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Nota di contenuto	Cover; Title Page; Copyright; Preface; Contents; Figures and Tables; Summary; Acknowledgments; Abbreviations; CHAPTER ONE: Introduction; Research on Summer Learning Programs; Research Questions; Phases of the Study; Phase I; Phases II and III; Schedule of Public Reports; Contribution of the Study; Caveats; Report Overview; CHAPTER TWO: How Did We Measure Implementation and Outcomes?; Program Implementation; Classroom Observation Ratings; Teacher Survey; Attendance Data; Student Outcomes; Academic Assessments; Student Survey; Devereux Student Strengths Assessment Analytic Methods Used to Estimate Program Effects CHAPTER THREE: Who Were the Students in the Study?; Study Student Characteristics; Study Student Attendance in Summer Programs; Attendance in the District Summer Programs; Attendance in Other Summer Programs; CHAPTER FOUR: How Did Implementation of the Summer Programs Vary?; The Summer Learning Programs; Boston Summer Learning Project; Dallas Thriving Minds Summer Camp; Duval Super Summer Academy; Pittsburgh Summer Dreamers Academy; Rochester Summer Scholars; Cross-District Program Implementation; Amount of Instruction Received

Instructional Quality Site Discipline and Order; CHAPTER FIVE: What Were the Near-Term Effects of the Summer Programs?; The Programs Had a Positive Effect on Fall 2013 Mathematics Achievement; The Programs Had No Discernable Effect on Fall 2013 Reading Achievement; The Programs Had No Discernable Effect on Fall 2013 Social-Emotional Outcomes; Student Demographics and Characteristics Were Not Related to Near-Term Outcomes; Lack of Service Contrast Is Unlikely to Have Caused the Study to Underestimate Program Effects; CHAPTER SIX: What Aspects of Summer Programs Are Related to Positive Outcomes? Strong Attendance and More Instructional Time Were Associated with Better Mathematics Outcomes Instructional Quality Was Associated with Positive Reading Outcomes; Having a Teacher with Relevant Grade-Level Experience Was Associated with Positive Reading Outcomes; Orderly Sites Were Associated with Better Reading Outcomes; Other Factors Were Not Associated with Program Effects; CHAPTER SEVEN: Key Findings and Implications; Summer Learning Programs Appear to Serve Community Needs

Students Who Attended the Programs Entered School in the Fall with Stronger Mathematics Skills Than Those Who Did Not The Programs Did Not Produce Near-Term Effects in Reading; The Summer Programs Did Not Affect Social-Emotional Outcomes; Next Steps; Bibliography; Technical Appendixes; Copyright; Table Contents; Figures and Tables; Figures; Table; Abbreviations; A. Randomization Design and Implementation; Randomization of Students to Treatment and Control Groups; Stratification Plan; Writing the Computer Code for the Randomization; Siblings; Program Uptake; Minimum Detectable Effect Sizes

Attrition

Sommario/riassunto

The Wallace Foundation's National Summer Learning Study, conducted by RAND and launched in 2011, offers the first assessment of district-run voluntary summer programs over the short and long run. This report, the second of five that will result from the study, looks at how summer programs affected student performance on math, reading, and social and emotional assessments in fall 2013.
