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THE SCHOOL DISTRICT OF PHILADELPHIA

# Summer Programs 2023: A summary of offerings, attendance, survey results, and recommendations

Key findings:

- During Summer 2023, over 14,000 students were enrolled in summer programming, over 11,000 students attended a program for at least one day, and over 5,000 students attended a summer program for 75% or more program days.
- Summer program staff were generally pleased with Professional Development (PD), curriculum, and materials; those who were not requested that PD align with their teaching assignment, curriculum be provided prior to the start of the program, and materials last the length of the program.
- The majority of staff felt that they could sufficiently support all students, but some teachers wanted additional support staff in each classroom.
- Students generally reported that they enjoyed their summer program, believed their summer program prepared them for school in the fall, and felt their teachers were supportive. However, some described concerns about scheduling, transportation, food services, facility issues, and instructional practices.
- Recommendations for improvement from the survey respondents included: offering relevant PD for staff, improving communication and access to information, and ensuring academic materials last throughout the summer.

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# Background

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 2023, SDP's Office of Research and Evaluation (ORE) partnered with the Office of Student Life (OSL) to conduct a program evaluation of the summer programs organized by OSL. OSL worked with several District program offices, including the Office of Curriculum and Instruction, the Office of Diverse Learners (ODL), the Office of Multilingual Curriculum and Programs (OMCP), the Office of Student Support Services (OSSS), and the Office of Early Childhood Education (OECE) to design, implement, and support numerous District-run programs.

This report provides a summary of the 2023 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 help guide implementation for summer 2024.

Eight summer programs were examined for this report: Summer Learning, Newcomer English Learners, Summer Bridge, Summer School (formerly Credit Recovery), Extended School Year (ESY), Summer Drumline, Startup EDU, and the Summer Kindergarten Transition Program.

## Summer Learning

Students entering grades 1-7 were eligible to register for an elementary and middle school summer enrichment program. This program (held at multiple sites around the city) provided 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.

## Newcomer English Learners

English Learners who performed at Levels 1 or 2 on the ACCESS assessment qualified for intensive English Learner (EL) programming targeted for Newcomers. This program concentrated on providing English language arts (ELA) and math instruction while also building English-language proficiency.

## Summer Bridge

Summer Bridge was a program open to District students entering grades 8 and 9 that provided entrepreneurial courses, high school course credit, and ELA and math courses to help students feel confident in their transition to high school.

## Summer School (formerly Credit Recovery)

Summer School was a program open to any District student entering grades 9-12 (or attempting to graduate during the summer) who failed a core subject course during the school year. In Summer 2023, students could participate in additional activities as part of summer school to fulfill the new state graduation requirements.

## Extended School Year (ESY)

ESY was a summer program mandated by the Individuals with Disabilities Education Act (IDEA) that provided support to students with Individualized Education Plans (IEPs) who require services that extend beyond the school year. The program aimed to support students towards achieving the goals listed in their IEP.

## Summer Drumline

Newly added in 2023, the Summer Drumline was a program that focused on teaching the fundamentals of percussion, performance, and music instruction with certified District music teachers.

## StartUp EDU

StartUp EDU was a program designed to help students develop the entrepreneurial skills needed to start a business and become an entrepreneur.

## Summer Kindergarten Transition Program (SKTP)

Students planning to enter kindergarten during the 2023-24 year were eligible to attend the Summer Kindergarten Transition Program (SKTP) with a caregiver. The program included two 90-minute weekly virtual sessions where kindergarten teachers offered interactive reading and math, social-emotional learning, arts and music activities to get families familiar with kindergarten. Because SKTP was virtual, consisted of only 8-10 program days, and enrolled rising kindergarten students, SKTP data is included only in the appendix of this report.

# Research questions and data sources

## Research Questions

For this summary evaluation, the Office of Research and Evaluation (ORE) examined student enrollment and attendance, staff experiences, teachers' instructional practices, and student and family satisfaction. The five research questions that guided our analyses were:

1. To what extent did students enroll in, and attend, the summer programs? Were there differences in attendance by summer program and student characteristics?
2. 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 Sources and Analytic Methods

### Administrative Data

SDP's Office of Information Systems provided enrollment records and absence records from the Student Information System for students enrolled in the following summer programs: Summer Learning, Newcomers, Summer Bridge, ESY, and Summer School. The Citywide Drumline Program and the Summer Kindergarten Transition Program attendance data were both collected via Google Sheets. Enrollment (students who were signed up) and attendance (students who showed up for the program) data were used to analyze the enrollment and attendance rates across the summer programs.

### Survey Data

#### Staff Survey

The Summer 2023 Staff Feedback Survey was administered by ORE through the online SurveyMonkey platform. A link was shared with Summer Program Leadership in the Office of Student Life (OSL) on July 13, 2023, which was then emailed to all school-based and Central Office-based staff supporting summer programming. The survey closed on August 4, 2023.

The survey included 38 multiple choice questions and three open-ended questions. Nearly 1,800 employees responded to the survey (n = 1,799). Responses are included below as long as respondents answered at least one multiple choice question. Over 1,200 employees (n = 1,230) provided responses to at least one open-ended question, and a total of 3,011 comments were received across three open-ended questions:

1. What aspects of the summer program do you recommend we continue for next summer? (n = 1,004 responses)
2. Do you have any feasible and practical recommendations to improve the staff experience for next summer? (n = 1,073 responses)

3. Do you have any feasible and practical recommendations to improve the student and family experience for next summer? (n = 934 responses)

This analysis summarizes the most 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.

## Student Survey

The Summer 2023 Student Feedback Survey was administered by the Office of Research and Evaluation through both the online SurveyMonkey platform and through a printable PDF format. A link was shared with Summer Program Leadership in the Office of Student Life (OSL) on July 13, 2023 along with PDFs of the survey in 14 languages. Summer Program Leadership emailed the survey link and PDFs to all Summer Program site leadership, who were instructed to share it with students at their site. Depending on Chromebook access at each summer site, students either took the survey virtually on the SurveyMonkey platform or on paper. Staff were asked to administer the survey between July 17 – 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 reinforce 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 SurveyMonkey for data analysis. The survey closed on August 4, 2023.

The survey included 14 multiple choice questions and two open-ended questions. Nearly 4,000 students responded to the survey (n = 3,826). Responses are included below as long as respondents answered at least one multiple choice question. About 3,000 students provided responses to at least one open-ended question, with a total of 5,956 comments answered across the following two questions:[1]

1. What is one great thing about the summer program that we should try to do again next summer? (n = 3,027 responses)
2. What is one way to improve the summer program for students next summer? (n = 2,929 responses)

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.

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[1] Primarily, students completed printed paper versions of the survey. As a result, 168 open-ended responses could not be entered into the SurveyMonkey platform due to incomprehensible handwriting.

## Family Survey

The Summer 2023 Family Feedback Survey was administered through both the online SurveyMonkey platform and printable PDF format. A link was shared with Summer Program Leadership in the Office of Student Life on July 13, 2023 along with PDFs of the survey translated into 14 languages. Summer Program Leadership emailed the survey link and PDFs to all Summer Program site leadership, who shared it with families of students at their site. Site leadership determined whether to send home paper surveys or share the link with families, or do both. Leadership were asked to administer the survey between July 17 – July 27 and reinforce that participation was optional. Site leadership were asked to bring the completed paper surveys to the Annual August Leadership Convening, and ORE entered the surveys into SurveyMonkey for data analysis. The survey closed on August 4, 2023.

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

Over 900 family members of students enrolled in summer programs responded to the survey (n = 910). Responses are included below as long as respondents answered at least one multiple choice question. Over 400 family members left comments in at least one of two open-ended questions asking students about aspects of the program that should continue in future years and how to improve the program. Over 400 family members left 850 comments across the following two open-ended questions:

1. What aspects of the summer program do you recommend we continue for next summer? (n = 430 responses)
2. Do you have any recommendations to improve the student experience for next summer? (n = 420 responses)

This analysis summarizes common responses to all open-ended questions together because 1) respondents answered both 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.

## Observational Data

Between June 28 and July 28, 2023, Assistant Principals, Central Office staff, Curriculum Development Specialists, English Learner Point, Multilingual Managers, School-Based Teacher Leaders (SBTLs), and Special Education Case Managers, Coordinators, and Directors conducted 1,905 classroom observations of Summer Learning, English Learner Newcomer Program, Summer School, ESY, and Summer Bridge. Observers used an observation checklist (see Box 1) to collect data, and entered it into a Google Form during their 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.

**Box 1. Abridged Observation Checklist[2]**

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

Rate the following on a 0 (not at all) to 3 (to a great extent/consistently) scale:
- Are the targeted goals for the day presented and referred to as needed to drive instruction?
- Is there evidence of individualization and grouping by student need?
- 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?
    - Sharing a prompt
    - An engaging group activity
    - An inclusive welcome that includes all students
    - Teacher openness and sharing
    - Teaching planning and preparation

Rate the following on a 0 (not at all) to 4 (to a great extent/consistently) scale:
- During instruction, did you observe the teacher providing positive feedback?

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[2] For an example of the observation checklist, see the 2021 summer program observations form: docs.google.com/forms/d/1nPjJ6Ymu7RZGtEcUaPZw2spUlmhwCv95DZKe6vQ9Ypg

# 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: 14,772 students were enrolled across six summer programs, 11,017 students attended a summer program for at least one day, and 5,470 students attended 75% or more days.

In summer 2023, 14,772 students enrolled across six in-person summer programs.[3] Summer School, ESY, and Summer Learning each had over 3,300 students enrolled (Table 1). Summer Drumline, Summer Bridge, and Newcomers each had over 100 students enrolled.

The majority of the students who were enrolled in summer programs attended at least one day of the program, and more than 80% of students enrolled in Summer Learning attended at least one day. Out of students who attended at least one day of their program, more than 60% of students in Summer School and Summer Drumline attended 75% or more program days, whereas fewer than 50% of students who attended ESY, Newcomers, and Summer Bridge attended 75% or more program days.[4]

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**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 14 days for students in all programs except SKTP.[5]

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[3] Attendance records are not included in this report for the StartUp EDU program. See Appendix A for attendance for SKTP.

[4] The Summer School program (formerly 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 Summer School, they fall into the 1%-24% attendance bracket, whereas if Student B missed three days during the final week of Summer School, they fall into the 75%-100% attendance bracket, but both students were dropped from their course.

[5] Academic programming was offered for 18 days in Summer 2023 from June 26 to July 27, Monday – Thursday for five weeks, except for holiday closures on July 3 and 4. Students in Summer Learning and Newcomers 1-7 received Friday camp activities; however, attendance was not taken for Fridays in District administrative systems.

Table 1. 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 School | 4,434 | 3,137 | 71% | 2,119 | 68% |
| Summer Drumline | 106 | 79 | 75% | 48 | 61% |
| ESY | 6,352 | 4,694 | 74% | 1,689 | 36% |
| Newcomer Program | 384 | 281 | 73% | 139 | 49% |
| Summer Bridge | 188 | 120 | 64% | 53 | 44% |
| Summer Learning | 3,308 | 2,706 | 82% | 1,422 | 53% |
| **Total** | **14,772** | **11,017** | **75%** | **5,470** | **50%** |

**Source:** Data from Qlik WT – L1_SUMMER ENROLLMENT, Qlik WT – L1_SUMMER ABSENCES, and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed August 1, 2023.

**Note**: The percentages of students who *attended 75% or more days* divides the numbers of students 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 6,352 by 74% to get 4,694 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 4,694 by 36% to get 1,689 students.

Summer School, ESY, and Summer Learning (the programs with the highest enrollment) had similar attendance rates by student race/ethnicity (Table 2), although the percentage of Asian students who attended 75%+ days of ESY and Summer Learning was about 12-27 points higher than students of other racial or ethnic groups. Asian students typically made up a much smaller portion of the enrolled population than Black/African American and Hispanic/Latine students, however, so this finding should be interpreted with caution.

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

| Program | Student Group | Number enrolled | Of total enrolled, attended at least one day | | Of total who attended, attended 75% or more days | |
|---|---|---|---|---|---|---|
| | | | # | % | # | % |
| **Summer School** | Asian | 201 | 133 | 66% | 93 | 70% |
| | Black/African American | 2,591 | 1,917 | 74% | 1,309 | 68% |
| | Hispanic/Latine | 1,170 | 762 | 65% | 499 | 65% |
| | Multi-Racial/Other | 167 | 120 | 72% | 84 | 70% |
| | White | 305 | 205 | 67% | 134 | 65% |
| **Summer Drumline** | Asian | 1 | 0 | 0% | 0 | 0% |
| | Black/African American | 60 | 48 | 80% | 29 | 60% |
| | Hispanic/Latine | 23 | 14 | 61% | 11 | 79% |
| | Multi-Racial/Other | 7 | 3 | 43% | 1 | 33% |
| | White | 8 | 8 | 100% | 4 | 50% |
| | Unknown | 7 | 6 | 86% | 3 | 50% |
| **ESY** | Asian | 308 | 237 | 77% | 126 | 53% |
| | Black/African American | 3,736 | 2,663 | 71% | 970 | 36% |
| | Hispanic/Latine | 1,342 | 1,031 | 77% | 309 | 30% |
| | Multi-Racial/Other | 377 | 282 | 75% | 115 | 41% |
| | White | 584 | 478 | 82% | 168 | 35% |
| | Unknown | 5 | 3 | 60% | 1 | 33% |
| **Newcomer Program** | Asian | 60 | 44 | 73% | 25 | 57% |
| | Black/African American | 19 | 15 | 79% | 14 | 93% |
| | Hispanic/Latine | 190 | 128 | 67% | 51 | 40% |
| | Multi-Racial/Other | 2 | 0 | 0% | 0 | 0% |
| | White | 113 | 94 | 83% | 49 | 52% |
| **Summer Bridge** | Asian | 34 | 27 | 79% | 17 | 63% |
| | Black/African American | 105 | 60 | 57% | 24 | 40% |
| | Hispanic/Latine | 25 | 17 | 68% | 9 | 53% |
| | Multi-Racial/Other | 5 | 4 | 80% | 0 | 0% |
| | White | 19 | 12 | 63% | 3 | 25% |
| **Summer Learning** | Asian | 620 | 528 | 85% | 372 | 70% |
| | Black/African American | 1,761 | 1,460 | 83% | 723 | 50% |
| | Hispanic/Latine | 480 | 370 | 77% | 161 | 44% |
| | Multi-Racial/Other | 107 | 82 | 77% | 35 | 43% |
| | White | 333 | 261 | 78% | 126 | 48% |
| | Unknown | 7 | 5 | 71% | 5 | 100% |

**Source:** Data from Qlik WT – L1_SUMMER ENROLLMENT, Qlik WT – L1_SUMMER ABSENCES, and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed August 1, 2023.

**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.

Within each program, students with an IEP and students without an IEP had similar attendance rates (Table 3). However, with the exception of ESY, the summer program population of students with IEPs is typically much smaller than the population of students without IEPs, so this finding should be interpreted with caution.

Table 3. Overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more days by special education status

| Program | Student Group | Number enrolled | Of total enrolled, attended at least one day | | Of total who attended, attended 75% or more days | |
|---|---|---|---|---|---|---|
| | | | # | % | # | % |
| **Summer School** | Has IEP | 833 | 550 | 66% | 335 | 61% |
| | Does not have IEP | 3,601 | 2,587 | 72% | 1,784 | 69% |
| **Summer Drumline** | Has IEP | 20 | 17 | 85% | 11 | 65% |
| | Does not have IEP | 79 | 56 | 71% | 34 | 61% |
| | Unknown | 7 | 6 | 86% | 3 | 50% |
| **ESY** | Has IEP | 6,317 | 4,676 | 74% | 1,684 | 36% |
| | Does not have IEP | 30 | 15 | 50% | 4 | 27% |
| | Unknown | 5 | 3 | 60% | 1 | 33% |
| **Newcomer Program** | Has IEP | 6 | 3 | 50% | 3 | 100% |
| | Does not have IEP | 378 | 278 | 74% | 136 | 49% |
| **Summer Bridge** | Has IEP | 22 | 14 | 64% | 6 | 43% |
| | Does not have IEP | 166 | 106 | 64% | 47 | 44% |
| **Summer Learning** | Has IEP | 429 | 361 | 84% | 184 | 51% |
| | Does not have IEP | 2,872 | 2,340 | 81% | 1,233 | 53% |
| | Unknown | 7 | 5 | 71% | 5 | 100% |

**Source:** Data from Qlik WT – L1_SUMMER ENROLLMENT, Qlik WT – L1_SUMMER ABSENCES, and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed August 1, 2023.

**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. IEP = Individual Education Plan and signifies that students are supposed to receive special education services.

Within each program, English Learners (ELs) and non-ELs had similar attendance rates (Table 4). However, with the exception of the Newcomer Program, the summer program population of ELs is typically much smaller than the population of non-ELs, so this finding should be interpreted with caution.

Table 4. Overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more days by English Learner (EL) status

| Program | Student Group | Number enrolled | Of total enrolled, attended at least one day | | Of total who attended, attended 75% or more days | |
|---|---|---|---|---|---|---|
| | | | # | % | # | % |
| Summer School | EL | 669 | 409 | 61% | 266 | 65% |
| | Non-EL | 3,765 | 2,728 | 72% | 1,853 | 68% |
| Summer Drumline | EL | 10 | 6 | 60% | 4 | 67% |
| | Non-EL | 89 | 67 | 75% | 41 | 61% |
| | Unknown | 7 | 6 | 86% | 3 | 50% |
| ESY | EL | 670 | 520 | 78% | 204 | 39% |
| | Non-EL | 5,677 | 4,171 | 73% | 1,484 | 36% |
| | Unknown | 5 | 3 | 60% | 1 | 33% |
| Newcomer Program | EL | 384 | 281 | 73% | 139 | 49% |
| Summer Bridge | EL | 40 | 28 | 70% | 13 | 46% |
| | Non-EL | 148 | 92 | 62% | 40 | 43% |
| Summer Learning | EL | 716 | 569 | 79% | 344 | 60% |
| | Non-EL | 2,585 | 2,132 | 82% | 1,073 | 50% |
| | Unknown | 7 | 5 | 71% | 5 | 100% |

**Source:** Data from Qlik WT – L1_SUMMER ENROLLMENT, Qlik WT – L1_SUMMER ABSENCES, and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed August 1, 2023.
**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.

By 2022-23 grade level, students in grade 12 attended at least one or more days of Summer School (a credit recovery program) at a higher rate than students in other grade levels, however, similar percentages of students in grades 9-12 attended 75%+ days of Summer School (Table 5). Younger students tended to have higher attendance rates than older students in Newcomers and ESY, but there were exceptions to this pattern. There was very little difference in attendance rates by grade level for students in Summer Bridge and Summer Learning.

Table 5. Overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more days by 2022-23 grade level

| Program | Student Grade | Number enrolled | Of total enrolled, attended at least one day | | Of total who attended, attended 75% or more days | |
|---|---|---|---|---|---|---|
| | | | # | % | # | % |
| **Summer School** | 9 | 1,467 | 956 | 65% | 631 | 66% |
| | 10 | 1,248 | 881 | 71% | 579 | 66% |
| | 11 | 969 | 671 | 69% | 463 | 69% |
| | 12 | 749 | 628 | 84% | 445 | 71% |
| | Unknown | 1 | 1 | 100% | 1 | 100% |
| **Summer Drumline** | 6 | 1 | 1 | 100% | 0 | 0% |
| | 7 | 5 | 3 | 60% | 0 | 0% |
| | 8 | 11 | 9 | 82% | 8 | 89% |
| | 9 | 40 | 28 | 70% | 20 | 71% |
| | 10 | 21 | 18 | 86% | 11 | 61% |
| | 11 | 12 | 11 | 92% | 4 | 36% |
| | 12 | 9 | 3 | 33% | 2 | 67% |
| | Unknown | 7 | 6 | 86% | 3 | 50% |
| **ESY** | Kindergarten | 499 | 420 | 84% | 169 | 40% |
| | 1 | 597 | 470 | 79% | 182 | 39% |
| | 2 | 541 | 439 | 81% | 158 | 36% |
| | 3 | 631 | 453 | 72% | 175 | 39% |
| | 4 | 637 | 465 | 73% | 170 | 37% |
| | 5 | 633 | 477 | 75% | 156 | 33% |
| | 6 | 615 | 445 | 72% | 141 | 32% |
| | 7 | 550 | 378 | 69% | 103 | 27% |
| | 8 | 444 | 320 | 72% | 81 | 25% |
| | 9 | 369 | 259 | 70% | 102 | 39% |
| | 10 | 299 | 194 | 65% | 86 | 44% |
| | 11 | 230 | 152 | 66% | 81 | 53% |
| | 12 | 302 | 219 | 73% | 84 | 38% |
| | Unknown | 5 | 3 | 60% | 1 | 33% |

| Program | Student Grade | Number enrolled | Of total enrolled, attended at least one day | | Of total who attended, attended 75% or more days | |
|---|---|---|---|---|---|---|
| | | | # | % | # | % |
| **Newcomer Program** | Kindergarten | 47 | 35 | 74% | 27 | 77% |
| | 1 | 31 | 27 | 87% | 20 | 74% |
| | 2 | 25 | 17 | 68% | 10 | 59% |
| | 3 | 30 | 26 | 87% | 19 | 73% |
| | 4 | 25 | 20 | 80% | 12 | 60% |
| | 5 | 27 | 20 | 74% | 13 | 65% |
| | 6 | 38 | 25 | 66% | 17 | 68% |
| | 7 | 46 | 28 | 61% | 6 | 21% |
| | 8 | 37 | 26 | 70% | 7 | 27% |
| | 9 | 55 | 41 | 75% | 1 | 2% |
| | 10 | 21 | 14 | 67% | 6 | 43% |
| | 11 | 2 | 2 | 100% | 1 | 50% |
| **Summer Bridge** | 7 | 95 | 63 | 66% | 29 | 46% |
| | 8 | 93 | 57 | 61% | 24 | 42% |
| **Summer Learning** | Kindergarten | 526 | 422 | 80% | 215 | 51% |
| | 1 | 571 | 464 | 81% | 242 | 52% |
| | 2 | 541 | 436 | 81% | 221 | 51% |
| | 3 | 492 | 416 | 85% | 219 | 53% |
| | 4 | 471 | 368 | 78% | 210 | 57% |
| | 5 | 374 | 320 | 86% | 164 | 51% |
| | 6 | 326 | 275 | 84% | 146 | 53% |
| | Unknown | 7 | 5 | 71% | 5 | 100% |

**Source:** Data from Qlik WT – L1_SUMMER ENROLLMENT, Qlik WT – L1_SUMMER ABSENCES, and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed August 1, 2023.

**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.

# RQ 2: What were staff experiences during summer programming?

The ESY program had the largest number of staff respondents, and classroom teachers and classroom support staff were the most represented roles. Over 1,900 employees (n = 1,931) responded to the survey. The majority, about 59%, supported ESY (Figure 1). About 21% of respondents supported Summer Learning, 10% supported Summer School, 4% supported Summer Bridge, 1% supported Newcomers, and 6% did not provide a program name, supported multiple programs, supported SKTP, or supported Summer Drumline.

Figure 1. Staff Survey respondents by summer program
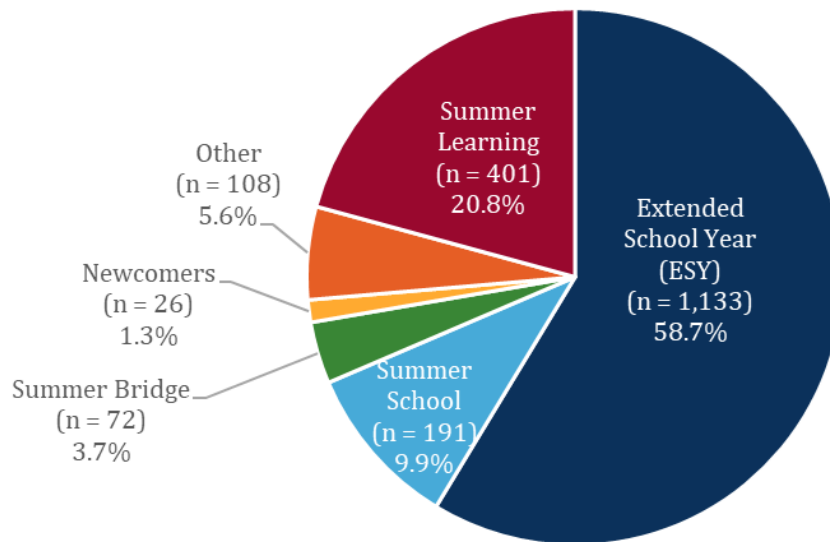


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.
**Note:** Respondents were grouped into the "Other" category if they did not provide a program name, supported multiple programs, supported SKTP, or supported Summer Drumline.

Most respondents (42%) were classroom teachers, and 30% were a classroom assistant, teaching assistant, paraprofessional, or one-to-one support for students in ESY (Figure 2). Less than 10% of respondents were climate staff (6%), small group pull out/push in teachers (2%), school counselors (2%), art, gym, or music specialist teachers (2%), nurses (2%), school secretaries (2%), bilingual counselors or bilingual counseling assistants (1%), school technology coordinators (1%), Assistant Principals or School-Based Teacher Leaders (1%), English Learner point people (1%), Speech Therapists (1%), Central Office staff supporting planning and/or implementation (1%), Occupational Therapists (1%), Bus Attendants (1%), or had another title or left their title blank (6%).

Figure 2. Staff Survey respondents by employee title
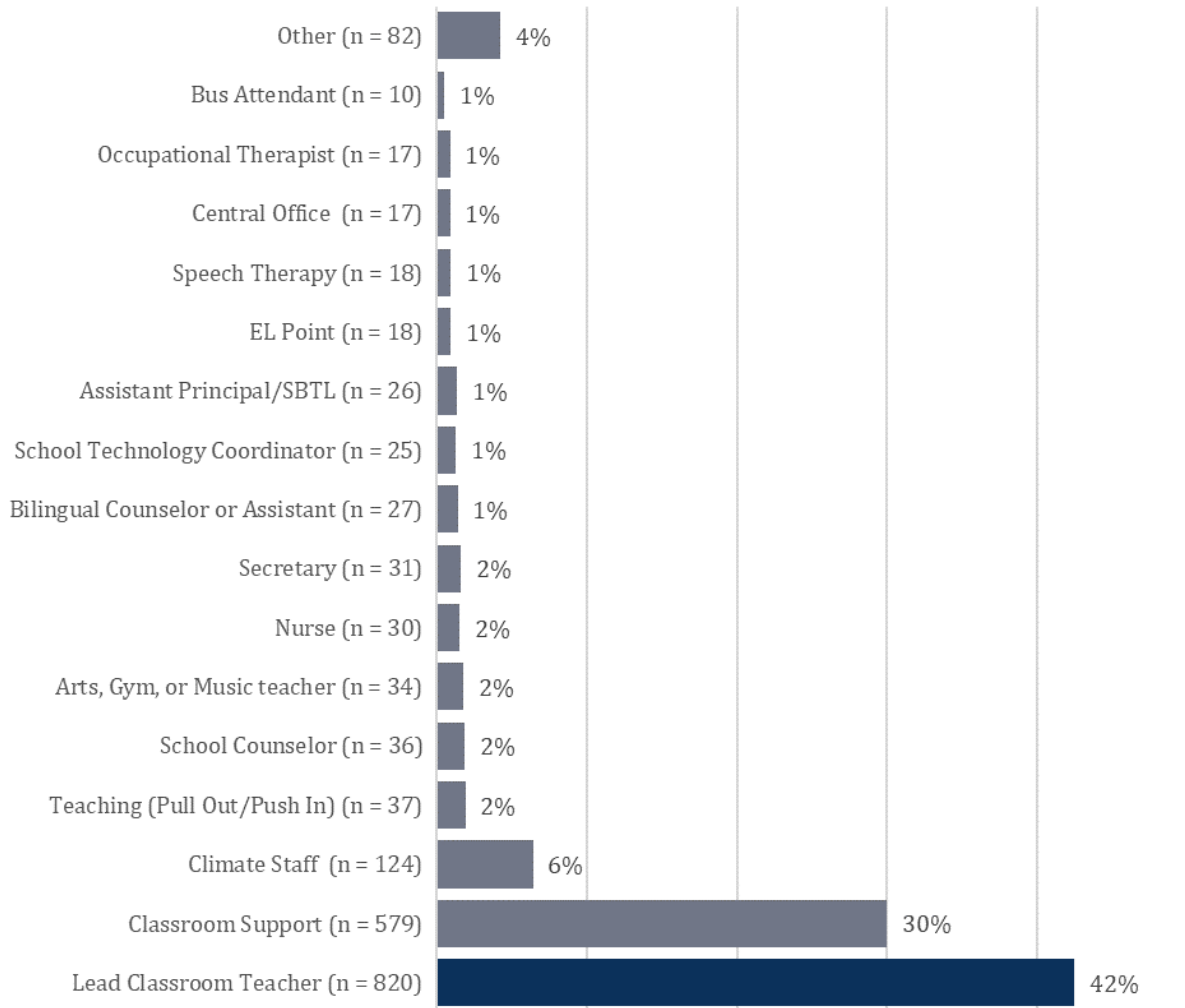


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.
**Note:** Percentages are round. The "Other" titles include: material inventory associates, ASL interpreters, physical therapists, roster chairs/schedulers, and Act 158 support staff.

## Summer program staff were generally pleased with Professional Development (PD), curriculum, and materials; those who were not requested that PD align with their teaching assignment, curriculum be provided prior to the start of the program, and materials last the length of the program.

Employees were offered two half-day sessions of virtual Professional Development (PD) to prepare for the upcoming summer. Over 1,000 survey respondents (n = 1,357) attended PD for summer programming.

Note: *same result in 2022, **same result in 2021 and 2022, ***same result in 2021

Between 79%-84% 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).* Additionally, 74% of respondents agreed or strongly agreed the materials and tools provided during the PD adequately prepared them to meet the needs of their students.*

Figure 3. Employee responses about Professional Development (PD)
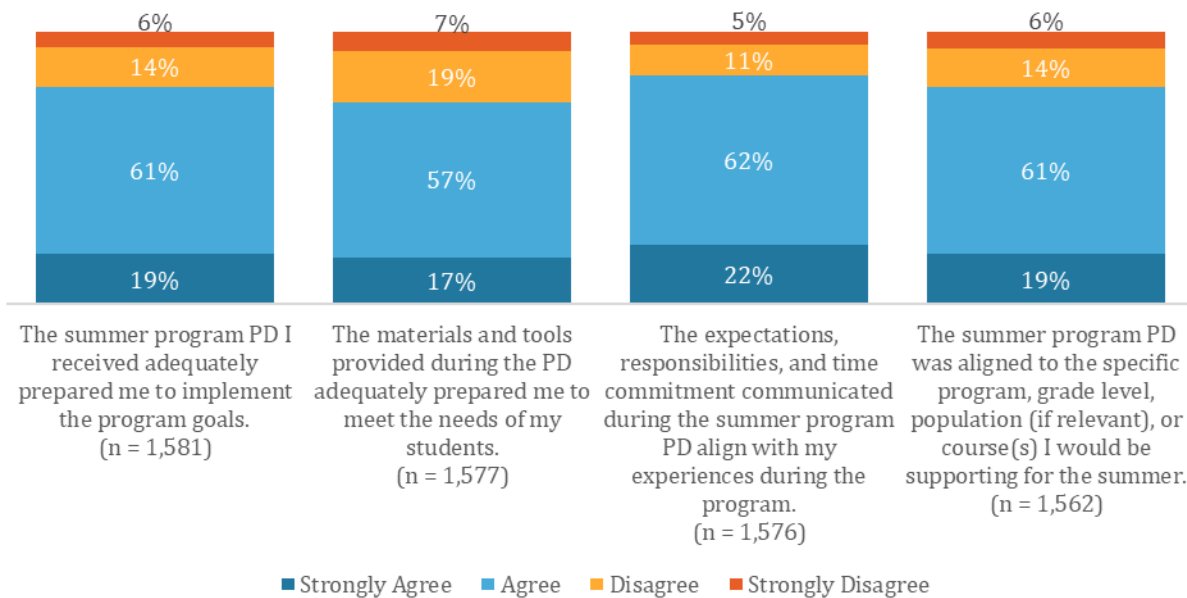


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

About 87% of respondents agreed or strongly agreed they could sufficiently support all students in their caseload and there were enough instructional staff and non-instructional staff to support all students (Figure 4).* Additionally, 79% of respondents agreed or strongly agreed they were able to access correct family contact information when needed.* About 73% of respondents agreed or strongly agreed they were able to access student information in SIS, student IEPs, student schedules, or related student information when needed.*

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



| | I can sufficiently support all the students on my roster/caseload. (n = 1,686) | There are enough non-instructional staff to support all students. (n = 1,701) | I have been able to access student information in SIS, student IEPs, student schedules, or related student information if I needed to. (n = 1,597) | I have been able to access correct family contact information if I needed to. (n = 1,599) |
|---|---|---|---|---|
| Strongly Disagree | 4% | 4% | 10% | 6% |
| Disagree | 9% | 9% | 17% | 15% |
| Agree | 60% | 57% | 53% | 60% |
| Strongly Agree | 27% | 30% | 20% | 18% |

**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

Additionally, 91% of respondents were confident in implementing the curriculum (Figure 5).* Between 76%-77% of 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, and received materials in a timely manner.

Figure 5. Staff responses about access to curricular materials and classroom materials
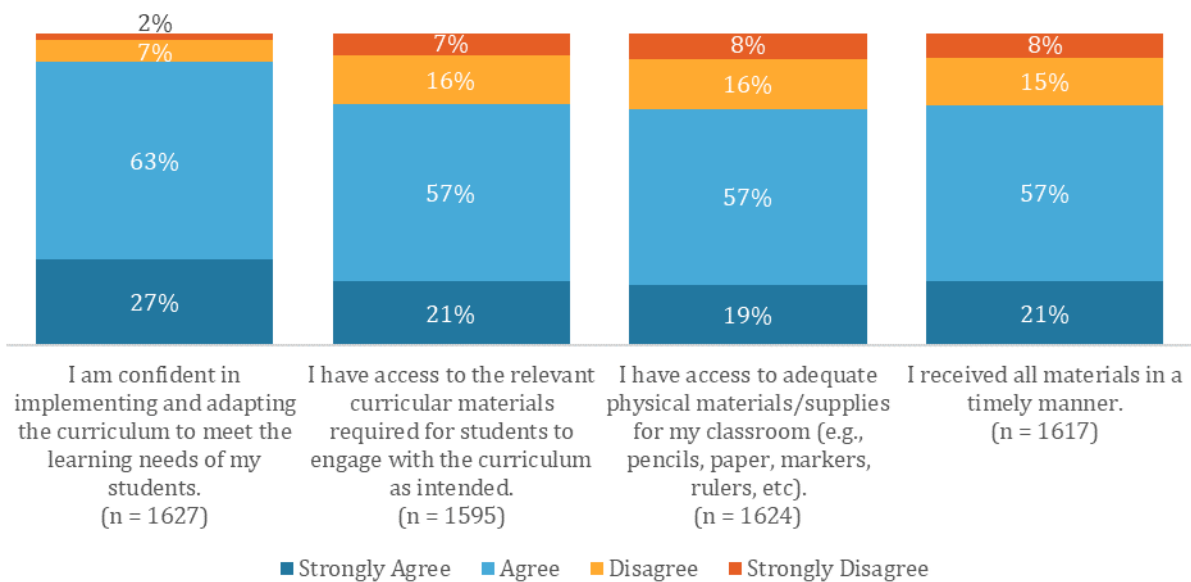


| | I am confident in implementing and adapting the curriculum to meet the learning needs of my students. (n = 1627) | I have access to the relevant curricular materials required for students to engage with the curriculum as intended. (n = 1595) | I have access to adequate physical materials/supplies for my classroom (e.g., pencils, paper, markers, rulers, etc). (n = 1624) | I received all materials in a timely manner. (n = 1617) |
|---|---|---|---|---|
| Strongly Disagree | 2% | 7% | 8% | 8% |
| Disagree | 7% | 16% | 16% | 15% |
| Agree | 63% | 57% | 57% | 57% |
| Strongly Agree | 27% | 21% | 19% | 21% |

**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

Note: *same result in 2022, **same result in 2021 and 2022, ***same result in 2021

Each summer program, course, and population had their own curriculum. Between 89%-90% of respondents agreed or strongly agreed the guidelines for monitoring student learning and/or progress were clear, and processes for how and when to respond to family questions and concerns were clear (Figure 6). Between 85%-86% 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.*

Figure 6. Staff responses about the usefulness and relevance of the curriculum
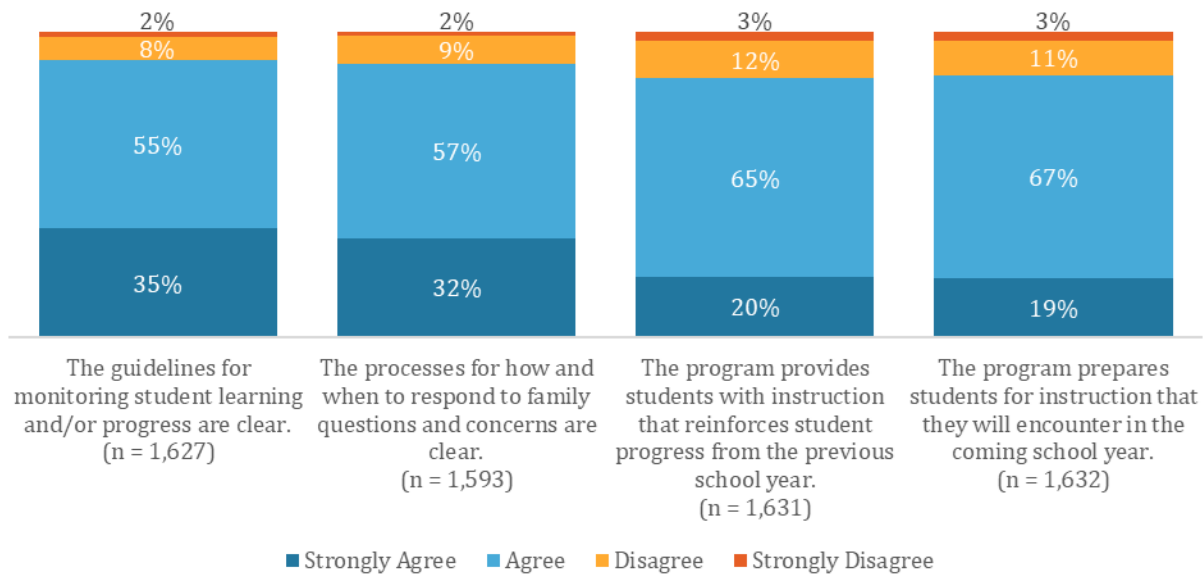


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

Between 81%-83% of respondents agreed or strongly agreed the program accommodated students' English language proficiency and students' Special Education needs, and was culturally relevant or applicable to students' lives (Figure 7).* Additionally, 75% of respondents agreed or strongly agreed the program addressed socio-emotional challenges that may preclude learning.

Figure 7. Staff responses about how programs accommodate to different student needs
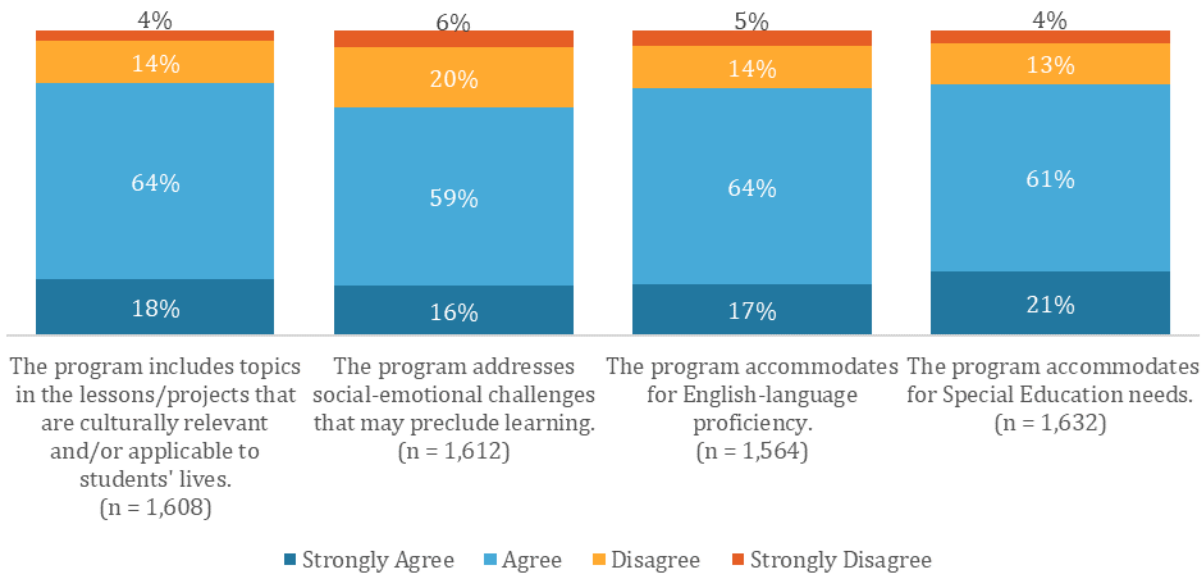


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

Between 92%-95% of respondents agreed or strongly agreed they were appropriately supported by program leadership and knew who to ask for assistance and support when needed (Figure 8). Additionally, between 94%-95% of respondents agreed or strongly agreed that site leadership was dedicated to fostering safe, secure, and supportive learning environments for students and staff and that site staff actively tried to foster safe, secure, and supportive learning environments for students and coworkers.

Figure 8. Staff responses about leadership support
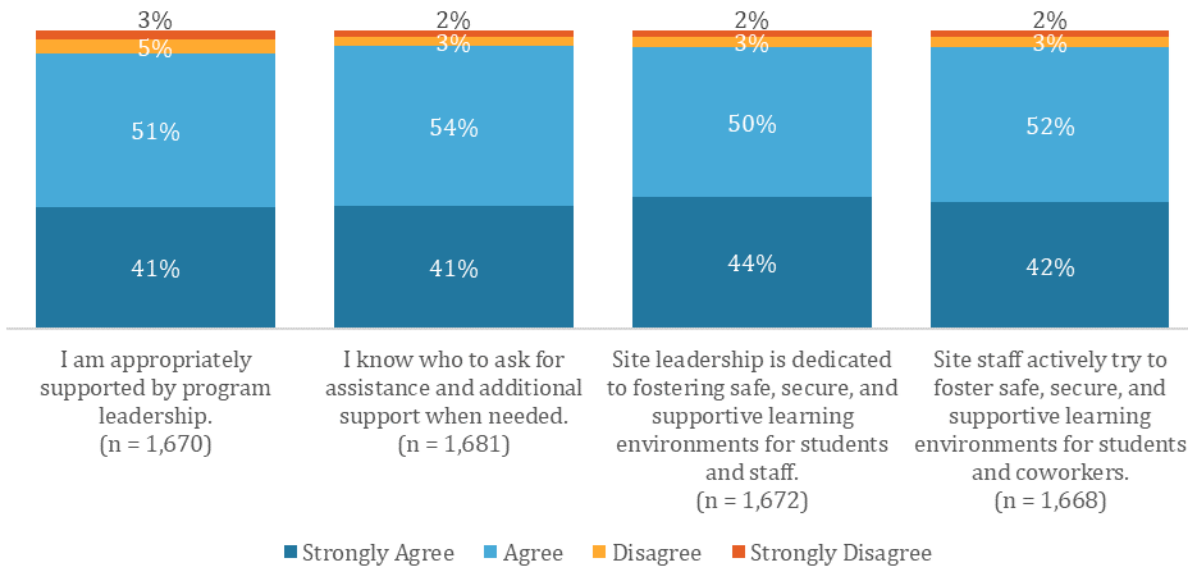


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

Note: *same result in 2022, **same result in 2021 and 2022, ***same result in 2021        23

About 88%-89% of respondents agreed or strongly agreed they felt confident in the School District's safety team's preparation for summer programs and responses to any safety concerns, there was convenient parking or public transportation options to their summer program site, and their summer program site was ADA accessible or their classroom was appropriate for students with disabilities (Figure 9). About 85% of respondents agreed or strongly agreed their classrooms had air-conditioning or fans.

Figure 9. Staff responses about buildings and facilities
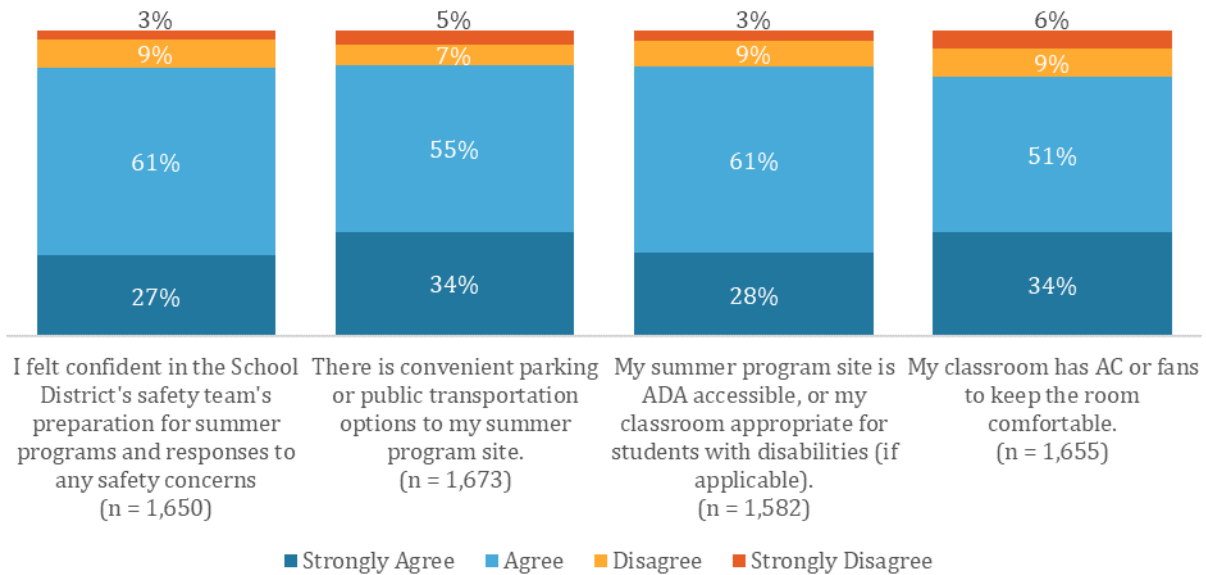


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

Between 84%-86% of respondents agreed or strongly agreed their site had access to functional hydration stations and had access to multiple, easily accessible, functional restrooms for staff and students (Figure 10). Additionally, 73%-76% of respondents agreed or strongly agreed classrooms and other building facilities (hallways, cafeteria, gym) were cleaned daily and staff had access to needed cleaning and sanitizing supplies.

Figure 10. Staff responses about functioning facilities and cleanliness
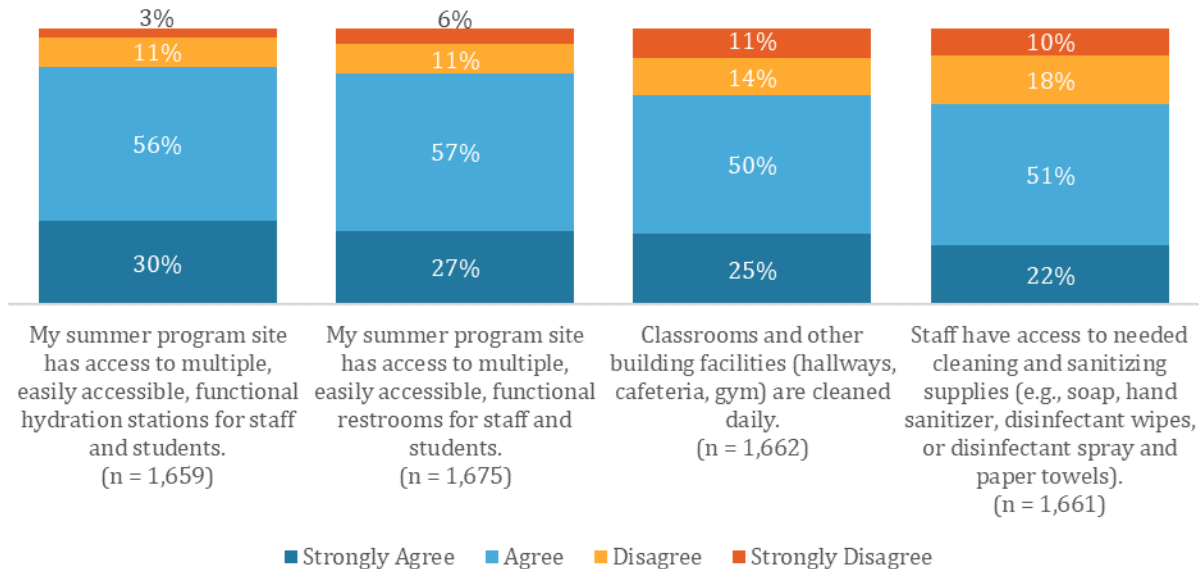


**Source:** Data from the Summer 2023 Program Staff Survey, downloaded August 9, 2023.

## Staff Responses to Open-Ended Questions

### Some staff indicated that they were frustrated that professional development (PD) opportunities were not aligned to their teaching assignments.

Employees provided feedback about the PD experience in the open-ended comments. Nearly 40 respondents asked that PD not be changed next year (n = 39), and generally thought it was a good experience, appropriate for the program, population, or course, or liked the PD schedule/hours or that PD was virtual. The majority of positive responses about PD were from ESY staff (n = 22).

However, there were 163 negative responses about PD, many of which included specific recommendations to improve PD in the future. Overall, employees commented that PD was not effective because it was not aligned to their specific teaching or support assignment (e.g., program, population, course, or age group). There were many requests to improve PD organization, planning, and usefulness, and respect towards employees (n = 44). The majority of negative responses about PD were from staff in ESY (n = 60), Summer Learning (n = 27), or Summer School (n = 21).

**Employees described challenges related to staffing shortages, administration, accessing student information, and class sizes.**

*Staffing*

Staffing varied widely across programs. Over 50 respondents left positive comments about staffing; the majority of respondents who left positive comments about staffing were part of ESY (n = 35). Employees described having great coworkers (n = 22), having plenty or ample amounts of staff (n = 16), that they liked having the technology coordinator on site (n = 8), and having two support staff per classroom (n = 5), and wanted all of those aspects to continue.

However, there were a lot of challenges with staffing identified by the 178 open-ended negative comments about staffing concerns. Employees wanted more staff in order to support all students (n = 36).* The majority of the comments came from ESY staff (n = 139).

*Administration*

Some employees were very pleased with their site leadership and really liked their AP and other administrators (n = 46). Positive remarks about site leadership were made by staff across 28 different sites. However, other staff described challenges with site leadership (n = 40). Challenges were reported by staff across 12 out of 38 sites.

*Accessing student information*

In the open-ended comments, 115 employees described challenges with accessing necessary student information. The majority of comments came from ESY (n = 56) and Summer Learning (n = 40) staff, and classroom teachers across all programs (n = 74). Staff at 32 schools left comments about accessibility of student information, and this seemed to be a challenge across sites and programs, primarily for teachers.

*Class sizes*

In the open-ended comments, respondents emphasized the benefits of small class sizes and high teacher to student ratios experienced this summer (n = 20), and other staff requested smaller class sizes in future summers (n = 12).

**Employees described not receiving the basic materials they needed to implement the curriculum until after the program started, or not having enough materials to last the length of the program.**

Nineteen respondents noted in the open-ended comments that they were pleased with the amount and type of materials and supplies they received to implement their respective programs. However, far more respondents expressed major challenges about materials and supplies (n = 192). Many employees were frustrated that the materials and supplies, ranging from curricular material to basics like pencils and paper and sanitizing supplies were not available during their in-person prep day setting up their classrooms, the first day of the program, or in some cases until the last week of the program (n = 54).*** Employees also listed the basic materials and supplies necessary for implementing the curriculum that they never received (n = 118).***

Note: *same result in 2022, **same result in 2021 and 2022, ***same result in 2021

**Teachers commented that they wanted curriculum that is intended to help students master content for the previous school year and not preview the upcoming school year.**

Each summer program, course, and population had their own curriculum. Overall, 203 respondents described being pleased with their curriculum.

Additionally, other employees expressed major concerns about their respective curricula and curricular materials, and left recommendations for improvement (n = 113). Teachers recommended using a curriculum that is adaptable to student learning level (or student ability, as many teachers referred to it) (n = 40), a curriculum that reteaches or fills in the gaps students missed in the previous school year (n = 13), or the same curriculum from the school year or a curriculum aligned to the Academic Framework so that students are familiar with the curriculum and there is less need for transition time (n = 10).** The majority of respondents with concerns about the curriculum were from ESY (n = 56) and Summer Learning (n = 51). Concerns were listed from staff across 35 sites.

**Employees wanted to improve communication about the summer programs and increase accessibility to the programs for students and families.**

*Communication*

Most employees described major communication challenges throughout the program (n = 229). Some employees recommended that families be notified of whether their student is accepted to the program or on the waitlist a few weeks before the program starts. The majority of communication concerns were from staff in ESY (n = 116), Summer Learning (n = 46), and Summer School (n = 42). Of note, a few employees indicated communication was excellent this summer (n = 17).

*Program accessibility*

In the open-ended comments, employees described numerous ways to improve accessibility to the summer programs for students and families (n = 57). For example, employees want to make registration more accessible to families who have low digital literacy or do not have computers or smartphones (n = 8), and want to publicize the programs more in the spring (n = 8) and recruit high needs students (n = 4). Employees described major challenges for families of English Learners (ELs), stressing that documents and materials need to be translated for families in more accessible ways and BCAs need to be in the schools/classrooms with students (n = 10).

## Employees described challenges with preparation time and payroll.

*Preparation time and teaching breaks*

Based on the open-ended comments from employees, there was some confusion around the terminology of preparation or prep time. Staff at certain programs indicated that "preps" were the times that they went to visit "Specialists Activities" with their students – or indicated that lead classroom teachers were going to art, music, or gym class with their students.

This is very different from previous summers in which "prep" referred to actual prep time in which teachers prepared their lesson plans, called parents, graded assignments, conducted other similar work, or used the restroom while their students were supervised by another teacher. The closed-ended question of "Were preps honored" may have been misinterpreted as "did students have specials like art, gym, or music" rather than our intention of asking about preparation periods throughout the day. For the purposes of interpreting student need, we will assume that staff were referring to traditional prep time as opposed to time staff spent attending "Specialists Activities" with their students for the purpose of improving staff experiences. However, it is critical for Summer Program leadership to recognize the confusion of staff using the term "prep" as interchangeable with "specials" for students.

In the open-ended comments, some respondents emphasized they would like daily prep time to continue next summer (n = 20), and a few respondents were happy with the in-person prep time before the program began (n = 7).

However, more respondents commented about challenges and concerns with prep time (n = 68). Teachers want daily 15-minute preps during the morning and a 30-minute lunch in order to have time to use the bathroom, eat lunch, set up for the next lesson, and prepare their lesson plans throughout the day (n = 41).* The majority of concerns about not having daily prep time came from staff in ESY (n = 27), Summer Learning (n = 14), and Summer School (n = 10). The concerns were also spread across 29 sites.

*Grants compliance and payroll*

In the open-ended comments, respondents noted they were frustrated by the requirement to both sign in and out as well as clock in and out, and requested that Kronos only be used (n = 27). The majority of complaints were from staff at ESY (n = 20), and across 17 different sites.

Employees described numerous concerns with pay rates, taxes, and pay periods (n = 114). The majority of concerns were from classroom support staff (n = 30), lead classroom teachers (n = 21), and climate staff (n = 17).

As incentive to encourage strong attendance and positive 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. Some respondents were pleased with the bonus (n = 22). However, some employees were frustrated with the attendance incentive implementation (n = 16).

Note: *same result in 2022, **same result in 2021 and 2022, ***same result in 2021

## Employees were concerned about cleanliness and general facilities upkeep, as well as appropriateness of site choices.

*Facilities*

In the open-ended comments, respondents reported that they were grateful that their site had air conditioning (n = 10), but had major concerns that there was not always working air conditioning in the hallways, gym, auditorium, or cafeteria, and described the health and safety concerns of insufficient air conditioning or air flow on extremely hot days, when students are running around, or for students or staff with asthma (n = 55). Concerns about insufficient air conditioning came from staff at 20 schools.

Employees left concerns about cleanliness and unsanitary conditions (n = 61). Some employees requested that the entire building be cleaned daily.

Safety was also a challenge for staff (n = 38). Specifically, staff described not feeling safe in their schools, and some staff wanted additional staff and accountability for students who behaved aggressively or injured staff or other students.

*Use of building space*

Although some employees loved their summer site and wanted to work there next summer (n = 31), others listed that some buildings were not maintained and were in poor condition (n = 11).

Employees also noted concerns about the buildings, site choices, and operational decisions (n = 71). For example, employees were concerned when students were assigned to summer sites across the city when there were sites with their program closer to students' homes, and wanted program sites in every area of the city so students do not have to travel very far (n = 20).

*Food services*

A few employees expressed positive opinions of the food provided to students (n = 4) and of the Eat Right Philly program (n = 8). However, far more expressed concerns about the quality of food provided to students (n = 42).

*Schedules*

The majority of respondents who commented about schedules were generally pleased with their schedules of four days per week for five weeks ending the last week of July (n = 112).

## Employees want to increase opportunities for enjoying the summer programs.

Across all programs, employees indicated in the open-ended comments that there was a distinct lack of materials, time, and resources for fun, joy, and enjoyment for students, families, and staff. This included students barely leaving the classroom during the entire day, including eating lunch in the classroom. In particular, only students in certain programs and sites received "specials" like art, gym, or music, time for recess or recreation, or any kind of camp-like activities (n = 222). Recommendations came from staff across 29 sites.

# RQ 3: What instructional practices were observed?

## The most common observation was that students actively participated in the content of the lesson. Observers found that students engaged in mathematical activities and that students were on-task.

Of the nearly 2,000 observations, 44% (n = 833) of observations were in ESY classrooms, 32% (n = 611) were in Summer Learning classrooms, 18% (n = 333) were in Summer School classrooms, and the remaining 6% of observations were in the ELs Newcomer (n = 67) and Summer Bridge (n = 44) 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 figure includes only those sessions that featured opportunities to observe the corresponding instructional practice or behavior. In Figure 13, for instance, if an observation featured no opportunities to watch teachers give feedback, then that observation is not included in the calculation.

## 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, ESY had the greatest percentage of observations (61%) that recorded sufficient evidence of various grouping strategies (Figure 11).

Figure 11. Is there evidence of individualization and grouping by student need, by program?
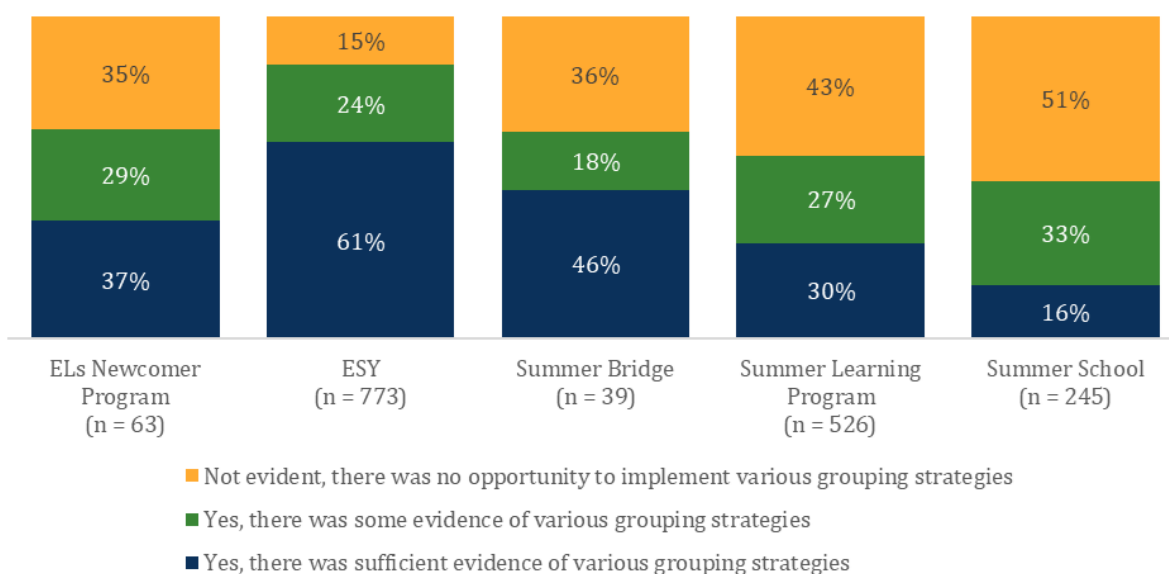


**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

Across all ESY programs, between 61%-79% of observers reported sufficient evidence of various grouping strategies for Autistic Support, Emotional Support, Learning Support, and Life Skills Support (Figure 12).

Figure 12. Is there evidence of individualization and grouping by student need, by ESY support?
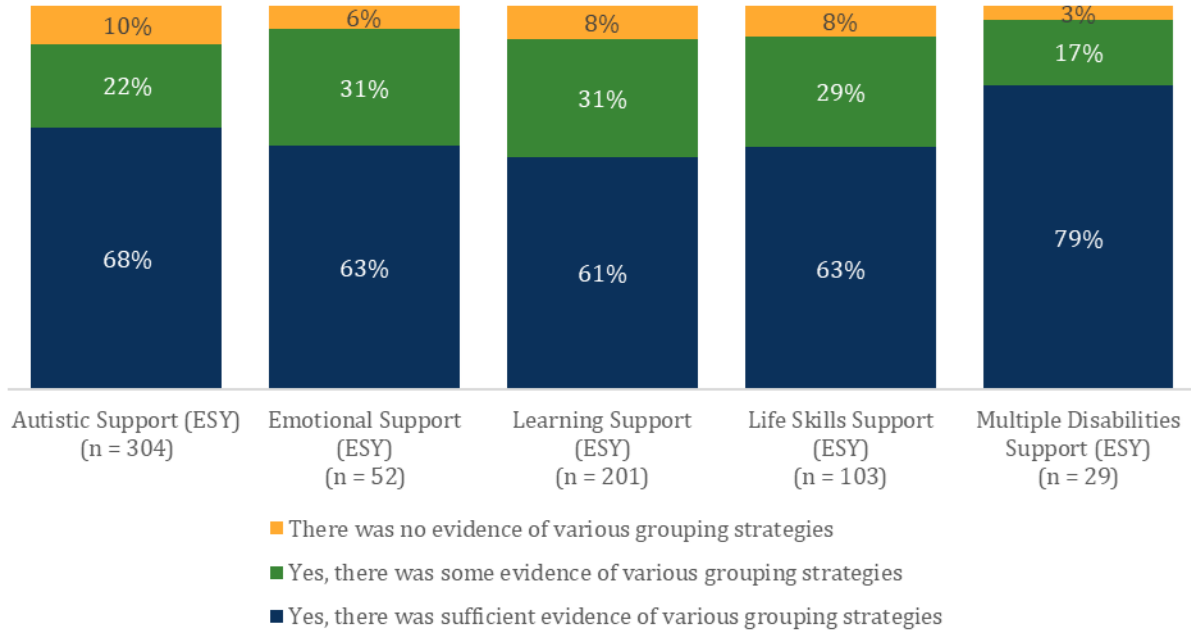


**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

## Compared to other summer offerings, the Summer School program (formerly known as Credit Recovery) had the least observational evidence of teachers providing positive feedback.

In observations, ESY programs (74%) and Newcomers (66%) had the highest reported percentages of teachers providing consistent positive feedback (Figure 13).

Figure 13. During instruction, did you observe the teacher providing positive feedback, by program?



Source: Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

In all ESY programs, over 70% of observations recorded teachers consistently providing positive feedback (Figure 14).

Figure 14. During instruction, did you observe the teacher providing positive feedback, by ESY support?
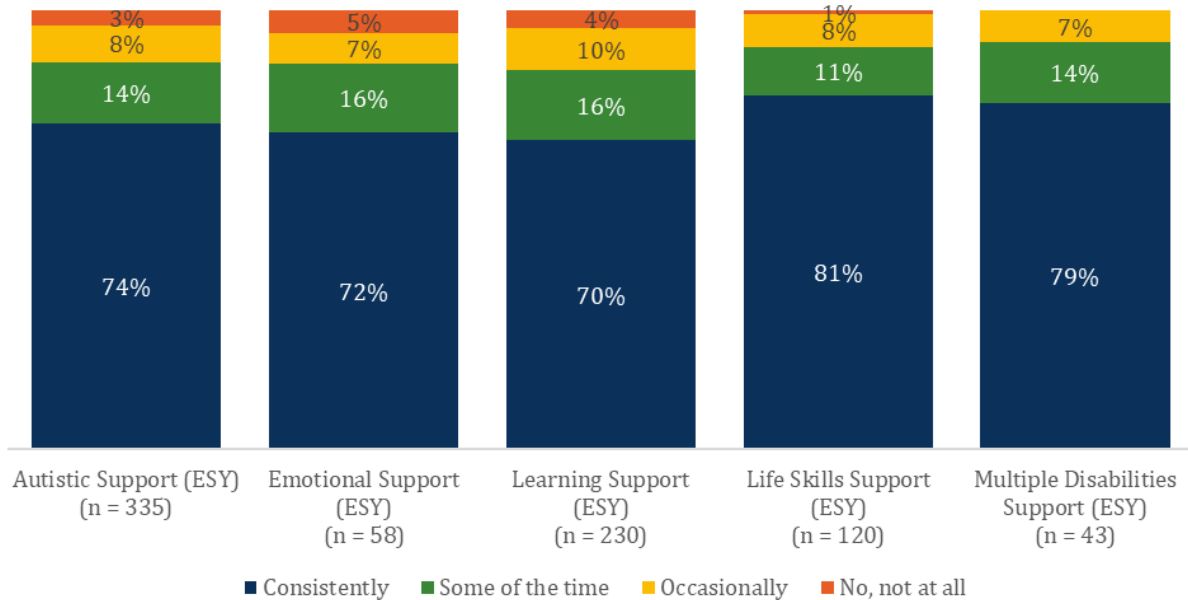


Source: Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

## 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 (69%) found teachers presenting and reminding students of a schedule throughout the day (Figure 15). Only 46% of Summer School observations found teachers reminding students of a schedule throughout the day.

Figure 15. Do teachers create and present schedules to provide predictability for the flow of the day, by program?



- No, teachers do not mention a schedule
- Yes, teachers present of the schedule once or remind students about upcoming activities
- Yes, teachers present and remind students of the schedule throughout the day

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

Across ESY, higher percentages of Life Skills Support observations (70%) found teachers presenting and reminding students of a schedule throughout the day compared to other classrooms (Figure 16).

Figure 16. Do teachers create and present schedules to provide predictability for the flow of the day, by ESY support?
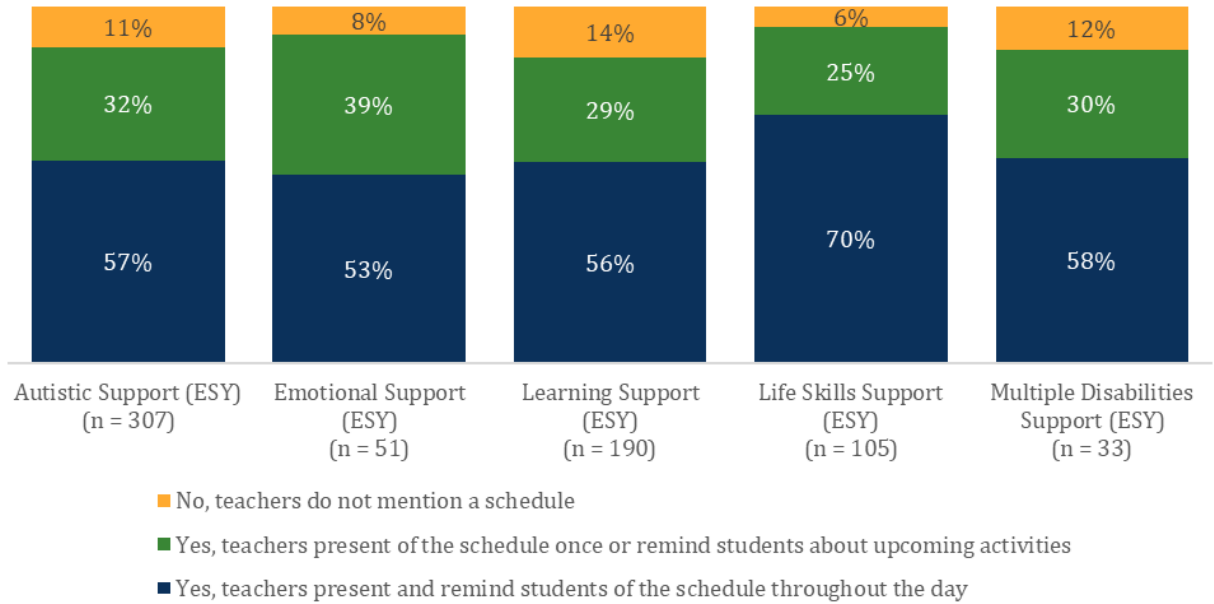


■ No, teachers do not mention a schedule

■ Yes, teachers present of the schedule once or remind students about upcoming activities
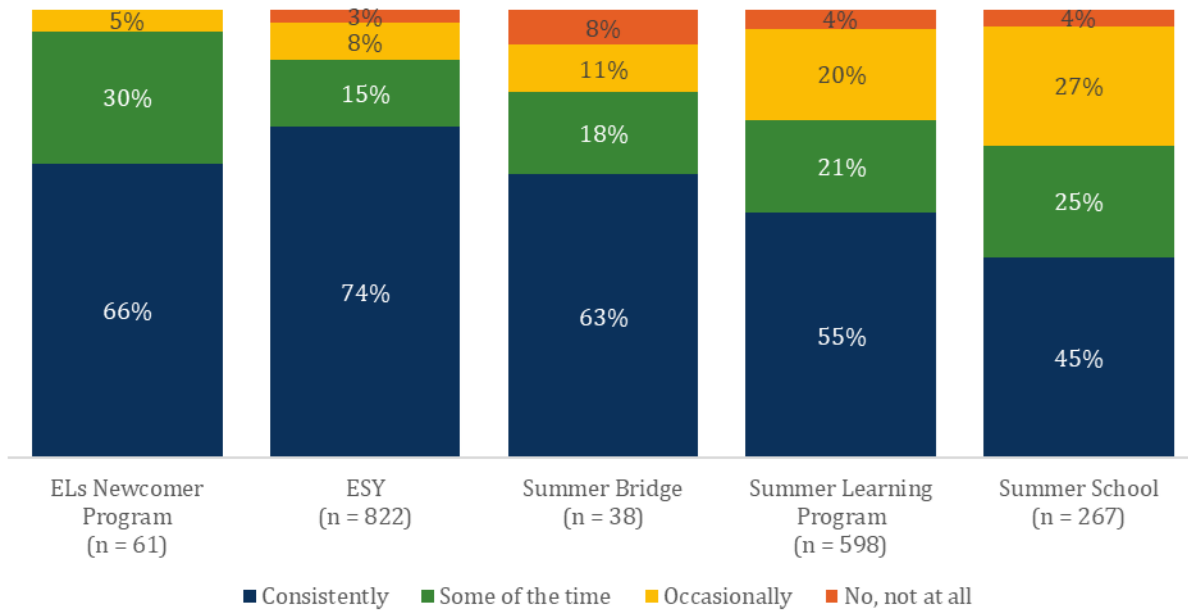
■ Yes, teachers present and remind students of the schedule throughout the day

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

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

Summer Bridge observations had the highest percentage (68%) of teachers presenting and referencing the targeted goals and objectives for the day to drive instruction, while Summer School had the lowest percentage (52%) across programs (Figure 17).

Figure 17. Are the targeted goals/objectives for the instructional day presented and referred to as needed to drive instruction, by program?



- No, target goals/objects for the day are not presented or mentioned
- Yes, target goals/objects for the day are mentioned and referred to sometimes
- Yes, target goals/objects for the day are presented and referred to as needed to drive instruction

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

Consistently, between 63% - 66% of observations of Learning Support, Life Skills Support, and Multiple Disabilities support included teachers presenting and referencing the targeted goals and objectives for the day to drive instruction (Figure 18).

Figure 18. Are the targeted goals/objectives for the instructional day presented and referred to as needed to drive instruction, by ESY support?
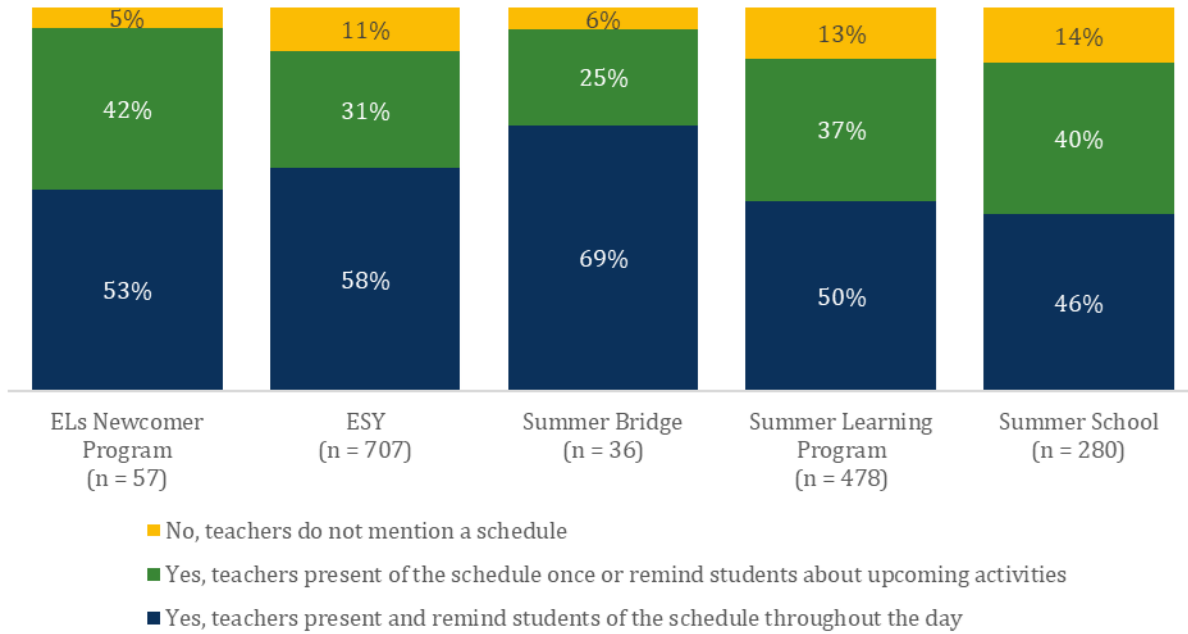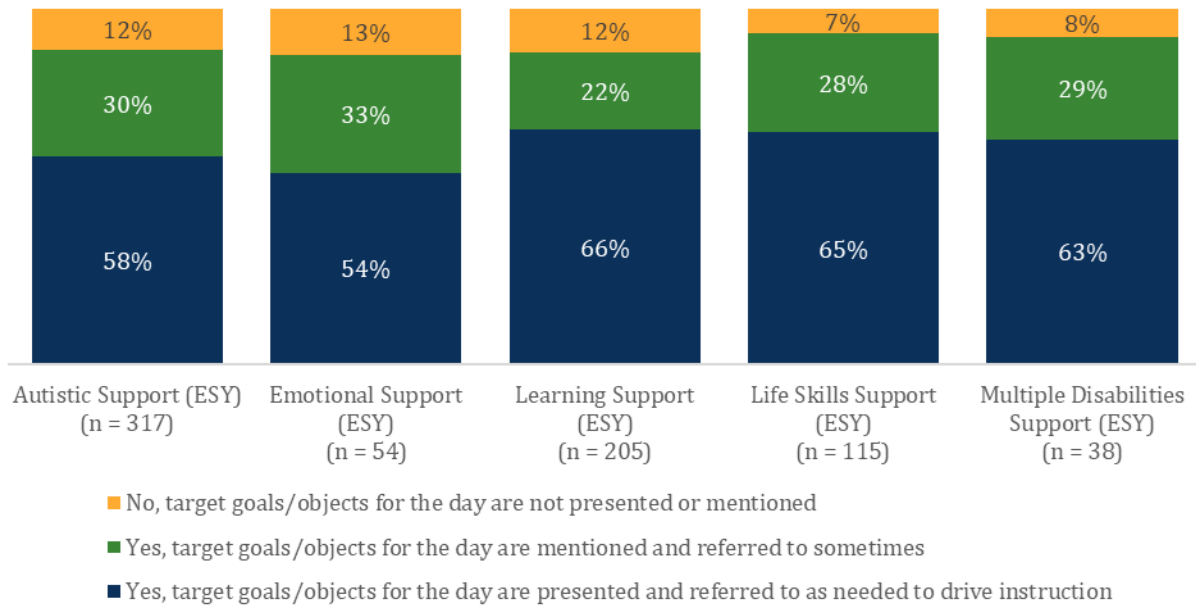


Source: Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

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

Across all programs, higher percentages of Summer Bridge observations (78%) found teachers almost always using transitional warnings as change approaches compared to other programs (Figure 19).

Figure 19. Do staff use transitional language as change approaches, by program?
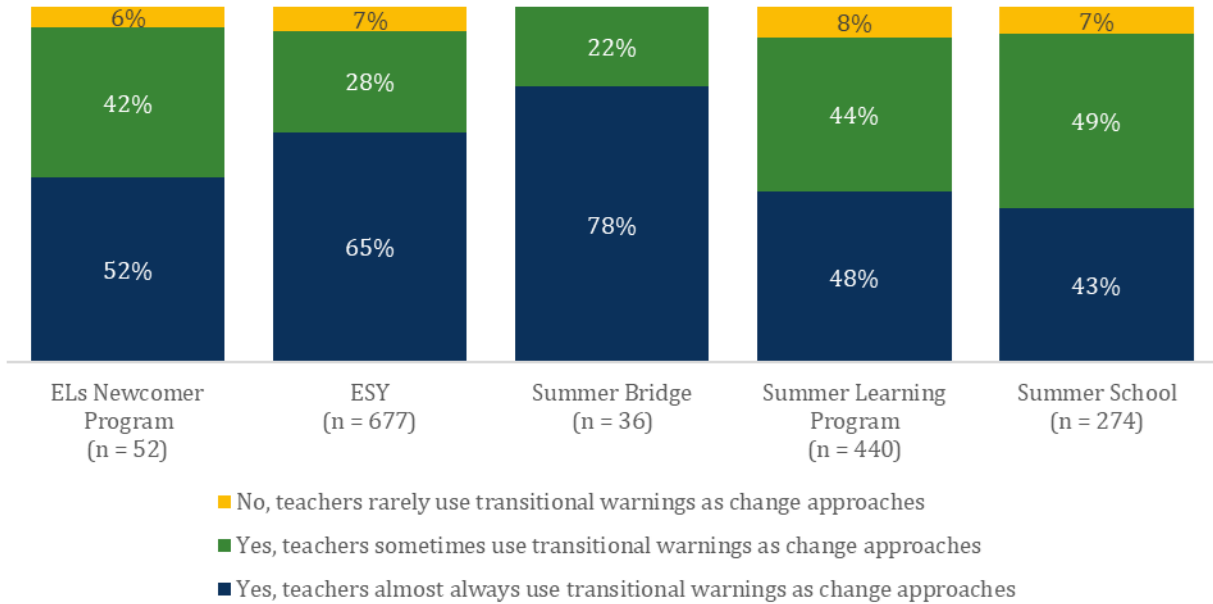


**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

Between 60% - 68% of observations across Autistic Support, Emotional Support, Learning Support, and Life Skills Support included teachers almost always using transitional warnings as change approaches (Figure 20).

Figure 20. Do staff use transitional language as change approaches, by ESY support?
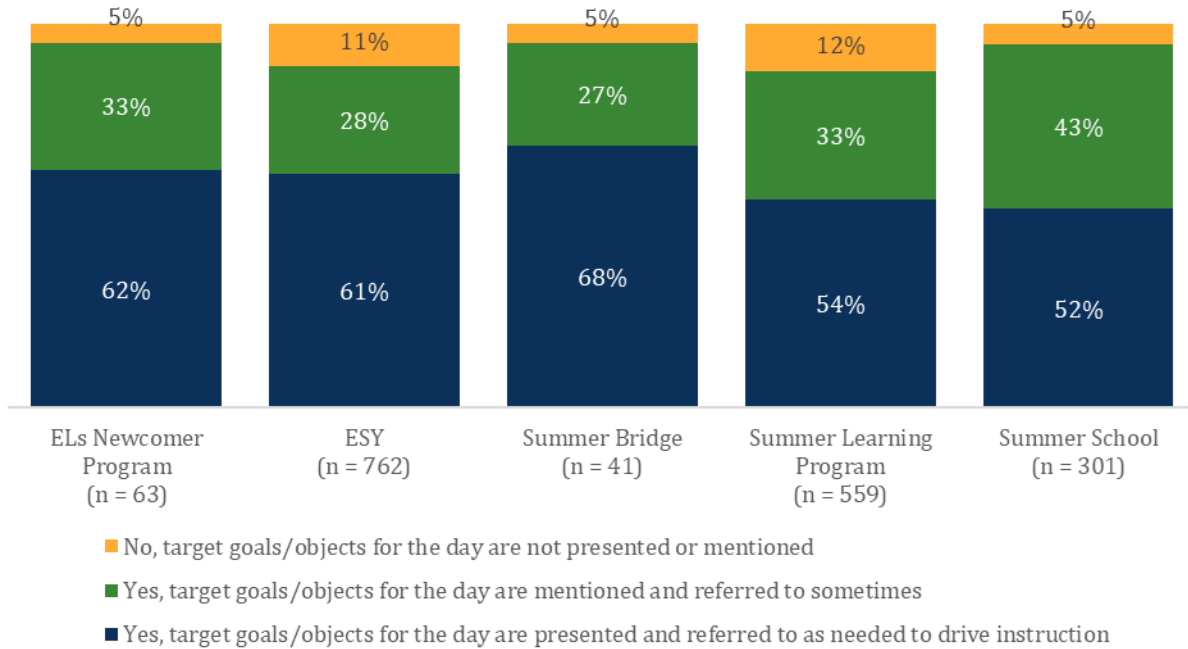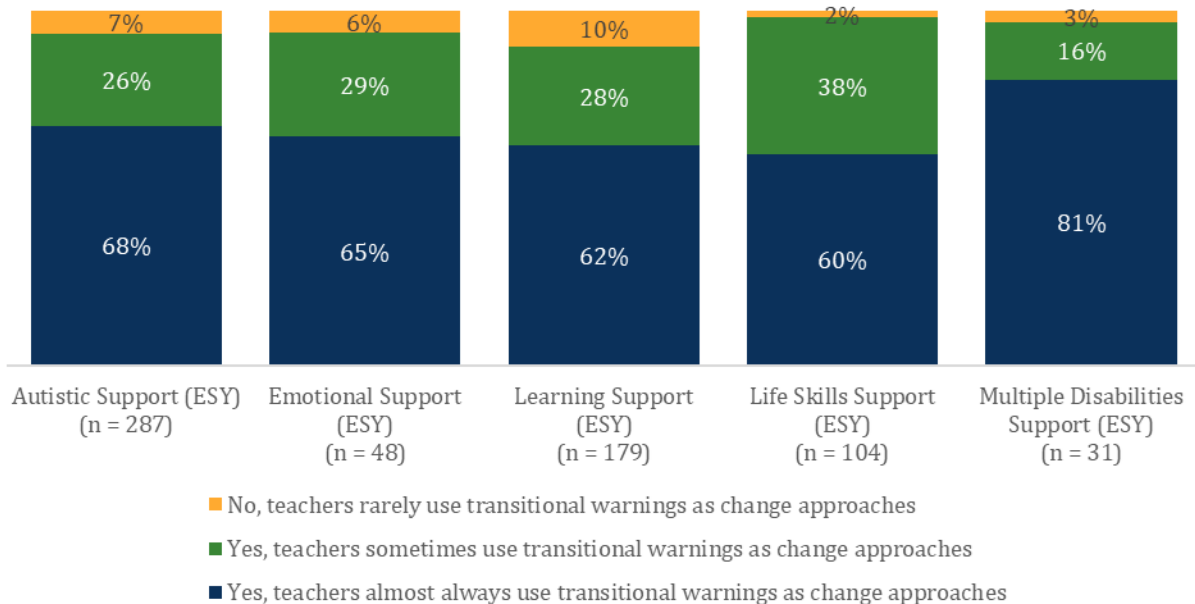


**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

## The most prevalent ELA instructional expectation observed was students actively participating in the content of the lesson.

Across all programs, "Students actively participate in the content of the lesson" was observed 745 times (Table 6). It was also the most frequent observation across ESY supports (Table 7).

Table 6. ELA instructional expectations observed, by program

| ELA Instructional Expectations by Program | Newcomer Program | ESY | Summer Bridge | Summer Learning | Summer School | Total |
|---|---|---|---|---|---|---|
| Students actively participate in the content of the lesson. | 22 | 362 | 14 | 280 | 67 | 745 |
| Teacher carefully monitors students' responses and provides corrective feedback | 14 | 278 | 5 | 198 | 34 | 529 |
| Students are engaged in reading and/or writing as a response to reading. | 18 | 235 | 14 | 210 | 79 | 556 |
| Scaffolded support is provided | 21 | 281 | 9 | 169 | 52 | 532 |
| Foundational skills should be practiced through use of multiple modalities (seeing, hearing, speaking, touching, manipulating) in multiple contexts. | 12 | 186 | 1 | 118 | 11 | 328 |
| Questions and responses require evidence from the text that promote analysis. | 12 | 126 | 6 | 132 | 51 | 327 |
| Application and practice occur in text (being read or written) throughout the ELA block. | 12 | 125 | 1 | 144 | 18 | 300 |
| Supports for ELs and students with IEP promote access to grade level content. | 18 | 84 | 4 | 70 | 17 | 193 |
| Other | 0 | 25 | 0 | 16 | 10 | 51 |

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

Table 7. ELA instructional expectations observed, by ESY program

| ELA Instructional Expectations by ESY Support | Autistic Support | Emotional Support | Learning Support | Life Skills | Multiple Disabilities | Total |
|---|---|---|---|---|---|---|
| Students actively participate in the content of the lesson. | 143 | 28 | 101 | 53 | 18 | 343 |
| Scaffolded support is provided | 116 | 20 | 78 | 45 | 11 | 270 |
| Teacher carefully monitors students' responses and provides corrective feedback | 112 | 18 | 86 | 45 | 12 | 273 |
| Students are engaged in reading and/or writing as a response to reading. | 95 | 18 | 66 | 42 | 9 | 230 |
| Foundational skills should be practiced through use of multiple modalities (seeing, hearing, speaking, touching, manipulating) in multiple contexts. | 82 | 10 | 52 | 29 | 11 | 184 |
| Questions and responses require evidence from the text that promote analysis. | 49 | 9 | 35 | 23 | 7 | 123 |
| Application and practice occur in text (being read or written) throughout the ELA block. | 46 | 9 | 45 | 19 | 5 | 124 |
| Supports for ELs and students with IEP promote access to grade level content. | 32 | 7 | 28 | 12 | 5 | 85 |
| Other | 12 | 0 | 7 | 4 | 2 | 26 |

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

## The most prevalent math instructional expectation observed was students engaging in mathematical activities to enrich their learning.

Across all programs, "Students will engage in mathematical activities that will enrich their learning" was observed 488 times (Table 8). It was also observed the most frequently across ESY programs (Table 9).

Table 8. Math instructional expectations observed, by program

| ELA Instructional Expectations by Program | Newcomer Program | ESY | Summer Bridge | Summer Learning | Summer School | Total |
|---|---|---|---|---|---|---|
| Students will engage in mathematical activities that will enrich their learning | 14 | 227 | 11 | 177 | 59 | 488 |
| Teachers provide corrective feedback. | 12 | 193 | 7 | 142 | 42 | 396 |
| Students will be encouraged to show their thinking and how they solve problems by drawing models, pictures and using manipulatives. | 14 | 137 | 4 | 133 | 43 | 331 |
| Students will be actively engaged in real word problem solving with a focus on making sense of the problem. | 10 | 114 | 10 | 110 | 24 | 268 |
| Students are engaging in meaningful mathematical discourse in both the whole group and small group. | 9 | 96 | 9 | 106 | 18 | 238 |
| Evidence of differentiation and supports for ELs and students with IEP to promote access to grade level content. | 12 | 128 | 2 | 54 | 8 | 204 |
| Other | 0 | 13 | 0 | 12 | 4 | 29 |

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

Table 9. Math instructional expectations observed, by ESY program

| Math Instructional Expectations by ESY Program | Autistic Support | Emotional Support | Learning Support | Life Skills | Multiple Disabilities | Total |
|---|---|---|---|---|---|---|
| Students will engage in mathematical activities that will enrich their learning | 89 | 17 | 75 | 35 | 4 | 220 |
| Teachers provide corrective feedback. | 72 | 15 | 69 | 31 | 1 | 188 |
| Students will be encouraged to show their thinking and how they solve problems by drawing models, pictures and using manipulatives. | 57 | 10 | 49 | 17 | 2 | 135 |
| Evidence of differentiation and supports for ELs and students with IEP to promote access to grade level content. | 47 | 10 | 46 | 21 | 2 | 126 |
| Students will be actively engaged in real word problem solving with a focus on making sense of the problem. | 41 | 5 | 47 | 17 | 1 | 111 |
| Students are engaging in meaningful mathematical discourse in both the whole group and small group. | 34 | 7 | 41 | 9 | 2 | 93 |
| Other | 4 | 1 | 5 | 1 | 0 | 11 |

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

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

The instructional expectation observed most often across programs was "Students are on-task and appear to be invested in their work" (Table 10). There were not enough observations by ESY program for a substantial analysis.

Table 10. Project-based learning expectations observed, by program

| Project Based Learning Instructional Expectations by Program | ESY | Summer Bridge | Summer Learning | Summer School | Total |
|---|---|---|---|---|---|
| Students are on-task and appear to be invested in their work. | 12 | 10 | 86 | 44 | 152 |
| Students are able to describe the project task and their connection to it. | 10 | 10 | 63 | 26 | 109 |
| Students are working on responses/projects that are open-ended and reflect individual ideas. | 1 | 9 | 58 | 27 | 95 |
| Students have choice in how to respond to the project prompt. | 7 | 11 | 44 | 24 | 86 |
| Students are collaborating or sharing ideas connected to the project topic and each student understand their role in completing the task. | 5 | 8 | 53 | 14 | 80 |
| Students are managing time expectations for the project. | 4 | 6 | 41 | 21 | 72 |
| Students are using reading, writing, and listening, and speaking skills to present their projects to the teacher/class. | 2 | 3 | 36 | 13 | 54 |
| Other | 3 | 0 | 4 | 1 | 8 |

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

# In observations, SAVVAS instructional materials were the most used materials from the resource guide.

Across all observations, SAVVAS was the most common instructional material observed (Table 11). For ESY, Mathline was the most commonly observed instructional material from the resource guide (Table 12).

Table 11. Implementation of instructional materials specified in the resource guide observed, by program

| Tools allowing for expression of needs and wants for students with communication barriers, by program | Newcomer Program | ESY | Summer Bridge | Summer Learning | Summer School |
|---|---|---|---|---|---|
| 1-5 - Reach Higher (Cengage), 6-8 - Go ELL Tween Literacy Library (Saddleback) & Go Welcome Newcomers (Saddleback): ELs Newcomer Program | 35 | 4 | 2 | N/A | N/A |
| Credit Recovery Google Site | 2 | N/A | N/A | N/A | 156 |
| Do the Math (Grades 1-8); Transition to Algebra (Grades 9-11): ELs Newcomer Program | 18 | 10 | 1 | 1 | 1 |
| Heggerty Phonemic Awareness Curriculum (ESY) | 1 | 38 | N/A | 1 | N/A |
| Lakeshore - mathematics (ESY) | 1 | 57 | N/A | N/A | N/A |
| Lakeshore Handwriting, Letter, and Number Writing Learning Materials (ESY) | 1 | 43 | N/A | N/A | N/A |
| Mathline (ESY) | 1 | 174 | N/A | N/A | N/A |
| Other resource (American Reading Company Books K-5, Scholastic Books 6-12, Math Manipulatives etc.) | 8 | 138 | 34 | 97 | 82 |
| Phonics for Reading (PfR) Levels 1, 2, and 3 (ESY) | N/A | 146 | N/A | 3 | N/A |
| Rewards Reading: Intermediate and Secondary (ESY) | N/A | 33 | N/A | 1 | N/A |
| SAVVAS ELA/Math | N/A | 12 | 2 | 511 | 14 |
| STAR Autism (ESY) | N/A | 69 | N/A | N/A | N/A |
| Step Up to Writing: Primary, Intermediate, and Secondary (ESY) | N/A | 27 | N/A | N/A | N/A |
| Summer School Google Site | 4 | 31 | 6 | 18 | 125 |
| Unique Learning System- ULS (ESY) | N/A | 59 | N/A | 1 | N/A |

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

**Note**: NA indicates that there were no observations of the particular evidence for the respective program. Any programs not included in the table are missing because there were no observations of the particular evidence for the respective program.

Table 12. Implementation of instructional materials specified in the resource guide observed, by ESY program

| Tools allowing for expression of needs and wants for students with communication barriers, by ESY | Autistic Support | Emotional Support | Learning Support | Life Skills Support | Multiple Disabilities Support | Total |
|---|---|---|---|---|---|---|
| 1-5 - Reach Higher (Cengage),6-8 - Go ELL Tween Literacy Library (Saddleback) & Go Welcome Newcomers (Saddleback): ELs Newcomer Program | 2 | N/A | 2 | N/A | N/A | 4 |
| Do the Math (Grades 1-8); Transition to Algebra (Grades 9-11): ELs Newcomer Program | 3 | N/A | 6 | 1 | N/A | 10 |
| Heggerty Phonemic Awareness Curriculum (ESY) | 19 | 2 | 9 | 6 | N/A | 36 |
| Lakeshore - mathematics (ESY) | 30 | 2 | 19 | 4 | 1 | 56 |
| Lakeshore Handwriting, Letter, and Number Writing Learning Materials (ESY) | 29 | 3 | 4 | 6 | 1 | 43 |
| Mathline (ESY) | 68 | 15 | 68 | 15 | 2 | 168 |
| Other resource (American Reading Company Books K-5, Scholastic Books 6-12, Math Manipulatives etc.) | 194 | 30 | 99 | 67 | 23 | 413 |
| Phonics for Reading (PfR) Levels 1, 2, and 3 (ESY) | 48 | 13 | 67 | 13 | N/A | 141 |
| Rewards Reading: Intermediate and Secondary (ESY) | 16 | 5 | 10 | 2 | N/A | 33 |
| SAVVAS ELA/Math | 3 | 1 | 6 | 1 | 1 | 12 |
| STAR Autism (ESY) | 67 | 1 | N/A | 1 | N/A | 69 |
| Step Up to Writing: Primary, Intermediate, and Secondary (ESY) | 7 | 2 | 3 | N/A | N/A | 12 |
| Summer School Google Site | 9 | 4 | 8 | 5 | 1 | 27 |
| Unique Learning System- ULS (ESY) | 8 | 2 | 1 | 28 | 21 | 60 |

**Source:** Data provided by the Office of Curriculum and Instruction, downloaded September 8, 2023.

**Note**: NA indicates that there were no observations of the particular evidence for the respective program. Any programs not included in the table are missing because there were no observations of the particular evidence for the respective program.

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

## Students generally reported that they enjoyed their summer program, believed their summer program prepared them for school in the fall, and felt their teachers were supportive. However, some described concerns about scheduling, transportation, food services, facility issues, and instructional practices.

Nearly 4,000 students responded to the survey (n = 3,826). Many were enrolled in Summer School (41%), 29% were in Summer Learning, and another 20% were in ESY (Figure 21). The remaining students were in Summer Bridge, Newcomers, StartUp EDU, Summer Drumline, or did not specify their program in the paper survey (or selected multiple programs on the paper survey).

Figure 21. Student Survey respondents by summer program
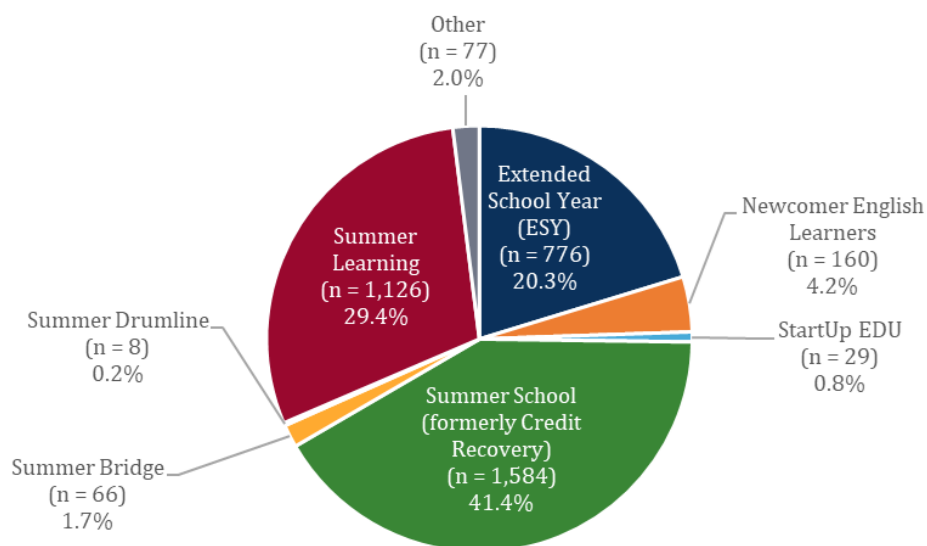


**Source:** Data from the Summer Program 2023 Student Survey, downloaded August 9, 2023.
**Note:** Respondents were grouped into the "Other" category if they did not specify their program or selected multiple programs in the paper survey.

Out of the 40 summer program sites, the locations with the most respondents were Rush (n = 405), Kensington CAPA (n = 225), and School of the Future (n = 200).

The majority (52%) of respondents were entering grades 9-12 (or were continuing 12th grade students seeking to graduate that summer), and 45% were entering grades 3-8.

This response rate was 35% out of the 11,017 eligible student respondents who attended at least one day of summer programming, and 70% out of the 5,470 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.

About 75% of respondents agreed or strongly agreed that they enjoyed their summer program and made friends at their summer program (Figure 22).* About 90% of students agreed or strongly agreed that they felt safe and welcome at their summer program.

Figure 22. Student responses about their general experience with the summer program



| I am enjoying my summer program. (n = 3,652) | I have made friends in my summer program. (n = 3,654) | I feel safe and welcome at my summer program. (n = 3,631) |

■ Strongly Agree    ■ Agree    ■ Disagree    ■ Strongly Disagree
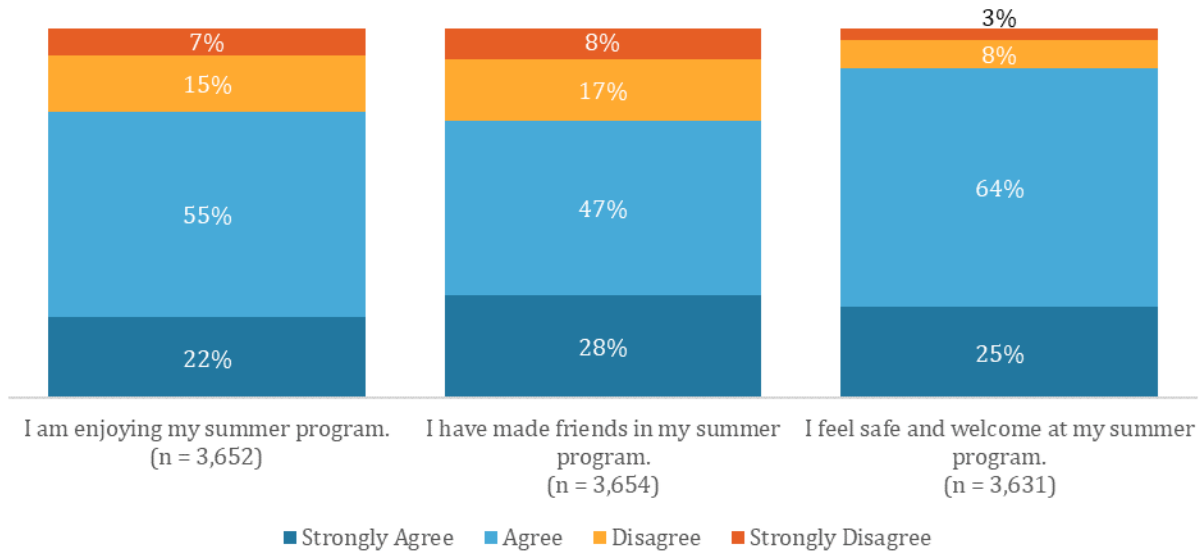
**Source:** Data from the Summer Program 2023 Student Survey, downloaded August 9, 2023.

About 85% of students agreed or strongly agreed that adults, students, and teachers at their summer programs treated people from different races, ethnicities, cultures, or identities with respect, and that they felt safe traveling to and from their summer program daily (Figure 23). Additionally, about 80% of students agreed or strongly agreed that traveling to and from their summer program was easy.

Figure 23. Student responses about welcoming environments, safety, and transportation in the summer program



| | Adults and students at my summer program have treated people from different races, ethnicities, cultures, or identities with respect. (n = 3,619) | My teachers treat people from different races, ethnicities, cultures, or identities fairly. (n = 3,620) | I feel safe traveling to and from my summer program each day. (n = 3,648) | Traveling to and from my summer program each day is usually easy. (n = 3,619) |
|---|---|---|---|---|
| Strongly Disagree | 5% | 5% | 4% | 6% |
| Disagree | 9% | 7% | 9% | 13% |
| Agree | 52% | 52% | 61% | 54% |
| Strongly Agree | 33% | 36% | 27% | 27% |

■ Strongly Agree  ■ Agree  ■ Disagree  ■ Strongly Disagree

**Source:** Data from the Summer Program 2023 Student Survey, downloaded August 9, 2023.

About 90% of students agreed or strongly agreed that they learned new things or improved their skills or will do better in the fall because of the summer program (Figure 24).* About 80% of students agreed or strongly agreed that they liked the activities, projects, and/or lessons in the summer program.

Figure 24. Student responses about classroom learning



| | I have learned new things or improved my skills in the summer program. (n = 3,662) | I will do better in school in the fall because I went to the summer program. (n = 3,626) | I like the activities, projects, and/or lessons in the summer program. (n = 3,621) |
|---|---|---|---|
| Strongly Disagree | 4% | 4% | 6% |
| Disagree | 8% | 8% | 16% |
| Agree | 60% | 55% | 53% |
| Strongly Agree | 28% | 32% | 25% |

■ Strongly Agree  ■ Agree  ■ Disagree  ■ Strongly Disagree

**Source:** Data from the Summer Program 2023 Student Survey, downloaded August 9, 2023.

Note: * same result in 2022, ** same result in 2021 and 2022, *** same result in 2021

About 90% of students agreed or strongly agreed that their teachers encouraged them to work hard and do their best, listened to what they had to say, helped them feel included, or helped them understand the lessons if they needed help (Figure 25).
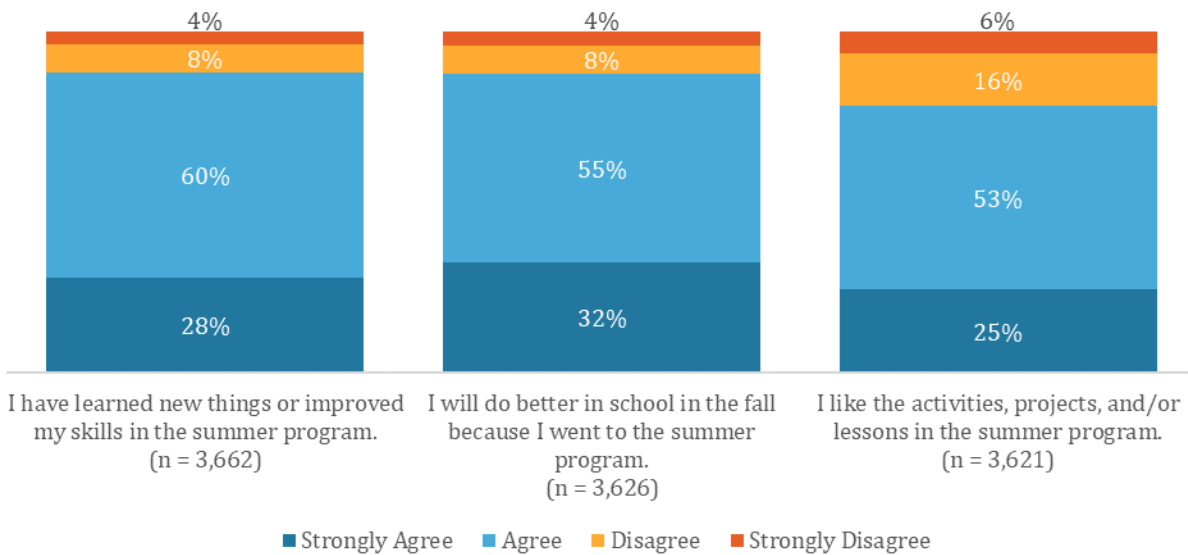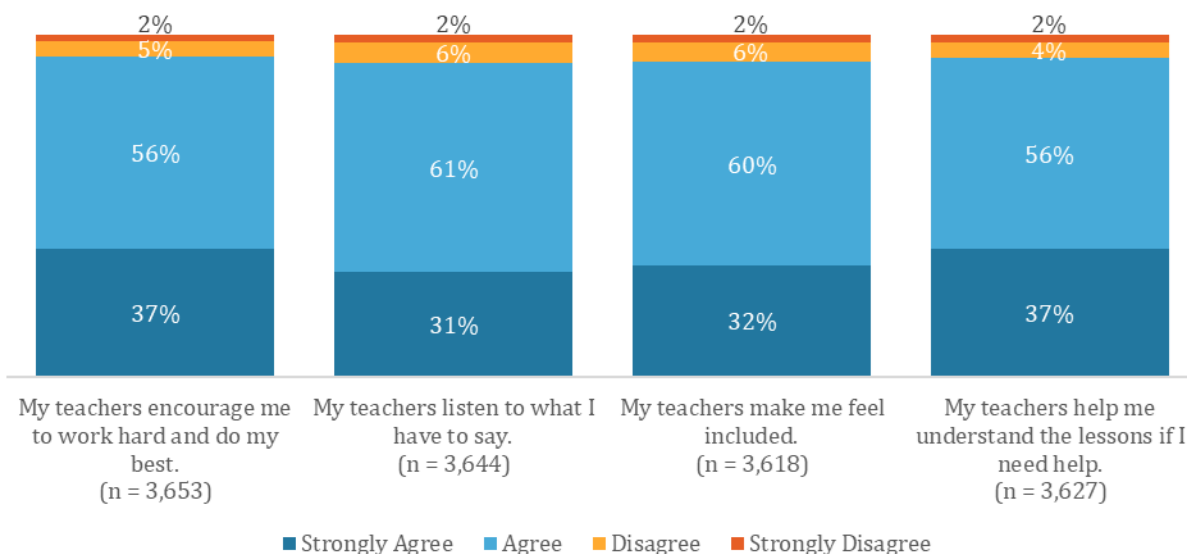
Figure 25. Student responses about teachers



**Source:** Data from the Summer Program 2023 Student Survey, downloaded August 9, 2023.

## Student Responses to Open-Ended Questions

There were nearly 6,000 open-ended comments from students. Many students provided comments that they felt that everything about summer programming went well and that no changes needed to be implemented to the programs (n = 302). In comparison, other students reported they did not enjoy any aspect of the summer programs and did not wish to return in the future without any specific feedback for improvement (n = 198), and additional students had no plans to return in future summers (n = 38).

### Students had recommendations to improve the schedule, policies, and structure of summer programs.

In terms of program schedules, students requested:
- Shorter class times ranging from 1 to 2 hours (n = 67)*
- Breaks ranging from 10 to 35 minutes between classes, specifically longer lunches or more short breaks between classes throughout the day (n = 97)
- Program start times to allow for additional sleep and travel time (n = 67)*
- Early dismissal, particularly for students who have fewer classes (n = 43)
- Continuing to have Fridays off (n = 23)
- Reducing the overall number of days in the summer program (n = 47)
- Allowing Summer School students to enroll in more than two classes if their schedule permits (n = 7)

Note: * same result in 2022, ** same result in 2021 and 2022, *** same result in 2021

- More free time, unstructured time, and time for fun activities built into the school day or aftercare services (n = 74)

Students also wanted policy changes regarding schedules:
- Changing the attendance policy to allow students to have additional absences or excused absences without being dropped from the program (n = 21)*
- Changing the tardy policy that addresses student lateness due to transportation complications, city traffic, and limited SEPTA routes (n = 19)*

## Students enjoy enrichment activities, and want more opportunities for summer fun and learning through fun activities.

*Physical Activities and Physical Education*

Physical activity and gym time were highly valued among students (n = 398),* who listed open-ended survey responses including:

- Basketball
- Baseball
- Dance
- Dodgeball
- Football
- Gym
- Kickball
- Physical Education
- Soccer
- Sports
- Swimming
- Volleyball

Additionally, students liked recess during the summer (n = 44), and asked for longer recess scheduled (n = 11). Other students who may not have had a scheduled recess break requested this time be built into future summer programming (n = 28).

*Art and Music*

Students in certain programs received daily or weekly "specials" classes like art, music, or physical education. Students liked and wanted:

- Additional opportunities for art class (n = 82)*
- Art class for next year (n = 50)
- Additional opportunities for music class (n = 29)*
- Music class for next year (n = 53)
- More "specials" or daily "specials" like in previous summers (n = 16)

*Enrichment*

In terms of general enrichment activities students generally wanted more fun activities. Students listed liking generic *activities* (n = 193) and wanting more *activities* in the future (n = 119).* Specific activities that students listed included: special events, such as themed days, parties, and celebrations (n = 78); field trips (n = 472)*; time outside and visits to the park (n = 125)*; and games (n = 110).* Students also enjoyed the social aspects of summer programs such as being with friends or making new friends (n = 108) and working with other students (n = 26).

*Out of School Time (OST)*

Some students who were able to attend OST or afternoon camp enjoyed those activities (n = 69) while other students did not (n = 11).

## Students generally liked the academic component, but requested a few changes to improve the experience.

Students left many comments about their educational experience.

- Students were glad that they had the opportunity to take math classes, refresh their math skills, learn new math concepts, or improve their math skills (n = 110). Several students requested more math or improved curriculum in the future (n = 47).
- Students reported that the summer program helped them grow and mature as a student by being more prepared for school, making them feel more confident as students, and improving academically (n = 51).
- A few students noted that they passed or graduated due to summer programming (n = 21).
- Students felt the workload was easy and the classes were straightforward (n = 57).*
- Many students expressed that they enjoyed being able to learn over the summer (n = 165).*
- Students reported that hands-on learning and Imagine Learning helped students learn (n = 59).
- Students appreciated being able to pace the work that they complete and receive additional help in the classrooms to complete their work (n = 13).
- To improve the academic coursework, students reported a desire for less work (n = 46), more advanced classes (n = 22), newer lesson plans (n = 9), and more assignments (n = 14).
- Students requested greater opportunities to learn and improve their reading (n = 73).
- Students want individualized academic support and additional support options (e.g., ESL teachers) to continue for students (n = 46).

Students also described how the lack of or inferior supplies and resources impeded their academic experience:

- When the curriculum is reliant on computers, computers needed to be provided to students in order to complete their work (n = 37).*
- Students requested additional supplies (e.g., paper) or better supplies (e.g., seats, buses) for school (n = 23).*
- Students want the important information available in their online portal such as rosters, schedules, information on core program completion requirements, and attendance reminders (n = 12).

Note: * same result in 2022, ** same result in 2021 and 2022, *** same result in 2021

## Students experienced challenges with air conditioning, food, and unwelcoming school environments.

Students described challenges with the school buildings:

- Students described problems with heat (primarily), the lack of air conditioning or insufficient air conditioning, and lack of air regulation in the buildings generally, gyms, and buses (n = 74).*
- Although students would like the District to continue providing meals such as breakfast, lunch, and snacks (n = 104), students also wanted improved food options, freshness, quality, and quantity (n = 345).*
- Some students requested improved access to water (n = 4).*
- Students also described inequities with food, in that not all students received both breakfast and lunch, and would like the summer sites to provide both meals when they are used to receiving both during the school year and when other sites provided both (n = 39).

Students described both positive experiences and challenges with the staff and school culture:

- Many students acknowledged the great teachers and staff in their summer programs (n = 182)*; however, other students shared that they felt the teachers or environment were strict, not welcoming, and did not treat them or their fellow students with respect (n = 74).*
- Students reported that their experience in the summer program was fun (n = 55).
- While some students felt encouraged, had positive experiences, and felt welcomed and respected in their summer program (n= 42), others recommended some staff and teachers improve their attitudes and behaviors towards students (n = 29), and requested different staff (n = 32).*

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

## Families expressed their satisfaction with the programs' academic, extracurricular, and recreational offerings and provided feedback on offerings in future years.

Over 900 family members of enrolled students responded to the survey (n = 910). Many were family members of students enrolled in Summer Learning (50%), another 24% were family members of students in ESY, and an additional 13% were family members of students enrolled in Summer School (Figure 26). The remaining respondents had students in Summer Bridge, Newcomers, StartUp EDU, Summer Drumline, SKTP, or did not specify their program in the paper survey (or selected multiple programs on the paper survey).

Figure 26. Family Survey respondents by summer program
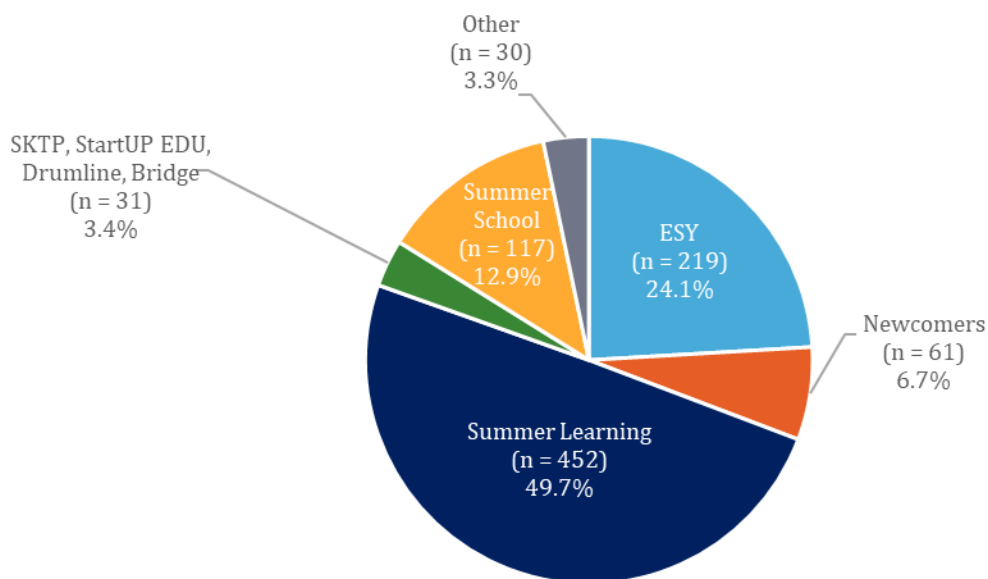


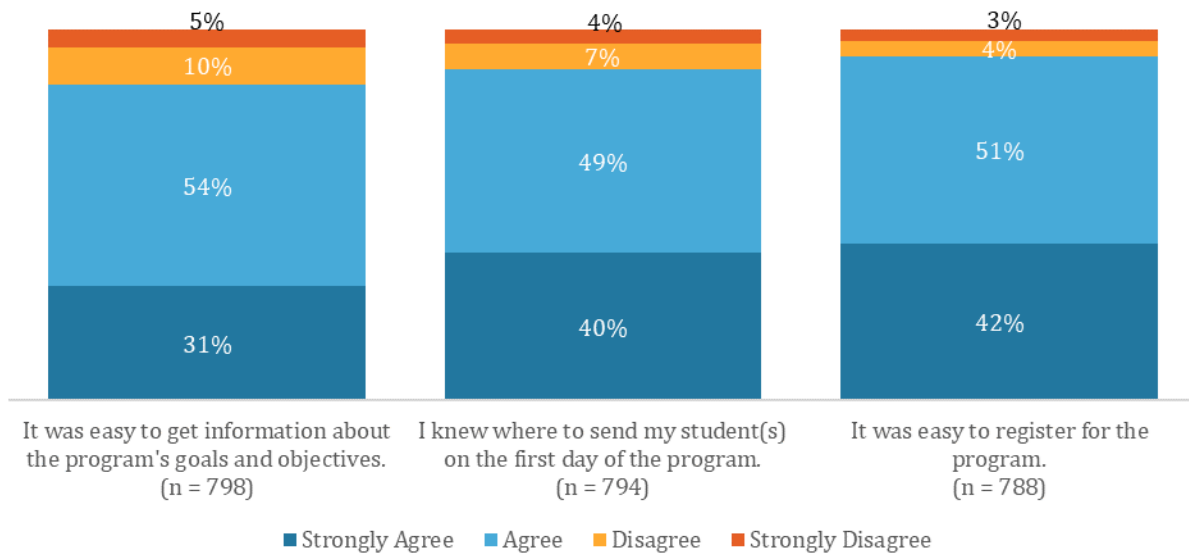**Source:** Data from the Summer Program 2023 Family Survey, downloaded August 9, 2023.

Out of the 40 summer program sites, the locations with the most respondents were Farrell (n = 131) and Prince Hall (n = 68).

The majority (72%) of respondents were family members of students entering K-8, and 23% were family members of students entering grades 9-12 or were continuing 12th grade students seeking to graduate that summer.

This response rate was 8% out of the 11,017 eligible student respondents who attended at least one day of summer programming, and 17% out of the 5,470 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. We presume family members were more likely to fill out the survey if their students were still attending the program.

About 85%-93% of respondents agreed or strongly agreed that it was easy to get information about the program's goals and objectives and knew where to send students on the first day of the program,* and that it was easy to register for the program (Figure 27).**
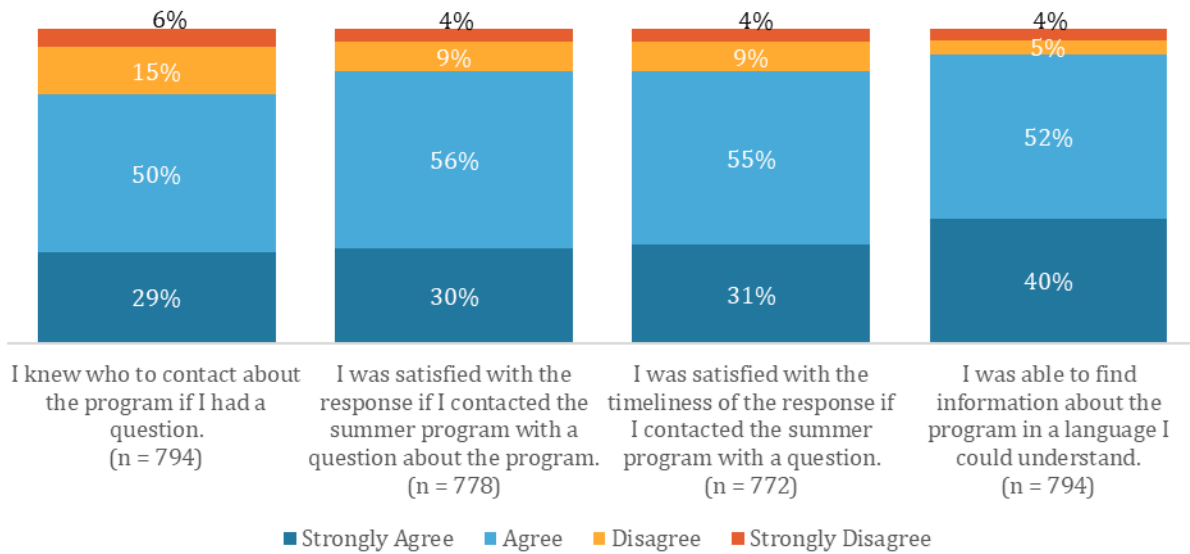
Figure 27. Family responses about learning about, registration, and starting the program



**Source:** Data from the Summer Program 2023 Family Survey, downloaded August 9, 2023.

About 80% of respondents agreed or strongly agreed that they knew who to contact about the program if they had a question (Figure 28). Additionally, 86% of respondents agreed or strongly agreed that they were satisfied with the response and timeliness of the response if they contacted the summer program with a question about the program. Finally, over 92% of respondents agreed or strongly agreed that they were able to find information about the program in a language they could understand.*

Figure 28. Family responses about communication



**Source:** Data from the Summer Program 2023 Family Survey, downloaded August 9, 2023.

About 95% of respondents agreed or strongly agreed that they were glad their student was attending the program, that their student would be better prepared for school in the fall because they attended the summer program, and that their student learned things in the program (Figure 29).*
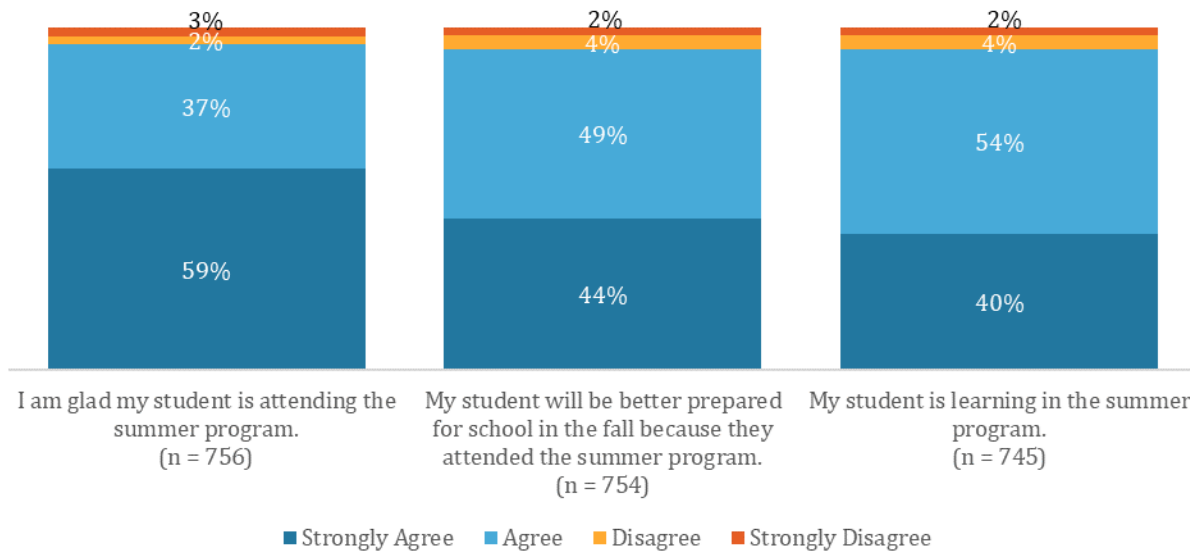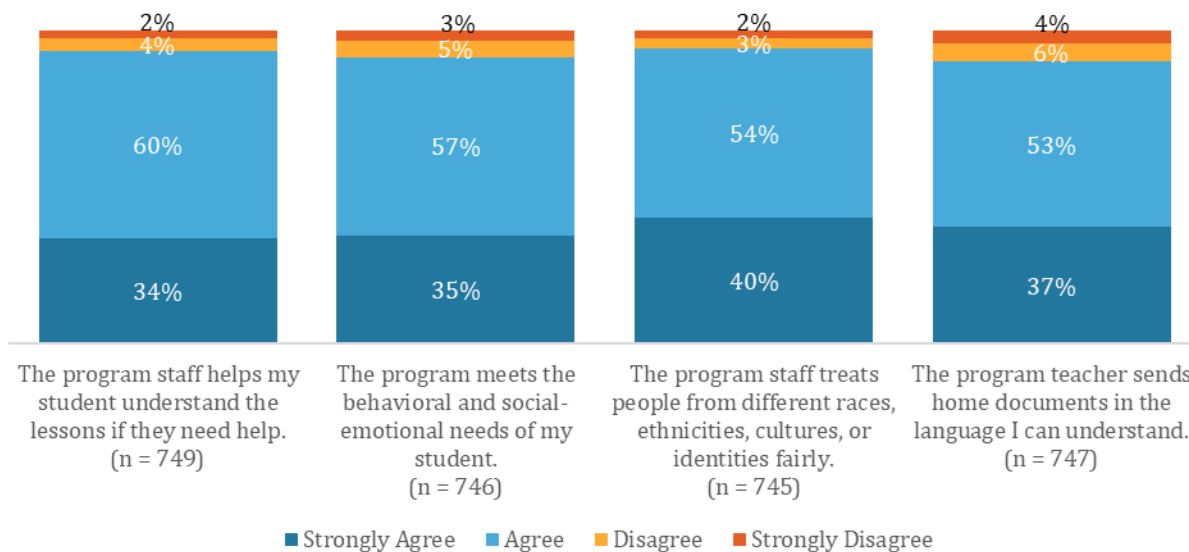
Figure 29. Family responses about student learning



**Source:** Data from the Summer Program 2023 Family Survey, downloaded August 9, 2023.

About 94% of respondents agreed or strongly agreed that the program staff helped their student understand the lessons if they needed help and that the program staff treated people from different races, ethnicities, cultures, or identities fairly (Figure 30).* Additionally, about 90%-92% of respondents agreed or strongly agreed that the program met the behavioral and social-emotional needs of their student* and that the program teacher sent home documents in the language they could understand.

Figure 30. Family responses about program meets student needs



| | | | |
| The program staff helps my student understand the lessons if they need help. (n = 749) | The program meets the behavioral and social-emotional needs of my student. (n = 746) | The program staff treats people from different races, ethnicities, cultures, or identities fairly. (n = 745) | The program teacher sends home documents in the language I can understand. (n = 747) |

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

**Source:** Data from the Summer Program 2023 Family Survey, downloaded August 9, 2023.

About 94%-96% of respondents agreed or strongly agreed that their student felt safe and welcome at the summer program and traveling to and from the summer program,* adults and students at their student's summer program treated their student with respect, and adults and students at their student's summer program treated people from different races, ethnicities, cultures, or identities fairly (Figure 31). While nearly three in four families did not indicate that there was bullying at their summer site, it should be noted that 26% of respondents agreed or strongly agreed that their student indicated bullying of some kind at their program site.

Figure 31. Family responses about safe and welcoming environments
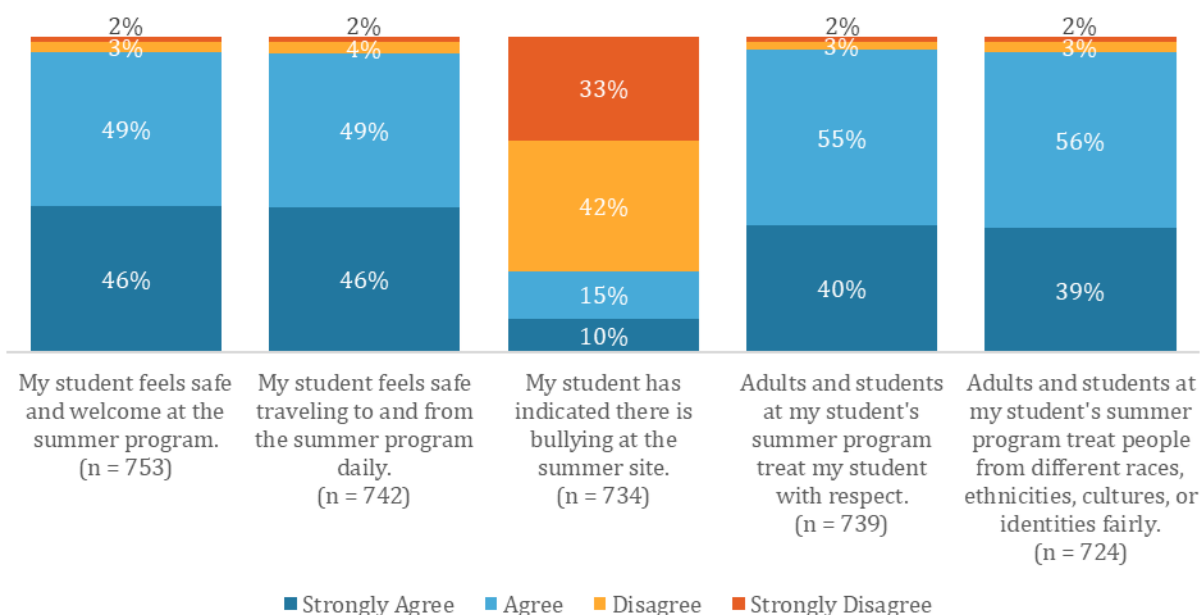


**Source:** Data from the Summer Program 2023 Family Survey, downloaded August 9, 2023.

Over 50% survey respondents indicated that it took less than 15 minutes for their student to get to their summer site (Table 13).

Table 13. How long does it take for your student(s) to get to the summer program site?

| Transportation Option | Response rate |
|---|---|
| Less than 15 minutes | 54% |
| 15-30 minutes | 32% |
| Longer than 30 minutes | 14% |

**Note:** 782 family members responded to this question

Less than 25% of students of survey respondents got to school by District school bus or shuttle, and 12% used a District provided SEPTA Fare Card to take public transit (Table 14). Nearly 40% of students of survey respondents got to school driven by an adult, and about 10% walked, cycled, or used a similar form of transportation. Additionally, 17% of students of survey respondents used multiple transportation methods.

Table 14. How does your student(s) travel to the summer program site?

| Transportation Option | Response rate |
|---|---|
| District school bus/shuttle | 23% |
| District sponsored SEPTA Key/Student Fare Card | 12% |
| Driving | 38% |
| Walking/cycling/ scootering/ skateboarding | 10% |
| Multiple | 17% |

**Note:** 766 family members responded to this question

Over 45% of families reported that the District-sponsored transportation, including SEPTA Fare Passes, or buses for ESY students, helped a lot to get students to and from school, and about 20% found it a little helpful (Table 15). It is also critical to note that nearly 25% of respondents did not know if their student qualified for District-sponsored transportation of some kind.

Table 15. To what extent did you find the District-sponsored transportation (e.g., SEPTA Fare Passes, or buses for ESY students) helpful to your student traveling to the summer site?

| Response Option | Response rate |
|---|---|
| It helped a lot, for example, my student would not have attended the program without the District-sponsored transportation. | 45% |
| It helped a little, for example, my student would have taken the same SEPTA routes or I would have driven my student to the program, but the District-sponsored transportation relieved the transportation cost or time burden. | 18% |
| It did not help, for example, there were no convenient SEPTA routes available or the transportation did not show up as scheduled. | 6% |
| My student did not qualify for District-sponsored transportation. | 9% |
| I do not know if my student qualified for District-sponsored transportation. | 23% |

**Note:** 728 family members responded to this question.

## Family Responses to Open-Ended Questions

Of the 470 open-ended respondents, many families shared that they felt that everything about summer programming went well and that no changes needed to be implemented to the programs (n = 180). Other respondents provided feedback and recommendations for improving the summer program in future years, with most suggestions focusing on program offerings, logistics, and communication. A small number of respondents whose student did not attend or stopped attending the summer program provided feedback about why their student did not attend or stopped attending (n = 18).

### Families provided feedback for improving program offerings in future years.

Family survey respondents provided suggestions related to program offerings they would like to see continued, expanded, or added in the future (n = 222). Respondents provided feedback about the programs' academic, extracurricular, and recreational offerings.

*Academics*

Many families expressed satisfaction with the academic offerings of their student's summer program (n = 82) and provided feedback on what they would like to see continue, including:

- Continuing to provide a balance of half-day academic and half-day extra-curricular/fun activities (n = 26)
- Continuing to offer ELA (n = 19) and math (n = 15) classes

Families also made recommendations for what to expand or begin offering in future years of summer programming (n = 44). Recommendations included:

- Increase the academic focus of the program (n = 12).
- Assign homework or send home learning materials to support student learning (n = 7).
- Engage students with more interesting and challenging academic approaches (n = 5).
- Offer more ELA (n = 8) and more math (n = 4).
- Offer science classes (n = 3).

*Extracurricular and Recreational Activities*

Many family survey respondents had recommendations for continuing, increasing, or adding to the extra-curricular and recreational components offered in their student's summer program (n = 80), including:

- Regularly bring students on field trips (n = 67); nearly half of respondents who recommended that field trips should continue requested an increased number of field trips (n = 32).
- Add or increase opportunities for physical activity, such as sports and gym (n = 29).
- Offer swimming and water activities (n = 16).
- Continue or add art classes, such as dance, drawing, and drama (n = 14).
- Increase time for students to play outdoors (n = 5).
- Offer financial literacy programming (n = 2).
- Offer an entrepreneurship program (n = 1).
- Hold final presentations/talent shows (n = 2).

## Families had recommendations for improving program logistics related to food, scheduling, location, transportation, and organization.

Families provided feedback and recommendations about aspects of program logistics, including transportation, scheduling, facilities, and food (n = 100).
- Families recommended that the programs should continue to offer bussing (n = 9) and SEPTA passes (n = 4).
- For programs that did not offer transportation, families requested bussing in the future (n = 12).
- In terms of scheduling, some families wanted extended program hours or aftercare (n = 17).
- Several families recommended that the program maintain having Fridays off (n = 4)
- When asked what they would recommend continue or be changed in future years, many families mentioned program location (n = 21). Some families suggested closer or more convenient locations (n = 4) and more location options (n = 3).
- Families requested improvements to the food offered to students (n = 16), requesting higher food quality (n = 7) and enough food for students (n = 3). Some families appreciated that food was provided as part of the program, and requested this continue in future years (n = 4).
- Several families expressed a need for the program to be more organized (n = 12).

## Families recommend increasing communication about their students' programs

Families expressed that an increase in communication from the program to families, as well as increased access for families to be able to contact program leaders, would improve the summer programs (n = 78). In particular, families requested:

- Regular communication from the program to families about their students' experience and progress (n = 19)
- More communication prior to the first day of programming (n = 15)
- Timely information about program logistics, such as where and when their students' program takes place and when trips are scheduled (n = 19)
- Information about the program's academic content (n = 7)
- Contact information for program leadership and students' teacher(s) (n = 5)
- Use of an online platform, such as Class Dojo (n = 5)
- For students with IEPs, a need for direct contact from the program to ensure the IEP is being followed (n = 4)
- Clear information regarding drop-off and pick-up protocols, and bus transportation (n = 3), and identification confirmation during pickup at the beginning of the program (n=1)

## Families shared why their student did not attend, or stopped attending, the summer program.

Some families of students who did not attend, or stopped attending, the summer program cited similar issues as other families of students who continued attending, such as concerns with program organization (n = 5), communication with families (n = 3), program location (n = 3), and transportation issues (n = 2).

In contrast to families of students who continued to attend the program, several families shared that their student stopped attending the summer program due to concerns about the program climate (n = 4).

# Recommendations

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

*Recommendations from open-ended survey responses to improve PD*

- PD should be aligned and relevant to the staff program, population, school, or course placement.

*Recommendations from open-ended survey responses to enhance communication and improve access to information*

- Increase staff access to student information, including contact information, SIS, and IEPs.
- Students and families should receive clear and timely communication about the summer programs, including admittance into the program, scheduling, completion requirements, and attendance policies.

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

- Consider an alternative staffing model for teachers that allows for more flexible schedules.
- Pay cycles or delays in payment need to be communicated transparently and early.
- Incentives should be provided equitably to all school-based employees (regardless of title) to encourage consistent attendance and positive morale.
- Spaces should be sufficiently cool in temperature and cleaned daily.
- Food options should be improved so that students receive a wider variety of food and enough food to be considered a complete meal.

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

- Ensure that curricular materials and academic supplies are distributed to classrooms and last the length of 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.
- Students recommended additional opportunities for art and music classes, as well as "specials."
- Students requested a variety of fun activities, field trips, and opportunities to have special events and celebrations during the summer.

# Appendix A: Summer Kindergarten Transition Program

In summer 2023, 449 students enrolled in the Summer Kindergarten Transition Program (SKTP) (Table A1).

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**Defining SKTP Attendance**

- **Attended at least one day**: Students who enrolled in the program and attended at least one virtual session.
- **Attended 75% or more days:** Students attended between 75% to 100% of virtual sessions. This is 6 days for students in Monday & Tuesday SKTP, and 8 days for students in Wednesday & Thursday SKTP.

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The majority of the students who were enrolled in SKTP attended at least one day. Out of all students who attended at least one day, about 40% of students attended 75% or more program days.

Table A1. Overview of the number and percentage of students who enrolled, attended at least one day, and attended 75% or more days in SKTP

| Program | Number of students enrolled | Of total enrolled, attended at least one day | | Of total who attended, attended 75% or more days | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| Monday/Tuesday | 227 | 220 | 97% | 93 | 42% |
| Wednesday/Thursday | 222 | 193 | 87% | 88 | 46% |
| Total | 449 | 413 | 92% | 181 | 44% |

**Source:** Data provided by the Office of Early Childhood Education on August 7, 2023, Qlik WT – L1_SUMMER ENROLLMENT, Qlik WT – L1_SUMMER ABSENCES, and Qlik RL – TOTAL STUDENT YEARLY ENROLLMENT, accessed August 1, 2023.

**Note**: The maximum number of days students enrolled in Monday/Tuesday SKTP could attend is 8 days, and the maximum number of days students enrolled in Wednesday/Thursday SKTP could attend is 10 days.

**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 Monday/Tuesday students who attended at least one day, multiply 227 by 97% to get 220 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 Monday/Tuesday students who attended 75% or more days, multiply 220 by 42% to get 93 students.