Follow Up Report: Analysis of Dallas City of Learning Student Outcomes

NOTE: This spring 2022 brief report serves as a follow-up to the January 2020 report analyzing associations between participation in DCOL-affiliated summer programs over multiple summers, and observed achievement for students during the school year.

Summary

The current analyses described in this report focus on four academic years of student outcome data starting from 2018-19 through 2021-22. Analyses conditioned outcomes based on program data for the summer preceding each academic year as follows:

- Summer 2018: AY 18-19
- Summer 2019: AY 19-20
- Summer 2020: AY 20-21
- Summer 2021: AY 21-22

The overarching question guiding these analyses is how students that participate in summer programs affiliated with DCOL achieve academically in school. Specifically, analyses explore the influence of multiple summers of programming from summer 2018 through summer 2021, and compare outcomes for DCOL students to other Dallas ISD peers that did not have any documented programming. Statistical matching procedures are used to better estimate the effect of summer programming by controlling for prior achievement and establishing a best-fit comparison group of non-DCOL students.

For the summer 2020 only group, DCOL students of all grade bands were found to be more likely to pass

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Summer Program Participation Description

Table Five and Figures One –

***Figure Two**. Total days of program dosage per student by each summer*

***Figure Three**. Total hours of program dosage per student by each summer*

Figure Four. *Beginning of Year GPA for each year by grade-level type*

STAAR Exam Achievement

We see a similar finding with STAAR reading scores as was observed with GPA. See Figure Five. Pre-pandemic, students engaged in summer programs weren't performing as well in reading. Following the pandemic, **students engaging in the types of programs that have been provided and documente**d, which represents a unique subset of our typical summer ecosystem offering, **are scoring higher on STAAR reading, particularly middle school students**.

The same is true for math STAAR, with observed differences most notable for middle school. See Figure Six.

Note again, with these preliminary descriptions we aren't controlling for baseline and comparison group equivalence and don't have a true matched comparison group. **However, at face-value, students engaging in summer are doing better post-pandemic.** Further analyses will provide better estimates of group differences.

Finally, as seen in Figures Seven and Eight, **the same finding is true for English 1 and Algebra 1 STAAR end-of-course exams**. Note that these are mostly freshman high school students taking this exam with some exceptions for eighth grade and 10th-12th grade students.

Figure Five. *STAAR Reading achievement by grade level type*

Figure Six. *STAAR Math achievement by grade level type*

Figure Seven. *STAAR English 1 achievement*

Figure Six. *STAAR Algebra 1 achievement*

Results for Summer 2018, 2019, and 2020

As can be observed in Table Eight, sample sizes per analysis were low compared to former results. This is expected since the number of DCOL students who were exposed to programs three summers in a row would be low. **For students in programs in summers 2018, 2019, and 2020, only the results for middle-grade Reading were found to be statistically significant. The effect size of 1.9 for this analysis indicates that the odds of passing STAAR Reading among middle grades is 1.9 times larger for DCOL students compared to thei(t)0.6(t)0.6( )0.5 (c)-1.7(e)5.3 1.8 (nM.8 c(0.5 n)1.2 (r)1.6( )01.6(I-2.8 (S)6.5 (y)01.6(o)5.3( )1.2 (8 c(0.5)-1.5 ()-1.6(r)8.5 ( )0 g**