



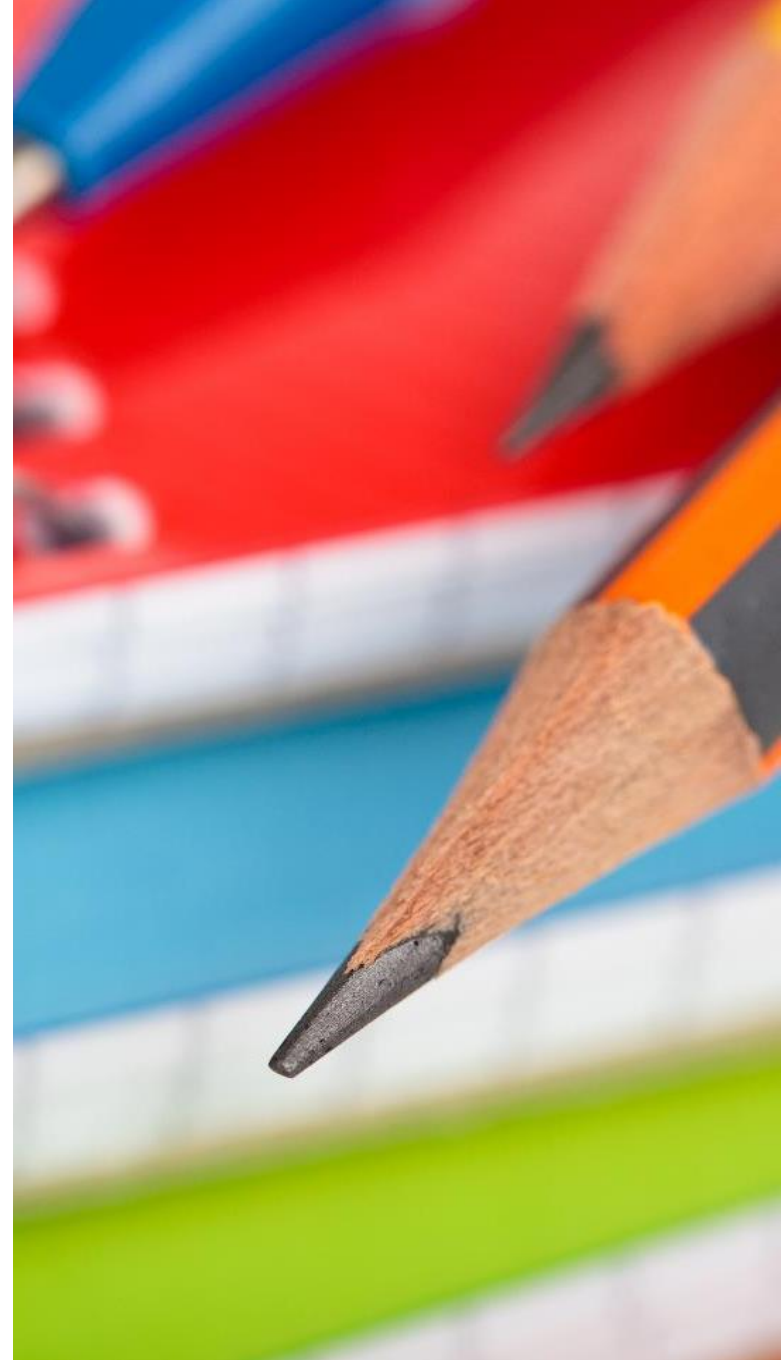
Statewide Review of Educational Opportunities

Phase II Findings and Recommendations

Delaware Department of Education
October 25, 2016

Agenda

- Project Background
- Project Scope
- Key Findings
- Areas for Additional Review
- Recommendations



Project Background

SREO Phase I (2015)

PCG partnered with DDOE/SBE to:

- Identify the current specialized educational opportunities available in traditional, vocational, charter, and magnet schools
- Produce a report on statewide educational opportunities with supporting data and analysis
- Develop an [interactive statewide geographical map](#) detailing school data and information

Data showed that students from **low income families, students with disabilities, and students receiving ELL services** participate in specialized educational opportunities at lower rates than their peers.

Project Scope

SREO Phase II (2016)

PCG was contracted by DDOE in 2016 to complete the following scope of work:

Best Practices	Gap Analysis	Qualitative Data Collection
What policies and procedures increase participation of diverse and at-risk learners in school choice opportunities?	Are there areas where additional schooling options or an adjustment of practice are needed to meet a growing number of students or a shifting demographic profile?	What do stakeholders perceive as strengths and areas for improvement in the current education system?
<h3>Recommendations</h3> <p>How can school and programming options be tailored to meet the diverse needs of Delaware's student population?</p>		

Data Sources

DDOE & Longitudinal Data System

- **Data Collected:**
 - Student demographic data
 - School enrollment data
 - School performance data
 - Statewide enrollment projections

Survey and Focus Groups

- **Data Collected:**
 - Definition of school quality
 - Satisfaction with education options
 - Sources of information re: school options and school quality
 - Factors that impact schooling decisions
 - Strengths of current DE programming
 - Areas of programming need in DE

Key Findings

Best Practices, Gap Analysis, and Qualitative Data Collection

Investigating the National Landscape

Best Practices Review

National Landscape

- Twenty-one states give students the opportunity to enroll across district lines.
- Twenty-two states allow students to enroll in other schools within the district.

Shared Challenges

- Policies have led to separation of students by race and ethnicity across schools/programs.
- English learners, students with disabilities, and socioeconomically disadvantaged students are not accessing options.
- Parents aren't effectively communicated with.
- Transportation often serves as a barrier.
- High-performing schools and districts are "full."
- Schools within and across districts are not effectively collaborating.

Inventory of Promising Practices

- Implementing policies explicitly designed to foster diversity.
- Disseminating information about the availability of open enrollment to more disadvantaged families.
- Improving transportation options.
- Increasing capacity of high-demand schools.
- Facilitating collaboration across schools.

Characteristics of a Quality School

Overview of Themes

Student, Staff and Parent Engagement

- *Students and families are welcome and encouraged to participate in a non-threatening manner that fosters true learning*

School Climate and School Safety

- *A quality school is a place kids feel they belong and love coming to every day*

College and Career Readiness

- *Students are adequately prepared for the rigors of college if they choose to attend, or the work force if they choose not to go to college*

Responsiveness to Diversity

- *Students are treated with equity regardless of race or national origin*
- *A quality school provides various learning experiences that meet children's diverse learning styles*

Quality of Teachers and Leaders

- *Teachers are interested in their own growth as well as the growth of their children and embrace learning opportunities*

Educational Programs

- *Provides individualized supports for students to promote both academic and social-emotional well-being*

School Quality and Choice Patterns

Stakeholder Outreach and Data Review

School Quality

- 80.1% of survey respondents are either satisfied or very satisfied with their current schooling experience
- Nearly 90% of survey respondents believe that access to a quality school is not a given for all of Delaware's students

School Choice Patterns

- Low income students and English learners are less likely than their peers to exercise school choice
- There are five zip codes in which fewer than half of all students attend their feeder pattern school – all are located in New Castle County

School Academic Performance

- Black students, Hispanic students, English Learners, and students who are low income are more likely to be enrolled in schools receiving the lowest academic achievement ratings in the DSSF
- White students are more likely to be enrolled in schools receiving the highest academic achievement ratings in the DSSF
- Nearly 70% of Wilmington students attend schools receiving low academic achievement ratings in the DSSF (1 or 2-stars)
- Less than 1% of Wilmington students attend schools receiving 5 stars for academic achievement in the DSSF

Recommended Areas for Additional Review

- Analyzing the basis of choice decisions
- Identifying areas of concern
- Identifying existing best practices

Additional Data Collection

English Language Learner Needs

- Low sample size of parents who identified as English learners
- Further outreach needed to determine perceptions of school quality and educational opportunities
- Further outreach needed to identify desired programs and current barriers to access

Analysis of High Demand Schools

- Identify schools in high demand amongst subgroups of students with low choice participation rates
 - School Enrollment Patterns Data Report
- Collect information on parent outreach strategy
- Collect information on programs/offerings that draw families to the school
- Identify and replicate best practices

Additional Analysis

School Level Choice Patterns

- Conduct further analysis on schools with a large percentage of students choicing in or out
 - Examine characteristics of students exercising choice
 - Review data and school context: what options exist nearby?
 - What is the basis of these choice decisions?
- Conduct annual review of choice data to identify best practices and areas of concern

District Level Review

- Identify districts with significant demographic differences between students who:
 - Reside in the district
 - Enroll in the district
 - Choice into the district
 - Choice out of the district
- Identify district-specific factors influencing enrollment patterns

Policy Recommendations

- Addressing barriers to access
- Meeting the needs of diverse learners
- Developing school authorization protocol

Recommendations

New School Approval Process

- Develop a comprehensive set of policies regarding authorization of new schools

Communications and Marketing

- Centralize communications at the state level
- Target outreach activities to families who are low income, non-English speakers and/or who live in the City of Wilmington

Collaboration

- Develop formal and informal networks that encourage public, charter, and vocational technical schools to share knowledge and resources

Recommendations Continued

Admissions Preferences	<ul style="list-style-type: none">• Review and revise admissions preference policies that may result in marginalized access (either real or perceived)• Modify recruitment strategies to reflect admissions preferences
Vocational Technical	<ul style="list-style-type: none">• Determine if additional vocational technical programs are needed at comprehensive high schools• Clarify current admissions and applications processes for vocational technical schools
Disproportionate Choicing Out	<ul style="list-style-type: none">• Develop clear policies and practices for schools where an excessive number of students are choosing not to attend the school

Recommendations Continued

English Learner Taskforce

- Create a Taskforce to specifically address the educational needs of English learners

Transportation

- Ensure that transportation is not a barrier to school choice



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