

English Learner Summer School Students' Performance on Early Reading.

The Austin Independent School District (AISD) offered a month-long summer school program for English Learners (ELs) across 80 elementary schools for rising kindergarten and first-grade students. The summer school began and ended in June 2017 and was offered 5 days a week for 6 hours per day.

This report examined Fall 2017 early reading iStation indicators of progress (ISIP) for the performance of students who attended the EL summer school, compared with the ISIP scores for EL students who did not attend the EL summer school. Results were limited to EL students who were Hispanic, because few students who attended the EL summer school were not Hispanic; additionally, the ISIP assessment is available only in English or Spanish at AISD. Students may have taken the assessment in both languages if they participated in the district's bilingual dual-language program. A significant difference was not seen in reading ISIP performance between EL students who attended summer school and similar EL students who did not attend summer school.

A total of 1,678 students attended the EL summer school, and of these, 1,211 students matching the above criteria reenrolled at AISD and had ISIP records at the beginning of the 2017–2018 academic year. Propensity score matching was used to create a similar comparison group of EL students who did not attend the summer school. A total of 2,422 students were included in the analysis. Approximately 26% of students (299 summer school ELs and 329 non-summer school ELs) completed the early reading ISIP assessment in English, and approximately 79% of students (984 summer school ELs and 936 non-summer school ELs) completed the early reading ISIP assessment in Spanish.

With respect to summer school ELs, 42% were on or above grade level when completing the assessment in English, whereas 47% of similar ELs who did not attend summer school were on or above grade level. Seventy-five percent of ELs who attended the EL summer school and 74% of similar ELs who did not attend the EL summer school were on or above grade level when completing the assessment in Spanish. Examined by grade level, only EL students who attended summer school and entered kindergarten and completed the assessment in Spanish showed greater percentages of students scoring on or above grade level (74%) than did similar ELs who did not attend the summer school (71%). Z tests for proportion indicated no significant difference in reading ISIP performance between students who attended the EL summer school and students who did not.

It is important to note that students had to be in AISD records prior to the EL summer school to be eligible for registration. Additionally, attendance records were not available, so the frequency with which students attended the EL summer school classes is unknown. A final caveat that should be noted is that the summer school was offered in June, whereas regular classes did not begin until the middle of August. Thus, a summer gap in instruction may have influenced students' ISIP performance.

