



DIVISION OF ACCOUNTABILITY AND RESEARCH

# **'Fifth Block' Evaluation: Summer 2011**

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Prepared August 2011



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# Background

## *Program Description*

June 2011 marked the fourth consecutive year that Aurora Public schools offered its extended school-year program, Fifth Block. The program was initially implemented in June 2008. It was developed on the basis of policy studies indicating that adding a significant amount of instructional time can positively impact student achievement (Zimmerman, 1998). These studies show that extended instructional time yields the greatest results when it is coupled with high-quality instruction administered by well-trained, experienced teachers. Appropriate curriculum and adequate physical facilities are also important to the success of these programs (Time for Change Research Report, 2005).

The APS Fifth Block program offers 23 days of additional instruction for students, who have typically demonstrated academic growth during the previous school year but have not yet attained proficiency. Classes are focused on math and literacy, but also integrate science and social studies content. Student/teacher ratios for Fifth Block are intentionally kept small, with the maximum set at 25 to 1. All teachers and other staff members are required to complete targeted professional development prior to participating in the program. With the exception of fifth and eighth-graders, all students attend Fifth Block classes at their home schools. Fifth and eighth grade students go to their designated feeder middle and high schools. The district provides transportation and nutrition services at all sites.

## *Student Selection*

The Fifth Block program is designed to maximize the additional 23 days of instruction. Thus, when identifying students to participate in the program, administrators typically look for students who have demonstrated evidence of growth during the previous academic year but who have not yet attained proficiency. They also look for students who have consistent attendance records and low numbers of discipline referrals. Studies have shown that students who meet these criteria are most likely to realize the full benefits of the program.

## *Evaluation Method*

The evaluation included in this report provides both a quantitative and a qualitative analysis of the Fifth Block program. It also examines the fiscal impact of Fifth Block. This report will be used by the district Fifth Block Committee to make recommendations regarding implementation of the program in the future.



In the quantitative portion of this evaluation, we review data on demographics, class attendance, discipline events, and prior-year CSAP performance for students who participated in the program during 2011. We also analyze CSAP growth data for students who participated in the program in 2008, 2009, and 2010. Demographic data provide information on federal race/ethnicity designations, ELL status, and eligibility for free and reduced lunch programs among the 2011 cohort. Attendance and discipline data for these students show overall rates of attendance during the 23-day program period, and the number of discipline events during Fifth Block as compared to the regular school year.

Assessment data show the proportions of students scoring at each of the four proficiency levels on the 2010 CSAP; students selected for Fifth Block are compared to the overall student population. In addition to data on the 2011 cohort, we provide a longitudinal analysis of assessment data for students who participated in the Fifth Block during previous years. We compare CSAP growth percentiles for these students with percentiles for non-participants.

The qualitative portion of this report discusses the results of this year's principal, teacher, and parent surveys. The Division of Accountability and Research administers these surveys each year at the conclusion of the Fifth Block session. In this report, we present summary data from survey items that asked respondents to rate their satisfaction with various aspects of the program. We also identify recurring themes from the open-ended responses.

In the final section of this evaluation, we present a fiscal analysis of the Fifth Block program. This analysis provides details about the program is funded and about how funds are allocated across budget items.

## **Participant Demographics**

A total of 3,753 students participated in the 2011 Fifth Block program. The demographic make-up of Fifth Block participant group approximated that of APS's overall K-12 population for 2010-11. White students were slightly underrepresented relative to the overall population, and Hispanic students were slightly overrepresented. White students made up 22% of the K-12 population during the 2010-11 academic year, but accounted for only 13% of the 2011 Fifth Block group. In contrast, Hispanic students made up 52% of the overall population but accounted for 64.5% of the Fifth Block group.

Just over 50% of Fifth Block students were designated as English Language Learners (ELL), which means their scores on the most recent Colorado English Language Assessment (CELA) placed them in either the NEP (Not English Proficient) or the LEP (Limited English Proficient) category. This proportion of ELL students is higher than the overall rate for the district, which is approximately 35%.

The proportion of students qualifying for free and reduced lunches was higher among Fifth Block students than among the APS population as a whole. Just over 80% of 2011



Fifth Block students qualified for free and reduced lunch, whereas the proportion for the district overall in 2010-11 was approximately 63%.

Of the total Fifth Block students for 2011, 922 (25%) were in the program for the second consecutive year. For 345 students (9%), this was their third consecutive year in the program. One-hundred thirty-five students (4%) have been in the Fifth Block all four years. Table 1 shows the full summary of demographic statistics.

**Table 1. Student Demographics**

Ethnicity	Summer 2008		Summer 2009		Summer 2010		Summer 2011	
	District 07-08*	5 <sup>th</sup> Block	District 08-09*	5 <sup>th</sup> Block	District 09-10*	5 <sup>th</sup> Block	District 10-11*	5 <sup>th</sup> Block
Nat. Amer.	0.9%	0.8%	0.9%	0.8%	0.9%	0.7%	0.8%	0.6%
Asian/PI	4.0%	2.7%	4.4%	3.4%	4.8%	4.5%	4.2%	3.7%
Afr. Amer.	20.0%	18.6%	21.1%	16.9%	21.2%	19.0%	17.9%	15.8%
Hispanic	50.5%	65.6%	52.1%	65.3%	52.5%	55.2%	52.0%	64.5%
White	24.5%	12.2%	21.5%	13.6%	20.6%	20.6%	22.0%	12.8%
Nat. Hawaiian	--	--	--	--	--	--	0.4%	0.6%
Two or More	--	--	--	--	--	--	2.8%	2.0%
F/R lunch	55.9%	75.4%	64.2%	71.3%	66.2%	67.5%	63.4%	80.3%
ELL	37.3%	56.3%	38.2%	55.0%	39.0%	38.6%	34.8%	51.5%

**Note.** \*District values obtained from official October count report and include all grades. ELL: reflects NEP/LEP designations only.

Administrators selected students for this year's Fifth Block session based on their review of 2010 CSAP data. They looked specifically for scores that placed students just at or below the proficiency threshold, believing that these students were most likely to benefit from participating in the program. Table 2 shows the percentages of students scoring at each proficiency level on the CSAP subject area tests. The table does include both 2010 and 2011 CSAP data, though 2011 CSAP scores were not released until after the session ended. Because the 2011 CSAP was administered prior to the start of the 2011 Fifth Block program, differences between the two years should not be interpreted as indicators of the effectiveness of the current year's session. In a later section, CSAP growth data is used to assess the program's impact.

As the table shows, the percentage of Fifth Block students scoring *partially proficient* or *unsatisfactory* on the 2010 CSAP was 67% for reading, 78% for writing, and 67% for math. For 2011, the proportions were similar: 66% percent were *partially proficient* or *unsatisfactory* in reading; 76% were *partially proficient* or *unsatisfactory* in writing; and 66% were *partially proficient* or *unsatisfactory* in math.



**Table 2. Fifth Block Students (Summer 2011): 2010/2011 CSAP Proficiency**

Prof. Level	Reading		Writing		Math	
	2010	2011	2010	2011	2010	2011
No Score	0.9%	0.6%	0.8%	0.7%	0.6%	0.3%
Unsatisfactory	26.0%	23.4%	12.7%	10.7%	22.7%	24.9%
Part Proficient	40.9%	42.5%	65.7%	65.3%	44.5%	41.6%
Proficient	31.5%	33.2%	20.1%	22.4%	27.3%	28.9%
Advanced	0.6%	0.4%	0.6%	0.9%	5.0%	4.3%

Students selected for the 2011 Fifth Block program were required to have been continuously enrolled in APS for one year and to have had consistent attendance over the course of the previous year. Administrators anticipate that a history of regular attendance will be reflected in high attendance rates during the Fifth Block session. The most accurate assessment of student attendance during Fifth Block can be made by analyzing daily attendance over the final ten days of the program. Table 3 shows that attendance during the 2011 Fifth Block session was indeed very high. The overall attendance rate for Fifth Block participants was just over 92%, which is similar to rates from previous years. For Elementary and K-8 students, the rate was slightly higher than the overall rate, while for middle and high school students it was slightly lower.

**Table 3. Final Ten Day Attendance: Fifth Block (Summer 2011)**

Level	Final 10-Day Attendance			
	2008	2009	2010	2011
Elementary	93.6%	92.4%	93.9%	94.3%
K-8	94.2%	95.3%	92.3%	93.8%
Middle	92.4%	89.4%	86.2%	88.8%
High	91.2%	93.3%	95.9%	90.9%
District Totals	93.1%	92.0%	92.2%	92.3%

**Note.** All data obtained from IT attendance reports. Please note 2010 data includes 9<sup>th</sup> grade transition students and special AGATE programs at Side Creek and Montview Elementary schools due to common scheduling with IC 5<sup>th</sup> Block calendar.

When selecting students to participate in the Fifth Block program, administrators also reviewed discipline data from the 2010-11 school year. They looked specifically at the number of office referrals for each student. The majority of Fifth Block participants received no office referrals during the 2010-11 academic year: 9.4% had one referral; 3.5% had two referrals; and 3.5% had three or more referrals. During the Fifth Block



session, only two office referrals were reported in Infinite Campus. These were for two different students, which is equivalent to 0.1% of the Fifth Block enrollment. Table 4 shows the number of office referrals reported for Fifth Block students during the course of the regular school year and during the Fifth Block session. The table includes data for all four years that the Fifth Block program has existed.

**Table 4. Fifth Block Students: % with Office Referrals**

# of Referrals	2007-08		2008-09		2009-10		2010-11	
	Overall	5 <sup>th</sup> Block						
0	77.9%	99.7%	79.8%	99.8%	83.3%	99.6%	83.6%	99.9%
1	12.1%	0.3%	10.5%	0.2%	9.8%	0.3%	9.4%	0.1%
2	4.0%	0.0%	4.7%	0.0%	2.8%	0.03%	3.5%	0.0%
3+	6.0%	0.0%	5.0%	0.0%	4.0%	0.06%	3.5%	0.0%
Total:	100.0%	100.0%	100%	100%	100%	100%	100%	100%

**Note.** "Overall" rates are based on the number of referrals for 5<sup>th</sup> block students during the school year immediately prior to the 5<sup>th</sup> Block session.

## Student Achievement

### CSAP Growth: Fifth Block 2008, 2009, and 2010

We can begin to assess the Fifth Block program's impact on student achievement by analyzing CSAP growth data for students who participated in the program in previous years. Growth data cannot be used to evaluate the current-year cohort because the 2011 participants were enrolled in the program after the close of the 2011 CSAP administration window.

CSAP growth is measured using the Colorado Growth Model. In this model, state officials create *academic cohorts* that are made up of students in the same grade level who have similar CSAP scores from prior years. Growth percentiles are calculated by comparing each student's performance on the most recent CSAP assessment to the performance of all other students in his or her academic cohort. A student's growth percentile then indicates how well he or she has progressed relative to other students with similar achievement histories. For example, if a student's 2011 CSAP score was higher than 65 percent of the students in his or her academic cohort, the state would report this student as having a growth percentile of 65.

The state uses the median growth percentile to summarize the growth percentiles for student groupings (school, district, ethnicity, etc.). The median growth percentile is obtained by first ranking individual student growth percentiles in a group and then determining the middle value. For this report, the median growth percentiles of Fifth Block participants and non-participants from the previous three years are compared and reported in the tables below. Values for non-participants were calculated based on growth data for students who were continuously enrolled in the district for one year and who did not participate in the Fifth Block program.



The results indicate that the Fifth Block participants from the summer of 2010 achieved higher overall growth across all grade levels on the spring 2011 CSAP reading and math assessments than non-participants. The same was mostly true for the 2011 writing assessments, with higher median growth percentiles for Fifth Block participants in five of seven grade levels. The only exceptions were 4<sup>th</sup> and 8<sup>th</sup> grades, where there were no differences in median growth percentiles between Fifth Block participants and non-participants (Table 5).

The positive difference in growth percentiles for the 2010 Fifth Block participants continues a trend that persists across the years of the program. Since the inception of the Fifth Block program in the summer of 2008, enrolled students have demonstrated better progress on CSAP tests than students across the district. In fact, over the past three years, the percent of assessments in which the median growth of Fifth Block participants outpaced non-participants has increased from 71% (15 of 21 assessments) to 90% (19 of 21 assessments).

**Table 5. 2010 Fifth Block Cohort: 2011 Median Growth Percentiles**

Grade	Math			Reading			Writing		
	Overall	5 <sup>th</sup> Block	Diff.	Overall	5 <sup>th</sup> Block	Diff.	Overall	5 <sup>th</sup> Block	Diff.
4th	49	57	+7	43	44	+1	43	43	0
5th	49	56	+7	48	54	+6	50	55	+5
6th	50	60	+10	47	54	+7	50	58	+8
7th	43	47	+4	50	60	+10	49	53	+4
8th	48	58	+10	54	60	+6	50	50	+0
9th	54	59	+5	55	61	+6	52	55	+3
10th	47	57	+10	54	56	+2	52	57	+5
<b>District:</b>	<b>49</b>	<b>57</b>	<b>+8</b>	<b>50</b>	<b>54</b>	<b>+4</b>	<b>50</b>	<b>52</b>	<b>+2</b>

**Note.** Overall values exclude 2010 Fifth Block participants. All obtained decimal values were rounded up.

**Table 6. 2009 Fifth Block Cohort: 2010 Median Growth Percentiles**

Grade	Math			Reading			Writing		
	Overall	5 <sup>th</sup> Block	Diff.	Overall	5 <sup>th</sup> Block	Diff.	Overall	5 <sup>th</sup> Block	Diff.
4th	51	48	-3	47	49	+2	48	49	+1
5th	58	67	+9	54	56	+2	56	63	+7
6th	56	57	+1	47	56	+9	46	56	+10
7th	47	48	+1	57	56	-1	49	50	+1
8th	57	64	+7	58	61	+3	58	56	-2
9th	52	59	+7	47	50	+3	51	58	+7
10th	45	55	+10	40	46	+6	47	50	+3
<b>District:</b>	<b>52</b>	<b>56</b>	<b>+4</b>	<b>50</b>	<b>54</b>	<b>+4</b>	<b>51</b>	<b>54</b>	<b>+3</b>

**Note.** Overall values exclude 2009 Fifth Block participants. All obtained decimal values were rounded up.



**Table 7. 2008 Fifth Block Cohort: 2009 Median Growth Percentiles**

Grade	Math			Reading			Writing		
	Overall	5 <sup>th</sup> Block	Diff.	Overall	5 <sup>th</sup> Block	Diff.	Overall	5 <sup>th</sup> Block	Diff.
4th	53	50	-3	44	40	-4	50	47	-3
5th	56	62	+6	53	58	+5	57	65	+8
6th	60	66	+6	46	56	+10	49	53	+4
7th	60	70	+10	56	53	-3	49	57	+7
8th	64	74	+10	57	58	+1	56	60	+4
9th	58	70	+12	61	65	+4	47	57	+10
10th	50	64	+14	53	51	-2	50	49	-1
<b>District:</b>	<b>57</b>	<b>62</b>	<b>+5</b>	<b>53</b>	<b>52</b>	<b>-1</b>	<b>51</b>	<b>55</b>	<b>+4</b>

**Note.** Overall values exclude 2008 Fifth Block participants. All obtained decimal values were rounded up.

## Parent Survey Results

At the conclusion of the 2011 Fifth Block session, surveys were distributed to parents along with student report cards. Completed surveys were received from 404 households. Table 8 shows a summary of responses to the six structured response questions included on the survey.

**Table 8. Parent Survey Responses**

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree/ Str. Agree	Change 10 to 11
1. My child's school provided me sufficient information throughout 5th block.	7.0%	8.5%	11.7%	41.8%	31.1%	72.9%	-2.2%
2. I believe that 5th block was academically beneficial for my child.	4.2%	3.2%	5.7%	33.5%	53.3%	86.8%	-0.9%
3. I believe that 5th block was a positive experience for my child.	2.5%	3.2%	5.0%	34.4%	55.0%	89.4%	-2.3%
4. I understand why my child was selected for participation in 5th block.	3.2%	2.2%	5.5%	41.4%	47.6%	86.2%	2.8%
5. The meals that were provided were an important part of my students 5th block experience.	5.1%	4.9%	14.9%	38.6%	36.5%	75.1%	-3.4%
6. If 5th block were offered next year, I would want my child to participate.	4.0%	2.7%	6.0%	22.4%	64.9%	87.3%	+0.1%

**Note.** 5<sup>th</sup> Block 2011: A total of 404 parents responded. 68% responded in English; 32% responded in Spanish. 5<sup>th</sup> Block 2010: n=457.



On the whole, the percentages of parents agreeing with each of the various statements on the survey were similar to those from 2010. The majority of parents who responded to the survey believed that Fifth Block was academically beneficial for their child and reported that they would want their child to participate in the program again in 2012. There was a slight increase in the proportion of parents who said that they understood why their children were selected for the program, and a slight decrease in the proportion of parents who believed that the program was beneficial academically and was a positive experience overall. The provision of meals during the session seemed to be less important to parents this year than in years past.

The survey also included an open-ended item that allowed parents to share any additional thoughts or feelings about the Fifth Block program. The following were recurrent themes in the parent responses:

- Many parents feel that the Fifth Block program has been a great benefit to their children and hope to participate in the future.
- Parents would like to see more communication from teachers during the program so that they can be more involved in monitoring their children’s work and assessing their progress.

## Principal Survey Results

An electronic survey was made available to principals after the completion of the Fifth Block session. The primary purpose of the principal survey was to gather feedback about what worked well during Fifth Block, what challenges they encountered, what suggestions they had for improving the program, and whether they thought Fifth Block was effective in improving student achievement. Approximately 60% of principals responded to the survey. Table 9 shows the summary of responses to the question about perceptions of the program’s effectiveness. As the table shows, the majority (89%) of principals who completed the survey indicated that they believed students had benefited academically from attending Fifth Block. This is a somewhat lower rate of agreement than in 2010, but still represents a significant improvement over 2009, when only 75% of principals agreed that the program had been effective.

**Table 9. Principal Survey Responses**

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree/ Str. Agree	Change 09 to 10
My students benefited academically from attending 5th block.	3.7%	--	7.4%	66.7%	22.2%	88.9%	-4.4%

**Note.** 2011: total n=27; 2010: total n=15.



All other items on the principal survey had narrative responses. In response to the question about what worked well during this year's Fifth Block session, the following themes emerged:

- Principals were very pleased with the performance of teachers, paraprofessionals, and other staff; they were also happy with student attendance.
- Principals appreciated the district's role in ensuring that Fifth Block well organized from a logistical standpoint, especially nutrition services.
- Principals were grateful for the EOY data provided by the district, which allowed them to select students strategically and helped teachers plan for instruction.
- Principals saw the decision to expand the program to include students entering the 2<sup>nd</sup> grade as an improvement.

In regard to challenges encountered during Fifth Block, principals agreed on the following:

- Principals struggled to keep an adequate number of students enrolled to fill program slots. They also noted issues with student attendance and behavior.
- A number of administration issues remain at some schools – hiring teachers for Fifth Block, enrolling students, keeping accurate attendance, lunch counts, etc.

Principals offered a number of recommendations for how the program might be improved:

- Create clearer and more robust curriculum guides; incorporate opportunities for physical activity so that students have adequate time to process information and are able to maintain greater focus.
- Increase the budget to allow for field trips; cut back on clerical and support staff to save money.
- Provide incentives that will help students to see the program as an opportunity rather than as a punishment; expand the program to include 1<sup>st</sup> graders and more 2<sup>nd</sup> graders.

## **Teacher Survey Results**

As with principals, an electronic survey was made available to teachers after the completion of Fifth Block. Again, the primary purpose of the survey was to gather feedback about what worked well during Fifth Block, what challenges they encountered, what suggestions they had for improving the program, and whether they thought Fifth Block was effective in improving student achievement. A total of 173 teachers



responded to the survey in 2011, nearly double the 90 who completed the survey for the previous year. Table 10 shows the rates of agreement among teachers to the same survey item that was included on the principal survey regarding the efficacy of the Fifth Block program. The results are nearly identical to those from the principal survey. Overall, 88.4% of teachers agreed that the program did benefit their students. This was slightly lower than on last year’s survey, but still shows an overwhelming rate of agreement.

**Table 10. Teacher Survey Responses**

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree/ Strongly Agree	Change 08 to 09
My students benefited academically from attending 5th block.	2.3%	2.3%	7.0%	65.7%	22.7%	88.4%	-1.5%

**Note.** 2011: total n=172; 2010: total n=90.

Teachers reported that the following worked well during Fifth Block:

- Many teachers said that they were pleased with the opportunity to work with smaller classes, which allowed them to provide more individualized instruction and to try out new, creative instructional techniques. Small classes also allowed teachers to explore topics in greater depth and to build stronger relationships with students.
- Many teachers expressed appreciation for the flexible scheduling guidelines set by the district, and said they felt the district had provided curriculum that was well-suited to Fifth Block students. The combination of flexible schedules and strong curriculum enabled teachers to target the needs of specific students.
- Many teachers reported that they enjoyed great support from paraprofessionals, who they believe are essential to providing students with immediate feedback and to implementing one-on-one and small-group instruction.
- Many teachers were also pleased with transportation and nutrition services during Fifth Block. They noted that transportation enabled many students to attend whose parents could not drive them to and from school.

For teachers, the most frequently mentioned challenges were the following:

- Some teachers were dissatisfied with the way selection criteria were applied and with the way students were grouped. They reported having to deal with a much wider than expected range of student achievement levels.
- Some teachers noted major challenges regarding expectations for student attendance and behavior. They felt that administrators failed to adhere



consistently to attendance requirements, that there were no clear guidelines for behavior, and that administrators failed to support them sufficiently in dealing with discipline issues.

- Student motivation was a common challenge for teachers. They felt that long instructional blocks, limited break time, lack of specials, and widely divergent learning abilities made it difficult to keep all students engaged.
- Teachers reported that in some buildings there were problems with nutrition services: breakfast and lunch were often late; menus did not always match food that was actually served.

Suggestions by teachers on ways to improve Fifth Block generally addressed the challenges noted above. Their suggestions included the following:

- Teachers recommended stricter adherence to student selection guidelines, as well as more teacher input regarding which students are selected and how they are grouped.
- A number of teachers recommended that the Fifth Block schedule be revised. Many would like to see the program reduced to four weeks, and would like for students to have the option of attending only half a day, depending on whether they need help in Math, Literacy, or both.
- A number of teachers expressed the need for more support and more time to plan and prepare. They felt they needed more time to review curriculum and student data prior to the start of the program. Many also believed that the curriculum and pacing guide for Fifth Block could be improved.
- Some teachers suggested that the purpose of Fifth Block be communicated more clearly to teachers, parents, and students. As it is, there seem to be many different ideas about why students are asked to attend Fifth Block. Taking steps to ensure that everyone is on the same page would give the program more focus.
- Many teachers would like for the district to develop a set of common assessments that can be given as pre- and post-tests. They would also like to see a simpler report card accompanied by specific grading guidelines.



## 5<sup>th</sup> Block Program Cost Analysis

**Table 11. Cost Analysis for Fifth Block**

Expense	Description	2008	2009	2010	2011	1yr Change
June – Inst. Salaries/Benefits	Salaries, PERA, Medicare	\$603,900	\$666,539	\$695,941	\$862,104	+\$166,163
July (est.) – Inst. Salaries/Benefits	Salaries, PERA, Medicare	\$603,900	\$481,654	\$540,193	\$640,434	+\$100,241
Assessment	Printing/MAP Testing	\$2,310	\$44,053	\$2,464	\$470	-\$1,994
Instruction	Curricular support	\$32,500	\$67,129	\$75,335	\$48,539	-\$26,796
Transportation	Fuel, maintenance, salaries/benefits	\$72,042	\$62,406	\$41,110	\$74,113	+\$33,003
Nutrition Services	Loss experienced by enterprise fund	\$21,100	\$0	\$5,215	\$0	-\$5,215
Utilities	Gas/electric	\$73,476	\$125,000	\$100,000	\$33,630	-\$66,370
<b>Total Costs for 5<sup>th</sup> Block:</b>		<b>\$1,409,228</b>	<b>\$1,446,781</b>	<b>\$1,460,258</b>	<b>\$1,659,290</b>	<b>+\$199,032</b>
<b>Per Pupil Cost for 5<sup>th</sup> Block:</b>		<b>\$431.09</b>	<b>\$438.55</b>	<b>\$462.25</b>	<b>\$442.12</b>	<b>-\$20.13</b>

**Note.** All costs reflect estimates received from respective departments/divisions. For nutrition services, 2009 and 2011 revenues exceeded costs. MAP testing only occurred during 2009.



**Table 12. School Fifth Block Slot Availability with Enrollment (2011)**

School	General Fund	Title I / Additional	Total	Final Day Enrollment	Final Day % Enroll.
<b>Total (All Schools):</b>	<b>3,200</b>	<b>1,400</b>	<b>4,600</b>	<b>3,731</b>	<b>81%</b>
Altura Elementary School	50	50	100	64	64%
Arkansas Elementary School	75	0	75	62	83%
Aurora Frontier K-8	100	0	100	83	83%
Boston K-8	25	100	125	91	73%
Century Elementary School	50	0	50	49	98%
Clyde Miller	125	0	125	103	82%
Crawford Elementary School	25	50	75	49	65%
Dalton Elementary School	50	0	50	41	82%
Dartmouth Elementary	50	0	50	47	94%
Elkhart Elementary School	50	50	100	77	77%
Fletcher Intermediate	25	25	50	48	96%
Fletcher Primary	25	25	50	47	94%
Fulton Elementary School	50	50	100	82	82%
Iowa Elementary School	50	0	50	46	92%
Jewell Elementary School	50	0	50	42	84%
Kenton Elementary School	50	50	100	87	87%
Lansing Elementary School	50	50	100	78	78%
Laredo Elementary School	50	50	100	81	81%
Lyn Knoll Elementary School	50	50	100	78	78%
Montview Elementary	75	50	125	116	93%
Murphy Creek K-8	75	0	75	70	93%
Paris Elementary School	75	50	125	89	71%
Park Lane Elementary School	50	50	100	69	69%
Peoria Elementary	50	50	100	84	84%
Sable Elementary School	50	50	100	64	64%
Side Creek Elementary	75	0	75	67	89%
Sixth Avenue Elem. School	50	50	100	72	72%
Tollgate Elementary School	50	0	50	36	72%
Vassar Elementary School	50	0	50	49	98%
Vaughn Elementary School	50	50	100	77	77%
Virginia Court Elem. School	50	50	100	78	78%
Vista Peak K-9	100	0	100	94	94%
Wheeling Elementary School	50	50	100	75	75%
Yale Elementary School	50	0	50	46	92%
<b>Total (Elementary/K-8):</b>	<b>1,900</b>	<b>1,000</b>	<b>2,900</b>	<b>2,341</b>	<b>81%</b>



School	General Fund	Title I/ Additional	Total	Final Day Enrollment	Final Day % Enroll.
Aurora Hills Middle School	150	0	150	110	73%
Columbia Middle School	100	0	100	91	91%
East Middle School	100	100	200	166	83%
Mrachek Middle School	100	0	100	84	84%
North Middle School	100	100	200	146	73%
South Middle School	75	100	175	135	77%
Aurora West College Prep	100	100	200	180	90%
<b>Total (Middle School):</b>	<b>725</b>	<b>400</b>	<b>1125</b>	<b>912</b>	<b>81%</b>
Aurora Central High School	100	0	100	93	93%
Gateway High School	125	0	125	104	83%
Hinkley High School	100	0	100	67	67%
Rangeview High School	200	0	200	173	87%
William Smith High School	50	0	50	41	82%
<b>Total (High School):</b>	<b>575</b>	<b>0</b>	<b>575</b>	<b>478</b>	<b>83%</b>

**Note.** Red highlights indicate enrollment less than 75%; green indicates enrollment greater than 90%.



## Summary

- The 2011 Fifth Block session saw the largest cohort to date: 3,753 students participated this year; 3,159 participated in 2010; 3,299 in 2009; and 3,075 in 2008. Twenty-five percent of students in the 2011 cohort were participating for the second consecutive year.
- Relative to APS's K-12 population for 2010-11, there were more Hispanic students and fewer white students participating in Fifth Block. Fifty percent of Fifth Block students were designated as ELL, compared to 35% for the district as a whole.
- Overall attendance rates during 2011 Fifth Block were greater than 90%, and only two office referrals were entered into Infinite Campus during Fifth Block.
- Analysis of CSAP growth data for students who participated in Fifth Block during previous years shows that program participants tend to make better progress than non-participants.
  - Median growth percentiles were higher for 2010 Fifth Block participants on the spring 2011 math and reading assessments across all grade levels
  - Median growth percentiles were higher for 2010 Fifth Block participants on the spring 2011 writing assessment at all grade levels except 4<sup>th</sup> and 8<sup>th</sup>
  - Median growth percentiles for 2011 Fifth Block participants exceeded 50 on 18 out of 21 assessments
- Results from principal, teacher, and parent surveys reflect the belief that students benefited academically from attending Fifth Block. Rates of agreement on the three surveys were 88.9% (principals), 88.4% (teachers), and 86.8% (parents).
- A preliminary cost analysis for 2011 Fifth block indicates a total operating expense of \$1,659,290, or per pupil cost of \$442.12. This reflects instructional salaries/benefits, assessment costs, curricular support, transportation, nutrition services, and utilities. The program costs increased by \$199,032 between-years.
- Recommendations for improvement that were gathered from this evaluation will be provided to the Fifth Block committee for the refinement of any future Fifth Block programming.



## References

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