

2017-18 Evaluation of Summer Programs

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EA18-160-4

At-a-Glance

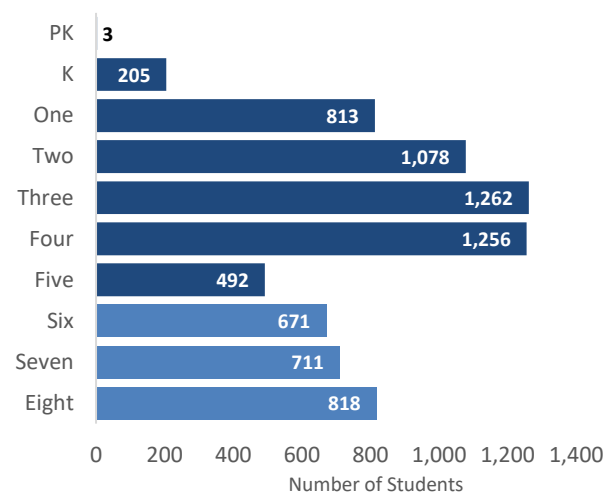
The Dallas Independent School District (ISD) Extended Learning Opportunities (ELO) Department provided four major programs in summer 2018. First, the Summer Readiness Program (SRP) offered remedial instruction at each elementary and middle school for grade one through grade eight students at risk for retention. Second, the high school Credit Recovery Program (CRP) allowed students to recover up to one full credit for failed high school courses at nine comprehensive high schools and one alternative campus. Third, the Dallas ISD partnered with Public Consulting Group (PCG)¹ to provide EPIC camps at five elementary school and four middle school campuses across the district. This three-week program offered a variety of academic and enrichment opportunities for students. Fourth, to prepare students for the 2018-19 school year, the Early Start Program (ESP) offered eight days of academic support in mornings and enrichment instruction provided by Big Thought² in the afternoons. The budget for summer programs included \$2,000,000 in Title I funds.

Summer Readiness Program

In addition to providing remedial instruction to students at risk for retention, the schools could invite other students to receive reading or mathematics intervention. The available data, however, did not specify the reasons a student may have attended the program. Because of this, the analyses include all attending students and not just those at risk for retention.

SRP attendance by grade level is shown in Figure 1. The largest numbers of students were in grade three ($n = 1,262$) and grade four ($n = 1,256$).

Figure 1: Summer 2018 Number of Students Attending the SRP by Grade ($N = 7,309$)



Source: Data retrieved from the district summer data file on August 23, 2018.

Note: SRP = Summer Readiness Program. PK = Prekindergarten. K = Kindergarten.

Overall, 90 percent of the attending students were promoted to the next grade at the beginning of the 2018-19 school year. To be promoted, students must have attended all eight days of the program. Promotion rates are presented in Table 1.

Table 1: 2017-18 to 2018-19 SRP Promotion Rates for Students by Attendance Criterion

Grade	Attended < 8 Days (N = 1,503)	Attended 8 Days (N = 5,598)	Overall
One	76.3	87.5	84.4
Two	82.5	88.5	86.9
Three	89.0	91.8	91.2
Four	92.0	95.5	94.8
Five	82.1	88.2	87.2
Six	80.5	96.0	93.1
Seven	81.3	94.3	92.0
Eight	75.7	92.8	89.6
Total	83.3	92.1	90.2

Source: Source: Data retrieved from the district summer file on August 23, 2018 and merged with 2018 19 student enrollment datafile dated October 1, 2018.

Note: SRP = Summer Readiness Program. Includes only students required to attend the SRP. Prekindergarten and kindergarten students were not required to attend the SRP and are not included.

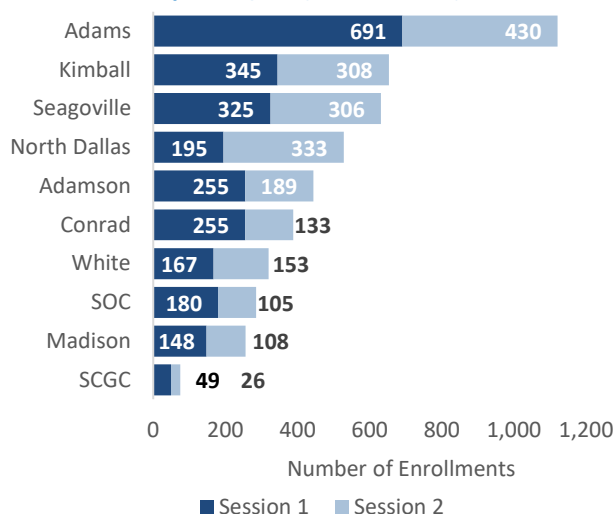
¹ More information about PCG can be found here: <http://www.publicconsultinggroup.com/education/>.

² More information about Big Thought can be found here: <https://www.bigthought.org/>.

High School Credit-Recovery Program

Courses were offered in two sessions during the CRP, and students could enroll in the first session, second session, or both sessions. Overall, 3,458 students enrolled in 4,750 courses during the CRP. As shown in Figure 2, the fewest enrollments occurred at the School Community Guidance Center, an alternative campus. The number of first session enrollments at comprehensive high schools ranged from 148 at Madison to 691 at Adams. Second session enrollment ranged from 105 at South Oak Cliff to 430 at Adams.

Figure 2: Summer 2018 High School CRP Enrollments by Campus (N = 4,750*)



Source: Data retrieved from the district's summer data file dated August 24, 2018.

Note: *49 student enrollments did not include a session designation. CRP = Credit Recovery Program. SOC = South Oak Cliff. SCGC = School Community Guidance Center.

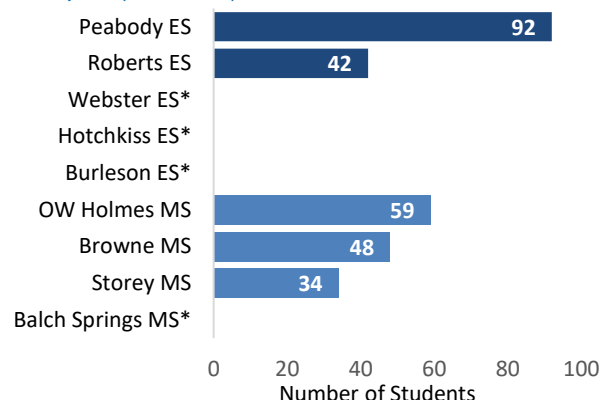
The evaluator summarized average course grades and calculated the passing rates for each summer course. For courses with larger enrollment, the highest average grades were for semester one U.S. History ($n = 103$, mean = 87.8) and semester two World Geography ($n = 158$, mean = 84.3). Courses with low passing rates included Government ($n = 45$ enrolled, 57.9% passing) and second semester Chemistry ($n = 265$ enrolled, 61.0% passing).

EPIC Camps

Attendance

As shown in Figure 3, records indicated that 275 students attended at least one day of the EPIC camps. The total attendance was higher because four campuses (44.4%) did not report attendance to the ELO Department.

Figure 3: Summer 2018 EPIC Attendance by Campus (N = 275)



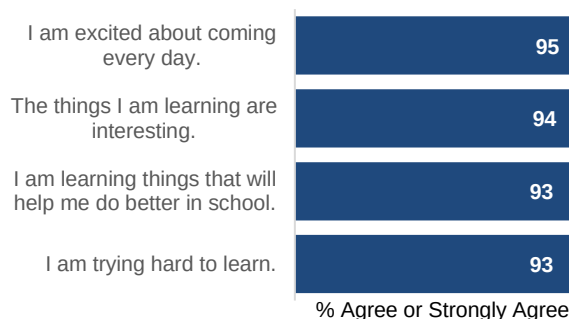
Source: Data received from the ELO Department on August 24, 2018.

Note: *Indicates that the campus did not report student attendance. ES = Elementary School. MS = Middle School.

Student Surveys

Program directors administered paper surveys to students during the last week of the program (July 30 to August 2) to assess attitudes toward the EPIC program. Positive responses (agree and strongly agree) are shown in Figure 4. At least 93 percent of the students rated all statements positively.

Figure 4: Summer 2018 EPIC Student Survey (N = 320)



Source: EPIC student survey, administered from July 30 to August 2, 2018.

Instructor Surveys

At the end of the program, the evaluator e-mailed a survey link to all EPIC program instructors. The survey included questions to gauge perceptions of student and instructor experiences.

Regarding student experiences, all 17 instructors (100%) responded positively (agreed or strongly 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.

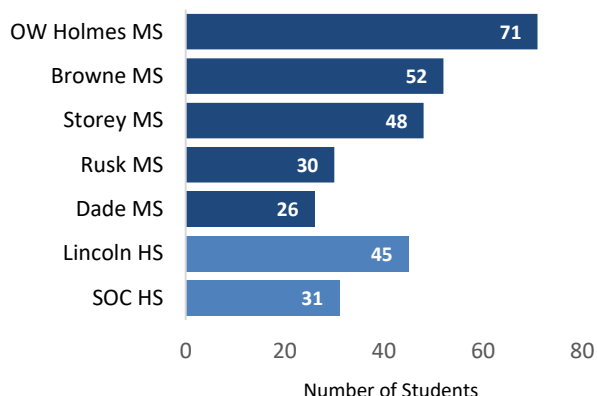
Instructors were also soundly positive about their own experiences. All 16 responding instructors (100%) felt that administrators created a positive culture, administrators knew what was going on in each classroom, they had the resources necessary to teach effectively, and that teaching in the program was a positive professional experience.

Early Start Program

Attendance

As shown in Figure 5, 227 middle school students and 76 high school students attended at least one day of the ESP. The largest middle school program was at O.W. Holmes, where 71 students attended. Exactly 45 students attended the program at Lincoln, the largest high school program.

Figure 5: Summer 2018 ESP Attendance by Campus (N = 303)



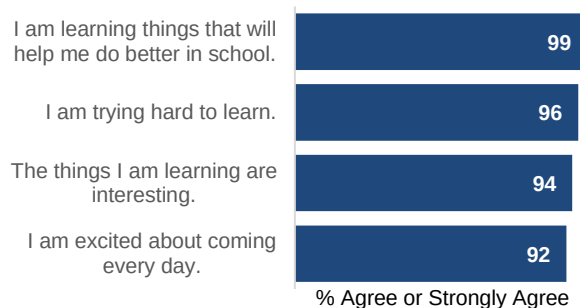
Source: Data received from the ELO Department on August 24, 2018.

Note: ESP = Early Start Program. MS = Middle School. HS = High School. SOC = South Oak Cliff.

Student Surveys

Students completed surveys during the last week of the program to assess attitudes toward the ESP. Positive responses (agree and strongly agree) are shown in Figure 6. At least 92 percent of the students rated all statements positively.

Figure 6: Summer 2018 ESP Student Survey (N = 128)



Source: ESP student survey, administered from July 23 to July 26, 2018.

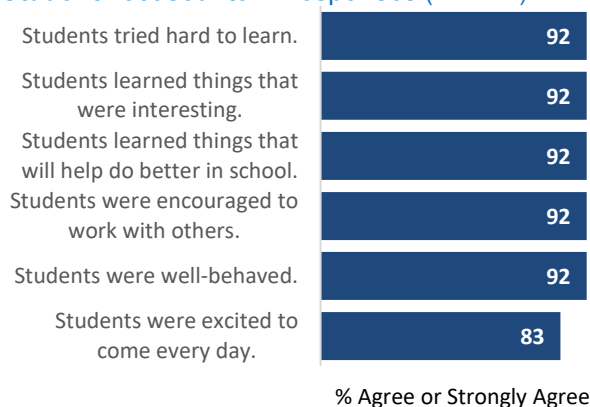
Note: ESP = Early Start Program.

Instructor Surveys

At the end of the program, ESP instructors completed an online survey about their perceptions of student experiences and their experiences teaching.

At least 83 percent of instructors responded positively (agreed or strongly 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 (see Figure 7).

Figure 7: Summer 2018 ESP Instructor Survey: Student-Focused Item Responses (N = 12)

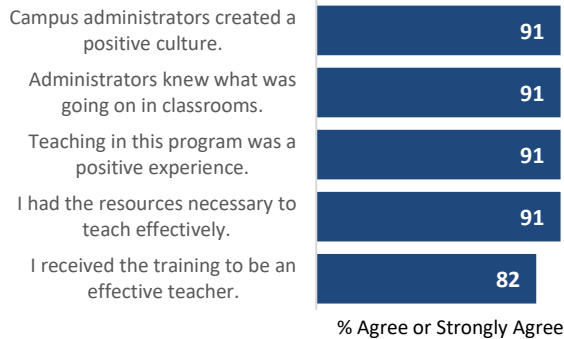


Source: ESP instructor surveys administered July 23 to August 3, 2018.

Note: ESP = Early Start Program.

Instructors were also positive about their own experiences (see Figure 8). At least 82 percent of the instructors felt that administrators created a positive culture, administrators knew what was going on in each classroom, and the program was a positive professional experience.

Figure 8: Summer 2018 ESP Instructor Survey:
Instructor-Focused Item Responses



Source: ESP instructor surveys administered July 23 to August 3, 2018.

Note: ESP = Early Start Program.

Recommendation

- **Clearly communicate attendance tracking expectations and procedures and ensure all programs adhere to the procedures.** For any summer programs offered by the Dallas ISD, daily student attendance must be recorded and reported to the ELO Department. Four of the nine EPIC program sites did not report any student attendance. Attendance records are the most critical data element in determining program success, and collecting this information should be a top priority.

An electronic version of this report [as well as the full 2017-18 report] can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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