Molly Schlesinger, Ph.D.
Senior Research Associate

Giselle Saleet, M.A.
Data Analyst

Adrienne Reitano, Ph.D.
Senior Research Associate

Joy Lesnick, Ph.D.
Deputy Chief

Office of Research and Evaluation

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THE SCHOOL DISTRICT OF
PHILADELPHIA

Summer Programs 2021:
A summary of offerings, attendance, survey results, and recommendations

In summer 2021, the School District of Philadelphia (SDP) offered a series of virtual and in person summer programs for students who had completed grades PreK-12. In response to students experiencing digital and hybrid learning from March 2020 – June 2021, summer 2021 programming offerings were expanded from previous summers.

Key findings:
- Nearly 16,000 students were enrolled in summer programming.
- Over 12,000 students attended a program for at least one day.
- Nearly 6,000 students attended at least one summer program for 75% or more of days.
- 8,500 credits were recovered and grades were improved for high school students this summer. Nearly 400 of these credits were recovered and grades were improved for graduating students, who without the summer program would not have graduated.
- Staff were grateful to support students and acknowledged the need to provide extra specialized support for students who experienced virtual or hybrid learning for over a year.
- Staff expressed concerns about communication, organization, and implementation and provided suggestions for improving the experience for staff, students, and families for next summer.
- Students and families were appreciative for the summer opportunities and provided recommendations to improve the experience for students and families for next summer.

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Introduction

Each year, the School District of Philadelphia (SDP) and its partner organizations offer a variety of summer programs to ensure that students, especially those most vulnerable to experiencing summer learning loss, have the opportunity to continue learning during the summer months. In response to students experiencing digital and hybrid learning from March 2020 – June 2021, summer 2021 programming was expanded from previous summers.

SDP's Office of Research and Evaluation (ORE) partnered with the Office of Academic Supports (OAS) to conduct a program evaluation of the summer programs organized by OAS. OAS worked with several District program offices, including the Office of Curriculum and Instruction (OCI), the Office of Specialized Services (OSS), the Office of Multilingual Curriculum and Programs (OMCP), the Office of High School Supports (OHSS), and the Office of Early Childhood Education (OECE) to design, implement, and support numerous programs.

This report provides a summary of the summer programs, including information about enrollment and attendance, and findings from surveys and observations. The successes and challenges of program implementation can provide insights and guide implementation for summer 2022.

Summer 2021 Programming Registration

Summer programs were announced in April 2021.[1] Virtual family information sessions were offered on April 28, 2021. Initial registration was open from April 8 – May 15, 2021, with priority registration from April 8 – April 30, 2021.[2] Families had to apply (for kindergarten programming) or register their students for all programs during these windows, except for Extended School Year (ESY). IEP teams for Special Education students determined whether students qualified for ESY, and automatically registered students for ESY unless their families opted out.[3]

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[1] For more information about announcing summer programming see: https://www.philasd.org/blog/2021/04/08/school-district-and-city-announce-2021-summer-learning-programs-for-students-2/

[2] For more information about summer programming registration see: https://web.archive.org/web/20210413134231/https://docs.google.com/forms/d/e/1FAIpQLScPGM7icBLAx_wGj6a1EfpaHFJw9mvTDsrX6rCWInqsw_J0SQ/viewform

[3] For more information about summer programming see: https://web.archive.org/web/20210426182031/https://www.philasd.org/academics/summer-2021-academic-programming/

About Summer 2021 Programming

In 2021, the Office of Academic Support (OAS) at the School District of Philadelphia (SDP) organized a series of virtual and in person summer programs (Table 1).

Table 1. Overview of the 2021 summer programs offered by SDP

Summer Program	Students Served	Number of students[4]	Status	Dates	Days of instruction
Summer Kindergarten Transition Program	Students entering kindergarten	550	Virtual	June 28 – July 29	8-10
Programming for Grades 1-8	Students entering 1st – 8th grade	2,644	In Person	June 28 – July 29	18
English Learner Newcomer Program	English Learners entering 1st – 8th grade in sheltered English Learner classrooms	1,085	In Person	June 28 – July 29	18
Summer Bridge	Students entering 9th grade	224	In Person	June 28 – July 29	18
Summer Credit Recovery	Rising 10th, 11th, 12th, and graduating students who failed 2020-21 courses	1,070	In Person	June 28 – July 29	18
Quarter 5 Grade Improvement	Rising 10th, 11th, 12th, and graduating students who were ask risk of failing 2020-21 courses[5]	7,680	In Person	June 28 – July 29	18
			Virtual	July 12 – Aug 6	19
Extended School Year	Special Education students whose IEPs indicate summer support	3,782	In Person and Virtual	June 28 – Aug 4	16

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021.

Summer Kindergarten Transition Program

Students planning to enter kindergarten during the 2021-22 year were eligible to attend the Summer Kindergarten Transition Program (SKTP) with a caregiver. The program included two 90-minute weekly virtual sessions, and kindergarten teachers offered interactive reading and math, socio-emotional learning, arts and music activities to get families familiar with kindergarten.[6]

Summer Programming/Newcomer Programming for Grade 1-8

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[4] This column represents the number of students that attended at least one day of the program/course.
[5] A Newcomer program for high school students was originally offered. Due to staffing shortages, high school Newcomers were enrolled in Quarter 5 courses with an EL support teacher. In the attendance analyses, high school Newcomers are grouped into Quarter 5. High school Newcomer is a separate category in the student and family surveys, because survey takers self-selected and answered questions about their program.
[6] The Summer Kindergarten Transition Program data were collected separately from the other programs because SKTP occurred prior to students having records in the Student Information System. Therefore, SKTP data will be excluded from analyses or included in the appendix unless noted otherwise.

Any students entering grades 1-8 in the city of Philadelphia, including District students or those who attended Charter or Parochial schools, were eligible to register for elementary and middle school programs. These programs concentrated on providing English/Language Arts (ELA) and math instruction through an in person, project-based learning approach that encouraged students to integrate and demonstrate their learning through projects.[7]

Summer Bridge

Summer Bridge is a recurring program open to District students entering grades 9 and 10 that provides ELA and math courses to help students feel confident in their transition to high school.[8]

Summer Credit Recovery and Quarter 5 Grade Improvement

Summer Credit Recovery Courses

Summer Credit Recovery is a recurring program open to any District student entering grades 10-12 (or are attempting to graduate during the summer) who failed a core subject course. Students have the opportunity to recover credits for English, math, science, history, health, and drama courses.

Quarter 5 Grade Improvement Courses

Quarter 5 Grade Improvement was a new summer program that gave District students entering grades 10-12 (or are attempting to graduate during the summer) the opportunity to improve final course grades from an F to a D by continuing the same course for an additional quarter during the summer, rather than taking a recovery course. Classes were offered in person and virtually, and grades could be improved for English, math, science, history, health, drama, and elective courses.

High school students could enroll in multiple programs

Students could be enrolled in multiple programs, for example, taking one Credit Recovery in person course and one Quarter 5 Virtual course.

High School English Learner Newcomer Programming

Due to teacher shortages, many English Learners (ELs) in high school attended Quarter 5 English/Language Arts (ELA) and math courses that included an EL support teacher, as opposed to a sheltered classroom only for Newcomer students. For this reason, high school students who were intended to complete the Newcomer program were enrolled in Quarter 5 courses.[9]

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[7] In previous summers, similar programs for rising elementary and middle school students were only offered to District students who required intensive intervention. 2021 programs were offered to all students to compensate for the academic impacts of virtual and hybrid school. For more information on the prior program see: https://www.philasd.org/research/2020/10/23/digital-learning-during-summer-2020-a-summary-of-offerings-participation-implementation-and-lessons-learned/

[8] Summer Bridge had about 200 students enrolled, while the other programs enrolled more than 1,000 students. Due to the lower sample size, Summer Bridge is excluded in the attendance analyses unless noted.

[9] High School Newcomer students are therefore included in the Quarter 5 enrollment and attendance analyses. However, because the surveys are self-report, students, family members, instructional staff, and non-instructional staff could select the High School Newcomer Program as their primary program.

Extended School Year (ESY)

Extended School Year (ESY) is a recurring summer program mandated by the Individuals with Disabilities Education Act (IDEA) that provides support to students with Individualized Education Plans (IEPs) who require services that extend beyond the school year. The program aimed to support students towards achieving the goals listed in their IEP. The 2021 program was both in person and virtual, with students attending 100% in person or 100% virtually, for three days per week (Monday – Wednesday) for six weeks (June 28 – August 4), offering 16 days of instruction.

Research questions and data sources

Research Questions

We examined enrollment, student course outcomes, student and family satisfaction, staff experiences, instructional practices, and challenges and successes. The research questions were:

1. To what extent did students enroll in, and attend, the summer programs? Were there differences in attendance by summer program and student characteristics?
2. To what extent did high school students improve grades and recover credits?
3. Did students enjoy and find the summer programs beneficial?
4. Did families find the summer programs beneficial?
5. What were instructional, non-instructional, and Central Office staff's experiences during summer programming?
6. What instructional practices were observed?
7. What challenges and successes did students, families, and staff experience during summer programming?

Data types and sources

Numerous data were collected to gather information about summer 2021 programming. In each data type, ORE analyzed the data and provided detailed results to the relevant program offices. ORE developed and administered all research activities, unless otherwise noted. The footnotes indicate the office that implemented the activity or provided the administrative data to ORE. Data types:

Administrative Data

- Enrollment and Attendance[10, 11]
- Summer Credit Recovery and Quarter 5 Grade Improvement[12, 13]

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[10] Enrollment and attendance raw data files were provided by the Office of Information Systems.
[11] High School Newcomer program students were enrolled in Quarter 5 courses.
[12] Final grades were provided by the Office of the Chief of Schools.
[13] Students are included in the analysis if they were absent for fewer than two days because the policy is to drop students from high school summer courses if they miss more than two days of instruction. Although the policy was not consistently enforced during summer 2021 due to emphasis on providing extra support to students who experienced learning disruptions due to the COVID-19 pandemic, only students with fewer than two absences are included in the CR/Q5 analyses in this report.

Survey Data

- Staff Professional Development Survey (n = 473)
- Student Experience Survey (n = 1,134)[14]
- Family Experience Survey (n = 705)
- Instructional Staff Experience Survey (n = 661)
- Non-Instructional Staff Experience Survey (n = 220)
- Central Office Staff Survey (n = 48)
- Summer Kindergarten Transition Program Family Survey (n = 649)[15]

Observational Data

- 636 classroom observations[16]

RQ 1: To what extent did students enroll in, and attend, the summer programs? Were there differences in attendance by summer program and student characteristics?

Eight summer programs occurred during summer 2021, five were offered in person, one was offered virtually, and two were offered in person and virtually.

Enrollment: 15,775 students enrolled across all eight summer programs.

Though summer program enrollment was open from April 8 to May 15, the District allowed students to enroll during the first week of programming. This led to large numbers of students enrolling during the first week of programming. The District worked to accommodate the influx of students who enrolled after the original window by hiring new teachers, opening new program sites, and assigning students to new classrooms or new sites. Therefore, many students had multiple, overlapping enrollments in multiple classrooms, courses, programs, or schools during this time. These overlapping enrollments were reconciled for the purpose of the analyses in this report. For example, for elementary students who had an enrollment record from June 28 – July 6 and another enrollment record from July 7 – July 30 in the same school, we collapsed both enrollment records into one enrollment from June 28 – July to provide accurate descriptions of summer enrollment and attendance.

The largest accommodation to the large population of high school students who wanted to participate in Quarter 5 was instituting a fully virtual Quarter 5 program. This Quarter 5 Virtual program started midway through the in person summer programs.

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[14] Kindergarten, first-grade, and second-grade students were not surveyed.
[15] The Office of Early Childhood Education developed and administered a family survey for caregivers participating in the Summer Kindergarten Transition Program with feedback and support from ORE.
[16] The Office of Curriculum and Instruction adapted an observational checklist developed for ESY 2020 by ORE and organized the following summer programming staff to conduct observations: Assistant Principals/ SBTL, Central Office staff, EL Point, and Special Education case managers, coordinators, and directors.

Attendance: 12,486 students attended a summer program for 1%-100% of days, and 5,964 students attended for 75%-100% of days.

In summer 2021, 15,775 students enrolled across all eight SDP summer programs. High school students had the ability to register and attend more than one summer program (Quarter 5 and Credit Recovery). For the purposes of this analysis, students are included in the counts for each program they were enrolled in, and therefore some students are included in the analysis multiple times; however, their enrollment and attendance rates are only included for the respective program. For example, if a student was enrolled in Credit Recovery and Q5 Virtual, and attended 9 days of Credit Recovery and 17 days of Q5 Virtual, for the analysis this example student is included as having attended 9 days in Credit Recovery, and for 17 days for the Q5 Virtual.

Over 1,000 students each were enrolled in Grades 1-8, Newcomer Grades 1-8, Credit Recovery, Q5 Virtual, ESY In Person, and ESY Virtual (Table 2). Nearly 9,000 students were enrolled in Q5 In Person, whereas, only about 200 students were enrolled in Summer Bridge.

Defining Summer Program Attendance

- **Attended 1%-100% of days**: Students who enrolled in the program or course, and attended at least one day of instruction.
- **Attended 75% - 100%:** Student attended between 75% to 100% of instructional days. Percentages in Table 2 for these students are out of the number of students who attended 1%-100% of days, not the number of students enrolled.

The majority of the students who were enrolled in summer programs attended at least one day of the program (1%-100% of days); more than half of students enrolled in kindergarten, Summer Bridge, ESY Virtual, and Grades 1-8, programs attend 75%-100% of program days (Table 2).

Nearly all students who were enrolled in Q5 Virtual and Summer Bridge (98%-99%) attended at least one day (1%-100% of days). 78%-88% of students who were enrolled in Newcomer Grades 1-8, Grades 1-8, Q5 In Person, ESY In Person, and ESY Virtual attended 1%-100% of days. A smaller percentage of students who were enrolled in Credit Recovery (54%) attended 1%-100% of days.

Of students who attended 1%-100% of days, fewer than 50% of students attended Newcomer Grades 1-8, Credit Recovery, Q5 In Person, Q5 Virtual, and ESY In Person programs for more than 75% of program days (See Appendix A for a breakdown of participation data by student grade level, Learning Network, and summer program site).[17]

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[17] The Credit Recovery, Q5 In Person, and Q5 Virtual attendance rates may be impacted by attendance rules because students who were absent for more than two days were dropped from these programs; in other words, if students missed more than two days at any time during the program, they were dropped. For example, if Student A missed three days during the first week of Credit Recovery, they fall into the 1%-24% attendance bracket, whereas, if Student B missed three days during the final week of Credit Recovery, they fall into the 75%-100% attendance bracket, but both students were dropped from their course.

Table 2. Overview of the number of students who enrolled, attended 1%-100% of days, and attended 75%-100% of days

Program	Number enrolled	Attended 1%-100% days		Attended 75%-100% days	
		#	%	#	%
Summer Kindergarten Transition Program	678	550	81%	378	69%
Grades 1-8	3,040	2,637	87%	1,688	64%
Newcomer Grades 1-8	1,372	1,077	78%	345	32%
Summer Bridge	226	224	99%	121	54%
Credit Recovery	1,982	1,078	54%	431	40%
Q5 In Person	8,780	6,641	76%	2,258	34%
Q5 Virtual	1,028	1,007	98%	373	37%
ESY In Person	3,051	2,524	83%	1,212	48%
ESY Virtual	1,420	1,245	88%	660	53%

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021

How to read this table: The # column under the Attended 1%-100% of days header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of Grades 1-8 students who attended 1%-100% of days, multiply 3,040 by 87% to get 2,637 students. The # column under the Attended 75%-100% of days header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75%-100% divided by the number of students who attended 1%-100% of days. For example, to calculate the number of Grades 1-8 students who attended 75%-100% of days, multiply 2,637 by 64% to get 1,688 students.

There were no notable differences in attendance rates by gender.

Across all programs, male and female students attended their programs at similar rates to each other (Figures 1 & 2).

Figure 1. The percentage of students who attended 1%-100% of days, or enrolled but did not attend summer programming by gender
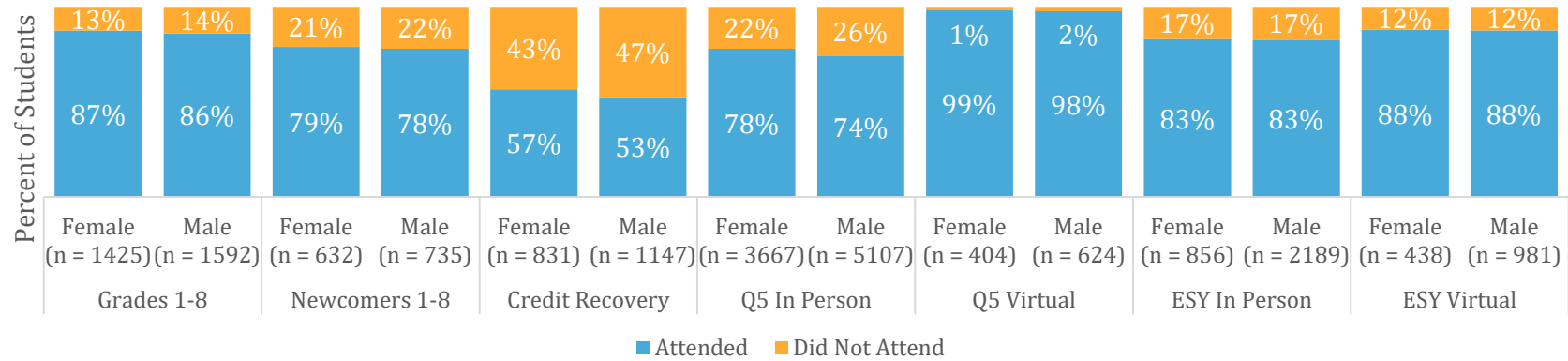
Source: Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed August 13, 2021

Note: Only programs with more than 1,000 students enrolled are included in the attendance analyses.

Figure 2. Of students who attended at least one day of summer programming, the percentage of students who attended 75%-100% of program days or 1%-74% of program days by gender
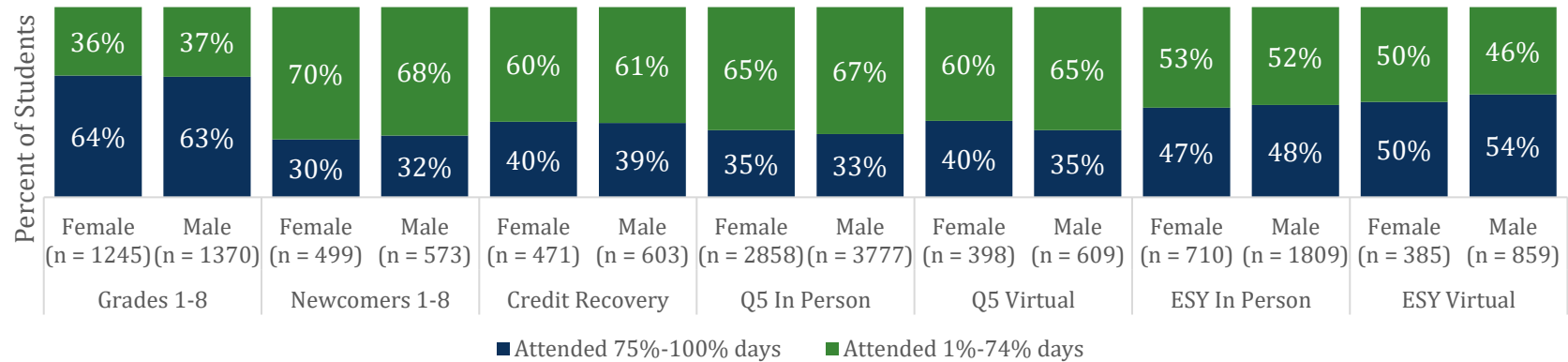
Source: Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed August 13, 2021

Note: Only programs with more than 1,000 students enrolled are included in the attendance analyses.

There was some variation in attendance rates by racial/ethnic student group, although the patterns were not consistent across programs.

Higher percentages of Asian students attended Grades 1-8, Newcomers Grades 1-8, and Credit Recovery for at least one day, whereas, higher percentages of Black/African American attended Q5 In Person, and higher percentages of Hispanic/Latinx and White students attended ESY than students in other racial/ethnic student groups (Table 3).

Out of students who attended at least one day of their summer program, higher percentages of Asian students attended 75%-100% of days the Grades 1-8 summer program, Newcomers Grades 1-8 summer program, Credit Recovery, and Q5 In Person than students in other racial/ethnic student groups. Whereas, higher percentages of Asian students and White students attended 75%-100% of days of ESY In Person and Virtually than students in other racial/ethnic student groups.

Table 3. The number of students enrolled, attended 1%-100%, and attended 75%-100% of program days by racial/ethnic student group

Summer Program	Race/Ethnicity	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
Grades 1-8	Black/African American	1,609	1,374	85%	797	58%
	Hispanic/Latinx	572	505	88%	318	63%
	White	386	323	84%	229	71%
	Asian	355	329	93%	277	84%
	Multi-Racial/Other	106	96	91%	57	59%
Newcomer Grades 1-8	Black/African American	956	755	79%	237	31%
	Hispanic/Latinx	151	122	81%	23	19%
	White	122	97	80%	44	45%
	Asian	88	63	72%	20	32%
	Multi-Racial/Other	55	40	73%	16	40%
Credit Recovery	Black/African American	1,178	657	56%	249	38%
	Hispanic/Latinx	515	257	50%	85	33%
	White	117	60	51%	28	47%
	Asian	81	51	63%	39	76%
	Multi-Racial/Other	70	34	49%	13	38%
Q5 In Person	Black/African American	5,367	4,251	79%	1354	32%
	Hispanic/Latinx	2,198	1,520	69%	473	31%
	White	566	409	72%	176	43%
	Asian	344	232	67%	147	63%
	Multi-Racial/Other	266	196	74%	97	49%
Q5 Virtual	Black/African American	507	491	97%	189	38%
	Hispanic/Latinx	312	310	99%	110	35%
	White	125	122	98%	44	36%
	Asian	43	43	100%	13	30%
	Multi-Racial/Other	35	35	100%	18	51%

Summer Program	Race/Ethnicity	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
ESY In Person	Black/African American	1864	1,473	79%	655	44%
	Hispanic/Latinx	456	422	93%	214	51%
	White	283	259	92%	155	60%
	Asian	122	109	89%	64	59%
	Multi-Racial/Other	263	224	85%	105	47%
ESY Virtual	Black/African American	886	739	83%	294	40%
	Hispanic/Latinx	279	268	96%	200	75%
	White	111	106	95%	85	80%
	Asian	42	42	100%	33	79%
	Multi-Racial/Other	88	79	90%	41	52%

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021

Note: Only programs with more than 1,000 students enrolled are included in the attendance analyses.

How to read this table: The # column under the Attended 1%-100% of days header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of Black/African American Grades 1-8 students who attended 1%-100% of days, multiply 1,609 by 85% to get 1,374 students. The # column under the Attended 75%-100% of days header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75%-100% divided by the number of students who attended 1%-100% of days. For example, to calculate the number of Black/African American Grades 1-8 students who attended 75%-100% of days, multiply 1,374 by 58% to get 797 students.

A smaller percentage of students with IEPs attended most programs for 75%-100% of days than students without IEPs.

A smaller percentage of students with Individualized Education Plans (IEPs) attended Credit Recovery than students without IEPs, whereas, for all other summer programs, students with and without IEPs attended their summer program at similar rates (Figure 3).

Figure 3. The percentage of students who attended 1%-100% of days, or enrolled but did not attend summer programming by special education status
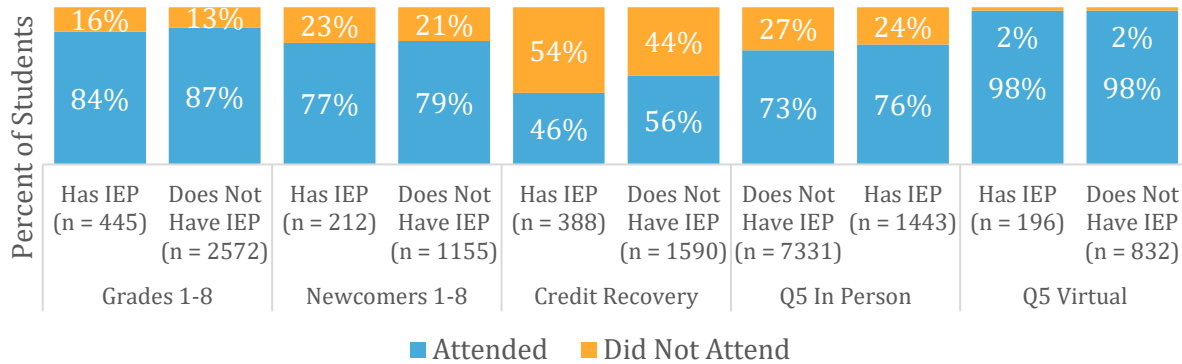
Notes: Only programs with more than 1,000 students enrolled are included in the attendance analyses. Special Education students have Individualized Education Plans (IEP).

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed 8/13/21.

Lower percentages of students with IEPs attended Grades 1-8, Credit Recovery, Q5 In Person, and Q5 Virtual for 75%-100% of days compared to students without IEPs (Figure 4). Students with and without IEPs attended Newcomers programming at similar rates to each other.

Figure 4. Of students who attended at least one day, the percentage of students who attended 75%-100% of program days or 1%-74% of program days by special education status
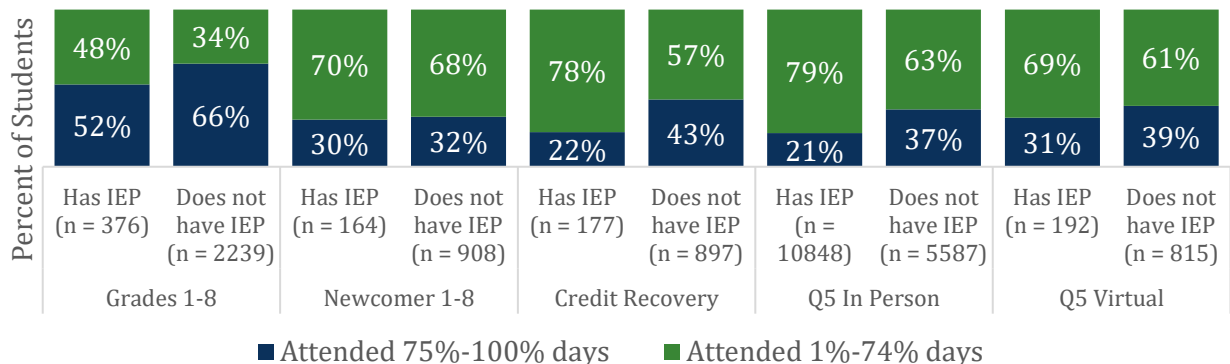
Notes: Only programs with more than 1,000 students enrolled are included in the attendance analyses. Special Education students have Individualized Education Plans (IEP).

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed 8/13/21.

Among ELs who attended summer programs, a higher percentage attended for 1%-100% of program days compared to non-ELs who attended summer programs.

A larger percentage of ELs attended all programs except for Q5 In Person than non-ELs for at least one day (Figure 5). Similarly, a larger percentage of ELs attended Grades 1-8, ESY In Person, and ESY Virtual for 75%-100% of days compared to non-ELs (Figure 6).

Figure 5. The percentage of students who attended 1%-100% of days, or enrolled but did not attend summer programming by English Learner (EL) status
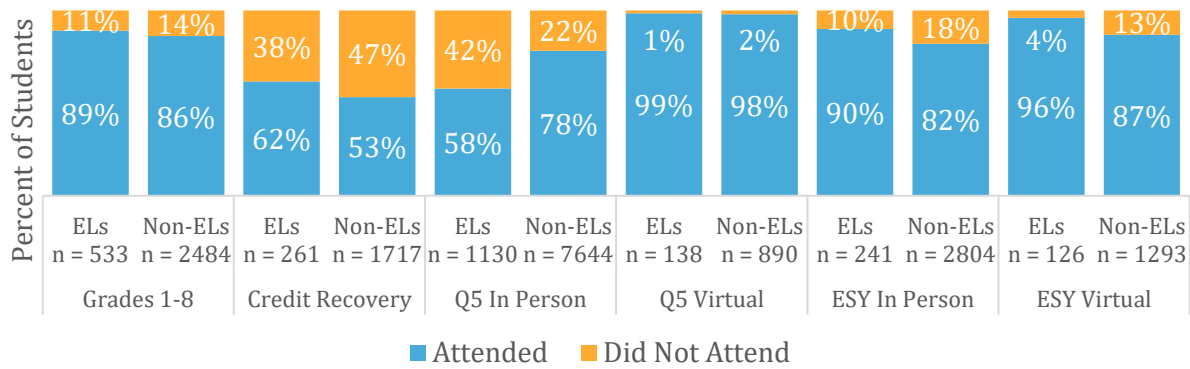
Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed 8/13/21.

Notes: Only programs with more than 1,000 students enrolled are included in the attendance analyses. ELs = English Learners, Non-ELs = Not English Learners. The Newcomer program is not included in the figure because, by definition, Newcomer students are ELs.

Figure 6. Of students who attended at least one day, the percentage of students who attended 75%-100% of program days or 1%-74% of program days by English Learner (EL) status
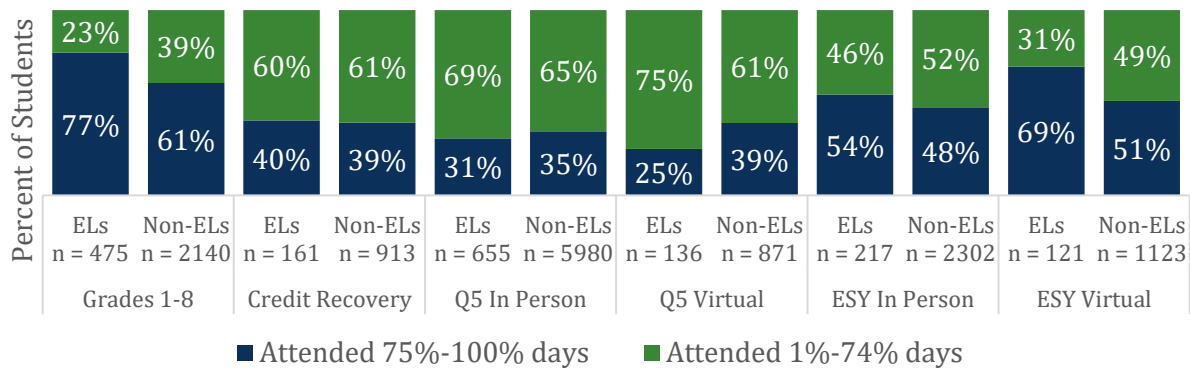
Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed 8/13/21.

Notes: Only programs with more than 1,000 students enrolled are included in the attendance analyses. ELs = English Learners, Non-ELs = Not English Learners. The Newcomer program is not included in the figure because, by definition, Newcomer students are ELs.

RQ 2: To what extent did high school students improve grades and recover credits?

High school students were eligible for the Credit Recovery (CR) In Person, Quarter 5 (Q5) In Person, or Quarter 5 (Q5) Virtual if they failed specific courses during the 2020-21 school year that were being offered during the summer.[18] In the analysis below, we use the following definitions to categorize credit recovery or grade improvement:

- **Improved Grade/Recovered Credit:** A Credit Recovery or Quarter 5 course was completed, and students improved their final grade from an F to a D or recovered a credit in that course.
- **Not Improve Grade/Recover Credit:** A credit was not recovered or grade was not improved for a particular course.

During summer 2021, 6,776 unique students were enrolled in 53 courses and 786 course sections. For the students in this analysis, 58% of credits were recovered in CR In Person, 97% of grades were improved in Q5 In Person, and 59% of grades were improved in Q5 Virtual.

Higher percentages of credits were recovered and grades were improved in Q5 In Person compared to CR In Person and Q5 Virtual.

Fifty-eight percent (58%) of credits were recovered in CR In Person, 97% of grades were improved in Q5 In Person, and 59% of grades were improved in Q5 Virtual (Figure 7).

Figure 7. The percentage of credits recovered and grades improved by summer program and whether students were absent for two or fewer days or more than two days
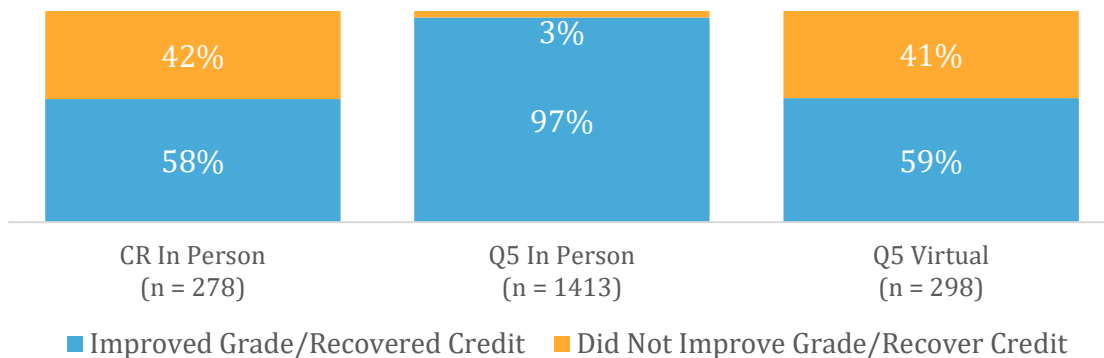
Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021.

Note: The denominator in the figure is the possible number of summer credits that could have been recovered and the number of Quarter 5 grades that could have been improved, not the number of students who participated in CR In Person, Q5 In Person, and Q5 Virtual. Students could be enrolled for more than one course, and in more than one program, and therefore individual students are included multiple times.

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[18] There is a policy to drop high school students with more than two absences from summer programs. Therefore, only students with fewer than two absences are included in the analysis.

Higher percentages of credits were recovered and grades were improved for students attempting to graduate in summer 2021 than students entering grades 10-12 in 2021-22.

Lower percentages of credits were recovered (32%) by rising tenth-grade students compared to students in all other grades (84%-98%) (Figure 8). A higher percentage of students recovered grades in Q5 In Person compared to Q5 Virtual. Nearly all students who attended Q5 In Person improved their grades.

Figure 8. The percentage of credits recovered and grades improved by summer program and rising grade level for students who were absent for two or fewer days
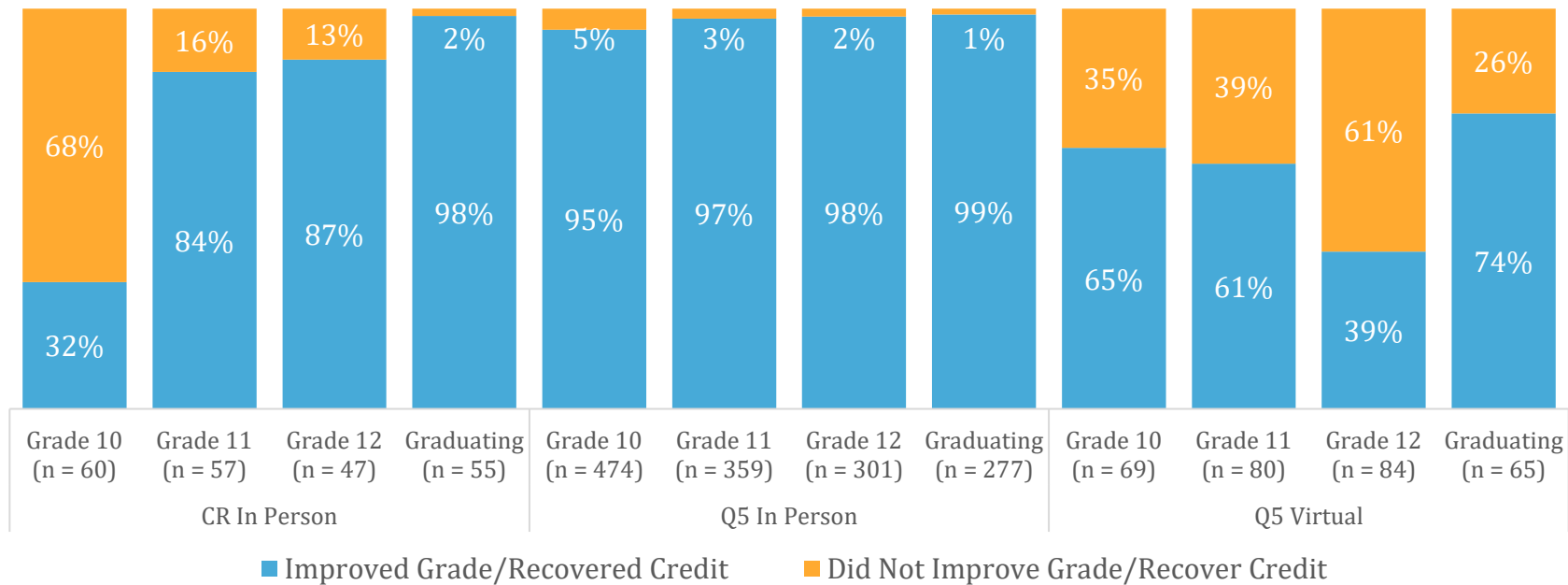
Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021

There were small differences in the percentage of grades improved and credits recovered by student gender.

Similar percentages of credits were recovered in CR In Person (57%-62%), Q5 In Person (96%-97%), and Q5 Virtual (57%-60%) by female and male students who had two or fewer absences (Figure 9).

Figure 9. The percentage of credits recovered and grades improved by summer program and gender for students who were absent for two or fewer days
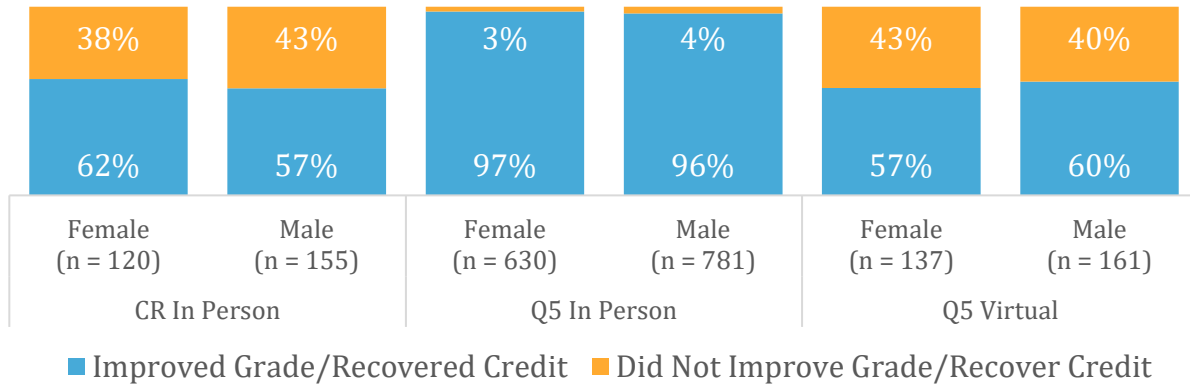
Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021.

Note: The denominator in the figure is the possible number of summer credits that could have been recovered and the number of Quarter 5 grades that could have been improved, not the number of students who participated in CR In Person, Q5 In Person, and Q5 Virtual. Students could be enrolled for more than one course, and in more than one program, and therefore individual students are included multiple times.

There was some variation by racial/ethnic student group in the percentage of grades improved and credits recovered, however, the patterns were not consistent across programs.

Higher percentages of credits were recovered by White students (68%-76%) in CR In Person and Q5 Virtual than students in other race/ethnicity student groups (Figure 10). Whereas, there were minor differences percentages of grades were improved in Q5 In Person by race/ethnicity student group (94%-99%), likely because nearly all students who attended Q5 In Person improved their grades.

Figure 10. The percentage of credits recovered and grades improved by summer program and race/ethnicity student group for students who were absent for two or fewer days
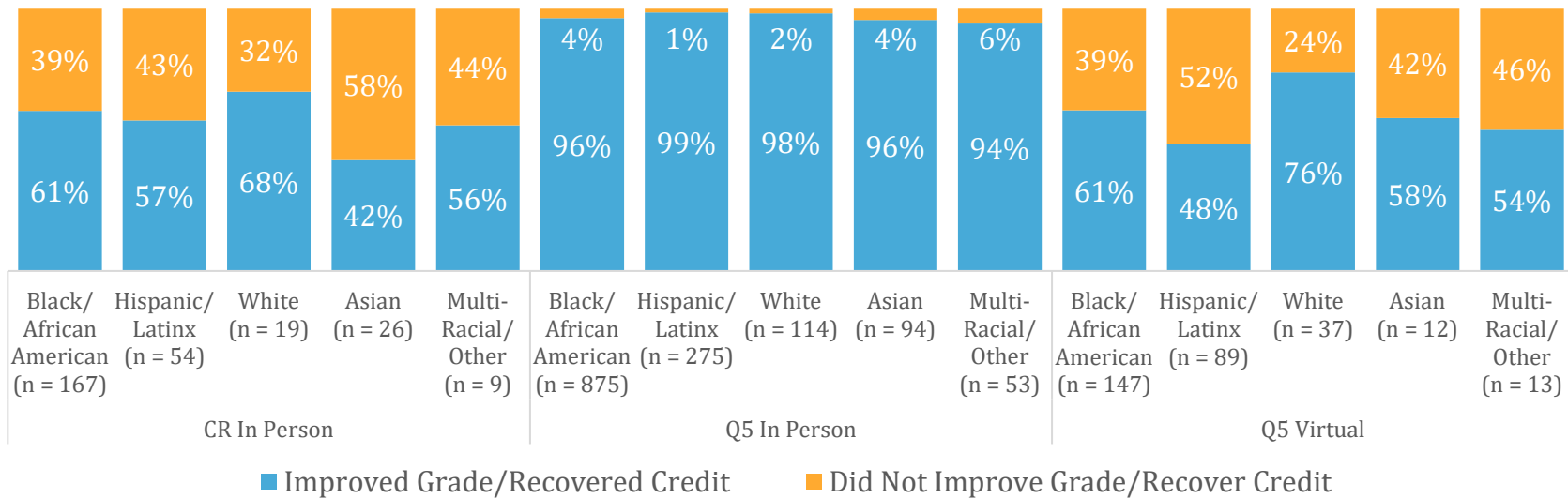
■ Improved Grade/Recovered Credit   ■ Did Not Improve Grade/Recover Credit

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021.

Note: The denominator in the figure is the possible number of summer credits that could have been recovered and the number of Quarter 5 grades that could have been improved, not the number of students who participated in CR In Person, Q5 In Person, and Q5 Virtual. Students could be enrolled for more than one course, and in more than one program, and therefore individual students are included multiple times.

Smaller percentages of grades were improved in Q5 Virtual for students with IEPs (36%) than students without IEPs (63%).

A smaller percentage of grades were improved in Q5 Virtual (36%) by students with IEPs than students without IEPs (Figure 11). There were small differences in the percentage of credits recovered and grades improved in CR In Person and Q5 In Person by Special Education status.

Figure 11. The percentage of credits recovered and grades improved by summer program and Special Education status for students who were absent for two or fewer days
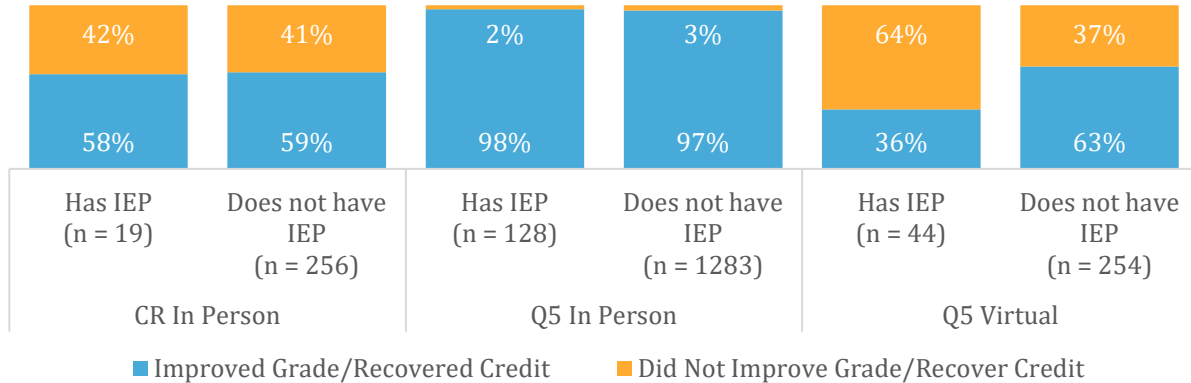
	CR In Person		Q5 In Person		Q5 Virtual	
Did Not Improve Grade/Recover Credit	42%	41%	2%	3%	64%	37%
Improved Grade/Recovered Credit	58%	59%	98%	97%	36%	63%
	Has IEP (n = 19)	Does not have IEP (n = 256)	Has IEP (n = 128)	Does not have IEP (n = 1283)	Has IEP (n = 44)	Does not have IEP (n = 254)

■ Improved Grade/Recovered Credit   ■ Did Not Improve Grade/Recover Credit

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021.

Note: The denominator is the possible number of summer credits that could have been recovered and the number of grades that could have been improved, not the number of students who participated.

Smaller percentages of credits were recovered for ELs in CR In Person and grades were improved for ELs in Q5 Virtual than non-ELs.

A smaller percentage of credits were recovered in CR In Person (35%) and grades improved in Q5 Virtual (45%) by English Learners (ELs) than non-ELs (Figure 12). However, there were small differences in the percentage of grades improved in Q5 In Person (97%-99%) by EL status.

Figure 12. The percentage of credits recovered and grades improved by summer program and English Learner status for students who were absent for two or fewer days
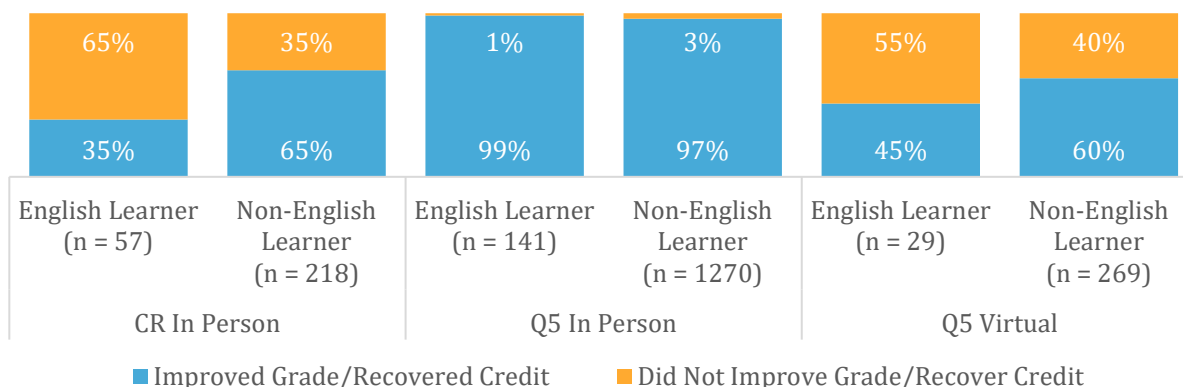
| | Improved Grade/Recovered Credit | Did Not Improve Grade/Recover Credit |

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021.

Note: The denominator is the possible number of summer credits that could have been recovered and the number of grades that could have been improved, not the number of students who participated.

RQ 3: Did students enjoy and find the summer programs beneficial?

The Office of Research and Evaluation invited grade 3-12 teachers to administer a survey to their students about experiences with their summer programming. The survey was open from July 27 to August 9, with one invitation sent on July 27, and two reminders send on July 30 and August 4. The invitation included descriptions and links to the surveys in 10 languages.

Approximately 1,134 students took the survey out of 6,397 eligible students who were enrolled during the survey window for an 18% response rate.[19] Of the respondents, 56% of students attended HS programs (Quarter 5, Credit Recovery, and Newcomers HS[20]), 24% of students attended programming for students in grades 1-8, 11% attended Extended School Year (ESY) in person or virtually, and 8% of students attended Summer Bridge for transitioning into grade 9.

Students felt safe and welcome at their summer programs and believed their teachers wanted them to do their best, encouraged them, and cared about their culture, ethnicity, and identity. Students attending programs for grades 1-8 learned new things during ELA and math lessons, as well as felt confident asking questions and completing math homework because of the summer program.

Students enjoyed, felt safe, and felt welcome at their summer program.

Across all summer programs, 91%-96% of students who responded to the survey indicated they enjoyed, felt safe, and felt welcome at their summer program all of the time or sometimes (Figure

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[19] Because the survey was administered during the final week of summer, we anticipated students who attended 75%-100% of their program were the most likely to respond.

[20] High School Newcomer students are included in the survey results because student self-selected their program and 64 chose the High School Newcomer Program.

13). Similarly, 94%-96% of students reported they felt safe and it was easy getting to and from their summer program all of the time or sometimes.

Figure 13. Student survey responses across all summer programs for students in grades 3-12 about student enjoyment and safety
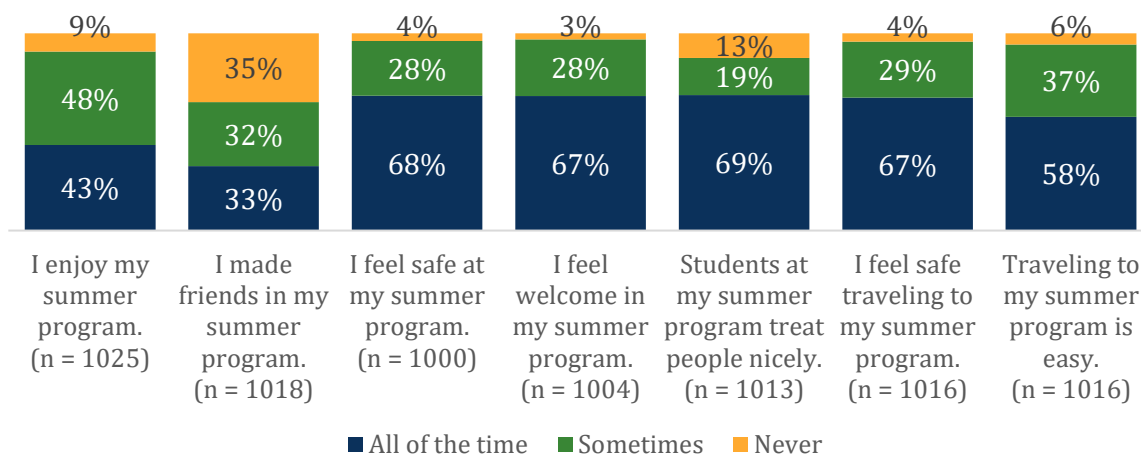
Source: Student Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

Across all summer programs, 91%-97% of students who responded to the survey reported that their teachers wanted them to do their best; encouraged them; cared about their culture, ethnicity, and identity; helped them; and explained lessons in a way they understood (Figure 14).

Figure 14. Grade 3-12 student survey responses about their teachers (all programs combined)
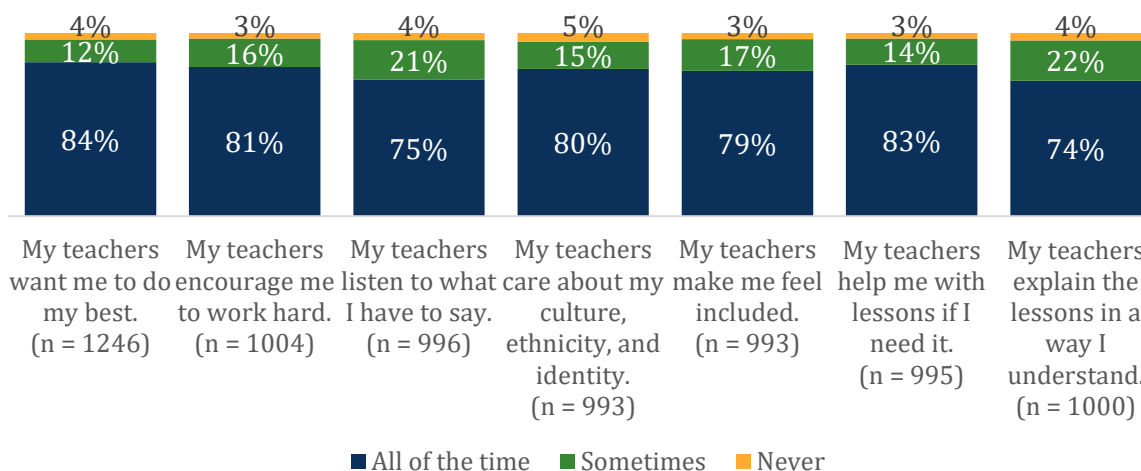
Source: Student Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

Among 3rd to 8th grade students in Grades 1-8 and Newcomers Grades 1-8 Programming who took the survey, 78%-82% of students believed they learned new things during ELA and math lessons, felt confident answering questions about stories or math, and felt confident completing math homework alone (Figure 15). Whereas, 65%-71% of students wanted to read for fun, liked completing ELA projects, and liked completing math projects because of the summer program.

Figure 15. Grades 3-8 student survey responses about students' perceptions of ELA and math lessons (Grades 1-8 programming)
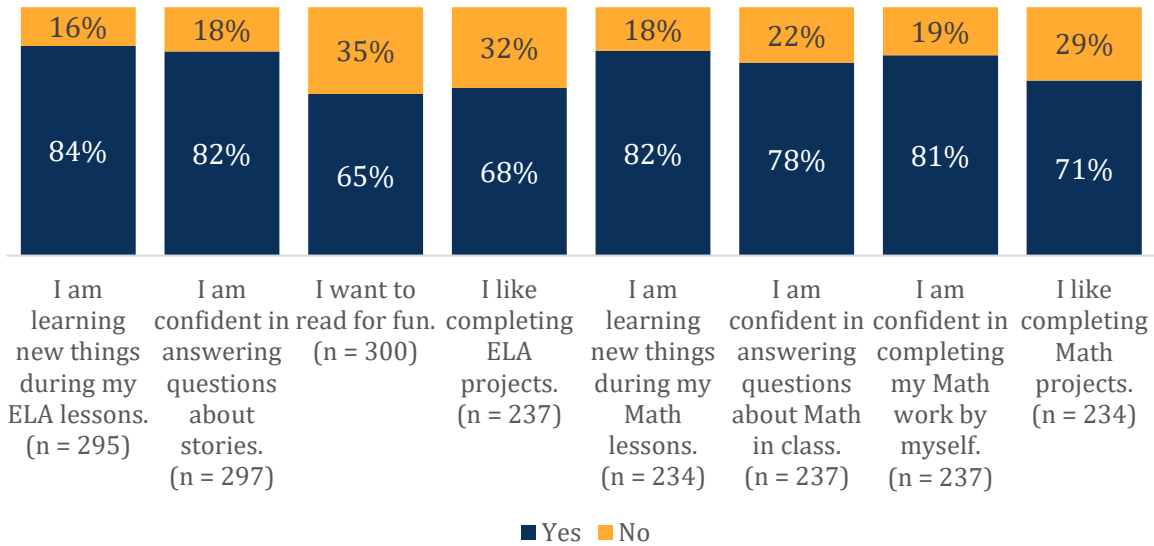
16%	18%	35%	32%	18%	22%	19%	29%
84%	82%	65%	68%	82%	78%	81%	71%

I am learning new things during my ELA lessons. (n = 295) | I am confident in answering questions about stories. (n = 297) | I want to read for fun. (n = 300) | I like completing ELA projects. (n = 237) | I am learning new things during my Math lessons. (n = 234) | I am confident in answering questions about Math in class. (n = 237) | I am confident in completing my Math work by myself. (n = 237) | I like completing Math projects. (n = 234)

■ Yes ■ No

Source: Student Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

For students in EL Newcomers Programming, 90% of students who responded indicated they were confident talking to other students in English, and 76%-79% of students were confident talking to the teacher and answering questions because of the summer program (Figure 16).[21]

Figure 16. Grade 3-12 student survey responses about students' confidence with English (English Learner Newcomers programs)
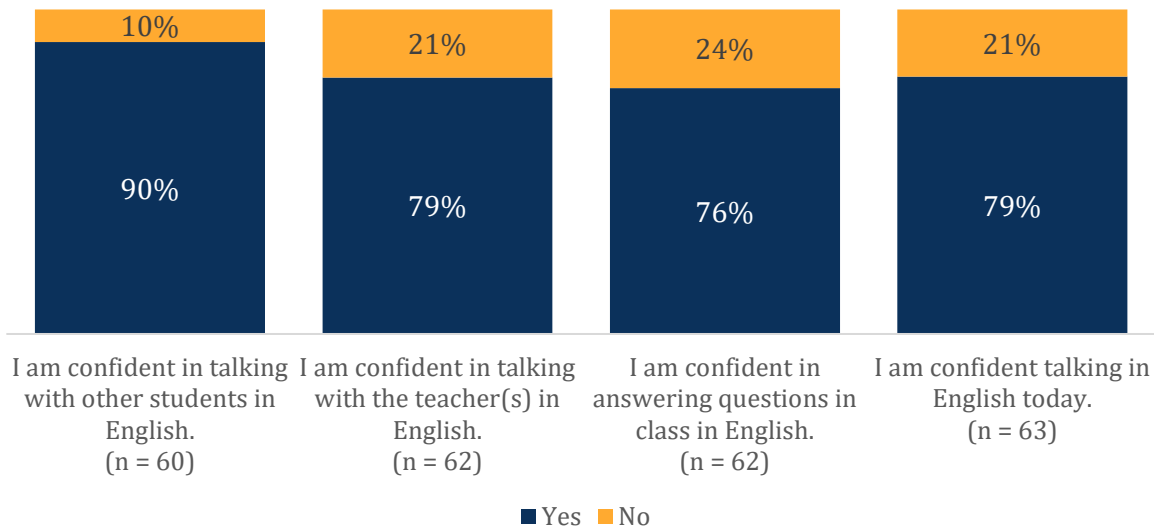
10%	21%	24%	21%
90%	79%	76%	79%

I am confident in talking with other students in English. (n = 60) | I am confident in talking with the teacher(s) in English. (n = 62) | I am confident in answering questions in class in English. (n = 62) | I am confident talking in English today. (n = 63)

■ Yes ■ No

Source: Student Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021.

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[21] High school respondents self-reported participation in the High School Newcomers Program and answered questions about the Newcomers Program.

RQ 4: Did families find the summer programs beneficial?

The Office of Internal Communications at SDP sent an invitation to families of students attending all summer programs inviting them to take a survey about their summer program experiences. The survey was open from July 27 to August 9, with one invitation sent on July 27; two reminders sent on July 30 and August 4. The invitation included descriptions and links to the surveys in 10 languages. 705 family members of students attending SDP summer programs took the survey: 44% of respondents had a student(s) in Grades 1-8, 21% had students in high school programs, 18% had students in ESY, 9% of respondents had students in English Learner Newcomer programs.

Although 73% of families agreed they knew where to send their students on the first day of programming, fewer than 40% were satisfied with the assistance they received when their student's site changed.

Across all summer programs, 65%-72% of families who responded to the survey agreed or strongly agreed that they knew where to send their student on the first day, knew how to contact the summer program staff, and felt comfortable reaching out with questions or concerns (Table 4). However, 64% of families who responded to the survey disagreed or strongly disagreed that they were satisfied with the assistance they received when their students' summer site changed and 54% of families disagreed or strongly disagreed that they knew who to contact if they had a question.

Table 4. Family survey responses about schedules and communicating with summer program staff (all summer programs)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I knew where to send my student(s) on the first day of the program. (n = 624)	27%	46%	15%	13%
I was satisfied with the assistance I received when my student's summer site changed. (n = 525)	18%	18%	47%	18%
I know how to contact my student's teacher/summer program staff. (n = 550)	24%	41%	23%	12%
I feel comfortable reaching out to the program leadership with questions or concerns. (n = 545)	23%	46%	23%	8%
I knew who to contact about the program if I had a question. (n = 624)	21%	25%	18%	36%
I was satisfied with the response when I contacted the summer program with questions. (n = 602)	18%	47%	18%	16%
I could find information about the program in a language I could understand. (n = 601)	30%	54%	8%	8%
My student's summer program sends home documents in the language I selected. (n = 533)	27%	45%	19%	9%

Source: Family Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

Although about 60%-70% of families agreed it was easy to register for summer programming, a smaller percentage agreed it was easy to find information and coordinate transportation.

Across all summer programs, 89% of families who responded to the survey agreed or strongly agreed that it was easy to register for their respective program, but 61%-67% of families agreed or strongly agreed that it was easy to get information about the programs' goals, objectives, schedule, and activities, and 65% agreed it was easy to coordinate transportation (Table 5).

Table 5. Family survey responses about registration and transportation (all summer programs)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
It was easy to get information about the program's goals and objectives. (n = 624)	21%	46%	19%	14%
It was easy to get information about the program's schedule and activities. (n = 625)	19%	42%	22%	17%
It was easy to register for the program. (n = 626)	33%	56%	5%	6%
It was easy to coordinate transportation. (n = 607)	20%	45%	16%	19%

Source: Family Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

About 80% of families agreed their student was more confident and motivated to return to school in the fall because of the summer program, and families felt welcome at their students' summer program.

Across all summer programs, 79%-83% of families who responded to the survey agreed or strongly agreed that their student was motivated to go back to school and better prepared for school in the fall because of the summer program; their student's teacher encouraged their student to work hard; and the summer program addressed their student's social-emotional needs (Table 6).

Table 6. Family survey responses about family perceptions about student motivation, preparation, and teachers (all summer programs)

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
My student(s) is motivated to go back to school in person in the fall because they attended the summer program. (n = 537)	26%	53%	14%	6%
My student's teachers encourage my student(s) to work hard. (n = 507)	25%	58%	12%	5%
My student(s) will be better prepared for school in the fall because they attended the summer program. (n = 541)	23%	56%	13%	8%
My student's teachers care about my student's culture, ethnicity, and identity. (n = 492)	27%	62%	8%	3%
The summer program meets the behavioral and social-emotional needs of my student(s). (n = 529)	25%	58%	11%	6%

Source: Family Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

Across all summer programs, 82%-87% of families agreed or strongly agreed that the summer program properly enacted COVID protocols, the summer program helped their student learn, and they were glad their student attended the summer program (Table 7). However, 49%-55% agreed or strongly agreed that the summer program provided them with useful resources to support their student and gave them information about what their student was expected to learn.

Across all summer programs, 84%-91% of families agreed or strongly agreed that they were treated with respect by the summer program staff, felt safe having their student at the summer program, felt welcome at the site, felt safe sending their student to and from the summer program, and believed adults at the summer site treated people fairly (Table 6).

Table 7. Family survey responses about family perceptions about summer program climate and support (all summer programs)

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel the summer program properly enacted COVID protocols. (n = 507)	27%	59%	8%	6%
The summer program is helping my student(s) learn. (n = 549)	31%	52%	11%	7%
The summer program supplies me with useful resources so I could better support my student. (n = 541)	19%	35%	30%	15%
My student's summer program gives me information about what my student(s) is expected to learn. (n = 546)	16%	33%	35%	17%
I'm glad my student(s) is attending the summer program. (n = 553)	42%	45%	7%	6%
I am treated with respect by my student's teacher/ summer program staff. (n = 529)	34%	53%	8%	5%
I feel safe having my student(s) be at the summer program. (n = 550)	32%	55%	8%	5%
I feel welcome at my student's summer program site. (n = 548)	32%	51%	11%	5%
Adults at my student's summer program treat people fairly. (n = 519)	35%	56%	6%	3%
I feel safe sending my student(s) to and from the summer program. (n = 550)	32%	55%	8%	5%

Source: Family Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

About 80% of families agreed their grades 1-8 students were more confident in reading and their English Learners were more confident speaking English because of the summer program.

For families of students attending grades 1-8, 90%-91% of families who responded to the survey agreed or strongly agreed that their student's teacher explained literacy and math topics in a way their student could understand (Table 8). Whereas, 76%-78% agreed or strongly agreed that their student was more confident reading, and completing homework because of the summer program.

Table 8. Family survey responses about students' confidence in literacy and math (grades 1-8 programming)

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
My student(s) is more confident reading because of the summer program. (n = 290)	22%	56%	18%	3%
My student(s) is more confident completing literacy homework because of the summer program. (n = 277)	21%	55%	20%	4%
My student's teacher explains literacy topics in a way my student(s) can understand. (n = 288)	27%	64%	7%	2%
My student's teacher explains math topics in a way my student(s) can understand. (n = 286)	26%	64%	8%	2%
My student is more confident completing math homework because of the summer program. (n = 286)	21%	55%	21%	4%

Source: Family Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

For families of students attending ESY, 54%-58% of families who responded to the survey agreed or strongly agreed that their student was more confident applying and knowing when/how to apply the skills outlined in their IEP because of the summer program (Table 9).

Table 9. Family survey responses for students in Extended School Year/students who have IEPs

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
My student(s) is more confident applying the skills outlined in their IEP because of the summer program. (n = 93)	20%	38%	23%	19%
My student(s) knows when/how to apply the skills outlined in their IEP because of the summer program. (n = 91)	22%	32%	26%	20%

Source: Family Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

For families of students attending English Learners Newcomers grades 1-8, 79%-80% of families who responded to the survey agreed or strongly agreed that their student was more confident completing assignments in English and speaking English because of the summer program (Table 10).

Table 10. Family survey responses for students in English Learner Newcomer programming

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
My student(s) is more confident applying the skills outlined in their IEP because of the summer program. (n = 93)	20%	38%	23%	19%
My student(s) knows when/how to apply the skills outlined in their IEP because of the summer program. (n = 91)	22%	32%	26%	20%
My student(s) is more confident completing assignments in English because of the summer program. (n = 42)	24%	55%	17%	5%
My student(s) is more confident in speaking English because of the summer program. (n = 40)	28%	53%	13%	8%

Source: Family Summer 2021 Experience Survey administered by ORE, data accessed August 13, 2021

Summer Kindergarten Transition Program Family Experience Survey

The Office of Early Childhood sent an invitation to primary caregivers of students participating in the Summer Kindergarten Transition Program (SKTP) inviting them to take a survey about their experiences. The survey was open from July 26 to August 26, 2021, with one invitation sent on July 26, and a reminder sent on July 29. The survey was emailed to 649 families. 175 families took the survey, for a 26% response rate.

Families enjoyed the program, found it valuable, and wished it was longer.

Over 90% of SKTP families who completed the survey felt the program was offered at good times and the information was useful (Table 11). 55% felt the program was too short, whereas, 8% felt the program was too long. Over 90% of families agreed that teachers knew how to support their child's learning and communicated with them about their child's learning, and that they felt comfortable interacting with their child's teacher. Over 90% of families felt prepared for their child to go to kindergarten, understood what their child is expected to learn in kindergarten, felt confident their child will adjust well to kindergarten, and knew how to support their child's learning at home.

Table 11. Summer Kindergarten Transition Program caregiver survey results

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The program was offered at a time that was easy for me to attend	53%	43%	3%	2%
The program was too short	19%	35%	41%	4%
The program was too long	2%	6%	71%	21%
The information provided was useful	61%	35%	2%	2%
The teachers knew how to support my child's learning	60%	35%	2%	3%
The teachers communicated with me about my child's learning	61%	34%	3%	2%
I feel comfortable interacting with my child's teacher	55%	41%	1%	2%
I feel prepared for my child to go to kindergarten	44%	50%	4%	2%
I understand what my child is expected to learn in Kindergarten	46%	50%	2%	1%
I feel confident that my child will adjust well to kindergarten	44%	49%	6%	1%
I know how to support my child's learning at home	46%	50%	2%	1%

Source: Data provided by the Office of Early Childhood Education

Note: 175 families responded to the survey questions.

Summary of Summer Kindergarten Transition Program Family survey results.

Families who completed the survey agreed or strongly agree the program was useful, the teachers knew how to interact with children and communicate well, and that they now feel prepared for their children to go to kindergarten. Parents really liked the interactive elements of the program and described how it made learning fun for their children. Parents recommended extending the length of the program next summer.

RQ 5: What were instructional, non-instructional, and Central Office staff's experiences during summer programming?

The Office of Research and Evaluation (ORE) developed four surveys for staff involved in summer 2021 programming to provide feedback about their experiences: Professional Development (PD) survey for school-based staff, Instructional Staff Experience survey, Non-Instructional Staff Experience survey for school-based staff, and Central Office Staff Experience survey for Central Office staff involved in the planning or implementation of summer programming. The responses to multiple choice survey questions are presented for each survey individually, however, the responses to open-ended survey questions for the four surveys are presented together.

Respondents agreed the Professional Development (PD) instructors were knowledgeable, but smaller percentages agreed the PD was applicable to their students.

The PD survey was sent by the Office of Academic Supports to the summer 2021 programming staff listserve on June 28, July 12, and July 19 inviting all instructional and non-instructional staff to take a survey about their PD experience. There were 473 responses to the PD survey, and the survey was open June 28 to July 21, 2021.

Instructional and non-instructional staff received one week of PD from June 21-25, 2021. Some PD sessions were offered to all staff, such as *Health and Safety Protocols*, *Positive Behavioral Support in the Classroom*, and *School Operations: Processes and Procedures.* The majority of PD sessions were catered to specified programs. For example, staff teaching grades 1-8 were guided to register for PD such as *Planning and Utilizing Digital Math and ELA Resources 1-8*, and staff teaching ESY were guided to register for PD such as *Reading Mastery for ESY.*

Although staff were encouraged to take PD sessions intended for their program, not all staff knew their summer program prior to PD week and could not register for the relevant PDs. Staff hired midway through or after the PD week could not take the PD offerings.

Across all programs and sessions for the week, 95% of respondents agreed or strongly agreed that the facilitator was knowledgeable and helpful, while 75%-82% of respondents agreed or strongly agreed that the PD prepared them to implement the curriculum, the time was used effectively, and that the PD provided them with new information, skills, or techniques (Figure 17).

Figure 17. Staff PD survey responses about PD facilitation and resources

| | Strongly Agree | Agree | Disagree | Strongly Disagree |

The facilitator was knowledgeable and helpful. (n = 382): 32% / 63% / 2% / 3%

The PD goals and objectives were clearly specified. (n = 382): 29% / 63% / 4% / 4%

Time was used efficiently and effectively. (n = 379): 26% / 56% / 12% / 6%

The PD prepared me to implement the curriculum. (n = 338): 17% / 59% / 16% / 9%

You were very familiar with the content in the PD prior to PD week. (n = 381): 21% / 59% / 16% / 4%

The PD provided you with new information, skills, or techniques to support your role. (n = 379): 23% / 58% / 14% / 5%

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

Source: Professional Development Summer 2021 Survey administered by ORE, data accessed July 28, 2021

Across all programs and sessions for the week, 78%-82% of respondents agreed or strongly agreed that the PD provided useful materials, new practices were modeled and explained, and that their knowledge of the content, confidence, and motivation to implement content increased (Figure 18).

Figure 18. Staff PD survey responses about PD implementation
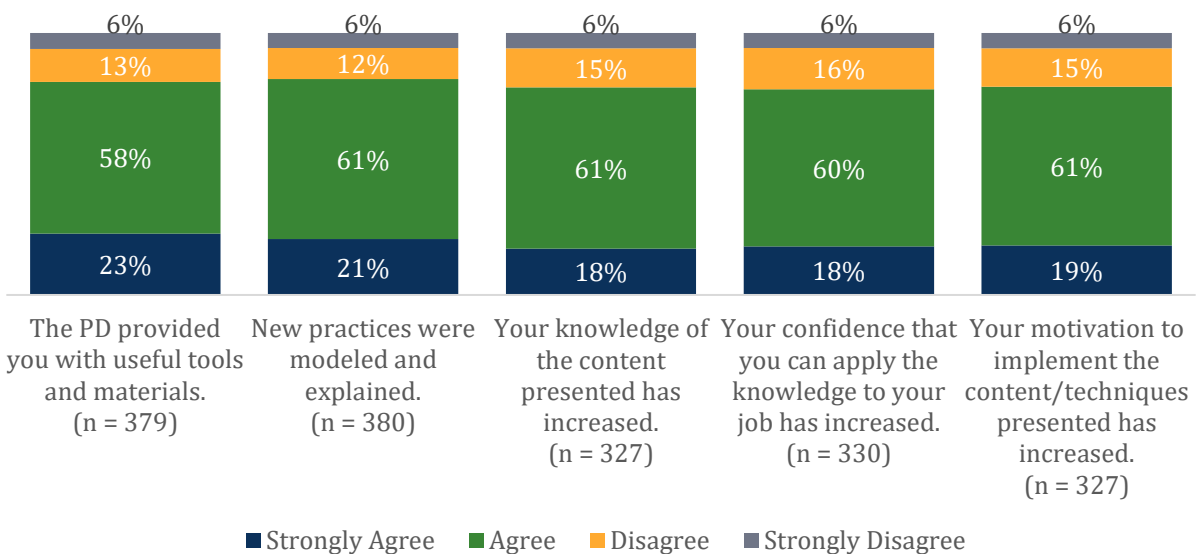
The PD provided you with useful tools and materials. (n = 379): 23% / 58% / 13% / 6%

New practices were modeled and explained. (n = 380): 21% / 61% / 12% / 6%

Your knowledge of the content presented has increased. (n = 327): 18% / 61% / 15% / 6%

Your confidence that you can apply the knowledge to your job has increased. (n = 330): 18% / 60% / 16% / 6%

Your motivation to implement the content/techniques presented has increased. (n = 327): 19% / 61% / 15% / 6%

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

Source: Professional Development Summer 2021 Survey administered by ORE, data accessed July 28, 2021

Across all programs and sessions for the week, 79%-85% of respondents agreed or strongly agreed that they could use the PD to positively impact students, engage students, appropriately serve students with unique learning needs, and address social-emotional challenges (Figure 19).

Whereas, 73% of respondents agreed or strongly agreed that the PD prepared them to appropriately serve English learners.

Figure 19. Staff PD survey responses about PD addressing student need
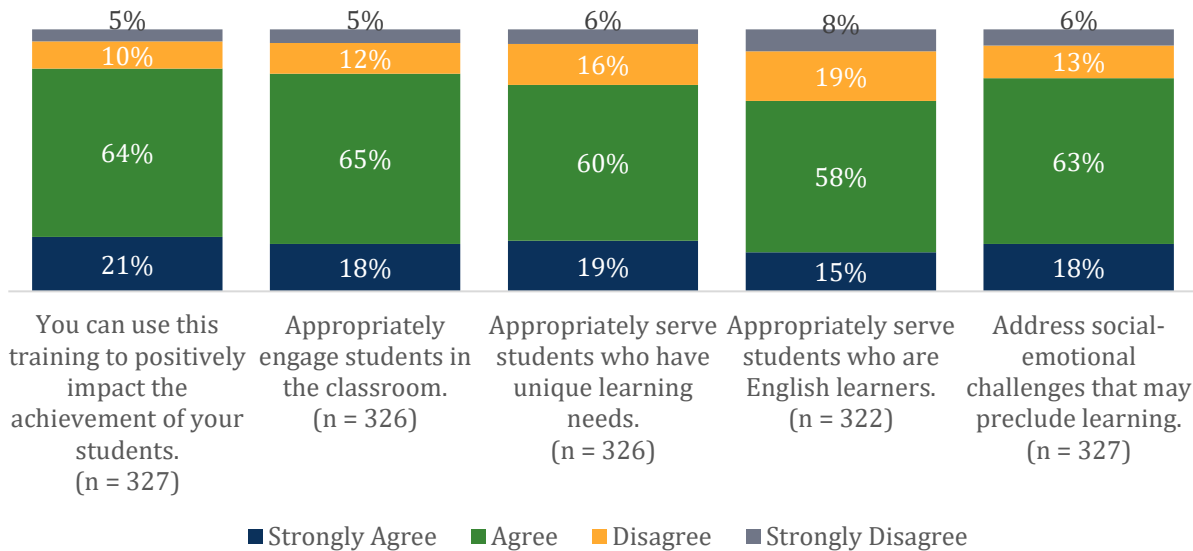
Source: Professional Development Summer 2021 Survey administered by ORE, data accessed July 28, 2021

Across all programs and sessions for the week, 79%-85% of respondents agreed or strongly agreed that teachers' roles and responsibilities, the intended outcomes of the program, and the expectations for implementation were clearly communicated (Figure 20). Whereas, 71% of respondents agreed or strongly agreed that they had adequate prep time.

Figure 20. Staff PD survey responses about PD describing roles and responsibilities
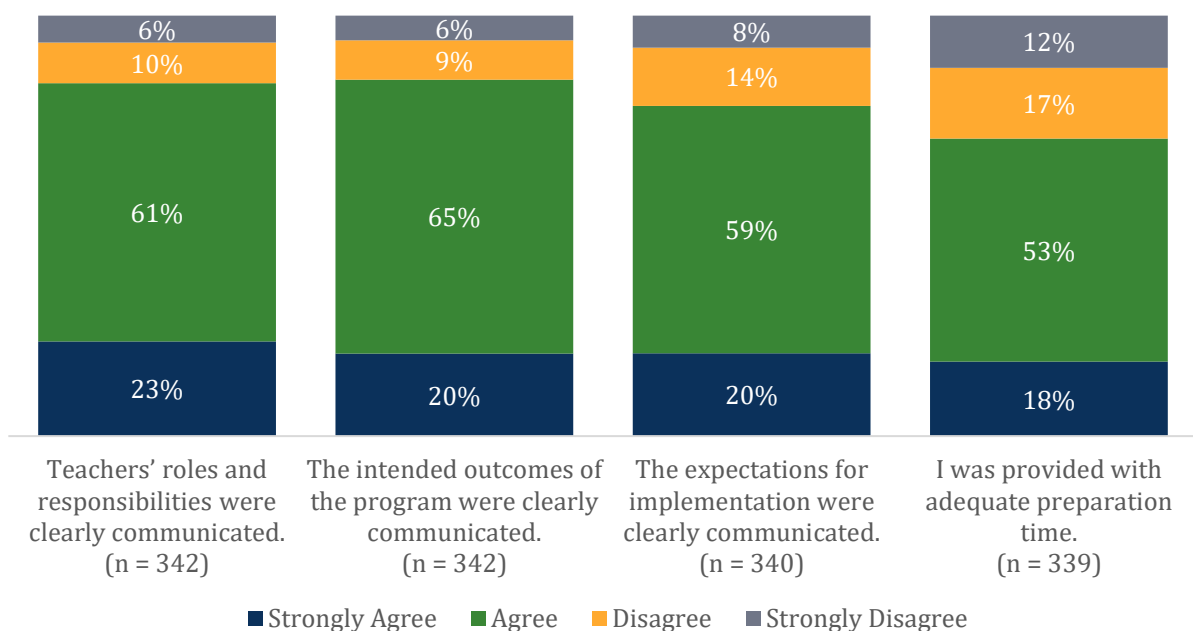
Source: Professional Development Summer 2021 Survey administered by ORE, data accessed July 28, 2021

Instructional staff agreed the curriculum engaged their students in content from the prior year and prepared them for the upcoming year, but smaller percentages agreed that they were prepared to meet the learning needs of their students.

The Instructional Staff Survey was emailed to all instructional staff by ORE on July 21, July 28, and August 4 inviting them to take a survey about their summer 2021 experiences. There were 661 responses to the Instructional Staff survey, and it was open from July 21 to August 9, 2021. This includes classroom teachers, elective teachers, and classroom aids. Instructional staff were asked about how the PD week impacted their summer experience, as well as their feedback about resources and implementing the summer program curriculum. The respondents to the Instructional Staff Survey overlap with the respondents to the PD survey, but nearly twice as many instructional staff took the Instructional Staff Survey as took the PD Survey, so the populations are not the same.

Of instructional staff who attended the PD week and completed the Instructional Staff Survey, 58%-69% of respondents agreed or strongly agreed the materials and tools provided during PD week prepared them to meet the learning needs of their students, and the expectations, responsibilities, and time commitment communicated during PD week aligned with the experiences during the summer program (Table 12).

Table 12. Instructional staff survey responses about Professional Development

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The materials and tools provided during the PD adequately prepared me to meet the learning needs of my students. (n = 574)	9%	48%	26%	16%
The expectations communicated during the PD align with my experiences during the program. (n = 569)	11%	49%	23%	17%
The responsibilities communicated during the PD align with my actual responsibilities. (n = 566)	11%	53%	22%	14%
The time commitment that was communicated during the PD align with my actual commitment. (n = 563)	12%	58%	18%	12%

Source: Instructional Staff Summer 2021 Survey administered by ORE, data accessed August 11, 2021

Of instructional staff, 82%-85% of respondents agreed or strongly agreed that they were appropriately supported by program leadership and knew who to ask for assistance (Table 13). Whereas, 67%-70% of respondents agreed or strongly agreed that they had adequate prep time, and the guidelines for how and when to respond to family questions and concerns were clear. Additionally, 53%-60% of respondents agreed or strongly agreed that they had the access to the necessary physical materials/supplies and program resources for their classroom.

Table 13. Instructional staff survey responses about roles and responsibilities

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I am appropriately supported by program leadership. (n = 556)	31%	51%	11%	7%
I know who to ask for assistance and additional support when needed. (n = 567)	30%	54%	10%	5%
I have adequate prep time. (n = 552)	15%	52%	20%	13%
The guidelines for monitoring student learning and/or progress are clear. (n = 560)	14%	51%	24%	10%
The guidelines for how and when to respond to family questions and concerns are clear. (n = 558)	16%	54%	20%	10%
I have access to the necessary physical materials/supplies for my classroom. (n = 532)	10%	43%	26%	21%
I receive any additional supplies I requested in a timely manner. (n = 518)	10%	42%	27%	21%
I have access to the necessary program resources for my classroom. (n = 526)	11%	49%	23%	17%
I receive any additional resources I requested in a timely manner. (n = 507)	11%	45%	25%	19%
Program leadership and staff enforce necessary COVID-19 safety protocols. (n = 443)	37%	47%	10%	6%
My summer program site has access to multiple hydration stations for staff and students. (n = 432)	23%	49%	17%	11%
My classroom has AC or fans to keep the room comfortable for myself and students. (n = 441)	40%	45%	9%	6%

Source: Instructional Staff Summer 2021 Survey administered by ORE, data accessed August 11, 2021

Of the instructional staff that taught high school programs or Extended School Year (ESY), 72%-82% of respondents agreed or strongly agreed that the curriculum engaged students in content they struggled with in the previous school year and will encounter in the upcoming school year, included topics that are culturally relevant, and addressed social-emotional challenges that may preclude learning (Table 14).

Table 14. Instructional staff survey responses to high school or ESY curriculum

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Engages students in content that they struggled with during the previous school year. (n = 382)	17%	62%	15%	6%
Prepares students for content they will encounter in the coming school year. (n = 387)	15%	59%	19%	7%
Provides students with instruction that reinforces content standards from the prior school year. (n = 382)	17%	65%	12%	6%
Includes topics covered in the lessons/projects that are applicable to students' lives. (n = 384)	16%	64%	13%	8%
Addresses social-emotional challenges that may preclude learning. (n = 382)	18%	57%	18%	7%

Source: Instructional Staff Summer 2021 Survey administered by ORE, data accessed August 11, 2021

Of instructional staff that taught students in 1st – 8th grade, 73%-79% of respondents agreed or strongly agreed that the curriculum reinforced ELA and math content standards from the previous school year, prepared students for grade level content they will encounter in the coming school year, and addressed social-emotional challenges that may preclude learning (Table 15).

Table 15. Instructional staff survey responses to elementary and middle school curriculum

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Provides students with instruction that reinforces ELA content standards from the previous school year. (n = 150)	12%	66%	15%	7%
Provides students with instruction that reinforces Math content standards from the previous school year. (n = 148)	11%	66%	15%	9%
Prepares students for grade level ELA content they will encounter in the coming school year. (n = 150)	9%	65%	19%	6%
Prepares students for grade level Math content they will encounter in the coming school year. (n = 146)	8%	66%	18%	9%
Includes topics in the lessons/projects that are culturally relevant and/or applicable to students' lives. (n = 151)	13%	66%	15%	7%
Addresses social-emotional challenges that may preclude learning. (n = 149)	8%	55%	28%	9%

Source: Instructional Staff Summer 2021 Survey administered by ORE, data accessed August 11, 2021

Of instructional staff that taught ESY virtually, about 75% of respondents agreed or strongly agreed that the online program was an effective learning platform and was beneficial to online instruction (Table 16). Whereas, 66% of respondents agreed or strongly agreed that the online program was easy for students and families to navigate.

Table 16. Instructional staff survey responses to ESY virtual curriculum

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The online program is an effective online learning platform. (n = 83)	13%	61%	18%	7%
The online program is beneficial to online instruction. (n = 82)	13%	63%	17%	6%
The online program increases opportunities for collaborative learning. (n = 81)	10%	64%	20%	6%
The online program improves my ability to assess content knowledge/skill improvement. (n = 81)	7%	67%	17%	9%
The online program improves my ability to provide real-time feedback to students. (n = 80)	10%	65%	19%	6%
The online program is easy for me to navigate. (n = 81)	15%	60%	17%	7%
The online program is easy for students/families to navigate. (n = 82)	7%	59%	24%	10%

Source: Instructional Staff Summer 2021 Survey administered by ORE, data accessed August 11, 2021

High percentages of non-instructional staff believed staff were working effectively together; however, a smaller percentage reported that they had the time, resources, and support to fulfill their responsibilities.

ORE emailed the Non-Instructional Staff Survey to all non-instructional staff on July 21, July 28, and August 4, inviting them to take a survey about their summer 2021 programming experiences. There were 220 responses to the Non-Instructional Staff Survey, and the survey was open from July 21 to August 9, 2021. Non-instructional staff include secretaries, climate staff, and school counselors.

Non-instructional staff were invited to take a feedback survey near the end of the summer program. They were asked about responsibilities, resources, and meeting staff and student needs during the summer program. The respondents to the Non-Instructional Staff Survey overlap with the respondents to the PD survey, but nearly twice as many non-instructional staff took the Non-Instructional Staff Survey as took the PD Survey, so the populations are not the same.

Of non-instructional staff, 95% of respondents agreed or strongly agreed that non-instructional staff were working together effectively (Table 17). Whereas, 73%-83% of respondents agreed or strongly agreed that they and other non-instructional staff had the resources, time, and support to fulfill their responsibilities. However, only 58% of respondents agreed or strongly agreed that non-instructional staff were well-informed about changes early in the program.

Table 17. Non-Instructional staff survey responses about roles and responsibilities

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
The responsibilities communicated to me align with my actual program responsibilities. (n = 195)	21%	62%	11%	7%
I have the resources, time, and support to fulfill my responsibilities. (n = 194)	20%	53%	16%	11%
Non-instructional staff are working together effectively. (n = 193)	35%	60%	4%	2%
Non-instructional staff have the time, resources, and support to fulfill their responsibilities. (n = 193)	22%	54%	17%	7%
Non-instructional staff are prepared to address unexpected situations. (n = 192)	20%	60%	15%	5%
Non-instructional staff at our site were informed about changes early in the program. (n = 190)	12%	46%	20%	22%

Source: Non-Instructional Staff Summer 2021 Survey administered by ORE, data accessed August 10, 2021

Of the non-instructional staff respondents, 54%-59% disagreed or strongly disagreed that District staff effectively communicated with families about program registration and changes in registration (Table 18). Similarly, 43%-47% of respondents disagreed or strongly disagreed that District staff effectively communicated with families about transportation options or addressed families' concerns or questions. Additionally, 67%-73% of respondents agreed or strongly agreed that families who do not speak English received information in their language of choice, District staff effectively engaged families who do not speak English, and families of students with IEPs felt their students received appropriate support.

Table 18. Non-Instructional staff survey responses about families

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
District staff effectively communicated with families about program registration. (n = 160)	9%	37%	30%	24%
District staff effectively communicated with families about transportation options. (n = 158)	10%	42%	26%	22%
District staff effectively communicated with families about changes in registration. (n = 155)	9%	32%	33%	26%
Staff effectively addressed families' concerns. (n = 157)	13%	43%	27%	17%
Families who do not speak English received information in their language of choice. (n = 126)	8%	65%	21%	6%
Families felt their students were supported in their summer program. (n = 131)	15%	66%	17%	2%
Families of students with IEPs felt their students received appropriate support. (n = 122)	14%	59%	21%	6%
Families of EL students felt their students received appropriate support. (n = 115)	10%	71%	16%	3%
District staff effectively engaged families who do not speak English. (n = 143)	10%	57%	21%	12%

Source: Non-Instructional Staff Summer 2021 Survey administered by ORE, data accessed August 10, 2021

Central Office reported there were enough weeks to plan for summer, but program offices did not have enough staff or daily hours to properly plan or implement and still complete their year-round responsibilities.

ORE emailed the Central Office staff survey to 34 staff members of offices involved in summer programming on August 11 and sent a reminder on August 19. Program office leadership were encouraged to forward the survey invitation to anyone involved in the Summer 2021 Programming. Staff were asked about planning, roles, responsibilities, communication, and recommendations. There were 48 responses to the survey, and it was open from August 11 to August 24, 2021.

Of Central Office staff, 91% of respondents disagreed or strongly disagreed that families received program information in a timely manner, and 60% disagreed or strongly disagreed that families received program information in their preferred language and communication method (Table 19).

Table 19. Central Office staff survey responses about schools and families

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
Families received summer program information in a timely manner. (n = 23)	0%	9%	43%	48%
Families received program information in their preferred language and method of communication. (n = 20)	10%	30%	30%	30%
Once a schedule revision was made for a student, it was communicated quickly to schools. (n = 24)	0%	21%	42%	38%
Once an enrollment revision was made for a student, it was communicated quickly to schools. (n = 25)	0%	28%	40%	32%

Source: Central Office Staff Summer 2021 Survey administered by ORE, data accessed August 25, 2021

Less than half (48%) of staff disagreed or strongly disagreed their office had enough time to plan for summer programming, and 73% disagreed or strongly disagreed that their office had adequate staffing (Table 20). Similarly, 81%-84% disagreed or strongly disagreed that their office effectively communicated with other offices to plan for summer programming and that their office received timely communication about summer roles and responsibilities.

Table 20. Central Office staff survey responses about planning for summer programming

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
Our office had enough time to plan for summer programming. (n = 33)	24%	27%	27%	21%
Our office had adequate staffing to plan for summer programming. (n = 33)	12%	15%	33%	39%
Our office engaged the appropriate stakeholders in planning for summer programming. (n = 31)	6%	16%	42%	35%
All the necessary stakeholders were included in the planning for summer programming. (n = 32)	0%	13%	34%	53%
Our office received timely communication about our roles and responsibilities for summer programming. (n = 33)	3%	15%	45%	36%
Our office communicated effectively with other offices to plan for summer programming. (n = 31)	3%	13%	42%	42%

Source: Central Office Staff Summer 2021 Survey administered by ORE, data accessed August 25, 2021

Of Central Office staff, 74% of respondents disagreed or strongly disagreed they had the resources, time, and support to fulfill their responsibilities for the summer programs, and 85% of staff disagreed or strongly disagreed that they were provided with sufficient notice about any substantial new roles or responsibilities pertaining to summer programs (Table 21).

Table 21. Central Office staff survey responses about roles and responsibilities

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
I was provided with sufficient notice about substantial new roles or responsibilities for summer. (n = 27)	4%	11%	44%	41%
I had the resources, time, and support to fulfill my responsibilities for Summer 2021 Program(s). (n = 27)	0%	26%	41%	33%
I was asked to do work for the Summer 2021 Program(s) that I believe should not have been part of my job responsibilities. (n = 27)	33%	11%	37%	19%
I had adequate time to perform my regular responsibilities in addition to any pertaining to the Summer 2021 Program(s). (n = 27)	4%	37%	30%	30%

Source: Central Office Staff Summer 2021 Survey administered by ORE, data accessed August 25, 2021

RQ 6: What instructional practices were observed?

Program Observations Overview

Between June 30 and August 6, 2021, Assistant Principals, School-Based Teacher Leaders (SBTLs), Central Office staff, the English Learner programming point-person, and Special Education case managers, coordinators, and directors conducted 636 classroom observations of Grades 1-8 programming, ELs Newcomer programming, Credit Recovery/Quarter 5 courses, ESY, Summer Bridge, and the Summer Kindergarten Transition Program. Observers used a checklist to record if, and to what degree, instructional practices and behaviors were taking place in the classrooms.

Of the 635 observations, 53% (338) observations were in ESY classrooms, 27% (171) were in Grades 1-8 classrooms, 13% (80) were in Credit Recovery/Quarter 5 classrooms, and the remaining 7% of observations were in the ELs Newcomer (18), Summer Bridge (16), and the Summer Kindergarten Transition Program (12) classes. Of the 338 ESY observations, 43% were in Autistic Support (147), 21% were in Learning Support (72), 16% were in Life Skills (54), 9% were in Emotional (30), and the remaining 10% of observations were in Multiple Disabilities classrooms, classrooms with multiple support types, and other related services (e.g., Speech/Language, OT).

Abridged Observation Checklist

Check off the Instructional Expectations observed for:
- ELA Instruction, Math Instruction, and Project Based Learning Instruction

Rate the following on a 0 (not at all) to 3 (to a great extent/consistently) scale
- Are the targeted goals for the day presented and referred to as needed to drive instruction?
- Is there evidence of individualization and grouping by student need?
- During instruction, did you observe the teacher providing positive feedback?
- Do teachers create and present schedules to provide predictability for the flow of the day?
- Do staff use transitional warnings as change approaches?
- Are teachers demonstrating multiple means of engagement to increase student interest?
- Are teachers demonstrating multiple means of representation to present information differently?
- Are teachers demonstrating multiple means of assessment for students to express what they know?
- Are teachers matching accommodations that are appropriate for their students' disability type(s) to the technologies and practices to support delivery?
- Are teachers demonstrating collaboration with students and families to better ensure student learning needs are met?

Over 60% of observations included teachers demonstrating multiple means of engagement, representation, and assessment, and over 50% included individualization, schedules, and transitional warnings, as methods of organizing the flow of the day a lot.

Across all programs, 61%-70% of observations included teachers demonstrating multiple means of engagement, representation, and assessment, as well as teachers matching accommodations to their students' needs and demonstrating collaboration a lot of the time (Figure 21).

Figure 21. To what extent are teachers demonstrating aspects of instructional practices?

2%	3%	3%	1%	2%
35%	38%	36%	29%	35%
63%	58%	61%	70%	63%
Are teachers demonstrating multiple means of engagement to increase student interest and motivation? (n = 234)	Are teachers demonstrating multiple means of representation to present information and content differently? (n = 238)	Are teachers demonstrating multiple means of action and assessment for students to express what they know? (n = 225)	Are teachers matching accommodations to their students' disability type(s) to the technologies and practices to support delivery? (n = 243)	Are teachers demonstrating collaboration with students and families to better ensure student learning needs are met? (n = 225)

■ Yes, a lot   ■ Yes, a little   ■ No

Source: Data provided by the Office of Curriculum and Instruction

Across all programs, 50%-58% of observations included individualization, schedules, transitional warnings, and goals/objectives as methods of organizing the flow of the day a lot (Figure 22).

Figure 22. To what extent are teachers demonstrating methods of organizing the day?

21%	9%	4%	6%
29%	39%	40%	36%
50%	52%	56%	58%
Is there evidence of individualization and grouping by student need? (n = 55)	Do teachers create and present schedules to provide predictability for the flow of the day? (n = 544)	Do staff use transitional warnings as change approaches? (n = 523)	Are the targeted goals/objectives for the instructional day presented and referred to as needed to drive instruction? (n = 599)

■ Yes, a lot   ■ Yes, occasionally   ■ No

Source: Data provided by the Office of Curriculum and Instruction

Instructional expectations of time for students to practice foundational skills and develop number sense were observed most often.

The most prevalent ELA instructional expectation that was observed involved time and opportunities for students to practice foundational skills while reading.

ELA instructional expectations were often observed (Figure 23). The most prevalent was *teachers provided ample time and opportunities for students to practice foundational skills while reading text.*

Figure 23. ELA instructional expectations that were observed

Teachers provide ample time and opportunities for students to apply and practice foundational skills both while reading text	Students are engaged in reading and/or writing as a response to reading.	Students are engaged in either oral reading or listening to (i.e. shared reading or read aloud) complex grade level text.	Students are engaged in discourse, either in whole or small group, about text that promotes academic vocabulary.	Questions and responses require evidence from the text that promote analysis.	Supports for ELs and students with IEP promote access to grade level content.
24%	19%	19%	15%	11%	7%

Source: Data provided by the Office of Curriculum and Instruction

How to read this figure: This figure presents the percentages of instructional expectations observed in all observations. For example, 19% of observations that included ELA instructional expectations included the instruction expectation of *students are engaged in reading and/or writing as a response to reading*.

Note: ELA instructional practices were observed 1027 times, including multiple times within the same observation.

The most prevalent math instructional expectation that was observed were opportunities to develop number sense.

Math instructional expectations were often observed (Figure 24). The most prevalent was *Students have opportunities to engage in activities that support the development of their number sense.*

Figure 24. Math instructional expectations that were observed

Students have opportunities to engage in activities that support the development of their number sense	Students are encouraged to show their thinking by drawing models, pictures and using manipulatives.	Students are engaged in similar real-world scenario/topics with a focus on making sense of the problem.	Students are engaging in meaningful mathematical discourse in both the whole group and small group.	Students thinking is made visible by charting their responses on a virtual whiteboard tool or classroom anchor chart.	Evidence of supports for ELs and students with IEP to promote access to grade level content.
28%	22%	15%	14%	11%	6%

Source: Data provided by the Office of Curriculum and Instruction

How to read this figure: This figure presents the percentages of instructional expectations observed.

Note: Math instructional practices were observed 483 times.

The most prevalent project-based learning expectation that was observed were that students were on-task.

Across all observations, project-based learning expectations were observed (Figure 25). The most prevalent was *Students are on-task and appear to be invested in their work.*

Figure 25. Project-based learning expectations that were observed

26%	Students are on-task and appear to be invested in their work.
14%	Students are able to describe the project task and their connection to it.
14%	Students have choice in how to respond to the project prompt.
13%	Students are managing time expectations for the project.
12%	Students are collaborating and each student understand their role in completing the task
9%	Students are working on responses/ projects that are open-ended and reflect individual ideas.
8%	Students are using reading, writing, and listening, and speaking skills to present their projects to the teacher/class.

Source: Data provided by the Office of Curriculum and Instruction

How to read this figure: This figure presents the percentages of instructional expectations observed.

Note: Project-based learning expectations were observed 380 times.

The most prevalent evidence to allow for expression of needs and wants that was observed were caregiver or special education assistant support.

Across all observations, evidence for different types of expressions of needs and wants were often observed (Figure 26). The most prevalent was *Caregivers/special education assistant support*, whereas the least prevalent was *Typing into the chat box.*

Figure 26. Evidence of allowing for expression of needs and wants
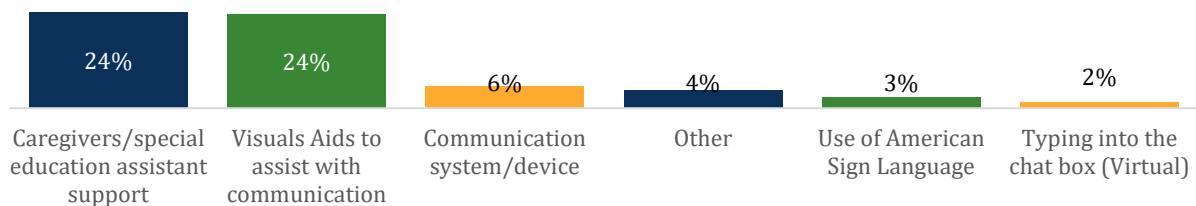
24%	Caregivers/special education assistant support
24%	Visuals Aids to assist with communication
6%	Communication system/device
4%	Other
3%	Use of American Sign Language
2%	Typing into the chat box (Virtual)

Source: Data provided by the Office of Curriculum and Instruction

How to read this figure: This figure presents the percentages of evidence of allowing for expressing needs and wants observed across all observations. For example, 24% of all observations that had the opportunity to observe evidence for allowing for expression of needs and wants included needs and wants via *caregivers/special education assistant support.*

Note: Evidence of allowing for expressing of needs and wants were observed 239 times.

RQ 7: What challenges and successes did students, families, and staff experience during summer programming?

In the student, family, and staff surveys, respondents were asked to describe the successes and challenges they experienced in their summer programming.

Student successes and challenges

Students were asked to describe one thing they really liked about their program.

Across all programs, students overall liked the programming, their teachers, and being in person with friends.

Students liked their teachers (n = 192) and being with friends (n = 100). Additionally, students liked that they learned new things and improved their skills (n = 76) and that the programs were short or went by quickly (n = 58). Similarly, students also thought the program was fun (n = 36) and the program was not very hard (n = 28).

Students also thought their program was fun and was not very challenging, but left negative comments about commuting, the food, and the classroom temperature.

Students who answered this question did not like going to school, waking up early for school, or completing work in the summer (n = 145). Some students described issues with commuting to their summer site (n = 48), the food (n = 45), and other students (n = 35). Some students also reported not enjoying the hot (or too cold) classrooms (n = 31).

Students suggested improving the summer with more fun activities and less disorganization.

Students were asked to describe one way to make this summer program better for students.

Students suggested: Including less work and including more fun activities (n = 143), having more staff and/or better organization (n = 65), better food or lunch arrangements (n = 44), and better air-conditioning (n = 17), as well as resolving/avoiding scheduling issues (n = 18).

Family successes and challenges

Many families expressed concern about not receiving timely or useful communication, schools feeling unprepared, and unreliable transportation.

Many families who responded to this question indicated that they struggled to get in touch with school staff, felt that changes were not communicated to them, and felt the schools were not prepared for programs (n = 161). Some families were not confident their students were learning; they also wanted communication between families and teachers about students' ongoing academic

progress, more of an instruction and academics focus, a change in instructional focus, and instruction appropriate for their students' learning level (n = 95).

Additionally, families reported challenges with arranging transportation, unreliable busing, a lack of transportation updates, and other insurmountable challenges related to travel between the program and home (n = 91). Families with transportation arranged by the District described that the buses that were expected to pick up their student were frequently late or did not show up at all (n = 13). Families reported that either the pickup location or the site of the summer program was far away from their home or difficult to access (n = 44).

Some families were not satisfied with supports for students with special needs (n = 30) and families were concerned about a lack of adherence to COVID-19 safety protocols (n = 27). Other families had negative interactions with school staff or noticed a lack of staffing or properly trained staff (n = 30). Fewer families had concerns about bullying and/or safety (n = 7), and concerns that their students were without A/C or spent too much time outside in the heat (n = 6).

Families were grateful to teachers and the opportunity to send their students back to school in person for the summer.

Generally, families reported they were satisfied with their overall experience, were appreciative of the teachers, were grateful they could send their students to school, would have preferred if the program was longer, and hoped the program will be offered next summer (n = 63).

Families provided recommendations to increase communication and positive family experiences, such as open houses, early communication, and non-traditional educational experiences.

Additionally, families suggested ways to improve the experience for families (n = 86), including consistent and early communication, meeting staff (like an open house), receiving a schedule early on, and assigning students to summer sites closer to their homes. Families also offered a mixture of recommendations for improving the summer experience for students, with some families wanting the summer to feel more like a rigorous school year to make up for learning loss during virtual/hybrid school, and some recommending that the summer should be an open opportunity to learn outside the traditional classroom, and recommending additional trips, activities, or outdoor time (n = 28).

Staff successes and challenges

Because respondents had multiple opportunities to provide feedback within and across surveys, the counts reflect the number of responses across all open-ended questions. There were 3,158 open-ended responses across all four surveys:

- 473 respondents on the **Professional Development (PD)** survey provided 663 comments
- 661 respondents on the **Instructional Staff** survey provided 1,570 comments
- 220 respondents on the **Non-Instructional Staff** survey provided 765 comments
- 48 respondents on the **Central Office Staff** survey provided 160 comments

The following paragraphs summarize common responses to open-ended questions on the Professional Development (PD) survey, Instructional Staff survey, Non-Instructional Staff survey, and Central Office Staff survey because 1) respondents answered multiple open-ended questions by discussing the same topic, even when the topic was not relevant to the question, and 2) respondents described similar successes and challenges across the surveys.

Respondents explained that although the PD instructors were knowledgeable, the PD sessions were not very applicable to their students.

Respondents described they felt PD was disorganized, in terms of communication, assignments (teaching and room assignments), which sessions they should attend, and there not being enough sessions for all to attend (n = 82).

Respondents expressed they needed to know the program, course, and/or student population they were teaching/supporting in order to sign up for the correct/relevant PDs. Many staff did not know their teaching assignment prior to PD registration, or their assignment was switched after PD or after PD registration (n = 81). Respondents explained that although the PD instructors were knowledgeable, the PD sessions were not very useful, either because the sessions were repeats of prior PD or were not relevant for their summer program student population (n = 52).

Some respondents reported that they did not feel properly trained and/or prepared for the program or the types of students they were working with (n = 34). Respondents expressed they should have received the instructional materials during PD week in order to use the materials during the relevant PD as intended (n = 32).

Organizational and implementation challenges included late or missing materials, schedule changes, and staff overworked or unable to fulfill all the program needs.

More than 500 respondents reported that classroom/site materials did not arrive, arrived late, or were never ordered (n = 530). This resulted in students using materials that were not appropriate for their learning levels or having minimal learning materials and supplies. This also included staff purchasing their own or students not having materials or supplies.

Respondents expressed frustration over the disorganization and implementation of summer programs in general (n = 218). Specific concerns included:

- The need for better organization specifically around student roster changes, schedule changes, and staff assignments (n = 94).
- Insufficient staffing and or staffing that did not meet the needs of the larger than expected student enrollment made their day-to-day more difficult than during the school year or previous summers (n = 66).
- Workloads were too great, the responsibilities assigned to them for summer were unrelated to the job they have during the school year or were supposed to have during the summer, or not enough staff were available to fulfill all needs in the summer programs (n = 34).

Communication and organizational challenges included issues with late or incorrect paychecks, unreliable transportation, and inconsistent communication and updates to staff and families.

About 100 respondents additionally described issues with not being paid for the summer, being paid after the summer program ended, not paid enough for the hours and amount of work, late paychecks, or incorrect paychecks (n = 94).

Nearly 400 respondents expressed frustration over the lack of communication throughout program implementation (n = 391). Specific concerns included:

- Lack of communication to staff about updates throughout the program or information sharing across programs or sites (n = 65).
- Inconsistent communication to families in relation to changes in transportation, registration, and program information before and during the program (n = 184).
- Transportation issues related to schedules, no one to answer questions, coordination, and distance between students' homes and sites (n = 32).

Instructional challenges included concern that the curriculum was not appropriate for their students, and difficulties implementing the curriculum.

Some respondents expressed concern that the curriculum was not a good instructional fit for students, sometimes because skill levels varied within classrooms, and sometimes because students were prepared for a curriculum a grade level lower (n = 98). Respondents commented that low student attendance impacted the effectiveness of the summer programs (n = 45). Respondents were frustrated by the lack of Student Information Systems (SIS), Easy IEP, and Compass access, which made it difficult to adequately support students and staff (n = 63).

Other respondents reported that because most instructional materials were digital, students not having or not bringing a Chromebook made instruction difficult (n = 32). Respondents indicated how there was no support for technology issues or support for students who were moved to virtual learning due to understaffing, and could not log onto their virtual program (n = 30). Additionally, respondents highlighted challenges specific to the ESY program and reported a lack of support for students with special needs in comparison with prior summers (n = 25).

Facilities and safety concerns listed COVID-19 protocol adherence, state of facilities, and understaffing contributions to student and staff safety.

Respondents expressed concerns about COVID-19 exposure, confusion over safety protocols, and lack of adherence to COVID-19 safety protocols (n = 68).

Over 150 respondents described various facility issues (n = 152):

- Problems with building or classroom temperature, often with insufficient, broken, or no air conditioning, or not being able to open windows, but sometimes due to air conditioning that was too cold or leaking condensation on the floor (n = 46).

- Water fountains were often broken or disabled (likely due to COVID-19 safety protocols), however, when hydration stations were provided they could only be used with water bottles, which students did not have (n = 32).
- Lack of access to staff bathrooms, clean bathrooms, or private workspaces (n = 20).
- Buildings and classrooms were not cleaned or sanitized daily (n = 18).
- There was little reliable parking, and teachers were getting parking tickets (n = 18).
- Respondents felt much confusion was due to too many programs being in one building, whereas in previous summers, specific buildings hosted one or a few programs (n = 18).

Respondents valued the opportunity to support students.

Many respondents valued the opportunity to provide academic support to students and help them succeed as a result of the program (n = 184), and to provide them with positive social experiences in school (n = 51). Other respondents commented that they enjoyed working with dedicated staff to support students during the summer program (n = 124). Similarly, respondents expressed feeling positive working in person with new students and staff again (n = 124). Some respondents expressed feeling positive when students were actively engaged in the program (n = 59). Respondents valued the opportunity to provide support to families (n = 25).

Overall successes and challenges

The successes of the summer programs are drawn from the adversities and challenges faced by staff, students, and parents.

Successes included over 8,000 credits recovered and grades improved by high schoolers, and nearly 6,000 students attending summer programs for 75%+ days.

Over 8,000 credits were recovered and grades were improved for high school students this summer. Nearly 400 of these credits were recovered and grades were improved for graduating students, who without the summer program, would not have graduated. Additionally, 5,964 students attended at least one summer program for 75% or more of days, meaning nearly 6,000 students received academic and social support.

Families were happy to have their students back in the school environment, socializing, and working closely with instructional staff again. Students were similarly happy to be with their friends and teachers, although they described typical angst, such as not wanting to attend school in the summer, even if it's fun, not challenging, and went by quickly.

Staff were thrilled to be in person and have the opportunity to engage students and work with their coworkers in person again. Staff felt it was important to support students who had experienced learning loss due to virtual and hybrid learning, particularly high school students that needed to attend summer programming in order to graduate. Staff expressed they wanted to do all they could for these students and were grateful for their coworkers taking on the initiative of managing challenges. Central Office staff in particular, but instructional and non-instructional staff as well, described many opportunities in which they took on new roles or jumped into a challenge in order to provide support for students, families, and their coworkers.

Challenges included understaffing, high rates of late student enrollment, curriculum mismatch to student need, communication, and other facilities, staffing, and socio-emotional adjustments back to full-scale in person teaching/learning.

Staff described a myriad of challenges that are concentrated under staffing shortages. Central Office staff who organized and planned for summer programming highlighted how even though they started planning for summer at the right time, staffing shortages in the program offices resulted in not having enough hours in the day or staff in the office to adequately plan for summer and still complete their other high priority District responsibilities.

In an effort to not turn away students who would benefit from summer programming because of learning loss or socioemotional challenges due to the COVID-19 pandemic, SDP allowed large numbers of students to register for summer long after the registration deadlines. This resulted in rushed reassignments of instructional and non-instructional staff and redesigned student rosters to accommodate and better organize the student population. According to the open-ended comments on the surveys, this resulted in students and staff being assigned to summer sites they did not prefer, staff supporting populations they were not familiar with or took PD to support, and students dropping out of the summer programming because the summer site was too far or their bus was not picking them up.

After over a year of virtual and hybrid learning, it was challenging for teachers to determine the instructional levels of their students. Staff felt the curriculum was too difficult or inappropriate for their students, and their students needed curriculum to better build foundation skills, which may not have been developed during virtual or hybrid school.

The Global Context

The universal impacts of the COVID-19 pandemic on supply chain disruptions and staffing shortages affected SDP as much as other national and international communities.[22] All sectors are impacted by these disruptions, including industries that produce and ship critical teaching materials, such as computers[23] and books[24]. Global reporting has indicated that workforces, education in particular, are choosing not to return their jobs in person due to safety concerns, increased workloads, and workers feeling unsupported resulting in staffing shortages.[25] Even the transportation staffing storages at SDP are being observed at the national level.[26]

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[22] www.npr.org/2021/09/28/1041103171/the-global-supply-chain-is-still-a-mess-when-will-it-get-better
[23] www.wbur.org/onpoint/2021/10/04/what-americas-supply-chain-shortages-mean-for-your-buying-from-phones-to-cars
[24] www.npr.org/2021/10/04/1043145212/supply-chain-issues-are-slowing-the-production-of-books-ahead-of-the-holidays
[25] www.bbc.com/worklife/article/20210629-the-great-resignation-how-employers-drove-workers-to-quit
[26] www.npr.org/sections/back-to-school-live-updates/2021/09/01/1032953269/national-survey-finds-severe-and-desperate-school-bus-driver-shortage

Staff described their desire to support students and coworkers, and frustration in inconsistent and evolving policies, rosters, and communications that limited their ability to help avoid problems or ease the transition for students, family, and their coworkers back to in person learning. For example, school counselors not having access to the Student Information System limited the ways staff could support each other, attempt to solve problems with rosters or transportation, and generally support students.

Overall, staff expressed a belief that schools physically were not prepared for summer programming after many months of schools not being open to students at all or in typical numbers. Specific examples noted by staff include: the lack of instructional supplies, technology or technology support, disinfecting supplies, functional hydration stations, and access to staff bathrooms. This, compounded with negative experiences with school and district administrators, resulted in staff feeling disrespected and not valued for the time and energy they were putting into educating and supporting students after months of not being in school full time.

Recommendations

- Increase communication and positive family experiences, including assigning students to summer sites closer to their homes, families meeting teachers during an open house like event, and updates on student progress.
- Improve the summer experience for students by making it feel more like a rigorous school year to make up for learning loss during virtual/hybrid school, and an open opportunity to learn outside the traditional classroom.
- Ensure that recurring planning meetings include stakeholders from all relevant program offices and experts or experienced summer staff, and that offices are fully engaged in their responsibilities and held accountable for their actions or decisions.
- Organize policy communications, procedure manuals, and information about students and instructional staff in a central database in order for staff at any program site to have the same, accurate information on policies, rosters, etc., and can support students and staff.
- Anticipate high enrollment rates and staffing shortages, and create contingency plans that limit Central Office staff being treated as coverage, leaving them unable to complete their administrative responsibilities supporting program implementation.
- Plan for additional support staff, such as ESY coordinators, and PD for support staff on how to interact with students and support other staff, which are necessary to a well-run site.
- Provide more accurate and transparent communication to families and staff, limit the number of programs in one building, and assign staff to roles that align with their expertise.
- Summer program sites should house a minimal number of programs to prevent confusion between programs, and should be distributed throughout Philadelphia to allow students and staff to attend programs near their neighborhoods.

Appendix A: Enrollment and Attendance

Table A1. Overview of the number of students who enrolled, attended at least one day, and attended 75%-100% of program or course days by 2021-22 grade level

Summer Program	2021-22 Grade Level	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
Grades 1-8	1	409	388	95%	261	67%
	2	465	401	86%	275	69%
	3	483	418	87%	266	64%
	4	418	362	87%	242	67%
	5	387	325	84%	191	59%
	6	394	336	85%	231	69%
	7	240	221	92%	106	48%
	8	216	160	74%	90	56%
Newcomer Grades 1-8	1	205	178	87%	64	36%
	2	228	185	81%	61	33%
	3	191	133	70%	32	24%
	4	147	91	62%	27	30%
	5	167	144	86%	43	30%
	6	137	103	75%	29	28%
	7	152	129	85%	44	34%
	8	140	109	78%	38	35%
Credit Recovery	10	495	242	49%	72	30%
	11	689	307	45%	88	29%
	12	451	243	54%	81	33%
	Graduating	228	167	73%	88	53%
Q5 In Person	10	3,147	2,397	76%	740	31%
	11	2,490	1,802	72%	616	34%
	12	1,870	1,455	78%	507	35%
	Graduating	1,267	981	77%	403	41%
Q5 Virtual	10	211	207	98%	90	43%
	11	316	310	98%	114	37%
	12	310	304	98%	97	32%
	Graduating	191	186	97%	74	40%
ESY In Person	1	147	131	89%	81	62%
	2	224	191	85%	105	55%
	3	242	203	84%	94	46%
	4	294	243	83%	119	49%
	5	324	271	84%	131	48%
	6	332	277	83%	141	51%
	7	257	213	83%	103	48%
	8	203	169	83%	96	57%
	9	217	174	80%	84	48%
	10	228	185	81%	60	32%

Summer Program	2021-22 Grade Level	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
	11	187	161	86%	64	40%
	12	197	159	81%	68	43%
	12+	193	142	74%	66	46%
ESY Virtual	1	46	44	96%	27	61%
	2	108	97	90%	42	43%
	3	111	101	91%	59	58%
	4	151	131	87%	70	53%
	5	182	147	81%	82	56%
	6	160	125	78%	67	54%
	7	173	150	87%	82	55%
	8	152	142	93%	76	54%
	9	131	125	95%	64	51%
	10	60	53	88%	29	55%
	11	46	42	91%	24	57%
	12	48	40	83%	18	45%
	12+	51	47	92%	17	36%

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed August 13, 2021

How to read this table: The # column under the Attended 1%-100% of days header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of ESY Virtual students in 2nd grade who attended 1%-100% of days, multiply 108 by 90% to get 97 students. The # column under the Attended 75%-100% of days header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75%-100% divided by the number of students who attended 1%-100% of days. For example, to calculate the number of ESY Virtual students in 2nd grade who attended 75%-100% of days, multiply 97 by 43% to get 42 students.

Table A2. Overview of the number of students who enrolled, attended at least one day, and attended 75%-100% of program or course days by 2020-21 Learning Network

Summer Program	2020-21 Learning Network	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
Grades 1-8	Learning Network 1	15	13	87%	7	54%
	Learning Network 2	233	216	93%	118	55%
	Learning Network 3	182	158	87%	71	45%
	Learning Network 5	208	172	83%	72	42%
	Learning Network 6	73	62	85%	47	76%
	Learning Network 7	193	176	91%	135	77%
	Learning Network 8	599	539	90%	456	85%
	Learning Network 9	643	546	85%	410	75%

Summer Program	2020-21 Learning Network	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
	Learning Network 10	186	179	96%	76	42%
	Learning Network 11	311	229	74%	66	29%
	Learning Network 12	151	130	86%	98	75%
	Acceleration Network	159	134	84%	68	51%
	Innovation Network	19	16	84%	10	63%
Newcomer Grades 1-8	Learning Network 1	31	26	84%	8	31%
	Learning Network 2	194	155	80%	56	36%
	Learning Network 3	92	75	82%	22	29%
	Learning Network 5	62	42	68%	9	21%
	Learning Network 6	360	271	75%	96	35%
	Learning Network 7	131	112	85%	31	28%
	Learning Network 8	33	29	88%	12	41%
	Learning Network 9	15	14	93%	4	29%
	Learning Network 10	121	98	81%	23	23%
	Learning Network 11	92	67	73%	12	18%
	Learning Network 12	69	54	78%	20	37%
	Acceleration Network	118	86	73%	27	31%
	Innovation Network	41	35	85%	15	43%
Credit Recovery	Learning Network 1	315	219	70%	144	66%
	Learning Network 4	498	257	52%	80	31%
	Learning Network 13	611	303	50%	56	18%
	Innovation Network	448	191	43%	59	31%
Q5 In Person	Learning Network 1	2,413	1,963	81%	1,079	55%
	Learning Network 4	2,831	2,248	79%	539	24%
	Learning Network 13	2,292	1,374	60%	362	26%
	Innovation Network	1,234	1,046	85%	286	27%
Q5 Virtual	Learning Network 1	283	280	99%	140	50%
	Learning Network 4	573	564	98%	177	31%
	Learning Network 13	81	79	98%	44	56%
	Innovation Network	91	84	92%	14	17%
ESY In Person	Learning Network 1	117	103	88%	40	39%
	Learning Network 2	263	199	76%	55	28%
	Learning Network 3	151	126	83%	63	50%
	Learning Network 4	300	272	91%	110	40%
	Learning Network 5	194	160	82%	55	34%
	Learning Network 6	180	116	64%	52	45%
	Learning Network 7	175	145	83%	81	56%
	Learning Network 8	289	285	99%	207	73%
	Learning Network 9	242	238	98%	167	70%
	Learning Network 10	192	143	74%	59	41%

Summer Program	2020-21 Learning Network	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
	Learning Network 11	127	116	91%	57	49%
	Learning Network 12	189	152	80%	75	49%
	Learning Network 13	321	215	67%	87	40%
	Acceleration Network	205	160	78%	70	44%
	Innovation Network	84	73	87%	29	40%
ESY Virtual	Learning Network 1	30	25	83%	9	36%
	Learning Network 2	119	110	92%	20	18%
	Learning Network 3	81	80	99%	72	90%
	Learning Network 4	47	45	96%	42	93%
	Learning Network 5	142	131	92%	89	68%
	Learning Network 6	121	84	69%	22	26%
	Learning Network 7	82	68	83%	35	51%
	Learning Network 8	61	61	100%	52	85%
	Learning Network 9	90	89	99%	69	78%
	Learning Network 10	74	67	91%	23	34%
	Learning Network 11	104	99	95%	59	60%
	Learning Network 12	122	95	78%	61	64%
	Learning Network 13	110	94	85%	24	26%
	Acceleration Network	186	152	82%	58	38%
	Innovation Network	49	43	88%	21	49%

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed August 13, 2021

How to read this table: The # column under the Attended 1%-100% of days header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of ESY Virtual students in Network 5 who attended 1%-100% of days, multiply 142 by 92% to get 131 students. The # column under the Attended 75%-100% of days header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75%-100% divided by the number of students who attended 1%-100% of days. For example, to calculate the number of ESY Virtual students in Network 5 who attended 75%-100% of days, multiply 131 by 68% to get 89 students.

Table A3. Overview of the number of students who enrolled, attended at least one day, and attended 75%-100% of program or course days by summer program site

Summer Program	Summer Site	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
Grades 1-8	Bridesburg ES	419	234	56%	83	35%
	De Burgos, Julia ES	111	111	100%	45	41%
	Dick, William ES	244	138	57%	22	16%

Summer Program	Summer Site	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
	Farrell, Louis H. ES	475	475	100%	468	99%
	Gompers, Samuel ES	197	197	100%	187	95%
	Hunter, William H. ES	135	90	67%	34	38%
	Lawton, Henry W. ES	278	234	84%	64	27%
	Mayfair ES	634	634	100%	621	98%
	McDaniel, Delaplaine ES	315	315	100%	116	37%
	Overbrook Ed. Center	184	161	88%	30	19%
Newcomer Grades 1-8	Hancock Demonstration ES	48	48	100%	25	52%
	Kelly, John B. ES	151	142	94%	42	30%
	Locke, Alain ES	164	113	69%	34	30%
	McDaniel, Delaplaine ES	131	121	92%	26	21%
	Parkway NW	305	200	66%	50	25%
	Shawmont ES	212	162	76%	57	35%
	SLAMS-Powel	254	195	77%	80	41%
	Edison, Thomas A. HS	82	81	99%	25	31%
Summer Bridge	Fels, Samuel S. HS	70	70	100%	33	47%
	HS of the Future	21	21	100%	20	95%
	Kensington CAPA HS	46	45	98%	35	78%
	Academy at Palumbo	79	37	47%	21	57%
Credit Recovery	Central HS	188	166	88%	123	74%
	Edison, Thomas A. HS	387	188	49%	25	13%
	Fels, Samuel S. HS	458	245	53%	111	45%
	Kensington CAPA HS	547	187	34%	47	25%
	Overbrook HS	205	144	70%	45	31%
	Academy at Palumbo	590	300	51%	197	66%
Q5 In Person	Central HS	1,576	1,097	70%	479	44%
	Edison, Thomas A. HS	1,391	1,089	78%	158	15%
	Fels, Samuel S. HS	2,212	1,644	74%	641	39%
	HS of the Future	961	850	88%	224	26%
	King, Martin L. HS	922	913	99%	349	38%
	Overbrook HS	222	195	88%	47	24%
	South Philadelphia HS	553	219	40%	103	47%
	West Philadelphia HS	344	325	94%	66	20%
ESY In Person	De Burgos, Julia ES	228	228	100%	155	68%
	Farrell, Louis H. ES	133	132	99%	72	55%
	Fels, Samuel S. HS	228	228	100%	50	22%
	Hancock Demonstration ES	123	123	100%	102	83%
	Hunter, William H. ES	231	231	100%	110	48%
	Kelly, John B. ES	355	208	59%	72	35%
	Kensington CAPA HS	104	104	100%	103	99%

Summer Program	Summer Site	Number of students enrolled	Attended 1%-100% days		Attended 75%-100% days	
			#	%	#	%
	King, Martin L. HS	187	155	83%	41	26%
	Lawton, Henry W. ES	203	203	100%	60	30%
	Locke, Alain ES	308	246	80%	36	15%
	Mayfair ES	318	311	98%	282	91%
	SLAMS-Powel	305	177	58%	66	37%
	West Philadelphia HS	167	95	57%	35	37%

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Qlik L1 Summer Program Attendance, data accessed August 13, 2021; Qlik Total Student Enrollment Yearly, data accessed August 13, 2021

How to read this table: The # column under the Attended 1%-100% of days header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of ESY Virtual students at MLK who attended 1%-100% of days, multiply 187 by 9283 to get 155 students. The # column under the Attended 75%-100% of days header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75%-100% divided by the number of students who attended 1%-100% of days. For example, to calculate the number of ESY Virtual students at MLK who attended 75%-100% of days, multiply 155 by 26% to get 41 students.

Appendix B: Quarter 5 Grade Improvement and Credit Recovery

There was variation in the percentage of grades improved and credits recovered by 2020-21 Learning Network for students who had two or fewer absences, however, the patterns were not consistent across programs.

Higher percentages of credits were recovered in CR In Person (79%) by students who attended the Innovation Network in 2020-21 than students who attended other Learning Networks (Figure B1). Higher percentages of grades were improved in Q5 Virtual (74%-77%) by students who attended Learning Network 13 and the Innovation Network in 2020-21 than students who attended other Learning Networks. There were small differences in the percentages of grades improved in Q5 by Learning Network.

Figure B1. The percentage of credits recovered and grades improved by summer program by 2020-21 Learning Network for students who were absent for two or fewer days
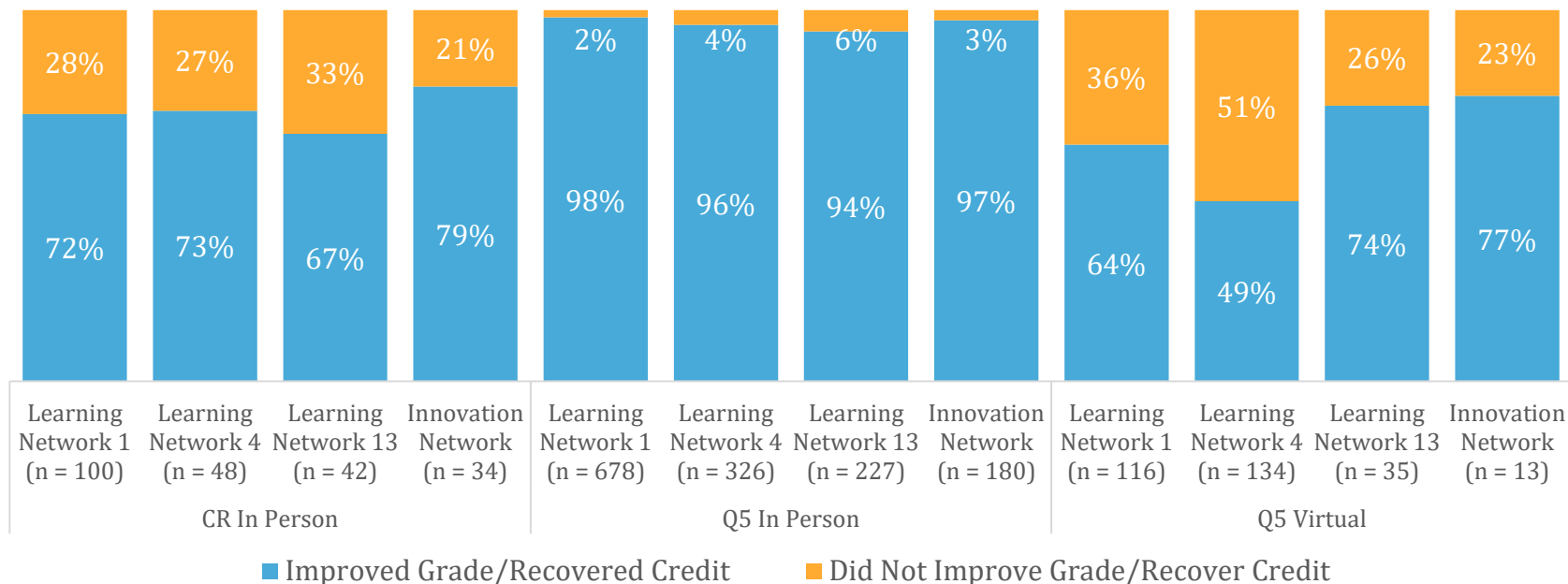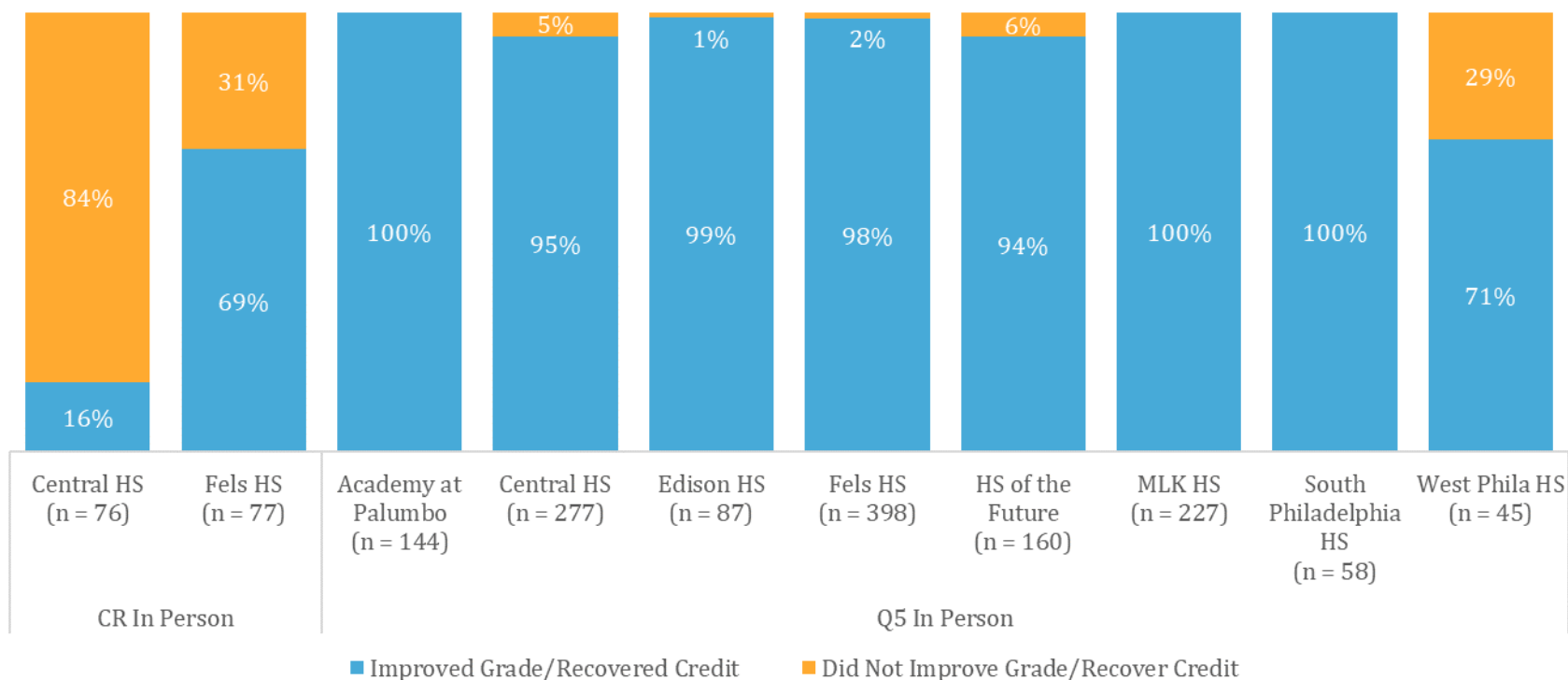

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021

Note: Only Learning Networks with high schools are included in this analysis

There was some variation in the percentage of grades improved and credits recovered for students who had two or fewer absences by the summer site.

Higher percentages of credits were recovered at Fels (69%) for the summer than Central (16%) (Figure B2). A lower percentage of grades were improved for students attending West Philadelphia (71%) for the summer than other summer sites.

Figure B2. The percentage of credits recovered and grades improved by summer program and program site for students who were absent for two or fewer days

Source: Qlik L1 Summer Program Schedule, data accessed August 16, 2021; Summer 2021 final grades file provided by The Office of the Chief of Schools, data accessed August 19, 2021

Note: Sites with fewer than 20 students in the analyses are excluded from the figure