Infusion Evaluation Overview

*This document provides information about what types of data can be collected to measure impact. These are only recommendations based on our pilot year learnings, not requirements. Camps can adopt infusion practices without collecting or reporting data.*

**Key Evaluation Questions**

During the first two years of piloting the infusion model, we collected and analyzed data in order to answer several questions about camp operations and the impact of infusion:

 1. What are camp attendance trends?

 2. How many kids improve or maintain their reading level?

 3. How many families will engage in reading activities during the summer?

**Results**

The figures below show what we learned about these three key questions.

**Parent Engagement**

 **Attendance Trends**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | Total K-3 Kids Enrolled in Camp  | # of Kids With Pre and Post Test  | Attended 1-2 Weeks  | Attended 3-5 Weeks | Attended 6-9 Weeks  | # of Parents Who Attended AR Workshop  | # of Kids Who Returned at Least One Reading Log |
| Totals for ASEP and YMCA Camps | 680 | 25237% | 22538% | 19533% | 17129% | 46 | 21732% |

**Reading Impact**

**Data Collection Methods**

Attendance trends: information from camp attendance rosters was entered in excel spreadsheet

Parent engagement: number of parents who attended a workshop was calculated from sign-in sheets, weekly reading logs were collected to see how many kids read at home

Reading: DIBELS progress monitoring passages during weeks 1-3 (pre) and 6-9 (post)

An excel spreadsheet was created and used to track all needed information. See sample table below:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Grade Just Completed  | Total number of weeks attended  | Total number of returned reading logs  | Did parent attend workshop? | DIBELS NWF or ORF | DIBELS Pre | DIBELS Post  |
|   |   |  |  |   |   |   |   |

**DIBELS**

During the first two years of piloting the infusion model, DIBELS was used to measure students’ reading performance during the first and last weeks of camp in order to determine whether students improved, maintained, or regressed. Kindergartners were assessed using Nonsense Word Fluency (NWF), and grades 1-3 were assessed using Oral Reading Fluency (ORF). Students who stayed within their starting “bands” were considered to have maintained, and students who moved to higher or lower bands were considered to have improved or regressed.

It is important to note that we used samples of progress monitoring passages downloaded from the DIBELS website, not the actual passages that students are assessed with during the school year.

The decision to use DIBELS was made for several reasons:

* The assessment only takes 60 seconds per child.
* The assessment is used statewide so students are familiar with the procedure and minimal time is needed to explain.
* DIBELS has been shown to be predictive of EOG reading performance.

More information about DIBELS can be found here: https://dibels.uoregon.edu/assessment/dibels/dibels-eighth-edition

