

Wilmington Education Improvement Commission

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

APPENDICES

December 15, 2015

**Submitted to the
Delaware State Board of Education**

APPENDICES

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APPENDIX A

WEAC 2015 LEGISLATIVE PRIORITIES

2015 Legislative Priorities

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



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



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

Drew Educational Support Center
600 N. Lombard Street
Wilmington, DE 19801
www.christinak12.org

TEL: (302) 552-2630
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TDD Relay Service: (800) 232-5470

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 complied 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.

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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.

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Appendices/Attachments

1. Christina School District's Framework for Planning

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CHRISTINA SCHOOL DISTRICT FRAMEWORK FOR PLANNING - WEIC
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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

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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

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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	<ul style="list-style-type: none"> 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			

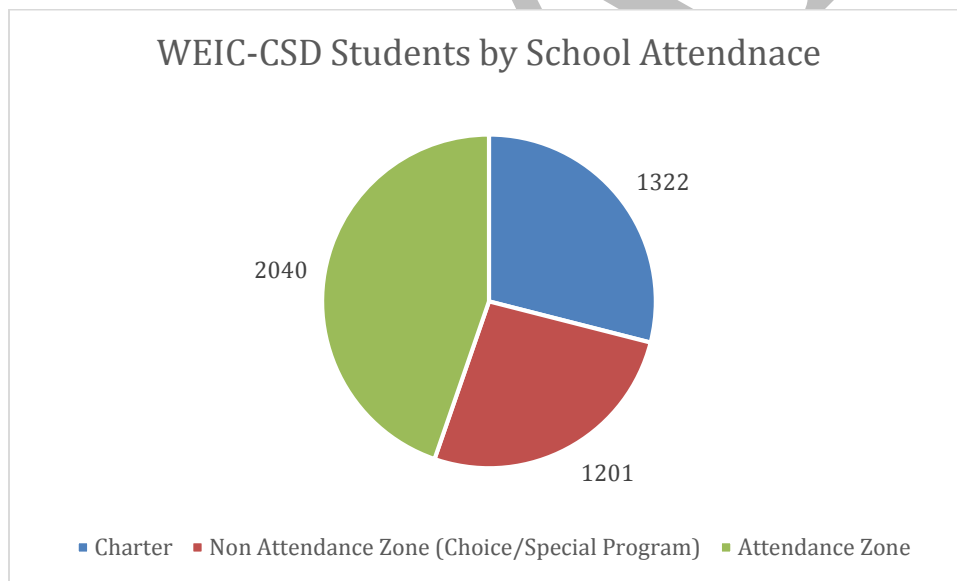
Based on the WEIC recommendations, these students would become Red Clay students who are attending another district. Red Clay would be responsible for making choice payments TO the district/charter schools listed.

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	

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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



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.

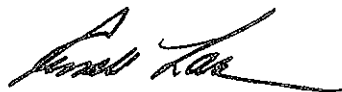
While this report details a fairly comprehensive structure, the committee left some policy decisions unresolved. These issues will need to be addressed if legislative action is pursued. Additionally, the lack of timely reassessment has impacted other areas that were outside of the scope of the House 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.

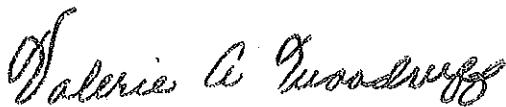
Sincerely,



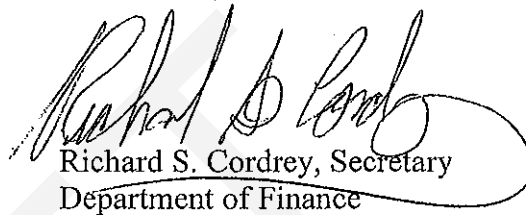
Michael S. Jackson, Acting Director
Office of Management and Budget



Russell T. Larson
Controller General



Valerie A. Woodruff, Secretary
Department of Education



Richard S. Cordrey, Secretary
Department of Finance

Attachment

DRAFT

COMMITTEE MEMBERS

Tom Cook
Department of Finance

David Gregor
Department of Finance

Dorcell Spence
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Michael Morton
Office of the Controller General

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Robert Smith
Milford School District

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Woodbridge School District

George Meney
Colonial School District

Sally Coonin
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</u>	<u>Total School</u>	<u>Total</u>	
		<u>Assessment</u>	<u>Property Tax Rate</u>	<u>Taxes On Home</u>	
		<u>Ratio</u>	<u>Per \$100</u>	<u>Valued at</u>	
			<u>Assessed Value</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																			
District	FY 15 Using Assessed Value	FY 2014 Ratio	FY 2014 Full Value	FY 2014 Adjusted	FY 2014 Ratio	FY 2014 Full Value	FY 2015 Ratio	FY 2015 Full Value	FY 2015 Adjusted	FY 2015 Ratio	FY 2015 Full Value	FY 2016 Ratio	FY 2016 Full Value	FY 2016 Adjusted	FY 2016 Ratio	FY 2016 Full Value	Adj Full Value %	Adj Full Value %	Actual Full Value %
Appoquinimink	1,918,303,695	0.322	\$5,957,464,891	0.308	\$6,221,525,497	0.327	\$5,866,372,156	0.320	\$5,994,699,047	0.300	\$6,394,345,650	0.316	\$6,070,581,313	0.316	\$6,070,581,313	0.316	\$6,070,581,313	-2.4%	7.3%
Brandywine	3,415,361,213	0.320	\$10,673,003,791	0.297	\$11,486,640,851	0.310	\$11,017,294,235	0.310	\$11,017,294,235	0.294	\$11,616,874,874	0.308	\$11,088,835,107	0.308	\$11,088,835,107	0.308	\$11,088,835,107	-3.5%	8.8%
Christina	5,487,428,465	0.340	\$16,139,495,485	0.312	\$17,587,911,747	0.330	\$16,628,571,106	0.327	\$16,781,126,804	0.315	\$17,420,407,825	0.328	\$16,729,964,832	0.328	\$16,729,964,832	0.328	\$16,729,964,832	-4.9%	7.9%
Colonial	2,788,813,561	0.336	\$8,300,040,360	0.307	\$9,074,230,676	0.330	\$8,450,950,185	0.325	\$8,580,964,803	0.308	\$9,054,589,484	0.325	\$8,580,964,803	0.325	\$8,580,964,803	0.325	\$8,580,964,803	-5.4%	9.1%
Red Clay	5,208,184,335	0.328	\$15,878,610,777	0.303	\$17,188,727,178	0.326	\$15,976,025,567	0.318	\$16,377,938,160	0.307	\$16,964,769,821	0.320	\$16,275,576,047	0.320	\$16,275,576,047	0.320	\$16,275,576,047	-5.3%	6.8%
NCC Total	18,924,339,439		\$56,948,615,305		\$61,559,035,949		\$57,939,213,250		\$58,752,023,050		\$61,450,987,654		\$58,745,922,103		\$58,745,922,103		\$58,745,922,103	-4.6%	
NCCDIST	16,899,787,574		\$50,991,150,413		\$55,337,510,452		\$52,072,841,094		\$52,757,324,003		\$55,056,642,004		\$52,675,340,789		\$52,675,340,789		\$52,675,340,789	-4.8%	
Caesar Rodney	841,058,100	0.145	\$5,800,400,690	0.137	\$6,139,110,219	0.136	\$6,184,250,735	0.139	\$6,050,777,698	0.133	\$6,323,745,113	0.138	\$6,094,623,913	0.138	\$6,094,623,913	0.138	\$6,094,623,913	-0.7%	9.0%
Capital	1,253,099,900	0.157	\$7,981,528,025	0.143	\$8,783,410,514	0.130	\$9,639,230,000	0.142	\$8,824,647,183	0.137	\$9,146,714,599	0.141	\$8,887,233,333	0.141	\$8,887,233,333	0.141	\$8,887,233,333	1.2%	14.6%
Lake Forest	472,623,300	0.140	\$3,375,880,714	0.128	\$3,702,010,183	0.134	\$3,527,039,552	0.134	\$3,527,039,552	0.127	\$3,721,443,307	0.134	\$3,527,039,552	0.134	\$3,527,039,552	0.134	\$3,527,039,552	-4.7%	10.2%
Milford Total			\$3,241,847,210		\$3,440,274,139		\$3,474,366,668		\$3,392,115,004		\$3,436,779,662		\$3,377,047,949		\$3,377,047,949		\$3,377,047,949	-1.8%	
KC	253,516,600	0.142	\$1,785,328,169	0.133	\$1,910,929,146	0.123	\$2,061,110,569	0.132	\$1,920,580,303	0.129	\$1,965,244,961	0.131	\$1,935,241,221	0.131	\$1,935,241,221	0.131	\$1,935,241,221	1.3%	10.1%
SC	142,738,866	0.098	\$1,456,519,041	0.093	\$1,529,344,993	0.101	\$1,413,256,099	0.097	\$1,471,534,701	0.097	\$1,471,534,701	0.099	\$1,441,806,727	0.099	\$1,441,806,727	0.099	\$1,441,806,727	-5.7%	1.0%
Smyrna Total			\$4,477,681,715		\$4,805,021,412		\$4,818,763,514		\$4,715,922,747		\$4,918,153,718		\$4,716,937,999		\$4,716,937,999		\$4,716,937,999	-1.8%	
NCC	106,248,170	0.317	\$335,167,729	0.303	\$351,040,209	0.358	\$296,782,598	0.324	\$327,926,451	0.294	\$361,388,333	0.323	\$328,941,703	0.323	\$328,941,703	0.323	\$328,941,703	-6.3%	7.8%
KC	592,379,500	0.143	\$4,142,513,986	0.133	\$4,453,981,203	0.131	\$4,521,980,916	0.135	\$4,387,996,296	0.130	\$4,556,765,385	0.135	\$4,387,996,296	0.135	\$4,387,996,296	0.135	\$4,387,996,296	-1.5%	10.0%
TOTAL	3,445,728,800		\$24,877,338,354		\$26,869,826,467		\$27,643,650,469		\$26,510,502,184		\$27,546,836,399		\$26,602,882,746		\$26,602,882,746		\$26,602,882,746	-1.0%	
Cape Henlopen	1,092,778,829	0.086	\$12,706,730,570	0.081	\$13,491,096,654	0.084	\$13,009,271,774	0.083	\$13,166,009,988	0.081	\$13,491,096,654	0.084	\$13,009,271,774	0.084	\$13,009,271,774	0.084	\$13,009,271,774	-3.6%	6.2%
Delmar	48,576,595	0.105	\$462,634,238	0.094	\$518,611,335	0.099	\$490,672,677	0.098	\$495,679,541	0.096	\$506,006,198	0.100	\$485,765,950	0.100	\$485,765,950	0.100	\$485,765,950	-6.3%	9.4%
Indian River	1,394,582,436	0.095	\$14,679,815,116	0.089	\$15,610,997,418	0.094	\$14,835,983,362	0.092	\$15,158,504,739	0.091	\$15,325,081,714	0.093	\$14,995,510,065	0.093	\$14,995,510,065	0.093	\$14,995,510,065	-3.9%	4.4%
Laurel	117,641,970	0.097	\$1,212,803,814	0.092	\$1,283,366,945	0.096	\$1,225,437,188	0.094	\$1,251,510,319	0.094	\$1,251,510,319	0.096	\$1,225,437,188	0.096	\$1,225,437,188	0.096	\$1,225,437,188	-4.5%	3.2%
Seaford	204,220,455	0.103	\$1,982,722,864	0.096	\$2,134,708,589	0.102	\$2,002,161,324	0.099	\$2,062,832,879	0.100	\$2,042,204,550	0.102	\$2,002,161,324	0.102	\$2,002,161,324	0.102	\$2,002,161,324	-6.2%	3.0%
Woodbridge			\$1,472,219,516		\$1,555,492,991		\$1,481,843,886		\$1,519,615,463		\$1,531,355,940		\$1,490,716,069		\$1,490,716,069		\$1,490,716,069	-4.2%	
KC	33,051,400	0.137	\$241,251,095	0.127	\$260,932,105	0.139	\$237,779,856	0.133	\$248,506,767	0.127	\$260,247,244	0.134	\$246,652,239	0.134	\$246,652,239	0.134	\$246,652,239	-5.5%	7.9%
SC	116,942,000	0.095	\$1,230,968,421	0.090	\$1,294,560,886	0.094	\$1,244,063,830	0.092	\$1,271,108,696	0.092	\$1,271,108,696	0.094	\$1,244,063,830	0.094	\$1,244,063,830	0.094	\$1,244,063,830	-3.9%	3.3%
TOTAL	3,117,481,151		\$32,516,926,118		\$34,594,273,932		\$33,045,370,009		\$33,654,152,928		\$34,147,255,375		\$33,208,862,368		\$33,208,862,368		\$33,208,862,368	-4.0%	
State-wide	\$25,487,549,390		\$114,342,879,777		\$123,023,136,347		\$118,628,233,728		\$118,916,678,163		\$123,145,079,428		\$118,557,667,217		\$118,557,667,217		\$118,557,667,217	-3.6%	7.7%

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

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

[illegible]

138.50

Total Increased Support

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	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				

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

OF SERVICE		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

Christina School District (33)

						Calculated *Poverty Units		DHSS Poverty Multiplier		Calculated "ELL Units"		ELL Multiplier	
D	Total	Qualified Units	DHSS Poverty	ELL	ACCESS Weighted AVG			Tiered Calculated Units	Tiered Calculated Units			ELL +	Increased Support
00	20.01	20.36	73.83%	12.8%			15.04	3.01	2.61		3.13	0.52	4.71
00	46.67	45.79	35.10%	8.5%			16.07	1.61	3.89		4.67	0.78	5.09
00	25.81	25.64	61.16%	7.2%			15.68	3.14	1.85		2.22	0.37	5.01
00	27.48	28.24	38.19%	3.6%			10.78	1.08	1.02		1.22	0.20	2.59
00	34.57	33.53	52.22%	9.7%			17.51	2.63	3.25		3.90	0.65	5.94
00	41.04	41.47	49.63%	5.8%			20.58	3.09	2.41		2.89	0.48	5.99
00	34.20	33.35	54.45%	3.6%			18.16	2.72	1.20		1.44	0.24	4.40
00	25.92	25.60	48.88%	11.0%			12.51	1.88	2.82		3.38	0.56	4.45
00	26.58	26.68	63.68%	9.8%			16.99	3.40	2.61		3.14	0.52	5.19
00	44.38	44.84	80.00%	34.6%			35.87	10.76	15.61		18.73	3.12	16.68
00	36.70	34.99	57.80%	10.4%			20.23	3.03	3.71		4.45	0.74	5.94
00	23.60	22.85	49.73%	16.3%			11.36	1.70	3.73		4.47	0.75	3.47
00	26.20	26.59	53.33%	32.0%			14.72	2.21	8.51		10.21	1.70	5.68
00	32.32	30.00	50.51%	3.2%			15.15	2.27	0.96		1.15	0.19	4.59
00	21.48	22.76	93.27%	1.7%			21.23	6.37	0.39		0.46	0.08	8.27
00	30.52	21.84	93.79%	5.8%			20.48	6.15	1.27		1.52	0.25	6.40
00	0.00	0.00					-	-	0.00		0.00	0.00	0.00
00	15.28	14.38	91.83%	1.2%			13.20	3.96	0.17		0.21	0.03	5.26
00	29.52	26.54	88.00%	33.6%			23.36	7.01	8.92		10.70	1.78	10.92
00	20.38	20.01	93.25%	3.5%			18.66	5.60	0.70		0.84	0.14	6.92
03	65.06	54.87	51.32%	2.7%			28.16	4.22	1.83		1.78	0.30	4.52
01	47.08	40.14	53.71%	3.8%			21.56	3.23	1.53		1.83	0.31	3.54
02	51.65	47.03	51.84%	4.9%			24.39	3.66	2.22		2.77	0.46	4.71
02	48.82	40.40	53.86%	5.5%			21.76	3.26	2.22		2.67	0.44	3.71
04	55.30	44.66	54.84%	4.0%			24.49	3.67	1.79		2.14	0.36	4.03
06	84.24	71.16	45.53%	4.0%			32.40	4.86	2.85		3.42	0.57	5.43
03	54.97	0.00					-	-	0.00		0.00	0.00	0.00
04	82.20	0.85					-	-	0.00		0.00	0.00	0.00
00	6.32	3.61	80.82%				2.92	0.88	0.00		0.00	0.00	0.88
02	161.08	0.00	68.42%	0.0%			-	-	0.00		0.00	0.00	0.00
00	42.69	0.00	55.36%	0.9%			-	-	0.00		0.00	0.00	0.00
00	38.04	0.00	39.61%	0.0%			-	-	0.00		0.00	0.00	0.00
09	1,304.59							95.39				15.55	
											Total Increased Support		

SCHOOL	ENROLLMENT										UNITS																								
	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	Calculated "Poverty Units"	DHSS Poverty Tiered Calculated Units	Calculated "ELL Units"	ELL Multiplier	ELL+	Increased Support				
Brookside Elem (330310)	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	20.01	20.36	73.33%	12.8%		15.04	3.01	2.61	3.13	0.52	4.71				
Marshall Elem (330312)	0	525	478	47	173	17	10	5	730	0.00	32.41	29.49	5.63	2.71	8.65	2.02	1.67	1.92	0.00	0.00	46.67	45.79	35.10%	8.5%		16.07	1.61	3.89	4.67	0.78	5.09				
Jones Elem (330314)	0	262	236	26	119	17	10	0	408	0.00	16.17	14.56	3.12	1.50	5.95	2.02	1.67	0.00	0.00	0.00	25.81	25.64	61.16%	7.2%		15.68	1.34	1.85	2.22	0.37	5.01				
Downes Elem (330318)	0	328	305	23	117	7	1	1	454	0.00	20.25	18.83	2.73	1.31	5.85	0.83	0.17	0.38	0.00	0.00	27.48	28.24	38.19%	3.6%		10.78	1.08	1.02	1.22	0.20	5.59				
Gallaher Elem (330320)	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	34.57	33.53	52.22%	9.7%		17.51	2.63	3.25	3.90	0.65	5.94				
Keene Elementary (330321)	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	41.04	41.47	49.63%	5.8%		20.58	3.09	2.41	2.89	0.48	5.99				
Leasure Elem (330322)	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	34.20	33.35	54.45%	3.6%		18.16	2.72	1.20	1.44	0.24	4.39				
MacLary Elem (330324)	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	25.92	25.60	48.88%	11.0%		12.51	1.88	2.82	3.38	0.56	4.45				
McVey Elem (330326)	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	26.58	26.68	63.63%	9.8%		16.97	1.34	1.69	2.14	0.52	5.19				
Oberle Elem (330327)	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	44.38	44.84	80.00%	34.8%		35.87	10.76	15.61	18.73	3.12	16.68				
Smith Elem (330330)	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	36.70	34.99	57.80%	10.6%		20.23	3.03	3.71	4.45	0.74	5.94				
West Park Place (330332)	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	23.60	22.85	49.73%	16.3%		11.36	1.70	3.73	4.47	0.75	3.47				
Wilson Elem (330334)	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	26.20	26.59	55.33%	32.0%		14.72	2.21	8.51	10.21	1.70	5.68				
Brader Elem (330339)	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	32.32	30.00	50.51%	3.2%		15.15	2.27	0.96	1.15	0.19	4.59				
Bancroft Elem (330350)	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	21.48	22.76	93.27%	1.7%		21.23	6.37	0.39	0.46	0.08	8.27				
Bayard Middle (330352)	0	0	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				
Drew-Pyle (330354)	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		-	-	0.00	0.00	0.00	0.00					
Elbert-Palmer (330356)	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	15.28	14.38	91.83%	1.2%		13.20	0.96	0.17	0.21	0.03	2.65				
Pulaski Elem (330358)	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	29.52	26.54	88.00%	33.6%		23.36	8.92	0.70	1.78	0.10	5.82				
Stubbs Elem (330362)	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	20.38	20.01	93.25%	3.5%		18.66	5.60	0.70	0.84	0.14	6.32				
Gauger, Cobbs Mi (330372)	0	0	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				
Kirk Middle (330374)	0	0	0	0	617	78	13	3	711	0.00	0.00	0.00	0.00	0.00	30.85	9.29	2.17	1.15	7.23	-3.61	47.08	40.14	53.71%	3.8%		21.56	3.23	1.53	1.83	0.31	3.54				
Shue-Medill Mid (330376)	0	0	0	0	731	88	36	2	857	0.00	0.00	0.00	0.00	0.00	36.55	10.48	6.00	0.77	2.65	-1.32	55.13	47.03	51.86%	4.9%		24.39	3.66	2.30	2.77	0.46	4.12				
Christiana High (330390)	0	0	0	0	658	63	18	0	739	0.00	0.00	0.00	0.00	0.00	32.90	7.50	3.00	0.00	12.84	-6.42	49.82	40.40	53.86%	5.5%		21.76	3.26	2.22	2.67	0.44	3.71				
Glasgow High (330392)	0	0	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				
Newark High (330394)	0	0	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	54.20	71.16	45.53%	4.0%		32.40	4.86	2.85	3.42	0.57	5.43				
REACH/CBP (330512)	1	0	0	0	0	0	18	133	152	0.06	0.00	0.00	0.00	0.00	0.00	0.00	30.00	51.15	1.47	-0.73	54.97	0.00		-	-	0.00	0.00	0.00	0.00	0.00	0.00				
Christina LLC (330536)	0	0	0	0	270	371	82	30	673	0.00	81	371	82	30	91	0.25	0.60	45	0.00	0.00	6.89	1.39	8.85	0.00		0.00	0.00	0.00	0.00	0.00	0.00				
Alternative Pro (330537)	0	1	1	0	59	5	14	1	80	0.00	0.06	0.06	0.00	0.00	2.95	0.60	2.33	0.38	0.00	0.00	6.32	3.61	80.82%	0.00		2.92	0.88	0.00	0.00	0.00	0.88				
Brennen School (330538)	0	0	0	0	0	0	0	7	410	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.17	157.69	4.44	-2.22	161.08	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00				
Sterck School (330540)	0	0	0	0	0	0	0	111	111	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	42.69	0.00	0.00	42.69	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00				
Christina Early (330545)	153	0	0	0	0	0	0	55	44	252	11.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.17	16.92	0.00	0.00	38.04	0.00		-	-	0.00	0.00	0.00	0.00	0.00			
TOTAL	154	5,561	4,989	572	7,419	850	736	833	155,159	101.19	343.29	307.95	68.13	32.78	101.19	101.19	122.67	320.38	68.18	34.09	1,304.59						95.39				15.55				

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

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

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

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	\$ 5,013,289
80-100%	0.300	Average Teacher Total Cost - State	\$ 63,175	\$ 9,080,118
60-80%	0.200			\$ 14,093,406
40-60%	0.150	ALTERNATE CASH VALUE	\$ 54,980	\$ 7,902,292
20-40%	0.100			
0-20%	0.000			
		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 105.95		
		Average Teacher Total Cost - Local	\$ 34,880	\$ 3,695,705
		Average Teacher Total Cost - State	\$ 63,175	\$ 6,693,698
				\$ 10,389,404
		ALTERNATE CASH VALUE	\$ 54,980	\$ 5,825,426

APPENDIX E

RESEARCH SUPPORT DOCUMENTS

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

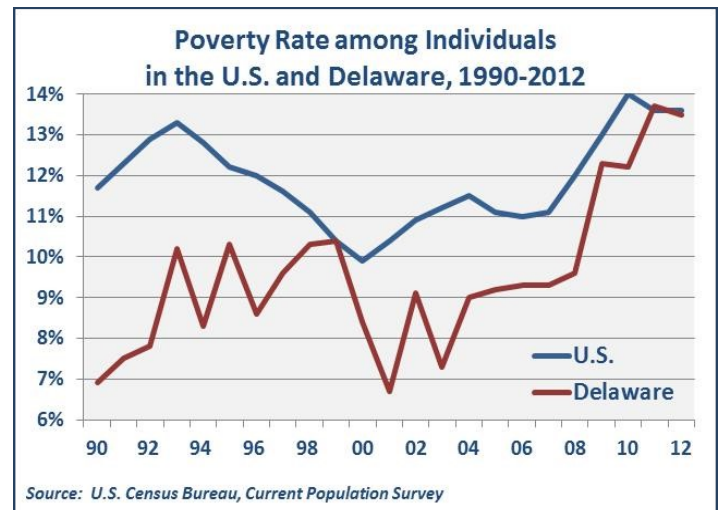
The **official poverty rate** is calculated by the U.S. Census Bureau based on income thresholds and family structure and size. There are 48 different *poverty thresholds*. A family or individual making below these thresholds would be counted as living in poverty.

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.

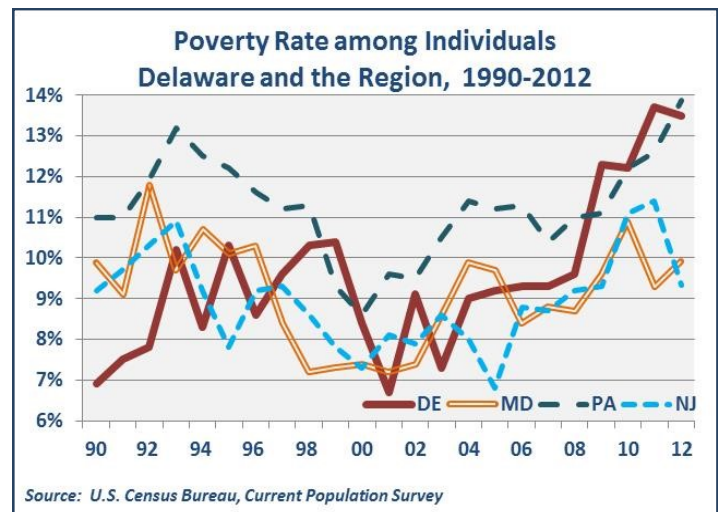
Poverty guidelines are simplified versions of the poverty thresholds and often used by social service programs to determine eligibility and benefits.

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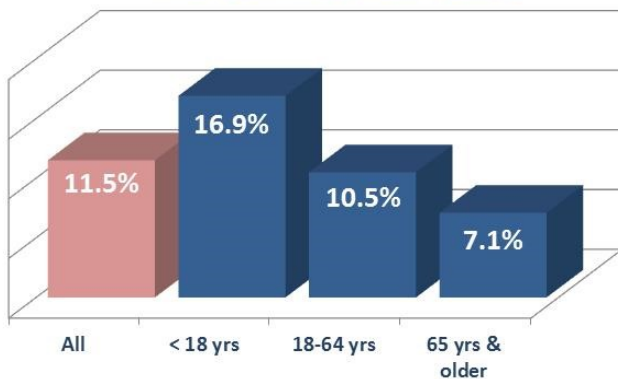
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Examining the individual poverty rate by age groups reveals that Delaware's children (under 18 years old) are by far the poorest group, followed by people in their working years (18-64), and then seniors (65 and older). The differences in rates across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

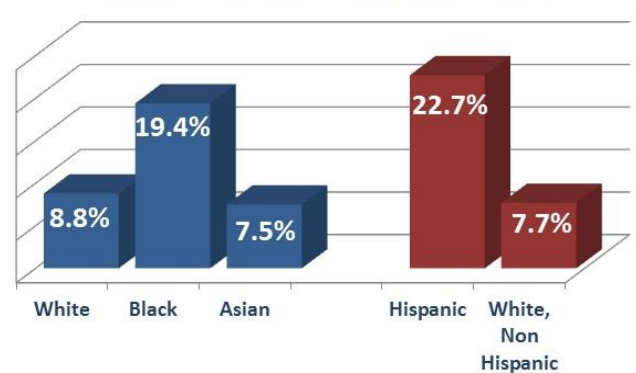
Poverty rates by race and ethnic background also show disparities. When compared to whites, individuals who are black are more than twice as likely to live in poverty. Hispanics are almost three times more likely to be poor than white, non-Hispanic Delawareans.

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

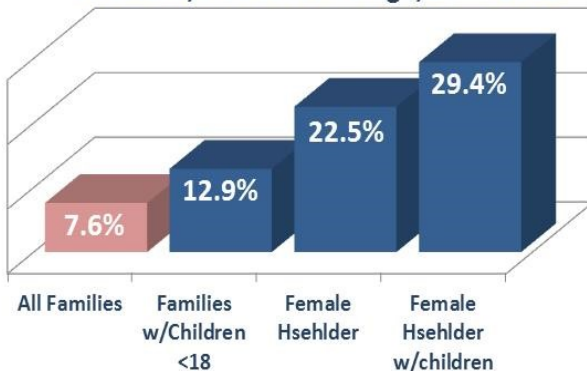


Source: U.S. Census Bureau, 2008-2012 American Community Survey

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.

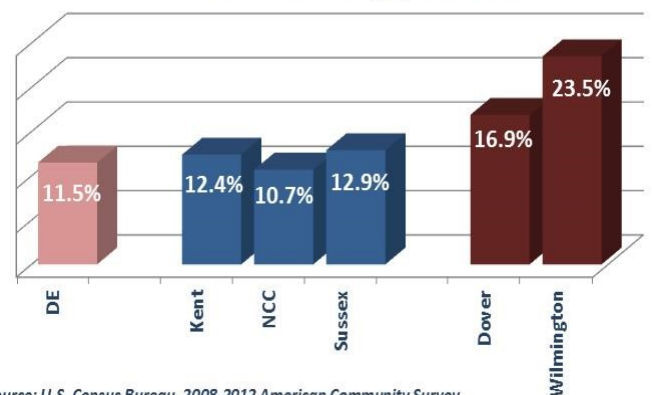
Poverty rates vary by geographic regions. Individual rates are slightly higher in Kent and Sussex Counties as compared to New Castle County. Urban areas experience higher rates, with Dover at 16.9%, and Wilmington at 23.5%, which is twice that of the State.

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



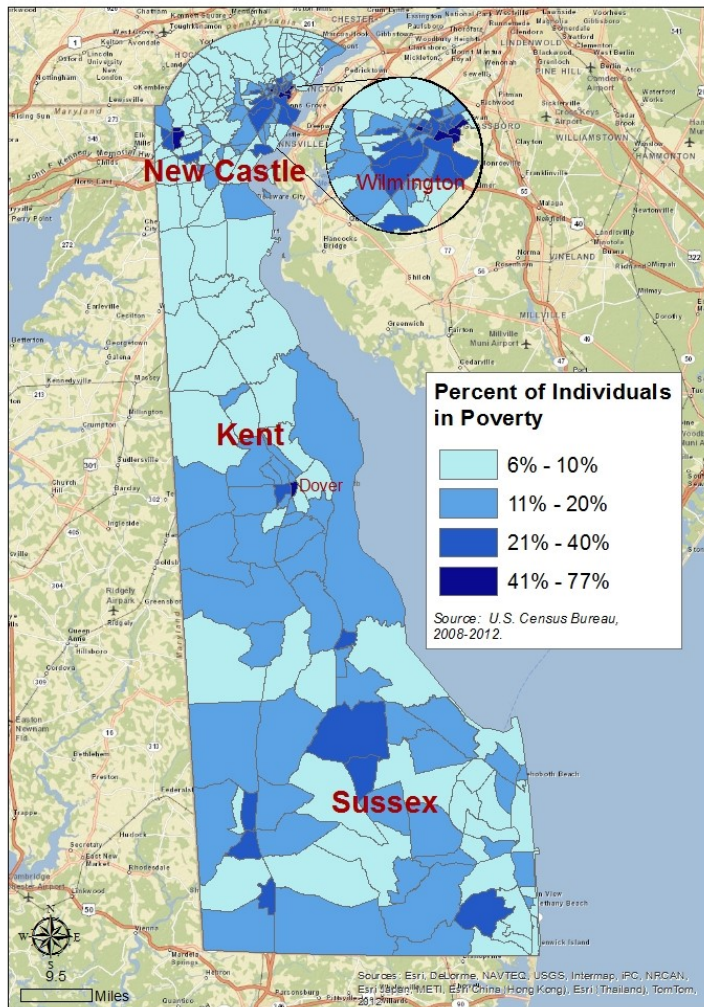
Source: U.S. Census Bureau, 2008-2012 American Community Survey

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

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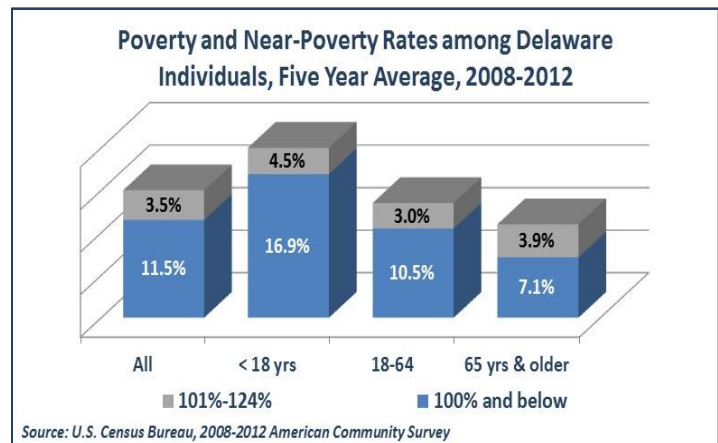
Poverty rates among specific census tracts within Wilmington are even higher, ranging between 41% and 77%. In addition, pockets of high poverty are found in rural Sussex County.



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.

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.		

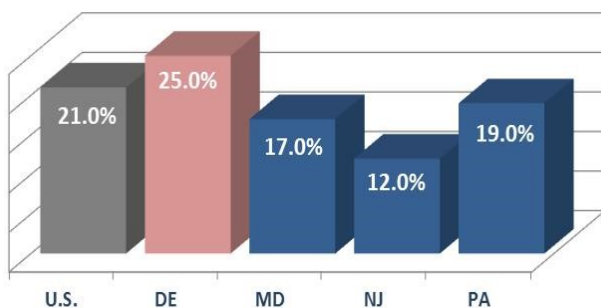
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Medicaid enrollment is also an indicator of the economic health of a state. Approximately one-fourth of Delawareans in 2010 were enrolled in the Medicaid program. In comparison to the U.S. as well as the region, Delaware has a higher percentage of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

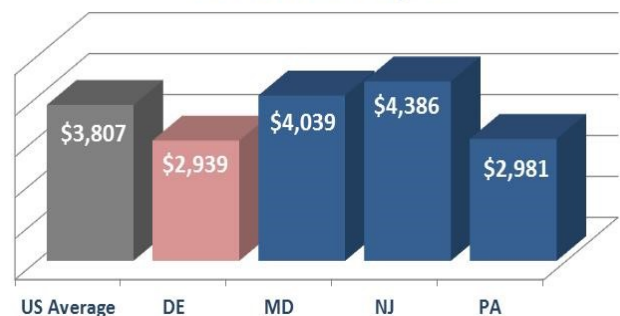
Public assistance to the poor and near poor in the form of cash assistance includes Temporary Assistance to Needy Families Expenditures (TANF) and General Assistance (GA) funds. The percentage of individuals receiving TANF in Delaware and bordering states was similar (2.3 - 2.6%). The average annual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

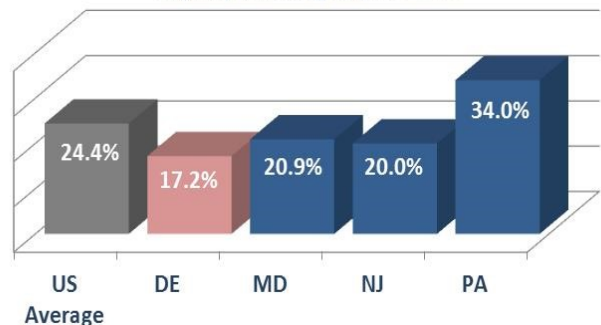


Source: U.S. Census Bureau, 2008-2012 American Community Survey

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.

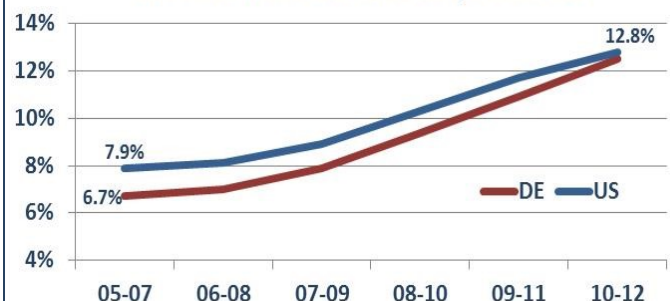
The Supplemental Nutrition Assistance Program (SNAP), formerly known as Food Stamps, provided food assistance to approximately 153,000 Delawareans in FY 2013. The participation rate in SNAP has increased steadily for both Delaware and the U.S. over the past several years.

**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

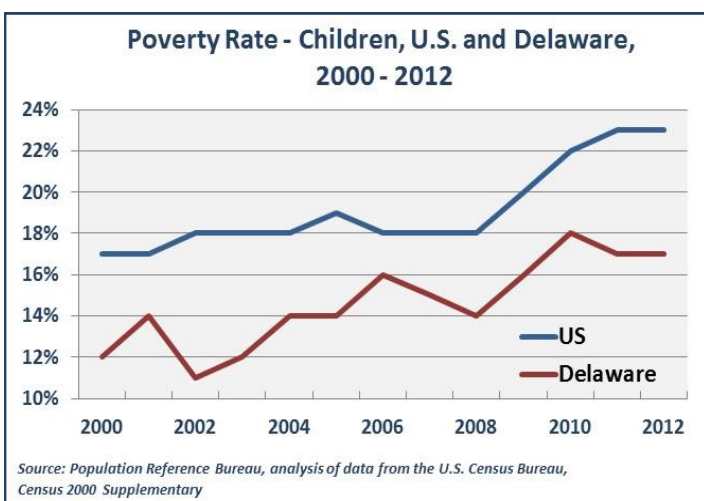
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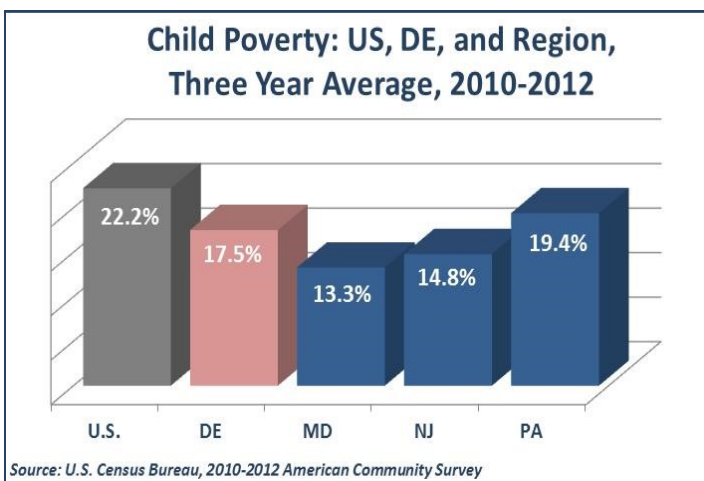
CHILD POVERTY

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.

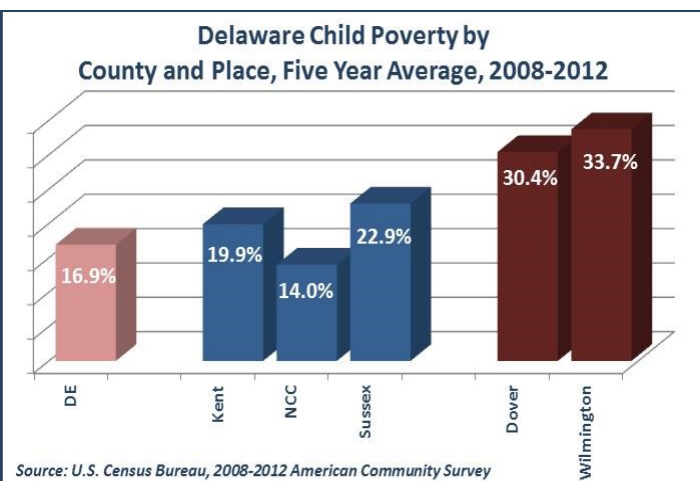


In Delaware, **younger children** (age 5 and under), children living with one parent, and Black/African American children are at greatest risk of living in or near poverty.

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.

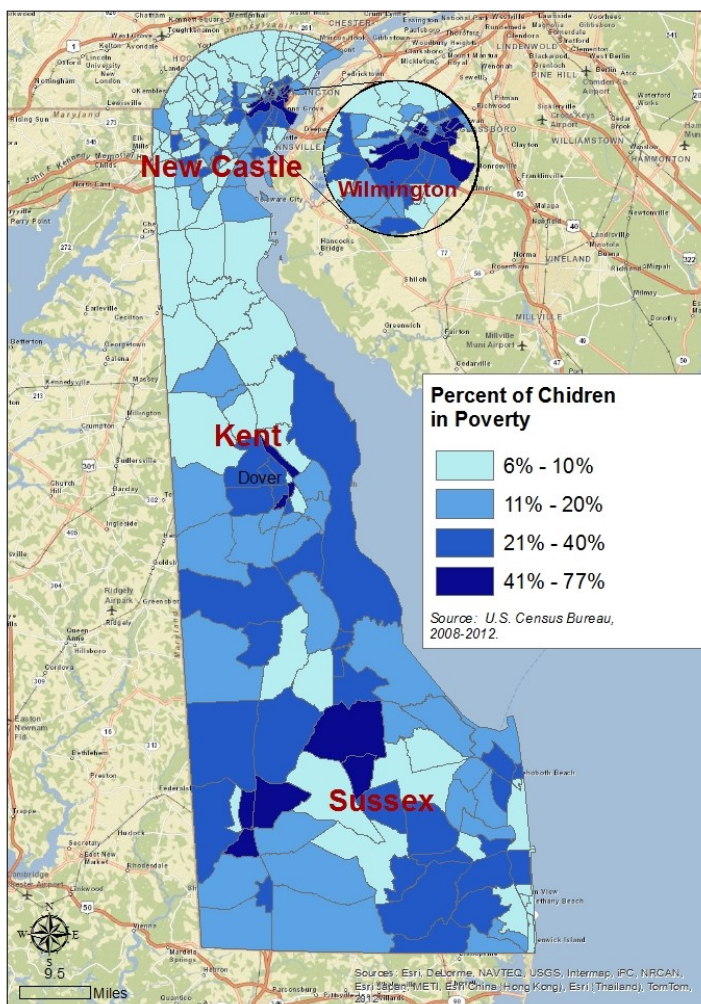


KIDS COUNT in Delaware, funded by the Annie E. Casey Foundation and the State of Delaware, provides high-quality data about the well-being of children, youth and families. For more information, visit: www.ccrs.udel.edu/kids-count

An Overview of Poverty in Delaware

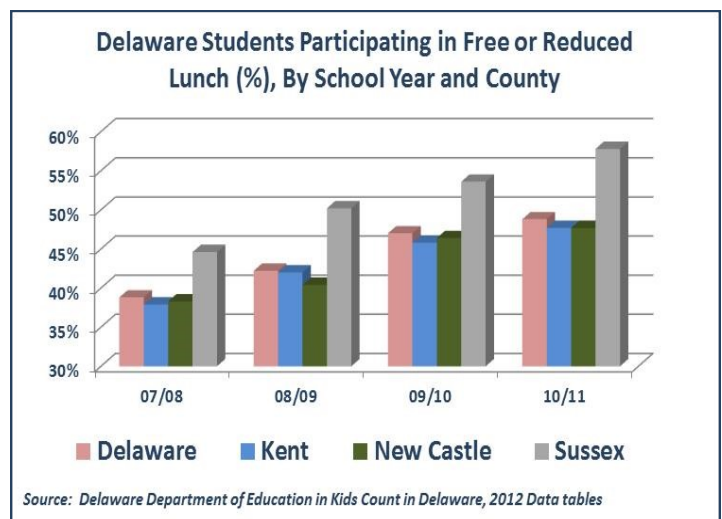
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The following census tract map further illustrates pockets of child poverty in Delaware. In Wilmington (New Castle County), one in three children lives in poverty, with the highest concentrations in downtown neighborhoods. The highest levels in Kent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

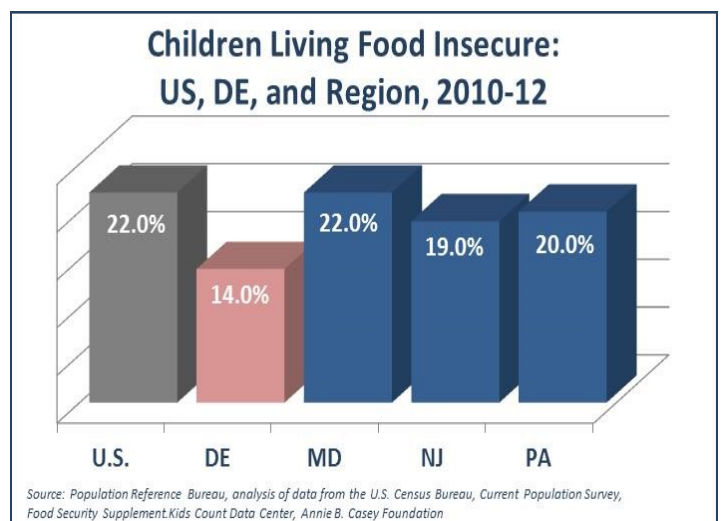


National and state data on the well-being of children is compiled by the Annie E. Casey Foundation. For more information, go to: www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx?rules=2

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.



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.

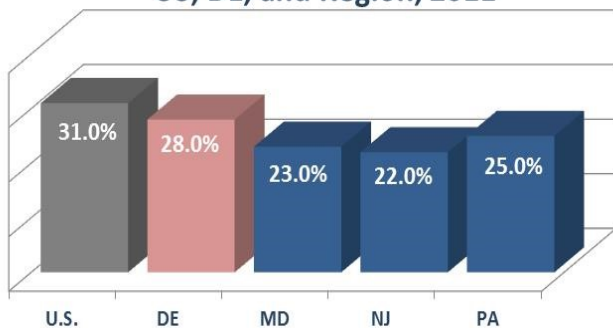


An Overview of Poverty in Delaware

Center for Community Service & Research, School of Public Policy and Administration, University of Delaware

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**



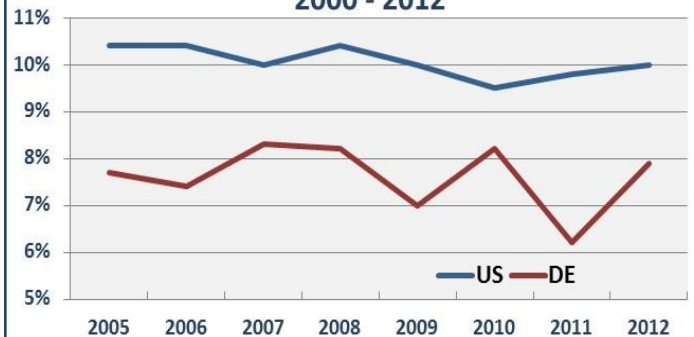
Source: Census Bureau, Current Population Survey (March supplement). Kids Count Data Center, Annie B. Casey Foundation

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

An Overview of Poverty in Delaware

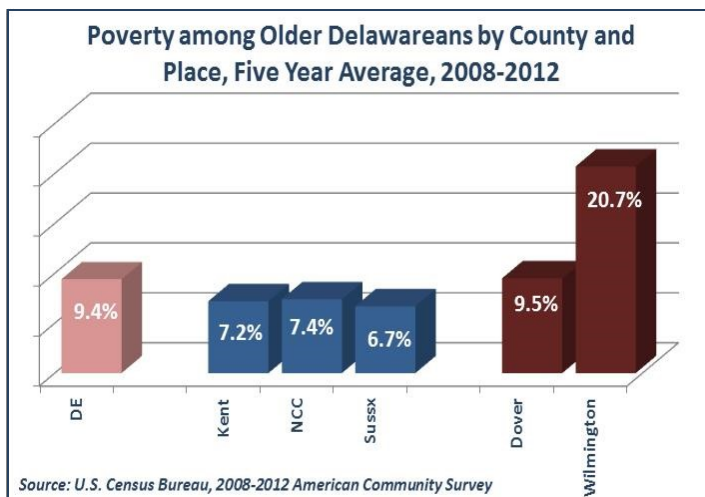
Center for Community Service & Research, School of Public Policy and Administration, University of Delaware

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.

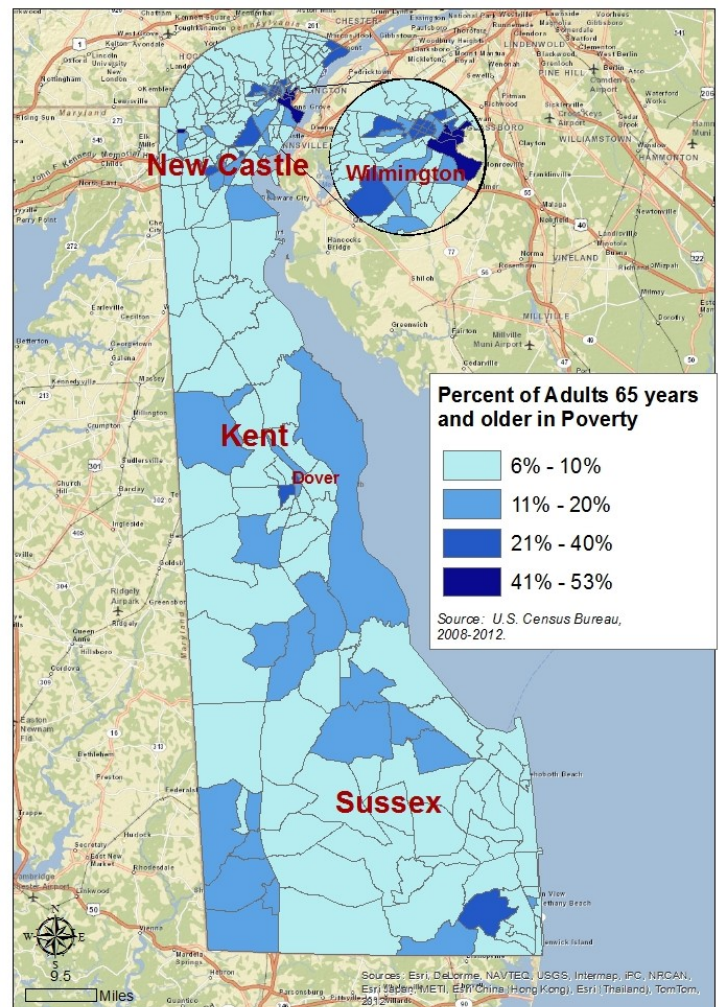
Selected Indicators for Social Security and Medicare in Delaware	
Older individuals receiving Social Security, 2012	92%
Average annual benefit, 2012	\$16,000
Average annual benefit, 2012, Percent of income	47%
Poverty rate without social security	39%
Average annual out-of-pocket health care expenditures 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.



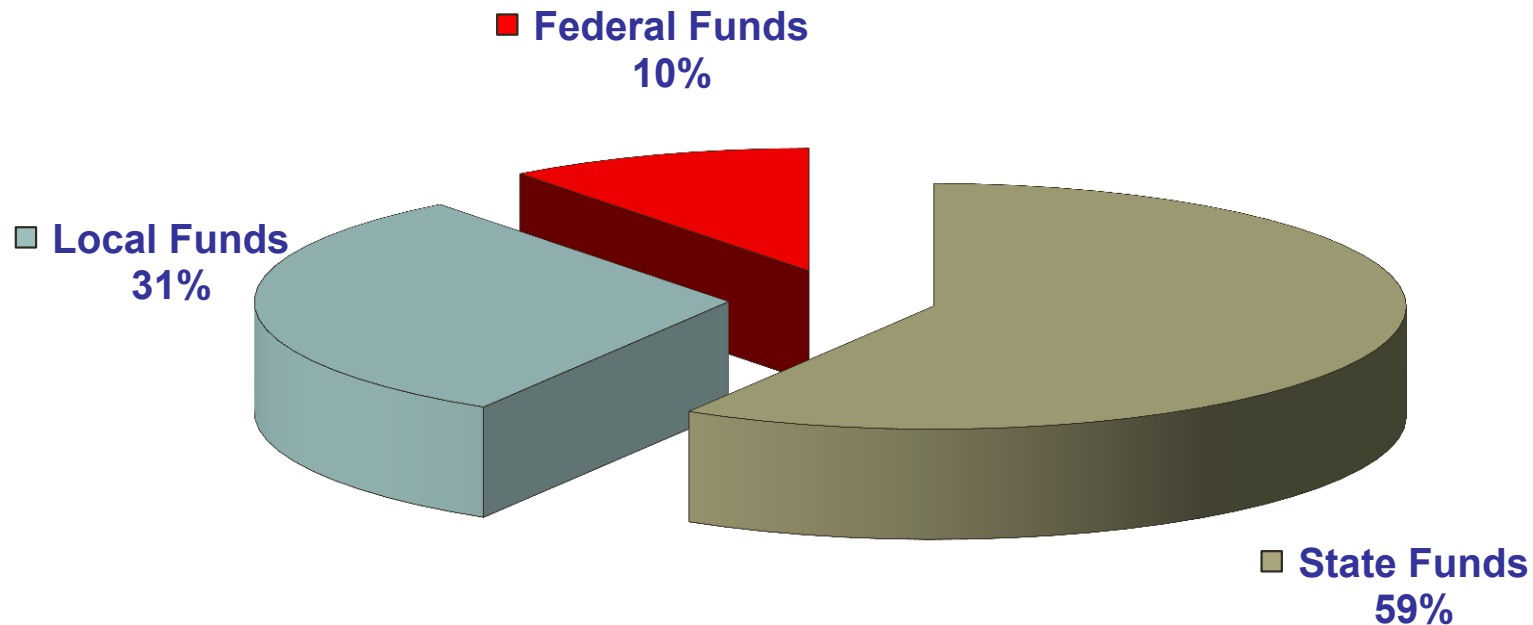
This report was written by Mary Joan McDuffie with contributions by Sharon Merriman-Nai and Janice Barlow. Editorial assistance was provided by Sharon Merriman-Nai and Steven W. Peuquet. It may be reproduced and distributed broadly in printed or electronic form by others without charge.

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.

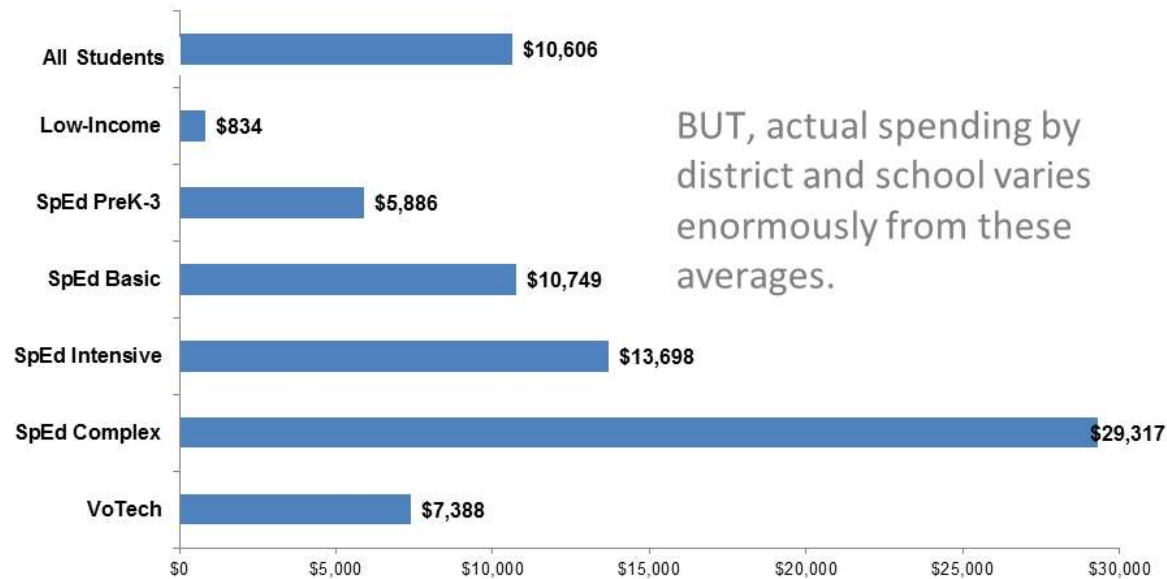
Edunomics Study: Key Findings

- 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)



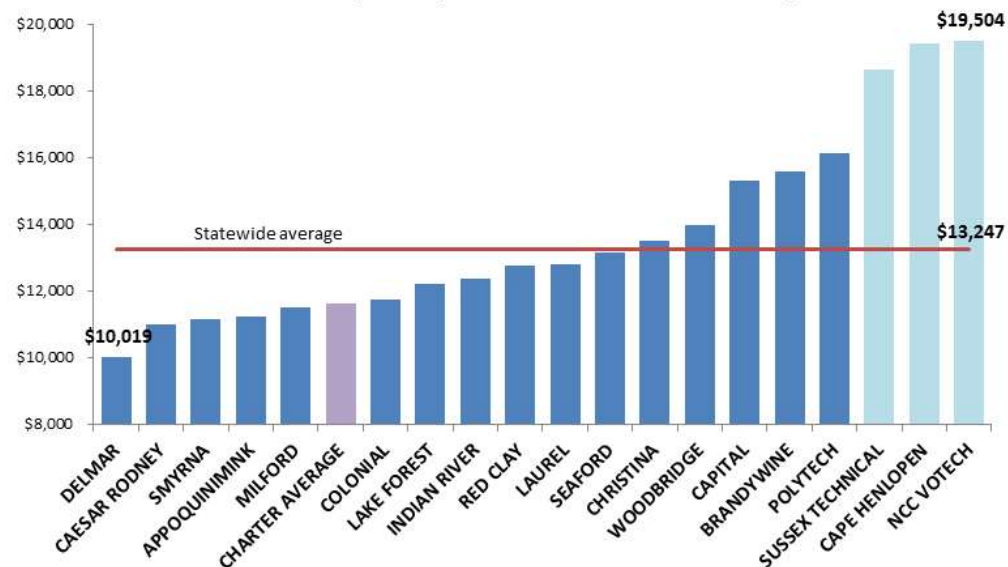
BUT, actual spending by district and school varies enormously from these averages.

Edunomics: Statewide Inequity



In practice, funds per pupil vary substantially across districts.

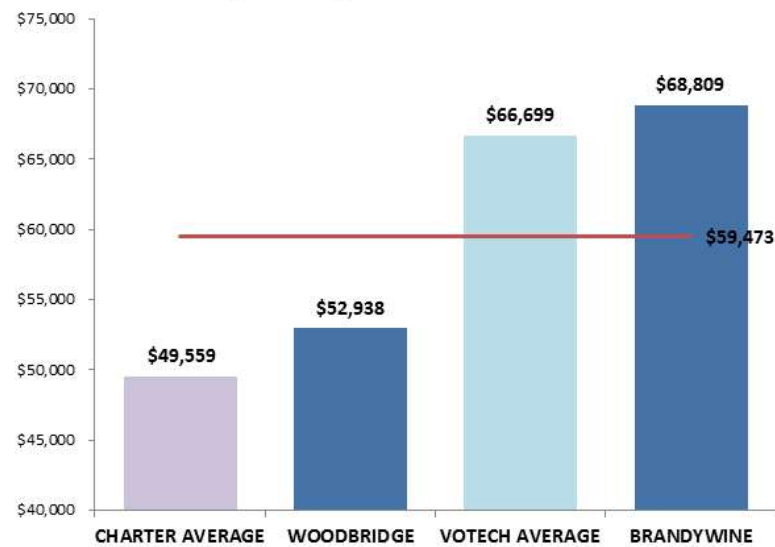
Total Federal, State, and Local Revenue Per Pupil



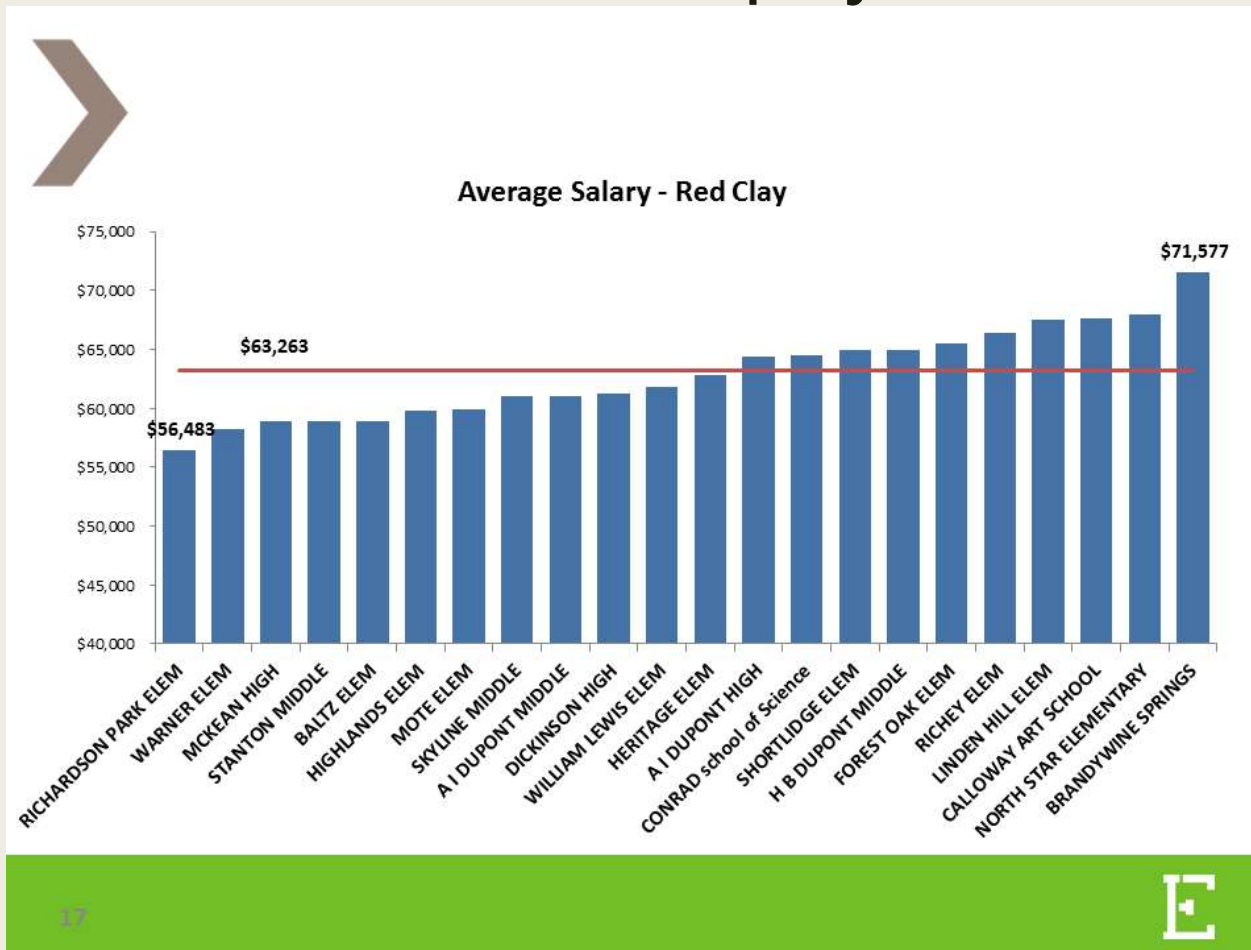
Edunomics: Statewide Inequity



Average Salary All Full Time Teachers



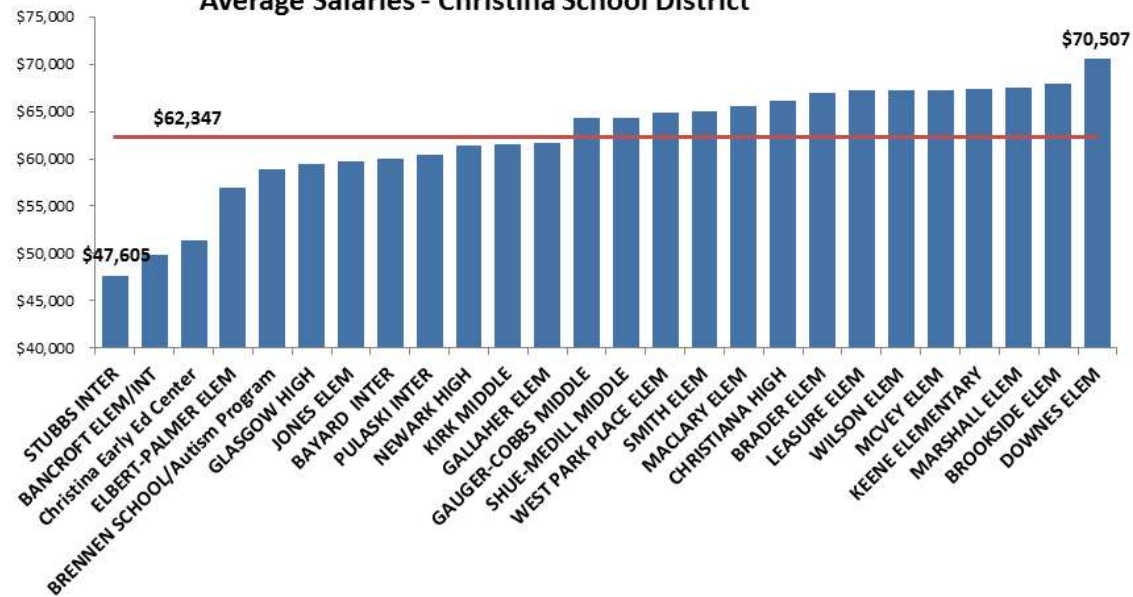
Edunomics: District-wide Inequity



Edunomics: District-wide Inequity



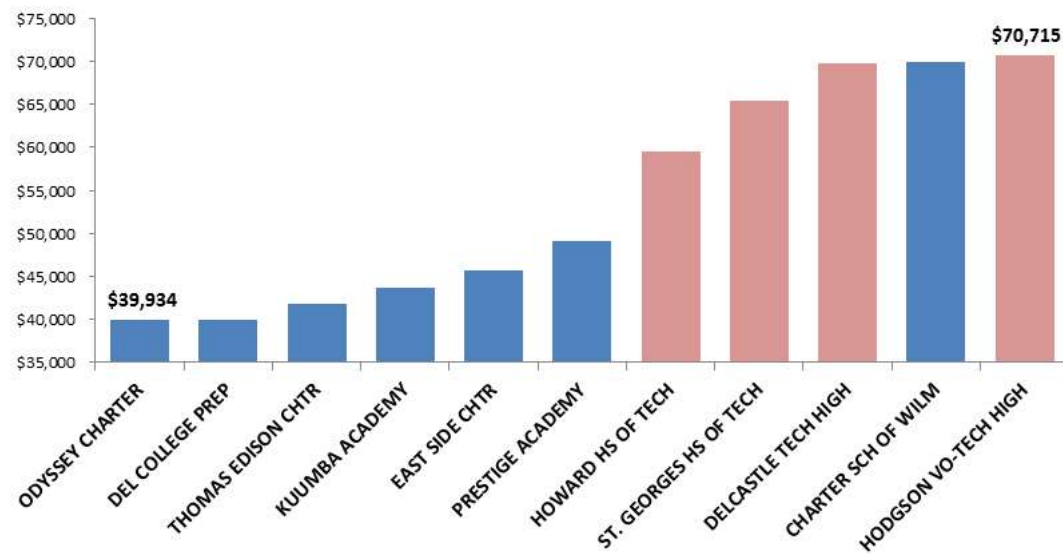
Average Salaries - Christina School District



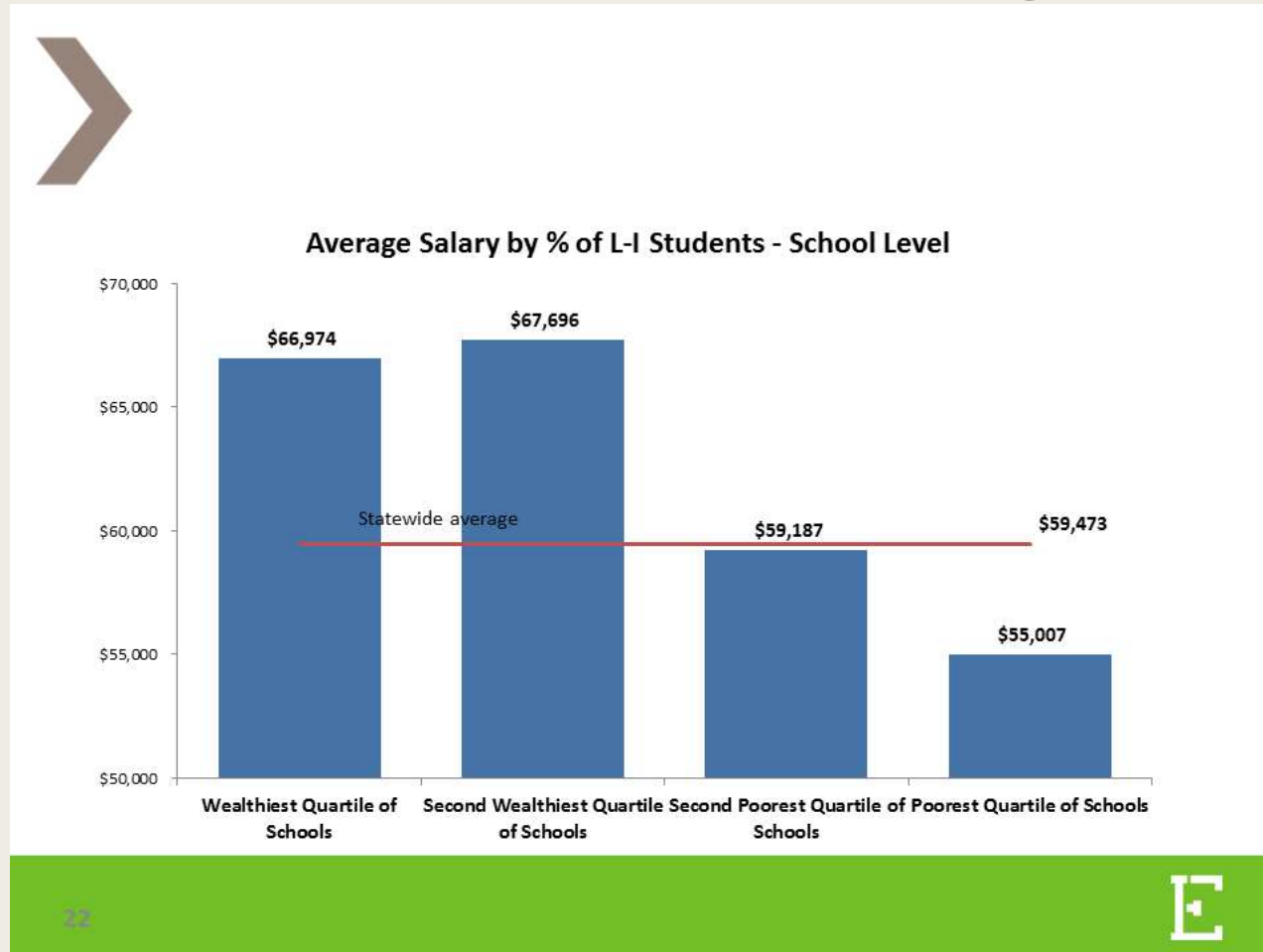
Edunomics: Inequity Across School Types



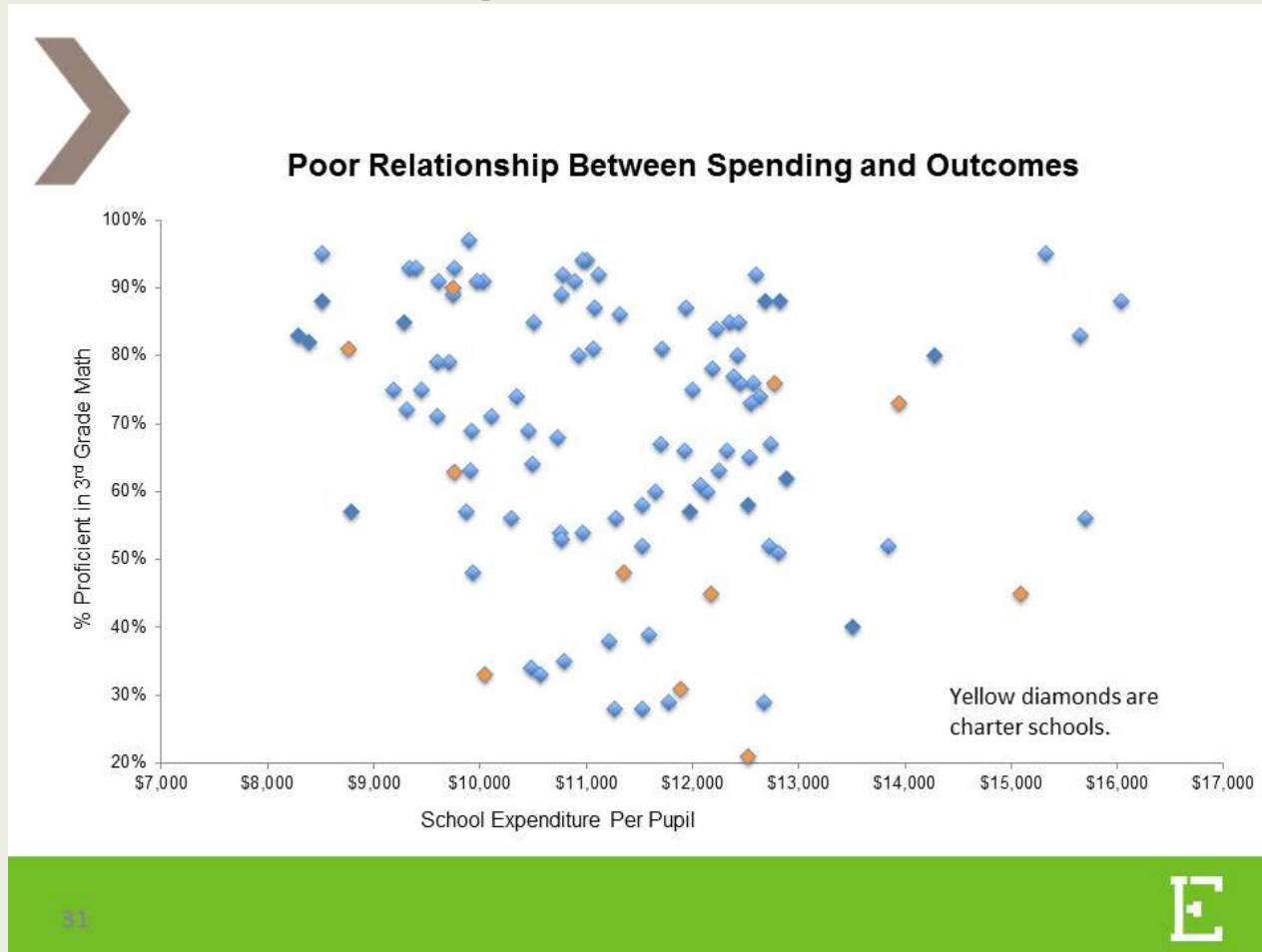
Average Salary -Wilmington Charters and NCC Votech



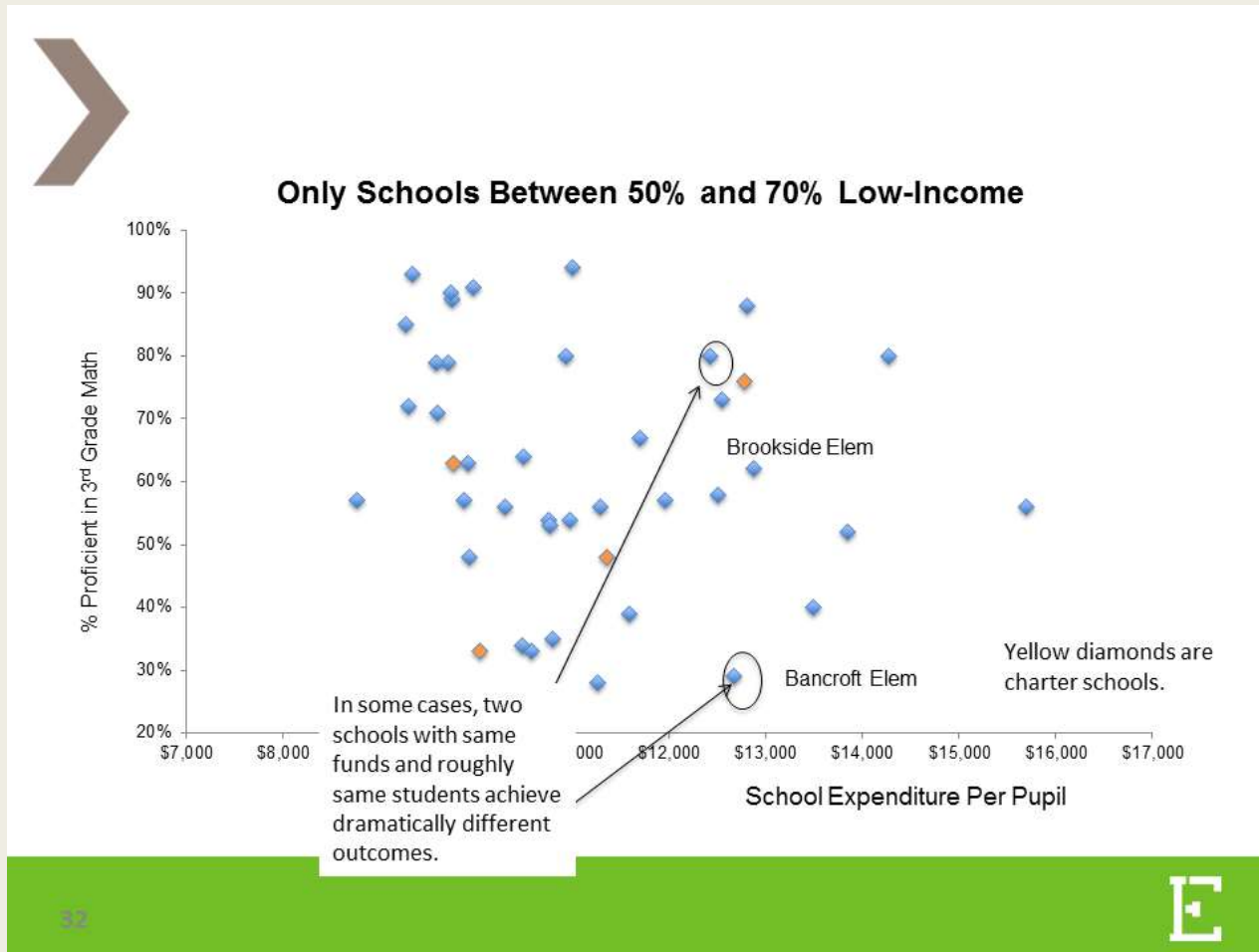
Edunomics: Inequity by School Demographics



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

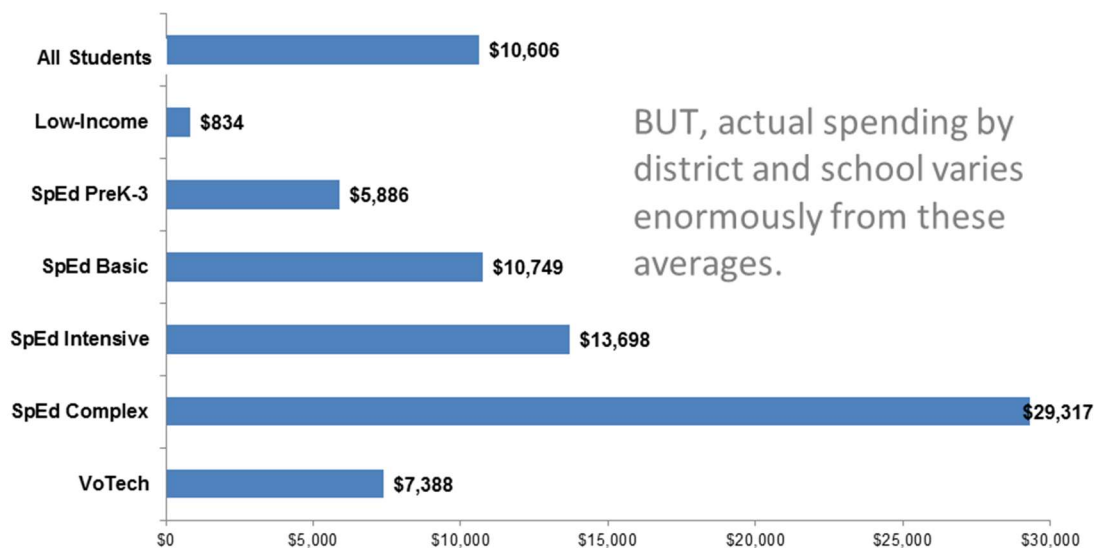
Selected Edunomics Study Findings

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.



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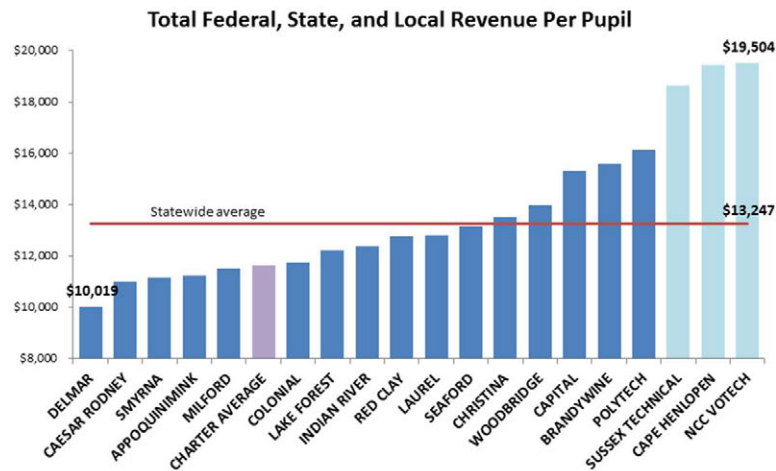


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



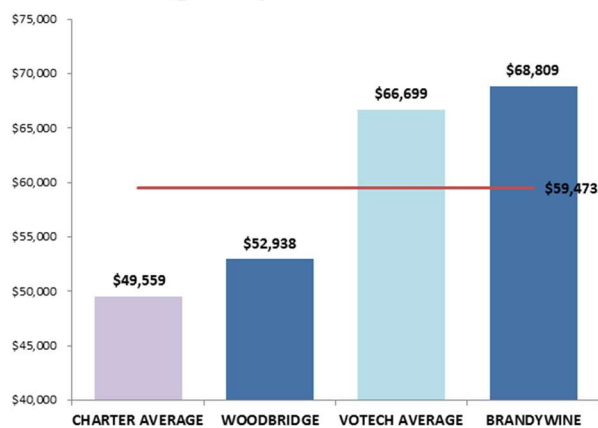
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4



Average Salary All Full Time Teachers

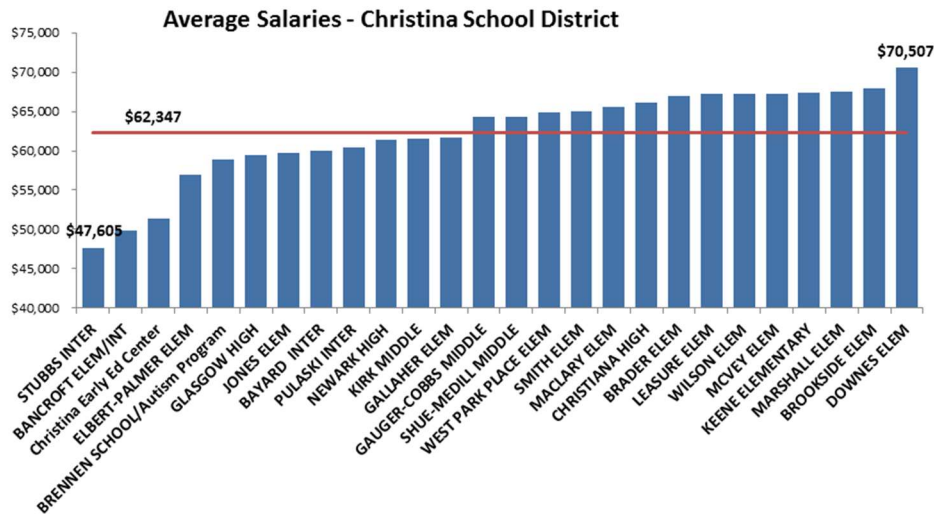


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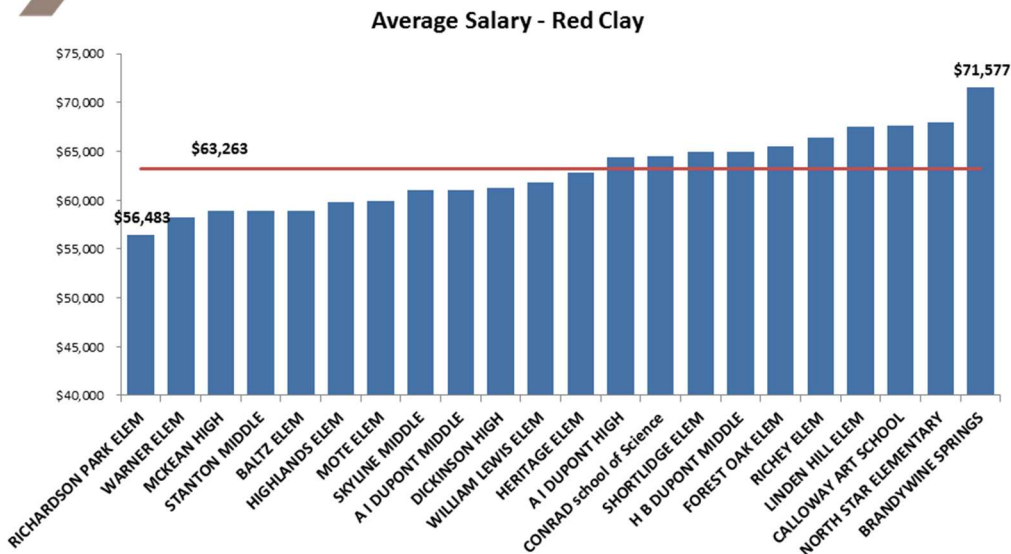


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



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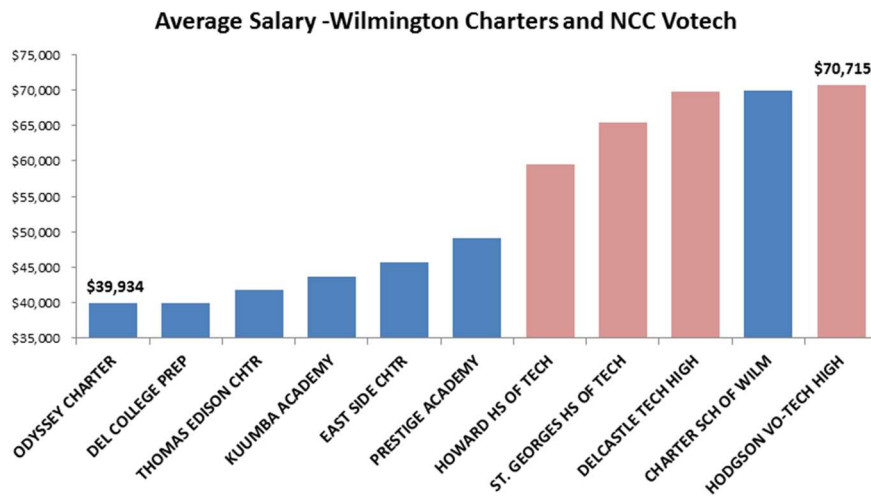


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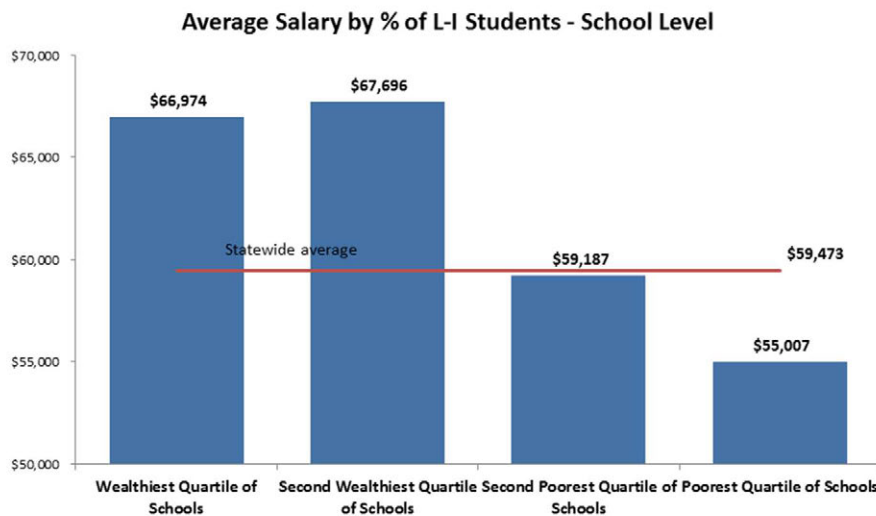


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



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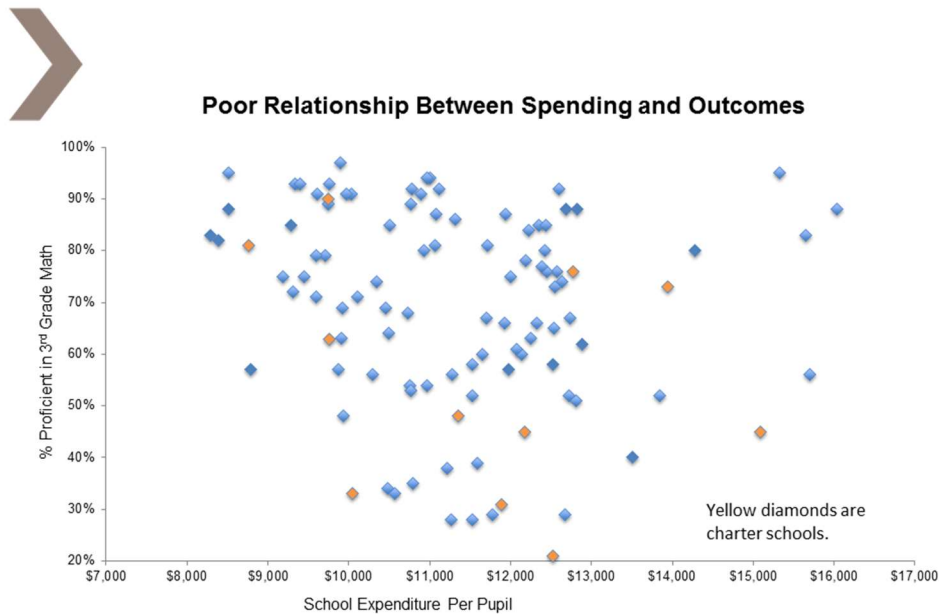


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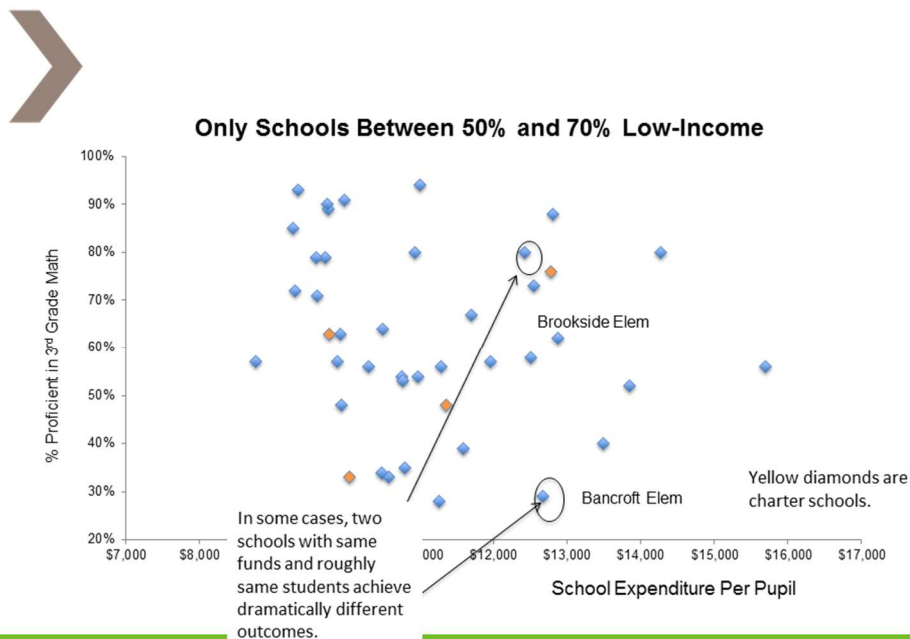


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



31



32



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>

Brandywine School District

Elementary School	
Attends Feeder School	659
Attends Non-Feeder School	401
Total	1060
Claymont Elementary School	15
Harlan Elementary School	28
P.S. duPont Middle School	24
Mount Pleasant Elementary School	21
La Academia Antonia Alonso	15
Bush Pre-School	18
Delaware College Preparatory Academy	17
EastSide Charter School	33
Edison Charter School	89
Kuumba Academy	48
Lancashire Elementary School	<15
Hanby Elementary School	<15
Carrcroft Elementary School	<15
Forwood Elementary School	<15
Lombardy Elementary School	<15
Maple Lane Elementary School	<15
Heritage Elementary School	<15
Highlands Elementary	<15
Lewis Dual Language Elementary School	<15
Baltz Elementary School	<15
Richardson Park Elementary School	<15
Marshall Elementary School	<15
Oberle Elementary School	<15
Shortlidge Academy	<15
Warner Elementary School	<15
Jones Elementary	<15
Elbert-Palmer Elementary School	<15
Pulaski Elementary School	<15
Bancroft Elementary School	<15
Smith Elementary School	<15
Stubbs Elementary School	<15
First State Montessori Academy	<15
Pleasantville Elementary School	<15
Eisenberg Elementary School	<15
Leach School	<15
Richardson Park Learning Center	<15
Delaware School for the Deaf Secondary	<15
Gateway Lab School	<15
Prestige Academy	<15
Las Americas ASPIRA Academy	<15
Family Foundations Academy	<15
Odyssey Charter School	<15

Middle School	
Attends Feeder School	360
Attends Non-Feeder School	139
Total	499
Tally Middle School	20
Edison Charter School	37
P.S. duPont Middle School	<15
Springer Middle School	<15
Skyline Middle School	<15
Waters Middle School	<15
A.I. duPont Middle School	<15
H.B. duPont Middle School	<15
Conrad Schools of Science	<15
Cab Calloway School of the Arts	<15
Dickinson High School	<15
Bayard Middle School School	<15
Gauger-Cobbs Middle School	<15
First State Montessori Academy	<15
Great Oaks Charter School	<15
McCullough Middle School	<15
George Read Middle School	<15
Prestige Academy	<15
EastSide Charter School	<15
Family Foundations Academy	<15
Kuumba Academy	<15
Odyssey Charter School	<15

High School	
Attends Feeder School	404
Attends Non-Feeder School	234
Total	638
Mount Pleasant High School	38
Howard High School	48
Hodgson Vocational School	20
Delcastle High School	34
Brandywine High School	<15
Concord High School	<15
Cab Calloway School of the Arts	<15
Dickinson High School	<15
A.I. duPont High School	<15
Thomas McKean High School	<15
Charter School of Wilmington	<15
Christiana High School	<15
Newark High School	<15
Early College High School at Delaware State University	<15
First State Military Academy	<15
The Delaware MET	<15
Delaware Design-Lab High School	<15
St. Georges Technical High School	<15
William Penn High School	<15
The Wallace Wallin School	<15
First State School	<15
Delaware School for the Deaf Secondary	<15
Delaware Academy of Public Safety and Security	<15

Christina School District

Elementary School	
Elementary School, Feeder Schools	Bancroft Elementary School, Elbert Palmer Elementary School, Pulaski Elementary School, Stubbs Elementary School
Attends Feeder School	1136
Attends Non-Feeder School	1336
Total	2472
Lewis (William C.) Dual Language Elementary School	52
Richardson Park Elementary School	24
Warner Elementary School	16
Bancroft Elementary School	57
Elbert-Palmer Elementary School	29
Pulaski Elementary School	85
Stubbs Elementary School	37
La Academia Antonia Alonso	100
First State Montessori Academy	23
Richardson Park Learning Center	20
Delaware College Preparatory Academy	62
Las Americas ASPIRA Academy	20
EastSide Charter School	136
Edison Charter School	182
Family Foundations Academy	72
Kuumba Academy Charter School	159
Odyssey Charter School	32
Hanby Elementary School	<15
Forwood Elementary	<15
Lombardy Elementary	<15
Townsend Elementary School	<15
Cedar Lane Elementary	<15
Lancashire Elementary	<15
Maple Lane Elementary School	<15
Claymont Elementary	<15
Harlan Elementary School	<15
Mount Pleasant Elementary School	<15
Forest Oak Elementary School	<15
Highlands Elementary School	<15
Shortlidge Elementary School	<15
Marbrook Elementary School	<15
Baltz Elementary School	<15
Richey Elementary School	<15
Mote Elementary School	<15
William F. Cooke Jr. Elementary	<15
Brookside Elementary School	<15
Thurgood Marshall Elementary School	<15
Jones Elementary School	<15
Downes Elementary School	<15
Gallaher Elementary School	<15
Leasure Elementary School	<15
Maclary Elementary School	<15
McVey Elementary School	<15
West Park Elementary School	<15
Smith Elementary School	<15
Wilson Elementary School	<15
Brader Elementary School	<15
Pleasantville Elementary School	<15
Wilmington Manor Elementary School	<15
Eisenberg Elementary School	<15
Downie Elementary School	<15
Castle Hills Elementary School	<15
Southern Elementary School	<15
New Castle Elementary School	<15
Bush School	<15
Leach School	<15
First State School	<15
Douglass School	<15
The Brennan School	<15
Delaware School for the Deaf Secondary	<15
Gateway Lab School	<15
Christina Early Education Center	<15
Prestige Academy	<15

Middle School	
Middle School, Feeder Schools:	Bayard Middle School
Attends Feeder School	440
Attends Non-Feeder School	499
Total	939
A.I. duPont Middle School	23
H.B. duPont Middle School	22
Great Oaks Charter School	48
Freire Charter School	25
Prestige Academy	78
EastSide Charter School	43
Edison Charter School	55
Family Foundations Academy	36
Kuumba Academy Charter School	56
Odyssey Charter School	19
P.S. duPont Middle School	<15
Springer Middle School	<15
Talley Middle School	<15
Skyline Middle School	<15
Stanton Middle School	<15
Conrad Schools of Science	<15
Cab Calloway	<15
Dickinson High School	<15
Gauger-Cobbs Middle School	<15
Kirk Middle School	<15
Shue-Medill Middle School	<15
George Read Middle School	<15
McCullough Middle School	<15
Douglass School	<15
The Brennan School	<15
Gateway Lab School	<15
Las Americas ASPIRA Academy	<15
Clayton Intermediate School	<15

High School	
High School School, Feeder Schools:	Christiana High School, Glasgow High School, Newark High School
Attends Feeder School	464
Attends Non-Feeder School	688
Total	1152
Mount Pleasant High School	22
Howard High School of Technology	127
A.I. duPont High School	41
Thomas McKean High School	16
Sarah Pyle Academy	34
The Delaware MET	72
Delaware Design-Lab High School	19
Freire Charter School	15
Douglass School	56
Hodgson Vocational Technical High School	38
Delcastle Technical High School	115
Middletown High School	<15
Brandywine High School	<15
Conrad Schools of Science	<15
Cab Calloway	<15
Dickinson High School	<15
Charter School of Wilmington	<15
Glasgow High School	<15
Newark High School	<15
Early College High School at Delaware State University	<15
First State Military Academy	<15
St. Georges Technical High School	<15
First State School	<15
William Penn High School	<15
The Brennan School	<15
Delaware School for the Deaf Secondary	<15
Delaware Academy of Public Safety and Security	<15
Delaware Military Academy	<15
MOT Charter School	<15

Colonial School District

Elementary School																																							
Feeder School: New Castle Elementary School																																							
Attends Feeder School	93																																						
Attends Non-Feeder School	162																																						
Total	255																																						
<table> <tr><td>EastSide Charter School</td><td>57</td></tr> <tr><td>Edison Charter School</td><td>40</td></tr> <tr><td>Claymont Elementary</td><td><15</td></tr> <tr><td>Harlan Elementary</td><td><15</td></tr> <tr><td>Mount Pleasant Elementary</td><td><15</td></tr> <tr><td>Bush School</td><td><15</td></tr> <tr><td>Highlands Elementary</td><td><15</td></tr> <tr><td>Richardson Park Elementary</td><td><15</td></tr> <tr><td>Bancroft Elementary</td><td><15</td></tr> <tr><td>Elbert-Palmer Elementary</td><td><15</td></tr> <tr><td>Pulaski Elementary</td><td><15</td></tr> <tr><td>Stubbs Elementary</td><td><15</td></tr> <tr><td>Southern Elementary</td><td><15</td></tr> <tr><td>The Colwyck Center</td><td><15</td></tr> <tr><td>La Academia Antonia Alonso</td><td><15</td></tr> <tr><td>Gateway Lab School</td><td><15</td></tr> <tr><td>Family Foundations Academy</td><td><15</td></tr> <tr><td>Kuumba Academy</td><td><15</td></tr> <tr><td>Delaware College Preparatory Academy</td><td><15</td></tr> </table>		EastSide Charter School	57	Edison Charter School	40	Claymont Elementary	<15	Harlan Elementary	<15	Mount Pleasant Elementary	<15	Bush School	<15	Highlands Elementary	<15	Richardson Park Elementary	<15	Bancroft Elementary	<15	Elbert-Palmer Elementary	<15	Pulaski Elementary	<15	Stubbs Elementary	<15	Southern Elementary	<15	The Colwyck Center	<15	La Academia Antonia Alonso	<15	Gateway Lab School	<15	Family Foundations Academy	<15	Kuumba Academy	<15	Delaware College Preparatory Academy	<15
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Middle School																							
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St. Georges Technical High School	<15																								
Delaware Academy of Public Safety and Security	<15																								
Delaware Design-Lab High School	<15																								
The Delaware MET	<15																								

Red Clay Consolidated School District

Elementary School	
Attends Feeder School	730
Attends Non-Feeder School	1582
Total	2312
Harlan Elementary School	29
Mount Pleasant Elementary School	27
Highlands Elementary School	51
Lewis Dual Language Elementary School	188
Shortlidge Academy	241
Richardson Park Elementary School	29
Marbrook Elementary School	15
Warner Elementary School	213
La Academia Antonia Alonso	58
First State Montessori Academy	34
Meadowood Program	20
Richardson Park Learning Center	47
Delaware College Preparatory Academy	53
EastSide Charter School	58
Edison Charter School	82
Family Foundations Academy	50
Kuumba Academy Charter School	87
Odyssey Charter School	90
Hanby Elementary School	<15
Carrcroft Elementary School	<15
Forwood Elementary School	<15
Lancashire Elementary School	<15
Lombardy Elementary School	<15
Maple Lane Elementary School	<15
Claymont Elementary School	<15
Forest Oak Elementary School	<15
Heritage Elementary School	<15
Linden Hill Elementary	<15
Baltz Elementary School	<15
Richey Elementary School	<15
Brandywine Springs School	<15
Mote Elementary School	<15
North Star Elementary School	<15
Gallaher Elementary School	<15
Brookside Elementary	<15
Leasure Elementary School	<15
McVey Elementary School	<15
Marshall Elementary School	<15
Smith Elementary School	<15
Elbert-Palmer Elementary School	<15
Pulaski Elementary School	<15
Stubbs Elementary School	<15
Southern Elementary School	<15
Eisenberg Elementary School	<15
Castle Hills Elementary School	<15
Pleasantville Elementary School	<15
Downie Elementary School	<15
New Castle Elementary	<15
Bush School	<15
The Brennan School	<15
Delaware School for the Deaf Secondary	<15
Delaware School for the Deaf Elementary	<15
Gateway Lab School	<15
Prestige Academy	<15
Las Americas ASPIRA Academy	<15
Providence Creek Academy Charter School	<15

Middle School	
Attends Feeder School	576
Attends Non-Feeder School	495
Total	1071
P.S. duPont	36
Talley Middle School	19
A.I. duPont	64
H.B. duPont	35
Stanton Middle School	16
Conrad Schools of Science	41
Cab Calloway School of the Arts	34
Great Oaks Charter School	35
Prestige Academy	38
EastSide Charter School	16
Edison Charter School	42
Kuumba Academy	32
Odyssey Charter School	17
Springer Middle School	<15
Brandywine Springs School	<15
Skyline Middle School	<15
Dickinson High School	<15
Gauger-Cobbs Middle School	<15
Kirk Elementary School	<15
First State Montessori Academy	<15
Bedford Middle School	<15
McCullough Middle School	<15
Meadowood Program	<15
First State School	<15
Delaware School for the Deaf Secondary	<15
George Read Middle School	<15
Gateway Lab School	<15
Las Americas ASPIRA Academy	<15
Family Foundations Academy	<15

High School	
Attends Feeder School	685
Attends Non-Feeder School	688
Total	1373
Brandywine High School	26
Mount Pleasant High School	24
Howard High School	94
Conrad Schools of Science	43
Cab Calloway School of the Arts	36
A.I. duPont High School	54
Thomas McKean High School	23
Charter School of Wilmington	65
The Delaware MET	40
St. Georges Technical School	15
Delaware Military Academy	17
Hodgson Vocational School	28
Delcastle Technical School	111
Concord High School	<15
Sarah Pyle Academy	<15
Christiana High School	<15
Glasgow High School	<15
Newark High School	<15
Early College High School at Delaware State University	<15
Great Oaks Charter School	<15
William Penn High School	<15
Meadowood Program	<15
Douglass School	<15
First State School	<15
Delaware School for the Deaf Secondary	<15
The Brennan School	<15
Delaware Academy of Public Safety and Security	<15
Smyrna High School	<15

APPENDIX F

COMMISSION, COMMITTEE, AND COMMUNITY OUTREACH MEETING LIST

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 7, 2015	<ul style="list-style-type: none"> • Red Clay Consolidated School District Public Hearing Brandywine Springs School 2916 Duncan Rd, Wilmington, DE 19808
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
December 14, 2015	<ul style="list-style-type: none"> • City of Wilmington Information Session Wilmington City Council Chambers Redding City County Building 800 North French St, Wilmington, DE 19801
December 14, 2015	<ul style="list-style-type: none"> • City of Wilmington Public Hearing Wilmington City Council Chambers Redding City County Building 800 North French St, Wilmington, DE 19801
December 9, 2015	<ul style="list-style-type: none"> • Wilmington Education Improvement Commission Meeting Sarah Pyle Academy

APPENDIX G

PUBLIC TRANSMITTAL

Wilmington Education Advisory Committee

Thursday, June 18, 2015

All,

Today was a good day.

While you have all seen the [Wilmington Education Advisory Committee's 2015 Legislative Priorities](#), there were two items that we believed had to get done by the end of this legislative session.

- **HB 148**: A proposed bill to establish the Wilmington Education Improvement Commission in Delaware code with specific function to implement the short- and longer-term recommendations outlined in the Advisory Committee's final report, "Strengthening Wilmington Education: An Action Agenda".
- **SB 122**: Enabling legislation affording provisional authority to the State Board of Education to redraw district lines in accordance with a resource, transition and implementation plan developed by the Wilmington Education Improvement Commission under a specific and limited timetable and subject to confirmation by the General Assembly and the Governor.

This afternoon final action was taken on both pieces of legislation. After having been approved in the House last week, the Senate voted 20 Yays, 1 Non-Voting in favor HB 148. Senator Blevins attached an amendment to the bill that improved on it and ensured that there was adequate representation from both the City of Wilmington and suburban New Castle County. HB 148 will go back to House to affirm the amendment, but all are expecting quick passage. On SB 122, the House voted 36 Yays, 3 Non-Voting and 2 Absent. Having already been approved by Senate, this piece of legislation now awaits the Governor's signature.

Both actions by the General Assembly represent historic movement and support our fundamental thesis: After sixty years of inertia, THE TIME TO ACT IS NOW. And the General Assembly has led the way. There are many in Legislative Hall to be applauded, but I want to call out several who led the way including Senators Henry, Blevins, Sokola, McDowell, Townsend, Poore and Lopez; Representatives Jaques, Keeley, Potter, Williams, Bolden, Miro, Longhurst; Speaker Schwartzkopf; and the entire Wilmington Delegation.

Now is where the real work begins. As we have said many times, simply redrawing district lines without consideration of a comprehensive package for school reform is of no value in ensuring quality education for all kids. To be clear, that includes funding, parent and community engagement, wraparound services and statewide, and strategic resource allocation for low-income students and their families.

Thanks to all of you for your incredible support. The momentum continues. Don't let up.

Onward,



Tony Allen, Ph.D., Chairman, Wilmington Education Advisory Committee

Email: tonyallen@comcast.net Phone: 302.290.1445

**Wilmington Education
Improvement Commission**
Solutions for Delaware Schools

August 18, 2015

Formation and Membership of the Wilmington Education Improvement Commission

Dear Parents, Students, Educators, Community Residents and Leaders, and Friends;

On the heels of Governor Markell's [historic signing](#) of House Bill 148 and Senate Bill 122 on the steps of the historic **Hockessin Colored School 107C**, we are pleased to announce the formation and membership of the Wilmington Education Improvement Commission.

The new Commission is a community-based council with 23 members from Wilmington and New Castle County, including elected officials, community leaders, school district and charter representatives, teachers, parents, and students. A list of the Commission's members and committee co-chairs is included on the following pages. Elizabeth Lockman, a Wilmington parent and education advocate, Kenny Rivera, President of the Red Clay School Board and a teacher at Brandywine High School, and I will be leading the Commission. Dan Rich, professor and former University of Delaware provost, will serve as policy director. The work of the Commission and its committees will be supported by the Institute for Public Administration at the University of Delaware.

The Commission is charged with implementing the recommendations outlined in the final report of the Wilmington Education Advisory Committee, [Strengthening Wilmington Education: An Action Agenda](#). While many of those recommendations focus on improvements in the quality and availability of pre-K through grade 12 education in Wilmington and New Castle County, much of the Commission's mandate is statewide. This is particularly relevant to schools throughout Delaware with high concentrations of children living in poverty and English language learners. By Delaware law, the Commission sunsets in 2021. In the near term, much of the Commission's work will be to provide the State Board of Education with a plan for transition, resources, and implementation required for effective redistricting in New Castle County in a manner consistent with the school governance recommendations outlined in the final report of the Wilmington Education Advisory Committee. A summary of the Commission's roles and responsibilities is included on the following pages.

Our work will be built on transparency, candor, debate, and deliberate action, and—most importantly—with students, parents, and families at the center of everything we do. The time to act is now.

We look forward to you joining us and welcome your input and feedback. You can learn more about the work of the Commission, the schedule of meetings (all of which are public), and how you can help, at our website that will be launched by September 1: www.solutionsfordelawareschools.com.

Sincerely,



Tony Allen, Ph.D., Chairman, Wilmington Education Advisory Committee

www.solutionsfordelawareschools.com

email: solutionsfordelawareschools@gmail.com voice/text: 302.385.6206

Wilmington Education Improvement Commission Fact Sheet

Wilmington Education Improvement Commission (WEIC)

- Established by state law HB148 to advise the Governor and General Assembly on:
 - Improvements to the quality and availability of education for children in Pre-K through grade 12 in the City of Wilmington and New Castle County (NCC);
 - Actions to address the needs of all Delaware schools with high concentrations of children living in poverty and English language learners (ELLs);
 - Recommended policies and actions to promote the continuous improvement of public education.
- A community-based council outside of state agencies, mandated to work across all governmental units, educational entities, and private and nonprofit institutions to support the implementation of all recommended changes from the final report of the Wilmington Education Advisory Committee (WEAC), *Strengthening Wilmington Education: An Action Agenda*.
- Will submit an annual report to the Governor and General Assembly and will sunset on June 30, 2021.

Commission membership

- Limited to 23 members from Wilmington and NCC, most designated by position.
- Includes district, charter, parent, teacher, student, and community representatives.

Commission leadership

- Appointed by Governor Markell: Chairperson Tony Allen (banking executive, Wilmington resident); Vice-Chairperson Elizabeth Lockman (parent and education advocate); and Vice-Chairperson Kenneth Rivera (President of Red Clay Consolidated School Board and Brandywine teacher).
- Policy Director Dan Rich (University of Delaware)
- Administrative support is provided by the University of Delaware's Institute for Public Administration.

Commission committees

- Will prepare recommendations to the Commission and will include non-commission members.
- The initial committees include: 1) redistricting; 2) charter and district collaboration; 3) meeting the needs of students in poverty; 4) funding; and 5) parent, educator, and community engagement.

Commission redistricting responsibilities

- SB122 authorizes the State Board of Education to alter boundaries of school districts in NCC in a manner consistent with the recommendations made in the final WEAC report.
- The State Board's action must be based on a transition, resource, and implementation plan prepared by WEIC.
- The General Assembly must pass, and the Governor sign, a Joint Resolution supporting the proposed changes.

The redistricting plan shall include and provide for

- Orderly and minimally disruptive reassignment of students affected by the boundary change and the reassignment of governance responsibilities;
- Implications for educators, administrators, and other personnel that may lead to equitable adjustments to local collective bargaining agreements;
- Funding resources to support the redistricting transition and provide effective education for all affected students, and for the support of schools with high concentrations of low income students and ELLs,
- Student transportation;
- Distribution of capital assets; and
- Engagement of educators, staff, parents, district personnel, and community members.
- Students to continue their attendance at the school they attended prior to the boundary change, with tuition payments by the sending district, until such time as the pupils complete the grade levels offered in that school.

www.solutionsfordelawareschools.com

email: solutionsfordelawareschools@gmail.com voice/text: 302.385.6206

Wilmington Education Improvement Commission Membership

Tony Allen, Ph.D., Chairperson
Wilmington resident and senior executive with
Bank of America

Kenny Rivera, Vice-Chairperson
President, Red Clay School Board, and Teacher,
Brandywine High School

Elizabeth Lockman, Vice-Chairperson
Wilmington Parent, Education Advocate and Public
Allies Alumna

Eve Buckley
Parent and Education Advocate, Christina School
District

The Honorable Nnamdi Chukwuocha
Chair, Education, Youth & Families Committee,
Wilmington City Council

Rosa Colon-Kolacko, Ph.D.,
Chief of Diversity Officer, Christiana Care

Karen Eller
Teacher, Christina School District/WEAC

Reverend Meredith Griffin
Chairperson, Education Committee
Interdenominational Ministers Action Council

Frederika Jenner
President, Delaware State Education Association

Yvonne Johnson
Parent and Education Advocate, Red Clay School
District

Joseph T. Laws
President Colonial School Board

Margie Lopez Waite
Head of School, L'Aspira Academy Charter School

Aretha Miller
Executive Director, Community Education Building

Harrie Ellen Minnehan
President, Christina School Board

Joe Pika, Ph.D.
Former President of State Board of Education

Chandra Pitts
Parent and Executive Director, One Village Alliance

The Honorable Charles Potter
Representative, Delaware General Assembly

Vicki Seifried
Teacher, H.B. duPont Middle School, Red Clay
School District

John Skrobot
President, Brandywine School Board

The Honorable David Sokola
Senator, Delaware General Assembly

Michelle Taylor
President, United Way of Delaware

High School Student, Red Clay School District

High School Student, Colonial School District

Wilmington Education Improvement Commission Support

Provided by the University of Delaware's Institute for Public Administration

Dan Rich, Ph.D., Policy Director

Kelly Sherretz, Project Manager

Elizabeth Burland, Administrative Coordinator

Jerome Lewis, Ph.D., IPA Director and Senior Policy Advisor

Ed Freel, Senior Policy Advisor

Liz Farley-Ripple, Policy Advisor

Neil Kirschling, Policy Advisor

Sarah Pragg, Communications Advisor

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email: solutionsfordelawareschools@gmail.com *voice/text:* 302.385.6206

Wilmington Education Improvement Commission Committee Chairs

Redistricting Committee

Joe Pika, Ph.D. Former President of State Board of Education

Henry Harper, Ph.D., Former Superintendent of Appoquinimink School District

Charter and District Collaboration Committee

Eve Buckley, Parent and Education Advocate, Christina School District

Aretha Miller, Executive Director, Community Education Building

Meeting the Needs of Students in Poverty Committee

The Honorable Chandlee Kuhn, Former Chief Judge, Family Court

Michelle Taylor, President, United Way of Delaware

Jackie Jenkins, Ed.D., Education Advisor, Office of the Mayor of the City of Wilmington

Funding Student Success

Jill Floore, Chief Financial Officer, Red Clay Consolidated School District

Mike Jackson, Deputy Comptroller-General, State of Delaware

Parent, Educator, and Community Engagement Committee

Yvonne Johnson, Parent and Education Advocate, Red Clay School District

Chandra Pitts, Parent and Executive Director, One Village Alliance

Wilmington Education Improvement Commission *Solutions for Delaware Schools*

September 9, 2015

Committees and Members of Wilmington Education Improvement Commission

Dear Parents, Students, Educators, Community Residents and Leaders, and Friends:

The Wilmington Education Improvement Commission has named the initial members of its five committees. See the listings on the following pages. Two high school students have been appointed to the Commission: Breyonna Williams, William Penn High School; and Johnny Means, Delaware Military Academy.

With input from the public at the open meetings, these committees include members of the Commission, community advocates, educators and other stakeholders, and experts. As the work of the Commission proceeds, members may be added. These committees will make recommendations on carrying out the Commission's responsibilities over the next five years and will sunset with the Commission in 2021:

Redistricting: On Thursday, September 17, a schedule and draft outline of the redistricting plan will be presented to the State Board of Education and we expect to have a draft plan to be ready for public review by Thanksgiving.

Charter and District Collaboration: This committee will support the development of a state plan, promote shared capacity and collaboration, and recommend the adoption of national best practices.

Meeting the Needs of Students in Poverty: This team will help develop policies and practices across all sectors that integrate and strengthen services for low-income children and families and for schools with high concentrations of poverty. The proposals will cover children from birth through college and the workforce by revitalizing the existing policy infrastructure.

Funding Student Success: This committee will concentrate on how to improve the state and local revenue base for public education, and how to better support schools with high concentrations of students in poverty and English-language learners. It will also recommend the funding needed to support the success of the redistricting process.

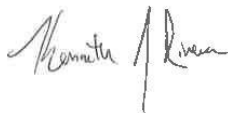
Parent, Educator, and Community Engagement: These committee members will recommend policies to promote greater engagement, participation, and community voice in public education among parents, educators, community residents, and allies.

All Commission and committee meetings are open to the public, and we value your thoughts, suggestions, perspectives, and, most of all, your involvement. The next meeting of the Commission is Tuesday, September 15, at 4 p.m. at William Penn High School. The October and November Commission meetings will be held at Sarah Pyle Academy and P.S. duPont Middle School, respectively. Please visit www.solutionsfordelawareschools.com for our complete schedule of Commission and committee meetings and join us. The time to act is now.

Best regards,



Elizabeth Lockman
Vice Chair



Kenny Rivera
Vice Chair

Cc: Tony Allen, Ph.D.
Chairman

Redistricting Committee

Joseph Pika, Ph.D., Co-Chair

Former President, State Board of Education

Henry Harper, Ph.D., Co-Chair

Former Superintendent, Appoquinimink School District

Robert Andrzejewski, Ed.D.

Interim Superintendent, Christina School District

Ted Ammann

Assistant Superintendent, Red Clay Consolidated School District

Dusty Blakey, Ed.D.

Superintendent, Colonial School District

Mervin Daugherty, Ed.D.

Superintendent, Red Clay Consolidated School District

Leah Davis

Retired Teacher, Red Clay Consolidated School District

Jill Floore

Chief Financial Officer, Red Clay Consolidated School District Co-Chair, WEIC Funding Committee

Vicki Gehrt, Ed.D.

Superintendent, New Castle County Vocational Technical School District

Mark Holodick, Ed.D.

Superintendent, Brandywine School District

Mike Jackson

Deputy Comptroller-General, State of Delaware
Co-Chair, WEIC Funding Committee

Joseph T. Laws

President, Colonial School Board

Harrie E. Minnehan

President, Christina School Board

Kelli Racca

Senior Director, Christina School District

Kenny Rivera

President, Red Clay Consolidated School Board

John Skrobot

President, Brandywine School Board

Jeff Taschner

Executive Director, Delaware State Education Association

Charter and District Collaboration Committee

*Membership for this committee is being confirmed,
additional members will be added.*

Eve Buckley, Ph.D., Co-Chair

Parent and Education Advocate, Christina School District

Aretha Miller, Co-Chair

Executive Director, Community Education Building

Ariadna Castaneda

Principal, Lewis Dual Language Elementary School,
Red Clay Consolidated School District

David Davis

UnivServe Director, Delaware State Education
Association and Former Teacher Christina School
District

Bill Doolittle

Red Clay Consolidated School District Parent Teacher
Association

Gloria Grantham

Retired Educators for Academic Development

Shannon Griffin

Coalition for Fair and Equitable Schools, American Civil
Liberties Union

Margie Lopez Waite

Head of School, L'Aspira Academy Charter School

Byron Murphy

Principal, Dickinson High School, Red Clay Consolidated
School District

Cora Scott

Director of Elementary Education, Brandywine School
District

Vicki Seifred

Teacher, H.B. duPont Middle School, Red Clay
Consolidated School District

Meeting the Needs of Students in Poverty Committee

The Honorable Chandlee Kuhn, Co-Chair

Former Chief Judge, Family Court

Jackie Jenkins, Ed.D., Co-Chair

Education Advisor, Office of the Mayor of the City of
Wilmington

Michelle Taylor, Co-Chair

President, United Way of Delaware

Madeleine Bayard

Co-Chair, Delaware Early Childhood Council and
Rodel Foundation of Delaware

Adriana Bohm, Ph.D.

Red Clay Consolidated School District School Board,
Parent Expert, Wilmington Education Advisory
Committee

Vi Cade, Ed.D.

Senior Director, Secondary Education, Christina
School District

Nikki Castle, Ph.D.

Wilmington Education Advisory Committee

Rosa Colon-Kolacko, Ph.D.

Chief Diversity Officer, Christiana Care

Karen Eller

Teacher, Bancroft Elementary School, Christina
School District

Kia Ervin

Regional Director, Communities in Schools

Devon Hynson

Executive Director, Education Voices, Inc.

Jacqueline Paradee Matte, Esquire

Education Demonstration Project, Casey Family
Programs

Mary Kate Mouser

Executive Director, Nemours Health and Prevention
and Chair, Delaware Early Childhood Council

Terrance Newton, Ed.D.

Assistant Principal, H.B. duPont Middle School, Red
Clay Consolidated School District

Kenny Oates

Academic Dean, Shortlidge Academy

Susan Perry-Manning

Director, Delaware Office of Early Learning

Gwendolyn Sanders

Chair, Wilmington Early Learning Council

Cara Sawyer, J.D.

Deputy Principal Assistant, Office of the Secretary,
Delaware Department of Services for Children, Youth,
and Their Families

Michael Simmonds

Title I Coordinator, Red Clay Consolidated School District

Deb Stevens

Director of Instructional Advocacy, Delaware State
Education Association

The Honorable Jea Street

Executive Director, Hilltop Lutheran Neighborhood
Center

Monique Taylor-Gibbs

Teacher, Warner Elementary School, Red Clay
Consolidated School District

Burtie Watson

District and School Services, Red Clay Consolidated
School District

Funding Student Success Committee

Jill Floore, Co-Chair

Chief Financial Officer, Red Clay Consolidated School District

Mike Jackson, Co-Chair

Deputy Comptroller-General, State of Delaware

Susan Bunting, Ed.D.

Superintendent, Indian River School District

Kristin Dwyer

Director of Legislation and Political Organizing, Delaware State Education Association

Emily Falcon

Director, Division of Business, Colonial School District

Ed Freel

Policy Scientist, University of Delaware's Institute for Public Administration

Jason Hale, Ed.D.

Director of Business, New Castle County Vocational Technical School District

Scott Kessel

Chief Financial Officer, Brandywine School District

Elizabeth Lewis

Office of Management and Budget, State of Delaware

Tizzy Lockman

Vice-Chair, Wilmington Education Improvement Commission, Red Clay Parent

Mike Matthews

President, Red Clay Education Association

Mike Piccio

Red Clay Consolidated School District School Board

Ed Ratledge

Director, Center for Applied Demography and Survey Research, University of Delaware

Robert Silber

Chief Financial Officer, Christina School District

Parent, Educator, and Community Engagement

Yvonne Johnson, Co-Chair

Parent and Education Advocate, Red Clay Consolidated School District

Chandra Pitts, Co-Chair

Parent and Executive Director, One Village Alliance

Monty Alderman

Teacher, Dickinson High School, Red Clay Consolidated School District

Alexis Andrianopoulos

Information Officer, Brandywine School District

Ted Boyer

Principal, A.I. duPont Middle School, Red Clay Consolidated School District

The Honorable Nnamdi Chukwuocha

Member, Wilmington Education Advisory Committee and Chair, Education, Youth & Families Committee, Wilmington City Council

The Honorable Ernest “Trippi” Congo, II

Wilmington City Council

Kevin Dolan

Parent, Red Clay Consolidated School District

Meredith Griffin

Member, Wilmington Education Advisory Committee, and Education Committee Chair, Interdenominational Ministers Action Council

Frederika Jenner

President, Delaware State Education Association

Evelyn Keating

Program Manager, Delaware Office of Early Learning and Parent, Red Clay Consolidated School District

Wendy Lapham

Information Officer, Christina School District

Cheris Locket

Youth Ambassador, One Village Alliance

Pati Nash

Communications, Red Clay Consolidated School District

Aaron Selekman

Principal, H.B. duPont, Red Clay Consolidated School District

Nicole Williams

Student, Charter School of Wilmington

Lauren Wilson

Information Officer, Colonial School District

Dear Delawareans,

The Wilmington Education Improvement Commission has issued an interim plan for Redistricting in the City of Wilmington and New Castle County. It can be found at www.solutionsfordelawareschools.com. The Commission invites formal public comment on the interim plan beginning on November 17, 2015 and continuing through January 14, 2016. This public comment will be a part of the public record which will be submitted to the State Board of Education to be reviewed as they vote on the Redistricting Plan.

All public comment received by the Commission before December 9, 2015 will be reviewed by the Commission consideration for the final plan to be submitted to the State Board of Education on December 15, 2015.

Forms of correspondence to be included in the public record are as follows:

1. Correspondence with WEIC from the public, including written and electronic comments from the public during the notice period (November 17-January 14). These should be posted publicly on the WEIC website and submitted as electronic pdf files to the State Board of Education for posting on the Board website. Written and electronic comments will only be accepted through the following mechanisms:
 - a. By mail to:
Wilmington Education Improvement Commission
C/O The Institute for Public Administration
111 Academy Street
Newark, DE 19716
 - b. By email to: solutionsfordelawareschools@gmail.com
 - c. Through the website's "contact us" option: www.solutionsfordelawareschools.com/contact-us/
 - d. *Facebook is NOT an acceptable form of public comment.*
2. A record of the public hearings from which a verbatim transcript is prepared for presentation to the Board and posting on the Board website. The public hearings are held on the following dates:
 - a. **Brandywine School District:** Monday, November 30, 2015 at 6:30 p.m.
at **P.S. duPont Middle School**, 701 W. 34th Street, Wilmington, DE 19802.
 - b. **Colonial School District:** Tuesday, December 1, 2015 at 6:30 p.m.
at **William Penn High School**, 713 E. Basin Rd, New Castle, DE 19720.
 - c. **Christina School District:** Wednesday, December 2, 2015 at 6:30 p.m.
at **Bayard Middle School**, 200 S. Dupont Street, Wilmington, DE 19805.
 - d. **Red Clay Consolidated School District:** Monday, December 7, 2015 at 6:30 p.m.
at **Brandywine Springs School**, 2916 Duncan Rd, Wilmington, DE 19808.
 - e. **Red Clay Consolidated School District:** Tuesday, December 8, 2015 at 6:30 p.m.
at **Warner Elementary School**, 801 W. 18th Street, Wilmington, DE 19802.
3. Exhibits, documents, and testimony presented at the public hearing.
These will be posted and submitted to the Board in conjunction with the Hearing transcript.

Although no questions are not permitted to be answered at the public hearings, questions may be submitted through email (solutionsfordelawareschools@gmail.com), phone (302-385-6206), or mail to the address listed above.

We hope you will read the interim plan and provide feedback to help inform the writing, and comment to inform the decision of the State Board of Education.

APPENDIX H

ACTIONS BY SCHOOL DISTRICTS AND RESPONSES

Christina School District Board of Education Resolution on the
Wilmington Education Advisory Council (WEAC) Interim
Recommendations issued 26 January 2015

Whereas, the Christina School District serves 2 non-contiguous portions of New Castle County including 5 schools and 2 programs in the City of Wilmington, Delaware; and

Whereas, the Christina School District Board of Education recognizes that the court ordered assignment of Wilmington's schools to 4 districts in New Castle County is now suboptimal and antithetical to the local control of the City of Wilmington, Delaware by the City of Wilmington, Delaware; and

Whereas, the Christina School District Board of Education recognizes the inherently appropriate benefits of local control in allowing a community to serve its own youth and that such local control is clearly in line with Delaware laws regarding neighborhood schools; therefore,

Be it resolved that the Christina School District Board of Education hereby supports the preliminary findings of the WEAC and pledges our full support to assuring the realization 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, Delaware.



Frederick Polaski
President-Christina School District Board of Education



Harrie-Ellen Minnehan
Vice President-Christina School District Board of Education

Resolution: Proposed Changes to the Boundaries of the Christina and Red Clay Consolidated School Districts

Subject: Legislative Action for Realignment of School District in the City of Wilmington

WHEREAS, the Red Clay Consolidated School District Board of Education recognizes the importance of the Wilmington Educational Advisory Committee Report to realign student assignments by eliminating Christina and Colonial School Districts from within the City of Wilmington and to assign these students to Red Clay Consolidated School District;

WHEREAS, the funding allocation and unit count realignment to address high need student groups is essential to the WEAC plan to move forward. Additional funding must be established prior to any realignment agreement. All sources of funding must be explored including tax pool, equalization, federal funding as well as reassessment and the method of local funding;

WHEREAS, the funding allocation for building maintenance and renovations must be adjusted to ensure facilities are able to meet the educational needs of students and staff before the transition occurs;

WHEREAS, the realignment of the school district attendance zones must occur in a lengthy and thoughtful manner to allow for appropriate planning with feeder patterns, staffing and hiring procedures, transportation, nutrition, unit counts, student transitions, etc.;

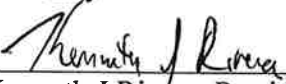
WHEREAS, the realignment of the school districts into Red Clay will give the school district authority (from outside agencies) for the planning and operations of the schools within the school board policy, district guidelines and framework of the plan.


BE IT RESOLVED THAT, we respectfully request that representatives of Red Clay Consolidated School District be represented on the proposed Wilmington Education Improvement Commission (WEIC) so that we can work, inclusive of other stakeholders, on a thoughtful and comprehensive long-term solution which will encourage the success of all students involved with the implementation of the WEAC recommendations.

BE IT RESOLVED THAT, the Red Clay Consolidated School District endorses the WEAC recommendations with the (1) provision of funding, (2) Red Clay involvement in WEIC, and (3) adequate time to implement any and all necessary changes.

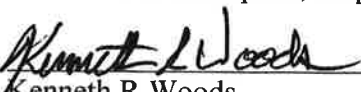
Submitted by:


Red Clay Consolidated School District Board of Education

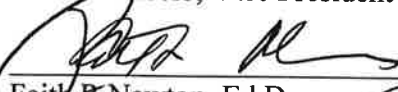

Kenneth J Rivera, President



Adriana Leela Bohm, Ph.D.


Catherine H Thompson, Esquire


Kenneth R Woods


Michael Riccio, Vice President


Faith R Newton, Ed.D.


Martin A Wilson, Sr.

Action: RCCSD Board of Education Meeting
Date: April 15, 2015

Wilmington Education Advisory Committee

April 17, 2015

All:

On Wednesday, April 15th, the Red Clay Consolidated School Board passed a resolution supporting the recommendations outlined in the Wilmington Education Advisory Committee's Final Report. In offering that support, the school board called for three things:

- A clear funding path and commitment before any such recommendations are implemented;
- Participation from the Red Clay School community in any transition efforts needed to move forward, including formal roles in the proposed Commission charged with the implementing the recommendations; and
- "Adequate time to implement any and all necessary changes."

To be clear and unequivocal, WE AGREE!

The Wilmington Education Advisory Committee has always been of the opinion that our recommendations should be taken as a package. Simply redrawing lines without consideration of a comprehensive path for school reform that included funding, parent and community engagement, wraparound services and statewide, strategic resource allocation for low-income students and their families is of no value to ensuring quality education for all kids. This resolution supports our view in full.

As you might recall, the Christina School District issued a resolution in late February endorsing the interim recommendations. Taken together, we believe the case for action remains strong and continue to call upon the General Assembly and the Governor to act and to do so now.

Onward,



Tony Allen, Ph.D.
Chairman
Wilmington Education Advisory Committee

**Wilmington Education
Improvement Commission**
Solutions for Delaware Schools

October 13, 2015

Christina School District
Board of Education
600 North Lombard Street
Wilmington, DE 19801

Dear Board Members:

Thank you for continuing to engage with us on the work of the Wilmington Education Improvement Commission (WEIC). The executive teams in the district and your board president have both been of tremendous value to our efforts. We have also been very engaged in reaching out to residents in the district and have developed a multi-media campaign that includes town halls, open committee and commission meetings, a continuing presence with social media, and ongoing interviews in print, radio, and TV. If you have not done so already, I would encourage you to visit www.solutionsfordelawareschools.com

In all these efforts, we have attempted to keep our messaging clear and consistent. I want to reiterate those points here.

- The state of public education in the City of Wilmington in particular – and in Delaware more broadly – is fractured and both under-equipped and under-resourced to meet the educational needs of low-income students.
- The current condition of public education governance in the City of Wilmington, with 18 different governing units responsible for providing educational options to 11,500 children with no unified plan is inefficient and ineffective.
- The first step to more coherent and responsive governance is to reducing the number of school districts attempting to serve these children. In that vein, the WEAC final report calls for the Christina and Colonial School Districts to no longer serve City of Wilmington students and for the Red Clay Consolidated School District and the Brandywine School District to continue to serve City of Wilmington students. Red Clay would take responsibility for the students and schools currently served by Christina.
- There should be no undue tax burden on any of the affected districts. If such were required, the Commission would not recommend moving forward.
- Our transition, resource and implementation plan is due to the State Board of Education on December 31, 2015. We are preparing those plans in concert with all affected districts and will present our proposal as a package. To be clear, by law, that package can only be voted up or down by the State Board of Education and cannot be amended in anyway.

www.solutionsfordelawareschools.com

email: solutionsfordelawareschools@gmail.com voice/text: 302.385.6206

In April, we wrote a response to the Board resolution supporting the recommendations outlined in the Wilmington Education Advisory Committee's report, "Strengthening Wilmington Schools: An Action Agenda." I have included the critical portion of that response below.

The Wilmington Education Advisory Committee has always been of the opinion that our recommendations should be taken as a package. Simply redrawing lines without consideration of a comprehensive path for school reform that included funding, parent and community engagement, wraparound services and statewide, strategic resource allocation for low-income students and their families is of no value to ensuring quality education for all kids."

This position remains unchanged and it will be reaffirmed in the plan we submit to the State Board of Education.

We look forward to continued discussions and would be pleased to talk with you individually or as a group. Thank you again for your continued support.

Sincerely,

A handwritten signature in dark ink, appearing to be 'Tony Allen', with a stylized, sweeping flourish extending from the bottom right.

Tony Allen, Ph.D., Chairman, Wilmington Education Improvement Commission

Cc. Elizabeth Lockman
Kenneth Rivera
Dan Rich
Joe Pika
Henry Harper

THIS RESOLUTION BY THE COLONIAL SCHOOL BOARD, NEW CASTLE, DELAWARE, IS IN RECOGNITION OF THE WILMINGTON EDUCATION ADVISORY COMMITTEE REPORT AND FOR ITS INVOLVEMENT IN THE WILMINGTON EDUCATION IMPROVEMENT COMMISSION PLANS TO IMPLEMENT ACTIVITIES AND TASKS OUTLINED IN THE REPORT.

WHEREAS, the Colonial School District Board of Education recognizes the Wilmington Education Advisory Committee (WEAC) report and supports the ongoing work of the Wilmington Education Improvement Commission (WEIC) in developing a plan to address the issues outlined in the WEAC report, including the consolidation of the portion of the Christina School District located in the City of Wilmington into the Red Clay Consolidated School District;

WHEREAS, the Colonial Board of Education has previously resolved that the current boundaries of the Colonial School District should remain unchanged, and all students living within those boundaries will attend schools within the Colonial School District unless the parents or legal guardians so choose to enter those students into a School Choice Program, a private educational facility, or an authorized charter school, as defined under current statute;

WHEREAS, the Colonial Board of Education will agree to discuss further the possibility of expanding the services of the Colonial School District into the City of Wilmington, provided that funding is awarded and sustained to fully support the expansion of those services, including operational and capital costs. The Colonial School District will have the authority to develop the plan and the operation of the additional services, under the guidelines of the Colonial School District. Adequate time and resources are to be provided to develop the plan;

WHEREAS, the Colonial Board of Education and district representatives will continue to collaborate with the members of WEIC in regards to the impact and future authorization of any additional charter schools, as is our current practice; and

BE IT HEREBY RESOLVED that the Colonial School District will support the WEIC recommendations with the stipulations that: 1) the current Colonial boundaries remain unchanged, 2) adequate funding is provided and sustained, should additional services be expanded into the City of Wilmington, 3) multiple data sources will be used to address and/or resolve city governance concerns to maximize student success for all low income residents, and 4) the Colonial School District continues to be represented on the commission and included in all discussions of the "plan."

The Colonial School District is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, religion, national origin, sex, handicap, or age.

**Wilmington Education
Improvement Commission**
Solutions for Delaware Schools

October 23, 2015

Joseph T. Laws III
President, Board of Education
Colonial School District
318 E. Basin Road
New Castle, Delaware 19720

Dear Ted,

We are following up on the conversations at and after the Commission meeting yesterday concerning the Colonial Board of Education vote at its October 13th meeting to retain City of Wilmington students in your district. As communicated to us earlier by Superintendent Blakey, and as he announced at the October 14, 2015 meeting of the State Board of Education, the action was taken after an analysis of 2013 DCAS test scores for low-income students revealed that Colonial outperformed other districts in northern New Castle County. A copy of the PowerPoint slides summarizing that data is attached.

We appreciate the Colonial School Board's affirmation of its desire to continue to serve Wilmington students living in the district. Most importantly, we agree with you that what is best for students should be the key factor in any recommendation and decision about district responsibilities. In that regard, however, while the Colonial School Board has affirmed its desire to continue to serve Wilmington students, the district has not provided a compelling case as to why that is in the best long-term interest of Wilmington students. That case should be made to the Redistricting Committee of the Commission, of which you are a member. Until then, the recommendation in the WEAC final report that the Colonial School District should no longer serve Wilmington students remains the baseline for the Committee's and Commission's consideration. It would be up to the Redistricting Committee to propose an alternative recommendation to the Commission.

As you consider the case to be made, please consider the following factors. The action of the Colonial Board does not address the basis for the recommendation in the WEAC final report. Further, the analysis which was the basis for the Colonial Board's action does not address the full dimensions of Colonial's performance in regard to the education of Wilmington students. The key concerns are described below.

1. If the Colonial School District continues to serve Wilmington students, the fragmented structure of public education in the city will continue. Since 2001, four separate task forces have concluded that long-term, sustained educational achievement requires a more coherent, responsive governance system. The WEAC recommendation that the Colonial School District no longer should serve Wilmington students was based on this need for coherent governance and not based on student test scores. The Colonial School District has no schools in the city of Wilmington and it serves fewer than 200 Wilmington students. While the Board has affirmed its desire to "keep its kids," the district actually has a minimal role and commitment to the city-wide education of Wilmington students and it has done nothing to

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expand that role or commitment. Indeed, the actual presence of the Colonial School District in the education of Wilmington students has been shrinking as students choose to attend non-district schools.

What is the justification for the continuing role of the Colonial School District in the governance of Wilmington public education? What actions does the Colonial Board anticipate to strengthen that role and to develop a real presence in the City of Wilmington? What consideration has or will the Colonial School Board give to expanding its boundaries to serve Wilmington students that live in areas that are directly contiguous to current Colonial School District feeder patterns?

2. About half of all Wilmington students in the Colonial School District, including more than half of the elementary school students, already choose out to public schools outside of Colonial. Although the Colonial School District occupies a large geographic area Wilmington students in the district live in a small area of the City that is closer to schools in the three other districts and to public charter schools than to any school in the Colonial School District. Indeed, the nearest Colonial school is outside of Wilmington and six miles from where these students live.

Does the Colonial School District intend to address the condition that a majority of the district's Wilmington elementary school students are now attending schools out of the district, specifically schools that are much closer to where those students live? How does the Colonial School District intend to address the fragmentation of governance responsibilities for Wilmington students in its own district?

3. An analysis of 2013 and 2014 DCAS test scores for low-income students residing in Wilmington leads to the conclusion that none of the four school districts has been effective in supporting the success of most of their low-income Wilmington students. Attached is this more detailed analysis of the DCAS data for 2013 and 2014 for the four Wilmington districts that splits out assessment of Wilmington students and low-income Wilmington students. This data demonstrates that low-income Wilmington students have test scores below those for all four districts as a whole, and also below those for all low-income students in all four districts. With one exception, test scores in all subject areas in all districts in both years document that less than 50% of low-income Wilmington students are proficient. In some cases Colonial test scores for Wilmington students are above those of other districts. These indicate important progress. Even so, less than 50% of Colonial low-income Wilmington students are proficient on all tests.

If the Colonial School Board believes that it is better prepared to educate low-income Wilmington students than other districts, what steps is it planning to take to change this situation? How would those plans relate to the role of the Colonial district in strengthening educational opportunities and performance for other Wilmington students in areas adjacent to the district's current boundaries? This is the real test of doing what is best for students.

We would be pleased to discuss these concerns with you and encourage you to share your responses to these concerns with the Redistricting Committee as soon as possible.

Thank you.

A handwritten signature in black ink that reads "Joseph A. Pika". The signature is written in a cursive style with a large, stylized 'P'.

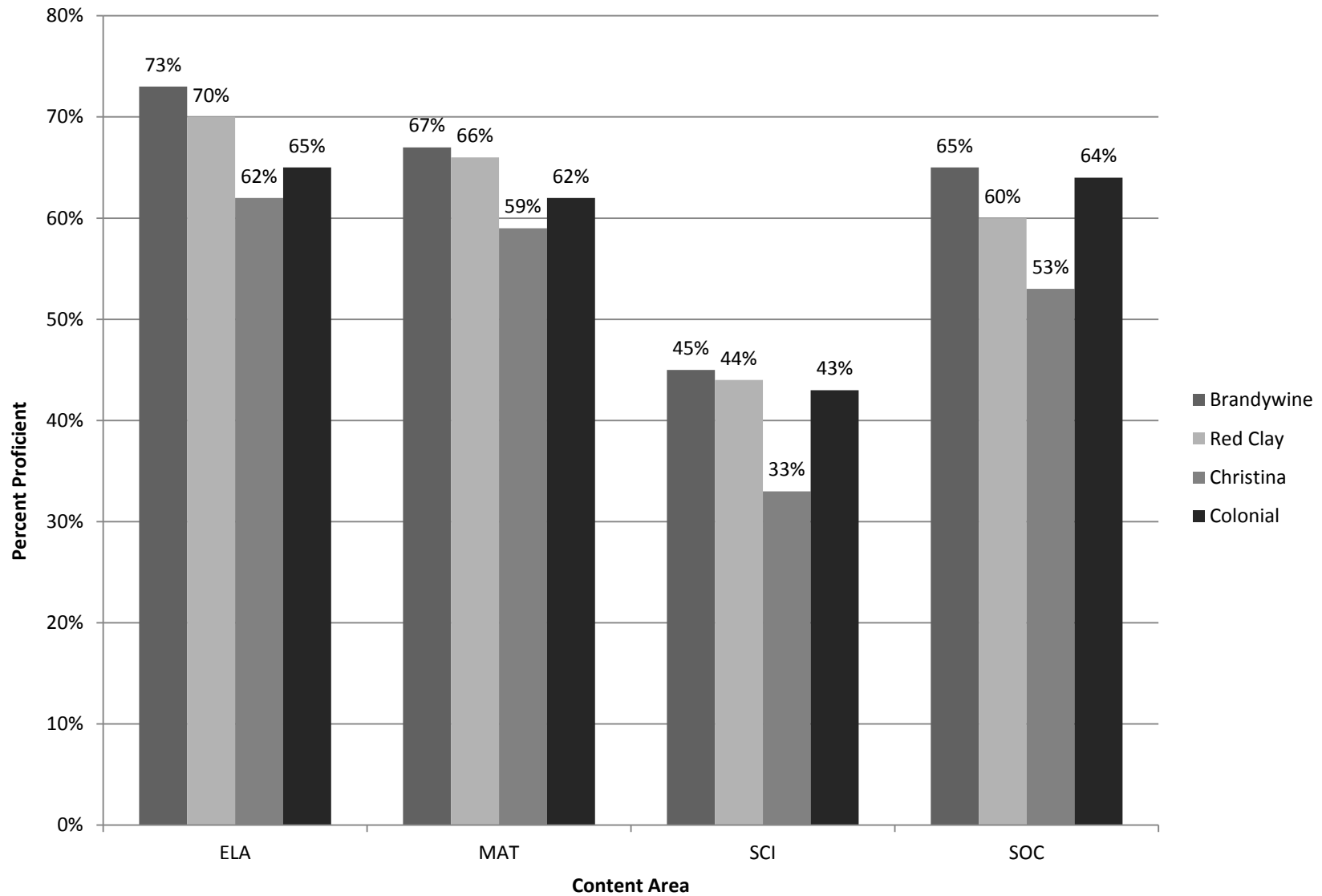
Joe Pika, Co-Chair, Redistricting Committee, WEIC

A handwritten signature in black ink that reads "Dan Rich". The signature is written in a cursive style with a large, stylized 'D'.

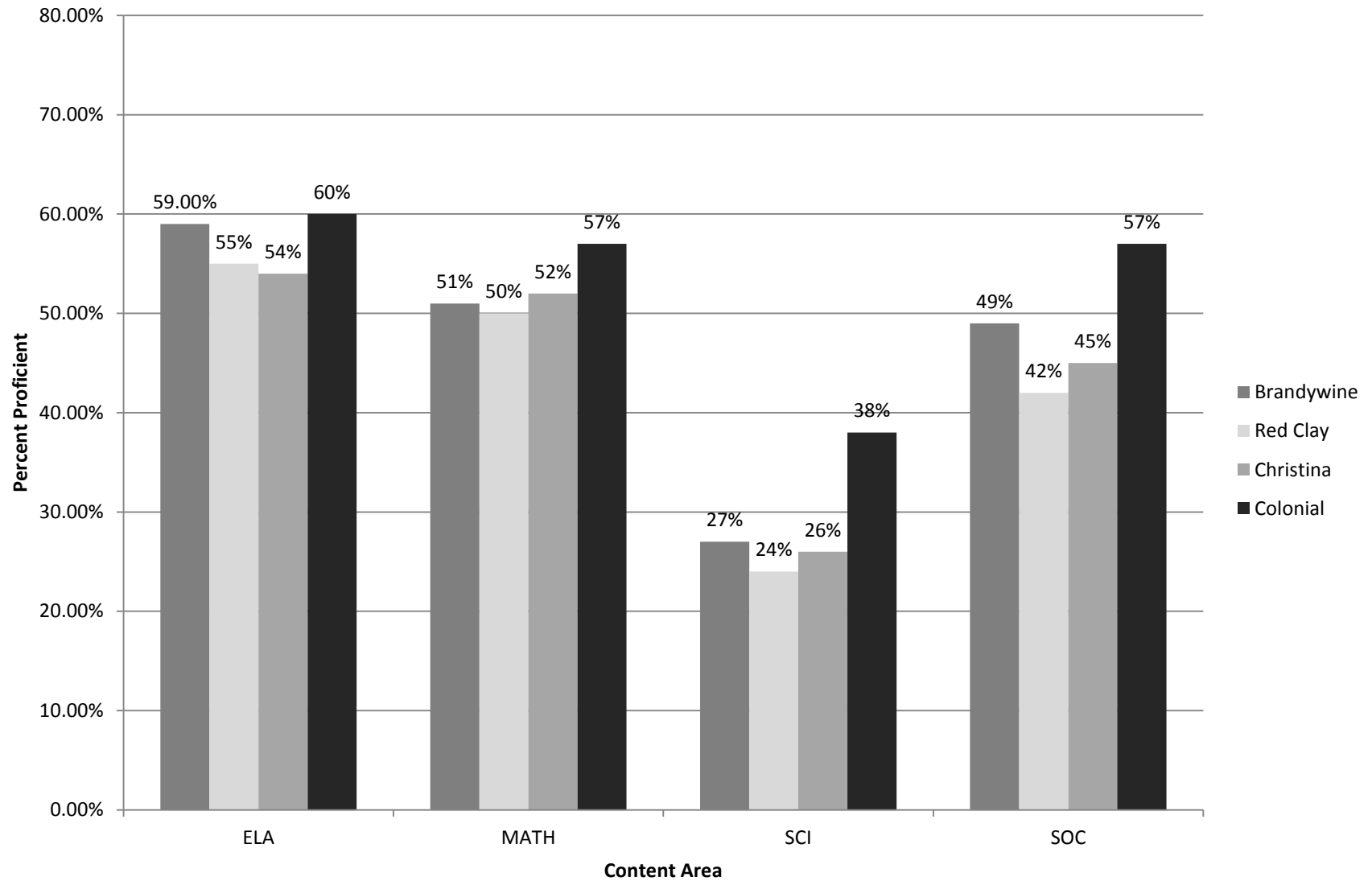
Dan Rich, Policy Director, WEIC

cc. Tony Allen, Chair, Wilmington Education Improvement Commission
 Elizabeth Lockman, Vice-Chair
 Kenneth Rivera, Vice-Chair
 Members of the Wilmington Education Improvement Commission
 Members of the WEIC Redistricting Committee
 Co-chairs of the WEIC Committees
 Members of the Colonial School District Board of Education
 Dr. Dusty Blakey, Superintendent, Colonial School District

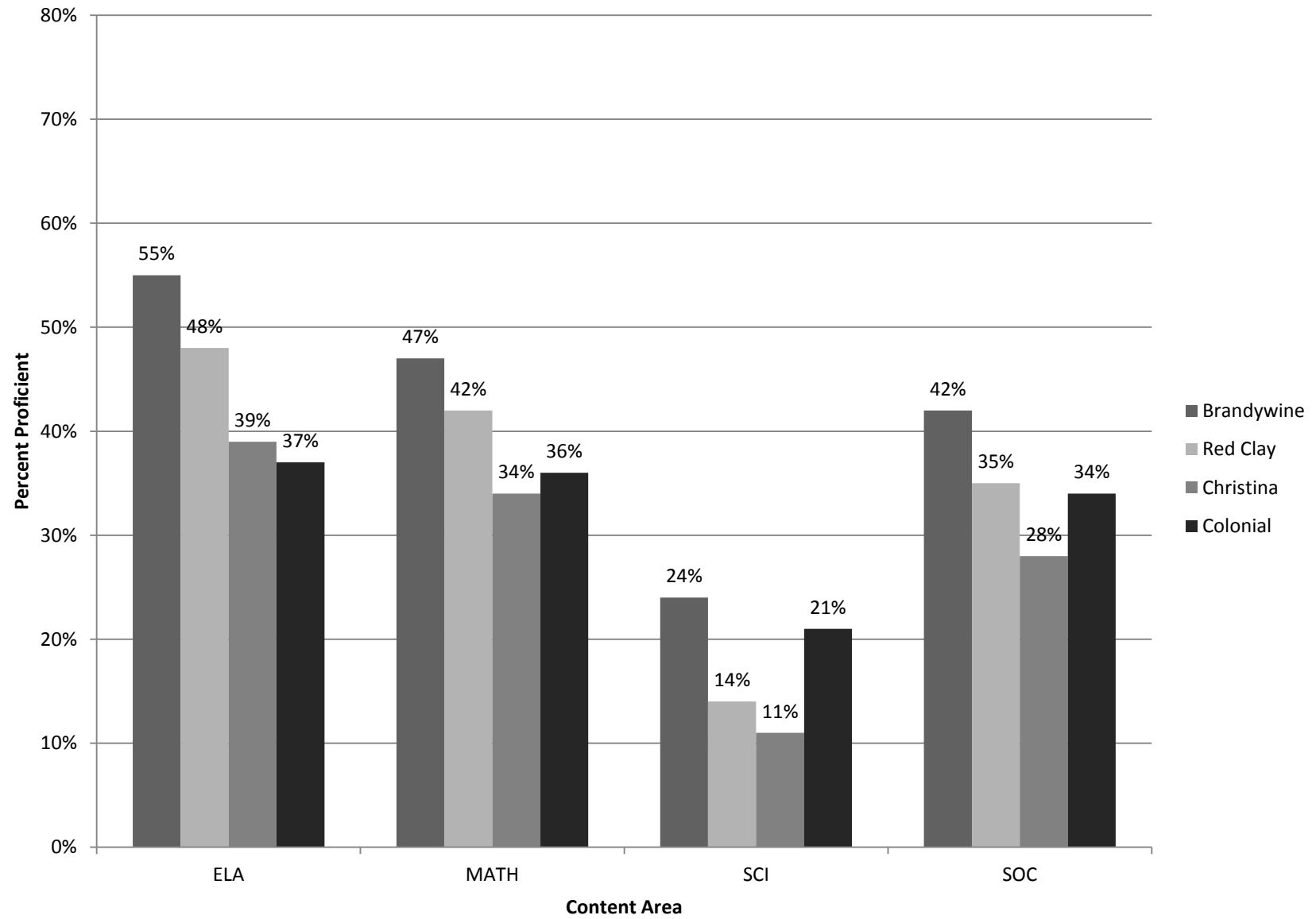
2013 DCAS, All Students by District (Grade Level Aggregated)



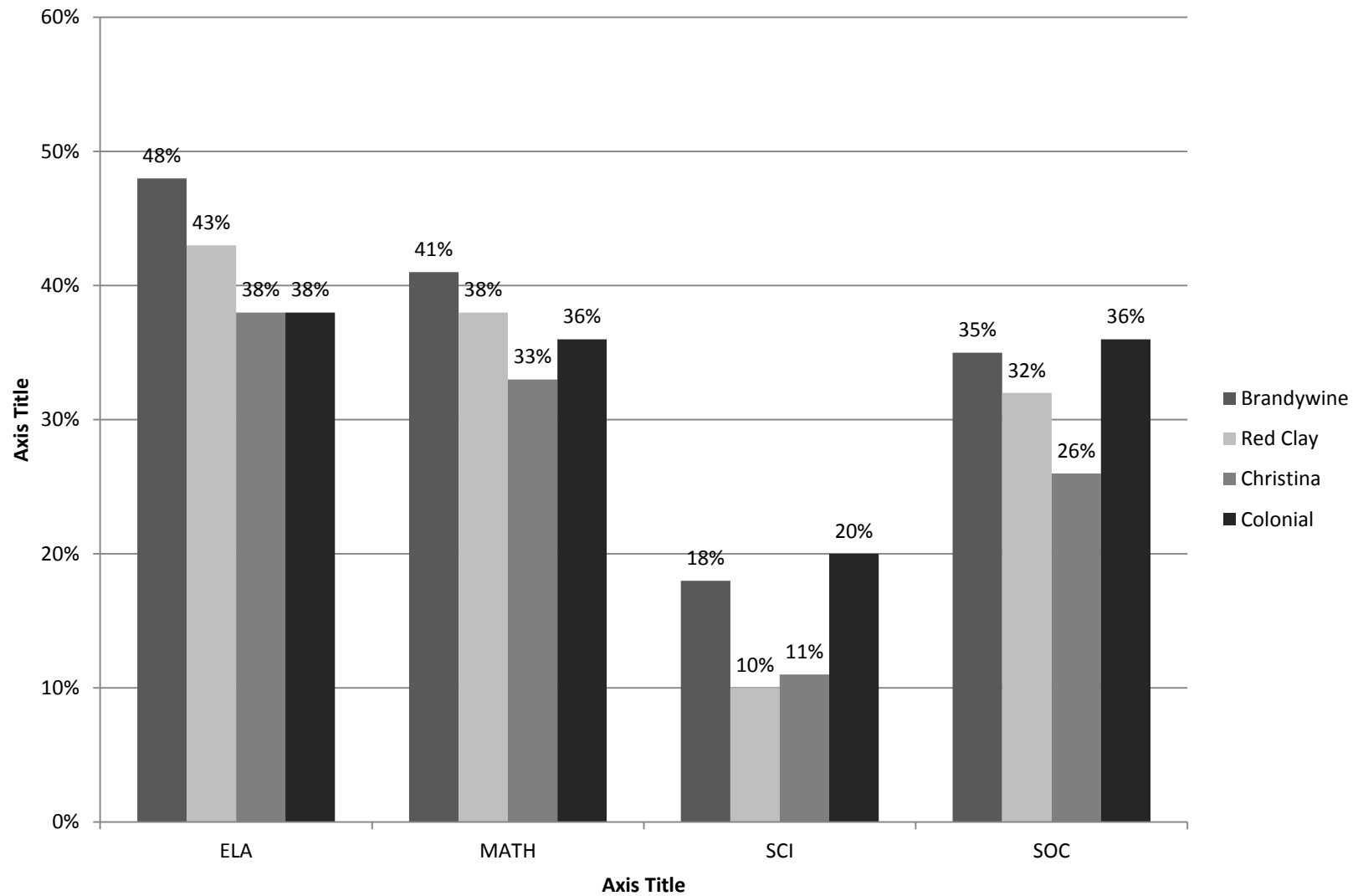
2013 DCAS, All Low-Income Students by District (Grade Level Aggregated)



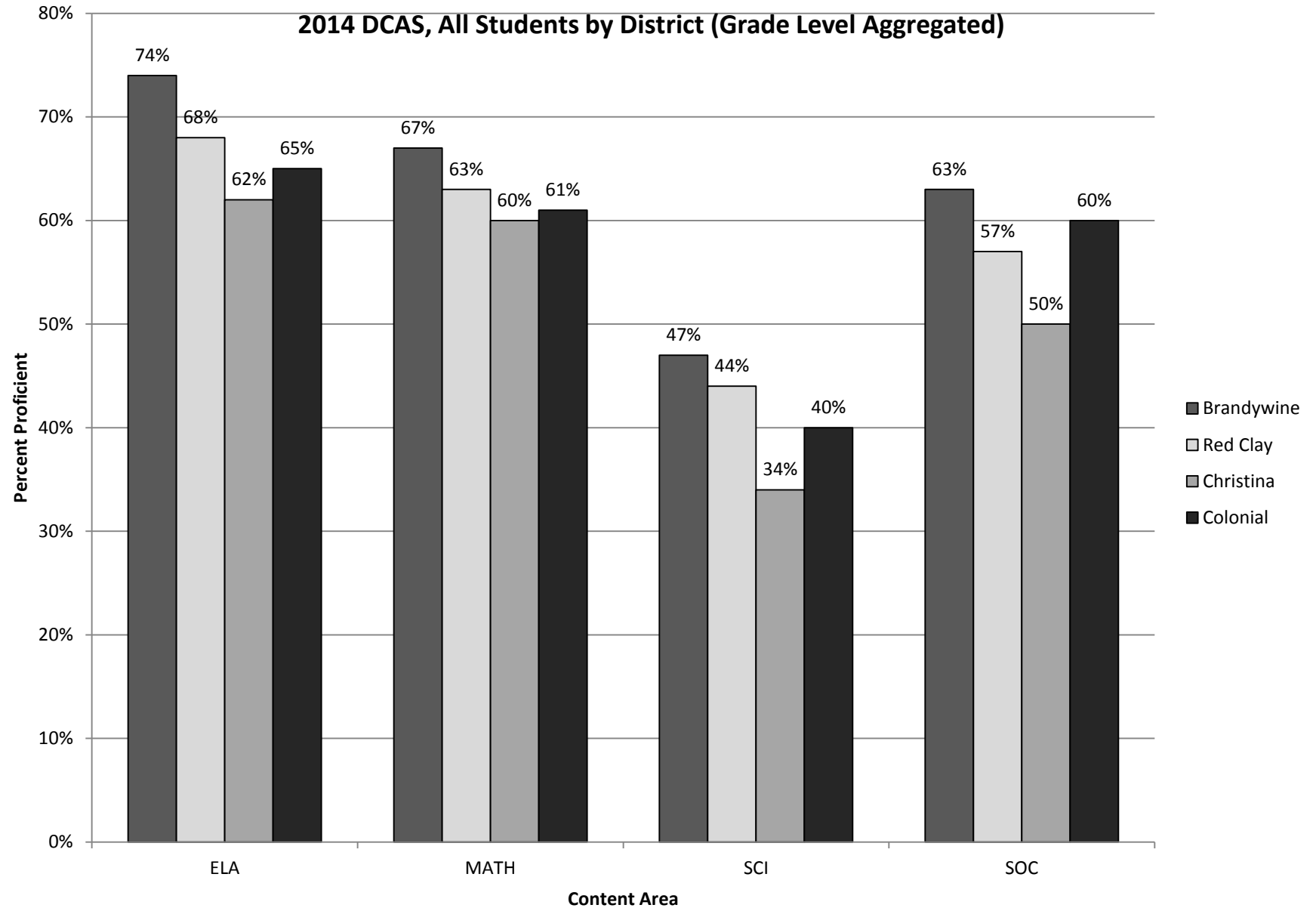
2013 DCAS, City of Wilmington Students by District (Grade Level Aggregated)



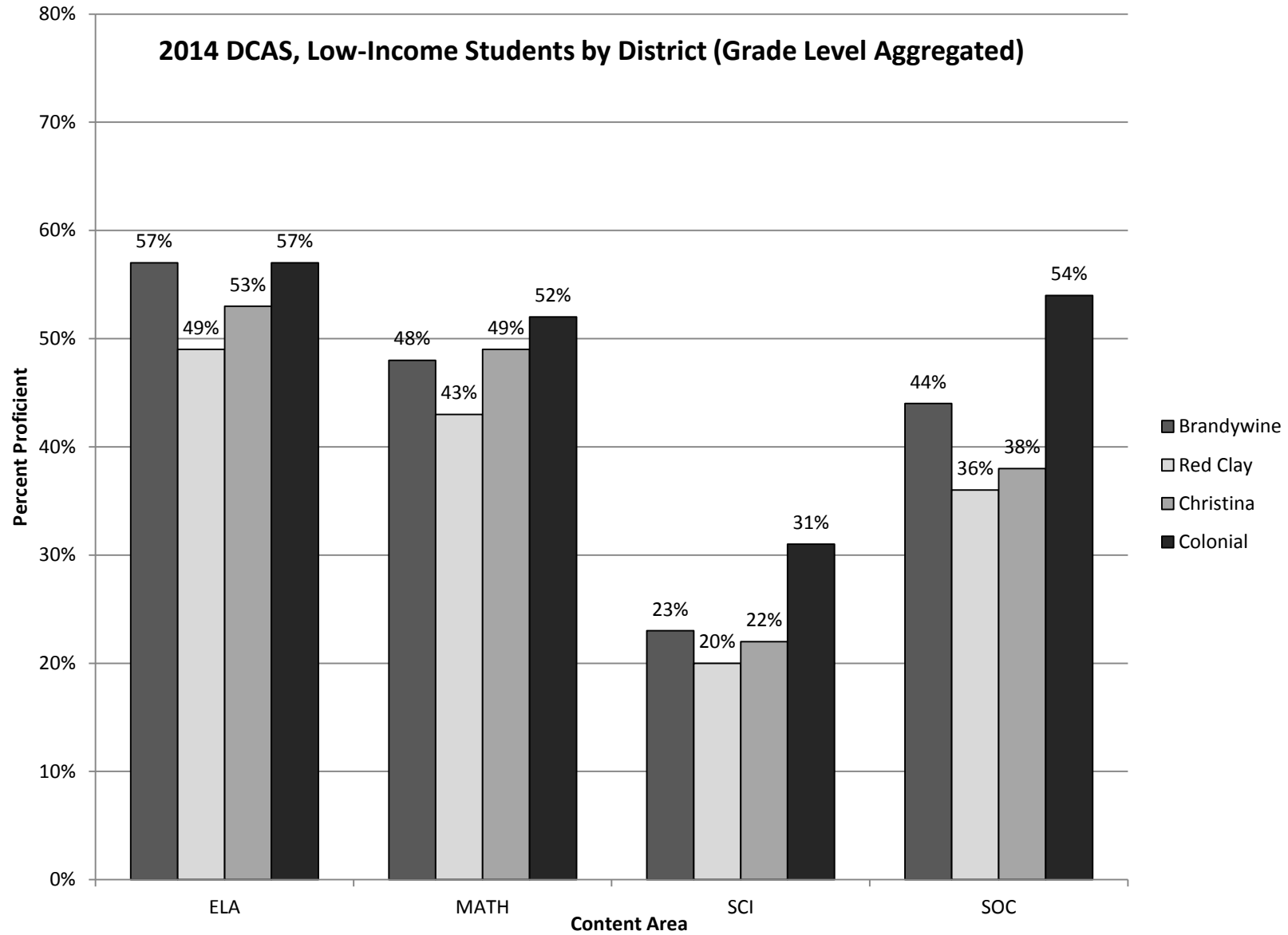
2013 DCAS, Low-Income City of Wilmington Students by District (Grade Level Aggregated)



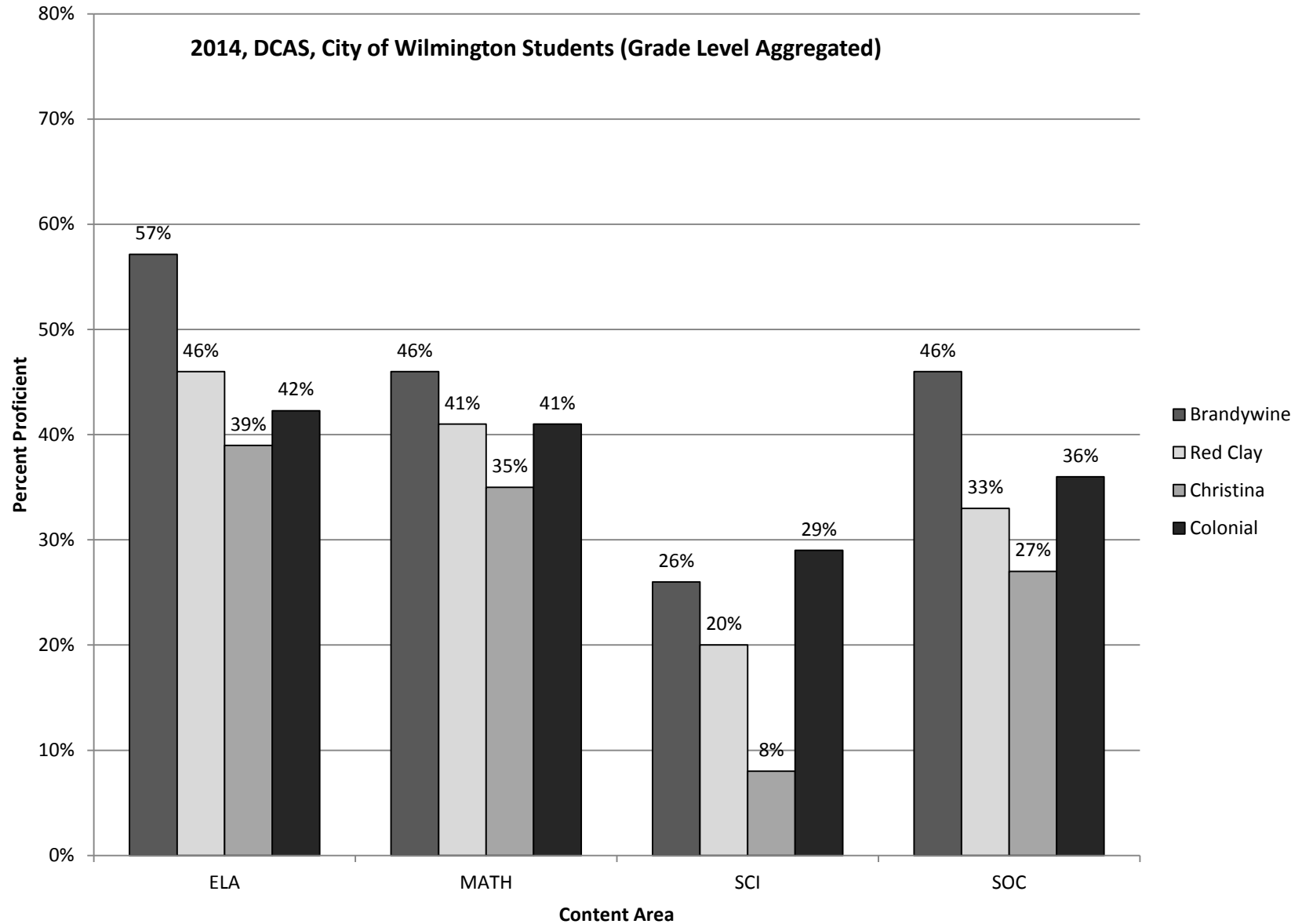
2014 DCAS, All Students by District (Grade Level Aggregated)



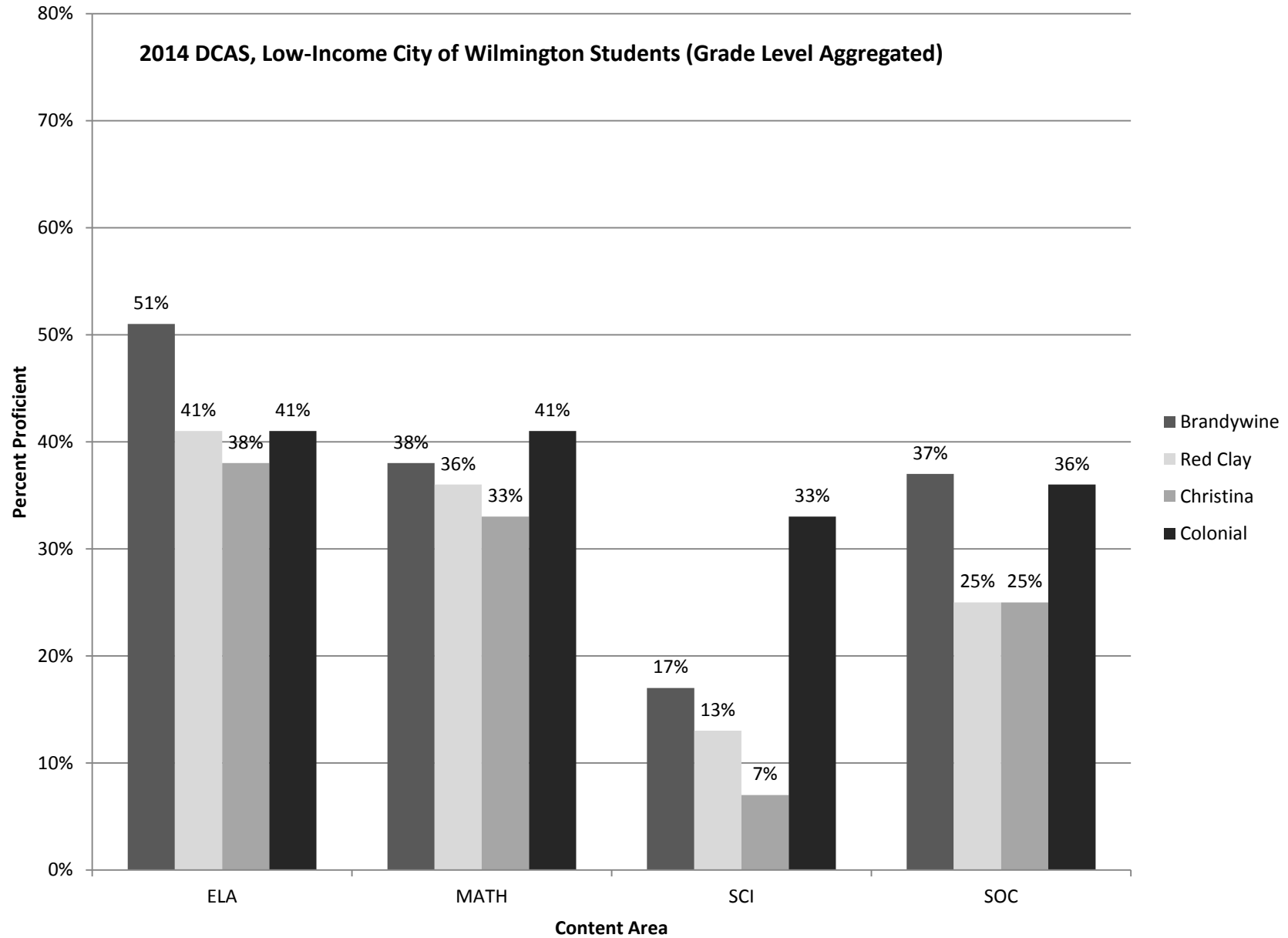
2014 DCAS, Low-Income Students by District (Grade Level Aggregated)



2014, DCAS, City of Wilmington Students (Grade Level Aggregated)



2014 DCAS, Low-Income City of Wilmington Students (Grade Level Aggregated)



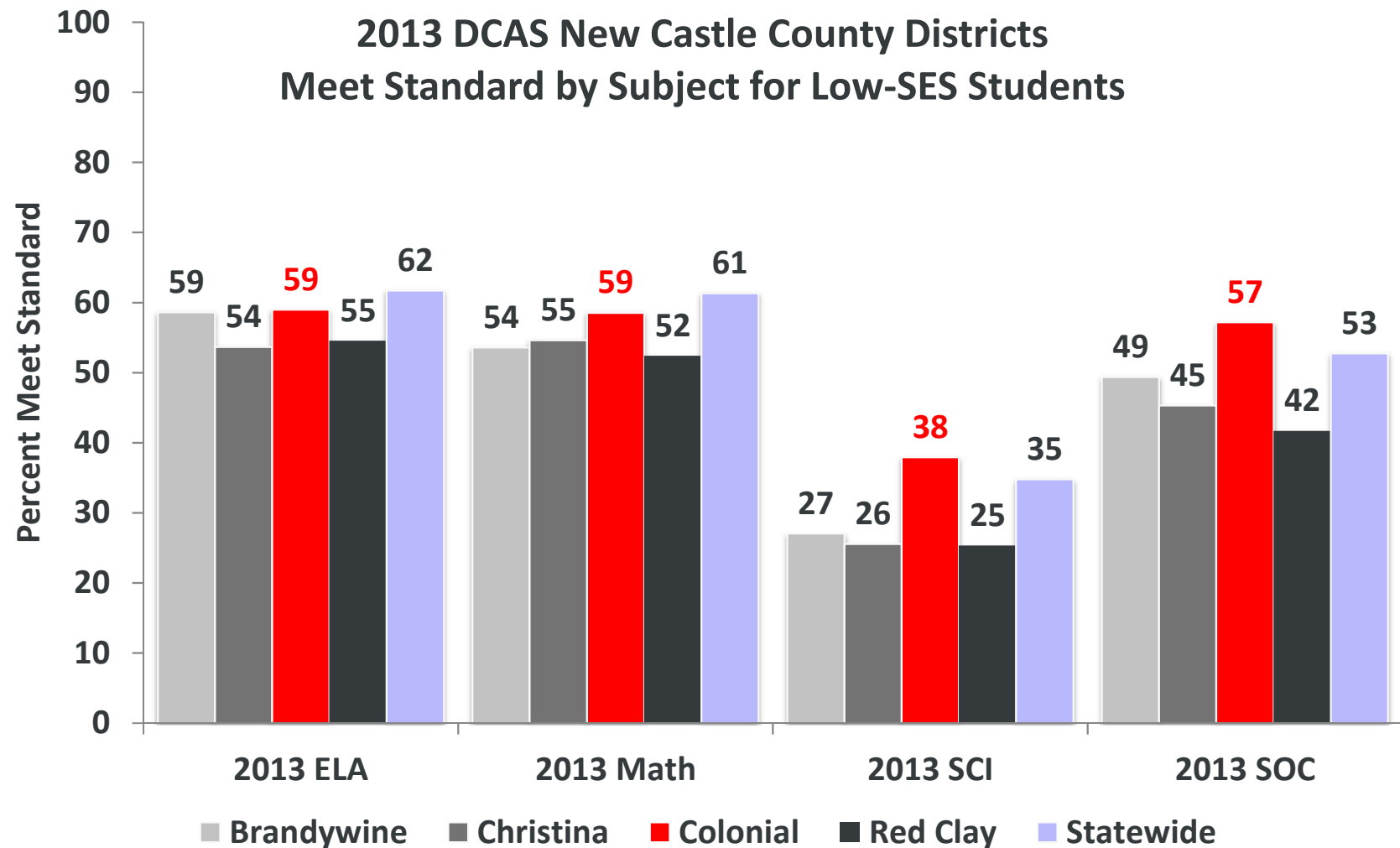


Low SES

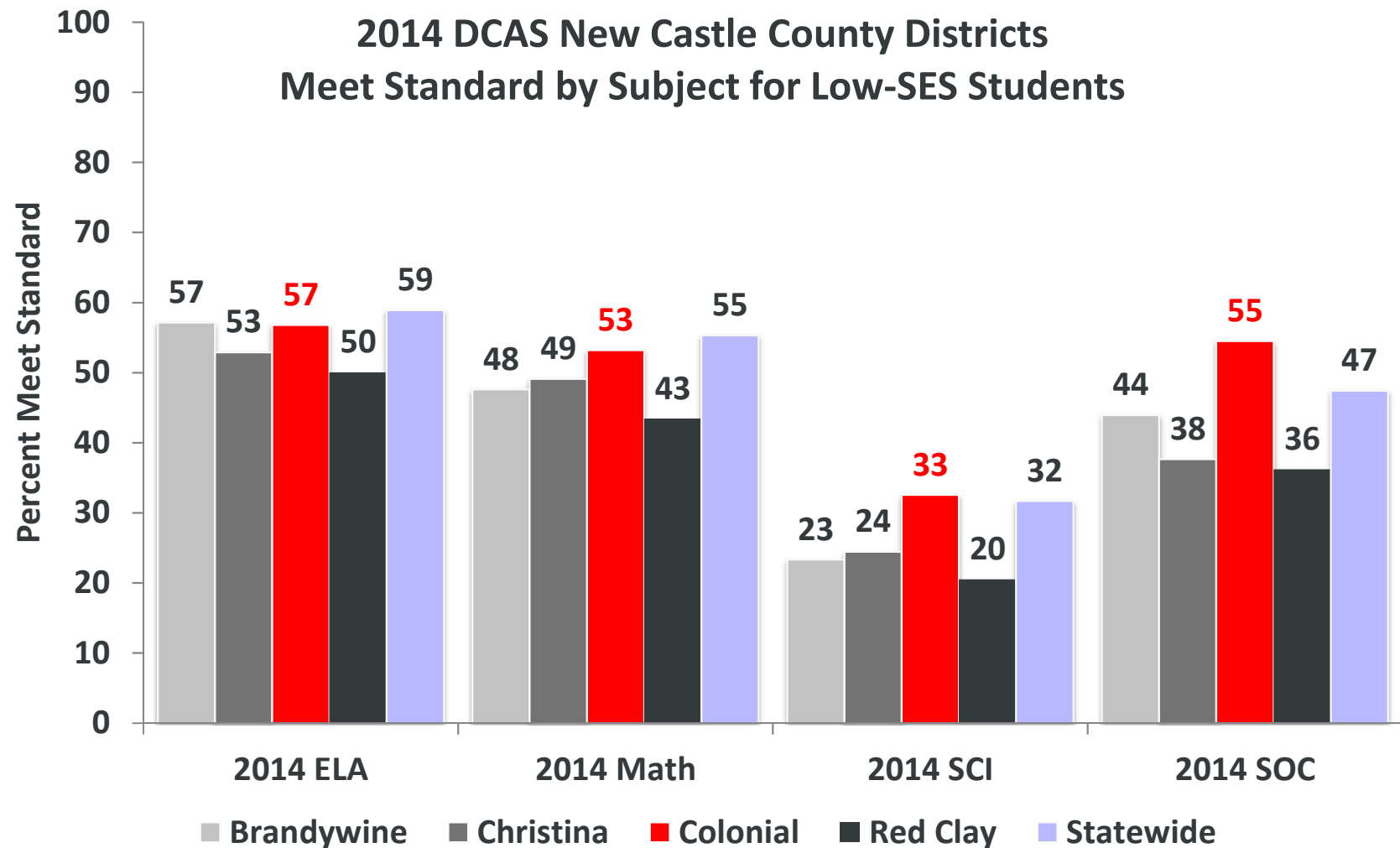
Data

2013-2015 Proficiency Data

2013 Low-SES Proficiency



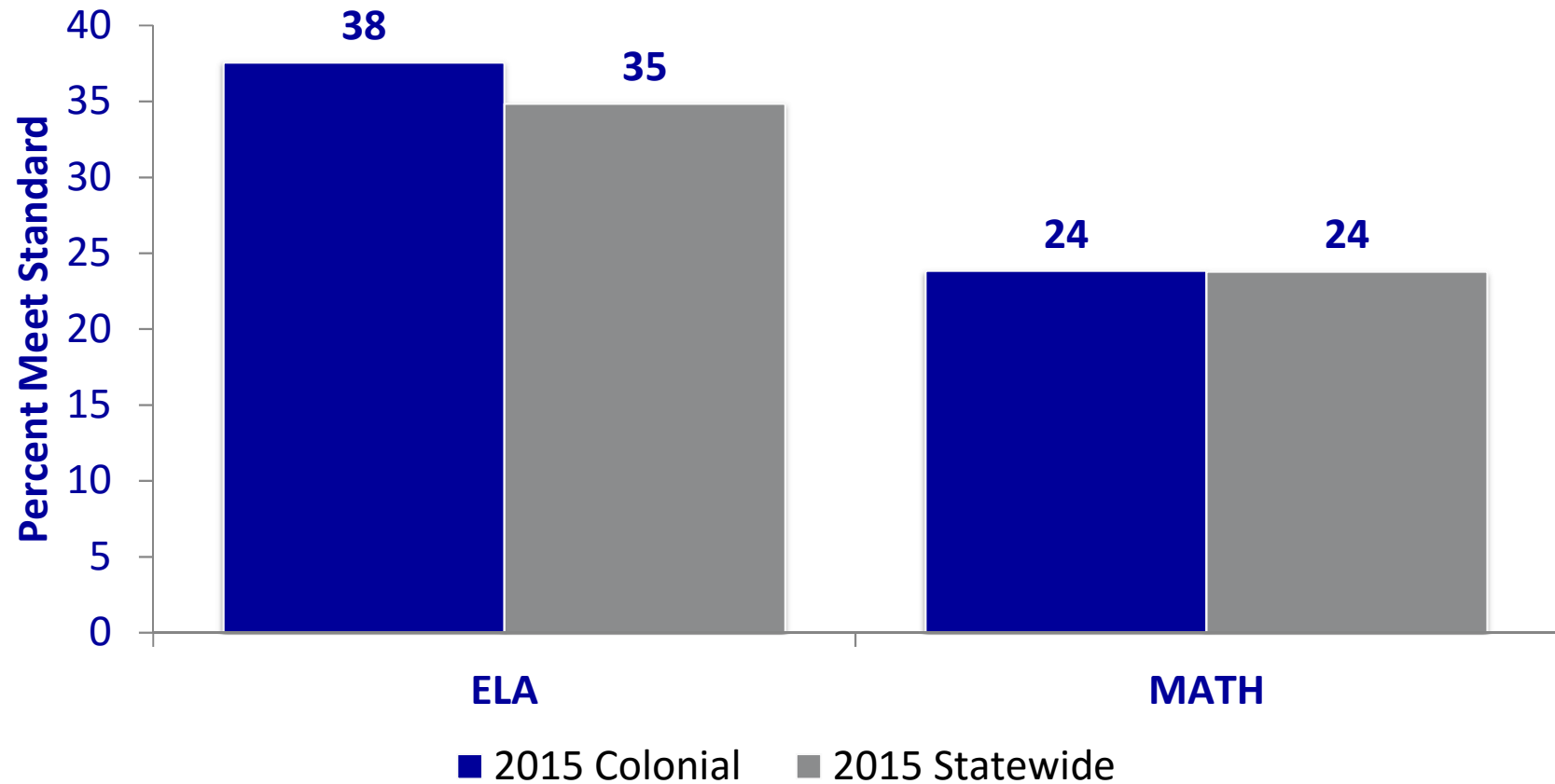
2014 Low-SES Proficiency



2015 Colonial Low SES



2015 Colonial Low SES SBAC Meets Standard



**Wilmington Education
Improvement Commission**
Solutions for Delaware Schools

November 17, 2015

Mr. Joseph T. Laws, III
President, Colonial School District Board of Education
PO Box 346
St Georges, DE 19733

Dear Mr. Laws:

I am in receipt of the Colonial School District's November 10, 2015 board resolution reaffirming its support for the work of the Wilmington Education Improvement Commission (the Commission) and its intention to continue serving City of Wilmington children within the current Colonial School District boundaries.

In that resolution, you expressed openness to expanding the District's service area in the City of Wilmington, provided the funding is "awarded and sustained," both with respect to operational and capital expenses as well as willingness to continue to work with the Commission as we address the many recommendations outlined in previous Advisory Committee's report, *Strengthening Wilmington Education: An Action Agenda*.

Although I am disappointed with the district's decision to opt out of the recommendation concerning Colonial School District's participation in the redistricting process, I am quite pleased you, Superintendent Blakey and the Colonial team are willing to stay involved and remain open to the Colonial district doing more with the noted caveats you outline in the resolution.

In that spirit and consistent with our discussion a few weeks ago, I look forward to the District's plan of action with respect to City of Wilmington children. We hope to include your plan in our final report to the State Board of Education. As you know, we believe there are currently 18 to 23 governing units who have some responsibility for providing 11,500 city children access to a quality of education and quite literally, no unified plan for so doing. That in and of itself is a disheartening fact, but when coupled with the performance of these students, particularly those who are low-income, it is at best benign neglect and at worst, something much more deleterious.

With its limited population of City children, in perhaps the most isolated community in its district, Colonial's city plan can be a model for others and potentially spur the kind of collaboration necessary to significantly enhance the educational outcomes for these students. We look forward to receiving your plan and following your progress in implementing it.

As a last point, I know these conversations and related decisions are difficult and sometimes uncomfortable, but that makes them no less necessary. For 40 years, no traditional district or charter school in northern New Castle County has developed a sustained solution for addressing the needs of this population of children, specifically low-income, largely black and brown, Wilmington students. In the only metropolitan City in the second smallest state in the union, the results should stir us all.

I look forward to continuing to work toward a better solution.

Sincerely,



Tony Allen, Ph.D.

cc: D. Dusty Blakey, Ed.D., Superintendent, Colonial School District
Colonial School District Board of Education members

www.solutionsfordelawareschools.com

email: solutionsfordelawareschools@gmail.com voice/text: 302.385.6206

Colonial School District is committed to providing all students with access to quality educational programming in a nurturing environment that leads to long-term opportunities and real-world experiences that support college and career readiness. Our focus is to provide all students and families with access to early education options (Pre-K programming), unique innovative programs with a personalized or blended approach to learning, social-emotional and wellness care, and building partnerships with local businesses and industry to expand student and family access to resources that support the educational and holistic needs of children and families.

To achieve these goals, Colonial School District supports students' nutritional needs by providing all students with access to a free breakfast and utilizes the Universal Lunch Program to provide a free lunch to all students in 12 of our 14 schools. Additionally, Colonial has a unique summer feeding program that provides meals at three schools in designated areas of high-need. The district has also become the first in Delaware to employ two mobile vans that go out into additional limited income areas in the community to provide lunch to our families in the summer. We have also recently begun serving dinner at several of our schools to feed students a nutritious meal after school while they participate in one of our many after school programs.

Colonial School District is committed to an expanded Pre-K program. Its goal is to serve all Pre-K students in the district by expanding the number of students served. Not only will it continue its focus on serving Pre-K students with identified disabilities, but it has also expanded its overall access to Pre-K services by enrolling in the Delaware STARS Program and Purchase of Care to support families with limited incomes. Our Pre-K coordinator has focused on establishing deeper partnerships with local daycare providers and has intentionally targeted underserved communities to educate and inform parents about the importance and affordability of early education programs in the district.

Colonial School District has partnered with Reading Assist to develop a unique approach to intervention with struggling early elementary school readers. Students identified with severe reading deficits receive daily one-on-one reading assistance with trained Reading Assist AmeriCorp members. This program is the only such program in Delaware and is designed to support struggling readers with the highest need. Additionally, the district has trained many teachers in the Reading Assist reading strategies program and has allocated Reading and math support specialists in every building.

Colonial School District has also developed partnerships with Nemours and The Life Health Center to provide pilot programs with tele-medicine services and an elementary wellness center at two schools with diverse populations serving students with limited incomes and unique needs and disabilities. These pilots are designed to service students with severe medical needs and/or students and families with unmet medical and social-emotional needs. Each pilot partnership is designed to provide in-school medical access to a healthcare provider. The

significant difference between the two programs is that the elementary wellness center provides onsite medical and social-emotional health services to students and families by licensed medical professionals that include a nurse practitioner and Licensed Clinical Social Workers (LCSWs), as well as case managers to help uninsured families obtain insurance for their children and families. Conversely, the tele-medicine pilot provides only medical consultations between the school nurse and the medical professional through the use of technology. Both pilot programs are the only such programs being piloted in Delaware.

In addition to the two pilots mentioned, the district supports the social-emotional needs throughout the district by its partnership with the State of Delaware through the use of behavioral health consultants in the middle schools. The district also employs licensed therapeutic personnel that float throughout our schools to support our counselors, students, and families. Family Crisis Therapists (FCTs) are also present in every elementary school. FCTs that are also licensed therapists are placed in our elementary schools that have the most significant needs.

Addressing the whole child and whole family are important elements in the academic success of our students. Access to early education, health and wellness care, mentoring and early intervention programs are just a few highlights of the plan for success for all students in Colonial. We believe that the district vision, in partnership with families and the community, will support the academic success and overall personal growth of all of our students.



BRANDYWINE SCHOOL DISTRICT

1311 Brandywine Boulevard
Wilmington, DE 19809-2306

(302) 793-5000
www.brandywineschools.org

MARK A. HOLODICK, Ed.D.
Superintendent

JOHN A. SKROBOT, JR.
President, Board of Education

RALPH ACKERMAN
Vice President, Board of Education

**Resolution on Proposed Changes to the Student Feeder Pattern as the
Result of the Recommendations of the Wilmington Education Improvement
Commission**

Whereas, the Brandywine School District believes that the participation and input of our community is a cornerstone of our district; and

Whereas, the children and taxpayers are the primary groups that the Board of Education must put first; and

Whereas, the staff and facilities are under the stewardship of the Board of Education; and

Whereas, our community consists of a long-standing portion of the City of Wilmington and other areas that make geographical sense; and

Whereas, the original WEAC report recommended that Christina and Colonial students who reside in the City of Wilmington be absorbed by the Red Clay Consolidated School District; and

Whereas, we did not begin conversations with our community during the initial phases of the WEAC report and at no time expressed an interest in changing our boundary lines; and

Whereas, the Brandywine School District faces an upcoming operating and capital referendum that is essential to the continued success of our students and well-being of our community; and

Whereas, the estimated cost to Brandywine is in excess of an additional \$5 million tax dollars to absorb the Colonial portion of the City of Wilmington.

Now, be it therefore resolved this 16th day of November, 2015, that the Brandywine School District Board of Education supports the redistricting recommendations in the WEAC final report that affirm the continued role of the Brandywine School District in serving City of Wilmington students within its existing boundaries.

**Wilmington Education
Improvement Commission**
Solutions for Delaware Schools

November, 17, 2015

Mr. Ralph Ackerman
Interim President, Brandywine School District Board
1311 Brandywine Boulevard
Wilmington, DE 19809

Dear Mr. Ackerman:

I am in receipt of the Brandywine School District's board resolution reaffirming the work of Wilmington Education Improvement Commission (the Commission) as well as the district's intention to maintain its current students and boundaries in the City of Wilmington.

As you know, we had hoped Brandywine would express some interest in doing more, particularly as it relates to the approximately 178 city students in Colonial who live in a neighborhood contiguous to the Brandywine School district. However, we recognize that you have been consistent in your position to retain your current district boundaries ever since the release of the Advisory Committee's interim report last January.

As a member of the Commission, I hope that Brandywine continues to recognize the challenging nature of the current landscape with respect to Wilmington education: a landscape that is fragmented and fraught with inefficiencies, particularly as it relates to the 11,500 city students who have 18 to 23 governing units responsible for serving them, with no unified plan for so doing. To be clear, the performance of a single school district or charter school is irrelevant to the prospects for most Wilmington students if the sum of performance across all districts and charters is not greater than the parts. Such is the case in Wilmington education today, a point on which we all must be held accountable.

In that spirit, I would request the same thing I am requesting from Colonial School District, which as you know has also issued a similar resolution to retain its current boundaries. In our final report to the State Board of Education, we would like to include a Brandywine District plan of action with respect to City of Wilmington children. Perhaps such a plan could be a model for others and potentially spur the kind of sustained collaboration necessary to significantly enhance the educational outcomes for all Wilmington students. If Brandywine already has a plan for City of Wilmington students, please forward that plan as your response to my request. We look forward to reviewing your plan and following your progress in implementing it.

As a last point, I know these conversations and related decisions are difficult and sometimes uncomfortable, but that makes them no less necessary. For 40 years, no traditional district or charter school in northern New Castle County has developed a sustained solution for addressing the needs of this population of children, specifically low-income, largely black and brown, Wilmington students. In the only metropolitan City in the second smallest state in the union, the results should stir us all.

I look forward to continuing to work toward a better solution.

Sincerely,

A handwritten signature in black ink, appearing to be 'Tony Allen', with a long, sweeping underline that extends to the right.

Tony Allen, Ph.D.

cc: Mark Holodick, Ed.D., Superintendent, Brandywine School District
Brandywine School District Board members

www.solutionsfordelawareschools.com

email: solutionsfordelawareschools@gmail.com voice/text: 302.385.6206



BRANDYWINE SCHOOL DISTRICT

1311 Brandywine Boulevard
Wilmington, DE 19809-2306

(302) 793-5000
www.brandywineschools.org

MARK A. HOLODICK, Ed.D.
Superintendent

JOHN A. SKROBOT, JR.
President, Board of Education

RALPH ACKERMAN
Vice President, Board of Education

December 15, 2015

Dr. Tony Allen, Dr. Dan Rich, and the members of the Wilmington Education Improvement Commission:

At its November 2015 regularly scheduled public session, the Brandywine School District voted to affirm its support of the original WEAC proposal in which the Brandywine School District would continue its commitment of providing high quality academic, social, and emotional programming for students residing in City of Wilmington jurisdictions that are already defined as being a valued part of the Brandywine School District. In response, the Wilmington Education Improvement Commission requested information about the District's plan to educate its students who reside in the City of Wilmington. For the District, that plan is wrapped into its existing promise to advance its equity initiative and focus to ensure access and opportunities for all students.

For Brandywine, such a request draws attention to our current work surrounding equity and reaffirms the wisdom, vision, commitment, and value that Brandywine boldly placed on diversity in its 2001 Neighborhood Schools Plan – a plan favored by a two to one margin by Brandywine stakeholders. Six years later, as the District underwent a reconfiguration effort to better serve students and demonstrate fiscal stewardship, the District's actions cemented its commitment and value of diversity as it adjusted all feeder patterns in Kindergarten through twelfth grade. Diversity not defined by race or racial composition of schools, but factors that research shows must be considered and strategically managed to create and maintain positive and productive learning environments for all students. To this end, the District remains diligent in monitoring and adjusting programming and supports based on socio-economic status of students, special education requirements, DeSSA proficiency scores, Response to Intervention data, and absentee and tardiness rates for all students, regardless of race or geographic location of residence. As focused magnet and charter schools become more prominent throughout the state, the District takes great pride in being a comprehensive, traditional school district with a mission of serving all students who walk through our doors. Unlike many smaller, more targeted schools, the Brandywine School District continues to serve a diverse and complex student body.

How will the District keep its schools diverse and ensure equitable educational opportunities for all students? Fortunately, Brandywine is, and has been, very forward thinking in its plan to ensure all students receive the best education possible, especially those who have the highest need, as evidenced by Brandywine's recently published District Success Plan. It reflects active attention to the same core belief, the strength and value of diversity, which has continued to guide the direction of Brandywine since the stance taken in its 2001 Neighborhood School Plan, a focus that has not only guided the development of several District Success Plans and scores of annual School Success Plans, but was the cornerstone of the District's Race to the Top Plan. From the inception of Race to the Top, the district ensured that Brandywine's RtT Plan was aligned to and accentuated the vision and mission of the Brandywine School District and its ongoing commitment to provide high quality educational experiences so that all students graduate college- and career-ready and adequately prepared to meet the challenging and complex demands of an ever-flattening global economy. In fact, the District has experienced high single digit and double digit percentage gains in proficiency over four years of DeSSA assessments for all students as well as steady incremental growth with a focus on significantly closing the achievement gap. The District's gap closure during the four years of RtT is dramatically higher than any other period of time since such data has been collected – evidence that this hallmark is embraced and productive at all levels of the organization.

The end of Race to the Top signaled the need to create the next iteration of the District Success Plan not only to continue the work resulting in the increased student achievement, but to push forward in how to better meet the needs of today's 21st century student, using technology that not only prepares them for tomorrow's workforce but engages them in rigorous and relevant learning opportunities delivered in a way to allow anytime, anywhere access and allows students to take greater ownership of their learning path based on individual need and/or preference. Guided by input provided by ten different stakeholder groups that included students, parents, community members, non-instructional staff, teachers, administrators, and Board of Education members, the 2015-2019 District Success Plan was created. Key components of the plan include:

- Revision of all curricula to ensure a rigorous and relevant 21st century learning experience for all students
- Implementation of Programs of Study that complement existing pathways and capitalize on students' interests as discovered through Student Success Plan completion
- Expansion and strengthening of an already dynamic STEM program to increase relevance through multi-disciplinary connections
- Increase dual enrollment opportunities for students prior to graduation
- Implementation of a World Language Immersion Program
- Deepened focus on Response to Intervention (RtI) to ensure all students are receiving targeted assistance through evidence-based programs in the critical areas of Reading/Writing and Mathematics
- Implementation of Standards-Based IEPs to ensure key prerequisite skills are identified and focused on to support access to Common Core State Standards
- Ensuring an articulated continuum of services is provided based on the needs of students with special needs
- Expansion of AVID, Freshman Seminar, SAT Prep, and courses to support students in rigorous academic programs, preparing them to graduate college- and career-ready.
- Deepened focus on supports and services for English Language Learners (ELL) through implementation of Sheltered Instruction Observation Protocol (SIOP)
- Implementation of the Parallel Curriculum to provide rich learning for students in the Gifted Program and other advanced learners across the District
- Provide personalized learning through strategically designed blended learning opportunities that balance face-to-face direct instruction, online learning, and collaborative interaction through project-based learning activities
- Adoption of the NETS standards for students, teachers and administrators to ensure that students have the technological understanding and skills identified as essential for today's 21st century learner
- Implement proactive, restorative discipline programs such as No Bully System, Positive Behavior Interventions and Support (PBIS), and Responsive Classroom to ensure the social and emotional needs of students are being met
- Implement a Compassionate School model in all sixteen buildings to provide additional support and wrap-around services for identified students
- Develop a rigorous employee hiring process with a focused effort on hiring a diverse workforce.

The complete and detailed 2015-2019 District Success Plan can be found on the District website or by visiting brandywineschools.weebly.com.

While the 2015-2019 District Success Plan provides a holistic view of key programmatic initiatives, it does not contain a comprehensive list of all programs and initiatives strategically designed

and implemented to address specific student needs across the District. Listed below are a few such programming initiatives, specifically tailored to address identified student needs unique to a select group of students or building.

- Pre-Kindergarten programming at P.S. duPont's Early Childhood Assistance Program for income-eligible students (STARS accredited)
- Pre-Kindergarten programming at the Bush Early Learning Center for students with disabilities (in the process of becoming STARS accredited)
- Formalized Response to Intervention Program for students working below established benchmarks to provide targeted intervention support, inclusive of students with disabilities.
- Specific professional development on research-based intervention strategies used for RtI including: Differentiated Reading Strategies – Walpole, Reading Assist, PALS, Do the Math, It Makes Sense, and Ten Marks.
- Universal breakfast programs at several school sites (Maple Lane, Harlan, Carrcroft, Claymont)
- Pilot “Teacher Leader” positions for the 2015.16 school year based on multiple indicators of need (Brandywine High and Harlan Elementary School)
- Specialized Summer Programming at Harlan Elementary designed to strengthen identified skill deficiencies, reduce summer learning loss, and promote a positive student-staff-school relationship to foster greater academic achievement
- Advancement Via Individual Determination (AVID) to support 1st generation college students, providing strategies for immediate and long-range academic success (e.g., study habits, note taking, mentor support from AVID teacher)
- SAT Prep in all three high schools for 11th grade students. Prior to implementing this program during the school day, BSD offered SAT prep to students living within the City after hours at P.S. duPont Middle School.
- Lower than the District average class sizes at Harlan Elementary School
- Reading Specialists provided to all elementary and middle schools
- Instructional leadership in the form of an Assistant Principal in all buildings, including those not earning the position based on student enrollment and the State allocations protocols (Claymont's 2nd AP, Forwood, Harlan, Maple Lane, Springer's 2nd AP, Brandywine's 2nd AP, Mt. Pleasant High's 3rd AP)

The bulleted list above is not intended to be all inclusive, but to demonstrate the additional supports provided to specific buildings and programs based on identified need that are commonly provided, outside and in addition to the scope of work detailed in the formal District Success Plan.

While the Brandywine School District continues to demonstrate its commitment to ensuring diversity, it is important to note that navigating and reacting to factors beyond the District's control create formidable challenges in maintaining stable diversity. One such example is the rapidly changing demographics of today's public school students. According to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Delaware's public school enrollment has increased by 13% between 2000 and 2011, compared to surrounding states at 2.5% and 4.3% nationally. Cited as reasons for this increased growth were the strength of Delaware's economy, Wilmington's prominence in the US credit card industry, and Wilmington's reputation as a sanctuary for corporate charters. Recent news of major corporate mergers, companies choosing to relocate outside of Delaware, and public perception of safety of living and working in the City of Wilmington will all continue to have real and lasting implications on any district's ability to maintain diversity.

As we as a District continue the work detailed above with a heightened focus on equity, it is important to note that the WEIC outcomes, especially as they relate to school funding and potential

redistricting, will play a part in future decision making and planning for all districts. Brandywine appreciates the hard work of all those involved who have given a great deal of time and energy to address this very important topic and agenda. The District believes that the plan provides opportunities for improvement. The process alone has pulled together stakeholders working collaboratively, even at times spiritedly, to improve the education system and ultimately the outcomes for children who reside in Wilmington. As the work and planning continues, Brandywine remains prepared and willing to work to support our Wilmington families and students.

Respectfully submitted,
Brandywine School District

**Wilmington Education
Improvement Commission**
Solutions for Delaware Schools

October 13, 2015

Red Clay Consolidated School District
Board of Education
1502 Spruce Avenue
Wilmington, DE 19805

Dear Board Members:

Thank you for continuing to engage with us on the work of the Wilmington Education Improvement Commission (WEIC). The executive teams in the district and your board chair have both been of tremendous value to our efforts. We have also been very engaged in reaching out to residents in the district and have developed a multi-media campaign that includes town halls, open committee and commission meetings, a continuing presence with social media, and ongoing interviews in print, radio, and TV. We were fortunate to do a long form interview with Red Clay Public Information Officer Pati Nash, <https://vimeo.com/139368950>.

In all these efforts, we have attempted to keep our messaging clear and consistent. I want to reiterate those points here.

- The state of public education in the City of Wilmington in particular – and in Delaware more broadly – is fractured and both under-equipped and under-resourced to meet the educational needs of low-income students.
- The current condition of public education governance in the City of Wilmington, with 18 different governing units responsible for providing educational options to 11,500 children with no unified plan is inefficient and ineffective.
- The first step to a more coherent and responsive governance is to reducing the number of school districts attempting to serve these children. In that vein, the WEAC final report calls for the Christina and Colonial School Districts to no longer serve City of Wilmington students and for the Red Clay Consolidated School District and the Brandywine School District to continue to serve City of Wilmington students. Red Clay would take responsibility for the students and schools currently served by Christina.
- There should be no undue tax burden on any of the affected districts. If such were required, the Commission would not recommend moving forward.
- Our transition, resource, and implementation plan is due to the State Board of Education on December 31, 2015. We are preparing those plans in concert with all affected districts and will present our proposal as a package. To be clear, by law, that package can only be voted up or down by the State Board of Education and cannot be amended in anyway.

www.solutionsfordelawareschools.com

email: solutionsfordelawareschools@gmail.com voice/text: 302.385.6206

In April, we wrote a response to the Board resolution supporting the recommendations outlined in the Wilmington Education Advisory Committee's report, "Strengthening Wilmington Schools: An Action Agenda." I have included the critical portion of that response below.

The Wilmington Education Advisory Committee has always been of the opinion that our recommendations should be taken as a package. Simply redrawing lines without consideration of a comprehensive path for school reform that included funding, parent and community engagement, wraparound services and statewide, strategic resource allocation for low-income students and their families is of no value to ensuring quality education for all kids.

This position remains unchanged and it will be reaffirmed in the plan we submit to the State Board of Education.

We look forward to continued discussions and would be pleased to talk with you individually or as a group. Thank you again for your continued support.

Sincerely,

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

Tony Allen, Ph.D., Chairman, Wilmington Education Improvement Commission

Cc. Elizabeth Lockman
Dan Rich
Joe Pika
Henry Harper

Resolution – October 21, 2015.

Motion Carried: 7-0

The Red Clay Consolidated School District passed a Resolution in March 2015 endorsing WEAC with three provisions: (1) funding; (2) involvement of Red Clay in WEIC; and (3) adequate time to implement any and all necessary changes. We want to ensure Red Clay is involved in this process and the Board needs to understand the precise nature of that involvement. As such, we resolve that all board members on all WEIC committees provide written reports to the Board on all meetings he/she attends on behalf of Red Clay. This is especially important of our Board President who is co-chair of WEIC. We further resolve that the reports should be sent to the Board via email and should update the Board on all meetings in which Red Clay is discussed. The reports should include (1) all main points discussed; (2) the position taken on the main points; and (3) any dialogue which ensues regarding the main points.



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

Drew Educational Support Center
600 N. Lombard Street
Wilmington, DE 19801
www.christinak12.org

TEL: (302) 552-2630
FAX: (302) 429-3944
TDD Relay Service: (800) 232-5470

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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Agenda Item Details

Meeting

Nov 02, 2015 - Special Public Session of the Board

Category

ACTION ITEM

Subject

WEIC

Type

Action

Recommended Action

It is recommended that the Board of Education approve the WEIC report as presented.

Motion & Voting

View All Motions

It is recommended that the Board of Education approve the WEIC Red Clay Plan Outline Plan as presented. Two board members, Martin Wilson and Kenneth Woods, were absent.

Motion by Adriana L Bohm, second by Faith R Newton.

Final Resolution: Motion Carries

Yes: Kenneth J Rivera, Michael Piccio, Adriana L Bohm, Faith R Newton

No: Catherine H Thompson

APPENDIX I

COMMUNITY AND INSTITUTIONAL RESPONSES TO THE INTERIM PLAN



Metropolitan Wilmington
Urban League

100 West 10th Street
Suite 710
Wilmington, DE 19801

302-622-4300
302-622-4303 fax

www.mwul.org

*Empowering Communities
Changing Lives*

December 1, 2015

Wilmington Education Improvement Commission
c/o The Institute of Public Administration
111 Academy Street
Newark, DE 19716

Commission Members & Members of the Delaware State Board of Education:

Today, the Metropolitan Wilmington Urban League (MWUL) offers a strong endorsement of the school governance plan for the City of Wilmington. This plan is no silver bullet. However, after 60 years of silence from lawmakers at every level of state and municipal government and a reform effort's most significant hallmark being that of federal court intervention, it is the view of the MWUL — a multi-racial coalition of thousands of Delawareans over its 16-year history — that simply doing nothing and returning to business as usual is no longer tolerable.

Our most compelling evidence for change is two-fold. The first is an analysis of the performance of all students in New Castle County disaggregated by those who are low-income, those who are City of Wilmington residents and those who are both low-income and Wilmington residents. In each case, performance declines based on income and geography across all districts and in most of the attenuating charter schools (see "2014 Colonial City of Wilmington Low-Income Students and Statewide Low-Income Students").

To be clear, that means, quite literally, none of the more than 18 governing units suggesting that they are delivering quality education to 11,500 city students are even remotely close to closing the achievement gap. Moreover, those who are making progress have not found away to routinely sustain such success or to scale it up in other learning environments.

We believe that doing nothing would assure that the cost of education in Delaware will continue to rise — to a level we believe is unsustainable. Low-income students across the state will continue to underperform their middle-class counterparts, rates of incarceration and recidivism will reach unprecedented levels, and Delaware, and its central city, will be increasingly less attractive to employers large and small. This is not supposition. Further, it is substantiated by the recently released report from the Centers for Disease Control and Prevention (CDC), which was commissioned by Wilmington City Councilwoman Hanifa Shabazz, [Elevated Rates of Urban Firearm Violence and Opportunities for Prevention](#). We would like to submit the full CDC report for the record as well.

Chairmen Pika & Harper
December 1, 2015
Page Two

The second most compelling evidence for change is that the state finds itself — perhaps intentionally — lagging on any number of the most regarded best practices for student success. Most notably, Delaware is one of only 15 states in the country that does not have a funding allocation for schools with high concentrations of low-income students, even though 50% of its public school children are, in fact, low-income. It is one of only five states that do not offer funding allocations to schools with high concentrations of English Language Learners, even though that segment of the student population is its fastest growing. This means that for more than 50 years, the state funding formula has assumed no changes in its student profile, demographics or family income.

In 2002, the MWUL issued Delaware's first-ever comprehensive report on the status of people of color in Delaware. In the foreword, Pulitzer-prize winning journalist Norman Lockman wrote:

"An examination of the numbers reflecting the achievement gap that exists between children of color and their white peers shows more than differences in "intelligence indicators;" it also shows that the results of school systems, both secondary and higher, that denied minorities access to academic opportunities for so long that it created generations of individuals who dismissed education as meaningless because there was so little pay-off for them. Worse still is the fact that these same educational institutions, having helped create the gap, are now willing to gloss it over in an act of politeness or an assumption that it is too late to do anything about it." (*The Pace of Progress*, 2002, pps. 10-11).

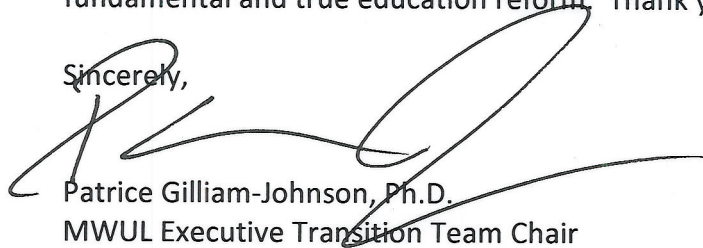
Despite the rapidly changing diversity of our community, state and country, Delaware has not kept up with times. We would like to submit *The Pace of Progress* for the public record as well.

As a final word, the National Urban League has been around since 1911. It was established as a response to the great black migration from the South to the North at the turn of the 20th century and was founded by a white female philanthropist and one of the few black scholars in the country at that time. Their mission was then what it is today: "to enable people of color to secure economic self-reliance, parity, power and civil rights." Those goals remain unchanged and are under-girded by the simple notion that every child should have access to a quality education. Coupled with the comprehensive workplan codified in "Strengthening Wilmington Education: An Action

Chairmen Pika & Harper
December 1, 2015
Page Three

Agenda," five more years of intense programmatic and legislative activity from the Commission and the recognition that the only real measure of success is improved student outcomes, we believe that the Commission's school governance plan is a big step in the right direction and keeps the pressure on all levels of government for fundamental and true education reform. Thank you.

Sincerely,

A large, stylized handwritten signature in black ink, appearing to read 'Patrice Gilliam-Johnson'.

Patrice Gilliam-Johnson, Ph.D.
MWUL Executive Transition Team Chair

A smaller, stylized handwritten signature in black ink, appearing to read 'Raina Harper Allen'.

Raina Harper Allen
MWUL Transition Executive

DELAWARE BLACK CAUCUS

Phone 302.897.7683

425 Bradford Street | Wilmington, Delaware 19801

The Honorable Hanifa G. N. Shabazz – Chair

The Honorable Charles Potter, Jr. – Co-Chair

December 5, 2015

Delaware State Board of Education
Dover, DE 19977

Dear Sirs:

On behalf of the Delaware Black Caucus, please accept this statement of support of the Redistricting in the City of Wilmington and New Castle County - A Transition, Resource and Implementation Plan presented by the Wilmington Education Improvement Commission. Our pledge of support of the plan is presented with the understanding and expectations of this multi-part agenda for improved outcomes of the education of black students in Wilmington and amendments as required to insure its successful implementation and goal.

It is also our understanding that implementation of the plan under the enabling legislation requires actions by many institutions over four years and should be contingent upon the provision of the necessary resources to improve the student's outcomes. The recommendations for 2016-2017 include the establishing of a weighted unit funding to address the needs of low-income and English language learners and other students at risk. We also support the recommendation of providing the transition funding as well as initial capital funding to support the immediate cost of the implementation.

The Caucus extends its support to the long term recommendations of strengthening the revenue base that supports public education at both the state and local levels. The effective implementation requires the mobilizing of cross sector resources that aligns with and is supported by many other educational initiatives including more effective coordination of state programs and services; alignment of nonprofit and communication support lead by the United way, and most essential, the establishing and authorizing of the Wilmington Office of Education and Public Policy.

Upon the confirmation of the District boundaries as defined in Part VIII of the plan, the DBC looks forward to reviewing the annual evaluation of milestones and measurements of success of the plans implementation and the students improvement outcomes, such as; increased attendance, persistence and engagement rates, and growing participation in high quality early childhood educational programs.

Sincerely,

Hanifa Shabazz

Hanifa Shabazz, Chair
Delaware Black Caucus



CFRC Statement

The CFRC reviewed the attached Items to be Considered for the Fiscal Year 2017 Budget presented by Jill Floore at the CFRC October 2015 meeting. The CFRC recognizes its main concern and obligation is to protect and maintain the financial integrity and viability of the district, including the districts ongoing improvement plans, for all Red Clay residents and students. The CFRC believes Red Clay provides superior educational programs. However, expanding these programs or incorporating additional students brings extensive challenges. The CFRC supports moving forward with the WEIC plan if and only if funding is included in the Governor's recommended budget in January and approved by the state legislature as part of the Fiscal Year 2017 Budget plan. In the short term, dedicated funding commitments must be made. In the long term, a specific Action Plan must be developed and adopted now in order to ensure the future success and financial viability of Red Clay. These funding items are:

- Weighted funding to meet the needs of all low income students and English Language Learners
- Transition funding to support redistricting planning to move students to Red Clay
- Facilities assessments and major and minor capital improvement monies to address deferred maintenance and support upgrades and programming changes for schools being transitioned to Red Clay
- Property tax reassessments in all New Castle County districts that recur regularly and on a rolling basis
- Ability of the school board to set and adjust operating taxes yearly, which power will remain in effect until the property tax reassessment occurs.
- No disproportionate tax impact on current Red Clay residents
- State funding for early childhood education

As the WEIC committees work through issues and analyze data, actual and sufficient dollar amounts need to be attached to each of the above items. Without adequate, clear and consistent funding that cannot be removed by the State at a whim or when times get tough, the CFRC believes that the WEIC plan would expose Red Clay to unacceptable financial risk which will be detrimental to the current students and the Red Clay community.



Wilmington Education Improvement Commission
Interim Plan Public Comment
Submitted by Daynell Wright on behalf of
Wilmington Head Start Inc.

Pg. 96 – In alignment with the proposal to form a citywide partnership work in conjunction with Delaware Head Start Association which has representation from all of the Early Head Start, Head Start and ECAP programs across the state.

Pg. 98 & 103 – Develop transition plans from Pre-K to kindergarten that ensure best early childhood practices and have children transition gradually into the current model of instruction in kindergarten. Provide professional development for current kindergarten teachers to understand current best developmentally appropriate practices and Delaware Stars standards to facilitate changes that would ensure more seamless transitions.

Pg. 112 – What will be the impact on current pre-school programs if as suggested there is either an expansion or consolidation of school based pre-k programs? Will consolidation cause a gap in services for those children who are not eligible for ECAP or Head Start?

The plan states that funding will be provided for quality early childhood education. Will funds be allocated for existing programs to enhance services?

The Wilmington Education Strategy Think Tank

Tuesday, December 8, 2015

Dear Dr. Allen & Wilmington Education Improvement Commissioners,

We, the members of the Wilmington Education Strategy Think Tank (WESTT) appreciate the depth of the work that has been put into the Commission's Interim Plan "Redistricting in the City of Wilmington and New Castle County: A Transition, Resource and Implementation Plan".

As you know, our group of concerned citizens has been working since 2013 to develop, prioritize and advance specific goals for the benefit of Wilmington students, including (1) the reduction of districts that serve the city, (2) the development of an equitable, weighted funding formula addressing student need and (3) the establishment of an authoritative role for Wilmington in the continuous improvement of the education of its residents.

We were pleased to see these priorities reflected in the WEAC recommendations earlier this year. In endorsing WEAC's Action Agenda, we committed to supporting viable action steps and resource oriented proposals. The ideas presented here and our ongoing work are evidence of that commitment.

WESTT supports the Commission's Plan with conditions. We believe there are several key principles that must be the foundation of the ongoing work of the Commission, State, and the General Assembly for any plan to succeed. Our continued support will be based on indication that these are accepted and pursued.

- **RESOURCES FIRST:** The transformation of the structure of school funding to be weighted towards student need is critical and achieving this must take precedence in the Governor's recommended budget and in the decisions made during the 2016 legislative session.
- **ADDRESS CONCENTRATED POVERTY:** The continued proliferation and maintenance of schools with highly concentrated poverty and inequitable distribution of resources is unacceptable.
- **COMMITMENT TO EQUITY:** Policies to ensure equity must be central to any process moving forward, at every level (district to state).
- **NO OPTING OUT:** Colonial and Brandywine School Districts' status quo positions are unacceptable.
- **GET THE METRO DISTRICT RIGHT:** A consolidated metropolitan (city/county) school district is highly desirable but we feel further deliberation is needed regarding its ideal configuration to ensure the above priorities are pursued.

We have included a table on page 3 to further explain these positions and have attached reports on WESTT's position on school funding reform.

We take seriously our responsibility to facilitate the best possible opportunities for our youngest citizens to succeed. We thank the members of the Committee for doing the same and seeing the value in our expertise. We look forward to continuing to work together toward these ends.

The Wilmington Education Strategy Think Tank

Tuesday, December 8, 2015

Sincerely,

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

Theopalis K. Gregory, Sr.
President, Wilmington City Council

Shannon Griffin
Community Organizer, ACLU of Delaware

Lynne Howard
Consultant, Christina Cultural Arts Center

Jacqueline Jenkins
Chief Strategy Advisor, Office of the Mayor of the City of Wilmington

Kathleen MacRae
Executive Director, ACLU of Delaware

Rourke Moore
Special Projects, Office of the Mayor of the City of Wilmington

Maurice Pritchett
Chief Executive Officer, Pritchett Associates

Jea P. Street
New Castle County Councilman

The Wilmington Education Strategy Think Tank

Tuesday, December 8, 2015

PRINCIPLE	SUPPORT & SOLUTIONS
The transformation of the structure of school funding to be weighted towards student need is critical and achieving this must take precedence in the Governor's recommended budget and in the decisions made during the 2016 legislative session.	<ul style="list-style-type: none"> Funding reform has been sought, unheeded, for at least two decades. Because so much hinges on this improvement, it must be prioritized regardless of progress in other aspects of the plan.¹
The continued proliferation and maintenance of schools with highly concentrated poverty and inequitable distribution of resources is unacceptable.	<ul style="list-style-type: none"> Significant inequities persist for Wilmington students, from the quality of food served in their cafeterias to the availability and integrity of school infrastructure in their communities. Policies that inefficiently compound disadvantage must be rethought. This includes aspects of Choice/Charter implementation² and review of the constitutionality of the Neighborhood Schools Act.³
Policies to ensure equity must be made central to any process moving forward, at every level (district to state).	<ul style="list-style-type: none"> Little will improve without authentic commitment to equity from schools and districts serving Wilmington students. This includes an examination of a number of policies which often play out inequitably, such as disciplinary practice⁴ and the flexibility of building-level decision-making. A city-based education office would be a critical component in this.
Colonial and Brandywine School Districts' status quo positions are unacceptable.	<ul style="list-style-type: none"> This current inaction stands in the way of the reduction of districts sought for Wilmington, causing concern about their motivations. The appropriate role of each must continue to be considered. Wilmington students should not have to be assigned to schools outside of the city limits for the entirety of their education.
A consolidated metropolitan (city/county) school district is highly desirable but we feel further deliberation is needed regarding its ideal configuration and next steps to ensure the above priorities are addressed.	<ul style="list-style-type: none"> While consolidating CSD's Wilmington schools into Red Clay is a step in the right direction, it garners concerns the arrangement is doomed to fall short of goals if it stops there. There are other options to be reconsidered as next steps, which are desirable and potentially more effective: <ul style="list-style-type: none"> Expand the metropolitan district by consolidating both Red Clay and the Brandywine into one district.⁵ Establish a single County-wide school district.

¹ WESTT Edunomics Report (2015) – see attached.

² ACLU: OCR Complaint (2014)

³ Neighborhood Schools Report (2001)

⁴ ACLU: Coalition for Fair & Equitable Schools purpose statement (2014)

⁵ Neighborhood Schools Report (2001)

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*

Theopalis K. Gregory, Sr.
President, Wilmington City Council

Shannon Griffin
*Community Organizer
ACLU of Delaware*

Lynne Howard
Consultant, Christina Cultural Arts Center

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

Kathleen MacRae
Executive Director, ACLU of Delaware

Rourke Moore
*Grant Writer & Special Projects Specialist
Office of the Mayor of the City of
Wilmington*

Maurice Pritchett
*Chief Executive Officer
Pritchett Associates*

Jea P. Street
*New Castle County Councilman and
Executive Director, Hilltop Lutheran
Neighborhood Center*

Michelle Taylor
*President & Executive Director
United Way of Delaware*

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

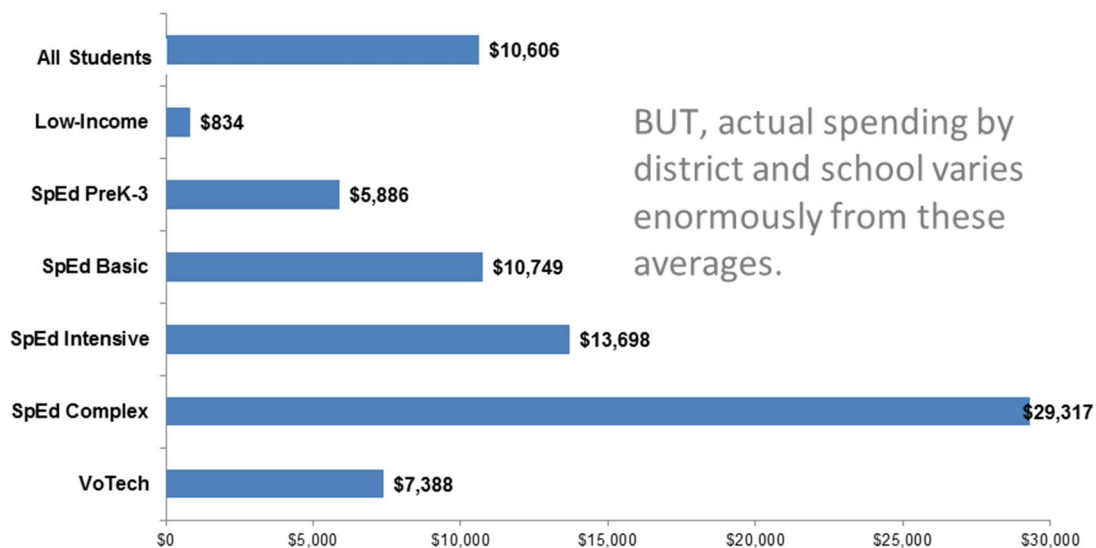
Selected Edunomics Study Findings

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.

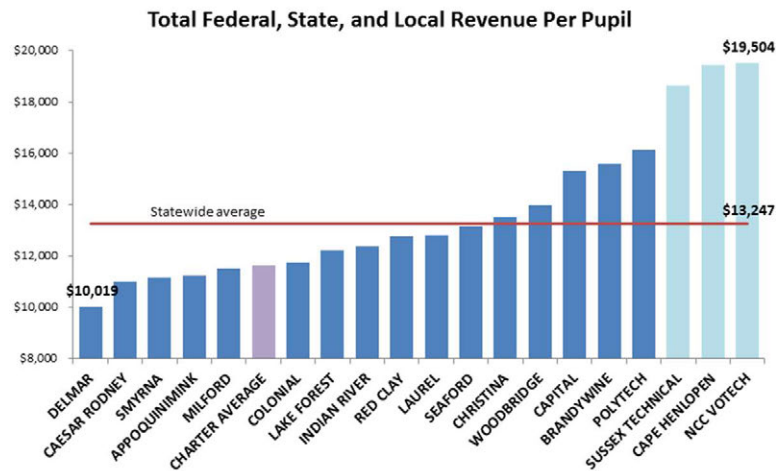


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



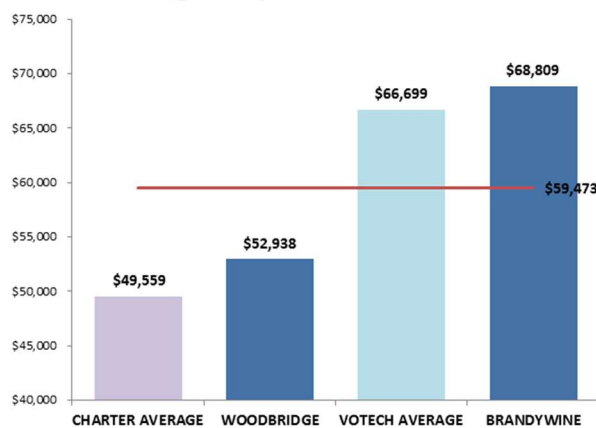
In practice, funds per pupil vary substantially across districts.



4



Average Salary All Full Time Teachers

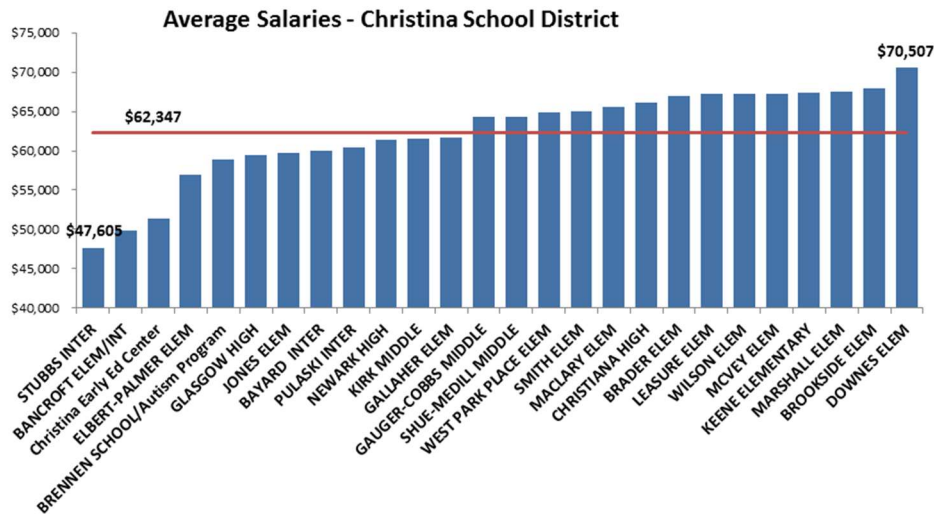


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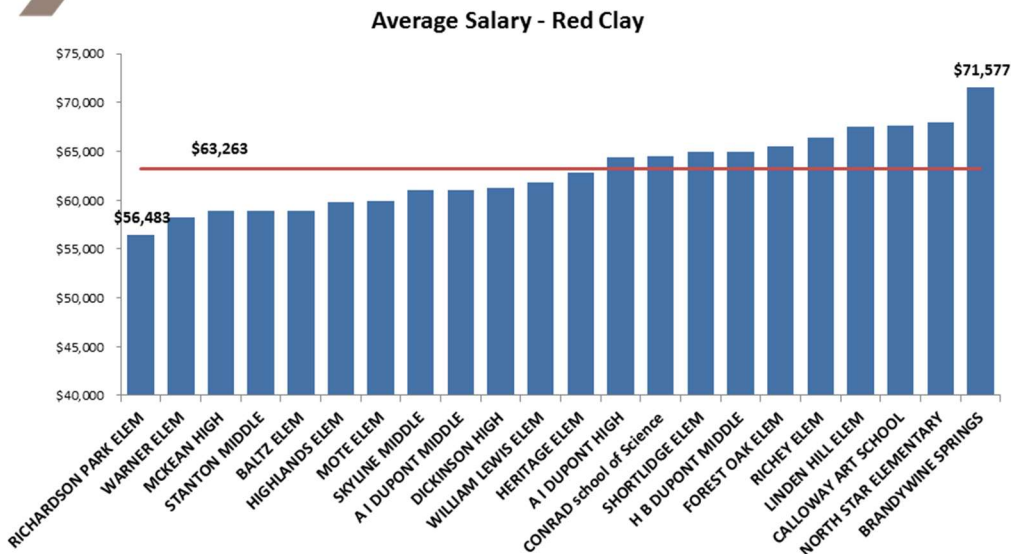


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



15

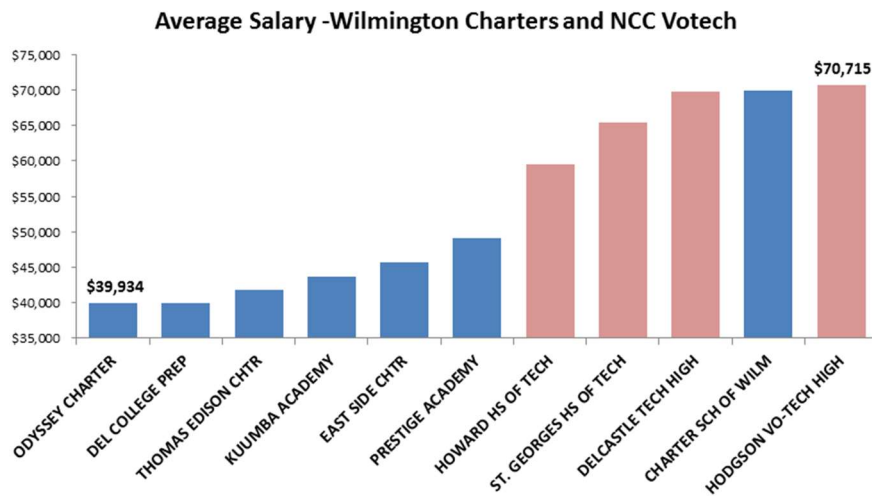


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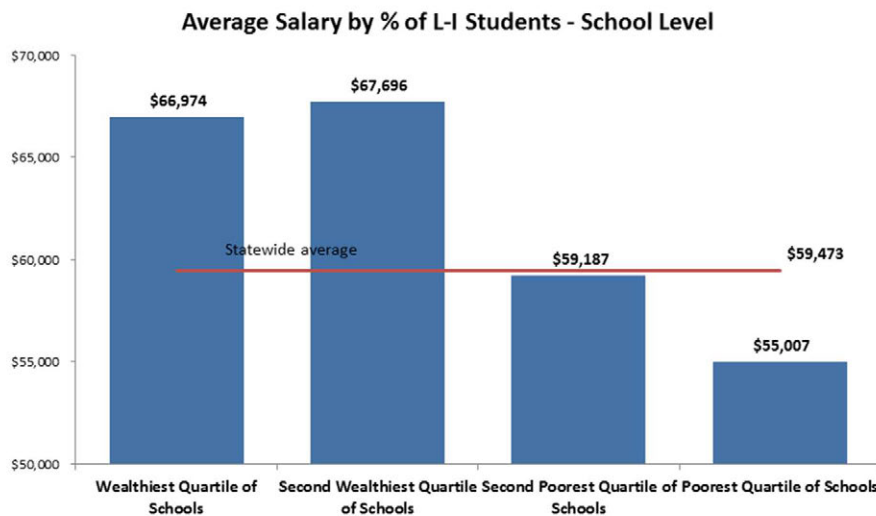


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



19



22

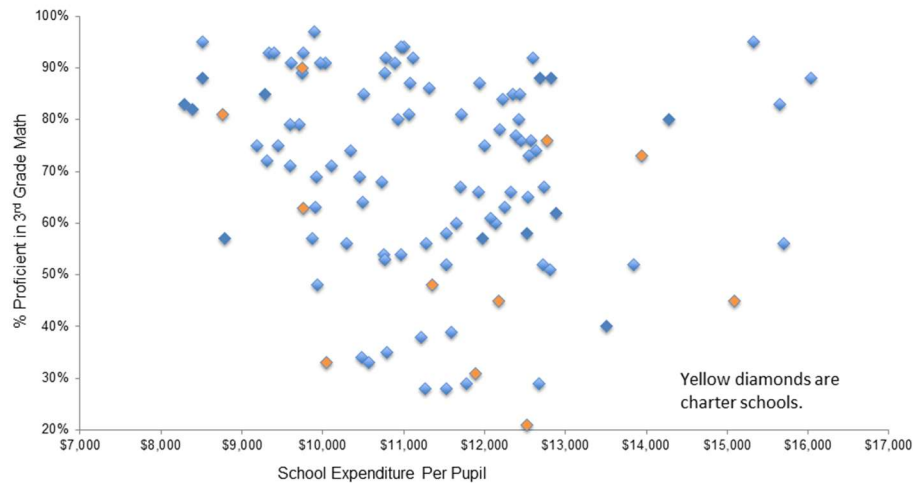


The Wilmington Education Strategy Think Tank: Fair & Adequate Resourcing of Schools

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



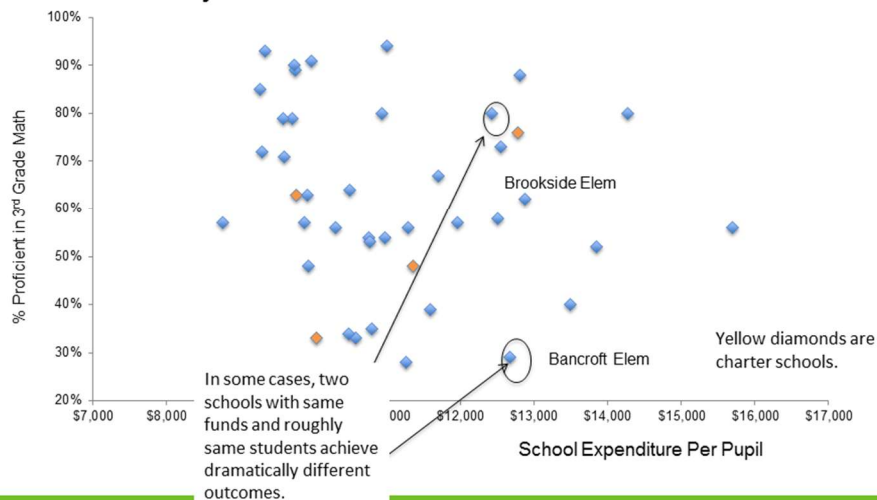
Poor Relationship Between Spending and Outcomes



31



Only Schools Between 50% and 70% Low-Income



32



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		

December 8, 2015

Tony Allen
Chair, Wilmington Education Improvement Commission

Dear Dr. Allen and the Wilmington Education Improvement Commission,

We are writing in response to the *Redistricting in the City of Wilmington: A Transition, Resource, and Implementation Plan* released by the Wilmington Education Improvement Commission (WEIC) on November 17, 2015. First, let us thank you for countless hours you have spent discussing how to make the Action Agenda of the Wilmington Education Advisory Committee a reality for Wilmington students. The series of town hall meetings, school board presentations, formal public hearings, and online discussions that have occurred since the very start of the commission indicate your sincere intent to foster public discussion about education in Wilmington. We also appreciate the explicit references to Student Success 2025 in the WEIC plan, such as the North Star and metrics of success, and agree with the recognized areas of alignment between the two plans.

The Vision Coalition is comprised of education, government, business, and civic leaders from throughout Delaware. Individually, members of the coalition have been extensively involved in Delaware education for decades. Together, the group has been meeting regularly for nearly a decade to align efforts, evaluate progress, and sustain momentum of this work.

Student Success 2025, a 10-year vision for education in Delaware that we released in September, imagines a landscape where equitable opportunities meet the needs of students and where lifelong learners are equipped to adapt to changing times. This includes providing support needed for all students to succeed, including students who are homeless, living in foster care, hungry, neglected, physically disabled, cognitively challenged, or learning English. **Every child in Delaware—regardless of zip code, economic means, or style and pace of learning—deserves to have options for his or her future and to be ready for whatever tomorrow holds.** We believe that the Wilmington Education Improvement Commission shares this goal and we know that action needs to be taken in the City of Wilmington. Too many city students leave school unprepared to live a lifetime of success in terms of both core academic knowledge and the skills and attributes that go beyond academics.

WEIC states that its work aligns with Student Success 2025. We affirm that alignment. As you noted, many themes and recommendations from Student Success 2025 are reflected in the work of WEIC, including but not limited to:

- **Redistricting Recommendations:** Student Success 2025 supports the development of policies and strategies that increase alignment and take an integrated approach to improving system performance, but does not specifically discuss redistricting.
- **Funding Student Success, Resources for Redistricting:** Student Success 2025 recognizes that our education system, including the way our schools are funded, must respond to the unique needs of students. It calls for increased equity in our funding system by factoring student needs into funding allocations. Also, it recommends

conducting property reassessments on a consistent, rolling basis to enable a more sustainable, sufficient revenue and accurate equalization process.

- **Early Learning:** Student Success 2025 states that it is imperative that Delaware continue to accelerate gains made in high-quality early learning—and sustain and grow investment in this area—in order to serve children throughout the state. As WEIC notes, when the federal Race to the Top—Early Learning Challenge grant lapses, the funding gap needs to be filled in order to sustain the recent improvements in the quality of early childhood education programs available to low-income students.
- **Mobilizing Cross-Sector Resources and Support:** Student Success 2025 recommends integrating and aligning services to our state’s students to create a seamless academic experience for students from birth through career and college readiness. It emphasizes increased collaboration (among districts; between districts and charters; between early learning, K-12 and higher education; between community organizations and the schools etc.). Finally, Student Success 2025 recommends creating incentives for the development of student and family engagement models and encouraging the use of two-way communication strategies between schools and families.

Recognizing that WEIC will continue working until 2021, there are a number of additional areas that must be considered and clearly articulated.

- Shifts in governance and funding are important first steps. As it continues its work, WEIC should consider the broader education needs outlined in Student Success 2025, such as supporting and developing educators, personalizing learning for all students, and ensuring students experience postsecondary success in college and careers.
- The “Milestones and Measures of Success” outlined in the plan, which include those articulated in Student Success 2025, are essential for evaluating the impact of the report’s recommendations. It is critical that a deeper funding investments be coupled with clear accountability for results.
- WEIC should incentivize, rather than require, collaboration and efficiency. Student Success 2025 recommends the following:
 - Encourage public charter and district school boards statewide to find more ways to share services and create more efficiency.
 - Create incentives at the district level and identify opportunities at the state level to increase efficiency, particularly for sharing of services such as transportation or professional development across districts and charter schools.

Throughout the process of developing Student Success 2025, we collaborated with 4,000 Delawareans (including 1,300 students) to understand how we can come together to best support the next generation through education. From those discussions, we know the challenges associated with unifying many voices towards collective action. Yet we know these tough conversations are imperative for progress. We encourage you to continue leading the discussion on how to better serve the students of Wilmington, an issue of vital importance to the entire state of Delaware.

Sincerely,



Ernest Dianastasis, Managing Director, CAI (Computer Aid, Inc.), Chair

On behalf of the members of the Leadership Team

H. Raye Jones Avery, Executive Director, Christina Cultural Arts Center

Lamont Browne, Executive Director, EastSide Charter School and Family Foundations Academy

Susan Bunting, Superintendent, Indian River School District

Steven Godowsky, Secretary, Delaware Department of Education

Paul A. Herdman, President and CEO, Rodel Foundation of Delaware

Mark Holodick, Superintendent, Brandywine School District

Frederika Jenner, President, Delaware State Education Association

Jorge Melendez, Vice President, Delaware State Board of Education

Susan Perry-Manning, Executive Director, Delaware Office of Early Learning

Daniel Rich, Professor of Public Policy, University of Delaware; Policy Director, Wilmington Education Improvement Commission

Gary Stockbridge, President, Delmarva Power

Response to WEIC Interim Plan “Redistricting in the City Of Wilmington and New Castle County”

December 8, 2015

On behalf of United Way of Delaware, we are ***supportive of all elements of the WEIC Interim plan that are intended to accelerate learning opportunities for low income children, children of color and English Language Learners; ensure a pathway for all children to succeed in school, be college and/or career ready; and eliminate disparities in school readiness and student success through the redistricting of Wilmington Schools.***

At United Way of Delaware, we believe that one’s opportunities for success in life are directly linked to their access to quality education. An important component of accessing quality education includes ensuring that students have access to a comprehensive system of wraparound support services and meaningful engagement by parents and families. The WEIC Redistricting proposal provides a blueprint designed to lead to meet these needs and advance more opportunities for all Wilmington children to excel and achieve academic success.

Specifically, United Way:

- Supports the Redistricting Committee’s proposed recommendation for Christina and Red Clay provided that the legislative policy and funding at the federal, state and local level are equitable and focused on improving student educational attainment, family support for children birth through eight, and overall educational success for students in low income communities; and
- Supports the Redistricting Committee’s recommendation that targets the most vulnerable students and communities and includes income disparities into the funding model; and
- Urges WEIC to hold Christina and Red Clay accountable for continuing the strong collaboration displayed over the past several months with the goal to meet the established timeline for redistricting; and
- In addition, United Way of Delaware urges the Commission to continue to facilitate the process for Christina and Red Clay.

United Way further urges WEIC to devote increased attention the following matters:

- linking of high quality out of school and after school programs to home and schools that meet the needs low income communities; and
- focusing on culturally relevant early intervention services in partnership with the nonprofits and state agencies; and
- driving connections and collaboration between the state children services, early-learning programs and community-based programs (e.g. ***Project Launch***); and
- ensuring parents are informed, supported, and engaged throughout this process; and
- supporting private, unlicensed ECE programs, not currently in the Stars system, that serve the majority of low-income children.

We thank the members of the Wilmington Education Improvement Commission for their thoughtful and innovative recommendations to positively change Delaware’s education system and ultimately improve the quality of life of all Delawareans. As a member of WEIC, United Way of Delaware not only supports efforts to rethink district boundaries but aims to be actively engaged in the plans and implementation necessary to make this change successful.



The League of Women Voters of Delaware

Comments on The Wilmington Education Improvement Plan

The League of Women Voters of Delaware commends the Wilmington Education Advisory Committee (WEAC) for its work. We appreciate the complexity of the problems addressed and applaud the depth of analysis that was done. The recommendations are far reaching and ambitious.

As the Wilmington Education Improvement Commission approaches the task of finalizing its report, there are two areas we wish to highlight and support -- namely (1) property reassessment and (2) funding that is equitable and equalized.

The need for property reassessment, articulated clearly in the WEAC report, has been on the radar of the League for many years. We take note of the fact that property in New Castle County has not been reassessed since 1983.

In Kent and Sussex, no reassessment has been done since 1986 and 1974 respectively. Given that property values do not remain constant, inequities arise. After three or four decades, how can anyone disagree?

The League completed a study of the need for property tax reassessment in 2010. It can be found at http://www.lwvdelaware.org/files/reassessment_report_-_lwvde.pdf. While data in our study is a little out of date, the message is clear. The time has come for property tax reassessment – statewide!

The need for funding equity and equalization is also clear. Scrutiny of the School District profiles, found on the Department of Education website, reveals the current inequity. Looking at the school districts in northern New Castle County, we found that the Brandywine School District spent \$14,458 per student in 2013-14 (the most current data available), while Red Clay spent \$12,368. Between these extremes are Christina, which spent \$13,586 per student and Colonial, at \$12,493 per student. If the funding equalization process is not updated and made more equitable, the impact of the proposed shift of students from various Wilmington schools into the Red Clay District will be profound. Expenditures there per student would have to go down drastically.

Similar inequities exist in Kent and Sussex.

Clearly, a new funding allocation system is needed to eliminate these inequities, as articulated in the report of the WEAC. The system should take into account the characteristics of the students in each district, factoring in the income level of the families and the presence of children with special educational needs, including *basic* needs, from pre-kindergarten all through grade 12. In addition, allocation amounts should not be based – as is currently the case – on enrollments at one particular point in time during the year. Given family transience and changing circumstances, shifts in the characteristics of each district’s student population are inevitable. As recommended in the WEAC report, adjustment(s) should be made during the year to reflect the characteristics of the student population at the time of the adjustment.

Reforming the process of equalizing funding among Districts is complex but much needed, a fact duly noted in the WEAC report. Studies done for the General Assembly in 2008 and again in 2015 address the technical aspects of this matter, and the reports on those studies are included in Appendix D of the report. We agree that the recommendations contained in those reports need to be addressed by the General Assembly so that a path toward genuine equalization among Districts can be found.

We would expect any change in the equalization formula to apply statewide since there are great inequities in meeting the needs of children throughout the state.

We call upon the Wilmington Education Improvement Commission to stand firm in pushing for these changes. **We pledge our support in that effort.** We know that such initiatives will take resolve, but the future of our state is in the balance. To ensure that Delaware’s economic and social fabric remains strong, we must put aside narrow interests. We must educate all our children in the best way possible - to prepare our future leaders and to enable every child to live up to his and her potential.

League of Women Voters Study Property Tax Reassessment in Delaware

Spring 2010

Existing League of Women Voters (LWV) policies call for fairness in tax structures. As a result, the Delegates to the 2009 LWV Convention voted to approve a study committee to “determine the impacts of the counties failure to reassess and to develop facts that could provide a basis for elected officials to support reassessment”. It was noted in the study proposal that the most recent property reassessment took place in Kent County in 1986. New Castle County last reassessed in 1983 and Sussex County last reassessed in 1974.

A recent report from the Delaware Economic Development Office on Delaware Property Tax Rates 2008-2009 states Kent County levies property taxes on 60% of the assessment based on 1987 market value, Sussex levies property taxes on 50% of the 1974 appraised value and New Castle County levies its taxes based on 100% of the July 1, 1983 fair market value. Since three school districts have property that transcend county boundaries they are obligated by law to set two different tax rates within their district in an attempt to get some equity between all of their taxpayers.

The Property Tax Rate report further notes that the “real property taxes in Delaware are imposed at the local level to fund municipal and county governments as well as school districts”.

In addition, some \$74 million in State Equalization funding is distributed to school districts annually based on relative school district property wealth. According to the most recent report Assessment-To-Sales Ratio Study for Division III Equalization Funding: 2008 Project Summary conducted by Edward C. Ratledge at the Center for Applied Demography & Survey Research at the University of Delaware, “Having accurate measures of the assessment-to-sales ratios for each school district is critical....(H)however, these ratios do no reflect changes in property values since the last complete reassessments.” In essence, while a formula is applied to try to ascertain relative wealth among school districts, it is no substitute for current assessments using national standards.

Property tax revenues are an integral part of the local tax structures. The revenues provide the majority of funds for county operations as well as about 28% of the operating and capital (building and maintenance) expenses for public schools. In actuality, the majority of the revenues raised are for the benefit of schools. Based on the most recent budgets listed on the three county web sites:

- New Castle County raises approximately \$110 million in property taxes towards funding a \$164.5 million budget;

- Kent County raises \$9.6 million toward funding a \$43.1 million budget; and
- Sussex County raises \$11.4 million toward funding a \$25.9 million budget for an approximate total of \$131 million.

School districts levy taxes to raise some \$490 million annually.

This results in some \$620 million in property tax raised on an annual basis for both county and school district budgets.

Municipalities are also heavily dependent on property tax levies to fund their budgets which would only add to the total amount of dollars raised on the taxing the value of real property.

Property taxes have provided a very stable and consistent form of revenue since they are less subject to economic downturns. While this may seem a strange statement given the current circumstances in the real estate market, over time, property values and their variations – both up and down – have not had much impact in the actual taxes paid on the property. This is evident by reviewing past county budgets and the various Annual Report of Education Statistics published on-line by the Department of Education.

The authority for taxation of local property comes by virtue of the Delaware Code. The Code also provides the process by which property taxes can be set but it does not require specific time periods for reassessments. As a part of the reassessment process, counties and school districts are restricted in the total amount of dollars they can take in following reassessment. Sections 8002 (c) and (d), Title 9, Del.C specifies that counties may not realize any more than 15% increase in actual revenue over the revenue derived in the fiscal year immediately preceding reassessment, presumably to cover the cost of reassessment, and once reassessment process is complete, the taxes are “rolled-back” to provide the same revenue as was realized prior to reassessments. Section 1916 (b), Title 14, Del.C provides school districts must limit the increase in actual revenue to no more than 10%. This translates to overall lower rates based on higher property values to generate no more than 15% in additional revenue over the previous year. It should be noted that this 15% increase would also include the revenue received for any new properties being built and added to the tax rolls that year.

Property tax collection is further complicated by legislative exemptions. Title 14, Section 1917, Del. C. provides for exemptions of up to \$500 for senior citizens, regardless of income. Title 9, Sections 8329 to 8337, Del. C. provides for special property assessments for parcels of 10 or more acres that are actively used for agriculture, horticulture or forest land. Each county also has a list of tax exempt properties that include state and federally owned property, enterprise zones, and church owned property to name a few of the exempt categories.

There are any numbers of reasons given for the lack of reassessment. The most common concerns are the cost of the reassessment itself. Each county estimated the costs

in the millions when legislation was proposed some 14 years ago that would have required reassessment. Reassessment has also resulted in various property owners being upset with the new values and subsequent tax bills. The most vocal are those owners whose properties have been substantially increased in value and thus subject to some additional taxation. It should be noted that other property owners see reductions and others see no real change in their taxes as a result of reassessment. For political bodies, taxpayer unhappiness, even if it is only a handful of owners, is not pleasant. The other indisputable fact is that the majority of the taxes collected by the counties are for the benefit of the local public schools. The counties are the collecting agency but pass the funds on after collection. Any political body would be averse to taking the "heat" for reassessment when the many of the benefits largely go to other governmental entities such as school districts and towns.

There is another side, however. There is taxpayer equity. Why should some taxpayers pay at a higher rate than others because of the outdated assessments?

On June 29, 2008 the following article appeared in the News Journal Newspaper:

Reassessment gets a look with values at 1970s, 1980s levels, fairness factor is an issue

By Angie Basiouny, The News Journal

The nagging problem of frozen property values in Delaware's three counties may begin to thaw in the coming year -- something that could help bring property values out of the last century and equalize the tax burden among homeowners.

New Castle County has not reassessed property since 1983. That means a house that sells for \$400,000, for example, is taxed at a value of about \$75,000.

Kent County hasn't had a reassessment since 1986, and Sussex County values are frozen in 1974.

"This is an issue that got shoved on the back burner and needs to be front burner," said state Rep. William Oberle, sponsor of House Joint Resolution 22, which asks the state budget director, the controller general and the secretaries of Finance and Education to develop recommendations for reassessment.

The resolution passed in the House on Tuesday, the Senate on Thursday and was headed to the governor's desk. Oberle expects the recommendations to be submitted to legislators in the next session that starts in January.

Delaware's counties haven't reassessed in so long because there is little incentive to do so. Reassessments are expensive and time-consuming, and state law prevents counties from reaping a windfall. If counties reassess, they must roll back the tax rate so the total amount of revenue raised is the same as the previous year's revenue. "You don't do [reassessment] to create money. You do it because it's fair," said Eddy Parker, director of Sussex County's Division of Assessment. "We need to put a system in place where we can update these values, so we never get into this situation again."

Counties are allowed to capture 15 percent more money than the previous year. But that money must be used to cover the cost of the reassessment.

The law is designed to protect citizens from unfair tax hikes, officials said.

But it has an unwanted side effect of putting a greater tax burden on the poor. Those residents who live in less valuable homes pay a similar amount in taxes as do wealthy homeowners.

www.delawareonline.com

House Joint Resolution 22 was signed into law. The resultant committee formed by the Resolution included members of the Departments of Finance, Education, and Management and Budget. Other members included representatives of school districts, the State Board of Education, the Delaware State Education Association, the Controller General's Office and the University of Delaware's school of Public Policy and Urban Affairs. The Committee has provided a very comprehensive look at reassessment and recommendations for proceeding.

That report that was developed appears in Appendix I.

The issue before us is how to proceed. There is a way forward as issued by the report in response to House Joint Resolution 22. That report recommends:

- The State take on the role of implementing reassessment. It would provide for common standards for a single reassessment across the State.
- It further recommends that all property be assessed at 100% of market value with annual revaluations. The report suggests using the Uniform Standards of Professional Appraisal Practice (USPAP) and the International Association of Assessing Officers (IAAO) standards moving forward.
- In addition, the recommendations state subsequently, all property should be physically inspected every nine years or less.
- Since assessments are so out of date, the recommendations include a three year phase in for those properties that have steep increases in assessments and therefore taxes.
- Once in place, it is further suggested that after the initial reassessment, individual properties be capped at 10% increase based on increased property value. This cap would not apply to increases based on overall rate increases passed by county councils, levy court or school district referenda.
- Finally, the report suggests that any overall increase in tax revenue be held to 7.5%, excluding new property growth, for the year following the first reassessment and to 5% for subsequent reassessments.
- Each county would be responsible for paying for its share of the reassessment and could levy a supplemental tax to raise the needed revenue to cover the costs.

The report states that these recommendations were shared with county and municipal governments as well as representative of the real estate community.

Apparently they did not grant any official endorsements or comment, but did understand the need.

For those interested in delving in great detail into how various entities levy property taxes, The Lincoln Institute of Land Policy (www.lincolninst.edu) is a source of land tax policy and information for all 50 states. There is little consistency across the country and therefore difficult to determine the most popular or most common practices. They are all reflections of their own state policies and traditions.

In addition to the recommendations found in the report to Governor Minner and the General Assembly, consideration should be given to the following proposals:

- Expand the State Assessment Board into quasi-state body (similar to the structure of the Delaware Solid Waste Authority) which would be jointly managed by the counties, school districts and municipalities to not only conduct the initial reassessment, but also subsequent reassessments and all related appeals.
- The funding for such an agency would come from a special assessment of the counties, school districts and municipalities who levy property taxes independently from the counties devoted to assessment and reassessment. This percent should be determined by the Assessment Board and on a pro-rata basis and levied on the authority of the State Assessment Board. It should be noted that a number of towns and cities in the State conduct their own property assessments for municipal tax purposes. It brings an economy of scale to bring all entities who levy property taxes into one single assessment/reassessment system with the same standards.
- Reassessments subsequent to the initial reassessment would occur on a rotating basis over a three or four year period as is the practice in Maryland.
- Following the initial reassessment, caps would be established for how much an individual tax bill can increase or decrease in any one year. In the past several years, property values based on market value has actually declined in a number of areas.

Maryland faced this issue as reported in the Washington Post on Tuesday, December 29, 2009 when it was reported that on average, residential property values dropped 19.7% over three years. According to John Sullivan, the Director of the State Department of Assessment and Taxation, the drop was unprecedented. Maryland has a three year revolving assessment program. But in Maryland, while property tax values have declined and the assessments of individual properties may decline, most taxpayers will not see a drop in their property tax because of the annual caps that have been in place to minimize the impact of steep increases in assessed value. Because of the annual caps, most property owners are not paying on the full assessed value and are thus within the range of the decrease.

In conclusion, reassessment is extremely important for taxpayer equity, the distribution of school Equalization Funds and to provide simplicity to the property tax system statewide. There are any number of policy questions that must be asked as noted in the report and recommendations. These should be addressed by the legislature and the counties. The specifics are not as important as the overall importance of reassessing using nationally accepted standards and devising a way to keep assessments current so that Delaware never again finds itself in the current situation. Several ideas have been advanced to stimulate discussion and help other interested parties move the issue forward.

The following action steps should be considered by the League of Women Voters:

- Create awareness of the problem of out dated assessments through press releases, newspaper articles and community meetings that will reach the following:
 - Taxpayers
 - Parents
 - Legislators
 - County and municipal leaders
 - School district officials
 - Other state and local organizations such as Rotary, Lions, American Association of University Women
- Gather legislative support for a new assessment system
- Advocate for legislation to require reassessment

APPENDIX I



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.

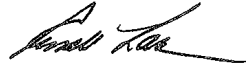
While this report details a fairly comprehensive structure, the committee left some policy decisions unresolved. These issues will need to be addressed if legislative action is pursued. Additionally, the lack of timely reassessment has impacted other areas that were outside of the scope of the House 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,



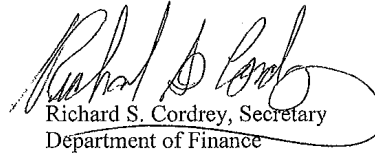
Michael S. Jackson, Acting Director
Office of Management and Budget



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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Office of the Governor

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State Board of Education

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State Board of Education

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aware 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.

ACKNOWLEDGEMENTS

The following people are sincerely thanked for their cooperation in developing this study report:

LWV Members:

Susan Marbury
Susan Mathe
Micky McKay
Bob Taggart

Outside Support and Resource:

Edward C. Ratledge
Peter M. Ross

Ann C. Case, Principal Author

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ADDITIONAL REFERENCE MATERIAL

Lincoln Institute of Land Policy: www.lincolninst.edu (Provides tables of data for property tax information on all 50 states)

Ratledge, Edward C., Center for Applied Demography & Survey Research, College of Human Services, Education and Policy, University of Delaware: *Assessment-To-Sales Ratio Study for Division III Equalization Funding: 2008 Project Summary prepared for the State of Delaware Office of Management and Budget*

APPENDIX J

FORMAL PUBLIC RECORD

Contents

- Public comment received via email to solutionsfordelawareschools@gmail.com
- Public comment received via online form at www.solutionsfordelawareschools.com
- Public comment received via mail

To view community and institutional responses, see **Appendix I: Community and Institutional Responses to the Interim Plan**.

To view the official transcripts from the public hearings visit the Public Comments section of our website: www.solutionsfordelawareschools.com/public-comments-received/

**Public Comment Received via Email to
SolutionsForDelawareSchools@gmail.com**

Date: November 17, 2015

Name: Stephen Beaver

Public Comment: As a resident and future parent of a child attending Red Clay Schools, you are trying to rob us blind. First, we approve to raise taxes in our district to support the existing schools and help them improve. Then out of nowhere you bring the bombshell on redistricting which you know you would have never brought up prior to the vote to increase taxes. Now, you want to increase our taxes in small enough increments that we can not vote on it? How is that fair to us? Not only that, you then want to reassess property values to get more money for the schools just to make sure if we don't want our taxes increased your getting them done somehow. All of this is done, and how are the schools getting better? What happens if the schools get overcrowded? If the schools become the worst in the state because you don't know what your doing, are you going to refund the residents for lowering the property value of their homes? Why would anyone buy into red clay when it has the highest property taxes yet the schools are no better or maybe worse than the surrounding districts?

Date: November 18, 2015

Name: Jackie Murphy

Public Comment: This whole thing just doesn't make sense. I assume more money will be spent on transporting students from the city to schools in the Red Clay District, free breakfasts, lunches, etc.

What will happen to the city schools these kids will be leaving?

Taxes are out of control now. My children are 48 and 45 and spent the majority of their school years in Catholic school, while I still paid school taxes. My eldest went to public school for 5 years; my youngest for one. They've been out of school for YEARS and I'm still paying school taxes as are many other citizens. I think I've paid MORE than my fair share of educating other people's children.

People who don't own their homes but rent houses or apartments DO NOT PAY SCHOOL TAXES and don't tell me that amount is built into their rental cost. I find that hard to believe and I won't believe it. You politicians are always thinking of ways to steal from the middle class and it's time this nonsense stops. What about the senior citizens living on fixed incomes – how are they going to afford a hike in their school tax – again, THEY HAVE NO CHILDREN IN THE SYSTEM!!!!!! Food prices, health care, everything is going up in price but our incomes.

I have a suggestion. How about raising the school tax for the people who are using the public school system and leave the rest of us alone! Let these people pay for their children's education. Why should I?

Date: November 19, 2015

Name: Eric Montellese

Public Comment: I am a Red Clay parent. I am currently renting in the North Star Elementary region and planned to purchase in the same region within the year. However, this proposal has me considering moving into Pennsylvania to avoid this school and tax instability.

Those of us with children likely moved into the Red Clay (and especially North Star) area largely because of the good schools. And those good schools are a large part of the reason that the property values are higher in this area. But now, the commission is proposing using those higher-because-of-schools property values to increase our taxes -- in order to fund schools in areas with *lower* property values (which are lower partly because of the less-good schools).

Obviously, improving education state-wide benefits everyone -- but this proposal is incredibly unfair to current Red Clay residents.

And all of this after Red Clay *just* voted to increase taxes to better fund our schools.

Sure, the proposal states that "the commission does not believe Red Clay taxpayers should bear an undue tax burden because of the move" -- but, empirically, **any** increase is "undue" given that Red Clay reported (after the recent tax increase) that they would now be well funded for years. If that changes due to this proposal, it is **inherently** an "undue" increase. Perhaps the property tax-assessment values are low -- but if so, the tax **rate** has (just) been increased to a level to make that assessment value yield the proper amount of funding required for Red Clay schools.

Again, I applaud the commission for attempting to find a solution to the poor Wilmington city schools and agree with the intent; but increasing the burden on Red Clay families is not a fair or correct solution to this problem.

Maybe instead the 64% of Fortune 500 companies that are "based" in Delaware could help fund Delaware schools? \$6M is a drop in that bucket.

Or perhaps the residents of those city schools should vote to increase their school funding, just like we have in Red Clay?

Or, at least, spread out the cost among the entire county or state? If the commission is going to be unfair, at least spread out the unfairness.

Most Sincerely,
Eric Montellese

Date: November 18, 2015

Name: Nancy Glynn

Public Comment: As a resident of the RedClay School district, I am totally opposed to this venture to have RedClay take over Wilmington Schools governed currently by Christina School district. Red Clay has had it's own issues with priority schools and financial difficulties. Raising our taxes without a Referendum is ludicrous. I believe Governor Jack MARKELL, Red Clay and DOE need to back off and stop trying to push this through so quickly. What do YOU think Red Clay can do that the district and DOE haven't already tried. Take that 6 million dollars and put it where it counts. For almost 40 years we have stepped into one pile of crap after another experimenting with our children's education. This is just another Pile! This will also add another burden to transportation. Red Clay currently has enough transportation issues. Many of the mechanics and office personnel have had to drive bus routes due to not having enough drivers. I was appalled at a Red Clay board meeting in September where a district administrator had the nerve to stand up and comment to the public that there were no transportation issues. This comment was made after a parent spoke about her concern and personal experience concerning transportation. Red Clay has a history of deceiving the public with non truths about situations that currently exist and have existed for a long time. Schools in our own district struggle daily without the proper supports in place. ...what makes You think they can do the right thing after this actually happens? Let Red Clay get their own house in order before ever thinking they can fix Christina School district's problems. Why doesn't DOE take over. ..straightened things out then more forward. I do believe the students, communities and parents will meet failure again under Red Clay leadership. Our children in both districts deserve better than this.

Date: November 19, 2015

Name: Howard Smith

Public Comment: I was at Tony Allen's talk yesterday at UD—and I cringed as soon as he mentioned the –re-assessment' part.

Attached is an idea I think about every time I hear about property re-assessments. I know our current system is very expensive and barely understood by most homeowners and very arbitrary. What I would propose (realizing there are plenty of details to sort through) is a system that once done (probably less expensive than our current system)---does not have to be repeated. But stays 'current' for all times.

Hope this may help this whole process.

Thanks,

Howard Smith

Newark, DE

[302.737.5490](tel:302.737.5490)

Attachment to Howard Smith Public Comment

Property 'Assessments' Revisited

As the WEIC (and/or the County; school districts; DDOE; the legislature??) looks to make 'adjustments' to the property assessments as they plan to transfer Christiana kids to become Red Clay kids, and are facing the 're-assessment' dilemma and costs, I'd like to suggest a different approach.

The basic reason we assess properties is that we use that 'amount' to determine how much taxes are for every property owner. We continue to determine owner's tax burden based on the 'value' of one's property. While the 'assessed value' is always some arbitrary (??) amount LESS than market value, it is still basically tied to the market value. That's the problem. Market value changes over time, but assessments are so expensive we don't do them. The basic idea is that the higher your property is 'assessed', the higher your tax bill will be.

And the expense of a re-assessment is HUGE! And over time—the market value changes, but the assessed value does not (which is why jurisdictions increase the millage to raise additional revenue as needed over time—i.e. 30+ years??). That's why the County (they seem to be responsible to do this for all of NCC??) has not done so since 1983.

New Idea

Forget the market value! Forget the 'assessed' value!

In a general sense, the larger a home/property, the more its assessed value would be vs a smaller home. So IF our property taxes were based on the home's 'size' (say square footage of 'conditioned space'), we could set tax rates on a 'consistent standard', not one that changes much over time. AND—most people do not understand the market value vs assessed value anyway (I know I have no idea why we do it that way??). They will understand home size.

Not sure how all this would flush out (details??), but the County already has most of the information about everyone's home size on their GIS information maps. So instead of spending those millions of dollars on a one time property 'value' re-assessment, put those dollars toward re-orienting the tax system to home size with a database we already have—and it won't have to be redone ---ever!! (anytime a homeowner adds to their home, the County (or cities i.e. Newark) will know from permits issued and the database can update the size and tax amount as the project is completed), See examples below.

This plan does not address the school tax rates for commercial properties (including apartments).

It would be hoped that for the transition, we'd aim to make this as tax neutral as possible, but I know it will be tricky. What would the 'rate' be for a 1,600 SF home vs a 4,100 SF home vs what are these two 'property' owners paying in taxes now?? Let's compare what they pay now for the size of their home—and try to correlate the two. It will take time and funds, but the 'upside'?? We won't have to do it again!!

Attachment to Howard Smith Public Comment

Below are examples of homes with information from the County's GIS system:

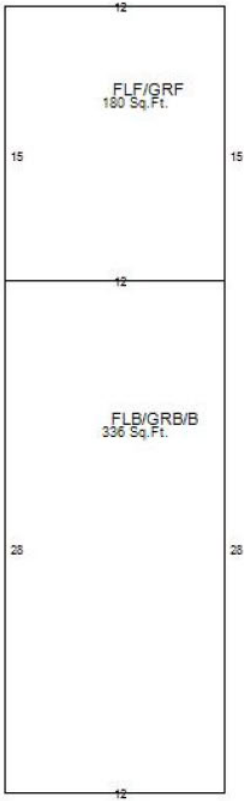
Property # 1 (Bennett St)

Assessed value	\$18,000
Yr built	1920
Size	1,025 SF
School tax (2015)	\$404
Tax per SF	\$.40

Residence Characteristics

Residence 0

Building Design:	ROW INSD	Residence Class:	SFD PLATTED LOT
Grade:	AVERAGE	Condition:	GOOD
Year Built:	1920	# Stories:	2
Total Area (sq. ft.):	1025	Main Floor Area:	516
# Rooms:	6	# Bedrooms:	2
# 1/2 Baths:	0	# Full Baths:	2
# Fam. Rooms:	0	# Fixtures:	8
Roof Type:	FLAT	Roof Material	COMPWOOD
Exterior Wall:	BRICK	Interior Wall Finish:	PLASTER
Floor Finish:	WOOD	Foundation:	CONTINUOUS
Garage Capacity:	0	Basement %:	100%
Basement % Finished:		Basement Finish Type:	
Attic % Finished:			
Unfinished %:		Unfinished Area:	0
Heat Type:	HOT AIR	Air Conditioning:	
Remodel Year:	87		



Attachment to Howard Smith Public Comment

Property # 2 (Kentmere Parkway)

Assessed value	\$ 248,000
Yr built	1920
Size	5,200 SF
School tax (2015)	\$5,300
Tax per SF	\$ 1.01

Residence 0

Building Design:	COLONIAL	Residence Class:	SFD PLATTED LOT
Grade:	EXCELLENT	Condition:	EXCELLENT
Year Built:	1915	# Stories:	2
Total Area (sq. ft.):	5200	Main Floor Area:	2082
# Rooms:	14	# Bedrooms:	8
# 1/2 Baths:	1	# Full Baths:	4
# Fam. Rooms:	0	# Fixtures:	16
Roof Type:	GABLE	Roof Material	SLATE
Exterior Wall:	STONE	Interior Wall Finish:	PLASTER
Floor Finish:	WOOD	Foundation:	CONTINUOUS
Garage Capacity:	0	Basement %:	100%
Basement % Finished:		Basement Finish Type:	
Attic % Finished:	100%		
Unfinished %:		Unfinished Area:	0
Heat Type:	HOT AIR	Air Conditioning:	AIR CONDITIONING
Remodel Year:	0		

[illegible]

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Attachment to Howard Smith Public Comment

Homes from 3,501 – 4,000 SF are taxed at \$.90/SF
Homes over 4,400 SF are taxed at \$1.00 / SF

I looked at other properties to find a couple in the middle:

Property #3 (Shallcross Ave)

Assessed value	\$ 62,700
Yr built	1923
Size	1,550 SF
School tax (2015)	\$ 1,341
Tax per SF	\$.87/SF

Property #4 (Highlands Place)

Assessed value	\$ 135,400
Yr built	1995
Size	2,150 SF
School tax (2015)	\$ 2,900
Tax per SF	\$ 1.35/SF

Looking at just these 4 examples, it appears that the current 'system' of assessments can be all over the place. Whereas the tax per home size could be more 'equitable' as it takes out the arbitrary nature of assessments. And maybe my tax / SF amounts would be changed---but hopefully it gets the point across. It is the concept that is important.

Also- once this transition is done, it needs no changes over time. And if a property has an addition built, the 'system' will know via building permits and the taxes are updated automatically.

Date: November 19, 2015

Name: Howard Smith

Public Comment: I am submitting my thoughts on this subject---hopefully this can be helpful for your mission.

Thanks,

Howard Smith
Newark, DE

Attachment to Howard Smith Public Comment

School's Primary Function vs Social Services

As I have listened to a lot of the discussion about how to improve the success of kids in school—esp low-income / low performing kids, I keep hearing about the problems many of the kids have in their families and neighborhoods. The dysfunction of the families or neighborhoods keep the kids from being 'ready for school' each day. I agree with all of these problems (and feel so bad for those families) and that any help we can provide (and can afford) can only help the kids performance in school. In fact, I'd go out on a limb and suggest that improving the kids family / neighborhood life would improve the success of many of these kids in school dramatically.

My issue with this all is that those 'social services' that are going to be needed to make those family and neighborhood improvements should NOT be part of the school's responsibility. That should be handled by many other organizations from Health and Human Services to non-profit organizations to church based groups, etc. These can all be coordinated with the schools, but it is not part of a school's responsibility. Don't burden the principals with figuring out why these kids don't have breakfast at home. Or teachers should not be spending learning time with the kids family issues (as heart breaking as they may be).

If we ask the agencies and non-profit groups who do this type of social service as their mission and responsibility to step up and handle these issues that are 'outside of school'---then the schools and therefore the kids will succeed much better.

Date: November 19, 2015

Name: Terri Burgess

Public Comment: We need to know clearly how this will affect our taxes.
Hockessin Chase

Date: November 21, 2015

Name: Mike Parry

Public Comment: I am opposed to any district changes that result in new and additional property taxes, particularly with the school rates already increased very recently.

Kindly note my opposition and record appropriately. Please forward to other involved parties.

Date: November 21, 2015

Name: Beth Chambers

Public Comment: I am very much against this proposal. Red Clay constituents just voted for a referendum to help our students. Great! Now let Christina take care of theirs by voting for their referendums. It is unfair to just hoist over students from these other districts just because Red Clay is funding their schools. And it isn't like Red Clay schools are rolling in money! Leave all these students where they are and let the districts that serve them be funded by their communities. As for reassessing, to be fair, that should not be done all referendums have run their course.

Thank you

Date: November 23, 2015

Name: Jack Wells

Public Comment: While Delaware spends a great deal on public education, the expenditure of those funds must focus more on effectively meeting the needs of Wilmington student and other students at risk. {"Delaware per student expenditure is the 11th highest in the nation. Last year taxpayers provided 2.4 BILLION for the education of our children"} How and where there funds were used or what programs were funded is unknown.

Actions are needed to ensure a sufficient and reliable revenue base at both the state and local levels, *and also to ensure that funds allocated in ways that most directly and effectively address the diverse needs of students. {As stated above, how and where \$2.4 Billion is used is unknown, we just know they need more and more money.*

Above statements in WEIC recommendations.

In reading your recommendations I was very troubled and here is why.

A. While reading your recommendations I read over and over that in order for your goals to be achieved, we must have much more parent and community involvement, and more state and local funding to effectively address the needs of our students. However for reasons never provided, WEIC Funding Success Committee excluded any input from the property owners on funding. They have recommended the Red Clay School Board be provided authority to raise taxes without a referendum and after reassessment additional funding be provided annually. It is my understanding at some point this would be statewide.

B. While WEIC Funding Success Committee is fully aware that Delaware; 1) spends a great deal on public education and the expenditure of these funds must focus more on effectively meeting the needs of Wilmington students and other students at risk, and 2) must ensure that funds allocated in ways that most directly and effectively address the diverse needs of students.

In spite of being aware of these facts, the WEIC Funding Success Committee failed to provide any recommendations on how to achieve more effective allocation of current funding. Why?

Finally as a Red Clay resident I am insulted by the WEIC Funding Success Committee's lack of respect for Red Clay property owners. Why am I insulted? Despite the fact that the districts management of the property owners funds was so unacceptable the state had to take over the financial management of the district, the Red Clay property owners since 2007 have provided the school board 78.67% of the total current operating funds they received during the period 2007-2016. {See message below.} Yet the WEIC Funding Success Committee recommended that these property owners be denied a vote on providing additional revenue. Do they really believe Red Clay property have not supported the education of their children?

It is my opinion if you want the support the Red Clay's property owners and property owners in our state, you must provide them the opportunity to vote and you must provide recommendations that

ensure that funds are allocated in ways that most directly and effectively address the diverse needs of students. {The WEIC Funding Success Committee must not ignore the fact the people never say, “our schools have too much money,” rather over and over they say, “we spend too much on overhead.”

Funding our schools based on the needs of the children in each schools is required and can be accomplished, however obtaining this funding without addressing the cost of our overhead cost in our districts and DDOE and how and where \$2.4 billion is being used, will make this task almost impossible.

Hopefully WEIC will address above or at least provide justification why you believe they should not.

Jack Wells

Date: November 30, 2015

Name: Jack Wells

Public Comment: To: Red Clay School Board:

Are you, members of the Red Clay School Board spending local funds to provide 764 high school children “from” other districts education opportunities not available in their districts, instead of using these local funds for children living in Red Clay? Based on the facts provided below, I believe you are, hopefully by answering my questions and publishing expenditure reports as described below, you can either confirm my conclusion or show I am wrong.

How “huge” is 764 out of district choice students. These 764 students “exceed” the number of “district” students attending Dickinson, they have 647 students, CAB that has 557, and equals the students in McKean. The other 4 districts in New Castle, BSD, CSD, Colonial and Appoquinimink have a total of 427 out of district high school students. BSD 204, Appoquinimink 60, CSD 105 and Colonial 58 for a total of 427. Clearly Red Clay is providing opportunities that parents are seeking for their children. The question is, what is the cost in local funds, including capital to our children and to the property owners. }

Here are some of the special programs you have approved for our high schools.

Ms. Floore explained that the largest part of a high school’s budget is athletics.* In Dickinson’s case, we have a brand new middle school. And the IB program is very expensive. In the past, when a school expands, they’ve been given a school expansion budget. For the final budget there will be a recommendation to add \$50,000 to their budget for that expansion. It is in line with expansion of BSS and Conrad’s expansions.

Question 1: What other schools have been provided expansion budgets using local funds?

Question 2: What other schools this year are you going to provide an expansion budget using local funds?

Another comment was. “As an example. We have a middle school IB program at JDHS. We have a high school IB program at JDHS. {IB program is very expensive.} The natural extension of that is to have an elementary IB program called “early years” giving you a K-12 program. We are not saying we will do this, but to use as an example. If we did want to do this, it would be part of the planning. No one will know the answer until we move through the planning period. “

Source of Information—Districts Community Financial Review Committee’s minutes dated 10-13-2015.

Question 3: What are the class sizes by subject for our 6-12 IB courses? How does this compare to other high school class sizes?

*As of 31 Oct 2015, just 2 months into our school year, our 5 high schools have expended \$591,233, mostly from local funds for athletics. {I wonder the amount of local funds we have expended for EPER Extra Curricular Activities and EPER Miscellaneous, compared to the local funds for extra math, reading, etc.?)}

Question 4: What is the per student cost of our athletic programs?

Question 5: How does this compare to what we are spending from local funds on extra instruction in math and reading?

The district also has two magnet schools, Conrad School of Science and Cab Calloway that provide additional special programs. Last year these schools had 579 students from other school districts, unfortunately these children's parents do not provide any additional local funds to support these special programs, nor do they provide any local capital funding.

To my knowledge the Red Clay Board is the only school board that uses local funds to provide 764 children from other school districts special educational opportunities that are not provided by their district, while claiming they have no local funds for children living in Red Clay.

Question 6: How does spending all these local funds on 764 children from other school districts benefit Red Clay children?

The district also provides 53 Advance Placement courses, CSD provides only 37. Red Clay has 879 children taking these courses, CSD 569. Red Clay children took 2,423 exams and 1,651 passed, CSD children took 869 exams and 329 passed.

Question 7: What is the class sizes by subject for our AP courses compared to our other high school classes?Question

Question 8: How many of the 879 children taking these AP courses are children who live in Red Clay?

Question 9: You have approved 764 children from other districts to attend our high schools, how many are ELL, low income or special needs children?

Question 10: What is the local cost of providing these 53 AP courses?

I support using local funds to provide Red Clay's high school children IB courses, Advanced Placement Courses and EPER programs, I do not support using local funds to provide them to 764 high school children from other school districts, these local funds are urgently required for the children who live in Red Clay.

Question 11: What other school board spends so much local funds to provide 764 high school students from other school districts education opportunities not available in their districts?

I ask you to provide the community expenditure reports by operating unit that shows the account code, category of funding, title of expense and program code, so the community will know the cost by operating unit for each program.

I look forward to your reply to my questions and the action the board is going to take on reporting expenditures.

Jack Wells

Date: November 30, 2015

Name: Andy Hegedus

Public Comment: Good afternoon:

Thank you for publishing the draft report and accepting public comments.

I have strong disagreements with the two italicized sentences in the following section taken from the WEIC draft report page 86:

Current Expense Tax Rate Implications for Supplemental Funds: Until property reassessment occurs, districts impacted by redistricting must be authorized by the General Assembly to enact tax rate adjustments to meet current operating expenses as voted by their school boards. Taxpayers should be reassured that this recommendation is NOT intended to allow school boards set tax rates without limits; *annual tax adjustments should not exceed inflation as measured by the CPI*. This funding mechanism would provide districts much needed stability in the local revenue base. *This mechanism should sunset after the recommendations for rolling reassessments are implemented.*

As a member of the WEIC Finance committee I made my objections to this section known throughout our meetings. My main objections are:

- Tax adjustments that do not exceed the CPI may be insufficient to meet the needs of specific schools and districts – without sufficient operating funds, teachers and students are impacted the most as existing programs are impacted.
- There is no analysis supporting the conjecture that rolling reassessments will provide sufficient local funds without a tax rate increase.

Other relevant information:

- Any local operating tax rate increases now requires a referendum.
- The cause of failed referendums is typically dissatisfaction with the “Direction of the District” or “District management and oversight.” A failed referendum leaves district management and the school board intact.
- There is no way to recall an elected board member for any reason.
- Public participation in voting for or against local operating referendum far exceeds any voting in school board elections.

Solution (similar to the system used in PA):

- Allow school boards to raise local operating taxes up to a cap of some small amount established by the state each year, potentially including a differential for the needs of the students served by the district. For example, a relatively wealthy district might be allowed a cap of a 2% rate increase where a district serving high percentages of low income or ELL students might have a cap of 2.5%. An change to the tax rate that would exceed the cap is allowed with a successful referendum. Avon Grove School District Board of School Directors had the option to raise taxes each year up to the pre-established state cap and chose not to do so for eight years.
- Reduce school board member terms to four years with elections being held every two so that about half of the board members are up for re-election every two years.
- Include a process for the public to recall a board member should their conduct or decisions be counter to the wishes of the majority of the electorate.

Rationale:

- Costs do go up and the current system doesn't provide any efficient way to maintain services in such an environment. Referendum rates are set to bring in more revenue than is needed initially to build reserves that then get depleted later. Less one-time increases and better fiscal management can occur with incremental adjustments rather than with multi-year forecasting.
- Our current funding system results in consequences for students and teachers while the public dissatisfaction is elsewhere (i.e., last year's Christina failed referendums are the prime example of this – dissatisfaction with the district while dozens and dozens of teachers are laid off.) Changes to allow school boards to raise taxes up to a cap will then shift the voter focus to the school board who are making the decisions while short term revenue exists to protect the existing services provided to students.
- Shifting the voter focus to the school boards coupled with changes to board member terms and the inclusion of a recall process will provide the voters with the mechanisms needed to hold the board, and in turn district leadership, accountable. No accountability exists in practice today. This will force board members to campaign as would any other person trying to be elected to public office. It does not make the school district take their focus and precious resources away from students and schools and waste them on running political style campaigns.

Please let me know if I can answer any questions or clarify this point any further.

Date: December 1, 2015

Name: Rich Phifer

Public Comment: I have reviewed the interim plan as drafted and submitted by the Wilmington Education Improvement Commission and I hereby submit my comments for the public record and consideration.

City of Wilmington students are currently served piecemeal by four public school districts and several charters. I can understand the desire to consolidate some of this. Problems extend beyond simple redistricting.

On page 2 of the report there is a call to authorize districts that are impacted by the redistricting to be given the authority to make limited tax rate increases to meet operating expenses. This without any referendum being necessary. I strongly object to this request. This represents an unfair burden on Red Clay tax payers since the result of this redistricting will be to increase Red Clay's student population, including low income ratio, which will result in Red Clay CSD increasing taxes by the maximum amount possible every year in a manner that I'm sure would quickly surpass any other district's use of this measure since all other 3 districts involved would either see decreased number of students or no net gain of students. I strongly object and request that this call be stricken from the report.

On page 2 and under the funding section of the report a statewide reassessment of property taxes is called for in order to suck up even more money from Red Clay tax payers. This call is made even though on page 77 of the report it is acknowledged that Delaware is already in the top quintile nationwide for funding public education. The problem then clearly is not how much money goes into the pot but rather how that money is used, appropriated, wasted, managed, etc. Tax payers can't afford a property reassessment especially not ones that are done on a continually rolling basis and the State and Counties do not have the staff power or monetary resources to adequately and fairly reassess properties. I strongly oppose any and all calls for property reassessments and ask that they be stricken from the report.

On page 4 it is proposed that the Commission will submit to the Governor, the Board of Education, and the General Assembly an annual evaluation of progress that focuses on milestones and measures that reflect improved student success. It is assumed that the Commission would be responsible for conducting the evaluation. Two things here - one is that I do not believe the Commission would be able to approach the evaluation in an unbiased manner since the Commission itself is so integrally behind the implementation of this redistricting. Therefore I feel that the report should be altered to require an independent evaluation be done from a body other than the Commission so that the public that will be so heavily impacted by this plan can have confidence in the results of the evaluation and be assured that the numbers weren't favorably skewed towards any one cause. Secondly, some of the target goals that would be evaluated in this evaluation are not easily quantifiable, such as grading student trauma and student persistence/engagement rates? What does this mean exactly. Are we talking about logging the number of in-class fights that break out when speaking about trauma? Is student persistence/engagement judged on how frequently a student participates in class, turns in

homework, etc.? These seem too subjective to be evaluated in a consistent way that is going to provide the general assembly with meaningful data on the success of this redistricting effort. I request that only quantifiable data such as test scores, absences from school, drop outs, participation in after school and extracurriculars, etc. be included in this report to the General Assembly as part of this evaluation.

This interim report proposes to redistrict so that Red Clay, the district that currently has the most students at 16,302, takes on an additional 3,000 students, most of whom are low income. Meanwhile, the Brandywine School District which currently only has 10,740 student sees no gain in students and would remain stagnant. To me it would make more sense for the Brandywine School District to take on the burden of 3,000 more students which would then increase their total to 13,740 +/- which would still be roughly 3,000 students less than Red Clay has currently. This seems more manageable and equitable to all of northern Delaware.

Again on page 80 it calls for authorization of tax increases without the need of referendums. I strongly oppose this and request that it be stricken from the report wherever it occurs.

On page 87 it is mentioned that the Funding Student Success Committee has discussed just making Red Clay have a referendum in order to suck up more local funds for this redistricting. I would strongly oppose such an action as that would represent an inequitable burden on Red Clay tax payers.

In summation, I strongly oppose any such interim report or plan that proposes local and/or statewide tax increases, referendum or property reassessment. Such things I simply can't support. Therefore I do not support this interim report/plan as drafted by the Commission. To obtain my support for a redistricting plan I would have to see all calls for tax increases, referendum or reassessments stricken and more emphasis placed on increasing parent and community engagement within the City of Wilmington.

Maybe look at other creative ways to filter state money to this cause. Perhaps instead of the State giving so much tax payer money to casinos, the University of Delaware or private businesses such as Bloom and Fisker it can use some of that on this effort instead and not need to seek constant and unlimited tax increase authority for the schools.

Thanks for your consideration.

Date: December 2, 2015

Name: Jack Wells

Public Comment:

The following statement appears in the district's Community Financial Review Committee October 2015 minutes. {See PDF.}

"Ms. Floore explained that there **are two ways to bankrupt the district: 1. To keep us going to referendum path.** There is a mechanism in this draft to provide for that. To allow for turf fields, or one-on-one technology, **but to NEVER have to go to referendum again for inflation.**

Question: What actions have been taken by Red Clay residents that would justify denying them the right to vote?

In replying to this question, I ask you to remember, to avoid severely reducing the education opportunities to Red Clay children, which would have occurred as a result of financial mismanagement by the district, Red Clay residents approved 2 referendums for current operations. Here is the revenue the residents have provided the district, with two more tax rates approved for fiscal years 2017 and 2018.

During the period 2007 through 2015 the district revenue for current operations increased by \$50,101,901, The state provided \$10,903,434 or 21.76%, the Red Clay property owners provided **\$39,418,451 or 78.67%. This does not include the tax rate increases approved for fiscal years 2017 and 2018.**

These same residents also approved 2 capital referendums for a total of \$307,366,438. {The residents provided the Wilmington Campus \$33,547,155, a school that has a total of 378 out of district students. Conrad was provided 17,365,691, this school has a total of 211 out of district students, whose parents are not required to provide any local funds, all local funding must be paid by Red Clay property owners.

In replying to my question, "What actions have been taken by the Red Clay residents that would justify denying them the right to vote," I ask you to consider the message you would be sending to the residents. Here's the message, "After providing overwhelming support to the children, in spite of financial mismanagement by the district, the board has voted to deny the residents the right to vote.

Do you really want to send that message to the residents?

Jack Wells

Attachment to Jack Wells Public Comment



Committee minutes

--Community Financial Review Committee			
10.13.,2015		6:30 PM to 8:00 PM	Brandywine Springs Teachers' Lounge
Meeting called by		Larry Miller, Vice Chair	
Type of meeting		Monthly Financial Review	
Facilitator		Larry Miller, Community Member	
Minutes		Laura Palombo, Red Clay	
Timekeeper		Larry Miller, Community Member	
Attendees		Bill Doolittle, Monica Henry, Lynne McIntosh, Larry Miller, Tom Pappenhagen, Community Members;	
		Mike Piccio and Cathy Thompson, BOE Members; Jill Floore, Red Clay CFO;	
		Henry Clampitt, Community Attendee.	
Minutes			
		Larry Miller, CFRC Community Member	
Discussion:		A review of the September 2015 meeting minutes. Mr. Doolittle moved to accept the minutes and	
Mr. Piccio seconded. The motion carried.			
Action Items		Person Responsible	Deadline
Monthly Reports			
		Jill Floore, Red Clay CFO	
Discussion:		Ms. Floore presented the reports for the end of September 2015. See Section I attached.	
Action Items		Person Responsible	Deadline
Referendum			
		Jill Floore, Red Clay CFO	
Discussion:		Ms. Floore gave an update on the referendum lawsuit. See Section II attached.	
Action Items		Person Responsible	Deadline
WEIC			
		Jill Floore, Red Clay CFO	
Discussion:		Ms. Floore gave an update on the WEIC proposal and finance committee meetings.	
Section III attached.			
Action Items		Person Responsible	Deadline
Announcements			
		Jill Floore, Red Clay CFO	
Discussion:		The next meeting will be held November 10, 2015 in the Brandywine Springs Teachers' Lounge.	
Action Items		Person Responsible	Deadline



Committee minutes

**Red Clay Community Financial Review Committee
Tuesday, October 13, 2015**

I. Monthly Reports

Ms. Floore distributed copies of the September 2015 Monthly Expenditure Reports. It is still very early in the school fiscal year. As being 3 months in, we would expect to be at 25% expended. However, our revenue does not follow that timeline. Most of our collected taxes are deposited into our account at the end of this month. Therefore, the revenues will show up much higher on this report next month. Late payments do come in throughout the year with the initial deposit in late September. Our revenues on the local side are \$8.5 million or 12.8%.

Last month the Financial Position Report showed how low we were coming into this quarter. We will be able to fully satisfy our obligations including the charter school preloads which were made. However, as forecasted we have had to monitor our cash flow very closely until we receive the taxes in October. We will then do the full transfers of the MCI Technology and others that are at 0 now. Income from fees is funding from the rental of our facilities and fields. Match Tax extra time is the carry over balance as we haven't received the revenues yet.

Within the budget we have transferred funding from two of our special schools. Central School which has closed and Richardson Park Learning Center grades K-4 due to inclusion the in the feeder schools. This increased the overall size of our operating budget moving funds to Division I and we are still in the process of transferring the salary coding to the appropriate schools. The state is still funding their preload percentages based on last year's budget so the number is lower. We have a greater number of salaries that have moved to our general operating budget. The State normally prefunds 75%. We are at 70% as opposed to 74% last year due to the movement of students between schools. The state will fund their obligations by the end of the year at 100%.

Division II and III also follow that same logic. They will be fully funded to our unit count. We just finished our September 30th count. We are 100 students down, yet our unit count is within 1/3 of a unit. We were at 1106.5 last year, we are 1106.23 this year. The reason we can be down in our number in students but not change in our unit count is the fact we receive more for intense and complex students and therefore, the lower divisor counts the students at a higher weight. Our overall growth is up as to the number of students Red Clay is paying for as we have more students in Red Clay that are attending charter schools.

State Ed Sustainment is very close to 75%. That number hasn't changed and it is not related to a salary number, but the unit count.

Attachment to Jack Wells Public Comment



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Total revenues are 49.5%, slightly below where we were last year but right on track to what is anticipated.

There have been several emails to the Board regarding financial tracking of our transactions and reporting on referendum funding. Part of referendum funding is included in the budget. Separate budget lines were created so we could track that funding. We haven't received the revenue from the referendum as it comes in our taxes the end of October. Some of the figures are embedded within the budget. For example, salaries. We used some of the referendum to save positions such as SROs. For one-to-one technology, we are rolling it out to 3rd, 6th and 9th grades. It is a 2-12 district initiative. Our Technology Manager gave a presentation to this committee earlier this year regarding this initiative. Much of the referendum, however, was saving the programs we currently have.

On the expenditure side, we have been watching the legal fees. We have not looked at increasing the final budget of that line as yet. The only area that is excess of 100% of expended and encumbered is Line 78, Student Services. Ms. Floore will be bringing a request to increase that budget in the final budget as we have a contract to increase the support to our high schools by Communities and Schools. These are staff members from an outside agency working in collaboration with our high schools.

Because of our tax flow issue, we have asked our departments not to encumber for the entire year at this time. We want to make sure we make our payroll. That's why we are lower expended at 19.7% versus last year at 21%. Not a major difference as the majority of our funding is in salaries.

In reviewing our federal funding, last year there was considerable discussion on the timing of the receipt of these funds. We have submitted our consolidated grant application. The money for Title I, poverty students; Title III, ELL Students; and IDEA, special needs students all have been loaded last Friday. Looking at IDEA as of the end of September is 98.1% expended which is expected. The federal fiscal year cycle is different from our school fiscal year. Title II is in revision status. The State has released the other funds while we work on Title II.

The Priority School funding has been loaded at \$366,000 per school for this fiscal year. It is not loaded under federal funds but under State funding. In the final budget, there will be a category for this funding. There will be a recommendation to the Board to add this budget line into the final budget. Mr. Doolittle stated that the Christiana schools will also be funded without them having to file the approved plans as Red Clay did. Ms. Floore explained that she was not aware that Christina was awarded any funding on their schools.

The tuition schools also have a carry forward balance for summer salaries. Tuition funds do not have the fluctuations that the operating funds go through with referendum. For a period of years, operating expenditures are below revenues but with a fixed tax base they



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eventually cross over and then districts begin planning a referendum. Tuition funds maintain a steadier balance. Those carry forward balances, like the other funding lines, are to cover the salaries until the receipt of the new taxes. We are at 38.68% revenues received. We have not done the tuition billings as yet. They are done in the spring for students who come to our tuition eligible programs from other districts. The largest one for us is the First State School located in Christiana Hospital.

The State revenue is for the yearly contracts for Unique Alternatives. When a student goes through ICT review, and is in private placement for special needs, the State funds 70% and the district funds 30%. The State does put in their full amount at once. Ms. Thompson asked if the split is always 70/30. Ms. Floore explained that yes, unless the child is a ward of the State, then it is 100% provided by the State. There are some legal settlements where the funding would fall 100% under local. It is a result of the settlement. The reason the First State School is highly expended and encumbered is due to the significant contract we have with Christiana Care for the school. We will do the full encumbrance when all of the funds are available.

We have talked about minor capital in the past with a presentation. They are two year funds. In order to spend out of minor capital, you must have a match tax. That is part of our match tax we set for the school taxes. We cannot expend out of this line until we receive our match tax within the full tax deposit. The majority of the work is done during the summer or winter break when the schools are accessible. Debt Service is 50% expended which is based on our debt repayment schedule.

Meadowood is 24% expended under salaries. Meadowood's units have increased. Some of the students at RPLC and Central School were evaluated through the inclusion process and it was determined that Meadowood was the best placement. Meadowood sites are at the regular schools through inclusion. They are 20.9% expended and 23.1% expended and encumbered. RPLC and Central school have large changes. We are at 50% expended and encumbered vs 20.6%. This is related to how the inclusion salaries were moved. At this time, we are still updating our system to teacher and para locations. To complicate it further, some teachers transferred to a non-special education position through the voluntary transfer process. We want to make sure those teachers' salaries are charged accordingly. September is the first pay of the new school year. Our goal is to have this reconciled in time for the final budget projections.

Ms. Thompson asked about the tuition contingency. Ms. Floore explained there is a contingency within each budget area. In the case of tuition, you could have a student who is identified or moves into the district after September 30th count. Therefore, there is no budget source. We have planned for the students we know about. If a student moves in after September 30th, we do not get the State side of that funding but we are still expected to educate the student and service any special needs they may have. That comes through local tuition funding. At the time the Board of Education had voted on class size waiver, we were tasked to solve it. This impacted the budget as the paraprofessionals hired to alleviate larger classes were funded strictly under local contingency funds.



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Mr. Doolittle asked if RPLC preschool would remain in Division 58. Ms. Floore explained yes as well as the 5th grade still at the school. The elementary autism program is also at RPLC with a middle school program at Skyline Middle School. Ultimately, we will have a need a high school site as well. It will be similar to the Meadowood program.

Ms. Thompson asked why Dickinson was 61% is expended and encumbered. Ms. Floore explained that the largest part of a high school's budget is athletics. In Dickinson's case, we have a brand new middle school. And the IB program is very expensive. In the past, when a school expands, they've been given a school expansion budget. For the final budget there will be a recommendation to add \$50,000 to their budget for that expansion. It is in line with the expansion of BSS and Conrad's expansions.

Ms. Thompson did not realize there is a Board of Education budget. Ms. Floore explained that is typically for the Delaware School Board Association fees as well as the travel to the National School Board conference.

Ms. Thompson asked about legal services. A problem is we don't know what lawsuits will occur in any given year so it is always an estimation. We didn't plan for the lawsuit that has been brought against Red Clay. Ms. Floore explained that this Committee has watched this line item grow over the past years. The budget is based on past experience as you cannot determine when a lawsuit will occur. The past year we exceeded the budget and we were very close to exceeding the year before. At that point we actually raised that budget. The question is do we raise the budget number for the final budget not knowing what to expect. We do know our referendum lawsuit fees will continue. Ms. Thompson would like to look at the legal services fees. The counseling fees have been increased and Ms. Thompson would like a procedure in place as to when and how we engage the legal team. Ms. Floore explained that Mary Norris, now retired, was in charge of the legal budget. Now, that budget has been broken into sections. Ms. Smith of HR in charge of HR issues, Ms. Celestin is in charge of the special services and Dr. Ammann of facilities issues. Laura Palombo in the business office tracks the legal fees by case. We presented this to the committee in the past with the case names redacted broken down by type of case. Ms. Thompson would like a copy of the tracked cases. She would also like to see the rate at which we're charged as well. Ms. Floore stated it was 3 years ago we went to bid for this service. This spring the RFP will need to be sent out again.

II. Referendum Lawsuit

Ms. Floore explained the ACLU suit with Red Clay for the referendum procedures. Our attorneys filed a motion to dismiss. A Motion to Dismiss is not argued on the merits of the case. The judge ruled not to dismiss. The judge added to his ruling that we could avoid a trial with a revote.

The Board will receive the advice from the attorneys on the process moving forward. Ms. Thompson also said there will be discovery, which will be expensive. We could ask



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for summary judgment. She further explained that there was talk about appealing to the Supreme Court right now. It will get very expensive really fast.

Mr. Clampitt asked what would happen if the claimants prevail? Ms. Thompson stated we lose the referendum. The collected money would be in question. Mr. Piccio asked if the collected money is being placed in escrow. Ms. Floore explained that there was no “stay” on the tax ordered. We are using that money for salaries and supplies and those things promised in the referendum. Mr. Piccio stated that whomever loses, will appeal. Ms. Thompson stated the people who brought the case to the ACLU aren’t paying the fees. Mr. Clampitt asked to we have any idea of the cost of an election. If we simply had another vote, we could avoid all of the cost. Ms. Thompson stated we could hold another vote without the events we had at the time of the first time. Ms. Floore explained that Christina held a referendum on the same day as ours, with events and their referendum did not pass. The factual elements in the judge’s opinion are not correct. Ms. Floore has not had any conversations with the attorneys. Mr. Clampitt believes that the Board should have this information so they can do a cost analysis and make a decision based on that. Ms. Floore said we cannot go back in time to February 2015, the conditions that existed at that time, no longer exist.

Mr. Pappenhagen stated that the last time we made the case that we were at the bottom of the reserves. We needed to increase the funding for technology. If we ran it again, it is a different case. If they take the referendum funding away, what does it do to the reserves for this year? Ms. Floore stated that is the real case. Taking the funding away would be beyond devastating. Mr. Doolittle also commented that going out to referendum now with the WEIC uncertainty would be a deadly for any effort.

Ms. Floore asked Ms. Thompson if she had any ideas on how long a court case of this nature would take to cycle through. Ms. Thompson stated that being chancery court will make the process faster. However, we still do not have the full plan for discovery. There is no jury for the trial as it is Chancery Court. It will be close to a year in her opinion as the discovery will take some time.

III. WEIC Update

Ms. Floore serves as the Co-Chair of the Funding Student Success Committee. There are 5 committees within the WEIC Commission. They are Charter Collaboration, Parent & Community Engagement, Needs of Students in Poverty, Redistricting, and Funding Student Success. All of these groups are working on the overall implementation of the WEIC plan. It is all predicated on the fact that the Commission is coming up with the plan. The plan will be voted on by the State Board of Education sometime in January. The last possible date for a vote is March. This is all written in House Bill 22. The vote then goes to General Assembly who by concurrent resolution can pass it and result in redistricting. Ms. Thompson stated that opens them up to a lawsuit as it is unconstitutional. Mr. Doolittle stated that the State might not defend it.



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There is a WEIC recommendation. There is the implementation plan. That is what the five committees are working on. The district was requested to have a plan. We are looking at 4,500 students with 1,500 of them in charter schools. Many people discuss WEIC as Red Clay receiving schools. We will receive several schools, but the students who attend the other schools who live in that area as well. Just as we have city students who attend our middle and high schools outside the city. Part of our implementation plan is to decide where those students would attend school.

As an example. We have a middle school IB program at JDHS. We have a high school IB program at JDHS. The natural extension of that is to have an elementary IB program called “early years” giving you a K-12 program. We’re not saying we will do this, but to use as an example. If we did want to do this, it would be part of the planning. No will know the answer until we move through the planning period.

The larger question is what changes. How can we move 2,500 students (1,500 will more than likely stay in charters)? The funding committee has worked on two levels. We meet every week for 4 weeks. The 2nd component is the student tax rate, the actual logistics of moving that. On top of that is how will the world look different? How do we presume that Red Clay will do a better job of educating students? What are the demands, and what will the State offer to contribute. Ms. Floore had a draft listing of what is considered for fiscal year 2017 budget. It was a draft distributed by Dan Rich at the Funding for Student Success meeting as well as at the Redistricting meeting. It will also be distributed at the WEIC meeting.

The WEIC recommendation said students in poverty are woefully neglected in our system. The committee is in unanimous agreement that while the unit structure works, the system has significant missing pieces. Units are transparent and currently attempt to address the needs of special education students. However, it neglects completely, students in poverty and ELL students. Delaware is one of 4 states in the country that have no funding for ELL students. The initial WEAC commission stated there needs to be a commitment to look at funding students in poverty. The same formula for funding a suburban school, such as Forest Oak, which is a typical school with a diverse population, earns 30 units. A similar sized school in the city, however, has higher needs in the way of social workers and psychologists and extra support. The funding formula treats everyone the same except for special education. The committee took a great deal of time looking at weighted unit funding. What does it look like and how might it work. This is an initial step. The concern is not just funding schools that have a higher condition of poverty, as once those students reach middle and high schools, the population of those schools is more diverse. Percentages can be deceiving and it could overemphasize elementary schools. The national research states that the secondary weight should be higher not lower than elementary. Mr. Doolittle stated this would help with Title I.

The Governor’s budget comes out in January. That would be around the same time the State Board would be asked to vote on WEIC. What work and/or requests need to be made in order to make any of these plans successful? Just changing the name on the school, does nothing. Mr. Miller stated if you are willing to recognize there is a need that



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is not being met, then we lay out the plan. The original endorsement from WEIC was House Bill 117, which states for every 250 students in poverty, you were earn one additional unit. For 2,500 students for Christina, we would earn 10 additional units. Ms. Floore stated that won't change much of anything. The committee made it very clear they didn't support it. Statewide that bill is over \$10 million. That's a state-wide impact, but for a district such as ours, it doesn't make a dent.

The Committee's recommendations are weighted unit funding and transition funding (the year of planning requires funding) as the first step. If the Governor's budget comes out in January and there is no mention of funding to this end, that is very important to our school board on what can be expected and how much we want to support the WEIC plan. If there is funding in the Governor's budget, however, it will give a sense of the magnitude and the willingness to tackle the issue.

The Transition fund explanation is that we cannot identify what the costs will be for the transition. We know there will be a planning costs. Also, if we allow grandfathering of students to attend their current school for the remainder of their time there, a freshman would then need bussing for the next 3 years. At the same time you'd be providing bussing for those students to attend Red Clay schools. The plan would be to fund the process of planning of feeder pattern planning and school designs. There is also the identification of building upgrades. If this is truly an investment in our state and our students that this funding come from the strategic plan and be funded 100%.

Ms. Thompson stated that the Board passed the priority schools plan and then the funding was cut to a third. She does not trust it. There is a current deficit at the state. How can more funding be in the budget? Ms. Floore stated the Governor could implement a new revenue structure. It could be taxes or an expenditure reduction plan.

Ms. Floore explained that regardless of what happens, we have advocates who have broached a collective conversation on the subject of poverty and how broken our school funding process is. A reassessment of the property is a recommendation from all committees. We are advancing dialogue on issues that have been recommended over and over again.

Mr. Miller stated that while at Del Tech, they raised the same issues. If we don't fund education, we will have to fund prisons, police and welfare. The plan must be something that works and is sustainable. If you don't start the students at the preschool level and keep it all the way through high school. Kids act out in a classroom not because they are bad but because they don't want to be exposed for what they don't know. His thought is that the best thing we can do as the CFRC to put together a recommendation that explains what the minimums would be for our group to accept and a promise to fully fund them. It's not just the unit count but what are you going to do with those units. Mr. Allen is a prime example of a young man who faced challenges and became a success and is giving back. He would like the group to send him their ideas and they would compile for him to give the Board. Mr. Pappenhagen asked if we do something different from what WEIC is doing.



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Mr. Doolittle stated that unless we have hard figures and can let the legislatures know what the cost will be, the matter will pass and then the legislature will disavow any knowledge and state it can't be funded after the redistricting has already been done.

Ms. Thompson feels the information is very vague and not specific enough to make good judgments. Ms. Floore explained that we are fighting because we want the system to be better for all children in poverty. We are fighting for our current kids. It is somewhat vague given the very short time frame. Mr. Miller explained that the Governor's budget is being developed right now so time is critical. Ms. Thompson asked why this has to be done now and not in the next cycle. Mr. Miller explained that there will be a new Governor in the next cycle. Mr. Doolittle stated that is necessary now so we can get the transitional budget in place.

Mr. Pappenhagen asked how many schools we're looking at as well. We are underfunding if we don't include the schools. Ms. Floore explained that what they have is as the system currently exists. We have dug in deep on the poverty weighted funding. Less work has been done on the redistricting and tax rate side. Much of the effort has not been on transferring buildings but making the system better. Ms. Thompson said that looking at the needs based for poverty, our district would only need 68.37 more units for needs based funding for poverty to come up with the \$7 million. We currently don't have poverty data on a student, only on a school-wide level. Mr. Doolittle stated he has asked Dover for a model on how to obtain that information.

Mr. Clampitt noted that the bottom of the Dan Rich's program outline is the assumption that we are going to allow school boards to raise taxes. This is the short term solution while we wait for reassessments. Mr. Doolittle stated this would put us in line with other states in raising school funds as per the inflation rate.

Mr. Clampitt asked about a dollar per student system. Ms. Floore stated weighted student funding was resoundly rejected over weighted unit. So much has been invested in the needs based system and there is a belief that this system is working. Mr. Clampitt stated that yes there is a unit for each level of student but no one knows the dollar amount of that unit as we don't know who fills that unit and their experience level. Why wouldn't we look at the number of units times the average cost of a unit and tell the school to fill the needed positions. Ms. Floore explained that there should never be a dollar incentive to fill a teaching position. Right now under a unit, the principal has the option to hire the best person for that position which would change dramatically if principals were hiring based on salaries.

Mr. Miller stated that while the process is taking place and the Governor is devising his budget, we need to be clear on what the requirements are. Otherwise, someone else will be making the decision. He believes the Board should be making the recommendation. Ms. Thompson believes that is what these planning meetings are, to make the recommendation. Mr. Doolittle stated that these committee meetings are to fit into the WEIC plan.



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Ms. Henry explained that the job of this committee is to make a recommendation to the board. We're here not to bankrupt the district through redrawing the lines to serve the students who are underrepresented that need additional assistance to get through their educational career. The other issue is returning money to the state should Red Clay lose the pending litigation with the ACLU. We can discuss the merits of what needs to be done, but we cannot bankrupt the district.

Ms. Floore stated we are a committee of the board. We need to make a recommendation to the Board before we meet back again. Ms. Floore asked the two Board members what input would be most valuable to you as you go into this process with WEIC. Mr. Piccio reiterated Ms. Henry that we are not here to bankrupt the district. Ms. Floore explained that there are two ways to bankrupt the district: 1. to keep us going on the referendum path. There is a mechanism in this draft to provide for that. To allow referendum for turf fields, or one-on-one technology, but to never have to go to referendum again for inflation. Moving Wilmington students doesn't bankrupt us if we do it right but there are no guarantees. There is a State share and a local share. But there is the question on whether we can adequately do a good job. Ms. Henry feels that in her experience adequacy is not our forte. The State has come to Red Clay because they feel we are best equipped to deal with these students. Adequacy is not an option, excellence is the option and it will cost money.

If we are really moving forward with the excellence plan, what do we at Red Clay need to make that happen? Unless, we know what we need, we'll never going to get it. Mr. Miller agreed. Ms. Floore stated there is also a poverty committee. That could be preschool, social services, etc. The funding committee is about tax structures and grand educational finance. There are still 4 other committees. Mr. Clappitt understands that the other committees are working simultaneously and in conjunction with the WEIC.

Mr. Clappitt stated he doesn't see any resolution from tonight's meeting other than to keep going forward. Ms. Floore agreed. The future of this project is determined if any funding and how much funding is in the Governor's budget. That is the first step. If that isn't there, then it does all fall apart leaving a conversation and needs undone. There is a risk to kids of all districts. As much pressure we can put on the expectation of funding is necessary. We hope that the Board will put pressure on the Governor's budget as WEIC is doing. It's a plan, they don't get to pick one or the other. We failed to do this with priority schools as a collective organization.

Ms. Thompson explained that we will move forward only if there is poverty-based funding, transition costs are covered, major and minor capital improvements costs are covered, changes are made to the tax base equalization and the tax pool. The Board can also vote in a referendum increase. Also, the money for childhood education and the property tax reassessment. The Committee believes all of these items are necessary.

Mr. Clappitt reminded the committee that it is not the entire WEAC book that is the package. The recommendation that goes to the State Board may include some or all of



Committee minutes

Ms. Henry explained that the job of this committee is to make a recommendation to the board. We're here not to bankrupt the district through redrawing the lines to serve the students who are underrepresented that need additional assistance to get through their educational career. The other issue is returning money to the state should Red Clay lose the pending litigation with the ACLU. We can discuss the merits of what needs to be done, but we cannot bankrupt the district.

Ms. Floore stated we are a committee of the board. We need to make a recommendation to the Board before we meet back again. Ms. Floore asked the two Board members what input would be most valuable to you as you go into this process with WEIC. Mr. Piccio reiterated Ms. Henry that we are not here to bankrupt the district. Ms. Floore explained that there are two ways to bankrupt the district: 1. to keep us going on the referendum path. There is a mechanism in this draft to provide for that. To allow referendum for turf fields, or one-on-one technology, but to never have to go to referendum again for inflation. Moving Wilmington students doesn't bankrupt us if we do it right but there are no guarantees. There is a State share and a local share. But there is the question on whether we can adequately do a good job. Ms. Henry feels that in her experience adequacy is not our forte. The State has come to Red Clay because they feel we are best equipped to deal with these students. Adequacy is not an option, excellence is the option and it will cost money.

If we are really moving forward with the excellence plan, what do we at Red Clay need to make that happen? Unless, we know what we need, we'll never going to get it. Mr. Miller agreed. Ms. Floore stated there is also a poverty committee. That could be preschool, social services, etc. The funding committee is about tax structures and grand educational finance. There are still 4 other committees. Mr. Clampitt understands that the other committees are working simultaneously and in conjunction with the WEIC.

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Mr. Clampitt reminded the committee that it is not the entire WEAC book that is the package. The recommendation that goes to the State Board may include some or all of

Attachment to Jack Wells Public Comment

Date: December 2, 2015

Name: Kathryn Krakowiak

Public Comment: I think we will be serviced well by Red Clay School District. However, there needs to be attention paid to the city's special needs:

1. Resources for a larger special education population.
2. Services and classrooms/schools for emotionally disturbed and physically aggressive students.
3. Outreach to communities and churches to teach parenting skills and expectations.
4. Guidance services for the needs of the population.
5. Reinstatement of truancy officers that serve individual communities to establish a relationship.
6. Hot lines to report drug use, drug sales, sexual attacks, and bullying.
7. A commitment to basic skills mastery. Please encourage them to throw out common core. They know what basic skills are.
8. A commitment to speaking and writing the English language. Speaking a foreign language or street talk will not lead to success as an adult.
9. A non-penalizing relationship between the schools, police, and social services.
10. The future planning for a Wilmington High School for some of our students.
11. Police presence around bus stops at pick-up and drop off times.

If handled correctly, this could be a blessing for Wilmington students. However, there must be a genuine effort for all public agencies to work together. We can't pay our tax money to managers. No one should be able to get rich over this move. We need teachers and resource staff for the students. You can't overtax property owners or you will create an environment like Detroit where the residents left the city. We must use this as an opportunity to turn our city around and a chance for our students to receive a "real" education.

Sincerely,
Kathryn Krakowiak
A teacher and resident of Wilmington for 38 years

Attachment to Jack Wells Public Comment

Date: December 2, 2015

Name: Linda Smith

Public Comment: Question: Is it too late to try to motivate the parents of the students involved in the schools listed in the different districts involved with this change, to get them out and work with the Committee for the Solution of Delaware Schools, come to a decision and then call the rest of the community out to back up what their decision is for the solution?

Attachment to Jack Wells Public Comment

Date: December 6, 2015

Name: Gabriela McKelligan

Public Comment: Hello,

My son is in KN in William F. Cooke Jr. Elementary. I downloaded to my computer the plan, and I was reading this section:

Milestones of Progress

Progress on implementation will be monitored based on reaching milestones at each stage of the action agenda. This will enable adjustments and corrections needed to sustain improvements and generate the best student outcomes. The initial set of milestones is defined in the enabling legislation for redistricting, SB 122 (see Appendix A).

I would like to see the Appendix A please, as soon as possible.

Looking forward to your answer, regards,

Gabriela McKelligan

Attachment to Jack Wells Public Comment

Date: December 4, 2015

Name: Jack Wells

Public Comment: After providing the district millions of additional local revenue, during the period July through October 2015 the district expended a total of \$24,833 on salaries for EPER Extra Curricular Activities, EPER Athletics and Reading Specialist, while spending \$869,345 on salaries for supervisors. {Does not include employment, pension or health care cost.}

During this period the board also approved salary increases behind closed doors and never informed the residents the cost or percent of increase.

What happened to the full time school reading supports that the board promised would be provided if the referendum was approved? {The law requires this additional local revenue to be used as the board promised the residents if they approved the referendum.}

Jack Wells

Attachment to Jack Wells Public Comment

Date: December 6, 2015

Name: Robert Silber

Public Comment: Thank you for this opportunity to provide Public Comment regarding the Wilmington Education Improvement Commission (WEIC) Plan.

I begin by thanking all of the participants of the Commission, the various Sub-Committee members, and those citizens who took an active part in the discussions leading up to the report that will be presented to the State Board of Education, Members of the General Assembly, and the Governor for acceptance and approval. The engagement by all clearly supports the deep conviction participants have toward improving educational opportunities and addressing the needs of at risk students.

Duly noted are the complexities associated with students living in high concentrations of poverty, as well as those associated with English Language Learners. These challenges extend beyond the classroom and carry on beyond the extent of the school day. With the recognition of these challenges, the State Board and General Assembly must view the WEIC plan not as a concrete solution, but a beginning of the journey.

Fundamental to the overall success of the plan is the State's financial support. The State of Delaware has taken steps in the past to address the need to provide financial support for students with disabilities. The State has a weighted funding model that provides higher levels of support for students with special needs, and provides a funding mechanism which allows districts to generate additional funds to support the local share of expenses. The WEIC plan calls for the State to modify the current funding model to include additional supports to schools with high levels of students living in poverty and/ or concentrations of English Language Learners. Challenges associated with the education of students living in Poverty and English Language Learners are statewide concerns.

The work of the Commission and the various Sub-Committees is not over. However their next steps are dependent upon the actions of the State. This plan should be reviewed with one primary focus. Will the recommendations contained within the WEIC plan lead to better educational opportunities for all at risk students?

Respectfully Submitted,

Robert A. Silber

Address removed.

Attachment to Jack Wells Public Comment

Date: 12/6/2015

Name: Eric Gross

Public Comment: Hello Greg and solutions for Delaware.

Greg, I've included you on this email as you are my senator and I am trying to respond to your concern about ROI of the investment in education reform as outlined in the article from the 12-6-15 News Journal article on the Wilmington Education Improvement commission's plan.

I am concerned about improving school performance, but I also share Greg's concern about how we will benefit from this investment.

Of the array of possible investments. I get the sense from articles and reports I've read and heard that the biggest potential bang for our reform investment buck would be in early childhood education programs, which is part of the plan.

As you both are probably aware there have been other state early childhood programs, but there appears to be incomplete evidence of ROI; incomplete due mostly to the fact that the longer term results will not be available for several more years.

A good example of this comes from the great state of Washington. [[WSIPP: Early Childhood Education for Low-Income Students: A Review of the Evidence and Benefit-Cost Analysis, January, 2014](#)]

Summary

This is a large study comparing 30,000 non participating children to 8,700 children in ECAP (Washington States proprietary education program), and 10,400 children in Head Start.

The programs have been in place for many years so they have some results on test scores where Washington's ECAP program students have outperformed non-participating students in 3d, 4th, and 5th grade math and reading scores by 7% and 6% respectively.

However, they will not have longer term results at least until 2020 when students start graduating.

WSIPP will continue to examine test scores, but will also look at societal issues and differences between the early education program participants v non participants.

Conclusion

While the results from the Washington state program are still developing, the early returns are producing the kind of proportional and directional change we all want to see in test score performance and other societal benefits such as lower rates of crime and teen births.

Attachment to Jack Wells Public Comment

The estimated ROI of these early education programs (as outlined in the study) range between \$2.50 - \$4 for every dollar invested into early education programs.

Are these estimates accurate?

Even if the ROI is half the estimate, the return would be 25 to 200 %.

If we can't politically manage the entire set of recommendations, please consider focusing on those parts, like early childhood education, that appear able to produce positive and meaningful directional results on test scores and an array of desirable societal outcomes that will pay for themselves [and them some] over the long run.

Thank you.

Eric Gross

Address removed.

Attachment to Jack Wells Public Comment

Date: December 6, 2015

Name: Maria Cervantes

Public Comment: To whom it might concern,

I am a mother of two elementary schools children, living in Hockessin. I am a new citizen in this country. I was born and raised in Mexico in a wealthy community of professionals and industrials in the city of Monterrey. In my life I have taught in high school, university and graduate school. Currently I am teaching in elementary level.

The reason that I mention my background is because I have a lot of experience in education and I come from a country of big inequality of wealth and culture.

With all respect I am writing this email as I am a concerned citizen. I strongly disagree the way the State is managing the schools that have "failed" to grow and show progress of students in the Christina School District. I also disagree the way the students from low income areas of the city are brought into the suburbs as it is already a problem in some schools such as Skyline Middle School. This practice from the District just bring problems into the school that were performing correctly.

In the past I taught at the ITESM (Monterrey Tec) for several semesters. ITESM is a private university in Monterrey, Mexico. ITESM it is considered among the top universities in Latin America. While I was teaching at ITESM I saw some measures that the schools were having in order to have a secure environment in the school. The school was highly secured in all the access with a wall or fence that would protect the school grounds from intruders. Nobody can get in without showing their ID. There were guards with trained dogs that will be checking the access. The dogs were trained to smell drugs. I believe that this is very important to keep the environment safe. Also, students will be called randomly to get checked from being under certain dose or effect of a drug. What I mean is that a staff person will show up and call on a student and the student would have to leave the class to get a lab work of some sort to be sure that the student would not be under a drug dose. This random check up would keep the students from making wrong choice and are methods that were used at ITESM to ensure the security at the grounds of the university.

On the other hand, I see the huge concern that the State has for improving the academics. I honestly don't think that the way it is handled is the right way to do the things. Mixing the population of students that are insubordinated, low in academics and motivation, into a school where students are doing well and where there are no problems is just bringing problems to the schools that are doing good. This already happened at H.B DuPont, Conrad and Skyline Middle School. You don't mix sour waters with sweet waters or old wines with new wines. This is really a bad idea. Not only is wrong because you are bringing problems into schools that are running fine, but also the mix of student profile (income, education and culture) is not healthy for the society because the students will start grouping into "gangs" where themselves identify each other. The more similar profile you have into the body of students, the less problems you will have in terms of social acceptance, bullying and segregation. These methods just create conflicts.

Attachment to Jack Wells Public Comment

By doing this you are just pushing down in a lower self esteem to those students who are poor (I mention this as I come from a country of great differences and I know this would never work).

What you really need is a higher volume of teacher's aides. Finland occupies 1 teacher per 7 students. It doesn't matter how many graduate degrees and training a teacher has, if you bring students who have no motivation for learning, the result would be the same. The students need to be motivated in a way that they can be rewarded and maybe even with an economic incentive. They need to have the opportunity to create a living while being in school. What I think you need is to bring to the schools job opportunities, so that the High School students start working as tailors, mechanics, carpenters, chefs, electricians, computer technicians, etc., that they can create and sell while being at school, so that they can see a way to improve their lives while studying.

But you need a lot of investment in new schools. You need to break down the number of students per classes to no more than 15 and to have two adults in each class. If you don't have enough human resources, no matter what you do, it would not work because these sort of students need discipline first and then education.

On the other hand, I really think it is completely unfair that we, the residents, have to pay for educations of the children of other districts and other neighborhoods. I really think is even illegal that I would by a house that would have a certain feeder and that the District and State decides that the feeder mapping will be changed and that they bring you students from 10 miles of distance into our schools. That is really unfair to the residents as in a way we are paying taxes to have our schools better, not to pay the education of other neighborhoods.

Given that I am openly writing to the State and to a Committee that is meant to the improvement of the schools, I also want to mention that you definitely need more security in the schools. I visited Cab Calloway couple of days ago and I was shocked to see the lack of security that the school has toward the 48th street. While the students eat and relax in the cafeteria, they are allowed to go outside in a courtyard that is completely open to the street and that has open access to 48th Street. I was amazed that a 11 year old girl could be allowed to be outside exposing herself to the traffic and danger that could be in such a conflicted area. I come from a country with much less resources and our public schools are walled and protected. To me it is quite scary to see the open fields with no security for the children. PLEASE take a look at the security of the schools too as the country is facing a new danger with all these mass shootings that now are so constant.

Best regards,
Maria Cervantes

Attachment to Jack Wells Public Comment

Date: December 6, 2015

Name: Jack Wells

Public Comment: Tables 5 and 9 in the Auditors of Accounts report titled: "School Districts Local Tax Collection and Debt Svc. Management for FY2014 shows our delinquent school taxes have increased from \$6,265,040 in 2008 to \$30,961,263 in 2014.

Question 1. What message should we take from this explosion growth in delinquent school taxes?

Question 2. When discussing the need to fund our schools based on the need of the children in each school, should this explosion grown in delinquent school taxes be considered?

Recommendation:

A. Aggressive action must to collect delinquent school taxes. {Need to determine what is presently being done.}

B. Laws be passed requiring delinquent taxes collected be earmarked for ELL, low income and K-3 special education children. Law must require these funds be used only in our schools, clearly identified in district budgets and financial expenditure reports. A procedure must be established that ensure these funds are not used to supplant other funds.

Delinquent taxes by year.

6,265,040 2008 and prior years.

1,329,637 2009

2,354,392 2010

3,590,066 2011

5,599,894 2013

10,159,226 2014

The increase in the last 3 years is extremely troubling.

Jack Wells

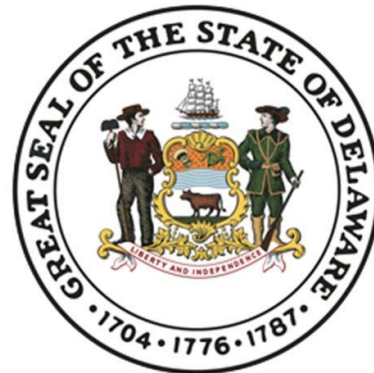
**State of Delaware
Office of Auditor of Accounts**

**School District Local Tax Collection and
Debt Service Management
Agreed-Upon Procedures Engagement**

Fiscal Year Ended June 30, 2014

Fieldwork End Date: August 3, 2015
Issuance Date: August 14, 2015

R. Thomas Wagner, Jr., CFE, CGFM, CICA
Auditor of Accounts



***School District Local Tax Collection and Debt Service
Management Agreed-Upon Procedures Report***

State of Delaware

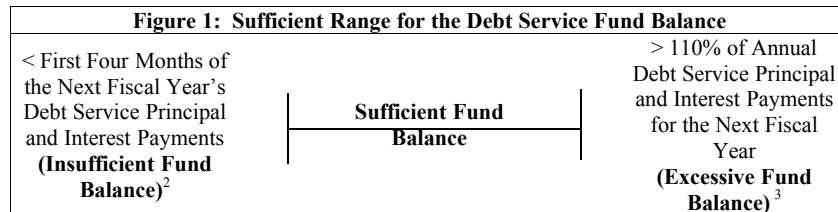
Background

This engagement focuses on whether Delaware school districts deposit their local tax revenues as authorized by their local school boards and applicable legislation. In addition, AOA compares the county tax billings, school district tax receipts, and delinquent taxes for the fiscal year to ensure there is no disparity. We also consider how school districts manage the debt used to pay for school construction, focusing on whether the debt is paid according to the bond amortization schedule and if the school district has a reasonable amount of funds set aside to meet their bond obligations. All of these activities, including the collection and use of local tax receipts, are State of Delaware (State) funds and activities, as reflected in the State's Comprehensive Annual Financial Report as primary government.

Debt Service Management¹

Once approved by a taxpayer referendum, the General Assembly will approve a bond issuance to cover a school district's construction cost. The school district is responsible for using county tax receipts to repay the local share of the bond, which is typically between 20% and 40%. The remainder of the bond is covered by other sources of funds. Most school districts have payment obligations for multiple debt service bonds that have accumulated over recent decades.

The debt service appropriation must be carefully monitored to ensure that the school has sufficient tax receipts to cover its debt service obligations without accruing an excessive fund balance. This analysis is a good indicator of whether the district's tax rates need adjustment. The parameters surrounding the debt service fund balance are illustrated in Figure 1 below.



Local Tax Collections

On a monthly basis, the school districts receive a lump sum amount of revenues collected from the three Delaware counties through real estate and capitation taxes.⁴ Sussex County school districts also receive rollback tax revenue.⁵ These revenues are commonly referred to as local funds.

¹ Debt Service is the series of principal and interest payments required on debt over a given time period.

² See page 13 of Appendix A for Attorney General's Opinion 89-1017.

³ See page 17 of Appendix B for Attorney General's Opinion 1W-024.

⁴ Capitation taxes are collected based on the number of adult residents in a school district.

⁵ Rollback taxes result when agricultural land is changed to another use, such as commercial or residential property. The basis for the tax is the difference between the land's value when classified as agricultural and the land's value under the new classification.

Attachment to Jack Wells Public Comment

State of Delaware *School District Local Tax Collection and Debt Service Management Agreed-Upon Procedures Report*

To receive local funds, each school district's local school board approves and sends an annual tax warrant to their respective county, which authorizes the levy and collection of taxes. The tax warrant shows a separate tax rate for a combination of the following categories:

- **Current Expense:** costs associated with the general operation of the district as well as specific voter approved programs. This tax rate can only be increased with taxpayer approval through referenda.
- **Debt Service:** the principal and interest payments on capital improvement bonds used to fund new construction, additions, and major renovations. Voters must authorize the issue of bonds through a referendum. Thereafter, the school district's local school board annually sets the debt service tax rate to meet the authorized obligations.
- **Tuition:** the cost of providing in-district and out-of-district placements for students who must attend special schools within and outside of the State (e.g. Sterck School for the Hearing Impaired and Intensive Learning Centers). The local school board sets this tax rate annually based upon anticipated needs of the student body. A voter referendum is not required to adjust this rate and there is limited guidance regarding how to calculate the tax rate. As a result, the documentation to support the school districts' tuition tax rate calculation is inconsistent, making the tax rate difficult to validate.
- **Match:** provides local match to State appropriations where required or allowed by law. According to the Fiscal Year 2014⁶ State Budget Bill, examples of matching programs include minor capital improvements (MCI), technology, reading resource teachers, math resource teachers, and extra time programs. Although the State only provides its portion of the MCI match funds, qualified school districts are still permitted to collect taxes for their local portion of other match programs. An explanation of each match program is provided below:
 - **MCI** – These funds are used to keep real property assets in their original condition and are reserved for projects that cost less than \$500,000.⁷ School districts are required to pay 40% of this amount through local tax collections, according to 29 Del. C. §7528 (e), while the State provides the remaining 60%.
 - **Technology** – These funds are intended to support the replacement or purchase of equipment that supports classroom instruction, technology maintenance in schools either through the use of technology personnel or contractual services, or other technology needs which could improve or enhance the technology capabilities of the district. According to Section 336 of the Fiscal Year 2014 Budget Bill Epilogue, all districts are eligible for a technology match. According to DOE, school districts may either use the tax rate provided in a Fiscal Year 1999 memo or a 70% State/30% Local match on the new Technology fund provided in Fiscal Year 2014.

⁶ The State's fiscal year is from July 1st through June 30th.

⁷ Section 7.1 of the State of Delaware *School Construction Technical Assistance Manual*.

Attachment to Jack Wells Public Comment

State of Delaware *School District Local Tax Collection and Debt Service Management Agreed-Upon Procedures Report*

- Reading and Math Resource Teachers* - School districts are assigned a specified number of teachers to assist students who need additional support and instruction in the areas of reading and mathematics. As specified in the Budget Epilogue, all school districts shall be allowed to assess a local match for their Fiscal Year 2010 Reading and Math Resource Teachers.
- Extra time* - This match provides additional instruction for low achieving students. As specified in the Budget Epilogue, all school districts shall be allowed to assess a local match for their Fiscal Year 2008 Extra Time funding.

* Overall, there are unclear guidelines surrounding the collections of taxes for the expired match taxes. The school districts interpreted the Budget Epilogue's direction in a variety of ways: (1) at the exact tax rate collected; (2) at the exact percentage of program costs; and (3) at the exact dollar amount collected (e.g. \$450,000). There is no Attorney General's opinion regarding the expired match programs, and absent any guidance from DOE, we believe the school districts are satisfying the intent of the epilogue language.

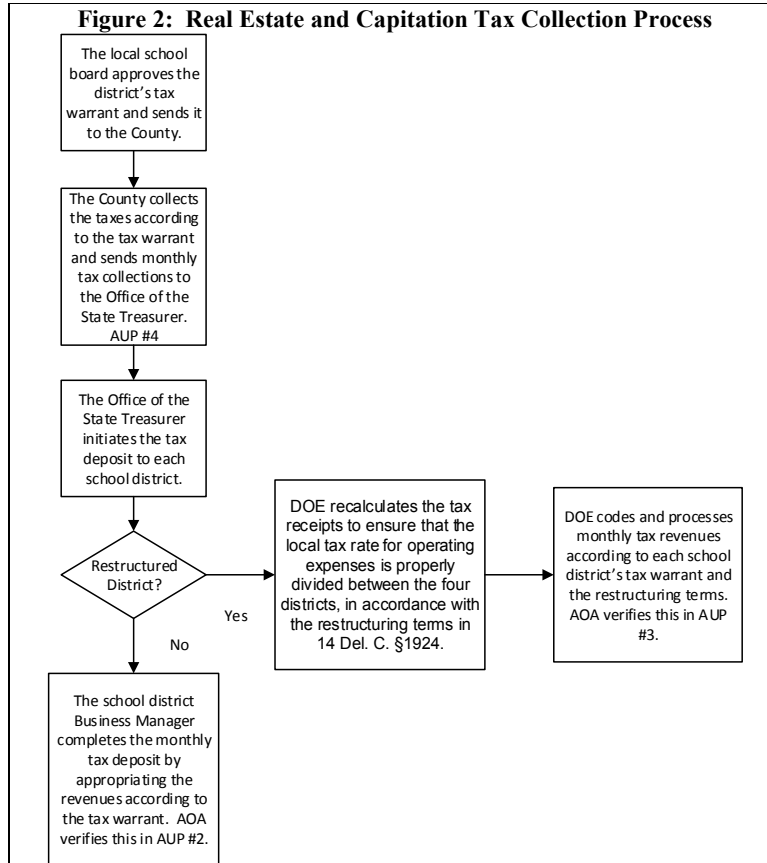
DOE is responsible for allocating local tax revenues to the four restructured districts: Brandywine, Christina, Colonial, and Red Clay.⁸ Although these four districts operate separately, they all share a current expense tax rate as part of the restructuring plan. Each districts' student enrollment unit count is used as the basis for dividing the tax revenue attributed to current expense, as defined at the bottom of page i.

The tax collection process is summarized in Figure 2 below.

⁸ These four districts were formerly the New Castle County School District but were divided in 1981 in accordance with 14 Del C. §1924. Each of the four districts shares a local tax rate for the current expense appropriation, which is distributed by DOE to ensure the funds are disbursed objectively.

***School District Local Tax Collection and Debt Service
Management Agreed-Upon Procedures Report***

State of Delaware



The school districts may also receive payments in lieu of taxes (also known as PILOT) from sources such as the Delaware State Housing Authority, Prime Hook National Wildlife Refuge, and Bombay Hook National Wildlife Refuge. It is the school district's responsibility to deposit and code the revenue to the correct appropriation. These funds are in addition to the tax receipts collected by each county, so AOA takes these items into consideration when performing Procedure 2 (described on pages three through five of this report).

*School District Local Tax Collection and Debt Service
State of Delaware Management Agreed-Upon Procedures Report*

The following statements were constructed as a result of the procedures performed:

*Statement of Local Tax Collections
for the Fiscal Year Ended June 30, 2014*

School District	Tax Receipts^a
Appoquinimink	\$ 33,278,001
Brandywine	74,694,109
Caesar Rodney	9,874,365
Cape Henlopen	32,563,179
Capital	22,022,021
Christina	108,353,563
Colonial	47,856,920
Delmar	1,934,148
Indian River	38,658,360
Lake Forest	6,261,217
Laurel	4,419,031
Milford	8,368,046
NCC Vo-Tech ⁹	28,190,765
Polytech	4,809,365
Red Clay	85,349,537
Seaford	7,026,695
Smyrna	9,392,958
Sussex Technical	8,148,684
Woodbridge	4,847,380
Total	\$ 536,048,344

^a The figures represented in the Tax Receipts column are the local tax revenues for current expense, debt service, tuition, and match purposes that each district received from the counties for the fiscal year.

⁹ New Castle County Vocational Technical School District

***School District Local Tax Collection and Debt Service
State of Delaware Management Agreed-Upon Procedures Report***

***Statement of School District Debt Service Funds
for the Fiscal Year Ended June 30, 2014***

School District	June 30, 2013 Debt Service Reserve Fund Balance	Debt Service Revenues ^a	Debt Service Expenditures ^b	Other Adjustments ^c	June 30, 2014 Debt Service Reserve Fund Balance ^d
Appoquinimink	\$ 2,798,361	\$ 6,298,735	\$ (6,494,102)	\$ 11,494	\$ 2,614,488
Brandywine	2,583,638	8,528,771	(8,309,880)	16,079	2,818,608
Caesar Rodney	1,046,804	1,626,737	(1,981,055)	390,729	1,083,215
Cape Henlopen	2,949,587	3,822,653	(3,439,320)	9,976	3,342,896
Capital	4,698,979	6,367,739	(7,452,824)	365,235	3,979,129
Christina	3,743,968	7,391,845	(7,509,476)	17,106	3,643,443
Colonial	3,145,501	5,299,568	(5,566,749)	167,660	3,045,980
Delmar	82,385	316,689	(321,459)	508	78,123
Indian River	2,426,159	4,611,046	(4,327,037)	110,704	2,820,872
Lake Forest	255,356	727,403	(628,643)	1,608	355,724
Laurel	1,395,491	1,257,513	(1,111,988)	49,077	1,590,093
Milford	894,045	1,522,311	(1,695,040)	2,801	724,117
NCC Vo-Tech	2,477,835	1,917,508	(2,644,378)	11,162	1,762,127
Polytech	597,229	665,998	(675,604)	23,174	610,797
Red Clay	3,945,937	6,760,883	(7,454,085)	590,126	3,842,861
Seaford	1,133,185	1,379,819	(1,300,318)	14,172	1,226,858
Smyrna	1,559,360	1,884,035	(2,593,818)	754,911	1,604,488
Sussex Technical	1,004,148	605,676	(1,013,376)	15,851	612,299
Woodbridge	1,152,063	1,271,404	(1,286,458)	20,045	1,157,054
Totals	\$ 37,890,031	\$ 62,256,333	\$ (65,805,610)	\$ 2,572,418	\$ 36,913,172

^a The figures represented in the Debt Service Revenues column are the local tax revenues that each district received from the counties for the fiscal year and allocated to the debt service appropriation.

^b The debt service expenditures represent the principal and interest payments made on each school district's long-term debt obligations.

^c Amounts recorded in the "Other Adjustments" column may be attributed to interest income, transfers in or out of the appropriation, or PILOT receipts that were not recorded to the "Real Estate Tax" account code in FSF and therefore may not be included as part of our procedures.¹⁰

^d The debt service reserve balance represents the prior year debt service balance plus the debt service tax receipts and other adjustments, and is reduced by the debt service expenditures for the fiscal year.

¹⁰ Any transfers in or out of the debt service appropriations were reviewed in Procedure 11.

Attachment to Jack Wells Public Comment

State of Delaware *School District Local Tax Collection and Debt Service
Management Agreed-Upon Procedures Report*

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State of Delaware ***School District Local Tax Collection and Debt Service
Management Agreed-Upon Procedures Report***



STATE OF DELAWARE
OFFICE OF AUDITOR OF ACCOUNTS
R. THOMAS WAGNER, JR., CFE, CGFM, CICA
AUDITOR OF ACCOUNTS

Independent Accountant's Report
on Applying Agreed-Upon Procedures

To the Specified User(s) of the Report:

The Honorable Mark Murphy
Secretary
Department of Education
401 Federal Street, Suite 2
Dover, Delaware 19901

Superintendents, All School Districts
Business Managers, All School Districts

We have performed the procedures enumerated below, which were agreed to by the Office of Auditor of Accounts (AOA) and the specified user(s) of the report, as identified above, and as defined within the applicable laws of the State of Delaware. The procedures were performed solely to assist the specified parties in evaluating the school district's compliance with the criteria listed in each procedure below. Management of each school district is responsible for their school district's compliance with those requirements for the period July 1, 2013 through June 30, 2014 (Fiscal Year 2014).

This agreed-upon procedures engagement was performed in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States and the attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified user(s) of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and results were as follows:

Procedure 1: Using each school district's official Fiscal Year 2014 tax warrant and supporting rate calculations, compared the amount of taxes levied in Fiscal Year 2014 to the amount of taxes authorized by referendum and enabling legislation. [14 Del. C. §1902(b), 14 Del. C. §1903, 14 Del. C. §1916(d)]

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Results:

1. The Woodbridge School District's technology match tax rate for Sussex County was \$.0023 higher than the rate approved by DOE. The estimated unauthorized revenue collected by the school district is reported in Table 2 under Procedure 2. Due to the District's poor methodology for calculating their match taxes, AOA was unable to determine if the MCI tax rate was appropriate for the MCI match per the Bond Bill. The District's remaining tax rates were properly authorized.
2. The Colonial School District was approved by the General Assembly during the period July 1, 2006 through June 30, 2007 (Fiscal Year 2007), to issue local debt that exceeded the authorized debt service referendum amount by \$394,000; however, the taxpayers were not provided the opportunity to approve the debt. The estimated annual cost of the extra debt incurred by the school district is reported in Table 4 under Procedure 3

For the remaining school districts, we found no exceptions as a result of applying this procedure.

Procedure 2: Recalculated the allocation of County taxes received during Fiscal Year 2014 to verify that tax revenues were properly recorded in First State Financials (FSF) using the following information:

- a. The monthly report of school tax collections levied by each County and obtained from the Office of the State Treasurer (OST). [14 Del. C. §1917 (a) and (b), §1919 (a) and (b)]
- b. The tax warrant and corresponding source documents for each school district.
- c. The amount of Elderly Property Tax Relief paid to each school district in Fiscal Year 2014, obtained from OMB. [14 Del. C. §1917 (c)]
- d. The amount of any additional revenues in lieu of taxes including payments from the Delaware State Housing Authority, Prime Hook and Bombay Hook National Wildlife Refuges, Sussex County Rollback taxes, and Kent County Impact Fees, obtained from each school district.
- e. The FSF Revenue by Account and Appropriation report (Report ID DGL114) for each school district. [14 Del. C. §1918 (a)]

(Note: Nominal rounding variances are expected when applying this procedure.)

Any variances less than 5% and \$1,000 for each appropriation are considered immaterial and will not be reported.

Results: All school districts allocated their tax revenues in accordance with the tax warrant with the exception of the school districts in Table 1.

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Table 1: Tax Receipts not Allocated per the School Districts' Tax Warrant				
Match Tax Appropriation	Allocation Method	Appoquinimink	Cape Henlopen	Smyrna
Extra Time	Actual Deposit	\$ 249,600.65	\$ 160,210.87	\$ -
	Correct Deposit Per Tax Warrant	247,765.35	170,982.13	144,215.35
	Variance	1,835.30	(10,771.26)	(144,215.35)
MCI	Actual Deposit	939,801.58	261,824.48	-
	Correct Deposit Per Tax Warrant	563,300.22	218,806.39	243,295.87
	Variance	376,501.36	43,018.09	(243,295.87)
Reading and Math Resource Teachers	Actual Deposit	-	187,756.05	-
	Correct Deposit Per Tax Warrant	383,587.58	216,785.14	180,727.11
	Variance	(383,587.58)	(29,029.09)	(180,727.11)
Match	Actual Deposit	5,250.92	20,773.58	570,633.22
	Correct Deposit Per Tax Warrant	-	-	-
	Variance	5,250.92	20,773.58	570,633.22
Technology	Actual Deposit	273,459.54	300,409.91	101,809.61
	Correct Deposit Per Tax Warrant	273,459.54	320,790.49	104,204.20
	Variance	-	(20,380.58)	(2,394.59)
Net Variance by District ¹¹		\$ -	\$ (3,610.74)	\$.30

1. The Appoquinimink School District split their Reading and Math Resource Teachers match of \$383,587.58 between the Minor Capital Improvements and Match appropriations.
2. The Cape Henlopen School District split their Extra Time, Reading and Math Resource Teachers, and Technology match total of \$60,180.93 between the Minor Capital Improvements and Match appropriations.
3. The Smyrna School District utilized an appropriation labeled "Match Tax" for all match tax revenues except technology; therefore, AOA could not determine whether match tax revenues were properly allocated as authorized.

In Procedure 1, we reported that Woodbridge School District levied an unauthorized technology match tax. Table 2 below demonstrates the amount of tax revenue generated by the unauthorized tax rate.

¹¹ Variances less than \$1,000 and 5% for each appropriation are considered insignificant. The net variances shown in Table 1 are offset by variances in the current expense, debt service, and tuition appropriations, not shown in Table 1. Thus, the total net variance for all tax revenues is zero.

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Table 2: Unauthorized Tax Collections	
Description	Woodbridge School District
Total Tax Receipts Collected	\$ 4,847,380
Authorized Collections	4,843,958
Unauthorized Collections ¹²	3,422

Procedure 3: For the four restructured school districts within New Castle County, obtained support for and recalculated DOE's monthly calculations to verify that DOE properly allocated each school district's tax revenues and accurately recorded them into FSF. [14 Del. C. §1924] Any variances less than 5% and \$1,000 for each appropriation are considered immaterial and will not be reported.

Results: The supporting documentation obtained from the school districts revealed that the tax revenues were not deposited in accordance with the tax warrant and underlying tax rate calculations as shown in Table 3 below. In other words, the school districts did not provide DOE with proper allocation instructions.

¹² The unauthorized collections amount in this table is an estimate calculated by AOA and does not consider delinquent tax collections or interest.

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Table 3: Tax Receipts not Allocated per the Restructured School Districts' Tax Warrant¹³					
Match Tax Appropriation	Allocation Method	Brandywine	Christina	Colonial	Red Clay
<i>Extra Time</i>	Actual Deposit			-	-
	Correct Deposit Per Tax Warrant	Tax not levied	Tax not levied	246,636.11	444,197.33
	Variance			(246,636.11)	(444,197.33)
<i>Match</i>	Actual Deposit				
	Correct Deposit Per Tax Warrant	Tax not levied	Tax not levied	Tax not levied	Tax not levied
	Variance				
<i>MCI</i>	Actual Deposit	748,908.89	1,701,479.85	1,118,361.46	2,568,138.56
	Correct Deposit Per Tax Warrant	352,438.33	808,725.87	447,944.51	826,966.70
	Variance	396,470.56	892,753.98	670,416.95	1,741,171.86
<i>Reading and Math Resource Teachers</i>	Actual Deposit	-		-	-
	Correct Deposit Per Tax Warrant	396,204.98	Tax not levied	383,656.17	703,736.23
	Variance	(396,204.98)		(383,656.17)	(703,736.23)
<i>Technology</i>	Actual Deposit	472,204.55	-	379,377.19	-
	Correct Deposit Per Tax Warrant	471,970.78	894,315.60	411,647.74	606,010.44
	Variance	233.77	(894,315.60)	(32,270.55)	(606,010.44)
Net Variance by District¹⁴		\$ 499.35	\$ (1,561.62)	\$ 7,854.12	\$ (12,772.14)

1. The Brandywine School District deposited their Reading and Math Resource Teachers match of \$396,204.98 into their Minor Capital Improvements appropriation.
2. The Christina School District deposited their Technology match of \$894,315.60 into their Minor Capital Improvements appropriation.
3. The Colonial School District deposited their Extra Time, Technology, and Reading and Math Resource Teachers match of \$630,292.28 into their Minor Capital Improvements appropriation.
4. The Red Clay School District deposited their Extra Time, Reading and Math Resource Teachers, and Technology match of \$1,753,944 into their Minor Capital Improvements appropriation.

¹³ The Correct Deposit per Tax Warrant amounts in Table 3 includes the rates used in the school districts' tax warrant and corresponding source documents.

¹⁴ The variances that exist are likely because DOE considers prior year tax rates for delinquent tax collections when they recalculate tax revenues whereas AOA did not consider delinquent tax rates in our procedure.

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In Procedure 1, we reported that the Colonial School District levied unauthorized taxes. Table 4 below demonstrates the estimated amount of tax revenue generated by the Colonial School District's \$394,000 bond issuance in excess of referendum approval. This estimate does not factor interest payments.

Table 4: Unauthorized Tax Collections	
Description	Colonial School District
Total Tax Receipts Collected	\$ 47,856,920
Authorized Collections	47,843,787
Unauthorized Collections ¹⁵	13,133

Procedure 4: Obtained from each respective county the amount of taxes levied and delinquent taxes, for each school district during Fiscal Year 2014.

Results: As a result of applying procedures one through four above, AOA constructed Table 5 below, which summarizes the funds that the Counties levied and collected. The variance between the taxes levied and collected should equal delinquent taxes; however, there is a portion of funding that the Counties could not account for. The responsibility for this process resides at the County level, not with the school districts.

¹⁵ The unauthorized collections amount in this table is an estimate calculated by AOA and does not consider delinquent tax collections or interest.

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Table 5: Summary of Fiscal Year 2014 Taxes Levied and Delinquent Taxes				
School District ¹⁶	(A) Taxes Levied by County per Assessed Value (Procedure 4) ¹⁷	(B) Taxes Collected by County (Procedures 2 and 3)	(C) Fiscal Year 2014 Delinquent Taxes (Procedure 4)	(A-B-C) Fiscal Year 2014 Taxes Unaccounted For by Counties
Appoquinimink	\$ 33,283,957.25	\$ 32,781,376.87	\$ 568,381.00	\$ (65,800.62)
Brandywine	74,286,578.34	73,398,065.08	869,646.07	18,867.19
Caesar Rodney	9,546,339.85	9,314,424.50	231,983.14	(67.79)
Cape Henlopen	30,066,687.76	29,724,585.56	382,379.00	(40,276.80)
Capital	21,671,004.34	20,917,425.86	753,592.00	(13.52)
Christina	108,971,140.07	106,918,934.55	2,039,014.87	13,190.65
Colonial	47,398,029.65	46,718,393.87	783,769.16	(104,133.38)
Delmar	1,774,248.59	1,655,735.70	95,739.00	22,773.89
Indian River	35,980,455.25	35,001,544.58	754,660.00	224,250.67
Lake Forest	5,708,158.89	5,494,421.53	213,770.56	(33.20)
Laurel	4,033,799.69	3,718,886.91	220,253.00	94,659.78
Milford (KC)	2,960,470.56	2,870,949.55	89,690.00	(168.99)
Milford (SC)	4,680,850.35	4,558,017.53	133,743.00	(10,910.18)
NCC Vo-Tech ¹⁸	28,129,365.63	27,618,442.82	506,017.18	4,905.63
Polytech (NCC)	120,215.35	115,021.32	4,592.17	601.86
Polytech (KC)	4,649,468.73	4,492,755.07	156,737.00	(23.34)
Red Clay	90,622,651.89	89,076,437.70	1,354,948.17	191,266.02
Seaford	6,326,269.97	6,095,545.64	260,904.00	(30,179.67)
Smyrna (KC)	7,774,009.91	7,502,793.63	271,207.00	9.28
Smyrna (NCC)	1,200,440.26	1,152,507.32	41,471.78	6,461.16
Sussex Technical	8,042,894.56	7,879,165.75	185,143.00	(21,414.19)
Woodbridge (KC)	409,424.99	388,487.86	20,937.62	(0.49)
Woodbridge (SC)	4,027,228.56	3,784,800.18	220,648.00	21,780.38
Total	\$ 531,663,690.44	\$ 521,178,719.38	\$ 10,159,226.72	\$ 325,744.34

¹⁶ Four School Districts are located within multiple counties. Abbreviations are defined as follows: NCC: New Castle County; KC: Kent County; SC: Sussex County.

¹⁷ As reported in Procedure 1 and illustrated in Tables 2 and 4, the Woodbridge and Colonial School Districts levied a tax that was higher than authorized.

¹⁸ New Castle County Vocational Technical School District

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AOA determined that there were significant variances between the amount of taxes levied and the amount of taxes collected.

Procedure 5: Obtained from the Office of Management and Budget (OMB)¹⁹ the amount of Elderly Property Tax Relief funds received by each school district and verified that they were deposited in accordance with each school district's tax warrant. [14 Del. C. §1917 (c), 29 Del. C. §6102 (q)] Any variances less than 5% and \$1,000 for each appropriation are considered immaterial, and will not be reported.

Results: We identified 14 of the 16 school districts who deposited the match portion of their Elderly Property Tax Relief funds incorrectly. These exceptions are illustrated in Tables 6 and 7 below. Many districts represented that, after the initial deposit, they transferred their Elderly Property Tax Relief payments to the correct appropriations; however, this procedure does only considers the initial deposit of tax receipts.

¹⁹ OMB holds the responsibility for accounting and for and accurately allocating funds to districts, as Elderly Property Tax Relief funds originate from OMB.

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Table 6: Incorrect Elderly Property Tax Relief Payment Allocations ²⁰							
Tax Appropriation	Allocation Method	Appoquinimink	Brandywine	Caesar Rodney	Cape Henlopen	Christina	Colonial
Extra Time	Actual Deposit	-	Tax not levied	-	-	Tax not levied	-
	Correct Deposit Per Tax Warrant	8,643		18,148	12,786		7,198
	Excess/(Deficit)	(8,643)		(18,148)	(12,786)		(7,198)
MCI	Actual Deposit	34,390	25,972	58,392	50,453	30,046	35,613
	Correct Deposit Per Tax Warrant	19,492	16,811	27,478	16,362	22,588	13,074
	Excess/(Deficit)	14,898	9,161	30,914	34,091	7,458	22,539
Reading and Math Resource Teachers	Actual Deposit	-	-	-	-	Tax not levied	-
	Correct Deposit Per Tax Warrant	13,264	18,902	28,564	16,210		11,197
	Excess/(Deficit)	(13,264)	(18,902)	(28,564)	(16,210)		(11,197)
Technology	Actual Deposit	-	22,516	-	-	-	-
	Correct Deposit Per Tax Warrant	9,475	22,514	15,400	23,973	24,966	12,018
	Excess/(Deficit)	(9,475)	2	(15,400)	(23,973)	(24,966)	(12,018)
Match	Actual Deposit	16,480	9,738	31,198	18,802	17,508	7,874
	Correct Deposit Per Tax Warrant	-	-	-	-	-	-
	Excess/(Deficit)	16,480	9,738	31,198	18,802	17,508	7,874
Total Warrant to Deposit Excess/(Deficit)		\$ (4)	\$ (1)	\$ -	\$ (76)	\$ -	\$ -

²⁰ The districts illustrated in Table 6 deposited the entire match portion of their Elderly Property Tax Relief funds into either Minor Capital Improvements or "match" appropriations. Brandywine School District incorrectly allocated their Reading and Math Resource Teachers match tax to the Minor Capital Improvements and "Match" appropriations.

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We identified an exception with the eight districts illustrated in Table 7 solely because the second Fiscal Year 2014 distribution of Elderly Property Tax Relief funds was deposited into one "match" appropriation rather than allocated per the districts' tax warrants.

Table 7: Incorrect Elderly Property Tax Relief Payment Allocations Caused by 2 nd Payment Distribution ²¹								
Tax Appropriation	Allocation Method	Delmar	Indian River	Laurel	Milford (KC)	Milford (SC)	Red Clay	Seaford
Extra Time	Actual Deposit	Tax not levied	Tax not levied	2,894	Tax not levied	Tax not levied	-	7,138
	Correct Deposit Per Tax Warrant			5,943			20,003	7,138
	Excess/(Deficit)			(3,049)			(20,003)	-
MCI	Actual Deposit	2,523	21,023	3,721	5,113	8,691	-	8,363
	Correct Deposit Per Tax Warrant	3,857	30,197	7,691	5,668	9,840	37,178	14,932
	Excess/(Deficit)	(1,334)	(9,174)	(3,970)	(555)	(1,149)	(37,178)	(6,569) ²²
Reading and Math Resource Teachers	Actual Deposit	Tax not levied	Tax not levied	1,860	Tax not levied	Tax not levied	-	11,946
	Correct Deposit Per Tax Warrant			4,020			31,691	11,946
	Excess/(Deficit)			(2,160)			(31,691)	-
Technology	Actual Deposit	720	Tax not levied	1,860	Tax not levied	Tax not levied	-	5,779
	Correct Deposit Per Tax Warrant	1,013		3,846			27,242	5,779
	Excess/(Deficit)	(293)		(1,986)			(27,242)	-
Match	Actual Deposit	1,627	9,174	11,164	556	1,149	116,115	6,569
	Correct Deposit Per	-	-	-	-	-	-	-
	Excess/(Deficit)	1,627	9,174	11,164	556	1,149	116,115	6,569
Total Warrant to Deposit Excess/(Deficit)		\$ -	\$ -	\$ (1)	\$ 1	\$ -	\$ 1	\$ -

²¹ These eight districts utilized an appropriation labeled "Match Tax" for all match tax revenues received during the second half of the Fiscal Year at the recommendation of the Department of Education. Therefore, AOA could not determine whether match tax revenues were properly allocated as authorized.

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Table 7: Incorrect Elderly Property Tax Relief Payment Allocations Caused by 2nd Payment Distribution²³(Cont'd)					
Tax Appropriation	Allocation Method	Smyrna (NCC)	Smyrna (KC)	Woodbridge (KC)	Woodbridge (SC)
<i>Extra Time</i>	Actual Deposit	-	-	208	2,203
	Correct Deposit Per Tax Warrant	1,279	7,996	396	4,437
	Excess/(Deficit)	(1,279)	(7,996)	(188)	(2,234)
<i>MCI</i>	Actual Deposit	1,594	9,732	496	5,232
	Correct Deposit Per Tax Warrant	2,147	13,450	941	10,542
	Excess/(Deficit)	(553)	(3,718)	(445)	(5,310)
<i>Reading and Math Resource Teachers</i>	Actual Deposit	-	-	147	1,556
	Correct Deposit Per Tax Warrant	1,595	10,028	278	3,129
	Excess/(Deficit)	(1,595)	(10,028)	(131)	(1,573)
<i>Technology</i>	Actual Deposit	-	-	173	1,832
	Correct Deposit Per Tax Warrant	924	5,793	329	3,694
	Excess/(Deficit)	(924)	(5,793)	(156)	(1,862)
<i>Match</i>	Actual Deposit	4,350	27,535	924	10,978
	Correct Deposit Per	-	-	-	-
	Excess/(Deficit)	4,350	27,535	924	10,978
Total Warrant to Deposit Excess/(Deficit)		\$ (1)	\$ -	\$ 4	\$ (1)

The Capital and Lake Forest School Districts deposited their match portion of Elderly Property Tax Relief funds in accordance with their tax warrant. In addition, the New Castle County Vocational Technical School, Polytech School District, and Sussex Technical School District do not receive Elderly Property Tax Relief funds.

Procedure 6: Obtained the amortization schedule from the OST for any new bond sales that occurred in Fiscal Year 2014 and added them to AOA's comprehensive amortization schedule, which is a compilation of the amortization schedules for each school district's outstanding bonds. Once updated, agreed AOA's comprehensive amortization schedule to the Fiscal Year 2014 local bond payment schedule prepared by the OST. [14 Del. C. §2108]

Results: No exceptions were found as a result of applying this procedure.

²³ These eight districts utilized an appropriation labeled "Match Tax" for all match tax revenues received during the second half of the Fiscal Year at the recommendation of multiple oversight agencies. Therefore, AOA could not determine whether match tax revenues were properly allocated as authorized.

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Procedure 7: Obtained a listing of all payments made on bond anticipation notes (BAN) from the OST and agreed these payments to the actual payments recorded in FSF (Report ID DGL011) for each school district. [14 Del. C. §1922]

Results: No exceptions were found as a result of applying this procedure.

Procedure 8: Verified that the total Fiscal Year 2014 debt service expenditures per the amortization schedules agreed to the Fiscal Year 2014 debt service expenditures per the FSF Accounts and Expenditure Amounts Report (Report ID DGL115) for each school district. [14 Del. C. §2108]

Results: No exceptions were found as a result of applying this procedure.

Procedure 9: Verified that each school district's debt service ending balance as of June 30, 2014 was sufficient to meet the total required debt service payments for July 1, 2014 through October 31, 2014. [Attorney General's Opinion 89-I017]

Results: The five school districts listed in Table 8 below did not have a debt service reserve sufficient to cover the total required debt service obligations for July 1, 2014 through October 31, 2014. [Attorney General's Opinion 89-I017]

Table 8: Insufficient Debt Service Reserve			
School District	Ending Fund Balance	Recommended Reserve Amount	(Deficit)
Appoquinimink	\$ 2,614,488	\$ 2,991,450	\$ (376,962)
Brandywine	2,818,608	3,820,969	(1,002,361)
Capital	3,979,129	4,459,347	(480,218)
Colonial	3,045,980	3,323,205	(277,225)
Milford	724,117	802,522	(78,405)

All five districts were aware of the insufficient balance. To meet their debt service obligations from July 1, 2014 through October 31, 2014, the Milford School District represented that they utilized Kent County Impact Fees. The remaining four districts indicated that they used July through October tax revenues to meet obligations as they came due.

Procedure 10: If the debt service ending balance as of June 30, 2014 was sufficient, verified that the balance did not exceed 110% of the debt service obligations from July 1, 2014 through June 30, 2015 (Fiscal Year 2015). [Attorney General's Opinion 1W-024]

Results: No exceptions were found as a result of applying this procedure.

Procedure 11: Using the Cumulative Budgetary Report (Report ID DGL011), verified whether each school district temporarily borrowed funds from another restricted-use appropriation (e.g. current expenses) to meet its debt service obligations. If so, confirm that the funds were transferred back to the original appropriation once sufficient bond proceeds were available. [14 Del. C. §2103]

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Results: No exceptions were found as a result of applying this procedure.

Procedure 12: Obtained from each respective county, the amount of delinquent taxes by tax year and school district.

Results: The amount of delinquent taxes due to each school district is reported in Table 9 below.

Table 9: Delinquent Taxes due to School Districts by Fiscal Year							
School District²⁴	2013	2012	2011	2010	2009	2008-Prior	Total
Appoquinimink	\$ 422,647	\$ 326,572	\$ 141,406	\$ 62,777	\$ 61,057	\$ 231,664	\$ 1,246,123
Brandywine	527,942	338,772	219,780	174,120	118,510	445,762	1,824,886
Caesar Rodney	124,059	79,684	59,583	46,626	36,395	243,494	589,841
Cape Henlopen	204,358	107,126	83,978	69,466	59,316	164,850	689,094
Capital	356,094	178,623	104,062	70,572	52,209	239,333	1,000,893
Christina	1,001,350	581,341	390,799	234,774	175,561	823,119	3,206,944
Colonial	429,447	334,087	254,328	165,894	220,815	1,435,079	2,839,650
Delmar	56,660	31,362	20,500	16,930	13,917	52,979	192,348
Indian River	397,990	281,097	200,276	160,587	108,501	409,077	1,557,528
Lake Forest	91,216	63,019	48,006	41,189	32,258	215,773	491,461
Laurel	143,006	77,492	43,959	36,064	27,161	114,130	441,812
Milford (KC)	27,936	16,003	8,154	4,651	3,155	30,511	90,410
Milford (SC)	78,649	57,563	48,591	41,377	32,416	104,398	362,994
NCC Vo-Tech	305,719	198,949	124,566	83,280	70,667	333,748	1,116,929
Polytech (NCC)	4,119	3,632	1,144	533	417	4,564	14,409
Polytech (KC)	65,868	41,152	23,140	16,841	12,793	70,830	230,624
Red Clay	837,916	535,231	351,009	252,933	161,016	685,667	2,823,772
Seaford	149,375	108,431	83,847	72,162	55,553	278,261	747,629
Smyrna (NCC)	36,723	32,632	10,987	4,010	4,042	37,725	126,119
Smyrna (KC)	76,585	33,787	21,435	17,186	14,212	71,632	234,837
Sussex Technical	112,251	71,435	51,109	41,607	28,816	108,594	413,812
Woodbridge(KC)	7,651	2,785	1,642	1,134	430	4,132	17,774
Woodbridge (SC)	142,333	89,291	62,091	48,295	40,420	159,718	542,148
Grand Total	\$ 5,599,894	\$ 3,590,066	\$ 2,354,392	\$ 1,663,008	\$1,329,637	\$6,265,040	\$20,802,037

Procedure 13: Obtained from the Division of Accounting the schedule used to prepare the State's Comprehensive Annual Financial Report (CAFR) that summarizes the Real Estate Taxes received by each school district for Fiscal Year 2014. Verified that the taxes reported in the CAFR agree to the taxes

²⁴ Four School Districts are located within multiple counties. Abbreviations are defined as follows: NCC: New Castle County; KC: Kent County; SC: Sussex County.

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received by the school districts for the fiscal year, which includes county tax receipts and PILOT payments.

Results: No exceptions were found as a result of applying this procedure. Tax receipts received during Fiscal Year 2014 can be found in the table on page V of the Background.

This report is intended solely for the information and use of the Department of Education and the management of the school districts. It is not intended to be, and should not be, used by anyone other than these specified parties.

We were not engaged to, and did not conduct an audit, the objective of which would be the expression of an opinion on compliance with specified laws. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

R. Thomas Wagner, Jr., CFE, CGFM, CICA
Auditor of Accounts

August 03, 2015

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***Appendix A: Attorney General Opinion 89-1017 Regarding
Minimum Four-Month Reserve in Debt Service***



Del. Op. Atty. Gen. 89-1017, 1989 WL 406051 (Del.A.G.)

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Del. Op. Atty. Gen. 89-1017, 1989 WL 406051 (Del.A.G.)

*1 Office of the Attorney General
State of Delaware

Opinion No. 89-1017

July 26, 1989

The Honorable R. Thomas Wagner, Jr.
Auditor of Accounts
Thomas Collins Building
Dover, DE 19901

Dear Mr. Wagner:

You have asked the following questions with regard to a school district's authority to issue bonds for capital expenditures:

1. Are school districts required to honor all agreements made when a referendum is favorably passed; or can school districts, once a referendum is passed, use funds for purposes other than voted upon?
2. When a school district has excess funds in its debt service account that were collected for existing bonds and desires to use those funds to help pay for proposed additional bonds, should the school district make full disclosure to the taxpayer during the referendum?

Your request was prompted by your review of the Lake Forest School District debt service accounts.

For the reasons stated below, we conclude that: 1) Bond proceeds must be used generally for those purposes which have been stated in the notice of referendum, and upon which the public has relied. Similarly, tax receipts levied to cover the debt service of outstanding bonds should be used solely for debt service; 2) the amount of money in the district's debt service account is public information. Whether the district chooses to maintain "excess funds" in its debt service account is a matter left solely to its discretion and is governed by the political process. There may be valid reasons for maintaining such a reserve, however. We find that the practices of Lake Forest in maintaining such an excess do not violate Delaware law.

Lake Forest Bond Issue

Your specific concerns involve the use of the receipts from a tax increase, put into effect to service interest on a new bond, to pay the debt service on two outstanding bonds in the Lake Forest School District. Lake Forest held a referendum in the Spring of 1988, and obtained authorization from voters to issue a bond to fund major capital improvements. As part of that request, the notice of referendum indicated that a tax increase of 6.5¢ property tax and a \$5.00 capitalization tax was necessary to service the interest on the bond. (See notice, attached as exhibit A).

This tax increase went into effect in June and was collected in September of 1988. However, the bonds themselves were not sold in part, until May of 1989, with the remainder to be sold in 1990. [\[FN1\]](#) Thus, there was a gap between the time that the first receipts from the tax increase were received, and the time the first payment on interest will be due. The proceeds from the tax increase were deposited into the same debt service account used to fund the two other outstanding bond obligations of the district. The first of these will mature on March 1, 1995, and has \$34,160 still

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owed in principal and interest. The second will mature on November 1, 1997, and has \$410,525 still owed in principal and interest. [FN2]

There was sufficient surplus in the debt service account, prior to the June 1988 tax increase, to cover the interest payments on these bonds. In your view, because of this surplus, the June tax increase was not justified, and should not have been deposited in the same debt service fund that is used to pay interest on the other two bonds.

Power to Issue Bonds to Fund Capital Expenditures

*2 Capital investments in the school districts have historically been funded through a State appropriation which is matched by a local funding share on a 60:40 basis. The State's share is appropriated through the annual appropriations and bond authorization act. The State's share is usually conditioned on the deposit of a matching local share. 29 Del. C. sec. 7503. [FN3]

The local school board has the authority to issue bonds under 14 Del. C. sec. 2102. [FN4] The power to issue bonds is not plenary, however; such expenditures must be approved by the voters of the district in a special referendum held for that purpose. See 14 Del. C. sec. 2122(a). [FN5] Elections must be validly noticed, and the notice must be posted and published. It must also "plainly set forth the amount of bonds proposed to be issued and the purposes and reasons thereof. . . ." Section 2122(c). While the general nature of the expenditures planned must be outlined in order to make the notice legally valid, an exact itemization of the proposed expenditures is not required. McComb v. Dutton, Del. Super., 122 A. 81 (1923); Brennan v. Black, Del. Supr., 104 A.2d 777 (1954). It is clear that the proceeds of the bond sale must be used for the purposes specifically authorized by the referendum. Brennan, 104 A.2d at 758-9.

Power to Tax to Pay Interest on Bonds

The power to tax to pay the interest on these bonds comes under 14 Del. C. secs. 1902 [FN6] and 2116. Specifically, section 2116 states that the power to tax for the purpose of providing funds for the payment of principal and interest on bonds derives from the authority to issue bonds. [FN7] Unlike bonds for capital expenditures, the district has the power to levy taxes without referendum to cover debt service requirements. See 14 Del. C. sec. 2116. [FN8] Thus, once a bond bill is authorized by referendum, the district may set the rate it deems appropriate to cover the debt service expense of that bond. We understand that this rate is projected, and based upon the best expectation of when the bond will be sold, and what the market will be at that time. Tax receipts raised for the purpose of debt service on bonds should not be used for other expenditures. See Del. Const. art. X, sec. 6. [FN9]

Conclusion

There is nothing in your letter to indicate that the bond proceeds are being used in an inappropriate manner, so we see no reason to find that Lake Forest has exceeded its authority under the terms of the June 1988 referendum. We further conclude that the deposit of tax revenues into a single account does not violate the terms of 29 Del. C. ch. 75, 14 Del. C. ch. 19 and ch. 21, and Del. Const. art. X, sec. 6. Nor does the application of new tax revenues to already existing bond debt violate these sections. [FN10]

While it is desirable that the relative need for a tax increase be specifically disclosed to the public, you have provided us with no information which indicates that the information was not available. Whether the tax increase was necessary is a matter which is more appropriately raised, and answered, through the political process.

Very truly yours,
*3 Michael F. Foster
State Solicitor

Ann Marie Johnson
Deputy Attorney General

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APPROVED:

Charles M. Oberly, III
Attorney General

[FN1]. In fact, we understand from Dr. Jim Spartz of DPI that the State issues the bonds and will wait for the best "market conditions" to do so. The district is therefore unaware of the exact timing of the sale. The State sold \$607,334 worth of bonds on May 1, 1989, with approximately \$1,000,000 to be sold in Spring 1990.

[FN2]. The first bond was authorized by referendum in 1969, and was used to build the Lake Forest High School. Neither your office or the Lake Forest School District was able to provide us with a copy of the notice. The second bond was authorized by referendum in 1978, was used to expand Lake Forest High School, and Lake Forest North Elementary School. (The notice for that referendum is attached as exhibit B.)

[FN3]. [29 Del. C. sec. 7503](#)

[Sec. 7503](#). Matching funds.

Except in the case of a school district for which a local share is not required by any school construction bond authorization act, the state share apportioned to a school district by such school construction bond authorization act shall not be expended unless the local share for such school district shall have been deposited with the State Treasurer not later than 2 years after the effective date of a school construction bond authorization act.

[FN4]. [14 Del. C. sec. 2102](#).

[Sec. 2102](#). Power of district to issue bonds.

The school board of any district may issue bonds for the purpose of carrying out any plan or program for the acquisition of lands or the acquisition or construction of buildings or for the construction of sidewalks leading to a school site as may be authorized by this title when such plan or program shall have been approved by the State Board of Education.

[FN5]. [14 Del. C. sec. 2122\(a\)](#).

[Sec. 2122](#). Election to authorize bond issue; rules governing; referendum to transfer tax funds.

(a) Before any school board issues bonds under this chapter, it shall call a special election. The school board will designate the school buildings to be used as polling places and establish voting district boundaries.

[FN6]. [14 Del. C. sec. 1902](#)

[Sec. 1902](#). Power of district to levy taxes for school purposes.

(a) Any district may, in addition to the amounts apportioned to it by the State Board of Education or appropriated to it by the General Assembly, levy and collect additional taxes for school purposes upon the assessed value of all taxable real estate in such district, except taxable real estate which is exempt from county taxation, as determined and fixed for county tax purposes.

(b) In any instance except major capital improvement and new funds for educational advancement, as defined in Chapter 17 of this title, where the State shall make appropriations to school districts for any purpose and the applicable statute requires a local district contribution to the appropriations or expenditure, the local school board may levy such tax as is necessary to support the school district, notwithstanding sec. 1903 of this title. In the case of the school district of the City of Wilmington, such tax as is necessary to support its local district construction may be levied, notwithstanding the maximum tax rate specified in sec. 11, Chapter 92, Volume 23, Laws of Delaware, as amended by Chapter 9, Volume 46, Laws of Delaware and, unless otherwise specifically provided, such tax rate as may be so specified on or after June 3, 1968.

[FN7]. [14 Del. C. sec. 2116](#).

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Sec. 2116, Taxing power of district.

The authority to issue bonds shall be construed to be authority to provide funds for the payment of the interest and annual payments on such bonds, which without further authority shall be provided for by an additional tax levy on the property subject to taxation for county purposes in the district issuing such bonds and by a poll tax on all persons 21 years of age and upward, residing in the district, of such amount as shall be determined by the school board of the district.

[FN8]. This is distinguishable from the requirement under 14 Del. C. that taxes for school purposes be pursuant to an "election." 14 Del. C. sec. 1903, Section 1902(b) exempts taxes raised for the purpose of financing capital expenditures in which the State makes matching appropriations, from the election process.

[FN9]. Del. Const. art X, sec. 6 states:

Section 6: No property tax receipts received by a public school district as a result of a property tax levied for a particular purpose shall be used for any other purpose except upon the favorable vote of a majority of the eligible voters in the district voting on the question.

We believe that this section probably refers to those taxes authorized by election under 14 Del. C. sec. 1902. Capital expenditure taxes are specifically exempted under sec. 1902(b).

[FN10]. Because the tax increase went into effect prior to the bond sale, it created the "excess reserve" to which you refer. It is the position of DPI that such a reserve is desirable in order to provide adequate cash flow for payment. DPI recommends a minimum 4 month reserve.

Del. Op. Atty. Gen. 89-1017, 1989 WL 406051 (Del.A.G.)

END OF DOCUMENT

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***Appendix B: Attorney General Opinion 1W-024
Regarding Excessive Balance in Debt Service Reserve***



STATE OF DELAWARE
DEPARTMENT OF JUSTICE
JUL 15 1975

RICHARD R. WIER, JR.
ATTORNEY GENERAL

OPINION TO: The Honorable Richard T. Collins
Auditor of Accounts
Townsend Building
Dover, Delaware 19901

OPINION BY: A. Gary Wilson
Deputy Attorney General

QUESTIONS:

1. May a school district transfer funds from its debt service account to:
 - (a) Finance a capital improvements project which has not been approved by referendum?
 - (b) Provide the local share for the district's minor capital improvements program?
 - (c) Pay the costs of a capital improvements project which exceeds the maximum amount authorized by referendum for such project?
2. Does special legislation which authorizes any of the aforesaid transfers violate the State or federal constitutions?

REQUEST NO: 1W-024

ANSWERS:

1. Yes, but only if such transfers are specifically authorized by special legislation.
2. No. Such legislation is not clearly in violation of any applicable provision of our State or federal constitutions.

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DISCUSSION:

To answer your questions adequately, it is necessary to take a brief survey of the means by which the operations of the State's several school districts are financed.*

As you know, school district expenditures are divided into two broad categories: (1) capital expenditures and (2) non-capital or general operating expenses. The former category includes the cost of acquiring sites for school buildings, constructing and equipping such buildings, and installing incidental sidewalks and landscaping (14 Del. C., Ch. 21; 29 Del. C., Ch. 75). The latter category encompasses all remaining expenses, including teachers' salaries, supplies and routine maintenance (14 Del. C., Ch. 17, 19).

Non-capital expenditures are jointly financed by both the State and the respective school districts. The State's share is provided through general tax revenues. The share of each district is provided through local taxation, with the amount or rate of the tax being established by a referendum (14 Del. C., Ch. 17, 19).

Capital expenditures are also financed jointly. The State's share is derived from the sale of bonds, although there is no bar to financing such expenditures through general appropriations. (29 Del. C., Ch. 75).

*Due to the unique status of the Wilmington School District, the reader should not assume that the statements and conclusions expressed herein apply to the Wilmington School District in the same manner as they apply to the State's other school districts (14 Del. C., §1902).

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For major capital improvements, the share of each district is derived from the sale of local bonds, with the amount of the bond authorization being established by referendum (14 Del. C., Ch. 21). For minor capital improvements, the share of each district may be provided either through the sale of local bonds or through local taxation (59 Del. Laws, Ch. 223, §16, Fiscal 1975 Bond Act). If financed through the sale of local bonds, the district must first obtain the approval of its residents by referendum. Once the sale of bonds is approved, the district is then authorized to levy taxes sufficient to make payment of the interest and principle on such bonds, plus 10 percent for delinquencies. Revenues derived from such tax levies are then placed in the district's debt service account, with disbursements being made from such account to pay the aforesaid bond obligations when due (14 Del. C., Ch. 21).

On the other hand, if the district chooses to finance its share of its minor capital improvements program through local taxation, a referendum need not be held, inasmuch as 14 Del. C., §1902(b), provides that where the State requires a district to contribute to a State appropriation, as is the case with minor capital improvements, the district is not required to hold a referendum in order to levy taxes sufficient to satisfy the required rate of contribution. See also 59 Del. Laws, Ch. 223, §17(g).

Accordingly, with the possible exception of expenditures for minor capital improvements, the residents of the State's various school districts, Wilmington and

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special districts excepted, have full control over the amount or rate of their local school tax levy (14 Del. C., §1902, Ch. 26 and 31). With this brief survey completed, we now turn to consideration of your specific questions.

I

You have indicated that in recent years many school districts have begun to accumulate large surpluses in their debt service accounts. In some instances, these surpluses have been in excess of the district's bond obligations for the next fiscal year. For example:

<u>DISTRICT</u>	<u>DEBT SERVICE BALANCE 6-73</u>	<u>PRINCIPLE AND INTEREST DUE FROM 7-73 THRU 6-74</u>
A	\$ 84,503	\$ 72,983
B	307,579	216,963
C	987,852	636,722
D	110,331	80,658
E	204,186	174,926
F	67,848	35,507

Thus, even if the aforementioned districts had not collected any school taxes in fiscal year 1974, they would have been able to meet their total bond obligations!

You have also indicated that it appears that these surpluses are being diverted, at an increasing rate, to pay for items which are unrelated to debt service, including general operating expenses (59 Del. Laws, Ch. 43,44). The practical effect of these transfers is to raise the local school tax levy above the amount authorized by a district's residents pursuant to 14 Del. C., §§1903 and 2122. For example, when money is transferred from a district's debt service account to its

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current expense account, the transfer effectively increases the non-capital tax levy to an amount exceeding that approved by the district's residents. You question the authority of the various districts to authorize such transfers.

As stated heretofore, the power of a district to levy taxes for bonded indebtedness is limited to the amount necessary to pay the interest and annual payment on outstanding bonds, plus 10 percent for delinquencies (14 Del. C., §2116, 2118). Thus, it would appear that accumulation of surpluses in the amounts cited above results, at least in part, from the imposition of artificially high tax rates or the failure of the district to adjust the tax rate downward as bonds are retired.

Since Attorney General Opinions are by definition advisory, rather than investigatory, we express no firm opinion on whether either of the aforesaid practices are being engaged in by any of the State's school districts. However, if in the course of your official audits you discover facts which indicate that a district's tax rate for bonded indebtedness may exceed the rate authorized by law, then you should immediately bring such facts to the attention of the responsible local officials and this Office.

With respect to existing surpluses, the general rule, absent specific language to the contrary, is that where the law provides for separate funds for distinct purposes, each fund is impressed with a trust for the specific purpose for which it is raised and no other. 63 Am.Jur.2d, Public Funds, §95; see also Roddy v. Andrix,

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201 NE2d 816 (Ohio 1964), wherein it was held that excess funds arising from a special levy for the purpose of maintenance and operation of schools for retarded children could not be used for acquisition of land for or construction of school buildings.

Here, §2116 provides that each district may levy taxes sufficient to cover its outstanding bond obligations. Section 2118 provides that monies collected pursuant to such levies be paid to the State Treasurer and deposited to the district's debt service account. Section 2118 further provides that the Secretary of Finance may draw on such deposits to pay the district's bond payments as they fall due; and there is no language to indicate that monies deposited to the debt service account may be used for any other purpose.

Thus, it is the opinion of this Office that debt service revenues qualify as "special funds" within the meaning of the rule stated above. Therefore, it follows that a school district may not transfer funds in its debt service account to pay for projects, material or services not within the scope of the referendum on which the underlying tax levy is based.

However, since the requirement that debt service funds be applied solely to payment of bond obligations is imposed by statute, such requirement can be abolished or suspended by subsequent act of the General Assembly. Thus, while a school district does not have the authority to transfer funds from its debt service account, the General Assembly may authorize such transfer through either general

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or special legislation. For example, see 59 Del. Laws, Ch. 192, authorizing the Conrad Area School District to transfer \$164,000 from its debt service account to its school administration building construction account; 60 Del. Laws, Ch. 43, authorizing the Delmar School District to transfer \$25,400 from its debt service account to its current expense account; and 60 Del. Laws, Ch. 44, authorizing the Woodbridge School District to transfer \$60,000 from its debt service account to its current operating funds account.

II

With respect to your second question, regarding the constitutionality of such special legislation as is cited above, it must be noted that it is the responsibility of this Office to defend the laws of this State against constitutional attack, except where those laws are so clearly unconstitutional as to require this Office, as an officer of the Court, to so state.

Here, we concede that it can be argued that special legislation authorizing the use of debt service funds for purposes not encompassed by authorizing referenda violates the due process and equal protection rights of residents in the affected school districts. However, it is the opinion of this Office that such arguments are not, in the legal sense, substantial. Accordingly, we conclude that the General Assembly may authorize a school district to use debt service funds for other school purposes without violating the State or federal constitutions.

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In summary, we conclude that:

(1) A school district may not assess debt service taxes in an amount which exceeds that necessary to pay off its bond obligations as they fall due.

(2) A school district, by itself, does not have the power to transfer funds from its debt service account or to use such funds for purposes not encompassed by the underlying referendum on which the tax levy is based, and

(3) The General Assembly, by appropriate legislation, may authorize the use of debt service funds for other school purposes without violating the State or federal constitutions.

Should you have any additional questions regarding debt service funds or this opinion, please contact the undersigned at your convenience.

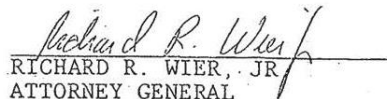
Very truly yours,



A. Gary Wilson
Deputy Attorney General

AGW/lah

APPROVED BY:


RICHARD R. WIER, JR.
ATTORNEY GENERAL

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Appendix C: Matrix of Exceptions by School District													
School District	Procedure												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Appoquinimink		X			X				X				
Brandywine			X		X				X				
Caesar Rodney					X								
Cape Henlopen		X			X								
Capital									X				
Christina			X		X								
Colonial	X		X		X				X				
Delmar					X								
Indian River					X								
Lake Forest													
Laurel					X								
Milford					X				X				
New Castle													
County Vo-Tech													
Polytech													
Red Clay			X		X								
Seaford					X								
Smyrna		X			X								
Sussex Tech													
Woodbridge	X				X								

Date: December 7, 2015

Name: Don McDonald Jr.

Public Comment: Work with what you have and do not Merge Red Clay.
My position is enclosed in the email.

Attachment to Don McDonald Jr. Public Comment

Email addresses removed.

Sent: 12/7/2015 9:54:58 A.M. Eastern Standard Time

Subj: Re: House and Senate Merger of City School District with Red Clay District/TA...

Dr. Steven Godowsky
Secretary of Education State of Delaware

Dear Dr. Godowsky:

Enclosed an email on my position of the merger of the Red Clay School District with Wilmington.

The idea to have Red Clay Merge with Wilmington is one of the most ludicrous ideas I have ever read about from the Markell Administration.

We would not be in this position if the Governor was a good manager and did not waste over 50 Million of taxpayer dollars on his plans. (Fisker Folly-25 Million. Do you know the taxpayers are still paying the heat and electric on the old GM PLANT \$100,000.00 Month.) Shut it down winterize it and drain the pipes.

The city of Wilmington should be the Wilmington School District. Have all the schools in the city of Wilmington be under that name. The Markell Administration would send one check to the WSD and not have all the other districts paying for this subsidy.

Please reply with your plan for an alternative to resolve this matter. Time for a change the old way of always raising taxes is not going to work this time. I hope all the members of the House and Senate will vote NO on this RED CLAY WILMINGTON FOLLY of the Markell Administration.

Regards,

Don Mc Donald Jr.

In a message dated 12/5/2015 2:06:53 P.M. Eastern Standard Time
Debbie:

Email address removed.

writes:

Enclosed an email from Earl Jacques Jr. that the problem started from the office of Governor Jack Markell and his associates.

The problem is with "THE PLAN that was created by Governor Jack Markell and his incompetent cronies in State Government.

I guess the News Journal had erroneous information in the article.

The bottom line Red Clay can't manage it's own finances. How does the Governor think they will resolve the problem in Wilmington is beyond comprehension. The idea borders on the verge of insanity and incompetence in Government.

Attachment to Don McDonald Jr. Public Comment

Governor Markell is off the wall when he thinks the taxpayers of Red Clay ONLY should finance the bail out of the City of Wilmington Schools.

Governor Markell could care less how he continues to screw up the finances of the State of Delaware. I think he is trying to see how much he can screw up before his term expires.

Governor Markell is in the give away business. The Fisker Folly, Bloom Energy, Astra Zeneca just to name a few. The list of donations and waste of taxpayers money would fill an eight by eleven sheet of paper.

I have not received one notice in the weekly bulletins from you or Gregg Lavell about this matter.

Regards,

Don

-----Original Message-----

Email addresses removed.

Mr. McDonald,

Just for the record, I did not proposed the Wilmington Education redistricting. It started from a Governor's resolution to create a commission to look at Wilmington education. That's commission has held countless public meetings and based on those meetings they created a plan. I hope you attended one of those meetings to share your ideas and concerns. To date, the General Assembly hasn't approved their plan. We are also waiting to hear how they plan to pay for it. I believe that cost will be a major factor.

Earl Jaques

Sent from my Verizon Wireless 4G LTE smartphone

----- Original message -----

Email addresses removed.

Subject: House and Senate Merger of City School District with Red Clay District

Dear Debbie & Greg:

Attachment to Don McDonald Jr. Public Comment

The House and Senate must be loosing it if they would approve a bill to merge the City of Wilmington and Red Clay School Districts.

I hope our representatives in the House and Senate will VETO any proposal in the House and Senate.

1) City of Wilmington can't manage its own police force or City Council.

2) The City can't finance its own school system.

3) What do they do right? Poor snow removal in the winter time.

Money from the State of Delaware should go direct to the City Wilmington . We had a \$500.00 tax increase last year for Red Clay. Red Clay has a problem managing its own finances let alone a merger. We have the highest property and school taxes in New Castle County.

Rep. Earl Jaques, Chairman of the House Education Committee should go back to the drawing board. Obvious he did not take a course in finance as all he knows is a proposal to raise taxes.

I knew the people who proposed this would later call for a tax increase. The way the Markell administration operates **raise taxes**.

The problem with the State of Delaware is they do not know how to operate on a budget. Always raising taxes to fix the management screw ups in the finance department.

The proposal of raising taxes for Red Clay is ARBITRARY AND CAPRICIOUS.

The taxpayers of New Castle County should not have to subsidize Wilmington Schools.

Judge Murray Schwartz screwed up the school system in 1978 with forced bussing.

"Lawmakers are facing a looming budget shortfall of 160 Million" The residents of New Castle County should not have to pay for the poor management of the Markell Administration.

We do not need to redraw school district boundaries. How long are we going to subsidize every department of the City of Wilmington? Merge it with all districts and then ever citizen in New Castle County would make a donation for the low income students. How about a \$50.00 tax for all residents in the State of Delaware to help the low income inter city students of Wilmington?

You want to subsidize the City of Wilmington School raise the tax on ALL THE SCHOOL DISTRICTS not Red Clay. The State of Delaware should be the one that will subsidize the City of Wilmington not the property owners in Red Clay School district.

We should not have to pay for the State of Delaware's MISMANAGEMENT of funds for schools.

Regards,

Don Mc Donald Jr.-Centreville Resident/Red Clay School District.

Date: December 7, 2015

Name: Raja Banerjee

Public Comment: I do not support redistricting. Red Clay should not absorb Wilmington schools. Wilmington needs its own independent district. Mixing with Red Clay will only result in lowering Red Clay overall scores and drive away smart kids to private schools. Home values will drop, leading to less property taxes collected and further deterioration of schools. I support reassessment of property taxes.

Having a separate Wilmington school district will allow for targeted solutions with results measured. Shifting a problem to Red Clay is a short sighted solution.

Date: December 7, 2015

Name: Jack Wells

Public Comment: I forward the following two message concerning delinquent school taxes for your consideration when determining a source of funding for our ELL and low income children.

I also again want to express by deep concerns, concerns I believe will have a negative impact in accomplishing the goal of funding our schools based on the needs of the children.

1. WEIC recommendation to deny residents the right to vote to raise the current operating tax rate.
2. WEIC failure to recommend financial transparency by requiring budgets and monthly expenditure reports to be reported for every operating unit, that shows expenditure by program code, account code, title of expense and category of funds used to support expenditure. {This information is available to our districts. Why not make it available to the taxpayers?
3. No recommendations on how to use the \$2.4 billion more effectively that are provided to DDOE and our school districts annually.

In my opinion recommending the residents be denied the right to vote, failure to recommend any greater financial transparency, and the lack of any recommendations on how and where \$2.4 billion is used annually, sends the message, WEIC believes no savings or efficiencies can be find, financial transparency is not important, and the taxpayers, in spite of the fact our spending per student is ranked 10/11th in the nation, have not supported our children. Why else would WEIC want to deny them the right to vote?

Is that really the message WEIC wants to send to the community, when WEIC has stressed we must have the support of the community? Sounds to me like, WEIC wants the support of the community, except when it comes to funding, than WEIC wants them involved less than they are now, which is very little.

I end with this question How was it determined that Red Clay has no local or federal funds that could be used to fund our schools based on the needs of the children? As an example, did the WEIC Funding Success Committee look at the spending by Red Clay on supervisors and the salaries compared to other school districts? Or the percentage of local funds used to support salaries of administrators above the school level ?

Jack Wells

Attachment to Jack Wells Public Comment

From: John T Wells

Sent: Monday, December 7, 2015 10:04 AM

Email addresses removed.

A large rectangular area of the document is redacted with a solid grey fill. It covers the body of the email, likely containing names, addresses, and other identifying information.

Subject: Fwd: Delinquent school taxes increase from \$6,265,040 in 2008 to \$30,961,263.

Red Clay has delinquent taxes that total \$4,178,720.

The total for FY 2009 was \$161,016, the total for FY2014 was \$1,354,948. This huge increase shows the financial stress of our property owners, this cannot be ignored.

What will be the total for this fiscal year, the first year of increasing the current tax rate by 19.97%?

I support using these funds for ELL and low income if earmarked and used only in our schools--detail transparency. {K-3 special education children are funded from Tuition Tax.}

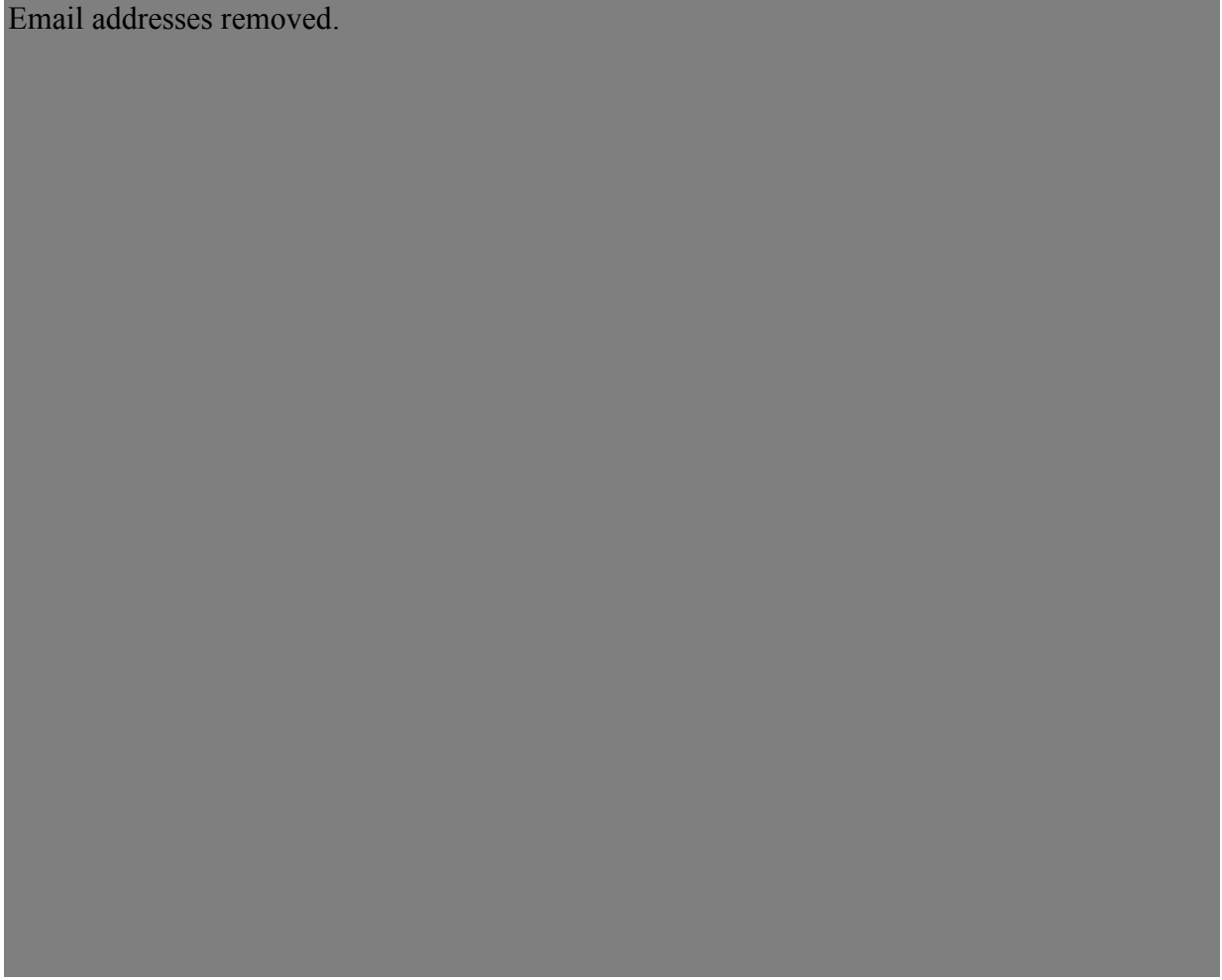
I oppose denying the residents the right to vote. This is not how you gain the support of the people? Doing this would be a major mistake, especially if you do not reduce overhead, and require detail financial transparency.

Email addresses removed.

A large rectangular area of the document is redacted with a solid grey fill. It covers the bottom portion of the email, likely containing names, addresses, and other identifying information.

Attachment to Jack Wells Public Comment

Email addresses removed.



>> Subject: Delinquent school taxes increase from \$6,265,040 in 2008 to \$30,961,263.

>> Date: Sun, 6 Dec 2015 15:04:04 -0500

>> Tables 5 and 9 in the Auditors of Accounts report titled: "School Districts Local Tax Collection and Debt Svc. Management for FY2014 shows our delinquent school taxes have increased from \$6,265,040 in 2008 to \$30,961,263 in 2014.

>>

>> Question 1. What message should we take from this explosion growth in delinquent school taxes?

>>

>> Question 2. When discussing the need to fund our schools based on the need of the children in each school, should this explosion grown in delinquent school taxes be considered?

>>

>> Recommendation:

>> A. Aggressive action must to collect delinquent school taxes. {Need to determine what is presently being done.}

>> B. Laws be passed requiring delinquent taxes collected be earmarked for ELL, low income and K-3 special education children. Law must require these funds be used only in our schools, clearly identified in district budgets and financial expenditure reports. A procedure must be established that ensure these funds are not used to supplant other funds.

>>

>> Delinquent taxes by year.

Attachment to Jack Wells Public Comment

>> 6,265,040 2008 and prior years.
>> 1,329,637 2009
>> 2,354,392 2010
>> 3,590,066 2011
>> 5,599,894 2013
>> 10,159,226 2014
>> The increase in the last 3 years is extremely troubling.
>>
>> Jack Wells
>

Date: December 7, 2015

Name: Jennifer Oberle-Howard

Public Comment: I do not believe the Red Clay school district should or can absorb students from the City of Wilmington, currently being served by Christina School District. I moved from Christina 10 years ago to provide better educational opportunities for my children. In that time, I have actively supported and lobbied votes for three referendums, in an effort to ameliorate conditions in our neighborhood schools. Despite the additional funding over the years, the schools continue to suffer with an increase in behavioral issues are already overcrowded.

I have been involved with many other issues in the district, including as an opponent of the Inclusion plan, which closed my daughter's special needs school and thrust her in an unsupportive general education setting. Should an influx of students from a diverse area occur, she will surely have additional challenges, that may continue to go unaddressed.

Red Clay already has many issues requiring adaptation and cannot tolerate additional burdens. Why punish us residents who have been supportive of the district in hopes of building an appropriate educational environment for our children?

Wilmington Education Improvement Plan= Red Clay schools destruction plan

Jennifer Oberle-Howard

Date: December 7, 2015

Name: Tatiana Guile

Public Comment: Hello,

I am a Red Clay Consolidated School District employee, and my own 3 young children who attend Red Clay schools in 2nd, 4th, and 6th grades. My sons attend Heritage Elementary. My daughter is in 6th grade at Skyline Middle Schools.

I do NOT believe Red Clay Consolidated School District should move forward with the WEIC plans. I do not believe we have the resources, funding, and organization necessary to take on this huge burden.

My concerns stem from directly witnessing the mishandling of the current Red Clay students who live in the city. My particular experience is with the 2015 rezoning of middle school feeder patterns, the miscalculations that appear to have occurred with that rezoning, and its negative impact on Skyline Elementary. I have seen one of Red Clay's own current middle schools fall into suffering and overcrowding as a result of errors and mismanagement with neighborhood zoning and space.

Many of the students who live in the neighborhoods of the city of Wilmington are at risk and in poverty, and I have not seen the school district handle the needs of these students adequately. Red Clay Consolidated School District is well aware of this issue and has provided books to teachers outlining the issues of poverty in education.

The council is also aware that many of the students in the city have great needs because they are at risk or in poverty. These students with great needs such as for food, clothing, hygiene, housing, and counseling are not adequately assisted, and many do not demonstrate adequate citizenship skills. It is understandable that many are not being parented in ways that are positive, many have parents that are absent, abuse may be occurring. Many are exposed at an early age to the burdens of poverty-lack of food, shelter, hygiene- and the horrors of the city streets-drugs, crime, exploitation, violence.

To survive, many children feel they must take their role models from the streets and behave "grown" when they are not. Education and respecting authority/others is not a priority. Many students may adopt a persona of intimidation and threat, and these attitudes come with them to school.

Before Red Clay takes on MORE students from the city, Red Clay must be able to adequately support the high levels of need, starting at an early age and then continuing as the child grows. These children must be able to learn and demonstrate citizenship skills including respect, responsibility, and accountability as well have their basic human needs met adequately and consistently. These at risk students must experience security, safety, and learn social responsibility skills.

Because if not, the students who bring the “street” with them into school then do not behave like citizens; they act violently in words and actions, they cause disruptions, they defy authority, they attempt to dominate their environment, and the learning climate of the school is poisoned.

Red Clay Consolidated School District absolutely should NOT take on the city schools, I have NOT seen Red Clay Consolidated School District adequately and consistently handle the needs of its OWN city students. What I have seen and what many teachers who have long been employees of Red Clay have shared is that Red Clay Schools (middle schools in particular) are not adequately resourced for the high needs of the poverty students, and that instead of addressing the problems, rezoning becomes the solution. I do NOT think Red Clay Consolidated School District is adequately equipped to take on the students from the other school districts, because I have not seen wise, proper handling of its current students who at risk/poverty.

Thank you,
Tatiana Guile

Date: December 7, 2015

Name: Cathy Kersteter

Public Comment: Hello,

I am not happy about the WEIC program at all. I feel kids who live in Wilmington should go to school in Wilmington. When I bought my house 10 years ago I was paying \$2700 in taxes. Now I pay \$4500. My kids go to their feeder school which includes city kids now. They cause problems and disruptions. I grew up in Maryland and was required to go to my feeder schools. There were no other options. That is the way it should be. I had to deal with it. So should Delaware.

Sincerely,

Cathy Kersteter

Date: December 7, 2015

Name: Megan Garcia

Public Comment: Hello,

My name is Megan Garcia and I have 2 students in red clay. I voted yes to our referendum so that the taxes I pay go to the schools that my children attend. I did not vote the referendum so you can allow all of the inner city children to now attend within the red clay district. I feel that red clay has its fair share of students from the city of Wilmington. Christina district did not pass their referendum which included the parents of the students of the city. If they did not want the referendum to pass, why are we now including them into our district? I was going to send my daughter to Skyline middle because it was an exemplary school when my son attended a few years ago. Now with the inner city children being bussed into that school, the incident rate went up 600%. I do not want my children's schools to be more about staying safe then education. Leave the districts alone. I live where I live and pay what I pay in taxes to assure my children get a SAFE and quality education.

My son attends Dickinson HS. Unfortunately, his bus goes into the city to pick up students and I have to drive him to school every day due to the bus being unsafe. He is a senior and does not feel comfortable doing something as simple as riding the school bus. My son also has an IEP, not because he has a deficit but because the classes that compromise mostly city kids is rowdy, loud, and is not a conducive learning environment. I can say this for a fact because it's been going on for 4 years and has been so out of control that he takes 4 out of 6 classes online.

With that being said, I believe the districts should share the city of Wilmington equally and Red Clay has over its fair share. You are going to make our schools so bad that I can see me being forced to go private, which we cannot afford. Not all poverty lives in the city.

Thank you for listening.

M. Garcia

Date: December 7, 2015

Name: Shauna Sullivan

Public Comment: Dear Commission,

I write in response to your invitation for public comment regarding redistricting Wilmington schools. I am a resident of Red Clay district and by the time this proposal would be implemented, I will have two children in Brandywine Springs School.

Among the many concerns you have already heard are the potentially decreasing property values of our homes, incremental tax increases, levels of funding and appropriate distribution of resources to our children, behavioral and academic decline, and the continued exodus of academically talented children to area private, charter, and magnet schools (which New Castle County has already been fighting in recent years).

Alternatively, I would like to respond to Paul Baumbach's invitation.

From his post on December 5th, 2015, at 8:25am, Mr. Baumbach wrote: "To those who find it 'unacceptable', I offer the following question-what do you propose INSTEAD to turn around our highly challenged Delaware public school system."

I strongly encourage the City of Wilmington, along with the State of Delaware, to consider managing its own schools. I propose, "INSTEAD", as Mr. Baumbach emphasizes, that Red Clay not be responsible for Wilmington schools, and that Wilmington address the issues inside those schools instead of passing them along to neighboring districts. Similarly, the burden created by the grossly mismanaged Christina district should be shared with Brandywine. I recognize the geographic discrepancies in the district lines; however, that was a product of an also failed attempt at reorganizing and moving students many years ago. Repeating past mistakes hardly seems productive. Yet you clearly state on your website, "This arrangement will not support educational improvement for all of our students"

(www.solutionsfordelawareschools.com/forward/). This statement alone makes this proposal absolutely impossible to support.

It seems that Colonial and Brandywine had enough concern to almost unanimously veto this agenda, and I question why this is even a possibility for Red Clay Consolidated School District.

I ask you as a Commission, given the certain flaws in this plan that you readily admit and that two other districts have seen: what do you plan to do INSTEAD?

Sincerely,

Shauna Sullivan

Date: December 8, 2015

Name: Marsha Carter

Public Record: Dear Dr. Tony Allen and WEAC/WEIC Members,

I would like to acknowledge and thank each of you for taking on the task of addressing the inequities we continue to face in education. Your commitment is appreciated and applauded. Change is needed. However, I am concerned that your plan does not include a clear plan of action of how students will improve their academic performance. Ultimately, most parents just want their child to succeed--to be academically proficient, to graduate, and to have options in attending college. Red Clay has demonstrated that they struggle with providing these three components for all their students.

We should oppose implementing your proposed changes until Red Clay presents a more comprehensive plan outlining how they intend to improve student performance for both current and proposed students to be reassigned as recommended by WEIC.

I thank each of you again for your commitment and dedication.

Please accept my letter as my formal public comment.

Warmest Regards,

Marsha Carter

Attachment to Marsha Carter Public Comment

Marsha Carter

Address removed.

December 7, 2015

Wilmington Education Improvement Commission
C/O The Institute for Public Administration
111 Academy Street
Newark, DE 19716

Dear Dr. Tony Allen and WEAC/WEIC Members,

All information has been obtained from Delaware Department of Education (DDOE) School Profiles. Information reflects 2014/2015 school year except where noted.

Let me first state that adopting WEAC/WEIC recommendations should include 1 to 2 additional board member seats for residents in the City of Wilmington as a prerequisite.

Red Clay School district serves 15 Elementary Schools whereas 47% did not meet annual yearly progress (AYP). Compare this to Christina School District where they served 19 elementary schools and 21% did not meet AYP. About half of the elementary schools in Red Clay that did not meet AYP are in the City of Wilmington compared to three-quarters for Christina.

The middle and high schools have a different trend. However, it appears that the charters within Red Clay help change the game. For example, 3 out of 5 high schools in Red Clay met AYP yet 2 of them were charters. In essence when looking outside of the charter population, Red Clay only had one high school meeting AYP while Christina had none. Clearly, this is a concern.

Red Clay already has more students than Christina. For 2015, Red Clay had 18,046 students while Christina had 16,255. So, why would we add an additional 3,000 plus students to Red Clay? That would involve ***increasing their numbers by more than a tenth for a population that Red Clay continues to struggle with.*** For example, DDOE reported that for both Warner and Shortlidge ***less than 2 out of 10 third graders met the standards in math and reading.*** The number gets worst for fifth graders.

Why would we take schools from Christina (where 21% of their elementary schools are failing) and place them with Red Clay (where 47% of their elementary schools are failing)? Although impossible to prove, I personally wonder if this plan is about privatizing education (particularly in Wilmington) by your decision to choose a district that is amenable to the charter market. Red Clay has demonstrated that they are unable to bridge the education gap for current students. It appears we are justifying Red Clay failing our students by increasing funding to them. ***Instead, your plan should include a criterion to ensure administrators that have historically failed our students are asked to resign (or not be rehired).***

Furthermore, the possibility of reassessing property homes or raising property taxes may leave an undue hardship on the families we intend to assist.

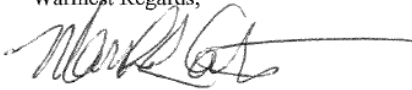
2

Attachment to Marsha Carter Public Comment

Lastly, we have yet to discuss specific variables that may directly impact a student's academic performance—discrepancies in school disciplinary, curriculum and instruction, design of the school day, teacher dynamics, diversity in the schools, textbooks/resources (or lack thereof). These specific variables, which can aid in bridging the education gap, have been left out of the conversation. *Consequently, I say we should oppose implementing these changes until a more comprehensive plan outlining how Red Clay proposes to directly improve student performance for both current and proposed students to be reassigned as recommended by WEIC.*

I can be reached by phone at (302) 407-9966 or by email at MarshaCarterSpeaks@gmail.com.

Warmest Regards,

A handwritten signature in black ink, appearing to read 'Marsha Carter', with a long horizontal line extending to the right.

Marsha Carter

Date: December 9, 2015

Name: Brian Cunningham

Public Comment: To the Members of the WEIC and the State Board of Education:

I am writing on behalf of myself - and my 2 children - to voice my emphatic disapproval of the proposed plan referenced above. I have 2 children in the Red Clay School District. My wife and I moved to our current zip code for the primary purpose of taking advantage of the wonderful education that the Red Clay School District, and specifically NorthStar Elementary, has to offer. The State Board of Education, and presumably WEIC, is charged with fixing the issues and problems faced by Wilmington's schools. However, it is my opinion that WEIC's proposal is a politically motivated band-aid which simply "kicks the can down the road." This proposal fixes nothing. This proposal essentially lays the problems of Wilmington's schools at the feet of the Red Clay School District with no guarantee of funding, training, or guidance. "You fix it. And oh by the way, Red Clay taxpayers...you will ultimately be expected to pay for it." In short, WEIC's proposal is not the answer.

As you may well understand, every family, community, and school comes with their own unique set of needs, problems, and issues. Under this proposal, there is a high probability that the Red Clay School District will now inherit the problems and issues faced by inner city school students, which otherwise might not be the case. This has the potential to affect current students and their access to a high quality education. I can only speak for myself, but I can assure you that many of my neighbors and members of the Red Clay community share similar concerns. However, many may feel uncomfortable articulating these concerns publicly. I have seen nothing in the current proposal that addresses these issues. Nor have I seen anything that shows that Red Clay is prepared financially or otherwise to deal with the unique issues that inner city students might bring with them to Red Clay.

If the goal is to fix Wilmington's schools in order to provide a quality education to their students, then fix the schools. Do not pass the burden to schools already performing at a high level. This proposal falls woefully short. In conclusion, I do not like this proposal. I do not agree with this proposal, and it is my hope that it is rejected.

Thank you for your attention to this matter.

Sincerely,

Brian Cunningham

Date: December 9, 2015

Name: Brooke Balan

Public Comment:

Brooke Balan

Address removed.

Education can make a lasting difference in a child's life. But education is just not good for the child; it is good for the nation. Investing in education is not just the right thing to do, it is smart economics. ~ Yoka Brandt, UNICEF Deputy Executive Director

I do not claim to know the answers to the problems facing our State's education system. These are solely my opinions based on my experience as a lifelong resident of Delaware, a product of Red Clay schools, a mother of two daughters in Red Clay schools and a member of a PTO Board in Red Clay.

1. The educational system that we have now is not working for a number of our state's schools.
2. I am a proponent of Choice and Charter schools, was on the Board of a potential charter school, my oldest daughter is choiced into her middle school and both daughters have applied to charter/magnet schools for next year. However, in a perfect world, choice need not exist. In Delaware, there is a preponderance of these schools because families are dissatisfied with their traditional feeder schools. Why? The system that we have now is not working.
3. We need neighborhood schools. Parent involvement is key to student success. What facilitates a single parent working full time being able to attend his/her child's Meet Your Teacher Night- a five minute walk to a school in the community or an hour bus ride during rush hour traffic (if a bus route even exists) to a school in the next town? This summer, some students had their school's "open house" brought to their home. Kudos to all the people who made that happen. Your willingness to help these children is wildly applauded. But it shouldn't have to happen. These families should be able to attend their own open house. The system that we have now is not working.
4. A fair statewide property assessment is needed. An assessment hasn't been in 30-40 years depending on the county. Approximately a third of property owners are paying more than their fair share. However, I do not agree with the portion of the proposal that Red Clay would be given the authority to raise our taxes in the interim before a property assessment is done! It also seems to me (the person without a finance degree, mind you) that there is a large population of non-property owners who utilize the school system but do not pay any property/school tax. Is there some way to institute a renters' tax? The system that we have now is not working.

We need to look at our entire system, fix what is broken, replicate what is working and start rebuilding for our children's future. This should not be relegated to just the schools in question, nor even the districts in question. This is a state wide problem and needs to be addressed at that level. Teachers and administrators should not have to beg, borrow and steal for units and resources in order to meet the needs our children. I do not know if WEIC has the answers but at least they are searching for answers and that is what we need- a start to a long overdue discussion and revamping of our education system. Something needs to be done NOW. Investing in our state's schools, ALL schools, and therefore ALL of our children is an investment in our future. And theirs. Without it, we have no future. Thank you. ~Brooke Balan

Date: December 9, 2015

Name: Jack Wells

Public Comment: TO: Joint Financial Committee:

“Our salaries are not as competitive with schools in New Castle County and are relatively close to Kent and Sussex,” he said. “I believe it’s pretty consistent with other executive-level positions and definitely consistent with what you would find in schools districts.” “Godowsky defended the departments’s salaries, saying it needed to stay competitive with local school districts to get quality, experience school employees.” {Statement by Secretary of Education during meeting with JFC as reported in The News Journal dated December 3, 2015.}

Comment: Because DOE does not use account codes that identify positions like school districts and charter schools, salaries of DOE employees by position are not available to the community. DOE also excludes reporting number of employees by positions and average salary of employees, information they report on districts and charter schools.

“The committee, JFC, combed through the department’s organizational chart, questioning specific job descriptions and salaries attached to them.”

I support your efforts and provide the following information and recommend JFC have an independent review conducted to comb through the salaries and benefits being approved by our local school boards, and to determine how our “compensation” and allocation of federal funds compares between Delaware districts and surrounding states.

As you review the supervisors average salaries, keep in mind that supervisors are funded by the state as 11 month employees, hopefully with an average salary of \$125,776, this does not represent a salary for 11 months. If they are being paid for 12 months, the local property owners must fund the full cost for the 12th month, using local and federal revenue urgently required to fund our schools based on the needs of the children. What other 10 or 11 month state funded employees are funded for 12 months?

Avg. Salary Supervisor 2013/2014	Avg. Salary Principal 2013/2014	Total Exp. Supervisors 2013/2014	Total Expended Federal Funds Supervisors 2014/2015	
125,776	124,750	3,197,002	1,295,944	Red Clay
120,110	124,798	722,523	365	NCCVT
117,391	121,744	1,222,845	79,322	CSD
113,528	113,372	600,593	29,831	Capital
107,647	109,553	95,503	-0-	Approquinimink
106,067	131,429	666,990	57,688	Colonial
105,473	114,614	1,024,330	95,661	BSD
104,002	103,838	643,009	200,620	Seaford
100,617	104,300	314,969	49,030	Woodbridge
96,873	118,242	217,755	31,938	Poly Tech

93,824	113,129	469,018	-0-	Cape Henlopen
93,549	102,794	24,705*	-0-	Milford
91,760	108,794	525,104	54,411	Caesar Rodney
90,246	108,414	275,040	-0-	Smyrna
88,221	125,151	78,617*	-0-	Sussex Tech
82,072	105,390	418,992	130,542	Lake Forest
77,756	89,334	170,777	57,191	Laurel
75,640	102,134	469,057	106,914	IRSD
-0-	89,224	103,309	14,837	Delmar

*Average salaries are published by DDOE, total expenditures are published by Division of Accounting and federal funds are published by the Data Service Center in New Castle County. We have a lot of information being paid for by the taxpayers, unfortunately except for average salaries, this information is only available to a few very highly paid employees working in the district offices. It's also unfortunate these very highly paid administrators make no effort to format this data so it can be used to improve allocation of resources. Clearly the information in the chart above raises many questions concerning justification. Is this the best use of these funds?

Comments concerning information in the chart:

- A. Red Clay expended more from federal funds, \$1,295,944 than all other districts combined, \$908,350. {Federal funds are mostly provided for low income and children with special needs.}
- B. Red Clay average supervisors salaries exceed the average salary of Red Clay principal's, more than any other district. What are the responsibilities of a principal compared to a supervisor? How does the state determine the state salaries for supervisors, specialist, etc.?
- C. Red Clay's spending on supervisors salaries exceeds CSD by \$1,974,157 and CSD federal spending by \$1,216,622.
- D. IRSD supervisor is paid \$50,136 less than Red Clay.
- E. Six of the 7 highest average supervisors salaries are districts in New Castle County. What is the justification for this difference? The same difference exist for local benefits, when both salaries and benefits are included, administrators in New Castle far exceed those in Kent and Sussex. What is the justification?
- F. In fiscal year 2015 only 23.16 percent of Red Clay's Supervisors were funded from State Division Funding. What is the justification for Red Clay spending all this money on supervisors instead of in our schools? If the board had to inform the residents, would they spend all this money on supervisors.

In my next message I will report on the cost of local benefits.

Jack Wells

Date: December 10, 2015

Name: Jack Wells

Public Comment: TO: Mr. R. Thomas Wagner Jr. and Ms. Kathleen Davies:

Thank you and your staff for a job well done, your findings, in my opinion reveal what maybe a major flaw in audits conducted by CPA firms and the oversight being provided by our Community Financial Review Committee's that are required by law to be established in every district and charter school.

"Our work looked back to July 1, 2011 and covered three complete audit periods in which the **CPA firm reported nothing to indicate the magnitude of the issues.**" This statement appears in the Press Release,

While the findings are outrages, far more alarming to me, is that during three complete audit periods the "CPA" firm reported nothing to indicate the magnitude of the issues, nor does it appear any problems were revealed by the Community Financial Review Committee.

Question: What findings concerning the misuse of public funds have been reported in the audits conducted by other CPA firms of our 19 school districts and our charter schools? What problems have been revealed by our Community Financial Review Committee's?

Hopefully it will be determined why during three prior audits this misuse of public funds were not revealed, and action taken to correct these problems. Because detail knowledge of state and federal laws and regulations is required to uncover misuse of public funds, I believe audits for this purpose must be done by our state auditors.

The last audit of the Red Clay School District is dated June 30, 2008 and is a Financial Statement. How often are school districts audited? Would the scope of this audit, conducted by a CPA firm, reveal any misuse of public funds? During the next audit, will the scope of the Red Clay audit require that they verify funding provided by the last referendum is being used for the purpose they were provided?

I am also troubled the "Community" Financial Review Committee did not uncover this outrages spending This leaves me to wonder who provided these individuals instructions on what should be reviewed. Does the Auditor of Accounts provide training to our districts and charter schools boards and CFRC? Does the Auditor of Accounts provide guidance on area's of concern based on audits? If not, what oversight are they providing on the \$2,4 Billion being expended annually for the education of our children?

Thank You

Jack Wells

State of Delaware
Office of Auditor of Accounts

R. Thomas Wagner, Jr., CFE, CGFM, CICA
Auditor of Accounts

Phone: [302-739-5055](tel:302-739-5055)
Fax: [302-739-4217](tel:302-739-4217)

PRESS RELEASE

December 9, 2015

State Auditor R. Thomas Wagner, Jr. releases the Family Foundations Academy Inspection report.

Dover, Del. – State Auditor, R. Thomas Wagner, Jr., releases another report on a Delaware Charter School. In January of 2015, Family Foundations Academy replaced its entire school board and worked with the Delaware Department of Education to address problems already reported by the press.

Auditor Wagner stated, “My office was tasked with performing a painstaking reconstruction of books and records that were never maintained by the prior school administration to determine if there were any improprieties. It is my hope that, by performing such reviews for entities who purposefully avoid proper record keeping to hide inappropriate conduct, we will demonstrate that they are still at risk of being found out and held accountable. Our work looked back to July 1, 2011, and covered three complete audit periods in which the CPA firm reported nothing to indicate the magnitude of the issues.

The new Administration indicated they have worked closely with staff and DOE to make the appropriate changes. It has been my experience as State Auditor that organizations that suffer such public scrutiny can make significant improvement and even become the model for others.”

For details on the inspection, please refer to the complete report at: [The Family Foundations Academy Charter School Inspection](#)

For more information, please contact Kathleen A. Davies, CPA-PA, CISA, CGFM, CGAP, CFE, Chief Administrative Auditor, at [302-857-3919](tel:302-857-3919) or kathleen.davies@state.de.us.

Date: December 10, 2015

Name: Mark Macielag

Public Comment: To Whom It May Concern,

Put me down for a big NO on this ridiculous idea. I moved to Hockessin for the good school district and was willing to pay for good schools. However I'm not going to have my tax money fund schools in the city and take care of kids whose parents don't. Hopefully we get a chance to vote because people are furious.

Annoyed tax payer,
Mark Macielag

Date: December 10, 2015

Name: Jack Wells

Public Comment: I believe to improve the achievement of all our children we must have greater parent and community involvement and we must fund our schools based on the needs of the children.

Many believe providing additional funding will not result in greater achievement, I believe only time will answer that question, what we know is doing the same thing over and over is not working, we must make the effort.

One of the major elephants in the room is, "What is the source of funding?" The answer to this question has been made even more difficult because;

1. Of the skyrocketing increase in delinquent school taxes since 2008, this fact must not be ignored.
2. Also because of the failure of the WEIC Funding Success Committee to make any recommendation on where savings can be achieved or how funding can be used more effectively. With expenditure of \$2.4 billion annually, the failure of this committee to recommend any savings or efficiencies has sent the wrong message to Delaware residents. What is the message? The WEIC Funding Success Committee have determined no savings can be achieved and none of the \$2.4 billion expended annually can be used more effectively, clearly that message does not motivate the residents to support this effort. A very big mistake.

To gain the support of Delaware residents I recommend;

A. Delaware legislators hire experts like they did for the City of Wilmington to determine where savings can be achieved and where funding can be used more effectively. It is vital those conducting the review be aware the state has already cut funding to our schools, while continuing to fund and in some cases increase the staffing above the school level and the Department of Education.

B. To achieve additional savings and more effective allocation of funding, stakeholders must be provided information so they can provide input into allocation of funding. Our legislators can provide the information required by requiring DDOE and our school district to report expenditures by operating unit showing at least the program code, account code, title of expense and source of funding. {Providing communities the per student cost by operating unit and the cost of individual programs and funding used to support those programs will result in more effective use of funding. {Example: We are spending millions for athletic programs in our 9-12 grade schools using local funds, are we spending millions on additional programs in our K-5 and 6-8 schools using local funds?}}

C. State auditors must be used to provide oversight on education funding instead of CPA firms, the fact the outrages spending reported in the auditors report on the Family Foundations Charter School was not discovered in the 3 audits conducted by a CPA firm, auditors must be used to discover fraud, waste and abuse.

These actions will send a very positive message to Delaware residents and will help our JFC deal with a major funding shortage.

Jack Wells

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Lyme Task Force

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Our Leadership

[Pete Schwartzkopf](#)
Speaker of the House

[Valerie Longhurst](#)
Majority Leader

[John Viola](#)
Majority Whip

Fighting Lyme Disease

*Noting that Delaware had the sixth-highest incidence of Lyme disease in the United States in 2013, **Rep. Pete Schwartzkopf** and **Sen. Ernie Lopez** joined advocates and community members to unveil Thursday a series of proposals to prevent the spread of Lyme, raise awareness and improve treatment and coverage.*

The Lyme Disease Prevention Task Force worked the past year to create a unified strategy to combat Lyme disease in Delaware. The task force, which included healthcare professionals, DNREC officials and residents suffering from Lyme, produced a report that identified several initiatives.

Recommendations include creating two working groups to study ways to improve insurance coverage and to research tick biology and ecology, and legislation to help better address ticks and educate medical professionals about Lyme disease. Read the full release [here](#).

City Legislators Call for Action

This week, eight legislators representing the city of Wilmington, including six House Democrats, sent a letter to the city's mayor and council urging them to take action to address violent crime in Delaware's largest city.

The legislators called on the city to adopt and fully implement the recommendations of the Wilmington Public Safety Strategies Commission report, a taxpayer-funded report that serves as a detailed blueprint for how the Wilmington Department of Police should be

structured in order to maximize its effectiveness.

"It has been a full eight months since these recommendations were made, and still large swaths of the report have not been adopted....

"We have an obligation to do everything in our power to help the city we are privileged to represent, but we also must insist that the city use everything at its disposal to address this crisis. We believe that temporary actions such as this funding are important, but they do not provide a durable path forward, such as the one outlined in the Public Safety Strategies report. To continue to ignore this document, paid for with considerable public funds, would further imperil the safety of Delawareans, both in Wilmington and outside the city limits."

[Click here](#) to read the full letter, which was signed by Reps. Charles Potter Jr., Stephanie T. Bolden, Helene Keeley, Gerald Brady, J.J. Johnson and Larry Mitchell, and Sens. Harris B. McDowell and Margaret Rose Henry.

House Pre-file, Session Reconvenes

Yesterday, the House held its first of two out-of-session pre-file days in advance of the General Assembly's return to Dover on Tuesday, January 12, 2016.

A pre-file day affords legislators the opportunity to file new bills with the Chief Clerk of the House outside of normal legislative working days. To review the bills submitted this week, [click here](#).

Delaware House Democrats
411 Legislative Avenue
Dover, DE 19901

If you believe you received this message in error or wish to no longer receive email from us, [unsubscribe](#)

Date: December 10, 2015

Name: Melissa Froemming

Public Comment:

Dear WEIC leadership,

After a year of attending the vast majority of WEAC/WEIC meetings, having been a highly involved mom in a "priority school," having spent nearly a year working professionally in education, serving as a member of the WEIC Meeting the Needs of Students in Poverty Committee, being an active city resident, and as an experienced community organizer, I submit the following recommendations for the WEIC final report, with a specific eye to proposed solutions to meeting the needs of students in poverty. Please note that these recommendations are mine as a citizen, and not being made in my capacity as a DOE employee.

The first recommendation I propose is to put a highly effective site coordinator in every school with over 55% poverty to 1) coordinate wraparound services and 2) engage school families and community. Please note: Title 1 funds can now be used to pay for wraparound services.

Second: free/sliding scale high quality preK on site in every school with over 55% poverty, with most vulnerable kids given priority in enrollment. Promoting high quality in all early childhood education programs is also key, as is maintaining purchase of care, elevating pay and educational requirements for early childhood educators, and offering scholarships for educators to pursue more education in their field.

Third: formal regional PLCs for site coordinators and also for principals of schools with concentrated poverty. Like teachers, these folks need to share ideas and lessons learned, share professional development, coordinate and share resources, etc. I would advocate for technology to be used here to increase access to these PLCs.

Fourth: teacher and leader prep - add cultural competency training, family engagement training, and courses on how to effectively access and manage government and community resources. Quite frankly, it appears our teachers could also use more training on how to apply common core in an interdisciplinary, student-focused way. The arts and music don't need to be seen as separate - they should be integrated into the curriculum. It is even more critical for learning to be culturally sensitive and engaging for students who come from homes where little to no support may be in place for their learning. Also in my dream world, school leaders would be given some basic communications training so that they are empowered with all the tools necessary to advocate for their schools.

Fifth but probably should have been listed first: the DOE and districts should be mandated to conduct equity assessments - take a full inventory of programs, resource allocations, facilities, etc in order to identify where they are and to inform where they should go to improve outcomes for their neediest kids.

Sixth but should probably have been listed second: state agencies should be using one universal number for every child in the state of Delaware, and use that number as the foundation for effective coordination. This is essential to meaningful collaboration between agencies in meeting the needs of children in poverty, effectively improving outcomes for them, and tracking and measuring these outcomes.

I have other recommendations, but these seem to be the most impactful and feasible, are evidence based, and have the specificity that is still lacking in current report recommendations but is being demanded by the community. The lack of specific solutions to problems beyond funding and Redistricting is resulting in an erosion of support on the ground for WEIC. I would encourage moving beyond the broad goals and into promoting very specific, actionable, and impactful solutions in this plan - and I would also suggest promoting an informed timeline and proposed owners for implementation of these specific solutions in the final report. (I recognize this has already been done for some recommendations.) Please also note that many of the recommendations I propose here don't require large amounts of new school funding, so they can be pursued immediately.

Thank you for your time and attention to my recommendations, and please forgive abbreviations and typos, as I am submitting via my phone.

Respectfully,
Melissa

Date: December 12, 2015

Name: Veronica Gates

Public Comment: To the Wilmington Education Improvement Commission ,

I am an educator and a parent of 3 children in the Red Clay School District. I attended a town hall meeting on December 8, 2015, at Brandywine Springs Elementary School. I did not speak but listened as other educators and parents repeatedly asked Red Clay to not absorb more students. I agree that every child deserves an equal opportunity to education, these opportunities exist at their schools, the problem is poverty. In addition, Red Clay has 3+ schools that are currently under performing in the Wilmington area, Red Clay has not proven its effectiveness in these schools which have similar socioeconomic patterns. I am concerned the funding distribution will be unfair, students that are currently in Red Clay will lose resources, and teachers in Red Clay will be pushed to make up the gap that exists as a result of poverty. I am opposed to Red Clay adding these students to the district.

Veronica Gates

Date: December 12, 2015

Name: Veronica Gates

Public Comment: Joe:

Request current status of replying to my questions.

When delinquent school taxes increase in one year by 81.7%, {\$5,599,894 in fiscal year 2013 to \$10,159,226 in 2014 this problem cannot be ignored. If available I would like to be provided the delinquent taxes for 2015.

Jack Wells

**Public Comment Received via Online Form at
www.solutionsfordelawareschools.com**

Date: 11/18/2015 8:27:29

Name: Robert Critzer

Affiliation: retired

Public Comment: I do not agree to have everyones property taxes raised to pay for schools . It is time to let the people with kids pay for their education. Change the tax based on the number of kids you have. For example , one kid would be the base rate , two kids a higher rate, and three kids an even higher rate. We have paid for education our whole life and have never had children. there are a lot of other seniors like us that have paid more than our fair share for education.

Date: 11/18/2015 9:12:31

Name: Alexander Tobias

Affiliation: Red Clay parent

Public Comment: Red Clay homeowners are tired of the repeated tax increases and rigged elections that make it hard for actual working homeowners to vote (10 am poll openings, free pizza for parents who are likely to vote yes).

We can afford to educate all our state's students on \$10K/student/year like other localities around the country. Expenditures on technology are excessive and wasteful. Every kid can learn to use an iPad in other settings and giving iPads to take home will be an unmitigated disaster.

The most important things for promoting education are disruption-free classrooms and a longer school year. Every summer we set our kids free for more than 60 days and then wonder why they forgot so much when the first day of school rolls around. We need to increase instruction days by at least 30 days/year. Why so many in-service days? They should use the summer for training, and also snow days - they can connect remotely from home on snow days for training instead of having so many scheduled in-service days.

This may sound like a rant but my friends and family have been talking about these ideas for a long time. I would be willing to pay for a longer school year, especially since it would reduce my camp expenditures, but I am not willing to pay even more in taxes to support expansion of my school district. We work hard to live in nice neighborhoods with good schools and pay more than our share in federal and state taxes to support those less fortunate, disciplined, or skills. Enough is enough!

I would also support a statewide or county-wide school tax structure. I believe all schools should be funded for success. But that will not stop wealthy neighborhoods from giving more to their schools in the form of charitable donations, etc. Expecting 100% equality in our schools, especially equality of outcomes, is not reasonable. Students come from a huge variance of households and starting points.

Date: 11/18/2015 10:17:23

Name: Wade Adams

Affiliation:

Public Comment: Do not raise property taxes. Delaware already spends more per student than most states and it still has the one of the worst school systems in the country. If you want more money get rid of the high priced administrators and streamline the red tape.

Date: 11/18/2015 17:50:39

Name: Alexa Hurley

Affiliation: Retired Fourth Grade Teacher

Public Comment: Successfully educating children has nothing to do with a school board's authority to raise property taxes nor does it have any correlation to the amount of money the state gives a school based on some useless formula. A child's achievement is directly connected to the environment that child is born into; good, bad, or indifferent, and a classroom is a reflection of the teacher that stands in front of it; good, bad, or indifferent. Until and unless these two front and center issues are addressed nothing will change and money will continue to be wasted, but, then again, waste is exactly what happens when the powers to be spend other people's money. Thank you.

Date: 11/18/2015 21:51:42

Name: Anthony Orsetti

Affiliation:

Public Comment: I would like to know when there will be a vote on the possibility of a tax reassessment I read in the newspaper today.. 11-18-15

Date: 11/19/2015 0:23:46

Name: Concerned Delaware Citizen

Affiliation:

Public Comment: I don't understand WHY this idea is currently being entertained. The detailed plan should come before the idea is approved. The big huge questions like how will this be funded and implemented without undue burden to Delaware citizens should be fully address before moving forward. Historical test scores show that the Red Clay School District is only moderately successful in providing education to the students that are Wilmington City residents. Current Smarter Balance test score show that Red Clay city elementary schools scored among the lowest in the state. Why does Red Clay not have any regular High Schools within the city limits? Why is it OK to bus kids from the city to the suburbs but not bus kids from the suburbs to the city? Red Clay already has it's hands full how are they going handle even more schools and students? I disagree with increasing tax assessments and giving Red Clay authority to increase taxes without showing RESULTS! Metrics! Red Clay recently moved to school inclusion for special needs children and reports are that there are a lot of growing pains. Class sizes are increasing and additional demands and burdens are being placed on teachers but it's the students who are suffering. Red Clay needs to work on it's current schools and get them more competitive statewide and possibly nationwide, in particular the school in the city, before taking on additional challenges without a clearly defined plan backed by a record of increased success with the education of city students. I think this idea needs to be put on the back burner until issues with current Red Clay schools are addressed and backed by data which document any improvements.

Date: 11/21/2015 18:18:22

Name: Alan Skolnik

Affiliation: Red Clay

Public Comment: I strongly recommend that Senior's be completely exempt from any re-assessment or tax increase as a result of any proposed realignment..

Having worked the polls for the Christina Referendum at the Shue Medill School - it was extremely obvious that the majority of the people voting were seniors who did not want a tax increase.

Now, these proposals will cause Seniors in Red Clay to pay increases which the Christina Seniors did not want to assume.

All Seniors should be exempt from any tax increase or re-assessment which they cannot afford.

Date: 11/21/2015 18:20:02

Name: Alan Skolnik

Affiliation: Red Clay

Public Comment: I strongly recommend that Senior's be completely exempt from any re-assessment or tax increase as a result of any proposed realignment..

Having worked the polls for the Christina Referendum at the Shue Medill School - it was extremely obvious that the majority of the people voting were seniors who did not want a tax increase.

Now, these proposals will cause Seniors in Red Clay to pay increases which the Christina Seniors did not want to assume.

All Seniors should be exempt from any tax increase or re-assessment which they cannot afford.

Date: 11/22/2015 9:40:47

Name: B Williams

Affiliation: Red Clay Suburban Taxpayer, an unrepresented group on YOUR Commission

Public Comment:

"It is unfortunate the WEIC sees the addition of yet another high risk population into Red Clay District, as a way towards recreating a Wilmington District, while you ignore the right of the Suburban RC Community to have a Functioning District, one that is not out voted in Referendum issues due to an overwhelming large City population that simply should be its own District. RC has been failing for 25 years, but the Superintendent and Board refuses to acknowledge it. The teachers have been quitting and the school's classes resemble inter-City hang outs, with the exception of AP classes that are taught on College level.

It is a high crime to push students through a failing system, when the Vo-tech District and some Charters would offer them the stability of learning a specific set of skills in addition to academic (College Prep) skills. Some current students in three of RC schools act like POWs because they know that their automatic CP status is not preparation for their real world.

WEIC has deliberately held their meetings in the City or other Districts, without involving the Red Clay Suburban Taxpayers around Al duPont, who will be expected to pay for Your new Taxes, if passed by the Legislators. Many single homes of retirees have a \$1000/month income. We wanted meetings in our locale. No one on the commission represents Suburban RC Taxpayers. The Legislators are lined-up to stop this! Please reconsider ~a positive course of action~, as detailed below.

Avoid the Tragedy of placing an additional 2480 City students in the Red Clay ""Priority"" District. ~Red Clay is in near failure, now.

I have regularly been a substitute teacher, in all the local schools, in all grade levels over many years, recently retiring from the U of Delaware. This has given me a unique perspective to observe successful Districts, like Brandywine and NCC Vo-Tech and to compare the quality of their education with Districts that are in near failure, like Red Clay and Christina. Many schools are exceptions Conrad, Brandywine Springs, Skyline etc., but overall, no new, at risk student populations should be sent to the Red Clay School District.

Your Wilmington Improvement Commission has a Two Month timetable so tight that a plan must be completed and presented at four Public Hearings before December. Your Commission was chosen for its PC attributes and is rubber stamping an enlargement of the boundaries of Red Clay District, to include the Christina District's Court ordered portion of Wilmington's East Side into Red Clay. Your Commission appears to be unaware that there are distinct communities of East and West that are geographically separated by the Christina River. The

""greater East Side"" should be re-united within the Brandywine District. Until the creation of a Wilmington District, the West Side should continue to be part of the Red Clay district without any additions.

Brandywine District is the best candidate to absorb Christina's City students and give them a quality education. Red Clay's Superintendent has no plan for enacting ""the improvement"". The District has had a flawed vision since it was formed**. Brandywine spelled out its successful formula during the recent re-districting meeting. Brandywine is ready to include the East Side students that currently attend Christina schools. Red Clay's Court ordered mission was to provide an education to Wilmington's West Side, that includes a high proportion of special needs students, both non-English Central Americans and urban poverty. Brandywine's mission was to provide an education to Wilmington's East Side and that ~should include~ absorbing the 2480 students of Christina District that are from Wilmington's East Side. Proportionally, its responsibility for City students would then be the same as Red Clay, approximately 4000 each.

Wilmington has always had its own school district, just as it has its own City tax. The effect of busing students from Wilmington to rural Yorklyn is not educational betterment. The true result is the dominance of an intercity ~the Commission calls it ""Cosmopolitan""~ culture in the Red Clay Schools. There is a diminishment of educational opportunity for all, since there is no attachment to the values of a single Community. An already over burdened Red Clay is Un-Able to provide a uniform education model. The inclusion of vastly different socio groups will automatically create a ""special needs"" component within the schools of over 50%!

30 years ago, a Federal Judge took over our Right to keep and pay for our Schools locally. We have been released from this bad deal. In the current situation, the non-landowner majority is making the referendum decisions about the flow of tax money. Why should Red Clay landowners pay for an even larger District, when RC actually needs to be split up? Wilmington needs its own District to develop Community education again, paid for with State and Federal money.

~There is no sense, just busing students around~.

Currently, all area students are considered College Prep, so unless you are an Advanced Placement, you can not get away from those that do not have the background or inclination to perform in CP courses. The result is the slowest are holding back those that are ready to excel. RC has a massive responsibility for special needs students now, with more coming if this ""already done deal"" is finalized. It is time to stop it. The East Side annexation to suburban Western Wilmington needs to be reconsidered before its December deadline.

Red Clay already has 3744 City students with 2480 more coming, potentially, from the Christina District. Red Clay is stressed past the point of providing a fair education to even its best students and possibly failing its least. Brandywine, with only 1989 City students, is currently providing an outstanding education to all and is geographically contiguous to Wilmington's

greater East Side. The East Side should be annexed to the Brandywine District for better apportionment.

An added benefit is the return of PS duPont, as a City High School, inappropriately used at this time, as a Junior High School by Brandywine School District.

>>>Thinking outside the box, would the students, suburban and city, be better off if the Vo-Tech model for 21st Century skills and academics was produced, allowing everyone to pursue a 21st Century vocation? After all, Charter schools are really just Vo-Techs for alternative careers, like banking and math. Incorporate the current NCC Vo-Tech and the Wilmington Improvement movement together. Bring in the 4 or 5 current districts for efficiency and tax across the County equally.

But, don't hang a "consolidated" Super Red Clay on us. Mixing districts has resulted in students missing their chance to specialize. Let the students buy into their own futures in the proven academic Vo-Tech model. Teach printing and cursive to Elementary students again. Skills matter!

Please, Do not doom Red Clay Citizens with an impossible task. Thank you, B Williams I believe your position is key to a successful outcome.

** I was told by the head of the Dickenson HS Math Department, ""during your 3 week assignment in Statistics class, you will not teach anything because the students do not want to learn anything"". Implying the students were College Prep in name only.

If Wilmington is ever to be re-united as a City School District, we need two equal sized districts Brandywine (4000) and Red Clay (4000) brought up to speed, split and then recombined as a single City ~and a Suburban District."

Date: 11/22/2015 15:50:46

Name: Kim Hoeschel

Affiliation: Red Clay parent and resident

Public Comment: Since the Commission's funding committee has not been able to "reach consensus" on addressing the local revenue challenges, it's unfair and unreasonable to expect the public to support a proposal that lacks details on tax increases. The public may very well support reasonable and fair tax increases that would improve the education and meet the special needs of children living in poverty. However, until the Commission comes to a consensus and provides specifics, the public will not support this. No blank checks.

Date: 11/23/2015 15:53:18

Name: SUSAN KLINEFELTER

Affiliation: RETIREDE TEACHER (COLONIAL DISTRICT)

Public Comment: My idea to raise money for the state and update property values for taxation without expense to the state to asses all state properties: When properties are sold they need to be valued though assessment for financing or sale price for the new buyer. I think this is public record ??? Use this figure to determine taxable assessment for primary residential properties. It would be a rolling process as properties go up for sale. Other homes would stay at their current value until sold.

People who own a 2nd properties (like beach homes), rentals or apartment buildings should get updated assessments paid for by the state. Also commercial buildings need current tax assessments. This would provide more money for state coffers and school districts.

Respectfully submitted, SUSAN KLINEFELTER

Address removed.

Date: 11/28/2015 6:01:43

Name: Jon Mohr

Affiliation: Red Clay District Property Owner

Public Comment: I have a bad feeling that the property owners in the Red Clay School District will be bearing the brunt of the costs associated with this potential consolidation because of the political aspects of some of your recommendations. I am retired and on fixed incomes and so not get any increases, yet property and other costs keep going up. The state legislature is also thinking of cutting or eliminating the subsidies for the senior citizens' property owners to help balance the state's budget. Potential double jeopardy regarding property taxes.

Sincerely,

Jon R. Mohr

Date: 11/29/2015 18:29:15

Name: susan arruda

Affiliation: retired teacher, Court Appointed Special Advocate, Educational Surrogate Parent, school volunteer at Highlands, Red Clay taxpayer

Public Comment: I have read the entire report and agree that something must be done to empower the children in Wilmington AND their families. Most of the city schools lack the resources (financial, personnel, supplies and programs) that are present in (and expected to be in - by the stakeholders) suburban, more affluent schools. We must go back to the families - most with limited resources - and help them to realize that education is the road to success. But this also means that there needs to be a shift on the part of many city families - stop having children if you cannot provide for them; encourage the presence and involvement of fathers; stop the violent culture that affects the lives of these children. Utilize the schools as community centers; many urban parents see the schools as a threat due to their own non-positive experiences. I am extremely concerned that our local (suburban) legislators, many of whom have not shown up for community meetings, will vote this whole thing down. They only see the successful suburban schools and charter schools in their neighborhoods and will vote NO because it is what they perceive their voters want. It all ties down to money; if the state wants this to succeed, and it should, then the STATE must help with the finances that will be incurred to insure that ALL children have access to quality schools and programs that are equal to those in the suburbs.

Date: 11/30/2015 14:10:22

Name: Charles Potter, Jr.

Affiliation: State Representative

Public Comment: Please accept this email as my support of the Wilmington Education Commission's interim redistricting plan, which I believe will greatly improve the education of the City of Wilmington's youth. My legislative district is located in the First District in the City of Wilmington. City children have been disproportionately affected by desegregation, and I believe the WEIC's plan to reduce the school districts from four districts to two, and examine funding sources for students with extra needs, as part of their overall effort, will strengthen education in the City of Wilmington, and will prove to be very beneficial to the children in the City of Wilmington.

I urge the State Board of Education to accept the Wilmington Education Improvement Commission's plan in its entirety.

Thank you for your consideration.

Sincerely,
Charles Potter, Jr.
Delaware House of Representatives
State Representative, 1st District
(302) 577-8476

Date: 12/1/2015 0:42:55

Name: Rachel Jarrell

Affiliation: parent of children in RCCSD & homeowner in district

Public Comment: It's understandable that there is a concern for children living in poverty, but there are children everywhere in the state suffering from this type of epidemic. Some of them are in small pockets "here and there", even in the "upper scale neighborhoods". Changing district dynamics aren't going to change parents/guardians involvement in the children's education and overall school intentness. You can't change people's behaviors and make them be involved just by changing the district lines. The parents/guardians with children in poverty first need improvement in wages and education for themselves to understand the importance of educational involvement and for the children they bring into the world. Lastly, there should have been a community wide vote to first see if this was the best choice in allowing the redistricting not just having the governor signing the WEIC into legislation.

Date: 12/1/2015 14:22:15

Name: Martha Buell

Affiliation: Parent of 2 Red Clay students

Public Comment: Why keep 4 school districts in New Castle county? One unified district would be cheaper and more equitable. Our entire state is the size of school districts in other states. Our current 19 districts and the assortment of charters is a waste of money and makes planning challenging. Consolidate. Don't create an inequitably challenged district out of the already existing inequity. Unify, Consolidate.

Date: 12/3/2015 23:34:49

Name: Sameer Patel

Affiliation: Linden Hill Parent

Public Comment: I don't see any benefit for current students and family living in red clay, all said and done we will be left with higher school tax bill and the uncertainty of potentially degraded school environment.

Lot of us had moved to the red clay school district mainly because of school rating and have paid premium for that while purchasing property, all of that is going to be in jeopardy with this proposed "redistricting"

So i am completely against this proposal which is being unduly forced upon us.

Date: 12/6/2015 17:19:25

Name: Nicole Carmean

Affiliation: Red Clay Parent

Public Comment: We need better resources in Red Clay for students with special needs. My son, who suffers from Aspergers, ADHD, and mood disorder, should not be getting suspended and have to resort to Rockford Hospital because the staff cannot handle him. Brandywine School District dealt with WORSE outbursts of his and worked WITH him. Red Clay is not equipped to deal with my son and HE and HIS future and HIS education are suffering. This mom wants to see more resources!

Date: 12/6/2015 17:43:12

Name: Venkat subramaniyam

Affiliation:

Public Comment: I am surprised that the governor who advocated a 3 school district formula is now suggesting this alternate plan. The ideal solution to the expanse of the quality of education is to limit the number of districts, thereby trimming administrative costs and focusing more on the quality of education. The current plan, though suggested by the committee, fails to aid in providing better quality of education. Shift of school district lines does not alter the core problem that all students in delaware faces, it only shifts the responsibility. I feel that by shifting these schols around, the better performing districts would be under added pressure and would result in the current poor performing districts look better and the current better performing district being pulled down in terms of the quality of education provided.

This plan only shows that the can is getting kicked down the road for a future failure. I strongly recommend doing away with the numerous districts currently in vogue and limiting the districts to a few and by possibly creating 1 greater wilmington school district with a 5 mile zone or the like from Caravel building. This might be a better solution rather than the one proposed in this plan.

Date: 12/8/2015 21:43:25

Name: william manning

Affiliation: Red Clay School District

Public Comment: My wife and I are seniors who live in the Red Clay School District. We finally retired and live on a very modest, fixed income. We never had children and have been paying our fair share of school and property taxes for over 35 years. Just this year, Red Clay passed a referendum that raised our property taxes yet another 500 dollars that we could barely afford. Having heard the Panel's realignment proposals to re-assess property taxes as a way to get money to help bolster the district so it can absorb Wilmington students and schools currently served by the Christina School District, we urge the Education Improvement Commission to understand that my wife and I, and many of our senior neighbors, cannot afford another increase in property taxes, or we may be forced to move from our homes that we worked so hard for. Please reconsider other options other than raising our property taxes again. Perhaps consider a sales tax instead so that everyone in Delaware pays for this education overhaul, and not just us property owners. Please.

Date: 12/9/2015 16:49:16

Name: Brooke Balan

Affiliation: Parent/ Red Clay Resident

Public Comment: Education can make a lasting difference in a child's life. But education is just not good for the child; it is good for the nation. Investing in education is not just the right thing to do, it is smart economics. ~ Yoka Brandt, UNICEF Deputy Executive Director

I do not claim to know the answers to the problems facing our State's education system. These are solely my opinions based on my experience as a lifelong resident of Delaware, a product of Red Clay schools, a mother of two daughters in Red Clay schools and a member of a PTO Board in Red Clay.

1. The educational system that we have now is not working for a number of our state's schools.
2. I am a proponent of Choice and Charter schools, was on the Board of a potential charter school, my oldest daughter is choiced into her middle school and both daughters have applied to charter/magnet schools for next year. However, in a perfect world, choice need not exist. In Delaware, there is a preponderance of these schools because families are dissatisfied with their traditional feeder schools. Why? The system that we have now is not working.
3. We need neighborhood schools. Parent involvement is key to student success. What facilitates a single parent working full time being able to attend his/her child's Meet Your Teacher Night- a five minute walk to a school in the community or an hour bus ride during rush hour traffic (if a bus route even exists) to a school in the next town? This summer, some students had their school's "open house" brought to their home. Kudos to all the people who made that happen. Your willingness to help these children is wildly applauded. But it shouldn't have to happen. These families should be able to attend their own open house. The system that we have now is not working.
4. A fair statewide property assessment is needed. An assessment hasn't been in 30-40 years depending on the county. Approximately a third of property owners are paying more than their fair share. However, I do not agree with the portion of the proposal that Red Clay would be given the authority to raise our taxes in the interim before a property assessment is done! It also seems to me (the person without a finance degree, mind you) that there is a large population of non-property owners who utilize the school system but do not pay any property/school tax. Is there some way to institute a renters' tax? The system that we have now is not working.

We need to look at our entire system, fix what is broken, replicate what is working and start rebuilding for our children's future. This should not be relegated to just the schools in question, nor even the districts in question. This is a state wide problem and needs to be addressed at that level. Teachers and administrators should not have to beg, borrow and steal for units and resources in order to meet the needs our children. I do not know if WEIC has the answers but at least they are searching for answers and that is what we need- a start to a long overdue discussion and revamping of our education system. Something needs to be done NOW.

Investing in our state's schools, ALL schools, and therefore ALL of our children is an investment in our future. And theirs. Without it, we have no future. Thank you. ~Brooke Balan

Date: 12/9/2015 23:33:51

Name: David Christel

Affiliation: Parent in Red Clay Consolidated School System (North Star)

Public Comment: As I find the goals of providing a quality education to all students all an admirable goal. Attempting to take a fully functional and fully funded school system and forcing an expansion could have a lessening of the quality of the Red Clay system.

What makes public schools run smoothly and provide a high quality education is simply the community. Red Clay has a solid community supporting it's schools system and providing the necessary resources to function at a high level. This partnership of school and community ensures the children of that community receive education envisioned by the community. Community backed bonds are voted in and capital improvements are supported. Endless hours of volunteer services from fund raisers and PTA organizations keep the schools functioning. Red Clay reflects the communities desire to have a high performing school system and that specific community in this district met the needs outlined by the school.

Altering this partnership is fraught with peril, for you are altering the implied agreement between the two partners, community and school. Upset this balance can shift the perception of how the local community views its school system and the implied contract has been voided.

Local boundaries and neighborhoods define a community and help define that communities identity. A school system is a clear indication of that communities priorities.

Fusing communities with little regard for their identity, which appears to be happening in this case where Red Clay is being asked to absorb a under performing system does not address Red Clay's community.

Fix the existing Christina system. Some communities have just different priorities and values, this is reflective in how that school system is run. Christina school system needs to reflect it's community and not attempt to take on another community identity. Red Clay should NOT be taking over another school system, they should continue to focusing on keeping inline with the implied contract with their existing community or risk of losing those resources that make Red Clay maintain that high quality education.

Thank you for your time,

Dave Christel

Date: 12/11/2015 14:31:49

Name: Charles Potter, Jr.

Affiliation: State Representative, First District

Public Comment: I have previously provided public comment in support of the Wilmington Education Improvement Commission's goal of having two school districts in the City of Wilmington. It is my understanding that the Commission is now in support of three school districts. I am writing to state that I am adamantly opposed to three school districts. The inclusion of Colonial as a third school district, which serves 178 students, yet receives \$3.8 million dollars does not benefit the children in the City of Wilmington. I urge the WEIC to support its original goal of two school districts in the City of Wilmington.

Date: 12/13/2015 22:31:33

Name: Kat Geralis

Affiliation: Realtor

Public Comment: I am very interested in this topic. Are there any ways to get more involved with the commission or become a part?

Public Comment Received via Mail

Marsha Carter
213 West 18th Street
Wilmington, DE 19802

December 7, 2015

Wilmington Education Improvement Commission
C/O The Institute for Public Administration
111 Academy Street
Newark, DE 19716

Dear Dr. Tony Allen and WEAC/WEIC Members,

All information has been obtained from Delaware Department of Education (DDOE) School Profiles. Information reflects 2014/2015 school year except where noted.

Let me first state that adopting WEAC/WEIC recommendations should include 1 to 2 additional board member seats for residents in the City of Wilmington as a prerequisite.


Red Clay School district serves 15 Elementary Schools whereas 47% did not meet annual yearly progress (AYP). Compare this to Christina School District where they served 19 elementary schools and 21% did not meet AYP. About half of the elementary schools in Red Clay that did not meet AYP are in the City of Wilmington compared to three-quarters for Christina.

The middle and high schools have a different trend. However, it appears that the charters within Red Clay help change the game. For example, 3 out of 5 high schools in Red Clay met AYP yet 2 of them were charters. In essence when looking outside of the charter population, Red Clay only had one high school meeting AYP while Christina had none. Clearly, this is a concern.

Red Clay already has more students than Christina. For 2015, Red Clay had 18,046 students while Christina had 16,255. So, why would we add an additional 3,000 plus students to Red Clay? That would involve ***increasing their numbers by more than a tenth for a population that Red Clay continues to struggle with.*** For example, DDOE reported that for both Warner and Shortlidge ***less than 2 out of 10 third graders met the standards in math and reading.*** The number gets worst for fifth graders.

Why would we take schools from Christina (where 21% of their elementary schools are failing) and place them with Red Clay (where 47% of their elementary schools are failing)? Although impossible to prove, I personally wonder if this plan is about privatizing education (particularly in Wilmington) by your decision to choose a district that is amenable to the charter market. Red Clay has demonstrated that they are unable to bridge the education gap for current students. It appears we are justifying Red Clay failing our students by increasing funding to them. ***Instead, your plan should include a criterion to ensure administrators that have historically failed our students are asked to resign (or not be rehired).***

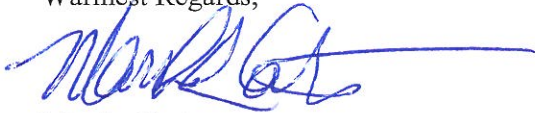
Furthermore, the possibility of reassessing property homes or raising property taxes may leave an undue hardship on the families we intend to assist.



Lastly, we have yet to discuss specific variables that may directly impact a student's academic performance—discrepancies in school disciplinary, curriculum and instruction, design of the school day, teacher dynamics, diversity in the schools, textbooks/resources (or lack thereof). These specific variables, which can aid in bridging the education gap, have been left out of the conversation. ***Consequently, I say we should oppose implementing these changes until a more comprehensive plan outlining how Red Clay proposes to directly improve student performance for both current and proposed students to be reassigned as recommended by WEIC.***

I can be reached by phone at (302) 407-9966 or by email at MarshaCarterSpeaks@gmail.com.

Warmest Regards,

A handwritten signature in blue ink, appearing to read 'Marsha Carter', with a long horizontal flourish extending to the right.

Marsha Carter

Opinion

I remember when the Wilmington Public School System existed which encompassed the city schools. I was doing my Student Teaching at, was then, Lore Elementary School.

That system didn't work out then and I doubt that putting all but Colonial schools into one district will work now.

I suggest the following:

Have parent educators go into homes of social economically disadvantaged mothers and teach parenting skills. Education begins in the home with proper diet, activities, books and language. When children from SED (Social Economically Disadvantaged) homes start preschool, give the "normal to advanced" children extra help through paraprofessionals. Have children exhibiting educational delays, evaluated by preschool professionals. Then, have preschool special needs teachers prepare genuine IEP's. Not select a number from a computer generated list of educational goals.

When the children enter school, hopefully, there will be a "normal" amount of special needs children whose needs can be addressed in classrooms with paraprofessionals to work with the teacher.

If parent(s) can't attend conferences then a teacher and paraprofessional go to the child's home, unless, of course, the home is designated as not a safe environment. In this case

there should be a social worker following the case.

Have reading and math labs in every city school staffed with reading and math specialists who work with small groups. Additionally, the children will have a mentor from the community who will present a teacher generated reading or math lessons once a week.

Work with community, church leaders and retired teachers to provide mentors for all children providing a positive relationship with someone who cares for both the personal and educational development of the child.

Please don't tell me that there is NO money to have these ideas incorporated into the public schools. Look at the budgets and eliminate unnecessary personnel. Go to city government and ask for money. Look into grants-state, federal and private. How much does it cost to incarcerate one prisoner for ten years? My guess is that these proposals are much less expensive and will build up our youth and future leaders of Delaware.

Sincerely,

A handwritten signature in cursive script that reads "Francine M. Passerini".

Francine M. Passerini
Retired City Educator