

**Annual Evaluation of Federal and State Program
Goals and Objectives
Included in the Consolidated Application
Fiscal Year 2003-2004**

Christina School District



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Section I: Executive Summary

Purpose of Evaluation

Each year, the Christina School District (CSD) applies for supplementary funds from federal and state grants that augment our local offerings by providing more intensive programs and services for our children. Some of the programs help our children to read and write better. Other programs help our children in mathematics, science and social studies or teach them about the hazards of alcohol, tobacco and other drugs. Some grants allow us to pay for after-school, summer school tutoring and professional development -- still others make possible the purchase materials and extra supplies. To obtain these funds, we submit a consolidated application to the Delaware Department of Education (DOE) for approval. This application includes a district-level improvement plan based on school-level improvement plans. The district plan explains what we want to do with the funds, how we want to do it and what we expect to happen as a result of these programs and services. This report presents the evaluation of the Christina School District's progress in carrying out its 2003-2004-improvement plan.

Description of "What was Evaluated"

The information (data) utilized to evaluate our plan came from many sources and was analyzed as group data only (grade levels and districtwide averages). No individual student records are shown and each student's privacy was protected. In most cases, we looked at the outcome from different student populations that are part of the Christina student body including: racial/ethnic groups, genders, students with/without disabilities, students with and without English proficiency and income level. This type of review helps us to identify gaps and to eliminate them so that 'no child or group is ever left behind.' We examined progress in academic performance, student behavior, health-related information, staff professional improvement, vo-tech preparation for participation in society and home-school partnerships.

Data Collection Methods and Sources

The data needed to evaluate the programs funded through the 2003-2004 Consolidated Application came from a variety of sources: (1) district-level state mandated reports, (2) *School and District Profiles 2004*, (3) Delaware Student Testing Programs, (4) individual site-based data, principal and teacher reports and retrospective evaluations, (5) district committee reports, (6) Board of Education presentations, (7) reports supplied by consultants and (8) information and analyses provided by the Data Service Center. Most of the information is based on a combination of state achievement testing, district records, anecdotal information, interviews with central staff, program and service managers, minutes, schedules, and the *Alcohol, Tobacco and Other Drug Abuse Among Delaware Students 2003* (University of Delaware, June 2004).

The information in this report is outcome based and descriptive in nature. We examined the differences between our level of expectation (sometimes referred to as the standard of acceptable performance or criteria of success) and the actual outcome. This helped us to conclude if our objectives had been completely attained, partially attained or not attained. The definition of attaining an objective was refined as follows: (1) Completely Attained -- outcome meets or exceeds annual target, (2) Partially Attained -- outcome exceeds the FY03 outcome but is less than the FY04 target, and (3) Not Attained -- FY04 outcome is less than the FY03 outcome. Determining progress within goals resulted from examining the collective outcomes of each goal's component objectives.

Major Findings Conclusions and Recommendations

A. Has the Christina School District student achievement improved? **PARTIALLY ATTAINED -- CONTINUED SUBSTANTIAL IMPROVEMENT.**

Overall, the district met both its Adequate Yearly Progress and State Progress requirements and was rated Commendable, Not under District Improvement Status. Across all benchmark grades, more than half of our students met or exceeded state standards in the basic core subjects. In mathematics, 56.7% (N=5560) of our students met or exceeded state standards. In reading, 70.9% (5291) met or exceeded standards. In writing, 66.2% (N=5565) successfully met or exceeded state standards. In mathematics and reading, the results were approximately the same as the previous year. In writing, more students met or exceeded state standards than previously when 52.8% attain proficiency. We then examined achievement in depth by determining (1) the extent that districtwide achievement targets were attained as measured by DSTP 1, (2) the amount and direction of DSTP 1 changes from the prior year, (3) comparison to statewide DSTP 1 averages for the current year, (4) 3-year aggregated data trends for each core DSTP 1 benchmark grade and subject, and (5) disaggregated data outcomes for reading, mathematics and writing for 2003-2004.

- Grades 3, 5, and 10 showed improvement between the 2003 and 2004 administration of the DSTP. The annual target for all children in writing was met; in mathematics, the target was partially met. Increases in the percentage of students who met or exceeded state standards for 12 of 20 comparisons were noted since the FY04 outcome exceeded those in FY03. These included: grade 3 reading, writing and mathematics; grade 4 social studies; grade 5 reading, writing and mathematics; grade 8 writing; grade 10 reading, writing and mathematics; and, grade 11 science.
- Grade 3 reading, writing and mathematics and grade 11 science and social studies were at or above the state averages in terms of the percentage of students who attained Proficiency Level 3 or above. Fourteen of 20 three-year aggregated data trends were upward (grades 3, 5, and 10 for mathematics, reading and writing; grade 4, 6, 11 for social studies; grade 8 for writing; and, grade 11 science). At each benchmark grade for both reading and mathematics, the national percentile rank of the average has increased substantially in the lower grades and more moderately in the upper grades from the initial administration of the DSTP in 1998. This suggests improvement in comparison to a national or norming sample of age-grade peers.
- There were several positive findings among our children with disabilities. In reading and writing, grade 3 students with disabilities achieved state standards more frequently than their age-grade peers throughout Delaware. In grades 5, 8 and 10 a higher percentage of children with disabilities met or exceeded state standards in FY04 than FY03. Similar finding for mathematics proficiency were attained in grades 3, 5, and 10.
- For grades 3 and 5 Title I reading, mathematics and writing participants, the percentage of students attaining state standards continued to improve and were higher this year than the previous 2 years.
- There were significant improvements from the FY03 evaluation in the percentage of Voc-tech students who met or exceeded Performance Level 3 on the DSTP assessments.
- The school-year Extra Time and summer school data suggests that these components provided services that resulted in improved student learning and achievement, thus contributing to Goal A. Many children who were below standards met or exceeded standards by either the spring DSTP test administrations or by summer's end; others

improved their standing and with appropriate follow-up (Individual Improvement Plans) may meet standards when they retake the DSTP 1 in April 2005.

Positive progress was made across several achievement related activities and processes. All schools continued to have building level plans for the effective use of technology. These procedures were integrated with their SIP and target objectives. Amounts of teacher daily PC use for instructional planning and/or teaching and previous levels of staff proficiency were maintained. In addition, each school had a shared decision-making component as evidenced by site council minutes and referenced in their annual evaluations. Parent participation data revealed that the district efforts to increase involvement were effective and the number of PTA members increased.

The current achievement outcomes continue to suggest the following: First, there are still a substantial number of students in all grades and many groups who have yet to attain state and local standards. Second, DSTP 1 achievement gaps between groups and grade levels appear to increase over time. Attaining consistent progress in all core areas as students move throughout schooling continues to be challenging in Christina and across Delaware. Unless the gaps between the lowest and highest performing groups close and there is continuous improvement of all students, the district "average" or proficiency will not significantly improve. As the annual intermediate targets increase, the "slope will be increasingly more difficult to climb" for those groups who continue to struggle. This will inhibit adequate yearly progress and increase the difficulty of attaining the requirements specified in the NCLB Act.

Therefore, all of our schools must continue to work toward 100% proficiency in reading/language arts and in mathematics. The accountability environment offers continuous challenges not respites. For all grades and groups, the fabric of student proficiency requires annual adjustments, alterations and repairs. Consequently, implementation of research based strategies, early identification of and interventions based on scientific research for at-risk students, intensive exposure to tutoring, extra-instructional time, and continuous monitoring of student outcomes should continue to be the focus for those who are likely to achieve less from schooling. Those who are currently at the highest point of the local achievement distribution also must continue to progress. Other recommendations are provided in the report.

**B. Has CSD Expanded and Enhanced Intervention Delivery Systems for Students?
PARTIALLY ATTAINED -- SUBSTANTIAL IMPROVEMENT NOTED.**

There were 7 objectives listed in the *Consolidated Application 2003-2004* for Goal B organized around: student progress through coordinated interventions, student health, professional development, school climate/student behavior, and district dropout and graduation rates.

The activities associated with this goal included joint training opportunities for combined school and agency staff, purchase and dissemination of violence prevention instructional materials, special assemblies, presentations and programs designed to reinforce classroom drug and violence prevention instruction. Primary services focused on providing intervention team and counseling services to students, and implementing Student Assistant Referral Team (START) training to support intervention processes.

- Beginning in FY05, the district will begin to shift its computer operations toward utilizing common statewide systems and resources. The Director of Student Support Services has initiated contact with the district's Technology Department that will result in a new student tracking system with backup capabilities that will prevent future occurrences of lost data and access to programmatic information.

- In health education, substantial numbers of students met local standards as measured by course marks. In grades 7-12, eight of every ten students continued to earn satisfactory course marks.
- Christina attained its annual dropout reduction target, a 1-percentage point reduction and the district attained its annual graduation-rate-increase target.
- Although all schools were safe as defined in NCLB during FY04, the suspension and arrest indicators continued to send mixed signals that warrant closer monitoring. The data suggests that the increases in codes 19 (Possession of Dangerous Instrument from 11 to 22), 32 (Fighting from 788 to 809), and 57 (Possession of Weapons from 39 to 50) were the key offenses that contributed to the overall rise. Other categories were either about the same or showed modest reductions from their FY03 levels.
- Student reported use of alcohol, tobacco and other substances were somewhat higher in grades 5 and 8 than in grade 11.
- A new student data tracking system that links demographic information, program participation, district inputs, student outcomes, and costs is a potentially powerful tool for effective decision making and systematic program improvement. It has the potential for determining what is working while providing a rational basis for change. Rebuilding this system should provide for periodic school based reports that may assist school improvement teams in their efforts. In addition, linkages with the *Superintendent's Performance Targets* should be possible thus providing information to parents and the Christina Community.
- Underlying factors leading to student perception of diminished safety and positive school climate as reported in the *Alcohol, Tobacco and Other Drug Abuse Among Delaware Students* (University of Delaware, 2003) continue to require attention. To what extent are these student reported perception anchored in reality? Research in relationships between perception and reality suggests that the need for verification by examining external corroborating data before acting upon outcomes. Should verification occur, services and procedures for addressing these situations will be necessary.

Additional Recommendations

- Monitor decisions, programmatic changes and implementation of new initiatives; and examine links between new strategies, outcomes and underlying factors on both district and school levels. If performed over time, this process provides for the most rational targeting of resources within schools and across the district.
- Continue to provide professional development about data interpretation, testing, assessment, evaluation and instructional strategies at the school level. This is important for two reasons: (1) NCLB requires an understanding and use of scientifically based research in the selection, implementation and evaluation of programs, strategies and services, and (2) Standards-based environments, presuppose that factors which may influence or moderate the effects of implemented strategies and services upon outcomes should be examined on a continuous basis. Together, this rationale suggests the utility of conducting school level action research. Faculty selected topics in which staff formulate questions, collect and review the data and examine outcomes would provide a level of comprehension and empowerment for local improvement and the district as a whole. Other recommendations are provided in the report.

Section II: Introduction to the Report

Purpose of the Evaluation: *Why do districts conduct annual evaluations and report outcomes?*

This report presents an evaluation of the Christina School District's effectiveness in conducting its improvement plan as described in the 2003-2004 Consolidated Application for federal and state-funded programs. Therefore, this annual report has three important purposes. First, it communicates district, school and student outcomes to all members of the professional staff and the community it serves. Second, it provides information about the effectiveness of the 2003-2004 efforts by comparing this year with prior outcomes and thereby guides future improvement planning. Third, the conduct and reporting of the evaluation findings fulfills federal and state laws.

The evaluation process appraised these programs and services by examining and judging their performance and impact upon the district's goals and objectives. The key component of this process is valid and reliable information. Therefore, our evaluative approach uses information to accomplish four tasks: (1) identify needs, (2) establish goals, (3) specify services designed to meet identified needs and (4) measure outcomes. The final phase of the cycle, measuring outcomes, is designed to help us fine-tune our programs and services systematically and thus increase the likelihood of progress and success. Across the years, this model has served as a self-improvement course of action that is designed to eliminate gaps between our current levels of attainment and state-federal academic standards. This report serves as an annual update between prior assessments and federal and state mandates that specify that all children will demonstrate proficiency in reading/language arts, mathematics and other academic indicators by the end of the 2013-2014 school year (No Child Left Behind Act 2001).

Consistent with federal statutes, the Delaware Department of Education (DDOE) requires districts and schools to share the results of their annual evaluations with staff, faculty, parents, community and other interested groups. This report continues to be the basis for presentations and publications that will inform individuals and groups within the Christina community about the district's progress and continuing needs required to achieve our goals and objectives.

Programs and Services Evaluated: *What aspects of schooling were evaluated?*

We continued to examine and appraise our programs and services – from the school level to the district level. Our rationale was to enable all students in Christina schools (N=19,403) to gain from the services/programs funded through this grant. Our assessment determined the extent to which this happened. The programs and services provided by the Consolidated Grant came from two funding sources – (1) Federal and (2) State. Descriptions of funding sources and their uses by the district are described in Section III.

Appropriate Uses: *How should the information and outcomes in this document be used?*

This report describes the impact of various federal and state grants upon the district's programs, services, and initiatives. The interactions of these factors produce student outcomes at benchmark grade levels and describe what students (as whole and various "within-district" groups) know and are able to do as a result of schooling. Other related factors also are reported. To the extent possible, this report describes what has happened to date and suggests what remains to be accomplished. Sharing the results of this report helps Christina's decision-makers formulate even more accurate adjustments to school and district improvement plans.

Extent of Current Evaluation: *What questions does the evaluation answer? And -- What questions cannot be answered?*

This report attempts to determine the progress made to achieve district goals during the 2003-2004 school year. However, all evaluations and scientifically based research have certain limitations. In some cases, the data required to assess some of the objectives were not available or the systems required to collect and analyze the information are being revised or developed. In other cases, the assessment requirements, measuring devices and service delivery have changed. Where possible, these issues are addressed in a later section of this document. The reader is reminded that annual findings are subject to wide variations and fluctuations. This occurs because groups differ from year to year (See also: *Educational Researcher*, Article by Robert Linn and Eva Baker, AERA, August/September, 2002). In order to keep annual rises and falls in perspective, similar data over several years is provided where possible. This enables one to determine both the amount and direction of change. Care should be used when interpreting percentages when the number of cases is small. In those situations, a change of a few cases can have a disproportionate impact upon outcomes by making the changes seem more important than they are. As a general rule, where the number of cases is less than 15, achievement and other data will not be reported. For accountability purposes, 40 or more cases are required to produce reliable and valid analyses.

Evaluation Methods: *How and why was this evaluation conducted the way it was?*

There are many ways to conduct an evaluation. The data in this report is outcome based and descriptive in nature. Measurable objectives were developed as cited in previous Annual Evaluation Reports and other publications. Commonly, measurable objectives have the following components: (1) description of what the end result should look like or a statement of intended outcome, (2) the conditions (activities) under which the expected results are to occur, (3) the level of expectation or standard of acceptable performance, and (4) the measuring device (Davidoff, 2004). Consequently, examining the differences between the level of expectation (some times referred to as the standard of acceptable performance or criterion of success) and the actual outcome may enable one to determine if the objective has been completely attained, partially attained or not attained. We examined each goal's component objectives to determine the progress within the district's goals. As a general rule, the following definitions for determining attainment was applied: (1) Completely Attained -- outcome meets or exceeds annual target, (2) Partially Attained -- outcome exceeds FY03 outcome but is less than FY04 target, and (3) Not Attained -- FY04 outcome is less than FY03 outcome.

Organization of Report

The balance of this report is divided into three main sections.

Section III, "Background and Design of the Evaluation", provides information about our pupils, programs and the Christina community; provides a summary of the district's improvement plan; describes data sources and assessment devices and presents an overview of the evaluation plan, data collection procedures and methods used.

Section IV, "Results", presents detailed data – text, supporting charts and tables, which describe the findings associated with the progress made toward attaining the goals and objectives found in the district's improvement plan.

Section V, "Conclusions and Recommendations", describe areas of strength, areas that require strengthening and recommendations for program modifications and changes to be considered for the future.

Section III: Background and Design of the Evaluation

The Christina School District is largest in size among Delaware's 19 districts. The district offers a comprehensive K-12 program designed to meet the needs of all ability levels and interests of a diverse student population. Periodic curriculum revisions and intensive long-range planning have enabled the district to raise its educational standards.

The latest technology and commitment to its use has enabled the district to focus on instruction and expand educational programming. The district has a number of partnerships with businesses and higher education institutions. Among its diverse offerings are the following: (1) Programs for gifted and talented at all grade levels, (2) Vocational courses and career preparation, (3) Programs for special needs students, and (4) Before and after school child care programs.

At the school level, a broad range of extracurricular activities, intramural and interscholastic athletic programs provide a balanced learning environment, promote good health and strengthen student ties to their school community.

Mission: The mission of the Christina School District is to educate each student to succeed through:

- Improve individual student achievement through the restructuring of schools;
- Maximize the safety and welfare of members of the Christina school community;
- Provide strong leadership and direction as the Christina community explores innovative educational alternatives while maintaining diversity through equity and excellence in educational programs (*Consolidated Application 2003-2004*).

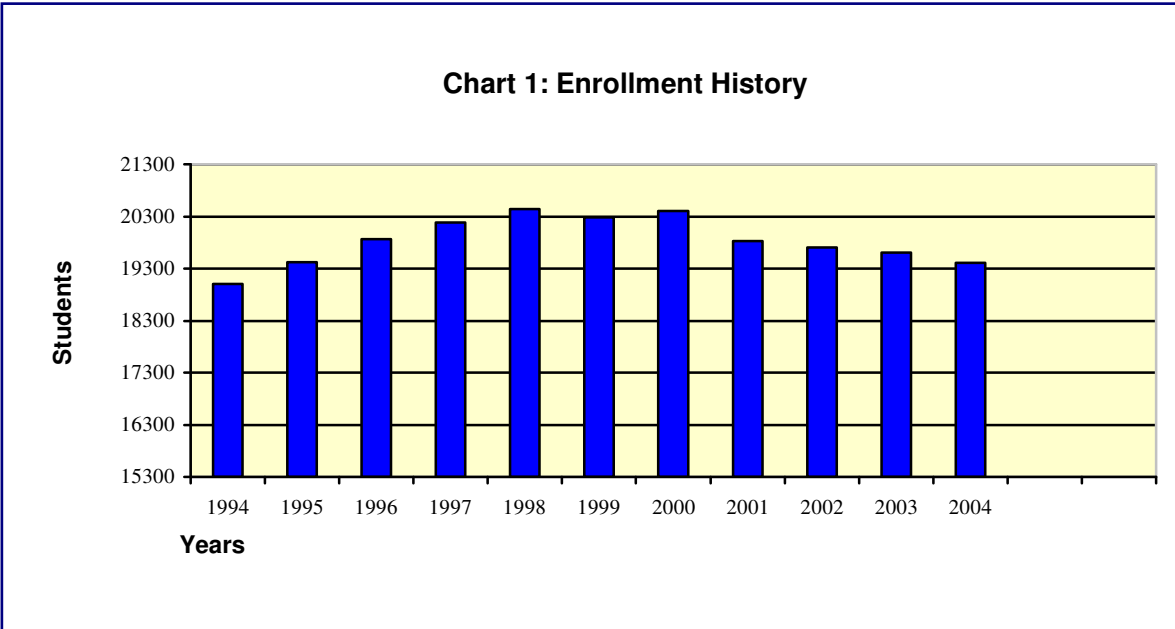
District's Vision: The District's vision for meeting the academic, career and personal needs of students is to educate each student to succeed in our changing society by providing a positive learning environment with caring, committed and knowledgeable staff (*Consolidated Application 2003-2004*).

The Christina School District at a Glance

Area (Square miles)	68.00	03-04 Total Enrollment (Public Schools)	19,407
03-04 FTE Teachers	1307.80	Percentage of State School Enrollment	16.5
01-02 Expenditure per pupils	\$9,293	03-04 District residents in Charter Schools	1644
03-04 Public Schools	27	03-04 District enrollment in Nonpublic Schools	5,611
03-04 Nonpublic Schools in District	123	% District Enrollment in Nonpublic Schools	22.4

Enrollment History

The enrollment has exceeded 20,000 students three of the past seven years. It peaked in 2000 to more 20,404 students but has moved slightly lower since then. Chart 1 summarizes the Christina School District's enrollment history. The 2004 enrollment was 2% more than 1994.



Student Enrollment and Characteristics

During the past 4 years, the proportion of majority students has been decreasing and the proportion of minority students has been increasing. The percentage of students eligible for meal subsidies has been increasing for 3 consecutive years; special education has been stable since the 2000-2001 school year. Historically, research suggests that many low-income students are most at-risk for achieving satisfactory scholastic outcomes.

Table 1: Student Characteristics 2000-2004

Grade Level Enrollment	2001	2002	2003	2004
Total	19,882	19,707	19,606	19,407
Race Ethnicity				
Percent American Indian	0.2	0.2	0.2	0.1
Percent Asian American	3.7	3.8	3.8	4.0
Percent African American	35.3	37.0	37.3	38.9
Percent Hispanic	8.0	8.9	8.9	9.9
Percent White	52.9	50.1	49.9	47.0
Other Characteristics				
Percent LEP Acquiring English	Not Available	Not Available	5.0	1.4
Percent LEP Students	3.4	3.4	2.0	3.4
Percent Eligible for Meal Subsidies	39.7	43.5	42.0	36.5
Percent Special Education	10.5	10.3	16.0	17.0
Full Year Students	99.5	97.9	91.0	90.8
Percent Enrolled in School Choice	5.9	5.9	6.8	7.6

Sources: *School Profiles* 2002 through 2004; and the Data Service Center, 2004

Annual School Dropout Rate (Grades 9-12)

Previous evaluations of the annual school dropout rate revealed an increasing percentage of students who have been leaving school prior to graduation. The rate increased from 1999-2000 to 2001-2002. The most recent data, 2002-2003, had retreated from former highs. The local dropout

rate remains higher than the state rate of 5.4 and requires continuous monitoring. Related information is provided in Section IV, Presentation of Results.

Table 2: Average School Drop-out rate from 1999 through 2003, Grades 9-12

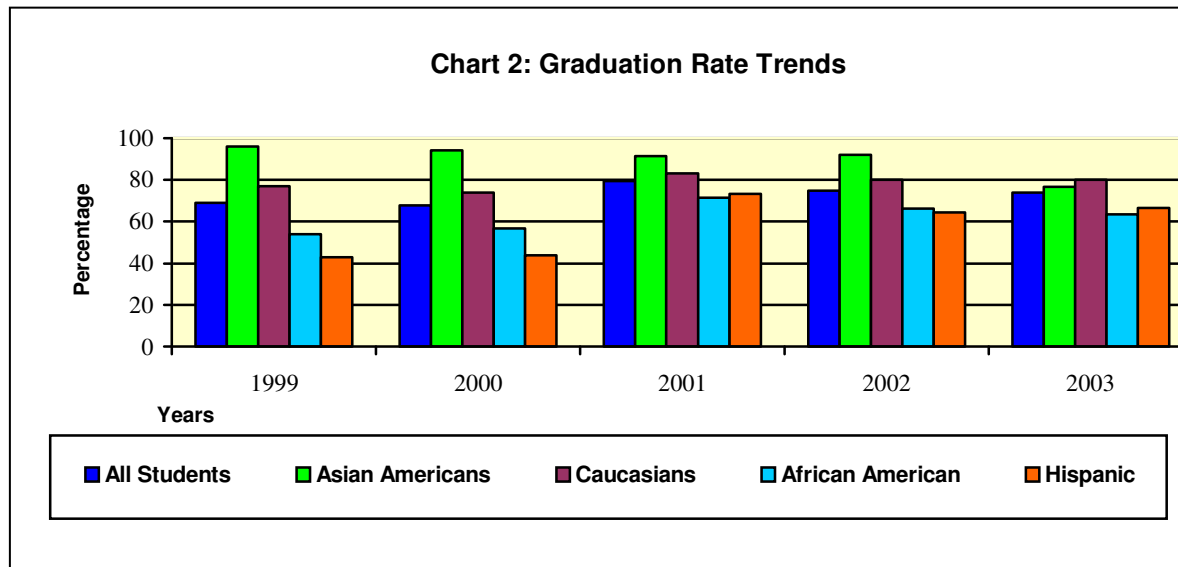
Reporting Unit	1999-2000		2000-2001		2001-2002		2002-2003	
	Number	%	Number	%	Number	%	Number	%
Schools	4696	4.6	4687	5.9	4719	10.4	4919	9.0
State	32,947	3.8	34,045	4.0	34,421	6.2	34,212	5.4

Source: (1) *District Profiles 2001 through 2004*. (2) *Delaware Dropouts 2002-2003 Summary Statistics*.

Graduation Rate

For several years, an annual graduation rate has reported the percentage of a ninth grade class who earn a diploma at the end of their 4-year high school program. This four-year cohort graduation rate took graduates, early graduates and students who transferred out into consideration. Chart 2 summarizes these rates for ‘all students’, Asian American, African American, Caucasian and Hispanic students over time.

An analysis of the past several years indicates that the graduation rate for all students ranged from 69% to 79.4% and is now in the mid-seventy percent range (75%). Asian American students consistently had the highest graduation rate (over 90%) declined to 77%. The Caucasian rate has increased from the mid-seventy to the low eighty percent. African American and Hispanic graduation rates over the past 4 years increased from the 45% to 55% range to the mid-60% range. The June 2003 class’ four-year rate was 73.8% (N=665) of the grade 9 cohort – graduated as expected. The Caucasian-African American gap (80.2% verses 63.6%) while less than the 1999 baseline (23 percentage point gap) was 2-percentage points higher than the prior year (16 point gap verses 14 point gap). [Note: The *Profiles* now provides a final graduation rate for the previous year rather than a preliminary rate for the current year. A final rate is a more accurate accounting since all unresolved cases in the preliminary estimate have been resolved.]



Program and Service Descriptions

Christina’s 2003-2004 (FY04) Consolidated Application Grant represented \$11,965,323 of services. These funds served approximately 19,407 students, including special needs and

historically under-represented populations. The grant provided for 107.5 FTE's and reported time employees. The services provided by the Consolidated Grant came from two funding sources – (1) Federal and (2) State.

The federal sources were:

- Title I which provided funds for supplementary instruction and related services to students in relatively high poverty schools who were at risk of failing to meet state content and performance standards.
- Title II, Part A, Teacher Quality which provided funds to improve teaching and learning of all students through sustained and intensive high quality professional development in core academic subjects. Title II, Part D, Technology provided funds to improve student academic achievement through the use of technology for elementary and secondary schools.
- Title III (Language Instruction for LEP and Immigrant Students) provided funds that enabled Christina to conduct language instruction-education programs that are derived from scientifically based research. Programs and services were designed to increase the English proficiency of LEP students and student academic achievement in the core academic subjects.
- Title IV (Safe and Drug-Free Schools and Communities) provided funds to adopt and carry out comprehensive anti-drug and anti-violence programs to prevent abuse and promote school safety.
- Title V (Innovative Programs) provided funds for a variety of reform-related purposes. Several innovative programs were partially or totally funded through this source.
- Carl D. Perkins Vocational and Technical Education Act of 1998 -- Secondary, provided funds to reform, innovate, and improve these areas and help ensure that students attain state and industry recognized standards.

The state funded programs and services were:

- Curriculum and Professional Development funds provided services for developing and implementing curricula based on the state content standards, and providing professional development as specified in the *Manual for the LEA Consolidated Application*.
- Extra Time funds which provided for additional instructional time to meet the academic needs of at-risk students -- beyond the 6.5-hour school day and 180 day school year.
- Early Intervention Reading funds (part of Extra Time funding) paid for specifically targeted reading services for children in K-3 who had been identified as performing below grade level.
- School Climate: School Based Intervention funds were targeted for the design and implementation of intervention programs directed toward changing the behavior of students who disrupt the classroom setting and impede the learning process but whose behaviors do not warrant expulsion.
- Teacher to Teacher Cadre enabled the purchase of exemplary teacher release time to design, demonstrate and implement best teaching practices across the district.
- Limited English Proficient provided funds for the implementation of the state Limited English Proficient (LEP) regulations.

Christina used these funds to provide strong leadership and direction for the Christina community as it explored alternatives for maintaining diversity through equity and excellence in educational programs. The grant also provided resources for a supportive environment designed to improve individual achievement through school restructuring; empowered staff to plan and implement professional growth activities; and maximized the safety and welfare of the Christina school community; and by the creation of alternative programs and support services. The major instructional focus for the past several years, improvement in student English/language arts and

mathematics achievement, was continued. The 2003-2004 school year also continued the expanded efforts that included the initial Science, Social Studies and Health standards based curricula and assessments.

The Federal Project Budget found in the Consolidated Application 2003-2004 (FY04), contains a detailed listing of the services, staff and costs for each of the federal and state grants. In addition, a listing of site-specific programs and services are detailed in the *School Profiles 2004*, covering the 2003-2004 school year. These documents are available upon request or may be downloaded from the DOE's web site (www.doe.state.de.us).

Summary: District Improvement Plan: Goals and Objectives

As a result of prior annual evaluations and examining a variety of data from FY03, the following were identified as continuing student needs:

- Improve academic achievement -- Students need to improve their achievement levels by demonstrating proficiency in attaining the state's challenging content and performance standards for English Language Arts, Mathematics, Science and Social Studies (*New Directions Curriculum Frameworks*, State of Delaware, 1995). Where deficits exist among students (especially gender racial/ethnicity, non-English speaking, migrants, socio-economically disadvantaged and special needs/disabled), adequate yearly progress (AYP) must be made that will enable all children to meet the state's performance standards at the conclusion of the 2013-2014 school year. Disparities must be eliminated and satisfactory performance standards attained. *To include (1) increased use of technology for enhancing instruction and student academic proficiency and (2) assistance to facilitate more effective school-to-work transitions.*
- Intervention services for students in crisis -- Student learning and achievement requires a climate that is safe and orderly; pupils must respect themselves, others, and practice responsible citizenship in a community of learners. In order to reach their potential, pupils often require additional assistance in socialization and cooperation, *to include improved social, emotional and physical support services.*

In addition, the following staff and community needs emerged from the current data, past evaluations and the development and continuous monitoring of the district's current districtwide plans:

- Staff Development -- Student learning requires effective teaching. Effective teaching requires continuous, sustained professional development; professional improvement assists staff to meet student needs. Applying the approaches and actions below ensures that professional development makes a direct and continuing contribution to the student-teacher learning environment:
 - Providing teachers with strategies and instructional frameworks that help students attain state and district content and performance standards; to include mentoring of new teachers, peer research coaching and mentoring.
 - Increasing staff knowledge regarding application of appropriate scientifically based interventions for consistent effective instructional delivery.
 - Increasing knowledge, proficiency and use of emerging technologies.
 - Improving knowledge and delivery of scientifically based learning strategies for disabled students.

- Providing intervention/alternative programs for schools with large numbers of at risk students that are research based and effective.
- Providing research based learning strategies designed to attain site based objectives – to include early identification of students who are at risk of not attaining content and performance standards, timely assistance and increase in quantity of instructional time.
- Increasing Parent and community participation -- The district recognizes that parents are our students' first teachers and the context for initial pupil learning is our community. An ongoing productive partnership between the home, school and community is required for continuous improvement of the quality and quantity of instruction and learning. This includes parent and community outreach, district web site, Channel 28 (Parents Make it Happen), Parents as Teachers, Parent Early Childhood Centers, and traditional newsletters.

The following district goals resulted from the needs assessment process and the general and specific needs cited above. They are a continuation of the districts' efforts to improve schooling and attain its vision. The continuing goals of the Christina School District are to:

Goal 1: Improve student achievement.

Goal 2: Expand and enhance student intervention delivery systems for students.

The objectives associated with each goal are shown in Section IV, Presentation of Results.

Data Sources

The data necessary to evaluate the programs funded through the 2003-2004 Consolidated Grant came from a variety of sources: (1) district-level state mandated reports, (2) *School and District Profiles 2004*, (3) Delaware Student Testing Program Reports, (4) individual site-based data, principal and teacher reports and retrospective evaluations, (4) district committee reports, (5) Board of Education presentations, (6) reports supplied by consultants, and (7) information provided by the Data Service Center. The information is based on a combination of district records, state achievement testing, anecdotal information, interviews with central staff program and service managers, minutes, schedules, selected DOE reports listed in the reference section, and the Alcohol, Tobacco and Other Drug Abuse Among Delaware Students 2003 (University of Delaware, June 2004).

Evaluation Plan and Timelines

The District measured the success of its plan against the outcomes in reading, writing, mathematics, science and social studies achievement. In addition, other data (specified previously) was examined to determine the effectiveness of school climate, drug prevention and student violence initiatives. At the school level, each site council evaluated its school improvement plan (SIP) by comparing outcomes against benchmarks; each school was required to monitor progress and report findings to its community. At the district level, program managers assisted schools in collecting and analyzing data and monitored progress of their specific programmatic areas of responsibility. This information was then provided to the Superintendent and various Councils, committees and constituency groups who used this information for systematically revising the district plan.

Section IV: Presentation of Results

Organization of Section IV

This section provides school and district staff and other interested individuals and groups with the data and findings related to the goals and measurable objectives found in the FY04 improvement plan. This part of the report displays the following information: (1) where the data came from and how it was analyzed, (2) what the analyzed data looked like, (3) the degree to which objectives were attained and (4) what the data shows.

The section is organized according to the goals specified in the district improvement plan. Each component objective is covered within the related goal. Where possible, missing data is accounted for; additional analyses and data displays that increase understanding also are provided.

Goal A: Improving Student Achievement

This section focuses on the results of the DSTP 1 for grades 3, 5, 8, and 10 in, Mathematics, Reading and Writing. This information provides a general indicator of what students know or are able to do as a result of schooling. The sources for these data were the Delaware DOE website, Online Reports, Data Service Center and the State Summary Report (DDE, June 2004).

The district's achievement objectives were designed as annual targets beginning with the 2002 (Year 1) administration of the DSTP and are based upon a 12-year progression for each core indicator. In order to be aligned with the No Child Left Behind Act (NCLB) 2001, a baseline was established from the spring 2002 (FY02) DSTP administration. It is assumed that at the end of 12 years, virtually all children will meet or exceed state standards. Annual increases were computed by subtracting the difference between the baseline percentage and 100% and then dividing this result by 12. Thus, over 12 years, the gap between the percentage of students who met or exceeded state standards during the 2001-2002 school year and 100% will have been eliminated by the 2014 DSTP 1 testing cycle. Tables displaying these 12-year progressions, additional analyses disaggregated by race, ethnicity, gender, and socio-economic status and multiyear trends are displayed in the Appendix. Similarly, projections for Social Studies and Science were made and are reported in this document.

Required analyses by race, ethnicity, gender, Title I, LEP, students with disabilities and socio-economic status are reported and displayed in accordance with Section 1111 (b)(2)(C)(v) No Child Left behind Act, 2001 as modified by federal and state rules and regulations.

Delaware Student Testing Program Objectives

The definition of attaining an objective was continued as reported in the FY03 Evaluation Report: (1) Completely Attained -- outcome meets or exceeds annual target, (2) Partially Attained -- outcome exceeds the FY03 outcome but is less than the FY04 target, and (3) Not Attained -- FY04 outcome is less than the FY03 outcome. Annual increments (12 year achievement targets) may be found in the achievement projections and related analyses displayed in the Appendix. See Tables 8 and 9.

Reading, Writing and Mathematics Outcomes

Reading

Objective A1.0: By the end of the 2003-2004 school year, at least 75% of all students will meet or exceed state standards by attaining proficiency or higher in Reading as measured by the Delaware Student Testing Program (DSTP). Other subgroups' incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014. [A companion objective for the Reading Language Arts Indicator target, 74% of all students for FY04, is provided following Objective A.2.0.]

Data Source: The data required to evaluate this objective was obtained from several sources as specified previously.

Explanatory note: The outcome shown in this objective (75%) is the local target for the 2004 administration of the DSTP 1 and is based upon a 12-year progression for all students on the Reading Assessment as cited. Scores (projections) have been rounded to enhance clarity.

Findings: The objective was not attained. The FY04 reading outcome, 70.9% (N=5291) proficient, was below the local target of 75% proficient and was virtually the same as the FY03 proficiency rate, 71.4%. Partial attainment (positive progress) in grades 3, 5 and 10 were offset by a slight decline in grade 8. However, the importance of this outcome resides in the fact that reading comprises 90% of the AYP reading-language arts indicator. Consequently, consistent, substantial progress is essential for successful attainment of the statewide targets for 2014. Summary tables displaying the FY04 targets and outcomes for each group that is within the Christina School District are displayed in the Appendix. See Table 10a.

Writing

Objective A.2.0: By the end of the 2003-2004 school year, at least 61% of all students will meet or exceed state standards by attaining proficiency or higher in Writing as measured by the Delaware Student Testing Program (DSTP). Other subgroups' incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014. [A companion objective for the Reading Language Arts Indicator target, 74% of all students for FY04, is provided following Objective A.2.0.]

Data Source: The data required to evaluate this objective was obtained from several sources as specified previously. Other data was obtained from annual school evaluation reports and central office records. The Explanatory note cite in the previous objective is applicable to Objective A.2.0.

Findings: This objective was attained. The outcome for writing, 66.2% (N=5565) proficient exceeded the FY04 target for all students, 61%, by 5-percentage points. Summary tables displaying the FY04 targets and outcomes for each group that is within the Christina School District are displayed in the Appendix. See Table 10a.

Related Language Arts Analysis: A companion objective for the Reading Language Arts Indicator targeted 74% of all students for FY04.

The expected outcome shown in this objective, 74%, was the local target for the 2004 administration of the DSTP 1 and was based upon a 12-year progression for all students on the

combined Reading Language Arts indicator which is comprised of the percent proficient for the whole group weighted 90% for reading and 10% for writing.

Annual targets and intermediate objectives have been established statewide by DOE and were computed in accordance with NCLB Act 2001. These serve as guide posts for All Students and groups where (N = at least 40 students and) the percent proficient is equal to or exceeds the state starting point. For 2004, the statewide intermediate target for the Reading Language Arts Indicator was 57% proficient.

Where the district percent proficient exceeded the statewide starting point, local targets were projected. They were computed by subtracting the difference between the local 2002 baseline percentage and 100% divided by twelve. Thus over 12 years, the gap between the percentage of students who met or exceeded state standards during 2001-2002 school year and 100% will have been eliminated by the 2014 DSTP 1 testing cycle. Projections have been rounded to enhance clarity.

Findings: The findings were mixed. The local Language Arts outcome was 70.4% proficient, 3.6-percentage points below the FY04 local target of 74% proficient. This was virtually the same as the FY03 outcome, 70.2% and results from the reading outcome component which was similar for both years. However, the local outcome for FY04 exceeded the state target, 57% proficient by more than 13-percentage points. Summary tables displaying the FY04 targets and outcomes for each group that is within the Christina School District are displayed in the Appendix. See Table 10b.

Mathematics

Objective A.3.0: By the end of the 2003-2004 school year, at least 62% of all students will meet or exceed state standards by attaining proficiency or higher in Mathematics as measured by the Delaware Student Testing Program (DSTP). Other subgroups' incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014.

Data Source: The data required to evaluate this objective was obtained from sources specified previously.

The expected outcome shown in the objective, 62%, was the local target for the 2004 administration of the DSTP 1 and was based upon a 12-year progression for all students on the Mathematics Indicator which is comprised of the percent proficient for the whole group for the DSTP Mathematics subtest.

Annual targets and intermediate objectives have been established statewide by DOE and were computed in accordance with NCLB Act 2001. These serve as guide posts for All Students and groups where (N = at least 40 students and) the percent proficient is equal to or exceeds the state starting point. For 2004, the statewide intermediate target for the Mathematics Indicator was 33% proficient.

Where the district percent proficient exceeded the statewide starting point, local targets were projected as described in the Language Arts analysis.

Findings: The objective was partially attained. The FY04 mathematics outcome, 56.7% (N=5560) proficient, was below the local target of 62% proficient but was slightly higher than the FY03 proficiency rate, 56.4%. Positive progress in grades 3, 5 and 10 was offset by a slight decline in grade 8. However, the local outcome for FY04 exceeded the state target, 33%

proficient, by more than 23-percentage points. Summary tables displaying the FY04 targets and outcomes for each group that is within the Christina School District are displayed in the Appendix. See Table 10b.

Science and Social Studies

The achievement targets for DSTP Science and Social Studies were adjusted from previous baselines which were based on Christina's Strategic Plan covering the years 2001-2006. The current targets are designed to serve the district as guideposts between the FY04 evaluation and the 2013-2014 school year. Adjustments are congruent with changes in accountability requirements resulting from Adequate Yearly Progress (AYP) outcomes required by NCLB Act 2001 and state Progress components. Modifications were made by program managers as follows: The findings from (1) Fall 2001 (grades 4 and 6) and (2) Spring 2002 (grades 8 and 11) were used to replace the initial baselines. From these starting points, annual achievement targets were established to ensure that all students will meet state standards by the end of the 2013-2014 school year. Annual increments (achievement targets) may be found in the achievement projections and related analyses displayed in the Appendix. See Tables 11 and 12. Beginning in 2006 annual testing will replace the fall and spring array in grades 3 through 8.

Objective A4.0: Elementary students will achieve the following improvement in Science as measured by the percentage of students attaining Performance Level 3 or higher on DSTP 1: (a) grade 4 will improve from 89% to 90% and (b) grade 6 will improve from 68% to 71%

Notes: The above percentages are district averages. The baselines and amounts of annual change will vary from school to school.

Data Source: The baseline and prior year's results are from the Fall 2002 outcomes. Targets were compared with the DSTP 1 Fall 2003 outcomes, which were within the FY04 school year. The definition of attainment is the same as previously described for reading, writing and mathematics.

Findings: This objective was not attained for grades 4 and 6. These grades achieved less than their annual targets and each had a lower percentage of students attaining state standards in science in FY04 than the FY02 baseline. In each of these grades, the percentage of students meeting or exceeding state standards decreased from the Fall 2002 administration of the DSTP as follows: grade 4, from 89.3% to 87.2% and grade 6, from 68.3% to 66.1%. The differences between the outcomes in both grades are rather small and may in reality represent the same level of achievement for both years. The numerical differences are likely the result of fluctuations that are a function of different samples rather than declines in achievement.

Objective A.5.0: Secondary students will achieve the following improvement in Science as measured by the percentage of students attaining Performance Level 3 or higher on DSTP 1: (a) grade 8 will improve from 38% to 48% and (b) grade 11 will improve from 49.8% to 58%

Notes: The above percentages are district averages. The baselines and amounts of annual change will vary from school to school.

Data Source: The baseline and prior year's result are the Spring 2002 outcomes. Targets were compared with the DSTP 1 Spring 2004 outcomes, which were within the FY04 school year. The definition of attainment is the same as previously described. Initial spreadsheets and data reports were provided by the Data Service Center

Findings: This objective was partly attained for grade 11 and not attained for grade 8. Grade 8 students attained a 37.1% proficiency level for meeting or exceeding state standards. This outcome was less than the projected annual target (48.1%) and was slightly lower than the FY03 proficiency level of 38.5%. The percentage of students in grade 11 who attained state standards increased from 48.7% in FY03 to 56.6% in FY04. However, while this outcome was substantial, it was slightly below the FY04 target, 58.2%.

Objective A.6.0: The percentage of students who meet or exceed state standards as measured by the DSTP 1 in Social Studies will increase to the extent that the percentage of students in: (a) grade 4 meeting or exceeding the standard will increase from 57% to 61% in Fall 2003, (b) grade 6 meeting or exceeding the standard will increase from 58% to 62% in Fall 2003, (c) grade 8 meeting or exceeding the standard will increase from 41% to 51% in Spring 2003; and (d) grade 11 meeting or exceeding the standard will increase from 38% to 49% in Spring 2003

Data Source: The information provided in Objectives A4.0 and A5.0, Science, is applicable to Objective A.6.0, Social Studies.

Findings: In the lower grade levels: This objective was attained in grades 4 and not attained in grade 6. Grade 4 exceeded its annual target, 61% proficiency, by nearly seven percentage points (67.5% met or exceeded Performance Level 3). In grade 6, 51.3% met or exceeded state standards. This was below the annual target (62%) and the baseline/previous outcome (58.2%).

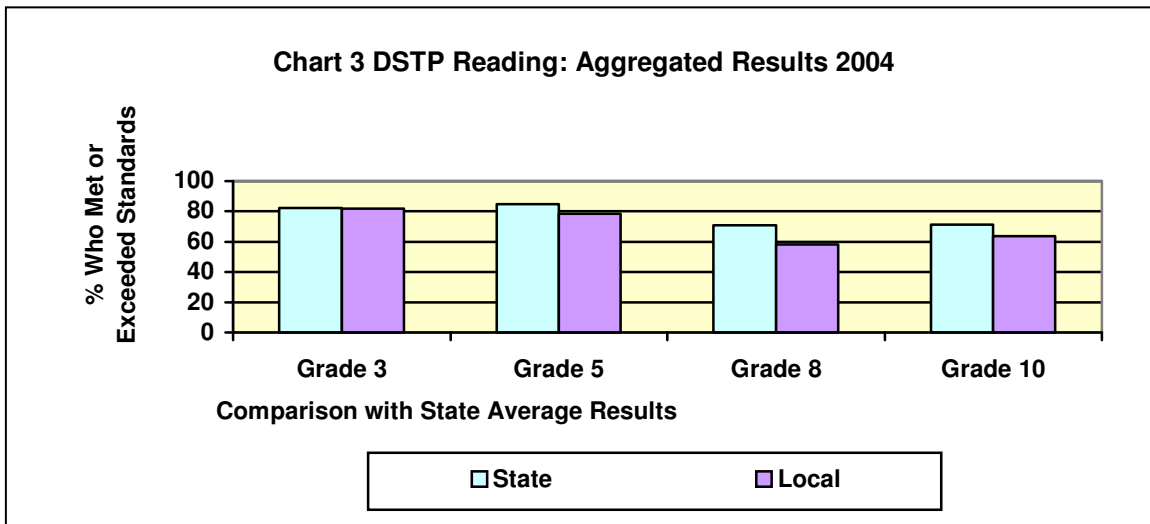
In the upper grade levels: This objective was attained in grade 11 and was not attained in grade 8. Grade 11 exceeded its annual target, 48.6% proficiency. This demonstrated an increase of more than 10-percentage points when compared with the spring 2002 baseline (48.8% versus 38.3%). Grade 8 FY04 proficiency was 33.8%. This was less than the projected target (51.3%) as well as the initial baseline (41.5%).

Other DSTP Indicators and Analyses

Comparison to current State Averages (aggregated), Multi-year Trends and Disaggregated data are reported below for reading, writing and mathematics.

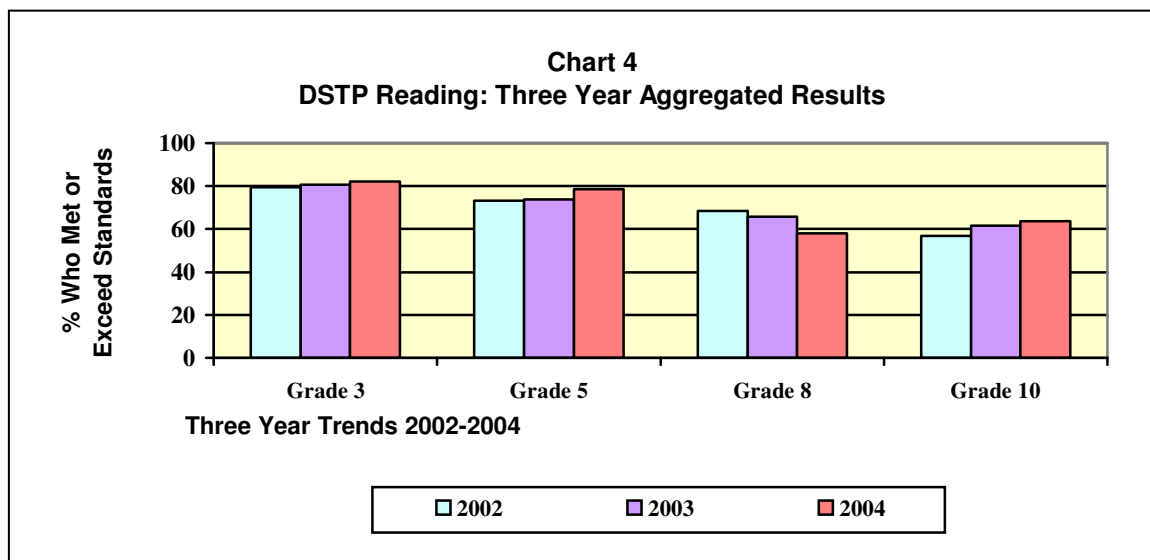
Reading

Chart 3 compares the 2004 local aggregated reading results by grade level with the state averages. In grade 3 the results were virtually the same as the current state average; grades 5, 8 and 10 were below the state average. The largest gaps continued in grades 8 and 10.



Multi-year trends

DSTP annual findings may be subject to wide variations and fluctuations. This occurs because groups differ from year to year. In order to keep annual rises and falls in perspective, similar data over several years was evaluated. This enabled the district to determine both the amount and direction of change. Chart 4 displays the three-year trends for each DSTP 1 benchmark grade in reading. Here we examined the outcomes of each successive grade level group over this period (DSTP administrations: 2002 through 2004). The percentage of students who met or exceeded state standards was selected as indicator of choice. [The changes in starting date and indicator (from previous annual evaluations) were selected to be congruent with the requirements and timeline of NCLB Act 2001. This explanation is applicable to both the writing and mathematics analyses that follow.] If each group obtained higher proficiency than the earlier age-grade group, then the evidence would suggest that positive progress had been achieved.



From 2002 through 2004, grades 3, 5 and 10 reading achievement has trended upward. With the exception of grade 8, the percentage of students who met or exceeded standards are higher than the baseline year. Grades 5 and 10 demonstrated the largest positive changes over the 3-year period.

[A review of the changes in the percentage of those who met reading standards revealed that the 2004 outcomes for grades 3, 5, and 8 exceeded the 1998 baseline by 18.5, 26.0 and 2.8 percentage points; grade 10 increased by 7.6 percentage points. Consequently, in comparison to the national average (norm group), grade 3 performance increased from the 56th to the 67th percentile rank, grade 5 performance increased from the 46th to the 54th percentile rank, grade 8 increased from the 49th to the 52nd percentile rank and grade 10 increased from the 40th to the 44th national percentile rank. Table 13 summarizes these data and is in the Appendix.]

Disaggregated Achievement Analyses for the DSTP 1 Reading Assessment

The data in Table 15 (Appendix) summarizes disaggregated reading results. Examining the percentages of students that fell within each Performance Level reconfirms the continuing achievement gaps reported in prior annual evaluations. Furthermore, one is able to see the pattern across the grades. For many groups, the scores show a widening achievement gap from the lower grades to the upper grades.

The statewide outcomes for reading are shown in Table 16. Locally, students with disabilities in grade 3 attained reading standards more frequently than other age-grade peers throughout the state. Grades 5, and 8 attained state standards less frequently than their age-grade peers across Delaware; grade 10 was about the same as the FY04 state reading average for this group. In grade 3, 62.1% attained state standards in reading (statewide average was 52.7%). In grade 5, 52% met or exceeded state standards. This was below the statewide average proficiency level of 55.6%. Local grade 8 students with disabilities were less successful (19%) than the statewide average (30.4%). Approximately 16.3% of grades 10 students with disabilities met or exceeded the state reading standards; statewide, the average was 16.2%.

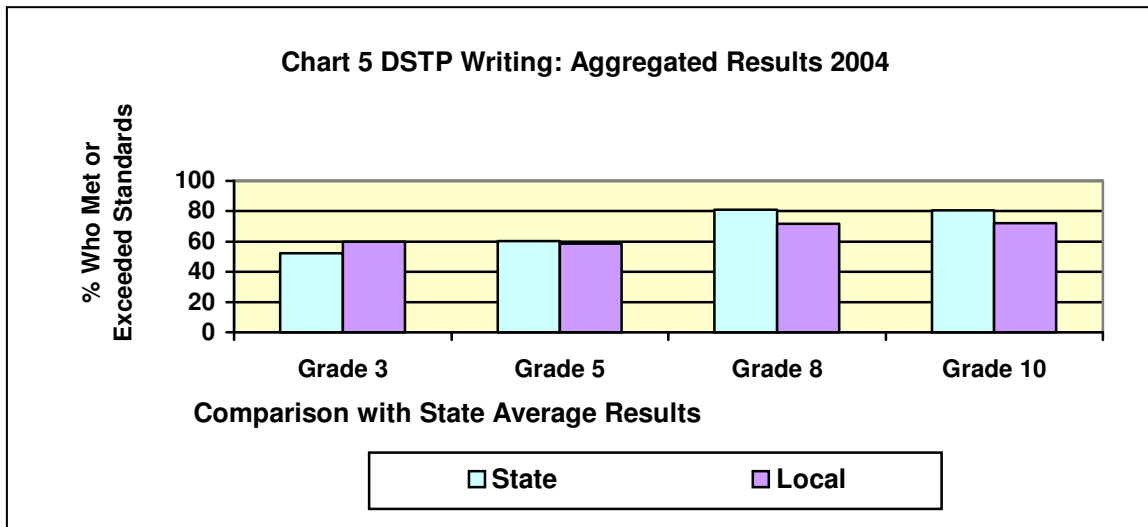
In Christina, for grades 3 and 5 Title I participants, the success rates for attaining state standards were 77.5% and 78.2%. For the third consecutive year, both grades were higher than the previous year when grade 3 was 71.9% and grade 5 was 71.4%. In both grades 3 and 5, the current outcomes were slightly below statewide Title I average (77.7% and 81.1% respectively) for those who equaled or exceeded the state standards.

The results from the combined middle school and the high school show that in Christina, about 6 of every 10 students attained state reading standards in 2004 as measured by DSTP 1. This was slightly below the average of their age-grade peers throughout Delaware where approximately 7 of 10 students equaled or exceeded state reading standards.

In Christina, across all grades the most successful groups were typically Asian Americans, Caucasians, Not Low Income and Females. The least successful groups were Minorities (African American and Hispanics), Low-income, LEP, Title I and Males. Commonly, the least successful groups demonstrated a lower percentage of acceptable performance at each higher grade. This suggests that the reading achievement gap between more and less successful groups may increase over time. Early identification of and intensifying services for those at risk of attaining state reading standards continue to be a major priority.

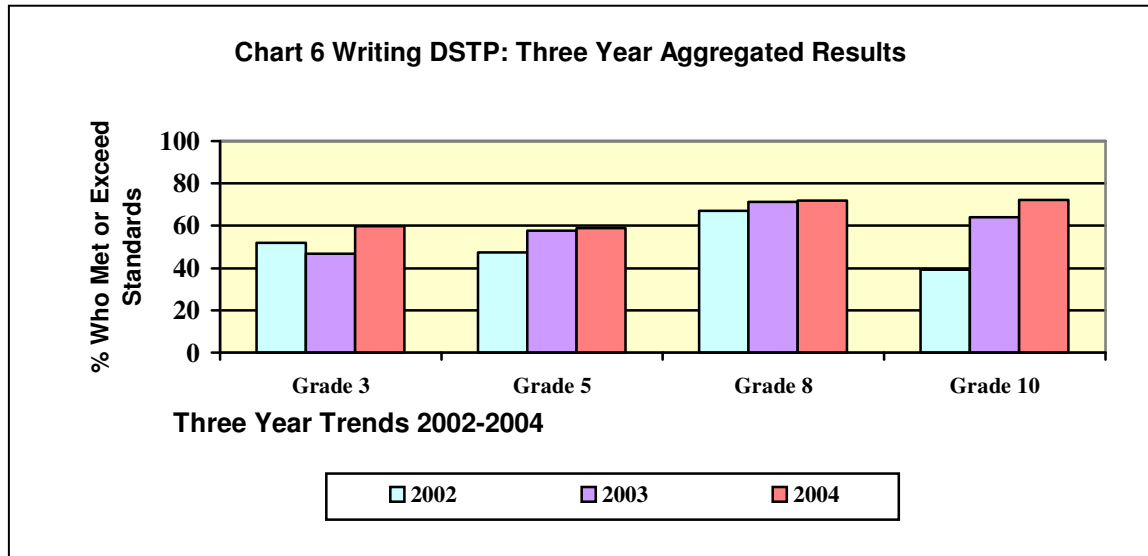
Writing

Chart 5 compares the 2004 local grade level aggregated writing results with the state averages. In grade 3, the results continued to be above the state average. The other grades were somewhat below the state average. This outcome was more pronounced in grades 8 and 10.



Multi-year trends

Chart 6 displays the three-year trends for each DSTP benchmark grade in writing. Writing has shown more variation than reading over the seven-year period, 1998-2004. Since 2002, each grade has trended upward as measured by the percentage of students who meet or exceed state standards.



A review of the changes in the percentage of those that met or exceeded writing standards revealed that for 2004:

- (1) The percentage of grade 3 students was nearly 60%. Although was virtually the same as the 1998 starting point (59.8%), it represents a halt in previous declines followed by several years of positive incremental growth.
- (2) The percentage of grade 5 students was 58.8% which was an improvement from FY03 (57.8%), exceeded the 1998 starting point (40.4%).
- (3) The percentage of grade 8 students was 71.9%. This exceeded the 2003 outcome (71.4%) and the 1998 starting point (48.7%)
- (4) The percentage of grade 10 students was 72.4%. This was an 8-percentage point increase from 2003 (64.1%) and exceeded the 1998 starting point (26.1%). Table 14 in the appendix details the 7-year trends.

Disaggregated Achievement Analyses for the DSTP 1 Writing Assessment

The data summarized in Table 17 (Appendix) displays writing achievement for all populations within the district. Examining the percentages of students that fell within each Performance Level reconfirms the continuing achievement gaps reported in prior annual evaluations. Furthermore, one is able to see the pattern across the grades.

The statewide outcomes for Writing are shown in Table 18 (Appendix 3). In Christina, 27.7% of the grade 3 students with disabilities attained state standards in writing. This was higher than the district's prior outcome (11.2%) and the FY04 statewide average, nearly 19.0%. In grade 5, 19.0% met or exceeded state standards. While less than the statewide average proficiency level of 19.9%, it was higher than the FY03 outcome, 14.1%. Christina's students with disabilities in grades 8 and 10 met or exceeded the state writing standards at 31.3% and 21.2% respectively. Although each was less than the state FY04 proficiency results for students with disabilities (44.2% and 29.8%), both were higher than the district's FY03 outcomes (grade 8, 30.2% and grade 10, 13.6%).

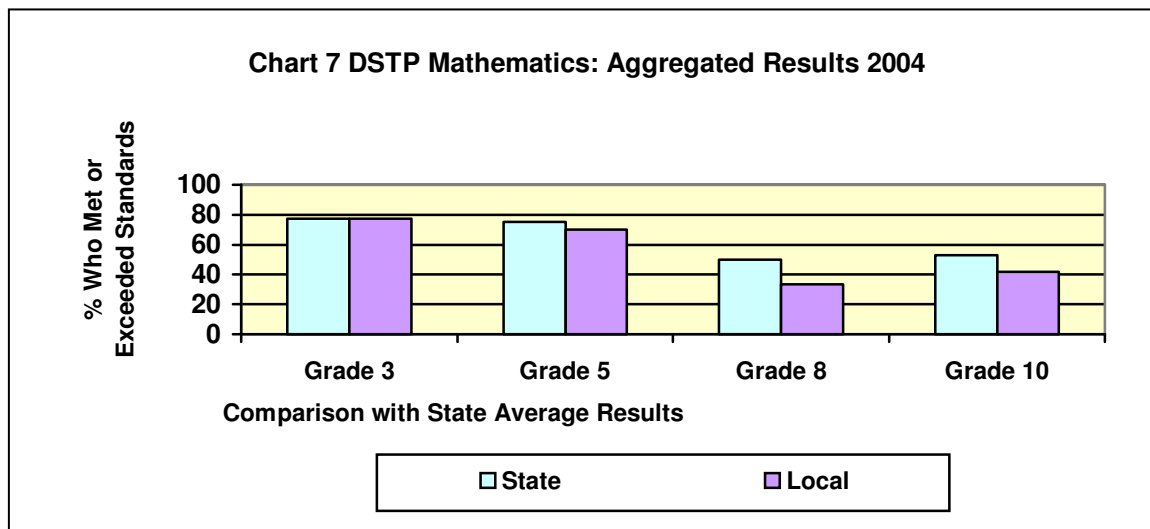
Locally, for grades 3 and 5 Title I participants, the success rates for attaining state standards were 57.6% and 59.4% respectively. In both grades, the current outcomes were higher than the previous year when 36.3% (grade 3) and 56.8% (grade 5) attained state standards. Local results for FY04 also were at or above the statewide Title I average (47.9% and 58.4% respectively) for students who equaled or exceeded the state standards.

Combined middle school and the high school results indicated that 7.2 of every 10 students in grades 8 and 10 attained state Writing standards in 2003. This was slightly lower than the average of their age-grade peers throughout Delaware where 8.1 of 10 students met or exceeded state standards.

In Christina, across the grades 3, 5, 8, and 10 the most successful groups were Asian Americans, Caucasians, Not Low Income, Not Title I, Not LEP and Females and the least successful groups were other Minorities (African American and Hispanic American), Low-income, LEP, Title I and Males.

Mathematics

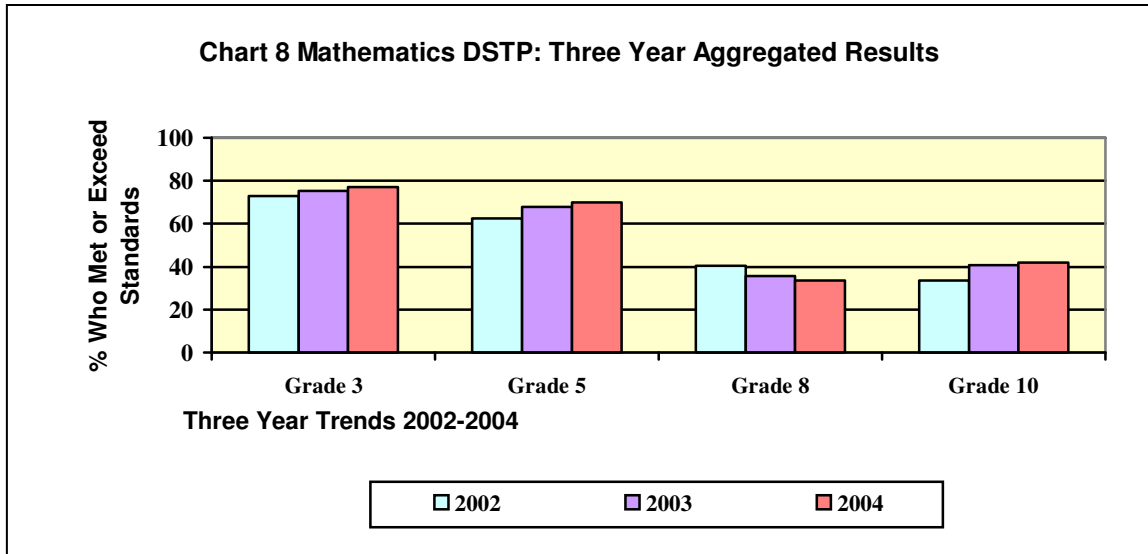
Chart 7, below compares the 2004 aggregated mathematics results by grade level. The grade 3 results were about the same as the state average while grades 5, 8 and 10 results were somewhat below. These findings were relatively the same as previous evaluative findings.



Multi-year trends

Chart 8 displays the three-year trends for each DSTP 1 benchmark grade in mathematics. From 2002 through 2004, grades 3, 5, and 10 mathematics achievement has trended upward. Grade 8 has declined for the past 3 testing cycles.

The 2004 performance level outcomes for grades 3, 5, and 10 exceeded the 1998 baseline by 21.4, 26.0 and 9.7 percentage points; grade 8 remained virtually the same, approximately 33.5%. In comparison to the national average (norm group), grade 3 performance increased from the 53rd to the 77th percentile rank, grade 5 performance increased from the 45th to the 65th percentile rank, grade 8 increased from the 46th to the 50th percentile rank and grade 10 increased from the 44th to the 59th national percentile rank. These data are summarized in Table 19 in the appendix.



Disaggregated Achievement Analyses for the DSTP 1 Mathematics Assessment

The data summarized in Table 20 (Appendix) is useful and reconfirms the continuing achievement gaps reported in prior annual evaluations. Furthermore, one is able to see the pattern across the grades. For many groups, the scores show a widening achievement gap from the lower grade levels to the upper grade levels. The statewide outcomes for mathematics are shown in Table 21.

Locally, for grade 3 students with disabilities, 43.3% attained state standards in mathematics. This was lower than the FY04 statewide average (47%) but was higher than the previous district outcome in FY03 (40.8%). In grade 5, 37.8% met or exceeded state standards. This was lower than the FY04 statewide average proficiency level of 40.7% but was higher than the FY03 local outcome, 31.1%. Fewer students with disabilities in grades 8 (6.1%) and 10 (5.7%) met or exceeded the state mathematics standards compared to the statewide average (16.1% and 10.7% respectively). The FY04 outcomes were slightly higher in grade 10 (5.7% versus 2.9%) than FY03; grade 8 was lower than the previous year (6.1% versus 7.1%).

Locally, for grades 3 and 5 Title I participants, the FY04 success rates for attaining state standards were 73.7% and 70.1%. These local outcomes were higher than the prior year (69.1% and 63.6% respectively). In grade 3, the FY04 outcome was the same as the statewide Title I average (73.7%) for those who met or exceeded state standards. In grade 5, fewer Title I students equaled or exceeded the state standards than Title I students statewide, 72.8%.

The results from both the middle school and the high school show that locally, approximately 3.8 of every 10 students in grades 8 and 10 attained state mathematics standards in 2004. This was somewhat less than the average of their age-grade peers throughout Delaware (5.1 of every 10 students).

In Christina, across the grades, the most successful groups were commonly Asian Americans, Caucasians, Not Low Income, Non-Title I, Males and Not LEP. However, outcomes for grade 5 females were slightly above males. The least successful groups were Minorities (African Americans and Hispanics), Low-income, Title I, LEP and Females (except as noted previously). Commonly, the least successful groups demonstrated a lower success rate at each higher grade through the high school. As reported in FY03, approximately 20% of the low income and African American and Hispanic groups demonstrated mathematics proficiency in the secondary grades.

Summary: Modification to Delaware Accountability System and Outcomes for 2004

Overview: The reauthorization of Title I ESEA, No Child Left Behind Act (NCLB) 2001, requires that all schools, districts and states attain Adequate Yearly Progress (AYP) resulting in 100 percent of their students scoring at or above the proficient level on state tests by the end of the 2013-14 school year. To accomplish this, single statewide starting points (one for reading-language arts and one for mathematics) and annual targets are established which provides a schedule for continuous, increases in academic performance.

To determine AYP, state testing outcomes must be computed for groups by race and ethnicity, economically disadvantaged students, students with disabilities and those with limited English proficiency. For schools and districts to achieve AYP, each subgroup and the population as a whole must meet the annual targets for percent proficient (using a confidence interval) -- with separate targets for reading and mathematics. In addition, the testing participation rate must be at least 95% and groups must show progress on one other academic indicator. Failure of the aggregated outcome or of any sub-population to meet goals or intermediate targets requires application of the safe harbor provision as detailed in NCLB. Safe Harbor requires a 10% reduction in the percent of students who were not proficient from the previous year, a 95% participation rate, and the sub-population maintained or showed progress on the other academic indicator.

State Starting Points: In Delaware, the initial statewide starting points for English Language Arts proficiency for all students and for each subpopulation is 57%; for Mathematics proficiency, 33%. These were calculated from the 2001-2002 DSTP administration according to the procedures specified in NCLB Act, 2001. A complete set of intermediate goals for annual AYP in each area have been generated with the end point of 100% projected for the spring 2014 DSTP administration.

Changes for FY04: During 2003-2004, Delaware Department of Education sought and received approval from the U.S. Education Department for technical and policy changes designed to ensure more valid and reliable AYP determinations for schools and districts as part of Delaware's single statewide accountability system. "The system includes an AYP determination for every public school and district, which specifies whether the given school was above the AYP target, meets the AYP target or below the AYP target. In addition, Delaware has fully merged AYP with the state's prior accountability system by including both AYP and state progress determinations. These two components form a single statewide accountability system. The state progress measure is based on the extent to which each school improved the performance of students across all performance levels and core content areas (i.e., reading, mathematics, science and social studies). Schools are given a state progress determination (SPD) based on whether they perform above targets ("A"), meet state performance targets ("M"), or score below state performance targets ("B"). The state's progress determination does not *diminish* AYP (i.e., a school scoring below the target for AYP for two consecutive years in the same content areas/other indicator will be identified as under improvement) but allows for more valid and reliable accountability determination and distinctions in performance for schools who are making significant progress in improving student achievement in addition to AYP. Together, AYP and SPD were combined to result in an overall accountability determination based on the classification established in state law" (Various sections, Consolidated State Application Workbook, January 31, 2003 as amended March 31, 2004 through June 30, 2004).

Figure 1 below summarizes the combination of AYP and SPD and resulting overall accountability based on the classifications established in state law.

Figure 1: Delaware Single Statewide Accountability System

AYP (Absolute Performance)	+ State Progress (Improvement Performance)	= State Accountability Determination*	After 2 Consecutive Years	
Above	Above	Superior		
Above	Meets	Superior		
Above	Below	Commendable		
Meets	Above	Superior		
Meets	Meets	Commendable		
Meets	Below	Commendable		
Below	Above	Academic Review		
Below	Meets	Academic Review	Academic Progress	
Below	Below	Academic Review	Academic Watch	

Note: State Progress Determination: (Above) Composite score = 75 or higher OR 6 or more points of growth. (Meets) Composite score is 61 but less than 75, with 1 point of growth OR Composite score is 45 but less than 61 with 2 points of growth. (Below) Composite score is less than 45 or did not meet growth target.

Three other substantive policy changes that impact on accountability determination follow:

1. Delaware now may use a confidence interval (CI) when making AYP determinations for percent proficient and the other academic indicator (described next) for elementary and middle schools. [The confidence interval can be thought of as a range of numbers and a statement of how likely it is that the true value falls within that range. It is a margin of error like those used in public opinion polls that describe the average plus or minus a computed percentage of error. CI increases the precision of measurement by allowing for fluctuations in different samples from the same population. This increases the accuracy of the AYP proficiency determinations and reduces the likelihood of classifying schools and districts incorrectly.]

2. Delaware has a new Other Academic Indicator (OAI) for elementary and middle school which focuses upon progress in improving the performance of lower performing students. To show progress, a school or district must maintain or show an increase in the average scale score for students performing at PL 1 and 2 in reading and mathematics combined from one year to the next OR show that the percentage of students in performance level 1 in reading and mathematics combined has decreased from one year to the next or is below an absolute level to be set by the state. The state target for this other academic indicator for 2013-2014 is 0% of the students scoring at performance level 1.

For district accountability, a district is also expected to maintain its graduation rate, show positive progress when compared to the previous year towards the state target, or meet the state target AND a district is also expected to maintain or show progress on the elementary/middle other academic indicator as described above.

3. Delaware now uses the new guidance and flexibility issued by the U.S. Department of Education with regard to the inclusion of:

- Students with disabilities – will include in AYP determination the scores of students with the most significant cognitive disabilities on the Delaware Alternative Portfolio Assessment with a cap of 1% compared to enrollment with the exception granted to districts by the state on a case-by-case basis and with an exception to be sought by the DDE from the USED if necessary.
- English language learners who have been enrolled in school less than one year are not required to participate in the ELA assessment and are not included in the proficiency calculation for ELA and mathematics (but will be included in the participation rate). All LEP students are required to take the language proficiency

assessments (LAS). Delaware has also developed an alternative assessment for reading/language arts for eligible LEP students.

- Delaware uses the new USED guidance and flexibility for participation rate. Delaware may average participation data over 2 years where appropriate.

District Accountability Summarized: Within the framework cited above, beginning with the 2004 DSTP data, district accountability will be determined by reviewing elementary (K-5), middle (grades 6-8) and high school (grades 9-12) levels. A **school** that does not meet AYP for two consecutive years in the same content areas (reading/language arts, mathematics) or other indicator will be classified as Under Improvement. A **district** that does not meet the AYP target in the same content area or other indicator at all three levels of elementary, middle, and high school for two consecutive years will be classified as Under Improvement.

Sanctions and rewards have been attached to annual school performance ratings that vary by intensity and duration from informing parents of initial low rating, next offering choice to higher performing schools, subsequently providing supplementary academic services – and ultimately (if needed) restructuring for sustained low performance past a third year. Under the state’s unified accountability plan, non-Title I schools with low ratings are subject to similar sanctions with several exceptions (parental notification and choice are not required). For districts that do not meet AYP, specific consequences also result which are detailed in the State Application Accountability Workbook, Section 1.6.

AYP Rating History: Since it takes two consecutive years to enter or to leave Under Improvement, the prior AYP rating history provides a context for the current year’s status. During FY03, since 81% of the eligible targets were met, not the mandated 100%, Christina was rated as Academic Review. This is defined as “AYP is not met for one year while the district is not under improvement.” Furthermore, *Profile 2003* cite that of 27 schools, 23 (85.2%) were identified as making satisfactory AYP, 2 (7.4%) were identified as school improvement and 2 special needs schools (7.4%) were not rated.

Shown next is Figures 2a, 2b and 2c: Delaware Accountability System for the Christina School District. The overall district rating and the outcomes for each subpopulation and accountability component is displayed.

Christina School District: AYP Determination for the 2004 Cycle

AYP Status: Meets Target (M)
State Progress Status: Meets Target (M)

District Rating: Commendable
District Improvement Status: Not Under District Improvement Status

- **Elementary School AYP Status (Grades 3, 4 and 5):** This Group **Meets (M)** AYP Target
- **Middle School AYP Status (Grades 6, 7, and 8):** This Group is **Below (B)** AYP Target
- **High School AYP Status (Grade 10):** This Group **Below (B)** AYP Target

The district’s AYP status is rated as “M” -- meets standard, since one of its three levels met or was above the state standard.

Furthermore, the district met the State Progress Determination (SPD) with a Composite Score of 67.16 and a Progress of 1.56 percentage point improvement. These outcomes are defined as Meets Target (M); see footnote below Figure 1.

The district performance in the same subject (English Language Arts, and Mathematics) was not lacking in AYP for two consecutive years. Participation targets were met for

elementary and middle grade clusters and for the elementary grade cluster's Other Indicator target were met for FY04. Therefore, Christina is Not Under District Improvement.

Figure 1a: District Rating by Level – Christina Elementary Schools (3, 4, and 5)

2004 Rating Status
Adequate Yearly Progress Status: Meets Target

Subgroup	ELA % Meeting/Exceeding Standards		ELA% Participation	Math % Meeting/Exceeding Standards		Math % Participation	Other Indicator (gradesK-5) Improvement of Low Performance
	57%	Safe Harbor		33%	Safe Harbor		
State 2004 Goal	57%	Safe Harbor	95%	33%	Safe Harbor	95%	Maintain or Improve
Elementary Level							
All Students	79	M	100	76	M	100	M
American Indian	*	*	*	*	*	*	
African American	69	M	100	63	M	100	
Asian American	93	M	100	94	M	100	
Hispanic	66	M	100	68	M	100	
White	88	M	100	87	M	100	
English Language Learner	62	M	99	67	M	100	
Special Education	60	M/R	100	43	M	100	
Low Income	70	M	100	65	M	100	

Notes and definitions:

M means this cell met the Target Percentage or this cell met the target percentage with a confidence interval applied and Safe Harbor was not needed.

M/R means that Confidence Interval raised the score equal to or above current target.

N means this cell did not meet Safe Harbor (did not have a 10% reduction in the # of students who did not meet/exceed standards) OR did not maintain or improve their Other Indicator score

S means this cell did not meet the Target Percentage, but did qualify for Safe Harbor status

* means that the number of eligible students was less than 15 and, therefore, not reported

(%) indicate that the number of students in that cell was <40 and was not used in accountability calculations, but was >15 and, therefore, reported.

Figure 1b: District Rating by Level – Christina Middle Schools (grades 6-8)

2004 Rating Status
Adequate Yearly Progress Status: Below Target

Subgroup	ELA % Meeting/Exceeding Standards		ELA% Participation	Math % Meeting/Exceeding Standards		Math % Participation	Other Indicator (grades 6-8) Improvement of Low Performance
	57%	Safe Harbor		33%	Safe Harbor		
State 2004 Goal	57%	Safe Harbor	95%	33%	Safe Harbor	95%	Maintain or Improve
Middle Level							
All Students	63	M	98	36	M	98	N
American Indian	*	*	*	*	*	*	
African American	52	N	98	20	N	97	
Asian American	78	M	100	72	M	100	
Hispanic	48	N	99	34	M/R	98	
White	74	M	98	50	M	98	
English Language Learner	38	S	99	40	M/R	97	
Special Education	24	N	96	12	N	96	
Low Income	47	N	98	20	N	97	

See Notes and definitions below Figure 1a.

Figured 1c: District Rating by Level – Christina Senior High Schools (grades 9-12)

2004 Rating Status

Adequate Yearly Progress Status: Below Target

Subgroup	ELA % Meeting/Exceeding Standards		ELA% Participation	Math % Meeting/Exceeding Standards		Math % Participation	Other Indicator (grades 9-12) Graduation Rate
	57%	Safe Harbor	95%	33%	Safe Harbor	95%	
State 2004 Goal	57%	Safe Harbor	95%	33%	Safe Harbor	95%	Maintain or Improve
High School Level							
All Students	64	M	96	43	M	96	N
American Indian	*	*	*	*	*	*	
African American	47	N	94	18	N	94	
Asian American	87	M	100	76	M	100	
Hispanic	39	N	91	22	N	94	
White	76	M	99	59	M	98	
English Language Learner	31	S	86	33	M	97	
Special Education	21	S	90	14	N	90	
Low Income	43	N	95	24	N	93	

See Notes and definitions below Figure 1a.

Summary: Profile 2004 (N = 27 schools)

Schools identified as making satisfactory Adequate Yearly Progress= 14 schools or 51.9 %.

Schools identified for making school improvement = 11 schools or 40.7%.

Two schools for special needs students were not rated = 7.4%

Attribution Note for Accountability: See final notation following the Reference section.

Objective A.7.0: Sixty percent of the students completing a sequential Career/Technical Pathway as defined on the career planning form will attain a Performance Level of 3 or higher in ELA (Reading, Writing) and Mathematics grade 10 assessments by the completion of grade 12.

Data Source: The data required to evaluate this objective was obtained from interviews with the central staff and Data Service Center staff. The latter organization provided the outcome information from their DSTP testing files.

Findings: This objective was partially attained. Although the target of 60% was not achieved, there were significant improvements from the FY03 evaluation in the percentage of students who met or exceeded Performance Level 3 on the DSTP assessments. Of the 196 voc-tech seniors who were identified, 185 (94.4%) completed a Three-Credit Pathway (with diploma) during 2001-2004. One hundred and ninety-three students had DSTP scores. Of these, the following met or exceeded state standards; Reading 63.7% (compared with 51.9% in FY03), Mathematics 44.0% (compared with 26.8% in FY03), Writing 53.4% (compared with 48.1% in FY03) and all core subjects, 30.1% (compared with 14.9% in FY03).

Within a broader context, examination of all grade 12 students graduating in June 2004 indicated that 66.2% (N=991) were proficient in reading, 62.4% (N=991) in writing and 46.9% (N=991) in mathematics. Nearly forty (39.8%) percent attained Performance Level 3 or higher in all core subjects prior to graduation. This was an increase from previous outcomes (i.e., 27% reported in FY03) and is likely the result of renewed emphasis and the opportunity for retaking the DSTP prior to graduation.

The criterion of success, 60%, should be reviewed and possible revised within the context of past findings, the Superintendent’s Performance Targets, high school performance levels throughout Delaware and the current requirements of the NCLB Act 2001. The latter suggests that the

intermediate targets between FY04 and the 2013-2014 school year should serve as the annual milestones for all students, including voc-tech students.

Objective A.8.0: Sixty percent of the students completing a technical pathway will attain an aggregated GPA of the Pathway courses of 2.0 or higher.

Data Source: The data required to evaluate this objective was obtained from interviews with the central staff and raw Grade Point Averages (GPAs) computed from district student records by the Data Service Center.

Findings: This objective was attained for the district as a whole and for each high school. There were 196 students identified as having completed three or more pathway-related voc-tech credits. Of these, 185, 94.4 % earned GPAs of 2.0 or higher. This exceeded the 60% criterion of success. The district average GPA was 3.17 (compared with 3.10 in FY03). The following results were attained for each high school: Christina High (N=93), 89.2%, average GPA = 3.16; Glasgow High (N=57), 96.5%, average GPA = 3.19 Newark High (N=46), 95.7%, average GPA = 3.16.

Objective A.9.0: All schools will develop on-going building level plans for the effective use of technology to support and enhance instruction, professional development and operational goals as specified by the District's established criteria.

Data Source: The data required to evaluate this objective was obtained from a phone interview and email response to an evaluation questionnaire from the Program Manager and district records.

Findings: This objective was attained. Information provided by the Program Manager (e-mail responses to an evaluative questionnaire) and substantiated by district records revealed that schools developed technology plans that were integrated with their School Improvement Plans (SIP) and target objectives. There also was evidence of continuing professional development to assist teachers to integrate instructional technology into classroom activities – including records of professional need determination, topics taught, dates, and amount of exposure. Christina continued to use Course Wizard software to document all district professional development offerings. In addition, Teacher-to-Teacher Cadre Trainers were taught to integrate technology into their workshops. Details follow.

All schools continue to have and refine technology components in their School Improvement Plans. The instructional technology staff development objectives are included as part of the school improvement plans that are submitted by every school. Schools received training about the LoTi (Levels of Technology Integration) and participated in the online assessment.

Christina's district technology standards exist for one purpose -- to educate each student to succeed. This is accomplished by supporting teachers, schools, and departments in their collective unified effort to achieve this outcome. Several procedures and activities were implemented to ensure that teachers employed instructional technology in classrooms throughout the district. The primary vehicle during FY04 was the LoTi initiative. All schools established LoTi teams and participated in the survey (N=1,164 participants). Each site sent representatives to LoTi staff development sessions that included analyzing LoTi Survey Data and Next Steps Planning. Twenty-one schools participated in Next Steps Planning Meetings conducted by a district consultant.

Previously, the instructional technology member of the Christina staff development cadre established a website which serves as an updated source of information on district initiatives, training opportunities, and quality Internet resources for integrating technology into instruction.

This site can be found at www.christina.k12.de.us/techlearn. This site contains a page on LoTi initiatives in Christina: <http://www.christina.k12.de.us/techlearn/LoTi/LoTi.htm>. In addition, the Instructional Technology Cadre has assisted in the development of the following content area websites:

- Mathematics: <http://www.christina.k12.de.us/Math/index.htm>
- Family Literacy Links: <http://www.christina.k12.de.us/FamilyLiteracyLinks/index.htm>
- Literacy Links for Teachers: <http://www.christina.k12.de.us/LiteracyLinks/>

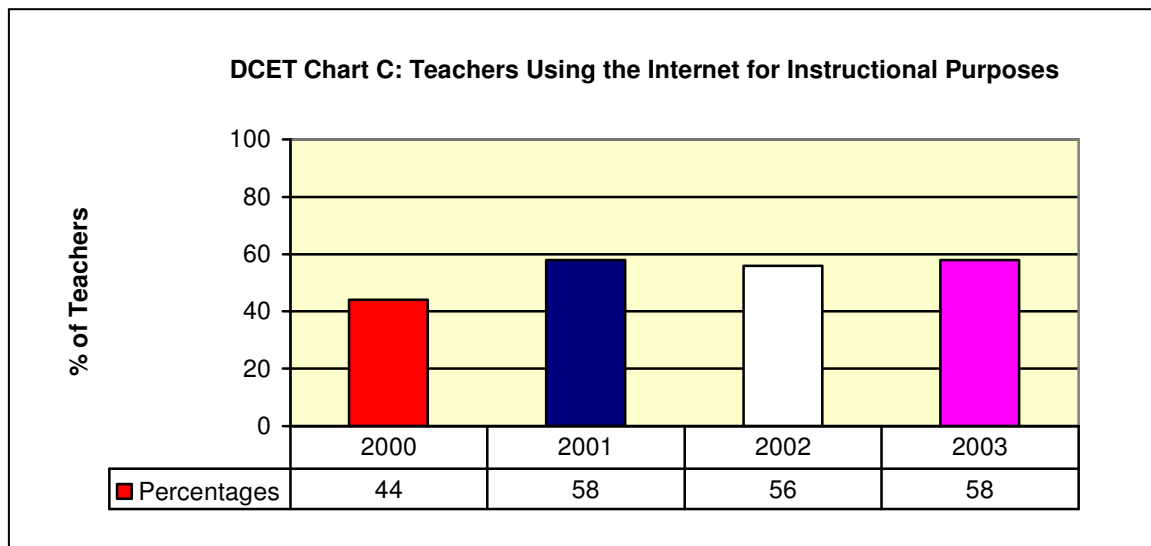
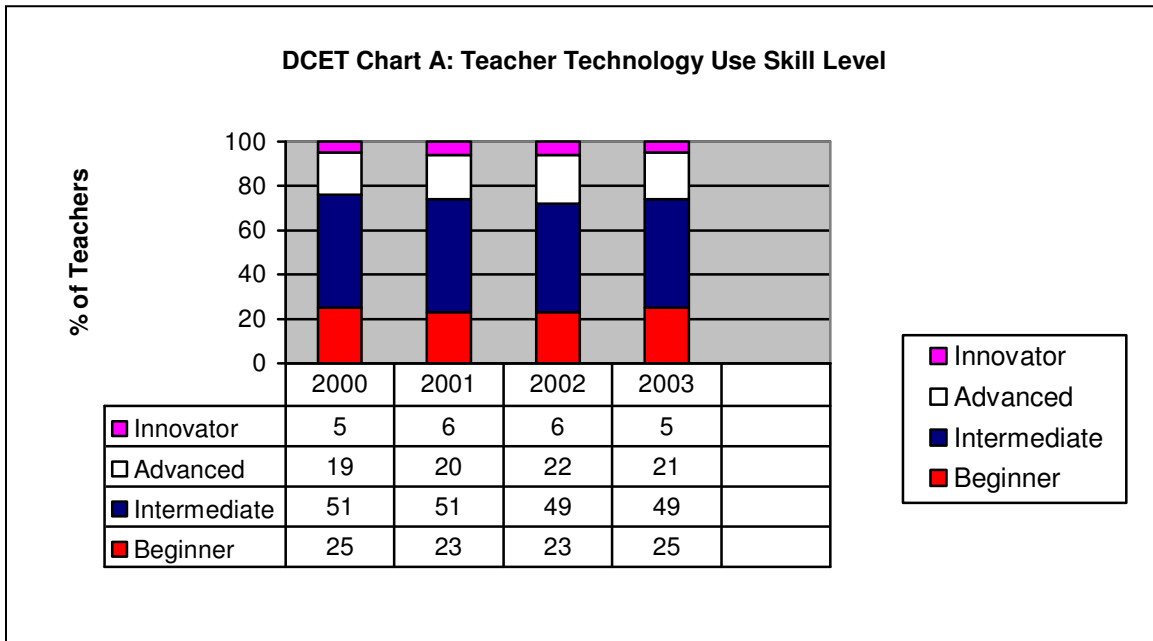
Technology's central core continued to focus on impacting classroom instruction. The examples cited in previous annual evaluations have been expanded. Some new examples from FY04 include the writing laboratory support at Wilson Elementary School. Marshall Elementary used technology and the Big6 model to support the grade 4 integrated Colonial Delaware unit. Both Stubbs and Pulaski began using *FastForWord* to help students well below grade level reading performance and to learn correct phonemes. Jones Elementary School began using *Inspiration* to assist students to develop better writing skills. At McVey, Bancroft, and Gallaher, students are using *AlphaSmarts* to support the writing process. McVey students supplement descriptive writing pieces with digital photography. Digital microscopy is used by students at Keene Elementary for learning about crystals in their science program. Gallagher and Smith teachers work with web resources introduced to them at Web Adventures workshop.

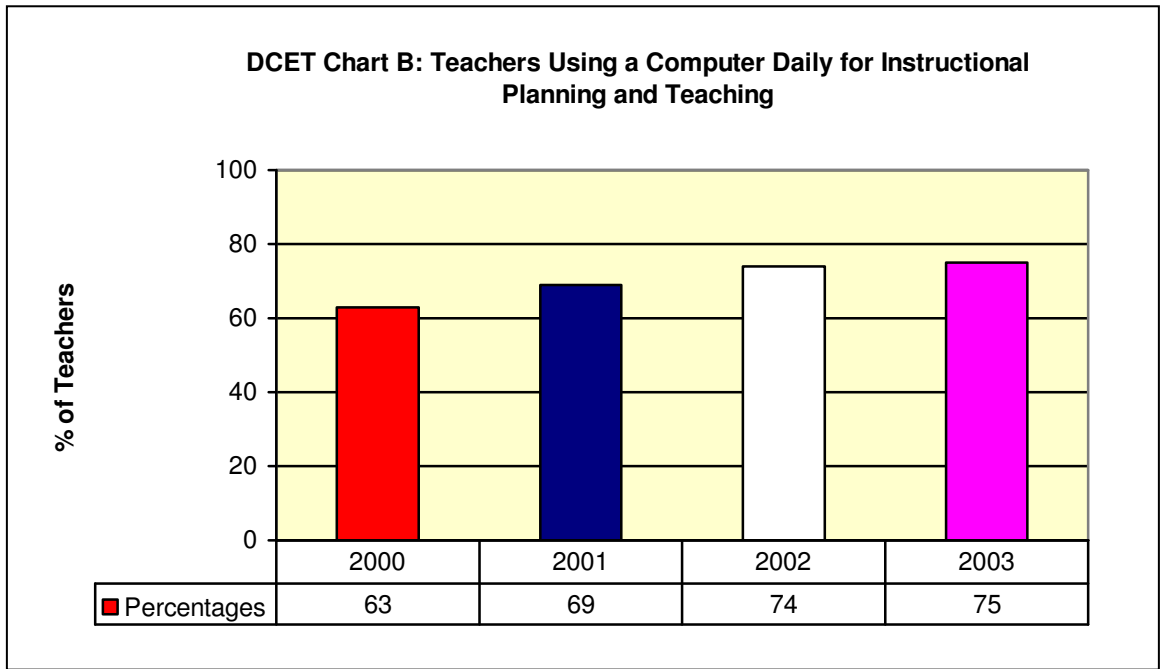
Of parallel importance were the district's continuing efforts to enhance professional development and to recognize technology's value in enhancing professional development. Eighty-four district employees attended training at the Data Service Center during the 2003–2004 school year; 15 ParaTechs led districtwide staff development activities and 643 staff attended technology staff development sessions. [Note: The latter counts do not include training for Pentamation, report cards, etc.]

One major vehicle through which teachers learned about ways to enhance and support engaged student learning is through the Building Technology Coordinators. The focus of monthly meetings changed from almost exclusively hardware management to inclusion of a strong instructional technology implementation component that coordinators were expected to share with building colleagues. In addition, the software evaluation and selection process was refined to assure that purchases supported standards-based instruction. School library collections are now available online, and each Library/Media Specialist is receiving training to further develop a "community friendly" portal for the school system. The instructional cadre assisted with the technology component for parent nights and the district web sites offered expanded communication for all major district initiatives.

Technology continued to enhance operational school district goals. The FY04 school year was the first year under a new technology plan and a new superintendent. Thus, this was largely a year of establishing a foundation for the future. Previous enhancement operations continued through the year (period attendance, electronic standards-based report cards, Web access to school library catalogs). The district planned, configured, and implemented parts of a new student information system (Pentamation) which "went live" in March 2004 (for full-swing production in July 2004). The district piloted a dial-out system (*PhoneMaster*) to call parents regarding school events or student absences. A districtwide dial-out system will be procured and implemented during FY05. We also participated in an upgrade to the statewide *PeopleSoft* system for payroll and benefits. The system is now Web-based and enables employees to enroll for benefits directly in *PeopleSoft*.

Shown below is a series of Delaware Center for Educational Technology (DCET) charts that display the most recent available data. This information suggests that there is an increasing use of the computer for daily instructional planning and teaching. Those teachers using the Internet for instructional purposes were slightly more than the previous survey but the trend has been rather “flat” for the past 3 years. Level of teacher proficiency appears proportionately the same as those shown in past reports. In the future, the district may wish to determine the degree to which “non-users” become computer/technology “users” and continue the professional development focus which emphasizes how internet use may enhance classroom instruction. This is particularly important since access to computers at home and school continues to increase. (Data Source: DCET Survey 2000-2003)





Objective A.10.0: All schools shall implement a school plan through site councils as evidenced by site council minutes and sign-in sheets.

Data Source: The data required to evaluate this objective was obtained from a questionnaire e-mail/phone exchanges and phone interviews with the Program Managers (Director of Elementary Education and Director of Secondary Education) and district records.

Findings: This objective was attained. Information provided by the Directors of Elementary and Secondary Education and substantiated by staff schedules and district records revealed that all schools continued to refine and implement a shared decision making process that was documented in their School Improvement Plans (SIPs). These documents included a membership directory and are located both onsite and in the central office. In addition, the Directors reported that School Council minutes are located in each building. The School Councils continue to be the primary vehicle for planning and program implementation. Where needed, workshops were provided that assisted school councils with SIP refinement. These groups are comprised of school staff, parents and community members with continuing efforts to increase the number of historically under-represented groups. Examination of the Consolidated Application, school based SIPs and the district’s strategic plan exhibit clear and consistent linkages. Sections of the each SIP make provisions for the evaluation of local objectives and programmatic revisions. These in turn provide information for the district’s annual improvement plan described in the Consolidated Application.

Objective A.11.0: Increase by at least 5% the level of parent/community participation in and knowledge of school programs as evidenced by site council rosters, compilations of parent/child project logs, surveys, PTA membership, attendance records, and visiting teacher reports.

Data Source: The data required to evaluate this objective was obtained from the Title I Program Manager and a summary of attendance logs. The latter included unduplicated parent counts of those who attended meetings at each school, Teacher Resource Center and other districtwide functions. In addition, the PTA President, State of Delaware provided PTA membership data.

Findings: The Title I portion of this objective could not be evaluated as originally designed. Data either was not collected or was unavailable from five Title I schools. Reasons for this varied from coordination issues associated with staff changes to location changes for the Title I operations. In addition, the Teacher Resource Center was not operational during FY04 and did not conduct parent workshops, a large component of the annual parent participation effort. To some extent, this void was filled by districtwide parent meetings, workshops and activities. Consequently, a modified retrospective analysis was conducted using available information from locations where data from both 2002-2003 and 2003-2004 were on hand. Schools and Center locations without both sets of counts were excluded from the analysis. The results follow.

This objective (as adjusted) was attained both for Title I schools and for the district as a whole. Summary information provided by the Title I supervisor revealed that the unduplicated parent total participation count increased from 1026 parents (2002-2003) to 1113 for (2003-2004). This was an 8.5% increase and exceeded the annual target, a 5% increase. The PTA membership also was greater than the previous year, increasing from 2,960 to 3308 (11.8%) as reported by the President of the state PTA. An in-depth assessment of this objective showed that Title I school level parent participation continued to increase, from 265 to 978. This was offset by a decline in districtwide event participation from 761 to 135. Although districtwide documented Title I participation was less than recent years, the decline may have been a function of record keeping during the transition cited previously. It is anticipated that the participation rate in FY05 will rebound due to parent participation requirements of NCLB and the increased number of Title I schoolwide project sites.

Objective A.12.0: Fifty Percent (50%) of the participating LEP students will increase by 1 language proficiency level as measured by the Language Assessment Scale (LAS) in spring 2004.

Data Source: The Program Manager and the Data Service Center provided the data displayed below. Student performance on the LAS is a vital component for assessing progress among those children whose first language is not English. This assessment furnishes guidance for placing students in programs that will enable them to succeed in schooling and in our English speaking environment. Language Minority Students (LMS) are described as Non-English Proficient (NEP), Limited English Proficient (LEP), and Fully English Proficient (FEP) depending upon the degree of language proficiency. Those who exit the program are described as Ineligible (for service).

Findings: This objective was not attained. Approximately 24% (N=331) of the groups with the lowest pretest proficiency (NEP and LEP on the May 2003 administration of the LAS) increased by one language proficiency level on the May 2004 administration of the LAS. This was substantially less than the criterion of success, 50%.

Of the 19,388 students at the end of the 2003-2004 school year, 93.5% were not LMS. The remaining 6.5% (N=1285) were classified as NEP (1.4%), LEP (1.2%), FEP (0.5%) and Ineligible for service (2.6%) and WD (withdrew from service via parent request), 0.8%. An analysis was conducted of the 820 matched cases of LMS students to determine their progress from year-end 2003 to year-end 2004. Students that had (1) withdrawn from service, or (2) were missing at least one test score were excluded from the analysis. The balance, 754 students, was assessed to determine if their Language Proficiency had improved during the 2003-2004 school year as measured by the LAS.

Shown in Table 3 are the changes in proficiency levels from May 2003 to May 2004. **Red** indicates **no change**; the proficiency category remained the same on the pre-LAS and post-LAS. **Blue** indicates **improvement**, students moved to a higher proficiency category. **Pink** indicates **regression**, students tested lower on the post-LAS. For NEP students, the data indicated that the

proficiency level remained the same for 70.8% of those whose pretest categorized them as NEP. The rest (29.2%) improved in proficiency. Among LEP students, 16.9% increased their proficiency between pre and post tests. The balance, 83.1% either remained the same or regressed to the NEP category. Since the proficiency levels in the lowest categories remained the same for 70%-83% of the participants, the target of 50% of the participants increasing their language proficiency by one level was not attained. All FEP students maintained their proficiency. Nearly all students (99.5%) who were categorized as InE either maintained that status or were rated as FEP, Fully English Proficient. A few, less than 1%, regressed to the LEP category.

Table 3: District Summary Progress Among LMS Students during 2003-2004 as Measured by LAS

Proficiency Level		Year 2004 Proficiency Level				Total Number of Students
		NEP	LEP	FEP	Ineligible – Exit Program	
		Row %	Row %	Row %	Row %	
Year 2003	NEP	70.8	9.2	16.4	3.6	195
	LEP	0.7	82.4	8.1	8.8	136
	FEP			100.0		4
	InE		0.5	0.5	99.0	419
Total		18.4	17.5	6.5	57.6	754

Goal B: Expand and Enhance Intervention Delivery Systems for Students

The data that was required for evaluating Goal 2's objectives were obtained from several sources. The Student Service Manager was interviewed. The Data Service Center provided printouts and data displays. University of Delaware Annual Surveys: *Student Usage of Alcohol, Tobacco and Other Drugs Report for 2002* and for 2003 were examined.

Objective B.1.0: The district will provide the capacity for serving 3,700 students with coordinated intervention services that address academic, attendance, behavioral and school health issues as measured by the Student Data Tracking System. Baseline: FY01 School Year (2000-2001), 3400 students served.

Data Source: The data required to evaluate this objective was obtained from an interview with the Program Manager. Data counts previously obtained from the Student Data Tracking System were unavailable for reasons cited below.

Findings: The attainment of this objective could not be determined as designed for the 2003-2004 school year and has been postponed pending the development of a new system. The Student Data Tracking System, a locally developed data collection system, enabled the district and school-based teams to gather participation information and generate service counts associated with assignment of interventions and documentation of student needs. The later feature assisted in planning for the future. The school-based Student Assistance Referral Teams (START) identified students' attendance, behavior, academics and health issues and provided services to address those problems. In the past, the district retrieved that information from the Student Data Tracking System for the purpose of measuring program effectiveness. However, the cumulative effects of system limitations and documentation cited in prior evaluations, inconsistencies in data collections and differences in districtwide definitions resulted in operational defects that could not be corrected. Consequently, those responsible for inputting information were unable to do so, information previously inputted could not be retrieved and backup systems were non-existent. For those reasons, attainment of this part of the district plan has been deferred for the FY04 school year.

Beginning in FY05, the district will begin to shift its computer operations toward utilizing common statewide systems and resources. The Director of Student Support Services has initiated contact with the district's Technology Department that will result in a new student tracking system with clear documentation and backup capabilities that will prevent future occurrences of lost data and access to programmatic information. During the FY05 school year, the Technology and Student Support Services offices will coordinate efforts and develop a pilot program that will allow data collection within a system that is congruent with the districtwide technology plan. In order to ensure that this pilot effort will address school and districtwide needs, building administrators, counselors, school nurses and START team members will be included in its development. The preliminary timeline for the development and implementation of the pilot student data system follows:

- Phase 1 -- Student Services and Technology meet to discuss objectives and identify needs. Production of tentative system design.
- Phase 2 -- Student Services staff, Principals, Technology, Counselors, Nurses, START teams meet to discuss objectives, identify needs and system design.
- Phase 3 -- Pilot Program Development.
- Phase 4 -- Pilot Field Test.
- Phase 5 -- Evaluation of Pilot Field Test.
- Phase 6 -- Revisions and adjustment to system. Staff Training in using the system.
- Phase 7 -- Full Implementation of Pilot.

In order to maintain linkages between past assessments and future evaluations, the most recent findings from the *Annual Evaluation of Federal and State Program Goals and Objectives Included in the Consolidated Application Fiscal Year 2002-2003* are reported next.

“This objective was considered attained. The Student Data Tracking System provided unduplicated annual service counts from September 1 through August 31. During FY02, 1752 pupils were reported as served within a system designed for an estimated 3400 students, 51.7% capacity. In FY03, 2852 students were reported as served in a system designed for 3700 students, 77.1%. In comparison with the initial baseline (3400 students), FY03 functioned at nearly 84% of capacity. The data suggests that the district provided services that increasingly approached the designed capacity for delivering interventions and services.

Since it is possible for students to be referred for more than one service, shown below in Table 4 are the comparisons of services provided in FY02 and FY03 in three areas, Promoting Safe School Environment, Alcohol-Drug/Violence Prevention and School and Community Mental Health. Academic Support and Guidance and Counseling services are subsumed within the Alcohol-Drug/Violence Prevention array. The total number of multiple referrals increased from 4653 to 5926. While there were some variations in the percentage of different services over the two year period, the relative ranking was the same, (1) ATOD & Early Intervention, (2) Mental Health and (3) Promote Safe School.” (Wise, J., Christina School District Annual Evaluation 2002-2003, January 2004).

Table 4: Summary and Comparison of Service Integration 2001-2002 and 2002-2003 (September 1 to August 31st each year) Reasons for Referral Report

Service Components Reasons for Referral	2001-2002		2002-2003		Change in Percentage of Referrals	
	Number	Percentage	Number	Percentage	Change	Comment
Promote Safe School	1039	22.3%	1165	19.7%	-2.7%	Decrease
ATOD & Early Intervention	2025	43.5%	3266	55.1%	11.6%	Increase
Mental Health	1589	34.2%	1495	25.2%	-8.9%	Decrease
Total	4653	100.0%	5926	100.0%		

Objective B.2.0: There will be a 10 percentage point increase in the number of students who receive a course grade of “C” or higher in health education and preventative courses as compared with the course grade distribution in 2002-2003.

Data Source: The data required to evaluate this objective was obtained from an interview with the Program Manager, district records and data counts from the student report card marking system. The course mark data were obtained from the Data Service Center. A comparison of course marks distributions in 2002-2003 and 2003-2004 was conducted to determine if the FY04 criterion of success, a 10 percentage point increase, of those earning “C” or higher has been attained.

Findings: This objective was partially attained. The percentages of students earning C or higher in FY04 exceeded the FY03 outcomes but were less than the target, a 10-percentage point increase. The scores for each grade span and the district as a whole improved from the FY03 outcomes. Substantial numbers of students are meeting local standards as measured by course marks. In grades 7-12, eight of every 10 students earned satisfactory course marks in health education.

Table 5: Summary of Secondary School Health Course Marks, Grades 7-12, 2002-2003 and 2003-2004

Grade Levels	2002-2003		2003-2004		Difference FY03-FY04
	Total N	Percent C or Higher	Total N	Percent C or Higher	
Middle School	3211	83.2	2220	89.0	+5.8
High School	1394	59.0	1189	65.2	+6.9
Total District	4605	75.3	3409	80.7	+5.4

Objective B.3.0: The number of suspensions will be reduced by 10 percent as measured by the Superintendent’s Conduct Report. Baseline: Suspension data from the 2002-2003 school year.

Data Source: The data required to evaluate this objective was obtained from an interview with the program manager and Data Service Center reports, -- Student Conduct, Suspension, Expulsions. Outcomes reported in the FY03 Evaluation Report were used for comparative purposes where applicable. A comparison of the number of suspensions in FY03 and FY04 was made to determine if this objective was attained. Information concerning arrests also was examined.

Findings: This objective was not attained. There was an increase in the number of suspension (2.3%), and the number of arrests nearly doubled. Each indicator was below the FY04 target, a 10% decrease. The suspension distribution by race has been similar for past 3 years. African American students were suspended most frequently, 65% of the time; others were suspended about 35% of the time. Within the non-African American groups, Caucasian students were most frequently suspended, 27%. Suspensions were relatively low in the K-6 grade spans but continued to rise sharply in the middle schools and high schools. A comparison with the total number of Suspension from the 2002-2003 school year shows a small increase from 6298 to 6445. When adjusted for population size (year-end student count), this represented a 2.3% increase. Arrests showed a similar pattern with respect to grade span. However, the number of events was substantially higher than the previous year.

Table 6: Grade Level Suspension and Arrests – Total Number of Incidents 2002-2003 and 2003-2004

Building Grade Spans	Grade Span Totals	Disaggregated Data Shown as Number of Incidences				
		Indian	African American	Asian	Hispanic	White
Suspensions						
Primary Elementary K-4	183	0	124	1	12	46
Elementary K-6	120	0	85	0	9	26
Elementary 4-6	105	0	83	0	10	12
Middle Schools 7-8	3272	2	2170	17	307	776
High Schools 8-12	2369	6	1405	14	144	800
Special Schools K-12	396	0	317	1	6	72
District Totals 2003-2004	6445	8	4184	33	488	1732
District Total 2002-2003	6298	6	4099	26	388	1779
Arrests						
Primary Elementary K-4	1	0	0	0	0	0
Elementary K-6	5	0	3	0	1	1
Elementary 4-6	1	0	1	0	0	0
Middle Schools 7-8	33	1	24	0	2	5
High Schools 8-12	48	2	33	0	1	13
Special Schools K-12	14	11	0	0	1	2
District Total 2003-2004	102	3	72	0	5	22
District Total 2002-2003	55	0	32	0	3	20

Source: Data Service Center, Suspension by Schools by Reason Report

Objective B.4.0: There will be a decrease of 5 percentage points in acts of violence as measured by the district’s Student Conduct Report. Definition of violent acts is provided in the FY01 and FY02 District Annual Evaluation Reports for Programs Funded Through the Consolidated Grant. Baseline: Offense data from the student conduct report for 2002-2003 school year.

Data Source: The data required to evaluate this objective was obtained from Data Service Center reports, -- Student Conduct, Suspension, Expulsions. Outcomes reported in the FY03 Evaluation Report were used for comparative purposes where applicable. A comparison of the number of violence indicators in FY03 and FY04 was made to determine if this objective was attained.

Findings: This objective was not attained. The results were evaluated by totaling the number of incidences of suspension for codes 19, 20, 31, 32, 47, 48, 57, 68, 69 and 71-- categories that defined school violence. The change in number of school violence acts did not meet the FY04 target, a 5% decrease. The suspensions in these categories increased from 1690 to 1712. There was an increase in related arrests from 22 to 53. Together (suspensions and resultant arrests) generated an increase of 3.1% from the previous year.

During 2000-2001, these categories comprised 22.8% of the suspensions (1642 of 7188). In 2002-2003, school violence categories comprised 26.8% of the total suspensions (1690 of 6298). The FY04 outcome was the same, 26.8% (1712 of 6445).

An examination of FY04 “within” arrests categories revealed that 52% (N=102) were related to the violence categories. In FY03, 40% (N=55) were similarly associated. For the past three year this indicator has been increasing from a baseline of 35% established in FY02.

Overall, the suspension and arrest indicators continued to send mixed signals that warrant closer monitoring. The data suggests that the increases in codes 19 (Possession of Dangerous Instrument from 11 to 22), 32 (Fighting from 788 to 809), and 57 (Possession of Weapons from 39 to 50)

were the key offenses that contributed to the overall rise. Other categories were either about the same or showed modest reductions from their FY03 levels.

Objective B.5.0: The district drop-out rate will decrease by 1 percentage point as measured by official district records. Analyses for all students and categories reported in the *School Profiles* will be conducted. Reductions from the baseline will be interpreted as evidence of success. Baseline: Dropout rate reported in the *District Profile 2002*. 5.3%

Data Source [and related definition]: The data required to evaluate this objective was obtained from the *Delaware Dropouts 2002-2003 Summary Statistics* (DOE, February 2004) and represents a departure from previous Annual Evaluation data sources which used *District Profiles*. Delaware is now using event rates for reporting purposes. This technique describes the proportion of students who leave school each year without completing a high school program. This annual measure provides a valid and reliable indicator of the effectiveness of keeping students in school.

Accordingly, the definition of dropout for 2002-2003 is an individual who:

- Was enrolled at the end of the 2001-2002 school year; or
- Was enrolled at anytime during the 2002-2003 school year; **and**
- Has not graduated from high school or completed a state-or district-approved educational program; and **does not meet any of the following exclusionary conditions:**
 - Documentation proving transfer to another public school district, private school, or state or-district-approved education program;
 - Temporary absence due to suspension or school approved illness; or
 - Death (DOE, February 2004).

Criteria for being included in or excluded from the Report are provided in that document. Consequently, the reader may note that rates provided in other years from other sources, using other definitions may differ from information provided in this district annual evaluation when compared with past documents. It is anticipated that event rates will continue as the indicator of choice for the foreseeable future.

Findings: This objective was attained. During 2001-2002, Christina's dropout rate was reported as 10.4% (N=4719). In 2002-2003 (the latest available data), the reported rate was 9.0% (N=4919). The reduction of 1.4-percentage points exceeded the annual target of one percentage point. See *Delaware Dropouts 2002-2003 Summary Statistics*, Table 15, p. 14.

Objective B.6.0: As a result of implementing and monitoring district security policies, 100% of the Christina schools shall be categorized by the Delaware Department of Education as a safe school as measured by fewer than 5 unsafe incidences for every 100 students for three consecutive fiscals years.

Data Sources: Delaware Department of Education. Definition: A safe school is one that is not categorized by the Department of Education as a Persistently Dangerous School. A Persistently Dangerous School is one that has 5 or more unsafe incidents for every 100 students for three consecutive fiscal years.

Findings: This objective was attained. According to sources at the Delaware Department of Education all schools in the Christina School District had fewer than 5 unsafe incidents for every 100 students for three consecutive fiscal years. Therefore there were no Persistently Dangerous Schools during FY04 (Case, Robin, Personal Communication, July 13, 2004).

Objective B.7.0: Christina will eliminate the gap between the 2002 state graduation rate (78.2%) and the district rate (68.4%). Thereafter, the district will maintain the percent graduated or show positive progress when compared to the previous school year toward attaining the state target of 90%. (in 2013-2014) as measured by individual student graduation/exit data collected through DELSYS.

Data Source: Baseline data: *School Profiles 2002*, 68.4 % for all students. Estimated annual increase for All Students is 1.8 percentage points. District *Profile 2004*.

Findings: This objective was attained. The local graduation rate for 2003, the most recent data available (within the context of all cases cleared), was 73.8% (N=665); the state rate was 81.6% (N=5746). The 9.8-percentage point gap between the state and local rate has been reduced by 2-percentage points. Based on the 2002 starting point, annual increases of 1.8-percentage points will enable the district to meet the state target of 90% by the conclusion of the 2013-2014 school year. Disaggregation by various groups has been provided in an earlier section of this document.

Annual Survey of Alcohol, Tobacco and Other Drug Abuse Among Local Students

Since 1989, the University of Delaware has conducted a survey of grade 5, 8 and 11 students in all districts within the state regarding their knowledge about and use of alcohol, tobacco and other drugs – as well as student perception of their school as a safe environment. The most recent report, 2003, covers the 2002-2003 school year and was released in June 2004. The details are reported in a series of tables and will not be restated here. Highlights of student perception and their self-report follow:

- Christina grade 5 students reported one percentage point more for lifetime “All Tobacco Use” than the state average (10%). This was slightly lower than the previous level reported in the 2002. Grade 8 reported lifetime use that exceeded the state average (39% verses 34%). Locally, this was same amount reported in the prior annual survey but less than the 43% reported in the 2000 Survey. Grade 11 was 7-percentage points below the state average (49% verses 42%).
- Christina students reported alcohol use in each benchmark grade. Grade 5 (20%) was slightly above the state average (19%). Perceived risks from “Trying” was higher in Christina (26%) and then across Delaware, 24%. Beliefs concerning “Daily Use” were slightly higher than the state average (39% verses 38%). The data suggests that this sample of local grade 5 students were about as concerned regarding the risks of trying and using alcohol as their age-grade peers across the state. Local grade 8 students also reported lifetime use that was slightly higher than the percentage of other grade 8 students (60% verses 56%); however, grade 11 students continued to report lower lifetime uses than other age-grade peers (78% verses 72%).
- Use of Marijuana continued at about the same rate as the state average for grade 5 and has not changed from recent surveys. Grade 8 continued to report higher Marijuana usage than the state average (32% verses 25%). Grade 11 reported slightly lower lifetime use than the state average (49% verses 50%). In Christina, grades 8 and 11 decreased in reported usage by 2 and 1 percentage points respectively from the 2002 survey. Grades 8 reported about the same usage rates of other illegal drugs Delaware for lifetime use and usage during the past year (2002-2003). Grade 11 reported fewer instances of other illegal drug use in terms of lifetime use (28% verses 30%) and the same rate during the past (2002-2003) year (20%) than the statewide peer group.
- Students in grade 5 reported feeling safe in their schools at a rate that was less than the state average for their age-grade peers (86% verses 92%). Those in grade 8 reported feeling less safe than other grade 8 students throughout Delaware (75% verses 78%).

Locally, between 75% and 86% felt safe. Statewide, students reported feeling safe between 78% and 92%. The largest gap in state local perception occurred in grade 11 where 69% felt safe in comparison to 80% across the state.

- More grade 5 students (62%) continued to report “fighting is a problem” at their school than the state average (44%). Christina students in grade 8 reported their belief that violence is a problem in school at a higher rate than their age-grade peer across Delaware (59% versus 46%). Grade 11 students reported that violence is a problem “some of the time” or “more often” with far greater frequency than the statewide average (61% versus 36%).
- Grade 5 students reported that “most kids at school obey teachers more frequently” than previous survey groups and in higher numbers than the statewide average (88% versus 73%). Grade 8 (22%) and 11 (16%) students report obeying teachers and treating teachers with respect at lower rates than the state average (32%, and 26% respectively). The findings for the upper grades have been rather consistent for the past several years.

Information regarding Wellness Centers use revealed that a larger percentage of grade 11 students statewide reported having never used the center than students in the Christina School District (37% versus 30%). In addition, local students reported using the center as much as or more frequently than their age-grade peers on 4 of 6 usage indicators. Overall, the student self-reports varied by topic and grade level. Some were positive others were less so. This information should be tracked over time and examined with other student behavior data. These multiple measures could be most useful in evaluating progress in attaining Goal B and as supplements to the *Superintendent’s Performance Targets* (Wise J., March 2004)

Extra Time Programs

This section of the annual evaluation report focuses on the role of the extra time program in the Christina School District during 2003-2004. The data sources were the Consolidated Application for FY04, interviews with the program manager for extra time activities, Summer School 2004 report and data displays regarding participants provided by DOE and the Data Service Center. Extra Time funds were provided for additional instructional time to meet the academic needs of at-risk students -- beyond the 6.5-hour school day and 180 day school year. Therefore, these services were viewed as contributing to Goal A, Improving Achievement, rather than a separate entity with separate objectives. Programs were based upon the premise of (1) early identification of students’ at-risk of attaining state standards and (2) providing services that would increase the likelihood of student success.

During 2003-2004, 2324 children in grades 1-12 were served. Across all grades, emphasis was placed on reading (N=1215), mathematics (N=796), writing (N=196), science (N=89) and social studies (N=28). Efforts were focused on the benchmark grade levels where students are required to pass the state test in reading and mathematics – grades 3, 5, 8, and 10. In addition, students in the off grade levels who did not pass the test in the specified subjects, were given the next priority in terms for receiving services – grades 4, 6, 9. Finally, students performing below grade level in the remaining levels were invited to participate in programs. Across all subjects, more than 70,128 hours of service were provided that ranged from 56,200 in reading to 407 in social studies.

Extra time services continued to be provided in home school locations rather than in external centers and locations. Commonly before and after school sessions and a 6-week summer program were employed using local teachers and temporary (i.e. other district’s) staff when needed. The specific organization, deployment, and selection criteria are described in each school’s School Improvement Plan which is submitted and on file at the District Office. Local governance, administration and implementation were seen as an important underpinning for the district efforts

to attain Goal A. Professional development for all service providers was conducted for teachers, paraprofessionals and administrative staff.

There were no barriers in implementing effective Extra Time Programs and services during the 2003-2004 school year. A review of the Extra Time data indicated that each school as well as the overall district attained positive results in terms of the number of students participating in this service and the number of students who demonstrate improvement on the pre/post assessment measures at the end of each reporting period. Approximately 60% (N=2324) improved, 19% remained the same, 7% regressed and the remaining 14% could not be determined due to a variety of circumstances, i.e. missing score, moved away, etc.

School Year Impact

Information obtained from the DSC was used to determine the possible impact of Extra Time participation upon student outcomes on the DSTP 1. If one assumes that participation occurred as a result of school based identification of student at-risk of meeting or exceeding state standards, then one could also hypothesize that the extra time programs and services contributed to the percentages of participants who attained proficiency on DSTP 1. Shown below is a summary of these outcomes. The data suggests that a substantial number of participants successfully attained Performance Level 3 or above on the April 2004 administration of the DSTP 1.

Table 7: Summary of the FY 04 DSTP 1 Outcomes (April 2004 Administration) in Core Areas for Extra Time Participants

Grades	Reading		Mathematics		Writing	
	Number of Participants	Percent Proficient	Number of Participants	Percent Proficient	Number of Participants	Percent Proficient
3	294	59.9	308	62.3	299	38.5
5	107	51.4	118	47.5	117	41.0
8	216	43.5	228	18.9	224	68.3
10	154	53.2	154	26.6	159	70.4
All Grades	771	52.8	808	41.1	799	53.6

The current analysis should be considered as a preliminary estimate of possible Extra Time programmatic impact. More definitive analysis would likely require selective comparisons with non-participants of comparable preprogram achievement levels. The latter design is beyond the scope of the current annual assessment but should be considered for future evaluations.

Summer School Impact

During the summer of 2004, as part of the continuing implementation of Delaware's accountability requirements, summer administration of the DSTP 1 was mandatory for grades 3, 5, and 8 who were 'well below' standard (Performance Level 1) in reading and in grade 8 Performance Level 1 (PL1) students in mathematics. Students who moved from PL1 to PL2 on the July administration of DSTP 1 could move to the next grade with an Individual Improvement Plan for the academic year. Students who are at PL2 at the beginning of the 2004-2005 school year are required to take the DSTP 1 assessment in spring 2004 during the regularly scheduled testing period. To support this focus, language art and mathematics instruction was provided for K, 1, 2, 4, 6, 7, and 9 using grade level curriculum materials (e.g., Great Source Reading Materials, District Writing Materials, Number Power, Math in Context and Math Academy Program). Program related assessments were administered on a pre-post basis.

The district assessed this activity and reported the implementation and required outcomes to Delaware Department of Education. A copy of the *Summer School 2004 District Program Survey*

(Miro, J, Delaware Department of Education, 2004) is on file at the central office. Seventeen four-service-hour days were provided from June 21, 2004 to July 20, 2004. The following are the key outcomes:

Reading

The total number of students who attained Performance Level 3 or better on the summer school DSTP assessment in reading was: Grade 3 (N=216) -- 36.6%, Grade 5 (N=175) -- 32.0%, Grade 8 (N=338) -- 24.3%; yielding a Total (N=729) of 29.8%. In addition, there were students who improved during the summer but have yet to attain state reading standards. There were 16 grade 3, 1 grade 5 and 50 grade 8 students who increased their reading proficiency from PL 1 to PL 2. These students will be provided with an individual improvement plan for FY05 and be retested during the spring 2005 DSTP administration.

Mathematics

The total number of students who attained Performance Level 3 or better on DSTP in mathematics was: Grade 8 (N=660) -- 13.5%. There also were 115 grade 9 students who improved during the summer but have yet to attain state mathematics standards. These students also will be provided with an individual improvement plan for FY05 and be retested during the spring 2005 DSTP administration.

One additional analysis (a pilot assessment) was conducted on our most needy students who participated in both Extra Time services during the school year and summer school. In reading (grades 3, 5 and 8 combined), 31.6% (N=339) of the students met or exceeded state reading standards. In mathematics (grade 8 only), 11.8% (N=246) attained state mathematics standards. These findings are presented as baselines for future evaluations that may explore the impact of these services upon student achievement.

The summer school data suggests that this component of Extra Time provided services that resulted in improved student learning and achievement, thus contributing to Goal A. Many children who were below standards met or exceeded standards by summer's end; others improved their standing and with appropriate follow-up (Individual Improvement Plans) may meet standards when they retake the DSTP 1 in April 2005. Generally, greater proficiency was attained in reading than in mathematics. It is possible that the amount of instructional time required to produce positive results may vary for each core domain. Consequently, more instructional hours prior to mathematics retesting may be essential for ensuring the attainment of PL 3 and above. Overall, the outcomes as measured by DSTP 1, for both school year Extra Time programs/services and summer school suggested a positive impact upon student achievement for many participants.

Services to Homeless Children

Homeless children are those "who lack a fixed, regular, and adequate nighttime residence" and who may be living in cars, motels, campgrounds, shelters, or who are housed with friends or relatives due to economic hardship or family crisis. Christina Schools identified 469. Of these, 358 were in non-sheltered environments and 111 were in shelters. All were reported served by the Homeless Advocate. Visits and/or contacts were made by the advocate to each identified family. This helped determine the particular needs and was the basis for the support plan/program.

The intent of the McKinney-Vento Act is to keep students in their school of origin rather than have them change schools or districts several times during the year. The district collected

mandated information and forwarded reports to DOE as required. During FY04, program participant impact information was available only within these reporting parameters. Of total number of identified children, 97 (21.6%) left the school where identified and chose to attend the school serving the new domicile. There were 411 (87.6%) of the identified students were referred for the free school breakfast/lunch program as well as Title I, after school tutoring, gifted, talented and special education programs; 391 (83.3%) were referred for transportation services.

Although the district has addressed several unanswered question posed in the FY03 annual evaluation, other questions continue and require attention. Among them are: Of those eligible for services, how many were served? Were there any un-served? If so, why were they not served? Among those served by school programs (such as Title I, after school tutoring, Special Education), what were the results of these services upon the participants? Consequently, provisions for collecting school level information and shelter based data that address the answers to these (and other relevant) questions should be considered for FY05. This might be considered for inclusion as a component in the student data tracking system as discussed previously in Objective B.1.0. Otherwise, the capacity to determine program and service effectiveness will be inhibited. Based on the previous experiences, the district has provided all administrators with detailed processes and procedures for complying with the provisions of the McKinney-Vento Act including clearly delineated tasks and documentation requirements. Consequently, reviewing outcome data for programmatic and service improvement would seem to be a prudent next step.

Section V: Conclusions and Recommendations

Impact of District Improvement Plan Upon Outcomes

The Christina School District continued to make substantial progress as it refines its comprehensive improvement plan based on renewed district vision, mission and previous annual evaluations. The district has retained two primary goals: (1) student achievement and (2) expansion and enhancement of a student intervention delivery system. Ultimately, continued incremental progress within these goals will result in consistently positive outcomes.

The district collects and processes data concerning all fundamental aspects of schooling. It has discrete information about staff, programs, services, educational processes and student outcomes. In many instances, these data has been collected over several years and comparisons between similar successive age-grade groups are possible. Much of the data is available at both the individual school (via the school planning process) and district level. Disaggregation of data by race, gender, special needs and socioeconomic status continues to be standard practice. The district has access to and makes use of the Data Service Center that provides comprehensive data displays for a variety of purposes. Plans for developing an expanded internal data processing and report generating capability are scheduled for the FY06 school year. Assigned district staff continued to monitor the administrative aspects of each programmatic funding source.

Ultimately, evaluation information and resulting programmatic decisions will enable virtually all students to meet or exceed state standards, successfully graduate and have the opportunity of becoming productive members of society. During the 2003-2004 school year, each school continued to have a comprehensive school improvement plan, a site council and an annual outcome evaluation that resulted from their efforts. The linkage between curriculum, instruction and assessment – and their interrelationships with data driven systems continues to require professional development over the coming years. This is especially important as a result of the federal requirements for using scientifically based research (in decision-making) as specified in the NCLB Act, 2001. During FY04, the *Superintendent's Performance Targets* (Wise, J., March

2004), a set of district indicators were established to provide district benchmarks that will inform this process.

Overall, the district met both its Adequate Yearly Progress and State Progress requirements and was rated Commendable, Not under District Improvement Status. Of the 19 objectives that comprised district's improvement plan, 13 (68.4%) were fully or partly attained, 5 (26.3%) were not attained, and 1 (5.3%) was postponed due to local conditions during FY04. The conclusions and recommendations for each of the goals in the 2003-2004-improvement plan follow.

Goal A: Improving Student Achievement

Across all benchmark grades (3, 5, 8, and 10), more than half of our students met or exceeded state standards in the basic core subjects. In mathematics, 56.7% (N=5560) of our students met or exceeded state standards. In reading, 70.9% (N=5291) met or exceeded standards. In writing, 66.2% (N=5565) successfully met or exceeded state standards. In mathematics and reading, the results were approximately the same as the previous year when 56.4% in mathematics and 71.4% in reading met or exceeded the state standards. In writing, more students met or exceeded state standards than previously when 52.8% attain proficiency. We then examined achievement in depth by determining (1) the extent that districtwide achievement targets were attained as measured by DSTP 1, (2) the amount and direction of DSTP 1 changes from the prior year, (3) comparison to statewide DSTP 1 averages for the current year, (4) 3-year aggregated data trends for each core DSTP 1 benchmark grade and subject, and (5) disaggregated data outcomes for reading, mathematics and writing for 2003-2004.

Strengths: Across DSTP 1 writing assessments, of the 5565 students tested, 66.2% students met or exceeded state standards. On the DSTP 1 mathematics assessments, of the 5560 students tested, more than half (56.7%) of the students met or exceeded state standards. Both outcomes exceeded the previous year. The district exceeded the FY04 statewide language arts target, 57%, by 13-percentage points (70.4%). Similarly, in mathematics, the statewide target, 33%, was exceeded locally by 23-percentage points (56.7%).

Grades 3, 5, and 10 showed improvement between the 2003 and 2004 administration of the DSTP. The annual target for all children in writing was met; in mathematics, the target was partially met. Increases in the percentage of students who met or exceeded state standards for 12 of 20 comparisons were noted since the FY04 outcome exceeded those in FY03. These included: grade 3 reading, writing and mathematics; grade 4 social studies; grade 5 reading, writing and mathematics; grade 8 writing; grade 10 reading, writing and mathematics; and, grade 11 science.

Grade 3 reading, writing and mathematics and grade 11 science and social studies were at or above the state averages in terms of the percentage of students who attained Proficiency Level 3 or above. Fourteen of 20 three-year aggregated data trends were upward (grades 3, 5 and 10 for mathematics, reading and writing; grade 4, 6, 11 for social studies; grade 8 for writing; and, grade 11 science). At each grade (3, 5, 8, and 10) in both reading and mathematics the national percentile rank of the average has increased substantially in the lower grades and more moderately in the upper grades from the initial administration of the DSTP in 1998. This suggests improvement in comparison to a national or norming sample of age-grade peers.

There were several positive findings among our children with disabilities. In reading and writing, grade 3 students with disabilities achieved state standards more frequently than their age-grade peers throughout Delaware. In grades 5, 8 and 10 a higher percentage of children

with disabilities met or exceeded state standards in FY04 than FY03. Similar finding for mathematics proficiency were attained in grades 3, 5 and 10.

For grades 3 and 5 Title I reading, mathematics and writing participants, the percentage of students attaining state standards continued to improve and were higher this year than the previous 2 years. In reading and mathematics, the district's grade 3 outcomes were virtually equal to the statewide average. In writing, the grade 3 outcome was above the state averages for those who equaled or exceeded state standards.

There were significant improvements from the FY03 evaluation in the percentage of Voc-tech students who met or exceeded Performance Level 3 on the DSTP assessments. Of the 196 Voc-tech seniors, 94.4% completed a Three-Credit Pathway (with diploma) during 2001-2004. Of these, the following met or exceeded state standards; Reading 63.7% (compared with 51.9% in FY03), Mathematics 44.0% (compared with 26.8% in FY03), Writing 53.4% (compared with 48.1% in FY03) and all core subjects, 30.1% (compared with 14.9% in FY03). Information from Voc-tech monitoring system provided student GPAs associated with completing Career Technical Pathways. Districtwide, 94.4% (N=185) of pathway participants completing 3 Voc-tech related credits earned a GPA of 2.0 or higher. The average GPA was 3.17, an increase from previous evaluations.

The school-year Extra Time and summer school data suggests that these components provided services that resulted in improved student learning and achievement, thus contributing to Goal A. Many children who were below standards met or exceeded standards by either the spring DSTP test administrations or by summer's end; others improved their standing and with appropriate follow-up (Individual Improvement Plans) may meet standards when they retake the DSTP 1 in April 2005.

Positive progress was made across several achievement related activities and processes. All schools continued to have building level plans for the effective use of technology. These procedures were integrated with their SIP and target objectives. Amounts of teacher daily PC use for instructional planning and/or teaching and previous levels of staff proficiency were maintained. In addition, each school had a shared decision-making component as evidenced by site council minutes and referenced in their annual evaluations. Parent participation data revealed that the district efforts to increase involvement were effective and the number of PTA members increased.

Areas that require Strengthening:

Across DSTP 1 reading assessments, of the 5291 students tested, 70.9% students met or exceeded state standards. This was about the same as the previous year (71.4%) thus indicating a plateau effect. Reading comprises 90% of the Language Arts indicator, a vital component of the AYP determination. Consequently, while the current level will enable the district to meet state targets until 2008, continuous improvements are needed if the district is to meet increasingly higher post 2008 state targets. Similarly, all core subjects, e.g., writing and mathematics, science and social studies, reduction in the number of students scoring in PL1, and State Progress Indicator continue to require effort so that all children will meet or exceed state standards by 2013-2014.

As documented in previous evaluations, there are wide variations in proficiency within and between benchmark grade levels and schools. The lower grades continue to be more successful in reading and mathematics while the upper grades show greater proficiency in writing. [Within each subject, previous annual evaluations have demonstrated large differences

between schools. See Annual District Evaluation FY02, Christina School District, January 2003.] Perhaps the most reliable appraisal is provided by DSTP multi-year trend data. Examining the proficiency level among age-grade peers over time for each core subject (reading, mathematics, writing, science and social studies) suggests that grades 3 and 5 writing, and grades 8 and 10 reading and mathematics continue to require significant academic intervention. In addition, examination of 4-year trend data in science and social studies suggests that greater proficiency is attained in grades 4 and 6 rather than grades 8 and 11. The impact of past state and federal support for and emphasis upon the sciences rather than social studies is also suggested by the outcomes. Therefore, in a broad sense, continuous efforts in all subjects and grades are warranted to sustain upward trends that reflect increasing proficiency. Given the role of annual appraisal and the ultimate criterion of success, all students meeting or exceeding state standards, these conclusions are applicable for all grades, subjects and subgroups.

The current achievement outcomes continue to suggest the following: First, there are still a substantial number of students in all grades and many groups who have yet to attain state and local standards. Second, DSTP 1 achievement gaps between groups and grade levels appear to increase over time. Attaining consistent progress in all core areas as students move throughout schooling continues to be challenging in Christina and across Delaware. Unless the gaps between the lowest and highest performing groups close and there is continuous improvement of all students, the district “average” or proficiency will not significantly improve. As the annual intermediate targets increase, the “slope will be increasingly more difficult to climb” for those groups who continue to struggle. This will inhibit adequate yearly progress and increase the difficulty of attaining the requirements specified in the NCLB Act.

Therefore, all of our schools must continue to work toward 100% proficiency in reading/language arts and in mathematics. The accountability environment offers continuous challenges not respites. For all grades and groups, the fabric of student proficiency requires annual adjustments, alterations and repairs. Consequently, implementation of research based strategies, early identification of and interventions based on scientific research for at-risk students, intensive exposure to tutoring, extra-instructional time, and continuous monitoring of student outcomes should continue to be the focus for those who are likely to achieve less from schooling. Those who are currently at the highest point of the local achievement distribution also must continue to progress.

Recommendations The Christina School District continued its strategic and annual focus on improved student achievement as one of its two fundamental goals. There is substantial evidence of support and effort and a positive range of success at the district levels. In addition, the district has refocused its attention on the *Superintendent’s Performance Targets* (Wise, J. 2004), as series of outcome indicators designed to track success in attaining: (1) accelerated achievement for all students and minimize disparities among groups, (2) create and maintain safe learning environments that promote excellent academic achievement, and (3) establish and leverage community partnerships to promote accelerated achievement in welcoming school environments. Monitoring of this multi-year approach (2003-2004 to 2007-2008) and using annual outcomes to guide programmatic changes, adjustments in services and allocation of resources should position Christina to move forward during the most critical phases of the Adequate Yearly Progress timeline (2009-2014).

During the current cycle of the revised accountability system (2003-2004), Christina had 15 schools (53.6%) identified as making satisfactory Adequate Yearly Progress and were rated as superior or commendable; 11 schools (39.3%) were identified for school improvement. Two schools for special needs students were not rated (7.1%). These outcomes in combination with previous and current findings and conclusions, offer a continuing opportunity to systematically

adjust programs and services that are likely to produce increasingly positive outcomes. Specifically, the district may wish to consider the following:

- Review Delaware's annual and intermediate achievement DSTP 1 targets (for Reading/Language Arts, Mathematics, "New" Other indicator K-8/reduction in students in Performance Level 1, Graduation indicator and "New" State Progress Determinations) that comprise recent revisions to the statewide accountability system with parents and community. Consider using the district website in addition to traditional newsletters. This would also address various federal and state assurances associated with Title II, Part D, Technology.
- Continue to share the district Consolidated Application Grant's goals (FY05) and measurable objectives with all schools. Examine the alignment between the grant, the *Superintendent's Performance Targets* and each site's school improvement plan to ensure consistency. Since objectives have been revised in accordance with the NCLB Act, schools may need to review their current objectives and achievement targets in order to ensure understanding new criteria, focusing efforts appropriately and maximize the probability of success.
- The district should monitor the impact of annual testing of grades 3-8 scheduled to begin in 2006. This will allow for the opportunity of examining longitudinal progress of the same students rather than the annual achievement of different groups of same age-grade peers. The types of questions asked and answered will likely change. In addition, reporting and interpretation of the *Superintendent's Performance Targets* also will require adjustment.
- Beginning in FY04, Delaware now has included a State Progress Determination indicator as part of the AYP assessment. Consequently, there are current assessment information gaps for the early grades. In order to monitor elementary school science and social studies progress, the district may wish to consider either the development or selection of districtwide K-3 assessments which are congruent with the DSTP grade 4 and 6 tests. Data collection and analysis procedures within schools and across the district will be required to chart progress.
- Continue to examine content areas and trends associated with lower student proficiency (e.g., elementary writing and social studies; middle years reading and mathematics, science and social studies; high school reading, mathematics, science and social studies) for grade levels and particular groups and determine what adjustments in programs and services may counteract these adverse outcomes. Services and programs that focus upon prevention of failure rather than remediation of deficiencies may be worth examining.
- Continue to identify students who may be at risk for attaining state standards as early in their schooling as possible. Ensure their participation in extra-time programs and other supportive services. The data reported by the DSC showed increasing participation during FY04. Monitor pupil progress intensively during their period in and after the completion of supportive service participation. Scientifically based research findings suggest that periodic follow-up and occasional support may be essential for sustaining success.
- Consider establishing a districtwide policy (at the school and district level) that requires the evaluation of changes in programs and services. The effectiveness of

new programs and services should be established by comparing them with previous approaches in terms of student achievement and other desirable dimensions. This policy could provide the basis for linking scientifically based research to the decision-making process and enhancing the probability of cost-effective change.

- The concurrent implementation of action research-faculty study groups as part of the school improvement processes is a sound way of building the internal capacity of each school and the district as a whole. Within this framework, faculty action research groups could examine possible causative factors that may be contributing to either satisfactory or unsatisfactory student performance and determine what resources, programs, procedures and services could be applied to ensure the former and counteract the later.
- Examine the data from the district's most successful and least successful schools. Analyze the possible factors that may be contributing to satisfactory and unsatisfactory student performance (e.g. attendance, lateness, behavior, professional development, curriculum alignment, instructional delivery, parent participation and grade level committees) and determine what resources, programs, procedures, services and research based interventions may be applied to counteract barriers to success.

Goal B: Expand and Enhance Intervention Delivery Systems for Students

There were 7 objectives listed in the *Consolidated Application 2003-2004* for Goal B organized around: student progress through coordinated interventions, student health, professional development, school climate/student behavior, and district dropout and graduation rates. The activities associated with this goal included joint training opportunities for combined school and agency staff, purchase and dissemination of violence prevention instructional materials, special assemblies, presentations and programs designed to reinforce classroom drug and violence prevention instruction. Primary services focused on providing intervention team and counseling services to students, and implementing Student Assistant Referral Team (START) training to support intervention processes.

Strengths: Beginning in FY05, the district will begin to shift its computer operations toward utilizing common statewide systems and resources. The Director of Student Support Services has initiated contact with the district's Technology Department that will result in a new student tracking system with backup capabilities that will prevent future occurrences of lost data and access to programmatic information. During the FY05 school year, the Technology and Student Support Services Offices will coordinate efforts and develop a pilot program that will allow data collection within a system that is congruent with the districtwide technology plan. In order to ensure that this pilot will address the needs of the schools and the district, building administrators, counselors, school nurses and START team members will be included in its development.

In health education, substantial numbers of students met local standards as measured by course marks. In grades 7-12, eight of every ten students continued to earn satisfactory course marks. The scores for each grade span and the district as a whole improved from the FY03 outcomes.

Christina attained its annual dropout reduction target, a 1-percentage point reduction. During 2001-2002, Christina's dropout rate was reported as 10.4% (N=4719). In 2002-2003 (the latest available data), the reported rate was 9.0% (N=4919).

According to the Delaware Department of Education all schools in the Christina School District had fewer than 5 unsafe incidents for every 100 students for three consecutive fiscal years. Therefore there were no Persistently Dangerous Schools during FY04.

The district attained its annual graduation-rate-increase target. The local graduation rate for 2003, the most recent data available (within the context of all cases cleared), was 73.8% (N=665); the state rate was 81.6% (N=5746). The 9.8- percentage point gap between the state and local rate has been reduced by 2-percentage points. Based on the 2002 starting point, annual increases of 1.8-percentage points will enable the district to meet the state target of 90% by the conclusion of the 2013-2014 school year

Christina grade 11 students reported using the Wellness Center for a variety of purposes and with greater frequency than their age-grade peers across Delaware.

Areas that require Strengthening: The Data Tracking System was designed to enable the district and school-based teams to gather, valuable information that demonstrated the effectiveness of interventions and illustrated student needs. For reasons previously specified in this document, the system could no longer generate reports. Therefore the Student Data Tracking System requires rebuilding and reconfiguration if it is to play a continuing role in the school district.

Changes in the percentage of students earning C or higher in health course was below the criterion of success.

There was an increase in the number of suspension (2.3%), and the number of arrests nearly doubled. Each indicator was below the FY04 target, a 10% decrease. Suspensions were relatively low in the K-6 grade spans but continued to rise sharply in the middle schools and high schools.

The reduction in number of school violence acts did not meet the FY04 target, a 5% decrease. The suspensions in these categories increased from 1690 to 1712. Together (suspensions and resultant arrests) generated an increase of 3.1% from the previous year.

The suspension and arrest indicators continued to send mixed signals that warrant closer monitoring. The data suggests that the increases in codes 19 (Possession of Dangerous Instrument from 11 to 22), 32 (Fighting from 788 to 809), and 57 (Possession of Weapons from 39 to 50) were the key offenses that contributed to the overall rise. Other categories were either about the same or showed modest reductions from their FY03 levels.

Student reported use of alcohol, tobacco and other substances were somewhat higher in grades 5 and 8 than in grade 11.

Student perception of school safety in grades 5, 8 and 11 was less than their peers throughout Delaware. This was especially so in grade 11. All grades reported violence as a problem in their school more frequently than the statewide average. With the exception of grade 5, students continued to report obeying and respecting teachers at lower rates than the statewide average.

Recommendations: Specifically, the district may wish to consider the following:

- A new student data tracking system that links demographic information, program participation, district inputs, student outcomes, and costs is a potentially powerful tool

for effective decision making and systematic program improvement. It has the potential for determining what is working while providing a rational basis for change. Rebuilding this system should provide for periodic school based reports that may assist school improvement teams in their efforts. In addition, linkages with the *Superintendent's Performance Targets* should be possible thus providing information to parents and the Christina Community.

- Underlying factors leading to student perception of diminished safety and positive school climate as reported in the *Alcohol, Tobacco and Other Drug Abuse Among Delaware Students* (University of Delaware, 2003) continue to require attention. To what extent are these student reported perception anchored in reality? Research in relationships between perception and reality suggests that the need for verification by examining external corroborating data before acting upon outcomes. Should verification occur, services and procedures for addressing these situations will be required. [Note: In the current setting, the district should remember that the ATOD survey data (2003) and DSC student behavior data (2004) come from 2 different years. Consequently, studies will require design adjustments to eliminate this factor from confusing the interpretation of results.]
- Careful monitoring of student violence indicators appears warranted for codes 19, 32, 57, 69 and 71 (e.g., dangerous instrument, fighting, touching, weapons and various threats). Other violence indicators decreased. Consequently, programs, curricular emphasis, school security, student government and home-school citizen groups that focus on preventing these violations should be emphasized. Programs that reward appropriate behavior should be implemented.

Additional Recommendations

There are basic steps that may ensure that program evaluation promote Adequate Yearly Progress and assists the Christina School District in accomplishing its mission. The following recommendations for linking effective evaluation and school improvement planning are suggested for consideration:

- Monitor decisions, programmatic changes and implementation of new initiatives; and examine links between new strategies, outcomes and underlying factors on both district and school levels. If performed over time, this process provides for the most rational targeting of resources within schools and across the district.
- Scientifically based research suggests that unity of effort is an essential process for focused problem solving and maximizing progress. A common information base is essential for unity of effort. Therefore, consider distributing copies of this document's Executive Summary to each school so that a greater understanding between the "whole" (the district) and "each of its parts" (the schools) may evolve. A common understanding of current status focuses action and provides direction.
- Timely information is vital for progress. Key outcomes from one year should be made available to staff and parents prior to the new school year. The district web site could play a major role in sharing this information and obtaining feedback from a variety of groups.

- Continue to provide professional development about data interpretation, testing, assessment, evaluation and instructional strategies at the school level. This is important for two reasons: (1) NCLB requires an understanding and use of scientifically based research in the selection, implementation and evaluation of programs, strategies and services, and (2) Standards-based environments, presuppose that factors which may influence or moderate the effects of implemented strategies and services upon outcomes should be examined on a continuous basis. Together, this rationale suggests the utility of conducting school level action research. Faculty selected topics in which staff formulate questions, collect and review the data and examine outcomes would provide a level of comprehension and empowerment for local improvement and the district as a whole.

This report documents the impact of programs and services upon the Christina School District during the FY04 (2003-2004) school year. Like previous annual evaluations, it suggests what can be done to facilitate progress, accomplish the district's mission and achieve Christina's vision. Knowing this information and the processes that facilitate outcomes are critical steps for making improvement and attaining statewide targets and intermediate goals. Subsequent steps will be influenced by outcomes of the *Superintendent's Performance Targets* and the continuing impact of federal NCLB accountability provisions upon state accountability regulations. Together, the interaction of these components will facilitate a united effort that will help the Christina School District advance with steady increasing effectiveness.