

2022-23

Evaluation of Summer Learning

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2022-23

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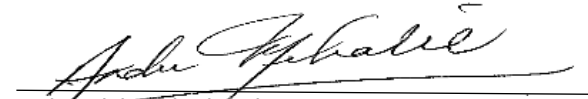
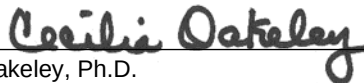
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2022-23

Evaluation of Summer Learning

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

Key Findings

The Extended Learning Opportunities (ELO) Department hosted kindergarten through grade eight summer camps during the summer of 2023. Dallas Independent School District (ISD)¹ 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 2022-23 Summer Learning programs was \$2,000,000, funded through the Elementary and Secondary Emergency Relief (ESSER) grant. Key findings include the following:



A significant majority of students reported that Summer Cool helped them understand their schoolwork better and that they found it fun. When asked about their favorite part of the day, most students chose Mathematics, followed by Enrichment activities, and Reading (page 14).



Teachers felt that enrichment activities, the curriculum and provided lesson plans, and the students themselves were the best part of the program. Most of them were satisfied with the training provided and willing to teach summer classes again. They believed participating students were more prepared to start the next grade in the fall (page 16).



A significant majority of parents reported that they were satisfied with the program overall, and that they noticed positive social-emotional changes and academic improvements in their students since attending Summer Cool (page 20).



While non-economically disadvantaged students demonstrated better academic performance overall, small learning losses were recorded only in Mathematics regardless of students' socioeconomic status and their participation in Summer Cool (page 21).



In NWEA *Measures of Academic Progress (MAP)* Reading (English) and Mathematics, Summer Cool students surpassed their BOY projected growth at higher rates compared to their matched peers, with students who attended higher number of days showing the most gains (page 21).

¹ For a list of all acronyms and abbreviations used in this evaluation, see Appendix A.



Overall, there was a consistent upward trend in students' positive self-perception responses across all SEL domains (task-performance, open-mindedness, collaboration, and emotional regulation) throughout the program, although there was still room for improvement in the “engaging with others” domain (page 26).



Eight percent of tutoring hours required by HB 4545 were completed during Summer Cool, below the 10 percent target goal (page 28).

Recommendations

Based on the relevant literature on summer learning programs and key findings of the evaluation, the following recommendations are offered to stakeholders.

Continue to offer free, full day summer programming. ELO’s summer 2023 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 Reading (English) than their matched peers. Moreover, many parents reported positive social emotional changes in their students after attending Summer Cool, while students showed improved self-perception in all areas of social and emotional learning throughout the program. This shows commitment to the stated intention of “meeting the needs of the whole child.”

Explore solutions for timely delivery of materials and improve pre-camp communication with parents. While during Summer Cool 2023 there was a reduction in supply-related complaints compared to the previous year of implementation, some teachers still noted that materials arrived late on the first day or were not evenly distributed among sites (including technology access). 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. Enhance pre-camp communication, including enrollment confirmation messages, early access to scheduling details, teacher information, pickup/drop-off plans, transportation routes, and concise overviews of students' activities and the curriculum employed. Providing an earlier registration option would enable parents to better prepare for the summer and potentially increase program enrollment.

Encourage consistent attendance. The findings of this report suggest that consistent attendance is a key factor in improving the chances of meeting or exceeding MAP projected growth in the upcoming fall. Results indicate that students attending Summer Cool for 12 or more days have a 19 percent higher probability of reaching or surpassing the expected growth in Mathematics and a 21 percent higher probability in Reading (English) if students attend for 13 or more days. Therefore, attendance of at least 80 percent of the summer program would be crucial to show effects on BOY upcoming academic performance.

Evaluation of Summer Learning

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PROGRAM BACKGROUND

Dallas Independent School District (Dallas ISD) received federal funds for high-quality summer programming for the summer of 2023 through the Elementary and Secondary Emergency Relief (ESSER) grant. The rationale behind these programs is to provide students with continued learning opportunities during the summer months, so they can maintain and even enhance their academic and social emotional skills, rather than losing them.

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 and McEachin, 2019). In addition to summer learning loss, well-known literature reviews and meta-analyses on the topic have found that: (a) declines are steeper for Mathematics than for Reading, (b) the extent of loss is larger at higher grade levels, (c) the test scores of low-income students tend to drop between the spring and the fall, while the scores of middle-class and wealthy students tend to stay the same or show some improvement, and (d) summer programs have positive effects on non-cognitive outcomes (Cooper *et al.*, 1996; Kuhfeld, 2029; Lynch, An, and Mancenido, 2023; Quinn and Polikoff, 2017).

Effective programs are affordable and accessible, and the most effective programs are offered free of cost (Quinn and Polikoff, 2017). Most are offered over a full day, or approximately six to eight hours (providing a free source of childcare for families) (Callen, *et al.*, 2023). In addition, effective programs offer meals to participants (Johnson, 2000). The most effective summer programs work to improve social-emotional learning skills (Lynch, An, and Mancenido, 2023). 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).

Within the framework of these discussions, the Extended Learning Opportunities (ELO) Department hosted kindergarten through grade eight summer camps during the summer of 2023. 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 Tutoring 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 2023 summer session. As a result, many campuses elected to provide required tutoring hours to students during their Summer Cool's Mathematics and Reading hours.

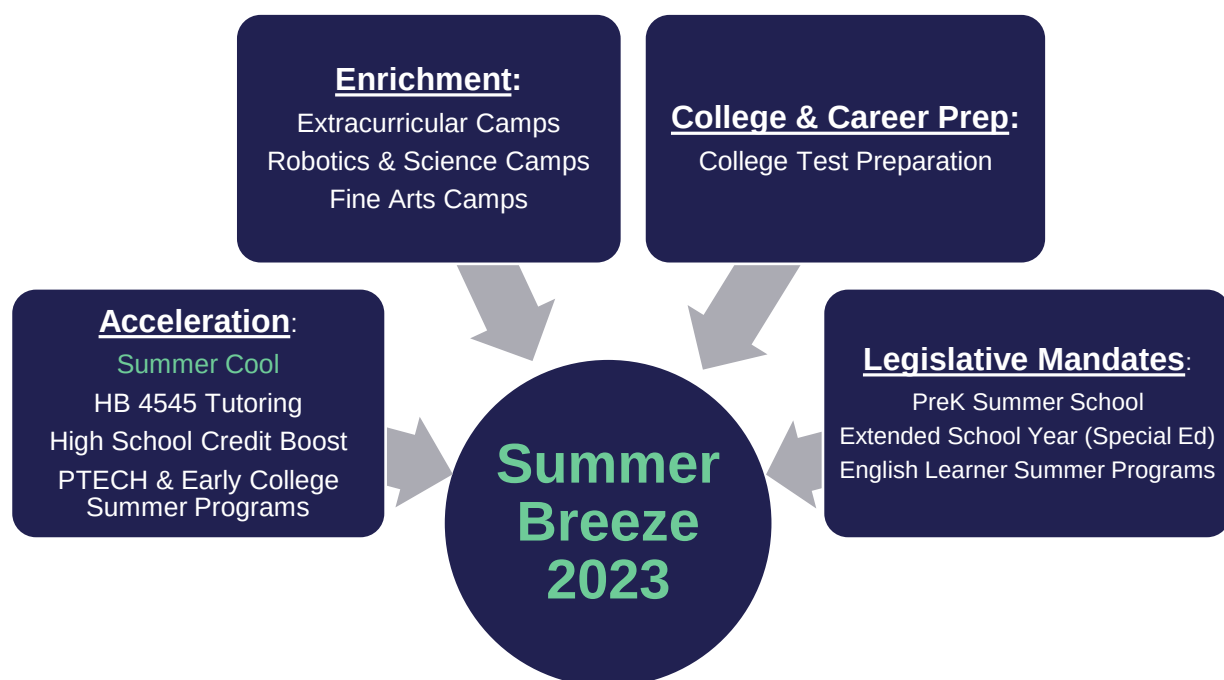
PROGRAM DESCRIPTION

The sections below include the Summer Learning Program components, people, budget, and program goals. For all methodology, see Appendix B.

Program Components

In summer 2023, 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 2023 programming options for students emphasized Acceleration, Enrichment, College and Career Preparation, and Legislative Mandates. Figure 1 shows the components of Summer Breeze 2023 by goal.

Figure 1: 2022-23 Summer Breeze Components by Goal



Source: Dallas ISD Summer Learning Guide (<https://www.dallasisd.org/Page/88365>), dated 05/25/23.

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.”

Program Staff

In 2022-23, there were 558 Summer Cool teachers across the 50 program sites (Table 1). The majority of Summer Cool teachers were Hispanic (45%) or African American (44%). Almost three-quarters of Summer Cool teachers were female (74%) and 20 percent of them completed specializations degrees at the time of hire.

Table 1: 2022-23 Summer Cool Teacher Characteristics (N = 558)

Characteristic	<i>n</i>	%
Race/Ethnicity		
Hispanic	250	44.8
African American	244	43.7
White	53	9.5
Asian	9	1.6
Other	2	0.4
Sex		
Female	411	73.7
Male	147	26.3
Specializations		
Graduate Degree Attainment*	111	19.9

Source: District personnel file dated 06/23/23.

Note: * Staff educational attainment is based on highest reported degree at the time of hire.

Budget

The total budget for the 2022-23 Summer Learning programs was \$2,000,000 and was funded through the Elementary and Secondary School Emergency Relief (ESSER) grant.² The budget included \$44,061 for staff and payroll costs, \$864,945 for consultant services, \$835,055 for supplies and materials, and \$255,939 for transportation.

Program Goals

The Summer Cool Program aimed to reach three primary goals for 2022-23, as outlined in their planning documents:

1. **Ensure Equitable Access to Summer Programming:** Make high-quality, free Summer programming available to all students at selected elementary and middle schools through the District, with student enrollment proportional to student demographics. The goal is for 10,000 students to participate in Summer programming. *(Goal partially met; see page 12 for more detail)*
2. **Ensure Student Safety and Well-being:** Provide a supervised safe-space for Summer participants that promotes socio-emotional development. The goal is for programming to run at 56 host sites.³ *(Yes, goal was met; see pages 10 and 26 for more detail)*

² The ESSER grant program is authorized in Title VIII, Division B, of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into federal law in March 2020.

³ Summer programming, including both Summer Cool and high school credit recovery programs, was held at 56 total sites. 50 of these sites hosted Summer Cool.

3. **Compliance with Legislative Mandates:** Provide students across all grade levels the opportunity to satisfy HB 4545 Tutoring requirements through various Summer programs/initiatives. Ten percent of the district-wide required HB 4545 hours will be satisfied during Summer programming. *(Goal partially met; see page 28 for more detail)*

EVALUATION QUESTIONS AND RESULTS⁴

EQ1: How was the Summer Cool program implemented?

Key findings from this section:



The K-8 Summer Cool program was held in-person over a total of 15 days of instruction in June, across 50 district elementary and middle school sites.



A total of 8,485 students attended at least one day of Summer Cool programming. Nearly half of students attended more than 75 percent of program days, while three percent attended all 15 days.



Each day, four hours were dedicated to Reading and Mathematics content support, with the rest of the day allocated to enrichment activities. The Reading and Mathematics sections incorporated the new Teacher Created Materials curriculum.



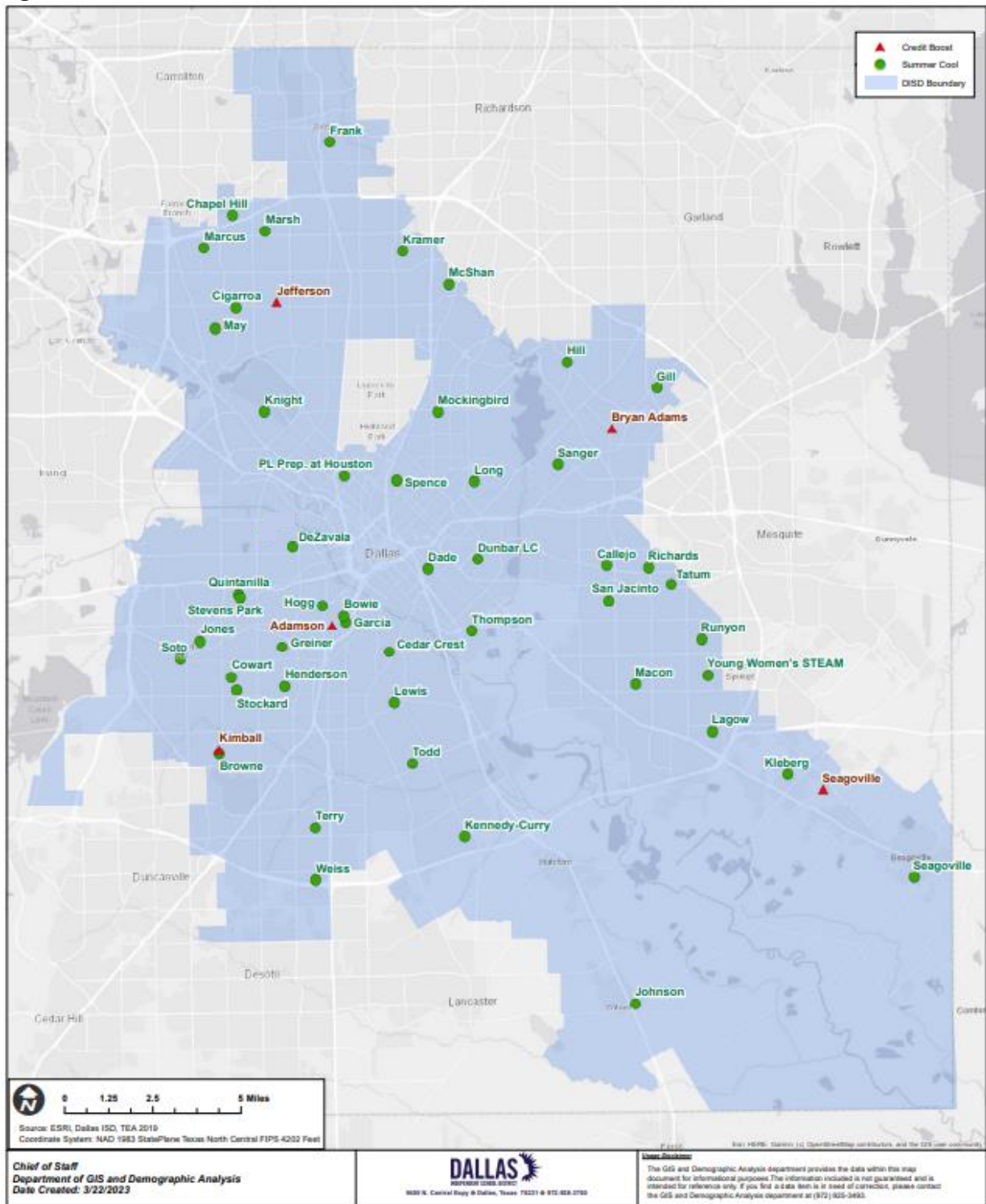
The four-hour morning session allowed students to accumulate 30 hours of HB 4545 tutoring in both Reading and Mathematics.

Summer Cool was held in-person over four weeks, beginning on Monday June 5, and ending on Thursday June 29 (for a total of 15 days of instruction⁵, 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 materials 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 50 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 Intersession or School Day Redesign calendar. Students and teachers at these 45 campuses were still in session during the month of June and did not participate in Summer Cool. A complete listing of Summer Cool sites and the home campuses they served can be found in Appendix C. Figure 2 shows the geographic locations of the 2023 Summer Cool sites.

⁴ For all methodology, see Appendix B.

⁵ The district was closed on Monday June 19th in observance of Juneteenth.

Figure 2: 2022-23 Summer Breeze Locations



Source: Dallas ISD Summer Learning Guide, dated 05/25/23.

Note: Credit Boost was a high school credit recovery program also open during summer 2023.

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 and based activities on each week's theme (Table 2).

Table 2: 2022-23 Summer Cool Weekly Themes

Week (Dates)	Theme
One (June 5 to June 8)	"Groovy 70's"
Two (June 12 to June 15)	"Radical 80's"
Three (June 20 to June 22)	"Fly 90's"
Four (June 26 to June 29)	"So Hot 2000's"

Source: Summer Cool curriculum and planning materials (<https://sites.google.com/dallasisd.org/summer-breeze-2023-internal-si/curriculum/summer-cool>), dated 05/23/23.

In the Reading and Math sections, Teacher Created Materials were utilized, which included grade-specific guides for Math and Reading & Language Arts (RLA) (K to 8). Additionally, in some cases, RLA guides in Spanish were provided for grades kindergarten to five. Since this was the inaugural year of implementing this curriculum, teaching guides incorporated research information concerning best practices in curriculum delivery, intervention planning, and the design of the lessons themselves.

The enrichment component encompassed a diverse range of extracurricular activities, such as Physical Education games, ballet, hip hop, drama, illustration, math engineering, origami, pop art, role-playing, soccer, science activities, yoga, poetry, watercolor, finger knitting, and board games. For each of these activities, teachers were provided with materials to facilitate enriching experiences. Moreover, the enrichment curriculum also included Social Emotional Activities aimed at nurturing the skills, knowledge, and attitudes essential for students and adults to thrive in school, work, and life. The topics of reflection focused on various aspects including: (a) recognizing and managing emotions; (b) fostering understanding and cooperation with others; (c) making positive choices; (d) demonstrating resilience; and (e) fostering a sense of belonging.

The Summer Cool program also enabled students to satisfy HB 4545 Tutoring hours for the 2023-2024 school year. The four-hour academic block each morning (two hours for Mathematics and two hours for Reading) allowed all students who attended to satisfy 30 hours of tutoring for each content area over the course of the 15-day program.

Student Characteristics

In 2022-23, there were a total of 8,485 students who attended the Summer Cool program (Table 3). The majority of Summer Cool students were Hispanic (74%) or African American (20%) and a large proportion of students were identified as economically disadvantaged (87%). Summer Cool had a balanced proportion of males and females (50% each). Over half of Summer Cool students were identified as Emergent Bilingual (EB) (56%) and 17 percent of students received Special Education services. Notably, EB students, Special Education students and economically disadvantaged students were represented in

Summer Cool at a higher rate than the district's population (seven percentage points higher, five percentage points, and four percentage points, respectively).

Table 3: 2022-23 Summer Cool Student Characteristics

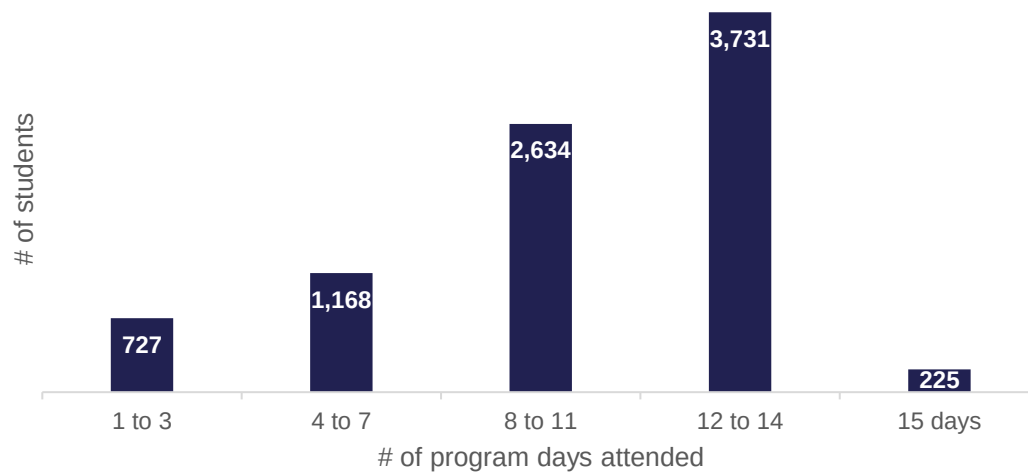
Characteristic	Summer Cool (N = 8,485)		District (N = 136,211)	
	n	%	n	%
Race/Ethnicity				
Hispanic	6,241	73.6	96,743	71.0
African American	1,664	19.6	26,887	19.7
White	308	3.6	7,606	5.6
Two or More Races	128	1.5	2,440	1.8
Asian	123	1.4	1,755	1.3
Other	21	0.2	780	0.6
Sex				
Male	4,273	50.4	69,585	51.1
Female	4,212	49.6	66,626	48.9
Special Student Groups				
Emergent Bilingual/English Learner	4,732	55.8	66,066	48.5
Special Education	1,439	17.0	16,645	12.2
Economically Disadvantaged	7,406	87.3	114,119	83.8
Grade				
Early Childhood	0	0.0	69	0.1
Pre-Kindergarten	192	2.3	8,031	5.9
Kindergarten	569	6.7	8,194	6.0
1	807	9.5	10,074	7.4
2	990	11.7	10,653	7.8
3	849	10.0	10,213	7.5
4	1,021	12.0	9,872	7.2
5	924	10.9	9,805	7.2
6	815	9.6	9,907	7.3
7	928	10.9	9,095	6.7
8	834	9.8	9,290	6.8
9	556	6.6	11,744	8.6
10	0	0.0	11,594	8.5
11	0	0.0	10,178	7.5
12	0	0.0	7,492	5.5

Source: District demographic file dated 07/24/23.

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

Student Attendance Rate

All 8,485 students attended at least one day of Summer Cool programming. Nearly half of students (47%, $n = 3,956$) attended more than 75 percent of program days (Figure 3), while three percent ($n = 225$) attended all 15 days. Program management encouraged students to attend a variety of the district's programming during the summer. Messaging was intentional around attending multiple district programs, for a rich and well-rounded summer experience. There were no attendance requirements or minimum expected days for Summer Cool.

Figure 3: 2022-23 Summer Cool Student Attendance

Source: Summer Cool attendance file dated 07/21/23.

EQ2: What were student, teacher, and parent perceptions of the Summer Cool program?

Student Surveys

Key findings from this section:



Students rated “extra time with my friends,” “more sports and games to play,” and “more help from my teachers” as the most enjoyable aspects of the program.



A significant majority of students (85%) reported that Summer Cool “helped [them] understand [their] schoolwork better,” and a majority (81%) of students reported that Summer Cool had been fun for them.



When asked about their favorite part of the day, 42 percent of students chose Mathematics, 39 percent preferred Enrichment activities, and 20 percent favored the Reading section.

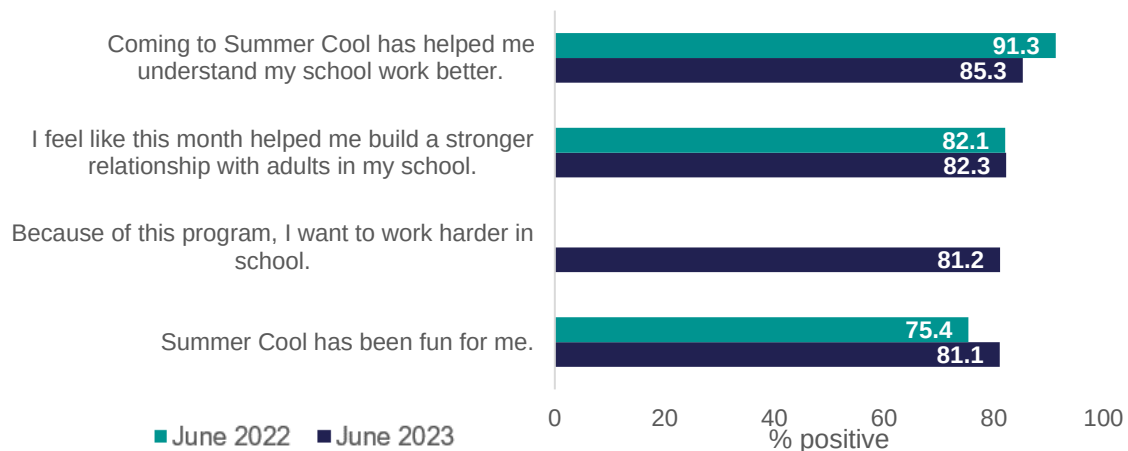
Overall, 1,655 respondents completed the Summer Cool final feedback survey.⁶ All campuses and grade levels were represented in the sample. When asked to rate how much they enjoyed different aspects of the extended calendar, students ranked⁷ “extra time with my friends,” “more sports and games to play,” and “more help from teachers” as the most enjoyable aspects of the program (average rating of 4.3, 4.0, and 3.9, respectively, out of a maximum of five). Eighty-five percent of students reported that Summer Cool “helped [them] a lot” or “has helped [them] some” better understand their schoolwork. Additionally, 82 percent of students ($n = 1,274$) responded that attending Summer Cool helped them build stronger

⁶ The final student feedback survey was distributed through a hyperlink during the concluding days of the program, specifically from June 26 to 29, 2023. The survey aimed to gather overall impressions of the program from the students' perspective.

⁷ Question rating response was 1 “least favorite” to 5 “most favorite.”

relationships with adults at their school. Lastly, when students were asked to describe their experience at Summer Cool in a single word, the words that were mentioned the most were related to fun ($n = 553$), “cool” ($n = 230$), and “good” ($n = 129$). It is therefore not surprising that 81 percent of students ($n = 1,276$) reported that they enjoyed Summer Cool or that it was very fun. Figure 4 shows the percentage of respondents who responded positively to each selected item. Results of all survey items, along with a complete distribution of responses are presented in Appendix D.

Figure 4: 2022-23 Summer Cool Student Survey Responses



Source: Summer Cool student final feedback survey results files dated 07/12/23 and 07/11/22.

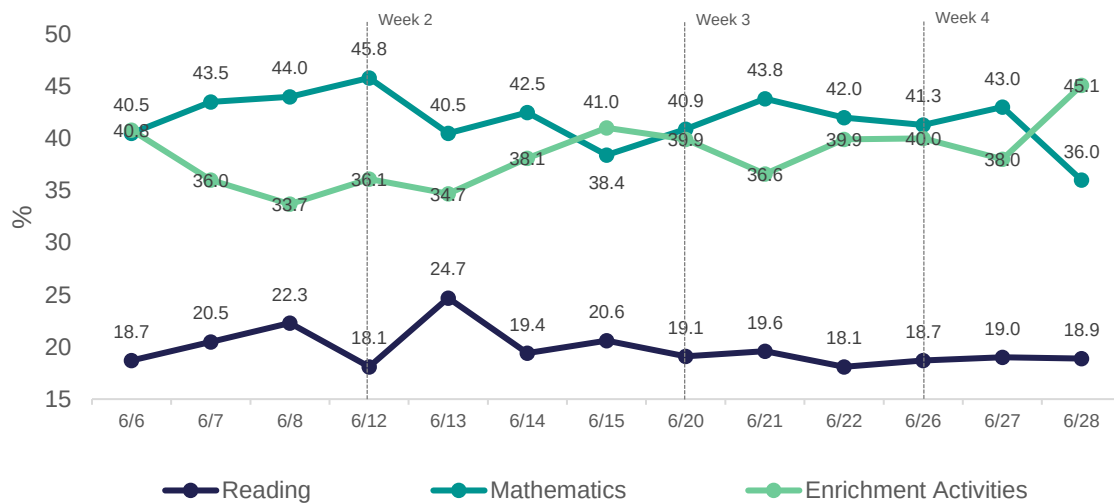
Note: The survey had 1,655 respondents in June 2023 and 2,333 in June 2022.

In order to track the program's progression and students' perceptions during the camp, a brief daily feedback survey was also conducted. Overall, the student daily survey collected a total of 9,675 submissions.⁸ When asked about their favorite part of the day, 42 percent of surveyed students preferred the Mathematics section ($n = 4,034$ total submissions), followed by Enrichment activities (39%, $n = 3,725$), and the Reading section (20%, $n = 1,916$). Analyzing the breakdown by day⁹, preferences remained relatively steady over the course of the program. Some peaks were noted, particularly in the second week for Mathematics and Reading, and towards the conclusion of both the second and final weeks for Enrichment activities (Figure 5).

⁸ The daily student survey was administered via hyperlink at the end of each day from June 5, 2023 through June 29, 2023, with the exception of June 19 due to Juneteenth federal holiday. Specific choices in survey design prevented multiple submissions by the same student within a single day.

⁹ Daily survey participation was limited on both the initial and final days of the program, leading to their exclusion from this analysis.

Figure 5: 2022-23 Summer Cool Students' Favorite Part of the Day over Time



Source: Summer Cool student survey results file dated 07/12/23.

Note: The survey had 9,675 submissions.

Teacher Survey

Key findings from this section:



Teachers felt that enrichment activities, the curriculum and provided lesson plans, and the students themselves were the best part of the program, and 84 percent were satisfied with the training and professional development provided.



Twenty-one percent of teachers felt no further program changes were necessary. Others mentioned the need for faster supply delivery (17%), a shorter day (11%), curriculum adjustments (10%), and students' access to technology during the camp (7%).



Many of Summer Cool teachers cited "financial reasons" (43%) as their main reason for participating in the program, followed by "working and supporting students" (31%). Additionally, 87 percent expressed their willingness to teach summer classes again in the future.



Overall, teachers believed that students who participated in the program were more prepared to start the next grade in the fall (79%).

A total 395 teachers responded to the perception survey.¹⁰ All campuses were represented in the sample. When asked to describe their experience at Summer Cool using a single word, the most frequently mentioned words were "fun" ($n = 51$), "great" ($n = 20$), "long" ($n = 15$), and "enjoyable" ($n = 14$) (Figure 6).

¹⁰ Teacher survey was administered via email to teachers on June 30, 2023. The survey's response rate was 42 percent. Forty-two percent of respondents were first-time teachers at Summer Cool while 39 percent had taught in the program for fewer than three years. At the same time, eight percent of respondents were new to the district (less than one year) while 45 percent of the respondents had worked at DISD for one to six years. They were also primarily 1st-grade teachers during the 2022-23 school year (38%, $n = 135$), and the majority of the responding teachers were leading the Reading section during Summer Cool (75%, $n = 306$).

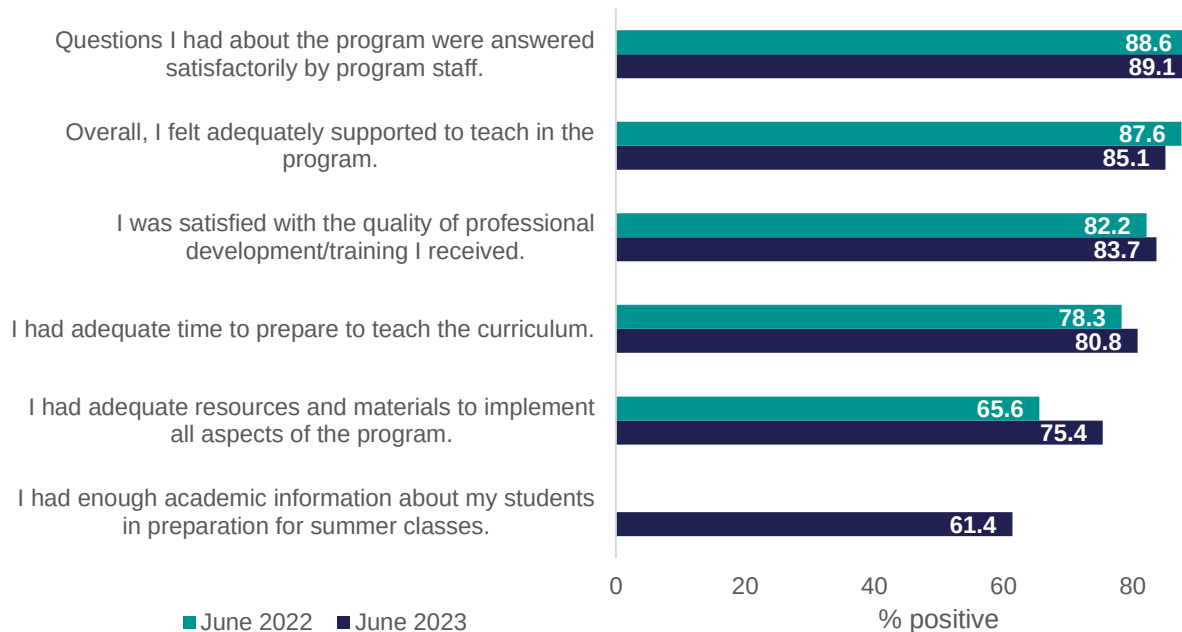
Furthermore, when asked to elaborate on the best parts of the program, the most commonly mentioned themes were the enrichment activities (21%, $n = 72$), the curriculum and provided lesson plans (14%, $n = 47$) as well as the summer school students themselves and the opportunity to get to know them better (13%, $n = 43$). When asked to elaborate on what they felt needed to be improved for Summer School programs, about a fifth of teachers expressed that no additional modifications were needed to the program (21%, $n = 73$). However, 17 percent ($n = 60$) did mention the need for more timely delivery of supplies and materials. While these teachers explained that supplies were insufficient, arrived late on the first day, or were not evenly distributed among sites, it is worth noting that there was a 31 percent reduction in supply-related complaints compared to the previous year of implementation (Watson, 2022). Other aspects mentioned were the need to shorten the day, especially for younger students (11%, $n = 38$), curriculum adjustments (10%, $n = 33$), and students' access to technology during the camp (7%, $n = 25$). Since a new curriculum was tested during this year's Summer Cool implementation (Teacher Created Materials), some sample comments related to teachers' observations of these materials can be found in Appendix D along with suggestions related to other less-mentioned topics.

Figure 6: 2022-23 Summer Cool Teacher Survey Response Word Cloud – “What is ONE word that describes your Summer Cool experience?”



Source: Summer Cool teacher survey results file dated 07/14/23.

Overall, a significant majority of surveyed staff members felt that questions they had about the program were answered satisfactorily by program staff (89%; $n = 312$) and that they were adequately supported to teach the program (85%; $n = 298$). However, when asked if they had adequate resources and materials to implement all aspects of the program, fewer teachers (75%; $n = 264$) responded positively (Figure 7), echoing the sentiment shared in the open-ended responses. Furthermore, 61 percent of surveyed teachers ($n = 215$) reported that they had enough academic information about their students in preparation for summer classes even though 82 percent ($n = 290$) stated that they did not know any, or only knew some, of the students assigned to their Summer Cool classes. Despite this limitation, 84 percent of teachers reported that they were able to differentiate instruction based on students' abilities during Summer Cool ($n = 293$).

Figure 7: 2022-23 Summer Cool Teacher Survey Responses

Source: Summer Cool Teacher survey results files dated 07/14/23 and 07/25/22.

Note: This survey question had 350 respondents in June 2023 and 279 in June 2022.

When asked about their motive to teach Summer Cool, most teachers said that “financial reasons” were their top reason (43%, $n = 153$) followed by “working with and supporting students” (31%, $n = 110$). Additionally, 87 percent of responding teachers ($n = 306$) felt they would be open to teaching Summer School again in the future.

Teachers also had an overall positive view of the ease of student access to the program. However, respondents agreed that it was slightly more accessible for average-performing students than for low-performing students (95% of positive responses, $n = 334$, and 93%, $n = 324$, respectively). Moreover, the program was considered to be less accessible to Emergent Bilingual students (84% of responses, $n = 294$), SPED students (81%, $n = 283$), and students with disabilities (78%, $n = 274$).

When analyzing Summer Cool's impact, 90 percent of teachers noticed positive academic and social-emotional changes in students to the same degree. Eighty-seven percent of respondents ($n = 308$) felt the program was academically engaging although fewer teachers (75%, $n = 266$) felt it was academically challenging. Overall, nearly four-fifths of teachers felt that students who attended the program were better prepared to begin the next grade level in the fall (79%, $n = 279$).

Parent Survey

Key findings from this section:



Eighty-seven percent of parents reported that they were satisfied with the program.



Most parents (93%) felt that the summer program created a positive educational opportunity for their students. Additionally, 93 percent of parents observed positive social-emotional changes, and 74 percent noticed academic improvements in their students since attending Summer Cool.



A large majority (95%) of parents indicated that “Dallas ISD summer programs were a valuable resource for [their] family”.

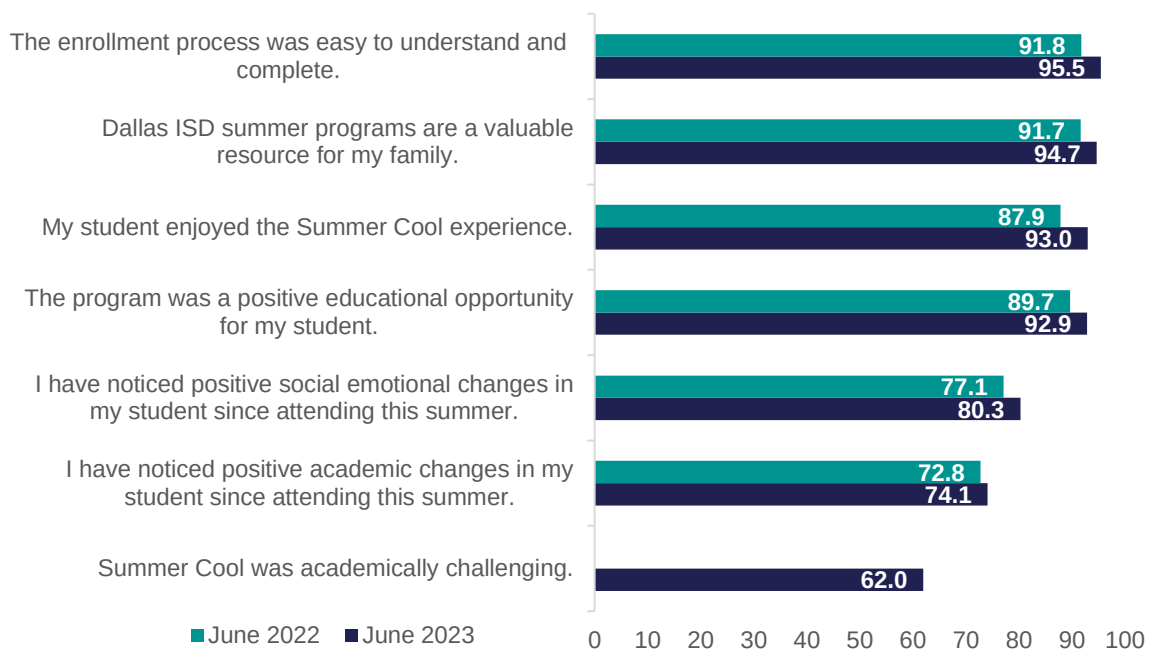


Parents and guardians recommended the following improvements: enhancing pre-camp communication, offering early registration, and providing information on completed tutoring hours (HB 4545) to help them monitor their students' progress.

Overall, 827 respondents completed the survey.¹¹ All campuses and grade levels were represented in the sample. Eighty-seven percent of responding parents ($n = 692$) reported that their overall level of satisfaction with the program was average or better. On a scale from zero to five, with five being the highest level, the overall average parental satisfaction score was 4.6 points. Parents and guardians also reported that they were satisfied or very satisfied with the participation materials provided to students (94%, $n = 739$), the academic support offered to students (93%, $n = 733$), the district-provided transportation (93%, $n = 392$), the communication from the school leading up to Summer Cool (90%, $n = 706$), and the breakfast and lunch served to students during the camp (86%, $n = 674$).

Ninety-six percent of parents ($n = 740$) indicated that the enrollment process was easy to understand and complete. Additionally, 93 percent of parents ($n = 720$) felt that the summer program created a positive educational opportunity for their students, and 62 percent ($n = 481$) felt that Summer Cool was academically challenging. Overall, 93 percent of parents had noticed positive social emotional changes in their students since attending Summer Cool, while 74 percent had noticed academic changes in their students ($n = 622$, and $n = 574$, respectively). Notably, a large majority of parents or guardians (95%, $n = 734$) indicated that Dallas ISD summer programs are a valuable resource for their families. Figure 8 shows the percentage of surveyed participants who responded positively to each selected item.

¹¹ Parent survey was administered via email to parents of Summer Cool students on June 29, 2023 in English and Spanish versions. The survey's response rate was 12 percent. The majority of respondents had enrolled two or fewer students in Summer Cool (92%, $n = 762$) and 71 percent of them had children in grade four or below during the 2022-23 school year ($n = 652$).

Figure 8: 2022-23 Summer Cool Parent Survey Responses

Source: Summer Cool Parent Survey results files dated 07/14/23 and 07/25/22.

Note: This survey question had 775 respondents in June 2023 and 745 in June 2022.

If this summer program had not been available, respondents said their students would probably have been at home with a parent or guardian (50%, $n = 385$), in the care of a friend, neighbor, or another relative (20%, $n = 153$), participating in another summer program (19%, $n = 143$), or home alone (8%, $n = 61$). When asked about their reasons for enrolling their students in Summer Cool, many parents indicated that their primary motivation was to provide academic support (39%, $n = 317$). The enrichment experience was the second leading reason for enrollment (25%, $n = 204$). Other motives selected by parents were related to good experiences having attended in previous years (12%, $n = 100$), cost and convenience compared to other summer programs (8%, $n = 64$), and the camp's being their best option for childcare (6%, $n = 44$). Parents also mentioned compensating for past absences, teacher suggestions, and students' requests as additional reasons. Overall, 92 percent of parents and guardians ($n = 720$) reported that they would enroll their children again in future summer programs.

Additional parents' comments primarily emphasized their gratitude towards the program and the staff. Moreover, they provided suggestions for improvements related to communication from the school/district before the camp, including the need for enrollment confirmation messages, early access to scheduling details, teacher information, pickup/drop-off plans, transportation routes, and concise overviews of students' activities and the curriculum employed. Some of the parents also requested earlier registration availability to help them plan for the summer. One of the respondents expressed: *"Non-district summer camps open for registration in February and March and it would be good to be able to enroll in Summer Cool at the same time so you can manage your summer calendar. I would have enrolled my kids all summer if I had known it was available but as is, I could only fit in two weeks around other camps."* Finally, a

suggestion was made to provide parents with information about tutoring hours for grades seven and eight (HB 4545), enabling them to monitor their student's hours effectively.

EQ3: What impact did participation in the Summer Cool program have on student outcomes?

*NWEA Measures of Academic Progress (MAP) Growth Assessments*¹²

Key findings from this section:



Based on 2022-23 EOY and 2023-24 BOY mean RIT scores, district students did not exhibit significant learning losses over summer break. Minor losses were recorded only in specific grades in Mathematics and there was not a substantial difference between Summer Cool students and comparison students.



While non-economically disadvantaged students demonstrated better academic performance overall, small learning losses were recorded only in Mathematics regardless of students' socioeconomic status and their participation in Summer Cool.



In *MAP* Reading (English), 46.4 percent of Summer Cool students met or exceeded BOY projected growth, nearly three percent higher than comparison students (43.8%).



In *MAP* Mathematics, 50.1 percent of Summer Cool students met or exceeded BOY projected growth which was five and a half percent higher than comparison students (44.6%).



Students attending Summer Cool for 13 or more days had a 21 percent higher likelihood of meeting or exceeding *MAP* projected Reading (English) growth in the fall.



Students attending Summer Cool for 12 or more days had a 19 percent higher likelihood of meeting or exceeding *MAP* projected Mathematics growth in the fall.

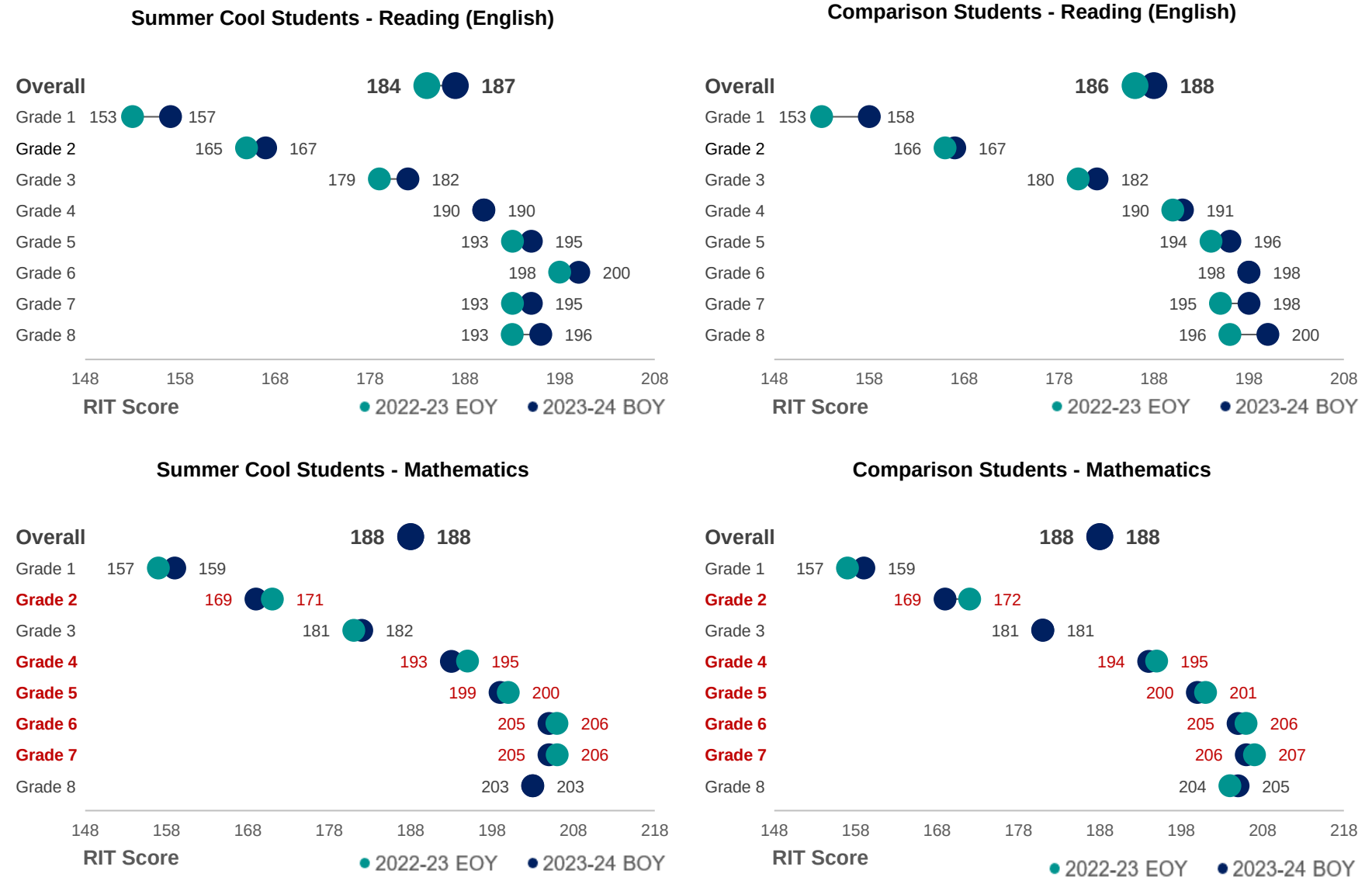
¹² *MAP* is a computer adaptive assessment that provides continual monitoring of progress in reading and mathematics skills. The *MAP* assessment utilizes student scores to calculate student growth from each assessment administration and set student growth projections for future assessments. *MAP* Growth 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. 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 2022-23 and 2023-24 were pulled for assessment windows at the end of 2022-23 (06/05/23 to 06/23/23) and the beginning of 2023-24 (09/05/23 to 09/15/23). English and Spanish versions of the *MAP* Reading were pulled separately to examine overall student performance because the two versions are normed differently. If a student took the assessment more than once in a period, the latest score was used. Results were analyzed by subject for Summer Cool students and matched base calendar students who did not attend the program. Additional information about *MAP* can be found on the NWEA website https://connection.nwea.org/s/article/Understanding-CGI-and-CGP?language=en_US

Analysis of mean RIT scores found no measurable difference between 2022-23 EOY to 2023-24 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 norms.¹³ Mean RIT scores by subject and grade level for Summer Cool and comparison students are available in Appendix E.

Overall, 2023 summer break did not seem to have a considerable impact on learning losses measured as the difference between EOY and BOY mean RIT scores (Figure 9). However, when small summer losses were noticed, they mostly occurred in specific grades in Mathematics (grades two, four, five, six, and seven), and there was not a significant disparity between students who participated in Summer Cool and those who did not. This finding aligns with research showing that student achievement scores decline more sharply for Mathematics than for Reading over summer vacations (Callen, *et al.*, 2023; Lynch, *et al.*, 2023).

¹³ 2020 NWEA MAP Growth normative data can be found at: <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>

Figure 9: 2022-23 EOY to 2023-24 BOY MAP Reading (English) and Mathematics Assessments Mean RIT Scores by Grade

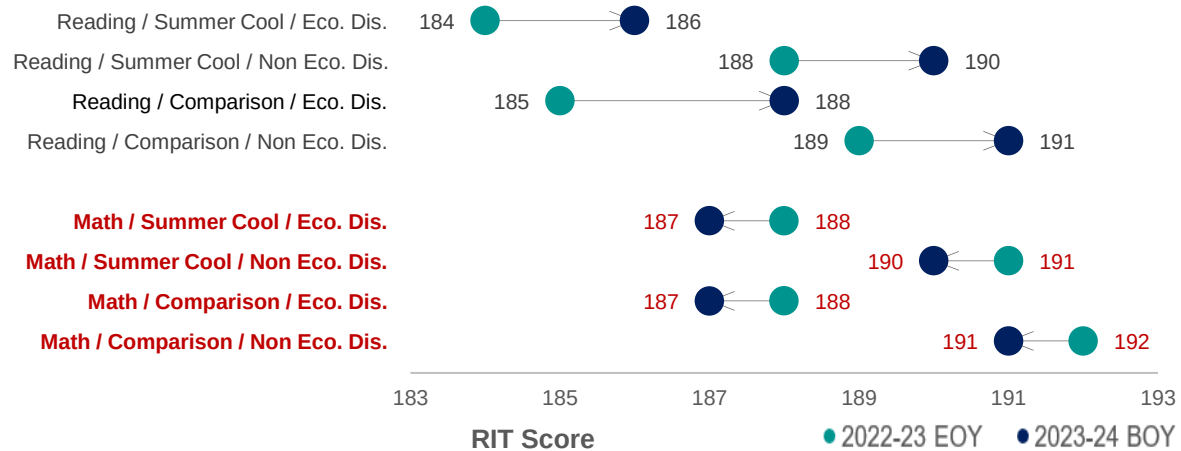


Source: District EOY and BOY MAP data files dates 06/25/23 and 09/20/23, respectively.

Note: Includes students who had valid MAP scores in the same language for both assessment administrations. Grades showing summer learning losses are in orange.

Students who were not economically disadvantaged consistently showed higher mean RIT scores across all scenarios when compared to their matched peers (Figure 10). Likewise, all students experienced small summer learning losses in Mathematics regardless of their socioeconomic status or their participation in Summer Cool. This finding contrasts with previous research that suggests a decline in test scores for low-income students between spring and fall, while the scores of middle-class and wealthy students tend to stay the same (in Mathematics) or show some improvement (in Reading) (Cooper, *et al.*, 1996).

Figure 10: 2022-23 EOY to 2023-24 BOY MAP Reading (English) and Mathematics Assessments Mean RIT Scores by Group and Economically Disadvantaged Status



Source: District EOY and BOY MAP data files dates 06/25/23 and 09/20/23, respectively.

Note: Includes students who had valid MAP scores in the same language for both assessment administrations. Groups showing learning losses are in orange. Eco. Dis: Economically Disadvantaged status.

MAP Reading – English results also showed that 46.4 percent of Summer Cool students met or exceeded projected growth, which was nearly three percentage points higher than comparison students (43.8%; Table 4). Furthermore, 48 percent of students who attended 12 or more Summer Cool program days, met or exceeded projected growth, which was four percent higher than comparison students.

Table 4: 2022-23 to 2023-24 Summer Cool and Comparison Student MAP Fall to Fall Met Projected Growth Rates - Reading (English) and Mathematics

Group	Met Projected Growth		Did Not Meet Projected Growth	
	<i>n</i>	%	<i>n</i>	%
Reading				
Summer Cool (All)	1,095	46.4	1,264	53.6
Summer Cool (12+ days)	501	48.2	538	51.8
Comparison	1,047	43.8	1,343	56.2
Mathematics				
Summer Cool (All)	1,952	50.1*	1,941	49.9
Summer Cool (12+ days)	997	52.2*	914	47.8
Comparison	1,706	44.6	2,115	55.4

Source: District BOY MAP data file dated 09/20/23.

Note: “12+” includes Summer Cool students who attended 12 or more program days (≥80% 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.

MAP Mathematics results showed that 50.1 percent of Summer Cool students met or exceeded growth, which was five and a half percentage points higher than comparison students (44.6%). Similarly, 52 percent of students who attended 12 or more Summer Cool program days met or exceeded projected growth in Mathematics, an increase of eight percentage points over comparison students.

Pearson chi-square tests of independence were performed to examine the relationships between program participation and MAP projected growth as well as between MAP projected growth and the number of days attended. The relationship between these variables was statistically significant for MAP Mathematics overall ($\chi^2 = 23.118$, $p < .001$; Cramer's $V = .055$) as well as for students who attended 12 or more days ($\chi^2 = 6.031$, $p = .014$; Cramer's $V = .040$). Students who attended Summer Cool were more likely to meet or exceed projected growth on the MAP Mathematics assessment than their matched peers. Additionally, students who attended Summer Cool for 12 or more days were more likely to meet or exceed projected growth on the MAP Mathematics assessment than students who attended the program for fewer than 12 days. No statistically significant relationships were found for MAP Reading – English in either of the two tests ($\chi^2 = 3.163$, $p = .075$ and $\chi^2 = 2.295$, $p = .130$, respectively).

Table 5: Logistic Regression Analysis of Factors Affecting MAP Fall to Fall Met Projected Growth Rates - Reading (English) and Mathematics

							95% CI for Odds Ratio	
	B	SE	Wald	df	p	Odds Ratio	Lower	Upper
Reading (N = 2,359)								
Summer Cool (13+ days)	.188	.089	4.497	1	.034	1.207	1.014	1.436
EOY MAP								
Growth Quintile	.142	.034	17.309	1	<.001	1.153	1.078	1.233
Grade	-.073	.020	12.835	1	<.001	0.929	0.893	0.967
Female	.060	.084	0.502	1	.478	1.061	0.900	1.252
Constant	-.137	.158	0.747	1	.387	0.872		
Mathematics (N = 3,893)								
Summer Cool (12+ days)	.172	.065	6.974	1	.008	1.187	1.045	1.349
EOY MAP								
Growth Quintile	.180	.025	51.190	1	<.001	1.197	1.140	1.258
Grade	-.070	.017	17.615	1	<.001	0.932	0.902	0.963
Female	-.074	.065	1.281	1	.258	0.929	0.818	1.055
Constant	-.116	.121	0.930	1	.335	0.890		

Source: District EOY and BOY MAP data files dates 06/25/23 and 09/20/23, respectively.

Note: 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. B= Beta coefficient. SE= Standard Error. Wald= Wald Test. df= degrees of freedom. p= p-value. CI= Confidence Interval.

Direct logistic regressions were performed to assess the impact of a set of predictor variables on the odds that DISD students attending Summer Cool would meet BOY projected growth on the MAP Reading English and Mathematics assessments (Table 5).

For Reading, the full model containing all predictors was statistically significant, χ^2 (df = 4, N = 2,359) = 50.137, Sig. <.001. Results also showed that three of the independent variables made a unique statistically significant contribution to the model: Summer Cool attendance for 13 days or more ($p = .034$), EOY MAP growth quintile ($p < .001$), and grade level ($p < .001$). Overall, attending Summer Cool for 13 or

more days is associated with a 20.7 percent increase in the probability of meeting the projected growth in the fall (odds ratio = 1.207), controlling for individual differences in the other factors. As expected, each one-unit increase in EOY *MAP* growth quintile is associated with a 15.3 percent higher likelihood of meeting the projected BOY growth (odds ratio = 1.153), all other factors being equal. Lastly, as grade level increases by one unit, the chances of meeting or exceeding fall growth projections decrease by seven percent (odds ratio = 0.929), while adjusting for individual variations in the other factors. Gender did not demonstrate statistical significance within this model ($p = .478$).

As for Mathematics, the full model was statistically significant, χ^2 (df = 4, $N = 3,893$) = 95.690, Sig. <.001. The strongest predictor of meeting the projected growth in the upcoming fall was the students' EOY *MAP* growth quintile: for every one-unit increase in the quintile, there is a 19.7 percent greater chance of meeting the projected BOY growth (odds ratio = 1.197). Then, attending Summer Cool for at least 80 percent of the program (12 or more days) is associated with an 18.7 percent increase in the probability of meeting the projected growth in the fall (odds ratio = 1.187), all other factors being equal. Like the Reading assessment, when the grade level increases by one unit, the probability of meeting or exceeding fall growth projections decreases by seven percent (odds ratio = 0.932). Gender also did not demonstrate statistical significance within this model ($p = .258$).

Social Emotional Learning

Key findings from this section:



Overall, there was a consistent upward trend in students' positive self-perception responses across all SEL domains throughout the program.



Students generally felt more positively about their “task performance” (81%) and “open-mindedness” (80%), although they rated “engaging with others” the lowest (average of 74% positive responses) when assessing their social and emotional skills.



“Engaging with others” domain showed the most significant self-perception improvement, increasing by 19 percentage points from its lowest to highest daily scores.



The social-emotional aspect of the program exhibited notable enhancements at both the beginning and ending weeks.

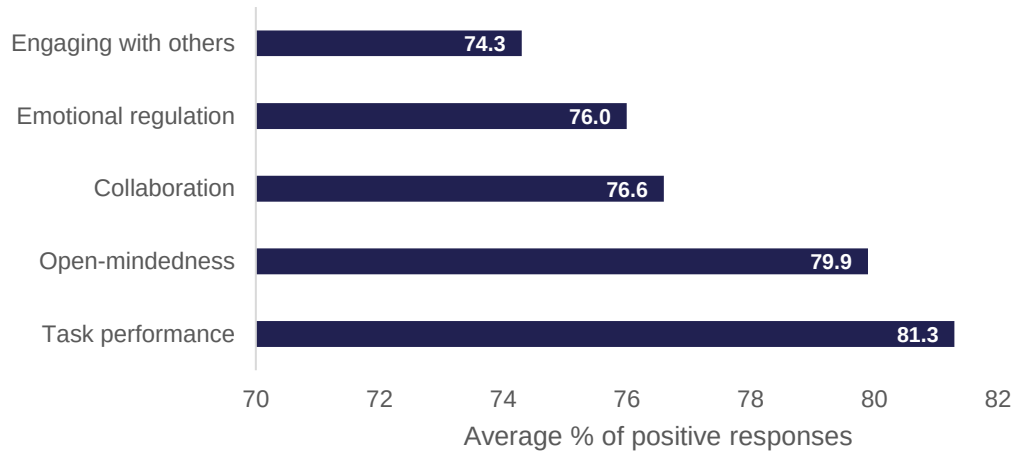
In order to monitor students' socio-emotional self-perceptions throughout camp, a concise daily feedback survey was conducted. Specifically, the OECD (2021) “Big Five Domains and Underlying Social and Emotional Skills” instrument was employed to gauge students' perceptions of their socio-emotional skills.¹⁴ Overall, 9,592 responses were collected during the course of the program.¹⁵

¹⁴ This instrument includes 30 items, 15 skills, and five big domains (task performance, emotional regulation, engaging with others, collaboration, and open-mindedness) (OECD, 2021). The complete content of this measurement instrument can be reviewed on Appendix F, Table 1. An item option was reversed to correctly show the direction of the response preference and prevent any confusion during the analysis.

¹⁵ This daily student survey was administered via hyperlink at the end of each day from June 5, 2023 through June 29, 2023, with the exception of June 19 due to Juneteenth federal holiday. Specific choices in survey design prevented multiple submissions by the same student within a single day. In order to streamline the administration process, only two random items were presented to each

Students' responses revealed that, on average, the domains of "task performance" and "open-mindedness" obtained higher percentages of positive responses (81% and 80%, respectively). The "collaboration" and "emotional regulation" domains received average positive response rates of 77 percent and 76 percent, respectively. "Engaging with others" obtained the lowest score, with an average of 74 percent positive responses (Figure 11).

Figure 11: 2022-23 Summer Cool Student Survey Responses to the Social & Emotional Skills Students' Self-perception Instrument (OECD) per Domain

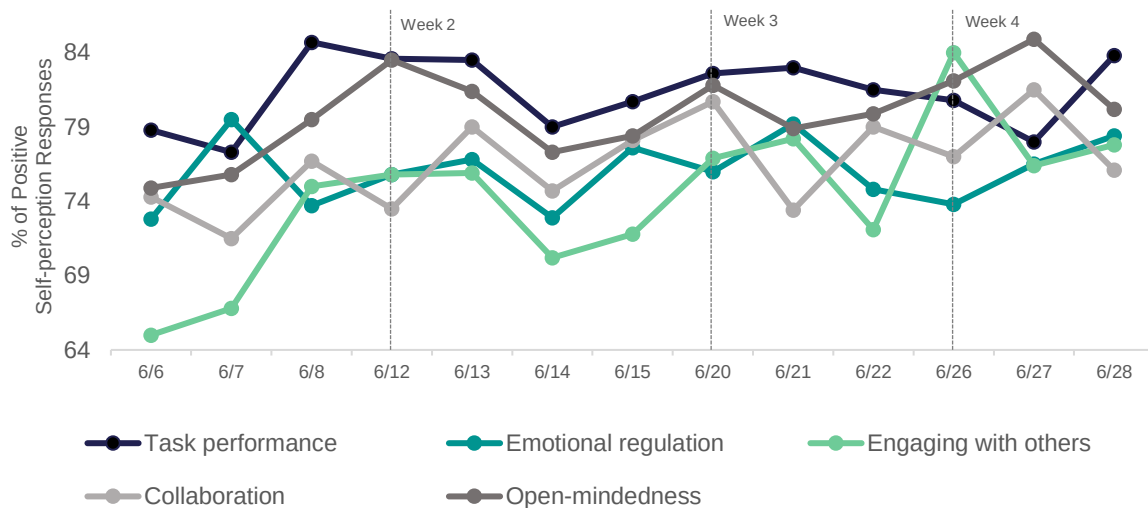


Source: Summer Cool student survey results file dated 07/12/23.

Analyzing responses by day, there was a general increase of positive self-perception responses across all domains during the program (Figure 12). Although the domain of "engaging with others" received the lowest average positive responses when analyzing the responses overall, it demonstrated the most substantial growth when comparing its minimum and maximum daily scores (an increase of 19 percentage points). The growth in positive responses for domains such as "open-mindedness" and "collaboration" were 10 percentage points each, while "task performance" and "emotional regulation" saw an increase of seven percentage points each. Positive perceptions of SEL skills peaked in the first week for "emotional regulation" (80%) and "task performance" (85%), as well as in the last week for "engaging with others" (84%), "open-mindedness" (85%), and "collaboration" (82%) domains. While the social-emotional component demonstrated significant improvements during the initial and concluding weeks, further research is necessary to establish possible links between the conducted SEL activities and this observed dynamic.

respondent on a daily basis. Since the survey participation was limited on both the initial and final days of the program, those days were excluded from this analysis.

Figure 12: 2022-23 Summer Cool Student Survey Responses to the Social & Emotional Skills Students' Self-perception Instrument (OECD) per Domain over Time



Source: Summer Cool student survey results file dated 07/12/23.

HB 4545 Tutoring Legislative Mandates

Key finding from this section:



During Summer Cool 2023, eight percent of tutoring hours required by HB 4545 were completed, which did not meet the goal of 10 percent.

To provide accelerated instruction for students who did not pass state assessments, HB 4545 Tutoring mandated that this extra instruction must take place either in the 2022-23 school year or the 2023 summer session. Consequently, numerous campuses chose to offer the necessary tutoring hours to students within the framework of their Summer Cool Mathematics and Reading hours. While the goal was for 10 percent of the required HB 4545 hours districtwide to be completed during summer programming, eight percent of tutoring hours were completed during 2023 Summer Cool (Director Extended Learning, dated 9/7/2023).¹⁶

¹⁶ For more information see Hanover's report.

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APPENDICES

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Appendix A

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

Appendix B

Appendix B, Table 1: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Variables/Indicators Measure	Type of Analysis	Aggregation
	Budget	Budget Services Department, Special Revenues Department	10/12/23	None.	None.	Department.
1	Teacher Demographics	Dallas ISD HCM Department	06/23/23	Ethnicity, gender, highest earned degree.	Frequency and crosstab.	Program.
1	Program documents/website, interviews	Program staff	05/25/23	None.	Content analysis.	Program.
	Student Demographics	Student Information System	06/20/23	Ethnicity, gender, EB, SPED, ED	Frequency and crosstab.	Program, district.
1	Student Attendance	SLAPP	07/21/23	Days enrolled, days attended, tutoring hours.	Frequency and crosstab.	Number of days attended, ethnicity, gender, EB, SPED, ED.
2	Student, Teacher, and Parent Experience Survey	Dallas ISD OIR Department	07/12/23 (Students – daily survey and final survey) 07/14/23 (Teachers) 07/13/23 (Parents)	Sub-scale or overall.	Frequency and crosstab. Content analysis.	Percent positive by sub-scale or composite.
3	MAP Reading & Mathematics	NWEA	06/25/23 (EOY) 09/20/23 (BOY)	EOY and BOY growth, RIT.	Frequency and crosstab, Chi-Square, logistic regressions	Group (Summer Cool and comparison), subject, grade, attendance dosage.
3	Social Emotional Learning	Dallas ISD OIR Department	07/12/23 (Students – daily survey)	Sub-scale or overall (task performance, emotional regulation, engaging with others, collaboration, open-mindedness)	Frequency and crosstab.	Percent positive by sub-scale or composite, time.

Note: HCM – Human Capital Management. EB – Emergent Bilingual. SPED – Special Education Status. ED – Economic Disadvantaged Status. EOY – End of the Year. BOY – Beginning of the Year. NWEA – Northwest Evaluation Association. MAP - Measures of Academic Progress.

Selection of Comparison Students

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 2022-23 end-of-year academic achievement level as measured by the NWEA *Measures of Academic Progress (MAP) Growth* assessment including reading test language, mathematics 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 ($N = 2,756$). All rates were on par with the treatment group signifying a total statistical equivalence between the two groups.

Table 2 provides descriptive statistics for all matching criterion variables used to construct student level matching. The Summer Cool student group and matched comparison students had identical demographics and academic outcomes, with a group size of 5,729 each.

Regarding ethnicity of the matched samples, 78 percent ($n = 4,445$ each) were Hispanic, 19 percent ($n = 1,062$) were African American, and two percent ($n = 140$) were white. The matched samples had slightly more males (50.2%, $n = 2,874$) than females (49.8%, $n = 2,855$) as well as more than half the students identified as EB (57%, $n = 3,279$). Most students were identified as being economically disadvantaged (91%, $n = 5,193$). A total of 69 percent ($n = 3,968$) of students in the matched samples were at-risk of dropping out. Students receiving Special Education services comprised 16 percent ($n = 887$) of the matched samples.

When examining 2022-23 end-of-year *MAP* achievement scores of, 80 percent ($n = 4,596$ each sample) scored at the average or above achievement quintile in reading while 79 percent ($n = 4,549$) scored at the average or above achievement quintile in mathematics. Sixty-three percent of the students underwent the *MAP* reading assessment in English ($n = 3,608$), while the remaining 37 percent opted for the Spanish version ($n = 2,121$). Ninety-eight percent of the students opted for the *MAP* mathematics assessment in English ($n = 5,632$), while the remaining students chose to take it in Spanish ($n = 97$).

Appendix B, Table 2: 2022-23 Summer Cool and Comparison Student Matching Criterion Characteristics

Characteristic	N = 11,458	
	n	%
Race/Ethnicity		
Hispanic	8,890	77.6
African American	2,124	18.5
White	280	2.4
Two or More Races	102	0.9
Asian	56	0.5
Other	6	0.1
Sex		
Male	5,748	50.2
Female	5,710	49.8
Grade		
1	1,294	11.3
2	1,636	14.3
3	1,398	12.2
4	1,532	13.4
5	1,278	11.2
6	1,052	9.2
7	1,356	11.8
8	1,142	10.0
9	770	6.7
Special Student Groups		
Emergent Bilingual/English Learner	6,558	57.2
Special Education	1,774	15.5
Section 504	660	5.8
Gifted and Talented	1,468	12.8
Economically Disadvantaged	10,386	90.6
At Risk	7,936	69.3
2023 End of Year MAP Achievement Quintiles - Reading		
Low	5,156	45.0
Low-Average	2,310	20.2
Average	1,726	15.1
High-Average	1,320	11.5
High	946	8.3
2023 End of Year MAP Achievement Quintiles - Mathematics		
Low	5,182	45.2
Low-Average	2,146	18.7
Average	1,770	15.4
High-Average	1,428	12.5
High	932	8.1

Source: Summer Cool and Comparison Students data file dated 09/11/23.

Appendix C

Appendix C, Table 1: 2022-23 Summer Cool Program Locations and Campus Assignments

Home Campus	Summer Cool Site
Adams, J.	Runyon
Adams, N.	Chapel Hill
Alexander	Weiss
Anderson	Macon
Arlington Park	Home School Feeder Location
Bayles	Sanger
Bethune	Soto
Biomedical Prep @ UT Southwestern	Home School Feeder Location
Bishop Arts STEAM Academy (Reagan)	Bowie
Blair	Lagow
Blanton	San Jacinto
Bowie	Bowie
Browne	Browne
Burleson	Macon
Burnet	May
Bush	Chapel Hill
Caillet	Marcus
Callejo	Callejo
Carr	DeZavala
Casa View	Gill
Cedar Crest	Cedar Crest
Central	Seagoville ES
Chapel Hill	Chapel Hill
Chavez	Knight
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	DeZavala
Donald	Henderson
Douglass	Macon
Downtown Montessori	Home School Feeder Location
Dunbar	Dunbar
Frank	Frank
Franklin	Spence
Garcia	Garcia
Geneva Heights	Mockingbird
Gill	Gill
Gonzalez	Macon
Gooch	Chapel Hill
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	Home School Feeder Location
Hexter	Gill
Hill	Hill

table continues

Appendix C, Table 1 (continued)

Home Campus	Summer Cool Site
Hogg	Hogg
Holmes, Z.	Browne
Hooe	Jones
Hotchkiss	McShan
Hulcy STEAM	Home School Feeder Location
Ignite	Spence or Home School Feeder Location
iLearn Virtual Academy @ DISD	Home School Feeder Location
Johnson	Johnson
Jones	Jones
Jordan	Henderson
Junkins	Chapel Hill
Kahn	Cowart
Kennedy-Curry	Kennedy-Curry
Kiest	Sanger
King, ML Jr Arts Academy	Dunbar
Kleberg	Kleberg
Knight	Knight
Kramer	Kramer
Lagow	Lagow
Lakewood	Mockingbird
Lee, U.	Weiss
Lewis, J. Social Justice Academy @ OW Holmes	Lewis
Lipscomb	Mockingbird
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	Knight
Mockingbird	Mockingbird
Moreno	Henderson
Moroles Expressive Arts Vanguard (Lanier)	Quintanilla & DeZavala
Moseley	Lagow
Peabody	Jones
Pershing	Kramer
Personalized Learning @ Houston	Personalized Learning @ Houston
Piedmont Global Academy	Richards
Pleasant Grove	Runyon
Preston Hollow	Kramer
Prestonwood Montessori @ E.D. Walker	Home School Feeder Location
Quintanilla	Quintanilla
Rangel	Home School Feeder Location
Reilly	Gill
Reinhardt	Gill
Rhoads	Thompson
Richards	Richards
Richardson	San Jacinto
Rogers	Kramer
Rosemont Lower	Cowart
Rosemont Upper	Greiner
Runyon	Runyon
Salazar	Cowart
Saldivar	May

table continues

Appendix C, 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	Young Women's STEAM @ Balch Springs
Seagoville North	Seagoville ES
Smith, L.	Sanger
Solar Prep for Boys	Home School Feeder Location
Solar Prep for Girls	Home School Feeder Location
Soto	Soto
Spence	Spence
Stemmons	Henderson
Stevens Park	Stevens Park
Stockard	Stockard
Stone, H.	Home School Feeder Location
Tatum	Tatum
Terry	Terry
Thompson	Thompson
Titche	Runyon
Todd	Todd
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 @ Pinkston	Quintanilla
Williams TAG	Home School Feeder Location
Winnetka	Jones
Withers	Marcus
Young Men's Leadership Academy @ Florence	Home School Feeder Location
Young Women's STEAM @ Balch Springs	Young Women's Leadership Academy @ Balch Springs
Zaragoza	Knight

Source: Dallas ISD Summer Learning Guide 2023 (<https://www.dallasisd.org/Page/88365>) retrieved 05/25/2023.

Appendix D

Appendix D, Table 1: Summer Cool Final Student Perception Survey Results

Survey Items	Response Choice	n	%
Has coming to Summer Cool helped you understand your school work better? (N = 1,590)	It helped a lot!	830	52.2
	It has helped some.	522	32.8
	It didn't make any difference.	112	7.0
	It did not help much.	43	2.7
	It did not help at all!	24	1.5
	I'm not sure.	59	3.7
Has Summer Cool been fun for you? (N = 1,574)	It was very fun!	886	56.3
	I enjoyed it.	390	24.8
	It was okay.	211	13.4
	It was not that fun.	38	2.4
	I really did not like it!	31	2.0
	I can't decide.	18	1.1
Do you feel like this month helped you build a stronger relationship with adults in your school? (N = 1,549)	It helped a lot!	746	48.2
	It has helped some.	528	34.1
	It didn't make any difference.	148	9.6
	It did not help much.	44	2.8
	It did not help at all!	24	1.5
	I'm not sure.	59	3.8
Do you want to come to future summer programs? (N = 1,549)	Yes.	729	47.1
	No.	261	16.8
	I don't know.	559	36.1

Source: Summer Cool Final Student Survey data file dated 07/12/23.

Appendix D, Table 2: Summer Cool Final Student Survey Responses to Please tell us how much you enjoyed these parts of your new calendar. Rate each one from 1 (least favorite) to 5 (most favorite).” (N = 1,557)

Survey Item	1 (Least favorite)		2		3		4		5 (Most favorite)	
	n	%	n	%	n	%	n	%	n	%
Extra time with my friends.	62	4.0	105	6.7	163	10.5	261	16.8	966	62.0
More sports and games to play.	90	5.8	150	9.6	226	14.5	265	17.0	826	53.1
More help from my teachers.	122	7.8	169	10.9	238	15.3	264	17.0	764	49.1
Brain breaks.	134	8.6	196	12.6	255	16.4	266	17.1	706	45.3
More learning activities than usual.	88	5.7	222	14.3	318	20.4	309	19.8	620	39.8

Source: Summer Cool Final Student Survey data file dated 07/12/23.

Appendix D, Table 3: Summer Cool Final Student Survey Responses to “Please rate your agreement with the following statements.” (N = 1,574)

Survey Item	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Summer Cool taught me new ways to learn things.	856	54.4	439	27.9	148	9.4	49	3.1	82	5.2
Summer Cool encouraged me to share my own ideas.	769	48.9	414	26.3	204	13.0	92	5.8	95	6.0
Because of this program, I learned more about something I already had an interest in.	827	52.5	411	26.1	158	10.0	70	4.4	108	6.9
Summer School encouraged me to work closely with teachers and other students.	864	54.9	394	25.0	164	10.4	67	4.3	85	5.4
Because of this program, I want to work harder in school.	947	60.2	331	21.0	141	9.0	50	3.2	105	6.7

Source: Summer Cool Final Student Survey data file dated 07/12/23.

Appendix D, Table 4: Summer Cool Daily Student Perception Survey Results (N = 9,675)

Survey Items	Response Choice	n	%
Which was your favorite part of the day?	Math	4,034	41.7
	Enrichment Activities	3,725	38.5
	Reading	1,916	19.8

Source: Summer Cool Daily Student Survey data file dated 07/12/23.

Appendix D, Table 5: Summer Cool Daily Student Survey Responses to “Do you agree or disagree with the following statements?” (N = 9,609)

Survey Item	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I learned something new in Math today.	4,979	51.8	2,896	30.1	842	8.8	372	3.9	525	5.5
I learned something new in Reading today.	4,575	47.6	3,143	32.7	1,039	10.8	389	4.0	463	4.8
I learned something new during the enrichment activities this afternoon.	4,844	50.4	2,748	28.6	1,134	11.8	421	4.4	462	4.8
I had fun during today's activities!	6,229	64.8	2,193	22.8	536	5.6	221	2.3	430	4.5

Source: Summer Cool Daily Student Survey data file dated 07/12/23.

Appendix D, Table 6: Summer Cool Teacher Perception Survey Results

Survey Items	Response Choice	N	%
How many years have you worked at DISD? (N = 391)	Less than 1 year.	30	7.7
	1 to 3 years.	92	23.5
	4 to 6 years.	83	21.2
	7 to 10 years.	67	17.1
	11 to 15 years.	26	6.6
	16 to 20 years.	42	10.7
	More than 20 years.	51	13.0
Have you taught at Summer Cool in previous years? (N = 361)	No, this is my first year.	151	41.8
	Yes, I have taught in the program for fewer than 3 years.	140	38.8
	Yes, I have taught in the program for 3 years or more.	70	19.4
Please indicate what grade level(s) you taught during Summer Cool (2023). Select all that apply (N = 358)	1	135	37.7
	2	30	8.4
	3	55	15.4
	4	29	8.1
	5	33	9.2
	6	41	11.5
	7	22	6.1
	8	13	3.6
What section/s did you teach at Summer Cool? Select all that apply (N = 357)	Reading section.	269	75.4
	Math section.	61	17.1
	Enrichment section.	27	7.6
Why did you choose to work at Summer Cool? (N = 357)	Financial reasons.	153	42.9
	Working with and supporting students.	110	30.8
	Enjoy teaching.	49	13.7
	Professional growth.	22	6.2
	Innovate teaching techniques.	12	3.4
	Other.	11	3.1
Did you know the students who were assigned to your class/es in the Summer Cool program? (N = 355)	Since I wasn't their teacher before, I didn't know any of them.	166	46.8
	Since I was their teacher before, I knew some of them.	124	34.9
	Since I was their teacher before, I knew many of them.	51	14.4
	Since I was their teacher before, I knew all of them.	14	3.9
At this time, do you think you would be open to teaching Summer School again in the future? (N = 350)	Yes.	306	87.4
	No.	10	2.9
	Not sure.	34	9.7

Source: Summer Cool Teacher Survey data file dated 07/14/23.

Appendix D, Table 7: Summer Cool Teacher Survey Responses to “Considering your experience as a teacher during Summer Cool, how much do you agree with the following statements.” (N = 353)

Survey Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Overall, I witnessed evidence of positive academic changes in the students I worked with during the program.	140	39.7	177	50.1	23	6.5	8	2.3	5	1.4
Overall, I witnessed evidence of positive socio-emotional changes in the students I worked with during the program.	153	43.3	165	46.7	26	7.4	5	1.4	4	1.1
Summer Cool was academically engaging.	150	42.5	158	44.8	24	6.8	15	4.2	6	1.7
Summer Cool was academically challenging.	108	30.6	158	44.8	45	12.7	32	9.1	10	2.8
After being in Summer Cool, students are better prepared to begin the next grade level in the fall.	117	33.1	162	45.9	52	14.7	19	5.4	3	0.8

Source: Summer Cool Teacher Survey data file dated 07/14/23.

Appendix D, Table 8: Summer Cool Teacher Survey Responses to “Regarding student accessibility, please rate your agreement with the following statements.” (N = 350)

Survey Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Don't know or N/A	
	n	%	n	%	n	%	n	%	n	%	n	%
Summer Cool is accessible to under-performing students.	176	50.3	148	42.3	18	5.1	7	2.0	1	0.3	0	0.0
Summer Cool is accessible to average-performing students.	173	49.4	161	46.0	11	3.1	2	0.6	1	0.3	2	0.6
Summer Cool is accessible to higher-performing students.	166	47.4	138	39.4	22	6.3	17	4.9	5	1.4	2	0.6
Summer Cool is accessible to lower-income students.	203	58.0	132	37.7	11	3.1	0	0.0	2	0.6	2	0.6
Summer Cool is accessible to special education students.	152	43.4	131	37.4	33	9.4	10	2.9	10	2.9	14	4.0
Summer Cool is accessible to Emergent Bilingual students.	165	47.1	130	37.1	26	7.4	17	4.9	7	2.0	5	1.4
Summer Cool is accessible to students with disabilities.	142	40.6	132	37.7	38	10.9	8	2.3	6	1.7	24	6.9

Source: Summer Cool Teacher Survey data file dated 07/14/23.

Appendix D, Table 9: Summer Cool Teacher Survey Responses to “Please rate your agreement with the following statements.” (N = 350)

Survey Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Don't know or N/A	
	n	%	n	%	n	%	n	%	n	%	n	%
I was satisfied with the quality of professional development/training I received.	133	38.0	160	45.7	28	8.0	16	4.6	9	2.6	4	1.1
I had adequate resources and materials to implement all aspects of the program.	133	38.0	131	37.4	23	6.6	39	11.1	24	6.9	0	0.0
I had adequate time to prepare to teach the curriculum.	139	39.7	144	41.1	21	6.0	35	10.0	11	3.1	0	0.0
Questions I had about the program were answered satisfactorily by program staff.	165	47.1	147	42.0	22	6.3	9	2.6	4	1.1	3	0.9
I had enough academic information about my students in preparation for summer classes.	110	31.4	105	30.0	40	11.4	64	18.3	28	8.0	3	0.9
I was able to differentiate instruction based on student's abilities.	130	37.1	163	46.6	22	6.3	20	5.7	14	4.0	1	0.3
I had adequate opportunities to collaborate with other summer school staff members.	151	43.1	140	40.0	27	7.7	17	4.9	13	3.7	2	0.6
Overall, I felt adequately supported to teach in the program.	166	47.4	132	37.7	28	8.0	14	4.0	9	2.6	1	0.3

Source: Summer Cool Teacher Survey data file dated 07/14/23.

Appendix D, Table 10: Summer Cool Teacher Survey Responses to “Elaborate on the BEST parts of Summer Cool.” (N = 336)

Theme	Number of mentions	%	Sample comments
Enrichment activities	72	21.4	“Enrichment activities were engaging and insightful”. “Although the lessons were good and important, for sure the best part of Summer Cool were the enrichment activities, the kids really enjoyed them, and I actually learned a few things too”.
Curriculum and lessons	47	14.0	“I enjoyed using the TCM materials. It provided a One Stop for comprehension with one pager selections and quick checks. I was able to assess students reading fluency and I believe students were able to improve their knowledge through- Work Work. I especially enjoyed the reading writing connections making it easy to maintain Reading /Writing Journals”. “The TCM kits used this year were great”. “The curriculum came with teacher resources, student handouts, protest, posttest, tasks and activities that were engaging and demonstrated student learning. Slide decks for the Enrichment piece were well developed”. “Curriculum kit was friendly user and great access for Summer Cool Camp. Lesson plans were aligned to academic core curriculum and easy to use. Enrichment lessons were fun and valuable Emotional and Social Skills”. “I actually loved the TCM curriculum. It made work easy”. “The reading passages had multiple activities and easy to download online to display on digital board.”
Students themselves and getting to know students better	43	12.8	“Being able to connect with different groups of students socially and academically”. “The students have big dreams and they inspire me!”. “The BEST part of Summer Cool for me was meeting all of the new students that did not attend our school and being able to form that relationship with them in case we may see each other again”.
Students' engagement and fun	41	12.2	“Student engagement was exceptional”. “The kids had a great time. They were engaged and loved the fun, engaging activities we had planned for them. They were eager to come back each day!!!”
Smaller classes and the opportunity to personalize teaching	30	8.9	“I enjoyed having more time with struggling students to reinforce some of the concepts that they need more help with. They were able to interact more with each other in a smaller setting (17 students compare to 27) and felt comfortable asking more questions”. “The best part of Summer Cool was having the autonomy to teach at a pace that was most beneficial to the students that were in my class. I enjoyed not having to rush through concepts that are necessary for them to be successful in the next grade”.
Staff and program leadership	26	7.7	“PD was detailed with information needed. Summer camp lead was always flexible and available to answer any question I had”. “I think the leadership of Summer Cool at [...] was one of the best parts of Summer Cool. Because of such supportive and caring leadership, we were able to be more successful with our students”.
Support students and reinforce learning	21	6.3	“Working with various students. Helping and support the students where it was needed. Giving them time to answer questions and show what they know”. “Working with the students on skills they struggled with throughout the school year”.
Students' growth (academic and socioemotional)	20	6.0	“The most delightful aspect of the refreshing summer was witnessing students grasp the subject matter and effortlessly articulate their solutions to the problems presented”. “I've seen their academic growth as well as their emotional growth”.

table continues

Appendix D, Table 10 (continued)

Theme	Number of mentions	%	Sample comments
Learning with no testing pressure / Relaxed learning environment	18	5.4	"Flexible activities that were engaging without the stress of a standardized assessment". "It's flexible and we are able to teach freely without any pressure of exams. The students have enough time to finish their work. We can modify and make lessons fun for the student."
Materials and resources availability	14	4.2	"The enrichment curriculum was already provided along with plenty of resources and supplies".
Curriculum flexibility and freedom	14	4.2	"The flexibility and the freedom of the teaching". "I enjoyed having the freedom to choose what I considered to be right for each of my students. I also was happy to go at the pace they need and to be able to have the time to work at their level. For example, for SLAR I divided the classroom between readers and non-readers, that way I could help those that were at Kinder level and also those who would be more benefited from working on their reading comprehension. I felt that I made a difference".
Meet and collaborate with other teachers and colleagues	13	3.9	"It was really fun to be able to collaborate and network with teachers from different schools as well".
Good balance between academic and enrichment sections	10	3.0	"It was very well organized, the students felt welcomed and safe to be here, students were able to engage in academically rigorous work and enrichment activities, while also having a great time".
Student incentives and rewards	8	2.4	"The students loved the goodies they received each week, for example; the fanny packs and glasses". "Free stuff for the kids! (They looked forward to it)".
Schedule and program structure	6	1.8	"I liked the split instruction, the first 4 hours of academics (Math & Reading) while the students are alert then enrichment".
Professional Growth and development	4	1.2	"A great professional growth opportunity for me, as well as a great academic growth opportunity for the students". "Great PD prior to teaching and resources were all available". "PD was detailed with information needed".
Planning time	4	1.2	"I enjoyed the enrichment activities with the kids and the schedule our site coordinator made for us that allowed us appropriate planning time. The kids were engaged and having fun and wanted to come everyday!"
Children distribution in classes is based on knowledge level	2	0.6	"The majority of the students are in the same level of knowledge".
Teachers' financial aspect	2	0.6	"An excellent opportunity to offer a safe and learning environment for students as well as a great opportunity to earn extra income for teachers".

Source: Summer Cool Teacher Survey data file dated 07/14/23.

Note: Percentages exceed 100 because some themes are mentioned in more than one comment.

Appendix D, Table 11: Summer Cool Teacher Survey Responses to “Elaborate on what you feel needs to be improved for Summer Cool programs.” (N = 344)

Theme	Number of mentions	%	Sample comments
Nothing to improve – N/A	73	21.2	“I don’t feel there is a need for improvement for the Summer Cool program. Our campus coordinator was very organized and was easy to work with”. “This year things worked really well”.
Supplies and materials for enrichment / Resources and supplies	60	17.4	“Improvements include better distribution of supplies (some teachers got a lot of supplies while others got very little) [...]”. “[...] Additional resources must be provided. I had to go back to my campus and retrieve additional hands-on materials and manipulatives [...]”.
Shorter day	38	11.0	“The time frame for summer cool is longer than a regular school day. I strongly feel summer school should not be 9 hours long. After about 12:30 or 1:00 pm, the students are tired and sleepy and tend to act out. If the hours are this long again, an afternoon snack should definitely be provided”. “The 8am-5pm is too long. That is what made the day extremely exhausting. I think it should not be as long for both students and teachers”. “Consider shortening the day. Students are always tired around 2pm”.
Curriculum adjustments	33	9.6	“[...] I would also like to see a more rigorous curriculum. My students were not as engaged. I supplemented with Common Lit texts and the engagement increased”. “More engaging curriculum, Reading isn’t rigorous or SOR aligned”. “Curriculum that is more engaging and hands-on”. “The resources given by TCM. The readings were very dynamic and entertaining, open for social discussions, however the activities were repetitive and boring. I had to change a lot of them so the students could have diversity. The teachers also found errors in the answers given in the Assessment Guide”. “More hands on resources for the reading and math curriculum”. “I honestly didn’t like this year’s curriculum. Many of our students are at summer cool because they need intervention in reading and math and this summer’s content wasn’t really built for that. I’d like to see more remediation incorporated so that students actually close gaps”. “The curriculum isn’t geared to bridge learning gaps”. “The curriculum could be improved, varied, and more engaging”.
Technology for students / Technology access	25	7.3	“Technology to use with the students, this year the first day the district took all the laptops and ipads. Maybe for next year you can ask the tech department to take the technology later in the summer for the campuses that are doing Summer Cool”. “More copies of work or the workbook needs to be made available to students. OR We should have technology for students so we can make the work available to them via seesaw or google classroom”. “Things would’ve been easier to deliver; like the lesson plans, if the students had a chromebook or ipad of their own. This year, they didn’t have any so it made things a lot more difficult. Having to make many copies to be prepared wasn’t as easy as it sounds when your summer location isn’t your regular school”. “Technology for each student to differentiate more”. “[...] We weren’t able at our campus, it was a struggle with no computers and no paper”.
Educational field trip	15	4.4	“It would be great to incorporate some other types of activities that would allow for field trips or some other outside activities”.

table continues

Appendix D, Table 11 (continued)

Theme	Number of mentions	%	Sample comments
Availability of students' information	13	3.8	"Registration information needs to be more detailed and that information needs to be shared with campuses and teachers. Teachers are often blind in the process - not knowing anything about the students they are serving". "Teacher should have a personal record of the students we are teaching during summer, just general information, like if he/she has an adequation plan, special need, bilingual or not, contact information. There were some students who arrived at school, and they did not register on the link, we lack information from their parents to meet students and their needs besides academic".
Increase student enrollment/ Improve enrollment process	12	3.5	"I believe making sure that students know it's not just for low performing students or students who needed hours". "The enrollment process can be improved because I did have parents mention they needed help with that and just having a better system of set up on the first day". "Resources and open to register more students who can benefit from the program. Offer enough time to announce program to schools and assist parent to register". "Starting enrollment earlier so exact staffing needs are known before the first day [...]". "[...] Also, I think registration should close by the 2nd week of the plan, so we don't get newcomers when all routines are already in place". "[...] Also there needs to be and enrollment cut time period to help with the surge and overflow of students with the teacher shortage of campus".
Increase the variety of enrichment activities	12	3.5	"Maybe more material to work in enrichment activities. And more interesting enrichment activities". "[...] Enrichment activities that are more intricate that will last longer".
Bilingual curriculum and materials	10	2.9	"Have Spanish lessons for bilingual students". "Need to have books for student who are ESL".
SPED adjustments	9	2.6	"All of the activities can be modified and adjusted to teach students with special needs!" "More preparation with materials and access to SPED documents for students who come from other schools". "From a Special Education perspective, there is room for improvement in providing timely access to 504 plans and IEPs with clear goals and interventions for students".
More planning time and lessons plans	9	2.6	"Teachers need more time to prepare for the first week. We had three hours [...]". "I think teachers need more a planning period each day to ensure our lessons are prepared daily".
Early material access (curriculum)	8	2.3	"Materials being available ahead of time so teachers can better prepare for the beginning of Summer Cool". "I think the resources / lessons should have been available sooner. I didn't really have access to it until the day after summer cool started".
Age-appropriate enrichment materials	7	2.0	"The curriculum for enrichment needs to be totally revamped. The material and the activities need to be age appropriate. We had elementary material for middle school students, which caused teachers to find material or buy materials to keep the students engaged". "Enrichment materials for middle school should be more age appropriate".
Snack for students	6	1.7	"Afternoon snack should be provided at least for PreK/Kinder. It is a long day for them". "Providing more fun science activities and fruits for the students afternoon snack the breakfast and lunch were 99% high processed food".

table continues

Appendix D, Table 11 (continued)

Theme	Number of mentions	%	Sample comments
Need for more staff	6	1.7	"Provide more than one teacher to have enrichment classes. For example, instead of having only one specials class, hire two teachers so that you can offer two specials classes. That way, more classes can have a chance to enjoy specials". "Summer cool needs more staff to change up the monotony of the day. We need help during lunches [...]". "We need more staff, at least to cover another special slot, the students need those 30-45 mins daily. Coverage for lunch time, daily".
Better PD and more training	5	1.5	"There is not enough time or training to familiarize ourselves with the instructions if we must develop or figure it out ourselves". "[...] Possible earlier trainings and recruitment would be more clarifying".
Printed workbook for students	5	1.5	"We need better resources for our students. We need a workbook for each student. It is hard to make copies for them". "I would like to see the curriculum available to students in the form of a workbook rather than solely digital".
Increase student attendance	4	1.2	"Communicating with parents the importance of attendance". "Students need stringent rules for attendance".
Leadership improvement	4	1.2	"Oversight of program leadership on campus". "Trainings for those in charge of the Summer Cool program [...]".
Increase teacher payment	4	1.2	"I believe on teacher hour rate. Teachers at Summer Cool love to teach and this is an opportunity for them to get compensation based on the extra hard work they do".
Shorter sections	3	0.9	"The times. Keeping the students engaged for two hours at a time was difficult at times". "Maybe reducing the amount of time for the reading and math blocks would be beneficial for the scholars. Not everyone can maintain engagement for two hours".
Safety and behavior issues	3	0.9	"Improvements need to be made for safety. Summer Cool should be offered at each campus. The location I was at (xxx) had way too many students because of the large amounts of students from three campuses (xxx). There was not enough teachers to support [...] There was an increase number of behavior issues [...]". "There was not enough support to handle three different middle schools here at xxx [...] Too many chances were given to disruptive students. I understand that Summer Cool is a safe space for students, but there has to be more support, especially with it being longer than regular school hours (8:30-4:30pm)".
HB 4545	1	0.3	"Teachers should be the ones tracking hb4545 hours just like we track attendance. Not tracking the hours did not give students the updated hours so they know how many they were gaining".

Source: Summer Cool Teacher Survey data file dated 07/14/23.

Note: Percentages exceed 100 because some themes are mentioned in more than one comment.

Appendix D, Table 12: Summer Cool Parent Perception Survey Results

Survey Items	Response Choice	<i>n</i>	%
How many students did you enroll in the Summer Cool program? (<i>N</i> = 827)	1 student	539	65.2
	2 students	223	27.0
	3 students	49	5.9
	4 students	11	1.3
	5 students or more	5	0.6
In what grade was/were your student/s during the 2022-2023 school year? (<i>N</i> = 821)	Kindergarten	262	31.9
	Grade 1	132	16.1
	Grade 2	86	10.5
	Grade 3	100	12.2
	Grade 4	72	8.8
	Grade 5	45	5.5
	Grade 6	51	6.2
	Grade 7	43	5.2
	Grade 8	30	3.7
What is the main reason you decided to enroll your student/s in Summer Cool this year? (<i>N</i> = 805)	Academic support.	317	39.4
	Enrichment experience.	204	25.3
	Attended in previous years and the experience was good.	100	12.4
	Cheaper and more convenient than other summer programs.	64	8.0
	Best option for childcare.	44	5.5
	Friend/s attending.	24	3.0
	Other.	52	6.5
As a parent, please rate your overall satisfaction with the Summer Cool program (<i>N</i> = 800)	Excellent	560	70.0
	Above average	132	16.5
	Average	79	9.9
	Below average	13	1.6
	Poor	11	1.4
	Don't know or N/A	5	0.6
If this summer program had not been available, my child/children probably would have been: (<i>N</i> = 775)	At home with a parent or guardian.	385	49.7
	Cared for by a friend, neighbor, or other relative.	153	19.7
	Participating in a non-district summer program.	102	13.2
	Home alone.	61	7.9
	Participating in a different Dallas ISD summer program.	41	5.3
	Other.	33	4.3
Are you open to having your student attend additional summer programming in the future? (<i>N</i> = 775)	Yes.	720	92.2
	No.	8	1.0
	Not sure.	47	6.1

Source: Summer Cool Parent Survey data file dated 07/13/23.

Appendix D, Table 13: Summer Cool Parent Survey Responses to “Please rate your agreement with the following statements.” (N = 775)

Survey Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Don't know or N/A	
	n	%	n	%	n	%	n	%	n	%	n	%
The enrollment process was easy to understand and complete.	571	73.7	169	21.8	16	2.1	13	1.7	5	0.6	1	0.1
My student enjoyed the Summer Cool experience.	558	72.0	163	21.0	28	3.6	12	1.5	11	1.4	3	0.4
The program was a positive educational opportunity for my student.	552	71.2	168	21.7	32	4.1	13	1.7	5	0.6	5	0.6
Summer Cool was academically challenging.	270	34.8	211	27.2	161	20.8	55	7.1	22	2.8	56	7.2
I have noticed positive academic changes in my student since attending this summer.	324	41.8	250	32.3	141	18.2	22	2.8	9	1.2	29	3.7
I have noticed positive social emotional changes in my student since attending this summer.	364	47.0	258	33.3	113	14.6	16	2.1	7	0.9	17	2.2
Dallas ISD summer programs are a valuable resource for my family.	549	70.8	185	23.9	27	3.5	4	0.5	4	0.5	6	0.8

Source: Summer Cool Parent Survey data file dated 07/13/23.

Appendix D, Table 14: Summer Cool Parent Survey Responses to “How satisfied were you with...” (N = 786)

Survey Item	Completely Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Completely Dissatisfied		Don't know or N/A	
	n	%	n	%	n	%	n	%	n	%
... the communication from the school leading up to Summer Cool?	533	67.8	173	22.0	36	4.6	34	4.3	10	1.3
... the academic support offered to students during Summer Cool?	564	71.8	169	21.5	19	2.4	18	2.3	16	2.0
... the participation materials provided to students during Summer Cool?	614	78.1	125	15.9	15	1.9	9	1.1	23	2.9
... the breakfast and lunch served to students during Summer Cool?	483	61.5	191	24.3	36	4.6	14	1.8	62	7.9
... the district-provided transportation to attend Summer Cool?	328	41.7	64	8.1	14	1.8	18	2.3	362	46.1

Source: Summer Cool Parent Survey data file dated 07/13/23.

Appendix E

Appendix E, Table 1: 2022-23 EOY to 2023-24 BOY MAP Reading (English) Assessment Mean RIT Scores by Grade

Grade	<i>n</i>	2022-23 EOY Mean RIT	2023-24 BOY Mean RIT	BOY-EOY Δ
Summer Cool Students				
1	277	153	157	4
2	355	165	167	2
3	295	179	182	3
4	328	190	190	0
5	253	193	195	2
6	241	198	200	2
7	593	193	195	2
8	500	193	196	3
Overall	2,842	184	187	3
Comparison Students				
1	268	153	158	5
2	344	166	167	1
3	281	180	182	2
4	341	190	191	1
5	240	194	196	2
6	242	198	198	0
7	590	195	198	3
8	499	196	200	4
Overall	2,805	186	188	2

Source: District EOY and BOY MAP data files dates 06/25/23 and 09/20/23, 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. BOY-EOY Δ : change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix E, Table 2: 2022-23 EOY to 2023-24 BOY MAP Reading (Spanish) Assessment Mean RIT Scores by Grade

Grade	<i>n</i>	2022-23 EOY Mean RIT	2023-24 BOY Mean RIT	BOY-EOY Δ
Summer Cool Students				
1	308	151	153	2
2	390	163	169	6
3	326	178	180	2
4	354	186	188	2
5	323	191	192	1
6	*	*	*	*
Overall	1,704	174	177	3
Comparison Students				
1	309	150	153	3
2	381	162	169	7
3	316	178	180	2
4	318	187	188	1
5	294	191	193	2
6	*	*	*	*
Overall	1,620	173	176	3

Source: District EOY and BOY MAP data files dates 06/25/23 and 09/20/23, 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. * = fewer than five students tested in this category. BOY-EOY Δ : change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix E, Table 3: 2022-23 EOY to 2023-24 BOY MAP Mathematics Assessment Mean RIT Scores by Grade

Grade	<i>n</i>	2022-23 EOY Mean RIT	2023-24 BOY Mean RIT	BOY-EOY Δ
Summer Cool Students				
1	590	157	159	2
2	756	171	169	-2
3	650	181	182	1
4	705	195	193	-2
5	599	200	199	-1
6	444	206	205	-1
7	593	206	205	-1
8	380	203	203	0
Overall	4,717	188	188	0
Comparison Students				
1	590	157	159	2
2	733	172	169	-3
3	626	181	181	0
4	702	195	194	-1
5	582	201	200	-1
6	424	206	205	-1
7	593	207	206	-1
8	328	204	205	1
Overall	4,578	188	188	0

Source: District EOY and BOY MAP data files dates 06/25/23 and 09/20/23, respectively.

Note: Includes data for students who had valid MAP scores for both assessment administrations. BOY-EOY Δ : change in the mean RIT scores from the beginning of the year to the end of the year.

Appendix F

Appendix F, Table 1: Big Five domains and underlying social and emotional skills (OECD)

Big Five Domain	Skill	Example Items
Task performance	Self-control	1) I avoid mistakes by working carefully. 2) I stop to think before acting.
	Responsibility	3) I keep promises. 4) I avoid responsibilities. *
	Persistence	5) I keep working on a task until it is finished. 6) I finish things despite difficulties in the way.
Emotional regulation	Stress resistance	7) I am relaxed and handle stress well. 8) I do not panic easily.
	Emotional control	9) I stay calm even in tense situations. 10) I am not easily upset.
	Optimism	11) I believe good things will happen to me. 12) I enjoy life.
Engaging with others	Energy	13) I maintain high energy throughout the day. 14) I show a lot of enthusiasm.
	Assertiveness	15) I like being a leader in my class. 16) I know how to convince others to do what I want.
	Sociability	17) I like to be with friends. 18) I like talking to a lot of different people.
Collaboration	Empathy	19) I understand what others want. 20) It is important that my friends are ok.
	Trust	21) I believe that most people are honest. 22) I trust others.
	Co-operation	23) I get along well with others. 24) I am always willing to help classmates.
Open-mindedness	Tolerance	25) I like hearing about other cultures and religions. 26) I learn a lot from people with differing beliefs.
	Curiosity	27) I love learning new things in school. 28) I like to know how things work.
	Creativity	29) I sometimes find a solution that other people don't see. 30) I have a good imagination.

Source: OECD (2021). OECD Survey on Social and Emotional Skills Technical Report.

Note: *: Item was reversed to accurately reflect the preferred response direction and prevent any potential confusion in the analysis of its meaning.

Appendix F, Table 2: Summer Cool Student Survey Responses to the Social & Emotional Skills Students' Self-perception Instrument (OECD's "Big Five Domains") per Domain (N = 9,592)

Big Five Domain	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree	
	n	Avg. %	n	Avg. %	n	Avg. %	n	Avg. %	n	Avg. %
Task performance	1,822	48.3	1,232	32.7	429	11.4	143	3.8	143	3.8
Emotional regulation	1,858	47.3	1,106	28.3	531	13.7	166	4.3	248	6.4
Engaging with others	1,713	46.6	1,010	27.2	577	15.4	209	5.5	198	5.3
Collaboration	1,833	46.7	1,157	29.6	552	14.2	167	4.3	203	5.2
Open-mindedness	1,847	47.6	1,240	32.0	489	12.5	134	3.4	177	4.6

Source: Summer Cool Daily Student Survey data file dated 07/12/23.

Note: Following the instrument developed by OECD (2021) to assess perceptions of socio-emotional skills, the "task performance" domain includes items from one to six, the "emotional regulation" domain includes items from seven to 12, the "engaging with others" domain includes items from 13 to 18, the "collaboration" domain includes items from 19 to 24, and the "open-mindedness" domain includes items from 25 to 30. To streamline the daily administration process, only two random items were presented to each respondent on a daily basis.

Appendix F, Table 3: Summer Cool Daily Student Survey Responses to the Social & Emotional Skills Students' Self-perception Instrument (OECD's "Big Five Domains") per Item (N = 9,592)

Survey Item	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1) I avoid mistakes by working carefully.	295	48.0	196	31.9	76	12.4	29	4.7	19	3.1
2) I stop to think before acting.	253	43.1	198	33.7	77	13.1	31	5.3	28	4.8
3) I keep promises.	345	51.4	203	30.3	73	10.9	22	3.3	28	4.2
4) I like to take responsibilities.	315	49.6	228	35.9	49	7.7	20	3.1	23	3.6
5) I keep working on a task until it is finished.	307	50.5	203	33.4	58	9.5	14	2.3	26	4.3
6) I finish things despite difficulties in the way.	307	47.0	204	31.2	96	14.7	27	4.1	19	2.9
7) I am relaxed and handle stress well.	275	43.9	200	31.9	87	13.9	32	5.1	32	5.1
8) I do not panic easily.	255	41.0	174	28.0	107	17.2	38	6.1	48	7.7
9) I stay calm even in tense situations.	315	46.0	200	29.2	104	15.2	31	4.5	35	5.1
10) I am not easily upset.	258	42.2	165	27.0	96	15.7	35	5.7	58	9.5
11) I believe good things will happen to me.	346	51.5	185	27.5	83	12.4	17	2.5	41	6.1
12) I enjoy life.	409	59.1	182	26.3	54	7.8	13	1.9	34	4.9
13) I maintain high energy throughout the day.	311	49.1	189	29.9	84	13.3	29	4.6	20	3.2
14) I show a lot of enthusiasm.	249	41.1	188	31.0	109	18.0	28	4.6	32	5.3
15) I like being a leader in my class.	268	44.4	157	26.0	105	17.4	44	7.3	30	5.0
16) I know how to convince others to do what I want.	254	37.5	158	23.3	150	22.1	64	9.4	52	7.7
17) I like to be with friends.	375	66.0	124	21.8	39	6.9	11	1.9	19	3.3
18) I like talking to a lot of different people.	256	41.4	194	31.4	90	14.6	33	5.3	45	7.3
19) I understand what others want.	266	40.7	219	33.5	110	16.8	26	4.0	33	5.0
20) It is important that my friends are ok.	428	62.1	178	25.8	45	6.5	15	2.2	23	3.3
21) I believe that most people are honest.	233	38.2	171	28.0	117	19.2	52	8.5	37	6.1
22) I trust others.	275	41.3	175	26.3	131	19.7	30	4.5	55	8.3
23) I get along well with others.	313	50.2	192	30.8	79	12.7	17	2.7	23	3.7
24) I am always willing to help classmates.	318	47.5	222	33.2	70	10.5	27	4.0	32	4.8
25) I like hearing about other cultures and religions.	302	46.3	206	31.6	94	14.4	22	3.4	28	4.3
26) I learn a lot from people with differing beliefs.	269	43.5	208	33.7	93	15.0	21	3.4	27	4.4
27) I love learning new things in school.	348	51.8	203	30.2	64	9.5	25	3.7	32	4.8
28) I like to know how things work.	317	52.1	204	33.5	45	7.4	13	2.1	30	4.9
29) I sometimes find a solution that other people don't see.	283	41.1	216	31.3	124	18.0	36	5.2	30	4.4
30) I have a good imagination.	328	50.7	203	31.4	69	10.7	17	2.6	30	4.6

Source: Summer Cool Daily Student Survey data file dated 07/12/23.

Note: In order to assess perceptions of socio-emotional skills it was utilized the instrument developed by OECD (2021) which includes 30 items, 15 skills, and five big domains (task performance, emotional regulation, engaging with others, collaboration, and open-mindedness). To streamline the daily administration process, only two random items were presented to each respondent on a daily basis.