

Second Grade Academy
Elementary Academy
Middle School Academy
Program Evaluation
Summer 2003

Albuquerque Public Schools

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SECOND GRADE, ELEMENTARY AND MIDDLE SCHOOL ACADEMIES EXECUTIVE SUMMARY

The purpose of the summer interventions is two-fold:

- To help students who have Level II Academic Improvement Plans work toward grade level proficiency in reading and math during the summer;
- To provide intensive professional development in the teaching of reading and math via structured instructional models.

Findings

Participation

- The Second Grade Academy served 163 students, the Elementary School Academy served 899 students and the Middle School Academy served 441 students.

Second Grade Academy

- Second Grade Academy students showed an average improvement of $\frac{3}{4}$ of a grade-level in reading.
- Over half (54%) of students increased at least 1 grade level in reading.
- At the end of the summer intervention 35% of participating students were reading at or above grade-level.

Elementary Academy

- Over half (58%) of the elementary academy students improved by at least one grade level in reading.
- Three-fourths (79%) of the elementary summer school students showed improvement in math computation proficiency.

Middle School Academy

- Nearly three-fourths (72%) of middle school academy students gained at least one grade level in reading. The average gain in reading level for all academy students was 1.32 grade levels.
- More than half (56%) of middle school academy students showed improvement in math computational proficiency and in math fractions proficiency.

Introduction

The New Mexico Remediation, Promotion and Retention Law (NM Statutes Annotated 22-2-8.6) requires that students perform at grade level or be provided remediation interventions. In an effort to comply with the law, APS provides no cost summer intervention programs as an additional means of increasing student achievement to grade level standards.

Starting at Level I, Academic Improvement Plan (AIP) students who did not meet standards by the end of the school year moved into a Level II status. The summer interventions are designed to enable students with Level II Academic Improvement Plans to advance toward required grade and proficiency levels. These students were to be identified before the start of the second grading period of the 2002-2003 school year as not meeting standards in one or two core subjects as measured by state mandated tests, district tests and classroom performance. These Level II AIP students were encouraged to enroll in a summer intervention program.

The purpose of this evaluation is to measure changes in performance on reading and math assessments for students participating in three summer intervention programs. This report describes the implementation and student outcomes of the Second Grade, Elementary and Middle School Academies.

Second Grade Reading Academy

The Second Grade Reading Academy is an intervention for APS students who have completed 2nd grade, do not meet district reading standards as measured by the Analytical Reading Inventory (ARI) or Spanish Reading Inventory (SRI), and have Level II Academic Improvement Plans. The 2003 Second Grade Reading Academy involved students in three hours of intensive reading instruction using the Balanced Literacy approach, five days a week for five weeks. The program operated at 6 sites with a maximum of 36 students per site no more than 6 students per teacher and one Instructional Coach. There were four principals and six instructional coaches for the 6 sites. Numbers of students and teachers at each site are presented below.

SCHOOLS	STUDENTS	TEACHERS
Atrisco	28	5
Cochiti	29	6
Eubank	34	6
Eugene Field	10	2
La Mesa	28	5
Painted Sky	34	6
TOTAL	163	30

Teachers referred students to the Academy if they were reading at pre-primer, primer or first grade levels as measured by the previous year's ARI scores. Referred students were assessed by Academy teachers using the Developmental Reading Assessment (English) or the Evaluacion del Desarrollo de la Lectura (Spanish) to determine placement with teachers in small instructional groups.

The Balanced Literacy approach was used at all six sites and included the following components: Reading Aloud, Shared Reading, Guided Reading, Working With Words, and Interactive Writing. Each teacher used each of the components in lengths of time appropriate to the needs of students in their small instructional groups. Teachers administered running records to each student weekly to determine the student's progress and specific instructional needs.

Instructional materials at each site included a library of leveled books with enhanced bookroom collections used most frequently by the Academy student population. Big books were used by the schools for Shared Reading. The program supplied letters for Making Words lessons, magnetic letters and cookie sheets for the tutoring sessions and take home books for Nightly Reading.

Professional development activities for Academy teachers were part of the Academy program design. Three days were required for all teachers new to the program, and 1½ days were required of those teachers who had previously worked in the Reading Academy. The trainers offered sessions on the assessment tools, Balanced Literacy instructional strategies, deployment of one-on-one tutoring, and peer collaboration. The Instructional Coach assigned to each school supported follow-up professional development after the initial three days.

Program changes from summer 2002 program:

- A Coordinator was hired to oversee the 2nd Grade Summer Reading Academy based on expertise in Balanced Literacy, experience as a Literacy Leader at a school and experience working with the 2nd Grade Summer Reading Academy as an instructor, assessor and Instructional Coach.
- 3 days of training were required for the teachers who were new to working in the summer program and 1½ days were required for those teachers who were returning to the program.
- A two-hour follow-up Guided Reading training was required of all teachers two-weeks into the summer program.
- Parent Training was required of all parents who sent students to the 2nd Grade Reading Academy. The purpose of this training was to help parents learn how to support nightly reading and encourage them to continue reading with their students throughout the year.

Referred students participated in 45 minute assessment appointments during which they were tested with the Developmental Reading Assessment (English)/Evaluacion del Desarrollo de la Lectura (Spanish). This pre test information was used to determine each student's reading book-level to place them into small group Guided Reading classes. This system created homogenous reading groups for the 2nd Grade Academy teachers. Throughout the program teachers assessed each student on a weekly basis with a running record. For this assessment the reading teacher

selected a text that had been previously taught during a guided reading lesson. This assessment is administered to assist the teacher in determining the phonics, structure, and overall decoding skills the student is using as he/she reads.

Student progress for the five week Second Grade Reading Academy was measured using the Analytic Reading Inventory (ARI) as a pre and post test. Scores for the ARI test administered to APS students in April were used as the pre test for Academy participants. At the end of the five week summer program the ARI was again administrated as a post test. Eleven experienced ARI assessors tested students during the last four days of the intervention. Academy reading level changes are displayed in Table 1. Of 126 students, 7 students improved from the Pre Primer level, 33 students improved from the Primer level and 24 improved from the First grade reading level.

Table 1
2nd Grade Summer Academy Student Reading Level Changes

Post Summer School Testing									
Pre Summer School Testing	Reading Level	Pre Primer	Primer	First	Second	Third	Fourth	Total Not Improving	Total Improving
	Pre Primer	3	3	1	0	2	1	3	7
	Primer	1	5	19	8	4	2	6	33
	First	1	1	30	15	9	0	32	24
	Second	1	0	7	11	3	1	19	4
	Third	0	0	0	2	0	0	2	0
	Total							62	68

Only 3 of the 10 Pre Primer and 14 of 39 Primer students managed to advance to the Second grade or higher reading level in the five week intervention. In contrast, 24 of 56 First grade reading level students advanced to Second grade or higher. This indicates that the 2nd Grade Academy design was best suited to students no more than one grade level below standards, a finding similar to those in other years.

Table 2 displays the distribution of students by change in reading grade level at the end of the Second Grade Reading Academy. Examination of Table 2 reveals that 54 of Academy students gained at least one reading level.

There is also data in Table 2 indicating that 12 students fell back in reading level. Losses such as these are atypical and are probably due to poorly administered ARI pre-tests, during the regular school year, that over stated students' reading levels. Second Grade Academy Teachers are thoroughly trained in administering the ARI and consequently post-test results are likely to be a much more accurate measure of student reading levels. Table 3 shows the average gain in reading level for all Academy students was three quarters (.75).

Table 2
ARI Reading Level Change Over Summer School

Change	Number	Percent
5	1	.8
4	4	3.1
3	4	3.1
2	19	14.6
1	42	32.3
0	48	36.9
-1	10	7.7
-2	1	.8
-3	1	.8
Total	130	100.0

Example: A change of 5 levels in Table 2 would be a student moving from pre-primer to fourth grade as shown in Table 1.

Table 3
Average ARI Level Change Over Summer School

N	Mean	Standard Deviation
130	.75	1.22

Second Grade Academy Conclusions

1. The 2003 Second Grade Reading Academy produced a mean gain of .75 of a grade level as compared to .5 in 2002. This is a 50% performance improvement but is still far short of the 2.0 mean grade level gain of the 1999 Merit program.
2. The addition of a coordinator/instructional coach and additional professional development activities may explain the improvement in student performance gains for the 2003 Second Grade Reading Academy.
3. It appears that unless the Second Grade Reading Academy is expanded from 5 weeks to 6 or 7 weeks it will not be capable of achieving the gains of the 1999 Merit program's longer intervention.
4. An additional limitation of the 2nd Grade Reading Academy program, as compared to the Merit program design, is a larger number of sites and accompanying administrative and coordination challenges.
5. Accessibility is another issue, since the program operates at 6 sites in a district with 80 elementary schools. Many parents cannot, or are unwilling to, transport their young children out of the neighborhoods to a different school.
6. Research needs to be conducted on schools that are running their own summer interventions, apart from the Office of Extended Learning, to determine how site based programs impact student achievement gains.

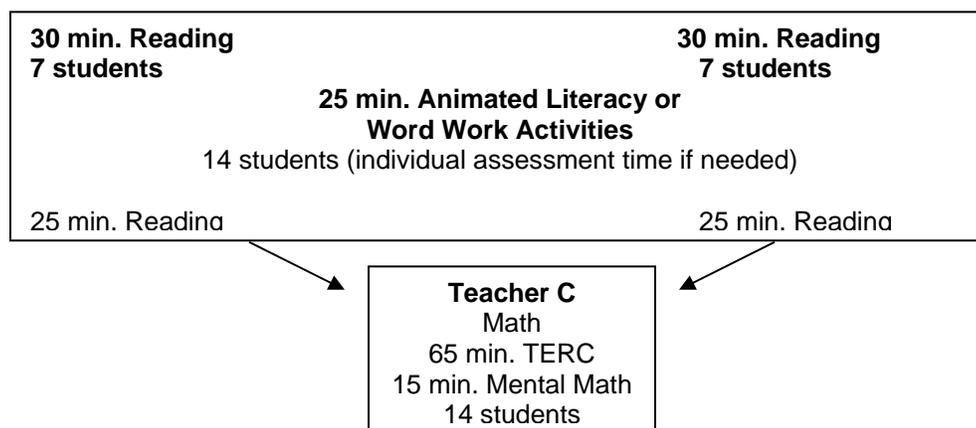
Elementary Academy Program

The Elementary Academy Program is an intervention program for students who have completed grades 1-5 and who have a Level II Academic Improvement Plan. Whereas the Second Grade Academy's sole focus is intensive reading instruction the Elementary Academy includes both literacy and math instruction. Schools referred second graders who need both reading and math interventions to this program rather than to the Second Grade Academy. The 2003 Elementary Academy Program included three hours of instruction for five days a week for 5 weeks at 11 elementary sites. The term literacy in this program is defined broadly to include reading and mathematics. The daily instructional schedule was developed and implemented by all 11 elementary sites.

Daily Instructional Schedule

Teachers worked in teams of three - two reading and one math teacher. Students rotated through the reading and math blocks daily. All teachers delivered writing within the content area. Teams were assigned 28 students, each reading teacher worked with 7 students during the reading block and each math teacher worked with 14 students.

8:00-8:15 Morning routine, calendar activities, Nightly Reading check, attendance,
 8:15-9:45 14 students began each day in the classroom with their math teacher
 14 students began each day in the classroom with their reading teacher
 (The team of 3 determined the groups based on the student's reading levels)
 Teacher A Teacher B



Closure (Read Aloud, Shared Reading, Journal Writing, Nightly Reading Check)

9:45 Morning Recess
 10:00-11:30 2nd session of instruction (14 students rotated into math or reading class)

The program was delivered at the 11 schools listed below with one Instructional Coach assigned to each site. The teacher, student, and student grade level distributions by site were:

SCHOOL	Teachers	Students
A. Montoya	4	36
Alvarado	9	78
Bellehaven	9	51
Chamiza	15	134
Kit Carson	15	109
Lavaland	16	133
S. Y. Jackson	9	67
Tomasita	12	85
Whittier	9	82
Zia	6	55
Zuni	9	69
TOTAL	113	899

The program was available to students who were identified and referred by Student Assistance Teams based on the student’s Level II Academic Improvement Plan. The program was designed for students performing two grade levels below their instructional reading and/or math level. The majority of students attended the reading and math sessions. There were a few students who attended only the math session.

Primary Early Success Reading Program

The daily instructional program for reading consisted of a 90 minute block of Guided Reading, and Animated Literacy. All pre-primer Elementary Summer Literacy Program students participated in 45 minute assessment appointment during which they were pre-tested using the Emergent Literacy Survey. Those students who were able to read at least a primer level text were administered an Informal Reading Inventory to determine their instructional reading level. This pre test information was used to place students into small group Guided Reading classes. The Primary instructional materials were:

- Early Success Kits Level 1 & 2 for Guided Reading lessons (Houghton Mifflin)
- Emergent Literacy Survey Checklist for assessing student’s phonemic/phonological awareness reading skills

- Informal Reading Inventory for pre and post assessment of student's reading levels (Houghton Mifflin)
- Oral Reading Checks for assessing student's decoding/phonics skills
- Animated Literacy resource books and compact discs to develop student's phonemic/phonological awareness skills (Jim Stone)

All primary teachers received two full days of intensive training in the use of Early Success program materials, Informal Reading Inventory, Oral Reading Checks, and Animated Literacy. All teachers received additional on-site coaching throughout the five-week program on Animated Literacy, had daily collaboration meetings with their Instructional Coach focusing on assessment data, delivery of instruction and student work.

Intermediate Soar to Success Reading Program

The daily instructional program for reading consisted of a 90 minute block of Guided Reading and decoding/phonics using Working With Words lessons and/or the extension lessons provided in the Soar to Success program. All students were administered an Informal Reading Inventory to determine their instructional reading level. Intermediate instructional materials were:

- Soar to Success Kits Level 4 & 5 for Guided Reading lessons (Houghton Mifflin) (Only Kit Carson Elementary School used Kit 3)
- Informal Reading Inventory for pre and post assessment of student's reading levels
- Oral Reading Checks for assessing student's decoding/phonics skills
- Retelling/Fluency Checks for assessing student's reading rate and comprehension levels

All intermediate teachers received two full days of intensive training in the use of Soar to Success program materials, Informal Reading Inventory, Oral Reading Checks, and Working With Words lessons. Additional daily collaborative support focused on assessment data, delivery of instruction and student work provided by the Instructional Coach.

To measure the impact of the Primary Early Success and the Intermediate Soar to Success reading programs on students a pre and posttest was administered at the beginning and end of the five weeks. Table 4 shows the changes in student's Independent Reading Inventory (IRI) pre and posttest scores who were in attendance 23 or more of the 25 days of the summer intervention. A total of 269 students (58%) made progress while 198 students (42%) did not make progress.

Table 4

Informal Reading Inventory (IRI) Pre and Post Test Scores for Elementary Academy Students

		Post Test										Not Improving	Improving	
Pre Test	IRI Level	-1	0	1	2	3	4	5	6	7	8			
		-1	2	7	1								2	8
		0	1	44	25	17	11						45	53
		1		6	17	37	21	4					23	62
		2		2	1	11	25	8	2	7			14	42
		3			4	6	29	26	2	10			39	38
		4				1	25	25	23	13			51	36
		5						7	6	16	5	1	13	22
		6					1	2	1	3	3	3	7	6
		7							1		3	2	4	2
	Total											198	269	

Primary Math Program

The daily instructional program for math consisted of a 90 minute block of interactive collaborative instruction using TERC Investigations. Each Math teacher worked with no more than 14 students during the 90 minute block. All math students were administered the Primary Math Rubric as a pre and post assessment the first two days of instruction and again the last two days of summer program. This information was used to guide teachers in the math developmental needs (number sense and place value) of their students for instructional planning.

Primary instructional materials were:

- TERC Investigations units, Putting Together, Taking Apart and Number Games and Story Problems
- Primary Math Rubric developed using TERC Investigations materials specifically targeting district-identified essential skills

Intermediate Math Program

The daily instructional program for math consisted of 90 minutes of interactive collaborative instruction using TERC Investigations and Mental Math. Each math teacher worked with no more than 14 students during the 90 minute block. All math students were administered the Intermediate Math Rubric the first two days of instruction and again the last two days of program. This information was used to guide teachers in the math developmental needs (computation and multiplication/division concepts) of their students for instructional planning.

Intermediate instructional materials were:

- TERC Investigations units, Arrays and Shares and Landmarks in the 100's.
- Mental Math for Intermediate Grades
- Intermediate Math Rubric developed using TERC Investigations materials specifically targeting district-identified essential skills

Table 5 shows the change in math proficiency for academy students who were in attendance for 23 or more of the 25 days of the Primary Math and Intermediate Math programs. The pre and post assessments were developed using TERC Investigations materials targeting district identified essential skills. Examination of Table 5 shows that 220 students (79%) showed improvement while 59 students (21%) did not show improvement in math.

Table 5
Change in Elementary Summer Academy Students Math Computation Proficiency

		Computation Post				
Computation Pre	Proficiency Levels	Novice	Apprentice	Practitioner	Total Not Improving	Total Improving
	Novice	16	86	145	16	146
	Apprentice	0	20	74	20	74
	Practitioner	0	0	23	23	0
	Total	16	106	242	59	220

Program changes from Summer 2002 program were:

- A Coordinator was hired to support the primary teachers in the implementation of the Animated Literacy program used in the primary classrooms. The coordinator was selected based on her expertise in the delivery of the Animated Literacy curriculum, her experience working in the Elementary Summer Program over the past four years as an instructor and Instructional Coach.
- Two full days of training were required of all first-time teachers prior to the program beginning and one full day was required for those teachers who had taught in the program the previous summer.
- A Parent Training was required of all parents who sent students to the Elementary Summer Literacy Program. The purpose of this training was to help parents learn how to support nightly reading and encourage them to continue reading with their students throughout the year.
- Teachers were hired to work in teams of 3 – two reading and one math teacher/team. Students rotated through one 90 minute reading class and one 90 minute math class. Writing was integrated within the reading and math instruction.

Elementary Summer Academy Conclusions

Results indicate that 58% of elementary summer students gaining at least one grade level in reading. This gain cannot be compared to 2002 because the analysis was conducted by kit level. For the math component 79% of summer elementary students gained at least one proficiency level. The 79% (2003) rate is up 18% from last year (2002) when the percentage of summer elementary students gaining at least one proficiency level in math was 61%, a significant improvement.

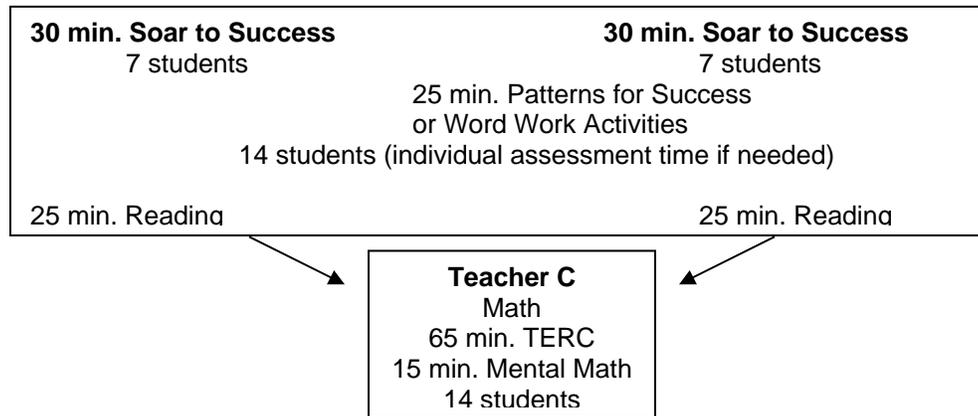
Middle School Summer Academy/Rio Grande Bridge Program

The Middle School Summer Academy/Bridge is an intervention program for students who completed grades six through eight. The program was designed for students who had a current Level II Academic Improvement Plan and who were underachieving by two or more grade levels. The 2003 Middle School Summer Academy involved students in a five-week summer program that included three hours of math and reading instruction five days a week.

Daily Instructional Schedule for Middle School Academy/Bridge Program*

Teachers worked in teams of three - two reading and one math teacher. Students rotated through the reading and math blocks daily. All teachers delivered writing within the content area. Teams were assigned 28 students, each reading teacher worked with 7 students during the reading block and each math teacher worked with 14 students.

8:00-8:15 Morning routine, calendar activities, Nightly Reading check, attendance,
 8:15-9:45 14 students began each day in their math class
 14 students began each day in their reading class
 (The team of 3 determined the groups based on the student's reading levels)
 Teacher A Teacher B



Closure (Read Aloud, Shared Reading, Journal Writing, Nightly Reading Check)

9:45-10:00 Passing Period, Morning Break
 10:00-11:30 2nd session of instruction (14 students rotated into math or reading class)

** Rio Grande Bridge Program teachers worked in teams of two- one reading and one math teacher. Students rotated through the reading and math blocks daily. All teachers delivered writing within the content area. Each team was assigned 14 students, each reading teacher worked with 7 students during the reading block and each math teacher worked with 7 students.*

The program was delivered at the 6 schools listed below with one Instructional Coach assigned to each site. (One coach was assigned to Ernie Pyle and Rio Grande High School due to low student enrollment.) The teacher, student, and student grade level distributions by site were:

Schools	Teachers	Students
Ernie Pyle	3	25
Hayes	15	121
Jimmy Carter	6	56
McKinley	15	124
Washington	9	64
Rio Grande	6	51
TOTAL	54	441

The program was available to students who were identified and referred by Student Assistance Teams based on the student’s Level II Academic Improvement Plan. The program was designed for students performing two grade levels below their instructional reading and/or math level. Referred students participated in 45 minute assessment appointment during which they were tested with the Informal Reading Inventory (IRI). This pre test information was used to place students into small group Guided Reading classes. Grouping of students was based on reading level alone which meant that, while literacy instruction was based on homogenous grouping, math instruction was based on heterogeneous grouping.

Teachers in the reading classes delivered instruction to small groups (5-7 students) with routine activities to help struggling readers develop independent reading strategies. All middle school teams used the following instructional materials for the following purposes:

Instructional materials were:

- Soar to Success Kits Level 6, 7 and 8 to implement Guided Reading lessons (Houghton Mifflin). Select sites requested Level Kits 2, 4 and 5 based on their students pre assessment scores on the IRI.
- Guided Reading lessons using the Soar to Success leveled books
- Informal Reading Inventory for pre and post assessment of student’s reading levels
- Oral Reading Checks for assessing student’s decoding/phonics skills
- Retelling/Fluency Checks for assessing student’s reading rate and comprehension levels
- Patterns for Success, A Multisensory Approach to Teaching Phonics and Word Analysis which provided a structured and sequential format for decoding and word analysis (ProEd).

Training:

Two days of intensive training was provided prior to the commencement of the Middle School Academy in the use of Soar to Success materials, the Informal Reading Inventory assessment tool, Oral Reading Checks, and Working With Words lessons and the ProEd materials. Additional daily collaborative meetings focused on assessment data, delivery of instruction, and student work facilitated by the Instructional Coach. Instructional Coaches at the six sites met weekly with the Office of Extended Learning and the Middle School Coordinator to share ideas, successes and challenges.

Table 6 reports the reading level change for students in attendance 23 or more of the 25 days of the summer intervention. It is interesting to note that 72% of these students gained at least one grade level while 44% gained two or more grade levels and 18% gained 3 or more grade levels. The average gain in reading level for all Academy students was 1.32 grade levels.

Table 6
IRI Reading Level Change Over Summer School

Change	Number	Percent
7.0	1	0
6.0	0	0
5.0	4	1
4.0	19	5
3.0	47	12
2.0	114	29
1.0	111	28
.0	73	19
-1.0	24	6
-2.0	1	0
Total	394	100%

Math Program:

The daily instructional program for math consisted of 90 minutes of interactive collaborative instruction using TERC Investigations and Mental Math. Each math teacher worked with no more than 14 students during the 90 minute block. (*Rio Grande Bridge Math teachers worked with no more than 7 students during the 90 minute block.*) All math students were administered the Intermediate Math Rubric the first two days of instruction and again the last two days of program.

Instructional materials were:

- TERC Investigations units, Name That Portion and Different Shapes, Equal Pieces to enable students to have active learning experiences with manipulative materials rather than books of instruction and problems.
- Mental Math for Junior High to enable students to review basic math facts in addition, subtraction, multiplication and division.
- Intermediate Math Rubric developed using TERC Investigations materials specifically targeting district-identified essential skills

Training:

All math teachers received two full days of intensive training in the use of TERC Investigation curriculum units, rubric administration and scoring, five-week pacing chart, and integrating writing in the content area. Additional daily collaboration sessions facilitated by the Instructional Coach or teachers focused on more in-depth professional development of TERC math.

Table 7 shows the change in math proficiency for academy students who were in attendance for 23 or more of the 25 days of the math program. The pre and post assessments were developed using TERC Investigations materials targeting district identified essential skills. Examination of Table 7 shows that 220 students (56%) showed improvement in math computational proficiency while 173 students (44%) did not show improvement.

Table 7
Changes in Middle School Summer Academy Students Math Computational Proficiency

		Post Test				
Pre Test		Novice	Apprentice	Practitioner	Total Not Improving	Total Improving
	Novice	42	96	33	42	129
	Apprentice	10	114	91	124	91
	Practitioner	0	3	4	7	0
	Total	52	213	128	173	220

Table 8 shows the change in math proficiency for academy students who were in attendance for 23 or more of the 25 days of the math program. The pre and post assessments were developed using TERC Investigations materials targeting district identified essential skills. Examination of Table 8 shows that 234 students (59%) showed improvement in math fractions proficiency while 173 students (31%) did not show improvement.

Table 8
Changes in Middle School Summer Academy Students Math Fractions Proficiency

		Post Test				
Pre Test		Novice	Apprentice	Practitioner	Total Not Improving	Total Improving
	Novice	133	152	57	133	209
	Apprentice	8	17	25	25	25
	Practitioner	0	0	2	2	0
	Total	141	169	84	160	234

Program changes from summer 2002:

- A Coordinator was hired to support all the Academy sites. A candidate was selected based on expertise in the delivery of the Patterns for Success curriculum, experience working in the Middle School Reading Academy over the past four years as an instructor and Instructional Coach.
- Two full days of training was required of all first-time teachers prior to the program beginning and one full day was required for those teachers who had taught in the program the previous summer.
- Parent Training was required of all parents who sent students to the Middle School Reading Academy. The purpose of this training was to help parents learn how to support nightly reading and encourage them to continue reading with their students throughout the year.

Middle School Academy Conclusions

1. 72% of Middle School summer students gained at least one grade level in reading proficiency. The average reading gain for Middle School summer students was 1.32 grade levels. This is significantly up from .55 in 2002.
2. In math computational, 56% of Middle School students showed an improvement proficiency, slightly down from 60% in 2002. In math fractions proficiency, 59% of Middle School students showed a proficiency improvement, down considerably from 75% in 2002.

GENERAL CONCLUSIONS

The Second Grade Academy and the Middle School Summer programs had significantly better attendance rates than the Elementary Summer program. Of the 163 students starting the Second Grade Academy, 130 (80%) met the 23-day minimum attendance standard and had taken pre and posttests. For the Elementary Academy 467 (52%) of the 899 students enrolled met the 23-day minimum attendance standard and had both pre and posttests. For the Middle School Summer program, 393 (90%) of the 441 students enrolled met the 23-day minimum attendance standard and completed both pre and posttests.

It appears that the poor completion rate of the Elementary Academy might be due to a large increase in enrollment. In 2002 there were 673 students enrolled at 10 sites. In 2003 there were 899 students enrolled at 11 sites. It is also interesting to note that the pupil teacher ratio for the Elementary Academy was 8.1 while the ratios for Second Grade and Middle School Academies were 5.4 and 6.6. Other explanations need to be considered as well.