

2016-17 Evaluation of Summer Programs

Department of Evaluation and Assessment

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Superintendent of Schools*



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2016-17 Evaluation of Summer Programs

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2016-17 EVALUATION OF SUMMER PROGRAMS

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ABSTRACT

The Dallas ISD Summer Learning and Extended-Day Services (SLEDs) Department supported the Summer Readiness Program (SRP), which provided remedial instruction at home campuses to 9,991 elementary school and middle school students. A total of 7,314 students were required to attend because they were at risk of retention; 2,677 students were not at risk of retention, but needed reading or mathematics interventions. Over 86 percent of the required students matriculated to the next grade level for the 2017-18 school year. The SLEDs Department estimated expenditures of \$1,291,587 for the SRP.

The high school Credit-Recovery Program provided opportunities to recover up to one credit at ten campuses. Average scores on *Assessments of Course Performance* ranged from 59.4 to 87.5. Course passing rates ranged from 83 percent to 100 percent. The estimated cost of the CRP was \$1,266,790.

The Summer Achievers Academy (SAA) was a voluntary, full-day academic and enrichment program that served 664 students at three elementary school campuses and 102 students at one middle school campus. Alternative certification interns, supervised by mentor teachers, delivered academic instruction in the mornings. Big Thought, an art-focused nonprofit organization, provided enrichment during the afternoons. Observers reported clean sites that were prepared to begin the program. Students were engaged in lessons; teachers treated students with respect and maintained control of the classrooms in nearly all observations. A comparison of pre- and post-program ratings of social-emotional competence showed statistically and practically significant growth for elementary school students. Students and instructors expressed positive views of program activities. The SAA was estimated to cost \$975,519.

SLEDs supported 25 Extended Learning Three-Week Camps (ELTWC) for 1,030 elementary school students and over at least 454 middle school students (three sites did not report attendance). ELTWCs were operated by Public Consulting Group, Boys & Girls Clubs of Greater Dallas, or Big Thought. Program observers reported that campuses and classrooms were clean and well-organized. The results of observations, student surveys, and staff surveys showed that students were engaged in the activities and were interested in the subjects they learned about. The ELTWCs were estimated to cost \$1,864,924.

Various other district departments and campuses held other programs for over 3,900 students across the Dallas ISD. These programs were not directly supported by the SLEDs Department.

Recommendations included 1) continuing to require campuses to pre-enroll students in the SRP and encourage program participation, 2) promote SAA enrollment and attendance throughout the program, and 3) clearly communicate and monitor attendance tracking procedures at all summer programs.

PROGRAM DESCRIPTION

Background Information

Students in the Dallas Independent School District (Dallas ISD) were offered several summer learning opportunities in 2017. First, the Dallas ISD Summer Learning and Extended-Day Services (SLEDs) Department provided the Summer Readiness Program (SRP) for 9,991 prekindergarten (PK) through grade eight students needing remedial instruction at each elementary school and middle school campus. The SRP was an intensive eight-day program designed for students who did not meet criteria for promotion because they failed two or more core courses during the regular school year.¹

Second, the high school Credit-Recovery Program (CRP) provided opportunities at 10 campuses across the district for students to recover up to one full credit for failed high school courses. Sites also offered from two to six accelerated courses. Three sites served as training centers for Compass and Teach For America (TFA) alternative certification interns.

Third, the Summer Achievers Academy (SAA) was a full-day program designed for PK through grade eight students who could benefit from additional instruction and enrichment during the summer months to stem summer learning loss. The program began at five elementary schools and three middle schools during summer 2016; it continued with reduced capacity at three elementary schools and one middle school during summer 2017. Campus administrators and teachers recruited students to the program. Elementary school programs included core instruction in reading/language arts and mathematics. The middle school program provided instruction in reading/language arts, mathematics, science, and social studies. Big Thought,² a non-profit organization focusing on arts enrichment, provided a variety of activities for students during the afternoons. The activities included visual arts, culinary arts, dance, language arts, mathematics, athletics, and music. Each campus served as a training center for alternative certification interns affiliated with either the Dallas ISD Compass program³ or TFA.⁴

Third, the high school Credit-Recovery Program (CRP) provided opportunities at 10 campuses across the district for students to recover up to one full credit for failed high school courses. Sites also offered from two to six accelerated courses. Three sites served as training centers for Compass and TFA alternative certification interns.

Fourth, the Dallas ISD supported Public Consulting Group (PCG),⁵ Boys & Girls Clubs of Greater Dallas,⁶ and Big Thought in providing Extended Learning Three-Week Camps (ELTWC) at a total of 25 campuses (13 elementary schools and 12 middle schools) across the district. The programs offered a variety of academic and enrichment opportunities for students.

¹ As designated by the Dallas ISD Board of Trustees.

² For more information on Big Thought, see <https://www.bigthought.org/>.

³ For more information on Compass, see <https://www.dallasisd.org/Page/34047>.

⁴ For more information on Teach For America, see <https://www.teachforamerica.org/>.

⁵ For more information on Public Consulting Group, see <http://www.publicconsultinggroup.com/index.html>.

⁶ For more information on Boys & Girls Clubs of Greater Dallas, see <https://bgcdallas.org/>.

In addition, several district departments and campuses offered various summer programs. These programs were not directly supervised by the Summer Learning and Extended-Day Services (SLEDs) Department.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide program managers with context and outcome information for state reporting, program improvement, and strategic planning. It also serves as documentation of district efforts to provide summer learning opportunities and services for students at elementary school, middle school, and high school campuses, as well as of student efforts to be promoted to the next grade level or to recover course credits.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the amount of funding for the Summer Programs?

The Summer Learning and Extended-Day Services (SLEDs) Department estimated expenditures of \$1,291,587 for the SRP. Program managers estimated expenditures of \$975,519 for the SAA. The Dallas ISD expended approximately \$1,266,790 for the high school CRP and \$1,864,924 for the ELTWC at 25 elementary and middle schools. Finally, itinerant nurses for all summer programs cost \$138,965.

How was the Summer Readiness Program implemented?

Methodology

The evaluator reviewed the district Summer Learning Handbook and the policy of the Board of Trustees to determine student eligibility guidelines for participation in the SRP. Campus staff tracked attendance using an application developed by the district. Upon the conclusion of the SRP, program administrators provided attendance data. The evaluator merged these data with the student demographic file dated June 5, 2017. The evaluator then conducted descriptive and frequency analyses to determine student enrollment rates and demographic characteristics by race, sex, English language learner (ELL) status, special education status, and economically disadvantaged status, grouping by whether the student attended the SRP or not. Students not attending the SRP were labeled as 'regular school year only' students. For students who attended the SRP, the evaluator conducted frequency analyses to determine the number of students by grade level who were at risk for retention and the number who were attending for other reasons. Because the SRP took place at nearly all Dallas ISD elementary school campuses, overall attendance is presented in aggregate by grade level. Students who attended at least one day of the program for academic reasons (not exclusively because of STAAR reading or mathematics results) were included.

Results

Locations and Placement

Each district elementary school and middle school campus provided the SRP for its students to attend. Summer data controllers at each of the elementary school summer locations used student summer enrollment forms to develop class rosters and place students by program, grade level, and English language ability (general education or bilingual).

Program Characteristics

The Summer Learning handbook included student eligibility guidelines and was distributed to all elementary school and middle school campuses with a basis for determining which students should participate in the SRP. Eligibility guidelines included:

- Students in grade one who were considered for retention when grade-level objectives were not mastered, especially in language arts and mathematics (parental permission was required for student retention);
- Students in grades two through five who had an overall report card average of 70 or above but received less than 70 in two or more of the following areas: reading/language arts, mathematics, science, or social studies;
- Students in grades two through five who had an overall report card average below 70; and
- Grade six through grade eight students who failed at least two core courses (reading/language arts, mathematics, science, or social studies).

The SLEDS Department estimated that 10 percent of the students at each campus would qualify to attend the SRP. If fewer than 10 percent of the students met the criteria for attendance, other students, including PK and kindergarten students, were invited to fill unused available slots. The program took place at the same times and locations as the Student Success Initiative, which offered test preparation for grade five and grade eight students prior to the third administration of the *State of Texas Assessments of Academic Readiness* reading and mathematics subtests. Several students attended the SRP both because they met local eligibility guidelines (failed courses) and because they did not meet grade level on the STAAR.

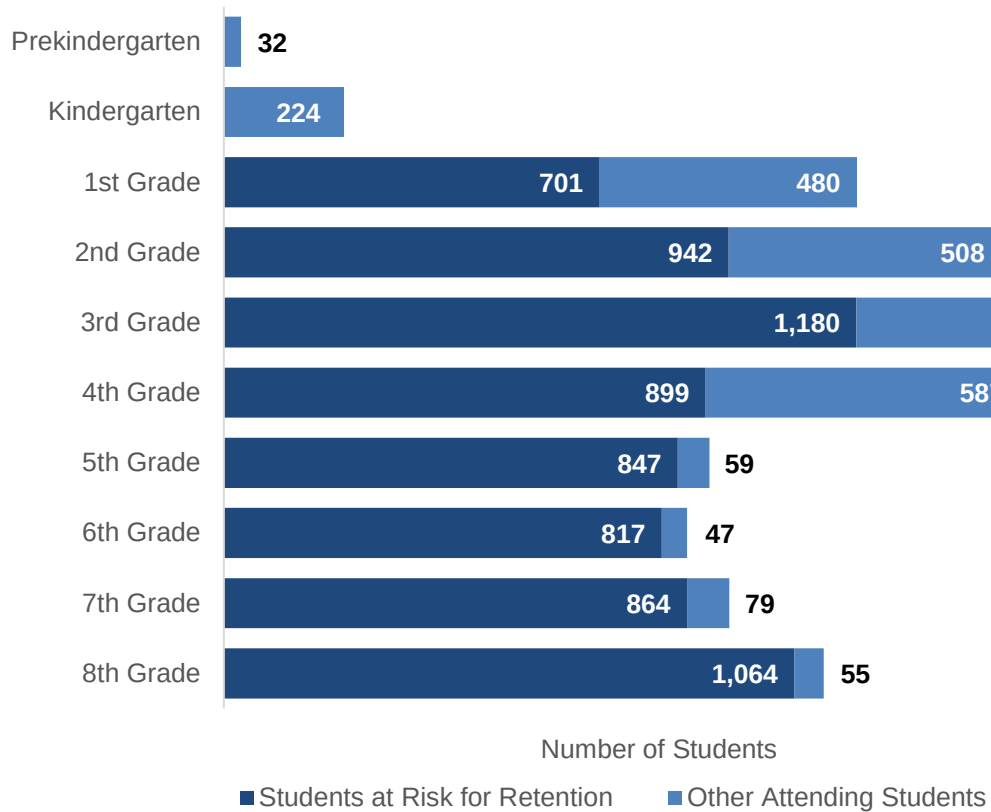
Each elementary school and middle school campus hosted qualifying students from that school. To be promoted to the next grade, students were required to attend all eight days of the SRP, beginning on June 5 and ending on June 15 (two weeks, Monday through Thursday). The elementary school program met from 8:00 a.m. to 12:00 p.m. and the middle school program met from 9:00 a.m. to 1:00 p.m. Campuses provided two courses each day; each course lasted approximately two hours. All students received breakfast in the classroom.

Demographics and Attendance

A total of 9,991 PK through grade eight students attended at least one day of the SRP. Most SRP students were required to attend to be promoted to the next grade level in fall 2017 ($n = 7,314$, 73%), while

27 percent ($n = 2,677$) were those who did not meet eligibility criteria but were invited to attend to fill class rosters. Figure 1 shows SRP attendance by grade level. Elementary school enrollment for grades one through five ranged from 906 grade five students to 1,786 grade three students. Middle school enrollment ranged from 864 grade six students to 1,119 grade eight students.

Figure 1: Summer 2017 Number of Students Attending the SRP by Grade ($N = 9,991$)



Source: Data retrieved from the Summer Learning Attendance Application on 8/17/17.

Note: SRP = Summer Readiness Program.

The demographic characteristics of the 7,065 elementary school students attending the SRP generally mirrored the characteristics of district students during the 2016-17 school year (see Table 1). Compared to students only enrolled during the regular school year, most SRP students were Hispanic ($n = 5,057$, 71.6%) or African American ($n = 1,711$, 24.2%). Male students (56.1% SRP; 51.3% regular school year only), English language learners (54.9% SRP; 50.4% regular school year only), special education students (10.0% SRP; 7.9% regular school year only), and economically disadvantaged students (93.0% SRP; 89.0% regular school year only) were slightly over-represented in the SRP.

Table 1: Summer 2017 Elementary School SRP Students and Regular School Year Only Student Demographics

Demographic Variable	Summer Readiness Program (N = 7,065)		Regular School Year Only (N = 86,352)	
	n	%	n	%
Race				
Asian	101	1.4	1,156	1.3
African American	1,711	24.2	19,797	22.9
Hispanic	5,057	71.6	60,153	69.7
American Indian/Alaska Native	20	0.3	253	0.3
Native Hawaiian/Pacific Islander	2	<0.1	31	<0.1
Two or More Races	35	0.5	620	0.7
White	139	2.0	4,342	5.0
Sex				
Female	3,104	43.9	42,056	48.7
Male	3,961	56.1	44,296	51.3
English Language Learner				
Yes	3,882	54.9	43,538	50.4
No	3,183	45.1	42,814	49.6
Receives Special Education Services				
Yes	708	10.0	6,798	7.9
No	6,357	90.0	79,554	92.1
Economically Disadvantaged				
Yes	6,573	93.0	76,829	89.0
No	492	7.0	9,523	11.0

Source: Data retrieved from the Summer Learning Attendance Application on 8/17/17. Demographic data from the district demographic file from 6/5/17. SRP students are not included in the “regular school year only” student counts.

Note: SRP = Summer Readiness Program. Some percentages may not add to 100 due to rounding.

Table 2 shows that the demographic characteristics of the 2,926 middle school students attending the SRP generally mirrored the characteristics of students enrolled only during the regular 2016-17 school year. Most SRP students were Hispanic ($n = 2,092$, 71.5%) or African American ($n = 746$, 25.5%). SRP students were over-represented in two demographic categories when compared to students only attending during the regular school year: A larger proportion of the SRP attendees were African American (25.5%) than those attending during the regular school year only (21.8%), and a higher proportion of male students attended the SRP (67.3%) than were enrolled only during the regular school year (51.8%).

Table 2: Summer 2017 Middle School SRP Students and Regular School Year Only Student Demographics

Demographic Variable	Summer Readiness Program (N = 2,926)		Regular School Year Only (N = 31,448)	
	N	%	n	%
Race				
Asian	18	0.6	407	1.3
African American	746	25.5	6,859	21.8
Hispanic	2,092	71.5	22,588	71.8
American Indian/Alaska Native	4	0.1	73	0.2
Native Hawaiian/Pacific Islander	--	--	19	0.1
Two or More Races	12	0.4	189	0.6
White	54	1.8	1,313	4.2
Sex				
Female	956	32.7	15,166	48.2
Male	1,970	67.3	16,282	51.8
English Language Learner				
Yes	1,616	55.2	16,644	52.9
No	1,310	44.8	14,804	47.1
Receives Special Education Services				
Yes	295	10.1	2,860	9.1
No	2,631	89.9	28,588	90.9
Economically Disadvantaged				
Yes	2,629	89.8	28,109	89.4
No	297	10.2	3,339	10.6

Source: Data retrieved from the Summer Learning Attendance Application on 8/17/17. Demographic data from the district demographic file from 6/5/17. SRP students are not included in the “regular school year only” student counts.

Note: SRP = Summer Readiness Program. -- = no students in this category. Some percentages may not add to 100 due to rounding.

What were the results of the Summer Readiness Program?

Methodology

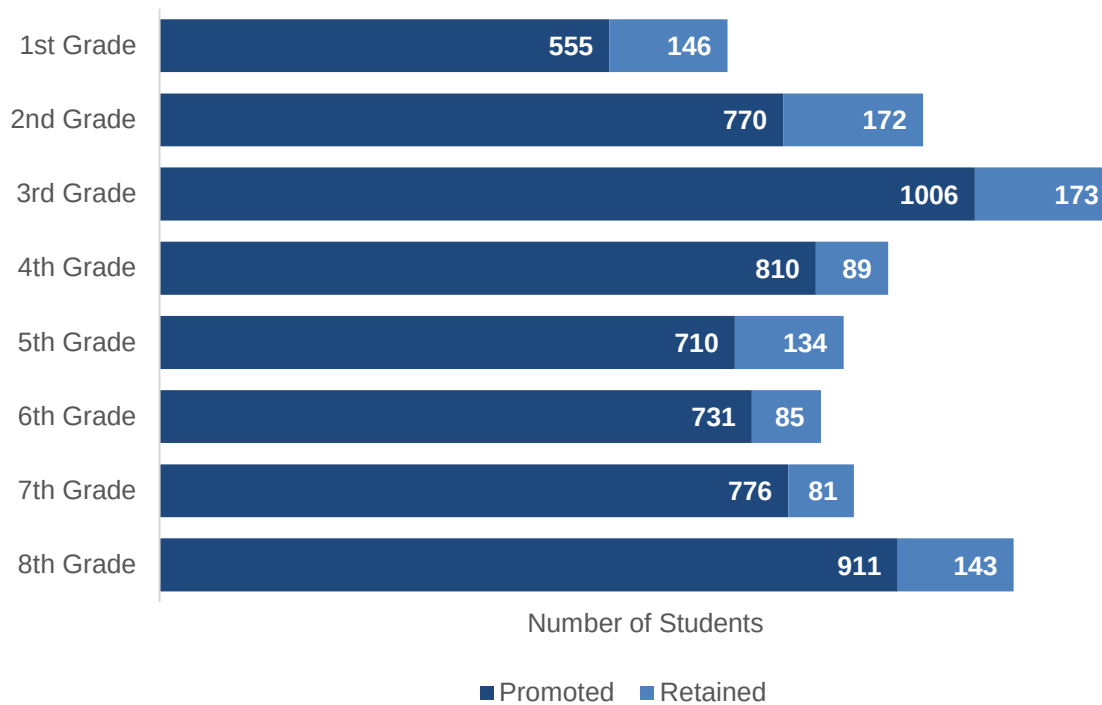
Matriculation data for students were obtained from the district student demographic file on September 11, 2017. Data were missing for 22 students. The evaluator conducted frequency analyses to determine the number of students required to attend the SRP⁷ who were promoted and retained, grouped by grade level.

Results

Overall, 6,269 of the grade one through grade eight students required to attend the program (85.9%) were promoted to the next grade at the beginning of the 2017-18 school year; 1,023 students were retained (14.0%). The number of students promoted and retained by grade level is shown in Figure 2.

⁷ Students in PK or kindergarten were not required to attend the SRP and are not included in promotion and retention data.

Figure 2: 2016-17 to 2017-18 SRP Promotion and Retention by Grade



Source: Data retrieved from the Summer Learning Attendance Application on 8/17/17 and merged with 2017-18 demographic data from 9/11/17.

Note: SRP = Summer Readiness Program. Includes only students required to attend the SRP. PK and kindergarten students were not required to attend the SRP. 22 students were missing 2017-18 grade level data and are excluded.

To pass a course, students must have attended all eight days of the program. Overall, promotion rates of SRP elementary school students ranged from 79.2 percent of grade one students to 90.1 percent of grade four students (see Table 3). Middle school promotion rates ranged from 86.4 percent of grade eight students to 90.5 percent of grade seven students. Nearly 82 percent ($n = 2,512$) of attending students were promoted to the next grade at the beginning of the 2017-18 school year despite not attending all eight days of the program, a rate nearly seven percent lower than for students who met the attendance criterion ($n = 3,757$, 88.9%). The promotion rates by grade for elementary school students attending fewer than eight days were all above 75 percent; the promotion rates for middle school students attending fewer than eight days were above 80 percent. Promotion rates for elementary school students who attended eight days were higher than 82 percent at each grade; the grade-level promotion rates for middle school students who attended eight days were all higher than 89 percent.

Table 3: 2016-17 to 2017-18 SRP Promotion Rates for Students by Attendance Criterion

Grade	Attended < 8 Days (N = 3,067)		Attended 8 Days (N = 4,225)		Overall % Promoted
	n	% Promoted	n	% Promoted	
1st	323	75.2	312	82.5	79.2
2nd	415	81.0	434	82.4	81.7
3rd	459	83.6	622	86.4	85.3
4th	365	90.1	481	90.1	90.1
5th	283	77.4	491	87.5	84.1
6th	372	80.4	432	97.3	89.6
7th	389	82.8	454	97.0	90.5
8th	461	82.4	531	89.5	86.4
Total	2,512	81.9	3,757	88.9	86.0

Source: Data retrieved from the Summer Learning Attendance Application on 8/17/17 and merged with 2017-18 grade-level data from 9/11/17.

Note: SRP = Summer Readiness Program. Includes only students required to attend the SRP. PK and kindergarten students were not required to attend the SRP and are not included. 22 students were missing grade-level data for the 2017-18 school year and are excluded.

What were the results of the High School Credit-Recovery Program?

Methodology

The evaluator consulted the Summer Learning Handbook to summarize program dates and operational details. Student attendance and demographic characteristics were extracted from the district summer data file on July 27, 2017. These data were merged with the district demographic file from June 5, 2017. The evaluator then conducted descriptive and frequency analyses to determine student CRP attendance rates and demographic characteristics by race, sex, English language learner (ELL) status, special education status, and economically disadvantaged status, grouping by whether the student attended the CRP or not. Students not attending the CRP were labeled as 'regular school year only' students.

The evaluator received a summer student course performance data file on July 27, 2017. The evaluator used descriptive statistics to calculate the average final exam score and coursework grade for all students enrolled in each course. Additionally, the evaluator used descriptive statistics to calculate course passing rates.

Results

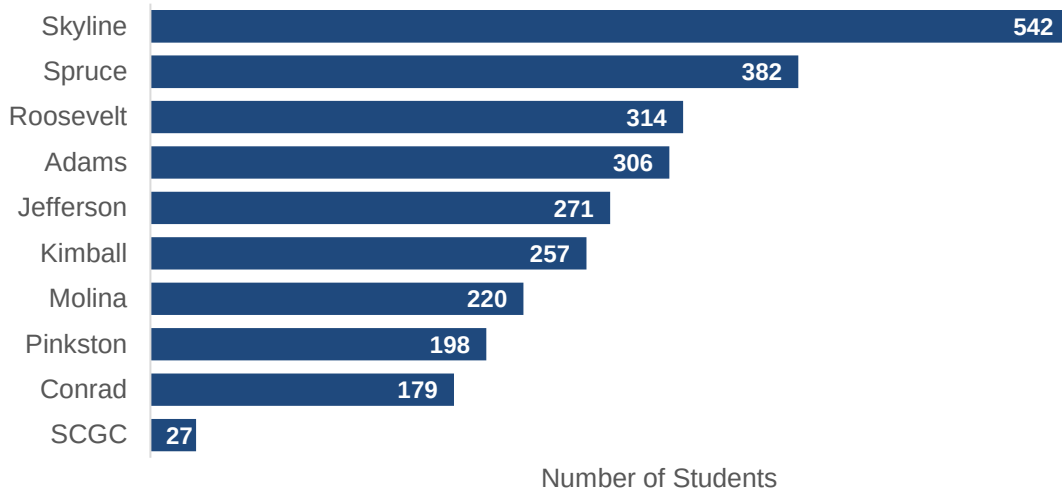
Program Description

Nine comprehensive high school campuses and one alternative campus offered the high school CRP, providing students opportunities to recover or gain up to one full credit. Students were required to attend 17 of the 19 instructional days and take an ACP to pass a course. Final course grades were calculated as 85 percent coursework grade and 15 percent ACP score. The program operated four hours per day from June 26 to July 27, Monday through Thursday. Classes at Bryan Adams High School provided practicum opportunities for alternative certification interns with TFA and the Dallas ISD Compass program.

Attendance and Demographics

A total of 2,696 students attended at least one day of the high school CRP. As shown in Figure 3, the fewest students attended the program offered at the alternative campus, the School Community Guidance Center (SCGC). Attendance at comprehensive high schools ranged from 179 at Conrad HS to 542 at Skyline HS.

Figure 3: Summer 2017 High School CRP Attendance by Campus (N = 2,696)



Source: Data retrieved from the district's summer data file from 7/27/17.

Note: CRP = Credit-Recovery Program. SCGC = School Community Guidance Center.

The demographic characteristics of CRP students generally mirrored those of Dallas ISD students only attending during the regular school year (see Table 4). African American CRP students (30.2%) were over-represented in the CRP compared to those who only attended during the regular school year (22.9%). Most other racial groups were underrepresented in the CRP. A greater proportion of male students attended the program (62.0%) compared to students only enrolled during the regular school year (49.6%).

Table 4: Summer 2017 High School CRP and Regular School Year Only Student Demographics

Demographic Variable	Credit-Recovery Program (N = 2,694)*		Regular School Year Only (N = 42,842)	
	n	%	n	%
Race				
Asian	13	0.5	703	1.6
African American	813	30.2	9,819	22.9
Hispanic	1,788	66.3	29,645	69.2
American Indian/Alaska Native	4	0.1	124	0.3
Native Hawaiian/Pacific Islander	2	0.1	38	0.1
Two or More Races	6	0.2	212	0.5
White	68	2.5	2,296	5.4
Not Available	--	--	5	<0.1
Sex				
Female	1,025	38.0	21,588	50.4
Male	1,669	62.0	21,254	49.6
English Language Learner				
Yes	1,084	40.2	14,527	33.9
No	1,610	59.8	28,315	66.1
Receives Special Education Services				
Yes	369	13.7	3,722	8.7
No	2,325	86.3	39,120	91.3
Economically Disadvantaged				
Yes	2,417	89.7	33,242	77.6
No	277	10.3	9,600	22.4

Source: Data retrieved from the district summer data file on 7/27/17 and merged with the student demographic data file from 6/5/17. CRP students are not included in the "regular school year only" student counts.

Note: CRP = Credit-Recovery Program. *Data were not available for two students. Some percentages may not add to 100 due to rounding.

Course Performance

Summer *ACP* exam scores were lower than course grades in every course. Average *ACP* scores ranged from 59.4 on the U.S. Government exam to 87.5 on the Communications Applications exam (see Table 5). High school course passing rates were generally high, ranging from 78.6 percent for first-semester English IV to 100.0 percent for second-semester Math Models. All CRP students passed the second-semester Math Models and first-semester Pre-Calculus courses.

Table 5: Summer 2017 High School CRP ACP and Course Results by Subject

Course Semester	Mean ACP Score	Mean Overall Grade	Course Passing Rate (%)
Algebra I			
Semester 1 (n=287)	65.8	83.0	91.3
Semester 2 (n=302)	68.2	80.0	85.8
Algebra II			
Semester 1 (n=139)	71.2	84.2	91.4
Semester 2 (n=162)	73.3	83.4	88.3
Biology			
Semester 1 (n=229)	73.0	83.6	91.7
Semester 2 (n=246)	69.1	81.3	86.2
Chemistry			
Semester 1 (n=167)	71.0	81.8	85.0
Semester 2 (n=206)	69.4	82.7	91.7
Communication Applications			
One Semester (n=28)	87.5	93.7	96.4
Economics			
One Semester (n=57)	65.7	86.8	96.5
English I			
Semester 1 (n=298)	68.3	79.7	89.6
Semester 2 (n=338)	73.9	79.4	88.2
English II			
Semester 1 (n=171)	72.7	84.3	93.0
Semester 2 (n=219)	71.9	82.2	92.2
English III			
Semester 1 (n=103)	72.2	82.4	95.1
Semester 2 (n=117)	67.7	81.2	90.6
English IV			
Semester 1 (n=28)	73.6	85.6	78.6
Semester 2 (n=73)	73.6	84.2	97.3
Geometry			
Semester 1 (n=206)	73.2	81.9	95.1
Semester 2 (n=275)	69.9	81.3	85.8
Health Education			
One Semester (n=38)	81.5	91.7	92.1
Math Models			
Semester 1 (n=12)	71.6	87.7	91.7
Semester 2 (n=18)	70.9	85.7	100.0
Physics			
Semester 1 (n=121)	67.3	81.9	90.1
Semester 2 (n=175)	71.3	80.3	91.4
Pre-Calculus			
Semester 1 (n=20)	71.9	85.6	100.0
Semester 2 (n=31)	77.7	86.0	87.1
U.S. Government			
One Semester (n=70)	59.4	82.7	87.1
U.S. History			
Semester 1 (n=129)	70.7	83.6	93.0
Semester 2 (n=100)	71.6	83.7	91.0
World Geography			
Semester 1 (n=113)	71.6	84.7	94.7
Semester 2 (n=145)	70.4	85.2	90.3
World History			
Semester 1 (n=89)	67.7	83.3	83.1
Semester 2 (n=122)	70.5	85.6	88.5

Source: ACP scores and course grades retrieved from the district's summer data files on 7/27/17.

Note: CRP = Credit Recovery Program. ACP = Assessment of Course Performance. Students could have enrolled in more than one course.

How was the Summer Achievers Academy implemented?

Methodology

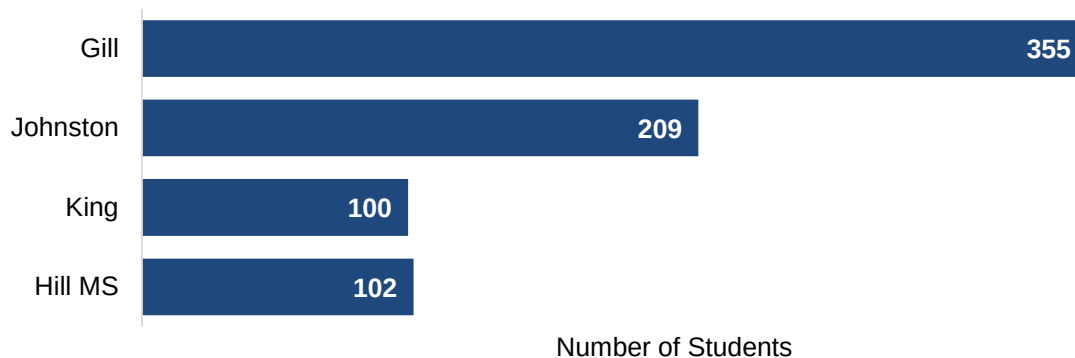
The evaluator extracted student attendance information from the district Summer Learning Attendance Application on August 17, 2017. These data were merged with student demographic data from June 5, 2017, the end of the regular school year. Frequency and crosstab analyses were conducted to determine attendance by campus and to determine overall demographic characteristics (race, sex, English language learner (ELL) status, special education status, and economically disadvantaged status) for SAA students and for students who were only in attendance during the 2016-17 school year.

Results

Attendance and Demographics

Overall, 766 students attended at least one day of the SAA ($n = 664$ elementary school; $n = 102$ middle school), fewer than the 1,772 ($n = 1,517$ elementary school; $n = 255$ middle school) who attended during the previous summer (Mickelson & Rapini, 2016). More students attended Gill Elementary School ($n = 355$) than other campuses with attendance ranging from 100 to 209 attending students (see Figure 4).

Figure 4: Summer 2017 SAA Attendance by Campus ($N = 766$)



Source: Data retrieved from the district Summer Learning Attendance Application on 8/17/17.

Note: SAA = Summer Achievers Academy.

The demographic characteristics of kindergarten through grade eight students attending the SAA generally mirrored the characteristics of students who only attended during the 2016-17 school year (see Table 6). However, a greater proportion of the elementary school and middle school SAA students were African American (33.3%) than those who only attended during regular school year (24.2%). Additionally, compared to those who only attended during the regular school year, more SAA students were female (51.1% SAA; 48.5% regular school year only) and economically disadvantaged (90.8% SAA; 80.6% regular school year only).

Table 6: Summer 2017 SAA and Regular School Year Only Student Demographics

Demographic Variable	Summer Achievers Academy (N = 765)*		Regular School Year Only (N = 124,985)	
	n	%	n	%
Race				
Asian	5	0.4	1,697	1.4
African American	255	33.3	30,277	24.2
Hispanic	471	61.6	84,979	68.0
American Indian/Alaska Native	2	0.3	347	0.3
Native Hawaiian/Pacific Islander	0	0.0	72	0.1
Two or More Races	7	0.9	949	0.8
White	25	3.3	6,663	5.3
Not Available	--	--	1	<0.1
Sex				
Female	391	51.1	60,572	48.5
Male	374	48.9	64,413	51.5
English Language Learner				
Yes	351	45.9	60,295	48.2
No	414	54.1	64,690	51.8
Receives Special Education Services				
Yes	63	8.2	10,571	8.5
No	702	91.8	114,414	91.5
Economically Disadvantaged				
Yes	695	90.8	100,734	80.6
No	70	9.2	24,251	19.4

Source: Student data received from the Summer Learning and Extended-Day Services Department on 9/19/17. District demographic data file from 6/5/17. SAA students are not included in the “regular school year only” student counts.

Note: SAA = Summer Achievers Academy. *One SAA student was missing demographic data and is not included. Some percentages may not add to 100 due to rounding.

What were the results of the Summer Achievers Academy?

The evaluator used several methods to assess aspects of the SAA. Observers visited campuses and classrooms to record information on campus conditions, classroom conditions, and classroom activities. Daily student attendance was compared across campuses. Students, training teachers, mentor teachers, and enrichment instructors completed surveys assessing their perceptions of student and teacher experiences. Lastly, the evaluator analyzed pre-program and post-program social-emotional ratings of students.

Methodology

Evaluator Observations

The evaluator developed checklists to assess campus environments and operations. On June 26 (the first day of the program) a team of observers completed first-day checklists at all eight SAA campuses. Elementary school campus observations began at 7:30 a.m. and middle school campus observations began at 8:30 a.m. The evaluator calculated the frequency of responses across the four sites.

In addition, observers conducted academic classroom observations between June 28 and July 19. The observation instrument required observers to complete general items immediately upon entering the

classroom (e.g., grade, number of students, classroom environment), and then to respond to a series of items about classroom activities. Each observation period lasted approximately 15 minutes. Evaluators observed 28 elementary school and 9 middle school academic classrooms across the four SAA sites. During the afternoon sessions, evaluators visited 26 elementary school and 9 middle school enrichment classrooms. The evaluator conducted frequency analyses of the first-day and classroom observation data to determine the frequency with which each response was selected for each observation instrument item.

Student Attendance

SAA attendance data was collected by the SLEDS Department and provided to the evaluator on September 19, 2017. Three of the four campuses did not record attendance for at least two program days. The evaluator used descriptive statistics to determine attendance rates by day for each campus.

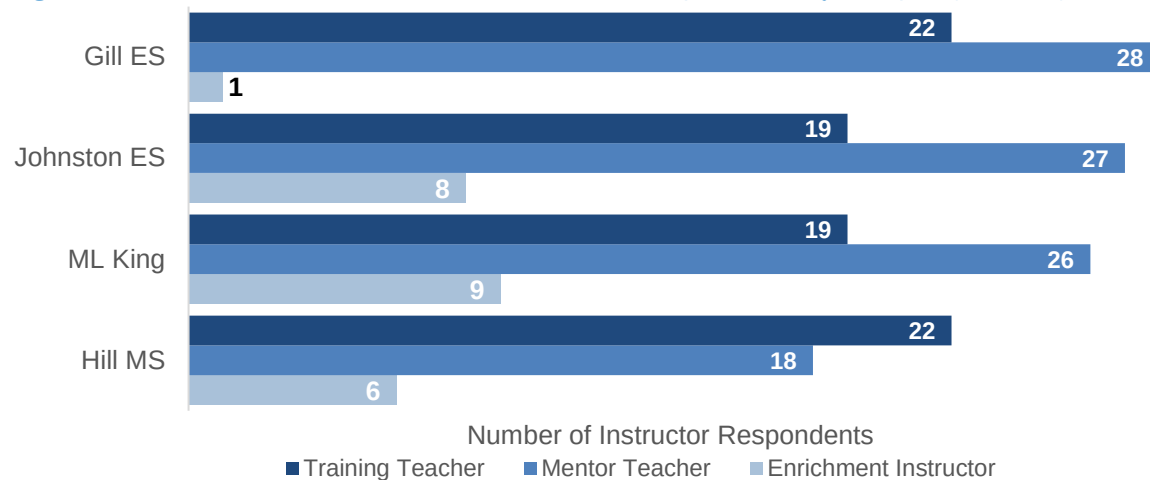
Student Survey

Big Thought conducted a paper survey of 315 grade two through grade eight students during the last weeks of the program. The surveys assessed student experiences and perceptions of the adults they encountered during participation in the program. Students completed the surveys during enrichment classes. Big Thought completed all data entry and provided the evaluator with data on September 25, 2017. The evaluator conducted frequency analyses to determine the rate of positive student perceptions of their experiences during the SAA.

Mentor, Training Teacher, and Enrichment Instructor Surveys

Mentor teachers, training teachers, and enrichment instructors at each SAA campus completed an online survey from July 19 to July 30, the last week of the program and immediately after its completion. The surveys assessed instructor experiences and perceptions of student experiences. As shown in Figure 5, 82 training teachers, 99 mentor teachers, and 24 enrichment instructors completed the surveys.

Figure 5: Summer 2017 Number of SAA Instructor Respondents by Campus ($n = 205$)



Source: Training teacher, mentor teacher, and enrichment instructor surveys administered July 2017.

Note: SAA = Summer Achievers Academy.

Social-Emotional Learning

During the last two weeks of the 2016-17 regular school year, social studies teachers completed the *Devereaux Student Strengths Assessment-Mini (DESSA-Mini)* for 222 students (196 elementary school and 26 middle school). SAA enrichment instructors completed the *DESSA-Mini* for 474 students (388 elementary school and 86 middle school) at the end of the summer program. Big Thought supplied all copies of the *DESSA-Mini* and completed all data entry. Pre-program assessment data were received by the evaluator on June 19, 2017, and the post-program data were received on September 25, 2017. The *DESSA-Mini* converts student ratings to *T* scores to place students into one of three social-emotional categories: Students scoring 40 or below (needs instruction), students scoring 41-59 (typical), and students scoring 60 and above (strength; Lebuffe, Shapiro, & Naglieri, 2009). The interpretations of pre- and post-program differences are limited due to the low number of middle school students with completed assessments at both time points and different raters completing the pre- and post-program assessments.

The evaluator conducted frequency and crosstab analyses to determine the percentage of students at each social-emotional category by grade level (i.e., elementary school, middle school)⁸ in three separate analyses. First, the evaluator determined the percentage of pre-tested students who were rated in each category. Second, the evaluator determined the percentage of post-tested students who were rated in each category. Third, the evaluator identified the students who were both pre- and post-tested, and calculated the percentage of students who were rated in each category on both the pre- and post-test. For these students with both a pre- and post-test, the evaluator used paired-samples *t* tests to compare the social-emotional competence of students before and after the summer program. For any statistically significant differences, Cohen's *d* was used to examine practical significance.⁹

Results

Evaluator Observations

First-Day Checklist. The frequencies of evaluator ratings of campus conditions and general preparedness are presented in Figure 6. During summer 2016, buses arrived late to the SAA sites and delayed instruction time (Mickelson & Rapini, 2016). In summer 2017, buses were not late but arrived without students at two sites. One site had seven buses arrive without students.

At three of the four sites, parents were waiting to complete the forms necessary to enroll their students; however, processing the paperwork was organized and efficient at each site. Sites also had different procedures for delivering breakfast. One site delivered breakfast to the students while they were in the classrooms. At another site, students ate breakfast in the cafeteria before going to the classroom. At a third site, students lined up in the hallways to pick up breakfast and take it to the classrooms; this method seemed to be the least efficient because students sometimes dropped lunches or blocked hallways.

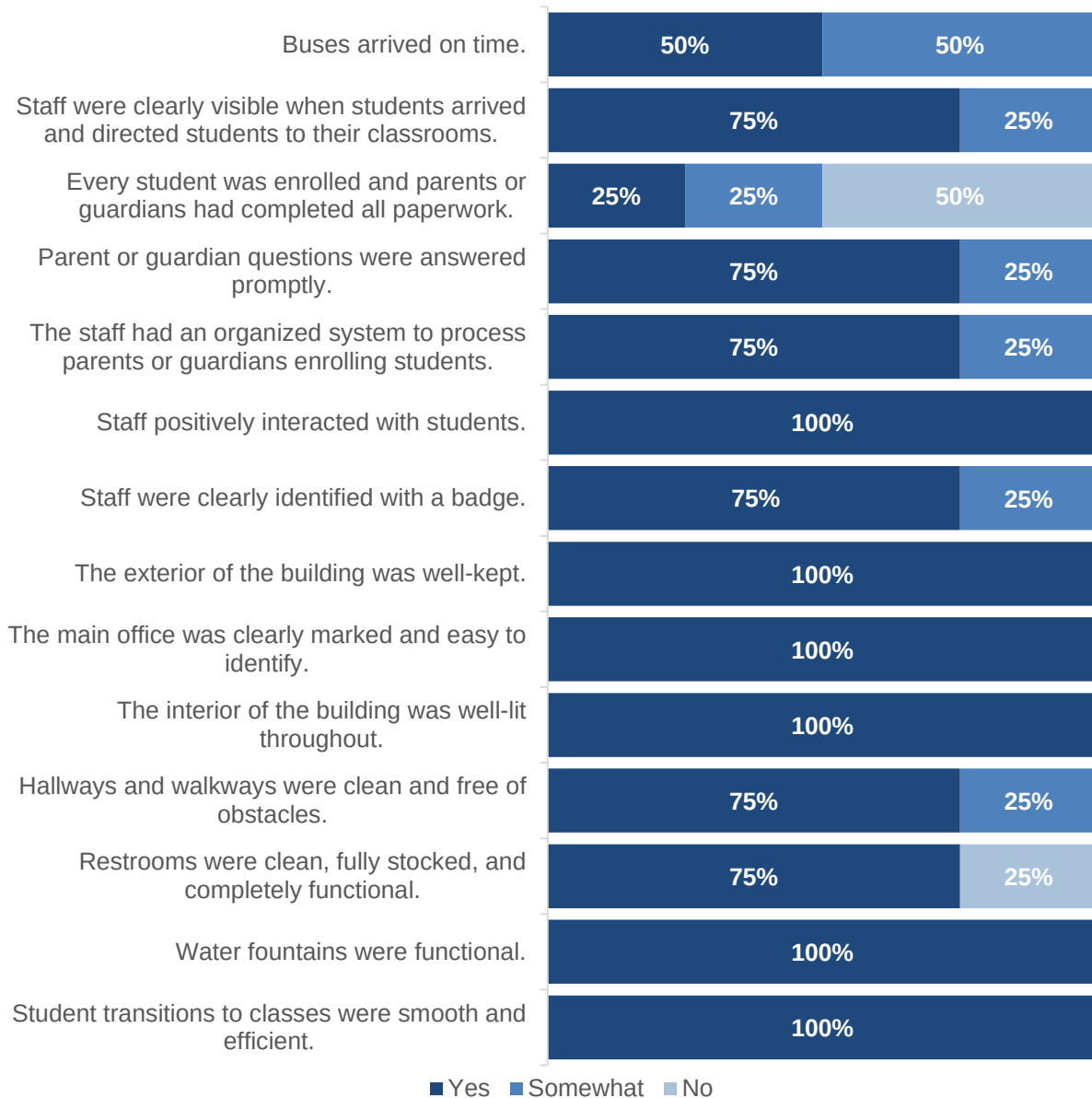
⁸ Because the elementary school program placed students in larger classes than the middle school program, analyses were conducted separately by campus level.

⁹ Cohen's *d* is a measure of effect size and is indicative of practical significance. A small effect size is .20, medium is .50, and large is .80 (Cohen, 1988).

Interactions among staff, students, and parents were positive. Observers noted that staff members were outside each campus directing students into the building. At one site, the principal and other administrators stood outside to greet students with high fives and smiles.

All observers found the SAA sites to be clean and welcoming for students. Lights were operational, the temperatures were comfortable, hallways were not obstructed, and the main offices were easy to locate. However, one site had no soap in any of the dispensers in the restroom.

Figure 6: Summer 2017 SAA First-Day Checklist

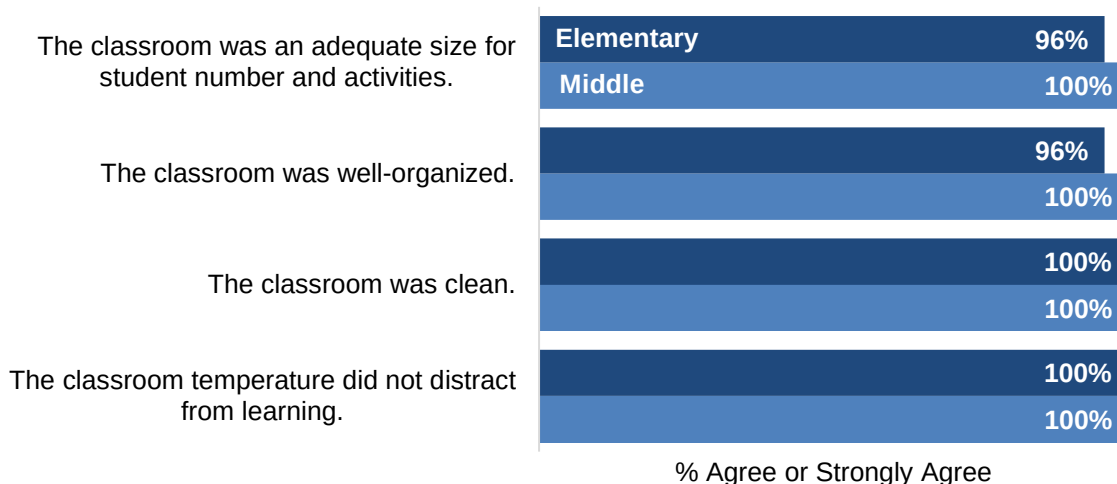


Source: First-day observations conducted on 6/26/17.

Note: SAA = Summer Achievers Academy. Data are for three elementary school sites and one middle school site.

Academic Classroom Observations. The percentages of classrooms rated positively (agree or strongly agree) on each classroom condition item are shown in Figure 7. Elementary school and middle school classrooms were in excellent condition, overall.

Figure 7: Summer 2017 SAA Academic Classroom Conditions



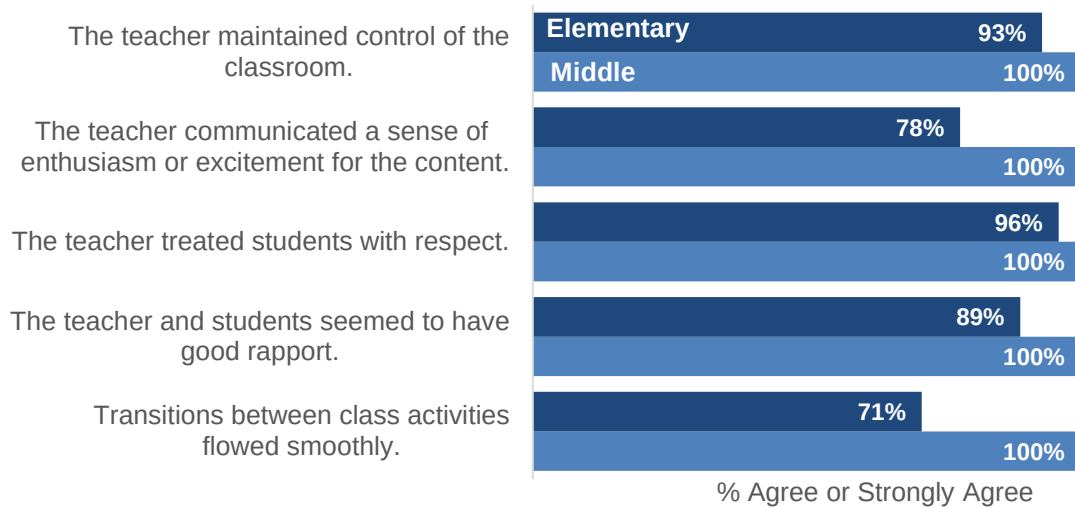
Source: Academic classroom observations conducted from 6/28/17 to 7/19/17.

Note: SAA = Summer Achievers Academy. Data are for 25 elementary school and 9 middle school academic classrooms across four sites.

At elementary school SAA campuses, evaluators observed mathematics instruction in 39 percent of the classrooms and reading/language arts instruction in 61 percent of the classrooms. Nearly 54 percent of the classrooms incorporated bilingual instruction. Teachers had adequate resources available to deliver instruction in every observed classroom. The percentages of observations rated positively (agree or strongly agree) are shown in Figure 8. Observers indicated that teachers treated students with respect and maintained control in most classrooms. The transitions between activities flowed smoothly in the majority of classrooms.

At middle school SAA campuses, evaluators observed science, mathematics, and reading/language arts instruction in three classrooms each across the nine classrooms. No social studies lessons were observed. All observers rated positively (agree or strongly agree) that middle school teachers treated students with respect, had a good rapport with students, were enthusiastic about enrichment content, maintained control of the classroom, and transitions between activities flowed smoothly.

Figure 8: Summer 2017 SAA Academic Classroom Activities



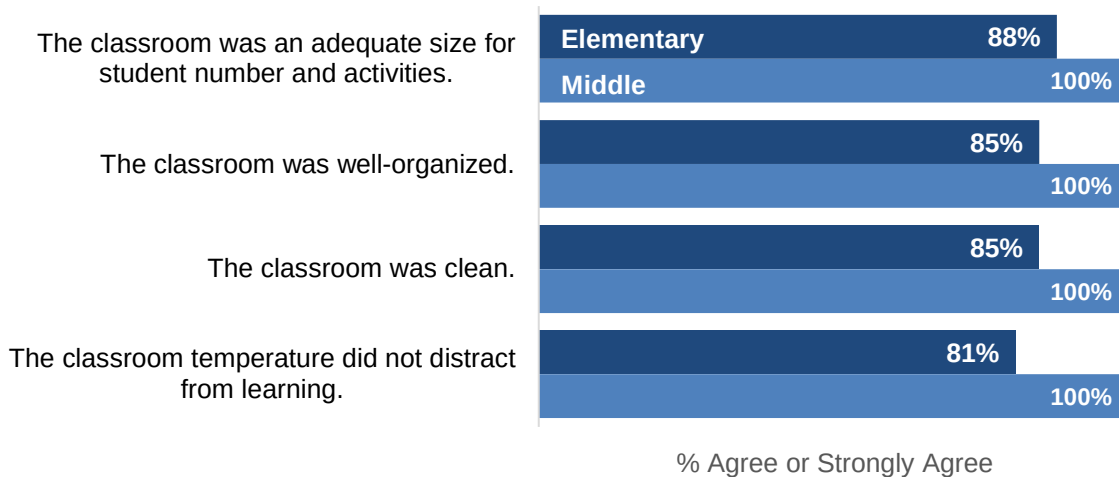
Source: Academic classroom observations conducted 6/28/17 to 7/19/17.

Note: SAA = Summer Achievers Academy. Data are for 29 elementary school and 9 middle school academic classrooms across four sites.

Most to all students were engaged in 91.9 percent of the elementary school and middle school SAA academic classrooms.

Enrichment Activity Observations. The percentages of enrichment classroom conditions rated positively (agree or strongly agree) are shown in Figure 9. At least 81 percent of elementary school classrooms and all middle school classrooms were of adequate size, well-organized, clean, and at a comfortable temperature.

Figure 9: Summer 2017 SAA Enrichment Classroom Conditions



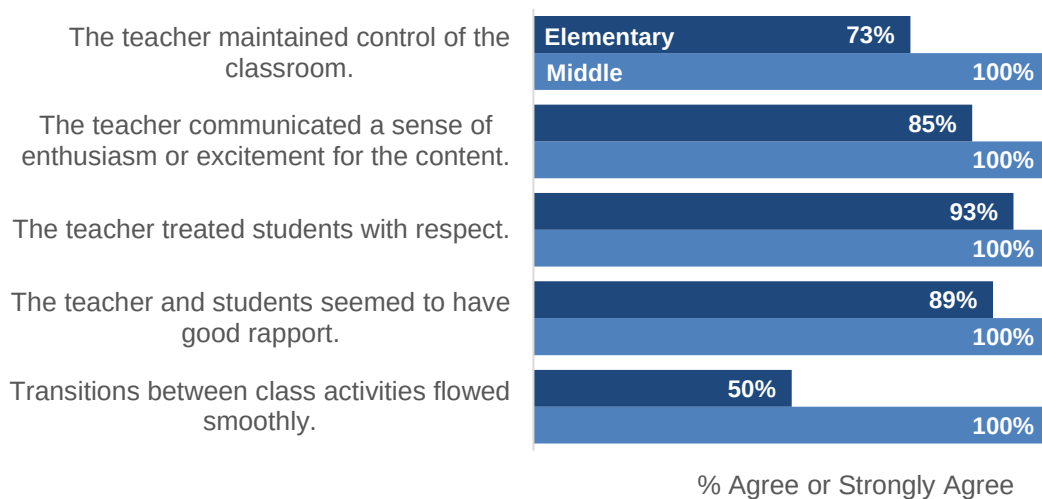
Source: Enrichment classroom observations conducted 6/28/17 to 7/18/17.

Note: SAA = Summer Achievers Academy. Data are for 26 elementary school and 9 middle school classrooms across four sites.

At elementary school SAA campuses, evaluators observed enrichment lessons in visual arts, culinary arts, dance, language arts, mathematics, athletics, and music. Instructors had adequate resources available to deliver instruction in every observed classroom. The percentages of enrichment activities rated positively (agree or strongly agree) are shown in Figure 10. At least 73 percent of the observed instructors treated students with respect, had a good rapport with students, were enthusiastic about enrichment content, and maintained control of the classroom. Observers were less likely to agree that transitions flowed smoothly between activities (50%). The enrichment instructors maintained control of the classroom during 73 percent of the observations.

At the middle school campus, evaluators observed enrichment activities such as visual arts, culinary arts, dance, drama, athletics, music, and robotics. All observers rated positively (agree or strongly agree) that middle school instructors treated students with respect, had a good rapport with students, were enthusiastic about enrichment content, maintained control of the classroom, and transitions between activities flowed smoothly. Instructors had the resources necessary to deliver instruction in every classroom.

Figure 10: Summer 2017 SAA Enrichment Classroom Activities



Source: Enrichment classroom observations conducted 6/28/17 to 7/18/17.

Note: SAA = Summer Achievers Academy. Data are for 26 elementary school and 9 middle school classrooms across four sites.

Observers reported that most or all students were engaged in 88.6 percent of the elementary school classrooms, and all middle school classrooms (see Table 7).

Table 7: Summer 2017 Student Engagement in SAA Enrichment Classes

Item	Grade Level	None		Some		Half		Most		All	
		n	%	n	%	n	%	n	%	n	%
What proportion of the students are engaged in the activity/lesson?	Elementary	1	3.8	1	3.8	1	3.8	11	42.4	12	46.2
	Middle	--	--	--	--	--	--	--	--	9	100.0

Source: Enrichment classroom observations conducted 6/28/17 to 7/18/17.

Note: SAA = Summer Achievers Academy. -- = Indicates no students in this category.

Student Attendance

SAA attendance is reported in Table 8. Gill Elementary School, the largest elementary school SAA site ($n = 355$), did not record attendance during the first week of the program. Gill, along with Johnston Elementary School and Hill Middle School, did not record attendance on days when the students took field trips. Only Martin Luther King, Jr. Learning Center recorded attendance on each day of the program. This lack of data prohibited further analyses. Attendance trends differed by site. Students attended Hill MS at low rates during the first week of the program, then more steadily as the program progressed. In contrast, elementary school sites had higher attendance rates earlier in the program.

Table 8: Summer 2017 Percentage of SAA Students Attending Daily by Campus ($N = 766$)

Date	Hill MS ($n = 102$)	Gill ES ($n = 355$)	Johnston ES ($n = 209$)	MLK ES ($n = 100$)
June 26	15.7	--	73.7	57.0
June 27	18.6	--	72.7	73.0
June 28	18.6	--	74.6	76.0
June 29	56.9	--	85.2	73.0
July 5	67.6	76.6	73.2	91.0
July 6	77.5	82.8	--	66.0
July 10	76.5	74.9	62.7	68.0
July 11	--	77.7	56.0	66.0
July 12	76.5	79.4	55.5	50.0
July 13	62.7	--	54.1	61.0
July 17	71.6	68.7	46.4	39.0
July 18	70.6	71.3	43.1	59.0
July 19	77.5	76.1	77.5	83.0
July 20	53.9	60.8	--	39.0
July 24	--	--	27.3	44.0
July 25	60.8	67.9	34.9	47.0
July 26	53.9	67.0	31.6	46.0
July 27	53.9	55.5	36.8	55.0

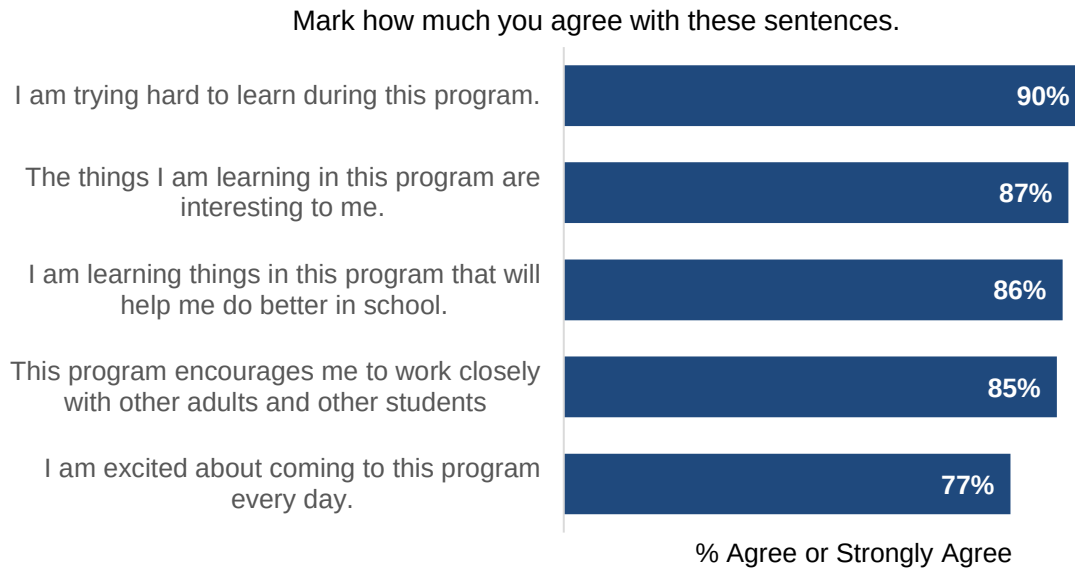
Source: Data received from the Summer Learning and Extended-Day Services Department on 9/19/17.

Note: SAA = Summer Achievers Academy. -- = No attendance data were available. Attendance was not recorded at Gill Elementary for the first week of the program. Hill Middle, Gill Elementary, and Johnston Elementary Schools did not record attendance on field trip days.

Student Survey

Big Thought surveyed SAA students during the last week of the program to assess attitudes toward the SAA. Positive responses (agree and strongly agree) are shown in Figure 11. At least 77 percent of the students agreed that they were excited to come to the program every day, they were encouraged to work with other adults and students, they were learning things that were interesting and would help them do better in school, and that they were trying hard to learn during the SAA.

Figure 11: Summer 2017 SAA Student Survey Program Reflection (N = 289)

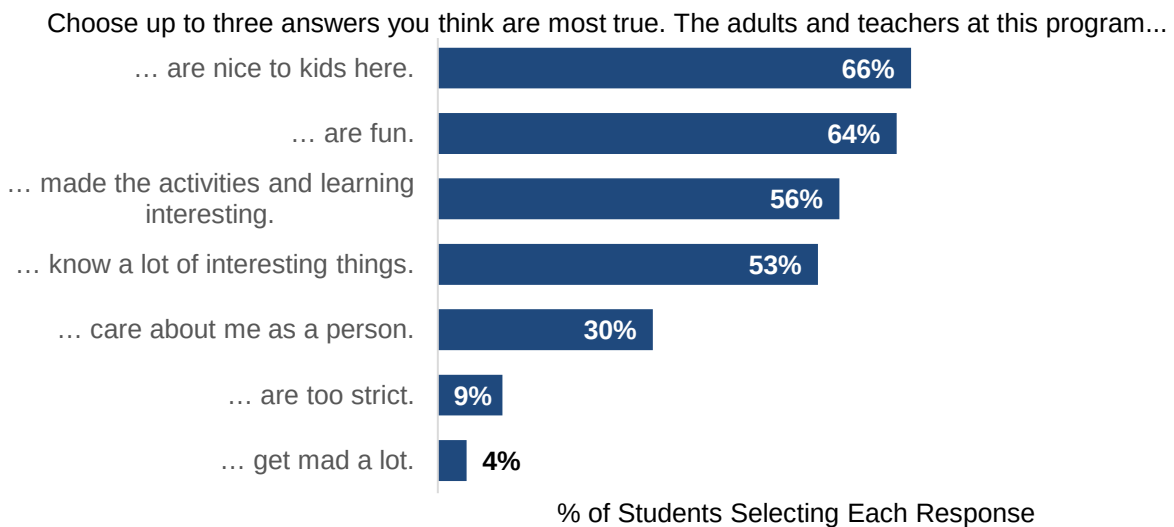


Source: SAA student survey administered July 2017, received from Big Thought on 9/25/17.

Note: SAA = Summer Achievers Academy. Elementary school and middle school student responses are combined.

Students were asked to select up to three characteristics that they thought were most true about the teachers and other adults at the SAA. The percentage of students choosing each response is represented in Figure 12. The highest percentages of students indicated that the adults were nice to the kids at the program (66%) and were fun (64%). Students least frequently indicated that the adults were too strict (9%) and that the adults got mad a lot (4%).

Figure 12: Summer 2017 SAA Student Survey Adult Characteristics (N = 297)



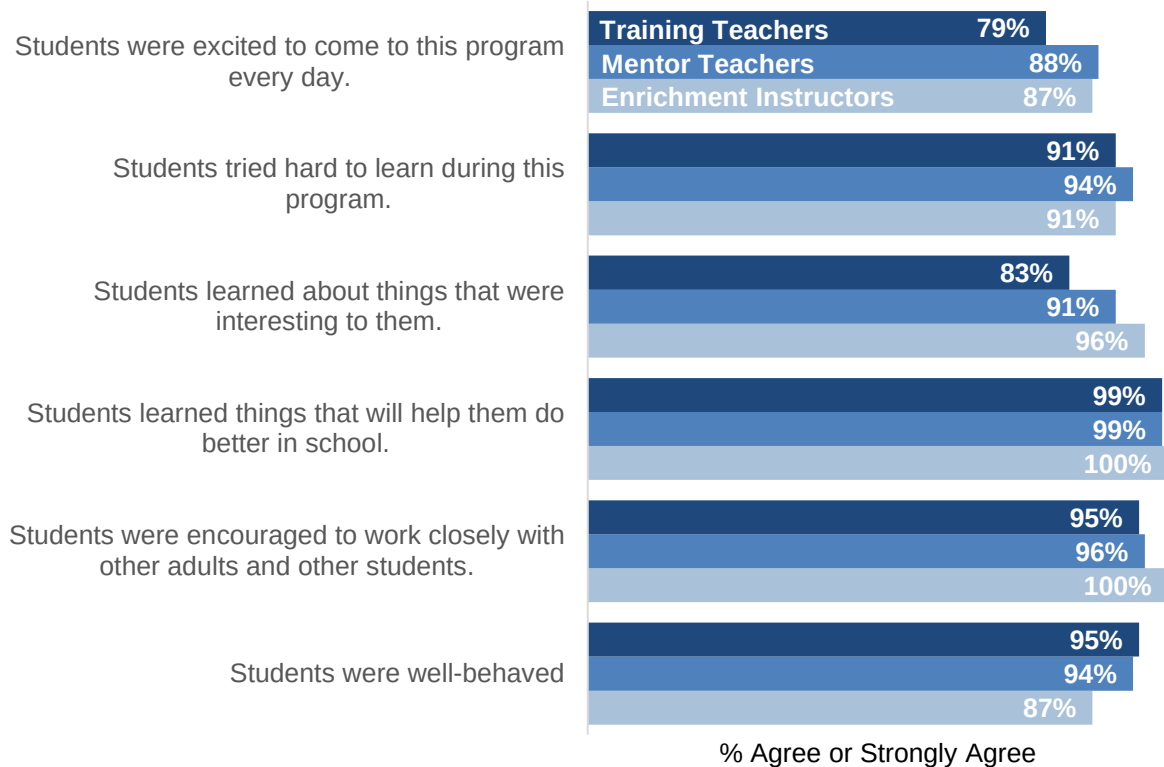
Source: SAA student survey administered in July 2017 and received from Big Thought on 9/25/17.

Note: SAA = Summer Achievers Academy. Students could select up to three responses. Elementary school and middle school student responses are combined.

Mentor Teacher, Training Teacher, and Enrichment Instructor Surveys

Figure 13 indicates the percentage of teachers or instructors who responded positively (agreed or strongly agreed) to student-focused survey items. Response percentages were comparable across teacher types for most items. However, fewer training teachers (79%) felt that students were excited to come to school every day compared to mentor teachers (88%) and enrichment instructors (87%). Higher percentages of training teachers and mentor teachers indicated that students were well behaved (95% and 94%, respectively) than enrichment instructors (87%). Enrichment instructors (96%) and mentor teachers (91%) were more likely than training teachers (83%) to say that students learned about things that were interesting to them during the program.

Figure 13: Summer 2017 SAA Instructor Survey: Student-Focused Item Responses

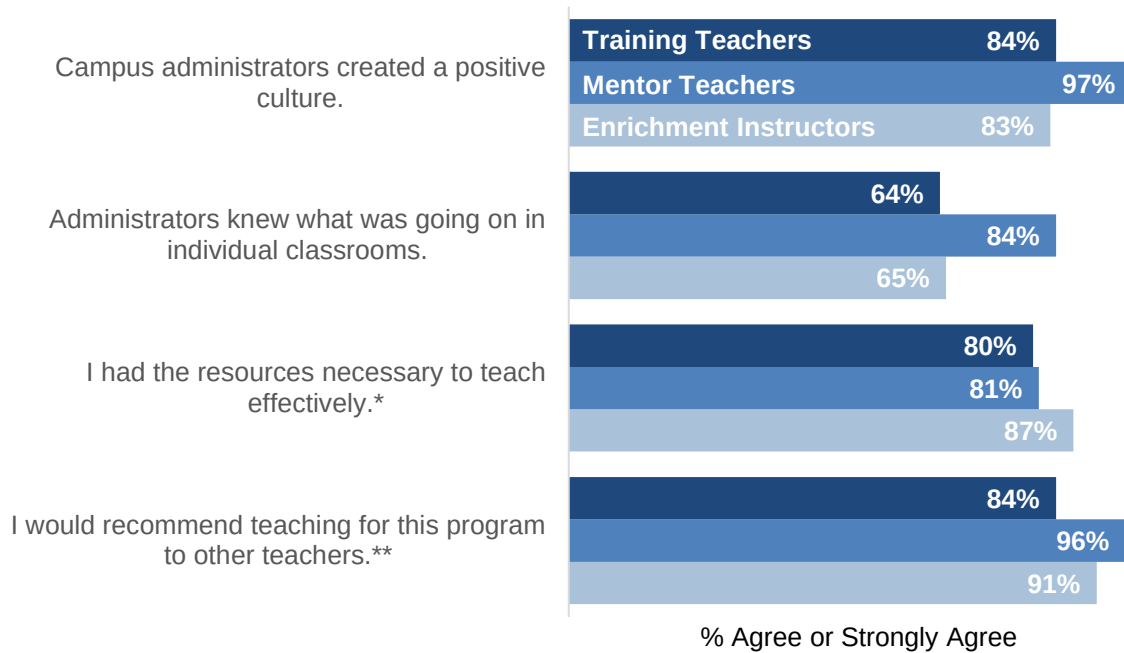


Source: Training teacher, mentor teacher, and enrichment instructor surveys administered July 2017.

Note: SAA = Summer Achievers Academy. $n = 78$ training teachers, $n = 78$ mentor teachers, and $n = 23$ enrichment instructors.

The percentages of teachers and enrichment instructors who responded positively (agreed or strongly agreed) to instructor-focused survey items are shown in Figure 14. Mentor teachers were more likely than other types of instructors to respond positively that campus administrators created a positive culture and that administrators knew what was going on in individual classrooms. There were fewer differences among the teacher groups on having the resources necessary to teach effectively and recommending teaching for the program to other teachers.

Figure 14: Summer 2017 SAA Instructor Survey: Instructor-Focused Item Responses

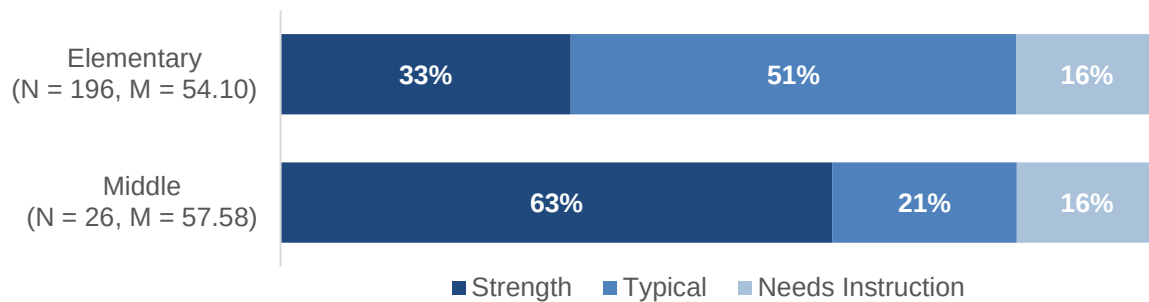


Source: Training teacher, mentor teacher, and enrichment instructor surveys administered July 2017

Note: SAA = Summer Achievers Academy. *Mentor teachers were asked if their training teachers had the resources necessary to teach effectively. **Mentor teachers were asked if they would recommend mentoring for this program to other teachers. $n = 74$ training teachers; $n = 72$ mentor teachers; and $n = 23$ enrichment instructors.

Social-Emotional Learning

The average *DESSA-Mini* scale scores were 54.10 for enrolled elementary school students and 57.58 for enrolled middle school students. Figure 15 shows that most elementary school students fell in the typical range (51%), and most middle school students were rated in the strength range (63%).

Figure 15: Summer 2017 *DESSA-Mini* Categories for Enrolled SAA Students*

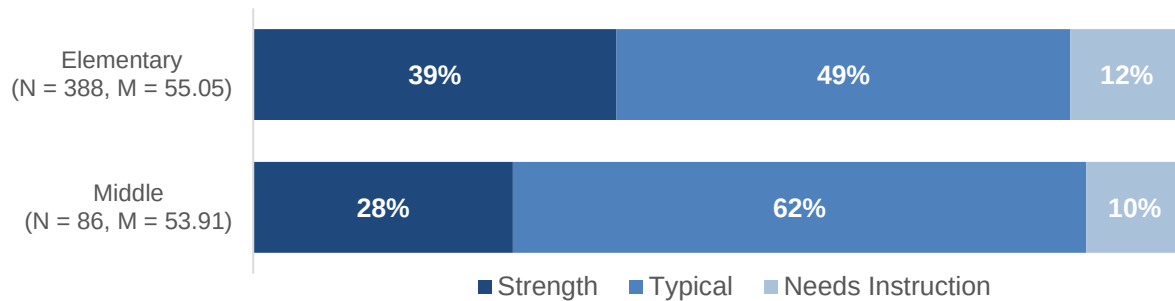
Source: *DESSA-Mini* completed June 2017, received from Big Thought on 6/19/17.

Note: SAA = Summer Achievers Academy. *DESSA-Mini* = *Devereaux Student Strengths Assessment-Mini*. *These students enrolled in the program but may not have actually attended.

Figure 16 shows the rating category for students who attended the SAA through the last week. The average scale scores were 55.05 for attending elementary school students and 53.91 for attending middle

school students. Elementary school (49%) and middle school (62%) students were most likely to be rated as typical.

Figure 16: Summer 2017 *DESSA-Mini* Categories for Attending SAA Students*

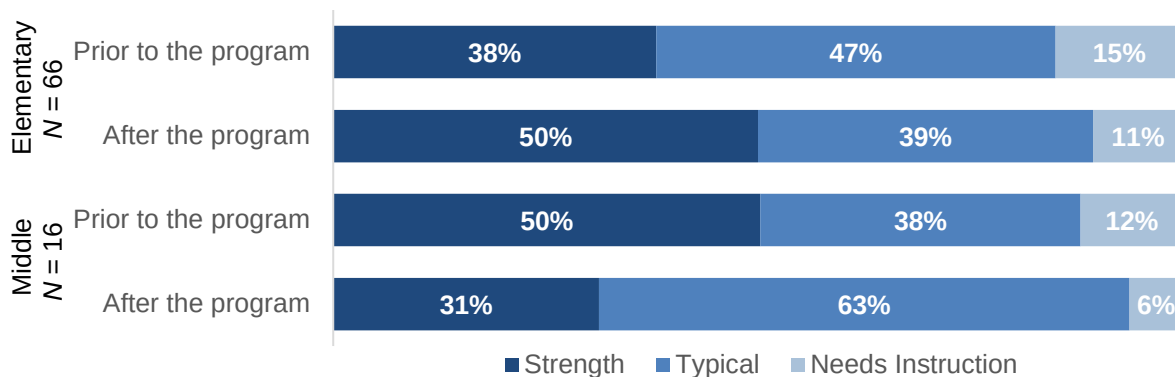


Source: *DESSA-Mini* completed July 2017, received from Big Thought on 9/25/17.

Note: SAA = Summer Achievers Academy. *DESSA-Mini* = *Devereaux Student Strengths Assessment-Mini*. *These students attended the program through the last week.

Pre- and post-test data were available for 66 elementary school and 16 middle school students. The rating categories at both time points are shown in Figure 17. The percentage of elementary school students showing social-emotional strength grew from 38 percent to 50 percent over the course of the program. The percentage of middle school students in the strength range shrank from 50 percent pre-program to 31 percent post-program. These results should be viewed with caution due to the low number of middle school students with ratings at both time points ($n = 16$), the high proportion of the students with strength ratings on the pre-program assessment, and because different raters completed the pre- and post-program assessments.

Figure 17: Summer 2017 Percentage of Pre- and Post-Program Students in *DESSA-Mini* Descriptive Categories



Source: Pre-program assessment administered June 2017. Data received from Big Thought on 6/19/17. Post-program assessment administered July 2017. Data received from Big Thought on 9/25/2017.

Note: SAA = Summer Achievers Academy. *DESSA-Mini* = *Devereaux Student Strengths Assessment-Mini*.

The average scale scores for elementary school and middle school students with pre- and post-test data on the *DESSA-Mini* are shown in Table 9. Results at the middle school level should be viewed with caution due to the low number of students ($n = 16$). For elementary school students, scale scores rose 3.50

points, a statistically significant change, $t(65) = 2.34$, $p = .02$. The standardized effect size index (Cohen's $d = .29$) indicated a small practical gain.

Table 9: Summer 2017 Mean Pre- and Post-Program DESSA-Mini Scores

Campus Level	<i>n</i> Students	<i>M</i> Prior to SAA	<i>M</i> After SAA	<i>M</i> Gain
Elementary	66	54.46	57.96	3.50*
Middle	16	55.81	55.01	-0.80
Overall	82	54.72	57.39	2.67

Source: Pre-program assessment administered June 2017. Data received from Big Thought on 6/19/17. Post-program assessment administered July 2017. Data received from Big Thought on 9/25/2017.

Note: SAA = Summer Achievers Academy. *DESSA-Mini* = *Devereaux Student Strengths Assessment-Mini*.

* Indicates statistically significant difference, $p = .02$.

What were the results of the alternative certification intern training?

Methodology

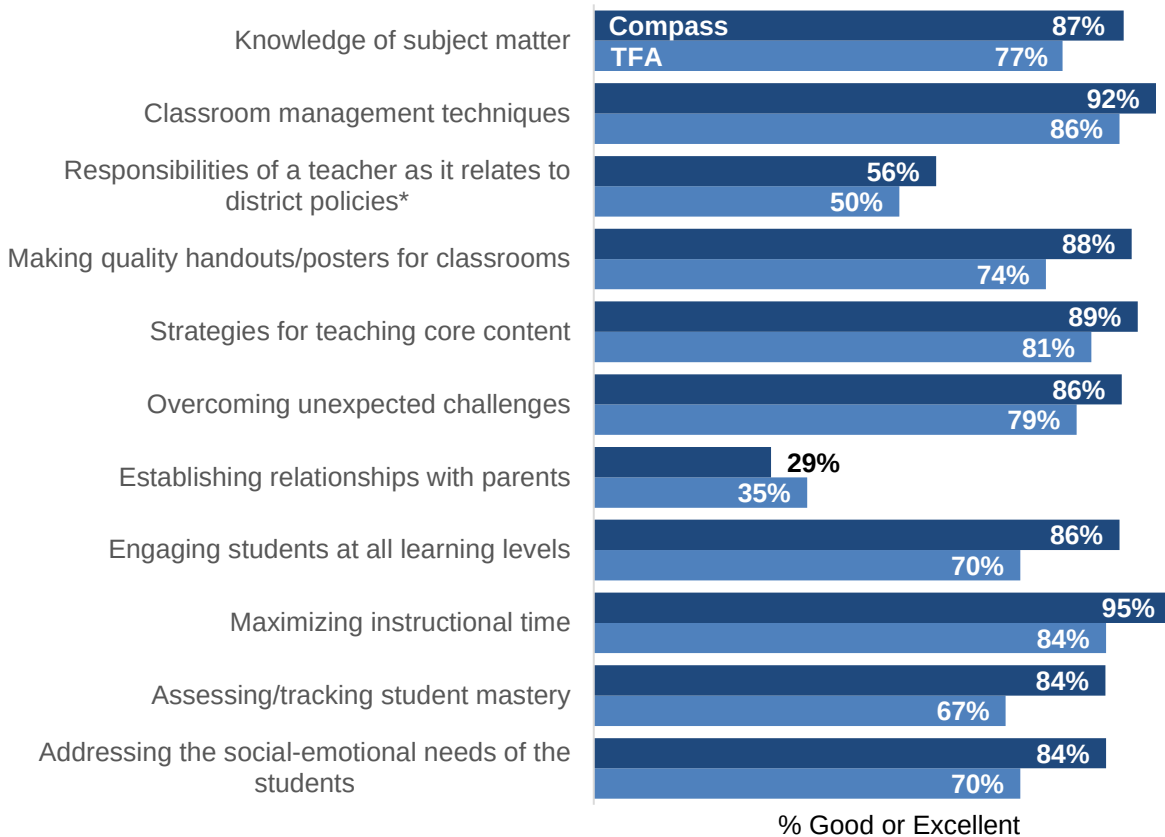
During the last two weeks of the SAA, 43 TFA and 37 Compass alternative certification interns completed an online survey assessing their perceptions of the practicum experience. Response frequencies were calculated for each question and grouped by type of alternative certification program (Dallas ISD Compass and TFA) to determine if response frequencies differed between the programs.

Results

In general, Compass alternative certification interns were more likely than TFA interns to indicate that their teaching experience during the SAA prepared them for future teaching jobs (see Figure 18). TFA interns (35%) were more likely than Compass interns (29%) to report that teaching during the SAA prepared them to establish relationships with parents, though the percentages of positive responses were low for both types of interns.

Figure 18: Summer 2017 SAA Intern Perceptions of Teacher Training Quality

Please rate how well the Summer Achievers Academy prepared **you** in the following areas:



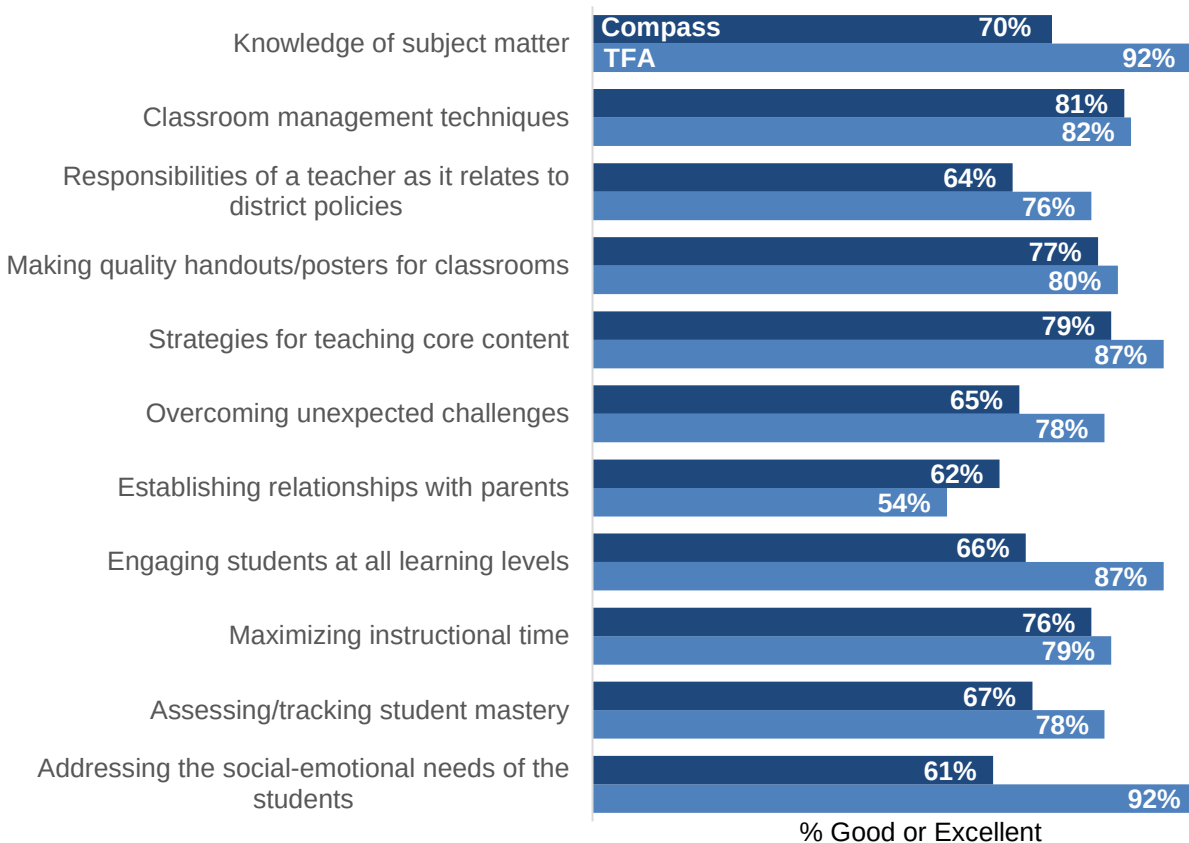
Source: Training teacher survey administered July 2017.

Note: SAA = Summer Achievers Academy. TFA = Teach For America. Figures do not include "I Don't Know or Not Applicable" responses. Positive responses included "Excellent" and "Good." *Excludes TFA interns who did not plan to teach with the Dallas ISD during the 2017-18 school year. Compass interns ($n = 37$), TFA interns ($n = 43$).

In general, mentors for TFA alternative certification interns were more likely than Compass mentors to indicate that the intern teaching experience during the SAA prepared them for future teaching jobs (see Figure 19); this was opposite of intern responses, with Compass interns generally rating preparation items higher than TFA interns. TFA mentors (92%) were more likely than Compass mentors (61%) to indicate that teaching during the summer program prepared interns to address the social-emotional needs of the students. Compass mentors (62%) were more likely than TFA mentors (54%) to report that teaching during the SAA prepared the interns to establish relationships with parents, though the percentages of positive responses were lowest for this item.

Figure 19: Summer 2017 SAA Mentor Perceptions of Teacher Training Quality

Please rate how well the Summer Achievers Academy prepared **interns** in the following areas:



Source: Mentor teacher survey administered July 2017.

Note: SAA = Summer Achievers Academy. TFA = Teach For America. Figures do not include "I Don't Know or Not Applicable" responses. Positive responses included "Excellent" and "Good." Compass mentors ($n = 47$), TFA mentors ($n = 39$).

How were the Extended Learning Three-Week Camps Implemented?

Methodology

The evaluator obtained and summarized program information from the SLEDS Department. The evaluator obtained student attendance information from the SLEDS Department on September 14, 2017 and used frequency analyses to calculate the number of students who attended at least one day of the program at each campus, grouped by grade level (elementary school and middle school). Three middle school campuses did not report attendance.

Results

The Dallas ISD cooperated with the Boys & Girls Clubs of Greater Dallas, PCG, and Big Thought to offer ELTWC at 13 elementary schools and 12 middle schools across the district. PCG operated seven elementary school and seven middle school camps. Boys & Girls Clubs operated six elementary school

camps and Big Thought operated five middle school camps. All programs ran Monday through Thursday from July 10 to July 27.

Attendance

Elementary school ELTWC attendance by campus is shown in Table 10. Overall, 1,074 elementary school students attended at least one day of the camps, with as few as 53 students at Cochran Elementary and as many as 136 students at Peabody Elementary.

Table 10: Summer 2017 Elementary School ELTWC Attendance by Campus

Campus	n Attendees
PCG	
Burleson	100
Field	68
Hotchkiss	57
Mount Auburn	86
Peabody	136
Peeler	102
Webster	96
Boys & Girls Clubs	
Blanton	63
Chavez	56
Cochran	53
Martinez	100
McNair	79
Truett	78
Total	1,074

Source: Data received from the Summer Learning and Extended-Day Services Department on September 14

Note: ELTWC = Extended Learning Three-Week Camps. PCG = Public Consulting Group.

Middle school ELTWC attendance by campus is shown in Table 11. The PCG camp at Storey, the Big Thought camp at Edison Learning Center, and the Big Thought camp at O. W. Holmes did not report attendance. At least 454 middle school students attended at least one day of the program. The lowest reported attendance was at Cary Middle School, where 24 students attended. The largest middle school camp was Browne, with 75 students.

Table 11: Summer 2017 Middle School ELTWC Attendance by Campus

Campus	n Attendees
PCG	
Browne	75
Cary	24
Franklin	55
Lang	33
Marsh	52
Seagoville	52
Storey	--
Big Thought	
Atwell	62
Edison	--
Holmes, OW	--
Kennedy-Curry	64
Rusk	37
Total	454

Source: Data received from the Summer Learning and Extended-Day Services Department on 9/14/17.

Note: ELTWC = Extended Learning Three-Week Camps.
PCG = Public Consulting Group.

What were the results of the Extended Learning Three-Week Camps?

Methodology

Evaluator Observations

Observers visited all ELTWC campuses ($N = 25$) between July 12 and July 24 and rated the conditions at each campus. They completed general items on observation forms immediately upon entering each classroom (e.g., grade, number of students, classroom environment), and then responded to a series of items about classroom activities. Each classroom observation period lasted approximately 15 minutes. The evaluator conducted frequency analyses of observer ratings of campus conditions and classroom activities, grouped by organization.

Student Surveys

Students in grade two and above at the PCG and Boys & Girls Club ELTWCs completed a short survey during the last week of the program related to their attitudes regarding the program. Students at Big Thought's middle school camps completed the same survey items embedded within a larger survey. The evaluator conducted frequency analyses to determine the rates of positive responses (agree or strongly agree) for each item.

Instructor Surveys

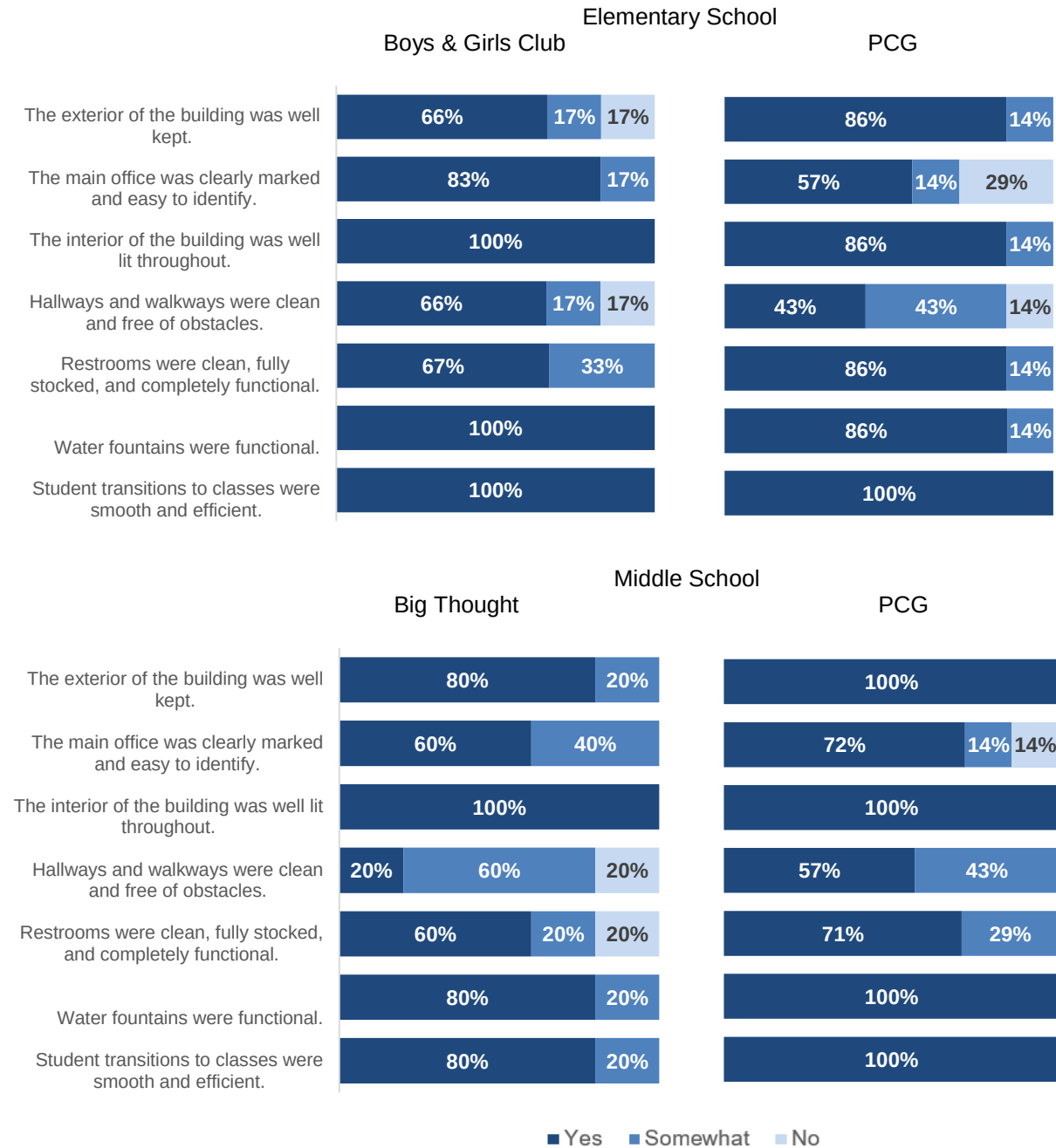
ELTWC instructors completed surveys from July 19 to July 30, the last week of camp and the week following camp. The surveys included items about student and instructor experiences. The evaluator used frequency analyses to determine the rates of positive responses (agree or strongly agree) for each item.

Results

Campus Conditions Observations

As seen in Figure 20, observer ratings generally suggested positive conditions. However, observers reported that 33 percent of the Boys & Girls Clubs elementary school camps and 40 percent of Big Thought's middle school camps did not have fully stocked, functioning bathrooms. The hallways were not clear at 57 percent of PCG's elementary school camps, 43 percent of PCG's middle school camps, and 80 percent of Big Thought's middle school camps.

Figure 20: Summer 2017 ELTWC Campus Conditions



Source: Evaluator observations of seven Boys & Girls Clubs elementary school sites, six PCG elementary school sites, seven PCG middle school sites, and five Big Thought middle school sites conducted July 12 to July 24.

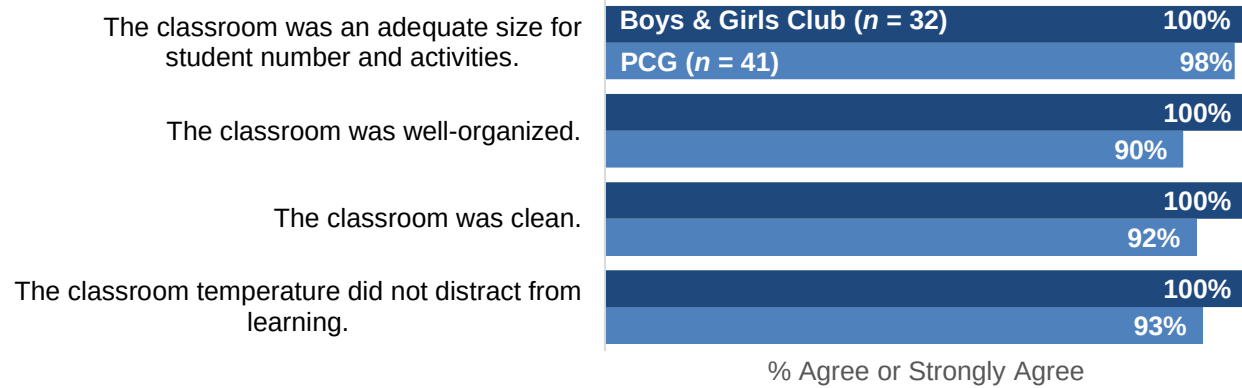
Note: ELTWC = Extended Learning Three-Week Camps. PCG = Public Consulting Group.

Classroom Activities Observations

Evaluators observed 73 elementary school classrooms across the Boys & Girls Clubs and PCG elementary school camps. The average class size at the PCG camps was slightly smaller ($M = 10$) than the average class size at Boys & Girls Club camps ($M = 12$).

The observed classroom conditions at the elementary school camps are summarized in Figure 21. Every Boys & Girls Club classroom was rated highly across all areas. Over ninety percent of the PCG classrooms were considered well-organized, clean, of an appropriate temperature, and of adequate size.

Figure 21: Summer 2017 Elementary School ELTWC Classroom Conditions

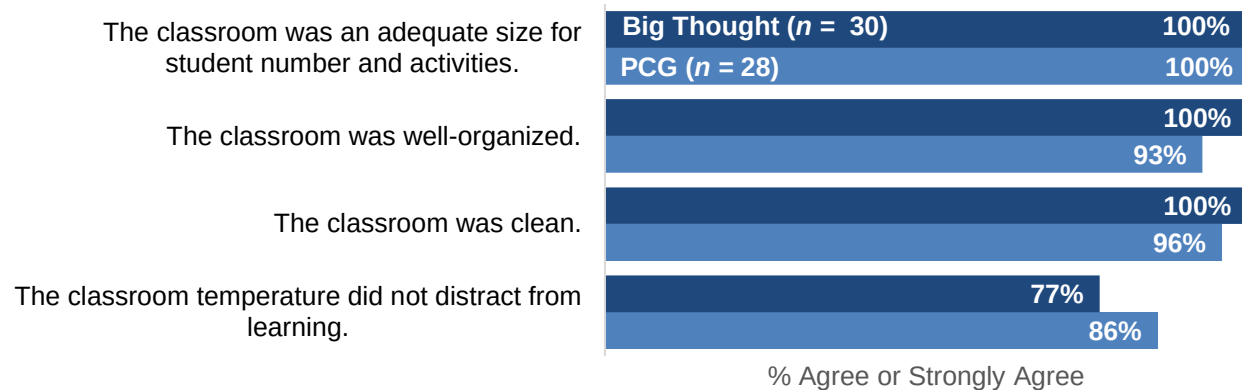


Source: Evaluator observations conducted at six PCG and seven Boys & Girls Clubs sites from July 12 to July 24.

Note: ELTWC = Extended Learning Three-Week Camps, PCG = Public Consulting Group.

Evaluators observed 32 classrooms across the Big Thought and PCG middle school. The average observed class size at the PCG camps was smaller ($M = 9$) than the class size at Big Thought camps ($M = 14$). Observed classroom conditions at the middle school camps are summarized in Figure 22. Observers rated the conditions positively, overall, but temperature was a problem in some classrooms.

Figure 22: Summer 2017 Middle School ELTWC Classroom Conditions



Source: Evaluators conducted observations at seven PCG and five Big Thought sites from 7/12/17 to 7/24/17.

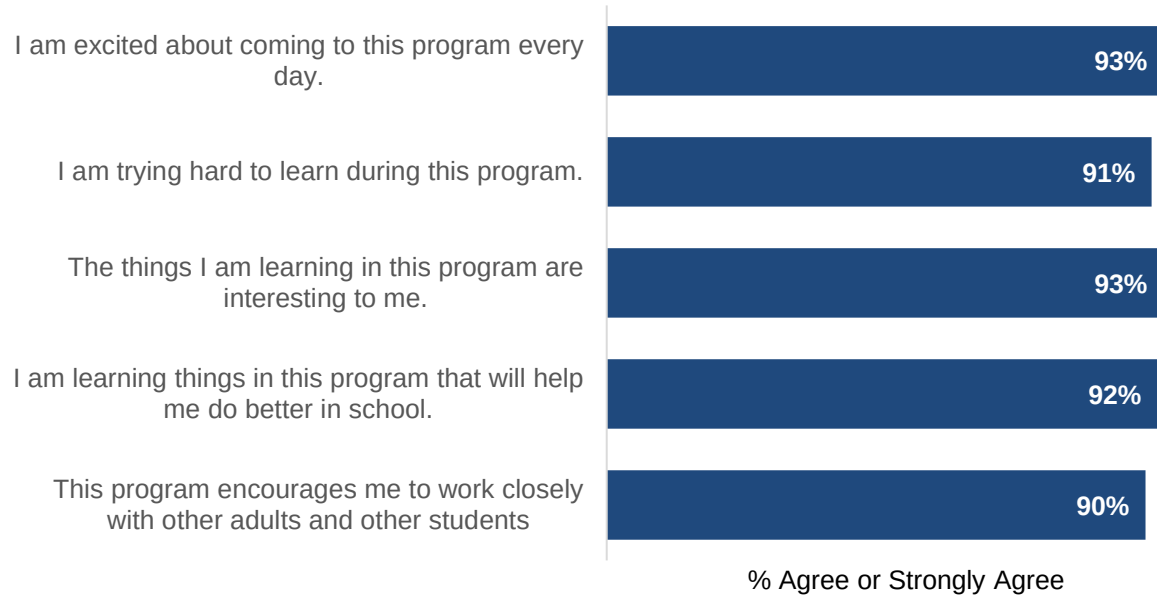
Note: ELTWC = Extended Learning Three-Week Camps, PCG = Public Consulting Group.

Student Surveys

Student responses were positive across all survey items, with over 90 percent of students agreeing or strongly agreeing that they were excited to come to the program every day, that they tried hard, that they

were learning interesting and helpful things, and that they were encouraged to work closely with other adults and students (see Figure 23).

Figure 23: Summer 2017 ELTWC Student Survey Program Reflection (N = 860)



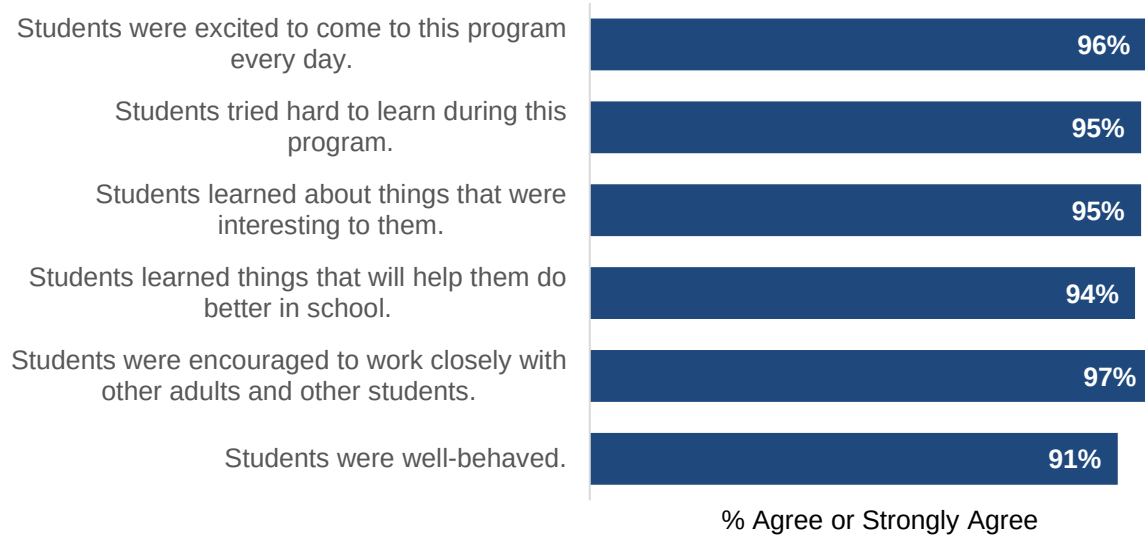
Source: ELTWC student survey, administered July 2017.

Note: The figure includes elementary school and middle school students. ELTWC = Extended Learning Three-Week Camp.

Instructor Surveys

The percentages of instructors responding positively (agree or strongly agree) to student-focused items are summarized in Figure 24. At least 91 percent of instructors agreed that students were well-behaved, were encouraged to work with other students and adults, learned things that will help them in school, learned about things that were interesting to them, tried hard to learn during the program, and were excited to come to the program every day.

Figure 24: Summer 2017 ELTWC Instructor Survey Responses for Student-Focused Items (N = 151)

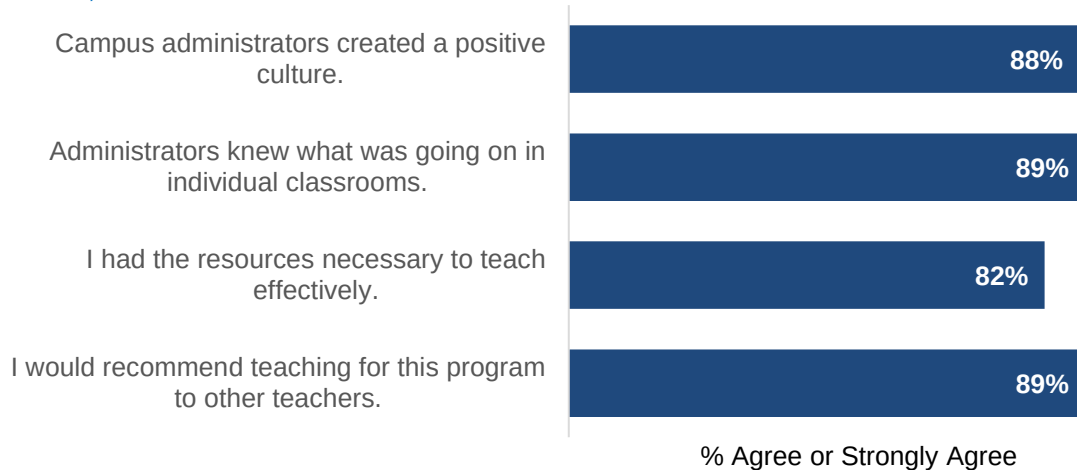


Source: Enrichment instructor surveys administered July 2017.

Note: Includes elementary school and middle school instructor responses. ELTWC = Extended Learning Three-Week Camp.

Instructors were generally positive with regard to their own experiences (see Figure 25). At least 88 percent of the instructors felt that administrators created a positive culture, administrators knew what was going on in each classroom, and they would recommend teaching for the program to other teachers.

Figure 25: Summer 2017 ELTWC Instructor Survey Responses for Instructor-Focused Items (N = 151)



Source: Enrichment instructor surveys administered July 2017.

Note: Includes both elementary school and middle school instructor responses. ELTWC = Extended Learning Three-Week Camp.

How were other summer programs implemented?

Methodology

The evaluator obtained student attendance data for the remaining summer learning programs from the SLEDs Department on September 14, 2017 and summarized basic information for each program with respect to locations, days and hours of operation, and the number of students who attended.

Results

Table 12 shows descriptive information about other Dallas ISD programs attended by over 3,900 students throughout the summer. These programs were not directly supported by the SLEDs Department but are included in this report for informational purposes and completeness.

Table 12: Summer 2017 Descriptive Information for Other District Department Programs

Summer Science Enrichment	
Location	Environmental Education Center
Dates of Operation	June 5-June 23
Days of Operation	Monday-Friday
Hours of Operation	9:00 AM-3:00 PM
n Students Attended	76
Athletics Camp	
Locations	Adams, Carter, Jefferson, Kimball, Lincoln, Madison, Molina, North Dallas, Samuell, Seagoville HS, Skyline, South Oak Cliff, Spruce, Wilmer-Hutchins HS, Wilson, Sunset
Dates of Operation	July 21-July 25
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-1:00 PM
n Students Attended	466
Science Discovery Camp	
Locations	Browne, Burleson, Cary, Gill, Hotchkiss, Mt. Auburn, Peeler
Dates of Operation	June 12-July 13
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	365
Prekindergarten	
Locations	Cigarroa, Dunbar, Gonzalez, Harllee, Marcus, May, Salazar, Urban Park, Lowe
Dates of Operation	June 5-June 29
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-1:00 PM
n Students Attended	180
Camp Invention	
Locations	JQ Adams, Botello, Holland, Hotchkiss, Khan, Mt. Auburn, Oliver, Reagan, Richardson, Urban Park, Winnetka, Zaragoza, Roberts, Russell
Dates of Operation	June 5-June 9
Days of Operation	Monday-Friday
Hours of Operation	9:00 AM-3:30 PM
n Students Attended	1,009
Crime Scene Investigation	
Location	Atwell
Dates of Operation	June 5-June 8
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-1:00 PM
n Students Attended	24
Space	
Locations	De Zavala, Ervin, Ireland, Kiest, Terry, Young
Dates of Operation	June 12-June 15
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	204

table continues

Table (continued)

Industrial Engineering	
Location	Guzick
Dates of Operation	June 5-June 8
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	36
Forensics	
Locations	Hogg, Wilmer-Hutchins ES
Dates of Operation	Two sessions: June 12-June 15 and June 19-22
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM
n Students Attended	72
Invent Now	
Locations	Holmes, Quintanilla, Richardson, Seagoville MS, Florence
Dates of Operation	June 5-June 15
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	132
Mechanical Engineering	
Locations	Jones, Rowe
Dates of Operation	June 5-June 8
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	84
Environmental Engineering	
Location	Junkins
Dates of Operation	June 12-June 15
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM
n Students Attended	27
Video Game Programming	
Locations	Rice, Wilmer-Hutchins ES
Dates of Operation	June 12-June 14
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	76
3D Camp	
Locations	San Jacinto, Starks
Dates of Operation	June 12-June 15
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM
n Students Attended	82
Soaring Scholars	
Location	Dunbar
Dates of Operation	June 19-July 27
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	135
The Black Academy of Arts and Letters Summer Youth Arts Institute	
Locations	The Black Academy of Arts and Letters
Dates of Operation	June 5-June 21
Days of Operation	Monday-Friday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	430
Summer Strings	
Location	Conrad
Dates of Operation	June 5-June 10
Days of Operation	Monday-Friday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	266
Dallas Winds Band Camp	
Location	Booker T. Washington High School for the Performing Arts
Dates of Operation	June 5-June 10
Days of Operation	Monday-Friday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	299

Source: Data received from the Summer Learning and Extended-Day Services Department 9/14/2017.

SUMMARY AND RECOMMENDATIONS

Summary

This evaluation reviews implementation and results for four primary programs supported by the SLEDs Department. These programs included 1) the Summer Readiness Program (SRP), 2) the high school Credit Recovery Program (CRP), 3) the Student Achievers Academy (SAA), and 4) the Extended Learning Three-Week Camps (ELTWCs). Additionally, the evaluation summarizes information on other summer opportunities offered to Dallas ISD students.

Summer Readiness Program

The SRP, hosted four days per week at each elementary school and middle school campus from June 5 to June 15, primarily provided remedial instruction for grade one through grade eight students who had failed two or more core courses during the regular school year. Additionally, PK through grade eight students who were not at risk of retention but needed reading or mathematics intervention were invited to attend the program. A total of 7,065 elementary school students and 2,926 middle school students attended at least one day of the program. Overall, 86 percent of students required to attend the program were promoted to the next grade level at the start of the 2017-18 school year.

High School Credit-Recovery Program

The high school CRP provided students opportunities to recover up to one full credit for failed high school courses. The program operated at 10 high school campuses across the Dallas ISD from June 26 to July 27. Nearly 2,700 students ($n = 2,696$) attended at least one day of the 18-day program. Course passing rates ranged from 83.1 percent of semester-one World History to 100 percent of students in semester one Math Models and semester two Pre-Calculus. Average *ACP* scores ranged from 59.4 on the U.S. Government exam to 87.5 on the Communications Applications exam.

Summer Achievers Academy

The SAA was a full-day program designed for PK through grade eight students who could benefit from additional instruction and enrichment during the summer months to stem summer learning loss. The program operated from June 26 to July 28, four days per week at three elementary schools and one middle school. The Dallas ISD provided academic instruction from alternative certification interns (supervised by mentor teachers) during the mornings followed by enrichment activities supported by Big Thought during the afternoons. The number of students attending elementary school campuses ranged from 100 at Martin Luther King, Jr. to 355 at Gill, serving a total of 766 elementary school students overall. This attendance rate was lower than the 1,517 elementary school students who were served during the previous summer. A total of 102 middle school students attended at least one day of the program at Hill.

Daily attendance rates generally declined at all campuses as the program progressed: Attendance peaked at each campus during the first or second weeks of the program.

Surveys of academic teachers, enrichment instructors, and students indicated that students tried hard to learn, were interested in the subjects, and were encouraged to work with other students and adults. The percentages of students (77%) and training teachers (79%) responding that students were excited to come every day was lower than the percentages of mentor teachers (88%) and enrichment instructors (87%). Mentor teachers were more likely than training teachers or enrichment instructors to indicate that the campus administrators created a positive culture and knew what was going on in each classroom. Over 80 percent of the respondents in each teacher category stated that they had the resources they needed to teach effectively, and over 84 percent would recommend teaching during this program to others.

Social studies teachers during the regular school year completed the *DESSA-Mini* as a preprogram assessment of student social-emotional competence. SAA enrichment instructors completed the measure again as a post-program assessment. Elementary school students were rated, on average, 3.50 points higher on the post-program assessment, a statistically significant gain with a small practical effect size. There were not enough middle school students with scores at both time periods to make any statistical inferences.

Alternative Certification Intern Training

Compass interns were more positive than TFA interns regarding most aspects of the SAA teaching experience. In particular, Compass interns responded more positively than TFA interns that serving as an SAA intern prepared them to engage students at all learning levels (86% Compass, 79% TFA) and for assessing/tracking student mastery (84% Compass, 67% TFA).

In contrast, TFA mentors were more positive than Compass mentors about the value of most aspects of the SAA teaching experience for interns in preparing them for the upcoming year. This discrepancy was particularly evident with respect to mentor perceptions of the SAA experience in its ability to prepare interns to address the social-emotional needs of future students (92% TFA, 61% Compass).

Extended Learning Three-Week Camps

The ELTWCs offered a variety of academic and enrichment opportunities for students at 25 campuses across the district. The program served 1,030 elementary school and at least 454 middle school students (three middle school sites did not report attendance). Attendance ranged from 53 to 136 students at the elementary school sites and from 24 to 75 students at middle school sites. The programs were operated by PCG, Boys & Girls Clubs of Greater Dallas, and Big Thought in cooperation with the Dallas ISD. Program observers reported that campuses and classrooms were clean and well-organized though the hallways were obstructed in some. The results of observations, student surveys, and staff surveys were generally positive and indicated that the students were engaged in the activities that were interesting to them.

Recommendations

- **Continue to push pre-enrollment and participation in the SRP.** More students attended the SRP program during summer 2017 ($n = 9,991$) than during summer 2016 ($n = 7,006$), including

256 prekindergarten and kindergarten students. While serving more students overall, the matriculation rate for students at risk of retention remained comparable to the previous summer.

- **Promote SAA enrollment and attendance, especially at feeder middle school campuses.** The 2017 SAA program provided academic and enrichment opportunities at half as many sites as in 2016, and 57 percent fewer students attended at least one day. The 2017 program included one middle school campus that served 102 students. Regarding learning summer programs, research suggests that high-attending students achieve better in reading and mathematics when compared to non-attending peers (Augustine et al, 2016).
- **Clearly communicate attendance tracking expectations and procedures, and ensure all programs adhere to the procedures.** Three of the four SAAs did not record attendance for any students during field trip days. One campus did not record attendance during the first week. Three middle school ELTWCs had no record of student attendance. Determining which programs are successful requires knowing which students attended and how many days the students attended. The SLEDS Department should explicitly inform all programs of attendance tracking procedures and follow up with specific campuses or programs when the procedures are not followed with fidelity.

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