



CHRISTINA

SCHOOL DISTRICT

Draft Strategic Plan Framework Overview

May-June 2021

Presented By

Dr. Dan Shelton, Superintendent

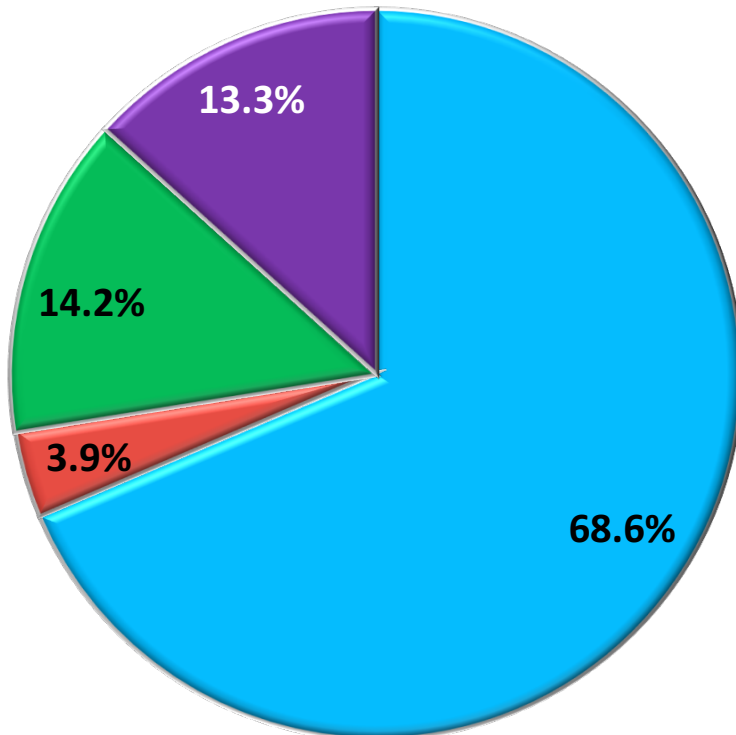
CSD Strategic Planning Approach



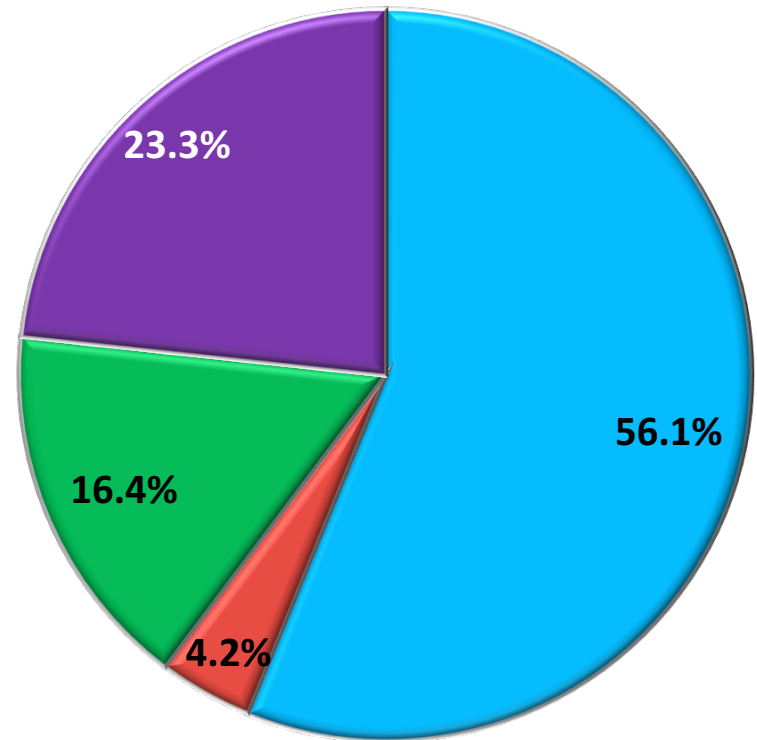
This is distinct from Capital or Operational Planning

Between 2012 and 2019, the primary shift in enrollment among Christina students was from Christina public schools to charter schools

2012 Enrollment



2019 Enrollment

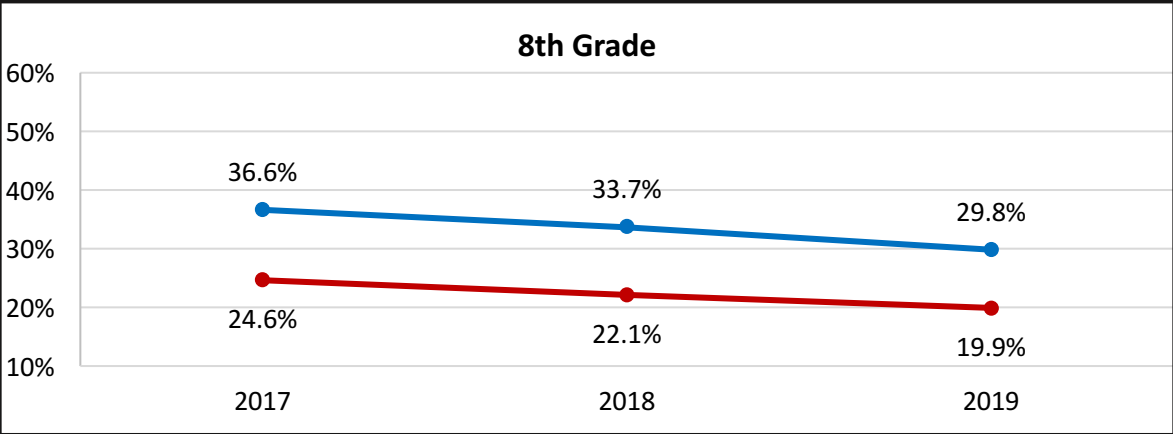
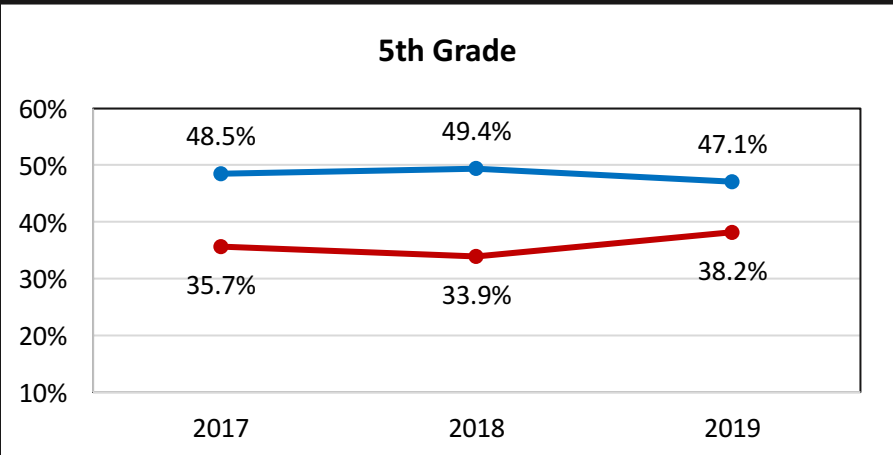
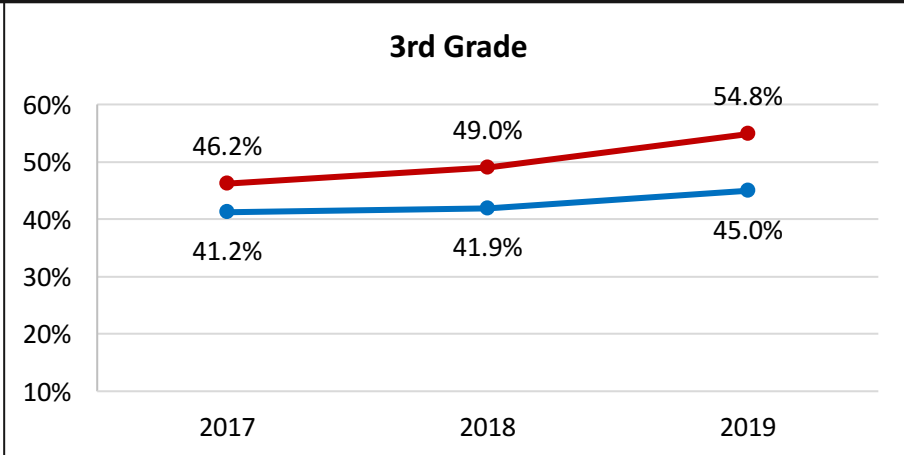


- Enrolled-Resident in Christina
- Enrolled in Other Districts-Resident in Christina

- Enrolled-Not Resident in Christina
- Enrolled in Charters-Resident in Christina

Academic proficiency increased steadily or remained relatively flat in 3rd and 5th grade; in 8th grade, proficiency levels are significantly lower

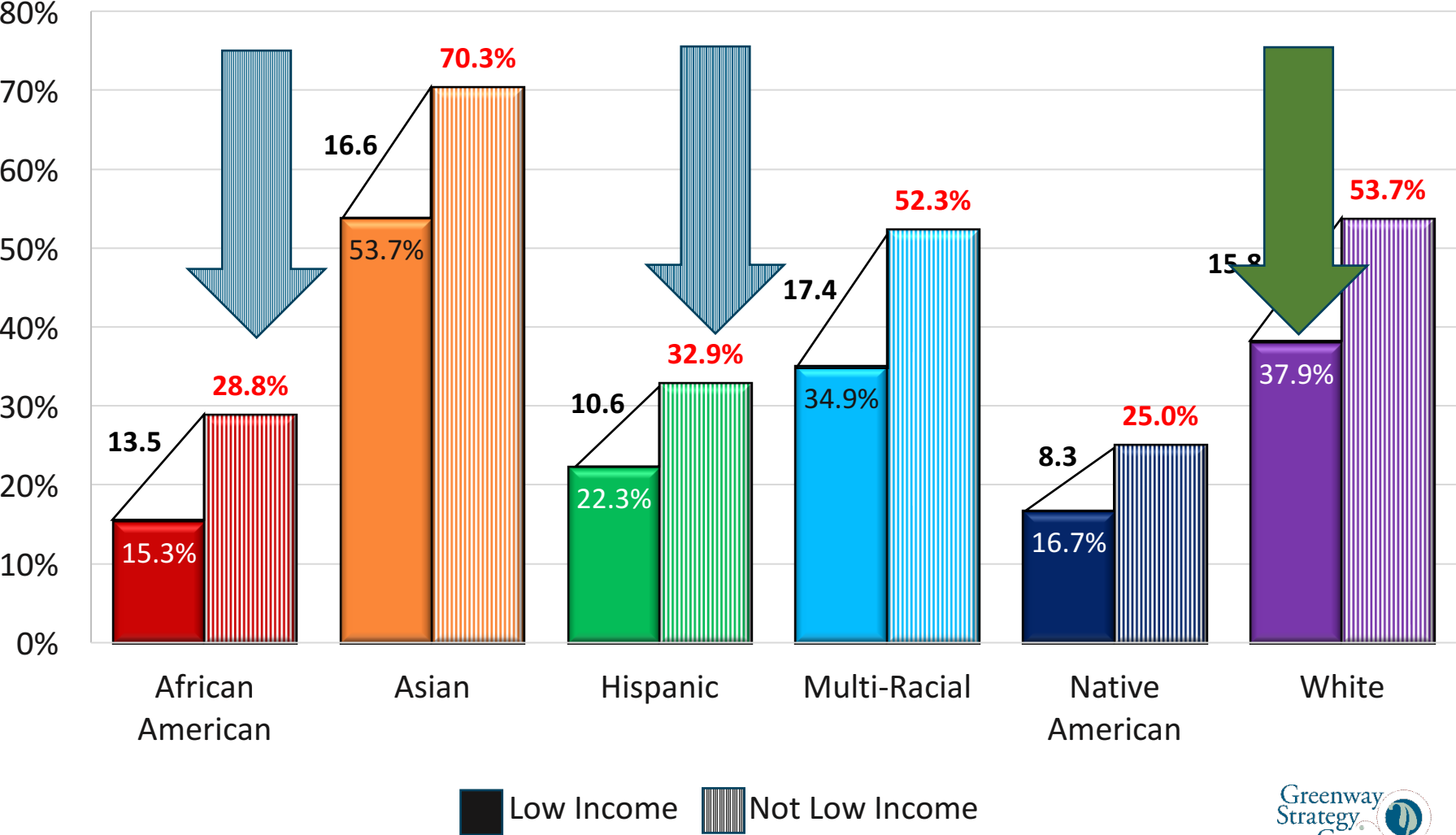
2017-2019 Christina SD ELA / Math Students
% Proficient on the SBAC



—●— ELA
—●— Math

Proficiency is lower for low-income students; however, African American, Hispanic and Native American students perform at lower rates regardless of household income

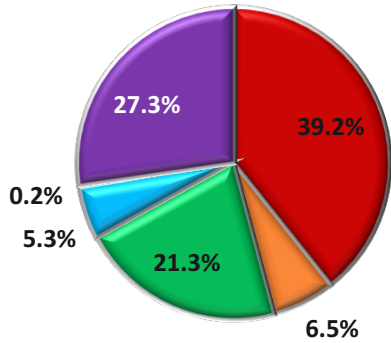
2019 Math All Grades by Subgroup
% Proficient



Several Delaware districts have similar student demographics to Christina

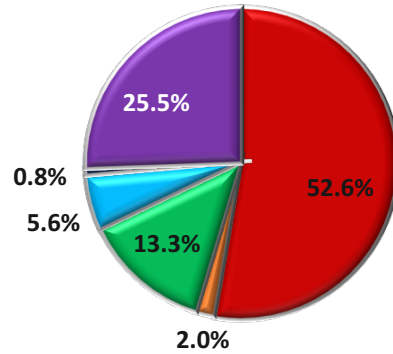
Race/Ethnicity of State and Neighboring Districts 2020

Christina School District



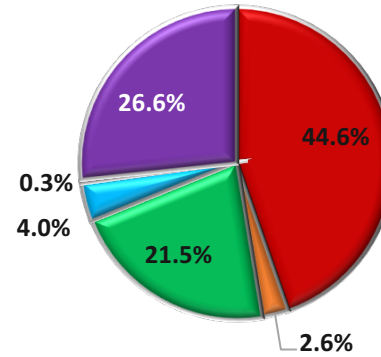
| Enrollment | EL | SWD | L-I |
|------------|-------|-------|-------|
| 13,113 | 12.3% | 23.2% | 33.8% |

Capital School District



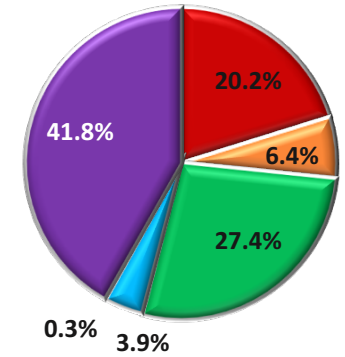
| Enrollment | EL | SWD | L-I |
|------------|------|-------|-------|
| 6,332 | 7.6% | 21.5% | 40.9% |

Colonial School District



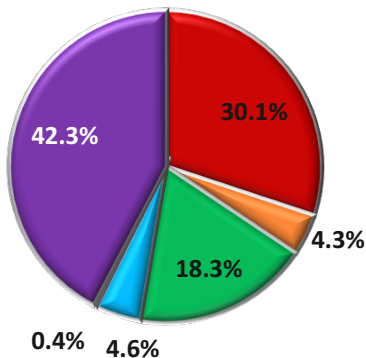
| Enrollment | EL | SWD | L-I |
|------------|--------|--------|--------|
| 9,795 | 12.36% | 20.59% | 32.50% |

Red Clay Consolidated

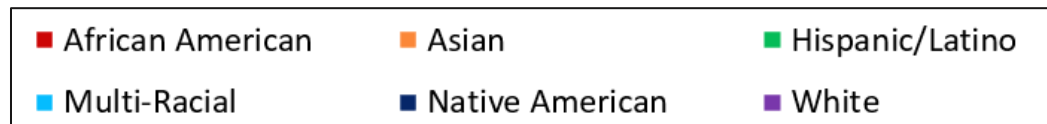


| Enrollment | EL | SWD | L-I |
|------------|-------|-------|-------|
| 16,601 | 13.5% | 16.0% | 26.7% |

All Delaware Students

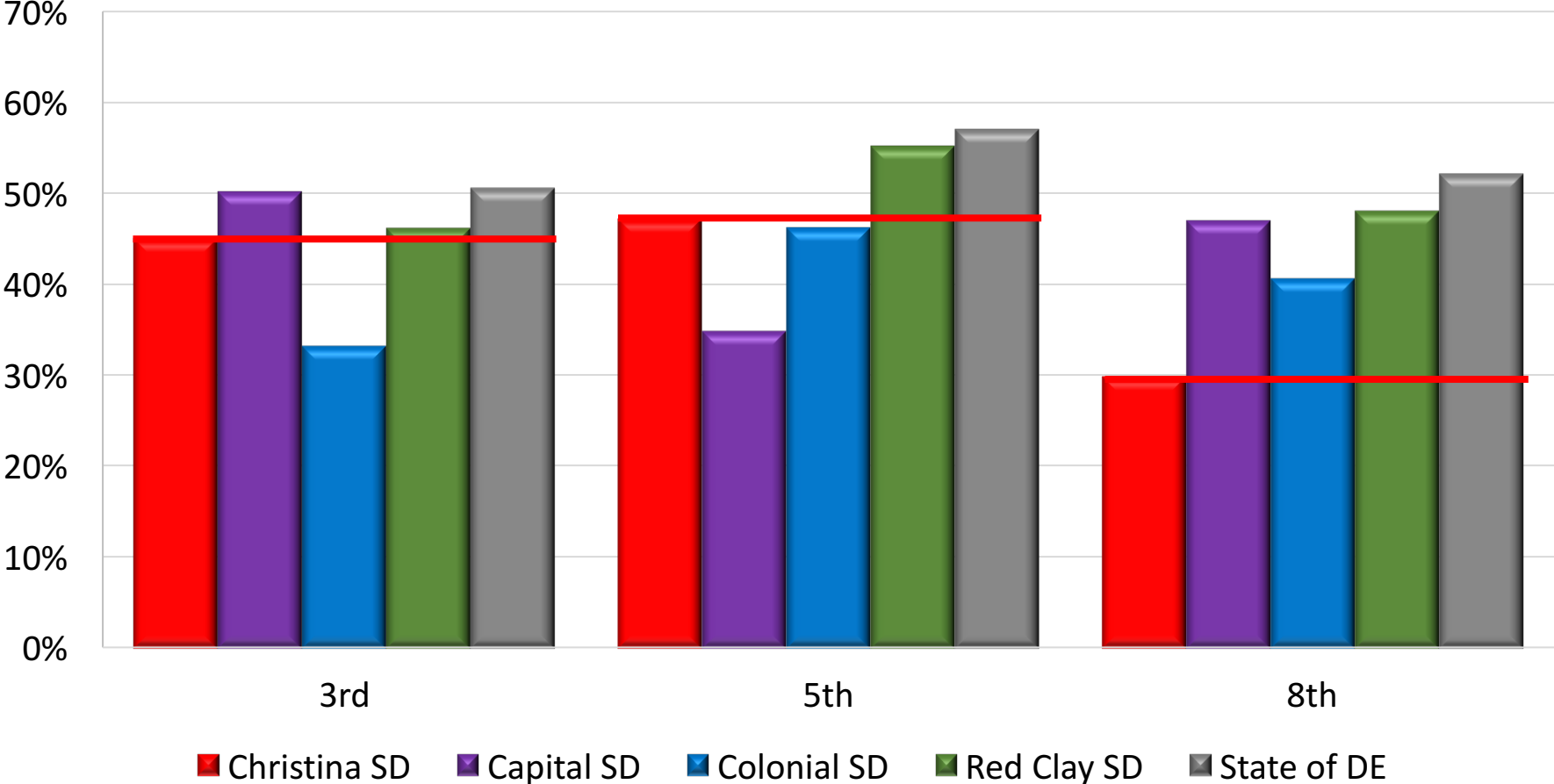


| Enrollment | EL | SWD | L-I |
|------------|------|-------|-------|
| 138,414 | 9.5% | 16.7% | 26.7% |

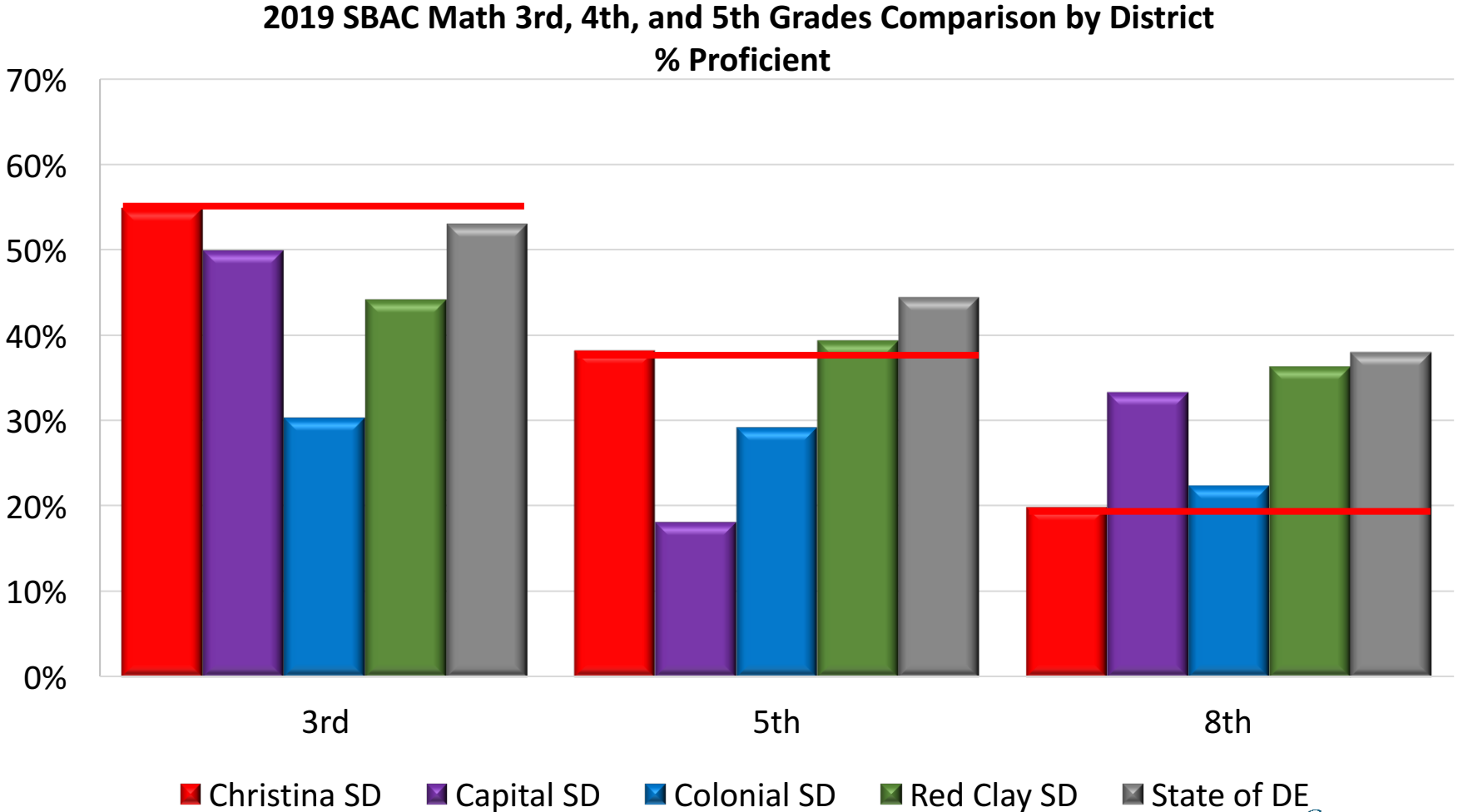


Christina students have higher or similar ELA proficiency levels in 3rd and 5th grades, but substantially lower levels than comparable districts in 8th grade

2019 SBAC ELA 3rd, 4th, and 5th Grades Comparison by District
% Proficient

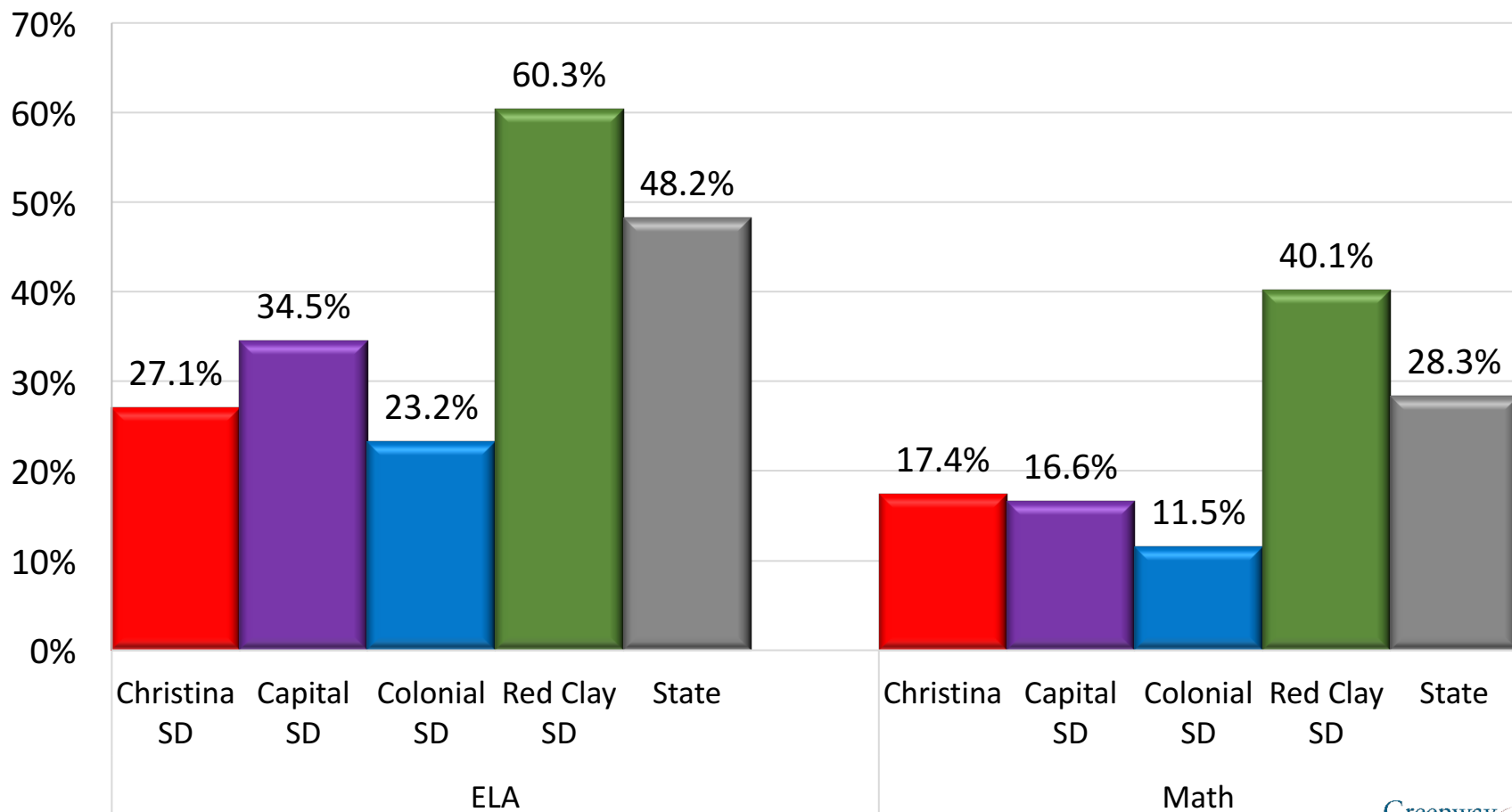


In Math, Christina 3rd graders have the highest proficiency levels and 5th grade proficiency levels are higher or similar; however 8th grade students have lower proficiency levels than comparable districts



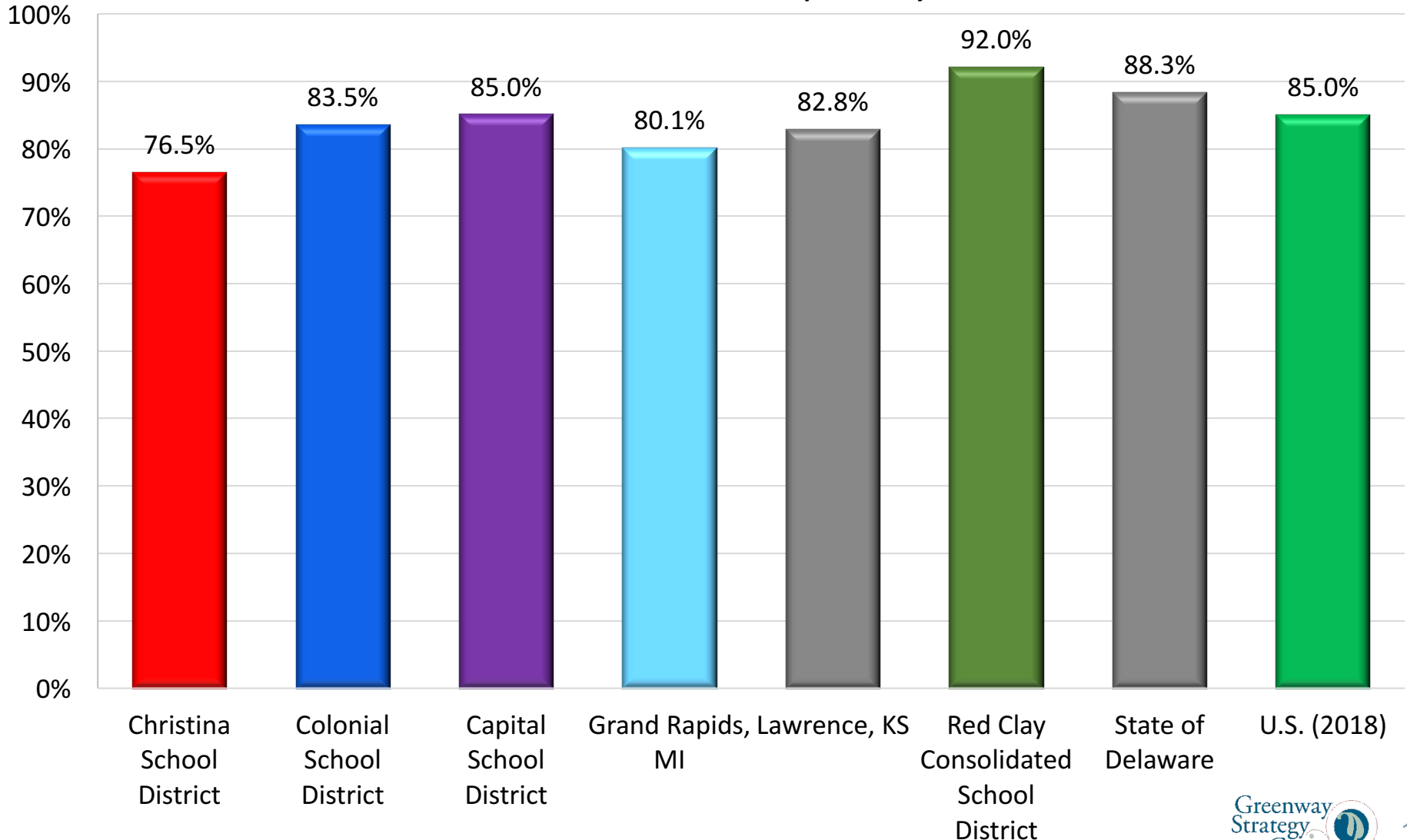
Christina performance on the SAT is lower than the state and Red Clay; English Language Arts proficiency is higher than Math across the state

SAT % Proficient All Students by Comparison Districts



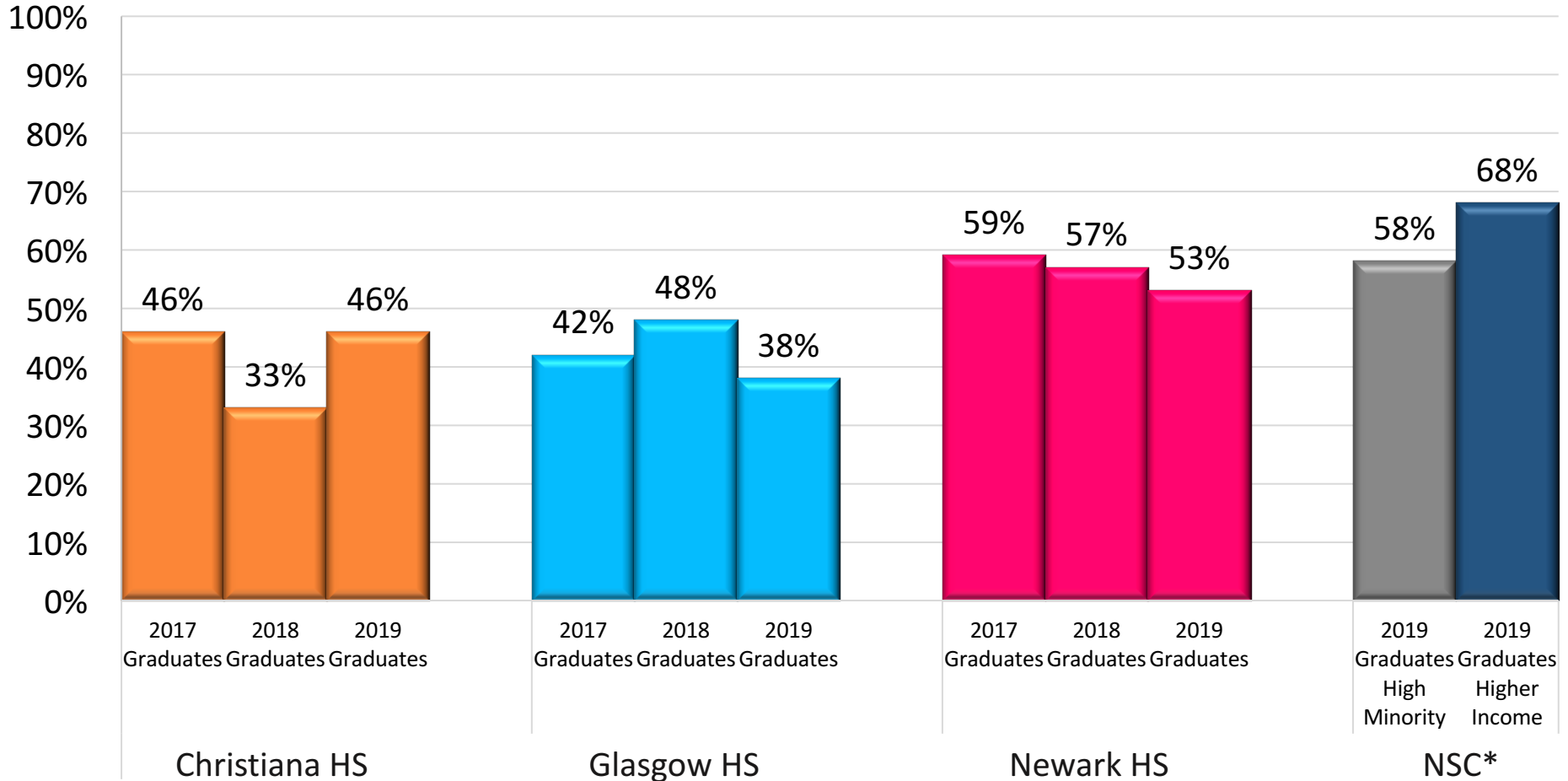
Christina graduation rates are below the U.S., state and comparable districts

2019 4 Year Graduation Rate Comparison by District



Christiana students seamlessly enroll in college at lower rates than students in comparable high schools nationally

First Year College Enrollment the Fall after HS Graduation



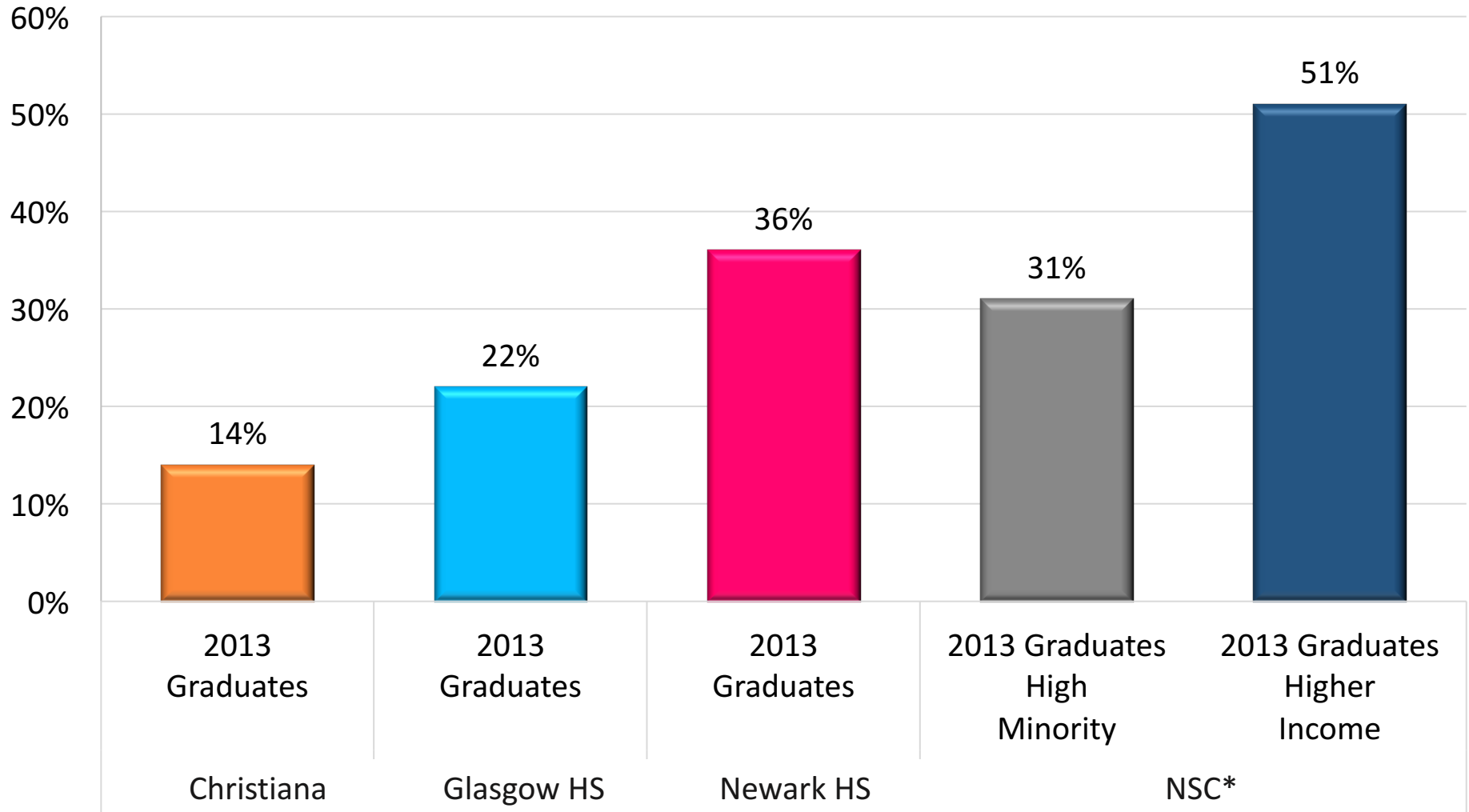
*National Student Clearinghouse High School Benchmarks, 2020.

High minority schools are defined as schools where at least 40 percent of the students are black or Hispanic.

Higher income schools are defined as those with fewer than 50% of students receiving Free or Reduced Lunch.

6-year completion rates are lower in Christina than nationally comparable high schools

Graduates Enrolling in the Fall after High School who Earn a Degree Within 6 Years



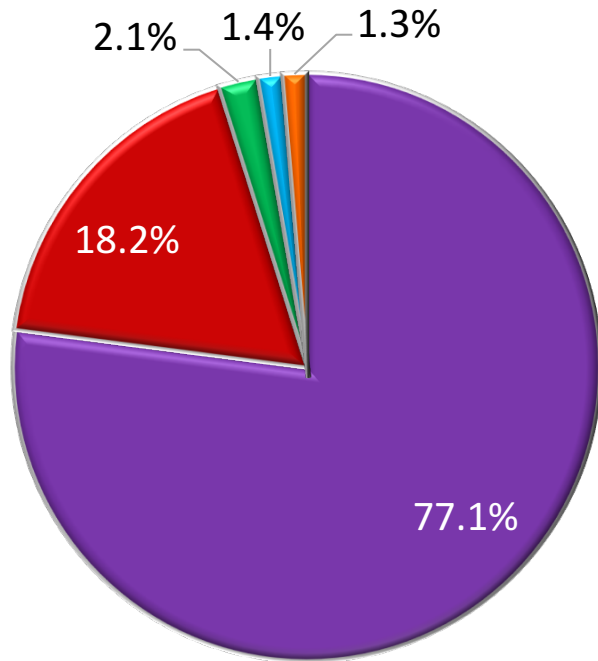
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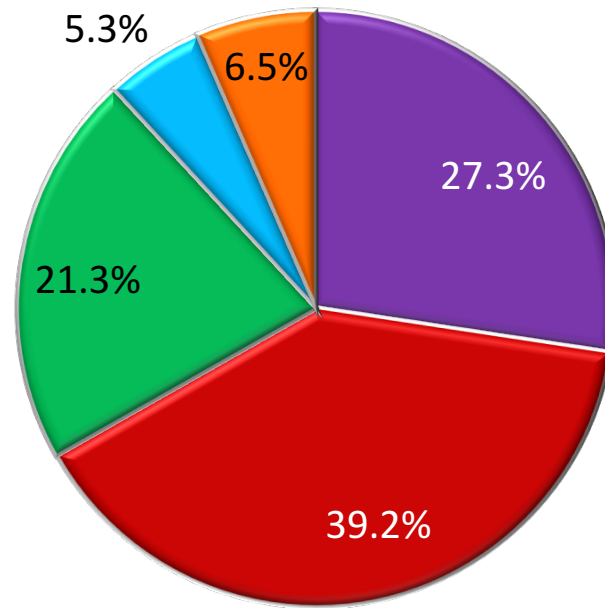
The demographic distribution of Christina teachers does not match that of the students

2021 Teacher Demographics by Race/Ethnicity



- White
- African American
- Hispanic
- Unknown
- Asian

2021 Student Demographics by Race/Ethnicity



- White
- African American
- Hispanic/Latino
- Multi-Racial
- Asian

The annual turnover rate for Christina teachers has ranged from 8% -12% for the past ten years.

Focus Groups were held with a variety of stakeholders

| Stakeholder Group |
|--|
| Middle school students |
| High school students |
| Union leaders |
| Community leaders |
| Advocates / activists who support non-English speaking families and other historically marginalized groups |
| Key legislators |

Stakeholder Perceptions: Key Assets of the District

| Findings |
|--|
| • Leadership; quality of teachers and staff |
| • Quality Programs |
| • Collaboration and level of local community support |
| • Supporting students with special needs |
| • After School Activities |

Stakeholder Perceptions: Opportunities to Enhance the School District

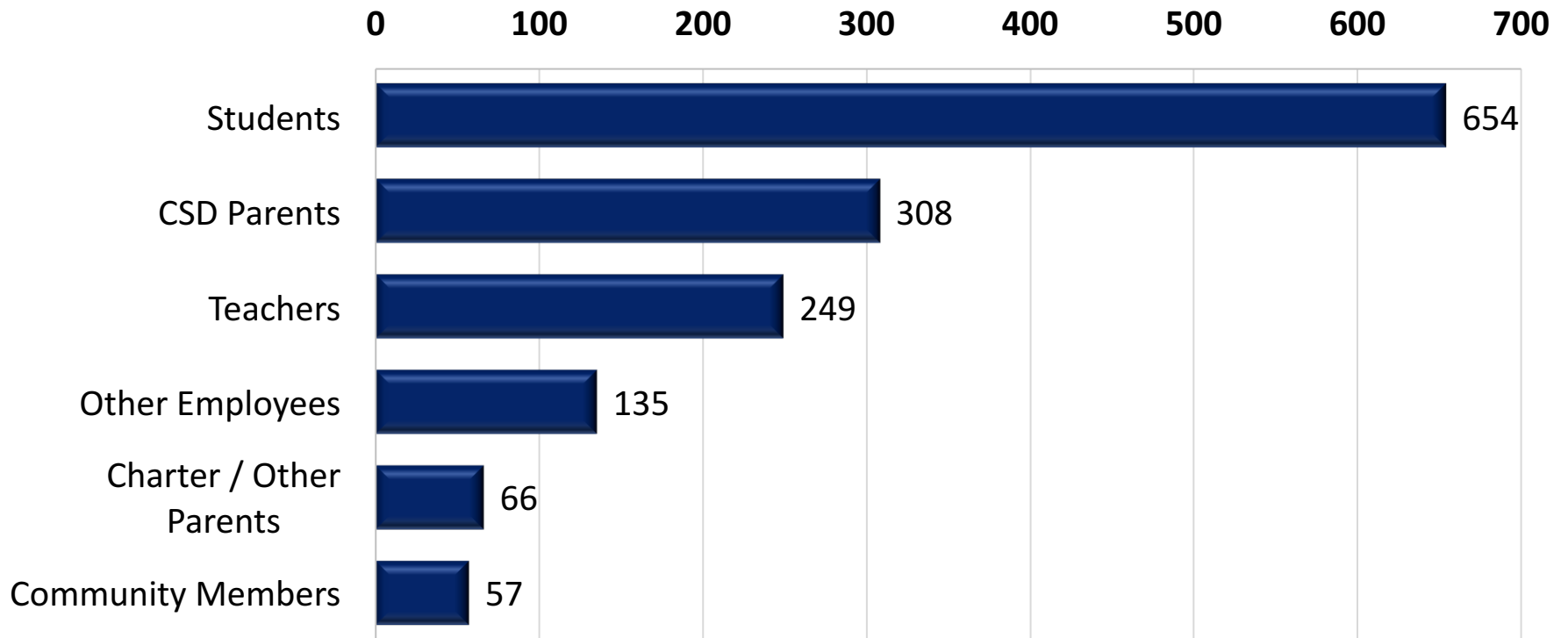
| Findings |
|--|
| • Innovate to stay competitive and relevant |
| • Increase parent engagement |
| • Recruit and retain talented leaders and teachers |
| • Meet increasing student needs |
| • Improve public perception of the district |
| • Expand career awareness, training, pathways |
| • Consider changes in high school configuration |
| • Align with charter schools |
| • Increase partnerships |
| • Improve school buildings and infrastructure |

Stakeholder Perceptions: Trends in the Community that May Affect the District

| Findings |
|--|
| • Potentially changing district boundaries |
| • National incidents and dialogue of racism and bias |
| • Declining district enrollment |

Survey Respondents

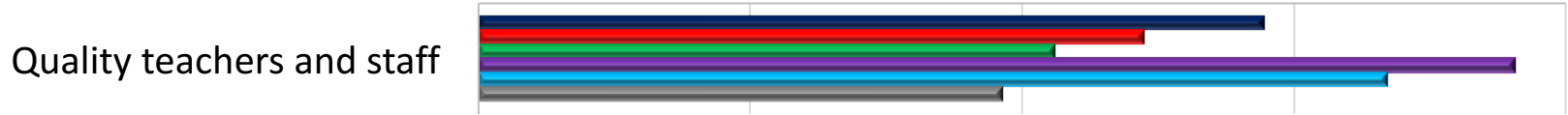
Total Respondents: 1,390
Spanish Respondents: 37



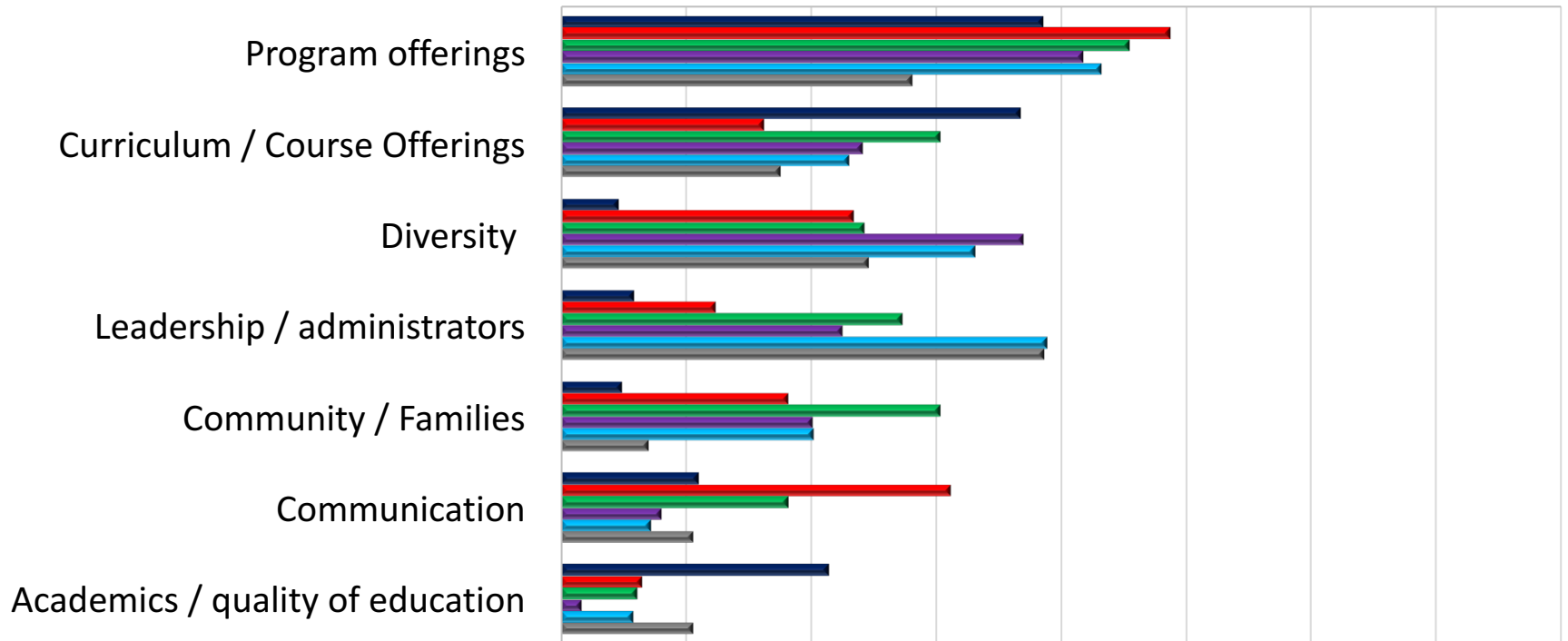
Note: Respondents could select more than one category

Most Frequently Mentioned Assets of CSD

0% 20% 40% 60% 80%



0% 5% 10% 15% 20% 25% 30% 35% 40%



■ Students

■ CSD Parents

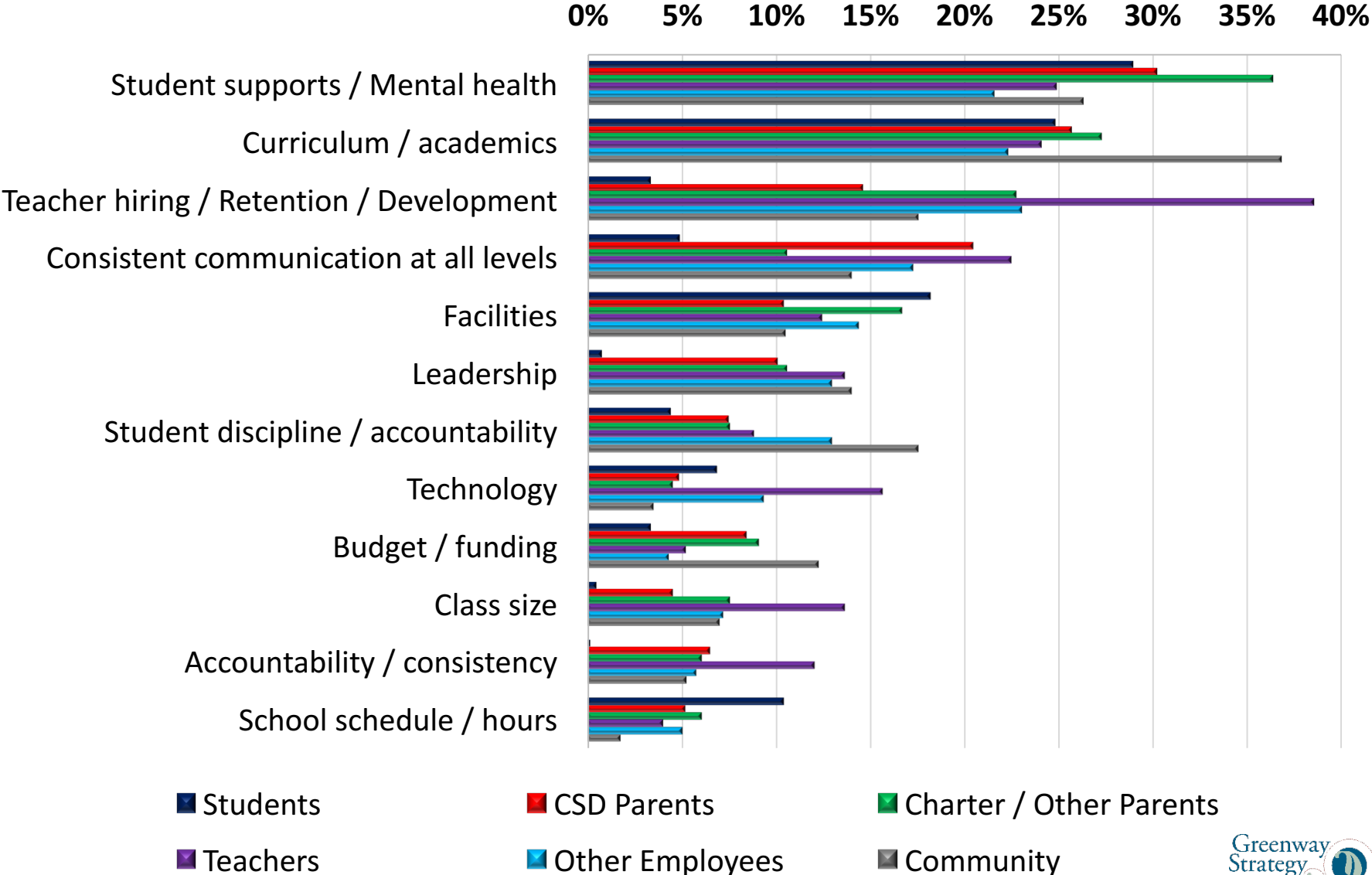
■ Charter / Other Parents

■ Teachers

■ Other Employees

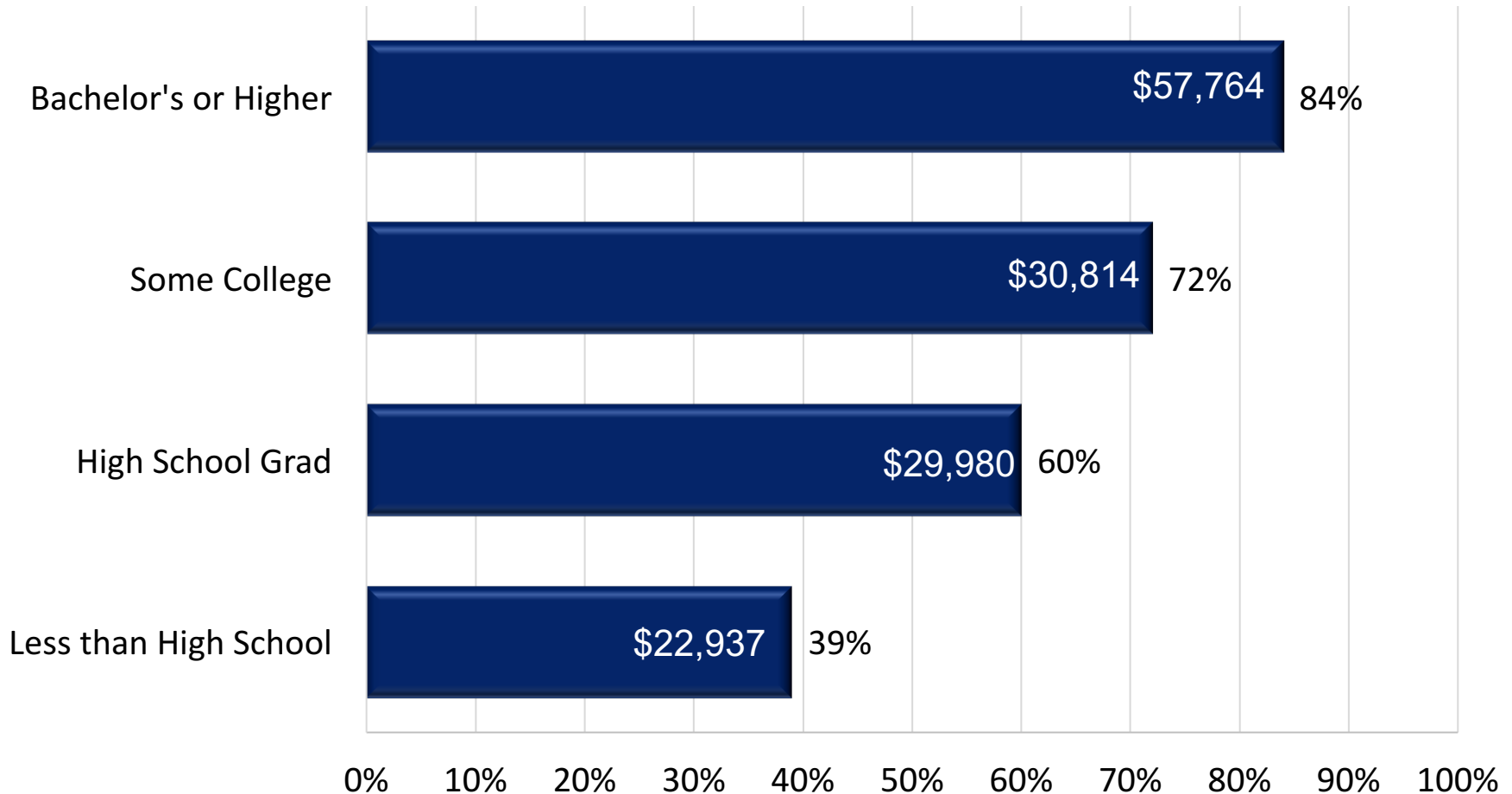
■ Community

Most Frequently Mentioned Opportunities for Enhancement of the CSD



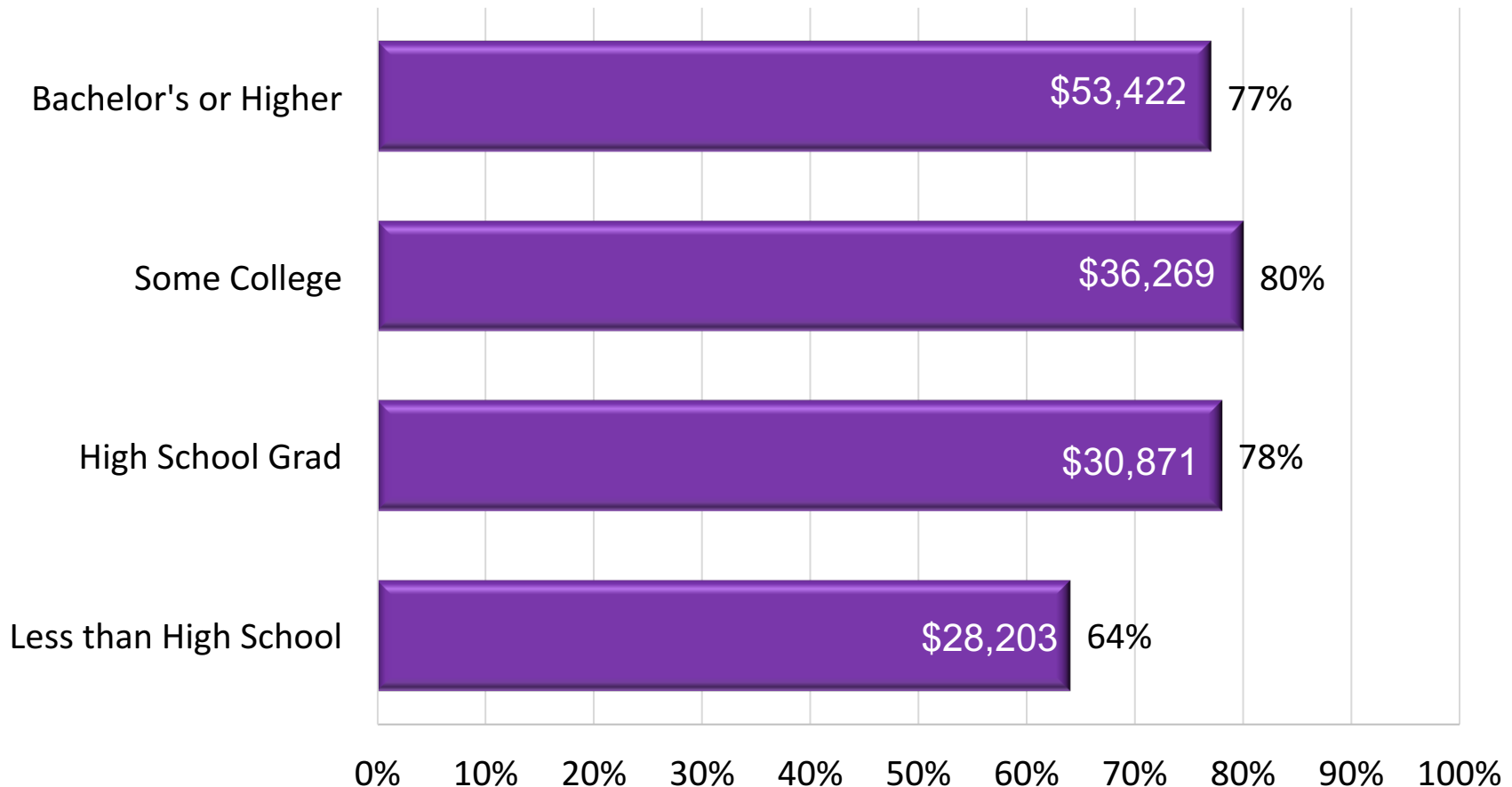
The rate of employment in Wilmington increases significantly with educational attainment, as do annual earnings

Wilmington Employment and Annual Earnings by Education



This is less true in Newark, although the employment rate and earnings for those without a high school diploma are lower than for those with a diploma

Newark Employment and Annual Earnings by Education



Strategic Plan Framework Components

- ❑ Vision = desired impact, WHY we exist
- ❑ Priority Student Outcomes = specific, measurable results to improve student success
- ❑ Strategic Themes = areas that must be addressed to achieve priority student outcomes
- ❑ Strategic Objectives = choices about how to address the strategic themes

To be Developed: The Implementation Methods

- ❑ Strategic Initiatives = significant projects to implement the objectives
- ❑ Action Plans = how to get the projects done

Vision - Together, educating every student for excellence.

Priority Outcomes

- Increase Math proficiency
- Increase ELA proficiency
- Ensure success during MS and HS transitions
- Increase graduation rates
- Increase sense of belonging, inclusion, safety, and well-being
- Ensure equitable outcomes for students regardless of race, ethnicity, income, or disability
- Strengthen the transition to college or career

Strategic Themes

Objectives

A. Meet the needs of the whole child

1. Enhance positive connections with students
2. Increase equitable access to program opportunities
3. Increase access to wellness and social emotional resources and support
4. Ensure targeted instructional support aligned to individual student needs

B. Ensure a consistent instructional framework

1. Establish an ideal profile of the graduate
2. Adopt aligned, rigorous, inclusive and current curriculum
3. Enhance instructional delivery methods
4. Ensure physical infrastructure supports instructional requirements

C. Build career awareness and preparation

1. Increase exposure and alignment to career opportunities
2. Increase access to career pathways
3. Maximize partnerships to support career readiness

D. Recruit and retain high-quality teachers and staff

1. Ensure racial and cultural awareness
2. Ensure high quality teachers that reflect our student population

E. Promote our district brand and connections

1. Increase participation of parents and community
2. Increase positive brand awareness

Strategic Planning Input Questions

1. What works well about this strategic plan framework?
2. Is there anything you disagree with?
3. What is missing?
4. What specific ideas do you have for how the district can best support students within this strategic theme?

Guiding Principles for Discussion

- Focus on what is best for students
- Respect different points of view and assume goodwill
- Allow everyone to be heard
- Avoid any reference to specific individuals
- Consider district-wide issues rather than individual situations
- Represent your individual perspective, don't speak for others





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