

**EVALUATION RESULTS OF THE
DELAWARE STATE IMPROVEMENT GRANT:
ANALYSIS OF
STUDENT ASSESSMENT RESULTS
SPRING 2003 AND SPRING 2004**

JANUARY 2005

PAMELA B. STAZESKY, PH.D., LEAD EVALUATOR

BARBARA A. SHEPPERSON, M.ED.,
EDUCATIONAL RESEARCHER



Delaware Education Research & Development Center
University of Delaware
Newark, DE 19716

PUBLICATION T04-017.2
Copyright © 2005 by the University of Delaware

EXECUTIVE SUMMARY

In 2002, the U.S. Department of Education awarded a five-year State Improvement Grant (SIG) to the Delaware Department of Education in Dover, Delaware. This report details the reading assessment results from the Delaware Student Testing Program (DSTP) for the 2004 spring administration and when appropriate, compares the performance of students from spring 2003 administration. Through the use of trained teachers and the implementation of scientifically-based research regarding the teaching of early literacy and reading skills, students with disabilities will receive instruction aimed to improve literacy and reading skills in an inclusive educational environment.

The primary focus of this five-year evaluation is to provide information regarding how well the project has met its primary goals:

- ☑ Improved literacy and reading skills for children with disabilities, and
- ☑ All students with mild and moderate disabilities will gain access to and progress in the general curriculum.

The evaluation of the Delaware State Improvement Grant project will proceed along two lines of activity: 1) formative evaluation to provide relevant information to the project staff; and 2) outcome studies to assess the impact of the initiative on students and schools as it relates to teaching and learning. Data to measure the progress towards project goals will be collected using a variety of methods including surveys, achievement tests, and classroom observations. Selected evaluation findings from spring 2004 reading achievement results are highlighted below.

STUDENT ACHIEVEMENT

- ☒ In grades 3 through 9, an increase in the mean reading scale scores occurred when student assessment results from the 2002-2003 school year were compared to the student assessment results from the 2003-2004 school year.
- ☒ In grades 3, 5, 8, and 10, the percent of students meeting or exceeding the standard in reading declines with grade level. In third grade, almost two-thirds of the students with disabilities met or exceeded the standard in reading. In fifth grade, almost 60 percent of the students with disabilities met or exceeded the standard in reading, while in eighth grade only slightly more than one-fourth did so. In tenth grade, fifteen percent of the students with disabilities met or exceeded the standard in reading.

This report (T04-017.2) provides a detailed accounting of assessment results for the State Improvement Grant project for 2003 and 2004 student data. Researchers at the University of Delaware Education Research and Development Center (R&D Center) are available to answer questions regarding analyses presented in this report or to assist in their interpretation. R&D Center staff may be contacted via electronic mail at ud-rdc@udel.edu or by phone at (302) 831-4433.

INTRODUCTION

In the summer of 2003, the University of Delaware Education Research & Development Center accepted a contract to conduct a statewide evaluation of the recently awarded State Improvement Grant. This project and its attendant evaluation are funded through the U.S. Department of Education's State Improvement Grant program. The Delaware State Improvement Grant project targets children with disabilities attending pre-school programs as well as students with disabilities in elementary, middle, and high schools throughout the state. The purpose of the evaluation is to provide relevant information for both project improvement and accountability purposes regarding its impact on 1) student learning, and 2) teachers' and parents' perceptions and behaviors regarding literacy education for students with disabilities.

In the State Improvement Grant application submitted through the Delaware Department of Education in 2002, the goals of the project included the following:

- ❑ To improve literacy and reading skills for children with disabilities in three age groups: preschool, kindergarten through 3rd grade, and grades 4 through 12;
- ❑ To increase access to and progress in the general education curriculum for students with mild or moderate disabilities.

Therefore, the primary focus of this evaluation is to provide information regarding how well the Delaware State Improvement Grant project has met these two goals.

The evaluation of the Delaware State Improvement Grant will proceed along two lines of activity:

- 1) formative evaluation to provide relevant information to the project directors; and
- 2) outcome studies to assess the impact of the initiative on students and schools as it relates to teaching and learning.

In the fall of 2003, fifteen public elementary schools serving students in grades kindergarten through third grade were participating in the Delaware State Improvement Grant project. The schools were located in eight school districts. Figure 1 provides a listing of the participating elementary schools and their associated school districts.

SCHOOL	DISTRICT	SCHOOL	DISTRICT
Fairview	Capital	North Laurel	Laurel
McVey	Christina	Dunbar	Laurel
Bancroft	Christina	Shortlidge	Red Clay
Bayard	Christina	Warner Elementary	Red Clay
McCullough	Colonial	Warner Kindergarten	Red Clay
Martin Luther King	Colonial	Douglass Intermediate	Seaford
Lake Forest North	Lake Forest	Woodbridge Elementary	Woodbridge
Lake Forest South	Lake Forest	Woodbridge Early Childhood	Woodbridge

Figure 1: Participating K-3 Schools

Scheduled to occur during this second year, several public schools serving students in grades fourth through twelfth grade will be selected for participation in the Delaware State Improvement Grant project. In addition, individual teachers from preschool programs through twelfth grade from across the state began participating in professional development training sessions this year.

METHODOLOGY

INTRODUCTION

The evaluation of the State Improvement Grant began during the 2003-2004 school year with the collection of student assessment data. Data from the spring 2003 administration of the reading portion of the DSTP served as the baseline for the grant. Only students with disabilities from participating schools were included in the analyses. Students with missing data were excluded from the analyses. Because specific schools serving students in grades four through ten have not been finalized, data from all Delaware students with disabilities in these grades are included in this report. However, for students in grades two and three, only students with disabilities from the fifteen selected schools are included. The scores of kindergarten and grade one special education students could not be included in the analyses for 2004 since assessments are no longer administered within these grades.

Beginning in second grade, students participate annually in the Delaware Student Testing Program in which they receive both a scale score and a corresponding performance level. Therefore, for students in second through tenth grade, mean scale scores and corresponding standard deviations are reported for each grade level. In addition, results for all grade levels are disaggregated by gender, race, low income status, and English Language Learner status. However, when the number of students in a given group is less than fifteen, results are not presented in this report.¹

Results from this component of the evaluation are discussed in the following section. Other analyses can be generated upon request. The student achievement portion of Delaware State Improvement Grant project evaluation plan is included in Appendix B.

STUDENT ACHIEVEMENT

Student achievement data from spring 2004 are summarized and reported with student achievement data from the baseline year of spring 2003 for comparative purposes.

RESULTS PART B: SECOND AND THIRD GRADE

State reading achievement test scores were analyzed for all students receiving special education services who participated in the targeted schools. Students with missing data were excluded from the analyses. The following section provides mean scale scores, standard deviations, and sample sizes for students on the spring 2003 and the spring 2004 administrations of the reading portion of the Delaware Student Testing Program (DSTP). Scale scores are raw scores that have been converted to make scores in a given content area comparable when using different forms as is done in the administration of the DSTP.

¹ This is done to maintain the anonymity of the student participants.

Table 1: Mean Reading Achievement by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Second Grade Cohorts

	Spring 2003/ (Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
	SIG Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	376.29 (383.85)	378.86 (383.47)	375.16 (384.02)	376.96 (379.31)	375.30 (392.30)	- (-)	376.38 (384.31)
Standard Deviation	37.93 (38.43)	41.82 (39.21)	36.22 (38.29)	37.33 (36.08)	39.09 (41.52)	- (-)	38.12 (38.64)
N	160 (143)	49 (43)	111 (100)	96 (93)	64 (50)	3 (4)	157 (139)

Table 2: Mean Reading Achievement by Race for 2003 and 2004 Second Grade Cohorts

	Spring 2003/ (Spring 2004)					
		Race				
	SIG Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	376.29 (383.85)	- (-)	376.32 (377.49)	- (-)	- (-)	378.27 (389.87)
Standard Deviation	37.93 (38.43)	- (-)	30.71 (38.34)	- (-)	- (-)	41.48 (38.62)
N	160 (143)	1 (0)	66 (59)	- (1)	11 (7)	82 (76)

Table 3: Mean Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Third Grade Cohorts

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	407.59 (422.76)	403.64 (430.47)	409.54 (419.17)	403.32 (421.97)	416.06 (423.97)	- (-)	407.82 (423.06)
Standard Deviation	34.77 (34.69)	31.79 (29.24)	36.10 (36.51)	35.04 (35.36)	32.86 (33.83)	- (-)	34.79 (34.53)
N	200 (189)	66 (60)	134 (129)	133 (115)	67 (74)	2 (1)	198 (188)

Table 4: Mean Reading Achievement Scores by Race for 2003 and 2004 Third Grade Cohorts

	Spring 2003/(Spring 2004)					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	407.59 (422.76)	- -	402.10 (412.84)	- -	- (412.25)	413.92 (434.25)
Standard Deviation	34.77 (34.69)	- -	36.28 (33.57)	- -	- (33.40)	31.75 (32.72)
N	200 (189)	0 (0)	97 (85)	0 (0)	11 (16)	92 (88)

2004 THIRD GRADE ANCOVA RESULTS

To investigate if the 3rd grade reading scale scores of the special education students attending a SIG school significantly differed from the 3rd grade reading scaled scores of the special education students attending non-SIG schools, an analysis of covariance (ANCOVA) was conducted. The independent variable, school attended, included two conditions: SIG schools or non-SIG schools. The dependent variable was the 3rd grade DSTP reading scale score. To control for prior achievement, students' 2nd grade reading scale score was used as the covariate.

The results of the ANCOVA were not significant, $F(1, 1034) = .009$, $p > .05$, that is, no significant difference in the reading scale scores between SIG special education school students and non-SIG special education school students was found. However, the covariate (2nd grade reading scale scores) was significantly correlated with the dependent variable (3rd grade reading scale scores).

Table 5: Reading Scale Scores ANCOVA Results for 2004 Third Grade Cohort

<u>Groups of Students</u>	<u>N</u>	<u>Observed Mean</u>	<u>Observed Standard Deviation</u>	<u>Adjusted Mean</u>
SIG schools	113	427.21	33.49	430.11
Non-SIG schools	924	430.77	39.83	430.41

RESULTS PART C: FOURTH – TENTH GRADE

State reading achievement tests were analyzed for all students receiving special education services in Delaware. Students with missing data were excluded from the analyses. The following section provides mean scale scores, standard deviations, and sample sizes for students on the spring 2003 and the spring 2004 administrations of the reading portion of the Delaware Student Testing Program (DSTP). Scale scores are raw scores that have been converted to make scores in a given content area comparable when using different forms as is done in the administration of the DSTP.

Table 6: Mean Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Fourth Grade Special Education Students

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
		Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	440.81 (444.27)	443.28 (444.30)	439.56 (444.25)	430.77 (436.84)	451.59 (451.66)	435.24 (429.29)	440.90 (444.48)
Standard Deviation	39.87 (36.82)	40.22 (35.94)	39.67 (37.33)	35.94 (35.11)	41.08 (37.02)	44.73 (36.10)	39.81 (36.80)
N	1084 (1209)	364 (435)	720 (774)	561 (603)	523 (606)	17 (17)	1067 (1192)

Table 7: Mean Reading Achievement Scores by Race for 2003 and 2004 Fourth Grade Special Education Students

	Spring 2003/(Spring 2004)					
		Race				
		American Indian	African American	Asian	Hispanic	White
Scale Score	440.81 (444.27)	- (-)	427.10 (430.86)	- (-)	434.04 (437.30)	451.46 (453.84)
Standard Deviation	39.87 (36.82)	- (-)	35.43 (34.50)	- (-)	37.52 (33.81)	39.97 (35.72)
N	1084 (1209)	4 (6)	407 (424)	6 (6)	84 (110)	583 (663)

Table 8: Mean Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Fifth Grade Special Education Students

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
		Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	442.53 (455.39)	442.17 (455.82)	442.71 (455.17)	434.26 (447.47)	453.57 (464.73)	429.67 (443.86)	442.76 (455.64)
Standard Deviation	39.13 (35.75)	38.44 (35.90)	39.49 (35.69)	36.11 (34.92)	40.30 (34.46)	29.02 (35.01)	39.26 (35.74)
N	1394 (1373)	466 (460)	928 (913)	797 (743)	597 (630)	24 (29)	1370 (1344)

Table 9: Mean Reading Achievement Scores by Race for 2003 and 2004 Fifth Grade Special Education Students

	Spring 2003/(Spring 2004)					
		Race				
		American Indian	African American	Asian	Hispanic	White
Scale Score	442.53 (455.39)	- (-)	429.47 (445.33)	- (-)	431.11 (448.66)	455.01 (464.72)
Standard Deviation	39.13 (35.75)	- (-)	33.48 (34.02)	- (-)	27.20 (33.21)	40.62 (35.09)
N	1394 (1373)	1 (5)	578 (563)	9 (11)	115 (117)	691 (677)

Table 10: Mean Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Sixth Grade Special Education Students

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
		Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	437.81 (444.10)	437.90 (447.31)	436.60 (442.31)	430.67 (437.26)	445.67 (451.59)	- (-)	437.15 (444.20)
Standard Deviation	40.81 (42.39)	38.41 (41.70)	41.97 (42.72)	38.39 (41.04)	42.38 (42.67)	- (-)	40.85 (42.52)
N	926 (1051)	305 (373)	621 (677)	517 (550)	409 (500)	13 (14)	913 (1036)

Table 11: Mean Reading Achievement Scores by Race for 2003 and 2004 Sixth Grade Special Education Students

	Spring 2003/(Spring 2004)					
		Race				
		American Indian	African American	Asian	Hispanic	White
Scale Score	437.81 (444.10)	- (-)	422.13 (429.74)	- (-)	436.36 (429.95)	449.52 (457.61)
Standard Deviation	40.81 (42.39)	- (-)	35.70 (39.21)	- (-)	36.31 (35.22)	41.23 (41.49)
N	926 (1051)	4 (1)	394 (429)	2 (8)	67 (79)	459 (533)

Table 12: Mean Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Seventh Grade Special Education Students

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
		Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	448.85 (454.16)	447.93 (453.64)	449.34 (454.45)	441.74 (448.45)	458.60 (460.61)	426.44 (-)	449.11 (454.16)
Standard Deviation	35.93 (36.57)	34.66 (33.99)	36.61 (37.84)	32.65 (34.44)	37.92 (37.86)	27.27 (-)	35.95 (36.61)
N	1362 (1290)	478 (432)	884 (856)	788 (681)	574 (607)	16 (7)	1346 (1281)

Table 13: Mean Reading Achievement Scores by Race for 2003 and 2004 Seventh Grade Special Education Students

	Spring 2003/(Spring 2004)					
		Race				
		American Indian	African American	Asian	Hispanic	White
Scale Score	448.85 (454.16)	- (-)	437.09 (442.86)	- (-)	439.49 (448.08)	460.46 (465.27)
Standard Deviation	35.93 (36.57)	- (-)	31.71 (31.26)	- (-)	34.88 (35.42)	36.04 (38.01)
N	1362 (1290)	6 (5)	590 (564)	3 (5)	96 (99)	667 (615)

Table 14: Mean Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Eighth Grade Special Education Students

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
		Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	475.67 (479.47)	479.73 (482.00)	473.5 (478.10)	471.40 (472.42)	480.85 (487.54)	469.50 (463.48)	475.76 (479.72)
Standard Deviation	35.13 (35.40)	34.72 (34.05)	35.18 (36.06)	34.17 (33.16)	35.61 (36.17)	24.75 (31.99)	35.26 (35.40)
N	1524 (1478)	526 (519)	998 (959)	836 (789)	688 (689)	22 (23)	1502 (1455)

Table 15: Mean Eighth Grade Reading Achievement Scores by Race for 2003 and 2004 8th Grade Special Education Students for 2003 and 2004 Eighth Grade Special Education Students

	Spring 2003/(Spring 2004)					
		Race				
		American Indian	African American	Asian	Hispanic	White
Scale Score	475.67 (479.47)	- (-)	466.82 (469.93)	- (-)	470.41 (468.29)	483.63 (489.50)
Standard Deviation	35.13 (35.40)	- (-)	33.64 (33.19)	- (-)	31.91 (34.22)	34.85 (34.74)
N	1524 (1478)	4 (4)	646 (632)	3 (5)	101 (110)	770 (727)

Table 16: Mean Ninth Grade Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Ninth Grade Special Education Students

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
		Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	461.44 (468.58)	460.60 (473.76)	461.84 (466.00)	451.79 (461.21)	471.25 (475.88)	- (-)	461.81 (468.71)
Standard Deviation	39.33 (37.94)	36.88 (36.94)	40.47 (38.14)	35.88 (36.67)	40.27 (37.81)	- (-)	39.16 (37.91)
N	1065 (1294)	344 (435)	721 (855)	544 (639)	521 (651)	7 (4)	1058 (1286)

Table 17: Mean Ninth Grade Reading Achievement Scores by Race for 2003 and 2004 9th Grade Special Education Students for 2003 and 2004 Ninth Grade Special Education Students

	Spring 2003/(Spring 2004)					
		Race				
		American Indian	African American	Asian	Hispanic	White
Scale Score	461.44 (468.58)	- (-)	450.23 (457.19)	- (-)	442.68 (455.14)	475.07 (480.14)
Standard Deviation	39.33 (37.94)	- (-)	33.27 (35.25)	- (-)	43.65 (40.45)	40.07 (36.37)
N	1065 (1294)	- (4)	514 (580)	6 (0)	59 (65)	485 (641)

Table 18: Mean Tenth Grade Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status for 2003 and 2004 Tenth Grade Special Education Students

	Spring 2003/(Spring 2004)						
		Gender		Low Income Status		English Language Learner Status	
		Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	460.79 (464.15)	462.02 (463.84)	460.00 (464.30)	450.74 (456.47)	469.47 (469.38)	- (-)	460.99 (464.15)
Standard Deviation	35.98 (35.17)	32.36 (31.78)	38.13 (36.82)	32.68 (31.32)	36.47 (36.70)	- (-)	36.02 (35.17)
N	930 (718)	363 (243)	567 (475)	431 (291)	499 (427)	9 (0)	921 (718)

Table 19: Mean Reading Achievement Scores by Race for 2003 and 2004 9th Grade Special Education Students for 2003 and 2004 Tenth Grade Special Education Students

	Spring 2003/(Spring 2004)					
		Race				
		American Indian	African American	Asian	Hispanic	White
Scale Score	460.79 (464.15)	- (-)	448.68 (492.60)	- (-)	445.39 (449.43)	473.42 (474.97)
Standard Deviation	35.98 (35.17)	- (-)	31.67 (30.63)	- (-)	37.09 (33.08)	34.88 (35.20)
N	930 (718)	4 (0)	413 (309)	6 (5)	57 (28)	450 (376)

Table 20: Reading Scale Scores compared for 2003 and 2004 by Grade

In grades 3 through 9, a significant increase in the mean reading scale scores occurred when student assessment results from the 2002-2003 school year were compared to the student assessment results from the 2003-2004 school year.

Grade	2003	2004	t	p value ²	Effect size ³
2	M=376 SD=38	M=384 SD=38	t(301)= -1.72	p=.086	--
3	M=408 SD=35	M=423 SD=35	t(387) = -4.30	p=.000*	r ² = .045
4	M=441 SD=40	M=444 SD=37	t(2291) = -2.16	p=.031*	r ² =.002
5	M=443 SD=39	M=455 SD=36	t(2766) = -9.02	p=.000*	r ² =.029
6	M=438 SD=41	M=444 SD=42	t(1975) = -3.35	p=.000*	r ² =.006
7	M=449 SD=36	M=454 SD=37	t(2650) = -3.78	p=.000*	r ² = .005
8	M=476 SD=35	M=479 SD=35	t(3000) = -2.95	p=.003*	r ² =.003
9	M=461 SD=39	M=469 SD=38	t(2357) = -4.47	p=.000*	r ² =.008
10	M=461 SD=36	M=464 SD=35	t(1646) = -1.89	p=.058	--

² All p values with an asterisk indicate statistical significance.

³ Effect size was only calculated on significant results.

Obtained value	.01 < .09	.09 < .25	> .25
Effect size	Small	medium	large

RESULTS PART D: PERFORMANCE LEVELS

State reading achievement test scores were analyzed for all students in second and third grade receiving special education services who participated in the targeted schools. State reading achievement test scores were analyzed for all students in grades 4-10 receiving special education services in Delaware. Students with missing data or invalid DSTP scores were excluded from the analyses. The following section provides a summary of the percent of students who met the standard in reading by grade level.

Figure 1 indicates the percentage of students with disabilities in grades 3, 5, 8, and 10 meeting or exceeding the standard in reading. Results shown are a comparison of student assessment outcomes from the spring of 2003 and the spring of 2004. The percentages for 2004 range from a high of 64% in third grade to a low of 15% in tenth grade. However, the percentages of students meeting the standard in reading within all these grade levels improved over last year. Figures 2 through 5 indicate the reading performance levels of students with disabilities in grades 3, 5, 8, and 10 from spring 2003 and spring 2004. Table 20 provides performance levels from 2004 and 2004 for all students with disabilities in grade 3, 5, 8, and 10 for comparative purposes.

Reading Assessment Results for Grades 3, 5, 8, and 10

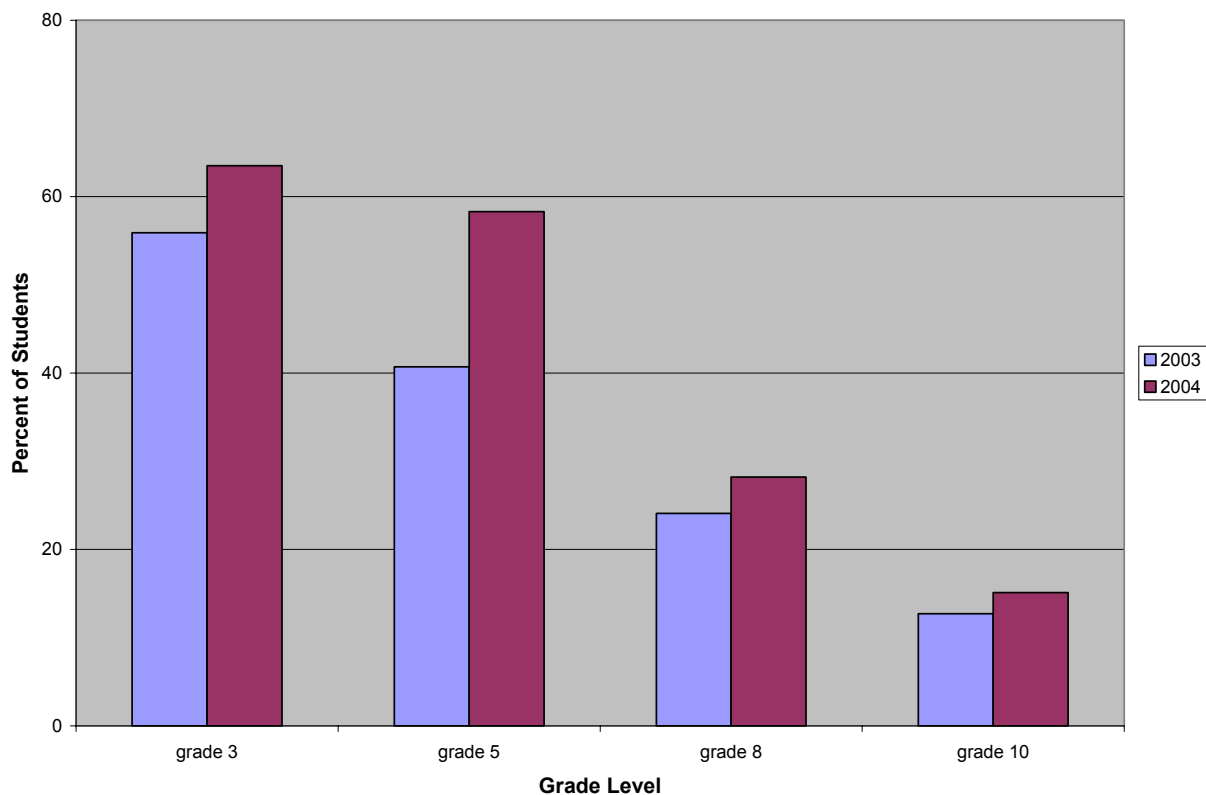


Figure 1: Percent of Students Meeting the Standard (or above) in Reading by Grade

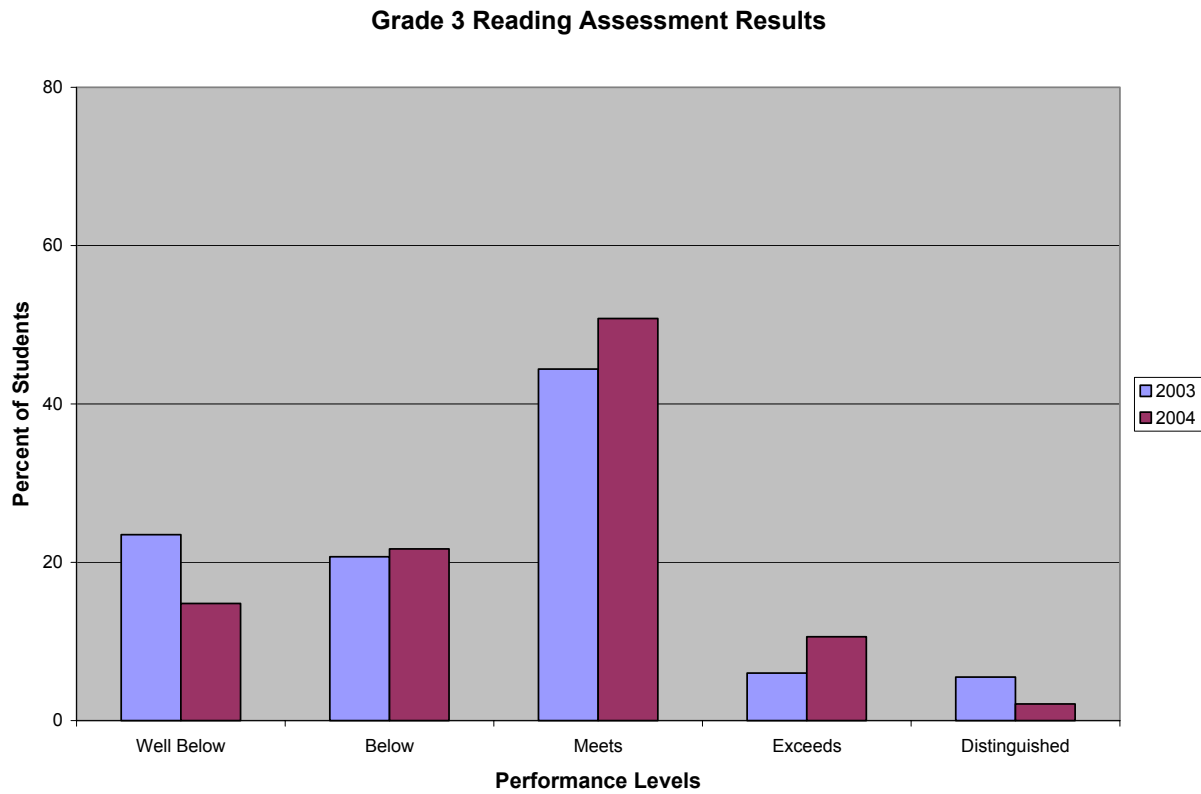


Figure 2: Results of the Reading Achievement Performance Levels for Grade 3

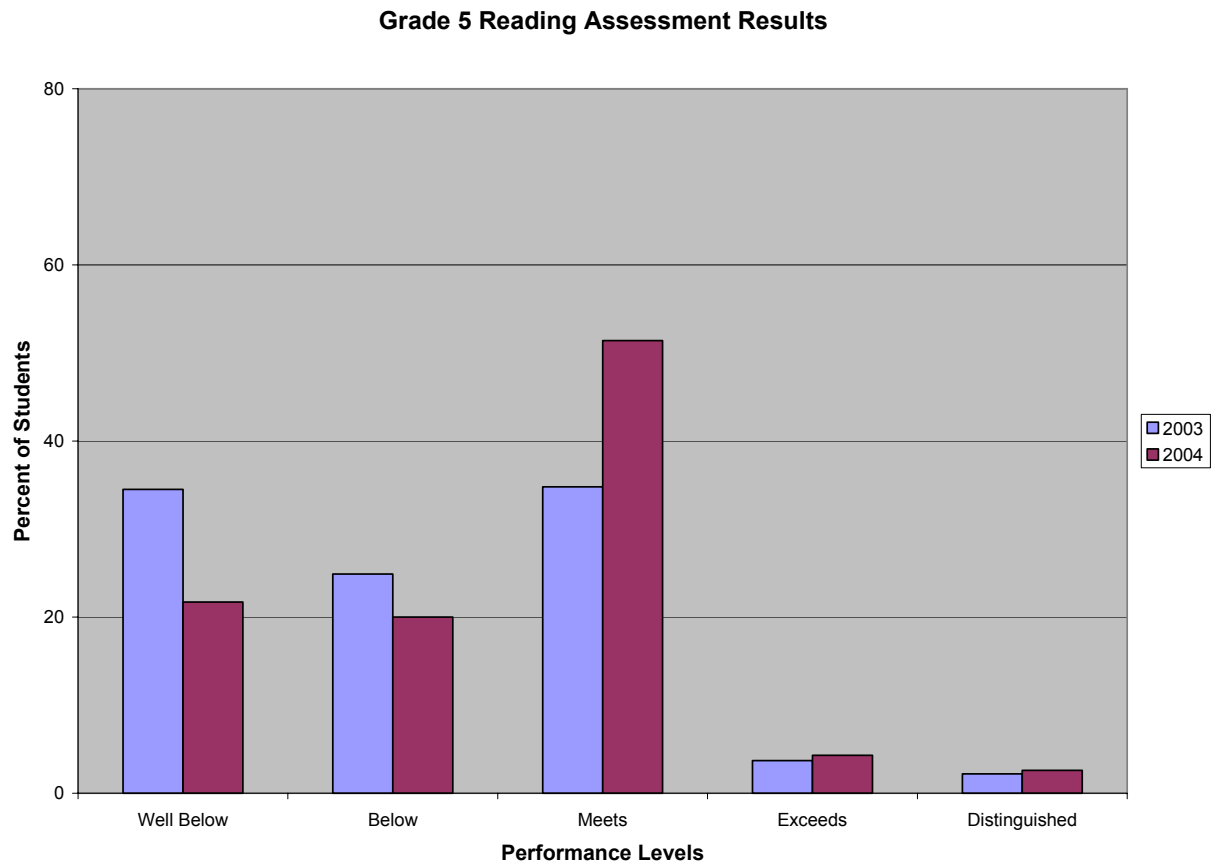


Figure 3: Results of the Reading Achievement Performance Levels for Grade 5

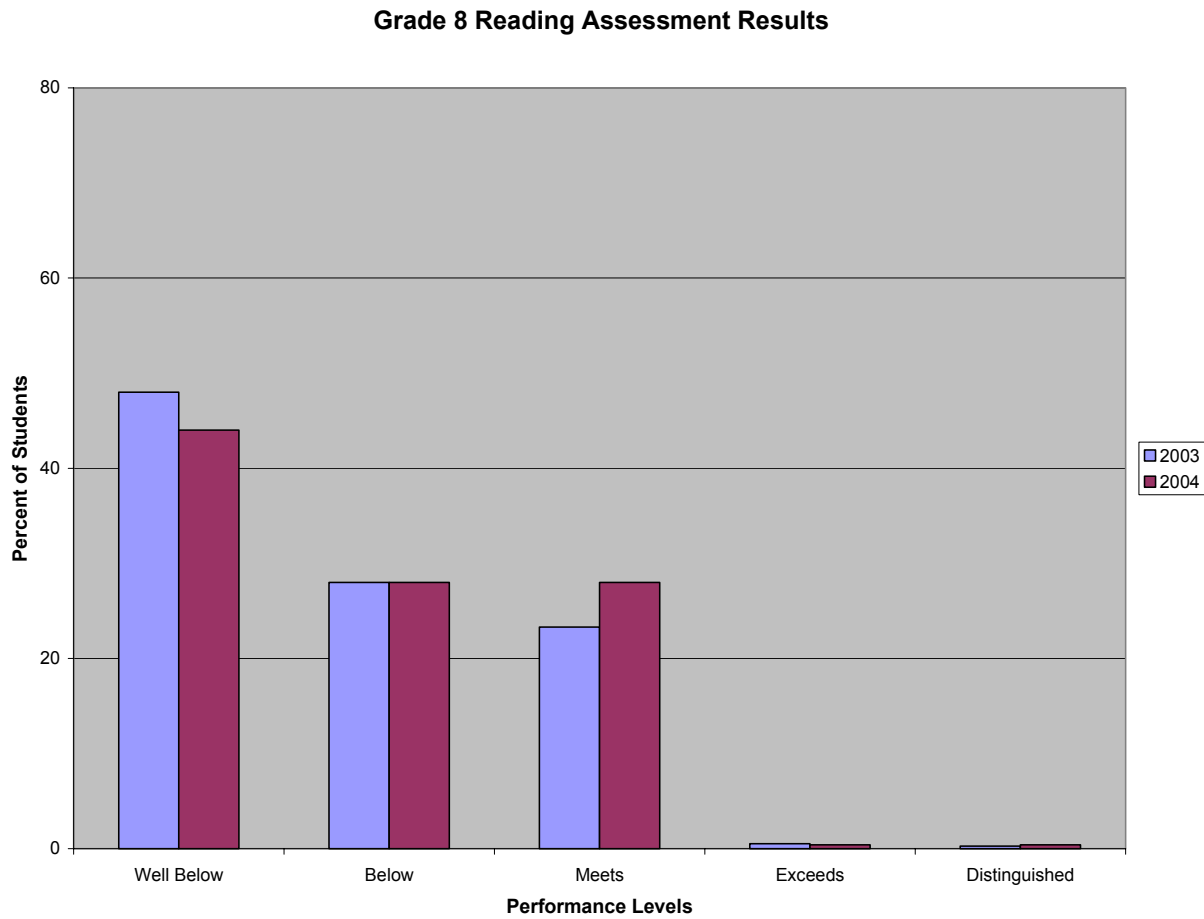


Figure 4: Results of the Reading Achievement Performance Levels for Grade 8

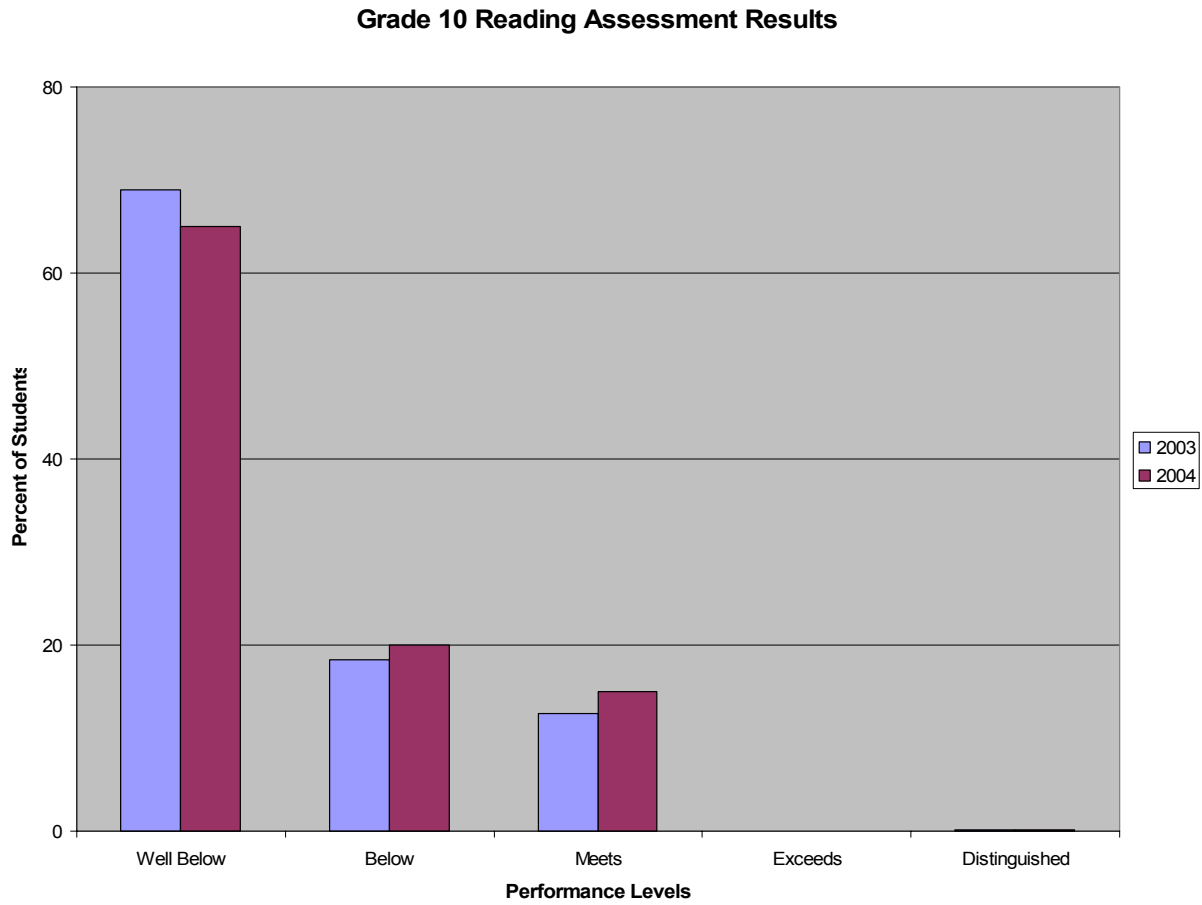


Figure 5: Results of the Reading Achievement Performance Levels for Grade 10

Table 21: Results of the Reading Achievement Performance Levels for Grades 3, 5, 8, and 10

	Performance Levels									
	Well Below		Below		Meets		Exceeds		Distinguished	
Test Year	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
3 rd grade	24%	15%	21%	22%	44%	51%	6%	11%	6%	2%
5 th grade	35%	22%	25%	20%	35%	51%	4%	4%	2%	3%
8 th grade	48%	44%	28%	28%	23%	28%	1%	<1%	<1%	<1%
10 th grade	69%	65%	18%	20%	13%	15%	0%	0%	<1%	<1%

APPENDIX A

DEMOGRAPHIC INFORMATION

**DELAWARE STATE IMPROVEMENT GRANT
DEMOGRAPHIC INFORMATION OF STUDENTS RECEIVING SERVICES
IN GRADES KINDERGARTEN – 10TH
DURING SCHOOL YEARS 2002/2003 AND (2003/2004)**

- ☒ In 2002/2003 Approximately 53% of these students are from low socioeconomic status families. In 2003/2004 Approximately 48% of these students are from low socioeconomic status families.
- ☒ In 2002/2003 Approximately 66% of these students are male. In 2003/2004 Approximately 72% of these students are male.

GRADE LEVELS INVOLVED	K	1	2	3	4	5	6	7	8	9	10	TOTAL
Number of Students ⁴	940 (1130)	1225 (1382)	1365 (1372)	1426 (1558)	1402 (1562)	1395 (1515)	1259 (1486)	1379 (1434)	1539 (1633)	1246 (1702)	950 (987)	14126 (15761)
Number of Female Students	306 (358)	392 (434)	460 (451)	499 (543)	487 (556)	466 (504)	424 (511)	485 (477)	529 (568)	406 (566)	372 (322)	4826 (5290)
Number of Male Students	634 (772)	833 (948)	905 (921)	927 (1015)	915 (1006)	929 (1011)	835 (975)	894 (957)	1010 (1065)	840 (1702)	578 (665)	9300 (13471)
Number of Caucasian Students	573 (637)	733 (776)	787 (781)	772 (844)	729 (813)	691 (749)	605 (731)	673 (686)	775 (809)	590 (832)	460 (487)	7388 (8145)
Number of African American Students	269 (377)	371 (452)	459 (457)	521 (559)	546 (589)	579 (621)	551 (615)	598 (621)	656 (692)	583 (770)	423 (448)	5556 (6201)
Number of Hispanic Students	86 (97)	99 (136)	105 (118)	120 (130)	115 (145)	115 (127)	95 (129)	99 (113)	101 (122)	66 (94)	57 (43)	1058 (1254)

⁴ Number of students within this demographic table differs from number of students referenced with valid DSTP reading scores due to missing data (e. g., student took DAPA, student was exempt)

GRADE LEVELS INVOLVED	K	1	2	3	4	5	6	7	8	9	10	TOTAL
Number of Asian American Students	11 (17)	18 (9)	10 (16)	8 (23)	8 (9)	9 (13)	4 (10)	3 (9)	3 (6)	6 (2)	6 (8)	86 (122)
Number of Native American Students	1 (2)	4 (9)	4 (0)	5 (2)	4 (6)	1 (5)	4 (1)	6 (5)	4 (4)	1 (4)	4 (1)	38 (39)
Number of Students Receiving Title I Services (Reading, Math, or Both)	160 (169)	230 (261)	181 (174)	211 (177)	159 (154)	158 (181)	79 (144)	100 (64)	99 (75)	11 (16)	7 (11)	1395 (1426)
Number of Students Identified as English Language Learners	38 (38)	43 (28)	39 (29)	28 (31)	28 (24)	24 (32)	18 (21)	16 (11)	22 (26)	8 (7)	9 (0)	273 (247)
Number of Students who participated in the Free or Reduced Lunch Program	391 (413)	614 (626)	674 (640)	783 (741)	754 (791)	798 (798)	721 (773)	802 (742)	845 (861)	635 (818)	438 (411)	7455 (7614)
Number of students retained in grade	(125)	(208)	(90)	(75)	(58)	(57)	(47)	(76)	(212)			

**DELAWARE STATE IMPROVEMENT GRANT
RETENTION INFORMATION OF STUDENTS RECEIVING SERVICES
IN GRADES KINDERGARTEN – 8TH
FOR SCHOOL YEAR 2003/2004**

GRADE LEVELS INVOLVED	K	1	2	3	4	5	6	7	8
Percent of Students retained in grade	11.06	15.05	6.55	4.81	3.71	3.76	3.16	5.29	12.98

**DELAWARE STATE IMPROVEMENT GRANT
DIPLOMA TYPE INFORMATION OF STUDENTS RECEIVING SERVICES
IN GRADE 12
FOR SCHOOL YEAR 2003/2004**

	PERCENT OF STUDENTS	
GRADE 12 DIPLOMA TYPES	2003	2004
Certificate	17.4	14.7
Diploma	58.8	60.4
Not Graduated	1.0	6.0
Missing Data	22.7	18.9

APPENDIX B: EVALUATION PLAN

Evaluation Plan for State Improvement Grant (SIG)
Workscope for the
University of Delaware
Education Research and Development Center

This proposal is intended to specifically delineate the evaluation activities attendant to the federally-supported initiative, the State Improvement Grant of the State of Delaware. The evaluation has been conceptualized based on the state proposal and subsequent meetings with state SIG personnel.

Outcome Evaluation Component of the State Improvement Grant (SIG)⁵

The outcome evaluation is designed to examine the impact of the wide range of intervention activities proposed within the State Improvement Grant. It focuses primarily on the two major terminal goals that address achievement and inclusion of Delaware students with disabilities.

Goal 1: Improved literacy and reading skills for children with disabilities in three age groups: preschool, kindergarten through 3rd grade, and grades 4 through 12. (Achievement)

Goal 2: All students with mild and moderate disabilities will gain access to and progress in the general curriculum. (Inclusion)

The SIG is designed to bring about changes at all levels of the educational system over time. Consequently, the outcome evaluation has been designed to examine impact at multiple levels over the five-year period of the grant. Intermediate goals of the SIG focus on changes at the following levels:

- The student level,
- The teacher/classroom level,
- The school level,
- The level of parents and families, and
- The system or state level.

The outcome evaluation focuses on specific effects that the SIG has upon not only student achievement, but also other intermediate goals which include change of classroom instructional practice, change of educator and parental attitudes, change of access to curriculum/instruction of students with disabilities. Consequently, the evaluation activities proposed address these areas.

⁵ It is understood that the Education and Human Service Group will be providing additional external evaluation services to the Delaware Department of Education that will encompass the process evaluation components of the evaluation plan. The process component primarily involves the collection of data to monitor and track the implementation of project intervention activities as delineated in the SIG proposal, Section VII.

GOAL #1: IMPROVED LITERACY AND READING SKILLS FOR CHILDREN WITH DISABILITIES IN THREE AGE GROUPS: PRESCHOOL, KINDERGARTEN THROUGH 3RD GRADE, AND GRADES 4 THROUGH 12

FOCUS	OBJECTIVE	MEASURES	YR 1	YR 2	YR 3	YR 4	YR 5
<u>STUDENT ACHIEVEMENT</u>							
Preschool Students	Early literacy skills of 80% of the preschool special education (and at-risk) students will increase.	Analysis of 2 nd grade DSTP performance as compared to a similar group of students who did not attend targeted preschool programs.				◆	◆
K-3 Students	The reading skills of 80% of the k-3 students with disabilities will be enhanced within the 20 lowest performing schools selected annually.	Analysis of DSTP (grades 2-3) 2002-03 (baseline) Analysis of DDOE database to determine % of students retained in grade.	◆	◆	◆	◆	◆

4-12 Students	The reading skills of 70% of the children with disabilities in grades 4-12 will be enhanced.	<p>Analysis of DSTP (grades 4-10) 2002-03 (baseline)</p> <p>Analysis of DDOE database to determine % of students retained in grade.</p> <p>Analysis of DDOE data to determine % of students w/disabilities earning various forms of diplomas (grade 12).</p>	♦	♦	♦	♦	♦
		<p>Analysis of Diagnostic Assessments of Reading (DAR) on a random sample of struggling readers.²</p> <p>Data will be collected by classroom teachers in the fall and spring of each year.</p>			♦	♦	♦

REPORTING:

The time of the release of this section of the report will be dependent upon the availability of data from the Delaware Department of Education.

This report will include the analysis of data that will yield annual findings as to the % of students in 2 of the 3 groupings (k-3, and 4-12) that demonstrate achievement gains. These data will be disaggregated by the number of years students spent in schools that were the focus of the SIG initiative, in years 2-5. Data can also be disaggregated by any variable that is contained within the DDOE database (e.g. race, SES, gender) in line with reporting requirements of the federal No Child Left Behind legislation.

In addition, achievement data for preschool students will be reported in years 4 and 5, tracking two cohorts of preschool students and comparing their gains to a similar group that did not participate in the targeted pre-school programs.

² DAR data will be analyzed at the state level and reported in a separate document. This data will be reported for formative purposes and will not be analyzed as part of the annual outcome evaluation report.