



2002-2003
The Extended School Year Pilot Program (210)

Prepared by:
Karen R. Mumford
Coordinator of Evaluation
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John A. Hilderbrand, Ph.D, Director
Grace Albritton, Ph.D, Supervisor
Department of Assessment and Accountability
Division of Information and Technology
School District of Hillsborough County
Tampa, Florida

Prepared for:
Department of Elementary Education
Division of Curriculum and Instruction

The School Board of Hillsborough County, Florida

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EXECUTIVE SUMMARY

An evaluation of the 210 Extended School Year Pilot Program was conducted during the 2002/03 school year as a supplement to the evaluation report conducted by Evaluation Systems Designs, Inc. The purpose of the evaluation was to provide program personnel with information regarding the efficacy of the program. Therefore, the evaluation was structured around specific program objectives. The objectives-based evaluation structure appraised program context, inputs and outcomes using the following dimensions: (1) Background information, (2) Student characteristics, (3) Student performance, and (4) Teacher and Parent Satisfaction.

Appropriation 93, passed by the Florida Legislature in May of 2000, provided funds to schools to implement a three year Extended School Year Pilot Program which lengthened the school year from the state mandated 180 days to 210 days. Three schools in Hillsborough County, Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary were selected to participate in this program. Results indicated the following:

- Retention rates for elementary students district-wide remained relatively stable ranging between 5.4% and 6.5% during the 2000/01 to 2002/03 school years. The retention rates for students enrolled at Oak Park Elementary, Robles Elementary, and Sulphur Springs showed considerable variability among the schools across the past three school years ranging between 6.5% and 12.5%.
- The percentage of students who would have been retained at the completion of the 184 school day year as compared to the percentage of students who were recommended for retention at the completion of the 210 ESY Pilot Program for the 2002/03 school year reveal a cumulative decrease in the number of students of 48.78% at Oak Park Elementary; 42.31% at Robles Elementary; and 87.34% at Sulphur Springs Elementary. However, it is important to note the large variability among schools in the number of students that would have been recommended for retention at the completion of the 184 day school year. While Oak Park Elementary and Robles Elementary each reported that approximately 18% of their students would have been recommended for retention, Sulphur Springs Elementary reported that a vast majority of students (87.36%) would have been recommended for retention which may be an artifact of differences in program implementation.
- Among district third graders, 81.6% were promoted based on demonstrating mastery by scoring a level 2 or higher on the *FCAT* whereas 58.0% at Oak Park Elementary, 67.2% at Robles Elementary, and 67.4% at Sulphur Springs Elementary were promoted based on demonstrating mastery by scoring a level 2 or higher on the *FCAT*. Of those students who were administratively promoted across the district, the

largest proportion demonstrated mastery through an alternative assessment. At Oak Park Elementary, the largest proportion of students who were administratively promoted demonstrated mastery through the student portfolio, as an ESE student who had been retained at least once, or as an ESE student exempt from testing. Among those students administratively promoted at Robles Elementary, the largest proportion was promoted based on demonstrating mastery through the student portfolio. At Sulphur Springs Elementary, the largest proportion of students who were administratively promoted demonstrated mastery through an alternative assessment, as an ESE student retained once previously, or through the student portfolio.

- A review of reading and mathematics achievement on the *FCAT – SSS* reveal that over the past three school years, the majority of students participating in the ESY Pilot Program scored at a Level 1. However, gains were noted in reading mean scores in grade 3 at Oak Park Elementary and Robles Elementary; grade 4 at Sulphur Springs Elementary; and in grade 5 at Robles Elementary. In addition, gains in mathematics mean score were noted in grade 3 at Robles Elementary and Sulphur Springs Elementary; grade 4 at Oak Park Elementary and Sulphur Springs Elementary; and grade 5 at Robles Elementary and Sulphur Springs Elementary.
- In comparison to a national grade level cohort, results of the *FCAT – NRT* reveal that students in grade 1 at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary, students in grade 2 at Sulphur Springs Elementary, students in grade 3 at Oak Park Elementary and Robles Elementary, and students in grade 5 at Robles Elementary and Sulphur Springs Elementary demonstrated reading progress and an increase in their relative standing during the 2002/03 school year as compared to the 2000/01 school year.
- Students in grade 3 at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary; students in grade 4 at Oak Park Elementary; and students in grade 5 at Robles Elementary and Sulphur Springs Elementary increased in their relative standing as compared to a national grade level cohort of students demonstrating progress in mathematics achievement. However, it is important to note, that among all three ESY Pilot Program schools, students' National Percentile Rank scores dropped in mathematics achievement for first grade students during the 2002/03 school year as compared to the 2000/01 school year.
- An examination of writing scores reveal that at Robles Elementary and Sulphur Springs elementary there was an increase in mean combined writing scores from a mean score of 3.2 in 2000/01 to 3.7 in 2002/03 at Robles Elementary and from a mean score of 3.1 in 2000/01 to 3.5 in

2002/03 at Sulphur Springs Elementary. At Oak Park Elementary, the mean score of combined writing results decreased from 3.6 during the 2000/01 school year to 3.1 during the 2001/02 school year. However, the combined writing mean score for students at Oak Park Elementary increased to 3.3 during the 2002/03 school year.

- An analysis of reading and mathematics achievement on norm-referenced tests for students participating in the ESY Pilot Program during the three years of implementation was conducted. Performance and achievement of students in the ESY Pilot Program schools was compared to the performance and achievement of students in three comparison schools. Results of the repeated measures analysis in reading reveal no statistically significant difference in the achievement of students participating in the ESY Pilot Program than of those comparison students participating in the regular 184 day school year. However, results of the repeated measures analysis in mathematics reveal there was a statistically significant difference in the achievement of students participating in the ESY Pilot Program than of those comparison students participating in the regular 184 day school year. Follow-up analyses reveal that students participating in the ESY Pilot Program demonstrated greater achievement gains in mathematics for the 2002/03 test administration raising student achievement levels up to scores similar to those comparison students participating in 184 day school year. It is also important to note that these results only reflect the inclusion of two years' participation in the ESY Pilot Program. *FCAT* administration in the spring of 2004 would provide additional data for an analysis including all three years of ESY implementation.

Recommendation:

- Results of this evaluation should be interpreted cautiously. Results reported in this evaluation consider variations in length of school year only. Therefore, value judgments regarding the benefits of an extended school year should only be made after careful consideration and review of curricular and program implementation. In addition, due to the homogeneity of the students represented in the study, generalizations to schools district-wide are limited.

Table of Contents

EXECUTIVE SUMMARY	i
INTRODUCTION.....	1
<i>BACKGROUND INFORMATION</i>	1
<i>PURPOSE</i>	2
<i>STUDENT CHARACTERISTICS</i>	2
EVALUATION QUESTIONS AND DATA ANALYSIS	7
<i>EVALUATION QUESTIONS</i>	7
<i>MEASURES AND DATA SOURCES</i>	8
<i>EVALUATION APPROACH</i>	8
<i>DATA ANALYSIS</i>	9
FINDINGS	10
<i>STUDENT PERFORMANCE</i>	10
<i>STUDENT PROMOTION AND RETENTION RATES</i>	10
<i>Standardized Achievement Results – FCAT SSS</i>	20
<i>Standardized Achievement Results – Norm – Referenced Tests</i>	24
<i>Standardized Achievement Results – Writing</i>	28
<i>Standardized Achievement Results – Repeated Measures Analysis</i>	33
APPENDICES.....	37
<i>APPENDIX A: GRADE LEVEL DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE</i>	38
<i>APPENDIX B: ETHNIC DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE</i>	39
<i>APPENDIX C: GENDER DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE</i>	40
<i>APPENDIX D: SES AND LEP DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE</i>	41

List of Tables

Table 1: Grade Level Distribution for the ESY Pilot Program by School and Elementary District Enrollment	3
Table 2: Ethnic Distribution for the ESY Pilot Program by School and Elementary District Enrollment	5
Table 3: Evaluation Questions	8
Table 4: Missing Data for ESY Program School and Elementary District Students	11
Table 5: Promotion and Retention Rates for ESY Program Schools and Elementary District Students	14
Table 6: Retention Decision by Time and Grade Level	17
Table 7: Promotion Decision for 3 rd Grade ESY Program Schools and District Students at the Completion of the 2002/03 School Year.....	18
Table 8: FCAT SSS Test Total Reading Results by Achievement Level for ESY Program Schools and District Students.....	21
Table 9: FCAT SSS Test Total Mathematics Results by Achievement Level for ESY Program Schools and District Students	23
Table 10: Stanford-9 Reading Comprehension Results for ESY Program Schools and District Students	25
Table 11: FCAT Norm Referenced Test Total Reading Results for ESY Program Schools and District Students.....	25
Table 12: Stanford-9 Problem Solving Results for ESY Program Schools and District Students	27
Table 13: FCAT Norm Referenced Test Total Mathematics Results for ESY Program Schools and District Students.....	27
Table 14: FCAT Writing Results for ESY Program Schools and District Students for 2000/01 School Year	30
Table 15: FCAT Writing Results for ESY Program Schools and District Students for 2001/02 School Year	31
Table 16: FCAT Writing Results for ESY Program Schools and District Students for 2002/03 School Year	32

List of Figures

Figure 1: Comparison of Gender Distributions of the ESY Pilot Program Schools with Elementary District Enrollment	6
Figure 2: Comparison of Demographic Distributions of the ESY Pilot Program Schools with Elementary District Enrollment.....	7
Figure 3: Evaluation Structure	9
Figure 4: Distribution of Promotion and Retention Rates for All Students by School and Year	15
Figure 5: Comparison of Retention Decision by Time, Grade Level, and School ...	16
Figure 6: Promotion Decision for 3 rd Grade Students for the 2002/03 School Year	19
Figure 7: Reading Achievement Scores for ESY Program Schools and District Students.....	26
Figure 8: Mathematics Achievement Scores for ESY Program Schools and District Students.....	28
Figure 9: Writing Achievement Scores for ESY Program Schools and District Students.....	33
Figure 10: Reading Achievement for ESY Program Sample and Comparison Schools Sample.....	35
Figure 11: Reading Achievement for ESY Program Sample and Comparison Schools Sample.....	36
Figure 12: Grade Level Distributions for the ESY Program Student Sample and Comparison Student Sample: Repeated Measures.....	38
Figure 13: Ethnic Distributions for the ESY Pilot Program Student Sample and Comparison Student Sample: Repeated Measures.....	39
Figure 14: Gender Distributions for the ESY Pilot Program Student Sample and Comparison Student Sample: Repeated Measures.....	40
Figure 15: SES and LEP Distributions for the ESY Pilot Program Student Sample and Comparison Student Sample: Repeated Measures.....	41

INTRODUCTION

BACKGROUND INFORMATION

The School Improvement and Accountability Act (1991) set a new course for Florida's educational system. This legislation called for sweeping changes in public schools and returned the responsibility for educating children back to parents, teachers, community members, and business representatives. This system of school improvement and accountability encouraged change while setting high standards, allowed flexibility for achieving those standards, and held schools accountable for improved student achievement. The Florida Legislature and Department of Education (DOE) have concentrated on specifying the outcomes and expectations for local schools and school districts. In 1999, legislation was enacted to ensure that every child has the opportunity to obtain a high-quality education and leaves no child behind. This legislation set the stage for improved teaching and learning, and formed the foundation of Florida's system for high-quality schools. This legislation increased standards and accountability for students, schools, and educators. As a means to assess student achievement, the Florida Legislature authorized the *Florida Comprehensive Assessment Test (FCAT)*. Students are now assessed more often with more vigorous tests. Based on student performance on the *FCAT*, all schools receive grades annually which are widely publicized. In addition, educators are evaluated primarily on student performance.

In May of 2000, the Florida Legislature, as part of the General Appropriations Act of 2000/01, passed Appropriation 93, creating the Extended Year Pilot Program. Funds were provided for a three year Extended School Year Pilot Program with the purpose of providing schools an opportunity to extend the school year by 30 days and then assess its effect on student performance. Throughout Florida, twenty-one schools in nine school districts were designated to receive funds to implement the Extended School Year Pilot Program grant. Schools participating in the pilot program provided their students with 210 instructional days instead of the 180 days that are currently mandated by the state. The Extended School Year Pilot Program was implemented in Hillsborough County Public Schools in January 2001 to extend the school year to 210 instructional days. The selected schools within the School District of Hillsborough County include Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary. Schools selected to participate in the pilot program for 2000/01 were required to submit implementation plans. In addition, it is required that an evaluation report be completed documenting the extent that the community and parents participated, the effect of student performance and the perception of teachers and school staff on the benefits of implementing the pilot program.

PURPOSE

The purpose of this evaluation is to provide information to program personnel and decision makers regarding the efficacy of the program. Therefore, this report provides summative information regarding the effect of the Extended School Year Pilot Program on student performance. This report provides quantitative information on intended outcomes and results of participating in the pilot program.

STUDENT CHARACTERISTICS

Student characteristics were reviewed to determine if the demographics of students participating in the ESY Pilot Program had changed over time. In addition, the similarity between the ESY Pilot Program students with the District general student population was examined. The demographic characteristics reviewed included grade level, gender, ethnicity, SES defined by meal status, limited English proficiency, and student enrollment in full-time and part-time ESE programs as well as the academic gifted program.

Table 1 below depicts the number and percentage of students at each grade level for each school participating in the ESY Pilot Program. In addition, the district distribution for elementary grades is provided for comparison. While district enrollment in the elementary grade levels has gradually increased, the enrollment of students in the three schools participating in the ESY Pilot program has decreased. Specifically, district enrollment demonstrated a cumulative increase of 3.6%, while Oak Park Elementary demonstrated a cumulative decrease of 23.3%, Robles Elementary demonstrated a cumulative decrease of 13.1%, and Sulphur Springs Elementary demonstrated a cumulative decrease of 10.1% of the total number of students enrolled in grades Pre-K to 5 when comparing the 2002/03 school year to the 2000/01 school year. Similar to the district distribution for elementary grades, all three schools demonstrated an increase in the number of students enrolled in Pre-K grade level. Specifically, Robles Elementary demonstrated the largest increase in the proportion of students enrolled in the Pre-K grade level representing a cumulative increase of 352.2% of the total number of students enrolled in the Pre-K grade level when comparing the 2002/03 school year with the 2000/01 school year. While district enrollment patterns across grades K through 5 remained relatively constant over three years, there were fluctuations in the enrollment patterns of students in the three schools participating in the ESY Pilot Program. These fluctuations may be attributed to student attrition in enrollment at these schools over the three school years. Most notably, however, is the decrease in the proportion of students enrolled in grade 4 for all three schools when comparing the 2002/03 school year to the 2001/02 school year. This decrease may be attributed to attrition in student enrollment as well as to a larger number of students being retained at the completion of grade 3.

Table 1: Grade Level Distribution for the ESY Pilot Program by School and Elementary District Enrollment

Grade	School	Year					
		2000/01		2001/02		2002/03	
		N	%	N	%	N	%
Pre-K	Oak Park	69	9.9	71	11.6	73	13.6
	Robles	23	3.0	24	3.3	104	15.5
	Sulphur Springs	130	12.3	129	12.9	126	13.3
	Elementary District	5,280	5.8	6,477	6.9	6,030	6.3
K	Oak Park	99	14.1	88	14.4	71	13.2
	Robles	109	14.1	124	17.2	90	13.4
	Sulphur Springs	164	15.5	137	13.5	134	14.1
	Elementary District	101,208	15.6	104,540	14.9	109,437	15.3
1	Oak Park	125	17.9	101	16.5	80	14.9
	Robles	144	18.6	133	18.4	112	16.7
	Sulphur Springs	168	15.9	186	18.3	143	15.1
	Elementary District	15,005	16.4	15,266	16.2	15,139	15.9
2	Oak Park	104	14.9	109	17.8	92	17.1
	Robles	144	18.6	97	13.4	96	14.3
	Sulphur Springs	152	14.4	147	14.5	171	18.0
	Elementary District	14,272	15.6	14,607	15.5	14,833	15.6
3	Oak Park	104	14.9	102	16.7	81	15.1
	Robles	112	14.5	126	17.4	81	12.1
	Sulphur Springs	158	15.0	145	14.3	124	13.1
	Elementary District	14,233	15.5	14,497	15.3	14,691	15.4
4	Oak Park	105	15.0	62	10.1	83	15.5
	Robles	135	17.5	103	14.2	107	15.9
	Sulphur Springs	143	13.6	142	14.0	127	13.4
	Elementary District	14,509	15.8	14,565	15.4	14,797	15.6
5	Oak Park	94	13.4	79	12.9	57	10.6
	Robles	106	13.7	116	16.0	82	12.2
	Sulphur Springs	140	13.3	130	12.8	124	13.1
	Elementary District	14,191	15.5	14,972	15.9	15,016	15.8
Total	Oak Park	700	100.0	612	100.0	537	100.0
	Robles	773	100.0	723	100.0	672	100.0
	Sulphur Springs	1055	100.0	1016	100.0	949	100.0
	Elementary District	91,761	100.0	94,445	100.0	95,095	100.0

Table 2 reports the ethnic composition of students for each school participating in the ESY Pilot Program as well as for the district distribution for elementary grades. Slight fluctuations in the ethnic distributions reflect the decreasing enrollment patterns at the three schools. However, changes in the ethnic demographics at Oak Park Elementary and Robles Elementary are noteworthy. At Oak Park Elementary, the proportion of White students enrolled has decreased, representing a cumulative decrease of 44.3% of the total number of students when comparing the 2003/03 school year to the 2000/01 school year. Concurrently, the proportion of Black and Hispanic students has increased over the past three years. At Robles Elementary, the proportion of Hispanic students has increased, representing a cumulative increase of 52.2% in the total number of students when comparing the 2002/03 school year to the 2000/01 school year. The ethnic distribution of students enrolled at the three schools participating in the ESY Pilot Program showed different demographics when compared to the ethnic distribution for elementary students across the district. The following characteristics were noted:

- White students represented 12.7%, 3.0%, and 6.5% enrolled at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary, respectively. Among students enrolled in the elementary grade levels across the district, White students represented 44.2% of the population. Likewise, there were a smaller proportion of Hispanic students enrolled at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary (12.3%, 10.4%, and 11.8%, respectively) when compared to the proportion of district Hispanic students enrolled in the elementary grade levels (25.0%).
- There were a larger proportion of Black students enrolled at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary (71.9%, 82.4%, and 78.2%, respectively) as compared to the proportion of students enrolled in the elementary grade levels across the district (23.6%).
- The proportion of Asian, American Indian, and Multi-Racial students enrolled at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary is similar to the proportion of elementary district students (2.2%, 0.3%, and 4.8%, respectively).

Table 2: Ethnic Distribution for the ESY Pilot Program by School and Elementary District Enrollment

Ethnicity	School	Year					
		2000/01		2001/02		2002/03	
		N	%	N	%	N	%
White	Oak Park	122	17.4	98	16.0	68	12.7
	Robles	20	2.6	19	2.6	20	3.0
	Sulphur Springs	81	7.7	88	8.7	62	6.5
	Elementary District	42,840	46.7	42,466	45.0	42,052	44.2
Black	Oak Park	477	68.1	421	68.8	386	71.9
	Robles	686	88.7	641	88.7	554	82.4
	Sulphur Springs	830	78.7	765	75.3	742	78.2
	Elementary District	22,377	24.4	23,022	24.4	22,408	23.6
Hispanic	Oak Park	75	10.7	71	11.6	66	12.3
	Robles	46	6.0	45	6.2	70	10.4
	Sulphur Springs	112	10.6	127	12.5	112	11.8
	Elementary District	21,007	22.9	22,649	24.0	23,767	25.0
Asian	Oak Park	1	0.1	1	0.2	1	0.2
	Robles	0	0	4	0.6	5	0.7
	Sulphur Springs	3	0.3	3	0.3	1	0.1
	Elementary District	1,779	1.9	1,926	2.0	2,072	2.2
Am. Indian	Oak Park	1	0.1	0	0	0	0
	Robles	1	0.1	4	0.6	5	0.7
	Sulphur Springs	2	0.2	3	0.3	2	0.2
	Elementary District	277	0.3	289	0.3	263	0.3
Multiracial	Oak Park	24	3.4	21	3.4	16	3.0
	Robles	20	2.6	10	1.4	18	2.7
	Sulphur Springs	27	2.6	30	3.0	30	3.2
	Elementary District	3,481	3.8	4,093	4.3	4,533	4.8

As shown in **Figure 1**, males constitute the majority of students enrolled at Oak Park Elementary, Robles Elementary, and elementary students across the district representing between 51.9% and 53.1% of students while female constitute the majority of students enrolled at Sulphur Springs Elementary representing 51.7% of students during the 2002/03 school year.

Figure 1: Comparison of Gender Distributions of the ESY Pilot Program Schools with Elementary District Enrollment

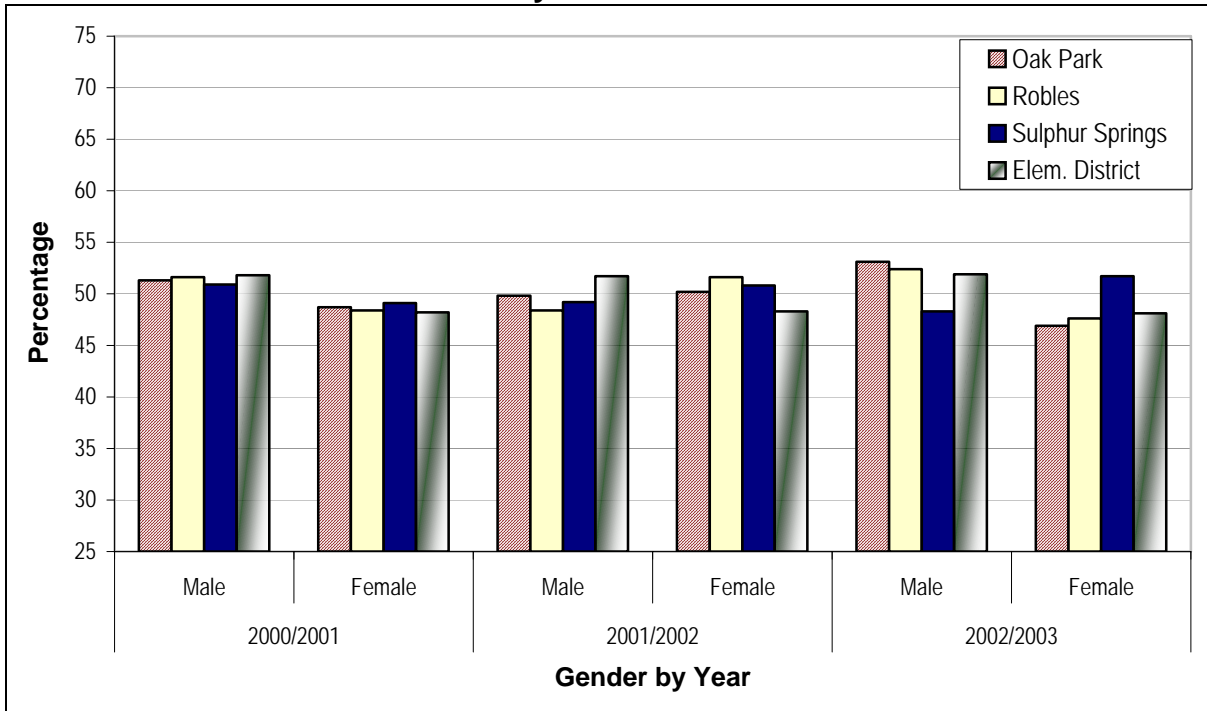
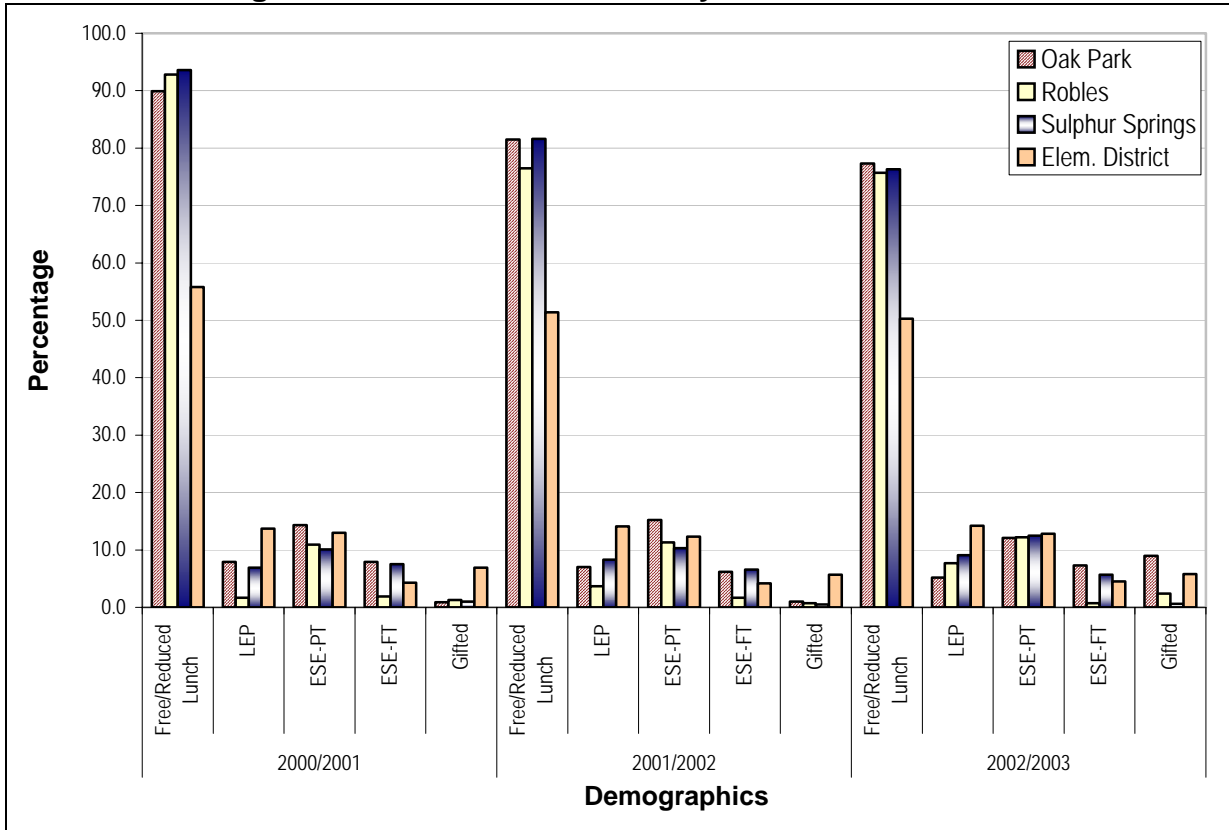


Figure 2 depicts demographic characteristics reviewed including SES defined by meal status, limited English proficiency, and student enrollment in full-time and part-time ESE programs as well as the academic gifted program. While 50.3% of elementary students enrolled in the district receive free or reduced lunch, 94% students enrolled in Oak Park Elementary, 93 % of students enrolled in Robles Elementary, and 95% of students enrolled in Sulphur Springs Elementary received free or reduced lunch during the 2002/03 school year. The proportion of students identified as Limited English Proficient enrolled in the three ESY Pilot Program schools has fluctuated over the past three years. However, the proportion of elementary students throughout the district (14.2%) was significantly higher than the proportion of students enrolled in Oak Park Elementary (5.2%), Robles Elementary (7.7%), and Sulphur Springs Elementary (9.1%) identified as Limited English Proficient during the 2002/03 school year.

Finally, a comparison of the proportion of students participating in Exceptional Student Education (ESE) programs was conducted. The percentage of students at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary (12.1%, 12.2%, and 12.5% respectively) enrolled in part-time ESE programs was comparable to the proportion of district elementary students (12.8%) participating in a part-time ESE program during the 2002/03 school year. There was a higher proportion of students at Oak Park Elementary (7.3%), while there was a smaller proportion of students at Robles Elementary (0.7%), and a similar proportion of students at Sulphur Springs Elementary (5.7%) when

compared to district elementary students (4.5%) enrolled in a full-time ESE program during the 2002/03 school year. In addition, there was a higher percentage of elementary district students identified as gifted (5.8%) when compared to Oak Park Elementary (0.9%), Robles Elementary (2.4%), and Sulphur Springs Elementary (0.6%).

Figure 2: Comparison of Demographic Distributions of the ESY Pilot Program Schools with Elementary District Enrollment



EVALUATION QUESTIONS AND DATA ANALYSIS

EVALUATION QUESTIONS

Throughout the implementation of the Pilot Program, interviews with program supervisors were conducted to determine local issues to be addressed for each year of program implementation. The specific questions guiding this evaluation appear in **Table 3** below.

Table 3: Evaluation Questions

1. What are the student retention rate for the 2001/2002 and 2002/2003 school years?
 - a. How many students participating in the 210 ESY Pilot Program was promoted?
 - b. How many students participating in the 210 ESY Pilot Program were retained?
2. How many students would school administrators retained at the conclusion of the 2002/2003 school year without the additional school days?
 - a. Of those students who would have been retained at the conclusion of the standard 184 school day year, how many of those students were promoted at the conclusion of the ESY Pilot Program?
3. What percentage of 3rd graders was eligible for promotion based on *FCAT* performance at a level 2 or higher?
4. What percentage of 3rd graders was administratively promoted?
5. Did students in the ESY Pilot Program demonstrate improvement on standardized tests throughout the Program?

MEASURES AND DATA SOURCES

As part of Appropriation 93, the Department of Education contracted with Evaluation Systems Designs, Inc. (ESDI), an objective and independent evaluation team, to evaluate the pilot program for the State of Florida. This report will supplement the information provided by ESDI to allow the School District of Hillsborough County to evaluate the effectiveness and benefits of the program within their three participating schools. Information describing student achievement and attendance was gathered through existing district data files.

EVALUATION APPROACH

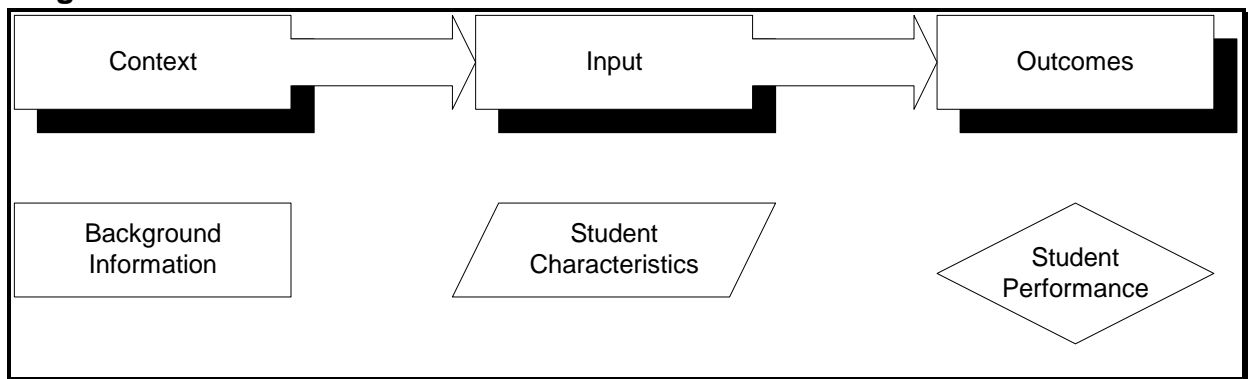
The evaluation approach is best characterized as an objectives-oriented evaluation. In an objectives-oriented evaluation, the purposes of the program are specified, and the evaluation focuses on the extent to which those purposes are achieved. The purpose of the ESY Pilot Program as defined by the state is to provide schools with the flexibility to implement a longer school year with

students in order to improve student performance. Specific objectives of the ESY Pilot Program within Hillsborough County Public Schools are to increase student performance as measured by the following:

1. Student promotion and retention data, and
2. Student achievement on standardized test scores.

Reflecting these program goals and objectives, the evaluation structure appears below in **Figure 3**. Background information and student characteristics were described in the Introduction section of this report. The remainder of the report focuses specifically on the outcomes of the ESY Pilot Program.

Figure 3: Evaluation Structure



DATA ANALYSIS

Student data records were culled providing descriptive information regarding program characteristics, promotion and retention data, and student achievement results. In addition, statistical analyses were conducted on student achievement measures for a cohort of students participating in the ESY Pilot Program across all three school years of implementation.

FINDINGS

STUDENT PERFORMANCE

STUDENT PROMOTION AND RETENTION RATES

What are the student promotion and retention rates for **(a)** district students **(b)** 210 ESY Pilot Program students?

Data files were culled to determine student promotion and retention rates over the past three years. Students were identified as promoted if the grade level for the concurrent school year was greater than that of the previous school year. Therefore, students who withdrew from Hillsborough County Public Schools for the next school year had missing data making a determination of promotion or retention impossible. Cases with missing data were excluded from the findings. **Table 4** delineates the number and percentage of cases dropped from the analysis. Missing data ranged between 7,922 to 9,198 cases (representing 9.2% to 10.3%) of all district students in the elementary grades; 28 to 36 cases (representing 6.0% to 6.7%) at Oak Park Elementary; 53 to 64 cases (representing 7.1% to 11.3%) at Robles Elementary; and 43 to 81 cases (representing 4.6% to 8.7%) at Sulphur Springs Elementary for the previous three school years.

Table 4: Missing Data for ESY Program School and Elementary District Students

Grade	School	Year					
		2000/01		2001/02		2002/03	
		N	%	N	%	N	%
K	Oak Park	5	5.1	9	10.2	4	5.6
	Robles	10	9.2	13	10.5	8	8.9
	Sulphur Springs	9	5.5	14	10.2	13	9.7
	Elementary District	1,411	9.9	1,417	10.5	1,517	10.8
1	Oak Park	4	3.2	7	6.9	5	6.3
	Robles	9	6.3	14	10.5	13	11.6
	Sulphur Springs	6	3.6	12	6.5	8	5.6
	Elementary District	1,375	9.2	1,485	9.7	1,576	10.4
2	Oak Park	4	3.8	5	4.6	6	6.5
	Robles	13	9.0	5	5.2	11	11.5
	Sulphur Springs	5	3.3	6	4.1	16	9.4
	Elementary District	1,280	9.0	1,361	9.3	1,500	10.1
3	Oak Park	11	10.6	6	5.9	2	2.5
	Robles	4	3.6	11	8.7	10	12.3
	Sulphur Springs	10	6.3	9	6.2	9	7.3
	Elementary District	1,223	8.6	1,247	8.6	1,450	9.9
4	Oak Park	7	6.7	2	3.2	6	7.2
	Robles	9	6.7	9	8.7	11	10.3
	Sulphur Springs	4	2.8	10	7.0	16	12.6
	Elementary District	1,216	8.4	1,251	8.6	1,456	9.8
5	Oak Park	7	7.4	7	8.9	5	8.8
	Robles	8	7.5	14	12.1	11	13.4
	Sulphur Springs	9	6.4	13	10.0	10	8.1
	Elementary District	1,417	10.0	1,488	9.9	1,645	11.0
K-5	Oak Park	38	6.0	36	6.7	28	6.0
	Robles	53	7.1	66	9.4	64	11.3
	Sulphur Springs	43	4.6	64	7.2	81	8.7
	Elementary District	7,922	9.2	8,309	9.4	9,198	10.3

Florida passed legislation setting forth new guidelines for student promotion and retention beginning with the 2002/03 school year. Section 1008.25, Florida Statutes, states that each student's progression from one grade level to another must be based, in part, upon proficiency in reading, writing, science, and mathematics. Furthermore, beginning with the 2002/03 school year, a student who does not demonstrate reading proficiency by the end of grade three, as demonstrated by scoring level 2 or higher on the statewide

assessment test (*FCAT*) in reading for grade three must be retained. In addition, “no student may be assigned to a grade level based solely on age or other factors that constitute social promotion.” (s.1008.25(6)(a),F.S.) However, school boards have the right to exempt any student from mandatory retention for good cause defined as follows:

- Limited English proficient students who have had less than 2 years of instruction in an ESOL program;
- Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is inappropriate, consistent with the requirements of State Board Education rule;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. Hillsborough County has defined “an acceptable level” as scoring a stanine 4 or higher;
- Students who demonstrate through a student portfolio that the student is reading on grade level and is evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a level 2 performance on the *FCAT*;
- Students with disabilities who participate in the *FCAT* and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation as required by Florida law for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or grade 2; and
- Students who have received the intensive remediation in reading as required by Florida law for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a total of two years.

Therefore, comparison of promotion and retention rates between the 2000/01 or 2001/02 schools years with the 2002/03 school year are not appropriate. However, promotion and retention data for all three years are presented in **Table 5**.

Table 5 delineates the promotion and retention rates for Oak Park Elementary, Robles Elementary, Sulphur Springs Elementary, and elementary district students for the past three school years. **Figure 4** illustrates the percentage of students promoted and retained for all grade levels at each school and for elementary district students over the past three school years. While promotion and retention rates remained relatively constant across the district in

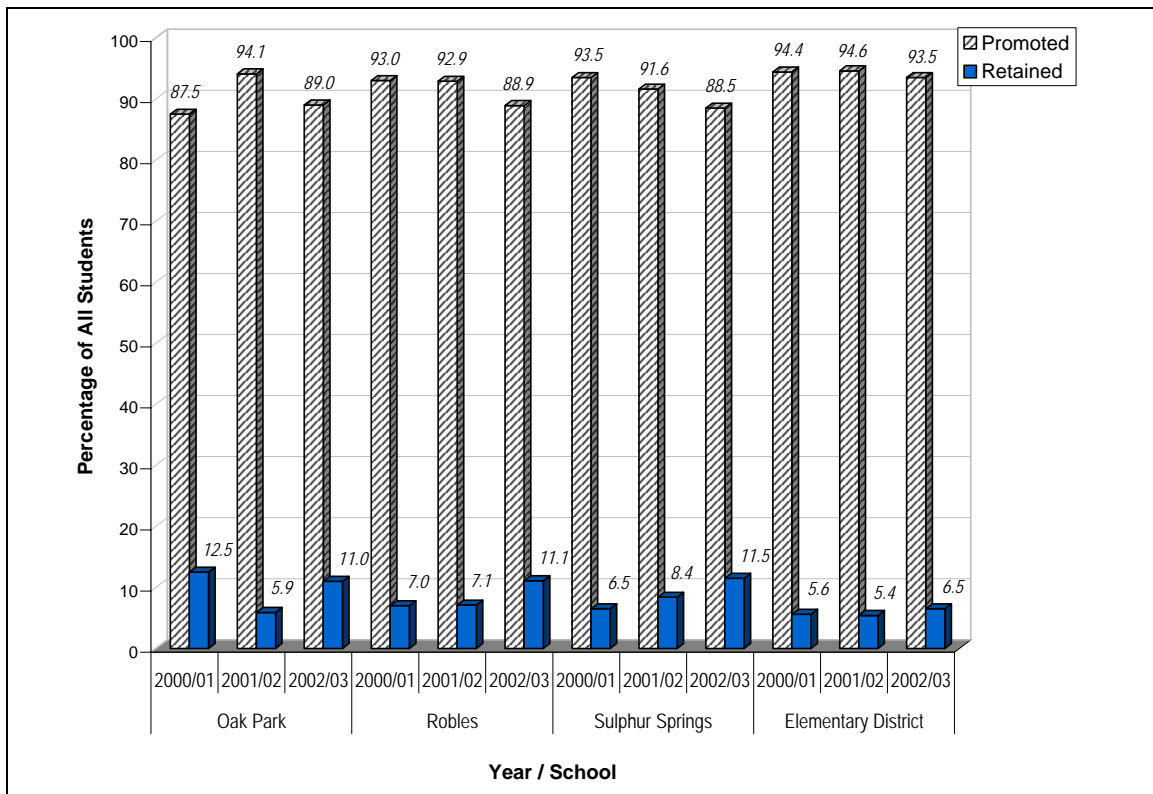
the elementary grade levels ranging from 5.4% in 2001/02 to 6.5% in 2002/03, fluctuations are noted across all three schools. In addition, retention rates for these schools are higher than those of the district, particularly during the 2000/01 and 2002/03 school years. Due to the implementation of 1008.25, F.S. beginning with the 2002/03 school year which outlined criteria for mandatory retention, interpretations regarding the fluctuations noted in student promotion and retention rates should be made cautiously. Across all grade levels, the retention rate for Oak Park Elementary was 12.5%, 5.9%, and 11.0% for the 2000/01, 2001/02, and 2002/03 school years respectively. At Robles Elementary, the retention rate increased from 7.0% in the 2000/01 school year to 11.1% in the 2002/03 school year across all grade levels. Sulphur Springs Elementary also demonstrated a gradual increase in retention rates with 6.5% in the 2000/01 school year to 11.5% in the 2002/03 school year. Specifically, the following findings were noted:

- The retention rate for second grade students during the 2002/03 school year was 16.3% at Oak Park Elementary, 21.2% at Robles Elementary, and 9.0% at Sulphur Springs Elementary as compared to the elementary district retention rate of 5.5%.
- The retention rate for third grade students during the 2002/03 school year was 14.1% at Oak Park Elementary, 19.7% at Robles Elementary, and 25.2% at Sulphur Springs Elementary as compared to 8.8% for the elementary district students.
- During the 2000/01 school year, Oak Park Elementary retained a larger proportion of second grade students (19.0%) and a larger proportion of third grade students (34.4%) as compared to second and third grade retention rates across the district representing 5.1% and 3.6% respectively.
- During the 2000/01 school year, none of the third, fourth and fifth grade students at Oak Park Elementary were retained compared to a retention rate of 3.5% for third graders, 2.7% for fourth graders, and 3.2% for fifth graders across the district.

Table 5: Promotion and Retention Rates for ESY Program Schools and Elementary District Students

Grade	School	Year											
		2000/01				2001/02				2002/03			
		Promoted		Retained		Promoted		Retained		Promoted		Retained	
N	%	N	%	N	%	N	%	N	%	N	%		
K	Oak Park	90	95.7	4	4.3	70	88.6	9	11.4	64	95.5	3	4.5
	Robles	90	90.9	9	9.1	102	91.9	9	8.1	75	91.5	7	8.5
	Sulphur Springs	142	91.6	13	8.4	109	88.6	14	11.4	111	91.7	10	8.3
	Elementary District	11,863	92.2	997	7.8	11,657	92.6	927	7.4	12,103	93.0	915	7.0
1	Oak Park	108	89.3	13	10.7	82	87.2	12	12.8	63	84.0	12	16.0
	Robles	110	81.5	25	18.5	101	84.9	18	15.1	92	92.9	7	7.1
	Sulphur Springs	113	84.0	26	16.0	148	85.1	26	14.9	107	79.3	28	20.3
	Elementary District	12,226	89.7	1,401	10.3	12,363	89.7	1,417	10.3	12,047	88.8	1,514	11.2
2	Oak Park	81	81.0	19	19.0	95	91.3	9	8.7	72	83.7	14	16.3
	Robles	125	95.4	6	4.6	87	94.6	5	5.4	67	78.8	18	21.2
	Sulphur Springs	140	95.2	7	4.8	129	91.5	12	8.5	141	91.0	14	9.0
	Elementary District	12,324	94.9	667	5.1	12,540	94.7	705	5.3	12,598	94.5	735	5.5
3	Oak Park	61	65.6	32	34.4	96	100	0	0	67	85.9	11	14.1
	Robles	106	98.1	2	1.9	108	93.9	7	6.1	57	80.3	14	19.7
	Sulphur Springs	146	98.6	2	1.4	125	91.9	11	8.9	86	74.8	28	25.2
	Elementary District	12,538	96.4	472	3.6	12,790	96.5	459	3.5	12,078	91.2	1,162	8.8
4	Oak Park	96	98.0	2	2.0	60	100	0	0	72	93.5	5	6.5
	Robles	122	96.8	4	3.0	91	96.8	3	3.2	92	95.8	4	4.2
	Sulphur Springs	138	99.3	1	0.7	128	97.0	4	3.0	109	98.2	2	1.8
	Elementary District	12,897	97.0	396	3.0	12,953	97.3	361	2.7	12,939	97.0	399	3.0
5	Oak Park	83	95.4	4	4.6	72	100	0	0	49	94.2	3	5.8
	Robles	9595	96.9	3	3.1	99	97.1	3	2.9	65	91.5	6	8.5
	Sulphur Springs	123	93.9	8	6.1	115	98.3	2	1.7	111	97.4	3	2.6
	Elementary District	12,344	96.6	430	3.4	13,050	96.8	434	3.2	12,912	96.6	458	3.4
K - 5	Oak Park	519	87.5	74	12.5	475	94.1	30	5.9	387	89.0	48	11.0
	Robles	648	93.0	49	7.0	588	92.9	45	7.1	448	88.9	56	11.1
	Sulphur Springs	825	93.5	57	6.5	754	91.6	69	8.4	665	88.5	86	11.5
	Elementary District	74,193	94.4	4,363	5.6	75,353	94.6	4,303	5.4	74,677	93.5	5,183	6.5

Figure 4: Distribution of Promotion and Retention Rates for All Students by School and Year



(a) Within the ESY Program schools, how many students would school administrators have retained at the conclusion of the 2002/2003 school year without the additional school days? **(b)** Of those students who would have been retained at the conclusion of the standard 184 school day year, how many of those students were retained at the conclusion of the ESY Pilot Program?

Information regarding the number of students who would have been retained at the conclusion of the 2002/03 school year without the additional school days as well as the number of students who were retained at the conclusion of the ESY Pilot Program was collected through school administrators. **Figure 5** below illustrates findings followed by a detailed delineation of the data in **Table 6**. For all grade levels, Oak Park Elementary showed a cumulative decrease of 48.78% in the number of students to be retained at the conclusion of the ESY Pilot Program as compared to the number of students that would have been retained at the completion of the standard 184 day school year. Likewise, Robles Elementary showed a cumulative decrease of 42.31% in the number of students to be retained at the conclusion of the ESY Pilot Program as compared to the number of

students that would have been retained at the completion of the standard 184 day school year. Sulphur Springs Elementary demonstrated the greatest difference with a cumulative decrease of 87.34% in the number of students to be retained at the conclusion of the ESY Pilot Program as compared to the number of students that would have been retained at the completion of the standard 184 day school year across all grade levels. However, it is important to note the discrepancy among schools in the number of students they would have retained at the completion of the standard 184 day school year. While Oak Park Elementary and Robles Elementary each reported that approximately 18% of their students would have been retained, Sulphur Springs Elementary reported that the vast majority of their students (87.36%) would have been retained at the completion of the standard 184 day school year.

Figure 5: Comparison of Retention Decision by Time, Grade Level, and School

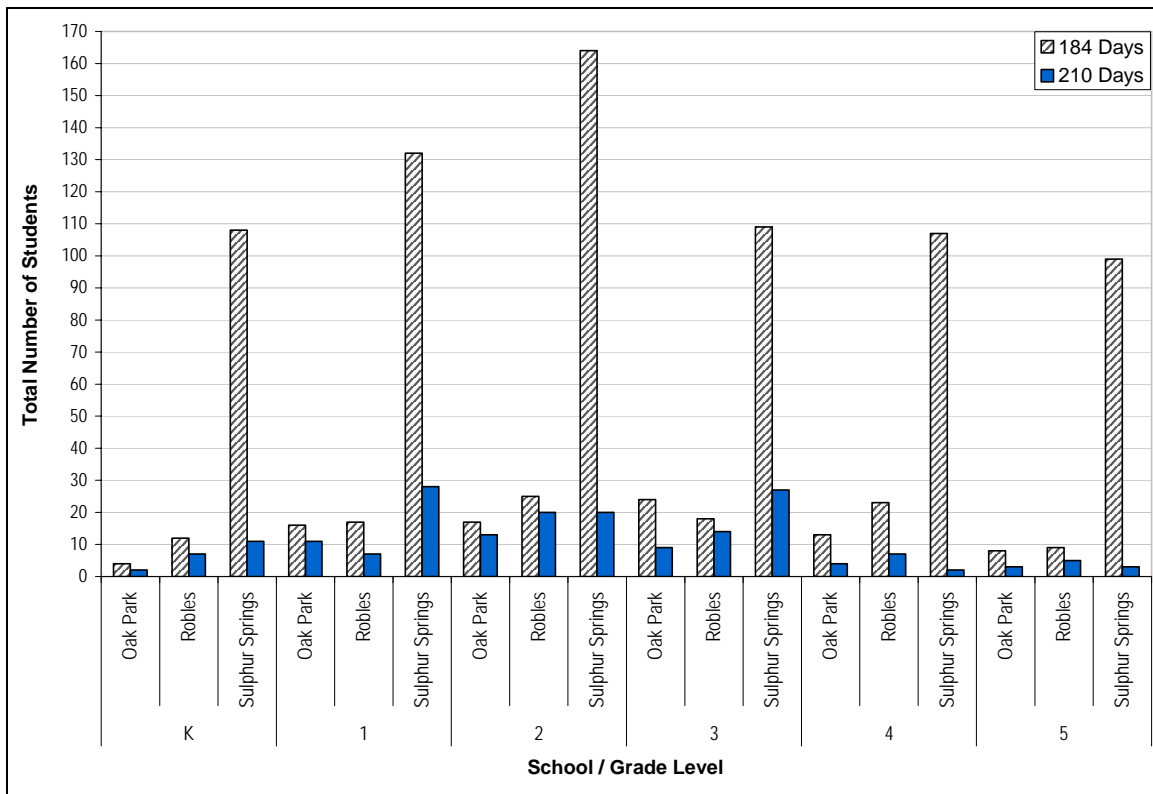


Table 6: Retention Decision by Time and Grade Level

Grade	School	Total N	At Completion of 184 School Year		At Completion of ESY Pilot		Difference	
			N	%	N	%	N	%
K	Oak Park	71	4	5.63	2	2.82	2	-50.0
	Robles	90	12	13.33	7	7.78	5	-41.67
	Sulphur Springs	134	108	80.60	11	8.21	97	-89.82
	Total	295	124	42.03	20	6.78	104	-83.87
1	Oak Park	80	16	20.00	11	13.75	5	-31.25
	Robles	112	17	15.18	7	6.25	10	-58.82
	Sulphur Springs	143	132	92.31	28	19.58	104	-78.79
	Total	335	165	49.25	46	13.73	119	-72.12
2	Oak Park	92	17	18.48	13	14.13	4	-23.53
	Robles	96	25	26.04	20	20.83	5	-20.00
	Sulphur Springs	171	164	95.91	20	11.70	144	-87.80
	Total	359	206	57.38	53	14.76	153	-74.27
3	Oak Park	81	24	29.63	9	11.11	15	-62.50
	Robles	81	18	22.22	14	17.28	4	-22.22
	Sulphur Springs	124	109	87.90	27	21.77	82	-75.23
	Total	286	151	52.80	50	17.48	101	-66.89
4	Oak Park	83	13	15.66	4	4.82	9	-69.23
	Robles	107	23	21.50	7	6.54	16	-69.96
	Sulphur Springs	127	107	84.25	2	1.57	105	-98.13
	Total	317	143	45.11	13	4.10	130	-90.91
5	Oak Park	57	8	14.04	3	5.26	5	-62.50
	Robles	82	9	11.00	5	6.10	4	-44.44
	Sulphur Springs	124	99	79.84	3	2.42	96	-96.97
	Total	263	116	44.11	11	4.18	105	-90.52
All Grades	Oak Park	464	82	17.67	42	9.05	40	-48.78
	Robles	568	104	18.31	60	10.56	44	-42.31
	Sulphur Springs	823	719	87.36	193	11.06	628	-87.34
	Total	1855	905	48.79	193	10.4	712	-78.67

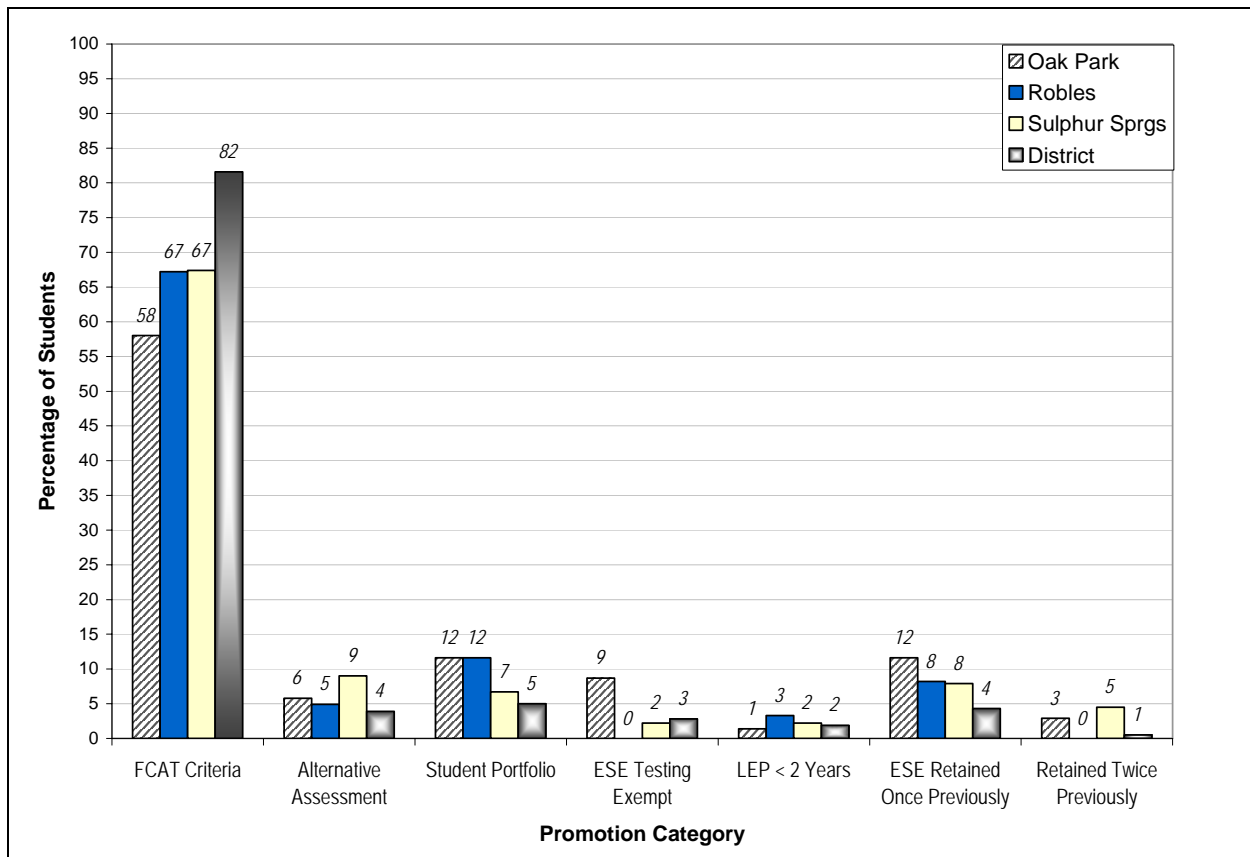
Of the 3rd graders that were promoted, what percentage was eligible for promotion based on (a) FCAT performance at a level 2 or higher or (b) were administratively promoted?

Table 7 depicts the number and percentage of third grade students eligible for promotion disaggregated by criteria. In addition, **Figure 6** illustrates the percentage of students promoted by category. Third grade students could demonstrate mastery of district and state standards by scoring a level 2 or higher on the *FCAT*. Students who did not achieve a level 2 or higher on the *FCAT* were eligible for Administrative Promotion through good cause as outlined by 1008.25, F.S. An examination of the criteria met for promotion reveal that a larger proportion of students at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary were administratively promoted when compared to district results. Among all third graders in the district, 81.6% were promoted on the criteria of scoring a level 2 or higher on the *FCAT*. While the majority of third grade students at Oak Park Elementary (58.0%), Robles Elementary (67.2%), and Sulphur Springs Elementary (67.4%) were promoted by scoring a level 2 or higher on the *FCAT*, 11.6% of students at Oak Park Elementary and Robles Elementary and 6.7% of students at Sulphur Springs Elementary were promoted by demonstrating mastery through the student portfolio. An additional 11.6% of students at Oak Park Elementary, 8.2% at Robles Elementary, and 7.9% at Sulphur Springs Elementary were promoted as an ESE student who had been retained once previously. Nine percent of students at Sulphur Springs Elementary were promoted on the basis of test results on an alternative assessment.

Table 7: Promotion Decision for 3rd Grade ESY Program Schools and District Students at the Completion of the 2002/03 School Year

School	FCAT Criteria		Alternative Assessment		Student Portfolio		ESE Testing Exempt		LEP < 2 Years		ESE Retained Once Previously		Retained Twice Previously	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Oak Park	40	58.0	4	5.8	8	11.6	6	8.7	1	1.4	8	11.6	2	2.9
Robles	41	67.2	3	4.9	8	11.6	0	0	2	3.3	5	8.2	0	0
Sulphur Sprgs	60	67.4	8	9.0	6	6.7	2	2.2	2	2.2	7	7.9	4	4.5
District	10,239	81.6	490	3.9	630	5.0	352	2.8	235	1.9	538	4.3	61	0.5

Figure 6: Promotion Decision for 3rd Grade Students for the 2002/03 School Year



STANDARDIZED ACHIEVEMENT RESULTS – FCAT SSS

Did students in the ESY Pilot Program demonstrate improvement on standardized test throughout the program?

To accurately depict student achievement in the ESY Pilot Program, it is appropriate to examine multiple measures of achievement to present a comprehensive description of achievement. Therefore, student performance on four measures was examined to portray student performance. The measures used were:

- ♦ *Florida Comprehensive Achievement Test (FCAT)* – Sunshine State Standards for reading and mathematics for students in grades 3, 4, and 5,
- ♦ *Stanford-9 Achievement Test* – for reading comprehension and problem solving for students in grades 1 and 2,
- ♦ *Florida Comprehensive Achievement Test (FCAT) – Norm-referenced Test* for reading and mathematics for students in grade 3, 4, and 5, and
- ♦ *Florida Comprehensive Achievement Test (FCAT)* – Sunshine State Standards for writing for students in grade 4,

Florida Comprehensive Achievement Test (FCAT) results for students are reported by the State. The general expectation of State and District assessment systems is that all students participate in assessment for accountability. However, student's identified with a disability or as limited English proficient may participate in state assessment through an alternative assessment measure provided by the District or State. The decision regarding whether or not a student with a disability will participate in the State assessments is made by the Individual Educational Plan (IEP) committee and documented in the student's IEP. The decision regarding whether or not students identified as limited English proficient will participate in the State assessment program is based on length of time in an ESOL program. Those students who have participated in an ESOL program for 2 years or less are considered exempt from participating in the State assessment and participate instead through an alternative assessment. Therefore, the *FCAT* is regarded as a useful index of achievement for those students tested.

Table 8 profiles *FCAT* - SSS reading achievement results. Scores were disaggregated by each school participating in the ESY Pilot program. District level results are also provided for local comparison. Level 1 is the lowest achievement level on the *FCAT* and the majority of students participating in the ESY Pilot Program scored at this level. While the majority of students scored at Level 1 in reading achievement, the percentage of students scoring at Level 1 decreased over the past two years for students in grade 3 at Oak Park Elementary and Robles Elementary. Among students in grade 4, the percentage of students scoring at Level 1 in reading achievement has consistently decreased over the

past three years for students at Robles Elementary and Sulphur Springs Elementary. In addition, fewer students in grade 5 at Robles Elementary scored at Level 1 in reading achievement.

Table 8: FCAT SSS Test Total Reading Results by Achievement Level for ESY Program Schools and District Students

<i>Florida Comprehensive Assessment Test –Reading Results</i>										
Grade	School	Year	N	Mean Score	Percent Distribution at Achievement Levels					
					1	2	3	4	5	
3	Oak Park	2000/01								
		2001/02	87	246.66	52.9	24.7	18.8	3.5	0.0	
		2002/03	73	257.92	44.4	22.2	26.4	6.9	0.0	
	Robles	2000/01								
		2001/02	106	256.39	45.3	24.5	24.5	5.7	0.0	
		2002/03	76	262.26	40.8	25.0	27.6	6.6	0.0	
	Sulphur Springs	2000/01								
		2001/02	133	256.62	46.6	17.3	30.1	5.3	0.8	
		2002/03	119	251.62	48.7	27.7	21.0	1.7	0.8	
	District	2000/01								
		2001/02	13,092	292.71	26.8	14.7	31.4	22.8	4.3	
		2002/03	13,325	299.43	22.0	15.8	32.6	24.6	5.0	
4	Oak Park	2000/01	77	267.35	59.5	14.9	17.6	6.8	1.4	
		2001/02	52	262.50	52.0	28.0	14.0	6.0	0.0	
		2002/03	82	250.49	67.9	14.8	14.8	1.2	1.2	
	Robles	2000/01	118	267.31	57.8	16.4	21.6	3.4	0.9	
		2001/02	91	266.25	50.6	22.5	22.5	3.4	1.1	
		2002/03	106	263.29	53.8	20.8	20.8	4.7	0.0	
	Sulphur Springs	2000/01	135	246.92	63.9	16.5	13.5	5.3	0.8	
		2001/02	130	255.88	61.5	18.5	14.6	4.6	0.8	
		2002/03	118	274.71	47.5	16.9	28.8	5.9	0.8	
	District	2000/01	12,911	302.51	29.5	17.0	27.7	18.1	7.6	
		2001/02	13,145	301.11	29.8	15.4	27.5	21.0	6.3	
		2002/03	13,430	304.49	26.5	15.1	29.9	22.3	6.2	
5	Oak Park	2000/01								
		2001/02	68	241.78	58.2	23.9	13.4	4.5	0.0	
		2002/03	49	217.25	66.7	18.8	12.5	2.1	0.0	
	Robles	2000/01								
		2001/02	91	245.85	60.4	19.8	14.3	5.5	0.0	
		2002/03	73	260.56	39.7	30.1	21.9	8.2	0.0	
	Sulphur Springs	2000/01								
		2001/02	124	239.68	58.1	21.0	16.1	4.0	0.8	
		2002/03	121	239.19	57.9	17.4	18.2	5.8	0.8	
	District	2000/01								
		2001/02	13,517	287.40	26.8	19.1	30.7	19.2	4.2	
		2002/03	13,682	291.16	24.8	18.4	32.1	20.4	4.3	

Table 9 depicts *FCTA* – SSS mathematics achievement results for ESY Pilot Program schools as well as for elementary district students for the past three school years. Student achievement scores in mathematics replicate the trend noted in reading achievement. The majority of students in grade three at Oak Park Elementary (42.5%), Robles Elementary (28.9%), and Sulphur Springs Elementary (28.6%) scored at Level 1 in mathematics achievement during the 2002/03 school year. Among fourth graders, the majority of students 40.2% at Oak Park Elementary and 53.4% at Robles Elementary scored at Level 1 in mathematics achievement. However, among fourth grade students at Sulphur Springs Elementary scores at either Level 1 or Level 2 demonstrating a higher achievement in mathematics as compared to the 2001/02 school year. Among fifth grade students, the majority of students (60.4%) at Oak Park Elementary scored at Level 1 in mathematics achievement demonstrating a higher percentage of students than during the 2000/01 and 2001/02 school years, while the percentage of students scoring at Level 1 at Oak Park Elementary (30.1%) and Sulphur Springs Elementary (49.6%) have consistently decreased over the past three years.

Table 9: FCAT SSS Test Total Mathematics Results by Achievement Level for ESY Program Schools and District Students

<i>Florida Comprehensive Assessment Test –Mathematics Results</i>										
Grade	School	Year	N	Mean Score	Percent Distribution at Achievement Levels					
					1	2	3	4	5	
3	Oak Park	2000/01								
		2001/02	87	259.76	42.4	41.2	11.8	3.5	1.2	
		2002/03	73	256.32	42.5	17.8	31.5	8.2	0.0	
	Robles	2000/01								
		2001/02	106	270.40	33.0	34.9	25.5	6.6	0.0	
		2002/03	76	279.66	28.9	28.9	36.8	5.3	0.0	
	Sulphur Springs	2000/01								
		2001/02	133	271.54	31.6	33.8	30.1	3.8	0.8	
		2002/03	119	272.67	28.6	31.9	32.8	6.7	0.0	
	District	2000/01								
		2001/02	13,092	308.95	17.2	20.6	33.7	22.0	6.5	
		2002/03	13,325	311.57	16.6	18.7	34.2	22.9	7.6	
4	Oak Park	2000/01								
		2001/02	52	258.62	44.0	34.0	22.0	0.0	0.0	
		2002/03	82	263.27	40.2	39.0	15.9	4.9	0.0	
	Robles	2000/01								
		2001/02	91	257.93	46.1	31.5	19.1	3.4	0.0	
		2002/03	106	249.00	53.35	30.5	13.3	2.9	0.0	
	Sulphur Springs	2000/01								
		2001/02	130	260.12	42.6	25.6	28.7	2.3	0.8	
		2002/03	118	275.81	28.0	39.0	28.8	4.2	0.0	
	District	2000/01								
		2001/02	13,145	300.77	22.6	23.5	31.8	17.2	4.9	
		2002/03	13,430	299.42	22.2	23.8	32.0	16.8	5.2	
5	Oak Park	2000/01	85	274.00	58.8	24.7	11.8	4.7	0.0	
		2001/02	68	272.85	58.8	30.9	4.4	2.9	2.9	
		2002/03	49	239.40	60.4	29.2	6.3	4.2	0.0	
	Robles	2000/01	90	264.13	62.9	27.0	7.9	2.2	0.0	
		2001/02	91	278.64	54.4	28.9	10.0	3.3	3.3	
		2002/03	73	310.75	30.1	32.9	16.4	19.2	1.4	
	Sulphur Springs	2000/01	128	259.24	56.7	29.1	8.7	5.5	0.0	
		2001/02	124	280.98	45.2	35.5	9.7	8.9	0.8	
		2002/03	121	281.25	49.6	24.8	14.9	9.1	1.7	
	District	2000/01	12,600	321.28	23.8	26.2	21.8	21.7	6.5	
		2001/02	13,517	323.48	22.0	27.6	22.8	19.7	7.8	
		2002/03	13,682	322.52	22.1	26.7	23.4	20.1	7.7	

STANDARDIZED ACHIEVEMENT RESULTS – NORM – REFERENCED TESTS

Table 10 depicts Reading Comprehension results on the Stanford-9 Assessment Test for all ESY Program students in grades 1 and 2 during the 2000/01 to 2002/03 school years. In addition, **Table 11** report *FCAT* reading results from the norm-referenced test over the past three years were summarized for all students in grades 3, 4, and 5 participating in the ESY Pilot Program and tested during the 2000/01 to 2002/03 school years. Total reading results for all students participating in the ESY Pilot Program are summarized in **Figure 7** following the data tables. While results varied among schools as well as across the three years, some trends in reading achievement are noted for each school. Students in grades 1 and 3 at Oak Park Elementary increased their standing in relation to a national grade level cohort demonstrating progress in reading achievement over the past three years. Students in grade levels 2 and 4 at Oak Park Elementary demonstrated an increase in standing in relation to a national grade level cohort during the 2001/02 school year as compared to the 2000/01 school year. However, reading achievement scores for these grade levels dropped during the 2002/03 school year. Students in grades 1, 3, and 5 at Robles Elementary also demonstrated an increase in their relative standing to a national and state grade level cohort demonstrating progress in reading achievement over the past three years. Similar to findings at Oak Park Elementary, students in grades 2 and 4 at Robles Elementary demonstrated an increase in reading achievement as compared to a national grade level cohort during the 2001/02 school year as compared to the 2000/01 school year. However, students at grade levels 2 and 4 dropped in relative standing in reading achievement during the 2002/03 school year. Students in grades 1, 2, 4, and 5 at Sulphur Springs Elementary increased their relative standing as compared to a national grade level cohort demonstrating progress in reading achievement when comparing the 2002/03 school year to the 2000/01 school year. Among third grades at Sulphur Springs Elementary, students demonstrated an increase in relative standing during the 2001/02 school year as compared to the 2000/01 school year, but dropped in relative standing during the 2002/03 school year as compared to the 2001/02 school year.

Table 10: Stanford-9 Reading Comprehension Results for ESY Program Schools and District Students

<i>Stanford-9 Results - Reading Comprehension</i>										
Grade	School	2000/01			2001/02			2002/03		
		N	NCE	NP	N	NCE	NP	N	NCE	NP
1	Oak Park	102	45.88	42	89	50.89	52	76	51.93	54
	Robles	135	47.20	45	117	46.16	43	89	50.12	50
	Sulphur Springs	152	42.31	36	154	43.60	38	132	45.85	42
	District	10,912	58.04	65	11,827	58.83	66	12,138	59.36	67
2	Oak Park	82	39.28	30	92	42.03	35	82	40.79	33
	Robles	128	43.49	38	90	44.18	39	87	42.58	36
	Sulphur Springs	137	40.94	33	129	40.25	32	153	41.74	35
	District	11,579	55.44	60	11,973	55.81	61	12,193	56.49	62

Table 11: FCAT Norm Referenced Test Total Reading Results for ESY Program Schools and District Students

<i>FCAT NRT Results - Total Reading</i>										
Grade	School	2000/01			2001/02			2002/03		
		N	NCE	NP	N	NCE	NP	N	NCE	NP
3	Oak Park	88	34.66	23	87	41.05	34	70	42.27	36
	Robles	98	41.83	35	106	42.22	36	76	43.65	38
	Sulphur Springs	146	37.59	28	133	42.34	36	117	39.92	32
	District	12,549	54.59	59	13,092	54.75	59	13,210	56.41	62
4	Oak Park	77	39.57	31	52	40.48	33	81	36.09	25
	Robles	118	42.09	35	91	43.36	38	105	39.15	30
	Sulphur Springs	135	37.49	28	130	38.90	30	116	43.91	39
	District	12,911	53.97	57	13,145	54.55	59	13,277	54.41	58
5	Oak Park	85	36.04	25	68	34.89	24	48	31.70	19
	Robles	90	37.03	27	91	39.25	30	72	44.14	39
	Sulphur Springs	128	35.79	25	124	34.60	23	120	37.14	27
	District	12,600	51.78	53	13,517	52.47	55	13,526	52.77	55

Figure 7: Reading Achievement Scores for ESY Program Schools and District Students

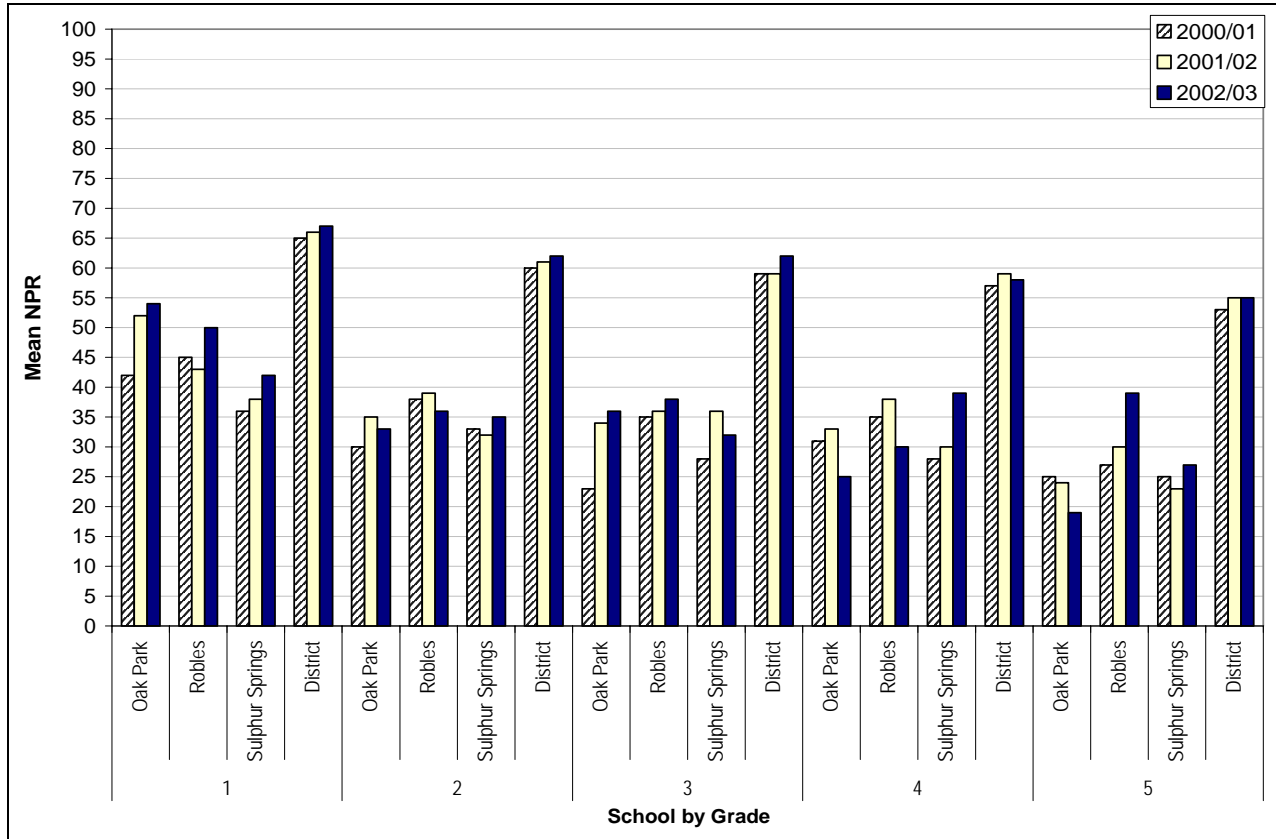


Table 12 profiles results of the Problem Solving portion of the *Stanford-9 Assessment Test* for all ESY Pilot Program students and district students in grades 1 and 2 during the past three school years. **Table 13** provides the results of the *FCAT – NRT* for mathematics for students in grades 3, 4, and 5 for the past three administrations. Total Mathematics results are summarized in **Figure 8** below. At grades 2, 3, and 4 students' National Percentile Rank scores at all ESY Pilot Program schools show an increase in student progress in mathematics achievement when comparing the 2002/03 school year to the 2000/01 school year. The most notable achievement gains were seen for students at Oak Park Elementary in grades 3 and 4, at Robles Elementary in grades 3 and 5, and among third graders at Sulphur Springs Elementary. Students in grade 5 at Robles Elementary and Sulphur Springs Elementary also demonstrated an increase in their standing in relation to a national grade level cohort of students demonstrating mathematics achievement. However, among all three schools, students' National Percentile Rank scores dropped in mathematics achievement for first graders during the 2002/03 school year as compared to the 2000/01 school year.

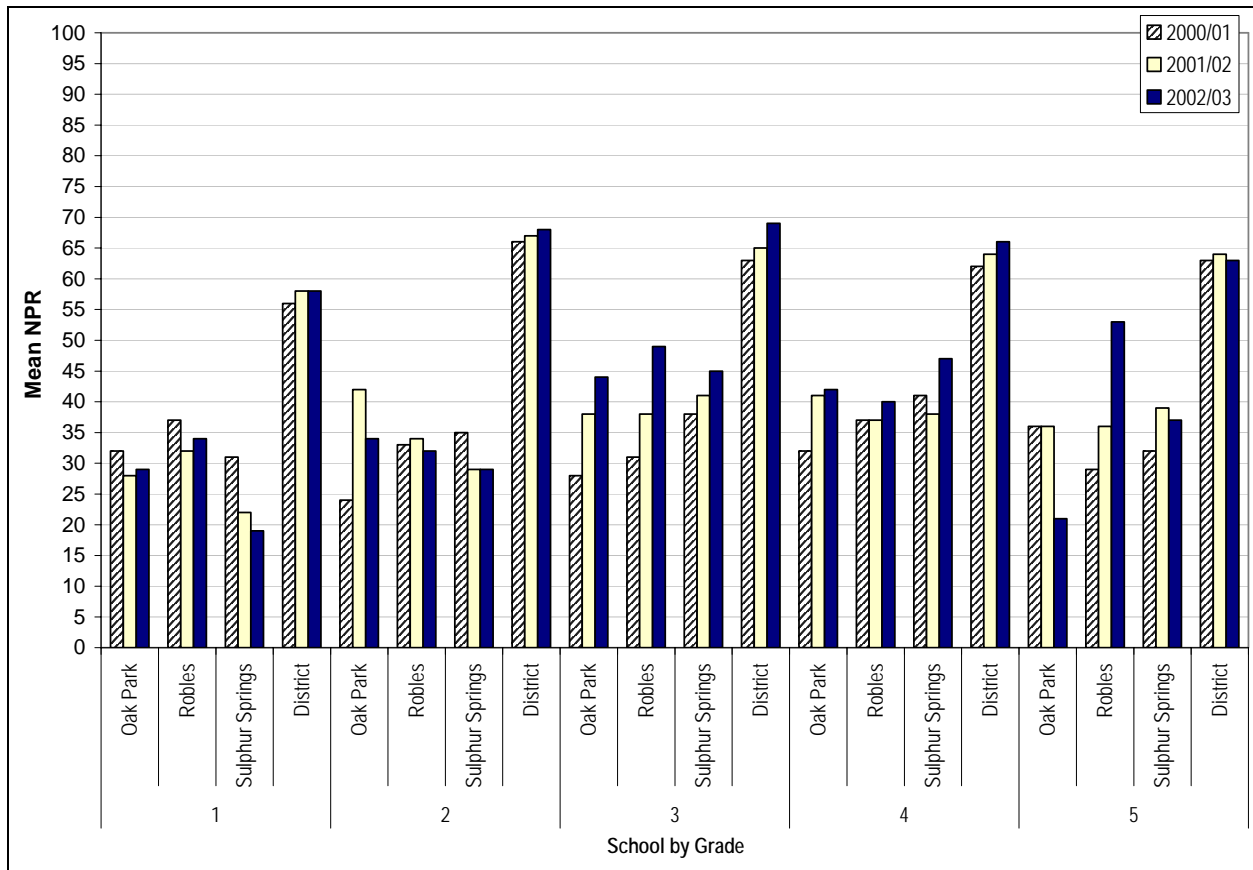
Table 12: Stanford-9 Problem Solving Results for ESY Program Schools and District Students

<i>Stanford-9 Results – Problem Solving</i>										
Grade	School	2000/01			2001/02			2002/03		
		N	NCE	NP	N	NCE	NP	N	NCE	NP
1	Oak Park	102	40.03	32	89	37.41	28	76	38.11	29
	Robles	135	43.28	37	117	39.98	32	89	41.37	34
	Sulphur Springs	152	39.59	31	154	34.10	22	132	31.77	19
	District	10,912	53.33	56	11,827	54.30	58	12,138	54.50	58
2	Oak Park	82	35.47	24	92	45.55	42	82	41.31	34
	Robles	128	40.99	33	90	41.28	34	87	40.13	32
	Sulphur Springs	137	42.16	35	129	38.29	29	153	38.42	29
	District	11,579	58.51	66	11,973	59.39	67	12,193	59.66	68

Table 13: FCAT Norm Referenced Test Total Mathematics Results for ESY Program Schools and District Students

<i>FCAT NRT Results – Total Reading</i>										
Grade	School	2000/01			2001/02			2002/03		
		N	NCE	NP	N	NCE	NP	N	NCE	NP
3	Oak Park	88	37.53	28	87	43.32	38	70	46.87	44
	Robles	98	39.44	31	106	43.46	38	76	49.68	49
	Sulphur Springs	146	43.34	38	133	45.33	41	117	47.29	45
	District	12,549	56.89	63	13,092	57.88	65	13,210	60.11	69
4	Oak Park	77	39.89	32	52	44.93	41	81	45.65	42
	Robles	118	43.17	37	91	42.78	37	105	44.89	40
	Sulphur Springs	135	45.06	41	130	43.70	38	116	48.56	47
	District	12,911	56.50	62	13,145	57.55	64	13,277	58.47	66
5	Oak Park	85	42.21	36	68	42.67	36	48	33.25	21
	Robles	90	38.37	29	91	42.20	36	72	51.52	53
	Sulphur Springs	128	39.89	32	124	44.22	39	120	43.27	37
	District	12,600	56.94	63	13,517	57.41	64	13,526	57.06	63

Figure 8: Mathematics Achievement Scores for ESY Program Schools and District Students



STANDARDIZED ACHIEVEMENT RESULTS – WRITING

Tables 14 – 16 depict three years of *FCAT* writing achievement for students participating in the ESY Pilot Program. The 2000/01 test administration shows that students in grade 4 scored an average of 3.4, 3.5, and 3.5 on the Expository writing test at Oak Park Elementary, Robles Elementary, and Sulphur Springs Elementary respectively during the 2002/03 school year. On the Narrative writing test, students in grade 4 scored an average of 3.2 at Oak Park Elementary, 3.9 at Robles Elementary, and 3.5 at Sulphur Springs Elementary during the 2002/03 school year. **Figure 9** illustrates combined writing achievement scores for each ESY Pilot Program School for each year. A comparison of combined writing scores revealed the following:

Oak Park Elementary:

- There was a decrease in the total number of students at Oak Park Elementary scoring at Levels 1 and 2 representing a cumulative decrease of 14% of students when comparing the 2002/03 school year to the 2000/01 school year results.

- There was a cumulative increase of 35% in the total number of students scoring at Level 3 among students at Oak Park Elementary during the 2002/03 school year as compared to the 2000/01 school year.
- There was a cumulative decrease in the total number of students scoring at Levels 4 and 5 among students at Oak Park Elementary during the 2002/03 school year as compared to the 2000/01 school year.

Robles Elementary:

- Among students at Robles Elementary, there was a decrease in the total number of students scoring at Levels 1 and 2 representing a cumulative decrease of 90% during the 2002/03 school year as compared to the 2000/01 school year.
- Likewise, there was a decrease in the total number of students scoring at Level 3 during the 2002/03 school year as compared to the 2000/01 school year representing a cumulative decrease of 14% among students at Robles Elementary.
- However, there was an increase in the total number of students scoring at Levels 4 and 5 representing a cumulative increase of 77% during the 2002/03 school year as compared to the 2000/01 school year among students at Robles Elementary.

Sulphur Springs Elementary:

- There was a decrease in the total number of students scoring at Levels 1 and 2 among students at Sulphur Springs Elementary during the 2002/03 school year as compared to the 2000/01 school year representing a cumulative decrease of 73% of students.
- There was an increase in the total number of students scoring at Level 3 representing a cumulative increase of 23% as well as an increase in the total number of students scoring at Levels 4 and 5 representing a cumulative increase of 9% among students at Sulphur Springs Elementary during the 2002/03 school year as compared to the 2000/01 school year.

District:

- There was a decrease in the total number of students scoring at Levels 1 and 2 among students across the district during the 2002/03 school year as compared to the 2000/01 school year representing a cumulative decrease of 49% of students.
- There was an increase in the total number of students scoring at Level 3 representing a cumulative increase of 5% as well as an increase in the total number of students scoring at Levels 4 and 5 representing a cumulative increase of 18% among students district-wide during the 2002/03 school year as compared to the 2000/01 school year.

Table 14: FCAT Writing Results for ESY Program Schools and District Students for 2000/01 School Year

Style	School	N		Achievement Level																							
				1		1.5		2		2.5		3		3.5		4		4.5		5		5.5		6			
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Expository	Oak Park	40	3.7	0	0	0	0	0	0	3	7.5	11	27.5	7	17.5	10	25.0	7	17.5	2	5.0	0	0	0	0		
	Robles	63	3.1	1	1.6	2	3.2	10	15.9	7	11.1	18	28.6	12	19.0	5	7.9	5	7.9	2	3.2	1	1.6	0	0		
	Sulphur Springs	64	3.1	7	10.9	0	0	7	10.9	6	9.4	12	18.8	7	10.9	18	28.1	5	7.8	1	1.6	0	0	0	0		
	District	6,418	3.7	99	1.5	46	0.7	332	5.2	284	4.4	1520	23.7	1055	16.4	1519	23.7	690	10.8	667	10.4	132	2.1	69	1.1		
Narrative	Oak Park	36	3.5	0	0	0	0	1	2.8	3	8.3	14	38.9	5	13.9	8	22.2	3	8.3	2	5.6	0	0	0	0		
	Robles	59	3.0	1	1.7	3	5.1	8	13.6	9	15.3	20	33.9	1	1.7	16	27.1	0	0	1	1.7	0	0	0	0		
	Sulphur Springs	67	3.0	6	9.0	1	1.5	9	13.4	4	6.0	23	34.3	5	7.5	11	16.4	5	7.5	3	4.5	0	0	0	0		
	District	6,385	3.5	136	2.1	34	0.5	414	6.5	299	4.7	1914	30.0	769	12.0	1554	24.3	393	6.2	753	11.8	53	0.8	50	0.8		
Combined	Oak Park	76	3.6	0	0	0	0	1	1.3	6	7.9	25	32.9	12	15.8	18	23.7	10	13.2	4	5.3	0	0	0	0		
	Robles	122	3.1	2	1.6	5	4.1	18	14.8	16	13.1	38	31.1	13	10.7	21	17.2	5	4.1	3	2.5	1	0.8	0	0		
	Sulphur Springs	131	3.1	13	9.9	1	0.8	16	12.2	10	7.6	35	26.7	12	9.2	29	22.1	10	7.6	4	3.1	0	0	0	0		
	District	12,803	3.6	235	1.8	80	0.6	746	5.8	583	4.6	3434	26.8	1824	14.2	3073	24.0	1083	8.5	1420	11.1	185	1.4	119	0.9		

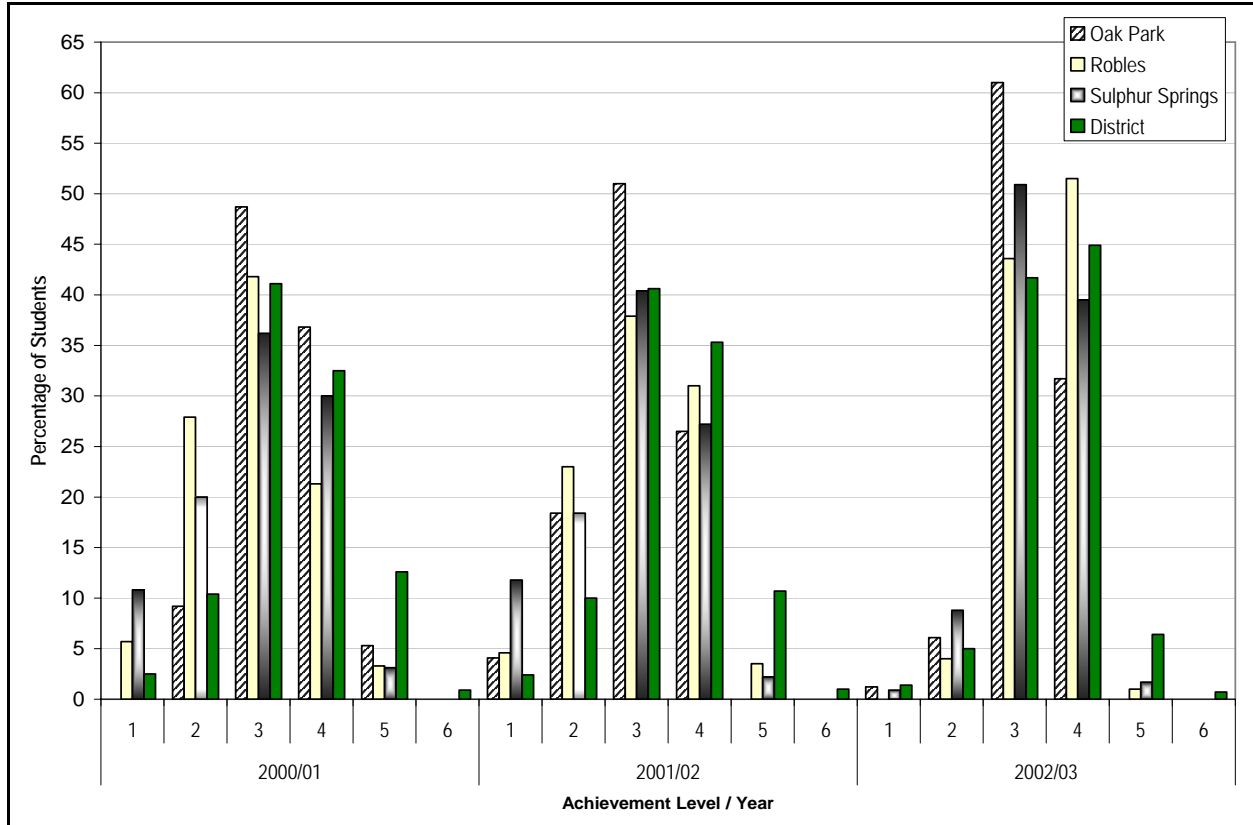
Table 15: FCAT Writing Results for ESY Program Schools and District Students for 2001/02 School Year

Style	School	N		Mean		Achievement Level																							
						1		1.5		2		2.5		3		3.5		4		4.5		5		5.5		6			
						N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Expository	Oak Park	23	3.0	1	4.3	0	0	2	8.7	3	13.0	8	34.8	2	8.7	4	17.4	2	8.7	0	0	0	0	0	0				
	Robles	43	2.9	2	4.7	0	0	10	23.3	5	11.6	14	32.6	3	7.0	7	16.3	2	4.7	0	0	0	0	0	0				
	Sulphur Springs	70	2.8	8	11.4	3	4.3	10	14.3	7	10.0	19	27.1	7	10.0	11	15.7	2	2.9	2	2.9	0	0	0	0				
	District	6,506	3.5	136	2.1	42	0.6	510	7.8	256	3.9	2089	32.1	831	12.8	1587	24.4	389	6.0	490	7.5	68	1.0	83	1.3				
Narrative	Oak Park	27	3.2	1	3.7	0	0	1	3.7	3	11.1	10	37.0	5	18.5	5	18.5	2	7.4	0	0	0	0	0	0				
	Robles	44	3.4	1	2.3	1	2.3	4	9.1	1	2.3	13	29.5	3	6.8	15	34.1	3	6.8	3	6.8	0	0	0	0				
	Sulphur Springs	67	3.3	5	7.5	0	0	5	7.5	3	4.5	18	26.9	11	16.4	20	29.9	4	6.0	1	1.5	0	0	0	0				
	District	6,464	3.7	109	1.7	26	0.4	333	5.2	197	3.0	1521	23.5	801	12.4	1885	29.2	700	10.8	761	11.8	59	0.9	50	0.8				
Combined	Oak Park	50	3.1	2	4.0	0	0	3	6.0	6	12.0	18	36.0	7	14.0	9	18.0	4	8.0	0	0	0	0	0	0				
	Robles	87	3.2	3	3.4	1	1.1	14	16.1	6	6.9	27	31.0	6	6.9	22	25.3	5	5.7	3	3.4	0	0	0	0				
	Sulphur Springs	137	3.0	13	9.5	3	2.2	15	10.9	10	7.3	37	27.0	18	13.1	31	22.6	6	4.4	3	2.2	0	0	0	0				
	District	12,970	3.6	245	1.9	68	0.5	843	6.5	453	3.5	3610	27.8	1632	12.6	3472	26.8	1089	8.4	1251	9.6	127	1.0	133	1.0				

Table 16: FCAT Writing Results for ESY Program Schools and District Students for 2002/03 School Year

Style	School	N		Mean		Achievement Level																							
						1		1.5		2		2.5		3		3.5		4		4.5		5		5.5		6			
						N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Expository	Oak Park	45	3.4	1	2.2	0	0	2	4.4	1	2.2	16	35.6	11	24.4	9	20.0	5	11.1	0	0	0	0	0	0				
	Robles	50	3.5	0	0	0	0	1	2.0	3	6.0	17	34.0	10	20.0	15	30.0	4	8.0	0	0	0	0	0	0				
	Sulphur Springs	58	3.5	1	1.7	0	0	3	5.2	2	3.4	15	25.9	17	29.3	14	24.1	4	6.9	2	0	0	3.4	0	0				
	District	6,551	3.6	49	0.7	43	0.7	141	2.2	248	3.8	1469	22.4	1536	23.4	1976	30.2	707	10.8	246	3.8	90	1.4	26	0.4				
Narrative	Oak Park	39	3.2	0	0	0	0	1	2.6	1	2.6	19	48.7	4	10.3	10	25.6	2	5.1	0	0	0	0	0	0				
	Robles	51	3.9	0	0	0	0	0	0	0	0	9	17.6	8	15.7	24	47.1	9	17.6	0	0	1	2.0	0	0				
	Sulphur Springs	58	3.5	0	0	0	0	0	0	5	8.6	16	27.6	10	17.2	27	46.6	0	0	0	0	0	0	0	0				
	District	6,670	3.8	42	0.6	47	0.7	104	1.6	164	2.5	1205	18.1	1284	19.3	2355	35.3	883	13.2	386	5.8	128	1.9	61	0.9				
Combined	Oak Park	84	3.3	1	1.2	0	0	3	3.6	2	2.4	35	41.7	15	17.9	19	22.6	7	8.3	0	0	0	0	0	0				
	Robles	101	3.7	0	0	0	0	1	1.0	3	3.0	26	25.7	18	17.8	39	38.6	13	12.9	0	0	1	1.0	0	0				
	Sulphur Springs	116	3.5	1	0.9	0	0	3	2.6	7	6.0	31	26.7	27	23.3	41	35.3	4	3.4	2	1.7	0	0	0	0				
	District	13221	3.7	91	0.7	90	0.7	245	1.9	412	3.1	2674	20.2	2820	21.3	4331	32.8	1590	12.0	632	4.8	218	1.6	87	0.7				

Figure 9: Writing Achievement Scores for ESY Program Schools and District Students



STANDARDIZED ACHIEVEMENT RESULTS – REPEATED MEASURES ANALYSIS

A Repeated Measures Analysis was conducted to identify differences in achievement for ESY Pilot Program students as compared to similar students participating in a school for the standard 184 day school year. The sample for the ESY Pilot Program included students who were in attendance at Oak Park Elementary, Robles Elementary, or Sulphur Springs Elementary during the 2000/01, 2001/02, and 2002/03 school year. Criteria for inclusion in the ESY Pilot Program sample are as follows:

- Students who were enrolled in one of the three ESY Pilot Program schools for all three years as determined by enrollment during the Fall FTE survey week, during the Spring FTE survey week, and during the Summer FTE survey week.
- Students who were promoted at the conclusion of each school year.
- Students with scores for reading and mathematics assessments for each school year.

Therefore, students in grades 1 through 3 during the 2000/01 school year meeting all criteria were included in the ESY Pilot Program sample. Three comparison schools, Mort Elementary, Graham Elementary, and Lockhart Elementary, were selected based on student demographics. Students from these three comparison schools were selected using the same criteria outlined above. While these three schools are not exact matches to the ESY Pilot Program schools, they were considered similar enough for comparison. In addition, the demographics for the students selected from these three comparison schools were compared with students in the ESY Pilot Program schools for the analysis (See Appendices A-D) and determined to be comparable as there was less than 1.5% difference in the total number of students for each demographic area (gender, LEP status, SES status as defined free/reduced lunch, and ethnicity). A total of 260 ESY Pilot Program students and 225 comparison schools students were included in the analysis for reading achievement while a total of 262 ESY Pilot Program students and 223 comparison schools students were included in the analysis for mathematics achievement. The repeated measures was a one-between one-within design, comparing the achievement between the ESY Pilot Program schools with the comparison schools across all three years of test administration. The test administration during the 2000/01 school is considered to be the baseline year of data since the extended school year had not yet been implemented. The 2001/02 and 2002/03 test administrations were the two follow-up years. It is important to note that the third year of the ESY implementation could not be included in the analysis because no other comparable standardized test scores will be available until the spring 2004 administration of the *FCAT*. NCE scores from the Stanford-9 Reading Comprehension and Problem Solving were gathered for students enrolled in grades 1 or 2 during the 2000/01 and 2001/02 school years while *FCAT* Reading and Mathematics NCE scores were used for students enrolled in grades 3, 4, or 5 were gathered. These scores are considered comparable allowing comparisons across all three years of achievement.

Figure 10 below illustrates the reading achievement of the ESY Pilot Program sample as compared to the comparison schools sample. Results of the Repeated Measures found that there was no statistically significant difference in reading achievement between the ESY Pilot Program sample as compared to the comparison schools sample ($F = 1.31, p > 0.05$).

Figure 10: Reading Achievement for ESY Program Sample and Comparison Schools Sample

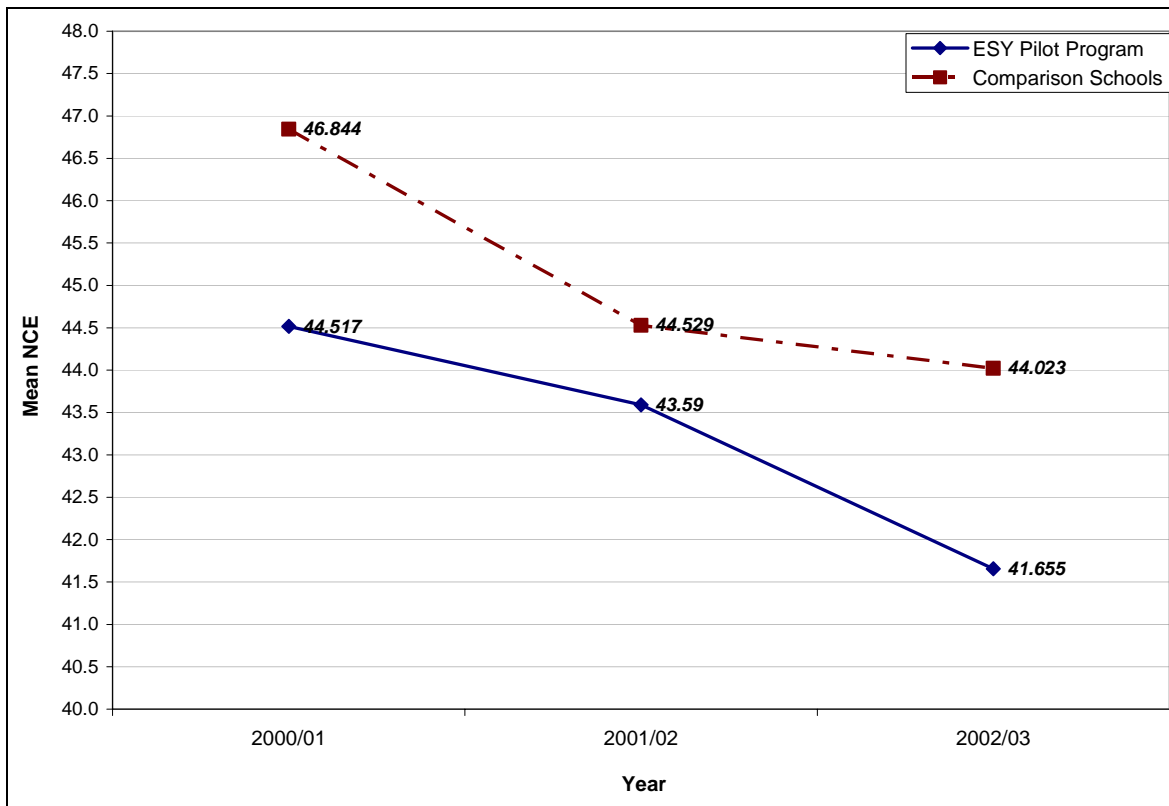
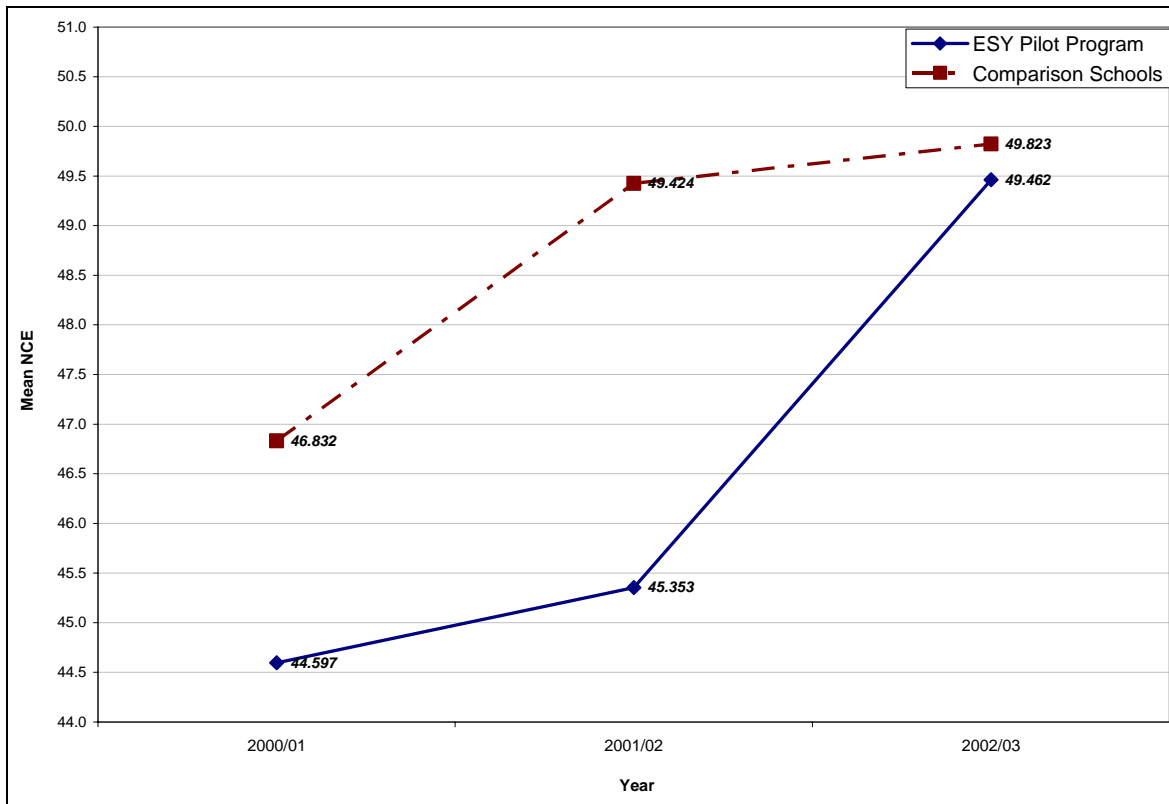


Figure 11 below illustrates the mathematics achievement of the ESY Pilot Program sample as compared to the comparison schools sample. Results of the Repeated Measures found that there was a statistically significant difference in mathematics achievement between the ESY Pilot Program sample as compared to the comparison schools sample ($F = 5.05, p < 0.05$). Follow-up analyses found that the difference in achievement scores during the 2000/01 school year was not statistically significantly different from the difference in achievement scores during the 2001/02 school year ($F = 8.12, p > .05$). However, the difference in achievement scores during the 2001/02 school year was statistically significantly different ($F = 14.49, p < .05$) from the difference in achievement scores during the 2002/03 school year with the ESY Pilot Program demonstrating similar mathematics achievement to those students in the Comparison Schools.

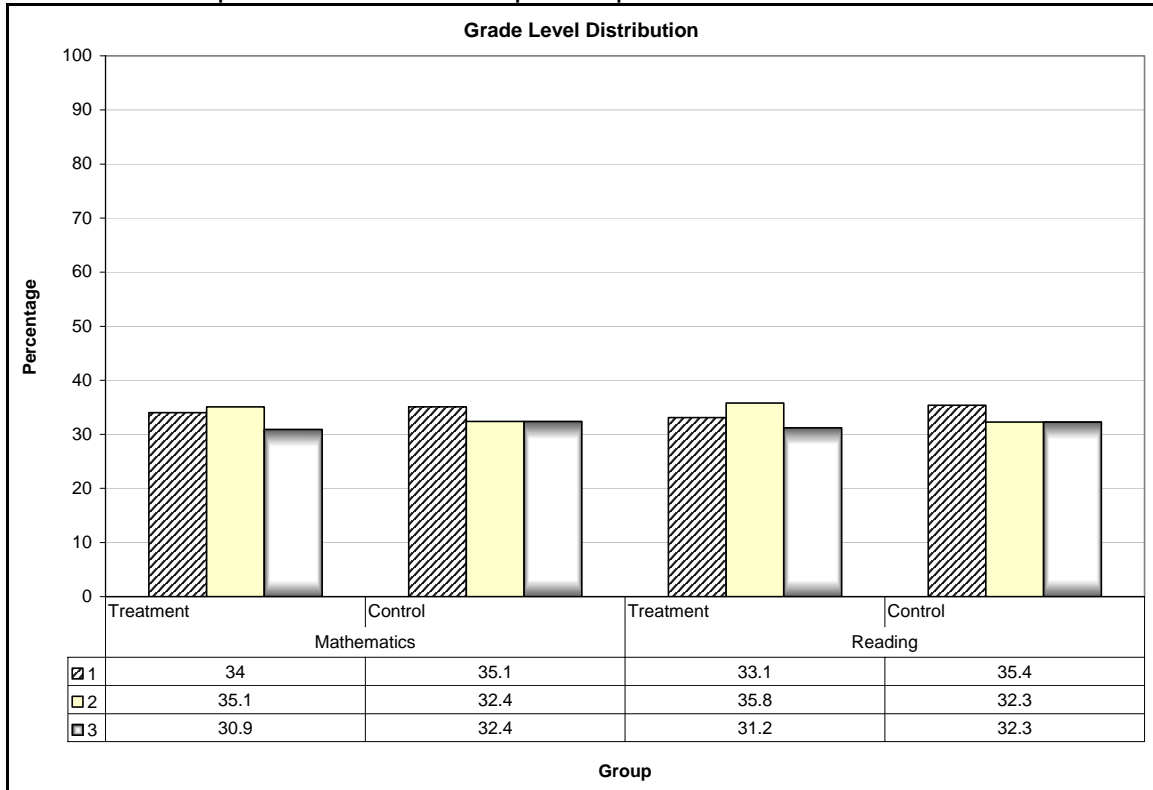
Figure 11: Mathematics Achievement for ESY Program Sample and Comparison Schools Sample



APPENDICES

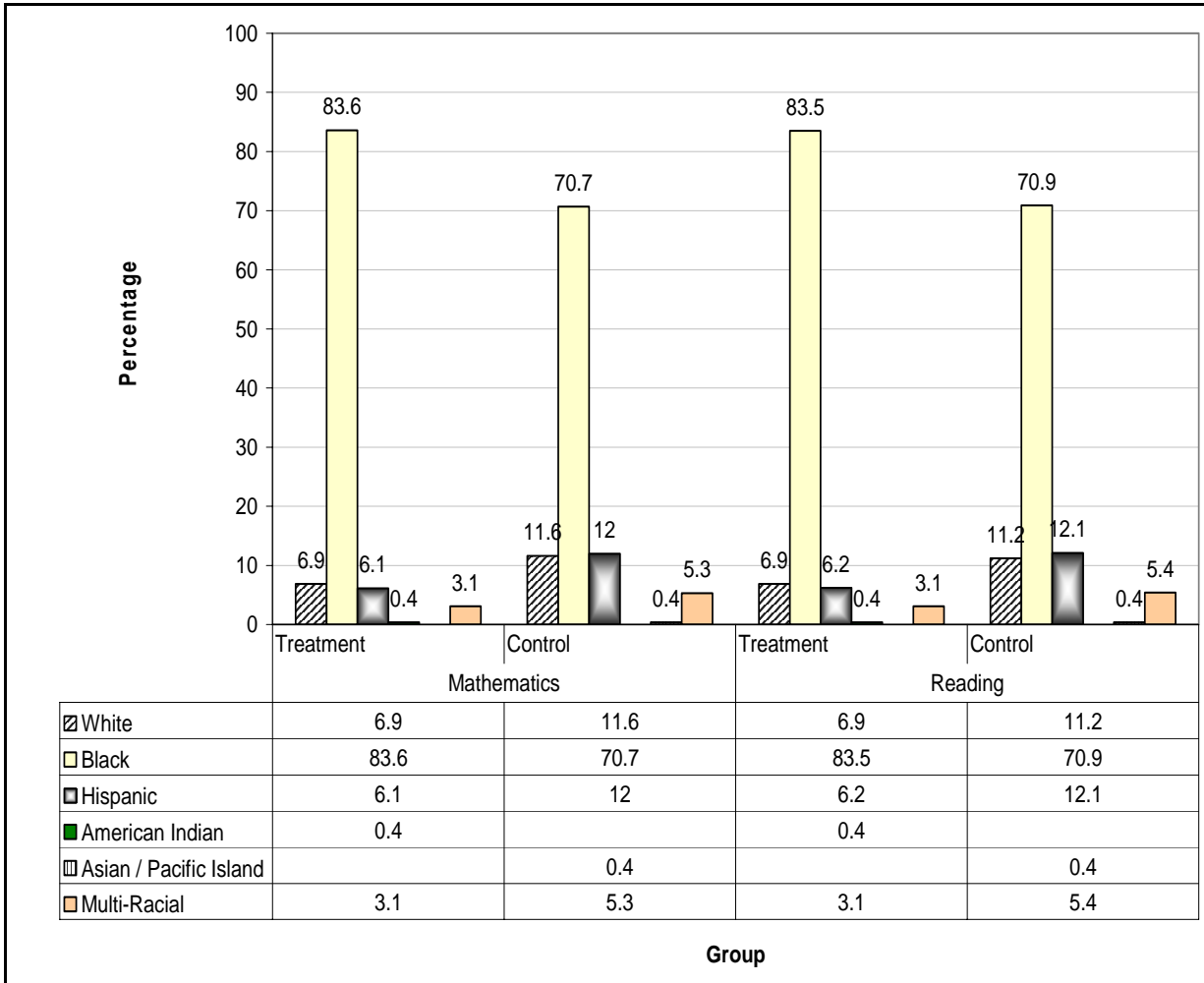
APPENDIX A: GRADE LEVEL DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE

Figure 12: Grade Level Distributions for the ESY Program Student Sample and Comparison Student Sample: Repeated Measures



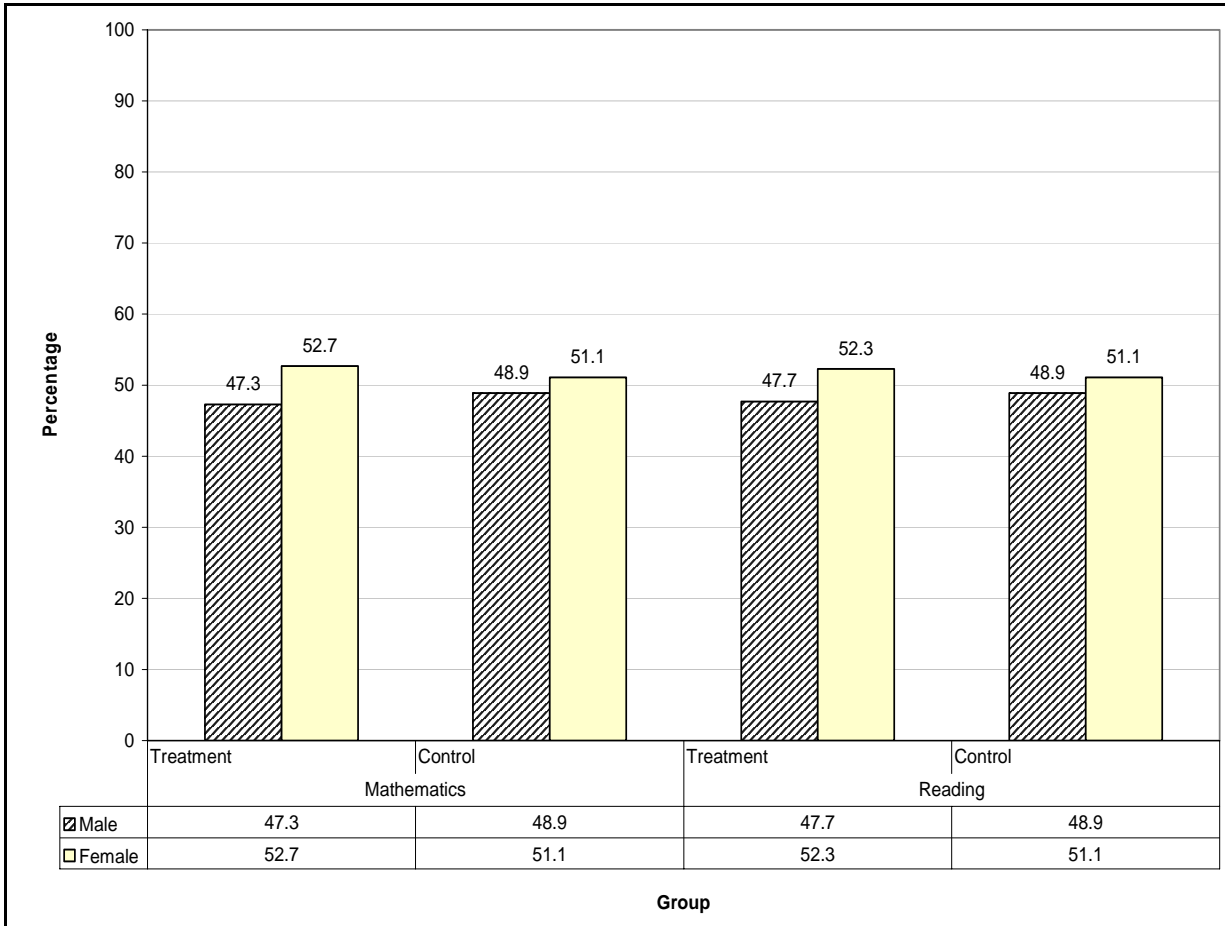
APPENDIX B: ETHNIC DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE

Figure 13: Ethnic Distributions for the ESY Pilot Program Student Sample and Comparison Student Sample: Repeated Measures



APPENDIX C: GENDER DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE

Figure 14: Gender Distributions for the ESY Pilot Program Student Sample and Comparison Student Sample: Repeated Measures



APPENDIX D: SES AND LEP DISTRIBUTIONS FOR THE ESY PILOT PROGRAM STUDENT SAMPLE AND COMPARISON STUDENT SAMPLE

Figure 15: SES and LEP Distributions for the ESY Pilot Program Student Sample and Comparison Student Sample: Repeated Measures

