

EXHIBIT H

Rebuttal Report of Luke Rhine and Shana Payne
May 29, 2020

In re Delaware Public Schools Litigation

- I. This report has been prepared jointly by Luke Rhine, the Director of Career & Technical Education and STEM Initiatives at the Delaware Department of Education; and Shana Payne, the Director of Higher Education at the Delaware Department of Education.

- II. This report summarizes our opinions regarding student readiness for college and careers in the State of Delaware and the programs and resources available to Delaware schools and districts to increase college and career readiness. This opinion is developed in response to portions of the report submitted by Dr. Clive Belfield.

- III. It is our opinion, based on our professional knowledge and experience, that public schools in Delaware have programs and resources available to prepare students for college and careers, including the interventions discussed in Dr. Belfield’s report. Moreover, the Department’s college and career readiness measure, as used in Dr. Belfield’s report, is not an appropriate indicator of the adequacy or quality of education being provided in Delaware schools, and his use of this measure to determine “inadequacy” is not supported. Delaware supports all youth to be college and career ready through defined instructional paths to post-secondary success and the establishment of individualized goals for education and career. These measures are monitored and incentivized through our state’s accountability model, Delaware School Success Framework. Further, the Office of Higher Education, the Office of Career and Technical Education, and the Office of Adult Education, are tightly aligned to support K12 and post-secondary systems to ensure a seamless transition for students. Student graduation rates and college and career readiness rates have increased due to the connection of student performance expectations in K12 to individual post-secondary goals. Delaware’s model addresses the four (4) Keys to College and Career Readiness nationally recognized as the benchmark for student success (<https://knowledgecenter.csg.org/kc/system/files/conleyPDF.pdf>). The Department provides clear goals and expectations, parameters for successful implementation by local education agencies (LEAs, i.e. includes charter, comprehensive, and technical school districts), and measures to ensure that student success is principle in the school accountability model. The accountability model also establishes a strong feedback loop for the Department to develop innovative programming for all youth and to customize supports to determine when change is necessary.

- IV. The bases for this opinion are summarized as follows:
 - A. The Department of Education Provides Resources and Supports to Local Districts to Ensure Students are College and Career Ready.

The Delaware Department of Education provides organizational, regulatory, and programmatic support to provide the opportunity for all youth to be college and career ready. Organizational supports are defined as the management of federal K12, post-secondary, and workforce policy to prepare all youth for higher education and to meet the needs of employers. Regulatory supports are defined as the management and development of state regulation to put all youth on a path to college and career success. Programmatic supports include those targeted instructional models, innovative programs and practices, and direct fiscal support to improve the educational outcomes of youth and to address gaps in student equity.

Organizationally, the Department houses the Office of Higher Education, the Office of Career & Technical Education, and the Office of Adult Education—representing the alignment of K12 educational systems with post-secondary educational opportunities for youth and adult learners. The Department oversees federal policy related to the implementation of adult basic education programs, the Registered Apprenticeship system, post-secondary credential programs, as well as two- and four-year degree programs—sequencing post-secondary education opportunities alongside the implementation of the K12 education system. In doing so the Department aligns federal education policy across the [Every Student Succeeds Act](#) (ESSA), the [Strengthening Career & Technical Education for the 21st Century Act](#) (Perkins), the [Workforce Innovation and Opportunity Act](#) (WIOA), and the Higher Education Act (HEA) to establish a consistent model of program and school accountability that represents student readiness and post-secondary acceleration. Benchmarks of high school graduation are defined to measure student readiness for post-secondary education and transition. Benchmarks for college and career readiness are defined to measure student acceleration towards a post-secondary credential, two- or four-year degree, and employment. These measures were established with input from student and families, post-secondary institutions and employers, and in partnership with LEAs.

State regulations are developed and managed to create a multi-tiered system of support for all youth. Specifically, state regulations reflect academic readiness and skill development, post-secondary transition and acceleration, and student counseling. Academic readiness and skill development is required for all youth through State Content Standards (see [DE Admin Code 501](#)), the alignment of LEA curriculum to State Content Standards (see [DE Admin Code 502](#)), and instructional program requirements (see [DE Admin Code 503](#)). Post-secondary transition is defined through high school graduation requirements and the issuance of a Delaware high school diploma (see [DE Admin Code 505](#)). A Delaware high school diploma directly aligns to the entrance requirements for all public post-secondary institutions operating in the State and is a common benchmark for youth to begin employment. Post-secondary acceleration occurs through policies for dual enrollment (see [DE Admin Code 506](#)) and policies for career & technical education (see [DE Admin Code 525](#)), which support youth to earn early college credit, post-secondary credentials, and work experiences that accelerate their post-secondary trajectory. Student counseling is defined through student success planning (see [DE Admin Code 507](#)) and K12 school counseling programs (see [DE Admin Code 545](#)), to prepare all youth with a plan to achieve their college and career goals and to provide the necessary support.

Programmatic supports are issued through the Office of Higher Education and the Office of Career & Technical Education to support college and career readiness benchmarks and to increase student equity. Additional supports are issued through the Office of Curriculum, Instruction, and Professional Learning and the Office of Assessment to support youth to develop academic skills and ensure state content standards and curriculum aligns to the administration of the SBAC and SAT. Supports for youth with disabilities are coordinated across these offices and the Office for Exceptional Children, which works to coordinate pre-employment and post-secondary transition services for youth.

The Office of Higher Education provides support to LEAs to increase access, participation, and success in college-level courses as well as college affordability and success. This includes partnership with LEAs to increase student awareness and access to advanced courses, as well as support for AP and IB assessment enrollment and administration, and statewide access to high-quality professional learning for AP instructors. The Office of Higher Education also partners with post-secondary institutions to increase access to dual enrollment courses through reduced tuition agreements and transparent admission standards. College affordability and success supports are also provided to ensure students complete the FAFSA and complete college applications. The Office of Career & Technical Education provides support to LEAs to develop and implement high-quality career pathway programs which support youth to acquire early college credit, post-secondary credentials, and work experiences through occupationally focused coursework. Career pathway programs are implemented through career & technical education (CTE) coursework that links secondary and post-secondary education. All college and career readiness data are reported publicly to increase high school and LEA participation and to support all students to be successful in college-level courses.

B. Specific Program Supports Implemented by the DDOE

In 2013, the DDOE released a statewide College-Going Diagnostic detailing the transition rates of students from ninth grade to high school graduation to first and second year of college. Based on the results of this report, the DDOE has developed a comprehensive action plan to improve these statistics and provide all students access to rigorous state academic standards, advanced placement (AP) and dual enrollment courses, and meaningful career experiences through the Delaware Pathways program.

Below is a comprehensive list of the state level program supports aligned to support improvement in each of these findings and to increase student college and career readiness upon high school graduation. This list is included in the Delaware ESSA plan.

- Strategies to increase participation and success in college-level courses (AP and dual enrollment):
 - Provide funding for exam fees for students who are low income to remove barriers to exam participation;
 - Provide statewide access to high-quality professional learning for AP instructors;
 - Partner with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards;
 - Report high school and LEA participation and success rates by subgroup in college-level

- courses;
 - Use College Board’s AP potential tool to increase awareness and access to advanced
 - courses.
- Strategies and systemic structures and support for high school to post-secondary transition, such as:
 - Facilitate state-level campaigns for college application and Free Application for Federal Student Aid (FAFSA) completion;
 - Promote local development of programming to support targeted groups of students and a schoolwide college- and career-ready culture;
 - Provide communication tools to increase awareness and knowledge of college requirements and options for parents and students.
- Strategies to increase the number of students graduating with meaningful work-based learning experiences (based on the Delaware Pathways Strategic Plan):
 - Build a comprehensive system of career preparation that aligns with the state and regional economies;
 - Scale and sustain meaningful work-based learning experiences for students in grades 7-14;
 - Integrate education and workforce development efforts and data systems;
 - Coordinate financial support for Delaware Pathways Strategic Plan;
 - Engage employers, educators, and service providers to support Delaware Pathways.
- Strategies to eliminate remediation for all Delaware high school graduates:
 - Strengthen rigor of ELA and mathematics courses in K-12 to prepare students for college coursework through increased state standards alignment and professional learning for educators;
 - Develop high school intervention models to support students indicating need for remediation;
 - Develop common benchmarks for placement into entry-level college courses statewide;
 - Implement P-20 Council recommendations for the elimination of remediation;
 - Report high school and LEA college remediation rates by subgroup.
- Strategies to improve access and participation in rigorous academic standards through:
 - Supporting local innovation and deep professional learning for educators;
 - Monitoring alignment to Delaware state standards through use of 14 DE Admin. Code 502;
- Implementing collaborative feedback loops between the SEA and LEAs to strengthen implementation of Delaware state standards;
- Providing targeted professional learning to coaches and LEA leaders to support implementation of Delaware state standards;
- Strategies to increase high school graduation rates of ELs and former ELs (to be included in the English Learner Strategic Plan):
 - Increase the career preparation of ELs and former ELs by developing career pathways in secondary schools that incorporate EL supports as needed.

- Develop a system of supports for newcomer ELs, entering Delaware for the first time as a high school student.
- Develop practices for ELs to fulfill the world language graduation requirement by demonstrating proficiency in their native language.
- Develop a toolkit of dropout prevention resources specific to ELs for school counselors.
- Develop partnerships between international students attending local IHEs and secondary ELs to promote high school graduation and college attendance.
- Connect ELs and former ELs with post-secondary work and college opportunities, e.g., high school co-op experiences, Delaware SEED scholarship, DREAMers—individuals who meet the general requirements of the Development, Relief, and Education for Alien Minors (DREAM) Act.
- Award a Certificate of Multiliteracy to ELs who have demonstrated a high level of proficiency in their native language in addition to English.
- Leverage the state’s new Teacher Academy CTE pathway to develop a linguistically diverse teacher pipeline among current and former ELs.
- Strategies to reduce the risk of SWD dropping out of high school through the Delaware Transition Services project:
 - Improving the preparation of middle school students for high school and exploration of post-secondary education/training and career options by developing a statewide, four-course sequence that will provide appropriate college/career transitions starting in middle school and offered to all Delaware youth with disabilities.
 - Providing professional learning opportunities for all educators and partners serving SWD:
 - Partnering with the DSEA to provide four courses on meeting the needs of diverse learners including SWD; and
 - Collaborating with the Delaware Department of Labor; Division of Vocational Rehabilitation (DVR); and Department of Health and Social Services, Division of Developmental Disabilities Services (DDDS) to provide biannually a three-day intensive training on “Developing Customized Work-Based Learning and Jobs to Students and Adults with Disabilities.”
 - Ensuring interagency collaboration—partner with DVR and DDDS to carry out: Early Start to Supported Employment (ESSE) and PIPEline to Career Success – ESSE is intended to create a seamless transition for students with moderate and significant disabilities leaving school and entering the adult workforce. The primary goal of the ESSE is paid work with post-school supports in place before the student leaves school. At least three agencies along with the student and family must work closely together for this seamless transition to supported employment to be effective – and – PIPEline is intended to scale and align pre-employment transitions services and supports for all youth with disabilities to successfully enter high school and transition into post-secondary education and employment.
 - Pathways to Employment – a program through a 1915(i) home and community-based services (HCBS) State Plan Amendment (SPA). The interagency program expands

choices and opportunities for persons with disabilities seeking to enter the job market. The program offers individually tailored employment support services to persons with visual impairments, physical disabilities, intellectual disabilities, and autism spectrum disorder—including Asperger syndrome. Pathways supports middle and high school students and persons under age 25 meeting the eligibility criteria.

- Project SEARCH – Uses a combination of classroom instruction coupled with workplace internships to prepare individuals with developmental and intellectual disabilities for competitive employment.
- A state interagency team that consistently participates in annual National Technical Assistance Center on Transition (NTACT) activities. Delaware is currently in a long-term technical assistance agreement with NTACT through 2019.
- The DDOE co-facilitates the Delaware State Transition Council with DVR and DDDS. During State Transition Council meetings, stakeholders are provided an opportunity to give input to current and future Delaware transition initiatives.

C. Availability of remedial coursework

While remediation does not impact high school graduation or college enrollment, colleges use various placement tools to measure and determine student readiness for entry level courses. Placement into remedial courses reflects the individual college's assessment of a student's preparedness to enter their entry level courses. As such, a student may require remediation at one college and not at another based on the metrics and targets established by these different institutions. Nationally, 52% of college enrollees require at least one remedial course. As shown in Delaware's College-[Success Report \(https://www.doe.k12.de.us/collegesuccess\)](https://www.doe.k12.de.us/collegesuccess), the remediation rate for Class of 2016 was 50%.

The DDOE now manages and makes available two instructional courses (English Language Arts and mathematics) to support high school youth, who have not met SAT benchmarks, to demonstrate academic readiness prior to high school graduation and post-secondary enrollment. The program reduces the need for remedial coursework at the post-secondary level and accelerates time towards a meaningful post-secondary credential or degree. All LEAs can offer these courses based on local student needs and local school board approval.

The Department's remedial course model applies a common standard across institutions of higher education to ensure a baseline level of student readiness is established for entry into credit-bearing ELA and mathematics courses. The Foundations of College Math course was created as a 4th year math option for youth to help students entering 12th grade to strengthen their readiness and meet the agreed upon benchmark for Delaware colleges and universities. Students who take the course and earn a grade of 77% have met the placement requirements for all Delaware colleges and universities. The Foundations of College English course targets students who are in 11th or 12th grade that do not meet the required pre-requisite measure of readiness to enroll in dual enrollment coursework or who have not yet met the agreed upon benchmark for Delaware colleges and universities. Students who take the

course and earn a grade of 77% have met the placement requirements for all Delaware colleges and universities.

- D. Interventions like those discussed by Belfield are implemented at the local district and school level.

Table 13 of Belfield's report lists several interventions that he claims have been shown to increase college and career readiness. Most of these interventions, however, are most appropriately selected and utilized at a school or district level, not to be mandated by the State. Further, the interventions listed in Table 13 are specific to the City of Chicago, and not programs that were implemented or studied across Illinois or on a state-wide level. While similar interventions are available in schools throughout Delaware, DDOE also manages state-wide programs like those identified by Belfield.

DDOE's Delaware Pathways Initiative, discussed above, does involve career academies, one of the interventions listed in Table 13. The purpose of career academies is to create small learning communities for youth focused on shared academic and technical skill development in high-growth occupations. Delaware's program is a public-private partnership to create regionalized education and workforce development programs for youth that provide opportunities for youth to gain work experiences aligned with their career goals. The program serves more than 16,000 youth annually (roughly 40% of all students in grades 9 to 12) across 42 (out of 44) Delaware high schools, issuing early post-secondary credit (includes related instruction, pre-apprenticeship, and dual enrollment), industry credentials, and work-based learning experiences. The initiative has been highlighted as a leading program in the following books, [Learning for Careers](https://www.hepg.org/hep-home/books/learning-for-careers) (<https://www.hepg.org/hep-home/books/learning-for-careers>) and [Career Pathways in Action](https://www.hepg.org/hep-home/books/career-pathways-in-action) (<https://www.hepg.org/hep-home/books/career-pathways-in-action>), published by the Harvard Education Press, with additional case studies published and highlighted by Jobs for the Future (<https://www.jff.org/points-of-view/delaware-national-leader-career-pathways-case-study-finds/>) and the R Street Group (<https://www.rstreet.org/2020/01/23/delaware-pathways/>).

The Delaware Higher Education Office also partners with two non-profit entities to provide student level support for first generation college going students. Delaware College Scholars and Delaware Goes to College Academy were both co-designed by the Delaware Higher Education Office and their non-profit partners. Based on the research from Stanford University, interventions for students who are high achieving and from low-income households can have a significant impact on their college of choice and overall high school performance. On average 900 students each year meet the criteria for the two programs and are invited to participate. To date, close to 300 per year elect to do so. Delaware College Scholars has 7 cohorts with the first cohort graduating from college in 2020. 100% of the Delaware College Scholars graduated high school and 98% enrolled in college for the first cohort. More data is available on their website, at www.delawarecollegescholars.org. Delaware Goes to College Academy was created more recently and does not yet have specific data to report as those students are still in high school.

E. Rigorous coursework is available in all Delaware high schools.

Every Delaware high school offers college or career readiness coursework. Specifically, 100% of all Delaware high schools offer one or more college-level course, including dual enrollment, Advanced Placement (AP), and International Baccalaureate; and 95% of all Delaware schools offer career pathway programs that help youth to gain early college credit, post-secondary credentials, and aligned work experiences. All program and course offerings are determined by the LEA and are developed based on the needs of the community.

The DDOE provides financial support to increase student access and success in advanced college and career courses, especially for students from low-income households. A cost reimbursement model exists for dual enrollment courses, which provides fiscal support to low-income youth that covers all associated fees, tuition, books, and transportation. A similar reimbursement model exists for low-income youth to complete AP coursework and pay for the related exam. Career & technical education (CTE) career pathways are funded with additional state funds to offset student costs for dual enrollment courses, attainment of industry recognized credentials, and to expand access to work-based learning programs.

F. Delaware's initiatives have led to increased student achievement on college and career readiness indicators as well as increased graduation rates over time.

The DDOE operates under the belief that all schools benefit from continuous improvement, using multiple measures to determine school success. These state- and school-level data help to identify the needs of each school and are the basis to support students across the state. All data are publicly available on the [Delaware Report Card \(https://reportcard.doe.k12.de.us/\)](https://reportcard.doe.k12.de.us/). These data are not used to evaluate students, nor is an individual measure/indicator the sole measure used in any type of school or district evaluation.

The [Delaware School Success Framework \(DSSF\) \(https://education.delaware.gov/wp-content/uploads/2020/02/dssf_one_pager_final.pdf\)](https://education.delaware.gov/wp-content/uploads/2020/02/dssf_one_pager_final.pdf); <https://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/310/Delaware%20School%20Success%20Framework%20Reference%20Document-Updated12.15-1.26.pdf>;

https://education.delaware.gov/wp-content/uploads/2020/02/200113_dssf_tech-manual.pdf) is a multiple-measure accountability standard by which all Delaware public schools are measured. Indicators at the elementary, middle, and high school levels may vary and may have different weights applied to the aggregate calculation of school success. Indicators include:

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade

- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

College and/or career preparedness is included in the high school accountability model (15% of the total weight) under the broader School Quality and Student Success area (40% of the total weight). The college/career preparedness metric is designed to measure experiences that accelerate student success beyond high school. These experiences include opportunities to earn an industry-recognized credential; earn college credit; and engage in meaningful work-based learning experiences. The metric measures the percent of students who have demonstrated readiness for post-secondary education and a career through success in one or more of the identified indicators. Indicators are categorized as “college” metrics (includes successful attainment of Advanced Placement, International Baccalaureate, SAT Essay, and/or dual enrollment) and “career” metrics (includes successful attainment of a state-approved industry credential, dual enrollment, co-op education program or work-based learning experience, certificate of multi-literacy, and/or Armed Services Vocational Aptitude Battery (ASVAB)). The designation of “college” and “career” metrics is used for the calculation of this metric for the purpose of assigning bonus points for students who demonstrate successful attainment of both “college” and “career” metrics.

As stated previously, a multiple-measure accountability system is established to effectively determine the needs of schools. It is improper to use a single measure to determine the quality or adequacy of education, as Belfield does in his Report.

College Metric Descriptions:

- The **SAT Essay** is administered by The College Board and mirrors a typical college writing assignment and shows how well a student understands and can analyze text. The SAT Essay includes three categories of evaluation: reading, analysis, and writing. Each category is evaluated separately using a standard rubric. For more information please visit [here](#).
- The **Advanced Placement (AP)** program is administered by The College Board and offers college-level studies and assessments that engage students in college-level coursework. Several AP assessments are available and the evaluation of each is related to specific coursework. Please note this metric area excludes both the AP Seminar and AP Capstone. For more information please visit [here](#).
- The **International Baccalaureate (IB)** program is administered by International Baccalaureate and incorporates quality practice from national and international research into four programs. Each program is unique as is the specific coursework. For more information please visit [here](#).
- **Post-secondary credit attainment** includes dual enrollment and other advanced college coursework in academic subject areas such as mathematics, science, etc. Students must earn a letter grade of B (or a numeric grade of at least 79) in a non-elective academic course for the purpose of reporting.

Career Metric Descriptions:

- The **Armed Services Vocational Aptitude Battery (ASVAB)** is a multiple-aptitude battery that measures developed abilities and helps to predict students’ future academic and occupational

success in the military. The Armed Forces Qualification Test (AFQT) is used by military recruiters to determine a potential recruit’s enlistment eligibility. For more information please visit here.

- **Post-secondary credit attainment** includes dual enrollment and other advanced college coursework in technical subject areas which are approved as part of a CTE program of study. Students must earn a letter grade of B (or a numeric grade of at least 79) in a technical course for the purpose of reporting. Approved technical coursework must follow the policies and procedures for CTE programs of study which is available here.
- An **industry recognized credential (IRC)** is a certificate, license, or credential that is earned through a state-approved CTE program of study which holds value at the professional level, post-secondary level, or in an Associate or Baccalaureate degree program. Attainment of an IRC will be specific to the approved CTE program of study and the credentialing body and/or licensing institution. Approved IRCs must follow the policies and procedures for CTE programs of study which is available here.
- The **Certificate of Multi-Literacy** is a nationally recognized assessment of language proficiency in both English and another language. Students demonstrate English proficiency through assessments like Smarter Balanced (score of 3+), ACCESS (score of 5.0), PSAT 8/9 (scores of 390/410 on the ERW section), PSAT10 (score of 430), or PSAT/NMSQT (score of 460), or the SAT (score of 480 on the ERW section). Students demonstrate proficiency in another language through assessments like the American College on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (intermediate/mid-level on proficiency scale), AP World Language and Culture (score of 3+), or the IB Language exam (score of 4+). For more information please visit here.
- **Co-op Education or Work-based Learning** experiences provide senior level students in a state-approved CTE-pathway with coordinated on-the-job training not ordinarily available in the classroom. School systems are required to partner with employers to administer coursework, maintain employment records, cooperatively evaluate the learning experience, and ensure the learning experience is offered in accordance with all youth employment labor laws and regulations. For the purpose of granting high school credit the school system shall follow Delaware Administrative Code 525. Students demonstrate successful outcomes by earning a B or higher in an approved co-operative education course.

This data is tracked in the Delaware School Report card including all the business rules for the measures used. Please refer to <https://reportcard.doe.k12.de.us>

All Students Meeting CCR by College Indicators, Career Indicators, College and Career, and Sub-Indicators (note that for the 2015-16 and 2016-17 school year the accountability model was established under an ESEA Flex waiver, beyond 2017-18 the accountability model is established under ESSA—longitudinal data are provided to show historic record and growth in student achievement)													
#	Indicator Title	2015-16 School Year			2016-17 School Year			2017-18 School Year			2018-19 School Year		
		#	%		#	%		#	%		#	%	

1	CCR All Students	2,962	32%	9,161	4,051	50%	8,160	5,766	65%	8,848	5,439	59%	9,283
2	College Only All Students	2,343	26%					4,015	45%		2,337	25%	
3	Career Only All Students	102	1%					587	7%		780	8%	
4	Both College & Career All Students	517	6%					1,164	13%		2,322	25%	
5	ELA/Math Proficiency	1,564	17%										
6	SAT1550/SAT Essay	1,506	16%		2,632	32%		4,765	54%		4,079	44%	
7	Advanced Placement	1,461	16%		1,551	19%		1,612	18%		1,596	17%	
8	International Baccalaureate	99	1%		125	2%		120	1%		129	1%	
9	Academic Post-secondary Credit Attainment	1,147	13%		1,279	16%		1,700	19%		1,627	18%	
10	Technical Post-secondary Credit Attainment							205	2%		1,729	19%	
11	Industry Recognized Credential							874	10%		980	11%	
12	Work-Based Learning or Co-Operative Education	116	1%		951	12%		1,101	12%		1,089	12%	

13	Multi-Literacy							71	1%		158	2%	
14	ASVAB							51	1%		203	2%	

Graduation rates are tracked in the Delaware School Report Card including all the business rules for how this is captured. Please refer to <https://reportcard.doe.k12.de.us>

All Students Graduation Rates													
#	Indicat or Title	2015-16 School Year			2016-17 School Year			2017-18 School Year			2018-19 School Year		
		#	%		#	%		#	%		#	%	
1	4 Year Cohort Graduation Rate	8,353	84.66%	9,867	8,749	85.75%	10,203	8,918	86.69%	10,287	8,562	88.26%	9,701
2	5 Year Cohort Graduation Rate	8,460	85.63%	9,880	8,887	86.86%	10,231	8,962	87.06%	10,294			

- G. Delaware is leader among other states in implementing interventions at the K12 level targeted to increasing college readiness.

As discussed above, 52% of all post-secondary students nationally require remedial education. In Delaware, as of 2016, 50% of all students requires remedial education. Further, each institution of higher education in Delaware determines what pre-requisites are required for students to meet and enroll in entry level courses. This process is separate from student admission and other administrative procedures. Students who are admitted into the institution but have not yet met required pre-requisites will enroll in a remedial course and may use federal and state financial aid to pay for these remedial courses.

Complete College America is the leading organization that monitors national trends in student remediation and issues best practices to reduce remediation rates. These interventions are targeted at the higher education level (not k-12). Delaware has followed these recommendations and is one of a handful of states that offers a targeted intervention model at the K12 level to get ahead of this issue. Additionally, institutions of higher education in Delaware are also working to create similar supports for students. As such, Delaware State University participates in the Complete College America program. Delaware Technical Community College is a member of the Achieving the Dream program, which has a similar focus and supports the institution to improve student success.

Signature:

A handwritten signature in cursive script that reads "Luke Rhine". The letters are fluid and connected, with a prominent loop at the end of the word "Rhine".

Luke Rhine

A stylized, abstract handwritten signature consisting of a single continuous line that forms a large, horizontal loop with a smaller loop underneath it.

Shana Payne