



Mitigating Summer Learning Loss: an Evaluation of the Dallas ISD Summer Cool Program

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Program Review

The **Summer Cool** program:

- Held **in-person** over a total of **15 days** of instruction in June 2024.
- Activities that support **academic growth** and promote involvement in **extracurricular activities** and **social-emotional** well-being.
- **Reading** (two hours), **Mathematics** (two hours), **Enrichment Activities** (rest of the day).
- Open to **all** district students in grades **Kindergarten** through **8th**.
- Provided **free transportation, meals, and materials**.

Conceptual interest behind the program: preventing **Summer Learning Loss**.

- Schooling is like a **“natural experiment”** because students only receive training from August to May. By comparing their performance in the summer with the rest of the year, we can estimate the impact of school (Entwisle, Alexander, Olson, 1997) and learning losses during summer.



- **Hypothesis:** Summer schools could mitigate these learning losses.

Methodology: a Mixed-Method Design

Summer Cool Program Evaluation

Attendance and Enrollment

- SLAPP / attendance rates

Student, Teacher, and Parent Experience Surveys

- Qualtrics Surveys / Sub-Scale and overall perceptions of the program
- Crosstabulations and content analysis

Social Emotional Learning

- Student Daily Survey / Instrument: OECD SEL domains
- Crosstabulations

Academic Outcomes

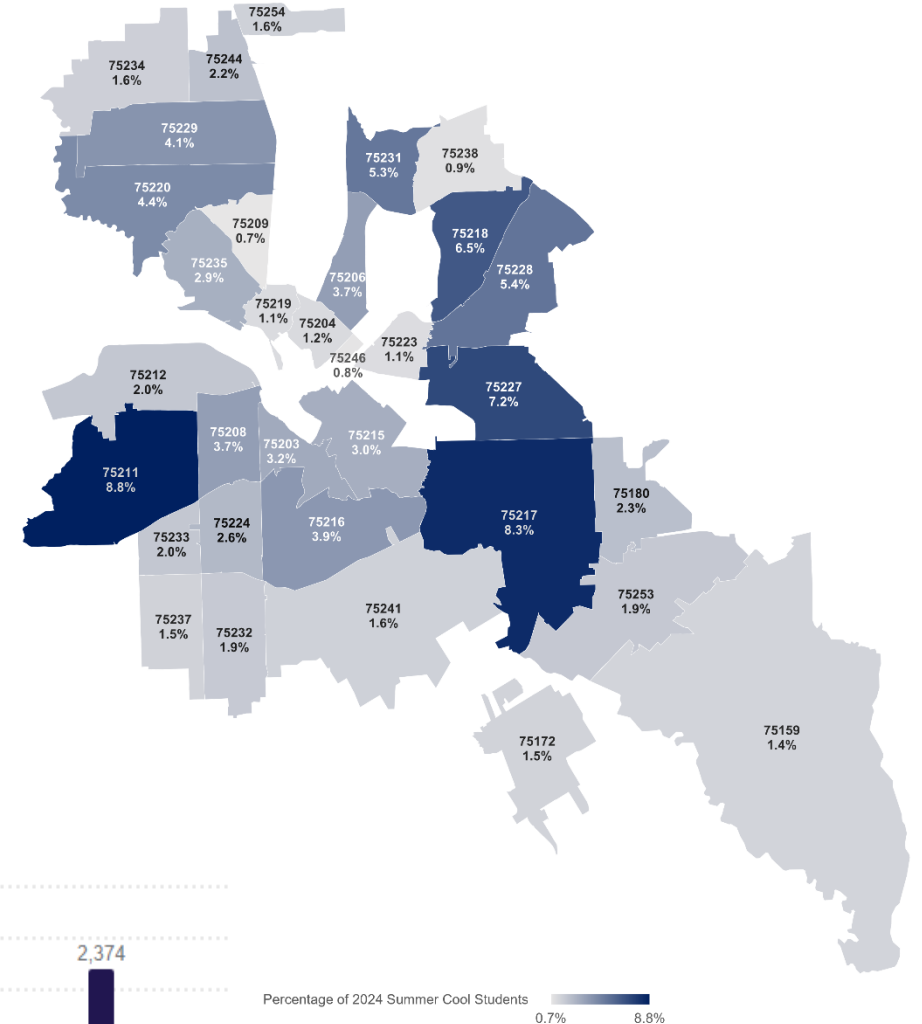
- 2023-24 MAP Reading and Math assessments / Differences between EOY and BOY
- Crosstabulations and statistical tests

HB 1416 Tutoring Legislative Mandates

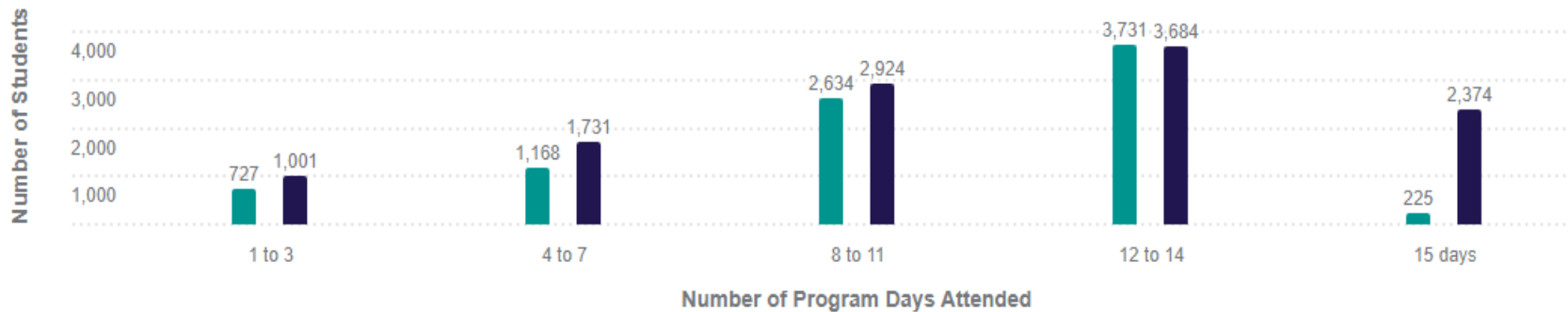
- Tutoring hours completed / Administrator Survey / Sub-Scale and overall perceptions of the program
- Crosstabulations

Summer Cool Attendance

- In 2023-24, **11,714 students** (8% of the district) **attended the Summer Cool program**, representing a **38 percent increase** from the 8,485 students (6% of the district) who participated the previous year.
- The **average attendance rate** per student was **71 percent**.
- **More than half** of students attended **over 75 percent of program days** and one-fifth attended all days.



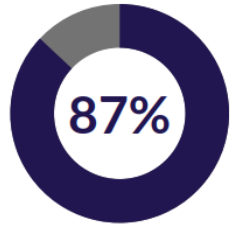
Summer Cool Student Attendance Distribution by Program Days Attended



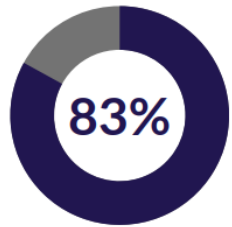
■ Summer Cool 2023 ■ Summer Cool 2024

Percentage of 2024 Summer Cool Students
0.7% 8.8%

Stakeholder Feedback: Students



Summer Cool students reported that the program helped them understand school work better



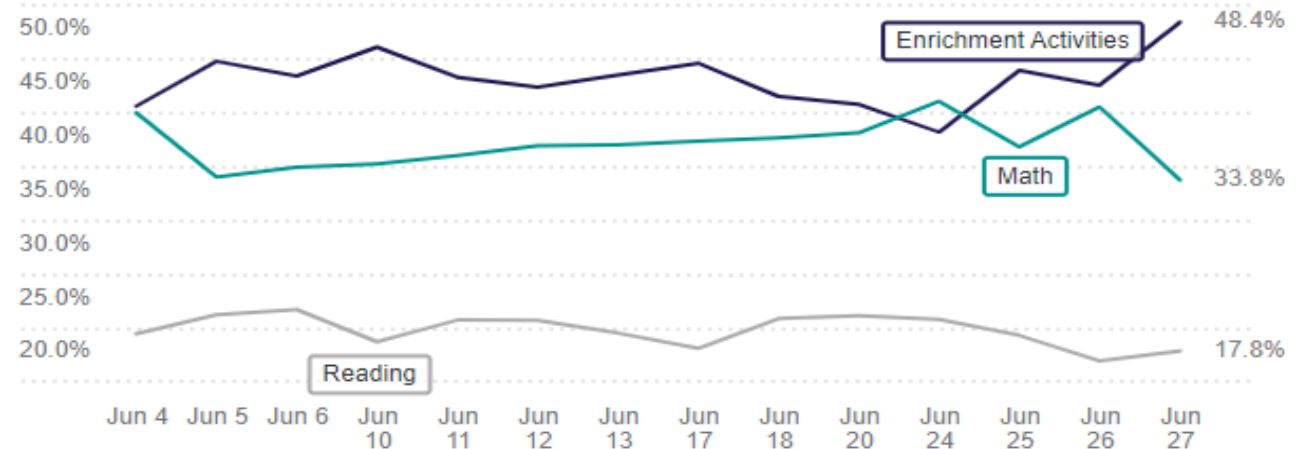
Summer Cool students felt that the program helped them build stronger relationships with adults

- Overall, **43 percent** of students **preferred Enrichment Activities**, **37 percent** chose **Mathematics**, and **20 percent** picked **Reading**. This is a shift from last year, when Mathematics was the top choice (42%), followed by Enrichment Activities (39%) and Reading (20%).


What is ONE word that describes your experience at Summer Cool? 2,611

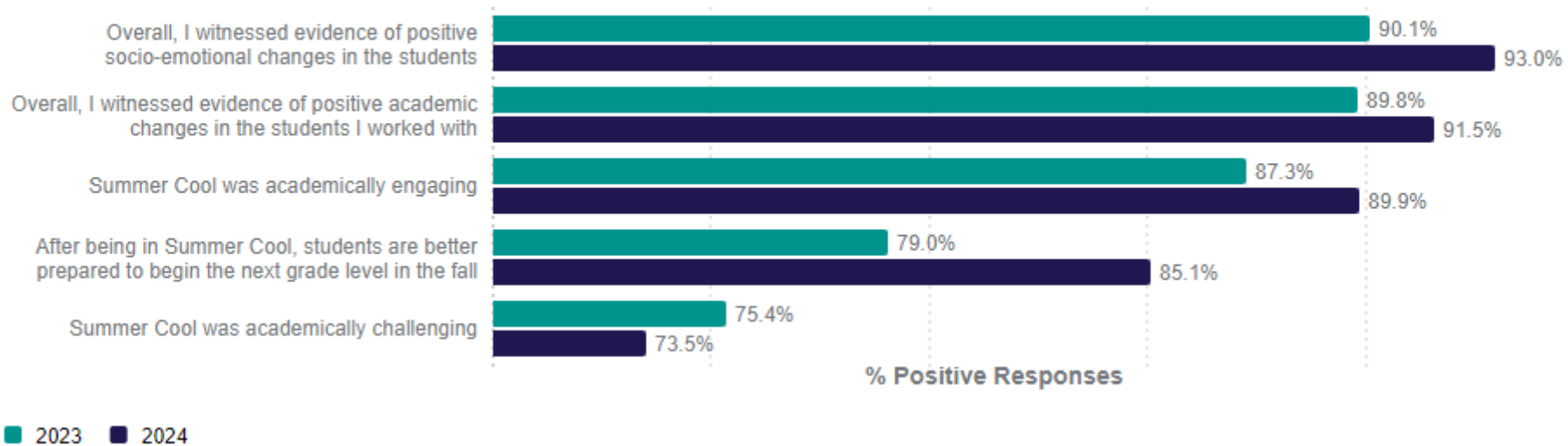


Summer Cool Students' Favorite part of the Day per Day 15,049



Stakeholder Feedback: Teachers

Considering your experience as a teacher during Summer Cool, how much do you agree with the following statements? 



- 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**, a notable increase of six percentage points from 2023.
- Teachers felt that **enrichment activities** (25% of comments), **students' growth** (25%), the **curriculum** (17%), **staff collaboration** (15%), and the **relaxed environment** (13%) were the best part of the program.
- **Key areas for future improvement: faster supply delivery** (33%), **curriculum adjustments** (12%), **a shorter day** (10%), and **more staff support** (8%). Students' access to technology did not emerge as a significant problem this year.

Stakeholder Feedback: Parents or Guardians

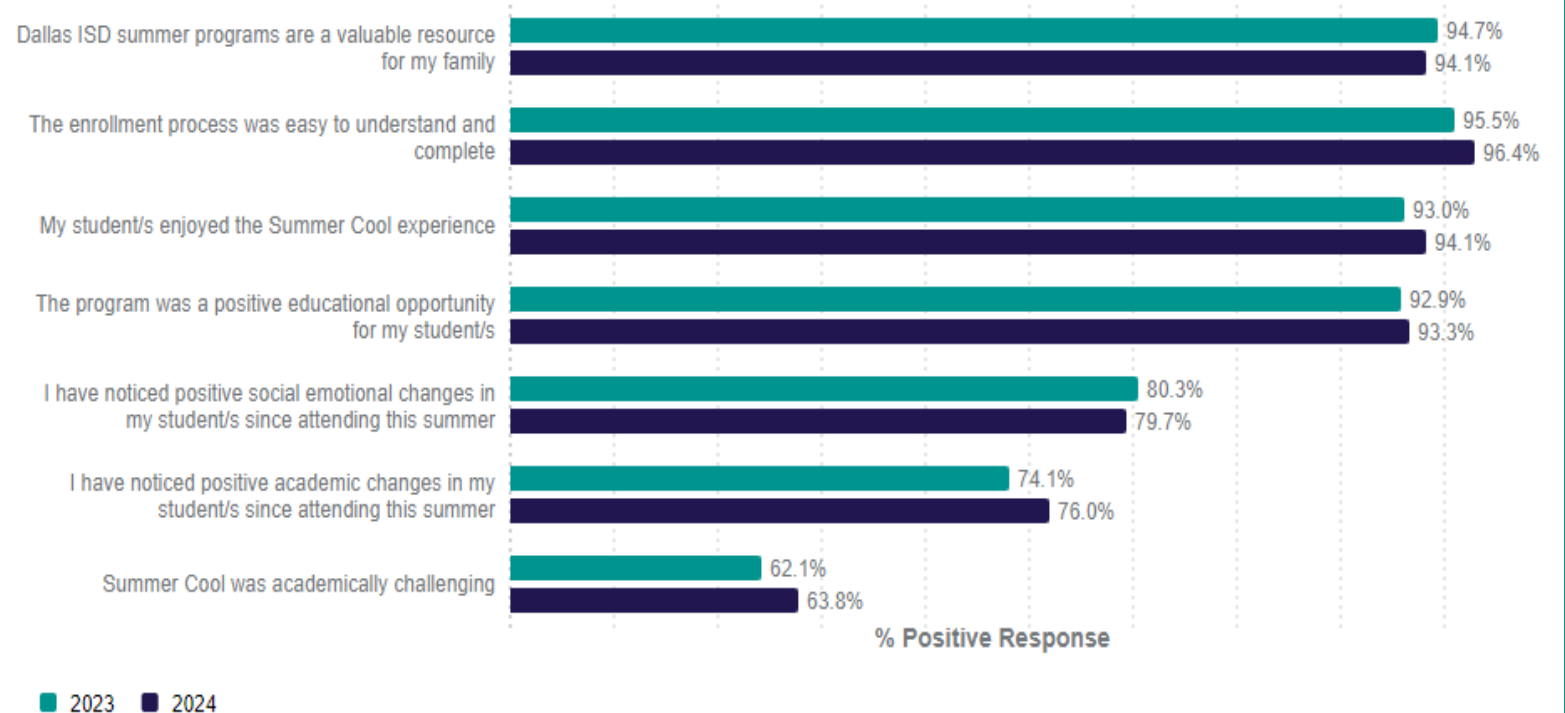
- A significant **majority of parents** reported that they were **satisfied with the program** overall, and that they **noticed positive social-emotional changes and academic improvements** in their students since attending Summer Cool.
- Parents and guardians **recommended** several improvements: **providing more challenging academic content, enhancing both pre-camp and ongoing communication, extending the program's duration, and offering program information earlier.**

Overall average parent satisfaction with the program

1,404



Please indicate your level of agreement with the following statements. ↴

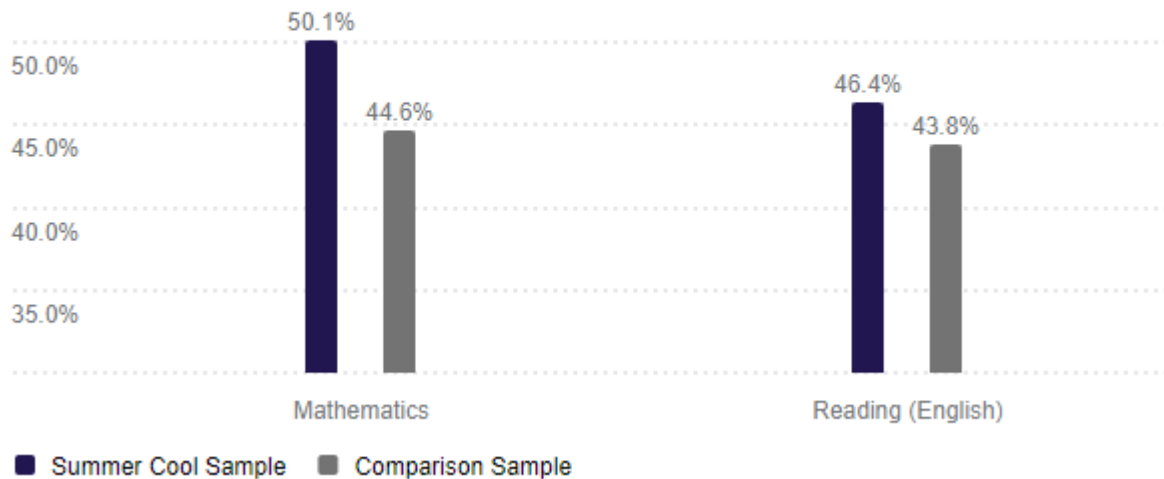


% Positive Response

■ 2023 ■ 2024

Academic Outcomes: Summer Cool Attendance and *MAP* Growth*

Met Projected MAP Growth Rates 📄

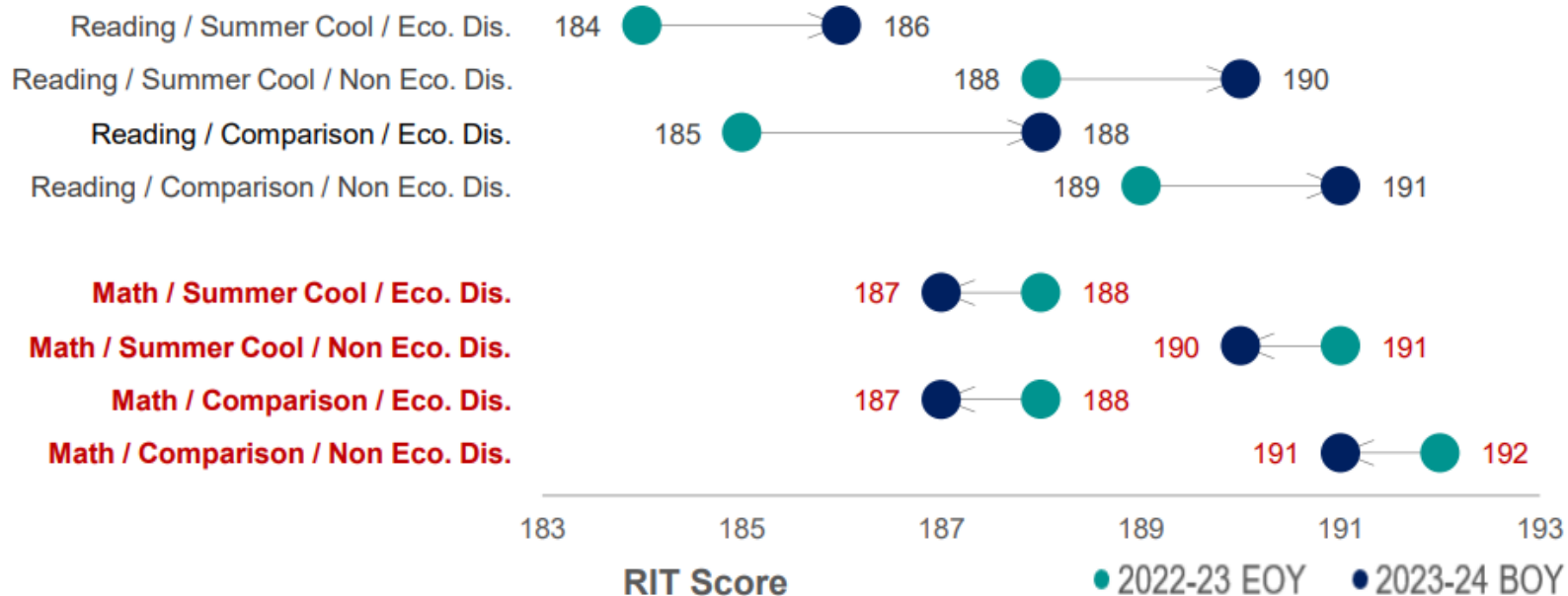


- In *MAP* Reading (English) and Mathematics, **Summer Cool students surpassed their BOY projected growth at higher rates** compared to their matched peers.

Note: * Since DISD does not have available BOY *MAP* data for the 2024-25 school year, this section of the presentation will use *MAP* results from the previous Summer Cool (June 2023).

Academic Outcomes: Summer Learning Losses

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



- 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.

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.

Academic Outcomes: Summer Cool Attendance and *MAP* Growth

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

	B	SE	Wald	df	p	Odds Ratio	95% CI for Odds Ratio	
							Lower	Upper
Reading (N = 2,359)								
Summer Cool (13+ days)	.188	.089	4.497	1	.034	1.207	1.014	1.436
<i>EOY MAP</i>								
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
<i>EOY MAP</i>								
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.

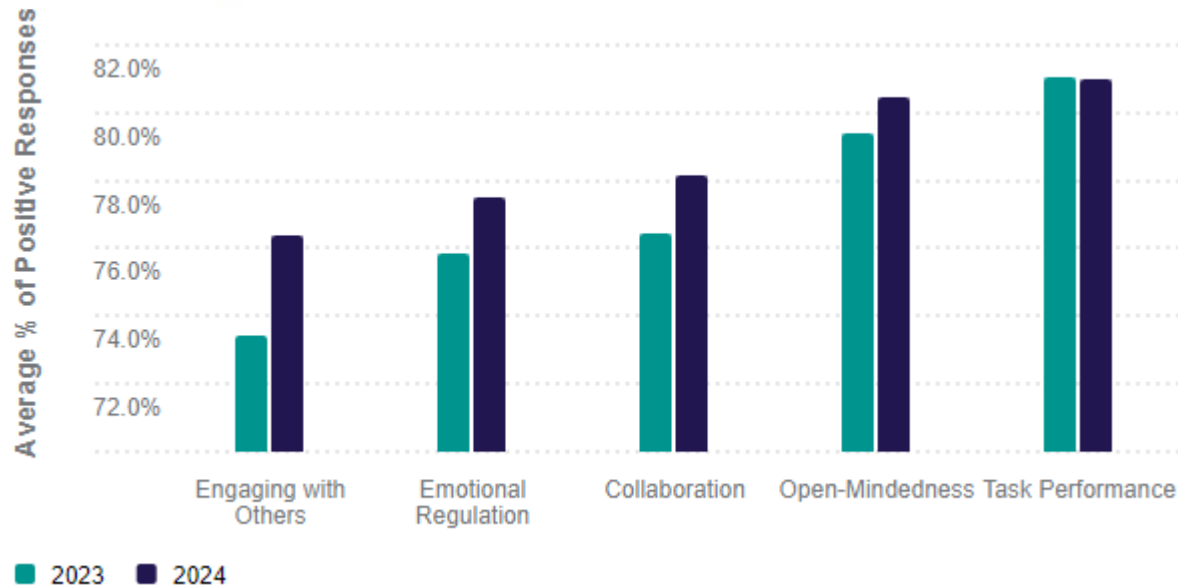
Note: Includes students who took the English language Reading assessment only. NWEA does not calculate fall-to-fall projected growth for Spanish language Reading. Includes data for students who had valid *MAP* scores in the same language for both assessment administrations. B= Beta coefficient. SE= Standard Error. Wald= Wald Test. df= degrees of freedom. p= p-value. CI= Confidence Interval.

- Does attending Summer Cool in high dosage increase the chance of meeting the projected growth in the upcoming fall?
- 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.

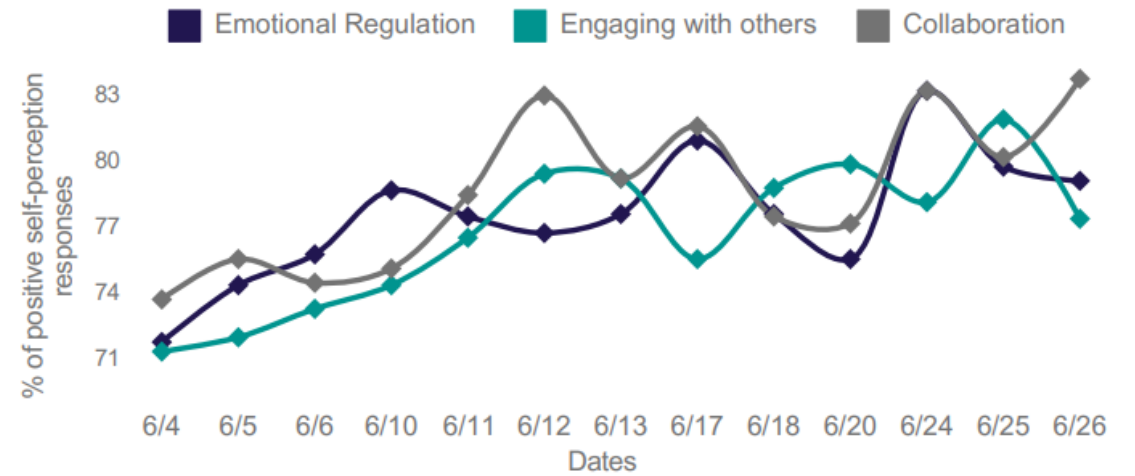
Social Emotional Learning

- Students generally reported the **most positive self-perception responses** in the SEL domains of **Task Performance** effectiveness (81%) and **Open-Mindedness** (80%).
- Overall, there was a **consistent upward trend** in students' positive self-perception responses across the SEL domains of **Emotional Regulation**, **Engaging with Others**, and **Collaboration** throughout the program.

Social and Emotional Skills Students' Self-perceptions (OECD) per Domain



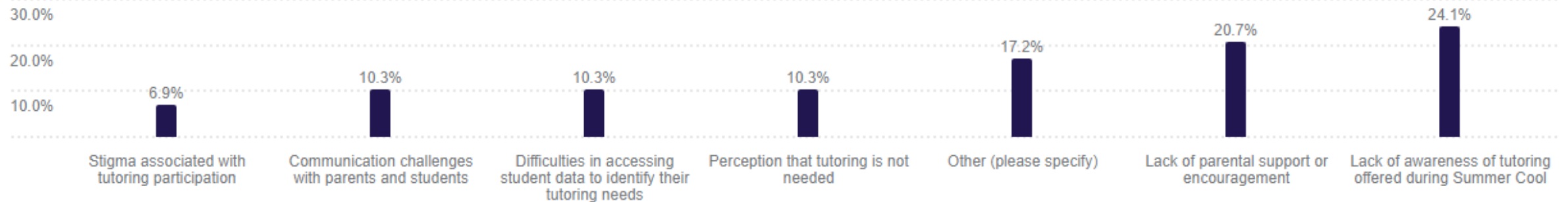
Social and Emotional Skills Students' Self-perceptions (OECD) per Domain over Time



HB 1416 Tutoring Legislative Mandates

- **Thirteen percent of tutoring hours** required by HB 1416 were **completed** during Summer Cool (101,400 Mathematics hours and 97,290 Reading hours), exceeding the 10 percent goal.
- The **main barriers** to student participation were a **lack of awareness of the tutoring offered during the camp (24%)** and **insufficient parental support (21%)**.
- **Recommendations** for improvement include **enhancing the tracking of hours**, addressing **attendance and punctuality expectations**, and **increasing communication with parents** regarding their students' need for tutoring hours.

Which of the following were barriers to student participation in the tutoring hours at your campus during Summer Cool? 29



Conclusions

- **Enrollment and attendance.** 11,714 students (8% of the district) attended Summer Cool in 2023-24, up 38 percent from last year. On average, students attended 71 percent of the days; over half attended more than 75 percent and 20 percent attended every day.
- **Stakeholders' experiences.** Students felt they improved academically and in terms of SEL, teachers were generally satisfied and saw positive student progress, and parents were pleased with their children's growth but suggested content and communication improvements.
- **Summer Learning Losses.** No significant summer learning losses were observed, except in Mathematics, regardless of students' socioeconomic status or their participation in Summer Cool.
- **Attendance effect.** Attending Summer Cool for at least 12 to 13 days significantly boosts the chances of meeting or exceeding fall growth goals in Mathematics (+19%) and Reading (+21%), respectively.
- **Social Emotional Learning.** Students had high self-perception in Task Performance Effectiveness and Open-Mindedness, with steady improvements in self-perception across SEL areas like Emotional Regulation, Engaging with Others, and Collaboration throughout the program.

Improvements for Next Year?

The program evaluation

- Analyze **Summer Cool's impact on student outcomes** using EOY and BOY **i-Ready** data.
- Continue efforts in analyzing data to **evaluate the effects over time** through longitudinal studies.
- Address challenges in **accurately measuring learning loss**, focusing on isolating summer performance.
- Explore how different **assessment tools may influence the measurement of learning loss**.

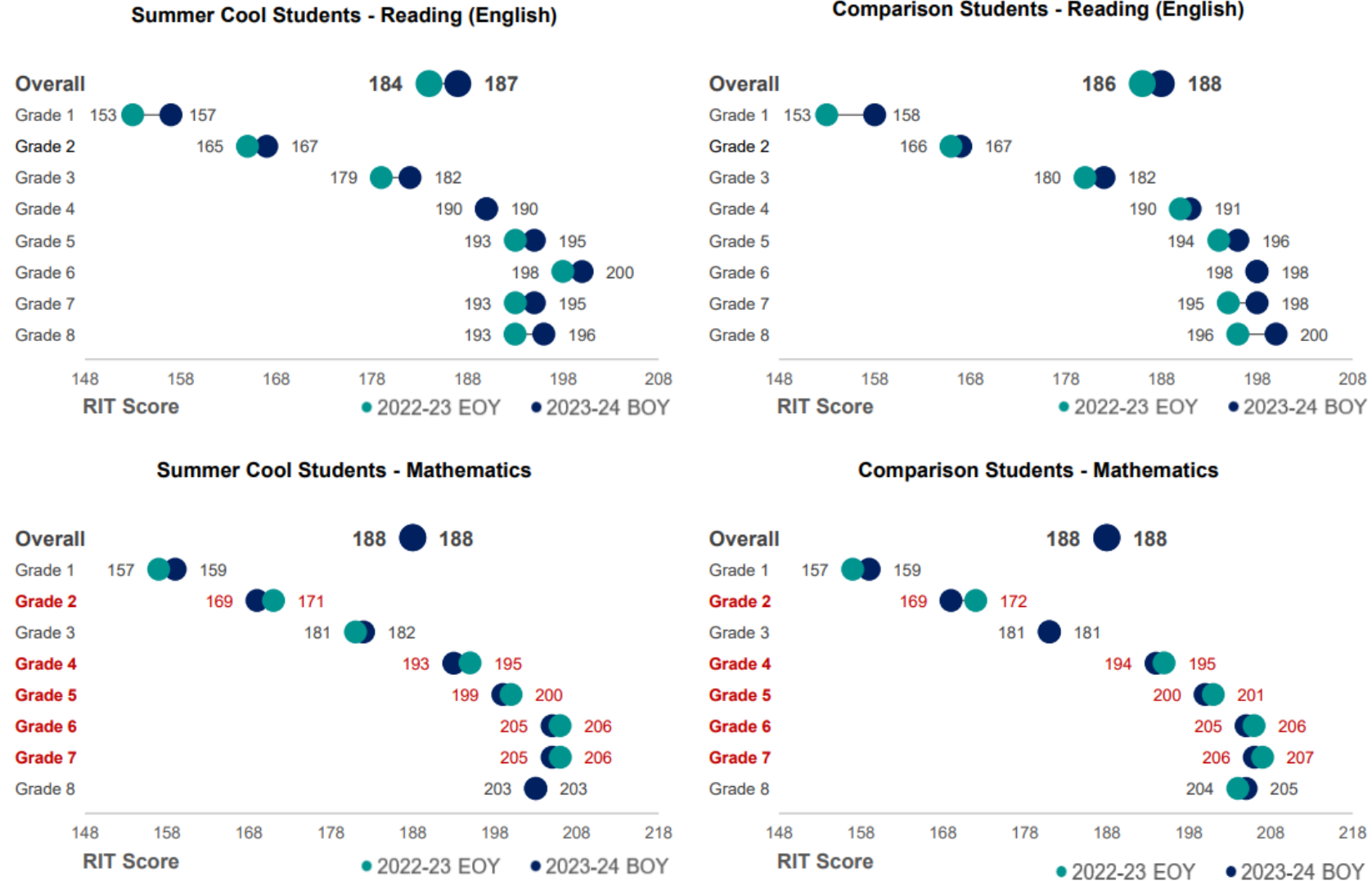


THANK YOU

Questions?

Academic Outcomes: Summer Learning Losses by Grade

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.

Recommendations

1. Continue to offer free, full day summer programming.

ELO's summer 2024 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."

2. 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. Many teachers and parents reported positive social emotional changes in their students after attending Summer Cool, while students showed improved self-perception in several areas of social and emotional learning throughout the program. This shows commitment to the stated intention of "meeting the needs of the whole child."

3. Continue exploring solutions for timely delivery of materials and improve pre-camp communication with parents.

While during Summer Cool 2024 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. 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.

4. Enhance support and communication for Summer Cool tutoring (Legislative Mandates).

While central office support was adequate, ongoing evaluation and refinement are needed to ensure site administrators have the necessary resources to implement tutoring mandates during summer school. Strengthening communication is crucial to make all parents and students aware of tutoring services. By diversifying communication methods and enhancing parental engagement through informational sessions, the program can overcome awareness barriers, boost support, and ultimately improve student participation and outcomes.

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