Christina School District: Select Enrollment and Performance Trends

Presented at the August 9, 2016
Board of Education Meeting

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Trends in CSD Enrollment
Fall 2015 Enrollment Distribution by Grade

- The DE Dept. of Ed. officially attributed 15,553 students to the Christina School District (CSD) based on the Sept. 30, 2015 count (pre-K thru grade 12). However, when all students are included (Early Childhood, Special Ed. Z Calendar, etc.), CSD’s June 2016 enrollment was 16,550. This is down approximately 1,000 students across the past two years.

- A disproportionate percentage of CSD enrollment is in the elementary grades. The six elementary grades (K-5) comprise more than 56% of enrollment.
Declining Enrollment in Secondary Grades

District-wide enrollment has decreased steadily across the past decade. However, this decline is primarily a secondary pattern. Since SY 2010-11, elementary enrollment has been stable, while middle and high school numbers have decreased by 20%.
Demographic Shifts

• Across the past decade, the district has seen modest increases in the percentage of students from racial/ethnic minority backgrounds and students needing Special Education supports.

• The percentage of low income students has also steadily increased, though the DE Dept. of Ed. changed the measure in SY 2013-14, confounding our ability to track the trend.

*The State DOE’s definition of low income changed in SY 2013-14 from a composite based on FRL applications and various state benefits (SNAP, TANF, and MEDICAID) to just two state benefits -- TANF/cash assistance and SNAP/food stamps). Half of CSD schools no longer collect FRL applications as a result - all students in those schools automatically received free lunch daily. As such, it is no longer possible to measure composite low income status in those schools. Therefore, the sudden drop in the low income indicator in SY 2013-14 is not reflective of the true percentage of students from low income backgrounds, which has been trending upwards for the past 10 years.
Demographic Shifts

- The increase in minority representation in district enrollment is primarily a factor of increasing numbers of Latino, Asian, and multi-racial students.
- The percentage of Latino students has nearly doubled across the past 10 years, while the percentage of White students has decreased by about one-quarter (11 perc. pts.).
Enrollment Declines: Attrition of Grade 5 and 8 Graduates

- The district has seen fairly steady decreases in the percentage of graduating 5th and 8th grade students that remain in the district for middle and high school.
- Across the Summer of 2015, for the first time, the district lost more than half (57%) of its 8th graders and nearly one-third (33%) of its 5th graders to non-CSD schools. The average attrition for students in other grades was 15% (some of which is due to residential mobility).
The attrition of 5th and 8th grade students is not random. Students who leave the district, on average, have moderately higher state test scores than students who remain in CSD schools in both ELA and Math.

5th and 8th graders who leave the district also tend to average slightly better attendance than their remaining peers (94.4% vs. 90.6%).
In Fall 2015,

- 19.3% of CSD students in grades K-12 were one or more years over-age for their grade.
- 3.5% were over-age by two or more years.
- The vast majority of over-age students were in the lower high school grades where grade retention rates are highest.
Student and Teacher Mobility Trends
Student Mobility

- District-wide inter-year student mobility rates have ranged from 22% to 26% across the past six years. Generally, about one-fourth of CSD students either change schools or leave the district each year (excluding natural transition grades: pre-K, 5, 8, and 12).

- Student mobility is greatest in the district’s Wilmington schools, which average mobility rates 7-10 percentage points higher than the suburban schools, depending on the year.

**Comparative Two-Year Inter-Year Student Mobility Trends**

Note: Mobility rates are calculated from Sept. 30 to Sept. 30 (approx.) and exclude transition grades (Pre-K, 5, 8, and 12).
Teacher Retention

• Generally, the district has retained the vast majority of its teachers from year to year. This past year saw a 4-pt. decline in teacher retention due to teacher RIFs after the two failed referenda of Spring 2015.

• 87% of teachers from SY 2014-15 remained with the district (but not necessarily the same school) into SY 2015-16, with 79% coming back to the same schools.
Teacher retention rates are not consistent across all CSD schools. Retention tends to be lower in our Wilmington schools and has been particularly impacted by Dept. of Ed. reform efforts imposed upon these schools.
Disciplinary Trends
Referrals and Suspension Trends

- While in-school suspensions continued their long-term decline, out-of-school suspensions crept up this past year for the second consecutive year.
- Disciplinary referrals also saw a slight increase in SY 2015-16.
Suspension Trends (continued)

While total suspensions (in- and out-of-school) increased slightly in SY 2015-16, the unduplicated number of students suspended one or more times decreased. However, more students were suspended five or more times than the previous year.
Expulsion Trends

The number of expulsions has been slowly creeping upwards across the past few years, after the substantial declines seen from SY 2008-09 to SY 2011-12.

![Expulsions by School Year](chart)

- 8-Yr Trend: - 61%
- 2-Yr Trend: + 60%
College-Readiness and Post-Secondary Enrollment
SAT Results: College-Readiness

According to the 11th grade School Day SAT results, fewer than one in five 11th graders is on-track to being ready to succeed in their first year in college. This is based on making the SAT college-readiness cut-scores in both ELA and Math. In Spring 2016, twice as many CSD 11th graders tested as college-ready in ELA (36%) as in Math (18%).

Note: College Board revised the SAT in Spring 2016 and set new subject-specific cut-scores for "college readiness." As such, the SY 2015-16 college readiness rate may not be directly comparable to previous years.
Despite the 11th grade SAT results, more than half (54%) of CSD’s 2015 Graduating Class actually enrolled in 2-year or 4-year colleges and universities within their first year after high school graduation. This represents an increase over the previous year.
College Retention

Of those CSD seniors who enroll in college after graduating from high school, retention into a second year of college has consistently hovered around 80%. For the Class of 2014, 78% of college-enrolled students remained in school past their first year.
Preliminary District-Level Smarter and DCAS Assessment Results
District-level ELA Performance - Smarter Assessment

- In ELA, the district saw modest proficiency rate increases in grades 4, 5 and 7, but slight declines in grades 3, 6, and 8.
- Gaps between the CSD’s ELA proficiency rates and statewide rates remain large, and are particularly pronounced in grades 7 and 8.
In Math, the district saw a modest proficiency rate increase in grade 7 and a smaller increase in grade 4. Grades 3, 5, and 8 saw very slight decreases, while grade 6 performance was essentially unchanged from the previous year.

Gaps between the CSD’s Math proficiency rates and statewide rates remain large, especially in the middle grades.
In Science, the district continues to see declining proficiency rates in each of the three state-tested grades (5, 8, and 10).

Gaps between the CSD’s Science proficiency rates and statewide rates remain large, especially in grades 8 and 10.
On the DCAS Social Studies assessment, the district saw comparable performance in grade 4 this past Spring 2016 to the previous year, though a proficiency rate of 48% is low by historical standards. Grade 7 students saw a modest decrease in Social Studies proficiency this past year.

Gaps between the CSD’s Soc. Studies proficiency rates and the statewide rates continue to be substantial, especially in grade 7.

**District-level SOC. STUD. Performance - DCAS Assessment**

<table>
<thead>
<tr>
<th>Grade</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>54.8%</td>
<td>48.2%</td>
<td>47.9%</td>
</tr>
<tr>
<td>7</td>
<td>43.3%</td>
<td>39.4%</td>
<td>33.4%</td>
</tr>
<tr>
<td>EOC - US HIST. (MULT. HS GRADES)</td>
<td>24.8%</td>
<td>Statewide not yet available</td>
<td>End-of-course US Hx results were not available for Spring 2014 and 2015.</td>
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**Two-yr Statewide Performance Trends and 2016 CSD-to-State Gaps**

- Spring 2014
- Spring 2015
- Spring 2016
Questions/Comments?