

Wilmington Education Improvement Commission

**REDISTRICTING IN CITY OF WILMINGTON AND
NEW CASTLE COUNTY
A TRANSITION, RESOURCE, AND
IMPLEMENTATION PLAN**

APPENDICES TO INTERIM PLAN

December 1, 2015

Submitted to

The Delaware State Board of Education

APPENDICES

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APPENDIX A

WEAC 2015 LEGISLATIVE PRIORITIES

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2015 Legislative Priorities

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Wilmington Education Advisory Committee

2015 Legislative Priorities

Members of the 148th Session of the Delaware General Assembly:

From the very beginning of its work through the delivery of its final report, the members of the Wilmington Education Advisory Committee (WEAC) knew that meaningful change would require this:

Action in Legislative Hall. WEAC has generated significant momentum during the last nine months. WEAC sponsored community forums with thousands of interested constituents, weekly public meetings and community meetings, online coalitions in social media, and one-on-one discussions with hundreds of key decision-makers. Our analysis and recommendations have received broad-based support and encouragement. Now it is time to act. Over the next six weeks the 62 members of the General Assembly must lead the way.

In that context, today we are issuing our priorities for this legislative session. These are based on the recommendations outlined in the WEAC final report. There are a number of legislative proposals already in process that we fully support as well as two new proposals that we believe are central to the next steps in our journey. The new proposals are as follows:

- A proposed bill to establish the Wilmington Education Improvement Commission (WEIC) in code with specific functions to implement the short- and longer-term recommendations outlined in the Advisory Committee's report.
- An amendment to Delaware Code that allows the State Board of Education to redraw district lines in accordance with a resource, transition and implementation plan developed by WEIC under a specified and limited timetable and subject to confirmation by the General Assembly and the Governor.

It's our intention that the work on these two proposals would progress consecutively. First, the WEIC would develop a transition, resource and implementation (timeline/action) plan for streamlining district governance of Wilmington education as outlined in the Advisory Committee's final report. That plan would be submitted to the State Board of Education for approval by December 31, 2015 and then would need to be confirmed by vote of the General Assembly.

The State Board would act only after the General Assembly has consented by joint resolution and the Governor has affirmed. While WEIC would develop the plans, the power to move forward with those plans would be given to the State Board by the General Assembly.

Note that WEIC would be a standalone entity separate from any state department, include representatives from every affected district and comprise representation from parents, students, teachers, community leaders, and union participation. The Commission would sunset in 2020.

Email: tonyallen@comcast.net Phone: 302.290.1445

Wilmington Education Advisory Committee

May 12, 2015

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Our other priorities, all of which stem from the recommendations outlined in the WEAC final report, include the following:

- HB 30 (Representative Williams) — to fill the gap in special education funding Kindergarten through the third grade
- HB 117 (Representative Heffernan) — to change the unit count to provide more support for schools with high concentrations of students in poverty; and
- A specific portion of HB 56 (Representative Potter) — to require a comprehensive needs assessment and strategic plan before any more charters are authorized. Governor Markell signed this bill into law in early May.

With the help of Council President Gregory and Councilman Chukwuocha, we are also looking for some legislative support for the proposed Office of Education and Public Policy.

Attached is a published version of our final report. The content is what we submitted to the Governor and to the General Assembly on March 31, while the design includes more photos and graphics, and some historical anecdotes dating back to Delaware's involvement in *Brown v. Board (1954)*. We have also included quotes from a range of stakeholders and constituents including parents, teachers and students. For a soft copy, visit our Facebook page, [Solutions for Wilmington Schools](#).

Now is an important time! **Don't miss the moment!** Thank you.

Sincerely,

A handwritten signature in black ink, appearing to be 'Tony Allen', with a stylized flourish at the end.

Tony Allen, Ph.D.
Wilmington Education Advisory Committee Chair & Members

Email: tonyallen@comcast.net Phone: 302.290.1445

Legislation Passed

DRAFT



SPONSOR: Rep. Keeley & Sen. Henry & Sen. Marshall
Reps. Barbieri, Baumbach, Bolden, Brady, Dukes, Heffernan, J.
Johnson, Kenton, Lynn, Matthews, Miro, Osienski, Potter,
Viola, K. Williams; Sens. McDowell, Townsend

HOUSE OF REPRESENTATIVES

148th GENERAL ASSEMBLY

HOUSE BILL NO. 148
AS AMENDED BY
HOUSE AMENDMENT NO. 1
AND
SENATE AMENDMENT NO. 1

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO PUBLIC SCHOOLS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend § 1008, Title 14 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows:

§ 1008 ~~Creation of interim boards~~ Wilmington Education Improvement Commission.

(a) The Wilmington Education Improvement Commission (WEIC) shall advise the Governor and General Assembly on the planning, recommending, and implementing improvements to the quality and availability of education for children in Pre-K through grade 12 in the City of Wilmington and for which such changes maybe be instructive for addressing needs of all schools within the State with high concentrations of children living in poverty, English language learners, or both. Membership on the WEIC shall be limited to 23 members with full voting rights, including a Chairperson and two Vice-Chairpersons, who shall be appointed according to subsection (d) of this section. At a minimum, the WEIC shall be composed of the following members (or their designees, who shall have full voting rights), who shall be appointed by the Chairperson and Vice-Chairpersons, and when appropriate, in consultation with the appropriate board, agency, or authority from whom the member is drawn, including, but not limited to:

1. A member of the Delaware State Senate, appointed by the President Pro Tempore, and a member of the Delaware House of Representatives, appointed by the Speaker;

2. A representative of the School Board of the Red Clay Consolidated School District;

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HD : SLT : APS:5361480070
LC : BCG : RAY:5351480025

3. A representative of the School Board of the Christina School District;

4. A representative of the School Board of the Colonial School District;

5. A representative of the School Board of Brandywine School District;

6. The chair of the Education Committee of the Wilmington City Council;

7. A representative of the Mayor of the City of Wilmington;

8. Two charter school representatives, one located inside the existing boundaries of the City of Wilmington and serving Wilmington students, and one located outside of the City of Wilmington, in New Castle County, serving both Wilmington and County children;

9. Two high school students attending public school, one living in the City of Wilmington, one living outside of the City of Wilmington in New Castle County;

10. Two public school parents, one of a student living in the City of Wilmington, one of a student living outside of the City in New Castle County;

11. Two teachers from the school districts and charter schools, one teaching inside the City of Wilmington, one teaching in New Castle County;

12. A representative from the Delaware State Education Association that represents teachers and/or educational support staff in districts that serve Wilmington students; and

13. Other community leaders or representatives of the Wilmington and greater New Castle County community and educational interests.

(b) An affirmative vote of a majority of all voting members shall be required to take action.

(c) Meetings of the WEIC and all WEIC committees shall be public, unless designated for executive session. Voting membership in WEIC shall be limited to subsection (a) of this section.

(d) The Governor shall appoint a Chairperson and two Vice-Chairpersons. The Chairperson and Vice-Chairpersons shall lead the activities of the WEIC, including WEIC's coordination with State leaders and agencies and with public education and community stakeholders. The Chairperson and Vice-Chairpersons shall be selected based on, but not limited to, the following criteria:

1. A parent of a public school student living within the city limits of Wilmington;

2. A school board official from the districts serving Wilmington students; and

3. A community leader not otherwise affiliated with any school district, charter school, or governmental body.

(e) The WEIC shall convene regularly-scheduled public meetings, and shall meet at least 6 times annually.

(f) The WEIC may form an executive committee from its members. The WEIC shall form standing committees to develop recommendations for consideration by the full Commission including, but not limited to committees on: 1) redistricting; 2) charter schools; 3) serving low income and English language learning students; and 4) funding.

(g) The WEIC shall work with and across all governmental agencies, educational entities, and private and nonprofit institutions to promote and support the implementation of all recommended changes from the Wilmington Education Advisory Committee (WEAC). The WEIC also will also monitor the progress of implementation and recommend policies and actions to the Governor and General Assembly to facilitate progress and to promote the continuous improvement of public education. The WEIC shall develop a transition, resource and implementation plan, for presentation to and approval by the State Board of Education, for the provision of necessary services to schools and students affected by the implementation of the changes recommended by WEAC. WEIC shall also develop a resource plan regarding transitional resources to effectively implement school district realignment. Both the transition plan and resource plan must be submitted first to the State Board of Education and then to the General Assembly and the Governor for final approval. Both are due for submission and related action by December 31, 2015.

(h) The WEIC shall report to the Governor, President Pro Tempore of the Senate, and the Speaker of the House at least once each fiscal year. Each report shall include:

1. A summary of the work and actions completed by WEIC to accomplish its purposes as stated above; and
2. Recommendations of the WEIC about whether and how to further implement, promote, and achieve the recommendations of the WEAC.

(i) The WEIC shall be staffed by the University of Delaware's Institute for Public Administration. The staff shall be managed by a WEIC policy director from the Institute for Public Administration, approved by the Chairperson of WEIC.

(k) The WEIC shall conclude its operations by June 30, 2021.

Section 2. This bill shall take effect upon its enactment.



SPONSOR: Sen. Henry & Rep. Potter & Rep. Jaques
Sens. Bushweller, Marshall, McDowell, Pettyjohn,
Townsend; Reps. Baumbach, Bolden, J. Johnson, Keeley,
Osienski, B. Short

DELAWARE STATE SENATE
148th GENERAL ASSEMBLY

SENATE BILL NO. 122

AN ACT TO AMEND TITLE 14, CHAPTER 10 OF THE DELAWARE CODE RELATING TO EDUCATION AND
THE REORGANIZATION AND CHANGING OF SCHOOL DISTRICT BOUNDARIES.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

1 Section 1. Amend § 1026, Title 14 of the Delaware Code by making insertions as shown by underlining and deletions
2 as shown by strike through as follows:

3 § 1026. Changing boundaries; vocational-technical school districts; City of Wilmington.

4 (a) The State Board of Education may, in accordance with this section, change or alter the boundaries of any
5 reorganized school district except the reorganized district of the City of Wilmington, the boundaries of which shall at all
6 times be the same as the boundaries of the City of Wilmington.

7 (b) Before making changes in the boundaries of a reorganized school district, the State Board of Education shall
8 consult with the school boards of the districts affected by the proposed change. Thereafter, the State Board of Education
9 shall submit for approval or rejection the question of the change of boundary to the qualified voters of the district or
10 districts affected at a special referendum to be held for that purpose, after 2 weeks' notice of the referendum and proposed
11 change has been posted at the school or schools of the district or districts affected. The referendum shall be conducted in
12 each district by the school board of the district. Any person who possesses the qualifications prescribed in § 1077 of this
13 title may vote at the referendum. The question shall be determined by a majority of the total vote cast in each district
14 affected. Each school board shall immediately certify to the State Board of Education the result of the referendum in the
15 district.

16 (c) Subject to subsection (a) of this section, the State Board of Education may change or alter the boundaries of any
17 reorganized school district without a referendum of the voters if the written consent of the owners of the real property to be
18 transferred has been obtained and if also the school boards of the districts affected by such change or alteration have
19 adopted resolutions favoring such change or alteration.

20 ~~(d)(1) Notwithstanding the provisions of subsections (b) and (c) of this section, the State Board of Education may~~
21 ~~change or alter the boundaries of the Sussex County portions of the Milford and Woodbridge school districts if written~~

22 requests for such changes or alterations are submitted by the respective school district boards of education. The proposed
23 changes must result in the clarification of district boundaries using tax parcels registered in Sussex County as of January 1,
24 2008.

25 (2) The school boards of education in the effected districts shall conduct a public hearing on the proposed request prior
26 to taking any formal action. The hearings shall be advertised at least once a week for 2 consecutive weeks in a newspaper
27 published or circulated in Sussex County and the districts. Such advertising shall occur at least 20 days prior to the public
28 hearing on the proposed boundary change or alteration.

29 (3) Furthermore, prior to ordering a change or alteration of a school district boundary under this subsection, the State
30 Board shall conduct a public hearing on the request. The hearing shall be advertised at least once a week for 2 consecutive
31 weeks in a newspaper published or circulated in each county of the State. Such advertising shall occur at least 20 days prior
32 to the public hearing on the proposed boundary change or alteration.

33 (4) In its decision and order to change or alter a school district boundary under this subsection, the State Board of
34 Education shall specify a transition plan, which will provide for the orderly reassignment of pupils affected by the boundary
35 change. Such transition plan may permit pupils to continue their attendance at the school they attended prior to the
36 boundary change, with tuition payments by the sending district as provided in Chapter 6 of this title, until such time as the
37 pupils complete the grade levels offered in that school.

38 (5) The authority of the State Board of Education to act under the provisions of this subsection shall terminate on
39 January 1, 2010.

40 (d)(1) Notwithstanding the provisions of subsections (b) and (c) of this section, the State Board of Education may
41 change or alter the boundaries of school districts in New Castle County in a manner consistent with some or all of the
42 redistricting recommendations made by the Wilmington Education Advisory Committee in the report issued March 31,
43 2015, provided that the General Assembly passes, and the Governor signs, a Joint Resolution supporting the proposed
44 changes.

45 (2) Prior to ordering a change or alteration of a school district boundary under this subsection, the State Board or the
46 Wilmington Education Improvement Commission, shall conduct at least one public hearing in each of the school districts to
47 be affected, including at least two in the City of Wilmington.

48 (3) In its decision and order to change or alter a school district boundary under this subsection, the State Board of
49 Education shall adopt a transition, resource, and implementation plan. The plan shall be developed by the Wilmington
50 Education Improvement Commission, for presentation to and approval by the State Board, and shall, at a minimum, provide
51 for (1) the orderly and minimally disruptive reassignment of students affected by the boundary change and the reassignment

52 of governance responsibilities, (2) implications for educators, administrators, and other personnel that may lead to equitable
53 adjustments to local collective bargaining agreements, (3) resources that will be required, from state, district, and local
54 sources, to support the redistricting transition and provide for the effective ongoing education of all affected students, and
55 for the support of schools with high concentrations of low income students and English Language Learners, (4) student
56 transportation, (5) distribution of capital assets, and (6) engagement of educators, staff, parents, district personnel, and
57 community members through-out the transition. The plan shall permit students to continue their attendance at the school
58 they attended prior to the boundary change, with tuition payments by the sending district as provided in Chapter 6 of this
59 title, until such time as the pupils complete the grade levels offered in that school. If the State Board does not approve the
60 plan as submitted by the Wilmington Education Improvement Commission, it shall notify the chairperson of the
61 Commission in writing, give reasons why the plan was not approved, and allow the Commission to resubmit the plan within
62 60 days of the chairperson receiving the notice of denial.

63 (4) The State Board shall base its decision to change or alter school district boundaries on a record developed in
64 compliance with state open meetings laws.

65 (5) The authority of the Wilmington Education Improvement Commission and the State Board of Education to act
66 under the provisions of this subsection shall terminate on March 31, 2016.

67 (e) Notwithstanding subsection (b) of this section, the State Board of Education may change or alter the boundaries of
68 any reorganized vocational-technical school district if the school boards of the districts affected by such change or
69 alteration have adopted resolutions favoring such change or alteration.

SYNOPSIS

This bill would give the State Board of Education the authority to change school district boundaries in New Castle County in a manner consistent with the final report of the Wilmington Education Advisory Group. The State Board would be required to hold public hearings in the school districts affected, and in the City of Wilmington, prior to making such a change. The Wilmington Education Improvement Commission would be required to develop a transition, resource, and implementation plan for the redistricting proposal, for submission and approval by the State Board. The redistricting proposal and transition plan could not be implemented prior to the General Assembly passing, and the Governor signing, a Joint Resolution supporting the changes.

Author: Senator Henry



SPONSOR: Rep. Potter & Sen. Henry
Reps. Baumbach, Bennett, Bolden, Jaques, Keeley, J. Johnson,
Kowalko, B. Short, K. Williams; Sen. Poore

HOUSE OF REPRESENTATIVES

148th GENERAL ASSEMBLY

HOUSE BILL NO. 56
AS AMENDED BY
HOUSE AMENDMENT NO. 1

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO CHARTER SCHOOLS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend § 511(c), Title 14 of the Delaware Code by making deletions as shown by strike through and insertions shown by underline as follows:

(c) Charter school applications shall be submitted to a local school board or the Department for approval as an approving authority. Whenever a charter school seeks a charter from the Department as approving authority, such approval shall require the assent of both the Secretary and the State Board, as shall any action pursuant to §§ 515 and 516 of this title. The approving authority shall be responsible for approval of the charter school pursuant to this section and for continuing oversight of each charter school it approves. In addition, for a charter school applicant seeking to locate in the City of Wilmington, prior to the approving authority authorizing the school to open, the Mayor and the City Council of the City of Wilmington may review and provide comment regarding the likely impact of the proposed charter school on students in the City of Wilmington as outlined in this chapter and further defined in regulations.

Section 2. No new charter schools shall be authorized to open in the City of Wilmington prior to June 30, 2018, or until the development of a needs assessment and strategic plan for specialized public educational opportunities throughout the State, including those at traditional, magnet, charter, and vocational-technical schools. The strategic plan shall be based on an evaluation of educational needs using national models and best practices.

Legislation Introduced, No Action Taken



SPONSOR: Rep. K. Williams & Sen. McDowell & Sen. Poore
Reps. Barbieri, Baumbach, Bennett, Bolden, Brady,
Carson, Heffernan, Jaques, Q. Johnson, J. Johnson,
Keeley, Kowalko, Longhurst, Lynn, Matthews, Mitchell,
Mulrooney, Osienski, Paradee, Potter, Schwartzkopf, B.
Short, M. Smith, Spiegelman, Viola; Sens. Bushweller,
Ennis, Henry, Sokola, Townsend

HOUSE OF REPRESENTATIVES
148th GENERAL ASSEMBLY

HOUSE BILL NO. 30

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO PUBLIC SCHOOLS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

1 Section 1. Amend § 1703, Title 14 of the Delaware Code by making deletions as shown by strike through and
2 insertions shown by underline as follows:

3 § 1703 Unit of pupils.

4 As used in this chapter:

5 (a) "Unit" or "unit of pupils" is defined according to this schedule of numbers of pupils enrolled in schools beginning in
6 kindergarten and through grade 12; and for children prior to entry into kindergarten who are eligible for special education
7 services as defined in Chapter 31 of this title:

8 Beginning July 1, 2011

9 Preschool — 12.8

10 K-3 — 16.2

11 4-12 Regular Education — 20

12 ~~4-12~~ K-12 Basic Special Education (Basic) — 8.4

13 Pre K-12 Intensive Special Education (Intensive) — 6

14 Pre K-12 Complex Special Education (Complex) — 2.6.

15 (b) All such units must be authorized by the Department of Education under rules and regulations promulgated by the
16 Department. Partial unit funding is provided for all units based on the cash-in value of the unit. Only the last unit in any
17 category may be a major fraction.

18 (c) In the case of kindergarten, "unit" or "unit of pupils" is defined as 32.4 pupils for half-day kindergarten and 16.2
19 pupils for full-day kindergarten.

20 (d) For funding purposes, the following conditions shall prevail for the calculations of the number of units for children
21 with disabilities and all other children. The preschool unit shall be 1 unit for 12.8 students. The kindergarten through third
22 grade unit (K-3) shall be 1 unit for 16.2 students, except as noted in subsection (c) of this section above. The regular
23 education unit for grades 4 through 12 (4-12 regular education) shall be 1 unit for 20 students. The basic special education
24 (basic) unit for ~~grades 4 through~~ kindergarten through grade 12 shall be 1 unit for 8.4 students. The intensive special
25 education (intensive) unit for preschool through grade 12 shall be 1 unit for 6 students. The complex special education
26 (complex) unit for preschool through grade 12 shall be 1 unit for 2.6 students. Grade 12 is defined as enrollment until
27 receipt of a regular high school diploma or the end of the school year in which the student attains the age of 21, whichever
28 occurs first, as defined in Chapter 31 of this title.

29 (1) *Preschool unit* —

30 a. Student shall be counted in the preschool unit if the student is identified as eligible for special
31 education and related services and not counted in the intensive unit or complex unit described below and
32 is:

- 33 1. Eligible for special education and related services from birth; or
- 34 2. At least 3 years of age; or
- 35 3. Eligible as described in the interagency agreement with the Department of Health and Social
36 Services; or
- 37 4. Not yet entered kindergarten.

38 b. The following provisions shall apply to the preschool unit:

- 39 1. Partial unit funding is provided for between 1 and 12.8 students based on the cash-in value of the
40 unit.
- 41 2. The cash-in value of the unit is tied to the teacher state salary schedule at the master's level plus
42 10 years of experience as defined in § 1305(a) of this title.
- 43 3. The units include Divisions II and III.
- 44 4. Districts must use all funds generated by preschool unit to support services for the students
45 counted in the preschool unit. Districts are not limited to using the funds to employ teachers only.
46 The funds may be used to hire preschool special education teachers, paraprofessionals, and speech
47 and language pathologists, or other related services personnel as determined at the local level. The
48 units may also be used to secure contractual services per requirements for the contractual option
49 described in Chapter 13 of this title.

- 50 5. Districts may use tuition to pay for the local share and excess costs of special education and
51 related services.
52 6. The units are considered teacher/instructional units for purposes of other unit counts.
53 7. A student is not required to receive a minimum number of hours in special education instruction
54 to count in the preschool unit.

55 (2) *K-3 unit* —

- 56 a. A student shall be counted in the K-3 unit if the student is enrolled in kindergarten through grade 3
57 and not counted in the intensive unit or complex unit described later in this section.
58 b. The following provisions shall apply to the K-3 unit:
59 1. Partial unit funding is provided for between 1 and 16.2 students based on the cash-in value of the
60 unit.
61 2. The cash-in value of the unit is tied to the teacher state salary schedule at the master's level plus
62 10 years of experience as defined in § 1305(a) of this title.
63 3. The units include Divisions II and III.
64 4. The units are covered under the 98% rule as defined in § 1704(4) of this title and returned to the
65 buildings that generate them.
66 5. At least 20% of teachers at the K-3 building level must be certified in the area of special
67 education. The units are considered teacher/instructional units for purposes of other unit counts.

68 (3) *4-12 regular education unit* —

- 69 a. A student shall be counted in the grades 4-12 unit if the student is enrolled in grades 4 through 12 and
70 not identified as eligible for special education and related services.
71 1. Partial unit funding is provided for between 1 and 20 students based on the cash-in value of the
72 unit.
73 2. The cash-in value of the unit is tied to the teacher state salary schedule at the master's level plus
74 10 years of experience as defined in § 1305(a) of this title.
75 3. The units include Divisions II and III.
76 4. The units are covered under the 98% rule as defined in § 1704(4) of this title and returned to the
77 buildings that generate them.
78 5. The units are considered teacher/instructional units for purposes of other unit counts.

79 (4) ~~4-12~~ *K-12 basic special education (basic)* —

- 80 a. A student shall be counted in the basic unit if the student is enrolled in grades 4 through kindergarten
81 through grade 12; and identified as eligible for special education and related services; and not counted in
82 the intensive unit or the complex unit described below.
- 83 b. The following provisions shall apply to the ~~4-12~~ K-12 basic special education ("basic") unit:
- 84 1. Partial unit funding is provided for between 1 and 8.4 students based on the cash-in value of the
85 unit.
- 86 2. The cash-in value of the unit is tied to the teacher state salary schedule at the master's level plus
87 10 years of experience as defined in § 1305(a) of this title.
- 88 3. The units include Divisions II and III.
- 89 4. The units are covered under the 98% rule as defined in § 1704(4) of this title and returned to the
90 buildings that generate them.
- 91 5. A student is not required to receive a minimum number of hours of instruction to count as a
92 student in the basic unit.
- 93 6. The units are considered teacher/instructional units for purposes of other unit counts.
- 94 7. All units generated by special education students are to be used for professional staff to support
95 students with disabilities, to include special education teachers, school psychologists,
96 speech/language pathologists, reading specialists, educational diagnosticians, counselors, class aides
97 and social workers.
- 98 8. Districts are authorized to use up to 5% of the units for para-professionals or to cash them in for
99 related services.

100 Section 2. This Act shall become effective beginning with the fiscal year after its enactment.

SYNOPSIS

This bill provides State funding to kindergarten through third grade for basic special education. State funding already occurs for intensive and complex special education during these grades. Currently the basic special education funding runs from fourth through twelfth grade. This bill is an effort to promote earlier identification and assistance for basic special education needs which should then mitigate costs over the long term.



SPONSOR: Rep. Heffernan & Rep. Bolden & Rep. Jaques &
Rep. K. Williams & Sen. McDowell & Sen. Henry ;
Reps. Keeley Lynn Matthews Osienski ; Sen. Townsend
Reps. Barbieri, Potter

HOUSE OF REPRESENTATIVES
148th GENERAL ASSEMBLY

HOUSE BILL NO. 117

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO THE CREATION OF A UNIT FOR
LOW-INCOME STUDENTS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

1 Section 1. Amend Chapter 17, Title 14 of the Delaware Code by making deletions as shown by strike through and
2 insertions as shown by underline as follows:

3 § 1716B. Unit for low-income students.

4 (a) "Unit for low-income students" is defined for funding purposes as 1 unit for each 250 full-time equivalent low-
5 income students in a school district or charter school, grades K through 12. School districts or charter schools shall qualify
6 for partial funding for a fractional part of 250 full-time equivalent low-income students enrolled in grades K through 12.
7 The Department of Education shall define the measure to determine low-income status used to determine students eligible
8 to be included in the low-income unit count.

9 (b) Each student counted in establishing a unit for low income students may be counted only once in a school
10 district and charter school. For students who attend schools in more than 1 school district during each school day, the
11 student is to be counted in each school district for the portion of the day that the student is in attendance there.

12 (c) Funding authorized by this section shall be used to provide supplemental school and educational services and
13 programs for low-income students, including the employment of additional classroom support, such as teachers and
14 paraprofessionals; student support services, such as counselors, school psychologists, social workers, and intervention
15 specialists; Response to Intervention Services; and before and after school programs offering homework assistance, and for
16 support for English language learners.

17 (d) Funds appropriated in support of a unit for low-income students may be used for expenditures for any Division
18 III purpose pursuant to §§ 1304, 1707(h), and 1710 of this title. The programs supported by funds authorized under this
19 section shall operate for the number of hours of employment as specified by § 1305 of this title and the personnel employed
20 with funds authorized under this section shall be paid in accordance with § 1305 of this title.

- 21 (e) The units for low-income students are covered under the 98% rule as defined in § 1704(4) of this title and
22 returned to the buildings that generate them.
- 23 (f) The dollar value of a unit for low-income students, when applied to the employment of a full-time person, shall
24 be as provided in this title, but, when applied as herein authorized for other services, shall be the number of dollars set in
25 the state-supported salary schedule for a teacher holding a master's degree with 10 years of experience and employed for 10
26 months. The calculation of this funding shall be for the current school year. Expenditures on behalf of this unit when used
27 for the purchase of services shall be up to, but not in excess of, the amount herein authorized.

SYNOPSIS

This Act will create a funding source for students enrolled in Delaware public schools who are determined as low-income according to the Department of Education. This funding source will be in addition to the normal enrollment based funding provided to school districts and charter schools. The low-income unit will provide one unit of funding for every 250 low-income students in grades K-12 where the funding can be used for such purposes as providing additional teachers and paraprofessionals for classroom instruction; additional counselors, school psychologists, social workers, and intervention specialists; Response to Intervention Services; and before and after school programs providing homework assistance, and for support for English language learners. To ensure the low-income resources reach the schools where they are most needed, this Act requires that at least 98% of the units be directed towards the schools that generate the funding unless otherwise waived by a local board of education during a public meeting.



SPONSOR: Rep. Heffernan

HOUSE OF REPRESENTATIVES
148th GENERAL ASSEMBLY

HOUSE AMENDMENT NO. 1

TO

HOUSE BILL NO. 117

1 AMEND House Bill No. 117 on line 7 by inserting “based on federal guidance,” after “status” and before “used”
2 therein.

3 FURTHER AMEND House Bill No. 117 after line 27 by inserting the following:

4 “(g) State appropriations made under this section must require a local district contribution. Any school district that
5 receives State funds under this section may use § 1902(b) of this title to provide for the local district contribution required
6 by this subsection.”

SYNOPSIS

This Amendment clarifies that the Department of Education’s definition of a low-income student must be based on federal guidance.

In addition, this Amendment provides that appropriations made for units for low-income students must require a local district contribution and allows a school district to use a match tax in accordance with § 1902(b) of Title 14 to assist in meeting the local district contribution.

APPENDIX B

CHRISTINA SCHOOL DISTRICT

INTERIM FRAMEWORK FOR PLANNING FOR THE IMPLEMENTATION OF THE WILMINGTON EDUCATION IMPROVEMENT COMMISSION RECOMMENDATIONS

DRAFT



Freeman L. Williams, Ed.D., Superintendent
Robert J. Andrzejewski, Ed.D., Acting Superintendent

Drew Educational Support Center
600 N. Lombard Street
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October 29, 2015

Dear WEIC Commission Members:

On October 27th, the Christina School District Board of Education approved a draft of a "Framework for Planning" to be included as a part of the proposed WEIC implementation plan. The documentation is attached. We would like to highlight a few important points about the Framework:

- In the event that redistricting of the magnitude proposed in the WEAC report is implemented, the Framework for Planning is designed to identify and address Central Issues affecting the operations of the Christina School District at all levels.
- The Framework was developed during a relatively short time period, and is not intended to be all-inclusive. We anticipate that during the planning year proposed in the WEIC Timeline for Implementation, refinement of all action plans will be executed for all identified Central Issues. We may also find that it is necessary to identify and plan for new issues. As discussions were held and issues were identified, Christina's WEIC Committee prioritized its focus on the following key areas:
 - Minimal disruption for students and families
 - The need to support our employees
 - The coordinated transfer of district assets
- This Framework does not represent an endorsement by the Christina School District Board of Education of the overall WEIC Implementation Plan, since that document does not currently exist.

During the various community meetings Christina has hosted, students, parents, and community members have asked the Commission great questions. While it is true that the Commission and the leadership of the Christina School District have engaged our constituents, neither the Commission nor our District were able to address many of the questions raised, because the answers to many of the questions raised would have to be part of a Plan developed by the Red Clay School District. We are hopeful that should the Plan move forward, the Red Clay School District will fully engage the students, parents, and residents of the City of Wilmington in the process of planning for their schools.

Freeman L. Williams, Ed.D., Superintendent / Robert J. Andrzejewski, Ed.D., Acting Superintendent

The Christina School District is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identification, marital status, disability, age, genetic information or veteran's status in employment or its programs and activities. Inquiries regarding compliance with the above may be directed to the Title IX/Section 504 Coordinator, Christina School District, 600 North Lombard Street, Wilmington, DE 19801; Telephone: (302) 552-2600.

There is one additional point we wish to communicate. Should the WEIC plan receive all of the required approvals upon implementation, the property tax base of the Christina School District will decrease by approximately 20%. Christina’s expectation is that the tax payers of the “reconfigured” Christina School District should not be negatively impacted. There have been no conversations as of yet on this topic.

In closing, we have participated in the process in good faith that the recommendations and proposed implementation plans are in the best interest of students and their families. Regardless of the outcomes, it is very important for all to know that the Christina School District remains firmly in support of ALL students in ALL of Christina’s Schools and that we, as a District, remain committed to supporting student success. Christina’s mission and vision have not changed, and should the outcome of this Commission’s work change the configuration of the District, Christina will support the transition for students and staff based on a proposal that is in the best interests of students. However, if the outcome of the Commission’s work does NOT change the configuration of Christina School District, then the commitment to all schools, including the schools located in Wilmington, will remain strong and uninterrupted.

Thank you for including representatives of Christina in all parts of the conversation around implementation.

Sincerely,



Robert J. Andrzejewski, Ed. D.
Acting Superintendent

Attachments

Freeman L. Williams, Ed.D., Superintendent / Robert J. Andrzejewski, Ed.D., Acting Superintendent

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Wilmington Education Improvement Commission – Christina’s Framework for Planning

I. INTRODUCTION

In January 2015, the Governor of Delaware signed legislation moving recommendations made by the Wilmington Education Advisory Council (WEAC) into implementation and creating the Wilmington Education Improvement Commission (WEIC). The Commission is made up of 23 members in leadership roles in districts, community, business, and education policy and is focused on:

- Developing a transition plan, including a timeline, for the provision of necessary services to schools and students affected by the implementation of the changes recommended by WEAC.
- Developing a resource plan regarding transitional resources to effectively implement school district realignment.

The Commission has created five Sub Committees to complete the planning required and these include:

- Redistricting Committee
- Parent, Educator, and Community Engagement Committee
- Charter and District Collaboration Committee Update
- Meeting the Needs of Students in Poverty Committee Update
- Funding Student Success Committee

In response to the legislation and creation of WEIC, Christina’s Board of Education took two actions. In January, the Board of Education approved a resolution supporting the preliminary findings of the WEAC and pledged “...full support to assuring the realization of the aspirational goals of the citizens and stakeholders of Wilmington, Delaware to exercise self-determination, fiscal independence, and the exercise of selecting which LEAs are best suited to control and deliver responsive schools to its communities within the City of Wilmington.” Later in the spring, the Board created a WEIC committee to address Christina based issues. Originally created as a committee to support the transition for students, families, and staff in schools in Wilmington in response to the WEAC recommendations, it quickly became apparent that the WEIC Commission’s implementation planning would have impacts on more than Christina’s city schools.

The City Principals, led by Bancroft Elementary School Principal Harold Ingram, met several times and identified parents and teachers to participate in developing transition strategies to assist students and families in this process. Administration added High School principals, teachers, and other departmental leaders to be sure that potential impacts on enrollment, instruction, staffing, materials, transportation, and buildings could be identified and planned for appropriately across the district.

The WEIC-Christina committee began meeting weekly in mid-September through the end of October to develop a “framework for planning” that would take place next year (2016–2017) and potentially into

the following year should the WEIC Commission implementation Proposal be accepted by the State Board of Education. The goals of the committee included identification of potential Central Issues unique to Christina in a POST WEIC configuration; develop recommendations and action steps for the proposed planning period prior to an implementation; and to identify areas where there may be costs associated with the transitions proposed.

Aligning with the WEAC Guiding Principles, the committee kept focus on the Goal of Orderly and Minimally Disruptive Reassignment of Students as Central Issues were considered and recommendations/ action steps formed.

It is important to state that the Christina School District remains firmly in support of ALL students in ALL of Christina's Schools and will remain committed to supporting student success.

Our mission and vision have not changed and should the outcome of this Commission's work change the configuration of the District, Christina will support the transition for students and staff based on a proposal that is in the best interests of students. But if the outcome of this Commission's work does NOT change the configuration of Christina School District then the commitment to all schools including the schools located in Wilmington will remain strong and uninterrupted.

MISSION The mission of the Christina School District is to improve student outcomes and give every student opportunities to learn in an academically challenging, safe, equitable, and nurturing school environment. We pledge to value parents, caregivers, and families as partners in educating all students to learn, live, and lead in the 21st century and beyond.

VISION Christina will be a district where excellence is an expectation that is embraced by every member of the Christina community every day, for every child, in every school. Educators and families will work together to ensure that all students have the opportunity to achieve and to graduate prepared to pursue higher education or a career as a successful adult.

II. COMMITTEE COMPOSITION

In May 2015, the Christina Board of Education approved a recommendation from Board Member John Young to create a Committee to assist in the transition of schools, students, and families should the WEAC recommendations be approved.

- Creation of Committee to Support Transitioning Christina School District Wilmington Schools. The Board of Education approved the following resolution:

It is recommended to create a Christina School District (CSD) Board of Education (BOE) authorized committee to be comprised of the Board Member from Nominating District A (1), the CSD Board President (1), the Superintendent (1), one principal (1), one teacher (1), and one parent from each affected school (5) to support the Wilmington Education Advisory Committee (WEAC) recommendations in the transitioning of Wilmington Schools to a streamlined governance model that will no longer include Christina.

Approved Resolution:

To create a Christina School District (CSD) Board of Education (BOE) authorized committee to be comprised of the Board Member from Nominating District A (1), an additional Board Member of the Board's choosing (1), the Superintendent (1), one principal (1), one teacher (1), and one parent from each affected school (5) to support the process of transitioning the Wilmington Schools to a streamlined governance model that will no longer include Christina.

The committee will meet at least once per quarter and as often as necessary to be a responsive partner to the WEAC process. The teacher and principal will be selected by the Superintendent and two board members. The parents will be selected by their building principals.

The committee will work with any partners selected by the state to engage the transition process. The committee will make recommendations for action /continued support for the transition to the CSD BOE as necessary after a quorum required affirmative vote of its membership. The quorum of this committee is 6.

The committee is dissolved when the transition of CSD schools to another Local Education Agency (LEA) is deemed complete by the Delaware Department of Education.

Realizing that this transition may impact the High Schools also with student living in Wilmington attending all three of the District's High schools, the WEIC-Christina committee was composed including representatives of the Principals in Wilmington, Principals in the High Schools, Teacher representatives from a series of schools and the Christina Education Association (CEA), administrators from Human Resources, Business services, Technology, Facilities, Transportation, Child Nutrition, central office

personnel representing leadership in Teaching and Learning. The committee held open meetings and encouraged participants to bring colleagues who expressed interest in participating.

Each school leader has also identified parents who will participate in the Planning that will take place next year guided by the Framework this group has developed.

III. METHODOLOGY

The overall Christina committee is made up of over 35 individuals so far without including parents from each of the areas identified. In order to be sure that thinking around the Central Issues was productive, the group broke down into smaller subcommittees. These subcommittees included:

- **City Schools – Transitions for students, families, and staff**
- **Unique Programs and Instruction**
- **Special Education – Transitions for students receiving services**
- **High Schools**
- **Staffing**
- **Hardscape – Buildings, Equipment, and Materials**

Each subcommittee identified Central Issues, action steps, and potential cost factors the District may encounter during the implementation of WEAC recommendations. These issues were compiled into a Framework for Planning that can be the starting point for planning conversations, activities, and desired outcomes to be developed during the identified planning period in the WEIC timeline.

The Framework itself is not meant to be comprehensive in detail around all of the potential issues Christina may face should the recommendations made by WEAC be implemented through the Plans that the Improvement Commission (WEIC) is developing. It is a draft and a guiding document for further use.

Attached is the information generated by each subcommittee as well as the compiled Framework. This information will be submitted as a DRAFT to the WEIC commission to include as part of their recommendations to the State Board of Education.

IV. TIMELINE

Current year of Approval - 2015 – 2016

The WEIC Commission has developed a time line for review and submission of the Implementation Plan to the Delaware State Board of Education and the General Assembly.

Beginning in early November, the Commission will be reviewing the draft plan with Commission Leadership and the WEIC Redistricting Committee.

Nov. 10	WEIC Redistricting Committee reviews the draft report with the overall Commission
Nov. 11-13	The Commission will conduct briefings on the draft plan with the State Board, Governor's office, DOE, Legislators, Districts, and others.
Nov. 19	Draft Plan delivered to the State Board and public hearings are set up to gather input and comment
Nov.17, – Jan.14	Period of Public Input to the State Board on the Plan
Nov. 19 – Dec. 15	Commission considers revisions and additional information for the Draft Plan.
Dec. 15	Commission approves the Final Plan for Submission to the State Board
Dec. 17	Commission presents the Final Plan to the State Board
Jan. 21	State Board acts on the Submission
Feb. 11	If the State Board does not approve the Plan as submitted, the Commission may revise and resubmit by February 11 for review on February 18 – State Board Meeting.
March 10	If the State Board does not approve in February, the Commission may revise and resubmit by March 10 for review on March 17 – State Board Meeting.
March 31	State Board Authority to make changes per WEAC recommendations and associated HB ends.
March – June 30	If approved by the State Board of Education, the Plan is submitted to the General Assembly for acceptance and funding.

Year 1 Planning, FY17: 2016 – 2017

If accepted, funded, and signed by the Governor, the Planning Phase for the Implementation Plans begins and the District will need to expand the process to engage the community to put the actions in place assuring a smooth, orderly, and minimally disruptive transition for students in Wilmington and their families. A proposal for funding should be in place for approval by the Commission/ State Board of Education for the Transition Year by January 2017 and finalized as a request to legislature for funding by March 2017. This process will be outlined by in the Final Commission Implementation plan. Funding would be confirmed and in place in the June 2017 (FY 18) budget.

Year 2 Transition, FY18: 2017 - 2018

Transition activities are outlined to create a year for communication and preparation for students, staff, and families. Again proposals for funding for the first year of Implementation should be in place by January 2018 and finalized as a request to legislature by March 2018 per the final Commission plan. Funding for the first year of transition would be confirmed and in place in the June 2018 (FY 19) budget.

Year 3 Implementation, FY19: 2018 – 2019

Activities included in the first phase of Implementation begin. Additional funding for years to complete the implementation become available as part of district budgeting / state funding budget process.

Years 4 – 7 Implementation, FY20 – FY23: 2019 – 2023

Many of the activities currently proposed for implementation provide for students to be able to complete grade configurations in schools they were attending at the beginning of the Implementation process. Many students receiving special education services will require transportation or like services until they are 21. This will be shown in an extended Implementation calendar.

V. GUIDING PRINCIPLES AND SUBCOMMITTEE RECOMMENDATIONS

The WEAC recommendations and the WEIC Implementation plan have both centered on key guiding principles in order to focus the work and inform the decision making process. The WEIC Christina committee also maintained focus on the important issues by firmly keeping the needs of students and families, especially those living in the City of Wilmington, at the top when identifying issues and impacts of the proposed changes to the District.

With this in mind, the WEIC Christina subcommittee for Transitions for City Students and Families wants to be sure that we all keep the following Central Issues in the forefront as work continues in collaboration with the Commission and Red Clay. Strong focus and alignment of all parties around these Central Issues will assure minimal disruption and increased opportunities for students and families in Wilmington.

WEIC – Christina: TRANSITIONS FOR CITY STUDENTS AND FAMILIES

- **Orderly and Minimally Disruptive Reassignment of Students**
Guiding Principles

Guiding Principal – WEAC - *Wilmington Schools should be seen as community assets and must have allies to address the complex challenges of educating the city's children. These allies include engaged families, community and business partners, early childhood educators, mental and physical health providers, institutions of higher education and social service providers.*

Central Issues

One of the key components that will provide smooth transitions for students involves maintaining and perhaps even expanding the specialized programs and wrap around services that currently exist for students in Wilmington. If this plan moves forward, collaboration among Red Clay and Christina Building leaders, teachers and parents should continue. Working together we can all identify some of the top considerations that schools and districts should have for students in Wilmington and for all students, especially those living in poverty. Some of these considerations include:

- **Community Schools Model and wrap around services**
 - A resource person like the Eastside Community Schools Partner at ALL city schools, full time in each location. (Currently not at ALL city schools)
 - After school daily programing for all students that would incorporate positive exposure programs that these students do not get access to.
 - Partnerships. Providing Dance, swimming (transportation provided), homework support, art club, Lego club, chess club. Kids don't have to sign up but can just stay after school and attend. (many suburb schools offer such programing but at a cost)
 - Summer recreation and instructional programs
 - Expanded Mentoring
 - Programs for parents
 - Maintenance of key partnerships like Henrietta Johnson Medical Center located in Drew
- **Reduced Class sizes**
 - It is highly recommended that schools with high concentrations of poverty have a target of 20 or fewer children per classroom, no matter what the grade, to allow for individualized attention. This should apply K-12.
- **Equitable school climate focus and culturally responsive classroom environments**
 - Christina has been working for the last several years on strategies to support students in the instructional environment and to reduce suspensions and removal from the classroom. Additional support for teachers may necessary to assure the continuation of these practices under a new set of policies and practices in a different District.
- **Equitable and impactful funding formula**

- Schools and students in poverty need additional resources to support adequate, equitable, and impactful learning environments. A statewide funding system needs to address these requirements.
- A focus on Enrichment. Many students attending city schools suffer from poor performance in standardized assessments. Often assessments are used to determine participation in programs like Talented and Gifted or Enrichment. Poor performance on standardized testing does not preclude talents or lessen the need for talent development. Students living in city schools or other areas where there are high concentrations of poverty should have opportunities including:
 - Full time enrichment teachers. In many cases school is the only place students have access to enrichment opportunities and resources due to family finances, transportation and availability of guardian's schedules.
 - Whole class & schoolwide enrichment opportunities expanded and offered to all schools to provide opportunities for Theatre, Field Trips, Drum line, cultural activities, gardening, sports, IM 40, etc.
- Renewed Focus from local political leadership
 - Promote programs where Politicians and policy makers spend time every week in schools in the city of Wilmington and talk to the students, parents and staff before they make any decisions. See and hear first-hand the needs of the children.
- Behavioral and Emotional support
 - Effective placement settings for students needing services supporting positive academic and emotional behavior
- Expanded Pre-K opportunities, including full-day preschool for all 4-year-olds.
- Programming to address the Digital Divide
 - Skills development - Staffing include a FT Tech Coordinator / Instructor, and upgrades to present equipment/software.
 - Computer Literacy as a Core Subject K-5
- Programming to increase school pride and developmental opportunities
 - Dance, Music, and theater.
- Continuation in developing and supporting Culturally Responsive Positive School Climate
 - Staffing to support students in positive behaviors
 - Ongoing Professional development to support staff in Whole Child strategies, expectations, practices, and beliefs
 - Ongoing focus on maximizing instructional time for students and minimizing disciplinary actions per the Christina's Student manual.

WEIC – Christina: UNIQUE PROGRAMS AND INSTRUCTION

Guiding Principle – WEAC – *All Wilmington schools should meet high and rising standards for student learning in Delaware and across the globe. There should be agreed-upon measures for student success in meeting those standards that apply to all schools.*

Keeping in mind that this transition will affect the students who may be most at risk around academic success, transitions in classroom instruction and activities should be phased in so that teachers and students can make adjustments.

- **Orderly and Minimally Disruptive Reassignment of Students**

Douglass Academy

Students who legally require an alternative placement by committing crimes in the community and/or violating the student rights and responsibilities earn a placement outside of the comprehensive setting. Douglass Alternative Program is an intermediate and transitional intervention for middle and high school students in the Christina School District who must be placed outside of the comprehensive setting. It is also an appropriate placement for students who struggling social-emotionally in the conventional school setting. It provides an **inclusive** school environment using alternative methods to serve the behavioral, socio-emotional, and academic needs of high risk students.

Assessment of Programmatic Needs:

- Assess the viable placement of the program in a suburban setting (***the majority of students placed at Douglass Academy cannot receive services in the comprehensive setting per state code**).
 - Assess required safety and security measures needed to continue to provide intervention services
 - Assess the ability to retain and secure highly trained staff in the program
 - Assess if it is fiscally viable to operate in the “H” building of Christiana High School with facilities renovations. **See high school transition committee report reference recommendations to reduce the number of high schools.*
- Conduct a needs analysis placing a premium on safety and restorative intervention supports
 - Review fiscal implications to continue to contract out services comparative to district operation of a program with high fidelity
 - Convene collective bargaining discussions to explore a separate seniority roster and contract addendums to increase opportunity to recruit and retain CSD staff on three year cycle (*foci on reducing cost to build internal capacity*)
 - Identify a potential space to relocate the program to suburbs
 - a. Deep dive to assess programming, staffing, and capital improvements

- b. Provide information on potential locations to move the program to suburbs
- c. Develop a transition plan to identify a viable space for students to transition seamlessly
 - Develop a Comprehensive Communication Plan
 - Assess Staffing Needs: Leadership, Instructional, Food Service, Custodial, Secretarial Support staff
 - Identify Potential Facilities: Space in an existing building that is detached from the comprehensive setting or renovate an existing space
 - Assess Programming: online learning, graduation requirements, restorative practices, positive behavior supports
 - Explore Capital Improvements: what renovations will be needed
 - Transition and Distribution of internal hardware, furniture, Instructional materials, etc.

Tasks:

- Request an annual Operating Budget for Douglass
- Review facilities report of potential space meeting the safety guidelines

Sarah Pyle Academy

Sarah Pyle Academy is a non-traditional program which provides a rigorous, innovative, technologically advanced curriculum. Students are able to earn a high school diploma and be prepared for employment and post-secondary options through the collaborative efforts of the students, the staff, the parents, and the community. SPA is a non-traditional learning environment will help accelerate achievement for students who have been unable to attain success in the traditional high school environment. A SPA program is effective because of the tenets of personalized learning, blended learning and distinctive culture that are supportive to the needs of at risk youth.

Assessment of Programmatic Needs:

- Determine the long-term future of the program, including an exploration of a possible consortium approach involving other school districts
- In addition, assess the viable placement of the program in the suburban portion of the District either as a relocation of the SPA program, or as a satellite site of an extended program (**The culture is a distinct factor that contributes to the success of SPA*)
- Assess the ability to retain and secure highly trained staff
- Assess if it is fiscally responsible to operate in the “H” building of Christiana High School with facilities renovations. **See high school transition committee report recommendation to reduce the number of high schools.*

- Conduct a needs analysis understanding that culture is significant to the success of conceptual framework of SPA (*drop-out prevention personalized learning*)
- Engage collective bargaining discussions to explore a separate seniority roster and contract addendums to increase opportunity to recruit and retain CSD staff (*foci on reducing cost to build internal capacity*)
- Identify a potential space to relocate the program to suburban portion of Christina
 - a. Deep dive to assess programming, staffing, and capital improvements
 - b. Review project information on potential locations to convene the program
 - c. Develop a transition plan to identify a viable space for students
 - Create a Comprehensive Communication Plan
 - Assess Staffing Needs: Leadership, Instructional, Food Service, Custodial, Secretarial Support staff
 - Assess technological needs and materials needed to strengthen personalized learning

Tasks:

- Request the annual operating budget for SPA
- Review facilities reports to seek potential space/locations meeting the guidelines to ensure to appropriate culture components needed
- Assess how BRINC training can support the strengthening of programmatic needs

Montessori

The program supports a constructivist or discovery model. **Montessori** is an **educational** approach that places emphasis on independence, freedom within limits, and respect for a child's natural psychological, physical, and social development. The program has mixed aged classrooms. The program values student choice within a prescribed range of options and uninterrupted blocks of work time. Students learn concepts from working with materials rather than by direct instruction. It must be taught by a trained Montessori teacher.

Assessment of Programmatic Needs:

- Assess the feasibility of Red Clay continuing to offer the service to city families
- Negotiate the opportunity for students to complete the three year cycle
- Engage Red Clay leadership to assess if the continuation of the services is an option

Tasks:

- Request that cabinet level leadership assess the possible of continuation of the program
- Request that cabinet level ensure that students can complete their three year cycle

WEIC – Christina: SPECIAL EDUCATION PLANNING

- **Orderly and Minimally Disruptive Reassignment of Students**

A significant percentage of students in Wilmington Schools are identified for Special Education services. (Over 20% at Bayard and Bancroft, Between 10 – 15% at Pulaski, Stubbs and Palmer) A process for IEP review and transition should be developed so that students and parents are clear on services and expectations. Christina has created a spectrum of settings and classrooms to address the needs of students.

- Specialized support classrooms for Academic Support and Behavioral Support
- Specialized support - Therapeutic Classrooms – Mental health services for students through Providence. Christina maintains 4 classrooms in the City 2 at Stubbs 2 at Bayard
- NETworks Program – A specialized support program available to students through their HS – located in the Suburbs. Typical student is special education with an IEP providing education through age 21. If students are prioritized and granted the time to remain in their program until the end of the grade configuration some students may be in this program for up to 6 years. Transportation for grandfathering students will be a consideration.
- Delaware Autism Program – Christina has created classrooms for the Delaware Autism Program in schools across the state. There are classrooms for DAP in schools in Wilmington.

In order to address some of these Central Issues the Special Education Planning subcommittee has created the following outline for planning work required.

➤ **Student Needs**

- Programming and IEPs. Christina School District has a culture of inclusion. CSD has no separate building for students with mild to moderate support needs that would compare to the Richardson Park Learning Center. CSD has no separate building for students with moderate to severe support needs that would compare to Meadowood School.
 - Compare and contrast settings and supports provided by each district
 - Academic Support
 - Behavior Support
 - Emotional Support
 - Availability of D setting options, such as Parkway and Douglass
 - Programming for students with moderate to severe disabilities (REACH students), including transition, community, or vocational opportunities
 - Community or field trip supports for students with seizure plans or other medical support needs
 - Preschool students with IEPs
 - Program models

- Effects of child care addresses on determining attendance building
- Vocational Training Options
 - NETWORKS
 - REACH 18-21 year old program
- Identify settings or supports not currently available in Red Clay
 - Transition student IEPs to settings and supports that meet student needs and are available in RC
 - Partner with RC to identify ways to support students or translate IEPs to RC models and approaches
- Low-incidence or unique student needs
 - Identify students who have highly specialized support needs, such as students who are blind or medically involved who are currently supported in CSD buildings. Develop descriptions of student needs and supports provided and share with RC for planning purposes
- Autism support students served by Brennen in general education settings
 - Impact on space
 - Look at transitions for students who are served in general education settings
 - Diminished capacity due to loss of schools in city
- Process Needs
 - IEP reviews and revisions to align student needs with Red Clay service delivery models, where appropriate
 - IEP reviews to determine service and support models that may need to be considered for implementation by Red Clay
 - Transition planning for students, families and staff
 - Building visits
 - Transition meetings
 - File transfers, to include teacher-to-teacher and specialist-to-specialist information sharing and transition
- Budget and Planning/ Next Steps
 - Numbers of students by category of educational disability
 - Numbers of students by funding category
 - Numbers of students who have adult support para educators in place
 - Numbers of students who need one-on-one para educator support for significant health or safety needs
 - Students with specialized equipment needs, including adaptive, assistive tech, positioning, and medical

WEIC – Christina: THE CHRISTINA SCHOOL DISTRICT HIGH SCHOOL TRANSITION

- **Orderly and Minimally Disruptive Reassignment of Students**

Philosophically the overarching conversation was directly correlated to analyzing the capacity of the Christina School District to effectively support holistic and enriching programs at the High School level. In turn, the committee will focus its energy on action items identified to support a movement to stay in a three high school configuration or transition to a two high school configuration.

Review of Projected Enrollment:

- **Examine Suburban Feeder Patterns by Neighborhoods:**
 - To determine a three year projected population trend and the impact at each high school
 - To determine if new feeder patterns need to be established in order to balance the population at each middle/ high school
 - To determine if it is fiscally responsible to operate three high schools
- **Upon analysis of Demographic Data:**
 - Craft a fiscal and educational plan for effective building utilization.
 - Deep Dive into: programming, staffing, and capital improvements
 - Develop a transition plan to a two high school model
 - Communication pyramid
 - Staffing: Leadership, Instructional, Food Service, Custodial, Secretarial Support staff
 - Programming: CTE, Exploratory
 - Capital Improvements
 - Transition and Distribution of internal hardware, furniture, Instructional materials, etc.
- **Tasks:**
 - Demographic Reports
 - Develop annual Operating Budget for each of the secondary schools
 - Draft a Data Recording Document for school-based programming
 - Current Building Programming Document
 - CTE Offerings
 - World Language Offerings
 - Exploratory Offerings
 - AP offering
 - Unique Programming
 - Staff Allocations
 - Develop calendar and methodology to engage all constituent groups in the community.

DRAFT

WEIC – Christina: STAFFING - CHRISTINA SCHOOL DISTRICT

Central Issue – Employee Transition

Guiding Principle: We believe that all staff should be treated fairly and equitably throughout this process.

The Christina School District currently supports Wilmington students with Teachers; Paraprofessionals; Nurses; Secretaries; Custodians; Child Nutrition Workers; Bus Drivers & Aides; and Administrators. The Red Clay Consolidated School District will evaluate a number of options regarding how they wish to staff their reconfigured District. One of the guiding principles in the transition of students is to minimize disruption. During the period of transition, it is imperative that employees maintain focus on serving student need and avoid paralysis of fear for their continued employment.

School year 16-17 (Fiscal 17) will be the year of planning with FY18 as a year of transition. During this period the Christina School District will need to do the following:

- Establish Memorandums of Understanding establishing transition rules around salary, seniority and other agreements in collective bargaining agreement with the following employee groups:
 - CHRISTINA EDUCATION ASSOCIATION;
 - CHRISTINA PARAPROFESSIONAL ASSOCIATION;
 - CHRISTINA SECRETARIES ASSOCIATION;
 - CHRISTINA CHILD NUTRITION ASSOCIATION;
 - AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES, LOCAL 218;
 - and
 - INTERNATIONAL UNION, UNITED AUTOMOBILE, AEROSPACE & AGRICULTURAL IMPLEMENT WORKERS OF AMERICA.

It is important to note that when the New Castle County district was broken down into four districts, employees' seniority was protected. This language is carried in the Christina Education Association agreement per the following language:

16:1.2 For transition purposes, seniority dates for teachers shall be the seniority date as established in the spring 1981 seniority roster of the New Castle County School District adjusted for any time spent on layoff during 1981-82 and other reasons for adjustment as outlined by this Article.

The Christina School District values our entire employee base and would hope that all of our employees providing services to our Wilmington students will continue to do so with the Red Clay Consolidated School District. However, should that not occur, the Christina School District will require financial support for a two year period commencing the first year of student transition (anticipated School Year 18-19 (Fiscal 19). This two year period will provide an opportunity for the district to absorb employees not transferring to Red Clay, or make the necessary staffing reductions for the respective groups as well as administrators.

Should the final plan submitted by WEIC, and subsequently approved, call for a transition plan that will not fully occur during the first year of implementation, the District will require the financial transition support for employee transition to adjusted accordingly.

Christina will create an estimate of the support required by reviewing current staffing in the affected schools, rates of teacher mobility, and current proposals on to address the needs of students attending schools with high concentrations of poverty. The District will make several assumptions to determine an order of magnitude for which legislators will be asked to plan. The Financial Support will need to be sufficient to cover both the State share of these positions, as well as the local share. Support for the local share will be required due to the loss of the tax basis from the City.

WEIC – Christina: HARDSCAPE – BUILDINGS, MATERIALS, EQUIPMENT

- **Orderly and Minimally Disruptive Reassignment of Students**

Decisions around the movement of furniture, equipment, and technology systems in schools impacted by this initiative should be driven to provide and support the most minimally disruptive environments for students.

Sarah Pyle Academy, Douglass school, and Drew administration building will need all systems, furniture, and equipment to be relocated to other locations.

Considerations for the planning and transition years include:

- Student and staff Technology migration.
 - Christina will work with the State student management system to insure all staff and students move correctly from the Christina School District in Eschool and IMS
 - Christina will assist in the moving and migration of all internal networking accounts to the RCCSD network environment.
 - Christina will assist RCCSD in the moving of all Documents and email of staff and students to RCCSD
- Technology Hardware & Copiers
 - All technology currently in place meets or exceeds state standards for student use. It is recommended that Christina will leave in place all computers and printers if RCCSD should chose to keep and maintain them in the current environment.
 - Christina will request moving assistance if RCCSD should chose not to keep the current Computer and Printer hardware.
 - Copiers will have leases renegotiated with leasing company to transfer ownership of leases to RCCSD
 - All Smart Technologies will remain in place and transfer ownership to RCCSD
 - Technology will work with transferring all current applications being used by staff and students which require annual renewal and or Licensing fees.
- Systems
 - Facilities will assemble all agreements for service & maintenance & monitoring
 - Facilities will review process and timing for agreement transfers & termination
 - Facilities will coordinate the transfer and/or termination of agreements
 - Building Automation
 - Security
 - Access
 - CCTV
- Technology Infrastructure

- Christina will leave all infrastructure in place in school buildings (not including Drew) including all existing wireless access points, phone systems Servers
- Lease Agreements (existing)
 - Recommend transfer of lease with ownership of property
 - Henrietta Johnson Medical Center
- Furniture
 - Recommendation to turn over all school furnishings with property transfer in Stubbs, Bancroft, Pulaski, Bayard, and Elbert Palmer
- Central Office Needs
 - Relocate District Staff. Facilities will design and create adequate office space for District's personnel relocations.
 - Design & create space
 - Electrical needs
 - HVAC needs
 - Move office furniture & equipment
 - Relocate personnel
- Central Office Technology Needs.
 - Relocate all technology hardware and infrastructure from the Drew building.
 - Technology will assess the needs of the new location to insure the space has the adequate technology needs for the relocation of the District office.
 - Technology will work with Vendors and contractors to create or expand the technology needed for the relocation of the District office.

WEIC – Christina: CONCLUSIONS AND NEXT STEPS

DRAFT

Appendices/Attachments

1. Christina School District's Framework for Planning

DRAFT

CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
 OCTOBER 2015 **D R A F T**

CENTRAL ISSUES WEIC Plan and Christina School District						
WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
Students and Families						
Instruction						
Curricular Materials - Traditional Schools		Coordination with RCCSD on similar materials	Inventory and proposal Plan in July 2016 Align transition with staffing timeline	All current CSD elementary materials should be transported to Eden for storage and will be redistributed to other district schools.	Yr 1 Staffing for inventory \$ 42,000 Yr 2 Staffing for Management \$ 42,000 Packing and Moving services \$ 60,000 Yr 3 Complete	Instruction and Unique programs Sub Committee and Facilities
Unique and Special Programs		Summary of Special programs along with numbers of students in each who are attending or reside in Wilmington	Enrollment, Current and proposed locations if relocating.	Christina supports a very inclusive model for students receiving special services. There are multiple settings designed to provide appropriate supports for students across the district. It is not apparent that RCCSD will have similar settings and transitions for students may become difficult	Yr 1 File review and transfer Yr 2 File review and transfer	Instruction and Unique programs Sub Committee
	Program A: - Sarah Pyle Academy	Students attend from City and Suburbs.	Review of program and attendance 50% of the attendees reside in the Suburbs Review of potential locations for relocation	Primary Recommendation is to move program but there is interest in discussing a consortium among districts to create options for students. Unless the Program remains in CSD, Legislative action will be required to share among districts. Physical location is important for the nature of this program	Yr 1 Design consulting - \$ 25,000 - \$50,000 Yr 2 \$ 250,000 - \$ 500,000 in perhaps expanded minor capital funding to recreate the space for the program elsewhere	Instruction and Unique programs Sub Committee
	Program B: - Douglass Program	Currently outsourced. Students from District wide 6 - 12	Review of Program and attendance 50% of the attendees reside in the Suburbs Review needs for higher levels of service Review optiosn for new location or delivery model	Relocate and/or Redesign Service Delivery model. Review and revise service model July 2016- Sept 2016 Physical space and location are important to this program Implement new model Sept 2016 – June 2017 Turn over building to RCCSD July 2018	Yr 1 Design consulting - \$ 25,000 - \$50,000 Yr 2 \$ 250,000 - \$ 500,000 in perhaps expanded minor capital funding to recreate the space for the program elsewhere	Instruction and Unique programs Sub Committee
	Program C: Montessori Program	Students from other districts as well as the suburbs choice in	Proposal for Relocation OR maintenance of program at Bancroft for RCCSD management	Evaluate the desire for Montessori in Red Clay. Christina will maintain the existing Montessori program in the suburbs and will investigate expanding the grade configuration	Reduction in costs	Instruction and Unique programs Sub Committee

CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Program D: Therapeutic Classroom	Assigned students in classrooms live in the City		Coordinate service delivery with RCCSD.	Reduction in Contract	Special Education Sub Committee
	Program E: Language Immersion	Spanish at Pulaski		RCCSD has an Immersion Program at another School. Coordinate options for parents/students to continue in RCCSD program elsewhere via choice process	Reduction in costs	Instruction and Unique programs Sub Committee

CHRISTINA SCHOOL DISTRICT

FRAMEWORK FOR PLANNING - WEIC

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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Program F: DAP Classrooms	Questions around whether RCCSD can provide classrooms / support if city buildings become RCCSD What level of support will CSD be providing	Review attendance patterns and placements	Work with RCCSD to develop internal program for lesser restrictive environments for students with autism but relocate students into classrooms in CSD initially.	TBD	Instruction and Unique programs Sub Committee
	Program G: PreK	All Elem buildings have at least one Prek	2/3 of PreK students transition into K in Christina Schools.	PreK in Wilmington is for Wilmngton students predominantley. Will become RCCSD. There are concerns about Birth Mandate services	NA	Instruction and Unique programs Sub Committee
	Program H: Specialized support (ILC and Behavioral)	Students in these classrooms currently are living in Wilmington		Wilmington Students will become RCCSD	NA	Special Education Sub Committee
	Program I: NETWORKS	Students from Wilmington attend through their High Schools.	Transportation Plan and CHOICE assistance for parents to keep students in the Program	Students will complete program through their traditional HS's. CSD will provide transportation.	Yr 1 \$0 Yr 2 \$0 Yr 3 and Beyond up to Yr 7 for Wilmington students to reach age 21 State dollars to completely fund transportation will decrease over these years as students age out	Special Education Sub Committee
IEP Transfers and Updates		Process for review and transfer of all IEPs	Sept 2017 –June 2018 (Transition year) Development of process and parental communication			Special Education Sub Committee
Contracted Services in Schools		Most are year to year but assembling a list of services provided that are supporting students including Providence, Community Schools, Behavior interventionists, Mentoring, ISS ISA etc	List and contract requirements if any. These would not go out of use until 2017. Begin information with Vendors		Reduction in Contracts	Student Services
Student Assignment						
	Capacity and Enrollment Impacts	Summary of Capacity per building in Wilmington AND in High Schools in the suburb. There are calculations included in WEAC report for Districtwide impacts. These should be verified and calculated by us.	Capacity summary and Eschool Enrollment. Format a PROJECTION process that is somewhat reliable and takes charter schools into account.		NA	HS Sub Committee
	Student Records	Transfer of student records - Electronic and paper data for the students involved will need to be transferred. As the statewide SIS system is maintained by the DOE, DOE will need to assist in the data migration.			NA	technology Sub-Sub committee

CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	HS Transition	Develop Demographic data around a reconfigured Christina Examine Feeder patterns by neighborhoods Analyze current instructional programming including student participation and interest Instructional Programming Opportunities Feeder pattern/Student Assignment Staffing Facilities Utilization and Capital needs	Develop new projections model Generate plan to transition into a Revised High School Model for Christina Develop a Communication Plan Develop calendar for transitions Assist parent with CHOICE process if necessary	Planning year Sept 2016 – June 2017 Begin Implementation in September 2018. Coordinate with Major Capital work. Transport traditional students through 2020 Transport SPED students through 2023	Yr 1 \$125,000 for planning and consulting support Yr 2 \$Major Capital dollars defined and campaign noving forward Yr 3 Staffing and Operational support for modifications	HS Sub Committee

CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Suburban Elementary and Middle Impacts	Potential revisions in low income definitions and funding may have impacts on capacities in the Suburban schools. Definitions and Threshold must be established. Then analysis of capacity and delivery model for support for students must be determined before additional classroom space can be proposed	Capacity in Suburban Elementary Schools: Resources Subcommittee is proposing funding models that may create smaller class sizes in schools with high concentrations of low income students. The definition of “High Concentration” needs to be clarified. 40% ? Christina has schools in the county that qualify. Smaller class size if the chosen option could cause significant capacity issues. o CSD Schools in the Suburbs that are over 40 % low income as of last year 14/15 per DHSS qualifiers ☒ Elems that are OVER 40%: Brookside, Jones, Gallaher, Leasure, McVey, Oberle, Smith, Wilson, ☒ Elem that are AT or very close to 40% (between 37 and 40%): Keene, Brader, Maclary ☒ Middle Schools: Gauger, Kirk, Shue CSD Elementary Schools that are identified as HIGH CONCENTRATION LOW INCOME with an occupancy rate over 80% : Jones, Gallaher, Leasure, Smith, Oberle, o CSD Elementary Schools that are identified as close to High Concentrations of Low Income (between 37 and 40 % with an occupancy rate over 80%: Keene, Brader, Maclary o CSD Middle Schools in the Suburbs are all identified as HIGH CONCENTRATION of POVERTY . Gauger has a 76% Occupancy rate		Yr 1 \$125,000 for planning and consulting support Yr 2 \$Major Capital dollars defined and campaign noving forward Yr 3 Staffing and Operational support for modifications	Instruction
	Transportation	Assess grandfathering.....students will complete their grade configuration in their current school as of 2017/2018. This will have impact on HS students and students attending programs like SPA, Networks and REACH. NCLB transportation should be completed this year but may need to be considered. There are students living in the City attending suburban schools based on E School information. HOMELESS transportation will also be a conversation. Drew Pyle - 5 take in buses, no special ed, have 3 bell times and they transport in the evening to our equivalent to Groves Pulaski – 3 buses (1 District, 2 contracted) 8:20 – 3:00 Reach- Program 1 bus (district) Palmer – 4 buses (all contracted) 8:20 – 3:00 Reach- autistic 3 buses (district) Bancroft – 2 Buses (contracted) 9:00 – 4:00 Reach- autistic 4 buses (district) Stubbs – 4 buses (all contracted) 9:00 – 4:00 Reach- autistic 3 buses (district) Bayard – 7 (1 District, 6 contracted) 7:00 – 2:35 Reach- autistic 3 buses (district) Douglas – 5 buses (3 district, 2 contracted)	Current Routes run by CSD in Wilmington (Most have been contracted out as of 15/16) Homeless and NCLB routes still in existance. • Impact of 3 tier to 2 tier schedule (involves additional buses - can contractors handle) • Local cost estimation of additional routes (currently approx. 44) -change in cost to contracts, district cost of 10% district share • Can RC/CSD agree to jointly review contract assignments for routes in question • RC should assume responsibility for assigning contracts for school years after transition (or during transition). Typically contracts continue until districts withdraw. Need to ensure orderly transition - RC should be able to continue contract (CSD termination and RC award should happen concurrently). • Summer busing currently done by CSD - currently no district wide busing in the city. individual schools may have busing • Special education transportation currently involved - 14 Spec. Ed buses • Alternative education transportation currently involved -	Determine which routes will be kept for transportation into Suburban high schools or programs for the duration of the student's grade configuration or IEP. State will provide 100% of Choice transportation for impacted students	Yr 1 \$0 Yr 2 \$0 Yr 3 and Beyond up to Yr 7 for Wilmington students to reach age 21 State dollars to completely fund transportation will decrease over these years as students age out	Transportation

CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Child Nutrition	analysis of CEP program impacts along with Breakfast in the Classroom				Child Nutrition

CHRISTINA SCHOOL DISTRICT

FRAMEWORK FOR PLANNING - WEIC

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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Transitions for City Students/Parents	Assisting in transitions Students and parents will make should the plan move forward. Advocating on behalf of students in Wilmington	Provide input to Red Clay planning committees on needs in the Schools as they are: Instructional , Social/Emotional, support services Develop budget/staffing recommendations Develop plan should WEIC NOT move forward to support students in Wilmington effectively			City Students Transition sub committee
Staffing						
Assignment (School Based Personnel)		Establish Memorandums of Understanding with the following employee groups:	The Christina School District values our entire employee base and would hope that all of our employees providing services to our Wilmington students will continue to do so with the Red Clay Consolidated School District. However, should that not occur, the Christina School District will require financial support for a two year period commencing the first year of student transition (anticipated School Year 18-19 (Fiscal 19). This two year period will provide an opportunity for the district to absorb employees not transferring to Red Clay, or make the necessary staffing reductions for the respective groups as well as administrators.		PROPOSED TOTAL SUPPORT for all GROUPS for Transition years YR 3 \$4,086,000 YR 4 \$2,043,000 Assumptions are that Red Clay will employ a minimum of 50% of employee groups. Poverty and ELL Increased Support implementation will include Christina. Proposed additional funding support will be provided based on Need and Available funding	Staffing Subcommittee
Transfer options by group		Summary of options to be promoted for next year. Any associated costs			Proposed Funding to support transition of employee groups. Funding would be made available to the District beginning in Year 3 Implementation FY 19	Staffing Subcommittee
	Teachers	CHRISTINA EDUCATION ASSOCIATION;			YR 3 \$ 1,500,000 YR 4 \$ 750,000	Staffing Subcommittee
	Paras	CHRISTINA PARAPROFESSIONAL ASSOCIATION;			YR 3 \$ 500,000 YR 4 \$ 250,000	Staffing Subcommittee
	Secretaries	CHRISTINA SECRETARIES ASSOCIATION;	7 school based		YR 3 \$ 176,000 YR 4 \$ 88,000	Staffing Subcommittee
	CNS	CHRISTINA CHILD NUTRITION ASSOCIATION;	31 + 2		YR 3 \$ 360,000 YR 4 \$ 180,000	Staffing Subcommittee

CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Custodial	· AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES, LOCAL 218; and	31 + 3		YR 3 \$ 750,000 YR 4 \$ 375,000	Staffing Subcommittee
	Bus Drivers and Aides	· INTERNATIONAL UNION, UNITED AUTOMOBILE, AEROSPACE & AGRICULTURAL IMPLEMENT WORKERS OF AMERICA.	Red Clay has no contract with UAW so transfers will not be considered. CSD has numerous open positions, so a reduction is unlikely		NA	Staffing Subcommittee
	Administrators	Outline current administrative support earned and beyond earned that the District provides for Wilmington Schools.	10 school based		YR 3 \$ 800,000 YR 4 \$ 400,000	Staffing Subcommittee

CHRISTINA SCHOOL DISTRICT
 FRAMEWORK FOR PLANNING - WEIC

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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	MOU with Bargaining agreements	Collaboration RCCSDEA to negotiate agreements for all Teachers/Paras/CNS/Secretarial. ASCFME for MOU with two groups for Custodial. UAW does not exist in RCCSD so we will be reducing force if necessary.				Staffing Subcommittee
	Central Office Personnel					
	Earned Unit Impact	Calculate earned units based on new projected enrollment.	Calc based on Sept 30th this year and projection for 2017	No impact because of imposed caps in code		Staffing Subcommittee
Buildings, Equipment, and Materials						
	Buildings					
	Central Office Personnel	Create new location for Central Office	Plan and Cost summary	Recommendation to fit out space in an existing Building and to add accessiblility upgrades if necessary to be paid for by the State. Plan in July 2016 – Sept 2016. Begin Relocation work in receiving school or location in Jan 2017. Complete in March 2017. Complete relocation by June 2017	Yr 1 \$65,000 for planning and documentation Yr 2 \$500,000 budget for reconfiguration Yr 3 \$ 50,000 for Operational support for modifications	Hardscape Subcommittee
	Systems (building automation, security and access, CCTV)	There are apparent differences in vendor supplied systems for CCTV/Access control/automation/and security. Again any revisions RCC feels is necessary would need to be included in their plan. Christina will assemble all agreements for monitoring so that information can be provided to RCC . Review of length of terms etc. There are also maintenance agreements on some equipment that would need transfer	• Security Equipment: Christina owns a significant portion of equipment associated with access control, closed circuit TV system, and security currently being monitored by a vendor		Yr 1 Planning and documentation Yr 2 \$TBD	Hardscape Subcommittee
	Technology Infrastructure	Conversations around infrastructure/wireless/switches etc has started between RCC and CSD. The impact will need to be quantified by RCC should they decide they need to modity what CSD has in place.	Inventories reviewed and walk throughs scheduled		Yr 1 Planning and documentation Yr 2 \$TBD	Hardscape Subcommittee
	Equipment and Materials					
	Technology Hardware and Copiers	Inventory should be reviewed and a moving plan should be considered. It is doubtful that RCC will want to re image all of the computer equipment in the City Buildings but that is not certain. Review of a process to do that should be considered OR a moving and redeployment plan should be created. Current Infrastructure of CSD not supported by DTI. DTI currently provides Infrastructure support for RCCSD.	Inventory by building. List of agreements and leases (phone, copiers etc)	Coordination with RCCSD but the intent of Christina is to leave in place in all Traditional Schools - Bancroft, Stubbs, Bayard, Pulaski, Palmer	Yr 1 \$0 Yr 2 (traditional schools) TBD Yr 2 (SPA, Drew, Douglass) \$ 25,000	Hardscape Subcommittee

CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Kitchen Equipment	Develop agreements on whether equipment stays in place in toto. Develop plan to relocate equipment that is not part of the agreement. CSD CNS provides services to non-district programs within the city. Notification to organizations required, RCCSD needs information; & Determination for continued support	Inventory by building			Child Nutrition

CHRISTINA SCHOOL DISTRICT
 FRAMEWORK FOR PLANNING - WEIC

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WEIC / CSD	Item	Description/ Action needed	Deliverable/Data	Recommendation	Timeframe/Projected Costs Year 0 FY 16 Approval Year 1 FY 17 Planning Year 2 FY 18 Transition Year 3 FY 19 Implementation Years 4 - 7 Continued Implemetation to allow students to finish in current programs/grade configurations	CSD Owner/WEIC Sub committee
	Furniture	Assessment again involves RCCSD and their action plan for serving the schools. Probably need to turn over ALL furnishings that are currently housed in the buildings except for Drew. Facilities will develop a moving/redeployment scenario including excessing furniture districtwide just in case RCCSD decides to refurnish all buildings		Coordination with RCCSD but the intent of Christina is to leave in place in all Traditional Schools - Bancroft, Stubbs, Bayard, Pulaski, Palmer	Yr 1 \$0 Yr 2 (traditional schools) TBD Yr 2 (SPA, Drew, Douglass) \$ 45,000	Hardscape Subcommittee
The Budget						
Operational Funding Impacts						
The Communication Plan						
	Effectively communicating the Preliminatry Implementation Plan will require information and data from all of the WEIC committees shared with key audiences: parents and students, employees, and community members	Develop tools and communications strategies that cen be effectively used to reach target audiences on an ongoing basis. Engage principals, teachers, and parents from Christina's Wilmington schools, and utilize District staff and Board members serving on WEIC committees.	Documented outreach to key audiences using all available media.	Create tools and communication strategies in collaboration with WEIC committees and staff, and with support from key leaders	Marketing support Yr 1 \$ 50,000 Yr 2 \$ 75,000 Yr 3 \$ 50,000 Staffing - Specialist assistance Yr 1 \$ 70,000 Yr 2 \$ 70,000 Yr 3 \$ 70,000	
	Structure: The Communications Plan should include target audiences, objectives, strategies, methods, and accountability measures.	Communication Plan following the timeline set out by WEIC and reflecting the areas of highest communication need on that timeline	Communications Plan that is comprehensive. Collaborative, and tied to the WEIC timeline	Develop a plan with input from all key audiences, in collaboration with WEIC committees and staff, and wil support from all stakeholders		
	Key Constituencies: Include students, parents, teachers, staff, administrators, community members, legislators	Identify key constituencies and strategies to most effectively communicate with them	Commnications Plan should target messaging directly to these key constituencies	Develop a plan with input from all key audiences, in collaboration with WEIC committees and staff, and wil support from all stakeholders		

APPENDIX C
RED CLAY CONSOLIDATED SCHOOL
DISTRICT INTERIM FRAMEWORK
FOR THE IMPLEMENTATION OF THE
WILMINGTON EDUCATION IMPROVEMENT
COMMISSION RECOMMENDATIONS

Red Clay's Interim Framework for the Implementation of the Wilmington Education Improvement Commission Recommendations

WEIC Red Clay Plan Outline

Introduction

The Wilmington Education Improvement Commission requested districts impacted by the WEIC recommendations collaborate to inform the Commission on the plan that will be presented to the State Board of Education and the General Assembly. The Commission put forward an outline for districts to use for district planning as well as informing the Commission's plan. Each section contains Guiding Principles that we have agreed to as well Central Issues. In addition, identified action items, who is responsible, a timeline, and whether or not there is a budget impact are critical pieces to the planning process and are included in this document.

In some cases, the action items apply specifically to Red Clay or Christina and in other cases, they are collaborative activities with shared responsibilities. Items specific to Christina are included in the Red Clay framework (highlighted in blue) to inform the Red Clay community of the environmental context and interaction of the overall components of the plan.

This framework is expected to evolve as the WEIC and individual districts proceed in this planning process.

Part I: Changing District Boundaries

Proposed New District Boundaries

Narrative/Text Descriptions and GIS MAPS for the Four Districts

These are included in the WEIC Framework

Incremental Profile of Red Clay As a Result of WEIC Proposal: Schools/Facilities, Students,

Facility Additions to Red Clay as a result of WEIC

As a result of the WEIC implementations, a number of buildings will transition to Red Clay Consolidated School District. The capacities, enrollments and staff of these buildings as provided by Christiana School District as of 9/30/15 are shown below.

Building	Square Footage	Enrollment/ Units *	Capacity	Non-traditional classroom use	Current Use
Bancroft	131,268	338/21.48	1018	2 Reach 2 Pre-K 1 DAP 2 Montessori	PreK-5
Elbert-Palmer	40,761	228/15.28	376	2 Pre-K	PreK-5
Pulaski	73,017	428/29.52	566	1 Pre-K	PreK-5
Stubbs	72,332	321/20.38	482	2 SC (therapeutic) 2 Pre-K	PreK-5
Bayard	138,689	416/30.52	1058	1 DAP 1 therapeutic 2 Reach 1 ESL	6-8
Douglas	29,979				Alternative
Pyle	32,356				Unique Option
Drew	48,100				Admin. Space

*Spec. Ed. Prek-5 without alternate funding building and Regular Ed. k-5

Employee Impact (additional positions for Red Clay based on current staffing of buildings in question and estimated students being transferred)

Approximate Staff Counts

Admin: 10 building level

Custodian Units: 34

Child Nutrition Services: 31 Cafeteria employees, 2 Managerial employees

Paras: T.B.D.

Secretaries: 7 (not including Drew)

Teachers: T.B.D.

Trans: 11-20 employees (spec. ed. bus routes), remainder of transportation is currently contracted

Student Counts and attendance in the WEIC-CSD Area

Based on October 14, 2015 data, the following table shows the number of Special Education Funded students as compared to Regular Education Funded students in the WEIC-CSD Area. This table does NOT include students from the WEIC-CSD area who are attending school outside of the city of Wilmington (ie – high school students who by WEIC proposal have the right to continue attending their current school).

School Name	Funding Need	Total
Bancroft Elementary School	PreK	5
	Intense PreK	3
	Complex PreK	5
	Intense K-3	11
	Complex K-3	18
	Basic 4-12	17
	Intense 4-12	7
	Complex 4-12	5
	Regular K-3	243
	Regular 4-12	73
	Bancroft Elementary School Percentage	18%
Bayard Middle School	Basic 4-12	47
	Intense 4-12	42
	Complex 4-12	11
	Regular 4-12	336
Bayard Middle School Percentage		23%
Palmer Elementary School	PreK	4
	Intense PreK	2
	Complex PreK	1
	Intense K-3	9
	Basic 4-12	9
	Intense 4-12	12
	Regular K-3	152
	Regular 4-12	57
Palmer Elementary School Percentage		15%

Pulaski Elementary School	Intense PreK	1
	Complex PreK	1
	Intense K-3	13
	Complex K-3	2
	Basic 4-12	19
	Intense 4-12	13
	Complex 4-12	1
	Regular K-3	266
	Regular 4-12	117
Pulaski Elementary School Percentage		12%
Stubbs Elementary School	PreK	1
	Intense PreK	1
	Complex PreK	3
	Intense K-3	9
	Complex K-3	4
	Basic 4-12	8
	Intense 4-12	5
	Complex 4-12	1
	Regular K-3	231
	Regular 4-12	76
Stubbs Elementary School Percentage		9%

Based on the October 14, 2015, the following data is provided regarding demographic information for the area in question.

Counts of students from the WEIC-CSD area who attend their Attendance Zone assigned school					
Elbert-Palmer	1	42	Pulaski	1	58
	2	30		2	54
	3	34		3	49
	4	34		4	53
	5	27		5	52
	BK	6		BK	11
	BP	2		KN	49
	EA	2		Pulaski Total	326
	KN	30			
Elbert-Palmer Total		207			
Stubbs	1	52	Christiana	9	40
	2	39		10	37
	3	63		11	21
	4	35		12	14
	5	41	Christiana Total		112
	BK	11			
	KN	46			
Stubbs Total		287			
Glasgow	9	33	Newark High	9	101
	10	28		10	69
	11	13		11	37
	12	22		12	49
Glasgow Total		96	Newark High Total		256
Bancroft	1	48	Bayard	6	131
	2	52		7	170
	3	63		8	139
	4	42	Bayard Total		440
	5	41			
	BK	12			
	BP	6			
	EA	2			
	EC	1			
	KN	49			
Bancroft Total		316			

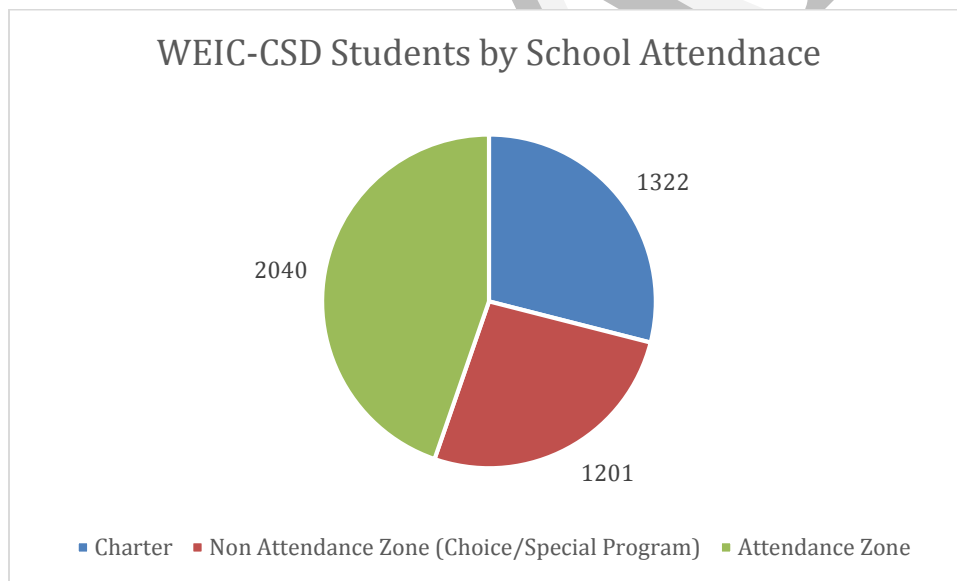
Based on the WEIC recommendations, these students would become Red Clay students who are attending another district. Red Clay would be responsible for making choice payments TO the district/charter schools listed.

October 14, 2015 Students Living in WEIC-CSD and NOT Attending Attendance Zone School	
District	Total
Academia Antonia Alonso Total	100
Appoquinimink Total	3
Brandywine Total	92
Charter School of Wilmington Total	1
Christina Total	452
Colonial Total	20
Delaware Academy of Public Safety and Security Total	14
Delaware College Preparatory Academy Total	62
Delaware Design-Lab High School Total	19
Delaware Military Academy Total	5
Early College High School at Delaware State University Total	10
East Side Charter School Total	179
Edison (Thomas A.) Charter School Total	237
Family Foundations Academy Total	108
First State Military Academy Total	1
First State Montessori Academy Total	23
Freire Charter School Total	40
Gateway Lab School Total	13
Great Oaks Charter School Total	48
Kuumba Academy Charter School Total	215
Las Americas ASPIRA Academy Total	32
MOT Charter School Total	2
New Castle County Vo-Tech Total	287
Odyssey Charter School Total	51
Prestige Academy Total	90
Red Clay Total	346
Smyrna Total	1
The Delaware Met Total	72
Grand Total	2523

In addition to WEIC-CSD students who have chosen or have been placed in programs outside of the WEIC-CSD area, there are also students from outside of this area who have chosen IN to the schools in the WEIC-CSD area. The chart below shows the students' home district and where they are attending. The CSD Suburbs, Brandywine, and Colonial students will become Out of District Choice students. Red Clay will **receive** choice payments for these students.

Count of students "choiced" IN to the WEIC-CSD schools as of 10/14/15						
Choice_Students	Total	Bancroft	Palmer	Pulaski	Stubbs	Bayard
CSD Suburbs	25	15	2	2	4	2
Brandywine	25	14	4	4	2	1
Colonial	40	13	8	3	11	5
Red Clay	68	18	8	27	6	9

A majority of the students in the WEIC-CSD area do not attend their attendance zone school. 1322 attend a Charter School and 1201 attend a traditional school through choice or a special program (Douglas, Sarah Pyle Academy, etc.).



After the proposed boundary change, there are students from the WEIC-CSD area who are attending a non-Attendance Zone school and may no longer be attending a choice school “in district”. The chart below shows the breakdown of these students by district after the boundary change. The students in the left column will become Red Clay OUT OF DISTRICT choice students meaning that Red Clay will be responsible for choice payments to CSD for these students.

WEIC-CSD Area Students attending NON ATTENDANCE ZONE CSD Schools after WEIC (Based on 10/14/15 data file – may not match 2014-2015 tuition payments)			
Schools/Programs Remaining CSD		Schools/Programs Becoming RCCSD	
Brader (Henry M.) School	6	Bancroft Elementary School	57
Brennen School (The)	14	Elbert-Palmer Elementary School	39
Brookside Elementary	3	Pulaski (Casimir) Elementary	85
Christiana High School	12	Stubbs (Frederick Douglass) School	37
Christina Early Ed. Center	4	Total	218
DE School for the Deaf	8		
Douglass School	75		
Downes (John R.) School	1		
Gallaher (Robert S.) School	13		
Gauger-Cobbs Middle	3		
Glasgow High School	9		
Jones Elementary School	1		
Kirk (George V.) Middle	6		
Leasure (May B.) School	5		
Maclary School	3		
Marshall (Thurgood) School	6		
McVey (Joseph M.) School	4		
Newark High School	14		
Pyle (Sarah) Academy	34		
Shue-Medill Middle School	3		
Smith (Jennie E.) School	5		
West Park Place Elementary	3		
Wilson (Etta J.) Elementary	2		
Total	234		

Red Clay will need to account for the impact of choice/charter on the WEIC-CSD boundary change. The chart below shows the difference between the students choosing to attend IN this region as compared to OUT of this region.

Net Choice Impact for the WEIC-CSD area	
Choice IN	90
Choice OUT	-2523
Net Change	-2433

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Part II: Transition, Resource and Implementation Plans

A. Orderly and Minimally Disruptive Reassignment of Students

Guiding Principles

- In all aspects, the redistricting process shall prioritize what is best for all students involved when developing transition strategies.
- Students will not be required to leave an existing school program.
- All Wilmington schools should meet high and rising standards for student learning in Delaware and across the globe. There should be agreed-upon measures for student success in meeting those standards that apply to all schools.

Central Issues

We must address students in existing "non-traditional" programs. As an example, the concept of staying in an existing school program is straightforward for a 9th grader at Glasgow high school. If the student's house becomes part of the Red Clay boundary in the 18-19 school year and the student is a 10th grader, he would remain at Glasgow for three more years (18-19,19-20,20-21). This process is not as clear in non-traditional programs. As an example, Christina runs an alternative program at Douglas. This program serves students from the city as well as Christina suburbs. If the Douglas building is becoming part of Red Clay, Christina would be identifying a new location for their alternative program in the remaining portion of CSD. A 9th grader placed in the alternative program who continues in an alternative placement for the 18-19 school year may not be able to continue in existing program.

A key component of providing smooth transitions for students involves an analysis of unique programs being offered in the current Christina buildings. In this framework, we identify a "default" plan for these programs but in some cases recognize an opportunity for ongoing collaboration to best meet the needs of students.

- **Community Partnerships** - Christina has a series of strong partnerships supporting students in Wilmington including the Community School – Eastside Community School Project with Children and Families First of Delaware in partnership with the United Way. This project includes Bancroft, Elbert Palmer, Stubbs, and Bayard Schools.

It is expected that Red Clay would transition and continue these partnerships.

- **Early Education** – Christina has funded Pre-K classrooms in all elementary schools in Wilmington with Title I dollars. Approximately 90 students are currently enrolled in these Pre-K rooms.

This initiative is consistent with Red Clay's current plans and it is expected that Red Clay would continue these if funding is available.

- Long Term Lease Agreements -
 - Henrietta Johnson Medical Center (HJMC) is located in Drew. HJMC has a 10 year lease and serves families in the Eastside community.
 - The Delaware Teacher Center located in Stubbs.
 - State Mail Sorting for the city of Wilmington is currently handled at Drew.

It is expected that Red Clay would continue to support these initiatives contingent upon funding.

- Douglas Alternative Education – Currently serving secondary students who have been alternatively placed because of behavioral challenges or disciplinary actions. Douglass currently serves about 90 students approximately; 50% live in Christina's Wilmington area. Christina has contracted with Providence to provide the instructional supervision of this program. Currently, Christina is looking to recreate this function in the suburbs as part of an implementation plan.

Red Clay would serve students with a need for alternative education in existing Red Clay programs. Christina may want to continue to use this building until an alternate location is identified.

- Pyle Academy – The Sarah Pyle Academy (SPA), a drop-out prevention program, was awarded the National Drop-Out Prevention's Crystal Star Award in 2013. SPA meets the needs of students who are 16 or older and not succeeding in a traditional HS environment. Not a program for behavior modification or intensive instructional support, SPA is structured as an individualized credit recovery program utilizing Edgenuity as an online accessed curriculum. Students enroll through a structured application / recommendation process and sign an agreement around the expectations on how they will now complete their education. They attend during one of three time frames offered during the day – Morning/ Afternoon/ Twilight. The District provides transportation and some students drive. Per ESchool there are approximately 150 students enrolled at SPA at this time with approximately 1/3 of these students living in Wilmington.

Red Clay would plan to serve Red Clay students in need of credit recovery in existing Red Clay programs. Christina may want to continue the program in the existing building or move to an alternate location. Christina has also expressed interest in converting this program to a 'consortium model' with seats available to all districts in northern Delaware. Red Clay will continue to review these options with Christina.

- Delaware Autism Program – Christina runs a statewide Autism program. While many of the students in this program are served at a dedicated building, DAP has classrooms in city buildings.

As a statewide program run by Christina, the default would be for Christina to move those classrooms to buildings that will remain in Christina. Red Clay will discuss

options with Christina to determine the best way to meet the needs of students in those classrooms during the transition.

- Language Immersion Program at Pulaski – [Christina detail goes here]

By default, the building will become a Red Clay traditional school. Christina may consider replicating the immersion program in a different school. Red Clay will review this program and determine how it integrates with the Lewis Dual Language program. Christina may choose to create a language immersion program at another Christina school.

- Montessori Choice program at Bancroft – This K-5 Montessori program serves approximately 100 students who choose to attend the program.

By default, Christina will replicate a Montessori program in a Christina school. Red Clay will review this program and determine whether it would be continued at Bancroft.

- Therapeutic Classrooms– Christina contracts with Providence to provide therapeutic classrooms (2 at Bayard and 2 at Stubbs) to assist with mental health needs of students

Red Clay will review these programs and determine how best to meet the needs of these students.

- Special Education students and IEP transition – a significant percentage of students in Wilmington Schools are identified for Special Education services. (>20% at Bayard and Bancroft. 10 – 15% at Pulaski, Stubbs, and Palmer)

A process for IEP review and transition will be developed so that students and parents are clear on services and expectations. Funding through the tuition tax rate will be analyzed for impacts to districts.

Action Plan/Designated responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Evaluate Pre-K opportunities in all schools and create plan for consideration of consolidation	Commission		Y
Maintain agreements in place with community partners and utilize community partners to ease transitions for students and families	RCCSD and CSD in collaboration	Sept. 2016-June 2018	Y

Coordinate IEP reviews and processes for students receiving special education services.	RCCSD and CSD in collaboration	Sept 2017 –June 2018 (Planning year)	Y
Analyze current tuition tax rates related to ELL and Special Education services for impacted students. Establish funding to ensure no adverse or disproportionate tax impact based on redistricting.	RCCSD and CSD in collaboration	January 2016 – May 2018	Y
Identify differences in student safety and plan for cost to replicate Red Clay plans (SROs, Constables)	RCCSD and CSD	January 2016- May 2018	Y
Review long term lease agreements/ use of facilities agreements in Christina Schools in coordination with buildings plan to be proposed by Red Clay. Relocate or renegotiate terms if required.	RCCSD and CSD in collaboration	Sept 2016 – June 2018	N
Sarah Pyle Academy – Develop Plan for Credit Recovery/Drop Out prevention in CSD. Investigate opportunities for consortium and potentially create longer timeline for transition out.	RCCSD and CSD in collaboration with input from Commission on a Consortium option	Review and refine plan Sept 2016 – June 2018 Begin Implementation in Sept 2018	Y
Douglass Alternative –Evaluate service delivery model revisions for CSD and potentially create longer timeline for transitioning Douglass to RCCSD	CSD	Revise service model 9/16 Implement new model 9/18 Transition students 9/17 Turn over building to RCCSD 7/19	Y
Delaware Autism Program – Review the numbers of students being served through the Statewide Program/ through	RCCSD and CSD in collaboration	September 2016-June 2017	Y

DAP in city schools. Develop plan to serve students either in classrooms in the City or in Christina classrooms elsewhere			
Montessori – Evaluate the desire for Montessori in Red Clay. Default will be that Christina will move the Montessori Program completely to a school within Christina	CSD	Relocate in July 2018	Y
Language Immersion – Relocate Language Immersion program from Pulaski to a school within Christina	CSD	Relocate in July 2018	
Review Therapeutic Classrooms and Specialized Support – plan to meet the needs of these students in Red Clay	RCCSD and CSD in collaboration	September 2017-June 2018	Y

B. School Choice Implications

Guiding Principles

- To ensure a minimally disruptive transition, students shall be able to CHOOSE to remain in their existing school.

Central Issues

The Choice program will be the mechanism to facilitate an orderly and minimally disruptive process for students who want to remain in existing schools. Transportation is critical to ensuring students have a minimally disruptive transition. An increase in the number of Red Clay students may impact the demand for choice in Red Clay meaning that Red Clay shall consider this during the programmatic planning phase.

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Identify default placement for all students involved in transition	RCCSD/CSD	September 2017	
Identify cost of “choice transportation” for students in the transition	RCCSD/CSD	September 2017	
Board approve capacities for implementation year	RCCSD	October 2017- November 2017	
Communicate Options available to all students	RCCSD	August 2018 – November 2018	
Process Choice Applications	RCCSD/CSD	February 2018	

C. Modifications of Governance Responsibilities

Guiding Principles

- Red Clay residents shall have appropriate representation on the school board.

Central Issues

The area of Christina School District being proposed to move to Red Clay encompasses a distinct nominating district where each area is currently represented by elected officials. The Department of Elections will need to look at the number of residents in all Red Clay nominating districts and the CSD nominating district in question and determine how the boundaries should be modified to ensure appropriate representation for all Red Clay residents. Determination must also be made regarding the status of current elected officials.

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Propose new boundaries based on the new number of Red Clay residents	Dept. of Elections		Y
Develop plan for transition	Dept. of Elections		

D. Equitable Adjustments for Educators, Administrators and Other Personnel (collective bargaining context)

Guiding Principles

- The primary focus on all staffing must be the needs of the students involved in the WEIC redistricting.
- Red Clay, Christina, RCEA, CSEA, DSEA, and AFSCME must work collaboratively to ensure a transition that put students first and recognizes outstanding personnel and their experience and seniority.
- Red Clay has recent experience with staffing priority, partnership, and reconfigured schools and intends to use a similar approach.
- Red Clay is committed to staffing any new schools/programs with the most qualified staff.

Central Issues

What process will Red Clay use to staff new buildings/programs?
How will seniority of transferred staff be recognized?
Will tenure be transferred?
What will the financial impact be to employees and Red Clay as employees become Red Clay employees?
How will staff receive training necessary to delivery consistent Red Clay curricula to students?

Action Plan/Designated Responsibilities

Summary:

Red Clay believes staff employed by the Christina School District remain Christina School District employees, covered by their negotiated agreement until and unless they accept a job offer from Red Clay Consolidated School District. Opportunities will be afforded Christina School District employees to obtain positions in the Red Clay Consolidated School District but the negotiated agreements will remain independent to the Christina School District and Red Clay School District.

Red Clay will initiate processes to fill Administrative, Teacher/Specialist, Paraprofessional, Secretarial, Custodial, Transportation and Food Service positions. These employees will be afforded an option to apply and interview for positions in the reconfigured Red Clay schools as described below.

Red Clay will staff transferred buildings/programs through an interview process giving careful attention to employees currently working with high needs students. Successful candidates will be hired by the Red Clay Consolidated School District. Other employees will remain Christina School District employees.

All employees hired into Red Clay positions will follow the salary schedule for Red Clay employees.

For non-administrative employees, Red Clay proposes that the interview process/job fair be held in January of the school year prior to the transfer of students (currently September 2018). The Department of Education will certify the 98% staffing rule for these transition schools/programs to allow for the hiring of staff. This will enable all districts to review final counts of teachers prior to the May notification deadline for teacher contractors.

For administrators, Red Clay proposes that the hiring of school leaders will occur in the fall of the school year prior to the transfer (Currently October-November 2017). There needs to be a funding mechanism for these positions outside of RC earned units for the transition - similar to DOE staffing procedures for new schools. This will enable all districts to understand contract implications prior to the December notification.

Professional development opportunities for staff must be identified, planned, budgeted, and scheduled.

Guiding Principles for MOU with employee groups:

Custodians:

1. RC responsible for defining staffing needs for custodial and maintenance of transferring buildings
2. RC will first look to staff buildings with current employees through an interview process
3. RC will identify candidates offered RC employment early enough that Christina will be able to meet any contractual deadlines relating to transfers, layoffs, etc. for employees not offered RC employment

4. RC would like to acknowledge seniority of employees committing to move to RC but must do so in a way that doesn't negatively impact current RC employees interested in promotions – more discussion about how this will work and the impact of personnel records

Food Service:

1. RC responsible for defining staffing needs for kitchens in transferring buildings (Currently approximately 31 employees)
2. RC will first look to staff buildings with current employees through an interview process
3. RC will identify candidates offered RC employment early enough that Christina will be able to meet any contractual deadlines relating to transfers, layoffs, etc. for employees not offered RC employment
4. RC would like to acknowledge seniority of employees committing to move to RC but must do so in a way that doesn't negatively impact current RC employees interested in promotions – more discussion about how this will work and the impact of personnel records

Teachers:

1. RC is responsible for defining staffing needs for schools in transferring buildings.
2. RC will grant an interview to affected CSD staff during a job fair process similar to previous RC job fairs.
3. RC will identify candidates offered RC employment early enough that Christina will be able to meet the May 15th notification for teaching staff who may be Rif'd
4. RC will engage RCEA on the seniority of employees committing to move to RC from buildings impacted by the transition but must do so in a way that doesn't negatively impact current RC employees– more discussion about how this will work and the impact of personnel records. The discussion and agreement if any will be documented by signed by RC and RCEA.
5. RC will engage RCEA on DPAS II of transferring teaching staff considered experienced and work with DOE to maintain the experienced designation for DPAS. The discussion and agreement if any will be documented by MOU signed by RC and RCEA.

Secretaries and Para-professionals:

1. RC will work with the secretary and para-professional collective bargaining groups in a similar fashion to teachers.

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Identify number of positions in buildings to transition based on 9/30/15 Unit Count	CSD and RCCSD	October 2015	
Identify cost for CSD Bridge Plan (max/min-estimate)	CSD		Yes
General consensus on guiding principles to an MOU with each employee group: Custodians Food Service Para-professionals Secretaries Teachers	RCCSD	October - November 2015 Complete Complete	
MOU with RCEA-teacher, para, secretary, food service, CEA-teacher, para, secretary, CCNA, AFSCME	CSD/RCCSD	Spring 2016	
Identify PD plan for transitioning employees	RCCSD	Feb 2016-Oct 2017	Yes
Admin. Hiring Process	RCCSD	October 2017	
Identify staff who are/aren't transitioning	RCCSD/CSD	April 2018	
Plan for non transitioning staff	CSD	April 2018	Yes
PD for transitioning staff	RCCSD	April 2017-ongoing	Yes

E. Resources Required from State, District, and Local Sources to Support Redistricting Transition and Effective Ongoing Education of All Affected Students

Central Issues

Developing a comprehensive plan for educational opportunities, as well as the resulting feeder patterns and school facilities, will require a lengthy and thoughtful planning process. Current costs must be analyzed versus revenues to establish baseline tax rates in all tax categories. Establish equalization funding to ensure no adverse tax impact based on redistricting. The immediate funding impact of transferring students will result in a shift of local, state, and federal resources including all enrollment-based funding.

Division I units

Division II

Division III

Career and Technical Education Units

Academic Excellence and current staffing plans

Intense, Complex and Private Placement (tuition)

Minor Capital Improvement (State/Match)

Extra Time, Resource Teachers and Technology (Match Tax)

Federal Funds (eligibility, funding and carry-over funds balances)

Significant transfer of choice and Charter school payments

Action Plan/Designated Responsibilities

Action Item	Funding Responsibility	Timeline	Amount
Red Clay identification and planning for schools and feeder patterns for district and impacted students based on implementation of national best practices	State of DE	July 2016	\$1,000,000
Major Capital Improvement Upgrades 1. Transition 2. Facility assessment 3. Programmatic Changes Once school attendance zones and feeder patterns are identified, capital improvement plans for impacted buildings (current and proposed) must be identified.	State of DE	Staged	T.B.D. < 1.0 M 5-10+ M T.B.D.

Tax Rate Impact analysis must be completed. Analyze current tax rates related to each tax component (current expense, debt service, match tax and tuition). Establish equalization funding to ensure no adverse tax impact based on redistricting.	State of DE`	January 2016- January 2018	TBD Contingency/ Equalization
Facility Assessment of city schools Estimated at .08/square foot	State funding	July 1, 2016	85,000
<p>Technology</p> <ul style="list-style-type: none"> Classroom technology (interactive presentation system, teacher computer, Audio enhancement, printer, admin. technology, library and pre-K, wireless coverage) Infrastructure (wiring closets,servers) Software 1:1 Initiative *this reflects a one-time cost to bring the schools on to our 1:1 program. There will also be ongoing refresh costs based on an expected 4 year replacement cycle. Support (ongoing costs) These costs are based on maintaining a consistent level of service to 5 additional schools. <p>Assumes cost to replicate Red Clay classroom environment. As we work with CSD to identify equipment that may stay, this cost will be modified.</p>	State funding	July 2017	<p>1,901,958</p> <p>250,000</p> <p>T.B.D. 549,996*</p> <p>Approximately 4 FTEs</p>
Staff costs related to bringing new schools/programs in to Red Clay		November 2017 – July 2018	T.B.D.

Transportation costs during transition Choice Transportation Additional Bus Costs (contract/purchase)	State funding	July 2018	T.B.D.
Curricular Materials related to transition Examples: Math Series (K-5) ELA Series (K-5) Additional Subjects/Grade Levels	State funding	July 2017	T.B.D. 251,000 230,000 T.B.D.

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F. Resources Required from State, District, and Local Sources For the Support of Schools with High Concentrations of Low Income Students and English Language Learners

Guiding Principles

Offer sustainable financial solutions to support on-going efforts in impacted districts and throughout the State.

Ensure recommendations are equitable and do not disproportionately affect any impacted district's funding or tax base.

Recognize that the WEAC recommendation are not simply moving students from one district to another, but involve an effort to improve overall educational opportunities.

Central Issues

Current state formula provides no mechanism for addressing funding needs for students in poverty and ELL learners.

Issues regarding lack of property reassessment impact not only a district's local funds revenue base and Referendum needs, but the formulas on which multiple state funding factors are determined.

In addition to lack of property assessment, the State's Equalization formula has been frozen since 2009 and is skewing distribution of resources across districts with no mechanism for addressing significant disparities.

New Castle County has been operating under a combined Tax Pool based on the original make-up of districts in 1981. Changes in unit structures have skewed current Tax Pool distribution between Brandywine, Christina, Red Clay and Colonial.

Redistricting impacts multiple layers of each district's four tax components: debt service, tuition, match tax and current expense. Each rate must be analyzed and a path forward determined to tax revenues vs. expenses and eliminate any disproportionate impact related to transfer of costs.

Significant concern related to local funds and how Referendum process will impact future local funding for impacted districts.

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
State board approval of the Weighted Student Funding framework with funding areas identified for high poverty and ELL students.		January 2016	
Weighted Student Funding modifications included in Governor's recommended budget		January 2016	Y
Legislature approves Weighted Student Funding modification		June 30, 2016	Y
Initiate Property Reassessment (Long Term)	State of DE and General Assembly	June 2016	Y
Implement method for ensuring local funds obligation will provide for minimum necessary services. (Short Term)	General Assembly	January-June 2016	N

G. Student Transportation

Guiding Principles

- During transition, districts shall collaborate to ensure the seamless transportation; possibly requiring modification of rules regarding operating buses outside of district boundaries.
- Students who choose to remain in an existing school shall have no negative impact in bus transportation; choice transportation for these students must be guaranteed thru the transition period.
- Statewide transportation software shall be utilized to ensure smooth transition of routes and upgrade costs shall be shared equitably.
- An analysis of the contractor/district owner mix in the districts involved is necessary and may lead to efficiencies in contract awarding.
- To ensure a smooth transition, the district running a program will provide the transportation. IE - if a student is attending Glasgow, Christina will continue to provide transportation. If a student attends a Red Clay high school, Red Clay will provide the transportation. If Christina continues a program housed in the city (IE Douglas, Christina would provide transportation to those students).
- Agreement that CSD will ONLY be transferring Contractor Routes

Central Issues

Impact of 3 tier to 2 tier schedule (involves additional buses - can contractors handle)
Local cost estimation of additional routes (currently approx. 44) -change in cost to contracts, district cost of 10% district share
RC and CSD will need to coordinate with busing contracts. Contracts remain in effect until a school withdraws them and some contracts may need to be modified based on the transition plan and Red Clay's method of transporting students.

Christina has arrange for all non-Special education transportation in the city to be covered by contractors which minimizes the transition of employees. There are currently 14 Spec. Ed buses.

Transportation Current State

Drew Pyle - 5 take in buses, have 3 bell times
Pulaski – 3 buses (1 District, 2 contracted)
Palmer – 4 buses (all contracted)
Bancroft – 2 Buses (contracted)
Stubbs – 4 buses (all contracted)
Bayard – 7 (1 District, 6 contracted)
Douglas – 5 buses (3 district, 2 contracted)

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Identify Red Clay Cost of transporting additional students - approx. 19 buses, 32 routes - currently costs CSD 177K above state formula during transition and ultimate state	RC Operations	Spring 2016	Yes
How will Red Clay meet transportation needs (Contractor/inhouse) Challenges and opportunities of both	RC Operations	Spring 2016	Yes
Homeless transportation. Currently 225 students. 128 using outside vendors. Cost to RC (We cover 10%)	RC Operations	Winter 2016	Yes
Identify cost of additional equipment (ie cameras, radios, etc.) approx. 150K	RC Operations	Winter 2016	Yes

Where will additional equipment come from (at the very least new spec ed equipment, but depending on contractor mix could be more). 11 spec. ed buses, 7 district buses ASSUMING keeping current contactor buses. Contractors may not be willing to keep routes.	RC Operations		Yes
Red Clay will need to identify location to store/maintain a minimum of 11 buses that will not currently fit in our bus yard.	RC Operations		Yes
Determine start/end times of acquired facilities	RCCSD	February 2017	Yes

H. Facilities and Distribution of Capital Assets (Including Technology, Child Nutrition Services, Curricular Materials)

Guiding Principles

- An analysis of deferred maintenance items for buildings being transferred is critical to ensuring that there isn't an inequitable cost placed on any district involved in the project.
- Districts shall collaborate to transfer, extend, or modify long term contracts with an emphasis on providing continuity of service to stakeholders.
- Equipment provided to students shall remain available to benefit those students regardless of their new district.

Central Issues

FACILITIES

Facilities shall be analyzed for three categories of needs.

Immediate Needs: These items must be in place at, or shortly after, the transfer of ownership and the cost of these must be identified and funded outside of existing minor capital improvement or major capital improvement funds. An example of an item in this category is building access control. As buildings are added to a district's portfolio they will need to be integrated to Red Clay's existing access control system.

Long term facility needs: Christina and Red Clay have had varying levels of major capital improvement funding over the past twenty years. Red Clay must ensure that the buildings being transferred are in comparable condition to similar Red Clay schools. To

understand any differences in facility condition, as well as the range of deferred maintenance items, a current facilities analysis is critical. It is not expected that every item on a deferred maintenance list be upgraded as part of this transition. Instead, the outcome of the assessment and subsequent infusion of major capital improvement funds shall ensure comparable facilities for the Red Clay community. Existing facility surveys from Christina and Red Clay are available to assist with this process but do not take the place of a full assessment looking at the portfolio of city buildings.

Christina	Renovation Value	2015 Dollars (3% Esc.)
November 2007	6,000,000	7,600,620
April 2002	112,215,900	164,792,832
May 1994	56,222,925	98,587,239
TOTAL	174,438,825*	270,980,692*

Red Clay	Renovation Value	2015 Dollars (3% Esc.)
Feb. 2012	97,900,000	106,977,973
March 2002	183,000,000	268,741,670
March 1998	36,000,000	59,502,515
TOTAL	316,900,000	435,222,158

* Includes 100% state funding for state programs and 100% local funding for pool complex at Christiana High.

Energy Efficiency

Red Clay's aggressive energy management program is showing dividends in decreased utility costs. Red Clay will need to understand differences between utility costs in the buildings that will be transferred. An initial analysis of city school utility costs shows a difference in utility costs. We will need to analyze these differences and account for them in major capital improvement plans and yearly utility budgets.

Red Clay City Buildings

School	Gas & Elect.	Sq. Ft.	Cost/Sq. Ft.
Warner	\$190,702.23	173,743	\$1.09
Highlands	\$48,957.78	45,954	\$1.06
Lewis	\$70,009.21	62,546	\$1.12
Shortlidge	\$69,526.63	69,403	\$1.00
AIMS	\$124,767.98	120,705	\$1.03
Total	\$503,963.83	472,351	
	Average Cost/Sq. Ft.		\$1.07

Christina City Buildings

School	Gas & Elect.	Sq. Ft.	Cost/Sq. Ft.
Bancroft	\$156,628.03	131,268	\$1.19
Palmer	\$86,012.02	40,761	\$2.11
Pulaski	\$89,932.44	73,017	\$1.23
Stubbs	\$75,698.09	72,332	\$1.05
Bayard	\$153,884.69	138,689	\$1.11
Pyle	\$49,216.27	32,356	\$1.52
Douglas	\$87,940.05	29,979	\$2.93
Drew	\$72,682.06	48,100	\$1.51
Total	\$771,993.65	566,502	
	Average Cost/Sq. Ft.		\$1.36

Difference in yearly cost/Sq. Ft. \$167,577.62

Programmatic Costs: There may be facility modifications necessary to accommodate modified programming as Red Clay develops educational opportunities for the students living in the city of Wilmington. If, for instance, a building is repurposed, the cost of any modifications must be identified and funds identified.

Additional Christina Facility Issues:

Christina's Central issues will be focused on relocation and review of impacts in the remaining portions of the District. These issues include:

- **Relocation of Christina's Central Administration Offices at Drew- 600 N Lombard Street.** Since 2006 Christina has maintained their central office location in Wilmington. Modifications to Drew included creation of offices, filing, and meeting spaces; additional HVAC installation and distribution; additional technology capability; etc. These spaces would need to be recreated in another location within the final Christina boundaries. Christina is not in a position to expend capital dollars to renovate and relocate the entire central office function. Proposals include renovating space in one of the high schools to accommodate most of the central office function and upgrading some of the area in the Eden Support Center to accommodate the remainder of the personnel. Estimated costs are \$
- **High School Configuration:** Student reassignment will reduce enrollments in the high schools in Christina. Christina will need to reconsider the ability to keep three high schools open. The district will require consulting support to determine the impacts and develop the path forward.
- **Security Equipment:** Christina owns a significant portion of equipment associated with access control, closed circuit TV system, and security currently being monitored by Tyco.

- **Needs Assessment** – Christina has a relatively current needs assessment identifying Capital needs for all buildings owned by the district. These have been shared with RCCSD.
- **Furniture:** Coordination of furniture- what remains in Wilmington buildings and what is relocated to other areas of CSD.
- **Other Equipment:** Coordination around assuming responsibility for other types of equipment including building controls, kitchen, etc.
- **Capacity in Suburban Elementary Schools:** Resources Subcommittee is proposing funding models that may create smaller class sizes in schools with high concentrations of low income students. The definition of “High Concentration” needs to be clarified. 40% ? Christina has schools in the county that qualify. Smaller class size if the chosen option could cause significant capacity issues.
 - CSD Schools in the Suburbs that are over 40 % low income as of last year 14/15 per SNAP/TANF
 - Elms that are OVER 40%: Brookside, Jones, Gallaher, Leasure, McVey, Oberle, Smith, Wilson,
 - Elem that are AT or very close to 40% (between 37 and 40%): Keene, Brader, Maclary
 - Middle Schools: Gauger, Kirk, Shue
 - High Schools: Christiana, Glasgow
 - High Schools that are between 35 and 40%: Newark
 - CSD Elementary Schools that are identified as HIGH CONCENTRATION LOW INCOME with an occupancy rate over 80% : Jones, Gallaher, Leasure, Smith, Oberle,
 - CSD Elementary Schools that are identified as close to High Concentrations of Low Income (between 37 and 40 % with an occupancy rate over 80%: Keene, Brader, Maclary
 - CSD Middle Schools in the Suburbs are all identified as HIGH CONCENTRATION of POVERTY . Gauger has a 76% Occupancy rate

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Identify items and budget for Immediate Needs:	RC Operations	October 2015	Yes
Facilities Assessment and plan for approximately equal facility condition index of schools in the city:	RC Operations/Consultant	July 2016-September 2016	Yes
Funding Plan for construction	WEIC/State funding	Multiple years	Yes
Identify capital improvement needs related to new programming/facility use	RC Operations/Consultant	September 2016-June 2017	Yes
Installation of “immediate” needs (needs required for transfer of building operations)	RC Operations/Awarded vendors	6/17-8/17	Identified/funded above
Develop plan for Relocation of Christina Central Offices	CSD	Plan in July 2016 – Sept 2016. Begin Relocation work in receiving school or location in Jan 2017. Complete in March 2017. Complete relocation by June 2017	
Develop plan for High School Configuration and programs as students living in Wilmington age out	CSD	Planning year Sept 2016 – June 2017 Begin Implementation in September 2018. Coordinate with Major Capital work.	

		Transport traditional students through 2020	
		Transport SPED students through 2023	
Develop plan to evaluate and identify for transfer to Red Clay or relocation to Christina - furniture, materials and equipment in CSD buildings in Wilmington. Relocate, Excess, or Disposal. Includes all security equipment, furniture, etc. If to be left in buildings – would CSD recoup costs?	RCCSD and CSD in collaboration	January 2016 – June 2018. Implementation June 2018	
Develop timeline for turnovers including Utilities, security systems, Facility Use Agreements, liability insurance, maintenance agreements,	RCCSD and CSD in collaboration	September 2017-July 2018	
Develop legal plan for deed work and property transfers	Commission		
Review proposals for addressing Instructional concerns in schools with High Concentration of Low income students and plan for expansions if required.	CSD	Planning June 2016 – June 2017. Include any Capital requirements for additions	

TECHNOLOGY

- Transfer of student records - Electronic and paper data for the students involved will need to be transferred. As the statewide SIS system is maintained by the DOE, DOE will need to assist in the data migration.
- Disparate District Wide Software Assets - CDS and RCCSD will need to analyze the portfolio of software available to the buildings in question and determine whether it should/can transfer to Red Clay. Red Clay will need to budget for and migrate software that is part of Red Clay's portfolio to the newly acquired schools.

- Transfer/migration of hardware - Infrastructure including servers, network hardware, wireless hardware, computers, and peripherals will need to be identified. Will this equipment stay in the schools or remain Christina property. What will the costs be to replace if the equipment stays with Red Clay. What will be the cost to migrate if the equipment moves to Red Clay. Will the equipment integrate with Red Clay's network? DTI currently manages Red Clay's network infrastructure based on it being state standard equipment. If the equipment in the transferred buildings is not part of state standard equipment, who will be responsible for maintaining/replacing equipment?
- Erate - the federal eRate program is funding technology for both Christina and Red Clay at different levels. A plan for integrating the new buildings in to Red Clay's erate plans will be developed. In addition, DTI will need to ensure that they do not lose any funding that they are currently receiving as a result of the transfer. DTI believes that the eRate program has a mechanism for handling school buildings transferring between districts.
- Phone system migration: CSD buildings have significantly different phone systems. Costs for maintaining phone systems throughout their useful life must be identified.
- Technology Support: Delaware does not have a unified method of providing technical support for schools. As a result districts have different methods and levels of support based on available funds and district needs.
- 1:1 Impact: Red Clay community has supported an implementation of a 1:1 Technology program for students in grades 3-12. The cost of implementing that program in the additional schools/students must be identified.
- Data Service Center: Currently, Red Clay and Colonial manage and fund the Data Service Center. The costs of DSC are allocated in proportion to the member district's unit count size. In addition, Christina School District is a customer of the DSC purchasing services on a yearly basis. An analysis of the funding structure of DSC must look at how the costs to RC, Colonial or other customer districts will change. No district shall be negatively impacted by this change.

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Plan for transition of eRate	DTI/CSD/RCCSD	Deadline January 2017	Yes
Identify hardware/software inventory	CSD	June 2016	
Identify equipment that will transition/stay CSD	CSD/RCCSD	November 2015	Yes
Identify cost (if any) to match classroom environments to current RC Classrooms	RCCSD	November 2015 Complete	Yes

Identify cost of tech support for additional facilities/teachers/students	RCCSD	November 2015 Complete	Yes
Identify cost of 1:1 program in WEIC schools	RCCSD	November 2015	Yes
Identify cost of software/licensing	RCCSD/CSD	November 2016	Yes
Identify cost of server/instrastructure	RCCSD/CSD	November 2016	Yes
Migration of hardware, software	CSD/RCCSD	June 2017-August 2017	
Migration of student data (SIS/Schoology/FMS)	DOE/RCCSD/CSD	June 2017	
Data Service Center Finance Impact	DSC/RCCSD	March 2016	Yes
Training on any transitioning systems	RCCSD	June 2016-June 2017	Yes

CHILD NUTRITION SERVICES (CNS)

- In keeping with the guiding principal, it is assumed that equipment currently in use in the kitchens will be transferred to Red Clay along with the kitchens.
- Impact of Demographics on RC District Wide funds. Through an analysis of the demographics Red Clay must determine how CNS funding will be impacted. Red Clay is committed to providing meal opportunities to students in need. The Community Eligibility Program (CEP), the fresh fruits and vegetables program, as well as the after school snack and dinner programs may be impacted.
- Transfer of operating balance associated with transferred kitchens. Federal guidelines for the CNS department state that as a goal, the program shall maintain an operating balance equal to 3 months operating expenses. It is assumed that based on the historical operating expenses of the kitchens being transferred, 3 months worth of those expenses will be transferred from CNS in Christina to Red Clay.

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Complete inventory of equipment in kitchens and identify if any will remain property of CSD.	RC & CSD	1/16-9/17	
Identify any CNS systems that must be installed configured to integrate with RC. Examples include SmartTemps, Freezer reporting, etc.	RC Operations	1/16-3/16	Yes
Impact of transition on CEP to CSD/RCCSD	RC and CSD	Fall 2015	Yes
Migrate student data to RC CNS Apps	RC and CSD	June 2017	

CURRICULAR MATERIALS

- For Red Clay to serve all students with one curricula, an analysis of curricula materials in use must be completed
- Funding must be allocated in order to provide consistent materials to any new “Red Clay” students
- Funding and time must be identified to ensure staff working with new Red Clay students are trained on Red Clay materials.
- Students and staff joining Red Clay will have access to the same materials that our current students use.

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Identify differences in curriculum materials by subject and grade Confirmed: ELA and Math –K-5 is different	RC Curriculum Team/CSD Curriculum Team	November 2015	N
Identify costs associated with procurement of consistent curricular materials including district assessments (SRI, DIBELS, Achieve 3000) ELA and Math K-5 has been estimated: Math K-5: 252,000 ELA K-5: 230,000	RC Curriculum	November 2015	Y
Analyze impact to RTI for students joining Red Clay	RCCSD/CSD	January 2016-June 2017	Yes
Identify differences in after school programs and cost to replicate RC programs	RCCSD/CSD	January 2016-June 2017	Yes
Identify differences in afterschool programs and cost to replicate RC programs	RCCSD/CSD	January 2016-June 2017	Yes
Identify differences in arts programs, especially strings and elementary band and cost to replicate RC programs	RCCSD/CSD	January 2016-June 2017	Yes
Identify PD/Training needs for new RC Staff	RC Curriculum/Christina HR	January 2016	Y
Identify differences in Voc. Ed programs at the middle and high school level and plan to provide RC programs (ie pathway approvals with DOE)	RCCSD/CSD	January 2016-June 2017	Yes

Plan and deliver a Summer Institute to provide necessary PD for new staff	RC Curriculum	June 2018	Yes
Identify differences in Alternative Education options and integrate our approaches.	RCCSD/CSD	June 2016- June 2017	Yes
Transfer of curricular materials that will remain	RC Curriculum	June 2018	

DRAFT

Engagement of Educators, Staff, Parents, District Personnel, and Community Members Through-out the Transition

Guiding Principles

- Engagement of stakeholders critical to success of transition and eventually students
- Engagement plan should anticipate and complement the long term engagement plan in the WEIC plan (when completed)
- Engagement means more than one-way communication, must be two-way
- Engagement requires regular communication with unions, civic associations, staff

Central Issues

Must take all steps possible to inform stakeholders of transition plan
Must use traditional and non-traditional Red Clay media and city media
Will need to work with Christina School District to communicate with residents currently in the Christina School District
Effective engagement meets stakeholders “where they are”
Effective communication does not rely on electronic means alone

Action Plan/Designated Responsibilities

Action Item	Responsibility	Timeline	Budget Consideration Y/N
Use meetings <ul style="list-style-type: none">• Meetings geared for educators/staff/district personnel at schools• Meetings geared for parents at schools/community centers Meetings geared for community at large at schools	RCCSD and CSD		No
Use Red Clay communications <ul style="list-style-type: none">• Postcards with transition plans• Letters• Emails	RCCSD		Yes
Use Red Clay media <ul style="list-style-type: none">• eNews• email to all staff• website• Facebook• Twitter• EDtv	RCCSD		No

Use Traditional media <ul style="list-style-type: none"> • News Journal • Channel 6 • Community News 	RCCSD		No
Use Non-traditional media <ul style="list-style-type: none"> • Wilmington city website • Channel 22 shows • Channel 28 shows 	RCCSD		No

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Part IV: Planning and Implementation Timetable

RC WEIC Transition Timeline based on a 9/2018 Implementation

Major Phases

January 2016-June 2016 (Approval Phase)

State Board Approval

Legislative Approval

Finalize MOUs regarding collective bargaining groups

Commitment to funding transition and change

Beginning of programmatic change planning

Ongoing transition planning

July 2016-June 2017 (Planning Phase)

Identify programmatic changes, attendance zone changes

Identify Staffing needs

Facilities assessment

Implementation of new funding (phased in)

Approval of major capital improvement funding

July 2017-June 2018 (Transition Phase)

Implementation of major capital improvement (3 years)

Student assignment and Choice for implementation

Administrative Staffing (November 2017)

Non Administrative Staffing (February 2018)

Professional Development for transitioning staff begins

Transfer of assets, contracts, accounts

Purchase of curriculum materials and other assets necessary for transition

Red Clay and Christina Interim Framework for Implementing for WEIC

November 2, 2015, pg. 39

July 2018-June 2019 (Implementation Phase)

First year of implementation

Ongoing professional development

Ongoing Major Capital Improvement

July 2019-June 2020

Ongoing professional development

Ongoing Major Capital Improvement

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APPENDIX D

RESOURCES FOR FUNDING STUDENT SUCCESS

DRAFT



STATE OF DELAWARE

November 26, 2008

The Honorable Ruth Ann Minner
Governor
Tatnall Building
150 William Penn Street
Dover, DE 19901

The Honorable Members of the 144th General Assembly
Legislative Hall
411 Legislative Avenue
Dover, DE 19901

Dear Governor Minner and Members of the 144th General Assembly:

Please find enclosed the final report of the committee formed by House Joint Resolution 22, which directed our offices to supply "recommendations to provide a mechanism for a fair and equitable reassessment of all real property within the State." This report details a framework for reassessment that balances the needs of all involved stakeholders while bringing Delaware in line with the professional standards of the assessment industry.

The committee developed this framework after consulting assessment professionals in other states, researching and reviewing the industry's best practices and meeting with stakeholders to gather information on needs and to discuss implementation concerns. Consensus was quickly reached that maintaining county independence while simultaneously increasing State oversight was desirable. The structure of our recommended system achieves that goal through the creation of a single statewide property database that will be populated and maintained by the counties and administered by the State. Development of a single database will also capture cost efficiencies at a time when government resources are at a premium.

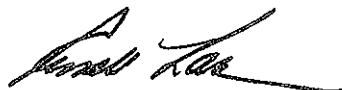
While this report details a fairly comprehensive structure, the committee left some policy decisions unresolved. These issues will need to be addressed if legislative action is pursued. Additionally, the lack of timely reassessment has impacted other areas that were outside of the scope of the House Joint Resolution 22, namely School Equalization funding that might also be addressed if this effort is undertaken. Nevertheless, when presented with the report's general findings, representatives from both the real estate industry and local government commended the committee's work and indicated a willingness to pursue the goals outlined therein.

Thank you for the opportunity to present recommendations on this important topic.

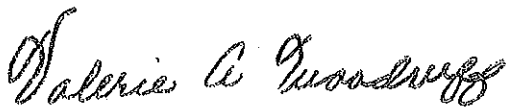
Sincerely,



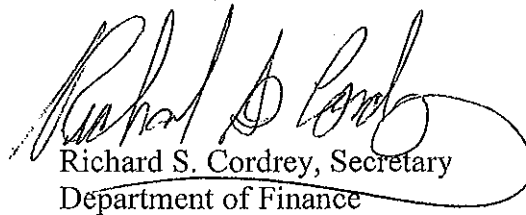
Michael S. Jackson, Acting Director
Office of Management and Budget



Russell T. Larson
Controller General



Valerie A. Woodruff, Secretary
Department of Education



Richard S. Cordrey, Secretary
Department of Finance

Attachment

COMMITTEE MEMBERS

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Milford School District

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Woodbridge School District

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Colonial School District

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Office of the Governor

Richard Farmer
State Board of Education

Judi Coffield
State Board of Education

Jack Polidori
Delaware State Education Association

EXECUTIVE SUMMARY

Background: Property reassessment is a common topic among Delaware policy makers. The lack of regular and consistent valuation of property is seen as the cause of many problems and undergoing reassessment is heralded as a solution to many more. House Joint Resolution 22 recognized these issues and asked for recommendations on how best to undertake a statewide process of reassessment.

General Structure: The committee charged with developing these recommendations approached the task by looking at previous efforts in Delaware and other states that have gone through similar processes. The 1995 report and subsequent legislation of the Assessment Practice Review Committee served as the foundation for our analysis. The committee quickly saw that most efforts fell into one of two categories- complete state control or local implementation. There are technical and political benefits and drawbacks to each method so the committee attempted to strike a balance that both followed best practices set by the assessment industry and minimized disruption to existing entities.

Implementation: The committee recommends that the State take on the role of implementing a comprehensive statewide reassessment of all property. A State Assessment Board would be created with representation from the Governor, General Assembly, Counties and practitioners to manage and oversee the initial implementation. The State would issue a single Request for Proposal (RFP) and contract with a vendor to develop one property assessment system that would be used statewide by all jurisdictions. This would provide uniformity among the counties and make statewide analysis simpler.

Assessment Practices: All properties would be assessed at 100% of market value with annual revaluations. Commercial properties would be valued according to methodology recommended by the Uniform Standards of Professional Appraisal Practice (USPAP). All properties would be physically inspected at least once every nine years.¹ The initial reassessment would allow for a three year phase in period for primary residences experiencing steep increases. Additionally, a homestead provision would be implemented limiting the annual increase to a primary residence to 10% after the initial phase in. Excluding growth in the assessment base due to new construction, in the aggregate, County and local governments and school districts would be limited to a 7.5% increase in revenue as a result of the initial reassessment. Overall revenue growth resulting from subsequent revaluations would be limited to 5%.

Responsibility / Accountability: Counties and municipalities would maintain responsibility for data collection and conducting the assessments and all Assessors would be required to become licensed by the State within 5 years. During the initial reassessment, counties would work in

¹ The committee offered a nine-year cycle for consideration, but recognized that, ultimately, the frequency may be different depending upon the best practices identified by nationally recognized organizations. For example, the International Association of Assessing Officers (IAAO) statement on this topic specifies that:

“Sales comparison models permit annual reassessment at comparatively little incremental cost. If an accurate database and ongoing maintenance procedures are in place, property inspections can be spread over three to six years, depending on budgetary and other considerations. The sales comparison approach requires less detailed property characteristics data than the cost approach.”

cooperation with the State vendor to conduct the valuations consistent with the Uniform Standards of Professional Appraisal Practice. The new property tax database would be administered and monitored by the State Assessment Board with staffing help as needed from DTI, OMB and the Department of Finance. The State Board will also be given enforcement powers by tying county governments' full receipt of the Realty Transfer tax to local compliance in maintaining the assessment information.

Financing: Each county would be responsible to pay for its share of the reassessment and would be allowed to levy an explicitly identified State-mandated supplemental property tax rate to raise the revenues needed to offset the reassessment's cost.

Possible Next Steps: This framework has been shared with representatives from the State's county and municipal governments as well as with representatives of the real estate industry. While it is true that in neither case did the local government or the real estate representatives offer an "official endorsement" of the proposal, in both cases it can be fairly stated that these groups recognized:

1. The practical need for a better functioning property assessment system in Delaware, and
2. That this report's proposals represent a sound foundation for the development of a more refined blueprint for a new assessment system and, ultimately, the legislation that would accomplish just that.

With this in mind, the representatives from both the real estate industry and the State's local government expressed the willingness and desire to pursue the goals expressed in this report.

INTRODUCTION

House Joint Resolution 22 was passed by the 144th General Assembly charging various executive and legislative agencies with “developing recommendations for the reassessment of real property for the purpose of ad valorem taxation by county governments and school districts.” Additionally, these recommendations should “provide a mechanism for a fair and equitable reassessment of all real property within the State.”

Surpassed in Delaware by only the personal income tax and corporate franchise tax, property taxes are a vital source of government revenues. Proper administration of this tax is critical to efficient and effective government operations. The issue of property reassessment has been a topic among Delaware policymakers since the last assessment was conducted in 1986 in Kent County. Numerous attempts to address this issue have been made while none have been successful. Property assessments in Delaware are anywhere from 22 to 34 years old. The current industry standard is to evaluate the actual market value of properties at least once every six years. Not conforming to these standards creates many equity issues throughout the State and could potentially be a violation of the Uniformity Clause under Article VIII, § 1 of the Delaware Constitution.

The lack of regular and timely valuation of property has many undesirable consequences. Many properties that were given the same valuation in the last assessment have substantially different market values today. Since no reassessment has taken place, many properties are assessed at rates as low as 6% of market value. This means that a home with a market value of \$1 million would have an assessed value of just \$60,000. Because assessments have not kept pace with increases in market values, Delaware’s statewide assessed valuation represents just 21% of the market value (\$23.5 billion vs. \$110 billion).

In addition to the equity concerns raised by this issue, school financing has also been affected by the lack of regular reassessment. Both local tax revenues and State Equalization funding are linked to property values and have been impacted. With no growth or changes occurring in property assessments, local school districts must rely on new property development or local referendum to realize an increase in local revenue. Additionally, Equalization funding calculations must rely on a complicated sales to assessment ratio study to attempt to capture the changes that regular reassessment would capture.

Commercial interests in Delaware have also felt the affects of outdated property assessments. Businesses such as Verizon and DuPont have successfully challenged their assessments throughout the State based on the lack of comparable technology on which to assess the property. Updating property assessments statewide will help ease the number of appeals to local assessment boards and provide the counties with more accurate property data.

While providing recommendations on some of these related issues is outside of the scope of this committee, addressing reassessment will provide a much more stable and equitable foundation on which to make future policy decisions.

METHODOLOGY

The committee attempted to identify the wide array of key issues that any property tax reassessment plan must address. As a means of organizing these issues, it relied heavily on past efforts to modernize the State's approach to property assessments and, in particular, Senate Bill 217 from the 138th General Assembly.

The committee considered three approaches. In terms of fundamental assessment practices, the three approaches were very similar. All three approaches, for example, embraced the adoption of 100% valuation, regular revaluation, and limits on revenue increases resulting from reassessments. The chief difference between these approaches was the division of responsibilities between the State and its local governments:

1. Limited State Role: Modeled on SB 217, with this approach, the State would set new standards for assessment practices. County governments would be responsible for the design, implementation and operation of the new system. The State would monitor the counties to ensure that they are in compliance with the new standards.
2. Full State Control: Under this model, the State would set new assessment standards for assessment practices. It would also assume all responsibilities for the design, implementation, and operation of the new system. County and municipal assessors would become State employees.
3. Hybrid Approach: Under this approach, the State would set the new standards for assessment practices. Three separate county property tax databases would be replaced by a single statewide database to be housed in and administered by the State. Using a private contractor, the State would assist the counties in the implementation of the new system. A State Assessment Practices Board would be formed to oversee implementation. Once implemented, the counties would be responsible for subsequent revaluations and physical inspections. The State would monitor the counties to ensure that they are in compliance with the new standards.

The committee concluded that the hybrid approach was the most desirable and practical approach. Because the State, instead of each county, would issue a single RFP and develop a single property database, the high costs of implementation would be minimized. Operationally, the hybrid approach avoids the administrative complexities and likely political opposition inherent in the full State control model that would see county employees moving to the State payroll.

EVALUATION CRITERIA

The following presentation of issues is intended to form a framework of analysis that will ultimately allow the Governor and members of the General Assembly to evaluate reassessment clearly and efficiently. While the list of issues is intended to be complete enough to form the blueprint draft legislation, the committee recognizes that this list of issues may not be

comprehensive. Moreover, it recognizes that, in the instances in which it has expressed clear preferences, these preferences need to be vetted by the counties and other interested parties.

Standard of Assessment: Properties in Delaware would be assessed according to the Uniform Standards of Professional Appraisal Practice, as promulgated and updated by the Appraisal Foundation. These assessment practices are:

1. National (international) standards for property assessments,
2. Recognized and accepted by professionals and academics as “best practices” and
3. The standard employed by state and local governments across the county to perform accurate and timely property assessments.

Definition of Value (for Income Producing Properties): The committee recommends that valuing income producing property is consistent with the Uniform Standards of Professional Appraisal Practice (USPAP), which, among other objectives, specifies the following goals for discounted cash flow (DCF) analysis:

- DCF analysis is an additional tool available to the appraiser and is best applied in developing value opinions in the context of one or more other approaches.
- It is the responsibility of the appraiser to ensure that the controlling input is consistent with market evidence and prevailing market attitudes.
- Market value DCF analyses should be supported by market-derived data, and the assumptions should be both market- and property-specific.
- DCF accounts for and reflects those items and forces that affect the revenue, expenses, and ultimate earning capacity of real estate and represents a forecast of events that would be considered likely within a specific market.²

Assessment Base: Property would be assessed at 100% of market value.

Execution of Initial Reassessment: The committee identified the following implementation steps:

1. Develop a State RFP requesting professional assistance from a private contractor in the design and implementation of a property tax assessment system. The contractor’s role would include:
 - a. Establishing a single statewide real property database and system to be administered by the State of Delaware,
 - b. Training county and state personnel in the systems’ use,
 - c. Training and assisting county personnel on the conduct of the reassessment itself, and

² USPAP 2008–2009, STATEMENT ON APPRAISAL STANDARDS NO. 2 (SMT-2); SUBJECT: Discounted Cash Flow Analysis.

http://commerce.appraisalfoundation.org/html/USPAP2008/USPAP_folder/statements/CONCLUSIONS_SMT_2.htm

- d. Ensuring that all technical specifications and methodologies were made available to the State upon completion of the work.
2. The State Assessment Practices Board, with the contractor's assistance, would oversee implementation.
3. The counties would be responsible for the physical inspection of properties, data collection, and populating the new database.

Scope and Means of State Oversight: A State Assessment Practices Board would be constituted shortly after the enactment of the enabling legislation. The Board would consist of 9 members, with slots filled by the Governor, counties and the General Assembly. Serving part-time, the Board, working in conjunction with local governments, other State officials and staff and the contractor, would manage the implementation process.

Initial Reassessment's Base Year for Valuation: CY 2012, assuming enabling legislation is passed no later than June 30, 2009.

Effective Date for Initial Reassessment: July 1, 2013 (FY 2014)

Subsequent Revaluations: All properties' assessed valuations would be adjusted annually. The committee considered a three-year cycle, with 1/3 of all properties being revalued in any given year, but expressed a clear preference for annual revaluations.

Physical Inspection Cycle: The committee considered a nine-year cycle (1/9th properties per year) assuming, of course, that it is consistent with the guidelines established by the International Association of Assessing Officers.³ The group also contemplated a different and perhaps more frequent cycle for commercial / industrial properties.

Cap on Aggregate Revenue Collected as a Result of the Initial Reassessment: The committee recognized the need for limits on the amount county and school revenues could grow as a result of the initial reassessment. While the level of these limits is a somewhat subjective issue, the committee thought that limiting aggregate local government and school tax growth to no more than 7.5% was a reasonable starting point for discussion. Revenues required to fund the initial reassessment's costs incurred by local governments would be excluded from the cap. The 7.5% limit would not apply to the expansion of the tax base as the result of new construction. Subsequent revaluations would be capped at 5% revenue growth excluding assessment growth.

³ The committee offered a nine-year cycle for consideration, but recognized that, ultimately, the frequency may be different depending upon the best practices identified by nationally recognized organizations. For example, the International Association of Assessing Officers (IAAO) statement on this topic specifies that:

"Sales comparison models permit annual reassessment at comparatively little incremental cost. If an accurate database and ongoing maintenance procedures are in place, property inspections can be spread over three to six years, depending on budgetary and other considerations. The sales comparison approach requires less detailed property characteristics data than the cost approach."

Limitation on Increases in Individual Property Owners' Effective Tax Rates as a Result of the Initial Reassessment: For residential property owners experiencing sharp increases in the tax bills on their primary residences, a three-year phase-in to the updated assessed value would be permitted. The committee discussed different phase-in provisions for commercial and industrial properties, but did not come to a conclusion regarding this issue.

Mechanics of the Cap on Aggregate Revenue Collected as a Result of the Initial Reassessment: (1) Property tax base is reassessed yielding, presumably, much higher valuations, (2) A "rolled-back" rate is established, which when applied to the reassessed base, would produce a revenue neutral result, (3) The local government or school district may propose to increase the rolled-back rate by no more than the amount of the cap. For example:

Old System

- Market Value of Property Tax Base: \$2 billion
- Assessed Value of Property Tax Base: \$1 billion
- Statutory Rate: 2.0%
- Tax Revenue: \$20 million

New System

- Market Value of Property Tax Base: \$2 billion
- Assessed Value of Property Tax Base: \$2 billion
- Tax Revenue Under Old System: \$20 million
- Rolled-back Rate: 1.0% (\$20 million / \$2 billion)
- Revenue Cap: 7.5%
- Maximum New Tax Rate: 1.075% (1% x 1.075)

Should a local government or school district want to increase revenue collections in conjunction with the initial reassessment, it would be required to provide general notice of the planned increase and announce the date, time and place at which the planned revenue increase would be considered.

Appeals Process: The committee did not reject the idea of maintaining the current appeals process, which consists of appeals being heard first by the County Board of Assessment and then, if necessary, appealed to Superior Court. The group did, however, wish to explore the feasibility of adding a State Property Tax Court that could hear appeals from the County Boards. This Tax Court could help ease the burden on the Superior Court. In either case, in anticipation of the large number of appeals originating from the initial reassessment, longer appeal periods would be available.

Ongoing State Operational Responsibilities: The State would be responsible for maintaining the single statewide property database. The State Board would monitor counties' assessment practices and performance and, if necessary, initiate remedial actions against counties that fail to meet accepted standards.

State Staffing: The Office of Management and Budget, Department of Technology and Information, Department of Finance and perhaps other agencies would provide support to the State Board making use of their current complement of employees.

Compliance Standards: The Board would employ the standard developed by the International Association of Assessing Officers (IAAO).

Licensing and Certification of Staff: All assessors employed by local governments must be licensed by the State Board within five years. All contractor assessors hired by local governments must be approved / licensed by the State Board.

Enforcement Provisions: In the event that the State Board determines that a county is not in compliance with accepted standards and procedures, it would initiate remedial action in the form of a partial or complete "hold-back" of Realty Transfer Tax (RTT) revenues. The committee discussed two approaches. The first would call upon the General Assembly to act upon the Board's recommendation to hold back the RTT revenues. Under the second approach, the State's RTT statute would be amended to specify that only those counties in compliance with the State Board's standards are entitled to levy the full amount of the tax.

Financing the Initial Reassessment: Depending upon cash flow requirements, financing could be either in the form of: (1) the State's issuance of debt coupled with a contractual responsibility from each county to pay their respective share of the debt service (essentially the same arrangement between the State and school districts) or a straightforward add on to the property tax bill specifically identifying a State imposed charge for reassessment expenses.

CONCLUSION

Performing a statewide reassessment presents a wide array of logistical, political and financial challenges. This report organizes those challenges in such a way that it can serve as the foundation for the concentrated effort that would be required to replace the current patchwork approach to property assessment with a uniform system that continually and accurately updates property values. The working group responsible for this report's preparation has apprised both local government officials and representatives from the real estate industry on the report's organization of a reassessment's key evaluation criteria and of the general strategies for the implementation and operation of the resulting assessment system. While it is true that in neither case did the local government or the real estate representatives offer an "official endorsement" of the proposal, in both cases it can be fairly stated that these groups recognized:

1. The practical need for a better functioning property assessment system in Delaware, and
2. That this report's proposals represent a sound foundation for the development of a more refined blueprint for a new assessment system and, ultimately, the legislation that would accomplish just that.

With this in mind, the representatives from both the real estate industry and the State's local government expressed the willingness and desire to pursue the goals expressed in this report.

Undertaking a statewide reassessment will not only restore the integrity and equity to the property tax base, it allows for administrative efficiencies to be realized. By adopting a hybrid approach to implementation and undergoing one RFP process and standardizing the database used to warehouse the information, the State ensures uniformity among the counties and a simplified method of collecting and analyzing data for statewide purposes while keeping land use and zoning functions at the local jurisdiction level.

This proposal also recommends establishing and enforcing the annual revaluations of property. By establishing a rolling cycle and taking over enforcement abilities, the State ensures the current situation of outdated assessments does not reoccur and provides a stable revenue source for local governments and school districts. Establishing a homestead provision and allowing an initial phase-in will help mitigate any steep increases that may cause hardship for homeowners while still restoring integrity to the administration of the property tax.

State of Delaware
Equalization Committee

**FISCAL YEAR 2016
RECOMMENDATIONS**

Per 14 Del. C. §1707 (i)

May 2015

Equalization Committee Membership:

The Honorable Harris B. McDowell
The Honorable Earl Jaques, Jr. (Chair, House Education Committee)
Dr. Mervin Daugherty, Superintendent, Red Clay School District
Dr. Kevin Fitzgerald, Superintendent, Caesar Rodney School District
Dr. Susan Bunting, Superintendent, Indian River School District
Jerry Gallagher, Smyrna School District
Jorge Melendez, State Board of Education
Michael Jackson, Office of the Controller General
Kristin Dwyer, Delaware State Education Association
Lindsay O'Mara, Office of the Governor
Brian Maxwell/Elizabeth Lewis, Office of Management and Budget
Arsene Aka, Department of Finance

Staff to Committee

Kim Wheatley, Department of Education
Leah Jenkins, Department of Education

Other Participants

Ed Ratledge, University of Delaware

EXECUTIVE SUMMARY

The Equalization Committee continues to review issues dealing with the equitable funding of education within the State, specifically the Equalization formula. The purpose of the Equalization formula, is to allocate state resources to districts inversely on their ability to raise revenues through their local property tax base. This allocation is an attempt to ensure that each district has substantially the same level of resources with which to educate each student.

The committee unanimously agrees that a major issue in attempting to equalize school finances is the inconsistencies in current assessment practices related to property valuation. As the committee has tried over time to correct misalignment of equalization dollars due to the lack of reassessment, the formula has grown more and more unreliable. The data on which the equalization formula relies, property assessments, must be made current in order for the Equalization formula to adequately serve its purpose.

It has been decades since the equalization formula last underwent a major revision and many years since the last significant review of education finances. While the committee has previously reviewed these areas and provided recommendations that would enhance the overall equity of the programs, it believes that without statewide reassessment, action must be taken by the General Assembly to establish a new methodology to determine the distribution of equalization dollars in the future.

After much discussion on the challenges of this formula and the lack of solid options that do not create hardships for districts, the Committee is recommending holding the Fiscal Year 2016 per unit equalization values consistent with Fiscal Year 2009 values. The Committee does not enter into this recommendation lightly, and strongly urges the Legislature to take real steps forward to correct the dated assessment realities that exist within Delaware, to include unassessed real property. Additionally, the Committee recommends that the State and school districts begin planning for the unfreezing of the formula in Fiscal Year 2017, to include options for school districts to offset lost Equalization funding with local tax receipts, without referendum.

BACKGROUND

The last major revision of the equalization formula occurred in 1984. One of the significant changes made was the establishment of a methodology for establishing a district's wealth that required an assessment-to-sales price study of real estate in each district. This study was necessitated by the fact that each county has a different assessment policy. The first such study in March 1989 would have resulted in a significant decrease in funding among the New Castle County school districts with significant increases to those in Kent and Sussex counties had the formula remained intact. That situation led to the establishment of the Equalization Policy Committee by the Governor in 1989. Subsequent legislation called for a committee to be appointed by the Secretary of Education to review the formula annually and make recommendations as needed. Since that time the Equalization Committee has made numerous modifications and adjustments to the formula to attempt to minimize losses, control gains and ensure equity statewide.

The Equalization Committee met in November 2014 and March 2015 to review the most recent assessment-to-sales ratios prepared by the University of Delaware, Center for Applied Demography and Survey Research. Department of Education staff prepared data showing the impact of updating the formula with the most current assessment-to-sales data and the committee determined that the formula was still not having the desired impact. The committee discussed the changes caused by the implementation of these new ratios, as well as current year enrollments, assessments and tax rates.

This report will review the current equalization formula, including impacts by district, and present specific recommendations for Fiscal Year 2016 Equalization funding to the state's school districts.

CONCERNS WITH THE EXISTING FINANCE SYSTEM

Overview

There are many facts and published reports which indicate that Delaware has a sound education financing system in place. Delaware is one of only a few states that have not had its system of public education funding challenged in the courts. Delaware provides state funding to cover approximately two-thirds of the total cost of public education, one of the highest proportions of

state funding in the nation. In the 2004 and 2005 Education Week Quality Counts reviews, Delaware received grades of B and B+ in terms of equity. In both years, Delaware was one of the few states where, on average, poorer districts have more funding per weighted pupil than wealthy districts. In 2011, the grade for equity dropped to a C+. Since FY 1984, equalization funding has increased from \$7.7 M or 3.1% of the education budget to \$87.6 M or 6.9% of the education budget in FY 2015 (excluding the appropriated amount for the Delaware Advisory Council on Career and Technical Education).

Despite the many positive aspects of Delaware's funding system, there are several areas that need to be improved upon. There is still a sizable difference in the ability of districts to raise funds to enhance their educational programs to address student and school accountability measures and many funding areas still create an inequitable burden on poorer districts. In the past, the Equalization Committee has recommended a series of changes to address some of the deficiencies. However, over time, these adjustments are just not accomplishing their intended goals as the formula continues to produce volatile results in response to the implementation of these changes.

Reassessment

It is apparent to the Committee that a major flaw with the existing equalization formula is not so much the formula but rather the data that drives it. For several years, the Committee has struggled with the effects of shifts in the relative wealth of districts as determined by the annual revisions to the assessment-to-sales ratios. Given the different assessment policies in each county, these ratios are used to estimate the market value of property in each district in order to determine relative wealth. Refer to Table 1 to see the impact of current year adjustments. More important than the shift in wealth is the fact that this can best be described as a shift in a district's paper wealth. While the market value of property has been changing in the districts, the lack of a uniform statewide rolling reassessment policy means that the district's tax base (i.e. assessed value) has not changed consistent with the change in its market value of real estate.

As the market value of property in a district (as determined by the assessment-to-sales price study) increases, it is deemed to be wealthier and is expected to generate more revenues from local taxes thereby entitling it to less equalization funding. However, since there is no consistent reassessment

practice in place, the district's tax base is not increasing in proportion to its market value. Refer to Table 2 for information on the changes in assessed value within each district. So while a district loses equalization funding, the funding is not replaced by an increase in its tax base. It can only be replaced by a change in the tax rate through referendum. This is an unintended consequence of the formula and has placed a heavy burden on many local districts. It will likely cause even greater problems if the market value of real estate continues to change at current rates. To further compound the problem, the effect of these changes is to lower a district's effort which may further reduce what they are eligible to receive in equalization funding.

For the many years, the recommendation of the Committee has been for the State to move forward with recommendations outlined in the Reassessment Report dated November 26, 2008. New Castle County property has not been reassessed since 1983; Kent County property has not been reassessed since 1986; and Sussex County property has not been reassessed since 1974. The completion of a statewide reassessment would provide more reliable data on a districts wealth, ensure equity among taxpayers, and allow for the equalization model to function as intended. **Without reassessment another methodology will need to be developed to address the volatility in the equalization formula and distribution.**

Support Beyond Full Effort

The equalization formula is intended to provide equity among districts to a point. Beyond that point, districts earn what they can generate from their local tax bases without any additional state support. In the current formula, this point is referred to as the authorized amount and is set at \$29,650. The underlying concept is that if a district levied the appropriate tax rate, it would receive \$29,650 through a combination of property taxes and state equalization funds. The state portion of this amount varies based upon each district's wealth. There is no additional state resources made available to a district if they exceed this required level of taxation. As a result, property wealthy districts have the ability to generate considerably more funds with small tax rate increases than their less wealthy counterparts. This creates significant funding disparities as districts assess higher tax rates. Refer to Table 3 for a comparison of per unit funding by district. The average per unit funding is \$64,772 but the amounts range from \$30,428 to \$87,951. Fifteen districts are below the average, which suggests that they are among the poorest and that those above the average have the

greatest property wealth. While no district should be penalized when its tax payers elect to provide additional support for education, the inability for poorer districts to raise this level of revenue without astronomical tax rates will perpetuate this funding disparity. Some form of equalization beyond the required level could help to minimize funding disparities. In addition, the lack of equalization in the other tax areas further exacerbates the problem of poorer districts that must enact significantly higher tax rates to meet its obligations to its students.

EQUALIZATION FORMULA REVISIONS

The implementation of the newest assessment-to-sales ratios this past year continues to result in significant changes in the estimated market value of property within each district. See Table 1. While these changes have an impact as to the relative wealth among districts, they have no bearing on the amount of tax revenues collected by a district. The changes in the actual assessed value of property in each district is a more critical factor in determining the actual tax collections because it is against the assessment value that a districts tax rate is applied to raise local taxes. See Table 2.

Other information that can be useful in comparing the relative financial status of each district is presented in several attached tables. Table 3 shows the estimated total amount of current expense and equalization funding available on a per unit basis for each district. Tables 4 and 5 show the FY 2015 property tax for homes with market values of \$50,000 and \$100,000. Table 4 is the current expense tax which is for school purposes such as local salary supplements and instructional supplies. Table 5 is the total tax bill which in addition to the current expense tax rate also includes tuition, match and debt service rates. Table 6 utilizes FY 2014 data and shows the per pupil expenditures from all funding sources, exclusive of adult education programs, construction and debt service.

In a continuing attempt to dampen the effects of the volatile changes in a districts wealth as a result of the changing assessment-to-sales ratios, the Committee is maintaining the “smoothing” of the ratios by averaging the ratios from the past three years analysis. As requested, the Committee did receive an analysis of the assessment-to-sales ratios using a 36-month time frame, but has opted to continue with the average of the three most recent 18-month analysis because it has a smaller negative impact on the districts.

CONCLUSION

The Committee continues to express concerns about recommending the implementation of artificial strategies that continue to erode the original purpose of the Equalization Formula. The Committee strongly urges the Administration and General Assembly to take actions to address the inherent challenges created by the current system, in order to provide equitable funding statewide. The Committee's recommendations include the following:

1. **Short Term:** Continue to freeze the Equalization formula at Fiscal Year 2009 levels, given the limited amount of time for school districts to prepare for the changes that would result from unfreezing the formula. The impact of continuing to freeze the formula through Fiscal Year 2016 is that school districts that should be receiving greater levels of Equalization funding via an unfrozen formula will continue to forgo this additional revenue, and school districts that should be receiving less Equalization funding will continue to receive greater levels of State support than they are otherwise entitled to receive.
2. **Mid-Term:** Gradually unfreeze the formula after Fiscal Year 2016 to begin to address the current inequities. The impacts of unfreezing the formula is significant in that several districts will lose significant amounts of Equalization funding without the ability to replace those funds through current expense tax revenue. As such, and concurrent with unfreezing the formula, the Committee recommends providing local boards of education with either the ability to (1) increase current expense taxes without referendum to replace any loss in Equalization funding or (2) implement a fifth tax component to a school district's tax rate to include a temporary Equalization tax to address losses in revenue resulting from unfreezing the formula until such time as a district, through referendum, increases its current expense tax or property reassessment occurs.
3. **Long Term:** Reassess property statewide, including unassessed real property, and establish uniform, rolling assessment practices for each county. The Committee uniformly agrees the impact of a lack of property reassessment throughout the State, and its impact on Equalization, is as such: as a school district's market value of property increases the Equalization formula recognizes this as an indication that a particular school district is wealthier and is expected to generate additional local property tax revenue thereby

decreasing State Equalization funding. However, given a lack of reassessment practices, property assessments are not increasing in proportion to market value and school districts that lose Equalization funding do not have the ability to offset the loss via current expense taxes without sizable property tax increases.

4. **Overall Recommendation:** Provide a form of flexible funding beyond Equalization support to help less wealthy school districts meet the authorized amount of funding defined in the Equalization formula. The Equalization formula is intended to provide equity among school districts where, through a combination of Equalization and current expense taxes collections, are expected to raise \$29,650 per Division I unit. Given significant disparities in how much each penny raises in property tax revenue across school districts, less wealthy and smaller districts have significant challenges in meeting the authorized amount.

Table 1. Assessment-to-Sales Ratios

District	FY 2015		FY 2016		New Full Value	% Change	% Change
	Assessed Value	Adj. Ratio	Old Full Value	Adj. Ratio			
Appoquinimink	\$1,918,303,695	0.320	\$5,994,699,047	0.316	\$6,070,581,313	1.3%	
Brandywine	\$3,415,361,213	0.310	\$11,017,294,235	0.308	\$11,088,835,107	0.6%	
Christina	\$5,487,428,465	0.327	\$16,781,126,804	0.328	\$16,729,964,832	-0.3%	
Colonial	\$2,788,813,561	0.325	\$8,580,964,803	0.325	\$8,580,964,803	0.0%	
Red Clay	\$5,208,184,335	0.318	\$16,377,938,160	0.320	\$16,275,576,047	-0.6%	
NCC Total	\$18,924,339,439		\$58,752,023,050		\$58,745,922,103		0.00%
NCCDIST	\$16,899,787,574		\$52,757,324,003		\$52,675,340,789		-0.2%
Caesar Rodney	\$841,058,100	0.139	\$6,050,777,698	0.138	\$6,094,623,913	0.7%	
Capital	\$1,253,099,900	0.142	\$8,824,647,183	0.141	\$8,887,233,333	0.7%	
Lake Forest	\$472,623,300	0.134	\$3,527,039,552	0.134	\$3,527,039,552	0.0%	
Milford Total	\$396,255,466		\$3,392,115,004		\$3,377,047,949	-0.4%	
KC	\$253,516,600	0.132	\$1,920,580,303	0.131	\$1,935,241,221		0.8%
SC	\$142,738,866	0.097	\$1,471,534,701	0.099	\$1,441,806,727		-2.0%
Smyrna Total	\$698,627,670		\$4,715,922,747		\$4,716,937,999	0.0%	
NCC	\$106,248,170	0.324	\$327,926,451	0.323	\$328,941,703		0.3%
KC	\$592,379,500	0.135	\$4,387,996,296	0.135	\$4,387,996,296		0.0%
KC TOTAL	\$3,445,728,800		\$26,510,502,184		\$26,602,882,746		0.3%
Cape Henlopen	\$1,092,778,829	0.083	\$13,166,009,988	0.084	\$13,009,271,774	-1.2%	
Delmar	\$48,576,595	0.098	\$495,679,541	0.100	\$485,765,950	-2.0%	
Indian River	\$1,394,582,436	0.092	\$15,158,504,739	0.093	\$14,995,510,065	-1.1%	
Laurel	\$117,641,970	0.094	\$1,251,510,319	0.096	\$1,225,437,188	-2.1%	
Seaford	\$204,220,455	0.099	\$2,062,832,879	0.102	\$2,002,161,324	-2.9%	
Woodbridge	\$149,993,400		\$1,519,615,463		\$1,490,716,069	-1.9%	
KC	\$33,051,400	0.133	\$248,506,767	0.134	\$246,652,239		-0.7%
SC	\$116,942,000	0.092	\$1,271,108,696	0.094	\$1,244,063,830		-2.1%
SC TOTAL	\$3,117,481,151		\$33,654,152,928		\$33,208,862,368		-1.3%
State-wide	\$25,487,549,390		\$118,916,678,163		\$118,557,667,217	-0.3%	

Table 2. Assessed Value Comparison

District	Assessed Value	Assessed Value	% Change	% Change
	2013-14	2014-15		
Appoquinimink	\$1,858,277,279	\$1,918,303,695	3.2%	
Brandywine	\$3,408,232,578	\$3,415,361,213	0.2%	
Christina	\$5,452,440,589	\$5,487,428,465	0.6%	
Colonial	\$2,762,894,451	\$2,788,813,561	0.9%	
Red Clay	\$5,181,731,416	\$5,208,184,335	0.5%	
NCC TOTAL	\$18,769,028,933	\$18,924,339,439		0.8%
<i>NCCDIST</i>	<i>\$16,805,299,034</i>	<i>\$16,899,787,574</i>		<i>0.6%</i>
Caesar Rodney	\$823,425,700	\$841,058,100	2.1%	
Capital	\$1,243,466,600	\$1,253,099,900	0.8%	
Lake Forest	\$468,956,800	\$472,623,300	0.8%	
<i>Milford Total</i>	<i>\$392,223,486</i>	<i>\$396,255,466</i>	<i>1.0%</i>	
KC	\$250,383,200	\$253,516,600		1.3%
SC	\$141,840,286	\$142,738,866		0.6%
<i>Smyrna Total</i>	<i>\$685,249,020</i>	<i>\$698,627,670</i>	<i>2.0%</i>	
NCC	\$105,452,620	\$106,248,170		0.8%
KC	\$579,796,400	\$592,379,500		2.2%
KENT TOTAL	\$3,398,491,800	\$3,445,728,800		1.4%
Cape Henlopen	\$1,078,303,454	\$1,092,778,829	1.3%	
Delmar	\$48,196,995	\$48,576,595	0.8%	
Indian River	\$1,385,173,964	\$1,394,582,436	0.7%	
Laurel	\$117,260,220	\$117,641,970	0.3%	
Seaford	\$203,195,255	\$204,220,455	0.5%	
<i>Woodbridge</i>	<i>\$148,802,287</i>	<i>\$149,993,400</i>	<i>0.8%</i>	
KC	\$32,463,100	\$33,051,400		1.8%
SC	\$116,339,187	\$116,942,000		0.5%
SUSSEX TOTAL	\$3,090,309,361	\$3,117,481,151		0.9%
State-wide	\$25,257,830,094	\$25,487,549,390	0.9%	
NCC Vo-Tech	\$18,663,576,313	\$18,818,091,269	0.8%	
<i>Polytech</i>	<i>\$3,503,944,420</i>	<i>\$3,551,976,970</i>	<i>1.4%</i>	
NCC	\$105,452,620	\$106,248,170		0.8%
KC	\$3,398,491,800	\$3,445,728,800		1.4%
Sussex Tech	\$3,090,309,361	\$3,117,481,151	0.9%	

Table 3. Estimated Current Expense and Equalization Funding - FY 2016

DISTRICT	Estimated Current Expense Revenue	Equalization*	Total Funds	September 2014 Unit Count	Funds Per Unit
APPOQUINIMINK	\$18,204,702	\$9,858,124	\$28,062,826	631.85	\$44,414
NCC TAX DISTRICT	\$79,091,006		\$79,091,006		
BRANDYWINE	\$37,261,591	\$4,648,335	\$41,909,926	719.00	\$58,289
CHRISTINA	\$52,240,319	\$8,896,647	\$61,136,966	1,336.49	\$45,744
COLONIAL	\$20,581,444	\$4,584,117	\$25,165,561	703.02	\$35,796
RED CLAY	\$39,478,037	\$7,221,621	\$46,699,658	1,098.87	\$42,498
NEW CASTLE TOTAL	\$246,857,099	\$35,208,844	\$282,065,943	4,489.23	
CAESAR RODNEY	\$4,689,866	\$10,617,648	\$15,307,514	536.69	\$28,522
CAPITAL	\$11,027,279	\$8,022,961	\$19,050,240	513.63	\$37,089
LAKE FOREST	\$4,335,864	\$5,318,102	\$9,653,966	256.22	\$37,678
MILFORD	\$4,481,041	\$4,807,886	\$9,288,927	275.35	\$33,735
SMYRNA	\$6,747,599	\$7,181,972	\$13,929,571	361.63	\$38,519
KENT TOTAL	\$31,281,649	\$35,948,569	\$67,230,218	1,943.52	
CAPE HENLOPEN	\$17,790,439	\$515,055	\$18,305,494	396.79	\$46,134
DELMAR	\$784,555	\$1,741,930	\$2,526,485	84.49	\$29,903
INDIAN RIVER	\$26,183,351	\$1,080,024	\$27,263,375	725.14	\$37,597
LAUREL	\$1,925,034	\$2,470,483	\$4,395,517	149.31	\$29,439
SEAFORD	\$4,125,253	\$4,434,848	\$8,560,101	261.35	\$32,753
WOODBIDGE	\$2,308,246	\$2,777,662	\$5,085,908	165.89	\$30,658
SUSSEX TOTAL	\$53,116,878	\$13,020,002	\$66,136,880	1,782.97	
State-wide	\$331,255,626	\$84,177,415	\$415,433,041	8,215.72	
NCC VO-TECH	\$26,345,328	\$2,657,442	\$29,002,770	356.13	\$81,439
POLYTECH	\$4,207,880	\$1,713,514	\$5,921,394	88.33	\$67,037
SUSSEX TECH	\$7,326,081	\$177,774	\$7,503,855	112.16	\$66,903
VO-TECH TOTAL	\$37,879,289	\$4,548,730	\$42,428,019	556.62	
State-wide	\$369,134,915	\$88,726,145	\$457,861,060	8,772.34	\$52,194

**reflects FY 2015 actual earned at FROZEN rate*

Table 4. Current Expense School Property Taxes - Fiscal Year 2016

<u>District</u>	<u>County</u>	<u>FY 16 Assessment Ratio</u>	<u>Current Expense Tax Rate Per \$100 Assessed Value</u>	<u>Current Expense Taxes On Home Valued at</u>	
				<u>\$50,000</u>	<u>\$100,000</u>
Appoquinimink	N	0.300	0.9490	\$142.35	\$284.70
Brandywine	N	0.294	1.0910	\$160.38	\$320.75
Christina	N	0.315	0.9520	\$149.94	\$299.88
Colonial	N	0.308	0.7380	\$113.65	\$227.30
Red Clay	N	0.307	0.7580	\$116.35	\$232.71
Caesar Rodney	K	0.133	0.5576	\$37.08	\$74.16
Capital	K	0.137	0.8800	\$60.28	\$120.56
Lake Forest	K	0.127	0.9174	\$58.25	\$116.51
Milford	K	0.129	0.6144	\$39.63	\$79.26
	S	0.097	2.0481	\$99.33	\$198.67
Smyrna	N	0.294	0.7932	\$116.60	\$233.20
	K	0.130	0.9968	\$64.79	\$129.58
Cape Henlopen	S	0.081	1.6280	\$65.93	\$131.87
Delmar	S	0.096	1.6151	\$77.52	\$155.05
Indian River	S	0.091	1.8775	\$85.43	\$170.85
Laurel	S	0.094	1.6363	\$76.91	\$153.81
Seaford	S	0.100	2.0200	\$101.00	\$202.00
Woodbridge	K	0.127	0.7253	\$46.06	\$92.11
	S	0.092	1.7688	\$81.36	\$162.73
NCC Vo-Tech	N	0.320	0.1400	\$22.40	\$44.80
Polytech	N	0.324	0.0979	\$15.86	\$31.72
	K	0.138	0.1191	\$8.22	\$16.44
Sussex Tech	S	0.089	0.2350	\$10.46	\$20.92

Table 5. Total School Property Taxes - Fiscal Year 2016

<u>District</u>	<u>County</u>	<u>FY 15 Assessment Ratio</u>	<u>Total School Property Tax Rate Per \$100 Assessed Value</u>	<u>Total Taxes On Home Valued at</u>	
				<u>\$50,000</u>	<u>\$100,000</u>
Appoquinimink	N	0.300	1.7647	\$264.71	\$529.41
Brandywine	N	0.294	1.7155	\$252.18	\$504.36
Christina	N	0.315	1.6220	\$255.47	\$510.93
Colonial	N	0.308	1.2680	\$195.27	\$390.54
Red Clay	N	0.307	1.3030	\$200.01	\$400.02
Caesar Rodney	K	0.133	1.2526	\$83.30	\$166.60
Capital	K	0.137	1.8215	\$124.77	\$249.55
Lake Forest	K	0.127	1.4493	\$92.03	\$184.06
Milford	K	0.129	1.2308	\$79.39	\$158.77
	S	0.097	3.4783	\$168.70	\$337.40
Smyrna	N	0.294	1.3077	\$192.23	\$384.46
	K	0.130	1.6433	\$106.81	\$213.63
Cape Henlopen	S	0.081	3.0710	\$124.38	\$248.75
Delmar	S	0.096	3.7110	\$178.13	\$356.26
Indian River	S	0.091	2.7230	\$123.90	\$247.79
Laurel	S	0.094	3.8323	\$180.12	\$360.24
Seaford	S	0.100	3.2000	\$160.00	\$320.00
Woodbridge	K	0.127	1.3463	\$85.49	\$170.98
	S	0.092	3.6618	\$168.44	\$336.89
NCC Vo-Tech	N	0.320	0.1533	\$24.53	\$49.06
Polytech	N	0.324	0.1128	\$18.27	\$36.55
	K	0.138	0.1372	\$9.47	\$18.93
Sussex Tech	S	0.089	0.2728	\$12.14	\$24.28

Table 6. Expenditures Per Pupil - Fiscal Year 2013 *

<u>District</u>	
Appoquinimink	\$10,967
Brandywine	\$14,396
Christina	\$13,058
Colonial	\$11,706
Red Clay	\$12,520
Caesar Rodney	\$10,396
Capital	\$13,719
Lake Forest	\$10,952
Milford	\$11,387
Smyrna	\$10,961
Cape Henlopen	\$14,429
Delmar	\$9,766
Indian River	\$11,963
Laurel	\$12,116
Seaford	\$13,581
Woodbridge	\$13,510
NCC Vo-Tech	\$18,572
Polytech	\$15,785
Sussex Tech	\$16,739

Excludes Adult and Non-Public Education, Facilities Construction and Debt Service

Table 7. Three Year Sales Ratio Calculation																

Table 8. FY 16 Summary			Formula frozen		No ceilings or floors		5% Ceiling/Floor from previous Fiscal Year	
District		FY 15 Units	FY15 Unit Value	Total cost	"True" Formula amount	Total Cost	FY 16 formula unfrozen	Total Cost
APPOQUINIMINK		565.75	\$15,602	\$8,826,832	\$16,481	\$9,324,126	\$16,382	\$9,268,116.50
NCC TAX DISTRICT		3029.64		\$0	\$8,312	\$25,182,368		\$0
BRANDYWINE		622.41	\$6,465	\$4,023,881	\$8,312	\$5,173,472	\$6,788	\$4,224,919
CHRISTINA		902.74	\$6,465	\$5,836,214	\$8,312	\$7,503,575	\$6,788	\$6,127,799
COLONIAL		545.54	\$6,465	\$3,526,916	\$8,312	\$4,534,528	\$6,788	\$3,703,126
RED CLAY		958.95	\$6,465	\$6,199,612	\$8,312	\$7,970,792	\$6,788	\$6,509,353
NEW CASTLE TOTAL		3595.39		\$0		\$0		\$0
CAESAR RODNEY		405.69	\$19,861	\$8,057,409	\$7,743	\$3,141,258	\$18,868	\$7,654,559
CAPITAL		376.72	\$14,796	\$5,573,949	\$698	\$262,951	\$14,056	\$5,295,176
LAKE FOREST		221.55	\$20,756	\$4,598,492	\$10,112	\$2,240,314	\$19,718	\$4,368,523
MILFORD		249.66	\$17,461	\$4,359,313	\$13,050	\$3,258,063	\$16,588	\$4,141,360
KENT				\$0		\$0		\$0
SUSSEX				\$0		\$0		\$0
SMYRNA		307.19	\$19,860	\$6,100,793	\$10,805	\$3,319,188	\$18,867	\$5,795,754
NEW CASTLE				\$0		\$0		\$0
KENT				\$0		\$0		\$0
KENT TOTAL		1560.81		\$0		\$0		\$0
CAPE HENLOPEN		290.91	\$1,225	\$356,365	(\$25,232)	(\$7,340,241)	\$1,286	\$374,110
DELMAR		78.85	\$20,617	\$1,625,650	\$22,089	\$1,741,718	\$21,648	\$1,706,945
INDIAN RIVER		544.06	\$1,483	\$806,841	(\$4,176)	(\$2,271,995)	\$1,483	\$806,841
LAUREL		129.79	\$16,546	\$2,147,505	\$18,063	\$2,344,397	\$17,373	\$2,254,842
SEAFORD		207.54	\$16,969	\$3,521,746	\$17,811	\$3,696,495	\$17,811	\$3,696,495
WOODBIDGE		135.64	\$16,744	\$2,271,156	\$16,162	\$2,192,214	\$16,162	\$2,192,214
KENT				\$0		\$0		\$0
SUSSEX				\$0		\$0		\$0
SUSSEX TOTAL		1386.79		\$0		\$0		\$0
REGULAR TOTAL		6542.99		\$0		\$0		\$0
NCC VO-TECH		328.84	\$7,462	\$2,453,804	\$9,598	\$3,156,206	\$7,835	\$2,576,461
KENT VO-TECH		83.95	\$19,399	\$1,628,546	\$9,672	\$811,964	\$18,429	\$1,547,115
NEW CASTLE				\$0		\$0		\$0
KENT				\$0		\$0		\$0
SUSSEX VO-TECH		105.78	\$1,585	\$167,661	(\$796)	(\$84,201)	\$1,506	\$159,305
SPECIAL TOTAL		1710.78		\$15,815,333		\$9,149,469		\$15,851,926
TOTAL STATE		8772.34		\$87,898,019		\$85,306,660		\$88,254,938

SUMMARY OF ENROLLMENT & UNITS BY SCHOOL FOR SEPTEMBER 30, 2015 - NEED BASED
SAMPLE DISTRICT

MODEL PROVIDES SUPPORT WEIGHTED SUPPORT FOR INCREASING CONCENTRATIONS OF POVERTY;
SUPPORTS ELL; AND PROVIDES SUPPORT FOR K-3 BASIC EDUCATION STUDENTS

	ENROLLMENT									UNITS															Calculated "Poverty Units"	DHSS Poverty Multiplier	Calculated "ELL Units"	ELL Multiplier				
SCHOOL	PreK	K-3	K-3 REV	K-3 BAS	4-12	BAS	INT	CMP	Total	PreK	K-3	K-3 REV	K-3 BAS	K-3 Net +	4-12	BAS	INT	CMP	VOC		DED	Total	Qualified Units	DHSS Poverty	ELL	ACCESS Weighted AVG		Tiered Calculated Units	Tiered Calculated Units		ELL +	Increased Support
Elementary School # 1	0	207	186	21	90	16	5	0	318	0.00	12.78	11.50	2.46	1.18	4.50	1.90	0.83	0.00	0.00	0.00	0.00	20.01	20.36	73.83%	12.8%		15.04	3.01	2.61	3.13	0.52	4.71
Elementary School # 2	0	403	364	39	194	19	5	2	623	0.00	24.88	22.47	4.64	2.23	9.70	2.26	0.83	0.77	0.00	0.00	0.00	38.44	39.07	32.40%	5.30%		12.66	1.27	2.07	2.48	0.41	3.91
Elementary School # 3	0	186	170	16	93	20	1	1	301	0.00	11.48	10.49	1.90	0.92	4.65	2.38	0.17	0.38	0.00	0.00	0.00	19.06	19.43	73.91%	9.63%		14.36	2.87	1.87	2.25	0.37	4.16
Elementary School # 4	0	186	170	16	93	20	1	1	301	0.00	11.48	10.49	1.90	0.92	4.65	2.38	0.17	0.38	0.00	0.00	0.00	19.06	19.43	38.19%	3.6%		7.42	0.74	0.70	0.84	0.14	1.80
Elementary School # 5	0	358	311	47	149	11	13	4	535	0.00	22.10	19.23	5.54	2.67	7.45	1.31	2.17	1.54	0.00	0.00	0.00	34.57	33.53	52.22%	9.7%		17.51	2.63	3.25	3.90	0.65	5.94
Elementary School # 6	0	423	381	42	192	28	12	0	655	0.00	26.11	23.50	5.04	2.43	9.60	3.33	2.00	0.00	0.00	0.00	0.00	41.04	41.47	49.63%	5.8%		20.58	3.09	2.41	2.89	0.48	5.99
Elementary School # 7	0	356	331	25	149	21	9	2	537	0.00	21.98	20.44	2.97	1.42	7.45	2.50	1.50	0.77	0.00	0.00	0.00	34.20	33.35	54.45%	3.6%		18.16	2.72	1.20	1.44	0.24	4.39
Elementary School # 8	0	270	235	35	98	17	14	0	399	0.00	16.67	14.50	4.18	2.01	4.90	2.02	2.33	0.00	0.00	0.00	0.00	25.92	25.60	48.88%	11.0%		12.51	1.88	2.82	3.38	0.56	4.45
Elementary School # 9	0	277	255	22	140	11	7	0	435	0.00	17.10	15.73	2.64	1.27	7.00	1.31	1.17	0.00	0.00	0.00	0.00	26.58	26.68	63.68%	9.8%		16.99	3.40	2.61	3.14	0.52	5.19
Elementary School # 10	0	487	438	49	197	18	14	0	716	0.00	30.06	27.06	5.80	2.79	9.85	2.14	2.33	0.00	0.00	0.00	0.00	44.38	44.84	80.00%	34.8%		35.87	10.76	15.61	18.73	3.12	16.68
Elementary School # 11	0	377	339	38	165	11	14	4	571	0.00	23.27	20.94	4.49	2.16	8.25	1.31	2.33	1.54	0.00	0.00	0.00	36.70	34.99	57.80%	10.6%		20.23	3.03	3.71	4.45	0.74	5.94
Elementary School # 12	0	255	237	18	98	10	6	2	371	0.00	15.74	14.64	2.13	1.02	4.90	1.19	1.00	0.77	0.00	0.00	0.00	23.60	22.85	49.73%	16.3%		11.36	1.70	3.73	4.47	0.75	3.47
Elementary School # 13	0	238	207	31	136	28	6	1	409	0.00	14.69	12.78	3.68	1.77	6.80	3.33	1.00	0.38	0.00	0.00	0.00	26.20	26.59	55.33%	32.0%		14.72	2.21	8.51	10.21	1.70	5.68
Elementary School # 14	0	308	271	37	144	14	22	2	490	0.00	19.01	16.73	4.40	2.12	7.20	1.67	3.67	0.77	0.00	0.00	0.00	32.32	30.00	50.51%	3.2%		15.15	2.27	0.96	1.15	0.19	4.59
Elementary School # 15	0	246	214	32	72	18	1	1	338	0.00	15.19	13.21	3.81	1.83	3.60	2.14	0.17	0.38	0.00	0.00	0.00	21.48	22.76	93.27%	1.7%		21.23	6.37	0.39	0.46	0.08	8.27
Elementary School # 16	0	148	126	22	58	9	13	0	228	0.00	9.14	7.77	2.64	1.27	2.90	1.07	2.17	0.00	0.00	0.00	0.00	15.28	14.38	91.83%	1.2%		13.20	3.96	0.17	0.21	0.03	5.26
Elementary School # 17	0	265	228	37	116	19	26	2	428	0.00	16.36	14.07	4.42	2.12	5.80	2.26	4.33	0.77	0.00	0.00	0.00	29.52	26.54	88.00%	33.6%		23.36	7.01	8.92	10.70	1.78	10.92
Elementary School # 18	0	230	209	21	76	7	7	1	321	0.00	14.20	12.92	2.46	1.18	3.80	0.83	1.17	0.38	0.00	0.00	0.00	20.38	20.01	93.25%	3.5%		18.66	5.60	0.70	0.84	0.14	6.92
Middle School #1	0	0			332	44	39	1	416	0.00	0.00	0.00	0.00	0.00	16.60	5.24	6.50	0.38	3.60	-1.80	30.52	21.84	93.79%	5.8%		20.48	6.15	1.27	1.52	0.25	6.40	
Middle School #2	0	0			864	98	30	3	995	0.00	0.00	0.00	0.00	0.00	43.20	11.67	5.00	1.15	8.07	-4.03	65.06	54.87	51.32%	2.7%		28.16	4.22	1.48	1.78	0.30	4.52	
Middle School #3	0	0			684	77	14	4	779	0.00	0.00	0.00	0.00	0.00	34.20	9.17	2.33	1.54	2.52	-1.26	48.50	43.37	46.14%	5.13%		20.01	3.00	2.22	2.67	0.44	3.45	
Middle School #4	0	0			751	118	19	10	898	0.00	0.00	0.00	0.00	0.00	37.55	14.05	3.17	3.85	2.37	-1.18	59.81	51.60	38.56%	3.23%		19.90	1.99	1.67	2.00	0.33	2.32	
High School #1	0	0			605	115	23	1	744	0.00	0.00	0.00	0.00	0.00	30.25	13.69	3.83	0.38	5.31	-2.65	50.81	43.94	56.27%	10.89%		24.73	3.71	4.79	5.74	0.96	4.67	
High School #2	0	0			717	74	29	2	822	0.00	0.00	0.00	0.00	0.00	35.85	8.81	4.83	0.77	10.08	-5.04	55.30	44.66	54.84%	4.0%		24.49	3.67	1.79	2.14	0.36	4.03	
High School #3	0	0			1,147	116	17	7	1,287	0.00	0.00	0.00	0.00	0.00	57.35	13.81	2.83	2.69	15.12	-7.56	84.24	71.16	45.53%	4.0%		32.40	4.86	2.85	3.42	0.57	5.43	
TOTAL	0	5,220	4,673	547	7,360	939	347	51	13,917	0.00	322.24	288.47	65.10	31.33	368.00	111.77	57.83	19.59	153.00	-23.52	902.98						92.12			15.66		
																											Total Increased Support		139.10			

UNITS SHOULD CARRY CASH OUT VALUE TO SUPPORT SUPPLEMENTAL SERVICES - VALUE ESTABLISHED AS STATE TEACHER SALARY MASTERS +45 Including OEC.

Average Teacher Total Cost - Local	\$	34,880	\$	546,100
Average Teacher Total Cost - State	\$	63,175	\$	989,103
ALTERNATE CASH VALUE	\$	54,980	\$	860,801

SUSTAINABLE LOCAL FUNDING SUPPORT MUST COME FROM SOURCE OTHER THAN DISTRICT OPERATING TAX RECEIPTS.

ELL MINIMUM WEEKLY HOURS OF SERVICE		Tier	Multiplier
Level 1- Entering	2-3	3	0
Level 2- Beginning	2-3	3	0
Level 3- Developing	1-2	2	0

For Modeling Purposes, we have assumed that 20% of Students are Entering/Beginning; 60% are Developing/ Expanding; and 20 % are Bridging
Allocations should be based on Weighted Average for each school based on September 30 recorded ACCESS results

ELL Tiers	Multiplier
B/E	0.30
D/E	0.20
B/R	0.10

Poverty Tiers	Multiplier
80-100%	0.300
60-80%	0.200
40-60%	0.150
20-40%	0.100
0-20%	0.000

UNITS GENERATED ARE TO BE INCLUDED IN CALCULATIONS FOR DIVISION I, II, III, RELATED SERVICES, AND ACADEMIC EXCELLENCE
ANY FUNDS DERIVED FROM CASHING OUT UNITS, MUST BE UTILIZED FOR SUPPORT OF STUDENTS IN POVERTY AND ELL
IF DISTRICT NOT ABLE TO RAISE LOCAL SHARE, STATE FUNDS CAN BE UTILIZED WITHOUT MATCH

Source Information utilized for Multipliers (Weighting) American Institutes For Research; September 25, 2012; Study of a New Method of Funding for Public Schools in Nevada

SUMMARY OF ENROLLMENT & UNITS BY SCHOOL FOR SEPTEMBER 30, 2015 - NEED BASED

Red Clay Consolidated School District (32)

MODEL PROVIDES SUPPORT WEIGHTED SUPPORT FOR INCREASING CONCENTRATIONS OF POVERTY; SUPPORTS ELL; AND PROVIDES SUPPORT FOR K-3 BASIC EDUCATION STUDENTS

	ENROLLMENT							UNITS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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UNITS SHOULD CARRY CASH OUT VALUE TO SUPPORT SUPPLEMENTAL SERVICES - VALUE ESTABLISHED AS STATE TEACHER SALARY MASTERS +45 Including OEC.

SUSTAINABLE LOCAL FUNDING SUPPORT MUST COME FROM SOURCE OTHER THAN DISTRICT OPERATING TAX RECEIPTS.

OF SERVICE	Tier	Multiplier
B/E	2-3	3
D/E	1-2	2
B/R	1	1

For Modeling Purposes, we have assumed that 20% of Students are Entering/Beginning; 60% are Developing/ Expanding; and 20 % are Bridging
Allocations should be based on Weighted Average for each school based on September 30 recorded ACCESS results

UNITS GENERATED ARE TO BE INCLUDED IN CALCULATIONS FOR DIVISION I, II, III, RELATED SERVICES, AND ACADEMIC EXCELLENCE
ANY FUNDS DERIVED FROM CASHING OUT UNITS, MUST BE UTILIZED FOR SUPPORT OF STUDENTS IN POVERTY AND ELL
IF DISTRICT NOT ABLE TO RAISE LOCAL SHARE, STATE FUNDS CAN BE UTILIZED WITHOUT MATCH

Source Information utilized for Multipliers (Weighting) American Institutes For Research; September 25, 2012; Study of a New Method of Funding for Public Schools in Nevada

ELL Tiers	Multiplier
B/E	0.30
D/E	0.20
B/R	0.10

Poverty Tiers	Multiplier	Average Teacher Total Cost - Local	\$	34,880		\$	4,830,782
80-100%	0.300	Average Teacher Total Cost - State	\$	63,175		\$	8,749,560
60-80%	0.200						13,580,341
40-60%	0.150	ALTERNATE CASH VALUE	\$	54,980		\$	7,614,612
20-40%	0.100						
0-20%	0.000						

Christina School District (33)

MODEL PROVIDES SUPPORT WEIGHTED SUPPORT FOR INCREASING CONCENTRATIONS OF POVERTY; SUPPORTS ELL, AND PROVIDES SUPPORT FOR K-3 BASIC EDUCATION STUDENTS

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UNITS SHOULD CARRY CASH OUT VALUE TO SUPPORT SUPPLEMENTAL SERVICES - VALUE ESTABLISHED AS STATE TEACHER SALARY MASTERS +45 Including OEC.

ELL Tiers	Multiplier
B/E	0.30
D/E	0.20
B/R	0.10

Poverty Tiers	Multiplier
80-100%	0.300
60-80%	0.200
40-60%	0.150
20-40%	0.100
0-20%	0.000

Average Teacher Total Cost - Local	\$ 34,880	\$ -
Average Teacher Total Cost - State	\$ 63,175	\$ -
ALTERNATE CASH VALUE	\$ 54,980	\$ -
City 37.77		
Average Teacher Total Cost - Local	\$ 34,880	\$ 1,317,583
Average Teacher Total Cost - State	\$ 63,175	\$ 2,386,420
		\$ 3,704,003
ALTERNATE CASH VALUE	\$ 54,980	\$ 2,076,865.63
Suburbs -37.77		
Average Teacher Total Cost - Local	\$ 34,880	\$ (1,317,583)
Average Teacher Total Cost - State	\$ 63,175	\$ (2,386,420)
		\$ (3,704,003)
ALTERNATE CASH VALUE	\$ 54,980	\$ (2,076,865.63)

SUSTAINABLE LOCAL FUNDING SUPPORT MUST COME FROM SOURCE OTHER THAN DISTRICT OPERATING TAX RECEIPTS.

ELL MINIMUM WEEKLY HOURS		Tier	Multiplier
B/E	2-3	3	0.3
D/E	1-2	2	0.2
B/R	1	1	0.1

For Modeling Purposes, we have assumed that 20% of Students are Entering/Beginning; 60% are Developing/ Expanding; and 20 % are Bridging
Allocations should be based on Weighted Average for each school based on September 30 recorded ACCESS results

UNITS GENERATED ARE TO BE INCLUDED IN CALCULATIONS FOR DIVISION I, II, III, RELATED SERVICES, AND ACADEMIC EXCELLENCE
ANY FUNDS DERIVED FROM CASHING OUT UNITS, MUST BE UTILIZED FOR SUPPORT OF STUDENTS IN POVERTY AND ELL
IF DISTRICT NOT ABLE TO RAISE LOCAL SHARE, STATE FUNDS CAN BE UTILIZED WITHOUT MATCH

Source Information utilized for Multipliers (Weighting) American Institutes For Research; September 25, 2012; Study of a New Method of Funding for Public Schools in Nevada

DRAFT

APPENDIX E

RESEARCH SUPPORT DOCUMENTS

DRAFT

Overview of Past Committee Reports

The Wilmington Education Advisory Committee (WEAC) reviewed the work of previous commissions addressing the challenges of Wilmington education. There are several recurring themes in the previous reports. Among the main topics addressed in the reports are teacher training and professional development, additional funding for low-income students as a high-need population, early learning, and a redevelopment of the governance structure. Despite the overlapping recommendations of each commission, very little action has been taken. The 2014–2015 Wilmington Education Advisory Committee, formed at the request of Governor Jack Markell and members of the Delaware General Assembly, is the latest group to address the challenges that have existed in the City of Wilmington for over a century and has worked to build upon the recommendations of past commissions, framing the recommendations around the longer history of Wilmington education, but also considering the changes in conditions since the first report was released.

The Wilmington Neighborhood Schools Committee was created as part of the Neighborhood Schools Act of 2000 to establish an implementation plan that would be fair and equitable to all children. This committee, chaired by Raye Jones Avery, released a report in 2001 titled *They Matter Most: Investing in Wilmington's Children and Delaware's Future*. In 2006, the Hope Commission released a report with the primary recommendation of creating a strong youth advocacy organization to improve the education of children in the City of Wilmington. The Wilmington Education Task Force was created by a Delaware Senate joint resolution and was chaired by Senator Margaret Rose Henry. They produced a report in April 2008 that gave further recommendations to overcome the challenges facing Wilmington students. Below is a summarization of past recommendations, categorized as addressing the issues of governance, meeting unique student needs, and funding.

Wilmington students and schools face unique needs that other schools may not face, and may not be addressed in the current education system. Each report described the unique needs that were identified for the city and its students. The 2001 report details the challenges faced in schools with higher percentages of low-income students. The creation of neighborhood schools, by its nature, creates schools in the city that are highly concentrated in poverty. The report identifies that children in high-poverty schools, identified in the report as schools with more than 40 percent low-income students, perform worse academically, read less, have lower attendance rates, are more likely to have serious developmental delays and untreated health problems, have less funding for advanced classes, higher rates of student behavior problems, less highly qualified teachers, and a lack of family involvement. Students in schools with lower concentrations of poverty do not face these challenges to the same extent yet are treated the same in terms of funding and teacher training and recruitment, among other things. This report cites both national and local studies identifying the unique needs of urban, low-income students that need to be addressed in any proposed recommendation.

Each report identified that the current funding formula is not meeting the needs of Wilmington students. All three reports identified the need for teacher recruitment. Further, the reports identified student loan forgiveness and professional development as two ways to improve in this area. Wilmington schools, which serve a higher-needs population, would need additional funding from the state to afford recruitment and professional development.

Summary of the Recommendations from the Wilmington Neighborhood Schools Committee Report (2001)

Governance	Create a <i>Charter School District</i> in which all schools within the City of Wilmington would have the freedom of innovation that charter school do and allow for freedom of choice within the city.
	Merge the Red Clay Consolidated and Brandywine School Districts and the City of Wilmington into one <i>Metropolitan School District</i> , creating a common tax base.
	[Consideration of a Wilmington School District was halted after identifying the funding challenges that such a district would provide.]
Meeting the Unique Student Needs	Implement full-day kindergarten programs.
	Implement smaller class sizes.
	Recruit and retain highly qualified teachers for high-need schools.
	Provide additional professional development so teachers are continually able to meet the needs of their students.
	Create small learning communities for high-need students, staying with the same teacher for several years and focusing on literacy and math core.
	Make early literacy a focus, helping parents to support early literacy including reading and vocabulary.
	Allow state and local authorities to seek partnerships with health, family welfare, and educational service providers.
	Provide adequate resources and attention to ensure that English language learners attain academic language proficiency in a timely fashion and master state content standards at grade level.
Funding	Provide funding to address the unique requirements of low-income students: early childhood, special education services, and increased instructional time.
	Provide incentives for teachers including a waived city wage tax, competitive salaries, and a loan forgiveness program.
Other	Establish monitoring and accountability for all schools to judge success based on the achievement of all students.

Unique Student Needs	Improve the quality of childcare and pre-school for all City of Wilmington children.
	Focus on early literacy and math skills in middle schools.
	Provide professional development that focuses on ensuring all students graduate from high school.
	Work with Delaware colleges and universities to prepare teachers for the challenge of teaching urban youth.
	Help parents prepare their children for school.
	Create partnerships among school districts, community centers, and religious institutions to ensure effective after-school programs and tutoring for students in their communities.
	Create an education advocacy organization in the city to mobilize resources to improve achievement among all students, working closely with districts, the government, community groups, and the faith-based community.
Other	Reduce school truancy.

Summary of the Wilmington Hope Commission Report (2006)

Summary of the Recommendations from the Wilmington Education Task Force (April 2008)

Governance	Create <i>The River Plan</i> , redistricting to place all students to the east of Market Street in Brandywine School District and place students to the west of Market Street in Red Clay Consolidated School District. Any changes to district lines should be given enough time to implement and should be as revenue-neutral as possible.
	Move toward having one northern New Castle County School District.
	Give Wilmington students the opportunity to attend public schools in their communities for grades Pre-K to 8.
	Provide proportional representation for Wilmington students on school boards.
	Create one or more middle schools and a public high school in the city.
	Create an Urban Professional Development Center in the city to be able to model best practices for schools in Wilmington and to assist with the recruitment and retention of quality teachers and school leaders.
Meeting the Unique Student Needs	Increase the number of vocational technical seats available to city students.
	Ensure equity and access of the latest technology available in city public schools.
	Provide innovative training and recruitment to attract and maintain quality educators.
	Develop smaller learning environments where the same teachers, families, and students stay together over a period of time.

Funding	Provide funding for students who choice into high schools in surrounding districts.
Other	Conduct annual assessments to track student progress over time.
	Conduct additional study on urban education, community school partnerships, and public/private partnerships.
	Develop a citywide implementation plan, establishing appropriate outcomes, conducting a gap analysis, building on what is working, and developing an implementation strategy.

Summary of the Recommendations from the Mayor's Youth, Education and Citizenship Strategic Planning Team (2013)

In 2013, the Mayor's Youth, Education and Citizenship Strategic Planning Team was established but issued no formal report.

History of School Desegregation: The Impact of the Legacy on Education in Wilmington, Delaware

Segment modified from Elizabeth Burland's master's thesis: *Governing Wilmington Public Education: Legal Legacy, Community Impacts, Policy Recommendations*.

Though the vestiges of past segregation and other discriminatory actions still remain in Delaware, which resisted desegregation for decades, there has been significant progress towards achieving some of the goals of the desegregation movement. The state of Delaware has made progress towards equality of educational opportunity for all students in the state, at least removing inequalities in the law and in funding of education facilities and operations. Even so, most schools in Wilmington have high concentrations of low-income students, most of who are black and Latino.

The public education system in the state of Delaware remained segregated even while cases began to impact segregation in higher education. In 1948, parents of children from Dover and Bridgeville, Delaware and the NAACP focused on gaining admission for their children to the white high school. At the time, the closest four-year high school for black children was in Wilmington, Delaware, 50 miles from Dover (Gadsen, B., 2013). Around the same time, students in New Castle County requested admission to the schools in New Castle County including Claymont, Newark, and Alexis I. du Pont. The State Superintendent of Schools, George Miller, denied their admission requests (Gadsen, B., 2013). Louis Redding and Jack Greenburg took the cases arguing that these students should be able to attend schools in their home district. Their main argument was based on the inequity caused by the excessive travel time for the black students only. The goal was not to build separate facilities but to access existing schools that were unavailable to black students. Additionally, the black facilities were not equal to those at Newark High School and the other white high schools in the county (Gadsen, B., 2013). The state made their case that if the schools are found unequal, the court should allow the state to develop the separate schools to make them equal. After the initial cases were filed in *Wilson v. Beebe* and *Johnson v. Beebe*, Attorney General Hyman Albert Young requested that the federal courts allow the state to claim jurisdiction over this case, and this was allowed as long as relief is granted to the plaintiffs. The claims of inequality were rejected (Gadsen, B., 2013).

Though Judge Collins Seitz had been a champion for Redding and the LDF in the University of Delaware case, they had not wanted to jeopardize his confirmation as chancellor by bringing before him a controversial case. After Judge Seitz was confirmed, Redding and Greenburg initiated the combined cases, *Belton v. Gebhart* and *Bulah v. Gebhart*. These cases addressed the inequities between the black and white schools in Delaware. The goal of these cases was to prevent the state from denying black students admission to white public schools in Delaware. These cases were the first time the damaging effect of segregation was introduced in a case related to primary and secondary education in Delaware (Gadsen, B., 2013). When

the Attorney General denied their request, Redding and Greenburg called in education experts on the inequities of the schools themselves and the social science experts who testified on the psychological problems associated with segregation. They argued that segregation denies black students the education needed to be equal citizens in the country and that segregated schools were harmful in the development of black children. Fredric Wertham, psychiatrist, served as a primary witness arguing that this state imposed segregation and discrimination was well documented and long standing with irreversible negative effects on black students in Delaware. His most significant argument was,

Segregation in schools is legally decreed by statute, as in the state of Delaware, interferes with the healthy development of children. It doesn't necessarily cause emotional disorder in every child. I compare that with the disease of tuberculosis in New York, thousands of people have the tubercle bacilli in their lungs – hundreds of thousands – and they don't get tuberculosis. But they do have the germ of illness in them at one time or another, and the fact that hundreds of them don't develop tuberculosis doesn't make me say, 'never mind, the tubercle bacillus; it doesn't harm people, so let it go' (Greenburg, J., 1994, p. 139).

Judge Seitz refused to simply listen to the two sides argue over whether or not the facilities were equal. He personally visited each of the facilities to determine equity. He determined that the white schools had amenities that the black schools did not, with facilities and grounds that were far superior to those at the black schools. He also ruled that the difficulty associated with desegregation is irrelevant; that state imposed segregation harms the mental health, therefore the learning, of black students (Kluger, R., 2004). Though Judge Seitz again did not rule on the constitutionality of segregation, he ruled that the black students must be admitted to the white schools immediately. This case would be one of the consolidated cases heard by the Supreme Court in *Brown v. Board of Education* (Gadsen, B., 2013).

Consolidated Brown v. Board Cases

In *Davis v. County School Board of Prince Edward County, VA*, the court determined that segregation does not cause harm to students; therefore, segregation is not unlawful. They also declared that segregated schools actually employed more black people than would occur if the state were to allow for the schools to desegregate. Additionally, the concern of the court was that desegregation would not only disengage people from the schools but also would decrease funding and ultimately hurt students (Hayman, R. L. Jr., 2009b). This case would be appealed to the Supreme Court as a part of the consolidated cases in *Brown v. Board of Education*. *Briggs v. Elliot* addressed inferior school facilities for black students in South Carolina and was also part of testimony. In their attempt to plead their case in front of the judge that was the most sympathetic to their efforts, they ended up changing the course of the case. Judge J. Waties Waring of South Carolina did not want to see another case in which the defendants just attempted to equalize the system, while leaving segregation in place in the

state. He asked Thurgood Marshall and Harold Boulware to resubmit their complaint, aimed at attacking the school segregation laws in South Carolina. Marshall proceeded according to the directive of the judge although he was concerned with the way that the judge meddled in the case (Greenburg, J., 1994). One of their witnesses, Ellis Knox, a professor of education at Howard University testified, "When children are segregated...segregation cannot exist without discrimination, disadvantages to the minority group, and that the children in the Negro schools very definitely are not prepared for the same type of American citizenship as the children in the white schools" (Greenburg, J., 1994, p. 123). This case also introduced the work of Kenneth B. Clark, whose research focused on the image and self-esteem of black children caused by segregation. The defendants conceded that the schools were unequal, and the court held that the district needed to work to equalize and report their progress in six months (Greenburg, J., 1994).

The original *Brown v. Board of Education* case was filed on February 28, 1951 by the name of Oliver Brown, et. al. v. Board of Education of Topeka, Shawnee County, Kansas. They argued that not only were the black and white schools unequal, but the black students living near white schools had to travel a great distance to get to the black schools. The presiding judge, Judge Huxman, ruled that the schools were equal in all aspects other than that segregation creates situations which were unequal simply because segregation is unequal. When asked about it years later, the judge said, "I tried to wrap it up in such a way that they could not duck it. They had whittled away at it long enough" (Greenburg, J., 1994, p. 131). He was referring to the fact that in his ruling, though he could not determine the constitutionality of segregation, he was forcing the Supreme Court's hand. They could not rule on this case without addressing the issue of segregation. There was a good amount of agreement on the accuracy of the psychological claims on segregation after this case, and their similarities to the cases of higher education that had already been ruled on. Judge Huxman himself agreed that segregation has an impact on the ability of a child to learn. The NAACP made a significant statement on the subject of segregation:

The very purpose of the Thirteenth, Fourteenth, and Fifteenth amendments was to effectuate a complete break with government action based on the established uses, customs, and traditions of the slave era to revolutionize the legal relationship between Negroes and whites, to destroy the inferior status of the Negro and to place him upon a plane of complete equality with the white man. When the court employed old usages, customs, and traditions as the basis for determining the reasonableness of the segregation statutes designed to resubjugate the Negro to an inferior status, it nullified the acknowledged intention of the framers of the [fourteenth] Amendment, and made a travesty of the equal protection clause" (Kluger, R., 2004, p. 649).

This case was appealed to the Supreme Court, as *Brown v. Board of Education* case and is known as one of the most significant decisions in public education in the country.

Brown v. Board of Education

The collective strategy had several primary goals for the consolidated Brown v. Board cases to be heard by the Supreme Court had several primary goals. Throughout history, separate schools were never equal, and those inequalities were continually harmful to black students in segregated systems. They held onto the idea that segregation was unconstitutional because these laws were based on nothing but race. The NAACP said, “standard equal protection doctrine, developed in economic regulation cases held that a classification violates equal protection if based upon differences not reasonably related to a proper legislative objective” (Greenburg, J., 1994, p. 121). The state's argument centered on the complications associated with the actual process of desegregation, it stressed separation of powers, and argued that it was the state's decision, not a federal decision. The team that argued for an end to desegregation worked to prove that not only were there physical inequalities between the black and white schools in the cases, but there was a psychological harm done because of segregation (Greenburg, J., 1994).

The Supreme Court heard the cases but then requested to rehear the arguments and required each side address specific issues. The re-argument was set for October and eventually pushed to December. The Court wanted both sides to answer several questions,

What was the understanding of the Congress that adopted, and the state legislatures that ratified, the Fourteenth Amendment as to whether it would proscribe segregation in public schools; Did they understand that Congress in the future would have the power to abolish segregation, or that the court could interpret it in order to abolish segregation; Is it the power of the Court to construe the amendment to abolish school segregation; Assuming that it is decided that segregation in public schools violates the Fourteenth Amendment, would a degree necessarily follow that, within limits set by normal geographic school districting, Negro children should forthwith be admitted to schools of their choice, or might the Court permit an effective gradual adjustment; (Assuming gradual change be permitted) who should work out the transition (Greenburg, J., 1994, p. 178)?

After re-argument, the Court ultimately decided that Plessy v. Ferguson was not a case of education, and therefore did not pertain to education. They then determined that all cases that were decided based on the precedent set by the case were now irrelevant. The court also determined that the same negative effects seen from segregation in Sweatt and McLaurin cases applied even more to the cases of primary and high schools. This proved to be one of the most important cases for the future of education throughout the country, and specifically in Delaware. The fact that the Court determined that separate but equal was no longer the law of the land and that segregation was unconstitutional, was important for desegregation nationwide. Unfortunately, the Court did not tell states how segregation should

be dismantled which led to slow progress and desegregation efforts that were largely ineffective (Greenburg, J., 1994).

Implementing Brown

In the decision of *Brown v. Board*, the Court failed to offer guidelines for remedying segregation, simply stating that it might require solving many local problems and that the courts would need to ensure that the school authorities were doing their best to work towards dealing with the issues of segregation (Green, R. L., 1985). According to the Court, the *Brown* decision was about removing the consideration of race not necessarily about desegregation. It was about attempting to remove a racial hierarchy thereby ensuring constitutional rights to African Americans that were previously denied to them because of racial consideration in, among other things, education (Hyman, R. L., & Ware, L., 2009). Though this was a monumental decision in the United States, and a great step towards unraveling the problems that black individuals faced; the socioeconomic and social inequities that exist in American society could be traced back to the times of slavery and could not be eliminated overnight. Challenging the exclusion that existed became a challenge as most of the country worked against history to develop a new social foundation of equality (Cottrol, R. J., 2009).

There were some changes that began slowly in the state of Delaware following the *Brown* decision. The Superintendent of Wilmington Schools declared that the city would work towards desegregation. They developed a “freedom of choice model,” which would allow parents to choose to send their students to other schools, however was not an active effort to desegregate the schools. Southern Delaware was the locus of control for the state, despite the industrial and population center in the city of Wilmington. Wilmington worked to keep statewide taxes low for southern Delaware and the legislature maintained a favorable corporate tax code to draw in many companies to the state. Because of the control that southern Delaware had on the state, and Southern Delaware’s resistance to desegregation, efforts throughout the state were slow (Kluger, R., 2004).

In another attempt to desegregate schools in Delaware, Louis Redding brought forth *Evans v. Buchanan* in 1956 (Ware, L., 2009). In 1957, Judge Paul Leahy required the Delaware State Board of Education to develop a desegregation plan for the schools in the state. One of the main problems, however, was that though they were required to try to desegregate, there was a clear absence of the definitions of a desegregated school. This meant that they had no guidelines for what goals they were necessarily trying to meet, and what the plans had to look like (Gadsen, B., 2013). This meant incredibly slow progress towards real desegregation efforts in most places throughout the state. No significant changes would occur for twenty years following the *Brown* decision. This inertia was responsible for the embedded problems that persisted in the public education system well beyond desegregation.

In 1958 the US Court of Appeals for the Third Circuit determined that it is the state’s responsibility to require desegregation plans to be submitted, but the state fought it in a few

ways. They said that they should not tell the local districts what to do, and also used the example of desegregation causing public disorder, as it had in Milford, Delaware a few years prior. The State Superintendent did not want the power to mandate the local districts, but wanted a “freedom of choice” model to be implemented giving black students the opportunity to attend previously all white schools (Gadsen, B., 2013). In the years after Brown, between 1955 and 1965, there was only an increase of 1% per year in black students attending schools with whites. It took the threat of federal funding to finally move forward towards implementing the decision laid out in Brown. 1965 was the first year that the Department of Health, Education, and Welfare was required to withhold federal funds from schools that discriminated in any way. This was a result of the Civil Rights Act of 1964. That year, there were 10.9-15.9% additional black students in previously all white schools (Greenberg, J., 1994). The State Superintendent, Richard Gousha, began the “phase-out” of black high schools in order to work towards anti-discrimination policies, and by 1965, New Castle County schools were primarily nondiscriminatory (Gadsen, B., 2013).

In 1968, the Educational Advancement Act was passed. It detailed many consolidation plans but prohibited consolidation for districts greater than 12,000 students. There were no districts in the state of Delaware other than the Wilmington School District that served over 12,000 students. This confined Wilmington residents to the Wilmington School District, also confining the majority of the state's black students to that district as well. This legislation continued to support de facto segregation policies, halting any efforts for desegregation that would have otherwise been possible (Ware, L., 2002). 1968 was also the year that the Supreme Court ruled on *Green v. County School Board, New Kent County*, determining that desegregation efforts must go further than “freedom of choice” systems that they really need to make the effort to dismantle the legacy of de jure segregation. They also determined that the “deliberate speed” had passed its usefulness, and that effective desegregation remedies must be acted on immediately (Green, R. L., 1985). In *Green v. County School Board*, the Court determined that the burden would be on the school boards to achieve their desegregation plans, that they must immediately remove dual systems. This significant step shifted the burden on the plaintiff to prove that the school boards had policies that were the cause of the segregation to the school boards to prove that they were not. They now had to eliminate segregation “root and branch,” meaning not only did they have to remove the policies themselves but the actual vestiges of the segregation policies (Hayman, R. L., & Ware, L., 2009). It also recognized that though “freedom of choice” models appear to be race neutral because there are racial disparities in choice that make this freedom inherently unequal. The Green case became the basis of the “Green Factors” which have been used in the creation of desegregation plans and the scrutiny of schools in terms of facilities, faculty, staff, extracurricular activities, and transportation. When this case was decided, the state of Delaware and New Castle County were under federal scrutiny for their desegregation efforts and the city of Wilmington was divided among four different districts in order to work towards diverse school environments (Ware, L., 2002).

In 1976, after reopening *Evans v. Buchanan*, the court ruled that there was in fact an inter-district violation in this case after the court had ruled that inter-district remedies could only be put to use if there is actually a problem involving both districts. At this point, the Educational Advancement Act was already determined to be unconstitutional, eliminating the rule that larger districts could not consolidate. The decision allowed for busing, and consolidated the 11 New Castle County districts into one single district (Ware, L. & Robinson, C., 2009). The goal was to once again create more diversity in the schools by consolidating the whole county into one district.

Once the court ruled that the Educational Advancement Act created a situation in the county that allowed for the maintenance of the racially identifiable city and suburban schools, the NAACP began forming the basis of argument for educational equality. The city began to see a change in demographics with white flight as a result of suburbanization. The city saw a decrease in population and an increase in the concentration of low-income population. This evolution changed the identity of the city and affected the education of city of Wilmington children. Many who did not leave the city pulled their children out of the public schools. The branch president, James Sills, did not believe they were meeting their constitutional obligations. Though most agreed on the problem, most did not agree on the solution. Many wanted funding to improve the segregated city schools. Others wanted the system dismantled to better move kids around. The challenge became deciding between having complete control over the schools, or losing control and allowing for desegregation to occur (Gadsen, B., 2013).

In 1971, the Supreme Court ruled on *Swann v. Charlotte-Mecklenburg Board of Education*. They found the existence of racially identifiable schools was enough to prove discrimination, that is, race-neutral policies did not go far enough to eliminate segregation and discrimination. Instead of being forced to prove discrimination, the state had to prove that official discrimination had no hand in segregated schools in order to remove responsibility (Cottrol, R. J., Diamond, R. T., & Ware, L., 2003). As a result, the Supreme Court finally set a precedent of genuine desegregation, though desegregation remained very difficult in urban, racially identifiable communities (Cottrol, R. J., Diamond, R. T., & Ware, L., 2003). This decision allowed for more intensive measures to eliminate segregation. As soon as the courts identified a constitutional violation in the form of discrimination, it was their responsibility to remedy the situation (Green, R. L., 1985). In 1973, however, the Court ruled that economic segregation and inequity in terms of property taxes did not constitute a constitutional violation. This limited the effectiveness of desegregation efforts (Green, R. L., 1985).

There had been much debate about the involvement of suburban schools in the efforts to desegregate primarily urban schools. In 1974, *Milliken v. Bradley* was ruled upon in the Supreme Court. The case was from Detroit, where city schools were almost entirely black and suburban schools all white. Though city and state entities were involved in the situation of segregation, there was no proof that suburban schools were involved in the segregation

efforts. Therefore, it was determined that they could not be involved in any imposed segregation remedies. The Supreme Court agreed. They ruled that unless suburban schools were a direct cause of segregation efforts, remedies to segregation could not cross district lines. This was an effort to let local school leaders deal with the issues involving segregation rather than allowing for state mandates (Goldman, R. L., 2009). This narrow definition limited both the scope and impact of remedies to solve long-standing problems from segregation. It was difficult to prove intent on the part of the suburban schools to foster segregation, and it limited the ability of metro desegregation plans that would solve some issues of community segregation causing segregation in education (Cottrol, R. J., Diamond, R. T., Ware, L., 2003). Thurgood Marshall wrote the dissent in the Supreme Court decision. He wrote,

Our nation, I fear, will be ill served by the Court's refusal to remedy separate and unequal education, for unless our children begin to learn together, there is little hope that our people will ever learn to live together...In the short run it may seem to be the easier course to allow our great metropolitan areas be divided up each into cities – one white, the other black – but it is a course, I predict, our people will ultimately regret (Goldman, R. L., 2009, p. 186).

This case would influence desegregation efforts in Delaware, though this would not be the last of this issue for the courts.

Delaware and the State's Role in Continuing Segregation

In a district court case in Delaware, plaintiffs argued that there is a legal distinction between intent and outcomes of certain state policies that have caused segregation. There was not necessarily intent to discriminate, but there were discriminatory housing policies that have segregated communities and as a result, education. These policies should still be considered rectifiable discrimination in education. Judge Caleb Wright agreed that the community, and therefore school, segregation in New Castle County was a result of policies that involved both city and the suburbs; therefore, both the city and the suburbs should be involved in the remedy (Gadsen, B., 2013). It was determined that the Educational Advancement Act played a role in excluding Wilmington which resulted in racially identifiable schools that resulted from state policy. The State Board created a plan to remedy the situation, dividing Wilmington by the suburban districts and creating a 9-3 desegregation plan, in which students in both the city and the suburban communities would spend three years in city schools and nine years in suburban schools (Gadsen, B., 2013).

In 1965 Milliken was once again heard in District Court, this time arguing for additional educational components, instead of metropolitan desegregation, to remedy the effects of past discrimination. The District Court determined that districts that have a population over 70% black cannot avoid segregated schools; therefore, without inter-district remedies, there is no way to desegregate and the effects of segregation must be solved another way. It ruled

that the state of Michigan had to pay for half of the services added, including comprehensive programs in reading, training, testing, and counseling and career guidance. The State Board of Education appealed the decision, asking whether these remedial programs could be court mandated and whether the court could mandate states to pay the cost if found responsible for the violations (Green, R. L., 1985). The State Board of Education argued that these educational programs exceeded the courts power granted by the Supreme Court, that there was no constitutional violation. The Supreme Court ruled that the courts only over step their appropriate limits if their goal is to rid the state of "a condition that does not violate the constitution, or does not flow from such a violation...Federal courts need not, and cannot close their eyes to inequalities, shown by the record, which flows from longstanding segregated system" (Green, R. L., 1985, p. 92). These educational programs allowed for remediation for minority students who have lagged behind in the inferior segregated schools that they were forced into. The case argued that simply reassigning pupils to desegregate schools and make up for decades of inequitable treatment is not enough to remedy the situation. Education components were necessary to address these inequalities (Green, R. L., 1985).

Community segregation impacted the diversity in schools as highlighted in *Milliken v. Bradley*. In 1977, the Supreme Court ruled in *Arlington Heights v. Metropolitan Housing Corp.* Though this was not a case of education, the ruling affected desegregation in all aspects of communities. The court's ruling was that intent to discriminate was required in order to prove discrimination, that the impact of action was not enough. Many argued, however, that there were discriminatory policies that affected housing segregation, which in turn created segregated school systems. These discriminatory practices caused black and Latino families to have less access to the neighborhoods that white families lived in, perpetuating the status of segregated neighborhoods. Without the ability to use the impact of policies to prove discrimination, any action on this was very difficult (Goldman, R. L., 2009).

In New Castle County, desegregation came from federal court mandates. In 1976, they mandated the consolidation of schools into one district and was then remedied through inter-neighborhood bussing. The goals were to actually force the county to desegregate schools that they had resisted for too long. There was incredible resistance to the one district model. Between 1975 and 1978, there was significant outmigration of students to private schools with 1500 students enrolled in Christian schools and the opening of several new schools. There were a few community organizations that fought against bussing and other means of desegregation (Green, R. L., 1985). In the second year of the desegregation plans, the county held a tax referendum, but there was still a good amount of resistance from the community to the one district model. After recognizing that there would be no state support until they switch out of the one district desegregation plan, there was a transition to a multidistrict model (Green, R. L., 1985). In 1978 the courts allowed the single district to be split into four school districts, dividing the city among the four suburban districts and bussing students to create desegregated schools (Hayman, R. L. Jr., 2009a). With this model there were some concerns

about the fragmentation of those with the city's children in mind with the separation of the districts (Green, R. L., 1985). This separation of school districts that dispersed the responsibility for education children from the city of Wilmington was the final action that removed any educational authority from the city. It disconnected Wilmington, as a community, from the education of Wilmington students. These students were dispersed among several governing units, and there was no longer one unit responsible for their education. Though the intention was equity, this was the beginning of the formation of a fragmented governing system that served the city of Wilmington in a way that allowed for no local control and a barrier to parent engagement and student achievement.

The courts recognized the inequalities in the system for students with unique needs that were not being met due to the vestiges of segregation throughout the public education system. Additional funding for remedial programs had been allowed in the Milliken decision allowing for the push for programs in New Castle County schools. Those in favor of additional funding for these programs argued that physically reassigning students to achieve desegregation would not immediately mean that the students will be educated equally. This additional relief worked to address the educational deficiencies that resulted from years of inequality of opportunities. The state was opposed to providing this aid, but the district court approved the relief as "necessary and essential to accomplish the transition to unitary racially non-discriminatory schooling and to overcome the vestige effects of de jure segregation in Northern New Castle County" (Green, R. L., 1985, p. 62). In 1996, the Third Circuit determined that the school districts in New Castle County had achieved their set goals and were no longer under federal court supervision (Goldman, R. L., 2009).

A collection of cases in 1991, *Board of Education of Oklahoma City v. Dowell*, *Freeman v. Pitts*, and *Missouri v. Jenkins*, determined that de facto segregation is not a constitutional violation; segregation is only a violation if caused by direct governmental actions (Goldman, R. L., 2009). In *Freeman v. Pitts*, the court determined that school districts could not be held responsible for racially identifiable schools that exist because of the racial composition of external factors, including neighborhood composition. The determination, in which the Supreme Court disagreed with the local courts, was that a school district did not need to satisfy all aspects of the Green test, and that any factors that were a result of external factors would not limit the determination of unitary status for a school district. This backtracked from the Green decision because it removed burden from the school districts, saying that the plaintiff must prove that the school districts are responsible for the segregation and not external factors. *Missouri v. Jenkins* further solidified this standard. The federal district court had ordered many changes in the district including increased salaries for teachers, creation of magnet schools to attract white suburban students, and continued funding until minority test scores were up to the national standards. The Supreme Court determined, based on the Milliken I standard, that there was no inter-district violation; therefore, the suburban districts could not be involved. They held that white flight and poor test scores were not a result of direct action on the part of the school districts, but were, in fact, a result of external factors, and that the Constitution was

not violated if there was no de jure segregation (Goldman, R. L., 2009). This was a big step back because the court removed the root and branch desegregation efforts and determined that the standard was “whether the [constitutional violator] ha[s] complied in good faith with the desegregation decree since it was entered, and whether the vestiges of past discrimination ha[ve] been eliminated to the extent practicable” (Greenburg, J., 2009, p. 129). These three cases reversed the position that school districts shared responsibility for desegregation. These rulings narrowed the criteria by which districts were evaluated for compliance. This resulted in the determination of unitary status in school districts, including those in New Castle County.

In 1995, the courts ruled that New Castle County had achieved unitary status and would no longer be under federal scrutiny for their efforts to desegregate, and the U.S. Court of Appeals affirmed this decision in 1996 for the Third Circuit. In the case, *Coalition to Save Our Children v. State Board of Education* the court found that inequalities attributed to socioeconomic status instead of direct discrimination are not constitutional violations and therefore cannot be acted upon (Ware, L., 2009). The opponents of the unitary status argued that black students were not receiving the same quality of education, though the schools themselves were balanced. The primary argument was that African American students were disciplined at a disproportionate rate and were also over represented in special education classes and non-college track programs. The determination was based upon private versus state actions, that the federal courts could not counteract demographic shifts that were a result of private decisions. This decision ignored the discriminatory housing practices that influenced the population make up of schools (Ware, L., 2002). These determinations were a setback for those supporters of the Brown decision and the Green decision. Additionally, this premature determination of unitary status allowed certain schools to retain large concentrations of minority students and students in poverty. In 1995, Charter Law was put into the Delaware Code, allowing for the implementation of charter schools in the state of Delaware. This was coupled with the school choice law that was implemented for the 1996-1997 school year with the goal of increasing opportunities for all students. It gave parents the opportunity to apply for enrollment in a public school in any school district as defined by the law.

Delaware and the Neighborhood Schools Act

Once the state of Delaware was determined to be clear of discriminatory practices, although arguably prematurely due to the lessening of the Green factors, the Neighborhood Schools Act of 2000 was passed, requiring students to be assigned to the schools closest to where they lived. Districts were required to submit plans by November 15, 2001 that better aligned bussing and feeder patterns to follow the provisions of the Act. Though the Act required districts to ensure the best plan for the most fair and equitable system for all students, many people who were critical argued that students in Wilmington would now be concentrated in high poverty, high minority schools. Brandywine, Christina, and Red Clay School Districts all resisted the Act and Brandywine was able to get approval for a plan that avoided neighborhood schools (Fuetsch, M., & Ware, L., 2009). By ignoring the effect that housing and community segregation

has on education, the states and the Supreme Court are allowing for schools to stay segregated or become re-segregated; housing discrimination and school desegregation cannot be separated if educational equality was to be achieved (Ware, L., 2002). Often questioned was whether or not desegregation was completely necessary. An argument against that point was as follows,

The critical issue is not the social desirability of integration or whether African Americans' self-esteem compels them to live in close proximity whites, but how restrictions on individual liberty caused by severe special isolation undermine the social and economic well-being of inner city residents. Racially identifiable schools are merely one manifestation of intersecting discriminatory practices that combine to inflict distinct injuries that are more severe than the harm other forces of discrimination could produce (Ware, L., 2002, p. 8).

This noted the importance of overcoming this combined effect of community segregation and isolation with educational segregation in creating the equality of opportunities for all students.

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AN OVERVIEW OF POVERTY IN DELAWARE

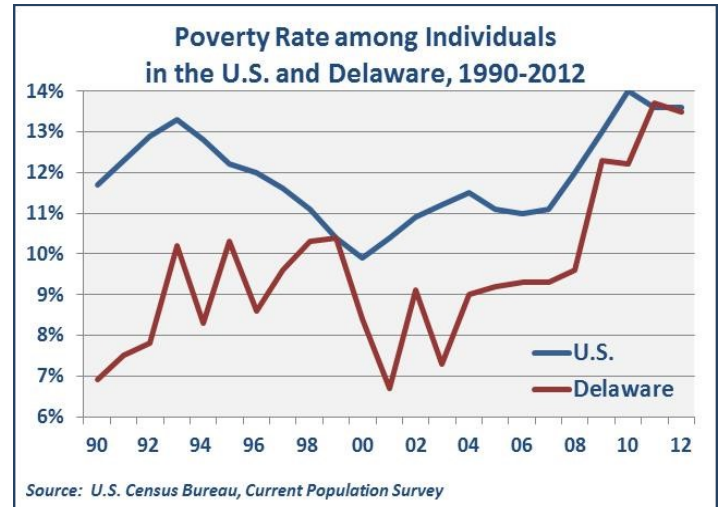
The **official poverty rate** is calculated by the U.S. Census Bureau based on income thresholds and family structure and size. There are 48 different *poverty thresholds*. A family or individual making below these thresholds would be counted as living in poverty.

For example, in 2011 an unrelated individual under 65 years old has a threshold of \$11,702. A family of three with one child under 18 years old would have a poverty threshold of \$18,123. Countable income includes: earnings, unemployment compensation, workers' compensation, Social Security, Supplemental Security Income, and public assistance. Noncash benefits such as food assistance are not included.

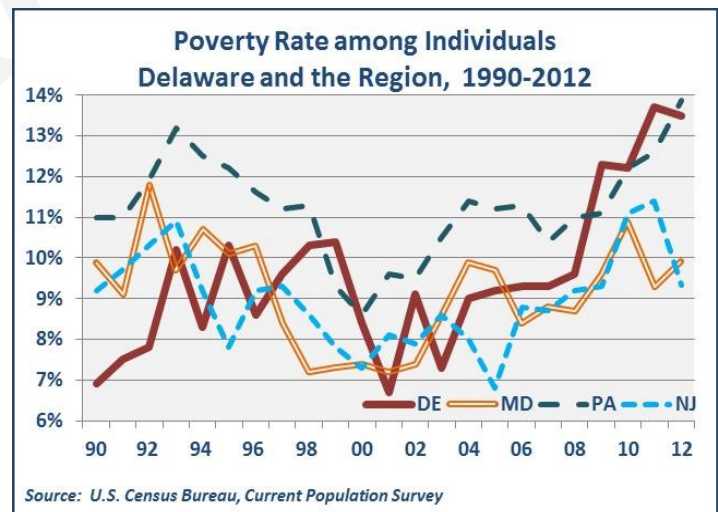
Poverty guidelines are simplified versions of the poverty thresholds and often used by social service programs to determine eligibility and benefits.

The **official poverty rate for individuals in Delaware was 13.5% in 2012**. Historically, Delaware's individual poverty rate has been lower than the national rate. However, as the graph at the upper right illustrates, the national and state rates began to converge in 2008, and by 2012 were only 0.1% apart.

Technical Note: Official poverty rates are based on data from the U.S. Census Bureau's Current Population Survey. Due to small numbers in Delaware, rates for subgroups of individuals or families are usually derived from the American Community Survey three- or five-year estimates. It is important to keep in mind that these rates are estimates and should be viewed as percentages or trends rather than precise numbers. For more information on how poverty rates are calculated go to: www.census.gov/hhes/www/poverty/about/overview/measure.html



Regionally, the individual poverty rate in Delaware has resembled the rates found in the surrounding states of Maryland, Pennsylvania, and New Jersey. Since the beginning of the Great Recession in 2008, the rates in Delaware and Pennsylvania have been very similar.



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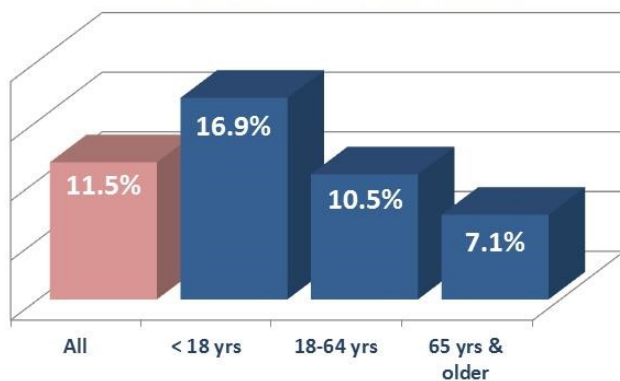
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Examining the individual poverty rate by age groups reveals that Delaware's children (under 18 years old) are by far the poorest group, followed by people in their working years (18-64), and then seniors (65 and older). The differences in rates across the groups are substantial.

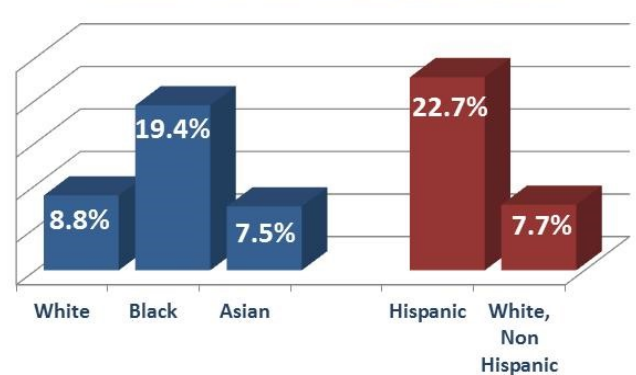
Poverty rates by race and ethnic background also show disparities. When compared to whites, individuals who are black are more than twice as likely to live in poverty. Hispanics are almost three times more likely to be poor than white, non-Hispanic Delawareans.

Poverty among Delawareans by Age Group, Five Year Average, 2008-2012



Source: U.S. Census Bureau, 2008-2012 American Community Survey

Poverty among Delawareans by Race & Ethnicity, Five Year Average, 2008-2012

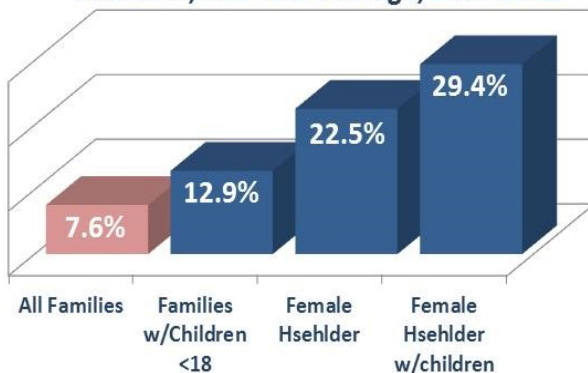


Source: U.S. Census Bureau, 2008-2012 American Community Survey

In Delaware, there is a higher rate of poverty among families with children. The highest rate of poverty, almost 30%, is found among families with a female head of the household and one or more children.

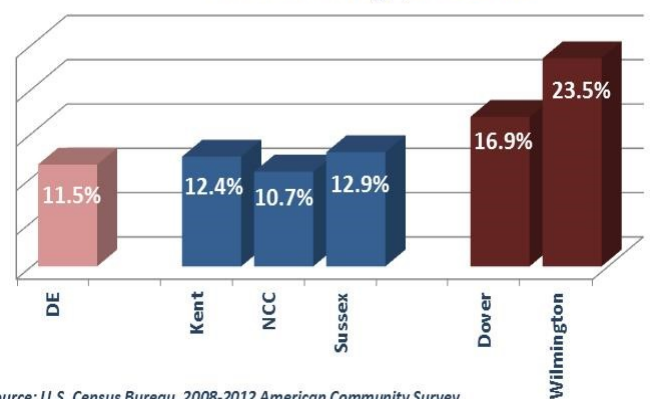
Poverty rates vary by geographic regions. Individual rates are slightly higher in Kent and Sussex Counties as compared to New Castle County. Urban areas experience higher rates, with Dover at 16.9%, and Wilmington at 23.5%, which is twice that of the State.

Poverty among Delawareans by Family Structure, Five Year Average, 2008-2012



Source: U.S. Census Bureau, 2008-2012 American Community Survey

Poverty among Delawareans by County and Place, Five Year Average, 2008-2012



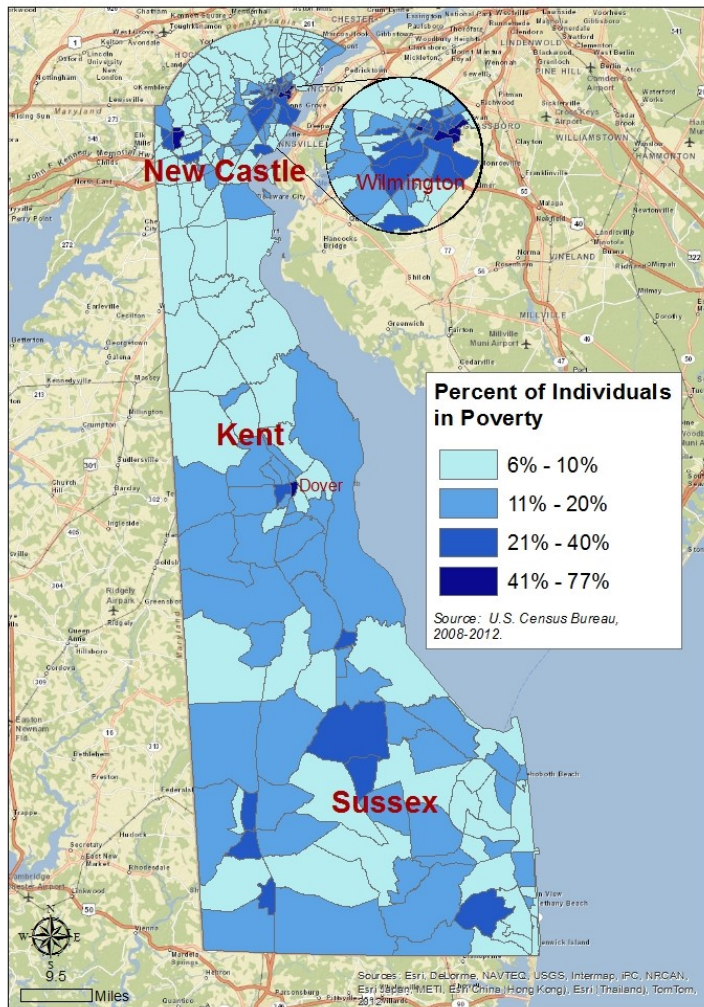
Source: U.S. Census Bureau, 2008-2012 American Community Survey

Poverty rates by family structure and race, and other economic indicators can also be found for census tracts at: factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

An Overview of Poverty in Delaware

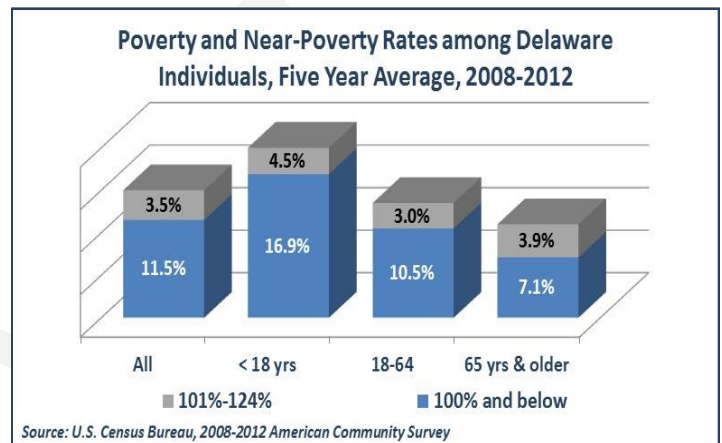
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Poverty rates among specific census tracts within Wilmington are even higher, ranging between 41% and 77%. In addition, pockets of high poverty are found in rural Sussex County.



OTHER INDICATORS OF ECONOMIC WELL-BEING

Poverty rates by themselves do not tell the whole story about the economic situation of Delawareans. Individuals living in near-poverty (101% - 124% of the poverty level) also experience extreme economic hardships.



A comparison of the 2012 supplemental (SPM) and official poverty rates for Delaware reveals slight differences overall. Notably, however, when health care expenses are considered, older individuals have a higher rate of poverty. The supplemental rate for children is lower than the official poverty rate, reflecting benefits provided by the federal government.

Official vs. Supplemental Poverty Rates		
U.S.	Official	Supplemental
All individuals	15.1	16.0
Under 18 years old	22.3	18.0
18 - 64 Years Old	13.7	15.5
65 years and older	9.1	14.8
Married Couple	7.5	10.0
Female householder	29.1	28.9
White	12.8	14.0
Black	27.3	25.8
Hispanic	25.8	27.8
Delaware	Official	Supplemental
All individuals	13.2	13.9
National is for 2012, State is based on average of 2010-2012. Source: U.S. Census Bureau, 2013.		

In 2011, the Supplemental Poverty Measure (SPM) was introduced. The SPM goes beyond the official poverty measure and considers other variables that impact financial well-being, including tax payments, work and health care expenses, transfers from government programs, and geographic differences, among other variables. This new measure gives additional information about the economic conditions of families and individuals.

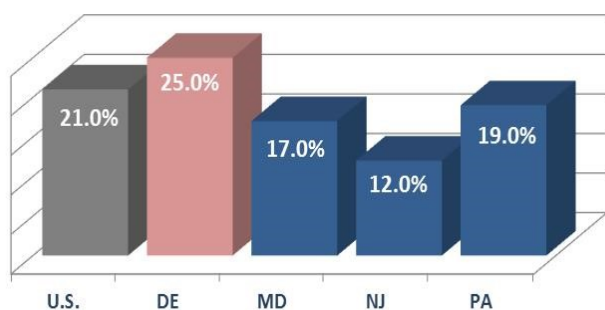
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Medicaid enrollment is also an indicator of the economic health of a state. Approximately one-fourth of Delawareans in 2010 were enrolled in the Medicaid program. In comparison to the U.S. as well as the region, Delaware has a higher percentage of enrollment. It is important to note, however, that eligibility for Medicaid coverage is not the same in all states.

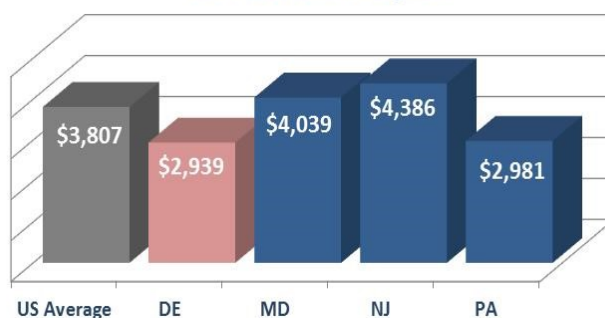
Public assistance to the poor and near poor in the form of cash assistance includes Temporary Assistance to Needy Families Expenditures (TANF) and General Assistance (GA) funds. The percentage of individuals receiving TANF in Delaware and bordering states was similar (2.3 - 2.6%). The average annual amount of cash assistance in Delaware, however, was lower than the U.S. and region.

**Medicaid Enrollment as a % of Total Population:
US, DE, and Region, 2010**



Source: Calculations based on Kaiser Commission on Medicaid and the Uninsured and Urban Institute estimates based on data from FY 2010 MSIS and 2010 population estimates for states from the United States Census Bureau.

**Average Annual Cash Assistance:
US, DE, and Region**

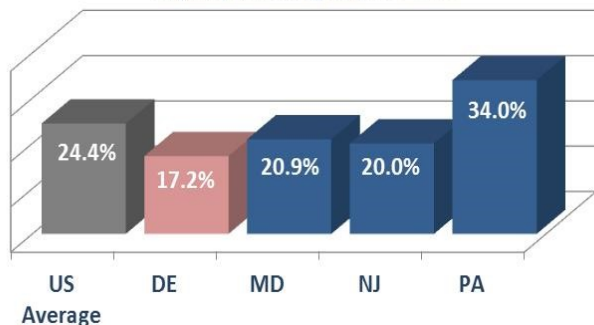


Source: U.S. Census Bureau, 2008-2012 American Community Survey

Medicaid expenditures by Delaware were \$1.6 billion in fiscal year 2013 or approximately 17.2% of total state expenditures — a lower percentage of total expenditures in comparison to the region and the U.S.

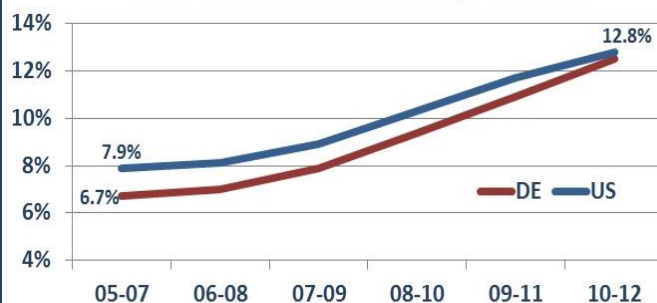
The Supplemental Nutrition Assistance Program (SNAP), formerly known as Food Stamps, provided food assistance to approximately 153,000 Delawareans in FY 2013. The participation rate in SNAP has increased steadily for both Delaware and the U.S. over the past several years.

**Medicaid Expenditures
as a % of Total Expenditures:
US, DE, and Region, FY 2013**



Source: National Association of State Budget Officers, State Expenditure Report, 2013

**% of Population Receiving SNAP
in Past Year: DE and US, 2005-12**



Source: U.S. Census Bureau, American Community Survey 3-Year Estimates

Since 1996, Delaware has been covering childless adults living at or below 100% of the official poverty level in the Medicaid program. This coverage is not universal among states. With implementation of the Affordable Health Care Act, an estimated 24 states will be expanding coverage to this population. In addition, childless adults living at or below 138% of the poverty level will be covered under Medicaid in Delaware and the states implementing the expansion. For more information, see: www.medicaid.gov/medicaid-chip-program-information/medicaid-and-chip-program-information.html

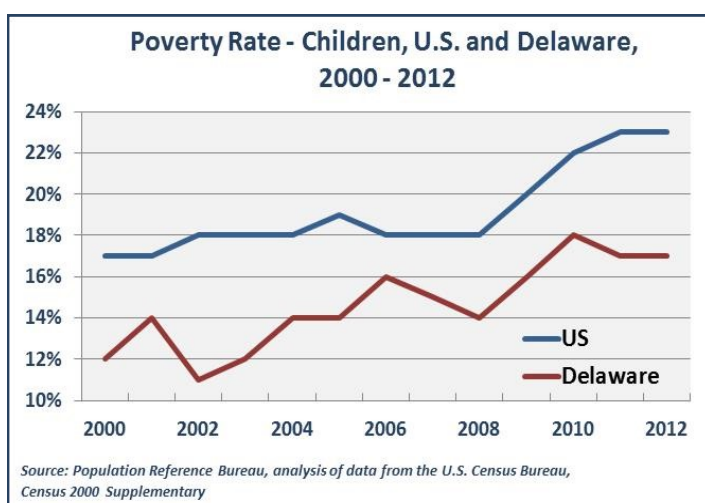
An Overview of Poverty in Delaware

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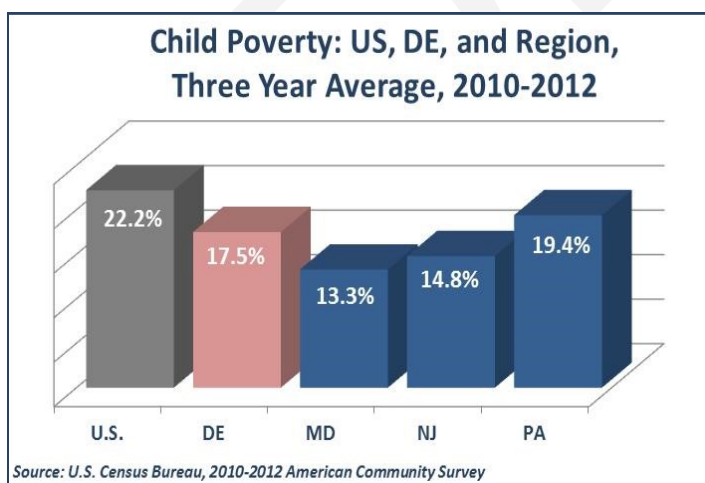
CHILD POVERTY

Children are a more vulnerable population and experience higher rates of poverty than other age groups. The following section highlights details regarding child poverty in Delaware.

From 2000 through 2012, the Delaware child poverty rate, while trending with the U.S. rate, was below the national average.



Regionally, the Delaware child poverty rate is higher than that of Maryland and New Jersey, but lower than that of Pennsylvania.

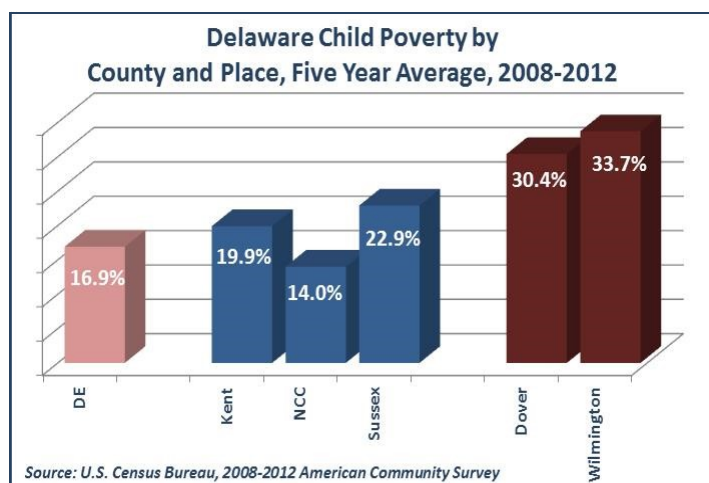


In Delaware, **younger children** (age 5 and under), children living with one parent, and Black/African American children are at greatest risk of living in or near poverty.

Selected Delaware Child Poverty Indicators	
Poverty Rate	
0 - 5 years	21%
6 - 17 years	16%
Black/African American	28%
Poverty Rate by Household Structure	
One parent	37%
Two parents	10%
Below 200% poverty level	
All Children	40%
Ages 0 - 8 years	44%
Black/African American	56%

Source: U.S. Census, Bureau, three and five year averages, 2012

Geographic analysis illustrates that the southern counties, Kent and Sussex, have a higher rate of child poverty than New Castle County.

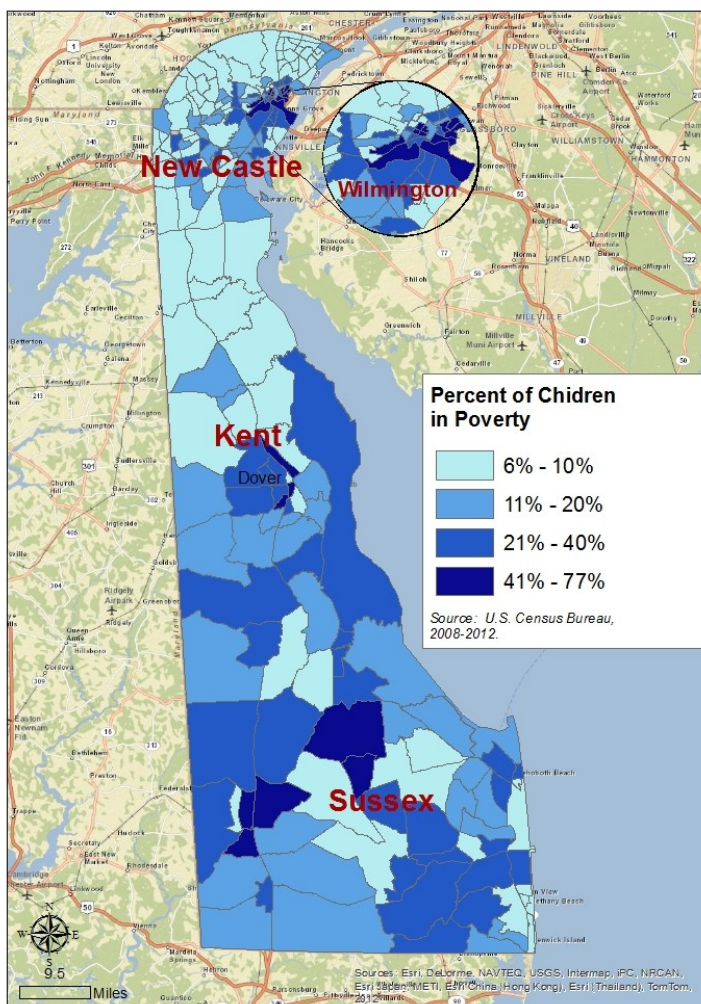


KIDS COUNT in Delaware, funded by the Annie E. Casey Foundation and the State of Delaware, provides high-quality data about the well-being of children, youth and families. For more information, visit: www.ccrs.udel.edu/kids-count

An Overview of Poverty in Delaware

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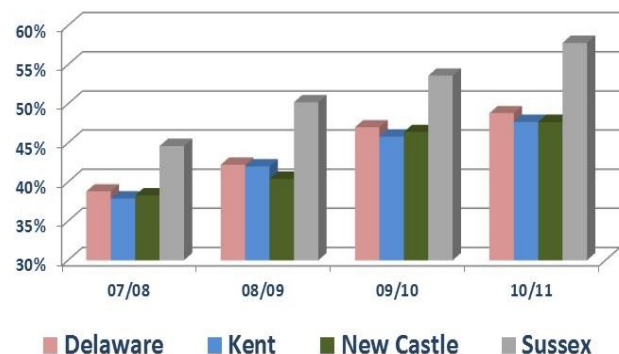
The following census tract map further illustrates pockets of child poverty in Delaware. In Wilmington (New Castle County), one in three children lives in poverty, with the highest concentrations in downtown neighborhoods. The highest levels in Kent County are found in Dover. In Sussex County, the highest rates are inland in the more rural areas.



National and state data on the well-being of children is compiled by the Annie E. Casey Foundation. For more information, go to: www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx?rules=2

Participation in the National School Lunch Program is another indicator of child economic status. This program provides free or reduced price lunch to children during the school year. In the 2010-2011 academic year, almost half (48.8%) of all Delaware public school students were in the school lunch program; with the majority of these children (87.8%) receiving free lunches. Enrollment has risen in recent years, particularly in Sussex County.

Delaware Students Participating in Free or Reduced Lunch (%), By School Year and County



Source: Delaware Department of Education in Kids Count in Delaware, 2012 Data tables

Food insecurity is caused by the inability to obtain sufficient food due to lack of money. While 14% of Delaware children suffer from food insecurity, this rate is below the regional and national averages.

Children Living Food Insecure: US, DE, and Region, 2010-12



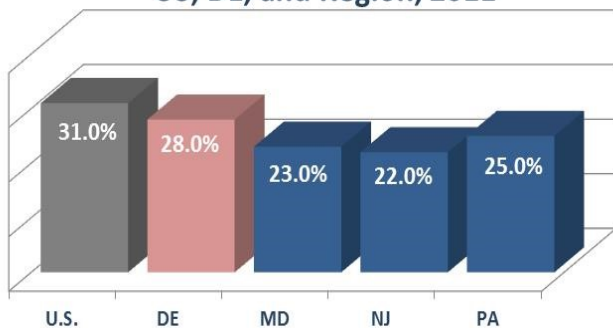
Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, Current Population Survey, Food Security Supplement; Kids Count Data Center, Annie E. Casey Foundation

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Analyzing health insurance coverage provides insights regarding child poverty and access to health care. Delaware provides public health insurance to 28% of children throughout the state, a slightly higher rate than coverage provided by Maryland, Pennsylvania, and New Jersey. However, it is slightly lower than the national rate.

**Children with Public Health Insurance:
US, DE, and Region, 2011**



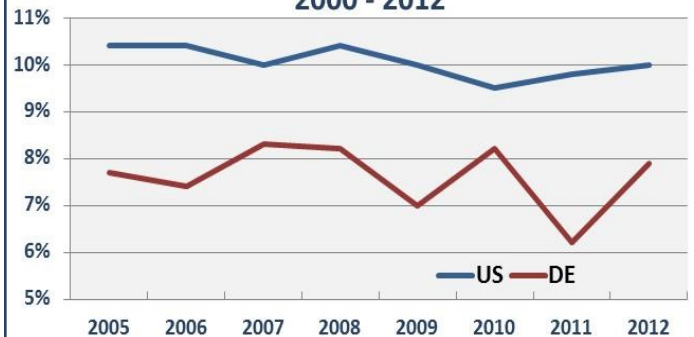
Source: Census Bureau, Current Population Survey (March supplement). Kids Count Data Center, Annie B. Casey Foundation

POVERTY AMONG OLDER ADULTS

Delaware has a growing senior population. According to the U.S. Census Bureau, individuals 65 and over comprise 15.3% of the state's total population. In terms of poverty, this age group faces unique risks. The following section highlights several indicators of economic well-being of older Delawareans.

The poverty rate of older Delawareans has consistently been lower than the national rate, and below the rate for all Delawareans. However, as noted before, the official poverty measure does not account for health expenditures. When these and other expenditures and transfers are taken into account, the supplemental poverty rate for older Delawareans was estimated to be seven percentage points higher. According to AARP¹, almost half (49%) of older Delawareans are estimated to be living at or below 200% of the poverty level based on the supplemental poverty measure (SPM).

**Poverty Rate - Adults 65 Years and Older,
U.S. and Delaware,
2000 - 2012**



Source: U.S. Census Bureau, American Community Survey, One Year Estimates, 2005-2012

Viewing the poverty rate by region, Delaware's older adults experience a lower poverty rate than neighboring states.

**Older Adults Poverty: US, DE, and
Region, Three Year Average, 2010-2012**



Source: U.S. Census Bureau, 2010-2012 American Community Survey

¹AARP, "Why Social Security and Medicare are Vital to Older Americans in Delaware", 2012

Resources for older Delawareans can be found at:
Delaware Aging and Disability Resource Center (ADRC)
dhss.delaware.gov/dhss/dsaapd/adrc.html
and the Clearinghouse on Abuse and Neglect of the Elderly (CANE) www.ccrs.udel.edu/cane

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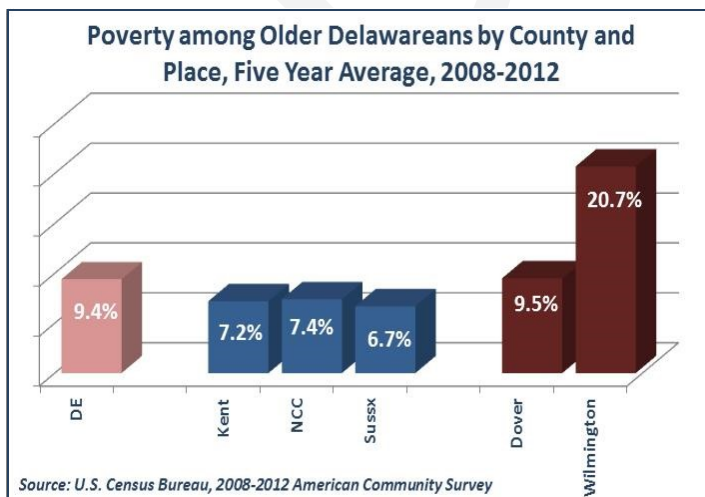
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Medicare and Social Security are important support systems which keep many older individuals out of poverty. The poverty rate of Delaware's older population would rise to 39% if Social Security was not in place.

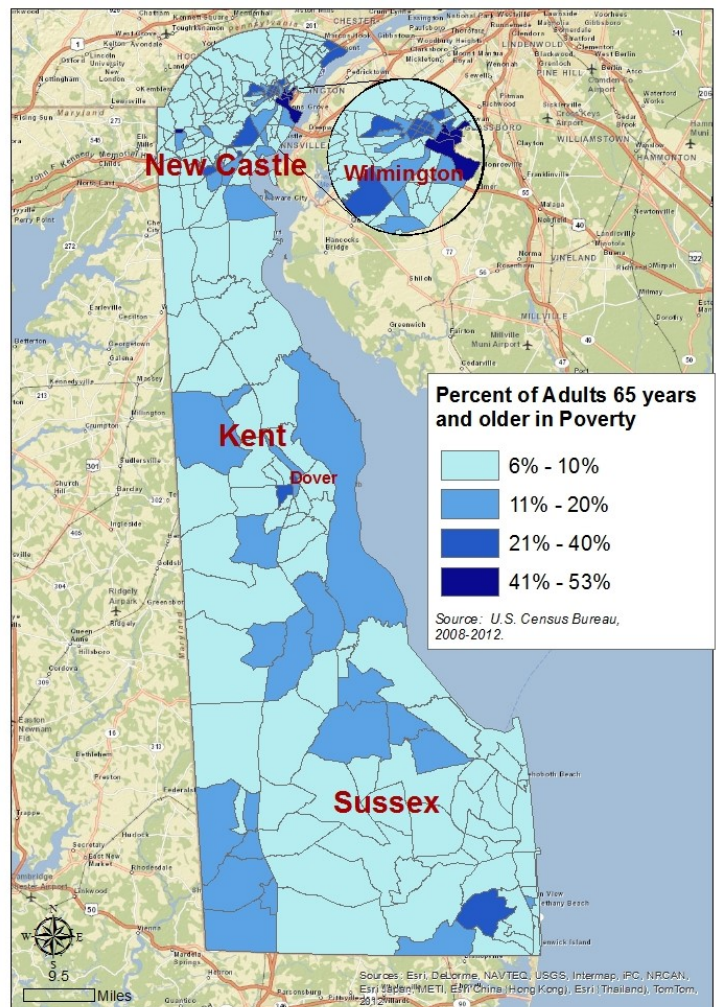
Selected Indicators for Social Security and Medicare in Delaware	
Older individuals receiving Social Security, 2012	92%
Average annual benefit, 2012	\$16,000
Average annual benefit, 2012, Percent of income	47%
Poverty rate without social security	39%
Average annual out-of-pocket health care expenditures by Medicare recipients, 2012	\$4,610
Percent of income spent on out-of-pocket health care expenditures by Medicare recipients, 2012	13%
Enrolled in Medicare, 2011	97%

Source: AARP, "Why Social Security and Medicare are Vital to Older Americans in Delaware", 2012

Poverty by place for older Delawareans reveals very little difference when comparing county rates. When focusing on urban areas, however, Wilmington has a poverty rate twice as high as that of the Dover rate and the state overall. One in five older residents in Wilmington is living in poverty.



Further geographical analysis by census tract shows pockets of higher poverty for older Delawareans outside of Dover and in Sussex along the Maryland border.



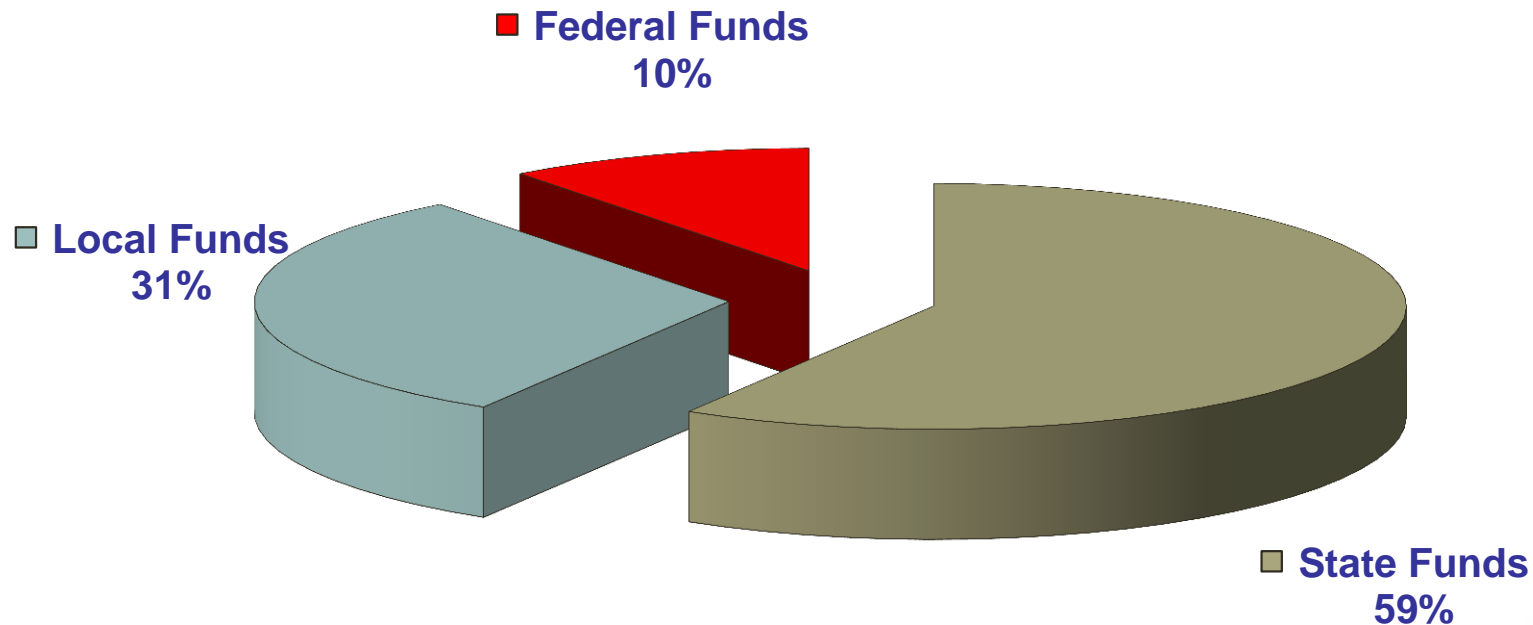
This report was written by Mary Joan McDuffie with contributions by Sharon Merriman-Nai and Janice Barlow. Editorial assistance was provided by Sharon Merriman-Nai and Steven W. Peuquet. It may be reproduced and distributed broadly in printed or electronic form by others without charge.

Delaware School Finance 101

Public Education

Total Sources of Revenue (2013-14)

\$2.1 Billion in Revenue



State Support for Public Education is Allocated by the Unit System

- Basic formula-driven system of state funding that provides funding to support staffing based on September 30 enrollment in each district/charter school
- Allocates teaching positions based on the following student enrollment formulae
 - Preschool: 1 unit for 12.8 students
 - Kindergarten-3: 1 unit for 16.2 students
 - Grades 4-12 Regular Education: 1 unit for 20.0 students
 - Grades 4-12: Basic Special Education: 1 unit for 8.4 students
 - Pre K-12 Intensive Special Education: 1 unit for 6.0 students
 - Pre K-12 Complex Special Education: 1 unit for 2.6 students
- Units are generated district-wide but 98% must be allocated to schools that “earn” them (unless waived in a public process by the local school board)
- A unit is comprised of three categories: Division I (teachers), Division II (All Other Costs and Energy) and Division III (Equalization). These three components make up the state resources supporting a classroom.
- Other non-teaching positions receiving state support are primarily generated from the units earned within each district/charter school

Division I Unit Funding (Salaries and Benefits)

- ◆ \$878.1 million in Fiscal Year 2016
- ◆ State pays salary & benefits depending on where teacher's education & experience falls on state salary schedule
- ◆ Intended to provide approximately 70% of teacher salary with balance provided by local funds and, at times, federal funds
- ◆ The amount of Division I units within a district/charter school generates other non-teaching positions based on various formulas

Division I Unit Funding

Examples of Other Positions Generated

Positions	Earned
Superintendent	1 per school district
Assistant Superintendent	1 for each 300 state units of pupils not to exceed 2 per district
Principal	1 for each administrative unit in a school building or a combination of school buildings having 15 or more units of pupils
Director	1 for first full 200 units of pupils and 1 for each additional full 100 units not to exceed a total of 6
Secretary	1 for every 10 units of pupils for the first 100 units of pupils and 1 additional for every 12 full units of pupils
Nurses	1 for every 40 units of pupils
Driver Education Specialist	1 for every 125 10 th grade students
Supervisor - Transportation	1 for each 7,000 or more transported students
Specialists for Children with Disabilities	Varies depending on the classification of the disability

Division II Unit Funding (All Other Costs/Energy)

- ◆ \$54.5 million in Fiscal Year 2016
- ◆ Provides resources into the classroom and energy funding
- ◆ One Division I unit generates one Division II unit
- ◆ Two components:

All Other Costs	\$2,925 per unit
Energy	<u>\$2,435 per unit</u>
Total	\$5,390 per unit

- ◆ Vocational Programs generate additional Division II units depending on the nature of the program (2x or 3x) given the equipment necessary to operate vocational activities

Division III Funding (Equalization)

- ◆ \$89.5 million in Fiscal Year 2016
- ◆ This funding is flexible and can be used for any local purpose by a school district.
- ◆ Distributed via a legislated formula where a district maximizes equalization support if it's tax rates are set at a level to raise a certain amount of funding per unit (called the authorized amount) through a combination of current expense taxes and equalization.
- ◆ Smaller school districts with a smaller tax assessment base are expected to raise a smaller portion of the authorized amount and vice versa.
- ◆ If a district raises the revenue necessary through property taxes and equalization, it receives its full share of equalization funding. If it doesn't, it receives less than what it otherwise would be eligible for.
- ◆ *Due to budget constraints, the formula has been frozen for several years and not functioning properly*

State Funding Supporting School Districts/Charter Schools Outside of the Unit System

◆ Block Grants

- ◆ Academic Excellence (\$38.8 M) – 1 unit for every 250 enrolled students and supports a broad array of education services
- ◆ Professional Development (\$6.7) – Supports the alternative routes to teacher certification; district professional development activities; professional mentoring; Reading Cadre; the Delaware Center for Teacher Education; educator preparation and development; and supporting teachers for implementing Common Core

◆ Special Needs Programs

- ◆ Student Discipline (\$5.3 M) – allocated statewide for severe discipline concerns
- ◆ Unique Alternatives (\$8.9M) – distributed via the Interagency Collaborative Team for children requiring additional assistance in the classroom and the educational component related to residential treatment services and/or day treatment services
- ◆ Early Childhood Assistance Program (\$6.1 M) – supports children who otherwise would not qualify for resources through the federal Head Start Program.
- ◆ Related Services for the Handicapped (\$2.9 M) – distributed via formula and provides additional support for students with disabilities (speech therapists, occupational therapists, etc)
- ◆ Exceptional Student Unit – Vocational (\$360K) – supports vocational education for students with disabilities

State Funding Supporting School Districts/Charter Schools Outside of the Unit System

◆ Pupil Transportation

- ◆ \$88.4 million in funding distributed through a formula for fuel, insurance, operating costs, bus depreciation supporting the transportation of kids.
- ◆ Can be used to support district transportation operations or operations through a contractor

◆ Other

- ◆ Technology Block Grant(\$2.3 M) – allocated proportionally statewide based on Division I units for technology maintenance and support.
- ◆ Educational Sustainment Fund (\$28.2M) – allocated proportionally statewide based on pupil enrollment and can be used for any local purpose.
- ◆ State Testing Computers (\$2.7 M) – allocated to all districts and charters to assist with the hardware/software necessary to implement the state test.
- ◆ World Language Expansion (\$1.9M) – allocated to school districts implementing a world language expansion program in elementary schools

Local Financing - \$646.6M in Revenue

Four components of local tax rate

1. **Current Expenses** – funds general operations & choice/charter payments
2. **Debt Service** – pays principal and interest on school construction projects
3. **Match Tax** – funds state programs that authorize a local match (Minor Capital Improvement's, technology maintenance)
4. **Tuition** – funds special needs students in identified programs

Rates set by:
Referendum

Rates set by:
Local Board Action

Note: Vocational school districts do not have tuition taxes. All rates are set by local School Board action; Current expense rate maximum limited by Delaware Code.

Capital Financing

- ◆ The state funds between 60% and 80% of capital construction projects, depending on a district's ability
- ◆ Requires passage of a local referendum
- ◆ The state also funds Minor Capital Improvements. The state share must be matched by local expenditures (60% State – 40% local)

Federal Funds - \$207.2 million in receipts

- Supplemental and restricted as to purpose and the time period during which the money may be spent
- State approves application and grants funds to the districts as “sub grantee” of state
- **Examples:**
 - Title I
 - Basic Special Education Grants
 - Professional Development
 - Vocational Education



Primary sources of federal revenue

Decision Points Related to Redistricting

Enhancements to the Existing Finance Structure

- Adjustments to the current funding structure to provide additional resources for at-risk children (low-income, limited English proficient) and children classified as basic special education
- Transition funding to allow for the planning and implementation of redistricting
- Altering the referendum process and property reassessment for future local cost increases
- Capital funding supporting redistricting, outside of the typical certificate of necessity requirements, to improve facilities based on changing enrollment and deferred maintenance
- Ongoing adjustments to the Equalization formula and Tax District Pool to address funding inequities

Decision Points Related to Redistricting

Reallocation of State Resources

- Transfer of state unit funding (Division I, II and III) and Ancillary Units based on enrollment changes – who gains/loses units and how much?
- Transfer of state non-unit funding (Block Grants, Special Needs Support and Other) – who gains/loses funding, how much, and impact on staffing outside of the unit system?
- Reallocation of Transportation Funds based on revised feeder patterns and enrollment of students associated with redistricting (need to determine school of residence)
- Reallocation of Minor Capital Improvement funding and the impact on the match tax

Decision Points Related to Redistricting

Reallocation of Local Resources


- Revenue gain/loss across the four tax components for Red Clay, Christina and Colonial
 - How much will it locally cost Red Clay to educate the students compared to how much additional revenue it generates through current expense revenue?
 - How much will Christina and Colonial save locally for no longer educating the students compared against its loss in current expense revenue?
 - What special considerations need to be provided to Colonial and Christina to continue to be able to pay debt service for previous construction projects given a changed tax assessment base?
 - How are tuition billings going to be transferred and the impact on the tuition tax rate?
- Impact on the local revenue transfer resulting from choice and charter billings
- Revenue adjustments, given changing enrollment, on the Tax District Pool and the impact on each district.

Decision Points Related to Redistricting

Reallocation of Federal Resources

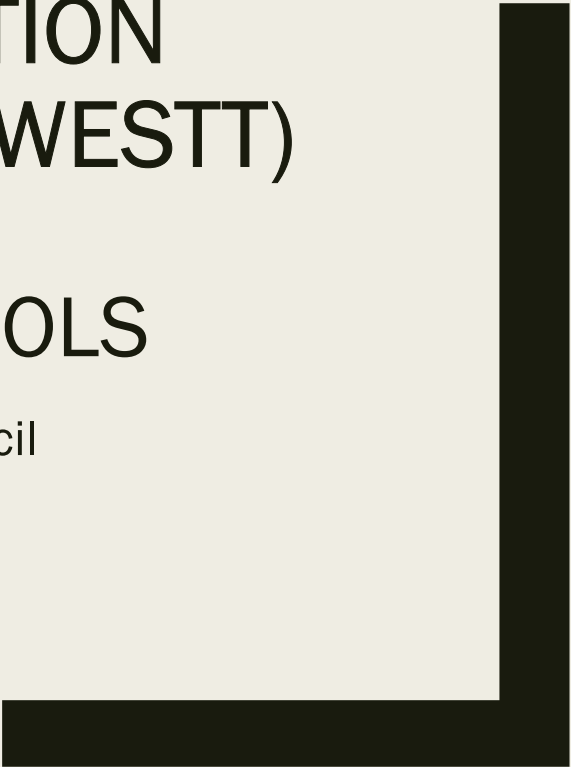
- Changing enrollment and impact on Title I schools
- Impact of allocations of federal funds and staffing

Questions?



WILMINGTON EDUCATION STRATEGY THINK TANK (WESTT) FAIR & ADEQUATE RESOURCING OF SCHOOLS

Presented to Wilmington City Council
November 11, 2015



Wilmington Education Strategy Think Tank (WESTT)

- Established in early 2013
- Collective of leaders from city nonprofits, government and school system, focused on systemic improvement, with well-being of Wilmington students in mind.
- Prioritized Issues:
 - *Governance Reform as it affects Wilmington students*
 - Stronger city voice and oversight role in public education through formation of education and public policy office.
 - Consolidation of districts serving Wilmington
 - *Achieve Fair & Adequate Resourcing of Schools as it affects Wilmington students*

Wilmington Education Strategy Think Tank (WESTT)

Raye Jones Avery

*Executive Director, Christina
Cultural Arts Center*

Lynne Howard

*Consultant,
Christina Cultural Arts Center*

Maurice Pritchett

*Chief Executive Officer
Pritchett Associates*

Nnamdi Chukwuocha

*Wilmington City Councilman &
Chair of Education, Youth &
Families Committee*

Jacqueline Jenkins

*Chief Strategy Advisor, Office of
the Mayor of the City of
Wilmington*

Jea P. Street

*New Castle County Councilman
and Executive Director, Hilltop
Lutheran Neighborhood Center*

Theopalis K. Gregory, Sr.

President, Wilmington City Council

Kathleen MacRae

*Executive Director, ACLU of
Delaware*

Michelle Taylor

*President & Executive Director
United Way of Delaware*

Shannon Griffin

*Community Organizer, ACLU of
Delaware*

Rourke Moore

*Special Projects, Office of the
Mayor of the City of Wilmington*

Edunomics Study

- Led by Dr. Marguerite Roza, Georgetown Edunomics Lab
- Retained in February 2015, Delivered in June 2015
- Sponsored by the Mayor's Office and Wilmington City Council in cooperation with New Castle County Government, the United Way and the ACLU of Delaware
- Shared it with a number of stakeholders, including superintendents, principals and the DSEA to receive their feedback.

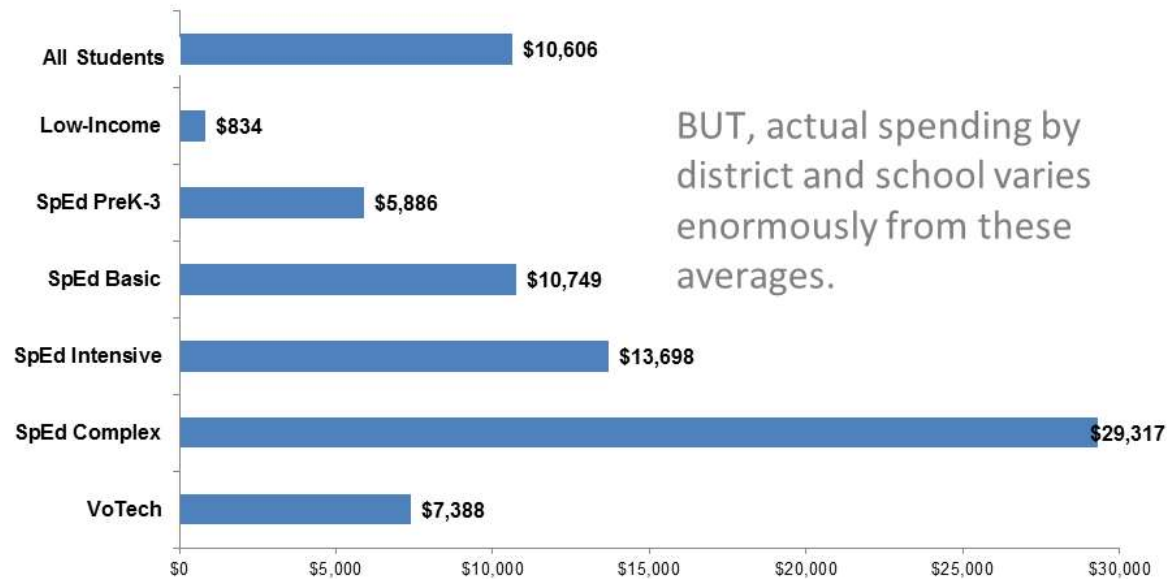
Edunomics Study: Key Findings

- The current funding structure drives inequities both across districts and most strikingly, within districts across schools: often, less is spent on our urban schools with high need.
- There is a weak connection between school expenditures and school outcomes, even when the demographics are similar: not only are resources unevenly distributed, nor are they being utilized effectively.

Edunomics: How we spend now.



How much money is available in Delaware for public schooling from fed, state, & local sources?
(Figures represent state-wide averages with increments by student type)



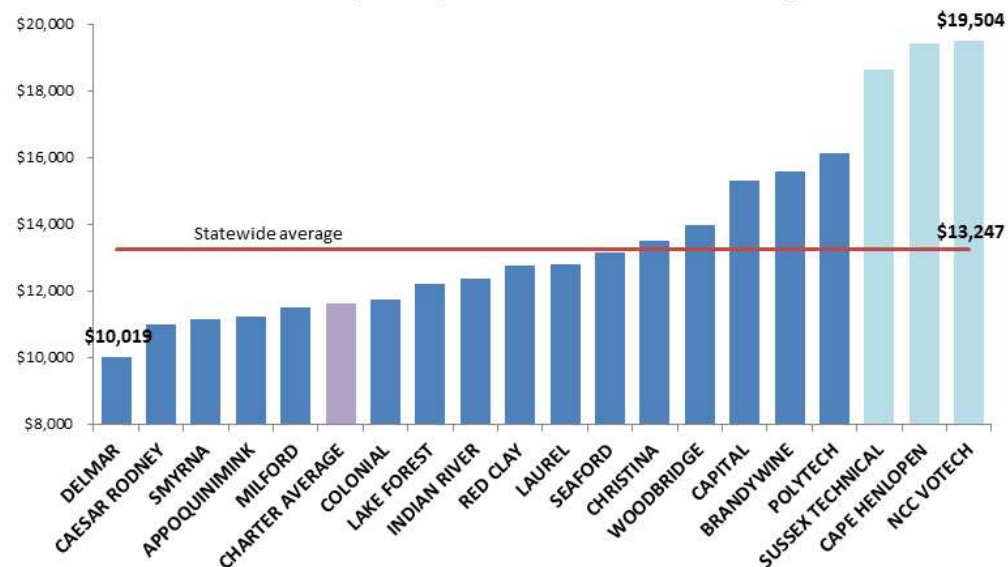
BUT, actual spending by district and school varies enormously from these averages.

Edunomics: Statewide Inequity



In practice, funds per pupil vary substantially across districts.

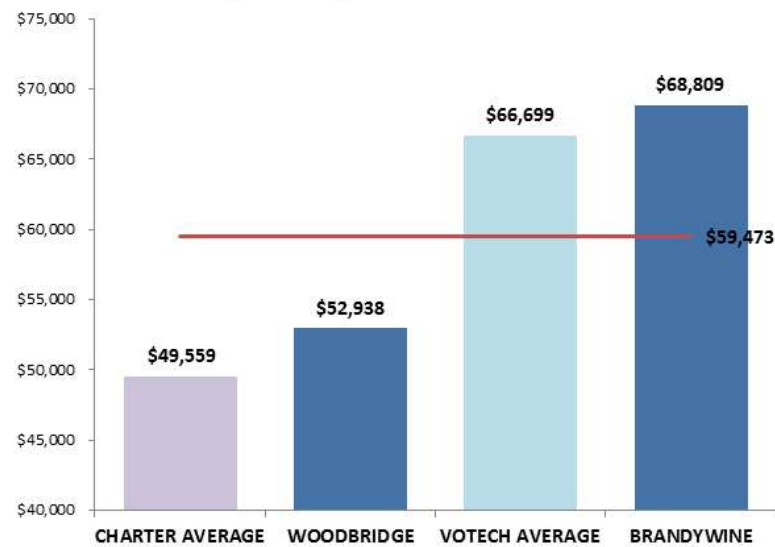
Total Federal, State, and Local Revenue Per Pupil



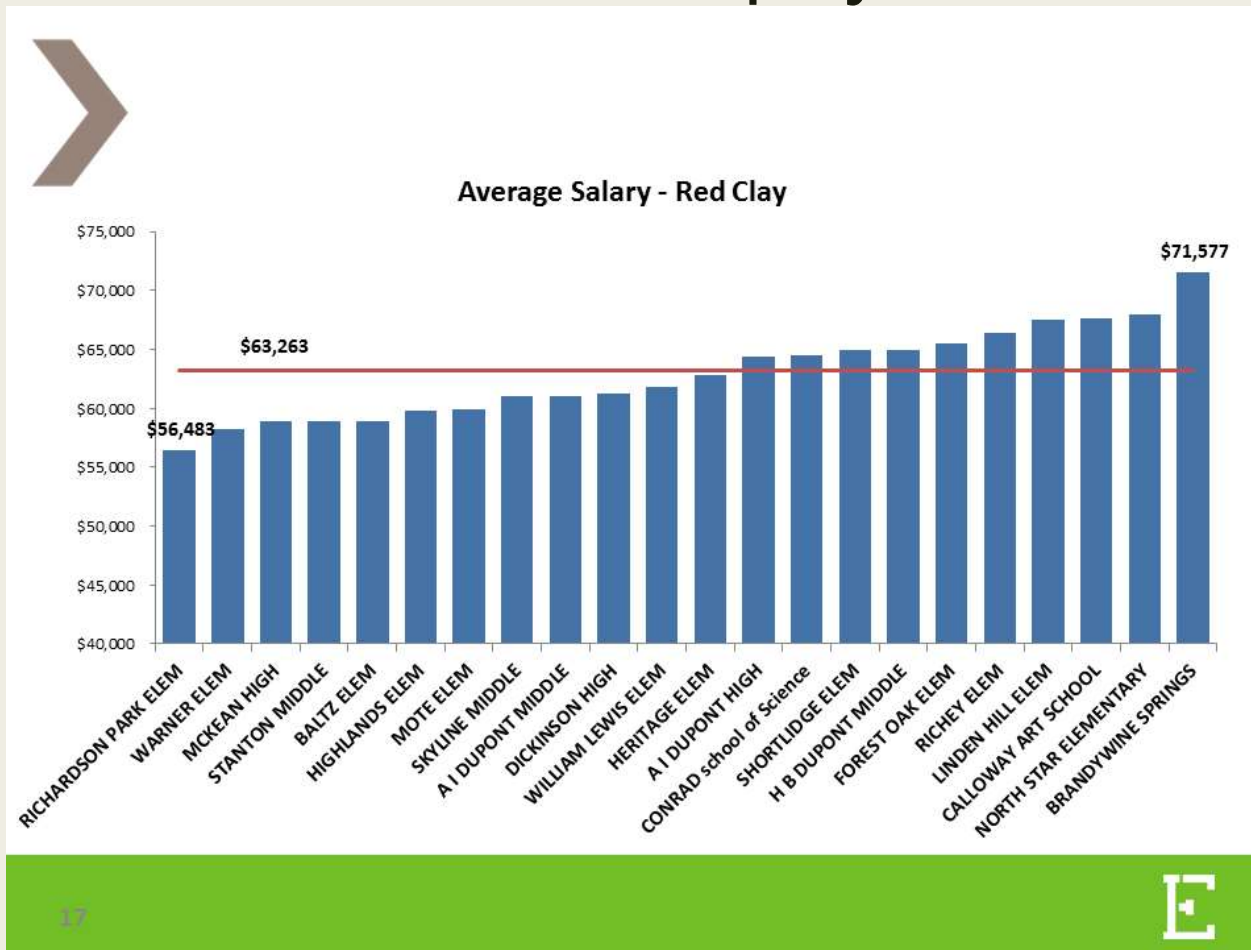
Edunomics: Statewide Inequity



Average Salary All Full Time Teachers



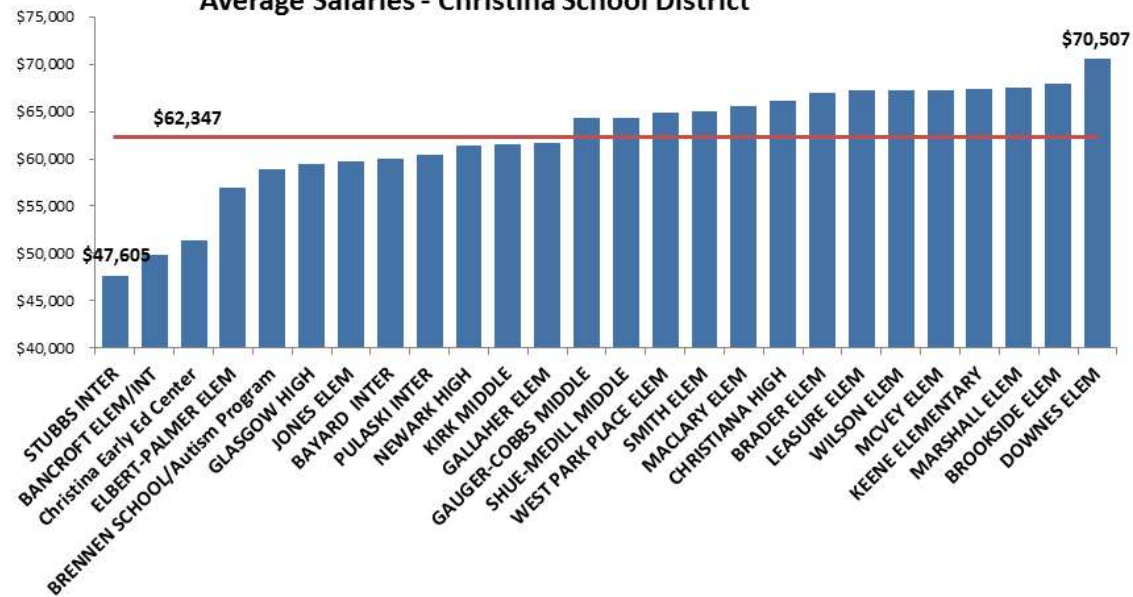
Edunomics: District-wide Inequity



Edunomics: District-wide Inequity



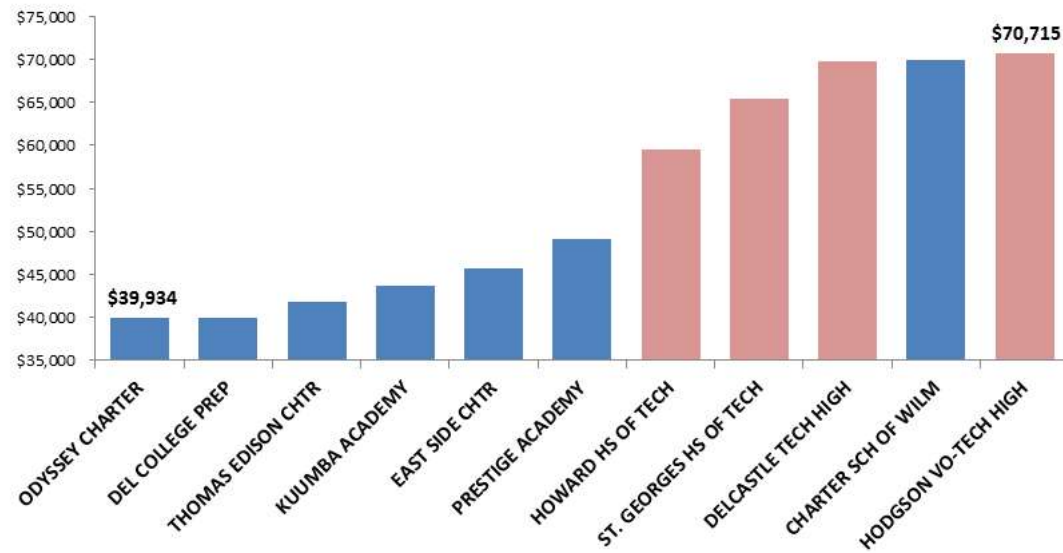
Average Salaries - Christina School District



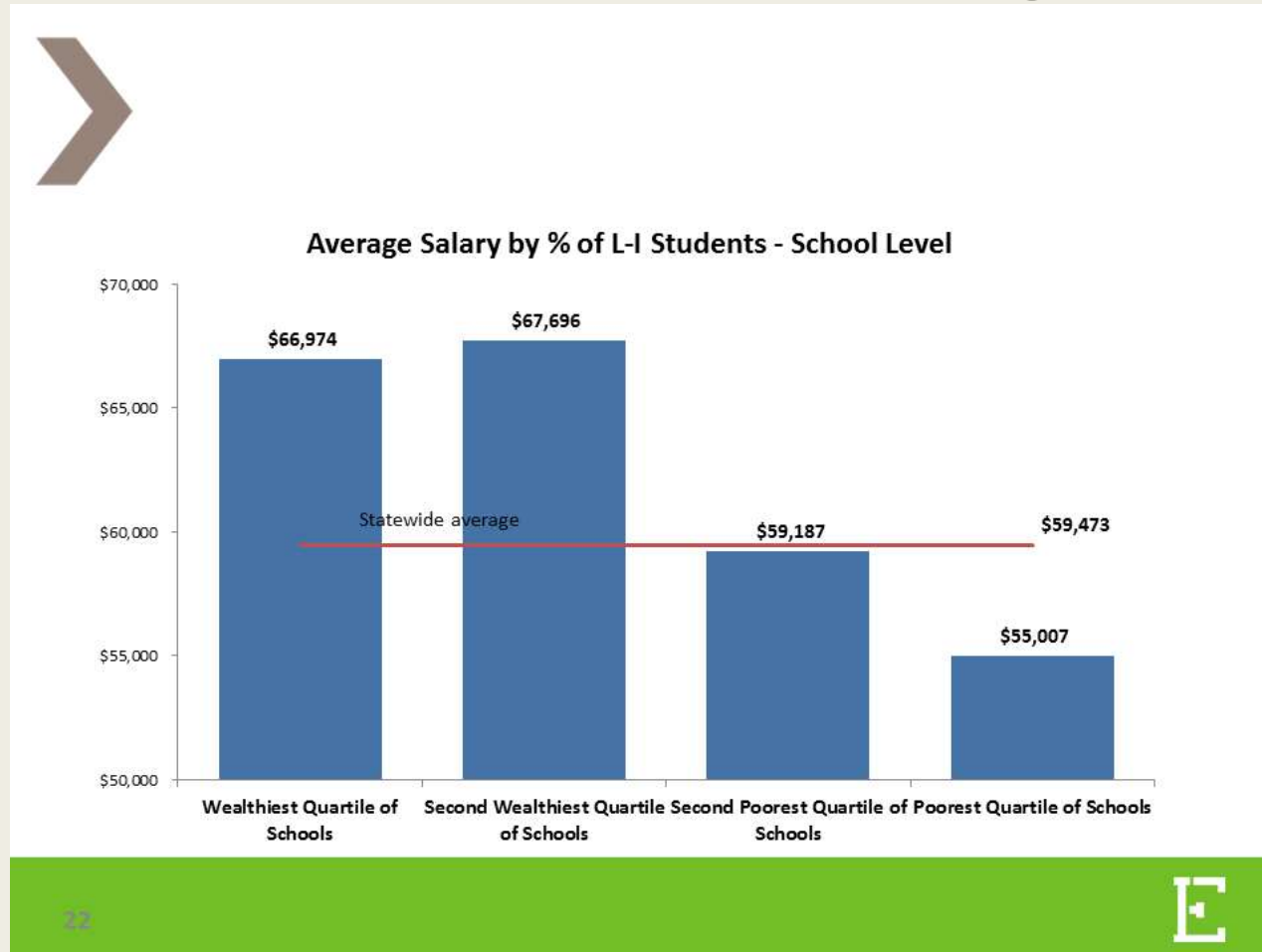
Edunomics: Inequity Across School Types



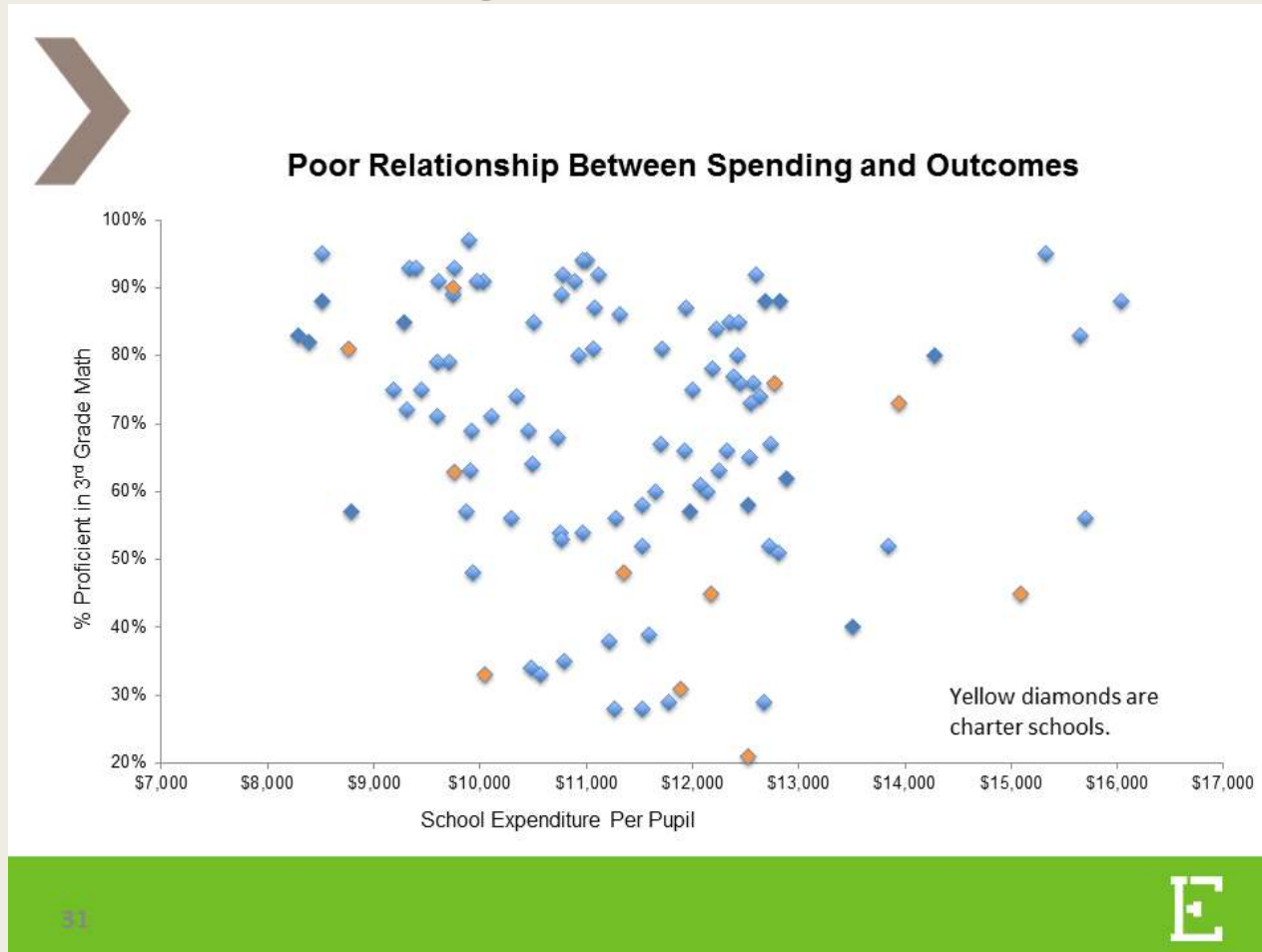
Average Salary -Wilmington Charters and NCC Votech



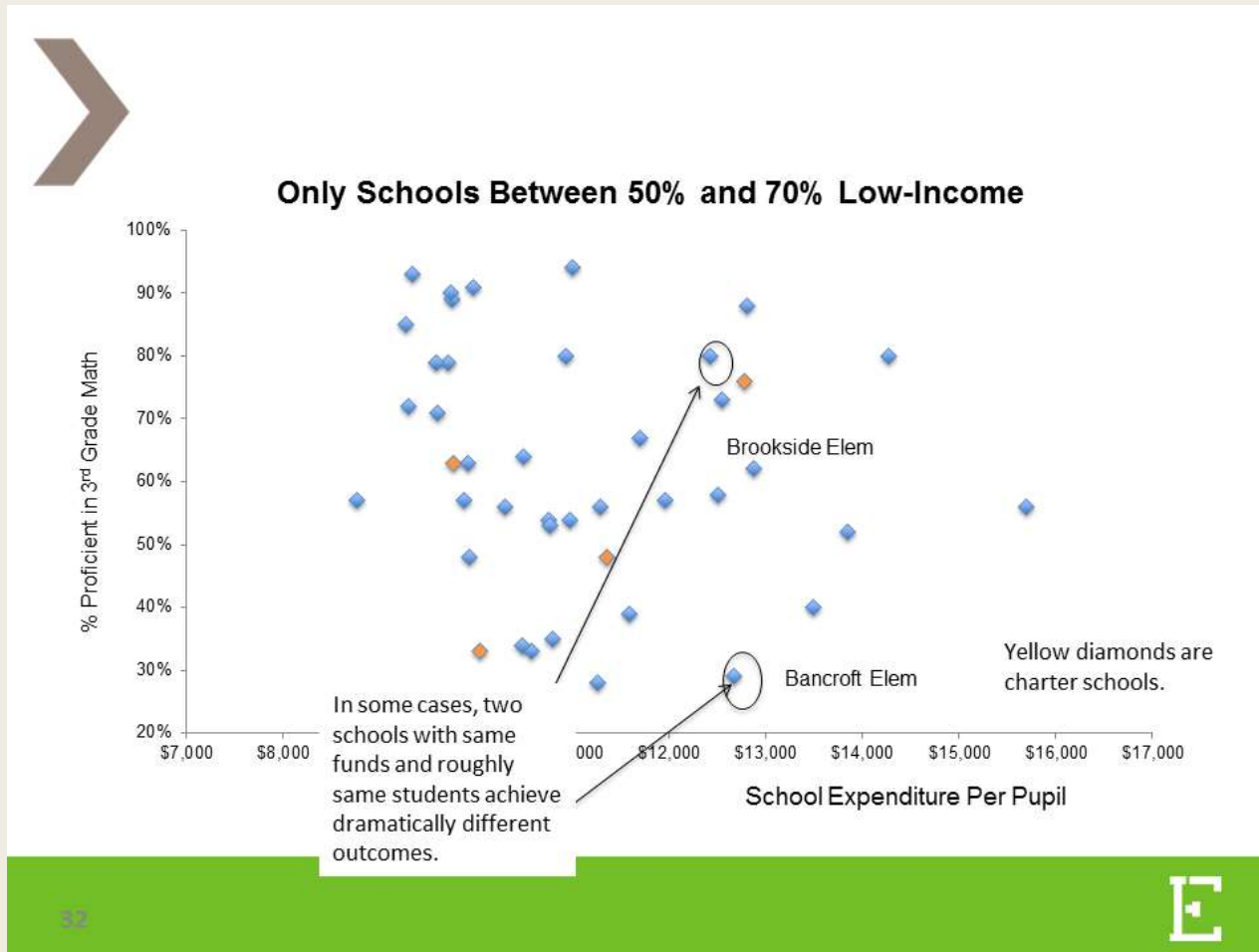
Edunomics: Inequity by School Demographics



Edunomics: Spending & Outcomes Disconnected



Edunomics: Spending & Outcomes Disconnected



Edunomics Study: Key Findings

- The current funding structure drives inequities both across districts and most strikingly, within districts across schools: often, less is spent on our urban schools with high need.
- There is a weak connection between school expenditures and school outcomes, even when the demographics are similar: not only are resources unevenly distributed, nor are they being utilized effectively.

WESTT: Key Recommendations

1. Immediate adoption of a student-weighted unit funding approach.

We support the current direction of the WEIC Funding Student Success Committee to address the lack of adequate funding for higher needs students.

– We recommend further:

- An **assessment of the need to include additional factors** beyond low income and ELL status
- Some **mechanism to review regularly** that the weighting factors, weights and retaining a unit-based structure are flexible, effective & efficient in improving equity.

WESTT: Key Recommendations

Currently Weighted Factors

- Students with Disabilities
- Grade Level
- Vocational (not by unit count)

Proposed Weighted Factors

- Low Income
- English Language Learners

WESTT: Key Recommendations

Alternative Factors for Consideration*

■ Trauma Intervention Factors:

- *Family Supports*
- *Policy Factors (rates of crime, incarceration, income, unemployment, disparate health/environmental factors)*

■ Academic Intervention Factors:

- *Below grade level performance on state tests; Dropout risk*
- *Interrupted learners (suffering gaps of educational process)*

**Derived from Boston and New York City models*

WESTT: Key Recommendations

2. Improved transparency of state, district and school-level expenditures and resources.

So the public may better understand the connection between expenditures and outcomes, and better hold the Department of Education, districts and schools accountable.

- The goals of this would be:
 - A more equitable landscape of resources supporting students and those that teach them.
 - *Ex. Opportunity Dashboard (NEA/DSEA)*
 - To allow focus on finding opportunities for the greatest efficiencies.
 - *Ex. Differentiated opportunities for teachers in high needs schools (CAECC).*

WESTT: Governance Reform

- Supportive of proposals for governance reform in the form of **redistricting** and **charter/district collaboration** towards a longer-term vision
- Strongly supports **establishment of a governance and accountability voice for the City of Wilmington**, through an Office of Education and Public Policy.
 - *Further details of WESTT's support and clarifying recommendations are to be covered in a separate report to be released in the coming weeks.*



THANK YOU!

The Wilmington Education Strategy Think Tank: **Fair & Adequate Resourcing of Schools**

The Wilmington Education Strategy Think Tank (WESTT) was established in early 2013 - predating the establishment of the initial Wilmington Education Advisory Committee (WEAC) - as a collective of city leaders from nonprofits, government and the school system, to focus their efforts on specific frontiers of systemic improvement, with the well-being of Wilmington students in mind. The following issues were prioritized:

1. Governance Reform as it affects Wilmington students
 - a. Stronger city voice and oversight role in public education through the formation of an education and public policy office.
 - b. Consolidation of districts serving Wilmington
2. Achieve Fair & Adequate Resourcing of Schools as it affects Wilmington students

The members of the WESTT have appreciated the process initiated through the WEAC and the Wilmington Education Improvement Commission (WEIC). In response to the draft report released in January 2015, we offered our feedback and proposals through a letter and attachments dated March 15, 2015, which can be found in the Appendix of WEAC's *Strengthening Wilmington Education: An Action Agenda*. One aspect of the recommendations of which we were particularly supportive was **“the development of an equitable, weighted funding formula addressing student need”**, with the understanding that student need in Wilmington, while acute and a priority for us, is reflective of student need throughout the state of Delaware, particularly similar to those of Dover and Seaford. Real improvements would benefit all students.

We also expressed, at that time, that our group had “already retained a consultant to aid us in crafting proposals for a weighted student funding formula, with the support of the Mayor’s Office and Wilmington City Council” in cooperation with New Castle County Government, the United Way and the ACLU of Delaware. That report was delivered to us by the Edunomics Lab of

The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

Georgetown University in June 2015, and we shared it with a number of stakeholders, including superintendents, principals and the DSEA to receive their feedback. We feel prepared at this time to share some of what we learned throughout the process, to assist in the forward momentum of the effort. In the following pages, we wish to draw attention to highlights of the research and share our own recommendations derived from that evidence.

We take seriously our responsibility to facilitate the best possible opportunities for our youngest citizens to succeed and are happy to be able to play a part in achieving this for students in Wilmington and throughout the state of Delaware. We thank the members of the Commission and its committees for doing the same and seeing the value in our expertise. In advance, we thank the State Board of Education, General Assembly, Department of Education and Governor for their efforts in this regard, as well. We look forward to working together toward these ends.

The Wilmington Education Strategy Think Tank

Raye Jones Avery
*Executive Director
Christina Cultural Arts Center*

Nnamdi Chukwuocha
*Wilmington City Councilman & Chair of
Education, Youth & Families Committee*

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The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

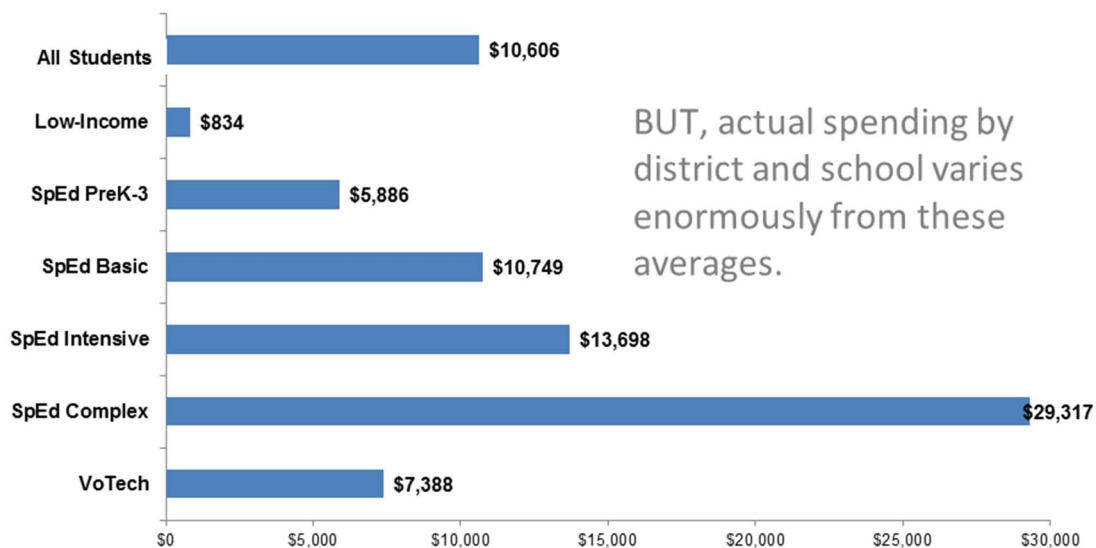
Selected Edunomics Study Findings

The most striking results from the research showed us that

1. The **current funding structure drives inequities** both across districts and most strikingly, within districts across schools: often, less is spent on our urban schools with high need.
2. There is a **weak connection between school expenditures and school outcomes**, even when the demographics are similar: not only are resources unevenly distributed, nor are they being utilized effectively.



How much money is available in Delaware for public schooling from fed, state, & local sources?
(Figures represent state-wide averages with increments by student type)



BUT, actual spending by district and school varies enormously from these averages.

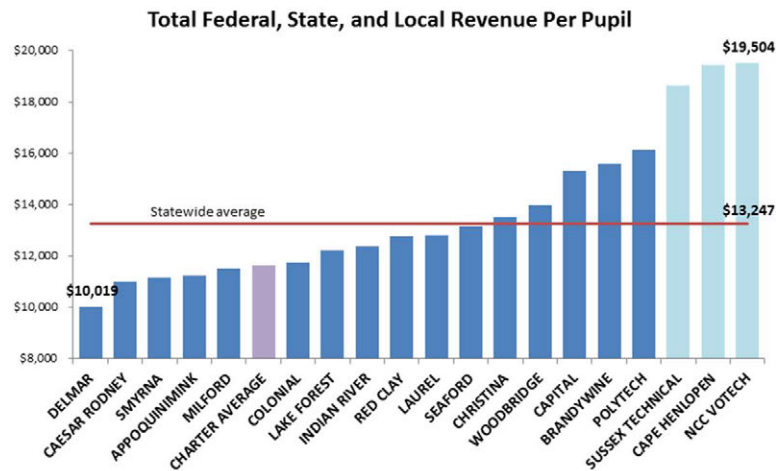


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

Evidence of INEQUITY from Edunomics Study: Per Pupil Expenditure & Average Teacher Salary



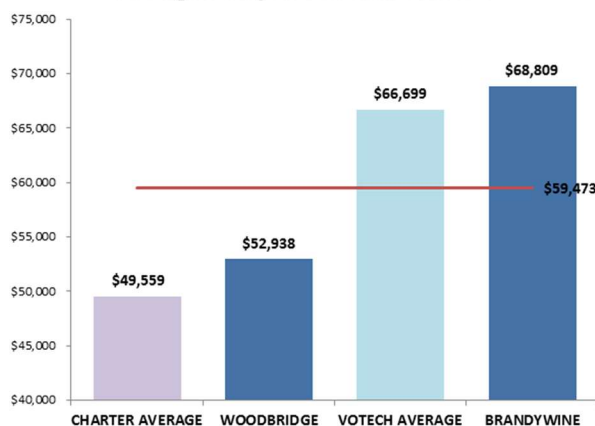
In practice, funds per pupil vary substantially across districts.



4



Average Salary All Full Time Teachers

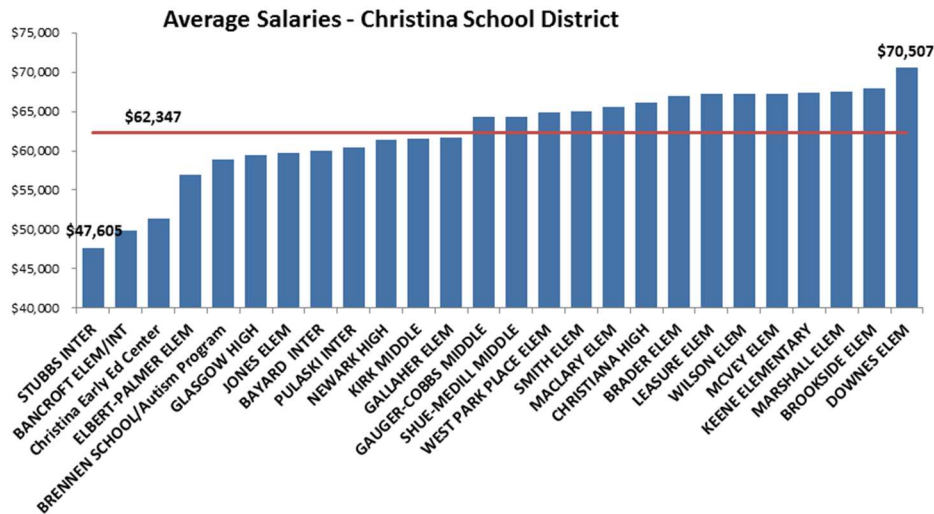


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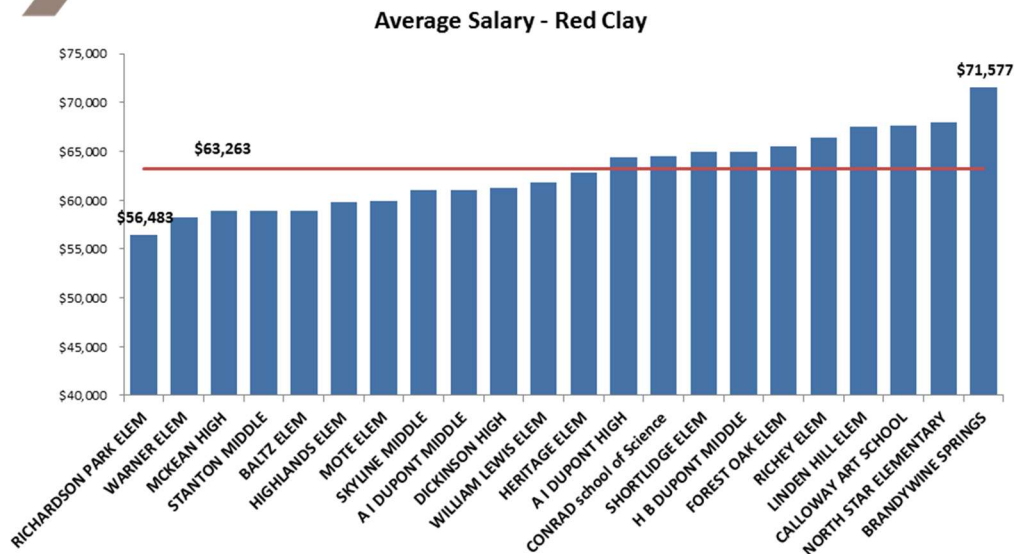


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

Evidence of INEQUITY from Edynamics Study: Average Teacher Salary within Districts



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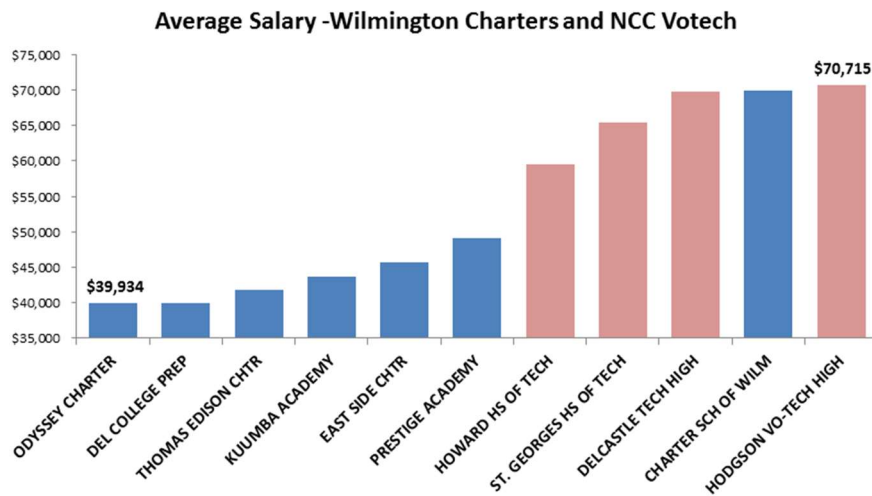


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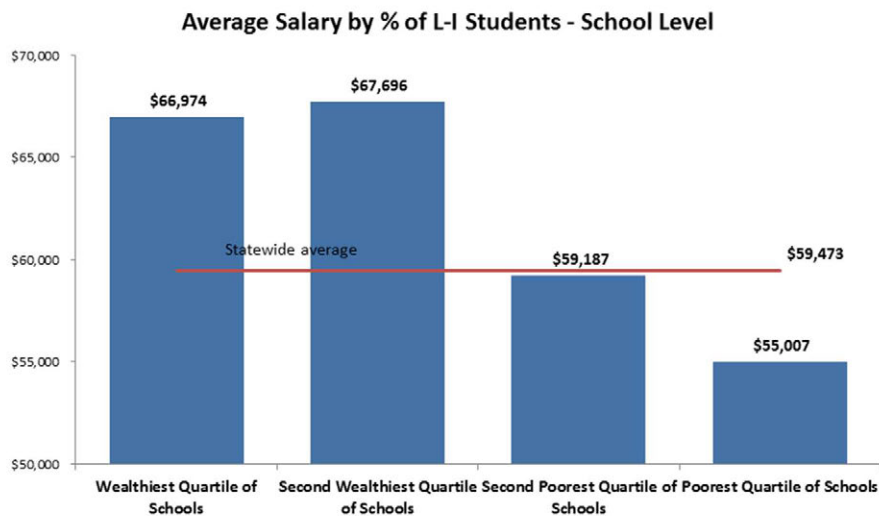


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

Evidence of INEQUITY from Edynamics Study: Average Salary by School Types & Poverty Levels



19

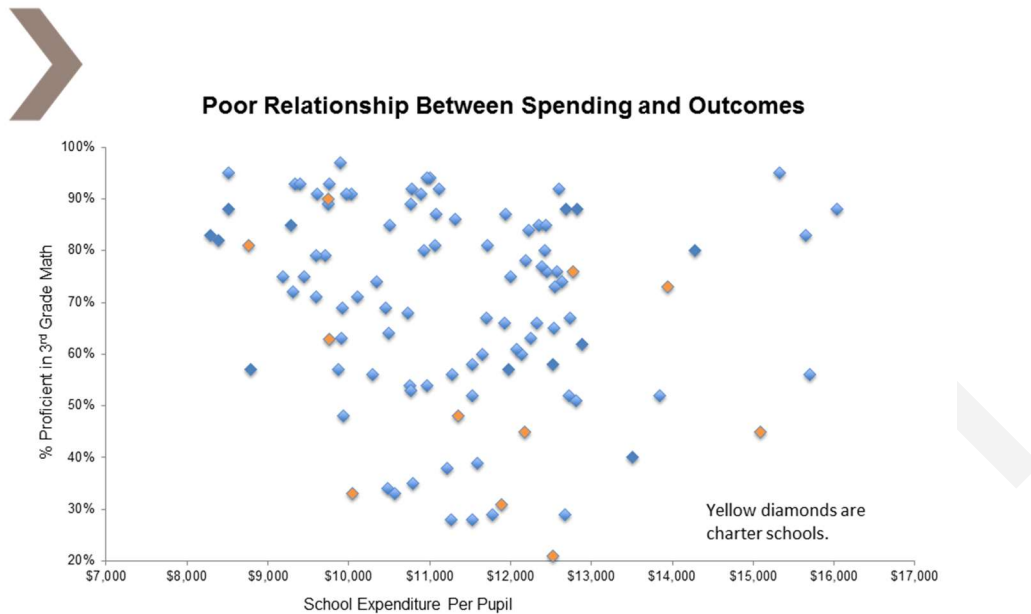


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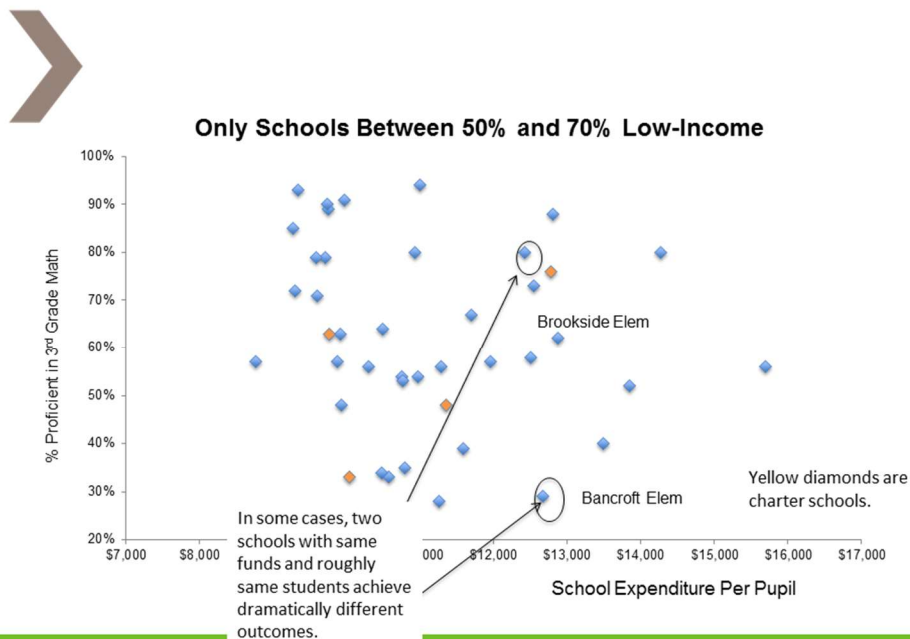


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

Evidence of INEFFICIENCY from Edunomics Study: Weak Link between Spending & Outcomes



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The Wilmington Education Strategy Think Tank: **Fair & Adequate Resourcing of Schools**

Key WESTT Recommendations

After consultation with a variety of stakeholders (superintendents, principals and the DSEA), WESTT has concluded that the best path forward is to focus urgently on the following recommendations:

1. **Immediate adoption of a student-weighted unit funding approach**. We support the current direction of the WEIC Funding Student Success Committee to address the lack of adequate funding for higher needs students through the existing unit count system, by devising greater weights for low income and ELL students, as is currently done for students with disabilities. We would ask them to reflect the following considerations in their recommendations:
 - a. There be an **assessment of the need to include additional factors** beyond low income and ELL status, i.e. Trauma Intervention and Academic Intervention factors as we define in our exploration of a complete set of weight factors in Appendix A.
 - b. That there is recommendation for some **mechanism to review regularly** that the weighting factors, weights and retaining a unit-based structure are flexible, effective & efficient in improving equity.

The Wilmington Education Strategy Think Tank: **Fair & Adequate Resourcing of Schools**

2. **Improved transparency of state, district and school-level expenditures and resources**. In this way, the public may better understand the connection between

expenditures and outcomes, and better hold the Department of Education, districts and schools appropriately accountable for their effectiveness.

- a. Success should be **a more equitable landscape of resources supporting students and those that teach them**, remedying the difficulty of recruiting and retaining excellent teachers for high needs environments. This could include the adoption of the Opportunity Dashboard model currently proposed by the NEA¹ and supported by DSEA, which showcases real school level resources.
- b. The goal of such **funding revisions and transparency should be focused on finding opportunities for the greatest efficiencies**. This could include the development of differentiated compensation opportunities for teachers in high needs schools as explored by the Committee to Advance Educator Compensation and Careers (CAECC)², to support success.

¹ See: <https://www.nea.org/assets/docs/NEA-Opportunity-Dashboard.pdf>

² See: <http://caecc.us/wp-content/uploads/2014/10/CAECC-Provisional-Recommendations-June-2015.pdf>

The Wilmington Education Strategy Think Tank: **Fair & Adequate Resourcing of Schools**

Governance Reform: More to Come

WESTT is supportive of proposals for governance reform in the form of **redistricting** and **charter/district collaboration** with the long-term aim of developing a stronger metropolitan Wilmington district (inclusive of the city and some or all of the surrounding county) encompassing all of the diverse school types.

WESTT strongly supports the **establishment of a governance and accountability voice for the City of Wilmington, through an Office of Education and Public Policy**, an objective which is support by the Office of the Mayor, recognizing that a viable funding source must be identified for such a project to proceed.

Further details of WESTT's support and clarifying recommendations are to be covered in a separate report to be released in the coming weeks.

APPENDIX A

The following weight-categorization list has been drawn from formulas used in Boston and New York City, and are outlined here to inspire discussion regarding the areas of need as observed by leaders in Delaware schools. While most categories are self-explanatory, several (marked with an *) are proposed risk categories which require a fuller definition and exploration, defined below.

Trauma Intervention Factors:

This is a category the group felt was critical to define and include in any formula intended to do the job of meeting student needs, and could include weights for

- Family Supports
- Policy Factors (rates of crime, incarceration, income, unemployment, disparate health/environmental factors)³

Academic Intervention Factors:

This is a category which can continually respond to the changing needs of a student in direct reflection of their academic need. This could include weights for

- Below grade level performance on state tests; Dropout risk
- Interrupted learners (suffering gaps of educational process)

NOTE: In districts using SBA, the factors in the formula, and their weights, are frequently revisited. The formula is sometimes used in a hybrid manner, in conjunction with a “school foundation” – all schools receiving base unit funding to cover core administrative and other required roles) with the weighted funding provided “on top” of flexible funding.

³ See the recent CDC report on factors influencing gun violence in Wilmington:
<http://www.delawareonline.com/story/news/crime/2015/11/03/cdc-wilm-target-risk-youth-more-services/75085884/>

The Wilmington Education Strategy Think Tank:
Fair & Adequate Resourcing of Schools

Category	Potential Weight Factors	
Grade	Pre-K	
	Kindergarten	
	Grades 1-2	
	Grades 3-5	
	Grades 6-8	
	Grades 9-12	
Students with Disabilities	Low severity	
	Moderate severity	
	High Severity	Autism
		Developmental Delay
		Early Childhood Ages 3-4
		Early Childhood Ages 5-6
		Emotional Impairment
		Full Inclusion - High Complexity
		Intellectual Impairment
		Multiple Disabilities
		Physical Impairment
		Sensory Impairment - Vision
		Specific Learning Disability
English Language Learners	PreK-5 ELL Beginning	
	6-8 ELL Beginning	
	9-12 ELL Beginning	
	All Grades ELL Advanced	
High Needs Students	Trauma Intervention*	
	Academic Intervention*	
Poverty	SNAP/TANFF	
	Poverty Concentration (>60%)	
Vocational		

Red Clay Consolidated School District Draft Measures for Priority Schools, 2015–2016

School Climate Measures:

Student Attendance Rates:								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
	95.8%	95.8%	95.5%	95%+	95%+	95%+	95%+	95%+
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
	94.3%	93.0%	93.2%	93.7%	94.2%	94.7%	95%+	95%+
Warner	2012	2013	2014	2015	2016	2017	2018	2019
	92.6%	91.3%	91.2%	92.2%	93.2%	94.2%	95%+	95%+
Rates of Serious Misconduct:								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
	141-All 45-SWD	104-All 22-SWD	200-All 51-SWD	180-All 46-SWD	162-All 41-SWD	146-All 37-SWD	131-All 33-SWD	118-All 30-SWD
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
	209-All 75-SWD	215-All 63-SWD	152-All 27-SWD	137-All 24-SWD	123-All 22-SWD	111-All 20-SWD	100-All 18-SWD	90-All 16-SWD
Warner	2012	2013	2014	2015	2016	2017	2018	2019
	325-All 113-SWD	378-All 137-SWD	267-All 59-SWD	240-All 53-SWD	216-All 48-SWD	194-All 43-SWD	175-All 39-SWD	157-All 35-SWD
Behavior Referrals:								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
	630	422	849	765	688	619	557	501
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
	1137	896	1287	1158	1042	938	844	760
Warner	2012	2013	2014	2015	2016	2017	2018	2019
	2556	2355	2764	2488	2239	2005	1804	1624

School Connectivity Measures:

Climate Survey Completion:								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
	n-56 avg-3.19 SS-99.62	83 3.41 102.90	89 3.39 102.60	98 3.00+ 100+	108 3.00+ 100+	119 3.00+ 100+	131 3.00+ 100+	144 3.00+ 100+
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
	n-54 avg-3.10 SS-95.60	93 3.22 96.14	77 3.18 95.19	85 3.00+ 96.00	94 3.00+ 97.00	103 3.00+ 98.00	113 3.00+ 99.00	124 3.00+ 100.00+
Warner	2012	2013	2014	2015	2016	2017	2018	2019
	n-74 avg-3.11 SS-96.09	139 3.24 97.59	83 3.16 94.64	91 3.00+ 96.00	100 3.00+ 97.00	110 3.00+ 98.00	121 3.00+ 99.00	132 3.00+ 100
Teacher and Leader Attendance:								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
				Baseline to be collected	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	95%+
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
				Baseline to be collected	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	95%+
Warner	2012	2013	2014	2015	2016	2017	2018	2019
				Baseline to be collected	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	+0.5 to 1% point or until reaching 95% or more	95%+

Staff Retention:								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
Not available				Baseline to be collected	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	90%+
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
				Baseline to be collected	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	90%+
Warner	2012	2013	2014	2015	2016	2017	2018	2019
				Baseline to be collected	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	+0.5 to 1% point or until reaching 90% or more	90%+

Student Performance Measures:

Non-Proficiency Rates (SBAC)									
Highlands	2015				2016	2017	2018	2019	2020
	Example Baseline 70% non-proficient (30% proficient)				63% non-proficient	56% non-proficient	49% non-proficient	42% non-proficient	35% non-proficient (65% proficient)
Shortlidge	2015				2016	2017	2018	2019	2020
	N/A				N/A	N/A	N/A	N/A	N/A
Warner	2015				2016	2017	2018	2019	2020
	Example Baseline 70% non-proficient (30% proficient)				63% non-proficient	56% non-proficient	49% non-proficient	42% non-proficient	35% non-proficient (65% proficient)
Percentage of Targets Met SRI									
Highlands	2012	2013	2014	2015	2016	2017	2018	2019	
				Baseline	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	65%+	
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019	
				Baseline	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	65%+	

Warner	2012	2013	2014	2015	2016	2017	2018	2019
Percentage of Targets Met SMI								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
				Baseline	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	65%+
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
				Baseline	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	Incremental difference between baseline and 65%	65%+
Warner	2012	2013	2014	2015	2016	2017	2018	2019
Percentage of Intensive Students K &1 (DIBELS)								
Highlands	2012	2013	2014	2015	2016	2017	2018	2019
	12%	7%	9%	10% or less	10% or less	10% or less	10% or less	10% or less
Shortlidge	2012	2013	2014	2015	2016	2017	2018	2019
	9%	6%	11%	10% or less	10% or less	10% or less	10% or less	10% or less
Warner	2012	2013	2014	2015	2016	2017	2018	2019

Student Success 2025 Proposed Student Outcomes

Today	By 2025
78% of students are consistently engaged in school	95% of students will be consistently engaged in school
42% of fourth graders and 33% of eighth graders are proficient or advanced in math on the NEAP	Delaware's aspiration is to be top 10 in the country across all levels. 52% of fourth graders and 43% of eighth graders will be proficient or advanced in math.
38% of fourth graders and 33% of eighth graders are proficient or advanced in reading on the NAEP	Delaware's aspiration is to be top 10 in the country across all levels. 48% of fourth graders and 43% of eighth graders will be proficient or advanced in reading.
91% of fifth graders, 80% of eighth graders, and 81% of eleventh graders feel safe at school	100% of students will feel safe at school.
22% of Delaware graduates meet or exceed the college readiness benchmark of at least 1550 on the SAT	Delaware will double the percentage of the graduating class meeting or exceeding the college readiness benchmark on the SAT to 50%.
12% of young adults (ages 20-24) in Delaware unemployed	Delaware will cut the unemployment rate for young adults (ages 20-24) in half to 6%.
54% of Delawareans ages 18-24 have education greater than a high school diploma, including some college, a two-year, four-year, or advanced degree	65% will attain education beyond high school.
Delaware ranks 21st in reading, 28th in science, and 31st in math on the Programme for International Student Assessment (PISA)	Delaware's aspiration is to be top 10 globally in reading, science, and math.

Source: Vision Coalition of Delaware (2015). Student Success 2025. <http://visioncoalitionde.org/wp-content/uploads/2015/09/Student-Success-2025-full-report-pdf.pdf>

APPENDIX F

COMMISSION, COMMITTEE, AND COMMUNITY OUTREACH MEETING LIST

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Timeline of Outreach Meetings	
Date	Group and Location
August 24, 2015	<ul style="list-style-type: none"> • Redistricting Co-chair Meeting 182 Graham Hall • WEIC Community Meeting Thomas McKean High School
August 25, 2015	<ul style="list-style-type: none"> • WEIC Meeting
August 26, 2015	<ul style="list-style-type: none"> • Meeting the Needs of Students In Poverty Committee Co-chair Meeting United Way, 625 North Orange Street # 3 Wilmington, DE 19801
August 27, 2015	<ul style="list-style-type: none"> • Funding Student Success Co-Chair Meeting • Parent, Teacher, and Community Engagement Co-chair Meeting
September 1, 2015	<ul style="list-style-type: none"> • Meeting with Red Clay • WEIC Town Hall Cab Calloway School of the Arts
September 8, 2015	<ul style="list-style-type: none"> • Colonial School Board Meeting
September 10, 2015	<ul style="list-style-type: none"> • Redistricting Committee Meeting • Christina Town Hall Sarah Pyle Academy
September 15, 2015	<ul style="list-style-type: none"> • Funding Student Success Committee Meeting William Penn High School • WEIC Meeting William Penn High School • Parent, Teacher, and Community Engagement Meeting William Penn High School
September 16, 2015	<ul style="list-style-type: none"> • Student Success 2025 • Red Clay School Board Meeting
September 17, 2015	<ul style="list-style-type: none"> • Delaware State Board of Education WEIC presentation
September 21, 2015	<ul style="list-style-type: none"> • Brandywine School Board Meeting
September 22, 2015	<ul style="list-style-type: none"> • Funding Student Success Committee Meeting Red Clay Consolidated School District Office
September 23, 2015	<ul style="list-style-type: none"> • WEIC staff call with Christina and Red Clay School District Staff • Charter and District Collaboration Meeting Community Education Building
September 24, 2015	<ul style="list-style-type: none"> • Redistricting Committee Meeting 111 Academy Street-Graham Hall Room 185 Newark, DE
September 28, 2015	<ul style="list-style-type: none"> • Meeting the Needs of Students in Poverty Committee Meeting United Way of Delaware

Timeline of Outreach Meetings	
Date	Group and Location
September 29, 2015	<ul style="list-style-type: none"> • Presentation to the Forum for Executive Women • Presentation to the Delaware State Education Association • Parent, Educator, and Community Engagement Meeting • Christina Town Hall Eden Support Services Center
September 30, 2015	<ul style="list-style-type: none"> • WEIC staff call with Christina and Red Clay School District Staff
October 5, 2015	<ul style="list-style-type: none"> • Red Clay Town Hall Meeting Warner Elementary School, 801 W 18th St Wilmington, DE 19802
October 6, 2015	<ul style="list-style-type: none"> • Funding Student Success Committee Meeting • Cathedral Choir School Board Meeting
October 7, 2015	<ul style="list-style-type: none"> • WEIC staff call with Christina and Red Clay School District Staff
October 8, 2015	<ul style="list-style-type: none"> • Presentation to the Rotary Club, Wilmington • Redistricting Committee Meeting Red Clay Consolidated School District Office, Board Room • Presentation to the Delaware State Education Association
October 13, 2015	<ul style="list-style-type: none"> • Parent, Educator and Community Engagement Committee
October 14, 2015	<ul style="list-style-type: none"> • Christina Town Hall Stubbs Elementary School
October 15, 2015	<ul style="list-style-type: none"> • Delaware State Board of Education Presentation
October 20, 2015	<ul style="list-style-type: none"> • New Castle County School-Business Partnership Meeting Presentation • WEIC Meeting Sarah Pyle Academy Gymnasium
October 21, 2015	<ul style="list-style-type: none"> • Red Clay School Board Meeting Conrad Schools of Science 201 Jackson Ave, Wilmington, DE 19804
October 22, 2015	<ul style="list-style-type: none"> • 2015 Latino Summit Presentation • Colonial Town Hall George Read
October 26, 2015	<ul style="list-style-type: none"> • Meeting the Needs of Students in Poverty Meeting United Way of Delaware • Christina Town Hall Pulaski Elementary School
October 27, 2015	<ul style="list-style-type: none"> • Funding Student Success Committee Meeting Red Clay Consolidated School District Office, Room 239 • Parent, Educator, and Community Engagement Committee Meeting

Timeline of Outreach Meetings	
Date	Group and Location
October 28, 2015	<ul style="list-style-type: none"> • Student Success 2025 Conference Clayton Hall • Charter and District Collaboration Committee Meeting Bayard Middle School
October 29, 2015	<ul style="list-style-type: none"> • Redistricting Committee Meeting 111 Academy Street-Graham Hall Room 185 Newark, DE
November 3, 2015	<ul style="list-style-type: none"> • Brandywine Town Hall Meeting Harlan Elementary School
November 4, 2015	<ul style="list-style-type: none"> • Redistricting Committee Meeting Red Clay Consolidated School District Office
November 5, 2015	<ul style="list-style-type: none"> • Delaware State Board of Education Retreat Dewey Beach, DE 19971
November 9, 2015	<ul style="list-style-type: none"> • Town Hall Meeting EastSide Charter School
November 10, 2015	<ul style="list-style-type: none"> • Funding Student Success Committee Meeting Red Clay Consolidated School District Office, Room 239
November 11, 2015	<ul style="list-style-type: none"> • Presentation to Wilmington City Council Joint Education, Youth, & Families Committee and Committee of the Whole Meeting
November 12, 2015	<ul style="list-style-type: none"> • Redistricting Committee Meeting Red Clay Consolidated School District Office, Board Room
November 16, 2015	<ul style="list-style-type: none"> • Presentation to the AAUW League of Women Voters Kirkwood Library • Meeting the Needs of Students in Poverty Committee Meeting United Way, 625 N Orange St # 3 Wilmington, DE 19801
November 17, 2015	<ul style="list-style-type: none"> • WEIC Meeting P.S. duPont Middle School Library • Parent, Teacher, and Community Engagement Meeting P.S. duPont Middle School Library • Interim Redistricting Plan Posted for Public Comment
November 18, 2015	<ul style="list-style-type: none"> • Presentation to the UD School of Education • Charter and District Collaboration Committee Meeting Community Education Building • Red Clay School Board Meeting Conrad Schools of Science 201 Jackson Ave, Wilmington, DE 19804
November 30, 2015	<ul style="list-style-type: none"> • Brandywine School District Public Hearing P.S. duPont Middle School 701 W 34th St, Wilmington, DE 19802

Timeline of Outreach Meetings	
Date	Group and Location
December 1, 2015	<ul style="list-style-type: none">• Colonial School District Public Hearing William Penn High School 713 E. Basin Rd, New Castle, DE 19720
December 2, 2015	<ul style="list-style-type: none">• Christina School District Public Hearing Bayard Middle School 200 S Dupont St, Wilmington, DE 19805
December 3, 2015	<ul style="list-style-type: none">• Redistricting Committee Meeting Red Clay Consolidated School District Office
December 5, 2015	<ul style="list-style-type: none">• Commission and Committee Co-chair Retreat Community Education Building
December 8, 2015	<ul style="list-style-type: none">• Red Clay Consolidated School District Public Hearing Warner Elementary School 801 W 18th St, Wilmington, DE 19802
December 9, 2015	<ul style="list-style-type: none">• Wilmington Education Improvement Commission Meeting Red Clay Consolidated School District Office

APPENDIX G

PUBLIC TRANSMITTAL

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APPENDIX H

ACTIONS BY DISTRICT

BOARDS OF EDUCATION

AND RESPONSES

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APPENDIX I

COMMUNITY AND INSTITUTIONAL RESPONSES TO THE INTERIM PLAN

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APPENDIX J

FORMAL PUBLIC RECORD

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