Program Outcome: Develop capacity to use data to design and implement effective and efficient summer reading camps

**Inputs**
- Determining and hiring the most effective teachers for summer reading camp
- Data that is accurate and relevant available prior to camp
- How to use the data to make instructional decisions (including performance and behavior)
- Determine instructional materials to be used (which are evidence based) and making certain that they meet standards.
- Reviewing evidence of former implementation within and across districts/states and determination of best practices from research
- Camp directors
- Student ratio

**Outputs**

**Activities**
- Define teacher effectiveness with lowest quartile of students including: ability to engage students successfully (evaluations); student performance (growth data); understanding of materials/technology to be used; develop application
- Building competence and confidence in students (test taking strategies, working on test anxiety, etc.)
- Determine variability of students scoring at Level 1: what data is available to determine student placement in small groups for differentiation? FAIR, teacher recommendations, portfolio, SAT 10/other alternate assessments; quick diagnostics
- Professional development for teachers including instructional materials, instructional schedule, determining how to structure time to meet instructional needs (maximize time), including follow up with data chats, fidelity checks, etc.

**Products**
- Proposal
- Fidelity checklist for ensuring quality teaching (walkthroughs)
- Assessments (curriculum-based; pretest-posttest, outcomes)

**Outcomes**

**Short**
- Quality teaching validated by observations of fidelity and teaching strategies

**Medium**
- Students demonstrate progress on curriculum based assessments during summer reading camps (pre-post and weekly basis) embedded in curriculum (CBM formative/progress monitoring)

**Long**
- Students show pretest-posttest gains (FAIR AP3 from Spring to AP1 in the Fall)
- Ability to read so that students can successfully progress to 4th grade
- Ability to sustain appropriate rate of growth beyond 4th grade
- Analyze summer school data over time to see for whom the camp has been effective and what may be missing for certain students

**Assumptions**
- Florida 3rd grade progression plan is in effect; possibility of summer reading camps provided in earlier grades (K-2)

**External Factors**
- Budget availability to keep student/teacher ratio low (1:10 recommendation)