

2017-18 Evaluation of Summer Programs

Department of Evaluation and Assessment

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Superintendent of Schools*



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2017-18 Evaluation of Summer Programs

Approved Report of the Department of Evaluation and Assessment

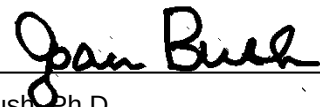
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Nolan Rett Mickelson, B.S.



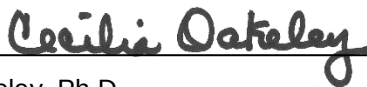
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2017-18 EVALUATION OF SUMMER PROGRAMS

Project Evaluator: Nolan Rett Mickelson, B.S.

ABSTRACT

The Dallas ISD Extended Learning Opportunities (ELO) Department supported the Summer Readiness Program (SRP), which provided remedial instruction at home campuses to 5,109 elementary school and 2,197 middle school students. Over 90 percent of the attending students matriculated to the next grade level for the 2018-19 school year.

The high school Credit-Recovery Program provided opportunities to recover up to one credit at nine comprehensive high school campuses and one alternative campus. Course passing rates ranged from 58 percent to 94 percent.

ELO cooperated with Public Consulting Group (PCG) to support nine EPIC camps for at least 134 elementary school students and 141 middle school students. Four sites did not report student attendance to the ELO Department. The results of student and staff surveys showed that both students and staff members reflected positively on their experiences in the program.

Various other district departments and campuses held other programs for students across the Dallas ISD. These programs were not directly supported by the ELO Department. The programs were required to report attendance to the ELO Department, and 18 of the 32 programs (56%) did not comply with the directive.

The budget for summer programs included \$2,000,000 in Title I funds.

The evaluator recommended that the ELO Department mandate attendance reporting procedures for all Dallas ISD summer programs. Four of the nine EPIC program sites did not report any student attendance. Of the 32 other district programs briefly summarized in this evaluation, 18 reported student attendance partially or not at all. Attendance records are the most critical data element in determining program success, and collecting this information should be a top priority.

PROGRAM DESCRIPTION

Background Information

Students in the Dallas Independent School District (Dallas ISD) were offered several summer learning opportunities in 2018. First, the Dallas ISD Extended Learning Opportunities (ELO) Department provided the Summer Readiness Program (SRP) for 7,309 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 Grade five and grade eight students who did not meet the Approaches Grade Level or Above (Approaches+) performance standard on the *State of Texas Assessments of Academic Readiness (STAAR)* reading or mathematics subtests could attend this program concurrently. Second, the high school Credit-Recovery Program (CRP) provided opportunities at seven campuses across the district for students to recover up to one full credit for failed high school courses. Third, the Dallas ISD partnered with Public Consulting Group (PCG)² to provide EPIC camps at nine 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 to struggling students at five middle schools and two high schools. The program consisted of academic instruction in the mornings and enrichment provided by Big Thought³ during the afternoons. In addition, several district departments and campuses offered various summer programs. These programs were not directly supervised by the ELO 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 budget for summer programs included \$2,000,000 in Title I funds.

¹ As designated by the Dallas ISD Board of Trustees.

² More information about PCG can be found here: <http://www.publicconsultinggroup.com/education/>.

³ More information about Big Thought can be found here: <https://www.bigthought.org/>.

How was the Summer Readiness Program implemented?

Methodology

The evaluator reviewed the policy of the Board of Trustees to determine student eligibility guidelines for participation in the SRP. Campus staff members recorded attendance in district databases. Upon the conclusion of the SRP, program administrators provided attendance data to the evaluator. The evaluator merged these data with the student demographic file dated June 4, 2018. The evaluator then conducted descriptive and frequency analyses to determine student enrollment rates and demographic characteristics by race, sex, whether the student was an English learner (EL), special education status, and economically disadvantaged status, grouping by whether or not the student attended the SRP. Students not attending the SRP were labeled as “regular school year only” students. Because the SRP took place at nearly all Dallas ISD elementary school and middle school campuses, overall attendance is presented in aggregate by grade level. Students who attended at least one day of the program for academic reasons were included.

Results

Locations and Placement

Each district elementary school and middle school campus provided the SRP for enrolled students. 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 ELO Department created an internal summer website that included student eligibility guidelines 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 (parent 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 ELO 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 (SSI), which offered test preparation for grade five and grade eight students prior to the third administration of the *STAAR* reading and mathematics

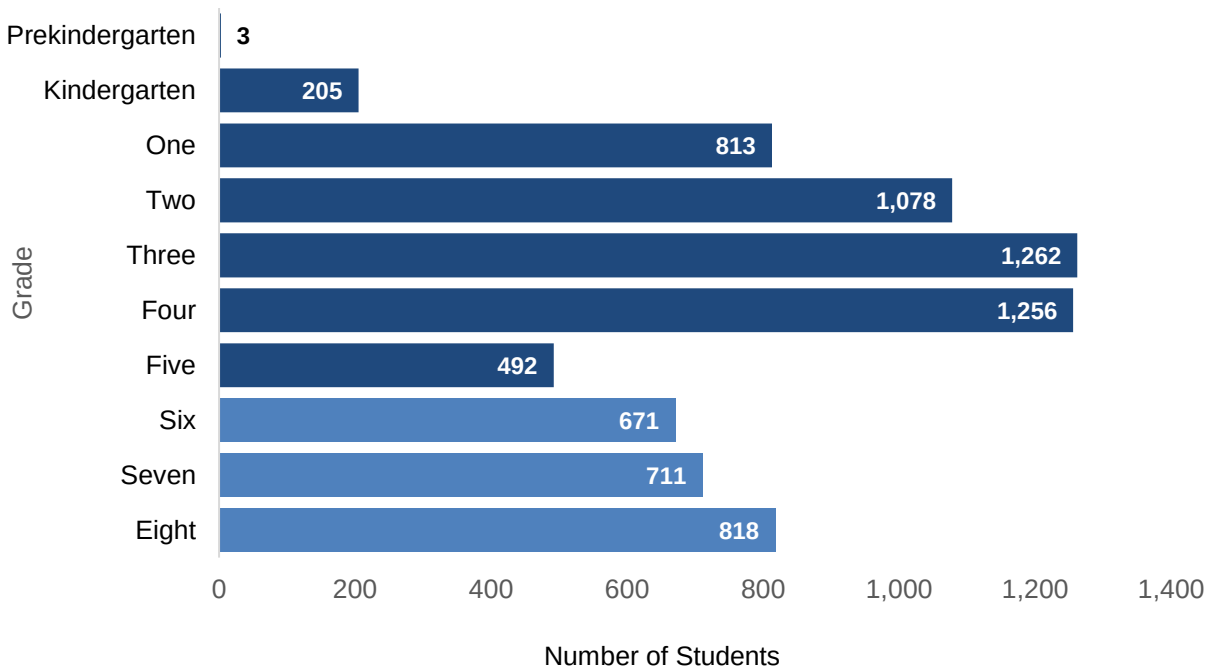
subtests. Several students attended the SRP both because they met local eligibility guidelines (failed courses) and because they did not meet the Approaches+ standard on the STAAR.

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 11 and ending on June 21 (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 7,309 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 2018. Some students did not meet eligibility criteria but were invited to fill class rosters. However, the district summer datafile did not distinguish the reasons students attended the program. Figure 1 shows SRP attendance by grade level. Elementary school attendance for grades one through five ranged from 492 grade five students to 1,262 grade three students. Middle school attendance ranged from 671 grade six students to 818 grade eight students.

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.

The demographic characteristics of the 5,109 elementary school students attending the SRP generally mirrored the characteristics of district students during the 2017-18 school year (see Table 1). As during the regular school year, most SRP students were Hispanic ($n = 3,775$, 73.9%) or African American

($n = 1,130$, 22.1%). Compared to students only enrolled during the regular school year, the percentage of male SRP students ($n = 2,815$, 55.1%) was higher than the percentage of male students who attended during the regular school year ($n = 40,407$, 51.0%). Additionally, the proportion of students classified as an English learner (EL) was over eight percentage points higher during the SRP ($n = 2,993$, 58.5%) than during the regular school year ($n = 39,793$, 50.3%).

Table 1: Summer 2018 Elementary School SRP Students and Regular School Year Only Student Demographics

Demographic Variable	Summer Readiness Program ($N = 5,109$)		Regular School Year Only ($N = 79,160$)	
	n	%	n	%
Race				
Asian	67	1.3	1,059	1.3
African American	1,130	22.1	17,955	22.7
Hispanic	3,775	73.9	54,823	69.3
American Indian/Alaska Native	9	0.2	182	0.2
Native Hawaiian/Pacific Islander	0	0.0	24	<0.1
Two or More Races	27	0.5	774	1.0
White	101	2.0	4,342	5.5
Not Available	0	0.0	1	<0.1
Sex				
Female	2,294	44.9	38,753	49.0
Male	2,815	55.1	40,407	51.0
Special Student Groups				
EL	2,993	58.5	39,793	50.3
SPED	615	12.0	7,453	9.5
Eco Dis	4,729	92.6	69,025	87.2

Source: Data retrieved from the district summer database on August 23, 2018 and merged with the district demographic file dated June 4, 2018.

Note: SRP students are not included in the “regular school year only” student counts. SRP = Summer Readiness Program. Some percentages may not add to 100 due to rounding. EL = English Learner. SPED = Special Education. Eco Dis = Economically Disadvantaged.

Table 2 shows that the demographic characteristics of the 2,197 middle school students attending the SRP generally mirrored the characteristics of students enrolled only during the regular 2017-18 school year. Most SRP students were Hispanic ($n = 1,515$, 69.0%) or African American ($n = 624$, 28.4%). However, the percentage of male students attending the SRP ($n = 1,530$, 69.6%) was higher than the percentage who attended the regular school year only ($n = 14,814$, 50.5%).

Table 2: Summer 2018 Middle School SRP Students and Regular School Year Only Student Demographics

Demographic Variable	Summer Readiness Program (N = 2,197)		Regular School Year Only (N = 29,337)	
	n	%	n	%
Race				
Asian	4	0.2	365	1.2
African American	624	28.4	6,267	21.4
Hispanic	1,515	69.0	21,110	72.0
American Indian/Alaska Native	4	0.2	67	0.2
Native Hawaiian/Pacific Islander	0	0.0	12	<0.1
Two or More Races	12	0.5	226	0.8
White	38	1.7	1,290	4.4
Sex				
Female	667	30.4	14,523	49.5
Male	1,530	69.6	14,814	50.5
Special Student Groups				
EL	1,117	50.8	15,556	53.0
SPED	267	12.2	2,749	9.4
Eco Dis	1,912	87.0	25,564	87.1

Source: Data retrieved from the district summer database on August 23, 2018 and merged with the district demographic file dated June 4, 2018.

Note: SRP students are not included in the “regular school year only” student counts. Three SRP students were not matched on the demographic file and are not included. SRP = Summer Readiness Program. Some percentages may not add to 100 due to rounding. EL = English Learner. SPED = Special Education. Eco Dis = Economically Disadvantaged.

What were the results of the Summer Readiness Program?

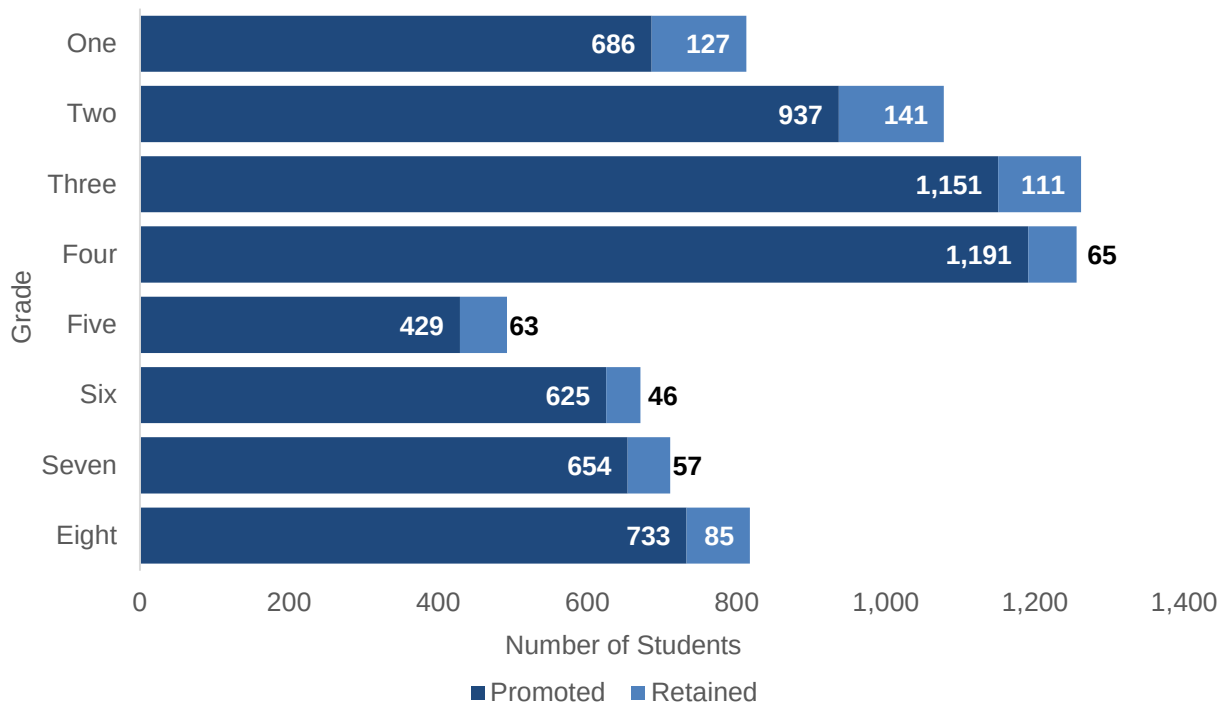
Methodology

Following the 2018 SRP, student enrollment data for subsequent 2018-19 school year were obtained from the district student demographic file dated October 1, 2018. The evaluator conducted frequency analyses to determine the number of students required to attend the SRP⁴ who were promoted and retained, grouped by grade level.

Results

Overall, 6,406 of the 7,101 grade one through grade eight students who attended the program (90.2%) were promoted to the next grade at the beginning of the 2018-19 school year; 695 students were retained (9.8%). The number of students promoted and retained by grade level is shown in Figure 2.

⁴ Students in PK or kindergarten were not required to attend the SRP and are not included in promotion and retention data.

Figure 2: 2017-18 to 2018-19 SRP Promotion and Retention by Grade (*N* = 7,101)

Source: Data retrieved from the ELO Department on August 23, 2018 and merged with 2018-19 demographic data from October 1, 2018.

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

To pass a course, students must have attended all eight days of the program. Overall, promotion rates of SRP elementary school students ranged from 84 percent of grade one students to nearly 95 percent of grade four students (see Table 3). Middle school promotion rates ranged from 90 percent of grade eight students to 93 percent of grade six students. Over 83 percent of attending students were promoted to the next grade at the beginning of the 2018-19 school year despite not attending all eight days of the program, a rate nearly nine percentage points lower than for students who met the attendance criterion (92.1% promoted).

Table 3: 2017-18 to 2018-19 SRP Student Promotion Rates by Attendance Criterion

Grade	Attended < 8 Days		Attended 8 Days		Overall % Promoted
	<i>n</i>	% Promoted	<i>n</i>	% Promoted	
One	228	76.3	585	87.5	84.4
Two	280	82.5	798	88.5	86.9
Three	264	89.0	998	91.8	91.2
Four	250	92.0	1,006	95.5	94.8
Five	78	82.1	414	88.2	87.2
Six	123	80.5	548	96.0	93.1
Seven	128	81.3	583	94.3	92.0
Eight	152	75.7	666	92.8	89.6
Total	1,503	83.3	5,598	92.1	90.2

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

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.

What were the results of the high school Credit Recovery Program?

Methodology

The evaluator consulted the ELO internal website to summarize program dates and operational details. Student course performance and attendance data were received in a file from the ELO Department on August 24, 2018. These data were merged with the district demographic file dated June 4, 2018. The evaluator conducted descriptive and frequency analyses to determine student CRP attendance rates and demographic characteristics by race, sex, EL status, special education status, and economically disadvantaged status, grouping by whether or not the student attended the CRP. Students not attending the CRP were labeled as “regular school year only” students.

The evaluator calculated the average grade received by 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 up to one full credit. The program began at 9:00 a.m. and ended at 1:30 p.m., Monday through Thursday, in two consecutive eight-day sessions. A student could recover one-half credit per session. The first session lasted from July 9 to July 19; the second session lasted from July 23 to August 2. Students were required to attend all of the eight instructional days and take an *Assessment of Course Performance (ACP)* to pass a course. The final course grade was calculated as 85 percent coursework grade and 15 percent ACP score. Students who attended the first session were not necessarily required to attend the second session.

Attendance and Demographics

The demographic characteristics of the 3,458 high school students attending the CRP were similar to the characteristics of other district students during the 2017-18 school year (see Table 4). As during the regular school year, most CRP students were Hispanic ($n = 2,338$, 67.6%) or African American ($n = 986$, 28.5%). The percentage of African American CRP students (28.5%) was higher than students enrolled only during the regular school year (20.9%). Additionally, the percentage of male SRP students ($n = 2,079$, 60.2%) was higher than the percentage of male students who attended during the regular school year ($n = 17,026$, 48.4%).

Table 4: Summer 2018 High School CRP and Regular School Year Only Student Demographics

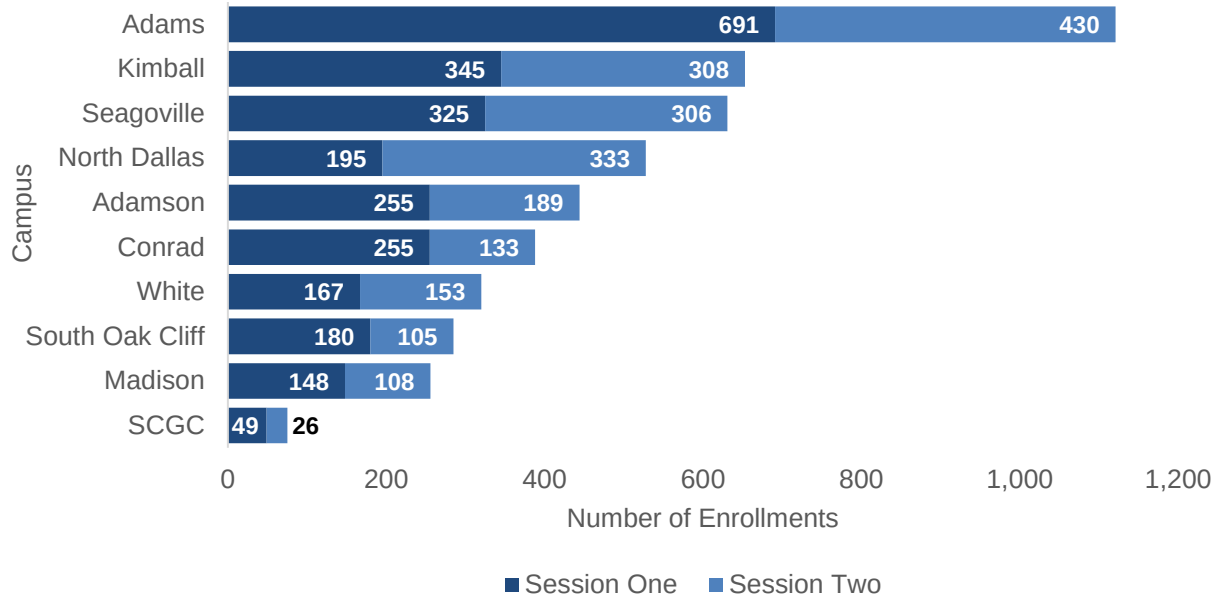
Demographic Variable	Credit-Recovery Program ($N = 3,452^*$)		Regular School Year Only ($N = 35,198$)	
	n	%	n	%
Race				
Asian	19	0.5	579	1.6
African American	986	28.5	7,343	20.9
Hispanic	2,338	67.6	25,141	71.4
American Indian/Alaska Native	6	0.2	73	0.2
Native Hawaiian/Pacific Islander	1	0.1	30	0.1
Two or More Races	12	0.3	253	0.7
White	90	2.6	1,779	5.1
Sex				
Female	1,373	39.8	18,172	51.6
Male	2,079	60.2	17,026	48.4
Special Student Groups				
EL	1,705	49.4	17,808	50.6
SPED	357	10.3	2,942	8.4
Eco Dis	2,911	84.3	29,156	82.8

Source: Data retrieved from the district summer database on August 24, 2018 and merged with the district demographic file dated June 4, 2018.

Note: *Six CRP students did not have data available. CRP includes unique students who attended either session one or session two. CRP students are not included in the “regular school year only” student counts. CRP = Credit Recovery Program. EL = English learner. SPED = Special Education. Eco Dis = Economically Disadvantaged. Some percentages may not add to 100 due to rounding.

Courses were offered in two sessions, 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 3, 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 3: Summer 2018 High School CRP Enrollments by Campus (N = 4,750*)



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

Note: *49 student enrollments did not include a session designation. CRP = Credit-Recovery Program. SCGC = School Community Guidance Center. Students could have enrolled in both sessions.

Course Performance

The overall average grade and passing rate for each course is presented in Table 5. Students taking Economics received the highest grades on average ($n = 11$, mean = 91.8). 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).

Table 5: Summer 2018 High School CRP Course Results

Course Semester	Mean Overall Grade	Course Passing Rate (%)
Algebra I		
Semester 1 (n=252)	73.3	68.8
Semester 2 (n=247)	77.9	69.2
Algebra II		
Semester 1 (n=138)	72.9	77.7
Semester 2 (n=177)	76.0	75.5
Biology		
Semester 1 (n=169)	80.0	85.6
Semester 2 (n=202)	74.1	80.3
Chemistry		
Semester 1 (n=153)	69.6	65.1
Semester 2 (n=265)	56.5	61.0
Economics		
One Semester (n=11)	91.8	66.7
English I		
Semester 1 (n=287)	68.2	68.7
Semester 2 (n=334)	72.7	68.6
English II		
Semester 1 (n=116)	74.1	80.8
Semester 2 (n=181)	74.1	73.1
English III		
Semester 1 (n=117)	84.0	72.3
Semester 2 (n=149)	82.1	77.3
English IV		
Semester 1 (n=14)	82.9	80.0
Semester 2 (n=26)	78.9	77.4
Geometry		
Semester 1 (n=152)	81.8	73.5
Semester 2 (n=291)	65.6	67.4
Government		
One Semester (n=45)	72.2	57.9
Physics		
Semester 1 (n=152)	74.6	71.2
Semester 2 (n=125)	79.7	80.5
U.S. History		
Semester 1 (n=103)	87.8	94.3
Semester 2 (n=124)	81.5	89.1
World Geography		
Semester 1 (n=115)	60.0	67.2
Semester 2 (n=158)	84.3	84.0
World History		
Semester 1 (n=93)	70.1	73.0

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

Note: CRP = Credit Recovery Program.

How were the EPIC Camps implemented?

Methodology

The evaluator summarized program information obtained from the ELO Department. The evaluator obtained student attendance data from the ELO Department on August 24, 2018 and used frequency analyses to calculate the number of students who attended at least one day of the program at each campus.

Results

The Dallas ISD cooperated with PCG to offer EPIC camps at five elementary schools and four middle schools, as shown in Table 6. The EPIC camps ran Monday through Thursday from July 16 to August 2.

Attendance

EPIC camp attendance by campus is shown in Table 6. Attendance records for the EPIC sites show that at least 275 elementary school students attended at least one day of the camps, with as few as 34 students at Storey Middle School and as many as 92 students at Peabody Elementary School. Four of the nine EPIC sites did not report attendance to the ELO Department. However, across all sites, 320 students completed a reflection survey during the last days of the program.

Table 6: Summer 2018 EPIC Attendance by Campus

Campus	n Attendees
Burleson ES*	--
Hotchkiss ES*	--
Peabody ES	92
Roberts ES	42
Webster ES*	--
Browne MS	48
OW Holmes MS	59
Storey MS	34
Balch Springs MS*	--
Total	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.

What were the student and instructor perceptions of the EPIC Camps?

Methodology

Student Surveys

Between July 30 and August 2, 2018, EPIC students in grade two and above completed a short survey related to their attitudes regarding the program. English and Spanish versions of the survey were administered on paper by the program director at each site. The evaluator collected the completed surveys directly from program directors and conducted frequency analyses to determine the rates of positive responses (agree or strongly agree) for each item.

Instructor Surveys

The evaluator e-mailed EPIC instructors a link to an online survey on July 30, 2018. The window to complete the survey was open until August 10, the week following camp. The surveys included items

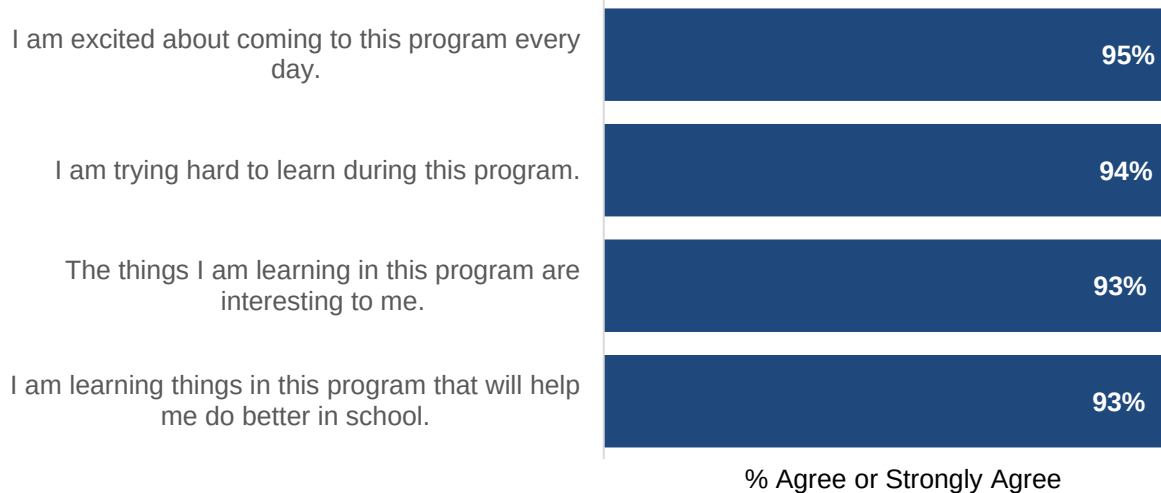
about student and instructor experiences. The evaluator used frequency analyses to determine the rates of positive responses (agree or strongly agree) for each item.

Results

Student Surveys

Student responses revealed that attendees reflected positively on their experiences during the EPIC camp (see Figure 4). Over 93 percent of respondents agreed or strongly agreed with each item. The complete distribution of student responses is presented in Appendix A.

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

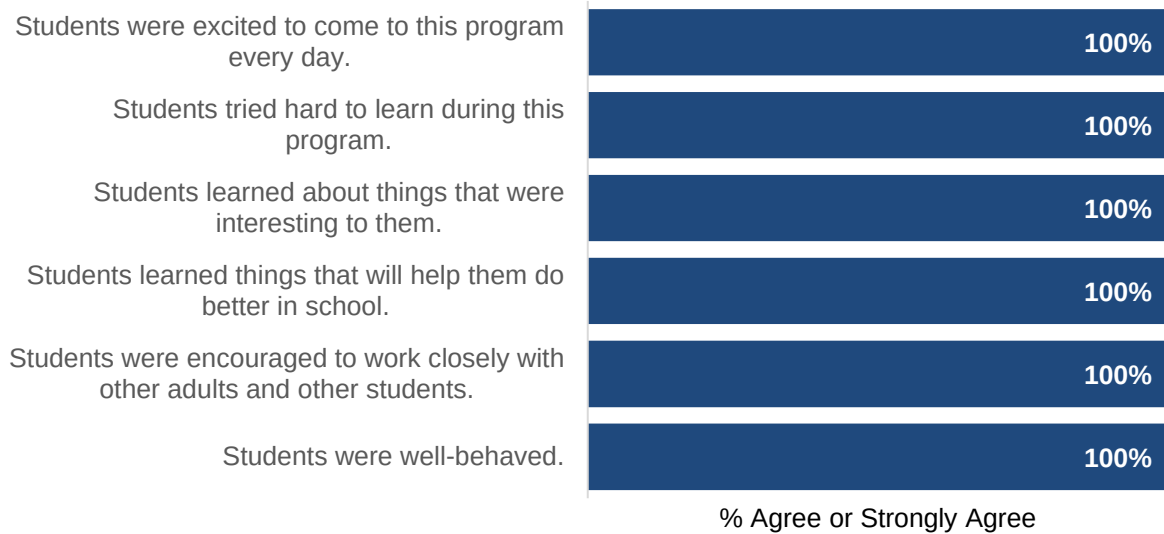


Source: EPIC student survey, administered from July 30 to August 2, 2018.

Instructor Surveys

The percentages of instructors responding positively (agree or strongly agree) to student-focused items are summarized in Figure 5. All responding 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. A complete distribution of student-focused responses is presented in Appendix B.

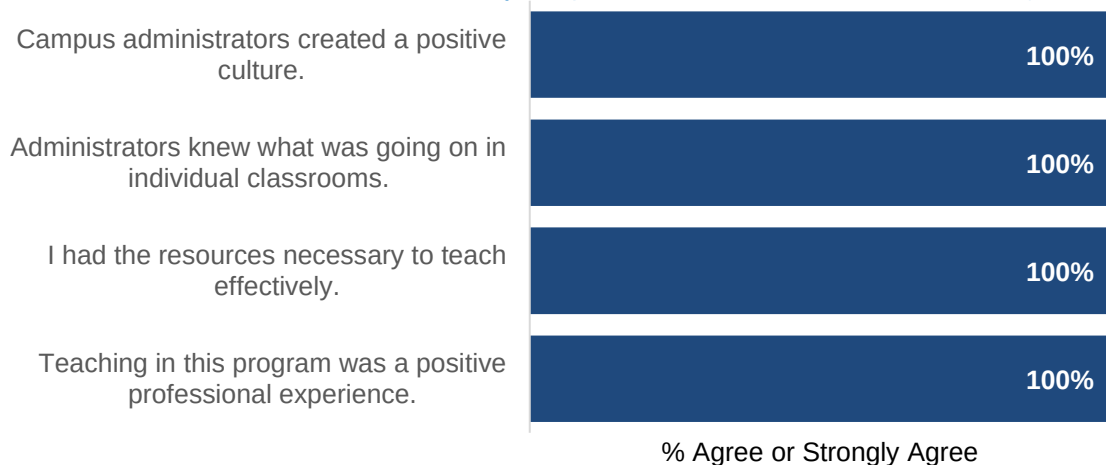
Figure 5: Summer 2018 EPIC Instructor Survey Responses for Student-Focused Items (N = 17)



Source: Enrichment instructor surveys administered July 30 to August 10, 2018.

All responding instructors were also positive regarding their own experiences during the EPIC camps (see Figure 6). The distribution of all responses, from strongly disagree to strongly agree, is presented in Appendix C.

Figure 6: Summer 2018 EPIC Instructor Survey Responses for Instructor-Focused Items (N = 16)



Source: Enrichment instructor surveys administered July 30 to August 10, 2018.

How was the Early Start Program implemented?

Methodology

The evaluator summarized program information obtained from the ELO Department. The evaluator also obtained student attendance data from the ELO Department on August 24, 2018 and used frequency analyses to calculate the number of students who attended at least one day of the program at each campus.

Results

The Dallas ISD operated the ESP at five middle school campuses (see Table 7) and two high school campuses (see Table 8). The ESP ran Monday through Thursday from July 16 to July 26. Students attended from 9:00 a.m. to 3:00 p.m. During the morning periods, teachers introduced struggling students to curriculum for the first six-week period of the 2018-19 school year, focusing on balanced literacy and mathematics. Big Thought, a non-profit organization supporting arts involvement, provided enrichment programming during the afternoons.

Attendance

ESP attendance by middle school campus is shown in Table 7. Overall, 227 students attended at least one day of the program, with as few as 26 students at Dade Middle School and as many as 71 students at O.W. Holmes Middle School.

Table 7: Summer 2018 Middle School ESP Attendance by Campus

Campus	n Attendees
Browne	52
Dade	26
O.W. Holmes	71
Rusk	30
Storey	48
Total	227

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

Note: ESP = Early Start Program.

ESP attendance by high school campus is shown in Table 8. Overall, 76 students attended at least one day of the program, with 31 students attending the South Oak Cliff High School program at Village Fair (construction at South Oak Cliff prevented hosting at the campus) and 45 students attending the Lincoln High School ESP.

Table 8: Summer 2018 High School ESP Attendance by Campus

Campus	<i>n</i> Attendees
Lincoln	45
South Oak Cliff	31
Total	76

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

Note: ESP = Early Start Program.

What were the student and instructor perceptions of the Early Start Program?

Methodology

Student Surveys

During the last three days of the program (July 23-July 26), campus leaders administered a short paper survey to students about their attitudes regarding the program. The evaluator collected the surveys from each site and conducted frequency analyses to determine the rates of positive responses (agree or strongly agree) for each item. Students at Dade Middle School did not complete the survey.

Instructor Surveys

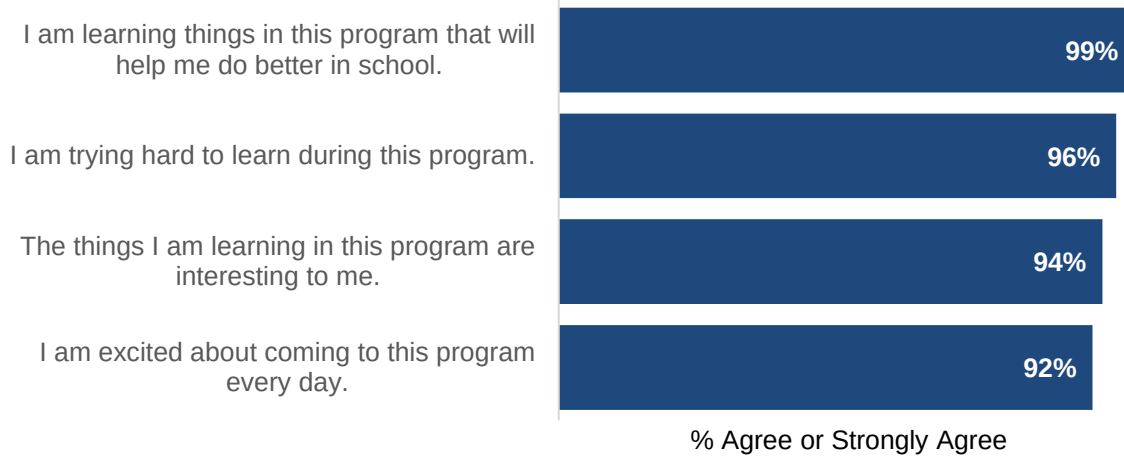
The evaluator sent an e-mail to ESP instructors with a link to a survey on July 23. The survey response window was open until August 3, the week following camp. The surveys included items about student and instructor experiences. The evaluator used frequency analyses to determine the rates of positive responses (agree or strongly agree) for each item.

Results

Student Surveys

Students reflected positively on their experiences during the ESP (see Figure 7). Over 92 percent of the responding students were excited to come to the program every day, tried hard to learn during the program, and learned about things that interested them. Over 99 percent of the students felt that they learned things that would help them do better in school. The complete distribution of student responses is presented in Appendix D.

Figure 7: Summer 2018 ESP Student Survey Program Reflection (N = 128)



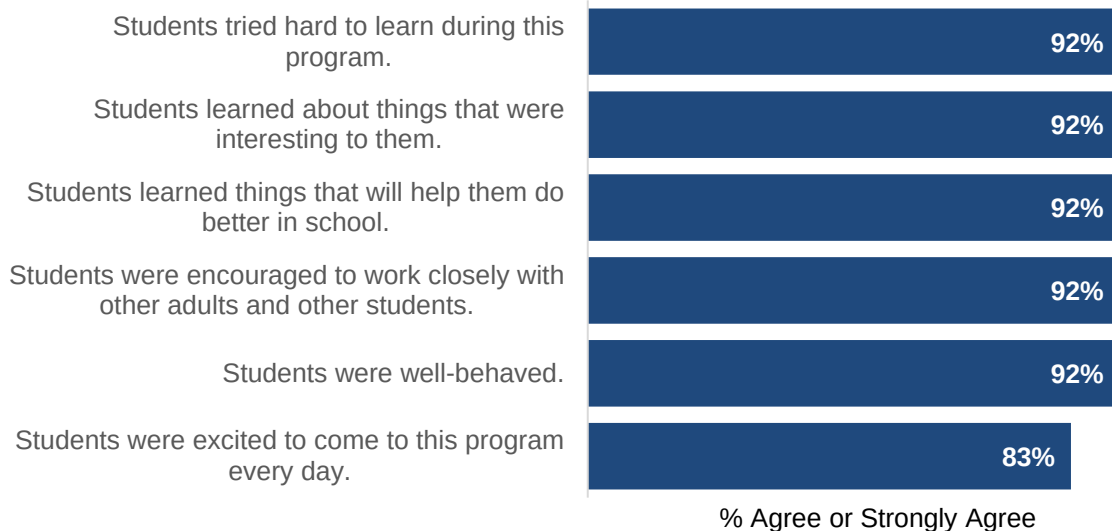
Source: ESP student survey, administered from July 23 to July 26, 2018.

Note: ESP = Early Start Program. Dade students did not complete the survey.

Instructor Surveys

The percentages of ESP instructors responding positively (agree or strongly agree) to student-focused items are summarized in Figure 8. The lowest proportion of respondents (83.3%) agreed that students were excited to come to the program every day. Nearly 92 percent of the responses were positive on all other items. The complete distribution of ESP instructor responses to the student-focused items can be found in Appendix E.

Figure 8: Summer 2018 ESP Instructor Survey Responses for Student-Focused Items (N = 12)

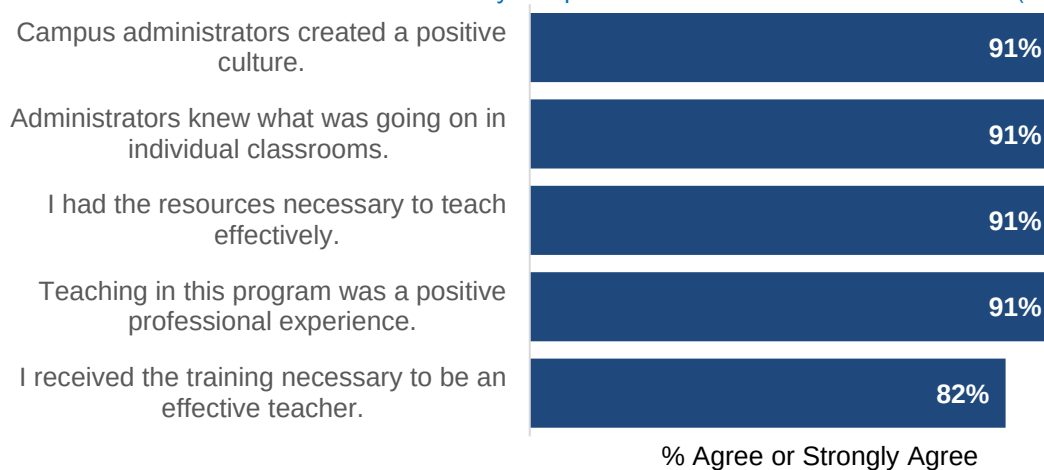


Source: ESP instructor surveys administered July 23 to August 3, 2018.

Note: ESP = Early Start Program.

Instructors were generally positive regarding their own experiences (see Figure 9). Nearly 82 percent of the responding ESP instructors felt that they received adequate training to teach effectively, the lowest level of agreement. Exactly 91 percent of respondents agreed or strongly agreed with all other items. A full distribution of responses to the instructor-focused items can be found in Appendix F.

Figure 9: Summer 2018 ESP Instructor Survey Responses for Instructor-Focused Items (N = 11)



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

Note: ESP = Early Start Program.

How were other summer programs implemented?

Methodology

The evaluator obtained student attendance data for the other Dallas ISD summer programs from the ELO Department on August 24, 2018 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 9 shows descriptive information about other Dallas ISD summer programs. These programs were not directly supported by the ELO Department but are included in this report for informational purposes and completeness. Thirteen of the 32 programs did not report any attendance with the ELO Department. Five programs did not report attendance from one or two of the program sites.

Table 9: Summer 2018 Descriptive Information for Other District Department Programs

Summer Science Enrichment	
Location	Environmental Education Center
Dates of Operation	June 4-June 22
Days of Operation	Monday-Friday
Hours of Operation	8:00 AM-4:00 PM
n Students Attended	No student attendance reported
Science Day Camp	
Location	Environmental Education Center
Dates of Operation	July 10 and July 24
Days of Operation	Tuesday
Hours of Operation	9:00 AM-3:30 PM
n Students Attended	No student attendance reported
All Sports Camp	
Locations	Forester Field, Loos Stadium, Owens Stadium, Sprague Field, Wilmer-Hutchins Stadium
Dates of Operation	June 18-June 21
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-12:30 PM
n Students Attended	67
Science Discovery Camp	
Locations	Caillet, Halliday, Medrano, Rogers, Silberstein, Lang, Peeler, Rusk
Dates of Operation	June 11-June 28
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:00 PM
n Students Attended	No student attendance reported
Refugee Summer Camp	
Locations	Tasby, Conrad
Dates of Operation	June 8-June 28
Days of Operation	Monday-Friday
Hours of Operation	8:30 AM-3:00 PM
n Students Attended	No student attendance reported
Prekindergarten/Bilingual Summer Camp	
Locations	Nathan Adams, Cigarroa, Gonzalez, Gooch, Harlee, May, Jordan, Marcus, Mount Auburn, Urban Park
Dates of Operation	June 11-June 28
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-2:30 PM
n Students Attended	207
Newcomers' Summer Language Enrichment	
Locations	Arcadia Park, May, Foster, Gill, Lowe, Marcus, Rogers, Gonzalez, Junkins, Bush, Cowart
Dates of Operation	June 11-July 26
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-2:30 PM
n Students Attended	167
STEM: Camp Invention	
Locations	JQ Adams, Botello, Budd, Douglass, Kahn, Oliver, Peabody, Reagan, Richardson, Russell, Urban Park, Winnetka
Dates of Operation	June 11-June 15
Days of Operation	Monday-Friday
Hours of Operation	9:00 AM-3:30 PM
n Students Attended	879 (two sites did not report student attendance)
STEM: Chemical Engineering	
Location	Turner
Dates of Operation	June 18-June 21
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-12:00 PM
n Students Attended	31
STEM: Electrical Engineering	
Location	Nathan Adams, Maple Lawn, Rogers
Dates of Operation	June 18-June 21
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM
n Students Attended	73

table continues

Table (continued)

STEM: Forensics	
Locations	McNair, Atwell, Quintanilla, Stockard, Stone, Storey
Dates of Operation	June 18-June 21
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM, elementary; 9:00 AM-1:00 PM, middle
n Students Attended	118
STEM: Robotics	
Locations	Anderson, Blair, Burnet, Caillet, DeZavala, Guzick, Halliday, Henderson, Ireland, Jones, Junkins, Kiest, Medrano, Mount Auburn, Pershing, Pleasant Grove, Rosemont ES, Starks, Terry, Wilmer-Hutchins ES, Young
Dates of Operation	June 11-June 14
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM
n Students Attended	464
STEM: Video Game Programming	
Locations	Brashear, Kramer
Dates of Operation	June 18-June 21
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM
n Students Attended	48
STEM: 3D Printing	
Locations	Weiss, Withers
Dates of Operation	June 18-June 21
Days of Operation	Monday-Thursday
Hours of Operation	8:00 AM-12:00 PM
n Students Attended	46
Soaring Scholars	
Location	Frazier
Dates of Operation	June 19-July 27
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	221
Boys & Girls Club Mad Science	
Location	DeGolyer, Bethune, Bushman, Kramer, Allen, Runyon, Urban Park
Dates of Operation	July 16-July 26
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	272 (one site did not report student attendance)
Junior Players/Arboretum	
Location	Moreno, Lee, Henderson
Dates of Operation	July 16-August 2
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-1:30 PM
n Students Attended	114 (one site did not report student attendance)
Send a Kid to Camp	
Location	Anderson, Bayles, Bowie, Bryan, Hall, Lowe, Maple Lawn, Richardson, Thornton, Truett, Weiss, Martinez, Tolbert, Cigarroa
Dates of Operation	June 11-July 12
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-3:00 PM
n Students Attended	959
Thriving Minds	
Location	Anderson, Foster, Peeler, Lowe, Cochran, McNair
Dates of Operation	July 9-July 26
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-3:00 PM
n Students Attended	403
American Indian Summer Enrichment	
Location	Quintanilla
Dates of Operation	June 11-July 21
Days of Operation	Monday-Thursday
Hours of Operation	8:30 AM-2:00 PM
n Students Attended	No student attendance reported

table continues

Table (continued)

ESL: T-CALL	
Location	Adamson, Tasby, Dade, Browne, Madison, Conrad
Dates of Operation	June 25-July 26
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-2:00 PM
n Students Attended	121 (one site did not report student attendance)
LCC Summer Enrichment	
Location	Atwell, Browne, Cary, Comstock, Florence, OW Holmes, Walker, Richards, Spence
Dates of Operation	June 11-June 14
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-1:00 PM
n Students Attended	No student attendance reported
Coast to Coast	
Location	Franklin, Hooe, Jones, Cochran, Salazar
Dates of Operation	July 16-June 26
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-1:00 PM
n Students Attended	No student attendance reported
Confidence Group	
Locations	Kleberg, Russell, Blair, Jordan
Dates of Operation	July 68-July 26
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-1:00 PM
n Students Attended	116
Park & Recreation: City of Dallas Block Grant	
Location	JQ Adams, Bayles, Cowart, Kahn, Kiest, Silberstein
Dates of Operation	June 11-August 2
Days of Operation	Monday-Thursday
Hours of Operation	9:00 AM-4:00 PM
n Students Attended	163 (one site did not report student attendance)
The Black Academy of Arts and Letters Summer Youth Arts Institute	
Locations	The Black Academy of Arts and Letters
Dates of Operation	June 11-June 29
Days of Operation	Monday-Friday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	376
Summer Dance Intensive	
Location	Booker T. Washington, Adams, Sunset, White, Wilmer-Hutchins
Dates of Operation	June 11-June 15 or June 18-June 22
Days of Operation	Monday-Friday
Hours of Operation	9:00 AM-4:00 PM
n Students Attended	No student attendance reported
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	No student attendance reported
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	No student attendance reported
Dallas Performing Arts Center Intensive Camp	
Location	Booker T. Washington High School for the Performing Arts
Dates of Operation	June 11-June 15
Days of Operation	Monday-Friday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	No student attendance reported
All State Choir 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	No student attendance reported

table continues

Table (continued)

All City Theater Camp	
Location	Booker T. Washington High School for the Performing Arts
Dates of Operation	August 1-August 3
Days of Operation	Wednesday-Friday
Hours of Operation	8:30 AM-3:30 PM
n Students Attended	No student attendance reported

Source: Data received from the Extended Learning Opportunities Department on August 24, 2018. ES = Elementary School. MS = Middle School.

SUMMARY AND RECOMMENDATION

Summary

This evaluation primarily reviews implementation and results for four programs supported by the ELO Department. These programs included 1) the Summer Readiness Program (SRP), 2) the high school Credit Recovery Program (CRP), 3) the EPIC camps operated by Public Consulting Group, and 4) the Early Start Program (ESP). The budget for summer programs included \$2,000,000 in Title I funds. The evaluation summarizes descriptive information and student attendance for 32 additional programs offered across the Dallas ISD.

Summer Readiness Program

The SRP, held four days per week at most elementary schools and middle schools from June 11 to June 21, provided remedial instruction for grade one through grade eight students who had failed two or more core courses during the regular school year. A total of 5,109 elementary school students and 2,197 middle school students attended the program. Overall, 90 percent of the students in the SRP were promoted to the next grade for the 2018-19 school year.

Credit Recovery Program

The high school CRP provided students opportunities to recover up to one full credit for failed high school courses at 10 high school campuses across the Dallas ISD. The program operated two consecutive eight-day sessions, and a student could recover one-half credit per session. The first session lasted from July 9 to July 19; the second session lasted from July 23 to August 2. Over 3,400 students ($n = 3,458$) attended at least one day of the program. Course passing rates ranged from 58 percent in Government ($n = 45$) to 94 percent of students in semester one U.S. History ($n = 103$).

EPIC Camps

The EPIC camps, operated by PCG, offered a variety of academic and enrichment opportunities for students at five elementary schools and four middle schools across the district. The program served at least 275 students. However, four of the campuses did not report student attendance to the ELO Department. Survey results revealed positive student and staff perceptions of the program.

Early Start Program

The ESP introduced students to mathematics and balanced literacy curriculum they would see during the first six-week period of the upcoming 2018-19 school year. Big Thought, a non-profit organization focusing on arts enrichment, provided a variety of activities for students during the afternoons. The program operated at five middle schools and two high schools, Monday through Thursday, from July 16 to July 26. Over 300 students ($n = 227$ middle school; $n = 76$ high school) attended at least one day of the program. Survey results indicated that students and staff members reflected positively on their program experiences.

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. Of the 32 other district programs briefly summarized in this evaluation, 18 reported student attendance partially or not at all. Attendance records are the most critical data element in determining program success, and collecting this information should be a top priority.

APPENDICES

Appendix A

Appendix A: Summer 2018 Complete EPIC Student Program Reflection Responses

Item	N	Strongly Disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
I am excited about coming to this program every day.	318	6	1.9	11	3.5	82	25.8	219	68.9
I am trying hard to learn in this program.	317	7	2.2	11	3.5	104	32.8	195	61.5
The things I am learning in this program are interesting to me.	313	7	2.2	14	4.5	76	24.3	216	69.0
I am learning things in this program that will help me do better in school.	317	9	2.8	13	4.1	71	22.4	224	70.7

Source: EPIC student survey, administered from July 30 to August 2, 2018. Percentages may not add to 100 due to rounding.

Appendix B

Appendix B: Summer 2018 Complete EPIC Instructor Survey Responses for Student-Focused Items

Item	N	Strongly Disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
Students were excited to come to this program every day.	17	0	0.0	0	0.0	7	41.2	10	58.8
Students tried hard to learn during this program.	17	0	0.0	0	0.0	8	47.1	9	52.9
Students learned about things that were interesting to them.	17	0	0.0	0	0.0	7	41.2	10	58.8
Students learned things that will help them do better in school.	17	0	0.0	0	0.0	4	23.5	13	76.5
Students were encouraged to work closely with adults and other students.	17	0	0.0	0	0.0	3	17.6	14	82.4
Students were well-behaved.	17	0	0.0	0	0.0	9	52.9	8	47.1

Source: EPIC instructor survey, administered from July 30 to August 10, 2018.

Appendix C

Appendix C: Summer 2018 Complete EPIC Instructor Survey Responses for Instructor-Focused Items

Item	N	Strongly Disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
Campus administrators created a positive culture.	16	0	0.0	0	0.0	3	18.8	13	81.3
I received the training necessary to be an effective instructor.	16	0	0.0	0	0.0	4	25.0	12	75.0
Administrators knew what was going on in individual classrooms.	16	0	0.0	0	0.0	4	25.0	12	75.0
I had the resources necessary to be an effective instructor.	16	0	0.0	0	0.0	4	25.0	12	75.0
Teaching for this program was a positive professional experience.	16	0	0.0	0	0.0	3	18.8	13	81.3

Source: EPIC instructor survey, administered from July 30 to August 10, 2018. Percentages may not add to 100 due to rounding.

Appendix D

Appendix D: Summer 2018 Complete ESP Student Program Reflection Responses

Item	N	Strongly Disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
I am excited about coming to this program every day.	125	2	1.6	8	6.4	50	40.0	65	52.0
I am trying hard to learn in this program.	128	1	0.8	4	3.1	59	46.1	64	50.0
The things I am learning in this program are interesting to me.	127	1	0.8	7	5.5	50	39.4	69	54.3
I am learning things in this program that will help me do better in school.	125	1	0.8	0	0.0	47	37.6	77	61.6

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

Note: ESP = Early Start Program.

Appendix E

Appendix E: Summer 2018 Complete ESP Instructor Survey Responses for Student-Focused Items

Item	N	Strongly Disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
Students were excited to come to this program every day.	12	1	8.3	1	8.3	1	8.3	9	75.0
Students tried hard to learn during this program.	12	1	8.3	0	0.0	2	16.7	9	75.0
Students learned about things that were interesting to them.	12	1	8.3	0	0.0	3	25.0	8	66.7
Students learned things that will help them do better in school.	12	1	8.3	0	0.0	1	8.3	10	83.3
Students were encouraged to work closely with adults and other students.	12	1	8.3	0	0.0	1	8.3	10	83.3
Students were well-behaved.	12	1	8.3	0	0.0	3	25.0	8	66.7

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

Note: ESP = Early Start Program. Percentages may not add to 100 due to rounding.

Appendix F

Appendix F: Summer 2018 Complete ESP Instructor Survey Responses for Instructor-Focused Items

Item	N	Strongly Disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
Campus administrators created a positive culture.	11	1	9.1	0	0.0	0	0.0	10	90.9
Administrators knew what was going on in individual classrooms.	11	1	9.1	0	0.0	1	9.1	9	81.8
I received the training necessary to be an effective instructor.	11	1	9.1	1	9.1	2	18.2	7	63.6
I had the resources necessary to be an effective instructor.	11	1	9.1	0	0.0	1	9.1	9	81.8
Teaching for this program was a positive professional experience.	11	1	9.1	0	0.0	0	0.0	10	90.9

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

Note: ESP = Early Start Program.