Christina School District DCAS
Performance Summary:
SY 2010-11 to SY 2013-14

Dan Weinles, Ph.D.
Supervisor, Research and Evaluation
August 12, 2014
District-Level DCAS Performance Trends with Statewide Comparisons

But first, some important notes:

1. District trends include all students who DCAS-tested in Spring and had valid scale scores. Proficiency rates are based on the schools in which Spring testers were physically enrolled.

2. Trends for both the District and the State may be confounded by the DE Dept. of Education’s many alterations of test schedules and associated rules across the four years of DCAS testing:
   - Y1 included three test windows (F, W, Spr) with only one test opportunity in the Spring.
   - Y2 - Y4 included two Spring test opportunities, with only the highest score counting.
   - Y3 – Y4 did not include a winter test window, so students tested once in Fall and had two opportunities to test in the Spring.
   - The Spring test window start and end dates changed each year.
Christina’s elementary students saw an overall 15 perc. pt. gain in Reading proficiency from 2011 to 2014. Proficiency rates also increased by 3 perc. pts. across the past two years, though they remained slightly below their height in Spring 2012. All student subgroups saw increases from 2013 to 2014, with the exception of Asian students (with the highest proficiency), who saw a slight decline. ELL students showed a 15 pt. gain this past year, exhibiting their highest Reading proficiency rate across the 4-year period.
Christina’s elementary level Reading proficiency rates increased to a greater degree than those seen statewide across the past four years of DCAS-testing. While CSD’s elementary students still registered slightly lower Reading proficiency rates than those seen statewide (68% vs. 73%), the gaps between CSD and the state have closed for every targeted subgroup.
Christina’s elementary students saw an overall 12 perc. pt. gain in Math proficiency from 2011 to 2014, and increased a little more than 3 perc. pts. across the past two years, finishing just below their peak performance in 2012. All of CSD’s student subgroups saw increases from 2013 to 2014, with the exception of Asian students, who did not gain, but have maintained a stable, high level of performance across the period. ELL students showed a large increase in Math proficiency this past year (13 perc. pt. gain), exhibiting their highest Reading proficiency rate across the 4-year period.

CSD Spring DCAS Proficiency Multi-Year Trends, 2011 to 2014: ELEMENTARY MATH (gr. 3-5)
Christina School District’s elementary level Math proficiency rates increased to a greater degree than those seen statewide across the past four years of DCAS-testing. While CSD’s elementary students still register slightly lower Math proficiency rates than those seen statewide (68% vs. 72%), the gaps between CSD and the state have closed for every targeted subgroup.
Christina’s middle level students saw their overall Reading proficiency rate increase by 14 perc. pts. from 2011 to 2014, though all of this increase was seen between Y1 and Y2 of DCAS-testing. Middle level students saw relatively stable Reading performance across the past three years. Small gains from 2013 to 2014 were evident for African American, Special Ed., and Low Income students. Asian and ELL students, however, showed sizable declines across the past two years.
Christina’s overall middle level Reading proficiency rate increased at a faster rate than the state’s middle level Reading proficiency rate across the past four years, along with CSD’s African American, White, and Low-Income students. Though Spring 2014 Reading proficiency among CSD students was still considerably lower than statewide figures (61% vs. 72%), the performance gap between CSD and the state was smaller in 2014 than it was in 2011.
Christina’s middle level students saw their overall Math proficiency rate increase by 8 perc. pts. from 2011 to 2014, but saw a flat pattern across the past two years. Relative stability in Math performance was seen across all student subgroups across the past two years.
Christina’s overall middle level Math proficiency rate increased at a faster rate than the state’s proficiency rate across the past four years, as did CSD’s African American, Hispanic, White, ELL, and Low-Income students. Though Spring 2014 Math proficiency for CSD students was still considerably lower than the statewide proficiency rate in Math (55% vs. 66%), the Math performance gap between CSD and the state was smaller in 2014 than it was in 2011.
Christina’s high school students (grades 9-10) saw their overall Reading proficiency rate increase by nearly 9 perc. pts. from 2011 to 2014. However, Christina students saw a substantive decline in proficiency across the past 2-year period (down a little more than 4 perc. pts.). Although most CSD student subgroups showed a net gain in proficiency across the 4-year period, small-to-moderate declines were seen for most of these subgroups across the past two years.
Christina’s high school Reading performance increased significantly from 2011 to 2012, plateaued, and then declined slightly from 2013 to 2014. As such, the 4-year increase in proficiency from Y1 to Y4 was slightly lower than that seen statewide. However, CSD’s Asian, Hispanic, and Low-Income students saw greater proficiency rate increases from Y1 to Y4 than seen for these same subgroups statewide. Spring 2014 Reading proficiency rates for CSD high school students remained well below the state in 2014 (52% vs. 70%).
Christina’s high school students (grades 9-10) saw their overall Math proficiency rate increase by nearly 13 perc. pts. from 2011 to 2014. However, this included a substantive decline in proficiency across the past 3-year period (down more than 5 perc. pts. since 2012). Though most student subgroups showed a net gain in proficiency across the 4-year period, small-to-moderate declines were seen for most student subgroups across the past two years, with the exception of Special Education, which saw a 3 perc. pt. increase across the period.
Christina School District’s high school math performance increased from 2011 to 2012, but then declined slightly from 2012 to 2014. Nevertheless, CSD saw a greater overall increase in high school proficiency rates from Y1 to Y4 than did the state, which also saw declines across the past three years. All student subgroups, with the exception of ELL students, saw greater proficiency rate increases from Y1 to Y4 than statewide gains for the same subgroups. However, Spring 2014 Reading proficiency for CSD high school students remained well below the state’s proficiency rate (51% vs. 68%). Despite this, the gap in high school Math performance between CSD and the state was smaller in 2014 than it was in 2011.
For more information on Christina School District’s DCAS performance (across the past four years), including measures of growth from Fall to Spring and proficiency rate changes by student subgroup, go to the District’s DCAS Graphic Dashboard, available online at: