Evaluation Matters

Volume 7, Number 3 November 2017 Steven M. Urdegar, Ph.D., Director

Summer Programs:
An Analysis of Participation and Impact, 2017

1. What is the purpose of this report?

This report examines the outcomes of the M-DCPS in-class Summer Programs operated in the M-DCPS. The Summer Programs, offered to provide supplemental instruction for students in need of remediation, are comprised of Literacy for Rising 3rd Grade Students, Algebra I End-of-Course (EOC) remediation, and Course Recovery. Not included in this report is the state-mandated summer program for retained third graders, which is addressed in a separate evaluation.[1]

2. Which populations are targeted in this report?

The samples for the summer programs comprised students in Grade 3 (Third Grade Summer Reading Camps and Literacy for Rising 3rd Grade Students), Grades 6 through 8 (Course Recovery) and Grades 9-12 (Algebra 1 Remediation) who registered for each component, entered within the first two days of the summer reporting cycle, and remained enrolled in the respective component for the duration of the summer session. Only students who were eligible to participate as delineated by the Department of Summer Services (2017) were included in the evaluation. Comparison groups were also defined for each component by students who met the eligibility requirements, but who did not participate in the program. Students in the comparison group who partially participated in the program and students in both groups who did not have valid pre- and post-test scores at consecutive grades, were excluded from analyses of impact.

3. How were the data for this report collected and analyzed?

Participation data were obtained from the student course registration data file and examined through descriptive statistics. Each component with a defined comparison group was then analyzed by comparing the outcomes for students who participated in the component with students who did not, while considering the influence of demographic differences and baseline achievement. Each component without a defined comparison group was analyzed by gauging whether increased use was associated with superior outcomes, once students' demographic characteristics and baseline achievement were considered. The results for Course Recovery were limited to descriptive statistics.

[1] *Third Grade Summer Reading Camps, 2017 Evaluation* by Steven M. Urdegar, 2017, Miami, FL: Miami-Dade County Public Schools.

4. What are the outcomes of the Literacy for Rising 3rd Grade Students component?

The Literacy for Rising 3rd Grade Students provided students who scored 26th-49th percentile on the Spring 2017 administration of the Stanford Achievement Test in Grade 2 the opportunity to bolster their reading skills. The curriculum used was a research-based intervention program called Flex Literacy, developed by McGraw Hill. It may be noted that this curriculum was also used in the Third-Grade Summer Reading Camps, offered to retained students. The curriculum utilized whole group and small group instruction to bolster reading comprehension skills. The curriculum included a self-directed technology component as well as a component that targeted reading comprehension, critical thinking, and writing skills. The sections that follow examine both the participation in and impact of these components.

- **Participation**. Table 1 lists the number and percentage of registered students who completed the Literacy for Rising 3rd Grade Students component, participated and withdrew prior to completion, and registered but did not participate.

Table 1. Participation in the Literacy for Rising 3rd Grade Students Component

	Participation					
	Full[a]		Partial[b]		None[c]	
Total	n	%	n	%	n	%
2,236	1,511	67.6	119	5.3	606	27.1

[a]Students who completed the component. [b]Students who participated and withdrew prior to completion. [c]Students who initially registered but did not attend (i.e., no shows).

  - A total of 2,236 students registered for the component.
  - More than two-thirds of the students who registered to participate, completed the component.

- **Impact**. Comparison groups of non-participating students were identified by examining their scores on the spring 2017 administration of the Reading Comprehension subtest of the SAT-10. Then, statistical regression procedures were used to compare the outcomes for students who participated in the program with students who did not, controlling for the influence of demographic differences and initial ability as measured by the SAT-10 pretest. The outcomes were the students' composite scaled scores on the iReady Diagnostic Test administered during August-October 2017.

  - Students who participated in the Literacy for Rising 3rd Grade Students did not score significantly higher on the outcome measure than students who did not participate in the program.
  - The administration period for the iReady Diagnostic Test lasted an extended period, from August 28 through October 6th. The later that students took the outcome measure the higher they scored, regardless of whether they participated in the program. This likely reflects the impact of instruction received in the fall.

5. What are the outcomes of the Algebra I EOC Remediation Component?

The Algebra I EOC remediation component is designed to prepare students who did not receive passing scores on either the Next Generation Sunshine State Standards or the Florida Standards Assessment versions of the Algebra 1 End of Course assessment, as required to meet the Algebra 1 graduation test criteria. The component, which focused on reviewing and strengthening specific skills, was revised to include new course materials, and to align more closely with the Florida Standards. High school students were offered the course through the adult education centers, while middle/high school students at selected alternative schools were offered the course at those locations. It should be noted that beginning in 2016, both the NGSSS and FSA versions of the EOC were available to students, with eligibility based on the test they took on their first attempt. Separate analyses of the outcomes of each assessment were conducted in this evaluation.

- **Participation**. Table 2 lists the number and percentage of registered students who completed the Algebra I remediation component, participated and withdrew prior to completion, or registered but did not participate in the program by summer 2017 grade level.

Table 2. Participation in the Algebra I EOC Remediation Component

Summer Grade	Total	Participation					
		Full[a]		Partial[b]		None[d]	
		n	%	n	%	n	%
9	1,425	664	46.6	723	50.7	38	2.7
10	260	153	58.8	94	36.2	13	5.0
11	73	43	58.9	24	32.9	6	8.2
12	19	6	31.6	12	63.2	1	5.3
Total	1,777	866	48.7	853	48.0	58	3.2

[a]Students who completed the component. [b]Students who participated and withdrew prior to completion. [c]Students who initially registered but did not attend (i.e., no shows).

  - Nearly 1,800 students enrolled in the component
  - Of the students who enrolled, around half completed the program
  - About 80% of the participants were ninth graders.

- **Impact:** Statistical regression procedures were used to estimate the impact of demographic differences, baseline achievement (as measured by the spring Algebra I EOC pretest), and program participation, on the students' chances of passing the summer Algebra 1 EOC. Students who initially took the Next Generation State Standards (NGSSS) version of the Algebra I EOC were eligible to retake that version of the test. However, students who previously took the Florida Standards Assessment (FSA) version of the test were required to continue to do so. The passing score for both versions is an achievement level of 3 and above.

FSA Algebra I EOC

- **Pass rate:** Table 3 lists by participation type, the total number of students followed by the percent of students who passed the end of summer FSA Algebra I EOC exam, by EOC grade.

Table 3. Pass Rates on the Summer FSA Algebra 1 EOC by Program Participation

			Program Participation					
EOC	Overall		Full		Partial		None	
Grade	All Students	%Passing	All Students	%Passing	All Students	%Passing	All Students	%Passing
9	1,251	21.2	446	17.5	324	16.4	481	27.9
10	297	14.8	68	16.2	17	29.4	212	13.2
11	92	5.4	13	7.7	3	0.0	76	5.3
12	13	7.7	2	--	--	--	11	9.1
Total	1,653	18.2	529	17.0	344	16.8	908	21.4

  - The pass rate for all students was 18.2%.
  - The pass rate for all students who completed the course was 17.0%, while the pass rates for students who did not attend was 21.4%.

- **Effect:** A statistical analysis of students' test scores did not find participating 9th graders to be significantly more likely to pass the FSA summer Algebra 1 EOC than their counterparts who did not take the course.

  - Ninth graders classified as over age for grade were half as likely to pass the test than their peers who were not so classified.
  - No other significant effects for ninth grade students were found.
  - There were insufficient data to analyze programmatic effects at any other grade.

NGSSS Algebra I EOC

- Only 16 students took the NGSSS version of the test, of which 87.5% (n=14) were seniors.
- Of those seniors, the 1 student who completed the program and 84.6% of the non-participants (n=11), did not achieve a passing score on the Summer NGSS Algebra 1 EOC.
- Thus, there were insufficient data to analyze the programmatic effects of the component.

6. What are the outcomes of the Credit Recovery component?

The Credit Recovery component provided an opportunity for middle school students who failed to earn core course credit, to do so during the summer. The totals do not include participation in the Algebra I remediation component.

- **Participation**. Table 4 lists by grade; the total number of courses followed by the number and percent of courses in which students (a) registered and completed; (b) registered and withdrew prior to completion, and (c) registered, but did not participate.

Table 4. Participation in the Credit Recovery Component

Summer Grade	Courses Enrolled	Completion					
		Full[b]		Partial[c]		None[d]	
		n	%	n	%	n	%
6	175	91	52.0	40	22.9	44	25.1
7	1,856	1,229	66.2	247	13.3	380	20.5
8	1,756	1,295	73.7	284	16.2	177	10.1
Total[a]	3,787	2,615	69.1	571	15.1	601	15.9

Note. Counts are duplicated as students could have attempted multiple courses. [a]Includes a small number of ninth graders. [b]Students who completed the component. [b]Students who participated and withdrew prior to completion. [d]Students who initially registered but did not attend (i.e., no shows).

- A total of 3,504 students attempted an average of 1.08 courses each, completing 69.1% (n=2,612) of them.
- Most of the attempted courses were completed by seventh and eighth graders.

- **Course Completion**. Table 5 lists the academic grades earned during summer school by the students who completed the component and subsequently were awarded credit, by subject area.

Table 5. Academic Grades Earned by Students Who Completed the Component by Subject Area

	Courses		Final Grade									
			A		B		C		D		F	
	Completed	%Graded	n	%	n	%	n	%	n	%	n	%
Language Arts	488	93.4	25	5.5	135	29.6	236	51.8	45	9.9	15	3.3
Mathematics	1,143	94.8	83	7.7	369	34.0	468	43.2	136	12.5	28	2.6
Science	471	95.8	36	8.0	191	42.4	199	44.1	19	4.2	6	1.3
History	513	96.7	67	13.5	238	48.0	166	33.5	12	2.4	13	2.6
Total	2,615	95.1	211	8.5	933	37.5	1,069	43.0	212	8.5	62	2.5

- Nearly all the students who completed the courses earned final grades. Almost half of the grades earned were A or B.
- Students who took courses in science and history earned the highest percentage of A and B grades.

7. What are the principal conclusions of this report?

Overall, the Summer Programs were designed to provide remedial support to students who require it, and while that goal was met, student outcomes were mixed. Students who participated in the Literacy for Rising Third Grade component did not enjoy significantly better outcomes on the iReady Diagnostic Test administered in the first two months of the school year than students who did not attend the summer sessions. In addition, the Algebra I remediation did not significantly improve the odds of passing the End of Course exam for summer participants. However, over two thirds of the courses attempted by students who participated in Course Recovery were completed, half with grades of A or B, helping students to meet promotion criteria.

References

Department of Summer Services (2017). *2017 Summer Implementation Document.* Miami, FL: Miami-Dade County Public Schools. Retrieved July 26, 2017, from http://summerschool.dadeschools.net/pdfs13/implementation_doc.pdf

Urdegar, S.M. (2016). Summer Programs: An analysis of participation and impact, 2016. *Evaluation Matters, 6* (3), 1-14.