

Learning from Summer:

Effects of Voluntary Summer Learning Programs
on Low-Income Urban Youth

Presenters



- **Catherine H. Augustine**, Senior Policy Researcher, RAND Corporation
- **Tommy Chang**, Superintendent, Boston Public Schools, MA
- **Michael Hinojosa**, Superintendent, Dallas Independent School District

Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth

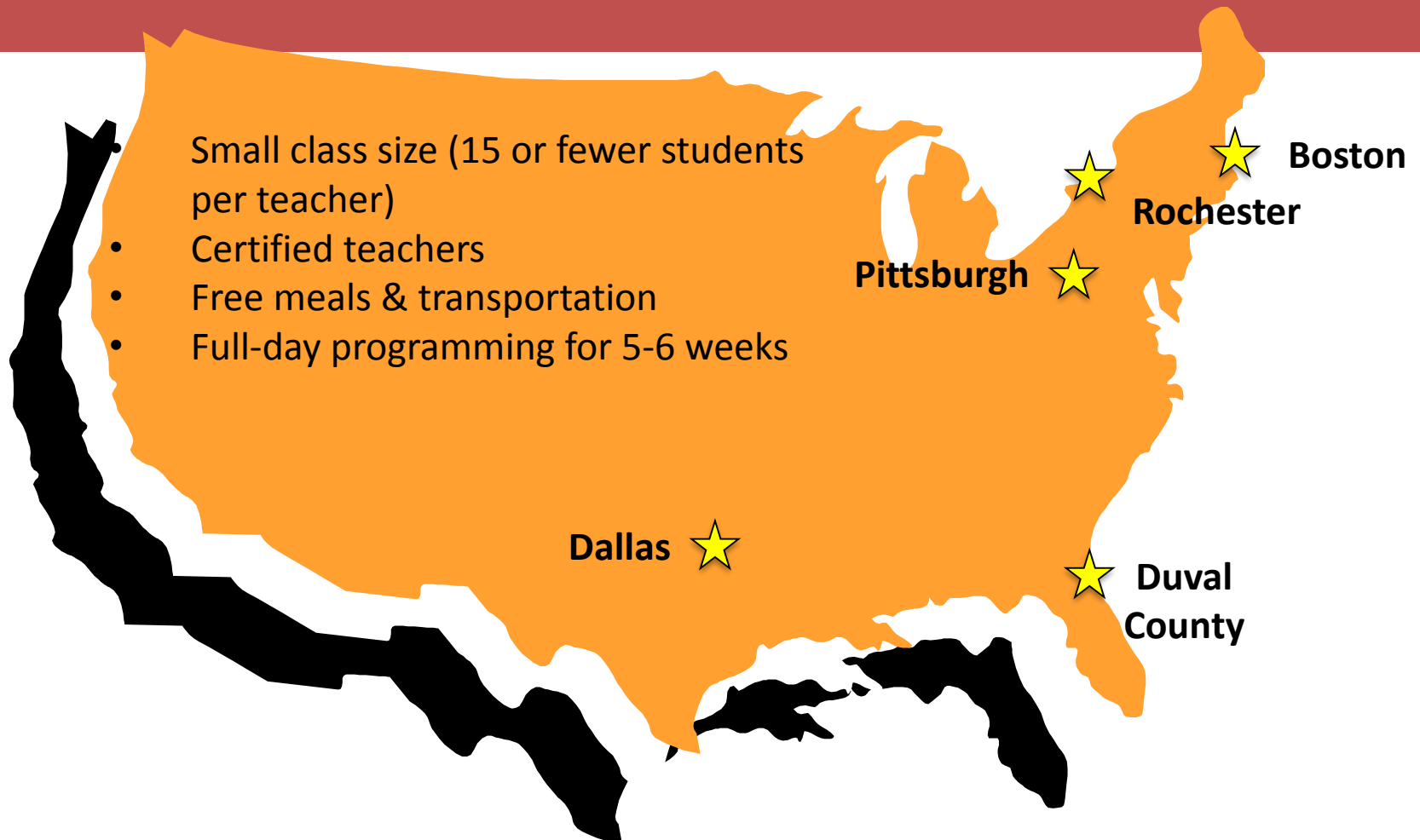


Catherine Augustine, RAND Corporation
March 3, 2017

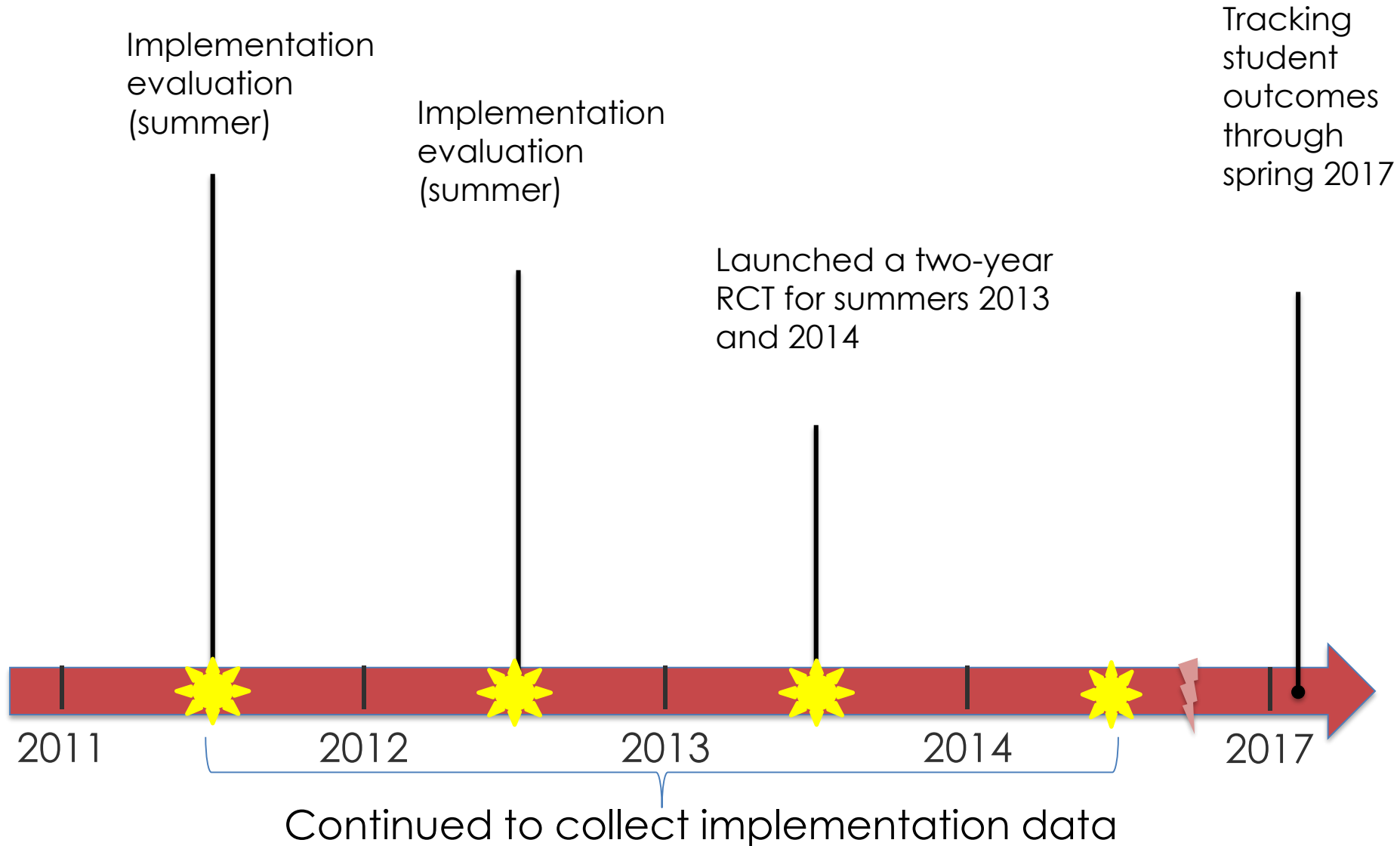
Summer offers opportunities for low-income children and youth

- Recent research confirms that low-income students have different summer experiences than higher income peers
 - Slower rates of learning or greater rates of loss
 - Fewer enrichment opportunities
- Summer is an opportunity to promote student achievement and provide enrichment opportunities
 - Some programs have achieved these goals
 - There is little research on the effects of large-scale voluntary summer programs provided by school districts and their partners

Five voluntary programs selected for study across the country



Wallace engaged RAND to conduct a longitudinal study of voluntary summer programs to fill research gap



RAND assessed implementation and effectiveness of programs in summer 2013 and 2014

- Continued to collect implementation and attendance data
 - Observed classrooms
 - Surveyed teachers, parents, and students
 - Interviewed multiple stakeholders
- Collected language arts, mathematics, and social/emotional outcome data
- Conducted causal analyses of program effectiveness (strong evidence)
- Conducted correlational analyses of factors associated with greater effectiveness (promising evidence)

Presentation Outline




Background

Findings:
Causal

Findings:
Correlational

Implications

Strong evidence: Programs produced a statistically significant near-term benefit in mathematics

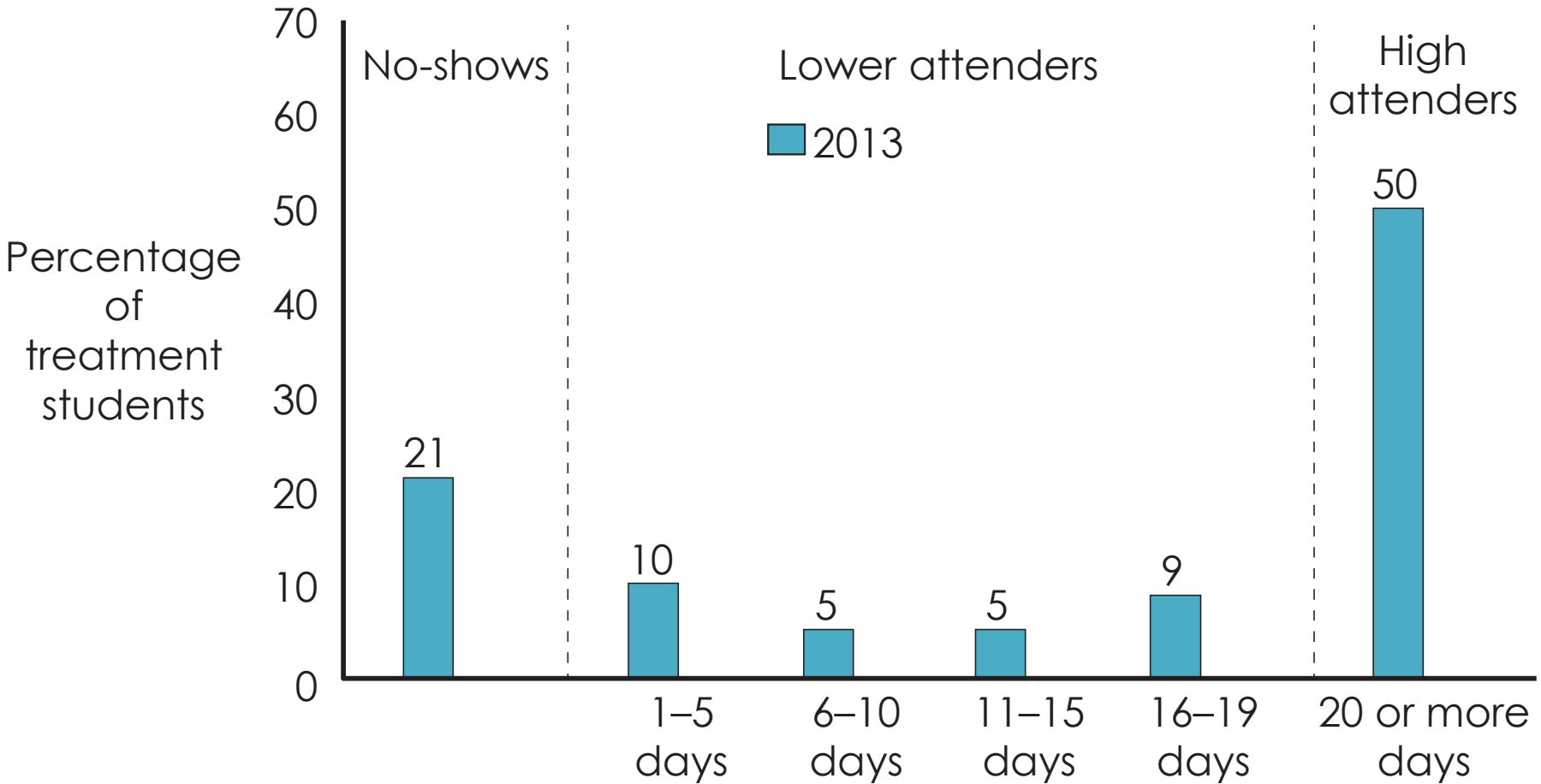
Outcome Measures	Average Effect After One Summer
	Fall 2013
Mathematics	
Study-administered assessments (GMADE)	 .08

The effect size represents about **15%** of what students learn in mathematics in a calendar year

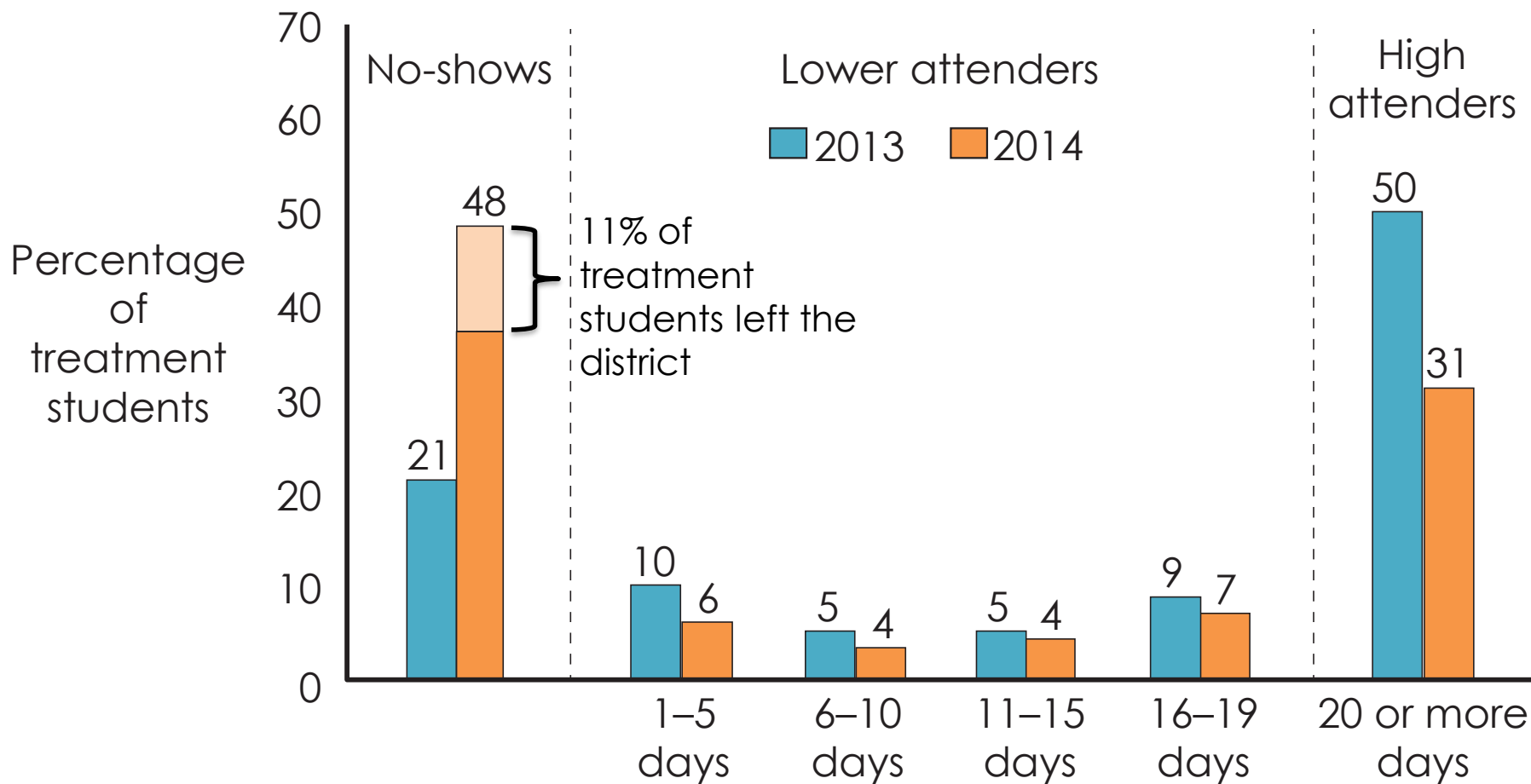
The causal analyses found no other statistically significant positive effects

Outcome Measures	Average Effect After Summer 2013		Average Effect After Summer 2014	
	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Mathematics				
Study-administered assessments (GMADE)	.08			
Spring state assessments				
End-of-year grades				
Reading/language arts				
Study-administered assessments (GRADE)				
Spring state assessments				
End-of-year grades				
Social and emotional outcomes				
RAND-adapted DESSA				
Behavioral outcomes				
Reduced school-year suspension rate				
Improved school-year attendance rate				

Attendance patterns in 2013 did not continue in the second summer



The high no-show rate in summer 2014 weakens ability to find causal effects



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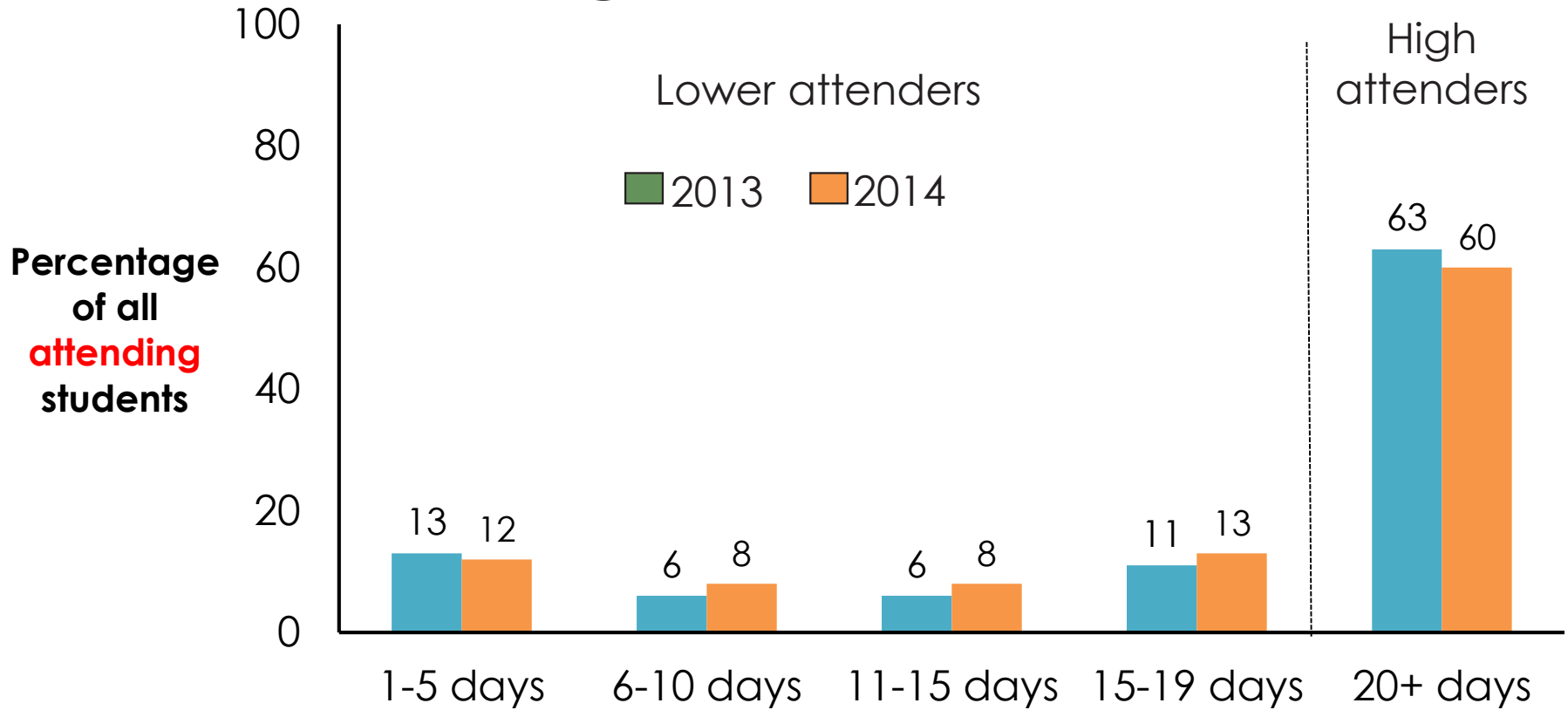
Implications

Students with high levels of attendance benefited, particularly after the second summer

Attendance Level and Outcome Measures	Effects by Subgroup Based on Attendance in 2013 Program		Effects by Subgroup Based on Attendance in 2014 Program	
	Fall 2013	Spring 2014	Fall 2014	Spring 2015
High attendance (20 or more days)				
Mathematics assessments	.13	.07	.11	.14
Reading/language arts assessments			.08	.09
Social and emotional assessments			.12	

The academic effect sizes represent 20-25% of what students learn in a year in mathematics and reading at this age

About 60 percent of attending students attended at high levels in each summer



Average daily attendance in 2013 and 2014 was 75%

The amount and the quality of instruction were positively associated with outcomes

- Students receiving **high dosage** in each summer benefited academically
 - In mathematics and reading after the first summer
 - After the second summer, benefits in mathematics and reading seen in the fall and spring
- Students receiving the **highest quality language arts instruction** benefited in reading after the first summer
 - Pattern of positive (though not significant) benefits appear after the second summer as well

Presentation Outline



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Implications for policy and practice

- Offer programs for at least five weeks
- Track and maximize attendance
- Minimize costs by considering probable no-show and attendance rates
- Create schedules that protect instructional time
 - Aim for each student receiving 25 hours of math and 35 hours of reading
- Invest in instructional quality



Boston's Summer Learning Story: Extending the Classroom to the Community

Winter 2017

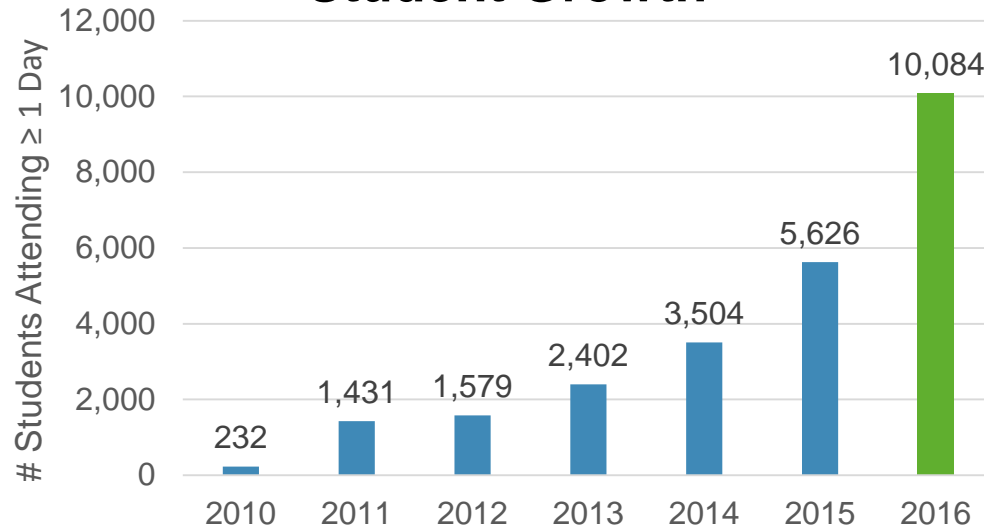


In July 2015, Mayor Martin J. Walsh and Superintendent Tommy Chang issued a joint challenge for the city: serving 10,000 students in 100 summer learning programs by 2017.



With BASB, the Boston Summer Learning Community dramatically expanded the number of participating students and programs in 2016. We met the goal a year early.

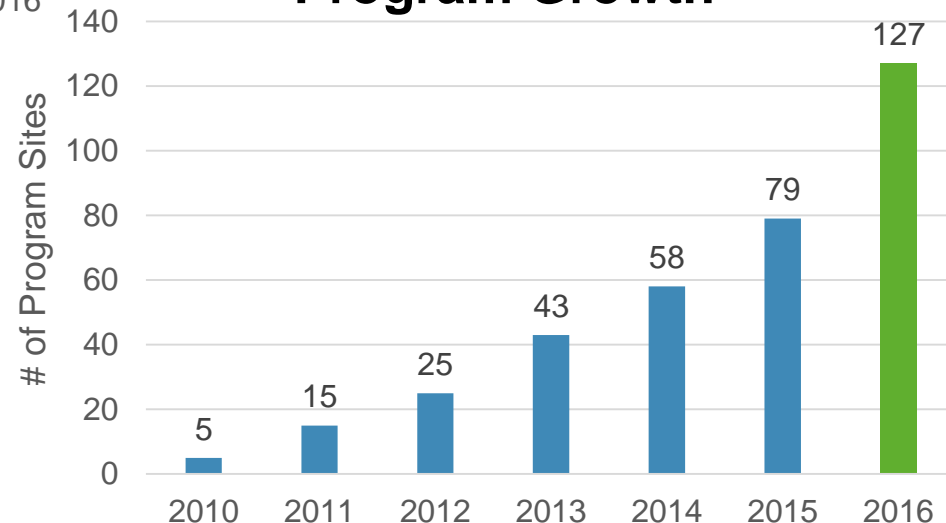
Student Growth



Number of students increased 79% from 2015 to 2016

Number of program sites increased 61% from 2015 to 2016

Program Growth



The breadth of the Boston Summer Learning Community enables us to meet the diverse needs and interests of young people. Using shared measures helps individual programs and the entire system improve.



The Boston Summer Learning Community has maintained a high level of student attendance, even as it expanded dramatically.



- **Reach:** 127 programs serving 10,084 youth

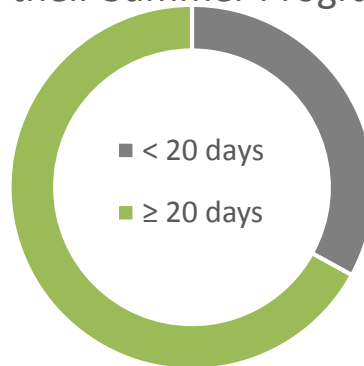


- **Average program duration:** 6.5 weeks (range 1-10 wks)

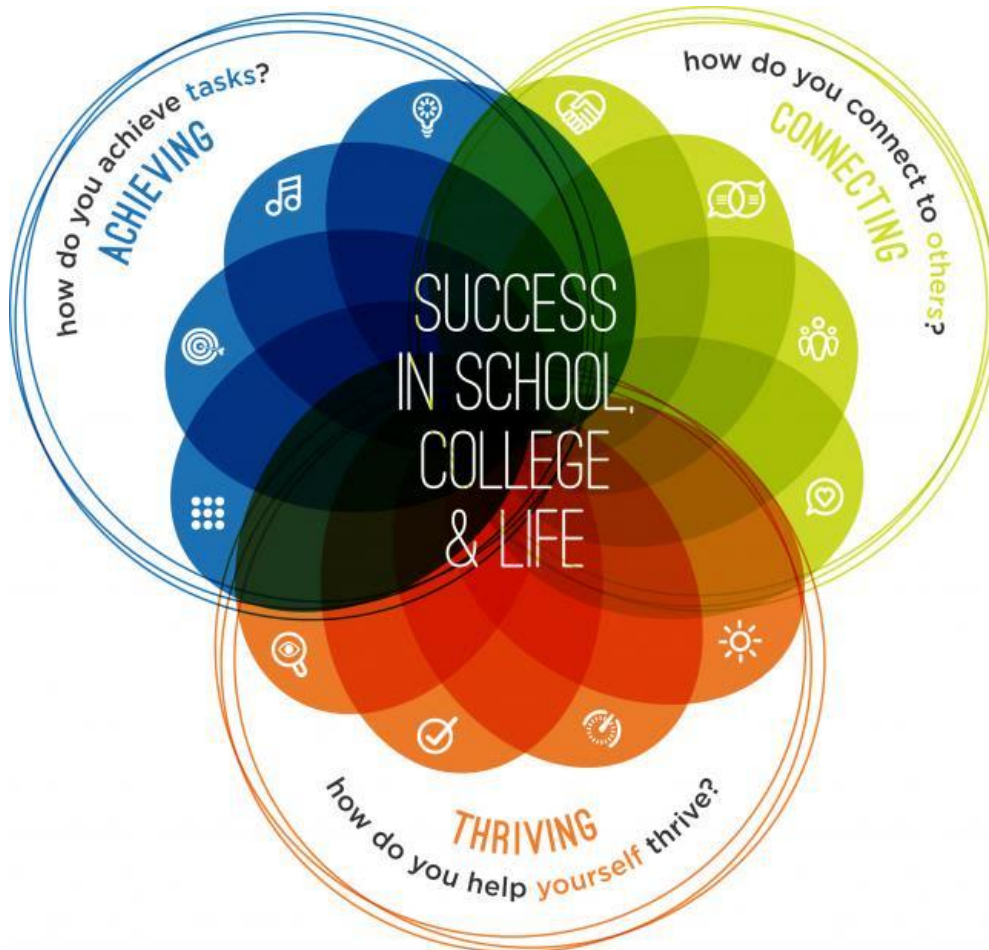


- **Average Rate of Attendance:** 84.8% (range 58%-100%)

60% of Students
Attended 20 days or more
of their Summer Program

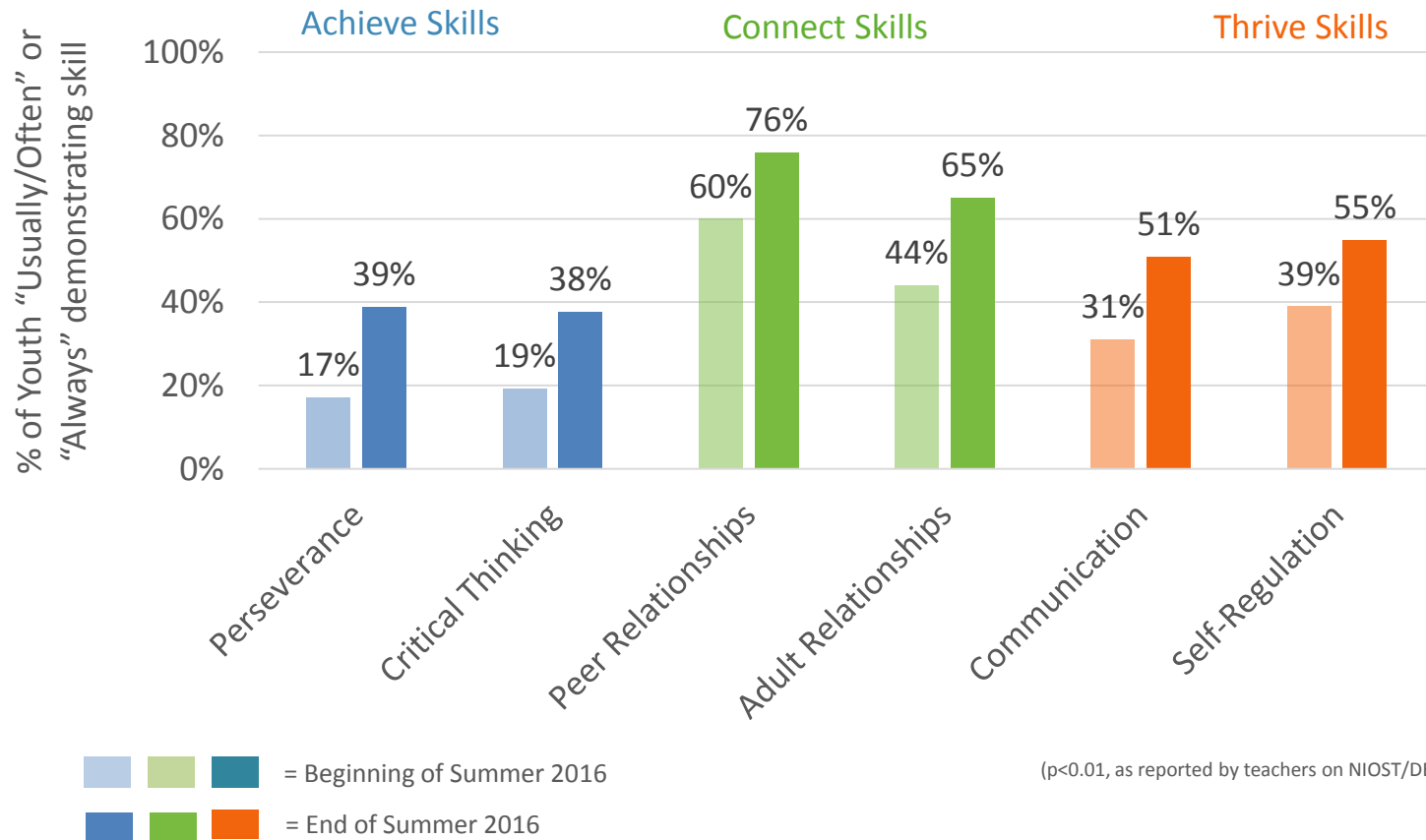


Summer learning programs focus on the skills in the Achieve, Connect, Thrive (ACT) Framework, which is informing new BPS SEL standards. Evidence suggests students need these skills to succeed in school, college, and careers.



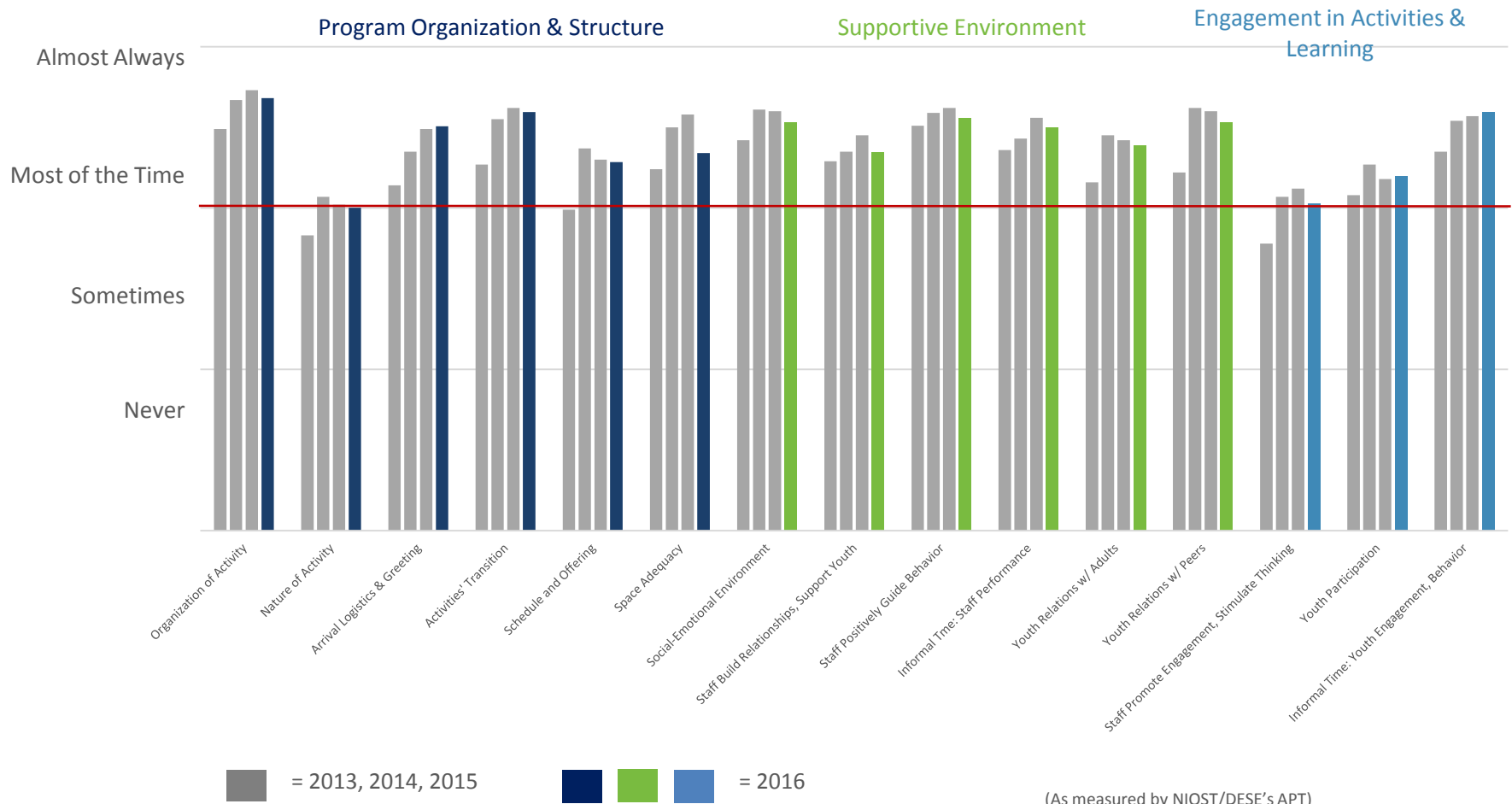
ACHIEVING	critical thinking
	creativity
	goal focus
	organization
CONNECTING	relationships
	communication
	teamwork
	respect
THRIVING	wellbeing
	drive
	efficacy
	awareness of self & others

In 2016, youth achieved significant gains in all ACT skills. BPS and BASB provide PD for educators and community partners on these skills year round.



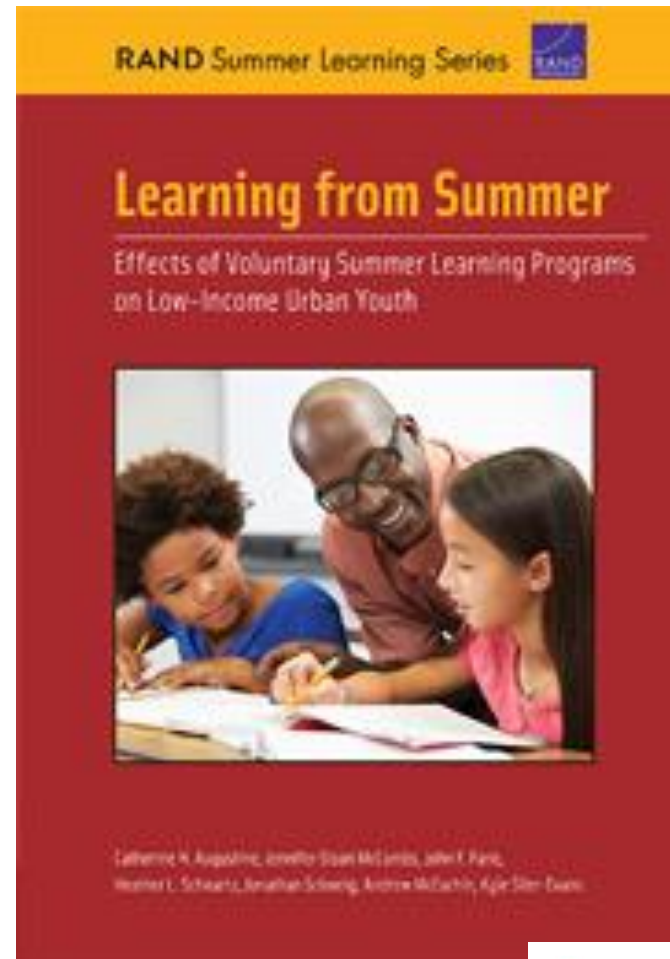
Summer programs are focused on the practices that support these vital skills. Summer programs met or exceeded the benchmark in all areas of program quality in 2016.

External Observer Perspective

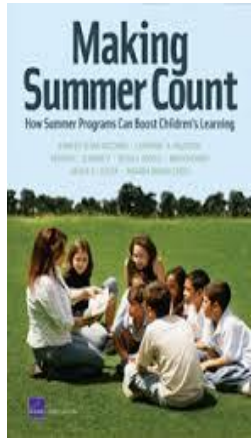


The most recent RAND report from Fall 2016 links summer programs with better school year performance.

- High attenders (20+ days) performed better in math, reading, and social-emotional skills than the control group.
- After the second summer of programming, participants' advantage in math and reading persisted throughout the following school year.
- Boston programs had a greater share of students who were high attenders than the five-city average, reaching 73 percent in year one and 67 percent in year two, compared to 63 percent and 60 percent nationally.



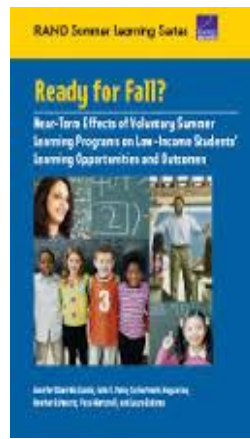
This growing body of research, along with a large & coordinated base of programs, is influencing our approach in Boston. BPS is reallocating its summer school funding to scale evidence-based practices



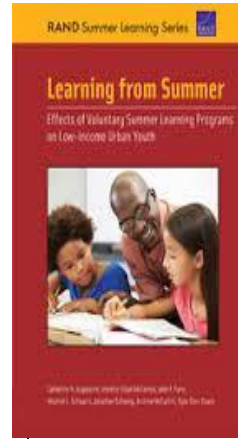
2011



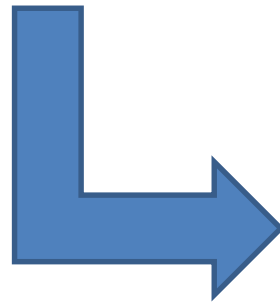
2013




2014



2016




Request for Submissions:
Summer Learning Portfolio Programs
Increasing Equitable Access to Quality Summer Learning Opportunities

Office of Expanded Learning Time
Boston Public Schools
December 2016



Boston's summer learning approach has attracted both local and national attention and is changing the public discourse on what students need to succeed.

The Washington Post

"New Evidence that Summer Programs Can Make a Difference for Poor Children" (9/7/16)

YOUTH today

"Longer Summer Programs, Consistent Participation Needed for Learning Gap, New Report Advises" (9/7/16)

The CHRISTIAN SCIENCE
MONITOR

"The Boston Summer School Students Reach by Ferry – Not Bus" (8/1/16)

CommonWealth

"Make Summer Learning a Public Priority" (7/5/16)

CBS Boston
.com

"Eye On Education: Teachers Offer Tips To Promote Learning, Avoid 'Summer Slide'" (6/20/16)

EDUCATION WEEK

"How One City is Working to Make Learning Count Outside of School" (6/17/16)

The Boston Globe

"Boston Doubles Summer Learning Programs for Children" (5/5/16)

The path to sustainability requires starting with the school district and organizing beyond it.

- Boston Public Schools is re-allocating \$1MM in summer school funds
 - 50 schools & community partners applied to an RFS
 - District to share costs with summer programs
- Build capacity of the Summer Learning Community to address needs of students.
 - Thousands of students already enroll on their own in programs
 - At minimal cost, programs can align instruction and activities
- Statewide legislation for new funding (HD 3024 – A bill to expand access to high quality summer learning)
 - Filed by House Education Co-Chair Alice Peisch
 - Expands Boston’s model to other cities with state-local funding partnership

Dallas ISD Overview

- 157,000 Students
- 20,000 Employees (13,000 Teachers)
- 230 Schools
- Student Demographics
 - 70% Hispanic
 - 23% African American
 - 5% White
 - 44% English Language Learners
 - 88% Free/Reduced Lunch Eligible





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Dallas ISD Summer Learning

- To support the District's Strategic Initiatives, the Dallas ISD Summer Learning and Extended Day Services Department creates summer learning programs that enrich and reinforce learning that has taken place over the previous school year while preparing students for the year ahead.
- Dallas ISD students have the opportunity to earn credit for promotion and graduation, receive accelerated instruction for state testing, and participate in a variety of tuition-free enrichment camps.

Dallas ISD Strategic Initiatives



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Strategic Initiatives



EARLY LEARNING

- Increase kindergarten readiness
- Expand enrollment and facilities
- Increase program quality and rigor
- Improve teacher effectiveness



TEACHER EXCELLENCE INITIATIVE

- Define, support and reward excellence through strategic compensation for:
 - teachers
 - principals
 - assistant principals



PUBLIC SCHOOL CHOICE

- Engage students in a "best-fit" school
- Expand school options by launching 35 new choice schools by 2020



COLLEGIATE ACADEMIES

- Expand student access to tuition-free college credit hours
- Create Collegiate Academies in every area of the district



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2017 Dallas ISD Summer Learning Programs

- **Summer Readiness** – Promotion program for struggling students
- **Achievers Academy** – Academic and enrichment camps targeting at-risk students. This program also has a teaching component where new teachers are paired with effective teachers for coaching.
- **High School Summer School** – Credit recovery
- **Student Success Initiative (SSI)** – Accelerated instruction for students needing to pass 5th or 8th grade state assessment in Reading and/or Math
- **End of Course (EOC) Test Prep** – Accelerated instruction for students needing to pass state required exams for graduation
- **Collegiate Academy Summer Accelerated Credit Program** – Accelerated program for students in collegiate programs
- **Enrichment Camps** – STEM, Robotics, Bilingual/ESL Camps, Homeless Education Camps, Athletic Camps, Fine Arts Camps, Chess Camps, JROTC Leadership Camps, Refugee Program Camps, etc.

Dallas ISD Funding and Sustainability

- General Operating Funds
- Title I Funds
- Partnerships
- Private Philanthropy
- Previous grant funding through Wallace and Century 21 expired Summer 2016
- DISD partners with Big Thought and the City of Dallas to provide more summer programming outside of the district through the Dallas City of Learning.



Worth the Investment

- Every summer, low-income youth lose **two to three months in reading** while their higher-income peers make slight gains. Most youth lose about **two months of math skills** in the summer.
- Research shows that while gaps in student achievement remain relatively constant during the school year, **the gaps widen significantly during the summer.**
- These reading and math losses add up. By fifth grade, summer learning loss can leave low-income students **2 1/2 to 3 years behind their peers.**
- Low-income youth lose access to healthy meals over the summer. **Six out of every seven students** who receive free- and reduced-price lunches **lose access** to them when school lets out.

Statistics from National Summer Learning Association Website, 2017



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Panel Discussion



Contact Information

Catherine Augustine, cataug@rand.org

Tommy Chang, superintendent@bostonpublicschools.org

Michael Hinojosa hinojosam@dallasid.org

Additional Resources

AASA, The School Superintendents Association
www.aasa.org/content.aspx?id=10536

The Wallace Foundation
www.wallacefoundation.org



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***Thank you for your
participation!***