RESEARCH & EVALUATION

EVALUATION REPORT

Elementary Summer Reading Academy Evaluation

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Executive Summary

The Elementary Summer Reading Academy (ESRA) is a curriculum that was implemented across nine different Cleveland Metropolitan School District (CMSD) school sites over a five-week period beginning in early June, 2017. The program served as an opportunity for students in grades K-3 to improve reading skills prior to the start of fall semester. An implementation evaluation was conducted by the Research and Evaluation department to assess if the program was being implemented across schools with true fidelity, and to identify any areas for improvement when the program is implemented in future years.

Findings

- **The program was implemented with true fidelity across all school sites.** All of the classrooms observed had all materials set up, facilitated smooth student transition between activity centers, and had students grouped according to instructional levels. All surveyed site principals reported that teachers were adhering to the curriculum with fidelity.
- **Overall, students were engaged in the work of the classroom activities, particularly when at the Leveled Literacy Intervention (LLI) center, working directly with the teacher.** The majority of students in all classrooms observed by evaluator and principals were engaged learners across all center activities. Students appeared to be most engaged when stationed at the LLI center working directly with the teacher.
- **The work environment for teachers and staff was at times chaotic, but highly supportive.** During the first two weeks of the program, many of the school sites underwent student placement changes; resulting in classroom disruption, student group reorganization, and a less stable daily routine for students and staff. The materials from Lakeshore Learning Materials arrived at schools late; preventing teachers from setting up the classroom ahead of time and introducing students to learning materials on time. However, all teachers interviewed described the work environment as supportive; reporting that colleagues and administration were readily available and willing to collaborate and provide assistance.
- **61% of third-grade students enrolled in ESRA who took the NWEA Summer Exam were promoted to the fourth grade.** The school site with the highest passage rate was Thomas Jefferson* (91.3%), and the school site with the lowest passage rates were George Washington Carver (48.4%) and Mound (48.6%).
- **Additional work has been conducted by the district in order to examine outcomes for students in grades K–3.** See Appendix B for outcome information.

* Thomas Jefferson includes students who are exempt from TGRG. This difference in the makeup of the student population should be understood when considering the high passage rate.

Recommendations

- Investigate how potential communication failures could impact the effective delivery and unpacking of Lakeshore Learning materials.
- Establish concrete expectations of Cleveland State University (CSU) student tutors regarding schedule and job duties. Hold students accountable for attendance and performance based on these expectations.
- Ensure that building leadership distributes support staff evenly across classrooms.
- Consider expanding outreach for support staff recruitment.
- If the district is committed to including extra support, building leaders are encouraged to review all available options for wraparound activities and ensure they have the capacity to implement a program well.

Introduction

The ESRA program was put into place in the district across nine different school sites during the 2017 early summer. Students who are off track as deemed by the Winter NWEA/OST Benchmark are used to determine eligibility for summer school. The program was designed with the goal of helping students who struggle with reading and literacy improve their skills in preparation for the transition to the next grade in the fall semester.

The Research and Evaluation department conducted an evaluation to assess the implementation of the ESRA program across all nine sites. The guidelines of the evaluation protocol used during the study were based on the ESRA Implementation Rubric, designed to evaluate the program based on seven main areas of focus: curriculum, family engagement, professional learning, personnel, leadership, attendance, and extended day support.

Additionally, achievement outcomes for students who completed third grade in Spring 2017 but did not meet NWEA and OST criteria for advancing to fourth grade will be analyzed in a near-future study once the data have been collected. This study will aim to review the number of students not eligible for grade promotion who had the opportunity to re-test after completion of ESRA, how many of those students did attend ESRA, and how many achieved adequate test scores upon program completion to advance to the fourth grade.

Evaluation Questions

- Is the program being implemented with true fidelity across all school sites?
  - Are centers set up with needed materials for all activities?
  - Do students rotate among centers with smooth transition?
  - Are students grouped according to instructional reading levels?
  - Is student progress being tracked weekly using the Running Record?
- Are students engaged in the work?
- Is additional support staff present in the classroom?
  - Is the staff member engaged in the work?
  - Does the additional support contribute to the learning environment?
- Is building leadership active in program implementation?
  - Do principals conduct daily classroom walk-throughs?
  - Do principals collaborate with teachers and enhance their understanding of the materials and curriculum?

Methodology

The areas of focus for this evaluation were based on the ESRA Implementation Evaluation rubric. The main areas of focus were: curriculum, family engagement, professional learning, personnel, leadership, attendance, and extended day support.

This implementation evaluation employed a qualitative approach to data collection. The methods employed include: classroom observations, teacher interviews, principal surveys, and student focus groups.

Classroom Observations

Sixteen classrooms across all nine program sites were observed in-session by a Research and Evaluation department team member. An observation protocol was developed using the ESRA Implementation Evaluation Rubric as a guideline.

Teacher Interviews

Four teachers at two ESRA sites were selected for interview by the principal at each site. An interview protocol was developed using the ESRA Implementation Evaluation Rubric as a guideline, and expanded to inquire about teachers' reflections on the program, and collect recommendations for improvement in coming years.

Principal Surveys

Surveys were provided to principals at all nine program sites, and responses were provided by three principals. The survey protocol was developed using the ESRA Implementation Evaluation Rubric as a guideline, and expanded to inquire about principals' reflections on the program, and collect recommendations for improvement in coming years.

Student Focus Groups

Two student focus groups were conducted at two ESRA sites. The sample for each group was limited to 3-5 third-grade scholars. The students at each site were selected by the

principals to consist of a variety of engagement levels: at least one student that was highly engaged in coursework, and at least one student who was disengaged in the classroom. Each focus group session lasted 45 minutes. Two protocols were used to collect student responses: one that consisted of open-ended questions about student experiences, and one that asked students to provide Likert-scale responses to questions. Both protocols were developed using the ESRA Implementation Evaluation rubric as a guideline.

Findings

Curriculum

Small Group Reading Instruction

- 100% of the classrooms observed had no more than 3-4 students per group. The teachers in these classrooms showed documentation of grouping based on instructional levels using Fountas and Pinnell reading levels.
- Leveled Literacy Intervention (LLI) was implemented with true fidelity in 100% of the classrooms observed, and 100% of classrooms as reported by principals conducting daily site walk-throughs.
- Student growth was demonstrated in the majority of classrooms reported by interviewed teachers. 100% of interviewed teachers indicated progress in most or all students in classroom using Running Record and assessment scores.
    - "All students showed growth, every week. It was tracked in LLI; 100% made progress."
    - "Most students [showed progress]. Improved most on vocab, word work, and with their writing journals. Those writing journals were a great idea. Most also showed NWEA score growth. LLI might have been their least favorite center, but it helped. I kept the running records at least once a week; sometimes twice."
    - "They increased their instructional reading levels, and showed improvement in mini lessons of word knowledge."

Centers

- 100% of the classrooms observed had center materials differentiated and used to support student practice of skills taught.
- 100% of students checked their own work and rotated through center activities at the correct time, following verbal transitional prompt from the teacher.
- CSU tutor support, as well as support from additional professionals was present in the majority of classrooms observed, but not all.
    - Teachers and principals expressed frustration that most tutors had irregular schedules. Several teachers and one principal expressed dissatisfaction with the unreliability of tutors' schedules (i.e., late arrival, being absent, and quitting without notice). They were led to believe tutors would be working regular schedules, but in many cases, found this to be untrue.
        - "...she was not at all consistent. She came in five times total then disappeared. It was my understanding tutors would have a regular schedule but I was not made aware of her schedule and didn't have contact information. She ended up messing with my lesson plan because there were days I was expecting her, then I had to change things around when she didn't show."
    - Teachers expressed gratitude for the assistance of additional support staff (including CSU tutors, paraprofessionals, and "grannies"). Some classrooms had up to two additional support staff members available at one time, while some other classrooms had none available for the duration of the program.
        - "He was good; very capable. He ran one of the centers; he would come in and give me an idea of what he was going to do and I let him run it; we worked well together."
        - "She was awesome. Extra hands in the classroom are never a bad thing. The tutor spent time at the center with a skill-building game; her being there meant I wasn't just sticking students with a game; I knew they were learning with the tutor"

Technology Integration

- 100% of classrooms observed had an adequate number of iPads for students using this center activity. 100% of students interviewed indicated that technology was easy to use.
  - The majority of students interviewed identified either of the technology centers as their favorite activity.
  - Teachers reported that most students used the technology with ease from the beginning of the program. Some students took a bit longer to become fluent in the use of these materials, but were brought up to speed quickly.
- Imagine Learning (IL) was used on a daily basis in 100% of classrooms observed.
  - The majority of students interviewed indicated a preference for MyON over IL. Several interviewed students (and more, according to teacher reports) state they use MyON at home. The variety of book choices available in MyON was listed as a top reason for this preference.

Family Engagement

- 100% of principals who provided survey responses held three or more Parental Engagement Events, with support from the FACE coordinator.
- 100% of principals who provided survey responses held a Third Grade Reading Guarantee Informational Session.
- A majority of students interviewed reported that they practice material learned in class at home, and received support and encouragement from parents.
  - "I read books at home and the library. My parents are all about what I learned and help me."
  - "I take MyON home with me and my parents tell me to read thirty minutes a day. They say I need to work harder to improve the words. I feel like I have gotten better."
  - "I read my favorite books at home to Mom and Dad. They help me; I bring home papers for class and Dad asks about what I did today."
- Student attendance was in many cases inconsistent.
  - Several teachers expressed frustration with the inconsistency of student attendance:
    - "Attendance was pretty inconsistent; one student disappeared and didn't come back."
    - "If kids aren't attending regularly, they shouldn't be allowed to come back. Some of these kids stopped showing up for awhile then came back at the end for testing. And it's not the kids' fault, they're nine. The parents won't get them here sometimes. Being in summer school is a privilege."

Professional Learning

Professional Development

- 81% of teachers attended the first session of the ESRA Professional Learning two-day event; 84% of teachers attended the second Professional Learning session.
  - Several teachers expressed that they felt the two-day training was time-consuming, yet not entirely relevant.
    - "Professional development didn't need to be two days. Second day was a waste; we spent two hours just playing with the apps. They should separate previous summer school teachers from newbies for a refresher vs. the new training. Also, keep content focused on what's important, not playing with apps."
    - "The two professional development days were too much. I've been doing this a long time; already learned this so often. I'm not saying training isn't beneficial, but they could separate the new teachers from the veterans. "
- 100% of principals surveyed reported working with teachers to enhance understanding of the program and tools.
  - Principals describe in what ways they have helped teachers and staff better understand and implement the program:
    - "Provide the staff with support and transparency. I sent out weekly updates, had a meeting to identify novices with the program to provide

additional supports, and identify experts who could assist peer colleagues. Additionally, I conducted daily walkthroughs to assure all staff and student needs were met as well as observe student engagement."

- "Through staff meetings. Team meetings. Consistent and clear communications. Setting desired expectations. Being a present in the classrooms to assist with stations and being a part of the team and not just the site supervisor. Allowing teachers to learn from one another."
- "By visiting classrooms and staying in close contact with the instructional and peer coaches to ensure that all involved were on the same and correct page and that the program was being conducted per program guidelines."

Personnel

- 100% of principals conducted daily walk-throughs of classrooms. 100% of principals surveyed indicated that 100% of teachers implemented the program with true fidelity.
- 100% of teachers surveyed reported that principals and other teachers were supportive of one another and worked together collaboratively.
  - When asked if they felt supported by other teachers and building leadership, teachers agreed.
    - "Absolutely. I could ask other teachers for help. The first few days when we were getting set up and I didn't have kids in my classroom, I helped others out with their classrooms. Teachers were not afraid to help each other."
    - "Absolutely. Especially with testing time this week and last. I would say it was a good year for staff; everyone's helping each other out."
- 100% of teachers interviewed reported satisfaction with instructional coaches and their involvement with the classroom.
- 75% of principals surveyed reported instructional coaches were available all of the time; 25% reported instructional coaches were available most of the time.

Leadership

Principals

- 100% of principals met with Curriculum and Instruction team on a weekly basis and regularly checked in with teachers to ensure program implementation with true fidelity.
- 100% of principals conducted daily walk-throughs of classrooms.

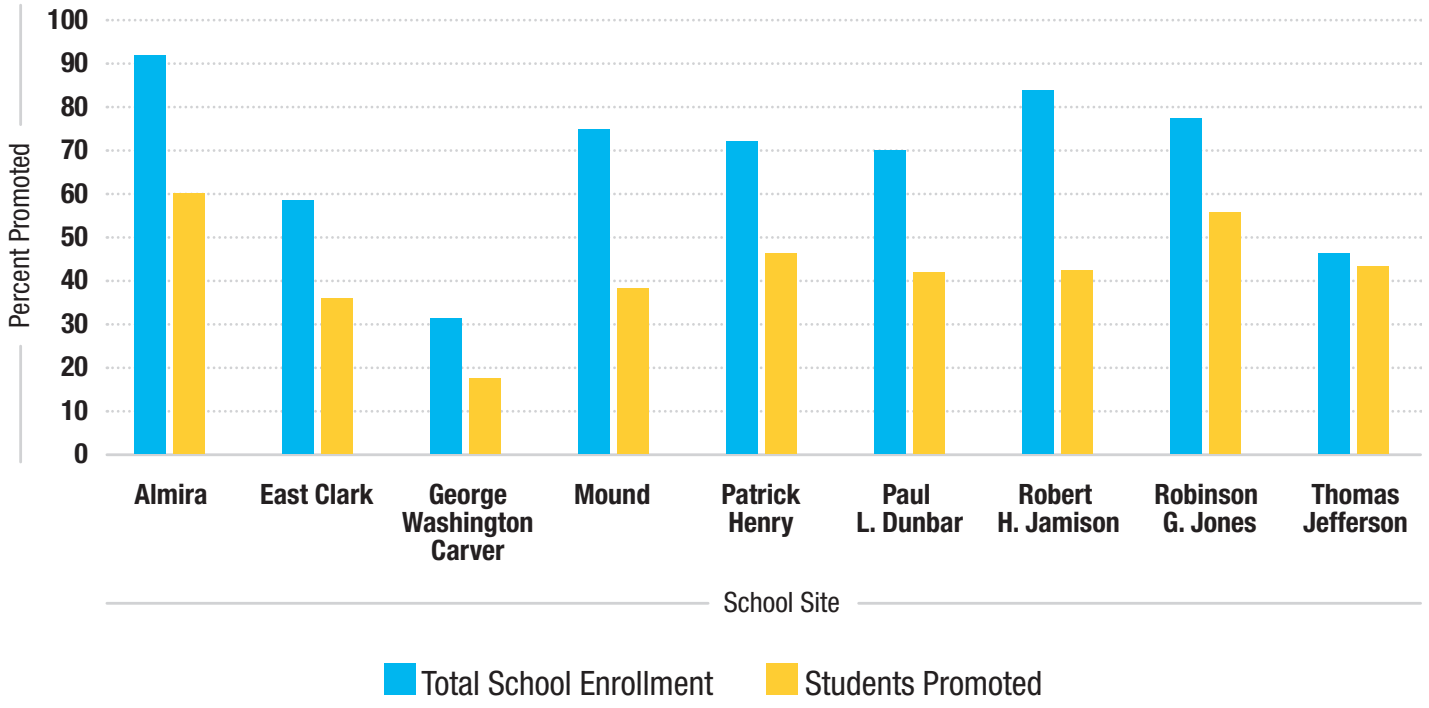
Extended Day Support

Wrap-Around Activities

- After-school activities were in place at some, but not all of the ESRA school sites. The programs in place were not directly related to the material learned in ESRA.
  - No students interviewed reported being involved with or aware of after-school activities (other than sports activities that are unrelated to ESRA).

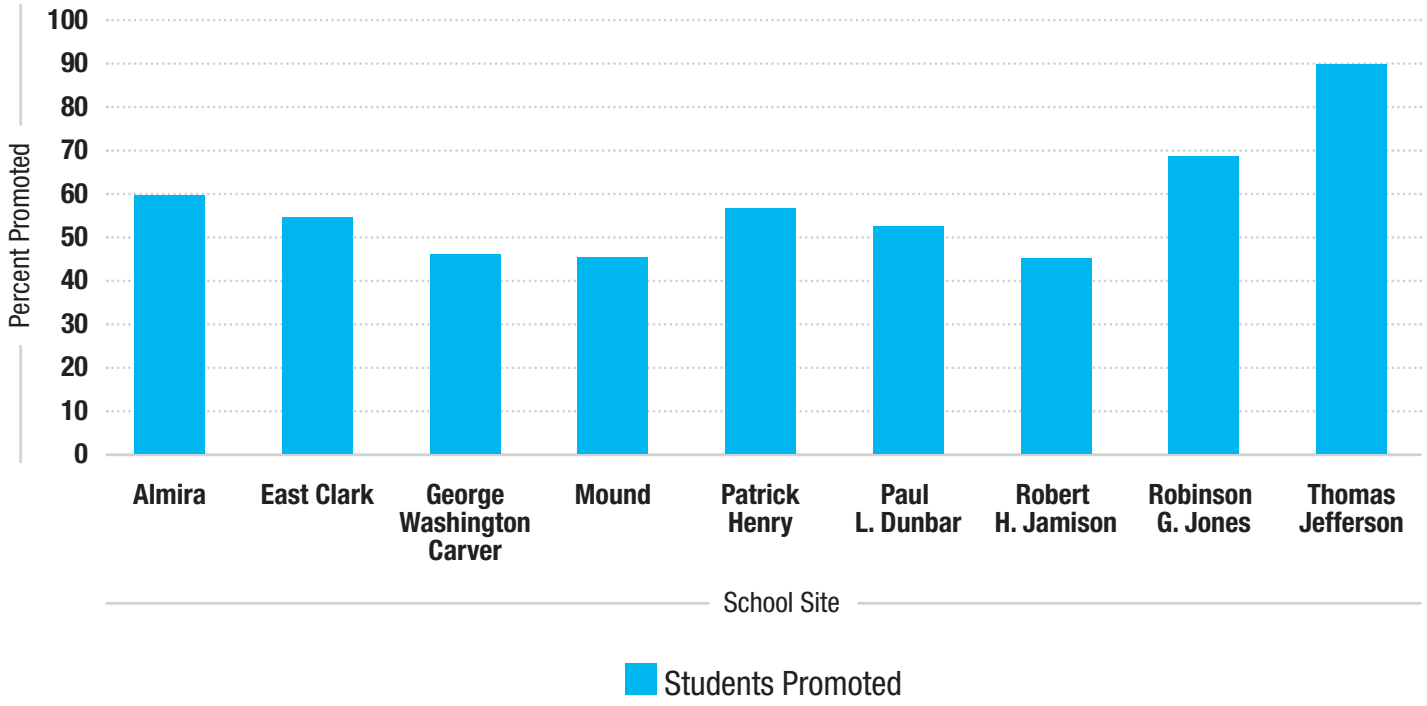
Note: See Appendix A for scored implementation rubric.

Passage Rates for Students Who Took the NWEA Summer Exam



- 62.9% of third-grade students enrolled in ESRA who took the NWEA Summer Exam were promoted to the fourth grade.
  - The breakdown of passage rates by school for students who took the NWEA is: Thomas Jefferson* (91.3%), Robinson G. Jones (72.7%), Almira (65.2%), Patrick Henry (63.9%), East Clark (62.1%), Paul Dunbar (60.0%), Mound (52.7%), George W. Carver (54.8%), and Robert H. Jamison (50.0%).

Passage Rates for All Students Enrolled in ESRA



- 56.3% of students overall who were enrolled in ESRA were promoted to the next grade.
  - The breakdown of overall passage rates by school is: Thomas Jefferson* (89.8%), Robinson G. Jones (68.9%), Almira (59.4%), Patrick Henry (57.1%), East Clark (54.5%), Paul Dunbar (52.1%), Robert H. Jamison (45.5%), George W. Carver (46.3%), and Mound (46.0%).
  - A future outcomes-focused study may investigate additional variables, such as attendance data by school and student progress on outcome measures throughout the summer semester.

* Thomas Jefferson includes students who are exempt from TGRG. This difference in the makeup of the student population should be understood when considering the high passage rate.

Conclusion and Recommendations

Materials

- Increase communication among all parties involved with Lakeshore Learning Materials delivery and unpacking to ensure they arrive at schools prior to the start of the program to provide teachers with ample time to set up classroom and become familiar with materials.
  - Set scheduled delivery date of materials no less than seven days prior to the first day of class.
  - Provide each site's principal, instructional coach, and secretary with information about expected date of delivery, and establish accountability among staff to ensure materials get distributed to all classrooms in advance of the first day of ESRA.
- Pending further evidence, the district could consider re-evaluation of software and investigate an alternative to Imagine Learning. In order to ensure the most effective interventions, building leaders can work with the Department of Research & Evaluation* to identify evidence regarding the most effective programs.

  * Visit ClevelandMetroSchools.org/Page/1126 for contact information for the Department of Research & Evaluation.

Support Staff

- Administration should contact each site principal directly with clear, detailed information about the CSU tutor training event, and written documentation of: tutors' job descriptions, job expectations, sign-in and sign-out procedures, and call-off procedures. Principals should share these documents with every teacher who receives tutor support.
- Establish a clear line of communication between site principals and administration throughout the semester. Ensure that each principal has, in writing, the name and contact information for the appropriate administrative contact, and is encouraged to share weekly updates and any concerns regarding support staff.
- To ensure tutor engagement, consider one-on-one consultation with student-supervisor weekly, or hold group sessions with all tutors discussing experience (practicum-style). This should be discussed with the tutor coordinator working directly with the university.
- Consider expanding outreach for support staff recruitment. Additional local colleges (i.e., Cuyahoga County Community College, Case Western Reserve University, John Carroll University, Notre Dame College, Ursuline College) could be contacted regarding interest in a partnership. Limit the focus of tutor opportunities to students enrolled in an education-based major to attract the most qualified, engaged tutors.
- Principals should distribute support staff evenly across classrooms. District and building leadership need to ensure support staff are equitably distributed across and within school sites.

Extended Day Support

- Consider implementing at least one wrap-around activity at the school site that is available to all ESRA site students, and is offered every day after class.
  - Wrap-around activities offered may support independent reading as well as provide students and families with opportunities to extend the learning from ESRA. If the district is committed to including extra support, building leaders are encouraged to review the report cards of programs that are offered to CMSD schools, and ensure they have the capacity to implement the programs well. Building leaders should contact administration with any questions about additional programs.

Each area of the rubric is scored as: Inadequate (red), Emerging (orange), Strong (yellow), or Exemplary (green). The banner on the left side of the rubric corresponds to the color of the grade in each area (Curriculum: Strong; Family Engagement: Exemplary; Professional Learning: Strong; Personnel: Exemplary; Leadership: Exemplary; Extended Day Support: Inadequate-Emerging). Attendance was not assigned a grade due to information being unavailable at this time. For each area of the rubric beneath the color-coded grade, additional information is provided regarding the subcategories and other criteria that comprise the overall grade.

CURRICULUM

Inadequate	Emerging	Strong	Exemplary
Small Group Reading Instruction Students are not grouped for reading instruction and Leveled Literacy Intervention is not being used on a daily basis. Centers Centers materials are distributed throughout the room. Technology Integration Students are not engaged in purposeful activities using the technology (iPads and Imagine Learning).	Small Group Reading Instruction Groups have 4 students and are leveled to address instructional and independent reading levels for students. Leveled Literacy Intervention is used in small groups. Intervention Specialists are used to support the instruction of students. Centers Centers materials are used at centers with no more than 4 students. Cleveland State tutor support is used to support the learning activities in small groups and centers throughout the classrooms. Technology Integration Students are engaged in activities using the iPads. Students use Imagine Learning on a daily basis.	Small Group Reading Instruction Groups have no more than 3-4 students and are leveled to address instructional and independent reading levels for students. Students are grouped homogeneously by instructional level using Fountas and Pinnell reading levels. Leveled Literacy Intervention is used with true fidelity and teachers implement each piece of the program as outlined in the program guide. Intervention Specialists are used to support the instruction of students in the classroom or as a resource using the LLI materials. Centers Centers materials are differentiated and used to support student practice of skills taught, raising the level of rigor to grade level expectations through scaffolding. Cleveland State tutor support is used to support the learning activities in small groups and centers throughout the classrooms. Technology Integration iPad activities align to the skills taught this week. Students are engaged in producing work using the iPads. Students use Imagine Learning on a daily basis with true fidelity.	Small Group Reading Instruction Groups have no more than 3-4 students and are leveled to address instructional and independent reading levels for students. Students are grouped homogeneously by instructional level using Fountas and Pinnell reading levels. Leveled Literacy Intervention is used with true fidelity and teachers implement each piece of the program as outlined in the program guide. Intervention Specialists are used to support the instruction of students in the classroom or as a resource using the LLI materials. There is clear evidence of student growth throughout the implementation. Centers Centers materials are differentiated and used to support student practice of skills taught, raising the level of rigor to grade level expectations through scaffolding. Cleveland State tutor support is used to support the learning activities in small groups and centers throughout the classrooms. Students check their own work and rotate seamlessly through center activities. Technology Integration iPad activities align to the skills taught this week. Students are engaged in producing work using the iPads. Students use Imagine Learning on a daily basis with true fidelity.

	Inadequate	Emerging	Strong	Exemplary
FAMILY ENGAGEMENT	**FACE Coordinator** works with principal at the building but does not plan and facilitate parent engagement events.	**FACE Coordinator** works with principal to plan and facilitate two parent engagement events to enhance the program.	**FACE Coordinator** works with principal to plan and facilitate a minimum of 3 parent engagement events to enhance the program. **Parent Engagement Events** include a **Third Grade Reading Guarantee** session where parents are provided with a basic knowledge of the law and how it impacts their child.	**FACE Coordinator** works with principal to plan and facilitate a minimum of 3 parent engagement events to enhance the program. Parents and students are provided with activities and resources to extend the learning and for students to practice reading skills learned in the Elementary Summer Reading Academy. **Parent Engagement Events** include a **Third Grade Reading Guarantee** Informational session where parents are provided with a basic knowledge of the law and how it impacts their child.
PROFESSIONAL LEARNING	Professional Development Principals and teachers have not attended any of ESRA professional learning activities. Instructional Coaches Instructional coaches have attended a part of the ESRA Professional Learning events as well some of the activities specific to the role of instructional coaches.	Professional Development Principals and teachers have attended one day of ESRA professional learning activities. Or Some teachers have attended all components of the two day ESRA Professional Learning Activities. Instructional Coaches Instructional coaches have attended a part of the ESRA Professional Learning events as well some of the activities specific to the role of instructional coaches.	Professional Development All principals and teachers have attended all components of the two day ESRA Professional Learning events. Instructional Coaches Instructional coaches have attended all components of the ESRA Professional Learning events as well as the activities specific to the role of instructional coaches.	Professional Development All principals and teachers have attended all components of the two day ESRA Professional Learning events. Teachers and principals use the tools that have been made available to ensure that programs are implemented with true fidelity (e.g., checklists, look for documents, correlation charts, data reporting forms, etc.). Principals and teachers work together to enhance their understanding of the programs and tools. Instructional Coaches Instructional coaches have attended all components of the ESRA Professional Learning events as well as the activities specific to the role of instructional coaches. Instructional coaches take the initiative to be involved in the instructional processes every day through co- teaching, modeling, coaching conversations and sharing the continued learning.

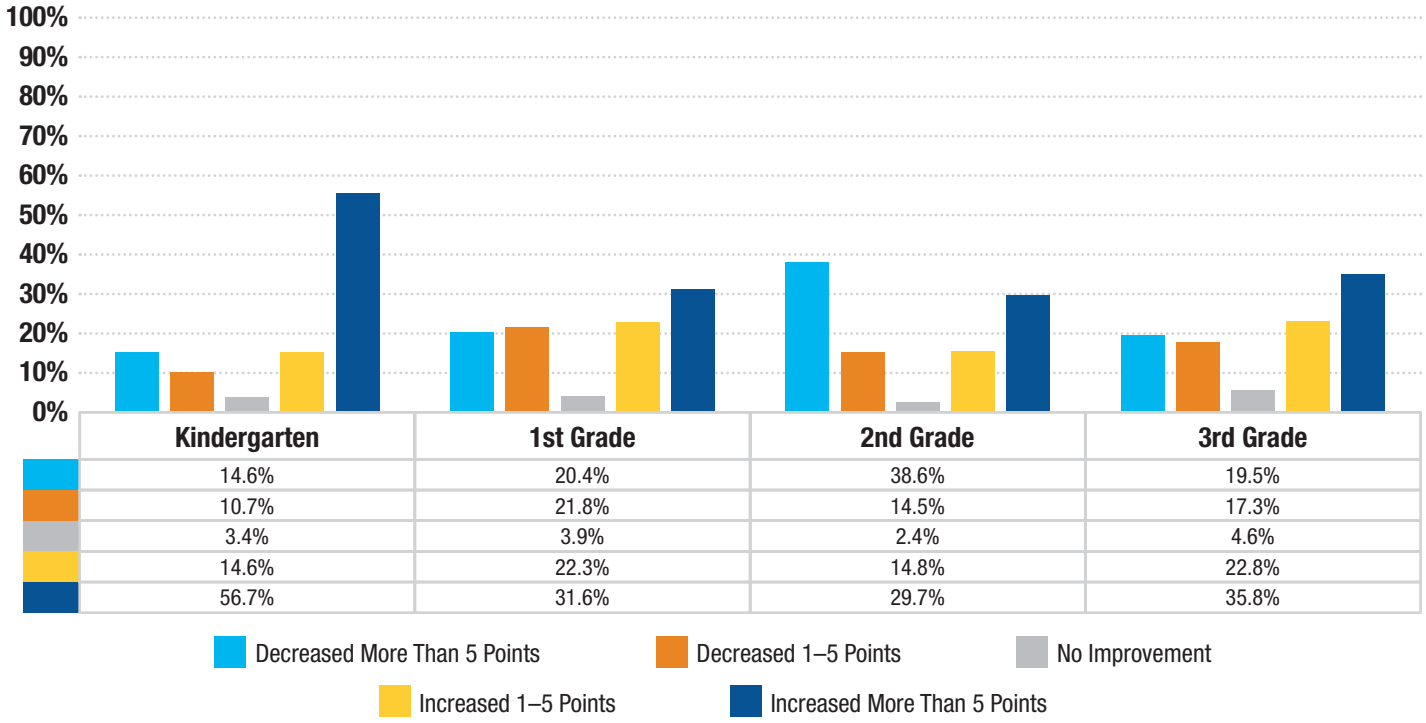
PERSONNEL

Inadequate	Emerging	Strong	Exemplary
Principal manages the building so that the site can hold the Elementary Summer Reading Academy. **Secretary** helps the principal by managing the office and reporting attendance. Skilled and accomplished **Teachers** teach the small group lessons to students as outlined in the program. **Instructional Coaches** work with the teachers and principals.	**Principal** manages the building so that the site can hold the Elementary Summer Reading Academy. **Secretary** helps the principal by managing the office and reporting attendance. Skilled and accomplished **Teachers** teach the small group lessons to students as outlined in the program. **Instructional Coaches** work with the teachers and principals.	**Principal** is knowledgeable about the Elementary Summer Reading Academy program and acts as a leader to facilitate the implementation and holds all staff members accountable for its implementation with fidelity. **Secretary** is proficient in managing office tasks as well as reporting student attendance and working with the team to ensure processes run smoothly throughout the program. Skilled and accomplished **Teachers** facilitate the learning of students and follow the recommended, prescribed curriculum. They collaborate with colleagues and leadership to implement an effective summer learning program for students. **Instructional Coaches** collaborate with other instructional coaches and principals to become experts in the summer learning work. They support teachers in developing their instructional capacity through professional learning, modeling and coaching conversations.	**Principal** is very knowledgeable about the Elementary Summer Reading Academy program and acts as a leader to facilitate the implementation and holds all staff members accountable for its implementation with fidelity. Principal has created and shared ways to help implement the program with colleagues. **Secretary** is extremely proficient in managing office tasks as well as reporting student attendance and working with the team to ensure processes run smoothly throughout the program. Secretary assists the team to make sure that the program runs with the highest standards of quality. Skilled and accomplished **Teachers** facilitate the learning of students and follow the recommended, prescribed curriculum. They collaborate with colleagues and leadership to implement an effective summer learning program for students. Teachers facilitate small groups that run very smoothly without the need for leadership interventions and help their colleagues learn the program. **Instructional Coaches** collaborate with other instructional coaches and principals to become experts in the summer learning work. They support teachers in developing their instructional capacity through professional learning, modeling and coaching conversations. Instructional coaches develop processes and procedures at the site to help with implementation of the prescribed program.

	Inadequate	Emerging	Strong	Exemplary
LEADERSHIP	**Curriculum Instruction Team** members visit the sites occasionally but do not provide feedback. **Principals** do not meet with Curriculum and Instruction Team on a regular basis throughout the program. **Principals** do not work with FACE Coordinators and Families to hold events and develop a partnership with the school site.	**Curriculum Instruction Team** members visit the sites each week to provide feedback. **Principals** meet with Curriculum and Instruction Team on a regular basis throughout the program. **Principals** work with FACE Coordinators and Families to hold events and develop a partnership with the school site.	**Curriculum Instruction Team** members visit the sites daily to troubleshoot and provide support to schools ensuring that programming is implemented with fidelity. The Curriculum and Instruction Team meets with principals weekly to engage in dialogue around the program to ensure that it is being implemented with true fidelity. **Principals** meet with Curriculum and Instruction Team on a weekly basis and regularly check in with teachers to ensure fidelity of program implementation. Principals work with FACE Coordinators and Families to hold events and develop a partnership with the school site. **Principals** ensure that buildings have a safe, rigorous instructional climate where students can be successful.	**Curriculum Instruction Team** members visit the sites daily to troubleshoot and provide support to schools ensuring that programming is implemented with fidelity. The Curriculum and Instruction Team meets with principals throughout the week to engage in dialogue around the program to ensure that it is being implemented with true fidelity. Team members complete daily walk throughs and submit feedback to Leadership. **Principals** meet with Curriculum and Instruction Team on a weekly basis and regularly check in with teachers to ensure fidelity of program implementation. Principals do daily walk throughs in classrooms to ensure that curriculum programming is being implemented with true fidelity. **Principals** work with FACE Coordinators and Families to hold events and develop a partnership with the school site. Principals ensure that buildings have a safe, rigorous instructional climate where students can be successful. They engage parents and stakeholders to volunteer at the site.

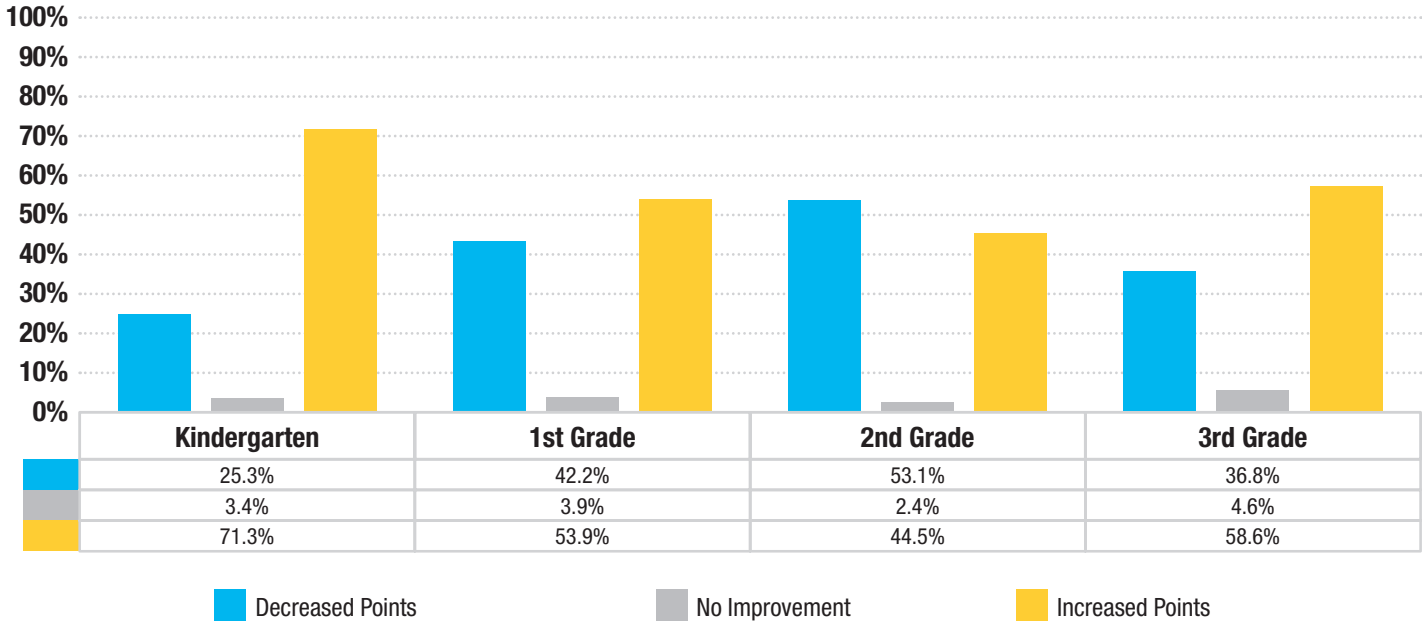
	Inadequate	Emerging	Strong	Exemplary
ATTENDANCE	**Principal Attendance** Principal is present all but two days of ESRA during the summer. **Teacher Attendance** 94% classes have full time teachers and teachers have not missed more than three days of ESRA. **Student Attendance** Students have not missed more than 3 days of ESRA.	**Principal Attendance** Principal is present all but one day of ESRA during the summer. **Teacher Attendance** 96% of classes have full time teachers and teachers have not missed more than one day of ESRA. **Student Attendance** Students have not missed more than two days of ESRA.	**Principal Attendance** Principal is present all but one day of ESRA during the summer. **Teacher Attendance** All classes have full time teachers and teachers have not missed any days of ESRA. **Student Attendance** Students are present every day and have not missed more than one day of ESRA.	**Principal Attendance** Principal is present every ESRA during the summer. **Teacher Attendance** All classes have full time teachers and teachers have not missed any days of ESRA. **Student Attendance** Students are present every day and have not missed more than one day of ESRA.
EXTENDED DAY SUPPORT	**Wrap Around Activities** are not in place at the Elementary Summer Reading Academy site.	**Wrap Around Activities** are in place some days at the school to engage students in meaningful activities after the Elementary Summer Reading Academy hours.	**Wrap Around Activities** are in place at the school each day to engage students in meaningful activities after the Elementary Summer Reading Academy hours.	**Wrap Around Activities** are in place at the school each day to engage students in meaningful activities after the Elementary Summer Reading Academy hours. These activities include ways to support independent reading and provide students and families with opportunities to extend the learning from the Elementary Summer Reading Academy.

K–3 Sprint to Summer NWEA RIT Score Improvement by Category for 2017 Cleveland Metropolitan Summer School Students



	Kindergarten	1st Grade	2nd Grade	3rd Grade
Decreased More Than 5 Points	14.6%	20.4%	38.6%	19.5%
Decreased 1–5 Points	10.7%	21.8%	14.5%	17.3%
No Improvement	3.4%	3.9%	2.4%	4.6%
Increased 1–5 Points	14.6%	22.3%	14.8%	22.8%
Increased More Than 5 Points	56.7%	31.6%	29.7%	35.8%

K–3 Sprint to Summer K–3 Overall NWEA RIT Point Improvement for 2017 Cleveland Metropolitan Summer School Students



	Kindergarten	1st Grade	2nd Grade	3rd Grade
Decreased Points	25.3%	42.2%	53.1%	36.8%
No Improvement	3.4%	3.9%	2.4%	4.6%
Increased Points	71.3%	53.9%	44.5%	58.6%