THE SCHOOL DISTRICT OF PHILADELPHIA

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Summer Programs 2022: A summary of offerings, attendance, survey results, and recommendations

Key findings:

- During Summer 2022, over 13,000 students were enrolled in summer programming, over 10,000 students attended a program for at least one day, and over 5,000 students attended at least one summer program for 75% or more of days.
- Staff were generally pleased with Professional Development (PD), curriculum, and materials, but those who were not requested that PD align with their teaching assignment, and curriculum and materials align with students' learning needs, not just student grade levels.
- To decrease barriers to attendance, staff recommended yellow school bus transportation be provided to English Learners and elementary school students in addition to students with an IEP.
- The majority of staff were pleased with their coworkers, pay policies, and program sites, but those who were not wanted more transparency and consideration for conditions that can contribute to unproductive school and work environments.
- Students generally enjoyed their summer program, felt their summer program prepared them for school in the fall, and reported their teachers were supportive, but described concerns about transportation, food services, facility issues, and instructional practices.

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Introduction

Each year, the School District of Philadelphia (SDP) and its partner organizations offer a variety of summer programs to ensure that students, especially those most vulnerable to experiencing summer learning loss, have the opportunity to continue learning during the summer months. In summer 2022, as in previous years, SDP's Office of Research and Evaluation (ORE) partnered with the Office of Academic Supports (OAS) to conduct a program evaluation of the summer programs organized by OAS. OAS worked with several District program offices, including the Office of Curriculum and Instruction (OCI), the Office of Specialized Services (OSS), the Office of Multilingual Curriculum and Programs (OMCP), the Office of High School Supports (OHSS), and the Office of Early Childhood Education (OECE) to design, implement, and support six District-run programs.

This report provides a summary of the summer programs, including information about enrollment and attendance, and findings from surveys and observations. The successes and challenges of program implementation can provide insights and guide implementation for summer 2023.

About Summer 2022 Programming

In 2022, the Office of Academic Support (OAS) at the School District of Philadelphia (SDP) offered a series of virtual and in-person summer programs to students entering grades K-12 (Table 1). Each program and the eligible students it served is described below.

All programs were five weeks long. Most programs this summer were in-person, four half-days per week, and 19 days total (Table 1). All programs ran from June 27–July 29, 2022.

For information about summer 2021 programming, see *2021 Summer Programs in SDP: Offerings, Attendance, Survey Results, and Recommendations*.

Table 1. Overview of the 2022 summer programs offered by SDP

Summer Program	# of Students Enrolled	# of Sites	# of Days
Summer Kindergarten Transition Program: Students entering kindergarten	416	25*	9-10
Summer Learning: Students entering 1st–7th grade	2,638	11	19
Newcomer: English Learners in sheltered classrooms	345	4	19
Summer Bridge: Students entering 8th–9th grade	209	7	19
Credit Recovery: Rising 10th–12th graders who failed 2021-22 courses	3,565	7	19
Extended School Year: Special Education students whose IEPs require summer support	6,872	16	19

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

*Because SKTP was virtual, the number of sites represents the number of virtual classrooms and teachers.

Summer Kindergarten Transition Program

Students planning to enter kindergarten during the 2022-23 year were eligible to attend the Summer Kindergarten Transition Program (SKTP) with a caregiver. The program included two 90-minute weekly virtual sessions, and kindergarten teachers offered interactive reading and math, socio-emotional learning, arts, and music activities to get families familiar with kindergarten.

There were four different program schedules: Mondays and Tuesdays 9:00-10:30am, Mondays and Tuesdays 11:00am-12:30pm, Wednesdays and Thursdays 9:00-10:30am, and Wednesdays and Thursdays 11:00am-12:30pm. Due to holidays, Monday and Tuesday programs had nine possible days, and Wednesday and Thursday programs had ten possible days students could attend.[1]

Summer Learning

Students entering grades 1-7 were eligible to register for elementary and middle school enrichment programs. These programs concentrated on providing English/Language Arts (ELA) and math instruction through an in-person, project-based learning approach that encouraged students to integrate and demonstrate their learning through projects.

The current version of Summer Learning started in summer 2021; the previous version was called SOAR and was intended to provide intensive intervention to attending students.[2]

The Newcomer Program

English Learners who previously performed at Levels 1 or 2 on the ACCESS assessment qualified for intensive English Learner (EL) summer programming targeted for Newcomers, a recurring program. These programs concentrated on providing English/Language Arts (ELA) and math instruction, in addition to building English-language proficiency.

Summer Bridge

Summer Bridge is a recurring program open to District students entering grades 8 and 9 that provides ELA and math courses, as well as career, financial literacy, and socio-emotional learning courses to help students better prepare for and feel confident in their transition to high school.

Summer Credit Recovery

Summer Credit Recovery is a recurring program open to any District student entering grades 10-12 (or attempting to graduate during the summer) who failed a specific core subject course. Students

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[1] The Summer Kindergarten Transition Program data were collected separately from the other programs because SKTP occurred prior to students having records in the Student Information System. Therefore, SKTP data will be excluded from analyses or included in the appendix unless noted otherwise.

[2] In previous summers, similar programs for rising elementary and middle school students were only offered to District students who required intensive intervention. 2022 and 2021 programs were offered to all students to compensate for the academic impacts of virtual and hybrid school. For more information on the 2020 program see: https://www.philasd.org/research/2020/10/23/digital-learning-during-summer-2020-a-summary-of-offerings-participation-implementation-and-lessons-learned/

have the opportunity to recover credits for English, math, science, history, health, and drama courses.

Extended School Year (ESY)

Extended School Year (ESY) is a recurring summer program mandated by the Individuals with Disabilities Education Act (IDEA) that provides support to students with Individualized Education Plans (IEPs) who require services that extend beyond the school year. The program is designed to support students to achieve the goals listed in their IEP.

Research questions and data sources

Research Questions

This report includes analyses of student enrollment and attendance, staff experiences, teachers' instructional practices, and student and family satisfaction. The research questions were:

1. To what extent did students enroll in, and attend, the summer programs? Were there differences in attendance by summer program and student characteristics?
2. What were staff experiences during summer programming?
3. What instructional practices were observed?
4. Did students enjoy the summer programs and find them beneficial?
5. Did families find the summer programs beneficial?

Data types and sources

Administrative data, survey data, and observational data were collected to gather information about summer 2022 programming. ORE developed and administered all research activities, unless otherwise noted. The footnotes indicate the office that implemented the activity or provided the administrative data to ORE.

Administrative Data

Enrollment (students who were signed up) and attendance (students who showed up for the program) data was used to analyze the enrollment and attendance rates across the summer programs. [3]

Survey Data

Survey data was collected from staff, students, and families. The staff experience survey was completed by 1,343 employees. The student experience survey was completed by 2,452 students in grades 3-12 (students in grades K-2 did not participate). The family experience survey was completed by 131 parents or guardians.

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[3] Enrollment and absence data were provided by the Office of Information Systems at the School District of Philadelphia. Data were downloaded from Qlik WT – L1_SUMMER ENROLLMENT on September 15, 2022. Student demographic data were downloaded from Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT on September 15, 2022.

Staff Survey

The Summer 2022 Staff Feedback Survey was emailed to 1,926 summer program staff members via SurveyMonkey on July 18, 2022 from lists provided by the Office of Academic Supports.[4]

The survey included 44 multiple choice questions and three open-ended questions. Over 1,000 respondents (1,168) fully completed the survey, and 175 respondents partially completed the survey, for a 70% response rate.

Responses are included in this report as long as respondents answered at least one multiple choice question. The analysis summarizes common responses to all open-ended questions together. There were 1,920 responses to the three open-ended questions.

Student Survey

Due to decisions to limit computer/technology use for students for summer programs, paper surveys were distributed to schools by the Office of Research and Evaluation. Paper surveys were delivered to 31 schools between July 8, 2022 and July 21, 2022 in as many as 11 languages. Schools distributed the paper surveys to teachers, and teachers administered the surveys to students. Staff were asked to administer the survey between July 19–July 27 during school hours to students in grades 3-12 who were capable of independently taking a short survey (e.g., students with severe disabilities were not expected to take the survey), and reinforced that participation was optional. Site leadership were asked to bring the completed surveys to the Annual August Leadership Convening, and ORE entered the surveys into Google forms for data analysis.

2,452 surveys were returned from 26 summer sites for a 60% response rate.

Family Survey

The Summer 2022 Family Feedback Survey was administered electronically. Links to the survey were emailed to parents and guardians of students enrolled in the District-managed support programs via Campus Messenger (a joint effort of Communications and Technology services). In the email from Campus Messenger sent on July 20, 2022, families were invited to take the survey in any of 10 languages in addition to English. Over 100 respondents (131) completed the survey across all 11 available languages. Responses are included below as long as respondents answered at least one multiple choice question.

Observational Data

Between June 30 and July 21, 2022, 993 classroom observations were conducted for Summer Learning, English Learner Newcomer Program, Credit Recovery, Extended School Year (ESY), and Summer Bridge. Observers included Assistant Principals, Curriculum Development Specialists, Multilingual Managers, and Special Education Case Managers, Coordinators, and Directors, and other Central Office staff. Observers used an observation checklist, adapted from an observation checklist developed by ORE for 2020 summer program evaluations, to collect data via Google Forms during observations. The checklist questions allowed observers to log whether specific

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[4] Reminder emails were sent on July 25 and July 28, 2022. A weblink was shared primarily for Central Office to send to Central Office support staff involved in summer programs. The survey closed on August 1, 2022.

instructional expectations were observed, as well as the degree to which different instructional practices and behaviors were evident.

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

Enrollment & Attendance: 14,045 students were enrolled across six summer programs, 10,316 students attended a summer program for at least one day, and 5,038 students attended for 75% or more program days.

In summer 2022, 14,045 students enrolled across six summer programs (five in-person and one virtual).

Over 1,000 students each were enrolled in Summer Learning, Credit Recovery, and Extended School Year (ESY) (Table 2). Over 200 students were enrolled in Summer Bridge, over 300 in Newcomers, and over 400 in the Summer Kindergarten Transition Program (SKTP).

Defining Summer Program Attendance

- **Attended at least one day**: Students who enrolled in the program or course, and attended at least one day of instruction.
- **Attended 75% or more days:** Students attended between 75% to 100% of instructional days. This is 15 days for students in all programs except SKTP.

The majority of the students who were enrolled in summer programs attended at least one day of the program; more than 80% of students enrolled in SKTP, Summer Bridge, and Credit Recovery attended at least one day (Table 2). Out of all students who attended at least one day, more than 50% of students in SKTP, Newcomers, Summer Bridge, and Credit Recovery attended 75% or more program days, whereas fewer than 40% of students who attended Summer Learning and Extended School Year (ESY) attended 75% or more program days.[5]

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

Table 2. Overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more days

Program	Number enrolled	Of total enrolled, attended at least one day		Of total who attended, attended 75% or more days	
		#	%	#	%
Summer Kindergarten Transition Program	416	393	94%	243	62%
Summer Learning	2,638	1,643	62%	642	39%
Newcomer Program	345	228	66%	138	61%
Summer Bridge	209	182	87%	101	55%
Credit Recovery	3,565	2,992	84%	2,294	77%
Extended School Year	6,872	4,878	71%	1,620	33%
Total	**14,045**	**10,316**	**73%**	**5,038**	**49%**

Source: Data from Qlik WT – L1_SUMMER ENROLLMENT and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed September 15, 2022.

Note: The percentages of students who *attended 75% or more days* divides the numbers in the *attended 75% or more days* column by the numbers of students who *attended at least one day* of summer programming.

How to read this table: The # column under the "Of total enrolled, attended at least one day" header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of ESY students who attended at least one day, multiply 6,872 by 71% to get 4,878 students. The # column under the "Of total who attended, attended 75% or more days" header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75% or more divided by the number of students who attended at least one day. For example, to calculate the number of ESY students who attended 75% or more days, multiply 4,878 by 33% to get 1,620 students.

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

For Credit Recovery, the patterns in the percentage of enrolled students who attended at least one day were similar across student groups, ranging from 80%-87% (Table 3). However, higher percentages of attending Asian and Black/African American students (81%-82%) attended 75% or more Credit Recovery program days compared to Hispanic/Latinx, Multi-Racial/Other, and White students (66%-68%).

For Extended School Year (ESY), higher percentages of enrolled Asian and Black/African American students (74%) attended at least one day of the program compared to Hispanic/Latinx, Multi-Racial/Other, and White students (62%-67%). Higher percentages of attending Asian students (51%) attended 75% or more ESY program days compared to Hispanic/Latinx students (24%) and Black/African American, Multi-Racial/Other, and White students (32%-38%).

For the Newcomer program, lower percentages of enrolled White students (51%) attended at least one day of the program compared to other students (65%-70%). Conversely, higher percentages of attending White students (70%) attended at least 75% of Newcomer program days than students in

other student groups (59%-62%)—although White students made up a very small portion of the Newcomer population, so this result should be interpreted with caution.

For Summer Bridge, lower percentages of enrolled Black/African American and Hispanic/Latinx students (80%-83%) attended at least one day of the program compared to other students (94%-100%). Similar percentages of attending Asian, Black/African American, and Hispanic/Latinx students (57%-63%) attended 75% or more of Summer Bridge days.

For Summer Learning, higher percentages of enrolled Black/African American and Multi-Racial/Other students (68%-83%) attended at least one day compared to the other student groups (53%-58%). However, higher percentages of attending Asian and White students (43%-45%) attended 75% or more of Summer Learning days, compared to Hispanic/Latinx (32%), Multi-Racial/Other (35%), and Black/African American (38%) students.

Higher percentages of enrolled students with an IEP attended the Summer Learning program for at least one day compared to students without an IEP, but similar percentages of attending students attended for 75% or more program days in both groups.

Similar percentages of enrolled students attended Credit Recovery for at least one day by Special Education status (81%-85%) (Table 3). In contrast, higher percentages of enrolled students without an IEP (89%) attended Summer Bridge than students with an IEP (77%), and higher percentages of enrolled students with an IEP (70%) attended Summer Learning than students without an IEP (61%) for at least one day. It is important to note that only about 300 Summer Learning students had an IEP, and about 2,300 Summer Learning students did not have an IEP, so even though a higher percentage of students with an IEP attended at least one day, this is far fewer students (215) than students without an IEP who attended at least one day (1,422). Of students who attended, similar percentages of Credit Recovery (75%-77%) and Summer Learning (38%-41%) students attended for 75% or more program days by Special Education status. A slightly higher percentage of students without an IEP (56%) attended Summer Bridge than students with an IEP (50%) for 75% or more program days.

Similar percentages of enrolled ELs and non-ELs attended Summer Learning for at least one day, but higher percentages of attending ELs attended for 75% or more Summer Learning program days compared to non-ELs.

Across the five programs, generally, similar percentages of enrolled students attended their program for at least one day by English Learner (EL) status, although there was a trend for slightly higher percentages of non-ELs to attend than ELs across all programs (Table 3).

Of students who attended, a similar percentage of Credit Recovery (76%-78%) and ESY (32%-33%) students attended for 75% or more program days by EL status (Table 3). However, a higher percentage of non-ELs (58%) attended Summer Bridge than ELs (43%) for 75% or more program days. In contrast, a higher percentage of ELs (44%) attended Summer Learning than non-ELs (37%) for 75% or more program days. There were only about 400 ELs who attended Summer Learning for

at least one day, and about 1,200 non-ELS who attended Summer Learning for at least one day. Thus, even though a higher percentage of ELs attended 75% or more days of Summer Learning days than non-ELs, there were fewer ELs (191) who attended 75% or more days of Summer Learning than non-ELs (448).

Table 3. The number of students enrolled, attended at least one day, and attended 75% or more program days by racial/ethnic student group, Special Education (IEP) status, and English Learner status

Summer Program	Student groups	Number of students enrolled	Of total enrolled, attended at least one day		Of total attended, attended 75% or more days	
			#	%	#	%
Credit Recovery	Asian	118	102	86%	83	81%
	Black/African American	2,230	1,860	83%	1,528	82%
	Hispanic/Latinx	839	727	87%	479	66%
	Multi-Racial/Other	132	107	81%	71	66%
	White	246	196	80%	133	68%
Extended School Year	Asian	317	234	74%	119	51%
	Black/African American	3,981	2,958	74%	1,013	34%
	Hispanic/Latinx	1,445	959	66%	231	24%
	Multi-Racial/Other	462	311	67%	99	32%
	White	667	416	62%	158	38%
Newcomer Program	Asian	52	34	65%	20	59%
	Black/African American	20	13	65%	8	62%
	Hispanic/Latinx	223	155	70%	93	60%
	White	45	23	51%	16	70%
Summer Bridge	Asian	49	46	94%	26	57%
	Black/African American	117	97	83%	59	61%
	Hispanic/Latinx	20	16	80%	10	63%
	White	19	19	100%	5	26%
Summer Learning	Asian	673	382	57%	173	45%
	Black/African American	1,223	830	68%	314	38%
	Hispanic/Latinx	409	237	58%	76	32%
	Multi-Racial/Other	59	49	83%	17	35%
	White	274	145	53%	62	43%
Credit Recovery	Students with an IEP	622	504	81%	376	75%
	Students without an IEP	2,943	2,488	85%	1,918	77%
Summer Bridge	Students with an IEP	26	20	77%	10	50%
	Students without an IEP	183	162	89%	91	56%
Summer Learning	Students with an IEP	307	214	70%	88	41%
	Students without an IEP	2,331	1,429	61%	554	39%
Credit Recovery	English Learners	365	292	80%	229	78%
	Non-English Learners	3,200	2,700	84%	2,065	76%

Summer Program	Student groups	Number of students enrolled	Of total enrolled, attended at least one day		Of total attended, attended 75% or more days	
			#	%	#	%
Extended School Year	English Learners	703	477	68%	155	32%
	Non-English Learners	6,169	4,401	71%	1,465	33%
Summer Bridge	English Learners	35	30	86%	13	43%
	Non-English Learners	174	152	87%	88	58%
Summer Learning	English Learners	732	433	59%	189	44%
	Non-English Learners	1,906	1,210	63%	453	37%

Source: Data from Qlik WT – L1_SUMMER ENROLLMENT and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed September 15, 2022.

Note: Multi-Racial/Other students are excluded from this table for Newcomer and Summer Bridge due to group sizes smaller than 15.

How to read this table: The # column under the "Of total enrolled, attended at least one day" header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of Black/African American Summer Learning students who attended at least one day, multiply 1,223 by 68% to get 830 students. The # column under the "Of total attended, attended 75% or more days" header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75% or more divided by the number of students who attended at least one day. For example, to calculate the number of Black/African American Summer Learning students who attended 75% or more days, multiply 830 by 38% to get 314 students. For analyses for SKTP, see Appendix A, Table A3. IEP = Student has an Individualized Education Plan and receives Special Education services. ESY is not included in IEP analyses because by definition all ESY students have an IEP. The Newcomers Program is not included in the IEP analysis because only one Newcomer had an IEP. For analyses for SKTP, see Appendix A, Table A1.

Attendance patterns differed by grade and program, but the highest attendance rates were found for graduating seniors attending Credit Recovery.

The highest attendance rates were in the Credit Recovery summer program. The percentage of enrolled students who attended at least one day was similar across grade levels at 81%-88% (Table 4). The percentage was highest for 12th graders (seniors intending to graduate in summer 2022).[6] Of those who attended, lower percentages of 9th graders (71%) attended 75% or more of Credit Recovery program days when compared to students in higher grades (77%-83%).

For Extended School Year (ESY), higher percentages of enrolled students in grades K-8 (77%-81%) attended at least one of the program days when compared to students in grades 9-12 (37%-52%). However, slightly lower percentages of students who attended in grades 3-8 (26%-35%) attended 75% or more ESY program days, compared to students in grades 9, 10, and 12 (42%).

For Summer Learning, higher percentages of enrolled students in grades 1 and 4 (66%-67%) attended at least one of the program days than students from other grades (57%-63%). However,

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[6] Grade levels in this section refer to the grades students were in during the 2021-22 school year.

lower percentages of 4th grade students who attended (33%) attended 75% or more of Summer Learning days compared to students in other grades (38%-41%).

Table 4. The number of students enrolled, attended at least one day, and attended 75% or more program days by 2021-22 grade level

Summer Program	2021-22 Grade Level	Number of students enrolled	Of total enrolled, attended at least one day		Of total attended, attended 75% or more days	
			#	%	#	%
Credit Recovery	9	1,132	953	84%	681	71%
	10	897	725	81%	556	77%
	11	863	723	84%	568	79%
	12	673	591	88%	489	83%
Extended School Year	Kindergarten	447	368	82%	137	37%
	1	431	344	80%	127	37%
	2	620	474	76%	162	34%
	3	629	468	74%	150	32%
	4	703	540	77%	190	35%
	5	720	581	81%	152	26%
	6	716	549	77%	161	29%
	7	610	486	80%	146	30%
	8	540	416	77%	138	33%
	9	477	177	37%	75	42%
	10	306	135	44%	57	42%
	11	289	142	49%	42	30%
	12	384	198	52%	83	42%
Newcomer Program	Kindergarten	32	26	81%	9	35%
	1	51	27	53%	14	52%
	2	37	23	62%	13	57%
	3	27	12	44%	5	42%
	4	32	16	50%	7	44%
	5	22	16	73%	4	25%
	6	13	12	92%	8	67%
	7	25	11	44%	9	82%
	8	11	7	64%	5	71%
	9	61	50	82%	44	88%
	10	18	15	83%	13	87%
	11	8	8	100%	5	63%
	12	8	5	63%	2	40%
Summer Bridge	7	107	93	87%	52	56%
	8	95	83	87%	45	54%

Summer Program	2021-22 Grade Level	Number of students enrolled	Of total enrolled, attended at least one day		Of total attended, attended 75% or more days	
			#	%	#	%
Summer Learning	Kindergarten	387	222	57%	98	44%
	1	487	319	66%	127	40%
	2	423	268	63%	110	41%
	3	399	237	59%	89	38%
	4	317	213	67%	71	33%
	5	329	205	62%	77	38%
	6	238	147	62%	61	41%
	7	58	32	55%	9	28%

Source: Data from Qlik WT – L1_SUMMER ENROLLMENT and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed September 15, 2022.

How to read this table: The # column under the "Of total enrolled, attended at least one day" header indicates the number of students who attended at least one day of the program they enrolled in, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the number of 1st grade Summer Learning students who attended at least one day, multiply 487 by 66% to get 319 students. The # column under the "Of total attended, attended 75% or more days" header indicates the number of students who attended more than 75% of the program they enrolled in, and the percentages are the number of students who attended 75% or more divided by the number of students who attended at least one day. For example, to calculate the number of 1st grade Summer Learning students who attended 75% or more days, multiply 319 by 40% to get 127 students.

RQ 2: What were staff experiences during summer programming?

The Summer 2022 Staff Feedback Survey was emailed to 1,926 summer program employees, and was open from July 18–August 1, 2022, with 1,343 survey responses for a 70% response rate.

The survey included 44 multiple choice questions and three open-ended questions. The open-ended questions included, *Do you have any feasible and practical recommendations to improve the staff experience for next summer? Do you have any feasible and practical recommendations to improve the student and family experience for next summer? What aspects of the summer program do you recommend we continue for next summer?*

This analysis summarizes common responses to all open-ended questions together because 1) respondents answered multiple open-ended questions by discussing the same topic, even when the topic was not relevant to the question, 2) respondents addressed similar topics across questions, and 3) respondents provided valuable feedback in the boxes for question responses that did not answer the respective questions. There were 1,920 responses to the three open-ended questions.

Responses to the multiple-choice questions are in the figures, and responses to the open-ended questions are included near the figures when they are relevant to the figures, or at the end of this section.

The majority of respondents were ESY classroom teachers or classroom assistants or support, or provided other related services.

The majority of respondents (62%) supported Extended School Year (ESY) (Figure 1). About 16% of respondents supported Summer Learning, 9% supported Credit Recovery, 4% supported Newcomers, 3% supported Summer Bridge, 3% supported Summer Transition to Kindergarten, and 3% supported multiple programs.

Figure 1. Percentage of respondents who responded to the survey by the program they supported
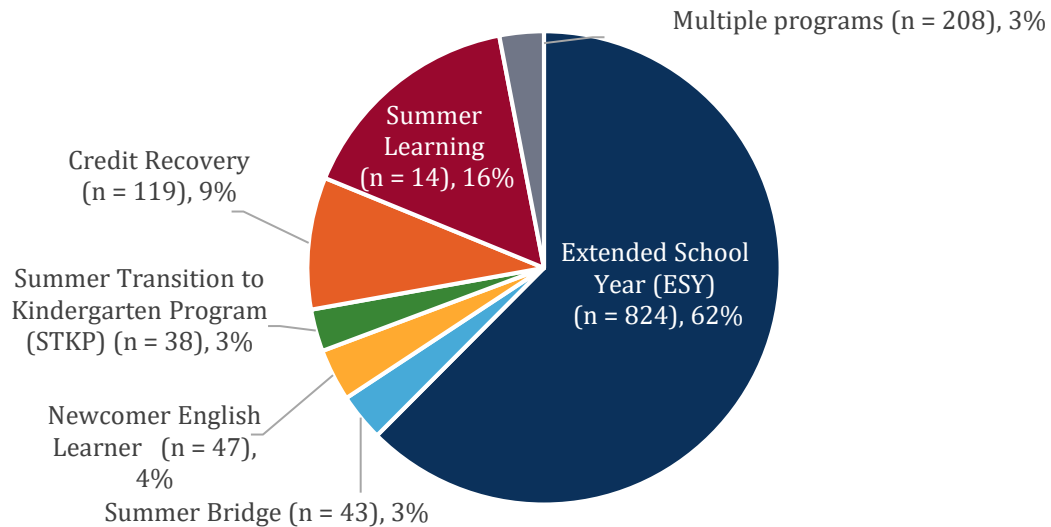
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

Nearly half of respondents (43%) were classroom teachers, and 28% were classroom assistants, teaching assistants, paraprofessionals, or one-to-one supports for students in ESY (

Figure 2). Fewer than 10% of respondents were climate staff (6%), gym, art, or music teachers (3%), school secretaries (3%), Central Office staff supporting planning and/or implementation (3%), teachers who taught small groups of students like ESOL pull out/push in teachers (3%), nurses (2%), school counselors (2%), and Assistant Principals (AP) or School-Based Teacher Leaders (SBTL) (2%).

Figure 2. Percentage of respondents who responded to the survey by employee title
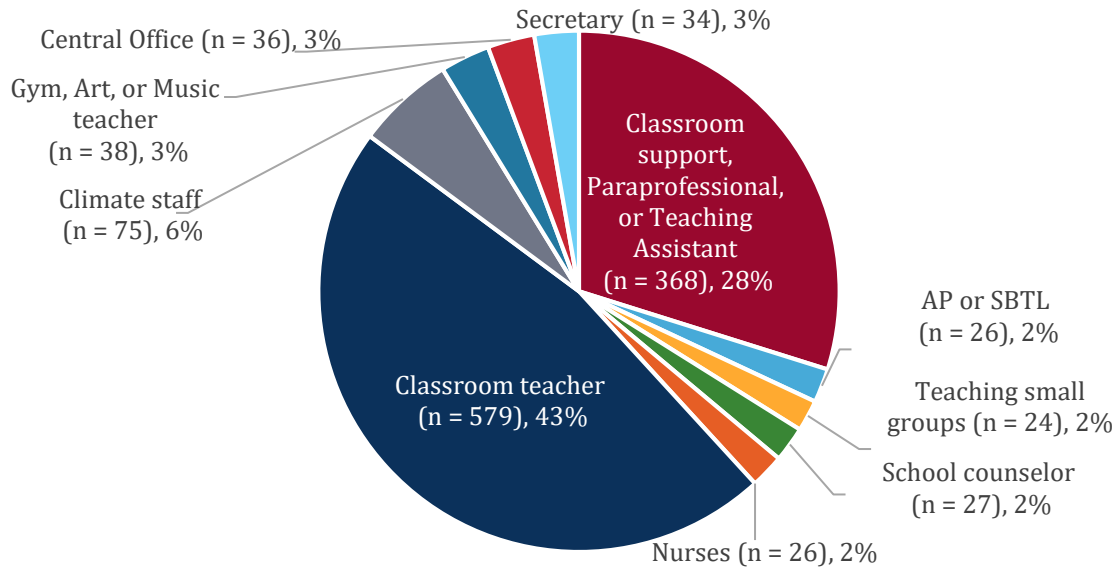
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

About 50% of survey respondents had 11-20 students in their roster or caseload, about 25% had more than 30 students in their roster or caseload, and just under 25% had 1-10 students in their roster or caseload.

Professional Development

About 80% of respondents indicated the PD adequately prepared them for the program, but wanted higher quality PD that was aligned to the programs they would be supporting.

Over 1,000 survey respondents (1,047) attended Professional Development for summer programming (PD) held from May 31–June 2, about a month before summer programming started on June 27, 2022. About 80% of respondents agreed or strongly agreed the PD adequately prepared them for program goals, expectations, and responsibilities; the time commitments communicated during PD aligned with actual experiences during the program; and the PD was aligned to the program, grade level, population, or course they would be supporting for the summer (Figure 3).

About 15%-21% disagreed or strongly disagreed agreed that the PD adequately prepared them to implement the program goals. Some reasons were given in the open-ended comments, such as wanting more hours of PD, better PD, high quality PD, and better organized PD (n = 8), as well as specific PD created for non-instructional staff, Kindergarten program staff, teachers of specials (e.g., art, music, and gym), and classroom assistants (n = 8).

Additionally, although 73% of respondents agreed or strongly agreed the materials and tools provided during the PD adequately prepared them to meet the needs of their students, other staff reported in the open-ended comments that the PD was not aligned to the programs, grades, populations, or specific courses they would be supporting (n = 32). This misalignment happened

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because staff did not know their summer assignments during PD and therefore could not take PD that was aligned to the programs, grades, populations, or specific courses they would be teaching or supporting. Respondents recommended improving the PD by a) knowing their assignments before PD, b) taking PD that was appropriate for their programs, grades, populations, or specific courses, and c) experiencing the curricular materials they would be using during the program.

Respondents also described challenges about PD logistics, and although they preferred PD was kept virtual, they wanted a better system for receiving PD links and tracking attendance (n = 22).

Figure 3. Staff responses about Professional Development (PD)
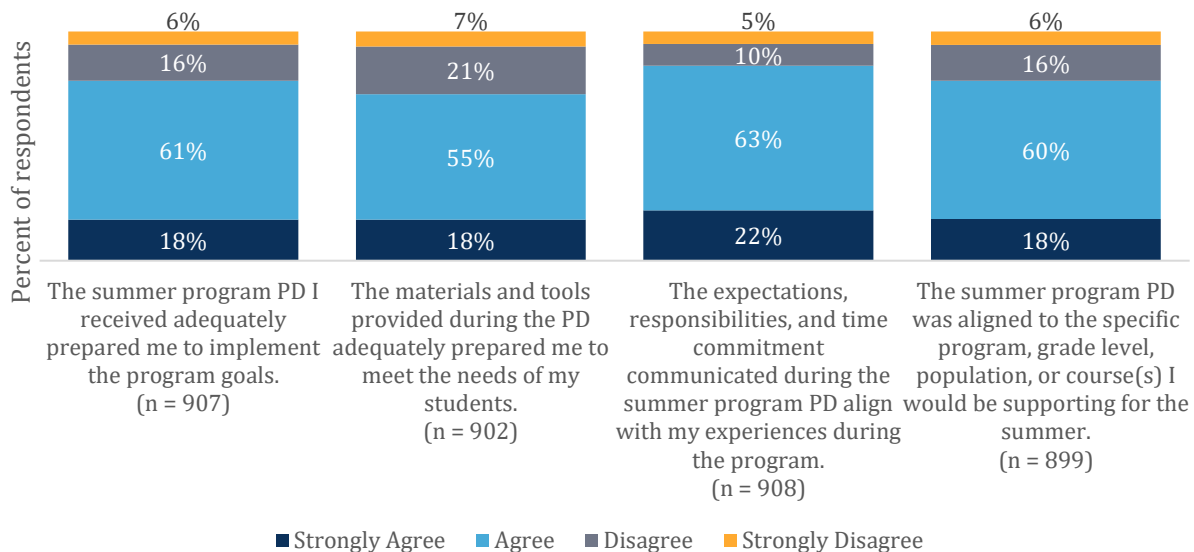
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

Implementation and Support

About 80%-90% of respondents agreed they could support students and access critical information, but those who disagreed felt understaffing and access to student information could be improved.

Between 84%-89% of respondents agreed or strongly agreed they could sufficiently support all students in their caseload, and there were enough staff to support all students, but 11%-18% disagreed or strongly disagreed (Figure 4); the majority of disagreements came from ESY (n = 388).

In the open-ended comments, respondents explained ways to increase the likelihood of having enough staff to support all students in their caseload. Respondents wanted to start the hiring process earlier, hire more staff, and plan to overstaff all programs (n = 36). Respondents emphasized these recommendations by explaining that students and staff have better experiences when there are fewer students per teacher, and some ESY classrooms are safer with more staff.

Respondents also explicitly requested keeping caseloads small (n = 8). Of respondents who experienced small class sizes, they were pleased with small class sizes and good teacher to student ratios this year (n = 15) and advocated for smaller class sizes in the future (n = 7).

Although 81% of respondents agreed or strongly agreed they were able to access family contact information if they needed to do so, 19% disagreed or strongly disagreed. In the open-ended responses, respondents requested that contact information be accessible and up-to-date (n = 26).

Only 69% of respondents agreed or strongly agreed they were able to access student information in SIS, student IEPs, student schedules, or related student information if they needed to, while 31% disagreed or strongly disagreed. In the open-ended responses, counselors, climate managers, ESY staff, and other employees suggested they would benefit from SIS access, and teachers need access to information in students' IEPs if they taught students with an IEP (n = 26).

Figure 4. Staff responses about supporting students and accessing important information

	I can sufficiently support all the students on my roster or caseload. (n = 1133)	There are enough instructional staff to support all students. (n = 1144)	There are enough non-instructional staff to support all students. (n = 1140)	I have been able to access student information if I needed to. (n = 1074)	I have been able to access correct family contact information if I needed to. (n = 1037)
Strongly Disagree	3%	4%	4%	13%	5%
Disagree	8%	10%	12%	18%	14%
Agree	56%	50%	52%	47%	60%
Strongly Agree	33%	36%	32%	22%	21%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

Most respondents agreed they had access to the materials they needed, but some wanted additional or more appropriate materials for students.

Over 90% of respondents were confident in implementing the curriculum (Figure 5). However, fewer (73%-77%) respondents agreed or strongly agreed they had access to the curricular materials required for students to engage in the curriculum as intended, had access to adequate physical materials (like markers and paper) for their classroom.

Of those who disagreed, respondents expressed in the open-ended comments that although materials and supplies were in the schools by the time the program started, supplies should be distributed to classrooms and unpacked before students arrive (n = 52).

Respondents noted that for certain programs, like ESY, they did not have basic classroom materials like paper, pencils, crayons, and scissors, and for programs like Summer Learning that had project-based learning and art integrated into the curriculum, they did not have access to basic art supplies. In this context, respondents requested more material options to choose from, including more manipulatives, access to basics (e.g., paper, pencils, crayons, scissors), and art supplies so teachers do not have to bring their own materials (n = 26). Respondents also requested more appropriate materials for curricula (e.g., paper and scissors for project-based learning), materials appropriate for the context (e.g., basketballs for gym), and materials appropriate for students in ESY (e.g.,

manipulatives, crayons, paper) (n = 15). In contrast, numerous respondents wanted to continue with similar curricular materials like manipulatives, books, or workbooks next summer (n = 38).

Additionally, 76% of respondents agreed or strongly agreed they had adequate prep time; in comparison 24% disagreed or strongly disagreed. Different schools and programs had different hours for prep and different break lengths, and it seems as though the prep time available was typically dependent on staffing availability or staffing shortages. Comments suggested that fully staffed or overstaffed programs resulted in more consistent preps and breaks across employee titles within a site. For example, in the open-ended comments, some respondents emphasized they would like the prep time to continue next summer (n = 6). Of those who disagreed with having adequate prep time, some teachers requested more prep time in order to reach out to parents, lunch that is at least 30 minutes, and longer breaks as teachers indicated they often did not have an opportunity to use the bathroom during the school day (n = 25).

Figure 5. Staff responses about access to curricular materials and classroom materials
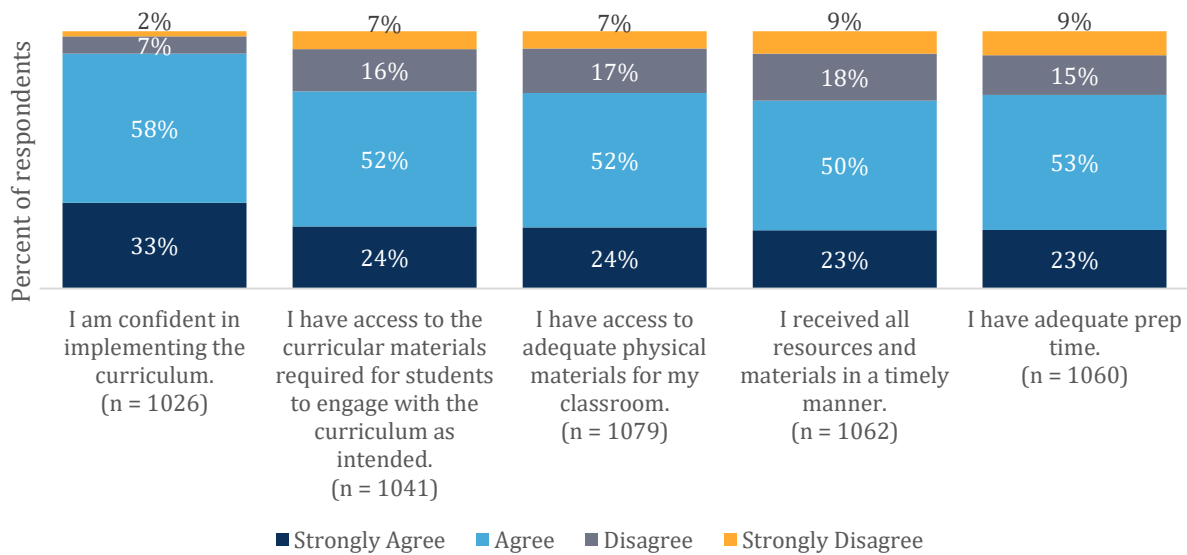
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

About 80%-95% of respondents agreed the curriculum provided useful instruction, and students were learning; although respondents preferred that the curriculum aligned with students' learning needs and was adaptable, and they wished there were multiple curricular options to choose from.

Each summer program, course, and population had their own curriculum. 95% of respondents agreed or strongly agreed that students were learning in the summer program (Figure 6).

Between 83%-87% of respondents agreed or strongly agreed the program provided students with instruction that reinforced the content from the previous school year or prepared students for grade level instruction they encountered in the coming school year. 90% of respondents agreed or strongly agreed they had to adapt the curriculum to meet the learning needs of their students, because students were often below grade level, and the curriculum was simply too hard for them. Across the open-ended comments, respondents requested that curriculum be aligned or adapted to students' academic or IEP needs, not just grade level curriculum, and recommended the curriculum be aligned to or be a continuation of school-year curriculum (n = 36). Respondents emphasized that given the abridged five-week program, it would be easier for students to continue with their familiar, school year curriculum than jumping into a new summer curriculum. The open-ended comments were a mixture of staff liking the curriculum they taught (n = 38), staff disliking the curriculum (n = 13), and staff also recommending a social-emotional curriculum (n = 8).

Respondents recommended increasing project-based, hands-on learning and more opportunities for fun activities (n = 5), noting that integrating project-based learning and art into Summer Learning coursework was a good experience this summer (n = 16).

Figure 6. Staff responses about the usefulness and relevance of the curriculum
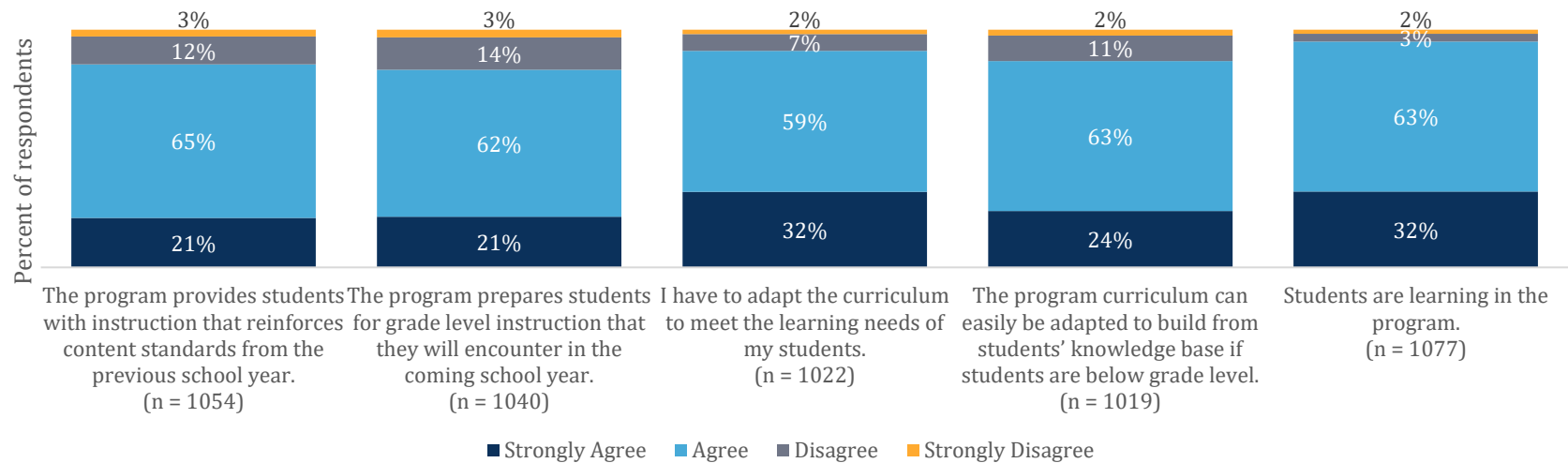
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

About 70%-85% of respondents agreed the program accommodated for English Learners, Special Education, and socio-emotional challenges that may preclude learning, and recommended ways to improve transportation accommodations.

About 70% of respondents agreed or strongly agreed the program addresses socio-emotional challenges that may preclude learning (Figure 7). Additionally, between 78%-84% of respondents agreed or strongly agreed the program accommodated for students' English language proficiency and students' Special Education needs and was culturally relevant or applicable to students' lives.

The open-ended comments related to accommodating for the needs of students primarily focused on attendance barriers. Historically, ESY students take yellow school buses to summer programs, and other students are provided with SEPTA Fare Cards. Respondents explained that transportation information was not communicated to families in a timely manner, and explained that employees from the Office of Transportation should communicate bus routes directly with families of ESY students at least two weeks prior to the start of the program (n = 23), as not all families of ESY students received transportation communication.

Respondents also highlighted attendance issues for the Newcomer Program for English Learners, explaining how parents told employees that sites housing the Newcomers program were too far for students to travel to. Respondents recommended that in order to increase attendance, Newcomer sites should be located in communities with high rates of English Learners or provide yellow school bus transportation because limited English proficiency makes it a challenge to navigate SEPTA (n = 45).

Relatedly, respondents also suggested that all students should have access to a yellow school bus in order to increase attendance because site distances and SEPTA routes are not convenient (n = 13).

Finally, only 57% of respondents agreed or strongly agreed the amount of computer or technology use in the summer programs was well suited to students' learning needs, and 43% disagreed or strongly disagreed (Figure 7). In the open-ended comments, respondents pointed to a discrepancy that students who did not have Chromebooks for the summer were often enrolled in programs with curriculum that was reliant on computers (n = 33). This seemed to occur either because the curriculum was computer-based (e.g., Computer Science course), or teachers did not have the opportunity to learn how to transform digital curriculum into non-digital activities during PD.

Figure 7. Staff responses about how programs accommodate to different student needs
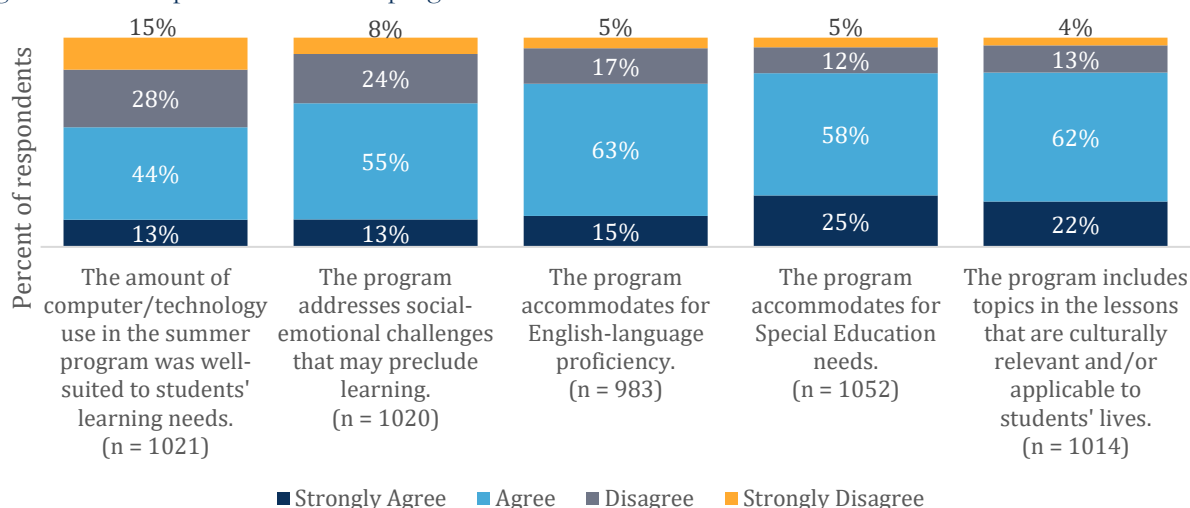
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

About 80%-95% of respondents agreed they were supported by program leadership, but described patterns of disrespect across staff.

Between 95%-96% of respondents agreed or strongly agreed they were appropriately supported by program leadership and knew whom to ask for assistance and support when needed (Figure 8). Many respondents raved about their coworkers, site administrators, assistant principals, and support from Central Office and wanted to continue working with them next summer (n = 74), sharing great experiences with collaboration and coteaching (n = 4).

Although some employees felt valued and respected, others disagreed. In the open-ended comments, staff explained situations in which they were disrespected by coworkers and leadership, with examples reminiscent of the challenges of bringing staff with unique school cultures together for a short period with minimal time to foster safe and welcoming staff climates (n = 34).

About 87% of respondents agreed or strongly agreed the process for how and when to respond to family questions was clear, however, 13% disagreed or strongly disagreed (Figure 8). In the open-ended comments, respondents indicated that communication with families needed to be improved so that families know their students' program placement and start and end dates at least two weeks prior and can confirm that students will attend (n = 62). For ESY, students are automatically enrolled and families must opt out. Respondents recommended that home schools (year-round schools and IEP teams) should let families know their students are enrolled in ESY and give families the explicit opportunity to opt out when registration opens for other summer programs, rather than waiting for students not to show up to ESY, especially as respondents reported families did not necessarily know their students were enrolled in ESY (n = 21).

Figure 8. Staff responses about leadership support and communications

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
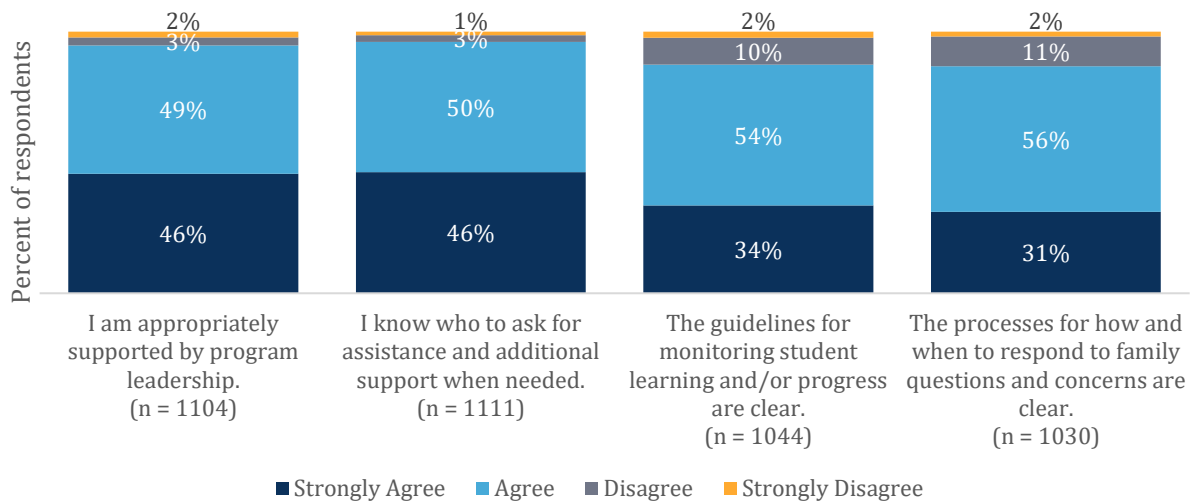
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

Buildings, neighborhoods, and facilities

About 80%-85% of respondents agreed they had access to air-conditioning and buildings were clean, however, staff also voiced concerns about inadequate air-conditioning, vermin infestations, and inconsistent janitorial services.

Between 80%-86% of respondents agreed or strongly agreed their classrooms had air-conditioning or fans, their site had access to functional hydration stations, their leadership enforced COVID-19 safety protocols, buildings were cleaned daily, restrooms were stocked, clean, and functioning, and staff had access to cleaning and sanitizing supplies, however, 14%-20% disagreed or strongly disagreed (Figure 9).

Many of the building and facilities challenges mentioned in the open-ended comments were also included as challenges in the 2021 summer report, including concerns about air-conditioning, hydration stations, cleanliness, trash, and staff bathrooms.[7]

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[7] 2021 Summer Programs in SDP: Offerings, Attendance, Survey Results, and Recommendations: https://www.philasd.org/research/2021/12/08/2021-summer-programs-in-sdp-offerings-attendance-survey-results-and-recommendations/

In the open-ended comments, respondents reported that although they were grateful that all summer sites had air-conditioning (n = 11), the air-conditioning was not always working, or air-conditioning was not in all areas of the school people were in, and respondents requested that the air-conditioning be properly working in all areas of the school that are in use, including the gym and all classrooms with students (n = 56). Respondents also reported concerns about cleanliness and recommended cleaning the building daily, cleaning classrooms daily, and taking out trash daily (n = 18). In addition, respondents recommended thoroughly cleaning the buildings and dealing with bugs and mice before students arrive for the summer program (n = 9) and cleaning and stocking bathrooms daily (n = 6). Staff indicated that staff bathrooms were locked for the summer or were not functional (n = 15). Respondents also requested more PPE and sanitizing supplies and sanitizing stations (n = 8).

Figure 9. Staff responses about facilities and cleanliness
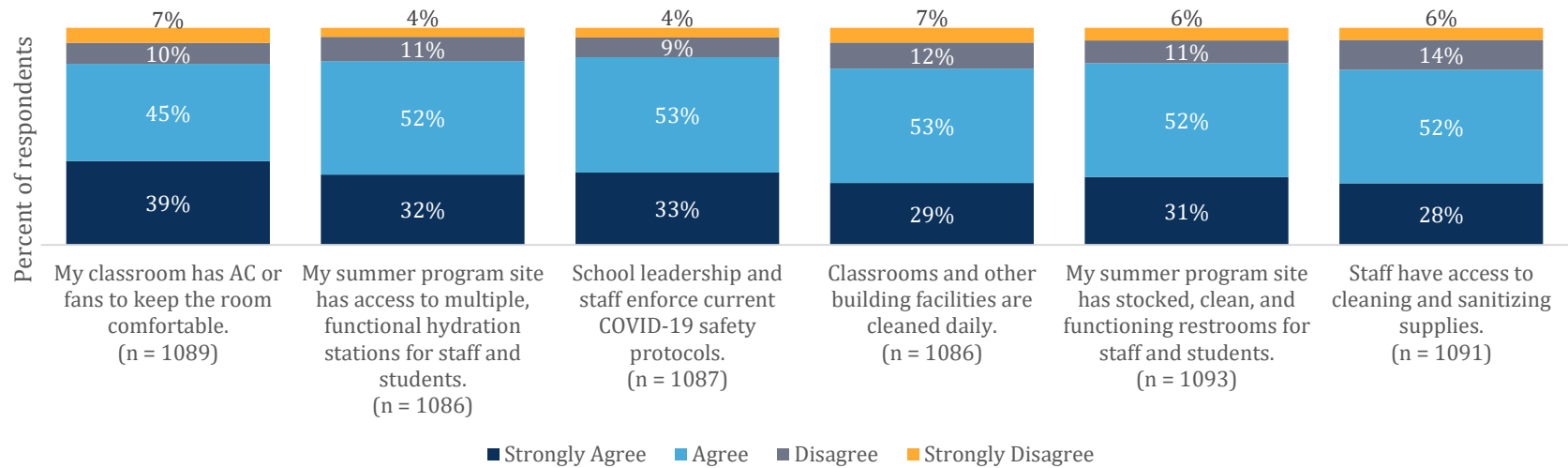
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

Non-District programs: Out of School Time (OST).

Non-District programs were housed in District schools that also had District-run summer programming. The majority of non-District programs were part of Out of School Time (OST), organized by the City of Philadelphia. Non-District programs were held from 1pm–4pm on Monday –Thursday and 9am–4pm on Fridays. When District-run summer programs ended at 1pm daily, the OST programs would sometimes use the same classrooms as the District-run programs, and sometimes they would be in other spaces of the building, depending on the summer site.

Between 89%-93% of respondents agreed or strongly agreed non-District programs at the summer site treated the building with respect, ran their programs sufficiently, and did not require support from District staff, however, 7%-11% disagreed or strongly disagreed (Figure 10). Some respondents commented how the non-District programs should continue next summer (n = 11).

Program and staff schedules.

Respondents were generally so pleased with their schedules of four days per week, five weeks, and ending the last week of July that they left opened-ended comments requesting similar schedules next year (n = 58). Fewer respondents wanted different schedules (n = 24). Teachers, climate staff, and school secretaries were happy with and requested additional paid time in their building to set up before the program started and students arrived (n = 24). Respondents explained that having staff set up the buildings early mitigated potential challenges and wanted this practice continued next year.

ADA accessibility and program space.

89% of respondents agreed or strongly agreed their site was ADA accessible or their classroom was appropriate for students with disabilities, but 11% disagreed or strongly disagreed (Figure 10). In the open-ended comments, respondents emphasized that any sites housing ESY must meet ADA accessibility guidelines in all relevant areas of the building, including playgrounds, and ESY sites should include sensory rooms and separate classrooms for related service providers (n = 19).

Employee pay and pay periods.

Unfortunately, only about 80% of respondents agreed or strongly agreed their paychecks were correct and arrived when expected (Figure 10). In the open-ended comments, respondents indicated that they were not paid on time and should be paid on the traditional 2-week cycle, and if that cycle was not followed there needs to be transparency about pay periods (n = 34).

Respondents also described that due to the way summer program pay has been merged with summer reserve pay, far more taxes were subtracted from their paychecks than they anticipated, and their net pay amounted to an unsuitable summer salary (n = 28). Respondents recommended pay according to the true hourly unit rate, pay separate from summer reserve pay, or an increase in pay for teachers, climate staff, paraprofessionals, and counselors to account for the higher taxable

rate in summer that reduces net pay. This is a recurring problem noted during previous summer programs and could potentially be addressed by the Office of Payroll or Grants Compliance.[8]

Attendance bonus and incentives.

To incentivize strong attendance and increase moral, District employees were eligible for a $1,000-$1,500 stipend, or "bonus" as summer staff called it, if they had 90% or higher attendance in summer programs. Respondents were pleased with the bonus (n = 19). However, respondents felt it was not fair that certain employees did not receive the bonus, like long-term subs who had perfect attendance, and respondents requested other incentives be provided for anyone who does not qualify for the attendance bonus to encourage morale, like a weekly staff lunch (n = 10).

Figure 10. Staff responses about buildings and pay schedules
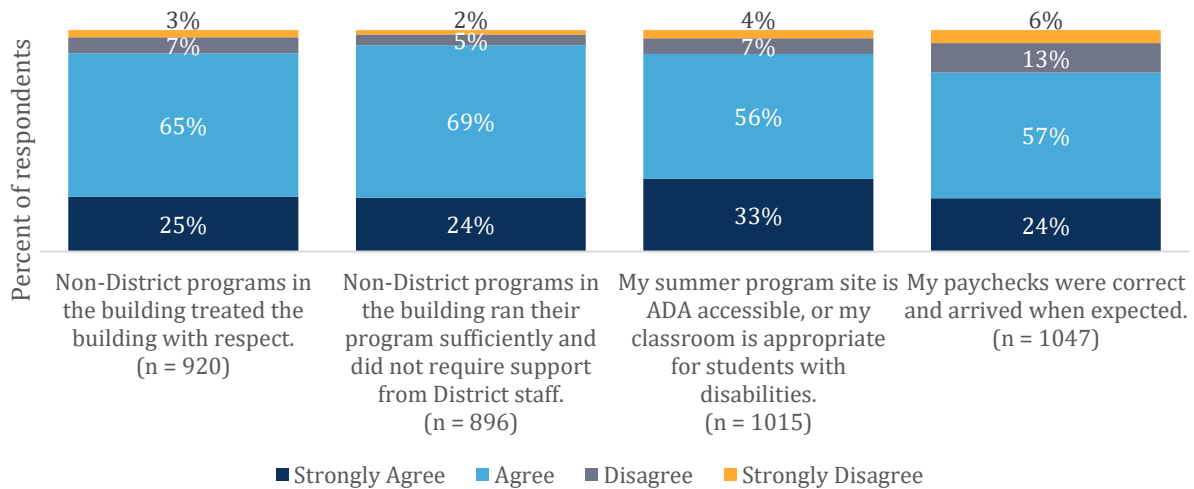
Source: Data from the Summer 2022 Staff Feedback Survey, downloaded August 2, 2022.

Survey respondents left many open-ended comments that were unrelated to the closed-ended survey questions.

Respondents want to continue many aspects of summer programming in the future.

When asked what aspects of this summer they would want to continue next summer, many respondents explicitly requested to "continue all aspects" or "all" or "everything was good" (n = 84), and stated they wanted their program to continue next summer as is (n = 50), the experience was better than they expected, this was the best summer experience they had at the District, and they expect next summer will run just as smoothly (n = 6).

Even when respondents were frustrated by disorganization or lack of communication (n = 16), respondents were happy about the opportunity to support students (n = 15) and help students graduate (n = 4).

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[8] For information on summer 2021 staff feedback, see https://www.philasd.org/research/2021/12/08/2021-summer-programs-in-sdp-offerings-attendance-survey-results-and-recommendations/

Respondents liked having few or only one program per building (n = 7) and requested fewer programs per building in the future (n = 5). Respondents described this summer as extremely well-organized and well-coordinated (n = 8), with great communication (n = 4).

Respondents wanted to reduce barriers to attendance.

Additionally, in the open-ended comments, staff made a point to emphasize the importance of lowering the barriers for attendance, increasing recruitment of students, and providing incentives for attendance (n = 20). Additionally, some respondents were pleased with attendance policies and requirements (n = 12), others advocated that attendance policies should be enforced (n = 9), and explained that students and staff should be informed and reminded about attendance policies (n = 7).

Communication to staff, families, students, and administration needs to be improved.

In the open-ended comments, respondents requested clear communication for staff, especially support staff, about their roles and responsibilities, and ensuring staff knew the roles and responsibilities of others (n = 22).

Respondents explained that they felt students did not understand how the Credit Recovery registration process worked, and respondents wanted parents to understand the value of Summer Credit Recovery, wanted students to be identified earlier if they qualified for Credit Recovery, wanted more encouragement for seniors to register, and wanted students to be given the opportunity to register as soon as they had an F (n = 8).

Additionally, respondents left comments about planning for summer programs. Some requested better planning and communication about which schools house which programs, input from teachers and ESOL (English for Speakers of Other Languages) staff, starting the planning process earlier, and involving ESY staff in the planning for ESY (n = 10).

Student enthusiasm and parent engagement can be improved with fun activities.

Respondents recommended many ideas to increase parent engagement and student enthusiasm for the summer programs. Respondents recommended engaging parents by providing opportunities to connect with parents or to address concerns early on or before the program starts via an open house, meet and greet, or parent conferences, or by providing progress reports (n = 75). Respondents also recommended ways to keep parents engaged throughout the summer and to celebrate students at the end of the summer by providing opportunities for parents to attend field trips, art shows, talent shows, Special Olympics, theme or spirit weeks, or other end-of-summer celebrations (n = 9).

Respondents described how much students liked arts and crafts, music, gym, and field trips (n = 75). Some respondents recommended more field trips and time outside, arts and crafts, music, and gym (n = 14), and were happy with the schedule where students attended non-District programs in the afternoons and Fridays, so it felt more like camp once the school part of the day was over (n = 5).

RQ 3: What Instructional Practices were Observed?

Between June 30 and July 21, 2022, 993 classroom observations were conducted. Observers included: Assistant Principals, Curriculum Development Specialists, Multilingual Managers, and Special Education Case Managers, Coordinators, and directors, and other Central Office staff. Observers used an observation checklist to collect data via Google Forms during observations. The checklist questions allowed observers to log whether specific instructional expectations were observed, as well as the degree to which different instructional practices and behaviors were evident.

Abridged Observation Checklist[9]

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

Rate the following on a 0 (not at all) to 4 (to a great extent/consistently) scale
- Are the targeted goals for the day presented and referred to as needed to drive instruction?
- Is there evidence of individualization and grouping by student need?
- During instruction, did you observe the teacher providing positive feedback?
- Do teachers create and present schedules to provide predictability for the flow of the day?
- Do staff use transitional warnings as change approaches?
- If any student(s) has/have communication barriers please identify the evidence to allow for expression of wants and needs.
- If you observed a community meeting in progress, to what extent were the following in evidence?

Of the nearly 1,000 observations, 45% (448) of observations were in ESY classrooms, 27% (272) were in Summer Learning classrooms, 19% (184) were in Credit Recovery classrooms, and the remaining 8% of observations were in the ELs Newcomer (45) and Summer Bridge (34) classes.

Not all observation sessions included opportunities to observe specific instructional expectations, instructional practices, and/or behaviors. For example, a math lesson would typically not include opportunities to observe ELA (English/Language Arts) instructional expectations, or a math lesson may not include opportunities for teachers to provide instructional feedback if students did not practice solving math problems or answer questions at that time. Therefore, each table includes only those observation sessions that featured opportunities to observe the corresponding instructional practice or behavior.

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[9] Observation checklist: docs.google.com/forms/d/1nPjJ6Ymu7RZGtEcUaPZw2spUlmhwCv95DZKe6vQ9Ypg

The highest rates of presenting and referring to targeted goals/objectives for instructional data were found in Summer Bridge and Multiple Disabilities Support observations.

Summer Bridge observations had the highest percentage (70%) of teachers presenting and referencing the targeted goals and objectives for the day to drive instruction, while Credit Recovery had the lowest percentage (51%) across programs (Table 5). Consistently, between 62%-71% of observations of ESY Autistic Support, Emotional Support, Learning Support, and Life Skills Support classrooms included teachers presenting and referencing the targeted goals and objectives for the day to drive instruction.

Table 5. Are the targeted goals/objectives for the instructional day presented and referred to as needed to drive instruction?

Program	Number of respondents	Yes, as needed	Yes, sometimes	No
Credit Recovery	172	51%	41%	8%
Newcomer	41	59%	34%	7%
Summer Bridge	33	70%	24%	6%
Summer Learning	255	55%	31%	14%
Extended School Year	426	64%	27%	8%
Autistic Support	173	62%	32%	6%
Emotional Support	33	64%	24%	12%
Learning Support	113	71%	19%	10%
Life Skills Support	63	63%	27%	10%
Multiple Disabilities Support	24	79%	17%	4%
Other	18	33%	44%	22%

Source: Data provided by the Office of Curriculum and Instruction, downloaded August 5, 2022.
Note: Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Other are subgroups of ESY. Other includes Speech and Language, Vision, Hearing, OT/PT.

The highest rates of individualization and grouping by student needs were found in ESY and ESY Multiple Disabilities Support classroom observations.

Across all summer programs, observers recorded that ESY programs had the greatest percentage of observations (70%) with sufficient evidence of various grouping strategies (Table 6). Across all ESY programs, between 64%-72 of observers reported sufficient evidence of various grouping strategies for Autistic Support, Emotional Support, Learning Support, and Life Skills Support classrooms.

Table 6. Is there evidence of individualization and grouping strategies by student need?

Program	Number of respondents	Yes, sufficient	Yes, some	No
Credit Recovery	126	16%	37%	47%
Newcomer	32	50%	38%	13%
Summer Bridge	25	60%	24%	16%
Summer Learning	187	35%	40%	25%
Extended School Year	387	70%	23%	7%
Autistic Support	164	72%	20%	8%
Emotional Support	29	66%	28%	7%
Learning Support	107	64%	28%	8%
Life Skills Support	56	71%	23%	5%
Multiple Disabilities Support	16	94%	6%	0%
Other	14	64%	29%	7%

Source: Data provided by the Office of Curriculum and Instruction, downloaded August 5, 2022.
Note: Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Other are subgroups of ESY. Other includes Speech and Language, Vision, Hearing, OT/PT.

Credit Recovery observations had the least evidence of teachers providing positive feedback.

ESY supports (80%) had the highest percentages of teachers providing consistent positive feedback (Table 7). In comparison, Credit Recovery had the lowest rate (39%). All ESY programs, besides the Other category, had over 80% of observations of teachers consistently or occasionally providing positive feedback.

Table 7. During instruction, did you observe the teacher providing positive feedback (e.g. praise or tickets/Dojo points)?

Program	Number of respondents	Consistently	Occasionally	Some of the time	No, not at all
Credit Recovery	160	39%	29%	26%	6%
Newcomer	41	66%	0%	34%	0%
Summer Bridge	30	53%	13%	23%	10%
Summer Learning	270	63%	14%	19%	4%
Extended School Year	446	80%	7%	11%	2%
Autistic Support	180	81%	4%	11%	3%
Emotional Support	32	81%	9%	6%	3%
Learning Support	126	77%	11%	10%	2%
Life Skills Support	64	86%	3%	11%	0%
Multiple Disabilities Support	24	96%	0%	4%	0%
Other	18	56%	11%	33%	0%

Source: Data provided by the Office of Curriculum and Instruction, downloaded August 5, 2022.
Note: Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Other are subgroups of ESY. Other includes Speech and Language, Vision, Hearing, OT/PT.

The highest rates of providing predictability throughout the day were found in Summer Bridge and ESY classroom observations.

Across all programs, higher percentages of Summer Bridge observations (70%) found teachers presenting and reminding students of a schedule through the day (Table 8). Only 44% of Credit Recovery observations found teachers reminding students of a schedule throughout the day. Across ESY, higher percentages of Life Skills Support classrooms (73%) noted teachers presenting and reminding students of a schedule throughout the day compared to other classrooms.

Table 8. Do teachers create and present schedules to provide predictability for the flow of the day?

Program	Number of respondents	Yes, throughout the day	Yes, once	No
Credit Recovery	160	44%	43%	13%
Newcomer	38	50%	45%	5%
Summer Bridge	30	70%	23%	7%
Summer Learning	195	47%	40%	13%
Extended School Year	395	62%	27%	10%
Autistic Support	170	62%	30%	8%
Emotional Support	28	54%	39%	7%
Learning Support	105	63%	25%	12%
Life Skills Support	59	73%	17%	10%
Multiple Disabilities Support	21	67%	19%	14%
Other	11	27%	45%	27%

Source: Data provided by the Office of Curriculum and Instruction, downloaded August 5, 2022.
Note: Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Other are subgroups of ESY. Other includes Speech and Language, Vision, Hearing, OT/PT.

The highest rates of using transitional warnings across all programs were found in Summer Bridge.

Across all programs, higher percentages of Summer Bridge observations (83%) found teachers almost always using transitional warnings as change approaches (Table 9). Between 70% - 72% of observations across ESY Autistic Support, Emotional Support, Learning Support, and Life Skills Support classrooms included teachers almost always using transitional warnings as change approaches.

Table 9. Do staff use transitional warnings as change approaches?

Program	Number of respondents	Yes, almost always	Yes, sometimes	No
Credit Recovery	167	48%	46%	7%
Newcomer	37	54%	41%	5%
Summer Bridge	29	83%	17%	0%
Summer Learning	195	46%	45%	9%
Extended School Year	380	70%	23%	6%
Autistic Support	155	71%	25%	5%
Emotional Support	25	72%	20%	8%
Learning Support	106	70%	20%	10%
Life Skills Support	56	70%	29%	2%
Multiple Disabilities Support	20	90%	10%	0%
Other	16	44%	38%	19%

Source: Data provided by the Office of Curriculum and Instruction, downloaded August 5, 2022.
Note: Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Other are subgroups of ESY. Other includes Speech and Language, Vision, Hearing, OT/PT.

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

Due to decisions to limit computer/technology use for students for summer programs, paper surveys were distributed to schools by the Office of Research and Evaluation. Paper surveys were delivered to 31 schools between July 8, 2022 and July 21, 2022. Schools distributed the paper surveys to teachers, and teachers administered the surveys to students. Staff were asked to administer the survey between July 19 and July 27 during school hours to students in grades 3-12 who were capable of independently taking a short survey (e.g., students with severe disabilities were not expected to take the survey), and reinforced that participation was optional.

2,452 surveys were returned from 26 summer sites for a 60% response rate.

Results

Over 2,000 students took the survey, and about half of all student respondents attended Credit Recovery.

Of the 2,452 summer program students who took the student feedback survey, 2,374 identified which summer program they attended. 48% of students attended Credit Recovery (n = 1,149), 26% attended Extended School Year (n = 611), 19% attended Summer Learning (n = 439), and the remaining 7% attended the Newcomers Program and Summer Bridge.

Out of the 31 summer program sites, 26 sites returned completed summer surveys. The majority (59%) of respondents were going into grades 9-12 (or were continuing 12th graders seeking to graduate that summer; n = 1402), and 41% were going into grades 3-8 (n = 958).

This is a 61% response rate out of the 3,994 eligible student respondents who attended 75%-100% of their program days—the students we expected to be attending summer programs during the survey administration window.

The majority of respondents they felt safe and welcome at their summer program, and felt that their summer program improved their skills and prepared them for school in the fall a lot.

Over 60% of respondents reported that students at their summer programs treated people from different races, ethnicities, cultures, or identities with a lot of respect, and felt safe and welcome at their summer program a lot (Table 10). However, in the open-ended comments, some students brought up issues related to negative experiences with other students or school staff or issues related to student mental health, personal identity, or self-expression (n = 35).

Although fewer than 40% of respondents reported that they made a lot of friends in their summer program, when students were asked to share the best thing about summer programs in the open-ended comments, many students mentioned making or spending time with friends at their summer program (n = 220) and nice people at their summer program (n = 112).

About 60% of respondents reported they learned lot of new things or improved their skills a lot in their summer program, and would do a lot better in school in the fall because went to the summer program. Additionally, when students were asked to share the best thing about summer programs in the open-ended comments, students left positive comments about the classroom learning environment, the academic rigor, and learning material in academic subjects, such as praising that they were able to learn thanks to the summer program (n = 320). Additionally, students attending Credit Recovery provided positive comments explicitly mentioning being able to receive their credits, improve their grades, or earn their diploma through the summer program, and used language around being given a "second chance" thanks to the Credit Recovery program (n = 118).

However, some students desired more rigorous coursework or more engaged or interactive instruction and requested improved teacher training (n = 37), a greater focus on core coursework (n = 15), more challenging coursework (n = 7), and grouping students more closely by learning level in classrooms (n = 3). Additionally, students wanted better communication about course schedules and curriculum (n = 17) and a way to keep track of their grades online (n = 6).

Table 10. Student responses about their experience with the summer program and about classroom learning

Question	Number of Respondents	A lot	A little	Not at all
I have enjoyed my summer program	2,400	44%	45%	12%
I have made friends in my summer program	2,372	34%	41%	25%
I have felt safe and welcome at my summer program	2,360	64%	31%	5%
I think students at my summer program have treated people from different races, ethnicities, cultures, or identities with respect	2,333	66%	21%	13%
I have learned new things or improved my skills in the summer program	2,395	56%	38%	6%
I will do better in school in the fall because I went to the summer program	2,333	63%	28%	8%
I have liked the activities, projects, and/or lessons in the summer program	2,352	51%	37%	11%

Source: Data from the Summer 2022 Student Feedback Survey, entered into Google Forms, downloaded on August 26, 2022.

The vast majority of respondents felt that their teachers were encouraging, inclusive, and helpful, and the majority felt that traveling to their summer program was safe and easy.

Between 75%-80% of respondents felt that their teachers encouraged them to work hard and do their best, listened to what they had to say, cared about their identity, helped them understand the lessons if they needed help, and make them feel included all the time (Table 11). Additionally, in the open-ended comments, many students singled out their teachers as the best part about summer programs (n = 240).

About 60% of respondents indicated that they felt safe traveling to and from their summer program each day and that traveling to and from their summer program each day was easy all the time. About half of respondents received a SEPTA Fare Card, and of the respondents who had a SEPTA Fare Card, only 13% reported it was easier for them to get to their program all the time than if they did not have a SEPTA Fare Card. In the open-ended comments, although a few students described taking the bus as the best part of their summer program (n = 10), students requested that summer program locations be in areas closer to students' homes (n = 27), school buses be more reliable or accommodating (n = 11), and SEPTA Fare Cards be provided to more/all program students (n = 8). Students also recommended summer programs start at a later time (n = 33) to account for personal conflicts or transportation issues that might delay students' arrivals and to allow students to get more sleep, especially as students described that typically tardiness was due to unreliable public transportation.

Table 11. Student responses about their teachers, and traveling to and from the program

Question	Number of Respondents	All the time	Sometimes	Never
My teachers have encouraged me to work hard and do my best	2,382	79%	18%	3%
My teachers have listened to what I have to say	2,359	75%	22%	4%
My teachers have cared about my culture, ethnicity, and identity	2,319	77%	17%	6%
My teachers have made me feel included	2,348	79%	17%	4%
My teachers have helped me understand the lessons if I need help	2,360	80%	17%	3%
I have felt safe traveling to and from my summer program each day	2,382	65%	30%	5%
Traveling to and from my summer program each day has been easy	2,351	58%	34%	8%
Having a SEPTA Fare Card made it easier to get to my program daily than if I didn't have a SEPTA Fare Card	1,289	13%	65%	22%

Source: Data from the Summer 2022 Student Feedback Survey, entered into Google Forms, downloaded on August 26, 2022.

Some respondents listed physical needs or facility issues as concerns.

Although some students described the food as the best part of their summer program (n = 67), many students requested more food or food options for lunch or providing snacks (n = 198). Students also listed concerns about the air-conditioning not working properly at their program (n = 49) or school spaces being too hot (n = 27) or too cold (n = 22), though students explained that air-conditioning was the best thing about their summer program (n = 14). Similarly, students requested that school buildings be clean, free of pests, have working bathrooms stocked with bathroom supplies, and have access to water (n = 21). Students expressed the need for educational/classroom resources as well, including Chromebooks and/or more computer time in class (n = 17) and books and classroom supplies (n = 6). In addition, some students expressed that they would prefer the summer program to have been virtual or to at least have had a virtual or asynchronous option (n = 17).

Many students felt the program was too long and there were not enough specials, activities, outside time, and trips.

Students generally felt the length of the program and/or the duration of class time was too long and suggested shorter program length, shorter school days, or longer breaks during the school day (n = 165), although many students explained their favorite thing about the summer program was the daily schedule (n = 60).

Additionally, in the open-ended comments, students liked that the school work was *easy* (n = 28), and enjoyed, in-class activities and games (n = 63), specials like gym (n = 176), electives like science (n = 16), and in-class projects, like Summer Learning's Project-Based Learning final projects (n =

54). Within this context, students requested certain specials (non-core subjects) or more of the provided specials for next summer, including art, music, dance, computer class, social studies, science, cooking, career education, and gym (including particular sports in gym) (n = 76). Students also requested more classroom activities or in-class games (n = 50) and more field trips or more time and physical activities outdoors (n = 119); many students listed outdoor activities, field trips, and OST programming as their favorite part of the summer programming (n = 222).

RQ 5: Did families find the summer programs beneficial?

The Summer 2022 Family Feedback Survey was administered electronically. Links to the survey were emailed to parents and guardians of students enrolled in the District-managed support programs via Campus Messenger (a joint effort of Communications and Technology services). In the email from Campus Messenger sent on July 20, 2022, families were invited to take the survey in any of 10 languages in addition to English. Over 100 respondents completed the survey (131) across all 11 available languages. Responses are included below as long as respondents answered at least one multiple choice question.

Half of parent and guardian respondents had students attending the Summer Learning program.

One hundred thirty-one family member and guardian respondents took the family feedback survey. The students of respondents mostly attended Summer Learning (n = 65) and ESY (n = 28). The students of respondents attended their program at a wide variety of school locations. The majority of respondents' students were going into grades 1-5 (n = 87). The vast majority of students typically attended the summer program three or more days per week (n = 115).

The majority of respondents agreed or strongly agreed that communication with the summer program was satisfactory and information on the summer programs was easy to obtain.

90% agreed or strongly agreed that it was easy to register for the program (Table 12). Additionally, 66% of respondents agreed or strongly agreed that they knew who to contact about the program if they had a question, 73% agreed or strongly agreed that it was easy to get information about the program's goals and objectives, 77% agreed or strongly agreed that they were satisfied with the response if they contacted the summer program with a question during the registration window, 83% agreed or strongly agreed that they knew where to send students on the first day of the program, and 90% agreed or strongly agreed that they were able to find information about the program in a language they could understand.[10]

Regarding transportation to and from the program, 56% of respondents (n = 64) reported that it took their student less than 15 minutes to get to their program location; 10% of respondents reported that it took their student longer than 30 minutes to reach their program location.

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[10] These responses were between 10 to 20 percentage points higher in 2022 than in 2021, demonstrating improvements in parental satisfaction: https://www.philasd.org/research/2021/12/08/2021-summer-programs-in-sdp-offerings-attendance-survey-results-and-recommendations/

61% of students got to their summer program by car at least some of the time. 18% of respondents reported their students used the District-sponsored school buses or shuttles to get to their program at least some of the time, and sixteen respondents reported that their students used the District-sponsored SEPTA Student Fare Card.

The vast majority of respondents agreed or strongly agreed that the summer program was academically beneficial to their students.

94% of respondents agreed or strongly agreed that they were glad their student was attending the program, 91% agreed or strongly agreed that the summer program better prepared their student for school in the fall, and that their student learned things in the program (Table 12).

The vast majority of respondents agreed or strongly agreed that their students' teachers had done a good job.

91% of respondents agreed or strongly agreed that the teacher had helped their student understand the lessons, 86% agreed or strongly agreed that the teacher had met the behavioral and social-emotional needs of their student, and 93% agreed or strongly agreed that the teacher cared about their student's racial, ethnic, cultural background, or identity. Additionally, 81% of respondents agreed or strongly agreed that the teacher or program had sent home documents in the language they could understand (Table 12).

Regarding safety concerns, the vast majority of respondents agreed or strongly agreed that they felt their student was safe attending the summer program.

93% of respondents agreed or strongly agreed that they felt their student was safe attending the summer program daily, 90% agreed or strongly agreed that they felt their student was safe traveling to and from the summer program daily, and 93% agreed or strongly agreed that other adults and students at the summer program treated people from different races, ethnicities, cultures, or identities fairly (Table 12). In addition, 93% of respondents agreed or strongly agreed that the summer program properly enacted current COVID protocols.

Table 12. Family/Guardian responses about the summer program

Questions	Number of Respondents	Strongly Agree	Agree	Disagree	Strongly Disagree
Easy to get information about goals & objectives.	116	29%	44%	20%	7%
Knew where to send students on 1st day of program.	115	36%	47%	9%	9%
Easy to register for program.	116	40%	50%	9%	2%
Knew who to contact if had question.	116	26%	41%	21%	13%
Satisfied with response for questions during registration window.	111	24%	52%	14%	10%
Program info in understandable language.	112	45%	45%	4%	6%
I am glad my student is attending the summer program.	115	59%	35%	1%	5%
My student will be better prepared for school in the fall because they attended the summer program.	114	38%	54%	5%	4%
My student is learning in the summer program.	114	35%	56%	5%	4%
My student's teacher helps them understand the lessons if they need help.	112	29%	63%	7%	2%
My student's teacher meets the behavioral and social-emotional needs of my student.	111	30%	57%	13%	1%
My student's teachers care about my student's racial, ethnic, cultural background, or identity.	110	32%	61%	7%	0%
My student's teacher sends home documents in the language I can understand.	114	31%	50%	14%	5%
I feel my student is safe attending the summer program daily.	114	37%	56%	5%	2%
I feel my student is safe traveling to and from the summer program daily.	115	39%	50%	9%	2%
I feel the summer program properly enacted current COVID protocols.	114	29%	64%	5%	2%
Other adults and students at my student's summer program treat people from different races, ethnicities, cultures, or identities fairly.	110	31%	62%	5%	2%

Source: Data from the Summer 2022 Family Feedback Survey, downloaded August 3, 2022.

Summary of Results

Over 1,300 summer program staff responded to the staff feedback survey; over 60% of respondents supported ESY and the other 40% covered the other summer programs. Additionally, 2,452 summer program student respondents took the student feedback survey, and 131 family member and guardian respondents took the family feedback survey.

Attendance

In summer 2022, over 14,000 students enrolled across six summer programs, over 10,000 students showed up for at least one day, and over 5,000 students attended 75% or more of the program days. Attendance rates were highest for Credit Recovery and lowest for ESY. These findings may be due to practical contexts of both programs. Credit Recovery had a strict attendance policy, and for certain students, passing Credit Recovery was required for graduation. ESY had nearly 7,000 students enrolled, but fewer than 2,000 showed up for 75% or more program days. ESY's low attendance rate may be due to students being automatically enrolled into the program, and their parents having to *opt out* rather than parents registering with the intention of their student attending.

Observations revealed ESY had the highest rates and Credit Recovery had the lowest rates of individualization and grouping by student needs.

There were 993 observations conducted in summer 2022. The goal of the observations was to measure the degree to which teachers were using instructional expectations and engaging in positive instructional practices.

The percentage of observations with sufficient evidence of specific expectations varied by program.

Different programs included more observations with higher or lower percentages of instructional expectations, practices, and behaviors. In particular:

- Higher percentages of Summer Bridge observations included teachers creating and presenting schedules to provide predictability throughout the school day, targeted goals/objectives for the instructional day being presented and referred to, and using transitional warnings.
- Higher percentages of ESY observations included individualization and grouping by student needs and positive feedback.
- Lower percentages of Credit Recovery observations included individualization and grouping by student needs, providing positive feedback, presenting schedules to provide predictability throughout the day, using transitional warnings, and targeted goals/objectives for the instructional day being presented and referred to.

Results were fairly consistent across different ESY programs. Higher percentages of Multiple Disabilities Support observations included individualization and grouping by student needs, teachers consistently providing positive feedback, targeted goals/objectives for the instructional day being presented and referenced, using transitional warnings, and creating and presenting

schedules to provide predictability throughout the school day; however, this program had the fewest observations and thus the results should be interpreted with caution.

Generally, 80%-85% of staff were happy with PD.

About 80% of staff survey respondents indicated the PD adequately prepared them for the program, but wanted additional PD that was aligned to the programs they would be supporting. This alignment was a challenge, as staff did not know their placements during PD, and in the open-ended responses, staff requested knowing their placement sooner so that PD could be specifically for their program, population, or course. Additionally, about 90% of respondents were confident in implementing the curriculum, but would have preferred the opportunity to choose their program, population, or course according to their specialty or skills.

Teachers, climate staff, and school secretaries were happy with paid time in their building to set up and organize before the program started and students arrived, and would like this practice to be expanded and continued in future summers.

About 75%-90% of staff survey respondents were satisfied with access to curricular materials and contact information, as well as happy with the curriculum, and students echoed the challenges of staff who were unhappy with the curriculum.

About 75%-90% of staff respondents agreed they had access to the materials and supplies they needed and could implement the curriculum, but wanted additional materials, and more appropriate materials for their students and program. The more common challenges in the open-ended responses concerned supplies being in the schools, but not distributed or unpacked on the first day students arrived. In addition, employees mentioned not having appropriate or enough supplies for their specific program or curriculum, although some respondents did comment that they wanted the same materials next summer. Students also requested access to more supplies in the student survey.

About 80%-95% of staff respondents agreed the curriculum provided useful instruction, and students were learning, although respondents would have preferred that the curriculum was aligned with students' learning needs, the curriculum was adaptable, and there were a variety of curricular options to choose from. In the open-ended comments, teachers reported that generally, the curriculum was too hard for their students (and the curriculum was too easy for some ESY students), and wanted curriculum that was appropriately aligned to students' learning level (not just grade level) that was easily adaptable. Students liked the academic rigor, but desired better teacher training, more rigorous coursework, more focus on core coursework, more engaged or interactive styles of instruction, and grouping students by learning level.

Although generally satisfied, staff, students, and family survey respondents described challenges about transportation and technology access.

About 70%-85% of staff respondents agreed the program accommodated for English Learners, Special Education, and socio-emotional challenges that may preclude learning. Staff and students recommended ways to improve accommodations, such as improved transportation communication,

teachers having more access to student information, and summer sites closer to students' neighborhoods.

In addition, some student and family survey respondents experienced problems with transportation, including the program location being too far away, buses not picking students up, or SEPTA routes being too complicated for some students to navigate. Students expressed concerns about inadequate transportation, early start times, and strict attendance policies, and requested later start times or flexibility of the strict attendance policies, especially when tardiness was due to public transportation or inadequate transportation.

Only 57% of staff respondents agreed or strongly agreed the amount of computer or technology use in the summer program was well suited to students' learning needs. Respondents explained that some of the programs had a digital curriculum or required completing assignments with a device, and this was a major hurdle for students who did not have Chromebooks. Students also emphasized this concern in the open-ended comments, requesting access to Chromebooks during the program or more computer time during class when the curriculum relied on digital technology.

Additionally, in the open-ended comments, staff made a point to emphasize the importance of lowering the barriers for attendance, increasing recruitment of students, and providing incentives for attendance.

Staff respondents recommended engaging families by providing opportunities to connect with parents or to address concerns early on or before the program starts via an open house, meet and greet, or parent conferences, or progress reports to keep parents aware of student progress, and that this type of engagement could increase attendance. Family survey respondents emphasized this challenge, and wanted better contact with teachers and program staff. Staff and student survey respondents described how much students enjoyed arts and crafts, music, gym, and field trips, and they were happy with the schedule where students attend non-District programs in the afternoons and Fridays, so it felt more like camp once the school part of the day was over.

About 85%-95% of staff survey respondents liked their coworkers, leaders, and communication policies, although there were notable caveats.

About 95% of staff respondents agreed they were supported by program leadership, but described patterns of disrespect between staff members, site administration and Central Office to school-based staff, and towards students, resulting in an environment not conducive to learning. Although many staff respondents raved about their coworkers, site administrators, assistant principals, and support from Central Office and wanted to continue working with them next summer, they also expressed concern and frustration about other staff who did not complete their job responsibilities, were on their phones while teachers near them struggled, or were not busy while some teachers did not have breaks. Respondents also requested clear communication for staff, especially support staff, about their roles and responsibilities, wanted ensuring staff knew the roles and responsibilities of others, and requested early and transparent communication across the District.

Students also provided mixed responses in the open-ended comments, listing that they were happy to spend time with their friends, nice people, and great teachers in their summer program, but also had negative experiences with students and staff.

About 80% of staff survey respondents were comfortable with pay policies and schedules.

Staff were quite pleased with the attendance bonus and felt it helped staff attendance rates and morale, but felt the bonus was not equitably accessible to staff who had perfect attendance records. Although the majority of staff respondents who commented about schedules were generally pleased with their schedules, others recommended a variety of different schedules. Although many students liked the hours of the program, other students felt the length of the program and/or the duration of class time was too long and suggested shorter program length, shorter school days, or longer breaks during the school day. Students also really liked and wanted the opportunity for more specials or elective courses, classroom activities, field trips, or outdoor time.

Staff and students generally liked their program sites, but described issues with cleanliness and access to functional facilities.

About 80%-85% of staff respondents agreed they had access to air-conditioning and buildings were clean. Disagreeing staff voiced concerns about inadequate air-conditioning, vermin infestations, and inconsistent janitorial services. In the open-ended comments, respondents reported that although they were grateful that all summer sites had air-conditioning, there was not always working air-conditioning or air-conditioning in all areas of the school people were in, and respondents requested that the air-conditioning be properly working in all areas of the school people will be in, including the gym and all classrooms with students. Staff respondents also reported concerns about cleanliness and recommended cleaning the building daily, cleaning classrooms daily, taking out trash daily, cleaning and stocking bathrooms daily, and thoroughly cleaning the buildings and dealing with bugs and mice before students arrive for the summer program.

Similarly, students listed challenges concerning cleanliness, un-stocked bathrooms, broken facilities, lack of access to water, or classes really far away from each other. Students also requested more food options for lunch and more food provided so that lunch could be considered a real meal, echoing staff comments that students were either choosing not to eat the food, or there was not enough food provided to be considered a full meal.

About 90% of staff respondents agreed non-District programs treated their buildings and staff with respect and that buildings were ADA accessible or classrooms were appropriate for students with disabilities. In the open-ended comments, respondents noted that any sites housing ESY need to meet ADA accessibility standards in all relevant areas of the building, including playgrounds, and ESY sites should include sensory rooms and separate classrooms for related service providers.

Staff survey respondents noted numerous logistical considerations.

About 80%-90% of staff respondents agreed they could support students and access critical information, but felt understaffing and access to student information could be improved. In the open-ended comments, respondents emphasized the challenges of understaffing, as well as the benefits of small class sizes and lower rates of students per teacher experienced this summer. Respondents also emphasized concerns about access to accurate contact information and other records relevant to meeting students' needs.

Additionally, only 76% of staff respondents agreed or strongly agreed they had adequate prep time. About 80% of staff respondents agreed or strongly agreed their paychecks were correct and arrived when expected, but in the open-ended comments, respondents were concerned with the lack of transparency concerning payroll cycles, hourly pay rates, taxes, and being paid accurately for the numbers of hours worked.

About 87% of staff respondents agreed or strongly agreed that the process for how and when to respond to family questions was clear. However, in the open-ended comments, respondents indicated that they felt an undue burden to communicate with families, because during the school year some families were not notified their student qualified for ESY, and summer program staff spent a lot of time trying to get in touch with families just to confirm whether their students would be attending.

Additionally, staff respondents listed many barriers to attendance for students in ESY and Newcomers and provided numerous suggestions to reduce attendance barriers, including notifying families about placements earlier, providing locations closer to neighborhoods with high rates of English Learners, and providing transportation to Newcomers. Concerns about the attendance policy, transportation, program start time, and program length were expressed by many students. Student survey open-ended comments included concerns that the strict attendance policy was made worse by transportation issues and early program start time.

Survey respondents wanted to continue many aspects of summer programming in the future.

When asked what aspects of this summer they would want to continue next summer, many respondents explicitly requested to "continue all aspects" or "all" or "everything was good," and stated they want their program to continue next summer as is. Even when respondents were frustrated by disorganization or lack of communication, respondents were happy about the opportunity to support students and help students graduate.

Students especially enjoyed their summer program, felt safe and welcomed at their summer program, felt their summer program improved their skills and prepared them for school in the fall, felt traveling to their summer program was safe and easy, and felt their teachers were encouraging, inclusive, and helpful.

Recommendations

The following recommendations are summaries of the staff, family, and student surveys respondent open-ended comments.

Recommendations from open-ended survey responses to improve PD and caseloads

- PD should be aligned to the staff program, population, school, or course placement.*
- There should be PD specifically for non-instructional staff, Kindergarten program staff, teachers of specials (e.g., art, music, and gym), and classroom assistants, not just classroom teachers or general PD for everyone.

Recommendations from open-ended survey responses to improve student supports

- More instructional and non-instructional staff should be hired, and caseloads kept small.*
- Correct and up-to-date family contact information should be in SIS or accessible to staff, and nearly all employees need access to SIS in order to best support students.*
- Employees who work with students with IEPs need access to IEP information to support student socio-emotional wellbeing and learning.
- Materials and supplies should be distributed to classrooms and unpacked before students arrive for summer programs.
- There should be access to more basic materials for all programs, such as crayons and paper, especially for programs that are not project-based or do not have art weekly, as well as more appropriate materials for their program and population.*

Recommendations from open-ended survey responses to improve the staff experience

- All teachers should have access to prep times or breaks during the work day to ensure teachers have time to plan as well as use the bathroom during the work day.*
- Staff should have the opportunity to choose the program, population, or course according to their specialty or skills.*
- There should be increased supervision and accountability for staff, and clear information about how staff can provide feedback to District leaders about their summer school coworkers and supervisors as needed.

Recommendations from open-ended survey responses to streamline compensation

- Pay cycles or delays in payment need to be communicated transparently and early.*
- If possible, summer paychecks should be separate from summer reserve pay, because when they are merged, more taxes are deducted than staff expect and their paychecks are unsuitably low. If changes cannot be made, this situation should be communicated to staff during onboarding or PD, and ideally mentioned on the hiring website when the summer opportunities are first posted to teachers.*
- Payroll should appropriately account for situations in which staff work through breaks, stay late, or leave early.

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* Requested in summer 2021 as well. For more see https://www.philasd.org/research/2021/12/08/2021-summer-programs-in-sdp-offerings-attendance-survey-results-and-recommendations/

- Incentives should be provided equitably to all school-based employees (regardless of title) to encourage good attendance and positive morale.

Recommendations from open-ended survey responses to improve the learning experience

- Curriculum should provide appropriate scaffolds and supports to student learning needs towards grade level mastery.
- Experienced summer staff (especially teachers) should be involved in choosing the curricular materials.*
- Students should have access to Chromebooks or computer labs when the curriculum is digitally-based. Common challenges included the discrepancy between course curriculum that required computers when students did not have Chromebooks during the program.

Recommendations from open-ended survey responses to reduce attendance barriers and increase attendance

- Program locations should be closer to neighborhoods where high populations of program attendees live or attend school.*
- More students, or at least elementary students and English Learners, should receive transportation via yellow school buses instead of SEPTA Fare Cards, in addition to ESY students who receive yellow school bus transportation.
- More Bilingual Counseling Assistants should be hired, Bilingual Counselors should be on site on the first day, and documents should be translated beyond the top 10 most common languages.
- Before the school year ends, home school staff should reach out to parents whose students qualify for ESY and confirm their attendance, or give parents an active opportunity to opt out of ESY. This could increase attendance rates and improve the accuracy of rosters.*
- Families need to be informed and reminded about attendance policies.
- There should be an open house or meet and greet, where families can get to know staff and address concerns.
- There should be additional opportunities for arts and crafts, music, gym, and field trips for students, or at least equality in the offerings across programs and sites (e.g., all K-8 sites should have art, music, and gym, for the same number of hours per week).

Recommendations from open-ended survey responses to improve logistics

- Although all summer sites had air-conditioning, air-conditioning should be working properly in all areas of the school that are in use.*
- Buildings should be cleaned daily, including classrooms, bathrooms, and trash disposal.*
- COVID-19 protocols should be enforced and PPE, sanitization supplies, and COVID-19 tests should be distributed to sites.*
- All sites should have adequate parking, not just access to parking, if sites are advertised as having access to parking.*
- All ESY programs must be at fully ADA compliant sites.
- Food options should be improved so that students are receiving a wider variety of food and enough food to be considered a complete meal.*

Appendix A: Enrollment and Attendance

Out of enrolled kindergarten students who attended, more than half attended for more than 75% of days, but attendance patterns differed by student group.

A total of 416 students were enrolled in the Summer Kindergarten Transition Program, 94% (393) attended for at least one day, and of those who attended for at least one day, 62% attended for more than 75% of program days (Table A1).

The patterns in the percentages of kindergarten students who attended at least one day were similar across student racial/ethnic groups at 91%-98%. However, a higher percentage of Asian students (77%) attended 75% or more program days comparted to Black/African American, Hispanic/Latinx, Multi-Racial/Other, and White students (52%-59%).

Similar percentages of students attended the kindergarten program for at least one day by EL status with 96% of EL students attending and 94% of Non-EL students attending. Out of students who attended the summer kindergarten program for at least one day, a larger proportion of EL students (83%) than Non-EL students (59%) attended for at least 75% of program days. However, only 39 ELs fall into that category, compared to 204 non-ELs.

Table A1. The number of students enrolled, attended at least one day, and attended 75% or more program days by student group

Student Group	Number of students enrolled	Of total enrolled, attended at least one day		Of total attended, attended 75% or more days	
		#	%	#	%
All Students	416	393	94%	244	62%
Race/Ethnicity					
Asian	133	130	98%	100	77%
Black/African American	122	114	93%	59	52%
Hispanic/Latinx	50	47	94%	25	53%
Multi-Racial/Other	23	22	96%	13	59%
White	88	80	91%	46	58%
English Learner (EL) status					
EL	49	47	96%	39	83%
Non-EL	367	346	94%	204	59%

Source: Data provided by the Office of Early Childhood Education on August 31, 2022.
How to read this table: The # column under the "Of total enrolled, attended at least one day" header indicates the number of students who attended at least one day of the kindergarten program, and the percentages are the number of students who attended divided by the number of students who enrolled. For example, to calculate the percentage of Black/African American kindergarten students who attended at least one day, divide 114 by 122 to get 93%. The # column under the "Of total attended, attended 75% or more days" header indicates the number of students who attended 75% or more days of the program they enrolled in, and the percentages show the number of students who attended 75% or more divided by the number of students who attended at least one day. For example, to calculate the number of Hispanic/Latinx kindergarten students who attended 75% or more days, dividing the number who attended 75% or more days (25) by the number who at least one day (47) reveals a rate of 53%.
Note: Incoming kindergarten students are unlikely to be ELs because students are typically tested for EL status, and receive an EL label, around the time they have started kindergarten, which means students would not have an EL status until after the Summer Kindergarten Transition Program ended.

Appendix B: Student Survey Methods

Student Survey Paper Survey Delivery, Administration, and Collection

Survey delivery

Paper surveys were delivered to 31 schools between July 8, 2022 and July 21, 2022. Schools distributed the paper surveys to teachers, and teachers administered the surveys to students. A minimum of 100 surveys were delivered in English per school, and on average, for every 225 students enrolled in a school, approximately 200 surveys were delivered in English.[12]

Survey administration guidelines

Suggested guidelines were provided for assistant principals to distribute the surveys to teachers, and separate guidelines were provided for teachers to administer the surveys in the classroom.

Via the guidelines, staff were asked to administer the survey to students in grades 3-12 who were capable of independently taking a short survey (e.g., students with severe disabilities were not expected to take the survey), and reinforced that participation was optional. Staff were asked to administer the survey between July 19–July 27 during school hours, which were the last two weeks of the District summer programs.

Survey languages and accessibility

For schools with high school Newcomers for English Learners programs, the Office of Multilingual Curriculum & Programs (OMCP) provided the numbers of English Learners and their primary home language in each school to the Office of Research and Evaluation (ORE). For those schools, surveys were delivered in the students' primary languages, along with the English surveys.[13] For example, if there were 10 students whose primary language was Arabic and 30 students whose primary language was Spanish, the school would receive 10 Arabic surveys and 30 Spanish surveys in addition to the allotted English surveys.

On July 19, 2022, a member of ORE emailed the assistant principals and site leadership at 31 sites PDF copies of the student survey in English and 10 additional languages, suggested distribution guidelines to assistant principals, suggested administration guidelines to teachers, and requests for collecting completed surveys.

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[12] Numbers of surveys were calculated based on enrollment data, not attendance data. Historically, about 50% of students enrolled in summer programs attend for at least one day. Therefore, it was expected that more surveys were delivered to schools than were students attending.

[13] Surveys were translated into Arabic, Bengali, Chinese (Mandarin), French, Khmer, Portuguese, Russian, Spanish, Uzbek, and Vietnamese.

Completed survey collection

Assistant principals and site leadership were asked to bring the completed surveys (and any blank surveys they were not comfortable recycling at their site) to the Annual August Leadership Convening at Fels High School from August 1-5, 2022 and asked to drop off the completed surveys at the Evaluation, Research, and Accountability table on Wednesday, Thursday, or Friday (August 3-5). Primarily, members of Planning and Evidence Based Supports (PESO) collected the completed surveys from assistant principals and site leadership and delivered the completed surveys to ORE. Staff were also provided with alternative opportunities to have completed surveys collected from their sites if they were not attending the Annual August Leadership Convening. Site leadership from 25 schools delivered completed student surveys to the Leadership Convening, and one site leader delivered the surveys to the District's Central Office to ORE. ORE entered the 2,452 surveys into Google forms for data analysis.