THE SCHOOL DISTRICT OF PHILADELPHIA

# Digital Learning During Summer 2020:
## A Summary of Offerings, Participation, Implementation, and Lessons Learned


Kristyn Stewart,
*Senior Research Associate*

Molly Schlesinger,
*Statistician*

Mark Lewis,
*Associate, Strategic Analytics*

Kelly Linker,
*Research Specialist*

Giselle Saleet,
*Data Analyst*

Office of Research and Evaluation



October 2020


### Key Findings

- During summer 2020, SDP offered a variety of online programs to support student learning. ORE evaluated four offerings: Summer Opportunity for Academic Review (SOAR), English Learner Summer Program for Newcomers (ELSP), Extended School Year (ESY), and Credit Recovery.
- All four programs met their registration goals, but many students who registered did not participate. Of the students who participated in at least one day of instruction, about a third or fewer "fully participated" in their program.
- Based on survey results, students who participated demonstrated positive attitudes about the program, and their teachers believed that their participation will help them in the upcoming school year.
- Although overall program implementation was strong, each program experienced implementation challenges related to communication, registration, and technology.

# Contents

# Introduction

Each year, the School District of Philadelphia (SDP) and its partner organizations offer a variety of summer programs to ensure that students, especially those most vulnerable to experiencing summer learning loss, have the opportunity to continue learning during the summer months. In alignment with federal, state, local and District responses to COVID-19, all summer school and summer programs for 2020 were offered virtually.

SDP's Office of Research and Evaluation (ORE) partnered with District program offices, including the Office of Curriculum and Instruction (OCI), the Office of Specialized Services (OSS), the Office of Multilingual Curriculum and Programs (OMCP), and the Office of High School Supports (OHSS) to conduct program evaluations of four summer programs offered in 2020. These summer programs were selected because of the diversity in their goals, approaches, and students served.

This report builds off of the individual program evaluation findings to provide an overall summary of the four programs, including who participated in these programs, the successes and challenges of program implementation, and insights and lessons learned that can help guide virtual instruction during the 2020-2021 school year.

# Summer 2020 Program Offerings

ORE evaluated four District-led summer offerings: Summer Opportunity for Academic Review (SOAR), English Learner Summer Program for Newcomers (ELSP), Extended School Year (ESY), and Credit Recovery. These program offerings evaluated ORE varied in terms of content, student eligibility, length of program, and number of students served (Table 1). In total, 5,745 students attended and 722 teachers instructed in one of the four evaluated programs.

In addition to these programs there were several other programs offered by SDP and partner organizations such as the University of Pennsylvania and the Read by 4th Campaign. These programs served a myriad of students in grades Pre-K to 12 and provided supportive services and academic support and enrichment in varying formats. For more information about these programs see Appendix A.

Table 1. Overview of the four summer programs that ORE evaluated

| Program | Students Served | Number of teachers | Number of students* |
|---|---|---|---|
| Summer Opportunity for Academic Review (SOAR) | Students in grades 3-7 in 2019-20 who require intensive math and/or literacy intervention | 126 | 1,397 |
| EL Summer Program for Newcomers (ELSP) | Rising 1st-12th graders who were born outside of the US or in Puerto Rico and are level 1 or 2 (beginning) English speakers | 68 | 728 |
| Extended School Year (ESY) | Special Education students in grades 1-12 whose IEPs require continued support during summer months | 478 | 3,150 |
| Credit Recovery | Rising 9th, 11th, and 12th graders who need to recover credits | 50 | 471 |

* This column represents the number of students that attended at least one day of the program not the number of available program seats or the number of students who registered for the program.

## More about Summer Opportunity for Academic Review (SOAR)

Summer Opportunity for Academic Review (SOAR) is an online learning program that was offered by SDP between June 29 and August 6, 2020. The goal of the six-week program was to support students who were in grades 3 – 7 in 2019-20 by reviewing math and ELA content that was taught exclusively online after schools closed in March 2020 due to the COVID-19 pandemic.

**Eligibility:** Prior to the end of the 2019-20 school year, the District sought to enroll students in grades 3 – 7, including English Language Learners[1] and students receiving special education services,[2] who were identified as requiring intensive intervention in English Language Arts and/or

[1] This does not include English Language Learners who were considered "newcomers" (English proficiency levels 1-2 on ACCESS). Newcomer students were invited to an online program specifically aimed at English language development.

[2] This does not include students whose Individualized Education Plan (IEP) requires that the District provided them with an extended school year (ESY). Those students were invited to an ESY program specifically aimed at addressing the individualized goals in their IEPs.

Mathematics.[3] However, due to low enrollment, students who did not initially qualify for SOAR were invited to participate closer to the launch of the program.

**Instructional Format:** During SOAR, teacher teams, which were generally composed of a general education, special education, and ESOL teacher, used a combination of whole group and small group instruction to implement a project-based learning approach. Six weeks of instruction were broken down into three, two-week cycles that included seven days of synchronous instruction. Each cycle began with a collaborative review of academic content and concluded in a presentation of student projects. The project-based learning approach was designed to encourage students to integrate and demonstrate their learning while enhancing technology and communication skills. Assistant Principals (APs) acted as Site Administrators.

## More about EL Summer Program for Newcomers (ELSP)

The English Learner Summer Program for Newcomers (ELSP) is a supplemental ELA and mathematics program offered to recently enrolled English Learners (ELs), sometimes referred to as newcomers. Offered between July 6 and July 31, the goal of the four-week ELSP is to both build grade-level content knowledge in math and literacy as well as improve the English proficiency of newcomer students.

**Eligibility:** For the 2020 program, students were eligible if they enrolled in SDP after January 1, 2019; were classified at Level 1 or Level 2 through ACCESS testing;[4] and were also born outside of the United States or in Puerto Rico.[5] For the first time in 2020, students in all grades were eligible.

**Instructional Format:** During the four-week program, students were assigned to attend two 30-minute synchronous math lessons and two 30-minute synchronous literacy lessons each week, totaling two hours of live instruction per week and eight hours of live instruction over the course of the program. ESOL Teachers (English to Speakers of Other Languages) taught three of these lessons each day to rotating groups of about 10 students. The majority of student instructional time was spent in an asynchronous format using the Imagine Learning adaptive online curriculum. The Imagine Learning curriculum uses a diagnostic assessment to assign students a sequence of adaptive lessons that target areas where students need to build skills. Assistant Principals (APs) acted as Site Administrators.

[3] The District Performance Office used winter Aimsweb and STAR assessment data to create a list of eligible students, which was then provided to the program office.

[4] All English Learners (ELs) in kindergarten through 12th grade take the ACCESS assessment. The test rates students' English proficiency in four language domains: listening, speaking, reading, and writing. Students receive a scale score in each domain, which is then translated to a Level (1.0-6.0) representing English Language Proficiency (ELP), with a 5.0+ considered proficient. A composite ACCESS score combines the domain scale scores and also ranges from 1.0 to 6.0.

[5] During the 2019-20 school year, 13% of SDP students were classified as ELs, and of those, 46.8% were Level 1 or Level 2.

## More about Extended School Year (ESY)

Extended School Year (ESY) is a summer program offering, mandated by The Individuals with Disabilities Education Act (IDEA), that provides specialized support to qualifying students with Individualized Education Plans (IEPs) who require additional special education services that extend beyond the traditional school year. As in previous years, the six-week program, held between June 29 and August 6, aimed to support students working towards achieving the goals listed in their IEPs as well as strengthen performance in English Language Arts and Mathematics.

**Eligibility:** Prior to the end of the 2019-2020 school year, students' IEP teams determined their eligibility in ESY and gauged parent interest in registering their child for ESY. Any students who qualified and whose parents acknowledged interest were automatically enrolled into online classrooms with a Special Education teacher and classroom assistant.

**Instructional Format:** Special Education Directors, Case Managers, Coordinators, Board Certified Behavioral Analysts, and Counselors supported students and their instruction. Students also received supplemental instruction from music, art, and physical education teachers and had access to additional supportive services such as: Learning Support (LS), Emotional Support (ES), Autistic Support (AS), Life Skills Support (LSS), Multiple Disability Support (MDS), Deaf/Hard of Hearing Support (D/HH), Interpretation Services, Visual Support, Speech Therapy, Occupational Therapy (OT), Physical Therapy (PT). Assistant Principals (APs) acted as Site Administrators.

## More about Summer Credit Recovery

The Summer Credit Recovery program was intended to provide students who were in grades 9, 11, and 12 during the 2019-20 school year the opportunity to recover one or two credits. Courses ran from June 29 to July 31 and were offered in English, History, Math, Science and Spanish (World Language). Due to COVID-19, the Summer Credit Recovery program transitioned to an online learning platform for the 2020 summer session.

**Eligibility:** Students were eligible for the program if they needed exactly one or two credits to be promoted (or to graduate) with their grade level peers. Students were eligible for a specific course if they had previously enrolled in that course during the 2019-20 school year but did not pass. All eligible students were registered by program and school staff. School staff were then instructed to inform the targeted students about the opportunity to attend the program.

**Instructional Format:** Students attended synchronous classes each day, for half a day, over the course of one month. Teachers used Google Classroom to implement lessons that included scaffolded content and opportunities for students to interact through reading, writing, speaking and listening. Assistant Principals (APs) acted as Site Administrators.

# How we evaluated the programs

## Research Questions

Although there were variations across the types of evaluation activities conducted for each program, for all four programs, we analyzed student participation and gathered information that could help guide and strengthen the implementation of online learning in the 2020-2021 school year. This report synthesizes and summarize the findings of each program's evaluation activities to answer the following questions:

1. To what extent did students register for and participate in the summer programs? Were there differences in participation by student characteristics or network?
2. How much instruction and/or academic support did students receive? Did students find the instruction and/or academic support beneficial?
3. What were the primary successes and challenges of program implementation for each program?
4. What are the common lessons learned across summer programs that can inform how SDP implements online instruction in the future?

## Data collection and analysis

The data collection activities that were used to evaluate each program varied by program type. For all programs, ORE collected, or coordinated with the program office to collect, student-level participation data and teacher survey data. In some cases, the related program office conducted additional evaluation activities and those are noted with asterisks in the table below. In these cases, ORE collaborated with the program team to analyze and synthesize the data collected by the program offices. Table 2 provides additional information on the evaluation activities conducted for each program.

Table 2. Data collection activities conducted for each of the evaluated summer programs

| Data Collection | SOAR | ELSP | ESY | Credit Recovery |
|---|---|---|---|---|
| **Administrative Data** | Attendance spreadsheets provided by the program team | Attendance spreadsheets provided by the program team<br><br>Imagine Learning Math and ELS usage output | Attendance spreadsheets downloaded from the Student Information System (SIS) | Spreadsheet from the Office of Academics that displays the names of students who completed Credit Recovery<br><br>Credit attainment and final grades provided by the office of Academic Supports. |
| **Observation Data** | 53 observations of synchronous instruction, focusing on one classroom per grade | 3 observations of synchronous instruction | 500 virtual classroom observations* | n/a |
| **Survey Data** | Cycle 1 Teacher Survey (n=113)<br><br>Cycle 2 Teacher Survey (n=95)<br>Student Satisfaction Survey (n=365)<br><br>Teacher Resignation Survey (n=15) | Teacher Survey* (n=54)<br><br>Student Survey* (n=445)<br><br>BCA Survey (n=15) | Leadership/Planning Team/Case Manager Survey (n=22)<br><br>Teacher Survey (n=178) | Teacher Survey* (n=57) |
| **Interview Data** | One Interview with Assistant Principals<br><br>Six weekly informal check-ins to ask follow-up questions | One Interview with Assistant Principals<br><br>One focus group with three BCAs<br><br>Three informal check-ins to ask follow-up questions | Regular check-ins and follow-up questions with program staff | n/a |

*Instrument developed and administered by the program staff and analyzed in collaboration with ORE.

# What we found

## Research Question #1: To what extent did students register for and participate in the summer programs? Were there differences in participation by student characteristics?

**Defining "Participation" for Summer Programs**
In our analysis of summer program participation, we use the following definitions:

- Registered, but did not participate: Student signed up for the program but never attended a day of instruction.
- Participated: Students who attended at least one day of instruction.
- Fully participated: Students who participated in 75% or more of instructional days[6] or in the case of Credit Recovery, students who received a final grade.

### Programs met their registration goals, but many students did not participate in instruction.

Nearly all programs met their registration goals, by filling all, or nearly all, of the seats allotted for the program (Table 3). However, between a quarter and a third of students who registered for a summer program never participated in a single day of instruction. More SOAR registrants participated in the program at least one day (76%) as compared to ELSP registrants (67%) and ESY registrants (64%). Additionally, a small subset of students fully participated in the program for which they registered. Just over one-third of ELSP registrants (36%) and less than a quarter of SOAR (23%), Credit Recovery (20%), and ESY (18%) registrants fully participated in their respective programs. See Appendix B for a breakdown of participation data by grade level and Appendix C for differences by Network.

[6] The definition of "full participation" is attending 75% or more of instructional program days. The number of days varies by program because of differences in program length: SOAR full participation is 16-21 days, ELSP full participation is 12-16 days, and ESY full participation is 14-18 days. Students are considered having "fully participated" in Credit Recovery if they received a final grade.

Table 3. Overview of summer program seats available, number of registrants, and participation data

| Program Name | Available Seats | Registrants | Participated in 1+ days | | Fully participated | |
|---|---|---|---|---|---|---|
| | | | # | % | # | % |
| **SOAR** | 2400 | 2410 | 1379 | 76% | 415 | 23% |
| **ELSP** | 1100 | 1085 | 728 | 67% | 380 | 35% |
| **ESY** | 4895 | 4895 | 3128 | 64% | 878 | 18% |
| **Credit Recovery** | 2363 | 2363 | n/a | n/a | 471 | 20% |

Note: Participation data for 1+ program days is not available for Credit Recovery students, as students who were absent more than two days of class were automatically dropped from the course. The SOAR program began with 2,400 students registered as of June 29, 2020. Over the course of the program an additional 10 students registered bringing the total to 2,410 students registered.

Of the students who attended at least one program day, the percentage who fully participated varied by program. When participation data is analyzed after excluding students who registered but did not attend, a higher percentage of students fully participated (Table 4). Notably, over half (52%) of ELSP registrants who participated in at least one program day fully participated in the program. This number is lower for SOAR and ESY. Less than one-third of students (30%) who attended at least one day of the SOAR program fully participated. Similarly, only 28% of students who attended at least one day of ESY fully participated.

Table 4. Number of students who participated at least one day and percentage who fully participated

| Program Name | Participated in 1+ days | Number and percentage of students who attended 1+ days who fully participated | |
|---|---|---|---|
| | | # | % |
| **SOAR** | 1379 | 415 | 30% |
| **ELSP** | 728 | 380 | 52% |
| **ESY** | 3128 | 878 | 28% |
| **Credit Recovery** | n/a | 471 | 20% |

**Note**: Participation data for 1+ program days is not available for Credit Recovery students, as students who were absent more than two days of class were automatically dropped from the course.

## Overall, female and male students who registered for one of the four summer programs attended at least one day of the program at similar rates.

Only slightly more female students (64%) than male (62%) who registered for a summer program participated in at least one instructional day (Table 5). At the program level, ELSP was the only

program with a notable difference in the percentage of registrants who attended at least one day of instruction. A larger percentage of female ELSP registrants (71%) participated in at least one day of the program compared to male ELSP registrants (63%).

Table 5. Percentage of students who participated out of students who registered

| | Number of students who registered | Number of students who participated 1+ day | Percentage of students who participated 1+ day out of students who registered |
|---|---|---|---|
| **SOAR** | | | |
| **Female** | 1123 | 670 | 60% |
| **Male** | 1287 | 727 | 57% |
| **ESY** | | | |
| **Female** | 1420 | 917 | 65% |
| **Male** | 3475 | 2211 | 64% |
| **ELSP** | | | |
| **Female** | 498 | 356 | 71% |
| **Male** | 587 | 372 | 63% |
| **Total (SOAR + ESY + ELSP)** | | | |
| **Female** | 3041 | 1943 | 64% |
| **Male** | 5349 | 3310 | 62% |

**How to read this table:** This table includes the number of students who registered and the number of students who participated at least one day in each program broken down by specific demographic characteristics. For example, 1,123 female students registered for SOAR, and 670 female students participated in at least one day of SOAR. This table also includes the percentage of students who participated in each program at least one day out of the number of students who registered for each program broken down by specific demographic characteristics. For example, 60% of female students participated in at least one day of SOAR (670) out of all female students who registered for SOAR (1,123). Additionally, this table includes the total number of students who registered and participated at least one day across all three programs. For example, 3,041 female students registered (summing 1,123 in SOAR, 1,420 in ESY, and 498 in ELSP) and 1,943 female students participated (summing 670 in SOAR, 917 in ESY, and 356 in ELSP). This table also includes the total percent of students who participated out of those who registered by demographic characteristics: 64% of female students participated in any summer program (1,943) out of all female students who registered for any of the three summer programs (3,041).

## Across the four programs we examined, female and male students who attended at least one day of the program had relatively similar rates of full participation.

Female students (32%) who attended at least one day of their summer program fully participated at slightly higher rates than male students (31%) who attended at least one day of their summer program (Table 6). At the program level, the differences in full participation for male and female students were relatively small for students who attended at least one program day (Table 5) and fully participated (Table 6).

Table 6. Percentage of students who fully participated out of students who participated at least one day

| | Number of students who participated 1+ day | Number of students who fully participated | Percentage of students who fully participated out of students who participated 1+ day |
|---|---|---|---|
| **SOAR** | | | |
| **Female** | 670 | 194 | 29% |
| **Male** | 727 | 221 | 30% |
| **ESY** | | | |
| **Female** | 917 | 245 | 27% |
| **Male** | 2211 | 633 | 29% |
| **ELSP** | | | |
| **Female** | 356 | 192 | 54% |
| **Male** | 372 | 187 | 50% |
| **Total (SOAR + ESY + ELSP)** | | | |
| **Female** | 1943 | 631 | 32% |
| **Male** | 3310 | 1041 | 31% |

**How to read this table:** This table includes the number of students who participated at least one day in each program and the number of students who fully participated in each program broken down by specific demographic characteristics. For example, 670 female students participated in at least one day of SOAR and 194 female students fully participated in SOAR. This table also includes the percentage of students who fully participated in each program out of the number of students who participated at least one day broken down by specific demographic characteristics. For example, 29% of female students fully participated in SOAR (194) out of all female students who participated in at least one day of SOAR (670). Additionally, this table includes the total number of students who participated at least one day and fully participated across all three programs. For example, 1,943 female students participated at least one day (summing 670 in SOAR, 917 in ESY, and 356 in ELSP) and 613 female students fully participated (summing 194 in SOAR, 245 in ESY, and 192 in ELSP). This table also includes the total percent of students who fully participated out of those who participated at least one day by demographic characteristics: 32% of female students participated in any summer program (631) out of all female students who registered for any of the three summer programs (1,943).

## Across the four programs we examined, students of different race/ethnicity subgroups who registered for a summer program attended at least one day of the program at slightly different rates.

A greater percentage of Asian/Pacific Islander students (90%) who registered for a summer program participated in at least one instructional day compared to White students (75%), Hispanic/Latino students (69%), Multi-Racial/Other students (60%), and Black/African American students (54%) (Table 7). At the program level, ELSP was the only program with a notable difference in the percentage of registrants who attended at least one day of instruction compared to the total of all program registrants. A larger percentage of Black/African American ELSP registrants (80%) participated in at least one day of the program compared to White (77%), and Hispanic/Latino (55%) ELSP registrants. At the program level, Black/African-American, Multi-

Racial/Other, and Hispanic SOAR registrants far less frequently attended at least one program day than their Asian and White peers (58%-61% vs. 68%-78%, respectively)

Table 7. Percentage of students who participated out of students who registered

| | Number of students who registered | Number of students who participated 1+ day | Percentage of students who participated 1+ day out of students who registered |
|---|---|---|---|
| **SOAR** | | | |
| **Black/African American** | 1202 | 630 | 53% |
| **Hispanic/Latino** | 587 | 323 | 55% |
| **White** | 159 | 108 | 69% |
| **Asian/Pacific Islander** | 352 | 277 | 79% |
| **Multi-Racial/Other** | 110 | 59 | 54% |
| **ESY** | | | |
| **Black/African American** | 2639 | 1718 | 65% |
| **Hispanic/Latino** | 1012 | 617 | 61% |
| **White** | 504 | 324 | 64% |
| **Asian/Pacific Islander** | 231 | 155 | 67% |
| **Multi-Racial/Other** | 509 | 314 | 62% |
| **ELSP** | | | |
| **Black/African American** | 61 | 49 | 80% |
| **Hispanic/Latino** | 615 | 338 | 55% |
| **White** | 241 | 185 | 77% |
| **Asian/Pacific Islander** | 162 | 149 | 92% |
| **Multi-Racial/Other** | 6 | 3 | n/a |
| **Total** | | | |
| **Black/African American** | 3902 | 2397 | 61% |
| **Hispanic/Latino** | 2214 | 1278 | 58% |
| **White** | 904 | 617 | 68% |
| **Asian/Pacific Islander** | 745 | 581 | 78% |
| **Multi-Racial/Other** | 625 | 376 | 60% |

**Note**: The percentage of Multi-Racial students who participated in ELSP is not included because there were fewer than 15 students per group. The total N includes this group.

**How to read this table:** This table includes the number of students who registered and the number of students who participated at least one day in each program broken down by specific demographic characteristics. For example, 1,202

Black/African American students registered for SOAR, and 630 Black/African American students participated in at least one day of SOAR. This table also includes the percentage of students who participated in each program at least one day out of the number of students who registered for each program broken down by specific demographic characteristics. For example, 53% of Black/African American students participated in at least one day of SOAR (630) out of all female students who registered for SOAR (1,202). Additionally, this table includes the total number of students who registered and participated at least one day across all three programs. For example, 3,902 Black/African American students registered, and 2,397 Black/African American students participated. This table also includes the total percent of students who participated out of those who registered by demographic characteristics: 61% of Black/African American students participated in any summer program (2,397) out of all Black/African American students who registered for any of the three summer programs (3,902).

## Across the four programs we examined, students of different race/ethnicity subgroups who attended at least one day of the program had different rates of full participation.

Asian/Pacific Islander students (57%) who attended at least one day of their summer program fully participated at higher rates than White students (43%), Multi-Racial/Other students (32%), Hispanic/Latino students (27%), and Black/African American students (25%) who attended at least one day of their summer program (Table 8). Within all programs, Asian/Pacific Islander students who attended at least one program day participated in full more frequently than their peers of other races/ethnicities.

Table 8. Percentage of students who fully participated out of students who participated at least one day

| | Number of students who participated 1+ day | Number of students who fully participated | Percentage of students who fully participated out of students who participated 1+ day |
|---|---|---|---|
| **SOAR** | | | |
| **Black/African American** | 630 | 126 | 20% |
| **Hispanic/Latino** | 323 | 79 | 24% |
| **White** | 108 | 37 | 34% |
| **Asian/Pacific Islander** | 277 | 156 | 56% |
| **Multi-Racial/Other** | 59 | 17 | 29% |
| **ESY** | | | |
| **Black/African American** | 1718 | 448 | 26% |
| **Hispanic/Latino** | 617 | 123 | 20% |
| **White** | 324 | 127 | 39% |
| **Asian/Pacific Islander** | 155 | 78 | 50% |
| **Multi-Racial/Other** | 314 | 102 | 32% |

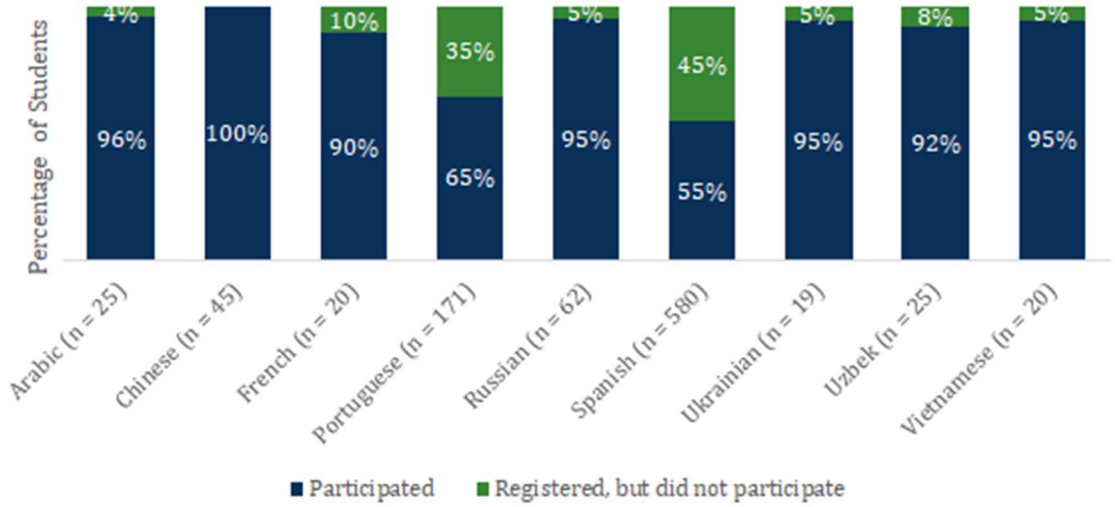
| | | | |
|---|---|---|---|
| **ELSP** | | | |
| **Black/African American** | 49 | 28 | 57% |
| **Hispanic/Latino** | 338 | 149 | 44% |
| **White** | 185 | 102 | 55% |
| **Asian/Pacific Islander** | 149 | 98 | 66% |
| **Multi-Racial/Other** | 3 | 2 | n/a |
| **Total** | | | |
| **Black/African American** | 2397 | 602 | 25% |
| **Hispanic/Latino** | 1278 | 351 | 27% |
| **White** | 617 | 266 | 43% |
| **Asian/Pacific Islander** | 581 | 332 | 57% |
| **Multi-Racial/Other** | 376 | 121 | 32% |

**How to read this table:** This table includes the number of students who participated at least one day in each program and the number of students who fully participated in each program broken down by specific demographic characteristics. For example, 630 Black/African American students participated in at least one day of SOAR and 126 Black/African American students fully participated in SOAR. This table also includes the percentage of students who fully participated in each program out of the number of students who participated at least one day broken down by specific demographic characteristics. For example, 20% of Black/African American students fully participated in SOAR (126) out of all Black/African American students who participated in at least one day of SOAR (630). Additionally, this table includes the total number of students who participated at least one day and fully participated across all three programs. For example, 2,397 Black/African American students participated at least one day, and 602 Black/African American students fully participated. This table also includes the total percentage of students who fully participated out of those who participated at least one day by demographic characteristics: 25% of Black/African American students participated in any summer program (602) out of all Black/African American students who registered for any of the three summer programs (2,397).. **Note**: The percentage of multi-racial students who participated in ELSP is not included because there were fewer than 15 students per group. The total N includes this group.

## Students with different home languages who registered for ELSP attended at least one day of the program at slightly different rates.

A greater percentage of students whose home language is Chinese (100%) who registered for ELSP participated in at least one instructional day compared to students with other home languages (Figure 1). Conversely, a smaller percentage of students whose home language is Portuguese (65%) or Spanish (55%) who registered for ELSP participated in at least one instructional day compared to students with other home languages. Between 90%-96% of students who spoke other languages who registered for ELSP participated in at least one instructional day

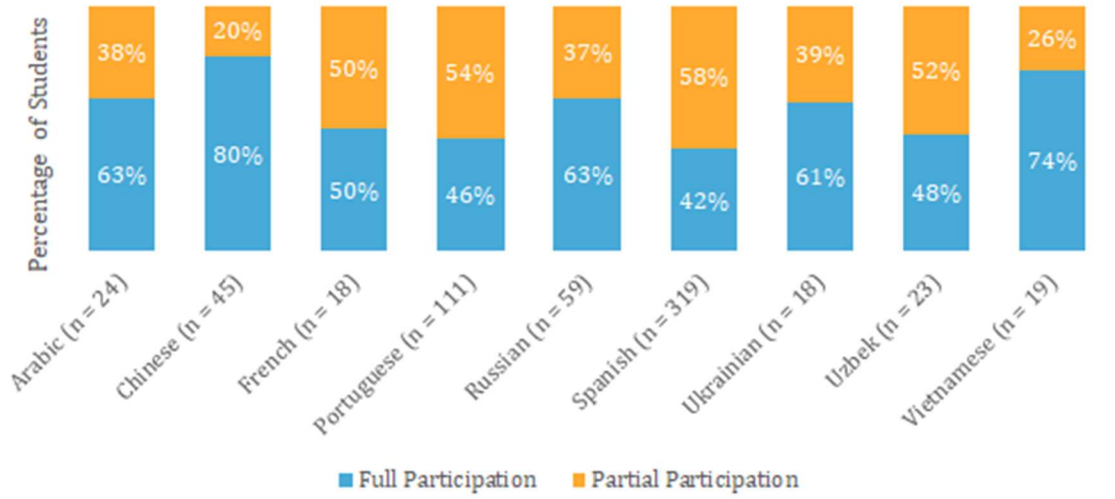
Figure 1. ELSP students who participated and students who registered, but did not participate, by home language




## Students with different home languages who attended at least one day of ELSP had different rates of full participation.

A greater percentage of students whose home language is Chinese (80%) who attended at least one day of ELSP fully participated (Figure 2). Conversely, a smaller percentage of students whose home language is Portuguese (46%), Spanish (42%), or Uzbek (48%) who attended at least one day of ELSP fully participated compared to students with other home languages. Between 50%-74% of students who spoke other languages who attended at least one day of ELSP fully participated.

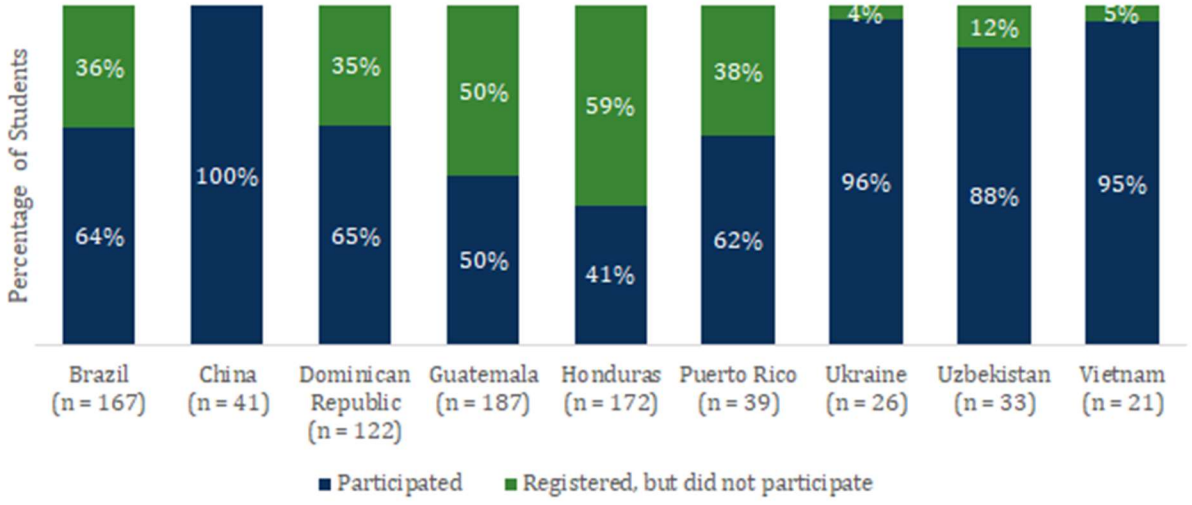
Figure 2. ELSP students who partially and fully participated by home language



## Students with different countries of origin who registered for ELSP attended at least one day of the program at different rates.

A greater percentage of students whose country of origin is China (100%) who registered for ELSP participated in at least one instructional day compared to students with other home languages (Figure 3). Conversely, a smaller percentage of students whose country of origin is Brazil (64%), the Dominican Republic (65%), Guatemala (50%), Honduras (41%), or Puerto Rico (62%) who registered for ELSP participated in at least one instructional day compared to students with other home languages. Between 88%-96% of students with other countries of origin who registered for ELSP participated in at least one instructional day.

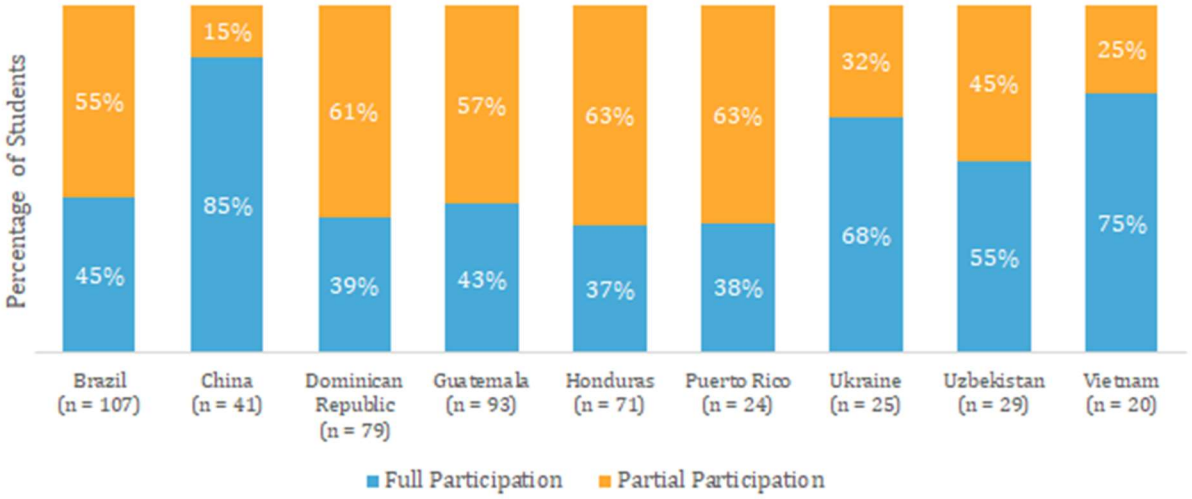
Figure 3. ELSP students who participated and students who registered, but did not participate, by country of origin




## Students with different countries of origin who attended at least one day of ELSP had different full participation rates.

A greater percentage of students whose country of origin is China (85%) who attended at least one day of ELSP fully participated (Figure 4). Conversely, a smaller percentage of students whose country of origin is Brazil (45%), the Dominican Republic (39%), Guatemala (43%), Honduras (37%), or Puerto Rico (38%) who attended at least one day of ELSP fully participated compared to students with other countries of origin. Between 55%-75% of students from other countries who attended at least one day of ELSP fully participated.

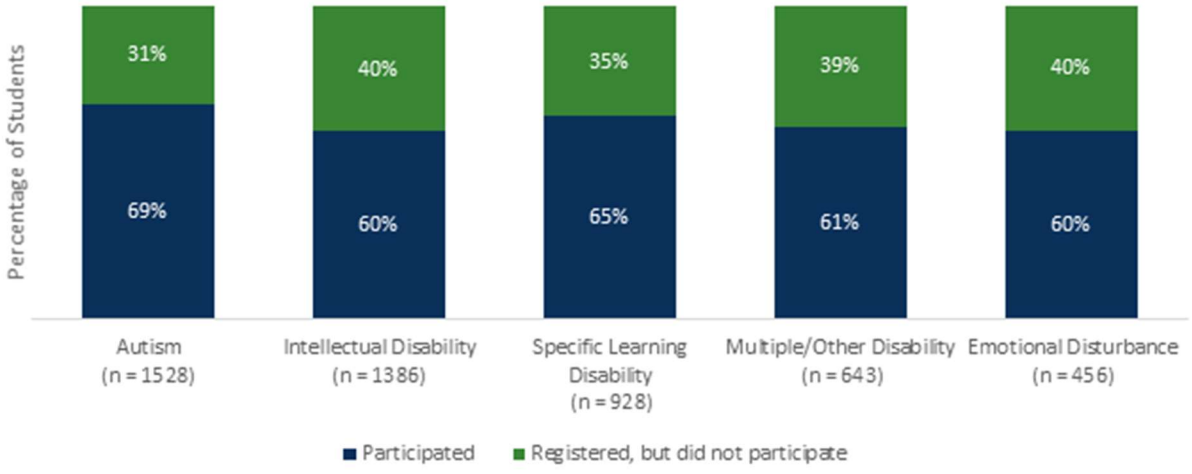
Figure 4. ELSP students who partially and fully participated by country of origin




## Students with different primary disabilities who registered for ESY attended at least one day of the program at similar rates.

A slightly greater percentage of students whose primary disability is Autism (69%) who registered for ESY participated in at least one instructional day compared to students with other primary disabilities (60-65%) (Figure 5).

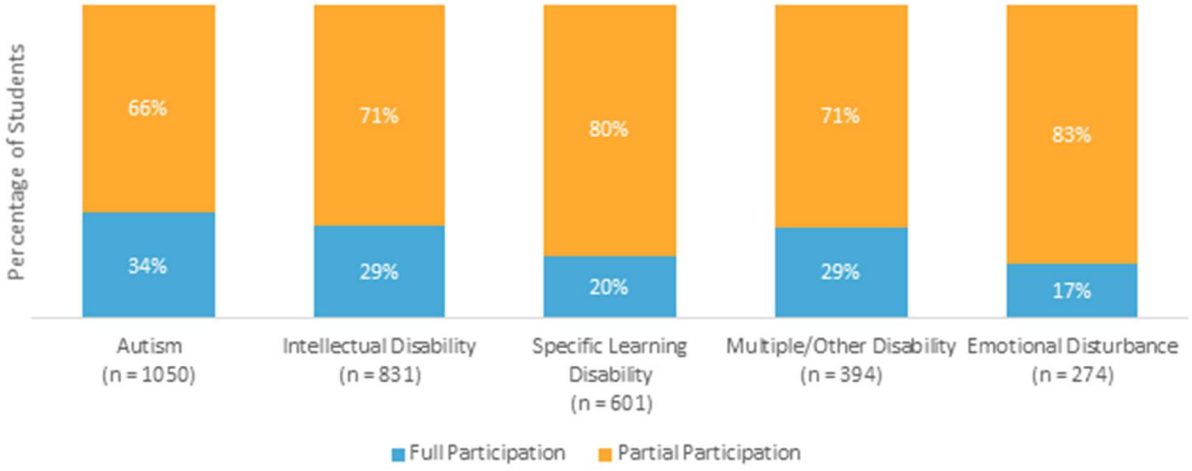
Figure 5. ESY students who registered and participated by primary disability



### Students with different primary disabilities who attended at least one day of ESY had different rates of full participation.

Among students who attended at least one day of ESY, a greater percentage of students diagnosed with Autism (34%) fully participated than students with other primary disabilities (Figure 6). Conversely, among students who attended at least one day of ESY, a smaller percentage of students with Emotional Disturbance (17%) fully participated compared to students with other primary disabilities.

Figure 6. ESY students who partially and fully participated by primary disability




## Research Question #2: How much instruction and/or academic support did students receive? Did students find the instruction and/or academic support beneficial?

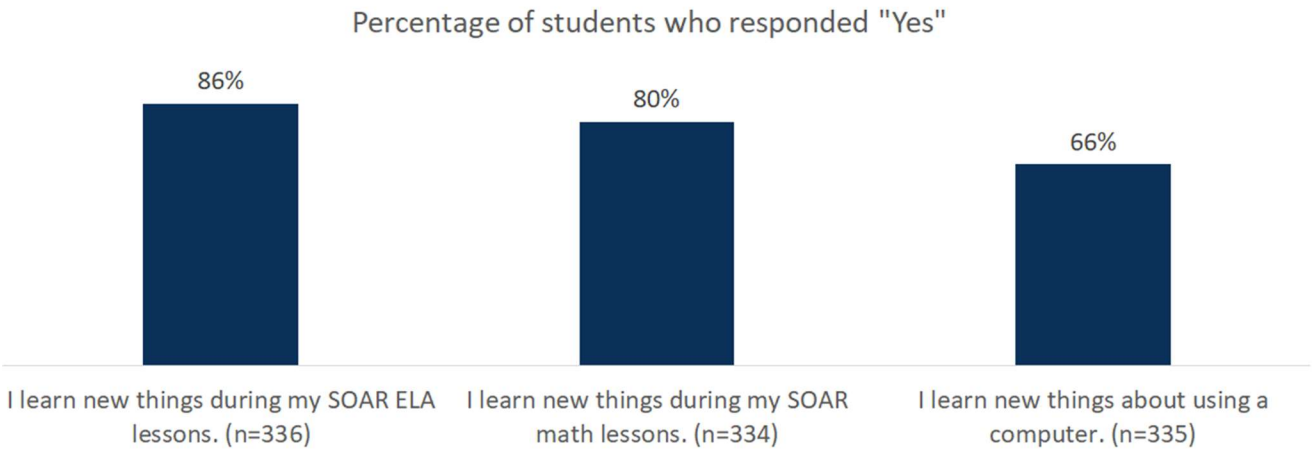
### The 1,397 SOAR participants who attended at least one day of instruction received a combined 37,335 hours of additional academic support.

During SOAR, participants received up to 63 hours of additional academic instruction and completed up to six project-based learning units that ended with the presentation of a capstone project. During each of the 21 days, there were three hours of synchronous instruction that included whole group math and ELA lessons, small group practice and support, and independent work time and project completion. SOAR participants completed two projects during each of the three instructional cycles that were meant to synthesize and demonstrate their learning and received feedback after the completion of each project via progress reports.

## Most SOAR Participants reported they learned new things in math and ELA.

In the student survey, 86% of student respondents reported that they learned new things during their ELA lessons and 80% reported that they learned new things during their math lessons. This is notable since the purpose of the SOAR program was to review content covered between March and June of 2020. Students who reported learning new things were successfully exposed to the content during the summer program that they missed during the school year. Additionally, 66% of students said that they learned new things about using the computer. Although that was not a goal of SOAR, the technology knowledge that they gained during the summer may improve their access to content during the school year.

Figure 7: Student responses to SOAR survey




In open-ended comments, 148 students said that their favorite thing about SOAR was the content that they learned. For example, one student said, "I learned new things, and it kept me on the right track." Another wrote, "I get to learn new things and go over stuff I already learned." Similarly, another student commented, "I could get a head start and refresh my memory for next year." Although learning was the most frequently mentioned area of satisfaction, students also frequently mentioned that they enjoyed the opportunities for socialization (n=48) and the ways in which their teachers worked hard and demonstrated that they cared about students (n=32).

## The 728 ELSP participants who attended at least one day received a combined 3,714 hours of synchronous instruction.

In addition to daily synchronous lessons, ELSP students completed up to 2.5 hours per day of asynchronous math and ELA instruction on the Imagine Learning Platform. Participants who used Imagine Learning Math completed 1,273 hours of asynchronous math lessons.

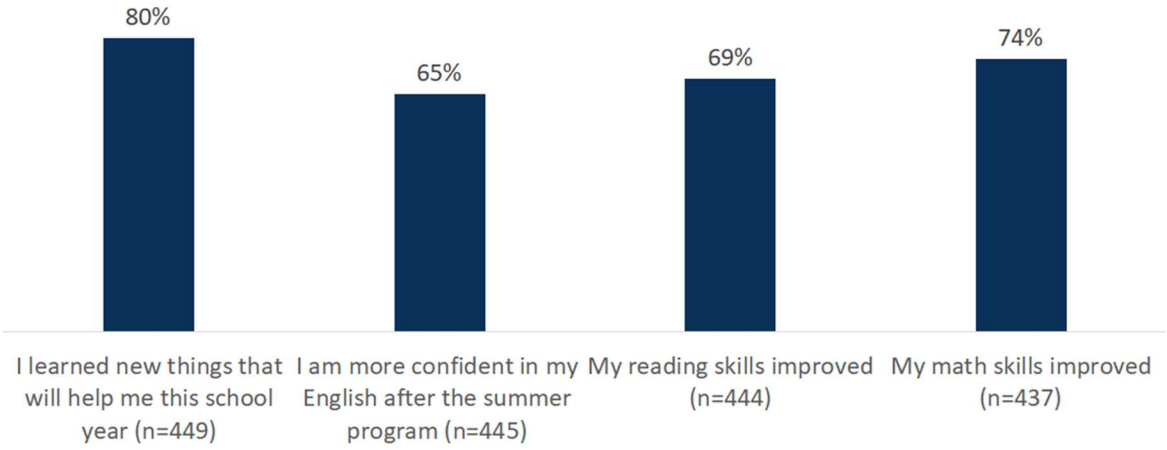
Of the 426 students who logged into Imagine Learning Math, 288 (68%) used Imagine Learning Math for at least 1 hour during the program. Of the 288 students who logged in for at least one hour, 69 students logged more than 6 hours on the platform.

Participants who used Imagine Learning Literacy completed 2,361 hours of asynchronous ELA lessons. Of the 862 students who logged into Imagine Learning Literacy, 485 (56%) used Imagine Learning Literacy for at least 1 hour. Of the 485 students who used Imagine Learning Literacy for at least one hour, 116 students logged more than 6 hours on the platform.

## Most ELSP students reported learning something that will help them in the upcoming school year.

Most (80%) ELSP student survey respondents said that they learned new things that will help them in school this year. Two-thirds (65%) of respondents also reported that they were more confident in their English as a result of the summer program. Most students also responded positively when asked about improvements in their reading and math skills. Nearly three quarters of respondents said that their reading (69%) and math (74%) improved over the course of the summer.

Figure 8. Percentage of students who responded "yes" to ELSP survey questions




In open-ended comments, students also mentioned feeling positive about what they learned during the summer program. For example, one student wrote, "I really liked the summer school, it was good and I learned some things and of course I know English better. And also my math skills improved and math means so much for me because math is my favorite subject." Similarly, another student wrote, "I get more confident to speaking on English. Now I'm not so much shy like I was, Imagine Learning was helpful!"

## The 3,128 ESY participants who attended at least one day of instruction were offered a combined 88,879 hours of additional academic support.

During ESY, participants received up to 63 hours of additional academic instruction. During each of the 18 days, there were three and a half hours of synchronous and asynchronous instruction that included whole group lessons, small group practice and support, teletherapy time, and online intervention time.

## The 471 Credit Recovery students who completed at least one Credit Recovery Course received a combined 30,645 hours of academic support and recovered 638 credits.

During Credit Recovery, students received a minimum of 45 hours of academic instruction in order to complete a Credit Recovery course. Students who completed the Credit Recovery program received a final grade for their course; the 261 students who completed one course had one final grade each, and the 210 students who completed two courses and had two final grades each, resulting in 681 final grades submitted. Of the submitted grades, 43 were Fs, resulting in 638 recovered credits.

## Students most often completed Language Arts and Math Credit Recovery Courses compared to other subject areas.

Eleven percent of students who completed one course and 11% of students who completed two courses completed electives (Table 9). Twenty-four percent of students who completed one course and 28% of students who completed two courses completed Language Arts courses. Twenty-seven percent of students who completed one course and 30% of students who completed two courses completed Math courses. Twenty-four percent of students who completed one course and 15% of students who completed two courses completed Science courses. Fifteen percent of students who completed one course and 17% of students who completed two courses completed Social Studies courses.

Table 9. The number of students who completed Credit Recovery courses by subject area by whether students completed one or two courses

| Subject | Students who Completed One Course (n = 261) | | Students who Completed Two Courses (n = 210) | |
|---|---|---|---|---|
| | Number of students who completed courses in each subject | Percentage of students per subject out of all subjects | Number of students who completed courses in each subject | Percentage of students per subject out of all subjects |
| Elective | 29 | 11% | 45 | 11% |
| Language Arts | 62 | 24% | 117 | 28% |
| Math | 70 | 27% | 125 | 30% |
| Science | 62 | 24% | 62 | 15% |
| Social Studies | 38 | 15% | 71 | 17% |
| Total Grades Submitted | 261 | 100% | 420 | 100% |

## There was minor variation in the distribution of grades based on the number of courses a student took.

Nineteen percent of students who completed one course and 15% of students who completed two courses earned As (Table 10).[7] Twenty-nine percent of students who completed one course and 30% of students who completed two courses earned Bs. Twenty-eight percent of students who completed one course and 27% of students who completed two courses earned Cs. Eighteen percent of students who completed one course and 21% of students who completed two courses earned Ds. Six percent of students who completed either one or two courses failed their courses.

Table 10. The number of students who received final grades for Credit Recovery courses by whether students completed one or two courses

| Final Grade | Students who Completed One Course (n = 261) | | Students who Completed Two Courses (n = 210) | |
|---|---|---|---|---|
| | Number of students who earned each grade | Percentage of students who earned each final grade out of all final grades | Number of students who earned each grade | Percentage of students who earned each final grade out of all final grades |
| A | 50 | 19% | 65 | 15% |
| B | 75 | 29% | 126 | 30% |
| C | 74 | 28% | 114 | 27% |

[7] Students who passed a course in credit recovery will still receive a D on their transcript for the recovered credit(s). We provide grade breakdowns as an indicator of how many students exceeded the minimum requirements for passing the course.

| | | | | |
|---|---|---|---|---|
| D | 46 | 18% | 88 | 21% |
| F | 16 | 6% | 27 | 6% |
| Total Grades Submitted | 261 | 100% | 420 | 100% |

## Research Question #3: What were the primary successes and challenges of program implementation for each program?

The three summer programs we examined had different approaches and purposes, and different successes and challenges. Table 11 provides a summary, followed by more detail about success and challenges related to implementing each program.

Table 11. Summary of Successes and Challenges of Implementing SOAR, ELSP, and ESY

| **SOAR Program** | |
|---|---|
| **Successes** | **Challenges** |
| • Instructional format was engaging.<br>• Community was developed within each classroom. | • The burden of curriculum development led to resignations.<br>• There was not enough Professional Development on the Smart Learning Suite.<br>• There was a breakdown in communication during the registration process. |
| **English Learner Summer Program (ELSP)** | |
| **Successes** | **Challenges** |
| • APs successfully supported instruction and students with behavioral and technology challenges.<br>• Imagine Learning provided a curriculum, PD, asynchronous lessons, and around the clock support for students and teachers.<br>• Bilingual Counseling Assistants (BCAs) addressed family barriers to participation and worked hard to address student issues. | • Missing country of origin data in the SIS decreased the number of student who were identified as eligible.<br>• There was limited synchronous instruction and some teachers and families wanted more live instruction.<br>• Continuous challenges accessing support for technology, internet essentials, and hot-spots. |

| | |
|---|---|
| They also collected valuable information about the challenges that families face.<br>• Learning about tech challenges this summer led to the current creation of a suite of Google Classroom resources to roll out this fall. | • Too many emails and text in announcement pages led to confusion around accessing vital information for multilingual students and families. |
| **Extended School Year (ESY)** | |
| **Successes** | **Challenges** |
| • Teachers stayed connected with caregivers.<br>• Dozens of online interventions were available.<br>• Classroom assistants provided needed, individualized support.<br>• Flexible curriculum and daily routine kept students engaged and returning. | • Some students needed one-on-one in-person assistants or caregivers to facilitate learning.<br>• Lack of single sign on for dozens of online interventions.<br>• Not enough mandatory Professional Development for teachers. |

## Primary Successes and Challenges of the SOAR Program

*Success: Instructional format was engaging.*

SOAR teachers were expected to work together to develop lesson plans that would last for the 2-week cycle. Lesson plans were designed to reinforce math and ELA concepts from the school year and provided students opportunities to collaborate with each other online and synthesize learning using a project-based format. Although it was time-intensive to do so, teachers developed thoughtful units and lessons from scratch, which they implemented over the course of the six-week program. Based on data collected during observations and responses to the student survey, students engaged in and enjoyed the project-based learning component of the summer program. The projects were meant to help students synthesize content while refining their technology and communication skills.

*Success: Community was developed within each classroom.*

SOAR classrooms were composed of students and teachers from schools throughout the city. This meant that students and teachers had likely not met prior to the SOAR program. Despite the fact that teachers and students were unfamiliar with each other, they appeared to quickly form classroom communities. Students reported enjoying the opportunities for socialization that the program provided and that they enjoyed learning with peers who were not from their "home"

school. Additionally, students reported that they felt like their teachers were supportive, caring, and wanted them to do their best.

*Challenge: The burden of curriculum development led to resignations.*

Teachers reported that they were not aware that they would be asked to create a curriculum from scratch when they signed on to teach in the SOAR program. This led to some teacher resignations and general frustration among SOAR staff members. Although teachers told us they enjoyed some of the freedom to develop their own lessons, they also said they would have liked some pre-developed materials as well to reduce the burden of lesson development. Additionally, they did not feel like they had enough time to develop lessons prior to the start of the program and train other teachers on the components of the lessons they developed. Lastly, teacher resignations and changes in enrollment required some teachers to move positions after they had already developed curriculum for the grade level for which they were assigned and were asked to implement lessons which they did not create. In some cases, this caused significant confusion and discontent.

*Challenge: There was not enough Professional Development on the Smart Learning Suite.*

The introduction of the Smart Learning Suite (SLS), though helpful when used, was challenging for many teachers and students. Teachers attended a training session on the overview of the SLS but did not have an opportunity to delve deeper into the platform's capabilities prior to the start of the SOAR program. In addition, the training was offered when Assistant Principals were in separate required professional development sessions, so they could not attend the SLS PD and support teachers in its implementation. As a result, teachers who were not as confident with using technology often shied away from utilizing the SLS in the classroom. Assistant Principals suggested that an individualized workshop-like professional development approach would better prepare teachers to use the SLS in the future. Lastly, the SLS was not integrated into the single sign-on platform, so students struggled with accessing and signing into the SLS during class.

*Challenge: There was a breakdown in communication during the SOAR registration process.*

A variety of communication challenges took place about SOAR registration. First, communication about the SOAR program was delayed in reaching schools. By the time the information about SOAR reached principals, in most cases the school year had already ended, which created challenges with getting the program information to eligible students. In part, the communication challenges were due to issues with the incorrect contact information program staff had for students. Additionally, some schools decided to register every student that qualified, although this was not advised, and parents did not receive notification that their child was signed up. This school-based registration issue required significant attention from the APs, which reduced the amount of time they could spend supporting teachers during PD and initial implementation.

Second, there was confusion over program eligibility. Information about the SOAR program was published on the District's website did not clearly indicate that the program was not open to all

students. Parents attempted to sign students up who were not qualified for the program. These students were waitlisted and then eventually admitted to the program due to low enrollment. This influx of students to the SOAR program who did not meet the initial requirements caused some shifting in terms of instructional goals.

## Successes and Challenges of the ELSP

*Success: Assistant Principals successfully supported instruction and students with behavioral and technology challenges.*

Assistant Principals (APs) observed instruction, facilitated common planning time, and assisted individual students with behavioral and technology challenges as needed. Through common planning time, teachers collaborated with each other and celebrated successes in creating high quality lessons that used technology available to them. APs reported that they focused on creating a mutually supportive community of professionals who could learn from each other. APs and teachers also described that APs were available to work individually with students with behavioral challenges or to step in when a teacher had a technological issue, such as an interrupted internet connection.

*Success: Imagine Learning provided a curriculum, Professional Development, asynchronous lessons, and around the clock support for students and teachers.*

Teachers differentiated instruction in the virtual setting primarily by breaking small groups into even smaller groups to focus on very targeted instruction. Teachers also met individually with students to give targeted feedback. Imagine Learning, the adaptive online program used for asynchronous instruction, allowed teachers to monitor student login data and give feedback to students who were not meeting their hours. Teachers used Imagine Learning resources to create individualized learning plans. Teachers could get immediate support from live technical support staff from Imagine Learning. APs said that teachers reached out to the live support from Imagine Learning at all hours of the day. The availability of this support increased their comfort with the platform and their ability to rapidly develop their skills in online teaching. Imagine Learning provided both drop-in sessions and immediate one-on-one support at all hours, so teachers could access help at the best time for them.

*Success: Bilingual Counseling Assistants (BCAs) addressed family barriers to participation and worked hard to address student issues. They also collected valuable information about the challenges that families face.*

Bilingual Counseling Assistants (BCAs) were paid four hours a day to support several aspects of the program. As the program was starting, BCAs assisted in recruiting families of eligible students and explaining program procedures. During the program, BCAs contacted families of students who were absent and were a major source of technical support when family members encountered difficulties with internet access, the Imagine Learning and Google Classroom platforms, or students' Chromebooks. Because BCAs communicated with so many families about technical and other

challenges, their feedback and perspectives were valuable in identifying needed support for online learning in the fall.

*Success: Learning about technology challenges during 2020 summer programming led to the current creation of a suite of Google Classroom resources to roll out during fall 2020 online learning.*

The Office of Family and Community Engagement (FACE) and the Office of Educational Technology (Ed Tech) responded to challenges encountered in supporting ELSP families by developing high-quality video guides for fundamental technology tasks, such as setting up a Chromebook or navigating Google Classroom. These video guides are to be translated into several languages.[8] Existing text steppers were not sufficient, in part because of low print literacy among some recent immigrant families and in part because those steppers assumed basic familiarity with technology that families did not actually have. Since the summer, the Family and Community Engagement office has been working with the Office of Information Technology to create more extensive guides to technology for families.

*Challenge: Missing country of origin data in the SIS decreased the number of student who were identified as eligible.*

Students were eligible to participate in ELSP if they were at Level 1 or Level 2 (beginner) proficiency and were born in Puerto Rico or outside the United States. "Country of origin" data from the Student Information System (SIS) was used to identify eligible students. However, in many instances, program staff members reported that students were missing country of origin data and thus, not all students who were eligible for the program could be identified.

*Challenge: There was limited synchronous (live) instruction offered during ELSP and some teachers and families wanted more live instruction.*

Students were scheduled for Monday and Tuesday reading instruction and Wednesday and Thursday math instruction, and synchronous instruction was limited to 30 minutes a day. Most of the learning in the 2020 summer model took place asynchronously through students' use of Imagine Learning software, but parents did not always consider this as "learning."

*Challenge: Accessing support for technology, internet essentials, and hot-spots was a barrier to online learning.*

Technology access posed particular challenges for recent immigrant families served by the ELSP, who were often adapting to an unfamiliar education system while also adjusting to changes brought by the COVID-19 response. Problems with technology frequently prevented students from accessing instruction. Feedback from APs and BCAs indicated the need for additional high-quality, timely, multilingual technical support related to internet access, Chromebooks, and online learning platforms.

[8] As of the start of school year 2020-21, these videos have been made available in English but have not yet been translated to other languages.

*Challenge: Too many emails and text in announcement pages led to confusion about accessing vital information for multilingual students and families.*

Procedural announcements or reminders during the ELSP program were usually published through email or on individual teachers' Google Classroom pages. However, BCAs reported that many parents could not independently perform tasks such as setting up a Chromebook, monitoring and replying to emails, or assisting students with logging on to learning tools. BCAs emphasized that families in their caseload are adjusting not only to the US education system but also to technologies they have little experience with. Therefore, the use of email as the default method of communication with families that do not speak English was a barrier to family engagement and consistent attendance.

## Successes and Challenges of Extended School Year (ESY)

*Success: Teachers stayed connected with caregivers throughout the summer months.*

During ESY, teachers stayed regularly connected with caregivers throughout the summer in order to support student participation, ensure students were receiving the in-home support they required in order to make progress towards their IEP goals, and learn about any challenges in the home environment that teachers could help ameliorate. Teachers spent many of their preparation hours, as well as unpaid hours in the evenings, reaching out to caregivers via text, emails, phone calls, and even socially distanced in-home visits.

*Success: Over 15 online interventions were available.*

In addition to professional teletherapy services, such as physical therapy and speech pathology, students had the opportunity to engage in numerous online interventions that were catered to the skill level and needs of individual students. Most students continued working with familiar programs, such as iReady and Lexia Power Up, that they were working with during the 2019-20 school year. These individualized programs allowed students to continue learning and developing their skill during asynchronous instruction time, without requiring the teacher to provide hand-made materials for each students' unique needs, as the online interventions provided instruction catered to students' learning levels.

*Success: Classroom assistants provided needed, individualized support.*

Each ESY virtual classroom consisted of a teaching team of a classroom teacher and classroom assistant. Classroom assistants were able to handle technology complications that arose in the virtual environment (e.g., students having trouble logging on, connectivity issues), and allowed the teacher to focus on instruction. Some classroom assistants were able to support the classroom teacher with documentation, as well as provide one-on-one instruction to students who would benefit from additional synchronous instruction.

*Success: Flexible curriculum and daily routine kept students engaged and returning.*

The ESY program includes established curricular goals. In addition, teachers had the opportunity to be flexible in choosing how to present content and engage students in the online environment. Teachers found that strict routines supported regular participation, as students were able to predict and anticipate expectations and activities. However, within that structure, teachers reported in the ESY teacher survey open-ended comments that a flexible curriculum that could be catered to students' individual needs and interests kept students engaged during synchronous hours.

*Challenge: Some students needed one-on-one in-person assistants or caregivers to facilitate learning.*

Certain populations of ESY students had difficulty participating in a virtual environment without the assistance of another person. In a traditional classroom, this person may be a classroom assistant or personal aid. During remote learning, however, this person was often a caregiver or close family member. This requirement on the part of a caregiver was often too stressful for the caregiver. In some cases, caregivers chose not to register their student because the caregiver would have to sit with the student during all instruction, and if caregivers could not support their child if they were working during synchronous hours. Teachers reported that a common reason that students did not participate is that a caregiver was not able to assist the student.

*Challenge: Lack of single sign on for dozens of online interventions created log-in challenges for students and families.*

Students had access to over 15 online interventions; however, due to the abridged timeline between ESY becoming a virtual program and the first day of ESY, there was not time to integrate all of the online interventions into the District's single sign on platform. In lieu of a single sign on, teachers were provided with lists of log-on credentials from the online intervention companies, with unique credentials for each student and each platform. Students and families had difficulty tracking their credentials for each program, and teachers would spend instructional hours locating and sending log-on credentials to families.

*Challenge: Late access/difficulty accessing interventions*

Although students had access to numerous online interventions, because of the tight timeline between ESY becoming a virtual program and the first day of ESY, teachers did not receive access to all of the online interventions prior to the first day of ESY. Some teachers never received access to the platforms, and the District's IT department was unable to provide teachers with the information they needed. This late access for teachers made it difficult for teachers to instruct their students on how to use the program, especially if the platforms were new to students. Additionally, classroom assistants did not have access to the platforms.

*Challenge: Not enough mandatory Professional Development for teachers.*

The ESY planning team provided two days of PD for all ESY teachers on student engagement, teletherapy, and the Google platform two weeks prior to the first day of ESY. However, although each teacher was sent a PD schedule on topics specific to the needs of the students on their roster, teachers had the ability to take any PD they preferred, rather than the PD on their schedule. Additionally, respondents on the ESY Planning Committee, Assistant Principal, Site Director, and Case Manager survey indicated there was no formal accountability if teachers chose not to attend PD. This meant that the ESY Planning Committee from the Office of Specialized Services had no way of knowing which teachers were proficient in Google suite and could not provide PD that was catered to teachers' experience and comfort level with different technological tools and platforms.

## Research Question #4: What are the common lessons learned across summer programs that can inform how SDP implements online instruction in the future?

In this section, we describe the key findings[9] that spanned multiple summer programs. These lessons learned were shared with District leadership on an ongoing basis during and after program implementation. Ideally, these lessons will continue to inform the planning and implementation of online instruction in SDP. The key lessons that we learned (Table 12) are described below.

Table 12. Key findings and lessons learned during summer 2020 program implementation

| Topic | Key Findings Across Programs |
|---|---|
| **Common Beneficial Practices** | • Teachers enjoy working in teams, which provide opportunities for shared responsibility, collaboration, and embedded professional development during online learning.<br>• Small-group instruction and small class sizes provide opportunities for sustained, individualized support. |
| **Student and Family Engagement** | • Usage of cameras and microphones varied widely among students and programs and often posed a barrier to assessing engagement in instructional activities. |

[9] The data that supports the findings in this section are a summary of findings from the data collection activities presented in Table 2 (page 7). The data collected from each of the evaluation activities in Table 2 were summarized and presented in the form of internal research briefs and presentations on an ongoing basis throughout summer 2020. The results from each of the individual evaluation activities are available upon request.

| Topic | Key Findings Across Programs |
|---|---|
| | • When student behavior and engagement could be monitored, students seemed to understand and adhere to expectations and were engaged in instruction.<br>• Engaging with families is challenging without correct or up-to-date contact information and a reliance on email. |
| **Teacher Professional Development and Prep Time** | • Significant, mandatory training on online instructional practices is needed, especially in regard to supporting students with specialized needs, including English Learners.<br>• Teachers reported working extra hours outside of the school day and still needed additional time to prepare for lessons and collaborate with colleagues. |
| **Technology** | • Students' ability to use technology varied among programs but remained a significant barrier to learning.<br>• There are still significant issues with student internet access.<br>• Accessing break-out rooms on the Google Meet platform took time away from instruction.<br>• Some of the required platforms used for summer classes were not yet part of the single-sign on system, requiring students to login to several platforms to access content or receive supportive services.<br>• There were barriers to getting support in troubleshooting technology. |

## Common Beneficial Practices

*Teachers enjoy working in teams, which provide opportunities for shared responsibility, collaboration, and embedded professional development during online learning.*

Teachers liked using a team-based approach to instruction. Nearly all (94%) of SOAR teachers said that working with a team of teachers was somewhat or very beneficial to students' learning. In open-ended survey comments, SOAR teachers enjoyed collaborating with their colleagues, having support for lesson planning, and sharing responsibilities during live instruction (n=22). Teachers from the other programs shared this sentiment. ESY teachers reported that having a classroom assistant was beneficial to instruction (n=31). EL program staff members noted that ELA and math teachers collaborated effectively to address student barriers to learning, and Credit Recovery

teachers noted the importance of having a co-teacher to facilitate real-time technology help and differentiate instruction.

When students needed support in real-time, having additional teachers in the room allowed one teacher to continue instruction while the others provided necessary technology or content support. SOAR observers noted that, within teacher teams, one teacher often acted in a supporting role by monitoring the chat and addressing students' needs (n=7). Observers noted that this role was extremely useful in ensuring that the participation of all students was recognized and assisting teachers in identifying student needs as they arose. Students often used the chat box to respond to teacher questions and to notify the teacher of challenges they were facing. In sessions where only one teacher was present, student chat responses were often overlooked as the teacher focused on verbal and visual responses.

Additionally, teachers who struggled with technology were supported by their colleagues and had the opportunity to develop their technology skills throughout the summer. SOAR APs noted that in the cases where teachers who were less comfortable with technology were teamed with teacher(s) who were more comfortable, the teacher with less comfort improved their ability to use technology. The findings were mirrored by the findings of SOAR observers. Within teaching teams, the level of technological skill often varied. Teachers who were much more comfortable and knowledgeable with technology often assisted others in navigating the various platforms required to interactively engage students and occasionally took a lead role in integrating technology into instruction. This role was crucial in mitigating student and staff challenges with technology. Having at least one other teacher present helped to ensure that instruction continued while challenges with technology were addressed.

*Small-group instruction and small class sizes provide opportunities for sustained, individualized support.*

All of the summer program models used some element of "break-out sessions" or small group instruction. For example, the SOAR model utilized daily small break-out groups to review content, complete collaborative assignments, and provide time for students to work on their independent projects. APs described the small group structure as beneficial to student learning, engagement, and relationship building. In small groups, teachers created what APs referred to as an "intimate environment" and were able to address the specific academic needs of each student while other students in the group worked independently on their project or other assigned activities. APs felt that this "almost individualized tutoring" was critical to adequately supporting students in the SOAR program, especially those who required intensive intervention. Similarly, EL Summer Program APs said teachers effectively used small groupings as a form of differentiated instruction.

Teachers and students also enjoyed the benefits of the small class sizes that resulted in more opportunities for small-group instruction. Over 80% of SOAR students reported that they enjoyed learning in small groups and 95% of SOAR teachers said small-group instruction time was somewhat or very beneficial for students' learning. This was also one of the main ways that

teachers said the summer program was more beneficial to student learning than spring 2020 instruction, especially for high-need students. Lastly, 81% of ESY teachers felt confident tailoring online instruction to various learning styles, which they said was only possible due to small class sizes and their ability to instruct in small-groups.

## Student and Family Engagement

*Usage of cameras and microphones varied widely among students and programs and often posed a barrier to assessing engagement in instructional activities.*

Each program had distinct policies on students' use of audio and video. SOAR APs explained that students were not required to use microphones or cameras because students were often uncomfortable with other students and teachers seeing their home environment and preferred to remain off-screen. Nearly half of SOAR teachers (43%) reported that this was a moderate or great challenge. Although the reasoning for this decision is rooted in serving the needs of students, in almost 50% of SOAR observations, ORE staff were unable to observe whether students were distracted during the lesson and, in roughly 30%, staff was unable to observe students' ability to endure the online environment.

The EL Summer Program APs also reported that the majority of students did not turn on their screens. However, unlike the SOAR APs, they suggested that the baseline expectation should be for cameras to be active at all times. Over half (56%) of EL Summer Program teachers said that students muting themselves or turning their videos off was a moderate or great challenge to student learning. Fewer ESY teachers (18%) reported student muting or keeping the camera off was a moderate or great challenge to instruction. In open-ended survey comments reported to ORE by the program staff, Credit Recovery teachers also noted that students not using their cameras made it difficult to monitor student engagement.

Additionally, students who were on camera could occasionally be seen walking away from instruction or interacting with individuals outside of their online classroom. Given that there was no opportunity to observe such occurrences for students without video or sound, this presents a challenge for effectively monitoring engagement. The challenges associated with monitoring student engagement were magnified in some instances where teachers only acknowledged the participation of students with video and sound on and not those responding via the chat box. We do not have any evidence that skipping interaction in the chat box was intentional. Instead, we observed that it was very challenging for teachers to actively teach their lesson, ask questions, acknowledge all of the students answering via their microphone, and simultaneously monitor and respond to students in the chat box at the same time.

*When student behavior and engagement could be monitored, students seemed to understand and adhere to expectations and were engaged in instruction.*

Most students who were on screen during live instruction were engaged in instruction. ORE staff observing SOAR noted that in 94% of the observations at least some students were attentive and actively participating and in 92% of the observations most students seemed to understand the expectations, procedures and guidelines of the online classroom. Most SOAR students (85%) reported that they knew the rules of their online classroom and 80% reported that they knew how to answer questions in the online classroom. Additionally, 96% of EL Summer Program teachers, 82% of SOAR teachers, and 87% of ESY teachers said "student behavior during online classes" was not a challenge or was only a slight challenge.

*Engaging with families is challenging without correct or up to date contact information and a reliance on email.*

In interviews, SOAR APs noted that a significant number of parents never received confirmation that their child was registered for the program. APs described this challenge as part of a larger issue of missing or incorrect contact information for families which results in significant barriers to communicating with parents. Additionally, SOAR APs noted that many times students were not with their parents during the school day and there was a need for teachers to be able to contact the adults who are responsible for supporting students. Over one-third (36%) of SOAR teachers said they were NOT able to establish a relationship with parents during the first cycle. In survey comments, teachers recommended having a meet and greet or orientation prior to the start of the program to establish relationships with families (n=12).

Similarly, ESY Site Directors, Case Managers, and Assistant Principals explained that teachers and classroom assistants did not have access to updated family contact information, or alternative contact information. Additionally, in focus groups, BCAs supporting the EL Summer Program emphasized that families in their caseload are adjusting not only to the US education system but also to technologies they have little experience with. They recommended that email should never be the sole default method of communication with families that do not speak English or with recent immigrant families.

## Teacher Professional Development and Prep Time

*Significant, mandatory training on online instructional practices is needed, especially in regard to supporting students with specialized needs, including English Learners.*

Although a majority teachers in each program reported feeling prepared to implement online instruction during their summer program, many also reported that they did not feel prepared to implement online instruction for students with specialized needs such as students with IEPs and English Learners. Nearly two-thirds (62%) of SOAR teachers said the SOAR PD did NOT adequately prepare them to teach students with unique learning needs and 61% said the PD did NOT prepare them to teach English Learners. Related, 44% of SOAR teachers said they were slightly confident or not confident about their ability to support English learners in an online environment and 54% said

the same about supporting students receiving special education services. For ESY, participation in PD was not monitored nor was it differentiated to separately address the needs of the special education and general education teachers. As a result, 55% of ESY teachers felt the PD did NOT adequately prepare them to teach students with IEPs.

*Teachers reported working extra hours outside of the school day and still needed additional time to prepare for lessons and collaborate with colleagues.*

Nearly one-third 29% of SOAR teachers reported that they did not have adequate time to fulfill the responsibilities of their job. In open-ended survey comments, the most commonly requested support was additional time (n=18) for planning, grading, and collaborating. Many teachers stated that they were working extra hours outside of the school day and this sentiment was echoed in AP interviews. APs noted that teachers were often working beyond the expected how to ensure children are supported and provided with the best possible online educational experience. In interviews, APs told us that teachers needing to work more than the expected hours is an ongoing source of frustration for teachers, given the complexity of preparing to instruct fully online. In some cases, APs noted that this led to teachers resigning from the program. Similarly, over half (57%) of ESY teachers felt they did NOT have adequate time to prepare to implement ESY and a commonly requested support by ESY teachers was additional time (n=19) for planning and communicating with parents. ESY teachers noted in open-ended questions that they were most likely to make contact with caregivers who work during the day during the evening hours to discuss student needs and progress (n=26).

## Technology

*Students' ability to use technology varied among programs but remained a significant barrier to learning.*

During SOAR observations, we observed that teachers spent considerable time assisting students with navigating technology. Students needed support with various aspects of the online learning environment, such as copying and pasting, entering the classroom and transitioning to small group instruction, and navigating the features of SMART Learning Suite (SLS). Some teachers mitigated this challenge by demonstrating technology-related tasks for students through screen sharing. However, assisting students with technology often required teachers to delay or stop instruction as they worked to mitigate student challenges. Additionally, transitions were a consistent challenge. Students struggled to navigate the various classrooms in Google Meet and often needed more time than allotted to transition from one session to another. A quarter of SOAR teachers reported that students' inability to navigate the online classroom and discomfort with technology was a moderate or great challenge to online learning (25% and 24%, respectively). When asked about specific uses of technology, SOAR teacher survey respondents said students most need to improve their ability to create documents in Google Classroom, access the SLS, and navigate to break out sessions.

Similarly, 40% of EL Summer Program teachers said students' inability to navigate the online classroom was a great or moderate challenge to student learning and 24% of EL Summer Program

teachers disagreed or strongly disagreed that "Google Classroom is easy for students to navigate." BCAs supporting the EL Summer Program reported they frequently helped students with basic technology skills and that students' need often outpaced support capacity. Notably, 60% of BCAs surveyed said that student absences were "often" related to technological problems and account issues.

Technology troubles were also pervasive in ESY, with 38% of ESY teachers saying that students' lack of skills to navigate digital technology was a great or moderate challenge to student learning. ESY Site Directors, Case Managers, and Assistant Principals noted that students had troubling accessing and submitting assignments and navigating digital technology generally. Additionally, 26% of ESY teachers said students' physical disabilities navigating digital technology was a great or moderate challenge to student learning.

*There are still significant issues with student internet access.*

Challenges with internet connectivity and hardware were noted in 13 of the 53 SOAR observations we conducted. There were also instances during observations when students had poor internet connectivity during the lesson. For example, one observer commented, "*...teachers were having trouble with students losing internet and not being able to start the project.*" In the student survey, a quarter of SOAR students reported that they did not always have access to the internet for class. In SOAR teacher surveys, 47% of respondents said that student absences were frequently or sometimes related to internet connection problems.

Similarly, 44% of EL Summer Program teacher survey respondents said "student's lack of or low quality internet connection" was a moderate or great challenge to student learning and 80% of BCAs supporting the EL Summer program said that internet connection problems "often" or "sometimes" caused absences. Additionally, 86% of BCAs supporting the EL Summer Program said that they "often" or "sometimes" were contacted by families about internet connection problems. In particular, BCA interviews suggest that support for families using SDP-provided hotspots was insufficient.

Additionally, in the ESY teacher survey's open-ended comments, unprompted, ESY teachers described students struggling with accessing and navigating the internet access 21 times.[10] The ESY Planning Committee described how the SDP partnership with Comcast to supply student households with internet ended in early June 2020, and it was unknown whether students who relied on the partnership to complete remote learning in the spring were able to gain internet access for summer 2020.

[10] 178 teachers responded to the ESY teacher survey and 129 teachers answered open-ended questions.

*Accessing break-out rooms on the Google Meet platform took time away from instruction*

In interviews, SOAR APs reported that students struggled with remembering which break-out room they were assigned to, using the links provided to them, and navigating back to the whole-group room when it was time. APs noted that this process costs students and teachers a significant amount of instructional time. SOAR observers also noted that transitions were a consistent challenge. These findings were mirrored in open-ended comments across all teacher surveys, suggesting substantial difficulties navigating to break-out rooms.

*Some of the required platforms used for summer classes were not yet part of the single-sign on system, requiring students to login to several platforms to access content or receive supportive services.*

SOAR APs noted that the Smart Learning Suite was not included in the single-sign on system meaning students had to sign in separately at a different link which took time away from instruction. ESY teachers, Case Managers, and Site Directors explained that teletherapy and intervention platforms were not included in the SDP single-sign on system, which meant that ESY students who had access to dozens of online intervention platforms had to log in separately at a different link and using different credentials. Additionally, there was no systematic way for teachers to track which platforms students were using. BCAs supporting the EL Summer Program said in interviews that families regularly needed more support understanding the multiple expectations and specialized logins for students. Many BCAs made organized schedules with links for families.

*There were barriers to getting support in troubleshooting technology.*

Many families required additional support to troubleshoot technology issues that they encountered during summer online learning. The ESY Planning Committee described how technology troubleshooting and how-to videos were posted on the District website and emailed to families, and how it was tough for families who were not as familiar with technology to locate links embedded in emails and find videos buried on the District website. Additionally, teachers spent many hours providing technology support to caregivers live on google meets or through phone calls in order to help families learn how to log on and navigate digital tools.

Based on needs emerging over the summer, BCAs supporting the ELSP predicted that existing multilingual hotline capacity is insufficient to address the range of technical support issues likely to arise in the fall. The example of Wi-Fi hotspots demonstrates general barriers to technical supports, which BCAs reported was inadequate in this case. In BCAs description of this issue, which was based on their work with ELSP families, the manufacturer support team from T-Mobile was not prepared to support families and did not have sufficient multilingual options. In addition, there was no technical support or tutorial available when families picked up the hotspots. BCAs described that available staff were only charged with distributing hotspots and when families asked for help on site, they were denied. BCAs noted this as a missed opportunity, since families with students enrolled in the English Learner Summer Program usually benefitted much more from demonstrations than from the available written steppers.

# Conclusion

Nine summer programs were officially offered in 2020 either by SDP or in collaboration with partner organizations. ORE conducted evaluation activities for four of these programs: Summer Opportunity for Academic Review (SOAR), English Learner Summer Program for Newcomers (ELSP), Extended School Year (ESY), and Credit Recovery. This report provided a summary of the findings from the evaluation activities conducted for each program as well as common successes, challenges, and lessons learned across the summer programs.

Although all programs met their registration goals, each program struggled significantly with student participation. Between one-quarter and one-third of students who registered for a summer program did not attend any instructional days. Of the students who participated in at least one day of instruction, about a third or fewer "fully participated" in their program. However, based on survey results, students who participated demonstrated positive attitudes about the program and their teachers believe that their participation will help them in the upcoming school year. Small group instruction was described across evaluation activities as a major benefit of the summer programming, which was made possible by low participation.

Although overall program implementation was strong, each program experienced implementation challenges related to its unique program model. Issues with registration, communication, and the use of technology were common across all programs. Teachers across summer programs felt that program implementation was time intensive and frequently went above and beyond the requirements of their position to ensure that students received adequate instruction and support both with understanding content and using technology. However, teachers were generally positive about their program and the support that they received. They would have appreciated additional professional development to support specific aspects of their work, such as using online platforms that were new during summer 2020.

There were several key lessons learned during summer 2020 that, if taken into consideration, can improve and strengthen the implementation of online learning in the future. Key recommendations include:

- Expand beneficial practices such as teacher teaming and the use of small group instruction.
- Establish consistent practices related to video and audio interactions that respect student privacy while increasing opportunities for meaningful engagement.
- Address issues related to missing or incorrect contact information for families.
- Provide additional, individualized professional development on online instructional practices, especially in regard to supporting students with specialized needs, including English Learners.
- Provide teachers with meaningful, protected time to plan collaboratively.

- Continue to address issues related to students' ability to efficiently use technology and access an adequate internet connection.
- Reduce inefficiencies in the use of online platforms by using plug-ins, extensions, and single sign-on features, where possible.

ORE will continue to study the implementation of online learning during the 2020-21 school year to learn more about how teachers implement effective online instruction.

# Appendix A: Programs not evaluated by ORE

Table A1. Summer programs not evaluated by ORE

| **Summer Bridge**<br><br>*Goal: Prepare incoming 9th graders for high schools. Curriculum designed to improve students Math and ELA skills and build non-academic skills such as goal setting, leadership, time management, and collaboration.* | | |
|---|---|---|
| **Provider** | **Duration** | **Students and Grades Served** |
| SDP | July 6 - July 31,<br>Monday – Friday<br><br>5 hours synchronous<br>10 hours asynchronous<br>7 hours live support via office hours per week | Rising 9th graders were eligible to participate in this program. Participation numbers forthcoming. |
| **StartUP EDU**<br><br>*Goal: Teach students key aspects of starting a business. Students learned presentation skills, targeting a market, finances, and budgeting. Students received an incentive at conclusion.* | | |
| **Provider** | **Duration** | **Students and Grades Served** |
| SDP & Philadelphia Youth Network (PYN) | July 6 – July 31,<br>Monday – Friday<br><br>5 hours synchronous<br>10 hours asynchronous<br>5 hours live support via office hours per week | 52 students in 9th to 12th grade. |

**The Career and Technical Education (CTE) Summer Program**

*Goal: Provide summer employment and enrichment for CTE students. Curriculum was designed to explore careers within CTE fields, build an understanding of financial literacy, learn the impact of digital literacy and brand identity.*

*Students from the following CTE programs participated in the 2020 summer program: Advanced Electronics, Business/Marketing, Digital Media Productions, Film and Video.*

| Provider | Duration | Students and Grades Served |
|---|---|---|
| SDP | July 6 – August 28<br>4 hours per day<br><br>Program hours vary from 8:00AM to 4:00PM | Seats available to 125 rising 7th graders and 100 rising 9th-12th grade CTE students. Participation numbers forthcoming. |

**Summer HEAT (Helping Everyone Achieve Together)**

*Goal: To support recent graduates' transition into their chosen college or career path. Program was structured to support students access available resources for job preparation and placement and/or ensure all final steps are complete for successful Fall enrollment into a college or university. Students may participate in Summer HEAT programming while enrolled in other District Remote Learning programs (e.g. Summer Credit Recovery).*

| Provider | Duration | Students and Grades Served |
|---|---|---|
| SDP | June 22 - August 7,<br>Monday - Thursday | Seats available to 1,000 recently graduated seniors transitioning to college were eligible. Participation numbers forthcoming. |

**The Ultimate Summer Learning Adventure**

*Goal: To provide early literacy support. Each week digital lessons were posted to help students practice reading, writing, math, and science. 180+ self-paced activities were available online. For activity links visit https://www.readingpromise.org/summerlearning.*

| Provider | Duration | Students and Grades Served |
|---|---|---|
| Read by 4th Campaign | 6 weeks of content which began streaming in June 2020 | Links available for students in grades pre-K-2. |

| **UPENN Rising Senior Summer Academy (PennRSSA)**<br><br>*Goal: To provide academic support and postsecondary exploration and mentorship to incoming 12th graders. The program was offered in two distinct components: PennRSSA Academy and OpenRSSA. PennRSSA Academy offered synchronous online instruction and mentorship, supported by Penn graduate students and student teaching assistants, while OpenRSSA offered self-paced modules on college preparation and personal finance.* | | |
|---|---|---|
| University of Pennsylvania | July 6 – July 31, Monday – Friday | 658 rising SDP and Charter school 12th graders participated in the program. |

For additional information please visit: https://www.philasd.org/academics/chief-academic-office-home/summer-programs/

# Appendix B: Summer Program Participation by Grade Level

Table B1. Percentage of students who participated out of students who registered

| Grade | SOAR | | ESY | | ELSP | | Total | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| Kindergarten | | | 212 | 70% | 73 | 66% | 285 | 69% |
| 1st | | | 236 | 70% | 88 | 74% | 324 | 71% |
| 2nd | | | 303 | 65% | 76 | 67% | 379 | 65% |
| 3rd | 378 | 54% | 350 | 71% | 63 | 66% | 791 | 62% |
| 4th | 380 | 56% | 381 | 66% | 70 | 74% | 831 | 61% |
| 5th | 257 | 56% | 325 | 68% | 58 | 60% | 640 | 62% |
| 6th | 231 | 70% | 286 | 67% | 85 | 76% | 602 | 69% |
| 7th | 151 | 64% | 327 | 68% | 65 | 70% | 543 | 67% |
| 8th | | | 201 | 60% | 59 | 79% | 260 | 63% |
| 9th | | | 159 | 52% | 46 | 47% | 205 | 51% |
| 10th | | | 103 | 42% | 34 | 53% | 137 | 44% |
| 11th | | | 110 | 57% | 10 | 71% | 120 | 58% |
| 12th+ | | | 135 | 56% | | | 135 | 56% |

Table B2. Percentage of students who fully participated out of students who participated at least one day

| Grade | SOAR | | ESY | | ELSP | | Total | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| Kindergarten | | | 56 | 26% | 47 | 64% | 103 | 25% |
| 1st | | | 72 | 31% | 50 | 57% | 122 | 27% |
| 2nd | | | 68 | 22% | 38 | 50% | 106 | 18% |
| 3rd | 116 | 31% | 116 | 33% | 45 | 71% | 277 | 22% |
| 4th | 103 | 27% | 81 | 21% | 38 | 54% | 222 | 16% |
| 5th | 81 | 32% | 95 | 29% | 35 | 60% | 211 | 20% |
| 6th | 82 | 35% | 73 | 26% | 40 | 47% | 195 | 22% |
| 7th | 33 | 22% | 69 | 21% | 30 | 46% | 132 | 16% |
| 8th | | | 64 | 32% | 24 | 41% | 88 | 21% |
| 9th | | | 51 | 32% | 19 | 41% | 70 | 17% |
| 10th | | | 37 | 36% | 9 | 26% | 46 | 15% |
| 11th | | | 30 | 27% | 5 | 50% | 35 | 17% |
| 12th+ | | | 66 | 49% | | | 66 | 27% |

# Appendix C: Summer Program Participation by Network

Table C1. Percentage of students who participated out of students who registered

| Network | SOAR | | ESY | | ELSP | | Total | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| Acceleration | 98 | 45% | 328 | 74% | 2 | 20% | 428 | 64% |
| Innovation | 4 | 80% | 63 | 63% | 1 | 100% | 68 | 64% |
| Network 1 | 6 | 75% | 115 | 62% | 18 | 72% | 139 | 63% |
| Network 2 | 40 | 65% | 30 | 68% | 15 | 94% | 85 | 70% |
| Network 3 | 188 | 95% | 182 | 59% | 26 | 57% | 396 | 72% |
| Network 4 | | | 192 | 48% | 35 | 51% | 227 | 49% |
| Network 5 | 85 | 48% | 283 | 75% | 36 | 72% | 404 | 67% |
| Network 6 | 105 | 64% | 341 | 95% | 3 | 100% | 449 | 85% |
| Network 7 | 130 | 57% | 282 | 63% | 50 | 57% | 462 | 60% |
| Network 8 | 83 | 78% | 308 | 60% | 260 | 82% | 651 | 70% |
| Network 9 | 296 | 70% | 278 | 61% | 108 | 63% | 682 | 65% |
| Network 10 | 178 | 64% | 97 | 48% | 71 | 55% | 346 | 57% |
| Network 11 | 177 | 44% | 184 | 71% | 21 | 68% | 382 | 55% |
| Network 12 | 74 | 57% | 252 | 59% | 37 | 74% | 363 | 60% |
| Network 13 | | | 182 | 52% | 36 | 44% | 218 | 51% |

Table C2. Percentage of students who fully participated out of students who participated at least one day

| Network | SOAR | | ESY | | EL Newcomers | | Total | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| Acceleration | 13 | 13% | 38 | 12% | 2 | 100% | 53 | 12% |
| Innovation | 2 | 50% | 18 | 29% | 0 | 0% | 20 | 29% |
| Network 1 | 6 | 100% | 51 | 44% | 6 | 33% | 63 | 45% |
| Network 2 | 8 | 20% | 8 | 27% | 10 | 67% | 26 | 31% |
| Network 3 | 46 | 24% | 46 | 25% | 16 | 62% | 108 | 27% |
| Network 4 | | | 77 | 40% | 12 | 34% | 89 | 39% |
| Network 5 | 17 | 20% | 44 | 16% | 18 | 50% | 79 | 20% |
| Network 6 | 32 | 30% | 135 | 40% | 3 | 100% | 170 | 38% |
| Network 7 | 34 | 26% | 81 | 29% | 26 | 52% | 141 | 31% |
| Network 8 | 44 | 53% | 120 | 39% | 150 | 58% | 314 | 48% |
| Network 9 | 123 | 42% | 90 | 32% | 52 | 48% | 265 | 39% |
| Network 10 | 57 | 32% | 29 | 30% | 43 | 61% | 129 | 37% |
| Network 11 | 9 | 5% | 26 | 14% | 8 | 38% | 43 | 11% |
| Network 12 | 24 | 32% | 58 | 23% | 18 | 49% | 100 | 28% |
| Network 13 | | | 55 | 30% | 15 | 42% | 70 | 32% |

# Appendix D: Credit Recovery Subjects and Final Grades

Table D1. The number of Credit Recovery final grades by subject

| | Letter Grade | | | | |
|---|---|---|---|---|---|
| **Subject** | **A** | **B** | **C** | **D** | **F** |
| **Elective** | 16 | 25 | 20 | 9 | 4 |
| **Language Arts** | 23 | 52 | 50 | 42 | 12 |
| **Math** | 40 | 52 | 49 | 41 | 13 |
| **Science** | 19 | 35 | 37 | 26 | 7 |
| **Social Studies** | 17 | 37 | 32 | 16 | 7 |