

2020-21

Evaluation of the Creating Accelerated Performance Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

Michael Hinojosa, Ed. D.
Superintendent of Schools



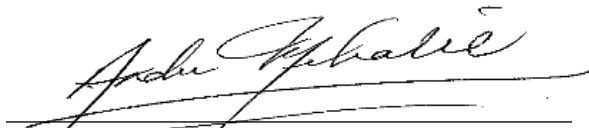
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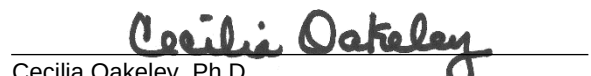
C. Elizabeth Watson, M.P.A., Evaluation Analyst II



Andramlak Meharje, Ph.D.
Manager, Program Evaluation



Joan Bush, Ph.D.
Executive Director, Program Evaluation



Cecilia Oakeley, Ph.D.
Assistant Superintendent, Evaluation and Assessment

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Dallas ISD Department of Evaluation and Assessment
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

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A 2020 CAP Program Teacher Feedback Survey Results 28

ACRONYMS AND ABBREVIATIONS

ACP	<i>Assessment of Course Performance</i>
CAP	Creating Accelerated Performance
EL	English learner
ESL	English as a second language
ESOL	English for Speakers of Other Languages
ISD	Independent School District
MAP	<i>Measures of Academic Progress</i>
ORF	Oral reading fluency
PEIMS	Public Education Information Management System
STEM	Science, technology, engineering, and mathematics
WCPM	Word count per minute

Evaluation of the Creating Accelerated Performance Program

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EXECUTIVE SUMMARY

Dallas Independent School District (ISD) created an intensive targeted summer experience focused on confidence, culture, and reading comprehension for students during the summer of 2020, from June 1 through 18, focused on key foundational reading skills. Reading instruction took place from 9:00am – 11:15am for rising grade-three students, and from 9:00am – 11:45am for rising grade-six and grade-nine students. In response to the COVID-19 pandemic, Dallas ISD held all summer programs virtually throughout the district in 2020. The Creating Accelerated Performance (CAP) program utilized at-home learning with a blended format using synchronous and asynchronous instruction.

The CAP program 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 (ELs) at select campuses were invited, based on qualifying academic criteria. The main program goal was to increase student reading fluency based on individual student baselines, with an anticipated outcome of increasing each student's pre- to post-assessment average words-correct-per-minute (WCPM) score. Another of the program's goals was to increase students' positive self-perceptions about reading capacity and successful engagement in the reading process.

The purpose of the 2020-21 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 program implementation, program outcomes, and participant perceptions of the programs, as applicable. Data for this report were obtained from interviews with program staff members, a review of program documents, pre- and post- reading fluency assessment data, and student and teacher surveys.

Expenditures for the 2020 summer CAP program totaled \$797,956.51, a notable increase from \$169,369.95 spent for the 2019 CAP program (Watson, 2020).

EVALUATION QUESTIONS/OUTCOMES

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

Student identification

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.

The CAP instructional team used existing NWEA *Measures of Academic Progress (MAP)* data to create student profiles for eligible students. They used this intentional placement method to place students in appropriate instructional groupings. Each student was assigned to two instructors: one CAP program curriculum teacher, and one dyslexia interventionist who supported students in foundational language skills.

A total of 1,977 students across the three grades met the criteria to be invited to register for the program. Of those, 1,498 (75.8%) completed registration to attend. Ultimately, 1,149 students (58.1% of those who were originally invited to the program) attended at least one day of the summer session. This was an increase of 12.1 percentage points over the attendance rate in 2019 (Watson, 2020).

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 57 students (5.0%) attended one total day of the program, while 380 of the 1,149 (33.1%) were present for all 12 days. A total of 917 students (79.8%) attended six or more days, or at least half the program. In 2019, 75.2 percent of students attended at least half of the program days (Watson, 2020).

Student Characteristics

As per the program goal, the majority of CAP program students were African American (69.3%). Hispanic students made up 27.5 percent of participants, and 3.4 percent of students in the program were of other ethnicities. A total of 335 students (29.2%) were English learners (ELs), and 176 (15.3%) received Special Education services. Most CAP program students were economically disadvantaged, including 1,110 of the 1,149 students (96.6%).

Teachers

To prepare for the 1,498 students who registered to attend, the program hired and trained 276 teachers with a Teacher Excellence Initiative effectiveness level of Proficient I or

higher. The CAP instructional team planned for low student/teacher ratios (12:1 or lower) to best implement the intensive nature of the reading interventions. A minimum of one Special Education teacher was assigned to each site to address students' unique needs. Additionally, 98 teachers had Bilingual, English as a Second Language (ESL), or English to Speakers of Other Languages (ESOL) certifications to serve ELs. Notably, 135 teachers (48.9%) were dyslexia interventionists.

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 Reading Adventure." Lists of qualifying students were finalized by campus principals by April 3, 2020. Beginning on April 29, 2020, CAP teachers made phone calls to each invited student's family. During the phone calls, teachers inquired whether students had appropriate devices, internet connectivity, experience with Google Classroom and/or videoconferencing, and asked for verbal commitment to enroll in the program. CAP principals were responsible for advertising outreach to their campus's community, utilizing social media outlets and email at their discretion. Each campus hosted virtual informational meetings via Zoom for parents of invited students on May 1-8, 2020.

Professional Development

Professional development sessions were provided to teachers daily from May 12-22, 2020. Sessions were differentiated by grade level and included a range of topics. The first day, May 12, served as an orientation for CAP teachers, covering Google Classroom, program curriculum, goals of the program, and administrative details. During the remaining sessions, topics included Zoom basics, use of Google Forms, training on fluency assessment tools, multi-tier system of supports interventions, culturally and linguistically responsive teaching strategies, and how to give students effective feedback.

In addition, CAP principals, known as CAP Champions, received dedicated professional development sessions on May 11, 2020 and May 14-22, 2020. CAP Champions sessions were designed to help principals assist professional learning communities in applying practices to activate, support, and promote professional development, and standardize virtual classroom success criteria when observing teacher instruction.

Provided Materials

Students attending the program were provided clear backpacks containing materials needed to complete the planned activities at home. All grade levels received school

supplies. All grade levels also received student practice pages with answer keys and parent tip cards which included additional digital lessons and guidance. Rising grade-three students received five culturally relevant books with topics including Gandhi, Cesar Chavez, George Washington Carver, Wilma Rudolph, and henna design. Rising grade-six students received five culturally relevant books with topics including Malala Yousafzai, women's suffrage, Sitting Bull, Title IX, and Benjamin Banneker. Rising grade-nine students received three culturally relevant books with topics including video games, Kwame Alexander, and Heartbreak Sports, along with two novels: *Dear Martin* and *Poet X*.

Supplemental STEM Activities

Supplemental activities focused on science, technology, engineering, and mathematics (STEM) were built into the program day during the CAP program. Supplemental online instruction was offered for grade three from 11:15am - 12:00pm, and grades six and nine from 11:45am - 12:30pm.

What were teacher perceptions of 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 76 percent ($n = 211$ out of 276) of those invited completed the survey.

Training

Respondents indicated that they were satisfied with the quality of training they received (89.9%, $n = 187$ of 208), felt it adequately prepared them to teach the CAP curriculum (87.5%, $n = 182$ of 208) and in a virtual setting (89.4%, $n = 186$ of 208). An open-ended survey item asked for additional feedback regarding training and preparation. A total of 65 teachers provided substantive comments to this item and feedback was generally positive. Some respondents ($n = 9$) expressed that they felt training focused too much on technology and not enough on the CAP curriculum. Conversely, some ($n = 6$) requested more time spent on technology training. Given teachers' varying levels of technological proficiency, optional supplemental technology training sessions may be helpful in future years, to allow more focus on program content during mandatory training.

Curriculum

A total of 42.7 percent ($n = 87$) of respondents indicated that they adhered to the CAP curriculum 100 percent of the time (45.1% said they adhered to the curriculum about 75 percent of the time and 10.3% indicated they adhered to the curriculum between 50 and 75 percent of the time. A total of

four teachers, less than two percent, adhered to the curriculum less than half of the time). An open-ended question asked teachers to share reasons for why they did not adhere to the provided curriculum 100 percent of the time. Several teachers ($n = 19$) indicated 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.

Another open-ended question asked for additional feedback regarding the curriculum. A total of 48 teachers provided substantive comments to this item and feedback was generally positive. A total of 18 teachers commented that many of the provided activities were too long to fit into the allotted time, so they had to modify or abbreviate them. A total of 14 teachers commented that selected books were “great” or “excellent.”

Program Impact

A large majority of teachers believed that the CAP program made a positive impact on students’ attitudes toward reading (89.6%, $n = 180$ of 201) and reading ability (87.6%, $n = 176$ of 201). Teachers were also asked for additional feedback regarding program impact. A total of 44 teachers provided substantive comments to this item and feedback was consistently positive, with almost all teachers commenting that the program had a positive impact on students.

Logistics

Teachers reported having adequate curriculum materials (88.0%, $n = 183$ of 208) and technology and internet resources (92.8%, $n = 193$ of 208) to implement all aspects of the program. Another open-ended survey item asked for additional feedback regarding program logistics. A total of 42 teachers provided substantive comments to this item and again feedback was generally positive, with some areas identified for improvement by few teachers. Five teachers expressed concern that their students did not have materials before the first day, with three commenting that students did not have them until the second week of the program. Others offered comments regarding technology concerns, primarily with connectivity.

A total of 74 percent ($n = 148$) of teachers indicated that they were involved in contacting families of registered students who did not attend the first day of the program. After communicating with parents, teachers believed that most parents were well informed about the CAP program’s expectations of students (78.7%, $n = 155$ of 197) but were less confident that parents were well prepared to support their students’ at home learning (59.9%, $n = 118$ of 197).

The final open-ended survey item asked teachers to share any additional feedback parents shared with them about

their experiences with the CAP program. A total of 113 teachers provided substantive comments to this item and again feedback was generally positive. A total of 22 teachers expressed frustration with lack of home support for students, although they recognized that many parents were at work and unable to assist students during program hours.

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

Dallas ISD teachers assessed rising grade-three and rising grade-six CAP students using the NWEA *MAP Reading Fluency* assessment during the first week of the program and again during the final week of the program. *MAP Reading Fluency* is an online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension, and foundational skills.

The *MAP Reading Fluency* assessment was designed to be given at three checkpoints throughout the school year: fall, winter, and spring, roughly four months apart. Although the assessment does offer a test form which is suitable for progress monitoring, the full 20-minute benchmark assessment given during CAP was not designed to reflect changes in student achievement over shorter periods of time.

Grade-three students’ WCPM decreased by an average of 5.3 words per minute (89.6 to 84.3 WCPM) while students in grade six increased by an average of 2.6 words per minute (100.5 to 103.1 WCPM). Analyses of these results for grade three (*Cohen’s d* = 0.16) and grade six (*Cohen’s d* = 0.10) showed no statistically or practically significant effect. Unsurprisingly, the largest gains were noted for students attending all twelve days of the program.

Reading accuracy between pre- and post-assessments of grade- three students decreased by an average of 0.8 percentage points (95.4% versus 94.6% accurate). Students in grade six decreased by an average of 0.4 percentage points (94.1% versus 93.7% accurate). Analyses of these results for grade three (*Cohen’s d* = 0.19) and grade six (*Cohen’s d* = 0.06) showed no statistically or practically significant effect.

Students received a performance level rating of “Below,” “Approaches,” “Meets,” or “Exceeds” grade level standards for reading comprehension. A total of 89.5 percent of rising third grade students scored at Approaches or above on the pre-assessment, while 94.7 percent did so on the post-assessment. The total of rising grade six students scoring at Approaches or above decreased by 1.7 percentage points. Analyses of these results for grade three (*Cohen’s d* = 0.11) and grade six (*Cohen’s d* = 0.08) showed no statistically or practically significant effect.

Did students show an increase in their positive self-perceptions as readers 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 on their first day of the program (pre-survey) and again on one of the final two days of the program (post-survey). Survey data was analyzed for students who completed both the pre- and post-survey.

Grade Three

The student sample for analyses in grade six included 70 students. At the beginning of the CAP program, 78.6 percent of third graders reported that they "liked" or "loved" to learn from a book. By the end of the three-week intensive program, 84.3 percent reported that they "liked" or "loved" to learn from a book, potentially signaling an improvement in overall comfort with reading. When asked whether they felt they had the ability to figure out the meaning of a hard word, the proportion of students who "mostly agreed" or "totally agreed" improved by 8.6 percentage points (45.7% to 54.3%).

Grade Six

The student sample for analyses in grade six included 94 students. Interestingly, 53.2 percent of sixth graders surveyed stated that they "liked" or "loved" reading for school before the program. After three weeks of intensive reading instruction, this number fell to 39.4 percent. However, more sixth graders reported that they were confident that they could do a good job on important reading tests after attending the program (59.6% to 70.2%). When asked whether they felt they had the ability to figure out the meaning of a hard word in a sentence, the proportion of students who "mostly agreed" or "totally agreed" improved by 9.6 percentage points (48.9% to 58.5%).

Grade Nine

A total of 88 grade-nine students 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 CAP, 40.9 percent (an increase of 11.4 percentage points) reported that they liked spending their free time reading books. When asked whether they felt they had the ability to figure out the meaning of a word in a sentence, the proportion of students who "agreed" or "strongly agreed" improved by 11.4 percentage points (69.3% to 80.7%).

RECOMMENDATIONS

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

Continue practices aimed at increasing family buy-in.

Continue utilizing small student-teacher ratios with highly trained reading instructors.

Continue to measure and celebrate improvements in reading motivation and positive self-perception.

Consider extending the program to follow up with students.

Seek student feedback regarding book selection for rising six grade students.

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PROGRAM DESCRIPTION

Dallas Independent School District (ISD) created an intensive targeted summer experience focused on confidence, culture, and reading comprehension for students during the summer of 2020, from June 1 through 18, focused on key foundational reading skills. Reading instruction took place from 9:00am – 11:15am for rising grade-three students, and from 9:00am – 11:45am for rising grade-six and grade-nine students. In response to the COVID-19 pandemic, Dallas ISD held all summer programs virtually throughout the district in 2020. The Creating Accelerated Performance (CAP) program utilized at-home learning with a blended format using synchronous and asynchronous instruction.

The CAP program 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 (ELs) at select campuses were invited, based on qualifying academic criteria. The main program goal was to increase student reading fluency based on individual student baselines, with an anticipated outcome of increasing the average words-correct-per-minute (WCPM) score for participating students from pre- to post-assessment administration. Another of the program's goals was to increase students' positive self-perceptions about reading capacity and successful engagement in the reading process.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the 2020-21 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 program implementation, program outcomes, and participant perceptions of the programs, as applicable. Data for this report were obtained from interviews with program staff members, a review of program documents, pre- and post- reading fluency assessment data, and student and teacher surveys.

EVALUATION QUESTIONS AND RESULTS

What are the characteristics of effective summer reading programs?

Summer is a popular time for reading intervention in school districts across the country, and for good reason. It is widely known that student achievement gains from the prior school year decline an average of one month during summer break (Cooper et al., 2000). Based on several demographic factors, some students are subject to more significant achievement loss over summers than others (Boykin, 2011). Using data from over half a million grades two through nine students from 2008-2012, researchers found

that students, on average lost between 25 to 30 percent of their end-of-year achievement over the summer. Additionally, Black and Hispanic students tended to gain less over the school year and lose more over the summer compared to white students (Atteberry & McEachin, 2016). Further, among children from economically disadvantaged homes, summer learning loss has consistently been demonstrated in reading, with students sometimes losing three months' worth of achievement on reading assessments in the fall than they did when assessed for similar skills in the spring of the previous school year (Allington et al., 2010; Downey, von Hippel, & Broh, 2004; Kim & White, 2008).

Summer interventions have the potential to mitigate not only summer learning loss but also reduce persistent achievement gaps (Kim & Quinn, 2013). Research suggests that gains can be made by reviewing content for 70 hours per summer or about 6.5 hours per week (von Hippel, 2019). Paul von Hippel (2019, p. 2) continues, "nearly all children, no matter how advantaged, learn much more slowly during summer vacations than they do during the school years. That means that every summer offers children who are behind a chance to catch up. In other words, even if gaps do not grow much during summer vacations, summer vacations still offer a chance to shrink them."

Given the valuable opportunity presented by summer interventions for struggling readers, implementing programs based on research-backed best practices is imperative. The 2013 Rand Report, *Getting to Work on Summer Learning: Recommended Practices for Success*, provides suggestions for a successful summer learning environment including "anchoring the program in evidence-based curriculum, strategies for differentiation, class size recommendations and teacher selection and training" (Augustine et al., 2013, p. xii-xv). Smaller class sizes for reading, especially, allow for more specific instruction tailored to each student's needs. Thoughtful teacher selection, to provide students with instructors who have the training and skill best matched to their needs, provides the highest quality environment for learning in reading.

One of the biggest predictors of student success in a summer program is family investment. When assigned to summer programming, many students at risk of grade retention do not attend, and those that do attend do not do as well as those who attend voluntarily (Benson et al, 2005). Intentional outreach and community building efforts may go a long way toward increasing parent buy-in to campus-based programs. Students whose families offer support for a program have the highest rates of attendance and success.

Kim and Quinn (2013) found that low income students benefited most from summer reading programs. Their study showed 53 percent of students (sample size of 75 students) stayed at their reading level or increased by at least one reading level with an intervention plan that provided access to books and magazines. Overall, a potential explanation for both the reading gains for low-achieving students and Title I students is that over the summer, these students experience increased motivation. Schaffner and Schiefele (2016) found that increasing reading motivation during summer vacation is positively associated with changes in reading comprehension over summer vacation, highlighting the crucial importance of motivation for the development of reading achievement. Students might have become engaged and motivated, initiating frequent reading activities during summer, which in turn, promoted reading

achievement. In addition, the modality for reading may contribute to motivation for reading. Digital books accessible through devices including smartphones and tablets often better motivate students to read (Hess, 2014), which is encouraging for those planning virtual reading programs during the current age of at-home learning.

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

For the 2020 summer CAP program, curriculum, resources, and materials accounted for \$240,706.51 and stipends accounted for \$557,250, for a combined amount of \$797,956.51. Expenditures for the 2019 summer CAP program totaled \$169,369.95 (Watson, 2020), \$628,586.56 less than the funding amount allocated for the 2020 summer program.

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 who participated in the CAP program, including student identification numbers and attendance records. Evaluators also used the district Public Education Information Management System (PEIMS) data file and district personnel data file to analyze demographic data. Student data were merged with the district demographic file dated May 29, 2020. The evaluator conducted descriptive and frequency analyses to determine student demographic characteristics by race, sex, EL status, special education status, and economically disadvantaged status. Teacher data were merged with the district personnel data file dated April 7, 2020. The evaluator conducted descriptive and frequency analyses to determine teacher demographic characteristics by race, sex, and specialization status.

Results

Student identification

The stated purpose of the program was to create an intensive targeted summer experience for students 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 (Table 1); and (3) attended selected campuses with the greatest needs (Table 2).

Table 1: 2020 CAP Program Academic Qualifying Criteria for Student Identification

Criteria	2019-20 Grade Two Students	2019-20 Grade Five Students	2019-20 Grade Eight Students
District Assessments	Received a scale score below 70 on at least one of the Reading ACP exams for: 2018-2019 2019-2020	Received a scale score below the approaches equivalent on at least one of the Reading ACP exams for: 2018-2019 2019-2020	Received a scale score below the approaches equivalent on at least one of the Reading ACP exams for: 2018-2019 2019-2020
State Assessments	None available	Scored below proficient on the STAAR Reading exam in the 2018-2019 school year	Scored below proficient on the STAAR Reading exam in the 2018-2019 school year
Norm Referenced Assessments	Scored below 40th percentile on <i>TerraNova</i> or <i>SUPERA</i> assessment in the 1 st grade Scored 40th percentile or below on <i>MAP</i> MOY assessment in the 2 nd grade	Scored 40th percentile or below on <i>MAP</i> MOY assessment in the 5th grade	Scored 40th percentile or below on <i>MAP</i> MOY assessment in the 8th grade

Source: Teaching and Learning program planning materials dated 03/13/20.

Note: STAAR = State of Texas Assessments of Academic Readiness, MOY = Middle of Year.

Table 2: 2020 Home Campuses of Invited CAP Program Students

2019-20 Grade	Campuses
Two and Five	Burleson, Carr, Cedar Crest, Cochran, Douglass, Dunbar, McNair, Pease, Rhoads, Thornton, Truett, Turner, or Wilmer-Hutchins Elementary Schools
Eight	Atwell, Browne, Dade, O. W. Holmes, or Kennedy-Curry Middle Schools, or Pinkston High School

Source: Teaching and Learning program planning materials dated 03/13/20.

The CAP instructional team used existing NWEA *Measures of Academic Progress (MAP)* data to create student profiles for eligible students. The program used intentional placement method using student profiles to place students in appropriate instructional groupings. Each student was assigned to two instructors: one CAP program curriculum teacher and one dyslexia interventionist who supported students in foundational language skills.

A total of 1,977 students across the three grades met the criteria and were invited to register for the program. Of those, 1,498 (75.8%) registered to attend. Ultimately, 1,149 students (58.1% of those who were originally invited to the program) attended at least one day of the summer session (Table 3). This was an increase of 12.1 percentage points over the attendance rate in 2019 (Watson, 2020).

Table 3: 2020 CAP Program Students, by Grade

Grade	Invited	Registered		Attended		
	<i>N</i>	<i>N</i>	%	<i>n</i>	% of Registered	% of Invited
Three	588	446	75.9	356	79.8	60.5
Six	585	456	77.9	367	80.5	62.7
Nine	804	596	74.1	426	71.5	53.0
Total	1,977	1,498	75.8	1,149	76.7	58.1

Source: CAP student registration and attendance files dated 06/24/20.

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

A total of 57 students (5.0%) attended one day of the program, while 380 of the 1,149 (33.1%) were present for all 12 days (Table 4). A total of 917 students (79.8%) attended six or more days (50% or more program days). In 2019, 75.2 percent of students attended at least half of the program days (Watson, 2020).

Table 4: 2020 CAP Program Student Attendance Rates

Number of Days Attended	Students	
	<i>n</i>	%
1	57	5.0
2	44	3.8
3	48	4.2
4	39	3.4
5	44	3.8
6	32	2.8
7	37	3.2
8	67	5.8
9	73	6.4
10	115	10.0
11	213	18.5
12	380	33.1
Total	1,149	100.0

Source: CAP student registration and attendance files dated 06/24/20.

Demographic characteristics

Students. As per the goal of the program, the majority of CAP program students were African American (69.3%). Hispanic students made up 27.5 percent of participants, and 3.4 percent of students in the program were of other ethnicities. Female students comprised 45.0 percent of participant students. A total of 335 students (29.2%) were English learners (ELs), and 176 (15.3%) received Special Education services. Most CAP program students were economically disadvantaged, including 1,110 of the 1,149 students (96.6%) (Table 5).

Table 5: 2020 CAP Program and District Student Demographics

Demographic Variable	CAP Program (N = 1,149)		District (N = 33,342)	
	N	%	N	%
Race				
Asian	0	0.0	345	1.0
African American	796	69.3	7,088	21.3
Hispanic	316	27.5	23,558	70.7
American Indian/Alaska Native	0	0.0	67	0.2
Native Hawaiian/Pacific Islander	0	0.0	9	0.0
Two or More Races	25	2.2	549	1.6
White	12	1.2	1,726	5.2
Sex				
Female	517	45.0	16,215	48.6
Male	632	55.0	17,127	51.4
Special Student Groups				
English Learner	335	29.2	16,373	49.1
Special Education	176	15.3	3,779	11.3
Economically Disadvantaged	1,110	96.6	29,041	87.1

Source: CAP student registration and attendance files dated 06/24/20. District student demographic files dated 05/29/20.

Note: Some percentages may not add to 100 due to rounding.

Teachers. To prepare for the 1,498 students who registered to attend, the program hired and trained 276 teachers with a Teacher Excellence Initiative effectiveness level of Proficient I or higher. The CAP instructional team planned for low student/teacher ratios (12:1 or lower) to best implement the intensive nature of the reading interventions.

A minimum of one Special Education teacher was assigned to each site to address students' unique needs. Additionally, 98 teachers had Bilingual, English as a Second Language (ESL), or English to Speakers of Other Languages (ESOL) certifications to serve ELs. Notably, 135 teachers (48.9%) were dyslexia interventionists (Table 6).

Table 6: 2020 CAP Program Teacher Characteristics

	n	%
Race/Ethnicity		
African American	170	61.6
Hispanic	62	22.5
White	41	14.9
Pacific Islander	2	0.7
American Indian	1	0.4
Sex		
Female	249	90.2
Male	27	9.8
Specializations		
English Learner	98	35.5
Special Education	57	20.7
Dyslexia	135	48.9

Source: CAP teacher roster dated 06/18/20. District personnel file dated 04/07/20.

Note: N = 276.

How was the Awesome Summer Reading Adventure 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. The evaluator reviewed and summarized program documentation to provide program context.

Results

Advertising and Communications

The CAP program was marketed to parents of invited students as an “Awesome Summer Reading Adventure.” Lists of qualifying students were finalized by campus principals by April 3, 2020. Beginning on April 29, 2020, CAP teachers made phone calls to each invited student’s family. During the phone calls, teachers inquired whether students had appropriate devices, internet connectivity, experience with Google Classroom and/or videoconferencing, and asked for verbal commitment to enroll in the program. CAP principals were responsible for advertising outreach to their communities, utilizing social media outlets and email at their discretion. Each campus hosted virtual informational meetings via Zoom for parents of invited students on May 1-8, 2020.

Professional Development

Professional development sessions were provided to teachers daily from May 12-22, 2020. Sessions were differentiated by grade level and included a range of topics. The first day, May 12, served as an orientation for CAP teachers, covering Google Classroom, program curriculum, goals of the program, and administrative details. During the remaining sessions, topics included Zoom basics, use of Google Forms, training on fluency assessment tools, multi-tier system of supports interventions, culturally and linguistically responsive teaching strategies, and how to give students effective feedback. Specifically, training was provided on strategies to encourage students to persevere in their work, how to formulate and deliver feedback that both assesses student learning and extends instruction, and how to apply research findings on feedback to today’s classrooms.

In addition, CAP principals, known as CAP Champions, received dedicated professional development sessions on May 11, 2020 and May 14-22, 2020. CAP Champions sessions were designed to help principals assist professional learning communities in applying practices to activate, support, and promote professional development throughout the CAP experience, and standardize virtual classroom success criteria when observing teacher instruction.

Provided Materials

Students attending the program were provided clear backpacks containing materials needed to complete planned activities at home. Students at all grade levels received school supplies including pencils, pens, crayons, colored pencils, markers, composition books, highlighters, and headphones with microphones. All grade levels also received student practice pages with answer keys and parent tip cards

which included additional digital lessons and guidance. Rising grade-three students received five culturally relevant books with topics including Gandhi, Cesar Chavez, George Washington Carver, Wilma Rudolph, and henna design. Rising grade-six students received five culturally relevant books with topics including Malala Yousafzai, women's suffrage, Sitting Bull, Title IX, and Benjamin Banneker. Rising grade-nine students received three culturally relevant readers with topics including video games, Kwame Alexander, and Heartbreak Sports, along with two novels: *Dear Martin* and *Poet X*.

Supplemental STEM Activities

Supplemental activities focused on science, technology, engineering, and mathematics (STEM) were built into the program day during the CAP program. Each afternoon, after the conclusion of CAP reading programming, students were offered Epic summer learning extension programming in partnership with PCG¹. Supplemental online instruction was offered for grade three from 11:15am – 12:00pm, and grades six and nine from 11:45am – 12:30pm. Epic STEM modules were designed to provide hands-on and relevant learning experiences for students while using simple materials and processes to promote critical thinking and problem solving. Activities were primarily focused on physical science, earth and space science, and engineering design.

What were teacher perceptions of the CAP program?

Methodology

The Dallas ISD Evaluation and Assessment department administered a 42-item survey from June 19 through July 9, 2020. The evaluator utilized SurveyMonkey, an online survey development tool, to craft and administer the survey. The purpose of the survey was to collect feedback related to participants' experiences regarding the CAP program. Thirty-three survey items were designed using a five-point Likert scale (Strongly agree – Strongly disagree) and seven open-ended items. Percentages of positive responses were calculated by combining "Agree" and "Strongly Agree" responses. The evaluator used frequency analyses to determine the rates of positive responses for each scaled item. 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. Because teachers were not required to provide a response to all survey items, total number of responses varied by item.

Results

All CAP teachers ($n = 276$) were selected to receive the survey. Overall, 211 respondents completed the survey, for a 76.4 percent response rate. Of the 211 respondents, 51.7 percent ($n = 109$) were classroom teachers and 48.3 percent were foundational language skills teachers (dyslexia specialists) ($n = 102$). A total of 30.8 percent of respondents ($n = 65$) taught rising grade-three students, 32.2 percent ($n = 68$) taught rising grade-six students, and 37.0 percent ($n = 78$) taught rising grade-nine students.

¹ 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.

Training

Respondents indicated that they were satisfied with the quality of training they received (89.9%, $n = 187$ of 208), felt it adequately prepared them to teach the CAP curriculum (87.5%, $n = 182$ of 208) and in a virtual setting (89.4%, $n = 186$ of 208). Three-fourths of teachers reported that the training prepared them to address the unique reading needs of CAP students (75.5%, $n = 157$ of 208). An open-ended survey item asked for additional feedback regarding training and preparation. A total of 65 teachers provided substantive comments to this item and feedback was generally positive. Some respondents ($n = 9$) expressed that they felt training focused too much on technology and not enough on the CAP curriculum. Conversely, some ($n = 6$) requested more time spent on technology training. Given teachers' varying levels of technological proficiency, optional supplemental technology training sessions may be helpful in future years, to allow more focus on program content during mandatory training.

Curriculum

A total of 42.7 percent ($n = 87$) of respondents indicated that they adhered to the CAP curriculum 100 percent of the time (45.1% said they adhered to the curriculum about 75 percent of the time and 10.3% indicated they adhered to the curriculum between 50 and 75 percent of the time. A total of four teachers, less than two percent, adhered to the curriculum less than half of the time). An open-ended question asked teachers to share reasons for why they did not adhere to the provided curriculum 100 percent of the time. Several teachers ($n = 19$) indicated 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, 11 teachers also reported that they were able to individualize the curriculum that each student received based on their unique needs and ability.

Another open-ended question asked for additional feedback regarding the curriculum. A total of 48 teachers provided substantive comments to this item and feedback was generally positive. A total of 18 teachers commented that many of the provided activities were too long to fit into the allotted time, so they had to modify or abbreviate them. A total of 14 teachers commented that selected books were "great" or "excellent." Additionally, five teachers commented that adding bilingual dyslexia specialists for rising third graders would be a significant program improvement.

Program Impact

A large majority of teachers believed that the CAP program made a positive impact on students' attitudes toward reading (89.6%, $n = 180$ of 201) and reading ability (87.6%, $n = 176$ of 201). Teachers were also asked for additional feedback regarding program impact. A total of 44 teachers provided substantive comments to this item and feedback was consistently positive, with almost all teachers commenting that the program had a positive impact on students. Small group size was mentioned as an important positive factor six times. A total of five teachers suggested capping student groups between eight to 10 students to maximize program success. They felt that students thrived in the "less intimidating" environment of a small group.

Logistics

Teachers reported having adequate curriculum materials (88.0%, $n = 183$ of 208) and technology and internet resources (92.8%, $n = 193$ of 208) to implement all aspects of the program. Another open-ended survey item asked for additional feedback regarding program logistics. A total of 42 teachers provided substantive comments to this item and again feedback was generally positive, with some areas identified for improvement by few teachers. Five teachers expressed concern that their students did not have materials before the first day, with three commenting that students did not have them until the second week of the program. Others offered comments regarding technology concerns, primarily with connectivity. A total of 11 teachers expressed that student hotspots occasionally run out of data, drop internet signal, or never connect well – sometimes due to poor cellular coverage in the neighborhood. Teachers also commented that they prefer for the program to last longer, as they felt students made gains during the program only to return to an extended time without reading instruction when the CAP program ended. Some ($n = 3$) stated that they “[wished it lasted] until the end of July” or wanted to see it expanded to be a year-round program ($n = 4$).

A total of 74 percent ($n = 148$) of teachers indicated that they were involved in contacting families of registered students who did not attend the first day of the program. After communicating with parents, teachers believed that most parents were well informed about the CAP program’s expectations of students (78.7%, $n = 155$ of 197) but were less confident that parents were well prepared to support their students’ at-home learning (59.9%, $n = 118$ of 197). Teachers were asked to share challenges and barriers to first day attendance that parents experienced. Responses were similar to last year’s and included family emergencies, parents forgetting the start date, and students refusing to participate.

The final open-ended survey item asked teachers to share any additional feedback parents shared with them about their experiences with the CAP program. A total of 113 teachers provided substantive comments to this item and again feedback was generally positive. A total of 22 teachers expressed frustration with lack of home support for students, although they recognized that many parents were at work and unable to assist students during program hours. A significant number of teachers ($n = 41$) commented that students either had difficulty being alert during morning sessions or overslept and missed sessions completely. 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, to assist them in making accurate and timely data-driven decisions about students’ functional literacy 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 teachers assessed rising grade-three and rising grade-six CAP students using the NWEA *MAP Reading Fluency* assessment during the first week of the program and again during the final week of the program. Rising grade-nine students were not assessed. *MAP Reading Fluency* is an online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension, and foundational skills. The complete assessment takes twenty minutes. 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. 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. *MAP Reading Fluency* is powered by LanguaMetrics™ and includes EduSpeak® speech recognition software. 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. Reading comprehension is assessed at the conclusion of the passage, with students receiving standardized questions about what they read aloud. If rising grade-three students performed at a “Below Expectations” level (indicating that their reading accuracy was below 90 percent or the students’ words-correct-per-minute was below 15), then they were prompted to take the Foundational Skills portion of the assessment. The Foundational Skills assessment is an adaptive assessment that tests skills such as letter sounds fluency, initial sound fluency, letter knowledge (letter identification or letter naming), listening comprehension and vocabulary. Depending on how a student performed on a particular skill, they advanced to a more difficult skill. The Foundational Skills portion of the assessment was not available for rising grade-six students.

Students’ assessments received a result of “no score” if 1) recorded speech could not be scored by the speech scoring engine, 2) the student attempted less than 75 percent of the passage, 3) the recording was too short of a duration and/or contained audio of too poor a quality, or 4) the volume of the recording was too low or too high for the software to score.

The evaluator received *MAP Reading Fluency* data files from NWEA. The files contained scores and associated performance levels for each student – for words correct per minute, reading accuracy, and reading comprehension (performance levels only) – within each timeframe (pre and post). Evaluators compared the pre- and post-test results for students by grade in each domain.

Results

A program goal was to increase ORF based on individual student baselines, with an anticipated outcome of increasing the average WCPM score for participating students from the pre- to post-assessment administration. While reading fluency, accuracy, and comprehension scores did not show statistically significant changes at the conclusion of three weeks of intervention, at both tested grade levels, students

who attended 100 percent of the program showed a greater increase in WCPM and reading accuracy compared to the average of all students.

The pre-program reading fluency assessment was conducted on the students' first day of attendance in the program, while the post-program assessment was conducted on one of the final two days of the summer program. This approach allowed a three-week gap between pre- and post- assessment, with the maximum 12 days of programming (treatment) for participating students. The *MAP Reading Fluency* assessment was designed to be given at three checkpoints throughout the school year: fall, winter, and spring, roughly four months apart. Although the assessment does offer a test form which is suitable for progress monitoring, the full 20-minute benchmark assessment given during CAP was not designed to reflect changes in student achievement over shorter periods of time.

Additionally, the assessment was available in English and in Spanish. A total of nine students took the pre-assessment in Spanish and later took the post-assessment in English. This choice was left up to the discretion of teachers and is sometimes the best educational choice for individual students. However, assessment results in differing languages were not directly comparable for analysis.

During the pre-assessment period, 75 percent of rising grade-three students were prompted to take the Foundational Skills portion of the assessment ($n = 174$ of 232). During the post-assessment, 65 percent of rising grade-three students took the Foundational Skills assessment ($n = 151$ of 232), illustrating that 23 students (9.9%) had progressed enough in their skills during the program to move to the Oral Reading assessment.

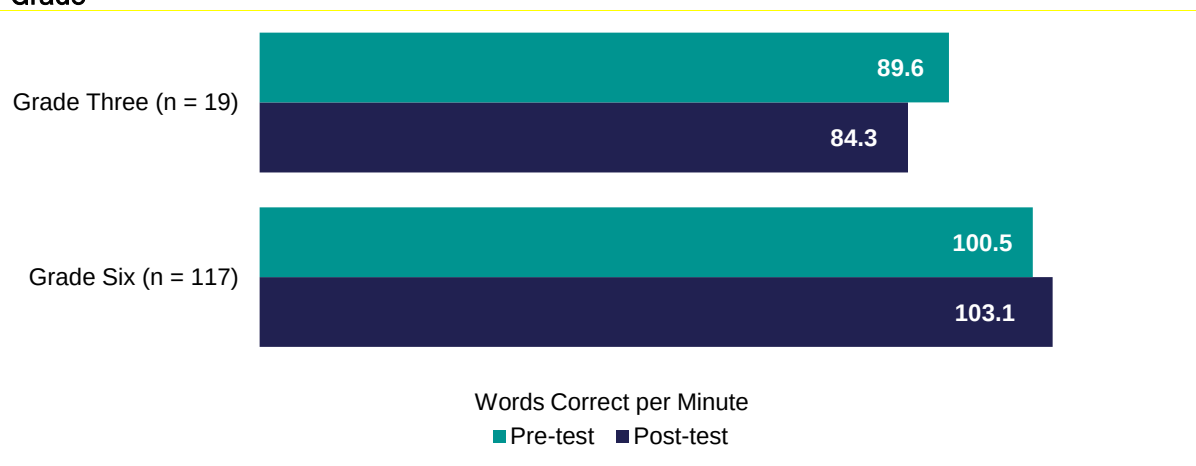
A total of 39 grade-three students completed both a pre- and post-assessment in Oral Reading in the same language. Of these, 20 (51.3%) received a result of "no score" on either the pre-, post-, or both assessments; therefore, word count per minute, reading accuracy, and instructional reading comprehension results are based on the scores of the remaining 19 students.

A total of 250 grade-six students completed both a pre- and post-assessment in reading fluency in the same language. Of these, 133 (53.2%) received a result of "no score" on either the pre-, post-, or both assessments, therefore word count per minute, reading accuracy, and instructional reading comprehension results are based on the scores of the remaining 117 students.

Word Count Per Minute

Grade-three students' WCPM decreased by an average of 5.3 words per minute (89.6 to 84.3 WCPM) while students in grade six increased by an average of 2.6 words per minute (100.5 to 103.1 WCPM) between the pre- and post-assessments (Figure 1). Analyses of these results for grade three (*Cohen's d* = 0.16) and grade six (*Cohen's d* = 0.10) showed no statistically or practically significant effect.²

² Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992).

Figure 1: 2020 CAP Program MAP Reading Fluency Results, Words Correct per Minute (WCPM), by Grade

Source: NWEA MAP Reading Fluency assessment data file downloaded 06/22/20.

Note: Includes only students with valid scores on both Oral Reading pre- and post-tests, in the same language.

Unsurprisingly, gains were noted for students attending all 12 days of the CAP program. At both tested grade levels, students who attended 100 percent of the program showed a greater increase in words per minute compared to the average of all students. Rising grade-three students who attended the program every day demonstrated an increase of 4.0 words per minute, whereas the average of all grade-three students decreased by 5.3. Rising grade-six students who attended every day demonstrated an increase of 2.6 words per minute, compared to 1.8 for the average of all grade-six students (Table 7).

Table 7: 2020 CAP Program Words Correct per Minute (WCPM), by Grade, by Program Attendance

Grade	Attendance	N	WCPM		
			Pre	Post	Diff.
Rising 3 rd	All students	19	89.6	84.3	-5.3
	100% of days	5	77.2	81.2	4.0
Rising 6 th	All students	117	101.5	103.3	1.8
	100% of days	64	100.5	103.1	2.6
Overall		136	99.7	100.4	0.7

Source: NWEA MAP Reading Fluency assessment data file downloaded 06/22/20.

Note: Includes only students with valid scores on both Oral Reading pre- and post-tests, in the same language.

Reading Accuracy

Reading accuracy between pre- and post-assessments of grade- three students decreased by an average of 0.8 percentage points (95.4% versus 94.6% accurate). Analyses of these results for grade three showed no statistically or practically significant effect (*Cohen's d* = 0.19). Rising grade-three students who attended 100 percent of the program days demonstrated an increase of 0.7 percentage points, whereas the average of all grade-three students decreased by 0.8 percentage points.

Students in grade six decreased by an average of 0.4 percentage points (94.1% versus 93.7% accurate). Rising grade-six students who attended every day demonstrated a decrease of 1.1 percentage

points, compared to a decrease of 0.4 percentage points for the average of all grade-six students (Table 8). Analyses of these results for grade six showed no statistically or practically significant effect (*Cohen's d* = 0.06).

Table 8: 2020 CAP Program Reading Accuracy, by Grade, by Program Attendance

Grade	Attendance	N	Percent Accurate		
			Pre	Post	Diff.
Rising 3 rd	All students	19	95.4	94.6	-0.8
	100% of days	5	95.0	95.7	0.7
Rising 6 th	All students	117	94.1	93.7	-0.4
	100% of days	64	95.5	94.4	-1.1
Overall		136	94.3	93.8	-0.5

Source: NWEA MAP Reading Fluency assessment data file downloaded 06/22/20.

Note: Includes only students with valid scores on both Oral Reading pre- and post-tests, in the same language.

Instructional Reading Comprehension

Instructional reading level is the highest level at which a reader is not independent, but has adequate background knowledge on a topic, and can comprehend text quickly and with no or few errors. Reading comprehension pre- and post-assessment data were collected for a total of 136 students. Students received a performance level rating of “Below,” “Approaches,” “Meets,” or “Exceeds” grade level standards for reading comprehension. Students scoring at the Approaches level or above are expected to comprehend the average instructional materials used in their grade level, illustrating their readiness to fully participate in reading activities without significant additional supports. Instructional reading performance levels for CAP students by grade can be found in Table 9.

A total of 89.5 percent of rising third grade students scored at Approaches or above on the pre-assessment, while 94.7 percent did so on the post-assessment. This was an improvement of 5.3 percentage points. Analyses of these results for grade three showed no statistically or practically significant effect (*Cohen's d* = 0.11).

The percentage of rising grade six students scoring at Approaches or above decreased by 1.7 percentage points from the pre- to the post-assessment. Analyses of these results for grade six showed no statistically or practically significant effect (*Cohen's d* = 0.08).

Table 9: 2020 CAP Instructional Reading Comprehension Performance Levels by Grade

	Pre-Test						Post-Test						Diff.
	Below	Approaches	Meets	Exceeds	Total Scored	% Approaches Meets or Exceeds	Below	Approaches	Meets	Exceeds	Total Scored	% Approaches Meets or Exceeds	
Rising 3rd	2	4	5	8	19	89.5	1	6	6	6	19	94.7	5.2
Rising 6th	11	19	87	0	117	90.6	13	20	84	0	117	88.9	-1.7

Source: NWEA MAP Reading Fluency assessment data file downloaded 06/22/20.

Note: Diff. = Post-test % Approaches Meets or Exceeds – Pre-test % Approaches Meets or Exceeds. Includes only students with valid scores on both Oral Reading pre- and post-tests, in the same language.

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

Methodology

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. The evaluator utilized SurveyMonkey, an online survey development tool, to craft and administer the 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). The evaluator used frequency analyses to determine the rates of positive responses for each scaled item and compared pre- and post-assessment results to calculate differences.

Results

Grade Three

A total of 70 grade-three students who completed both the pre- and post-surveys were included in the analyses. At the beginning of the CAP program, 78.6 percent of third graders reported that they "liked" or "loved" to learn from a book. By the end of the three-week intensive program, 84.3 percent reported that they "liked" or "loved" to learn from a book, potentially signaling an improvement in overall comfort with reading. In the pre-survey, 55.7 percent of third graders rated positively the item exploring whether they found books read in class "easy," while 60.0 percent reported that they believed the books were "easy" at

the end of the summer program, an increase of 4.3 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. Survey items exploring reading comprehension ability showed notable increases. The item exploring whether it was easy for students to understand stories read in class improved by 7.1 percentage points (52.9% to 60.0%). When asked whether they felt they had the ability to figure out the meaning of a hard word, the proportion of students who "mostly agreed" or "totally agreed" improved by 8.6 percentage points, with the majority of students responding positively by the end of the program (45.7% to 54.3%) (Table 10).

Table 10: 2020 CAP Program Grade Three Pre- and Post-Survey Results

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?	41.4	35.7	58.6	64.3	5.7
Do you like starting a new book?	27.1	28.6	72.9	71.4	-1.5
Do you like reading different kinds of books?	24.3	21.4	75.7	78.6	2.9
Do you like it when a teacher asks you questions about what you read?	32.9	28.6	67.1	71.4	4.3
Do you like reading for school?	32.9	37.1	67.1	62.9	-4.2
Do you like learning from a book?	21.4	15.7	78.6	84.3	5.7
Do you like to read out loud in class?	61.4	65.7	38.6	34.3	-4.3

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.	35.7	38.6	64.3	61.4	-2.9
The books I read in class are easy.	44.3	40.0	55.7	60.0	4.3
I make few mistakes when I read.	44.3	44.3	55.7	55.7	0.0
It is easy for me to understand the stories I read in class.	47.1	40.0	52.9	60.0	7.1
I am confident that I can do a good job on important reading tests.	32.9	31.4	67.1	68.6	1.5
I can figure out the meaning of a hard word in a sentence.	54.3	45.7	45.7	54.3	8.6
I can easily understand the main idea of a story.	40.0	41.4	60.0	58.6	-1.4
I can remember information from the stories I read in class.	34.3	34.3	65.7	65.7	0.0

Source: Evaluation and Assessment Student Self-Perception Survey data file dated 06/22/20.

Note: N = 70. Percentages may not add to 100 due to rounding.

Grade Six

The sample for analyses for students in grade six included 94 students. Interestingly, 53.2 percent of sixth graders surveyed stated that they "liked" or "loved" reading for school before the program. After three weeks of intensive reading instruction, this number fell to 39.4 percent. However, more sixth graders reported that they were confident that they could do a good job on important reading tests after attending the program (59.6% to 70.2%, an increase of 10.6 percentage points). Survey items exploring reading comprehension ability also showed notable increases. The item exploring whether it was easy for students to understand the stories they read in class improved by 6.3 percentage points (54.3% to 60.6%). When asked whether they felt they had the ability to figure out the meaning of a hard word in a sentence, the

proportion of students who “mostly agreed” or “totally agreed” improved by 9.6 percentage points, with the majority of students responding positively by the end of the program (48.9% to 58.5%) (Table 11).

Table 11: 2020 CAP Program Grade Six Pre- and Post-Survey Results

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?	58.5	59.6	41.5	40.4	-1.1
Do you like starting a new book?	37.2	42.6	62.8	57.4	-5.4
Do you like reading different kinds of books?	24.5	33.0	75.5	67.0	-8.5
Do you like it when a teacher asks you questions about what you read?	57.4	55.3	42.6	44.7	2.1
Do you like reading for school?	46.8	60.6	53.2	39.4	-13.8
Do you like learning from a book?	26.6	26.6	73.4	73.4	0.0
Do you like to read out loud in class?	70.2	64.9	29.8	35.1	5.3
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.	44.7	46.8	55.3	53.2	-2.1
The books I read in class are easy.	46.8	45.7	53.1	54.3	1.2
I make few mistakes when I read.	33.0	28.7	67.0	71.3	4.3
It is easy for me to understand the stories I read in class.	45.7	39.4	54.3	60.6	6.3
I am confident that I can do a good job on important reading tests.	40.4	29.8	59.6	70.2	10.6
I can figure out the meaning of a hard word in a sentence.	51.1	41.5	48.9	58.5	9.6
I can easily understand the main idea of a story.	52.1	46.8	47.9	53.2	5.3
I can remember information from the stories I read in class.	50.0	43.6	50.0	56.4	6.4

Source: Evaluation and Assessment Student Self-Perception Survey data file dated 06/22/20.

Note: N = 94.

Grade Nine

A total of 88 grade-nine students 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. Several notable positive differences in the pre- and post-surveys of grade-nine students were for items exploring students’ personal relationship and psychological response to reading. After attending the CAP program, 75.0 percent of grade-nine students reported that they liked to read (an increase of 8.0 percentage points) and 40.9 percent (an increase of 11.4 percentage points) reported that they liked spending their free time reading books. Almost three-fourths (72.7%) of grade-nine students (up from 63.6%, an increase of 9.1 percentage points) indicated that they felt calm when they read. Survey items exploring reading comprehension ability also showed notable increases. When asked whether they felt they had the ability to figure out the meaning of a word in a sentence, the proportion of students who “agreed” or “strongly agreed” improved by 11.4 percentage points, with the majority of students responding positively by the end of the program (69.3% to 80.7%). The item exploring whether students felt they were good readers compared to others in their class improved by 9.1 percentage points (65.9% to 75.0%) (Table 12).

Table 12: 2020 CAP Program Grade Nine Pre- and Post-Survey Results

Survey Item	Response Options				Diff.
	Strongly Disagree/ Disagree		Strongly Agree/ Agree		
	Pre	Post	Pre	Post	
I like to read.	33.0	25.0	67.0	75.0	8.0
I feel calm when I read.	36.4	27.3	63.6	72.7	9.1
I feel good about my ability to read.	22.7	19.3	77.3	80.7	3.4
I like reading different kinds of books.	28.4	27.3	71.6	72.7	1.1
I feel proud inside when I think about how well I read.	27.3	27.3	72.7	72.7	0.0
I think reading can be relaxing.	30.7	29.5	69.3	70.5	1.2
My teachers think I am a good reader.	20.5	18.2	79.5	81.8	2.3
I can figure out the meaning of a word in a sentence.	30.7	19.3	69.3	80.7	11.4
I enjoy spending my free time reading books.	70.5	59.1	29.5	40.9	11.4
I look forward to starting a new book.	42.0	39.8	58.0	60.2	2.2
<i>The books that I read in class are too hard.</i>	79.5	83.0	20.5	17.0	3.5
<i>I make lots of mistakes in reading.</i>	40.9	39.8	59.1	60.2	-1.1
<i>I need extra help in reading.</i>	47.7	58.0	52.3	42.0	10.3
<i>It is hard for me to understand the stories I have read in class.</i>	62.5	70.5	37.5	29.5	8.0
<i>Reading to the class is hard for me because of my reading ability.</i>	64.8	64.8	35.2	35.2	0.0
Compared to others in my Reading (ELA) class, I think I am a good reader.	34.1	25.0	65.9	75.0	9.1
I am confident that I can do a good job on important reading tests.	19.3	18.2	80.7	81.8	1.1
I can easily understand the main idea of a story.	37.5	37.5	62.5	62.5	0.0
I can remember information from the texts that I read in class.	29.5	23.9	70.5	76.1	5.7
I like learning from a book.	37.5	25.0	62.5	75.0	12.5

Source: Evaluation and Assessment Student Self-Perception Survey data file dated 06/22/20.

Note: *N* = 88. Italics indicate negatively worded survey items. For negatively worded survey items, *Diff.* = Post – Pre for the ‘Strongly Disagree/Disagree’ response options. For positively worded survey items (not in italics), *Diff.* = Post-Pre for the ‘Strongly Agree/Agree’ response options.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The stated purpose of the CAP program was to create an intensive targeted summer experience for students. The CAP program sought to create a virtual summer experience that would accelerate student achievement by focusing on key foundational reading skills. Expenditures for the 2020 program totaled \$797,956.51, an increase of \$628,586.56 from the previous year. Of the 1,977 students who met the criteria to be invited, 1,498 students attended at least one day of the program.

- Almost all surveyed teachers reported high levels of confidence that the program had a positive impact their students.
- While reading fluency, accuracy, and comprehension scores did not show statistically significant changes at the conclusion of three weeks of intervention, at both tested grade levels, students who attended 100 percent of the program showed a greater increase in words per minute and reading accuracy compared to the average of all students.
- By the end of the three-week intensive program, more grade three students reported that they “liked” or “loved” to learn from a book via a reading self-perception survey (an increase of 5.7 percentage points) than at the start of the program. More grade-six students reported that they were confident that they could do well on important reading tests after attending the program (an increase of 10.6 percentage points). After attending the CAP program, the proportion of grade nine students who felt they were good readers improved by 9.1 percentage points.

Recommendations

Based on the key findings, along with the potential for continued virtual learning, the following recommendations are offered for stakeholders for the CAP program in summer 2021.

Consider restructuring the focus of pre-program teacher professional development. Given teachers’ varying levels of technological proficiency, optional supplemental technology training sessions may be helpful in future years, to allow more focus on program content during mandatory training.

Continue practices aimed at increasing family buy-in. Principals’ targeted advertising, teachers making personal phone calls and holding campus-based information sessions create effective community outreach, involving families in the process. Research indicates attendance, academic achievement, behavior, attitude, and mental health of children improve when parents are involved in the educational process (Epstein, 2008). Further, students who volunteer for programs attend more and perform better over the long term than those who are assigned by campus or district staff (Benson et al, 2005).

Continue utilizing small student-teacher ratios with highly trained reading instructors. Small student teacher ratios benefit students at all levels and are especially helpful for those with reading difficulties. As communicated through the CAP Teacher Survey, instructors appreciate smaller groups as well. Providing

all CAP students with access to the foundational reading expertise of dyslexia interventionists is a strong program asset.

Continue to measure and celebrate improvements in reading motivation and positive self-perception. Although it is and will remain a challenge to measure significant improvements to student achievement scores over the short course of a summer intervention, strides made in motivating a child to develop a habit of reading bear fruit for years to come. 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 negative self-concepts.

Consider extending the program to follow up with students. Many summer programs consider a school year or fall semester extension to continue student progress made during the initial days of treatment provided during summer programs. This year, the beginning of the school year was delayed by three weeks due to the pandemic, creating even more time between reading interventions. A continuation of the CAP program from the last week of June through the remainder of the summer may serve to keep reading motivation high and mitigate potential effects of summer slide. Fall semester touch points were a planned feature of the first year of the CAP program in 2019-20 but were ultimately cancelled due to low in-person attendance on Saturdays. While the 2020-21 CAP program was held virtually due to circumstances beyond the program's control, late summer and/or fall semester CAP extensions could be offered in a virtual format in future years even when the intensive weeks of the program may be held in-person, reducing cost. The additional time of sustained intervention would also allow evaluators to adequately assess the efficacy of support provided by the CAP program based on quantitative student outcomes.

Seek student feedback regarding book selection for rising sixth grade students. On the Student Self-Perception Survey, 53.2 percent of sixth graders surveyed stated that they "liked" or "loved" reading for school before attending the program. After three weeks of intensive reading instruction, this number fell to 39.4 percent. Consider gathering student feedback to inform selection of books or reading materials for rising sixth grade students.

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The word "APPENDIX" is written in a bold, dark blue, sans-serif font. To the left of the text is a solid dark blue vertical rectangle. Below the text and the vertical rectangle is a solid teal horizontal rectangle that spans the width of the page.

APPENDIX

Appendix A

Appendix A: 2020 CAP Teacher Feedback Survey Results

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 = 208)	100 (48.1)	99 (47.6)	3 (1.4)	2 (1.0)	4 (1.9)
I was satisfied with the quality of professional development/training I received. (n = 208)	86 (41.4)	101 (48.6)	12 (5.8)	3 (1.4)	6 (2.9)
The training I received adequately prepared me to teach the CAP curriculum. (n = 208)	89 (42.8)	93 (44.7)	12 (5.8)	5 (2.4)	9 (4.3)
The training I received adequately prepared me to teach in a virtual setting. (n = 208)	84 (40.4)	102 (49.0)	10 (4.8)	5 (2.4)	7 (3.4)
The training I received adequately prepared me to address CAP students' unique reading needs. (n = 208)	67 (32.2)	90 (43.3)	31 (14.9)	8 (3.9)	12 (5.8)
I was able to implement the knowledge I gained in training in my CAP classroom. (n = 208)	89 (42.8)	100 (48.1)	7 (3.4)	3 (1.4)	9 (4.3)
I had adequate curricular resources to implement all aspects of the program. (n = 208)	88 (42.3)	95 (45.7)	12 (5.8)	3 (1.4)	10 (4.8)
I had adequate technology and connectivity (Internet) resources to implement all aspects of the program. (n = 208)	90 (43.3)	103 (49.5)	7 (3.4)	2 (1.0)	6 (2.9)
I had adequate time to prepare to teach the curriculum. (n = 208)	103 (49.5)	85 (40.9)	11 (5.3)	2 (1.0)	7 (3.4)
Questions I had about teaching the curriculum were answered satisfactorily by program staff. (n = 207)	106 (51.2)	87 (42.0)	5 (2.4)	3 (1.5)	6 (2.9)
Overall, I felt adequately supported to teach in the CAP program. (n = 208)	108 (51.9)	84 (40.4)	7 (3.4)	2 (1.0)	7 (3.4)
The curriculum design was appropriate to address the unique needs of CAP student participants. (n = 204)	69 (33.8)	84 (41.2)	35 (17.2)	2 (1.0)	14 (6.9)
Reading materials and resources selected for the program were engaging for my students. (n = 204)	70 (34.3)	95 (46.6)	26 (12.8)	3 (1.5)	10 (4.9)
I was able to employ cultural and linguistically responsive practices to engage students. (n = 204)	92 (45.1)	93 (45.6)	7 (3.4)	1 (0.5)	11 (5.4)
Overall, the quality of the curriculum was high. (n = 204)	89 (43.6)	91 (44.6)	12 (5.9)	1 (0.5)	11 (5.4)
I believe that my CAP students are capable of improving their reading skills. (n = 201)	108 (53.7)	84 (41.8)	1 (0.5)	1 (0.5)	7 (3.5)
I believe the CAP program made a positive impact on students' attitudes towards reading. (n = 201)	89 (44.3)	91 (45.3)	7 (3.5)	1 (0.5)	13 (6.5)

table continues

Appendix A (continued)

Survey Item	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)	Undecided/ No Opinion n (%)
I feel that the CAP program fostered reading engagement among students. (<i>n</i> = 201)	88 (43.8)	92 (45.8)	8 (4.0)	1 (0.5)	12 (6.0)
I believe the CAP program made a positive impact on students' reading ability. (<i>n</i> = 201)	95 (47.3)	81 (40.3)	11 (5.5)	1 (0.5)	13 (6.5)
Overall, I witnessed evidence of positive change in the students I worked with in the program. (<i>n</i> = 201)	95 (47.3)	89 (44.3)	5 (2.5)	1 (0.5)	11 (5.5)
Teaching CAP had a positive impact on my teaching practice. (<i>n</i> = 201)	110 (54.7)	82 (40.8)	2 (1.0)	2 (1.0)	5 (2.5)
Teaching in the CAP program was a positive experience for me. (<i>n</i> = 201)	121 (60.2)	71 (35.3)	2 (1.0)	3 (1.5)	4 (2.0)
The CAP program was worth the time and effort I put into it. (<i>n</i> = 201)	126 (62.7)	67 (33.3)	1 (0.5)	2 (1.0)	5 (2.5)
The organization of the schedule was conducive to student needs and ages. (<i>n</i> = 199)	76 (38.2)	101 (50.8)	17 (8.5)	0 (0.0)	5 (2.5)
The technology components of the program worked well. (<i>n</i> = 199)	58 (29.2)	108 (54.3)	21 (10.6)	6 (3.0)	6 (3.0)
My students had adequate technology and connectivity (Internet) resources to complete the program. (<i>n</i> = 199)	54 (27.1)	96 (48.2)	43 (21.6)	3 (1.5)	3 (1.5)
The number of students in my classroom was appropriate for instruction. (<i>n</i> = 199)	95 (47.7)	99 (49.0)	2 (1.1)	0 (0.0)	3 (1.5)
I feel that CAP's activities were planned well to reach the program's desired outcomes. (<i>n</i> = 199)	82 (41.2)	89 (44.7)	17 (8.5)	1 (0.5)	10 (5.0)
In my opinion, the district resources (i.e. staffing, materials, technology) allocated toward CAP were worthwhile. (<i>n</i> = 199)	87 (43.7)	94 (47.2)	6 (3.0)	5 (2.5)	7 (3.5)
I feel that parents were well informed about the goals and objectives of the program. (<i>n</i> = 197)	80 (40.6)	76 (38.6)	8 (4.1)	2 (1.0)	31 (15.7)
I feel that parents were well informed about the program's scheduled dates and times. (<i>n</i> = 197)	89 (45.2)	79 (40.1)	2 (1.0)	2 (1.0)	25 (12.7)
I feel that parents were well informed about the program's expectations of students. (<i>n</i> = 197)	85 (43.2)	70 (35.5)	10 (5.1)	4 (2.0)	28 (14.2)
I feel that parents were well prepared to support their students' at home learning. (<i>n</i> = 197)	44 (22.3)	74 (37.6)	40 (20.3)	6 (3.1)	33 (16.8)

Source: Evaluation and Assessment teacher survey results file dated 08/12/20.

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