



The **Summer Learning Program** aims to provide students with opportunities to connect, engage in rigorous tasks, accelerate learning, and improve social and emotional well-being. Research suggests that students often experience learning loss over summer break, especially in math and at higher grade levels, but summer programs have shown positive effects on academic and socioemotional outcomes. The DISD Summer Cool program, a major component, offered PreK-8 students in-person instruction for 15 days in June, focusing on Reading and Mathematics content support alongside enrichment activities during the afternoon. Summer Cool also provided free transportation, meals, and materials.

Key Findings

Implementation

- Attendance at Summer Cool increased by 38 percent compared to 2023, with 11,714 students participating across 65 sites.
- The average attendance rate per student was 71 percent. More than half of students attended over 75 percent of program days and one-fifth attended all days.
- Thirteen percent of tutoring hours required by HB 1416 were completed during Summer Cool, exceeding the 10 percent goal.

Stakeholder Feedback

- A significant majority of students reported that Summer Cool helped them understand their schoolwork better and that they found it fun. When asked about their favorite part of the day, most students chose Enrichment Activities, followed by Mathematics, and Reading.
- Teachers felt that enrichment activities, students' growth, the curriculum, staff collaboration, and the relaxed environment were the best part of the program. Most of them were satisfied with the training provided and willing to teach summer classes again. They believed participating students were more prepared to start the next grade in the fall.
- A significant majority of parents reported that they were satisfied with the program overall, and that they noticed positive social-emotional changes and academic improvements in their students since attending Summer Cool.

Student Outcomes

- Students showed a consistent upward trend in positive self-perception across SEL domains (Emotional Regulation, Engaging with Others, and Collaboration) throughout the program.
- Students generally reported the most positive self-perception responses in the SEL domains of Task Performance effectiveness and Open-Mindedness.

Recommendations

- **Continue to offer free, full day summer programming.**

ELO's summer 2024 programming was offered to all district students, not prioritized by or contingent upon academic need. Designing districtwide programs to be free and full day, including meals and transportation, removes barriers to access and promotes equity. It is commendable that parents view the District's summer programs as "a valuable resource."

- **Continue to incorporate academic and SEL content into summer programming.**

The literature supports that the most effective summer programs address social-emotional learning. Incorporating District-created curriculum that included both academic and SEL content capitalized on the valuable extended learning time that summer afforded. Many teachers and parents reported positive social emotional changes in their students after attending Summer Cool, while students showed improved self-perception in several areas of social and emotional learning throughout the program. This shows commitment to the stated intention of "meeting the needs of the whole child."

- **Continue exploring solutions for timely delivery of materials and improve pre-camp communication with parents.**

While during Summer Cool 2024 there was a reduction in supply-related complaints compared to the previous year of implementation, some teachers still noted that materials arrived late on the first day or were not evenly distributed among sites. Program managers should explore adjustments to ordering and/or delivery for future years with the goal of having materials in place before the first day of programming. Enhance pre-camp communication, including enrollment confirmation messages, early access to scheduling details, teacher information, pickup/drop-off plans, transportation routes, and concise overviews of students' activities and the curriculum employed. Providing an earlier registration option would enable parents to better prepare for the summer and potentially increase program enrollment.

- **Enhance support and communication for Summer Cool tutoring (Legislative Mandates).**

While central office support was adequate, ongoing evaluation and refinement are needed to ensure site administrators have the necessary resources to implement tutoring mandates during summer school. Strengthening communication is crucial to make all parents and students aware of tutoring services. By diversifying communication methods and enhancing parental engagement through informational sessions, the program can overcome awareness barriers, boost support, and ultimately improve student participation and outcomes.