Summer School 2019 Outcomes

Key Findings

1. A total of 6,926 MMSD students were invited to attend summer school in 2019. Total enrollment in summer school was 5,938, which was an increase from the previous two years.
2. Black/African American and Hispanic/Latino students made up a larger proportion of both the summer school invitee and attendee population than the year-end student population.
3. More than 60% of students in each middle school grade level maintained or increased their math assessment score.
4. Elementary school students made gains in average Grade Level of Material (GLM) across all grades. The average number of Lexia Units students completed varied across grade level and Lexia usage.
5. There were 749 identified credit recovery attempts in 2019. The success rate was higher than 80% for nearly all subjects, with an 86% overall success rate.

Background

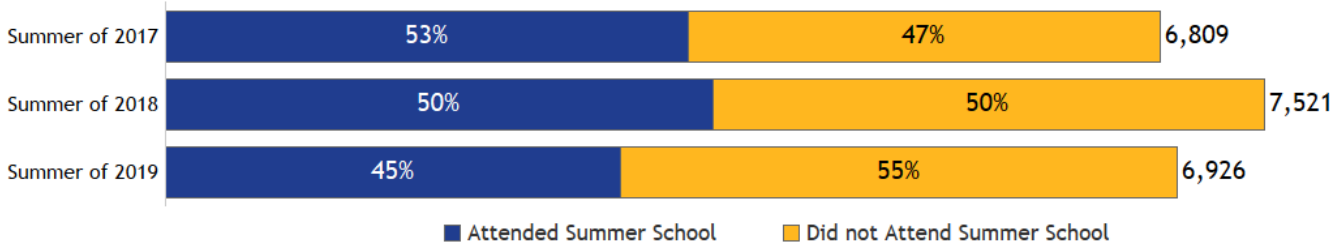
This report focuses on students participating in summer school at MMSD during the summer of 2019. While there are a small number of non-MMSD students who are invited and attend summer school, these students are not represented by any graphics or data in this report. The report uses several data points and trends in multi-year data to address two primary questions:

1. What is the demographic breakdown of students attending summer school?
2. Are summer school students engaged in academic learning during summer school programming?

Question 1: What is the demographic breakdown of students attending summer school?

Invited & Enrolled Summer School Students

The graphic below shows the number of MMSD students invited to attend summer school, along with the percent of invitees that actually attended. Students in grades 4K-8 receive formal invitations for Summer School based on their assessments and grades. Students in grades 9-12 take Summer School for a variety of reasons, to include credit recovery, grade replacement, and first-time credit, and therefore do not receive a formal invitation but rather work with their school counselor to sign up for Summer School if appropriate.



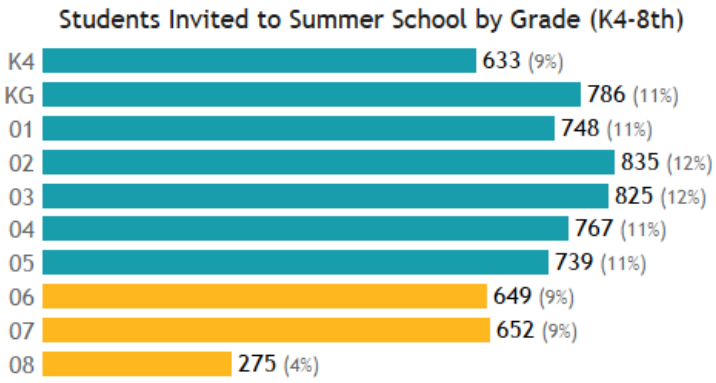
The number of MMSD students invited to summer school increased in the summer of 2018 but decreased in 2019 to a little under 7,000 MMSD students. While there was an increase in the number of students invited to summer school, there was a decrease in the number and percent of invited students who attended summer school.

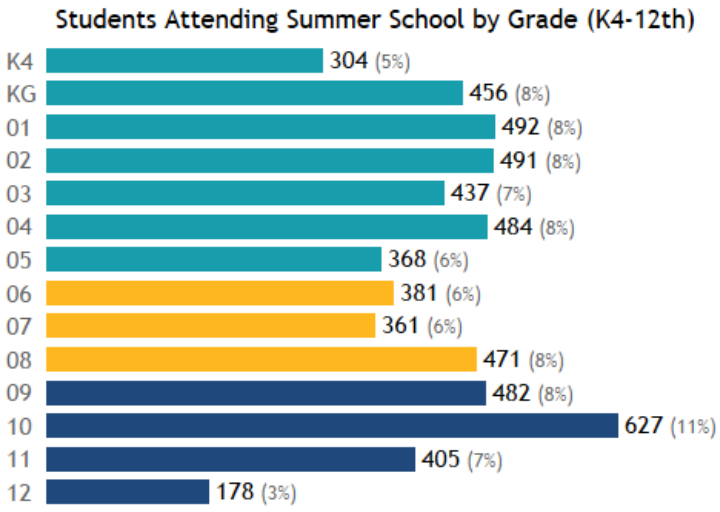
The graphic below shows the number of MMSD students enrolled in summer school across the last three years. There has been a steady increase in enrollment since summer 2017. There were 5,938 MMSD students who attended summer school in 2019.

The graphic below shows the number of MMSD students invited and enrolled in summer school by student grade level during the traditional school year. The graphic on the left shows a grade level breakdown up to 8th grade because high school students do not receive invitations to attend summer school.

The number for each bar indicates the number of students receiving an invitation or attending summer school. The percent indicates the percent of *all* invited or enrolled students who were in the denoted grade level. For example, 9% of all students invited to summer school were in K4 during the 2018-19 school year.

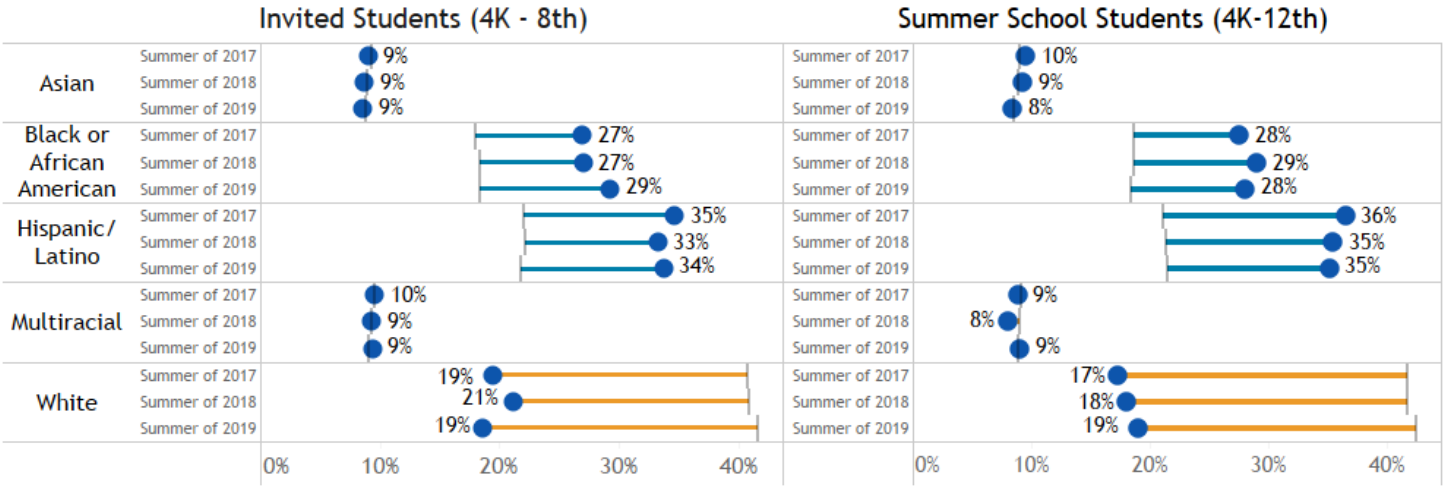
There is a smooth grade distribution of most of the students invited to summer school – nearly all grade levels account for between 9%-12% of all invitees, except 8th grade students (lower, at 4%). There is also a smooth grade distribution of summer school attendees – most grade levels account for between 5%-8%, except 10th (higher, at 11%) and 12th grade students (lower, at 3%).





Proportional Breakdown of Invited and Enrolled Students

The graphic below shows the proportion of students invited to attend summer school and summer school attendees, broken down by race, compared to the proportion of year-end students in each racial/ethnic category. The **dark blue** dots represent the proportion of invited or summer school students that identify as each racial/ethnic category, while the **gray** bars at the end of each line represent the proportion of year-end students that identify as the denoted racial/ethnic category. Dark blue dots that are further to the left of the gray bars (denoted by **orange** lines) show a smaller proportion of a racial/ethnic category represented in summer school (or the summer school invite list). Dots to the right of the gray bars (denoted by **turquoise** lines) show a larger proportion of a particular racial/ethnic group represented in summer school. For example, in 2019, about 45% of year-end students identified as white, but only 19% of summer school invitees and 19% of summer school students identified as White.



Across the last three years, a larger proportion of Black/African American and Hispanic/Latino students have been invited to summer school compared to year-end demographic counts, while a smaller proportion of White students have been invited to summer school. The proportion of multiracial and Asian students invited to summer school roughly matches their year-end proportion.

There are similar trends in the proportional makeup of students who enroll in summer school. Black or African American and Hispanic/Latino students account for a larger proportion of summer school students than they do among traditional school students. For example, Black students accounted for about 34% of all summer school students in 2019, but only made up just over 20% of all MMSD students, while the proportion of summer school students who were White was much smaller than the proportion of all MMSD students.

These data show that Black/African American and Hispanic students are more likely to be summer school invitees *and* attend summer school, while White students are less likely to be invited and less likely to attend summer school.

Question 2: Are summer school students engaged in academic learning during summer school programming?

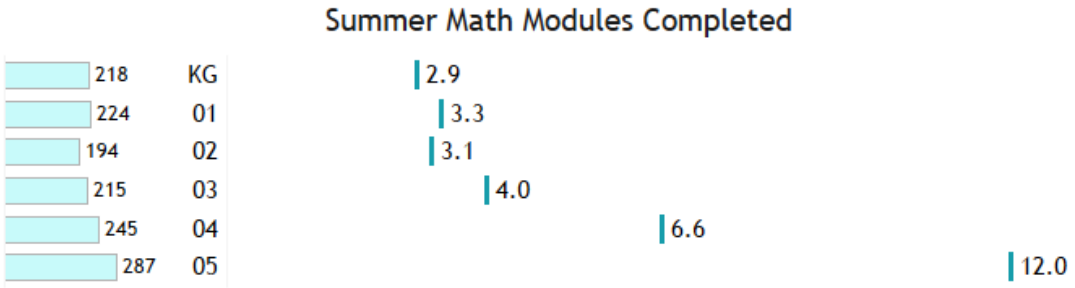
Data Note

Starting in summer 2019, MMSD implemented significant changes to summer school assessments. In previous years, MMSD assessed summer school students at the beginning and end of summer school, using a number of both literacy and mathematics assessments. MMSD replaced most of these beginning and ending assessments with new modules, which measure the number of academic units summer school students complete during the summer months. Rather than measuring growth by analyzing the differences in assessment scores at the end of summer school, this new model measures growth by the average number of units completed by the end of summer school.

These changes required the Research and Program Evaluation Office (RPEO) to generate new data warehouses to store and analyze these data. This ongoing effort has limited the amount of analysis this report can conduct for summer 2019, but the following section does include academic gains information in both mathematics and literacy.

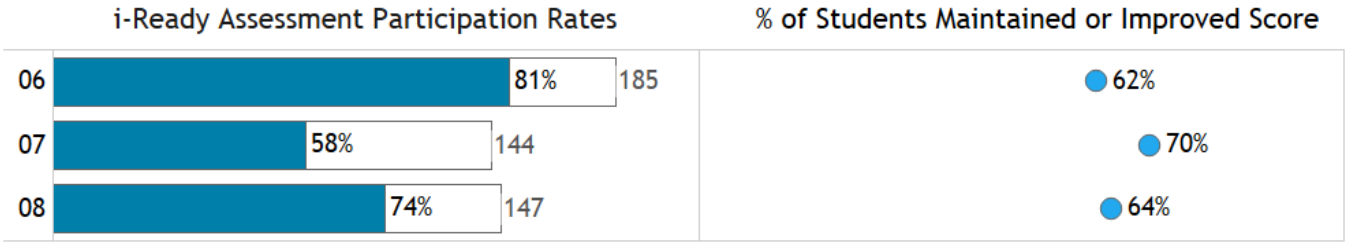
Summer School Mathematics Academic Gains

In summer 2019, MMSD created modules for math growth among elementary students. Teachers recorded completed modules for students throughout summer school. The graphic below shows the average number of modules completed,.



Summer school students at each grade level completed on average 3-12 math modules over the summer. Students in higher grade levels completed a higher average number of math modules during summer school.

MMSD assessed middle school students using a traditional pre and post summer school assessment. The graphic below shows both the number of students assessed and the percent of students maintaining or improving their score on the i-Ready assessment. The left side of the graphic shows the overall number of students who took at least one (pre or post) assessment with a bar graph. The colored section and corresponding percent value indicate the percent of students who completed *both* pre and post assessment. The right side of the graphic shows the percent of students who maintained or increased their score on the i-Ready assessment.

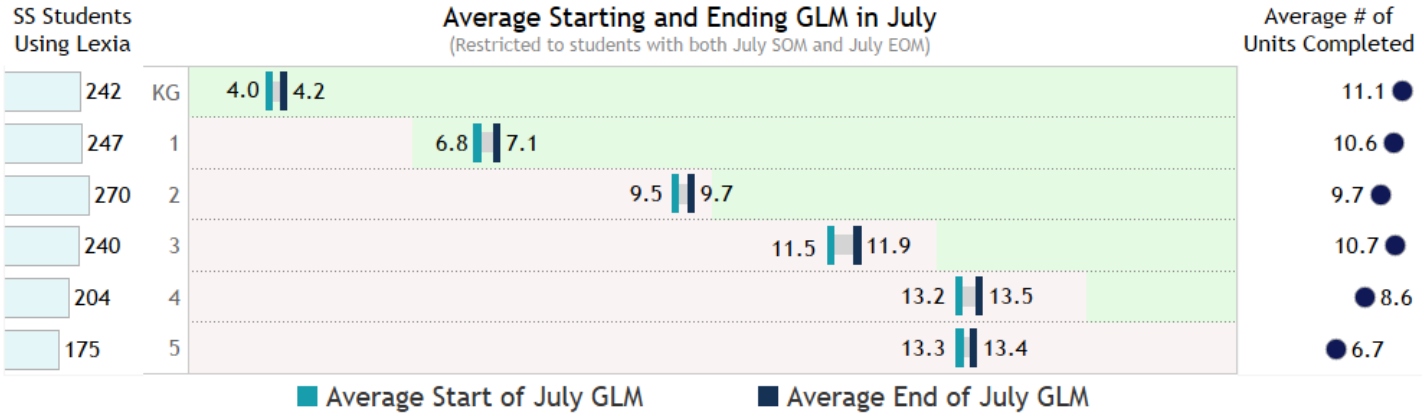


Participation rates varied from 58%-81%, while the percent of students who maintained or improved their score was 60% or higher across all grade levels. Students in 7th grade had the highest rates of students maintaining or improving their score, but the lowest participation rates.

Summer School Literacy Academic Gains

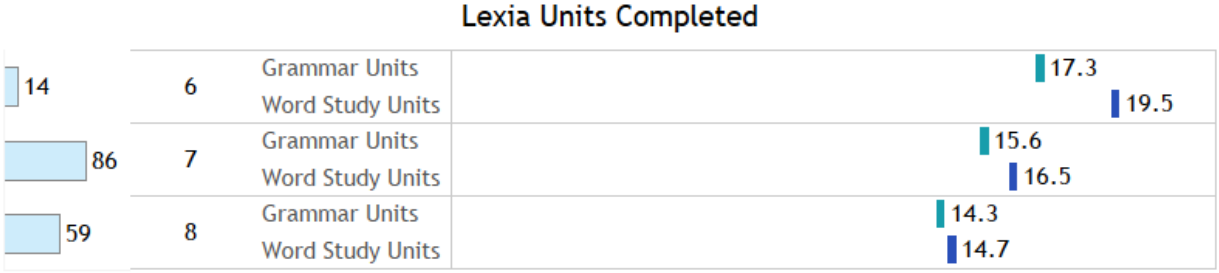
In summer 2019, Lexia results were the primary tool for measuring academic progress in literacy throughout summer school. Lexia is an adaptive, computer-based literacy program that outlines student progress through a series of modules. Elementary students used the Lexia Core5 curriculum, while middle school students used the Lexia PowerUp literacy curriculum.

Lexia's Grade Level of Material (GLM) is a scale from 1-18, provides a range of scale scores for each grade level and measures progress through the Lexia learning modules. Students are expected to make a three level GLM gain over the course of an entire school year. This report looks at growth made during the Summer School month of July, as well as the average number of Lexia units completed.



The **turquoise bars** represent the average starting GLM for students at the start of July. The **dark blue** bar represents the average ending GLM. The **dark blue** circles on the far right represent the average number of Lexia units students completed in July. The green shaded sections indicate the GLM range that meet grade level benchmarks, while the red shaded sections indicate the GLM range that do not meet grade level benchmarks. Overall, 1,968 elementary school students had at least one GLM score (at the start or end of July). All grade had gains in average GLM scores.

Lexia PowerUp breaks down literacy learning into three categories – Word Study, Grammar, and Reading Comprehension. In summer 2019, Lexia recorded data on a limited number of middle school students, who only logged progress on Grammar and Work Study units. This report looks at the average number of unites completed by grade level to measure academic learning.

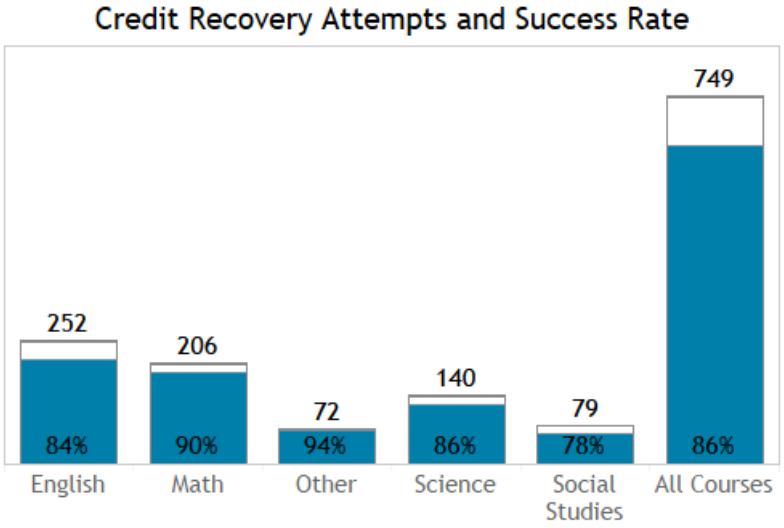


Middle school students completed Grammar and Word Study units at relatively similar rates, with students completing about 15 units of each.

Credit Recovery

This report defines credit recovery as instances where students took a course in summer school that they took prior to summer school, but received a failing grade. To measure credit recovery, this report identifies all the instances of a transcripted course appearing on a student's transcript before July 2019 and during summer school. This methodology matches courses on either course name or MMSD's course codes, but excludes course codes and names that are likely to appear multiple times but do not represent a repeated course. For instance, work experience, internship, and independent study courses may be coded with the same course code but are new courses and should not be considered as an attempt at credit recovery and replacement.

From this approach, this report identified 749 incidences of credit recovery, attempted by 610 students. The table below shows the incidences and success rate of credit recovery and grade replacement by course subject area:



The most common course subject for credit recovery was English. There were also a large number of Math and Science courses taken for credit recovery. The rates of success for credit recovery were about 80% or higher across all subjects, with an overall success rate of 86%.