



Redding Consortium for Educational Equity

Retreat Meeting

MARCH 11, 2024

Meeting Agenda

- **Welcome**
- **Meeting Minutes**
- **History of Governance Reform**
- **Current Phase of the Draft Proposal**
 - **Timeline**
 - **Structure of the Draft Proposal**
- **Consortium Member Feedback Activity**
- **Next Steps**
- **Public Comment**

Welcome

- **Reminder, this is a hybrid meeting**
- **Please announce your name before speaking to identify yourself**
- **Please mute yourself when not speaking**
- **Please note this meeting is being recorded and will be posted for the public**
- **Consortium members—please type your name in the chat for roll call**

Meeting Minutes



Meeting Purpose

This meeting is a “**retreat**” for **Consortium members** to discuss the proposal and have the Redding and IPA team record feedback

Nnamdi and Jea want to hear Consortium members' thoughts and ideas about the proposal: **What’s working? What could be improved?**

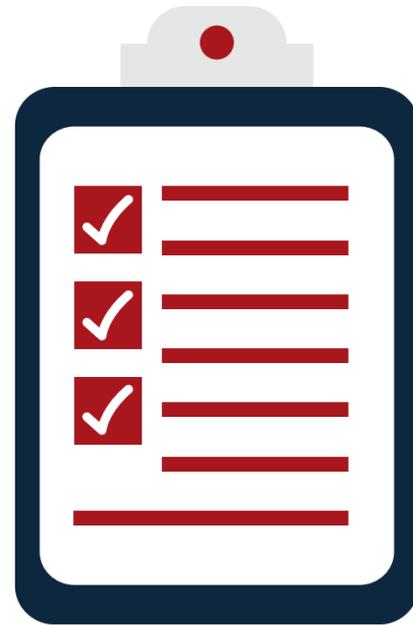
There will no voting at this meeting, the **purpose is deliberation, conversation, and helping move the process forward**

History of Governance Reform



**Opening Remarks and Presentation by:
Representative Chukwuocha and Councilman Street**

Current Phase of the Draft Governance Proposal



Governance Proposal Timeline: December 2023 - June 2024

- ✓ **December 2023 - February 2024:** Proposal drafted by Representative Nnamdi Chukwuocha, Councilman Jea Street with support from Institute for Public Administration staff
- ✓ **February 2024:** Redding governance leadership team has two rounds of meetings with the four impacted districts, Brandywine, Christina, Colonial, and Red Clay Consolidated School Districts, to listen and record feedback
- ✓ **February - March 2024:** Proposal is updated to include district feedback
- ➔ **March 2024:** Proposal is reviewed by Redding Consortium members
**We are currently at this point in proposal development*

Governance Proposal Timeline: December 2023 - June 2024

March 2024: The proposal is updated to include Redding Consortium member feedback

March 2024: The proposal is voted on by Redding Consortium members to approve or disapprove of the plan being released for public input

March 2024: If approved, there will be four public hearings in each affected district to garner community input

March 2024: The governance leadership team meets with school district boards to discuss the proposal and record feedback

April 2024: The proposal is updated to include feedback from public hearings and school boards

Governance Proposal Timeline: December 2023 - June 2024

April 2024: The proposal is voted on by Redding Consortium members to approve or disapprove of the plan being sent to the State Board of Education

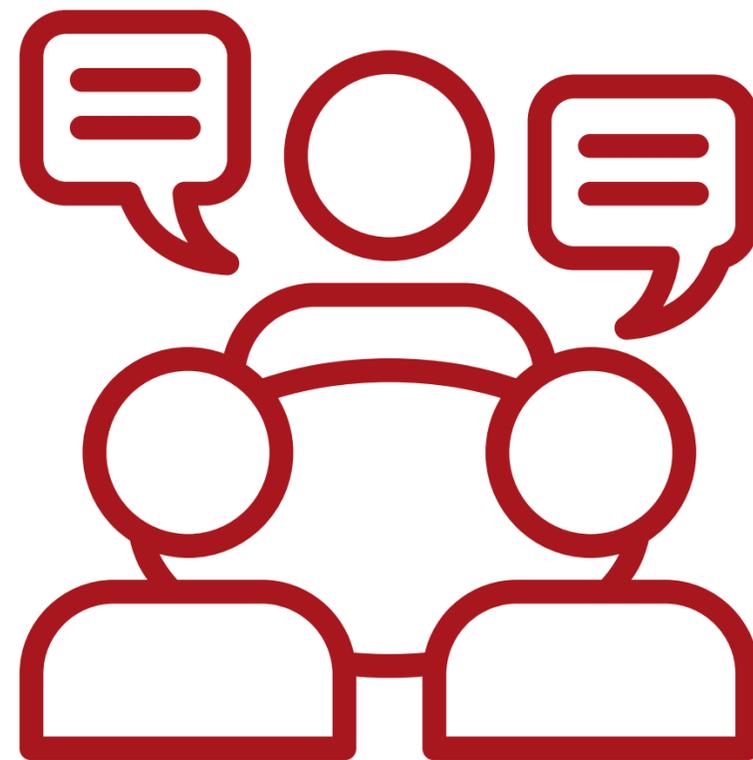
April 2024: If approved, the proposal is sent to the State Board of Education

May 2024: State Board of Education votes to approve or disapprove the proposal

May 2024: If approved, the proposal and accompanying Joint Resolution are shared with the legislature

June 30, 2024: Final decision from the Legislature

Redding Consortium Member Feedback Activity



Feedback Activity

Review Stipulations in groupings: 1-3, 4-6, 7-8, 9-11, 12-13

Proposal Content: Redding/IPA team will briefly discuss the stipulations and contents included in the draft proposal for each grouping

Activity (Think, Pair, Share): With the person next to you, form groups of 2-3 and follow the steps on your activity sheets

- Take a moment to gather your thoughts
- Then discuss with your partner/group
- Record your thoughts for collection

Share out: Redding Consortium members share feedback

***Repeat this activity** for each stipulation grouping*

Stipulations 1-3 Review

Stipulation 1: The orderly and minimally disruptive reassignment of students affected by the boundary change and the reassignment of governance responsibilities.

The information below is summarized, for more details on this section, please see pages 16-17 of the proposal.

To address this stipulation the draft governance proposal recommends that:

- Wilmington students be served by the Brandywine and Red Clay Consolidated School Districts
- The Christina School District and Colonial School District be removed from the City of Wilmington.
- This reassignment will be addressed in the manner best for students during each phase: planning, transition, and implementation

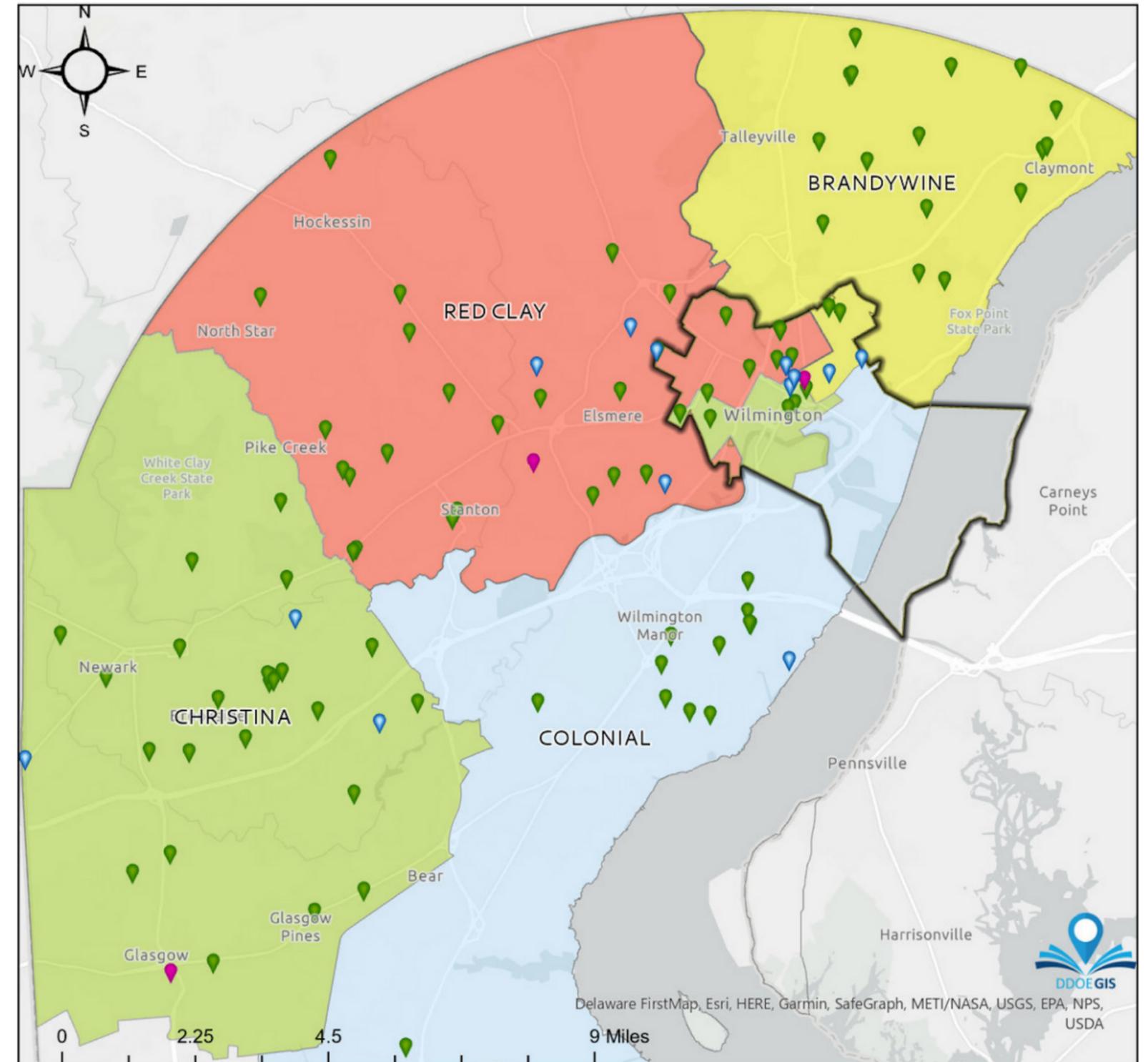
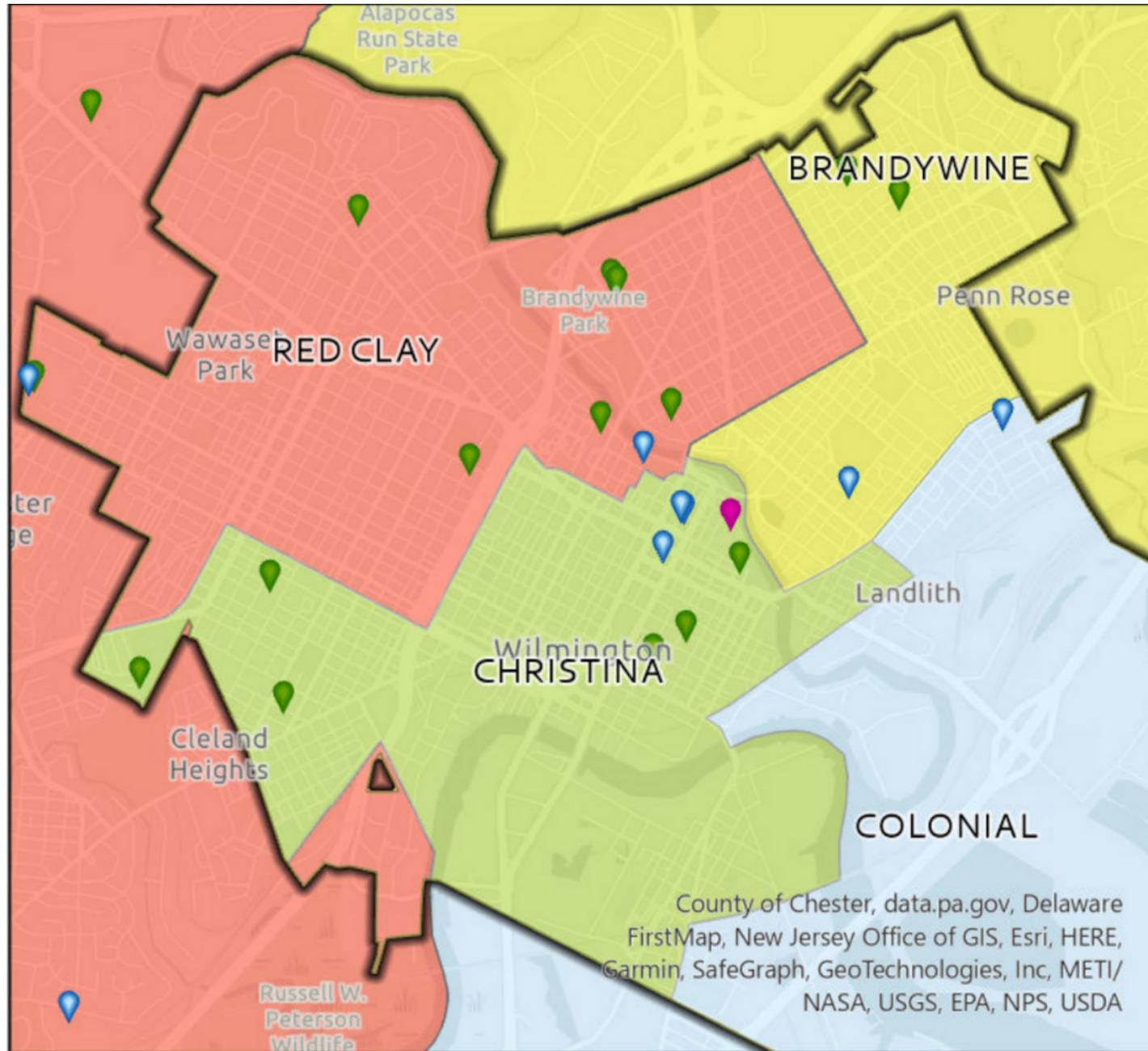
Stipulation 2: Redrawing of district boundaries in Wilmington and northern New Castle County to better serve the educational interests of all students, including reducing the concentration of low-income students and improving educational services and supports for English learners and other students at risk.

The information below is summarized, for more details on this section, please see pages 18-20 of the proposal.

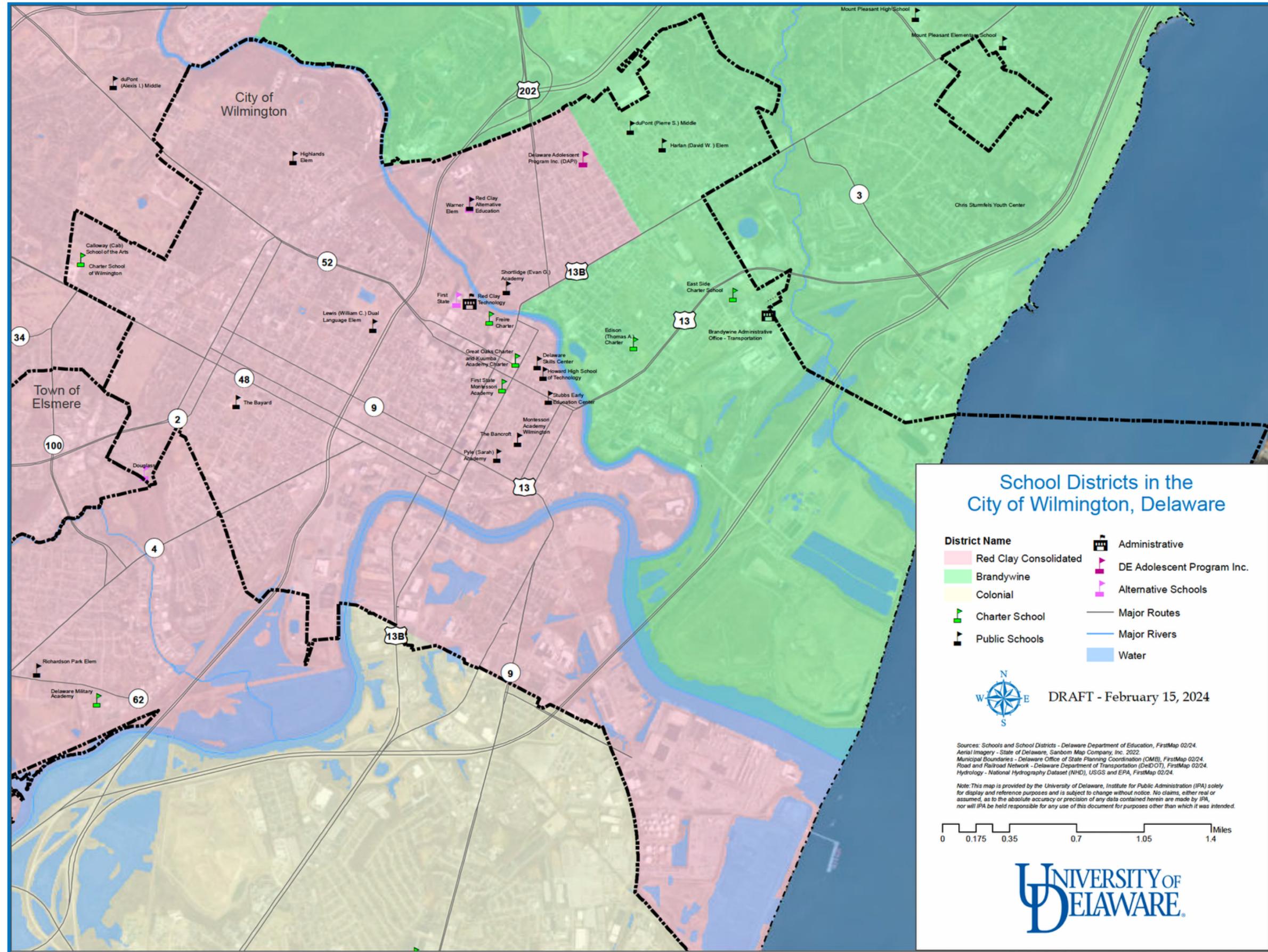
To address this stipulation, the draft governance proposal recommends:

- The current **Red Clay Consolidated School District boundaries** in the City of Wilmington would expand to include students residing in the City of Wilmington south and west of the Brandywine Creek (currently portions of Christina and Colonial School Districts).
- The current **Brandywine School District boundaries** in the City of Wilmington would expand to include students residing north and east of the Brandywine Creek (currently portions of Christina and Colonial School Districts).
- The current **Christina School District boundaries** in the City of Wilmington will no longer exist.
- The current **Colonial School District** boundary that extends into the City of Wilmington will move and start at the borders of the City of Wilmington.

Current City of Wilmington School District Boundaries



Stipulation 2 Proposed Map



Stipulation 3: The plan must permit students to continue their attendance at the school they attended prior to the boundary change with tuition payments made by the sending district until such time as the pupils complete the grade levels offered in that school.

The information below is summarized, for more details on this section, please see page 21 of the proposal.

Students must be permitted to continue their attendance at the school they attended prior to the boundary change, this will help ensure the orderly and minimally disruptive reassignment of students affected by the boundary change and the reassignment of governance responsibilities.

While the process of allowing students to stay in an existing traditional school program is straightforward, it is less clear if the student is in a “non-traditional” program. To provide smooth transitions, there needs to be an analysis of the programs offered.

Feedback Activity Steps

Please take 5-10 minutes to:

Step 1: Review the set of stipulations

Step 2: Take 1-2 minutes to think individually about these items and review relevant parts of the proposal

Step 3: Take 2-3 minutes to discuss these stipulations with your partner

Step 4: Write down any relevant notes, these notes will be collected at the end of the meeting and help inform the proposal

Stipulations 4-6 Review

Stipulation 4: Student transportation

The information below is summarized, for more details on this section, please see page 22 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- Student transportation must be addressed due to the changes resulting from redistricting.
- **Changes should be minimally disruptive for students attending schools and during transition, like their current transportation.** Districts should collaborate to ensure seamless transportation possibly requiring modification of rules regarding operating buses outside of district boundaries.
- **Students who choose to remain in their existing schools should have no negative impact in bus transportation;** comparable choice transportation for these students must be guaranteed through the transition period.

Stipulation 5: An assessment of the educational needs of City of Wilmington students and the resources required to meet those needs.

The information below is summarized, for more details on this section, please see pages 23 - 32 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- To understand student needs, we must address the current capacity for schools and districts to create safe, secure, and student-focused learning environments where every student is intentionally provided access to the support, resources, and opportunities they need to reach their full academic and social potential, in and out of the classroom.
- There were 11,279 City of Wilmington students enrolled in public education during the 2022–23 school year. Of these students:
 - 69 percent were Black or African American
 - 54 percent were from low-income families
 - 23 percent were students with disabilities
- These three percentages are highlighted because they are higher than the percentages for Delaware, New Castle County, Kent County, and Sussex County. Systemically, Black students, students from low-income families, and students with disabilities have been underserved and disenfranchised. This data shows that targeted student support and educator training and professional development should reflect the population and their wants and needs.
- Students living in the City of Wilmington are consistently performing lower than their non-Wilmington counterparts. This is proven and must be remedied.

Stipulation 6: Directives for improving secondary education options for City of Wilmington students, such as the provision of additional secondary schools.

The information below is summarized, for more details on this section, please see page 33 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- There are **currently no traditional public high schools serving City of Wilmington students**, this is a major issue and does not promote a sense of community within the City.
- In planning for the boundary changes, providing secondary education options within the City of Wilmington is crucial so students have a choice closer to home and to avoid redrawing feeder patterns multiple times.
- **A core focus of the WLC's efforts, as required in its MOU, is to address a high school option for the City of Wilmington.** If the Redding Consortium governance proposal passes, the Redding Consortium will work with the WLC and the affected school districts to determine the best high school configuration to support city students.

Feedback Activity Steps

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Stipulations 7-8 Review

Stipulation 7: Implications for educators, administrators, and other personnel that may lead to equitable adjustments to local collective bargaining agreements.

The information below is summarized, for more details on this section, please see pages 34-35 of the proposal.

To address this stipulation, the draft governance proposal recommends:

This section is pending review and feedback from DSEA and district partners and will be adjusted accordingly.

- The Redding Consortium is aware of the impact that changing boundaries would have on educators and school staff. The utmost importance is the needs of students and ensuring the stability and longevity of staff and administration serving these students.
- The Brandywine School District, Christina School District, Colonial School District, and Red Clay Consolidated School Districts will need to work collaboratively, with support from engaged partners, to ensure educators, administrators, and personnel feel supported, understand the governance proposal and its implications, feel job security, and feel excitement for continuing to teach in Wilmington and work with Wilmington students and families.

Stipulation 8: Engagement of educators, staff, parents, district personnel, and community members throughout the transition.

The information below is summarized, for more details on this section, please see page 36 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- **Engagement of all stakeholders is important as this plan is put into place.** There will be multiple times/points where the Consortium, districts, and partners will need to go out and get input from a diverse coalition of stakeholders and to share what the changes mean. There are multiple partners who could be engaged in this including DSEA, school boards, Wilmington City Council, and others.
- The Redding Consortium will help lead this effort in partnership with the school districts and host public hearings with the community in each of the affected districts.
- **It is important that steps are taken to inform stakeholders of the district transition plans through both traditional and non-traditional media in the City of Wilmington.** It is important that the districts work together to communicate with current City of Wilmington residents in the Christina School District, the Colonial School District, the Brandywine School District, and the Red Clay Consolidated School District.

Feedback Activity Steps

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Stipulations 9-11 Review

Stipulation 9: Resources that will be required, from state, district, and local sources, to support the redistricting transition and provide for the effective ongoing education of all affected students, and for the support of schools with high concentrations of low-income students and English learners.

The information below is summarized, for more details on this section, please see pages 37 -39 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- Stipulation 9 assigns responsibility to the Controller General to conduct a fiscal impact analysis for the proposal.
- The Consortium leadership team will also consult with the Department of Education and Chief Financial Officers in each district to discuss the financial considerations for each affected district.
- Once the proposal is approved by the State Board of Education, the Controller's General Office will conduct a fiscal analysis of the redistricting proposal. The guidelines of stipulation 9 are outlined in the enacting legislation.

Stipulation 10: Distribution of capital assets and financial obligations or a process for such distribution.

The information below is summarized, for more details on this section, please see pages 37 - 39 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- **To avoid undue burden on the districts, a detailed timeline of the distribution of capital assets and financial obligations has not been created.** During the planning phase, the effected districts will work with each other, DOE, and others to determine what and when capital assets and financial obligations will be distributed.
 - In addition to buildings, educators, staff, and students, many other considerations need to be considered when distributing capital assets and financial obligations such as building conditions and needs and the cost of any capital projects.
- **The required educational funding for this redistricting proposal will come from the state, and Delaware taxpayers should not have an undue burden to fund this proposal if it is passed and then implemented.**
 - An undue tax burden is if a local taxpayer will incur additional fiscal costs at any time as a result of this proposal. If the necessary funding to adopt the redistricting changes is not provided by the state, then this proposal will not be feasibly implemented, and the districts will have an exit point to end the planning or transition processes for the proposal

Stipulation 11: A stipulation that the funding statewide and locally will facilitate effective implementation of the proposed comprehensive plan in a manner that will improve the educational outcomes for all of the students impacted by that plan.

The information below is summarized, for more details on this section, please see pages 37 - 39 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- **The proposed funding statewide and locally will facilitate effective implementation of the proposed plan** that will improve educational outcomes for all students.
- **The Redding Consortium acknowledges the substantial investments that Opportunity Funding has made for Delaware’s most vulnerable students over the past few years.**
- In addition to the funding for this plan, there is more to be done financially in support of students to meet their needs.
- **The AIR report provided recommendations on how to address funding challenges for Delaware’s students.** The implementation of the AIR funding report recommendations by the state would help ensure that funding is sustained for this effort over the long term.

Feedback Activity Steps

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Stipulations 12-13 Review

Stipulation 12: A timetable for implementing each element of the redistricting plan and the designated responsibility for carrying out responsibilities until the date of full implementation.

The information below is summarized, for more details on this section, please see pages 40 - 41 of the proposal.

To address this stipulation, the draft governance proposal recommends:

Timeline Overview (feedback needed from all partners):

- **Current Phase:** Drafting proposal with intent for legislation to pass in June 2024
- **Planning Phase:** July 2024 – 202x
- **Transition Phase:** 202X – 202X
- **Implementation Phase:** 202X
- **Monitoring Phase:** Ongoing

Note: If the necessary funding is not provided, as confirmed by the Consortium in consultation with the affected districts at each milestone, then the State Board will suspend the timetable for implementation until the resources are provided.

Stipulation 13: A process for the ongoing monitoring and evaluation of the educational impacts and outcomes of implementation, which will include an annual report by the Consortium to the Governor, the General Assembly, the Secretary of Education, and the State Board of Education.

The information below is summarized, for more details on this section, please see pages 42-45 of the proposal.

To address this stipulation, the draft governance proposal recommends:

- To monitor and evaluate the educational impacts and outcomes of implementation of the governance proposal and boundary shifts, **the Redding Consortium will produce an annual report focused on tracking the planning, implementation, and transition of the proposal.** This report will be submitted to the State Board of Education, the Governor, and the General Assembly.
- **This section of the proposal describes the initial milestones and measures of success to be used for evaluating progress.** The Consortium or the State Board may add additional dimensions as the process moves forward.
- **A more coherent and responsive district governance structure for City of Wilmington schools will enable improvements in citywide student outcomes.** Making quality education available to all students requires actions that go far beyond an alteration of boundaries among traditional school districts.
 - The outcomes must be reduced fragmentation of efforts, increased collaboration and coherence in the development and delivery of educational programs, and shared responsibility for the overall improvement of public education.

Feedback Activity Steps

Please take 5-10 minutes to:

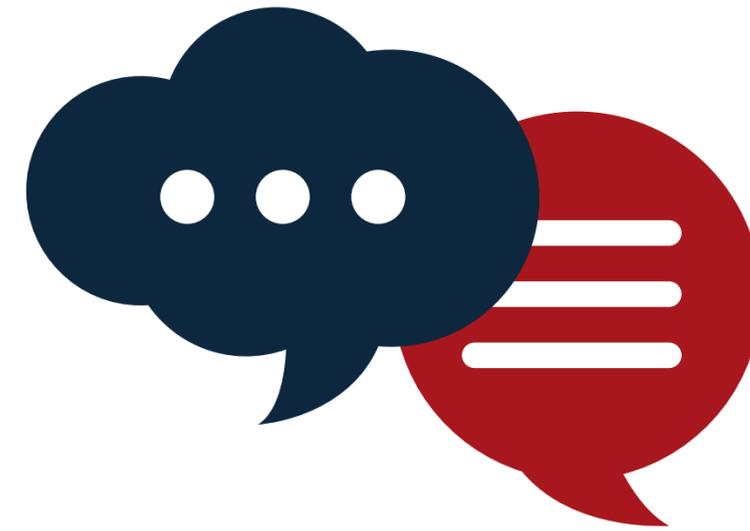
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Share out



Share out: Stipulations 1-3

Share out: Stipulations 4-6

Share out: Stipulations 7-8

Share out: Stipulations 9-11

Share out: Stipulations 12-13

Next Steps in the Proposal Development Process

March 12-18: Incorporate Consortium member feedback into the proposal

March 21: Full body meeting vote to take the interim plan public

March 25 - 28 (tentative): Public hearings in the four school districts, BSD, Christina, Colonial, RCCSD

April 11: Full body meeting vote to officially approve the revised plan

April 18: Presentation to State Board of Education on proposal

Public Comment

Slides for Reference

History of Governance Reform

The Educational Advancement Act of 1968 resulted in the consolidation of smaller school districts (with the exception of Wilmington) across Delaware and provided equalization funding.

In 1978, northern New Castle County's education landscape underwent a major restructuring. Eleven school districts in New Castle County were first consolidated into a single district due to a federal district court order, and after a brief period of operation, the single district became four—the same four districts that exist today: **Brandywine, Christina, Colonial, and Red Clay Consolidated School Districts.**

The **Neighborhood Schools Act of 2000** passed by the General Assembly has created a city full of racially-identifiable, high-need, and high-poverty schools in Wilmington and exacerbated inequities across the four districts. For a quarter of a century, these persistent issues have continued to negatively affect school communities.

Decades of Effort

2001: Wilmington Neighborhood Schools Committee (WNSC)

2008: Wilmington Education Task Force

2015: Wilmington Education Advisory Committee (WEAC)

2016: Wilmington Education Improvement Commission (WEIC)

All groups advocated for a reduction in districts serving Wilmington students.

*See pages 5-7 of the draft proposal for a full Wilmington education historical timeline

The Case for Governance Reform in the City of Wilmington

The City of Wilmington is the only city whose students are not served by a single district compared to other cities like Newark and Dover. Over time, this four-district model in Wilmington has created educational barriers and systemic issues within city schools.

The unintended consequences of this four-district model have been **fractured governance** in educational leadership, geographically **divided communities**, **varied curricula** across districts, and **dismal academic outcomes** for historically underserved students.

The cost of continuing to do nothing is too much to bear for these children affected by the lasting, detrimental effects of policies like the Neighborhood Schools Act. These impacts include declining student proficiency, a less safe city, and generations of students and families not getting the services they need.

Governance reform is the right course of action for this present moment. The Redding Consortium and the Wilmington Learning Collaborative (WLC) are both working to advance educational equity and empower City of Wilmington students, educators, and families.

Progress in the Educational Landscape

The state has made significant progress over the last two decades. The 2018 education funding lawsuit resulted in several key changes:

- Opportunity funding
- Improved K-3 basic special education funding for students;
- Annual \$4M investment in teacher recruitment and retention in high-needs schools;
- The creation and funding of an Ombudsperson position/office in each county.
- Doubling of ECAP funding to ensure more pre-k seats for 3- and 4-year-olds.
- Finalizing the AIR report, *Assessment of Delaware Public School Funding*

Additional progress:

The Redding Consortium for Educational Equity has made progress supporting Wilmington schools, teachers, and children by increasing high-quality early childhood seats, funding wraparound service grants, and supporting educator scholarships.

The Wilmington Learning Collaborative (WLC) was created to provide hyper-focused support for city schools and students.

Boost '22-'26 was created to promote cross-district collaboration between the New Castle County Superintendents and is focused on improving graduation rates for Wilmington students.

Early education has been strengthened across the city and state.

Mental health investments have increased statewide, with elementary and middle schools now required to have a 250:1 ratio of students to counselors.

Investments in Educators: Redding Consortium Schools Scholarship; pending PECC recommendations to raise wages for all school personnel



Overview of the Redistricting Mandate

Per **Senate Bill 148 and House Bill 222 (updates in HB 229)**, the Redding Consortium for Educational Equity is mandated to address redistricting in Wilmington and Northern New Castle County.

“The Consortium shall develop a proposal for redistricting in the City of Wilmington and northern New Castle County that will include provisions stipulated in concurrent legislation formulated specifically for that purpose with designated responsibilities and timelines for action at all levels.” - Senate Bill 148

Draft Governance Proposal Overview

- **This draft proposal is the first step in governance reform and school district consolidation.**
- The proposal addresses how school district boundaries will shift, **13 stipulations from the legislation that must be addressed in the proposal**, and the necessary next steps for each stipulation.
- The purpose of this proposal is to provide an opportunity for the State Board of Education and the Delaware legislature to approve a plan that begins the process of redistricting.

Draft Governance Proposal Overview

- There will also be checkpoints in the process to ensure financial obligations can be met and there is no undue burden on students, families, educators, schools, and districts.
- As the proposal moves forward, there will be opportunities for public input above and beyond what is prescribed in the legislation.



Structure of the Draft Governance Proposal

Overview and Case: The proposal provides an overview of the December 2023-June 2024 timeline, a full Wilmington historical timeline, and a case for governance reform

Stipulations: The proposal then lays out the **13 stipulations the proposal is required to address** per the Redding Consortium establishing legislation HB 222

Considerations: For each stipulation, there are also “**Considerations for the Planning Phase.**”

- Considerations cover more detailed information that could be addressed during the planning phase. The details provided by multiple partners during the planning, implementation, and transition will be vital.

Timeline: The timeline for action is essentially in five parts: Current Phase (Proposal), Planning Phase (Once Legislation is passed planning begins), Transition Phase (Logistics and decisions are finalized), Implementation Phase (Students begin to move), Monitoring Phase (Progress is tracked)