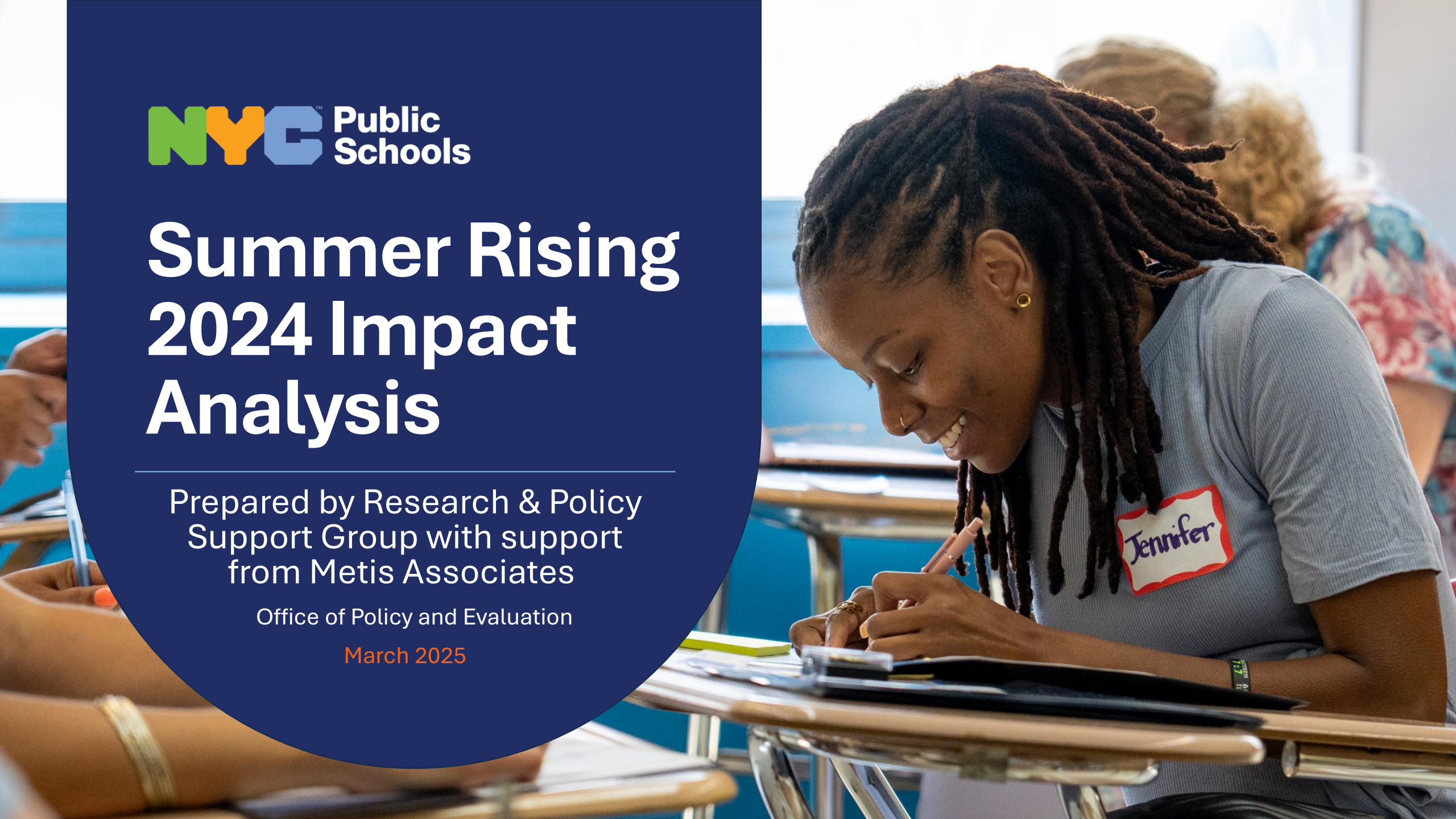
NYC Public Schools

Summer Rising 2024 Impact Analysis

Prepared by Research & Policy Support Group with support from Metis Associates

Office of Policy and Evaluation

March 2025



Background

Using spring 2024 and fall 2024 academic screener data, we conducted an analysis to answer the following questions:

Did students who participated in K-8 Summer Rising make more growth on fall screeners than similar students who did not participate?

Did students who participated in K-8 Summer Rising experience less summer learning loss than students who did not participate?

To answer these questions, we standardized math and reading screener scores across grades and across screeners to ensure scores were comparable with one another.

Summer Rising participants were then matched to other K-8 students who did not participate in Summer Rising but shared similar characteristics.

This deck highlights the key findings from matched comparison group analyses and within-group analyses for math and reading, respectively.

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Key Takeaways

Key Takeaways from 2024 analysis

Math

- Positive overall impact for all students and grades K-5.
- Larger impact for students who attended 20+ days.
- Larger impact for ELLs and students in temporary housing (STH).
- Attendance improves achievement for every subgroup except students in foster care (SFC).
- Multiple years of program drives impact for ELLs and STH

Reading

- Positive overall impact for students in grades K-2.
- Larger impact for K-2 students who attended 20+ days.
- Larger impact for ELLs and students in temporary housing (STH).
- Attendance improves achievement for every subgroup except students in foster care (SFC).
- Multiple years of program drives impact for STH.

Overview: Math

Difference between the difference of spring and fall screener scores of Summer Rising (SR) and matched comparison students in standardized units

Subgroup	Summer Rising 2024
All Students	+0.037*
Grades K-2	+0.023*
Grades 3-5	+0.020*
Grades 6-8	+0.003
Students with Disabilities	+0.020*
English Language Learners	+0.048*
Students in Temporary Housing	+0.036*
Students in Foster Care	+0.085
All Students, 20+ days	+0.033*
Grades K-2, 20+ days	+0.323*
Grades 3-5, 20+ days	+0.133*
Grades 6-8, 20+ days	+0.087

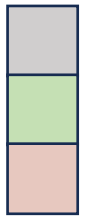
No statistically significant difference

Statistically significant positive difference

Overview: Reading

Difference between the difference of spring and fall screener scores of Summer Rising (SR) and matched comparison students in standardized units

Group	Summer Rising 2024
All Students	+0.002
Grades K-2	+0.015*
Grades 3-5	-0.001
Grades 6-8	-0.019*
Students with Disabilities	-0.002
English Language Learners	+0.025*
Students in Temporary Housing	+0.014*
Students in Foster Care	+0.037
All Students, 20+ days	+0.006
Grades K-2, 20+ days	+0.022*
Grades 3-5, 20+ days	-0.001
Grades 6-8, 20+ days	-0.030*



No statistically significant difference

Statistically significant positive difference

Statistically significant negative difference

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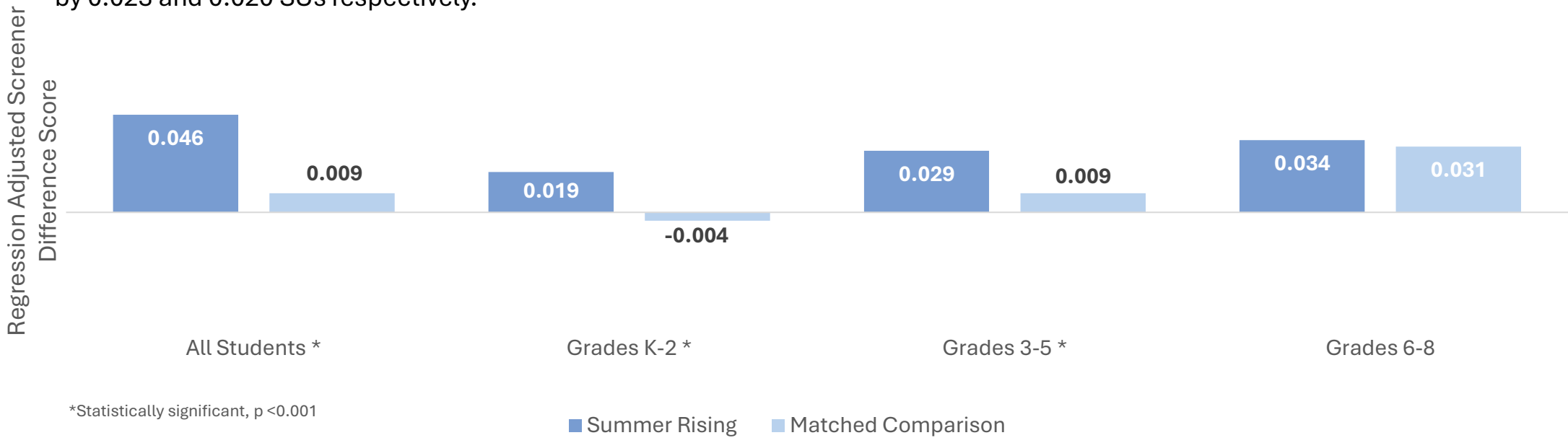
Math

Math | Comparison Group Analysis by Grade Band

Summer Rising had a **statistically significant impact** on stemming summer learning loss for **all students.**

- All Summer Rising students grew more from spring 2024 to fall 2024 on math screeners than matched comparisons by 0.038 standardized units (SU), up from 0.025 SU last year.
- When looking at grade bands, Summer Rising students in grades K-2 and 3-5 also grew more than their matched comparisons by 0.023 and 0.020 SUs respectively.

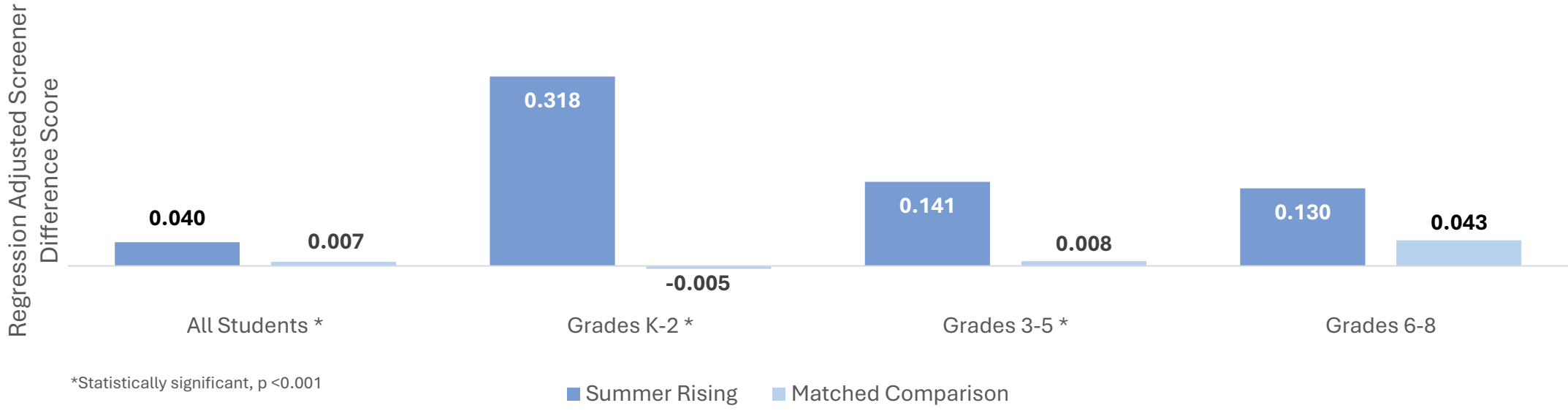


Notes on interpretation: 1. "Regression adjusted difference score" captures each group's average *spring-to-fall change* in standardized screener scores, adjusted to account for the group's demographics. Scores were standardized across all K-8 screener-takers in NYC Public Schools, across three predominant screener types (Acadience, i-Ready, and MAP Growth). 2. The comparison group matched Summer Rising participants on the following characteristics: spring 2024 screener score, SY2023-24 attendance rate, spring 2024 school borough, sex, race/ethnicity, ELL status, IEP status, poverty flag, foster care status, STH flag, and students in shelters flag.

Math | Comparison Group Analysis by Grade Band and 20+ Days Attended

The impact on math screener scores for students in grades K-2 and 3-5 increased when they attended 20+ days of Summer Rising.

- Summer Rising students who attended 20+ days of the program grew more from spring 2024 to fall 2024 on math screeners than matched comparisons by a difference of 0.323 SU in grades K-2 and 0.133 SUs in grades 3-5.



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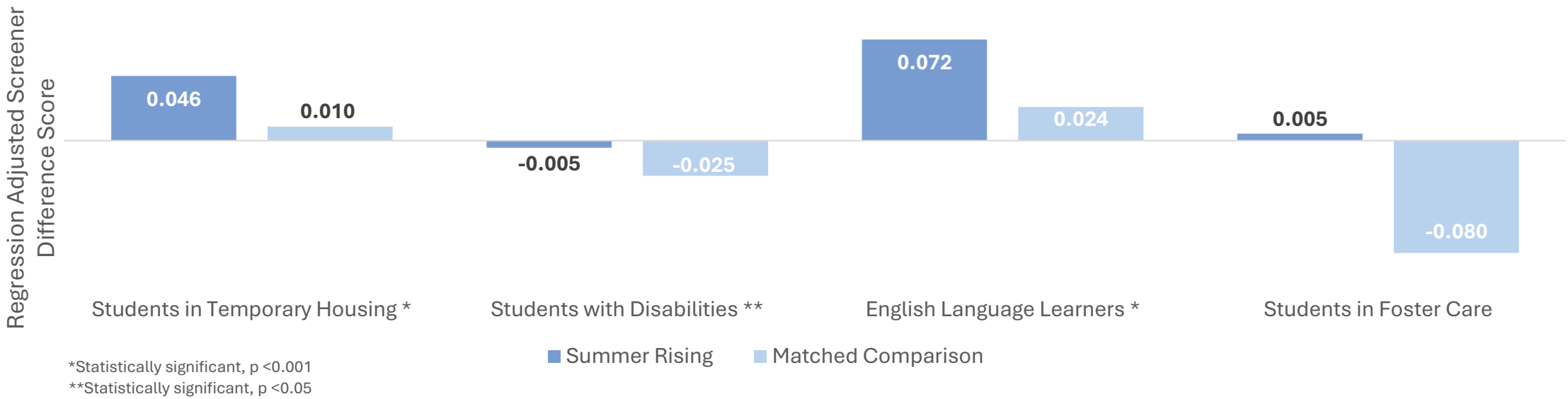
Math | Comparison Group Analysis by Subgroup

Among subgroups, Summer Rising had the largest impact in **stemming summer learning loss** for **English language learners** (0.048 SUs), followed by **students in temporary housing** (a difference of 0.036 SUs).



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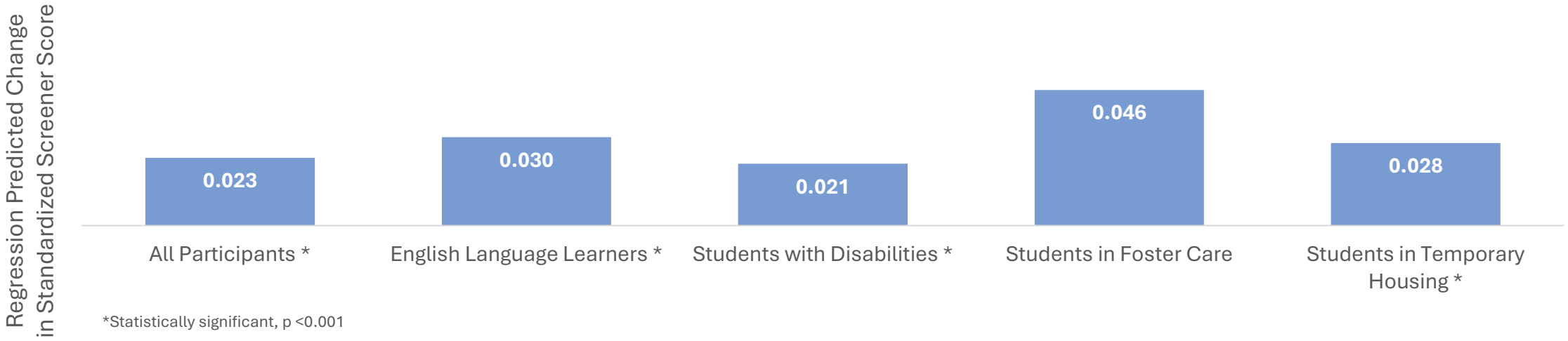
Math | Impact of Attendance on Summer Rising Participants

The number of days that a student was marked present during Summer Rising was a **statistically significant positive predictor of fall 2024 math screener scores** for all students and subgroups ***except*** those in foster care.

- The most significant effects of attendance on math screener scores were observed for English Language Learners and students in temporary housing, where each additional day present in Summer Rising led to an increase of 0.030 and 0.028 SUs, respectively.



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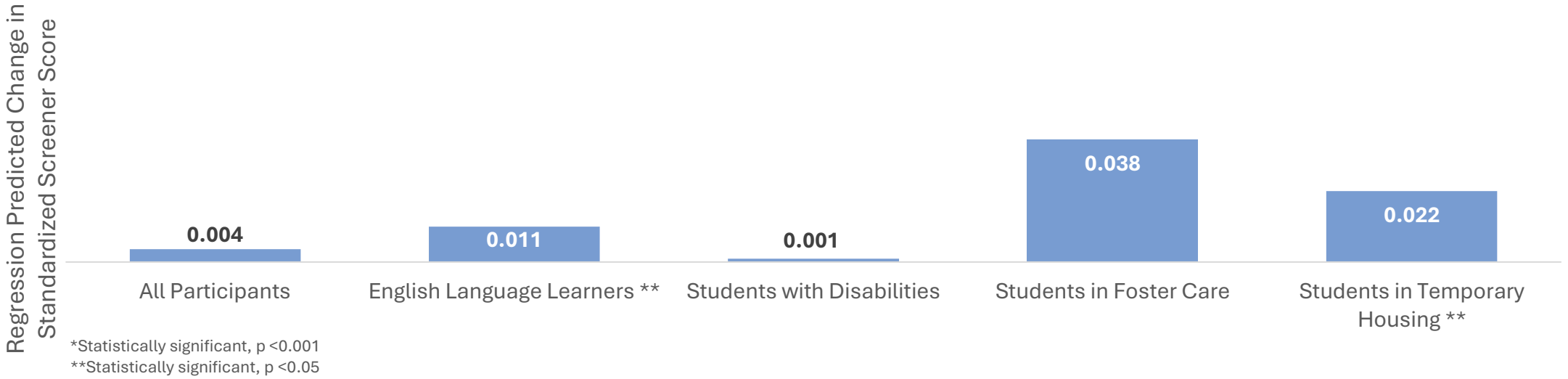
Math | Impact of Attending Multiple Years on Summer Rising Participants

The number of years attending Summer Rising was a **statistically significant positive predictor of math screener scores for students in temporary housing and English language learners.**

- For students in temporary housing and English Language Learners, each additional year of participating in Summer Rising was associated with an average increase of 0.022 SUs and 0.011 SUs, respectively, on math scores.



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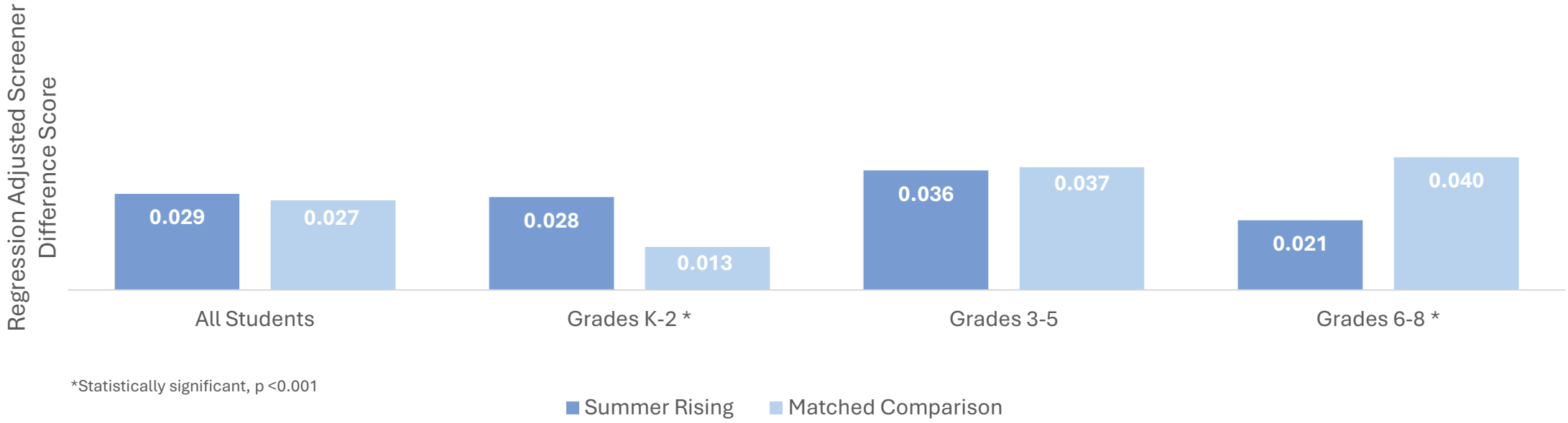
Reading

Reading | Comparison Group Analysis by Grade Band

Summer Rising **did not have statistically significant impact on curbing summer learning loss** in **reading for all students.**

- Students in **Grades K-2 saw a statistically significant positive impact** on screener scores (0.015 SUs).
- Conversely, Summer Rising participants in **grades 6-8 saw a statistically significant negative impact** on stemming summer learning loss.



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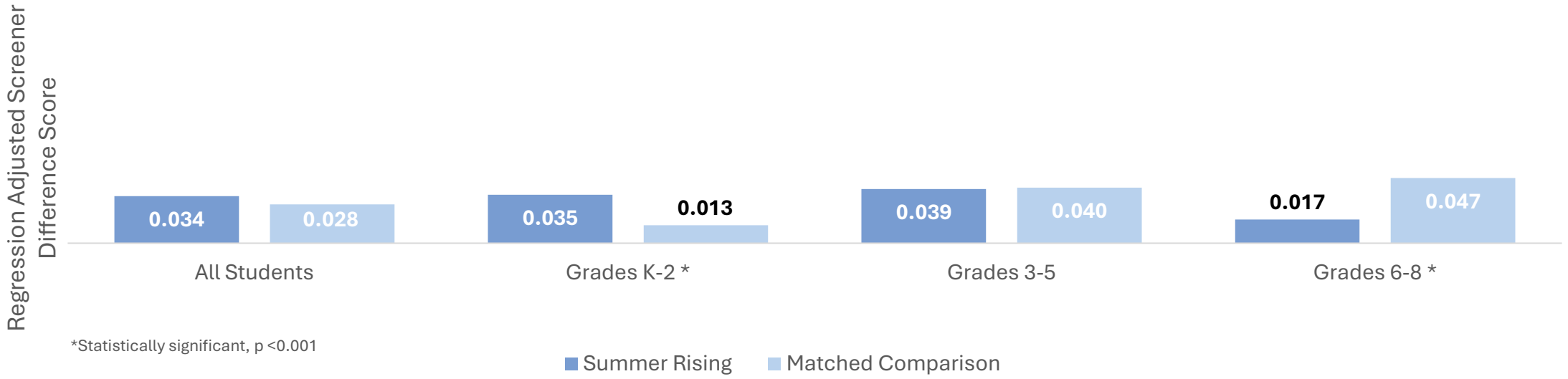
Reading | Comparison Group Analysis by Grade Band and 20+ Days Attended

The impact on reading scores for students in grades K-2 increased when they attended 20+ days of Summer Rising by 0.022 SUs.

- Summer Rising students in grades K-2 who attended 20+ days of the program grew more from spring 2024 to fall 2024 on reading screeners than matched comparisons, by a difference of 0.022 SU.
- Conversely, Summer Rising students in grades 6-8 who attended 20+ days of the program grew less from spring 2024 to fall 2024 on reading screeners than matched comparisons, by a difference of 0.030 SU.



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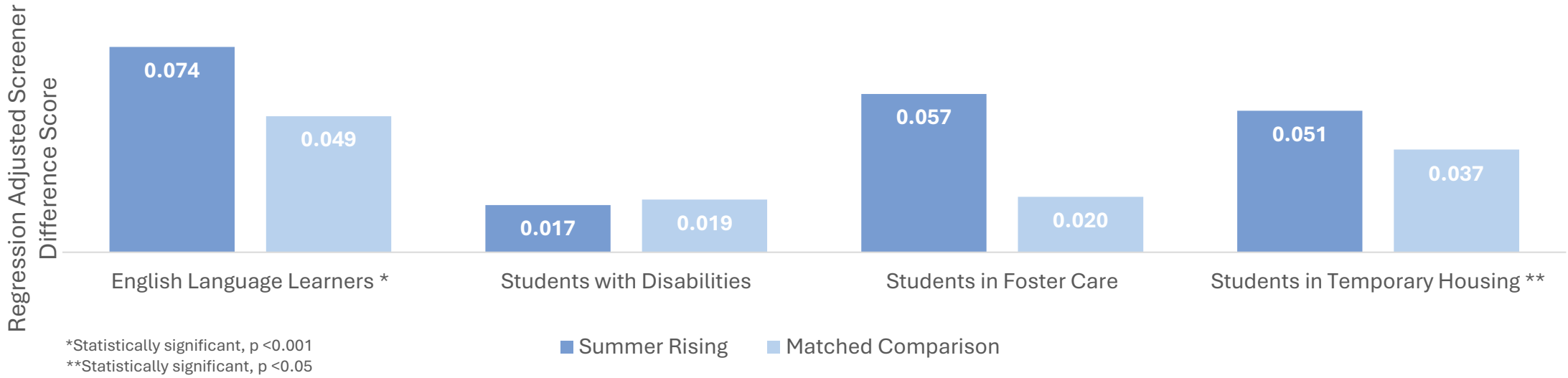
Reading | Comparison Group Analysis by Subgroup

Among subgroups, Summer Rising had largest impact in **stemming summer learning loss** for **English language learners** (0.25 SUs), followed by **students in temporary housing** (0.014 SUs).



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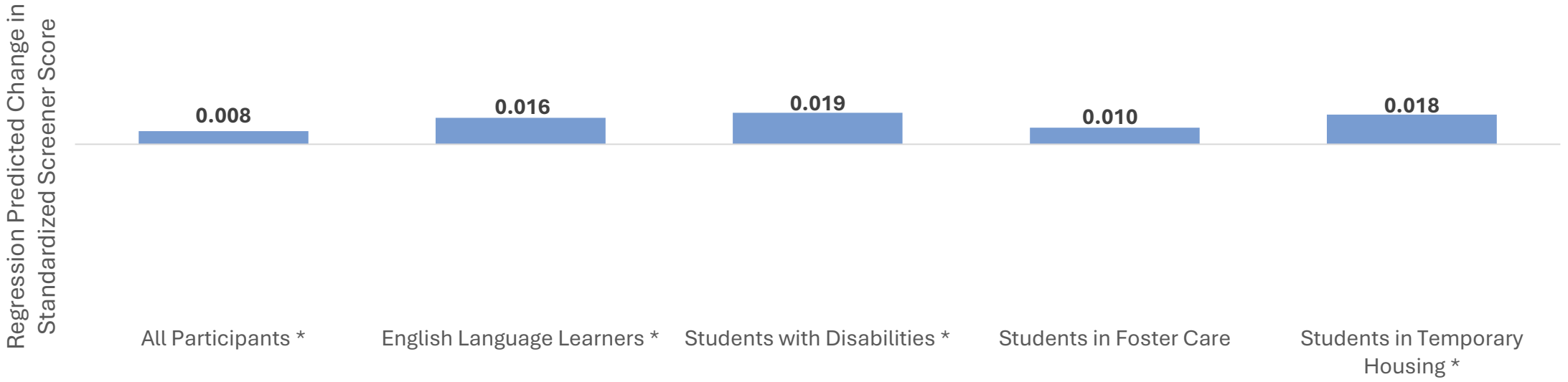
Reading | Impact of Attendance on Summer Rising Participants

Summer Rising **attendance was a statistically significant positive predictor of fall 2024 reading performance** for all students and most subgroups**.**

- For all participants, each additional day present at Summer Rising was associated with an average standardized score gain of 0.008 SUs on fall reading scores.
- Each additional day present in Summer Rising was associated with an average increase of 0.019 SUs on reading scores for students with disabilities, 0.018 SUs for students in temporary housing, and 0.016 SUs for English Language Learners.



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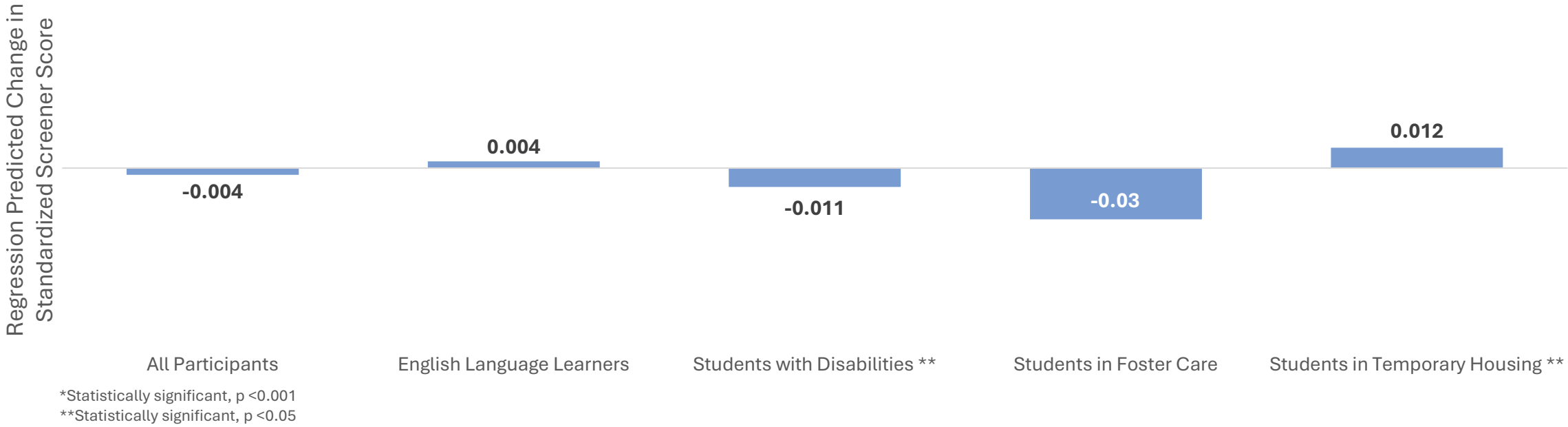
Reading | Impact of Attending Multiple Years on Summer Rising Participants

The **number of years participating** in Summer Rising was a **statistically significant positive predictor for students in temporary housing only.**

- For students in temporary housing, each additional year of attendance in Summer Rising is associated with a statistically significant increase of 0.012 SUs on reading screeners.
- There was a statistically significant negative impact for students with disabilities, where each additional year of attendance in Summer Rising was associated with a decrease of 0.011 SUs on reading screeners.



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Appendix

Analysis Ns for Comparative Analyses

Group	Reading		Math	
	Summer Rising	Comparison	Summer Rising	Comparison
All Students	74,594	74,594	76,385	76,385
Grades K – 2	30,581	30,581	30,906	30,906
Grades 3 – 5	27,564	27,564	28,845	28,845
Grades 6 – 8	16,449	16,449	16,634	16,634
Students attending Summer Rising 20 or more days	39,269	39,269	40,581	40,581
Grades K – 2	18,230	18,230	18,662	18,662
Grades 3 – 5	15,253	15,253	16,061	16,061
Grades 6 – 8	5,786	5,786	5,858	5,858
Students in Temporary Housing	10,810	10,830	11673	11558
Students with Disabilities	20,110	20,145	20511	20481
English language learners	15,018	14,682	16231	16501
Students in Foster Care	600	662	654	599

Analysis Ns for Within-Group Analyses

Group	Reading	Math
All Students	74,795	76,575
Students in Temporary Housing	10,968	11,812
Students with Disabilities	20,286	20,654
Students in Foster Care	838	814
English language learners	14,693	16,238
Students attending 20 or more days of Summer Rising	39,368	40,705

Methodology

To figure out how participating in the Summer Rising program affects academic performance, Summer Rising students were compared with other students from the city. We made sure the groups were similar in key demographics so that any differences in outcomes could be linked to the program.

We used a method called propensity score matching, which involves creating a score that sums up important characteristics of each student. We then matched each Summer Rising student with a non-Summer Rising K-8 student who had a similar score. Each student was only matched once, so we had an equal number of comparisons.

We used standardized scores (z-scores) to compare students across different grades and assessments. These scores were used in the matching process and in all our analyses.

We built regression models to see how well each matching variable predicted fall 2024 assessment scores. These models included all the variables used for matching. We compared the matched pairs and included a marker to show who was in the Summer Rising program. We translated the results into growth scores (the difference between predicted post-program and pre-program scores) to make them easier to understand.

The results are shown as the average "regression adjusted difference score" for each group. This means we looked at the difference between each group's average spring and fall test scores, while controlling for demographics. The reported standardized units show the difference between the two groups' average differences, which estimates the program's impact.

*A standardized score shows how close a student's score is to the average score obtained by all students in the population. Standardized scores can be negative (a student's score is below the average population score) or positive (a student's score is above the average population's score), with scores nearer to zero closer to the average score and scores higher or lower than zero farther away from the average