KNOWING CHRISTINA!

Comprehensive Data Review

Assess the Present
  Review Key Indicators
  Evaluate Evidence
  Embrace Reality

Understand the Past
  Comprehend patterns and trends
  Recognize and shed outdated perceptions

Imagine the Future
  Identify Problems and Opportunities
  Clarify, Prioritize, and Document Needs
  Test Hypotheses
  Create Conditions for Success
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- Christina School District is the largest District in the State of Delaware
  - Christina has 3 million square feet of facilities in 40 buildings with 1300 classrooms over 500 acres
  - Approximately 17,000 students attend 33 schools or programs
  - Christina operates 253 buses and works with five outside vendors contracting 52 buses to provide transportation for students
  - Christina schools feed almost 11,000 students per day
  - Christina is a district of choice and in the traditional schools Choice Capacity for the 2013/2014 SY is as follows:
    - 10,374 total seats in Kindergarten through 5th grade in 18 elementary schools
    - 4,365 total seats in 4 middle schools
    - 4,912 total seats in 3 high schools
    - GRANDTOTAL of 19,651 choice seats in traditional schools
Student Enrollment and Demographic Trends
Christina Enrollment by Grade: SY 2012-13 (Sept. 30)

Number of Students

Grade
Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12
382 1606 1563 1536 1439 1473 1352 1227 1277 1192 1117 965 831 847
Christina SD Enrollment Trends, by Grade Group

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Elem (K-5) Enrollment</th>
<th>Middle (6-8) Enrollment</th>
<th>High School (9-12) Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4757</td>
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<td>2013</td>
<td>3803</td>
<td>17190</td>
<td>8969</td>
<td>3696</td>
</tr>
</tbody>
</table>
Note: Data on multiple ethnicities was not collected prior to SY 2010-11. Multi-ethnic students would have been identified by their first racial/ethnic background prior to that school year.
Knowing Christina!

Student Mobility and Key Grade Transition Trends
Number of Choice Students, In and Out of CSD Schools, by Year

Note: The number of CSD resident students enrolled outside the District by choice is limited to those attending schools within the Red Clay and Colonial School Districts, and therefore is likely an underestimate of the true "out-choice" count.
Choice Students within and outside of CSD Schools, Fall 2012 (includes choosers from and to both inside and outside CSD)

Note: The number of CSD resident students enrolled outside the District by choice is limited to those attending schools within the Red Clay and Colonial School Districts, and therefore is likely an underestimate of the true "out-choice" count.
Number of Choice Students in CSD Schools, by CSD Resident/Non-Resident Status, Fall 2012

No. of Students Choosing into Schools

- CSD Residents
- Non-CSD Residents

Schools Listed: Brookside, Marshall, Jones, Downes, Gallaher, Keene, Leasure, McVey, Oberle, Smith, West Park Pl, Wilson, Brader, Bancroft, Bayard, Palmer, Pulaski, Stubbs, Gauger/Cobbs, Kirk, Shue/Medill, Christiana, Glasgow, Newark
Percentage of Students Leaving CSD Schools for Other District between June 2012 and Sept. 2012

- % 12th graders graduating: 88.4%
- % 8th graders leaving for HS in other districts: 46.5%
- % 5th graders leaving for MS in other districts: 21.4%
- % Pre-K students leaving for K in other districts: 16.5%

Grade Prior to Transition (June 2012):
- Pre-K: 12.7%
- K: 11.3%
- 1: 11.6%
- 2: 9.9%
- 3: 10.9%
- 4: 11.5%
- 5: 9.3%
- 6: 11.4%
- 7: 11.4%
- 8: 10.5%
- 9: 9.5%
- 10: 19.3%
- Overall: 19.3%
Percentage of Students Leaving CSD Schools after 5th and 8th Grades, by School Year Transition Period

School Year Transition Period

- **Spring 2009 to Fall 2009**: 38.6%
- **Spring 2010 to Fall 2010**: 38.3%
- **Spring 2011 to Fall 2011**: 37.1%
- **Spring 2012 to Fall 2012**: 46.5%
- **Spring 2013 to Fall 2013**: 39.1%

- **Grade 5 to 6 transition**
- **Grade 8 to 9 transition**
Grade 5 Students Who Left the District between June 2012 and Sept. 2012: Where DOE Reports that they are Enrolled in Fall 2012 (based on DOE match file of last year's students to F2012 enrollment statewide)

DOE-Reported Districts of Enrollment in Fall 2012

Percent of Withdrawn Students

- Unknown: 29.8%
- Smyrna: 1.3%
- Appoquinimink: 3.9%
- Brandywine: 3.6%
- Red Clay: 29.5%
- Colonial: 11.5%
- Indian River: 0.3%
- Prestige Academy: 5.2%
- Aspira: 0.7%
- East Side: 1.0%
- Reach Acad. For Girls: 2.3%
- Moyer Academy: 2.3%
- Edison Charter: 1.3%
- Family Foundations: 2.0%
- Gateway Lab: 2.0%
Grade 8 Students Who Left the District between June 2012 and Sept. 2012: Where DOE Reports that they are Enrolled in Fall 2012
(based on DOE match file of last year's students to F2012 enrollment statewide)

Percent of Withdrawn Students

- Unknown: 11.9%
- Caesar Rodney: 0.2%
- Capital: 0.5%
- Cape Henlopen: 0.3%
- Smyrna: 0.2%
- Appoquinimink: 2.1%
- Brandywine: 1.5%
- Red Clay: 5.6%
- Colonial: 3.9%
- New Castle Vo-Tech: 61.1%
- Charter School of Wilmington: 3.7%
- Moyer Academy: 2.1%
- Delaware Military Acad.: 0.6%
- Family Foundations: 0.6%
- Pencader: 0.2%
- DSCYF: 0.3%

DOE-Reported Districts of Enrollment in Fall 2012
Comparative Inter-Year Student Mobility Trends

Note: Mobility rates are calculated from Sept. to Sept. and exclude transition grades (5, 8, and 12).
Student Assessment Data
District-Level Trends with State Comparisons
CSD Elementary Math: Students in grades 3-5 saw a 4.7 perc. pt. decrease in Math from 2012 to 2013, though still remained nearly 9 perc. pts. higher than on the baseline DCAS test in Spring 2011. All student subgroups showed small-to-modest declines in Math at the elementary level.
Statewide in Elementary Math, students in grades 3-5 saw a parallel decline with CSD students, with a slightly smaller 3.8 perc. pt. decline in Math from Spring 2012 to 2013. All student subgroups showed small-to-modest declines.
Declines in elementary-level Math proficiency from Spring 2012 to Spring 2013 were evident for both CSD students and Statewide. However, CSD’s Hispanic, ELL students, and Special Ed. students, saw declines that were greater than those seen Statewide for these subgroups.

CSD Spring DCAS Proficiency Rate Changes from Spring 2012 to Spring 2013 Compared to Statewide Changes, by Subgroup:

**ELEMENTARY MATH** (gr. 3-5)
CSD Elementary Reading: Students in grades 3-5 exhibited a 4.8 perc. pt. decrease in Reading from 2012 to 2013, though still remained almost 12 perc. pts. higher than on the baseline DCAS test in Spring 2011. Nearly All subgroups showed small-to-modest declines.
Statewide in Elementary Reading, students in grades 3-5 saw a slightly smaller 2.9 perc. pt. decline in Reading from 2012 to 2013. All student subgroups showed small-to-modest declines at the state level.
Declines in elementary-level Reading proficiency from 2012 to 2013, similar to Math, were evident for both CSD students and students Statewide. However, CSD declines for most subgroups were larger than those at the State level.

CSD Spring DCAS Proficiency Rate Changes from Spring 2012 to Spring 2013 Compared to Statewide Changes, by Subgroup:

**ELEMENTARY READING** (gr. 3-5)
CSD Middle Math: Students in grades 6-8 saw a 3.7 perc. pt. decline in Math proficiency from 2012 to 2013, though still remained more than 8 perc. pts. higher than on the baseline DCAS test in Spring 2011. All student subgroups showed small-to-modest declines in Math proficiency.
Statewide in Middle Level Math, students saw a parallel decline with CSD students, with a 2.8 perc. pt. decrease in Math proficiency from 2012 to 2013. All subgroups, with the exception of Asians and ELL students, showed small-to-modest declines across the two-year period.
Both CSD and Statewide declines were evident in middle-level Math proficiency in 2013 compared to 2012, though CSD declines were larger for a number of student subgroups.

CSD Spring DCAS Proficiency Rate Changes from Spring 2012 to Spring 2013 Compared to Statewide Changes, by Subgroup:

**MIDDLE MATH** (gr. 6-8)
CSD Middle Reading: Students exhibited a fairly flat trend from 2012 to 2013 in Reading and still remained nearly 14 perc. pts. higher than on the baseline Spring DCAS test in 2011.
Statewide in Middle Level Reading, students in grades 6-8 showed “flat growth” in Reading (0.4 perc. pt. decline) from 2012 to 2013. While White, Asian and Special Ed. students showed slight declines, Hispanic and ELL students showed increases across the two-year period.
Overall, CSD’s middle grade students showed a flat growth pattern in Reading from 2012 to 2013, mirroring the Statewide pattern. CSD’s Asian students showed a small increase in Reading proficiency in 2013, while its ELL and Special Ed. students showed greater declines.
CSD High School Math: Students exhibited a slight decline in Math proficiency from 2012 to 2013 but remained higher than on the baseline 2011 Spring DCAS test.
Statewide in High School Math, students saw a slightly greater decline in Math proficiency than CSD students from 2012 to 2013. Small declines were evident for every subgroup with the exception of White students, who saw flat growth across the period.
At the high school level, CSD students showed small declines in Math proficiency from 2012 to 2013. These were generally similar to Statewide declines.

[It is important to note that CSD’s ELL enrollment in grades 9-10 is fairly small—fewer than 80 students. Small numbers of DCAS-testers can impact year-to-year fluctuations in test scores significantly just due to chance changes in cohorts of students.]
CSD High School Reading: CSD students exhibited an overall increase in Reading proficiency from 2012 to 2013 (of 1.6 perc. pts.), and remained more than 13 perc. pts. higher than on the baseline DCAS test in Spring 2011.

CSD Spring DCAS Proficiency Multi-Year Trends, 2011 to 2013: HIGH SCHOOL READING (gr. 9-10)
Statewide in High School Reading, students in grades 9-10 saw a slight increase in Reading proficiency (of 0.9 perc. pt.) from 2012 to 2013. Small gains were evident among Asian, Low Income and African American students.
High school Reading represents the area with the most positive findings this year, both for CSD and across the state. CSD students showed higher Reading proficiency rates this year than in 2012.
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Student Assessment Highlights
School by School
Secondary Math Proficiency Rates, by School (combined-grade) - Spring 2013

- **State MS Prof. Rate:** 68%
- **State HS Prof. Rate:** 69%
- **CSD MS Prof. Rate:** 55%
- **CSD HS Prof. Rate:** 55%

**Percent Proficient**

- Baynard Middle School: 25%
- Gauger-Cobbs Middle School: 58%
- Kirk Middle School: 62%
- Shue-Medill Middle School: 63%
- Christiana High School: 41%
- Glasgow High School: 59%
- Newark High School: 62%
- Sarah Pyle Academy: 18%
Accountability Results for SY 2012-13

This year out of our 27 accountability-eligible schools in Christina SD:

- **15 schools made AYP**—13 elementary schools, one high school, and one special school made AYP

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>High Schools</th>
<th>Special Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brader ES</td>
<td>Maclary ES</td>
<td>Christiana HS</td>
</tr>
<tr>
<td>Brookside ES</td>
<td>Marshall ES</td>
<td><strong>DE School for the Deaf – Secondary Program</strong></td>
</tr>
<tr>
<td>Downes ES</td>
<td>McVey ES</td>
<td></td>
</tr>
<tr>
<td>Elbert-Palmer</td>
<td>Smith ES</td>
<td></td>
</tr>
<tr>
<td>Gallaher ES</td>
<td>West Park Place</td>
<td></td>
</tr>
<tr>
<td>Leasure ES</td>
<td>Wilson ES</td>
<td></td>
</tr>
<tr>
<td>Keene ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* DSD elementary program did not have sufficient numbers of students to calculate AYP – “Not Applicable”

- **12 schools did not make AYP**

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
<th>Special Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bancroft ES (PZ)</td>
<td>Bayard (Focus)</td>
<td>Glasgow (PZ)</td>
<td>Brennen (DAP)</td>
</tr>
<tr>
<td>Jones ES</td>
<td>Gauger-Cobbs</td>
<td>Newark (Focus)</td>
<td></td>
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<tr>
<td>Oberle ES (Focus)</td>
<td>Kirk (Focus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulaski ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stubbs ES (PZ)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** List excludes accountability-ineligible schools and programs, such as Christina Early Ed. Center, Sarah Pyle Acad., Networks, and Douglass Alternative. Students in these schools and programs are attributed to their home feeder and/or referring schools for accountability.
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Advanced Placement Course and Exam Trends
% of All Students Enrolled in One or More AP Classes (in the three comp. high schools, gr. 9-12)

Percent Enrolled in AP Classes

Baseline (2009-10) 2010-11 2011-12 2012-13 2013-14
17.6% 16.9% 18.4% 18.0% 25% 29% 33%

Targets

Actual
% of Low Income Students Enrolled in One or More AP Classes (in the three comp. high schools, gr. 9-12)

Percent Enrolled in AP Classes

- Baseline (2009-10) 8.0%
- 2010-11 9.1%
- 2011-12 11.0%
- 2012-13 10.4%
- 2013-14 33%

Targets vs. Actual
% of African American Students Enrolled in One or More AP Classes (in the three comp. high schools, gr. 9-12)

![Graph showing the percentage of African American students enrolled in AP classes from baseline (2009-10) to 2010-11, 2011-12, 2012-13, and 2013-14. The graph compares the actual enrollment against targets. The enrollment percentage increases from 8.1% in 2009-10 to 33% in 2013-14.](image)
% of Hispanic Students Enrolled in One or More AP Classes (in the three comp. high schools, gr. 9-12)

Baseline (2009-10)  2010-11  2011-12  2012-13  2013-14
9.0%    13.2%    16.0%    27%    33%
% of All AP Exams Taken Districtwide Resulting in a Passing Score (score of 3 or higher)

- Baseline (2009-10): 44.7%
- 2010-11: 32.8%
- 2011-12: 28.4%
- 2012-13: 60%
- 2013-14: 67%
- Target (2013-14): 75%
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Ninth Grade Promotion and Retention
Percent of First-Time 9th Grade Students Promoted to 10th Grade (or higher) Districtwide

Note: Includes only first-time 9th graders who were enrolled at any time during both Y1 (first 9th grade year) and Y2.
Overall 9th Grade Retention Rate Districtwide

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (2009-10)</td>
<td>21.3%</td>
</tr>
<tr>
<td>2010-11</td>
<td>24.5%</td>
</tr>
<tr>
<td>2011-12</td>
<td>27.0%</td>
</tr>
<tr>
<td>2012-13</td>
<td>25.3%</td>
</tr>
<tr>
<td>2013-14</td>
<td>17%</td>
</tr>
</tbody>
</table>

Note: Includes all 9th graders (first time and repeating) who were enrolled at any time during both Y1 (9th grade year) and Y2.
Overall 9th Grade Cohort Dropout Rate Districtwide

Note: Includes all 9th graders (first time and repeating) who were enrolled on Sept. 30 of Y1 (9th grade year).
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Graduation Rates and Drop out Trends
Note: The ESEA graduation rate is a 4-year cohort-based percentage of students who graduate on time. The State of Delaware began using the ESEA calculation method starting in SY 2010-11. The dropout rate is a year-specific rate which reflects the percentage of high school students who dropout before or during each school year.
CSD Graduation Trends, by Ethnicity: ESEA Four-Year, On-Time, Cohort-Based Graduation Rate

Note: The ESEA graduation rate is a 4-year cohort-based percentage of students who graduate on time.
CSD Graduation Trends, by Special Ed., ELL, and Low Income Status: ESEA Four-Year, On-Time, Cohort-Based Grad. Rate

Graduation and Dropout Rates

ELL

Low Income

Special Ed.

Note: The ESEA graduation rate is a 4-year cohort-based percentage of students who graduate on time.
CSD Graduation Trends, by Gender: ESEA Four-Year, On-Time, Cohort-Based Graduation Rate

Note: The ESEA graduation rate is a 4-year cohort-based percentage of students who graduate on time. The dropout rate is a year-specific rate which reflects the percentage of high school students who dropout before or during each school year.
Disciplinary incidents and referrals, along with the most severe consequences (suspensions and expulsions) resulting from such incidents, though still high, are at historically low levels across the Christina School District.

- The number of reported incidents and referrals in CSD schools decreased substantially in 2012-13 (by 11% and 24%, respectively). This recent decline followed a substantive increase the previous year. However, the five-year trends for both measures are down.

- The number of suspensions has declined across the year. Total suspensions (in and out of school, combined) were down 21% in SY 2012-13 and down 50% across the five-year period. Correspondingly, the number of students suspended one or more times (and five or more times) decreased across both periods.

- Expulsions decreased 82% across the past five years, from 83 in SY 2008-09 to just 15 in SY 2012-13.
Total Suspension Trends (In and Out of School), by School Year

- Total Susp's.
  - 5-Yr Trend: -50%
  - 2-Yr Trend: -21%

- # Students Susp'd 1+
  - 5-Yr Trend: -44%
  - 2-Yr Trend: -19%

- # Students Susp'd 5+
  - 5-Yr Trend: -54%
  - 2-Yr Trend: -23%
Expulsions by School Year

Number of Expulsions

- 2009: 83
- 2010: 35
- 2011: 14
- 2012: 10
- 2013: 15

5-Yr Trend: - 82%
2-Yr Trend: + 50%
But ...

While disciplinary “volume” has decreased across the years in Christina’s schools, disciplinary disproportionality has remained largely unaffected.
Disproportionality is when some type of incident or activity occurs in disproportionately high numbers for a given group relative to that group’s representation in the population.

For example, if male students represent 50% of student enrollment, then we would predict based on chance alone that males should also represent about 50% of all disciplinary referrals. Any significant departure from this result, depending on the degree, could be deemed disproportionality.

If 80% of all disciplinary referrals were male, then we would say males are 60% more likely to be referred than would be expected by chance alone [ (80% - 50%) / 50% ].
Two Types of Disproportionality

1. Disproportionality of Disciplinary Referrals and Consequences.

2. Disproportionality in consequence severity, given the same type and order of incident (e.g., differences in out-of-school suspension rates for students referred for first-time fights).
Disproportionality of Disciplinary Referrals and Consequences
African Americans students are disproportionately represented in disciplinary referrals across the District, even after statistically adjusting/controlling for other background factors, attendance, and cumulative referral history. [Incidentally, so are students from low income backgrounds, Special Education students, and City of Wilmington residents.]

- The higher the frequency of offenses (e.g., five or more referrals), the more likely African American students are to be among the referred, relative to students of other ethnic backgrounds.
- The more severe the consequence (e.g., out-of-school suspension), the more likely African American students are to be among the referred, relative to students of other ethnic backgrounds.

In other words, African American students represent a much higher proportion of our disciplinary referrals and consequences than one would expect based on their proportion of our enrollment.
Disproportionality of referrals and consequences is found in nearly all schools in our District.

It is not just a reflection of the higher number of referrals found in our City of Wilmington schools, which tend to serve higher numbers of minority students.
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Disproportionality as Shown in the Expanded Disciplinary Dashboard
Elem. Level District-wide Cumulative Total Suspension Rate (In and Out), by Student Subgroup

Total Suspensions per 100 Students

- African Am.: 45.5 (2011-12), 34.4 (2012-13)
- White: 7.2 (2011-12), 5.2 (2012-13)
- Asian: 0.6 (2011-12), 5.1 (2012-13)
- Not Low Inc.: 5.8 (2011-12), 20.7 (2012-13)
- Low Inc.: 4.3 (2011-12), 18.7 (2012-13)
- Spec. Ed.: 18.7 (2011-12), 43.2 (2012-13)
- Non-ELL: 24.4 (2011-12), 23.9 (2012-13)
- ELL: 2.7 (2011-12), 11.5 (2012-13)
- Male: 1.8 (2011-12), 8.0 (2012-13)
- Female: 16.2 (2011-12), 16.2 (2012-13)

ALL STUDENTS: 16.2 (2011-12), 22.0 (2012-13)
Middle Level District-wide Cumulative Total Suspension Rate (In and Out), by Student Subgroup

Total Suspensions per 100 Students

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<thead>
<tr>
<th>Category</th>
<th>2012-13</th>
<th>2011-12</th>
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<tbody>
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<td>African Am.</td>
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<tr>
<td>White</td>
<td>177.4</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>150.7</td>
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</tr>
<tr>
<td>Latino</td>
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<tr>
<td>Multi-ethnic</td>
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<tr>
<td>Not Low Inc.</td>
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<tr>
<td>Low Inc.</td>
<td>153.5</td>
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<td>Spec. Ed.</td>
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<tr>
<td>Non-ELL</td>
<td>142.8</td>
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<td>ELL</td>
<td>123.1</td>
<td></td>
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<tr>
<td>Male</td>
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<td></td>
</tr>
<tr>
<td>Female</td>
<td>109.3</td>
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</tr>
<tr>
<td>ALL STUDENTS</td>
<td>120.3</td>
<td></td>
</tr>
</tbody>
</table>
High School Level District-wide Cumulative Referral Rate, by Student Subgroup

- African Am.: 280.9 (2012-13), 455.4 (2011-12)
- White: 162.4 (2012-13), 303.9 (2011-12)
- Asian: 42.9 (2012-13), 116.5 (2011-12)
- Latino: 193.5 (2012-13), 243.7 (2011-12)
- Multi-ethnic: 135.4 (2012-13), 232.8 (2011-12)
- Not Low Inc.: 173.5 (2012-13), 365.4 (2011-12)
- Low Inc.: 277.4 (2012-13), 378.7 (2011-12)
- Reg. Ed.: 192.2 (2012-13), 331.6 (2011-12)
- Non-ELL: 185.8 (2012-13), 319.0 (2011-12)
- ELL: 152.8 (2012-13), 379.2 (2011-12)
- Male: 192.0 (2012-13), 250.7 (2011-12)
- Female: 192.0 (2012-13), 319.0 (2011-12)
- ALL STUDENTS: 280.9 (2012-13), 455.4 (2011-12)
High Sch. Level District-wide Cumulative Total Suspension Rate (In and Out), by Student Subgroup

- African Am.: 132.3 (2011-12), 120.5 (2012-13)
- Asian: 72.3 (2011-12), 66.2 (2012-13)
- Latino: 57.2 (2011-12), 54.5 (2012-13)
- Multi-ethnic: 29.9 (2011-12), 24.6 (2012-13)
- Not Low Inc.: 50.0 (2011-12), 46.9 (2012-13)
- Low Inc.: 56.6 (2011-12), 52.6 (2012-13)
- Reg. Ed.: 84.8 (2011-12), 60.3 (2012-13)
- Non-ELL: 110.7 (2011-12), 71.9 (2012-13)
- ELL: 112.9 (2011-12), 78.0 (2012-13)
- Male: 122.9 (2011-12), 64.5 (2012-13)
- Female: 110.0 (2011-12), 64.1 (2012-13)
- ALL STUDENTS: 132.3 (2011-12), 90.0 (2012-13)
Disproportionality in Consequence Severity

African Americans students are not clearly disproportionately represented among those receiving suspensions for identical incident types, once we take into account the order of the incident for each student (i.e., the number of times that student has already been referred for the same type of behavior).

The differential likelihood of being suspended for African American students, given the same type and order of incident, varied substantially by the incident type itself. For example,

• African American students were significantly more likely to be suspended than students of other ethnic backgrounds based on a second incidence of *Inappropriate Behavior: Disrespect to Staff*.

• African American students were significantly less likely to be suspended out of school for a second incidence of *Defiance of School Authority*.

• African American students were no more or less likely than students of other backgrounds to be suspended out of school for their first of their second incidences of fighting.
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Senior Exit and Post-Secondary Data
% of Seniors Reporting Confidence in Academic Skills for Post-Graduation Success

<table>
<thead>
<tr>
<th>Year</th>
<th>% Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (2009-10)</td>
<td>91.4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>89.1%</td>
</tr>
<tr>
<td>2011-12</td>
<td>87.6%</td>
</tr>
<tr>
<td>2012-13</td>
<td>93%</td>
</tr>
<tr>
<td>2013-14</td>
<td>95%</td>
</tr>
</tbody>
</table>

Target line:
- 92% in 2010-11
- 94% in 2011-12
- 95% in 2012-13
- 95% in 2013-14

Actual line:
- 91.4% in 2009-10
- 89.1% in 2010-11
- 87.6% in 2011-12
- 93% in 2012-13
- 95% in 2013-14
Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Level

Effective Date = August 15, 2013

AVG = 82%
Teacher Data and Mobility Trends at the District and School Levels
Percent of Teachers Retained in the Same School (Two-Year Periods), by Year

<table>
<thead>
<tr>
<th>Two-Year Transition</th>
<th>Percent of Teachers Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 to 2008</td>
<td>75.8</td>
</tr>
<tr>
<td>2008 to 2009</td>
<td>74.5</td>
</tr>
<tr>
<td>2009 to 2010</td>
<td>79.5</td>
</tr>
<tr>
<td>2010 to 2011</td>
<td>80.4</td>
</tr>
<tr>
<td>2011 to 2012</td>
<td>64.0</td>
</tr>
<tr>
<td>2012 to 2013</td>
<td>79.4</td>
</tr>
<tr>
<td>2013 to 2014</td>
<td>84.5</td>
</tr>
</tbody>
</table>
In Fall 2013 (current school year):

- **65.6% of CSD teachers have attained a Master’s Degree or higher.**
- **80.6% of CSD teachers are above Step 5 on the salary scale (60.9% above Step 10).**
- **80.7% of CSD teachers are White, 16.1% are African American, 2.0% are Hispanic, and less than 1% are Asian.**
- **78.9% of CSD teachers are female.**
KNOWING CHRISTINA!

Parental Engagement Data
CHRISTINA SCHOOL DISTRICT
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Strategic Plan 2013
http://www.christinak12.org/