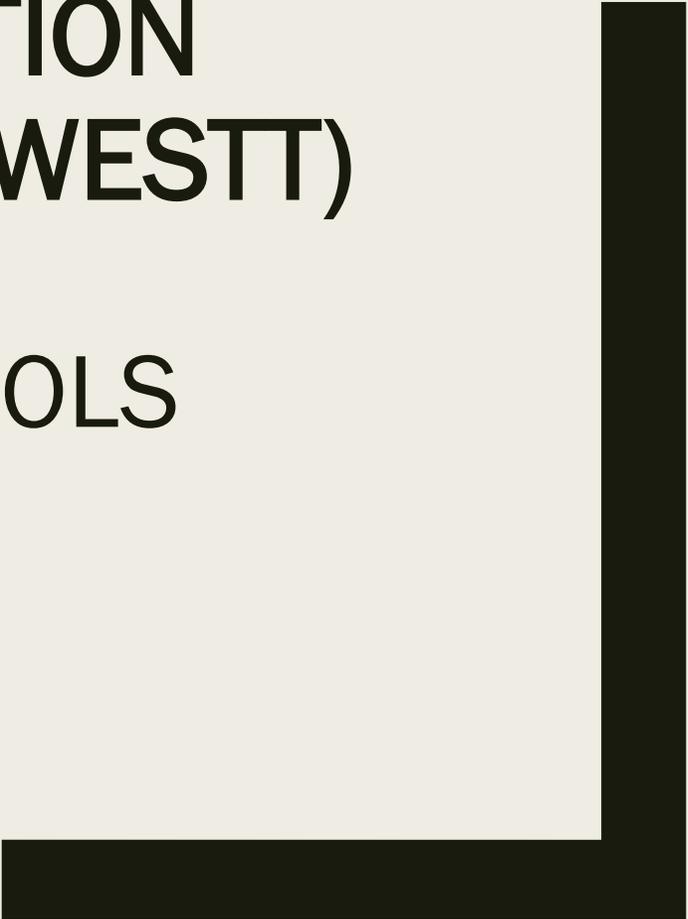




**WILMINGTON EDUCATION
STRATEGY THINK TANK (WESTT)
FAIR & ADEQUATE
RESOURCING OF SCHOOLS**



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)

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

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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.

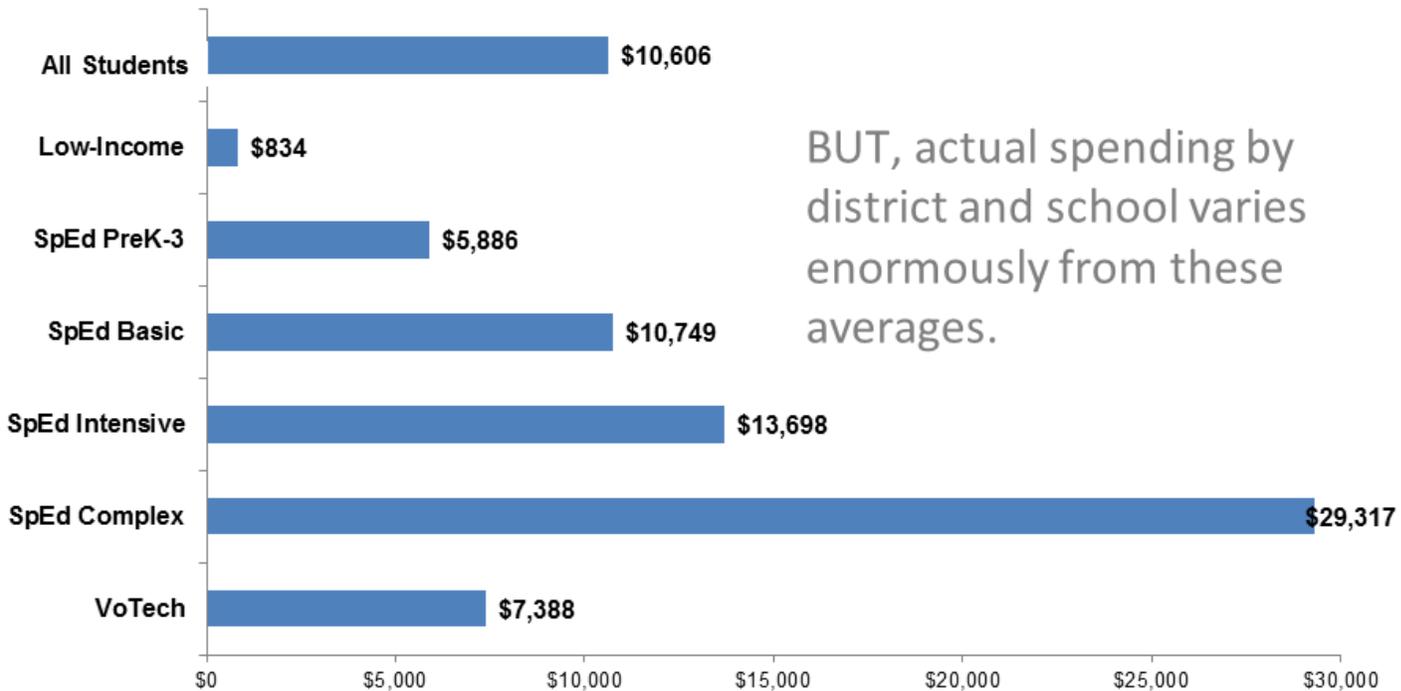
Edunomics Study: Key Findings

- 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.

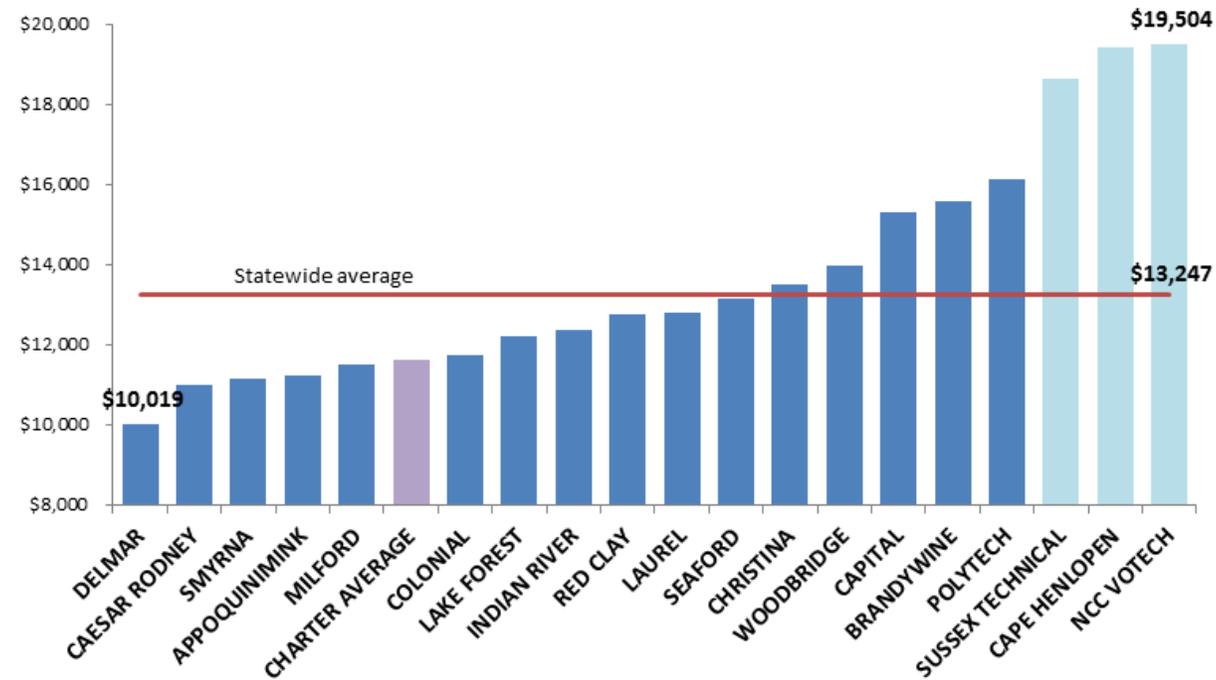


Edunomics: Statewide Inequity



In practice, funds per pupil vary substantially across districts.

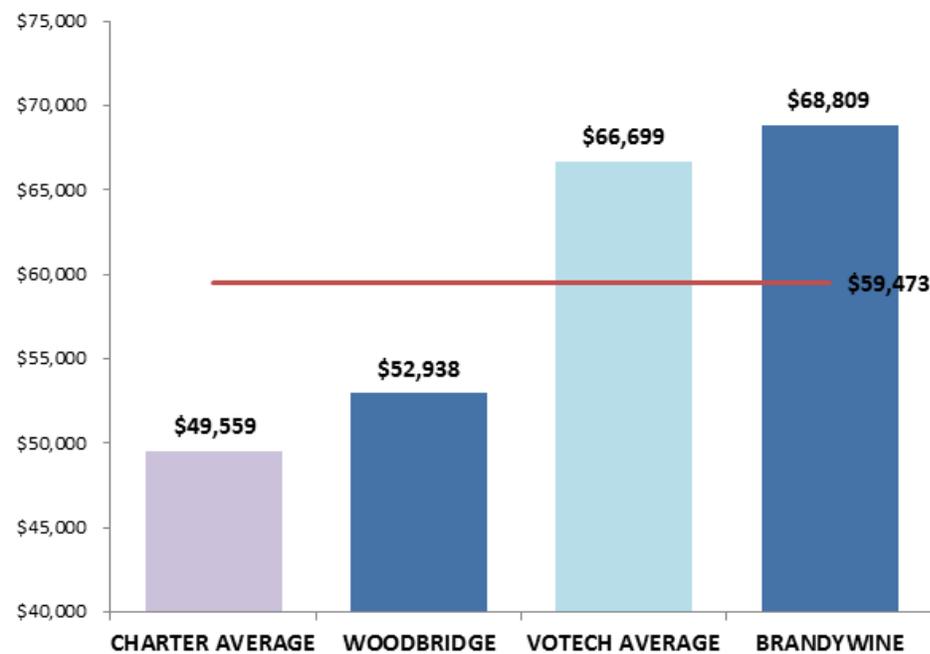
Total Federal, State, and Local Revenue Per Pupil



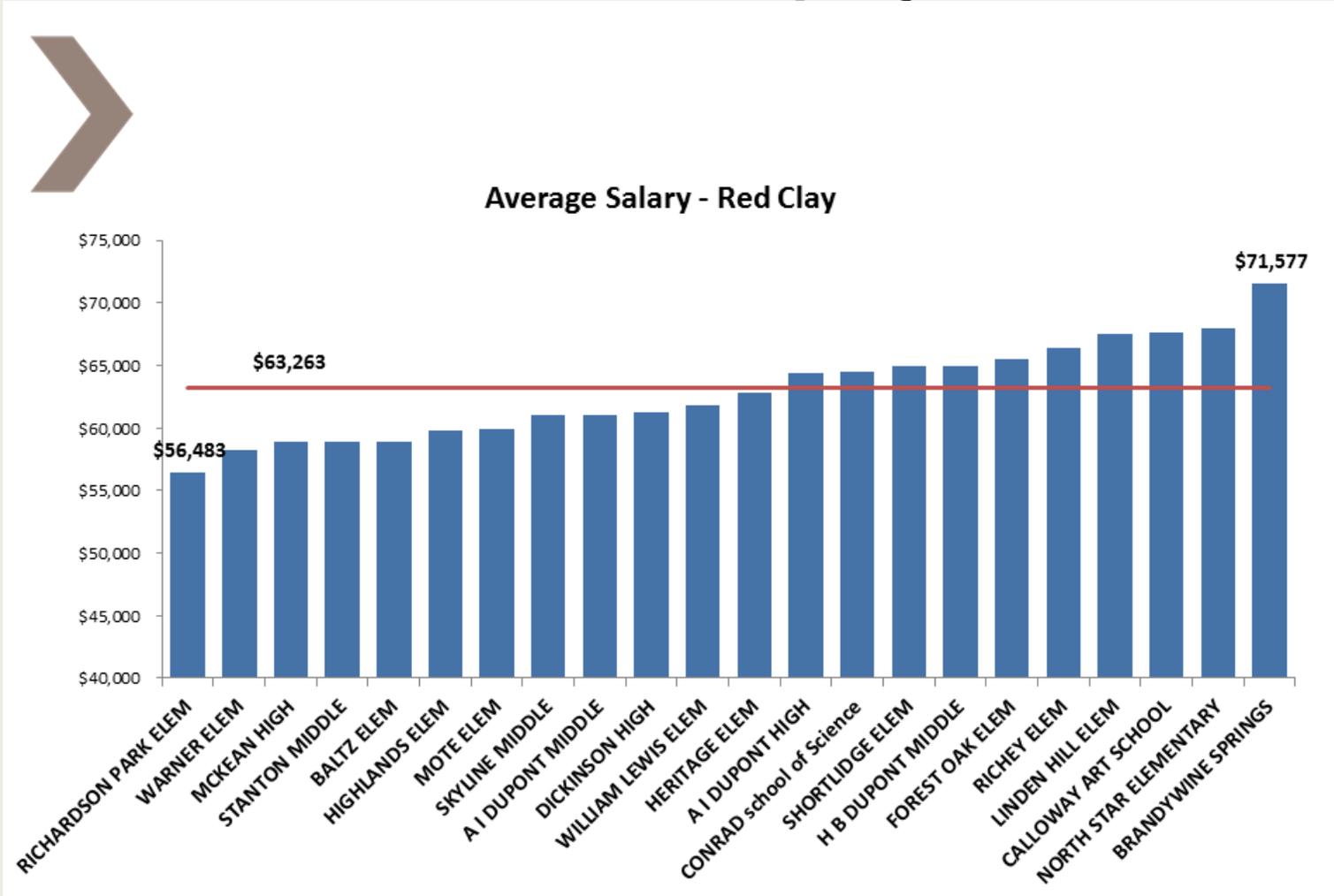
Edunomics: Statewide Inequity



Average Salary All Full Time Teachers



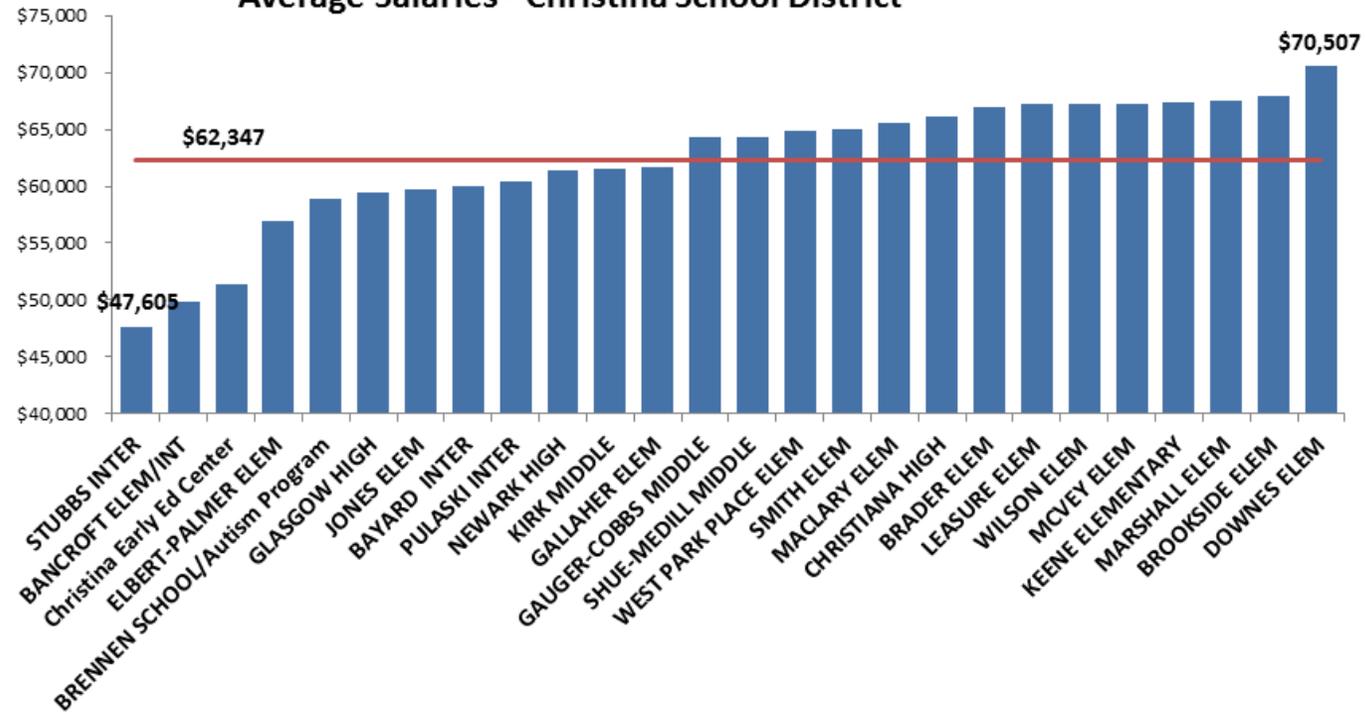
Edunomics: District-wide Inequity



Edunomics: District-wide Inequity



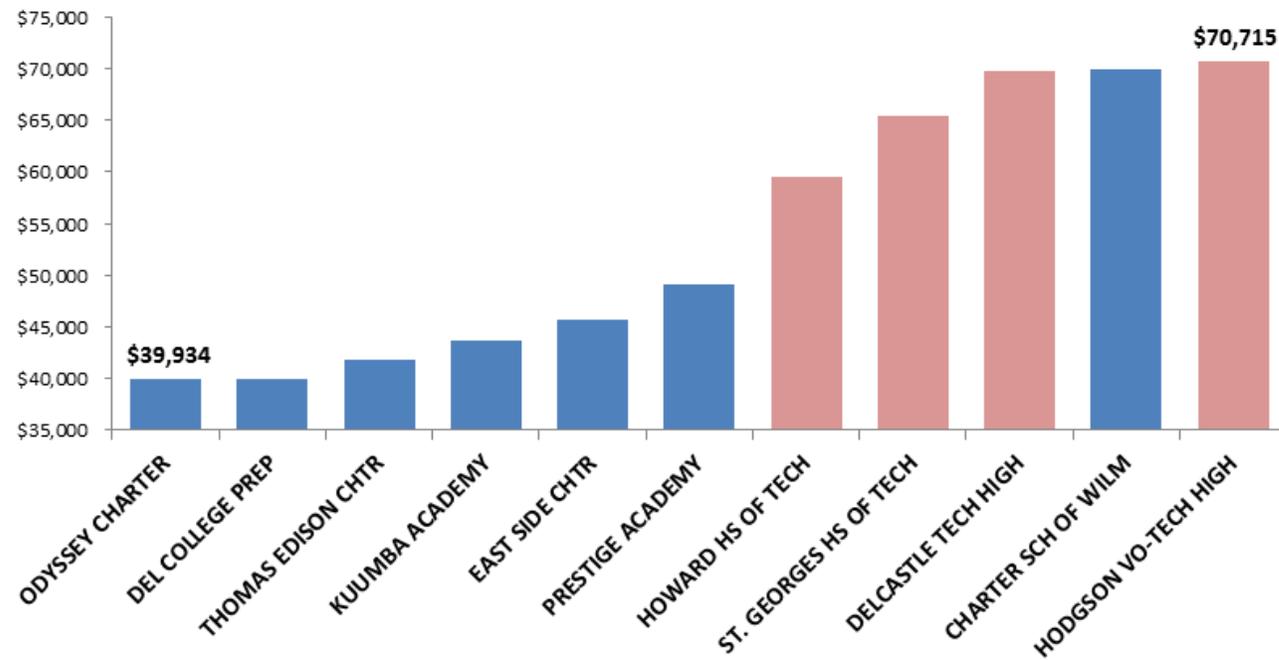
Average Salaries - Christina School District



Edunomics: Inequity Across School Types



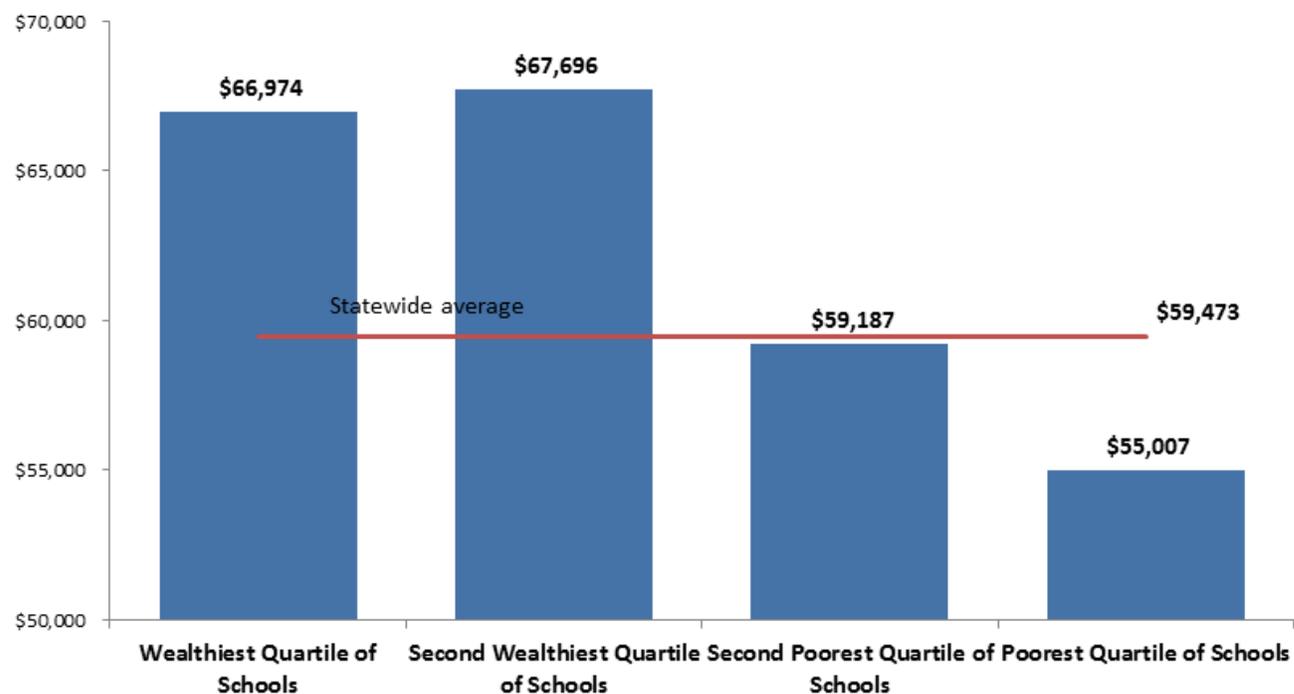
Average Salary -Wilmington Charters and NCC Votech



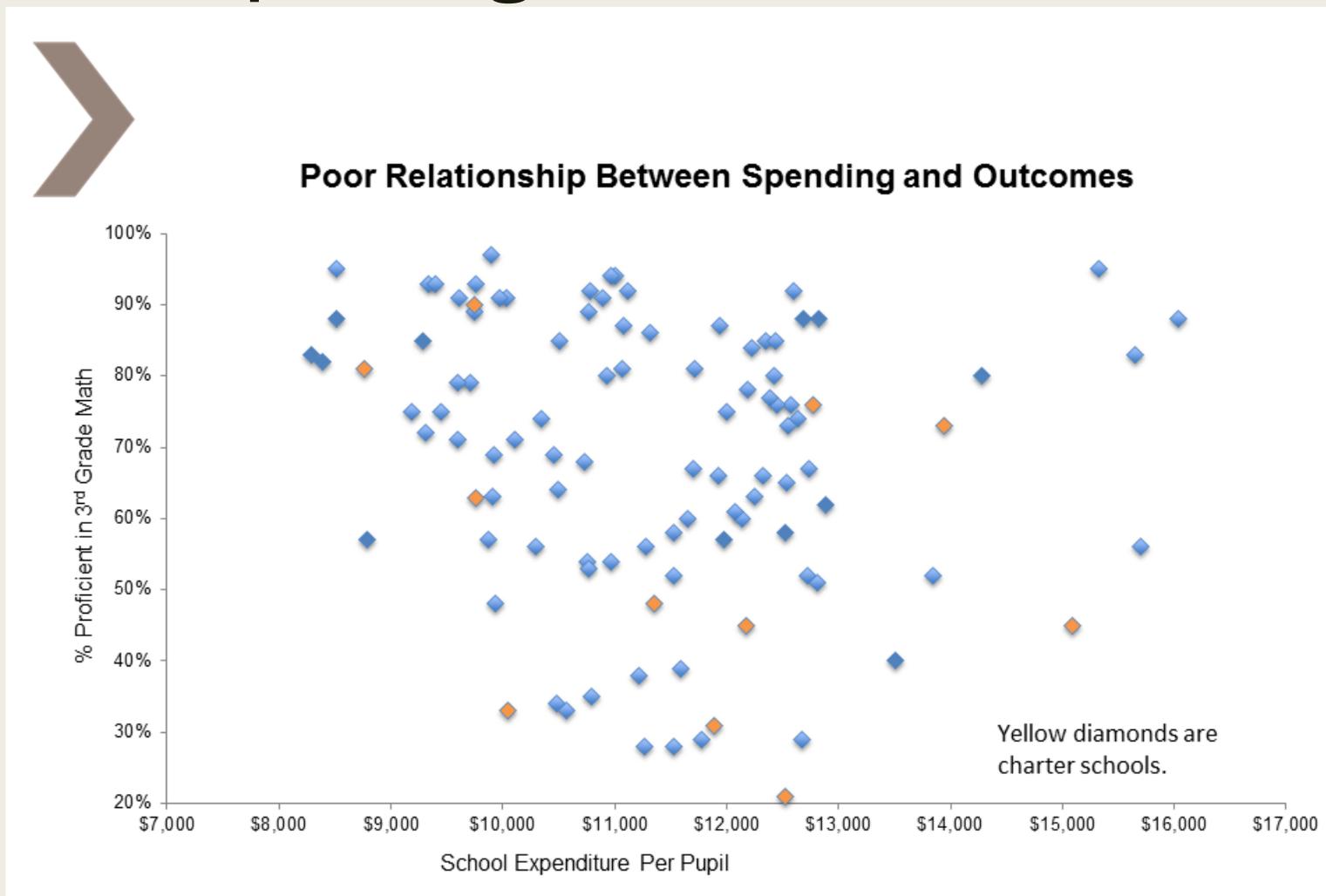
Edunomics: Inequity by School Demographics



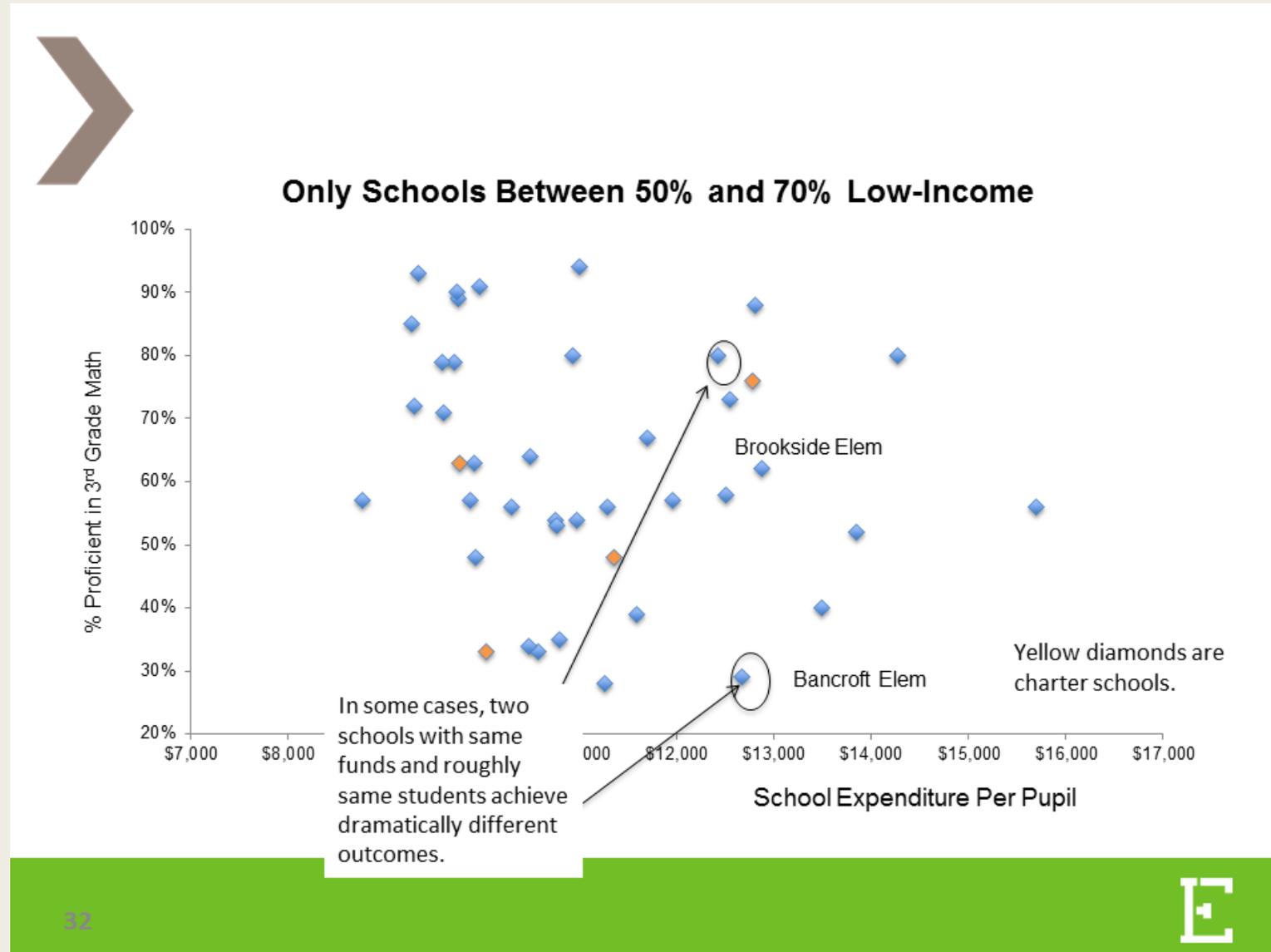
Average Salary by % of L-I Students - School Level



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.