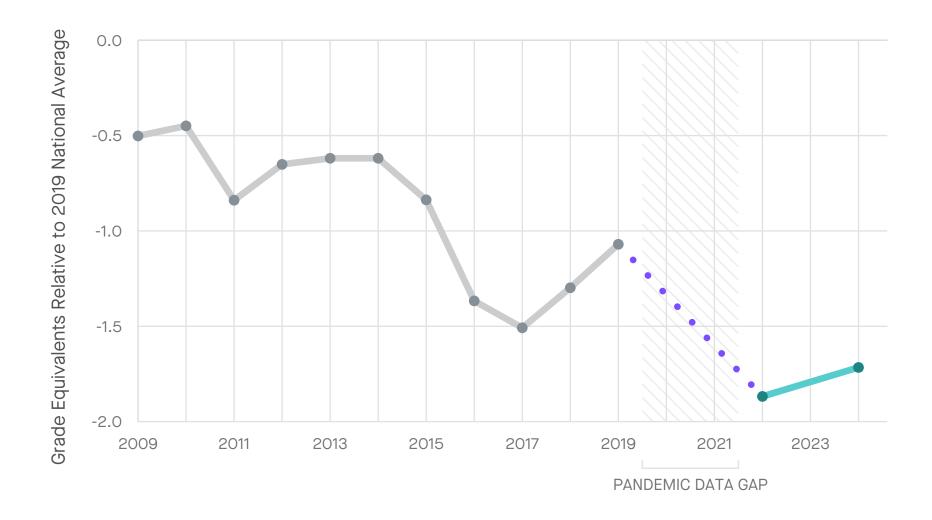
### Math Performance, Grades 3-8, 2009-2024

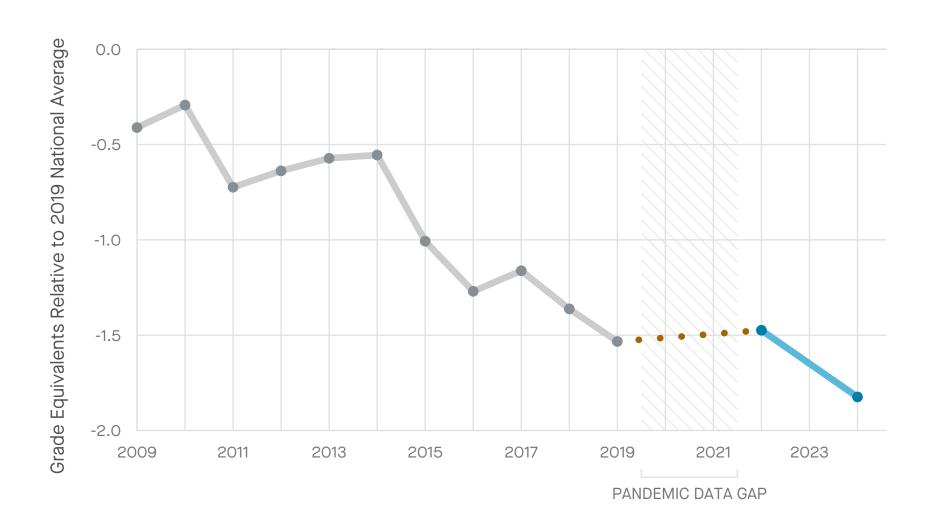


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | -1.07 |
|------------------|-------|
| 2022 Average     | -1.87 |
| 2024 Average     | -1.72 |
| 2019-2022 Change | -0.80 |
| 2022-2024 Change | +0.15 |
| Since 2019       | -0.65 |

### Reading Performance, Grades 3-8, 2009-2024

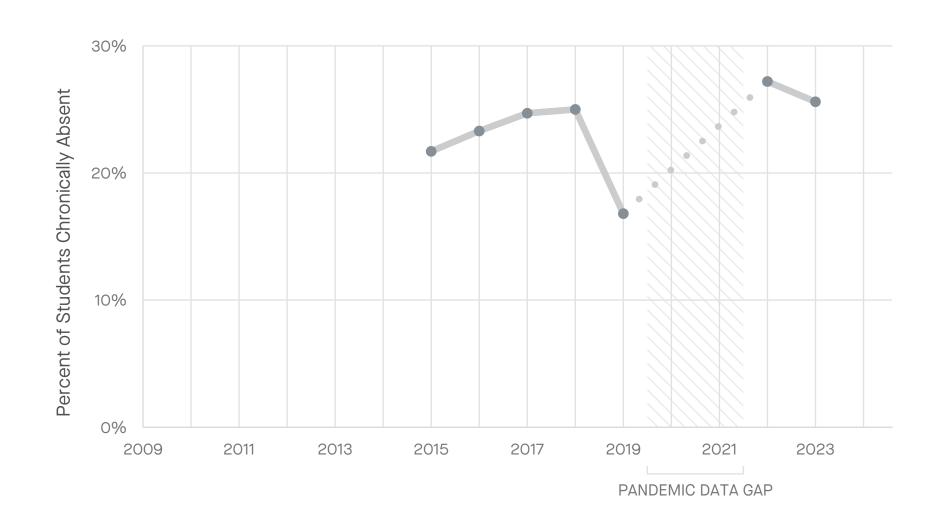


### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | -1.53 |
|------------------|-------|
| 2022 Average     | -1.47 |
| 2024 Average     | -1.82 |
| 2019-2022 Change | +0.06 |
| 2022-2024 Change | -0.35 |
| Since 2019       | -0.29 |

### Absenteeism, Grades 3-8, 2009-2024



### Absenteeism

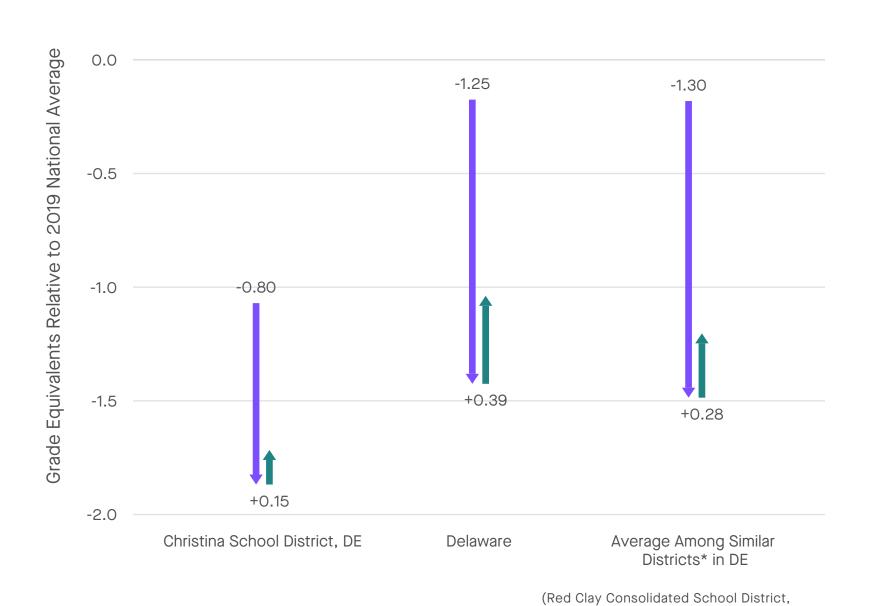
| 2019-2023 Change | +0.09 |
|------------------|-------|
| Since 2009       | N/A   |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute



# Math Performance in Christina School District vs. Delaware and Similar Districts, Grades 3-8, 2019-2024





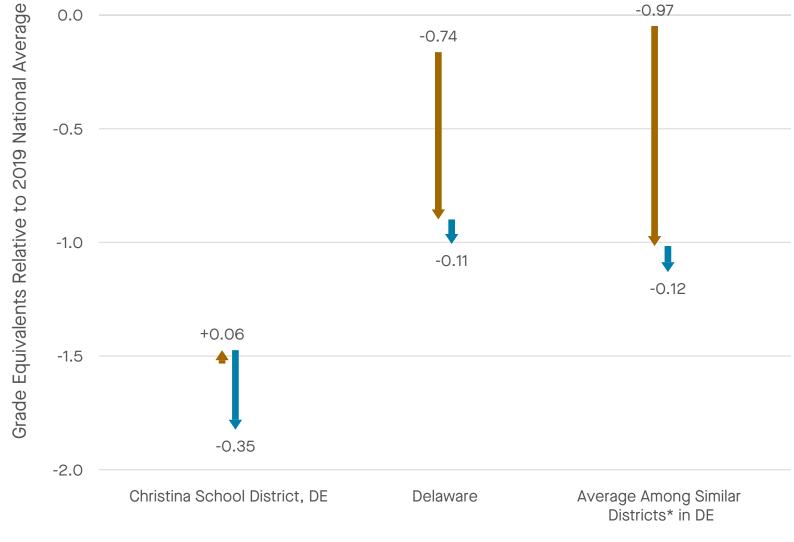
### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|                                  | 2079<br>Average | 2022<br>AVey298 | 2024<br>A <sub>V</sub> 67 <sup>3</sup> 96 | 2018-22<br>Change | 2022, Change | 2019-24<br>Change |
|----------------------------------|-----------------|-----------------|---|-------------------|--------------|-------------------|
| Christina School<br>District, DE | -1.07           | -1.87           | -1.72                                     | -0.80             | • 0.15       | <b>↓</b> -0.65    |
| Delaware                         | -0.17           | -1.42           | -1.04                                     | -1.25             | • 0.39       | -0.86             |
| Similar Districts* in Delaware   | <b>1</b> -0.18  | -1.49           | -1.20                                     | <del>-</del> 1.30 | ♠ 0.28       | <b>▼</b> -1.02    |

\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.

# Reading Performance in Christina School District vs. Delaware and Similar Districts, Grades 3-8, 2019-2024



# (Red Clay Consolidated School District, Brandywine School District, Caesar Rodney School District, Seaford School District, Laurel School District)

Brandywine School District, Caesar Rodney School District, Seaford School District, Laurel School District)

### **Average Reading Scores and Trends in Scores**

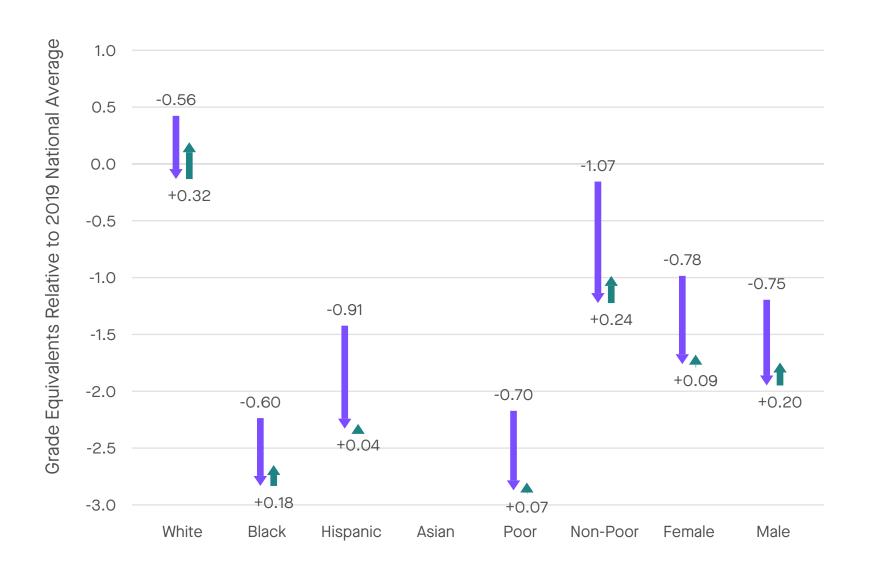
in Grade Level Equivalents Relative to the 2019 National Average

|                                  | 2079<br>Average | 2022<br>A <sup>Vera</sup> ge | 2024<br>Average | 2019-22<br>Change | 2022, Change | 2019-24<br>Change |
|----------------------------------|-----------------|------------------------------|-----------------|-------------------|--------------|-------------------|
| Christina School<br>District, DE | -1.53           | -1.47                        | -1.82           | • 0.06            | -0.35        | <b>▼</b> -0.29    |
| Delaware                         | -0.16           | -0.90                        | -1.01           | -0.74             | -0.11        | -0.84             |
| Similar Districts* i<br>Delaware | <b>n</b> -0.05  | -1.02                        | -1.13           | <b>→</b> -0.97    | -0.12        | <b>▼</b> -1.08    |

\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.



### Math Performance by Subgroup, Grades 3-8, 2019-2024



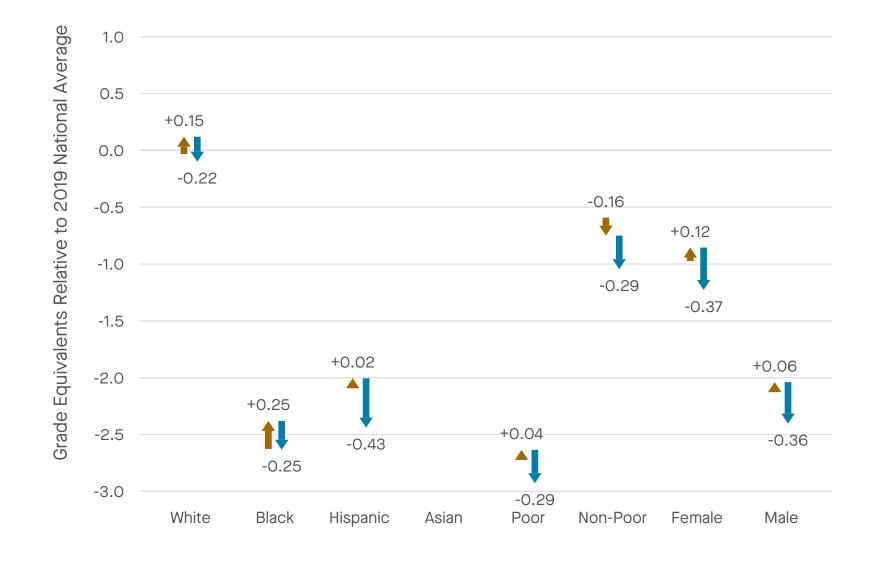


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|          | 2079<br>AVEYAGE | 2022<br>AVEY398 | 2024<br>AVerage | 2019-22<br>Change | 2022-24<br>Change | 2019-24<br>Change |
|----------|-----------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| White    | 0.42            | -0.13           | 0.19            | -0.56             | ♠ 0.32            | <b>▼</b> -0.23    |
| Black    | -2.24           | -2.83           | -2.65           | -0.60             | ♠ 0.18            | <b>▼</b> -0.41    |
| Hispanic | -1.42           | -2.33           | -2.29           | -0.91             | ♠ 0.04            | -0.86             |
| Asian    | N/A             | N/A             | N/A             | N/A               | N/A               | N/A               |
| Poor     | -2.17           | -2.87           | -2.80           | -0.70             | ♠ 0.07            | <b>↓</b> -0.63    |
| Non-Poor | -0.15           | -1.22           | -0.98           | -1.07             | ♠ 0.24            | <b>↓</b> -0.83    |
| Female   | -0.98           | -1.76           | -1.68           | -0.78             | • 0.09            | <b>↓</b> -0.69    |
| Male     | -1.20           | -1.95           | -1.75           | -0.75             | ♠ 0.20            | <b>↓</b> -0.55    |

### Reading Performance by Subgroup, Grades 3-8, 2019-2024



### **Average Reading Scores and Trends in Scores**

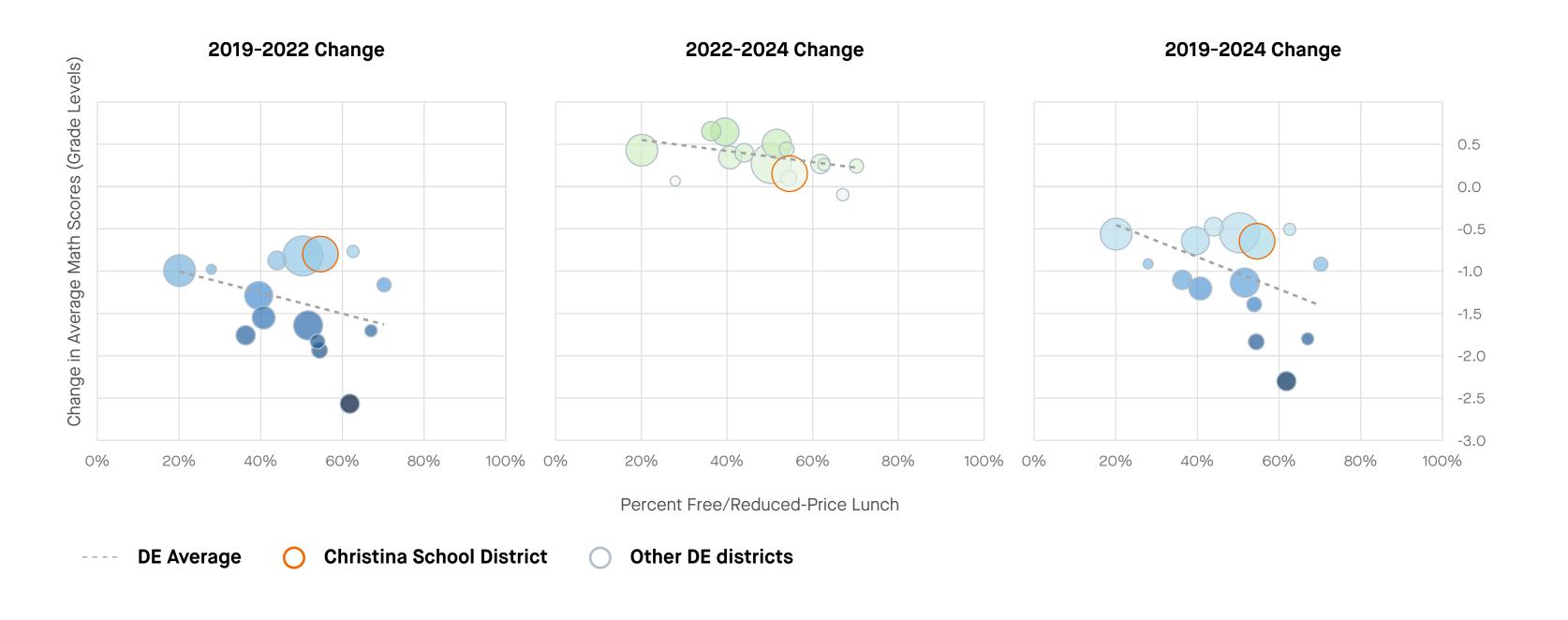
in Grade Level Equivalents Relative to the 2019 National Average

|          | 2079<br>4 <sup>Verage</sup> | 2022<br>Average | 2024<br>Average | 2019.22<br>Change | 2022-24<br>Change | 2019,24<br>Change |
|----------|-----------------------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| White    | -0.03                       | 0.12            | -0.10           | • 0.15            | -0.22             | <b>▼</b> -0.07    |
| Black    | -2.63                       | -2.38           | -2.63           | • 0.25            | -0.25             | <b>▼</b> -0.01    |
| Hispanic | -2.03                       | -2.00           | -2.44           | • 0.02            | -0.43             | <b>▼</b> -0.41    |
| Asian    | N/A                         | N/A             | N/A             | N/A               | N/A               | N/A               |
| Poor     | -2.67                       | -2.63           | -2.93           | • 0.04            | -0.29             | ▼ -0.26           |
| Non-Poor | -0.59                       | -0.75           | -1.04           | -0.16             | -0.29             | ▼ -0.45           |
| Female   | -0.97                       | -0.85           | -1.23           | • 0.12            | -0.37             | <b>▼</b> -0.26    |
| Male     | -2.10                       | -2.04           | -2.40           | 0.06              | -0.36             | <b>▼</b> -0.31    |

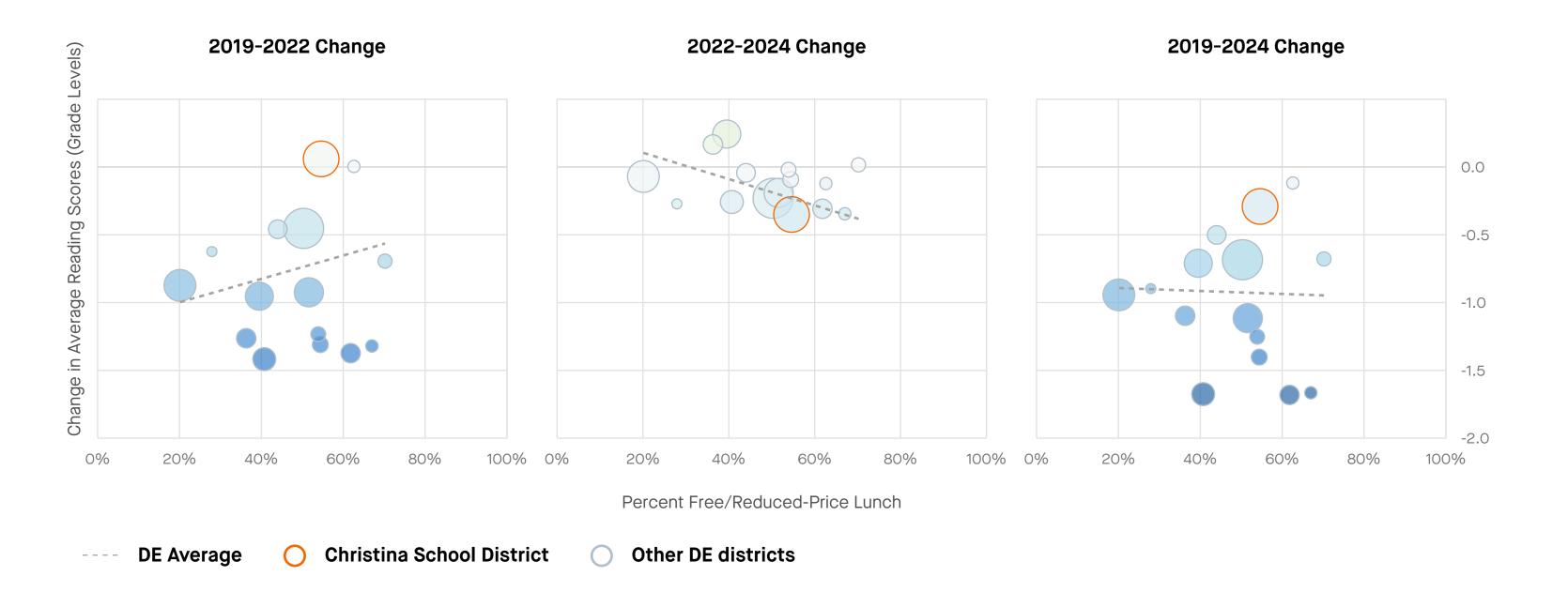


Change in Math Performance in Delaware Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024





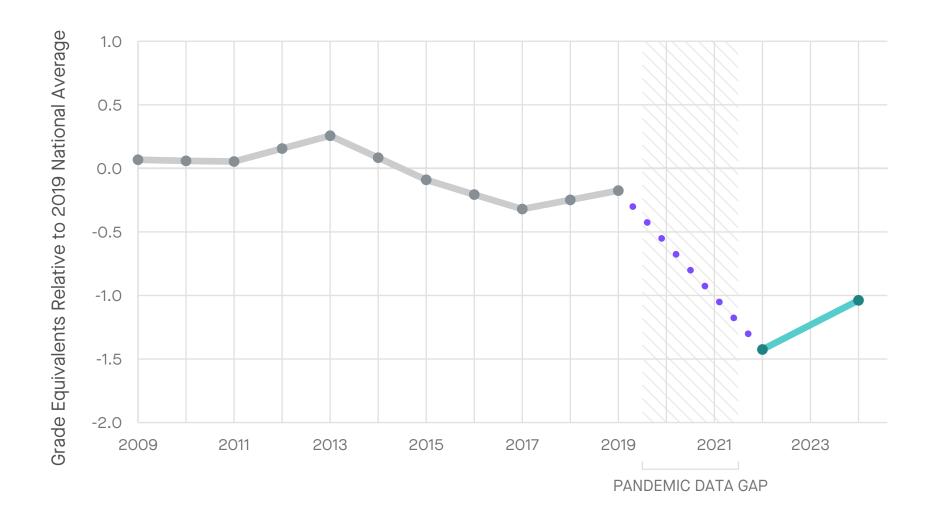
Change in Reading Performance in Delaware Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024





### Delaware

### Math Performance, Grades 3-8, 2009-2024

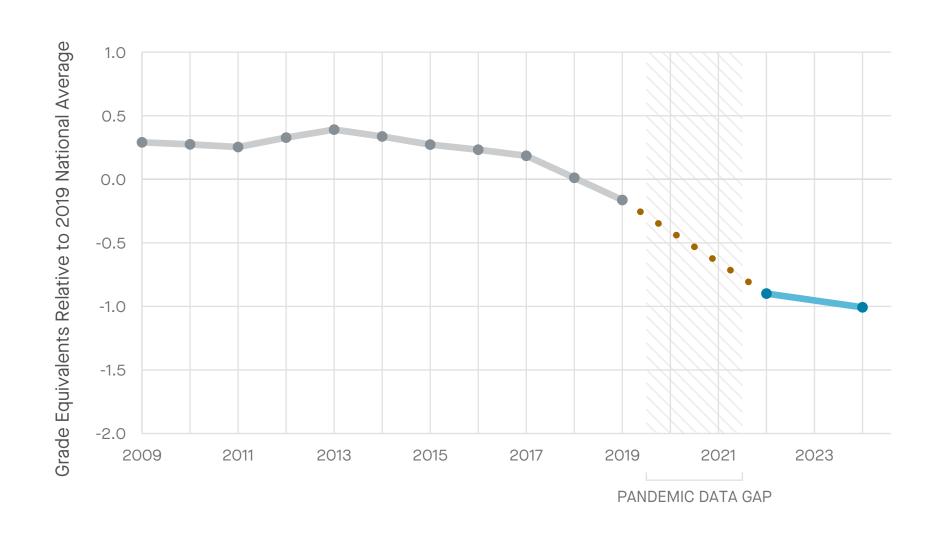


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | -0.17 |
|------------------|-------|
| 2022 Average     | -1.43 |
| 2024 Average     | -1.04 |
| 2019-2022 Change | -1.25 |
| 2022-2024 Change | +0.39 |
| Since 2019       | -0.86 |

### Reading Performance, Grades 3-8, 2009-2024

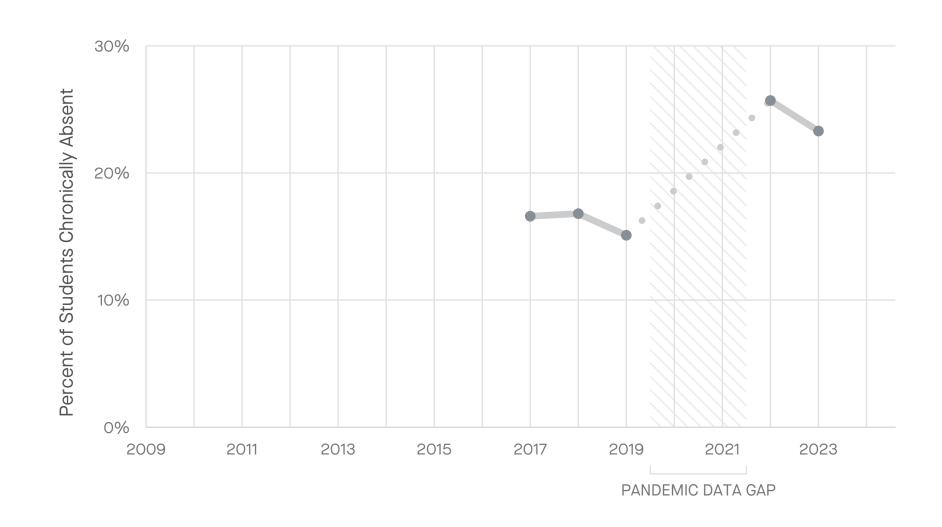


### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | -0.16 |
|------------------|-------|
| 2022 Average     | -0.90 |
| 2024 Average     | -1.01 |
| 2019-2022 Change | -0.74 |
| 2022-2024 Change | -0.11 |
| Since 2019       | -0.84 |

### Absenteeism, Grades 3-8, 2009-2024



### Absenteeism

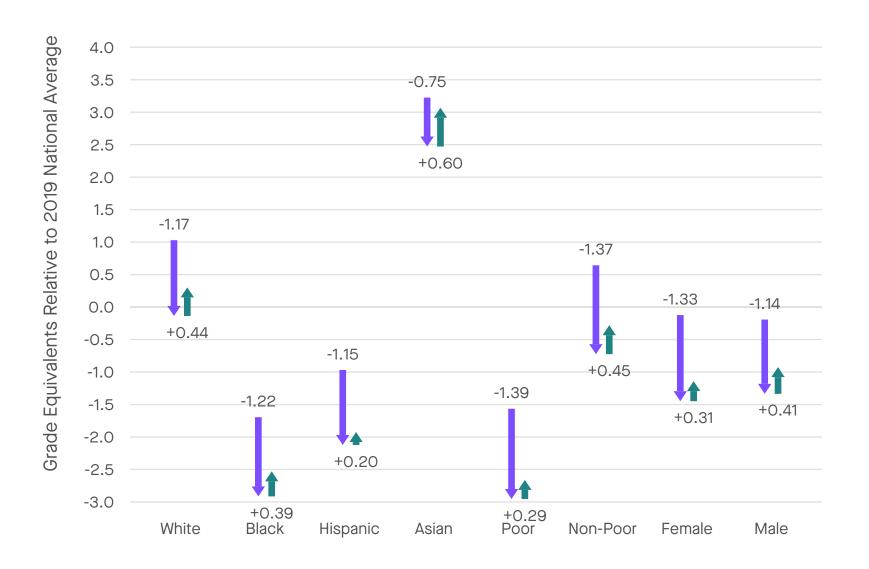
| 2019-2023 Change | +0.08 |
|------------------|-------|
| Since 2009       | N/A   |

Absenteeism data courtesy of <u>Nat Malkus, American</u> <u>Enterprise Institute</u>



### Delaware

### Math Performance by Subgroup, Grades 3-8, 2019-2024

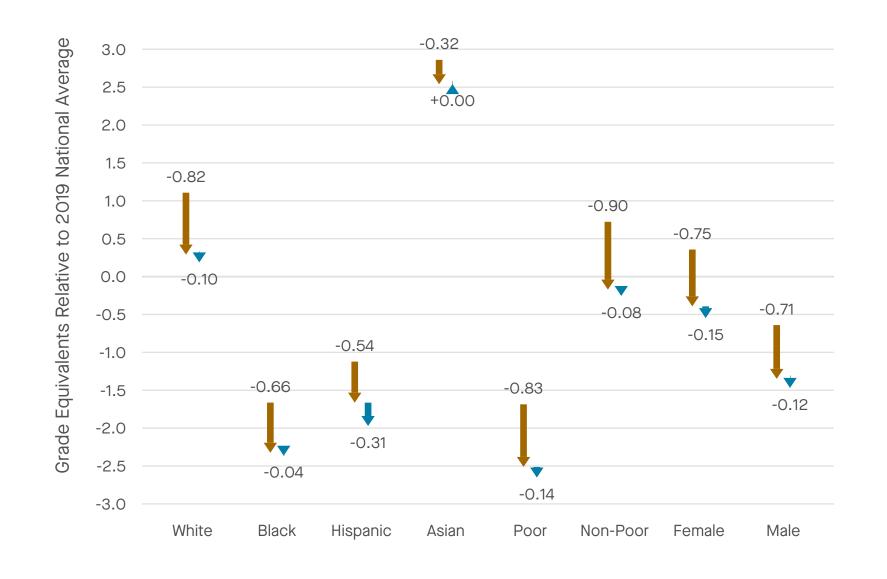


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|          | 2079<br>AV <sup>673</sup> 98 | 2022<br>4Verage | 2024<br>A <sup>Verage</sup> | 2019.22<br>Change | 202224<br>Change | 2019-24<br>Change |
|----------|------------------------------|-----------------|-----------------------------|-------------------|------------------|-------------------|
| White    | 1.03                         | -0.14           | 0.30                        | -1.17             | ♠ 0.44           | <b>↓</b> -0.73    |
| Black    | -1.70                        | -2.92           | -2.53                       | -1.22             | • 0.39           | -0.83             |
| Hispanic | -0.97                        | -2.12           | -1.92                       | -1.15             | ♠ 0.20           | <b>↓</b> -0.95    |
| Asian    | 3.23                         | 2.47            | 3.07                        | -0.75             | • 0.60           | -0.16             |
| Poor     | -1.56                        | -2.96           | -2.66                       | -1.39             | ♠ 0.29           | <b>-1.10</b>      |
| Non-Poor | 0.64                         | -0.72           | -0.28                       | -1.37             | • 0.45           | <b>↓</b> -0.92    |
| Female   | -0.12                        | -1.45           | -1.14                       | -1.33             | • 0.31           | <b>-</b> 1.02     |
| Male     | -0.19                        | -1.34           | -0.92                       | -1.14             | ♠ 0.41           | <b>↓</b> -0.73    |

### Reading Performance by Subgroup, Grades 3-8, 2019-2024



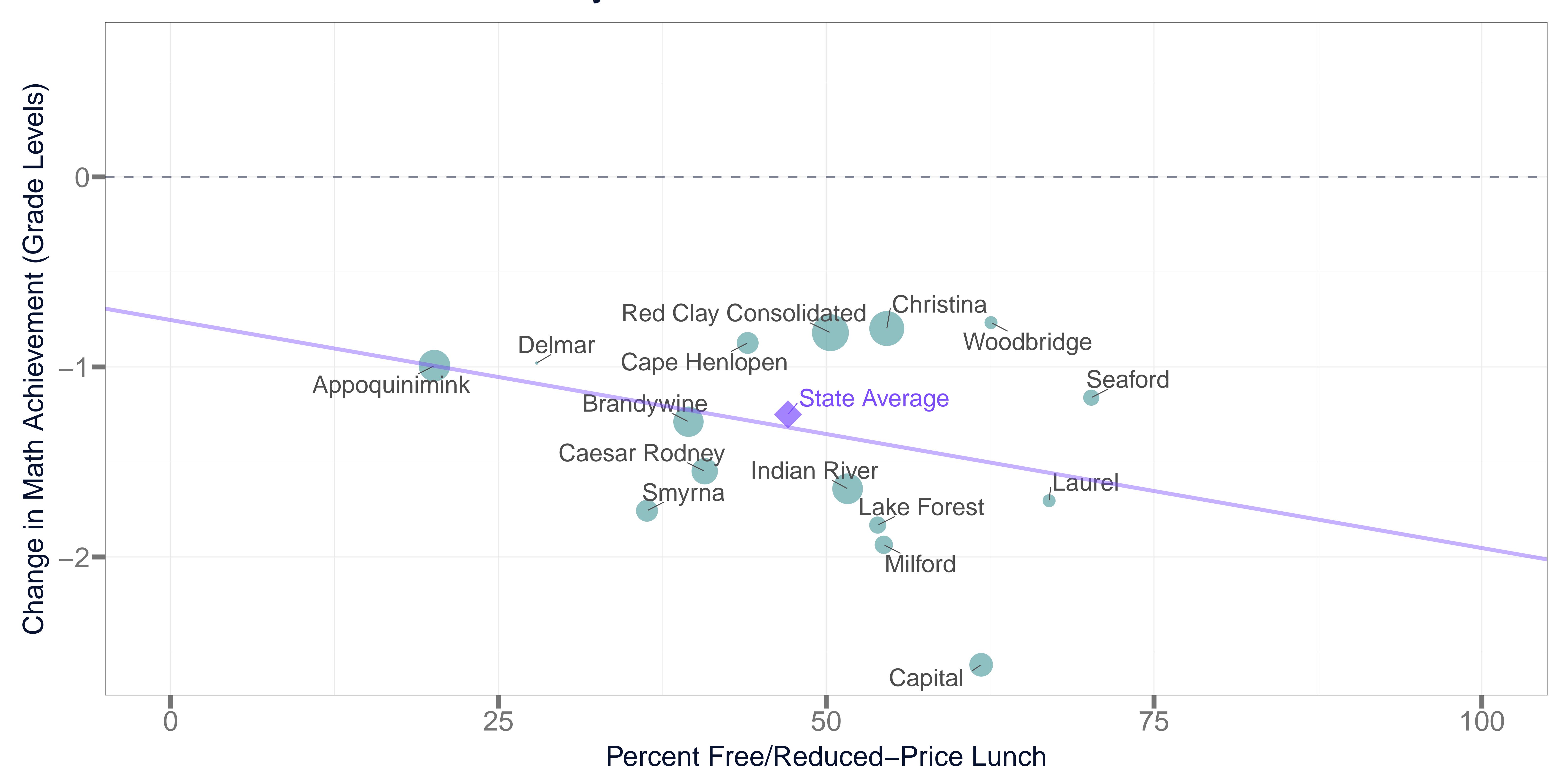
### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|          | 2079<br>4 <sup>1</sup> 66739 | 2022<br>A <sup>Vera</sup> ge | 2024<br>4 <sup>V6/3</sup> 98 | 2019.22<br>Change | 2022-24<br>Change | 2019.24<br>Change |
|----------|------------------------------|------------------------------|------------------------------|-------------------|-------------------|-------------------|
| White    | 1.11                         | 0.29                         | 0.19                         | -0.82             | -0.10             | <b>▼</b> -0.92    |
| Black    | -1.66                        | -2.33                        | -2.36                        | -0.66             | -0.04             | <b>▼</b> -0.70    |
| Hispanic | -1.12                        | -1.66                        | -1.97                        | -0.54             | -0.31             | <b>▼</b> -0.85    |
| Asian    | 2.86                         | 2.54                         | 2.54                         | -0.32             | • 0.00            | <b>▼</b> -0.32    |
| Poor     | -1.69                        | -2.51                        | -2.65                        | -0.83             | -0.14             | ▼ -0.96           |
| Non-Poor | 0.72                         | -0.17                        | -0.26                        | -0.90             | -0.08             | ▼ -0.98           |
| Female   | 0.36                         | -0.39                        | -0.55                        | -0.75             | -0.15             | ▼ -0.91           |
| Male     | -0.64                        | -1.35                        | -1.47                        | -0.71             | -0.12             | <b>↓</b> -0.83    |

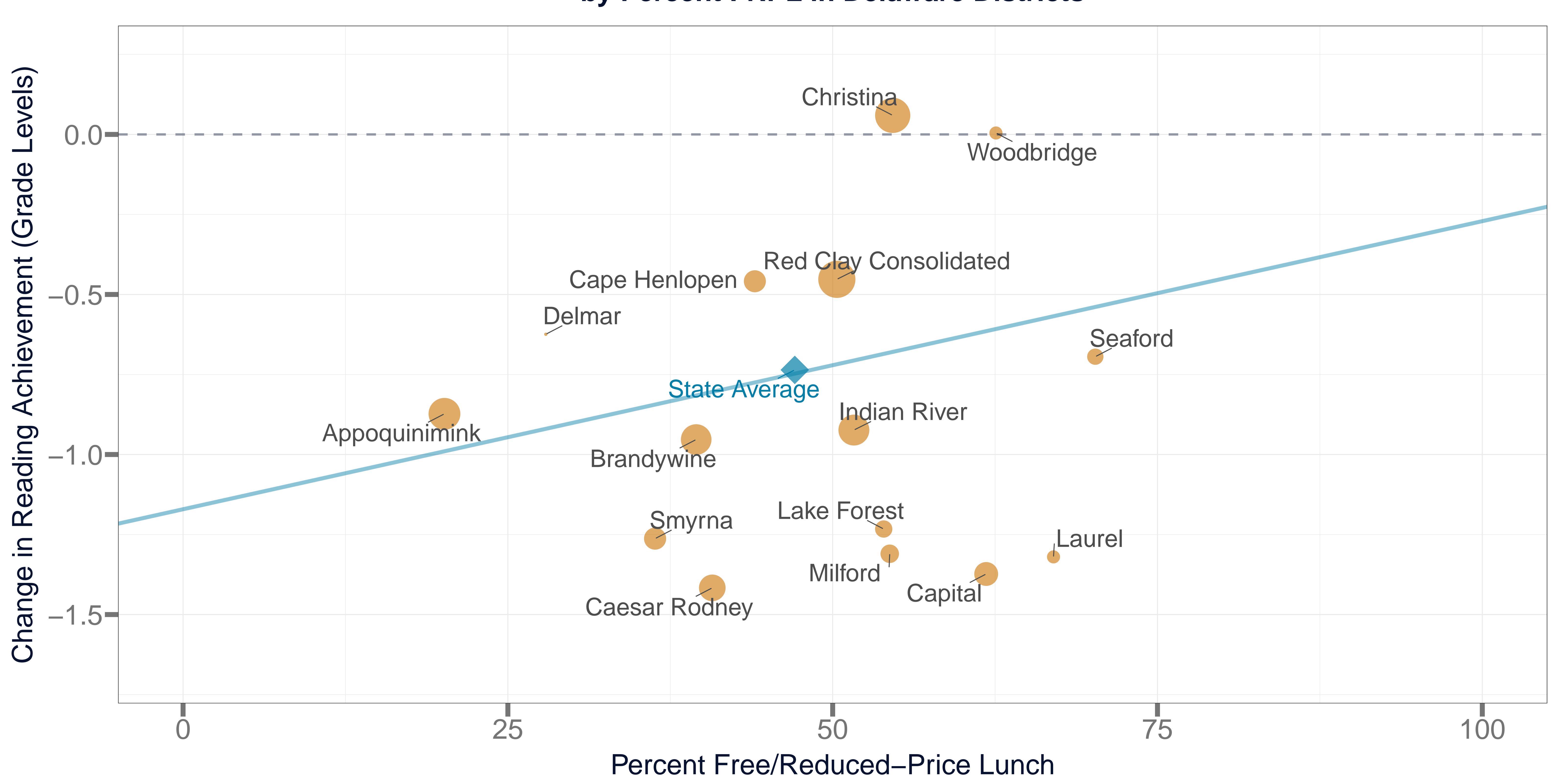


# Change in Math Achievement 2019–2022 by Percent FRPL in Delaware Districts

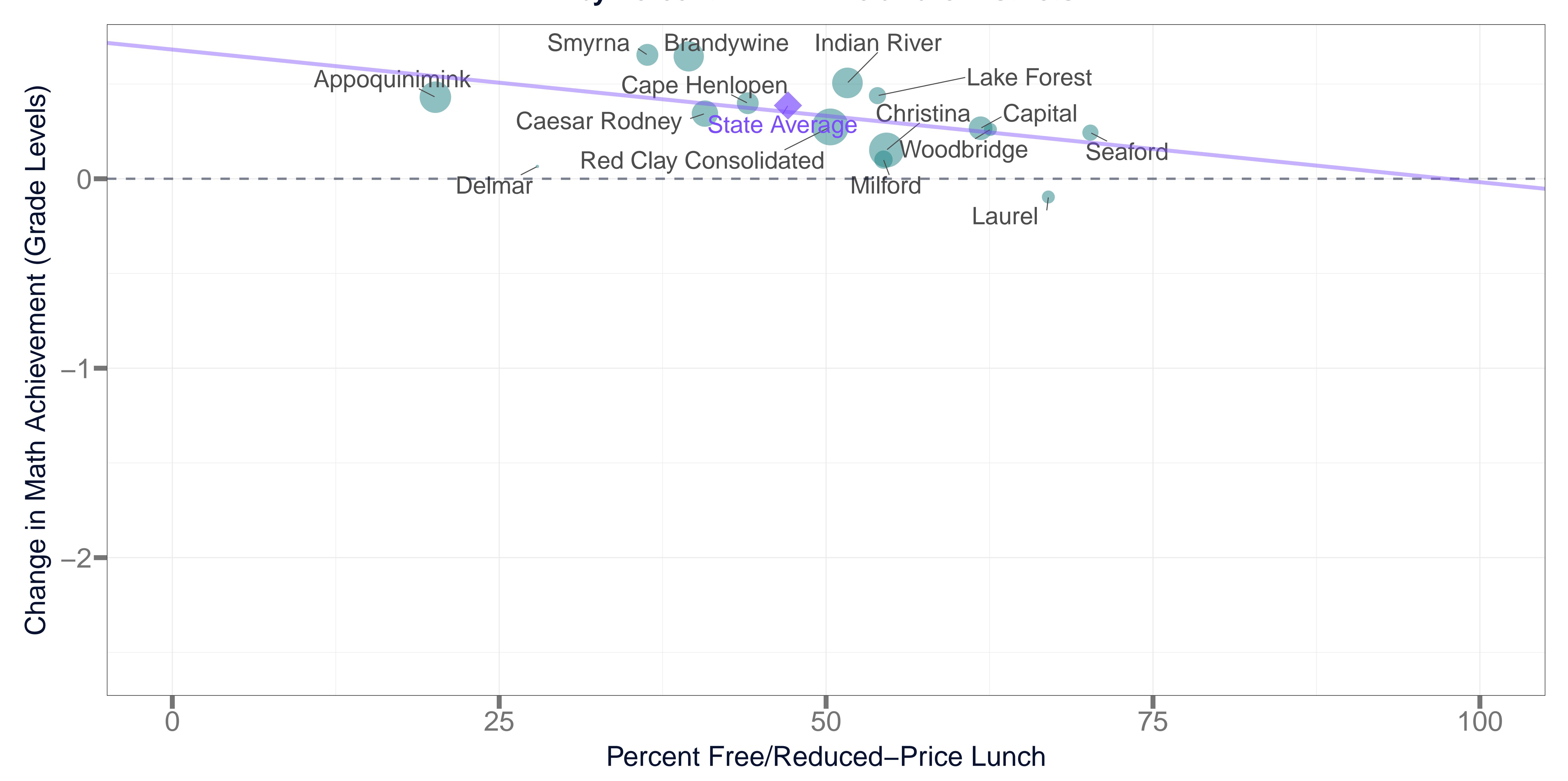


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

# Change in Reading Achievement 2019–2022 by Percent FRPL in Delaware Districts

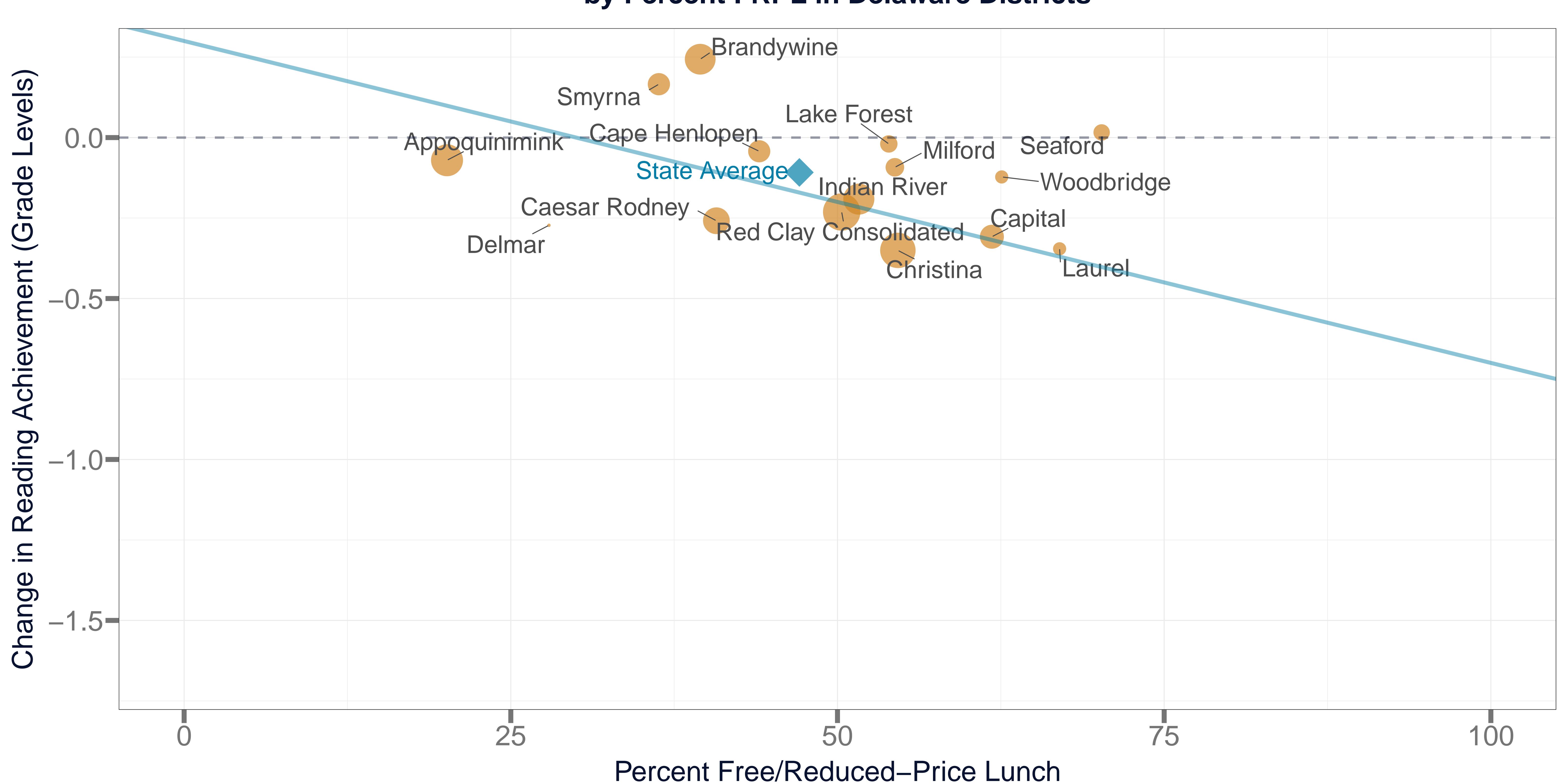


# Change in Math Achievement 2022–2024 by Percent FRPL in Delaware Districts

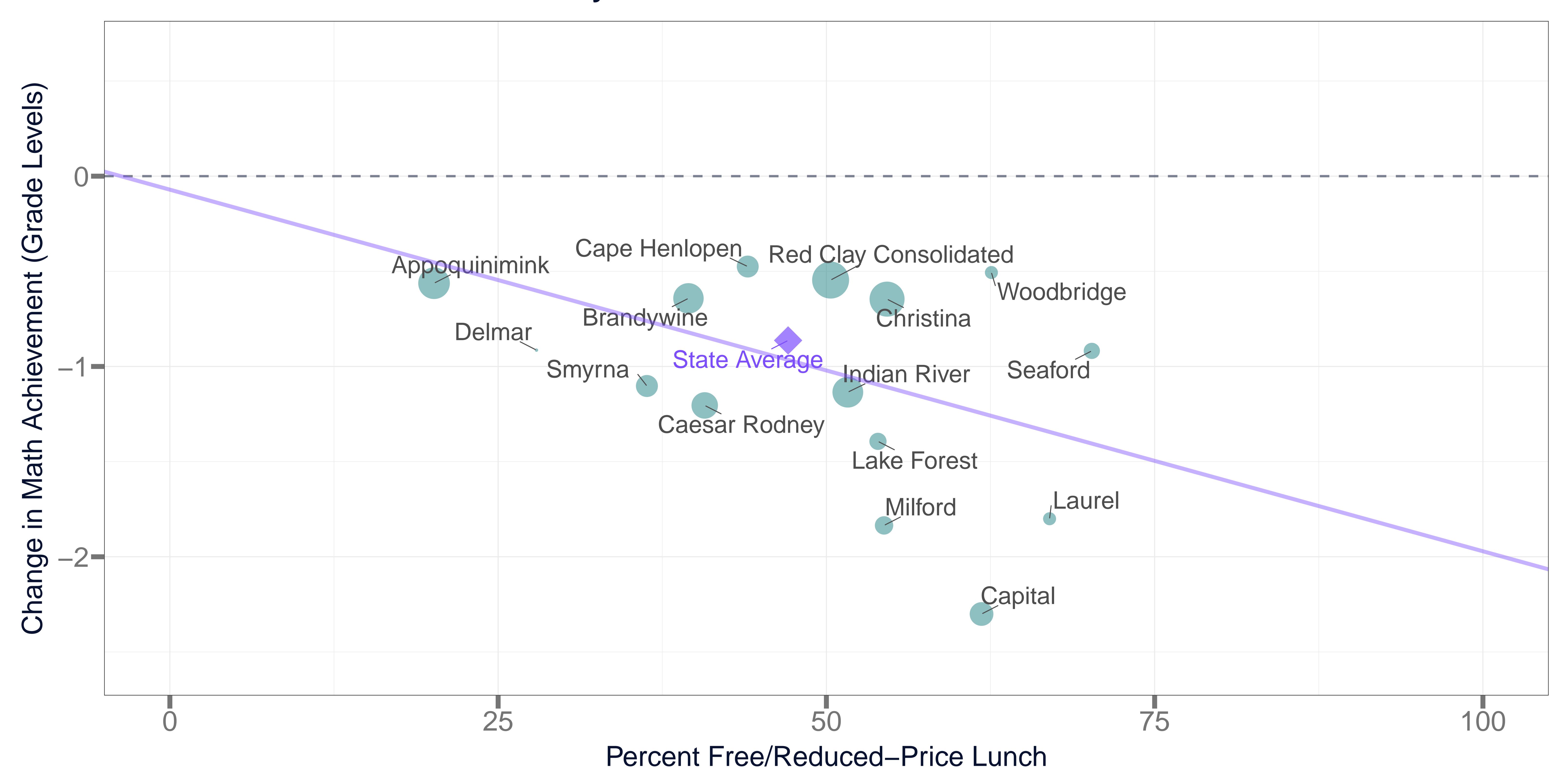


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

# Change in Reading Achievement 2022–2024 by Percent FRPL in Delaware Districts

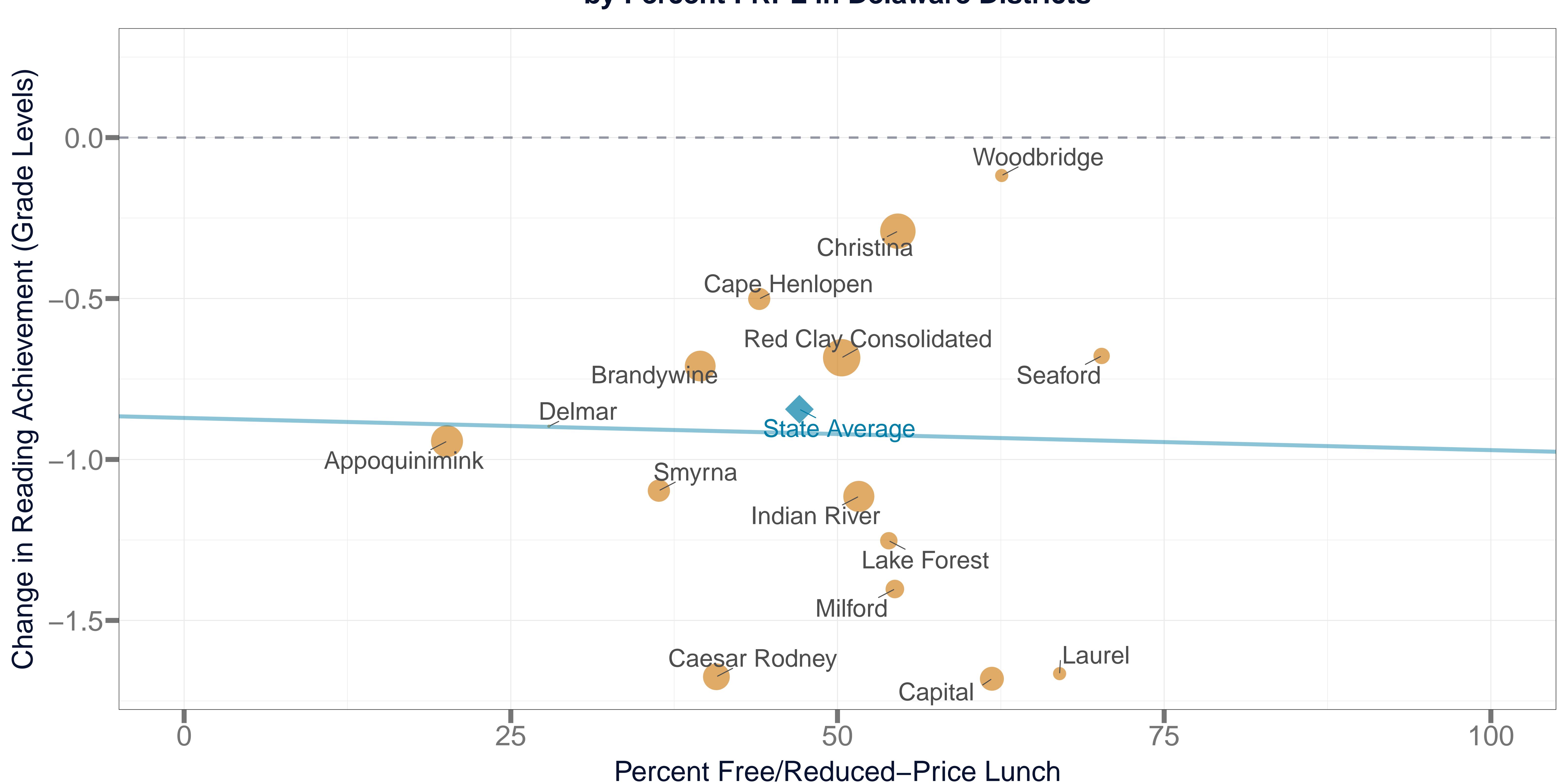


# Change in Math Achievement 2019–2024 by Percent FRPL in Delaware Districts

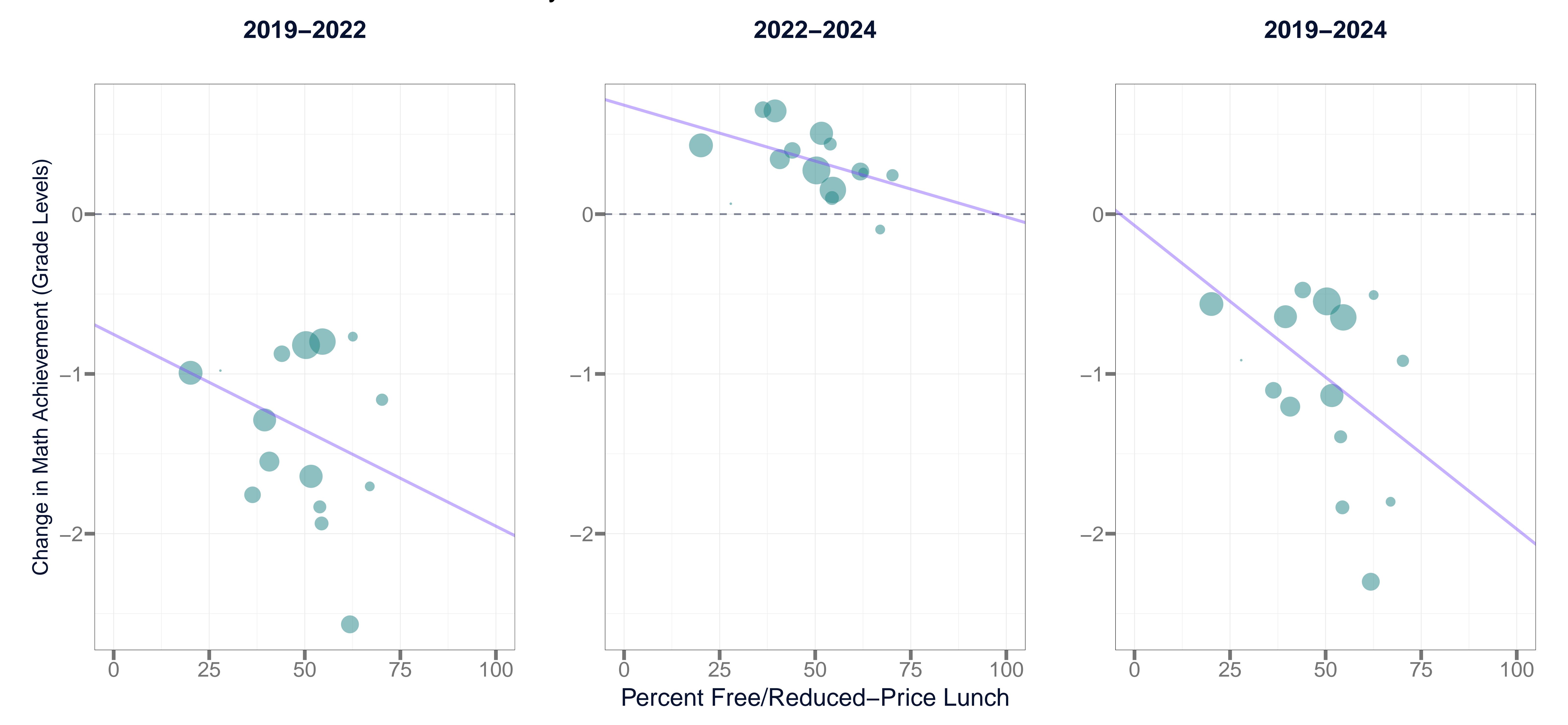


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

# Change in Reading Achievement 2019–2024 by Percent FRPL in Delaware Districts



# Change in Math Achievement by Percent FRPL in Delaware Districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

# Change in Reading Achievement by Percent FRPL in Delaware Districts 2019–2022 2022–2024 2019–2024 2019–2024

Percent Free/Reduced-Price Lunch

# Change in Chronic Absenteeism 2019–2023 by Percent FRPL in Delaware Districts

