

2019-20

Evaluation of Creating Accelerated Performance Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2019-20

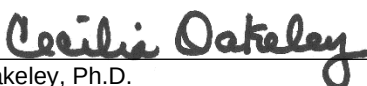
Evaluation of Creating Accelerated Performance Program

Approved Report of the Department of Evaluation and Assessment

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	5
PURPOSE AND SCOPE OF THE EVALUATION	5
EVALUATION QUESTIONS AND RESULTS	5
What are the characteristics of effective summer reading programs?	5
What was the source and amount of funding for the program?	6
Methodology	6
Results	6
What were the demographic characteristics of students and teachers who participated in the CAP program?	6
Methodology	6
Results	6
How was the Awesome Summer Adventure component implemented?	10
Methodology	10
Results	10
How was the Student Saturday Experience component implemented?	12
Methodology	12
Results	12
What were teacher perceptions of the CAP program?	12
Methodology	12
Results	12
Did CAP program participation increase the reading fluency and accuracy of participating students? ..	14
Methodology	14
Results	15
What impact did participation in the CAP program have in meeting grade-level benchmarks?	16
Methodology	16
Results	16

Did students show an increase in their positive self-perceptions as readers over the duration of the program?	17
Methodology	17
Results	17
KEY FINDINGS AND RECOMMENDATIONS.....	22
Key Findings	22
Recommendations.....	22
REFERENCES.....	24
APPENDICES	25

LIST OF TABLES

Table 1: 2019 CAP Program Academic Qualifying Criteria for Student Identification.....	7
Table 2: 2019 Home Campuses of Invited CAP Program Students	7
Table 3: Summer 2019 CAP Program Students, by Grade	8
Table 4: Attendance Rate of Summer 2019 CAP Program Students ($N = 404$)	8
Table 5: Summer 2019 Characteristics of Students Attending CAP Program ($N = 404$).....	9
Table 6: Summer 2019 Characteristics of CAP Program Teachers ($N = 71$)	10
Table 7: 2019 CAP Program Words Correct per Minute (WCPM), by Grade, by Program Attendance	16
Table 8: Mean Fall 2019 Reading Language Arts ACP Exam Grades by Summer 2019 CAP Program Attendance	17
Table 9: CAP Program 2019 Grade Three Pre- and Post-Survey Results ($N = 53$).....	18
Table 10: CAP Program 2019 Grade Six Pre- and Post-Survey Results ($N = 96$)	19
Table 11: CAP Program 2019 Grade Nine Pre- and Post-Survey Results ($N = 31$).....	21

LIST OF FIGURES

Figure 1: Summer 2019 Number of Teachers ($N = 71$) and Students Registered for CAP Program ($N = 653$) by Campus.....	9
Figure 2: Summer 2019 CAP Program Running Record Results, Words Correct per Minute (WCPM), by Grade	15

LIST OF APPENDICES

A	2019-20 CAP Program Teacher Feedback Survey	26
B	Summer 2019 ORF Results.....	28

ACRONYMS AND ABBREVIATIONS

ACP	<i>Assessment of Course Performance</i>
CAP	Creating Accelerated Performance
DRA	<i>Developmental Reading Assessment</i>
EL	English learner
ESL	English as a second language
ESOL	English for Speakers of Other Languages
ISD	Independent School District
<i>ISIP</i>	<i>Istation's Indicators of Progress</i>
MOY	Middle of year
MTSS	Multi-Tiered Systems of Support
ORF	Oral reading fluency
PEIMS	Public Education Information Management System
PLC	Professional Learning Community
SEL	Social emotional learning
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEI	Teacher Excellence Initiative
UNTD	University of North Texas at Dallas
WCPM	Word count per minute

Evaluation of Creating Accelerated Performance Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Dallas Independent School District (ISD) created an intensive targeted summer experience for students during the summer of 2019 (July 15 through 26), focused on key foundational reading skills. Additionally, the program design included planned touch points throughout the 2019-20 school year.

The Creating Accelerated Performance (CAP) program, marketed as an Awesome Summer Adventure, sought to accelerate the achievement of students who had not demonstrated proficiency in reading at critical transitional grades. Rising grade three, six, and nine students who were African American, two or more races, or English learners at select campuses were invited based on qualifying academic criteria.

The purpose of the 2019-20 CAP program evaluation was to provide context and implementation data so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. The evaluation examined the level of implementation of the program, participant perceptions of the programs, as applicable, and reading assessment scores.

As reported to the Dallas ISD School Board by the CAP Instructional Team in October 2019, the expenditures for the program's summer component totaled \$169,369.95.

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of students and teachers participating in the CAP program?

Student Identification

The stated purpose of the program was to create an intensive targeted summer experience for students, in addition to planned touch points throughout the 2019-20 school year. The CAP program sought to create a yearlong experience that would accelerate student achievement by focusing on key foundational reading skills. Students were identified for invitation if they (1) were African American, two or more races, or English learners; (2) met at least two of the qualifying academic criteria; and (3) attended selected campuses with the greatest needs (six elementary and six middle schools were identified).

The CAP instructional team used existing *Developmental Reading Assessment (DRA)* data to create student profiles for eligible students. They used this intentional placement method to place students in appropriate instructional groupings.

A total of 879 students across the three grades met the criteria to be invited to the program. Of those, 653 (74.3%) completed registration to attend. Ultimately, 404 students (46.0% of those who were originally invited to the program) attended at least one day of the summer session.

Rising grade-three students attended the program at either Thornton or Roberts Elementary Schools, while rising grade-six students attended at Atwell or Dade Middle Schools. The CAP program for rising grade nine students was held at the University of North Texas at Dallas (UNT). Out of the overall total of 404 program participants, 50 students (12.4%) attended one day of the program, while 100 of the 404 (24.8%) were present for all ten days (Table E1). A total of 304 students (75.2%) attended five or more days, or at least half the program.

Table E1: Attendance Rate of CAP Program Students (N = 404)

Number of Days Attended	Students	
	N	%
1	50	12.4
2	18	4.5
3	17	4.2
4	15	3.7
5	16	4.0
6	28	6.9
7	39	9.7
8	52	12.9
9	69	17.1
10	100	24.8

Source: CAP student registration and attendance files dated 08/05/19.

Note: Attendance data for 13 students could not be verified.

Percentages may not add to 100 due to rounding.

Student Characteristics

The majority of students attending the CAP program were African American (80.7%) while Hispanic students made up 16.1 percent, and roughly three percent of students in the program were of other ethnicities. Female students

comprised 44.1 percent, while 55.9 percent were male. A total of 76 students (18.8%) were English learners, and 70 (17.3%) received Special Education services. Most CAP program students were economically disadvantaged (97.0%). Additionally, 31 attending students (7.7%) were identified as requiring dyslexia intervention.

Teachers

To prepare for the 653 students who registered to attend, the program hired and trained 71 teachers with a Teacher Excellence Initiative (TEI) effectiveness level of Proficient I or higher. The CAP instructional team planned for low student teacher ratios (10:1) to best implement the intensive nature of reading interventions. A minimum of one Special Education teacher was assigned to each site to address the students' unique needs. Additionally, 18 teachers had Bilingual, English as a Second Language (ESL), or English to Speakers of Other Languages (ESOL) certifications to serve English learners. Notably, 29 teachers (40.8%) were dyslexia specialists.

How was the Awesome Summer Adventure component implemented?

Advertising and Communications

The CAP program was marketed to parents of invited students as an "Awesome Summer Adventure." Parent information meetings were held at the home campuses of invited students on May 7-9, 2019. The Dallas ISD Communications department mailed the initial invitations in English and Spanish to families on April 29, 2019. A follow-up "Claim Your Seat" postcard reminder was mailed to the same families on May 6, 2019. A final reminder postcard was mailed to parents on July 8, 2019, one week before the first day of the program. The Communications department reported a number of mailings were returned as undeliverable due to incorrect or outdated parent addresses.

Professional Development

Half-day professional development sessions were provided to teachers on May 31 and from June 3-6, 2019. The sessions were differentiated by grade level and included a range of topics. The first day, May 31, served as an orientation for CAP teachers, covering scheduling, expectations, program goals, and administrative information. Teaching and Learning provided daily support to CAP teachers and staff during the program in addition to Professional Learning Community (PLC) support.

Enrichment and SEL

Enrichment and social/emotional learning (SEL)-focused activities were built into the program day during the summer component of CAP. Each morning before breakfast, students had the option of attending SEL activities,

including mindfulness and meditation sessions. Each afternoon after the conclusion of academic programming, students were offered enrichment activities.

Technology

One-to-one technology was a major component of the program. The CAP program planned to issue each student a device to take home on the first day of attendance. Elementary and middle school students each received an HP Chromebook with a backpack, and high school students each received an Apple MacBook Air with a bag. Due to low attendance levels across the campus sites, a total of 249 devices out of the 653 expected were deployed.

Food and Nutrition

The Texas Department of Agriculture approved summer meal service for the CAP program. Students received free breakfast, lunch, and dinner during the program. Elementary and middle school campuses provided meal service in the school cafeteria, while the UNTD site received meals delivered from the district's Central Kitchen.

Student Transportation

Dallas ISD Student Transportation Services provided bus transportation to CAP program sites, via routes originating from four different district service centers. A total of 35 total routes were planned (27 regular education and eight special education) to accommodate the 653 registered students. Program management reported transportation issues throughout the duration of the program.

How was the Student Saturday Experience component implemented?

The CAP program was originally planned as a summer experience that would continue into the 2019-20 school year through seven Saturday sessions, running from 9:00 am to 12:30 pm at each of the CAP campuses. Sessions were planned for August 24, September 21, October 26, November 16, 2019, and a session each in January, February, and March 2020. Based on projected enrollment for Saturday sessions, 42 CAP teachers were invited to continue teaching the program during the school year. The academic focus of the sessions was the same as the summer program, with a low student/teacher ratio and an emphasis on enhancing and accelerating the development of reading skills. Due to extremely low attendance rates during the first three Saturday sessions, the decision was made to cancel remaining sessions for the remainder of the school year.

How did teachers perceive the CAP program?

A teacher survey was constructed to understand the methods and quality of training and preparation, curriculum

design, logistics, communication between the CAP program, teachers, and parents of CAP students, and program impact. Overall, approximately 83 percent ($n = 59$ out of 71) of those invited completed the survey.

A total of 54 teachers (94.7% of 57 respondents) “agreed” or “strongly agreed” that the goals and objectives of the CAP program were clearly communicated to them. Additionally, 84.2 percent ($n = 48$ of 57) were “satisfied” or “very satisfied” with the quality of the professional development they received. Most (87.7%, $n = 50$ of 57) teachers reported that they had adequate time to prepare to teach the curriculum. Overall, 84.2 percent of those who responded reported that they felt adequately supported to teach the CAP program.

While 82.5 percent ($n = 47$ of 57) of CAP teachers felt that, overall, the quality of the curriculum was high, 14 of the 57 respondents (24.6%) reported that they “disagreed” or “strongly disagreed” that the curriculum design was appropriate to address the unique needs of CAP students. Less than a quarter (22.8%, $n = 13$ of 57) of teachers reported that they adhered to the provided curriculum as written at all times. These teachers indicated that they differentiated their instruction and relied on a variety of lesson components, some outside the provided CAP curriculum, in order to keep their students engaged.

Low attendance was a concern throughout the program. Indeed, 96.4 percent ($n = 53$ of 55) of surveyed teachers reported that they were involved in making phone calls to families of students who had registered for the program but did not attend the first day or more. After speaking with parents, a total of 42.3 percent of these teachers ($n = 22$ of 52) “disagreed” or “strongly disagreed” that parents were well informed about the logistics of transportation offered. Some teachers indicated that parents “forgot the start date” or “forgot about the program” entirely ($n = 14$). Others stated that students or families had changed their minds about attending since registering, had decided to attend a different summer camp, or had misunderstood the purpose of the program. Parents also frequently cited transportation issues to teachers ($n = 17$), including lack of understanding about routes and pickup locations.

Did CAP program participation increase the reading fluency and accuracy of participating students?

Dallas ISD dyslexia interventionists assessed CAP students using an Oral Reading Fluency (ORF) assessment. ORF requires students to read aloud from an unpracticed passage while noting their results through a running record.

A major program goal was to increase CAP students’ ORF Rate as measured by words-correct-per-minute (WCPM), reading accuracy and comprehension. The pre-program ORF assessment was conducted before the end of the

2018-19 school year, while the post-program assessment was conducted on the final day of the summer program. This approach allowed a six-week gap between the pre-assessment and the beginning of the program, so the possibility of “summer slide” may have occurred before CAP interventions began for students.

Between the pre- and post-assessments, grade-three students ($n = 65$) improved their WCPM by an average of 8.8 words per minute (27.7 to 36.5 WCPM). Students in grade six ($n = 103$) increased by an average of 4.7 words per minute (91.9 to 96.6 WCPM), and grade-nine students ($n = 68$) increased by an average of 12.2 words per minute (96.6 to 108.8 WCPM). Unsurprisingly, the largest gains were noted for students attending all ten days of the program.

The reading accuracy of grade-three students ($n = 65$) improved by an average of 7.8 percentage points (71.8% to 79.6% accurate). Students in grade six ($n = 103$) increased by an average of 0.7 percentage points (92.3% to 93.0% accurate), and grade-nine students ($n = 68$) increased by an average of 1.8 percentage points (94.7% to 96.5%) between the pre- and post-assessments.

Reading comprehension pre- and post-assessment data was collected for 162 students, who answered five questions each. Grade-three students ($n = 19$) improved their reading comprehension scores by an average of 0.6 items correct (2.6 to 3.2). Students in grade six ($n = 80$) increased by an average of 0.2 items correct (3.0 to 3.2), and grade-nine students ($n = 63$) increased by an average of 0.7 items correct (1.6 to 2.3) between the pre- and post-assessments.

What impact did participation in the CAP program have in meeting grade level benchmarks?

District Fall 2019 *Assessment of Course Performance (ACP)* data files for reading/language arts courses were used to assess academic growth post-program participation in reading/language arts. Evaluators conducted one-way analysis of variance (ANOVA) for CAP participants to ascertain if attending the program made a difference in the participants’ reading abilities. No significant statistical or practical differences were found between the scores of students who attended less than half, 50 to 90 percent of program days, 100 percent of program days, and those who did not attend. Across grade levels and attendance categories, averages were below 70 (59.2 to 66.8), the passing standard for the exam.

Did students' self-perception as readers show a positive increase over the duration of the program?

To measure students' self-perceptions and agency as readers, evaluators constructed a reading self-perception survey. Items explored students' beliefs about their psychological and physiological responses to reading, their interest in reading, their view of themselves as readers, and their self-perceived reading comprehension level. Students took the survey at each CAP program site on their first day of the program (pre-survey) and again on the final day of the program (post-survey). Survey data was analyzed for students who completed both the pre- and post-survey and who also had at least a 50 percent attendance rate.

Grade Three

A total of 53 grade-three students were included in the analyses. Third graders gave more positive responses to every item in the survey on the post-survey compared to the pre-survey. Notably, at the beginning of the CAP program, 33.3 percent of third graders reported that they liked to read out loud in class. By the end of the two-week intensive program, 64.8 percent reported that they "liked" or "loved" to read out loud in class, potentially indicating an improvement in self-confidence as well as a reduction in anxiety. Survey items exploring reading comprehension ability (e.g., "It is easy for me to understand the stories...", "I can figure out the meaning of a hard word...", and "I can easily understand the main idea...") each improved by 16.7 percentage points.

Grade Six

The student sample for analyses in grade six included 96 students. Compared to grade three, increases in positive responses between the pre- and post-surveys were modest. However, students' perceptions of difficulty in reading may have improved over the course of the program. Less than half (49.0%) of grade six students indicated that they "mostly" or "totally" agreed that the books read in class were "easy" before attending the CAP program, while 65.6 percent reported that they "mostly" or "totally" agreed that the books read in class were "easy" at the end of the summer program. This was an increase of 16.6 percentage points. It is noteworthy that the reading level of materials used in the CAP program were more appropriate to the students' level of reading proficiency, which may have influenced their opinions about the difficulty of books. Similarly, when asked whether they found it easy to understand the stories read in class, less than half (47.9%) of students in grade six agreed that they did at the beginning of the program, while 60.4 percent (and increase of 12.5 percentage points) agreed that they did after attending. More grade six students (60.4% vs 65.6%, an increase of 5.2 percentage points) reported that they viewed themselves as "good" readers after attending the program.

Grade Nine

A total of 31 grade-nine students attended at least five days (50%) of the program and had complete pre- and post-surveys available for analyses. The most notable positive differences in the pre- and post-surveys of grade nine students were in items exploring students' personal relationship and psychological response to reading. After attending the CAP program, 64.5 percent of grade nine students reported that they liked to read (an increase of 12.9 percentage points), and over half (51.6%, an increase of 16.1 percentage points) reported that they looked forward to starting a new book. A total of 67.7 percent of grade nine students (up from 51.6%, an increase of 16.1 percentage points) indicated that they felt calm when they read, and 71.0 percent (an increase of 12.9 percentage points) reported that they thought reading could be relaxing.

RECOMMENDATIONS

In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning from March 23, 2020 (following Spring Break) to the end of the school year.

Based on the key findings, along with the district's transition to at-home learning, the following recommendations are offered for stakeholders for the CAP program in summer 2020.

Improve the accuracy of parent contact information.

Address attendance data portal issues.

Rethink the timing of the program.

Improve the timing of ORF baseline data collection.

2019-20

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DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

Dallas Independent School District (ISD) created an intensive targeted summer experience for students during the summer of 2019, from July 15 through 26, focused on key foundational reading skills. Additionally, the program design included planned touch points throughout the 2019-20 school year.

The Creating Accelerated Performance (CAP) program, marketed as an Awesome Summer Adventure, sought to accelerate the achievement of students who had not demonstrated proficiency in reading at critical transitional grades. Rising grade three, six, and nine students who were African American, two or more races, or English-Language Learners at select campuses were invited, based on qualifying academic criteria.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the 2019-20 CAP evaluation was to provide context and implementation data so that program managers could assess the implementation of program components and operations, determine effectiveness, and plan future efforts. The evaluation examined the level of implementation of 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, pre- and post-assessment reading fluency data, Fall 2019 *ACP* data files for reading/language arts courses, and surveys.

EVALUATION QUESTIONS AND RESULTS

What are the characteristics of effective summer reading programs?

Researchers have found that children's reading motivation is multidimensional. Through analytic assessment, several components of reading motivation have been distinguished, including self-efficacy, interest, and social interaction (Baker & Wigfield, 1999).

Current research suggests that motivated readers hold positive beliefs about themselves as readers (Guthrie & Wigfield, 1997). Conversely, struggling readers assume they are responsible for their reading difficulties. Recurring failures to succeed and self-perception issues around reading often complicate a student's ability to learn reading skills. Schunk and Zimmerman (1997) found that students who doubt their ability to learn give up quickly when faced with new challenges. Therefore, reading instruction for struggling readers should focus on the rebuilding of damaged self-concepts. This can be accomplished by providing opportunities for successful reading experiences.

To continue to make progress in learning, as well as to fuel self-concept and motivation, students should participate in regular classroom experiences appropriate to their cognitive levels, including interesting and challenging books (Worthy, 1996). According to Worthy (1996), it is not enough to provide books that are geared solely to a child's instructional reading level. When reading level is solely considered, below level reading materials are generally used for instructing struggling readers. Focusing on student interests in selecting reading materials may be more beneficial in promoting reading success than a focus on level. It turns out that interest is far more significant than readability. When students have strong interest in what they read, they can frequently transcend their reading level (Worthy, 1996). Many educators and researchers consider interest to be an essential factor in all learning (Schiefele, 1991). Students who do not enjoy typical school texts often fail to engage in reading and may develop a lifelong aversion to reading.

During school, students interact and work alongside peers and adults and social perceptions and relationships are related to and predictive of school-related outcomes (Patrick, Knee, Canevello, & Lonsbary, 2007). These researchers found that students' perceptions of their classroom's social environment, including affiliation, cohesion, fairness, mutual respect, and support from teachers and students, are consistently associated with adaptive motivational beliefs and achievement behaviors.

What was the source and amount of funding for the program?

Methodology

The amount of funding allotted for the CAP program was obtained from program planning materials and Language and Literacy staff.

Results

As reported to the Dallas ISD School Board by the CAP Instructional Team in October 2019, the expenditures for the program's summer component totaled \$169,369.95. Curriculum, resources, and materials accounted for the majority of these expenditures, at \$158,770.12, while marketing expenses comprised the remaining \$10,599.83.

What were the demographic characteristics of students and teachers who participated in the CAP program?

Methodology

CAP program staff provided lists of teachers and students enrolled in the CAP program, including student identification numbers, location of intervention, and attendance records. Evaluators also used the district Public Education Information Management System (PEIMS) data file to analyze demographic data.

Results

Student Identification

The stated purpose of the program was to create an intensive targeted summer experience for students, in addition to touch points throughout the 2019-20 school year. CAP sought to create a yearlong

experience that would accelerate student achievement by focusing on key foundational reading skills. Students were identified for invitation if they (1) were African American, two or more races, or English learners; (2) met at least two of the qualifying academic criteria in Table 1; and (3) attended selected campuses with the greatest needs (Table 2).

Table 1: 2019 CAP Program Academic Qualifying Criteria for Student Identification

Criteria	2018-19 Grade Two Students	2018-19 Grade Five Students	2018-19 Grade Eight Students
District Assessments	Received a scale score below 70 on at least one of the Reading ACP exams for: 2017-2018 2018-2019	Received a scale score below the approaches equivalent on at least one of the Reading ACP exams for: 2017-2018 2018-2019	Received a scale score below the approaches equivalent on at least one of the Reading ACP exams for: 2017-2018 2018-2019
State Assessments	None available	Scored below proficient on the STAAR Reading exam in the 2017-2018 school year	Scored below proficient on the STAAR Reading exam in the 2017-2018 school year
Norm Referenced Assessments	Scored below 40th percentile on <i>Terra Nova</i> assessment in the 1 st grade Scored 20th percentile or below on <i>ISIP</i> MOY assessment in the 2 nd grade	Scored at the “Falls Below Proficient” on <i>Achieve3000</i> reading diagnostic MOY assessment in the 5th grade Scored 20th percentile or below on <i>ISIP</i> MOY assessment in the 5th grade	Scored at the “Falls Below Proficient” on <i>Achieve3000</i> reading diagnostic MOY assessment in the 8th grade Scored 20th percentile or below on <i>ISIP</i> MOY assessment in the 8th grade

Source: Teaching and Learning program planning materials dated 05/30/19.

Table 2: 2019 Home Campuses of Invited CAP Program Students

2018-19 Grade	Campuses
Two	Carr, Dunbar, Thornton, Pease, Rhoads, Truett, or McNair Elementary Schools
Five	Burleson, Dunbar, Thornton, Pease, Rhoads, Truett, McNair, or Wilmer-Hutchins Elementary Schools
Eight	Dade, Kennedy-Curry, Atwell, Browne, or Oliver W. Holmes Middle Schools, or Pinkston High School

Source: Teaching and Learning program planning materials dated 05/30/19.

The CAP instructional team used existing *Developmental Reading Assessment (DRA)* data to create student profiles for eligible students. They used this intentional placement method to place students in appropriate instructional groupings.

A total of 879 students across the three grades met the criteria to be invited to register for the program. Of those, 653 (74.3%) completed registration to attend. Ultimately, 404 students (46.0% of those who were originally invited to the program) attended at least one day of the summer session (Table 3).

Table 3: Summer 2019 CAP Program Students, by Grade

Grade	Invited	Registered		Attended		
	<i>N</i>	<i>n</i>	%	<i>n</i>	% of Registered	% of Invited
Three	177	156	88.1	100	64.1	56.5
Six	370	269	72.7	193	71.7	52.2
Nine	332	228	68.7	111	48.7	33.4
Total	879	653	74.3	404	61.9	46.0

Source: CAP student registration and attendance files dated 08/05/19.

Note: Attended includes students who attended at least one day of the program.

Rising grade-three students attended the program at either Thornton or Roberts Elementary Schools, while rising grade-six students attended either Atwell or Dade Middle Schools. The CAP program for rising grade-nine students was held at the University of North Texas at Dallas (UNT). While students who attended at least one day were included in the overall count of students attended, rates of attendance varied by number of days attended. A total of 50 students (12.4%) attended one day of the program, while 100 of the 404 (24.8%) were present for all 10 days (Table 4). A total of 304 students (75.2%) attended five or more days, or at least half the program.

Table 4: Attendance Rate of Summer 2019 CAP Program Students (N = 404)

Number of Days Attended	Students	
	<i>n</i>	%
1	50	12.4
2	18	4.5
3	17	4.2
4	15	3.7
5	16	4.0
6	28	6.9
7	39	9.7
8	52	12.9
9	69	17.1
10	100	24.8

Source: CAP student registration and attendance files dated 08/05/19.

Note: Attendance data for 13 students could not be verified. Percentages may not add to 100 due to rounding.

Demographic characteristics

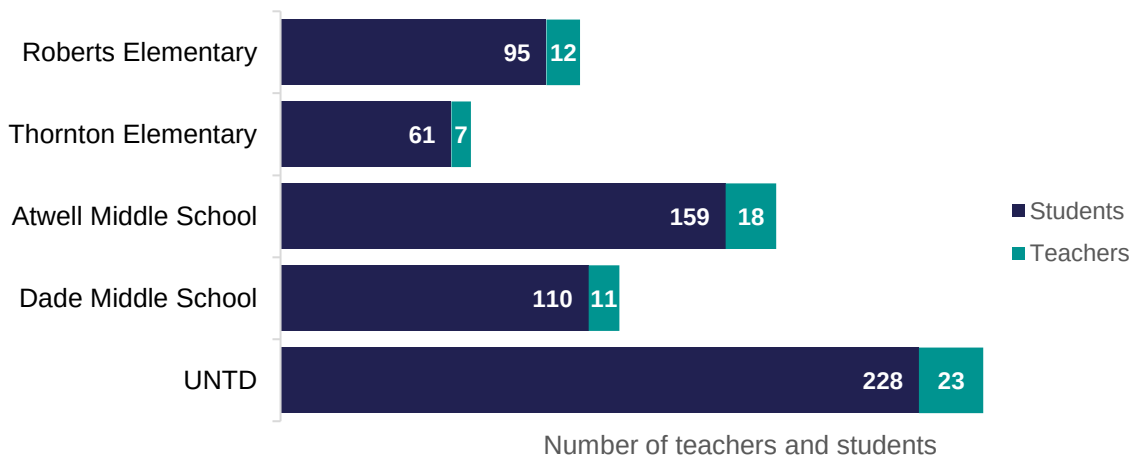
Students. The majority of students attending the CAP program were African American (80.7%). Hispanic students made up 16.1 percent of participants, and roughly four percent of students in the program were of other ethnicities. Female students comprised 44.1 percent of participant students, while 55.9 percent were male. A total of 76 students (18.8%) were English learners (ELs), and 70 (17.3%) received Special Education services. Most CAP program students were economically disadvantaged, including 392 of the 404 students (97.0%) (Table 5). Additionally, 31 attending students were identified as requiring dyslexia intervention.

Table 5: Summer 2019 Characteristics of Students Attending CAP Program (N = 404)

Characteristic	<i>n</i>	%
Race/Ethnicity		
African American	326	80.7
Hispanic	65	16.1
Two or More Races	8	2.0
Other	5	1.2
Sex		
Female	178	44.1
Male	226	55.9
Special Student Groups		
English Learner	76	18.8
Special Education	70	17.3
Economically Disadvantaged	392	97.0

Source: CAP student registration and attendance files dated 08/15/19. District student demographic files dated 05/28/19.

Teachers. To prepare for the 653 students who registered to attend, the program hired and trained 71 teachers with a Teacher Excellence Initiative (TEI) effectiveness level of Proficient I or higher (Figure 1). The CAP instructional team planned for low student/teacher ratios (10:1) to best implement the intensive nature of the reading interventions.

Figure 1: Summer 2019 Number of Teachers (N = 71) and Students Registered for CAP Program (N = 653) by Campus

Source: CAP teacher roster dated 07/10/19. CAP student registration and attendance files dated 08/15/19.

A minimum of one Special Education teacher was assigned to each site to address students' unique needs. Additionally, 18 teachers had Bilingual, English as a Second Language (ESL), or English to Speakers of Other Languages (ESOL) certifications to serve ELs. Notably, 29 teachers (40.8%) were dyslexia interventionists (Table 6).

Table 6: Summer 2019 Characteristics of CAP Program Teachers (N = 71)

	<i>n</i>	%
Race/Ethnicity		
African American	46	64.8
Hispanic	16	22.5
White	9	12.7
Sex		
Female	64	90.1
Male	7	9.9
Specializations		
English Learner	18	25.4
Special Education	6	8.5
Dyslexia	29	40.8

Source: CAP teacher roster dated 07/10/19. District personnel file dated 04/11/19.

How was the Awesome Summer Adventure component implemented?

Methodology

Planning, advertising, and implementation information was gathered from program planning materials, content presented to the Dallas ISD School Board, and from Language and Literacy staff.

Results

Advertising and Communications

The CAP program was marketed to parents of invited students as an “Awesome Summer Adventure.” Parent information meetings were held at the home campuses of invited students on May 7-9, 2019. The Dallas ISD Communications department mailed the initial invitations in English and Spanish to families on April 29, 2019. A follow-up “Claim Your Seat” postcard reminder was mailed to the same families on May 6. Beginning in mid-June, “Let’s Celebrate” confirmation packets were mailed to those who had registered for the program. These contained a parent guide, a banner, and a packet of confetti. A later June mailing introduced the student’s teacher, while a games-and-puzzle activity packet was mailed in the first week of July. A final reminder postcard was mailed to parents on July 8, 2019, one week before the first day of the program, which ran from July 15 through 26. The Communications department reported a number of mailings were returned as undeliverable due to incorrect or outdated parent addresses.

Professional Development

Half-day professional development sessions were provided to teachers on May 31 and June 3-6, 2019. Sessions were differentiated by grade level and included a range of topics. The first day, May 31, served as an orientation for CAP teachers, covering scheduling, expectations, goals of the program, and administrative details. During the June session, topics included building comprehension for low-level readers using culturally relevant texts and practices, student profile reviews, root cause analyses, focus areas for lesson design, morphology, graphemes, phonemes, phonics fluency, curriculum design,

technology usage, connections with Multi-Tiered Systems of Support (MTSS), and small-group instruction with a focus on metacognitive strategies.

In addition, Teaching and Learning provided daily support to CAP teachers and staff during the program. Reading/Language Arts, Social Studies, Bilingual ESL, and Dyslexia administrators were each assigned to different CAP campuses for a two-hour window each day to provide professional support and assistance in addition to Professional Learning Community (PLC) support.

Enrichment and SEL

Activities focused on enrichment and social emotional learning (SEL) were built into the program day during the summer component of CAP. Each morning before breakfast, students had the option of attending SEL activities, including mindfulness and meditation sessions. Each afternoon after the conclusion of academic programming, students were offered enrichment activities. At elementary and middle school campuses, students received dance, theater, and visual arts instruction in partnership with Junior Players, with themes aligned to the academic curriculum. At the UNTD campus, rising ninth graders received enrichment through the “Find Your Future” curriculum in partnership with Education is Freedom. This curriculum sought to foster a college and career-going mindset through activities exploring visioning, financial literacy, leadership, and communication with college coaches and mentors.

Technology

One-to-one technology was a major component of the program, and each student received a device to take home on the first day of attendance. Elementary and middle school students each received an HP Chromebook with a backpack and high school students each received an Apple MacBook Air with a bag. To support deployment, the Dallas ISD Information Technology department provided on-site technicians at each campus. Ongoing technical support was also provided by campus technicians throughout the two weeks of the summer program. Due to low attendance levels across the campus sites, a total of 249 devices (out of the expected 653) were deployed.

Food and Nutrition

The Texas Department of Agriculture approved summer meal service for the CAP program. Students received free breakfast, lunch, and dinner during the program. The elementary and middle school campuses provided meal service in the school cafeteria, while the UNTD site received meals delivered from the district’s Central Kitchen.

Student Transportation

Dallas ISD Student Transportation Services provided bus transportation to CAP program sites, via routes originating from four different district service centers. A total of 35 total routes were planned (27 regular education and eight special education) to accommodate the 653 registered students. Program management reported transportation issues throughout the duration of the program.

How was the Student Saturday Experience component implemented?

Methodology

Planning and implementation information was gathered from program planning materials, content presented to the Dallas ISD School Board, and from Language and Literacy staff.

Results

The CAP program was originally planned as a summer experience that would continue into the 2019-20 school year through seven Saturday sessions, running from 9:00 am to 12:30 pm at each of the CAP campuses. Sessions were planned for August 24, September 21, October 26, November 16, 2019, and a session each in January, February, and March 2020. Based on the projected enrollment for the Saturday sessions, 42 CAP program teachers were invited to continue teaching the program into the school year. The academic focus of the sessions was the same as the summer program, with a low student/teacher ratio and an emphasis on enhancing and accelerating the development of reading skills. Due to extremely low attendance rates during the first three Saturday sessions, district leadership cancelled the remaining sessions for the school year.

What were teacher perceptions of the CAP program?

Methodology

A teacher survey was constructed to understand the methods and quality of training and preparation, curriculum design, logistics, communication between the CAP program, teachers, and parents of CAP students, and program impact. Additional questions about teaching in the program were asked of dyslexia interventionists. Evaluators utilized SurveyMonkey, an online survey development tool, to craft and administer the survey items. A link to the survey was sent to teachers on August 13, 2019, along with multiple reminders to complete the survey. The survey remained open until August 22, 2019. The survey included five demographic or screening items, 37 items with Likert-type response rating, three multiple-choice items, and seven open-ended items. Evaluators 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. Responses to open-ended survey items were analyzed for common themes and patterns. Appropriate quotations that captured the essence of significant themes were flagged for inclusion in this report.

Results

Overall, approximately 83 percent ($n = 59$ out of 71) of those invited completed the survey. Of these, 23.7 percent ($n = 14$) were grade-three teachers, 44.1 ($n = 26$) percent taught grade six, and 32.2 ($n = 19$) percent taught grade nine. A total of 25 respondents (42.4%) were trained as dyslexia interventionists.

A total of 54 teachers (94.7% of 57 respondents) “agreed” or “strongly agreed” that the goals and objectives of the CAP program were clearly communicated to them. Additionally, 84.2 percent ($n = 48$ of 57) were “satisfied” or “very satisfied” with the quality of the professional development they received. Most (87.7%, $n = 50$ of 57) teachers reported that they had adequate time to prepare to teach the curriculum. Overall, 84.2 percent of those who responded reported that they felt adequately supported to teach the CAP program.

While 82.5 percent ($n = 47$ of 57) of CAP program teachers felt that, overall, the quality of the curriculum was high, 14 of 57 teachers (24.6%) reported that they “disagreed” or “strongly disagreed” that the curriculum design was appropriate to address the unique needs of CAP program student participants. Less than a quarter (22.8%, $n = 13$ of 57) of teachers reported that they adhered to the provided curriculum as written at all times. Teachers shared that they differentiated their instruction and relied on a variety of lesson components, some outside the provided CAP program curriculum, in order to keep their students engaged. Due to the low student/teacher ratio, teachers also reported that they were able to individualize the curriculum that each student received based on their unique needs and ability.

Teachers who completed the survey reported high levels of confidence in the impact the program had on their students. Every teacher surveyed reported that they believed CAP program students could improve their reading skills, and 94.6 percent ($n = 53$ of 56 respondents) stated that they witnessed positive changes in students they worked with in the program; the remaining three respondents reported they were “undecided” or had no opinion. The majority of teachers reported that they “agreed” or “strongly agreed” that the CAP program made a positive impact on students’ attitudes toward reading (85.7%, $n = 48$ of 56), reading engagement (92.9%, $n = 52$ of 56), and reading ability (89.3%, $n = 50$ of 56). When asked about the impact teaching CAP program students had on their personal teaching practice, 89.3 percent ($n = 50$ of 56) stated that it had improved. When asked for additional feedback about the program, some teachers reported that they “wish it started earlier in the summer” ($n = 7$ out of 23) and wished the program was longer than two weeks ($n = 5$ out of 23).

With regard to program logistics, 78.6 percent ($n = 44$ of 56) of the teachers felt that SEL activities were a good way to begin the day, and 72.7 percent ($n = 40$ of 55) indicated they believed that CAP activities were planned well to reach the program’s desired outcomes. A large proportion (94.5%, $n = 52$ of 55) felt the number of students in their classroom was appropriate for CAP program instruction. Most surveyed teachers (62.5%, $n = 35$ of 56) had an opportunity to observe the afternoon enrichment activities, and the majority of those (76.2%, $n = 16$ of 21 respondents) reported that they felt activities were of high quality. Additionally, 61.9 percent ($n = 13$ of 21) reported that the enrichment component was well organized. However, teachers also voiced concerns about transportation; 56.4 percent ($n = 31$ of 55) felt transportation had been only satisfactory. Teachers called transportation “a major concern,” citing “confusion about routes” and questioning its impact on attendance.

Low attendance was a concern throughout the program. Indeed, 96.4 percent ($n = 53$ of 55) of surveyed teachers reported that they were involved in making phone calls to families of students who had

registered for the program but did not attend the first day or more. After speaking with parents, 42.3 percent of these teachers ($n = 22$ of 52) “disagreed” or “strongly disagreed” that parents were well informed about the logistics of the transportation offered. Further, 36.5 percent ($n = 19$ of 52) reported that they “disagreed” or “strongly disagreed” that parents were well informed about the program’s schedule. Some teachers indicated that parents “forgot the start date” or “forgot about the program” entirely ($n = 14$). Others stated that students or families had changed their minds about attending since registering, had decided to attend a different summer camp, or had misunderstood the purpose of the program. Parents also frequently cited transportation issues to teachers ($n = 17$), including lack of understanding about routes and pickup locations. A complete distribution of survey responses is presented in Appendix A.

Did CAP program participation increase the reading fluency and accuracy of participating students?

Methodology

Oral reading fluency (ORF) is a curriculum-based measure originally developed in the early 1980s by a team of researchers at the University of Minnesota (Deno, 1982; Tindal, 2013). Curriculum-based measures were designed to serve as tools for both special- and general-education teachers, assisting them in making accurate and timely data-driven decisions about students’ functional literacy or numeracy skills. ORF is one of the most widely used curriculum-based measures available for reading, with decades of validation research backing its use as an indicator of overall reading development.

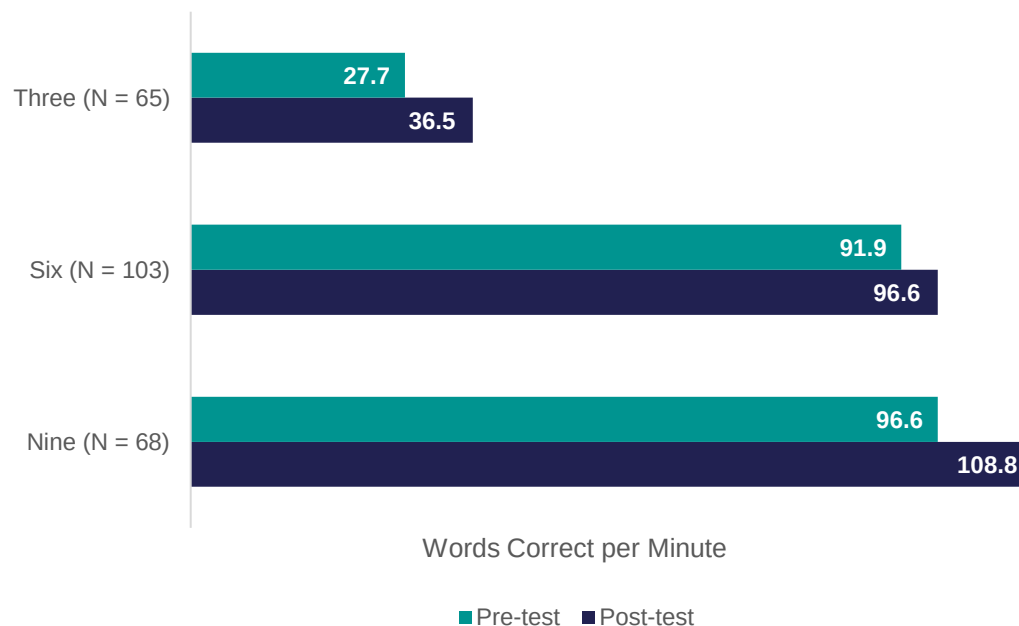
Dallas ISD dyslexia interventionists assessed CAP students during the final week of the spring semester and again during the final week of the summer CAP program. ORF involves having students read aloud from an unpracticed passage while noting their results through a process known as a running record. The passages are calibrated for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, words substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score. The accuracy percentage is calculated as the number of correct words divided by the total number of words read. If a student reaches a point of frustration after the minute of reading, the assessment concludes. If the teacher feels that the student may continue with the assessment, reading comprehension is assessed at the conclusion of the passage, with teachers asking students five standardized questions about what they read aloud.

Evaluators received ORF data files from the Language and Literacy department. The files contained raw scores for each student – for words correct per minute, reading accuracy, and reading comprehension – within each timeframe. Evaluators compared the pre- and post-test results in each domain, for all students, as well as by attendance rate.

Results

A major program goal was to increase the Oral Reading Fluency Rate (ORF) based on individual student baselines, with an anticipated outcome of increasing the average words-correct-per-minute (WCPM) score for participating students by at least eight words from the pre- to the post- running record administration. The pre-program ORF assessment was conducted before the end of the 2018-19 school year, while the post-program assessment was conducted on the final day of the summer program. This approach allowed a six-week gap between the pre-assessment and the beginning of the program, so the possibility of “summer slide” may have occurred before CAP interventions began for students. Regardless, grade-three students improved their WCPM by an average of 8.8 words per minute (27.7 to 36.5 WCPM). Students in grade six increased by an average of 4.7 words per minute (91.9 to 96.6 WCPM), and grade-nine students increased by an average of 12.2 words per minute (96.6 to 108.8 WCPM) between the pre- and post-assessments (Figure 2). Analyses of these results for grade three (*Cohen’s d^1 = 0.37*), grade six (*Cohen’s d = 0.14*), and grade nine (*Cohen’s d = 0.5*) showed a small- to medium-sized effect for grades three and nine, respectively.

Figure 2: Summer 2019 CAP Program Running Record Results, Words Correct per Minute (WCPM), by Grade



Source: Language and Literacy department ORF assessment data file dated 08/12/19.

Unsurprisingly, the largest gains were noted for students attending all ten days of the CAP program. At every grade level, students who attended 100 percent of the program showed greater increase in words

¹ Cohen's d values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992).

per minute compared to the average of all students. For example, rising grade-nine students who attended every day demonstrated an increase of 15 words per minute, compared to 12.2 for the average of all grade-nine students (Table 7).

Table 7: 2019 CAP Program Words Correct per Minute (WCPM), by Grade, by Program Attendance

Grade	Attendance	N	WCPM		
			Pre	Post	Diff.
Rising 3 rd	All students	65	27.7	36.5	8.8
	100% of days	23	30.7	41.2	10.5
Rising 6 th	All students	103	91.9	96.6	4.7
	100% of days	42	89.2	94.3	5.1
Rising 9 th	All students	68	96.6	108.8	12.2
	100% of days	21	93.2	108.2	15.0
Overall		236	75.5	83.6	8.1

Source: Language and Literacy department ORF assessment data file dated 08/12/19.

Reading accuracy between pre- and post-assessments of grade- three students improved by an average of 7.8 percentage points (71.8% versus 79.6% accurate). Students in grade six increased by an average of 0.7 percentage points (92.3% versus 93.0% accurate), and grade nine-students increased by an average of 1.8 percentage points (94.7% versus 96.5%).

Reading comprehension pre- and post-assessment data were collected for 162 students, who answered a total of five questions each. Grade-three students improved their reading comprehension scores by an average of 0.6 items correct (2.6 to 3.2). Students in grade six increased by an average of 0.2 items correct (3.0 to 3.2), and grade-nine students increased by an average of 0.7 items correct (1.6 to 2.3) between the pre- and post-assessments. A complete summary of results is available in Appendix B.

What impact did participation in the CAP program have in meeting grade-level benchmarks?

Methodology

District Fall 2019 ACP data files for reading/language arts courses were used to assess academic growth post-program participation in reading/language arts. Evaluators conducted a one-way analysis of variance (ANOVA) to determine the significance of differences in mean assessment scores by grade, by program attendance.

Results

The mean Fall 2019 ACP exam grades in Reading Language Arts courses for CAP program attendees can be found in Table 8. Evaluators conducted an analysis of variance for CAP program participants to ascertain if attending the program made a difference in the participants' reading abilities.

There were no statistically significant differences between the scores of students who attended less than half, 50 to 90 percent of program days, 100 percent of program days, and those who did not attend as determined by one-way ANOVA ($F(3,8) = 0.1648$, $p = .92$). Across grade levels and attendance categories, averages were below 70 (59.2 to 66.8), the passing standard for the exam.

Table 8: Mean Fall 2019 Reading Language Arts ACP Exam Grades by Summer 2019 CAP Program Attendance

2019-20 Grade	Registered, didn't attend ($n = 243$)	Attended <50% of days ($n = 100$)	Attended 50-90% of days ($n = 204$)	Attended 100% of days ($n = 100$)
Three	60.6	61.9	59.2	62.3
Six	66.0	66.8	65.5	65.2
Nine	60.8	62.8	61.8	62.1
Total	62.5	63.8	62.2	63.2

Source: Assessment of Course Performance data files dated 02/20/20.

Did students show an increase in their positive self-perceptions as readers over the duration of the program?

Methodology

One of the program's goals was to increase students' positive self-perceptions about reading capacity and successful engagement in the reading process. To measure students' self-perceptions and agency as readers, evaluators constructed a reading self-perception survey. Reader self-perception scales are based on the pioneering theory of perceived self-efficacy defined by Bandura (1977, Urdan & Pajares, 2007). It defines self-efficacy as a person's judgments of his or her own ability to perform an activity, and the effect that this perception has on the success of the activity. Self-perceptions are likely to either motivate or inhibit learning by influencing an individual's choices, task avoidance, energy expenditure, and persistence toward achieving a goal (Bandura & Schunk, 1981). The CAP reader self-perception survey consisted of 15 Likert-type items assessing students' self-perceptions about reading, customized by grade level. Evaluators utilized SurveyMonkey, an online survey development tool, to craft and administer the survey items. Items explored students' beliefs about their psychological and physiological responses to reading, their interest in reading, their view of themselves as readers, and their self-perceived reading comprehension level. Students took the survey at each CAP program site on their first day of the program (pre-survey) and again on the final day of the program (post-survey). Evaluators used frequency analyses to determine the rates of positive responses for each scaled item.

Results

Grade Three

A total of 53 grade-three students who attended at least five days (50%) of the summer program and completed both the pre- and post-surveys were included in the analyses. It was encouraging to note the percentage of positive responses for third-grade respondents increased from the pre survey to the post

survey for every item on the survey. Notably, at the beginning of the CAP program, 33.3 percent of third graders reported that they liked to read out loud in class. By the end of the two-week intensive program, 64.8 percent reported that they “liked” or “loved” to read out loud in class, potentially signaling an improvement in self-confidence as well as a reduction in anxiety. Survey items exploring reading comprehension ability (e.g., “It is easy for me to understand the stories...,” “I can figure out the meaning of a hard word...,” and “I can easily understand the main idea...,”) each improved by 16.7 percentage points. Additionally, by the post-survey, the majority of third graders responded positively to every item (64.8% positive – 87.0% positive) (Table 9).

Table 9: CAP Program 2019 Grade Three Pre- and Post-Survey Results (N = 53)

Survey Item	Response Options				Like It/ Love It Diff.
	Don't Like It/ It's OK		Like It/ Love It		
	Pre	Post	Pre	Post	
Do you like spending your free time reading?	35.2	22.2	64.8	77.8	13.0
Do you like starting a new book?	24.1	18.5	75.9	81.5	5.6
Do you like reading different kinds of books?	27.8	13.0	72.2	87.0	14.8
Do you like it when a teacher asks you questions about what you read?	24.1	20.4	75.9	79.6	3.7
Do you like reading for school?	31.5	29.6	68.5	70.4	1.9
Do you like learning from a book?	14.8	13.0	85.2	87.0	1.8
Do you like to read out loud in class?	66.7	35.2	33.3	64.8	31.5

Survey Item	Response Options				Mostly Agree/ Totally Agree Diff.
	Don't Agree/ Kind of Agree		Mostly Agree/ Totally Agree		
	Pre	Post	Pre	Post	
I am a good reader.	37.0	29.6	63.0	70.4	7.4
The books I read in class are easy.	48.1	25.9	51.9	74.1	22.2
I make few mistakes when I read.	35.2	33.3	64.8	66.7	1.9
It is easy for me to understand the stories I read in class.	44.4	27.8	55.6	72.2	16.7
I am confident that I can do a good job on important reading tests.	24.1	20.4	75.9	79.6	3.7
I can figure out the meaning of a hard word in a sentence.	46.3	29.6	53.7	70.4	16.7
I can easily understand the main idea of a story.	38.9	22.2	61.1	77.8	16.7
I can remember information from the stories I read in class.	31.5	18.5	68.5	81.5	13.0

Source: Evaluation and Assessment Student Self-Perception Survey data file dated 08/20/19.

Note: Percentages may not add to 100 due to rounding.

Grade Six

The student sample for analyses in grade six included 96 students. Compared to grade three, the increases in positive responses between the pre- and post-surveys were modest. However, students' perceptions of difficulty in reading may have improved over the course of the program. In the pre-survey,

less than half (49.0%) of sixth graders rated positively the item exploring whether they found books read in class “easy,” while 65.6 percent reported that they believed the books were “easy” at the end of the summer program. This was an increase of 16.6 percentage points. It is noteworthy that the reading level of materials used in the CAP program were more appropriate to the students’ level of reading proficiency, which may have influenced their opinions about the difficulty of books. Similarly, when asked whether they found it easy to understand the stories read in class, less than half (47.9%) of sixth graders responded positively at the beginning of the program, while 60.4 percent (an increase of 12.5 percentage points) responded positively at the end of the program. Interestingly, 45.8 percent of sixth graders surveyed stated that they “liked it” or “loved it” when a teacher asked them questions about what they read before the program. After two weeks of intensive reading instruction, this number fell to 42.7 percent. However, more sixth graders reported that they viewed themselves as “good” readers after attending the program (60.4% to 65.6%, an increase of 5.2 percentage points) (Table 10).

Table 10: CAP Program 2019 Grade Six Pre- and Post-Survey Results (N = 96)

Survey Item	Response Options				Like It/ Love It Diff.
	Don't Like It/ It's OK		Like It/ Love It		
	Pre	Post	Pre	Post	
Do you like spending your free time reading?	60.4	56.3	39.6	43.8	4.2
Do you like starting a new book?	42.7	40.6	57.3	59.4	2.1
Do you like reading different kinds of books?	27.1	27.1	72.9	72.9	0.0
Do you like it when a teacher asks you questions about what you read?	54.2	57.3	45.8	42.7	-3.1
Do you like reading for school?	52.1	52.1	47.9	47.9	0.0
Do you like learning from a book?	32.3	31.3	67.7	68.8	1.1
Do you like to read out loud in class?	68.8	60.4	31.3	39.6	8.3

Survey Item	Response Options				Mostly Agree/ Totally Agree Diff.
	Don't Agree/ Kind of Agree		Mostly Agree/ Totally Agree		
	Pre	Post	Pre	Post	
I am a good reader.	39.6	34.4	60.4	65.6	5.2
The books I read in class are easy.	51.0	34.4	49.0	65.6	16.6
I make few mistakes when I read.	22.9	24.0	77.1	76.0	-1.1
It is easy for me to understand the stories I read in class.	52.1	39.6	47.9	60.4	12.5
I am confident that I can do a good job on important reading tests.	27.1	27.1	72.9	72.9	0.0
I can figure out the meaning of a hard word in a sentence.	53.1	43.8	46.9	56.3	9.4
I can easily understand the main idea of a story.	37.5	36.5	62.5	63.5	1.0
I can remember information from the stories I read in class.	46.9	41.7	53.1	58.3	5.2

Source: Evaluation and Assessment Student Self-Perception Survey data file dated 08/20/19.

Grade Nine

A total of 31 grade-nine students attended at least five days (50%) of the program and had complete pre- and post-surveys available for analysis. It is important to note that items 11 through 15 were negatively worded, meaning that a response of “strongly agree” or “agree” represented a negative response to the item. After attending the program, 29.0 percent of grade-nine students reported that they felt the books they read in class were too hard (an increase of 16.1 percentage points), and 67.7 percent felt they made a lot of mistakes in reading (an increase of 9.6 percentage points). This may be due to frustration felt by teen students while working through the program’s curriculum, though the sample size is not large enough to draw broad conclusions about students’ overall experience. In contrast, the most notable positive differences in the pre- and post-surveys of ninth graders were in items exploring students’ personal relationship and psychological response to reading. After attending CAP, 64.5 percent of grade-nine students reported that they liked to read (an increase of 12.9 percentage points), and over half (51.6%, an increase of 16.1 percentage points) reported that they looked forward to starting a new book. Approximately two-thirds (67.7%) of grade-nine students (up from 51.6%, an increase of 16.1 percentage points) indicated that they felt calm when they read, and 71.0 percent reported that they thought reading could be relaxing (an increase of 12.9 percentage points) (Table 11).

Table 11: CAP Program 2019 Grade Nine Pre- and Post-Survey Results (N = 31)

Survey Item	Response Options				Strongly Agree/ Agree Diff.
	Strongly Disagree/ Disagree		Strongly Agree/ Agree		
	Pre	Post	Pre	Post	
I like to read.	48.4	35.5	51.6	64.5	12.9
I feel calm when I read.	48.4	32.3	51.6	67.7	16.1
I feel good about my ability to read.	22.6	19.4	77.4	80.6	3.2
I like reading different kinds of books.	32.3	48.4	67.7	51.6	-16.1
I feel proud inside when I think about how well I read.	29.0	22.6	71.0	77.4	6.4
I think reading can be relaxing.	41.9	29.0	58.1	71.0	12.9
My teachers think I am a good reader.	22.6	19.4	77.4	80.6	3.2
I can figure out the meaning of a word in a sentence.	32.3	22.6	67.7	77.4	9.7
I enjoy spending my free time reading books.	64.5	64.5	35.5	35.5	0.0
I look forward to starting a new book.	64.5	48.4	35.5	51.6	16.1
<i>The books that I read in class are too hard.</i>	<i>87.1</i>	<i>71.0</i>	<i>12.9</i>	<i>29.0</i>	<i>16.1</i>
<i>I make lots of mistakes in reading.</i>	<i>41.9</i>	<i>32.3</i>	<i>58.1</i>	<i>67.7</i>	<i>9.6</i>
<i>I need extra help in reading.</i>	<i>61.3</i>	<i>54.8</i>	<i>38.7</i>	<i>45.2</i>	<i>6.5</i>
<i>It is hard for me to understand the stories I have read in class.</i>	<i>51.6</i>	<i>61.3</i>	<i>48.4</i>	<i>38.7</i>	<i>-9.7</i>
<i>Reading to the class is hard for me because of my reading ability.</i>	<i>67.7</i>	<i>61.3</i>	<i>32.3</i>	<i>38.7</i>	<i>6.4</i>
Compared to others in my Reading (ELA) class, I think I am a good reader.	32.3	32.3	67.7	67.7	0.0
I am confident that I can do a good job on important reading tests.	16.1	9.7	83.9	90.3	6.4
I can easily understand the main idea of a story.	38.7	32.3	61.3	67.7	6.4

Source: Evaluation and Assessment Student Self-Perception Survey data file dated 08/20/19.

Note: Italics indicate negatively worded survey items.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The stated purpose of the CAP program was to create an intensive targeted summer experience for students, in addition to touch points throughout the 2019-20 school year. The CAP program sought to create a yearlong experience that would accelerate student achievement by focusing on key foundational reading skills. Expenditures for the program's summer component totaled \$169,369.95. Due to low attendance rates during the first three Saturday sessions, the decision was made to cancel remaining sessions for the school year.

- Of the 879 students who met the criteria to be invited, 404 students attended at least one day of the summer session.
- Surveyed teachers reported high levels of confidence in the impact the program had on their students.
- Students in all three grade levels improved their ORF words correct per minute, their reading accuracy rates, and their reading comprehension scores after attending the program.
- Participation in the CAP program was not found to impact fall ACP scores.
- Grade-three students reported an increase in positive responses to every item in a reading self-perception survey. More grade-six students reported that they viewed themselves as “a good reader” after attending the program (an increase of 5.2 percentage points). After attending the CAP program, more grade nine students reported that they liked to read (an increase of 12.9 percentage points), and over half (an increase of 16.1 percentage points) reported that they looked forward to starting a new book.

Recommendations

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. On March 19, 2020, all schools in the state were temporarily closed to slow the spread of the pandemic. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning from March 23, 2020 (following Spring Break) to the end of the school year. As of the time of writing, preparations were being made to hold summer programs throughout the district virtually, including the CAP program.

Based on the key findings, along with the transition to at-home learning, the following recommendations are offered for stakeholders for the CAP program in summer 2020.

Improve the accuracy of parent contact information. Teachers reported difficulty in contacting families via telephone who had registered for the program but didn't attend, many times because telephone numbers were incorrect, disconnected, or no telephone number was listed. Further, large numbers of mailed program materials were returned due to incorrect or invalid mailing addresses. It is crucial that the district work to

ensure complete and accurate contact information for registered families, especially given the change to virtual learning in 2020.

Address attendance data portal issues. Complete and accurate attendance data is critical to the evaluation of the program's effectiveness. A major benefit of the CAP program's move to a virtual learning format is the included attendance features in Google Classroom. The importance of documenting attendance should be communicated to all CAP program teachers and administrators.

Rethink the timing of the program. The program may be able to eliminate some of 2019's attendance challenges due to families forgetting about the program or making other plans over the course of the summer by holding the CAP program earlier. Further, beginning the program right after the school year ends can reduce learning loss and allow for larger academic gains. The CAP program is planned to run from June 1 to June 19 in 2020.

Improve the timing of ORF baseline data collection. The gap of several weeks between the end of the school year and the CAP program meant that baseline ORF data were collected before students potentially exhibited learning loss commonly referred to as "summer slide." Collecting ORF baseline data at the start of the program rather than at the end of the school year will provide a more accurate picture of the reading levels at which students begin their CAP programming. Due to the closure of schools, baseline ORF data will be collected at the beginning of the program in 2020.

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APPENDICES



Appendix A

Appendix A: Complete CAP Teacher Survey Responses

Survey Item	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)	Undecided/ No Opinion n (%)
The goals and objectives of the CAP program were clearly communicated to me. (n = 57)	31 (54.4)	23 (40.4)	2 (3.5)	1 (1.8)	0 (0.0)
I was satisfied with the quality of professional development/training I received. (n = 57)	27 (47.4)	21 (36.8)	7 (12.3)	1 (1.8)	1 (1.8)
The training I received adequately prepared me to teach the CAP curriculum. (n = 57)	21 (36.8)	23 (40.4)	9 (15.8)	3 (5.3)	1 (1.8)
The training I received adequately prepared me to address CAP students' unique reading needs. (n = 57)	19 (33.3)	22 (38.6)	11 (19.3)	3 (5.3)	2 (3.5)
I was able to implement the knowledge I gained in training in my CAP classroom. (n = 57)	25 (43.9)	19 (33.3)	7 (12.3)	1 (1.8)	5 (8.8)
I had adequate resources to implement all aspects of the program. (n = 57)	31 (54.4)	16 (28.1)	6 (10.5)	2 (3.5)	2 (3.5)
I had adequate time to prepare to teach the curriculum. (n = 57)	24 (42.1)	26 (45.6)	4 (7.0)	2 (3.5)	1 (1.8)
Questions I had about teaching the curriculum were answered satisfactorily by program staff. (n = 57)	27 (47.4)	19 (33.3)	4 (7.0)	2 (3.5)	5 (8.8)
My CAP campus utilized daily planned time for learning/professional development (i.e. PLCs). (n = 57)	38 (66.7)	15 (26.3)	0 (0.0)	2 (3.5)	2 (3.5)
Overall, I felt adequately supported to teach in the CAP program. (n = 57)	29 (50.9)	19 (33.3)	5 (8.8)	3 (5.3)	1 (1.8)
The curriculum design was appropriate to address the unique needs of CAP student participants. (n = 57)	20 (35.1)	22 (38.6)	10 (17.5)	4 (7.0)	1 (1.8)
Books and other reading materials selected for the program were engaging for my students. (n = 57)	24 (42.1)	24 (42.1)	4 (7.0)	1 (1.8)	4 (7.0)
I was able to employ cultural and linguistically responsive practices to engage students. (n = 57)	29 (50.9)	19 (33.3)	2 (3.5)	1 (1.8)	6 (10.5)
Overall, the quality of the curriculum was high. (n = 57)	28 (49.1)	19 (33.3)	4 (7.0)	1 (1.8)	5 (8.8)
I believe that my CAP students are capable of improving their reading skills. (n = 56)	41 (73.2)	15 (26.8)	0 (0.0)	0 (0.0)	0 (0.0)
I believe the CAP program made a positive impact on students' attitudes towards reading. (n = 56)	32 (57.1)	16 (28.6)	6 (10.7)	0 (0.0)	2 (3.6)
I feel that the CAP program fostered reading engagement among students. (n = 56)	27 (48.2)	25 (44.6)	2 (3.6)	0 (0.0)	2 (3.6)
I believe the CAP program made a positive impact on students' reading ability. (n = 56)	27 (48.2)	23 (41.1)	3 (5.4)	0 (0.0)	3 (5.4)
Overall, I witnessed evidence of positive change in the students I worked with in the summer program. (n = 56)	30 (53.6)	23 (41.1)	0 (0.0)	0 (0.0)	3 (5.4)
Teaching CAP had a positive impact on my teaching practice. (n = 56)	35 (62.5)	15 (26.8)	3 (5.4)	1 (1.8)	2 (3.6)
Teaching in the summer CAP program was a positive experience for me. (n = 56)	33 (58.9)	14 (25.0)	4 (7.1)	4 (7.1)	1 (1.8)
The summer CAP program was worth the time and effort I put into it. (n = 56)	34 (60.7)	13 (23.2)	4 (7.1)	1 (1.8)	4 (7.1)

Appendix A: Complete CAP Teacher Survey Responses (continued)

Survey Item	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)	Undecided/ No Opinion n (%)
The organization of the schedule was conducive to student needs and ages. (n = 55)	21 (38.2)	15 (27.3)	14 (25.5)	1 (1.8)	4 (7.3)
SEL activities were a good way to start the day. (n = 56)	27 (48.2)	17 (30.4)	3 (5.4)	2 (3.6)	7 (12.5)
The online curriculum was easy to access. (n = 56)	28 (50.0)	18 (32.1)	6 (10.7)	1 (1.8)	3 (5.4)
The technology components of the program worked well. (n = 56)	26 (46.4)	22 (39.3)	5 (8.9)	2 (3.6)	1 (1.8)
Transportation was satisfactory for students and families. (n = 55)	14 (25.5)	17 (30.9)	14 (25.5)	1 (1.8)	9 (16.4)
The number of students in my classroom was appropriate for instruction. (n = 55)	28 (50.9)	24 (43.6)	1 (1.8)	0 (0.0)	2 (3.6)
I feel that CAP's activities were planned well to reach the program's desired outcomes. (n = 55)	20 (36.4)	20 (36.4)	10 (18.2)	1 (1.8)	4 (7.3)
In my opinion, the district resources (i. e. staffing, materials, technology) allocated toward CAP were worthwhile. (n = 55)	28 (50.9)	23 (41.8)	3 (5.5)	0 (0.0)	1 (1.8)
The quality of the enrichment programming was high. (n = 21)	8 (38.1)	8 (38.1)	3 (14.3)	1 (4.8)	1 (4.8)
The enrichment programming kept the students engaged. (n = 21)	7 (33.3)	5 (23.8)	6 (28.6)	1 (4.8)	2 (9.5)
The enrichment component of CAP was well organized. (n = 21)	8 (38.1)	5 (23.8)	5 (23.8)	1 (4.8)	2 (9.5)
I feel that parents were well informed about the goals and objectives of the program. (n = 52)	11 (21.2)	20 (38.5)	15 (28.8)	4 (7.7)	2 (3.8)
I feel that parents were well informed about the program's scheduled dates and times. (n = 52)	10 (19.2)	20 (38.5)	15 (28.8)	4 (7.7)	3 (5.8)
I feel that parents were well informed about the logistics of the transportation offered. (n = 52)	8 (15.4)	17 (32.7)	19 (36.5)	3 (5.8)	5 (9.6)
I feel that parents were well informed about the program's expectations of students. (n = 52)	13 (25.0)	18 (34.6)	16 (30.8)	3 (5.8)	2 (3.8)

Source: Evaluation and Assessment teacher survey results file dated 01/21/20.

Note: Percentages may not add to 100 due to rounding.

Appendix B

Appendix B, Table 1: ORF Words Correct Per Minute (WCPM): Pre- and Post-Results

Grade	Attendance %	N	WCPM		
			Pre	Post	Diff.
Rising 3rd		65	27.7	36.5	8.8
	≤50%	2	*	*	*
	60% & 70%	13	23.6	30.5	6.9
	80% & 90%	27	25.0	32.1	7.1
	100%	23	30.7	41.2	10.5
Rising 6th		103	91.9	96.6	4.7
	≤50%	10	95.8	98.4	2.6
	60% & 70%	14	90.4	97.6	7.2
	80% & 90%	37	94.4	98.3	3.9
	100%	42	89.2	94.3	5.1
Rising 9th		68	96.6	108.8	12.2
	≤50%	5	*	*	*
	60% & 70%	13	88.8	97.0	8.2
	80% & 90%	29	99.9	111.7	11.8
	100%	21	93.2	108.2	15.0
Overall		236	75.5	83.6	8.1

Source: Language and Literacy department data file dated 08/12/19.

Note: *Data for five or fewer students not displayed.

Appendix B, Table 2: ORF Accuracy Percentage: Pre- and Post-Results

Grade	Attendance %	N	Reading Accuracy %		
			Pre	Post	Diff.
Rising 3rd		65	71.8	79.6	7.8
	≤50%	2	*	*	*
	60% & 70%	13	64.2	76.8	12.6
	80% & 90%	27	71.3	78.6	7.3
	100%	23	74.7	81.3	6.6
Rising 6th		103	92.3	93.0	0.7
	≤50%	10	95.6	96.5	0.9
	60% & 70%	14	91.1	94.3	3.2
	80% & 90%	37	93.9	94.4	0.5
	100%	42	90.4	90.4	0.0
Rising 9th		68	94.7	96.5	1.8
	≤50%	5	*	*	*
	60% & 70%	13	94.2	96.4	2.2
	80% & 90%	29	95.3	96.8	1.5
	100%	21	93.8	95.9	2.1
Overall		236	87.3	90.3	3.0

Source: Language and Literacy department data file dated 08/12/19.

Note: *Data for five or fewer students not displayed.

Appendix B, Table 3: ORF Comprehension Questions: Pre- and Post-Results

Grade	Attendance %	N	Comprehension Questions Correct		
			Pre	Post	Diff.
Rising 3rd		19	2.6	3.2	0.6
	≤50%	2	*	*	*
	60% & 70%	3	2.0	3.0	1
	80% & 90%	5	2.2	3.0	0.8
	100%	9	3.0	3.5	0.5
Rising 6th		80	3.0	3.2	0.2
	≤50%	10	2.9	3.1	0.2
	60% & 70%	11	3.2	3.2	0
	80% & 90%	29	3.1	3.0	-0.1
	100%	30	3.0	3.4	0.4
Rising 9th		63	1.6	2.3	0.7
	≤50%	5	*	*	*
	60% & 70%	12	2.0	2.6	0.6
	80% & 90%	28	1.7	2.4	0.7
	100%	18	1.3	1.9	0.6
Overall		162	2.4	2.9	0.5

Source: Language and Literacy department data file dated 08/12/19.

Note: *Data for five or fewer students not displayed.