



# Fall 2017 Academic Outcomes for Students Who Attended 2017 Title I Summer School

## Summary Report

### Introduction

Staff from Austin Independent School District's (AISD) State and Federal Accountability (SFA) Department provided data to AISD's Department of Research and Evaluation (DRE) staff on students who attended the district's Title I-funded summer programs in 2017. These programs offered academic instruction and acceleration in several subject areas, including reading, math, science, and social studies. To help evaluate the impact of summer programming, the SFA staff wanted to know how students who attended the 2017 summer programs did on beginning-of-school-year benchmark assessments in Fall 2017. DRE staff used the data file to find out how many of the summer students enrolled in AISD in Fall 2017 and how they performed on the district's Fall 2017 benchmark tests in reading and math.

### Enrollment

Of the 1,521 summer program student records received from SFA staff, 1,343 (88%) of these students were enrolled in AISD in Fall 2017. Some students may have graduated during the summer of 2017, while others may have not returned to AISD or withdrawn sometime during the fall semester. Of these 1,343 enrolled students, most were enrolled in the next grade level; 4% ( $n = 60$ ) were retained in their previous school year grade level or had not yet earned enough course credits to be promoted to the next grade level.

### Academic Performance: Reading

When examining Fall 2017 beginning-of-year reading benchmark test results for those students who had attended the 2017 Title I summer school, 835 students in kindergarten through 8th grade had Fall 2017 test records in English, and 407 students in kindergarten through 5th grade had Fall 2017 test records in Spanish. Among test takers, 39% were on grade level in English reading and 58% were on grade level in Spanish reading in Fall 2017.

Some students who participated in the Title I summer program received summer instruction with a focus on reading. Of these students who received summer reading instruction and had Spring 2017 State of Texas Assessment of Academic Readiness (STAAR) reading results as well as summer reading program performance results ( $n = 119$  in grades 3 through 5), 66% had passed the Spring 2017 STAAR reading test prior to summer school, and 25% made summer reading progress during the program.



Examining 2017 Title I summer program reading performance and Fall 2017 reading benchmark test performance for students in grades 3 through 5, 49% of English test takers ( $n = 105$ ) and 68% of Spanish test takers ( $n = 28$ ) were on grade level in reading at the Fall 2017 benchmark test time. Note that it is possible some students (e.g., English learners) took both the English and Spanish Fall 2017 benchmark tests to measure their reading progress in both languages.

For Title I summer program high school students in grades 9 through 12, an analysis of their Spring 2017 end-of-course (EOC) English I and II results (prior to summer school) showed that of those who took the English I exam ( $n = 241$ ) or the English II exam ( $n = 171$ ), 44% passed each test, respectively. No summer program progress data were reported for these students; however, students' course grades from the fall semester 2017 following the summer program were examined. Of the 505 high school students who had Fall 2017 English course grades, 84% were passing the class.

### Academic Performance: Math

Although the district does not have a comprehensive Fall 2017 benchmark math assessment for students, an analysis was conducted on those Title I summer program students who had Spring 2017 STAAR math results (prior to the summer program) and summer math program performance results ( $n = 59$  in grades 3 and 4). Of these students, 64% had passed the Spring 2017 STAAR math assessment, and 61% showed summer progress, according to summer records.

For Title I summer program high school students in grades 9 through 12, an analysis of their Spring 2017 EOC Algebra I test performance showed that 76% ( $n = 197$ ) of test takers passed the test. No summer program progress data were reported for these students; however, their course grades from the fall semester 2017 following the summer program were examined. Of the 523 high school students with Fall 2017 math course grades, 75% were passing the class.

### Eastside Vertical Team Students

SFA staff were interested in the performance of those Title I summer school students who attended schools in the Eastside High School vertical team (VT) of schools, which included Eastside, Martin Middle School, and the following elementary schools: Allison, Brooke, Govalle, Metz, Ortega, and Zavala. Of the 1,343 summer school students who were enrolled in AISD schools in Fall 2017, 262 (13%) were attending schools in the Eastside VT. This summer program was designed to connect students, teachers and parents with the VT campuses. Eastside VT students' Fall 2017 academic performance in reading and math was examined for those who had attended the Title I summer program 2017. Among students in elementary and middle school grades who took the district's Fall 2017 benchmark reading assessment in English (grades 3 through 8;  $n = 193$ ), 57% were on grade level at the beginning of the school year.

## Title I Program

The purpose of the federal Title I, Part A, program is to provide funds to improve elementary and secondary educational programs in both public and private nonprofit schools and institutions. Funds can be used for supplemental instruction through extended learning opportunities, such as afterschool or summer programs. Funds received in AISD were based on the projected percentage of low-income students living in each school's attendance area.

For more information on Title I, please see the following websites:

<https://www.ed.gov/essa>

<https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf>

[https://tea.texas.gov/About\\_TEA/Laws\\_and\\_Rules/NCLB\\_and\\_ESEA/Title\\_I,\\_Part\\_A\\_-\\_Improving\\_Basic\\_Programs/Title\\_I,\\_Part\\_A\\_-\\_Improving\\_Basic\\_Programs/](https://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I,_Part_A_-_Improving_Basic_Programs/Title_I,_Part_A_-_Improving_Basic_Programs/)



For those students who took the district's Fall 2017 benchmark reading assessment in Spanish (grades 3 through 5;  $n = 47$ ), 74% were on grade level at the beginning of the school year. For Eastside middle and high school students with Fall 2017 course grades in English or reading ( $n = 96$ ), 97% were passing the course. For Eastside middle and high school students with Fall 2017 course grades in math ( $n = 90$ ), 79% were passing the course.

## Conclusion

AISD staff will use this report and other information to make decisions about improving the upcoming schoolwide program and future Title I summer programs. According to Title I policy, schools must use effective methods and instructional strategies that are based on scientific research that strengthens the core academic program of the school. Further investigation is recommended to understand students' academic needs and eligibility for summer programs, what instructional strategies are being implemented during summer programs, and the degree to which these summer program strategies are effective in helping students regain or accelerate their knowledge and skills.

## AUSTIN INDEPENDENT SCHOOL DISTRICT

Martha Doolittle, Ph.D.

### Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338  
512.414.1724 | fax: 512.414.1707  
[www.austinisd.org/dre](http://www.austinisd.org/dre) | Twitter: @AISD\_DRE

March 2018

Publication 17.14