

**Executive Summary
Evaluation of Federal and State Program
Goals and Objectives
Included in the Consolidated Application
Fiscal Year 2005-2006**

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 (DDOE) 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 2005-2006-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, vocational-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 2005-2006 Consolidated Application came from a variety of sources: (1) district-level state mandated reports, (2) *School and District Profiles 2006*, (3) Delaware Student Testing Programs, (4) individual site-based data, (5) district committee reports, (6) Board of Education presentations, (7) reports supplied by consultants and (8) information and data reports provided by the Districts Technology Service Department. 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, schedules, and the *Alcohol, Tobacco and Other Drug Abuse Among Delaware Students 2005* (University of Delaware, March 2006).

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 FY05 outcome but is less than the FY06 target, and (3) Not Attained -- FY06 outcome is less than the FY05 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 – Improvement continued in several areas and especially in the District AYP Rating for FY06.*

The Christina School District has made progress as it continuously refines its comprehensive improvement plan based on a renewed district vision, mission and previous annual evaluations. The district has retained its three primary goals: (1) student achievement and (2) expansion and enhancement of a student intervention delivery system, and (3) increase the percentage of highly qualified teachers as required by NCLB. Of the 22 objectives that comprised the district's improvement plan, 17 (77.2%) were fully or partly attained, 3 (13.6%) were not attained, 1 (4.6%) was postponed due to local conditions during FY06 and 1 (4.6%) was undetermined awaiting DDOE data. Ultimately, continued incremental progress within these goals will result in consistently positive outcomes.

Overall, the district Met Adequate Yearly Progress and State Progress requirements and was therefore rated as **Commendable**, Not under District Improvement Status. In the elementary grades categories with 40 or more students (N = 16 cells locally), 94% of the categories (15 of 16 cells) met or exceeded the target. In the middle grades categories with 40 or more students (N = 16 cells locally), 81% of the categories (13 of 16 cells) met or exceeded the target. In both of these grade level clusters, unmet cells qualified through the Safe Harbor provision of NCLB. In the high school grade category with 40 or more students (N = 16 cells locally), 50% of the categories (8 of 16 cells) met or exceeded the target. This was an improvement from FY05 when 38% of the cells met or exceeded the AYP targets.

Across all of the original benchmark grades (3, 5, 8, and 10), approximately 67.2% (N = 16,143) our students met or exceeded state standards in the basic core subjects. We then examined achievement in depth by determining (1) the extent that districtwide achievement targets were attained as measured by DSTP, (2) the amount and direction of DSTP changes from the prior year, (3) comparison to statewide DSTP averages for the current year, (4) 5-year aggregated data trends for each DSTP benchmark grade and core subject, and (5) disaggregated data outcomes for reading, mathematics and writing for 2005-2006.

Strengths: Across DSTP reading assessments for the original benchmark grades, of the 5109 students tested, 75.8% students met or exceeded state standards. [Note: For the expanded program, grades 2 through 10, 75.7% (N = 11,980), were proficient.] On the DSTP mathematics assessments (grades 3, 5, 8 and 10), of the 5,544 students tested, more than half (62.8%) of the students met or exceeded state standards. [Note: Across all grades tested, 2 through 10, 62.8% (N = 11,748) were proficient.] In writing, 63.8% of the 5,500 students tested in grades 3, 5, 8 and 10 met or exceeded state standards. [Note: Across all grades 3 through 10, 60.5% (N = 11,369) were proficient.] Across all grades tested, the district's language arts proficiency, 74.2% (N= 12,748) exceeded the FY06 statewide language arts intermediate target, 62% by 12 percentage points. Similarly, in mathematics (grades 2 through 10), the statewide intermediate target, 41%, was exceeded locally by nearly 22-percentage points (62.8%).

The reading objective was attained for grade 8 and partially attained for all grades combined. The writing objective was attained for grades 3 and partially attained for grade 8. The mathematics objective was completely attained by grades 8, considered attained for grade 3 and partially attained for grade 10 and all students combined.

Increases in the percentage of students who met or exceeded state standards for 10 of 20 comparisons were noted where the FY06 outcomes exceeded those in FY05. These included: grade 4 social studies; grade 6 science and social studies; 8 reading, mathematics, writing and social studies; grade 10 mathematics and grade 11 social studies and science.

Grade 3 reading, writing and mathematics were above the state averages in terms of the percentage of students who attained Proficiency Level 3 or above. Fifteen of 20 five-year aggregated data trends were upward (grades 3 and 8 for mathematics, reading and writing; grade 4 science and social studies; grade 5 mathematics and reading; grade 6 social studies; grade 8 social studies; grade 10 mathematics and writing; and grade 11 sciences. At each grade (3, 5, 8, and 10) in both reading and mathematics the national percentile rank of the average has increased substantially 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 the lower grades. In reading, grade 3 students with disabilities achieved state standards more frequently than their age-grade peers throughout Delaware (62.5% verses 58.8%). In grade 8 writing, a higher percentage of children with disabilities met or exceeded state standards in Christina than similar student's statewide (45.8% verses 44.5%).

In some grades for Title I reading, mathematics and writing participants, the percentage of students attaining state standards continued to improve. In grades 2 (81.1%) and 3 (81.3%), the district Title I averages exceeded their age-grade Title I peers across Delaware (both statewide averages were 79.9%). In writing, grade 4 results, 71.6%, exceeded the statewide proficiency level, 66.9%. In mathematics, the district's grade 3 outcome (76.5%) was slightly greater than the statewide average (75%) for those who met or exceeded state standards.

There were small improvements from the FY05 outcomes in the percentage of Voc-tech students who met or exceeded Performance Level 3 on the DSTP assessments. Five hundred and twenty-three students had DSTP scores. Of these, the following met or exceeded state standards; Reading 70.4% (compared with 70.1% in FY05), Writing 74.3% (compared with 74.3% in FY05) Mathematics 50.2% (compared with 51.6% in FY04), and all core subjects, 46.0% (compared with 46% in FY05).

Information from the district's student data files provided GPAs associated with Career Technical Pathways. Districtwide, 81.3% (N = 566) of pathway participants completing 3 Voc-tech related credits earned a GPA of 2.0 or higher. The average GPA was 2.76.

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.

Positive progress was made in some achievement related activities and processes. Schools continued to have building level plans for the effective use of technology. These procedures were integrated with their PEPs and target objectives. In addition, schools had a shared decision-making component as evidenced by local minutes and referenced in their annual evaluations.

Areas that require Strengthening: As documented in previous evaluations, there are wide variations in proficiency within and between grade levels and schools. The lower grades continued to be more successful in reading, mathematics and grade 4 writing. The upper grades proficiency in writing was somewhat better in grade 8 but declined in grades 9 and 10. Perhaps the most reliable appraisal is provided by DSTP multi-year trend data in the original benchmark grades. Examining the proficiency level among age-grade peers over time for each core subject (reading, mathematics, writing, science and social studies) suggests that grades 5 writing and grade 10 reading and mathematics continue to require significant academic intervention. In addition, examination of 5-year trend data in science suggests that greater proficiency continues to be attained in grades 4 and 6 rather than grades 8 and 11. Overall, proficiency in grades 8 and 11 science is well under 50%. Social Studies outcomes with the exception of grade 4 continue to lag behind statewide averages.

The current achievement outcome continues to suggest the following: First, there are still a substantial number of students in all grades (including those grades that were tested for the first time during the FY06 Administration of the DSTP) and many groups who have yet to meet state and local standards. There are continuing gaps between minority and majority students, students with and without disabilities, English speaking students and English Language Learners and Economically Disadvantaged and Advantaged students. Second, DSTP achievement gaps between groups and grade levels continue to increase over time. Attaining consistent progress in all core areas as students move from year to year continues to be challenging in Christina and across Delaware. Unless the gaps between the lowest and highest performing groups close higher and there is continuous improvement of all students, the district "average" or proficiency will not significantly advance. 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. This will require intensive attention to those students scoring in PL1 and PL2. The accountability environment offers continuous challenges not respites. For all grades and groups, the fabric of student proficiency continues to require 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 --strategic progress and implementation of targeted services noted in some areas; other progress continued to be constrained. Progress toward attainment of Highly Qualified Teachers continued.*

There were 6 objectives listed in the *Consolidated Application 2005-2006* for Goal B organized around: student progress through coordinated interventions, student health, professional development, and school climate/student behavior. Two district indicators, dropout rate and graduation rate, continued to be tracked and reported. The activities associated with this goal were constrained during the year due to a continuing variety of administrative changes, staff reorganization and refined definition and mission clarification for the Student Services Department

Strengths: The district decided to continue using *ESchoolPlus* as the main data gathering tool for tracking student participation, discipline and intervention information. Planning is in process to develop this concept within the parameters of *ESchoolPlus*. Related consequences of preliminary planning during 2005-2006 were:

- Intervention models were evaluated for selection and implementation that will provide the most effective means for addressing students academic, behavior, school health and attendance issues.
- The Wellness policy was approved by the School Board to improve student health by focusing on child nutrition and physical activity.
- Counselors and nurses received professional development on the issues central to the integrated service delivery system.
- The percentages of students earning C or higher in Health courses during FY06 were slightly higher than the FY05 outcome. In grades 7-12, more than 7 of every 10 students continued to earn satisfactory course marks in health education.
- The Christina Comprehensive School Counseling Program model is in draft form and scheduled for review by a School Counseling Advisory Committee. The model includes the ASCA standards, state benchmarks, pacing guides, best practices, and resources for counselors.
- The trend of reducing the percentage of dropouts continued. In 2004-2005 (the latest available data), the rate was 7.7% (N = 4945). This was a reduction of 1.1 percentage points from the 2003-2004 school year when the rate was 8.8% (N = 4834).
- The local graduation rate for 2005, the most recent data available (within the context of all cases cleared), was 76.3 % (N= 720). This was an improvement from the previous year when 71.4% (N = 675) graduated as expected.
- The district now uses the elements contained within the School Conduct Report as the ingredients for its acts of violence definition. This had several major advantages: (1) There are legally precise definitions for each offense, (2) Schools and Districts are required under law to report each offense, and (3) the information is readily available at school and District Levels.
- The school crimes category of the school code decreased from 490 to 312, a 36.2% decrease.
- 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 FY05. A statewide analysis of this indicator for FY06 is pending receipt from the DDOE and will be reported subsequently.

Areas that require Strengthening: There was little or no change between the FY05 and FY06 suspensions and arrests arrays. The number of both indicators was substantially higher. Suspensions were relatively low in the elementary and intermediate schools but continued to rise sharply in the middle schools and high schools. The FY06 data suggested that the transition to a new data system during FY05

may have lead to data entry problems and possible undercounting of events. However, the proportional similarity between the two annual distributions supports the findings for each year.

- The DDOE offenses categories increased from 1621 to 1993, a 22.9% increase. Overall, the indicators continued to send mixed signals that warrant closer monitoring.
- Student reported use of alcohol; tobacco and other substances were somewhat higher in grades 5 and 8 than in grade 11 when compared to statewide usage patterns.
- Student perception of school safety in grades 5, 8 and 11 was less positive 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. All grades reported obeying and respecting teachers at lower rates than the statewide average.

Specifically, the district may wish to consider the following:

- A high priority should continue to be assigned to the development and implementation of a new student data tracking system. A system that links demographic information, program participation, services provided, district inputs, student outcomes, and costs is a potentially powerful tool for effective decision making, systematic program improvement and resource allocations.
- 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, 2005) still continue to require attention. Possible studies between the frequency of reportable events and self reports from annual surveys would be informative.
- Careful monitoring of student indicators that are cited in the Student Conduct Report, both School Crimes and DDOE Offenses, appears warranted. Strategies, 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.

C: Has the CSD Assisted Teachers to move to “Highly Qualified” Status? *Substantial Progress. The District is progressing Toward NCLB Compliance by June 30, 2007.*

The single objective assigned to this goal was progressing toward attainment. Nearly all elementary and intermediate schools attained 100% of their classes taught by HQTs. The combined rate of the middle and high schools was 94.7%. The special and alternative schools ranged from 55% to 84%. Overall, the district’s Classes taught by Highly Qualified Teachers 2005-2006 was 93.5% and those staffed by qualified teachers, 4.0%.

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 information for the most rational targeting of resources within schools and across the district.
- Consider the reevaluation of the Superintendent’s Targets (Wise, J. March, 2004). These elements comprise the basis for how well the district provides services and manages processes required for success. Although they currently provide guidance until 2008, they do not take into account: (1) the expansion of the DSTP and (2) changes in various student services (e.g. health, counseling). Consequently, modifications or changes in current indicators would appear to be timely. Annual reporting of these indicators of success should be considered.

Basic steps that may ensure that program evaluation promotes Adequate Yearly Progress and assists the Christina School District in accomplishing its mission are provided in the report.

Appendix

Selected Charts and Tables

[Note: Charts and Tables are numbered in accordance with the FY06 Report.]

The Christina School District at a Glance

Area (Square miles)	68.00	05-06 Total Enrollment (Public Schools)	19,233
05-06 FTE Teachers	1332.20	Percentage of State School Enrollment	15.9
04-05 Expenditure per pupils	\$ 8244	05-06 District residents in Charter Schools	1465
05-06 Public Schools	28	05-06 District enrollment in Nonpublic Schools	5,382
05-06 Nonpublic Schools in District	169	% District Enrollment in Nonpublic Schools	20.6

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, 2004-2005, had retreated from former highs. The local dropout rate remains higher than the state rate of 5.3% and requires continuous monitoring. Related information is provided in Section IV, Presentation of Results.

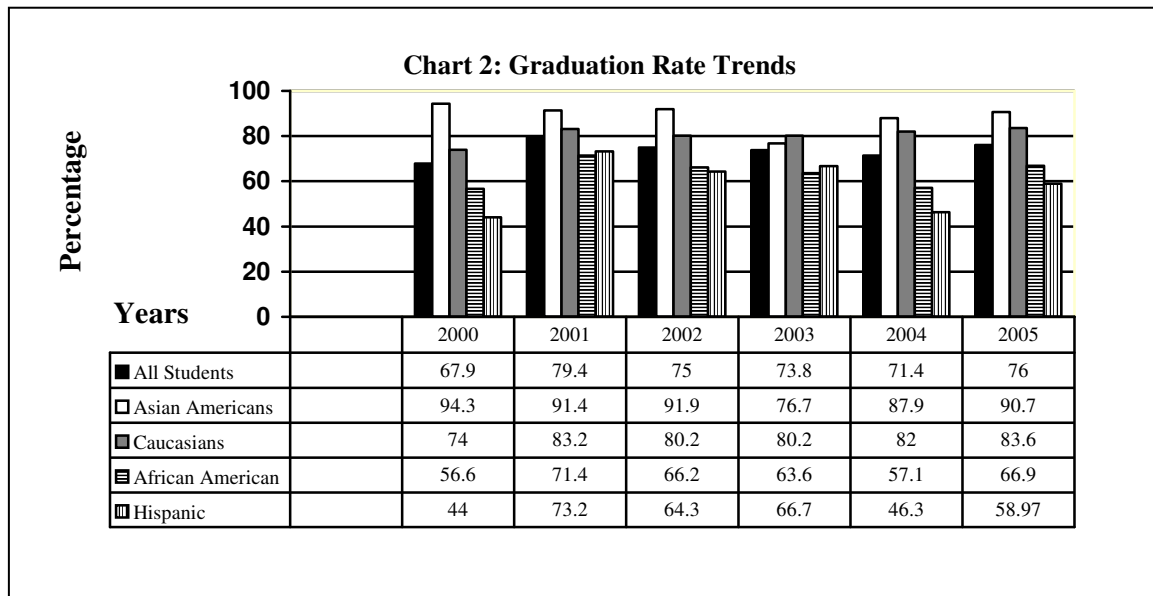
Table 2: Average School Drop-out rate from 2002 through 2005, Grades 9-12

Reporting Unit	2001-2002		2002-2003		2003-2004		2004-2005	
	Number	%	Number	%	Number	%	Number	%
Schools	4719	10.4	4919	9.0	4834	8.8	4945	7.7
State	34,421	6.2	34,212	5.4	34,785	6.0	35,497	5.3

Source: (1) *District Profiles 2003 through 2006*. (2) *Delaware Dropouts 2004-2005 Summary Statistics*.

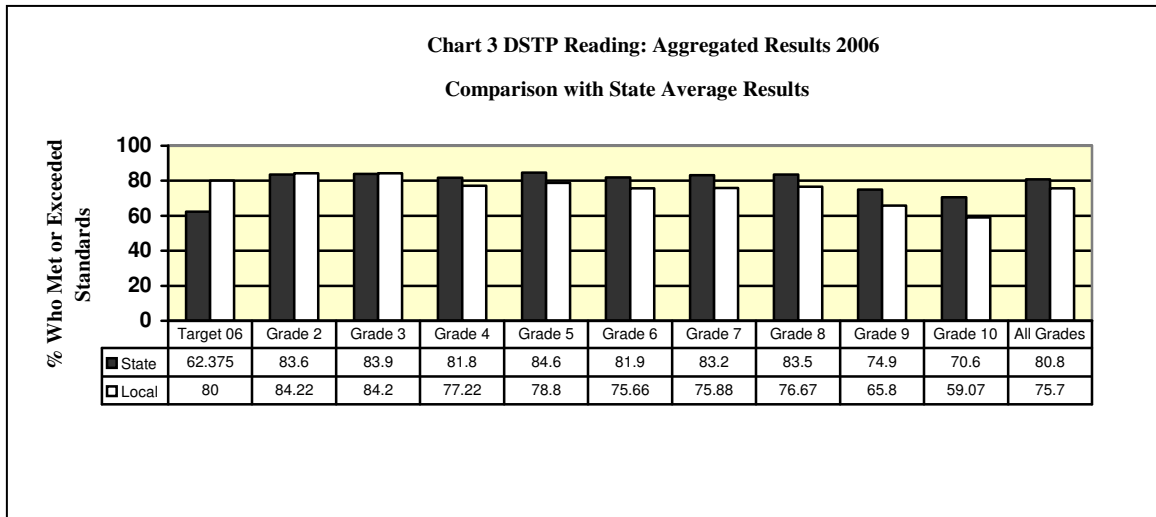
Graduation Rate

The June 2005 class' four-year rate was 76% (N = 725) of the grade 9 cohort – graduated as expected. It was characterized by increases in the each group's graduation rates.



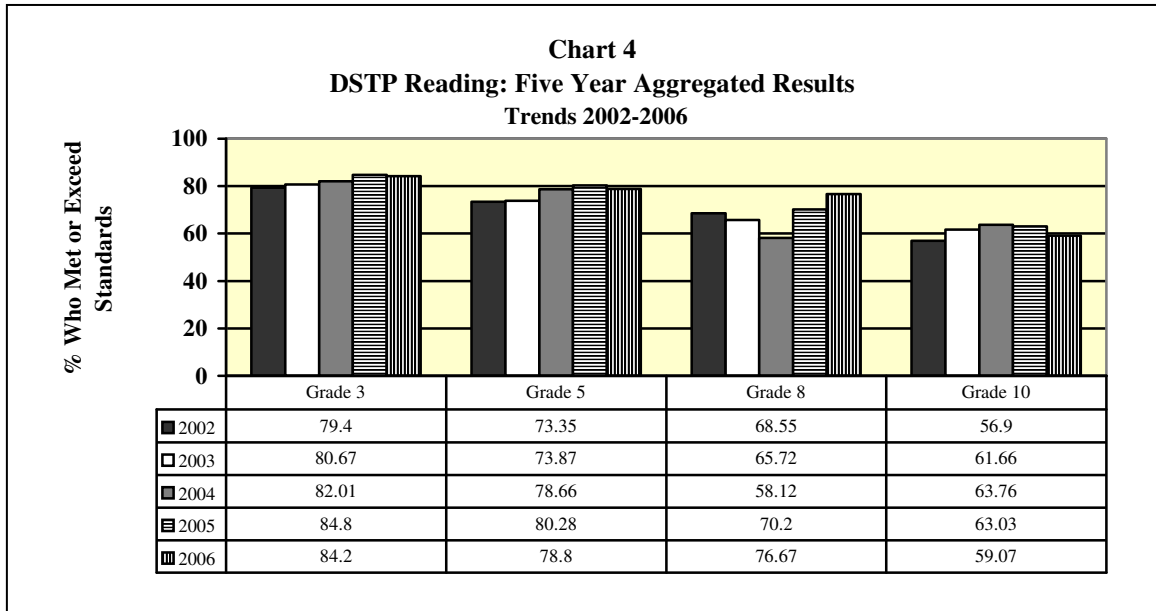
Reading

Chart 3 compares the 2006 local aggregated reading results by grade level with the state averages. In grades 2 and 3, the local results were slightly higher than the current state average; grades 4 through 10 were below the state average. The largest gaps continued in grades 9 and 10.



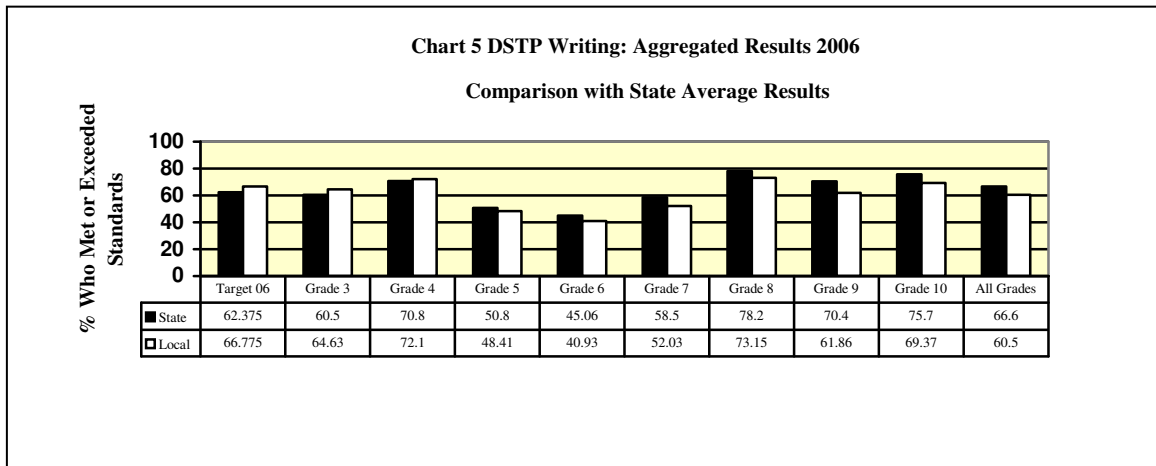
Note regarding Reading targets: Although the statewide intermediate targets were mandated and designed for English Language Arts (ELA) and Mathematics only, the progressions for ELA are applicable to reading, writing, social studies and science and consequently are used to provide guidance for districtwide monitoring of student achievement. This is especially useful in Reading which comprises 90% of the ELA achievement indicator.

Multi-year Trends



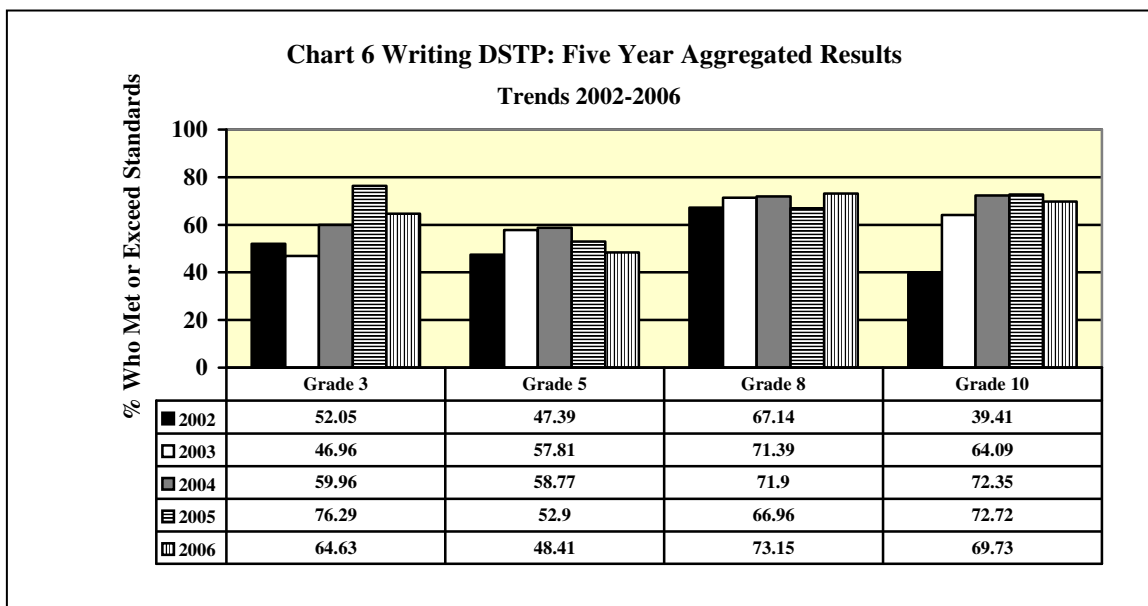
Writing

Chart 5 compares the 2006 local grade level aggregated writing results with the state averages. In grades 3 and 4, the results are above the state average. The other grades were somewhat below the state average. This difference in proficiency was most pronounced in grade 9.



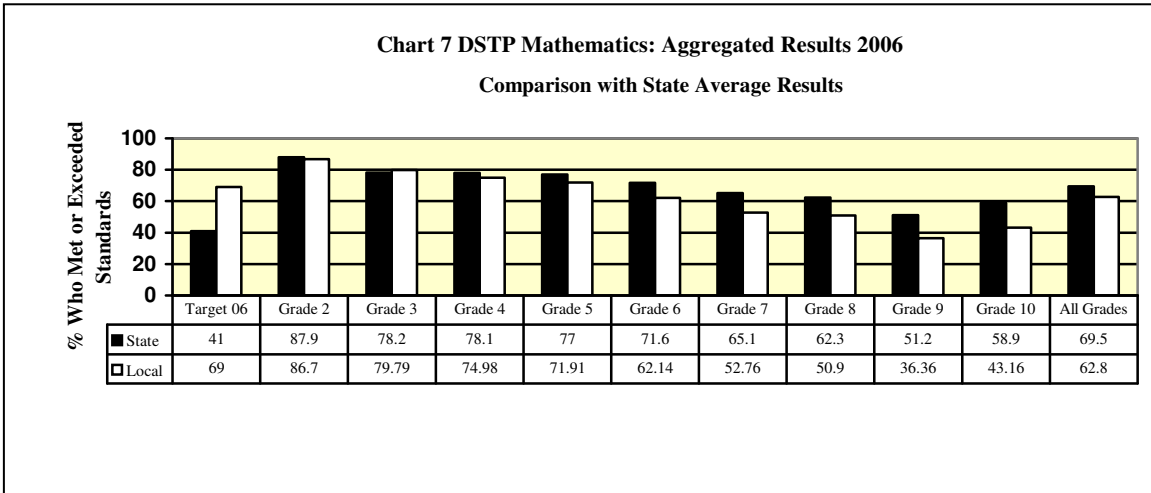
Note regarding Writing targets: Although the statewide intermediate targets were mandated and designed for English Language Arts (ELA) and Mathematics only, the progressions for ELA are applicable to reading, writing, social studies and science and consequently are used to provide guidance for districtwide monitoring of student achievement. This is especially useful in Writing which comprises 10% of the ELA achievement indicator.

Multi-year trends

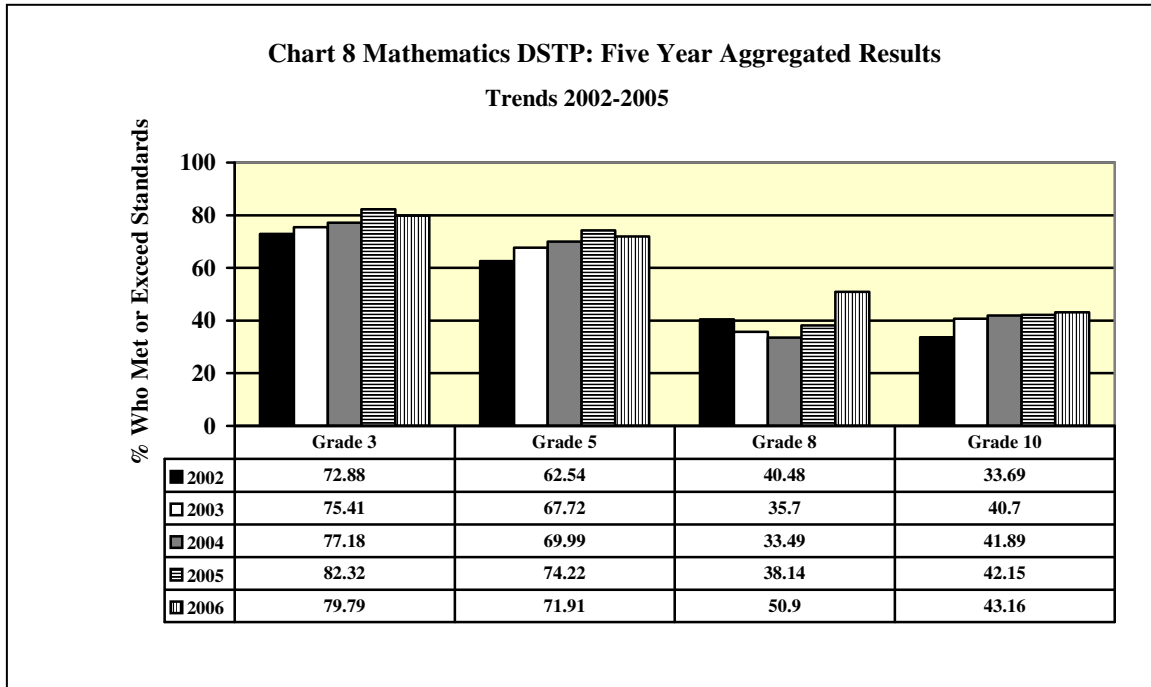


Mathematics

Chart 7, below compares the 2006 aggregated mathematics results by grade level. The grade 3 results were slightly higher than the state average while other grades 2 through 10 results were somewhat below. This pattern was most pronounced in grades 7 through 10 and was relatively similar to previous mathematics results.



Multi-year trends



Summary: Delaware Accountability System and District Outcomes for 2006

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 known as English Language Learners (ELLs). 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 (language arts) 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 was 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 by the State of Delaware with the end point of 100% projected for the spring 2014 DSTP administration.

Calculations and Ratings: During 2003-2004, Delaware Department of Education received approval from the U.S. Department of Education 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 state performance 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		Academic Review
Below	Above	Academic Review	Academic Progress	School facing consequences per NCLB
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.

Starting in FY04, three substantive policy changes that impact on accountability determination were implemented:

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 implemented 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 PL1 and PL2 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 DDOE from the United States Office of Education (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 ELL students are required to take the language proficiency assessments (ACCESS).

- 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 test administration, district accountability is 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. Shown in the Appendix is the official description of the Accountability System as posted on the DDOE website including any changes and adjustments implemented during the 2005-2006 school year.

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 2003-2004 The: AYP Status was Meets Target (M), State Progress Status was Meets Target (M), District Rating was Commendable and District Improvement Status was Not Under District Improvement. During 2004-2005, the AYP Status was Below Target (B), State Progress Status was Below Target (B), District Rating was Academic Review and District Improvement Status was Not Under District Improvement.

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 2006 Cycle

AYP Status	Meets Target (M)
State Progress Status:	Meets Target (M)
District Rating:	Commendable
District Improvement Status:	Not Under District Improvement
• Elementary School AYP Status (Grades 3, 4 and 5): This Group <u>Meets (M)</u> AYP Target	
• Middle School AYP Status (Grades 6, 7, and 8): This Group is <u>Meets (M)</u> AYP Target	
• High School AYP Status (Grade 10): This Group <u>Below (B)</u> AYP Target	

The district’s AYP status is rated as “M” -- Meets standard, since two of its three levels met the state standard. (One or more subgroups within a level did not meet the target.) Furthermore, the district attained a State Progress Determination (SPD) Composite Score of 69.13 resulting in a Progress of 1.61 percentage point improvement, more than the 1% improvement required. This outcome is defined as Meets Target (M); see footnote below Figure 1.

The district performance in the same subject (English Language Arts, and Mathematics) was not below the AYP target for two consecutive years. Participation targets were met for elementary and middle grade clusters but not in the high school grade 10 clusters. For the elementary grade and middle grades and the high school grade 10 clusters -- the Other Indicator targets were met for FY06. Therefore, the combination of outcomes resulted in a rating of Commendable, Not Under District Improvement status.

Figure 2a: District Rating by Level – Christina Elementary Schools (3, 4, and 5) 2006 Rating Status

Subgroup	ELA % Meeting/Exceeding Standards		ELA% Participation	Math % Meeting/Exceeding Standards		Math % Participation	Other Indicator (grades 3, 4, and 5) Improvement of Low Performance
		Safe Harbor			Safe Harbor		
State 2005 Goal	62%	Safe Harbor	95%	41%	Safe Harbor	95%	Maintain or Improve
Elementary Level							
All Students	78%		99%	78%		100%	M
American Indian	*	*	*	*	*	*	
African American	70%		99%	67%		100%	
Asian American	88%		100%	91%		100%	
Hispanic	69%		97%	71%		99%	
White	86%		100%	88%		100%	
English Language Learner	65% R		95%	65%		100%	
Special Education	58%	H	99%	50%		99%	
Economic Disadvantaged	69%		99%	68%		100%	

Notes and definitions associated with Figures 2a, 2b and 2c:

H means that cell qualified for Safe Harbor after confidence interval was applied to the Below Standards Reduction.

M means this cell met the Target Percentage.

N means this cell did not meet Safe Harbor (did not have a 10% reduction in the Below Standards Percentage)

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

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 40 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.

X means that Safe Harbor was not Supported by other Indicators. (S changed to X).

Red Numbers indicates that percent proficient and participation were below annual target.

n/a means not applicable.

In the elementary grades performance categories (N = 18 cells max) with 40 or more students locally (N = 16 cells), 94% of the categories (15 of 16 cells) met or exceeded the target. The other cell qualifies through Safe Harbor provision of NCLB.

Figure 2b: District Rating by Level – Christina Middle Schools (grades 6-8) 2006 Rating Status

Subgroup	ELA % Meeting/Exceeding Standards		ELA% Participation	Math % Meeting/Exceeding Standards		Math % Participation	Other Indicator (grades 6-8) Improvement of Low Performance
		Safe Harbor			Safe Harbor		
State 2005 Goal	62%	Safe Harbor	95%	41%	Safe Harbor	95%	Maintain or Improve
Middle Level							
All Students	73%		98%	57%		98%	M
American Indian	*	*	*	*	*	*	
African American	65%		97%	43%		98%	
Asian American	94%		100%	92%		100%	
Hispanic	66%		95%	51%		97%	
White	83%		99%	72%		99%	
English Language Learner	61%	S	96%	42% R		100%	
Special Education	42%	H	96%	31%	S	96%	
Economic Disadvantaged	63%		97%	44%		98%	

See Notes and definitions below Figure 2a.

In the middle grades performance categories (N = 18 cells max) with 40 or more students locally (N = 16 cells), 81% of the categories (13 of 16 cells) met or exceeded the target. Other cells qualify through the Safe Harbor provision of NCLB.

Figured 2c: District Rating by Level – Christina Senior High Schools (grades 9-12) 2006 Rating Status

Subgroup	ELA % Meeting/Exceeding Standards		ELA% Participation	Math % Meeting/Exceeding Standards		Math % Participation	Other Indicator (grades 9-12) Graduation Rate
	62%	Safe Harbor	95%	41%	Safe Harbor	95%	
State 2005 Goal	62%	Safe Harbor	95%	41%	Safe Harbor	95%	Maintain or Improve
High School Level							
All Students	62%		94%	45%		94%	
American Indian	*	*	*	*	*	*	
African American	50%	N	91%	30%	N	91%	
Asian American	68%		100%	71%		100%	
Hispanic	51%	N	97%	43% R		98%	
White	76%		96%	61%		96%	
English Language Learner	40%	N	96%	47% R		100%	
Special Education	30%	N	95%	23%	N	96%	
Economic Disadvantaged	51%	N	91%	33%	N	91%	

See Notes and definitions below Figure 2a.

In the high school grade performance categories (N = 18 cells max) with 40 or more students locally (N = 16 cells), 50% of the categories (8 of 16 cells) met or exceeded the target.

Summary: Profile 2006 (N = 26 schools)

Schools identified as making satisfactory Adequate Yearly Progress = 14 schools or 53.8 %.

Schools identified as under school improvement = 8 schools or 30.8%.

Schools identified for Academic Review = 4 schools or 15.4%.

Schools not rated = 0 or 0.0%

Student Behavior

Table 5b: Christina School District Conduct Report 2004-2005 and 2005-2006

	2004-2005		2005-2006*	
	District Totals	State Totals	District Totals	State Totals
School Crimes (Title 14, Delaware Code §4112)				
C1.0: Violent Felonies (Title 11, Delaware Code §4201(c))	25	80	8	Not Available
C2.0: Assault III (Title 11, Delaware Code §611)	73	341	63	Not Available
C3.0: Unlawful Sexual Contact (Title 11, Delaware Code §767)	3	51	0	Not Available
C4.0: Offensive Touching Employee	227	703	78	Not Available
C5.0: Terroristic Threatening of an Employee	80	239	43	Not Available
C6.0 Gun-Free School Offenses: Handgun, Rifle, Shotgun,	2	3	*	Not Available
C:6.0: Weapon Offenses: Destructive/ Dangerous Weapon,	34	165	78	Not Available
C7.0: Drug Offenses (Title 16, Delaware Code)	46	363	42	Not Available
Total	490	1945	312	Not Available

Table 5b: Continued

	2004-2005		2005-2006*	
	District Totals	State Totals	District Totals	State Totals
Department of Education (DOE) Offenses				
D01: Pornography: Possession and Production	1	7	0	Not Available
D02: Bomb Threats	0	8	1	Not Available
D03: Criminal Mischief (Vandalism)	35	332	17	Not Available
D04: Tampering with Public Records	7	183	0	Not Available
D05: Alcohol Possession and Use	16	108	21	Not Available
D06: Felony Theft Offense (=>\$1000)	7	10	3	Not Available
D07: Bullying	82	269	22	Not Available
D08:Offensive Touching of a student	528	1558	673	Not Available
D09: Terroristic threatening of a student	48	259	39	Not Available
D10: Sexual Harassment	22	113	48	Not Available
D11: Fighting Disorderly conduct	839	2278	1143	Not Available
D12: Inhalants	3	4	1	Not Available
D13: Drug Paraphernalia	33	60	25	Not Available
Total	1621	5189	1993	Not Available
Grand Total	2111		2305	Not Available

* Note: Estimated from preliminary data entered during the 2005-2006 school year.

Highly Qualified Teachers

Table 7a: District Data -- Classes Taught By Highly Qualified Teachers 2005-2006

School Code	School Name	Classes	Highly Qualified Teachers Classes	% Highly Qualified Teachers Classes
310	Brookside Elementary	36	36	100.0
312	Marshall Elementary	46	44	95.7
314	Jones Elementary	29	29	100.0
318	Downes Elementary	28	28	100.0
320	Gallaher Elementary	29	29	100.0
321	Keene Elementary	43	43	100.0
322	Leasure Elementary	38	38	100.0
324	Maclary Elementary	25	25	100.0
326	McVey Elementary	28	28	100.0
330	Smith Elementary	34	34	100.0
332	West Park Pl Elementary	25	25	100.0
334	Wilson Elementary	30	30	100.0
339	Brader Elementary	40	40	100.0
350	Bancroft Intermediate	44	41	93.2
352	Bayard Intermediate	58	58	100.0
354	Sarah Pyle Academy	61	24	39.3
356	Elbert-Palmer	14	14	100.0
358	Pulaski Intermediate	22	22	100.0
362	Stubbs Intermediate	17	16	94.1
372	Gauger-Cobbs Middle School	290	284	97.9
374	Kirk Middle School	246	242	98.4
376	Shue-Medill Middle School	305	284	93.1
390	Christiana High	390	344	88.2
392	Glasgow High	364	353	97.0
394	Newark High	424	404	95.3
537	Douglass Alternative	27	15	55.6
538	Brennen School	49	39	79.6
540	Sterck School	58	49	84.5
District Total	Christina School District	2800	2618	93.5%

Table 7b: District Data, Classes Taught By Highly Qualified Teachers BY NCLB Core Subjects 2005-2006

Codes	Core Subjects Names	Classes	Highly Qualified Classes	% HQT Classes
1000	English	328	299	91.2
1050	Reading/Language Arts	176	163	92.6
1100	Arts	420	405	96.4
1200	Foreign Languages	167	161	96.4
1700	Science	345	308	89.3
2012	Mathematics	450	400	88.9
2730	Civics & Government	7	2	28.6
2741	Economics	2	2	100.0
2770	Social Studies	340	329	96.8
2799	History	7	7	100.0
5000	Elementary General	557	542	97.3
9999	Not Categorized	1	0	0.0

Table 7c: District Data -- Classes Taught By Highly Qualified Teachers By Groups, Demographic Factors and DSTP Performance 2005-2006

Groups and Demographic Factors		Percent HQT Classes	Comments
Race	American Indian/Alaska Native	97.6	The differences between races and other groups are rather small suggesting equity in the distribution of HQT.
	Asian/Pacific Islander	97.6	
	Black	94.7	
	Hispanic	95.5	
	White	96.9	
Low Income	Yes	95.1	
	No	96.3	
Students with Disabilities	Yes	91.4	
	No	96.5	
Groups and Demographic Factors		Percent HQT Classes	
English Language Learners	Yes	94.7	
	No	95.9	
DSTP Performance Elementary			
Mathematics	Below Standard	98.1	
	Meets or exceeds Standards	98.8	
Reading	Below Standard	98.0	
	Meets or exceeds Standards	98.6	
Writing	Below Standard	98.6	
	Meets or exceeds Standards	98.3	
DSTP Performance Secondary			
Mathematics	Below Standard	95.1	
	Meets or exceeds Standards	97.3	
Reading	Below Standard	93.4	
	Meets or exceeds Standards	94.5	
Writing	Below Standard	94.1	
	Meets or exceeds Standards	95.0	

Appendix 5: FY06 Conclusions and Recommendation Summary Matrix

Christina School District 2005-2006: Conclusion and Recommendation Summary Matrix

Goal A: Student Achievement

12 Objectives:

Grade and Subject	Target Objective Attained			% Compared to Prior Year			Compare w/ State (%)			5 Year Trend - (%)			Possible Points
	Yes	No	Partly	+	-	0	Above	Below	Same	Up	Down	Same	
Grade 3 DSTP 1													
Math	n/a	n/a	n/a		-	+				+			
Reading	n/a	n/a	n/a		-	+				+			
Writing	n/a	n/a	n/a		-	+				+			
Grade 4													
Social Studies	n/a	n/a	n/a	+				-		+			
Science	n/a	n/a	n/a		-			-		+			
Grade 5 DSTP 1													
Math	n/a	n/a	n/a		-			-		+			
Reading	n/a	n/a	n/a		-			-		+			
Writing	n/a	n/a	n/a		-			-			-		
Grade 6													
Social Studies	n/a	n/a	n/a	+				-		+			
Science	n/a	n/a	n/a	+				-				-	
Grade 8 DSTP 1													
Math	n/a	n/a	n/a	+				-		+			
Reading	n/a	n/a	n/a	+				-		+			
Writing	n/a	n/a	n/a	+				-		+			
Social Studies	n/a	n/a	n/a	+				-		+			
Science	n/a	n/a	n/a		-			-				-	
Grade 10 DSTP 1													
Math	n/a	n/a	n/a	+				-		+			
Reading	n/a	n/a	n/a		-			-				-	
Writing	n/a	n/a	n/a		-			-		+			
Grade 11													
Social Studies	n/a	n/a	n/a	+				-			-		
Science	n/a	n/a	n/a	+				-		+			
												Possible Points	
Total				10	10		3	17		15	2	3	60
Summary = 28 positive comparisons and 32 negative comparisons.							46.7% Positive	53.3% Negative					

n/a = Not Applicable for FY06.

Christina School District 2005-2006: Conclusion and Recommendation Summary Matrix

Summary of Outcomes by Goals 2005-2006

Goals	Number of Objectives	Attained	Partly Attained	Not Attained	Postponed	Undetermined
A. Achievement	12	3	6	1	0	1
B. Student Intervention	9	4	2	2	1	0
C. High Quality Teaching	1	1	0	0	0	0
Total	22	8	8	3	1	1
Percentage	100	40.91	36.36	13.64	4.55	4.55

Note: Initial Analyses September 11, 2006.

Updated: November 2, 2006

Undetermined means that data for FY06 from DDOE is pending.

Eliminated means that there were too few cases to conduct a reliable and valid analysis.

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