



THE SCHOOL DISTRICT OF  
PHILADELPHIA

## Summer Programs 2024:

### A summary of offerings, attendance, survey results, and recommendations

#### Key findings:

- During Summer 2024, nearly 18,000 students were enrolled in one of 13 different summer programs. Over 13,000 students attended a program for at least one day, and nearly 8,500 students attended a summer program for 75% or more of days they were enrolled. Over 6,500 attended for 75% or more of the total program days.
- Over 300 Summer School students graduated, and over 2,000 Summer School students recovered credits. Students who attended the Summer Achievers program did not have as much summer learning loss in math compared to their peers as measured by students who had both Spring to Fall Star Math performance results. The same was not true for Star Reading.
- Summer program staff generally reported satisfaction with the PD, curriculum, materials, leadership, and facilities. Those who were not satisfied had suggestions, including for strengthening curriculum, providing additional materials, or improving facilities.
- Staff reported they could support the students on their roster, although some ESY staff asked for additional support staff, and some Summer School staff asked for additional climate staff.
- Students reported that they generally enjoyed their summer program, that they learned new things, felt cared for, and that they will do better in the fall because of their summer program. Students also suggested improvements, including more enrichment activities, better food, and schedule changes.
- Families reported that they were pleased with the program overall, their student's academic and social experience, the registration process, and the travel to their student's program site. Respondents also made suggestions for improvements on topics such as communication and scheduling.

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## Contents

Summer Programming in 2024 .....	9
Extended School Year (ESY).....	9
Summer School (formerly Credit Recovery).....	9
Summer Achievers .....	10
Summer Kindergarten Transition Program (SKTP).....	10
Career and Technical Education (CTE) Summer Employment and Enrichment .....	10
Newcomer Academy (Elementary).....	10
Newcomer Academy (High School).....	11
Summer Drumline .....	11
CTE Middle School Summer Camp .....	11
All City Orchestra Summer Academy (ACOSA).....	11
Young Entrepreneurs.....	11
CareerPrep at 440 .....	11
StartUp EDU.....	12
Research questions and data sources .....	12
Research Questions.....	12
Data Sources and Analytic Methods.....	12
Administrative Data.....	12
Outcome Data .....	13
Survey Data .....	13
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?.....	14
Enrollment & Attendance: 17,818 students were enrolled across 13 summer programs. 13,380 students attended a summer program for at least one day, and 8,495 students attended for 75% or more of the days for which they were enrolled. 6,603 attended for 75% or more of total program days.....	14
District-wide enrollment and attendance.....	14
District-wide enrollment and attendance by student group .....	14
Student enrollment and attendance by summer program .....	17
Student enrollment and attendance by student group <i>within</i> each summer program.....	20
Student enrollment and attendance by grade level <i>within</i> each summer program.....	25
RQ 2: For Summer School and Summer Achievers, what academic outcomes were observed? .....	29

Summer School: After attending Summer School, over 300 Summer School students graduated, and over 2,000 Summer School students recovered credits..... 29

Summer School Credits Earned ..... 29

Summer Achievers: Students who attended the Summer Achievers program did not have as much summer learning loss in math compared to their peers as measured by Spring to Fall Star Math performance..... 30

Star Assessments ..... 30

RQ 3: What were staff experiences during summer programming? ..... 34

Summer program staff generally reported satisfaction with the professional development (PD) offered, as well as the curriculum, materials, leadership, and facilities. Those who were not satisfied had suggestions for strengthening curriculum, providing additional materials, or improving facilities. Staff also reported they could support the students on their roster, although some ESY staff asked for additional support staff, and some Summer School staff asked for additional climate staff..... 34

    Staff survey respondents, by program ..... 34

    Staff survey respondents, by role ..... 35

    Staff survey respondents, by grade band served ..... 36

Staff survey responses ..... 36

    Job opportunities and application ..... 36

    Professional Development ..... 37

    Supporting students ..... 39

    Accessing information ..... 41

    Access to materials, adapting materials, and planning time ..... 43

    Communicating with families ..... 45

    Instruction and monitoring of student progress ..... 47

    Accommodating students’ needs ..... 48

    Leadership support ..... 51

    Buildings, facilities, and safety ..... 52

    Restrooms, cleanliness and hydration stations ..... 53

    Payroll, other concerns ..... 55

Additional Open-Ended Responses on the Staff Survey ..... 55

    Schedule ..... 55

    Sites ..... 56

    Transportation ..... 56

    Registration and Rostering ..... 56

Enrichment.....	56
Food.....	57
RQ 4: Did students enjoy the summer programs and find them beneficial? .....	57
Students reported that they generally enjoyed their summer program, that they learned new things, felt cared for, and that they will do better in the fall because of their summer program. Students also suggested improvements, including more enrichment activities, better food, and schedule changes. ....	57
Student respondents, by 2024 summer program .....	57
Student respondents, by 2024-25 grade level.....	58
Student Survey responses.....	59
Program enjoyment.....	59
Open-ended item: What was your favorite thing about the summer program? .....	60
General experience in their summer program .....	62
Social-emotional learning.....	62
Traveling to and from their program .....	63
Learning and skill development .....	64
Adults in their program.....	65
Open-ended item: What was one thing you would change about the summer program? .....	66
RQ 5: Did families find the summer programs beneficial? .....	68
Families reported that they were pleased with the program overall, their student’s academic and social experience, the registration process, and the travel to their student’s program site. Respondents also made suggestions for improvements on topics such as communication and scheduling.....	68
Family respondents, by their student’s summer program .....	68
Family respondents, by their student’s 2024-25 grade level.....	69
Family Survey responses.....	70
Program attendance .....	70
Travel time.....	71
Travel ease and safety.....	72
Program registration.....	72
Program’s general characteristics .....	73
Communication and respect.....	73
Student learning .....	74
Peer relationships.....	74
Overall program satisfaction.....	75

Open-ended item: How can the summer program be improved for students next summer? .....	75
Summary .....	79
Recommendations.....	80
Appendix A: Survey Administration and Analysis .....	82
Appendix B: Counts of Codes Applied to Open-Ended Questions on the Staff Survey .....	85
Appendix C: Counts of Codes Applied to Open-Ended Questions on the Student Survey .....	86
Appendix D: Counts of Codes Applied to the Open-Ended Question on the Family Survey .....	88
Appendix E: Summer School Credits Earned .....	89

## Tables

Table 1. Summer 2024 overview of the number and percentage of students by race/ethnicity who enrolled, attended at least one day, attended 75% or more of days enrolled, and attended 75% or more of total program days.....	15
Table 2. Summer 2024 overview of the number and percentage of students by student characteristic who enrolled, attended at least one day, and attended 75% or more of days enrolled, and attended 75% or more of total program days .....	16
Table 3. Summer 2024 overview by program of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled.....	18
Table 4. Summer 2024 overview by program and the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of total program days .....	19
Table 5. Summer 2024 overview by program and the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled, by student race/ethnicity.....	20
Table 6. Summer 2024 overview by program and the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled, by special education status .....	22
Table 7. Summer 2024 overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled, by English Learner status .....	24
Table 8. Summer 2024 overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled by 2023-24 grade level.....	26
Table 9. Credits earned by Summer School 2024 attendees by subject and number of credits.....	29
Table 10. Star assessment results, Spring and Fall 2024, District students and 2024 Summer Achievers participants.....	31
Table 11. Star Reading assessment results Spring and Fall 2024, District students and 2024 Summer Achievers participants.....	32
Table 12. Star Math assessment results Spring and Fall 2024, District students and Summer Achievers 2024 participants .....	33
Table 13. Staff Survey respondents by summer program .....	34
Table 14. Staff Survey respondents by employee title .....	35
Table 15. Family Survey respondents by summer program .....	69

## Tables (Appendices)

Table A1. Percentage of Staff Survey open-ended respondents coded, by program.....	83
Table A2. Percentage of Student Survey open-ended respondents coded, by program.....	84
Table B1. Counts of Staff Survey open-ended responses by program and code .....	85
Table C1. Counts of Student Survey codes on open-ended responses about their favorite aspect of their summer program.....	86
Table C2. Counts of Student Survey open-ended responses about one thing they would change .....	87
Table D1. Counts of Family Survey open-ended responses about how the summer program can be improved.....	88
Table E1. Credits earned in Summer School 2024 by subject and number of credits .....	89

## Figures

Figure 1. What grades do you support? .....	36
Figure 2. Employee responses about staffing application and selection.....	37
Figure 3. Employee responses about professional development (PD) .....	37
Figure 4. Staff responses about supporting students, by program .....	39
Figure 5. Staff responses about accessing important information, by program .....	42
Figure 6. Staff responses about planning time, curriculum implementation, and access to materials .....	43
Figure 7. Staff responses about family communication.....	46
Figure 8. Staff responses about instruction and monitoring of student work.....	48
Figure 9. Employee responses regarding student needs .....	49
Figure 10. Staff responses about leadership support.....	51
Figure 11. Staff responses about buildings and facilities.....	52
Figure 12. Staff responses about functioning facilities and cleanliness .....	54
Figure 13. Staff responses about paychecks, concerns .....	55
Figure 14. Summer 2024 attendees and Student Survey respondents by program, of surveyed programs.....	58
Figure 15. Grade level of Student Survey respondents.....	59
Figure 16. Student responses regarding enjoyment of summer program, by program .....	60
Figure 17. Student responses about their general experience with the summer program.....	62
Figure 18. Student responses about social-emotional learning at their summer program .....	63
Figure 19. Student responses about transportation in the summer program.....	64
Figure 20. Student responses about skills and learning.....	65
Figure 21. Student responses about the adults in their program.....	66
Figure 22. Family responses regarding student’s grade level .....	70
Figure 23. Family responses regarding student attendance .....	70
Figure 24. How long does it take for your student(s) to get to the summer program site? .....	71
Figure 25. Family responses about transportation .....	72
Figure 26. Family responses about learning about, registering for, and starting the program.....	72
Figure 27. Family responses about site characteristics.....	73
Figure 28. Family responses about communication and respect.....	73
Figure 29. Family responses about student learning .....	74
Figure 30. Family responses about making friends .....	75
Figure 31. Family responses about program satisfaction, by program .....	75



## Summer Programming in 2024

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 2024, SDP's Office of Research and Evaluation (ORE) partnered with the Office of Student Life (OSL) to conduct a program evaluation of the summer programs supported by OSL. OSL assisted several SDP program offices, including the Office of Curriculum and Instruction, the Office of Diverse Learners (ODL), the Office of Multilingual Curriculum and Programs (OMCP), the Office of Student Support Services (OSSS), and the Office of Early Childhood Education (OECE) in the design and implementation of numerous District-run programs. OSL also worked with the City of Philadelphia Office of Children and Families (OCF) to design and support a new program for 2024 for students entering grades 1-8, called the Summer Achievers program.

This report provides a summary of the 2024 District-wide summer programs,<sup>1</sup> including information about enrollment and attendance, and findings from surveys of students, teachers, and parents/guardians. The successes and challenges of program implementation identified in this summary can provide insights and help guide implementation for summer 2025.

Thirteen District-wide summer programs were examined for this report. Listed in order from largest to smallest, these are: Extended School Year (ESY), Summer School (formerly Credit Recovery), Summer Achievers, the Summer Kindergarten Transition Program (SKTP), Career and Technical Education (CTE), Newcomer Academy (Elementary), Newcomer Academy (High School), Summer Drumline, CTE Middle School Summer Camp, All City Orchestra Summer Academy (ACOSA), Young Entrepreneurs, CareerPrep, and Startup EDU. Each program is described further below.

### Extended School Year (ESY)

ESY is a summer program mandated by the Individuals with Disabilities Education Act (IDEA) that provides support to students with Individualized Education Plans (IEPs) in grades 1-12 who require services that extend beyond the school year. The program aims to support students toward achieving goals listed in their IEP. ESY programs consisted of 18 program days at 13 schools during Summer 2024.

### Summer School (formerly Credit Recovery)

Summer School is a program open to any District student entering grades 9-12, or attempting to graduate during the summer, who failed a core subject course during the school year. Summer School consisted of 18 program days at 5 high schools in 2024. In Summer 2024, students could

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<sup>1</sup> Non-District-wide programs are also run during the summer in SDP schools. These programs serve many additional SDP students in specific schools and neighborhoods. However only District-wide programs supported by OSL, which SDP either runs or co-runs, are covered in this report.

participate in additional activities as part of summer school to fulfill the new state graduation requirements (known as Act 158).<sup>2</sup>

## Summer Achievers

A new program offered for the first time in summer 2024, Summer Achievers is led by the City of Philadelphia's Office of Children and Families and supported by the School District of Philadelphia and many community-based organizations. Students entering grades 1-8 are eligible to register for this summer enrichment program. Offered at 50 District schools around the city in 2024, the program consisted of English language arts (ELA) and math instruction provided by District educators during the mornings and engaging enrichment activities led by professional out-of-school time providers in the afternoons, on Fridays, and during the final week. Summer Achievers consisted of 27 program days in Summer 2024.

## Summer Kindergarten Transition Program (SKTP)

Students planning to enter kindergarten during the 2024-25 year are eligible to attend a five-week, virtual Summer Kindergarten Transition Program (SKTP) with a caregiver. In Summer 2024, the program included two 90-minute weekly online sessions (for 9 days in total), where kindergarten teachers offered interactive reading and math, social-emotional learning, and arts and music activities to familiarize students and families with kindergarten.

## Career and Technical Education (CTE) Summer Employment and Enrichment

Summer employment and enrichment programs are offered through the Office of Career and Technical Education to eligible middle and high school students. The program focuses on building both career-specific skills and life skills such as time management. In Summer 2024, students could participate in one of 16 different strands ranging from fashion to retail to radio to roofing. The number of program days varied by specific focus and site.

## Newcomer Academy (Elementary)

Closely related to the Summer Achievers program and held at five of the same locations, the Newcomer Academy for elementary students is geared to the specific needs of English Learners and consists of morning ELA and math instruction. English Learners who test at Levels 1-1.5 on the ACCESS assessment are invited to participate. In Summer 2024, Newcomer Academy students in grades 1-7 joined Summer Achievers in afternoon enrichment activities such as art, physical education, and music. Newcomer Academy (Elementary) consisted of 27 program days in Summer 2024.

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<sup>2</sup> See ORE's most recent research on Act 158 and School District of Philadelphia graduates here: <https://www.philasd.org/research/2024/12/18/an-analysis-of-the-act-158-graduation-pathways-used-by-graduating-seniors-in-2022-23/>

## **Newcomer Academy (High School)**

English Learners entering grades 8-12 who performed at Levels 1-1.5 on the ACCESS assessment qualify for and are invited to participate in intensive English Learner (EL) programming called Newcomer Academy. This program concentrates on providing English language arts (ELA) and math instruction while also building English-language proficiency. Newcomer Academy (High School) consisted of 18 days at 2 high schools during Summer 2024.

## **Summer Drumline**

Offered for the second time in Summer 2024, the Summer Drumline is a program that focuses on teaching the fundamentals of percussion, performance, and music instruction with certified District music teachers. The program consisted of 18 days at three high schools in Summer 2024.

## **CTE Middle School Summer Camp**

Middle grade students (entering grades 7-8) interested in Career and Technical Education in high school could participate in a one-week summer camp in Summer 2024 to prepare for CTE programs. Held at two high schools, program topics offered in Summer 2024 included electrical and power transmission, film and video production, plumbing, cosmetology, horticulture, and welding, among others.

## **All City Orchestra Summer Academy (ACOSA)**

ACOSA is a music training camp for Philadelphia youth instrumentalists offered at The Mann Center for the Performing Arts, in partnership with the Philadelphia Orchestra and Project 440, two nonprofits organizations. In Summer 2024, ACOSA offered three weeks of programming, including two weeks of orchestra (weeks 1 and 2), and one week of jazz (week 3), allowing students entering grades 6-12 to participate for up to 14 total program days.

## **Young Entrepreneurs**

Designed exclusively for students entering 9th grade, Young Entrepreneurs offers entrepreneurial courses, high school course credit, and ELA and math courses to help students feel confident in their transition to high school. The program includes practical applications for ELA and math as well as related skills necessary for starting one's own business. Young Entrepreneurs consisted of 18 program days at three schools in Summer 2024.

## **CareerPrep at 440**

CareerPrep at 440 is an internship program that allows high school students to work in various departments at the School District of Philadelphia's Constance E. Clayton Education Center at 440 N. Broad Street. The program aims to provide opportunities for students to connect academic and technical skills to real-world settings. CareerPrep consisted of 22 program days in Summer 2024.

## StartUp EDU

StartUp EDU is a 5-week program designed to help students entering grades 10-12 develop the skills needed to start a business and become an entrepreneur. Students learn about markets, finances, budgets, and sales and develop presentation and other skills. StartUp EDU was held at one high school in Summer 2024.

## Research questions and data sources

### Research Questions

For this summary evaluation, the Office of Research and Evaluation (ORE) examined student enrollment and attendance, staff experiences, student and family satisfaction, and outcome data for certain programs. The five research questions that guided our analyses 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. For Summer School and Summer Achievers, what academic outcomes were observed?
3. What were staff experiences during summer programming?
4. Did students enjoy the summer programs and find them beneficial?
5. Did families find the summer programs beneficial?

## Data Sources and Analytic Methods

### Administrative Data

Enrollment data (students who were signed up) and attendance data (students who showed up for the program) were used to analyze the enrollment and attendance rates across the summer programs. SDP's Office of Information Systems provided enrollment and attendance records from the Student Information System for students enrolled in the following four summer programs: Extended School Year (ESY), Summer School, Newcomer Academy (High School), and Young Entrepreneurs. Enrollment and attendance data for seven programs: Summer Kindergarten Transition Program (SKTP), Career and Technical Education (CTE), Summer Drumline, CTE Middle School Summer Camp, All City Orchestra Summer Academy (ACOSA), CareerPrep at 440, and StartUp EDU, were all collected via an automated Google Sheets process. The City of Philadelphia's Office of Children and Families used the Cityspan application to enter students enrolled in two programs: Summer Achievers and Newcomer Academy (Elementary), and log their attendance over the summer. At the end of the program, an Excel spreadsheet with final summer enrollment and attendance for these two programs was provided to SDP via a secure file transfer protocol (FTP) site.

## **Outcome Data**

### **Graduation**

Graduation records for District students were used to identify the number of Summer School participants who graduated during Summer 2024.

### **Earned Credits**

Student transcripts for Summer School participants were used to identify the number of credits earned during Summer 2024.

### **Star Assessments**

The School District of Philadelphia uses the suite of computer-adaptive tests called Star Assessments, published by Renaissance Learning Inc., as universal screeners for reading and math proficiency for students in grades K-12. This analysis looked at Star Reading and Star Math performance tiers for students who attended the Summer Achievers program, as well as District students overall, pre- and post-Summer 2024. Of the 3,931 students who attended Summer Achievers in 2024, 3,128 students (80%) were tested with Star Reading and 2,227 students (57%) with Star Math in both the Spring 2024 and Fall 2024 testing windows. Star performance levels were accessed via the District's Student Information System.

### **Survey Data**

Three separate surveys were administered by ORE in July 2024. The Summer 2024 Staff Feedback Survey was administered through the online SurveyMonkey platform; the Summer 2024 Student Feedback Survey was administered through both paper surveys and SurveyMonkey (online); and the Summer 2024 Family Feedback Survey was administered through both paper surveys and SurveyMonkey (online). ORE received 1,095 staff surveys, 4,363 student surveys, and 487 family surveys. For additional information on survey administration and analysis, see Appendix A.

## 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?

**Enrollment & Attendance:** 17,818 students were enrolled across 13 summer programs. 13,380 students attended a summer program for at least one day, and 8,495 students attended for 75% or more of the days for which they were enrolled. 6,603 attended for 75% or more of total program days.

### District-wide enrollment and attendance

District-wide, 17,818 students were enrolled into one of 13 summer programs in 2024. Of the number of students who were enrolled, 13,380 students, or 75% of those who enrolled, attended a program for at least one day. Of the total who attended at least one day, 8,495 (63%) attended 75% or more of the days for which they were enrolled. Of the total who attended at least one day, 6,603 (49%) attended for 75% or more of total program days (Table 1).

### District-wide enrollment and attendance by student group

#### Race/ethnicity

Across all racial groups, of students who enrolled, a majority attended the program for at least one day (75%). Slightly more Asian students (82%) who enrolled in a summer program attended at least one day. Hispanic/Latine students who enrolled in a summer program attended at least one day of programming at a lower rate (69%) than students overall. Across all racial groups, 63% of students who attended at least one day of programming attended 75% or more of their days enrolled in a summer program. A higher percentage of Asian students attended 75% or more of days enrolled (77%) compared to District-wide. Similarly, more Asian students (61%, compared to 49% District-wide) attended 75% or more of total program days (Table 1).

#### **Defining Summer Program Attendance**

- **Attended at least one day:** Students who enrolled in the program or course and attended at least one day of instruction.
- **Attended 75% or more of days enrolled:** Students attended between 75% to 100% of the days for which they were enrolled. Students who enrolled late or left the program early were enrolled for fewer than the total number of scheduled program days.
- **Attended 75% or more of total program days:** Students attended 75% or more of the total number of scheduled days for their program. The total number of scheduled days varied by program.

Table 1. Summer 2024 overview of the number and percentage of students by race/ethnicity who enrolled, attended at least one day, attended 75% or more of days enrolled, and attended 75% or more of total program days

Student Group (Race-Ethnicity)	Number enrolled	Of total enrolled, attended at least one day		Of total who attended, attended 75% or more of days enrolled		Of total who attended, attended 75% or more of total program days	
		#	%	#	%	#	%
Asian	1,237	1,008	82%	773	77%	616	61%
Black/African American	10,007	7,761	78%	4,722	61%	3,758	48%
Hispanic/Latine	4,405	3,038	69%	1,948	64%	1,445	48%
Multi-Racial/Other*	700	509	73%	315	62%	248	49%
White	1,431	1,030	72%	703	68%	509	49%
Unknown	40	34	85%	24	71%	23	68%
<b>TOTAL</b>	<b>17,818</b>	<b>13,380</b>	<b>75%</b>	<b>8,495</b>	<b>63%</b>	<b>6,603</b>	<b>49%</b>

**Sources:** Data from Qlik: WT - L1\_SUMMER ENROLLMENT and WT - L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL - TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024

**\*Note:** American Indian/Native American and Pacific Islander were clustered into the “Multi Racial/Other” group.

**How to read Tables 1-8:** The # column under the “Of total enrolled, attended at least one day” 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 percent of Asian students who attended at least one day, divide 1,008 into 1,237 to get 0.815 or 82%. The # column under the “Of total who attended, attended 75% or more of days enrolled” header indicates the number of students who attended more than 75% of days they were enrolled, and the percentages are the number of students who attended 75% or more of days enrolled divided by the number of students who attended at least one day. For example, to calculate the percent of Asian students who attended 75% or more of days enrolled, divide 773 into 1,008 to get 0.767 or 77%. The # column under the “Of total who attended, attended 75% or more of total program days” header indicates the number of students who attended more than 75% of scheduled program days, and the percentages are the number of students who attended 75% or more of total program days divided by the number of students who attended at least one day. For example, to calculate the percent of Asian students who attended 75% or more of total program days, divide 616 into 1,008 to get 0.611 or 61%.



**Special Education and English Learner Status**

District-wide, a majority of students with IEPs (69%) and English Learners (72%) who enrolled in a program attended for at least one day (Table 2). In both cases, this was slightly lower than the overall District-wide percentage (75%). Fewer students with IEPs attended 75% or more of days enrolled (53%) and attended 75% or more of total program days (42%) than did all students District-wide (63% and 49% respectively, Total row, Table 1). Slightly more English Learners attended 75% or more of their days enrolled (69%), and attended 75% or more of total program days (53%) than did all students District-wide.

Table 2. Summer 2024 overview of the number and percentage of students by student characteristic who enrolled, attended at least one day, and attended 75% or more of days enrolled, and attended 75% or more of total program days

Student Group	Number enrolled	Of total enrolled, attended at least one day		Of total who attended, attended 75% or more of <u>days enrolled</u>		Of total who attended, attended 75% or more of <u>total program days</u>	
		#	%	#	%	#	%
Students with IEPs	8,532	5,902	69%	3,105	53%	2,501	42%
English Learners (ELs)	2,975	2,144	72%	1,489	69%	1,126	53%

**Sources:** Data from Qlik: WT – L1\_SUMMER ENROLLMENT and WT – L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL – TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024



## Student enrollment and attendance by summer program

In Summer 2024, 17,818 students enrolled in the 13 programs included in this report. Of these students, 17,617 were enrolled in one program, while 201 students were enrolled in two programs. Three of the programs each enrolled more than 4,000 students: ESY, Summer School and Summer Achievers.<sup>3</sup> Another six programs – SKTP, CTE, Newcomer Academy (Elementary), Newcomer Academy (High School), Summer Drumline, and CTE Middle School Summer Camp – all enrolled a minimum of 100 students. Four programs enrolled between 20 and 100 students: All City Orchestra (ACOSA), Young Entrepreneurs, CareerPrep at 440, and StartUp EDU (Table 3).

The majority of students who were enrolled in a summer program attended at least one day of programming. When looking at attendance by program, several programs had 90% or more of enrolled students attend at least one day, including Summer Achievers, CTE, Newcomer Academy (Elementary), All City Orchestra (ACOSA), and CareerPrep at 440. In contrast, just over half of students enrolled in Newcomer Academy (High School) attended at least one day. The rate of students attending 75% or more of their days enrolled also varied widely by program, but a majority of programs had over two-thirds of their students attend 75% or more of enrolled days (Table 3).

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<sup>3</sup> Summer Achievers students were enrolled through the city and then subsequently verified as SDP students. Students who could not be verified as SDP students were not included in this analysis.

Table 3. Summer 2024 overview by program of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled

Program	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
		#	%	#	%
<b>Extended School Year</b>	6,721	4,458	66%	2,061	46%
<b>Summer School</b>	5,468	3,885	71%	2,900	75%
<b>Summer Achievers</b>	4,313	3,944	91%	2,742	70%
<b>Summer Kindergarten Transition Program (SKTP)</b>	512	384	75%	230	60%
<b>CTE</b>	198	178	90%	133	75%
<b>Newcomer Academy (Elementary)</b>	187	180	96%	142	79%
<b>Newcomer Academy (High School)</b>	161	89	55%	37	42%
<b>Summer Drumline</b>	109	73	67%	50	68%
<b>CTE Middle School Summer Camp</b>	102	69	68%	60	87%
<b>All City Orchestra (ACOSA)</b>	95	95	100%	88	93%
<b>Young Entrepreneurs</b>	90	67	74%	28	42%
<b>CareerPrep at 440</b>	40	40	100%	40	100%
<b>StartUp EDU</b>	23	19	83%	19	100%

**Sources:** Data from Qlik: WT – L1\_SUMMER ENROLLMENT and WT – L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL – TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024

**\*\*Note:** “Number enrolled” includes 201 students who were enrolled in two programs, and so are represented twice in this table. “Attended at least one day” includes 100 students who attended two different programs at least one day and are therefore represented twice. “Attended 75% or more of days enrolled” includes 45 students who were reported as attending 75% or more of days enrolled in two different programs, and so are represented twice.

The percentage of summer program participants who attended 75% or more of total program days varied by program. Less than half of participants attended 75% of total program days in ESY, Newcomer Academy (High School), All City Orchestra,<sup>4</sup> and Young Entrepreneurs. Nearly half of participants attended 75% or more total days in Summer Achievers and Newcomer Academy (Elementary). More than half of total participants attended 75% or more total program days in Summer School,<sup>5</sup> SKTP, CTE, Summer Drumline, CTE Middle School Summer Camp, CareerPrep at 440 and StartUp EDU (Table 4).

<sup>4</sup> Not all ACOSA students chose to attend all 14 days. Some signed up for just one or two weeks. This accounts for the lower percentage attending 11 or more of 14 total days (75%+).

<sup>5</sup> The Summer School (credit recovery) program 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 Summer School, they fall into the 1%-24% attendance bracket, whereas if Student B missed three days during the final week of Summer School, they fall into the 75%-100% attendance bracket, but both students were dropped from their course.

Table 4. Summer 2024 overview by program and the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of total program days

Program	Number enrolled**	Total program days	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of total program days**	
			#	%	#	%
Extended School Year	6,721	18	4,458	66%	1,729	39%
Summer School	5,468	18	3,885	71%	2,289	59%
Summer Achievers	4,313	27	3,944	91%	1,934	49%
Summer Kindergarten Transition Program (SKTP)	512	9	384	75%	227	59%
CTE	198	16-40	178	90%	98	55%
Newcomer Academy (Elementary)	187	27	180	96%	85	47%
Newcomer Academy (High School)	161	18	89	55%	36	40%
Summer Drumline	109	18	73	67%	50	68%
CTE Middle School Summer Camp	102	5	69	68%	60	87%
All City Orchestra (ACOSA)	95	14	95	100%	20	21%
Young Entrepreneurs	90	18	67	74%	28	42%
CareerPrep at 440	40	22	40	100%	40	100%
StartUp EDU	23	21	19	83%	18	95%

**Sources:** Data from Qlik: WT - L1\_SUMMER ENROLLMENT and WT - L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL - TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024

**\*\*Note:** “Number enrolled” includes 201 students who were enrolled in two programs, and so are represented twice in this table. “Attended at least one day” includes 100 students who attended two different programs at least one day and are therefore represented twice. “Attended 75% or more of days enrolled” includes 45 students who were reported as attending 75% or more of days enrolled in two different programs, and so are represented twice.

## Student enrollment and attendance by student group *within* each summer program

In the three largest programs, ESY, Summer School, and Summer Achievers, proportionally more Asian students attending 75%+ of days enrolled than students overall. In the medium and smaller programs, this varied somewhat. For example, in SKTP, more White students attended 75%+ of days enrolled than students of other racial/ethnic groups. In CTE, more Black/African American, Hispanic/Latine, and Multi-Racial/Other students attended 75%+ of days enrolled than CTE students overall (Table 5).

Table 5. Summer 2024 overview by program and the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled, by student race/ethnicity

Program	Student Group	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
ESY	Asian	347	246	71%	164	67%
	Black/African American	3,881	2,711	70%	1,152	42%
	Hispanic/Latine	1,498	860	57%	385	45%
	Multi-Racial/Other*	355	231	65%	115	50%
	White	640	410	64%	245	60%
Summer School	Asian	248	174	70%	140	80%
	Black/African American	3,219	2,404	75%	1,795	75%
	Hispanic/Latine	1,474	942	64%	691	73%
	Multi-Racial/Other*	183	128	70%	93	73%
	White	343	236	69%	180	76%
	<i>Unknown</i>	<i>1</i>	-	-	-	-
Summer Achievers	Asian	374	356	95%	309	87%
	Black/African American	2,510	2,303	92%	1,523	66%
	Hispanic/Latine	1,104	979	89%	700	72%
	Multi-Racial/Other*	113	107	95%	73	68%
	White	209	196	94%	134	68%
	<i>Unknown</i>	<i>3</i>	-	-	-	-
SKTP	Asian	115	99	86%	66	67%
	Black/African American	153	107	70%	52	49%
	Hispanic/Latine	103	69	67%	38	55%
	Multi-Racial/Other*	22	18	82%	11	61%
	White	88	64	73%	46	72%
	<i>Unknown</i>	<i>31</i>	<i>27</i>	<i>87%</i>	<i>17</i>	<i>63%</i>

Program	Student Group	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
CTE	Asian	14	13	93%	5	38%
	Black/African American	96	86	90%	71	83%
	Hispanic/Latinx	63	56	89%	42	75%
	Multi-Racial/Other*	9	9	100%	7	78%
	White	14	12	86%	6	50%
	<i>Unknown</i>	2	-	-	-	-
Newcomer Academy (Elementary)	Asian	54	53	98%	41	77%
	Black/African American	17	17	100%	14	82%
	Hispanic/Latinx	62	60	97%	45	75%
	Multi-Racial/Other*	1	-	-	-	-
	White	53	49	92%	41	84%
Newcomer Academy (High School)	Asian	27	19	70%	10	53%
	Black/African American	36	26	72%	10	38%
	Hispanic/Latinx	69	30	43%	11	37%
	White	29	14	48%	6	43%
Summer Drumline	Asian	5	2	40%	2	100%
	Black/African American	70	46	66%	31	67%
	Hispanic/Latine	20	13	65%	10	77%
	Multi-Racial/Other*	7	6	86%	2	33%
	White	7	6	86%	5	83%
CTE Middle School Summer Camp	Asian	9	4	44%	3	75%
	Black/African American	50	35	70%	30	86%
	Hispanic/Latine	14	8	57%	8	100%
	Multi-Racial/Other*	6	5	83%	3	60%
	White	22	17	77%	16	94%
	<i>Unknown</i>	1	-	-	-	-
ACOSA	Asian	23	23	100%	21	91%
	Black/African American	24	24	100%	22	92%
	Hispanic/Latine	14	14	100%	12	86%
	Multi-Racial/Other*	6	6	100%	6	100%
	White	28	28	100%	27	96%
Young Entrepreneurs	Asian	20	17	85%	9	53%
	Black/African American	48	35	73%	11	31%
	Hispanic/Latine	14	9	64%	3	33%
	Multi-Racial/Other*	3	-	-	-	-
	White	5	3	60%	2	67%

Program	Student Group	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
CareerPrep at 440	Black/African American	32	32	100%	32	100%
	Hispanic/Latine	6	6	100%	6	100%
	Multi-Racial/Other*	1	-	-	-	-
	<i>Unknown</i>	1	-	-	-	-
StartUp EDU	Asian	6	5	83%	5	100%
	Black/African American	10	10	100%	10	100%
	Hispanic/Latine	2	-	-	-	-
	Multi-Racial/Other*	4	-	-	-	-
	White	1	-	-	-	-

**Sources:** Data from Qlik: WT – L1\_SUMMER ENROLLMENT and WT – L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL – TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024

**\*Note:** American Indian/Native American and Pacific Islander were clustered into the “Multi Racial/Other” group.

**\*\*Note:** “Number enrolled” includes 201 students who were enrolled in two programs, and so are represented twice in this table. “Attended at least one day” includes 100 students who attended two different programs at least one day and are therefore represented twice. “Attended 75% or more of days enrolled” includes 45 students who were reported as attending 75% or more of days enrolled in two different programs, and so are represented twice.

Within each program, students with an IEP and students without an IEP had similar attendance rates (Table 6).

Table 6. Summer 2024 overview by program and the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled, by special education status

Program	Student Group	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
ESY	Has IEP	6,667	4,436	67%	2,053	46%
	Does not have IEP	54	22	41%	8	36%
Summer School	Has IEP	1,114	743	67%	511	69%
	Does not have IEP	4,353	3,141	72%	2,388	76%
	<i>Unknown</i>	1	-	-	-	-

Program	Student Group	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
Summer Achievers	Has IEP	757	684	90%	485	71%
	Does not have IEP	3,553	3,257	92%	2,254	69%
	<i>Unknown</i>	3	-	-	-	-
SKTP	Has IEP	39	27	69%	15	56%
	Does not have IEP	442	330	75%	198	60%
	<i>Unknown</i>	31	27	87%	17	63%
CTE	Has IEP	24	20	83%	15	75%
	Does not have IEP	172	156	91%	116	74%
	<i>Unknown</i>	2	-	-	-	-
Newcomer Academy (Elementary)	Has IEP	5	5	100%	5	100%
	Does not have IEP	182	175	96%	137	78%
Newcomer Academy (High School)	Has IEP	1	-	-	-	-
	Does not have IEP	160	89	56%	37	42%
Summer Drumline	Has IEP	18	11	61%	7	64%
	Does not have IEP	91	62	68%	43	69%
CTE Middle School Summer Camp	Has IEP	25	17	68%	15	88%
	Does not have IEP	76	52	68%	45	87%
	<i>Unknown</i>	1	-	-	-	-
ACOSA	Has IEP	5	5	100%	5	100%
	Does not have IEP	90	90	100%	83	92%
Young Entrepreneurs	Has IEP	15	12	80%	6	50%
	Does not have IEP	75	55	73%	22	40%
CareerPrep at 440	Has IEP	4	-	-	-	-
	Does not have IEP	35	35	100%	35	100%
	<i>Unknown</i>	1	-	-	-	-
StartUp EDU	Has IEP	4	-	-	-	-
	Does not have IEP	19	16	84%	16	100%

**Sources:** Data from Qlik: WT – L1\_SUMMER ENROLLMENT and WT – L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL – TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024

**Notes:** IEP = Individual Education Plan and signifies that students are supposed to receive special education services. “Number enrolled” includes 201 students who were enrolled in two programs, and so are represented twice in this table. “Attended at least one day” includes 100 students who attended two different programs at least one day and are therefore represented twice. “Attended 75% or more of days enrolled” includes 45 students who were reported as attending 75% or more of days enrolled in two different programs, and so are represented twice.

Within each program, English Learners (ELs) and non-ELs had similar attendance rates (Table 7). In several programs, slightly more ELs attended 75% or more of days enrolled than non-ELs, including ESY and Summer Achievers.

Table 7. Summer 2024 overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled, by English Learner status

Program	Student Group	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
ESY	EL	751	455	61%	249	55%
	Non-EL	5,970	4,003	67%	1,812	45%
Summer School	EL	979	608	62%	448	74%
	Non-EL	4,488	3,276	73%	2,451	75%
	<i>Unknown</i>	1	-	-	-	-
Summer Achievers	EL	755	694	92%	535	77%
	Non-EL	3,555	3,247	91%	2,204	68%
	<i>Unknown</i>	3	-	-	-	-
SKTP	EL	97	77	79%	43	56%
	Non-EL	384	280	73%	170	61%
	<i>Unknown</i>	31	27	87%	17	63%
CTE	EL	23	21	91%	17	81%
	Non-EL	173	155	90%	114	74%
	<i>Unknown</i>	2	-	-	-	-
Newcomer Academy (Elementary)	EL	187	180	96%	142	79%
	Non-EL	0	-	-	-	-
Newcomer Academy (High School)	EL	161	89	55%	37	42%
	Non-EL	0	-	-	-	-
Summer Drumline	EL	7	6	86%	5	83%
	Non-EL	102	67	66%	45	67%
CTE Middle School Summer Camp	EL	11	6	55%	6	100%
	Non-EL	90	63	70%	54	86%
	<i>Unknown</i>	1	-	-	-	-
ACOSA	EL	6	6	100%	5	83%
	Non-EL	89	89	100%	83	93%
Young Entrepreneurs	EL	13	7	54%	3	43%
	Non-EL	77	60	78%	25	42%



Program	Student Group	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
CareerPrep at 440	EL	2	-	-	-	-
	Non-EL	37	37	100%	37	100%
	<i>Unknown</i>	1	-	-	-	-
StartUp EDU	Non-EL	3	-	-	-	-
	EL	20	18	90%	18	100%

**Sources:** Data from Qlik: WT – L1\_SUMMER ENROLLMENT and WT – L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL – TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024

**\*\*Note:** “Number enrolled” includes 201 students who were enrolled in two programs, and so are represented twice in this table. “Attended at least one day” includes 100 students who attended two different programs at least one day and are therefore represented twice. “Attended 75% or more of days enrolled” includes 45 students who were reported as attending 75% or more of days enrolled in two different programs, and so are represented twice.

### Student enrollment and attendance by grade level *within* each summer program

By 2023-24 grade level, in ESY, slightly more students in grade 12 (55%), and slightly fewer students in grade 7 (36%), attended the program for 75%+ of days enrolled than did students in other grades (Table 8). In Summer School, more students in grade 12 (88%) attended 75%+ of days enrolled than students in other grade levels (76% or fewer). Within Summer Achievers, nearly equal percentages of students across grade levels attended 75%+ of days enrolled. In CTE, somewhat fewer students in grades 9-10 (57%-59%) attended 75%+ of days enrolled than students in other grades (70% and higher).

In Newcomer Academy (Elementary), slightly more Kindergarten students (89%) attended 75%+ of days enrolled than did students in other grades (72%-80%) (Table 8). In Newcomer Academy (High School), the percentages of students attending 75%+ of days enrolled varied widely across grade levels. In ACOSA, fewer students in grade 5 (77%) attended 75%+ of days enrolled than did students in other grades (91% and higher). However, in both Newcomer Academy (High School) and ACOSA, numbers of students per grade level are small, so these results should be interpreted with caution. In the remaining programs, the numbers of students attending 75%+ of days enrolled were roughly similar across grade levels.

Table 8. Summer 2024 overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more of days enrolled by 2023-24 grade level.

Program	2023-24 Grade Level	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
ESY	Kindergarten	514	401	78%	184	46%
	1	576	445	77%	236	53%
	2	680	507	75%	265	52%
	3	632	442	70%	195	44%
	4	727	496	68%	202	41%
	5	647	418	65%	170	41%
	6	619	357	58%	156	44%
	7	552	342	62%	123	36%
	8	507	277	55%	124	45%
	9	415	240	58%	128	53%
	10	294	184	63%	98	53%
	11	235	157	67%	74	47%
12	323	192	59%	106	55%	
Summer School	9	1,619	1,105	68%	741	67%
	10	1,747	1,220	70%	926	76%
	11	1,389	959	69%	705	74%
	12	710	598	84%	525	88%
	<i>Unknown</i>	3	-	-	-	-
Summer Achievers	Kindergarten	518	479	92%	332	69%
	1	665	623	94%	431	69%
	2	744	686	92%	478	70%
	3	713	640	90%	458	72%
	4	572	518	91%	360	69%
	5	561	506	90%	345	68%
	6	319	293	92%	202	69%
	7	203	182	90%	123	68%
	8	3	-	-	-	-
	<i>Unknown</i>	15	15	100%	12	80%
SKTP	Pre-K	481	357	74%	213	60%
	<i>Unknown</i>	31	27	87%	17	63%

Program	2023-24 Grade Level	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
CTE	4	1	-	-	-	-
	7	6	6	100%	6	100%
	8	26	24	92%	21	88%
	9	8	7	88%	4	57%
	10	40	34	82%	20	59%
	11	80	70	88%	49	70%
	12	34	33	97%	29	88%
	<i>Unknown</i>	<i>3</i>	-	-	-	-
Newcomer Academy (Elementary)	Kindergarten	39	38	97%	34	89%
	1	22	22	100%	16	73%
	2	34	33	97%	25	76%
	3	17	13	76%	11	85%
	4	13	13	100%	11	85%
	5	37	37	100%	28	76%
	6	25	24	96%	17	71%
Newcomer Academy (High School)	7	41	22	54%	13	59%
	8	44	25	57%	10	40%
	9	35	18	51%	5	28%
	10	33	17	52%	3	18%
	11	7	6	86%	6	100%
12	1	-	-	-	-	
Summer Drumline	4	1	-	-	-	-
	5	12	5	42%	4	80%
	6	17	9	53%	6	67%
	7	10	8	80%	6	75%
	8	17	13	76%	8	62%
	9	19	11	58%	8	73%
	10	20	15	75%	10	67%
	11	13	11	85%	7	64%
CTE Middle School Summer Camp	5	1	-	-	-	-
	6	35	28	80%	24	86%
	7	59	36	61%	32	89%
	8	6	4	67%	3	75%
	<i>Unknown</i>	<i>1</i>	-	-	-	-

Program	2023-24 Grade Level	Number enrolled**	Of total enrolled, attended at least one day**		Of total who attended, attended 75% or more of days enrolled**	
			#	%	#	%
ACOSA	5	13	13	100%	10	77%
	6	22	22	100%	21	95%
	7	8	8	100%	8	100%
	8	11	11	100%	10	91%
	9	16	16	100%	16	100%
	10	9	9	100%	9	100%
	11	12	12	100%	11	92%
Young Entrepreneurs	8	89	66	74%	28	42%
	10	1	-	-	-	-
CareerPrep at 440	8	2	-	-	-	-
	9	5	5	100%	5	100%
	10	13	13	100%	13	100%
	11	14	14	100%	14	100%
	12	5	5	100%	5	100%
	<i>Unknown</i>	<i>1</i>	-	-	-	-
StartUp EDU	9	10	8	80%	8	100%
	10	7	6	86%	6	100%
	11	6	5	83%	5	100%

**Sources:** Data from Qlik: WT – L1\_SUMMER ENROLLMENT and WT – L1\_SUMMER ABSENCES, accessed September 25, 2024, and RL – TOTAL STUDENT ENROLLMENT YEARLY, accessed October 28, 2024; Data from the City of Philadelphia’s Office of Children and Families: Summer Achievers Student File, shared to SDP October 1, 2024; Data from Google Sheets Summer 2024 Program Attendance Trackers, accessed October 28, 2024

**\*\*Note:** “Number enrolled” includes 201 students who were enrolled in two programs, and so are represented twice in this table. “Attended at least one day” includes 100 students who attended two different programs at least one day and are therefore represented twice. “Attended 75% or more of days enrolled” includes 45 students who were reported as attending 75% or more of days enrolled in two different programs, and so are represented twice.

## RQ 2: For Summer School and Summer Achievers, what academic outcomes were observed?

**Summer School:** After attending Summer School, over 300 Summer School students graduated, and over 2,000 Summer School students recovered credits.

### Graduates

In Summer 2024, 316 students who were enrolled in a summer program were able to graduate.<sup>6</sup>

### Summer School Credits Earned

In Summer 2024, 2,326 out of 3,885 attendees of the Summer School (formerly Credit Recovery) program recovered academic credits. The total number of credits earned by Summer School attendees in Summer 2024 was 3,589. Over 3,000 credits were earned in core subject areas (Table 9).

Table 9. Credits earned by Summer School 2024 attendees by subject and number of credits

Subject	Number of Credits Earned			Total Credits Earned* by Subject
	0.1	0.5	1	
Arts and Humanities	0	0	95	95
English	0	0	924	924
Health	0	54	1	28
Independent Project	80	0	0	8
Math	0	0	759	759
Math/Sci or AP/IB	0	0	46	46
Physical Education	0	0	32	32
Science	0	0	675	675
Social Studies	0	0	712	712
World Language	0	0	310	310
<b>Total Credits Earned* by Credit Amount</b>	<b>8</b>	<b>27</b>	<b>3,554</b>	<b>3,589</b>

**Source:** Data from Qlik: RL – STUDENT TRANSCRIPT, accessed November 25, 2024

**\*Note:** Totals of credits earned are calculated as weighted totals.

<sup>6</sup> Within the window of June 14 – September 30, 2024

## **Summer Achievers: Students who attended the Summer Achievers program did not have as much summer learning loss in math compared to their peers as measured by Spring to Fall Star Math performance.**

### **Star Assessments**

In Summer 2024, 3,931 students attended Summer Achievers, a summer enrichment program led by the City of Philadelphia’s Office of Children and Families and supported in part by the School District of Philadelphia (SDP). Summer Achievers participants were provided English Language Arts (ELA) and Math instruction by District educators in the mornings in addition to engaging enrichment activities in the afternoon. This outcomes analysis looks at student performance on Star Reading and Star Math Assessments for Spring and Fall 2024.<sup>7</sup> The Star testing windows occur before and after the implementation of Summer Achievers programming and can inform our understanding of the academic gains, and areas for growth, among students who participated in the program compared to District students as a whole.

It should be noted that student performance typically decreases between the Spring and Fall administration of the Star Assessments. That is, students tend to perform with lower proficiency in the Fall than they did the previous Spring. This is generally referred to as “summer slide” or “summer learning loss.” Therefore, the analysis investigated whether the decrease also existed for Summer Achievers participants, and if so, if this decrease was the same as, less than, or greater than the decrease observed for District students overall.

Of the 3,931 students who attended Summer Achievers in 2024, 3,128 students (80%) had Star Reading scores in the Spring 2024 and Fall 2024 testing windows, and 2,227 students (57%) had Star Math scores from both windows. In this report, “Star Reading” encompasses Star Early Literacy scores for students in grades K-1 and Star Reading scores for students in grades 2-7. Students in 2023-24 grades K-7 are included in the Star Reading summary, and students in 2023-24 grades 2-7 are included in the Star Math summary.<sup>8</sup> District-wide, 53,634 students in grades K-7 were tested in Star Reading in both the Spring and Fall testing windows, and 42,015 students in grades 2-7 were tested in Star Math in both the Spring and Fall testing windows.

Tables 10-12 summarize student performance based on the 4 performance level tiers: At or Above Benchmark, On Watch, Strategic Intervention, and Intensive Intervention. The Star Reading Spring proficiency rates for District and Summer Achievers students were comparable (36% and 35%, respectively), while a larger portion of District students performed at or above benchmark in Star Math compared to Summer Achievers students (26% and 20%, respectively).

The “% Point Change” for the “At or Above Benchmark” Star performance level (bolded and highlighted for each student group) shows the change in the percentage of students who scored in

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<sup>7</sup> Star is the universal assessment used by SDP and is administered in grades K-12 in fall, winter, and spring. For further information about Star Assessments, see: <https://www.philasd.org/era/assessment/star-information/>

<sup>8</sup> Star Reading and Star Math assessments are intended for independent readers.

the top performance level from pre-Summer (Spring 2024) to post-Summer (Fall 2024). For District students overall, the percentage of students scoring At or Above Benchmark decreased 8.6 percentage points in Star Reading, and decreased 6.1 percentage points in Star Math. In comparison, the percentage of Summer Achievers students scoring At or Above Benchmark decreased 10.9 percentage points in Star Reading – a larger decline than District students. Scores for Summer Achievers students declined less than District students in Math, with only a 3.9 percentage point decrease in students scoring At or Above Benchmark (Table 10).

Table 10. Star assessment results, Spring and Fall 2024, District students and 2024 Summer Achievers participants

Test Subject	Star Performance Level	District						Summer Achievers					
		Students Tested Spring & Fall 2024	Spring 2024		Fall 2024		% Point Change	Students Tested Spring & Fall 2024	Spring 2024		Fall 2024		% Point Change
			Count	%	Count	%			Count	%	Count	%	
Star Reading	At or Above Benchmark	53,634	19,526	36%	14,911	28%	-8.6	3,128	1,080	35%	739	24%	-10.9
	On Watch		6,193	12%	6,206	12%	0.0		399	13%	405	13%	0.2
	Strategic Intervention		8,535	16%	9,631	18%	2.0		545	17%	647	21%	3.3
	Intensive Intervention		19,380	36%	22,886	43%	6.5		1,104	35%	1,337	43%	7.4
Star Math	At or Above Benchmark	42,015	10,830	26%	8,265	20%	-6.1	2,227	447	20%	360	16%	-3.9
	On Watch		12,253	29%	12,593	30%	0.8		741	33%	735	33%	-0.3
	Strategic Intervention		6,480	15%	7,085	17%	1.4		405	18%	422	19%	0.8
	Intensive Intervention		12,452	30%	14,072	33%	3.9		634	28%	710	32%	3.4

**Notes:** In this report, “Star Reading” encompasses Star Early Literacy for grades K-1 and Star Reading for grades 2-7. Students in 2023-24 grades K-7 are included in the Star Reading summary, and students in 2023-24 grades 2-7 are included for Star Math.

Table 11 breaks out Star Reading performance by grade level. For both the District student group and the subset of Summer Achievers participants, declines in the percentage of students scoring At or Above Benchmark in Reading were most substantial among students in Kindergarten (-16.5 and -19.1 percentage points, respectively) and 1<sup>st</sup> grade (-19.3 and -24.4 percentage points, respectively). In grades 2-5, the percentage point decline for students scoring At or Above Benchmark were comparable (within 1 percentage point) between District students and Summer Achievers students, ranging from -4.2 to -8.6 percentage point changes from Spring to Fall. Declines from Spring to Fall were steeper in Language Arts for Summer Achievers than for District students in grades 6 (-5.4 compared to -3.1 percentage points) and 7 (-7.5 compared to -3.7 percentage points).

Table 11. Star Reading assessment results Spring and Fall 2024, District students and 2024 Summer Achievers participants

Grade Level 23-24	Star Reading Performance Level	District						Summer Achievers					
		Students Tested Spring & Fall 2024	Spring 2024		Fall 2024		% Point Change	Students Tested Spring & Fall 2024	Spring 2024		Fall 2024		% Point Change
			Count	%	Count	%			Count	%	Count	%	
<b>K</b>	At or Above Benchmark	6,939	3,715	54%	2,570	37%	<b>-16.5</b>	414	237	57%	158	38%	<b>-19.1</b>
	On Watch		820	12%	852	12%	0.5		49	12%	63	15%	3.4
	Strategic Intervention		922	13%	1,409	20%	7.0		54	13%	91	22%	8.9
	Intensive Intervention		1,479	21%	2,105	30%	9.0		74	18%	102	25%	6.8
<b>1</b>	At or Above Benchmark	5,965	2,187	37%	1,036	17%	<b>-19.3</b>	455	196	43%	85	19%	<b>-24.4</b>
	On Watch		688	12%	512	9%	-3.0		57	13%	53	12%	-0.9
	Strategic Intervention		1,052	18%	1,239	21%	3.1		84	18%	101	22%	3.7
	Intensive Intervention		2,038	34%	3,178	53%	19.1		118	26%	216	47%	21.5
<b>2</b>	At or Above Benchmark	4,864	1,049	22%	709	15%	<b>-7.0</b>	401	91	23%	62	15%	<b>-7.2</b>
	On Watch		442	9%	460	9%	0.4		46	11%	34	8%	-3.0
	Strategic Intervention		776	16%	820	17%	0.9		67	17%	81	20%	3.5
	Intensive Intervention		2,597	53%	2,875	59%	5.7		197	49%	224	56%	6.7
<b>3</b>	At or Above Benchmark	7,294	2,827	39%	2,458	34%	<b>-5.1</b>	566	202	36%	178	31%	<b>-4.2</b>
	On Watch		774	11%	782	11%	0.1		66	12%	63	11%	-0.5
	Strategic Intervention		1,045	14%	1,121	15%	1.0		80	14%	92	16%	2.1
	Intensive Intervention		2,648	36%	2,933	40%	3.9		218	39%	233	41%	2.7
<b>4</b>	At or Above Benchmark	7,536	2,803	37%	2,189	29%	<b>-8.1</b>	465	127	27%	87	19%	<b>-8.6</b>
	On Watch		836	11%	884	12%	0.6		68	15%	68	15%	0.0
	Strategic Intervention		1,123	15%	1,372	18%	3.3		93	20%	99	21%	1.3
	Intensive Intervention		2,774	37%	3,091	41%	4.2		177	38%	211	45%	7.3
<b>5</b>	At or Above Benchmark	7,061	2,541	36%	2,020	29%	<b>-7.4</b>	408	109	27%	77	19%	<b>-7.8</b>
	On Watch		838	12%	849	12%	0.2		57	14%	54	13%	-0.7
	Strategic Intervention		1,126	16%	1,176	17%	0.7		75	18%	82	20%	1.7
	Intensive Intervention		2,556	36%	3,016	43%	6.5		167	41%	195	48%	6.9
<b>6</b>	At or Above Benchmark	6,908	2,192	32%	1,976	29%	<b>-3.1</b>	259	74	29%	60	23%	<b>-5.4</b>
	On Watch		895	13%	916	13%	0.3		38	15%	38	15%	0.0
	Strategic Intervention		1,183	17%	1,216	18%	0.5		54	21%	66	25%	4.6
	Intensive Intervention		2,638	38%	2,800	41%	2.3		93	36%	95	37%	0.8
<b>7</b>	At or Above Benchmark	7,070	2,212	31%	1,953	28%	<b>-3.7</b>	160	44	28%	32	20%	<b>-7.5</b>
	On Watch		900	13%	951	13%	0.7		18	11%	32	20%	8.8
	Strategic Intervention		1,308	19%	1,278	18%	-0.4		38	24%	35	22%	-1.9
	Intensive Intervention		2,650	37%	2,888	41%	3.4		60	38%	61	38%	0.6



Table 12 breaks out Star Math performance by grade level. In grade 2, the percentage of Summer Achievers students performing At or Above Benchmark increased slightly from Spring to Fall. In grades 3-7, while there were percentage point declines in students performing At or Above Benchmark from Spring to Fall, these declines were less than, or comparable to, the declines from Spring to Fall seen for District students as a whole.

Table 12. Star Math assessment results Spring and Fall 2024, District students and Summer Achievers 2024 participants

Grade Level 23-24	Star Math Performance Level	District						Summer Achievers					
		Students Tested Spring & Fall 2024	Spring 2024		Fall 2024		% Point Change	Students Tested Spring & Fall 2024	Spring 2024		Fall 2024		% Point Change
			Count	%	Count	%			Count	%	Count	%	
2	At or Above Benchmark	4,353	1,405	32%	1,387	32%	-0.4	306	80	26%	84	27%	1.3
	On Watch		1,564	36%	1,593	37%	0.7		122	40%	122	40%	0.0
	Strategic Intervention		561	13%	603	14%	1.0		40	13%	44	14%	1.3
	Intensive Intervention		823	19%	770	18%	-1.2		64	21%	56	18%	-2.6
3	At or Above Benchmark	7,687	2,014	26%	1,586	21%	-5.6	587	113	19%	102	17%	-1.9
	On Watch		2,155	28%	2,283	30%	1.7		188	32%	185	32%	-0.5
	Strategic Intervention		1,339	17%	1,291	17%	-0.6		126	21%	117	20%	-1.5
	Intensive Intervention		2,179	28%	2,527	33%	4.5		160	27%	183	31%	3.9
4	At or Above Benchmark	7,888	2,090	26%	1,629	21%	-5.8	480	97	20%	73	15%	-5.0
	On Watch		2,266	29%	2,152	27%	-1.4		151	31%	137	29%	-2.9
	Strategic Intervention		1,189	15%	1,228	16%	0.5		99	21%	95	20%	-0.8
	Intensive Intervention		2,343	30%	2,879	36%	6.8		133	28%	175	36%	8.8
5	At or Above Benchmark	7,415	1,991	27%	1,272	17%	-9.7	420	82	20%	53	13%	-6.9
	On Watch		1,995	27%	2,157	29%	2.2		122	29%	124	30%	0.5
	Strategic Intervention		1,083	15%	1,154	16%	1.0		70	17%	72	17%	0.5
	Intensive Intervention		2,346	32%	2,832	38%	6.6		146	35%	171	41%	6.0
6	At or Above Benchmark	7,279	1,601	22%	1,279	18%	-4.4	267	41	15%	28	10%	-4.9
	On Watch		2,093	29%	2,122	29%	0.4		101	38%	103	39%	0.7
	Strategic Intervention		1,091	15%	1,329	18%	3.3		42	16%	60	22%	6.7
	Intensive Intervention		2,494	34%	2,549	35%	0.8		83	31%	76	28%	-2.6
7	At or Above Benchmark	7,393	1,729	23%	1,112	15%	-8.3	167	34	20%	20	12%	-8.4
	On Watch		2,180	29%	2,286	31%	1.4		57	34%	64	38%	4.2
	Strategic Intervention		1,217	16%	1,480	20%	3.6		28	17%	34	20%	3.6
	Intensive Intervention		2,267	31%	2,515	34%	3.4		48	29%	49	29%	0.6

### RQ 3: What were staff experiences during summer programming?

Summer program staff generally reported satisfaction with the professional development (PD) offered, as well as the curriculum, materials, leadership, and facilities. Those who were not satisfied had suggestions for strengthening curriculum, providing additional materials, or improving facilities. Staff also reported they could support the students on their roster, although some ESY staff asked for additional support staff, and some Summer School staff asked for additional climate staff.

#### Staff survey respondents, by program

Over 1,000 employees (n = 1,085) responded to the Summer 2024 Program Staff Survey. The majority of respondents (56%) supported Extended School Year (ESY) (Table 13). About 23% of respondents supported Summer Achievers, and nearly 14% supported Summer School. The remaining 7% supported Newcomer Academy (Elementary), CTE, SKTP, Young Entrepreneurs, Newcomer Academy (High School), CTE Middle School Summer Camp, StartUp EDU, Summer Drumline, two or more programs, or did not provide a program name. For the Summer Achievers program – a collaboration between the City of Philadelphia, community-based organizations, and the School District of Philadelphia (SDP) – the Staff Survey was administered to SDP staff only.

Table 13. Staff Survey respondents by summer program

Program Name	Number of Staff Survey Respondents (N=1085)	% of all Staff Survey Respondents
Extended School Year, Grades 1-12	611	56.3%
Summer Achievers, Grades 1-8	249	22.9%
Summer School, Grades 9-12	147	13.5%
Newcomer Academy, Grades 1-7	20	1.8%
CTE Internship/Externship	12	1.1%
Summer Kindergarten Transition Program (SKTP)	9	0.8%
Young Entrepreneurs, Grade 9	7	0.6%
Newcomer Academy, Grades 8-12	5	0.5%
CTE Middle School Summer Camp	3	0.3%
Startup EDU	3	0.3%
Summer Drumline	2	0.2%
Two or more programs	7	0.6%
<i>Did not provide a program name</i>	10	0.9%
<b>TOTAL</b>	<b>1,085</b>	<b>100%</b>

Source: Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

### Staff survey respondents, by role

Most respondents (48%) were classroom teachers, and 23% provided classroom support (Table 14). Fewer than 10% of respondents were Summer Achievers Point Teachers (4%), ESY Teacher Leaders (3%), small group pull out/push in teachers (2%), Speech Therapists (2%), or Central Office staff supporting programming (1%). A remaining 8% were Nurses, Occupational Therapists, Secretaries, Extracurricular Teachers, School Counselors, Student Climate Staff, Assistant Principals, Bilingual Counseling Assistants, Climate Managers, Roster Chairs, or EL Points. Nearly 9% reported their role as “Other.”

Table 14. Staff Survey respondents by employee title

Role	Number of Staff Survey Respondents (N=1085)	% of all Staff Survey Respondents
Teacher: Lead Classroom Teacher	520	47.9%
Classroom support	250	23.0%
Summer Achievers Point Teacher	45	4.1%
ESY Teacher Leader	33	3.0%
Teacher: Teaching small groups of students (pull out/push in)	23	2.1%
Speech Therapy	20	1.8%
Central Office supporting summer programming	12	1.1%
Nurse	10	0.9%
Occupational Therapist	10	0.9%
Secretary	10	0.9%
Extracurricular/Electives/Gym/Arts teacher	9	0.8%
School Counselor	9	0.8%
Student Climate Staff	8	0.7%
Assistant Principal	7	0.6%
Bilingual Counseling Assistant	7	0.6%
Climate Manager	6	0.6%
Physical Therapist	5	0.5%
Roster Chair/Scheduler	4	0.4%
EL Point	3	0.3%
Other	94	8.7%
<b>Total</b>	<b>1085</b>	<b>100%</b>

**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

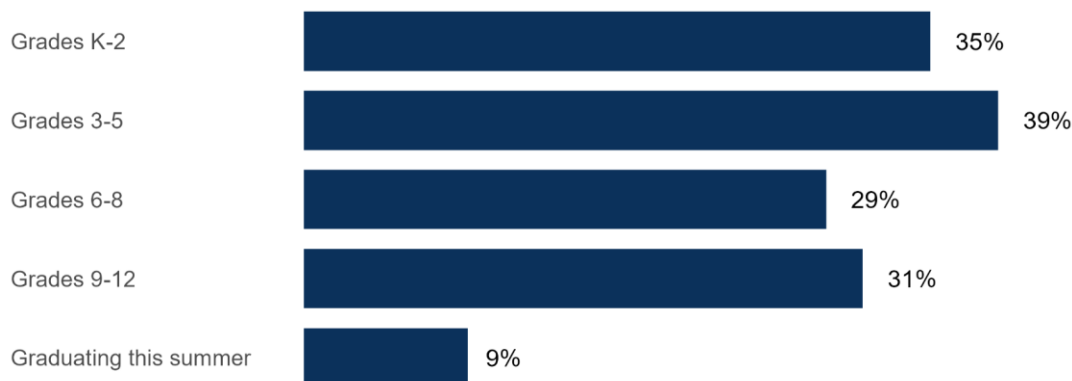
**Note:** The “Other” titles included material inventory assistant, ASL interpreters, Bus Lead, Career Awareness Specialist, Lead Substitute Teacher, Technology Support, and Act 158 Advisor.

## Staff survey respondents, by grade band served

Staff who responded represented the various grade bands relatively equally, with slightly more respondents reporting that they served Grades K-2 (35%) and Grades 3-5 (39%) over Grades 6-8 (29%) and Grades 9-12 (31%). Nearly 10% also served students planning to graduate at the end of the summer. Note that staff often support more than one grade level band (Figure 1).

Figure 1. What grades do you support?

What grade(s) do you support? (N=1078)



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

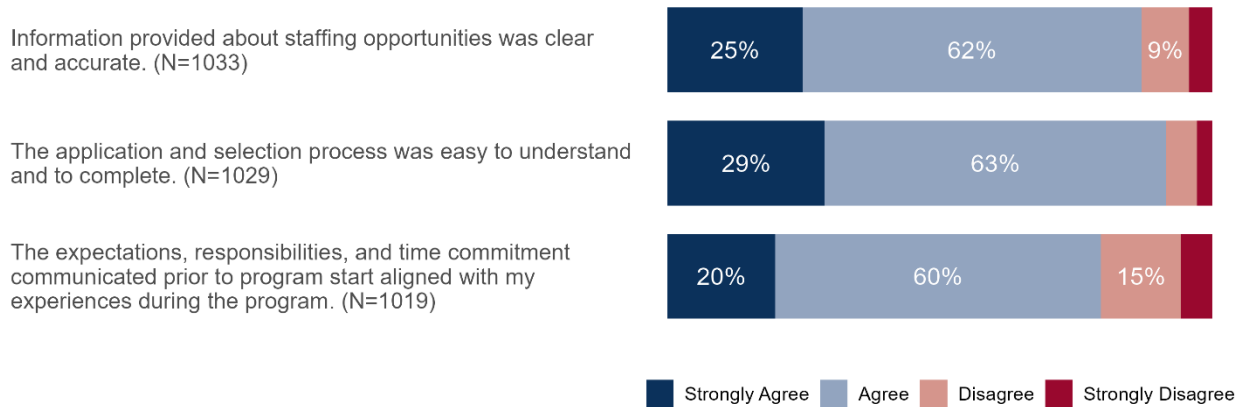
## Staff survey responses

### Job opportunities and application

Most employees (80%-92%) responded that the information provided about staffing opportunities was accurate, the process was easy to complete, and that the job expectations communicated prior to job start aligned with their experiences during the program (Figure 2). A minority (20%) disagreed or strongly disagreed that the expectations communicated prior to job start aligned with their summer program experiences.

Figure 2. Employee responses about staffing application and selection

To what extent do you agree with the following statements?



Source: Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

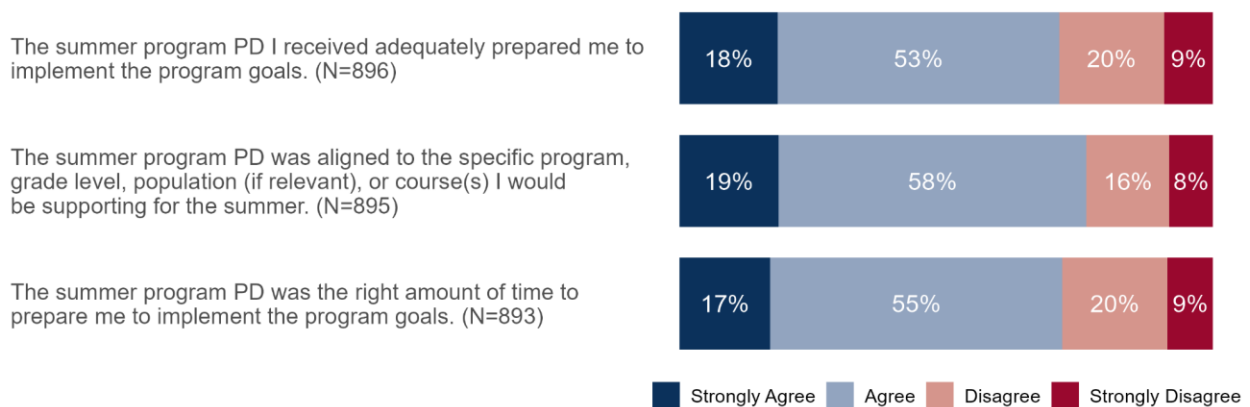
## Professional Development

Employees were provided a full-day of in-person professional development. Most of the 1,085 survey respondents (86%) answered that they attended PD in June 2024.

Between 72%-77% of respondents who answered that they had attended the PD agreed or strongly agreed the PD adequately prepared them to implement program goals; was aligned to the program, grade level, population, or course they would be supporting for the summer; and was the right amount of time to prepare them. Roughly one-quarter (24%-29%) disagreed or strongly disagreed that the PD adequately prepared them, was aligned, and was the right amount of time (Figure 3).

Figure 3. Employee responses about professional development (PD)

To what extent do you agree with the following statements?



Source: Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

Several staff survey respondents mentioned PD in response to the open-ended questions concerning which aspects of the program to continue, or which aspects could be improved for staff or for students and families.<sup>9</sup> While some who commented on PD recommended that the PD be one of the aspects of the program that is continued for next summer, others suggested changes. The largest theme across ESY, Summer School and Summer Achievers concerning PD (15 of 47 comments) was that the PD should be virtual, particularly since it involved watching videos: “There is no need to have an in-person PD, when a zoom meeting would suffice” - *staff respondent (Summer School)*.

Additional suggestions regarding the PD related to the specific needs of the individual programs appear in Box 1.

**Box 1. Additional suggestions from the Staff Survey for improving professional development, by program**

**Extended School Year**

- *I would try and make sure that staff had access to the correct trainings for the students that they will be supporting. Any changes to assignments should be made after that or there should be some way for staff to access the trainings.*
- *I don't think the full day of PD was necessary- it could've been completed virtually and only needed to be about an hour or two, then allowing RSPs to review caseloads on their own for the rest of the day, as needed.*

**Summer Achievers**

- *Use illustrative math but give a full day of training and practice.*
- *Maybe instead of having a full PD day for staff... you can open up the last half of the day as an optional orientation/meet and greet for the families who enrolled in the program.*
- *I feel that more preparation (i.e., expectations) needs to be given to the OST leaders and the High School Volunteers. Many times they just sit there and do not move around the classroom to see if the students need help. I feel like some training needs to be given to the High School volunteers so they know what is expected of them. I feel like I should not have to be telling the volunteer to get off their phone and help the students.*

**Summer School**

- *We spent two hours in a science GIZMOS PD for summer school and [were] shown all the curriculum that the district provided for us knowing we could not even use it because the students had no computers.*

**Other Programs**

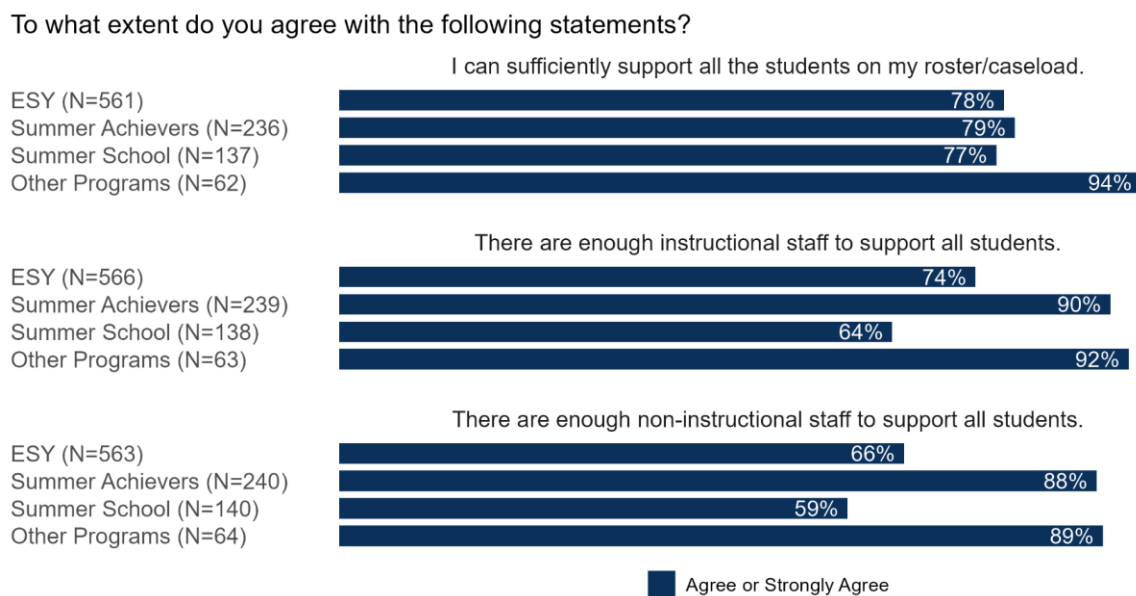
- *More training for SEL and active learning. More opportunities for project-based learning*

<sup>9</sup> See Appendix B for additional information on the analysis of the open-ended comments on the Staff Survey.

## Supporting students

A majority of respondents agreed or strongly agreed they could sufficiently support all students in their caseload and there were enough instructional staff and non-instructional staff to support all students (Figure 4). In the three largest programs, ESY, Summer School and Summer Achievers, 77%-79% agreed that they could support all the students on their roster/caseload, compared to 94% in the other programs (see Table 13 for the specific programs included in “other programs” represented in the Staff Survey results). Fewer ESY (74%) and Summer School (64%) staff than Summer Achievers (90%) or other program (92%) staff responded that there were enough instructional staff to support all students. Similarly, fewer ESY (66%) and Summer School (59%) staff than Summer Achievers (88%) or other program (89%) staff responded that there were enough non-instructional staff to support all students.

Figure 4. Staff responses about supporting students, by program



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

**Note:** ‘Other Programs’ include Newcomer Academy, Grades 1-7; CTE Internship/Externship; Summer Kindergarten Transition Program (SKTP); Young Entrepreneurs, Grade 9; Newcomer Academy, Grades 8-12; CTE Middle School Summer Camp; Startup EDU; Summer Drumline; and respondents who selected two or more programs (n=7) or did not provide a program name.

Staffing was frequently commented on in the open-ended responses.

ESY staff comments reflected two clear themes: (1) the need for additional staff, especially classroom assistants and climate staff, and (2) the need to more carefully match the experience and expertise of staff with the population they are serving, if at all possible. One frequently-made point was that students who had 1:1 support during the school year needed it for the summer as well, but that there were not enough staff to accommodate these needs. That said, several ESY staff were pleased with the technical support person in their building, and one commented that having a



teacher leader (coordinator) had been beneficial and had alleviated “stress from the administration.”

Many Summer Achievers teaching staff were pleased with the staff from Community Based Organizations (CBOs) who supported their classes. A few staff thought that communication could be improved and the collaboration strengthened. Staff appreciated having a point teacher and suggested that the role continue. A number of staff felt that their site would benefit from having a nurse as well as technical support.

Nearly all Summer School staff asked for more climate professionals to help with student behavior and to ensure safety; more teachers; and more specialists to help with ELs and students with IEPs.

Finally, the staff of other programs echoed these sentiments. Newcomer Academy (Elementary) staff, similar to Summer Achievers staff, were pleased with the assistance from the staff of the CBO partner. However, some also asked for nurses on site. Staff of small programs co-located with larger programs (e.g., Summer School), also asked for additional climate support.

Across all programs, staff requested additional substitutes.

**Box 2. Key quotes about staffing from the Staff Survey, by program:**

**Extended School Year**

- *Account for 1:1 staffing prior to start of ESY*
- *Assign teachers to the discipline they are trained to work to ensure the best experience for students (LS being placed in AS without safety care training or any experience in AS). Having a degree does not necessarily equate to possessing adequate experience to support students with moderate/severe disabilities in the manner they deserve*
- *Staff should know when completing the application what grade levels will be at each site. [...] Honor staff requests (within reason) when asked to be paired with certain classroom assistants and PARAs.*
- *Level classes by skill levels. Do not put ES students in the same rooms as LS and AS students, as their needs differ greatly from the LS/AS students who are here for academic needs only.*

**Summer Achievers**

- *I would recommend that there is a school nurse and school technology coordinator assigned to summer school sites. I would also recommend that the younger grades (1-4) have two teachers assigned due to larger numbers in these grades.*
- *The city agencies should collaborate more effectively with the SDP teachers. There often needed to be more clarity in how the site leader interacted with my students while I was teaching. She interrupted my lessons to discipline students and directed her staff members to do the same. The intrusion undermined my ability to form positive relationships with students and coworkers.*
- *The Collaboration with Congresso [community based agency] was amazing. Their team were a constant support with our students. Their reading tutors even came for a few weeks with our upcoming 1st Graders.*
- *The support from the YMCA staff has been very helpful and has lessened the burden on me as a teacher.*



### Summer School

- *I fear for the safety of my students and myself whenever random students decide to come into my classroom and there is only one climate support person on each floor.*
- *Daily staffing shortages were an issue this year. We had to double up classes and it was not in the best interest of our students.*
- *More ESL and Special Ed students for the huge number that are part of credit recovery.*
- *We were ridiculously overenrolled with 1,700 students at the beginning and for the first few weeks. We were understaffed and it was very dangerous. Possibly students who dropped out of summer school would have been successful had conditions not been outrageous. My EL caseload was impossible for the first few weeks, and immense for the last few.*

### Other programs

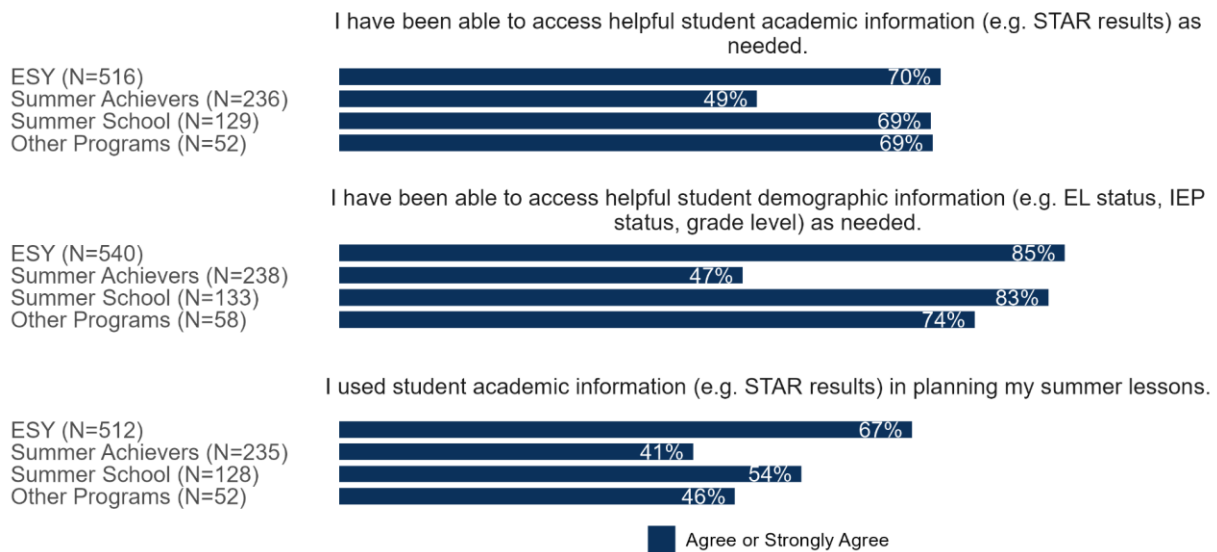
- *Have technology support such as TTL on sight and EL Point Person for the Newcomer Program as building administration was NOT well versed in the program.*

## Accessing information

A majority of staff respondents in ESY, Summer School and other programs (69%-70%) agreed or strongly agreed that they were able to access helpful student *academic* information when needed, as compared to roughly half (49%) of Summer Achievers staff (Figure 5). Similarly, a majority of staff respondents in ESY, Summer School and other programs (74%-85%) agreed or strongly agreed that they were able to access helpful student *demographic* information when needed, as compared to just under half (47%) of Summer Achievers staff. A majority of staff in Summer School (54%) and ESY (67%) used student academic information in planning their summer lessons. Less than half of staff did so in Summer Achievers (41%) and other programs (46%).

Figure 5. Staff responses about accessing important information, by program

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

**Note:** ‘Other Programs’ include Newcomer Academy, Grades 1-7; CTE Internship/Externship; Summer Kindergarten Transition Program (SKTP); Young Entrepreneurs, Grade 9; Newcomer Academy, Grades 8-12; CTE Middle School Summer Camp; Startup EDU; Summer Drumline; and respondents who selected two or more programs (n=7) or did not provide a program name.

Across all programs, a small portion of open-ended responses were regarding staff having access to student information. Most of those who did comment wanted greater access to student information. ESY staff requested easy access to IEPs, as well as information on students from their school year teachers.

**Box 3. Key quotes about accessing information from the Staff Survey, by program**

**Extended School Year (ESY)**

- Contracted staff weren't given access to EASY IEP until the last week of school. We were not able to teach, plan or progress monitor with fidelity.

**Summer School**

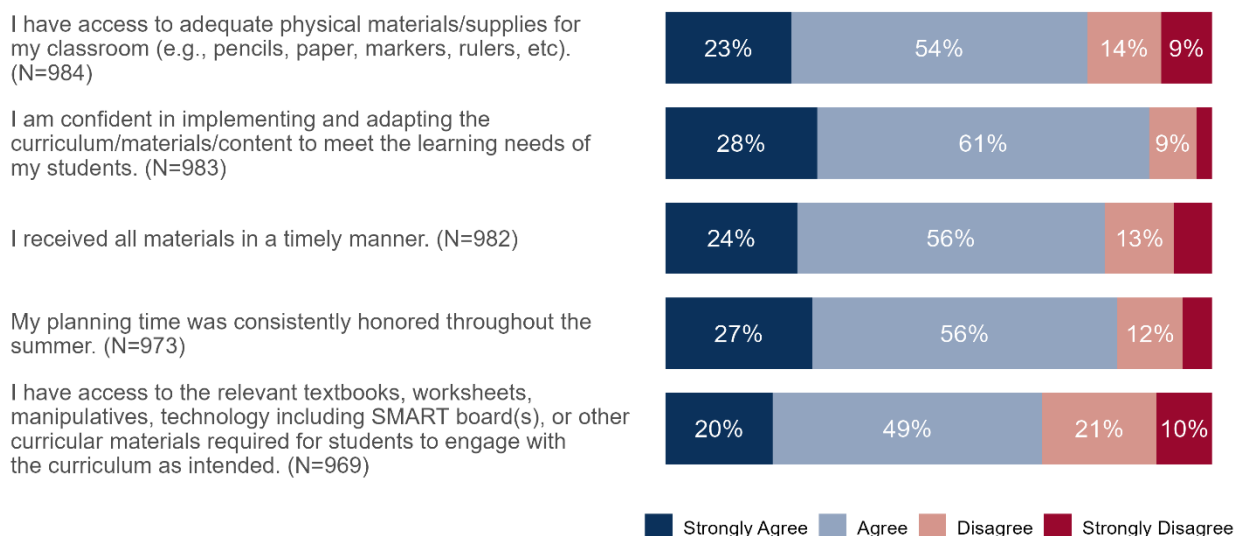
- Teachers need to have access to STAR data and IEP/504 plans

## Access to materials, adapting materials, and planning time

A majority of staff answered positively to questions regarding having access to appropriate physical classroom materials (77%) and curricular materials (69%) in a timely manner (80%) (Figure 6). Additionally, 89% of respondents were confident in their ability to implement/adapt the curriculum and materials to the needs of their students. Most (83%) felt that their planning time was honored throughout the summer. Nearly one-third (31%) disagreed or strongly disagreed that they had access to the relevant curricular materials as needed.

Figure 6. Staff responses about planning time, curriculum implementation, and access to materials

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

Many open-ended comments were on the topic of curricular and/or classroom materials. While many of these respondents were pleased with the materials that were provided and asked for that to continue, others requested additional curricular supplies. The most common theme was a request for math manipulatives, from both Summer Achievers and ESY staff. ESY staff also asked for access to appropriate materials for the population they served, such as noise-canceling headphones. Summer Achievers and Summer School staff commented on the amount of copying required, and asked for increased access to toner, additional copying machines, paper, or instead for access to workbooks. Summer Achievers staff requested that they receive more than two reading books, and that books be new to students and not ones the students read during the school year. Summer School staff asked for students to have access to Chromebooks. In addition, a few staff members commented that either they didn't have a pen to go with their SMART board, or that they needed tech support to get their SMART board to work.

**Box 4. Key quotes about classroom materials from the Staff Survey, by program****Extended School Year**

- *The distribution of supplies was great*
- *Provide in-class movement-based sensory materials (i.e., trampoline, etc.), height adjusting changing tables for MDS [Multiple Disabilities Support]*
- *Occupational therapists were provided NO MATERIALS except for paper and pencils. We need access to sensory materials, fine motor manipulatives, and other adaptive equipment such as seating alternatives, noise canceling headphones, etc.*

**Other Programs**

- *Supplies - It was great for teachers to receive all the supplies that they did. I do not believe a thing was missing. Please continue this. -Newcomer Academy (Elementary)*

**Summer Achievers**

- *More books were needed to be supplemented for certain grades. Two short children's books cannot last the 18 days of programming.*
- *It was a lot of copying with no manipulatives to use.*
- *Continue to provide staff with pencils, chart paper, sticky notes, sharpeners, highlighters, etc.*

**Summer School**

- *Have working copy machines and enough for all staff to utilize in a timely manner*
- *COVID era curriculum is outdated and not helpful when we find out last minute that students will not have laptops available. Please update curriculum or provide chrome books.*
- *I did not expect students to not be equipped with their Chromebooks, which has been a challenge to teach with so many of my resources are online.*
- *They told us to have students use their phones. Not only does this open up a path for distraction for the students, it completely ignores the number of students going through financial issues who have no phone or whose phone service was turned off. Half of my students fit in that category, and I was not going to single them out.*

**Curriculum**

Many staff comments were on the topic of the curriculum. Over one-third of the comments on curriculum (44 of 123) recommended that it be continued the following year. The remainder had suggestions for improvement. Some ESY staff felt that the curriculum was not suited for their particular students (e.g., AS students) or was outdated (e.g., Mathline). Summer School staff requested “... more robust lesson plans to fill the 2 hours, or more planning time to use for filling out the lesson plans given to us.” They also requested that “Covid-era” curriculum be updated. Summer Achievers staff noted that students complained they were rereading books that they had already read during the school year. Other Summer Achievers staff suggested supplementing the ELA and math curriculum with material that school year teachers don’t always have time to incorporate,

such as social-emotional learning (SEL) skills, life skills, creative writing, and STEM. Some Summer Achievers staff also suggested using more project-based curricula to maintain engagement over the summer, as well as collaborating with the CBO staff. Many staff of other programs were pleased with their curriculum (e.g., StartUp EDU, CTE programs such as welding and CPR, and National Geographic curriculum for EL students).

### Planning Time

A small number of comments were made related to planning time. A few staff included planning time as something that worked well and should be continued next summer. Other commenters requested more time in order to fulfill daily duties such as preparing materials, contacting or meeting with parents, making copies, “filling out lessons,” or collaborating with OST staff (Summer Achievers). Commenters included ESY, Summer Achievers, Summer School, and other program staff.

#### **Box 5. Key quotes about planning time from the Staff Survey, by program**

##### **Extended School Year**

- *I recommend that we continue having daily art and gym prep periods and times to go out for recess.*
- *I also felt, as a teacher, that we had no significant planning time due to having to collect the kids 15 minutes after our start time and help out with dismissal. Most days I was lucky to get 15-20 minutes to lesson plan and get materials ready. On some days if we had to have a staff meeting at the start of the day or if the buses took a while to board, it was even less. It would be fine if we weren't also expected to call families to see if students are attending as well as printing our own materials but I often felt strapped for time.*

##### **Summer Achievers**

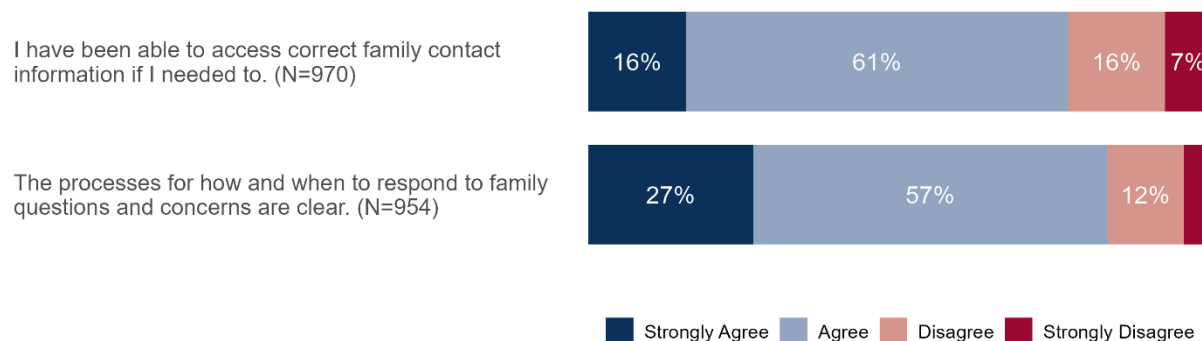
- *This program required copies to be made every single day for instruction and it shouldn't be expected to be made off of the clock.*
- *Use of interesting/relevant curriculum, my students already read the book given and were bored. This created a lot more work in order to keep them engaged in the lessons. The message that is being sent by having students reread a book they already read is that teachers are not effective in the original lessons and that students are “stupid”. Overall, as a creative educator, we made it work but it should be considered for next year.*

### **Communicating with families**

About three-quarters of staff agreed or strongly agreed that they had been able to access correct family contact information when needed (77%), and 84% agreed that guidelines for when to contact families were clear (Figure 7). Nearly one quarter (23%) disagreed that they had been able to access correct family information.

Figure 7. Staff responses about family communication

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

A small number of open-ended comments concerned accessing accurate parent information. Most of those responses were from ESY staff, e.g.: “There needs to be a process by which we can better ensure that the contact info parents submit is updated and accurate prior to signing up for ESY.”

Nearly all staff comments about communicating with family members concerned actively preparing families for their child’s successful participation in the summer program. For example, most Summer School staff were concerned with students and families having a clear understanding of the requirements and expectations of the program. In addition, a number of responders suggested that programs communicate more clearly with families about a program’s structure prior to the start of the program. For example, many Summer Achievers staff commented that not all parents were aware that “camp” included an academic block, and a Summer Kindergarten Transition Program (SKTP) staff member wrote that a number of parents did not realize SKTP was virtual. Some staff suggested orientations or inviting parents on the first day to better inform them about the program.

Other suggestions from staff about communication concerned areas of apparent parent confusion, including information about various program options, busing, program location, the time and day of the program’s start, early dismissals, heating and cooling issues, and special events. Staff were also interested in ways to increase communication with families and parents on a regular basis regarding students’ progress, or to address behavior such as attendance or on-time arrival. Staff suggested a number of ways to facilitate greater communication, including Class Dojo, email, Messenger, a weekly newsletter, a show-off folder, Google Classroom, or SchoolNet (for Summer School attendance and grades).

Finally, Summer Achievers SDP teaching staff commented that, given the nature of the partnership with the city, they did not have much contact with families, since this was largely the role of the community-based agency out-of-school time provider. For some Summer Achievers staff this approach worked, less so for others.

**Box 6. Key quotes about communicating with families from the Staff Survey, by program****Extended School Year**

- *Provide families with their ESY site and Bus Route information in a timely manner.*
- *Allow parents to know their classroom setting ahead of the first day of school. Students should have ID tags that state their names, room numbers, and bus routes before entering the building for the first day. Pre-summer packets should be sent out to the homes to avoid confusion on the first day of school. A smooth transition is needed.*
- *I had multiple parents that I reached out to not even realize their kids were eligible. I also struggled to find the time to reach out to all families of kids who did not attend the first few days. I feel like making that someone else's responsibility besides the teacher would make it so that more kids would actually attend. There was also no help for EL families and this was a major issue for one of my families.*

**Summer School**

- *Home schools should reach out to parents to inform them of the location of Summer School, prior to the end of the school year. Many parents were not aware of where their children were assigned and this caused a huge mix up during the first week of Summer School.*
- *A virtual informational session with parents before summer school begins might be beneficial. This way, parents are informed about all the rules, the attendance policy, and other essential details to ensure their children complete the program and get the necessary credits.*
- *Graduation notifications and expectations for graduating seniors to answer questions families may have concerning the venue and the particulars.*

**Summer Achievers**

- *For students, I think there needs to be an explicit orientation as to what this program is/offers and for students to set academic-based and activity-based goals (especially the older students) so they are fully understanding what they are getting into and what they can get out of it. For family, I think there should be a system for more family involvement, whether it be through a show off folder or Google classroom.*
- *I honestly didn't have any contact with parents. I wasn't informed whether to reach out or not. CORA [community-based agency] had contact with parents regarding trips and daily activities. I did send a farewell letter along with extra activities for practice.*

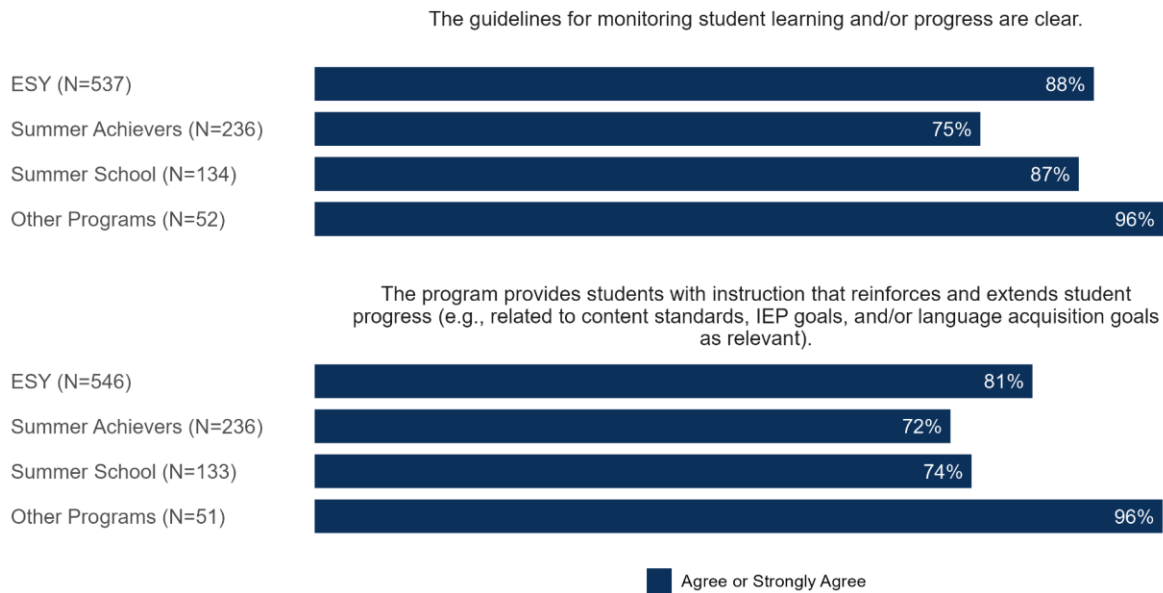
**Instruction and monitoring of student progress**

Each summer program, course, and population had their own curriculum. Between 75%-96% of respondents agreed or strongly agreed that the guidelines for monitoring student learning and/or progress were clear (Figure 8). Between 72%-96% of respondents agreed or strongly agreed that the program provided students with instruction that reinforced or extended student progress.



Figure 8. Staff responses about instruction and monitoring of student work

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

**Note:** ‘Other Programs’ include Newcomer Academy, Grades 1-7; CTE Internship/Externship; Summer Kindergarten Transition Program (SKTP); Young Entrepreneurs, Grade 9; Newcomer Academy, Grades 8-12; CTE Middle School Summer Camp; Startup EDU; Summer Drumline; and respondents who selected two or more programs (n=7) or did not provide a program name.

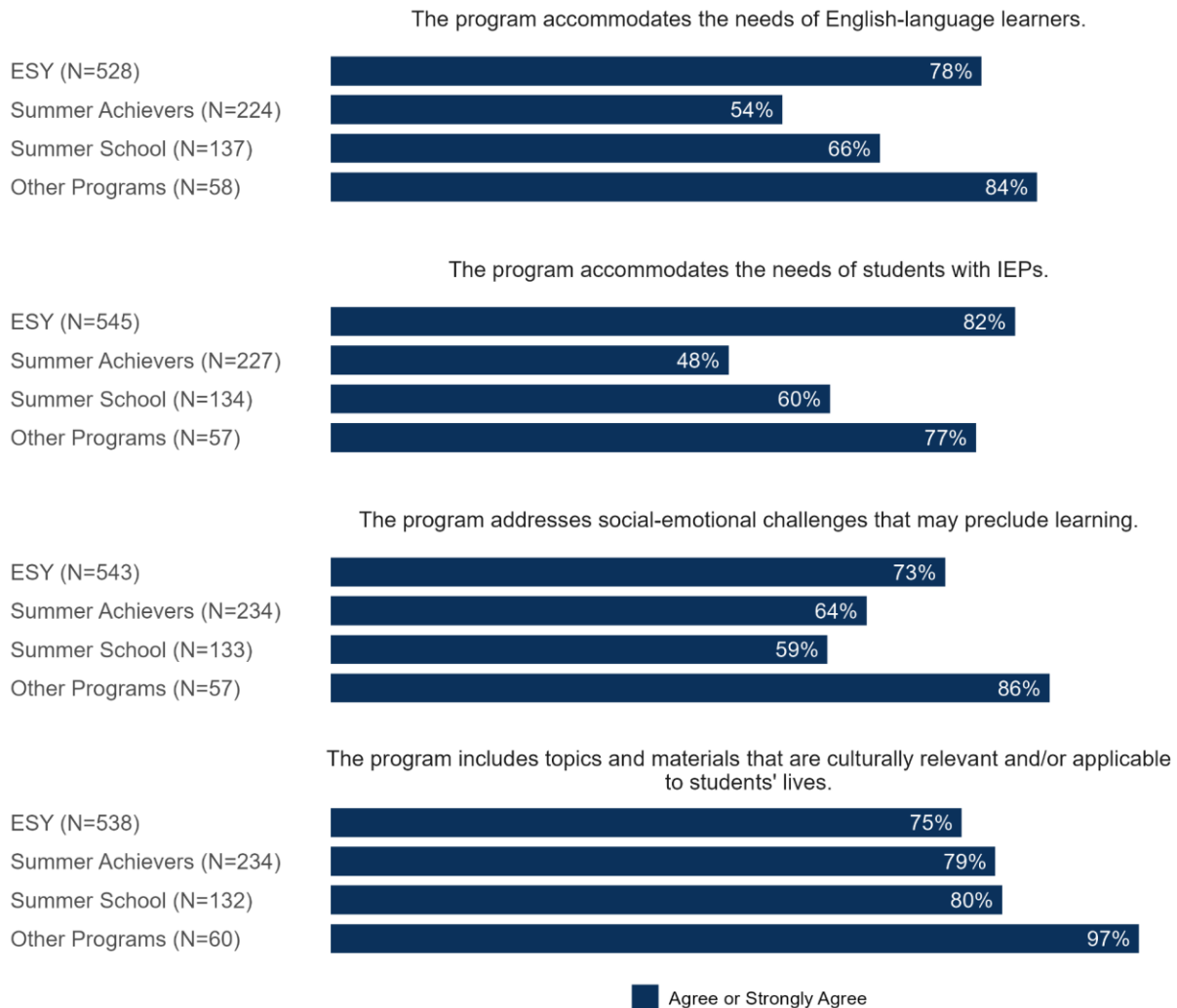
### Accommodating students’ needs

Fewer staff in Summer Achievers (54%) and Summer School (66%) felt that the program accommodated the needs of English language learners, compared to most of the staff in ESY (78%) and other programs (84%) – including staff in the elementary and high school Newcomer Academies, which are designed for EL students (Figure 9). Just under half of the staff of Summer Achievers (48%) felt that the program accommodated students with IEPs. A majority of the staff in Summer School (60%), and most of the staff of ESY (87%) – a program designed for students with IEPs – and staff of other programs (77%) felt that their program accommodated students with IEPs. The extent to which staff affirmed that their program addressed social-emotional challenges that may preclude learning also varied somewhat by program, with 59% of Summer School staff agreeing that this was true, compared to 86% of the staff of other programs. Most staff of all programs (75% or more) felt that the program included topics and materials that are culturally relevant and/or applicable to students’ lives.



Figure 9. Employee responses regarding student needs

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

**Note:** ‘Other Programs’ include Newcomer Academy, Grades 1-7; CTE Internship/Externship; Summer Kindergarten Transition Program (SKTP); Young Entrepreneurs, Grade 9; Newcomer Academy, Grades 8-12; CTE Middle School Summer Camp; Startup EDU; Summer Drumline; and respondents who selected two or more programs (n=7) or did not provide a program name.

Many open-ended comments were made about student supports. Many of the comments concerning supporting students were a request for additional staff, which is discussed earlier in this report. Therefore, the following discussion is limited to curriculum and other aspects of supporting students with varied needs, *excluding* hiring additional staff. In addition, staff often discussed students who may need additional social-emotional supports in terms of the behavior they exhibited.

ESY staff noted that some students with particular disabilities also needed accommodations during dismissal procedures and on buses. One ESY staff member also described the need for additional sensitivity training for all staff: “As a therapist I was in many classrooms and I observed many staff members being insensitive to the needs of students and treating them disrespectfully because of their disabilities.”

Some Summer Achievers staff questioned whether the program was the right match for autistic students or students whose IEPs provided for 1:1 support during the school year. Other Summer Achiever staff expressed concern over some students’ lack of motivation.

Summer School staff who commented expressed concern over student behavior, and cited students fighting or roaming the halls. They suggested several solutions, including limiting access to phones and smaller class sizes.

Fewer staff of other programs commented on student supports. The exception was one SKTP staff member who recommended that the program should transition to an in-person model.

### **Box 7. Key quotes about student supports from the Staff Survey, by program**

#### **ESY**

- *Specialized transportation requests should be honored and in place. (car seats, etc.) Ensure that students have a name card or have their belongings labeled with their name. This ensures safety especially when a student is non-verbal.*

#### **Summer Achievers**

- *I think that part of improving the staff experience is to have a system in place to incentivize students to want to complete work during the academic enrichment portion or have a way to hold students accountable. Since they were ungraded, many students expressed not wanting to complete work and gave teachers, including myself, issues, which increased the stress on the teachers.*

#### **Summer School**

- *This year's summer school was handled poorly. Fights should not be occurring during summer school, students need to understand that they are here to make up the credit, not walking the hallways with their friends.*
- *Lower class size for Summer School. These kids are special ed., ESOL, Emotional Support, and all kinds of disruptive. It is nearly impossible to teach and manage a classroom like this and it is a horrible experience for staff and students alike.*
- *Students should be given access to technology, i.e. calculators and Chromebooks, during summer programming. This will avoid the use of cell phones during class, which have been used for making threats to individual students, cyberbullying, instigating fights, and other school safety and instructional disruptions.*

**Other Programs (SKTP)**

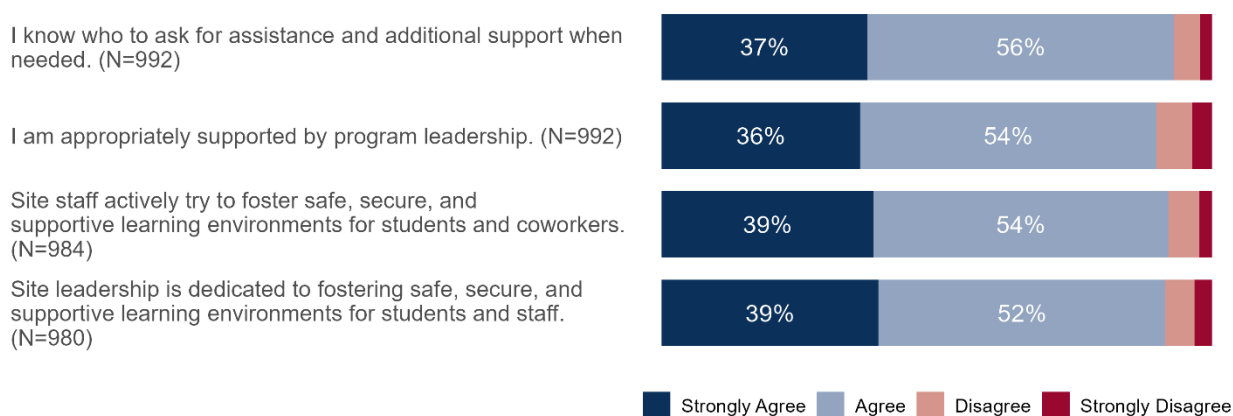
- *The students and families that need IN PERSON learning the most are the ones who will be new to the school experience. Or, at the very least provide some IN PERSON experiences for the students and families, like an end-of-the-program playground play date.*

**Leadership support**

Nearly all (90%-93%) of respondents agreed or strongly agreed they were appropriately supported by program leadership and knew who to ask for assistance and support when needed (Figure 10). Additionally, between 91%-93% of respondents agreed or strongly agreed that site leadership was dedicated to fostering safe, secure, and supportive learning environments for students and staff and that site staff actively tried to foster safe, secure, and supportive learning environments for students and coworkers.

Figure 10. Staff responses about leadership support

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

**Administration**

Many open-ended comments were also made concerning program administration. Some of these comments were recommendations that some aspect of the administration be continued, for example: “Keep selecting caring and helpful administrators for summer school sites.” - *Summer School staff member*. The majority of comments made about program administration were recommendations that an aspect of the administration of the program be improved. For ESY staff, the primary recommendation was that arrival and dismissal be better organized, and that the needs of specific student populations be considered in that process. Summer School staff recommended that the rules around attendance/lateness/dropping students be more consistent. Some Summer School staff were also concerned that there were not enough sites and that sites/classrooms were

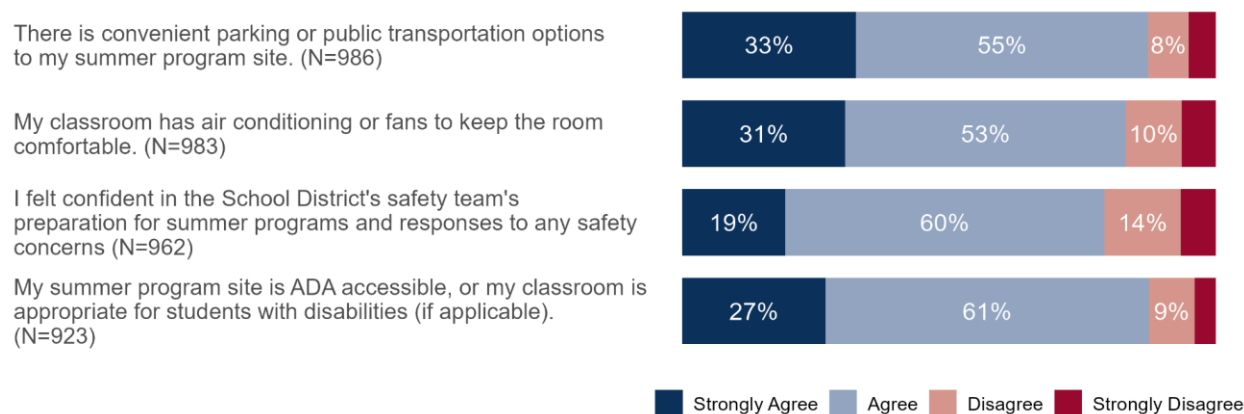
overcrowded. Some Summer Achievers staff who commented on administrative issues felt that the collaboration with the CBO partner could be better defined, and communication and organization could be improved. Other Summer Achievers staff commented that the partnership worked well and was effective.

### Buildings, facilities, and safety

Most respondents agreed or strongly agreed that there was convenient parking or public transportation options to their summer program site (88%), and that their classrooms had air-conditioning or fans (84%). Most respondents also agreed or strongly agreed that they felt confident in the School District's safety team's preparation for summer programs and responses to any safety concerns (79%), and their summer program site was ADA accessible or their classroom was appropriate for students with disabilities (88%; Figure 11).

Figure 11. Staff responses about buildings and facilities

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

**Note:** Respondents from virtual programs were excluded from analysis for buildings and facilities questions.

A small number of open-ended comments were made regarding parking and air conditioning. Staff who had working air conditioners and adequate parking were pleased. Most commenters, however, lacked one or the other, and they recommended that this be rectified going forward.

### Box 8. Key quotes about parking and air conditioning from the Staff Survey, by program

#### Summer Achievers

- *Continue to have the program in schools where there is air conditioning and accessible parking.*

#### Extended School Year

- *Ensure that all rooms actually have air that is in working condition PRIOR to assigning them. Some of the rooms had air, some did not, some had fans (which don't help in 100 degree days) and some did not.*

### Safety

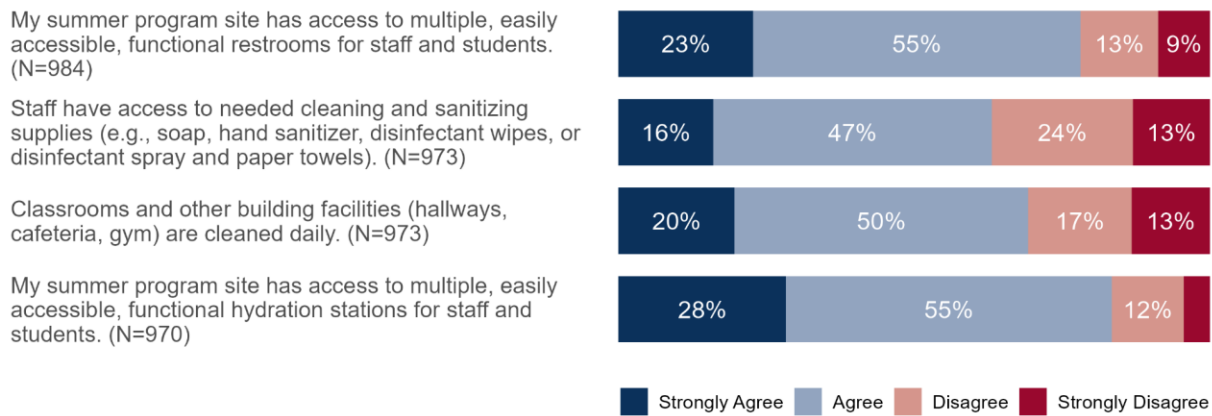
Staff Survey respondents – primarily ESY and Summer School staff – commented on safety at their program site. Several comments focused on the need for additional support or climate staff, (discussed in the Supporting Students section, page 39). Additionally, ESY staff mentioned that playgrounds need to be safe for specific populations (e.g., students with Autism), that all non-verbal students need name cards to ensure their safety, and that there needs to be greater support for staff who sustain injuries. Summer School staff stated that additional sites are needed for Summer School because the overcrowded conditions led directly to safety concerns. One Summer School staff member explained that the presence of phones was detrimental. “[They] have been used for making threats to individual students, cyberbullying, [and] instigating fights...” This staff member suggested that providing Chromebooks and calculators would eliminate the need for phones. Another Summer School staff member stated that the gym door frame on the outside of the building was damaged, which meant the door couldn’t be shut properly.

### Restrooms, cleanliness and hydration stations

About three-quarters of respondents (78%) agreed or strongly agreed that their site had access to multiple, easily accessible, functional restrooms for staff and students (Figure 12). Additionally, 63%-70% of respondents agreed or strongly agreed that classrooms and other building facilities (hallways, cafeteria, gym) were cleaned daily and staff had access to needed cleaning and sanitizing supplies. Most respondents (83%) agreed or strongly agreed their site had access to multiple, easily accessible hydration stations for staff and students. However, 37% disagreed/strongly disagreed that they had access to needed cleaning and sanitizing supplies, and 30% disagreed/strongly disagreed that building facilities were cleaned daily.

Figure 12. Staff responses about functioning facilities and cleanliness

To what extent do you agree with the following statements?



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

**Note:** Respondents from virtual programs were excluded from analysis for buildings and facilities questions.

In open-ended responses, staff cited issues with lack of cleaning supplies, dirty classrooms and dirty or locked bathrooms. A few staff mentioned hydration stations were an issue, e.g., “The water fountain on my floor was broken until the last week of [summer] school” - *Summer School staff member*

**Box 9. Key quotes about restrooms, cleanliness, and hydration stations from the Staff Survey, by program**

**Summer Achievers**

- *Before choosing schools a team should do a physical walkthrough. Our site was extremely dirty on the day we started. Food and trash were still around from the end of the school year. Floors were not mopped or swept. We also did not receive any classroom cleaning supplies so many of my teachers went out and purchased them.*

**Summer School**

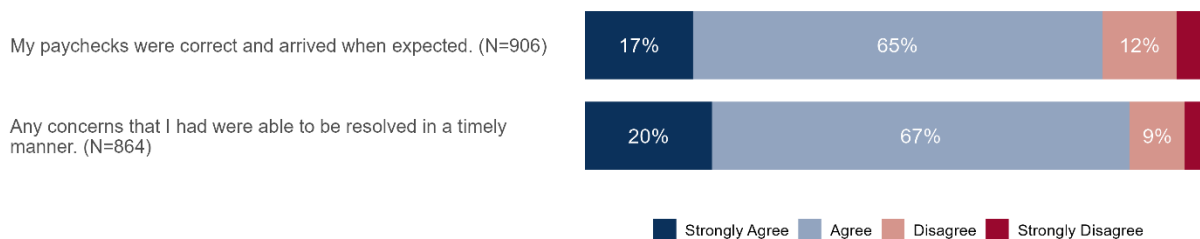
- *There was only one, single stall teacher's bathroom on my floor which was locked half of the time, creating massive backups that prevented people from using it. We only had 15 minutes of break time to use the bathroom, [...]The student's girl's bathrooms were also locked on this floor, causing them to wander the building to find the only bathroom that was unlocked for them on the sixth floor. This could [...] result in students missing significant class time because of the wait for the singular open bathroom for a completely full school building.*

## Payroll, other concerns

About eight out of ten staff (82%) agreed or strongly agreed that their paychecks were correct and arrived when expected (Figure 13). Similarly, most staff (87%) affirmed that any concerns they had were able to be resolved in a timely manner.

Figure 13. Staff responses about paychecks, concerns

To what extent do you agree with the following statements? (Please skip any question that is not relevant to you.)



**Source:** Data from the Summer 2024 Program Staff Survey, downloaded September 26, 2024

Across all programs, few comments concerned compensation or payroll. Staff who commented asked for clearer communication regarding pay schedules and rates. Some mentioned that pay came late, that they’d like to be paid weekly, or that they would like summer pay to be issued separately from their school year pay. Some staff mentioned that they were not paid for 15-minute breaks, and one pointed out that students frequently sat in their class during that time.

More staff comments concerned bringing back the bonus/attendance incentive that was available in previous years. Most commenters simply asked for the bonus to be reinstated, however some staff explained that the teacher absences caused by lack of an attendance incentive placed additional pressure on the remaining staff, who at times had to combine classes to ensure coverage. One Summer Achievers staff member stated, “It would be helpful for a bonus or additional funds if possible. There were a lot of teacher call outs which made it difficult when providing instruction.” Another Summer School staff member commented: “Bring back the attendance incentive (even if it’s just awarding staff an extra personal day to use during the year).”

## Additional Open-Ended Responses on the Staff Survey

### Schedule

Across all programs, staff made comments in reference to the schedule. Roughly half of those who commented on the schedule were pleased with this aspect of the program and recommended it be continued. The remaining half recommended some adjustments. Some ESY staff asked that they have time to prepare before the students arrive. Some Summer Achiever staff suggested that the academic block was too long for students. Some Newcomers (High School) and StartUp EDU staff suggested that the academic program be lightened by incorporating a work/community engagement program or other non-academic component. Summer School staff recommended



shorter classes and orientations for parents, and requested that staff and students have different departure times.

## Sites

Some staff responses were concerned about the site of their program. ESY staff were divided between those who were happy with their site and those who thought that more sites would serve the students better (e.g., “Students should have access to other schools. Transportation transitions were chaotic. Too many buses. Location was overcrowded.”) Summer Achievers staff were especially appreciative when they were able to be placed in their home school. Most Summer School staff indicated that more sites were needed. As one stated: “Open more summer school locations. You had too many kids at too few sites. Some students had to travel by 2-3 methods of transport to get here and because of chronic lateness, they were dropped. It was also hard to roster so many kids in such a short amount of time. I had 44 on [my roster] in the beginning.” And one Newcomer (Elementary) staff member recommended: “Have locations that are accessible for our most needy students and families (Lawncrest, North Philly, West Philly).”

## Transportation

Nearly all comments on transportation were from ESY staff who recommended that the arrival and dismissal procedures be better coordinated, and that fewer buses come into each site. One staff member recommended: “Updated, digital, searchable rosters given to staff that connect the student's name, route, and classroom would be ideal. We should always have access to where a given child needs to be. Paper copies are often outdated, laborious, and easily lost.” Other ESY staff commented on confusion concerning routes. As one ESY staff member stated: “Buses did not pick up most of my students. When parents called, their requests were ignored. Transportation needs to pick up all students on their list in a timely manner. They should not be able to pick and choose who gets to attend school.”

## Registration and Rostering

ESY staff asked that students' intent to attend be confirmed by the District prior to the start of the program. Since not all students who are rostered attend, one ESY staff member suggested “Families should have a clear understanding of the ESY process and a real person to talk to prior to the start of the summer.” Summer Achievers staff recommended that student rosters be updated on “a daily/weekly basis.” Staff from both Summer School and Newcomers recommended additional support for registering EL students. Summer School staff also requested clarity and consistency in determining which students needed to be dropped.

## Enrichment

ESY and Summer Achiever staff in particular were pleased that enrichment was part of their students' program. One ESY staff member requested that art, music, and gym be at all sites; another stated that art, music, and gym were a great addition to the program. Some ESY staff recommended trips be included and others suggested an end of program celebration day. Some Summer Achievers staff also requested that a “special” be incorporated into the academic block, and/or that they have



an end-of program celebration. Summer Achievers staff also noted how much their students enjoyed their afternoon “camp” activities.

## Food

A few staff noted that the food for students could be improved. As one staff member explained: “The lunches provided for the students were often frozen and inedible and some of these kids don't have food at home so this is a huge disservice to the kids.”

## RQ 4: Did students enjoy the summer programs and find them beneficial?

**Students reported that they generally enjoyed their summer program, that they learned new things, felt cared for, and that they will do better in the fall because of their summer program. Students also suggested improvements, including more enrichment activities, better food, and schedule changes.**

### Student respondents, by 2024 summer program

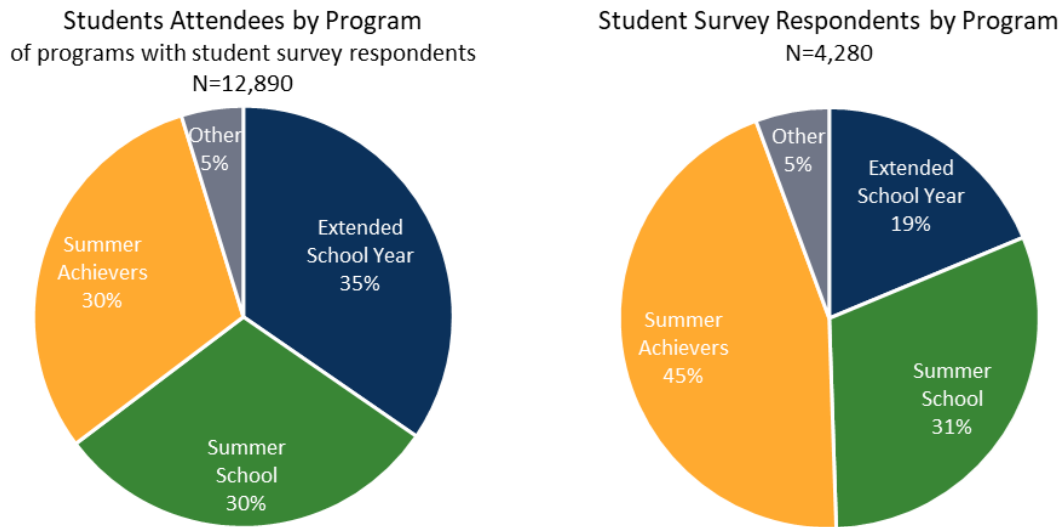
Over 4,000 students responded to the Student Survey about 2024 summer programming (n = 4,280). The 4,280 survey responses represent a response rate of 33% of the 12,993 students who attended at least one day of summer programming at a program where the Student Survey was administered, and an approximate 67% response rate of the 6,375 students who attended 75%-100% of their program days – the students we expected to be attending summer programs during the survey administration window.

Student Survey responses represented 68 of the in-person summer program sites. The locations with the most respondents were Benjamin Franklin High School (n = 570), Northeast High School (n = 337), and High School of the Future (n = 282).

Just under half of survey respondents were enrolled in the Summer Achievers program (45%). Nearly one third of respondents were enrolled in Summer School (31%), and 19% were enrolled in ESY (Figure 14). The remaining 5% of student respondents were in Newcomer Academy, Young Entrepreneurs, CTE, StartUp EDU, Summer Drumline, or either did not specify their program or selected multiple programs.

Overall, the responses to the Student Survey are roughly representative of attendees by program, though Summer Achievers students make up a larger proportion of survey respondents (45%) than of overall attendees (30%), while ESY students make up a smaller proportion of survey respondents (19%) than of overall attendees (35%). The Student Survey was administered to students grades 3-12, and therefore was not administered to SKTP students. Given the brevity of their program (1 week), students in CTE Middle School Summer Camp were also not administered the survey.

Figure 14. Summer 2024 attendees and Student Survey respondents by program, of surveyed programs



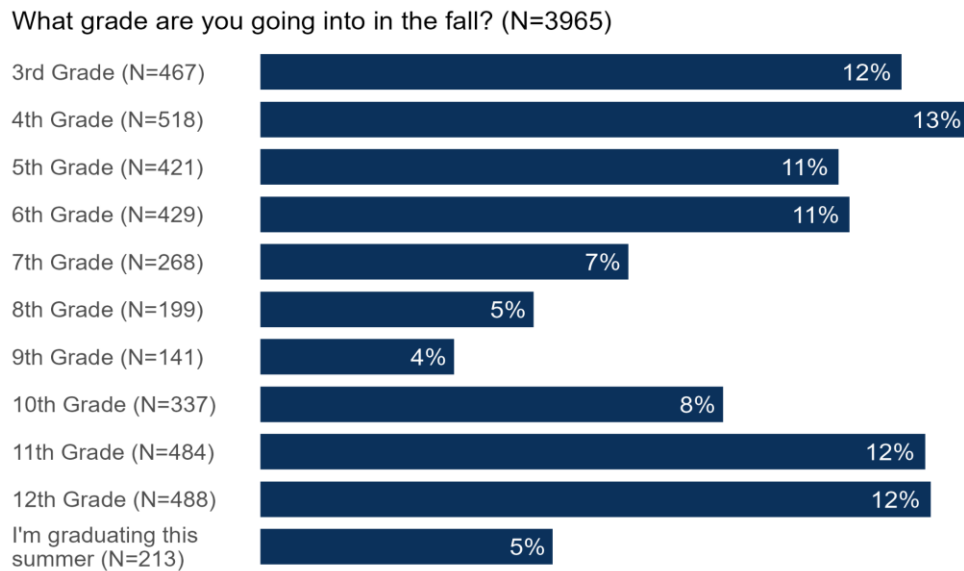
**Source:** Data from the Summer Program 2024 Student Survey, downloaded September 26, 2024

**Note:** Student attendees attended 1 or more days of summer programming. ‘Other’ programs include CTE, Newcomer Program (Elementary), Newcomer Program (High School), Summer Drumline, Young Entrepreneurs, StartUp EDU, and students who did not indicate their summer program. The Student Survey was not administered to students in the Summer Kindergarten Transition Program or CTE Middle School Summer Camp. As the survey is designed to be taken independently, students unable to do this were also not administered the survey.

### Student respondents, by 2024-25 grade level

The majority (59%) of respondents were entering grades 3-8, and 41% were entering grades 9-12 (or were continuing 12<sup>th</sup> grade students seeking to graduate that summer). Grades 8, 9, and those seeking to graduate had fewer respondents than in the other grades (Figure 15). The survey was not administered to students in grades K-2.

Figure 15. Grade level of Student Survey respondents



**Source:** Data from the Summer Program 2024 Student Survey, downloaded September 26, 2024

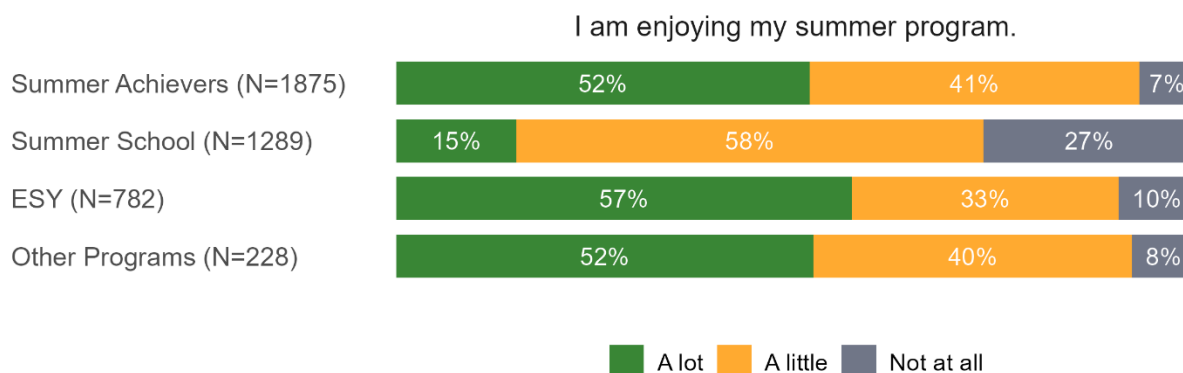
## Student Survey responses

### Program enjoyment

More than half of students in ESY (57%), Summer Achievers (52%), and other programs (52%) responded that they enjoyed their summer program a lot, compared to only a small portion of Summer School students (15%) (Figure 16). More than half of Summer School (58%) students felt that they enjoyed their summer program “a little.” A small portion of students from ESY (10%) and other programs (8%), and Summer Achievers (7%) did not enjoy their summer program at all; a higher proportion of Summer School students (27%) did not enjoy their program at all.

Figure 16. Student responses regarding enjoyment of summer program, by program

How much have these things been true during your summer program?



Source: Data from the Summer Program 2024 Student Survey, downloaded September 26, 2024

Open-ended item: What was your favorite thing about the summer program?

Students were asked about their favorite aspect of their summer program, and responses to the open-ended questions were coded by topic.<sup>10</sup> Within ESY, open-ended responses that discussed a favorite thing most often concerned academics, enrichment, or the social aspect of ESY. Summer School respondents’ favorite things concerned academics or the social aspect. Summer Achievers’ top three responses concerned enrichment, academics, or fun/play. Student comments regarding other programs’ favorite things related to academics, enrichment, and skills.

ESY students were most likely to comment on their academics, enrichment, and the social aspect of the program. They enjoyed their enrichment classes, particularly gym, but also music, art, games, and dance. ESY students also valued the social aspect of the program: their friends, and also making new friends. ESY students valued the academics as well. This varied from “the lessons,” to “doing work,” to “math,” to “reading.” Not in the top three, but also mentioned were staff or teachers, e.g.: “The teacher helping me with learn[ing] new lesson[s].”

Many students in Summer School stated that their favorite things were either the academics or the social aspect. They referenced academics generally, as in “the work,” “the classes,” and “getting the credits.” Summer School students valued the social aspect, both seeing friends, and making new ones. Not in their top two favorite things, but also mentioned were the help they received from their teachers, and the schedule, particularly if they only had one class. Some Summer School students also made comments indicating their general disengagement, as in: “[My favorite thing is] going home.”

Summer Achiever students expressed overwhelming enthusiasm for enrichment, and within enrichment, for trips (76 open-ended responses). Students also replied that they enjoyed “clubs” and water days or water play. Also mentioned were games, and sports or gym. Academics came in a distant second to enrichment activities (30 open-ended responses as compared to 120 for

<sup>10</sup> See Appendix C for additional information on the analysis of open-ended questions on the Student Survey.

enrichment in general, including trips). Within academics, math was mentioned slightly more often than ELA/reading. Students responded “the fun activities” as well. Not in the top three, but also mentioned were friends and the teachers.

More students in the other programs responded that academics were their favorite aspect than did students in ESY, Summer Achievers, or Summer School. ELA/reading was mentioned slightly more often than math. Students in other programs also stated their affinity for a variety of enrichment activities, including gym, sports, afternoon activities, playing games, swimming, and trips. Students in other programs also stated that skill development was one of their favorite things, and most mentioned hands-on experiences such as roofing, carpeting, childcare, and developing a business. Also mentioned, although not in the top three favorite aspects for students in other programs, were the social component and the teachers.

### Box 10. Key quotes about favorite things from the Student Survey, by program:

#### ESY

- *The thing I like more in the summer is the gym class and math class*
- *Making friends*
- *Music and gym and math[, and] reading better*

#### Summer School

- *[M]y favorite thing about the summer program is the cold classroom & the teachers[. T]he work is easy and the teachers are pretty chill[. T]hey def[initely] help when [I]’m struggling.*
- *The help and how social it is*
- *My favorite thing about summer school is that I have met many new friends.*
- *This Summer Program was laid back for real just finish work and go home.*

#### Summer Achievers

- *My favorite thing about the summer program is trip[s], club, and re[c]ess. Also water [play] day.*
- *going on trips*
- *To play games and play with my friend*
- *The math games*
- *My friends and teachers*

#### Other programs

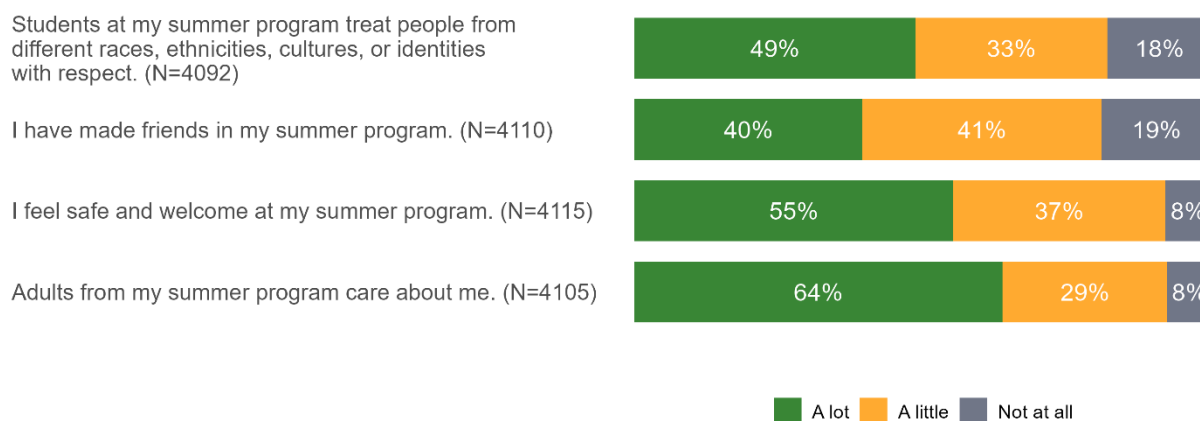
- *My favorite thing about StartUp EDU was the amazing trips and lessons.*
- *I am an English learner it help me to still practice my english*
- *My favorite thing was swimming pool and trips*
- *My favorite thing about the program is between seeing my business plan grow from an idea fragment into a coherent opportunity and listening to the speakers’ experiences and advice during the externship segments.*
- *Having the opportunity to work on a farm and connect with students and teachers from a variety of areas and high schools.*
- *the teachers because they care about me and the[y’re] very helpful. [I] like the activities because the[y’re] fun[.]*

## General experience in their summer program

About half of respondents (49%) reported that students at their program treated students from diverse racial, ethnic, and cultural backgrounds with respect “a lot” (Figure 17). A smaller proportion of students responded that students treated other students with respect “a little” (33%), and fewer responded “not at all.” (18%). A majority of students reported that they made friends during their summer program either “a lot,” (40%) or “a little” (41%), though 19% reported it was “not at all” true that they made friends. Almost all students reported feeling safe and welcome “a lot” (55%) or “a little” (37%). Lastly, most students responded that adults from their program cared about them “a lot” (64%) or “a little” (29%).

Figure 17. Student responses about their general experience with the summer program

How much have these things been true during your summer program?



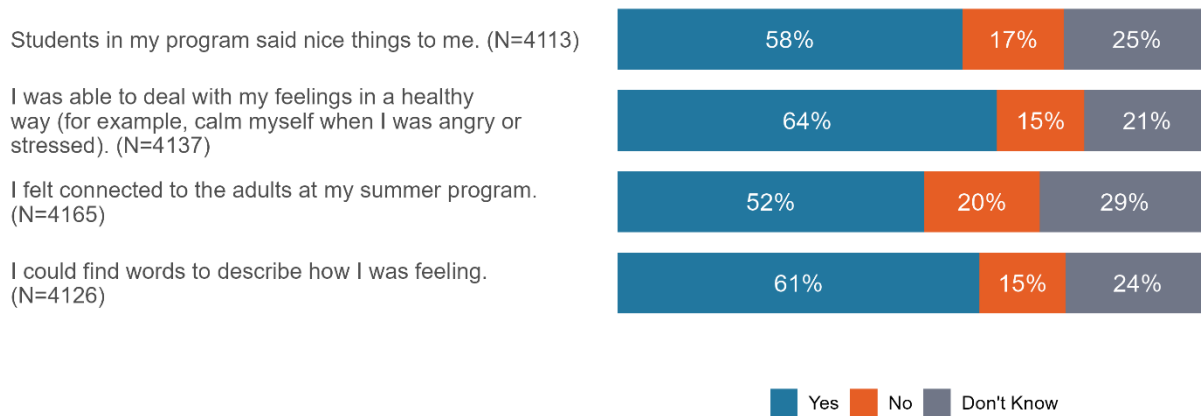
**Source:** Data from the Summer Program 2024 Student Survey, downloaded September 26, 2024

## Social-emotional learning

Most students responded positively to questions related to social-emotional learning. More than half of respondents (58%) reported that peers said nice things to them (Figure 18). Similarly, most students (64%) responded that they were able to deal with their emotions in a healthy way, more than half of respondents (52%) reported feeling connected to adults at the program, and (61%) reported feeling able to find words to describe their feelings. However, a notable portion of respondents indicated that students in their program did not say nice things to them (17%), were not able to deal with their feelings in a healthy way (15%), did not feel connected to adults in their summer program (20%), and could not find words to describe their feelings (15%). An additional quarter (21%-29%) of respondents answered “Don’t know” to these questions.

Figure 18. Student responses about social-emotional learning at their summer program

In your summer program, did any of these things happen?



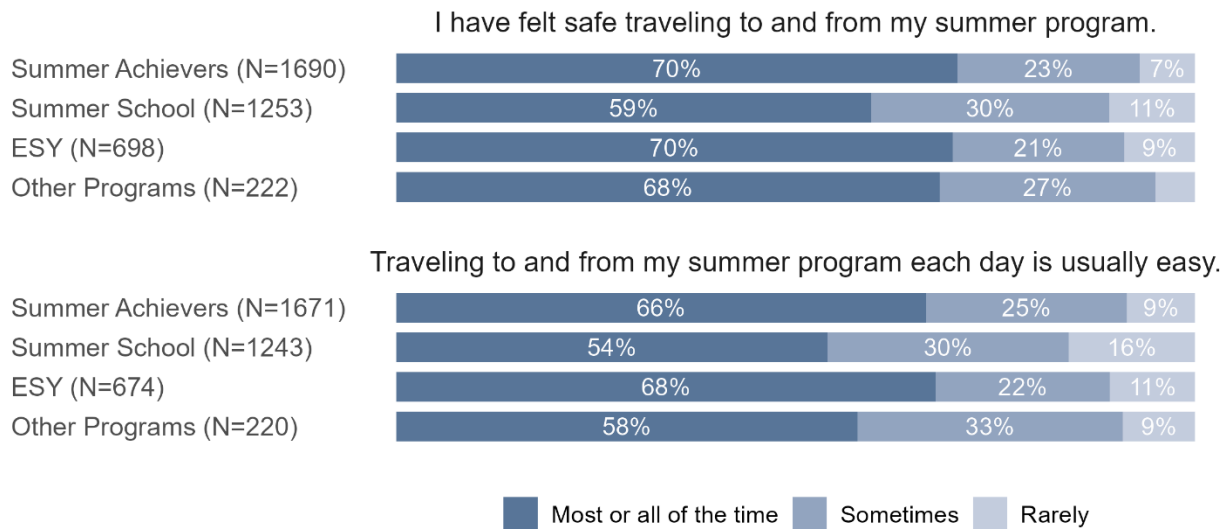
**Source:** Data from the Summer Program 2024 Student Survey, downloaded September 26, 2024

### Traveling to and from their program

A majority of student respondents from Summer Achievers (70%), ESY (70%), and other programs (68%) felt safe traveling to and from summer programs most or all of the time, with somewhat fewer, but still a majority of Summer School students (59%) also reporting feeling safe while traveling to their program (Figure 19). Likewise, more than half of the students across programs agreed that traveling to and from their respective programs was easy most or all of the time (54%-68%). More students in ESY and Summer Achievers (66%-68%) found this to be the case than students in Summer School or other programs (54%-58%). A small percentage of students across programs *rarely* felt safe traveling to and from their summer program (5%-11%), or that traveling to and from their summer program was easy (9%-16%).

Figure 19. Student responses about transportation in the summer program

How often have these things been true during your summer program?



**Source:** Data from the Summer Program 2024 Student Survey, downloaded September 26th, 2024.

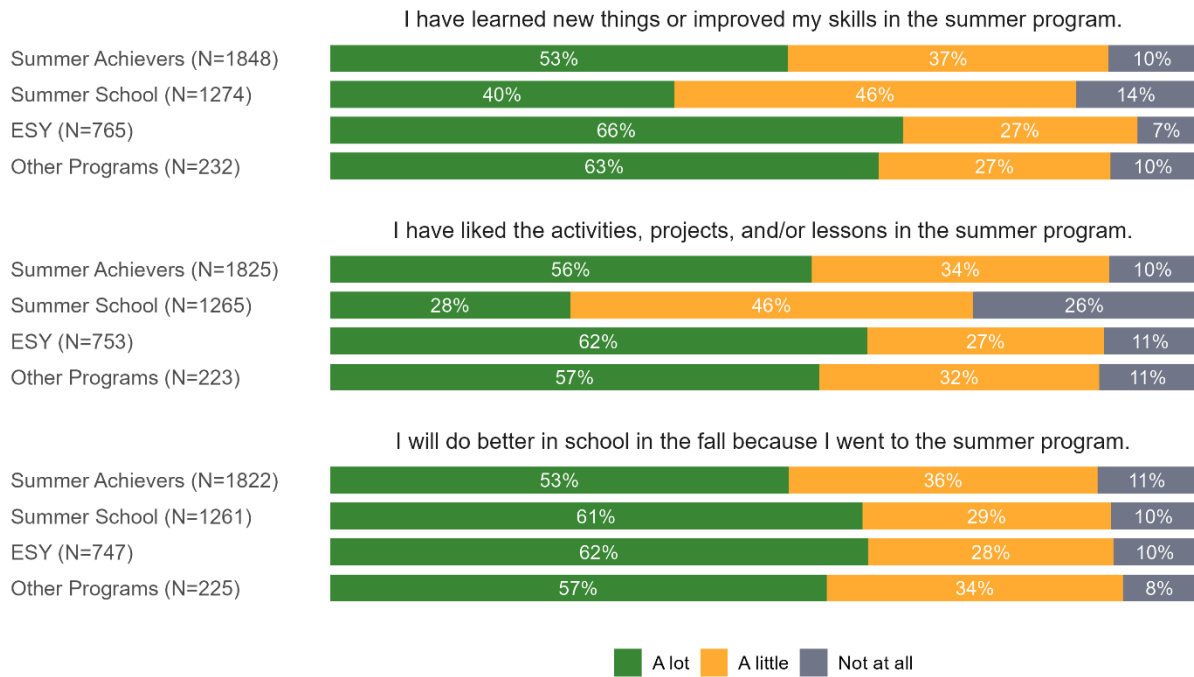
**Learning and skill development**

About 90% of students reported that they learned new things or improved their skills in their summer program, although this statement was expressed more strongly by ESY and students in other programs (63%-66% reported this was true “a lot”) than by Summer Achievers or Summer School students (40%-53% reported that this was true “a lot”) (Figure 20). Most students in Summer Achievers, ESY and other programs (89%-90%) reported that they liked the activities, projects, and/or lessons in the summer program a lot (56%-62%) or a little (27%-34%). In contrast, more Summer School students reported that they liked the activities, projects and/or lessons a little (46%) than a lot (26%). About 90% of the students reported that they will do better in school in the fall a lot (53%-62%) or a little (28%-36%).



Figure 20. Student responses about skills and learning

How much are these things true?

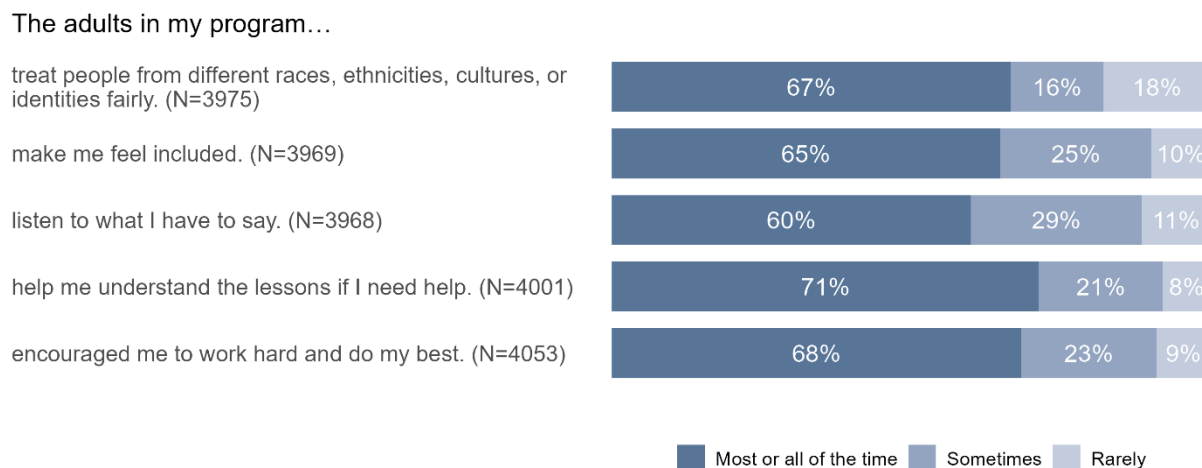


Source: Data from the Summer Program 2024 Student Survey, downloaded September 26, 2024

### Adults in their program

Most students (82%) reported that the adults in their program treated people of diverse races, ethnicities, cultures, and identities fairly most/all of the time (67%) or sometimes (16%) (Figure 21). Most students (89%-90%) reported that the adults in their program made them feel included, listened to what they had to say, helped them understand lessons, and encouraged them to do their best most/all of the time (60%-71%) or sometimes (21%-29%).

Figure 21. Student responses about the adults in their program



**Source:** Data from the Summer Program 2024 Student Survey, downloaded September 26, 2024

### Open-ended item: What was one thing you would change about the summer program?

The answers students in ESY gave about what they would change fell into two topics: enrichment and food. Among Summer School students, open-ended comments concerned changing the schedule, the rules/policy, or an aspect of the building (facility). Summer Achievers students were most interested in changing an aspect of the academics (50), the food, or enrichment. Students in other programs recommended changes to the schedule or to the food.

ESY students were interested in either changing one enrichment subject for another, or they wanted more of their favorite subject. Additionally, ESY students asked that the food be improved, be hot instead of cold, or have more day-to-day variety.

Summer School students wanted to change various aspects of the schedule, including the time classes started, how long the classes were, the length of the break between classes, and the dismissal time. Further, students were interested in changing some of the rules, particularly the attendance and lateness policies. Summer School students also wanted better air conditioning and cleaner areas, and some wanted fewer steps to their classrooms. Although not among the top three areas for improvement, a few students mentioned academics, and one student suggested: “Not have teachers switch mid[way] through the course & have us be able to see & check our grades.”

Students in Summer Achievers asked to change academics. Many wanted fewer or no academics; some wanted more of one class or less of another. Additionally, Summer Achievers students also wanted to change the quality of snack or lunch, or the time it was scheduled. One student asked that they not eat in the classroom, one suggested that the food was frozen, and another that it was moldy. Finally, Summer Achievers students requested more enrichment activities, particularly trips.

Fewer students in other programs responded to the question about change than did students in ESY, Summer School or Summer Achievers. However, they did have suggestions, most of which concerned the schedule or the food. Students recommended that the program start later, that lunch not be at the end of the day, that math classes be shorter, that the program run longer, or that the breaks last longer. A few students asked for more snacks or more lunch, but most simply requested “better food.” One student suggested the menu: “Delicious recipes in the lunchroom like: cooked chicken tenders, cooked steak, cooked pizza, cooked french fries, cooked burgers, and cooked tacos.” Students in other programs also had a few suggestions for enrichment, academics, and the facility[ies], although these subjects were not as common. Several students commented on the heat and lack of air conditioning, and one suggested: “When there’s a heat wave maybe consider virtual lessons for the day.” Students also asked for more trips and various changes to their academic schedule, such as “that math classes last less,” or “study more English.”

**Box 11. Key quotes regarding recommended improvements from the Student Survey, by program:**

**ESY**

- *music for art*
- *[One thing] I will change [is] more gym class.*
- *the lunch food, because [it's] the same stuff everyday*

**Summer School**

- *Make it shorter 2:30 hour in 1 class it's too much*
- *How long it is[–]we finish early usually and then we do nothing[. L]et us leave when we are done[.]*
- *[One thing I would change is] missing two classes gets you kicked out*
- *[One thing I would change is] being late can be counted as a day missed.*
- *It needs A/C[.] it[']s hot*

**Summer Achievers**

- *One thing I would change is math because it's too long.*
- *I would change the learning because it's a summer camp not summer school and the food at least give us chicken tenders*
- *I would change the breakfast and lunch*
- *trips on monday, more outside time, more time [in] gym, fun day*

**Other programs**

- *I would change the long hours and add more break[s] in between classes*
- *[O]ne thing I would change is what we get for lunch*

## **RQ 5: Did families find the summer programs beneficial?**

**Families reported that they were pleased with the program overall, their student's academic and social experience, the registration process, and the travel to their student's program site. Respondents also made suggestions for improvements on topics such as communication and scheduling.**

### **Family respondents, by their student's summer program**

Over 400 family members of enrolled students responded to the Family Survey (n = 439). Many were family members of students attending Summer School (40%), another 38% were family members of students in ESY, and an additional 21% were family members of students attending SKTP (Table 15). The remaining respondents had students in Young Entrepreneurs or Newcomer Academy (High School). Family members of Summer Achievers students did not take the SDP-administered survey, instead they took a survey administered by the Office of Family and Children, City of Philadelphia. Family Survey responses represented 14 of the in-person summer program sites and 1 virtual program (SKTP). The locations with the most respondents were Northeast High School (n = 71), Fels High School (n = 40), and Bartram High School (n = 39).

The 439 submitted surveys represent a response rate of approximately 5% of families of the 9,232 students who attended at least one day of summer programming at a location where the SDP Family Survey was administered. For the 4,676 students who attended 75%-100% of their program days – the students we expected to be attending summer programs during the survey administration window – the 439 responses represent a response rate of approximate 9% of families. We presume family members were more likely to fill out the survey if their students were still attending the program.

Table 15. Family Survey respondents by summer program

<b>Program</b>	<b>Family Survey Respondents</b>	<b>% of all Family Survey Respondents (N=439)</b>	<b># Student regular attendees</b>	<b>Response Rate (% of student regular attendees)</b>
Summer School, Grades 9-12 (formerly Credit Recovery)	177	40.3%	1,355	13%
Extended School Year, Grades 1-12	168	38.3%	2,054	8%
Summer Kindergarten Transition Program (SKTP)	90	20.5%	230	39%
Young Entrepreneurs, Grade 9	2	0.5%	28	7%
Newcomer Academy, Grades 8-12	1	0.2%	32	3%
<b>TOTAL</b>	<b>439</b>	<b>100%</b>	<b>3,699</b>	<b>12%</b>

**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

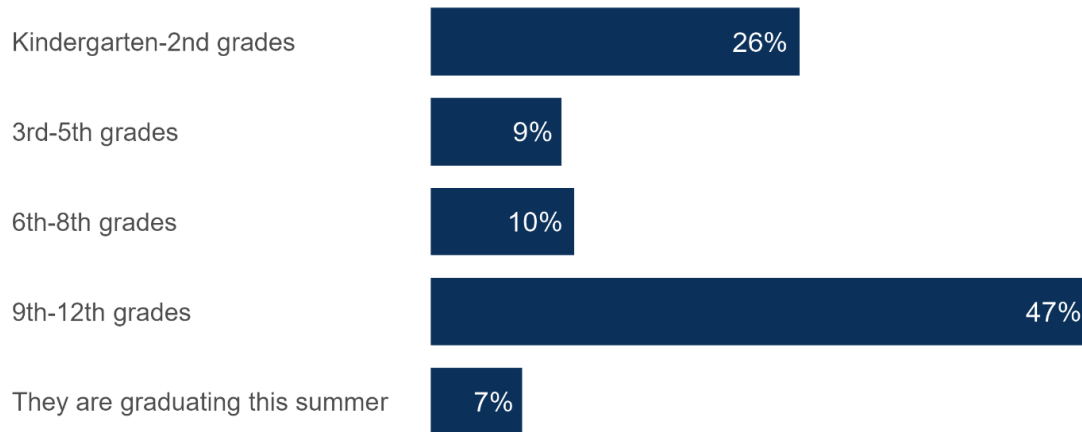
**Note:** Family members of Summer Achievers students did not take the SDP-administered survey, instead they took a survey administered by the Office of Family and Children, City of Philadelphia.

### Family respondents, by their student’s 2024-25 grade level

Nearly half of the respondents to the Family Survey indicated that their student was entering high school (47%; Figure 22). The remaining respondents indicated that their student was entering an early grade (K-2; 26%), a mid-elementary or middle school grade (3-8; 19%), or their student was expected to graduate at the end of the summer (7%).

Figure 22. Family responses regarding student’s grade level

What grade is your student going into in the fall? (N=428)



**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

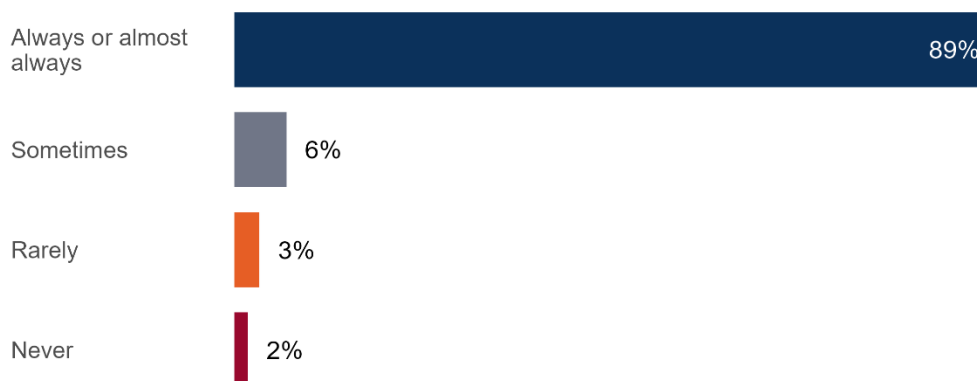
## Family Survey responses

### Program attendance

Across programs, about 90% of families reported that their student attended their program always or almost always (Figure 23). Furthermore, 6% of families reported that their student went some of the time, 3% that their student went rarely, and 2% that their student never went.

Figure 23. Family responses regarding student attendance

How often does your student attend their summer program? (N=439)



**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

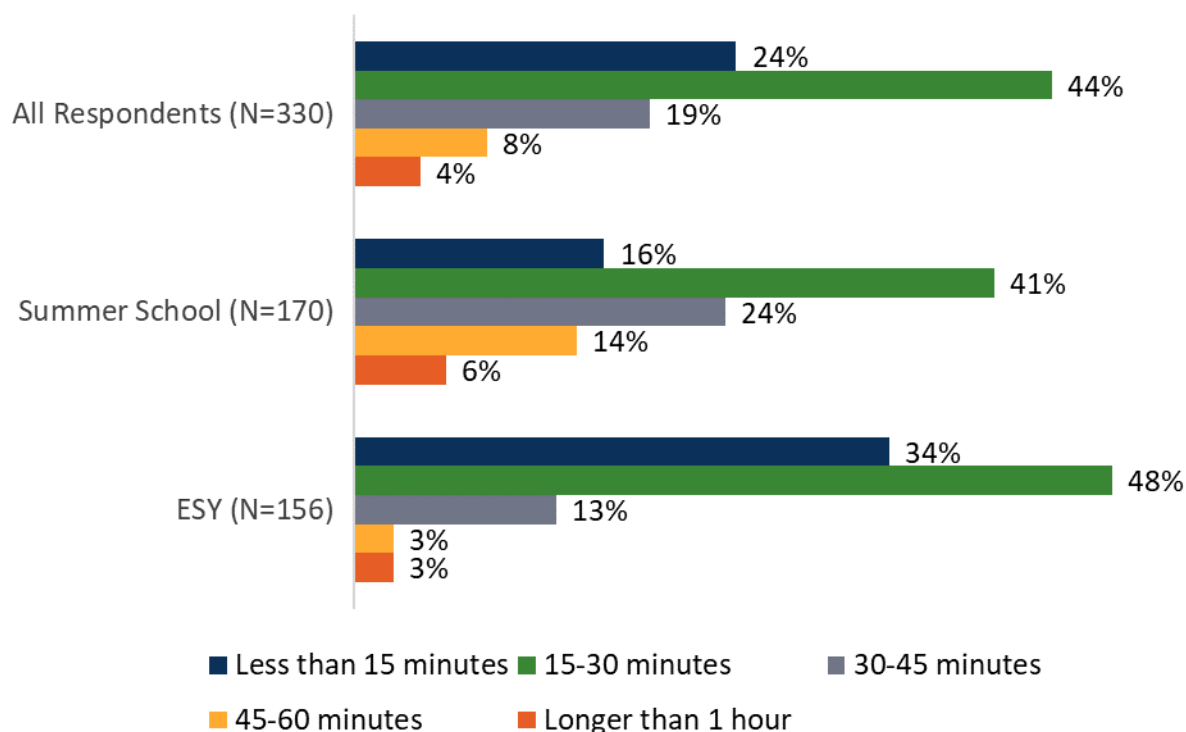
**Note:** Individuals who selected “Never” on the electronic survey were taken to the end of the survey; there was no “Never” option on the paper survey, as family members only received a paper survey if their student was attending a program.

## Travel time

The majority (68%) of Family Survey respondents reported that it typically took 30 minutes or less for their student to get to their summer program location (Figure 24). A small portion of respondents (12%) reported that travel to their student’s summer program took 45 minutes or longer.

Most respondents to this question were family members of students in Summer School (n=170) or ESY (n=156) programs – only 4 responses to this question were received from families of students in other non-virtual programs. Family responses about travel time to their students’ summer program differed between the time traveled to the Summer School and ESY programs: more ESY respondents (82%) than Summer School respondents (57%) reported a travel time of 30 minutes or less, while fewer ESY respondents ( than Summer School respondents (20%) reported a travel time of 45 minutes or longer.

Figure 24. How long does it take for your student(s) to get to the summer program site?



**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

## Travel ease and safety

Most Family Survey respondents (73%) reported that travel to the summer program was almost always easy and safe (Figure 25). In contrast, 22% indicated that travel to the summer program was “sometimes” easy and safe, and 5% said it was “rarely” easy and safe.

Figure 25. Family responses about transportation

My student's summer program is...



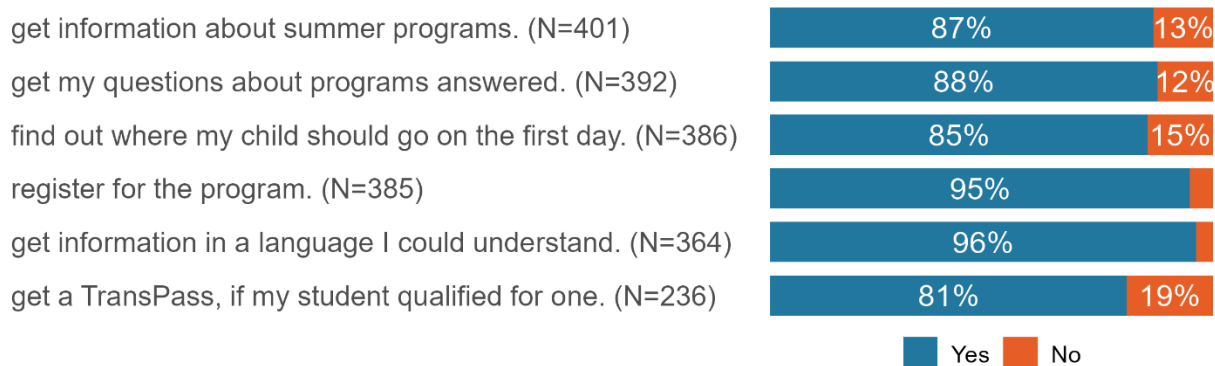
**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

## Program registration

Most respondents (81%-95%) agreed that it was easy to get information about summer programs, get their questions about the program answered, find out where their child should arrive on the first day, register for the program, get information in an understood language, and receive a TransPass if qualified (Figure 26).

Figure 26. Family responses about learning about, registering for, and starting the program

It was easy to...



**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

**Note:** “Does not apply” responses were removed from the analysis.

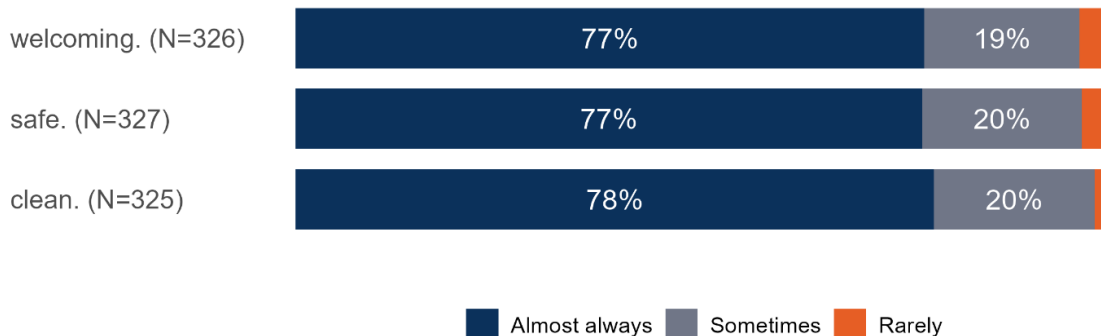


### Program’s general characteristics

Nearly 80% of respondents felt that their students' summer program was “almost always” welcoming, safe, and clean (Figure 27). A minority (22%-23%) responded that the environment was welcoming, safe, and clean “sometimes” or “rarely.”

Figure 27. Family responses about site characteristics

My student's summer program is...



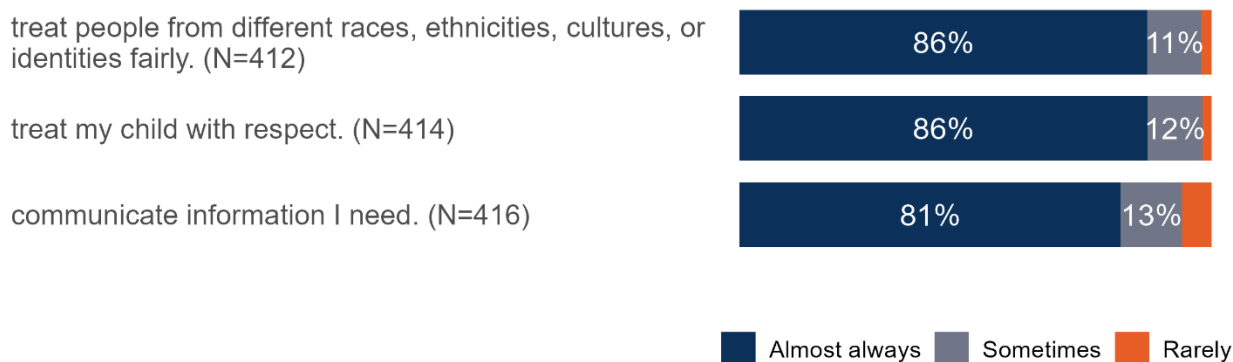
**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

### Communication and respect

Most families (81%-86%) responded that they believed that adults at their student’s program treated people across different races, ethnicities, cultures, and identities fairly, treated their child respectfully, and communicated the information that family members needed (Figure 28).

Figure 28. Family responses about communication and respect

Adults at my student's summer program...



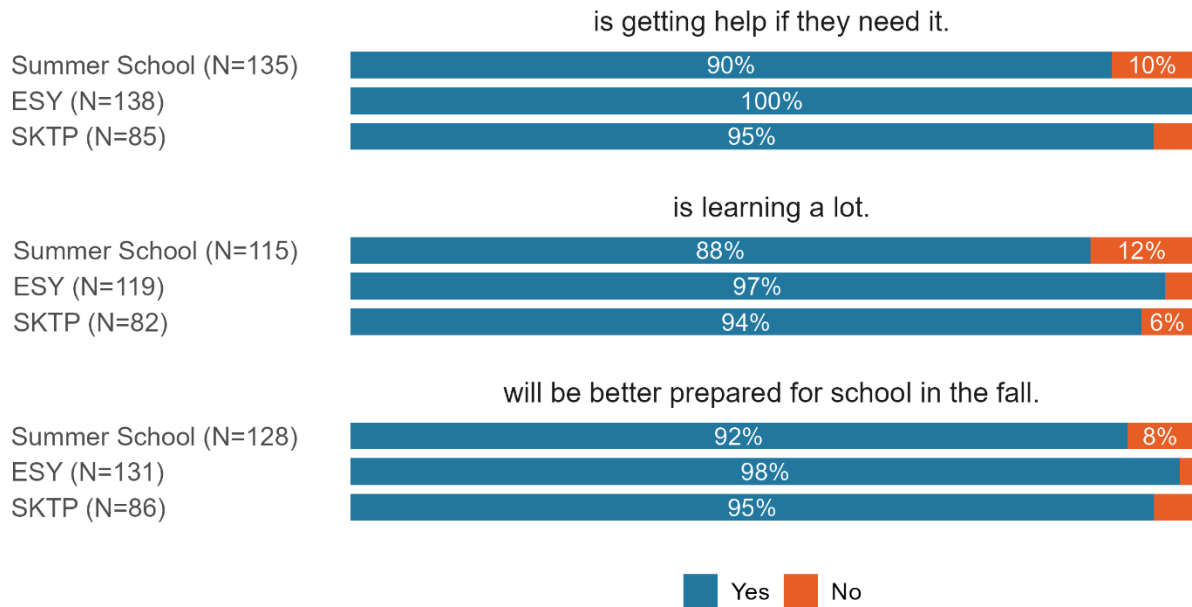
**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

## Student learning

Most respondents agreed that their child was getting help if they needed it (90%-100%), learning a lot (88%-97%), and was better prepared for the next school year because of attending their respective program (92%-98%). This was true across Summer School, ESY and SKTP (Figure 29).

Figure 29. Family responses about student learning

Because of the program, my child...



**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

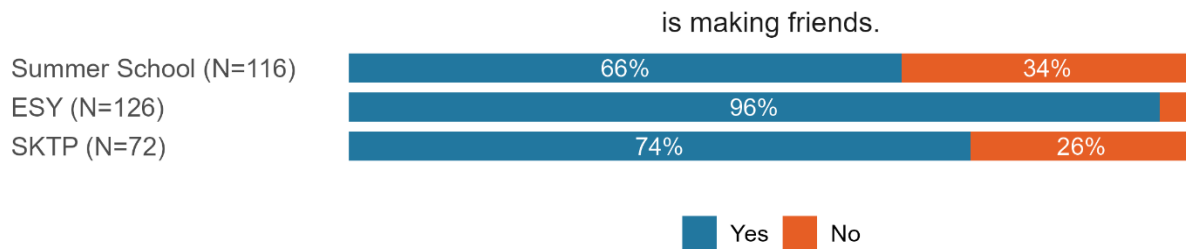
**Note:** Young Entrepreneurs and Newcomer Academy had too few respondents to include in this analysis.

## Peer relationships

Nearly all families (96%) responded that their ESY student made friends because of their program (Figure 30). A majority of families of SKTP students (74%) and Summer School students (66%) also reported that their child made friends because of the program.

Figure 30. Family responses about making friends

Because of the program, my child...



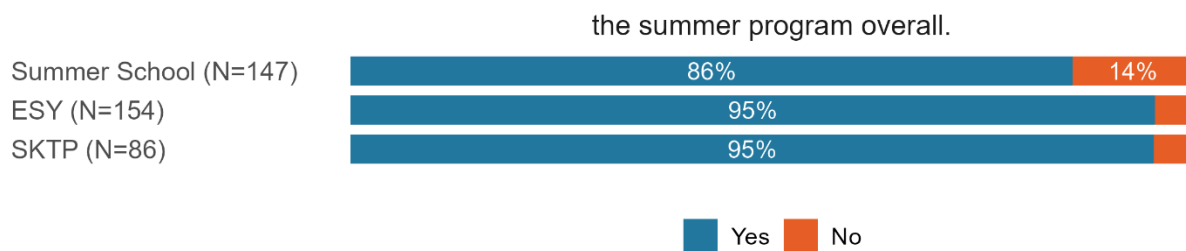
**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

### Overall program satisfaction

Most families (86-95%) who responded to the survey across Summer School, ESY and SKTP were satisfied with the summer program overall (Figure 31). Slightly more Summer School family members (9%) reported feeling unsatisfied than family members of students in ESY or SKTP.

Figure 31. Family responses about program satisfaction, by program

I am satisfied with...



**Source:** Data from the Summer Program 2024 Family Survey, downloaded September 26, 2024

### Open-ended item: How can the summer program be improved for students next summer?

Family Survey responses to the open-ended question: “How can the summer program be improved for students next summer?” were coded by topic.<sup>11</sup> For three programs – ESY, Summer School and SKTP – at least five open-ended responses were received, and so are included in this analysis. From family members of ESY students, the topics with the most recommendations for improvement were Communication, Transportation, and Schedule. Summer School family members’ most common responses fell into four topic areas: Communication, Rules/Policy, Safety/Security, and

<sup>11</sup> See Appendix D for additional information on the analysis of the open-ended question on the Family Survey.

Teachers/Staff. Family members of students in SKTP recommended the following three areas most for improvement: Schedule, In-person, and Teachers/Staff.

Many ESY families were appreciative of the program and their recommendations reflected that, as in: “This year's ESY experience was amazing, organized, professional, your staff were perfect, please let's do this again!!”

Among the topics that ESY family members mentioned in response to the question regarding how the program could be improved, the number one topic was communication. Parents recommended better communication both before and during the program. Suggestions included more and earlier information about when and where the program starts, bus route information, program updates, student's goals and/or progress, and notice of meetings. One parent suggested periodic Zoom conferences; another requested that communications be in their home language (Vietnamese). Some simply requested “parent involvement.” The second most frequent topic for ESY family members was transportation. They requested better bus organization and better communication about changes in routes. Some also mentioned the need for air conditioning on the bus or shorter travel time. The third topic most frequently mentioned by ESY family members was the schedule: parents were interested in both more hours and a longer program overall.

Summer School family members asked for, as one parent put it: “More communication with the parents for anything.” Others specifically asked for program logistics, progress or attendance reports, timely reports on safety-related issues, and information regarding graduation. Summer School family members also recommended changes to various rules or policies, particularly absence and lateness policies, but also others, such as allowing students to take more credit recovery classes, better support for students with IEPs, or improved handling of students whose behavior distracts other students. Summer School family members recommended more security in general. Summer School family members also mentioned teachers, asking for more or “better” teachers. A few were specific, recommending that teachers be more welcoming, more helpful, or more respectful.

Family members of students in the SKTP program recommended schedule changes. Suggestions ranged from having the program on Saturdays instead of weekdays, having it four days per week instead of two, having shorter sessions (1 hour instead of 1.5 hours), having longer sessions (2 hours instead of 1.5 hours), starting earlier in the day, to allowing parents to choose the time that worked for them. Many SKTP parents were also interested in having the program be in-person, or at least having a chance to meet other SKTP families in-person. SKTP family members also used the recommendation question as an opportunity to commend the teachers.

**Box 12. Key quotes regarding recommendations for improvement from the Family Survey, by program:**

**Extended School Year (ESY)**

- *They are doing just great with helping students expand their learning, & helping students individually! I loved the program and it benefited my child in so many ways!*
- *Would be nice for a daily or weekly update on what they did or will do. My son is not very talkative and has hard time answering questions so I'm kinda in the dark as to their daily routine*
- *More communication would be great. During the school year his teacher sends home a folder everyday with a note about how the day went and is reachable via Class Dojo. I don't even have an email for anyone at the summer program.*
- *Transportation could be better with contacting parents about late or no bus for child's route.*
- *Busing was an issue for a lot of families the first week. There were a lot of students who traveled far to this site. There should be more local sites for students.*
- *Better bus organization*
- *Extend the program.*
- *I just wish there were more hours each day*

**Summer School**

- *More detailed and accurate information about hours, transpasses, and accommodations for students with IEPs, contact information for key staff at summer school site communicated in advance. Clear guidance on how to report an absence (our child missed one day due to the extreme heat making us uncomfortable with her waiting outside for two buses and a trolley).*
- *The weekly progress reports for parents to sign were great. Would be best practice for those to be implemented for any and all classes. The communication via email was also helpful. My only thought would be for students to know where in the school to go to ahead of time, though it appears they were directed to the right location upon entering the school on day one.*
- *Better communication– my foster child was kicked out yesterday due to missed days and latenesses. [N]obody notified me that she was missing days/latenesses whereas [I] could have been in front of the 8 ball. [I] thought everything was going well [be]cause [I] asked her daily how was school– we all know kids lie– but if [I] was made aware of her first absence [I] could've gotten ahead of this–instead no communication [and] she [wa]s kicked out*
- *I am very disappointed in the communication surrounding summer school. I never received any information and no one answered my emails. I am disappointed in the poor communication about this. Also, a major incident happened at the school and I found out from my son, who called me immediately due to feeling unsafe. We did not receive any communication until the next day.*
- *[P]rovide information about graduation when asked.*
- *Kicking them out if they miss t[w]o days is insane[. My son has 2 classes and got kicked out of 1 bc he missed 2 days but we had family problem. Now he has to complete one and fail another even though he still goes he just can't go to his first class.*
- *They need to have more support for kids with an IEP.*
- *My son has been threatened, distracted due to others fighting/arguing, and hasn't really learned much. There are some children there that clearly do not care about recovering their credits - those students need a different option so they aren't interfering [with] others.*
- *Better teachers and better security*

### Summer Kindergarten Transition Program (SKTP)

- *It would help to be able to choose the time instead of being assigned a time.*
- *My child has enjoyed the kindergarten summer program and learned a lot, but I would love to see an in person option offered next summer because learning routines and social skills are such a huge part of kindergarten readiness.*
- *It was my first time Summer transition program for Kindergarten. Very organize, but should be 2 hours.*
- *I don't really have any other opinion about this because the teacher we got, [Teacher Name] is doing amazing! Every single child is getting noticed and heard! I can see my son being more confident and willing to join his kindergarten school soon.*
- *Difficult for individual learning and extra help with kids not as fast catching on as quick. BUT AWESOME program! Thank you for giving us the opportunity to be a part of it and I hope you continue with the program. The teacher was also very patient and involved and easy to contact with fast responses. Please keep this program up for the kids! So glad my 5 year old was able to be a part of it to get ready for this upcoming school year.*

## Summary

### **Participation**

Over 17,500 enrolled in the programs and over 13,000 attended. In terms of percentages, 75% of the students who enrolled attended for at least one day. Further, 63% of those who attended, attended for 75% or more of the days for which they were enrolled, and 49% of the students who attended, attended for 75% of the total number of program days.

The District's programming for Summer 2004 consisted of thirteen individual programs, which can be very roughly categorized by student attendance into three large programs, three medium programs, and seven small programs.

#### ***Large programs (4,000 (+) student attendance)***

- Extended School Year (ESY)
- Summer School
- Summer Achievers—a partnership with the City of Philadelphia

#### ***Medium programs (100-400 student attendance)***

- Summer Kindergarten Transition Program (SKTP)
- Newcomer Academy (Elementary)
- Career and Technical Education (CTE)

#### ***Small programs (fewer than 100 student attendance)***

- Newcomer Academy (High School)
- Summer Drumline
- CTE Middle School Summer Camp
- All City Orchestra Summer Academy (ACOSA)
- Young Entrepreneurs
- CareerPrep at 440
- Startup EDU

### **Academic outcomes**

Two programs had measurable academic outcomes that are included in the report: 1) Summer School earned credits and graduates and 2) Summer Achievers Star Assessment proficiency rates. In Summer School, over 2,000 students were able to recover credits, and 316 students graduated as a result of the credits they recovered. For Summer Achiever students, their rate of proficiency on the Star Assessments decreased from Spring 2024 to Fall 2024, as did the proficiency for District students overall. While Summer Achiever students' proficiency on Star Reading declined more from Spring to Fall 2024 than for District students overall, Summer Achiever students' proficiency on Star Math declined less than for District students overall. Star Math data reflects outcomes for a smaller portion of Summer Achievers participants (57%) than Star Reading data (80%). These outcomes may not necessarily reflect the summer learning loss trends for Summer Achievers as a whole.

## **Satisfaction**

Stakeholders, defined here as District employees and the students and families who participated, provided their respective perspectives on their programs.

Most District employees or staff reported that they were satisfied with the various aspects of the programs, including but not limited to professional development, curriculum, materials, staffing-levels, leadership, facilities, and scheduling. Those who expressed dissatisfaction (this ranged roughly from 5% to 30%, depending on the topic), made suggestions for improvement. Satisfaction and/or recommendations also varied somewhat by program. Of particular note, some ESY staff recommended additional support staff, and some Summer School staff recommended additional climate staff.

Students and families also generally reported satisfaction with the programs. A majority of students across most programs reported that they enjoyed the program overall, learned new things or developed skills, felt that adults cared for them and helped them, and that they would do better in the fall because of the programs. Students who were dissatisfied with some aspect of the program had ready suggestions, such as to improve the food, or include more enrichment activities. Families also reported satisfaction with the program overall, the amount of learning, and the care and respect shown by program staff. Those who disagreed had suggestions to improve communication, the schedule, and other programmatic aspects.

## **Recommendations**

The following recommendations are drawn primarily from the open-ended questions on the staff, student, and family surveys. Recommendations apply in particular to the programs indicated in parentheses. These recommendations are not meant to be exhaustive, as the stakeholders supplied many additional suggestions.

### **Registration and Rostering**

- ❖ Discuss attendance recommendations with families prior to rostering (*ESY*).
- ❖ Follow up with families of enrolled students to confirm their intent to attend prior to the programs' start date(s).

### **Communication with Families**

- ❖ Families should receive welcome packets or other clear communication (such as orientations or Open Houses) before or during the first week, in order to learn about program schedules, procedures, expectations, and requirements.
- ❖ Explore ways to communicate regularly with families regarding program news and student goals and progress.



### **Staffing**

- ❖ Hire additional staff where needed, particularly support staff (*ESY*) and climate staff (*Summer School*).
- ❖ Review need for additional staff to support students with IEPs (*Summer Achievers and Summer School*) and EL students (*Summer School*).
- ❖ Consider creative attendance incentives for staff.

### **Curriculum and Materials**

- ❖ Incorporate new and additional reading books (*Summer Achievers, Newcomer Academy (Elementary)*).
- ❖ Infuse academics with material designed to inspire students, perhaps including games, projects, STEM, creative-writing, SEL, and life skills (*Summer Achievers, Newcomer Academy (Elementary)*).
- ❖ Provide manipulatives for math (*ESY, Summer Achievers, Newcomer Academy (Elementary)*).
- ❖ Ensure that Smart Boards work, companion pens are provided, and that staff have access to adequate printers and copiers .
- ❖ Provide access to Chromebooks (*Summer School*).

### **Transportation**

- ❖ Explore more efficient and safer ways to organize arrival and dismissal procedures (*ESY*).

### **Sites/Facilities**

- ❖ Provide facilities that are air-conditioned and routinely cleaned.

### **Sites/Facilities (continued)**

- ❖ Provide access to enough bathrooms (and bathroom supplies) to accommodate staff and students during breaks.
- ❖ Explore adding sites to alleviate overcrowding (*Summer School, ESY*).

### **Food**

- ❖ Provide a wide variety of healthy and appetizing food.

## Appendix A: Survey Administration and Analysis

### Staff Survey

The Summer 2024 Staff Feedback Survey was administered by ORE through the online SurveyMonkey platform. A link was shared with all Summer Program Leads on July 10, 2024, which was then sent to all school-based and Central Office-based staff supporting summer programming. The survey closed on August 19, 2024.

The survey included 40 multiple choice questions and three open-ended questions. Over 1,000 employees responded to the survey (n = 1,095), with nearly all respondents answering at least one survey question (n = 1085). Over 700 employees (n = 703) provided responses to at least one open-ended question, and a total of 1,747 comments were received across three open-ended questions:

1. What aspects of the summer program do you recommend we continue for next summer? (n = 586 responses)
2. Do you have any recommendations to improve the staff experience for next summer? (n = 634 responses)
3. Do you have any recommendations to improve the student and family experience for next summer? (n = 527 responses)

This analysis summarizes common responses to all open-ended questions together because 1) respondents answered open-ended questions by discussing the same topic, even when the topic was not relevant to the question, 2) respondents addressed similar topics across questions, and occasionally 3) respondents provided valuable feedback that did not answer the respective questions.

Open-ended comments were analyzed by program: Extended School Year, Summer School, Summer Achievers, and Other Programs. For the programs with the largest number of respondents – ESY and Summer Achievers – we analyzed a random sample using Dedoose data analysis software. For the two programs with smaller numbers of respondents – Summer School and Other Programs – we coded responses from all respondents (Table A1). For ESY and Summer Achievers, the percentage of the random sample that was coded was based on the themes that emerged: when a saturation point was reached and no new themes emerged, coding was concluded. Additional information about the coding of open-ended comments on the Staff Survey appears in Appendix B.

Table A1. Percentage of Staff Survey open-ended respondents coded, by program

<b>Program</b>	<b>Total Respondents</b>	<b>Total Coded</b>	<b>% of Total Respondents</b>
ESY	376	188	50%
Summer School	101	101	100%
Summer Achievers	176	105	60%
Other Programs	50	50	100%
<b>Total</b>	<b>703</b>	<b>444</b>	<b>63%</b>

## Student Survey

The Summer 2024 Student Feedback Survey was administered by the Office of Research and Evaluation through both the online SurveyMonkey platform and through a printable PDF format. A link was emailed to all Summer Program Leads on July 10, 2024 along with PDFs of the survey in 13 languages (including English) and instructions for sharing it with students. Most students took the survey on paper; a few programs where students had Chromebooks administered the survey electronically on the SurveyMonkey platform. Staff were asked to administer the survey between July 17 – July 26 during program hours to students in grades 3-12 who were capable of independently taking a short survey (e.g., students with severe disabilities were not expected to take the survey). Site leadership were asked to bring the completed paper surveys to a drop box at the Office of Research and Evaluation (ORE) at 440 North Broad Street, and ORE staff entered the surveys into SurveyMonkey for data analysis. The survey closed on August 13, 2024.

The survey included 19 multiple choice questions and two open-ended questions. Over 4,000 students responded to the survey (n = 4,363), with 4,280 respondents answering at least one multiple choice question. About 3,900 students provided responses to at least one open-ended question, with a total of 7,587 comments answered across the following two questions:

1. What was your favorite thing about the summer program? (n = 3,880 responses)
2. What was one thing you would change about the summer program? (n = 3,707 responses)

Open-ended comments were analyzed by program: Extended School Year, Summer School, Summer Achievers, and Other Programs. For the programs with the largest number of respondents – ESY, Summer School, and Summer Achievers – we analyzed a random sample using Dedoose data analysis software. For Other Programs, which had the smallest numbers of respondents, we coded all responses (Table A2). The percentage of the random sample that was coded was based on the themes that emerged: when a saturation point was reached and no new themes emerged, coding was concluded.

Table A2. Percentage of Student Survey open-ended respondents coded, by program

<b>Program</b>	<b>Total Respondents</b>	<b>Total Coded</b>	<b>% of Total Respondents</b>
ESY	678	138	20%
Summer School	1,192	152	13%
Summer Achievers	1,832	210	11%
Other Programs	221	221	100%
<b>Total</b>	<b>3,923</b>	<b>721</b>	<b>18%</b>

### Family Survey

The Summer 2024 Family Feedback Survey was administered through both the online SurveyMonkey platform and printable PDF format. A link was shared with all Summer Program Leads on July 10, 2024 along with PDFs of the survey translated into 12 additional languages. Summer Program leadership and staff shared it with families of students at their sites. Leadership were asked to administer the survey between July 17 – July 26. Site leadership were asked to bring the completed paper surveys to a drop box at the Office of Research and Evaluation (ORE) at 440 North Broad Street, and ORE staff entered the surveys into SurveyMonkey for data analysis. The survey closed on August 13, 2024.

The survey included 23 multiple choice questions and one open-ended question.

Over 400 family members of students enrolled in summer programs responded to the survey (n = 487), with 439 respondents answering at least one question. Over 200 family members left a comment to the open-ended question:

- How can the summer program be improved for students next summer? (n = 220 responses)

All responses were coded and analyzed.

## Appendix B: Counts of Codes Applied to Open-Ended Questions on the Staff Survey

Table B1. Counts of Staff Survey open-ended responses by program and code

Code	Program							
	ESY		Summer School		Summer Achievers		Other Programs	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Professional Development	25	13%	8	4%	12	11%	2	8%
Staffing	61	32%	41	41%	36	34%	13	26%
Materials, Subcode: Curricular	30	16%	31	31%	40	38%	8	16%
Communication, Subcode: With family	38	20%	27	27%	23	22%	14	27%
Students, Subcodes: Supports for IEP/EL, Social-Emotional Support	18	10%	23	23%	12	11%	3	6%
Facilities, subcodes: Parking, Air Conditioning	21	11%	25	25%	5	5%	4	8%
Facilities, subcodes: Bathrooms, Cleanliness, Hydration	19	10%	22	22%	14	13%	4	8%
<b>Total Coded Responses</b>	<b>188*</b>		<b>101</b>		<b>105*</b>		<b>50</b>	

\*Total coded responses reflect sample sizes of 50%-60%.

**Note:** Open-ended responses can be labeled with multiple codes.

## Appendix C: Counts of Codes Applied to Open-Ended Questions on the Student Survey

### Open-ended responses to: What was your favorite thing about the summer program?

Students were asked about their favorite aspect of their summer program, and responses to the open-ended questions were coded by topic. The top two to three topics, by program, are represented in Table C1 below. Within ESY, 86 of 138 open-ended responses discussed a favorite thing that had to do with academics (27 responses), enrichment (47), or the social aspect (29) of ESY, or some combination of those three. Summer School respondents' favorite things (60 of 152 open-ended responses) concerned academics (37) or the social aspect (27) or both. Summer Achievers' top three responses (160 of 210 open-ended responses) concerned enrichment (120), academics (30), fun/play (25), or some combination of those three. Students in other programs' favorite things (123 of 221 open-ended responses) concerned academics (61), enrichment (38), skills (37), or some combination of those three.

Table C1. Counts of Student Survey codes on open-ended responses about their favorite aspect of their summer program

Program	Codes (Top 2-3)	Count	Total Coded Responses	% of Total Coded Responses
ESY	Academic, Enrichment, Social	86	138*	62%
Summer School	Academic, Social	60	152*	39%
Summer Achievers	Enrichment, Academic, Fun/Play	160	210*	76%
Other Programs	Academic, Enrichment, Skills	123	221	56%

\*Totals reflect sample sizes of 11%-20%

**Note:** Open-ended responses can be labeled with multiple codes.

### Open-ended responses to: What was one thing you would change about the summer program?

Students were asked what they would change about their summer program. The answers were coded by topic. The top two to three topics, by program, are represented in Table C2 below. The answers students in ESY gave fell into two topics: enrichment and food. Within ESY, 55 of 138 open-ended responses concerned things students would like to change about either enrichment (29 responses), food (30 responses), or both. Among Summer School students, there were 61 open-ended comments concerning changing the schedule (35), the rules/policy (17), the facility

(building) (11), or some combination of those three. Over 100 responses from Summer Achievers students related to changing academics (50), the food (40), enrichment (30), or some combination of those three. And 47 comments from students in other programs reflected their desire to change the schedule (33) or food (19) or both.

Table C2. Counts of Student Survey open-ended responses about one thing they would change

Program	Codes (Top 2-3)	Count	Total Coded Responses	% of Total Coded Responses
ESY	Enrichment, Food	55	138*	40%
Summer School	Schedule, Rules/Policy, Facility	61	152*	40%
Summer Achievers	Academics, Food, Enrichment	109	210*	52%
Other Programs	Schedule, Food	47	221	21%

\*Totals reflect sample sizes of 11%-20%

**Note:** Open-ended responses can be labeled with multiple codes.

## Appendix D: Counts of Codes Applied to the Open-Ended Question on the Family Survey

### Open-ended responses to: How can the summer program be improved for students next summer?

Family Survey responses to the open-ended question: “How can the summer program be improved for students next summer?” were coded by subject. Responses were then examined by the student’s summer program. For three programs—ESY, Summer School and SKTP—at least five open-ended responses were received, and so are included in this analysis (Table D1). The top three to four topics were included in Table C1. From family members of ESY students, the topics with the most recommendations for improvement were Communication (25 responses), Transportation (15), and Schedule (12). 48 responses of 85 in total concerned one or more of these three topics. Summer School family members’ responses fell into four topic areas; these accounted for 37 responses of 84 in total. Those topics were Communication (15), Rules/Policy (13), Safety/Security (8), and Teachers/Staff (8). Family members of students in SKTP recommended the following three areas most for improvement: Schedule (12), In-person (12), and Teachers/Staff (7). One or more of these three subjects was addressed in 29 of 48 total responses received.

Table D1. Counts of Family Survey open-ended responses about how the summer program can be improved

<b>Program</b>	<b>Codes (Top 3-4)</b>	<b>Count</b>	<b>Total Coded Responses</b>	<b>% of Total Coded Responses</b>
ESY	Communication, Transportation, Schedule	48	85	56%
Summer School	Communication, Rules/Policy, Safety/Security, and Teachers/Staff	37	84	44%
SKTP	Schedule, In-person, Teachers/Staff	29	48	60%



## Appendix E: Summer School Credits Earned

Below (Table E1) is an alternative version of Table 11, including the total numbers of credits earned by subject for all earned credits identified as ‘Summer School’ for School Year 2023-2024. An inconsistency has been identified between the Qlik Student Transcript report library (RL - Student Transcript) and the Qlik Student Enrollment warehouse table (WT - L1\_SUMMER\_ENROLLMENT). Several records of students with earned credits attributed to Summer School in the Student Transcript file do not have enrollment records in the Summer Enrollment warehouse table, as of December 2024. The version of this table that is included in the main report is filtered to only reflect students for whom there is recorded enrollment and attendance in a Summer 2024 program. This table (E1) includes 959.7 credits earned by students that are not present in the Qlik Summer Enrollment warehouse table.

Table E1. Credits earned in Summer School 2024 by subject and number of credits

Subject	Number of Credits Earned			Total Credits Earned* by Subject
	0.1	0.5	1	
Arts and Humanities	0	0	95	95
Electives	0	3	43	44.5
English	0	3	1,168	1,169.5
Health	0	64	8	40
Independent Project	117	0	0	11.7
Math	0	1	881	881.5
Math/Sci or AP/IB	0	0	80	80
Physical Education	0	0	71	71
Science	0	1	794	794.5
Social Studies	0	0	910	910
World Language	0	0	362	362
<b>Total Credits Earned* by Credit Amount</b>	<b>11.7</b>	<b>36</b>	<b>4,501</b>	<b>4,548.7</b>

**Source:** Qlik table ‘RL - Student Transcript’, accessed November 25, 2024

**Note:** Totals of credits earned are calculated as weighted totals.