

2021-22

Evaluation of Title I Summer Learning

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



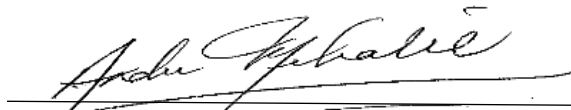
2021-22

Evaluation of Title I Summer Learning

Approved Report of the Department of Evaluation and Assessment

EA22-160-2
November 2022

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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

BOY	Beginning-of-year
EB	Emergent Bilingual
EOY	End-of-year
ISD	Independent School District
MAP	<i>Measures of Academic Progress</i>
PEIMS	Public Education Information Management System

Evaluation of Title I Summer Learning

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Dallas Independent School District (Dallas ISD) received federal funds for high-quality summer programming for the summer of 2022 through Title I, Part A, as authorized under the Every Student Succeeds Act (ESSA). Due to the COVID-19 pandemic, the Texas Education Agency waived promotion/retention requirements for the 2020–21 school year. Students were promoted to the next grade based on teacher and parent input. House Bill (HB) 4545, 87th Regular Legislative Session, became effective June 16, 2021, and permanently eliminated grade retention requirements.

Studies have found that the average student loses 17 to 34 percent of the prior year's learning gains during summer break, and a student who loses ground in one summer is more likely to lose ground in subsequent summers (Atteberry & McEachin, 2019). In order to mitigate this phenomenon, the district implemented a summer learning program incorporating academic and social emotional learning, along with enrichment.

The Extended Learning Opportunities (ELO) Department hosted kindergarten through grade eight summer camps during the summer of 2022. Dallas ISD provided a comprehensive set of offerings to students, with a goal of allowing them time to connect with their peers, engage in rigorous tasks, accelerate learning, and improve their social and emotional wellbeing. For two months this summer, the District provided students the opportunity to participate in various summer learning offerings, advertised as "Summer Breeze." During the month of June, students attended a District created summer learning program at designated campuses advertised as "Summer Cool." In July, District partners provided enrichment activities for students. This evaluation focuses on the Summer Cool program only. All district students were eligible to attend, and invitation was not prioritized by or contingent upon academic need. All grades were recorded as "pass" or "fail". HB 4545 also established new requirements for schools implementing accelerated instruction for students who did not pass state assessments. One requirement was that this additional instruction must occur during the 2022-23 school year or the 2022 summer session. As a result, many campuses elected

to provide required tutoring hours to students during their Summer Cool enrichment hours.

The purpose of the Title I Summer Learning 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 total budget for the 2021-22 Summer Learning programs was \$4,154,934. This budget was funded through the Title I, Part A grant¹ along with general operating funds.

EVALUATION QUESTIONS/OUTCOMES

How was the Summer Cool program implemented?

In summer 2022, Dallas ISD provided a comprehensive set of offerings to students across the months of June and July. Summer Breeze was designed to meet the academic, physical, and emotional needs of district students and prepare them for future learning opportunities while inspiring enthusiasm for the upcoming school year. Overall, Summer 2022 programming options for students emphasized Acceleration, Enrichment, College and Career Preparation, and Legislative Mandates.

The Summer Cool program was a major acceleration component of Summer Breeze, aimed at elementary and middle school. The program was open to all district students in grades kindergarten through eight. The program intended to provide an opportunity for students to engage in activities that support academic growth and promote involvement in extracurricular activities and their social emotional wellbeing.

Summer Cool was held in-person over four weeks, beginning on Monday June 6, and ending on Thursday June 30 (for a total of 15 days of instruction, with no camp programming held on Fridays). The program was full day.

- Transportation, breakfast, and lunch, and participation incentives were provided to students.
- The program was held at 57 district elementary and middle school sites.

¹ Title I, Part A (Improving Basic Programs) of the Elementary and Secondary Education Act (ESEA), provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income

homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

- During each Summer Cool day, two hours each were devoted to Reading and Mathematics, with the remainder of the day allotted to other core content areas and enrichment.
- Curriculum presented during Summer Cool covered all core content areas but had a primary focus on a lead content area based on each week's theme.
- All grades were recorded as "pass" or "fail". Students were promoted to the next grade based on teacher and parent input as established in House Bill (HB) 4545.

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

Students

- In 2021-22, there were a total of 9,903 students who attended at least one day of Summer Cool.
- The majority of students were Hispanic (74%) or African American (21%) and a large proportion of students were identified as economically disadvantaged (67%).
- Over half of Summer Cool students were identified as EB (55%), and 16 percent of students received Special Education services.
- Over half of students (57%, $n = 5,605$) attended more than 75 percent of program days, while 22 percent ($n = 2,180$) attended all 15 days.
- Notably, EB students and economically disadvantaged students were represented in Summer Cool at a higher rate than the district's population (nine percentage points higher, and 17 percentage points, respectively).

Teachers

- In 2021-22, there were 531 Summer Cool teachers, across the 57 program sites.
- The majority of teachers were African American (44%) or Hispanic (38%).

What impact did participation in the Summer Cool program have on student achievement?

MAP Growth Assessments

- Analysis of mean RIT scores found no measurable difference between 2021-22 EOY to 2022-23 BOY scores for Summer Cool and comparison students in Reading (both English and Spanish) or Mathematics. At every grade level, as well as overall, the student groups differed by two or fewer RIT points.
- MAP Reading – English results showed that 46.4 percent of Summer Cool students met or exceeded projected growth from fall 2021 to fall 2022, which was less than one percentage point lower than comparison students (46.9%). However, 47 percent of students who attended 12 or more Summer Cool program days, met

or exceeded projected growth, which was on par with comparison students.

- MAP Mathematics results showed that 54 percent of Summer Cool students met or exceeded projected growth from fall 2021 to fall 2022, which was three percentage points higher than comparison students (51%). Similarly, 55 percent of students who attended 12 or more Summer Cool program days met or exceeded projected growth in Mathematics.
- A statistically significant relationship was found for MAP Mathematics overall as well as for students who attended 12 or more days, indicating that students who attended Summer Cool were more likely to meet or exceed projected growth on the MAP Mathematics assessment than their matched peers.

What were student, teacher, staff, and parent perceptions of the SDR program?

Student Survey

Overall, 2,333 respondents completed the student perception survey. When asked,

- "How much you enjoyed these parts of the program," "extra time to be with friends," "brain breaks," and "more help from my teachers" were the highest rated responses (average rating of 4.4, 4.0, and 3.9 out of 5, respectively).
- "Has coming to Summer Cool helped you understand your school work better?", 91 percent of students responded that it "helped a lot" or "helped some."
- "Has attending Summer Cool helped you build stronger relationships with adults at your school?", 82 percent of students responded that it had.
- "What is ONE word that describes your experience at Summer Cool?", the most common responses given were "fun," "cool," and "good."
- "Has Summer Cool been fun for you?", 75 percent of students reported that they "enjoyed it" that "it was very fun!"

Teacher Survey

In June 2022, 279 respondents from all Summer Cool campuses completed the teacher perception survey. When asked,

- "What is ONE word that describes your experience at Summer Cool?", the most common responses given were "fun," "long," "awesome" and "good."
- "Elaborate on the best parts of Summer Cool," the most frequently mentioned themes were the curriculum/provided lesson plans (65 teachers) and the summer school students themselves (53 teachers).
- "Elaborate on what you feel needs to be improved for Summer School programs," 48 percent of teachers who

responded to the item ($n = 105$) mentioned the need for more timely delivery of supplies and materials.

- “[Were] questions about the program answered satisfactorily by program staff?”, 89% of teachers responded positively.
- “[Were you] adequately supported to teach the program?”, 88 percent of teachers responded positively.
- “[Did you] have adequate resources to implement all aspects of the program?” fewer teachers (66%; $n = 124$) responded positively, echoing sentiment shared in the open-ended responses.
- “Would [you] be open to teaching Summer School again in the future,” 82 percent of responding teachers selected “yes.”

Parent Survey

Overall, 745 parents from all Summer Cool campuses completed the parent perception survey. When asked,

- To “rate your overall satisfaction with the program,” 91 percent of parents reported an average or better overall level of satisfaction.
- “Were you satisfied with the communication from the school leading up to Summer Cool?”, 77 percent reported that they were “satisfied” or “very satisfied”.
- “Was the enrollment process easy to understand?”, 92 percent said yes.
- “Did [Summer Cool] create a positive educational opportunity for [your] student?” 73 percent of parents stated that it had, and 81 percent felt that the quality of the activities provided during the program was high.
- “Have you noticed positive social emotional changes in your student since attending Summer Cool?”, 77 percent said yes.
- Notably, a large majority (92%) of parents indicated that “Dallas ISD summer programs are a valuable resource for [their] family”.

RECOMMENDATIONS

Continue to offer free, full day summer programming.

Continue to incorporate academic and SEL content into summer programming.

Explore solutions for timely delivery of materials.

Evaluation of Title I Summer Learning

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

Dallas Independent School District (Dallas ISD) received federal funds for high-quality summer programming for the summer of 2022 through Title I, Part A, as authorized under the Every Student Succeeds Act (ESSA). Due to the COVID-19 pandemic, the Texas Education Agency waived promotion/retention requirements for the 2020–21 school year. Students were promoted to the next grade based on teacher and parent input. House Bill (HB) 4545, 87th Regular Legislative Session, became effective June 16, 2021, and permanently eliminated grade retention requirements.

Studies have found that the average student loses 17 to 34 percent of the prior year's learning gains during summer break, and a student who loses ground in one summer is more likely to lose ground in subsequent summers (Atteberry & McEachin, 2019). In order to mitigate this phenomenon, the district implemented a summer learning program incorporating academic and social emotional learning, along with enrichment.

The Extended Learning Opportunities (ELO) Department hosted kindergarten through grade eight summer camps during the summer of 2022. Dallas ISD provided a comprehensive set of offerings to students, with a goal of allowing them time to connect with their peers, engage in rigorous tasks, accelerate learning, and improve their social and emotional wellbeing. For two months this summer, the District provided students the opportunity to participate in various summer learning offerings, advertised as "Summer Breeze." During the month of June, students attended a District-created summer learning program at designated campuses advertised as "Summer Cool." In July, District partners provided enrichment activities for students. This evaluation focuses on the Summer Cool program only. All district students were eligible to attend, and invitation was not prioritized by or contingent upon academic need. All grades were recorded as "pass" or "fail". HB 4545 also established new requirements for schools implementing accelerated instruction for students who did not pass state assessments. One requirement was that this additional instruction must occur during the 2022-23 school year or the 2022 summer session. As a result, many campuses elected to provide required tutoring hours to students during their Summer Cool enrichment hours.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the Title I Summer Learning evaluation is 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. This evaluation report also provides a summary of key findings and actionable recommendations based on reported data. The evaluation addresses the following questions:

1. How was the Summer Cool program funded in 2021-22?

2. How was the Summer Cool program implemented?
3. What were the demographic characteristics of students and teachers who participated in the Summer Cool program?
4. What impact did participation in the Summer Cool program have on student achievement?
5. What were student, teacher, and parent perceptions of the Summer Learning programs?

EVALUATION QUESTIONS AND RESULTS

How was the Summer Cool program funded in 2021-22?

The total budget for the 2021-22 Summer Learning programs was \$4,154,934 and was funded through the Title I, Part A grant² along with general operating funds. The budget included \$3,460,022 for staff and payroll costs, \$415,360 for transportation, and \$279,552 for supplies and materials.

How was the Summer Cool program implemented?

Methodology

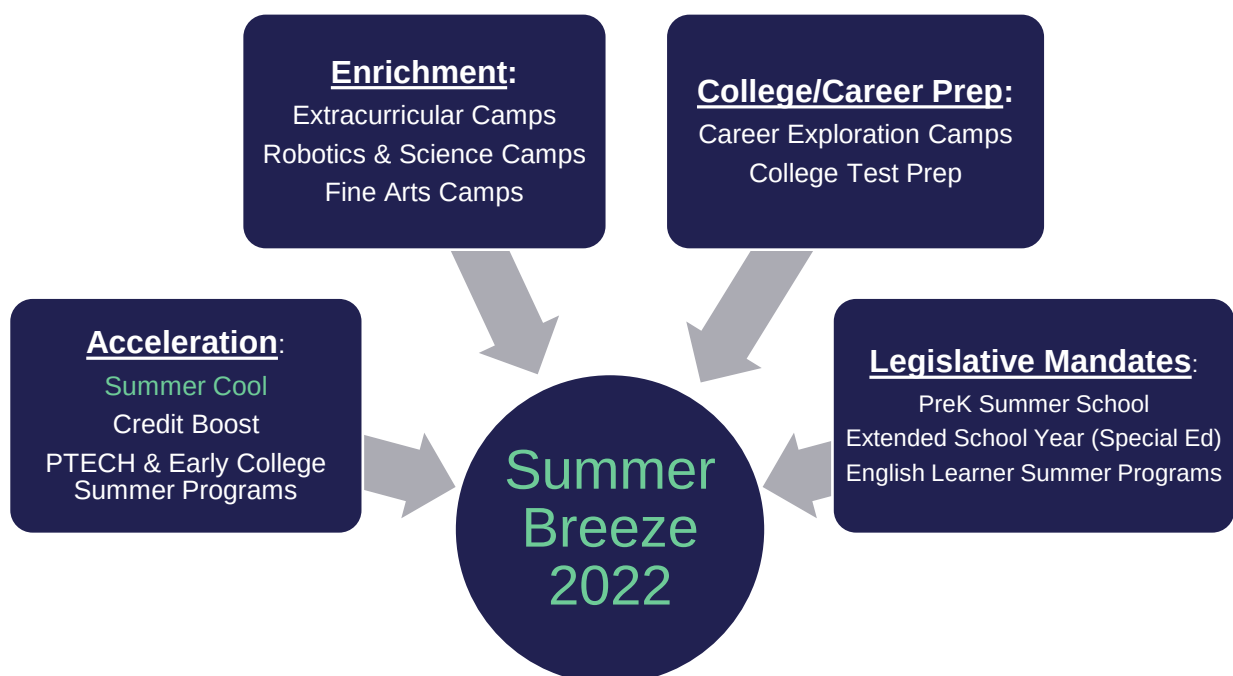
Evaluation of the Summer Cool program included interviews with program management and a review of internal documents. Planning, advertising, and implementation information was gathered from program planning materials, content presented to the Dallas ISD School Board, and from program staff. The evaluator reviewed and summarized program documentation to provide program context.

Results

In summer 2022, Dallas ISD provided a comprehensive set of offerings to students across the months of June and July. Summer Breeze was designed to meet the academic, physical, and emotional needs of district students and prepare them for future learning opportunities while inspiring enthusiasm for the upcoming school year. Overall, Summer 2022 programming options for students emphasized Acceleration, Enrichment, College and Career Preparation, and Legislative Mandates. Figure 1 shows the components of Summer Breeze 2022 by goal.

² Title I, Part A (Improving Basic Programs) of the Elementary and Secondary Education Act (ESEA), provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Figure 1: 2021-22 Summer Breeze Components by Goal



Source: Dallas ISD Summer Learning Guide, dated 05/09/22.

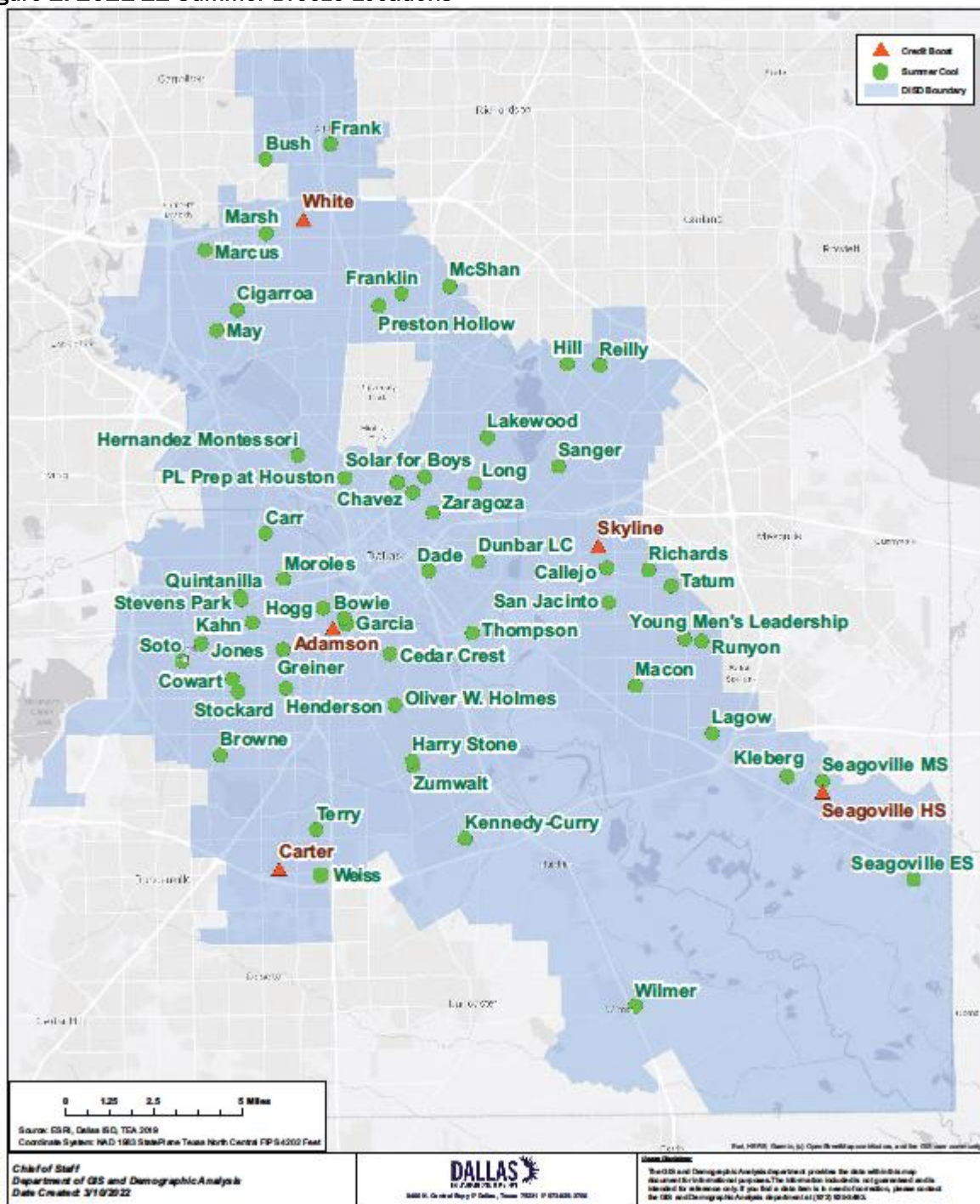
The Summer Cool program was a major acceleration component of Summer Breeze, aimed at elementary and middle school. The program was open to all district students in grades kindergarten through eight. The program intended to provide an opportunity for students to engage in activities that support academic growth and promote involvement in extracurricular activities and their social emotional wellbeing. Promotional materials, including the program invitation sent home to parents, communicated that the camp's content would be designed to "meet the needs of the whole child." Further, students would "experience a full day of activities ranging from reading and math content support to exposure to various extracurricular and enrichment activities."

Summer Cool was held in-person over four weeks, beginning on Monday June 6, and ending on Thursday June 30 (for a total of 15 days³ of instruction, with no camp programming held on Fridays). The program was full day. Elementary schools' daily schedule ran from 7:45am – 3:45pm, while Middle schools' daily schedule was 8:30am – 4:30pm. Transportation, breakfast, lunch, and participation incentives were provided to students. All district teachers were eligible to participate in the program and were recruited by Summer Cool site principals based on interest and availability. The program was held at 57 district elementary and middle school sites, serving all district students at locations based on geographic proximity to their home campus. Summer Cool students attended from all district campuses with the exception of those implementing an Intercession or School Day Redesign calendar. Students and teachers at these 46 campuses were still in session during the month of June and did not participate in Summer Cool. A complete

³ The district was closed on Monday June 20th in observance of Juneteenth.

listing of Summer Cool sites and the home campuses they served can be found in Appendix A. Figure 2 shows the geographic locations of the 2022 Summer Cool sites.

Figure 2: 2021-22 Summer Breeze Locations



Source: Dallas ISD Summer Learning Guide, dated 05/09/22.

Note: Credit Boost was a high school credit recovery program also open during summer 2022.

During each Summer Cool day, two hours each were devoted to Reading and Mathematics content support, with the remainder of the day allotted to other core content areas and enrichment. For example, students received additional academic instruction, focused assistance with identified areas for improvement, project-based learning projects, group collaboration, and supplemental activities focused on arts and crafts, STEM, sports, and games. Curriculum presented during Summer Cool covered all core content areas but had a primary focus on a lead content area based on each week's theme (Table 1).

Table 1: 2021-22 Summer Cool Weekly Themes and Content Areas

Week and Theme	Content Area of Focus
Week One "Heroes and Villains"	Reading
Week Two "Invention Lab"	Math and Science
Week Three "Lights, Camera, Action!"	Visual and Performing Arts and Writing
Week Four "Nature Camp"	Science

Source: Summer Cool program planning materials dated 05/23/22

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

Methodology

Students

Demographics. A listing of participant student identification numbers was provided by the program. The evaluator conducted frequency analysis to determine the number of students who attended the Summer Cool program. The evaluator used the district Public Education Information Management System (PEIMS) data file to conduct descriptive and frequency analyses to determine student demographic characteristics by race, sex, EB status, special education status, and economically disadvantaged status.

Attendance. Student attendance data were provided by the program. The evaluator conducted frequency analyses to determine student attendance rates by race, sex, EB status, special education status, and economically disadvantaged status. Student attendance rates were flagged by dosage level for use in other analyses.

Teachers

A listing of participant teacher employee identification numbers was provided by the program. The evaluator used the district personnel data file to conduct descriptive and frequency analyses to determine teacher demographic characteristics by race, sex, and specialization status.

Results

Students

Demographics. In 2021-22, there were a total of 9,903 students who attended the Summer Cool program (Table 2). The majority of Summer Cool students were Hispanic (74%) or African American (21%) and a large proportion of students were identified as economically disadvantaged (90%). Summer Cool had a balanced proportion of males (51%) and females (49%). Over half of Summer Cool students were identified as EB (55%), and 16 percent of students received Special Education services. Notably, EB

students and economically disadvantaged students were represented in Summer Cool at a higher rate than the district's population (nine percentage points higher, and 17 percentage points, respectively).

Table 2: 2021-22 Summer Cool Student Characteristics

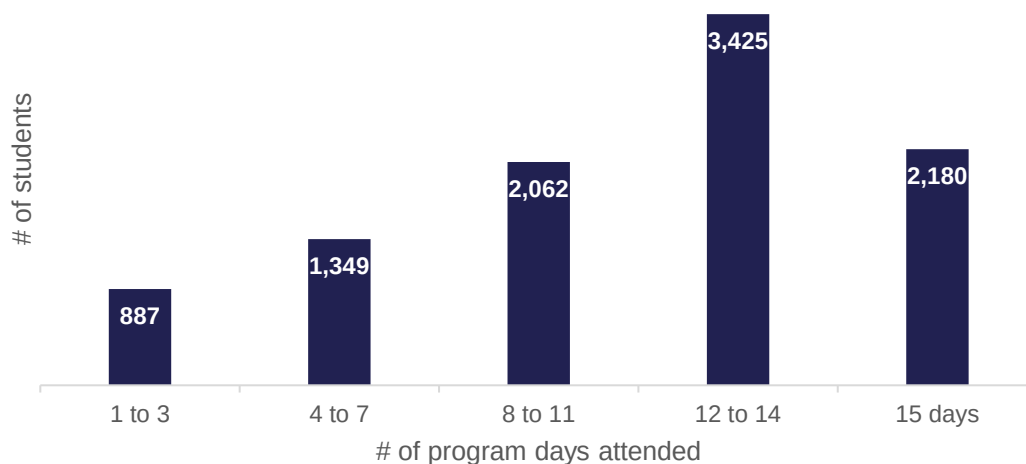
Characteristic	Summer Cool (N = 9,903)		District (N = 164,121)	
	n	%	n	%
Race/Ethnicity				
Hispanic	7,331	74.0	112,783	68.7
African American	2,043	20.6	36,335	22.1
White	281	2.8	3,557	2.2
Two or More Races	144	1.5	9,018	5.5
Asian	85	0.9	1,832	1.1
Other	19	0.2	596	0.4
Sex				
Male	5,033	50.8	83,672	51.0
Female	4,870	49.2	80,445	49.0
Special Student Groups				
Emergent Bilingual/English Learner	5,417	54.7	75,263	45.9
Special Education	1,618	16.3	16,446	10.0
Economically Disadvantaged	8,943	90.3	120,021	73.1

Source: District demographic file dated 06/21/22.

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

Attendance. All 9,903 students attended at least one day of Summer Cool programming. Over half of students (57%, $n = 5,605$) attended more than 75 percent of program days (Figure 3), while 22 percent ($n = 2,180$) attended all 15 days.

Figure 3: 2021-22 Summer Cool Student Attendance



Source: Summer Cool attendance file dated 07/25/22.

Teachers

In 2021-22, there were 531 Summer Cool teachers across the 57 program sites (Table 3). The majority of Summer Cool teachers were African American (44%) or Hispanic (38%). Almost three-quarters of Summer Cool teachers were female (73%).

Table 3: 2021-22 Summer Cool Teacher Characteristics (N = 531)

Characteristic	<i>n</i>	%
Race/Ethnicity		
African American	235	44.3
Hispanic	203	38.2
White	77	14.5
Asian	16	3.0
Sex		
Female	390	73.4
Male	141	26.6
Specializations		
Graduate Degree Attainment*	122	23.0

Source: District personnel file dated 08/22/22.

Note: Percentages may not add to 100 due to rounding. *Staff educational attainment is based on highest reported degree at the time of hire.

What impact did participation in the Summer Cool program have on student achievement?

Methodology

NWEA Measures of Academic Progress (MAP) Growth Assessments

MAP is a computer adaptive assessment that provides continual monitoring of progress in reading and mathematics skills. The *MAP* assessment utilizes student scores to calculate student growth from each assessment administration and set student growth projections for future assessments. *MAP* Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, ranging from 100–350. RIT scores make it possible to follow a student's educational growth from year to year. Conditional Growth Percentiles (CGP) are the student's percentile rank for growth which is calculated based on the student's growth compared to their growth projection.⁴ CGP performance scores are then assigned a value of met or did not meet projected growth. This evaluation examined RIT score and projected growth indicators based on end-of-year (EOY) to beginning-of-year (BOY) student growth performance in reading and mathematics. District *MAP* data files for 2021-22 and 2022-23 were pulled for assessment windows at the end of 2021-22 and the beginning of 2022-23, as applicable.⁵ English and Spanish versions of the *MAP* Reading were pulled separately to examine overall student performance.⁶ If a student took the assessment more than once in a period, the latest score was used. Results were

⁴ Additional information about CGPs can be found on the NWEA website https://connection.nwea.org/s/article/Understanding-CGI-and-CGP?language=en_US

⁵ 2021-22 *MAP* EOY assessment window was 05/16/22 to 06/17/22. 2022-23 *MAP* BOY assessment window was 08/22/22 to 09/16/22.

⁶ Comparisons between the English and Spanish Reading versions of *MAP* are not recommended because the two versions are normed differently.

analyzed by subject for Summer Cool students and matched base calendar students who did not attend the program.

Comparison Group

To improve the validity of the evaluation and decrease error, students attending Summer Cool were matched to non-participating students based on a variety of demographic and academic outcomes. Matching criteria included nine demographic characteristics (gender, ethnicity, grade level, EB status, special education status, Section 504 status, talented-and-gifted status, economically disadvantaged status, at-risk status) as well as 2021-22 end-of-year academic achievement level as measured by the NWEA *Measures of Academic Progress (MAP) Growth* assessment including test language, reading achievement quintile, and mathematics achievement quintile. Students who had missing data, had attended an extended year (School Day Redesign or Intersession) calendar campus, or withdrew from the district were excluded from the analysis ($N=1,614$).

The matched sample for this evaluation consisted of 8,289 students attending Summer Cool and 8,289 eligible non-participant students. Regarding ethnicity of the matched sample, 76 percent ($n = 6,330$) were Hispanic, 20 percent ($n = 1,661$) were African American, and two percent ($n = 150$) were white.

The matched sample had slightly more males (51%, $n = 4,218$) than females (49%, $n = 4,071$) as well as slightly more than half the students identified as EB (56%, $n = 4,662$). These rates were all comparable to the treatment group (within two percentage points), as well as to the attending student population as a whole (again, within two percentage points).

Most students in the matched sample were identified as being economically disadvantaged (90%, $n = 7,483$), matching the percentage of treatment students who were economically disadvantaged. A total of 78 percent ($n = 6,421$) of students in the matched sample were identified as being at-risk of dropping out, as compared to 75 percent of treatment students. Students receiving Special Education services comprised 16 percent ($n = 1,325$) of the matched sample, matching the 16 percent of the treatment group who received Special Education services.

When examining 2021-22 end-of-year *MAP* achievement scores of the matched sample, 25 percent ($n = 2,109$) scored at the average or above achievement quintile in reading (25% for the treatment group) while 24.3 percent ($n = 2,019$) scored at the average or above achievement quintile in mathematics (as compared to 25% for the treatment group).

Results

Analysis of mean RIT scores found no measurable difference between 2021-22 EOY to 2022-23 BOY scores for Summer Cool and comparison students in Reading (both English and Spanish) or Mathematics. At every grade level, as well as overall, the student groups differed by two or fewer RIT points, well within the standard deviation of the assessment's norms⁷. Mean RIT scores by subject and grade level for Summer Cool and comparison students are available in Appendix B.

⁷ 2020 NWEA *MAP* Growth normative data can be found at: <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>

MAP Reading – English results showed that 46.4 percent of Summer Cool students met or exceeded projected growth, which was less than one percentage point lower than comparison students (46.9%; Table 4). However, 47 percent of students who attended 12 or more Summer Cool program days, met or exceeded projected growth, which was on par with comparison students.

MAP Mathematics results showed that 54 percent of Summer Cool students met or exceeded growth, which was three percentage points higher than comparison students (51%). Similarly, 55 percent of students who attended 12 or more Summer Cool program days met or exceeded projected growth in Mathematics.

A Pearson chi-square test of independence was performed to examine the relationship between program participation and MAP projected growth. The relationship between these variables was statistically significant for MAP Mathematics overall ($X^2 = 11.13$, $p < .001$; Cramer's $V = .072$) as well as for students who attended 12 or more days ($X^2 = 16.77$, $p < .001$; Cramer's $V = .085$). *Students who attended Summer Cool were more likely to meet or exceed projected growth on the MAP Mathematics assessment than their matched peers. No statistically significant relationship was found for MAP Reading – English ($X^2 = 0.29$, $p = .594$).*

Research indicates that student achievement scores decline more sharply for math than for reading over summer vacations (Lynch, *et al*, 2021). The evaluation finding is consistent with this finding and is an encouraging sign that Summer Cool, as a high-quality summer program, may help mitigate the potential for learning loss.

Table 4: 2021-22 to 2022-23 Summer Cool and Comparison Student MAP Fall to Fall Met Projected Growth Rates - Reading and Mathematics

Group	Met Projected Growth		Did Not Meet Projected Growth	
	<i>n</i>	%	<i>n</i>	%
Reading				
Summer Cool (All)	2,147	46.4	2,481	53.6
Summer Cool (12+ days)	1,241	47.0	1,398	53.0
Comparison	2,159	46.9	2,440	53.1
Mathematics				
Summer Cool (All)	3,577	54.0*	3,042	46.0
Summer Cool (12+ days)	2,181	55.2*	1,766	44.8
Comparison	3,377	51.1	3,226	48.9

Source: District EOY MAP data file dated 09/27/22.

Note: "12+" includes Summer Cool students who attended 12 or more program days (>75% attendance). Figures in **bold** are higher than the comparison group. * Statistically significant. Includes students who took the English language Reading assessment only. NWEA does not calculate fall-to-fall projected growth for Spanish language Reading. Includes data for students who had valid MAP scores in the same language for both assessment administrations. Percentages may not sum to 100 percent because of rounding.

What were student, teacher, and parent perceptions of the Summer Cool program?

Methodology

The evaluator developed student, teacher, and parent perception surveys exploring their respective experiences with the Summer Learning program. All surveys were administered electronically utilizing the Qualtrics survey platform.

Student Survey

The purpose of the student perception survey⁸ was to explore students' experiences with the program. The evaluator will use frequency analyses to determine rates of positive responses for each scaled item, along with number and percentage of responses per category for other items. Open ended responses were analyzed by theme. Detailed survey responses are presented in Appendix C.

Teacher Survey

The purpose of the teacher perception survey⁹ was to collect feedback related to participants' individual experiences working in the Summer Cool program, their thoughts on how it impacted them personally, along with suggestions for improving future iterations of the program. The evaluator used frequency analyses to determine rates of positive responses for each scaled item, along with number and percentage of responses per category for other items. Open-ended responses were analyzed for themes. Detailed survey responses are presented in Appendix C.

Parent Survey

The purpose of the parent perception survey¹⁰ was to collect feedback related to participants' individual experiences with the Summer Cool program, and their thoughts on how it impacted their students' SEL competencies. The evaluator used frequency analyses to determine rates of positive responses for each scaled item, along with number and percentage of responses per category for other items. Open-ended responses were analyzed for themes. Survey results and detailed survey responses are presented in Appendix C.

Results

Student Survey

Overall, 2,333 respondents completed the survey. All campuses and grade levels were represented in the sample. When asked to rate "how much you enjoyed these parts of the program," students rated¹¹ "extra time with my friends," "brain breaks," and "more help from my teachers" as the most enjoyable aspects of the program (average rating of 4.4, 4.0, and 3.9, respectively). When asked to rate whether coming to Summer Cool "helped you understand your schoolwork better," 91 percent of students responded that it "helped a lot" or "has helped some." Additionally, 82 percent of students responded that attending

⁸ Student survey was administered via hyperlink during class time on June 27-30, 2022.

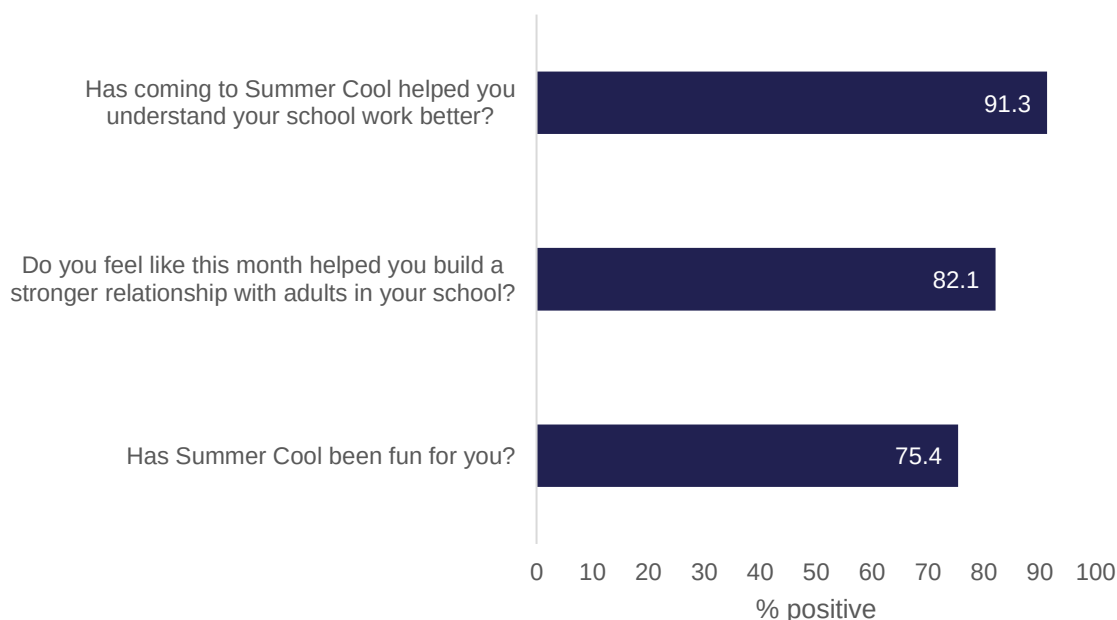
⁹ Teacher survey was administered via email to teachers on June 29, 2022.

¹⁰ Parent survey was administered via email to parents of Summer Cool students on July 11, 2022.

¹¹ Question rating response was 1 "least favorite" to 5 "most favorite."

Summer Cool helped them build stronger relationships with adults at their school. When asked “What is ONE word that describes your experience at Summer Cool?”, the most common responses given were “*fun*,” “*cool*,” and “*good*.” These responses commensurate with students’ responses when asked “Has Summer Cool been fun for you?” with 75 percent of students responding that “It was very fun” or “I enjoyed it.” Figure 4 shows the percentage of respondents who responded positively to each selected item.

Figure 4: 2021-22 Summer Cool Student Survey Responses



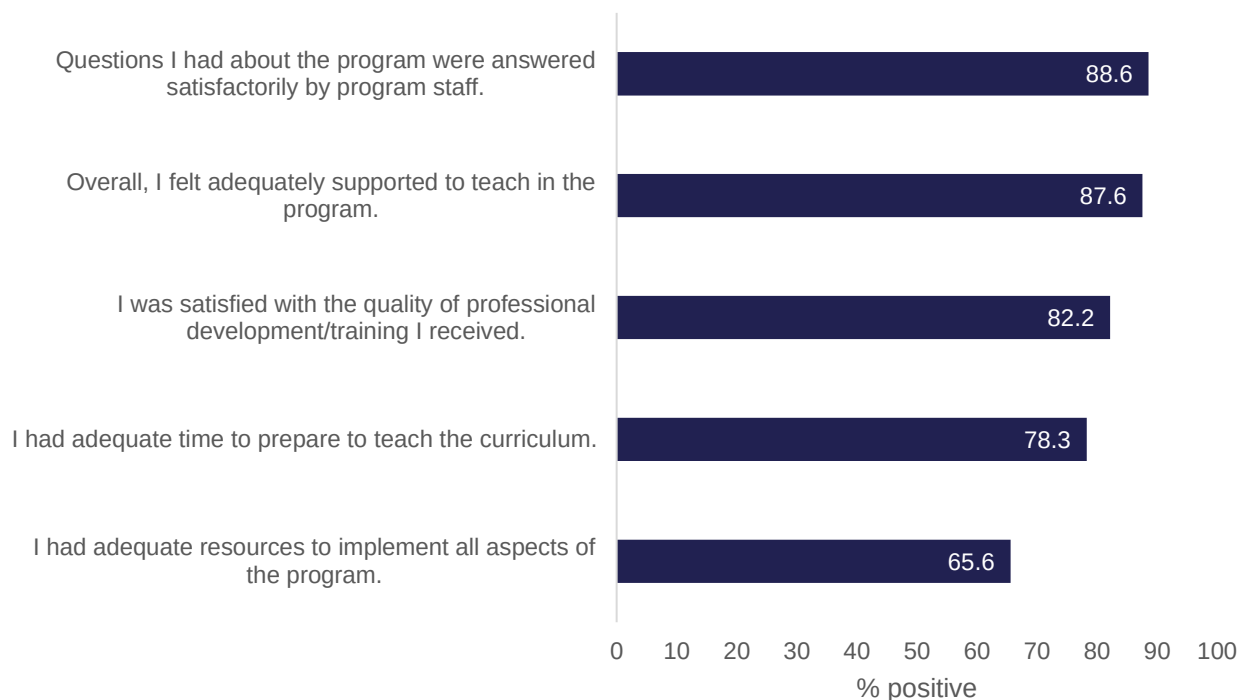
Source: Summer Cool student survey results file dated 07/11/22.

Note: The survey had 2,333 respondents.

Teacher Survey

A total 279 teachers responded to the perception survey¹². All campuses were represented in the sample. When asked “What is ONE word that describes your experience at Summer Cool?”, the most common responses given were “*fun*,” “*long*,” “*awesome*,” and “*good*” (Figure 5). When asked to “elaborate on the best parts of Summer Cool,” the most frequently mentioned themes were the curriculum and provided lesson plans (65 teachers) and the summer school students themselves (53 teachers). When asked to “elaborate on what you feel needs to be improved for Summer School programs,” 48 percent of teachers who responded to the item ($n = 105$) mentioned the need for more timely delivery of supplies and materials. Teachers explained that supplies did not arrive in time for the first day, or often week, of Summer Cool, creating challenges to implementation.

¹² The survey’s response rate was 53 percent.

Figure 6: 2021-22 Summer Cool Teacher Survey Responses

Source: Summer Cool Teacher survey results file dated 07/25/22.

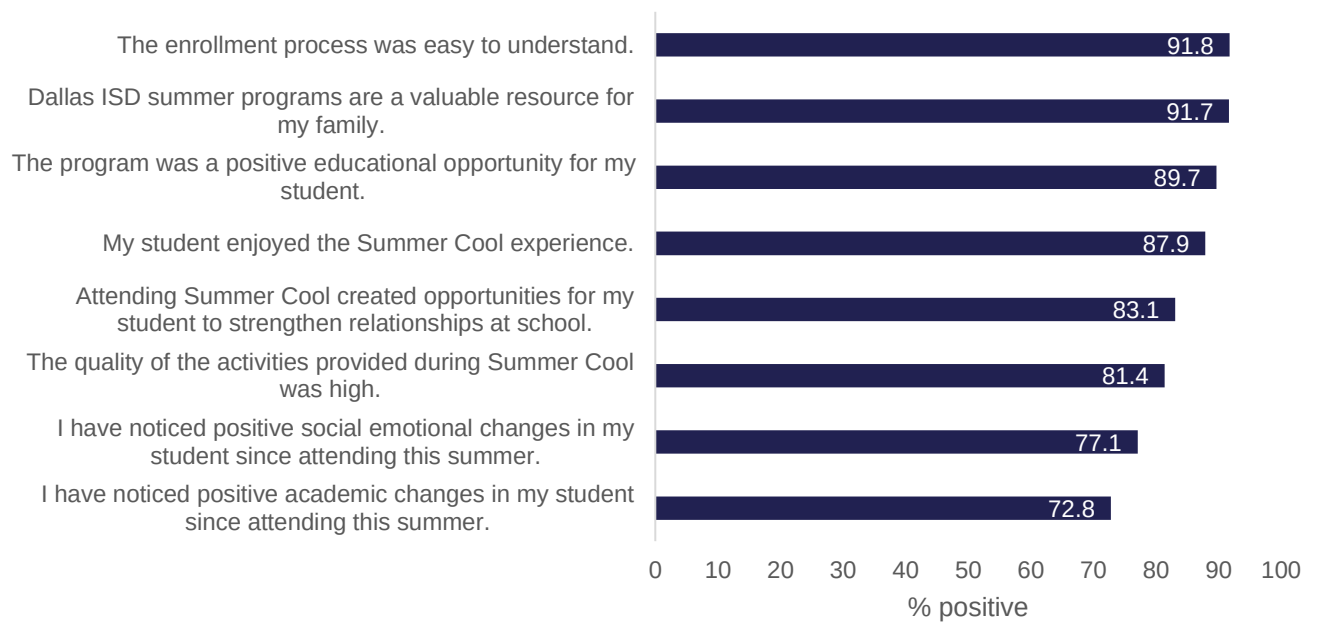
Note: The survey had 279 respondents.

Parent Survey

Overall, 745 respondents completed the survey¹³. All campuses and grade levels were represented in the sample. A significant majority of responding parents, 91 percent, reported that their overall level of satisfaction with the program was average or better. In addition, 77 percent ($n = 559$) reported that they were satisfied or very satisfied with the communication from the school leading up to Summer Cool.

A large majority of parents, 92 percent, responded that the enrollment process was easy to understand. Most parents (73%) felt that the summer program created a positive educational opportunity for their student, and 81 percent felt that the quality of the activities provided during the program was high. In addition, 77 percent of parents had noticed positive social emotional changes in their students since attending Summer Cool. Notably, a large majority (92%) of parents indicated that “Dallas ISD summer programs are a valuable resource for [their] family”. Figure 7 shows the percentage of respondents who responded positively to each selected item.

¹³ The survey's response rate was nine percent.

Figure 7: 2021-22 Summer Cool Parent Survey Responses

Source: Summer Cool Parent Survey results file dated 07/25/22.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Extended Learning Opportunities (ELO) Department hosted kindergarten through grade eight summer camps during the summer of 2022. Dallas ISD provided a comprehensive set of offerings to students, with a goal of allowing them time to connect with their peers, engage in rigorous tasks, accelerate learning, and improve their social and emotional wellbeing. During the month of June, students attended District-created summer learning programming at designated campuses, marketed as “Summer Cool.” Invitation was not prioritized by or contingent upon academic need. The total budget for the 2021-22 Summer Learning programs was \$4,154,934, funded through the Title I, Part A grant along with general operating funds.

- A total of 9,903 students attended at least one day of Summer Cool programming. Over half of students attended more than 75 percent of program days, while 22 percent attended all 15 days.
- Students who attended Summer Cool were more likely to meet or exceed projected growth from BOY 2021 to BOY 2022 on the *MAP* Mathematics assessment than their matched peers, while no such difference was found for *MAP* Reading.
- Students rated “extra time with my friends,” “brain breaks,” and “more help from my teachers” as the most enjoyable aspects of the program.
- A significant majority of students (91%) reported that Summer Cool “helped [them] feel more prepared for school work,” and a majority (75%) of students reported that Summer Cool had been fun for them.
- Teachers felt that the curriculum and provided lesson plans were the best part of the program, and 82 percent were satisfied with the training and professional development provided.
- Teachers explained that the late arrival of supplies and materials created challenges to implementation of the program. A total of 66 percent of teachers responded that they felt they had adequate resources to implement all aspects of the program.
- A significant majority of parents (91%) reported that they were satisfied with the program, overall.
- Most parents (73%) felt that the summer program created a positive educational opportunity for their student. In addition, 77 percent of parents had noticed positive social emotional changes in their students since attending Summer Cool.
- A large majority (92%) of parents indicated that “Dallas ISD summer programs are a valuable resource for [their] family”.

Recommendations

Based on the relevant literature on summer learning programs, effective programs are affordable and accessible, and the most effective programs are offered free of cost. Most are offered over a full day, or approximately six to eight hours (providing a free source of childcare for families). In addition, effective

programs offer meals to participants (Johnson, 2000). The most effective summer programs work to improve social-emotional learning skills. Children are optimally suited for this type of learning, since they are developing abstract thinking skills and need guidance when it comes to social problem solving (Bierman, 2007). Based on these best practices and the key findings, the following recommendations are offered for stakeholders.

Continue to offer free, full day summer programming. ELO's summer 2022 programming was offered to all district students, not prioritized by or contingent upon academic need. Designing districtwide programs to be free and full day, including meals and transportation, removes barriers to access and promotes equity. It is commendable that parents view the District's summer programs as "a valuable resource."

Continue to incorporate academic and SEL content into summer programming. The literature supports that the most effective summer programs address social-emotional learning. Incorporating District-created curriculum that included both academic and SEL content capitalized on the valuable extended learning time that summer afforded. As a result, students who attended Summer Cool were more likely to meet or exceed projected growth in mathematics and over three-fourths of parents reported positive social emotional changes in their students after attending Summer Cool. This shows commitment to the stated intention of "meeting the needs of the whole child."

Explore solutions for timely delivery of materials. Since teachers explained that the late arrival of supplies and materials created challenges to implementation of the program, program managers should explore adjustments to ordering and/or delivery for future years with the goal of having materials in place before the first day of programming.

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APPENDICES

Appendix A

Appendix A, Table 1: 2021-22 Summer Cool Program Locations and Campus Assignments

Home Campus	Summer Cool Site
Adams, J.	Runyon
Adams, N.	Bush
Alexander	Weiss
Anderson	Macon
Arlington Park	Hernandez Montessori
Bayles	Sanger
Blair	Soto
Bethune	Bowie
Bishop Arts STEAM Academy (Reagan)	Lagow
Blanton	San Jacinto
Bowie	Bowie
Browne	Browne
Burleson	Macon
Burnet	May
Bush	Bush
Caillet	Marcus
Callejo	Callejo
Carr	Carr
Casa View	Reilly
Cedar Crest	Cedar Crest
Central	Seagoville ES
Chapel Hill Prep	Bush
Chavez	Chavez
Cigarroa	Cigarroa
Cochran	Soto
Conner	Callejo
Cowart	Cowart
Cuellar	Lagow
Dade	Dade
Dallas Hybrid Prep @ Stephen J. Hay	Home School Feeder Location
Dealey	Home School Feeder Location
DeGolyer	Marcus
DESA	Home School Feeder Location
DeZavala	Morales Expressive Arts Vanguard (Lanier)
Donald	Henderson
Douglass	Macon
Downtown Montessori	Hernandez Montessori
Dunbar	Dunbar
Frank	Frank
Franklin	Franklin
Garcia	Garcia
Geneva Heights	Lakewood
Gill	Reilly
Gonzalez	Macon
Gooch	Bush
Greiner	Greiner
Guzick	Callejo
Halliday	Kleberg
Harlee	Cedar Crest
Hawthorne	Runyon
Haynes III Global Prep Academy @ Paul Quinn	Kennedy-Curry or Home School Feeder Location
Henderson	Henderson
Hernandez Montessori	Hernandez Montessori
Hexter	Reilly
Hill	Hill

table continues

Appendix A, Table 1 (continued)

Home Campus	Summer Cool Site
Hogg	Hogg
Holmes, O.	Holmes, O.
Holmes, Z	Browne
Hooe	Jones
Hotchkiss	McShan
Hulcy STEAM	Home School Feeder Location
Ignite	Spence or Home School Feeder Location
Johnson	Johnson
Jones	Jones
Jordan	Henderson
Junkins	Bush
Kahn	Cowart
Kennedy-Curry	Kennedy-Curry
Kiest	Sanger
King, ML Jr Arts Academy	Dunbar
Kleberg	Kleberg
Knight	Chavez
Kramer	Preston Hollow
Lagow	Lagow
Lakewood	Lakewood
Lee, U.	Weiss
Lipscomb	Lakewood
Long	Long
Longfellow	Home School Feeder Location
Macon	Macon
Marcus	Marcus
Marsalis	Terry
Marsh	Marsh
Mata Montessori	Home School Feeder Location
May	May
McShan	McShan
Mendez Crew Leadership Academy (Ireland)	San Jacinto
Milam	Chavez
Mockingbird	Lakewood
Moreno	Henderson
Moroles Expressive Arts Vanguard (Lanier)	Moroles Expressive Arts Vanguard (Lanier)
Moseley	Lagow
Peabody	Jones
Pershing	Preston Hollow
Personalized Learning @ Houston	Personalized Learning @ Houston
Piedmont Global Academy	Richards
Pleasant Grove	Runyon
Preston Hollow	Preston Hollow
Prestonwood Montessori @ E.D. Walker	Home School Feeder Location
Quintanilla	Quintanilla
Rangel	Home School Feeder Location
Reilly	Reilly
Reinhardt	Reilly
Rhoads	Thompson
Richards	Richards
Richardson	San Jacinto
Rogers	Preston Hollow
Rosemont Lower	Cowart
Rosemont Upper	Greiner
Runyon	Runyon
Salazar	Cowart
Saldivar	May

table continues

Appendix A, Table 1 (continued)

Home Campus	Summer Cool Site
San Jacinto	San Jacinto
Sanger	Sanger
School for the Talented & Gifted @ Pleasant Grove	Home School Feeder Location
Seagoville ES	Seagoville ES
Seagoville MS	Seagoville MS
Seagoville North	Seagoville ES
Smith, L.	Sanger
Solar Prep for Boys	Solar Prep for Boys
Solar Prep for Girls	Solar Prep for Boys
Soto	Soto
Spence	Spence
Stemmons	Henderson
Stevens Park	Stevens Park
Stockard	Stockard
Stone, H.	Stone, H.
Tatum	Tatum
Terry	Terry
Thompson	Thompson
Titche	Runyon
Travis	Home School Feeder Location
Trinity Heights	Cedar Crest or Home School Feeder Location
Twain	Terry or Home School Feeder Location
Urban Park	Callejo
Walker	Marsh
Walnut Hill	Cigarroa
Webster	Henderson
Weiss	Weiss
West Dallas STEM at Pinkston	Quintanilla
Williams TAG	Home School Feeder Location
Winnetka	Jones
Withers	Marcus
Young Men's Leadership Academy @ Florence	Young Men's Leadership Academy @ Florence
Young Women's STEAM	Young Men's Leadership Academy @ Florence
Zaragoza	Zaragoza
Zumwalt	Zumwalt

Source: Dallas ISD Summer Learning Guide 2022 (<https://www.dallasisd.org/Page/76470>) retrieved 06/25/2022.

Appendix B

Appendix B, Table 1: 2021-22 EOY to 2022-23 BOY MAP Reading (English) Assessment Mean RIT Scores by Grade

Grade	<i>n</i>	2021-22 EOY Mean RIT	2022-23 BOY Mean RIT	EOY to BOY Difference
Summer Cool Students				
1	354	163	165	2
2	359	179	182	3
3	521	186	188	2
4	434	194	195	1
5	822	197	195	-2
6	1072	197	196	-1
7	1086	197	198	1
8	740	199	197	-2
Overall	5,388	192	193	1
Comparison Students				
1	356	163	166	3
2	346	178	181	3
3	515	187	189	2
4	416	194	195	1
5	811	197	197	0
6	1055	197	198	1
7	1072	198	201	3
8	762	201	201	0
Overall	5,333	193	194	1

Source: District EOY and BOY MAP data files dates 06/22/22 and 09/27/22, respectively.

Note: Includes data for the English language Reading assessment only. Includes students who had valid MAP scores in the same language for both assessment administrations.

Appendix B, Table 2: 2021-22 EOY to 2022-23 BOY MAP Reading (Spanish) Assessment Mean RIT Scores by Grade

Grade	<i>n</i>	2021-22 EOY Mean RIT	2022-23 BOY Mean RIT	EOY to BOY Difference
Summer Cool Students				
1	274	161	168	7
2	299	177	178	1
3	545	184	185	1
4	456	191	191	0
Overall	1,574	181	182	1
Comparison Students				
1	261	161	170	9
2	289	177	180	3
3	506	185	186	1
4	453	192	191	-1
Overall	1,509	181	183	2

Source: District EOY and BOY MAP data files dates 06/22/22 and 09/27/22, respectively.

Note: Includes data for the Spanish language Reading assessment only. Includes students who had valid MAP scores in the same language for both assessment administrations.

Appendix B, Table 3: 2021-22 EOY to 2022-23 BOY MAP Mathematics Assessment Mean RIT Scores by Grade

Grade	<i>n</i>	2021-22 EOY Mean RIT	2022-23 BOY Mean RIT	EOY to BOY Difference
Summer Cool Students				
1	646	171	168	-3
2	689	181	182	1
3	1,136	192	191	-1
4	972	200	199	-1
5	840	205	204	-1
6	1,102	207	207	0
7	1,075	207	208	1
8	760	210	207	-3
Overall	7,220	198	197	-1
Comparison Students				
1	652	171	168	-3
2	659	182	183	1
3	1,128	192	191	-1
4	955	201	199	-2
5	843	206	204	-2
6	1,080	208	208	0
7	1,069	208	210	2
8	750	211	210	-1
Overall	7,136	198	198	0

Source: District EOY and BOY MAP data files dates 06/22/22 and 09/27/22, respectively.

Note: Includes data for students who had valid MAP scores for both assessment administrations.

Appendix C

Appendix C, Table 1: Summer Cool Student Perception Survey Results

Survey Items	Response Choice	n	%
Has coming to Summer Cool helped you understand your school work better? (N = 2,306)	It helped a lot!	1,314	57.0
	It has helped some.	790	34.3
	It didn't make any difference.	99	4.3
	It did not help much.	45	2.0
	It did not help at all!	19	0.8
	I'm not sure.	39	1.7
Has Summer Cool been fun for you? (N = 2,306)	It was very fun!	994	43.2
	I enjoyed it.	737	32.1
	It was okay.	416	18.1
	It was not that fun.	74	3.2
	I really did not like it!	51	2.2
	I can't decide.	27	1.2
Please tell us how much you enjoyed these parts of your new calendar. Rate each one from 1 (least favorite) to 5 (most favorite).	More learning activities than usual		
	Extra time with my friends		
	More sports or games to play		
	Brain breaks		
	More help from my teachers		
Do you feel like this month helped you build a stronger relationship with adults in your school? (N = 2,235)	It helped a lot!	1,014	45.4
	It has helped some.	821	36.7
	It didn't make any difference.	224	10.0
	It did not help much.	62	2.8
	It did not help at all!	34	1.5
	I'm not sure.	80	3.6

Source: Summer Cool Student Survey data file dated 07/11/22.

Appendix C, Table 2: Summer Cool Teacher Survey Responses to “Please rate your agreement with the following statements.” (N = 264)

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	n	%	n	%
I was satisfied with the quality of professional development/training I received.	72	27.3	98	37.1	18	6.8	18	6.8	11	4.2
I had adequate resources to implement all aspects of the program.	62	23.5	62	23.5	54	20.5	34	12.9	3	1.1
I had adequate time to prepare to teach the curriculum.	93	35.2	83	31.4	28	10.6	22	8.3	7	2.7
Questions I had about the program were answered satisfactorily by program staff.	97	36.7	93	35.2	11	4.2	12	4.5	7	2.7
Overall, I felt adequately supported to teach in the program.	100	37.9	96	36.4	21	8.0	10	3.8	2	0.8

Source: Summer Cool Teacher Survey data file dated 07/25/22.

Appendix C, Table 3: Summer Cool Teacher Survey Responses to “At this time, do you think you would be open to teaching Summer School again in the future? (N = 264)

Item	n	%
Yes	211	81.5
No	13	5.0
Not sure	35	13.5

Source: Summer Cool Teacher Survey data file dated 07/25/22.

Appendix C, Table 4: Summer Cool Parent Perception Survey Results

Survey Items	Response Choice	n	%
How satisfied were you with the communication from the school leading up to Summer Cool? (N = 726)	Very satisfied	344	47.4
	Satisfied	215	29.6
	Unsatisfied	49	6.7
	Very unsatisfied	93	12.8
	No opinion/Not sure	25	3.4
As a parent, please rate your overall satisfaction with the Summer Cool program (N = 706)	Excellent	277	39.2
	Above average	175	24.8
	Average	193	27.3
	Below average	28	4.0
	Poor	33	4.7
If this summer program had not been available, my child probably would have been: (N = 678)	Participating in a different Dallas ISD summer program	37	5.5
	Participating in a non-district summer program	96	14.2
	At home with a parent or guardian	356	52.5
	Cared for by a friend, neighbor, or other relative	127	18.7
	Home alone	28	4.1
	Other	34	5.0
Are you open to having your student attend additional summer programming in the future? (N = 679)	Yes	583	85.9
	No	23	3.4
	Not sure	73	10.8

Source: Summer Cool Parent Survey data file dated 07/25/22.

Appendix C, Table 5: Summer Cool Parent Survey Responses to “Please rate your agreement with the following statements.”

Survey Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
	n	%	n	%	n	%	n	%	n	%
My student enjoyed the Summer Cool experience. (N = 700)	385	55.0	230	32.9	38	5.4	34	4.9	13	1.9
The enrollment process was easy to understand. (N = 696)	369	53.0	270	38.8	24	3.4	23	3.3	10	1.4
The program was a positive educational opportunity for my student. (N = 695)	359	51.7	264	38.0	31	4.5	17	2.4	24	3.5
The quality of the activities provided during Summer Cool was high. (N = 695)	263	37.8	303	43.6	57	8.2	28	4.0	44	6.3
I have noticed positive academic changes in my student since attending this summer. (N = 693)	205	29.6	299	43.1	53	7.6	31	4.5	105	15.2
I have noticed positive social emotional changes in my student since attending this summer. (N = 693)	223	32.2	311	44.9	42	6.1	28	4.0	89	12.8
Attending Summer Cool created opportunities for my student to strengthen relationships at school. (N = 692)	271	39.2	304	43.9	35	5.1	29	4.2	53	7.7
Dallas ISD summer programs are a valuable resource for my family. (N = 688)	373	54.2	258	37.5	11	1.6	22	3.2	24	3.5

Source: Summer Cool Parent Survey data file dated 07/25/22.