



AUGENBLICK,
PALAICH AND
ASSOCIATES

An Evaluation of the Jeffco Summer of Early Literacy (JSEL) Program

June 2015

Abstract

The Jeffco Summer of Early Literacy (JSEL) program is a six-week intensive summer school designed to meet the needs of at-risk students for targeted literacy instruction and encourage good literacy practices for students outside of the classrooms. Students at six selected elementary school sites were placed in small classes by grade level or by reading level. This evaluation report contains two key pieces:

1. **An implementation evaluation** study conducted in summer 2014 by the Jeffco Public Schools Assessment and Research and Assessment Office. This study was designed to ascertain the extent to which the JSEL program was implemented with fidelity and to identify formative recommendations to support the program; and
2. **An impact evaluation** study conducted by Augenblick, Palaich and Associates (APA). This impact study was designed to determine the impact of the JSEL program on student academic performance as measured by assessment scores. The impact study was part of a planned, multiyear impact study that would gather student performance data over multiple years of JSEL program operation.

All material in this report regarding program implementation was authored by the Jeffco Public Schools research and assessment office. This material was incorporated by APA into the current report to provide JSEL with a unified evaluation document. The Jeffco implementation study utilized data from focus groups, interviews, and survey responses to track program implementation during the summer of 2014. Data from these sources demonstrated that most teachers, principals and parents valued JSEL for student academic opportunities and teacher professional learning. Suggestions from teachers, principals, parents, and coordinators and resultant recommendations are discussed. All data collection instruments used by Jeffco are provided in the appendices.

All material in this report regarding program impact on student achievement was authored by APA Consulting. APA's impact evaluation presents findings from statistical models comparing outcomes for JSEL participants and similar Jeffco students who did not participate in JSEL. These data demonstrate that JSEL participants make greater progress in their reading proficiency than similar non-participants, with a difference between groups equivalent to moving from the 50th to the 54th percentile on the DIBELS Next assessment.

Executive Summary

This report provides impact and implementation evaluations of the Jeffco Summer of Early Literacy (JSEL) program, using summer 2014 program data collected between June 12 and July 25, 2014. The Jeffco Public Schools Assessment & Research Office conducted the implementation analysis and APA Consulting (APA) conducted the impact analysis. The impact evaluation focuses on kindergarten through third grade students, and does not include students in grades four through six. The implementation analysis covers all JSEL students.

JSEL is a six-week summer school program for elementary students who will be entering kindergarten through sixth grade in the fall. In summer 2014, JSEL was implemented in six elementary school sites: Edgewater, Lasley (housed at Molhom), Pennington, Stevens, and Swanson. Across these sites, the program served 660 students. Most these were kindergarten through third grade students (539 students, or 81.7 percent), with kindergarteners making up the largest number of students at any one grade level (241, or 36.5 percent). Attendance rates varied between 80 and 90 percent. Across all sites, the number days absent for students ranged from zero to 30, with 30.9 percent of students missing zero days, 66.8 percent of students missing zero to four days, and only 33.2 percent of students missing five or more days.

JSEL provides a number of major services to students, families, and teachers. For students, JSEL offers targeted literacy instruction through small group and individual lessons. Teachers use Jeffco produced Comprehensive Approach to Literacy Instruction (CALI) and Curriculum Alignment Project (CAP) documents as guidelines for literacy instruction. Teachers also conduct regular assessments so that they can continually tailor instruction and interventions to their students. Additionally, the JSEL program includes interactions between students' families and program staff and conversations about student progress. This interaction takes place during the two field trips in summer 2014, which were open to families as well as students. Interactions also take place at structured events like free breakfast (before the school day) and lunch (after the school day). Additionally, "Friday Folders" are sent home on a weekly basis to keep families informed, provide academic tools, and gather feedback. For teachers, JSEL provides professional learning (PL) before the start of classes and throughout the summer during hour-long PL sessions.

For this evaluation, researchers aimed to (1) *assess the fidelity of the program*, (2) *lift up promising practices that could be replicated in other, similar sorts of programs*, and (3) *identify considerations for improvement*. Based on focus groups, interviews, and survey responses, the implementation analysis found that most teachers, principals, and parents valued JSEL for student academic opportunities and teacher professional learning. Based on statistical models comparing outcomes for JSEL participants versus similar Jeffco students who did not participate in JSEL, the impact analysis found that JSEL participants make greater progress in their reading ability than similar non-participants, with a difference between groups equivalent to moving from the 50th to the 54th percentile on the DIBELS Next assessment. Research questions and key findings are summarized in the table below.

Summary Table

Question Number	Research Question	Question Type & Responsible Organization	Key Findings
C1	Do JSEL participants make greater progress in their reading proficiency than similar non-participants?	Impact: Confirmatory-APA	APA finds that participation in only one year of JSEL provides a statistically significant and positive effect on student reading performance. This effect is equivalent to moving students from the 50th to the 54th percentile on the DIBELS Next literacy assessment.
C2	Does the magnitude of the difference between JSEL participants and non-participants vary as a function of the number of years students participated?	Impact: Confirmatory-APA	There are small numbers of students with multiple years of JSEL participation in the current study sample, making it difficult to detect an added effect associated with multiple years of JSEL participation. A larger sample of students with multiple years of participation is necessary to detect a statistically significant effect, if one exists.
C3	Are JSEL participants more likely to score “proficient” on third grade reading TCAP than non-participants?	Impact: Confirmatory-APA	With limited years of data available, only 129 JSEL participant students had third grade TCAP scores. With this small sample, APA did not find a statistically significant difference between JSEL participants and non-participants on TCAP performance. A larger sample of students, which was called for in APA’s evaluation plan, is necessary to detect a statistically significant effect of JSEL on TCAP results, if one exists.
C4	Does the proportion of participants scoring “proficient” increase with the number of years enrolled in JSEL?	Impact: Confirmatory-APA	The number of JSEL students with TCAP data is insufficient to find a statistically significant association between TCAP performance and the number of years of JSEL participation. Because of the small number of students who participated in JSEL in multiple and have available TCAP scores, these results should not be interpreted as meaningful.
C5	Do students who attend regularly show greater growth in reading skills than students who attend less regularly?	Impact: Exploratory-APA	Data is insufficient to find a statistically significant association between days of JSEL attendance and differences in DIBELS Next fall scores. Because of the small number of students available in the study sample, these results should not be interpreted as meaningful.
E6	How has participation in the program changed parents’ perception of their	Impact: Exploratory-Jeffco	Families are provided with home literacy environment information through Friday folders. The majority of families responding to the survey also indicated that they found the school environments welcoming (96%) and that school staff contacted them often (77%). Also, the survey

	home literacy environment?		showed that 41.4% of responding families read with their children often and 39.1% read with them always. 83.8% did a homework activity with their child often or always.
E7	How has participation in the program changed teachers' approach to literacy instruction?	Impact: Exploratory-Jeffco	Teachers reported positive experiences with instructional support provided by coaches, which included administering assessments and interventions as well as availability to respond to questions and concerns.
E8	What is the overall fidelity of implementation of the summer school program?	Impact: Exploratory-Jeffco	Practices related to literacy block and CALI implementation such as, mini lessons, whole group, shared, guided, and independent reading were reported as being, "used on a regular basis." However, differences were reported in the level of classroom readiness, writing instruction, administration of interventions, walkthrough practices, mealtime practices, and community involvement elements.
E9	Do teachers implement CALI with fidelity?	Implementation-Jeffco	All sites used CALI structures. CALI implementation practices, such as mini lessons, whole group, shared, guided, and independent reading were "used on a regular basis" across sites. However, teachers had different practices related to writing instruction and interventions. Participants cited different reasons for variations in implementation, including resource availability, school culture and practice, and logistical complications related to funding sources (as discussed previously).
E10	What proportion of students attends regularly (i.e. receive the recommended dosage of the intervention)?	Implementation-Jeffco	Across sites, the number of days absent for students in JSEL ranged from 0 to 30 days with 66.8 percent of students missing zero to four days. The average number of days missed was 4.29. Most students attended JSEL regularly, receiving adequate dosages of the intervention. The expanded and new school sites had the three highest averages of student absences. The three existing K-3 sites had the lowest average of absences. There were higher attendance rates mid-week (Tuesday, Wednesday, and Thursday) each week, and there were slight declines in attendance towards the end of the program.

Table of Contents

- Abstract 1
- Executive Summary 2
 - Summary Table..... 2
- Overview of Jeffco Public Schools Summer of Early Literacy Program..... 7
 - Programmatic Structures 7
 - Instruction & Student Assessment*..... 10
 - Teacher Professional Development & Meetings* 10
 - Family Support, Participation, & Engagement*..... 10
- Methods & Results 11
 - Student Demographics* 11
 - Enrollment* 11
 - Gender Composition* 12
 - Race & Ethnicity*..... 13
 - Individual Education plan* 14
 - Attendance 15
 - DRA Assessment 19
 - Focus Groups and Interviews 21
 - Parent Feedback..... 31
 - End-of-Year Surveys. 32
- Recommendations 35
 - Improved Communication 35
 - Adjust Professional Learning..... 36
 - Increase Teacher-driven Planning time..... 36
 - Provide IT Support..... 36
 - Create a Consistent Student Behavior System..... 36
 - Consider Planning of Field Trips 36
- Impact Analysis..... 37
 - Impact Research Questions..... 38
 - Overview of Analysis 38
 - Sampling Eligibility..... 39
 - Constructing Comparison Groups 40

Statistical Analysis	43
Question 1: Do JSEL participants make greater progress in their reading proficiency than similar non-participants?	44
Question 2: Does the magnitude of the difference between JSEL participants and non-participants vary as a function of the number of years students participated?	45
Question 3: Are JSEL participants more likely to score “proficient” on third grade reading TCAP than non-participants?	46
Question 4: Does the proportion of participants scoring “proficient” on third-grade reading TCAP increase with the number of years enrolled in JSEL?	47
Question 5: Do students who regularly attend JSEL show greater growth in reading skills than students who attend less regularly?	48
Next Steps.....	49
Conclusion	50
Appendix A: Teacher Focus Group Protocol	52
Appendix B: Principal Interview Protocol.....	55
Appendix C: Instructional Coach Focus Group Protocol	57
Appendix D: Program Coordinator Interview Protocol.....	60
Appendix E: Weekly Parent Survey	62
Appendix F: Parent End-of-Year Survey	63
Appendix G: Statistical Model Output	66

Overview of Jeffco Public Schools Summer of Early Literacy Program

The Jeffco summer of Early Literacy (JSEL) program is a six-week summer school program that provides targeted literacy instruction to elementary school students. Over the course of the summer, students are given small group and individually targeted instruction. In prior years of the program's operation (summer of 2012 & 2013), JSEL served K-3rd grade students at four Jeffco Elementary schools: Edgewater, Lasley, Molholm and Swanson. In 2014, the program was expanded to include two new school sites, Pennington and Stevens, as well as 4th-6th grade students in certain schools. Figure 1 depicts the JSEL program school sites and the grades they served in the summer of 2014.

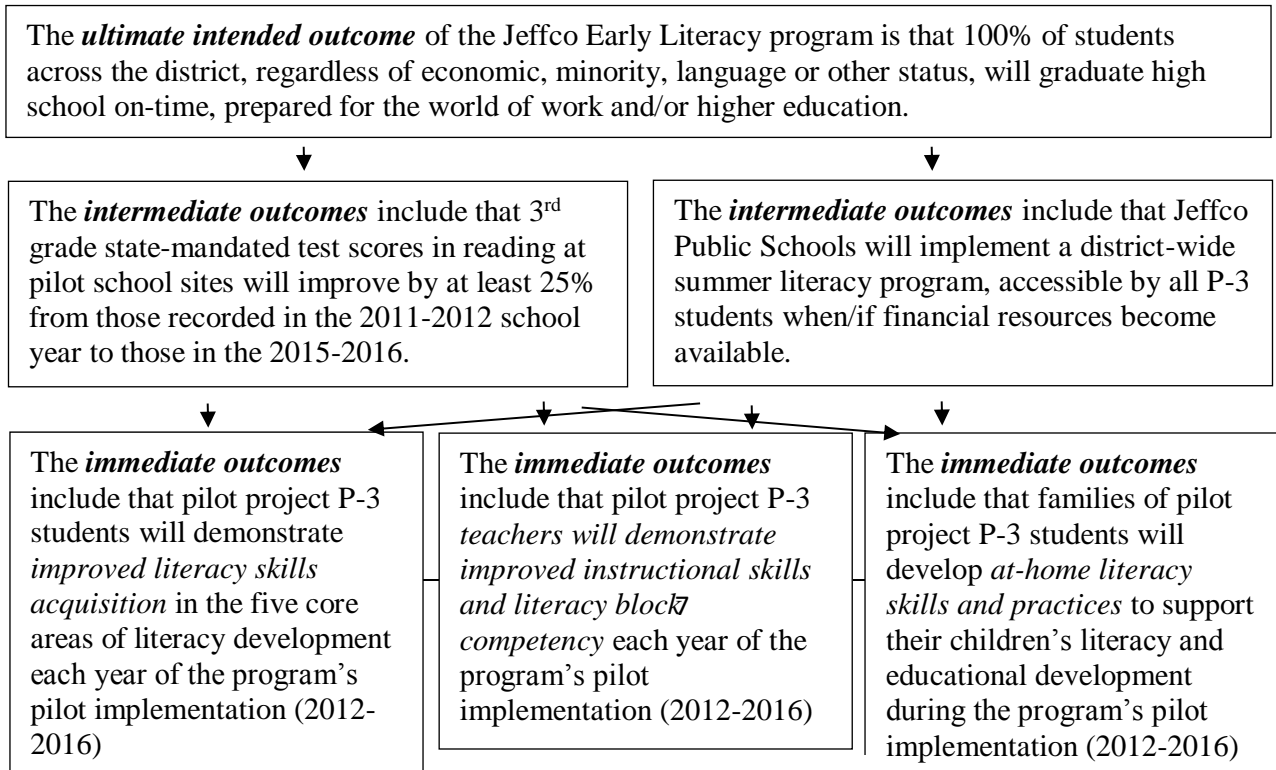
Figure 1. Jeffco Summer of Early Literacy participating schools and grades

Schools	Grades Served
Edgewater	K-3
Lasley*	K-3
Molholm	K-3
Pennington	K-6
Stevens	K-4
Swanson	K-6

*Due to construction the students, teachers, and administrators from Lasley were housed at Molholm.

Figure 2 depicts the theory of change for the program, outlining the planned immediate, intermediate, and ultimate intended outcomes. The only changes to this model throughout the study period were an expansion of the program to 4th to 6th grade students in certain schools in 2014. While some 4th to 6th grade students were served in that year, the core focus of the program remained K through 3rd grade student, who made up about 89% of students served.

Figure 2: Theory of Change for Jeffco Early Literacy program



↓

Strategy 1: Students will be assessed at the beginning of the program to determine benchmark literacy; each summer from preschool to 3rd grade, students will participate in 90 hours of classroom instruction and curricula and at-home practice tailored to their specific literacy deficiencies; summer instructional programming will complement and build from and to regular school-year curricula and literacy instruction.

↓

Strategy 2: Teachers will receive eight additional hours of dedicated professional development around literacy instruction; will work with students' regular school teachers to develop and implement individual interventions for specific literacy core competencies; will develop familiarity and comfort with assessment and feedback; will receive support from on-site coaches and professional development providers; and will assist students' new teachers each fall with continuing to build on students' literacy skills development.

↓

Strategy 3: Families of students participating in the program will attend at least two parent night events at their child's school to learn more about classroom activities and effective literacy practice activities to be used in the home; parents will work with teachers at parent night events on modeling literacy behaviors; parents will receive materials and coaching from teachers to encourage family literacy outside the classroom.

↓

Assumptions: (A) Early literacy deficiencies can be overcome with additional instructional time to help students catch up and then not fall behind over the summer months; (B) Teachers who are given appropriate baselines, goals and strategies for success with an individual child can affect the academic development of that child; (C) Teachers who receive additional coaching and professional development can become more skilled and effective teachers in the classroom; (D) Families who are given coaching, materials and an opportunity to practice literacy with their children will choose to encourage their children's development of literacy skills; (E) Students who can read proficiently at 3rd grade will continue advancing in their academic achievement and will graduate high school on time; (F) School districts that see positive results from pilot projects will prioritize the implementation of the project across all appropriate schools

Programmatic Structures

This section provides an overview of programmatic structures including instruction and assessment practices, professional learning for teachers, and elements of community engagement. From an instructional lens, student expectations and the day-to-day practices of the program are described. Professional learning is explained in detail including the mechanisms created to develop teacher skills and approaches, and structures designed to encourage community involvement with families.

Instruction & Student Assessment

In JSEL, classroom assignments depend on student ability, age/grade, student-teacher ratio, and instructional decisions made at each individual school. Classes were designed to have a small student to teacher ratio, with no more than fifteen students assigned to a classroom.

Comprehensive Approach to Literacy Instruction (CALI) and Curriculum Alignment Project (CAP) documents were used as guidelines for literacy instruction. For instance, literacy block structures included the use of mini lessons, whole group, shared, guided, and independent reading with a written response, as well as the use of oral language expression and the listening CAP document. The format of the block and its segments differed between student levels. For Kindergarten classrooms, the block lasted 90 minutes. In 1st through 6th grade classrooms the literacy block lasted 180 minutes. However, the time spent on each segment differed between 1st – 3rd grade students and 4th through 5th grade students.

Teachers were also asked to conduct assessments on a regular basis and were encouraged to use the information to tailor instruction and assign intervention groupings. Running records were administered weekly, as well as DIBELS progress monitoring for students who were categorized as strategic and intensive. Jeffco best practices were explained and communicated to teachers during professional learning (PL) provided in June and reinforced throughout the summer session through on-going PL meetings.

Teacher Professional Development & Meetings

Teachers were provided with professional learning (PL) before the start of classes. Over a span of three days, teachers spent nine hours reviewing program expectations including: literacy block structures (using CAP and CALI), and ready classroom practices. These initial meetings also provided teachers with opportunities to learn more about differentiated instructional strategies. For deeper learning, teachers were given a choice of two topics; guided reading and running records.

Ongoing learning occurred through hour-long PL opportunities scheduled throughout the summer. This included three all-site meetings and four site-based meetings. The content of the meetings was based on demonstrated teacher need uncovered during walkthroughs. During these walkthroughs, coaches and administrators observed and recorded practices related to the literacy block structures, ready classroom environment, and oral language. As an example, two PL topics were using oral language and turn-and-talks.

Family Support, Participation, & Engagement

Structures to encourage the support and engagement of families were established. These structures were designed to foster communication, build community, and offer opportunities for family members to participate. Community meals (breakfast and lunch), field trips, and sending home Friday Folders were all a part of the family engagement efforts.

Breakfast was served before the start of the school day and lunch at the end of the school day at no cost to family members. The purpose was to encourage families to interact with program staff (principals, teachers, and coordinators), to participate in conversations about students' academic progress, and to create a welcoming environment for students and families.

Additionally, two field trips to the Downtown Aquarium in Denver and the Wildlife Experience in Parker were planned during the summer session. Families were allowed to attend field trips at no cost. There was no limit on the number of family members allowed to attend. The field trip locations were chosen based on their relevance to the program's ocean theme.

Friday folders were sent out on a weekly basis. The purpose of this folder was to keep families informed about their child's progress, provide tools for families to cultivate home literacy environments, and to gather feedback about family participation in program activities. As such, folders contained examples of student work, suggested literacy activities for families, and included participation feedback questionnaires. Feedback questionnaires asked families if they read with their child at home, participated in literacy activities (e.g. homework), attended field trips, and attended community meals.

Methods & Results

The purpose of the Jeffco implementation evaluation was to assess the fidelity of the program, lift up promising practices that could be replicated, and identify considerations for improvement. Data were collected using multiple sources and methods including, interviews, focus groups, surveys, district student demographic data, attendance records, and DRA 2 progress monitoring data. The following section describes the methods and data sources, as well as findings and insights gained from their analysis.

Student Demographics

Student demographic data were gathered for every JSEL student from a district enrollment database. Students who were enrolled after the beginning of the summer session (June 25th), as well as students who enrolled before the beginning of the summer session were included in this analysis. This section focuses on the composition of the JSEL's student population and its comparison to the composition of participating sites during the regular school year. Completion of the program was not a prerequisite for being included in these analyses.

Enrollment

Principals and schools were asked to recruit students to participate in the program and used various methods to encourage enrollment. Recruitment activities included contacting parents, having teachers identify students who might benefit from inclusion, and disseminating communication via home folders, parent information nights, and other forms of parent outreach. There was no pre-determined enrollment cap for any of the participating schools.

The program served a total of 660 students across all sites. Sixty-nine percent of students ($n = 458$) were enrolled at the four original school sites (Edgewater, Lasley, Molholm, and Swanson). Meanwhile, thirty-one percent of students ($n = 202$) were enrolled at the new school sites (Pennington and Stevens). Figure 3 shows the number of students enrolled at each school site.

Figure 3. Student Enrollment by School

School Name	Number of Students
Edgewater	136
Lasley	44
Molholm	124
Pennington	142
Stevens	60
Swanson	154

Kindergarten had the largest population of students with 241 (36.5%) students and 6th grade had the smallest population of students with 11 (1.7%). The previously existing grades, Kindergarten through 3rd grade, made up 88.6% of the student population. Meanwhile grades that were added this past summer, 4th through 6th grade, made up 11.4% of the population. Figure 4 shows the number of students enrolled by grade. The impact evaluation conducted by APA Consulting focuses on students in Kindergarten through 3rd grade, and does not include those in 4th through 6th grade.

Figure 4. Student Enrollment by Grade

Grade	Number of Students (Percentage)
Kindergarten*	241 (36.5%)
1 st Grade	153 (23.2%)
2 nd Grade	145 (22.0%)
3 rd Grade	46 (7.0%)
4 th Grade	33 (5.0%)
5 th Grade	31 (4.7%)
6 th Grade	11 (1.7%)

*This count includes preschool students going into Kindergarten.

Gender Composition

All but two JSEL school sites (Stevens and Molholm) had more boys than girls enrolled. The gender composition between the JSEL enrollment and enrollment during the school year tended to be similar. Stevens and Molholm were the only two schools with gender enrollment disproportionalities greater than 3%. Figure 5 shows the gender composition of enrollment by school site comparing the JSEL program to overall school enrollment. Overall JSEL percentage of 51.5% boys was similar to the overall school population of 52.8% boys.

Figure 5. Student Gender by school

School Name	Number of Boys (Percent)	Number of Girls (Percent)	Number of Boys (Percent)	Number of Girls (Percent)
Edgewater	74 (54.4)	62 (45.6)	233 (52.4)	212 (47.6)
Lasley	24 (54.5)	20 (45.5)	301 (54.4)	252 (45.6)
Molholm	54 (43.5)	70 (56.5)	246 (52.6)	222 (47.4)
Pennington	77 (54.2)	65 (45.8)	127 (51.4)	120 (48.6)
Stevens	24 (40.0)	36 (60.0)	153 (51.5)	144 (48.5)
Swanson	87 (56.5)	67 (43.5)	218 (52.9)	194 (47.1)

Race & Ethnicity

Among students for whom race and ethnicity data were available, Hispanic students represented the largest ethnic subgroup across all six school sites. Hispanic students made up 63.9% of the JSEL Enrollment population. The second largest ethnic subgroup was Caucasian; accounting for 27.4% of the JSEL Enrollment population. Asian Pacific Islander was the smallest ethnic subgroup in enrollment; only representing .2% of the student population. Figure 6 shows the racial and ethnic composition by school site for JSEL and Figure 7 shows the racial and ethnic composition of participating school sites during the regular year.

Figure 6. Race and Ethnicity of student enrollment by school in the JSEL Program

School Name	AI (%)	API (%)	AS (%)	B (%)	H (%)	M (%)	W (%)
Edgewater	1 (0.7)	1 (0.7)	0 (0.0)	3 (2.2)	113 (83.1)	2 (1.5)	16 (11.8)
Lasley	3 (6.8)	0 (0.0)	5 (11.4)	2 (4.5)	21 (47.7)	2 (4.5)	11 (25.0)
Molholm	2 (1.6)	0 (0.0)	3 (2.4)	1 (.8)	98 (79.0)	3 (2.4)	17 (13.7)
Pennington	0 (0.0)	0 (0.0)	0 (0.0)	2 (1.4)	75 (52.8)	1 (.7)	64 (45.1)
Stevens	2 (3.3)	0 (0.0)	0 (0.0)	0 (0.0)	39 (65.0)	5 (8.3)	14 (23.3)
Swanson	1 (0.6)	0 (0.0)	13 (8.4)	2 (1.3)	76 (49.4)	3 (1.9)	59 (38.3)

*AI= American Indian or Alaska Native; API = Native Hawaiian or Other Pacific Islander; AS = Asian; B = Black or African American; H = Hispanic or Latino; M = Two or more races; W = White

Figure 7. Race and Ethnicity of student enrollment by school in the during the 13/14 school year

School Name	AI (%)	API (%)	AS (%)	B (%)	H (%)	M (%)	W (%)
Edgewater	3 (0.7)	3 (0.7)	0 (0.0)	12 (2.7)	358 (80.4)	7 (1.6)	62 (13.9)

Lasley	8 (1.4)	2 (0.4)	42 (7.6)	7 (1.3)	361 (65.3)	16 (2.9)	117 (21.2)
Molholm	7 (1.5)	0 (0.0)	6 (1.3)	10 (2.1)	366 (78.2)	12 (2.6)	67 (14.3)
Pennington	5 (2.0)	0 (0.0)	0 (0.0)	2 (0.8)	124 (50.2)	2 (0.8)	114 (46.2)
Stevens	7 (2.4)	0 (0.0)	3 (1.0)	4 (1.3)	168 (56.6)	9 (3.0)	106 (35.7)
Swanson	3 (0.7)	2 (0.5)	28 (6.8)	10 (2.4)	185 (44.9)	11 (2.7)	173 (42.0)

*AI= American Indian or Alaska Native; API = Native Hawaiian or Other Pacific Islander; AS = Asian; B = Black or African American; H = Hispanic or Latino; M = Two or more races; W = White

Individual Education plan

Students with individual education plans (IEPs) made up 15.3% of the student population. Pennington had the highest number and percentage of students with an IEP; 30 students or 21.1% of Pennington students had an IEP. Stevens had the second largest percentage (20%) and the third largest number of students with IEPs. Swanson had the third largest percentage of students with IEPs at 16.5%. Figure 8 depicts the number and percent of JSEL students who had an IEP.

Figure 8. Individual Education Plans by school among students enrolled in JSEL

School Name	Number of Students with an IEP (Percent)
Edgewater	16 (11.8)
Lasley	4 (9.1)
Molholm	14 (11.3)
Pennington	30 (21.1)
Stevens	12 (20.0)
Swanson	25 (16.2)

English Proficiency

The JSEL program was open to all students regardless of English proficiency and had a total of 104 (15.8%) students enrolled that were designated as Not English Proficient (NEP) and 116 (17.6%) designated as Limited English Proficiency (LEP). Fifty-five percent of Edgewater students were designated as either NEP or LEP, which was the highest percentage of students with NEPs or LEPs among the JSEL schools sites. Figure 9 shows the number and percent of NEP and LEP students by site.

Figure 9. Non-English proficiency and limited English proficiency by school among students enrolled in JSEL

School Name	Number of LEP Students (Percent)	Number of NEP Students (Percent)
Edgewater	37 (27.2)	38 (27.9)
Lasley	7 (15.9)	3 (6.8)
Molholm	21 (16.9)	35 (28.2)
Pennington	11 (7.7)	7 (4.9)
Stevens	13 (21.7)	8 (13.3)
Swanson	27 (17.5)	13 (8.4)

All JSEL sites except Lasley had a higher percentage of NEP/LEP students enrolled in JSEL than the 2013/14 school year. Figure 10 shows the number and percent of NEP/LEP students during the summer session and 2013/14 school year.

Figure 10. Non-English proficiency and limited English proficiency by school among students enrolled in JSEL and enrollment during the regular school year

School Name	JSEL Enrollment Number of NEP/LEP Students (# of students)	2013/14 Enrollment Number of NEP/LEP Students
Edgewater	55.1% (75)	47.2%
Lasley	22.7% (10)	27.7%
Molholm	45.2% (56)	43.8%
Pennington	12.7% (18)	11.3%
Stevens	35.0% (21)	20.2%
Swanson	26.0% (40)	23.5%

Attendance

Attendance was gathered in each classroom and recorded using Infinite Campus. Attendance records were analyzed to understand trends in student attendance. Three student records showed 31 days of absence (every day of the program's operation) and these instances were excluded from the following analysis. Across all school sites, the average number of days missed was 4.29 days. The expanded and new school sites had the three highest averages of student absences. At Stevens students averaged 5.32 days of absence, the highest of all school sites. In contrast, the three existing K-3 sites had the lowest average of absences. Edgewater Elementary

students were absent on average 2.65 days, the lowest average of all school sites. Figure 11 shows the mean of absences for each school site.

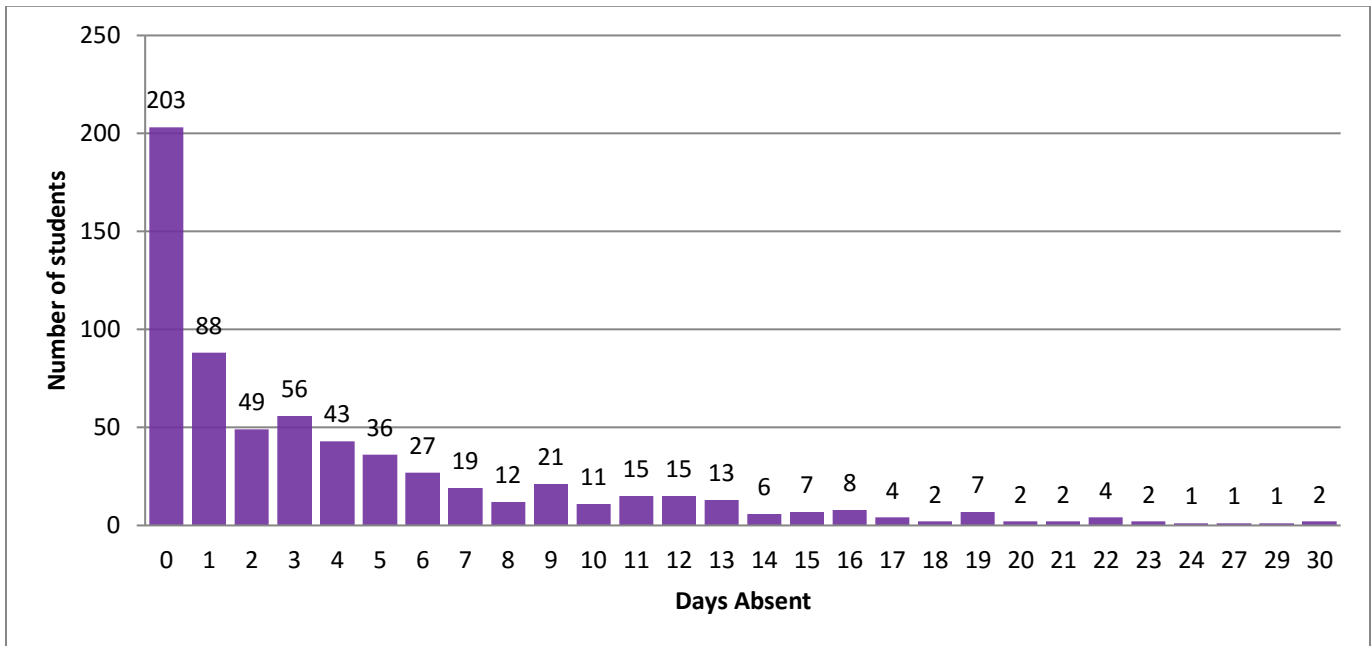
APA’s impact evaluation, described later in this report, examines whether variations in student attendance are related to test score outcomes

Figure 11. Average number of absences by school site

School Site	Average Days Absent (n)
Edgewater	2.65 (136)
Lasley	2.82 (44)
Molholm	4.69 (124)
Pennington	4.85 (140)
Stevens	5.32 (60)
Swanson	4.94 (153)

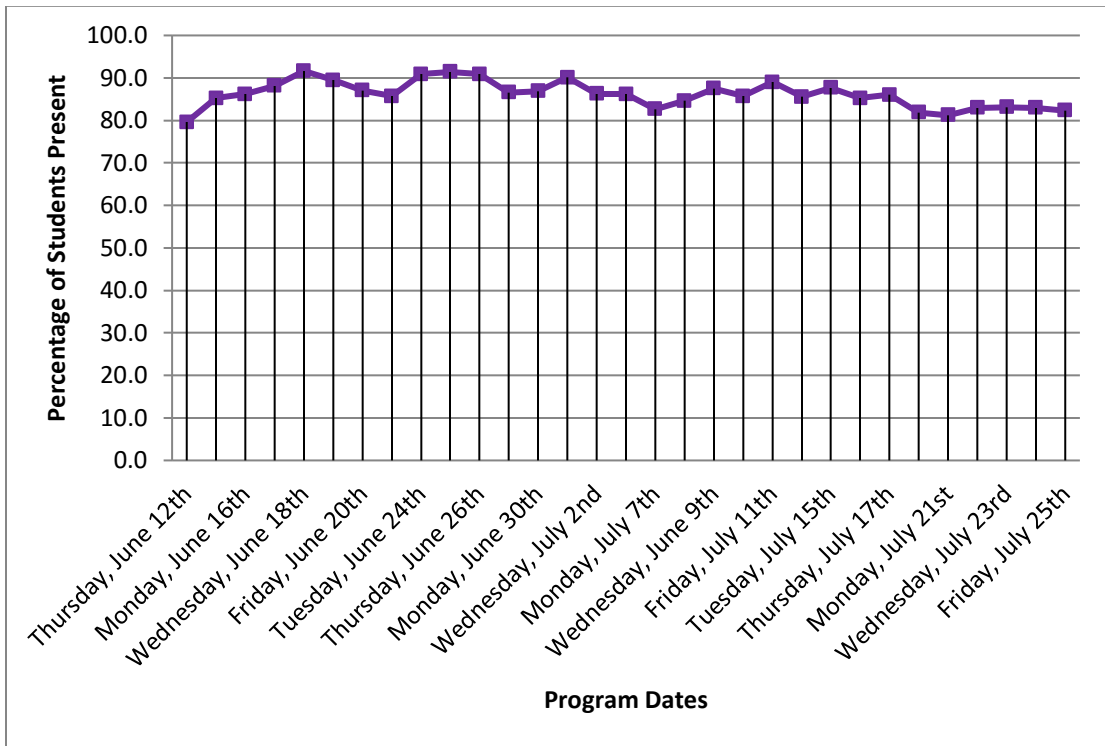
Across all school sites, the number of days absent for students in JSEL ranged from 0 to 30 days with 66.8% of students missing 0-4 days. Additionally, 30.9% of students had no absences. Meanwhile, two students (.3%) were absent thirty days and only 33.2% of students had five or more absences. Figure 12 illustrates student absences.

Figure 12. Student Absences



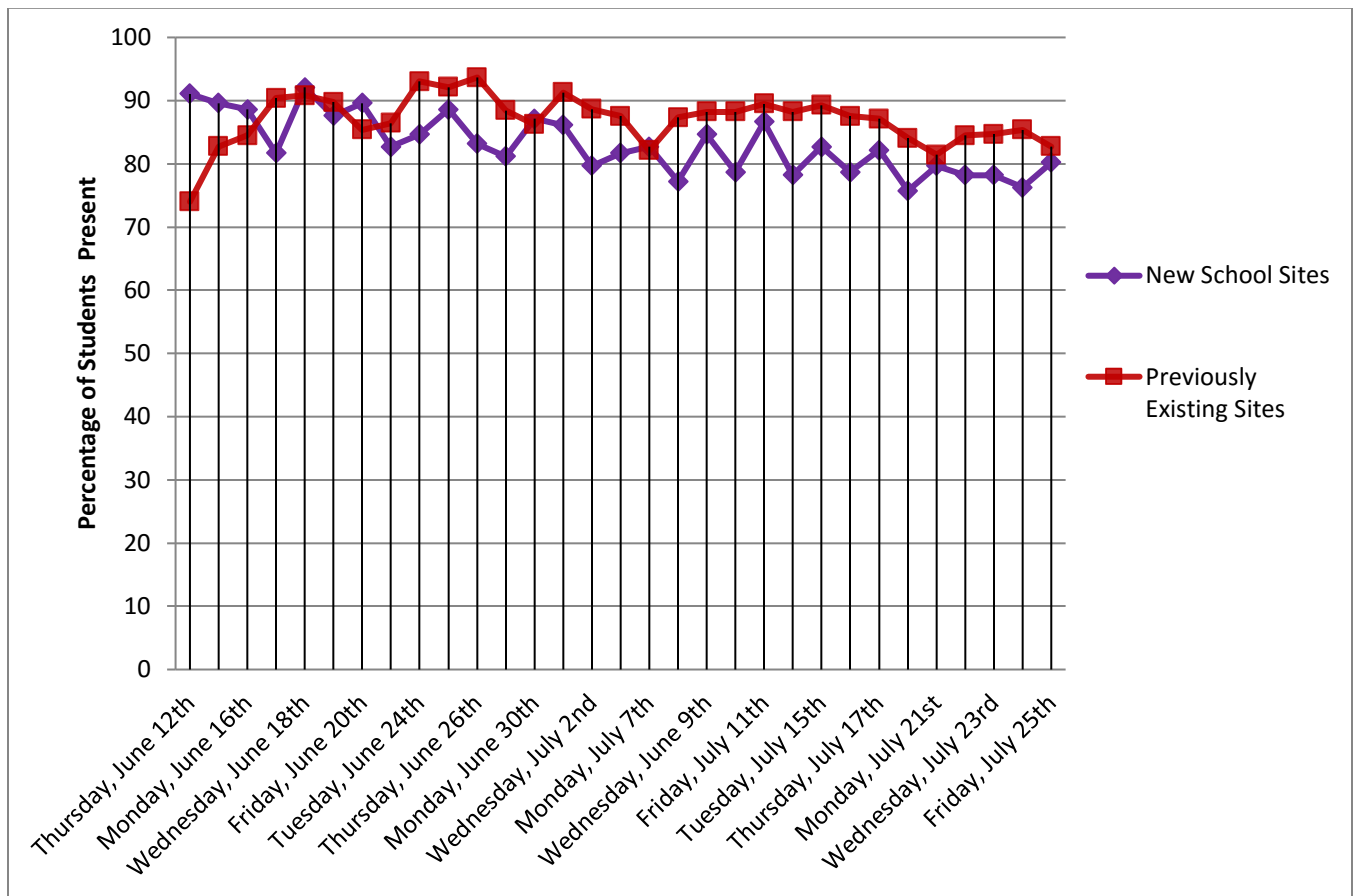
An examination of student attendance over time demonstrated a slight decline in student attendance toward the end of the program’s operation. Aside from the first day of school, (June 12th) the day with the lowest attendance was July 21st with 81.3% of the student population in attendance. Records also demonstrate that, generally, attendance is higher during the mid-portion of the week (Tuesday, Wednesday, and Thursday) and lower at the beginning and end of the week (Monday and Friday). Figure 13 depicts student attendance over time across all sites.

Figure 13. Percent of Students Present by day for all sites



When comparing newly introduced school sites to existing school sites (including Swanson), attendance in the first few days was higher at new school sites than existing school sites. Ninety-one percent of students at new school sites attended on June 12th, the first day of school. Meanwhile, 74 % of students at existing sites attended that day. However, as the summer session progressed attendance at new school sites decreased more sharply than existing school sites. At new sites, 76.2% of students were present July 24th, the second to the last day and 80.2% were present the last day of school. Existing sites had 85.4% of students present on June 24th and 82.8% of students present on the last day of school. Figure 14 depicts a comparison of student attendance between existing school sites and new school sites.

Figure 14. Numbers of Student Present by week



DRA Assessment

Teachers were asked to keep daily running records and at the end of the summer, students were assessed using the DRA 2 progress monitoring tool. Out of 660 students, six student records were incomplete (e.g. invalid student IDs, missing or incorrectly entered data) and 353 students did not have data available. There are various reasons for missing DRA 2 data including: absences, grade level (e.g. DRA 2 is not administered to preschool students), and logistical issues recording data. Administrators, teachers, and coaches proctoring the assessment were asked to record data using a Google form. Since administrators, teachers, and coaches could not edit the spreadsheet in which the data populated, proctors were told that if a mistake was made when entering data then they could make a corrected entry. If corrected entries were recorded, then the most recent entry would be chosen as the final. However, no delineation was made between corrected entries and a student being assessed twice.

DRA 2 examines a variety of literacy components including reading fluency and comprehension. From these components students are placed in levels ranging from A – 80 and within those levels students are categorized as, intervention, instructional, independent, or advanced. In order to be considered proficient at grade level a student must be categorized as independent or advanced within the DRA Level cut points which correspond to

their grade.¹ Below, figure 15 is a table adapted from the *DRA 2 Technical Manual* that depicts the DRA Level cut points for each grade.

Figure 15. DRA 2 Level Cut Points by Student Grade

Grade	Time	Proficient/Independent
Kindergarten	Fall	Pre A
	Mid-Year	1
	Spring	3
1 st Grade	Fall	3
	Mid-Year	8
	Spring	16
2 nd Grade	Fall	16
	Mid-Year	20
	Spring	28
3 rd Grade	Fall	28
	Mid-Year	34
	Spring	38
4 th Grade	Fall	38
	Mid-Year	38
	Spring	40
5 th Grade	Fall	40
	Mid-Year	40
	Spring	50
6 th Grade	Fall	50
	Mid-Year	50
	Spring	60

Since the program takes place during the summer, proficiency for students was calculated based on the spring cut points outlined in the *DRA 2 Technical Manual*. Kindergarten had the highest percentage (70.9%) of students that scored at or above proficient, while 6th grade had the lowest percentage (11.1%) of students that scored at or above proficient. Figure 16 depicts the number and percentage of students that scored proficient or above and the number and percentage of students not proficient in each grade.

¹ See Pearson (2011). *DRA 2 K-8 Manual Developmental Reading Assessment*. Retrieved from http://assets.pearsonschool.com/asset_mgr/current/20139/DRA2_Technical_Manual_2012.pdf

Figure 16. Reading proficiency by Student grade

Student Grade (n)	Number of Students Proficient or Above (%)	Number of Students Not Proficient (%)
Kindergarten (86)	61 (70.9%)	25 (29.1%)
1 st Grade (95)	40 (42.1%)	55 (57.9%)
2 nd Grade (77)	31 (40.3%)	46 (59.7%)
3 rd Grade (20)	4 (40.3%)	16 (80.0%)
4 th Grade (13)	5 (38.5%)	8 (61.5%)
5 th Grade (4)	1 (25%)	3 (75%)
6 th Grade (9)	1 (11.1%)	8 (88.9%)

The DRA 2 data used in APA’s impact study described later in this report was not from the DRA administration during the JSEL program, but was from the fall administration of the DRA 2 in each student’s home school.

Focus Groups and Interviews

Focus groups with teachers and coaches, as well as interviews with coordinators and principals, were conducted during the final two weeks of the program. This included three teacher focus groups, two instructional coach focus groups, and interviews with each principal and coordinator. A total of 44 staff participated in interviews or focus groups including: 29 teachers, 5 coaches, 6 principals, and 4 coordinators. The following table shows the focus groups, the number of participants in each focus group, and what school sites were represented in each.

Figure 17. Focus Group Participants

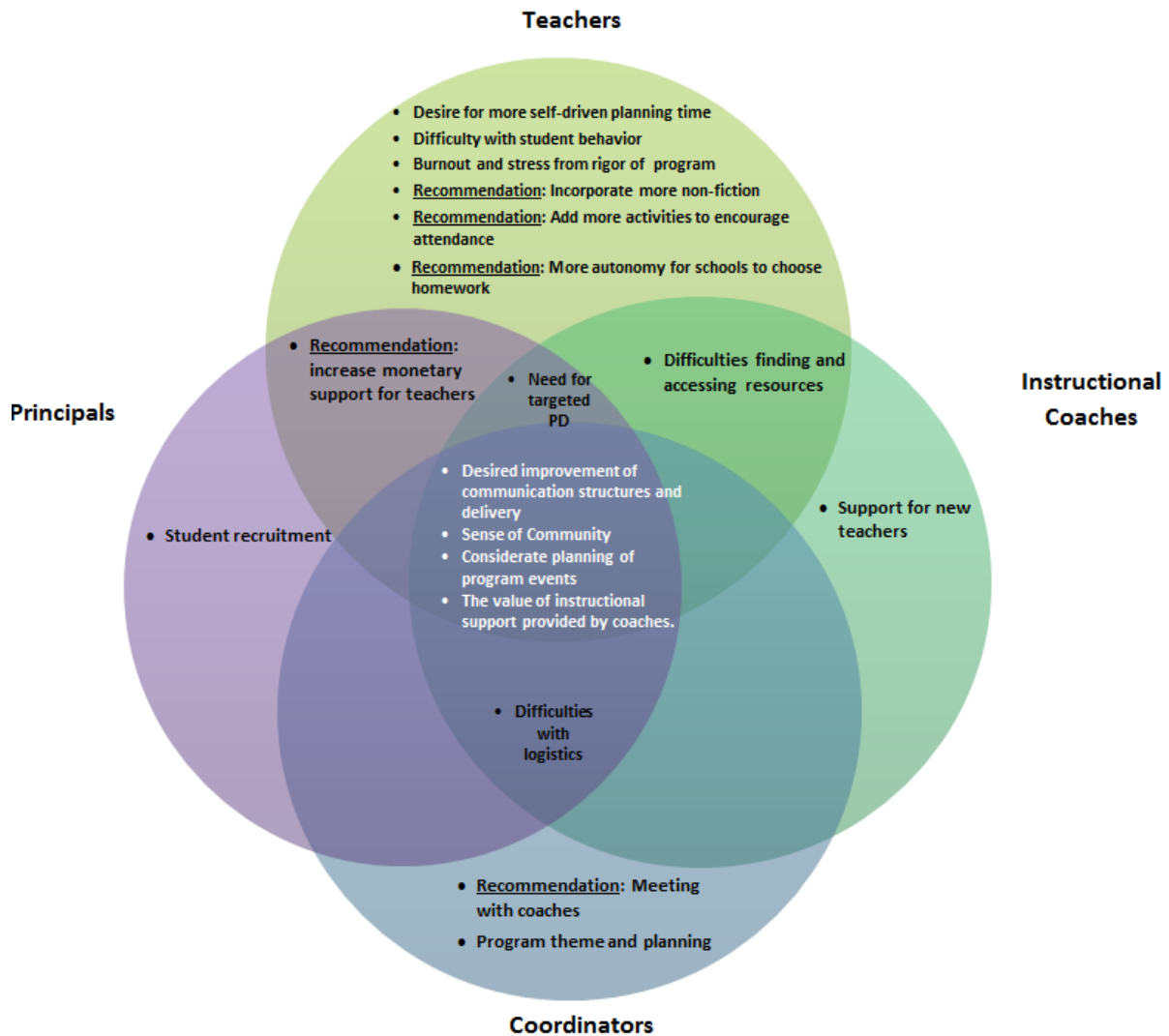
Location of Focus Group/Participant Type	Number of Participants	Sites Represented
Edgewater/Coaches	3	Edgewater, Stevens, Swanson
Edgewater/Teachers	10	Edgewater, Lasley, Molholm, Pennington
Molholm/Coaches	2	Lasley, Molholm
Pennington/Teachers	9	Pennington, Stevens
Swanson/Teachers	10	Swanson

All Participants were asked questions pertaining to program structures, literacy instruction, professional development, and community involvement (for interview and focus group questions see Appendix A-D). Each discussion was analyzed for themes across all sites and between participant groups.

Themes

Across all groups the following four themes emerged: the need for improvement in communication structure and delivery, cultivation of community through meals, field trips, and small class size, considerate planning of events and field trips, and the value of supportive instructional coaches. Although all groups provided different perspectives, the themes mentioned above were a common thread found in interviews with principals and coordinators, as well as the focus groups with teachers and coaches. Other overlapping and independent themes emerged. Figure 18 shows the independent and overlapping themes from each participant group. A discussion of all themes is presented in this section.

Figure 18. Focus Group Themes Across all Participant Groups



Overlapping Themes Across all groups

Communication. Among themes that were present across all participant groups the most common was communication difficulties, especially in relation to the timing and clarity of information. Many participants described the timing of communication as, “frustrating,” “stressful,” and “annoying.” Difficulties such as these were especially salient for school sites that were new to JSEL. When discussing the timing of the information one

participant said, “We kept on asking for a calendar with the dates and the times and the commitment and we didn’t get that until like two days before JSEL started.” While another said, “It felt like a lot of times they forgot us...Then we had to be rushed to finish what they needed.” Participants also reported having received various incongruent messages. In one instance a participant reported receiving confusing information about implementation of CAP, “They were telling us use the first unit of CAP and then use the second unit of CAP. And by the end of the third day we figured out which unit to use when.” Information regarding field trips, schedules, meetings, professional development, walkthroughs, time commitment, and expectations were among the information all schools felt were not communicated effectively. Similarly, coordinators needed information pertaining to student and teacher recruitment that they felt they were unable to ascertain in a timely manner. Although various suggestions were made to improve communication, participants’ recommendations demonstrate that comprehensive documentation about program structures, schedules, and expectations, as well as a considerable amount of lead time for information is desired.

Program Events. Another theme that emerged across all participant groups was the need for improved planning of program events. For instance, field trips were seen as needing more “thoughtful planning” aimed at improving issues related to transportation, location, and schedule. Many reported that the combination of a short school day and the distance to field trip locations caused the field trips to feel “rushed.” One participant explained that, “The time allotted to travel to the field trip did not match. So the kids didn't even get to do the field trip. They only got to do IMAX.” While others suggested altering the schedule to allow more time for field trips, “I would like to see more flexibility in the school day on a field trip day... [They] only got a short little snap shot of it because of the rigidity of the school day.” A number of suggestions were posed by participants including: more autonomy for schools to choose local field trips, allow more parent autonomy in transportation choices (e.g. school bus or families to drive together), and altering the length of the school day to allow students and their families to receive the full experience of the field trips.

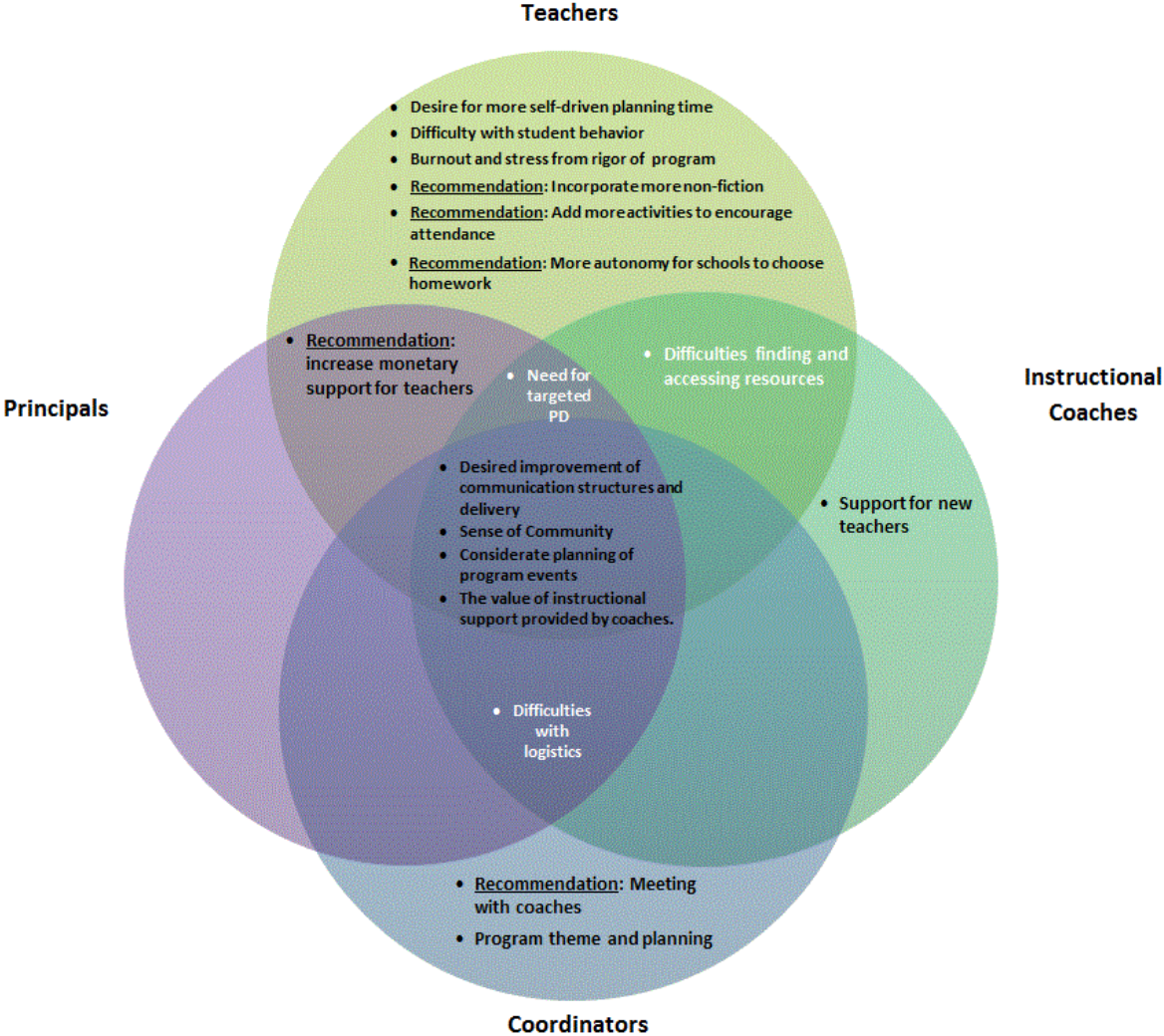
In spite of this, participants viewed the field trips as an excellent conduit for relationship building. In fact, field trips, mealtimes, and smaller class sizes were reported as contributing to a sense of community. This theme was discussed across all participant groups. For example, participants reported an “excess” of parent volunteers for field trips. Participants also reported meaningful conversations with families about students’ education while on field trips. One participant described parents’ experience saying, “They were becoming so much more vulnerable with us. Like admitting their faults and how we could help them...I think they had a huge learning.” Participant discussion also conveyed that small class sizes allowed teachers, principals, and coordinators to spend more time learning about students, while breakfast and lunch provided a place for participants to interact with families. Positive comments related to breakfast and lunch included the following: “[During the school year] you never get to talk to parents... But being able to sit with the parents and eat breakfast with them and eat lunch with [th]em. I know so much more about our families. And I love that.” And, “I think one really rewarding part of JSEL is when we’re doing the breakfast and the lunch and getting a chance to talk with parents... It was less time for me to plan but it was really an opportunity for meeting with parents.” Participants responded positively to these aspects of the program and expressed a desire for them to continue in the future.

The theme discussed across all groups was positive experiences with instructional support provided by coaches. Participants said that coaches provided necessary support by administering assessments and interventions, as well as being readily available to respond to questions or concerns instructors had throughout the program. One

participant described coaches as, “The most effective component of the summer school structures.” While another expressed appreciation for the level of support they received from coaches, “They’ve been in our classrooms...Really helping more than in the past few years.” These comments demonstrate participants appreciated instructional support from coaches and a desire to continue in future years.

Overlapping Themes Across Particular Groups

Figure 19. Overlapping themes for distinct participant groups



In addition to the four themes that appeared throughout all participant groups, overlapping themes across differing participant groups also emerged. For teachers, instructional coaches, and principals the improvement of professional learning through differentiation was a common theme, while difficulties with logistical tasks was a common theme among instructional coaches, coordinators, and principals. Another overlapping theme for teachers and coaches was finding and accessing resources.

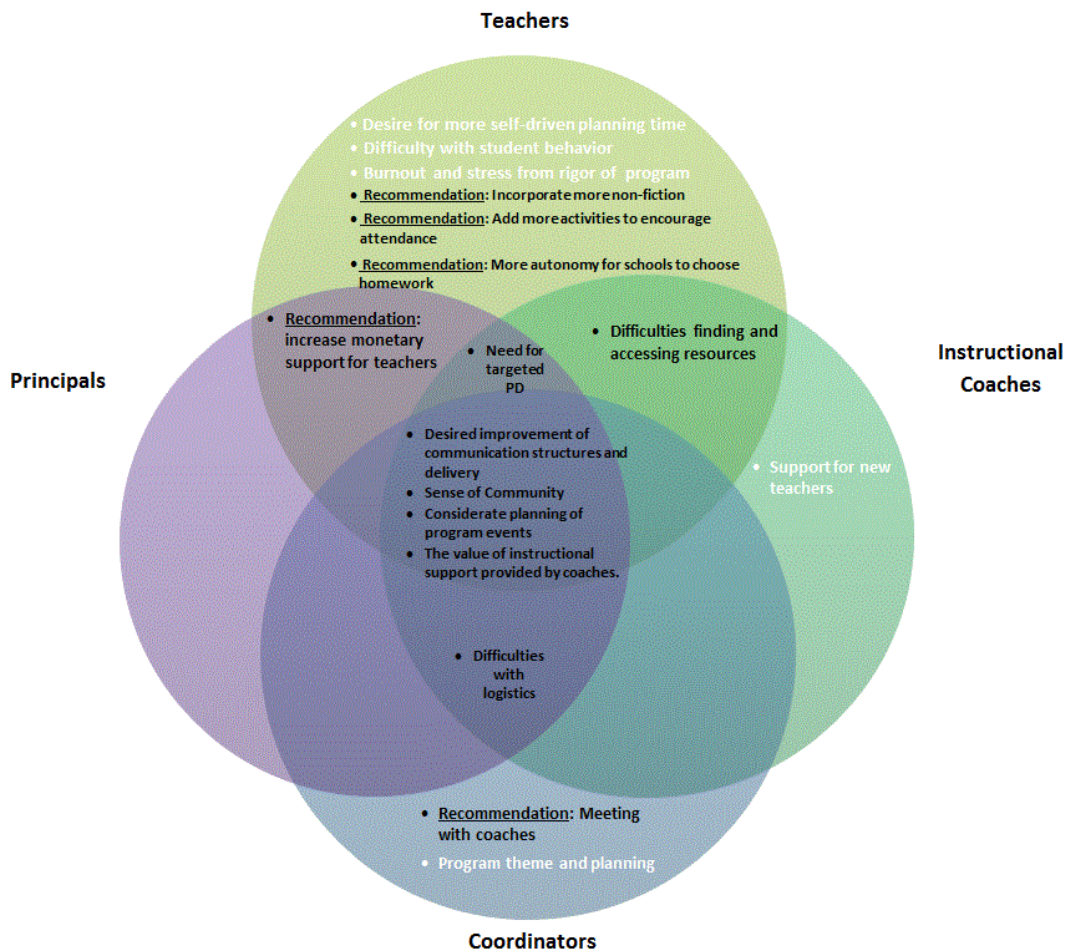
Professional Learning. The theme of professional learning for principals, teachers, and coaches focused on discussion of improvement through differentiation and depth of knowledge. Although all-site professional learning (PL) was described as “good reminders,” “organized,” and “presented well,” participants viewed site-based PL as, “targeted,” “relevant,” and “valuable.” When asked to elaborate, participants said that they preferred the site-based PD because it, “pertained to a particular school.” Additionally participants described all-site PL as “rushed” and “a social scene” and conveyed that these meetings were less productive than the site-based meetings. For these reasons participants suggested altering the PL to be “cafeteria-style” where each site presents a topic and teachers can choose what PL to attend. They also suggested having “less frequent” but “longer” meetings in order to adequately discuss the subject matter, as well as changing the schedule of the initial June PL to allow teachers more time for planning and classroom set-up. Topics that were of interest for participants include writing, using resources, and guided reading within a skill set (e.g. grouping by fluency).

Logistics. Meanwhile difficulties with logistics, such as invoices, acquiring subs, and ordering supplies, was a common theme for principals, coaches, and coordinators. These difficulties were attributed to communication problems (as mentioned in the previous section) and unforeseen complications related to having two separate funding sources. One participant said, “We were able to bring on more schools through the Title component. But it... brought on another level of complexity with logistics of field trips and what schools are doing.” Another participant described the problems saying, “The supplies and materials was a nightmare... Because some of them were ordered through Title and some were ordered through JSEL. They’re not two separate programs but it’s those little budgeting and finance pieces that are a pain.” In light of this participants expressed a desire for improved communication pertaining to logistical considerations when accomplishing administrative tasks. Another suggestion was refining instructions and administrative tasks in order that there might be a more systematic way of processing paperwork for separate funders.

Resources. Another overlapping theme for teachers and coaches was difficulty in finding and using resources. Teachers and coaches expressed that leveled books and other resources were difficult to find, especially for participants who were unfamiliar with a particular school site, “The only thing that the school had was MONDO and so all of my personal stuff was located at my other school... I just didn’t feel like there was a whole [lot of] resources provided for a kindergarten teacher or for me.” Teachers who were familiar with a site’s resources reported having an easier time finding and navigating resources. In addition to books, teachers and coaches also mentioned needing technological resources (e.g. iPads, computers with more battery life or bandwidth, document cameras, access to software), as well as IT support. One participant described this saying “I could not get the computers. I couldn’t get the code, [because I’m] an outsider.” Participants reported that finding and using resources were a considerable challenge in administering interventions, planning lessons, and accomplishing instructional tasks.

Independent Group Themes

Figure 20. Independent Themes for Particular Participant Groups



Teachers, instructional coaches, and coordinators each had key themes emerge that were unique to their role. Planning time, student behavior, and burnout/stress were common themes among teachers. Meanwhile, support for new teachers was a common theme in discussions with coaches. Finally, program planning and creation was a topic shared by coordinators.

Independent themes emerging from teacher discussions demonstrated that teachers experience:

- Frustration with non-standardized procedures for student discipline and accountability for homework.
- Diminished self-driven planning time.
- Burn out and stress related to competing expectations and rigor of the summer program.

Behavior. Teachers reported difficulty with students exhibiting disruptive and/or disobedient behavior, as well as non-compliance with rules related to homework and Friday Folder submittal. Teachers found that frustration with disciplinary and accountability issues were exacerbated because, “It didn’t seem like there was a clear set-

up as far as what consequences could be.” One participant described the difficulties and said, “Whether it’s behavior or homework. Kids not doing [th]em. My hands were tied.” In this way, teachers described uncertainty for how to handle disciplinary issues that they encountered. This uncertainty extended to enforcing rules related to homework and Friday Folders. Discussions pertaining to accountability for homework assignments were mixed. Some teachers advocated for both rewards and punishments, while others only desired a rewards based system. Meanwhile, another group urged eliminating homework altogether. Regardless, teachers felt they needed a system that kept students accountable for their schoolwork and provided clear consequences for disobedient and disruptive behavior.

Planning Time. Limited planning time was another theme extensively discussed among teachers. Participants reported that although the 30-minute coaching time was intended to assist teachers in lesson planning, it was often more like a “meeting” used to discuss schedules and program updates. Although coaches were seen as helpful, participants also expressed a desire for more autonomy during planning time. One participant said, “The first week I was like, great I have this thirty minute period that I can get done some of these things, but our planning was planned for us.” This diminished time for planning and lack of independence when making lessons was a sentiment that was shared in discussions among teachers.

Stress & Burnout. Diminished planning time, rigor of program, and competing expectations were all mentioned as contributors to a feeling of stress and burnout among teachers. The need for respite from the burnout of the program was a theme pervasive in teacher focus groups. Although most teachers found community involvement and student achievement to be rewarding, they also communicated that the workload was large and oftentimes stressful, “This program is what’s right for kids, but the exhaustion it takes out on the adults.” Although some participants’ commented that the changed schedule helped alleviate this, many still relayed a feeling that more time was needed to help teachers recuperate from the stress and fatigue of the summer session, “We’re really beaten up through the school year... We do need some time to re-coop and some of us don’t have that time now.” Participants mentioned that some of the contributing factors that added to the stress were, diminished planning time (as mentioned above), the amount of assessments, added time commitment (e.g. meetings), and the duration of the program’s session. Various suggestions were made by participants to help alleviate the stress and burnout felt by teachers including, shortening the program to 4 or 5 weeks, having a 4-day school week with a teacher planning/meeting day on Friday, and reducing the amount of assessments administered (e.g. choosing to administer only DIBELS or only running records).

New Teachers. Coaches also discussed these stressors and found that they were especially difficult for new teachers. A common thread among coaches was the support needed for new teachers. Participants felt that navigating the school site, acclimating to Jeffco practices, and learning teaching skills (e.g. classroom management) was a challenge for new teachers, “When you had teachers that were new to Jeffco... [You have to get] them connected to DIBELS and having access to SOARS... And so then you’re not only teaching them instruction. You’re teaching them the Jeffco way.” In this way, coaches communicated a struggle with addressing the needs of new teachers while still providing enough support for more seasoned teachers. New teachers were also reported as having more stress, “[I had] new teachers... They felt that it was demanding... [I tried] to make it easier for them and taking some load off them, but it was just really challenging to do that.” For this reason coaches felt that the rigor and expectations of the program were too demanding for many new teachers.

Planning & Logistics. The independent themes discussed above surrounded instruction and instructional support. In contrast, the theme most salient in Coordinator discussions surrounded the logistical tasks related to program operations. Discussion with coordinators demonstrated that program planning around its ocean theme was a challenge, “Ocean which in a landlocked state we found was trickier than we anticipated.” Participants described difficulty finding activities related to the ocean, “I think we should not choose the theme until we see what’s going on around Denver for field trips... Just with doing oceans and then trying to find [something] applicable [was difficult].” For this reason, coordinators suggested more thoughtful planning of the theme and the corresponding activities.

Participant Recommendations

A wide array of recommendations for program improvement were mentioned by participants. In addition to the suggestions and recommendations already discussed in the sections above the following recommendations were the most commonly discussed:

- Improving student engagement and attendance through incorporating more non-fiction, increasing activities (e.g. special presentations and field trips), and incentives.
- Increasing monetary support for teachers.
- Conducting an early coaches meeting to discuss program structures and expectations.

Student Engagement. Participants, especially teachers, desired flexibility in the way they foster student engagement. For instance, many suggested incorporating more non-fiction during instruction, “All the assessments were [supposed to] be fiction and the writing was [supposed to] be fiction. We felt like maybe the kids would’ve benefited from more non-fiction.” Participants expressed that students had an interest in science and social studies and found that instruction would have been more enjoyable if non-fiction were also utilized in the classroom. Also, many participants felt that activities such as the field trips were an incentive for students to attend, “We ended up having both of our field trips on the same week. And our attendance plummeted afterwards.” For this reason participants suggested increasing local field trips (e.g. parks, public library), parties for students with perfect attendance, and pervasive advertising of attendance incentives.

Teacher Compensation. Principals and teachers also recommended increasing monetary support for teachers. Principals reasoned that, “It’s hard for teachers, because that’s their summer and that’s why they need extra incentive. To, ya know, really motivate themselves.” Meanwhile, teachers explained that their workload required more than the 4-hour time frame of the school day. Teachers found that lesson planning, administering assessments, professional development, and meetings were a larger time commitment than initially anticipated. For this reason, the salary did not feel commensurate with their workload.

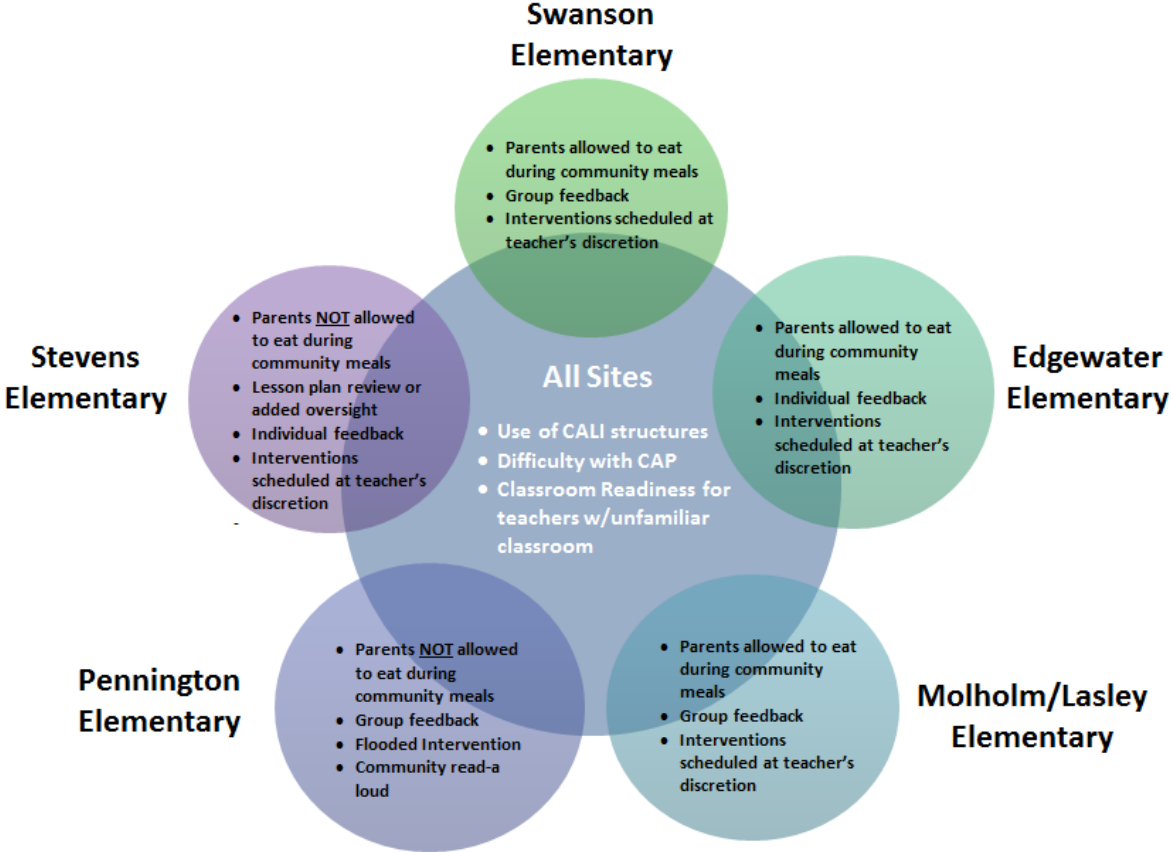
Communication Structures. Finally, coordinators recommended improving the program by creating communication structures that encouraged dialogue between coaches and coordinators. Coordinators expressed that, “Something else we learned this year was, meet with our coaches early... They need to be a part of the planning process prior to that first day and we lost a coach as a result of that. They felt like they didn’t know what was going on and didn’t want to be a part of it.” Coordinators felt that program expectations, structures, and activities were all information that coaches needed prior to the teachers’ professional learning.

Coordinators felt that this early meeting would help alleviate anxiety related to missing information and better prepare coaches to address the needs of their school sites.

Fidelity

During focus group discussion similarities and differences of how each school site implemented the JSEL program emerged. Practices related to literacy block and CALI implementation such as, mini lessons, whole group, shared, guided, and independent reading were reported as being, “used on a regular basis.” However, differences were reported in the level of classroom readiness, writing instruction, administration of interventions, walkthrough practices, mealtime practices, and community involvement elements. Participants cite a number of different reasons for these including familiarity with school site, familiarity with JSEL structures, resource availability (as discussed previously), school culture and practice, and logistical complications related to funding sources (as discussed previously). Figure 20 illustrates the differences and commonalities between school sites.

Figure 21. Participant comments pertaining to program implementation by school



Classroom Readiness. Inconsistencies with ready classrooms were reported in both new and existing JSEL school sites. The two primary barriers to classroom readiness were lack of resources and time for preparation, as discussed in the previous section. For instance, principals and teachers reported that teachers who were not in

their original classroom had difficulty finding resources as a result of site resources being stored for summer. For this reason, teachers were not able to easily find supplies for creating a ready classroom. Meanwhile, the three-day professional learning opportunity was cited as occupying time teachers needed for planning and classroom set-up. These two factors were seen as the main reasons for difficulty with readiness and contributed to the inconsistencies related to readiness.

Writing. Additionally, difficulties with writing were reported across participant groups. For instances, participant commented, “I felt like writing... It’s just out there. I just felt like I need more. I wanted some consistent structures and practices for writing that really were not there.” Challenges related to multi-age and multi-grade classrooms were another reported contributor to inconsistency with use of CAP. Teachers reported a wide range of ages and skill levels and expressed that it posed difficulty when choosing rubrics, “One of the messages they kept sending us was to use the first unit for instruction in CAP whatever grade you were going into. Not taking into account that many of us were doing multi-grade levels... It didn’t flow nicely... So we ended up making a decision here to move a few units ahead.” Participants suggested having more in-depth professional development on writing and choosing rubrics for multi-age and multi-grade classrooms.

Interventions. The manner in which interventions were administered differed between Pennington and other school sites. Although all school sites said that they used assessments (running records and DIBELS progress monitoring) in the decision making process for assigning interventions, the scheduling of interventions differed. It was reported that at Pennington interventions were administered using a flood model in which students have a 40-minute block every day in which interventions were administered. One participant cited the reason for this practice was, “It was an extension of what we were doing in our regular school year and we didn’t want to stop that because it’s been very effective.” At other sites the scheduling of interventions were at the discretion of the teacher and could take place at any time during the 3-hour school day.

Walkthroughs & Feedback. Participant discussion concerning walkthroughs demonstrated differing practices and opinions related to the delivery of teacher feedback. At some school sites, individual feedback was given to teachers and at other sites, only group feedback was given teachers. Additionally, the preferred manner of feedback delivery was mixed. At some school sites, participants preferred receiving individualized feedback and did not receive it, “Cause I feel like if you’re coming in my room every day. If you’re not [going to] give me feedback why are you there.” Meanwhile, participants that received individualized feedback demonstrated mixed opinions with some describing it as, “negative,” “evaluative,” and “stressful,” while others found it helpful and expressed a desire for more “growth producing” feedback. The timing of walkthroughs was also seen as needing improvement by some participants reporting that walkthroughs came too soon after professional development and did not allow them enough time to process the information before implementation. Participants suggested clarifying the purpose and process of walkthroughs during the initial professional development and disseminating feedback in a consistent manner (e.g. group or individualized feedback).

Community Meals. The implementation of community meals and perceptions about the nature of the program were elements with distinct differences between new school sites and existing sites. In contrast to existing sites where families were welcome to eat together, new sites hindered parents from eating with their children. Participants report that parents could neither buy a meal nor eat a meal at no-cost with their children, “[Cafeteria staff] put their foot down. No parents can eat. Only kids.” Participants also report that cafeteria staff

were “very rude” when enforcing this policy. Confusion surrounding payment source was seen as the primary reason for this practice, “It just wasn’t clear as to who was paying for the lunches. So then the lunch people didn’t give adults lunches.” Participants suggested having the lunch staff from the regular school year to work during the summer, as well as improved communication to help alleviate difficulties related to meal times.

Program Rigor. The second element that distinguished new from existing sites was the perceived nature of the program. New school sites report having the impression that the program was akin to “camp” with a less rigid in structure compared to the regular school year. One participant describes this when she says, “We did sell it as summer camp... That it would be fun... The struggle is that it wasn’t different than what the regular school year looked like.” Participants report that this message of a less rigid structure was relayed to both teachers and students and as a result, the rigor of the program was unexpected at new school sites. Meanwhile existing sites say that the program was advertised as, “Summer school... It was never described as camp to anyone.” Participants attributed this perception as due to miscommunication and commented that improved communication during the student and teacher recruiting process could help alleviate the confusion.

Unique School Approaches. New school sites also described elements that were unique to their school. For Pennington, a community read-a-loud, in which all students at the site read the same book, was a structure unique to the school. Participants reported that the read-a-loud at Pennington was an added element that had a positive effect, “We were very hesitant about [the read-a-loud] for the younger kids. And I would have to say that was the best part I think of summer school.” Participants describe this added structure as contributing to the sense of community at Pennington. When describing one student’s reaction a participant says, “Everyday she wanted to talk about [it] and the kids. And I think that's where we kept the theme alive.” Overall, participants responded positively to this structure. Meanwhile for Stevens, added lesson review meetings were a structure exclusive to the site. Teachers were scheduled to meet with administration and instructional coaches to review and revise lesson plans. Some participants commented that this practice was for the purpose of helping teachers plan lessons, acclimate to the program structures, and provide extra support for newer teachers. However, other participants viewed this practice negatively. In particular, participants commented that this structure was not always necessary and gave teachers less autonomy in designing lessons.

Parent Feedback

To gather information about parent participation, weekly surveys were sent home with Friday Folders for parents to fill out and return the following Monday (Appendix E). In addition to the weekly surveys, an end-of-the year survey gathered feedback about the summer school program in general to provide insight into parents and their children’s experiences in the program (Appendix F). The following section discusses the findings from both the weekly and end-of-year survey.

Weekly surveys

Weekly surveys asked parents the following four questions: (1) “Did you read with your child this summer?”, (2) “Did you do a homework activity with your child?”, (3) “Did you attend program breakfasts/lunches?”, and (4) “Did you serve as chaperone on field trips?”. Parents were asked to mark each option in which they participated that week. Pennington Elementary was the only school site with alternative wording for the weekly survey. This revision was a school based decision. In addition to the alternative wording, Pennington added an “other” response option in which participants were able to write down an activity. As a result of the added response

option the school site was omitted from the analysis of the weekly surveys shown in figure 22. Records with ambiguous and missing data were also excluded in this analysis. Over the entire summer session, only seven parents submitted all weekly surveys for every week of the program’s operation. The analysis shows the average number of activities participated in per week. As a result of the discrepancies related to missing identifiers and incomplete or ambiguous records, averages were calculated based on the number of complete responses received that week.

Although the average number of activities reported by parents increased from 3 in the first week to 3.22 in the sixth week, the number of parents submitting weekly surveys also reduces from 116 respondents in the first week to 23 in the sixth. The week with the highest number of responses (121), week 2, had the lowest average of reported participation (2.97). Whereas, week six had the lowest number of respondents (23) and the highest average of activities in which parents participated (3.22). Figure 22 shows the average number of activities parents reported participating in by week. Nonetheless, the number of home learning activities reported by parents had an upward trend throughout the program.

Figure 22. Average number of activities in which parents participated in by week

Program Week	Mean (n)
Week 1	3.00 (116)
Week 2	2.97 (121)
Week 3	3.04 (92)
Week 4	3.04 (75)
Week 5	3.23 (47)
Week 6	3.22 (23)

End-of-Year Surveys.

The end-of-the-year survey gathered information in five main categories: (1) increase in student’s academic performance, (2) parent communication and connection to the program, (3) parent-student needs, (4) clarity of program expectations, and (5) participation in program activities (See Appendix E). One-hundred seventy-one parents responded to the survey. Of the parents that responded to the survey, approximately 59.6% indicated that it was their child’s first year in the program, approximately 14.6% indicated it was their 2nd year in the program, and approximately 13.5% indicated it was their child’s 3rd year in the program (7.6% of respondents

did not respond to this question and 2.9% entered an ambiguous response). These responses correspond to data from APA's impact study, which found that the majority of students attended the program for one year, with fewer students attending for two or three years. The majority of respondents (approximately 70%) indicated that they have "lived in this community" for more than 4 years.

In the first category, *increase in student's academic performance*, parents were asked about perceived increase of student's skills in reading and writing. A majority of parents (approximately 92%) report feeling that their child's reading skills had improved as a result of the program. Meanwhile, 85% of parent respondents report their child's writing skills improving as a result of the program. Less than 1% of parents felt that their child's reading skills had not improved and approximately 1% felt that their child's writing skills had not improved. Overall, responses demonstrate that parents felt participation in the program led to increased academic skills and reading behavior at home.

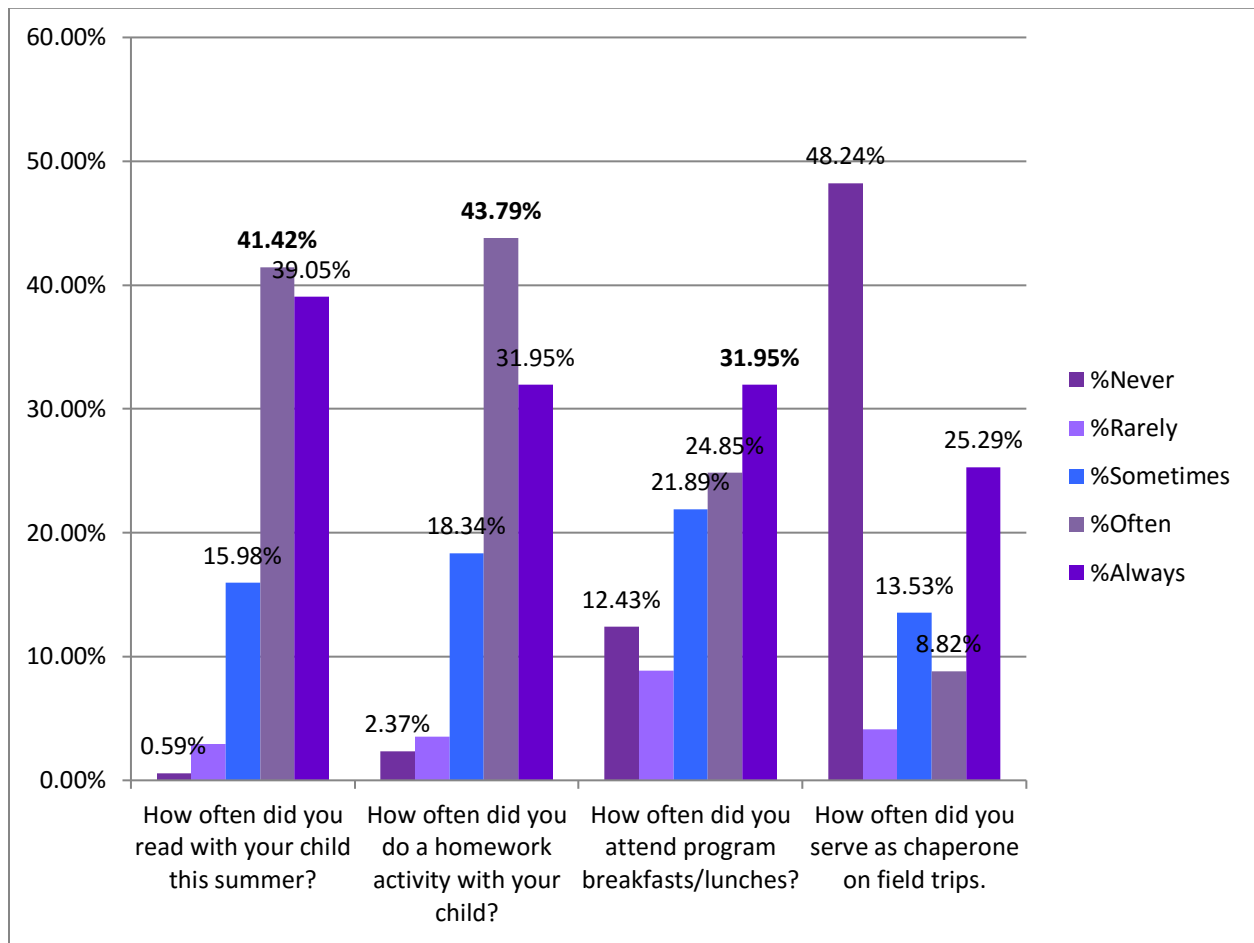
In the second category, *parent communication and connection*, parents were asked about the communication they received from staff and the environment of the school site. The majority of parents (approximately 96%) responded that they found the school environment welcoming. A smaller percentage (approximately 77%) of parents indicated that they felt like they were "contacted by program staff often." Overall, responses demonstrate that the majority of parents felt that the school environment was welcoming and that the staff communicated with them often.

In the third category, *student-parent needs*, parents were asked if students were able to receive needed supplies, if the summer school schedule met their needs as caregivers, and if the summer school instructors knew student's educational needs. The majority of parents (approximately 94%) indicated that they agreed that their child received necessary school supplies. Although slightly lower, the majority of parents (approximately 89%) agreed that the program schedule met their needs as caregivers. Finally, approximately 93% of respondents indicated that program staff understood the educational needs of their children.

In the fourth category, *clarity of program expectations*, the majority of parents (approximately 92%) indicated that they agreed that they knew the expectations of the program.

In the final category, *parent participation*, respondents were asked questions about the activities they participated in during the program. Similar to the weekly survey, parents were asked about participation in at-home reading, homework activities, breakfast/lunch, and field trips. Perhaps not surprisingly, serving as a chaperone on field trips had the largest percentage of parents (48.24%) responding that they "never" participated. Meanwhile, breakfast and lunch was the activity that had the largest percent of parents responding that they "always" participated. Figure 23 illustrates parent's responses to questions about participation in program activities.

Figure 23. Parent participation questions in the end-of-year-survey



Parents were asked two open-ended questions. The first asked respondents about program elements they liked and the second asked for suggestions for changes in the future. The academic opportunities, special activities, and meals were the three most common components which parents said they liked about the program.

Academic opportunities were the most popular program element that parents said they liked. This category included responses pertaining to academic growth, participation in academic work, and references to ‘summer slip’. Parent responses demonstrate an affinity for the reading, writing, and oral language components of the program. Responses include: “It’s great for extra learning.” And, “My child was on track with the reading that she had to do.” Meanwhile, special activities, which includes field trips and special school events (e.g. class parties, guest lectures), was the second most cited program element mentioned in responses. Activities were described by parents as, “great” and “fun.” Finally, mealtimes was the third most cited program element that parents liked. Participants comment on being able to eat with their kids. Some describe meals as, “excellent” and express appreciation for opportunity to have a meal at the school.

Aside from many responses saying they would not change anything about the program, parents mentioned adding leisurely activities at school, lengthening the schedule, and added field trips as the most cited changes. Parents express that they want to increase the amount of “fun” activities such as, sports, playtime, and other

non-academic activities. Many respondents also suggest longer days and a longer session. In these instances respondents suggest having the school-day resemble the full-day schedule of the regular school year, longer field trip days, or a longer summer session. Increasing field trips was the third most referenced change mentioned by parents. Responses demonstrate that parents found field trips “fun” and would like the opportunity to have more in the future.

Recommendations

Overall, responses from focus groups, interviews, and surveys demonstrate coordinators, administrators, teachers, and parents communicate positive program experiences. However, feedback also shows that improvements to professional learning, communications structures, events and activities, teacher planning, and access to resources are desired.

Improved Communication

In light of the challenges in communication, (see pg. 16-17) it is recommended that communication structures be improved through:

- Creating a more comprehensive program ‘handbook’
- Bolstering communication structure around program updates
- Creating structures for dialogue between coordinators, coaches, and principals
- Clarifying communication regarding financial logistics for new schools

Findings demonstrate that administrators and participating teachers need information about time commitment, schedules for professional learning, meetings, focus groups, and program expectations. Other information needed by administrators is around payment/invoices, acquiring substitutes, and logistical aspects of the program. All this information should be available to principals and teachers inside the program handbook in order that it may be easily referenced. It is also suggested that this information be given to teachers and principals during the recruitment process and prior to the start of the summer session.

Another avenue where communication could be improved is around program updates and information. Participants expressed that information about weekly changes or upcoming events could be better disseminated. To diminish confusion about administrator leave, coordinator visits, field trip details, and schedule changes it is suggested that structures be created for relaying information around program changes and site updates.

Another suggestion to improve communication is to create structures that encourage a dialogue prior to the start of the summer session between coordinators, coaches, and administrators in order to crystalize expectations, roles, and procedures of the program. This would create an avenue for staff to ask questions, as well as clarify roles, procedures, and expectations before the start of the summer session.

Lastly, focus group discussions demonstrate that challenges with breakfast and lunches emerged as a result of confusion around the financial logistics of the cafeteria’s operation. Communication with lunchroom staff and management about payment and procedures will aid in consistent lunch and breakfast structures.

Adjust Professional Learning

Many teachers, coaches, and principals expressed a desire for increased differentiation and more autonomy in choosing professional learning. Although discussion of program expectations was perceived as a good reminder, participants want the opportunity to choose from a variety of options. For the on-going PL, teachers expressed a desire to have more input in the topics discussed and suggested that all on-going sessions be site-based while giving teachers the autonomy to choose which off-site PL to attend. Furthermore, in order to gain more depth of knowledge about the topics discussed it is suggested that fewer on-going PLs be scheduled, but having those PLs be longer in length in order to more deeply explore topics.

Increase Teacher-driven Planning time

Participant responses demonstrated that teacher-driven planning time was diminished due to additional teacher responsibilities (e.g. lunch duty, recess duty), as well as the use of planning time for program updates. For this reason, it is suggested that teachers be given more time to plan by either increasing the number of hours in teacher schedules or creating structures for teacher-driven planning time while decreasing coach-led planning time.

Provide IT Support

Challenges related to finding and accessing instructional resources could be improved by providing IT support for school sites and instructional resources. IT support would be able to aid teachers and coaches with accessing and updating software, allocating devices, and troubleshooting. Teachers expressed a need for being able to access necessary supplies for creating a ready classroom as well.

Create a Consistent Student Behavior System

Teachers expressed challenges related to student discipline and the lack of clear procedures for addressing issues related to unacceptable behavior and accountability for student homework. Participants expressed a desire for a site-wide or program-wide system for addressing these challenges and suggest that such a system should include incentives for students to turn in homework.

Consider Planning of Field Trips

Participant responses demonstrate that transportation, location, and school schedule resulted in diminished time for students and their families to enjoy field trips. A number of suggestions can be considered to improve field trips including allowing schools more autonomy to choose local destinations, more autonomy for families to choose transportation, and lengthening the school day to allow families more time.

Another matter for consideration is increasing the number of field trips. Not only does survey feedback demonstrate that parents want more opportunities for their children to participate in leisurely activities, but focus group discussion shows that participants observed a decrease in attendance after field trips and view it as an incentive for student attendance. Thus, increasing the number of field trips and spreading them throughout the summer session could encourage consistent student attendance.

Impact Analysis

The first impact evaluation of the Jeffco Summer of Early Literacy (JSEL) program was an evaluation of the 2012 program year by the Buechner Institute for Governance at the University of Colorado Denver's School of Public Affairs (Buechner), with support from the Jeffco Schools Foundation and MHUW. Buechner conducted an impact evaluation for JSEL participants in the first and second program years. Due to the departure of key personnel from Buechner, the evaluation of JSEL for the third program year was transferred to APA Consulting (APA) in 2014.

JSEL was funded as part of the five-year Social Innovation Fund (SIF) grant from the Corporation for National and Community Service (CNCS) to MHUW. However, MHUW graduated JSEL from their SIF portfolio after year three. Because of this change, the originally envisioned five-year evaluation plan has been truncated to three years and the original Sub-grantee Evaluation Plan required by CNCS has been modified. The most important modification is a reduction in the number of JSEL students and comparison students included in the analysis. This reduces the statistical power of the analysis and decreases the likelihood that it will detect a statistically significant effect of the JSEL program. Aside from the truncated timeline, this report follows the original analysis plan.

The analysis plan for this evaluation compares students who participated in JSEL to similar students from the Jefferson County School District (Jeffco) who did not participate in JSEL. The group of comparison students is constructed using a statistical technique called propensity score matching (PSM), which uses the demographic characteristics and pre-test scores of JSEL participants to match them to non-JSEL participants with similar demographics and pre-test scores. Comparing these groups allows APA researchers to estimate the effect of the JSEL group by comparing the differences in outcomes between JSEL participants and similar non-JSEL participants. By using pre-test scores, the analysis examines the change in test scores over the summer (between spring and fall).

APA examined two primary outcomes: scores on the DIBELS Next reading assessment that were collected both in the spring and fall prior to and following JSEL participation and third-grade scores on the reading components of the Transitional Colorado Assessment Program (TCAP) standardized assessment.² APA used a multi-level analysis technique called hierarchical linear modeling (HLM) to control for the school-level characteristics of the different schools attended by students in the treatment and comparison group.

APA's impact analysis does not address the fidelity of JSEL implementation or many of the themes raised by teachers, instructional coaches, coordinators, and principals in the implementation evaluation conducted by Jeffco public schools that is incorporated in prior sections of this report. Neither does the impact evaluation consider the full range of student skill increases, reflected by the 92% of parents who reported seeing an increase in their child's reading and academic skills. This impact evaluation is focused only on student increases in test scores on the DIBELS Next and TCAP assessments.

This impact analysis was designed to achieve a moderate level of evidence of JSEL's impact. While an experimental design using random assignment was not possible for this intervention, which would be necessary

² The technical manuals with construction and validation information for the TCAP is available at <https://www.cde.state.co.us/assessment/2014tcaptechrep>. The technical manual for the DIBELS Next, with similar information, is available at <https://dibels.org/dibelsnext.html>.

to achieve the highest level of evidence. To provide a moderate level of evidence, quasi-experimental designs such as the PSM approach used here, are appropriate. The PSM approach reduces threats to internal validity by comparing treatment students to comparison students who are similar on a range of observed characteristics.

Impact Research Questions

The impact analysis is intended to explore whether JSEL has a positive effect on student learning. All three years of evaluation activities have focused on the same research questions, reviewed in Table 1.

Table 1: Confirmatory and Exploratory Research Questions

Question Number	Research Question	Question Type
1	Do JSEL participants make greater progress in their reading proficiency than similar non-participants?	Confirmatory
2	Does the magnitude of the difference between JSEL participants and non-participants vary as a function of the number of years students participated?	Confirmatory
3	Are JSEL participants more likely to score “proficient” on third grade reading TCAP than non-participants?	Confirmatory
4	Does the proportion of participants scoring “proficient” increase with the number of years enrolled in JSEL?	Confirmatory
5	Do students who regularly attend JSEL show greater growth in reading skills than students who attend less regularly?	Exploratory

Research questions focused on implementation and fidelity are addressed by the implementation study conducted by Jeffco Public Schools, which is incorporated into this report.

Overview of Analysis

Research questions 1 through 3 compare JSEL students to similar students identified using PSM techniques. The same group of comparison students was used for each analysis. APA identified the comparison group using a propensity score match that employed demographic variables and the students’ DIBELS Next pre-test score from the spring immediately prior to the JSEL program. Each comparison group student is uniquely matched to a JSEL participant student with similar demographic characteristics and pre-test scores. Because the resulting treatment and comparison groups are similar, any differences in outcomes between the two groups are likely to be attributable to JSEL participation, rather than to other differences between the groups of students. APA used the same PSM technique for year three JSEL data as had been used in the previous two years’ impact analyses.

After generating the comparison group, APA ran hierarchical linear modeling (HLM) regressions comparing outcomes between comparison group students and JSEL participant students. HLM is used when the outcome is measured at the individual level, but the treatment (ie. JSEL) is provided to groups, such as at schools. For the research questions 1, 2, and 3, APA looked at differences in scores on outcome measures, controlling for background variables, pre-test scores, and school characteristics. These controls are intended to help separate out JSEL’s effect from students’ reading ability prior to JSEL (using the pre-test scores) or known demographic

descriptors that are known to be associated with differences in reading performance (e.g. gender). For questions 1 and 2, APA used the students' DIBELS Next scores for the fall following the summer of JSEL participation (or non-participation for comparison group students) as the outcome measure. For question 3, APA used students' scores from the reading portion of the third-grade statewide assessment, in this case the Transitional Colorado Assessment Program (TCAP), administered in the spring of the school year following JSEL participation (or non-participation). For all three of these research questions, the variable indicating whether a student participated in JSEL was the variable of interest. In all of the models, students' spring DIBELS Next results were used as the pre-test score.

Questions 4 and 5 compare JSEL students to other JSEL students based on the amount of time they have spent in JSEL. Question 4 examines the effect of multiple years of JSEL participation, while question 5 compares students based on the number of sessions attended during a summer of JSEL participation. Questions 4 and 5 apply only to students who attended JSEL. Because of the reduced number of students in the JSEL-only models, these models have reduced statistical power and are less likely to find statistically significant effects.

All of the analysis for questions 1, 2, and 5 contain pooled data from students in years 1, 2, and 3 of the analysis. Aggregating students from multiple years of treatment and comparison groups increases the total number of students in the analysis and is more likely to yield statistically significant results. The models addressing questions 3 and 4, using TCAP scores as the outcome variable include only students who participated years 1 and 2 of JSEL, since TCAP scores for students who participated in year 3 of the program are not yet available. TCAP scores were not available to the Buechner researchers when they conducted their analysis, so this report represents the first time that questions 3 and 4 have been analyzed examining the impact of JSEL using TCAP scores as an outcome variable.

APA obtained administrative data on the demographics and assessment results of JSEL participants and matched students from the Jeffco Director of Assessment and Research pursuant to an MOU between APA and that office. APA staff physically visited the Jeffco office to obtain the file of JSEL participants with demographic and assessment data. While at Jeffco, APA performed the PSM match (described further below) to obtain a file of matched comparison group students. This matching technique meant that data were largely clean when obtained, because students with missing demographic or assessment data were not eligible to be matched. The de-identified student data were stored on a flash drive and not stored on any server or hard drive to facilitate complete destruction and erasure of the student data at the end of the analysis.

Sampling Eligibility

For all five research questions, students were included in the analysis sample only if they took the DIBELS Next exam in the spring prior to their participation (or non-participation) in JSEL and also in the fall immediately following their participation (or non-participation) in JSEL. For questions 3 and 4, students were included in the analysis only if they also took the third-grade TCAP reading exam in the year following their summer of JSEL participation (or non-participation). Because of these restrictions, the sample size for these analyses of questions 3 and 4 consisted of a small subset of the total JSEL participants, limiting the likelihood that the models will produce statistically significant results.

Although Buechner excluded students who had any JSEL exposure prior to entering Kindergarten from their analysis, both for the students' first year of JSEL and all subsequent years, APA included later years of participation from these students in order to better identify the impact of JSEL. Both Buechner and APA excluded students in grade levels higher than third grade from all analyses, since the focus of the study is improving reading skills for students in their first few years of elementary school. In this final analysis year, no students were excluded because of having DIBELS pre-scores instead of DIBELS Next pre-scores and no students were excluded for having enrolled in the program prior to their kindergarten year. Students were excluded for lacking a DIBELS pre-test (28 students lacked a pre-test). No students were missing a DIBELS post-test, so none were excluded for that reason.

Constructing Comparison Groups

APA used propensity score matching (PSM) techniques to create comparison groups of non-participating students for each year of the analysis.³ In PSM, a propensity score is generated for each student – both JSEL participants and non-participants – describing the student's probability of attending JSEL based on the similarity of her demographic characteristics and DIBELS Next pre-test score with those of a student in JSEL. In order to identify the comparison group using PSM, APA gathered demographic and test score information for all students in Jeffco who were in Kindergarten through second grade prior to their participation (or non-participation) in JSEL. There was no contamination between treatment and comparison groups, so JSEL students were completely distinct from non-JSEL students. APA then matched students based on their propensity scores using a logit to predict likelihood of attending JSEL and a 1-to-1 nearest-neighbor matching estimator using Mahalanobis distance computation, without replacement. In this method, each treatment student is matched with the comparison student with the most similar propensity score, based on their background characteristics. The matched comparison student is then removed from the pool of potential matches, so that every treatment student is matched with a unique comparison student. This leads to equal sized treatment and comparison groups. Note that this propensity score cannot account for student characteristics that are not captured by available data, including unobservable traits such as personal motivation or parental engagement.

One of the primary variables used to match students in the PSM was students' composite score on the DIBELS Next assessment in the spring before their summer of JSEL participation (or non-participation). Because the DIBELS Next composite score includes different subcomponents depending on the grade level of the student being tested, the composite scores for students in different grades are on different scales, and are not directly comparable. In order to ensure comparability of DIBELS Next scores across grade levels, APA converted the raw composite scores into z-scores, standardizing within grade level. Because of this standardization, a Kindergarten student who scored in the 90th percentile of her peers would have a similar z-score to a second-grade student

³ In year 3 of the analysis, APA adopted matching techniques chosen by the previous evaluator and implemented in the Year 1 and Year 2 analysis and reports, in order to ensure consistency of matching techniques across years. Additionally, the data restrictions that Jeffco uses to protect student privacy meant that APA could not test and compare various matching techniques. In order to preserve the security of the data, APA obtained outcome data for both comparison and treatment students by physically going to Jeffco offices and doing a single match while in the office. APA then received outcome data only for comparison students matched during that process. Because of this process, APA could not test and implement various matching techniques.

scoring in the 90th percentile of her peers, even though the students’ raw composite scores would likely be quite different. No other adjustments were made to the DIBELS Next scores.

Though APA obtained data from Buechner’s previous analyses, APA was unable to obtain a list of the exact Jeffco students who were included in the comparison group in the first two evaluation reports. Instead, APA conducted its PSM using the same technique and variables as Buechner, resulting in new comparison groups for each of the first two years of JSEL data. In keeping with the PSM performed by Buechner in previous years, APA performed its PSM using each student’s standardized DIBELS Next pre-score, an indicator variable indicating whether the student was white or non-white, indicator variables indicating whether the student was eligible for free or reduced lunch, and the student’s grade level. Although the comparison groups for APA’s year 1 and 2 analysis do not contain exactly the same students as the comparison group used by Buechner, APA’s models produce nearly identical results to those found in Buechner’s report for years 1 and 2. This suggests that the comparison groups produced by APA’s analysis are extremely similar to the groups used in the analysis from previous years.

The PSM analysis performed by Buechner matched students only on student-level characteristics and did not include any school-level characteristics. Although APA was able to conduct a rematch of students from the first two years of the impact study, school-level characteristics were not available for those students. This means that none of the PSM matches for any of the years of the impact analysis contained school-level variables.

After performing a separate PSM for each year of JSEL implementation, APA pooled the students from all three years of the JSEL evaluation. Table 2 reviews the characteristics of the resulting sample. The comparison sample was demographically similar to the JSEL students, however they generally did not attend the same schools as the JSEL students.

Table 2: Characteristics of the Pooled Sample

	JSEL Participants	Comparison Group
Kindergarten	160	160
First Grade	150	150
Second Grade	142	142
Edgewater	32.1%	2.4%
Lasley	19.4%	5.8%
Molholm	19.8%	1.7%
Pennington	7.2%	0.5%
Stevens	4.9%	1.6%
Swanson	16.0%	0.6%
Non-JSEL Schools	0.6%	87.3%

To test the quality of the PSM, APA used the standardized mean difference of each demographic variable for the treatment and comparison groups, which is a common tool for measuring differences between groups.⁴ When reviewing the quality of a match, the absolute standardized mean difference should be no larger than 0.25 and preferably less than 0.1. Table 3, below, details the characteristics of the pooled treatment and pooled comparison groups generated by the PSM. The two groups are very similar in terms of raw demographics and the standardized mean differences between the groups fall below the recommended thresholds.

Table 3: JSEL Comparison and Participation Groups are Similar

	JSEL Participants	Comparison Group	Absolute Standardized Mean Difference
Free and reduced lunch eligibility	87.0%	89.6%	0.079
Special Education	10.6%	13.7%	0.096
Gifted and Talented	2.0%	2.0%	0
English Language Learner	40.0%	30.8%	0.192
Male	50%	49.3%	0.013
Standardized Spring DIBELS Next Score	-0.01	0	0.01

Although students were well-matched on student-level variables, the exclusion of school-level variables from the match procedure means that the two groups were not well matched on those school-level variables. For example, the average JSEL student attended a school where 82% of students received free or reduced school lunch, while comparison students attended schools where 33% of students were eligible for free or reduced lunch. The schools attended by comparison students also had slightly higher average ratings in overall academic achievement, reading, and writing. While the inclusion of these school-level variables in the analysis models, discussed below, controls for these differences, there are meaningful differences between the treatment and comparison groups on these school-level variables.

There was no differential attrition in the comparison group. This is because the universe of students eligible for matching to become part of the comparison groups was limited to those with a pre- and post-test score. All comparison students were included in the analysis. As described above, only 28 of 452 treatment students, or 6%, were excluded from the analysis due to a missing pre- or post-test.

⁴ This statistic is calculated by determining the raw difference between the treatment and control groups on a certain variable, then dividing the result by the standard deviation of the pooled group on that same variable. For example, a standardized mean difference of 0.05 would indicate that JSEL students’ mean for that variable is 0.05 standard deviations higher than the mean of the matched comparison students.

Variable	Full Treatment Group	Analysis Treatment Group
Kindergarten	35.4%	34.9%
1 st Grade	33.2%	34.2%
2 nd Grade	31.4%	30.9%
Non-white	75.2%	75.2%
FRL	87.0%	87.3%
Male	50.0%	49.5%
ELL	40.0%	40.3%

Statistical Analysis

The statistical analysis for all five research questions included a set of control variables at the student level and another set of control variables at the school level. These controls are intended to isolate the effect of JSEL on student outcomes from the effects of other variables, including demographics and past student performance.

The student-level control variables are:

- Race and ethnicity, described with an indicator variable indicating whether the student is white;
- Socioeconomic status, measured by eligibility for free or reduced lunch;
- Participation in school programs: gifted and talented, English language learner, and special education;
- Grade level;
- Gender;
- Standardized DIBELS Next spring pre-test scores
- Year of JSEL participation (or non-participation).⁵

The analysis for all of the research questions used HLM models that control for school-level effects on student summer learning. All of the HLM models included the following school-level variables:

- Overall state-level accountability rating;
- Overall achievement ratings;
- Overall growth ratings;
- Overall progress toward closing the achievement gap;
- Reading achievement;
- Writing achievement;
- Percentage of students eligible for free or reduced lunch;
- Stability rates; and

⁵ Including this variable allowed APA to control for any possible differences in DIBELS Next scaling and implementation from one year to the next.

- Mobility rates.

The following sections include the coefficients on the JSEL participation variables and the statistically significant coefficients on key variables of interest. These coefficients describe the relationship between the variable and the outcome assessment scores. Appendix G provides more details of the results in each of the five models, including the coefficients associated with all variables. Effect sizes are also reported for statistically significant coefficients on key variables of interest.

Question 1: Do JSEL participants make greater progress in their reading proficiency than similar non-participants?

For this research question the outcome being examined was a student’s standardized DIBELS Next composite score from the fall following the summer of JSEL participation (or non-participation).

All statistically significant coefficients for model 1 are reported in Table 4, below. The coefficient of 0.10 for the JSEL participation variable indicates that students who participated in JSEL scored, on average, 0.10 standard deviations higher on the fall DIBELS Next assessment than comparable students who did not attend JSEL, controlling for other demographic characteristics and students’ DIBELS Next pre-test scores. This coefficient is statistically significant, indicated by the p-value of less than .05. This is equivalent to an effect size of 0.10.

Statistical significance means that APA is confident that the mean difference between DIBELS Next scores for JSEL participants and non-participants is not due to random chance, but is a real difference between students in the two groups. This difference is equivalent to moving from the 50th to the 54th percentile on the DIBELS Next assessment. As expected, the coefficient on students’ DIBELS Next pre-test score was also a statistically significant predictor of fall assessment scores, but none of the coefficients on the other control variables were statistically significant.

Table 4: Participation in JSEL is Associated with Significantly Higher DIBELS Next Scores

	Coefficient	P-value
JSEL participation	*0.10	0.009
Standardized spring DIBELS Next score	*0.85	< 0.001

** indicates statistical significance*

The proportion of variance attributable to school-level variables was only 0.6 percent, This suggests that there is very little relationship between school-level characteristics and summer learning. This lack of variance attributable to the school-level variables suggests that matching JSEL students with students in non-participating Jeffco schools was a reasonable way to match JSEL participants with comparable students who did not participate in JSEL.

Overall Finding for Research Question 1: APA finds that participation in only one year of JSEL provides a statistically significant and positive effect on student reading performance. This effect is equivalent to moving students from the 50th to the 54th percentile on the DIBELS Next literacy assessment. This is the equivalent of an effect size of 0.10.

Question 2: Does the magnitude of the difference between JSEL participants and non-participants vary as a function of the number of years students participated?

To address this research question, APA used a model similar to that for question 1, detailed above. Instead of including an indicator variable indicating whether the student had participated in JSEL, APA used three indicator variables indicating whether a student had participated in JSEL for a total of one, two, or three years. All other individual- and school-level variables were the same as in question 1. In this analysis, the sample size is slightly smaller than in question 1, since each row of data represents a unique student, and students therefore do not appear in this model multiple times if they participated in JSEL in more than one year (as was done in the model for question 1). The results of the question 2 analysis are shown in Table 5, below.

Table 5: Participation in JSEL in Multiple Years

	Coefficient	P-value
First year of JSEL	*0.14	0.002
Second year of JSEL	-0.07	0.261
Third year of JSEL	0.03	0.836
White	*0.07	0.049
Standardized spring DIBELS Next score	*0.86	< 0.001

* indicates statistical significance

The results of the model indicate that students who attend a single year of JSEL perform roughly 0.14 standard deviations higher on the fall DIBELS Next assessment than similar students who did not attend JSEL, controlling for the other demographic characteristics and the DIBELS Next pre-test scores. This difference is statistically significant, meaning that APA is confident that the result is associated with JSEL participation and not due to random chance. This result is equivalent to moving from the 50th to the 56th percentile on the DIBELS Next assessment.

This is a slightly larger coefficient for JSEL participation than the Question 1 analysis: 0.14 compared to 0.10. However, given the imprecision of these estimates, the difference between these two coefficients is not statistically significant and APA cannot conclude that there is a meaningful difference between the effects of *any* year of JSEL participation (addressed in question 1) and the effects of a student's *first year* of JSEL participation (addressed in question 2).

The coefficients for participating in JSEL for 2 or 3 years are not statistically significant and APA therefore cannot conclude that there is a marginal effect on reading scores from participating in an additional year of JSEL. The lack of statistical significance for the additional effects of multiple years of JSEL participation is likely influenced by the relatively small number of students who participated in multiple years of JSEL. Of the 760 students who attended JSEL at any point, 78 percent attended JSEL for only one year, while 20 percent (148 students), attended for two years and only 2 percent (17 students) attended for three years. The small numbers of students with multiple years of participation make it difficult to detect an effect of multiple years of participation. While the results suggest that the first year of JSEL participation may be the most important, these results should be interpreted with caution because of the limited sample size.

Overall Finding for Research Question 2: There are small numbers of students with multiple years of participation in JSEL in the current study sample., making it difficult to detect an added effect associated with multiple years of JSEL participation versus the positive effect yielded by a single year of participation as shown in Research Question 1. A larger sample of students with multiple years of participation is necessary to detect a statistically significant effect, if one exists.

Question 3: Are JSEL participants more likely to score “proficient” on third grade reading TCAP than non-participants?

This research question considers results for only a small subset of students in the treatment and comparison groups. Because TCAP is administered only in the third grade, only students who finished second grade in the spring prior to their summer of JSEL participation (or non-participation) were eligible to take the TCAP. As a result, students who finished Kindergarten and first grade just before participating in JSEL are excluded from the analysis, as they do not have TCAP scores for the year following their JSEL participation. Additionally, the TCAP is administered in the spring of third grade and some students who participated in JSEL left the district prior to TCAP administration or otherwise lacked TCAP scores. The analysis for this question therefore includes only the 129 JSEL participant students and 126 comparison group students who had third grade TCAP scores in the year following their summer of JSEL participation. The relatively low number of students included in this analysis reduces the statistical power, making it less likely that the analysis can detect a statistically significant effect of JSEL participation.

The principal model for this research question is also slightly different from the models for questions 1 and 2. While those questions considered a continuous outcome variable, this research question considers a binary outcome: whether a student is or is not proficient on the third grade reading TCAP. APA did not use the raw scale scores from TCAP but instead used the indicator of whether the student’s score was considered “proficient” or not. Because of the binary nature of the outcome, a linear regression model is not appropriate. Instead, APA used a two-level logistic regression model to predict the likelihood of an individual student being proficient on the third-grade TCAP, controlling for DIBELS Next pre-test scores and other individual- and school-

level variables. As a check of this change in models APA also ran a traditional (non-logistic) HLM model with TCAP scale scores as the continuous outcome variable and found similar results to those reported below.

In both models, APA did not find a statistically significant difference between JSEL participants and non-participants, either in their likelihood of being proficient on the third-grade TCAP reading assessment or in the mean TCAP reading scale score for the two groups. The lack of statistically significant results was likely influenced by the small number of students who were included in this model. A larger sample of students with JSEL participant and subsequent third grade standardized test scores would probably be necessary to detect a statistically significant effect of JSEL on TCAP results, if one exists. To obtain a sample equal to that used for question 1, APA would need data on approximately 700 additional students who participated in JSEL between 2nd and 3rd grade and who had subsequent 3rd grade TCAP scores.

Overall Finding for Research Question 3: With limited years of data available, only 129 JSEL participant students had third grade TCAP scores. With this small sample, APA did not find a statistically significant difference between JSEL participants and non-participants on TCAP performance. A larger sample of students, which was called for in APA’s evaluation plan, is necessary to detect a statistically significant effect of JSEL on TCAP results, if one exists.

Question 4: Does the proportion of participants scoring “proficient” on third-grade reading TCAP increase with the number of years enrolled in JSEL?

The analysis for this question includes an even smaller subset of the students included in the analysis for question 3, which itself included only a subset of students from questions 1 and 2. The analysis compares students with TCAP scores to each other, rather than comparing JSEL participants with a group of non-participating students. As a result, this analysis includes a total of only 129 students, greatly reducing the statistical power of the model.

The model for this research question is a multilevel logistic regression, similar to the model used in question 3. The only difference is that the question 4 model includes three indicator variables indicating whether each student participated in JSEL for a total of one, two, or three years, rather than a single variable indicating whether a student participated in JSEL at all. All other individual- and school-level control variables are the same as in question 3.

The model for question 4 did not yield a statistically significant relationship between the number of years of JSEL attendance and the likelihood of scoring proficient on the third-grade TCAP reading exam. Similarly, APA’s analysis did not show a statistically significant association between scaled third-grade TCAP reading scores and the number of years of JSEL participation. However, because of the small number of students who took the third-

Overall Finding for Research Question 4: The number of JSEL students with TCAP data is insufficient to find a statistically significant association between TCAP performance and the number of years of JSEL participation. Because of the small number of students who participated in JSEL in multiple and have available TCAP scores, these results should not be interpreted as meaningful.

grade

TCAP and participated in JSEL in multiple years, these results should not be interpreted as meaningful.

Question 5: Do students who regularly attend JSEL show greater growth in reading skills than students who attend less regularly?

The analysis for this question again uses the standardized DIBELS Next fall score as an outcome variable, as in the analyses for questions 1 and 2. The analysis for question 5 focuses only on students who participated in JSEL, comparing those students to each other, rather than a comparison group of non-participating students. In this model, the dummy variable indicating whether a student participated in JSEL has been replaced by a continuous variable indicating the number of JSEL days a student attended within a summer. The coefficient on this variable would indicate the unique effect of attending an additional day of JSEL, controlling for the individual- and school-level background characteristics.

In this model, the coefficient on days of JSEL attendance was not statistically significant, meaning that APA cannot be confident that differences in DIBELS Next fall scores are associated with variation in student attendance at JSEL. Again, this finding may be due to the limited sample size of students included in this analysis and should not be interpreted as meaningful.

Overall Finding for Research Question 5: Data is insufficient to find a statistically significant association between days of JSEL attendance and differences in DIBELS Next fall scores. Because of the small number of students available in the study sample, these results should not be interpreted as meaningful.

Analysis Limitations

This analysis is limited by the school-level differences between the treatment and comparison groups, where comparison students attended schools with lower rates of free or reduced lunch receipt and higher school performance framework ratings on overall academic achievement, reading, and writing. This means that, on average, comparison students attended better schools than students who attended JSEL, introducing a meaningful difference between the treatment and comparison groups. This problem is somewhat mitigated by the inclusion of school-level variables in the analysis models, to parse out differences associated with JSEL attendance from those associated with differences in the quality of school attended during the school year.

Although these controls cannot completely eliminate the bias introduced by the lack of equivalence between the treatment and comparison groups, it is instructive to consider the direction of bias that is introduced. The comparison students, who attend somewhat better schools during the school year, could have been expected to have higher academic performance than their demographically-matched peers who attended lower performing schools. This means that the bias introduced by the non-equivalence is likely underestimating the difference between the performance of treatment and comparison students, underestimating the positive impact of attending JSEL. While this non-equivalence is a limitation of the analysis in terms of precisely estimating the

exact magnitude of the positive effect of the JSEL program, it likely does not minimize or affect the finding that there is a positive significant impact derived from JSEL attendance.

Next Steps

During the 2014-15 school year, JSEL was graduated from the MHUW SIF portfolio. This will be the final report to MHUW and CNCS for the SIF project. However, the Jeffco Foundation has grown JSEL during the summer of 2015 to 30 schools using support from Jeffco Public Schools including allocations from Title 1 funding. The evidence of program effectiveness provided through the impact evaluations was part of the information used by Jeffco Public Schools to support JSEL's growth and expansion.

Several changes were made to the 2015 programming in response to the implementation evaluation and changes in the amount of resources that program planners had at their disposal. Several of the structures of the program changes, specifically structures related to family programming, transportation, resources, and assessment were altered or added including:

- Utilizing an universal intervention (Leveled Literacy Intervention) and resource (Reading A to Z);
- Adding the TRC/Reading 3D to assessments administered to participating students;
- Adding a transportation system between schools and host site; and
- Replacing field trips with on-site enrichment;
 - Hawk Quest: a presentation about birds of prey;
 - Author Reading: a reading and meet & greet with local author; and
 - Library visit: a visit from the local library.

In spite of the changes made as a result of the expansion, many of the original structures remained intact including:

- Utilizing running records, CALI, and CAP;
- Family breakfast & lunch; and
- Ongoing professional development and learning opportunities for teachers, led and developed by coaches and principals.

APA and the Jeffco Assessment and Research Office will continue to provide evaluation support to the Jeffco Foundation on the JSEL project. This will include both formative feedback on their implementation and on-going impact evaluation using the study design used in this analysis.

Conclusion

This evaluation report contains two key pieces:

1. **An implementation evaluation** study conducted in summer 2014 by the Jeffco Public Schools research and assessment office. This study sought to ascertain the extent to which the JSEL program was implemented with fidelity and to identify formative recommendations to support the program; and
2. **An impact evaluation** study conducted by Augenblick, Palaich and Associates (APA). This impact study was designed to determine impacts of the JSEL program on student academic performance. The impact study was part of a planned, multiyear impact study that would gather student performance data over multiple years of JSEL program operation.

All material in this report regarding program implementation was authored by the Jeffco Public Schools research and assessment office. This material was incorporated by APA into the current report to provide JSEL with a unified evaluation document.

The Jeffco implementation study drew on data from a series of focus groups, interviews, and surveys of coordinators, administrators, teachers, and parents. Overall, Jeffco found that these key players communicate positive program experiences. However, feedback also showed that improvements to professional learning, communications structures, events and activities, teacher planning, and access to resources are desired.

APA's impact study examined the relationship between JSEL participation and subsequent student performance on the DIBELS Next literacy assessment and Colorado TCAP assessment scores. The impact evaluation and approved Subgrantee Evaluation Plan for JSEL were designed to provide five years of student data to analyze in order to have appropriate numbers of JSEL-participating students to provide sufficient statistical power to study a series of key impact research questions.

However, at the current time, only three years of DIBELS Next data and only two years of TCAP data are available to answer research questions regarding JSEL's impact on student. The lack of additional years of data mean APA's impact analysis is incomplete within the design of the original evaluation plan.

Despite these limitations, APA found a statistically significant impact of JSEL on student reading performance. In particular, APA found that participation in one summer of JSEL provides an effect equivalent to moving students from the 50th to the 54th percentile on the DIBELS Next literacy assessment. This finding offers strongly positive evidence of the program's effectiveness.

Data limitations, however, greatly reduced APA's overall ability to identify statistically significant results on its remaining impact study research questions. For these questions, which sought to identify impacts associated with multiple years of participation in JSEL, with higher student attendance in the program, and with reading proficiency on a statewide reading assessment, data was insufficient to identify effects, and a larger sample of

students generated through additional years of JSEL operation is necessary for further study. Because of the small number of students available in the study sample, these results should not be interpreted as meaningful.

Appendix A: Teacher Focus Group Protocol

First, I want to thank you for taking the time to participate in this focus group. My name is <insert name> and this is <notetaker name> and we are from Assessment and Research here at Jeffco. I'll be leading our discussion, and <notetaker name> will take notes and sometimes ask clarifying questions.

The purpose of our conversation today is to talk about your experience as an instructor with the Jeffco Summer of Early Literacy program.

Everything we talk about is confidential – only our research group is allowed to review the notes from this session. All comments will be de-identified. Any information that is shared with outside sources will be used solely for the purpose of improving this program in future years.

When we write up this report – no individual names will be mentioned nor will names be associated with individual comments. Each of you has important things to say, so I'm going to make sure each of you gets time to tell us your thoughts and feelings about the program. It's ok to disagree with anything I say, or things that other people say. The research needs your honest thoughts and feelings.

Our conversation will take approximately an hour. I want to respect the time that you are putting into this important work. In order to move the conversation along efficiently, there may be times when I need to stop you or indicate the need to move on to another question. This is not meant to be disrespectful in any way, but, rather, is done to ensure that we end this group discussion on time. If you have additional thoughts or ideas that you feel you did not have an opportunity to share during the focus group, I would be happy to stay and talk with you after the group has finished. Do you have any questions about anything I've said so far?

I know that many of you have participated in focus groups before, but I want to make sure we're all on the same page. So, I want to establish the ground rules during our discussion.

Ground Rules/Group Norms

- There are no right or wrong answers to questions – just ideas, experiences and opinions, which are all valuable.
- It is important for us to hear all sides of an issue – both the positive and the negative.
- Since it is important for us to hear everyone's ideas and opinions. Only one person talks at a time.
- Everyone participates, but no one dominates.
- What we share is confidential. What is said in the room stays in the room. The report will not identify schools' or individuals' comments.

JSEL Teacher Focus Group: Guiding Questions

Introductions/Warm-up (15 min)

I want to start with getting a sense of your experience as teachers in JSEL. So let's start with going around the table and saying your name, site, and why you decided to participate in the summer school. I'll start and then we can go around the room.

1. Describe your experience with this program? How did it go?

- What did you find challenging?
- What did you find rewarding or really like?

Professional Development (30 min)

I want to talk about your professional development that you participated in June in preparation for JSEL.

2. How did you apply what you learned from professional development in your classroom?

- What parts of the professional development did you use on a regular basis?
- What parts of the professional development were difficult to apply?
- Examples?

3. What professional development did you need or would have wanted for JSEL?

- Please be specific

4. Thinking about the regular school year compared to JSEL. How did your instruction differ?

- How did you apply the Comprehensive Approach to Literacy Instruction (CALI) or CAP to your instruction in JSEL?
- What are examples of you using CALI or CAP in your class?
- What are challenges you faced when using CAP or CALI?

5. Every week, you were asked to complete a running record for each student in your classroom. Describe that process and how you used that data?

- How did you assign interventions to students based on their weekly reading performance?
- How did you decide how to best help each student?
- What resources did you draw from?
- How did you implement these ideas for each student?
- What did you find most difficult about completing running records?
- Prompt, if necessary: [What experience did each of you have with running records before beginning this program?

Instructional Support (20 Min)

I'd like to talk a little bit about the instructional support you received as a JSEL teacher.

6. During JSEL, what types of support did you receive from the coordinators and instructional coaches?

- What type of instructional support did you receive when you faced challenges or difficulties?
- Where did you seek help from? (your colleagues, from online resources, or the instructional team?)
- What is the role of Coordinators? /Instructional Coaches?

7. What about peer support? How did you collaborate as teachers?

- How did you collaborate with colleagues during the summer session? (If not, why?)

8. Talk about the weekly meetings. How helpful were the school based meetings and the all JSEL school meetings?

- What did you find valuable and why?

9. Did you get enough instructional support and professional development in the JSEL program?

- What else did you need?
- Was the feedback from coaches, coordinators and principals valuable to you?

Parent/Student engagement & Participation (15 min)

10. How did you engage with parents and students?

- What are some parent conversations that stand out to you?
- What role did parents play in the program?
- How is this similar or different to the regular school year? (Probe w/ why do you think this is? Can you give examples? Can you tell me a little bit more about that?)
- (New additions) Did you see a difference between 4-6 parents or parents from the newer school sites?

Program Recommendations (10 min)

11. Overall, what would you recommend continuing next summer? What would you recommend not doing next year?

- What advice would you give teachers just starting with the JSEL program?
- What things did you wish you had known before the beginning of the program?

12. What parts of what you learned here will you use as a teacher in the fall semester?

- What are you going to share back with colleagues in the fall from the JSEL program.

13. Is there anything else about the JSEL program that you would like to talk about?

Appendix B: Principal Interview Protocol

My name is < name> and I work with the Jeffco Assessment and Research department and we are conducting an evaluation of the implementation of the Summer Early Literacy program. I'll be asking you a few questions, taking notes, and sometimes asking clarifying questions.

We are particularly interested in learning the experiences and insights of educators who have participated in the JSEL program this summer. The interview will take approximately 40 minutes, and consists of about one dozen questions. Please feel free to tell me if you do not want to respond to a question.

It is important to note that we will be sharing this information with the research team only. Everything you say here will remain anonymous and confidential. In our report to the district, respondents will not be identified in any way.

I want to pay attention to the time. In order to move the conversation along efficiently, there may be times when I may need to stop you or indicate the need to move on to another question. This is not meant to be disrespectful in any way, but, rather, is done to ensure that we end this discussion on time.

We would also like to audio-record this discussion to ensure accuracy of our notes. Just a reminder, all of your answers will remain confidential. Only the research team will be reviewing the tape and the transcript. Do I have your permission to tape this conversation?

Thank you.

-
1. How long have you been an administrator in Jeffco Schools?
 - a. Why did you decide to participate in JSEL?

NEW SCHOOLS: 2. What was the process of developing a plan for implementation of the program prior to the start of the summer school session about the early literacy program?

- a. How did the plan for implementation differ with the actual teaching and learning this summer.

3. Tell me about the June professional development for JSEL. How valuable was it for you? For your teachers?

4. Let's talk about running records. What is the impact of running records on instructional practice?

- Is this something you do during the school year?
- What effect has running records had on student learning or parent involvement?
- Can you give me an example?

6. During your walkthroughs in classrooms, what type of activities relating to literacy have you observed?

- a. What changes have you seen in your teachers since the beginning of the program?
 - b. Can you give examples?
8. What was your process for conducting weekly meetings with teachers or any other type of professional development, on an ongoing basis?
9. Do you plan on using any of the activities or information you received during the summer school term this upcoming school year? How so?
10. What similarities or differences of the literacy program across the four schools have you observed?
 - Is it consistent across schools or are their site based adaptations? Describe your adaptations.
11. What have been your experiences with parents and their reaction to the program?
 - a. How has the program impacted parent involvement?
How will JSEL impact parent involvement into the school year?
12. How did the JSEL program help support your goals associated with your UIP?
13. Finally, do you have any recommendations on how to improve the JSEL program for future years?
14. Is there anything else about the JSEL program that you would like to talk about?

Appendix C: Instructional Coach Focus Group Protocol

JSEL Instructional Coach Focus Group (5 min)

First, I want to thank you for taking the time to participate in this focus group. My name is <insert name> and this is <notetaker name> and we are from Assessment and Research here at Jeffco. I'll be leading our discussion, and <notetaker name> will take notes and sometimes ask clarifying questions.

The purpose of our conversation today is to talk about your experience as an instructor with the Jeffco Summer of Early Literacy program.

Everything we talk about is confidential – only our research group is allowed to review the notes from this session. All comments will be de-identified. Any information that is shared with outside sources will be used solely for the purpose of improving this program in future years.

When we write up this report – no individual names will be mentioned nor will names be associated with individual comments. Each of you has important things to say, so I'm going to make sure each of you gets time to tell us your thoughts and feelings about the program. It's ok to disagree with anything I say, or things that other people say. The research needs your honest thoughts and feelings.

Our conversation will take approximately an hour. I want to respect the time that you are putting into this important work. In order to move the conversation along efficiently, there may be times when I need to stop you or indicate the need to move on to another question. This is not meant to be disrespectful in any way, but, rather, is done to ensure that we end this group discussion on time. If you have additional thoughts or ideas that you feel you did not have an opportunity to share during the focus group, I would be happy to stay and talk with you after the group has finished. Do you have any questions about anything I've said so far?

I know that many of you have participated in focus groups before, but I want to make sure we're all on the same page. So, I want to establish the ground rules during our discussion.

Ground Rules/Group Norms

- There are no right or wrong answers to questions – just ideas, experiences and opinions, which are all valuable.
- It is important for us to hear all sides of an issue – both the positive and the negative.
- Since it is important for us to hear everyone's ideas and opinions. Only one person talks at a time.
- Everyone participates, but no one dominates.
- What we share is confidential. What is said in the room stays in the room. The report will not identify schools' or individuals' comments.

JSEL Instructional Coach Focus Group: Guiding Questions

Introductions/Warm-up (15 min)

I want to start with getting a sense of your experience as coaches in JSEL. So let's start with going around the table and saying your name, site, and why you decided to participate in the summer school. I'll start and then we can go around the room.

1. Describe your experience with this program? How did it go?

- What did you find challenging?
- What did you find rewarding or really like?

Professional Development (30 min)

I want to talk about your professional development that you participated in June in preparation for JSEL.

2. How did teachers apply what they learned in the professional development in their classroom this summer?

- What parts of the professional development did you use on a regular basis?
- What parts of the professional development were difficult to apply?
- Examples?

3. What professional development do you want or need for JSEL?

- Please be specific

4. Thinking about the regular school year compared to JSEL. How did instruction differ?

- How was the CALI or CAP applied in JSEL?
- What are examples of how CALI and CAP was used?
- What are challenges did you and your teachers experience when using CAP or CALI ?

5. Every week, teachers were asked to complete a running record for each student in your classroom. Describe that process and how you used that data?

- How did you help teachers assign interventions to students based on their weekly reading performance?
- How did you help teachers decide how to best help each student?
- What resources did you draw from?
- How did you help implement these ideas for each student?
- What did you find most difficult about completing running records?
- Prompt, if necessary: [What experience did each of you have with running records before beginning this program?

Instructional Support (20 Min)

I'd like to talk a little bit about the instructional support you gave to JSEL teacher.

6. During JSEL, what types of support did teachers need?

- What kinds of challenges did teachers face?

7. Where did you seek help from?

- your colleagues, from online resources, or the instructional team?

8. Talk about the weekly meetings. How helpful were the school based meetings and the all JSEL school meetings?

- What did you find valuable and why?

9. Did feel like you got enough personal time with your teachers?

- What else did you need to support your teachers?

Parent/Student engagement & Participation (15 min)

10. How did you engage with parents and students?

- What are some parent conversations that stand out to you?
- What role did parents play in the program?
- How is this similar or different to the regular school year? (Probe w/ why do you think this is? Can you give examples? Can you tell me a little bit more about that?)
- (New additions) Did you see a difference between 4-6 parents or parents from the newer school sites?

Program Recommendations (10 min)

11. Overall, what would you recommend continuing next summer? What would you recommend not doing next year?

- What advice would you give teachers just starting with the JSEL program? What advice would you give coaches?
- What things did you wish you had known before the beginning of the program?

12. What parts of what you learned here will you use as a teacher in the fall semester?

- What are you going to share back with colleagues in the fall from the JSEL program.

13. Is there anything else about the JSEL program that you would like to talk about?

Appendix D: Program Coordinator Interview Protocol

JSEL Summer School Coordinator Interview Questions

My name is < name> and I work with the Jeffco Assessment and Research department and we are conducting an evaluation of the implementation of the Summer Early Literacy program. We are particularly interested in learning the experiences and insights of educators who have participated in the JSEL program this summer.

The interview will take approximately 40 minutes, and consists of about one dozen questions. Please feel free to tell me if you do not want to respond to a question. I'll be asking you a few questions, taking notes, and sometimes asking clarifying questions.

It is important to note that we will be sharing this information with the research team only. Everything you say here will remain anonymous and confidential. In our report to the district, respondents will not be identified in any way.

I want to pay attention to the time. In order to move the conversation along efficiently, there may be times when I may need to stop you or indicate the need to move on to another question. This is not meant to be disrespectful in any way, but, rather, is done to ensure that we end this discussion on time.

We would also like to audio-record this discussion to ensure accuracy of our notes. Just a reminder, all of your answers will remain confidential. Only the research team will be reviewing the tape and the transcript. Do I have your permission to tape this conversation?

Thank you.

-
1. How long have you been associated with Jeffco Schools?
 - Why did you decide to participate in JSEL?
 2. Tell me about the June professional development for JSEL. How valuable was it for you? For your teachers?
 3. Let's talk about running records. Can you describe what that process is like for your teachers?
 - Is this something you do during the school year?
 - What effect has running records had on student learning or parent involvement?
 - Can you give me an example?
 4. During your walkthroughs in classrooms, what type of activities relating to literacy have you observed?
 - What changes have you seen in your teachers since the beginning of the program?
 - Can you give examples?

5. What was your process for conducting weekly meetings with teachers or any other type of professional development, on an ongoing basis?
6. What have been your experiences with parents and their reaction to the program?
 - Can you give me examples?
7. Do you plan on using any of the activities or information you received during the summer school term this upcoming school year? How so?
8. What similarities or differences of the literacy program across the four schools have you observed?
 - Is it consistent across schools or are their site based adaptations? Describe your adaptations.
9. What have been your experiences with parents and their reaction to the program?
 - How has the program impacted parent involvement?
 - How will JSEL impact parent involvement into the school year?
10. How did the JSEL program help support your goals associated with your UIP?
11. Do you have any recommendations on how to improve the JSEL program for future years?
12. Is there anything else about the JSEL program that you would like to talk about?

Appendix E: Weekly Parent Survey

Version 1

THIS WEEK:

WEEK OF _____

_____ I READ WITH MY CHILD AT HOME.

_____ I DID A HOMEWORK ACTIVITY WITH MY CHILD.

_____ I REVIEWED MY CHILD'S WORK THAT HE/SHE BROUGHT HOME FROM SCHOOL.

_____ I ATTENDED AN ACTIVITY AT SCHOOL (MEAL, FIELD TRIP, CLASSROOM ACTIVITY).

Version 2

WEEK OF: _____

This is your child's Friday Folder. It includes student work, ideas on how to support your child in literacy, and a place for you to provide us feedback. Please let us know how you were able to help your child during Summer Literacy Camp this past week. Check any activity that you were able to do and sign at the bottom.

RETURN THE FOLDER WITH YOUR CHILD ON MONDAY

_____ I READ WITH MY CHILD AT HOME.

_____ I DID A HOMEWORK ACTIVITY WITH MY CHILD.

_____ I REVIEWED MY CHILD'S WORK THAT HE/SHE BROUGHT HOME FROM CAMP.

_____ I ATTENDED AN ACTIVITY AT SCHOOL (MEAL, FIELD TRIP, CLASSROOM ACTIVITY).

_____ OTHER _____

SIGNATURE

DATE

Appendix F: Parent End-of-Year Survey

Jeffco Summer of Early Literacy

Parent Feedback Survey

Please read each statement carefully and indicate your level of agreement in the columns on the right. Please place an "X" inside the box that most clearly reflects your response. If you have no experience with the subject of the statement, mark "No Opinion."

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. The hours of the summer school meets my needs as a caregiver.					
2. The Program staff contacts my family often.					
3. I know the expectations of the program.					
4. My student is reading more at home due to the program.					
5. I feel welcome to visit the school.					
6. My child has access to reading supplies related to their class.					
7. The summer school teacher knows my child's educational needs.					
8. My child's reading skills have improved as a result of the summer literacy program.					
9. My child's writing skills have improved as a result of the summer literacy program.					
10. The teacher helps my child understand his or her homework.					

Please read each statement carefully and indicate how often you participated in each activity in the columns to the right. Please place an "X" inside the box that most clearly reflects your response.

	Always	Often	Sometimes	Rarely	Never
11. How often did you read with your child this summer?					
12. How often did you do a homework activity with your child?					
13. How often did you attend program breakfasts/lunches?					
14. How often did you serve as chaperone on field trips?					

Please read each statement carefully and list your response in the space provided.

15. What three (3) things do you like about the Program?

16. What three (3) changes would you like to see in the Program?

For each item, please check the description that applies to you.

17. I have lived in this community for:

- Less than one year
- 1 - 2 years
- 2 ½ - 3 years
- 3 ½ - 4 years
- More than 4 years

18. My child has been in the Summer School Literacy Program for:

- 1 Year
- 2 Years
- 3 Years

19. Is the student of Latino/Hispanic origin?

- Yes
- No

20. Which of the following best describes the student's race?

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White

Appendix G: Statistical Model Output

Question 1: Do JSEL participants make greater progress in their reading proficiency than similar non-participants?

Mixed-effects ML		
regression	Number of obs	1742
Group variable: schoolid	Number of groups	94
	Obs per group:	
	min	1
	avg	18.5
	max	306
	Wald chi2(19)	4849.14
Log likelihood = -		
1295.886	Prob > chi2	0

Standardized Fall DIBELS	Coef.	Error	z	P>z
JSEL participation	0.10	0.04	2.61	0.009
2012	-0.01	0.04	-0.28	0.781
2013	0.03	0.04	0.68	0.498
White	0.06	0.03	1.87	0.062
Free and Reduced Lunch	-0.01	0.04	-0.31	0.754
Grade Level	0.00	0.02	-0.13	0.900
Male	0.00	0.02	0.04	0.964
Standardized Spring DIBELS	0.85	0.01	62.47	0.000
Gifted and Talented	0.08	0.10	0.8	0.423
ELL	-0.01	0.03	-0.23	0.822
IEP	-0.06	0.04	-1.48	0.140
SPF Total	0.08	0.05	1.79	0.073
SPF Achieve	0.02	0.07	0.26	0.799
SPF Growth	-0.06	0.06	-1.15	0.250
SPF Gap	0.06	0.05	1.22	0.221
SPF Reading	-0.06	0.07	-0.9	0.367
SPF Writing	0.01	0.05	0.23	0.819
Percent FRL	-0.02	0.15	-0.15	0.877
Stability rate	0.26	0.64	0.4	0.689
Mobility rate	0.00	(omitted)		
Constant	-0.36	0.62	-0.58	0.563

Random-effects				
Parameters	Estimate	Std. Err.	[95% Conf.	Interval]
schoolid: Identity				

var(_cons)	0.002	0.002	0.000	0.019
var(Residual)	0.258	0.009	0.241	0.276

Question 2: Does the magnitude of the difference between JSEL participants and non-participants vary as a function of the number of years students participated?

Mixed-effects ML regression	Number of obs	1512
Group variable: schoolid	Number of groups	94
	Obs per group:	
	min	1
	avg	16.1
	max	224
	Wald chi2(21)	4340.93
Log likelihood = -1106.9212	Prob > chi2	0

Standardized Fall DIBELS	Coef.	Std. Err.	z	P>z
JSEL in 1st year	0.14	0.04	3.11	0.002
JSEL in 2nd year	-0.07	0.06	-1.12	0.261
JSEL in 3rd year	0.03	0.13	0.21	0.836
2012	0.07	0.05	1.46	0.145
2013	0.08	0.04	1.89	0.059
White	0.07	0.03	1.97	0.049
Free and Reduced Lunch	-0.01	0.04	-0.14	0.892
Grade Level	0.01	0.02	0.73	0.468
Male	0.00	0.03	0.11	0.915
Standardized Spring DIBELS	0.86	0.01	59.16	0.000
Gifted and Talented	0.05	0.10	0.46	0.642
ELL	-0.01	0.03	-0.34	0.733
IEP	-0.03	0.04	-0.67	0.505
SPF Total	0.09	0.05	1.84	0.066
SPF Achieve	0.00	0.08	-0.03	0.980
SPF Growth	-0.07	0.06	-1.29	0.196
SPF Gap	0.06	0.05	1.29	0.199
SPF Reading	-0.03	0.07	-0.41	0.684
SPF Writing	0.01	0.06	0.27	0.788
Percent FRL	0.00	0.16	0.00	0.999
Stability rate	-0.09	0.69	-0.13	0.899
Mobility rate	0.00	(omitted)		
Constant	-0.18	0.67	-0.26	0.792

Random-effects Parameters Estimate Std. Err. [95% Conf. Interval]

schoolid: Identity				
var(_cons)	0.003	0.003	0.001	0.016
var(Residual)	0.251	0.009	0.233	0.270

Question 3: Are JSEL participants more likely to score “proficient” on third grade reading TCAP than non-participants?

Mixed-effects logistic regression	Number of obs	254
Group variable: schoolid	Number of groups	43
	Obs per group:	
	min	1
	avg	5.9
	max	60
Integration points = 10	Wald chi2(18)	64.56
Log likelihood = -104.86651	Prob > chi2	0

Proficient on TCAP	Coef.	Std. Err.	z	P>z
JSEL participation	0.89	0.51	1.73	0.084
2012	-0.79	0.41	-1.93	0.053
White	-0.50	0.50	-1	0.318
Free and Reduced Lunch	-0.78	0.75	-1.04	0.3
Grade Level	12.02	345.59	0.03	0.972
Male	-1.00	0.38	-2.65	0.008
Standardized Spring DIBELS	1.99	0.29	6.88	0
Gifted and Talented	-0.05	1.07	-0.05	0.96
ELL	-0.29	0.41	-0.69	0.488
IEP	-0.08	0.67	-0.11	0.91
SPF Total	-0.03	0.87	-0.04	0.971
SPF Achieve	1.77	1.08	1.63	0.103
SPF Growth	-0.08	0.90	-0.09	0.925
SPF Gap	-0.76	0.80	-0.95	0.34
SPF Reading	0.02	1.08	0.02	0.984
SPF Writing	-0.29	0.87	-0.34	0.735
Percent FRL	3.03	2.30	1.32	0.188
Stability rate	-14.95	8.76	-1.71	0.088
Mobility rate	0.00	(omitted)		
Constant	-10.11	691.17	-0.01	0.988

Random-effects Parameters	Estimate	Std. Err.
schoolid: Identity		

sd(_cons) 1.81E-06 0.2656566

Mixed-effects ML

regression	Number of obs	254
Group variable: schoolid	Number of groups	43
	Obs per group:	
	min	1
	avg	5.9
	max	60
	Wald chi2(18)	271.47
Log likelihood = -		
257.28991	Prob > chi2	0

Standardized TCAP Scale	Coef.	Std. Err.	z	P>z
JSEL participation	0.03	0.13	0.23	0.821
2012	-0.07	0.10	-0.77	0.444
White	-0.09	0.12	-0.7	0.484
Free and Reduced Lunch	-0.06	0.14	-0.4	0.691
Grade Level	0.39	0.71	0.55	0.584
Male	-0.15	0.09	-1.72	0.085
Standardized Spring				
DIBELS	0.69	0.05	14.12	0
Gifted and Talented	-0.08	0.25	-0.31	0.756
ELL	0.01	0.10	0.09	0.926
IEP	-0.03	0.16	-0.23	0.822
SPF Total	-0.20	0.22	-0.91	0.361
SPF Achieve	0.14	0.26	0.52	0.606
SPF Growth	0.05	0.22	0.21	0.834
SPF Gap	-0.04	0.20	-0.19	0.852
SPF Reading	0.24	0.25	0.95	0.34
SPF Writing	0.06	0.20	0.3	0.763
Percent FRL	0.82	0.54	1.54	0.123
Stability rate	-2.32	2.19	-1.06	0.29
Mobility rate	0.00	(omitted)		
Constant	0.83	2.48	0.34	0.736

Random-effects

Parameters	Estimate	Std. Err.	[95% Conf.	Interval]
schoolid: Identity				
var(_cons)	0.009	0.013	0.000	0.165
var(Residual)	0.437	0.040	0.366	0.522

Question 4: Does the proportion of participants scoring “proficient” on third grade reading TCAP increase with the number of years enrolled in JSEL?

Mixed-effects logistic

regression	Number of obs	254
Group variable: schoolid	Number of groups	43
	Obs per group: min	1
	avg	5.9
	max	60
Integration points = 10	Wald chi2(19)	64.45
Log likelihood = -104.72465	Prob > chi2	0

Proficient on TCAP	Coef.	Std. Err.	z	P>z
JSEL in 1st year	0.949	0.527	1.8	0.072
JSEL in 2nd year	0.589	0.763	0.77	0.44
2012	-0.698	0.443	-1.58	0.115
White	-0.497	0.503	-0.99	0.323
Free and Reduced Lunch	-0.771	0.750	-1.03	0.304
Grade Level	11.243	472.384	0.02	0.981
Male	-0.978	0.377	-2.6	0.009
Standardized Spring DIBELS	1.987	0.289	6.88	0
Gifted and Talented	-0.027	1.087	-0.03	0.98
ELL	-0.277	0.413	-0.67	0.504
IEP	-0.054	0.670	-0.08	0.936
SPF Total	-0.015	0.867	-0.02	0.986
SPF Achieve	1.926	1.124	1.71	0.087
SPF Growth	-0.101	0.896	-0.11	0.91
SPF Gap	-0.726	0.801	-0.91	0.364
SPF Reading	-0.042	1.085	-0.04	0.969
SPF Writing	-0.338	0.867	-0.39	0.696
Percent FRL	3.207	2.328	1.38	0.168
Stability rate	-14.982	8.765	-1.71	0.087
Mobility rate	0.000	(omitted)		
Constant	-8.841	944.774	-0.01	0.993

Random-effects Parameters	Estimate	Std. Err.
schoolid: Identity		
sd(_cons)	0.000	0.264

Question 5: Do students who attend JSEL regularly show greater growth in reading skills than students who attend less regularly?

Mixed-effects ML
 regression Number of obs 1742
 Group variable: schoolid Number of groups 94
 Obs per group:
 min 1
 avg 18.5
 max 306
 Wald chi2(19) 4817.03
 Log likelihood = -1297.95 Prob > chi2 0

	Coef.	Std. Err.	z	P>z
Standardized Fall DIBELS				
JSEL participation	0.00	0.00	1.48	0.14
2012	-0.03	0.04	-0.66	0.511
2013	0.01	0.04	0.16	0.869
White	0.07	0.03	2.04	0.042
Free and Reduced Lunch	-0.02	0.04	-0.47	0.636
Grade Level	0.00	0.02	-0.16	0.875
Male	0.00	0.02	0.12	0.906
Standardized Spring				
DIBELS	0.85	0.01	62.34	0
Gifted and Talented	0.08	0.10	0.84	0.403
ELL	0.00	0.03	-0.09	0.928
IEP	-0.06	0.04	-1.44	0.149
SPF Total	0.07	0.05	1.57	0.115
SPF Achieve	0.01	0.07	0.14	0.886
SPF Growth	-0.06	0.06	-1.00	0.317
SPF Gap	0.06	0.05	1.22	0.224
SPF Reading	-0.05	0.07	-0.67	0.501
SPF Writing	0.00	0.05	0.05	0.959
Percent FRL	0.04	0.15	0.27	0.789
Stability rate	0.49	0.66	0.74	0.46
Mobility rate	0.00	(omitted)		
Constant	-0.57	0.64	-0.89	0.372

Random-effects	Estimate	Std. Err.	[95% Conf.	Interval]
Parameters				
schoolid: Identity				
var(_cons)	0.003	0.002	0.000	0.015
var(Residual)	0.258	0.009	0.241	0.276