

*INITIAL EVALUATION OF
OAK PARK MIDDLE SCHOOL*

Summer 2007

Prepared for the PCSB:

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**Initial Evaluation of
Oak Park Middle School**

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Initial Evaluation of Oak Park Middle School

Executive Summary

In support of the agreement between the Pinellas County School Board (PCSB) and Community Education Partners (CEP), the Center for Research, Evaluation, Assessment and Measurement (CREAM) conducted an analysis of student data to provide feedback on the performance of CEP students at Oak Park Middle School.

This analysis used student level FCAT data in order to ensure non-biased measures as the basis for the analysis between Oak Park and non-Oak Park students. Other actions taken to further inform progress of Oak Park students included review of discipline files as well as performance on the Plato FASTRACK assessment. As the Plato FASTRACK assessment data was only available for Oak Park students who had attended the school for 180 days or more for the time frame reviewed, the findings based on this data should not be interpreted rigorously. Only students that met the constraints identified in the final agreement and those within the original contract were considered for inclusion in the analysis. These restraints and limitations present in the data did not allow for rigorous inferential analysis between groups, longitudinally or within the same year.

Based on the data available and analysis conducted, there is no discernable evidence that students attending Oak Park are achieving any better than they did prior to entry into Oak Park or relative to students with similar achievement levels. Regardless of whether the data was examined holistically at the school level, or as a function of the two cohorts identified that met necessary constraints to be considered for inclusion in the analysis, there were no obvious indications that student achievement was improving. However, it is very important to keep in mind that the data used for this analysis was very limited, either as a function of not meeting attendance requirements or lack of current or previous years' FCAT scores. The paucity of data may also be attributed to the fact that the school was just beginning operations and it is likely that as time progresses there will be richer data, both for a given point in time and for longitudinal analysis. There is a fledgling indication that discipline may be positively affected by attending Oak Park, however, that data is based on a very limited sample, both in regards to number of students and time interval of students returning to a school after being enrolled in Oak Park.

Questions, comments, or concerns about this report should be directed to Dr. Melinda R. Hess, (813)-974-7668, mhess@tempest.coedu.usf.edu.

Initial Evaluation of Oak Park Middle School

Overview

In support of the agreement between the Pinellas County School Board (PCSB) and Community Education Partners (CEP), the Center for Research, Evaluation, Assessment and Measurement (CREAM) conducted an analysis of student data to provide provide feedback on the performance of CEP students at Oak Park Middle School.

This analysis used student level FCAT data in order to ensure non-biased measures as the basis for the analysis between CEP youth and Non-CEP youth. Other actions taken to further inform progress of CEP students included review of discipline files of CEP students as well as performance on the Plato FASTRACK assessment. As the Plato FASTRACK assessment data was only available for OP students who had attended the school for 180 days or more for the time frame reviewed, the findings based on this data should not be interpreted rigorously.

Only students that met the constraints identified in the final agreement and those within the original contract were considered for inclusion in the analysis. These restraints and limitations present in the data did not allow for rigorous inferential analysis between groups, longitudinally or within the same year.

Data

A variety of data sources were provided and used in the analysis. These data sources include:

- **FCAT Data:** Student level data for all students in the district. In addition to SY 2006-2007 data, previous years' data was provided if it was available.
- **Attendance Data:** Student level data for all students throughout the duration of their enrollment in Pinellas County Schools.

- **Discipline Data:** Student level data for all students throughout the duration of their enrollment in Pinellas County schools.
- **Plato FASTRACK Data:** Student level data for 34 Oak Park students for SY 2006-2007 who met the attendance criteria.
- **FLDOE FCAT Data:** Aggregate data at the school, district, and state level for FCAT results, grades 7-9.

These data were used in various combinations to explore performance of Oak Park students on achievement tests as well as to determine their eligibility for inclusion in the analysis (e.g., 180 days in attendance at Oak Park).

Analyses

Due to the complexity of the data available and the difficulty in identifying students' eligibility for inclusion in the analyses, the data was analyzed in a variety of ways. Primary outcomes included scale scores and percentage of students with a 3 or above on the Math and Reading SSS portions of the FCAT. Analyses were conducted using the following three general groups of students:

- I. Overall school performance. A cursory examination of performance of Oak Park students was conducted using data available from the Florida State Department of Education's website. This analysis is a broad review of trends from SY 2004-2005 to SY 2006-2007. This data does not take into account student attendance or enrollment records and is intended only to identify any specific trends at the school level.
- II. Cohort A: This cohort of 82 students in SY 2005-2006 was identified through identifying students who had attended Oak Park for 180 days or more and who were also in the district student database. Note: Not all

students in this cohort had FCAT data for SY 2005-2006 and SY 2004-2005 so actual sample size for these analyses were often much smaller.

- III. Cohort B: A cohort of 34 students in SY 2005-2006 were included in the Plato FASTRACK assessment data base and were used for additional analyses, based on a data set provided by Pinellas County personnel in May 2007. Note: Not all students in this database had FCAT scores for either or reading or math for both years, so the sample sizes actually included in various analyses ranged from 19-33.

In order to ensure that analyses were conducted only with data that met criteria stated in the CEP contract with PCSB, the most conservative selection criteria were observed. If it was unclear if a student had adequate attendance or if they did not have appropriate data, they were not included in either of the cohorts identified.

Group Definitions

Oak Park Students

The cohort of CEP youth are those identified to have attended OP during the 2005-2006 school year. Only students who have been attended the school for the required 180 days (not enrolled) were included in the primary analysis.

Non-Oak Park Students

All Pinellas youth who have had a previous year (Year 1) reading and math score on the SSS portion of FCAT while enrolled in a Non-CEP Pinellas county school and a current year (Year 2) reading and math score on the SSS portion of FCAT while enrolled in a non-CEP Pinellas county school. In the evaluation, the group will be further delineated by grade level.

Results

I. Overall School Performance

Data from the Florida State Department of Education was used to provide an overall picture of the school's performance over the first 3 years (SY 2004-2005 to SY 2006-2007). It is important to keep in mind that this is aggregated data and does not take into account length of student enrollment or student attendance. Table 1 provides a breakdown of how students in Oak Park performed across the three years in Grades 7 and 8 relative to both the district and state. Due to the nature of the students' who are selected to attend Oak Park, similar performance on actual scores is not reasonable, however, trend data may provide some additional information.

When reviewing the charts, consider SY 2004-2005 as baseline since the school opened its doors in the Spring of 2005. SY 2005-2006 is the first full year of school operations. Students who attend Oak Park are unique relative to most students as they do not stay at Oak Park indefinitely, only until they are considered ready to return to their regular school or other PCSB public school. This decision is typically based on various test scores, usually the Plato FASTRACK. As such, the school has, at least to some degree, a different population of students each year, some of whom may have been at the school the previous year, others who may have just started. Since this information is aggregated, it is not possible to tease out students' who have been at Oak Park for a full year from those who have not. It is interesting to note that the 7th grade scores for Oak Park, both in Math and Reading took a bit of a dip from SY 2005-2006 to SY 2006-2007 as compared to the 8th grade scores, which had a small increase overall.

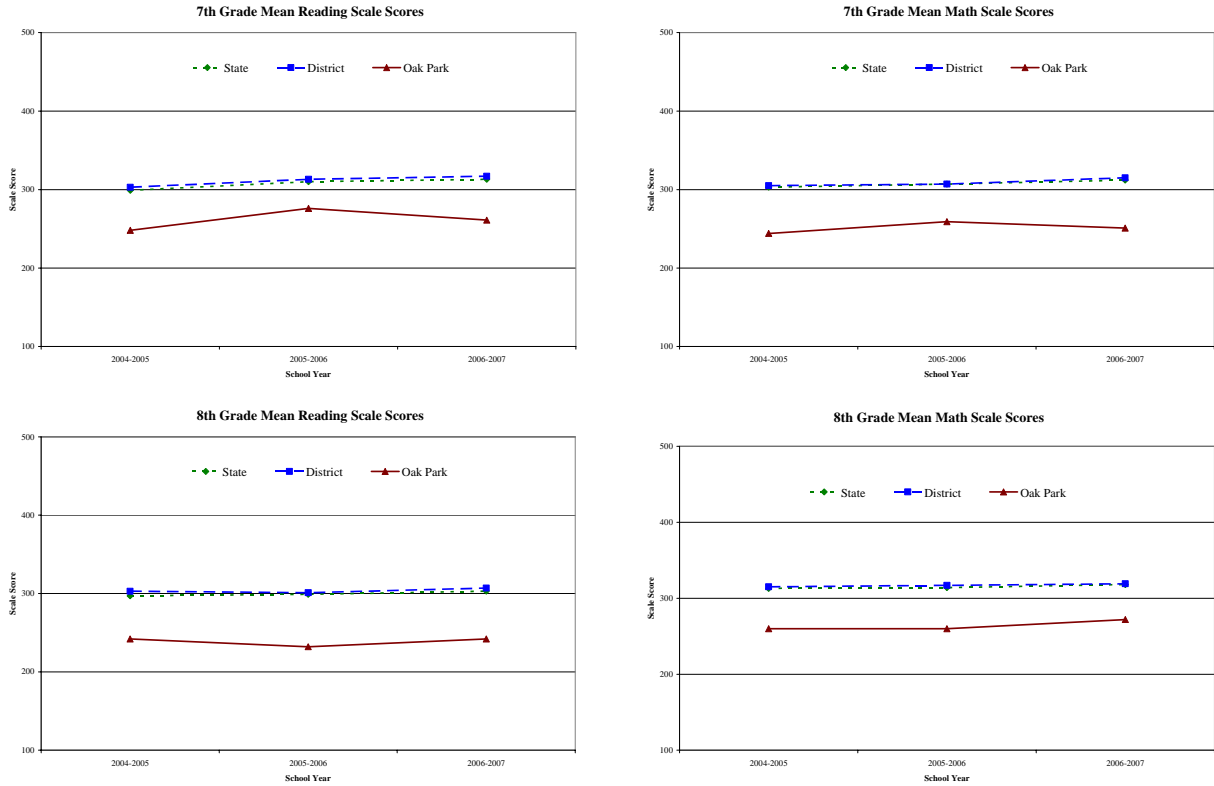


Figure 1. School, District and State Level Mean Scores for SY's 2004-2005 to 2006-2007

Additional data obtained from the Florida State Department of Education's website also included a summary of change scores for the Developmental Scale Scores (DSS) from 2006 to 2007 for matched students in 7th and 8th grades. These change scores are summarized in Figure 2. Typically, Pinellas students had slightly higher changes in their DSS relative to the state, with the exception of 8th grade Reading, and Oak Park students had notably lower change scores than either the district or state for both subjects and grades. However, it is important to remember that these results are for all students who took the FCAT while enrolled at Oak Park for the 2005-2006 school year and does not take into account when these students actually enrolled in Oak Park.

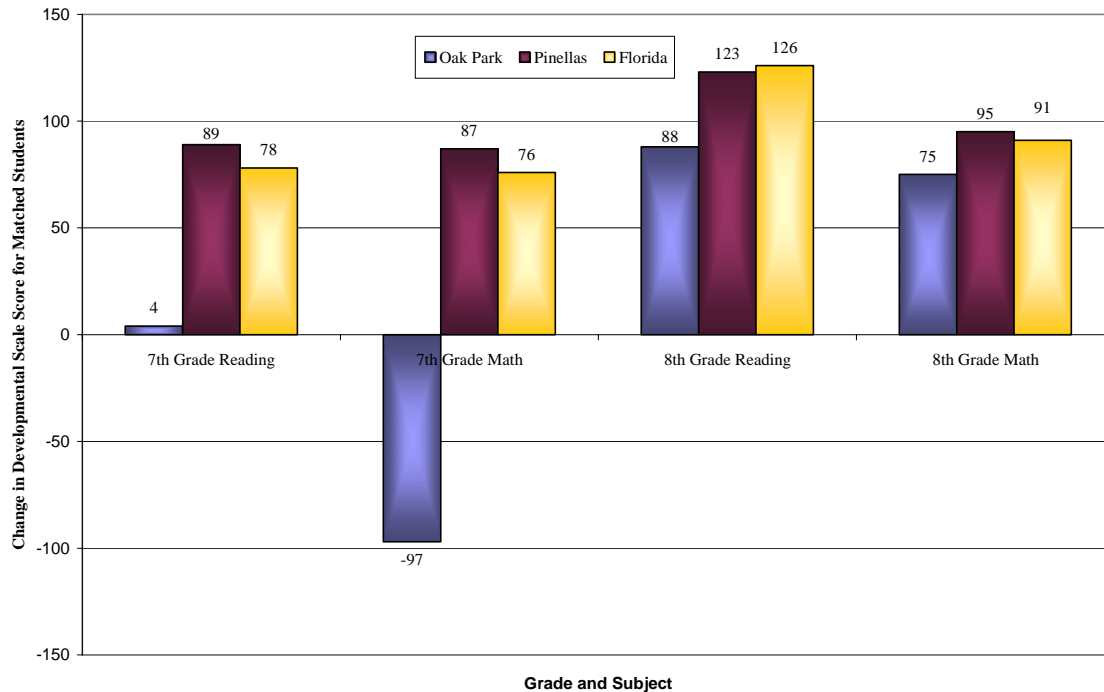


Figure 2. Mean change in Developmental Scale Scores for Oak Park, Pinellas, and Florida for matched students.

II. Cohort A

In order to be included in this analysis, students had to have sufficient attendance prior to the FCAT administration in Spring 2006 and have taken the FCAT at Oak Park. Examination of the attendance data resulted in identification of 102 students who had sufficient attendance of 180 days or more at Oak Park. Out of this group of students, 82 had taken the 2006 FCAT at Oak Park. The other 20 students either took the FCAT at other schools or were not in the FCAT database.

Data were analyzed to determine if students had changed levels in math or reading from SY 2004-2005 to SY 2005-2006. Of the 82 students with current FCAT scores, only 26 had previous year scores in reading and 29 had previous year scores in math. In general, most students did not move from one level to another. In reading, four (15.4%) students fell one or more levels and 4 (15.4%) increased one or more levels. In math, there were

more students who increased a level with 3 (10.3%) falling one or more levels and 6 students (20.7%) increasing one or more levels.

Table 1.
Frequency and Percent of Students who Changed Achievement Levels from SY 2004-2005 to SY 2005-2006 across grades

	Reading	Math
Decreased 2 or more levels	2 (7.7%)	1 (3.4%)
Decreased 1 level	2 (7.7%)	2 (6.9%)
Did not change level	18 (69.2%)	20 (69.0%)
Increased 1 level	3 (11.5%)	5 (17.2%)
Increased 2 or more levels	1 (3.8%)	1 (3.4%)
Total	26	29

*Percentages may not add up to 100% due to rounding

When considering achievement level changes by grade level, the patterns remained consistent for reading and math for 7th and 8th graders (see table 2).

For 7th graders, half of them (n = 4) did not change a level in reading. Of the remaining four 7th graders, 2 each either fell one or more levels or increased one or more levels. In math, the majority of 7th graders (n = 10, 90.9%) did not change an achievement level. The remaining 7th grader who had math scores for both years increased one achievement level (9.1%).

The trend was similar for 8th grade students. The majority of the 16 eighth graders who had scores for both years did not change a level (n = 12, 75%), with two each either falling one or more achievement levels or increasing one or more achievement levels. In math, half of the 8th graders did not change achievement levels. Of the remaining 8 students, 5 (31.25%) increased at least one achievement level and only 3 (18.75%) fell one or more achievement levels.

There was only one 6th grader in this set who did not show a level change in either math or reading and one 9th grader in this set who also did not show a level change.

When compared to change in achievement levels for non-Oak Park students (see table 3), there were differences based on subject and grade level. For example, about half of 7th graders for each group did not change a level from one year to the next in reading, whereas 10 of the 11 Oak Park students showed no change in 7th grade math compared to 56.7% of non-Oak Park students with no change between years.

Changes in achievement level was then examined at an even more detailed level, by grade and the achievement level of the prior level. Tables 4a and 4b have a summary of the change information for students in the Oak Park group and the other students in the district based on their achievement level in SY 2004-2005. This information is provided to gain insight into potential trends and areas of concern, however, due to the relatively small sample sizes for Oak Park at this level of detail, it is not appropriate to generalize these findings.

Table 2.
*Frequency and Percent of Students who Changed Achievement Levels
 from SY 2004-2005 to SY 2005-2006 for OP 7th and 8th graders*

7th Grade	Reading	Math
Decreased 2 or more levels	1 (12.5%)	0 (0%)
Decreased 1 level	1 (12.5%)	0 (0%)
Did not change level	4 (50.0%)	10 (90.9%)
Increased 1 level	2 (25.0%)	1 (9.1%)
Increased 2 or more levels	(0%)	0 (0%)
Total	8	11
8th Grade	Reading	Math
Decreased 2 or more levels	1 (6.25%)	1 (6.25%)
Decreased 1 level	1 (6.25%)	2 (12.5%)
Did not change level	12 (75.0%)	8 (50.0%)
Increased 1 level	1 (6.25%)	4 (25.0%)
Increased 2 or more levels	1 (6.25%)	1 (6.25%)
Total	16	16
7th Grade	Reading	Math

*Percentages may not add up to 100% due to rounding

Table 3.
*Frequency and Percent of Students who Changed Achievement Levels
 from SY 2004-2005 to SY 2005-2006 for non-OP 7th and 8th graders*

7th Grade	Reading	Math
Decreased 2 or more levels	140 (1.9%)	48 (0.6%)
Decreased 1 level	1416 (19.0%)	861 (11.5%)
Did not change level	3910 (52.3%)	4247 (56.8%)
Increased 1 level	1773 (23.7%)	2063 (27.6%)
Increased 2 or more levels	231 (3.1%)	251 (3.4%)
Total	7470	7471
8th Grade	Reading	Math
Decreased 2 or more levels	263 (3.4%)	49 (6.25%)
Decreased 1 level	2135 (28.0%)	804 (12.5%)
Did not change level	4036 (52.9.0%)	4470 (50.0%)
Increased 1 level	1081 (14.2%)	2075 (25.0%)
Increased 2 or more levels	117 (1.5%)	228 (6.25%)
Total	7632	7626

*Percentages may not add up to 100% due to rounding

Table 4a.

Frequency and Percent of Students who Changed Achievement Levels in Reading from SY 2004-2005 to SY 2005-2006 for 7th and 8th graders, by SY 2004-2005 Achievement Level

	Oak Park	Other PCSB students
7th Grade Reading		
Level 1	N = 5	N = 1595
No Change	3 (60.0%)	970 (60.8%)
+ 1 Level	2 (40.0%)	470 (29.5%)
+ 2 Level	0 (0%)	144 (9.0%)
+ 3 Level	0 (0%)	11 (0.7%)
+ 4 Level	0 (0%)	0 (0%)
Level 2 & 3: No OP Students		
Level 4	N = 3	N = 1553
- 3 Level	1 (33.3%)	5 (0.3%)
- 2 Level	0 (0%)	32 (2.1%)
- 1 Level	1 (33.3%)	486 (31.3%)
No Change	1 (33.3%)	799 (51.4%)
+ 1 Level	0 (0%)	231 (14.9%)
8th Grade Reading		
Level 1	N = 11	N = 1821
No Change	9 (81.8%)	1232 (67.7%)
+ 1 Level	1 (9.1%)	498 (27.3%)
+ 2 Level	1 (9.1%)	89 (4.9%)
+ 3 Level	0 (0%)	2 (0.1%)
+ 4 Level	0 (0%)	0 (0%)
Level 2	N = 3	N = 1524
- 1 Level	1 (33.3%)	356 (23.4%)
No Change	2 (66.7%)	847 (55.6%)
+ 1 Level	0 (0%)	304 (19.9%)
+ 2 Level	0 (0%)	17 (1.1%)
+ 3 Level	0 (0%)	(0%)
Level 3	N = 2	N = 2293
- 2 Level	1 (50.0%)	93 (4.1%)
- 1 Level	0 (0%)	752 (32.8%)
No Change	1 (50.0%)	1229 (53.6%)
+ 1 Level	0 (0%)	210 (9.2%)
+ 2 Level	0 (0%)	9 (0.4%)

Table 4b.

Frequency and Percent of Students who Changed Achievement Levels in Math from SY 2004-2005 to SY 2005-2006 for 7th and 8th graders, by SY 2004-2005 Achievement Level

	Oak Park	Other PCSB students
7th Grade Math		
Level 1	N = 8	N = 2193
No Change	7 (87.5%)	1382 (63.0%)
+ 1 Level	1 (12.5%)	636 (29.0%)
+ 2 Level	0 (0%)	167 (7.6%)
+ 3 Level	0 (0%)	7 (0.3%)
+ 4 Level	0 (0%)	1 (<1.0%)
Level 2	N = 2	N = 1644
- 1 Level	0 (0%)	242 (14.7%)
No Change	2 (100%)	705 (42.9%)
+ 1 Level	0 (0%)	664 (40.4%)
+ 2 Level	0 (0%)	33 (2.0%)
+ 3 Level	0 (0%)	(0%)
Level 3	N = 1	N = 1936
- 2 Level	0 (0%)	35 (1.8%)
- 1 Level	0 (0%)	261 (13.5%)
No Change	1 (100%)	1073 (55.4%)
+ 1 Level	0 (0%)	523 (27.0%)
+ 2 Level	0 (0%)	44 (2.3%)
8th Grade Math		
Level 1	N = 12	N = 1868
No Change	7 (58.3%)	1129 (60.4%)
+ 1 Level	4 (33.3%)	571 (30.6%)
+ 2 Level	1 (8.3%)	164 (8.8%)
+ 3 Level	0 (0%)	4 (0.2%)
+ 4 Level	0 (0%)	0 (0%)
Level 2	N = 3	N = 1632
- 1 Level	2 (66.7%)	215 (13.2%)
No Change	1 (33.3%)	700 (42.9%)
+ 1 Level	0 (0%)	685 (42.0%)
+ 2 Level	0 (0%)	32 (2.0%)
+ 3 Level	0 (0%)	(0%)
Level 3	N = 1	N = 2091
- 2 Level	1 (100%)	33 (1.6%)
- 1 Level	0 (0%)	225 (10.8%)
No Change	0 (0%)	1359 (65.0%)
+ 1 Level	0 (0%)	446 (21.3%)
+ 2 Level	0 (0%)	28 (1.3%)

III. Cohort B

This third set of analyses focused only on the 34 students for whom Plato FASTRACK data was provided. Of these 34, most ($n = 33$) had FCAT math scores and 31 had FCAT Reading scores (See Appendix A). The use of this data for analysis is tenuous at best as the test is not administered under standardized conditions and interpretation of the scores provided is problematic. Although gains are shown, what those gains actually communicate is not clear. In addition, the Plato Assessment Manual for 'New FASTRACK Advantage and FASTRACK Advantage' cautions that the use of FASTRACK reports is for placement only. The manual directly states 'Do not use FASTRACK reports in lieu of standardized test grade levels' (page 25).

This data was examined relative to FCAT scores for the students with both sets of scores. Specifically, the post scores from the Plato assessments were correlated with FCAT scores for those students who had scores for both assessments from Spring 2006. The associations (see table 5) for the FCAT Math (scale) and Plato Math (post) were positive with a low to moderate correlation of .338. The association for the FCAT Reading (scale) and Plato Reading (post) were a little stronger with a moderate correlation of .475. These correlations indicate that students who score higher on the FCAT in either math or reading tend to score higher on the Plato post assessment. However, as these are holistic scores, it is not discernable to what degree the two assessments are measuring similar constructs within the domains of math and reading.

The gain scores were not used primarily because of the difficulty in interpreting them relative to the pre-assessment Plato scores. For example, 15 of the 34 students (44.1%) of the students scored a 2.00 in math on the pre-assessment. It is not clear if that score is an actual baseline assessment score or was entered in lieu of an actual score to be used as baseline.

Table 5.
Correlations between Plato Post Assessments and FCAT Scale Scores (Spring 2006)

		FCAT Math (Scale)	Plato Math (post)	FCAT Reading (Scale)	Plato Reading (post)
FCAT (Scale)	Math	1	.338	.530	.167
		N = 33	n = 33	p = .003 n = 31	p = .352 n = 33
Plato (post)	Math		1	.365	.598
			n = 34	.044 n = 31	p = .000 n = 31
FCAT Reading (Scale)	Reading			1	.475
				n = 33	.007 n = 31
Plato Reading (post)	Reading				1
					n = 34

A cursory examination of the Plato FASTRACK scores indicates that students made, on average a gain of 5.41 in reading with an average pre-assessment score of 3.62 and average post assessment score of 9.03. In math, the average gain was 5.08. with an average pre-assessment score of 2.36 and an average post-assessment score of 7.44. However, as stated earlier, interpretation of these gains scores is not clear and there is no comparison group. In the agreement between the district and CEP, dtd 17 March (no year noted) students will make a 1.5 year advancement to be considered successful. If the Plato FASTRACK scores provided are measured are intended to be interpreted in years (e.g., 2.0 means 2nd grade, beginning skills) then all but two students made sufficient gains in reading (94.1%) and all students made sufficient gains in math (100.0%).

The small 34 students with FASTRACK data, 31 had FCAT Reading scores and 33 had FCAT Math Scores. Of those, 19 also had Previous year FCAT Reading scores and 22 had Previous year FCAT Math scores along with identifying information. For each of the

7th and 8th grade Oak Park students, z-scores were calculated based on their previous year's performance on both the Reading and Math portions of the FCAT. For each student, a comparison group was identified using a +/- 5 point differential. So, for example, a comparison groups for a student with a scale score of 190 on FCAT Reading in 2004-2005, his or her comparison group contained all students who had a scale score of 185-195 on the SY 2004-2005 reading portion of the FCAT. Then, using the 2005-2006 FCAT scores, z-scores were computed for each Oak Park student and an average z-score was calculated for their comparison group to examine progress of the individual Oak Park student relative to his or her comparison group. The results of these analyses were collapsed by grade and subject. Table 6 contains a summary of these results. In general, there was not a consistent or notable difference between how well OP students and members of their respective comparison group performed relative to the overall district population. For example, for each of the 7 OP students who had Reading scores for both years, their scores on the FCAT were, on average .77 standard deviations below the mean score for the whole district. In comparison, the mean z-score of students in their respective comparisons groups was, on average, .77 standard deviations below the mean score for the whole district. Due to the small sample sizes for the OP students, it is a cautionary indicator, at best, but consistent with the results of the other analyses conducted.

Table 6.
Z-Score Summary for OP Students and non-OP Students by Grade and Subject

	FCAT Reading		FCAT Math	
	OP Students	Non-OP Students	OP Students	Non-OP Students
7 th Grade	-0.77 N = 7	-.077 N = 2252	-0.72 N = 10	-0.87 N = 2919
9 th Grade	-0.85 N = 12	-0.77 N = 3896	-1.31 N = 12	-0.78 N = 3808

**6th and 9th grade was not included in this analysis as there was only one student in each of these grades.*

A final examination of the data for this group of students was in relation to their discipline records, prior, during, and after enrollment in Oak Park. The data for the post-Oak Park is very limited and covers a few weeks. These early indicators suggest that discipline was reduced for the students in this group who had returned to other PCSB schools. Of the students in this dataset, 32 had discipline data that could be examined. Students in this group were enrolled in PCSB schools for varying lengths of time prior to enrollment at Oak Park, from 2,145 days to 2,400 days according to enrollment records. Discipline events (defined by record of referral) ranged from 1 to 55, with an average of 18.03 discipline events. However, discipline records only reflect two students with discipline events during their tenure at Oak Park, one with 2 events and the other with 3 events, and only 1 discipline event was reflected in the data for post-Oak Park enrollment, with records indicated that most of the 32 students were enrolled in non-Oak Park school for 46 days.

Conclusions

Based on the data available and analysis conducted, there is no discernable evidence that students attending Oak Park are achieving any better than they did prior to entry into Oak Park or better than their peers. Regardless of whether the data were examined holistically at the school level, or as a function of the two cohorts identified that met necessary constraints to be considered for inclusion in the analysis, there were no obvious indications that student achievement was improving.

However, it is very important to keep in mind that the data used for this analysis was very limited, either as a function of not meeting attendance requirements or lack of current or previous years' FCAT scores. In addition, the 2005-2006 school year was the first full year that Oak Park was in operation. As such, the paucity of data may be attributed to the fact that the school was just beginning operations and it is likely that as time progresses there will be richer data, both for a given point in time and for longitudinal analysis.

There is a fledgling indication that discipline may be positively affected by attending Oak Park, however, that data is based on a very limited sample, both in regards to number of

students and time interval of students returning to a school after being enrolled in Oak Park.

Recommendations

In order to more fully examine the effectiveness of the CEP intervention at Oak Park, students achievement and discipline records should be reviewed on a regular basis both during enrollment at Oak Park and upon completion of attendance at Oak Park and subsequent enrollment at another school. This not only will allow a more representative sample of Oak Park students, but will permit more rigorous analysis. Many of the intended analyses to examine statistically significant differences were not able to be used due to the limited sample sizes, especially when considering variations in grade level and availability of exam data for more than one year.

Furthermore, if Plato FASTRACK data are to be used for analyzing student and school success, administration should be conducted in a standardized manner, preferably by someone without a direct connection to Oak Park. Also, if the Plato FASTRACK is being used in other PCSB schools, data from these schools and students might be useful to further inform the progress of Oak Park students relative to other students of similar capabilities and demonstrated performance.

Contact Information

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Appendix A

Plato FASTRACK Scores

Student	Read_pre	Read_post	Read_gain	Math_pre	Math_post	Math_gain
A	3.50	10.15	6.65	2.00	8.09	6.09
B	3.63	8.50	4.87	2.07	6.19	4.12
C	3.41	7.60	4.19	2.00	6.56	4.56
D	3.50	5.00	1.50	2.00	6.69	4.69
E	3.23	12.85	9.62	2.00	8.45	6.45
F	3.50	7.00	3.50	2.64	6.88	4.24
G	3.54	6.60	3.06	2.00	6.31	4.31
H	3.50	12.40	8.90	2.64	9.43	6.79
I	3.36	5.00	1.64	2.00	7.55	5.55
J	4.90	10.00	5.10	2.00	6.81	4.81
K	3.81	5.40	1.59	3.12	5.50	2.38
L	3.63	10.00	6.37	2.50	6.44	3.94
M	3.90	7.30	3.40	2.57	6.00	3.43
N	3.23	7.30	4.07	2.71	9.32	6.61
O	3.72	6.00	2.28	2.29	6.06	3.77
P	3.86	12.25	8.39	3.77	8.97	5.20
Q	3.18	9.10	5.92	2.50	7.50	5.00
R	3.36	10.15	6.79	3.06	7.65	4.59
S	3.90	11.20	7.30	2.57	8.61	6.04
T	3.63	10.00	6.37	2.00	6.13	4.13
U	3.41	8.20	4.79	2.43	5.36	2.93
V	3.50	11.35	7.85	2.00	8.97	6.97
W	3.59	5.80	2.21	2.00	8.39	6.39
X	3.72	13.00	9.28	2.57	9.30	6.73
Y	3.63	11.05	7.42	2.00	8.67	6.67
Z	3.77	5.00	1.23	2.00	6.31	4.31
AA	3.59	11.50	7.91	2.00	5.86	3.86
BB	3.36	13.00	9.64	2.00	8.76	6.76
CC	3.81	5.80	1.99	2.00	6.63	4.63
DD	3.41	10.90	7.49	3.06	9.97	6.91
EE	3.54	13.00	9.46	2.29	8.76	6.47
FF	3.77	10.00	6.23	2.57	8.67	6.10
GG	3.95	9.70	5.75	2.50	6.81	4.31
HH	3.77	5.00	1.23	2.43	5.50	3.07
	3.62	9.03	5.41	2.36	7.44	5.08