Summer Climb Year Three Program Review

EXECUTIVE SUMMARY

Purpose of Report: To provide the Sioux Falls School Board an update on the progress of students who participated in the Summer Climb program.

Test results indicate that students attending the Summer Climb Program are closing the learning gap between them and their non-attending peers, especially those students who have attended Summer Climb for three years. Students in kindergarten, first and second grades who participated in the program for three years demonstrated growth in the areas of math and reading as compared to their non-attending peers.

The third year of the 8-week Summer Climb program began with 222 students in grades K-2 at Laura B. Anderson, Hawthorne, and Hayward Elementary Schools. The student enrollment included 132 (59%) of students attending for the first year with 60 (27%) students returning for a second year, and 30 (14%) students returning for the third year. Students are selected to attend the Summer Climb Program because they are performing below their grade level peers.

Students arrived between 8:15 and 8:30am where breakfast was served. Students participated in a wide variety of physical and academic activities. The average number of absences increased slightly at LBA and Hayward and decreased at Hawthorne.

Administrative Recommendation to School Board: Acknowledge the Summer Climb Year Three Program Review.
Summer Climb Year Three
Program Review

Purpose of Report: To provide the School Board an update on the progress of students who participated in the Summer Climb program.

District Priority Area 1: Student Outcomes

Priority Statement 1: The Sioux Falls School District will provide rigorous, effective and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas:

a) Literacy, particularly in early years, to build a strong foundation for academic success across all subject areas and across all grades;

b) Maximizing time on instruction no learning.

Strategic Initiative: SI 1.4.1: Implement and evaluate the Summer Climb Summer School Pilot.

Explanation: Two hundred twenty-two students in grades K-2 at Laura B. Anderson, Hawthorne, and Hayward Elementary Schools participated in the Summer Climb program during the summer of 2018. The student enrollment included 132 (59%) students attending for the first year with 60 (27%) of the students returning for a second year of Summer Climb and 30 (14%) of the students returning a third year. Students were selected to participate in the Summer Climb program based on their need for additional support in reading and math as evidenced by their scores on the Being a Reader level in Collaborative Classroom, Add+Vantage Math Recovery (AVMR) assessment, and the Northwest Education Association Measures of Academic Progress (NWEA MAP).

Students attended Summer Climb Monday through Thursday for eight weeks, from June 11 - August 2, 2018. Students arrived between 8:15 and 8:30 a.m. Breakfast was served, and the students engaged in physical activity prior to the start of the school day. The daily schedule consisted of reading, writing and math skills in the morning, and the afternoons were filled with multi-age groupings that allowed the students to apply academic concepts in real-world activities through field trips and projects.

Student engagement and motivation during Summer Climb were assessed using student attendance. The average number of absences increased slightly at Laura B. Anderson and Hayward and decreased at Hawthorne. The average number of absences for all students is shown in Chart A.
The NWEA Measure of Academic Progress (MAP) was used to measure students’ progress. The MAP is a nationally normed assessment developed to measure student progress in reading, language usage, and mathematics. It is aligned with the South Dakota content standards and student progress is measured and reported in terms of Rausch Units (RIT).

Grades K-2 take the Measure of Academic Progress, MAP Growth K-2 and students in third grade take the Measure of Academic Progress, MAP 2-5. The MAP Growth K-2 has a read-aloud feature that reads the assessment to students. The K-2 assesses for early literacy and early numeracy skills while the MAP 2-5 tests for content knowledge that is aligned to the appropriate grade level based on the state standards in math, reading, and language use.

The MAP data measures student growth. Charts B and C display the student growth in the areas of math and reading. The non-attending peer group score is the baseline, zero, and the Summer Climb student growth is indicated by anything above zero. Charts D and E show students who participated in Summer Climb experienced significant growth in math and reading as compared to their non-attending peers.
The summer of 2018 was the third year of the Summer Climb Program. Thirty of the original 171 (17%) students returned for a third year in the program and 60 students returned for a second year during the summer of 2018. Charts D and E display the RIT growth of the Summer Climb students as measured by MAP K-2 and MAP 2-5 assessments. Students are selected to attend the Summer Climb Program because they are performing below their grade level peers. The data shows that Summer Climb students in their first and third year of the program experienced higher growth than their non-attending peers. While students in the second year of Summer Climb outpaced their non-attending peers in math, scores indicated negative growth in reading. Overall, the data shows that students attending the Summer Climb Program are closing the learning gap between them and their non-attending peers, especially those students who have attended Summer Climb for three years.
Costs: $233,711

Summary: Two hundred twenty-two students in grades K-2 at Laura B. Anderson, Hawthorne, and Hayward Elementary Schools participated in the Summer Climb program during the summer of 2018. The student enrollment included 132 (59%) students attending for the first
year with 60 (27%) of the students returning for a second year of Summer Climb and 30 (14%) of the students returning a third year. Student growth was measured by the MAP assessments. Students in kindergarten, first and second grades who participated in the program for three years demonstrated growth in the areas of math and reading as compared to their non-attending peers.

**Administrative Recommendation to School Board:** Acknowledge the Summer Climb Year Three Program Review.