

Delaware School Finance Reform

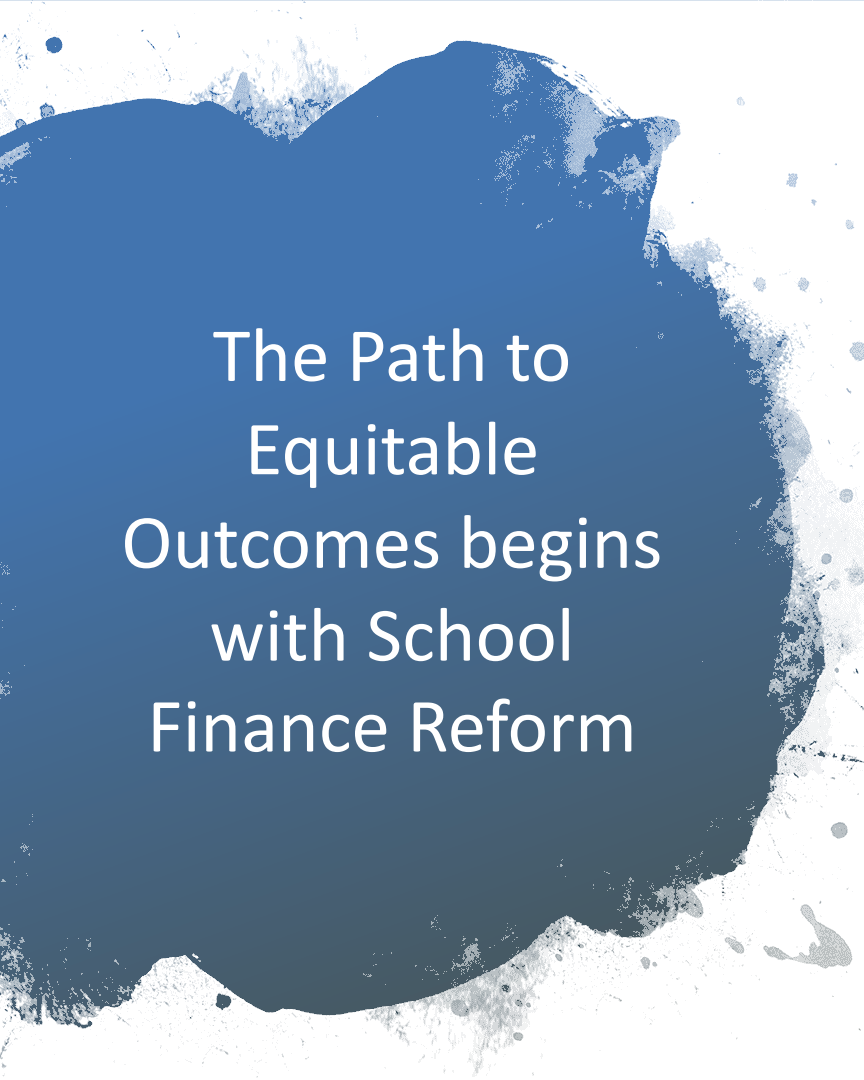
Settlement Work Group: Redding Consortium

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The Path to
Equitable
Outcomes begins
with School
Finance Reform

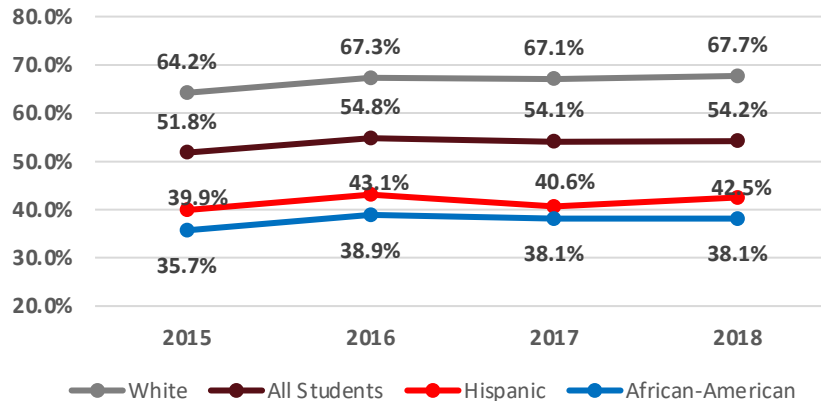
Collective Wisdom in Delaware Supports Reform of School Finance

1. Vision 2015
2. LEAD Committee
3. Wilmington Education Task Force
4. Student Success 2025
5. Wilmington Education Advisory Committee
6. Education Equity Delaware
7. Wilmington Education Improvement Commission
8. Wilmington Education Strategy Think Tank

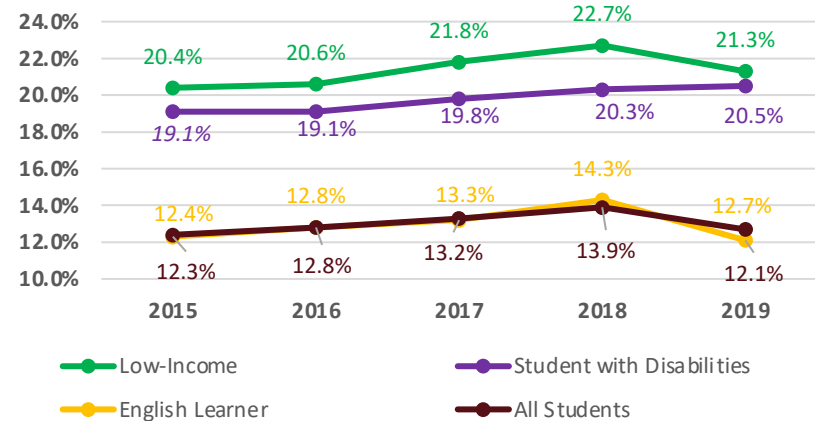
School Finance = Infrastructure

Inequitable Learning Opportunities & Outcomes in Delaware

2015-2018 English Language Arts Scores by Race

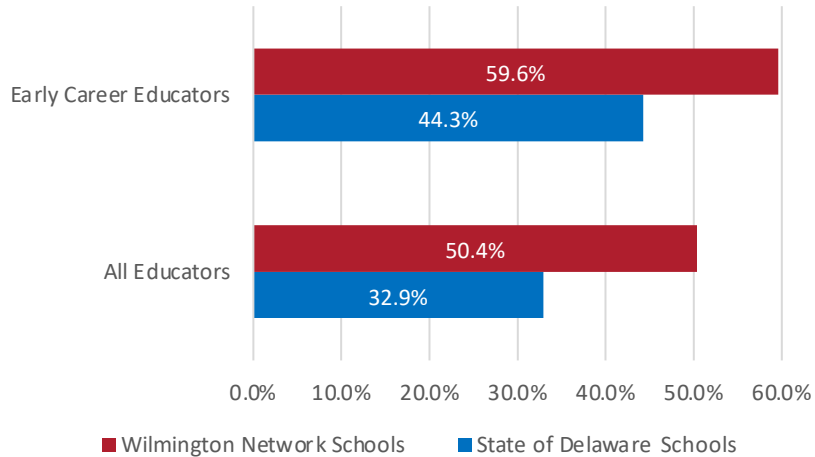


2015-2019 Chronic Absenteeism by Special Demographic

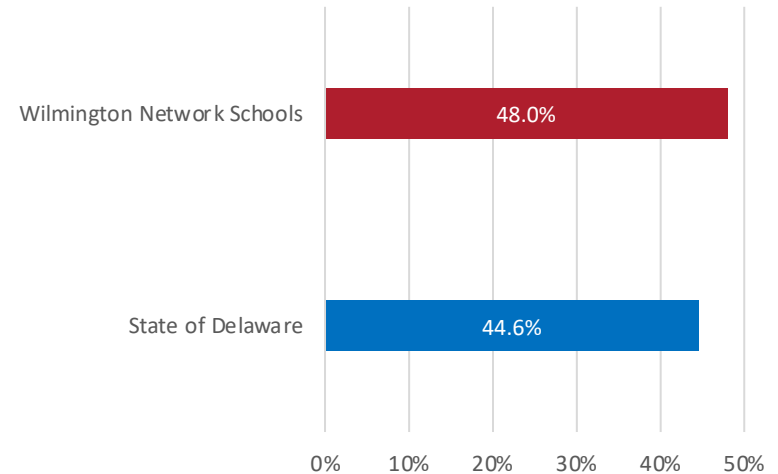


Low Income and Students of Color Concentrated in Harder-to-Staff Schools (K-8)

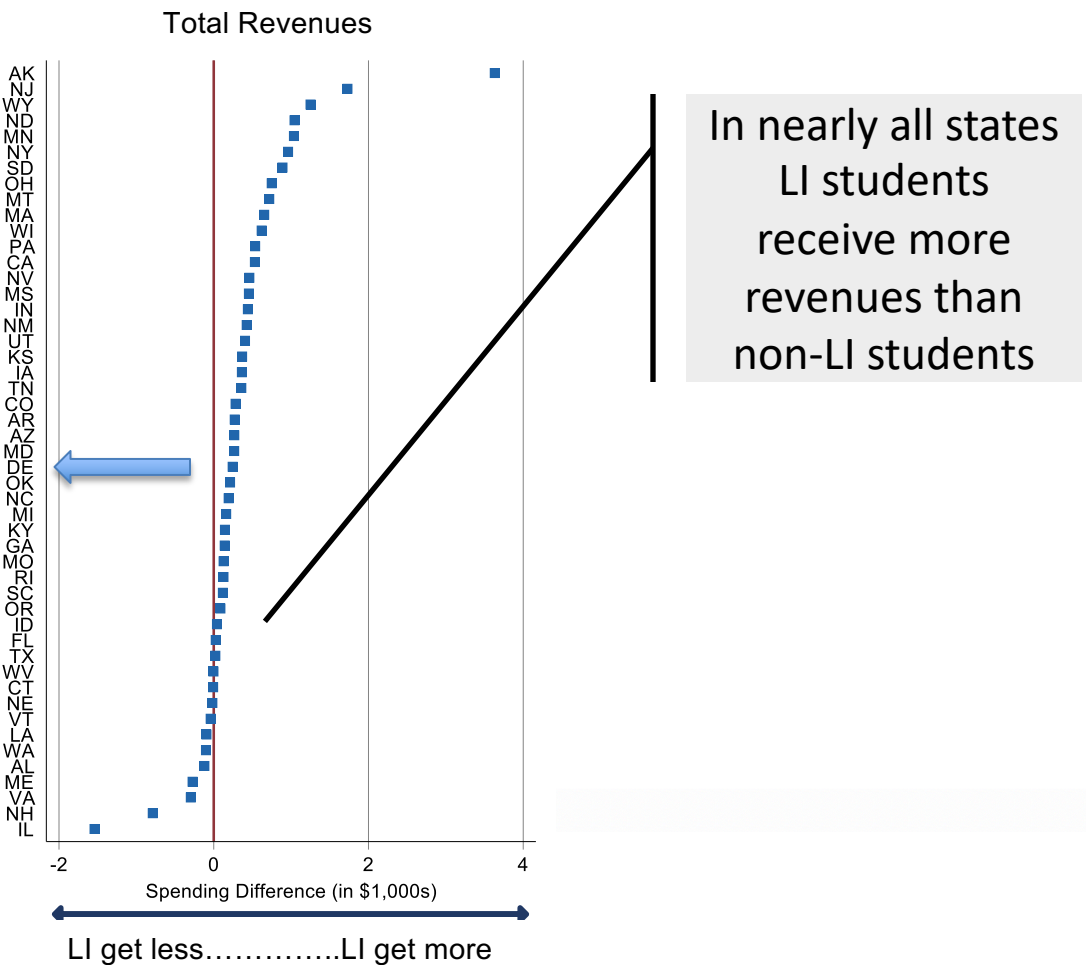
2019 Average Educator Turnover Rates



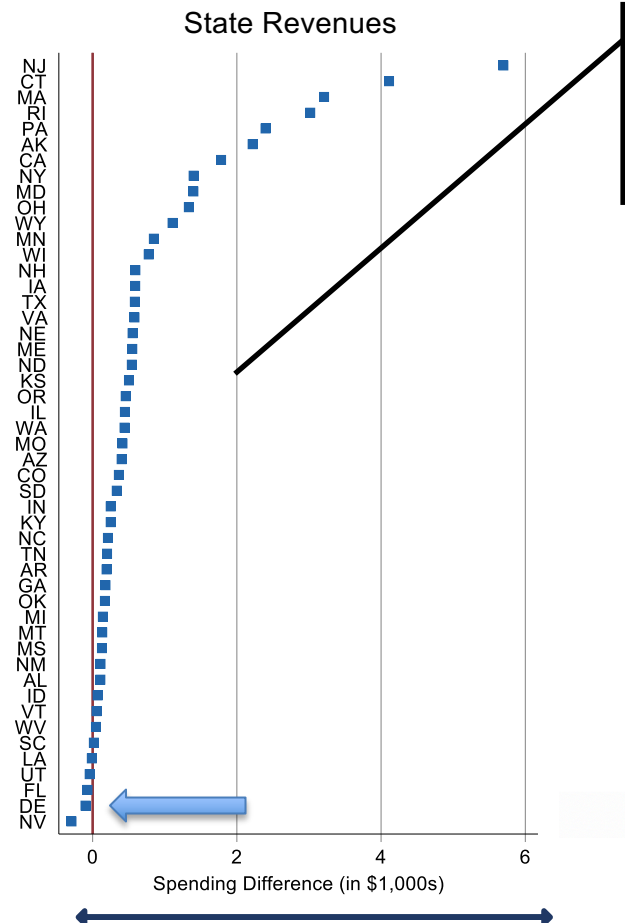
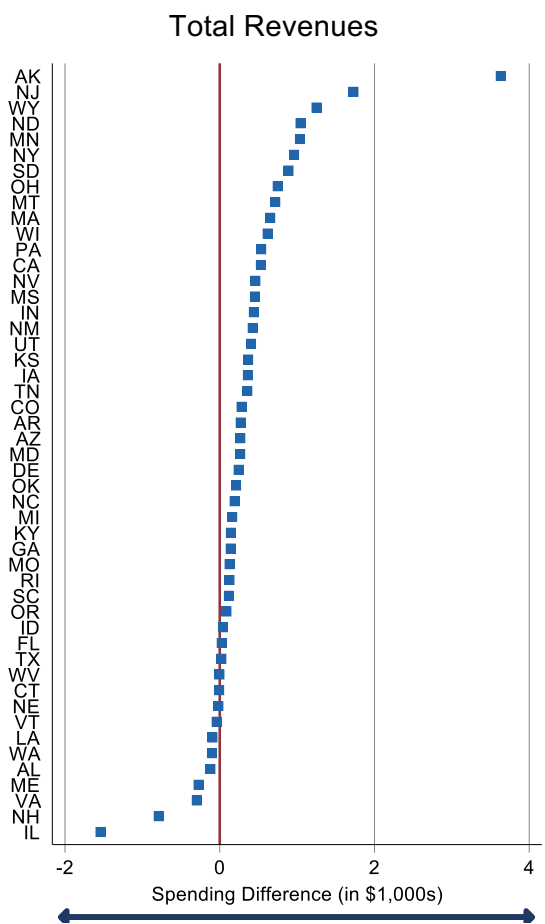
2019 Average Principal Turnover Rates



2017 low-income to non-low-income revenue equity: total revenues (Shores 2020)



2017 low income to non-low income revenue equity: state revenues (Shores 2020)

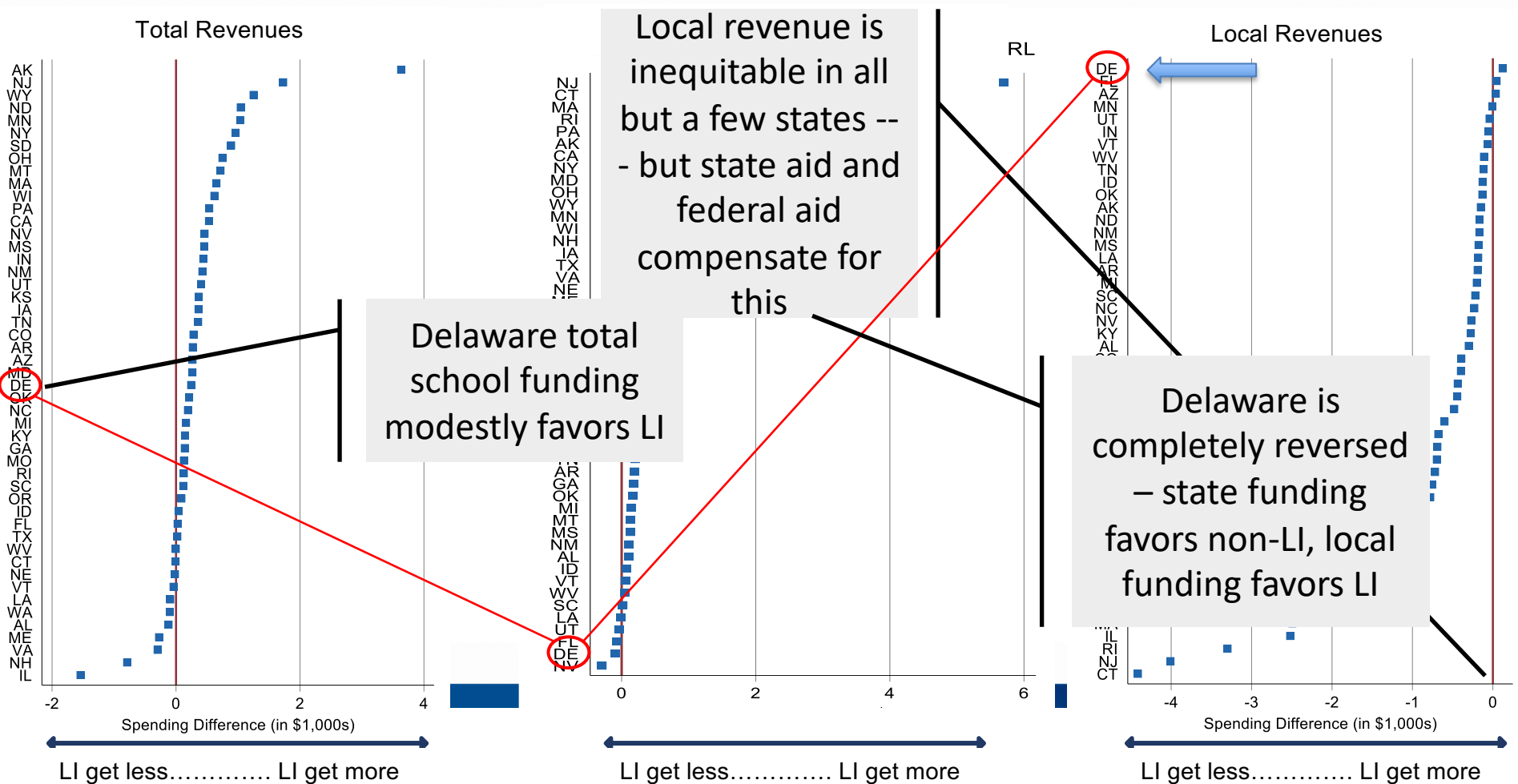


State aid favors LI students in all but a few states

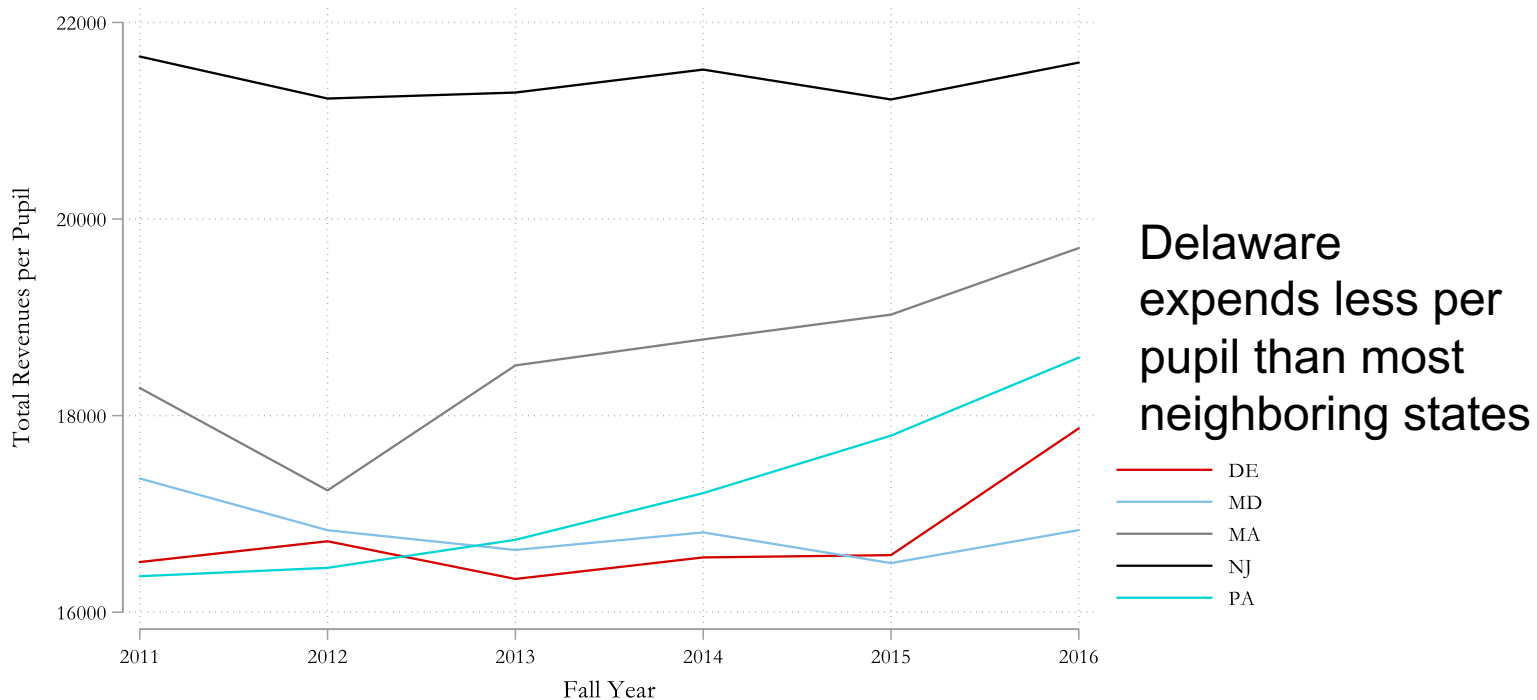
LI get less.....LI get more

LI get less.....LI get more

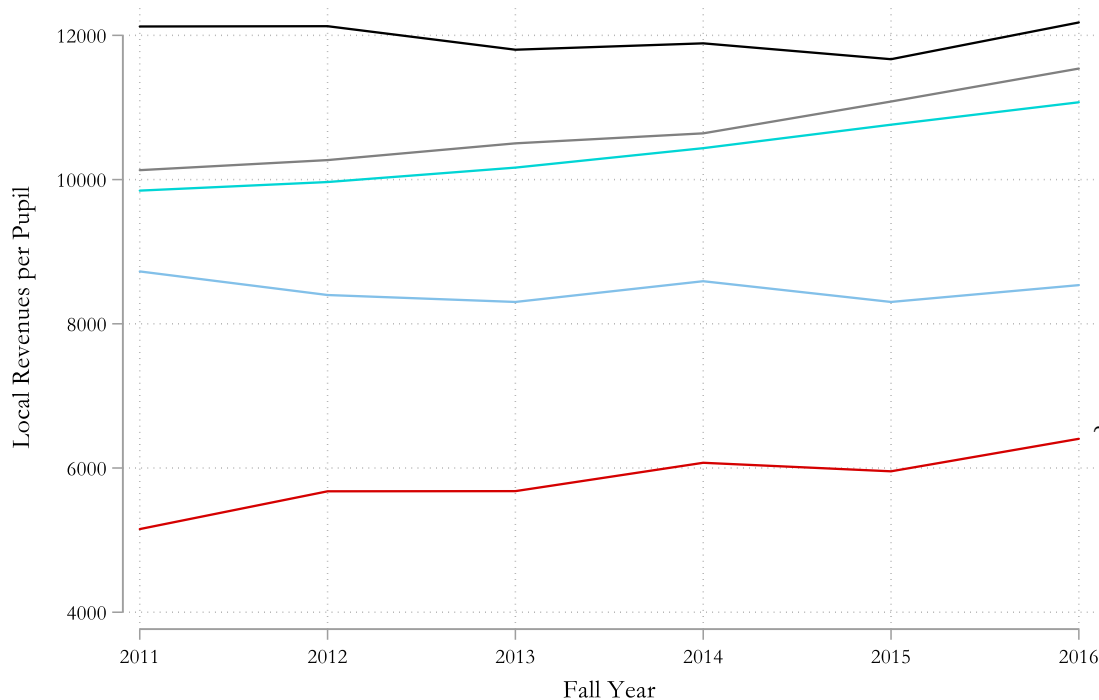
2017 low income to non-low income revenue equity : local revenues (Shores 2020)



Per Pupil Total Revenues (Shores 2020)



Per Pupil Local Revenues (Shores 2020)

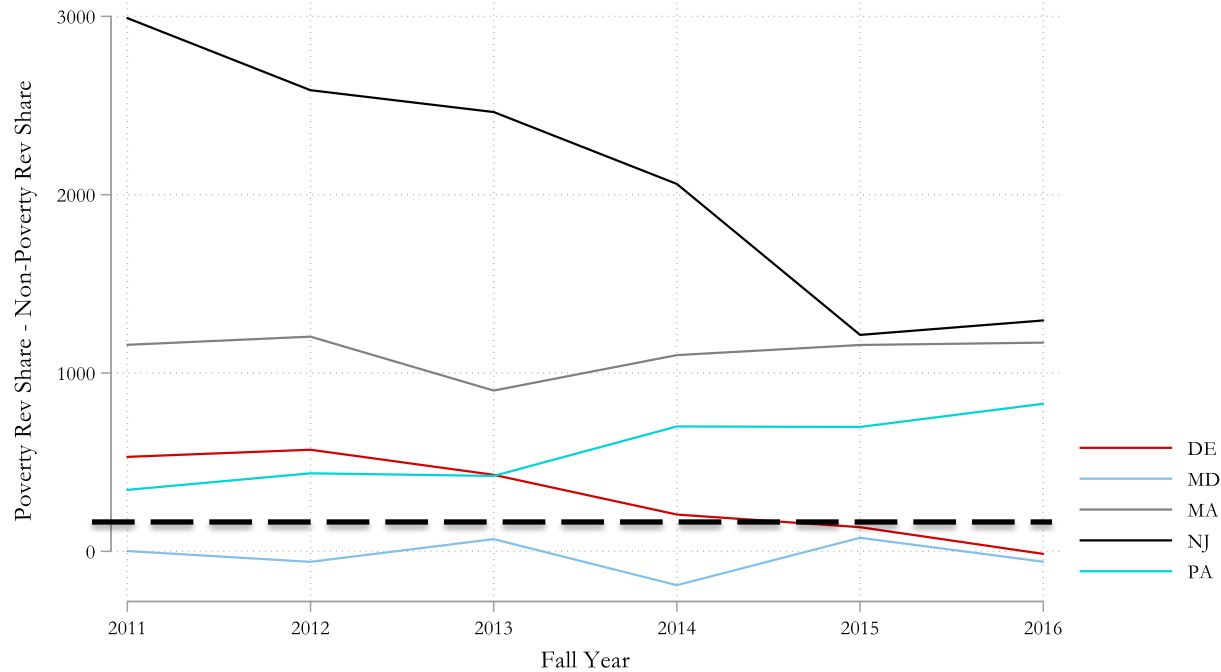


Delaware has lower local contribution to school funding than neighboring states

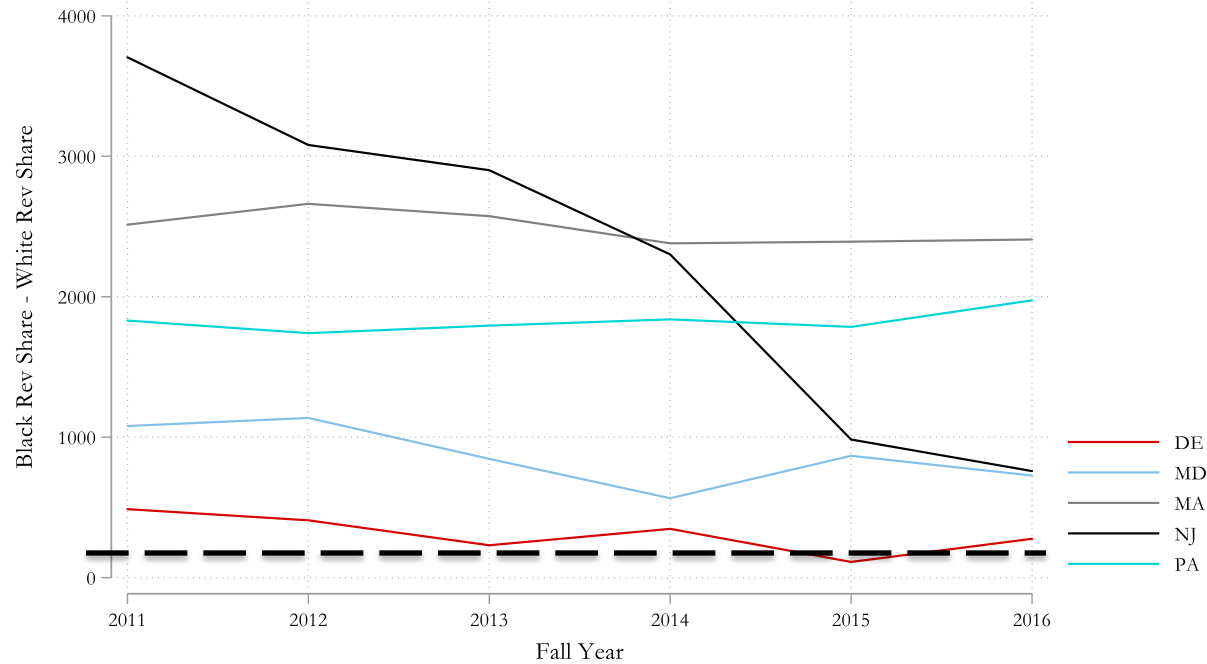
State Spending Highest in DE



Mid-Atlantic States Revenues: DE Low-Income Students = Non-Low Income (Shores 2020)



Mid-Atlantic States Revenues: DE Black Students = White Students (Shores 2020)





What Reforms Are Needed?

Guiding Principles for DE Systemic Education Finance Reform

1. **ADEQUATE FUNDING**
2. **DISTRIBUTED BASED ON STUDENT
NEED & CONCENTRATION OF NEED**
3. **EQUALIZE LOCAL FUNDING**
4. **ALLOCATE & MONITOR FUND TO
SCHOOLS**
5. **SPENDING FLEXIBILITY**
6. **ELIMINATE REFERENDA**



What Reforms Are Needed?

Systemic state education finance reform can improve equity of funding and increase student learning and wellbeing

1. A large body of research consistently shows **MONEY MATTERS** for student learning and wellbeing
2. Allocating school funding based on **STUDENT NEED** rather than school-based resources improves student outcomes
3. State funding should compensate for differences in district capacity to raise funds – **EQUALIZE LOCAL FUNDING**
4. Require that state funds allocated to each school are spent in that school – **SPENDING FOLLOWS ALLOCATION OF FUNDS**
5. Allow school building leaders **SPENDING FLEXIBILITY** to meet student needs
6. **ELIMINATE REFERENDA**



Opportunity Funding & Settlement

Create Possibility for DE Systemic Education Finance Reform

Opportunity Funding establishes principle of distributing funding based on student need (weighted pupil funding)

Special Education funding for K-3 establishes principle of student need extending K-12

Settlement requires 1.6% increase in school revenue by 2025

Distribution of state funds not affected by settlement will be critical for moving toward more equitable funding and more equitable outcomes

Flexibility to spend funds based on school-level students needs will be critical for using the funds in ways that maximize student outcomes

“Phasing in” finance reforms and “hold harmless” clauses needed in transition

Delaware School Funding Reform

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For more information

Shores, Kenneth A., Candelaria,, Christopher A. & Kabourek, Sarah E. (2020) Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990–2014, <https://www.edworkingpapers.com/ai19-52>

Candelaria, C. and Shores, K. "Court-Ordered Finance Reforms in the Adequacy-Era: Heterogeneous Causal Effects and Sensitivity." Education Finance and Policy. (2019) DOI: https://doi.org/10.1162/edfp_a_00236

Henry, Gary T., Fortner, C. Kevin*, and Thompson, Charles L. (2010) "Targeted Funding for Educationally Disadvantaged Students: A Regression Discontinuity Estimate of the Impact on High School Student Achievement" Educational Evaluation and Policy Analysis 32, 183-204

Henry, Gary T., Pham, Lam*, Kho, Adam*, & Zimmer, Ron, * (2020) "Peeking into the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors" [Educational Evaluation and Policy Analysis](#) 42:2, 232-256.

