

Summary Analysis of Community Education Partners (CEP) FCAT Scores in Orange County Public Schools (OCPS)

Dr. Charles Dziuban and Dr. Patsy Moskal have evaluated Community Education Partners (CEP) - Orange County Public Schools (OCPS) student progress on the Florida Comprehensive Assessment Test (FCAT) for the school years 2001-02 through 2004-05. FCAT developmental scale scores (DSS) permit tracking students' reading and math progress across grade levels. Student FCAT scores provide only a single snapshot of a student's performance but they are an indication of a school's academic program. Examining four-year trends in student FCAT DSS allows CEP to gauge how students performed before, during and after the CEP program. The four-year trends shown below provide a means to assess CEP student achievement and indicate CEP's success in providing an academic intervention for high need students.

Charles Dziuban, Ph.D. and Patsy Moskal, Ed.D. served as external evaluation consultants to CEP, analyzing FCAT scores and trends and providing information to CEP personnel so that educational decisions can be made based on an in-depth understanding of CEP student achievement. Dr. Dziuban specializes in applied multivariate and latent trait analysis. Dr. Moskal specializes in statistics and applied data analysis. Dr. Dziuban and Dr. Moskal have conducted a combined total of over 100 project evaluations for educational, industrial, and governmental agencies. Both are affiliated with University of Central Florida (UCF).

2004-2005 High School Evaluation Results

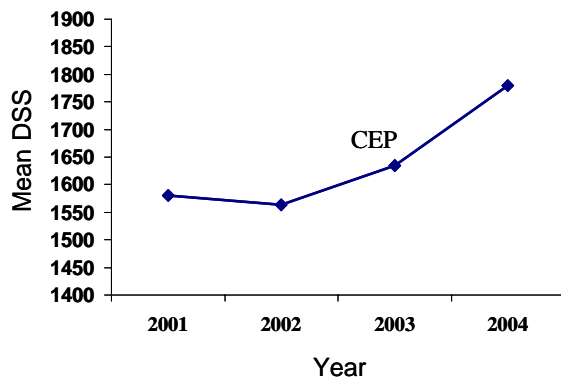


Figure 1.

Overall Developmental Reading Scores for CEP 2002-2003 high school students (n=231)

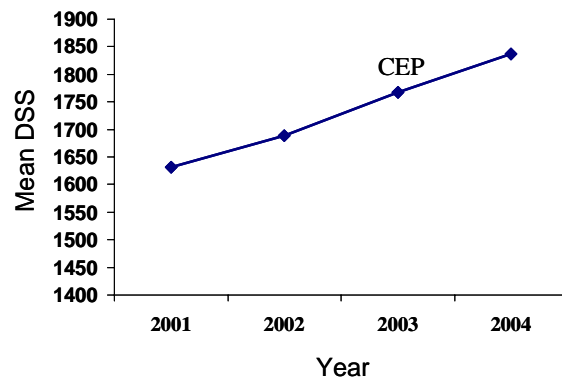


Figure 2.

Overall Developmental Math Scores for CEP 2002-2003 high school students (n=185).

Figure 1 shows the average FCAT reading trends for 9th grade students at CEP school year 2003 during the years 2001-04. The 2001-02 year, prior to students entering CEP, shows a decrease in achievement. The 2002-03 year, when students were enrolled in CEP, shows an increase in student scores. Student DSS scores increased at higher rate during the 2003-04 school year after students returned to the public schools.

The high school trends in Figure 2 show a consistent increase in developmental mathematics scores that include the 2002-2003 CEP school year.

2004-2005 Middle School Evaluation Results

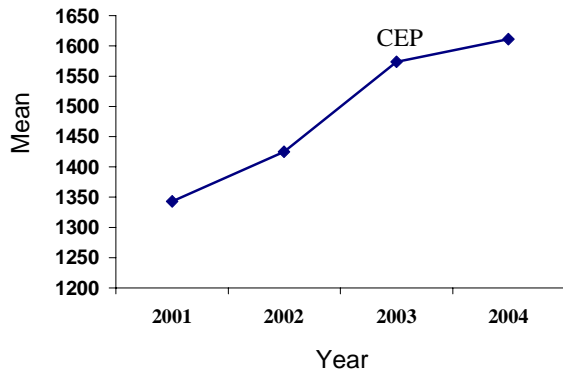


Figure 3.
Overall Developmental Reading Scores for CEP 2002-2003 middle school students (n=286).

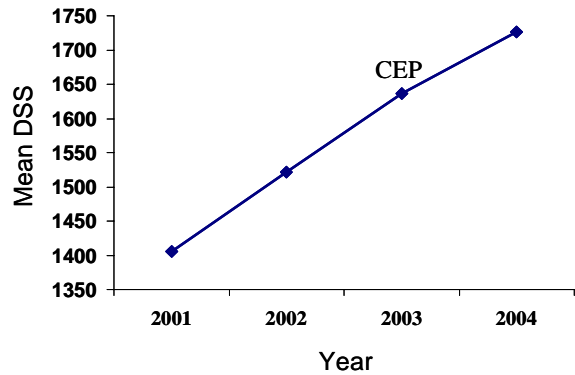


Figure 4.
Overall Developmental Math Scores for CEP 2002-2003 middle school students (n=275).

Figure 3 displays the average middle school FCAT reading scores for the years 2001 through 2004. The 2001 and 2002 scores occurred prior to the students entering CEP. The 2003 result shows the gain while attending CEP and the 2004 score is that which students, on the average, achieved one year after leaving the CEP program.

Figure 4 displays the four-year trends for middle school mathematics. The DSS scores for the four years show a consistent increase that includes the 2002-2003 CEP year.

CEP Days Attended

Figure 5 provides the percentage of CEP students that achieved the Florida Department of Education criteria for an overall FCAT achievement gain (i.e., remain at level 3, 4, or 5; increase a level; or achieve the state prescribed developmental scale score increase at levels 1 and 2). The trends for both reading and mathematics are clear. Those students in reading that attended CEP in excess of 121 days achieved overall FCAT gains at a rate of 47.4%, while those that attended in the 0-60 day range made gains at a rate of 34.7%. A similar trend appears for mathematics. Students attending the CEP program for more than 121 days achieved gains at a rate of 61.4%, while only 44.3% of those students attending CEP for 0-60 days achieved gains.

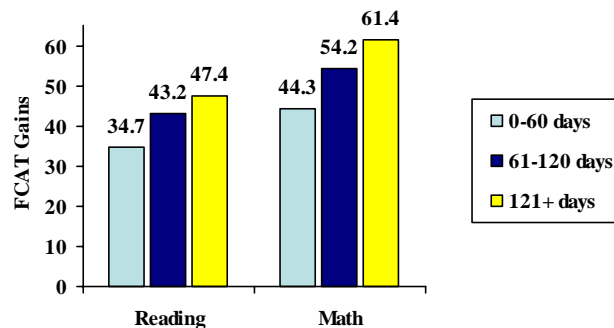


Figure 5. Student learning gains by time in CEP school.