



REPORT OF THE FINDINGS FROM GEORGIA'S THIRD GRADE RETENTION POLICY

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Financial support for the evaluation of Georgia's Third Grade Retention Policy was provided by Georgia's Department of Education. The authors assume all responsibility for interpretations and any errors. Additional copies of the report can be requested by contacting Dr. Gary T. Henry, Georgia State University, 14 Marietta Street, AYSPS Building, Atlanta, GA, 30303.

Executive Summary

In 2004, the Georgia General Assembly enacted legislation authorizing school districts to provide additional instruction to students failing the CRCT reading test during the 2003-2004 school year (Georgia Code § 20-2-285.1). The legislation also required an outside evaluation of the impacts of this additional instruction on student performance. This report provides information on the CRCT reading assessment by third grade students during the 2003-2004 school year, the summer 2004 performance by students who retook the test after failing the spring assessment, information on the summer programs offered by schools to failing students, and placement information on students during the 2004-2005 school year. This executive summary presents the main findings from the study conducted by the Andrew Young School of Policy Studies at Georgia State University.

1. Overall Pass Rates

- The total statewide pass rate for the CRCT reading test among third grade students for the spring 2004 test was 90.5%.
- After the summer 2004 assessment was given to students who failed the test the first time, the overall pass rate rose to 95.0%.

2. Performance Differences by Demographics on Combined Pass Rates

- Pass-rate differences existed between students based on a number of demographic factors including gender, race, program participation, and moving during the school year.
- Pass rates were lower for Hispanic and African-American students, free lunch eligible students, Early Intervention Program students, Limited English Proficiency and ESOL students, migrant students, students eligible for other supplemental services, and students who moved during the school year.

3. Summer Program Participation Levels

- Among students who failed the spring 2004 CRCT reading test, over 73.7% of parents enrolled their children in summer intervention programs offered by local school districts.

4. Summer Program Impacts

- Students enrolled in summer intervention programs scored on average over four points higher than non-enrolled students on the summer 2004 CRCT Reading Assessment and were more likely to pass the summer 2004 CRCT reading test.
- Controlling for other individual and program characteristics, summer intervention programs offering more hours of instruction resulted in greater score improvement for students.
- Most summer program characteristics were not significantly related to the student's summer test performance; however, with the exception of hours of instruction, those characteristics that did show statistical significance had minimal impacts on student test achievement.

5. Promotion Outcomes

- Over 97% of all third grade students from the 2003-04 school year were promoted to the fourth grade.
- Among students who failed both the spring and summer 2004 administrations of the CRCT reading test, 68.4% were promoted to grade four (1,193 were retained).

- Over 61% of students who failed the spring 2004 CRCT Reading Assessment and did not take the summer administration of the test were promoted to fourth grade (866 were retained).
- Less than 1% of students who passed the 2004 CRCT Reading Assessment were retained.
- Among students not passing the CRCT Reading Assessment, demographic based differences change the likelihood of retention for some students, including:
 - More likely to be promoted:
 - Students with disabilities
 - ESOL students
 - Less likely to be promoted:
 - Students eligible for free/reduced lunch
 - Title I Reading program students
 - Students serviced by Early Intervention Programs
 - Students who moved during the previous school year
 - Students who did not attempt the summer 2004 retest after failing the spring 2004 test
- Among students not passing the CRCT Reading Assessment, students with disabilities, ESOL students, and students retaking the test during the summer were more likely to be promoted than other students. Those eligible for free/reduced lunch, Title I reading programs, serviced by Early Intervention Programs, or who moved during the previous school year were less likely to be promoted than other students.
- Some school districts were significantly more likely to promote students who failed the CRCT Reading Assessment than other districts.

These findings are based on the population of over 115,000 Georgia public school third grade students who took the CRCT Reading Assessment during the 2003-04 school year. The Georgia Department of Education provided spring and summer 2004 CRCT test score data, student records data for the 2003-04 and 2004-05 school years, and survey responses for the Summer 2004 Programs Survey conducted by the department during the 2003-04 school year.

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Chapter 1

Introduction

In the spring of 2004, the criterion-referenced curriculum test (CRCT) was administered to more than 115,000 third graders across the state of Georgia. The CRCT was established for grades 1-8 as a high stakes testing accountability system to rate schools and monitor their yearly progress. In addition, students in grades 3, 5, and 8 are required to pass one or more parts of the exam to be promoted to the next grade. In 2004, the policy requiring third graders to pass the reading portion of the CRCT to progress into the fourth grade was implemented for the first time.

This report begins by providing a context for the establishment of Georgia's third grade retention policy and the legislation that required this report. Subsequent sections describe the spring and summer testing results, examine the characteristics of summer programs offered by local school districts, and analyze fall placement data to determine the retention outcomes of third graders from 2003-04 school year. Finally, this report concludes with a summary of the analyses conducted and its limitations.

Specifically, this report provides data on pass rates by demographic characteristic and district from the spring and summer (2004) administrations of the CRCT. Using the CRCT test data, we describe how many children took the CRCT and present average pass rates for demographic groups, for students who received supplemental educational services during 2003-04 and by districts. We also present the summer 2004 retest rates and total pass rates both for the state and the groups listed above.

Findings concerning the implementation of summer remediation programs, based on survey data collected by the Georgia Department of Education, are presented in this report also. Analysis of this data includes information on the characteristics of programs, attendance levels,

and the estimated impacts of summer remediation programs. Data from the 2004-05 school year provides information on the grade placements for students enrolled in the third grade during the 2003-04 school year. This data is combined with CRCT data to examine the placement of students based on their CRCT outcomes during the previous school year.

Historical Context and Previous Research

In 2000, Georgia established the requirement that third grade students must pass the reading assessment of the CRCT for promotion to the fourth grade in an effort to eliminate social promotion beginning in 2004. An objective of this policy was to have all students able to read at the third grade level before being promoted into the fourth grade. Policies to end social promotion can benefit students in three specific ways: 1) motivating students and teachers in order to pass the assessment administered in the spring, 2) raising students' skills to the level required to pass the test during the summer to avoid retention, and 3) improving the skills of students who are retained. In this study, we can only assess the second potential benefit, that is, the extent to which students that did not pass the spring reading test raised their scores sufficiently to pass during the summer.

Georgia is not alone in establishing high stakes accountability in its school systems. In 2001, the federal government passed the No Child Left Behind Act of 2001, which required public schools to focus their curriculum on reading and math skills. According to the law, by 2005, every student in grades 3 through 8 will be required to take standardized reading and math tests every year. Schools must show adequate performance or improvements in their test scores against state-set standards that will be progressively raised over the course of 12 years. If schools fail to meet these standards or show adequate improvement, students are given options to attend

other schools and schools must implement a restructuring plan that entails, among other things, replacement of school staff (US Department of Education, see <http://www.ed.gov/nclb/accountability>). As a result of No Child Left Behind, by the 2004-2005 school year, 32 states had administered standardized tests in reading to third grade students (Olson, 2004).

The Chicago Public School system was a forerunner in the efforts to end social promotion. The independent Consortium on Chicago School Research conducted an extensive evaluation of this highly controversial policy reform – eliminating social promotion in Chicago Public Schools. On the whole, the evaluation of the Chicago’s summer reading program, Summer Bridge, indicates positive effects on achievement, at least in the short run and the efforts to avoid retention and required summer school seem to have increased basic skills as measured by the Iowa Tests of Basic Skills (ITBS) (Roderick, Jacob, & Bryk, 2002). The increases during the summer were equivalent to roughly one-third to one-half of students’ average annual gain in the pre-policy period.

It is well known that students with extremely low pretest scores, such as the group who did not pass the spring reading assessment in Georgia, always tend to score higher at post-test, regardless of whether the summer intervention program was effective. This phenomenon has been labeled “regression to the mean.” For example, some students who score extremely low probably had a “bad day” on the spring test administration and their scores underestimated their actual abilities, so when they retook the exam in the summer, their scores increased to a level that more accurately represents their actual skills. Thus, the “regression to the mean” phenomenon can lead to exaggerated estimates of the impacts of the summer intervention

program since the gain from spring to summer combines the actual program impacts with the “regression to the mean” impacts.

In the Chicago evaluation, Roderick et al. (2003) were able to adjust for regression to the mean by using prior years’ test scores to re-estimate each student’s spring test scores in reading and math. They found that adjusted gains were 46% **smaller** than the “observed” gain computed by a subtraction of the spring score from the end of summer score. For example, the observed gain for reading by eighth graders was 1.01 grade equivalents (indicating a full year’s gain during the summer), but the adjusted gain was estimated as .65 grade equivalents (or approximately 6.5 months of the regular school year) (Roderick et al. 2002). This discrepancy between observed and adjusted gain suggests that regression to the mean accounts for a substantial amount of the increases from pretest to posttest scores. In the Georgia evaluation since the third graders had not been previously tested, we are unable to adjust for regression to the mean, which will result in inflated estimates of summer program effects.

High Stakes Testing in Georgia

Background to High Stakes Testing in Georgia

During the 1999-2000 legislative session, Governor Roy Barnes shepherded through the Georgia Legislature a sweeping reform of Georgia’s K-12 public education system. The A+ Education Reform Act of 2000 passed the Georgia General Assembly on March 16, 2000. The legislation was intended to be a comprehensive education reform statute designed to increase student academic performance and to hold local schools accountable for student progress. Labeled by Barnes as the “framework for improving schools” (AJC, April 26, 2000, B6), the Act lowered the maximum teacher-pupil ratio over four years, set up school governing councils, and

provided for increased class time for struggling students. It also implemented a high stakes testing accountability system to rate schools.

Under the Act, the Office of Educational Accountability (OEA) was established and charged with implementing statewide an accountability assessment program to ensure school accountability in student performance. A primary focus for the accountability program was the development of a new student assessment program. The student assessment program, including nationally norm-referenced instruments in reading, mathematics, science, and social studies, was scheduled for grades three, five, and eight for national comparison purposes. Additionally, the state board was charged with developing and implementing the criterion-referenced competency test (CRCT). The new standardized tests for students were to begin in accordance with a schedule established by the state board of education, including:

- Annual competency tests to measure student learning of the quality core curriculum in reading for all students in grades 1-8.
- Annual competency tests to measure student learning of the quality core curriculum in mathematics, science and social studies for all students in grades 3-8. (HB 1187, 20-2-281)

In addition to establishing the CRCT testing requirements for grades 1-8, the Act also included a promotion policy for students in grades 3, 5, and 8. Specifically, third grade students will not be promoted to the fourth grade if they do not achieve grade level sufficiency as defined by the Office of Student Achievement on the reading assessment of the CRCT (HB 1187, 20-2-283).

CRCT Administration

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Quality Core Curriculum (QCC). The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the QCC, and to gauge the quality of education throughout Georgia (Georgia Department of Education, see <http://www.doe.k12.ga.us/curriculum/testing/crct.asp>).

Student performance on the CRCT is described by one of three performance levels: does not meet expectations (PL1), meets expectations (PL2), and exceeds expectations (PL3). The score required to achieve a PL2 is termed by the Georgia Department of Education as meeting expectations for reading at grade three, signifying that children have “passed” the test and can continue to fourth grade. The threshold score is determined by a procedure termed “standard setting.” In standard setting, expert panelists, primarily Georgia educators, considered the test items with respect to performance expectations to set the standards. Once standards are set, all future tests are statistically equated to make sure that the relative ability required to achieve a passing score remains constant (Georgia Department of Education, 2004a). For the purposes of this report, we will focus only on two distinctions: 1) passing (scores at or above the PL2 level), and 2) not passing – scoring below the P2 level.

The CRCT was first implemented in spring 2000. That year, summative, end-of-year assessments in reading, English/language arts, and mathematics were administered in grades 4, 6, and 8. Assessments in science and social studies (grades 3 through 8) were administered for the first time in spring 2002. Assessments in reading, English/language arts, and mathematics were added in grades one, two, three, five, and seven in spring 2002.

2004 Legislation

In an attempt to further reform Georgia's K-12 public education system, during the 2003-2004 legislative session, the Georgia Legislature passed House Bill 1190. Among other issues, the bill contained a provision regarding students who did not pass the third grade CRCT. The bill stated that, "[f]or school year 2003-2004, local boards of education may place students who fail the third grade CRCT in reading in a transition class, provide extended third grade EIP [Early Intervention Program], or a combination of both" (HB 1190, Section 7A). Most school districts interpreted this language to mean that they could offer some form of summer school to allow the students who did not pass the CRCT in the spring to prepare to retake the CRCT.

For the 2004 CRCT, scores could range from 150 to 450 for each grade and content area. Across the state of Georgia, the third grade CRCT was administered to over 115,000 third graders. Scores that were at 300 or above indicated a level of performance that met the standard for passing. Scores below 300 indicated a level of performance that did not meet the standard (Georgia Department of Education, 2004b). Therefore, third graders scoring lower than 300 were not automatically promoted to the fourth grade, but they were eligible for additional services that would allow them to prepare for and retake the CRCT during the summer. The principals of the individual schools were required to send a letter via certified mail to parents indicating that: (1) the child performed below grade level on the CRCT, (2) offer the opportunity for remediation and retest, and (3) alert parents of the possibility that the student may be retained.

Outside Evaluation of Georgia's Third Grade Retention Policy

For the implementation of policies to end social promotion in Georgia, the state legislation anticipated that these third graders would be tested in the second grade on a

diagnostically oriented, criterion-referenced test to provide an early indication that a child may not be reading on grade level. However, for the group of children attending third grade in 2003-04, the second grade diagnostic test was unavailable. Therefore, the General Assembly, the Governor, and the Superintendent of Instruction agreed that these children should be the subject of more intensive study by the Andrew Young School of Policy Studies at Georgia State University (HB 1190, Section 7A).

Chapter 2

The Evaluation of Georgia's Third Grade Retention Policy

CRCT Test and Retest Results for Third Graders

For the spring 2004 test administration, 90.5% of third graders who took the CRCT passed it (i.e., scored at least a PL2). For the 9.5% who did not meet a passing level, 8,321 students (or 76.5% of those not passing) retook the test over the summer. For those who took the test a second time, 61.3% passed for a total passing rate of 95.0%. Larger counties did marginally better than smaller counties on the spring 2004 test administration. For counties with over 1,000 third graders taking the test, 91.0% of the students passed in spring 2004. However, by county these passage rates varied from 80.1% in Atlanta City Schools to 95.5% in Cherokee County. School districts that administered the spring 2004 test to fewer than 500 students had an average pass rate of 89.0%. By county, these rates varied from 65.0% (Taliaferro County) to 98.5% (Dodge County).

However, those trends reverse for the summer 2004 retest data. Districts serving fewer than 500 students had a slightly higher summer pass rate than districts serving more than 1000 students (65% v. 63%). Of the smaller districts, passage rates for students who took the test a second time ranged from 0% in at least one small county to 100% in 13 districts. For districts that served more than 1000 third grade students, summer passage rates ranged from 43.9% (Hall County) to 80.0% (Henry County). For a complete listing of district pass rates for both tests, please see Appendix A.

Differences in Spring 2004 Passing Rates

When the data are analyzed by socio-demographic characteristics, a higher percentage of females passed the test in spring 2004 than males (93.0% v. 88.2%). When broken down by race, 95.3% of Asian/ Pacific Islanders and 94.7% of White students passed. The passing rate of Native American students and multiracial students were 93.5% and 93.1% respectively. A lower percentage of African-American students (86.7%) and Hispanic students (80.8%) passed the spring 2004 administration of the CRCT.

When the data are analyzed by demographic category, 90.6% of students enrolled in the reduced price lunch program obtained a passing score, whereas a smaller percentage of students enrolled in the free lunch program passed (84.6%). In comparison, 95.2% of students not enrolled in either program passed. Students who do not speak English as a first language did not fare as well. Only 63.7% of limited English proficiency (LEP) students and 61.8% of students enrolled in the English as a Second Language (ESOL) program passed, compared to 91.5% of students not in LEP or ESOL programs. Whereas 80.0% of students enrolled in an Early Intervention Program (EIP) passed, 93.3% of non EIP students passed the first administration.

Table 2.1

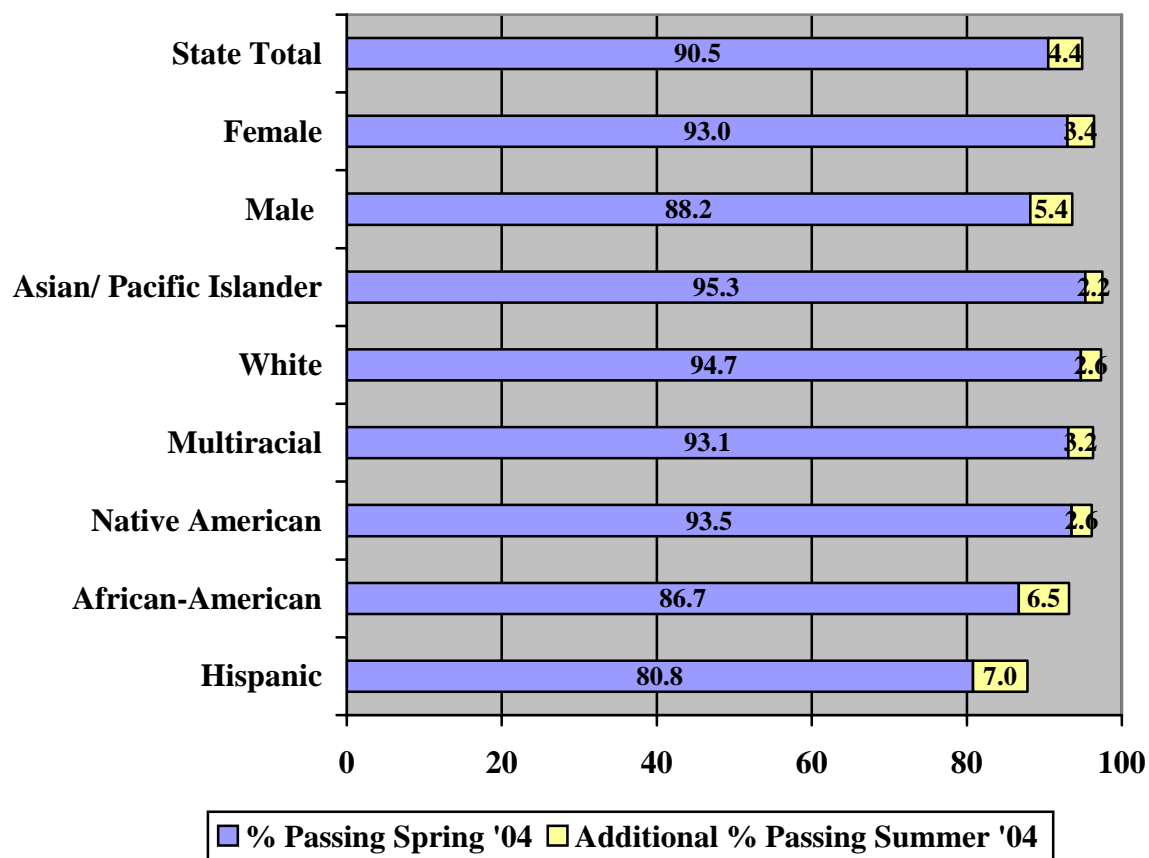
CRCT Reading Spring 2004				
	Total	Average Score	# Passing	% Passing
State	114771	343.41	103894	90.5%
Gender				
Female	56155	347.63	52224	93.0%
Male	58616	339.37	51669	88.2%
Geography				
Region				
North Georgia	15594	342.03	14010	89.8%
Metro Atlanta	60089	345.47	54527	90.7%
Southwest Georgia	13770	340.48	12377	89.9%
Southeast Georgia	13790	341.43	12509	90.7%
South Georgia	11528	340.38	10470	90.8%
Density				
Low Population Density	23974	341.45	21887	91.3%
Moderately Low Population Density	16646	343.45	15251	91.6%
Moderate Population Density	15571	343.88	14142	90.8%
Moderately High Population Density	18522	343.55	16748	90.4%
High Population Density	40058	344.24	35865	89.5%
Race				
Asian/Pacific Islander	3020	355.09	2879	95.3%
African-American	43242	332.81	37488	86.7%
Hispanic	9450	327.82	7633	80.8%
Native American	153	347.45	143	93.5%
White	56091	353.42	53129	94.7%
Multiracial	2815	346.51	2621	93.1%
Classification				
Free Lunch	46461	330.56	39323	84.6%
Reduced Lunch	10428	339.41	9445	90.6%
Not Free/Reduced Lunch	57882	354.44	55125	95.2%
Early Intervention Program (EIP)	24177	320.44	19346	80.0%
Non-EIP	90594	349.54	84547	93.3%
Title I Reading	7210	332.55	6267	86.9%
Non-Title I Reading	107561	344.14	97626	90.8%
Limited English Proficiency (LEP)	4233	309.77	2695	63.7%
Non-LEP	110538	344.7	101198	91.6%
ESOL	3682	308.17	2277	61.8%
Non-ESOL	111089	344.58	101616	91.5%
Migrant	826	320.95	616	74.6%
Non-Migrant	113945	343.57	103277	90.6%
Students receiving any other supplemental services (SRC Code=1) *	16616	325.35	12721	76.6%
All other Students	97130	346.52	90223	92.9%
Multiple FTE Records (Changed Schools)	12656	332.41	10704	84.6%
Did Not Change Schools	102115	344.77	93189	91.3%

*Other SCR Codes include: Visual Impairments, Deaf/Hard of Hearing, Deaf/Blind, Specific Learning Disabilities, Mild Intellectual Disabilities, Traumatic Brain Injury, Moderate/Severe/Profound Intellectual Disabilities, Autism, Orthopedic Impairments, Speech-Language Impairments, Emotional and Behavioral Disorders, Section 504, Other Health Impairments, and Significant Developmental Delay.

Summer 2004 Retest

Of the 10,877 students who did not receive a passing score, 8321 (77%) retook the CRCT during the summer of 2004. For those that took the CRCT a second time, 61% passed by obtaining a passing score, bringing the total percentage of students who ultimately passed the test

Figure 2.1
Pass Rates by Gender and Race

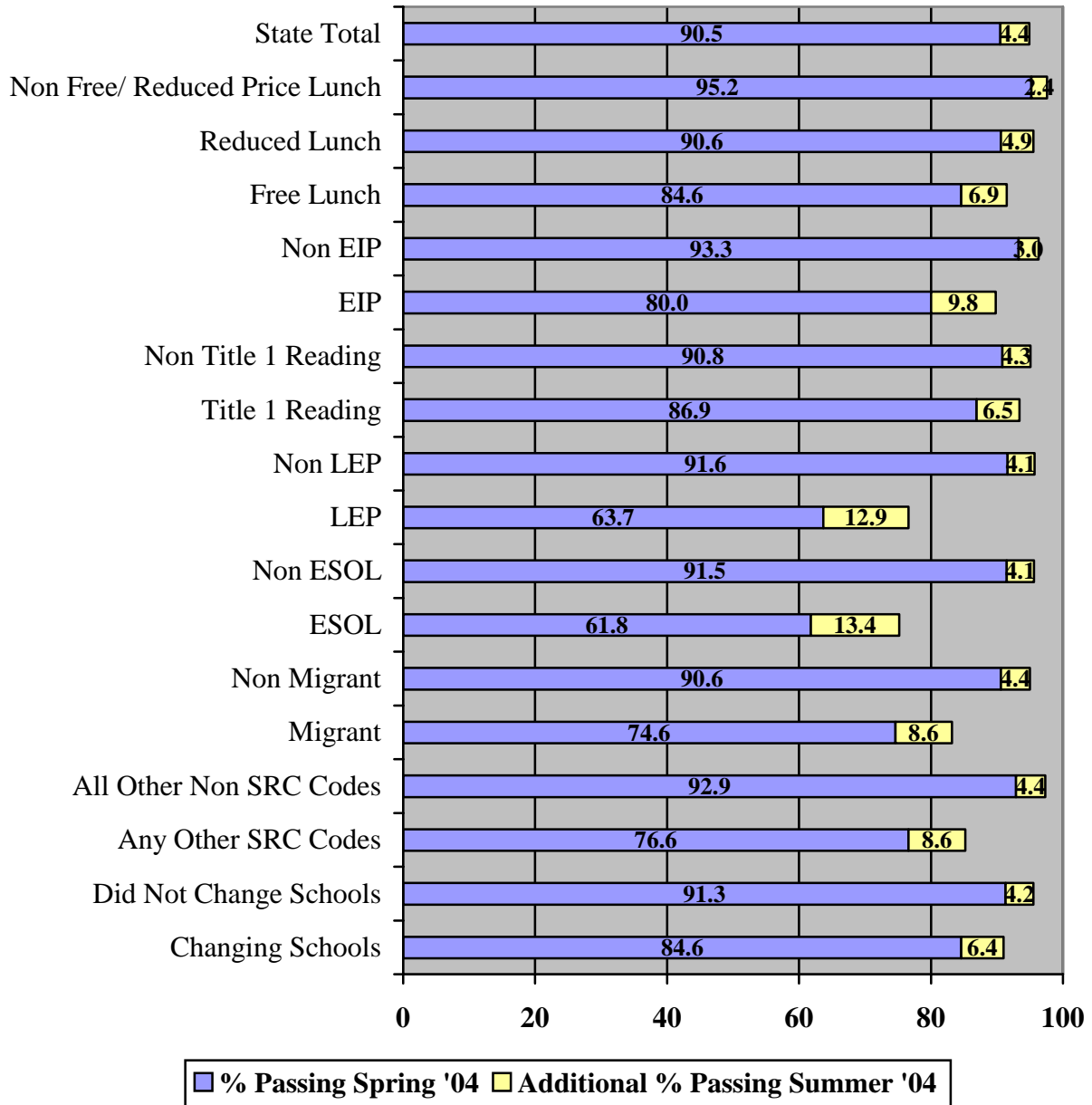


to 95.0%. The breakdown of retest scores mirrors trends found in the original test data. A slightly higher percentage of females than males passed (67.3% v. 59.9%). Figure 2.1 shows first time and total passage rates by gender and race. For girls, a total of 96.4% ultimately passed, compared to 93.6% of boys passed. Of Asian/ Pacific Islanders, 68.4% passed and

68.3% of White students passed their summer retest bringing their respective totals to 97.5% and 97.3%. However, of those who took the test a second time, only 32.1% of African-American students passed and 47.3% of Hispanic students passed the second administration of the test. Overall, 93.3% of African-American students passed and 87.8% of Hispanic students passed.

Again, when the data are analyzed by demographic group, 67.5% of students enrolled in the reduced price lunch program obtained a passing score in the summer retest for a total of 95.5% passing, whereas a smaller percentage of students enrolled in the free lunch program passed in the summer 58.3% for a total of 91.6%. Figure 2.2 shows the total pass rate by classification. This compares to 67.1% of non free or reduced price lunch students who passed the summer administration for a total passing rate of 97.6%. Of the LEP students who took the summer administration, 44.9% passed for a total passage rate of 75.6%. ESOL students who took the test a second time did about as well, 44.3% passed for a total rate of 75.2%. This is markedly less than the non LEP/non ESOL students, of which 63% passed the second administration for a total passage rate of 95.6%.

Figure 1.2
Pass Rates By Demographic Group or Program



For a breakdown of all CRCT Reading summer scores, see Table 2.2.

Table 2.2

CRCT Reading Summer 2004									
	# Not Passing	Total Retesting	% Retesting	Average Score Spring 2004	Average Score Summer 2004	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
State	10877	8321	76.5%	284.45	306.3	5099	61.3%	108993	95.0%
Gender									
Female	3931	3030	77.1%	285.25	306.82	1929	63.7%	54153	96.4%
Male	6947	5291	76.2%	283.99	306.01	3170	59.9%	54839	93.6%
Geography									
Region									
North Georgia	1584	1240	78.3%	283.98	303.17	691	55.7%	14701	94.3%
Metro Atlanta	5562	4188	75.3%	284.44	306.81	2582	61.7%	57109	95.0%
Southwest Georgia	1393	1079	77.5%	284.68	307.22	698	64.7%	13075	95.0%
Southeast Georgia	1281	976	76.2%	284.22	305.89	598	61.3%	13107	95.0%
South Georgia	1058	838	79.2%	285.16	307.73	530	63.3%	11000	95.4%
Density									
Low Population Density	2087	1628	78.0%	285.28	307.4	1050	64.5%	22937	95.7%
Moderately Low Population Density	1395	1143	81.9%	284.69	307.99	738	64.6%	15989	96.1%
Moderate Population Density	1429	1015	71.0%	284.6	306.51	611	60.2%	14753	94.7%
Moderately High Population Density	1774	1383	78.0%	284.13	305.53	830	60.0%	17578	94.9%
High Population Density	4193	3152	75.2%	284.03	305.4	1870	59.3%	37735	94.2%

CRCT Reading Summer 2004

	# Not Passing	Total Retesting	% Retesting	Average Score Spring 2004	Average Score Summer 2004	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
Race									
Asian/Pacific Islander	141	95	67.4%	284.56	308.61	65	68.4%	2944	97.5%
African-American	5754	4579	79.6%	284.46	306.43	2842	32.1%	40330	93.3%
Hispanic	1817	1406	77.4%	282.96	299.32	665	47.3%	8298	87.8%
Native American	±	±	±	±	±	±	±	147	96.1%
White	2962	2097	70.8%	285.36	3110.47	1432	68.3%	54561	97.3%
Multiracial	194	138	71.1%	285.29	308.34	91	65.9%	2712	96.3%
Classification									
Free Lunch	7138	5515	77.3%	284.09	304.81	3213	58.3%	42536	91.6%
Reduced Lunch	983	764	77.7%	285.11	308.09	516	67.5%	9961	95.5%
Not Free/Reduced Lunch	2757	2042	74.1%	284.30	309.68	1370	67.1%	56495	97.6%
Early Intervention Program (EIP)	4831	3967	82.1%	284.64	304.49	2358	59.4%	21704	89.8%
Non-EIP	6047	4354	72.0%	283.45	307.96	2741	63.0%	87288	96.4%
Title I Reading	943	728	77.2%	285.41	307.07	471	64.7%	6738	93.5%
Non-Title I Reading	9935	7593	76.4%	283.66	306.23	4628	61.0%	102254	95.1%
Limited English Proficiency (LEP)	1538	1213	78.9%	282.51	298.18	545	44.9%	3240	76.5%
Non-LEP	9340	7108	76.1%	284.10	307.69	4554	64.1%	105752	95.7%
ESOL	1405	1110	79.0%	282.45	297.78	492	44.3%	2769	75.2%
Non-ESOL	9473	7211	76.1%	284.07	307.62	4607	63.9%	106223	95.6%
Migrant	210	169	80.5%	282.92	299.82	71	42.0%	687	83.2%
Non-Migrant	10668	8152	76.4%	283.82	306.44	5028	61.7%	108305	95.1%
Any Other SRC Code=1*	3895	2539	65.2%	283.54	304.15	1430	56.3%	14151	85.2%
All other Students	6907	5714	82.7%	284.38	307.25	3624	63.4%	93847	96.6%
Multiple FTE Records (Changed Schools)	1952	1360	69.7%	283.70	305.01	807	59.3%	11511	91.0%
Did Not Change Schools	8926	6961	78.0%	283.99	306.56	4292	61.7%	97481	95.5%

± Category includes less than 50 individual students.

*Other SRC Codes include: Visual Impairments, Deaf/Hard of Hearing, Deaf/Blind, Specific Learning Disabilities, Mild Intellectual Disabilities, Traumatic Brain Injury, Moderate/Severe/Profound Intellectual Disabilities, Autism, Orthopedic Impairments, Speech-Language Impairments, Emotional and Behavioral Disorders, Other Health Impairments, and Significant Developmental Delay.

Combined Effects of Ethnicity and Poverty

The overall pass rates, as shown in Table 2.1, were lower than average for African American students, Hispanic students, and students with limited English proficiency (LEP). Of the African American students who qualified for free or reduced priced lunch, 92.3% passed, compared to 95.8% of African American students not receiving free or reduced priced lunch. Similarly, Hispanic students were less likely to pass if they received free or reduced priced lunch (86.5% v. 93.0%). This trend continues for LEP students: 75.5% of students who qualified for free or reduced price lunch passed, compared to 81.6% for LEP students not eligible for free or reduced lunch. In sum, the differences in overall passing rates for African American, Hispanic, and LEP third graders can be partially but not entirely explained by economic status.

District Performance Differences

When the overall pass rates for individual districts are assessed, it is important to understand that differences between districts reflect differences in student composition across districts. For example, students identified as LEP pass the CRCT at lower rates than non-LEP students. Thus, districts with a larger percentage of LEP students may experience lower overall pass rates on the CRCT exam due to these differences. In the short term, these differences may explain some performance differences. In the long run, these differences would become signals that districts are not responding to the unique needs of their student population.

To assess the difference in high pass rate and low pass rate districts, the districts were separated into large, medium, and small categories based on third grade enrollment.¹ Among

¹ Due to limited enrollment numbers in two districts, Atlanta School for the Deaf and The Atlanta Conservatory were removed from these analyses.

large districts, bottom performing districts had 46.6% more free/reduced lunch students than top performing districts and 4.7% more ESOL students than top performing districts. Among medium sized districts, bottom performing districts had 6.5% more free/reduced lunch students and 7.1% more LEP students than top performing districts. It is interesting to note that lower performing small and medium districts had 21.6% and 6.7% fewer Title 1 students, respectively.

Chapter 3

Summer Remediation Programs

Program Enrollment

The vast majority of parents were contacted about the summer program by mail. Of 10,599 usable responses, 90.4% indicated that information regarding test performance and availability of a summer program was mailed to children's parents. Phone calls and letters sent home with students were also utilized. Over 53% of responses indicated that school officials called children's parents (10,633 valid), and 34.3% of responses indicated that letters were sent home with children (10,608 valid). Email was not a highly utilized means of communication. Only 1.3% of responses indicated use of email to contact parents.

According to survey data, 8,061 parents (74.9% of valid responses) enrolled their child in the summer program. An additional 2,509 refused, and there were 189 cases of invalid survey responses. Further statistics report on the percentage of the 8,061 children whose parents accepted enrollment in the summer program.

Program Characteristics

Data on the curricular content and additional services offered by programs are presented in Table 3.1. Of valid responses, 41.9% of children whose parents accepted program enrollment received accelerated instruction, 73% received differentiated instruction, and 82.9% received additional instruction. Differentiated instruction indicates an approach to instruction where individual students receive instruction based on their individual needs. In terms of curricular models, 72.8% of children received standardized curricula, 29.5% received curricula based on individual instructor choice, and 21% received some other curriculum. The focus of instruction

was exclusively test taking strategies for 3% of children, exclusively subject content for 53.3%, and a combination of both for 43.7% of children.

Tutoring was available for 21.1% of children, and homework was assigned to 64.4% of students. Programs were offered by the home system for 88.8% of children. Only 7.6% of children had the same teacher in the summer as they did in third grade. Thirty one percent of students were in summer classrooms in which the teacher had at least one classroom assistant.

Table 3.1
Program Characteristics (N = 8,061)

Survey Question	Response	# of Responses	% of Valid Responses
Accelerated instruction?	Yes	3360	41.9%
	No	4663	58.1%
	Invalid	38	N/A
Differentiated instruction?	Yes	5882	73.5%
	No	2117	26.5%
	Invalid	62	N/A
Additional instruction?	Yes	6682	83.7%
	No	1303	16.3%
	Invalid	76	N/A
Standardized curriculum?	Yes	5853	72.8%
	No	2186	27.2%
	Invalid	22	N/A
Survey Question	Response	# of Responses	% of Valid Responses
Individual instructor choice?	Yes	2367	29.5%
	No	5650	70.5%
	Invalid	44	N/A
Other curriculum?	Yes	1679	21.0%
	No	6328	79.0%
	Invalid	54	N/A
Focus of Instruction	Test strategies	225	3.0%
	Subject content	4047	53.3%
	Both	3319	43.7%
	Invalid	470	N/A
Tutoring available?	Yes	1664	21.1%
	No	6238	78.9%

	Invalid	159	N/A
Homework assigned?	Yes	5171	64.4%
	No	2854	35.6%
	Invalid	36	N/A
In child's home system?	Yes	7087	88.8%
	No	898	11.2%
	Invalid	76	N/A
Teacher the same as student had for 3rd grade?	Yes	572	7.6%
	No	6995	92.4%
	Invalid	494	N/A
Resources compared to school year	Equal	3081	41.9%
	Greater	3944	53.7%
	Less	326	4.4%
	Invalid/blank	710	N/A

Summer Resources

Data on summer resources is presented in Table 3.2. In answering the questions about sources of program funding, systems were requested to provide the percentage of funding from each source. Unfortunately, the majority of systems gave responses to their surveys that failed to provide usable information regarding the sources of summer program funding. As a result, the statistics presented are based on the 4,575 valid responses obtained in the survey.

About 70% of students were enrolled in summer programs funded exclusively by one source of funds. Twenty Additional Days provided all of the resources for 37.8% of students in summer instruction. Title I funding provided the summer instruction for an additional 26.3% of students. State reading funding and EIP funding provided exclusive support for less than 2% of students. Finally, 5.3% of students were funded exclusively from some other source.

Over 93% of students had at least some summer instruction funded through Twenty Additional Days and some Title I funds were used to fund over 74% of students. Only 33.6% of students were funded through any EIP expenditures, and 76.9% of students were in programs that used no State Reading funds for summer programs.

Systems were also asked to indicate whether program resources for each child in the summer were equal, greater, or less than during the third grade school year. This question was left blank for 447 cases, and there were 263 cases of invalid responses (e.g., “less than and equal”). Of the valid responses, 41.9% indicated equal resources, 53.7% indicated resources greater than the school year, and only 0.4% indicated having fewer resources than the during the school year.

Table 3.2
Sources of Program Funding

% of funding	20 Additional Days	EIP	Title 1	State Reading	Other
0	280	1361	1073	1326	1103
1-49	1332	674	1164	338	1672
50-99	1235	1	770	12	303
100	1728	13	1201	48	241
No response	0	2526	367	2854	1256
Total valid responses					4575

Program Duration

In the survey, systems were asked to provide information on the “length of program and hours of instruction.” This question was designed to collect information on program duration in terms of days and hours per day. However, a substantial number of systems provided responses that did not provide adequate information to calculate duration in terms of days of instruction and hours per day.

There were 6,220 responses that provided information of the number of days children's summer programs lasted. The average number of days was 17.46, with a range from 4 days to 42 days.

There were 6,186 responses that provided information on the number of hours per day that children's programs lasted. The average hours per day was 4.25, with a range from less than 1 hour per day to 8 hours per day. Whether programs were half-day or full-day was estimated by categorizing programs lasting fewer than 4 hours per day as half day and those lasting 4 or more hours as full-day. Using this criterion, 19.4% of children were in programs classified as half-day.

Systems also provided information on how many days each child was absent from the summer program. During summer programs, children were absent on average 1.27 days, with a range from 0 to 24 days. Using the information on duration of programs in terms of days and hours per day along with number of days each child was absent, a total hours in program variable was computed for each child [total hours = (program duration – days absent)*hours per day]. On average, children received 77 hours of summer instruction (median = 76 hours), with a range from 2.50 hours to 178.50 hours.

Comparison of Children Based on Enrollment in the Summer Programs

Of the 10,759 children with survey data, 10,586 were matched with FTE data records and, according to combined FTE and CRCT score data records, had not passed the spring CRCT. Of these, 7,592 (71.7%) had parents who accepted enrollment into the program, and 2,471 did not (23.3%). There were 163 cases of invalid responses regarding the parent's decision on summer program participation.

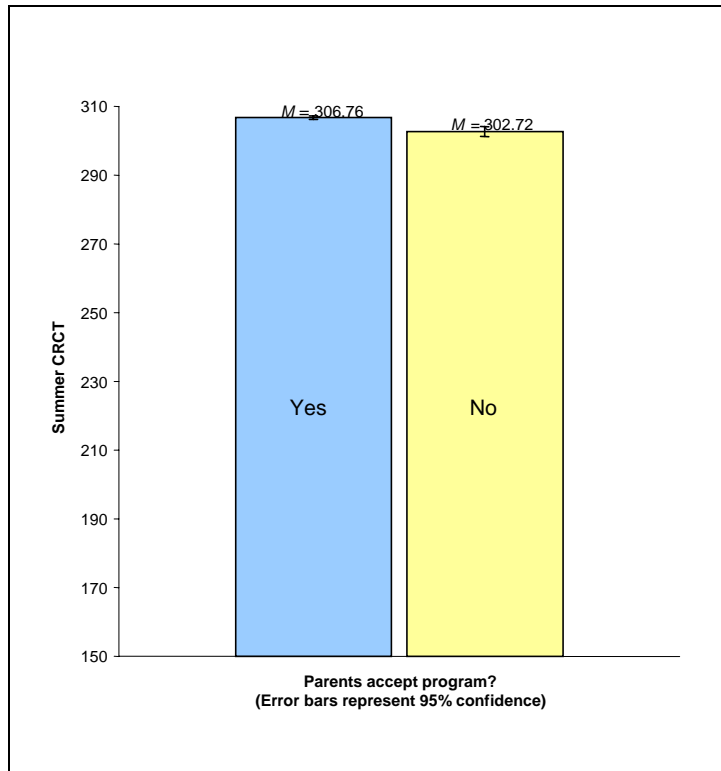
Two analyses were conducted to compare summer CRCT scores between the children whose parents accepted the summer program and those whose parents did not. The majority of children (72.4%) took the summer CRCT retest at the end of June. First, the two groups summer CRCT retest scores were compared, after controlling for spring CRCT score, gender, race/ethnicity, free or reduced lunch status, LEP status, and migrant status. Of the 10,759 children, 8,021 had data on all measures, 7,212 of whose parents accepted enrollment the program. According to the information on the students submitted by the school districts, there was a significant difference between the two groups, showing that the children in the summer programs performed slightly better on the summer retest². The difference in average scores for the two groups is about 4.04 points on the CRCT. Students enrolled in summer intervention programs performed better on average than students not enrolled in the summer programs after the differences in student performance due to spring CRCT score, gender, race, free/reduced lunch status, LEP, and migrant status are removed. This difference is illustrated in Figure 3.1.

A follow-up analysis was conducted to examine whether the summer intervention program was only effective in increasing test scores for students who performed at a given level on the spring CRCT, for example only the effective for those who scored just below 300 on the spring test. It was not. Scores for students attending summer school in provided programs were higher across the board, without regard to their spring score.

² $F(1,8012) = 26.26, p < .001, \eta_p = .03$

Second, analyses were conducted to examine whether children in the program had a

Figure 3.1
Summer CRCT Estimated Marginal Means



greater likelihood of passing the summer CRCT than those whose parents did not enroll them in the summer program. After controlling for spring CRCT scores and all of the demographic variables listed above, students whose parents accepted enrollment in the summer program were 58% more likely to pass as the summer CRCT than those who did not enroll. The enrollment effect on likelihood of passing was not

dependent upon the level of a student's spring CRCT score. The program information provided in the survey only collected on students who enrolled in a school provided summer intervention program. It is unknown to what extent students not enrolling in a summer program may have received instruction which improved their performance on the summer CRCT.

Effects of Program Characteristics

In addition, analyses were conducted to investigate which program characteristics were associated with greater increases in CRCT scores from spring to summer. Differences in summer CRCT scores were regressed on control variables that could be attributed to program characteristics including:

- Subject content of summer program

- Whether the program was administered in the child's home system
- Whether the program used a standardized curriculum
- Whether the program had additional tutoring available
- Whether the program assigned homework
- Whether the program had a classroom assistant
- Whether the program was taught by the child's regular teacher
- Whether the program was half or full day
- Total hours of attendance

The impacts of these characteristics on test scores were estimated after controlling for:

- Spring 2004 CRCT scores
- Gender
- Race/ethnicity
- Free or reduced lunch status
- Limited English Proficiency status
- Migrant status

Note that, because analyses controlled for spring CRCT, the outcome is interpreted as relative change in CRCT scores from spring to summer.

The program characteristics explained only 1% of the variability in CRCT summer scores, above and beyond children's spring scores and demographic characteristics, which explained an additional 11% percent of the variability. Several individual program characteristics were statistically significantly related to summer CRCT scores, although the effects were, for the most part, very small. The size of these effects maybe due in part to regression to the mean effects discussed earlier.

The largest significant effect was for program duration, indicating that children who received one additional hour of instruction gained, on average, a relative increase of 0.11 points in their CRCT score from spring to summer holding other variables constant³. For example, taking two identical students where one received 10 additional hours of summer instruction, the student with 10 additional hours of instruction would be expected to increase his summer CRCT score by 1.1 points more than the student with 10 fewer hours of instruction. Interestingly,

³ $\beta = .11, p < .001$

controlling for total hours, there was also a significant effect indicating that half day programs were somewhat more effective than full day programs, but this difference was very small, less than the estimated effect of one additional hour of instruction in a summer program.⁴

Statistically significant effects were also detected in programs offering tutoring, where homework was assigned, and due to curriculum differences. Although significant by statistical standards, the estimated effects of these differences were very near zero.⁵

Additional analyses were conducted to examine whether the effects of program characteristics were dependent upon children's spring CRCT scores. They were not. Another set of analyses was conducted to test whether program characteristics had an effect on the likelihood of passing the summer CRCT, above and beyond the control variables. The findings were not statistically significant.

Summary of Summer Programs

The findings from the summer programs survey indicate that the summer intervention programs offered to children who did not pass the CRCT test in the spring of third grade were characterized by standardized curricula emphasizing either subject content or both subject content and testing strategies. These programs were largely taught in children's home systems, but not by the student's regular third grade teachers. Most programs were funded by 20 Additional Days, although many supplemented these resources with Title 1 or other funding sources. Most programs reported that equal or greater program resources were available to children than during the school year.

⁴ $\beta = .08, p < .001$

⁵ Children who attended programs that offered tutoring experienced statistically significant yet slight relative increases in CRCT scores, $\beta = .05, p = .004$, whereas children who attended programs that assigned homework experience statistically significant slight relative *decreases* in CRCT scores, $\beta = -.05, p = .03$. In terms of curriculum, children who attended programs that emphasized both subject content and test taking strategies experienced statistically significant yet slight relative increases in CRCT scores as compared to those who attended programs that focused exclusively on content, $\beta = .04, p < .003$.

Overall, children who enrolled in the summer programs scored higher on the CRCT summer retest and were more likely to pass the retest than those who did not enroll. However, few program characteristics were found to be associated with child retest outcomes. Of the program characteristics that were associated with scoring higher on the summer retest, program duration was the most significant, the wide range in the total number of hours that children participated in programs, from under three hours to over 178 hours may contribute to this effect.

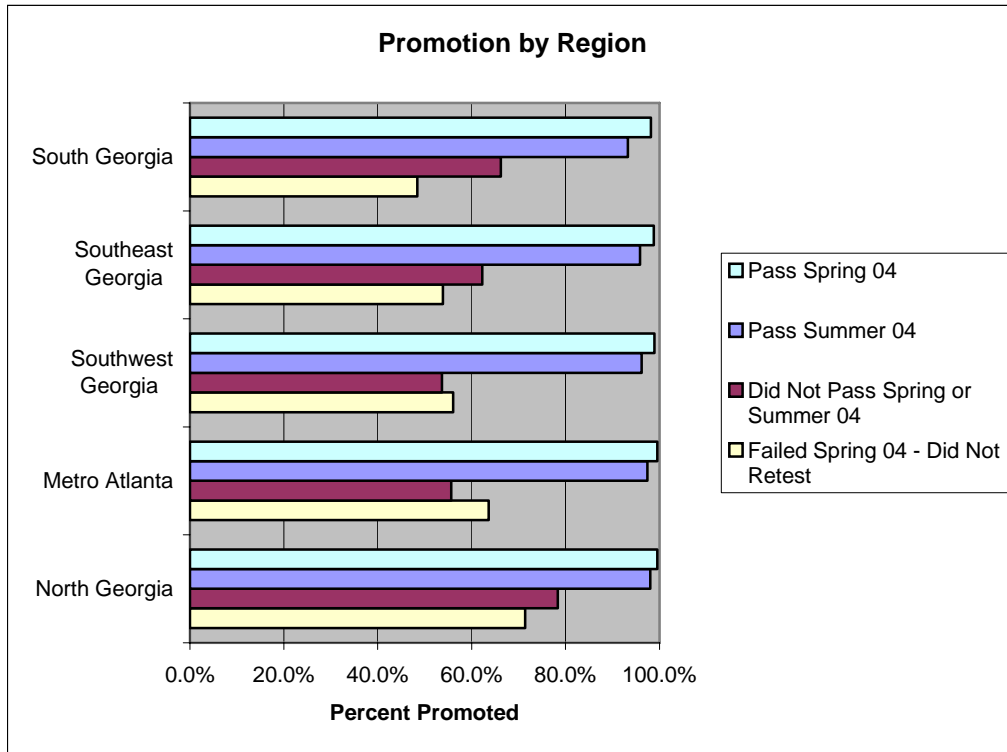
Chapter 4

Fall Placement

Overall, 97.3% of all students were promoted to the fourth grade (see Table 4.1). Of students who passed the CRCT on the first administration, 99.2% were promoted to the fourth grade. Of the students who passed the second administration, 96.7% were promoted. A full 61.3% of the students who did not pass the first administration of the CRCT and did not take the retest were subsequently promoted to the fourth grade. Finally, 68.4% of students that failed both the first and second administration of the CRCT were promoted into the fourth grade.

When broken down by gender, a slightly higher percentage of girls were promoted to the fourth grade than boys. This held true for overall promotion rates (97.9% vs. 96.6%), as well as among students who took the retest (97.5% vs. 96.2%). However, it is interesting to note that among students who failed the first test administration, boys were more likely to be promoted to the fourth grade without either taking a retest (64.1% vs. 56.0%) or failing both the first and second test administration (61.9% vs. 59.5%).

Figure 4.1



Overall promotion rates varied only slightly by region, with an overall high promotion rate of 98.1% in North Georgia and a low of 96.2% in South Georgia. However, there are differences in promotion rates among children that did not pass the CRCT. In North Georgia, 71.4% of students that failed the initial test and did not retake the second test were promoted, compared to only 48.4% of those students in South Georgia. Similarly, a full 78.3% of students in North Georgia that failed both administrations were promoted, compared to 53.7% of students living in Southwest Georgia.

There were also differences among promotion rates by race. Among White students, 98.6% were promoted, compared to 95.8% of African-American students and 94.7% Hispanic students. Considering students who failed and did not take the second test, 65.7% of White student were promoted compared to 55.9% of African-American students. Moreover, 73.5% of

white students that failed both CRCT tests were promoted to the fourth grade, compared to 55.3% of African-American students and 62.3% of Hispanic students.

Promotion rates also seemed to be affected by primary language ability. Of LEP students enrolled in an ESOL program, 77.9% were promoted to the fourth grade, compared to 94.4% of LEP students not enrolled in an ESOL program and 97.5% of non-LEP students. However, some LEP students were more likely to be promoted if they did not pass the CRCT. Among those enrolled in an ESOL program, who did not pass and did not take the second administration, 63.3% were promoted and 69.6% of LEP students not enrolled in an ESOL program were promoted. This is compared to 60.9% of non LEP students who were promoted despite not passing the CRCT and not taking the second administration. However, among the students who failed both the first and second CRCT administration, 61.4% of LEP students enrolled in an ESOL program were subsequently promoted while LEP and non-ESOL program students were promoted at a rate of 57.8%. These rates are near the 61.0% of non LEP students promoted who also failed both CRCT administrations.

Finally, there were differences in the promotion rate related to household income. Among students receiving free or reduced priced lunch, 95.7% were ultimately promoted, compared to 98.8% of non-free or reduced price lunch students. Students not enrolled in the free or reduced priced lunch program were also more likely to be promoted despite not passing the CRCT. Among students who failed both test administrations, 65.2% of non-free or reduced price lunch students were promoted, compared to 60.0% of students enrolled in either program.

Table 4.1

04-05 School Year Grade Level by CRCT Outcome						
	Total Students †	% Promoted to Grade 4 of Total Students †	% Promoted to Grade 4 of Passed Spring 04	% Promoted to Grade 4 of Passed Summer 04	% Promoted to Grade 4 of Failed Spring 04 and No Retest	% Promoted to Grade 4 of Failed Spring 04 and Summer 04
Matched Students	108938					
Promoted to Grade 4		97.3%	99.2%	96.7%	61.3%	68.4%
Gender						
Male	55578	96.6%	99.1%	96.2%	64.1%	61.9%
Female	53360	97.9%	99.4%	97.5%	56.0%	59.5%
Race						
Asian/Pacific Islander	2829	99.0%	99.7%	100.0%	68.3%	70.4%
African-American	41087	95.8%	98.8%	96.1%	55.9%	55.3%
Hispanic	8797	94.7%	99.2%	96.5%	65.1%	62.3%
Native American	129	99.2%	99.2%	100.0%	100.0%	100.0%
White	53530	98.6%	99.5%	97.8%	65.7%	73.5%
Multiracial	2566	98.2%	99.2%	97.6%	69.6%	73.8%
Classification						
Free/Reduced Lunch	53987	95.7%	98.8%	96.5%	58.4%	60.0%
Not Free/Reduced Lunch	54951	98.8%	99.6%	97.2%	68.7%	65.2%
Early Intervention Program (EIP)	23032	93.2%	98.1%	96.7%	43.0%	54.3%
Non-EIP	85906	98.3%	99.5%	96.8%	70.8%	68.0%
Title I Reading	6801	96.5%	98.7%	97.3%	62.2%	68.0%
Non-Title I Reading	102137	97.3%	99.2%	96.7%	61.2%	60.5%
ESOL and Limited English Proficiency (LEP)	3910	77.9%	98.5%	96.2%	63.3%	61.4%
Limited English Proficiency (LEP) Only - No ESOL	501	94.4%	99.7%	98.0%	69.6%	57.8%
Non-LEP	105028	97.5%	99.2%	96.8%	60.9%	61.0%
Migrant	763	94.8%	99.1%	95.4%	65.8%	79.6%
Non-Migrant	108175	97.3%	99.2%	96.7%	61.2%	60.5%
Any Other SRC Code=1 *	16158	99.9%	100.0%	99.9%	99.5%	99.6%
All other Students	92780	96.8%	99.1%	95.4%	29.8%	46.1%
Severe Cognitive Disability**	1046	34.8%	53.2%	50.0%	27.2%	14.7%
All other Students (Serious Disability = False)	107892	97.9%	99.4%	97.4%	67.1%	65.6%
Multiple FTE Records (Changed Schools)	11877	94.3%	98.3%	95.1%	52.8%	58.0%

Did Not Change						
Schools	97061	97.6%	99.3%	97.0%	63.9%	61.7%
Region						
North Georgia	14934	98.1%	99.5%	98.1%	71.4%	78.3%
Metro Atlanta	56711	97.5%	99.5%	97.4%	63.6%	55.6%
Southwest Georgia	13115	96.6%	98.9%	96.2%	56.1%	53.7%
Southeast Georgia	13086	96.7%	98.8%	95.9%	53.9%	62.3%
South Georgia	11092	96.2%	98.2%	93.2%	48.4%	66.2%
Density						
Low Population Density	23100	97.3%	98.9%	96.3%	61.5%	66.0%
Moderately Low Population Density	15926	97.9%	99.2%	97.8%	54.7%	70.1%
Moderate Population Density	14847	97.5%	99.0%	95.8%	71.0%	71.5%
Moderately High Population Density	17439	96.7%	99.0%	95.6%	50.0%	62.1%
High Population Density	37626	97.1%	99.6%	97.3%	63.0%	52.2%

† 03-04 CRCT Test Takers Matched with 04-05 FTE Data

* Other SRC Codes include: Visual Impairments, Deaf/Hard of Hearing, Deaf/Blind, Specific Learning Disabilities, Mild Intellectual Traumatic Brain Injury, Moderate/Severe/Profound Intellectual Disabilities, Autism, Orthopedic Impairments, Speech-Language Imp Emotional and Behavioral Disorders, Other Health Impairments, Section 504, Significant Developmental Delay, and Title 1 Math

** Severe Cognitive Disability =1 (Traumatic Brain Injury, Moderate/Severe/Profound Intellectual Disabilities, Autism, Significant D

Promotion and Combined Effects of Ethnicity and Poverty

Overall promotion rates were lower for African-American, Hispanic, and LEP students that were also enrolled in a free or reduced priced lunch program. These effects were compounded by the interaction of these factors. A smaller percentage of African-American students enrolled in the free or reduced priced lunch program were ultimately promoted compared to other⁶ students (95.1% vs. 98.0%). A smaller percentage of African-American students enrolled in the free or reduced lunch programs were also promoted if they did not pass the CRCT. Among African-American students who were enrolled in the free or reduced priced lunch program who failed both tests, 55.4% were promoted, compared to 65.9% of other students

⁶ Other students includes all students that are African-American and not in the free or reduced lunch program, of another race and enrolled in the free lunch program, or students that are not African-American and not enrolled in the free or reduced lunch program.

(Table 6). These promotion rates are contrasted with the results from the case where students are both Hispanic and enrolled in the free or reduced lunch programs. Although overall promotion rates are lower for these students versus those who are African-American free or reduced lunch students (94.3% versus 95.1%), Hispanic free or reduced lunch program students are promoted at higher (rather than lower) rates when failing to pass the CRCT than other students.

This trend of differential promotion rates holds for ESOL free or reduced lunch students as well. Students who were enrolled in the free or reduced price lunch program and also participating in an ESOL program were promoted in smaller percentages than other students (88.8% v. 97.5%). However, among low income students enrolled in ESOL programs, 63.8% who failed the first administration and did not retake the CRCT were promoted to the fourth grade, compared to 61.0% of other students.

Table 4.2

04-05 School Year Grade Level by CRCT Interaction Outcome						
	Total Students †	% Promoted to Grade 4 of Total Students †	% Promoted to Grade 4 of Passed Spring 04	% Promoted to Grade 4 of Passed Summer 04	% Promoted to Grade 4 of Failed Spring 04 and No Retest	% Promoted to Grade 4 of Failed Spring 04 and Summer 04
Interaction Term						
Black * Free/Reduced Lunch	29781	95.1%	98.7%	95.8%	53.9%	55.4%
Not Black * Free/Reduced Lunch	79157	98.0%	99.4%	92.9%	65.7%	65.9%
Hispanic * Free/Reduced Lunch	7100	94.3%	99.2%	91.1%	65.4%	62.6%
Not Hispanic * Free/Reduced Lunch	101838	97.5%	99.2%	89.2%	60.6%	60.7%
ESOL * Free/Reduced Lunch	2855	88.8%	98.5%	96.1%	63.8%	60.8%
Not ESOL * Free/Reduced Lunch	106083	97.5%	99.2%	91.7%	61.0%	61.1%
LEP * Free/Reduced Lunch	3268	89.5%	98.7%	89.6%	64.8%	60.6%
Not LEP * Free/Reduced Lunch	105670	97.5%	99.2%	89.5%	60.9%	61.2%

Likelihood of Retention

Because very large percentages of students passed the CRCT and were promoted, determining the impact of passing the CRCT reading assessment on promotion is difficult. The analysis conducted attempts to uncover differences in promotion among students who did not pass the CRCT reading assessment. Statistical models utilized to examine only students who failed the CRCT yielded varying odds of promotion based on some program enrollment variables, individual characteristics, and district where the student was enrolled (4,789 records). When controls for these variables and district effect controls are included, gender and race

variables were not significant indicators of the likelihood of retention. Districts where all students who failed the CRCT were promoted could not be included in this analysis.

Students with disabilities were more likely to be promoted than those without disabilities. ESOL students were more likely to be promoted than non-ESOL students. Those students who took the summer 2004 administration of the CRCT and did not pass were more likely to be promoted than student who had failed the spring test and did not attempt the summer test. Characteristics indicating a lower likelihood of promotion included those students eligible for free or reduced lunch, Title I reading program eligible students, and students served by an Early Intervention Program compared to students not in these programs. The model also indicated variation between districts where some districts were much more likely to promote students to the next grade than others, regardless of the individual characteristics or test performance of students.

The actual proportion of students promoted in the statistical analysis (4,789 students) was 60.6 percent. The statistical model developed to predict student promotion, based on demographic characteristics, program participation, and district, correctly predicted promotion outcomes in 73.5 percent of cases.

Chapter 5

Conclusion

Overall pass rates on the CRCT Reading Assessment were high with 19 of every 20 students passing either the spring or summer administration of the test (95%). Test performance varied on a number of individual characteristics including: gender, race, and program enrollments. Students moving during the school performed less well than students not moving during the year. Most students enrolled in summer programs when these programs were offered and most students retaking the test improved their scores which may be, at least in part, attributable to “regression to the mean” effects. It is not possible to estimate the impacts of attending a summer program due to a lack of information on the historical performance of these students on similar reading assessments.

The summer intervention program effects versus regression to the mean effects previously discussed cannot be separated. Within the available data, differences existed between students enrolled in summer programs and those who retested without enrolling in offered district-based summer programs. Those enrolled in summer programs performed better than those not enrolled. The various aspects of summer programs offered varied greatly, but the impacts of program characteristics on test performance were limited. The hours of instruction provided to students had a positive impact on student performance, but other statistically significant program characteristics had very limited impacts on student performance.

Evidence suggests that positive effects may result from: 1) more hours of summer instruction, 2) half-day programs, 3) providing tutoring, and 4) assigning homework. More than 97% of all 3rd grade students from the 2003-04 school year, where records were able to be matched, were promoted to the fourth grade. Differences did exist in the prospects for

promotion among students who did not pass the CRCT reading assessment based on program enrollment, but not due to gender or race. Promotion rates among failing students appear to have been significantly influenced by district policy, and the odds of promotion increased significantly in some districts. In addition, it appears that students enrolled in several state and federal programs for struggling or less prepared students were less likely to be promoted.

Data Limitations

All findings are based on data submitted to the research team from the Georgia Department of Education. As previously discussed, determining the true impact of summer programs is limited by the inability to control within models for previous test performance by these students. Regression to the mean effects cannot be disaggregated from program effects. The findings related to summer program effects are based on conservative methods of survey data interpretation. The research team utilized conservative methods in including responses that clearly indicated the response to each survey item, which resulted in lower than anticipated numbers of usable survey responses. The conservative approach to data inclusion increases the reliability of findings related to summer programs, but may decrease the ability to detect program characteristics that influence student performance. To reduce these problems in the future, data on students enrolled in summer programs and the characteristics of those programs should be collected systematically and concurrently with program implementation.

Finally, with regard to the survey data collected from the individual school districts. It is unclear whether or not all systems completed the survey for all students who failed the spring test, or for all students who participated in the summer program.

References

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Appendix A

CRCT Reading 2004-2005								
	Total # Tested	# Passing	% Passing	Total # Retest	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
STATE TOTAL	114771	103893	90.5%	8321	5099	61.3%	108992	95.0%
APPLING CNTY	239	224	93.7%	± ⁷	±	±	234	97.9%
ATKINSON CNTY	131	121	92.4%	±	±	±	125	95.4%
BACON CNTY	144	132	91.7%	±	±	±	137	95.1%
BAKER CNTY	35	32	91.4%	±	±	±	35	100.0%
BALDWIN CNTY	468	439	93.8%	26	21	80.8%	460	98.3%
BANKS CNTY	190	168	88.4%	±	±	±	183	96.3%
BARROW CNTY	785	734	93.5%	39	27	69.2%	761	96.9%
BARTOW CNTY	986	919	93.2%	55	43	78.2%	962	97.6%
BEN HILL CNTY	237	213	89.9%	23	14	60.9%	227	95.8%
BERRIEN CNTY	215	182	84.7%	31	26	83.9%	208	96.7%
BIBB CNTY	2130	1789	84.0%	264	161	61.0%	1950	91.5%
BLECKLEY CNTY	180	171	95.0%	±	±	±	176	97.8%
BRANTLEY CNTY	232	217	93.5%	±	±	±	223	96.1%
BROOKS CNTY	181	162	89.5%	±	±	±	174	96.1%
BRYAN CNTY	442	415	93.9%	25	16	64.0%	431	97.5%
BULLOCH CNTY	579	556	96.0%	±	±	±	565	97.6%
BURKE CNTY	364	329	90.4%	21	16	76.2%	345	94.8%
BUTTS CNTY	239	207	86.6%	31	19	61.3%	226	94.6%
CALHOUN CNTY	63	57	90.5%	±	±	±	62	98.4%
CAMDEN CNTY	694	636	91.6%	32	22	68.8%	658	94.8%
CANDLER CNTY	131	112	85.5%	±	±	±	126	96.2%
CARROLL CNTY	1040	959	92.2%	68	45	66.2%	1004	96.5%
CATOOSA CNTY	778	742	95.4%	27	18	66.7%	760	97.7%
CHARLTON CNTY	124	117	94.4%	±	±	±	120	96.8%
SAVANNAH CHATHAM CO	2569	2300	89.5%	202	107	53.0%	2407	93.7%
CHATTAHOOCHEE CNTY	57	49	86.0%	±	±	±	54	94.7%

⁷ ± indicates 20 or fewer students represented.

	Total # Tested	# Passing	% Passing	Total # Retest	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
CHATTOOGA CNTY	237	216	91.1%	±	±	±	231	97.5%
CHEROKEE CNTY	2286	2183	95.5%	78	61	78.2%	2244	98.2%
CLARKE CNTY	855	709	82.9%	124	51	41.1%	760	88.9%
CLAY CNTY	33	29	87.9%	±	±	±	33	100.0%
CLAYTON CNTY	3954	3423	86.6%	405	260	64.2%	3683	93.1%
CLINCH CNTY	131	119	90.8%	±	±	±	125	95.4%
COBB CNTY	7759	7109	91.6%	552	351	63.6%	7460	96.1%
COFFEE CNTY	611	562	92.0%	38	20	52.6%	582	95.3%
COLQUITT CNTY	633	567	89.6%	55	30	54.5%	597	94.3%
COLUMBIA CNTY	1473	1420	96.4%	23	15	65.2%	1435	97.4%
COOK CNTY	237	220	92.8%	±	±	±	227	95.8%
COWETA CNTY	1439	1331	92.5%	80	53	66.3%	1384	96.2%
CRAWFORD CNTY	133	123	92.5%	±	±	±	127	95.5%
CRISP CNTY	366	336	91.8%	27	16	59.3%	352	96.2%
DADE CNTY	201	192	95.5%	±	±	±	197	98.0%
DAWSON CNTY	220	215	97.7%	±	±	±	217	98.6%
DECATUR CNTY	380	355	93.4%	17	9	52.9%	364	95.8%
DEKALB CNTY	7467	6546	87.7%	745	386	51.8%	6932	92.8%
DODGE CNTY	259	255	98.5%	±	±	±	258	99.6%
DOOLY CNTY	113	99	87.6%	±	±	±	105	92.9%
DOUGHERTY CNTY	1317	1140	86.6%	127	88	69.3%	1228	93.2%
DOUGLAS CNTY	1464	1333	91.1%	115	71	61.7%	1404	95.9%
EARLY CNTY	209	194	92.8%	±	±	±	206	98.6%
ECHOLS CNTY	68	57	83.8%	±	±	±	61	89.7%
EFFINGHAM CNTY	693	666	96.1%	±	±	±	682	98.4%
ELBERT CNTY	236	211	89.4%	±	±	±	220	93.2%
EMANUEL CNTY	318	284	89.3%	30	22	73.3%	306	96.2%
EVANS CNTY	120	104	86.7%	±	±	±	110	91.7%
FANNIN CNTY	244	235	96.3%	±	±	±	242	99.2%
FAYETTE CNTY	1453	1401	96.4%	32	21	65.6%	1422	97.9%
FLOYD CNTY	755	727	96.3%	±	±	±	741	98.1%
FORSYTH CNTY	1839	1755	95.4%	64	34	53.1%	1789	97.3%
FRANKLIN CNTY	303	277	91.4%	22	19	86.4%	296	97.7%
FULTON CNTY	5414	5061	93.5%	289	197	68.2%	5258	97.1%

	Total # Tested	# Passing	% Passing	Total # Retest	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
GILMER CNTY	311	269	86.5%	24	6	25.0%	275	88.4%
GLASCOCK CNTY	31	29	93.5%	±	±	±	29	93.5%
GLYNN CNTY	867	770	88.8%	86	52	60.5%	822	94.8%
GORDON CNTY	472	425	90.0%	44	21	47.7%	446	94.5%
GRADY CNTY	324	300	92.6%	23	8	34.8%	308	95.1%
GREENE CNTY	157	133	84.7%	±	±	±	145	92.4%
GWINNETT CNTY	10251	9504	92.7%	372	217	58.3%	9721	94.8%
HABERSHAM CNTY	465	395	84.9%	42	22	52.4%	417	89.7%
HALL CNTY	1725	1421	82.4%	244	107	43.9%	1528	88.6%
HANCOCK CNTY	140	124	88.6%	±	±	±	131	93.6%
HARALSON CNTY	246	211	85.8%	±	±	±	221	89.8%
HARRIS CNTY	291	279	95.9%	±	±	±	286	98.3%
HART CNTY	258	236	91.5%	21	14	66.7%	250	96.9%
HEARD CNTY	162	147	90.7%	±	±	±	152	93.8%
HENRY CNTY	2254	2127	94.4%	105	84	80.0%	2211	98.1%
HOUSTON CNTY	1680	1568	93.3%	63	42	66.7%	1610	95.8%
IRWIN CNTY	126	114	90.5%	±	±	±	118	93.7%
JACKSON CNTY	436	403	92.4%	30	22	73.3%	425	97.5%
JASPER CNTY	146	134	91.8%	±	±	±	141	96.6%
JEFF DAVIS CNTY	196	172	87.8%	23	12	52.2%	184	93.9%
JEFFERSON CNTY	235	182	77.4%	51	33	64.7%	215	91.5%
JENKINS CNTY	99	94	94.9%	±	±	±	98	99.0%
JOHNSON CNTY	96	85	88.5%	±	±	±	91	94.8%
JONES CNTY	351	330	94.0%	21	18	85.7%	348	99.1%
LAMAR CNTY	170	152	89.4%	±	±	±	164	96.5%
LANIER CNTY	110	95	86.4%	±	±	±	97	88.2%
LAURENS CNTY	460	420	91.3%	31	24	77.4%	444	96.5%
LEE CNTY	379	349	92.1%	18	13	72.2%	362	95.5%
LIBERTY CNTY	813	747	91.9%	39	19	48.7%	766	94.2%
LINCOLN CNTY	81	78	96.3%	±	±	±	80	98.8%
LONG CNTY	150	134	89.3%	±	±	±	143	95.3%
LOWNDES CNTY	674	659	97.8%	±	±	±	667	99.0%
LUMPKIN CNTY	276	252	91.3%	22	4	18.2%	256	92.8%
MACON CNTY	169	132	78.1%	25	15	60.0%	147	87.0%

	Total # Tested	# Passing	% Passing	Total # Retest	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
MADISON CNTY	327	308	94.2%	±	±	±	320	97.9%
MARION CNTY	98	87	88.8%	±	±	±	92	93.9%
MCDUFFIE CNTY	291	280	96.2%	±	±	±	290	99.7%
MCINTOSH CNTY	137	124	90.5%	±	±	±	132	96.4%
MERIWETHER CNTY	269	229	85.1%	38	29	76.3%	258	95.9%
MILLER CNTY	69	56	81.2%	±	±	±	59	85.5%
MITCHELL CNTY	185	173	93.5%	±	±	±	180	97.3%
MONROE CNTY	287	266	92.7%	±	±	±	278	96.9%
MONTGOMERY CNTY	76	72	94.7%	±	±	±	74	97.4%
MORGAN CNTY	233	216	92.7%	±	±	±	223	95.7%
MURRAY CNTY	586	531	90.6%	45	29	64.4%	560	95.6%
MUSCOGEE CNTY	2388	2194	91.9%	140	100	71.4%	2294	96.1%
NEWTON CNTY	1163	1056	90.8%	42	31	73.8%	1087	93.5%
OCONEE CNTY	443	416	93.9%	±	±	±	426	96.2%
OGLETHORPE CNTY	170	150	88.2%	±	±	±	157	92.4%
PAULDING CNTY	1728	1565	90.6%	139	84	60.4%	1649	95.4%
PEACH CNTY	314	266	84.7%	39	16	41.0%	282	89.8%
PICKENS CNTY	267	245	91.8%	±	±	±	257	96.3%
PIERCE CNTY	228	211	92.5%	±	±	±	223	97.8%
PIKE CNTY	189	172	91.0%	±	±	±	181	95.8%
POLK CNTY	503	448	89.1%	48	32	66.7%	480	95.4%
PULASKI CNTY	101	95	94.1%	±	±	±	100	99.0%
PUTNAM CNTY	207	181	87.4%	24	20	83.3%	201	97.1%
QUITMAN CNTY	36	28	77.8%	±	±	±	33	91.7%
RABUN CNTY	200	188	94.0%	±	±	±	188	94.0%
RANDOLPH CNTY	78	73	93.6%	±	±	±	75	96.2%
RICHMOND CNTY	2565	2197	85.7%	289	166	57.4%	2363	92.1%
ROCKDALE CNTY	1005	943	93.8%	48	35	72.9%	978	97.3%
SCHLEY CNTY	84	82	97.6%	±	±	±	82	97.6%
SCREVEN CNTY	211	202	95.7%	±	±	±	209	99.1%
SEMINOLE CNTY	115	104	90.4%	±	±	±	108	93.9%
GRIFFIN SPALDING CNT	757	698	92.2%	30	23	76.7%	721	95.2%
STEPHENS CNTY	325	308	94.8%	±	±	±	322	99.1%
STEWART CNTY	52	48	92.3%	±	±	±	51	98.1%

	Total # Tested	# Passing	% Passing	Total # Retest	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
SUMTER CNTY	403	355	88.1%	35	20	57.1%	375	93.1%
TALBOT CNTY	54	40	74.1%	±	±	±	44	81.5%
TALIAFERRO CNTY	20	13	65.0%	±	±	±	18	90.0%
TATTNALL CNTY	247	231	93.5%	±	±	±	234	94.7%
TAYLOR CNTY	115	97	84.3%	±	±	±	106	92.2%
TELFAIR CNTY	130	122	93.8%	±	±	±	126	96.9%
TERRELL CNTY	107	101	94.4%	±	±	±	104	97.2%
THOMAS CNTY	398	379	95.2%	±	±	±	387	97.2%
TIFT CNTY	563	521	92.5%	42	24	57.1%	545	96.8%
TOOMBS CNTY	182	157	86.3%	21	11	52.4%	168	92.3%
TOWNS CNTY	86	81	94.2%	±	±	±	81	94.2%
TREUTLEN CNTY	68	59	86.8%	±	±	±	64	94.1%
TROUP CNTY	929	813	87.5%	105	60	57.1%	873	94.0%
TURNER CNTY	136	121	89.0%	±	±	±	125	91.9%
TWIGGS CNTY	109	94	86.2%	±	±	±	105	96.3%
UNION CNTY	182	176	96.7%	±	±	±	182	100.0%
THOMASTON UPSON CO S	390	352	90.3%	±	±	±	362	92.8%
WALKER CNTY	704	646	91.8%	54	42	77.8%	688	97.7%
WALTON CNTY	804	732	91.0%	57	40	70.2%	772	96.0%
WARE CNTY	453	421	92.9%	29	20	69.0%	441	97.4%
WARREN CNTY	74	65	87.8%	±	±	±	68	91.9%
WASHINGTON CNTY	250	219	87.6%	29	19	65.5%	238	95.2%
WAYNE CNTY	359	339	94.4%	±	±	±	345	96.1%
WEBSTER CNTY	42	37	88.1%	±	±	±	42	100.0%
WHEELER CNTY	77	70	90.9%	±	±	±	73	94.8%
WHITE CNTY	293	277	94.5%	±	±	±	283	96.6%
WHITFIELD CNTY	1000	865	86.5%	86	51	59.3%	916	91.6%
WILCOX CNTY	96	85	88.5%	±	±	±	91	94.8%
WILKES CNTY	134	126	94.0%	±	±	±	127	94.8%
WILKINSON CNTY	124	108	87.1%	±	±	±	119	96.0%
WORTH CNTY	280	240	85.7%	34	19	55.9%	259	92.5%
ATLANTA CITY	4287	3432	80.1%	695	407	58.6%	3839	89.5%
BREMEN CITY	120	111	92.5%	±	±	±	120	100.0%
BUFORD CITY	158	144	91.1%	±	±	±	152	96.2%

	Total # Tested	# Passing	% Passing	Total # Retest	# Passing Retest	% Passing Retest	Total # Passing	Total % Passing
CALHOUN CITY	221	200	90.5%	±	±	±	207	93.7%
CARROLLTON CITY	238	216	90.8%	±	±	±	228	95.8%
CARTERSVILLE CITY	304	286	94.1%	±	±	±	297	97.7%
CHICKAMAUGA CITY	80	75	93.8%	±	±	±	79	98.8%
COMMERCE CITY	121	118	97.5%	±	±	±	119	98.3%
DALTON CITY	451	380	84.3%	68	32	47.1%	412	91.4%
DECATUR CITY	159	153	96.2%	±	±	±	156	98.1%
DUBLIN CITY	235	212	90.2%	±	±	±	225	95.7%
GAINESVILLE CITY	428	370	86.4%	49	32	65.3%	402	93.9%
JEFFERSON CITY	144	133	92.4%	±	±	±	136	94.4%
MARIETTA CITY	593	489	82.5%	65	38	58.5%	527	88.9%
PELHAM CITY	114	100	87.7%	±	±	±	107	93.9%
ROME CITY	378	351	92.9%	23	15	65.2%	366	96.8%
SOCIAL CIRCLE CITY	124	112	90.3%	±	±	±	119	96.0%
THOMASVILLE CITY	193	170	88.1%	±	±	±	186	96.4%
TRION CITY	105	103	98.1%	±	±	±	103	98.1%
VALDOSTA CITY	566	506	89.4%	50	37	74.0%	543	95.9%
VIDALIA CITY	180	165	91.7%	±	±	±	173	96.1%
CHARTER CONSERVATORY	±	±	±	±	±	±	±	±
ATL SCH FOR THE DEAF	±	±	±	±	±	±	±	±

Appendix B

Demographic Differences - Top and Bottom Performing Districts on Spring 04 by Pass Rate															
Demographic Measures	Top Performing		Bottom Performing			Top Performing		Bottom Performing			Top Performing		Bottom Performing		
	Large Districts	Large Districts	Large Districts	Large Districts	Large Districts Difference in %	Medium Districts	Medium Districts	Medium Districts	Medium Districts	Medium Districts Difference in %	Small Districts	Small Districts	Small Districts	Small Districts	Small Districts Difference in %
	N	Mean %	N	Mean %		N	Mean %	N	Mean %		N	Mean %	N	Mean %	
Gender															
Male	8,584	51.8	8,997	51.0	-0.8	4,061	51.6	4,046	52.0	0.4	912	50.7	819	50.4	-0.2
Race															
Asian/Pacific Islander	8,584	2.1	8,997	1.2	-0.9	4,061	0.5	4,046	1.7	1.1	912	1.2	819	0.5	-0.7
African-American	8,584	7.6	8,997	63.2	55.5	4,061	25.3	4,046	27.5	2.2	912	21.8	819	58.5	36.7
Hispanic	8,584	5.4	8,997	9.7	4.3	4,061	2.1	4,046	21.4	19.3	912	1.6	819	6.8	5.2
Native American	8,584	0.2	8,997	0.1	-0.1	4,061	0.0	4,046	0.1	0.1	912	0.0	819	0.1	0.1
White	8,584	83.0	8,997	24.3	-58.7	4,061	70.3	4,046	47.0	-23.2	912	73.9	819	33.3	-40.6
Multiracial	8,584	1.7	8,997	1.5	-0.2	4,061	1.8	4,046	2.2	0.4	912	1.4	819	0.7	-0.7
Program															
ESOL	8,584	1.6	8,997	4.7	3.2	4,061	0.6	4,046	6.2	5.6	912	1.0	819	1.8	0.8
Free/Reduced Lunch	8,584	22.6	8,997	69.2	46.6	4,061	50.8	4,046	57.4	6.5	912	47.4	819	78.5	31.1
Limited English Proficiency (LEP)	8,584	2.2	8,997	6.1	3.9	4,061	0.7	4,046	7.8	7.1	912	1.1	819	2.4	1.3
Migrant	8,584	0.2	8,997	1.1	0.9	4,061	0.7	4,046	3.2	2.5	912	0.1	819	3.8	3.7
Title I Reading	8,584	1.4	8,997	0.7	-0.7	4,061	7.9	4,046	2.2	-5.7	912	21.9	819	0.0	-21.9
Multiple FTE Records (Changed)	8,584	10.7	8,997	18.4	7.6	4,061	10.1	4,046	10.1	0.0	912	5.8	819	5.7	-0.1

schools)

Demographic Differences - Top and Bottom Performing Districts on Summer 04 by Pass Rate															
Demographic Measures	Top Performing		Bottom Performing			Top Performing		Bottom Performing			Top Performing		Bottom Performing		
	Large Districts	Large Districts	Large Districts	Large Districts	Large Districts	Medium Districts	Medium Districts	Medium Districts	Medium Districts	Medium Districts	Small Districts	Small Districts	Small Districts	Small Districts	Small Districts
	N	Mean %	N	Mean %	Difference in %	N	Mean %	N	Mean %	Difference in %	N	Mean %	N	Mean %	Difference in %
By Gender															
Male	6,281	52.2	10,860	50.2	-2.0	3,238	51.7	2,891	49.4	-2.4	1,090	51.9	1,222	47.6	-4.3
By Race															
Asian/Pacific Islander	6,281	1.3	10,860	3.3	2.0	3,238	0.5	2,891	1.0	0.5	1,090	0.2	1,222	0.6	0.4
African-American	6,281	14.5	10,860	60.6	46.1	3,238	23.7	2,891	17.4	-6.3	1,090	45.7	1,222	42.6	-3.1
Hispanic	6,281	5.9	10,860	12.5	6.6	3,238	2.3	2,891	17.7	15.4	1,090	4.7	1,222	1.6	-3.1
Native American	6,281	0.3	10,860	0.1	-0.2	3,238	0.1	2,891	0.2	0.1	1,090	0.2	1,222	0.0	-0.2
White	6,281	76.1	10,860	20.5	-55.5	3,238	71.8	2,891	62.4	-9.4	1,090	47.6	1,222	53.7	6.1
Multiracial	6,281	1.9	10,860	3.0	1.1	3,238	1.5	2,891	1.3	-0.2	1,090	1.7	1,222	1.6	-0.1
By Program															
ESOL	6,281	1.3	10,860	6.2	4.9	3,238	0.8	2,891	4.9	4.1	1,090	1.8	1,222	0.0	-1.8
Free/Reduced Lunch	6,281	28.3	10,860	57.8	29.6	3,238	53.6	2,891	55.8	2.2	1,090	71.7	1,222	58.1	-13.6
Limited English Proficiency (LEP)	6,281	2.2	10,860	7.3	5.1	3,238	0.9	2,891	6.2	5.3	1,090	2.0	1,222	0.2	-1.9
Migrant	6,281	0.1	10,860	0.9	0.8	3,238	0.6	2,891	2.5	1.9	1,090	2.6	1,222	0.7	-1.9
Title I Reading	6,281	2.0	10,860	1.4	-0.6	3,238	4.4	2,891	0.7	-3.7	1,090	16.9	1,222	5.1	-11.8
Multiple FTE Records	6,281	10.3	10,860	10.9	0.6	3,238	9.3	2,891	9.2	0.0	1,090	6.9	1,222	5.8	-1.1

**(Changed
Schools)**

Technical Appendix

Data Preparation

Four separate data files containing student records were provided by the Georgia Department of Education: 2003-04 placement data for all Georgia third graders (FTE), CRCT records for the Spring 2004 administration, CRCT records for the summer 2004 test administration, data for one county which was omitted from the previous records, and 2004-05 placement data for fall 2004. In addition, survey data consisting of spreadsheet records containing a separate spreadsheet for each of the 172 counties that responded to the survey was provided in March 2005.

The FTE 2003-04 data file contained 139,955 records. Of this total, 15,696 records matched with other records on the student ID field indicating that the student may have transferred to a different school during 2003-04. No records matched on student ID, school number, and system number, which indicates that these records are not exact duplicates. These 15,696 records were marked with a variable for moved since the student had multiple records. There are 124,259 unique ID numbers contained in the file which is defined as the total count of students who attended 3rd grade in 2003-04.

The CRCT spring 2004 test administration data file contained 115,679 records. Eliminating duplicates records that matched on student ID, first name, last name, scaled reading score, ethnicity, and gender removed 256 records from the dataset. Data were further examined for duplicates on the basis of student ID, last name, and first name. Six (6) students had two records with different scores on each record; one record per student was retained through random selection. An additional 22 students had one record with a score and one record with a missing score, the 22 records without scores were deleted. Two (2) additional records were deleted on

the basis of missing scores and matching student ID and last name. After this process, 115,393 records remained that were unique on the basis of student ID, last name, and first name fields. A total of 338 of these records had missing student ID or student ID numbers matching other records. Those 338 records were separated from the file leaving 115,055 records in the unique student ID main administration file, which is used as the total count of 3rd graders taking the reading assessment of the CRCT in spring 2004.

The original CRCT summer 2004 file contained 8,536 records. No duplicates existed in the dataset when comparing student ID, last name, and first name. There were duplicates based solely on student ID, 130 records matched on student ID with other records. These records were split from the file leaving 8,406 in the unique student ID retest file.

Technical Appendix – Table 1

Spring 2004 Only	106,627
Summer 2004 Only	103
Both Test Administrations	8,427
Subtotal	115,157
Missing ID Records	5
Total	115,162

The spring 2004 administration file (115,055) and summer 2004 file (8,406) were merged on the basis of student ID numbers. This resulted in a file with 115,354 records. The records matching student IDs with spring and summer 2004 data were separated into a new file containing 8,100 records. Records with one score were retained to determine if they could be

matched with records in the duplicate ID files separated out previously. After importing previously separated records, student ID, name, and date of birth sorts were utilized to match previously unpaired records with particular emphasis on matching retest data records. After the hand matching, 107,391 records remained in the dataset with 331 duplicate student ID records. Five records still without student IDs were set aside in a new file and the remaining records were aggregated to create singular cases for duplicate records – no ID had more than two records.

Aggregating the data merged 327 records and resulted in a final total of 107,059 records. These records were combined with the 8,100 records previously set aside to generate a file containing 115,157 unique student ID records for merge with the FTE 03-04 dataset. Table 1 provides a breakdown of the file contents.

Merger of the CRCT merged dataset with FTE 2003-04 data produced a new dataset matched on student ID with 140,447 records. Of that total, 492 were CRCT 2004 data records that did not match a student ID number in the FTE 03-04 file. The first step in cleaning the merged file eliminates extra records for students who had FTE records from multiple schools (children who moved during the school year). Records were previously marked with a moved dichotomous variable if they were part of a duplicate set. Records from the CRCT dataset were allowed to match more than one FTE record if multiples of the same student ID existed. Cases were compared to create a new dichotomous variable for system and school ID matches for the Spring 04 CRCT administration. These records will be the cases retained for analysis.

Technical Appendix – Table 2

Spring 2004 Only	106,519
Summer 2004 Only	88
Both Test Administrations	8,406
Total	115,013

Records matched during the merge were moved to a new file containing 129,117 records. Many duplicates were contained in this dataset as a result of the multiple records in the FTE dataset; after removing duplicate student ID cases, 114,665 records remained.

These records consisted of the first set of matched records for data analysis. The remaining records were matched on the basis of system and school ID, race, gender, and birth date to generate an additional 432 matched records. Not all records contained CRCT test data, but 19 records were retest files previously unmatched. An additional 326 records were spring 2004 only, while three records were for summer 2004 only matches. Adding these records to the

previously matched good records yielded a dataset with 115,013 records with the testing breakdowns indicated in Table 2.

Technical Appendix – Table 3

Spring 2004 Only	106,637
Summer 2004 Only	83
Both Test Administrations	8,411
Total	115,131

Descriptive statistics revealed the omission of records from one county school system in CRCT spring 2004 records. An additional dataset consisting of 123 score records was provided. These records were merged with FTE data from the matching county to generate an

additional 118 matched records for the dataset. Five records previously placed in the Summer 2004 Only category were able to be matched with the first administration data for the student.

Table 3 lists the final record count for matched FTE, CRCT administration one, and CRCT administration two data. These records were cleaned on the basis valid test administration records. Due to test irregularities or other issues, some records were restricted in order to calculate statistics contained in the study. After removing the records from consideration, 114,771 records remained. Of these records, 8,321 contained a test score for both test administrations. All summer 2004 only records were removed (83 cases). Table 4 represents the final record count for data included in the analysis of CRCT testing data.

The FTE 2004-05 records were the final student data file merged. This dataset contained data for 3rd and 4th grade students from the beginning of the 2004-05 school year on Student ID number, school

Technical Appendix – Table 4

Spring 2004 Only	106,450
Both Test Administrations	8,321
Total	114,771

identifiers, grade level, name, race, gender, and birthdate. The dataset contained 233,221 records with unique student ID numbers. From the working data file of CRCT records, 343 records with

missing student ID numbers were unable to be matched to the new set of records. The first pass based on Student ID matched 109,100 records. Remaining unmatched records were split to begin more complex matching methods. Duplicates on the basis of student last name, first name, birth date, gender, and race were hand compared for slight variations in student ID between the two records. Slight variations include single character differences, two numbers transposed, and one to two omitted characters when comparing the two student ID numbers. This match method resulted in an additional 136 matched records. Additional hand examination of records with matching last name, birth date, gender, and race generated an additional 15 matches.

The total of 109,251 records were examined to determine if race and gender data from FTE 04 data matched the new FTE 05 data. A total of 313 mismatched records were detected on this basis and 313 records were removed from the dataset leaving a total of 108,938 records used for analysis of the promotion outcomes for students who were in the 3rd grade during the 03-04 school year. Over 94.9% of records were matched from the 114,771 students included in the analysis on CRCT test records. Reasons for non-matching include students who moved out of the state or left the public school system during the summer after their 3rd grade year as well as the records which indicated a mismatch on gender and race variables.

Survey Development

The Georgia Department of Education developed a survey consisting of questions directly referenced in House Bill 1190 (2004). Some additional questions related to previous research on summer intervention programs in the Chicago Public Schools were added to the survey at the request of Georgia State University researchers (Roderick, et al. 2002). These questions related to features of summer programs found to be significant in earlier research,

including curriculum utilized, whether or not a teacher knew summer students before summer school began, and the focus of instruction.

The final summer retention program survey, which was sent to all systems in the state during the fall of 2004, consisted of 32 questions. These questions pertained to: how information on the summer programs was disseminated to parents, whether parents responded to school correspondence and accepted enrollment in the summer program; the type of instruction provided; the duration of the program; whether the program was offered by the child's home system; the funding sources used to run the program; the child's retest date, the type of curriculum used; the focus of instruction, whether additional tutoring services were available whether there was a teacher assistance; whether homework was assigned; whether each child also had the summer teacher during third grade; the number of days each child was absent from the program; and whether resources for the summer program were equal to, greater than, or less than for the regular school year.

Systems were requested to answer the questions for each child who did not pass the spring CRCT. Overall, 172 systems submitted answers for a total of 10,759 children. Data from these systems was submitted to the Department of Education over a span of approximately four months, from December, 2004 through the end of March, 2005. As is illustrated below, there were a number of irregularities in how systems answered the questions, which led to a substantial number of invalid responses. Examples of invalid responses include open-ended answers to yes/no questions or the use of symbols, such as *, from which it was not possible to discern whether the response should be classified as a yes or a no.