

2018-19 Evaluation of Summer Programs

Department of Evaluation and Assessment

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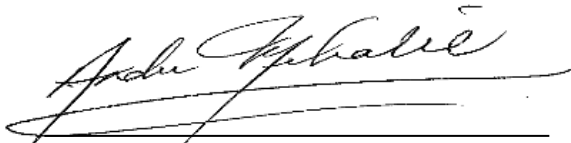
2018-19 Evaluation of Summer Programs

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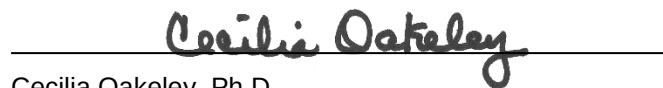
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2018-19 Evaluation of Summer Programs

Project Evaluator: C. Elizabeth Watson, M.P.A.

ABSTRACT

Dallas Independent School District allocated \$2,000,000 of Title I, Part A, funding and \$275,000 in Title IV funding to the Summer Learning and enrichment programs for the 2018-19 school year. The district supported academic programs as well as enrichment programming open to all elementary and middle school students.

A total of 11,083 students in grades one through 11 attended academic programming. Overall, 87.4 percent of grades one through 12 students who attended the programs were promoted to the next grade at the beginning of the 2019-20 school year. Ten high school campuses offered the Credit Recovery Program, providing students with opportunities to recover up to one full credit. Overall, 2,475 students enrolled in 3,012 courses. Students recovered a total of 2,731 credits.

The Middle School Leadership Academy was held at 11 middle schools, and a total of 410 students attended the program. The results of classroom observations were positive. A major benefit of the program's emphasis on group activities was increasing students' confidence and social-emotional learning development. Parent feedback regarding the program was positive as well.

The Young Musicians Camp was held at five district elementary schools. Components of the program were planned to continue as an after-school activity during the 2019-20 school year. The results of Young Musicians Camp classroom observations were positive.

In partnership with the district, Big Thought coordinated Thriving Minds Summer Camps at 10 elementary campuses. The results of classroom observations of the Thriving Minds Summer Camp were positive. The majority of parents surveyed believed that the program provided a positive educational opportunity for their child.

In partnership with Frazier Revitalization, the district hosted the Dunbar-Frazier Soaring Scholars program at Paul L. Dunbar Learning Center, serving 94 students. Results of classroom observations were positive. Students cited improvements to specific social-emotional learning competencies such as social awareness and relationship skills. Parents' rating of overall satisfaction was the highest among summer programs evaluated this year.

Recommendations include continuing community partnerships; providing all-day programming; focusing on enrichment content that promotes character development; designing summer teacher training to reflect desired outcomes; improving vendor data collection; and the expansion of successful summer programs.

PROGRAM DESCRIPTION

Dallas Independent School District (Dallas ISD) received federal funds for high-quality academic and enrichment summer programming for the 2018-19 school year through Title I, Part A, as authorized under the Every Student Succeeds Act (ESSA). Dallas ISD summer programs were designed with varying purposes for a wide variety of students. The Extended Learning Opportunities (ELO) Department supported several major programs during summer 2019, including the SSI¹/EOC²/Readiness and Testing (SERT) program and the Credit-Recovery Program (CRP). The SSI and EOC components of SERT provided test preparation to elementary, middle and high school students, before the third administration of *State of Texas Assessments of Academic Readiness (STAAR)* and second administration of *STAAR EOC* in June. Additionally, the Readiness component of SERT provided remedial instruction for students who met retention criteria set by the Dallas ISD Board of Trustees. Students were considered for retention when they (1) did not master grade-level objectives, especially in language arts and mathematics, (2) had an overall report card average of 70 or above but received less than 70 in two or more core subjects, (3) had an overall report card average grade less than 70, or (4) failed at least two core courses. Participation in the program gave these students the opportunity for on-time promotion to the next grade. The CRP allowed high school students to recover credits during the summer due to *Assessment of Course Performance (ACP)* failure, failing course grades, or excessive absences during the school year. In addition to academic programming, ELO sponsored enrichment programming open to all elementary and middle school students, with a focus on the arts, science and technology, leadership development, and service learning. Also, in partnership with Thriving Minds, ELO hosted Thriving Minds Camps which combined core instruction with arts enrichment for elementary students. Finally, in partnership with Frazier Revitalization, ELO hosted the Dunbar-Frazier Soaring Scholars Program at Paul L. Dunbar Learning Center, which offered technology-based literacy, mathematics, arts, culture, and physical education enrichment activities.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the 2018-19 Title I Summer Learning evaluation was to provide context and implementation data so that program managers could assess the delivery of program components and operations, determine effectiveness, and plan future efforts. The evaluation examined the level of implementation of the grant-funded programs and participant perceptions of the programs, as applicable. Data for this report were obtained from interviews with the program staff members assigned to each grant component, a review of program documents, site observations, focus group interviews, and surveys.

¹ The Student Success Initiative (SSI) was created by the 76th Texas Legislature in 1999 and expanded to include high school students during the 83rd Texas Legislative session with the passage of House Bill 5 (TEC §28.0217) to ensure that accelerated instruction (AI) be provided at no cost after each *STAAR/STAAR End-of-Course* administration for “at-risk” students and for those who failed to meet the passing standard, Approaches Grade Level or Above (Approaches+). A full evaluation of the SSI program, including high school EOC AI programming, is available in a separate report.

² EOC = *State of Texas Assessments of Academic Readiness End of Course*.

MAJOR EVALUATION QUESTIONS AND RESULTS

What are the characteristics of effective summer learning programs?

The National Center for Summer Learning (2009) and the Harvard Family Research Project (2006) each issued reports that outlined practices, challenges, and strategies shared by effective and promising summer learning programs. Both reports emphasized the early formation of collaborative partnerships with community-based organizations to inform program planning and design to enable stakeholders to reach their goals more efficiently and effectively. Also, both reports highlighted the importance of designing programs with specific goals and objectives, recruiting qualified staff, and providing them with high-quality training and professional development. Additionally, the National Center for Summer Learning (2009) notes that successful summer learning programs gather evaluation data in a rigorous and ongoing way and use these data to inform program implementation and development.

Based on the relevant literature on summer learning programs, including a Wallace Foundation-commissioned review (Terzlan, Moore, and Hamilton, 2009) of 43 summer learning programs, effective and promising summer learning programs share these characteristics and best practices:

- Effective summer programs include strong community partnerships. School and community events may increase the visibility and credibility of summer programs, and community partners can offer resources such as volunteers, technical assistance, and funding. The formation of long-term, community partnerships are often critical to sustaining program success (National Center for Summer Learning, 2009).
- Effective programs are affordable and accessible, and the most effective programs are offered free of cost. Most are offered over a full day, or approximately six to eight hours (providing a free source of childcare for families). In addition, effective programs offer breakfast and lunch to participants (Johnson, 2000).
- Programs that involve parents as volunteers or as decision makers may be more likely to have positive impacts on children (Bell, 2007). However, many programs lack parental involvement. A 2004 Public Agenda survey of 1,612 parents regarding out-of-school time suggests that, although parents in low-income communities are concerned about summer learning loss (about 67% of the respondents, according to this survey), many have concerns about the lack of quality, affordable summer activities for their children (Duffet and Johnson, 2004). Whether involving parents in summer programs increases the participation rates of low-income children and youth is an area in need of further study.
- The most effective summer programs work to improve social-emotional learning skills. Children are optimally suited for this type of learning, since they are developing abstract thinking skills and need guidance when it comes to social problem solving (Bierman, 2007).
- Effective summer programs can promote character development. Infusing the values of fairness, respect, and nonviolence into school routines appears to decrease the display of negative classroom behavior in children (Flay and Allred, 2003).

- Effective summer programs create an environment which fosters positive student relationships with caring adults. This strategy has proven effective with both children and adolescents when it comes to preventing and deterring behavioral issues, such as aggression and drug and alcohol use, and promoting academic success (Herrera, et al, 2008).
- For disadvantaged and at risk students, intensive multi-element programs may be needed. With few exceptions, children and adolescents who are exposed to higher levels of risk are more likely to benefit from longer-term interventions targeting multiple social domains (Moore, 2008). This might involve continuing summer programs with regular school year, after-school, or weekend programming.

What was the amount of funding for the summer programs?

Methodology

The amount of funding allotted for each of the summer programs was obtained primarily from the Summer Learning workscopes for Title I, Part A, and Title IV. Additional information was obtained from grant services and ELO staff.

Results

The district allocated \$2,000,000 of Title I, Part A, funding to the Summer Learning programs in 2018-19. This amount was the same in 2017-18 (Mickelson, 2018). The largest amount was budgeted for Credit Recovery (\$1,096,447). Additionally, the Dallas ISD Summer Enrichment programs' \$275,000 was funded through Title IV. Thriving Minds Summer Camps were administered at no cost to the district through a partnership agreement with Big Thought.³ The Dunbar-Frazier Soaring Scholars program was funded in partnership with Frazier Revitalization.⁴

How were the Dallas ISD summer academic programs implemented?

Methodology

SSI/EOC/Readiness and Testing (SERT)

The evaluator reviewed the policy of the Board of Trustees to determine student eligibility guidelines for participation in the SSI/EOC/Readiness and Testing (SERT) program. Additional information was obtained from ELO staff.

³ Big Thought has worked for over 30 years with local and national partners to bring tailored creative learning opportunities to students in Dallas neighborhoods with the greatest need.

⁴ Frazier Revitalization is a place-based nonprofit that serves as a catalyst for the revitalization of the community through economic and community development, investing in neighborhood improvements to attract jobs and services and improve access to healthcare and quality of life, working with stakeholders in the area to build a stronger community with a focus on education, health equity, safety, jobs for residents, and affordable and quality housing.

Credit Recovery Program

The evaluator consulted ELO staff to obtain program dates and summarize operational details. Additional information was obtained from internal ELO program records and materials.

Results

Teacher Recruitment and Training

Summer academic program teachers were selected by campus principals, who were also campuses' summer school principals, based on the unique needs of academic summer school students. Principals sought to match teacher skill sets with the challenges of remediation and differentiation in the summer school setting. Selections were made in February for summer of 2019. Once selected, summer school teachers attended professional development through the Summer School Teacher Academy, which included online learning resources developed by the Teaching and Learning Department. Summer school site coordinators attended training by ELO on proper summer school protocol, safety, attendance taking, and other pertinent operational information. Additionally, campus administrators received face-to-face training from ELO specific to the role of summer school principal.

SSI/EOC/Readiness and Testing (SERT) program Characteristics

The ELO Department set student eligibility guidelines for determining which students should participate in SERT. The Student Success Initiative (SSI)⁵ component of SERT offered test preparation for fifth- and eighth-grade students prior to the third administration of the *State of Texas Assessment of Academic Readiness (STAAR)* reading and mathematics subtests. Students could attend SERT because they met local eligibility guidelines (failed courses) and/or because they did not meet the Approaches Grade Level or Above (Approaches+) standard on the *STAAR* on the first or second administrations. Likewise, the *EOC* component of SERT was open to high school students who had not met the Approaches+ standard on one or more *STAAR EOC* exams and provided test preparation in half-day sessions prior to retesting.

Eligibility guidelines for the Readiness component 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).

⁵ The results of the Student Success Initiative and *End of Course* components of SERT appear in a separate report, available at www.dallasisd.org/Page/888.

The ELO Department estimated the percentage of students at each campus who would qualify to attend SERT Readiness to be 10 percent at elementary schools, 15 percent at middle schools, and 20 percent at high schools. If fewer than the predicted number of students met the criteria, other students, including pre-kindergarten and kindergarten students, were invited to fill available slots.

Each campus provided ELO with student program enrollment information. Summer data controllers at each campus used student summer enrollment forms to develop class rosters and place students by grade level and English-language ability (general education or bilingual). Each campus hosted qualifying students from the surrounding attendance area. Students qualifying because of retention were expected to attend all eight days of the SERT, beginning on June 10 and ending on June 20 (i.e., two weeks, Monday through Thursday) in order to be promoted to the next grade. Unfortunately, due to widespread loss of electrical power as a result of major thunderstorm damage across the city, all SERT campuses were closed June 10 through June 13. Schools opened for four days of programming from June 17 through June 20. *STAAR* testing for SSI students occurred over three days during the week of June 24 through June 26. The elementary and middle school programs met from 8:00am to 3:00pm. All students received breakfast and lunch. High school *EOC* students received four half-day test prep instruction sessions from 8:00am-12:00pm on June 17 through June 20, with testing over three days during the week of June 24 through June 27.

SERT Promotion Characteristics

Grade-level promotion and the earning of course credit are based on mastery of the curriculum. Expectations and standards for mastery are established for each grade level and content area. In addition, at grades five and eight, students are required to meet the Approaches+ standard on *STAAR*, if the student is enrolled in a Texas public school on any day between Jan. 1 and the date of the first administration of the *STAAR*. Prekindergarten and kindergarten students are not retained due to the voluntary status of their enrollment. Grade one students are considered for retention if mastery of grade-level objectives is not reflected by assessments, especially in reading/language arts and mathematics. If a student is being considered for possible retention, a parent conference must be held. In grades two through eight, promotion to the next grade level is based on an overall average score of 70 on a scale of zero to 100 based on course-level and grade-level standards for all subject areas.

Any student in grades one through eight who does not meet the criteria outlined above for promotion to the next grade level may attend supplemental summer programming, as provided by Texas Administration Code 19 TAC 105.1001(c) and Texas Education Code 29.082(e)–(f). The recommendation is that students who attend at least 90 percent of the SERT program days will be promoted to the next grade level at the beginning of the school year based on academic achievement or demonstrated proficiency of the course material or grade level objectives. Ultimately, all promotion decisions in the summer are made by the principal or their assistant principal designee, based on their professional opinion regarding the best interest of the student. High school students are promoted or retained according to semesters completed and the number of state credits earned in grades nine through 12.

Per Board policy EIE (LOCAL), it is the official position of the district that retention of students is not shown to be an effective strategy for improving student achievement. The district and individual campuses have established procedures designed to reduce the number of students retained, and indeed, most students receiving any amount of supplemental summer instruction can expect to be promoted. A parent, however, may present a written request to the school principal asking that the student not be promoted. The Admission, Review and Dismissal (ARD) committee determines promotion and retention procedures and academic achievement level expectations through the Individualized Education Program (IEP) for students who receive special education services.

CRP Program Characteristics

Ten comprehensive high school campuses (Bryan Adams, Pinkston, Seagoville⁶, South Oak Cliff, Spruce, Sunset, North Dallas, Conrad, Madison, and Wilmer-Hutchins) offered the high school CRP, providing students with opportunities to recover up to one full credit (one-half credit per session). The program was half-day from 1:00 - 4:00pm. Since high school students who needed to retake a *STAAR EOC* exam attended morning test preparation sessions through the *SERT EOC* program, students who needed to recover course credit attended afternoon sessions at the same home campuses. This format allowed students to attend the full day if they had both needs. To earn course credit, students were expected to attend all eight instructional days and take an *Assessment of Course Performance (ACP)*. Students with more than one absence during the session were not awarded credit, regardless of final course grade. The final course grade consisted of coursework grades (85% of final grade) and *ACP* scores (15% of final grade). The CRP sessions ran Monday through Thursday, in two eight-day instructional sessions, with Monday through Thursday of the following week scheduled for *ACP* testing. Due to power outages, campuses were closed on June 10 and the first session lasted only seven days, from June 11 to June 27; the second session lasted from July 8 to July 15.

What were the results of the Dallas ISD summer academic programs?

Methodology

SSI/EOC/Readiness and Testing (SERT) program

Campus staff members recorded attendance in district databases and provided access to data to the evaluator. The evaluator merged these data with the student demographic file dated May 28, 2019 and conducted descriptive and frequency analyses to determine student enrollment rates (students enrolled in the program versus those eligible) and demographic characteristics. Because the SERT took place at nearly all Dallas ISD elementary and middle school campuses, overall attendance is presented in aggregate by grade level. Further analysis of student attendance rates was not completed due to the program's opening for only four days this year. Students who attended at least one day of the program for academic reasons

⁶ Due to summer campus construction, Seagoville High School's Credit Recovery Program was hosted at Seagoville Middle School.

were included. The evaluator merged 2018-19 SERT attendance data collected by ELO staff with student enrollment data for the 2019-20 school year, obtained from the district student demographic file dated September 16, 2019. Crosstab analyses were then conducted to examine SERT program promotion rates.

Credit Recovery Program

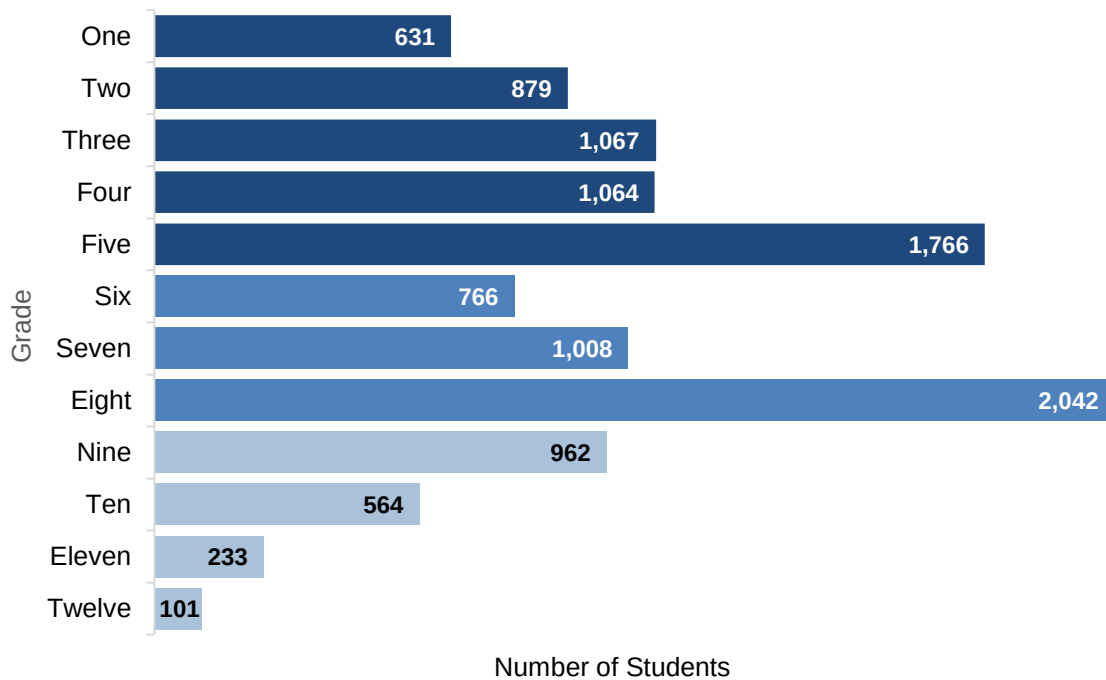
Student course performance and attendance data were received from the ELO Department on August 20, 2019. These data were merged with the district demographic file dated May 28, 2019. The evaluator conducted descriptive and frequency analyses to determine student CRP attendance rates and demographic characteristics by race, sex, English Learner (EL) status, special education status, and economically disadvantaged status. 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

SERT program Attendance and Demographics

A total of 11,083 students in grades one through twelve attended at least one day of the SERT. SERT attendance by grade level can be found in Figure 1. Elementary school attendance ranged from 631 (grade one) to 1,766 (grade five). Middle school attendance ranged from 766 (grade six) to 2,042 (grade eight). High school attendance ranged from 101 (grade twelve) to 962 (grade nine).

Figure 1: Summer 2019 Number of Students Attending the SERT by Grade ($N = 11,083$)



Source: Data retrieved from the district summer data file on August 20, 2019.

Note: SERT = SSI/EOC/Readiness and Testing. SSI = Student Success Initiative. EOC = End of Course, as in State of Texas Assessments of Academic Readiness End of Course Exams.

The demographic characteristics of the 11,083 students attending the SERT generally mirrored the characteristics of district students during the 2018-19 school year (see Table 1). As during the regular school year, most SERT students were Hispanic ($n = 7,781$, 70.2%) or African American ($n = 2,849$, 25.7%). Compared to students only enrolled during the regular school year, the percentage of male SERT students ($n = 6,483$, 58.5%) was higher than the percentage of male students who attended during the regular school year ($n = 82,339$, 50.8%). Additionally, the proportion of students classified as an English Learner (EL) was over twelve percentage points higher during the SERT summer program ($n = 6,126$, 55.3%) than during the regular school year ($n = 69,446$, 42.8%). The proportion of students classified as economically disadvantaged was almost seventeen percentage points higher in the SERT population ($n = 10,224$, 92.2%) than during the regular school year ($n = 122,284$, 75.4%).

Table 1: Summer 2019 SERT Students and Regular School Year Student Demographics

Demographic Variable	SERT Program (N = 11,083)		Regular School Year (N = 162,173)	
	n	%	n	%
Race				
Asian	123	1.1	2,249	1.4
African American	2,849	25.7	37,292	23.0
Hispanic	7,781	70.2	110,776	68.3
American Indian/Alaska Native	26	0.2	608	0.4
Native Hawaiian/Pacific Islander	1	0.0	107	0.1
Two or More Races	81	0.7	2,168	1.3
White	222	2.0	8,973	5.5
Sex				
Female	4,600	41.5	79,834	49.2
Male	6,483	58.5	82,339	50.8
Special Student Groups				
EL	6,126	55.3	69,446	42.8
SPED	9,709	12.4	15,758	9.7
Eco Dis	10,224	92.2	122,284	75.4

Source: Data retrieved from the district summer database on August 20, 2019 and merged with the district demographic file dated May 28, 2019.

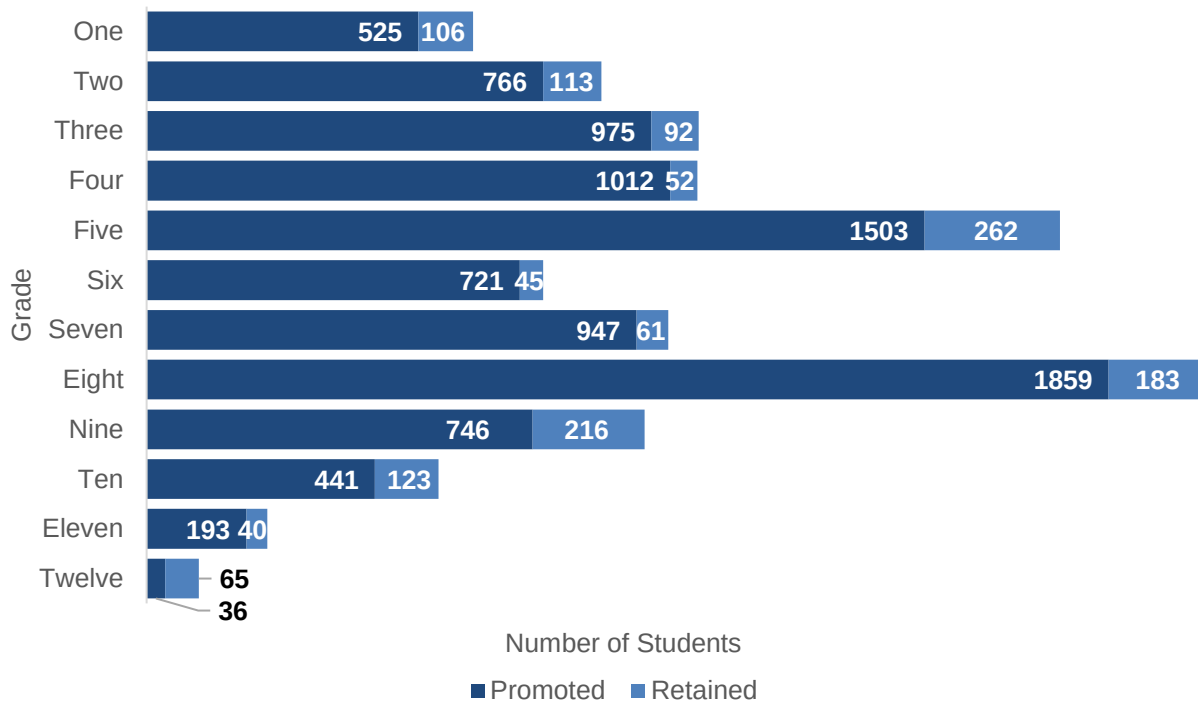
Note: SERT students are not included in the “regular school year” student counts. Some percentages may not add to 100 due to rounding. SERT = SSI/EOC/Readiness and Testing. SSI = Student Success Initiative. EOC = End of Course, as in *State of Texas Assessments of Academic Readiness End of Course*. EL = English Learner. SPED = Special Education. Eco Dis = Economically Disadvantaged.

SERT Promotion and Retention

Overall, 9,688 of the 11,082⁷ students in grades one through grade twelve who attended the program (87.4%) were promoted to the next grade at the beginning of the 2019-20 school year; 1,358 students were retained (12.3%). The number of students promoted and retained at each grade level is shown in Figure 2.

⁷ Of the 11,083 students who attended the program in summer 2019, one fifth grader left the district before September 16 and is not included in the promotion and retention numbers.

Figure 2: 2018-19 to 2019-20 SERT Promotion and Retention by Grade (N = 11,082)



Source: Data retrieved from the district summer file on August 20, 2019 and merged with District Public Education Information Management System (PEIMS) demographic data file dated September 16, 2019.

Note: Includes only students required to attend the SERT. PK and kindergarten students were not required to attend the SERT. Grade 12 students listed as promoted, graduated. SERT = SSI/EOC/Readiness and Testing. SSI = Student Success Initiative. EOC = End of Course, as in *State of Texas Assessments of Academic Readiness End of Course*.

Credit Recovery Program Attendance and Demographics

The demographic characteristics of the 2,475 high school students attending the CRP generally mirrored the characteristics of students enrolled during the regular 2018-19 school year (Table 2). As during the regular school year, most CRP students were Hispanic ($n = 1,581$, 66.6%) or African American ($n = 682$, 28.7%). The percentage of African American SERT students (28.7%) was slightly higher than the percentage of African American students enrolled during the regular school year (22.1%). Additionally, the percentage of male CRP students ($n = 1,458$, 58.9%) was higher than the percentage of male students who attended during the regular school year ($n = 21,371$, 49.8%). The proportion of students classified as economically disadvantaged was almost fourteen percentage points higher in the CRP population ($n = 1,940$, 81.7%) than during the regular school year ($n = 29,161$, 67.9%).

Table 2: Summer 2019 High School CRP Students and Regular School Year Student Demographics

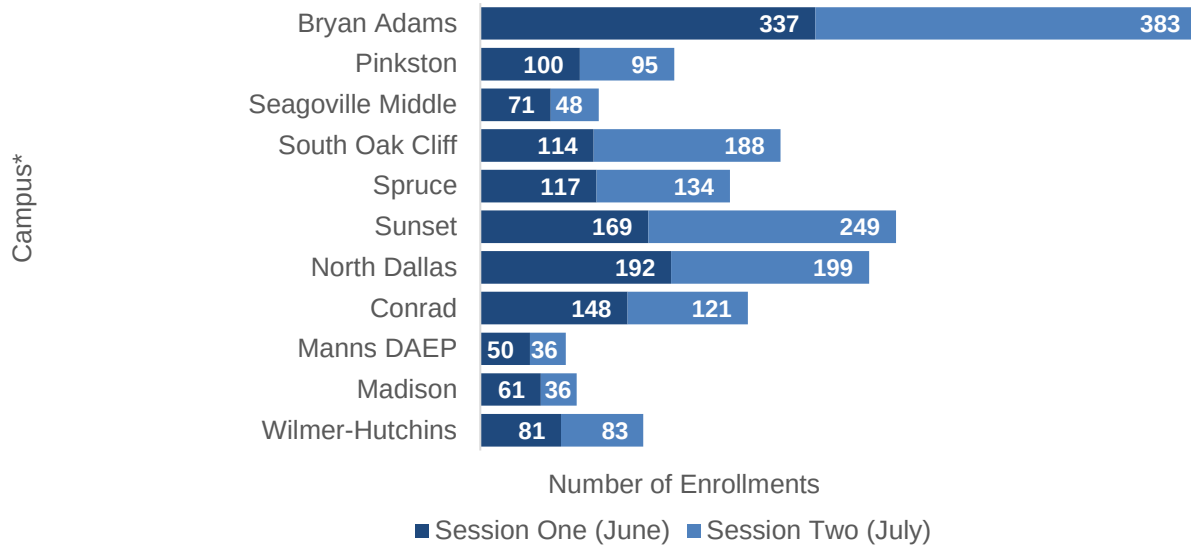
Demographic Variable	Credit Recovery Program (N = 2,475)		Regular School Year (N = 42,936)	
	n	%	n	%
Race				
Asian	11	0.5	628	1.5
African American	682	28.7	9,477	22.1
Hispanic	1,581	66.6	30,108	70.1
American Indian/Alaska Native	10	0.4	126	0.3
Native Hawaiian/Pacific Islander	1	0.0	30	0.1
Two or More Races	120	0.8	406	0.9
White	70	2.9	2,161	5.0
Sex				
Female	1,017	41.1	21,565	50.2
Male	1,458	48.9	21,371	49.8
Special Student Groups				
EL	853	35.9	13,996	32.6
SPED	236	9.9	3,773	8.8
Eco Dis	1,940	81.7	29,161	67.9

Source: Data retrieved from the district summer database on August 20, 2019 and merged with the district demographic file dated May 28, 2019.

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

Courses were offered in two sessions, and students could enroll in the first session, second session, or both sessions. Overall, 2,475 students enrolled in 3,012 courses during the CRP. A total of 437 students enrolled in both credit recovery sessions. As shown in Figure 3, the fewest enrollments occurred at the Barbara Manns Disciplinary Alternative Education Program (DAEP), an alternative campus. The number of first session enrollments at comprehensive high schools ranged from 61 at Madison to 337 at Adams. Second session enrollment ranged from 36 at Madison to 383 at Adams.

Figure 3: Summer 2019 High School CRP Enrollments by Campus (N = 3,012)



Source: Data retrieved from the district summer data file dated August 20, 2019.

Note: *Campuses are high schools unless otherwise specified. Students could have enrolled in both sessions. CRP = Credit Recovery Program. DAEP = Disciplinary Alternative Education Program.

In order to earn course credit, students could not have more than one absence during their session, regardless of course performance. Due to the closure of campuses on the first day of the June session, the total attendance required was six days for session one, and seven days for session two. A total of 131 student enrollments out of the 3,012 received no credit due to excessive absences despite receiving a passing course grade. An additional 150 failed to receive credit due to both absences and low course grades.

Credit Recovery Program Course Performance

The overall average grade and passing rate for each course is presented in Table 3. Three courses which included 10 students or fewer had passing rates of 100 percent (semesters one and two Advanced Quantitative Reasoning, and Student Leadership). For courses with more than 10 students, those taking Economics received the highest grade on average ($n = 23$, mean = 88.9). For courses with larger enrollment ($n > 50$), the highest average grade was for semester two U.S. History ($n = 75$, mean = 88.0). Courses with the lowest passing rates included semester one English I ($n = 223$ enrolled, 75.3% passing) and semester one Chemistry ($n = 113$ enrolled, 77.0% passing).

Table 3: Summer 2019 High School CRP Course Results

Course Semester	Mean Overall Grade	Course Passing Rate (%)
Advanced Quantitative Reasoning		
Semester 1 (n=6)	79.0	100.0
Semester 2 (n=4)	85.3	100.0
Algebra I		
Semester 1 (n=130)	79.8	82.3
Semester 2 (n=137)	79.7	83.9
Algebra II		
Semester 1 (n=99)	80.3	88.9
Semester 2 (n=128)	84.4	93.4
Biology		
Semester 1 (n=152)	79.9	82.9
Semester 2 (n=137)	82.5	83.2
Chemistry		
Semester 1 (n=113)	75.4	77.0
Semester 2 (n=136)	76.6	83.0
Economics		
One Semester (n=23)	88.9	95.6
English I		
Semester 1 (n=223)	75.2	75.3
Semester 2 (n=165)	79.6	84.2
English II		
Semester 1 (n=110)	84.3	81.8
Semester 2 (n=149)	76.3	85.9
English III		
Semester 1 (n=120)	83.3	93.3
Semester 2 (n=117)	81.7	83.7
English IV		
Semester 1 (n=21)	87.3	95.2
Semester 2 (n=33)	82.3	90.9
Environmental Systems		
Semester 1 (n=22)	81.2	100.0
Semester 2 (n=29)	78.8	96.6
Geometry		
Semester 1 (n=124)	73.2	77.4
Semester 2 (n=160)	79.4	89.4
Government		
One Semester (n=37)	87.9	83.8
Physics		
Semester 1 (n=54)	77.9	81.5
Semester 2 (n=72)	75.3	77.8
Student Leadership		
One Semester (n=9)	99.1	100.0
U.S. History		
Semester 1 (n=77)	85.9	88.3
Semester 2 (n=75)	88.0	96.0
World Geography		
Semester 1 (n=106)	85.2	88.7
Semester 2 (n=115)	80.0	89.6
World History		
Semester 1 (n=52)	85.0	94.2
Semester 2 (n=77)	78.9	83.1

Source: Data received from the ELO Department on August 20, 2019.

Note: CRP = Credit Recovery Program.

How were the Dallas ISD summer enrichment programs implemented?

Methodology

The evaluator reviewed program documents and conducted interviews with program managers to obtain information on program context. ELO staff provided a list of registered students. The evaluator observed and completed an observation protocol for classrooms at selected campuses. Follow-up information was collected by phone and email.

Results

ELO sponsored enrichment programming open to all elementary and middle school students, with a focus on the arts, science and technology, leadership development, and service learning across a variety of district sites. A comprehensive listing of ELO-sponsored summer enrichment programming is included in Appendix A, though only a sampling of programs was selected for study in this report.

The Middle School Leadership Academy was a full day (8:00am – 4:00pm) program for rising sixth, seventh, and eighth graders and focused on developing leadership skills and community responsibility through service learning. Students received breakfast and lunch. The program also included a complementary EPIC Summer Camp Science, Technology, Engineering, and Mathematics (STEM) component implemented in partnership with Public Consulting Group⁸ and an Arts component in partnership with Big Thought. The program was held over eight days (July 8 - 18, 2019) at 11 district middle schools: W. H. Atwell Law Academy; the Leadership Academies at T. W. Browne, O. W. Holmes, S. Tasby, and E. B. Comstock; the Young Women's Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy at Balch Springs; the Young Men's Leadership Academy at Florence; Boude Storey, Kennedy-Curry, H. W. Lang Sr., and Stockard Middle Schools. A total of 410 students attended the program.

The evaluator conducted unannounced classroom observations ($n = 54$ classrooms) of the Middle School Leadership Academy programs at S. Tasby ($n = 9$), E. B. Comstock ($n = 10$), the Young Men's Leadership Academy at Florence ($n = 7$), Boude Storey ($n = 12$), and H. W. Lang Sr. Middle Schools ($n = 16$). Sampled campuses were geographically representative. The results of the observations were generally positive. Students were engaged in learning (active or passive, but clearly observed to be on task and non-disruptive) in 44 of 54 (81.5%) classrooms observed. The teacher was working as a facilitator of student project-based learning (PBL) rather than lecturing, in 50 of 54 (92.6%) classrooms observed. Teachers were observed to be equitable and inclusive in their interactions with students, working to engage any student who appeared isolated, and not favoring a particular student or small cluster of students, in 53 of 54 (98.1%) evaluator observations. All negative ratings of the student engagement or teaching style items were limited to a handful of classrooms. This illustrates a need to ensure all teachers have adequate

⁸ Public Consulting Group, Inc. (PCG) is based in Virginia and has more than 25 years of experience providing K-12 schools and districts with supplemental educational services. EPIC modules are a PCG product.

and specific training on classroom management and PBL methods during teacher preparation in the future. The summer observation instrument is presented in Appendix B.

Finally, Young Musicians Camp, an innovative full-day (8:00am – 3:00pm) Arts Enrichment program featuring live performances by musicians from the Dallas Symphony Orchestra (DSO) was held over eight days, Monday through Thursday, from July 8 through July 18, 2019 at five district schools: Ebby Halliday, Louise Kahn, Maria Moreno, Ascher Silberstein, and Daniel Webster Elementary Schools. Attendance data for the program was unavailable. Students received breakfast and lunch. The program also included supporting social-emotional learning programming in partnership with the Boys and Girls Club. The DSO's component of the program is planned to continue as an after-school activity during the 2019-20 school year to allow students to deepen their interest and skills with instrumental music, resuming in September.

Evaluators conducted unannounced classroom observations ($n = 28$) at all Young Musicians sites. The results of the observations were positive. The level of adult supervision was appropriate for selected activities and age groups, and workspaces were conducive to the activity type and group size at every site visited. All observed activities were well organized, with clear objectives, and all students were on task and engaged in 27 of 28 classrooms observed.

Challenges to implementation of the Young Musicians Camp included miscommunication about the program's hours and technology issues. The program description stated that the camp would run from 8:00am – 4:00pm but actually ended at 3:00pm. Program site coordinators reported that parents expressed a preference for the later student pick up time and general confusion about the camp's hours persisted for the first few days. In addition, DSO musicians had prepared multimedia content including video clips to share with students and had expected to be able to use the school's computers, projectors, and sound systems to aid in instruction. However, the technology inventory at campuses had been stored away for the summer prior to the camp's start date on July 8 and were thus unavailable.

What were student and parent perceptions of the Dallas ISD summer enrichment programs?

Methodology

Student Focus Group Interviews

On July 16, 2019, five evaluators conducted five focus group interviews with students at the Middle School Leadership Academies at H. W. Lang ($n = 4$), E. B. Comstock ($n = 8$), O. W. Holmes ($n = 4$), T. W. Browne ($n = 4$), and the Young Women's STEAM Academy at Balch Springs Middle School ($n = 5$). The sample was selected to be representative of the program overall, with regard to geography, gender, race, and ethnicity. Consent forms in English and Spanish were sent to parents of invited participants, with participation contingent upon completion of the form. Each focus group interview was digitally recorded, with the participants' assent, and then transcribed verbatim. The average length of the focus groups was

33.5 minutes. Interview transcripts were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report. Direct quotes from students are italicized in the text.

Parent Surveys

The evaluator provided an online link along with paper copies of a parent survey in English and Spanish to Middle School Leadership Academy, Literacy, and Arts enrichment program site coordinators on July 10, 2019, with instructions to send the paper surveys home with students. Paper surveys returned to school were collected from the site coordinators by ELO staff at the conclusion of the programs, while the online survey link remained open until July 25, the week following the program's conclusion. Surveys included three demographic items, eight items with Likert-type response options rating student and parent perceptions of the program, and a question regarding plans for next summer. The evaluator used frequency analyses to determine the rates of positive responses for each scaled item, along with number and percentages of responses per category for other items and correlation analyses to explore relationships between responses to items. Responses to one open-ended survey item soliciting additional parent comments were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report.

Results

Student Focus Group Interviews

Overall, feedback from students regarding the program was positive. The most frequent descriptor of the program overall was "good." Students expressed that they enjoyed the camp's activities and had made new friends as a result of their attendance. Teachers were frequently described as encouraging and inspirational.

Program activities

Students viewed program activities as "fun." Many students indicated that the arts component was the most enjoyable of the camp's activities. Group work, project-based learning (PBL), and "real life" activities were positively discussed during focus group interviews. Students found working in groups to be stimulating and beneficial. Students expressed that they would like to experience more group work, and especially more PBL projects, during the regular school year. A common reason given for their enjoyment of PBL was the chance to be creative and explore topics in ways that were personally relevant.

Student impact

When asked whether students had tried anything in the program that they had never tried before their summer camp experience, responses included cooking, exposure to new games, art media, musical instruments, engineering tasks, brainstorming, and new logical strategies for problem solving. The takeaways, however, were the same in most every case. Student responses indicated that they learned the benefits of teamwork, perseverance, conflict resolution, and how to control their anger while engaged in various activities.

Working together will always get you somewhere.

A major benefit of group activities was on students' confidence and social-emotional learning development, which was particularly strong in the competency of social awareness. This is the ability for a student to use another person's point of view to empathize with others from diverse backgrounds and cultures.

It taught me not to be shy and afraid of other people. We have things in common with each other and now I understand to look for it.

It taught me how to socialize more with others I don't know.

Leadership

Evaluators asked students, "What does leadership mean?" Responses varied, reflecting that being a leader can mean many different things depending on the situation, and that leadership is not restricted to a position held by a single person.

It doesn't have to always just be one person taking charge of everything. Each group member can show leadership traits.

Overall, leadership for these students meant helping and serving others, being kind to people, being an example, and being a role model. Most students who responded to the question ($n = 12$) expressed that they saw themselves as a leader, though the majority of those ($n = 8$) stated that before they came to camp, they either had not considered the question of whether they were a leader, or had felt that they were not.

Service Learning

Evaluators asked students about service learning projects they worked on during the summer that served their school or community. On each campus, students identified the problems or threats to the surrounding community and researched the problem and/or made plans for solutions. Topics included creating posters about gun violence; a program/skit addressing depression, family violence, and suicide prevention; a research project about environmental pollution; picking up trash around the school and surrounding neighborhood; and painting school walls and creating a permanent mural.

When asked to reflect upon the things they had learned about themselves through the process of completing the project, many students expressed that the experience had been illuminating, with some explaining that it motivated them to want to study topics more deeply. Several explained that their study of the topic had changed their perception of the issue from theoretical to personal.

It was eye-opening. I didn't know that it [suicide] was happening so much in our area. It could be anybody. We should try our best to take care of each other.

The personal impact these projects had on students was most pronounced among girls, with one group of girls expressing that their Leadership Academy classmates had formed a social and emotional support system for one another that would continue into the new school year.

Suggestions for improvement

Evaluators asked students what they would add to or change about the program. Those who attended the same school as the program site said they would have preferred to attend a camp at a different campus than their home school for a change of scenery. Almost every student who responded ($n = 18$) requested the addition of field trips to the camp experience. In addition, many students mentioned they would like the opportunity to play outside every day, play some sports together, and get more exercise. Many students stated that they enjoyed EPIC's engineering projects but requested more challenging activities; some were deemed too simple. Students expressed their desire for more electronics projects and more complex machines. Students universally stated that the quality of the meals provided was lower than they were accustomed to receiving during the regular school year and explained that hot meal service would be a major program improvement.

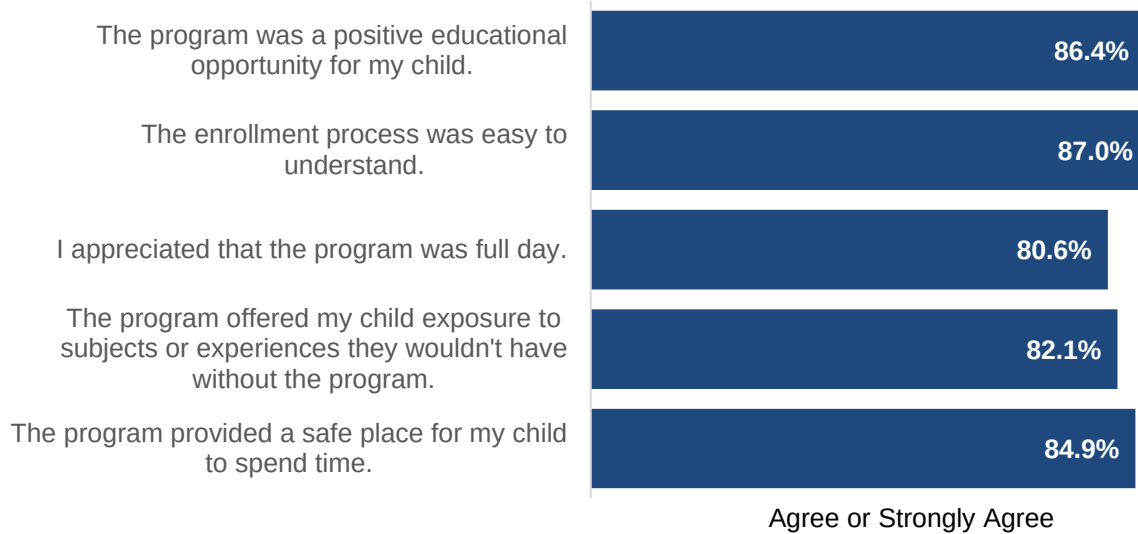
Every student interviewed expressed that they would encourage their friends to attend the camp next summer, and some shared that they had already spread the word to their close friends. The complete focus group interview protocol is presented in Appendix C.

Parent Surveys

A total of 143 responses were received from parents of students attending the Leadership Academies at T. W. Browne ($n = 24$), O. W. Holmes ($n = 20$), S. Tasby ($n = 18$), E. B. Comstock ($n = 19$); the Young Women's Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy at Balch Springs ($n = 16$); and Boude Storey ($n = 21$), and H. W. Lang Sr. ($n = 25$) Middle Schools. The percentages of parents responding positively ("agree" or "strongly agree") to various Likert-scaled items are summarized in Figure 4.

Overall, 88.5 percent of parents agreed or strongly agreed that their child enjoyed the summer program. Additionally, almost 90 percent were satisfied or very satisfied with the communication between the program staff and parents. As shown in Figure 4, 84.9 percent of parents surveyed believed that the program provided a safe place for their students to spend time and nearly a third of Leadership Academy parents (30.2%, $n = 42$) reported that if the Dallas ISD summer programs were not available, their child would probably have been home alone. Parents rated their child's overall satisfaction with all aspects of the program experience at 4.1 out of 5.0, with every parent rating the experience "average," "above average," or "excellent." Parents rated their own overall satisfaction with all aspects of the program experience at a 4.0 out of 5.0, with every parent rating the experience "average," "above average," or "excellent." When asked about their plans for summer 2020, 101 parents (72.1%) indicated that they planned to enroll their student in a Dallas ISD summer program based on this year's experience (31 out of 140, or 22.1% indicated that they were still undecided). A complete distribution of responses is presented in Appendix D.

Figure 4: 2019 Middle School Leadership Academy Parent Survey Responses (N = 143)



Source: Enrichment program parent surveys administered July 10 to July 25, 2019.

How were the Thriving Minds Summer Camps implemented?

Methodology

The evaluator reviewed program documents and conducted interviews with program managers to obtain information on program context. ELO staff provided a list of registered students. The evaluator observed and completed an observation protocol for classrooms at selected campuses. Follow-up information was collected by phone and email.

Results

In partnership with the district, Big Thought coordinated Thriving Minds Summer Camps, which offered hands-on activities in the arts such as visual art, music, theater, dance and creative writing, with lessons in social emotional learning at ten campuses: Casa View, Douglass, Burleson, Kleberg, Webster, DeZavala, Esperanza Medrano, Polk, and Geneva Heights Elementary Schools. A total of 241 students attended the camps at Douglass, Kleberg, and Geneva Heights. Attendance was not reported by the other seven sites. The full day (8:00am - 3:00pm) program was held over 12 days from July 8 – July 25, 2019. Students received breakfast and lunch.

The evaluator conducted unannounced classroom observations ($n = 10$ classrooms) of the Thriving Minds Summer Camp at Geneva Heights Elementary School. These observations were positive. The level of adult supervision was appropriate for the selected activities and age groups, and the workspaces were conducive to the activity type and group size at all site visits. All necessary materials were available and in sufficient supply for the large variety of creative tasks taught. All observed activities were well organized, with clear objectives. Students were engaged in learning (active or passive, but clearly observed to be on

task and non-disruptive) in 9 of 10 classrooms observed. All activities observed by the evaluator appeared to challenge students intellectually, creatively, developmentally, and/or physically.

Challenges to implementation of the Thriving Minds Summer Camp included issues with poorly functioning air conditioning systems in the building, along with large daily increases in student attendance. For example, at Geneva Heights, site coordinators worked to restrict programming to areas of the school with better cooling, while meeting the increasing classroom needs due to unpredictable and rapidly growing attendance. Attendance on day one of the program was 90 and grew to over 130 by day two.

What were parent perceptions of the Thriving Minds Summer Camps?

Methodology

The evaluator provided an online link along with paper copies of a parent survey in English and Spanish to Thriving Minds Summer Camp site coordinators on July 15, 2019, with instructions to send the paper surveys home with students. Paper surveys returned to school were collected from the site coordinators by ELO staff at the conclusion of the programs, while the online survey link remained open until August 1, the week following the program's conclusion. Surveys included three demographic items, eight items with Likert-type response options rating student and parent perceptions of the program, and a question regarding plans for next summer. The evaluator used frequency analyses to determine the rates of positive responses for each scaled item, along with number and percentages of responses per category for other items and correlation analyses to explore relationships between responses to items. Responses to one open-ended survey item soliciting additional parent comments were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report.

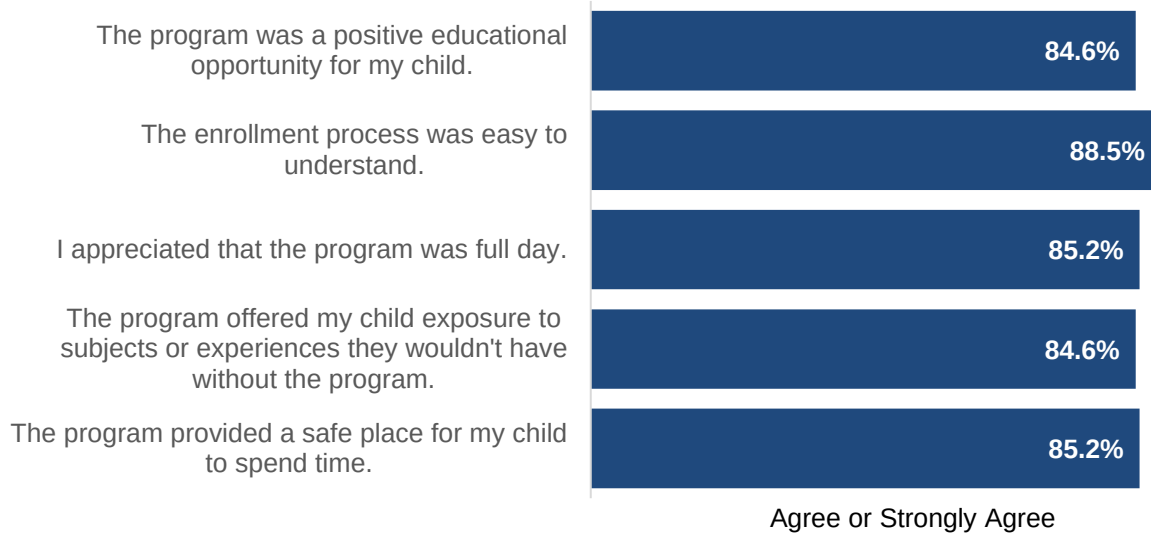
Results

Responses came from a total of 27 parents of students attending the Thriving Minds Summer Camp at K. B. Polk Elementary. No surveys were returned to ELO from the other camp sites. The percentages of parents responding positively ("agree" or "strongly agree") to various Likert-scaled items are summarized in Figure 5.

A total of 81.4 percent of parents agreed or strongly agreed that their child enjoyed the summer program. Additionally, 96.2 percent were satisfied or very satisfied with the communication between the district/program staff and parents. Over half (57.7%, $n = 15$) of surveyed parents reported that if the Dallas ISD summer programs were not available, their child would probably have been at home with a parent or guardian or cared for by a friend, neighbor, or other relative. Over 85 percent of parents indicated that they appreciated that the program was full day. Parents rated their child's overall satisfaction with all aspects of the program experience at 4.4 out of 5.0, with every parent rating the experience "average," "above average," or "excellent." Parents rated their own overall satisfaction with all aspects of the Thriving Minds Summer Camp experience at 4.3 out of 5.0, with every parent rating the experience "average," "above

average,” or “excellent.” A total of 23 parents (85.2%) stated that they planned to enroll their student in a Dallas ISD summer program in 2020, based on this year’s experience. An additional four out of 27 (14.8%) indicated that they were still undecided. A complete distribution of survey responses is presented in Appendix E.

Figure 5: 2019 Thriving Minds Summer Camps Parent Survey Responses (N = 27)



Source: Parent surveys administered July 15 to August 1, 2019.

How was the Dunbar-Frazier Soaring Scholars program implemented?

Methodology

The evaluator reviewed program documents and conducted interviews with program managers to obtain information on program context. ELO staff provided a list of registered students. The evaluator observed and completed an observation protocol for each classroom at selected campuses. Follow-up information was collected by phone and email.

Results

In partnership with Frazier Revitalization, ELO hosted the Dunbar-Frazier Soaring Scholars program at Paul L. Dunbar Learning Center, serving 94 neighborhood students in grades kindergarten through five. Student academic and enrichment components were combined with recreational activities to create a full day program (8:00am - 5:00pm) to accommodate the child care needs of working parents for six weeks, over 24 instructional days from June 17 - August 1, 2019 (with one week off for the Independence Day holiday). The program provided breakfast, lunch, snacks, and dinner to participating students. The academic curriculum component was led by the campus principal, with supplemental enrichment activities provided in partnership with “Tackle Summer Slide.” The Tackle Summer Slide program was designed as

a collaborative effort between the Commit! Partnership, Dallas Afterschool, Dallas ISD, Istation, City of Dallas Park & Recreation Department, and Tackle Tomorrow to reverse summer reading loss by ensuring access to online curriculum, instruction by trained reading specialists, and learning incentives. The program design included a comprehensive approach as reflected in its multipronged statement of purpose: “to reduce summer learning loss, work to close the opportunity gap so that students may have the best possible chance to impact the achievement gap, and to provide high quality social, emotional, nutritional, and childcare resources to students in the Frazier neighborhood.”

In addition, students received enrichment programming in visual art, choir, theater, dance, and instrumental music. STEAM activities, including coding and science and engineering projects, were part of the daily schedule, as was a unit on etiquette and African culture and history. Students in grades two through five received instruction in swimming and water safety through the YMCA of Metropolitan Dallas.

The evaluator conducted unannounced classroom observations ($n = 31$ classrooms) of the Dunbar-Frazier Soaring Scholars program over five different program days. Results of the evaluator observations of the Dunbar-Frazier Soaring Scholars program were positive. Students had opportunities to contribute opinions, ideas, and/or concerns to discussions in all classrooms observed. All observed activities were well organized, with clear objectives. Teachers used positive behavior management techniques in 30 out of 31 observed instances, and in total, students were observed to be engaged in learning (active or passive, but clearly observed to be on task and non-disruptive) in 28 out of 31 observed classrooms.

What were student and parent perceptions of the Dunbar-Frazier Soaring Scholars program?

Methodology

Student Focus Group Interviews

Two concurrent focus group interview sessions were held on the afternoon of July 30, 2019, at the Dunbar-Frazier Soaring Scholars program at Paul L. Dunbar Learning Center. One session included four students, and the other included five. In total, evaluators interviewed four girls and five boys in grades three, four, and five. All students attending the program were invited to participate, and a sample was selected from the pool of returned parent consent forms to be representative of the program overall, with regard to gender, race, and ethnicity. The evaluators chose to interview students from the upper grades only for highest quality feedback, though evaluators deeply appreciated that parents of students as young as prekindergarten volunteered to take part. Each focus group interview was digitally recorded, with the participants' assent, and then transcribed verbatim. The average length of the focus groups was 41 minutes. Interview transcripts were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report. Direct quotes from students are italicized in the text.

Parent Surveys

The evaluator provided an online link, along with paper copies of a parent survey in English and Spanish, to the Dunbar-Frazier Soaring Scholars site coordinator on July 22, 2019 with instructions to send the paper surveys home with students. Paper surveys returned to school were collected from the site coordinator by ELO staff at the conclusion of the program, while the online survey link remained open until August 8, the week following the program's conclusion. Surveys included three demographic items, eight items with Likert-type response options rating student and parent perceptions of the program, and a question regarding plans for next summer. The evaluator used frequency analyses to determine the rates of positive responses for each scaled item, along with number and percentages of responses per category for other items and correlation analyses to explore relationships between responses to items. Responses to one open-ended survey item soliciting additional parent comments were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report.

Results

Student Focus Group Interviews

Overall, feedback from students regarding the summer camp was overwhelmingly positive. Most students described the program as “fun.” Evaluators got a sense that students felt intellectually and creatively stimulated by the camp, while feeling safe to express their thoughts and opinions. Students expressed that their teachers made them feel welcome and treated them fairly and equitably. The majority of students interviewed ($n = 7$) stated that they had made new friends at the camp, including creating or deepening friendships with fellow students they already knew from their home campus.

Program activities

Activities that students mentioned most frequently as their favorite were swimming at the YMCA and attending the camp's many field trips. The most frequently mentioned field trip was to a local hotel's fine dining restaurant, as the culminating experience of their instruction in etiquette. Students expressed that the experience was deeply memorable and positive.

Eating at a restaurant is something that [my family] doesn't get to do much, and it [the field trip] just made me feel really special.

Student impact

Students expressed that many of the program's activities, such as theater, dance, and musical performance were novel experiences for them. Most students who performed for a crowd stated that the experience was positive and gave them a sense of pride. Three of the nine students who performed stated that even though they were nervous or anxious, they would participate again if given the chance.

Every student interviewed believed that they had improved a habit or habits, or somehow changed for the better as a result of attending the camp. Students frequently cited improvements to specific SEL

competencies such as social awareness and relationship skills, and often mentioned conflict resolution skills they had developed through practice during camp.

I've learned how to deal with my feelings when I am angry. I know I don't always have to fight, and I can let things go.

I [have] changed a lot for the better. I used to not like talking about my feelings. [Our teacher] encourages us to speak up when we get bullied. I feel safe with her. Now I have an adult that I feel like I can tell things to, and she won't tell nobody [sic]. She'll just help.

Students explained that the camp's culture and high expectations helped them to cultivate the development of self-management and self-discipline competencies. This is the ability for a student to regulate emotions, thoughts, and behaviors effectively in different situations. Students were eager to share and perform a group mantra for evaluators: *respect parents, teachers, and all others in charge; be able to be trusted even when no one is watching; stay away from negative people.*

When students were asked what they think they would have done over the summer if they had not attended the camp, they listed a variety of leisure activities (video games, for example), and a significant number also mentioned that they would have likely engaged in activities that could get them into trouble.

Suggestions for improvement

Evaluators asked students what they would add to or change about the program. Students universally stated that the quality of the meals provided was lower than they were accustomed to receiving during the regular school year. All four students in one interview requested a chance to try teaching in order to learn about the experience of their teachers. They suggested adding a role-playing activity where the teachers were the students and the students, teachers.

Every student interviewed expressed that they would encourage their friends to attend the camp next summer based on their own positive experiences in the program.

I would encourage them [to attend] so they can try new things like I got to.

We've made new friends, and I would like them to share that.

The complete focus group interview protocol is presented in Appendix F.

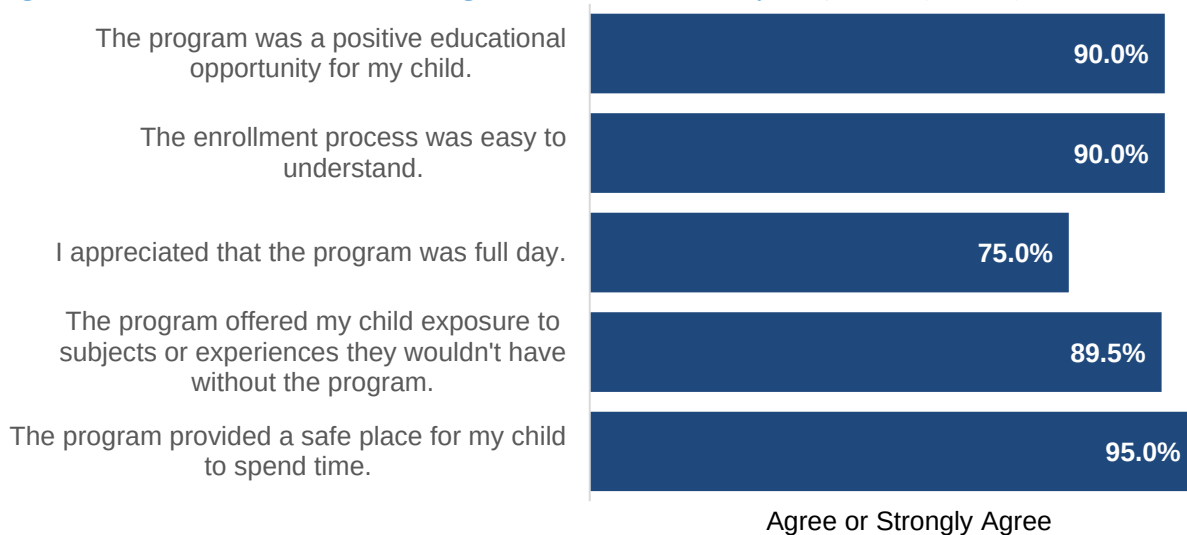
Parent Surveys

Responses came from a total of 21 parents of students attending the Dunbar-Frazier Soaring Scholars program. The percentages of parents responding positively ("agree" or "strongly agree") to various Likert-scaled items are summarized in Figure 6.

A total of 80.0 percent of surveyed parents agreed or strongly agreed that their child enjoyed the program. All surveyed parents were satisfied or very satisfied with the communication between the district/program staff and parents. About half ($n = 10$) of Dunbar-Frazier Soaring Scholars program parents reported that if the Dallas ISD summer programs were not available, their child would probably have been at home with a parent or guardian or cared for by a friend, neighbor, or other relative, but an additional 25

percent ($n = 5$) stated that their elementary-aged student would probably have been home alone, illustrating the immense child care value of the program. Of these five parents, all “strongly agreed” that they appreciated that the program was full day, and all stated that they planned to enroll their child in a summer program next year. Parents rated their child’s overall satisfaction with all aspects of the program experience at 4.6 out of 5.0, with every parent rating the experience “average,” “above average,” or “excellent.” Parents rated their own overall satisfaction with all aspects of the program experience at 4.4 out of 5.0, with every parent rating the experience “average,” “above average,” or “excellent.” Results of a Pearson correlation coefficient indicated that there was a moderate positive association between parents’ viewing the program as a safe place for their child to spend time and high levels of program satisfaction, ($r(20) = .49, p = .03$). Both the perceived student satisfaction rating and the parent satisfaction rating for the Dunbar-Frazier Soaring Scholars program were the highest among summer programs evaluated this year. A total of 65 percent ($n = 13$) of parents stated that they planned to enroll their student in a Dallas ISD summer program in 2020, based on their experience this year, while six out of 20 (30.0%) stated that they remained undecided. A complete distribution of survey responses is presented in Appendix G.

Figure 6: 2019 Dunbar-Frazier Soaring Scholars Parent Survey Responses ($N = 21$)



Source: Parent surveys administered July 22 to August 8, 2019.

KEY FINDINGS AND RECOMMENDATIONS

KEY FINDINGS

- Based on current research, effective summer learning programs include community partnerships, are free and full day, incorporate parent input, address SEL skills, promote character development, foster positive student relationships with caring adults, and include longer-term interventions when needed.

- Dallas ISD allocated \$2,000,000 of Title I, Part A, funding and \$275,000 of Title IV funding to the Summer Learning and enrichment programs for the 2018-19 school year. ELO supported academic programs as well as enrichment programming open to all elementary and middle school students.

Summer academic programs

- A total of 11,083 students in grades one through 11 attended at least one day of the SERT. Overall, 87.4 percent of the students in grades one through 12 who attended the program were promoted to the next grade at the beginning of the 2019-20 school year, while 12.3 percent were retained.
- Ten comprehensive high school campuses offered the high school CRP, providing students with opportunities to recover up to one full credit. Overall, 2,475 students enrolled in 3,012 courses during the CRP. For courses with more than ten students, those taking Economics received the highest grades on average ($n = 23$, mean = 88.9).

Middle School Leadership Academy

- The Middle School Leadership Academy focused on developing leadership skills and community responsibility through service learning. The program was held at 11 district middle schools, and a total of 410 students attended the program.
- The results of Leadership Academy classroom observations were generally positive. Every instance of a negative response to student engagement or teaching style observation checklist items was attributable to a handful of classrooms. This illustrates a need for specific training on classroom management and PBL methods during teacher preparation in the future.
- Overall, feedback from students regarding the Leadership Academy program gained through focus group interviews was positive. A major benefit of the program's emphasis on group activities was on students' confidence and social-emotional learning development, which was particularly strong in the competency of social awareness. Most students expressed that they viewed themselves as a leader, though the majority of those stated that before they came to camp, they had felt that they were not.
- Parent feedback regarding the Leadership Academy program was positive. Most parents (72.1%) indicated that they planned to enroll their student in a Dallas ISD summer program again next year.

Young Musicians Camp

- Young Musicians Camp was held at five district elementary schools. Total attendance for the program was unavailable. The DSO's component of the program is planned to continue as an after-school activity during the 2019-20 school year to allow students to deepen their interest and skills with instrumental music.
- The results of Young Musicians Camp classroom observations were positive. The level of adult supervision was appropriate to the selected activities and age groups, and the workspaces were conducive to the activity type and group size at every site visited. All observed activities were well organized, with clear objectives, and all students were on task and engaged in 27 of 28 classrooms observed.

Thriving Minds Summer Camp

- In partnership with the district, Big Thought coordinated Thriving Minds Summer Camps at ten elementary campuses. A total of 241 students attended the camps at Douglass, Kleberg, and Geneva Heights. Attendance was not reported by the other seven sites.
- The results of classroom observations of the Thriving Minds Summer Camp were positive. All necessary materials were available and in sufficient supply for the large variety of creative tasks taught. All observed activities were well organized, with clear objectives. All activities observed by the evaluator appeared to challenge students intellectually, creatively, developmentally, and/or physically.
- Parent feedback regarding the Thriving Minds Summer Camps was positive but limited to one site. The majority of parents surveyed (84.6%) felt that the program offered their child exposure to subjects or experiences they wouldn't have had without the program, and 84.6 percent believed that the program provided a positive educational opportunity for their child.

Dunbar-Frazier Soaring Scholars program

- In partnership with Frazier Revitalization, ELO hosted the Dunbar-Frazier Soaring Scholars program at Paul L. Dunbar Learning Center, serving 94 neighborhood students in grades kindergarten through five. Students received a breadth of enrichment programming in addition to various field trips.
- Results of the evaluator observations of the Dunbar-Frazier Soaring Scholars program were very positive. Students had opportunities to contribute opinions, ideas, and/or concerns to discussions in all classrooms observed. All observed activities were well organized, with clear objectives. Teachers used positive behavior management techniques in 30 out of 31 observed instances, and in total, students were observed to be engaged in learning in 28 out of 31 observed classrooms.
- Feedback from students regarding the Dunbar-Frazier program gained through focus group interviews was overwhelmingly positive. Evaluators got a sense that students felt intellectually and creatively stimulated by the camp, while feeling safe to express their thoughts and opinions. Every student interviewed believed that they had improved a habit or habits, or somehow changed for the better as a result of attending the camp. Students frequently cited improvements to specific SEL competencies such as social awareness and relationship skills, and often mentioned conflict resolution skills they had developed through practice during camp. Students explained that the camp's culture and high expectations helped them to cultivate the development of self-management and self-discipline competencies.
- Parent feedback regarding the Dunbar-Frazier program was positive. The majority (90%) of parents surveyed believed that the program provided a positive educational opportunity for their child, and, likewise, 95 percent felt it was a safe place for their child to spend time. Parents rated their child's overall satisfaction with all aspects of the program experience at 4.6 out of 5.0, and their own overall satisfaction at 4.4 out of 5.0, the highest among programs evaluated this year.

RECOMMENDATIONS

- **Continue strong community partnerships.** Research confirms that effective summer programs include strong community partnerships (National Center for Summer Learning, 2009). The district's current partnerships have increased the visibility of programs, and have offered invaluable resources. The Thriving Minds Summer Camps were staffed by Big Thought instructors and fully funded through a partnership agreement. The majority of ELO programming is implemented alongside a community partner, and this beneficial practice should continue.
- **Continue to provide all summer programming over a full day.** Affordability and access are chief among the characteristics of effective summer programs. Dallas ISD's summer programming is offered free of cost, including meals and snacks. This removes barriers to participation and creates equity for the district's students. ELO's decision to implement solely full day summer programming is a research-backed best practice (Johnson, 2000), and according to survey data, one which parents appreciate.
- **Continue the focus on enrichment content that promotes character development and deepening SEL competencies.** The most effective summer programs work to promote character development and improve social-emotional learning skills (Bierman, 2007). Infusing the values of fairness, respect, and nonviolence into program curricula appears to decrease the display of negative classroom behavior in children (Flay and Allred, 2003). As Dunbar-Frazier Soaring Scholars students expressed, the camp's culture and high expectations helped them to cultivate the development of self-management and self-discipline competencies. These principles should guide all future enrichment planning.
- **Design summer teacher professional development to reflect desired outcomes with regard to teaching style.** While academic summer school teachers received rigorous training on the unique educational needs of their SERT and CRP students, enrichment program teachers have different professional development needs. The emphasis on PBL and student-led instruction means that instructors, especially those accustomed to a lecture style, would benefit from focused training on PBL implementation.
- **Improve data collection, communicate expectations, and improve data sharing with vendors.** The availability of data, from student enrollment counts to the return of parent surveys, varied greatly from site to site when outside vendors were involved. The district should communicate the importance of data collection and sharing with all program sites as imperative for rigorous program evaluation.
- **Consider school year continuation of successful summer programs.** According to the most recent (2017-18) Texas Academic Performance Report, 63.2 percent of the district's students are classified as at-risk. Since children who are exposed to higher levels of risk are more likely to benefit from longer-term interventions (Moore, 2008), the district should consider the continuation of successful summer programs into the following school year as after-school programming, as in the case of the Young Musicians summer program this year.

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APPENDICES

Appendix A

Appendix A: Summer 2019 Enrichment Program Offerings

Program	Partnerships	Sites	Quadrant	Dates	Times
Summer Musical	The Black Academy of Arts and Letters (TBAAL)	Convention Center		June 10 - 29	8:00 - 5:00
African American Museum	African American Museum	African American Museum		June 10 - July 19	8:00 - 4:00
Middle School Leadership Academies	PCG/Big Thought	Atwell, Comstock, Seagoville, Tasby, Stockard, Kennedy-Curry, Lang, YMLA at Florence, YWLA at Balch Springs, Browne, Storey	SW, SE, NE	July 8 - 18	9:00 - 3:00
Thriving Minds Elementary	Big Thought	Casa View, Douglass, Burleson, Kleberg, Webster, DeZavala, Geneva Heights, E. Medrano, Seagoville ES, Polk	SW, SE, NE	July 8 - 25	8:00 - 3:00
ELO Sponsored June Camps	Confidence Group, Writer's Garret, Junior Players, Dallas Arboretum, Istation, Karate	Alexander, Carpenter, Wilmer Hutchins ES, Terry, Russell, Mark Twain, Jordan, Cedar Crest	SW	June 10 - 26	8:00 - 3:00
ELO Sponsored July Camps	Junior Players, Mad Science, Boys and Girls Club, Literacy, Arboretum, Concilio	Moreno, Frank, Halliday, Henderson, McNair, Rogers, Urban Park, Peabody, Blair	SW, NW, SE, NE	July 8 - 25	8:00 - 4:00
Send A Kid To Camp, City of Dallas	City of Dallas, Writer's Garret, Istation, Dallas Arboretum	Thornton, Richardson, Martinez, Tolbert, Cigarroa, Truett, Maple Lawn, Lowe, Hall, Bryan, Bowie, Anderson, Foster, Guzik	SW, SE, NE	June 10 - Aug 1	8:00 - 4:00
BOOM Camp	BOOM Community Party	Bushman	SW	June 10 - July 25	8:00 - 3:00
Dunbar-Frazier Soaring Scholars	Frazier Revitalization, Commit!, Istation, City of Dallas Park and Recreation, YMCA	Dunbar	SE	June 17 - Aug 1	8:00 - 5:00

Program	Partnerships	Sites	Quadrant	Dates	Times
Community Development Block Grant (CDBG) Programs	City of Dallas	Weiss, J. Q. Adams, Cowart, Titcher, Hotchkiss, Kiest, Silberstein, Cochran, Kahn, Highland Meadows, Bayles	SW, SE, NE	June 10 - Aug 1	8:00 - 4:00
Catch Up and Read	Junior Players, Dallas Arboretum	Stevens Park, Reinhardt, Gill, Smith	SW, NE	June 10 - June 20	8:00 - 4:00
Chess Camp	Dennis Ravenau, Confidence Group, Junior Players	Stone, Bryan, Rogers	SW, NE	June 10 - June 26	8:00 - 3:00
Little Kids Rock Arts Camp	Junior Players, Linda Buckner, Sara Cox, Pamela Jenkins	Douglass, Kleberg, Weiss	SE, SW	July 8 - July 25	8:00 - 3:00
DSO Young Musicians Camp	Dallas Symphony Orchestra, Mad Science, Boys and Girls Club	Webster, Halliday, Kahn, Silberstein, Moreno, Terry	SW, SE	July 8 - July 25	8:00 - 3:00
ELO Expansion Program		Hernandez	NE	June 10 - Aug 1	8:00 - 3:00
CUSP (Campus-Customized Program) Enrichment Programs		Ervin, Pease, Chavez, Rhoades	SW, SE, NE	June 10 - July 11	8:00 - 3:00

Source: Data received from the Extended Learning Opportunities department in August 2019.

Appendix B

Summer Observation Checklist – 2019 Enrichment Programs

Questions 1-6 assessed once per campus visit for the entire site

1. **Date**
2. **Time**
3. **Which program are you observing?**
4. **Which campus are you observing?**
5. **Facilities/Environment:**
 - a. The main office is clearly marked/easy to find
 - b. Hallways and walkways are clear and free of obstacles
 - c. Restrooms are fully functional
 - d. Air conditioning is functional; temperature is not a hindrance to activities
 - e. Teachers and staff are clearly identified with a badge
 - i. Facilities comments
6. **Operations:**
 - a. Students received meals in a timely manner
 - i. Operations comments

Questions 7-11 assessed for each classroom visited

7. **Type of space** (Classroom, gym, computer lab, library, cafeteria, auditorium, outdoors, etc.)
8. **Activity type** (Visual arts, dance, music, drama, sports, STEM, community service, etc.)
9. **Number of students observed**
10. **Number of adults observed**
11. **Program quality (Yes/No):**
 - a. Is the level of adult supervision appropriate to activity and age group
 - b. Is the workspace conducive to the activity type and group size
 - c. Are necessary materials available and in sufficient supply
 - d. Students are engaged in learning (active or passive, but clearly observed to be on task and non-disruptive)
 - e. Students are friendly, relaxed, and respectful to one another
 - f. Students have opportunities to contribute opinions, ideas, and/or concerns to discussions
 - g. The teacher is working as a facilitator of student project-based learning rather than lecturing
 - h. Teachers use positive behavior management techniques
 - i. Teachers clearly communicate goals, purpose, and expectations of tasks
 - j. Teachers are equitable and inclusive in their interactions with students, working to engage any student who appears isolated, and not favoring a particular student or small cluster of students
 - k. Activity is well organized, with clear objectives
 - l. Activity challenges students intellectually, creatively, developmentally, and/or physically

Appendix C

Middle School Leadership Academy Student Focus Group Interview Protocol and Questions

Welcome and thank you. Introduce yourself: give your name, title, and that you're with the Evaluation department in the district. Explain that what we do is to collect information to learn about and help improve programs.

Purpose of the focus group interview: "I want to learn your opinions and feelings about the Soaring Scholars program so that I can know what's working well, and things we can work on to make the program even better." **Duration:** "This group interview will last about 45 minutes."

Confidentiality: "None of your names will appear in any report. What I do is take all the feedback and information that I learn here and combine it with things learned in other interviews to report what students as a group are feeling about the program."

Obtain assent to record: "Your opinions are important, and I want to make sure that I don't miss any of your comments, so I would like to make an audio (sound only) recording while we talk. I'll use it to take notes and delete it as soon as my notes are complete. Is this okay with everyone?"

"There are no right or wrong answers to these questions. We're asking for your opinions, and all opinions are welcome. Group members don't all have to agree, but all opinions will be heard and respected."

Icebreaker: "Let's introduce everyone in the group. I'd like to go around the room and everyone please tell me your name, what grade you are in, and something interesting about yourself that you don't mind sharing with the group."

"Let's talk about your experience in the program. How do you all feel that the program is going so far?"

1. "What part of the program have you liked the most?"
2. "Did you do anything new in the program that you'd never tried before this summer?"
3. "What did you learn about leadership this summer?"
 - a. What does leadership mean? What is leadership?
 - b. Do you see yourself as a leader?
4. "What have you worked on this summer that serves your school or community?"
 - a. What did you learn about yourself in this process?
5. "What would you change about the program if you were in charge of it next year?"
6. "Is there anything else we didn't cover yet that you want to tell me about?"
7. "Would you encourage your friends to attend the program next summer?"
 - a. Ask follow ups to discover reasons why

Appendix D

Appendix D: Middle School Leadership Academy Parent Survey Responses

Survey Item	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)
My child enjoyed the summer program experience.	52 (37.4)	71 (51.1)	0 (0)	16 (11.5)
The program was a positive educational opportunity for my student.	56 (40.0)	65 (46.4)	2 (1.4)	17 (12.1)
The enrollment process for summer programming was easy to complete.	58 (42.0)	62 (44.9)	2 (1.4)	16 (11.3)
I appreciated that the program was full day.	57 (41.0)	55 (39.6)	8 (5.7)	19 (13.5)
The program offered my child exposure to subjects or experiences they wouldn't have had without the program.	36 (25.7)	79 (56.4)	11 (7.9)	14 (10)
The program provided a safe place for my child to spend time.	67 (48.2)	51 (36.7)	1 (0.7)	20 (14.4)

Survey Item	Very Satisfied n (%)	Satisfied n (%)	Unsatisfied n (%)	Very Unsatisfied n (%)
How satisfied were you with the level of communication between district/program staff and parents?	47 (33.6)	77 (55.0)	6 (4.3)	8 (5.7)

Survey item	Excellent n (%)	Above Average n (%)	Average n (%)
As a parent, please rate your child's overall satisfaction with all aspects of the program experience.	56 (39.2)	38 (27.1)	46 (32.9)
As a parent, please rate your overall satisfaction with all aspects of the program experience.	47 (33.3)	49 (34.8)	45 (31.9)

If the Dallas ISD summer programs were not available, my child probably would have been:	n (%)
In a different, non-district summer program	13 (9.4)
At home with a parent or guardian	65 (46.8)
Cared for by a friend, neighbor, or relative	15 (10.8)
Home alone	42 (30.2)
At a daycare center	1 (0.7)

Based on this year's experience, do you plan to enroll your student in a Dallas ISD summer program in 2020?	n (%)
Yes	101 (72.1)
No	8 (5.6)
Undecided	31 (22.1)

Source: Summer enrichment programs parent survey administered July 10 – July 25, 2019.

Note: Percentages may not add to 100 due to rounding. For overall satisfaction, no parents selected responses of "Poor" or "Below Average" to either item.

Appendix E

Appendix E: Thriving Minds Summer Camp Parent Survey Responses

Survey Item	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)
My child enjoyed the summer program experience.	13 (48.1)	9 (33.3)	1 (3.7)	4 (14.8)
The program was a positive educational opportunity for my student.	15 (57.7)	7 (26.9)	0 (0.0)	4 (15.4)
The enrollment process for summer programming was easy to complete.	16 (61.5)	7 (26.9)	0 (0.0)	3 (11.5)
I appreciated that the program was full day.	17 (63.0)	6 (22.2)	2 (7.4)	2 (7.4)
The program offered my child exposure to subjects or experiences they wouldn't have had without the program.	14 (53.8)	8 (30.8)	2 (7.7)	2 (7.7)
The program provided a safe place for my child to spend time.	16 (59.3)	7 (25.9)	0 (0.0)	4 (14.8)

Survey Item	Very Satisfied n (%)	Satisfied n (%)	Unsatisfied n (%)	Very Unsatisfied n (%)
How satisfied were you with the level of communication between district/program staff and parents?	13 (48.1)	13 (48.1)	0 (0.0)	1 (3.7)

Survey item	Excellent n (%)	Above Average n (%)	Average n (%)
As a parent, please rate your child's overall satisfaction with all aspects of the program experience.	15 (55.6)	7 (25.9)	5 (18.5)
As a parent, please rate your overall satisfaction with all aspects of the program experience.	12 (44.4)	11 (40.7)	4 (14.8)

If the Dallas ISD summer programs were not available, my child probably would have been:	n (%)
In a different, non-district summer program	3 (11.5)
At home with a parent or guardian	7 (26.9)
Cared for by a friend, neighbor, or relative	8 (30.8)
Home alone	3 (11.5)
At a daycare center	5 (18.5)

Based on this year's experience, do you plan to enroll your student in a Dallas ISD summer program in 2020?	n (%)
Yes	23 (85.2)
No	0 (0.0)
Undecided	4 (14.8)

Source: Summer enrichment programs parent survey administered July 15 – August 1, 2019.

Note: Percentages may not add to 100 due to rounding. For overall satisfaction, no parents selected responses of "Poor" or "Below Average" to either item.

Appendix F

Dunbar-Frazier Soaring Scholars Student Focus Group Interview Protocol and Questions

Welcome and thank you. Introduce yourself: give your name, title, and that you're with the Evaluation department in the district. Explain that what we do is to collect information to learn about and help improve programs.

Purpose of the focus group interview: "I want to learn your opinions and feelings about the Soaring Scholars program here at Dunbar so that I can know what's working well, and things we can work on to make the program even better." **Duration:** "This group interview will last about 45 minutes."

Confidentiality: "None of your names will appear in any report. What I do is take all the feedback and information that I learn here and combine it with things learned in other interviews to report what students as a group are feeling about the program."

Obtain assent to record: "Your opinions are important, and I want to make sure that I don't miss any of your comments, so I would like to make an audio (sound only) recording while we talk. I'll use it to take notes and delete it as soon as my notes are complete. Is this okay with everyone?"

"There are no right or wrong answers to these questions. We're asking for your opinions, and all opinions are welcome. Group members don't all have to agree, but all opinions will be heard and respected."

Icebreaker: "Let's introduce everyone in the group. I'd like to go around the room and everyone please tell me your name, what grade you are in, and something interesting about yourself that you don't mind sharing with the group."

"Let's talk about your experience at camp. How do you all feel that summer camp is going so far?"

1. "Can you tell me more about the different activities you have done this summer?"
 - a. Swimming
 - b. Field trips
 - c. Dance, arts, culture
 - d. STEM
 - e. Activities that serve the neighborhood/community
2. "What part of camp have you liked the most
3. "Did you do anything new in summer camp that you'd never tried before this summer?"
 - a. How did this make you feel?
4. "What activities have you worked on this summer that help your school or community?"
 - a. How did this make you feel? About yourself? About your community?
 - b. What do you feel are the biggest challenges or problems in the neighborhood?
 - c. What solutions have you discovered?
 - d. What did you learn about yourself?
5. "How do you think you've changed this summer because of coming to camp?"
 - a. What would you have been doing this summer if you hadn't come?
6. "What would you change about the program if you were in charge of it next year?"

7. "Is there anything else we didn't cover yet that you want to tell me about?"
8. "Would you encourage your friends to come next summer?"

Appendix G

Appendix G: Dunbar-Frazier Soaring Scholars Parent Survey Responses

Survey Item	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)
My child enjoyed the summer program experience.	9 (45.0)	7 (35.0)	2 (10.0)	2 (10.0)
The program was a positive educational opportunity for my student.	10 (50.0)	8 (40.0)	0 (0.0)	2 (10.0)
The enrollment process for summer programming was easy to complete.	5 (25.0)	13 (65.0)	0 (0.0)	2 (10.0)
I appreciated that the program was full day.	11 (55.0)	4 (20.0)	3 (15.0)	2 (10.0)
The program offered my child exposure to subjects or experiences they wouldn't have had without the program.	7 (36.8)	10 (52.6)	0 (0.0)	2 (10.5)
The program provided a safe place for my child to spend time.	11 (55.0)	8 (40.0)	0 (0.0)	1 (5.0)

Survey Item	Very Satisfied n (%)	Satisfied n (%)	Unsatisfied n (%)	Very Unsatisfied n (%)
How satisfied were you with the level of communication between district/program staff and parents?	10 (50.0)	10 (50.0)	0 (0.0)	0 (0.0)

Survey item	Excellent n (%)	Above Average n (%)	Average n (%)
As a parent, please rate your child's overall satisfaction with all aspects of the program experience.	13 (65.0)	2 (10.0)	5 (25.0)
As a parent, please rate your overall satisfaction with all aspects of the program experience.	15 (75.0)	2 (10.0)	3 (15.0)

If the Dallas ISD summer programs were not available, my child probably would have been:	n (%)
In a different, non-district summer program	3 (15.8)
At home with a parent or guardian	8 (42.1)
Cared for by a friend, neighbor, or relative	2 (10.5)
Home alone	5 (26.3)
At a daycare center	1 (5.3)

Based on this year's experience, do you plan to enroll your student in a Dallas ISD summer program in 2020?	n (%)
Yes	13 (65.0)
No	1 (5.0)
Undecided	6 (30.0)

Source: Summer enrichment programs parent survey administered July 22 – August 8, 2019.

Note: Percentages may not add to 100 due to rounding. For overall satisfaction, no parents selected responses of "Poor" or "Below Average" to either item.