Appendix B

Implementation

Classroom Assessment Scoring System (CLASS)

What is CLASS?

The Classroom Assessment Scoring System (CLASS) is a classroom observation tool developed at the University of Virginia's Curry School of Education. It aims to provide a common lens and language focused on classroom interactions that encourage student learning.

CLASS observations break down the complex classroom environment to help educators focus on boosting the effectiveness of their interactions with learners of all ages. Observations rely on categorizing interactions within the CLASS framework.

The CLASS tool organizes teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary tools include an additional domain, Student Engagement. Within all domains except Student Engagement, interactions are further organized into multiple dimensions. Table 1 lists the domains and dimensions for each level.

Emotional Support: Students' social and emotional functioning in the classroom is increasingly recognized as an indicator of school readiness, a potential target for intervention, and even as a student outcome that might be governed by a set of standards similar to those for academic achievement. Students who are more motivated and connected to others are much more likely to establish positive trajectories of development in both social and academic domains. Teachers' abilities to support social and emotional functioning in the classroom are therefore central to ratings of effective classroom practices.

Classroom Organization: The classroom organization domain assesses a broad array of classroom processes related to the organization and management of students' behavior, time, and attention in the classroom. Classrooms function best and provide the most opportunities for learning when students are well-behaved, consistently have something to do, and are interested and engaged in learning tasks.

Instructional Support: The theoretical foundation for the instructional support domain is based on research on children's cognitive and language development. Thus the emphasis is on students' construction of usable knowledge, rather than rote memorization, and metacognition—or the awareness and understanding of one's thinking process. As a result, the instructional support domain does not make judgments about curriculum content; rather, it assesses the effectiveness of teachers' interactions with students that support cognitive and language development.

Student Engagement: Unlike other domains, student engagement focuses strictly on student functioning, and measures the overall engagement level of students in the classroom.

Table 1: CLASS Domains and Dimensions

Domain	Dimensions			
	Pre-K	**Lower Elementary**	**Upper Elementary**	**Secondary**
Emotional Support	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Adolescent Perspectives
Classroom Organization	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats
Instructional Support	Concept Development Quality of Feedback Language Modeling	Concept Development Quality of Feedback Language Modeling	Content Understanding Analysis and Problem Solving Quality of Feedback Instructional Dialogue	Content Understanding Analysis and Problem Solving Quality of Feedback
Student Engagement	n/a	n/a	Student Engagement	Student Engagement

Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS

- focuses on effective teaching
- helps teachers recognize and understand the power of their interactions with students
- aligns with professional development tools
- works across age levels and subjects

CLASS-based professional development tools increase teacher effectiveness, and students in classrooms where teachers are observed to demonstrate and earn higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores.[1]

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[1] Teachstone Inc. http://www.teachstone.org/about-the-class/

CLASS and Program Evaluation

APS conducts CLASS observations for all program evaluation reports, starting in the 2010-11 school year. In the fall of 2010, the Office of Planning and Evaluation recruited retired teachers and administrators to become certified CLASS observers. Certification is managed by the University of Virginia. Trainees undergo in-depth training to help them use the tool effectively in the field. An assessment is used to ensure that the observers have demonstrated reliability with the CLASS tool.

Each observation lasts approximately 30 minutes and observers are instructed to view either the beginning or end of a class. Ten additional minutes are provided for coding of the observation. Self-contained classrooms that serve ESOL/HILT students or students with a disability, as well as mainstream classrooms with ESOL/HILT students or students with a disability, are included.

CLASS Scores

CLASS dimensions are scored on a 7-point scale consisting of Low (1, 2), Mid (3, 4, 5), and High (6, 7) ranges. A score in the low range indicates an absence or lack of the behaviors associated with a given dimension, while a score in the high range indicates a high presence of such behaviors. Scores in the high range are desirable for all dimensions except for Negative Climate. With this dimension, the goal is a low score, or an absence of negativity.

Research Foundations of CLASS

The CLASS framework is derived from developmental theory and research suggesting that interactions between students and adults are the primary mechanism of child development and learning.

Elementary CLASS

Research provides evidence about the types of teacher-student interactions that promote positive social and academic development. The Classroom Assessment Scoring System™ (CLASS) provides a reliable, valid assessment of these interactions[2]

Selected studies demonstrate:
- Higher levels of instructional support are related to preschoolers' gains in pre-reading and math skills.[3]
- High levels of emotional support contribute to preschoolers' social competence in the kindergarten year.[4]
- High levels of emotional support are associated with growth in reading and math achievement from kindergarten through fifth grade.[5]
- High levels of classroom organization are associated with gains in first graders' literacy.[6]
- Kindergarten children are more engaged and exhibit greater self-control in classrooms offering more effective teacher-child interactions.[7]

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[2] Karen LaParo, Robert Pianta, and Meghan Stuhlman, "Classroom Assessment Scoring System (CLASS): Findings from the Pre-K Year," Elementary School Journal, 104:5, pages 409-426.
[3] Mashburn, Pianta, Hamre, Downer et al., Child Development,79, pages 732-749.
[4] Timothy Curby, Jennifer Locasale-Crouch, Timothy Konold, Robert Pianta, Carollee Howes, Margaret Burchinal et al., "The Relations of Observed Pre-K Classrooms Quality Profiles to Children's Academic Achievement and Social Competence," Early Education and Development, 19, pages 643-666.
[5] Robert Pianta, Jay Belsky, Nathan Vandergrift, Renee Houts, Fred Morrison, and NICHD-ECCRN, "Classroom Effects on Children's Achievement Trajectories in Elementary School," American Education Research Journal, 49, pages 365-397.
[6] Claire Cameron Ponitz, Sara Rimm-Kaufman, Laura Brock, and Lori Nathanson, "Contributions of gender, early school adjustment, and classroom organizational climate to first grade outcomes," Elementary School Journal, 110, 142-162.

• First-grade children at risk for school failure perform on par with peers, both socially and academically, when exposed to classrooms with effective teacher-student interactions.[8]

Moreover, studies conducted in over 6,000 classrooms provide evidence that students in PK–5 classrooms with higher CLASS ratings realize greater gains in achievement and social skill development.[9]

Secondary CLASS

Research using the more recently developed secondary CLASS tool has shown that teachers' skills in establishing a positive emotional climate, their sensitivity to student needs, and their structuring of their classroom and lessons in ways that recognize adolescents' needs for a sense of autonomy and control, for an active role in their learning, and for opportunities for peer interaction were all associated with higher relative student gains in achievement.[10]

Alignment with APS Initiatives

Differentiation

The four domains measured by the CLASS are essential in effectively differentiated classrooms. In addition, dimensions such as teacher sensitivity, regard for student/adolescent perspectives, and instructional learning formats specifically address behaviors necessary for effective differentiation.

Teacher Evaluation (Danielson)

The CLASS tool is heavily aligned with Charlotte Danielson's Framework for Teaching[11], which sets forth standards for teaching behaviors in the areas of planning, instruction, classroom environment, and professional responsibility. Danielson's Levels of Performance rubrics are the foundation for all T-Scale staff evaluation in APS.

Cultural Competence

There is strong alignment between Gay's Exemplars of Culturally Responsive Behaviors[12] and classroom behaviors identified in the CLASS tool. The APS Council for Cultural Competence was established in 2003 to develop the framework for permanent, system-wide cultural competence activities including ongoing cultural competence training for all staff. Cultural competence is a set of attitudes, skills, behaviors, and policies that enable organizations and staff to work effectively in cross-cultural situations.

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[7] Sara Rimm-Kaufman, Timothy Curby, Kevin Grimm, Lori Nathanson and Laura Brock, "The Contribution of Children's Self-Regulation and Classroom Quality to Children's Adaptive Behavior in Kindergarten," Developmental Psychology, in-press. See also NICHD ECCRN, "A Day in Third Grade: A Large- Scale Study of Classroom Quality and Teacher and Student Behavior," Elementary School Journal, 105, pages 305-323.

[8] Bridget Hamre and Robert Pianta, "Can Instructional and Emotional Support in First Grade Classrooms Make a Difference for Children At Risk of School Failure?" Child Development, 76, pages 949-967.

[9] Website http://curry.virginia.edu/uploads/resourceLibrary/CLASS-MTP_PK-12_brief.pdf Center for Advanced Study of Teaching and Learning Charlottesville, Virginia, **Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning**

[10] Joseph P. Allen, Anne Gregory, Amori Mikami, Janetta Lun, Bridget Hamre, and Robert C. Pianta, "Observations of Effective Teaching in Secondary School Classrooms: Predicting Student Achievement with the CLASS-S." Submitted.

[11] Charlotte Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, Alexandria, VA: ASCD.

[12] Geneva Gay (2000). *Culturally Responsive Teaching: Theory, Research, & Practice.* New York: Teachers College Press.

SIOP

Many of the dimensions of the CLASS are aligned with components of the Sheltered Instruction Observation Protocol (SIOP)[13], an approach to teaching that promotes content-area learning and language development for English language learners. SIOP encourages teachers to adapt grade-level content lessons to the students' levels of English proficiency, while focusing on English language development to help students increase their proficiency in academic English.

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[13] Website http://siop.pearson.com/about-siop

Alignment of the Classroom Assessment Scoring System (CLASS)
With APS Best Instructional Practices

Domain/ Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation[1]	Responsive Education[2]	Danielson[3]	SIOP[4]
Emotional Support						
Positive Climate	Pre-K - 12	Reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.		X	X	
Negative Climate	Pre-K - 12	Reflects the overall level of expressed negativity among teachers and students in the classroom; the frequency, quality, and intensity of teacher and student negativity are important to observe.		X	X	
Teacher Sensitivity	Pre-K - 12	Encompasses the teacher's awareness and responsiveness to the academic, social-emotional, and developmental needs of individual students and the entire class. At the younger levels, it also includes the teacher's ability to consistently provide comfort, reassurance, and encouragement.	X	X	X	X
Regard for *Student/Adolescent* Perspective	Pre-K – 3	*Student:* At the younger levels, it captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.	X	X	X	X
	4-12	*Adolescent:* At the older levels, it focuses on the extent to which the teacher is able to meet and capitalize on the social and developmental needs and goals of (pre)adolescents by providing opportunities for student autonomy and leadership. Also considered are the extent to which student ideas and opinions are valued and content is made useful and relevant to (pre)adolescents.	X	X	X	X
Classroom Organization						
Behavior Management	Pre-K - 12	Encompasses the teacher's use of clear behavioral expectations and effective methods to prevent and redirect misbehavior.		X	X	
Productivity	Pre-K - 12	Considers how well the teacher manages time and routines so that instructional time is maximized.			X	
Instructional Learning Formats	Pre-K - 12	Focuses on the ways in which the teacher maximizes students' interest and engagement in learning. This includes the teacher's use of interesting and engaging lessons and materials, active facilitation, and clarity of learning objectives.	X	X	X	X

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[1] Differentiation or differentiated instruction is an approach that recognizes that all students must master a common body of knowledge and skills, but each student learns a different way and needs an approach most appropriate to his or her learning needs. Differentiation relates to content (what students learn), process (how students learn), and product (how students demonstrate what they've learned). Students differ in readiness (prior mastery of knowledge, understandings, and skills), interest (curiosity and passion to know, understand, or do more), and how they prefer to learn (Tomlinson, 1999).

[2] Responsive education or culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

Alignment of the Classroom Assessment Scoring System (CLASS)
With APS Best Instructional Practices

Domain/ Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation[1]	Responsive Education[2]	Danielson[3]	SIOP[4]
Instructional Support						
Concept Development	Pre-K – 3	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.	X		x	X
Content Understanding	4-12	Refers to both the depth of the lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.		X	X	X
Analysis and Problem Solving	4-12	Assesses the degree to which the teacher facilitates students' use of higher-level thinking skills, such as analysis, problem solving, reasoning, and creation through the application of knowledge and skills. Opportunities for demonstrating metacognition, i.e. thinking about thinking, are also included.	X	X		X
Quality of Feedback	Pre-K - 12	Assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. (At the secondary level, significant feedback may be provided by peers)		X	X	X
Language Modeling	Pre-K-3	Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.			X	X
Instructional Dialogue	4-5	Captures the purposeful use of dialogue- structured, cumulative questioning and discussion which guide and prompt students- to facilitate students' understanding of content and language development. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.			X	X
Student Engagement	4-12	Intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.		X	X	X

[3] Danielson's Domains of Teaching Responsibility frame the APS teacher evaluation process and are based on Charlotte Danielson's Enhancing Professional Practice. The domains are the areas in which T-Scale employees are evaluated and are the foundation for Best Instructional Practices. For classroom based teachers they include: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. For non-classroom-based teachers the domains are: Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities.

[4] Sheltered instruction Observation Protocol (SIOP) is an approach to teaching that promotes content-area learning and language development for English language learners. Teachers adapt grade-level content lessons to the students' levels of English proficiency, while focusing on English language development to help students increase their proficiency in academic English.

Classroom Assessment Scoring System (CLASS)
Domain and Dimension Scores

CLASS is an observation tool developed at the University of Virginia's Curry School of Education to evaluate the interactions between teachers and their students in order to boost the quality of teaching and learning.

The CLASS tool organizes these teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary tool includes a fourth domain: Student Engagement.

The Emotional Support domain contains four dimensions: Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives (K–5) or Regard for Adolescent Perspectives (6–12). The Classroom Organization domain contains three dimensions: Behavior Management, Productivity, and Instructional Learning Formats. The Instructional Support domain contains three dimensions for K–3 students: Concept Development, Quality of Feedback, and Language Modeling. It contains three dimensions for students in grades 6–12: Content Understanding, Analysis and Problem Solving, and Quality of Feedback. The same three dimensions, plus one more: Instructional Dialogue, are used to assess grades 4 and 5 classrooms.

Scores are assigned for each dimension within the domains on a scale of 1 to 7, with 7 being the best possible score. However, the dimension of "negative climate" uses a reverse scale. Therefore, a score of 1 is considered best for this dimension, since it indicates a lack of negative climate. When calculating the Emotional Support domain score, the negative climate score is reversed.

To obtain the data reflected in this report, certified CLASS observers visited summer school remediation classes at the elementary, middle, and high school levels, and summer school enrichment classes at the elementary and high school levels, in 2012 and 2013. No summer school enrichment classes are offered at the middle school level. Table 1 shows which summer school courses are coded as either enrichment or remediation.

Table 1: Summer School Enrichment and Remediation Courses

Level	Enrichment	Remediation
Elementary	Summer Laureate	All other elementary courses
	Global Village	
	STARTALK (2012)	
Secondary	New Work for Credit	All other secondary courses
	Drivers Education	
	STARTALK (2012)	

Tables 2 and 3 show the percentage of teachers observed in 2012 and 2013. The margin of error is calculated at a 95% confidence interval, meaning that we can be 95% confident that the results reflect the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the

observations were repeated multiple times employing the same methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution since they may not reflect the whole population.

Table 2: Number of Observations Completed in Summer 2012

Level	Course Type	No. Teachers	Observations	% Observed	Margin of Error (95% Confidence Interval)
Elementary	Enrichment	21	9	43%	25.3
Elementary	Remediation	165	42	25%	13.1
Middle School	Remediation	25	16	64%	15.0
High School	Enrichment	22	18	82%	10.1
High School	Remediation	70	47	67%	8.3

Table 3: Number of Observations Completed in Summer 2013

Level	Course Type	No. Teachers	Observations	% Observed	Margin of Error (95% Confidence Interval)
Elementary	Enrichment	19	15	79%	11.9
Elementary	Remediation	182	117	64%	5.4
Middle School	Remediation	29	29	100%	n/a
High School	Enrichment	18	17	94%	5.8
High School	Remediation	60	50	83%	5.7

Table 4 shows (1) the total number of elementary summer school classes observed by program within each CLASS domain and dimension during the summer of 2012, (2) the mean score (on a scale of 1–7) achieved by these groups, and (3) the associated standard deviation.

Table 4: Average Domain and Dimension Scores for Elementary Summer School, 2012

Average Domain and Dimension Scores	Elementary Enrichment			Elementary Remediation		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Emotional Support	9	5.7	0.5	42	5.4	0.7
Positive Climate	9	5.6	1.0	42	5.4	1.3
Negative Climate[1]	9	1.0	0.0	42	1.1	0.3
Teacher Sensitivity	9	5.3	0.9	42	5.3	1.3
Regard for Student Perspectives (K–5)	9	4.9	0.6	41	4.0	1.2
Classroom Organization	9	6.0	0.5	42	5.8	0.7
Behavior Management	9	6.0	0.9	42	6.1	1.0
Productivity	9	6.1	0.3	42	6.1	0.8
Instructional Learning Formats	9	5.8	0.7	41	5.0	1.0
Instructional Support	9	4.6	1.0	42	4.1	1.2
Content Understanding (4–12)	*	*	*	17	4.9	0.8
Analysis and Problem Solving (4–12)	*	*	*	17	3.8	1.6
Concept Development (K–3)	5	4.8	1.3	25	3.7	1.5
Quality of Feedback (all grades)	9	4.4	1.1	42	4.4	1.2
Language Modeling (K–3)	5	4.0	1.6	25	4.0	1.5
Instructional Dialogue (4–5)	*	*	*	17	3.9	1.3
Student Engagement (4–12)	*	*	*	17	5.7	0.8

*Fewer than 5 not reported.

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[1] A lower score is desirable for the Negative Climate dimension. The Negative Climate score is reversed when calculating the Emotional Support domain score.

Table 5 shows (1) the total number of middle and high school summer school classes observed by program within each CLASS domain and dimension during the summer of 2012, (2) the mean score (on a scale of 1–7) achieved by these groups, and (3) the associated standard deviation.
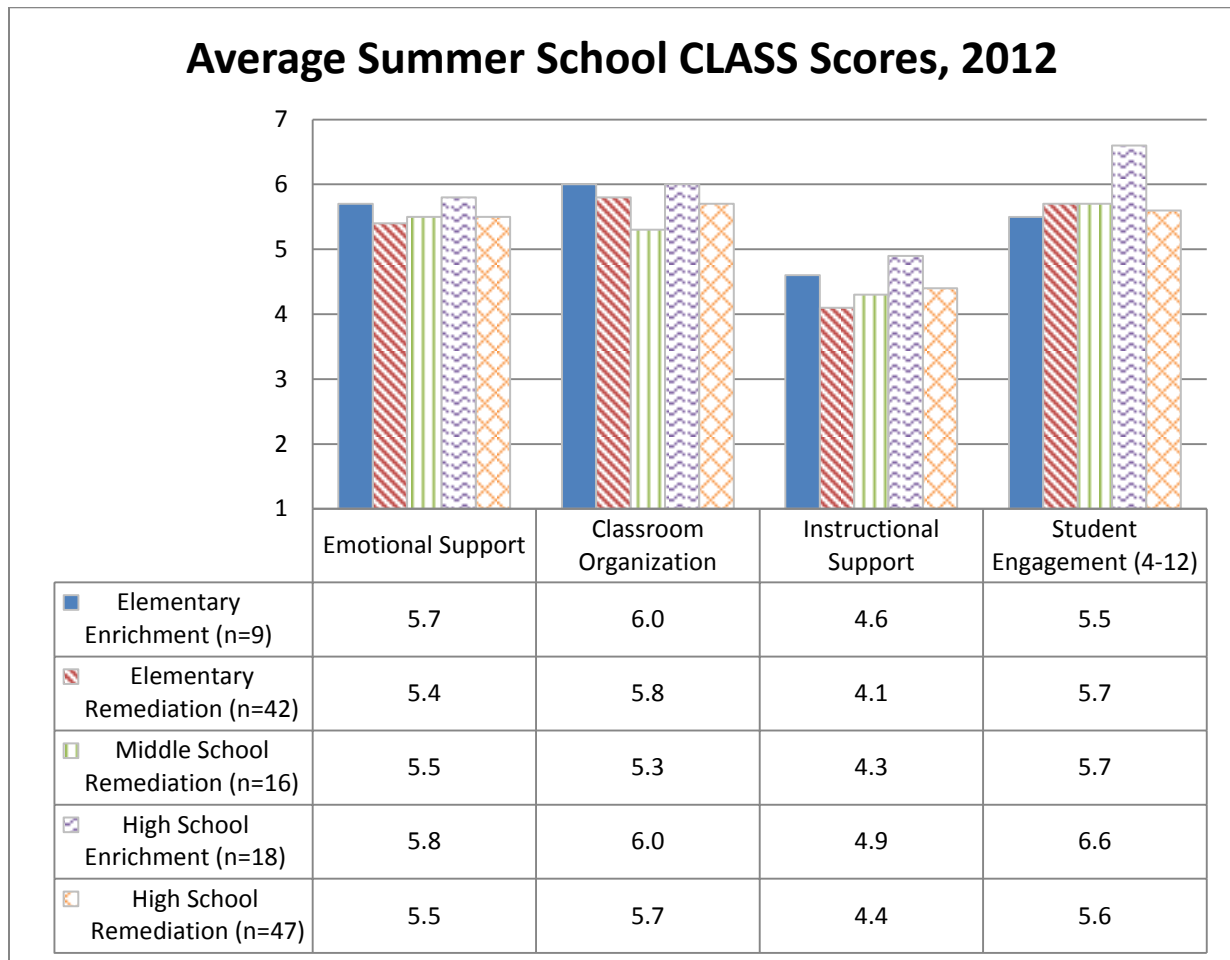
Table 5: Average Domain and Dimension Scores for Secondary Summer School, 2012

Average Domain and Dimension Scores	Middle School Remediation			High School Enrichment			High School Remediation		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Emotional Support	16	5.5	0.6	18	5.8	0.6	47	5.5	0.8
Positive Climate	16	5.6	0.6	18	5.9	0.9	47	5.3	1.3
Negative Climate[2]	16	1.3	0.7	18	1.1	0.5	47	1.0	0.2
Teacher Sensitivity	16	4.9	0.8	18	5.7	1.0	47	5.2	1.2
Regard for Adolescent Perspectives (6–12)	16	4.8	0.8	18	4.5	1.0	47	4.4	1.2
Classroom Organization	16	5.3	0.7	18	6.0	0.7	47	5.7	0.7
Behavior Management	16	5.4	0.6	18	6.2	0.9	47	5.9	1.1
Productivity	16	5.7	0.7	18	6.2	0.8	47	6.0	1.0
Instructional Learning Formats	16	4.9	1.1	18	5.6	0.9	47	5.2	1.0
Instructional Support	16	4.3	1.0	18	4.9	1.0	47	4.4	1.0
Content Understanding (4–12)	16	4.1	1.3	18	5.1	1.2	47	4.8	1.1
Analysis and Problem Solving (4–12)	16	3.8	1.2	18	4.3	1.3	47	3.6	1.4
Quality of Feedback (all grades)	16	5.0	0.8	18	5.4	1.0	47	4.7	1.2
Student Engagement (4–12)	16	5.7	0.7	18	6.6	0.7	47	5.6	1.1

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[2] A lower score is desirable for the Negative Climate dimension. The Negative Climate score is reversed when calculating the Emotional Support domain score.
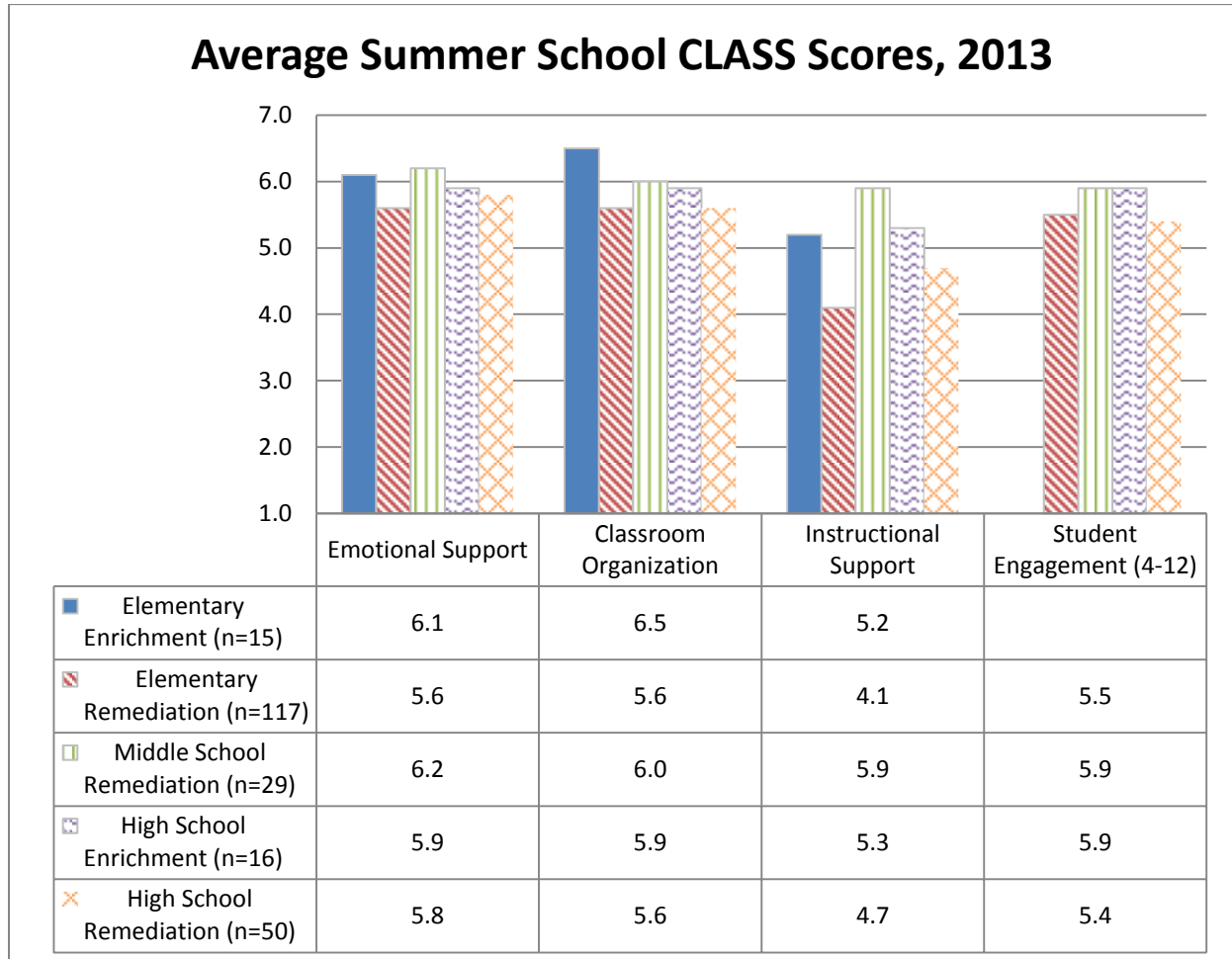
Table 6 shows (1) the total number of elementary summer school classes observed by program within each CLASS domain and dimension during the summer of 2013, (2) the mean score (on a scale of 1–7) achieved by these groups, and (3) the associated standard deviation. Note that all elementary enrichment observations in 2013 were of K-3 classrooms; therefore, there are several upper elementary dimensions for which there is no data.

Table 6: Average Domain and Dimension Scores for Elementary Summer School, 2013

Average Domain and Dimension Scores	Elementary Enrichment			Elementary Remediation		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Emotional Support	15	6.1	0.7	117	5.6	0.7
Positive Climate	15	6.3	0.8	117	5.6	1.0
Negative Climate[3]	15	1.0	0.0	116	1.0	0.5
Teacher Sensitivity	15	5.9	0.8	117	5.5	1.0
Regard for Student Perspectives (K–5)	15	5.3	1.4	116	4.3	1.3
Classroom Organization	15	6.5	0.6	117	5.6	0.9
Behavior Management	15	6.1	0.8	117	5.8	1.0
Productivity	15	6.5	0.7	116	5.9	1.0
Instructional Learning Formats	15	6.7	0.6	117	5.2	1.2
Instructional Support	15	5.2	1.0	117	4.1	1.4
Content Understanding (4–12)	0	n/a	n/a	31	4.6	1.4
Analysis and Problem Solving (4–12)	0	n/a	n/a	31	3.8	1.7
Concept Development (K–3)	15	4.7	1.4	86	3.6	1.4
Quality of Feedback (all grades)	15	5.8	1.1	116	4.4	1.5
Language Modeling (K–3)	15	5.2	1.1	85	3.9	1.5
Instructional Dialogue (4–5)	0	n/a	n/a	31	4.1	1.7
Student Engagement (4–12)	0	n/a	n/a	31	5.5	1.2

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[3] A lower score is desirable for the Negative Climate dimension. The Negative Climate score is reversed when calculating the Emotional Support domain score.

Table 7 shows (1) the total number of middle and high school summer school classes observed by program within each CLASS domain and dimension during the summer of 2013, (2) the mean score (on a scale of 1–7) achieved by these groups, and (3) the associated standard deviation.

Table 7: Average Domain and Dimension Scores for Secondary Summer School, 2013

Average Domain and Dimension Scores	Middle School Remediation			High School Enrichment			High School Remediation		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Emotional Support	29	6.2	0.7	17	5.9	0.6	50	5.8	0.8
Positive Climate	29	6.2	0.8	17	5.9	0.7	50	5.8	1.0
Negative Climate[4]	29	1.2	0.8	17	1.0	0.0	50	1.1	0.3
Teacher Sensitivity	29	6.0	0.9	17	5.7	0.9	50	5.6	1.1
Regard for Adolescent Perspectives (6–12)	28	5.8	0.9	17	5.2	1.0	50	4.7	1.4
Classroom Organization	29	6.0	1.0	17	5.9	0.5	50	5.6	0.8
Behavior Management	29	6.1	0.9	17	6.0	0.7	50	5.6	1.3
Productivity	29	6.0	1.1	17	5.9	0.8	50	5.9	0.9
Instructional Learning Formats	29	5.9	1.0	17	5.8	0.7	50	5.3	1.1
Instructional Support	29	5.9	0.8	17	5.3	0.7	50	4.7	1.2
Content Understanding (4–12)	28	5.8	0.8	17	5.6	0.8	49	5.2	1.3
Analysis and Problem Solving (4–12)	29	5.9	0.9	17	4.6	1.1	50	4.2	1.5
Quality of Feedback (all grades)	29	5.9	0.9	17	5.5	0.9	48	4.9	1.4
Student Engagement (4–12)	29	5.9	1.0	17	5.9	0.6	50	5.4	1.3

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[4] A lower score is desirable for the Negative Climate dimension. The Negative Climate score is reversed when calculating the Emotional Support domain score.

Figure 1 shows the average CLASS scores for each domain by summer school program and level for the summer of 2012.

Figure 1: Average Summer School CLASS Scores by Domain and Grade Level, 2012

Average Summer School CLASS Scores, 2012

	Emotional Support	Classroom Organization	Instructional Support	Student Engagement (4-12)
Elementary Enrichment (n=9)	5.7	6.0	4.6	5.5
Elementary Remediation (n=42)	5.4	5.8	4.1	5.7
Middle School Remediation (n=16)	5.5	5.3	4.3	5.7
High School Enrichment (n=18)	5.8	6.0	4.9	6.6
High School Remediation (n=47)	5.5	5.7	4.4	5.6

Figure 2 shows the average CLASS scores for each domain by summer school program and level for the summer of 2013. Note that there are no Student Engagement scores for elementary enrichment courses since all elementary enrichment observations were in lower elementary (K-3) classrooms.

Figure 2: Average Summer School CLASS Scores by Domain and Grade Level, 2013

Average Summer School CLASS Scores, 2013

	Emotional Support	Classroom Organization	Instructional Support	Student Engagement (4-12)
Elementary Enrichment (n=15)	6.1	6.5	5.2	
Elementary Remediation (n=117)	5.6	5.6	4.1	5.5
Middle School Remediation (n=29)	6.2	6.0	5.9	5.9
High School Enrichment (n=16)	5.9	5.9	5.3	5.9
High School Remediation (n=50)	5.8	5.6	4.7	5.4

Figures 3 and 4 display score distribution within the Emotional Support domain for elementary summer school enrichment and remediation classes during the summer of 2012.

Figure 3: Summer School Emotional Support CLASS Score Distribution, Elementary Enrichment 2012

Elementary Enrichment

Mean = 5.6944
Std. Dev. = .51201
N = 9
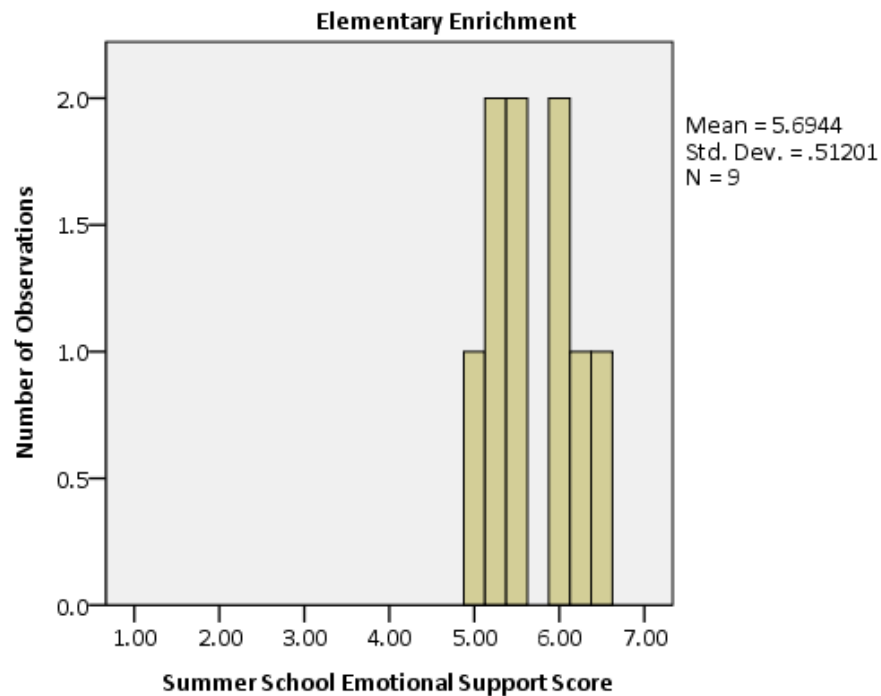
Figure 4: Summer School Emotional Support CLASS Score Distribution, Elementary Remediation 2012

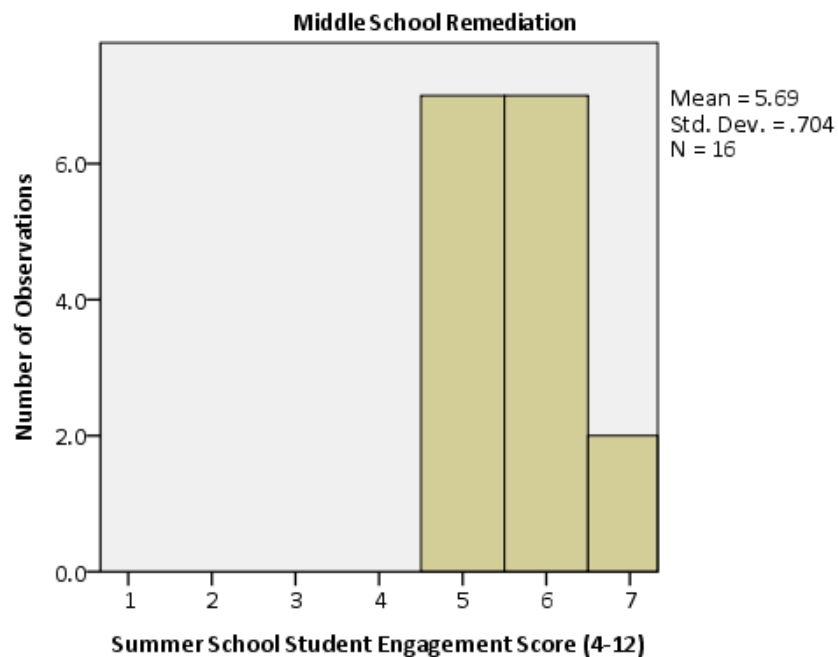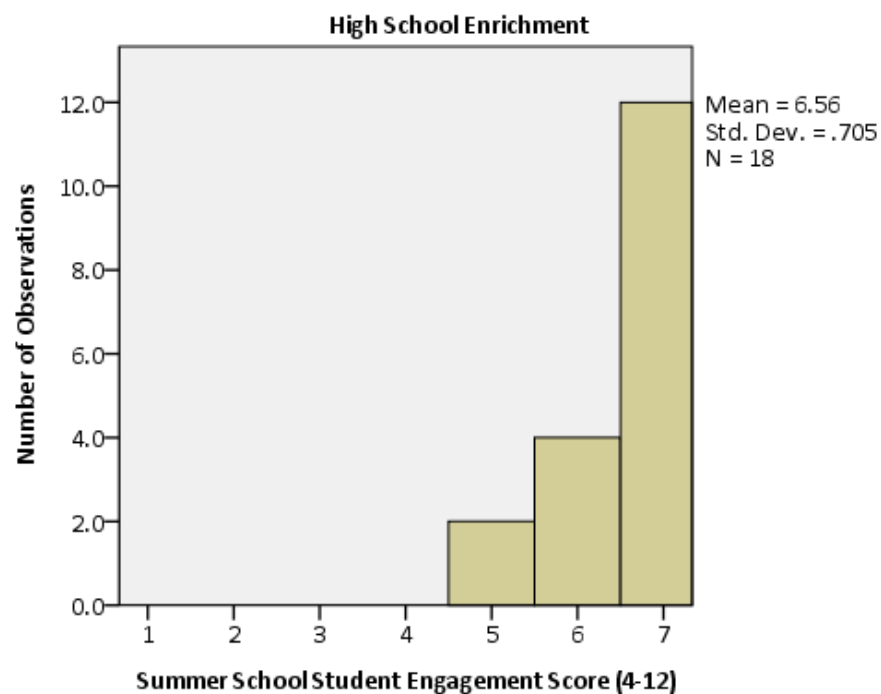Elementary Remediation

Mean = 5.4246
Std. Dev. = .69033
N = 42
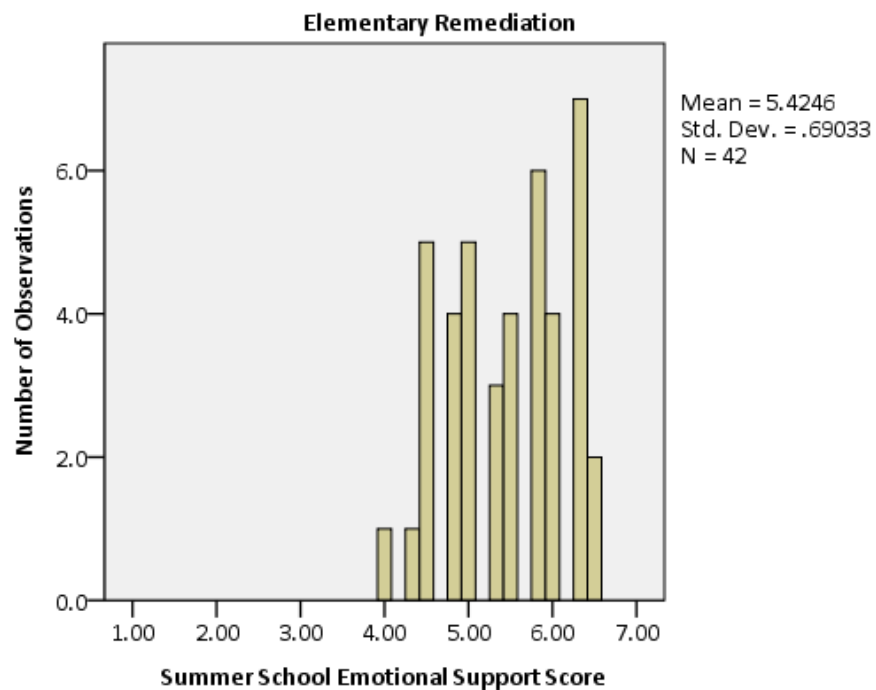
Figures 5, 6, and 7 display score distribution within the Emotional Support domain for secondary summer school enrichment and remediation classes during the summer of 2012 by school level.

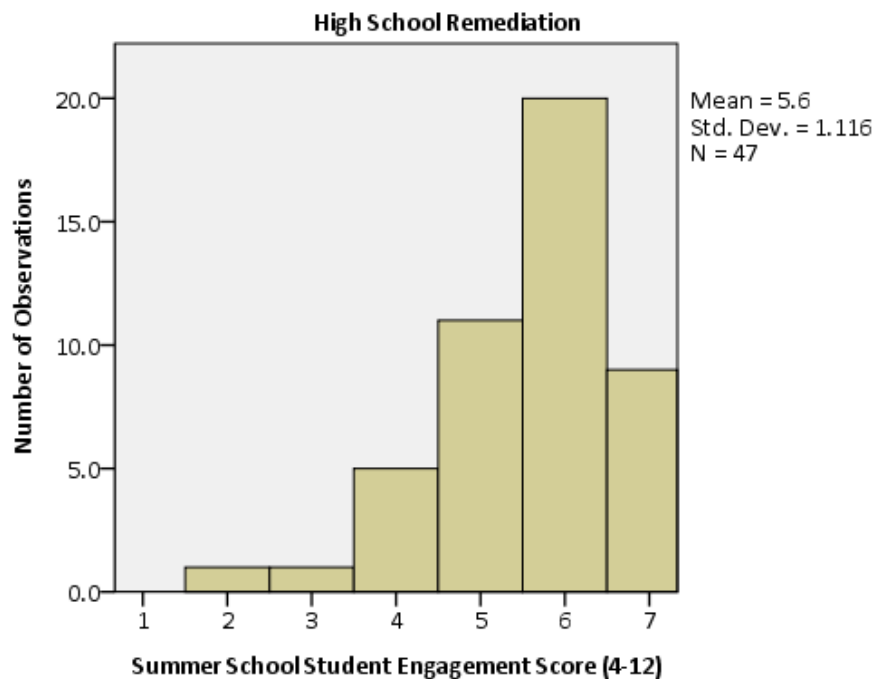**Figure 5: Summer School Emotional Support CLASS Score Distribution, Middle School Remediation 2012**
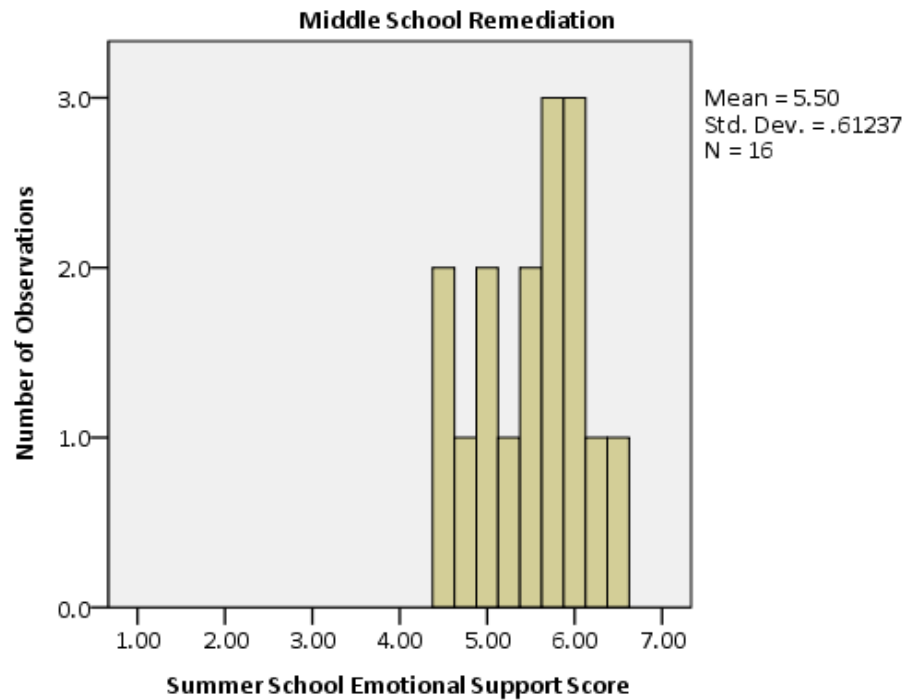
Figure 6: Summer School Emotional Support CLASS Score Distribution, High School Enrichment 2012
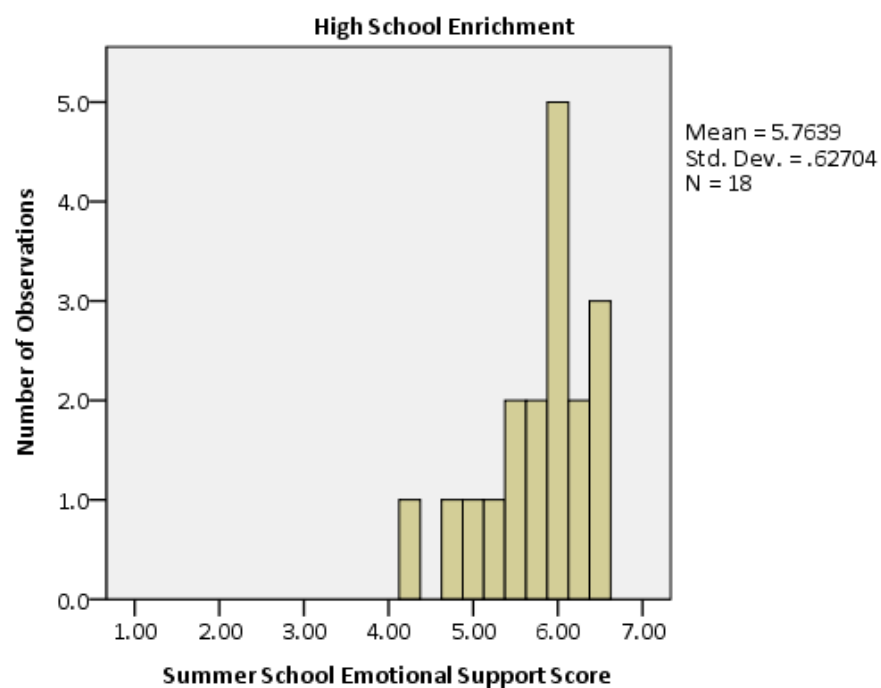
High School Remediation

Mean = 5.4787
Std. Dev. = .77989
N = 47
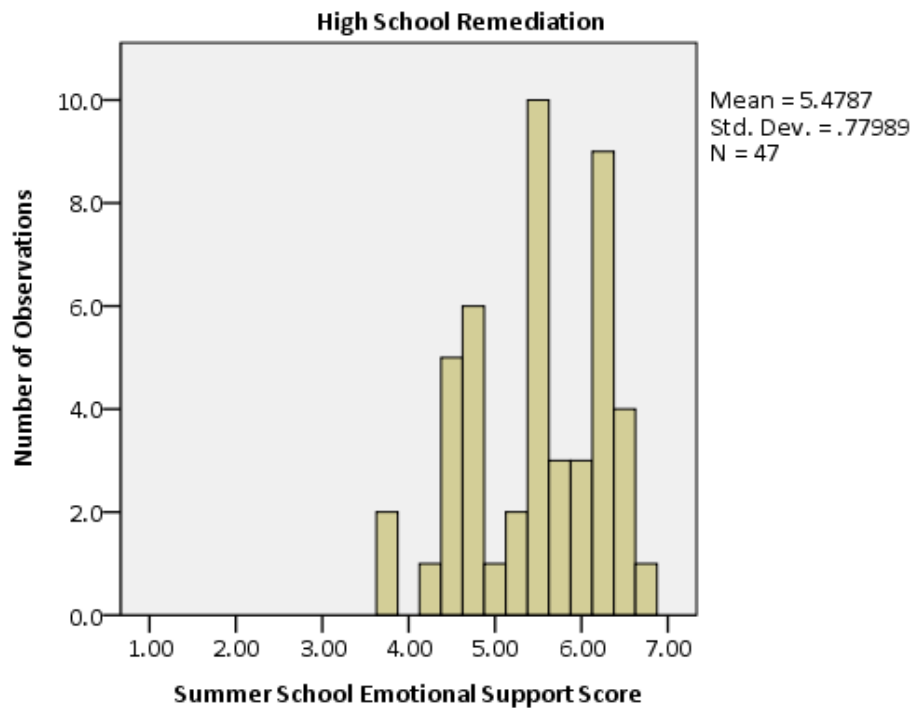
Figures 8 and 9 display score distribution within the Classroom Organization domain for elementary summer school enrichment and remediation classes during the summer of 2012.

Figure 8: Summer School Classroom Organization CLASS Score Distribution, Elementary Enrichment 2012

Elementary Enrichment

Mean = 5.963
Std. Dev. = .5122
N = 9
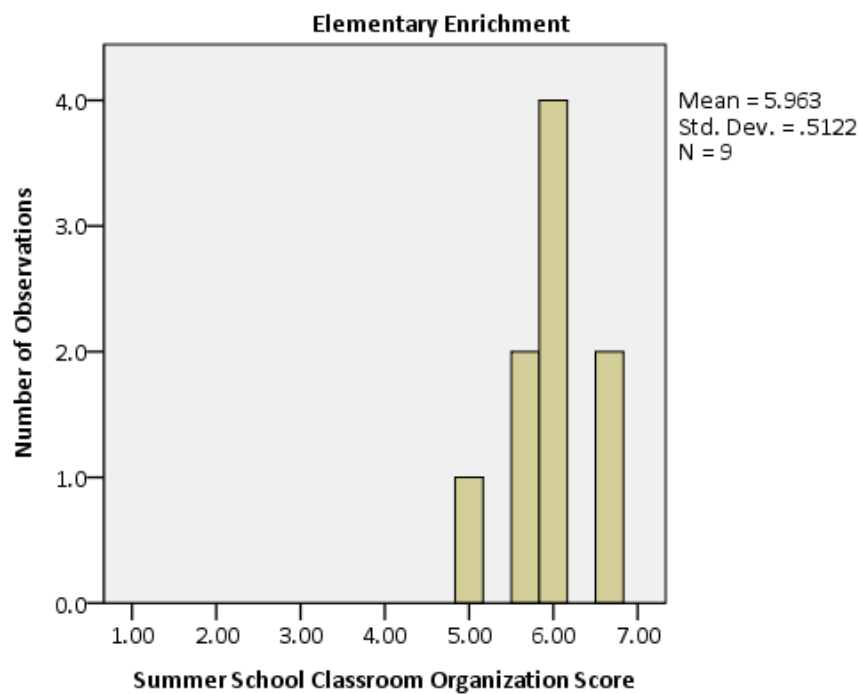
Figure 9: Summer School Classroom Organization CLASS Score Distribution, Elementary Remediation 2012

Elementary Remediation

Mean = 5.7619
Std. Dev. = .72987
N = 42
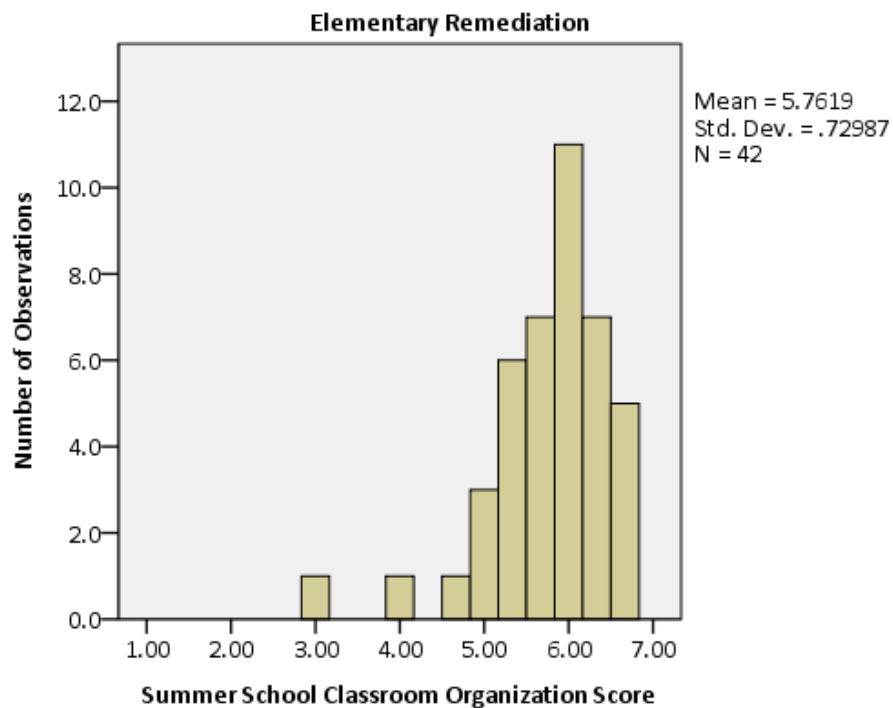
Figures **10, 11, and 12** display score distribution within the Classroom Organization domain for secondary summer school enrichment and remediation classes during the summer of 2012 by school level.
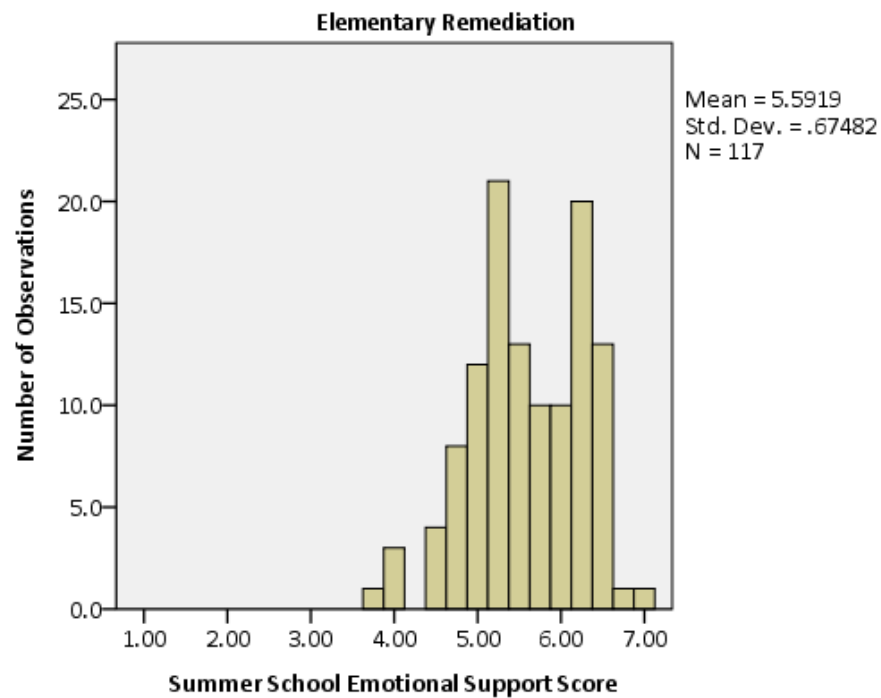
Figure 10: Summer School Classroom Organization CLASS Score Distribution, Middle School Remediation 2012

Middle School Remediation

Mean = 5.3125
Std. Dev. = .69355
N = 16
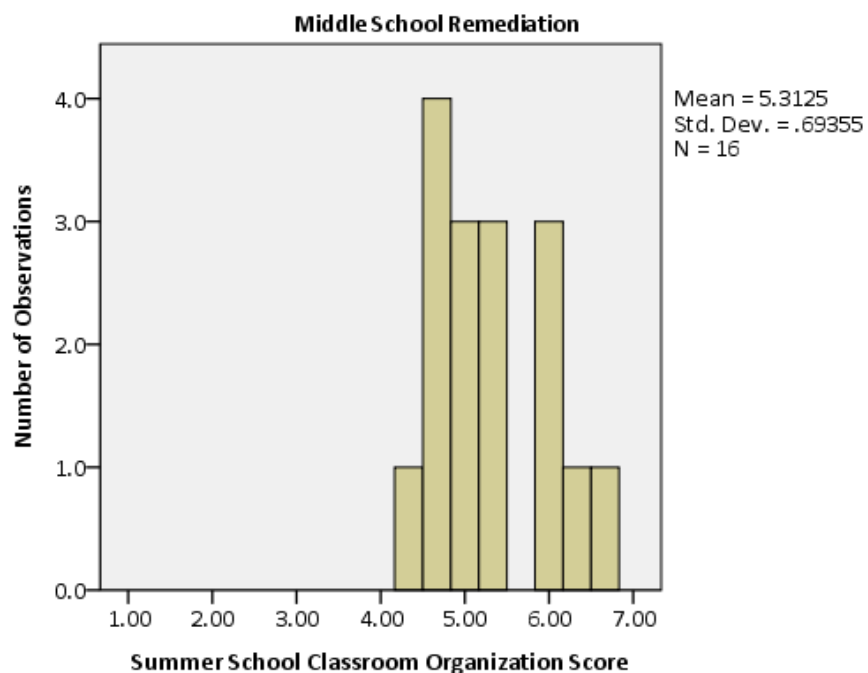
Figure 11: Summer School Classroom Organization CLASS Score Distribution, High School Enrichment 2012

High School Enrichment

Mean = 5.9815
Std. Dev. = .68095
N = 18
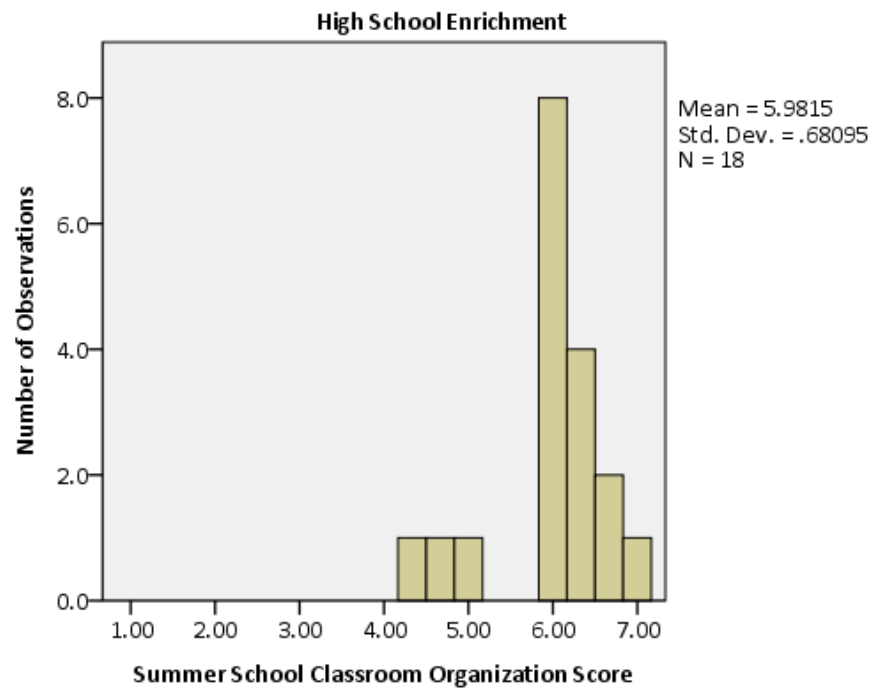
Figure 12: Summer School Classroom Organization CLASS Score Distribution, High School Remediation 2012

High School Remediation

Mean = 5.7163
Std. Dev. = .71889
N = 47
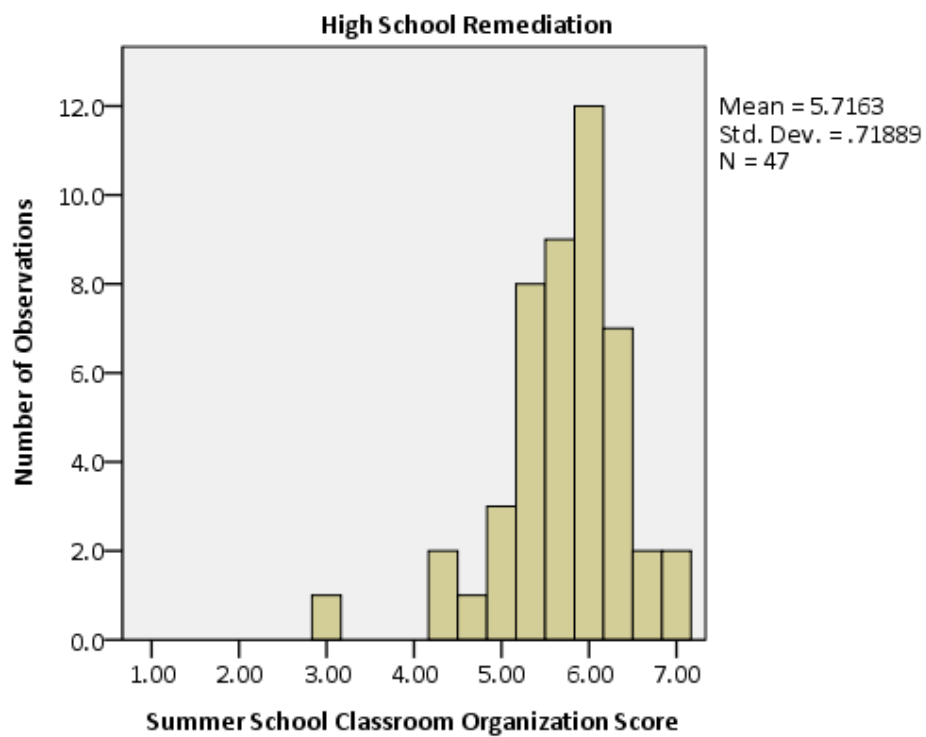
Figures 13 and 14 display score distribution within the Instructional Support domain for elementary summer school enrichment and remediation classes during the summer of 2012.

Elementary Enrichment

Mean = 4.5556
Std. Dev. = 1.01465
N = 9
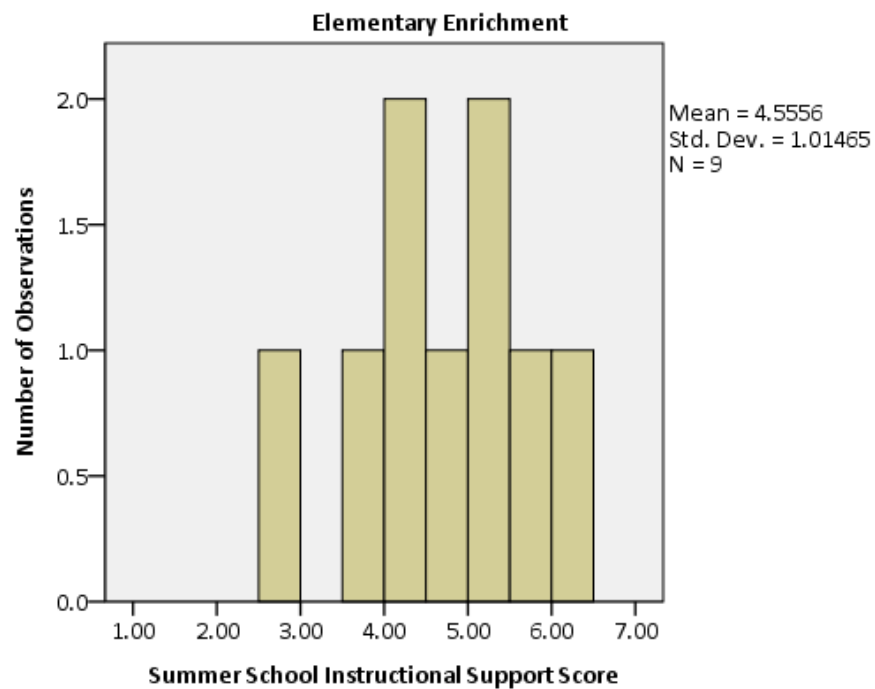
Elementary Remediation

Mean = 4.1151
Std. Dev. = 1.16593
N = 42
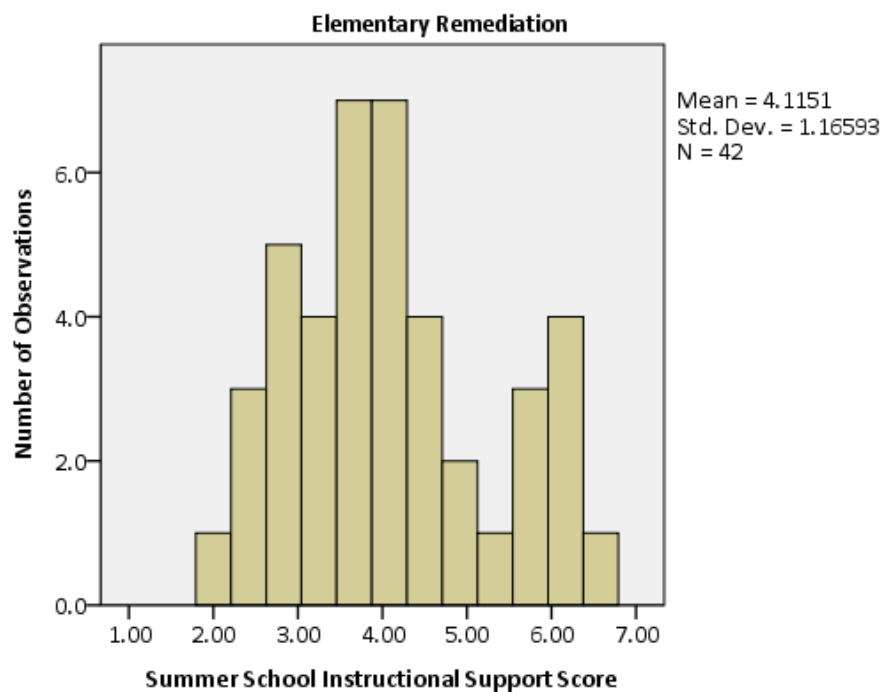
Figures 15, 16, and 17 display score distribution within the Instructional Support domain for secondary summer school enrichment and remediation classes during the summer of 2012 by school level.

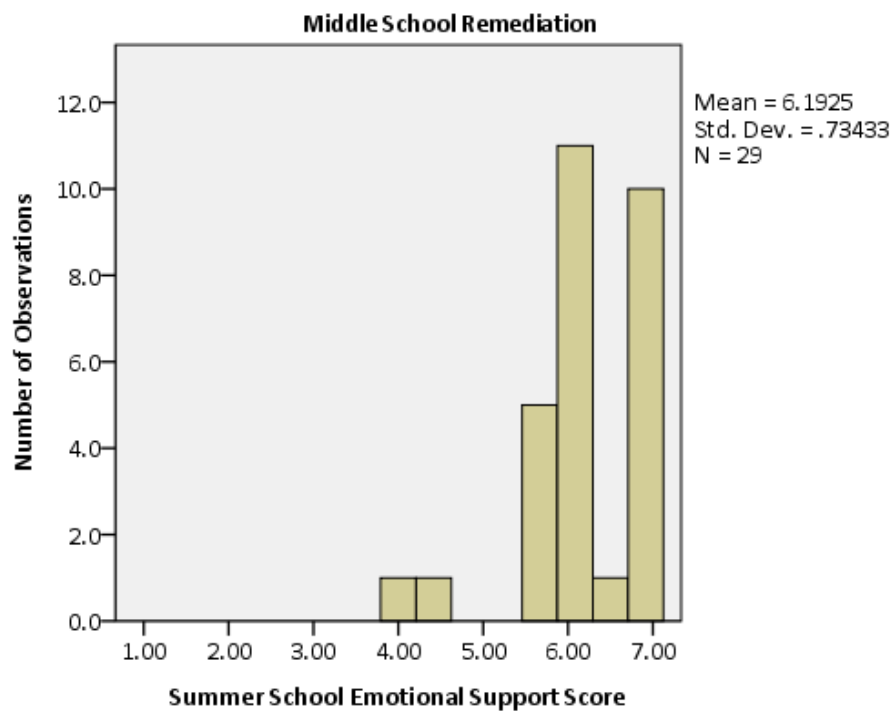Figure 15: Summer School Instructional Support CLASS Score Distribution, Middle School Remediation 2012
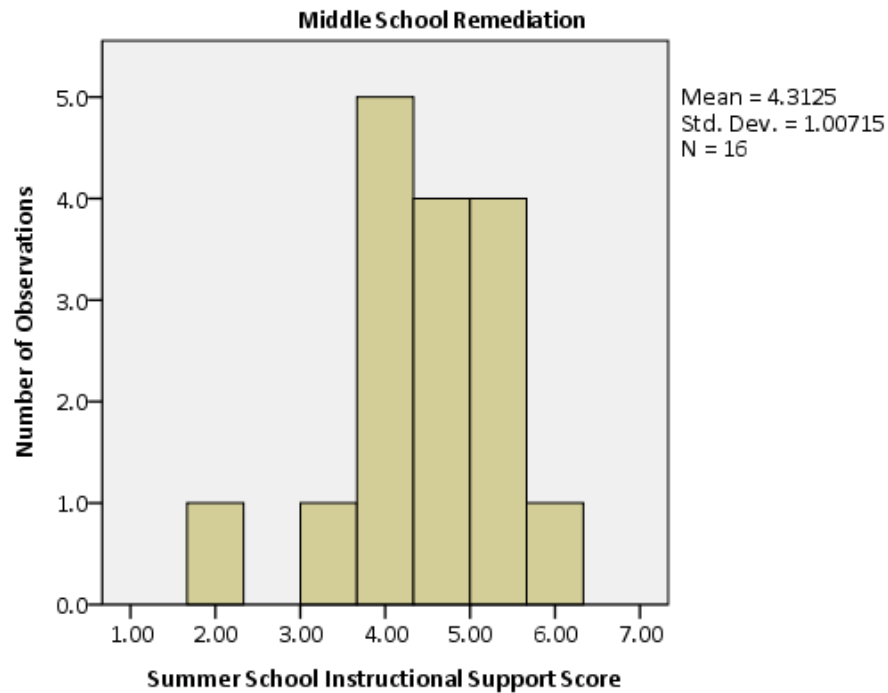
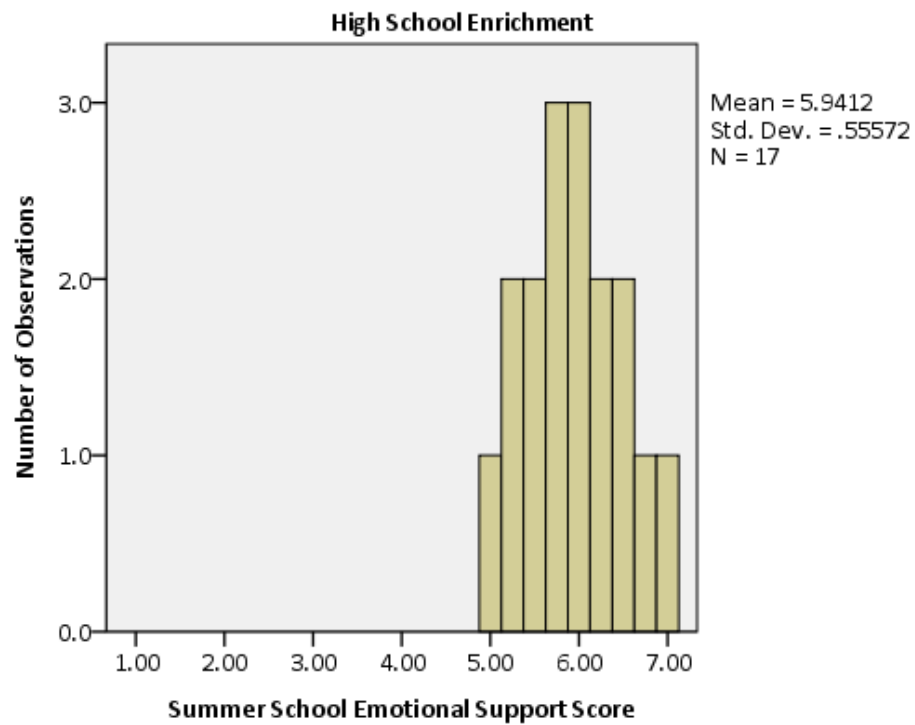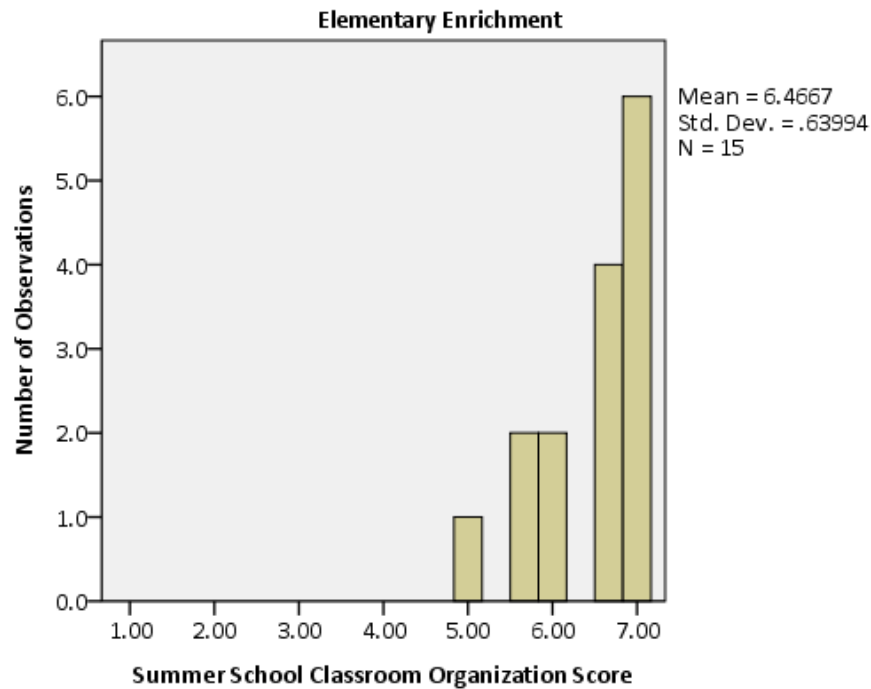Figure 16: Summer School Instructional Support CLASS Score Distribution, High School Enrichment 2012
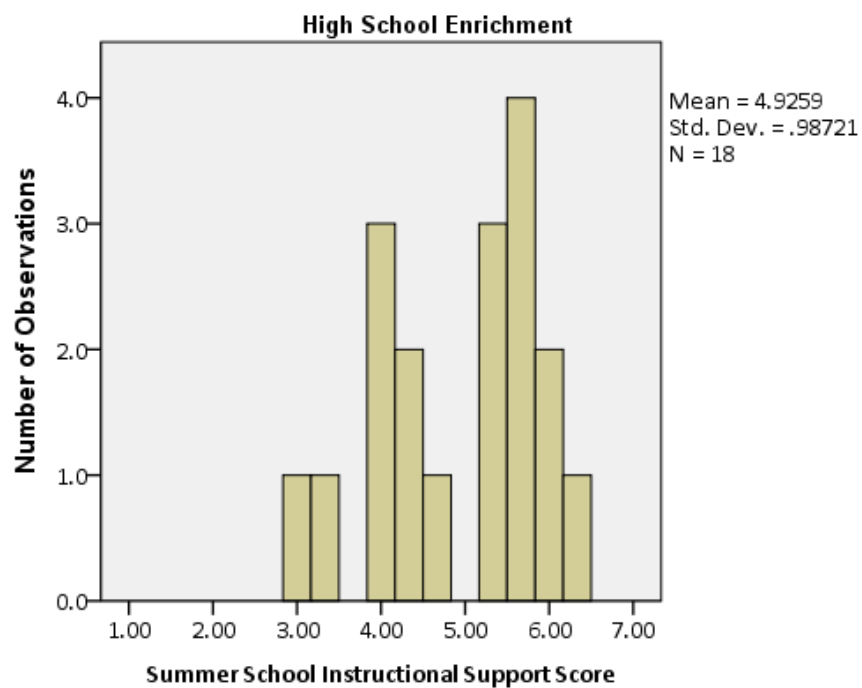
Figure 17: Summer School Instructional Support CLASS Score Distribution, High School Remediation 2012
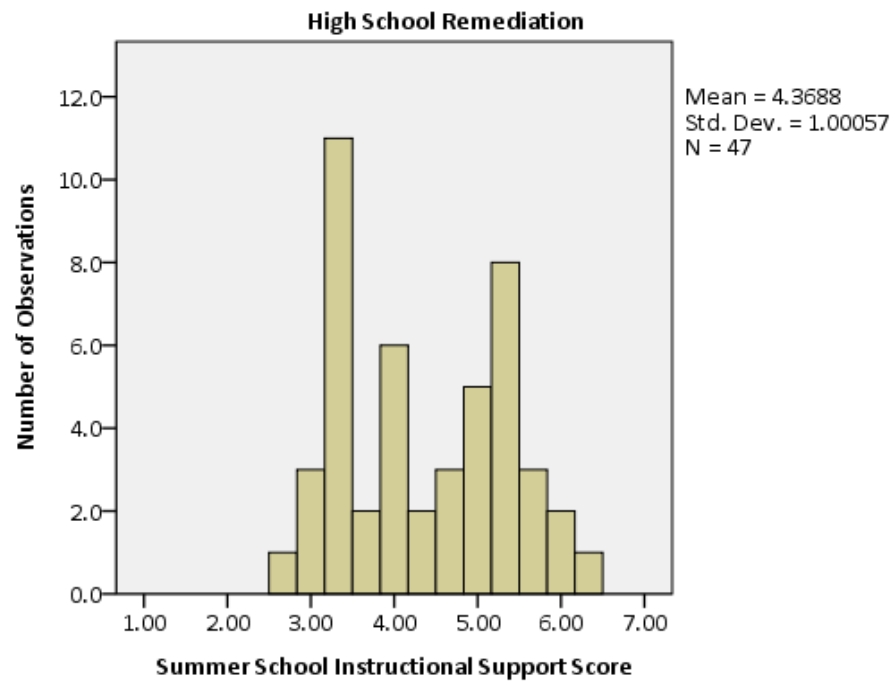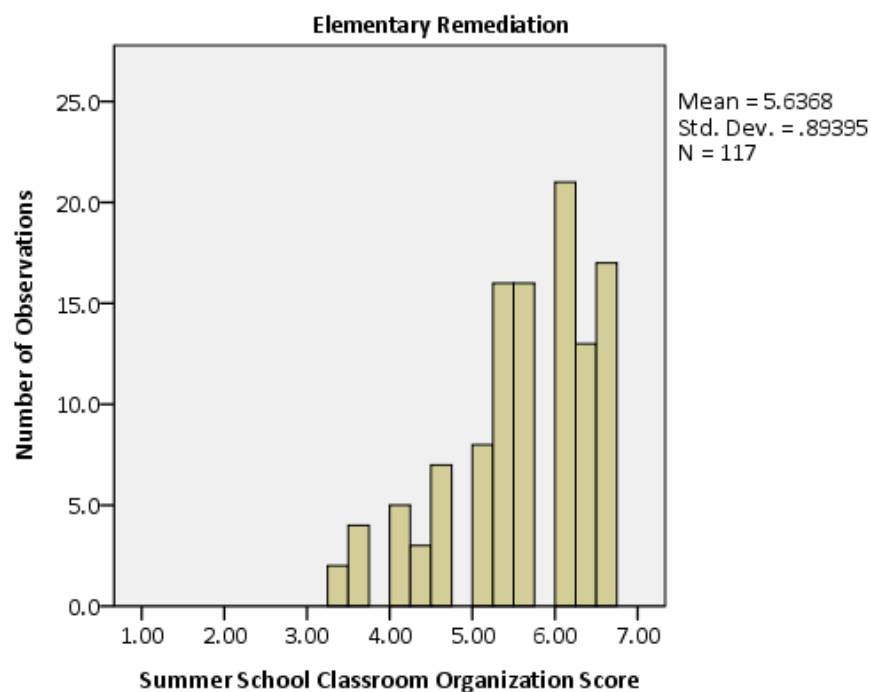
Figure 18 displays score distribution within the Student Engagement domain for elementary summer school remediation classes during the summer of 2012. The number of elementary enrichment observations was too small to report.

Figure 18: Summer School Student Engagement CLASS Score Distribution, Elementary Remediation 2012
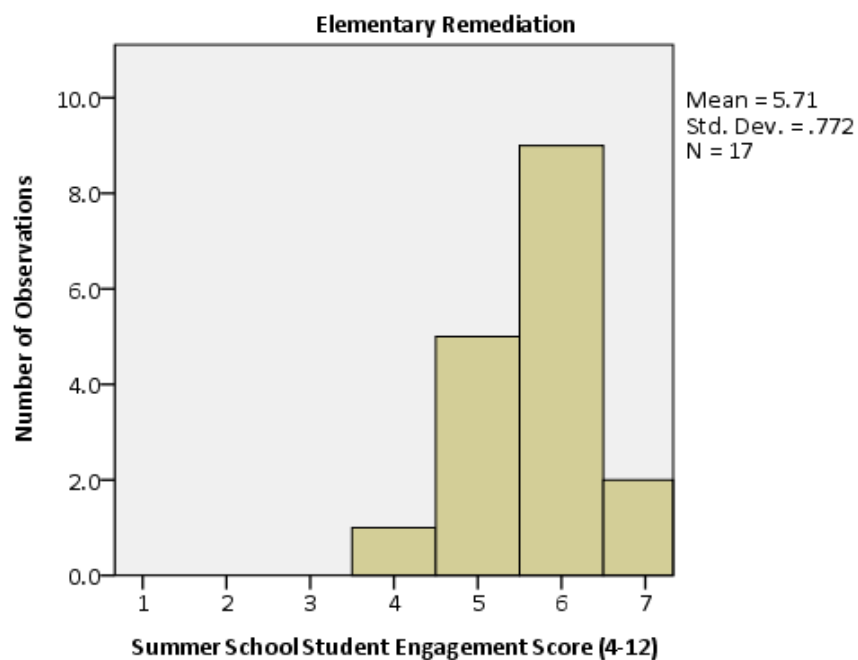
Figures 19, 20, and 21 display score distribution within the Student Engagement domain for secondary summer school enrichment and remediation classes during the summer of 2012 by school level.

Figure 19: Summer School Student Engagement CLASS Score Distribution, Middle School Remediation 2012

Figure 20: Summer School Student Engagement CLASS Score Distribution, High School Enrichment 2012

Figure 21: Summer School Student Engagement CLASS Score Distribution, High School Remediation 2012

High School Remediation

Mean = 5.6
Std. Dev. = 1.116
N = 47

Summer School Student Engagement Score (4-12)

Figures 22 and 23 display score distribution within the Emotional Support domain for elementary summer school enrichment and remediation classes during the summer of 2013.

Figure 22: Summer School Emotional Support CLASS Score Distribution, Elementary Enrichment 2013

Elementary Enrichment

Mean = 6.1333
Std. Dev. = .66726
N = 15

Summer School Emotional Support Score
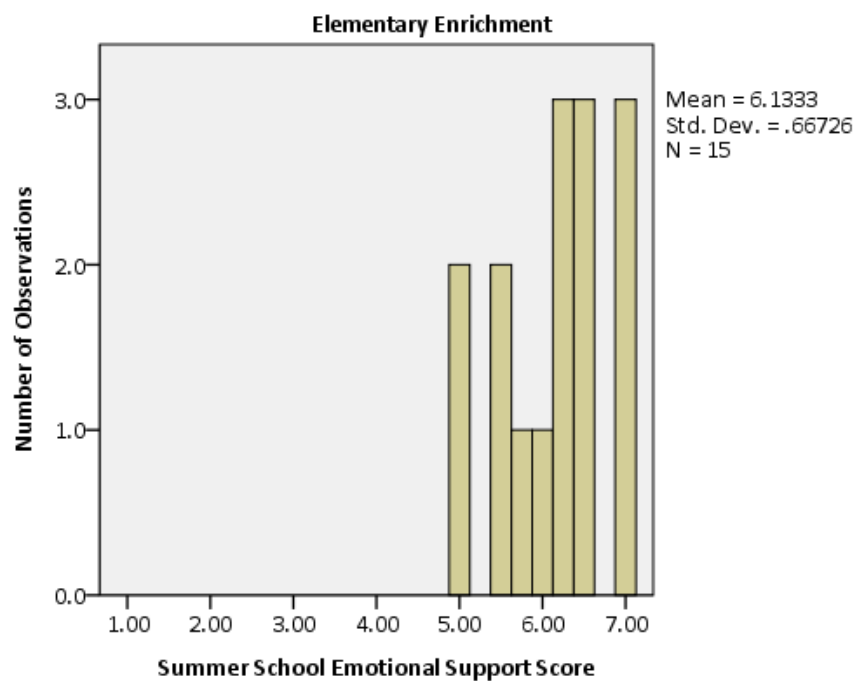
Figure 23: Summer School Emotional Support CLASS Score Distribution, Elementary Remediation 2013

Figures 24, 25, and 26 display score distribution within the Emotional Support domain for secondary summer school enrichment and remediation classes during the summer of 2013 by school level.

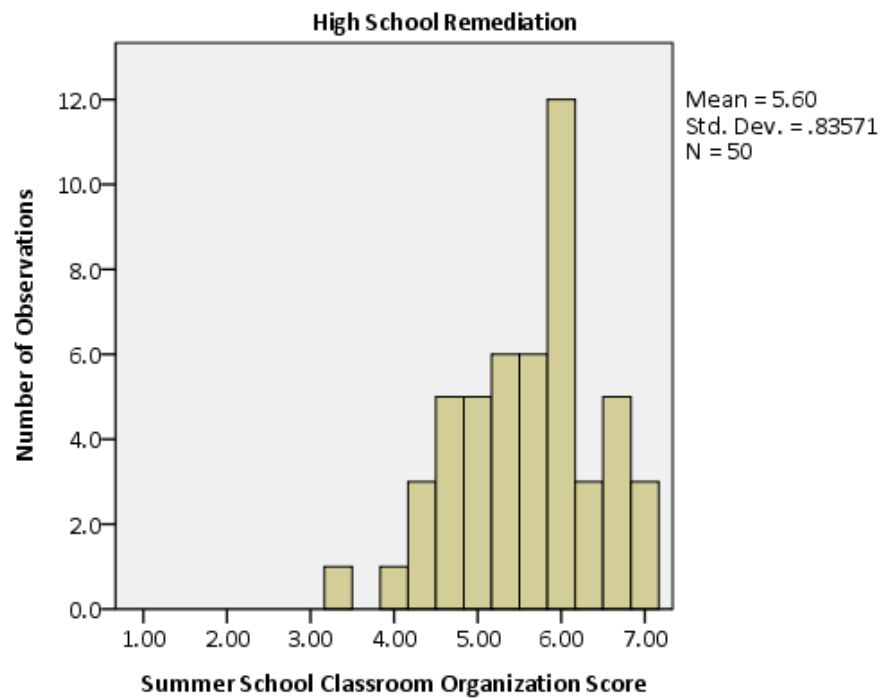Figure 24: Summer School Emotional Support CLASS Score Distribution, Middle School Remediation 2013

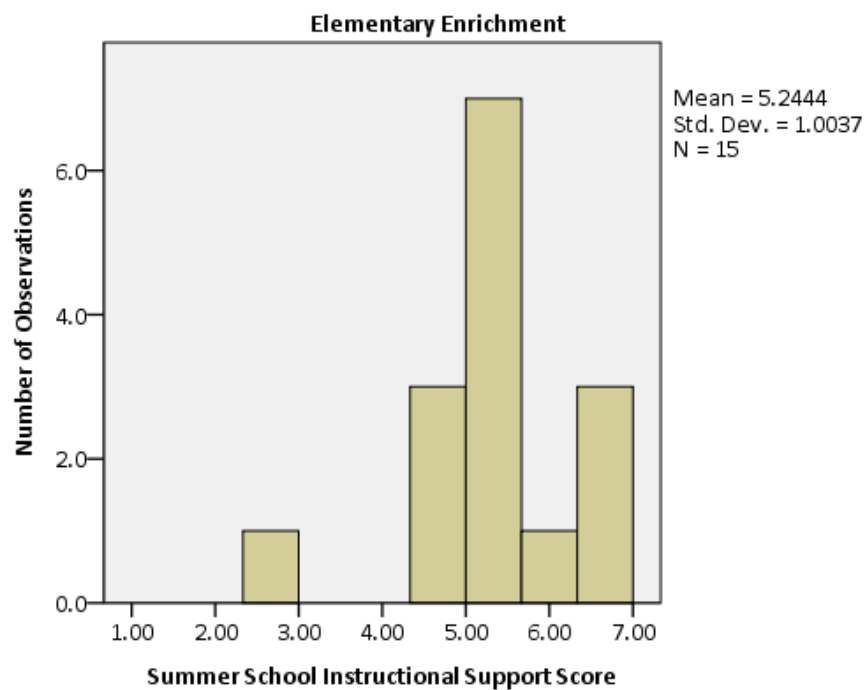**Figure 25: Summer School Emotional Support CLASS Score Distribution, High School Enrichment 2013**

High School Enrichment

Mean = 5.9412
Std. Dev. = .55572
N = 17

Figure 26: Summer School Emotional Support CLASS Score Distribution, High School Remediation 2013

High School Remediation
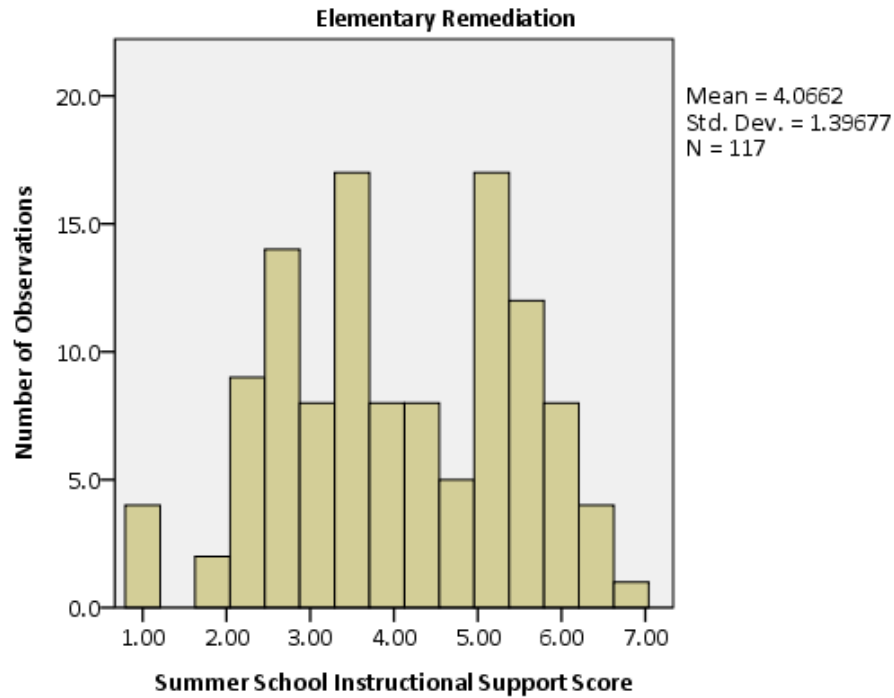
Mean = 5.755
Std. Dev. = .76514
N = 50
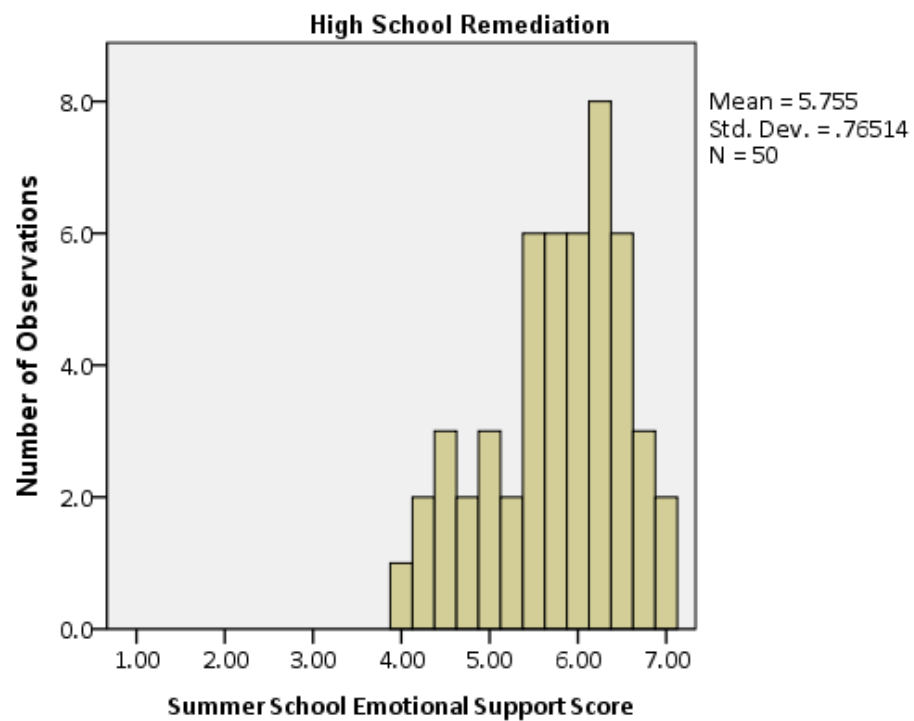
Figures 27 and 28 display score distribution within the Classroom Organization domain for elementary summer school enrichment and remediation classes during the summer of 2013.

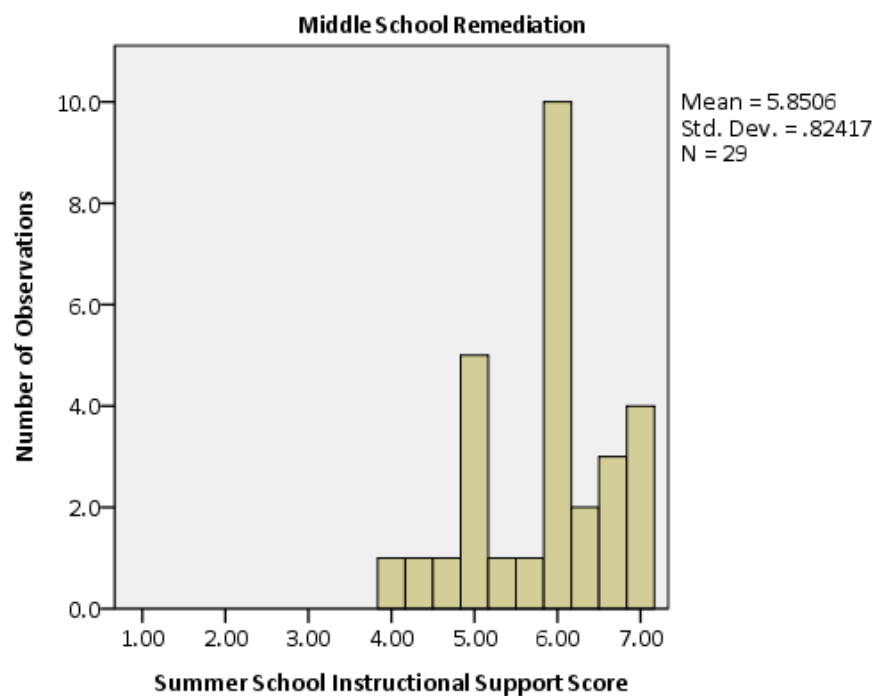**Figure 27: Summer School Classroom Organization CLASS Score Distribution, Elementary Enrichment 2013**

Figure 28: Summer School Classroom Organization CLASS Score Distribution, Elementary Remediation 2013

Figures **29, 30, and 31** display score distribution within the Classroom Organization domain for secondary summer school enrichment and remediation classes during the summer of 2013 by school level.

Figure 29: Summer School Classroom Organization CLASS Score Distribution, Middle School Remediation 2013
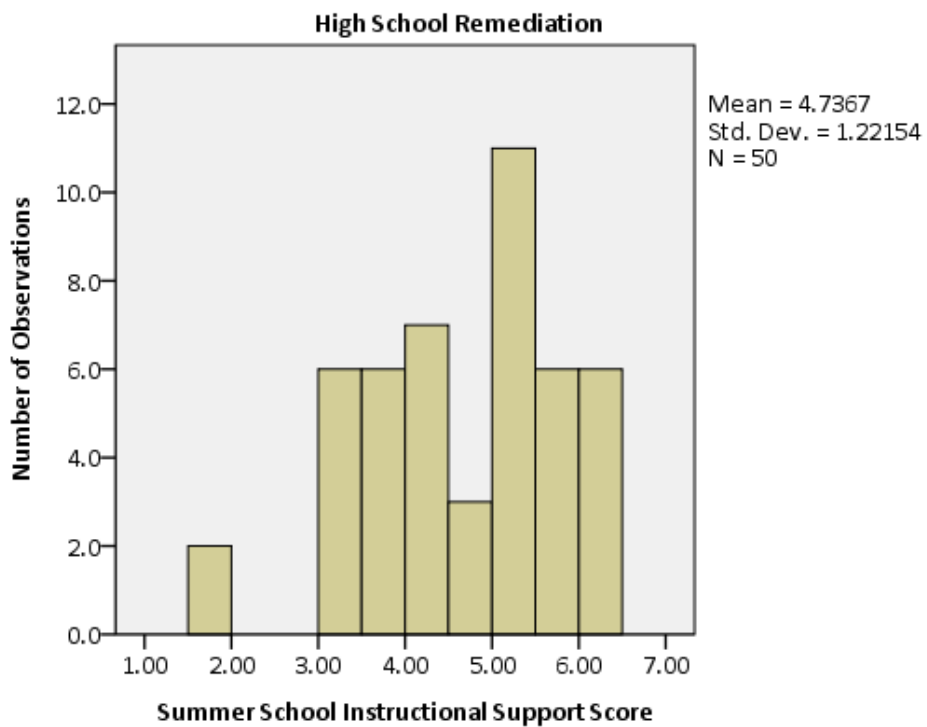

Middle School Remediation

Mean = 6.023
Std. Dev. = .96745
N = 29
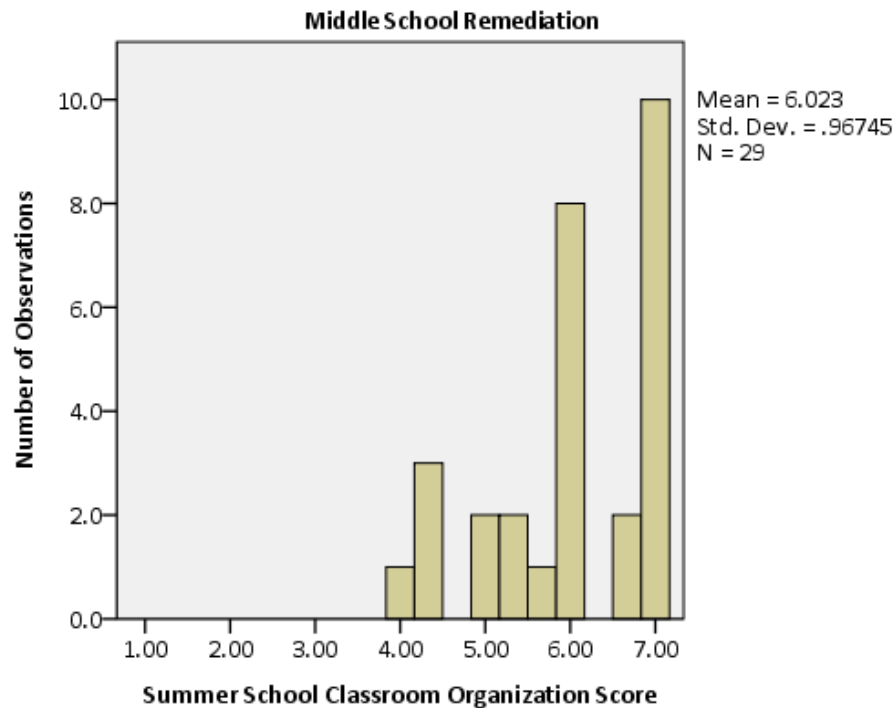
Figure 30: Summer School Classroom Organization CLASS Score Distribution, High School Enrichment 2013

High School Enrichment

Mean = 5.902
Std. Dev. = .51051
N = 17
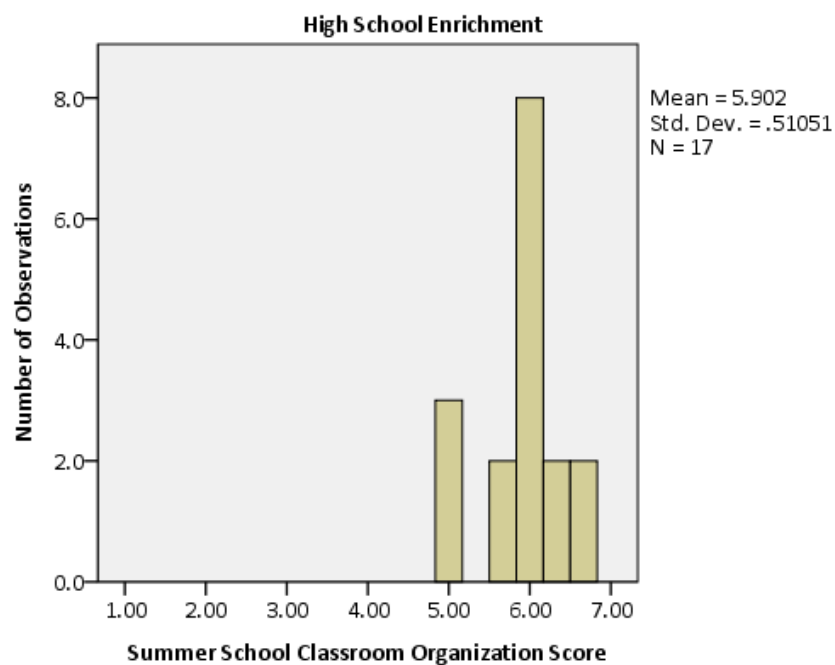
Figure 31: Summer School Classroom Organization CLASS Score Distribution, High School Remediation 2013

Figures 32 and 33 display score distribution within the Instructional Support domain for elementary summer school enrichment and remediation classes during the summer of 2013.

Figure 32: Summer School Instructional Support CLASS Score Distribution, Elementary Enrichment 2013

Elementary Remediation

Mean = 4.0662
Std. Dev. = 1.39677
N = 117

Figures 34, 35, and 36 display score distribution within the Instructional Support domain for secondary summer school enrichment and remediation classes during the summer of 2013 by school level.

Figure 34: Summer School Instructional Support CLASS Score Distribution,
Middle School Remediation 2013

Middle School Remediation

Mean = 5.8506
Std. Dev. = .82417
N = 29

Figure 35: Summer School Instructional Support CLASS Score Distribution, High School Enrichment 2013

High School Enrichment

Mean = 5.2549
Std. Dev. = .68241
N = 17

Number of Observations

Summer School Instructional Support Score

Figure 36: Summer School Instructional Support CLASS Score Distribution, High School Remediation 2013

High School Remediation

Mean = 4.7367
Std. Dev. = 1.22154
N = 50

Number of Observations
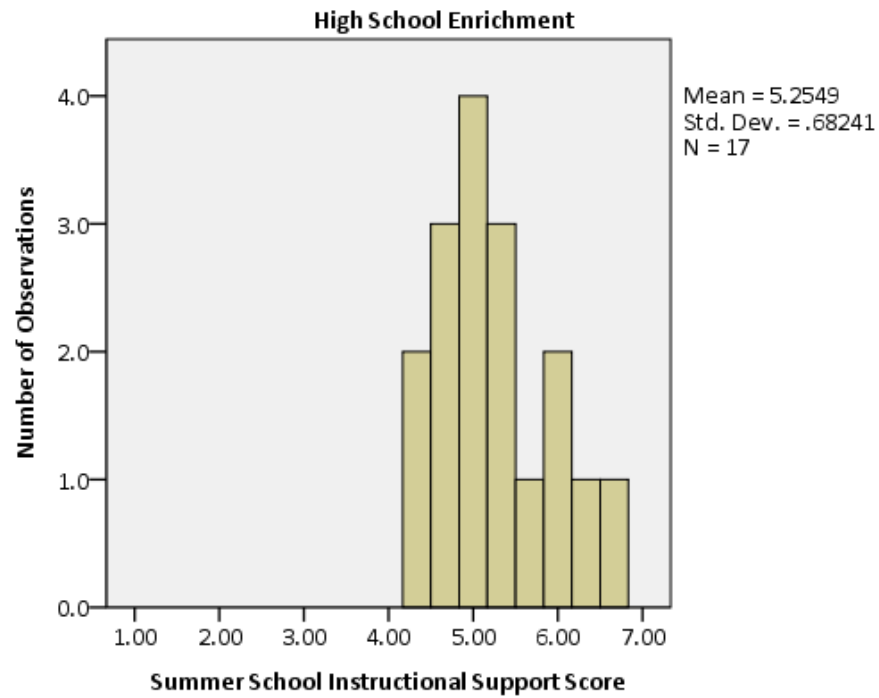
Summer School Instructional Support Score

Figure 37 displays score distribution within the Student Engagement domain for elementary summer school remediation classes during the summer of 2013. The number of elementary enrichment observations was too small to report.

Figure 37: Summer School Student Engagement CLASS Score Distribution, Elementary Remediation 2013

Elementary Remediation

Mean = 5.52
Std. Dev. = 1.18
N = 31

Summer School Student Engagement Score (4-12)
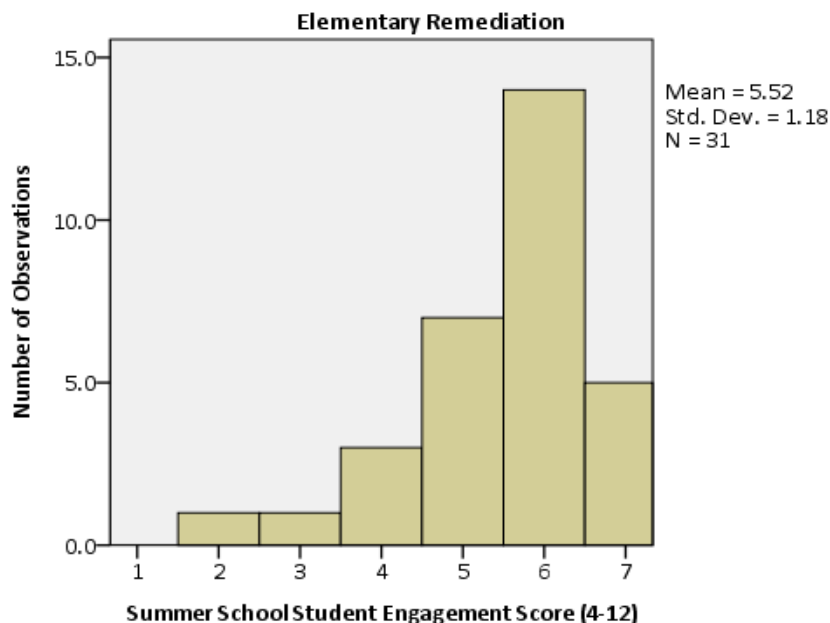
Figures 38, 39, and 40 display score distribution within the Student Engagement domain for secondary summer school enrichment and remediation classes during the summer of 2013 by school level.

Figure 38: Summer School Student Engagement CLASS Score Distribution, Middle School Remediation 2013

Middle School Remediation

Mean = 5.86
Std. Dev. = .99
N = 29

Summer School Student Engagement Score (4-12)

Figure 39: Summer School Student Engagement CLASS Score Distribution, High School Enrichment 2013

High School Enrichment

Mean = 5.88
Std. Dev. = .6
N = 17

Number of Observations
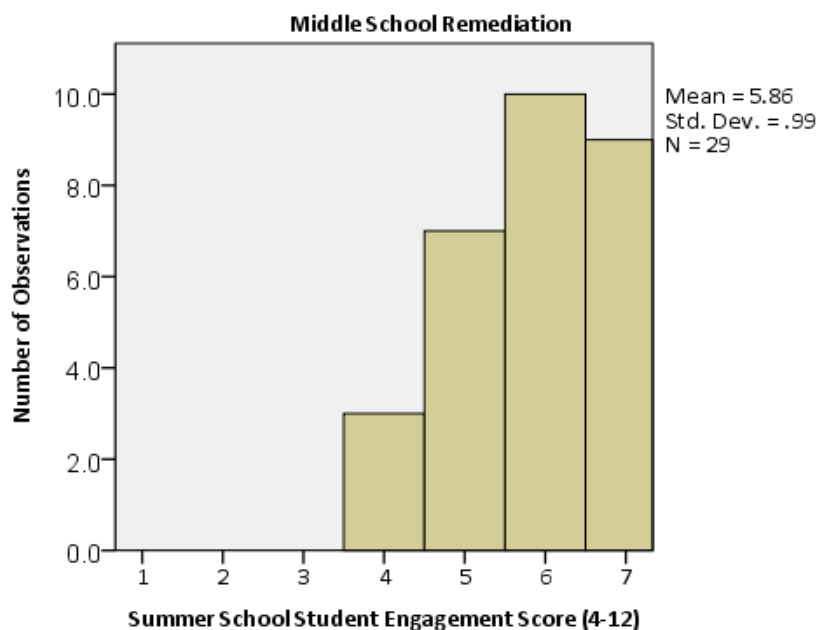
Summer School Student Engagement Score (4-12)
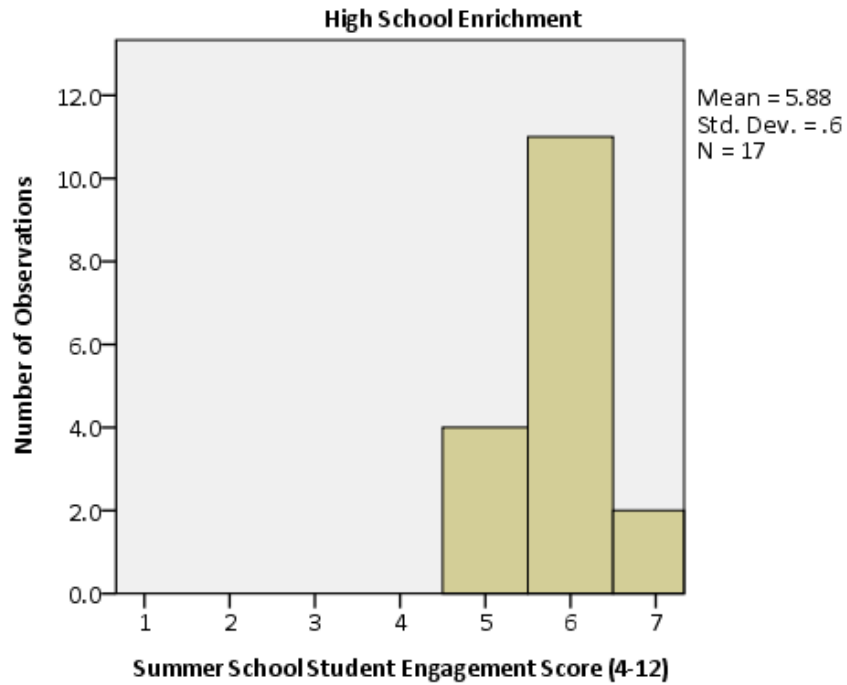
Figure 40: Summer School Student Engagement CLASS Score Distribution, High School Remediation 2013

High School Remediation

Mean = 5.44
Std. Dev. = 1.264
N = 50

Number of Observations

Summer School Student Engagement Score (4-12)
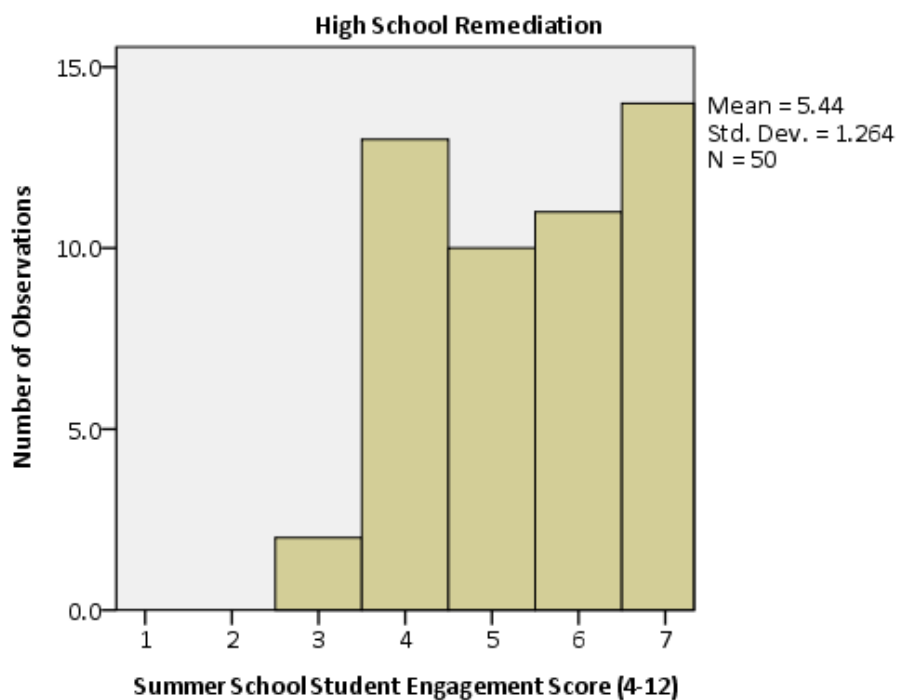
Summer School Enrollment

In an effort to determine the type of student that participates in summer school courses, the Office of Planning and Evaluation looked at elementary and secondary summer school enrollment figures over a five-year period (2009–2013) disaggregated by demographics: race/ethnicity, gender, economic status, LEP status, and disability status or students with disabilities (SWD).

Data was examined according to course type and level:
- Remediation
    - **Pre-K:** Skill Building
    - **Elementary:** Skill Building, Math Camp, Spanish Immersion, and ESOL/HILT
    - **Middle School:** Make-Up and Strengthening, Math Camp (2009–11), Jumpstart toward Algebra, Spanish Immersion, and HILT/HILTEX
    - **High School:** Make-Up and Strengthening, SOL Strengthening, Algebra readiness, HILT/HILTEX, and AP Prep
- Enrichment
    - **Elementary:** Global Village Summit, Summer Laureate, StarTalk, and Creative Arts Camp (2009)
    - **High School:** New Work and Driver Education
- Special Education
    - **Pre-K:** Developmental School-Based Programs
    - **Elementary:** Developmental School-Based Programs
    - **Middle School:** Self-Contained Math and Language Arts, Life Skills, MIPA, and Stratford Program
    - **High School:** Self-Contained Math and Language Arts, Life Skills, MIPA, SWAT, and Stratford Program

Elementary Enrollment

Figure 1 shows the number of pre-K and elementary students enrolled in summer school in each of the last five years as well as the percentage of students enrolled within each course type.

Figure 1: Pre-K and Elementary Summer School Enrollment by Course Type
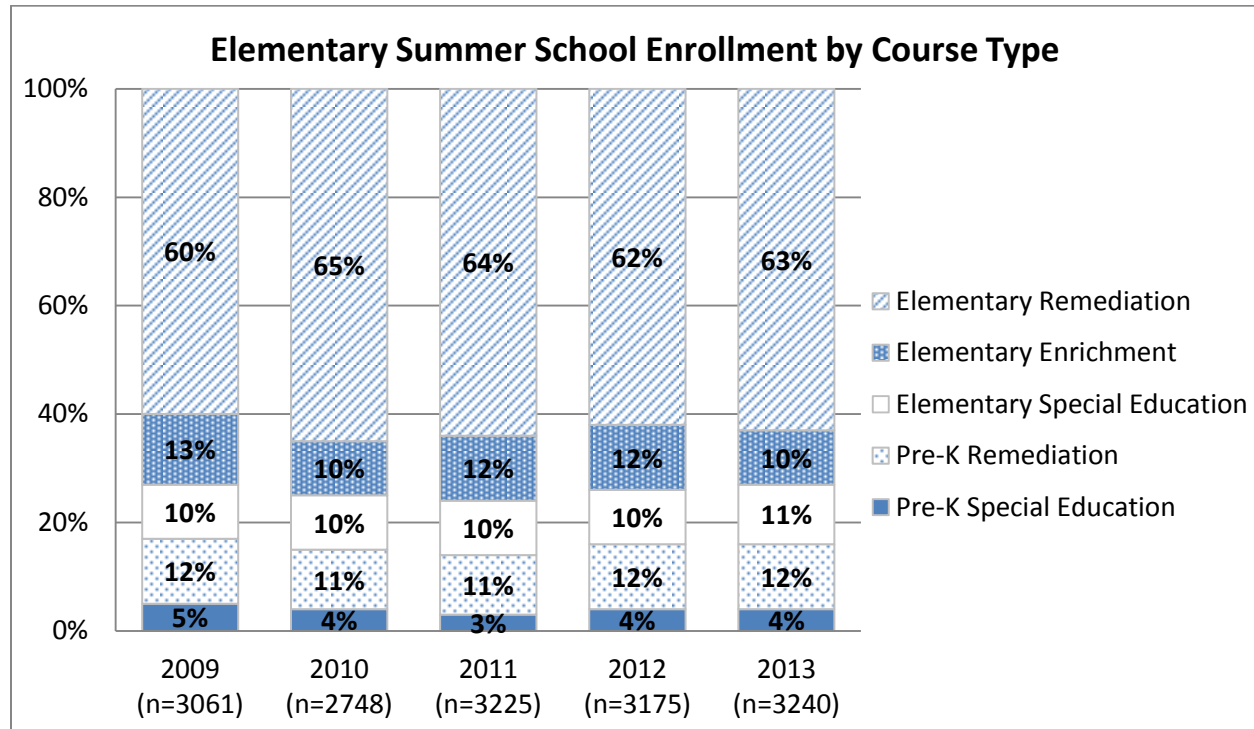
The figures below contain data disaggregated by various demographics within course type. The "Total Pre-K" and "Total Elementary" categories refer to overall enrollment at those levels from the preceding spring.

Figures 2 through 6 show the number of pre-K and elementary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by race/ethnicity.
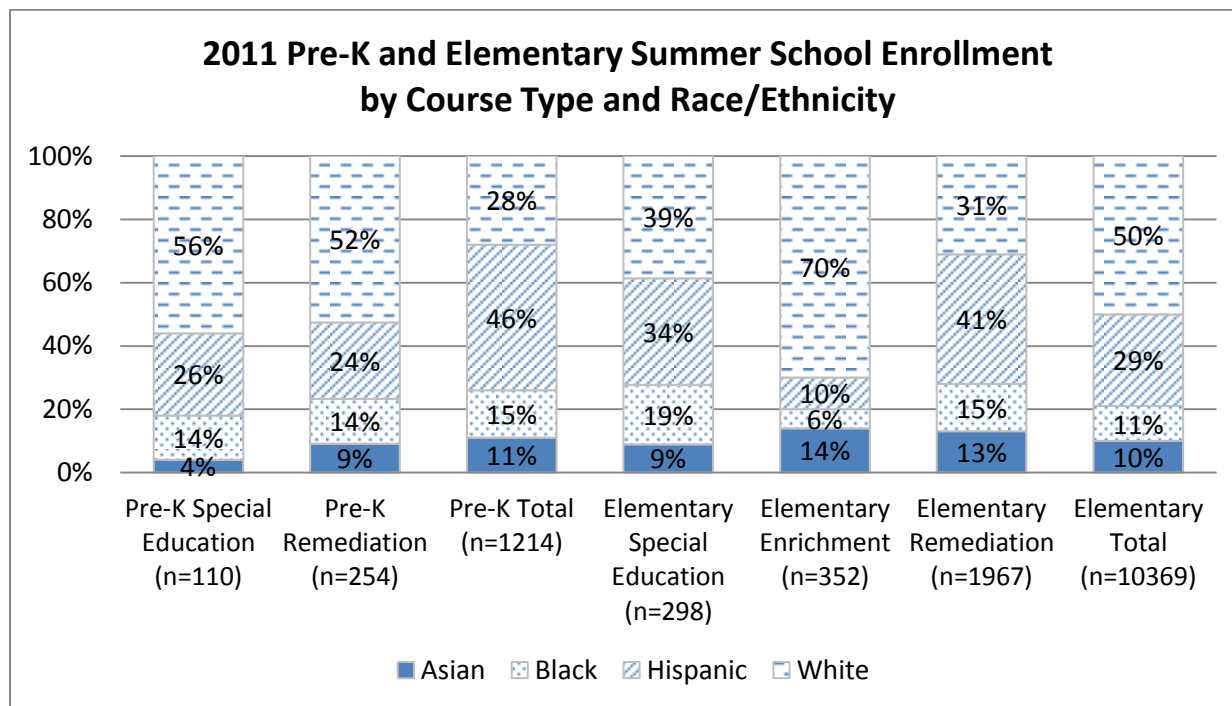
Figure 2: Pre-K and Elementary Summer School Enrollment by Course Type and Race/Ethnicity, 2009

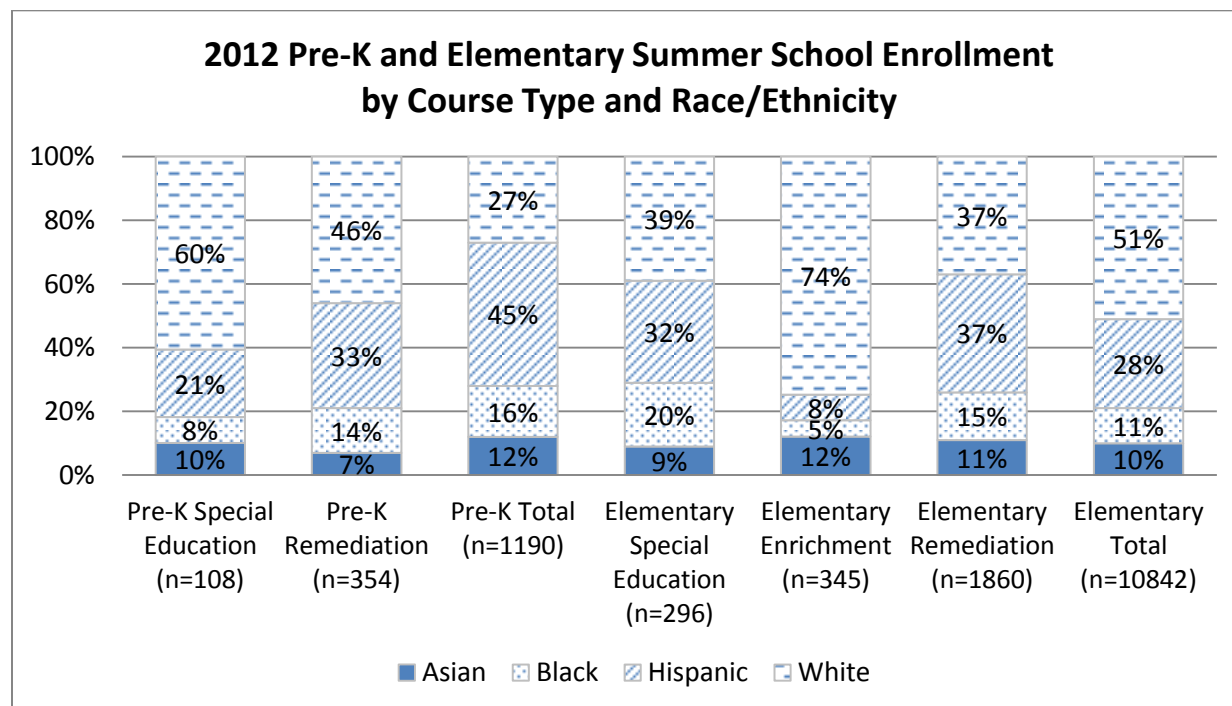**2009 Pre-K and Elementary Summer School Enrollment by Course Type and Race/Ethnicity**

Course Type	Asian	Black	Hispanic	White
Pre-K Special Education (n=107)	13%	13%	38%	36%
Pre-K Remediation (n=353)	14%	11%	48%	26%
Pre-K Total (n=997)	14%	14%	43%	29%
Elementary Special Education (n=296)	8%	11%	55%	26%
Elementary Enrichment (n=389)	12%	5% / 12%	71%	—
Elementary Remediation (n=1795)	14%	15%	51%	20%
Elementary Total (n=9627)	11%	12%	26%	51%
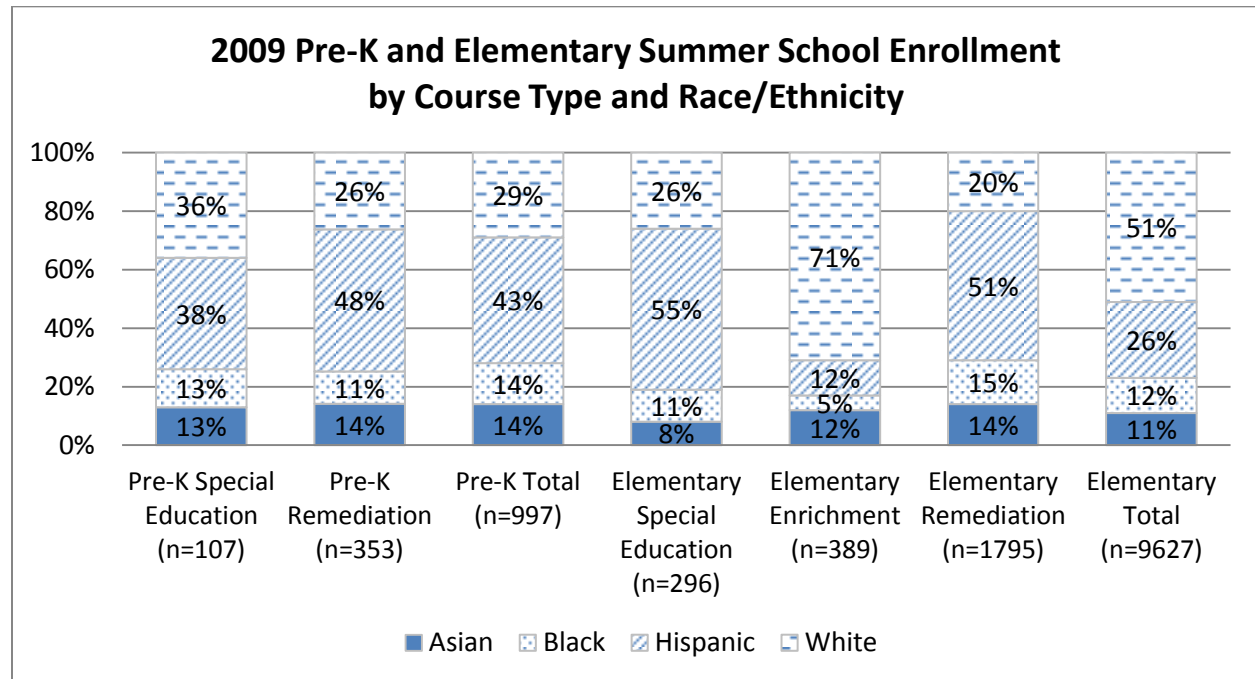
Figure 3: Pre-K and Elementary Summer School Enrollment by Course Type and Race/Ethnicity, 2010
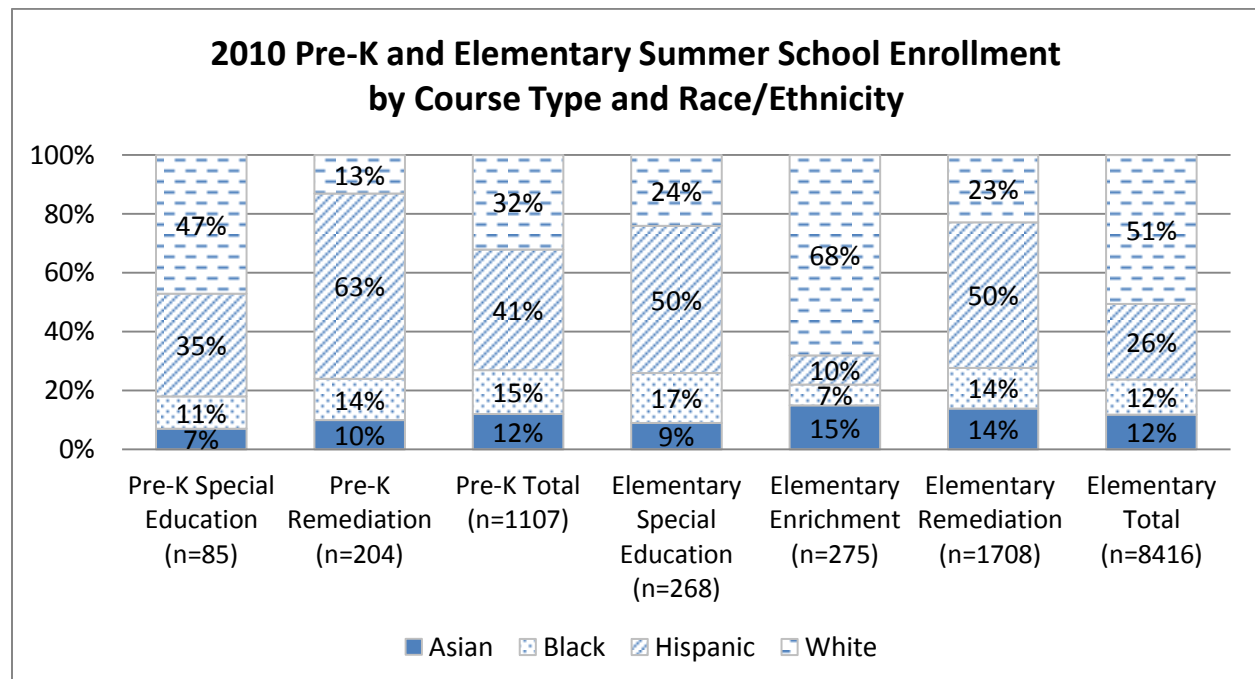
2010 Pre-K and Elementary Summer School Enrollment by Course Type and Race/Ethnicity

Course Type	Asian	Black	Hispanic	White
Pre-K Special Education (n=85)	7%	11%	35%	47%
Pre-K Remediation (n=204)	10%	14%	63%	13%
Pre-K Total (n=1107)	12%	15%	41%	32%
Elementary Special Education (n=268)	9%	17%	50%	24%
Elementary Enrichment (n=275)	15%	7% / 10%	68%	—
Elementary Remediation (n=1708)	14%	14%	50%	23%
Elementary Total (n=8416)	12%	12%	26%	51%

2011 Pre-K and Elementary Summer School Enrollment by Course Type and Race/Ethnicity

2012 Pre-K and Elementary Summer School Enrollment by Course Type and Race/Ethnicity

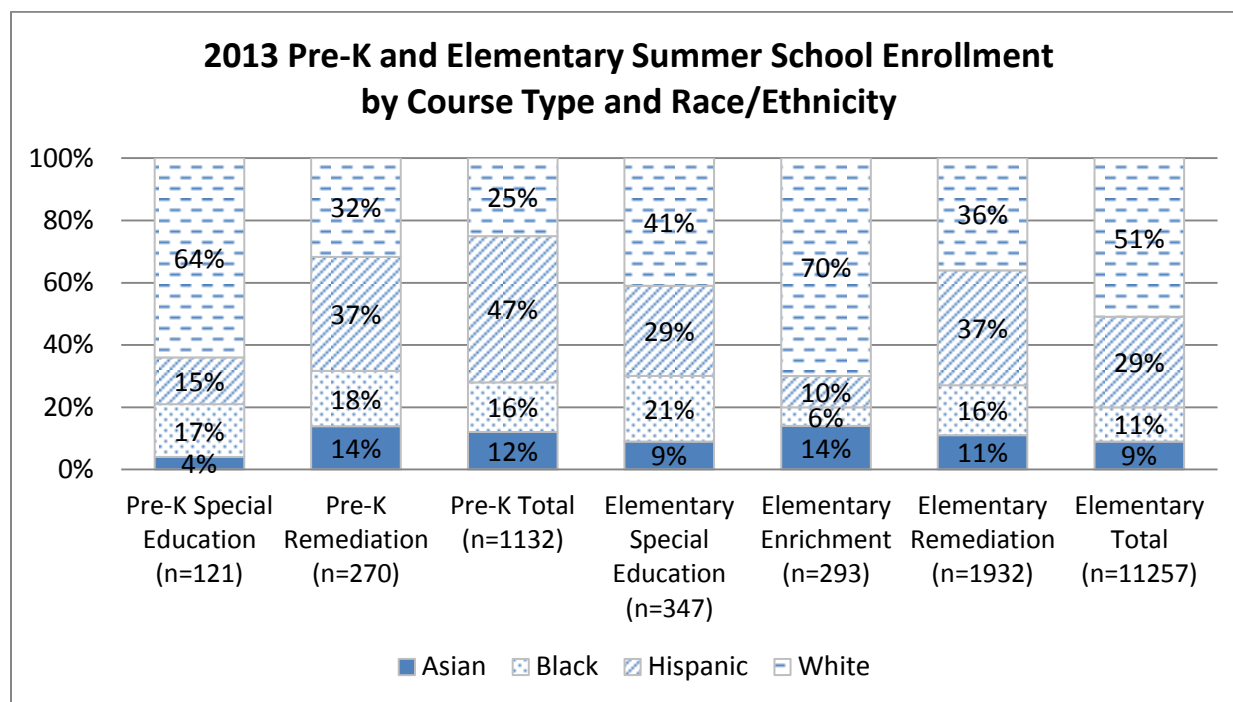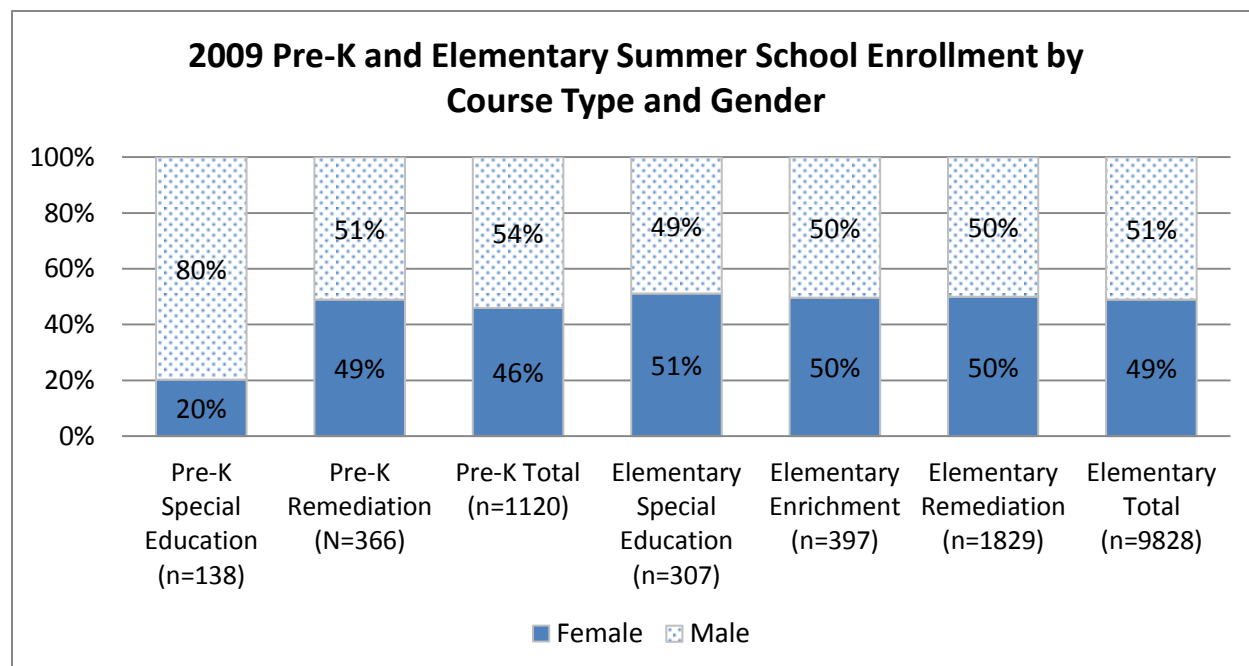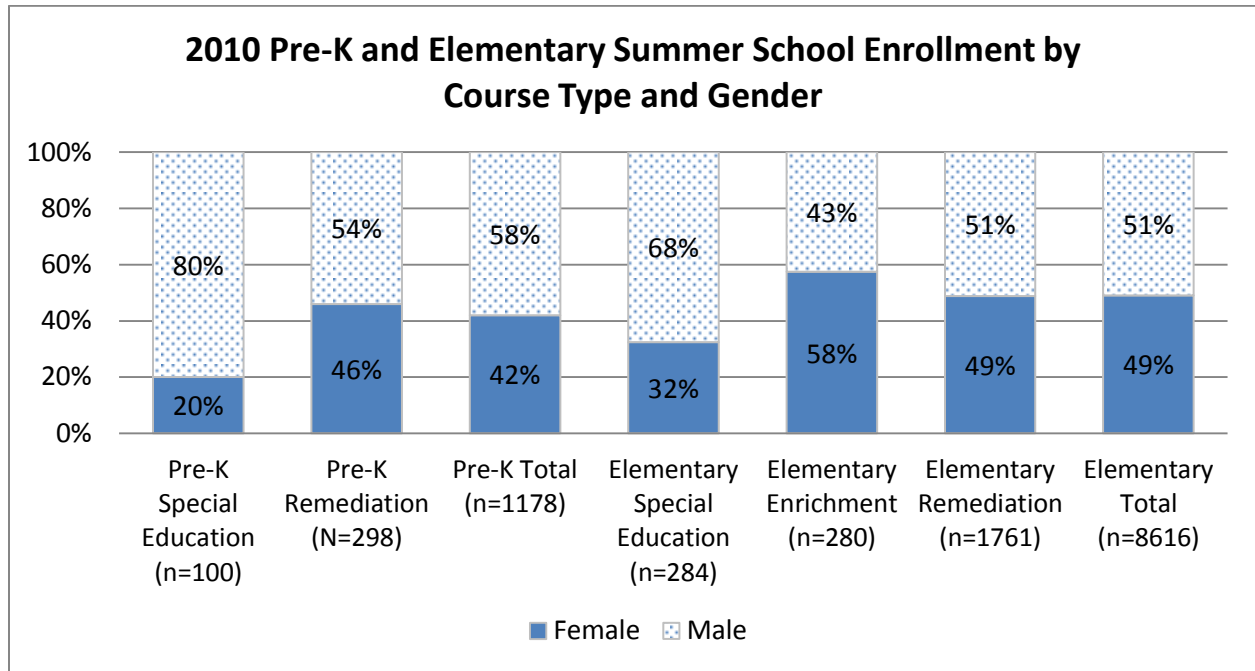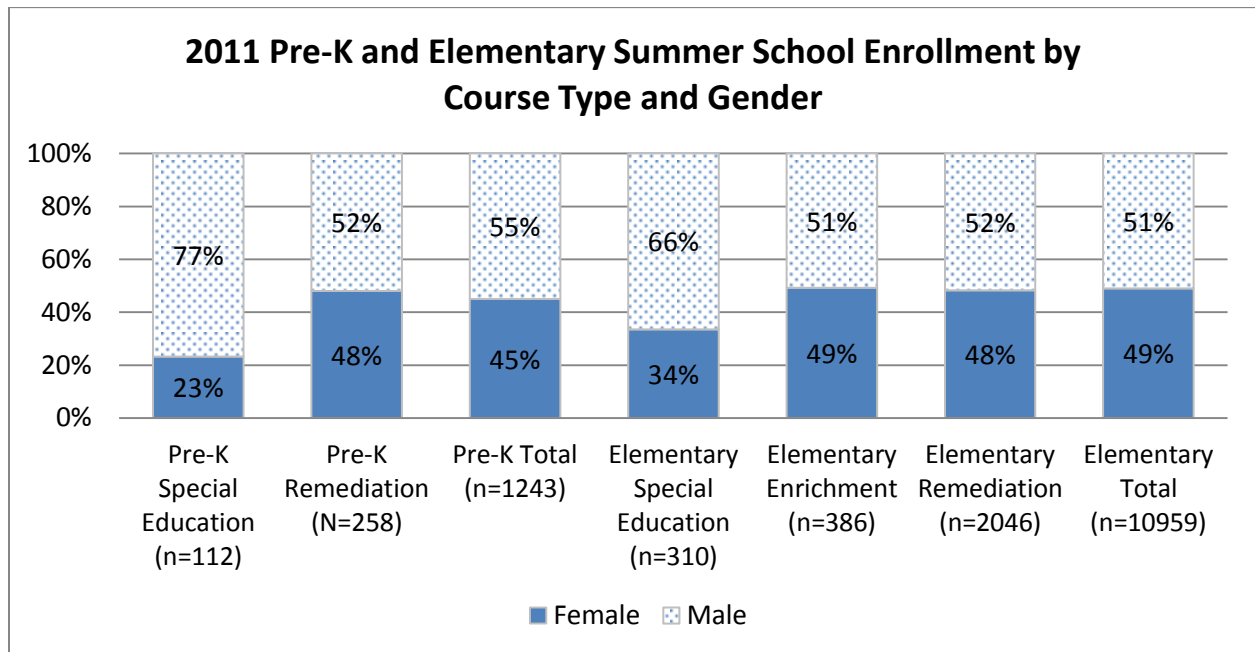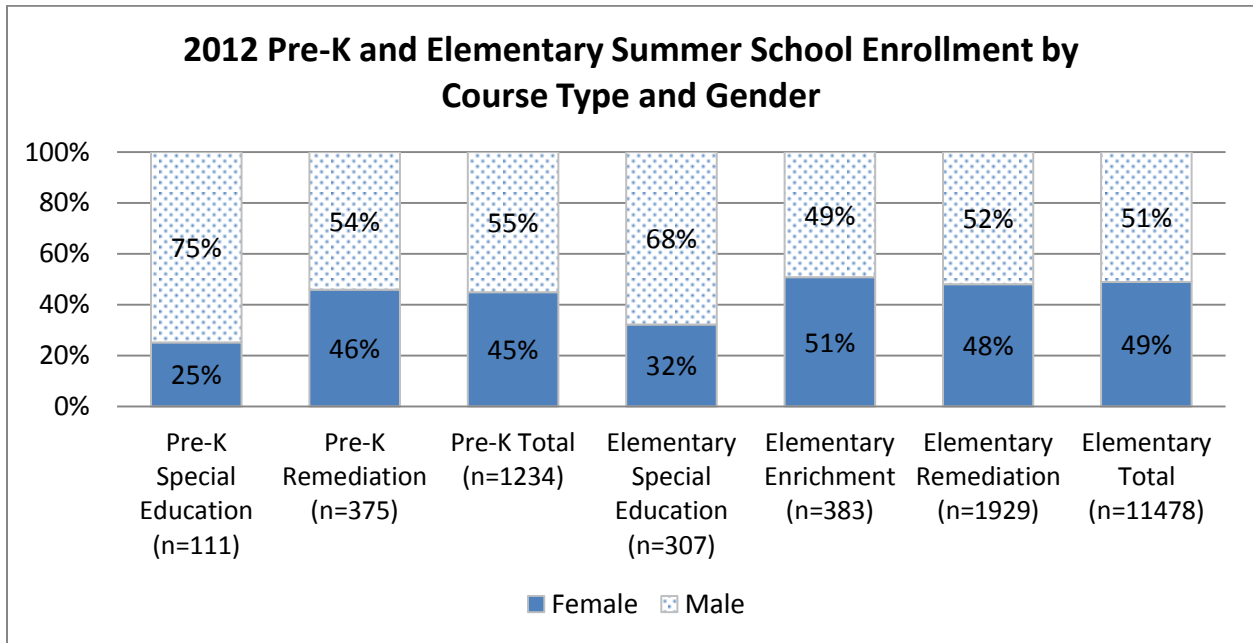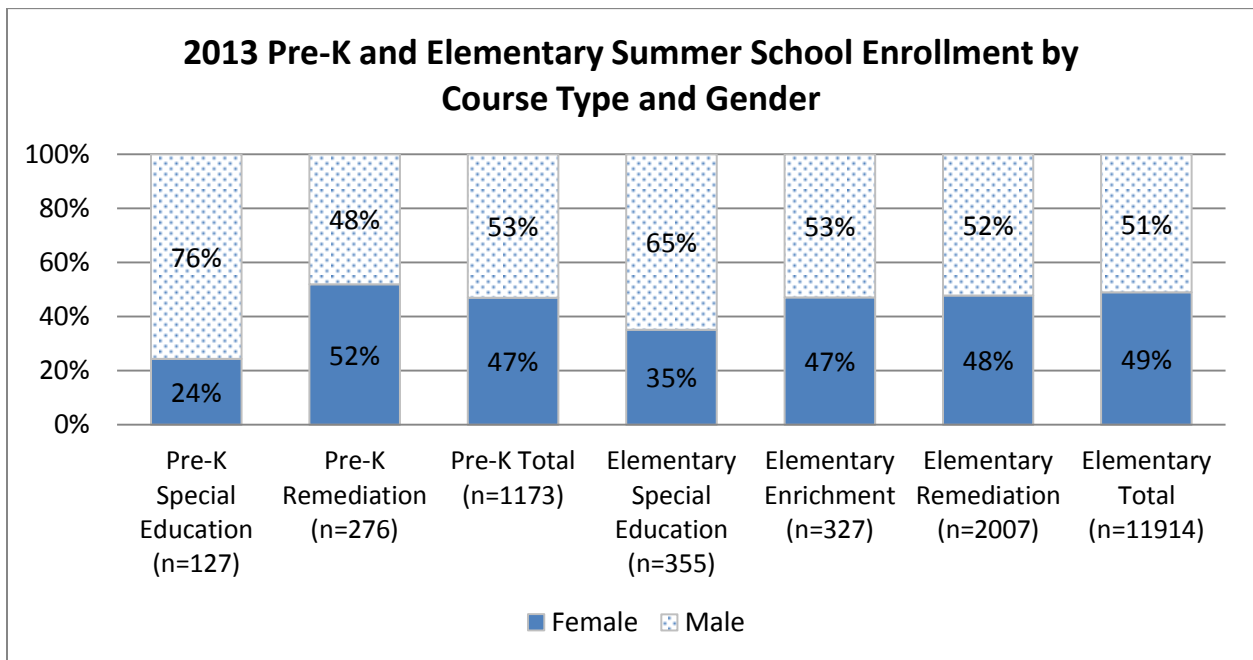**2013 Pre-K and Elementary Summer School Enrollment by Course Type and Race/Ethnicity**

Figures 7 through 11 show the number of pre-K and elementary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by gender.

2009 Pre-K and Elementary Summer School Enrollment by Course Type and Gender

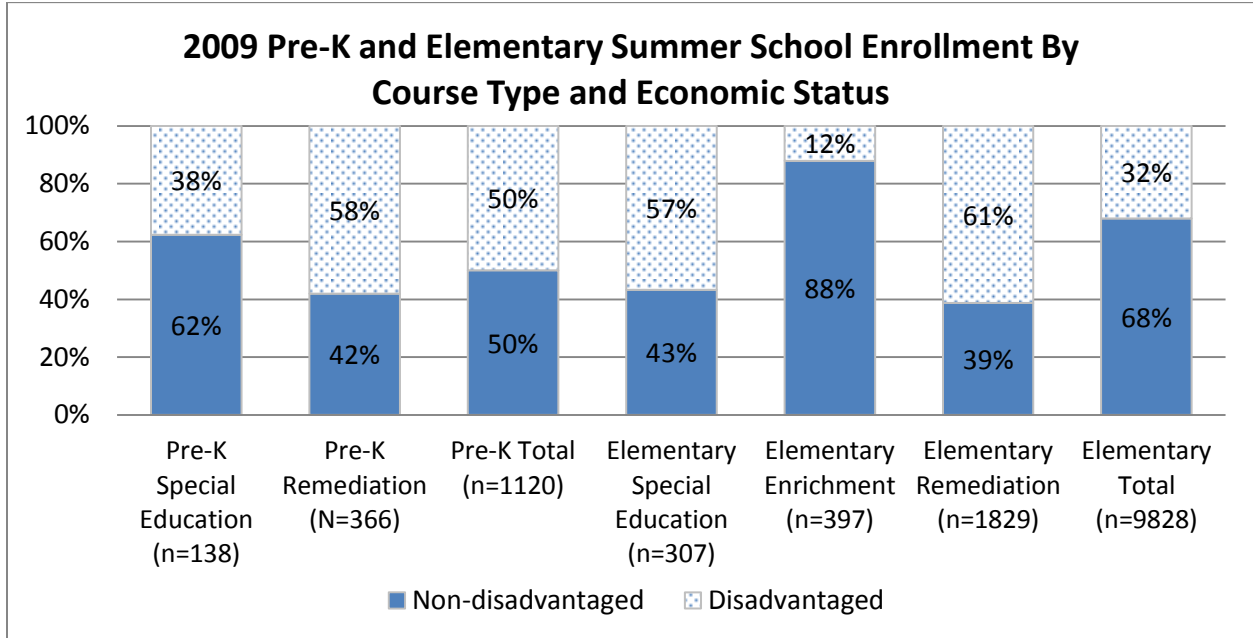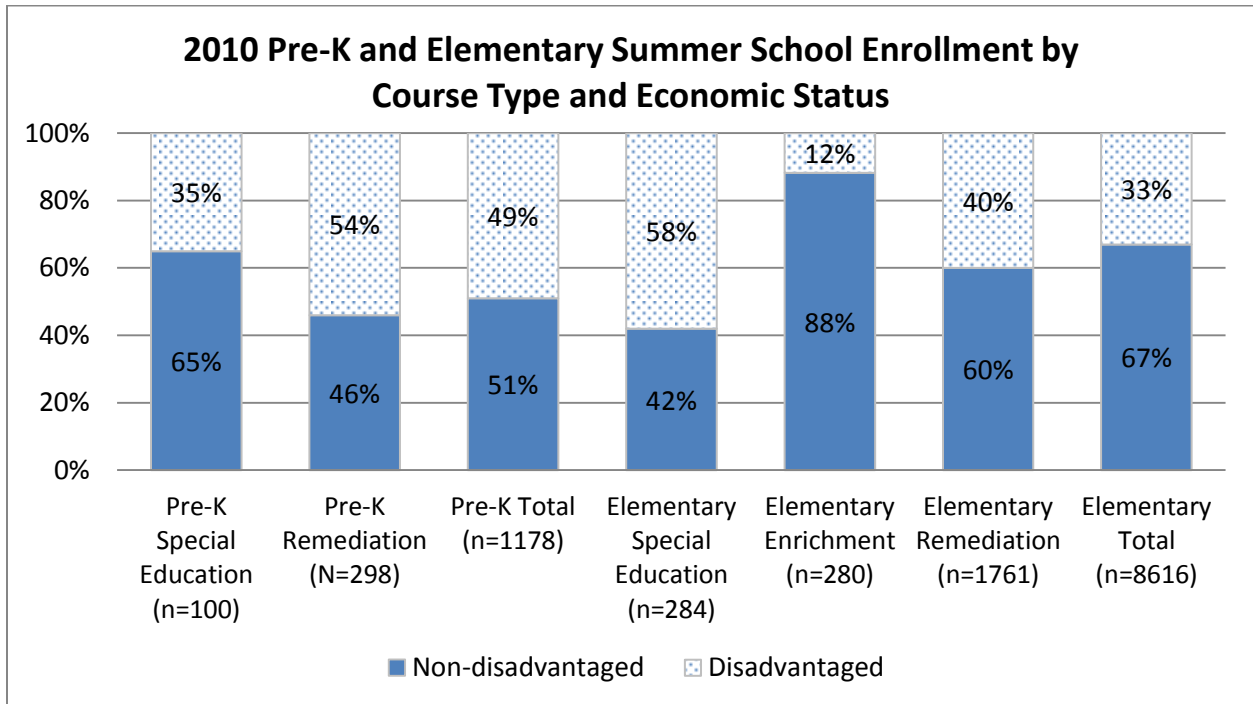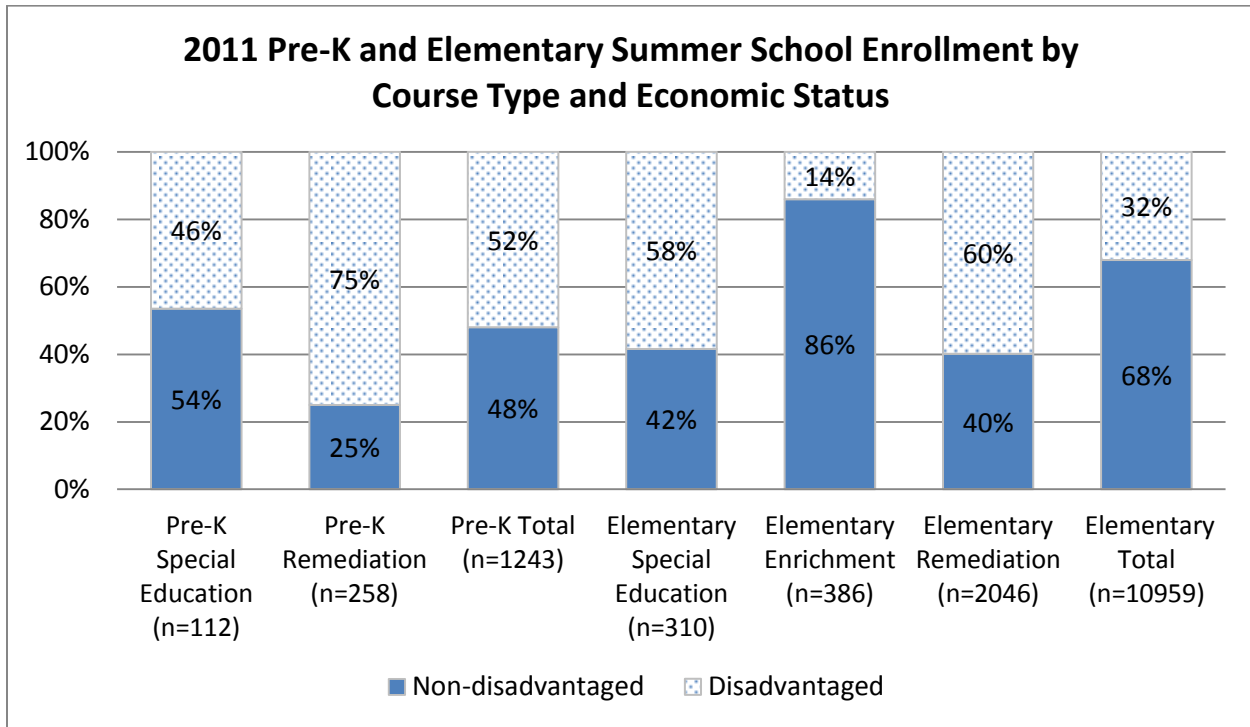**2010 Pre-K and Elementary Summer School Enrollment by Course Type and Gender**

Category	Male	Female
Pre-K Special Education (n=100)	80%	20%
Pre-K Remediation (N=298)	54%	46%
Pre-K Total (n=1178)	58%	42%
Elementary Special Education (n=284)	68%	32%
Elementary Enrichment (n=280)	43%	58%
Elementary Remediation (n=1761)	51%	49%
Elementary Total (n=8616)	51%	49%

■ Female ⬚ Male

2011 Pre-K and Elementary Summer School Enrollment by Course Type and Gender

Category	Male	Female
Pre-K Special Education (n=112)	77%	23%
Pre-K Remediation (N=258)	52%	48%
Pre-K Total (n=1243)	55%	45%
Elementary Special Education (n=310)	66%	34%
Elementary Enrichment (n=386)	51%	49%
Elementary Remediation (n=2046)	52%	48%
Elementary Total (n=10959)	51%	49%

■ Female ⬚ Male

2012 Pre-K and Elementary Summer School Enrollment by Course Type and Gender

Figure 10: Pre-K and Elementary Summer School Enrollment by Course Type and Gender, 2012

	Female	Male
Pre-K Special Education (n=111)	25%	75%
Pre-K Remediation (n=375)	46%	54%
Pre-K Total (n=1234)	45%	55%
Elementary Special Education (n=307)	32%	68%
Elementary Enrichment (n=383)	51%	49%
Elementary Remediation (n=1929)	48%	52%
Elementary Total (n=11478)	49%	51%

2013 Pre-K and Elementary Summer School Enrollment by Course Type and Gender

Figure 11: Pre-K and Elementary Summer School Enrollment by Course Type and Gender, 2013

	Female	Male
Pre-K Special Education (n=127)	24%	76%
Pre-K Remediation (n=276)	52%	48%
Pre-K Total (n=1173)	47%	53%
Elementary Special Education (n=355)	35%	65%
Elementary Enrichment (n=327)	47%	53%
Elementary Remediation (n=2007)	48%	52%
Elementary Total (n=11914)	49%	51%

Figures 12 through 16 show the number of pre-K and elementary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by economic status.

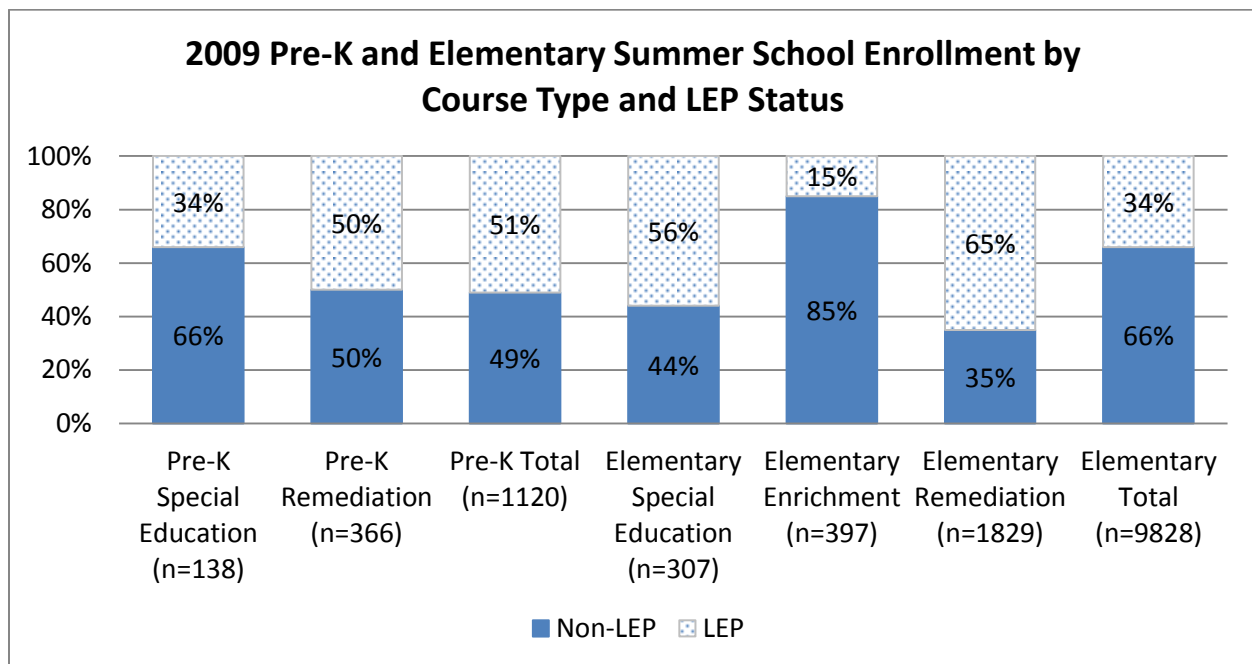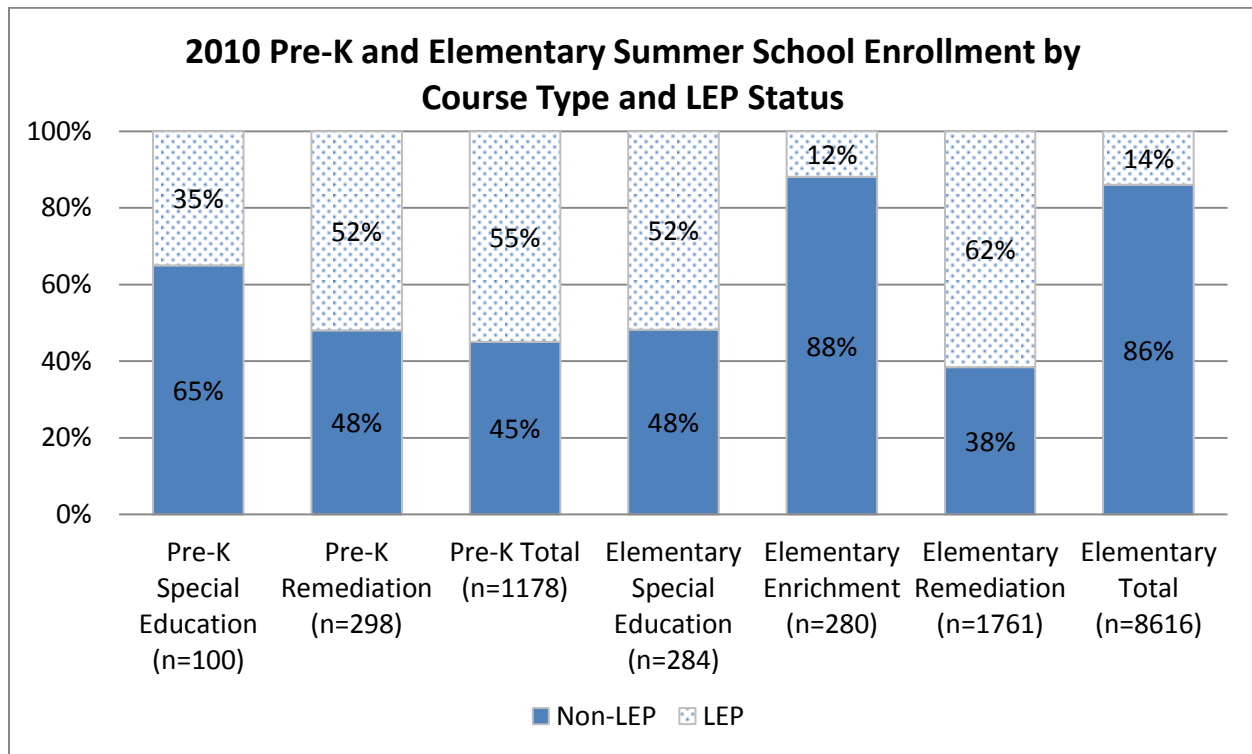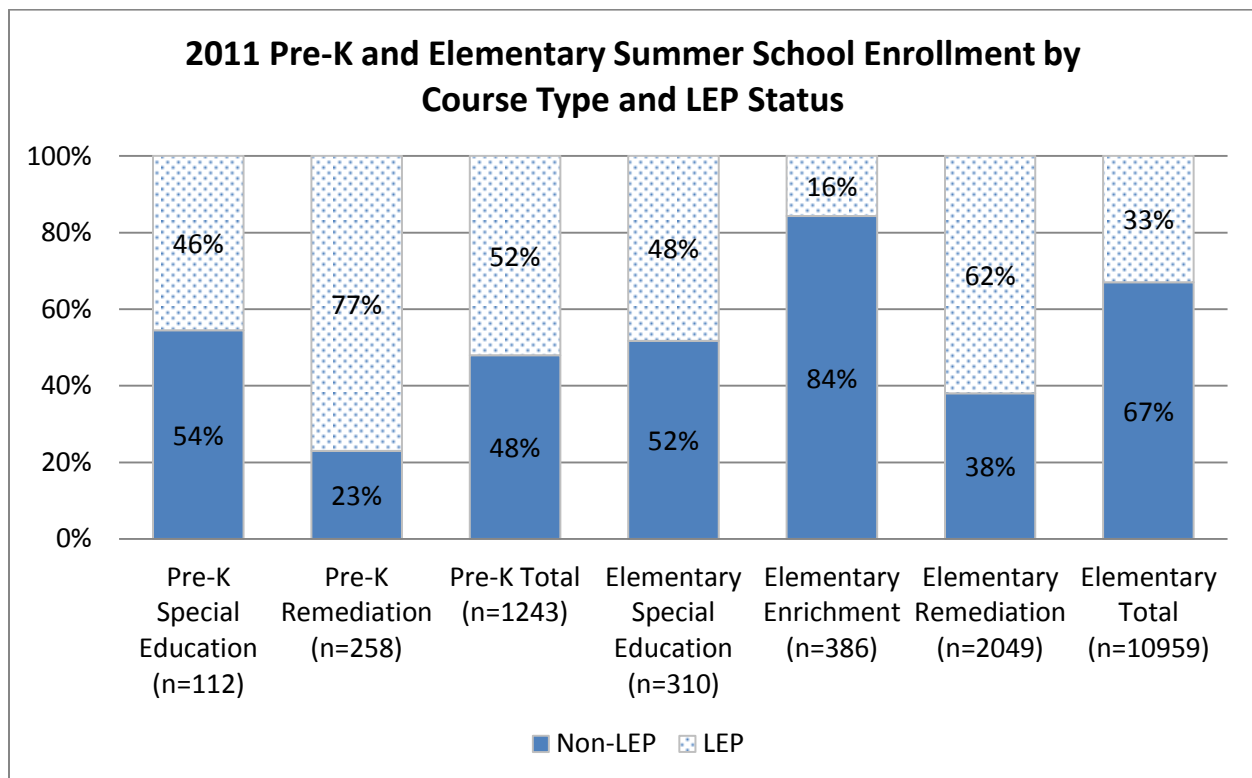**Figure 12: Pre-K and Elementary Summer School Enrollment by Course Type and Economic Status, 2009**

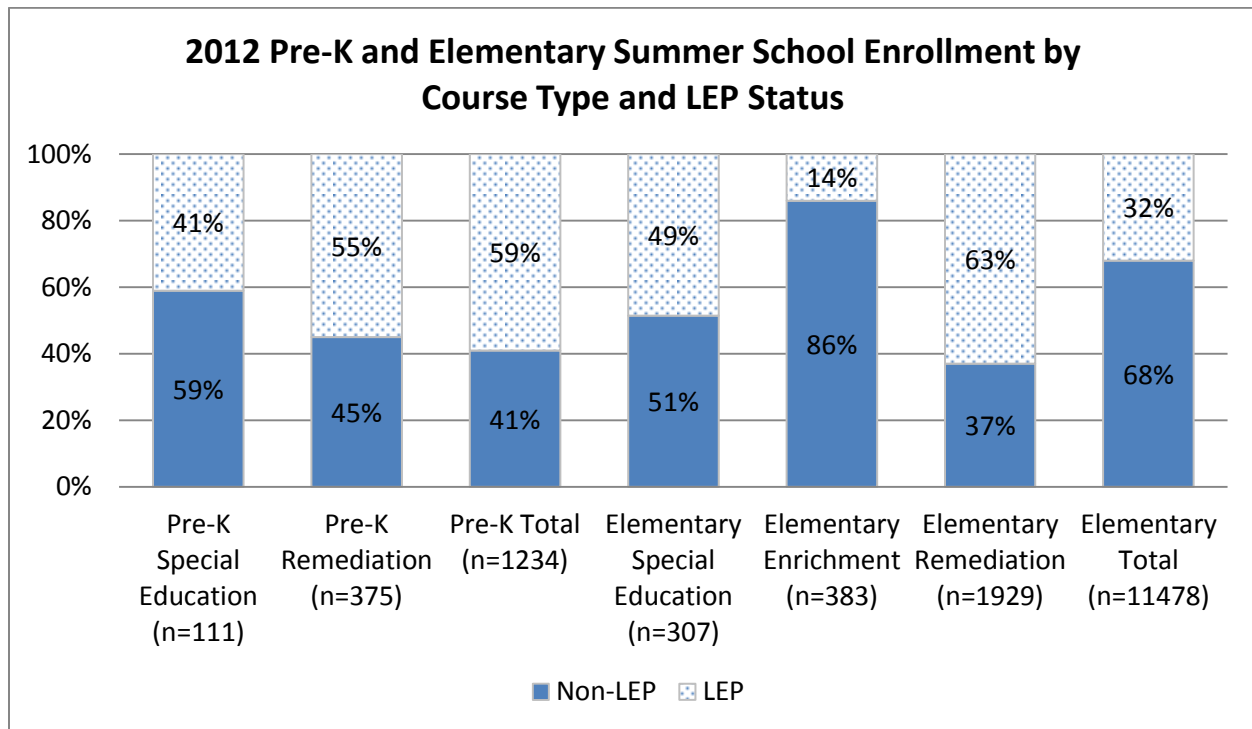**Figure 13: Pre-K and Elementary Summer School Enrollment by Course Type and Economic Status, 2010**

2011 Pre-K and Elementary Summer School Enrollment by Course Type and Economic Status

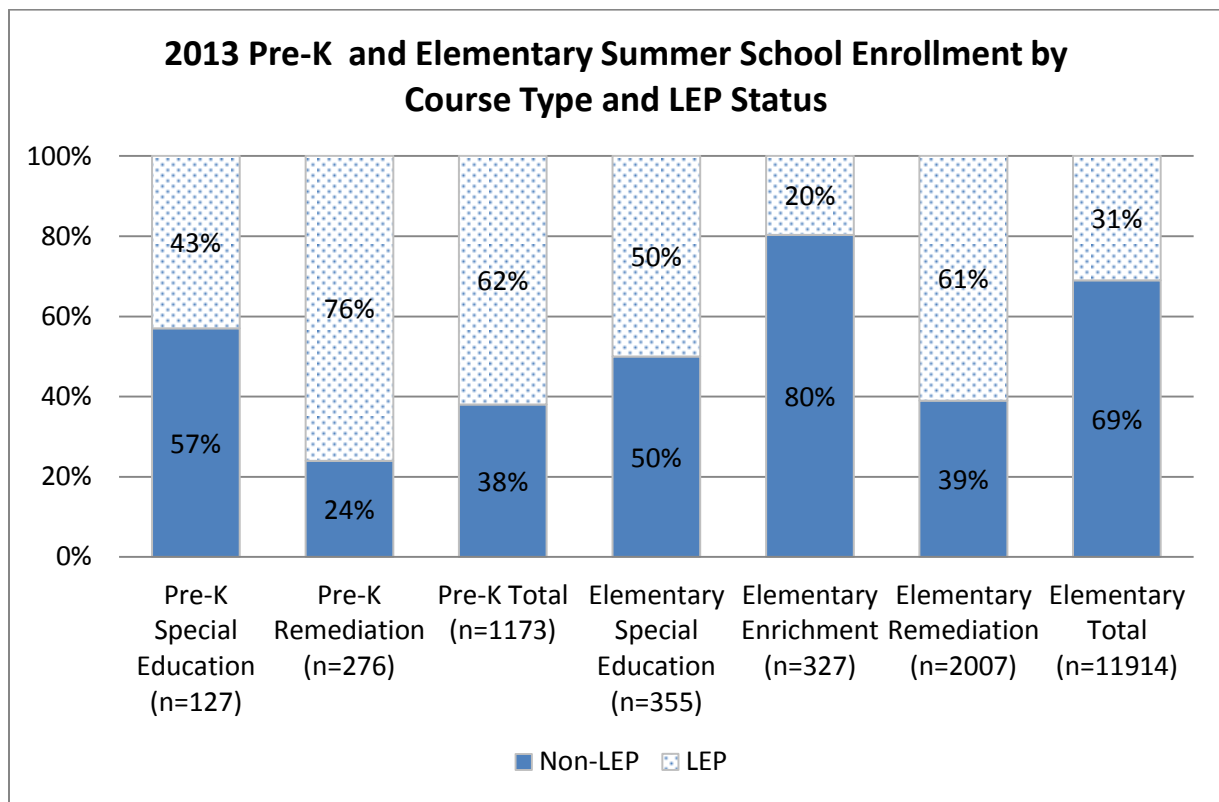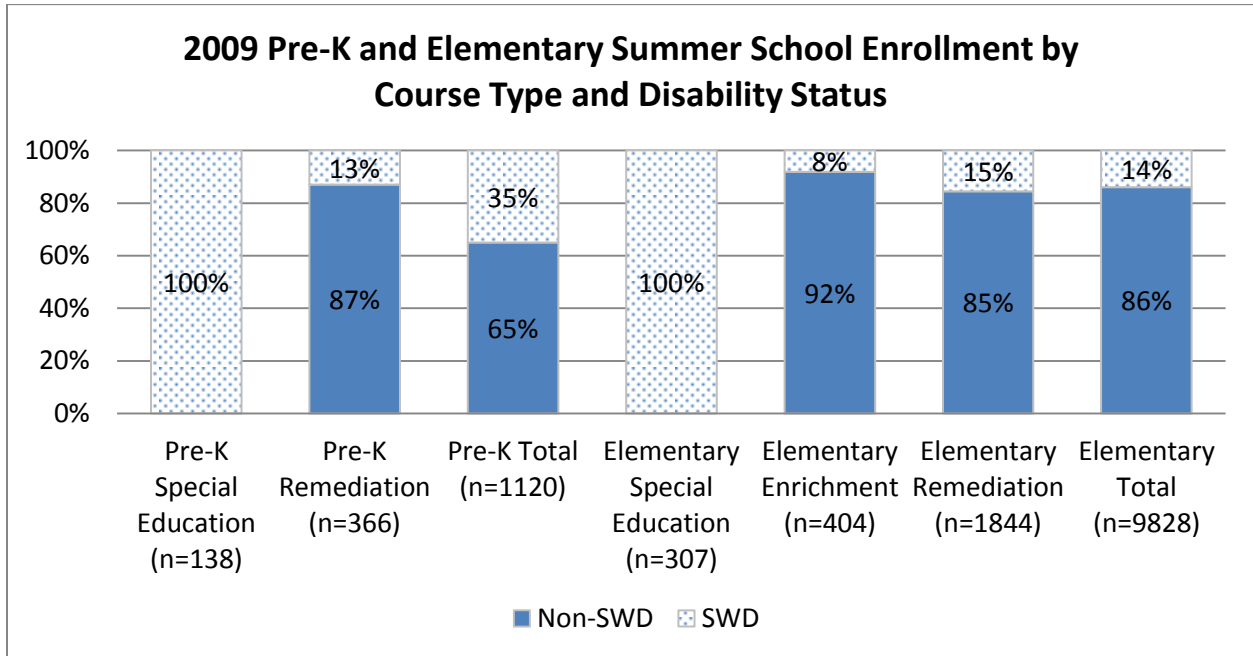**2012 Pre-K and Elementary Summer School Enrollment by Course Type and Economic Status**
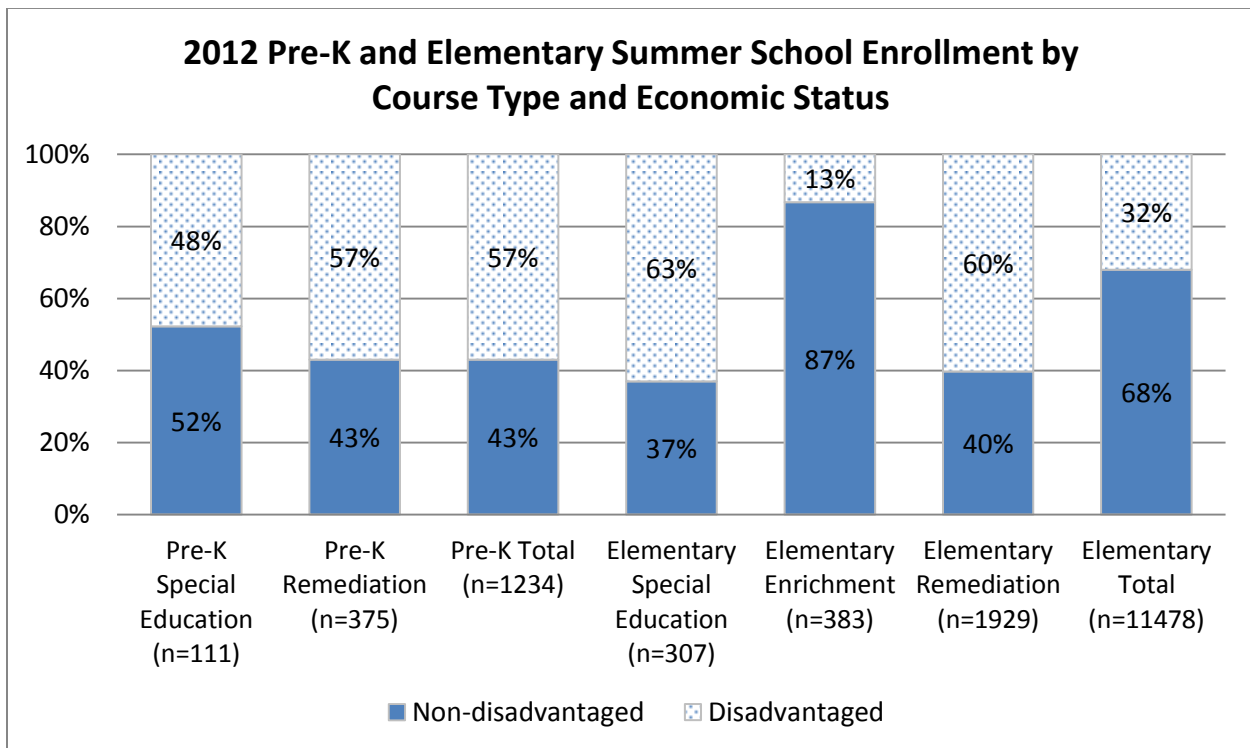
2013 Pre-K and Elementary Summer School Enrollment by Course Type and Economic Status
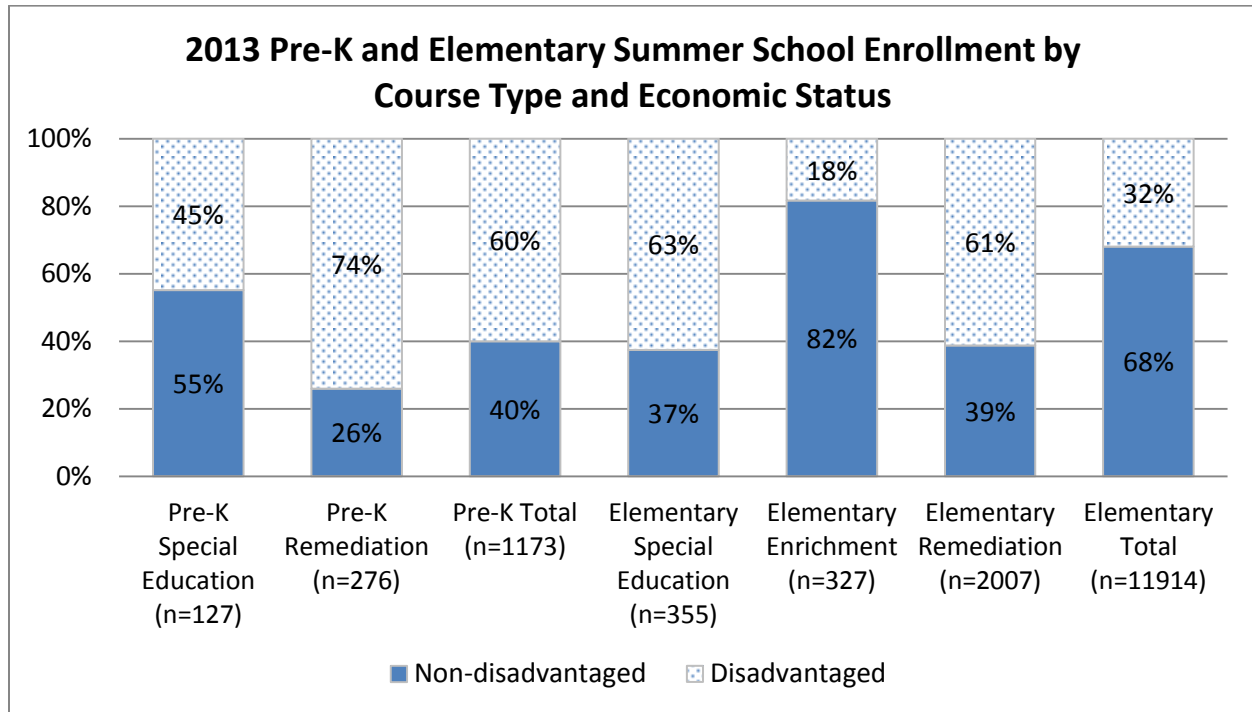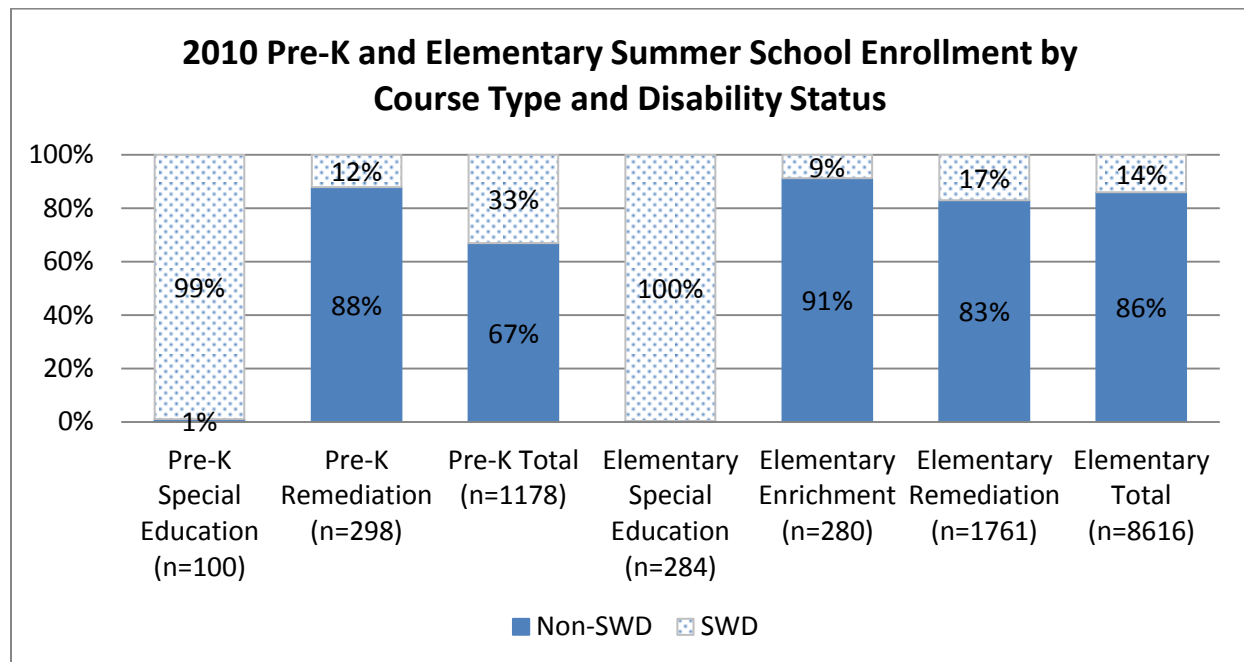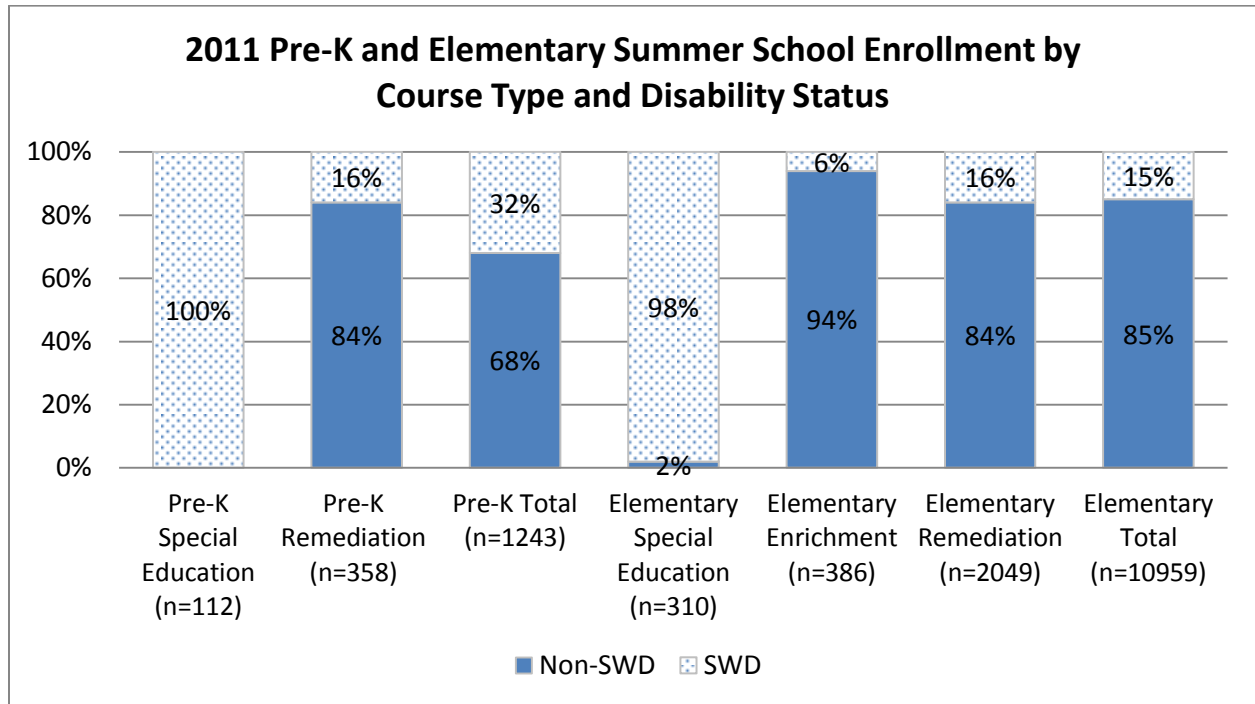

Figures 17 through 21 show the number of pre-K and elementary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by LEP status.

Figure 17: Pre-K and Elementary Summer School Enrollment by Course Type and LEP Status, 2009

2009 Pre-K and Elementary Summer School Enrollment by Course Type and LEP Status

2010 Pre-K and Elementary Summer School Enrollment by Course Type and LEP Status

2011 Pre-K and Elementary Summer School Enrollment by Course Type and LEP Status

2012 Pre-K and Elementary Summer School Enrollment by Course Type and LEP Status

Legend: ■ Non-LEP ⊡ LEP

Category	Non-LEP	LEP
Pre-K Special Education (n=111)	59%	41%
Pre-K Remediation (n=375)	45%	55%
Pre-K Total (n=1234)	41%	59%
Elementary Special Education (n=307)	51%	49%
Elementary Enrichment (n=383)	86%	14%
Elementary Remediation (n=1929)	37%	63%
Elementary Total (n=11478)	68%	32%

2013 Pre-K and Elementary Summer School Enrollment by Course Type and LEP Status

Legend: ■ Non-LEP ⊡ LEP

Category	Non-LEP	LEP
Pre-K Special Education (n=127)	57%	43%
Pre-K Remediation (n=276)	24%	76%
Pre-K Total (n=1173)	38%	62%
Elementary Special Education (n=355)	50%	50%
Elementary Enrichment (n=327)	80%	20%
Elementary Remediation (n=2007)	39%	61%
Elementary Total (n=11914)	69%	31%

Figures 22 through 26 show the number of pre-K and elementary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by disability status.
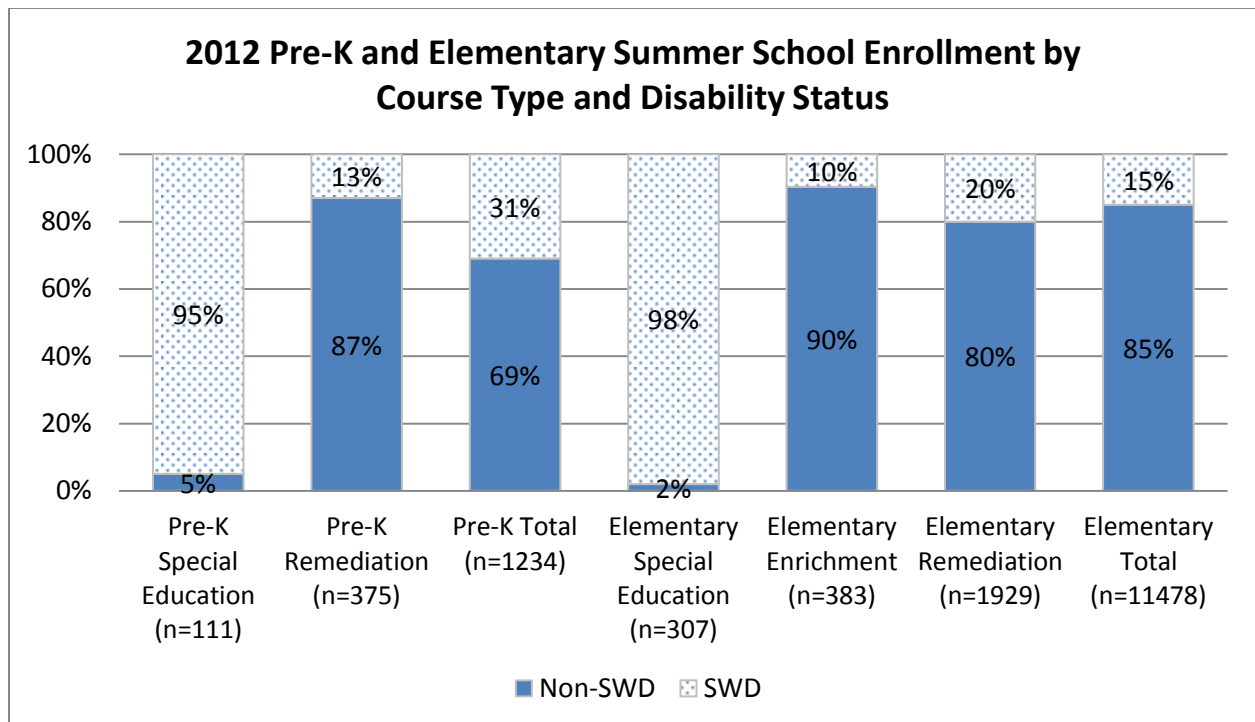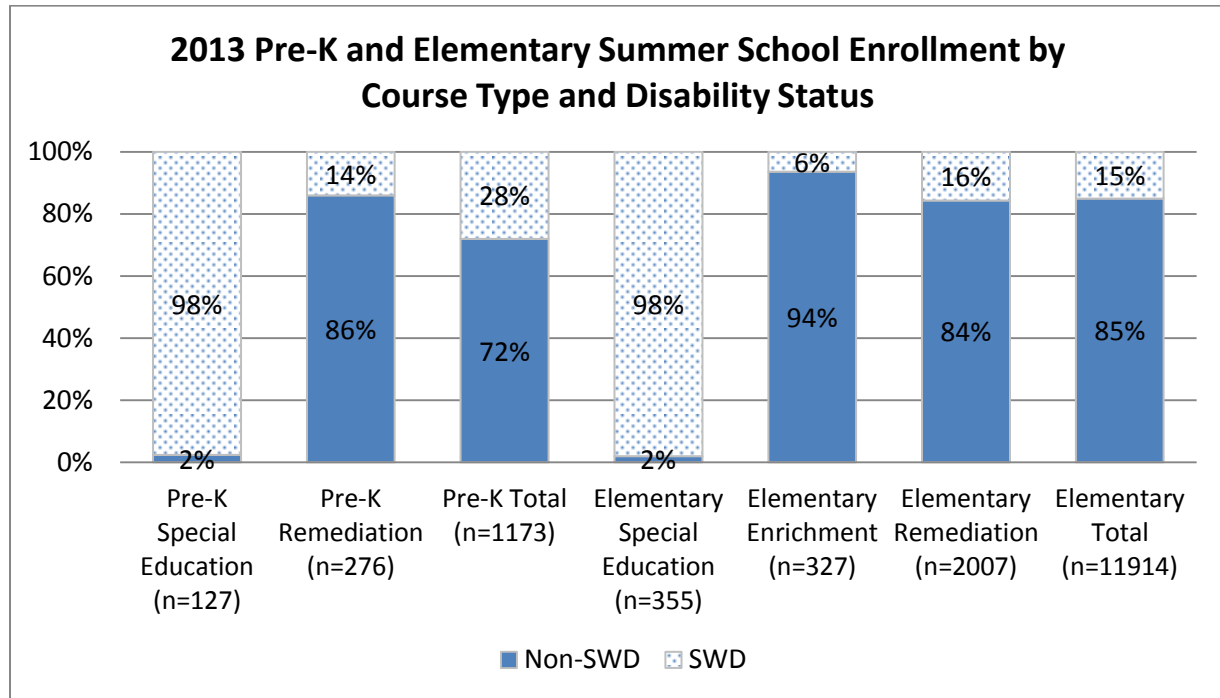
Figure 22: Pre-K and Elementary Summer School Enrollment by Course Type and Disability Status, 2009

**2009 Pre-K and Elementary Summer School Enrollment by Course Type and Disability Status**

Category	Non-SWD	SWD
Pre-K Special Education (n=138)	0%	100%
Pre-K Remediation (n=366)	87%	13%
Pre-K Total (n=1120)	65%	35%
Elementary Special Education (n=307)	0%	100%
Elementary Enrichment (n=404)	92%	8%
Elementary Remediation (n=1844)	85%	15%
Elementary Total (n=9828)	86%	14%

Legend: ■ Non-SWD ⊡ SWD

Figure 23: Pre-K and Elementary Summer School Enrollment by Course Type and Disability Status, 2010

2010 Pre-K and Elementary Summer School Enrollment by Course Type and Disability Status

Category	Non-SWD	SWD
Pre-K Special Education (n=100)	1%	99%
Pre-K Remediation (n=298)	88%	12%
Pre-K Total (n=1178)	67%	33%
Elementary Special Education (n=284)	0%	100%
Elementary Enrichment (n=280)	91%	9%
Elementary Remediation (n=1761)	83%	17%
Elementary Total (n=8616)	86%	14%

Legend: ■ Non-SWD ⊡ SWD

2011 Pre-K and Elementary Summer School Enrollment by Course Type and Disability Status

Category	Non-SWD	SWD
Pre-K Special Education (n=112)		100%
Pre-K Remediation (n=358)	84%	16%
Pre-K Total (n=1243)	68%	32%
Elementary Special Education (n=310)	2%	98%
Elementary Enrichment (n=386)	94%	6%
Elementary Remediation (n=2049)	84%	16%
Elementary Total (n=10959)	85%	15%

2012 Pre-K and Elementary Summer School Enrollment by Course Type and Disability Status

Category	Non-SWD	SWD
Pre-K Special Education (n=111)	5%	95%
Pre-K Remediation (n=375)	87%	13%
Pre-K Total (n=1234)	69%	31%
Elementary Special Education (n=307)	2%	98%
Elementary Enrichment (n=383)	90%	10%
Elementary Remediation (n=1929)	80%	20%
Elementary Total (n=11478)	85%	15%

2013 Pre-K and Elementary Summer School Enrollment by Course Type and Disability Status

Secondary Enrollment

Figure 27 shows the number of secondary students enrolled in summer school in each of the last five years as well as the percentage of students enrolled within each course type.

Figure 27: Secondary Summer School Enrollment by Course Type
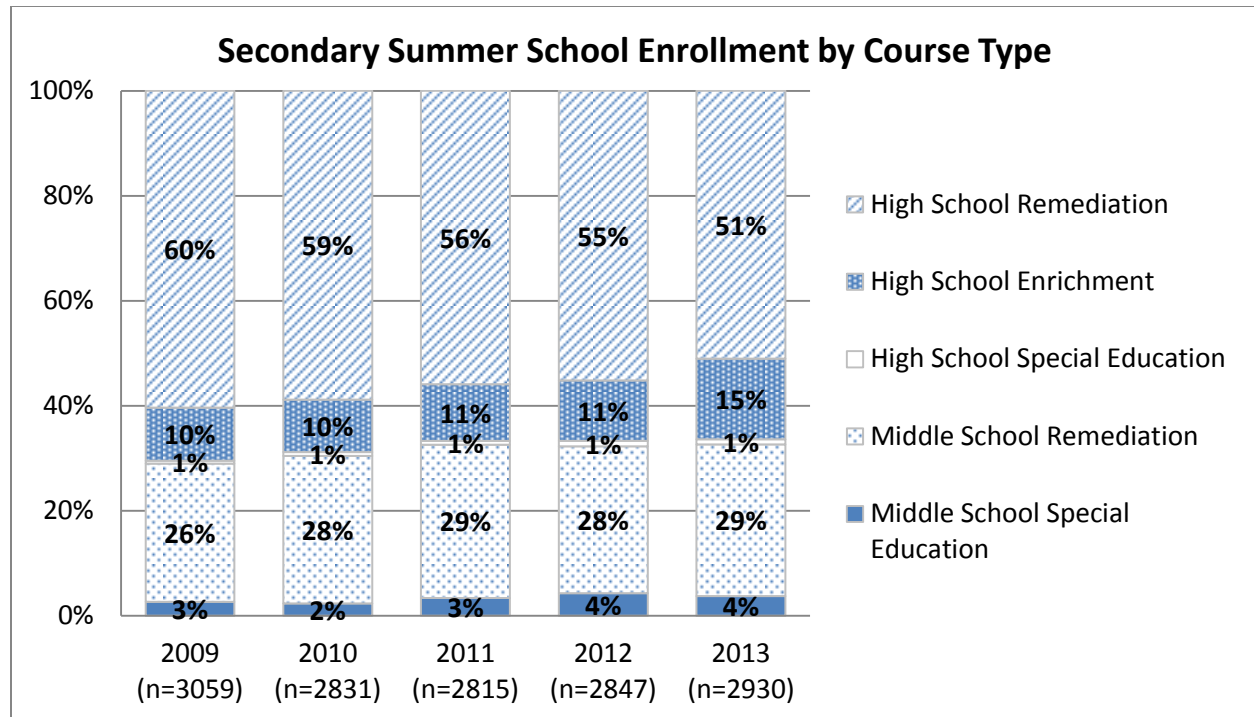
The figures below contain data disaggregated by various demographics within course type. The "Middle School Total" and "High School Total" categories refer to overall enrollment at those levels from the preceding spring.

Figures 28 through 32 show the number of secondary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by race/ethnicity.

Figure 28: Secondary Summer School Enrollment by Course Type and Race/Ethnicity, 2009

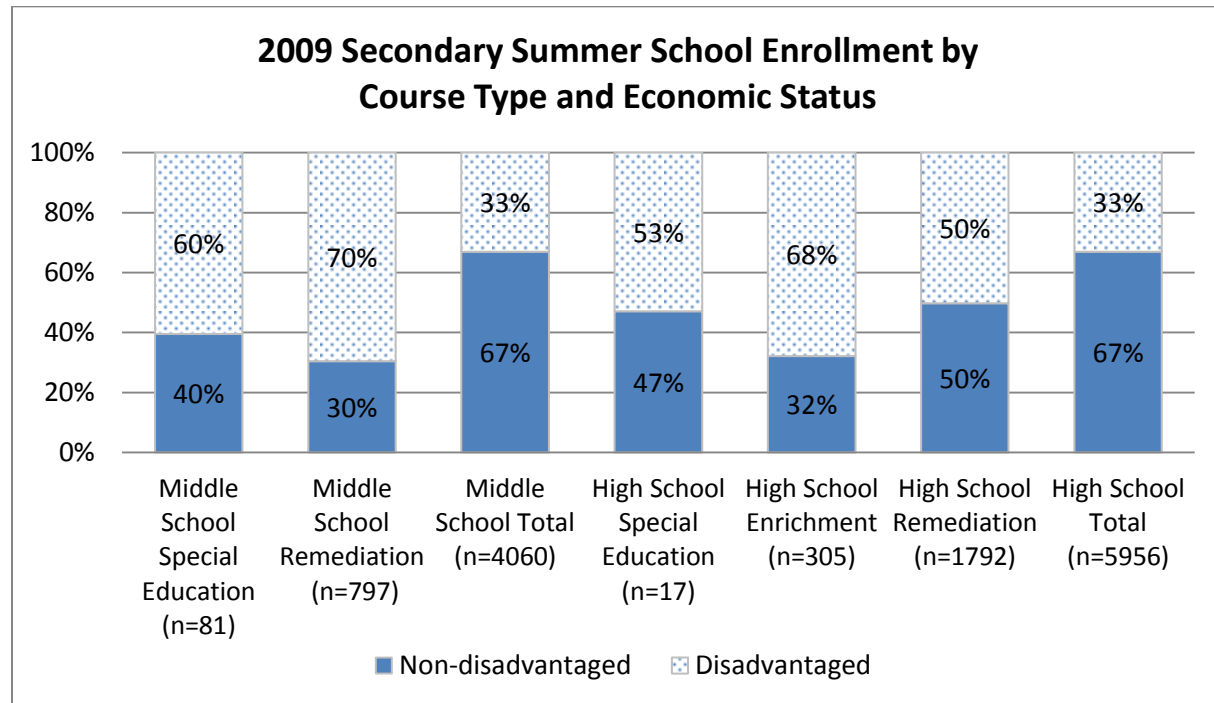**2009 Secondary Summer School Enrollment by Course Type and Race/Ethnicity**

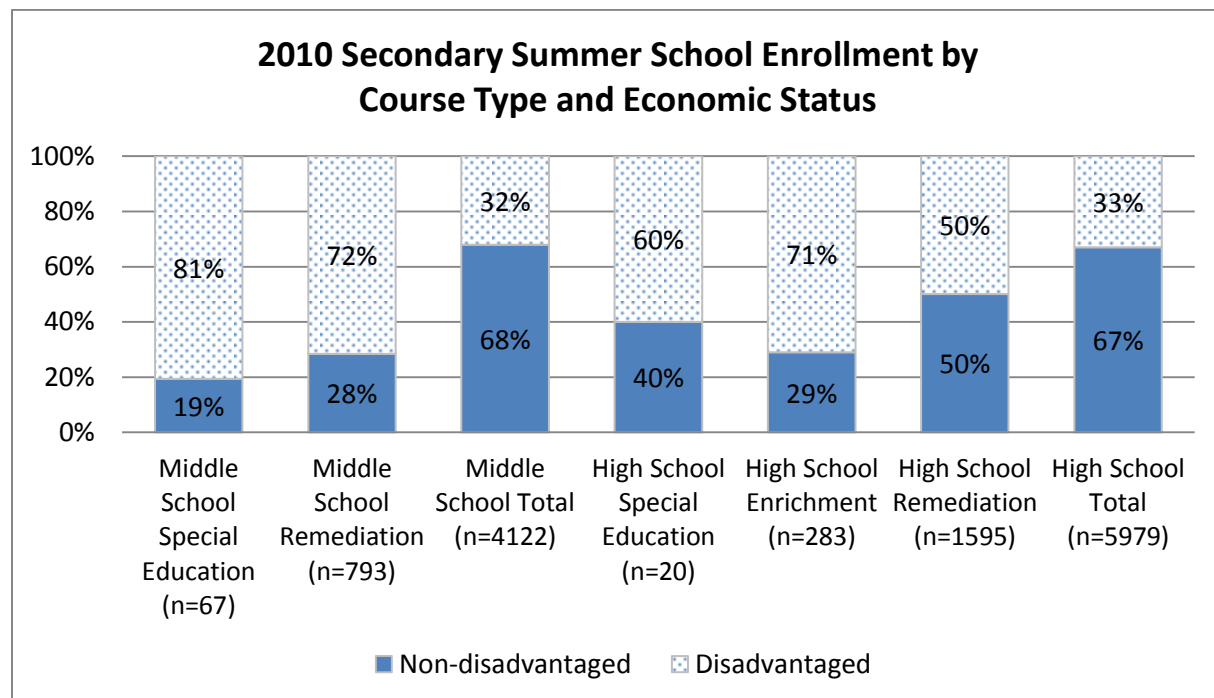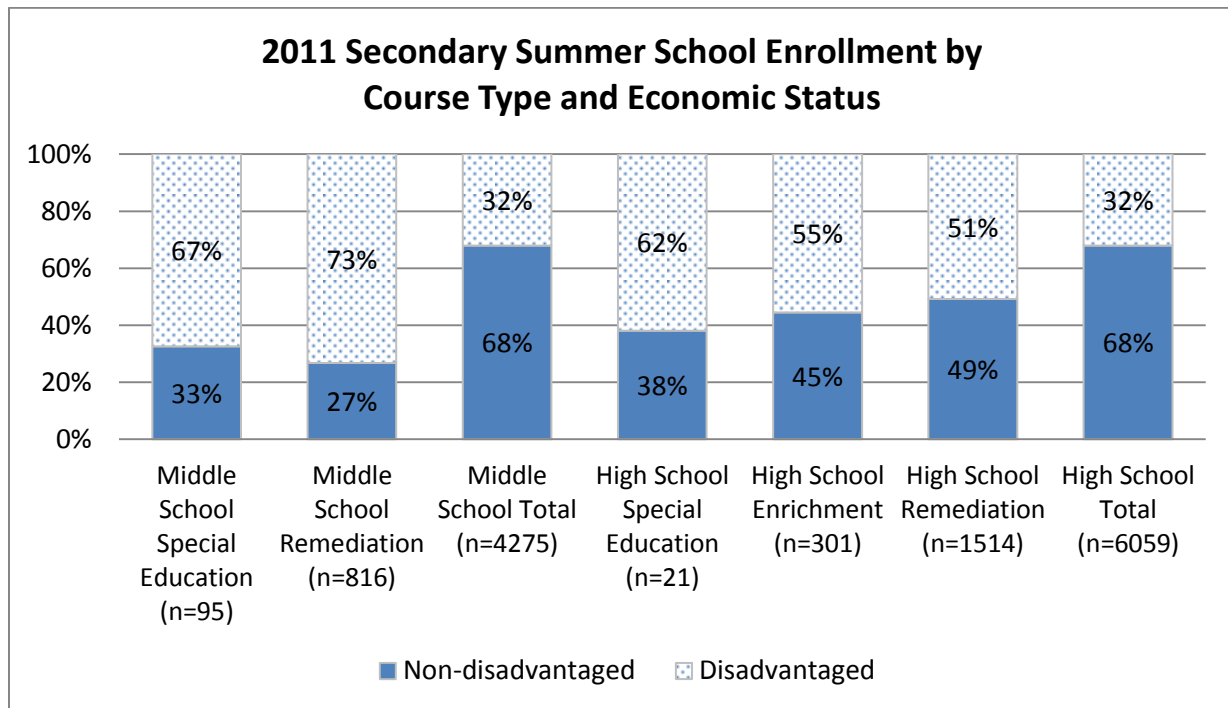| Course Type	Asian	Black	Hispanic	White
Middle School Special Education (n=81)	2%	26%	53%	19%
Middle School Remediation (n=795)	14%	23%	53%	11%
Middle School Total (n=4027)	11%	15%	26%	48%
High School Special Education (n=17)	29%	29%	41%	29%
High School Enrichment (n=302)	25%	12%	49%	14%
High School Remediation (n=1777)	11%	23%	47%	19%
High School Total (n=5916)	11%	16%	32%	41%
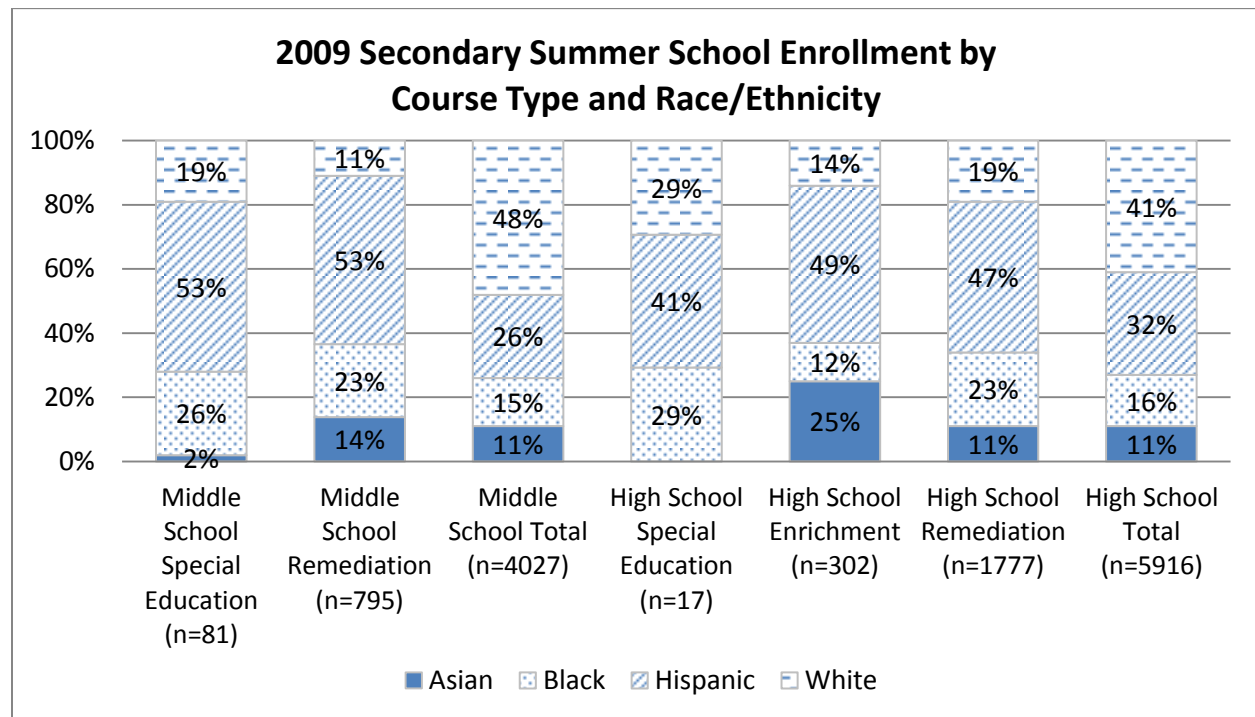
Figure 29: Secondary Summer School Enrollment by Course Type and Race/Ethnicity, 2010
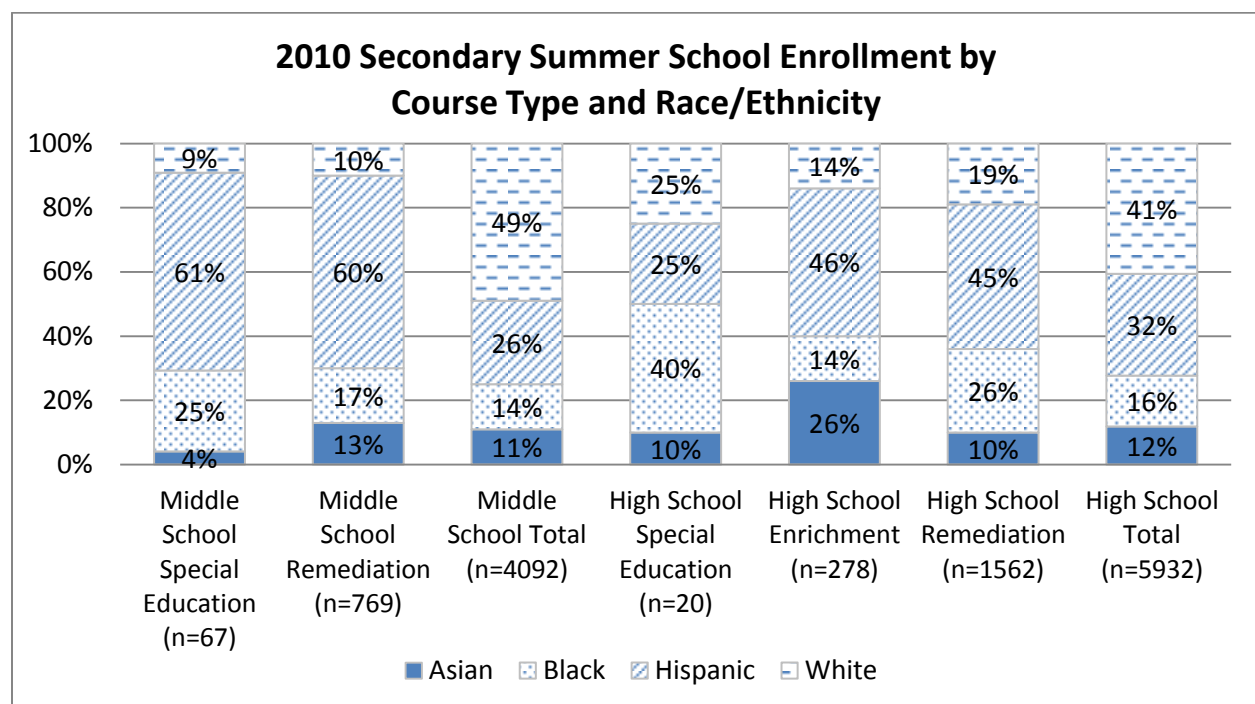
2010 Secondary Summer School Enrollment by Course Type and Race/Ethnicity

Course Type	Asian	Black	Hispanic	White
Middle School Special Education (n=67)	4%	25%	61%	9%
Middle School Remediation (n=769)	13%	17%	60%	10%
Middle School Total (n=4092)	11%	14%	26%	49%
High School Special Education (n=20)	10%	40%	25%	25%
High School Enrichment (n=278)	26%	14%	46%	14%
High School Remediation (n=1562)	10%	26%	45%	19%
High School Total (n=5932)	12%	16%	32%	41%

2011 Secondary Summer School Enrollment by Course Type and Race/Ethnicity

Legend: ■ Asian ▫ Black ▨ Hispanic ▭ White

2012 Secondary Summer School Enrollment by Course Type and Race/Ethnicity

Legend: ■ Asian ▫ Black ▨ Hispanic ▭ White
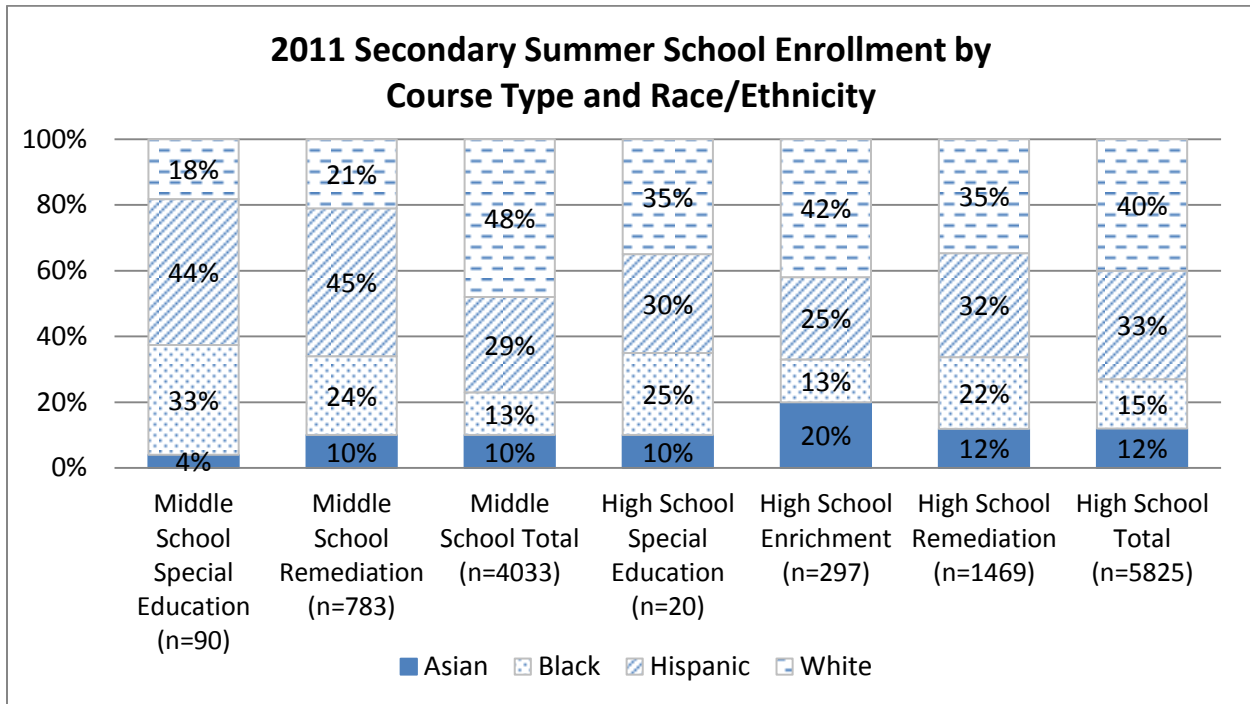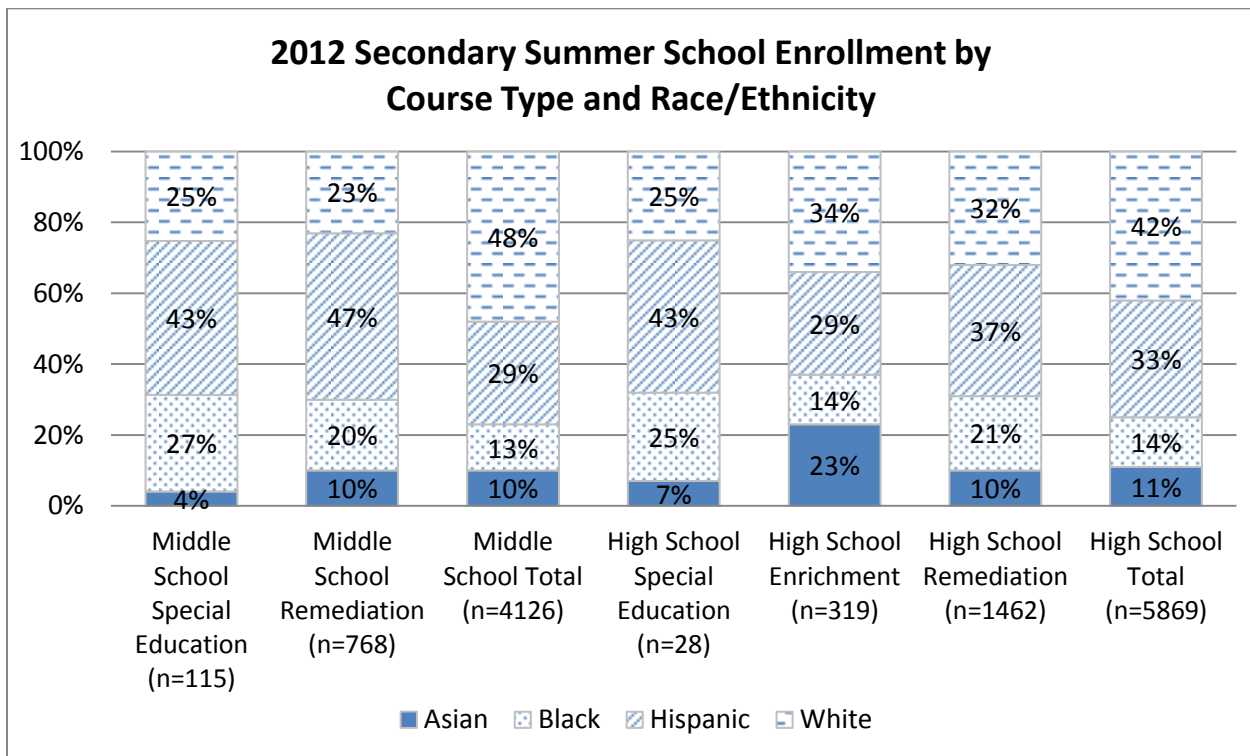
2013 Secondary Summer School Enrollment by Course Type and Race/Ethnicity
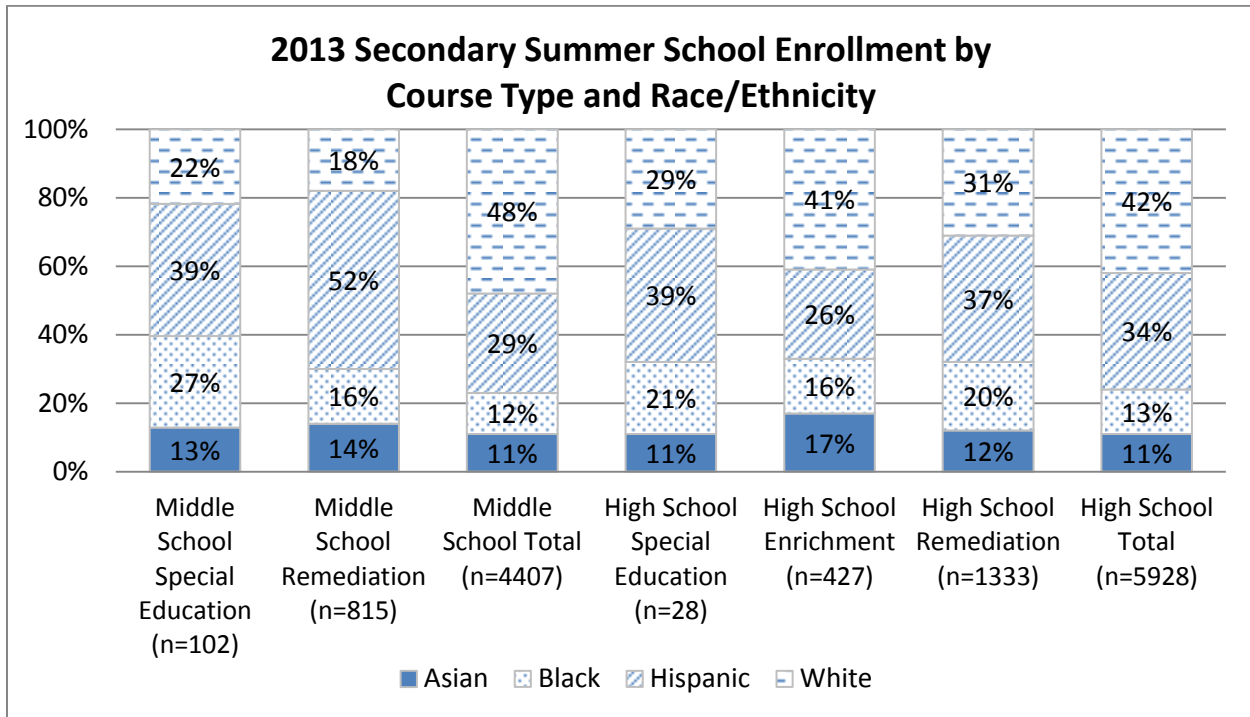
Figures 33 through 37 show the number of secondary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by gender.

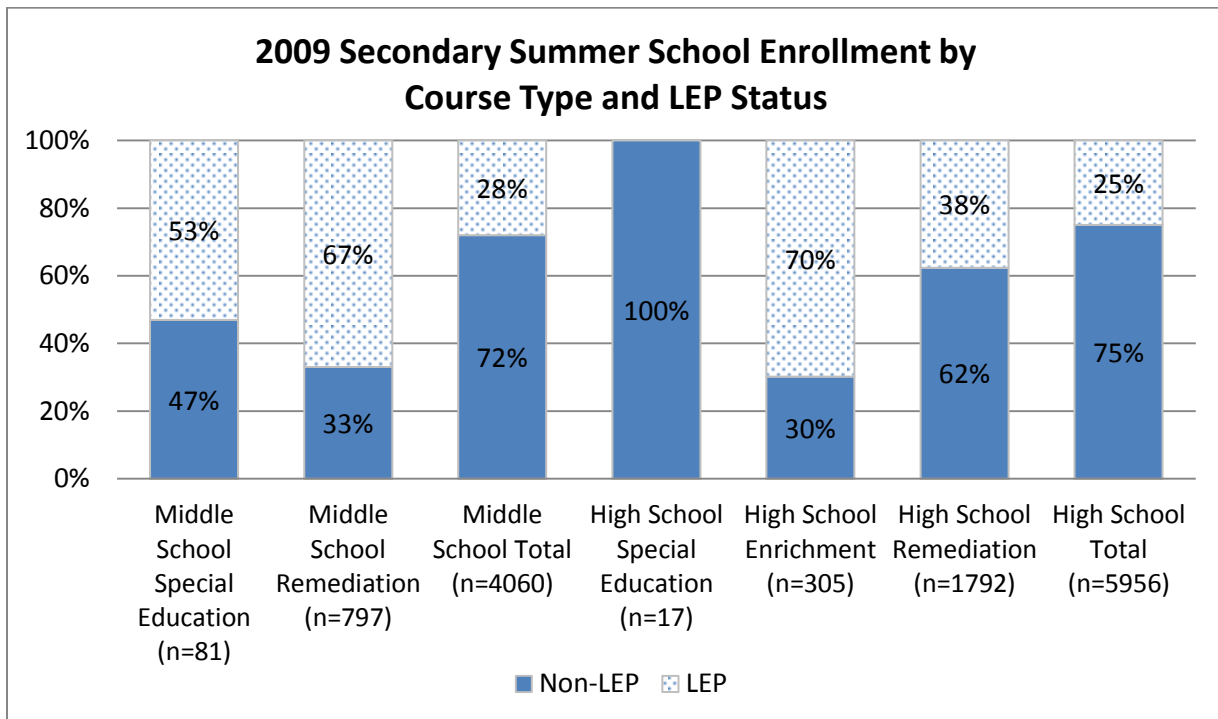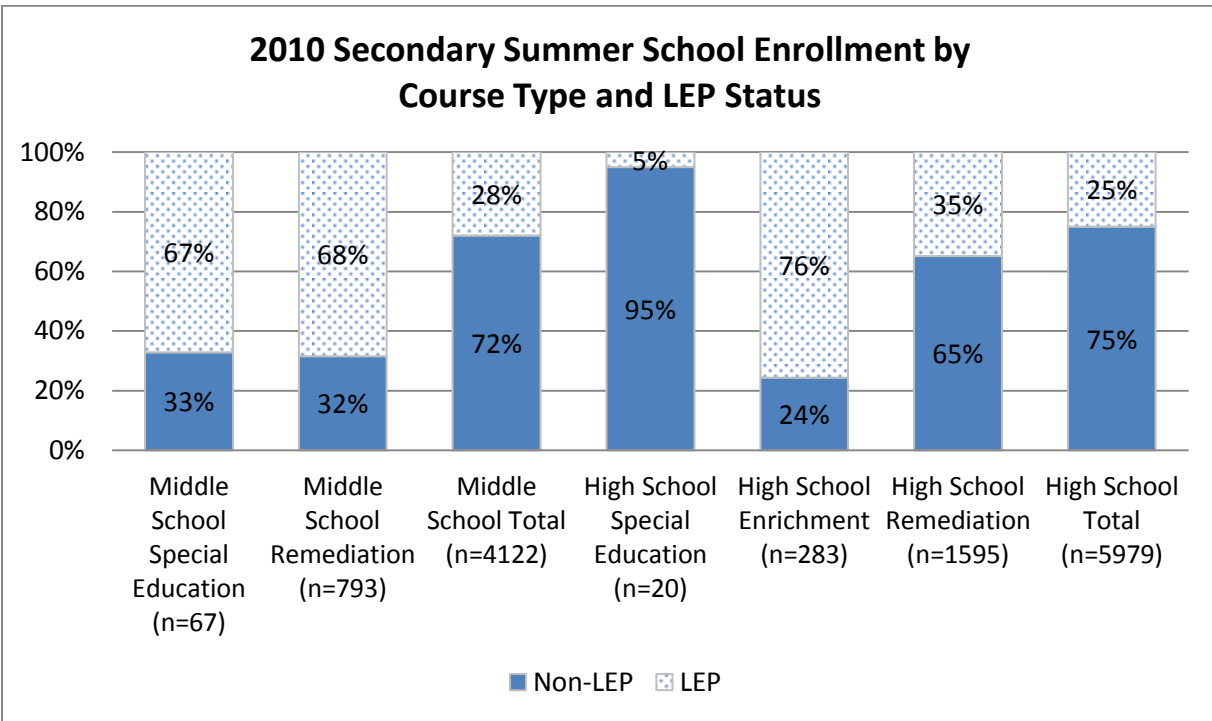Figure 33: Secondary Summer School Enrollment by Course Type and Gender, 2009
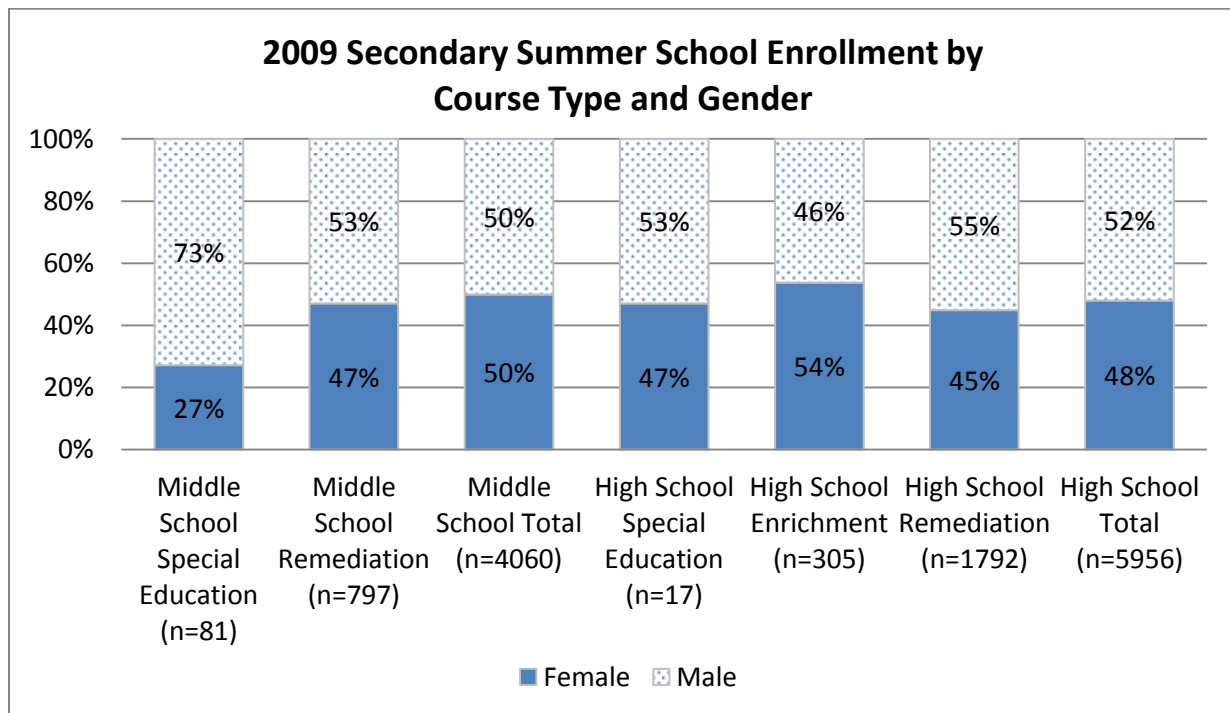
2009 Secondary Summer School Enrollment by Course Type and Gender

2010 Secondary Summer School Enrollment by Course Type and Gender

	Middle School Special Education (n=67)	Middle School Remediation (n=793)	Middle School Total (n=4122)	High School Special Education (n=20)	High School Enrichment (n=283)	High School Remediation (n=1595)	High School Total (n=5979)
Male	76%	57%	52%	55%	48%	56%	51%
Female	24%	43%	48%	45%	52%	44%	49%

■ Female ▫ Male

2011 Secondary Summer School Enrollment by Course Type and Gender

	Middle School Special Education (n=158)	Middle School Remediation (n=816)	Middle School Total (n=4275)	High School Special Education (n=21)	High School Enrichment (n=301)	High School Remediation (n=1514)	High School Total (n=6059)
Male	60%	57%	52%	62%	53%	58%	52%
Female	40%	43%	48%	38%	47%	42%	48%

■ Female ▫ Male
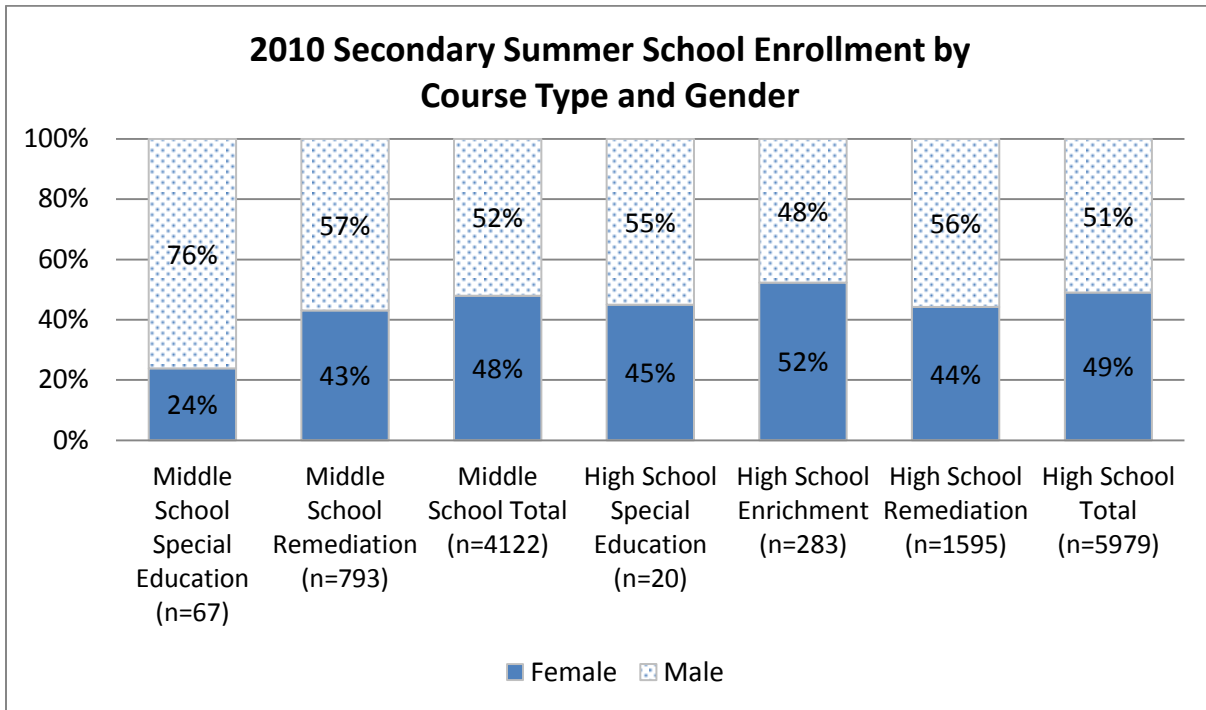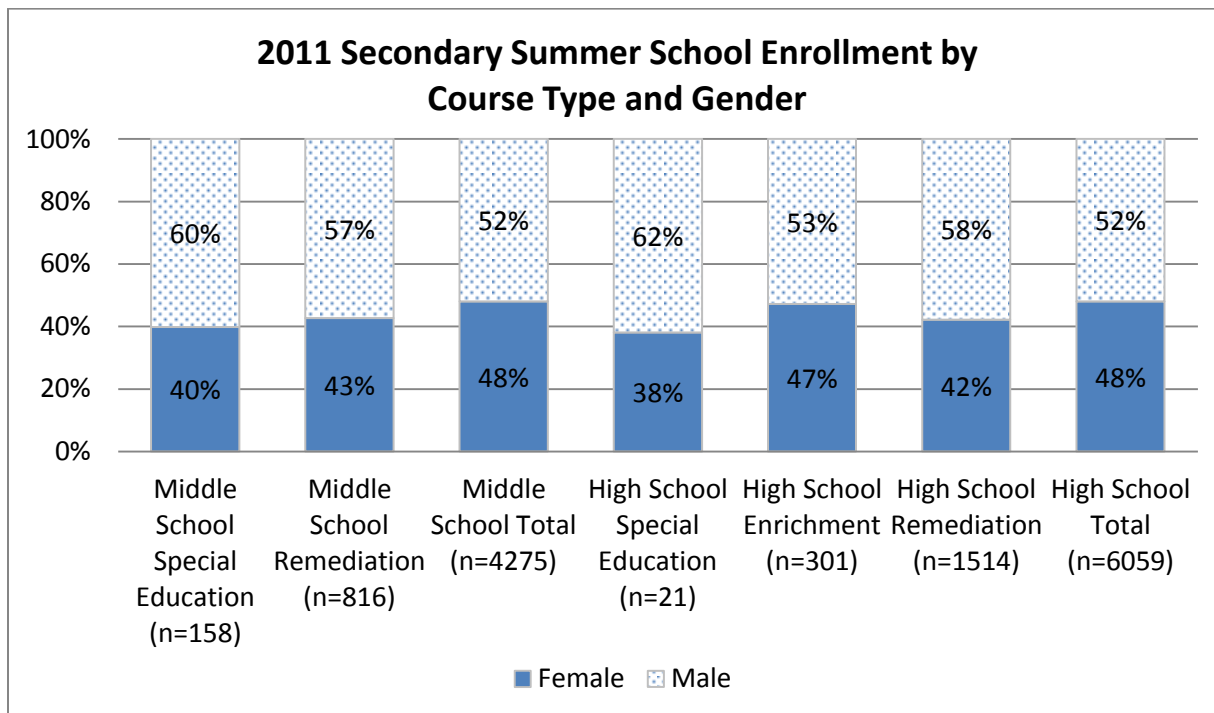
2012 Secondary Summer School Enrollment by Course Type and Gender
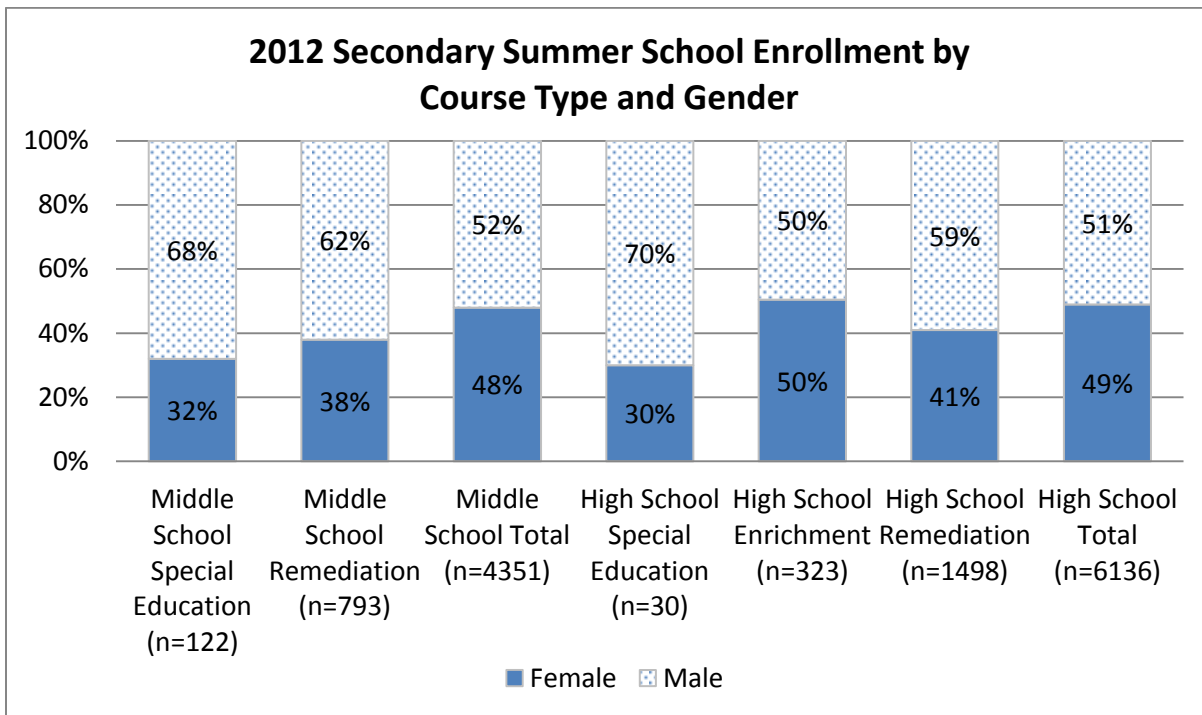
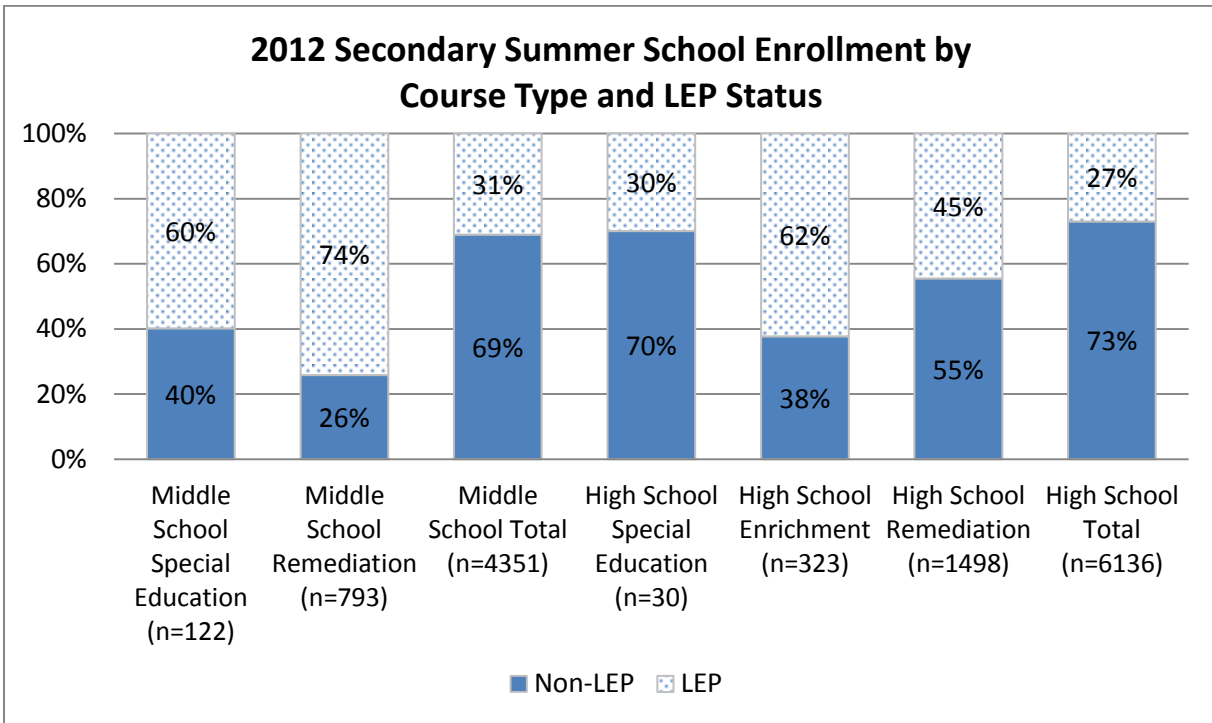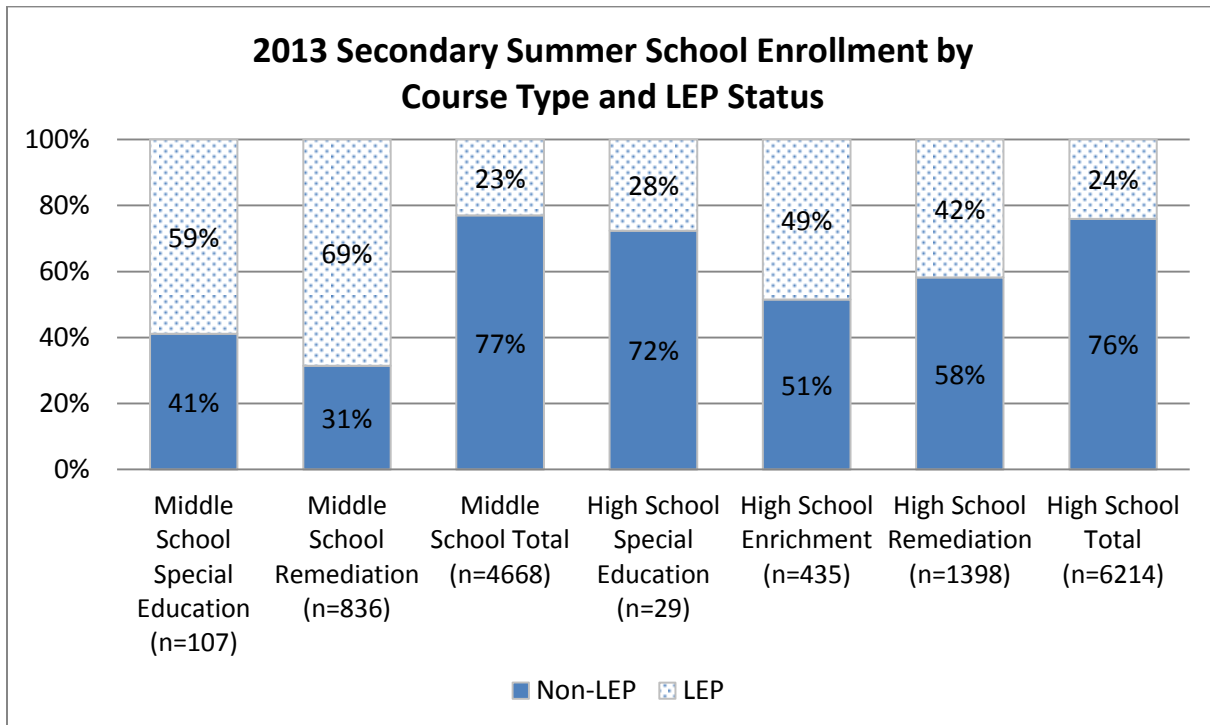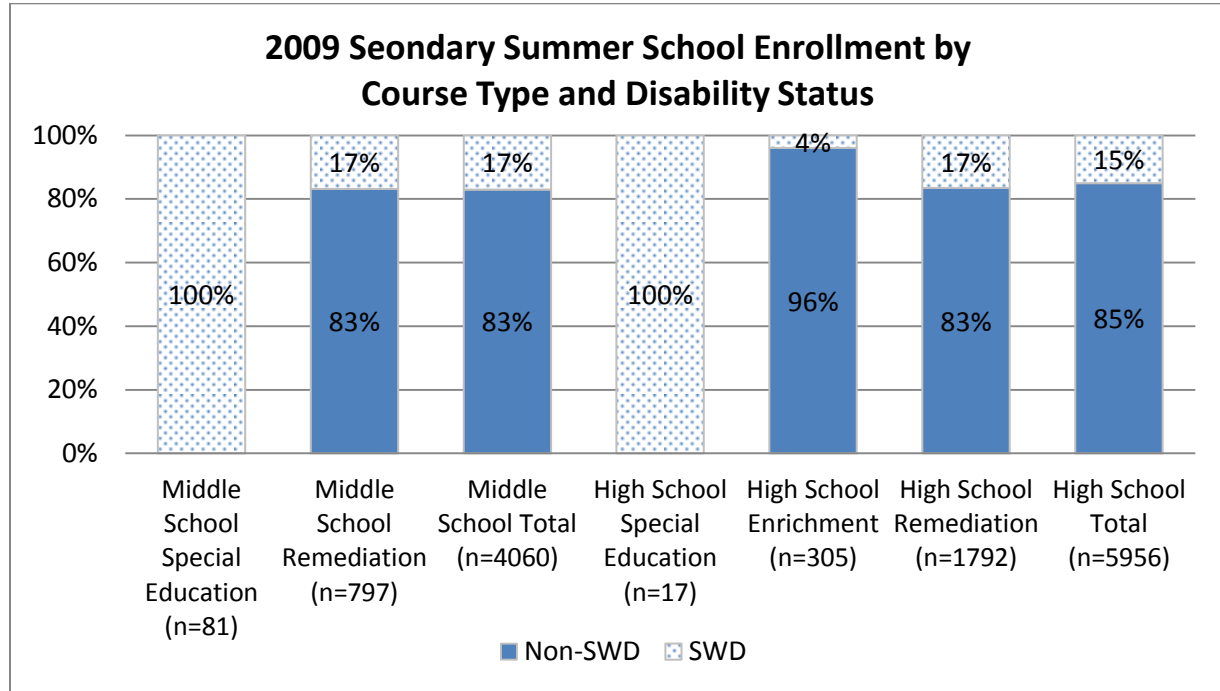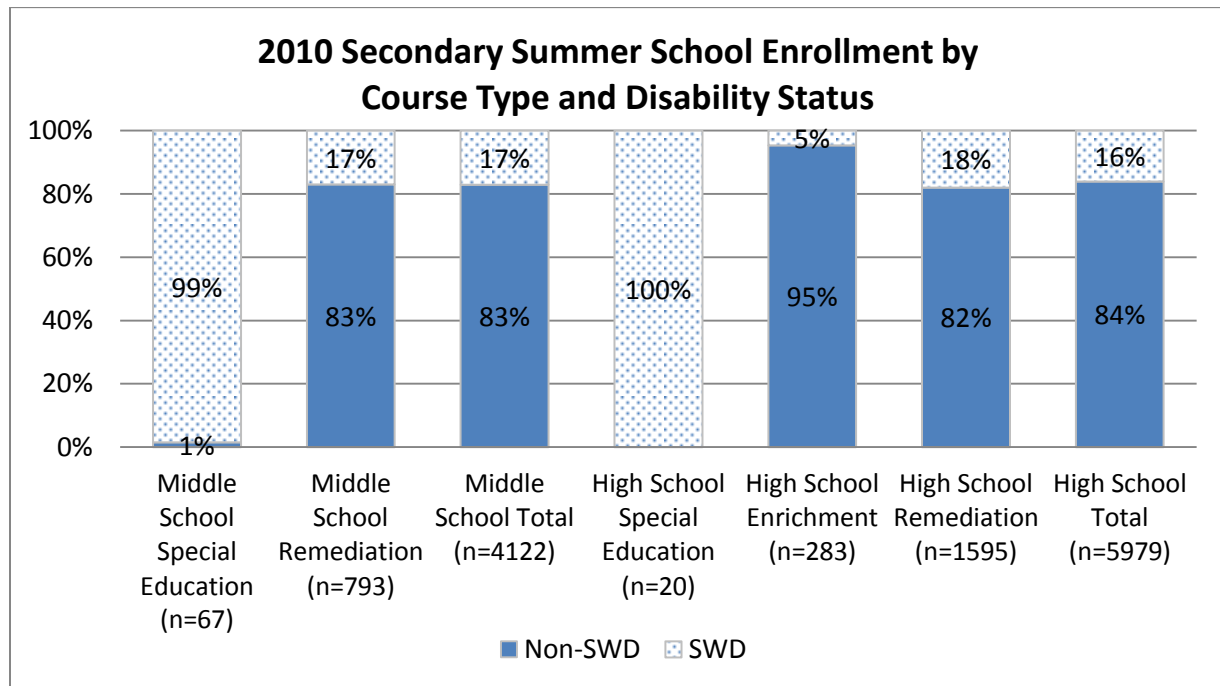Figure 37: Secondary Summer School Enrollment by Course Type and Gender, 2013

2013 Secondary Summer School Enrollment by Course Type and Gender
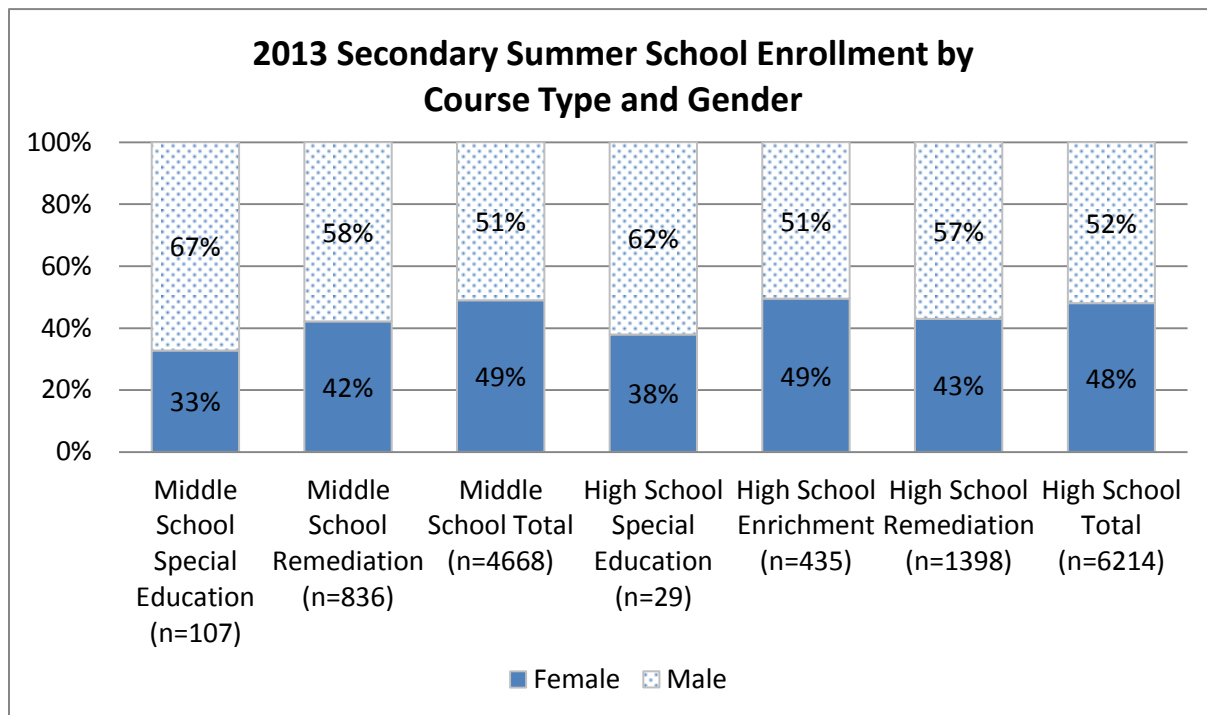
Figures 38 through 42 show the number of secondary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by economic status.

Figure 38: Secondary Summer School Enrollment by Course Type and Economic Status, 2009

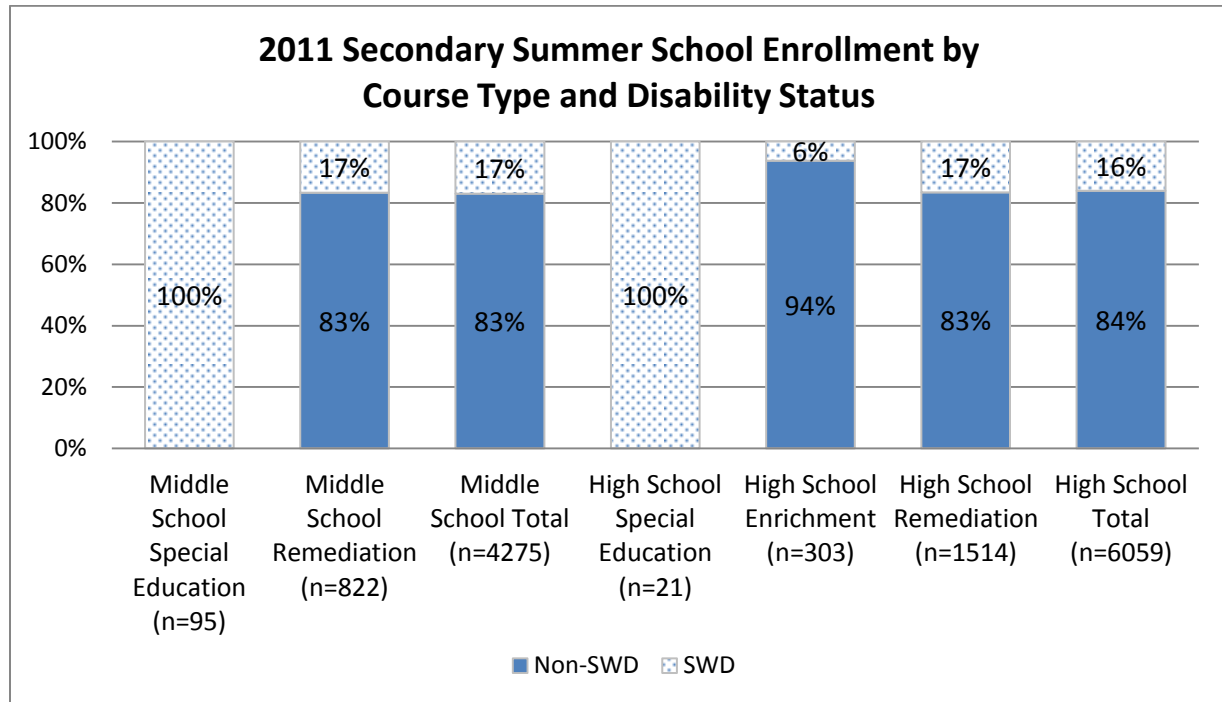**2009 Secondary Summer School Enrollment by Course Type and Economic Status**

Figure 39: Secondary Summer School Enrollment by Course Type and Economic Status, 2010

2010 Secondary Summer School Enrollment by Course Type and Economic Status

2011 Secondary Summer School Enrollment by Course Type and Economic Status

Category	Non-disadvantaged	Disadvantaged
Middle School Special Education (n=95)	33%	67%
Middle School Remediation (n=816)	27%	73%
Middle School Total (n=4275)	68%	32%
High School Special Education (n=21)	38%	62%
High School Enrichment (n=301)	45%	55%
High School Remediation (n=1514)	49%	51%
High School Total (n=6059)	68%	32%

■ Non-disadvantaged ⠿ Disadvantaged

2012 Secondary Summer School Enrollment by Course Type and Economic Status

Category	Non-disadvantaged	Disadvantaged
Middle School Special Education (n=122)	33%	67%
Middle School Remediation (n=793)	28%	72%
Middle School Total (n=4351)	66%	34%
High School Special Education (n=30)	33%	67%
High School Enrichment (n=323)	40%	60%
High School Remediation (n=1498)	50%	50%
High School Total (n=6136)	68%	32%

■ Non-disadvantaged ⠿ Disadvantaged

2013 Seondary Summer School Enrollment by Course Type and Economic Status

Figures 43 through 47 show the number of secondary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by LEP status.

Figure 43: Secondary Summer School Enrollment by Course Type and LEP Status, 2009

2009 Secondary Summer School Enrollment by Course Type and LEP Status

2010 Secondary Summer School Enrollment by Course Type and LEP Status

Figure 44: Secondary Summer School Enrollment by Course Type and LEP Status, 2010

2011 Secondary Summer School Enrollment by Course Type and LEP Status

Figure 45: Secondary Summer School Enrollment by Course Type and LEP Status, 2011
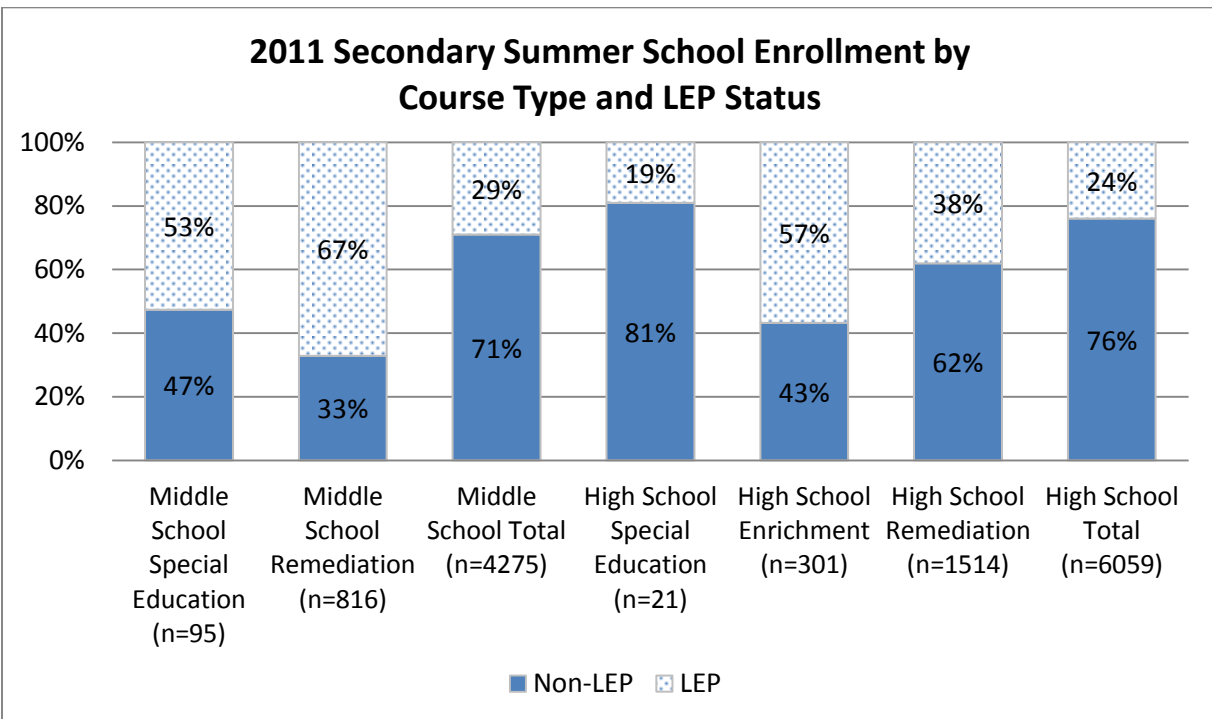
2012 Secondary Summer School Enrollment by Course Type and LEP Status

2013 Secondary Summer School Enrollment by Course Type and LEP Status

Figures 48 through 52 show the number of secondary students enrolled in summer school by course type and year, as well as the percentage of students enrolled within each course type by disability status.

Figure 48: Secondary Summer School Enrollment by Course Type and Disability Status, 2009

2009 Seondary Summer School Enrollment by Course Type and Disability Status

Category	Non-SWD	SWD
Middle School Special Education (n=81)		100%
Middle School Remediation (n=797)	83%	17%
Middle School Total (n=4060)	83%	17%
High School Special Education (n=17)		100%
High School Enrichment (n=305)	96%	4%
High School Remediation (n=1792)	83%	17%
High School Total (n=5956)	85%	15%

Figure 49: Secondary Summer School Enrollment by Course Type and Disability Status, 2010

2010 Secondary Summer School Enrollment by Course Type and Disability Status

Category	Non-SWD	SWD
Middle School Special Education (n=67)	1%	99%
Middle School Remediation (n=793)	83%	17%
Middle School Total (n=4122)	83%	17%
High School Special Education (n=20)		100%
High School Enrichment (n=283)	95%	5%
High School Remediation (n=1595)	82%	18%
High School Total (n=5979)	84%	16%

2011 Secondary Summer School Enrollment by Course Type and Disability Status

	Middle School Special Education (n=95)	Middle School Remediation (n=822)	Middle School Total (n=4275)	High School Special Education (n=21)	High School Enrichment (n=303)	High School Remediation (n=1514)	High School Total (n=6059)
SWD		17%	17%		6%	17%	16%
Non-SWD	100%	83%	83%	100%	94%	83%	84%

■ Non-SWD   ☒ SWD

2012 Secondary Summer School Enrollment by Course Type and Disability Status

	Middle School Special Education (n=122)	Middle School Remediation (n=793)	Middle School Total (n=4351)	High School Special Education (n=30)	High School Enrichment (n=323)	High School Remediation (n=1498)	High School Total (n=6136)
SWD		19%	18%		10%	16%	16%
Non-SWD	100%	81%	82%	100%	90%	84%	84%

■ Non-SWD   ☒ SWD

2013 Secondary Summer School Enrollment by Course Type and Disability Status

	21%	20%		10%	17%	17%
100%	79%	80%	100%	90%	83%	83%

Middle School Special Education (n=107), Middle School Remediation (n=836), Middle School Total (n=4668), High School Special Education (n=29), High School Enrichment (n=435), High School Remediation (n=1398), High School Total (n=6214)

■ Non-SWD   ⊡ SWD

SOL Pass Rates and Elementary Summer School Enrollment

Summer school options for elementary students include enrichment classes (Global Village and Summer Laureate) and remediation classes (reading/mathematics). Students may be encouraged by their classroom teacher or school counselor to enroll in one of these classes, but there are no formal guidelines for participation. Therefore, to better understand who is enrolling in summer school classes, the Office of Planning and Evaluation looked at the spring SOL pass rates in reading and mathematics for students who enrolled in summer school enrichment or remediation classes.

Figures 1 through 10 provide data on summer school enrichment and remediation enrollment by grade level disaggregated by performance on the preceding spring reading SOL. In other words, the figures show the percentage of students by grade level that passed, failed, or didn't participate in a spring reading SOL test prior to their enrollment in either a summer school enrichment or remediation class.

Figures 11 through 20 provide data on summer school enrichment and remediation enrollment by grade level disaggregated by performance on the preceding spring mathematics SOL. In other words, the figures show the percentage of students by grade level that passed, failed, or didn't participate in a spring math SOL test prior to their enrollment in either a summer school enrichment or remediation class.

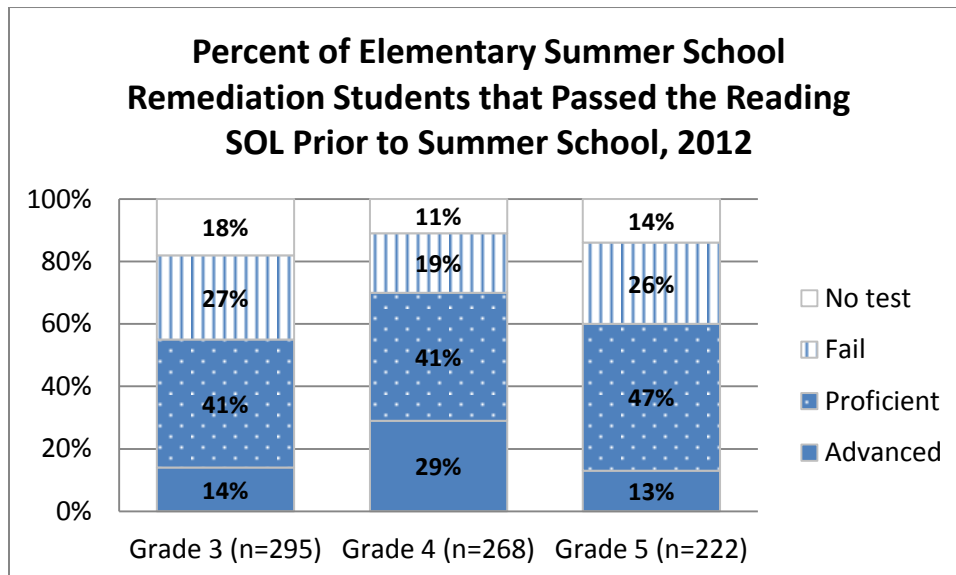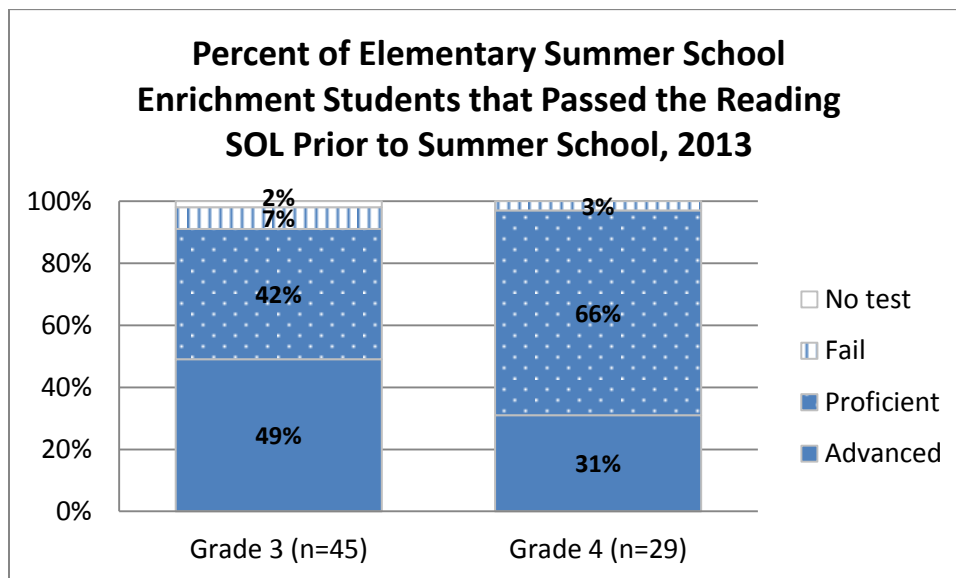# Summer School Enrichment and Remediation Enrollment Based on Spring SOL Reading Performance

Figure 1 shows the percentage of elementary students enrolled in a 2009 summer school enrichment course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .
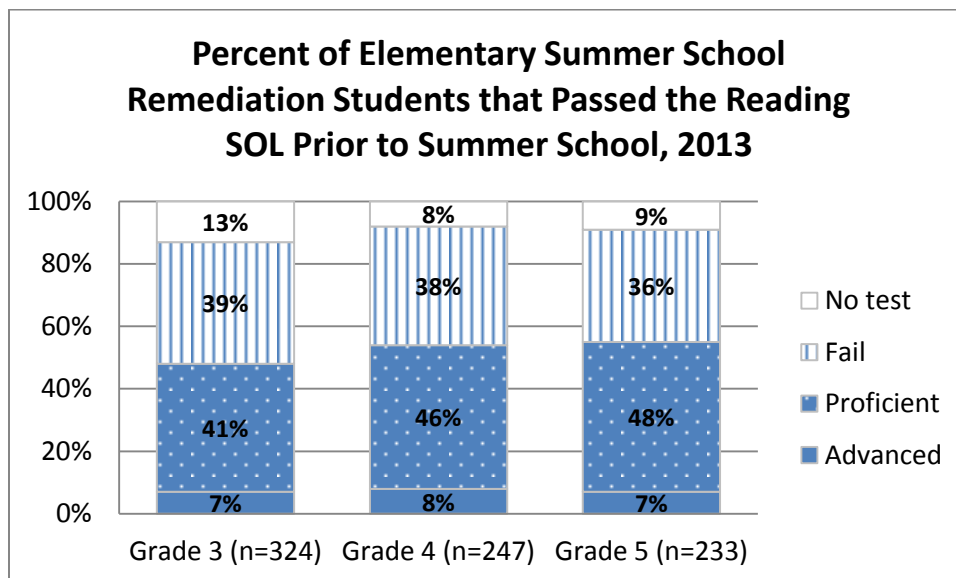
Percent of Elementary Summer School Enrichment Students that Passed the Reading SOL Prior to Summer School, 2009
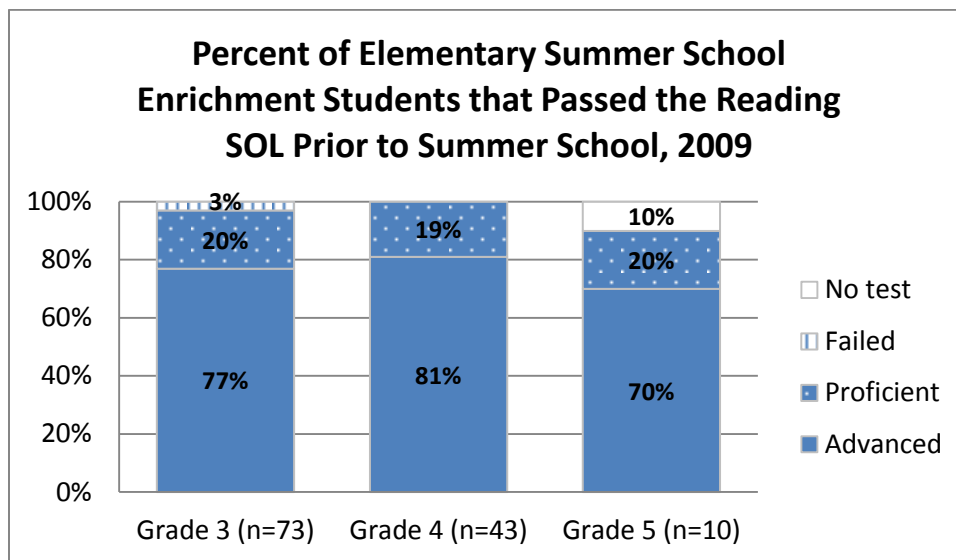
Figure 2 shows the percentage of elementary students enrolled in a 2009 summer school remediation course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 2: Percent of Students that Passed the Reading SOL
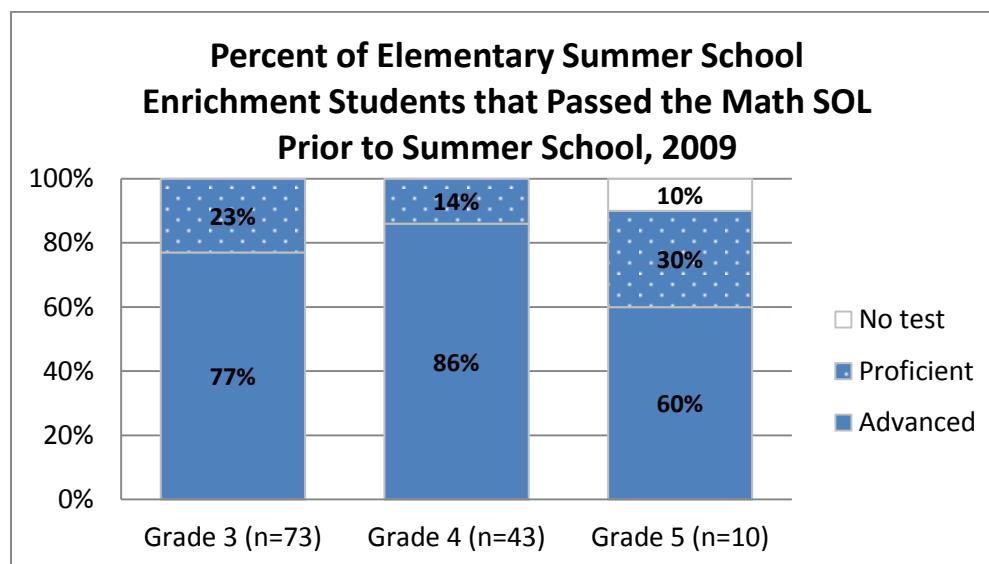Prior to their Enrollment in a Summer School Remediation Course, 2009

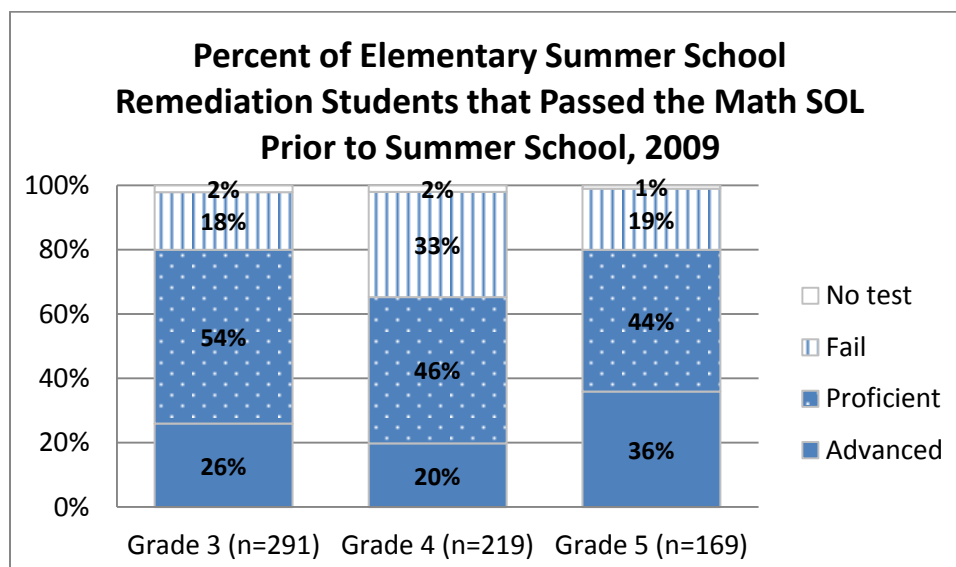**Percent of Elementary Summer School Remediation Students that Passed the Reading SOL Prior to Summer School, 2009**
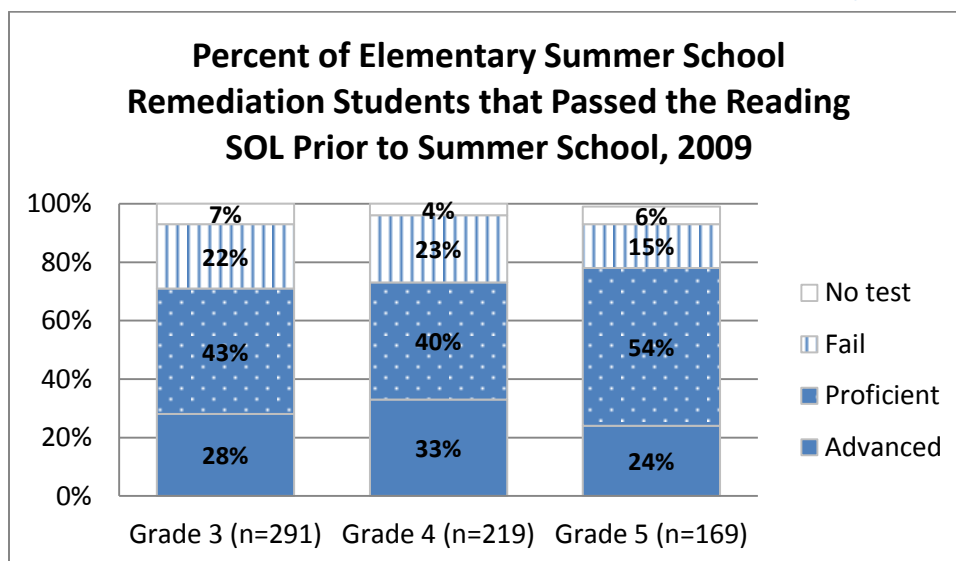
Figure 3 shows the percentage of elementary students enrolled in a 2010 summer school enrichment course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 3: Percent of Students that Passed the Reading SOL
Prior to their Enrollment in a Summer School Enrichment Course, 2010

Percent of Elementary Summer School Enrichment Students that Passed the Reading SOL Prior to Summer School, 2010

	Grade 3 (n=43)	Grade 4 (n=26)
Fail	5%	
Proficient	12%	11%
Advanced	84%	89%
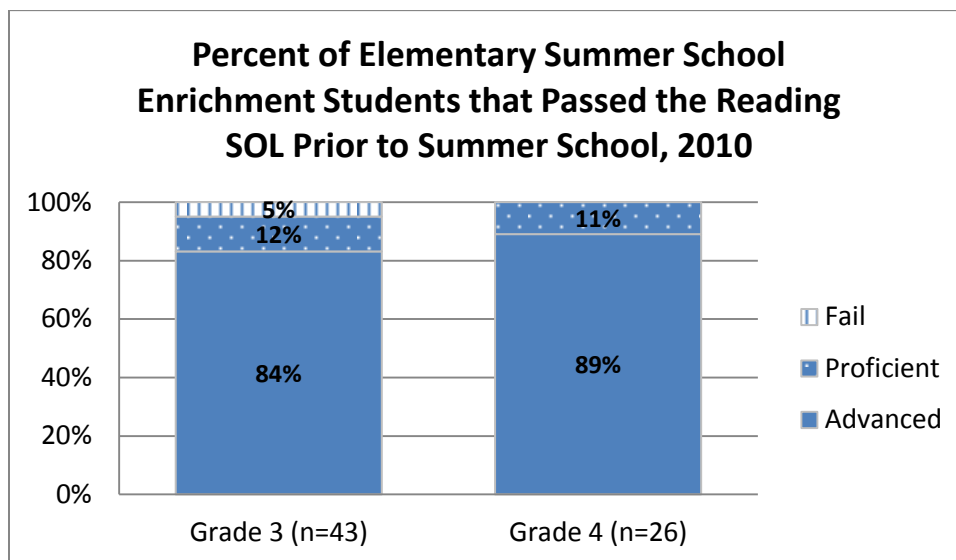
Note: Grade 5 data sets are too small to report.
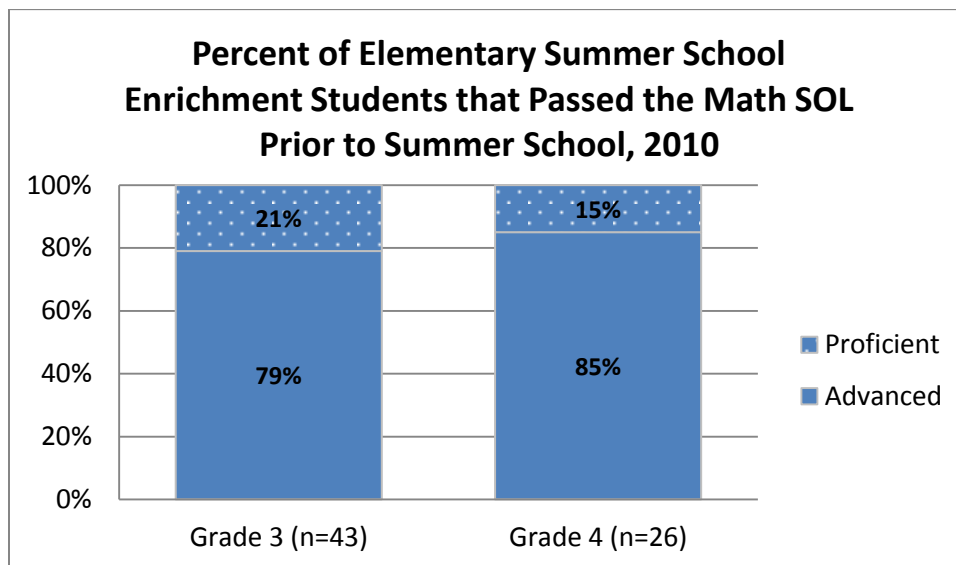
Figure 4 shows the percentage of elementary students enrolled in a 2010 summer school remediation course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 4: Percent of Students that Passed the Reading SOL
Prior to their Enrollment in a Summer School Remediation Course, 2010

Percent of Elementary Summer School Remediation Students that Passed the Reading SOL Prior to Summer School, 2010

	Grade 3 (n=290)	Grade 4 (n=211)	Grade 5 (n=138)
No test data	32%	23%	23%
Fail	16%	16%	18%
Proficient	34%	43%	49%
Advanced	18%	19%	9%
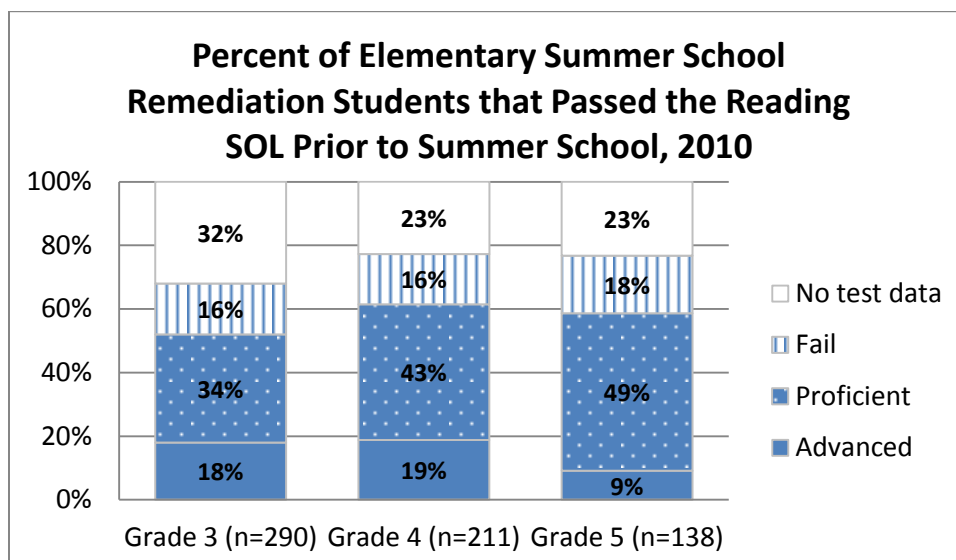
Figure 5 shows the percentage of elementary students enrolled in a 2011 summer school enrichment course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .
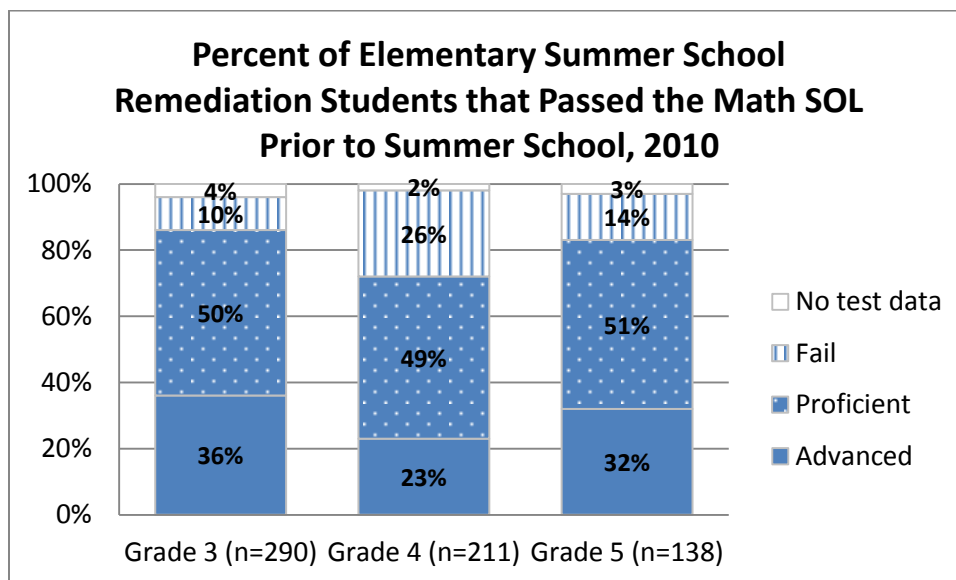
Figure 5: Percent of Students that Passed the Reading SOL Prior to their Enrollment in a Summer School Enrichment Course, 2011

Percent of Elementary Summer School Enrichment Students that Passed the Reading SOL Prior to Summer School, 2011
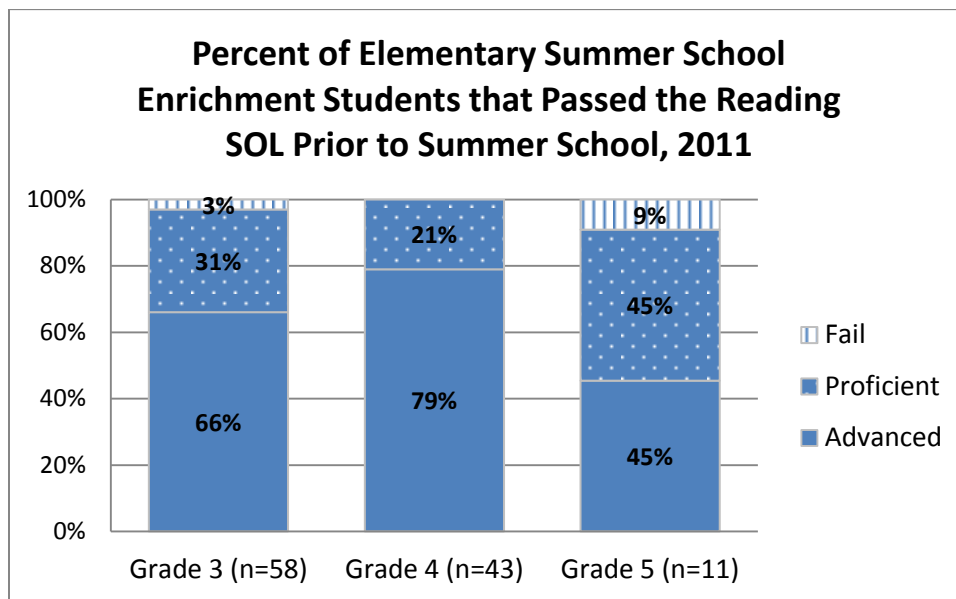
Figure 6 shows the percentage of elementary students enrolled in a 2011 summer school remediation course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .
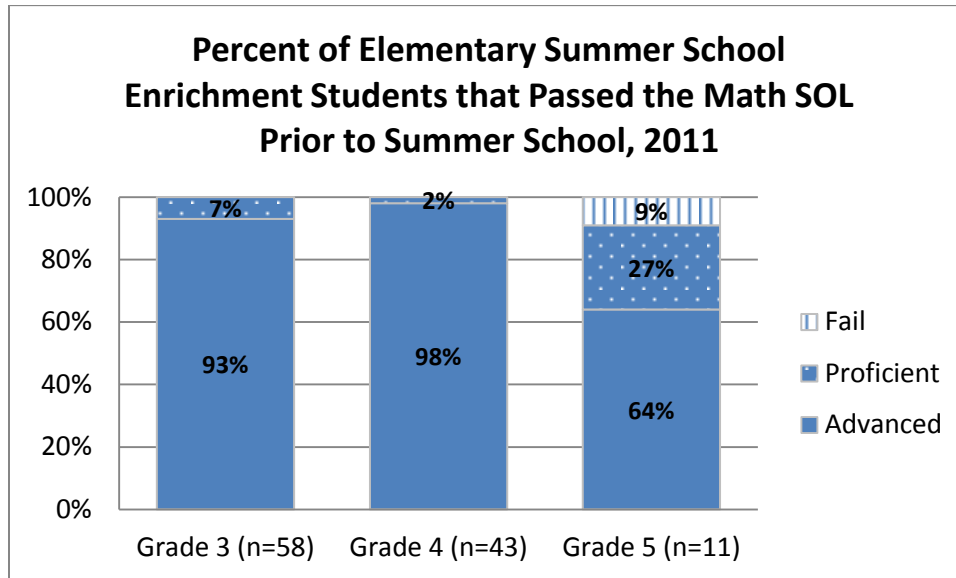
Figure 6: Percent of Students that Passed the Reading SOL Prior to their Enrollment in a Summer School Remediation Course, 2011

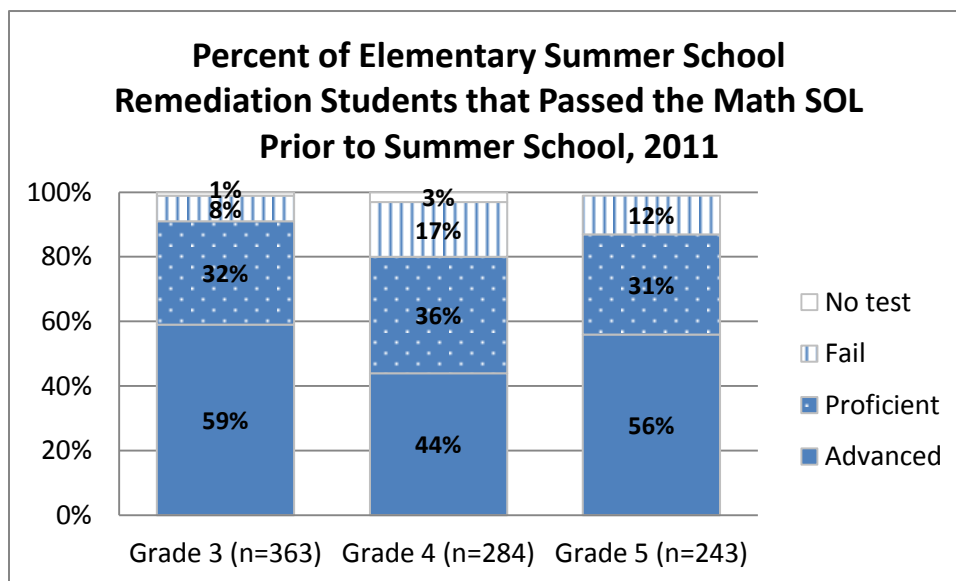Percent of Elementary Summer School Remediation Students that Passed the Reading SOL Prior to Summer School, 2011
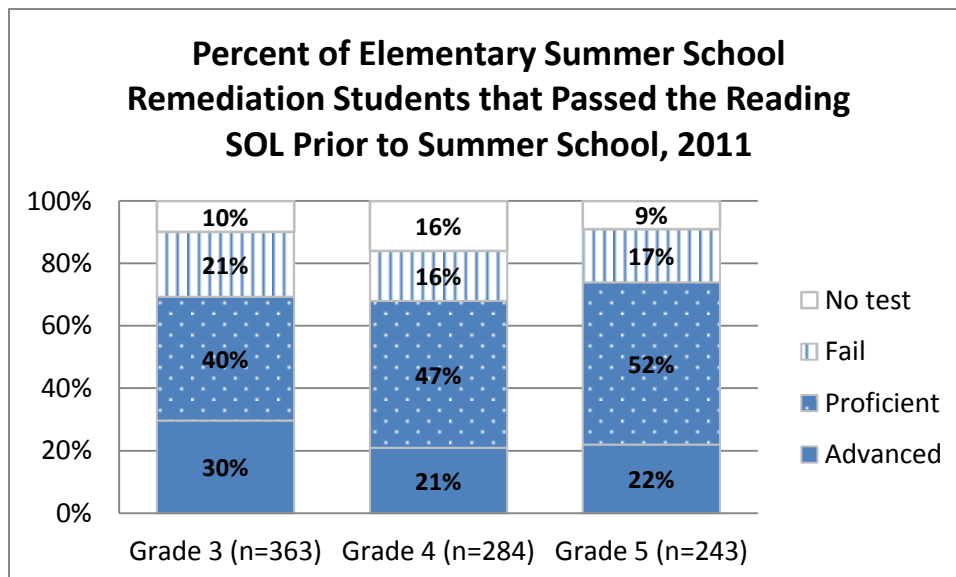
Figure 7 shows the percentage of elementary students enrolled in a 2012 summer school enrichment course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 7: Percent of Students that Passed the Reading SOL Prior to their Enrollment in a Summer School Enrichment Course, 2012

Percent of Elementary Summer School Enrichment Students that Passed the Reading SOL Prior to Summer School, 2012

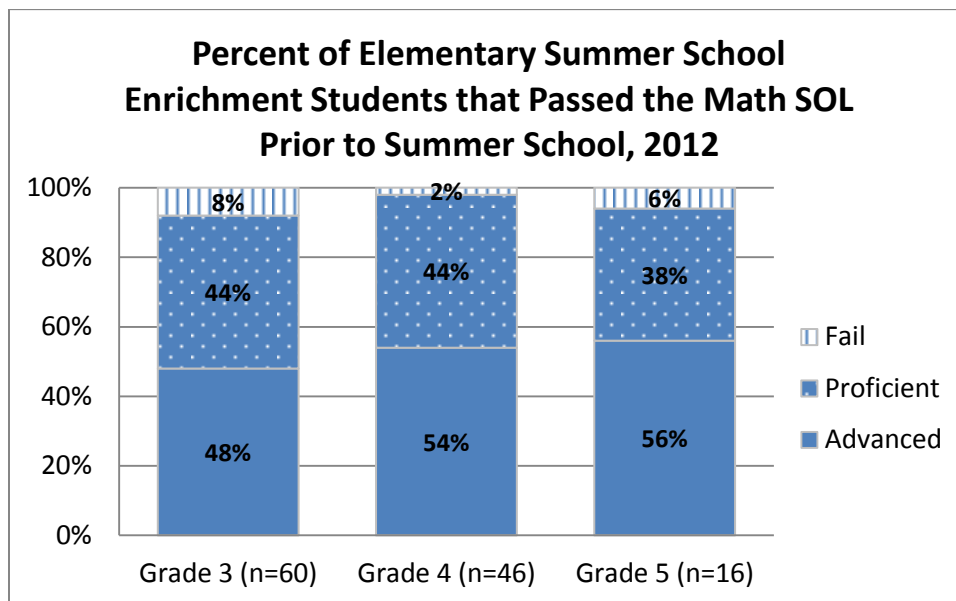|	No test	Fail	Proficient	Advanced
Grade 3 (n=60)	2%	3%	37%	58%
Grade 4 (n=46)		17%		83%
Grade 5 (n=16)		31%		69%
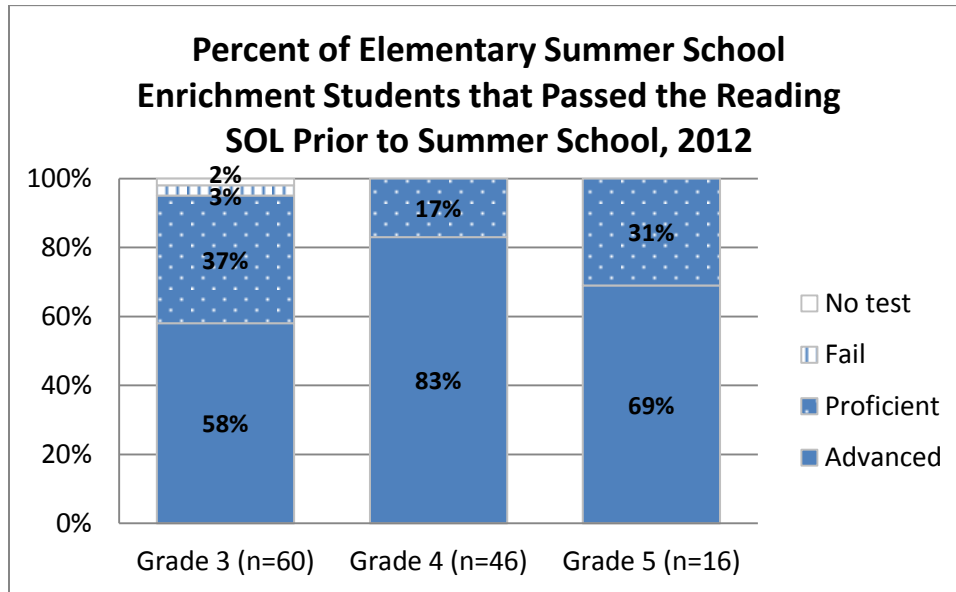
Figure 8 shows the percentage of elementary students enrolled in a 2012 summer school remediation course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 8: Percent of Students that Passed the Reading SOL Prior to their Enrollment in a Summer School Remediation Course, 2012

Percent of Elementary Summer School Remediation Students that Passed the Reading SOL Prior to Summer School, 2012

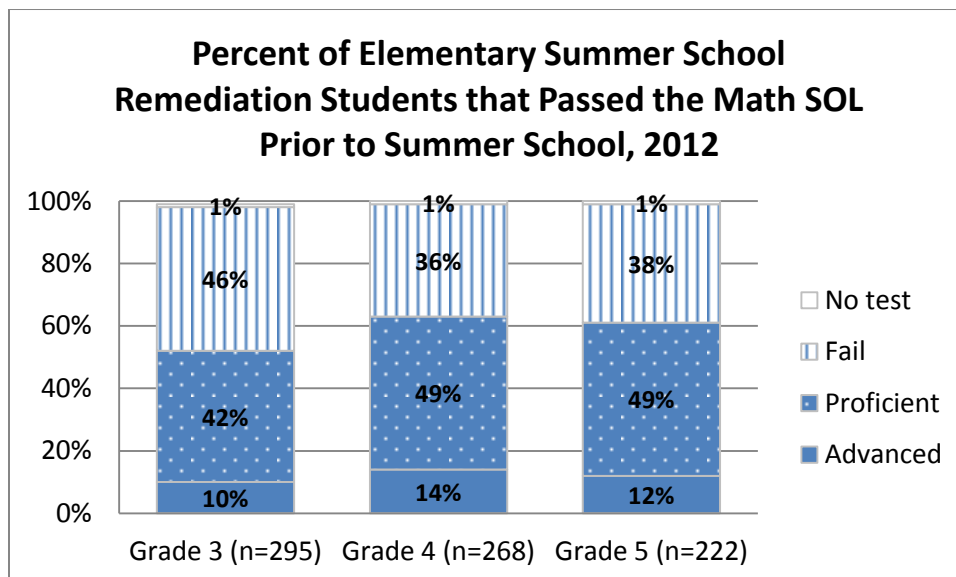|	No test	Fail	Proficient	Advanced
Grade 3 (n=295)	18%	27%	41%	14%
Grade 4 (n=268)	11%	19%	41%	29%
Grade 5 (n=222)	14%	26%	47%	13%

Figure 9 shows the percentage of elementary students enrolled in a 2013 summer school enrichment course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 9: Percent of Students that Passed the Reading SOL Prior to their Enrollment in a Summer School Enrichment Course, 2013

Percent of Elementary Summer School Enrichment Students that Passed the Reading SOL Prior to Summer School, 2013

Grade 3 (n=45):
- Advanced: 49%
- Proficient: 42%
- Fail: 7%
- No test: 2%

Grade 4 (n=29):
- Advanced: 31%
- Proficient: 66%
- No test: 3%

Legend: No test, Fail, Proficient, Advanced

Note: Grade 5 data sets are too small to report.
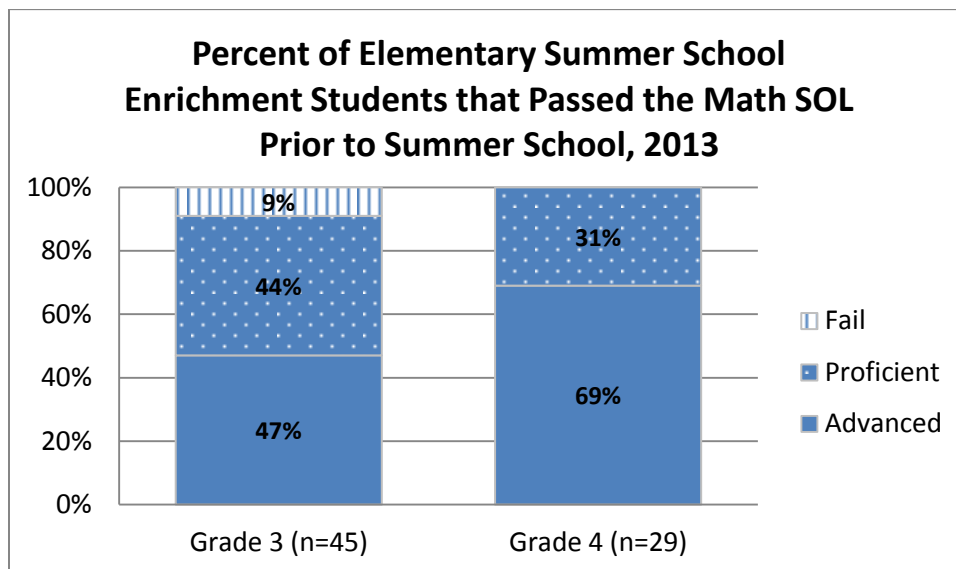
Figure 10 shows the percentage of elementary students enrolled in a 2013 summer school remediation course that previously passed the spring reading SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 10: Percent of Students that Passed the Reading SOL Prior to their Enrollment in a Summer School Remediation Course, 2013

Percent of Elementary Summer School Remediation Students that Passed the Reading SOL Prior to Summer School, 2013

Grade 3 (n=324):
- Advanced: 7%
- Proficient: 41%
- Fail: 39%
- No test: 13%

Grade 4 (n=247):
- Advanced: 8%
- Proficient: 46%
- Fail: 38%
- No test: 8%

Grade 5 (n=233):
- Advanced: 7%
- Proficient: 48%
- Fail: 36%
- No test: 9%

Legend: No test, Fail, Proficient, Advanced

Summer School Enrichment and Remediation Enrollment Based on Spring SOL Mathematics Performance

Figure 11 shows the percentage of elementary students enrolled in a 2009 summer school enrichment course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

**Figure 11: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Enrichment Course, 2009**

**Percent of Elementary Summer School
Enrichment Students that Passed the Math SOL
Prior to Summer School, 2009**

	Grade 3 (n=73)	Grade 4 (n=43)	Grade 5 (n=10)
No test	23%	14%	10%
Proficient			30%
Advanced	77%	86%	60%

Figure 12 shows the percentage of elementary students enrolled in a 2009 summer school remediation course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

**Figure 12: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Remediation Course, 2009**

**Percent of Elementary Summer School
Remediation Students that Passed the Math SOL
Prior to Summer School, 2009**

	Grade 3 (n=291)	Grade 4 (n=219)	Grade 5 (n=169)
No test	2%	2%	1%
Fail	18%	33%	19%
Proficient	54%	46%	44%
Advanced	26%	20%	36%

Figure 13 shows the percentage of elementary students enrolled in a 2010 summer school enrichment course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 13: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Enrichment Course, 2010

Percent of Elementary Summer School Enrichment Students that Passed the Math SOL Prior to Summer School, 2010

Grade	Proficient	Advanced
Grade 3 (n=43)	21%	79%
Grade 4 (n=26)	15%	85%

Note: Grade 5 data sets are too small to report.

Figure 14 shows the percentage of elementary students enrolled in a 2010 summer school remediation course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 14: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Remediation Course, 2010

Percent of Elementary Summer School Remediation Students that Passed the Math SOL Prior to Summer School, 2010

Grade	No test data	Fail	Proficient	Advanced
Grade 3 (n=290)	4%	10%	50%	36%
Grade 4 (n=211)	2%	26%	49%	23%
Grade 5 (n=138)	3%	14%	51%	32%

Figure 15 shows the percentage of elementary students enrolled in a 2011 summer school enrichment course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 15: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Enrichment Course, 2011

Percent of Elementary Summer School
Enrichment Students that Passed the Math SOL
Prior to Summer School, 2011

	Grade 3 (n=58)	Grade 4 (n=43)	Grade 5 (n=11)
Fail	7%	2%	9%
Proficient			27%
Advanced	93%	98%	64%

Figure 16 shows the percentage of elementary students enrolled in a 2011 summer school remediation course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 16: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Remediation Course, 2011

Percent of Elementary Summer School
Remediation Students that Passed the Math SOL
Prior to Summer School, 2011

	Grade 3 (n=363)	Grade 4 (n=284)	Grade 5 (n=243)
No test	1%	3%	
Fail	8%	17%	12%
Proficient	32%	36%	31%
Advanced	59%	44%	56%

Figure 17 shows the percentage of elementary students enrolled in a 2012 summer school enrichment course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 17: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Enrichment Course, 2012

Percent of Elementary Summer School
Enrichment Students that Passed the Math SOL
Prior to Summer School, 2012

	Grade 3 (n=60)	Grade 4 (n=46)	Grade 5 (n=16)
Fail	8%	2%	6%
Proficient	44%	44%	38%
Advanced	48%	54%	56%

Figure 18 shows the percentage of elementary students enrolled in a 2012 summer school remediation course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 18: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Remediation Course, 2012

Percent of Elementary Summer School
Remediation Students that Passed the Math SOL
Prior to Summer School, 2012

	Grade 3 (n=295)	Grade 4 (n=268)	Grade 5 (n=222)
No test	1%	1%	1%
Fail	46%	36%	38%
Proficient	42%	49%	49%
Advanced	10%	14%	12%

Figure 19 shows the percentage of elementary students enrolled in a 2013 summer school enrichment course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 19: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Enrichment Course, 2013

Note: Grade 5 data sets are too small to report.

Figure 20 shows the percentage of elementary students enrolled in a 2013 summer school remediation course that previously passed the spring mathematics SOL at the advanced level or proficient level, the percentage that failed the spring SOL, and the percentage that did not participate in spring SOL testing .

Figure 20: Percent of Students that Passed the Math SOL
Prior to their Enrollment in a Summer School Remediation Course, 2013
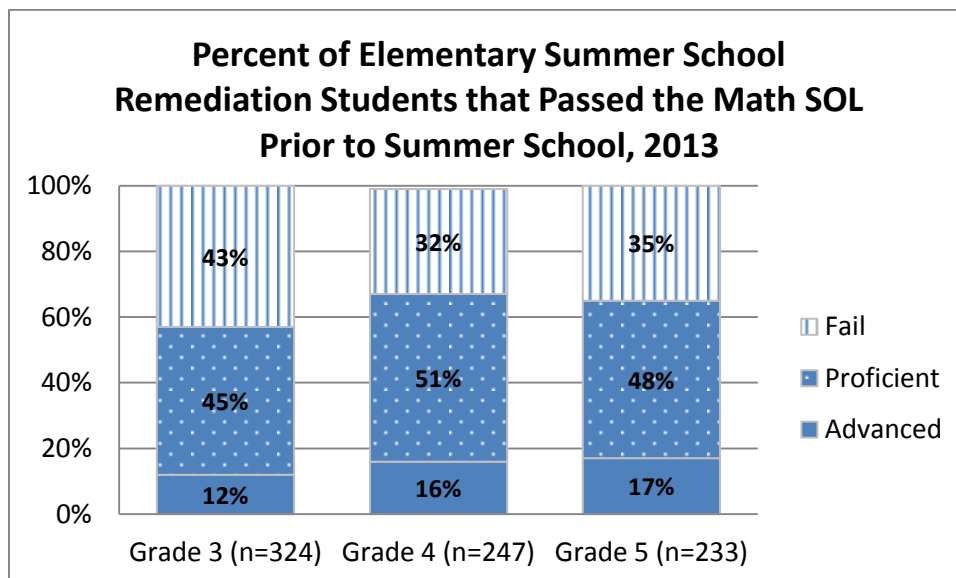
Updates – Summer School Survey Analysis

Prepared for Arlington Public Schools

May 2014

In the following report, Hanover Research presents and analyzes responses to closed- and open-ended responses to surveys that seek to elicit feedback on the implementation of the summer school programs at Arlington Public Schools.

TABLE OF CONTENTS

EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

The following report summarizes responses to two surveys administered to parents of students enrolled in the Arlington Public Schools (APS) summer school programs, as well as to teachers and staff employed in the district. The first survey was administered during summer school to summer school teachers, summer school staff (i.e., coordinators, administrators, peer coaches, counselors), and parents of students enrolled in summer school in 2013. A second round of surveys was administered in January 2014 to regular year teachers, principals, elementary assistant principals, secondary counselors, and (central) instructional supervisors and specialists. The two survey instruments sought to elicit feedback to assist the district as it evaluates the effectiveness of its summer school programming. Respondents reflected on various aspects of the programs, including implementation, administrative support, curriculum, and factors influencing enrollment decisions.

This report is divided into the following three sections:

- **Section I: Parent Survey** assesses parents' opinions regarding Arlington Public Schools' summer school programs. Respondents reflected on the reasons they chose to enroll their children in summer school, how they became aware of the program, their expectations of the program, the importance of cost in the enrollment decision, and their overall level of satisfaction.

- **Section II: Staff Survey** presents responses from staff employed in the Arlington Public Schools' summer school programs and from staff employed at the district in the regular year. This section summarizes responses regarding programs' infrastructure, the support available to staff members, the programs' curricular materials, and staff members' data needs, among other items. Survey respondents from the summer survey included administrators, counselors, coordinators, and peer coaches. Respondents from the regular year survey included elementary assistant principals, secondary counselors, and (central) instructional supervisors and specialists.

- **Section III: Teacher Survey** presents responses both from teachers who taught in summer school and teachers who taught in the regular year. This section presents teachers' ratings of the support that they received at the Arlington Public Schools summer school programs, suggestions for improvement, ways in which teachers encouraged students to register for summer school, and teachers' data needs, among other items.

Please note that in the vertical and horizontal bar graphs presented in this report all data labels of less than 5 percent have been removed in order to improve legibility. Furthermore, in open-ended comments, some comments have been edited in the interest of brevity or to preserve the anonymity of the respondent.

KEY FINDINGS

PARENTS OF SUMMER SCHOOL STUDENTS

- **Survey responses suggest that parents are satisfied with APS summer school.** The majority of the parents were either satisfied or very satisfied with the program. Similarly, most of the parents with children enrolled in the program indicated that the program had met or exceeded their expectations.

- **Teachers appear to be a primary channel through which families learn about summer school programs.** Teachers recommended summer school to students in middle school and high school and to parents of elementary students. Many parents also learned about summer school options during parent teacher conferences. In addition, many parents received information about summer school directly from the school. A number of parents stated that they were aware of the program because either the student or his/her sibling had attended summer school in previous years.

- **Parents primarily enrolled children in the summer school programs in order to provide them with enrichment experience and academic support.** Some parents seek remedial education for their child due to his/her having failed a course, especially for high school remediation. While many children may not require remedial education, their parents want them to advance academically during the summer, take extra credits, and receive additional language training. Between 6 to 13 percent of parents indicated that they view summer school programs as a child care alternative, and this perception is more common at the elementary level.

SUMMER SCHOOL STAFF

- **Overall, summer school staff members offered favorable feedback of the technology support that they received during the program.** More than 90 percent of staff respondents agreed that that their site had adequate technology support. However, when asked about the new student information system, many respondents indicated that they did not have enough access to data about prior student academic performance, Individualized Education Programs (IEPs), and 504 accommodations. Others noted that a new information system should be able to make scheduling changes and interface between different data platforms.

- **A considerable number of summer school staff respondents suggested that the curriculum be revised so as to make it more engaging and up to date**. Some respondents also indicated that the curricular materials needed to be supplied on time and updated to reflect the goals of the program.

- **Many respondents suggested implementing differentiated instruction to better accommodate students of various abilities.** Respondents indicated that students and teachers would benefit from a more tailored curriculum. This would ensure that students in need of support receive more focused instruction to bring them up to proficiency and that students who already meet academic prerequisites receive a more challenging curriculum.

REGULAR YEAR STAFF

- **When asked about requirements for the new student information system, regular year staff identified several areas of need that would improve their ability to do their job as it relates to summer school**. In particular, regular year staff indicated that they would prefer to have increased access to data concerning students' prior academic performance, demographic information, attendance records, and accommodations. Access to these data would enable staff to better support teachers.

- **Many counselors suggested offering more courses that are tailored to students' needs and abilities.** For instance, some counselors recommended introducing courses for special education students, focusing on specific subjects that a large number of students may fail during the school year, and including additional enrichment classes. Finally, some supervisors and specialists noted that shortening the number of weeks and extending the school day in the summer school program may help teacher recruitment.

SUMMER SCHOOL TEACHERS

- **Summer school teachers choose to teach in summer school due to the desire for professional growth, new experiences, and financial support.** A substantial majority of teachers indicated that they would be interested in returning to teach in summer school the next year. Of the teachers who said that they would prefer not to teach summer school again, only one-quarter indicated that they had an unsatisfactory experience teaching summer school.

- **The majority of respondents are positive about the amount of background information available to them about their students.** However, a significant portion of teachers, especially in the elementary and middle school programs, felt that they did not have adequate student information available to them.

- **Similarly, summer school teachers emphasized that access to students' prior academic data would be a useful feature in the new student information system.** Many teachers indicated that they require students' academic history, such as test scores and progress reports, to target their instruction. Respondents also noted that including students' IEPs and 504 accommodations, home contact information, and language spoken in the home would be helpful in their planning.

- **The desired outcomes of elementary enrichment programs varied.** Teachers in the Global Village Summit indicated that the main goal of the program was to expose students to the culture, geography and history of new countries. Teachers in the Summer Laureate program suggested that the most important goals of the program were to ensure that students are provided an academically challenging environment, where they will extend their understanding of the subject, learn to work in teams, and think creatively.

REGULAR YEAR SCHOOL TEACHERS

▪ **The majority of regular year teacher respondents had not taught summer school in 2013 and were not interested in teaching summer school in 2014.** Many respondents indicated that they need a break between academic sessions and would like to spend their summers pursuing activities other than teaching. Some teachers also noted insufficient salary and the lack of adequate childcare as reasons why they choose not to teach summer school.

▪ **Respondents emphasized that access to students' prior academic data and demographic information would be desirable features in the new student information system.** Many teachers indicated that they would be better able to tailor instruction to specific students if they had access to summer school information, including grade and attendance data. In addition, some regular year teachers expressed disappointment with the performance of the Synergy Information System, noting that it is not user friendly and difficult to navigate.

SECTION I: PARENT SURVEY

The following section assesses parents' opinions regarding Arlington Public Schools' summer school programs. This survey was administered as part of the Summer School program evaluation. The survey was sent to a total of 5,216 parents. Of these, 881 parents completed the survey for a response rate of 17 percent and a margin of error of 3.01 percentage points. Respondents reflected on the reasons they chose to enroll their children in summer school, how they became aware of the program, their expectations of the program, how well the program met those expectations, the importance of cost in the enrollment decision, and their overall level of satisfaction.

Overall, most parents were satisfied with APS summer school. Over 90 percent of respondents were either very satisfied or satisfied with the elementary, middle school, and high school programs (Figure 1.9). Furthermore, when asked whether the program met their expectations, over 43 percent of parents whose children were enrolled in elementary enrichment, elementary remediation, and high school enrichment programs indicated that the programs fully met or exceeded their expectations. Thirty-five percent of parents with children enrolled in middle school remediation and high school remediation programs rated the programs as having fully met or exceeded their expectations (Figure 1.6).

The majority of parent respondents enrolled their children in elementary summer school programs. Sixty percent of respondents indicated that their children were enrolled in the elementary skill-building program and 13 percent indicated that their children were in either Global Village Summit or Summer Laureate. In addition, 21 percent of respondents enrolled their children in high school programs. Only 6 percent of respondents had children enrolled in a middle school program (Figure 1.1).

Most respondents cited the desire to provide their children with enrichment experience and academic support as the primary reasons for summer school enrollment. Parents of children in elementary enrichment programs often cited the opportunity to gain enrichment experience as an important factor in enrolling their children in summer school (61 percent of respondents). The most frequently cited factors for parents with children in elementary and middle school remediation programs were the prospect of enrichment experience and academic support (33 percent and 25 percent, respectively). Thirty-five percent of parents with children in high school remediation enrolled their children in the program because their child had failed a course during the school year. A relatively small percentage of the respondents (6 to 13 percent) indicated that they use summer school programs as a child care alternative (Figure 1.2a).

In open-ended responses, parents of children in elementary school frequently stated that they wanted their children to advance academically through the program. A number of high school students also took classes either to make-up credits or to accrue credits for the coming high school year. Further, many respondents with children in elementary school commented that the recommendation of a teacher or a counselor influenced their

enrollment decision. Some parents who have children in high school and elementary school also expressed the desire for their children to receive additional language training (Figure 1.2b, Figure 1.2d).

Information sent home to the parents by schools, parent teacher conferences, and other teacher communications with either the parent or the child represented the major channels through which parents find out about summer school programs (Figure 1.3a). In open-ended comments, a significant percentage of parents with children in elementary school indicated that they were aware of the program because either the student or his/her sibling attended summer school in previous years (Figure 1.3b). In addition, some parents of students in high school reported being recommended the program by other parents, teachers, counselors and staff at the APS school (Figure 1.3d).

Responses from parents whose children enrolled in the Global Village Summit indicated that they expected their children to be immersed in an engaging learning environment, gain exposure to various cultures, and learn about different countries (Figure 1.4). Similarly, parents whose children were enrolled in the Summer Laureate program expected that their children would enhance their academic knowledge in an enjoyable and engaging learning environment (Figure 1.5).

Cost did not seem to play a large role in enrollment decisions for parents with students in high school summer programs, but it was a more important factor for parents of students in elementary and middle school programs. Forty-three percent of parents of students enrolled in high school remediation and 39 percent of parents of students enrolled in high school enrichment felt that cost was not a factor at all in their decision to enroll their child in summer school (Figure 1.7). In addition, more than one-half of these respondent groups did not compare the cost of the summer school program with that of other programs. In contrast, more than one-half of parents with students in elementary and middle school programs indicated that the program was either less expensive or the same cost as other programs. Approximately one-third of parents whose children enrolled in elementary enrichment programs and 17 percent of parents whose children enrolled in the middle school summer program indicated that the program was more expensive than other programs considered (Figure 1.8).

Figure 1.1: Which program did your child attend this summer? (n=860)

Legend:
- Global Village
- Summer Laureate
- Elementary Skill Building
- Middle School Make-up
- High School New Work for Credit
- High School Intro to Advanced Courses/AP Bridge
- Driver's Education
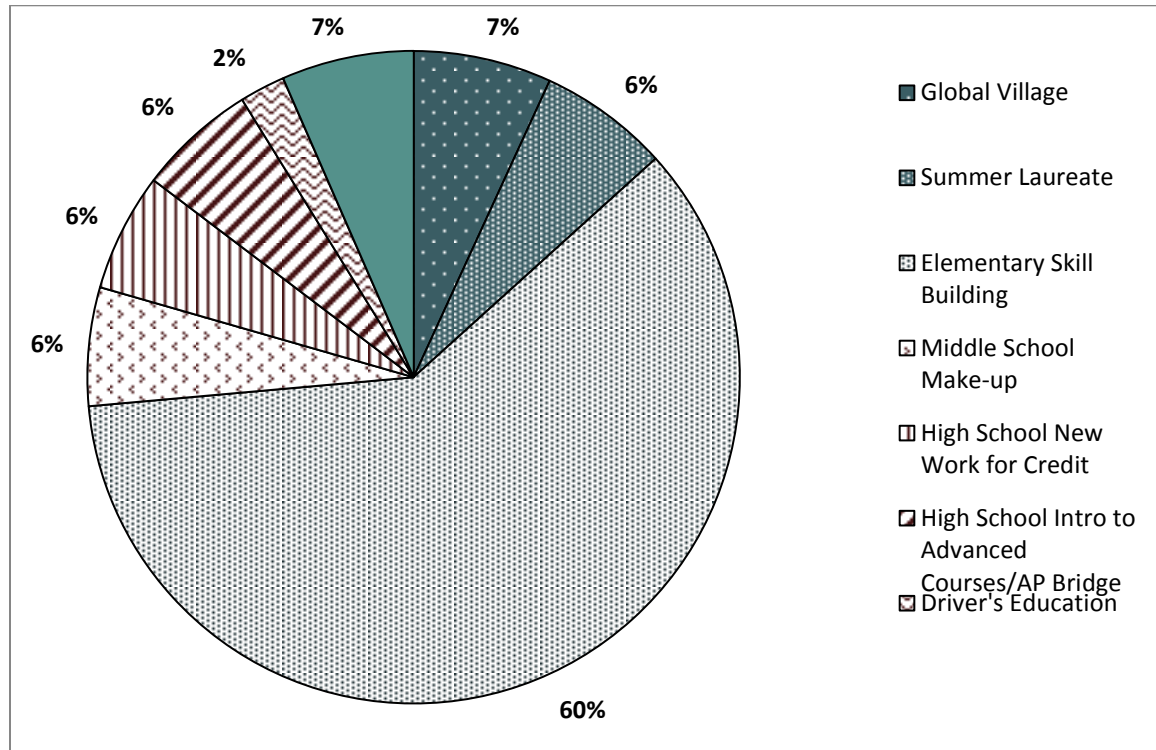
REASONS FOR ENROLLMENT

Figure 1.2a: Why did you choose to enroll your child in summer school?*
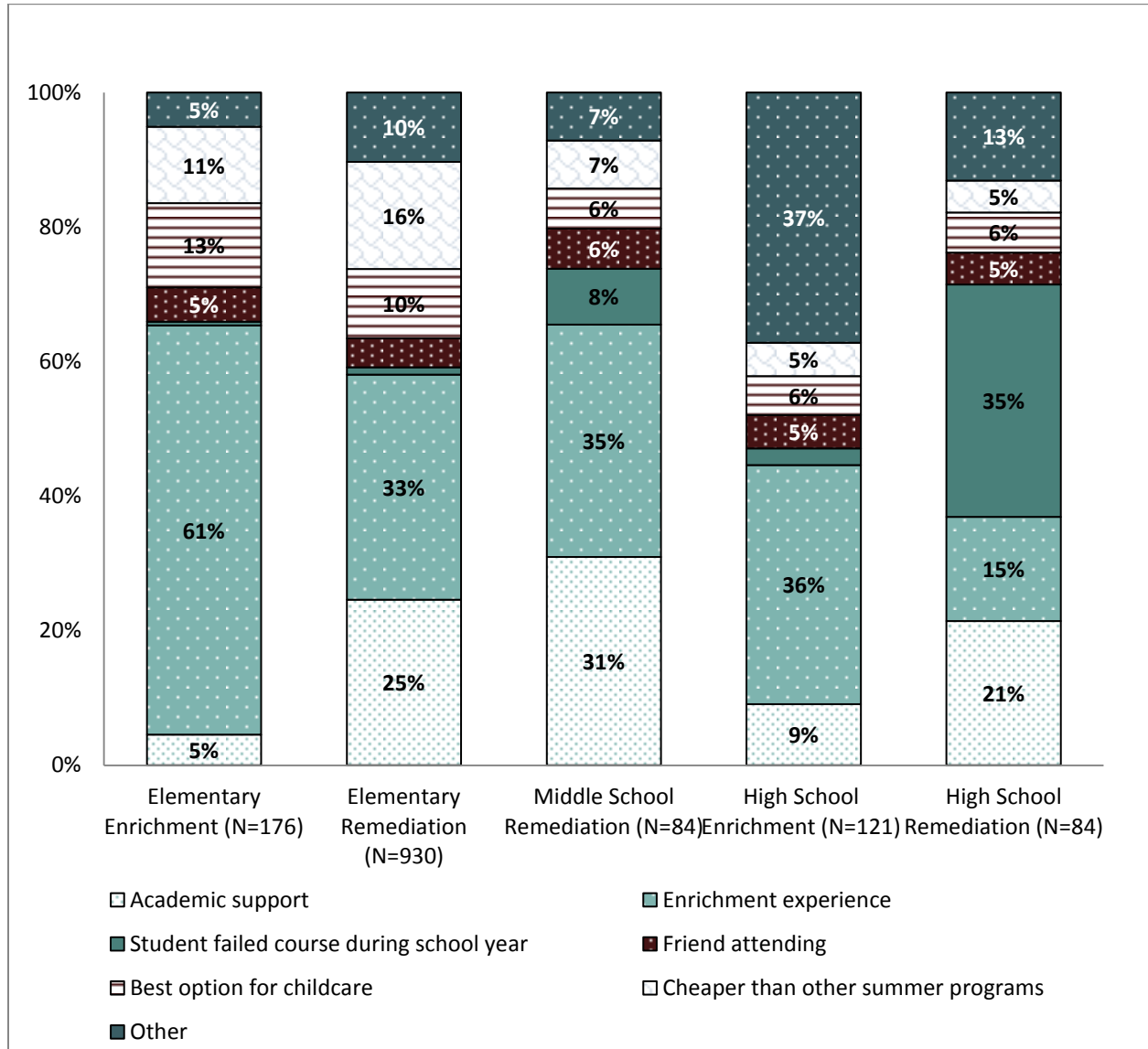
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 1.2b: Elementary School Parents: Why did you choose to enroll your child in summer school?: Other (n=78)

THEME	NO.	SAMPLE COMMENTS
Advance academic abilities	15	▪ Wanted to give her an experience that might help make fifth grade a little easier ▪ Wanted to strengthen her math skills and wanted to positively occupy some of her free summer time
Teacher and parent recommendation	14	▪ My son loves math and his teacher recommended he take the math camp offered by APS ▪ Recommended at IEP meeting by Reading Specialist
Language training	13	▪ He will be entering Spanish Immersion kindergarten in the fall and we wanted him to have some exposure before starting the school year ▪ Not losing the Spanish she had learned year round was very important to me
Acclimatize to change in schools	10	▪ Get him comfortable in the school he is going to attend in September (K) ▪ To get used to new school and practice early arrival at school
Establish continuity in the students' academic year	6	▪ My child benefits from having some school consistency over the summer ▪ To try to avoid regression and keep him on a school schedule
Sibling attended same program	4	▪ He could attend with his sibling ▪ His sister was going to attend the same program
Attended in previous years	3	▪ He attended it last year and really enjoyed it
Other	19	▪ Social skills not taught at regular school ▪ Provide different options than day camp

Figure 1.2c: Middle School Parents: Why did you choose to enroll your child in summer school?: Other (n=5)

THEME	NO.	SAMPLE COMMENTS
Advance academic abilities	3	▪ Wanted to strengthen her math skills and wanted to positively occupy some of her free summer time.
Desire of student to attend the summer school program	1	▪ Because he wanted to go
Language training	1	▪ To improve his English

Figure 1.2d: High School Parents: Why did you choose to enroll your child in summer school?: Other (n=56)

THEME	NO.	SAMPLE COMMENTS
Take a class	21	▪ In new work for credit, my child will get high school credit and will not have to take same course in high school ▪ He wanted to take Algebra II and Chemistry next year
Advance academic abilities	6	▪ Great way to keep his mind academically active ▪ Wanted to reinforce math and improve grade
Desire of child to attend the summer school program	5	▪ Student interest/student attended previously and wanted to attend again (has attended each year)
Language training	5	▪ He is from another country. Not enough credits in English
Drivers ed	5	▪ I preferred the APS drivers education class to private alternatives
Increase GPA	5	▪ My child wanted to attend to increase her GPA
Teacher and parent recommendation	3	▪ Friends were going to attend and other friends parents said what a great program it was.
Attended in previous years	2	▪ He attended it last year and really enjoyed it.
Location	2	▪ Required for driver's license and most convenient location (walking distance) and price
Other	9	▪ She has attended AP Bridge in the past and it was a good experience ▪ Preparation/readiness for Algebra II

SOURCE OF INFORMATION ABOUT SUMMER PROGRAMS

Figure 1.3a: How did you find out about the summer school program your child attended this summer?*
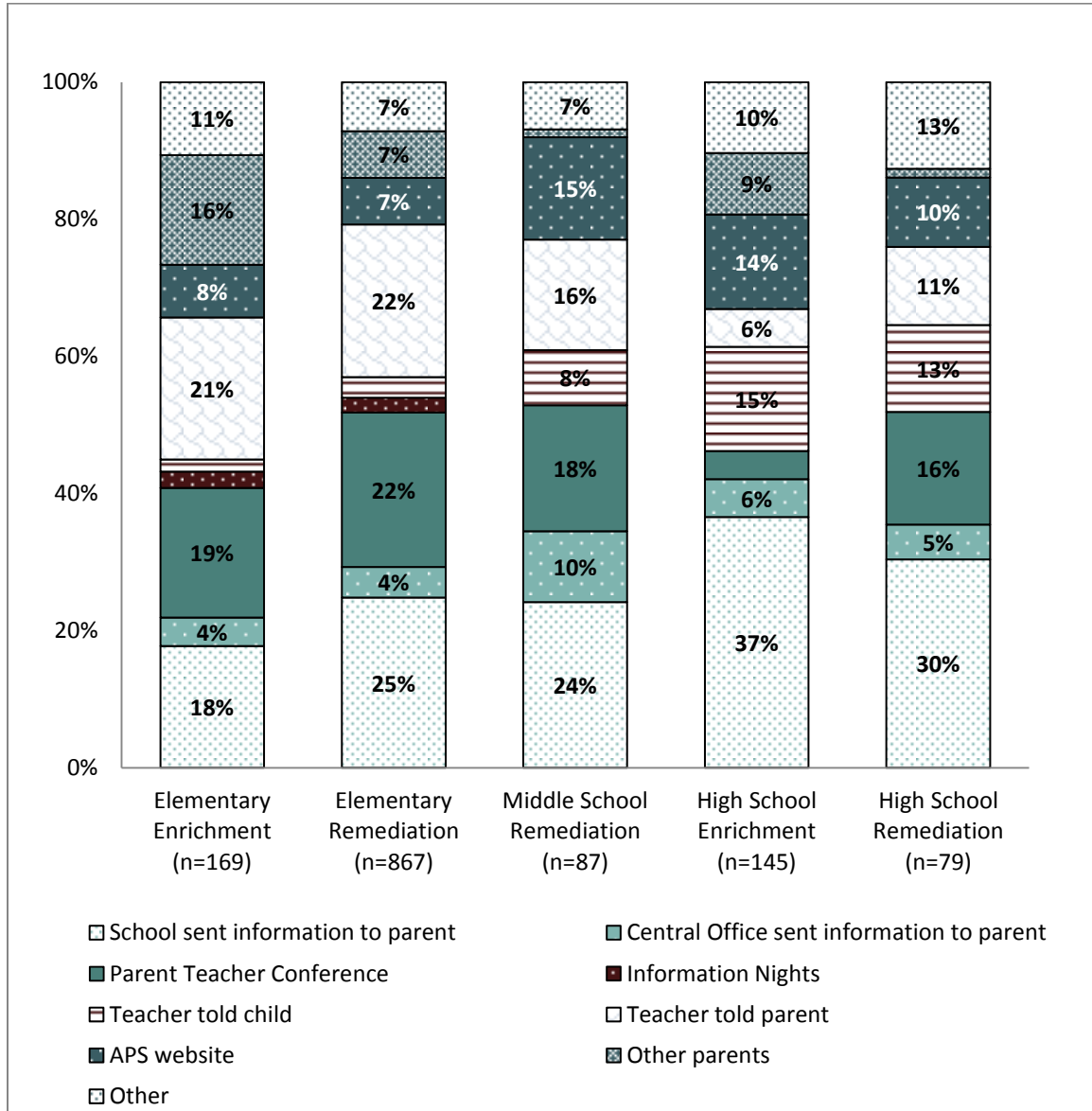
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 1.3b: Elementary School Parents: How did you find out about the summer school program your child attended this summer?: Other (n=71)

THEME	NO.	SAMPLE COMMENTS
Attended In prior years	21	▪ Child attended in past years ▪ We sent our daughter last year before she entered kindergarten
Siblings attended the same program in previous years	15	▪ Her brother participated in it a few years ago ▪ Older child was in the program in prior years
Recommendations from parents/teachers/ counselor/school assistant	7	▪ He participated last year, but last year I heard about it through parents and the teacher ▪ School assistant told me about it
Camp fair	4	▪ Arlington County Camp Fair
Orientation	3	▪ Claremont orientation
IEP Reccomendation	3	▪ IEP meeting -Reading Specialist
Parent already familiar with program	2	▪ I know it occurs every summer
Catalogue	2	▪ Summer school catalog
Parent attended an APS school	2	▪ I attended APS and am familiar with summer school
Parent is a teacher	2	▪ I am an APS teacher
County office	2	▪ Through the county offices
Eligible for Extended School Year (ESY)	2	▪ My son is always eligible for ESY because of his diagnosis
Other	6	▪ My son was going to go to Key last year, so he did the Spanish Immersion summer school with other friends. He then got into ASFS

Figure 1.3c: Middle School Parents: How did you find out about the summer school program your child attended this summer?: Other (n=4)

THEME	NO.	SAMPLE COMMENTS
IEP Reccomendation	1	▪ IEP recommendation
Catalogue	1	▪ Summer School Catalogue
Other	2	▪ She is in Jump Start for Algebra, which was billed as enrichment but is just remedial. She is bored and this is not good. ▪ The summer school start too early! They should change the time

Figure 1.3d: High School Parents: How did you find out about the summer school program your child attended this summer?: Other (n=23)

THEME	NO.	SAMPLE COMMENTS
Recommendations from parents/teachers/ counselor/school assistant	6	▪ Talked to the head of the Math department ▪ The counselor gave us information
Parent already familiar with program	3	▪ We have been familiar with summer school for quite some time
Through the student	5	▪ My child asked about it
Other	9	▪ I was investigating on what courses were available in a different county to suit my child's desire, and then accidentally found out about APS Summer School. ▪ All three of our children have attended AP Bridge

EXPECTATIONS FOR CHILD'S EXPERIENCE – GLOBAL VILLAGE AND SUMMER LAUREATE

Figure 1.4: What were your expectations for your child's experience in the Global Village Summit? (n=36)

THEME	NO.	SAMPLE COMMENTS
Engaging learning environment	23	▪ I wanted him to be stimulated by the learning experience and to gain an appreciation of different culture ▪ Interesting fun enrichment program, learning in a fun, hands on active setting
Cross cultural learning	19	▪ I expected my son to learn more about different countries and cultures and develop a greater appreciation both for the countries of study as well as the United States by comparison ▪ I wanted him to gain an appreciation of different cultures
Exposure to students from different schools	6	▪ Our son has only finished Kindergarten but tested very high on his assessments we wanted him to have a learning experience with kids in several grades to keep him more interested ▪ That he'd enjoy himself and learn about some countries. That he'd make new friends
Good teachers	3	▪ Since I had prior experience I knew that my child would spend three weeks with very talented teachers, exploring various facets of three different countries
Advance academic ability	3	▪ Maintain or advance reading ability
Creative projects	2	▪ A rich learning environment, fun way to learn about other countries and cultures, art projects.

*Question was only posed to parents whose children attend elementary school

Figure 1.5: What were your expectations for your child's experience in the Summer Laureate Program? (n=27)

THEME	NO.	SAMPLE COMMENTS
Advance academic ability	12	▪ To learn more math and science. Develop greater understanding of math concepts. Develop greater reading comprehension skills. ▪ I wanted her to continue learning during the summer. I also wanted her to become more interested in science by experiencing a program that made it fun.
Enjoyable educational experience	11	▪ To learn about the subject matter in a fun way. I didn't want it to feel like school. ▪ My child had attended Summer Laureate for the past 4 years. We really like it and hope Arlington County continues this program. The goals are always achieved and the end products are fabulous. My child is enriched by this educational experience. Thank you!
Engaging learning environment	3	▪ I wanted her to continue learning during the summer. I also wanted her to become more interested in science by experiencing a program that made it fun.
Academically challenging	4	▪ I wanted my child to have a focused academic experience in the middle of summer. I expected the program to be challenging with special activities that the kids might not do or talk about during the regular academic year. ▪ I expected the students to be academically challenged in an environment that stresses self-reliance.
Creative projects	2	▪ That he would benefit from a faster pace of learning. Also, that there would be in-depth projects with which he could be creative and focused.
Exposure to students from different schools	1	▪ Meet other kids in Arlington, work on a subject/project in depth
Increase length of program	1	▪ I was hoping the students would work more on reading, writing, and math. Also I think the program should have been as long as standard summer school or longer.

*Question was only posed to parents whose children attend elementary school

MEETING EXPECTATIONS

Figure 1.6: Please rate how well the program met your expectations for your child
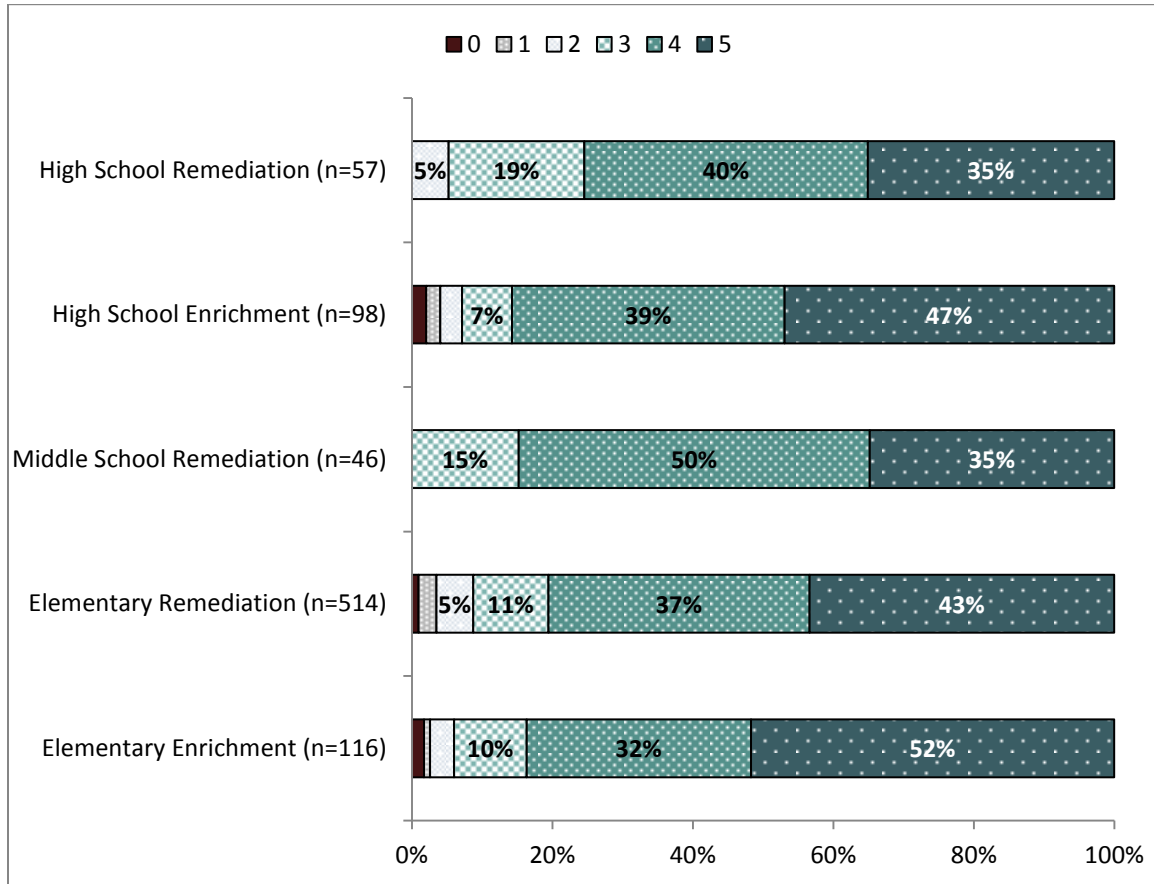
Scale: 0=not at all, to 5=The program fully met or exceeded my expectations

COST OF PROGRAMS

Figure 1.7: To what extent was cost a factor in your decision to enroll your child in summer school?
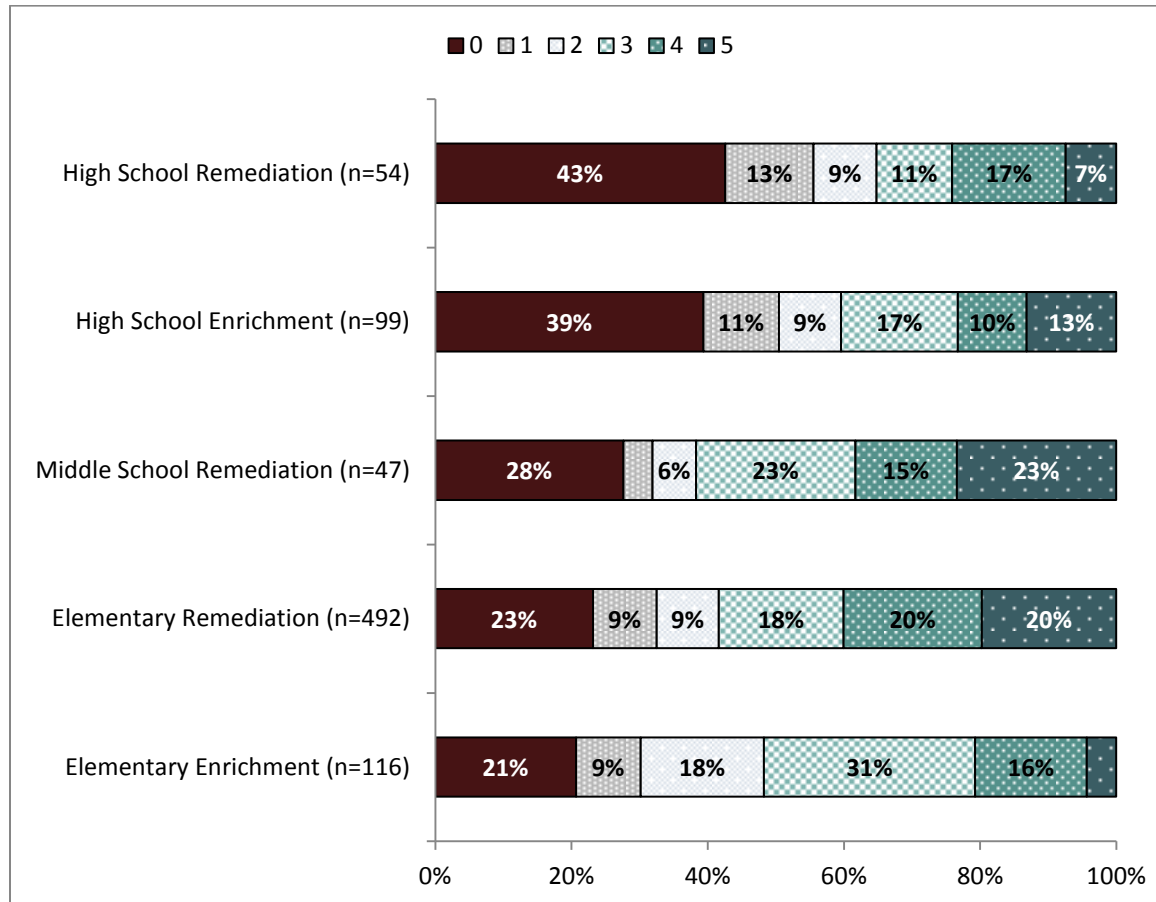
Scale: 0=not at all, to 5=It was the deciding factor

Figure 1.8: Was the cost of your child's program:

	Elementary Enrichment (n=136)	Elementary Remediation (n=537)	Middle School Remediation (n=59)	High School Enrichment (n=108)	High School Remediation (n=59)
N/A other programs were not considered	13%	30%	24%	53%	54%
I don't know		7%	8%	10%	17%
More expensive than other programs considered	32%	6%	17%	11%	7%
The same cost as other programs considered	24%	5%	14%	10%	7%
Cheaper than other programs considered	28%	52%	37%	16%	15%

■ N/A other programs were not considered
☐ I don't' know
■ More expensive than other programs considered
■ The same cost as other programs considered
☐ Cheaper than other programs considered

SATISFACTION WITH PROGRAMS

Figure 1.9: Overall, how satisfied are you with your child's experience in summer school this summer?
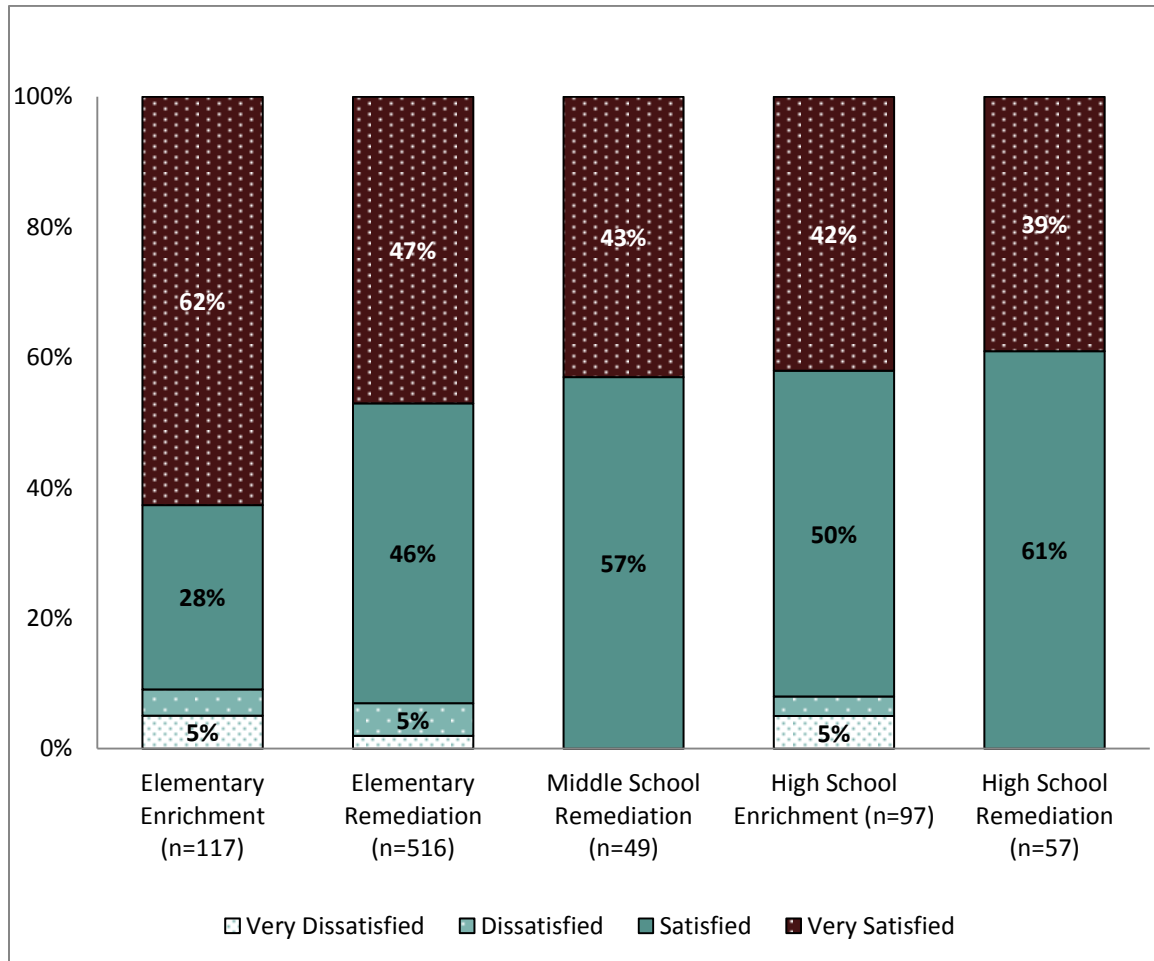
SECTION II: STAFF SURVEY

The following section presents responses from non-teacher staff employed in Arlington Public Schools regarding summer school programs' infrastructure, the support available to staff members, and the programs' curricular materials, among other items. Figure titles indicate which staff members responded to which survey questions.

Two sets of surveys were administered to staff members. A first round of surveys was administered during summer school to summer school staff, including coordinators, administrators, peer coaches, and counselors. This survey was sent to a total of 66 staff members. Of these, 56 staff completed the survey for a response rate of 86 percent and a margin of error of 4.83 percentage points. A second round of surveys was administered in January to regular year elementary assistant principals, secondary counselors, and (central) instructional supervisors and specialists. Nineteen elementary assistant principals completed the survey, which had been distributed to a total of 21 people, resulting in a response rate of 90 percent and a margin of error of 7.11 percentage points. Forty-eight counselors completed the survey out of 93 sent invitations, for a response rate of 52 percent and a margin of error of 9.89 percentage points. Finally, 68 survey invitations were sent to supervisors and specialists out of which 45 were completed. This resulted in a response rate of 66 percent and a margin of error of 8.56 percentage points.

The majority of summer school staff respondents were either program coordinators or summer administrators (Figure 2.1). Approximately one-fourth of the summer school staff chose to work at APS summer school to facilitate professional growth, one-fourth worked at summer school for financial reasons, and one-fourth of the summer school staff viewed summer school as an important part of APS (Figure 2.2a). Over half of the summer school staff respondents were responsible for elementary school programs (Figure 2.3).

In order to promote summer school, elementary school counselors, supervisors and specialists, and assistant principals most commonly talked to parents directly and brought up summer school at parent-teacher conferences. Another important channel of recruitment was to send relevant information concerning the program to parents (Figure 2.4, Figure 2.8, Figure 2.10). Relatively few elementary school counselors encouraged students directly. On the other hand, 16 percent of regular year middle school counselors and 22 percent of regular year high school counselors spent time encouraging students to participate in summer school (Figure 2.4). Regular year middle school counselors and high school counselors spent an average of 14 and 13 hours, respectively, advising and encouraging students to register for summer school (Figure 2.11) and an average of 11 and 13 hours, respectively, following up with students who need summer school once test and class performance data are available (Figure 2.12). On the other hand, regular year elementary school counselors spent only five hours encouraging students to register (Figure 2.11) and four hours on following up with students after performance data were available (Figure 2.12).

An overwhelming majority of summer school respondents felt supported with technology applications in the curriculum. A total of 94 percent agreed or strongly agreed that their site had adequate technology support (Figure 2.13). However, in the open-ended responses regarding requirements for the student information system, many regular year and summer school staff expressed concern about the lack of availability of prior student achievement data, access to student demographic information, and information about IEPs and 504 accommodations (Figures 2.14 – 2.17). This paucity of information did not allow staff to adequately support teachers. Other information system needs cited by summer school staff included the ability to make scheduling changes and to interface between different data platforms (Figures 2.14a – 2.14c).

Summer school respondents were positive about the level of teacher preparedness and the materials available to them at APS summer school. For instance, 96 percent of administrators, coordinators, and peer coaches strongly agreed or agreed that teachers were prepared and reliable (Figure 2.18) and that the instructional materials were appropriate (Figure 2.19). In addition, 96 percent of coordinators and administrators strongly agreed or agreed that their teachers had adequate classroom supplies (Figure 2.23).

Similarly, the majority of counselors, coordinators, and peer coaches employed in summer school indicated that the administration of the summer school is well run. Ninety-seven percent of summer school counselors, coordinators, and peer coaches indicated that they received sufficient support from the summer school administrative and support staff (Figure 2.21), and 98 percent strongly agreed or agreed that they received sufficient support from the central Summer School Office (Figure 2.20). Furthermore, 97 percent of summer school coordinators reported that they received adequate assistance from their program supervisor and/or specialist (Figure 2.25).

While most summer school counselors and coordinators received sufficient information about their students, a significant portion of these summer school respondents felt that necessary information about students was not available to them. For instance, 32 percent of counselors and coordinators strongly disagreed or disagreed with the statement "sufficient academic background information on my students was available to me in preparation for summer classes" (Figure 2.24).

Regular year specialists and supervisors were also positive about the amount of support provided to them and the instructional materials and classroom supplies provided to the teachers. For example, 78 percent of supervisors and specialists strongly agreed or agreed with the statement "Received adequate support from the central Summer School Office". An even higher percentage – 88 percent – strongly agreed or agreed with the statement, "My teacher received appropriate instructional materials" (Figure 2.26).

For elementary assistant principals who did not serve as summer administrators, recruiting instructional staff and being onsite for the first few days of classes were the most common ways of supporting the summer school programs (Figure 2.28). These respondents also

reported that other assistant principals assisted their sites by helping to recruit instructional staff, being onsite during the first few days of class, and serving as relief adminsitrators (Figure 2.29).

In response to an open-ended question regarding improving the curricular materials, **many elementary school staff indicated that it would be beneficial to update or revise the summer school curriculum to make it more engaging and up to date**. Some elementary school and high school staff also indicated that the curricular materials needed to be updated to reflect the goals of the summer school program (Figure 2.31a, Figure 2.31c).

Similarly, in response to an open-ended question about how the implementation of the summer school could be improved, **many summer school and regular year respondents suggested implementing differentiated instruction to accommodate students of various abilities.** Summer school respondents indicated that the syllabi could be redesigned so that students in need of support receive more focused instruction to bring them up to expected competency levels. In contrast, students who already fulfill academic prerequisites should be provided with a more intensive and challenging curriculum (Figures 2.33a – 2.33c). This was echoed by regular year counselors, some of whom recommended introducing course offerings that target special education students and the specific subjects that students tend to fail during the school year. Some regular year middle school counselors also recommended introducing additional enrichment classes into the programs. (Figure 2.35b).

With regards to improvements in administration, some summer school respondents noted that there had been problems with transportation planning and the hiring of high-quality teachers (Figures 2.33a – 2.33c). In addition, some regular year supervisors and specialists noted that the quality of teaching could be improved by shortening the number of weeks of the program and extending the school day, as this schedule would still allow teachers some time off and thus incentivize their participation in the summer school programs (Figure 2.36).

STAFF DEMOGRAPHICS

Figure 2.1: All Summer School Respondents: What was your role in summer school this summer? (n=57)
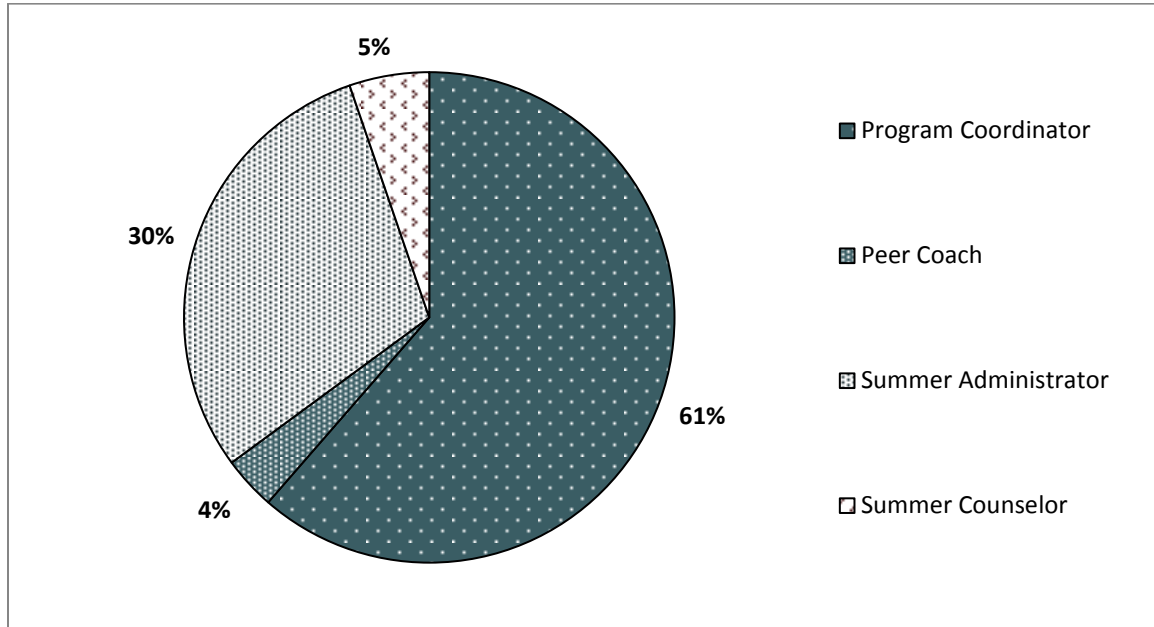
REASONS FOR WORKING IN SUMMER SCHOOL

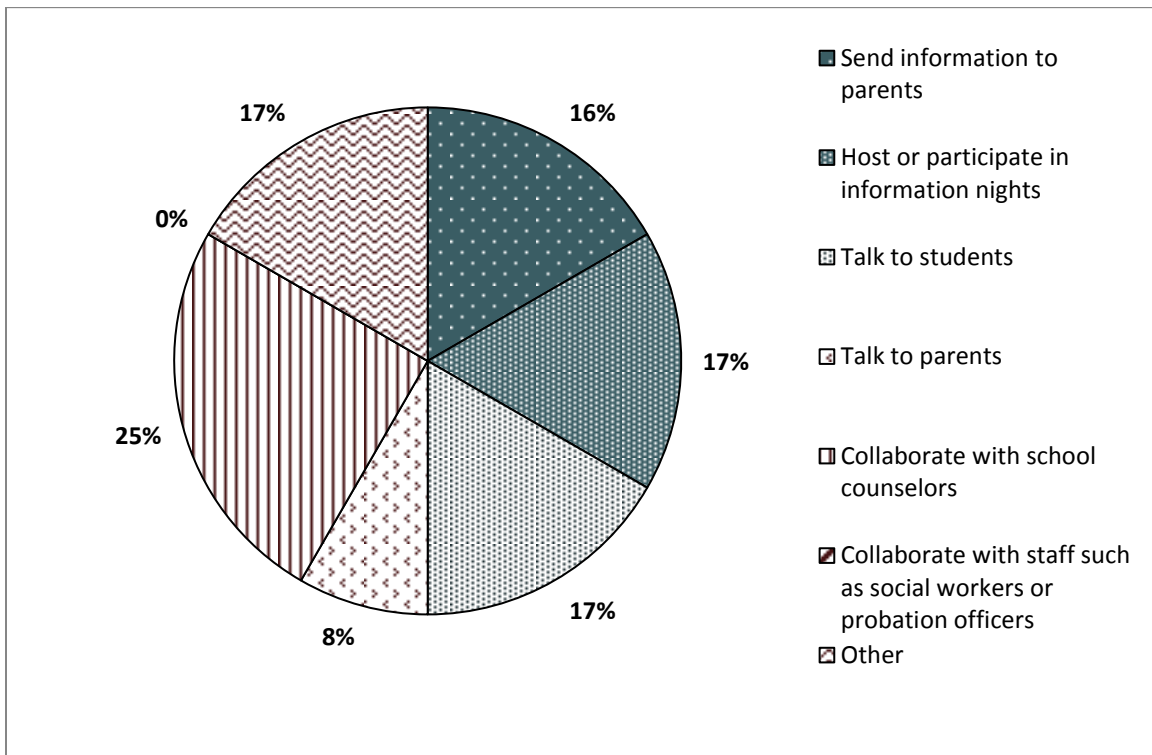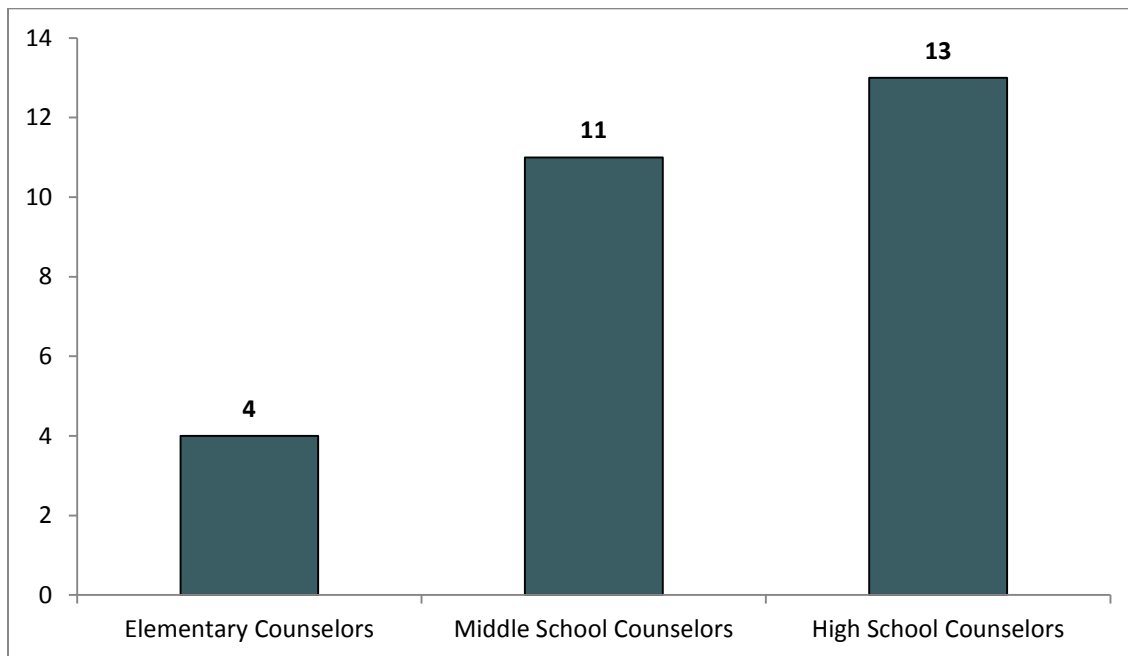**Figure 2.2a: All Summer School Respondents: Why did you choose to work in summer school? (n=114)***
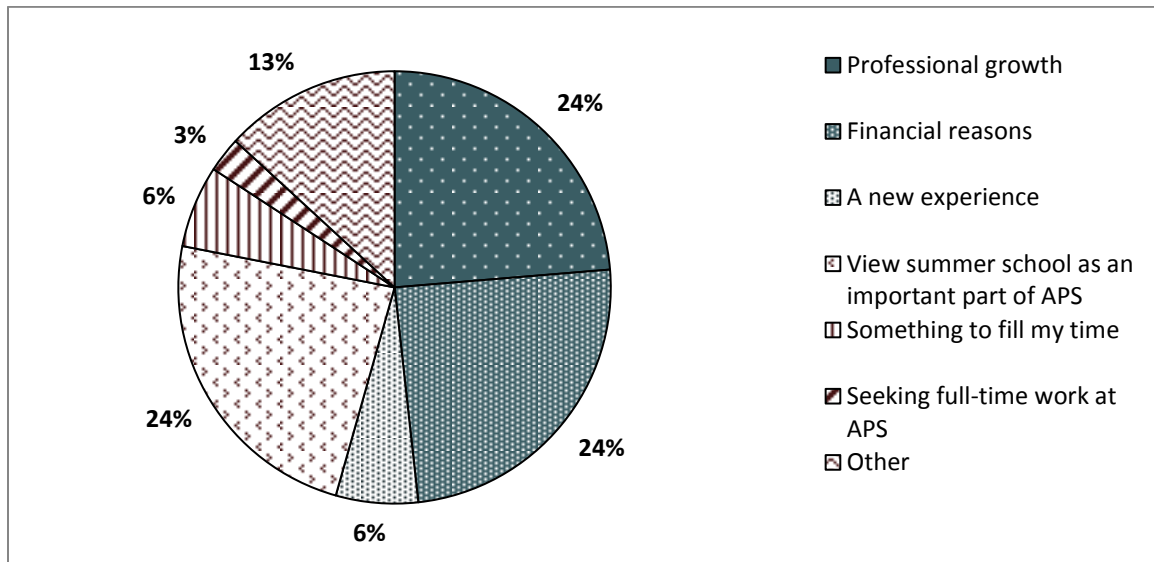
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 2.2b: All Summer School Respondents: Why did you choose to work in summer school this year: Other (n=14)*

THEME	NO.	SAMPLE COMMENTS
Requirement of the job	9	▪ Required to have a 12 month administrator working with the team. ▪ I am a twelve month employee
Support the program and the students	3	▪ I enjoy coordinating to support the students without being in the classroom full time
Working with Colleagues	2	▪ I enjoy meeting other teachers and administrators, as well meeting other students from Arli. Co. It gives me a different perspective.
Math Camp Program	1	▪ Because of the strength and successes of the Math Camp program!

* This question was posed to elementary administrators in spite of them being full time employees (assistant principals). For these positions, working in summer school is a requirement of the job.
** Distribution of n count by school level: Elementary School = 11; Middle School = 1; High school = 2.

Figure 2.3: All Summer School Respondents except Global Village/Summer Laureate coordinators: What level were you responsible for? (n=57)*
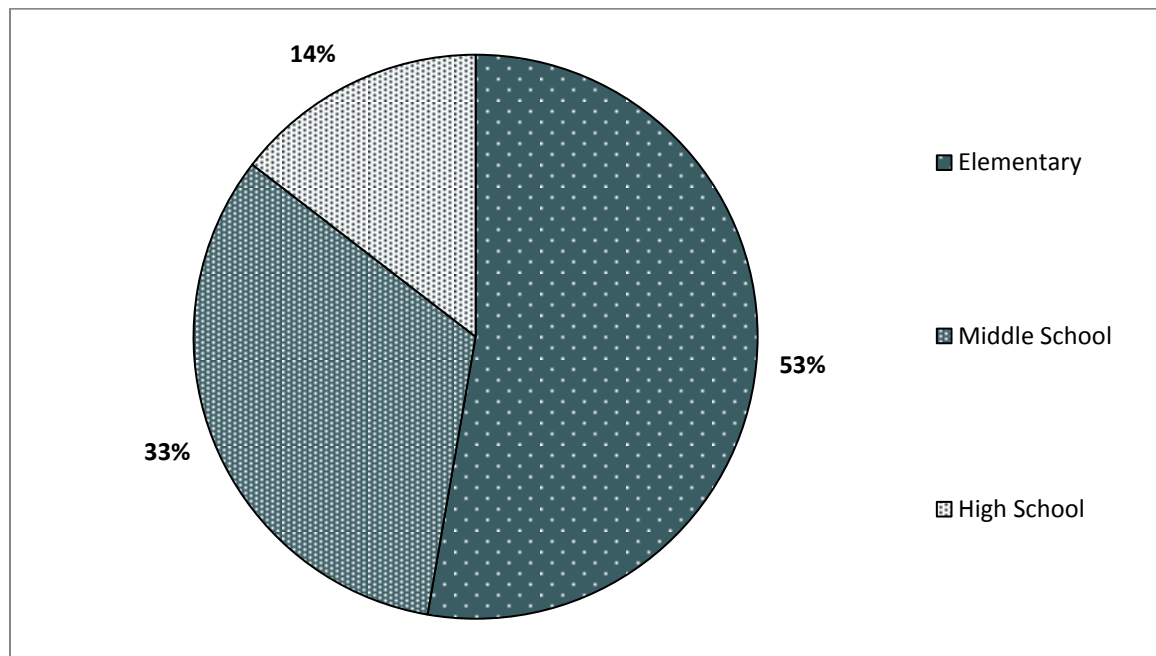
*This question was not presented to Global Village and Summer Laureate coordinators, as these are elementary school programs.

WAYS IN WHICH STUDENTS ARE ENCOURAGED TO ENROLL IN SUMMER SCHOOL

Figure 2.4: Regular Year Counselors: How do you encourage students who could benefit from summer school to register? Overall*
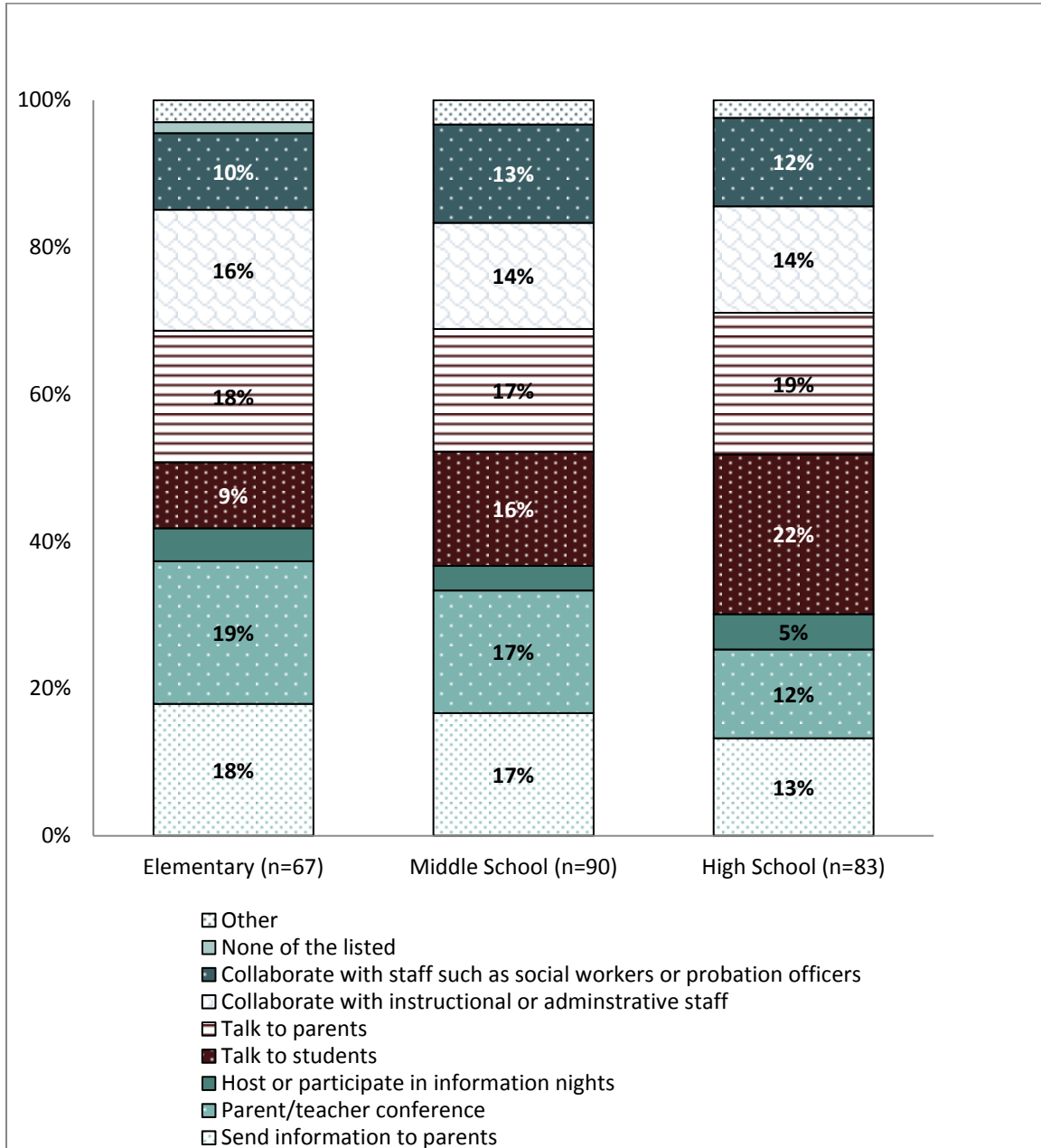
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 2.5: Regular Year Elementary School Counselors: How do you encourage students who could benefit from summer school to register? (n=67)*
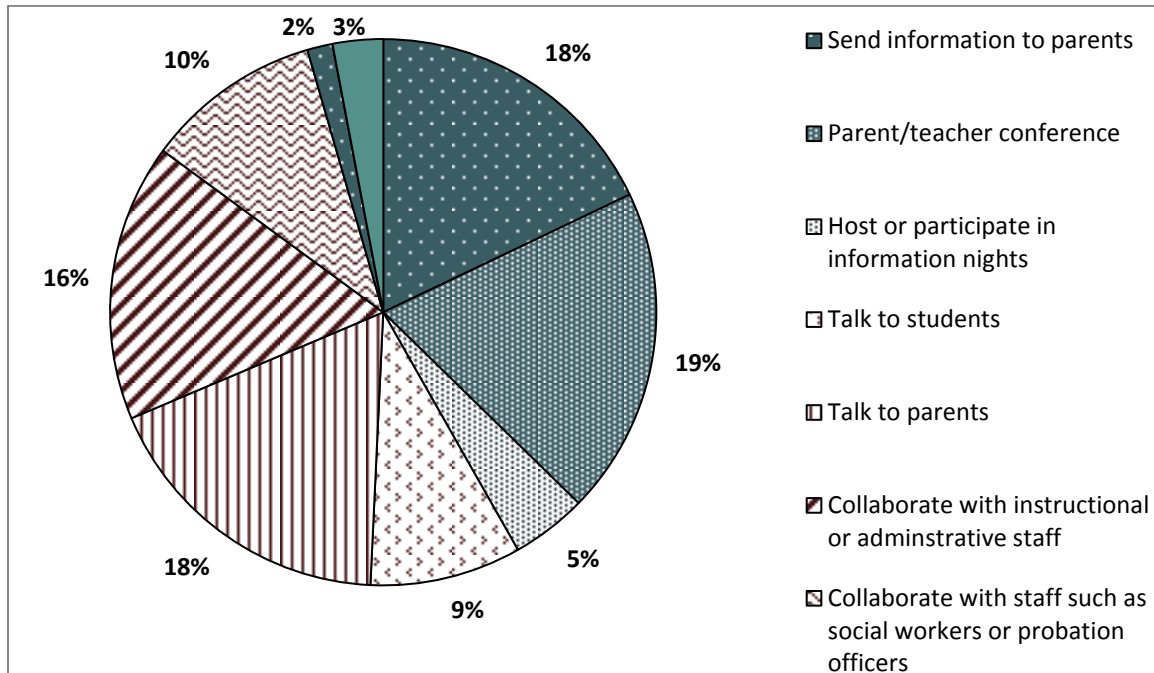
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 2.6: Regular Year Middle School Counselors: How do you encourage students who could benefit from summer school to register? (n=90)*
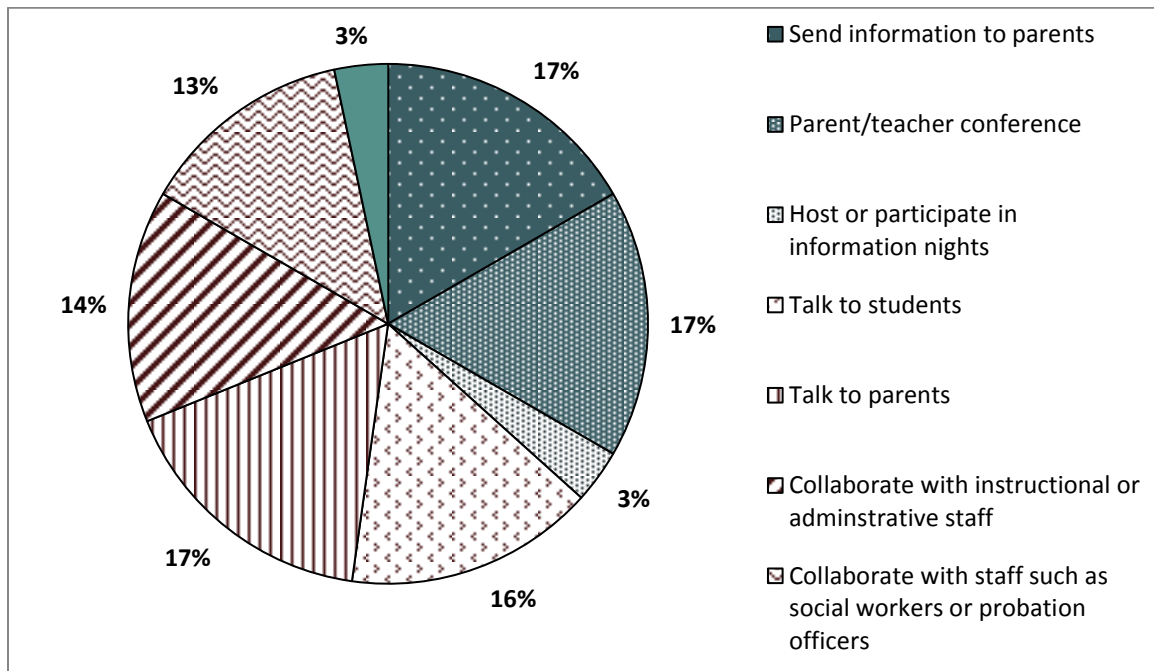
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 2.7: Regular Year High School Counselors: How do you encourage students who could benefit from summer school to register? (n=83)*
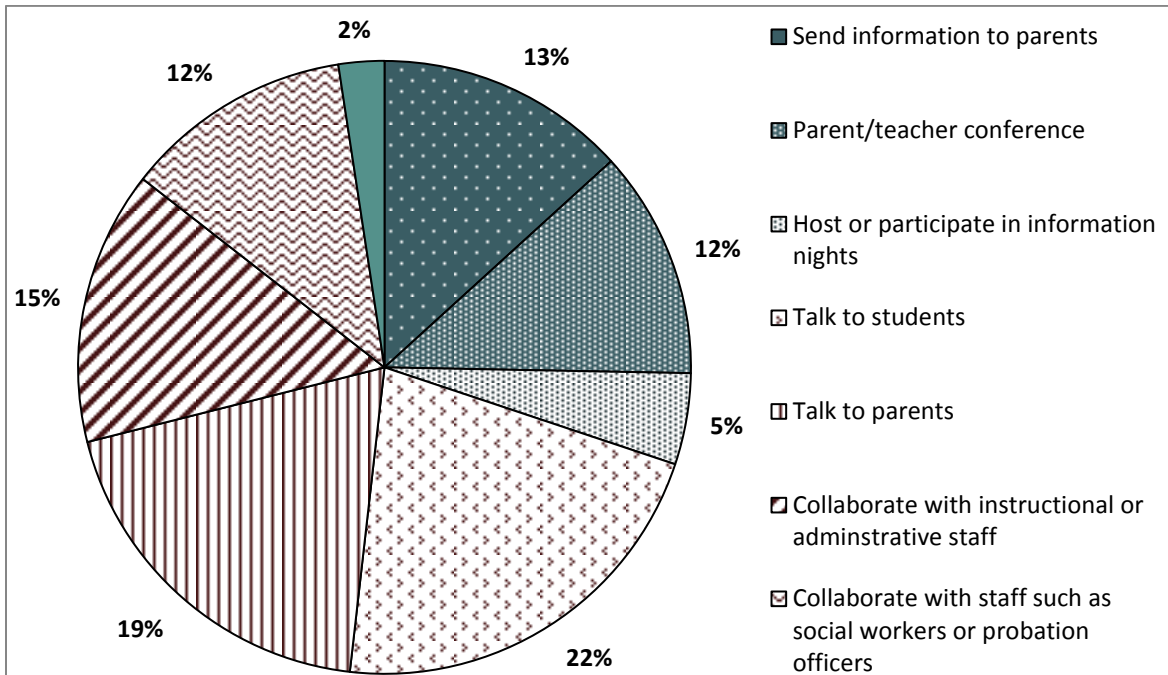
Legend:
- Send information to parents
- Parent/teacher conference
- Host or participate in information nights
- Talk to students
- Talk to parents
- Collaborate with instructional or adminstrative staff
- Collaborate with staff such as social workers or probation officers

*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 2.8: Regular Year Elementary Assistant Principals: How do you encourage students who could benefit from Summer School to register? (n=80)*
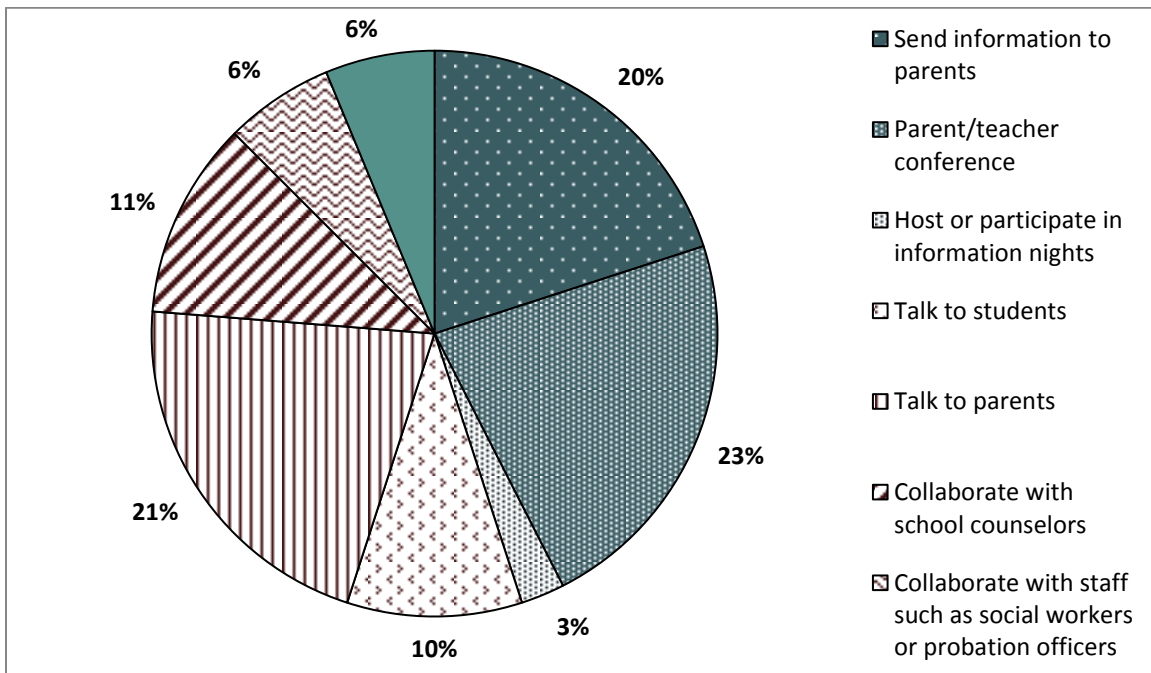
Legend:
- Send information to parents
- Parent/teacher conference
- Host or participate in information nights
- Talk to students
- Talk to parents
- Collaborate with school counselors
- Collaborate with staff such as social workers or probation officers

*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 2.9: Regular Year Supervisors and Specialists: Are you involved with recruiting students for summer school? (n=25)

Yes — 20%
No — 80%
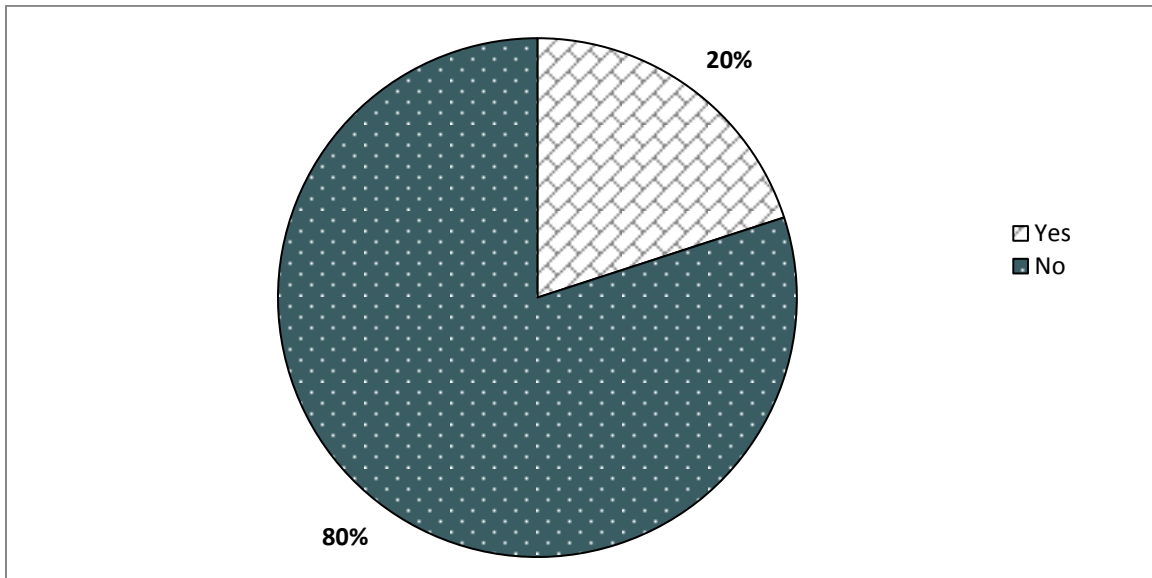
Figure 2.10: Regular Year Supervisors and Specialists: How do you encourage students who could benefit from summer school to register? (n=12)*

- Send information to parents — 16%
- Host or participate in information nights — 17%
- Talk to students — 17%
- Talk to parents — 8%
- Collaborate with school counselors — 25%
- Collaborate with staff such as social workers or probation officers — 0%
- Other — 17%

*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 2.11: Regular Year Counselors: Provide an estimate of the <u>amount of overall hours</u> you dedicate to the following activities related to summer school 2013: Advising and Encouraging Students to Register for Summer School*
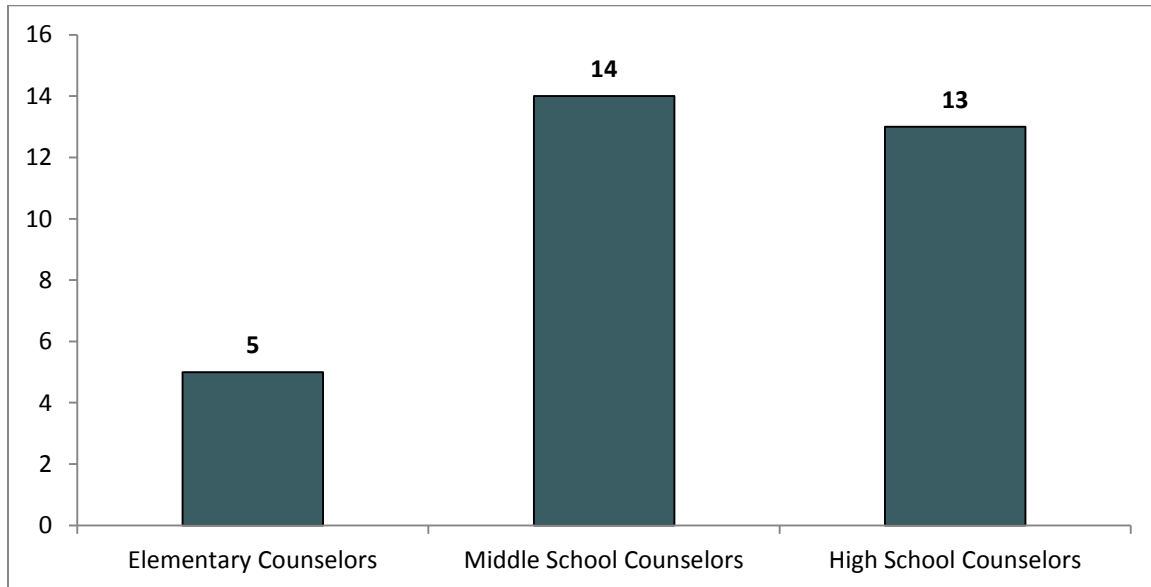
*This figure displays the average number of overall hours reported by position.

2.12: Regular Year Counselors: Provide an estimate of the <u>amount of overall hours</u> you dedicate to the following activities related to summer school 2013: Following up with Students who Need Summer School Once Test and Class Performance Data are Available

*This figure displays the average number of overall hours reported by position.

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SATISFACTION WITH TECHNOLOGY SUPPORT

Figure 2.13: All Summer School Respondents' Level of Agreement to: "I received sufficient technology support." (n=57)
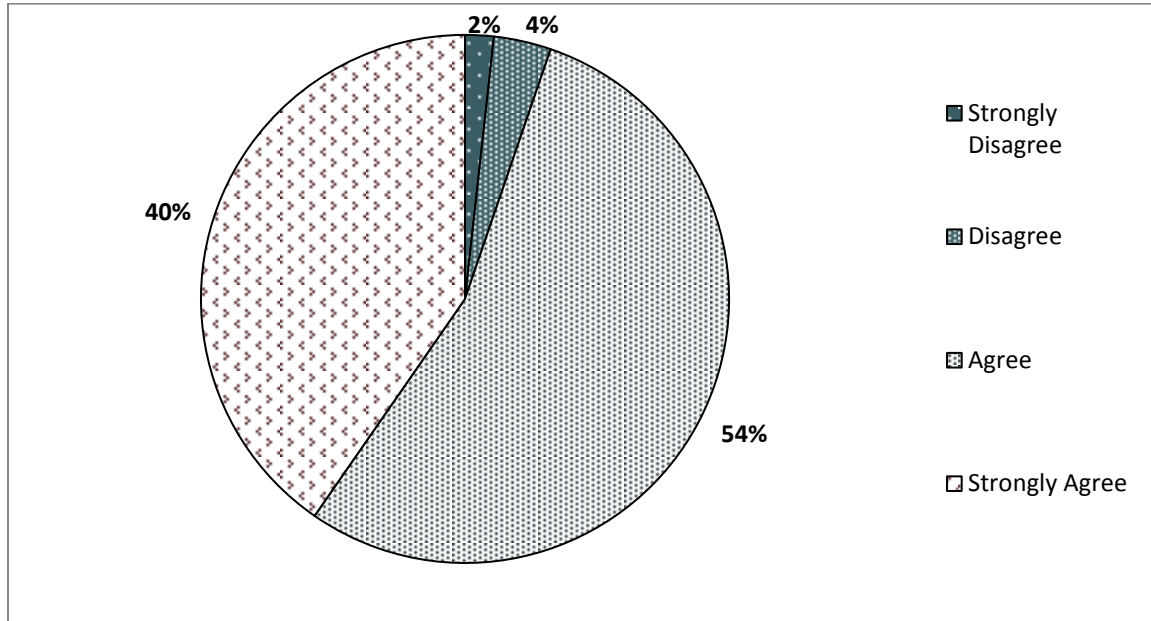
Figure 2.14a: Elementary School Staff : Please describe your needs for the new SIS regarding your ability to do your job in summer school (n=14)

THEME	NO.	SAMPLE COMMENTS
Access to student data	4	▪ It would be help to have access to students quarterly math assessment scores in order to determine the needs of the students within the class ▪ I need access to testing data from other schools in order to help teachers instruct students appropriately
Interfacing between different data platforms	2	▪ We need all stakeholders to be able to access all information. Example: information regarding transportation issues had to be resolved via EDUlog, who couldn't talk to E-School who couldn't talk to IEP online or other programs.
Access to all IEP data	2	▪ Access to all IEPs since I work with students from all of the preK and elementary MIPA programs. If I could search and get a list of ESY Speech and OT service that would help instead of looking through all 50 plus IEPs individually. ▪ Access to IEPs, particularly IEPs grouped by school or by ESY would be great.
Scheduling changes	1	▪ Placing students in classes (we did this at the school level, not at the summer school office) was difficult with many steps. My administrative assistant had to do this for me and this additional task had to be done on top of her regular responsibilities in the May/June timeframe.

THEME	No.	SAMPLE COMMENTS
No requirement for SIS	1	▪ Because we generate our own assessment data through the Summer Success math program, I don't anticipate using the SIS a great deal next summer
All needs were met	1	▪ All tech needs were met
Other	5	▪ For Summer School, we needed access to rising 6th graders. Issue was eventually resolved. For Summer School, we need the ability to run Alpha lists. ▪ Placing students in classes (we did this at the school level, not at the summer school office) was difficult with many steps. My administrative assistant had to do this for me and this additional task had to be done on top of her regular responsibilities in the May/June timeframe.

Figure 2.14b: Middle School Staff : Please describe your needs for the new SIS regarding your ability to do your job in summer school (n=4)

THEME	No.	SAMPLE COMMENTS
Access to student data	3	▪ It would have been helpful to have access to student prior year grades, IEP, and 504 plan information through the system, before summer school began, so that teachers (and myself) could become more familiar with student backgrounds and needs in their classroom. Having this information beforehand would have also allowed me to better make schedule changes for students, as needed, to try to redistribute the classroom numbers.
Scheduling changes	1	▪ Master Schedule will be a priority.
Access to all IEP data	1	▪ Access to the data base that identifies students, their disabilities, placement during the school year and summer school placement
Access to Infrastructure	1	▪ More access to computers/laptops for curriculum related programs

Figure 2.14c: High School Staff: Please describe your needs for the new SIS regarding your ability to do your job in summer school (n=29)

THEME	No.	SAMPLE COMMENTS
Access to student data	9	▪ As coordinator, I need access to previous student history (transcript). Many students are incorrectly placed in summer school classes - either due to input error for the course or misunderstanding of course requirements. ▪ I would like to access SOL scores, school year grades, and the summer school schedule
Scheduling changes	2	▪ I need to be able to change students' schedules, look at their contact information, withdraw students, change building information and work with grades. eSchoolPlus allowed me to change schedules but not synchronize the changes.

Theme	No.	Sample Comments
Interfacing between different data platforms	2	▪ The major issue I deal with now is going between APSNET and ESCHOOL+ screens for the data I need to access to adjust schedules and conference with students and teachers.
No requirement for Synergy	1	▪ I have gone to the initial Synergy training. As we are still using eSchool for summer school, Synergy has little to no impact on summer school.
Other	1	▪ Online courses should be indicated by a letter extension much as new work classes are. With the volume of online learners, doing this by hand was incredibly labor intensive.

Figure 2.15a: Elementary School Regular Year Counselors: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school (n=9)

Theme	No.	Sample Comments
Access to student academic info and achievement scores	8	▪ Having SOL scores accessible in Synergy from the previous years would also be helpful ▪ Quarterly grades, attendance information, and SOL scores are the type of data that counselors need access to.
Make it easier to read and run reports	3	▪ Report Cards which is supposed to be in Synergy but they are not all in there
Access to attendance data	3	▪ quarterly grades, attendance informaton, and SOL scores are the type of data that counselors need access to
Other	2	▪ Easily able to access student phone numbers this year which is very helpful

Figure 2.15b: Middle School Regular Year Counselors: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school (n=15)

Theme	No.	Sample Comments
Access to student academic info and achievement scores	13	▪ Access to grades, SOL scores, IA scores and SPED information ▪ I think Synergy provides all of the information I will need. Mostly I will need quarterly grade information and parent contact data.
Student/family contact information	4	▪ Grades from each of the four quarters, parents' home addresses
SPED/ESL/IEP data	2	▪ I am not sure how to answer this question except for grades, SOL scores, IA scores and IEP information.
Make it easier to read and run reports	1	▪ Easy to run and read reports for information about which students are failing which classes.

THEME	NO.	SAMPLE COMMENTS
Other	4	▪ Easy (few steps) procedure to run reports of students receiving Ds, Es, Us, Fs for 1st, 2nd, 3rd MP and 4th IPR in order to identify courses students will need to strengthen skills. A report also for those earning As in the first three MPs to identify students to take classes for new work. ▪ Easy procedure to identify students with missing SOLs for graduation based on grade level.

Figure 2.15c: High School Regular Year Counselors: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school (n=15)

THEME	NO.	SAMPLE COMMENTS
Access to student academic info and achievement scores	11	▪ I would like to be able to see the students who have registered for summer school, so that I can work with the students that have not. Quarterly grades, attendance information, and SOL scores are the type of data that counselors need access to. ▪ Quarter grades and semester grades, SOL scores
Student/family contact information	1	▪ I worked as the summer school senior coach and it would have been very helpful if Synergy had student cell phone numbers listed. It would be helpful if the counselors at the home schools or summer school collected and input this information for those seniors at risk of failing/dropping out and are enrolling in summer school. It would also be helpful if Synergy listed any Locally Verified Credits a student has earned.
Make it easier to read and run reports	1	▪ Easy (few steps) procedure to run reports of students receiving Ds, Es, Us, Fs for 1st, 2nd, 3rd MP and 4th IPR in order to identify courses students will need to strengthen skills. A report also for those earning As in the first three MPs to identify students to take classes for new work.
SPED/ESL/IEP data	1	▪ Access to transcripts in Synergy (we still don't have a workable template and are using transcripts from the old SIS), SOL scores, special education status
Other	5	▪ We need to have the comprehensive high school and the Career Center schools in the same place. In order for me to see my students schedule. grades, attendance, etc at the career center I have to tell the computer that I need to change schools and begin the process of looking up a student all over again. ▪ Easy procedure to identify students with missing SOLs for graduation based on grade level.

Figure 2.16: Regular Year Elementary Assistant Principals: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school (n=15)

THEME	NO.	SAMPLE COMMENTS
Student demographic /enrollment information	9	▪ All data that is necessary during the school year is necessary during summer school. Folks need access to students' information county-wide. ▪ During the school year prior to summer school I would like to see all students who register for summer school at my site. I would need demographic information such as name, grade, home school, gender.
Student academic information	8	▪ I believe that I would like to have access to SOL testing data, last report card, EOY math results and discipline issues. ▪ Access to summer school test data and attendance would be helpful.
Transportation information	4	▪ Current bus route number and stop
Accommodation/needs information	3	▪ It would help to have access to IEP information for special education students ▪ Information about esol/hilt WIDA levels, SPED designation and disability
Other	4	▪ My site had special programs so the need for Synergy was not as important compared to hosting full summer school program

Figure 2.17: Regular Year Supervisors and Specialists: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school (n=20)

THEME	NO.	SAMPLE COMMENTS
Access to student academic data (general)	10	▪ We need to be able to access student grades, SOL scores, transcripts, academic history, and everything in APSNET. We need the ability to generate reports on summer school results. ▪ Current student information and summer placement (most current EH levels, gr. levels, reading and math levels) to review accurate placement of students and to impact distribution of staffing for EH differentiation
Enrollment data	7	▪ Real time enrollment data in courses for staffing purposes
IEP/LEP/SPED/ELL info	5	▪ Accommodations sped students need. Transportation needs of registered sped students ▪ We also need to be able to sort ELLs based on their levels and courses that they took.
Access to student demographic info	3	▪ Easy access to demographic data ▪ Ability to run reports that include: 1) Student name 2) Student home addresses 3) Grade level 4)Home school 5)LEP level
N/A	4	▪ I did not use the new SIS system for student data for summer school.

TEACHER PREPAREDNESS

Figure 2.18: Summer School Administrators', Coordinators', and Peer Coaches' Level of Agreement to: "My teachers came to work prepared and were reliable over the course of the summer school." (n=57)
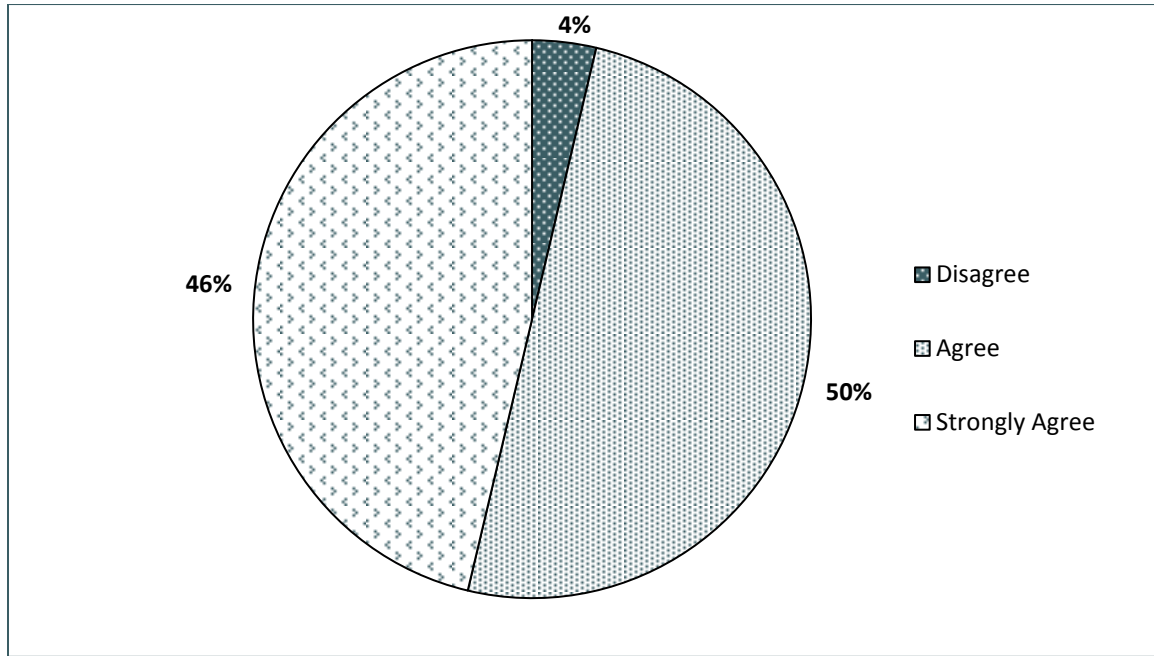
Figure 2.19: Summer School Administrators', Coordinators', and Peer Coaches' Level of Agreement to: "My teachers received appropriate instructional materials." (n=57)
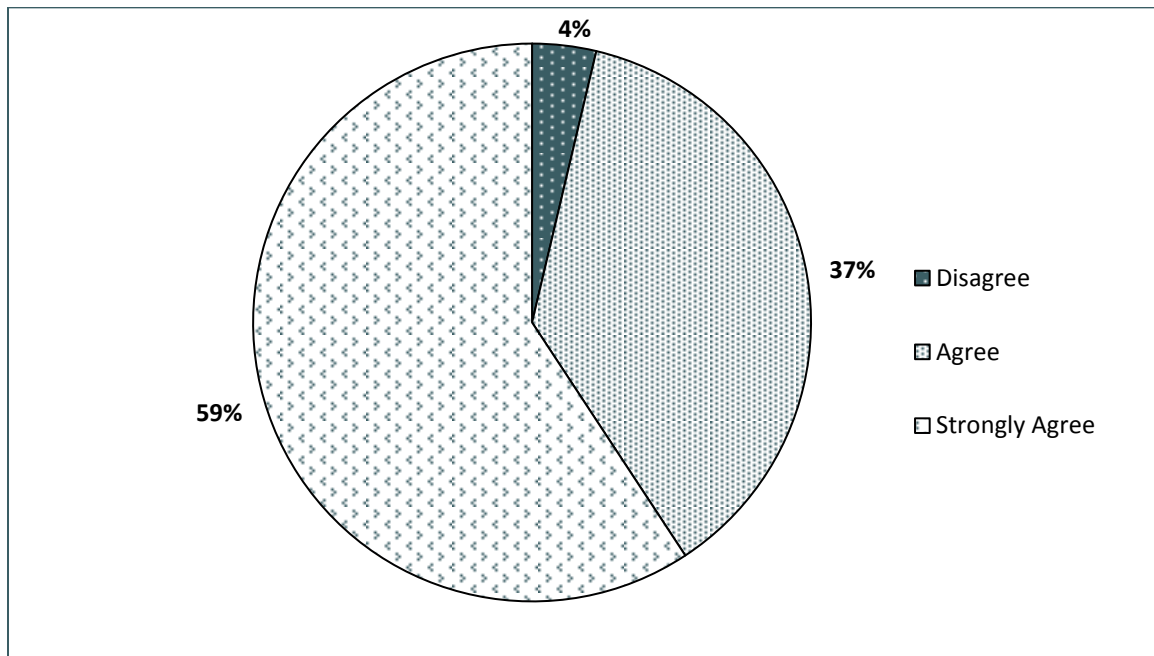
ADMINISTRATIVE SUPPORT

Figure 2.20: Summer School Administrators', Coordinators', and Peer Coaches' Level of Agreement to: "I received adequate support from the central Summer School Office" (n=57)
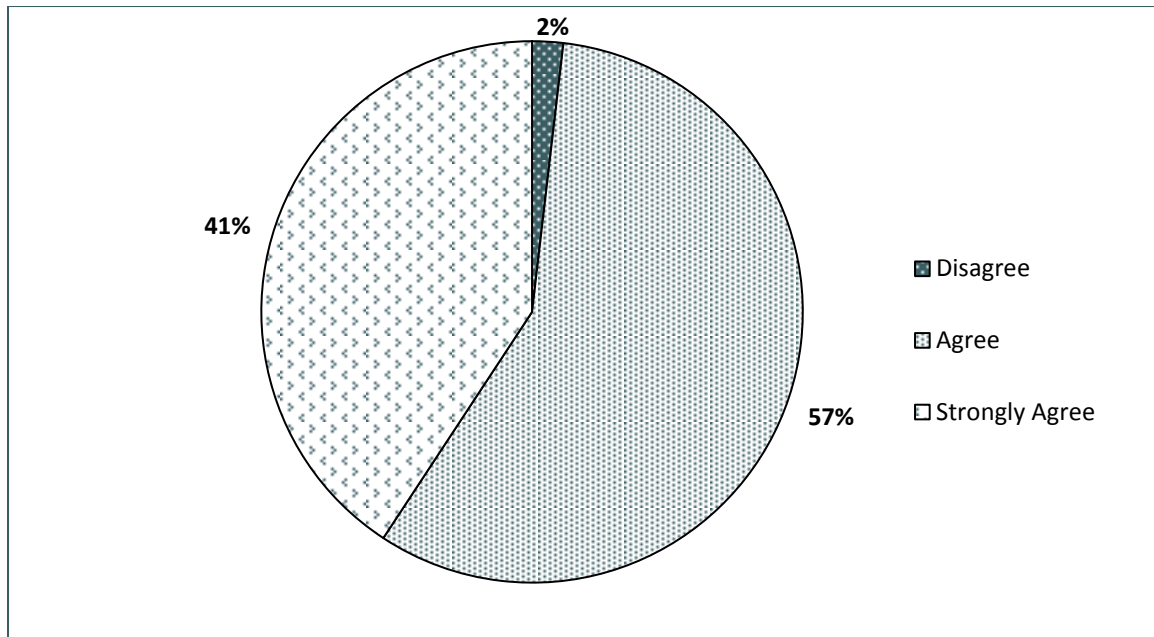
Figure 2.21: Summer School Coordinators', Counselors' and Peer Coaches' Level of Agreement to: "I received sufficient support from the summer school administrative and support staff in my building." (n=57)
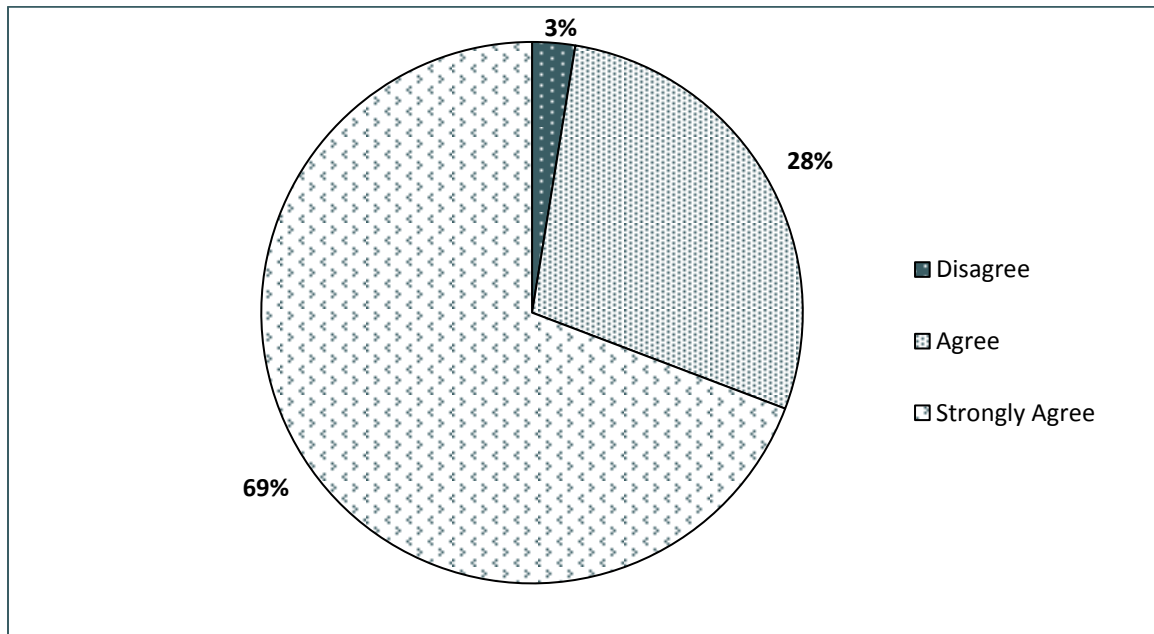
Figure 2.22: Summer School Coordinators', Counselors' and Peer Coaches' Level of Agreement to: "My administrator was accessible and responsive to me." (n=57)
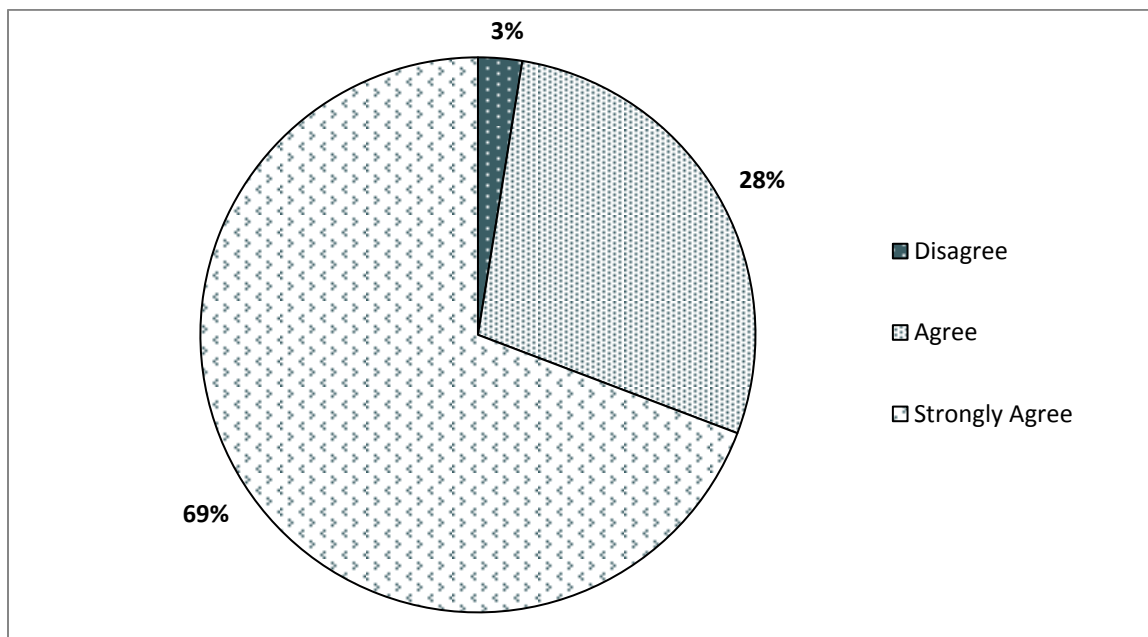
AVAILABILITY OF CLASSROOM SUPPLIES

Figure 2.23: Summer School Coordinators' and Administrators' Level of Agreement to: "My teachers received sufficient classroom supplies." (n=57)
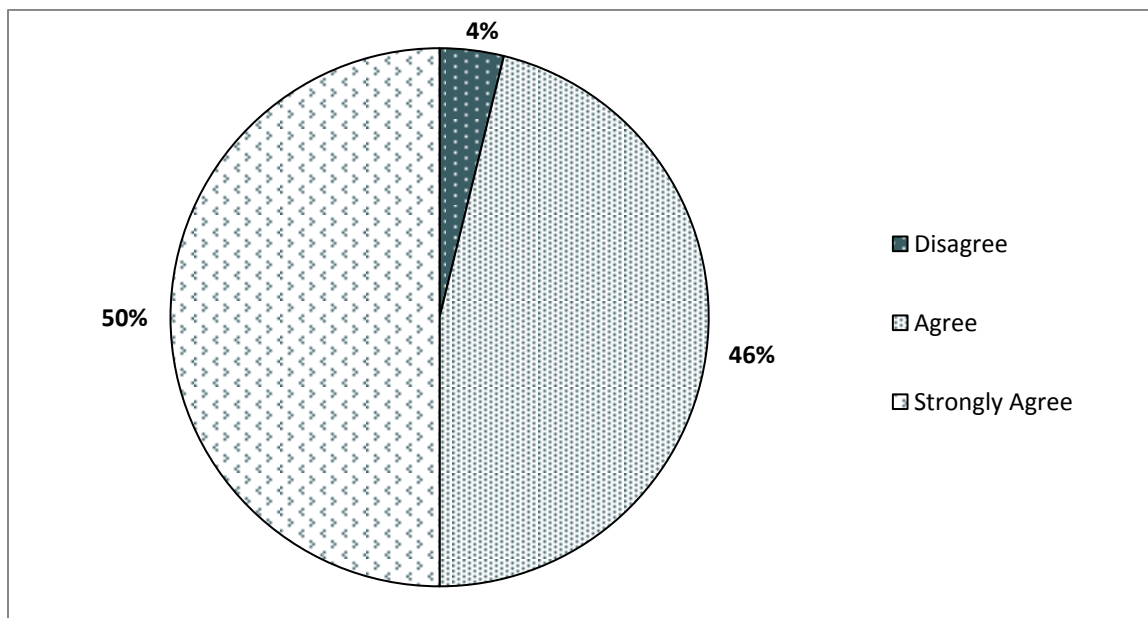
AVAILABILITY OF INFORMATION

Figure 2.24: Summer School Counselors' and Coordinators' Level of Agreement to: "Sufficient academic background information on my students was available to me in preparation for summer classes." (n=57)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
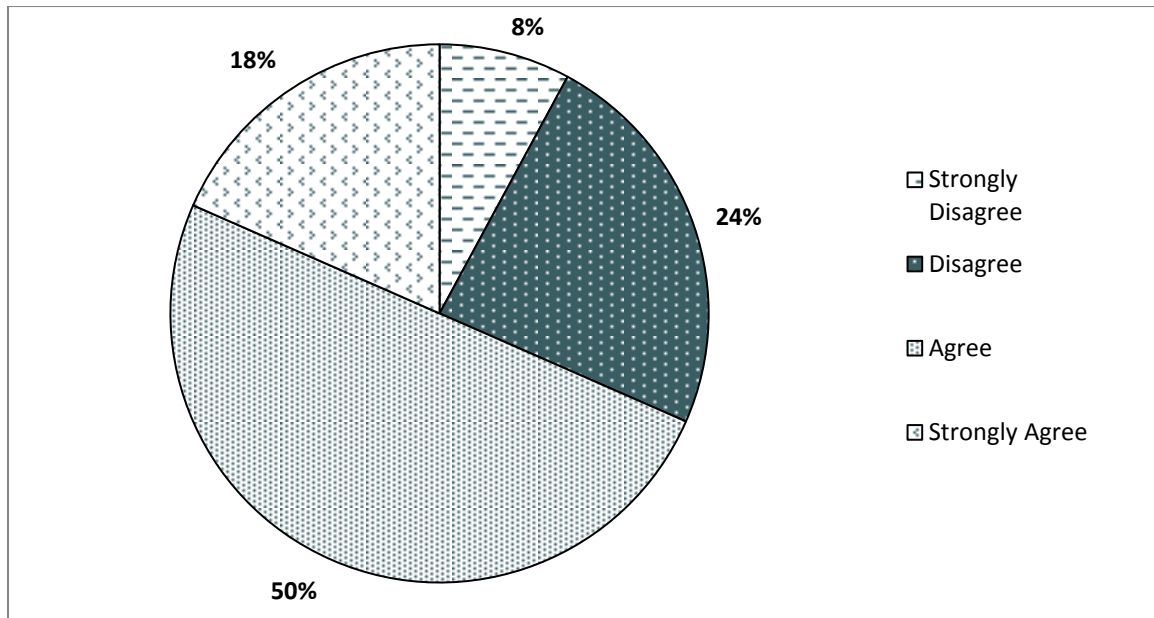
Figure 2.25: Summer School Coordinators' Level of Agreement to: "I received adequate assistance from my program supervisor and/or specialist." (n=57)

- Disagree
- Agree
- Strongly Agree
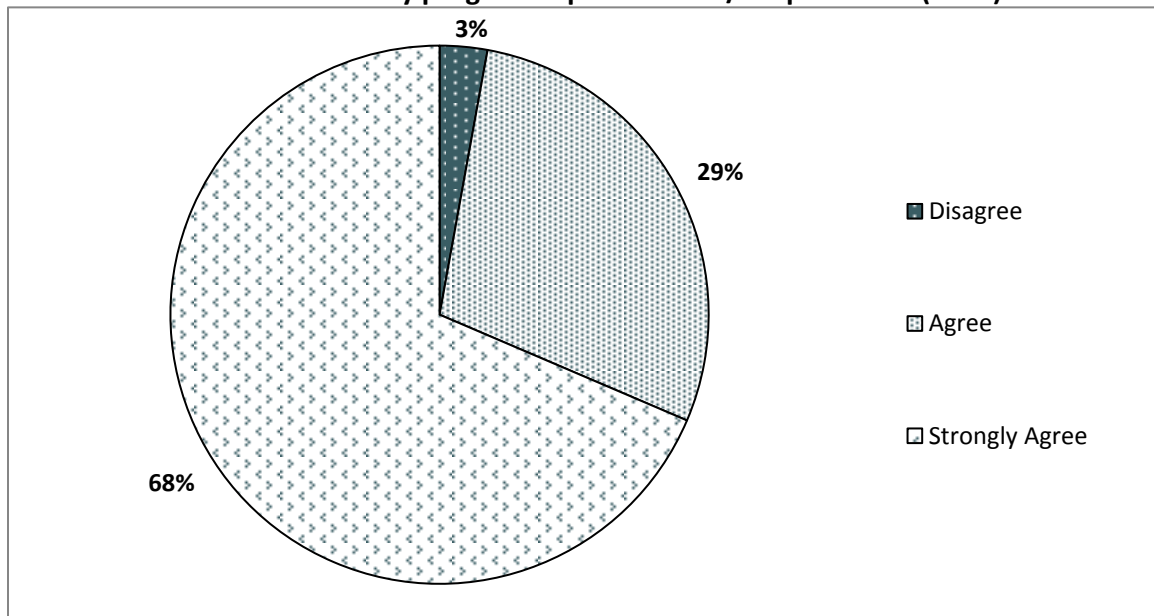
Figure 2.26: Regular Year Supervisor/Specialist: To what extent do you agree or disagree with the following statement:
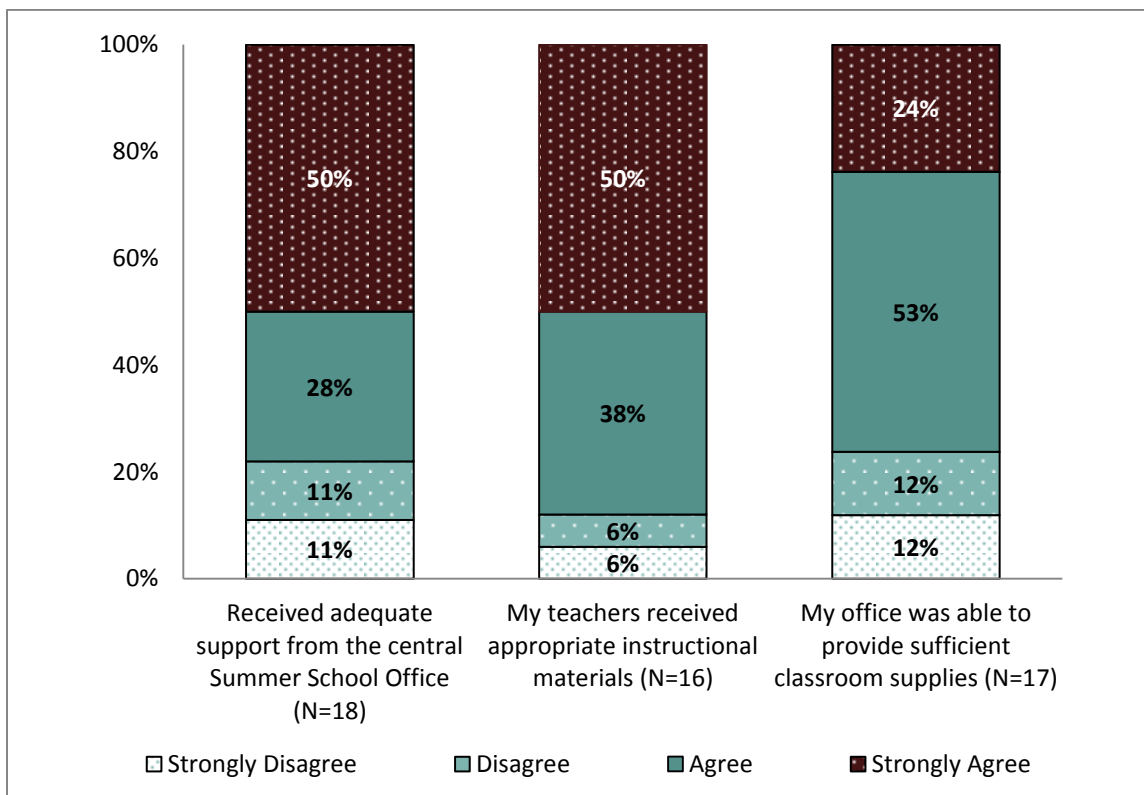
SUPPORT FROM ELEMENTARY ASSISTANT PRINCIPALS

Figure 2.27: Regular Year Elementary Assistant Principals: Last summer, did you serve as a summer administrator/principal? (n=19)
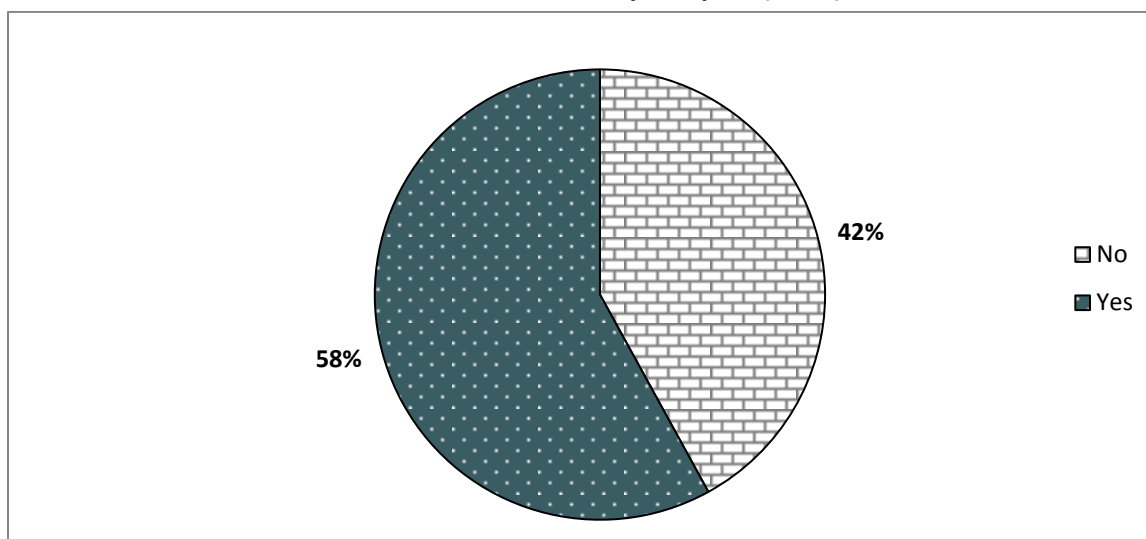
Figure 2.28: Regular Year Elementary Assistant Principals: In which of the following ways did you support summer school? (n=17)*

Legend:
- Attended planning meetings
- Helped to recruit instructional staff
- Was onsite the first few days of class
- Served as a relief administrator
- Other

Values: 18%, 23%, 29%, 18%, 12%
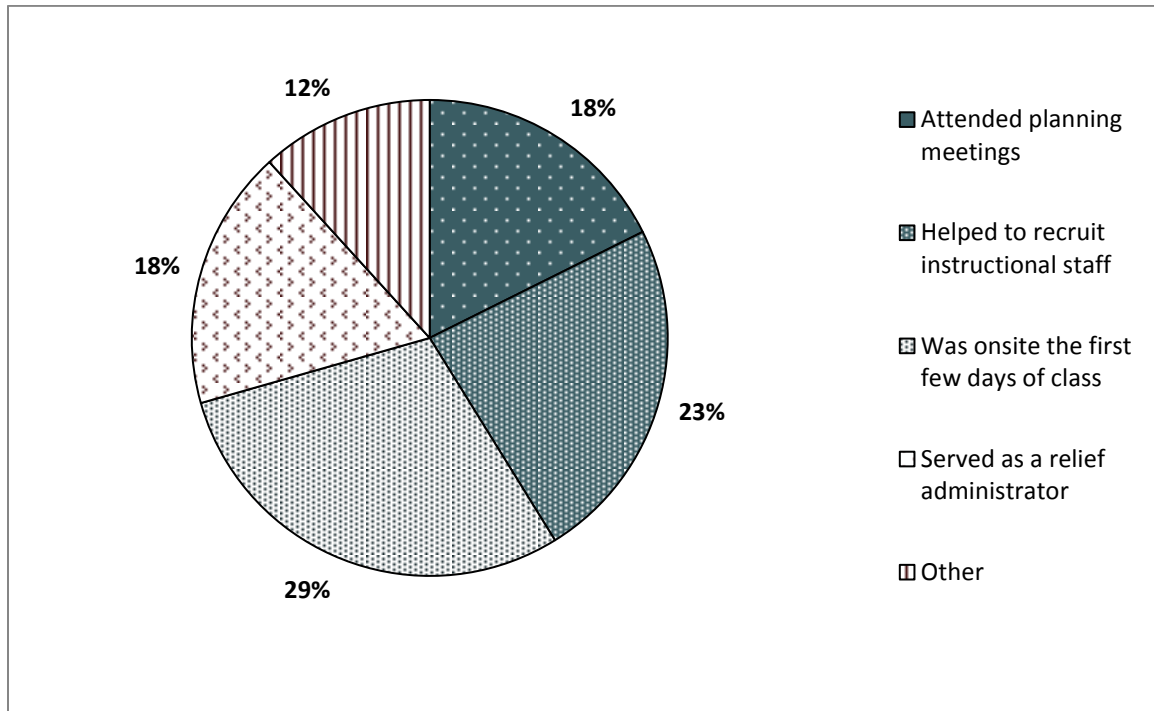
*This question was posed only to respondents who reported that they *had not* served as a summer administrator/principal the previous summer.

Figure 2.29: Regular Year Elementary Assistant Principals: In which of the following ways did your site receive support from other assistant principals? (n=28)*
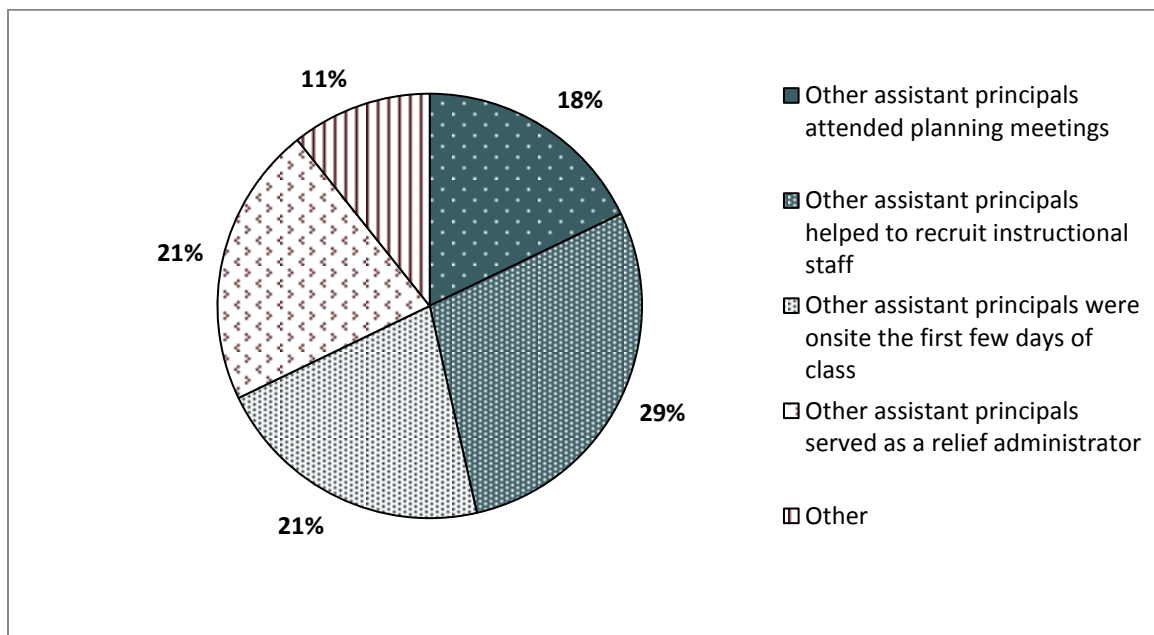
Legend:
- Other assistant principals attended planning meetings
- Other assistant principals helped to recruit instructional staff
- Other assistant principals were onsite the first few days of class
- Other assistant principals served as a relief administrator
- Other

Values: 18%, 29%, 21%, 21%, 11%

*This question was posed only to respondents who reported that they *had* served as a summer administrator/principal the previous summer.

Figure 2.30: Regular Year Elementary Assistant Principals: Please provide an estimate of the <u>amount of overall hours</u> you dedicated to the following activities related to summer school 2013*
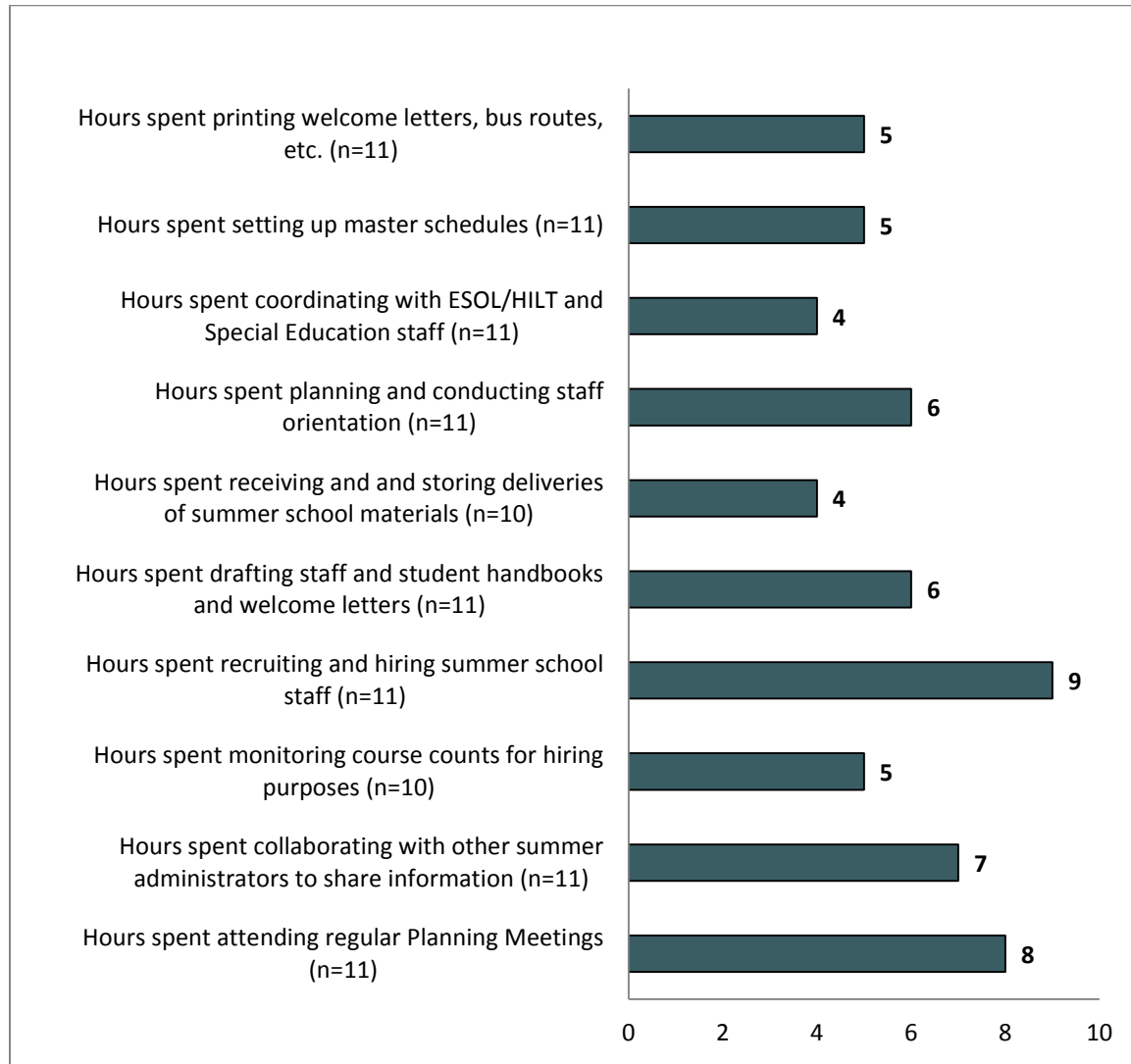
* This question was posed only to respondents who reported that they *had* served as a summer administrator/principal the previous summer. This figure displays the average number of overall hours reported by regular year elementary assistant principals for each activity.

IMPROVEMENT OF CURRICULAR MATERIALS

Figure 2.31a: Elementary School: Summer School Administrators, Coordinators, and Peer Coaches: How can the curricular materials be improved? (n=16)

THEME	NO.	SAMPLE COMMENTS
Update/revise materials	6	▪ The Summer Success curriculum is not very engaging. Perhaps looking at a curriculum similar to the ESOL/HILT curriculum (thematic based) would be more exciting and engaging for the summer. ▪ Updated with more ready-made lessons. I had one teacher complain that she had to spend a lot of time planning--more than she expected (or was paid for).
Problems with supply of materials	4	▪ They are old. Materials are missing. Need more manipulatives. Need some lower materials for kindergartners below grade level/needing a lot of OT support. Need some more 2/3 materials for upper grades needing lower grade level materials. ▪ Be sorted prior to Summer School and delivered prior to the start of Summer school.
Materials are adequate	3	▪ I don't think the materials teachers used at my school need improvement. Teachers did a fantastic job. Our three fifth grade classrooms embarked on some new summer curriculum and projects with the support of administrator that was hugely successful. Students went on field trips and completed research. Parents were invited for a meet and greet at the beginning and again to hear presentations at the end. The program was very motivating for our students.
Additional academic materials	3	▪ Additional materials are needed for the SC K/1; many of the K level SPED students are well below grade level and need materials other than the K Summer Success kits.
Other	1	▪ It would help the summer school teachers greatly if school registrars made sure each classroom teacher inputs the student's reading level (DRA level) on the summer school registration form. There is a field for this information but most teachers ignore it and the local school registrar does not make them complete it. Summer school teachers need this information so they may properly group their students for activities such as Guided Reading. I have made this request multiple times over the years with no success. I hope this time my request gets to a person that can make this happen

Figure 2.31b: Middle School: Summer School Administrators, Coordinators, and Peer Coaches: How can the curricular materials be improved? (n=4)

THEME	NO.	SAMPLE COMMENTS
Update/revise materials	1	• There is always room for constant improvement/updating in curriculum. Support for summer school curriculum should be continued
Problems with supply of materials	1	• One difficulty we've encountered is the number of supplies ordered. This year, we did our preliminary order by mid-June, when summer school registration occurred. However, since that time, more students signed up and additional teachers were added, throwing off our supply numbers (of which we had ordered more than needed at the time). We then had to order more supplies after the summer had started.
Electronic formats should be available	1	• Having electronic formats for each course would be helpful. Everything was well prepared and organized.
Other	1	• It would be nice to have a central theme for all of Summer School that the entire school could follow and have enriching experiences such as a field trip or an assembly to support.

Figure 2.31c: High School: Summer School Administrators, Coordinators, and Peer Coaches: How can the curricular materials be improved? (n=8)

THEME	NO.	SAMPLE COMMENTS
Additional academic materials	2	• Having class sets of more novels would be helpful • Collection of activities to go with each text
Problems with supply of materials	1	• Practice tests for HILT were not readily available in the materials and we had to hunt for them. A time line of curricular expectations for the HILT classes would be helpful.
Materials are adequate	1	• Curricular materials are fine for our program
Better teachers	1	• First, we need to be sure that we have the very best teachers in summer school. This may mean that increased compensation and a revised summer school schedule need to be considered. For example, if high school summer school is changed to a longer day for only 5 weeks, it's likely that more APS teachers will be interested. We also need to consider greater professional learning for teachers to be sure they are doing something distinctly different and improved over what and hoe they taught during the regular school year
Communication about course changes	1	• Course changes were not made aware to me before summer school started. I was not able to properly support the teachers in this new course right away.
Longer class days	1	• Students should come five hours a day for Alg 1 make-up.

Figure 2.32: Regular Year Supervisor/Specialists: How could the summer school curricular materials be improved? (n=11)

THEME	NO.	SAMPLE COMMENTS
More planning time	2	▪ Planning time should be included in the summer school positions.
Better coordination between classroom needs and library	1	▪ Better coordination between the classroom needs and the collection available in the summer school library
Providing funding to develop curriculum	1	▪ By providing funding during the school year for expert content teachers to participate in curriculum development.
Storage of summer supplies	1	▪ One major concern is the current procedure for storing Summer School supplies. When the Warehouse was eliminated, it seems that all the work that the Department of Instruction must do to run the Summer School program was not considered in the decision. Since there is no longer any Warehouse support, staff members are left with the hard work of digging through boxes of materials that have been stored in a "non-Warehouse". Not many people would do what staff in Department of Instruction are doing (going to a storage facility that is not heated or air-conditioned and that is dirty) to ensure that Summer School is up and running every year.
Revamping of current summer school program	1	▪ Look at revamping our current LA summer school program as it requires a lot of supplemental reading and writing materials to meet the needs of all students.
Time for development of curriculum	1	▪ Materials shouldn't be changed rapidly with a few months' notice (as they are being changed for SS 2014). There needs to be a lot of time for development of materials and time for changes to happen.
Materials should be electronic	1	▪ Materials should be electronic.
Increasing college credit offerings	1	▪ More college credit offerings.
Fewer courses	1	▪ Fewer courses should be offered.
Integrate offerings into school year	1	▪ They could be improved by having them be a continuation of the programs used during the school year.
Integrate across content areas	1	▪ They could be more integrated across content areas.
Summer school central office	1	▪ The Summer School central office needs to understand and know how the summer school programs are offered and delivered.
N/A	1	▪ N/A

Figure 2.33a: Elementary School: Summer School All Staff Respondents: How can the implementation of the Summer School program be improved? (n=18)

THEME	NO.	SAMPLE COMMENTS
Focus on remediation: Students with learning needs should receive greater attention.	4	▪ We need to look at who attends summer school and the reasons why they are here. Some students need the remediation, but others who are here do not. What can we put in place during the registration process to filter out the students who are here due to childcare needs? ▪ The summer school program should be differentiated so that students who are in remedial need get small group instruction targeting their specific deficiencies. The program right now is open to all students regardless of needs. Those who need it should attend free of charge and for those for whom the program is optional a small feed should be charged. The clusters should be rotated from school to school every year.
Hire better teachers/offer more training	4	▪ Staffing each site with highly effective teachers will undoubtedly have a positive effect on the work that happens at Summer School. ▪ Reconsider the importance of having at least one more staff development session in the middle of the program.
Provide differential education	4	▪ I think that we should be looking at the students we accept into the summer school program. This year I had many students in which summer school was not the appropriate environment. For some it was way too easy and for others it was much too challenging. This created a difficult environment for all students to learn ▪ The summer school program should be differentiated so that students who are in remedial need get small group instruction targeting their specific deficiencies. The program right now is open to all students regardless of needs.
Streamline hiring decisions	3	▪ Hiring officials for special programs should be the administrator of the site in conjunction with summer HR. ▪ It remains a challenge to have countywide programs on site with cluster school programs. School administrators are accountable for programs they did not staff, coordinate, organize, or register students.
More intensive programs	3	▪ The summer school sites that offer three week intensive courses in math such as math camp or in reading such as reading camp or programs such as summer laureate should be the model for all of the summer school sites ▪ Could it be 4.5 hours instead of 3.5 for elementary school? It seems that neither math nor language arts is well served by the current schedule and having to get ready for buses takes away from the academics.

Theme	No.	Sample Comments
Problems with transportation of students	3	▪ Transportation planning is the one area that continues to require improvement. One of the early problems was late buses. Turned out that the wrong start time was entered into the bus schedule process - someone should double-check those things before the session's starts. It was an awkward first week trying to sort that out. Of course, irritated parents come to the school to complain. ▪ Many of my challenges resulted from things I had no direct control over. Transportation took way too long to share information with us and get their program running smoothly. Bus routes were changed, buses added, and often there were not people answering phone calls.
Greater access to data	1	▪ Information such as ESY documents stored in one location so they can be retrieved easily and no one case falls between the cracks. Summer school information form be accurately filled and entered into synergy so queries accurately represent the populations staff are supporting
The Program is run smoothly	1	▪ Housing Reading Camp at Henry has been fantastic. All staff members are pleased. Administration, custodians everyone has been responsive and helpful
Other	1	▪ The timekeeping system used to track hours of all teachers/staff, etc. must be changed. I suggest a laptop on site that is used ONLY for collecting hours.........staff checking in and out, etc. and the information sent to payroll.

Figure 2.33b: Middle School: Summer School All Staff Respondents: How can the implementation of the Summer School program be improved? (n=2)

Theme	No.	Sample Comments
Focus on remediation: students with learning needs should receive greater attention	1	▪ It would be nice if we could eliminate students who do not need summer school remediation so that we could more adequately address the needs of students who actually need the remediation. The cost of summer school makes it an attractive babysitting option for some parents. An enrichment program that addressed that need would help teachers focus on the students with true needs.
Hire better teachers/offer more training	1	▪ We need to have a full-time central office staff person - as we have in the past - who coordinates activities for summer school over the span of the school year. Summer school runs smoothly because this staff person makes sure that benchmarks are reached organizationally for the smooth operation, hiring of teaching staff, training, etc.
Greater access to data	1	▪ As a special education coordinator I would like access to a data base of students that would help place them in appropriate classes before school starts. The registration process also needs to be evaluated, too many special education students are misplaced because of errors or lack of oversite during the registration process.

Figure 2.33c: High School: Summer School All Staff Respondents: How can the implementation of the Summer School program be improved? (n=12)

THEME	NO.	SAMPLE COMMENTS
More intensive programs	3	▪ For students who fail a course AND fail the SOL test, it is very difficult to teach them the curriculum from the school year AND prepare them for the SOL test in only 2 1/2 hours a day. These students need more class time during the summer in order to be successful in both aspects. Five hours a day (like new work) would be fantastic, but I'm not sure how that would work with students who are taking multiple classes that are needed for graduation
Focus on remediation: students with learning needs should receive greater attention	2	▪ There should be excused absences for beginning level and enrichment classes and for students enrolled in the parenting teens programs. Students who are taking classes to try to catch up or accelerate learning should be allowed to continue studying even if they exceed 3 absences. The county has a stated priority of narrowing the achievement gap. There is pressure to increase on-time graduation and to have all high school students in algebra or above. In order to approach these goals, students who are willing to attend classes without receiving credit should be encouraged to do so.
Problems with transportation of students	2	▪ We did not receive transportation information (student bus information) until I called transportation on July 1. We would have appreciated receiving this information earlier.
The Program is run smoothly	1	▪ Summer School has been smooth and productive for our program. We have received all of the help we have needed from the Summer School Office, Transportation, and Information Services.
Other	6	▪ Summer school should be more of a sacrifice to families and students, perhaps with financial aid available. This would weed out those students who decide in January that they will give up attempts at passing during the school year and will attend summer school. Passing rates would improve during the school year ▪ The HILT department was unaware that we would need to help supply bilingual/English dictionaries for LEP accommodations on SOL exams in Summer school. We were caught a little off guard, as we use these dictionaries in the classrooms. Next year, summer school administrators should plan to have bilingual dictionaries ready or advise the HILT department ahead of time so that we may be better prepared to assist the accommodation of LEPs who have exited, but are testing for summer school.

Figure 2.34: Regular Year Elementary Assistant Principals: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved (n=6)

THEME	NO.	SAMPLE COMMENTS
Dates of summer school/PD day	2	▪ Consideration needs to be given to the dates of summer school and the date of the professional development day. ▪ Fewer weeks, longer days for Elementary Summer School.
Supplies and materials	2	▪ Appropriate quantities of supplies and materials
Transportation	2	▪ Transportation has always been a concern ▪ Transportation plans should be communicated early to provide feedback since we know the students
Recruiting	2	▪ It's getting harder and harder to staff summer school even though we start very early. Increasing teacher pay may be helpful. I think it would also be helpful if something was sent to teachers explaining how summer school works at the elementary level. Some people may have assumptions about it and never look into it or take us up on our offer and thus do not look into it.
Equitability among APs	1	▪ Equitability among assistant principals with regard to summer responsibilities needs to be considered as well
Students should be self-contained	1	▪ Make sure that students with disabilities who are self-contained during the school year are also self-contained during summer school. It is not a time to experiment
Avoid combination classes	1	▪ Avoid combination classes for general education classes
Data on SPED students	1	▪ Have available student's data specially from special education students
Paid planning time	1	▪ Provide paid planning time for elementary summer school teachers.
Location	1	▪ Location of programs such as Interlude will benefit from additional discussion
N/A	1	▪ At this time I do not have any thoughts on how summer school can be improved. This will be my first year as a summer school administrator.

Figure 2.35a: Elementary School: Regular Year Counselors: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved (n=9)

THEME	NO.	SAMPLE COMMENTS
Later registration	3	▪ Please open up the registration dates! Families should be able to register up to the last day of school in June. It would help those working class families that live from pay check to pay check to have registration open, so they can have more flexibility to pay up to the last minute.
More specific classes	1	▪ More specific courses for either remediation or enrichment. I have heard that the general courses are for remediation only, and it appears that they are very general, not designed for specific issues related to the individual students' progress.
Employ more elementary counselors	1	▪ Employ Elementary Counselors as counselors for the summer. I work during summer school as a teacher. I am frequently asked to see a student, deal with a problem, or write a behavior plan. I do this stuff willingly but when you think about all of the elementary students with high needs that go to summer school, having a counselor available would be very helpful.
More intensive summer school reports	1	▪ Summer School Report Cards should be more extensive. There should be a write-up with what they did over the summer and how the student performed.
Too little instructional time	1	▪ Very short day already with snacks and recess (for lower grades) built in there is very little instructional time.
Other	1	▪ I really appreciate the fact that summer school staff is willing to reach out to me with opportunities forscholarships for summer school activities -Chris Reid has gone out of her way to be helpful and to makecertain that our scholarship recepients make it to camp!

Figure 2.35b: Middle School: Regular Year Counselors: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved (n=11)

THEME	NO.	SAMPLE COMMENTS
Add more enrichment courses	4	▪ Summer school should be free and available to all those who really need it. We need more enrichment courses.
Summer school should be made affordable	3	▪ I feel summer school should be free to all students who need summer school and can't afford it
More course offerings	2	▪ My only concern with the Summer School program is that Science and Social Studies for 6th and 7th graders has never been offered. These are usually the two classes that students fail, but counselors are required to offer either a Math, Reading, or English/Language Arts class instead. I hope that the Committee will consider adding these classes as courses for Summer School.
Send more accurate information to parents	2	▪ Accurate info about classes in the summer school registration booklet

THEME	NO.	SAMPLE COMMENTS
System has been effective	1	▪ I think the system has been effective. The main concerns that I hear from parents not choosing to send their students to Summer School despite our recommendations are the cost and scheduling conflicts (out of country, etc)
Improving communication about available scholarship money	1	▪ Getting an early read on available scholarship money would be helpful. At my school, for many parents the summer school fees are very hard to come by, particularly if the student needs to take two courses or if there are multiple kids requiring summer school. Understanding the degree to which scholarship monies are available will help us communicate better and earlier with parents.
More positive approach	1	▪ More positive approach
More summer booklets	1	▪ It would be nice to have more Summer School booklets printed though. We give them to the students who really need to go, but have other students we'd like to encourage to attend for strengthening and parents who request booklets and we often run out. we refer them to the website and give them a application we copied, but it would be nice to have more books for distribution.

Figure 2.35c: High School: Regular Year Counselors: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved (n=12)

THEME	NO.	SAMPLE COMMENTS
System has been effective	2	▪ I believe it is run well and efficiently.
Access to student data	2	▪ I think we would be more effective if counselors and admins at homeschools that work with August graduates (usually at-risk students) submitted a report to summer school on these students. Things like what classes do they need to graduate, what SOL's they've passed/ qualify to retake, any Locally Verified Credits earned, diploma type, attendance issues, etc.
More course offerings	2	▪ Perhaps more course offerings for Special Educaiton students. Perhaps re-arrange the schedule so that students can take two new classes if needed.
Send more accurate information to parents	1	▪ Sending more information to parents through the mail, particularly the booklet. If not the whole booklet, perhaps the parents could receive a summary in the mail. Many of the parents I work with don't have email or don't look at the web page. A lot of my time is spent giving parents information that they could easily have gotten at home.
More teacher communication with family and student	1	▪ More teacher communication with family and student that student will have to attend summer school would be my recommendation. As a counselor, it would be nice to refer to a website for the student/parent to access about summer school information.

THEME	NO.	SAMPLE COMMENTS
Faster identification of SPED students	1	▪ Faster identification of special education students so accommodations can be put in place earlier.
Other	3	▪ Graduating Seniors who do not meet graduation requirements and need to go to summer school ... should not be allowed to "walk" with their class. Summer School should conduct their own graduation ceremony once the student has met all of the requirements.

Figure 2.36: Regular Year Supervisors and Specialists: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved (n=13)

THEME	NO.	SAMPLE COMMENTS
Longer school day over a shorter time frame	3	▪ It could also be improved by shortening the weeks and extending the day to allow high quality teachers time off - to also teach summer school.
Accurate placement of students	3	▪ Information to teachers about programs so they recommend appropriate programs
Revise curriculum	3	▪ Support the efforts to create a concept-based program that provides an integrated approach for all students ▪ The program could be improved by creating interdisciplinary units of study with an experiential learning component.
Increase instructional time	2	▪ As mentioned in the earlier question, it is very difficult to find the time to work adequately on the summer school curriculum. We are pulled in so many directions.
Storage space	2	▪ Do something about the storage space for all the Summer School materials
Tailor program for students' individual needs	2	▪ It could be implemented to allow for more flexibility and new opportunities for students, advance work rather than remedial work, and college credit; and thereby remove the stigma of summer school.
Reduce class size	2	▪ Limit enrollment in some of the sped programs-numbers increase each year and it is difficult to find trained staff.
Other	5	▪ I believe that there should be more accountability on the part of parents. Many times we see parents sign up their kids even though they know that they won't participate fully in the program. This is probably due to the fees being low, but attrition is a big issue in some programs. ▪ Clarity about who makes decisions about changing class assignments for countywide programs. New procedure for assigning students to classes-who does what

SECTION III: TEACHER SURVEY

The following section presents responding teachers' ratings of the academic and infrastructural support that they received at the Arlington Public Schools summer school programs. Respondents reflected on the support that they received in various areas, and suggested areas most in need of improvement.

Two sets of surveys were administered to teachers. A first round of surveys was sent during summer school to 422 summer school teachers. Of these, 302 teachers completed the survey, for a response rate of 72 percent and a margin of error of 3.01 percentage points. The second round of surveys was administered to regular year teachers. A total of 1,956 invitations were sent out and 906 responses were received, resulting in a response rate of 46 percent and a margin of error of 2.39 percentage points.

The majority of summer school teacher respondents were involved in elementary skill building programs and have experience teaching in APS schools. Summer school teacher responses indicated that some of the main reasons they decide to teach in summer school include the desire for professional growth, new experiences, and additional financial support (Figure 3.5a). In the open-ended responses, several summer school teachers noted that they were enthusiastic about teaching in the summer because they simply enjoy teaching (Figure 3.5b, Figure 3.5d). In addition, a substantial majority of summer school teachers (86 to 100 percent) suggested that they would be interested in teaching summer school again next year (Figure 3.33). Of the 48 teachers who said that they would prefer not to teach summer school again, only one-fourth said that it was because they had had an unsatisfactory experience teaching summer school (Figure 3.34a).

The majority of regular year teacher respondents indicated that they had not taught at summer school in 2013 (Figure 3.36) and that they were not interested in teaching summer school in 2014 (Figure 3.37). The major reasons cited for this lack of interest were the need for a break between academic sessions and the desire to pursue other activities during the summer. In addition, approximately 14 percent indicated that the offered salary is not sufficient to tempt them to teach (Figure 3.38a). In open-ended comments, over 30 teachers noted that they choose not to teach in the summer because they either prefer to spend the summer with their own children or because they lack adequate childcare (Figures 3.38b – 3.38d). In particular, a number of elementary school teachers reported being interested in teaching summer school but cited other summer commitments and familial obligations as reasons they could not (Figure 3.38b). A few high school teachers indicated that they prefer not to teach as they do not believe that the summer school program meets its objectives of facilitating student academic advancement (Figure 3.38d).

To encourage students to attend summer school, regular year teachers most commonly communicate with parents directly or at parent/teacher conferences and send parents information about the program. While only 10 percent of elementary school respondents indicated that they spoke to students about summer school, this percentage rises to 17

percent and 25 percent in middle and high school, respectively. In addition, teachers in middle and high school are more likely to collaborate with counselors to encourage students to register for summer school (Figure 3.4a).

Overall, summer school teachers indicated that they are positive about the amount of background information available to them about their students. However, 38 percent of elementary enrichment teachers, 44 percent of elementary remediation teachers, and 48 percent of middle school remediation teachers strongly disagreed or disagreed with the statement that "sufficient background information on my students was available to me" (Figure 3.6). In addition, **with regards to the new student information system, both summer school and regular year teachers emphasized the need for access to the students' prior academic data**. In open-ended comments, a number of summer school regular year teachers reported needing prior academic data, such as test scores and progress reports, to better target instruction. Many summer school teachers indicated that additional useful information would include students' IEPs and 504 accommodations, home contact information, and language spoken in the home (Figures 3.13a – 3.14c). A number of regular year teachers also noted that they would benefit from having access to their students' summer school information, including grade and attendance data. In addition, many regular year teachers expressed disappointment with the performance of the Synergy Information System, noting that it is not user friendly and difficult to navigate (Figures 3.14a – 3.14c)

The majority of summer school teachers also agreed that they received sufficient administrative support (Figure 3.9) and technology support to enable them to function efficiently (Figure 3.10). In addition, most of the respondents reported that they received sufficient classroom supplies (Figure 3.8). Furthermore, many of the respondents who provided open-ended comments about how to improve curricular materials agreed that the curricular materials were sufficient for students (Figures 3.12a – 3.12c) However, some elementary school teachers specified that the provision of better academic materials would facilitate student learning in their schools. Other elementary school teachers also indicated that they found the infrastructure in their schools lacking (Figure 3.12a).

Overall, of the summer school teachers who assessed the level of support provided by their coordinators, the majority rated the level of support that the coordinators provided in all areas as optimal (5) or good (4) (Figure 3.15 – 3.22).[1] When asked about support from peer coaches, teachers in middle school and high school summer programs were also broadly satisfied with the support they received, with few teachers rating the support provided in any area as less than good (Figures 3.23 – 3.28).[2]

In open-ended comments, teachers in the Global Village Summit program indicated that the main goal of the program is to expose students to the culture, geography, and history of

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[1] This comment does not relate to summer school teachers in the Global Village and the Summer Laureate programs. This is because the role of the coordinators was different in the Global Village and Summer Laureate Program and teachers in these programs were not asked these questions.

[2] This comment relates only to summer school teachers in middle school and high school. Teachers at the elementary level were not asked this question.

other countries (Figure 3.29). Teachers in the Summer Laureate program indicated that the most important goals of this program are to ensure that students are provided an academically challenging environment, where they will extend their understanding of the subject, learn to work in teams, and think creatively (Figure 3.31). Teachers in these programs also indicated that students are meeting these goals, as evidenced by their enthusiasm for the subject, teamwork, knowledge, and active participation in projects and other activities (Figure 3.30, Figure 3.32).[3]

Overall, summer school teachers reflected positively on their experience in summer school, describing the organization and the support provided as strengths of the program. However, a number of elementary school teachers suggested that the program should be restructured to cater to students with different ability levels and special needs. Some elementary school teachers also indicated that the program would benefit if the curriculum was revised to better meet the needs of the students and if the administration would ensure that the curricular supplies were sufficient and arrived in a timely fashion. In addition, some elementary school teachers expressed frustration with the lack of data about students' academic history, special accommodations, and home information, which would enable them to plan appropriately (Figure 3.42a).A number of high school teachers advocated for the restructuring of the the SOL program. Some respondents indicated that segregating students into classes based on their SOL scores creates homogenous classes that impedes learning from other students. A handful of teachers also expressed frustration with the test schedule, noting that it reduced the amount of time that the students had to prepare for the test (Figure 3.42c, Figure 3.43).

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[3] As noted below, responses to these three questions by Global Village and Summer Laureate coordinators were included alongside teachers' responses to protect individuals' privacy.

TEACHER DEMOGRAPHICS

Figure 3.1: Summer School Teachers: Which program did you teach this summer? (n=302)

Legend:
- Drivers Education
- Elementary skill-building
- Global Village Summit
- High School Intro to Advanced Courses/AP Bridge
- High school Make-up and Strengthening
- High school New Work for Credit
- Middle school Make-up and Strengthening
- Summer Laureate
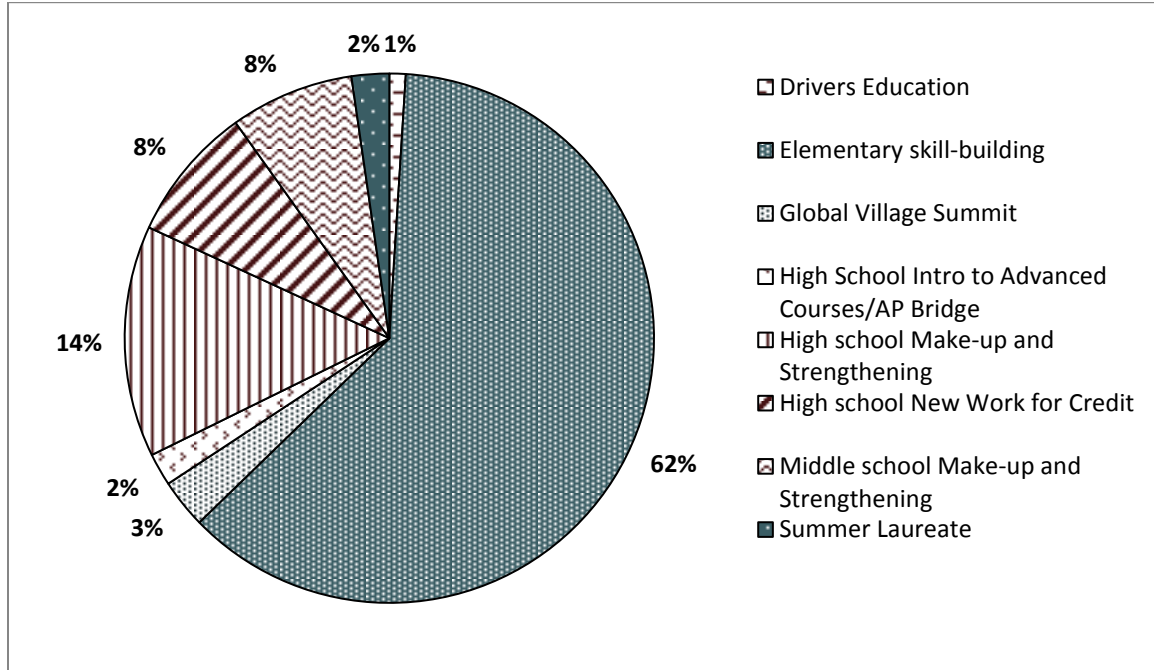
Figure 3.2a: Summer School Teachers: What do you do during the regular school year? (n=300)

Legend:
- APS Teacher
- Teacher in another district
- Other
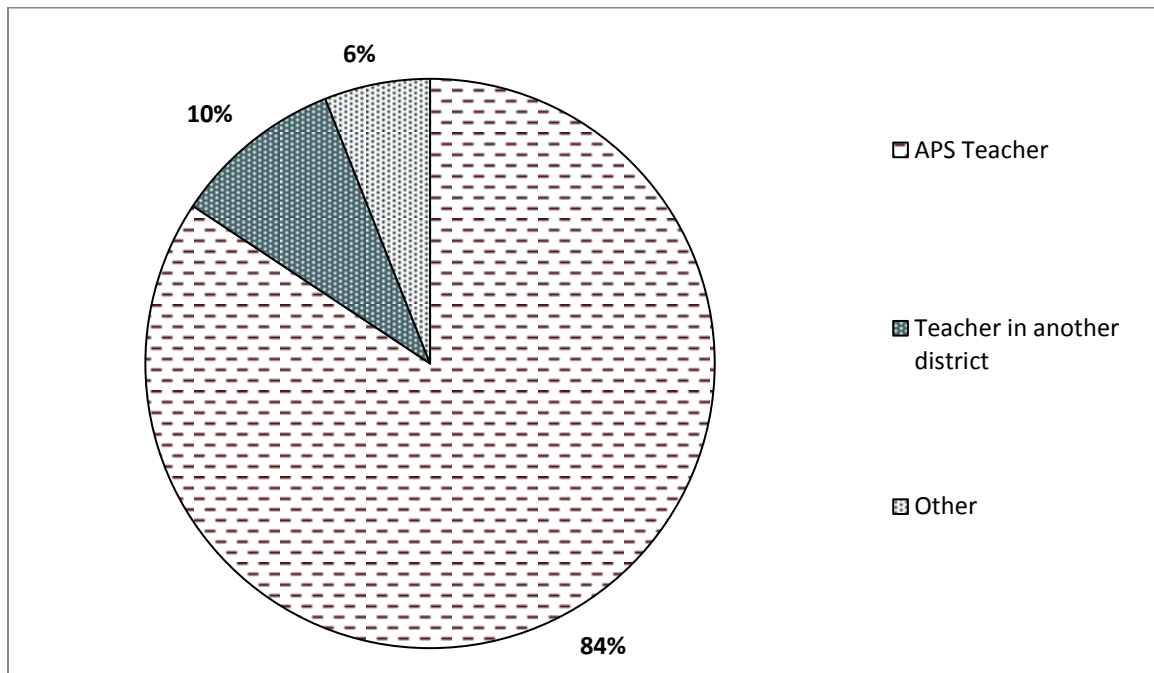
Figure 3.2b: Summer School Teachers: What do you do during the regular school year?: Other (n=18)

THEME	NO.	SAMPLE COMMENTS
Substitute Teacher	4	▪ Long term substitute at APS ▪ Retired; sub sometimes
Special Education Assistant	3	▪ SPED Para educator ▪ Special Education Assistant
Teach in another country	1	▪ Teach ESL in an International overseas school
Teacher on long term leave	2	▪ I am staying home with my son… [and] daughter.
Other	8	▪ School counselor ▪ Interviewing for full time positions

* Distribution of n count by school level: Elementary school = 9; Middle school = 2; High School = 7

Figure 3.3: Regular Year Teachers: What type of teacher are you and what level do you teach?
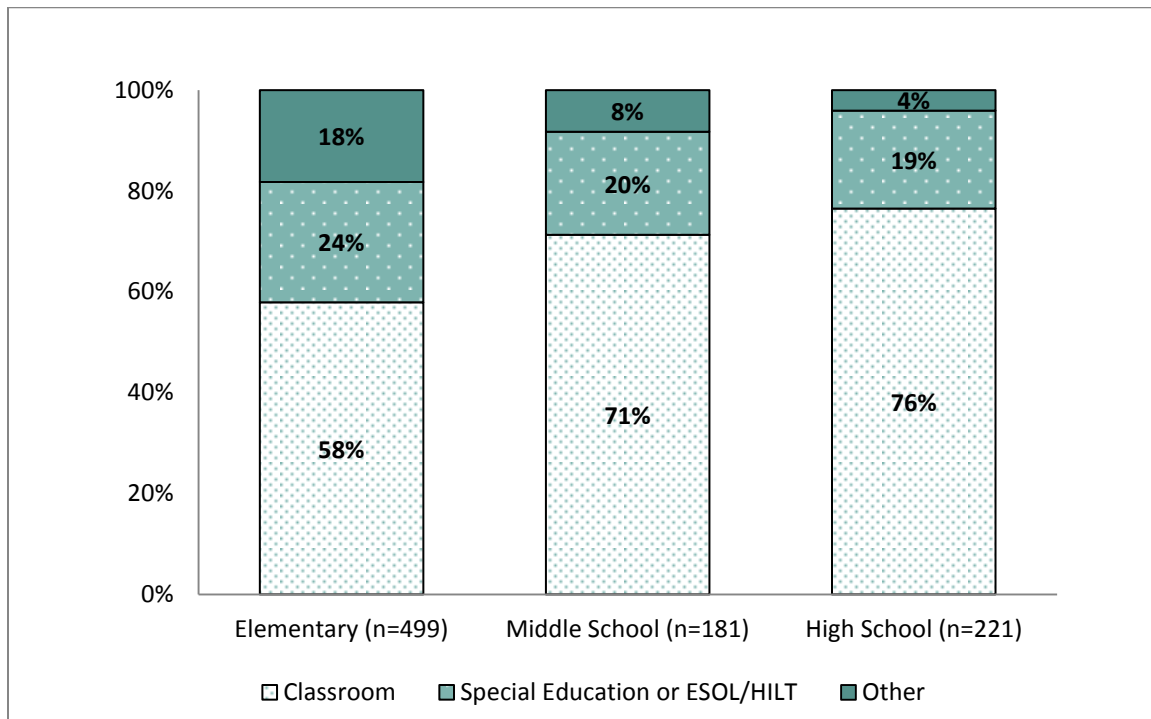
WAYS TO ENCOURAGE STUDENTS TO REGISTER

Figure 3.4a: Regular Year Teachers: How do you encourage students who could benefit from summer school to register?*
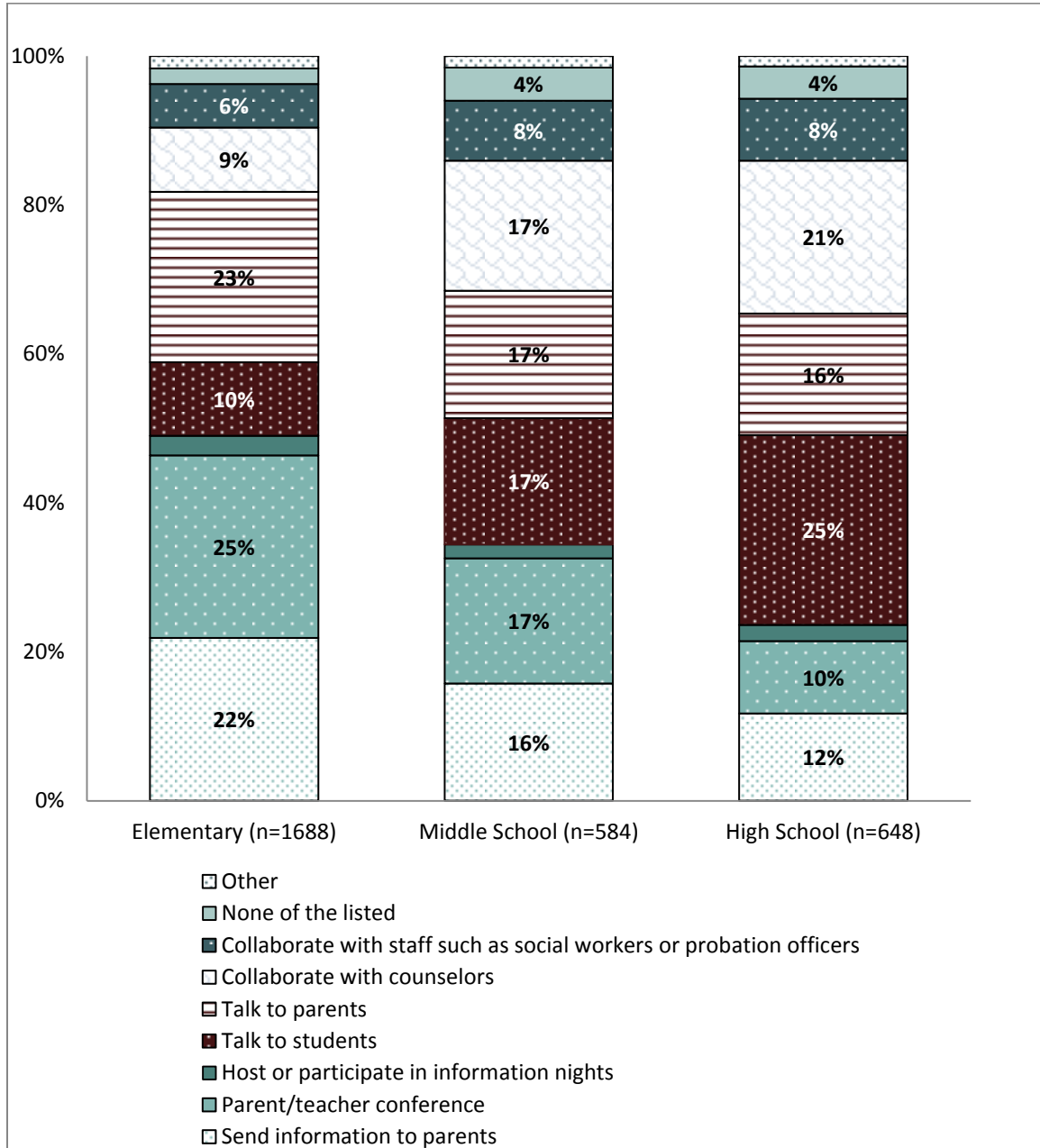
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 3.4b: Elementary School: Regular Year Teachers: How do you encourage students who could benefit from summer school to register? Other (n=28)

THEME	NO.	SAMPLE COMMENTS
Bilingual resource staff	8	▪ Collaborate with the Spanish resource contact ▪ Bilingual support staff.
Talk with other staff	5	▪ Talk with parent outreach support staff ▪ Talk to assistant principal
Keep parents informed via phone calls/website/newsletter	3	▪ Have resource person call home ▪ Keep parents informed with dates in newsletter
Collaborate w IEP/ESOL/SPED resource staff	3	▪ Collaborate with ESOL and SPED specialists
Parent/Teacher Meetings	2	▪ Have parents fill out application during parent/teacher meetings (such as IEP, ESY, or other conferences).
Discuss at IEP meetings	1	▪ Discuss at IEP meetngs
N/A	5	▪ We do not have summer school

Figure 3.4c: Middle School: Regular Year Teachers: How do you encourage students who could benefit from summer school to register? Other (n=9)

THEME	NO.	SAMPLE COMMENTS
Keep parents informed via phone calls/website/newsletter	1	▪ Post information on the School's website
Other	2	▪ All students are ESY ▪ The teachers discuss this as a team
N/A	6	▪ I have no direct summer school recruitment responsibilities

Figure 3.4d: High School: Regular Year Teachers: How do you encourage students who could benefit from summer school to register? Other (n=7)

THEME	NO.	SAMPLE COMMENTS
Discuss at IEP meetings	1	• IEP meetings - team recommendation
Other	2	• Handle HILT summer school scholarship money.
N/A	4	• I am a new teacher, so this hasn't been an issue yet.

REASONS FOR WORKING IN SUMMER SCHOOL

Figure 3.5a: Summer School Teachers: Why did you choose to work in Summer School?*
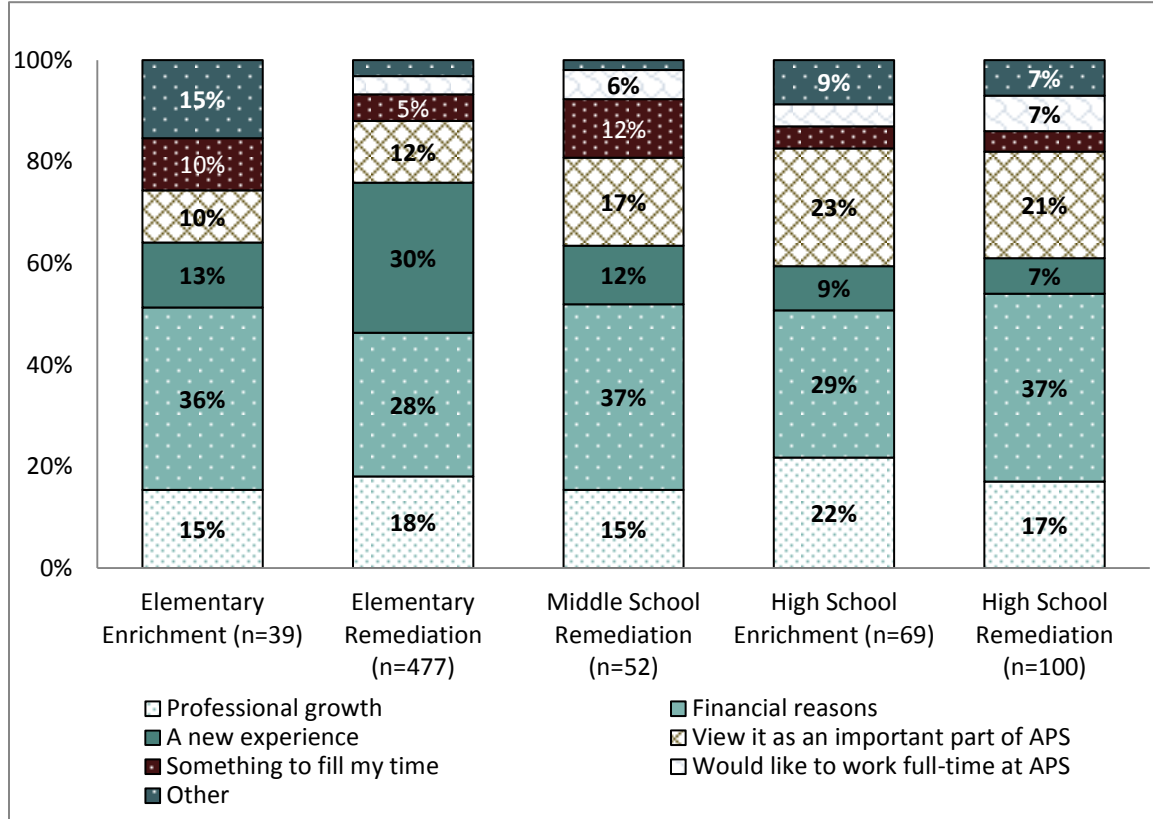
*In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 3.5b: Elementary School: Summer School Teachers: Why did you choose to work in summer school this year?: Other (n=21)

THEME	NO.	SAMPLE COMMENTS
Enjoy teaching	7	▪ It reminds me how much I love simply teaching---minimal paper work, no meetings, etc. ▪ I love teaching reading and reading camp helps me fill my void during the summer!!
Working with and supporting students	2	▪ I enjoy the chance to work with advanced students from across the county, instead of just at my regular school.
Financial reasons	2	▪ Not enough tuition reimbursement from APS to finish my Masters so that I make enough not to work Summer School.
Innovative teaching techniques	2	▪ GVS is a wonderful opportunity. It allows the teaching staff to develop curriculum of interest to them and share it with the children. It allows for innovative teaching without the pressures of the school year.

THEME	NO.	SAMPLE COMMENTS
Job requirement or emergency situation	1	▪ There was an emergency with the teacher. I was asked to fill in.
Develop new curriculum ideas	1	▪ GVS is a wonderful opportunity. It allows the teaching staff to develop curriculum of interest to them and share it with the children. It allows for innovative teaching without the pressures of the school year.
Other	6	▪ As a former Arlington teacher, I like to keep up with the ESOL/HILT Program in Arlington ▪ To use an additional certification area that I do not use during the regular school year.

Figure 3.5c: Middle School: Summer School Teachers: Why did you choose to work in summer school this year?: Other (n=1)

THEME	NO.	SAMPLE COMMENTS
Working with and supporting students	1	▪ I wanted to provide continuity for my students in ESY.

Figure 3.5d: High School: Summer School Teachers: Why did you choose to work in summer school this year?: Other (n=13)

THEME	NO.	SAMPLE COMMENTS
Have taught summer school for many years	3	▪ Have done it for 9 years now- considered a part of my summer routine
Enjoy teaching	2	▪ Have taught for many years and really enjoy it ▪ I enjoy working with the Summer Online Program
Working with and supporting students	2	▪ To support students who are preparing to take challenging courses
Working with colleagues	2	▪ Enjoy working with colleagues from other schools. Gather new curriculum ideas
Develop new curriculum ideas	2	▪ I see SS as an opportunity to create new materials for use in my regular APS classroom
Requirement of job	2	▪ I was asked to job share with another teacher
Financial reasons	1	▪ While I am working for financial reasons, i feel strongly that i would be involved in summer school even if i was not working \for the money.

ADMINISTRATIVE AND TECHNOLOGY SUPPORT

Figure 3.6: Summer School Teachers: Teachers' Level of Agreement to: "Sufficient academic background information on my students was available to me in preparation for summer classes."
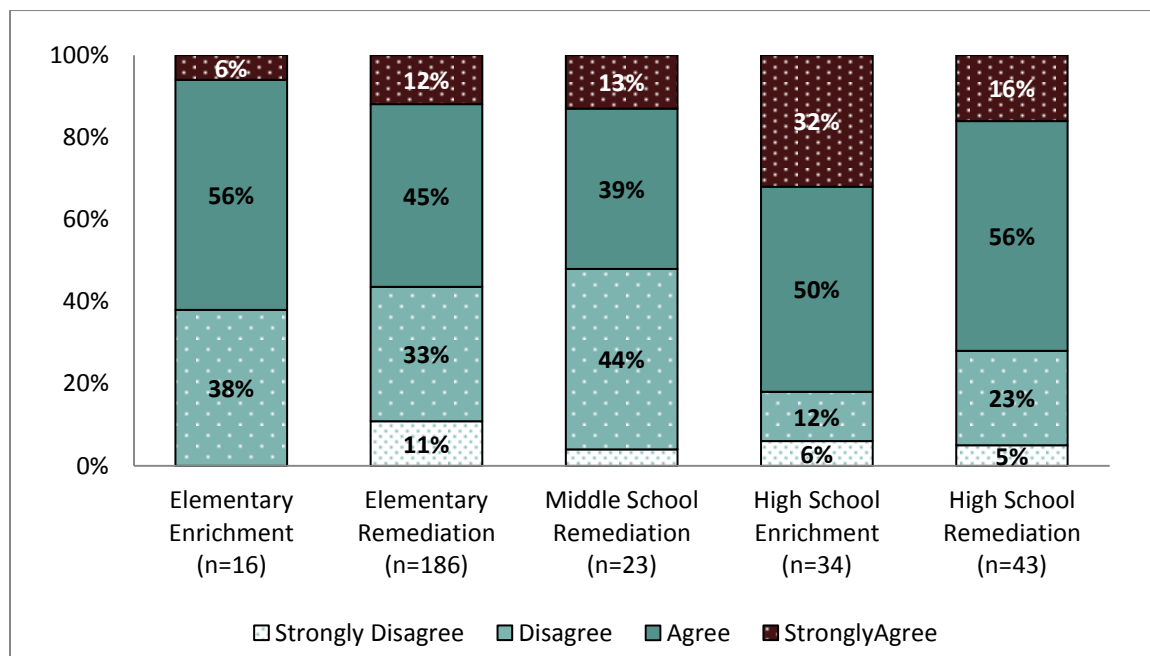
Figure 3.7: Summer School Teachers: Teachers' Level of Agreement to: 'I received appropriate instructional materials (e.g., textbooks, supplemental instructional materials)."
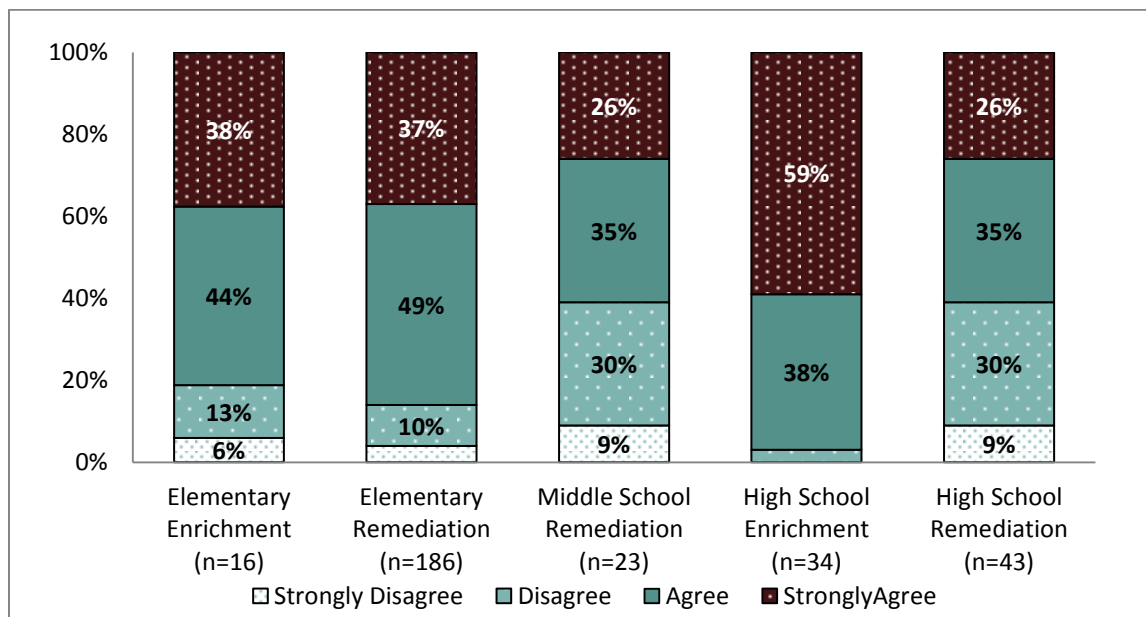
Figure 3.8: Summer School Teachers: Teachers' Level of Agreement to: "I received sufficient classroom supplies (e.g., chalk, stapler, etc.) to ensure the smooth operation of classes."
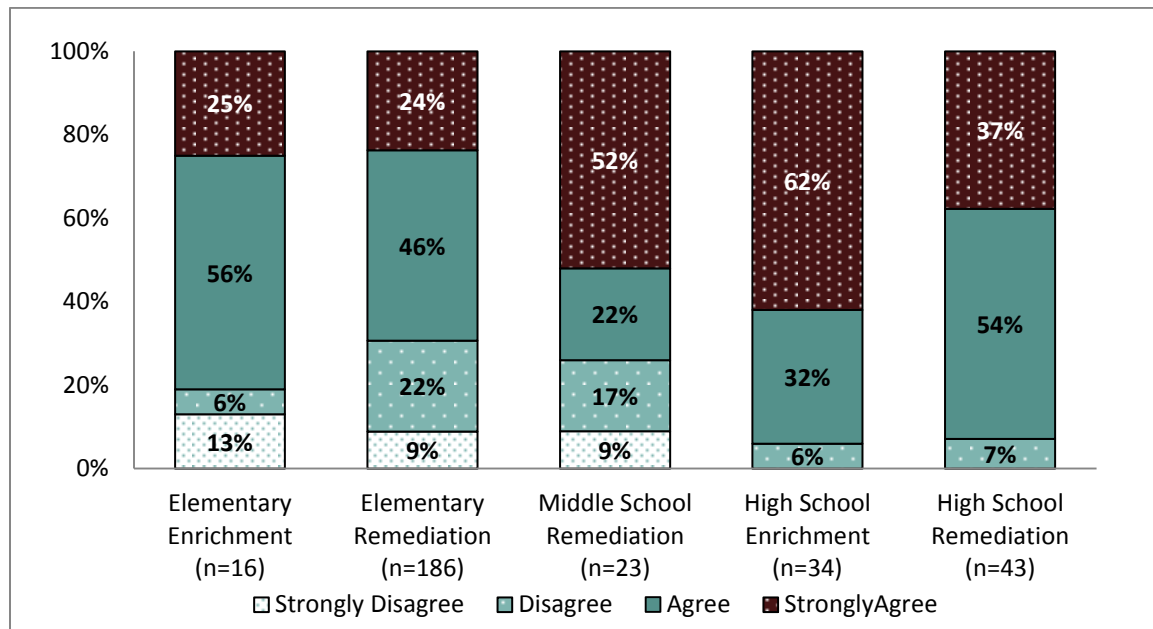
Figure 3.9: Summer School Teachers: Teachers' Level of Agreement to: "I received sufficient support from the summer school administrative staff in my building. (e.g., school administrators, secretarial staff, security personnel, custodians, etc.)."
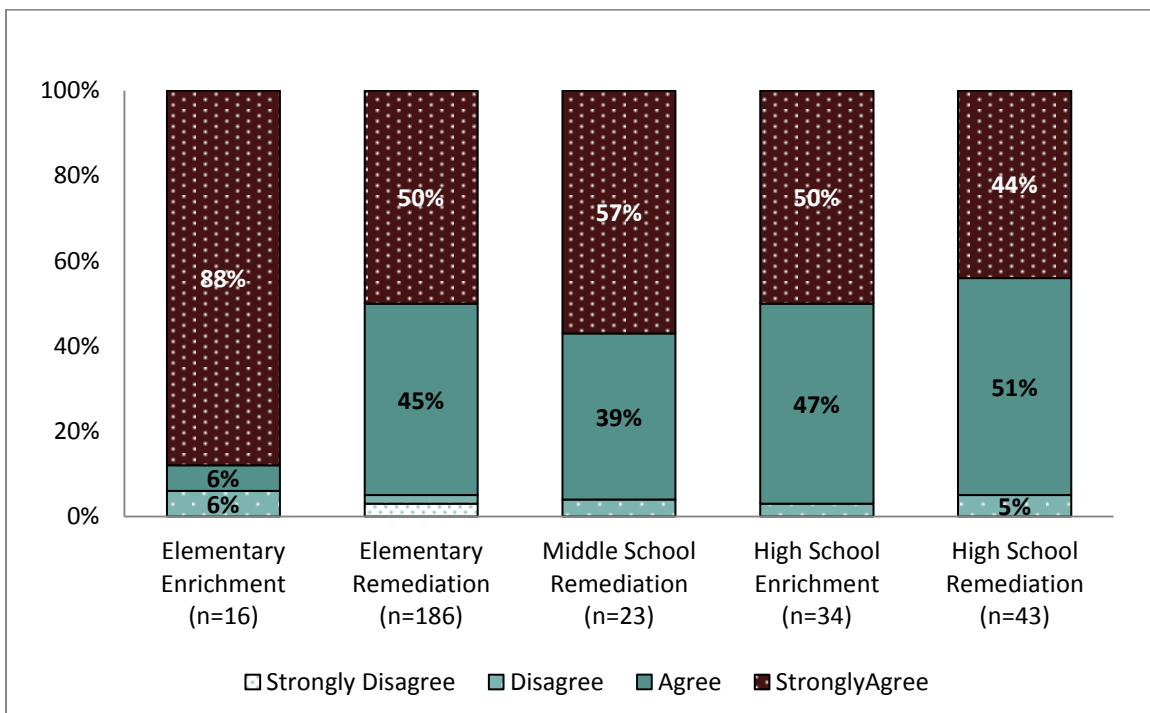
Figure 3.10: Summer School Teachers: Teachers' Level of Agreement to: "I received sufficient technology support. (e.g. access to computer, access to network/email, troubleshooting)"
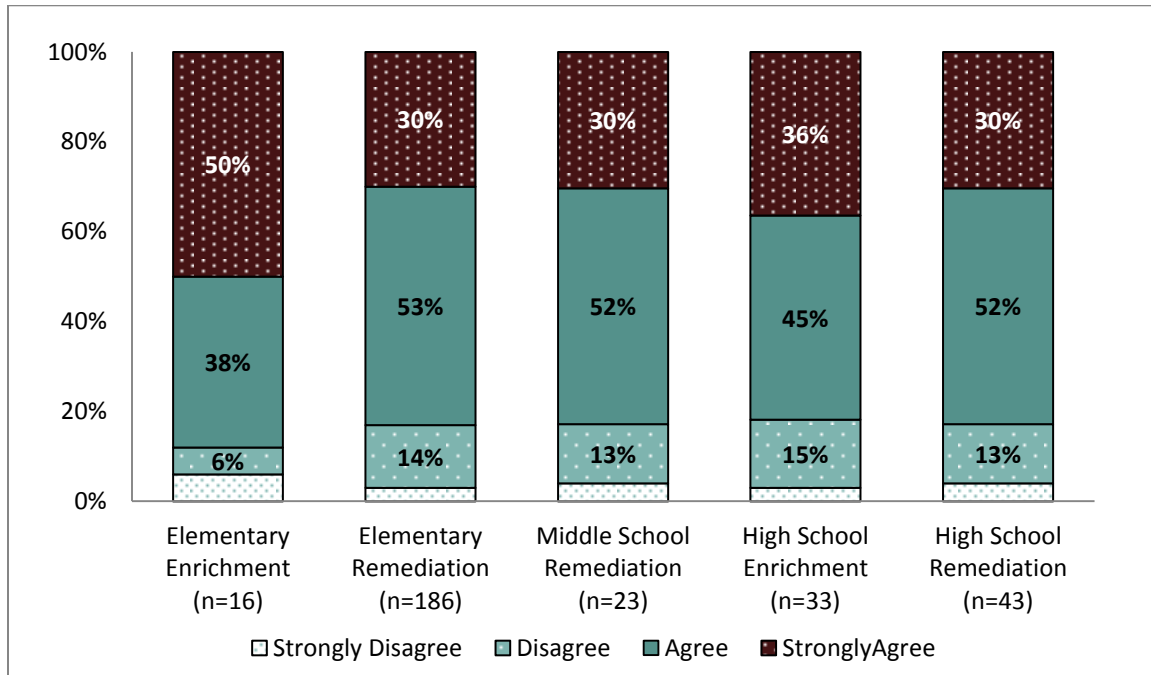
Figure 3.11: Summer School Teachers: Teachers' Level of Agreement to: "My administrator was accessible and responsive to me."
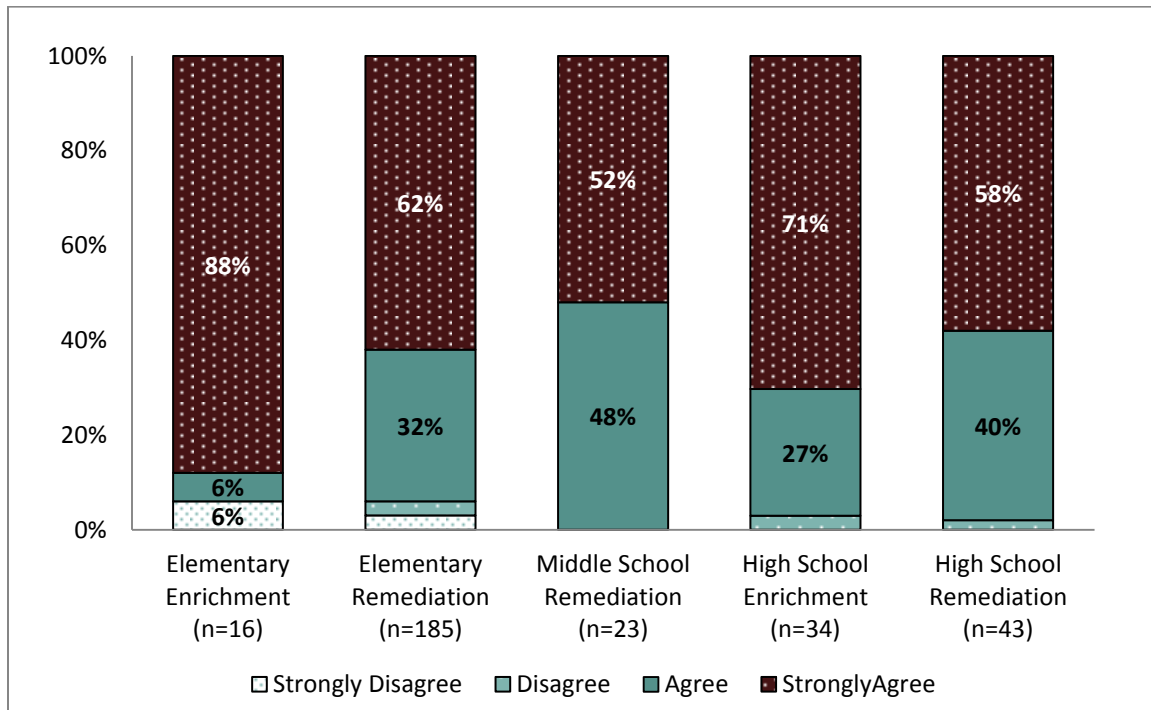
IMPROVE CURRICULAR MATERIAL

Figure 3.12a: Elementary School: Summer School Teachers: How could the curricular materials be improved? (n=147)

THEME	NO.	SAMPLE COMMENTS
Materials are sufficient	42	▪ For the PreK program we has everything we needed to complete 5 weeks worth of teaching. I was very impressed. I found the Math camp curriculum materials to be age appropriate. They challenged students, yet gave options to support students needed scaffolding.
Better materials supporting academic learning	27	▪ Update math materials,the stuff we are using is at least. 5 years old. There could be more books for student reading.
Infrastructure for class lacking (electronic and otherwise)	25	▪ Classrooms need to be given a classroom library for independent reading and books for small group work. We shouldn't have to go back to our home school and get things. get read of the summer soar to success material- not helpful. If the curricular materials include videos, we should be provided with technology for showing videos in our classrooms.
Revise curriculum	14	▪ Both the Math and Language Arts curriculums used could use a serious overhaul. I set up my language arts block with 4 rotations (guided reading, word study, independent reading, and an independent table (which focus changes-phonemic awareness, writing, reading responses, etc.) ▪ A curriculum needs to be developed for Spanish Immersion.
Better resources for HILT/SPED Students	12	▪ As a special educator, I would like the materials to be more suited for my student's individual needs, as well as learning styles, and be provided with more hands on materials that allow my students to get a better understanding of the material. ▪ More differentiated materials for students with special needs
Allow for more differentiation in teaching students	11	▪ The Summer Success was not challenging enough for the students especially the math curriculum. A more advanced curriculum sould be developed. Allow for more differentiation to meet all student needs.
More interactive activities	9	▪ I think all programs should rely less on worksheets and more on materials that promote interactive learning. For a lot of working during the summer, this is only possible if you give us these materials. Simply providing these materials would help immensely.

THEME	NO.	SAMPLE COMMENTS
Extra funding	7	▪ It is necessary to have a budget for the materials needed in the Spanish Immersion Summer School. The goal in the different aspects is not possible to get due a lack of budget. ▪ The biggest problem I had was lack of funds. With the Global Village Summit, we design the curriculum each year. Since all funds need to be spent by July 1, there's no room for developing lessons and buying supplies after that date. For example, my team wanted to do a project but we didn't think of it until after summer school had started. We paid for those materials.
More resources provided to teachers	6	▪ I received a very comprehensive binder with most lesson plans, background information of subject and topics to be developed during class time. The component I did not find was a rubric of the projects. Samples of final products of crafts were not found. Because it was the first time I work in the summer time, I found myself a little lost on this. I tried getting help from my lead teacher but she did not have samples, either.
Leveled readers	4	▪ As the current Language Arts program stands, it is not setup for guided reading. This is one of the greatest needs for our elementary students in need of remedial instruction! Leveled books need to be made available to teachers ▪ Leveled library for reading
More time provided to teachers for planning	2	▪ For Global Village the teachers create the lessons and gather the materials. The hours spent creating the lessons do not reflect the amount of planning time allotted each day (1/2 hour). On average I spent five hours more a week preparing than I was compensated for.
On time delivery of materials	1	▪ Ask teachers ahead of time what materials they will need. Then make sure shipments are made on time.
Other	13	▪ I would like to have materials through Thurs rather than having them collected on Wednesday. I would like to have materials through Thurs rather than having them collected on Wednesday.

Figure 3.12b: Middle School: Summer School Teachers: How could the curricular materials be improved? (n=17)

THEME	NO.	SAMPLE COMMENTS
Better materials supporting academic learning	4	▪ Some of the materials could use updating. For example, the standards in the Reading Guide provided for one of my texts did not reflect the SOLs. ▪ Due to the surge of enrollment, I had to purchase most of the materials and books for one class. Next year, it would be great if additional materials were available or if parents were informed that students would need supplies.
More resources provided to teachers	3	▪ I taught Language Arts and was provided with numerous novels and then some supplemental curriculum for grammar and vocabulary, but I found it extremely overwhelming have to plan for 5 weeks without having some more applicable materials. I would suggest having some unit plans for the novels available, detailed lesson plans as to how the day is broken down time wise, useful/interactive websites, etc.
Materials are sufficient	2	▪ As a math department we have established a curriculum which works.
Infrastructure for class lacking (electronic and otherwise)	2	▪ Electronic documents should be provided at the end of the school year. Providing hardcopy documents the day before a four-day weekend when summer school starts that Monday does not allow for preparation time.
Revise curriculum	2	▪ They hadn't been updated in years - as evidenced by the transparencies in the package
More time provided to teachers for planning	2	▪ It would be nice if they were provided to the teachers further in advance. so we can have more time than a holiday and a weekend to plan.
More Interactive activities	2	▪ There need to be more hands-on / interactive activities that get students moving more.
Allow for more differentiation in teaching students	1	▪ Allow teachers to teach the students based on their own experience and knowledge of teaching and student needs instead of telling teachers what they must teach and trying to make the students fit into what APS wants.
On time delivery of materials	1	▪ Ask teachers ahead of time what materials they will need. Then make sure shipments are made on time.

Figure 3.12c: High School: Summer School Teachers: How could the curricular materials be improved? (n=44)

THEME	No.	SAMPLE COMMENTS
Materials are sufficient	14	▪ The English Department offered a plethora of novels, textbooks and resources to choose from. I have taught during the summer in other school systems in Virginia and this is the first time I've experienced having such a variety to choose from..
Better materials supporting academic learning	9	▪ For New Work classes, it would be nice to have access to the same materials normally taught at the given grade level. In other words, the reading list would be the same for the regular year and summer school, allowing APS teachers to use high quality curriculum they have already developed.
Infrastructure for class lacking (electronic and otherwise)	6	▪ A lot of the supplies were delayed in delivery and therefore made it difficult. I would have liked to have more dry erase markers sooner because I like to use dry erase boards in my classroom as a way to practice and have everyone participate. ▪ I had to bring in my own laptop because one was not available for me.
More resources for teachers	4	▪ I was given no curricular materials. I managed to find the APR curriculum on the APS website, but no one gave me any direction. ▪ Teacher editions and supplemental materials would be helpful
More time provided to teachers for planning	2	▪ Teachers should be given additional time to develop curriculum materials that are tailored to the needs of students in the SOL classes.
Funding	1	▪ The HILT department has done a great job of trying to update materials. This summer, we used a new reading series which was wonderfully authentic in content. Hopefully the system will have the necessary funds to replace other materials as needed in the next summer session.
Leveled readers	1	▪ More diversity in types of nonfiction reading materials.
On time delivery of materials	1	▪ Please provide curricular materials earlier. I was hired in winter and started planning then. It would help to have access to textbooks, resources, and online materials as soon as possible.
Other	9	▪ Maximum students limited to 30 students. ▪ Knowing the actual schedule at the start so I can plan the curriculum appropriately would be a good start.

Figure 3.13a: Elementary School: Summer School Teachers: Your needs for the new SIS regarding your ability to do your job in summer school (n=123)

THEME	NO.	SAMPLE COMMENTS
Access academic information	45	▪ I think that having additional student data prior to the start of Summer Laureate would be helpful. There is a brief teacher-recommendation section on the summer school application, but I find that it is not very helpful for me as a summer school teacher. Because there are not entry requirements (such as certain grades / reading levels / a gifted identification, etc.) for a student to be enrolled in Summer Laureate, I think it can be easy for the Summer Laureate teachers to make assumptions about student data and achievements. I think it can be easy for us to think that if a child is attending Summer Laureate, then they must come to us with certain skills and background knowledge. Nevertheless, this is not always the case. I think it would be helpful to know a bit more about my students' instructional background - things like DRA level, supplemental services like ESOL-HILT or SpEd, SOL scores (if applicable), etc.
No additional requirements	33	▪ I have not encountered any problems using eSchoolPlus. I didn't need any data since I was teaching pre-k and we do our own assessment
Access Special Education and IEP infofmation	24	▪ I need to be able to access students IEPs, specifically their accommodations. Access to IEP online since students are allowed to enroll without adherence to their IEP.
Not familiar with system	12	▪ We have never used eSchoolPlus to gather data on our students, so I am not sure how we would use the new system.
Access to student demographic information	10	▪ As a literacy coach and ELA lead, I need access to student background and identification data, including, but not limited too, testing ID numbers and school history. When I got a MacBook Pro, which I am very happy with otherwise, I was not able to access eSchoolPlus ▪ It would be helpful to have information from the individual student's home school and any accommodations in place during the regular school year.
Technical glitches	9	▪ Teachers were never able to use eSchoolPlus this Summer, service was not running or was not available ▪ I was unable to access my students IEP online which makes updates difficult.
Add grades/take attendance	4	▪ I need to be able to take attendance, which has proven to work efficiently with eSchoolPlus. Additionally, I would like the ability to access my summer school students IEPs online in order to be able to update them appropriately.
Technology support required	2	▪ The technology aspect for daily attendance was not working. Only saw one the technology person in order to get some help to get the smart board and other aspects worked out. Technology support was was lacking.
Other	8	▪ The data which I need was more based on behavioral plans for students not data-based. I just need to know the final accounting on daily attendance to fill out end of summer session report cards.

Figure 3.13b: Middle School: Summer School Teachers: Your needs for the new SIS regarding your ability to do your job in summer school (n=13)

THEME	NO.	SAMPLE COMMENTS
Access academic information	6	▪ Summer school teachers should have access to all test scores so that it is easy to see where students need help. There is a huge disconnect when teachers have to hunt for the data to determine where there students are academically when it should be readily available. Teachers do receive information on IEPs but we should be able to access information on all students.
Not familiar with system	3	▪ We have never used eSchoolPlus to gather data on our students, so I am not sure how we would use the new system.
Access Special Education and IEP information	2	▪ It would have been nice to have access to students' English proficiency levels.
No additional requirements	1	▪ None
Access to student contact information	1	▪ Student information that can be accessed in eSchool plus is all I need from the new system: contact info, attendance.
Other	1	▪ N/A

Figure 3.13c: High School: Summer School Teachers: Your needs for the new SIS regarding your ability to do your job in summer school (n=123)

THEME	NO.	SAMPLE COMMENTS
Access academic information	16	▪ I don't seem to have access to the grades and testing data for my students from previous classes and years. I can only see summer school-related data, prohibiting me from knowing how my students have performed in the past. ▪ I need access to the SOL data from the school year that has just ended as well as other testing data if I'm supposed to tailor instruction to students who have failed their SOL. That info is not available until I get it from someone else - sometime in week 2.
No additional requirements	10	▪ I had all of the information I needed; however, in order to fully evaluate this information and incorporate it into my plans for helping each student succeed, I spent significantly more time than the 30 minutes of planning each day for which we are compensated.
Access to student contact information	4	▪ Obtaining up-to-date telephone numbers in order to contact parents and/or guardians as needed during summer school.
Access Special Education and IEP Info	3	▪ As a special education resource teacher at the high school level, I need access to all the middle school and high school data bases on individual students. Transcripts, IEPs, and contact information are crucial.
Not familiar with system	2	▪ Since the instructional assistant enters attendance during summer, I don't even touch eschoolplus at this time of year.
Technical glitches	2	▪ It was somewhat difficult having to keep attendance in e-school and ezgrade. The internet connection has also been bad throughout summer school. I never try to use wifi because it is always inconsistent. Even in being connected through hardwire the internet frequently goes out.

THEME	NO.	SAMPLE COMMENTS
Technology support required	1	▪ Training should be given in ADVANCE of summer school if the new system is to be implemented. I had NO training in advance; none was offered before summer school began. This is totally unacceptable. _ ▪ We need an IT person on site at the school. Ours was either on vacation or not available.
Other	9	▪ It was also necessary for my students to be able to access Naviance which they were able to do this summer. I would hope that the change to the new SIS would not limit their summer access to their Naviance sites. ▪ Also, having classes pre-loaded in the gradebook would also help save teachers time. Data entry is a waste of 30 minutes to 1 hour on the one orientation day when teachers have to prepare.

Figure 3.14a: Elementary School: Regular Year Teachers: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school during the regular school year. (n=154)

THEME	NO.	SAMPLE COMMENTS
Access to student data[4]	32	▪ It would be helpful to have all information pertinent to academics, specifically in reading, writing, and math. ▪ Scores for DRA, DRP, PALS, and Writing Samples should be readily available. In addition, I would want to know about Math Quarterly assessment scores. As these are county mandated tests, this should be available to the teacher for every APS student. ▪ Need all pertinent end of year data in reading & math, plus demographic information. Access to my personal materials for teaching. Technology time & resources.
Access to summer school data	22	▪ As a teacher who does not teach summer school I would like to have the progress of the student available to me when August rolls around. Most students do not take summer school in their home school. ▪ I need to know which ELL students attended summer school (reading camp or ESOL classes) and how they progressed in class.
Access to student information such as parent contact info, home school, languages etc.	17	▪ The student data I need for summer school are: student date of birth, home school, recent classroom teacher, grade level, reading level, recent report card, end of year math test results, special services provided during the school year, teacher recommendations for instruction during summer school. Parent contact information would be essential for summer school teachers.

[4] Please note that, in some instances, respondents' references to student data were ambiguous. It was occasionally unclear if a respondent was referring to the need to have academic information from summer school to inform regular year instruction, or academic information from the regular year to inform summer school instruction.

THEME	NO.	SAMPLE COMMENTS
Access to LEP/SPED/IEP information	16	▪ The proficiency levels of the ESOL/HILT students are not as easily accessible as they were in eSchoolPlus - you must go through several layers to get to the information that teachers might want to have about their ELLs. ▪ I utilize Synergy as a Special Ed Teacher to complete IEPs. Synergy is very difficult to navigate, is not user friendly, intuitive, and has taken an extreme amount of time to learn and still are there. I do not see how Synergy is an integrated model for a lot of information that we need. As a special ed teacher that writes IEPs, grades are required to be included in each IEP and I do not have access to report cards. I have had to ask someone to print report cards for me each time I write an IEP.
Assessment/testing data	13	▪ I would also like access to PALS or DRA information, although I do not think that this information is included in Synergy. I don't have a solution to this issue, but I think additional data entry for classroom teachers would become excessive. I would hope that PALS/UVA could give the district electronic data that could be imported into the system without the teacher having to do this by hand.
Access to report cards/ ability to change report cards	11	▪ It would also be nice if the Summer School report cards were also available on Synergy instead of being completed on paper ▪ I am unable to add comments to report cards.
Access to student attendance information	10	▪ I would like to know which of my prospective students attended summer school; what was their attendance like; who was their teacher; what grades/comments were provided by the Summer School Teacher.
Unhappy with Synergy	10	▪ It is difficult to use Synergy as a specialist because I have to wait for the teachers to finish their input first. The comment section of Synergy is also ridiculously difficult to use.I really dislike Synergy. It is very complicated and not user friendly. And up to now I do not know what the impact is/will be on summer school.
Access to teacher comments on student performance	5	▪ I would like to know which of my prospective students attended summer school; what was their attendance like; who was their teacher; what grades/comments were provided by the Summer School Teacher.he report cards could use some tweaking. The comments section needs to be divided for multiple teachers to comment.
Access to student roster	2	▪ As a special education teacher, I have difficulty accessing all of my students test scores and report cards since they are listed under other class rosters. I wish there was an easier way to access this information for students in various grade levels with various teachers.
Easier ways to print report cards	1	▪ Easier ways to print and more options (such as an attendance sheet for classes).
Happy with Synergy's usage	1	▪ Synergy works well for me at this time.

THEME	NO.	SAMPLE COMMENTS
Do not know or N/A	54	▪ I am new this year and am not familiar enough with Synergy to comment.At this point, I have not drawn on summer school data for instructional purposes.
Other	6	▪ Synergy doesn't really help me with what my students do in the summer as my students are too young for summer school until they have already been with me for 2 years. I only use Synergy for attendance and basic student info like phone numbers. My students are too young to have much info in Synergy. I use another web based program to plan lessons, track student progress, and print out reports that are more relavent to my program and my students in Montessori. Synergy does not have the capabilities to do the same functions.

Figure 3.14b: Middle School: Regular Year Teachers: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school during the regular school year. (n=60)

THEME	NO.	SAMPLE COMMENTS
Access to student data[5]	22	▪ I would like access to be able to see students grades both current and past (report cards/interims). ▪ I was not a teacher in APS last year, so I have no experience with eSchools Plus. Data that would be important for summer school is Interactive Achievement data and SOL data of the students who are in my summer school classes.
Unhappy with Synergy	9	▪ Synergy rarely works properly. There are constant changes and updates, which we are never told about. ▪ I have found Synergy to be very difficult to navigate. I am the primary data analyst at my school and I often need to pull very specific information. I have not been able to successfully "Query" and often have to run massive whole school reports and then filter down to the information I need. This makes it almost impossible to pull and compare data.
Access to summer school data	7	▪ It would be helpful to have a list of which students attended summer school in my subject area - or some type of marking in Synergy - so that as a teacher I know which of my current students went to summer school and I can check to see what course (make up and strengthening, new work, elective, etc..), what their grade was, and who their teacher was (in case of questions about performance).
Assessment/testing data	4	▪ I would like to get HILT final grades and exit scores for the respective HILT level , and the DRP score if given the DRP test. Also, if the student took Math in the summer, I would also like to obtain the student's Math score.

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[5] Please note that, in some instances, respondents' references to student data were ambiguous. It was occasionally unclear if a respondent was referring to the need to have academic information from summer school to inform regular year instruction, or academic information from the regular year to inform summer school instruction.

Theme	No.	Sample Comments
Access to student information such as parent contact info, home school, languages etc.	3	▪ Access to student info is much more restricted in the new system; helping students, informing parents, working with data is much more difficult and often impossible to access, compared to last year.
Access to LEP/SPED/IEP information	3	▪ I would like to get HILT final grades and exit scores for the respective HILT level , and the DRP score if given the DRP test. Also, if the student took Math in the summer, I would also like to obtain the student's Math score.
Access to student attendance information	3	▪ Assessment data and behavior/attendance records from summer school would be helpful.
Access to report cards/ ability to change report cards	2	▪ I find it difficult to create concise reports of SOL score history and grade report history to help identify students in need of summer school/remediation. I also don't know how to create a report that has summer school attendance/grades.
Access to student roster	1	▪ Access to rosters before the first week of school.
Easier ways to print report cards	1	▪ Easier ways to print and more options (such as an attendance sheet for classes).
Do not know or N/A	14	▪ I I am brand new to APS and therefore did no know the old system. Regardless, it's better than what I used in Roanoke County so I'm happy. ▪ No summer school data is needed to do my job during the regular school year.
Other	4	▪ Have Synergy classes during the school year so that I can be properly trained, especially with IEP's. I was out on maternity leave and was not able to attend the summer trainings and there is no courses available now.

Figure 3.14c: High School: Regular Year Teachers: Please describe your needs for the new SIS regarding your ability to do your job as it relates to summer school during the regular school year. (n=154)

Theme	No.	Sample Comments
Access to student data[6]	21	▪ I need access to SOL scores on the SOL tests so that I know how is in my class that passed and failed the SOL test. I also would like to know the final grade the students earned in the class. Sometimes there are students in the class that passed but would like a higher grade and sometimes students failed the class all together. There is a big difference in those two kinds of students and how I would teach them. ▪ Grades from their transcript. (a kid who failed one class because they hated the teacher is different than one who has never passed a history course, or who is failing across the board)

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[6] Please note that, in some instances, respondents' references to student data were ambiguous. It was occasionally unclear if a respondent was referring to the need to have academic information from summer school to inform regular year instruction, or academic information from the regular year to inform summer school instruction.

| THEME	NO.	SAMPLE COMMENTS
Unhappy with Synergy	14	▪ Synergy has been a huge pain and very time consuming. While it is nice that parents and students have access to their grades, it takes a much longer time to create assignments and enter grades than it did in EasyGradePro. ▪ Synergy has too many problems right now for me to even address specific issues.I will wait for them to fix the many problems it currently has and then I will be able to evaluate it for specific areas like summer school.
Access to summer school data	10	▪ I would like to be able to look up students that I currently teach and be able to see their summer school grades as well as their grades from prior years - i.e. what grade did they get prior to summer school that caused them to attend summer school. Additionally, I would like to look up students I taught last year for whom I recommended summer school to see how they did - I cannot currently look up students that I am not presently teaching.
Assessment/Testing data	**9**	▪ I need access to SOL scores on the SOL tests so that I know how is in my class that passed and failed the SOL test. I also would like to know the final grade the students earned in the class. Sometimes there are students in the class that passed but would like a higher grade and sometimes students failed the class all together. There is a big difference in those two kinds of students and how I would teach them.
Access to student attendance information	7	▪ Better attendance charts. ▪ Attendance info from their home school. If we KNOW a kid has attendance issues we can work starting on day one to help the kid show up.
Access to student information such as parent contact info, home school, languages etc.	5	▪ Past and current Grades, student SOL scores, IEP's, parent and student contact information.
Access to LEP/SPED/IEP information	5	▪ IEP's (or at least accommodations) should be accessible.
Access to student roster	3	▪ I would like to access my roster for the upcoming year so that I can memorize students names and faces for the fall before they get here.
Access to teacher comments on student performance	1	▪ I need to know how to find out which students went to summer school and their grades & teacher comments from summer school.
Happy with Synergy's usage	1	▪ Synergy works fine for me.
Do not know or N/A	14	▪ Since I am not interested in teaching summer school this question is not applicable
Other	4	▪ I think most information in relation to summer school is accessible in the Synergy system. However, there is so much that is to be learned yet on Synergy.

SUPPORT FROM COORDINATORS TO SUMMER SCHOOL TEACHERS – ALL PROGRAMS EXCEPT GLOBAL VILLAGE/SUMMER LAUREATE[7]

Figure 3.15: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Behavior management
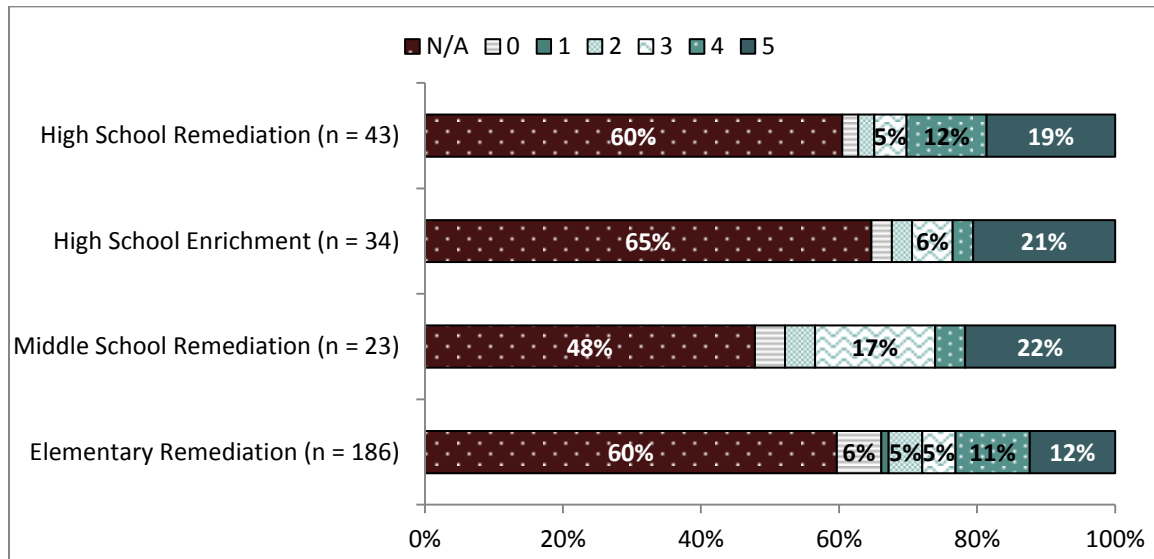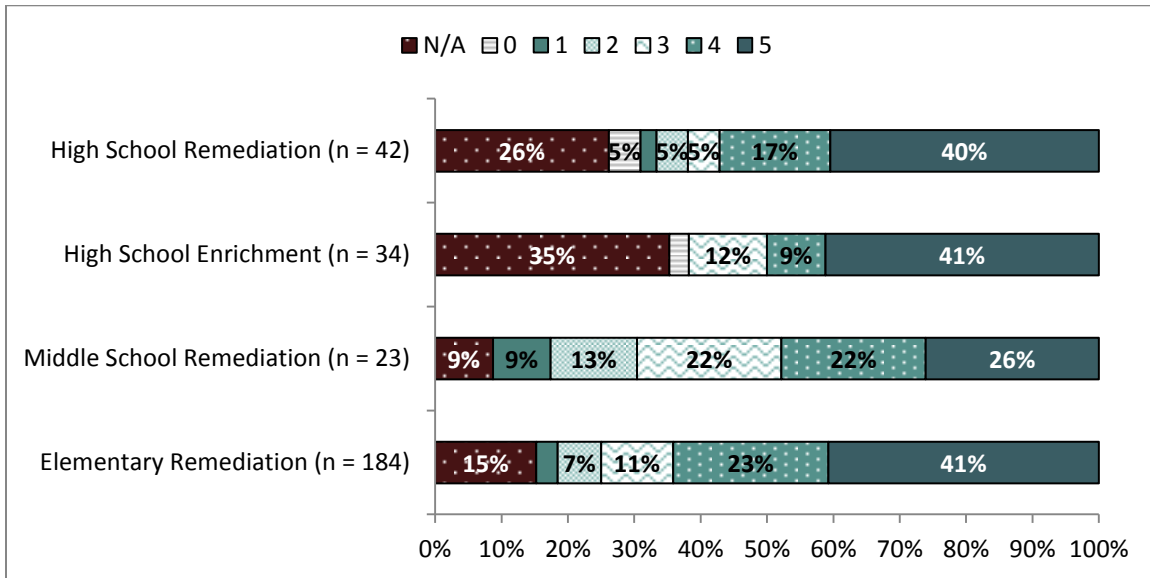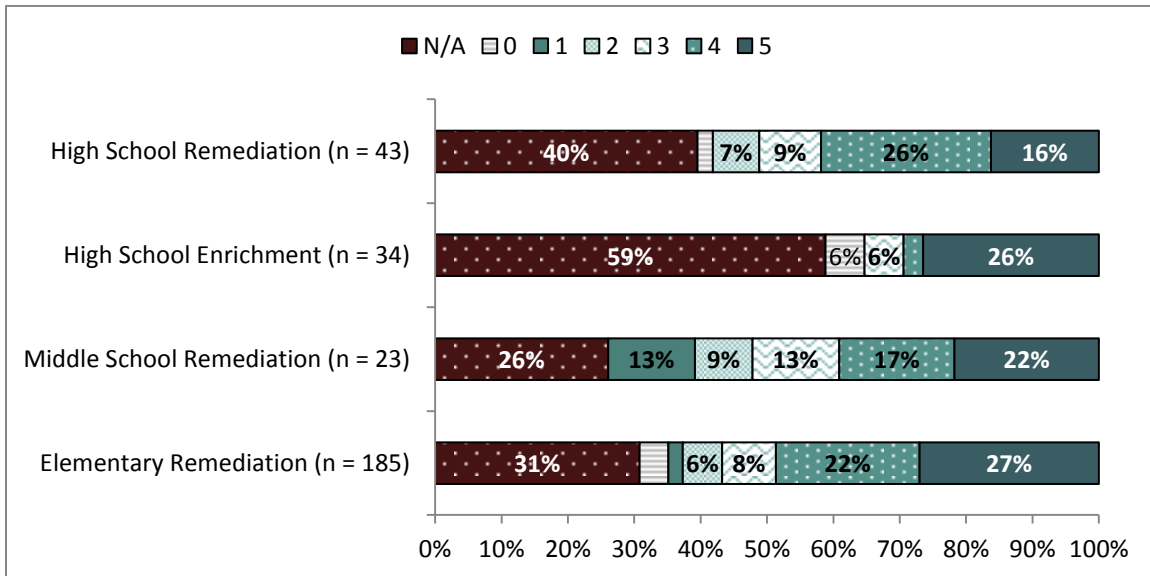

Note: Scale ranges from 0=none, to 5=optimal

Figure 3.16: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Professional development/workshops
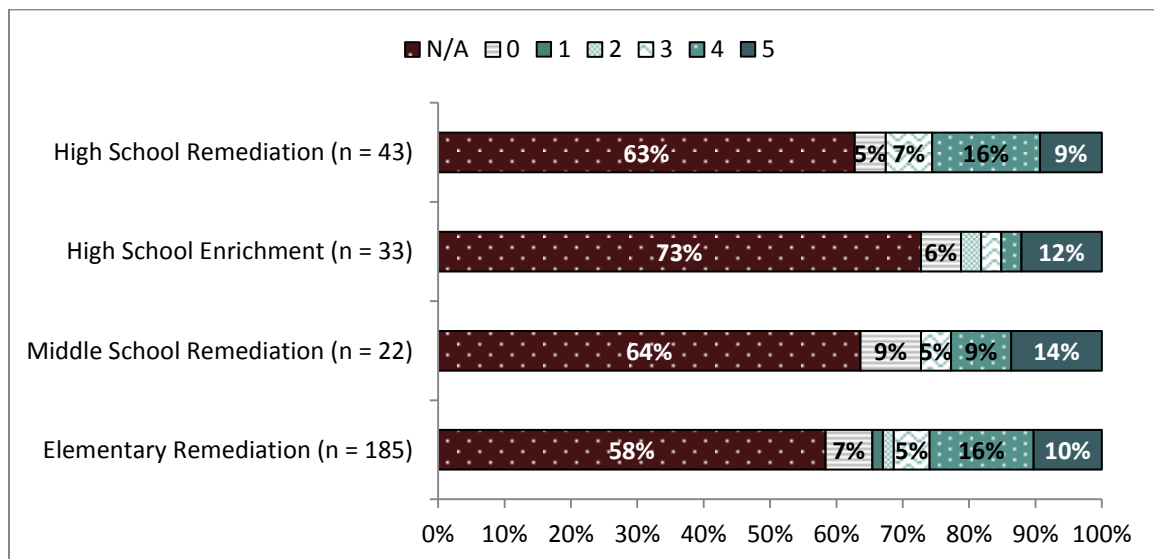
Note: Scale ranges from 0=none, to 5=optimal

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[7] Survey data regarding support from coordinators for Global Village/Summer Laureate are not published due to the small number of people involved.

Figure 3.17: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Provision of curricular materials
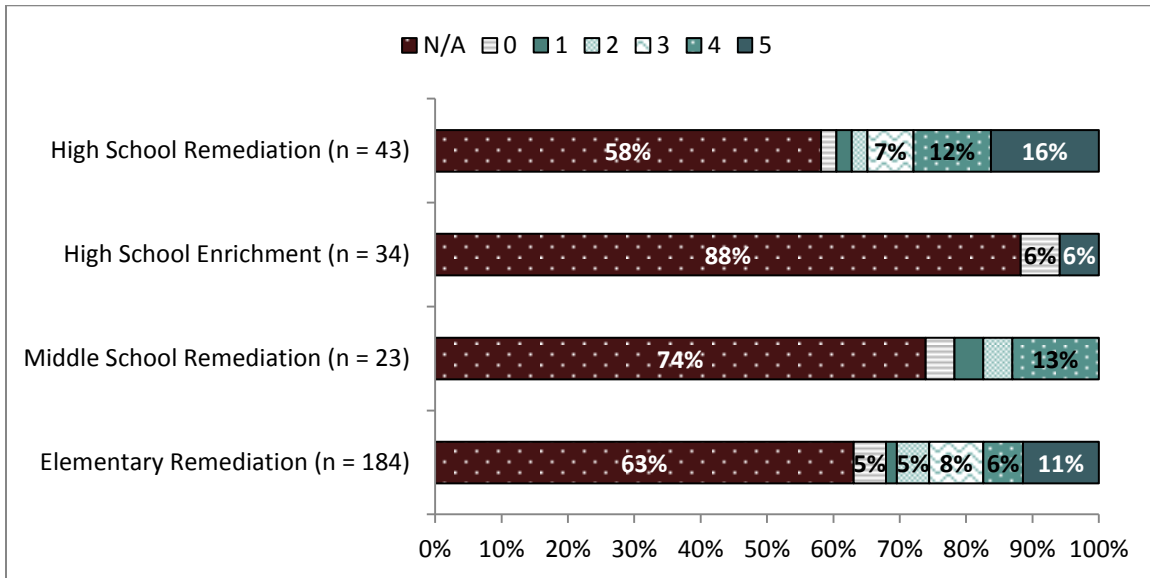

Note: Scale ranges from 0=none, to 5=optimal

Figure 3.18: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Assessment
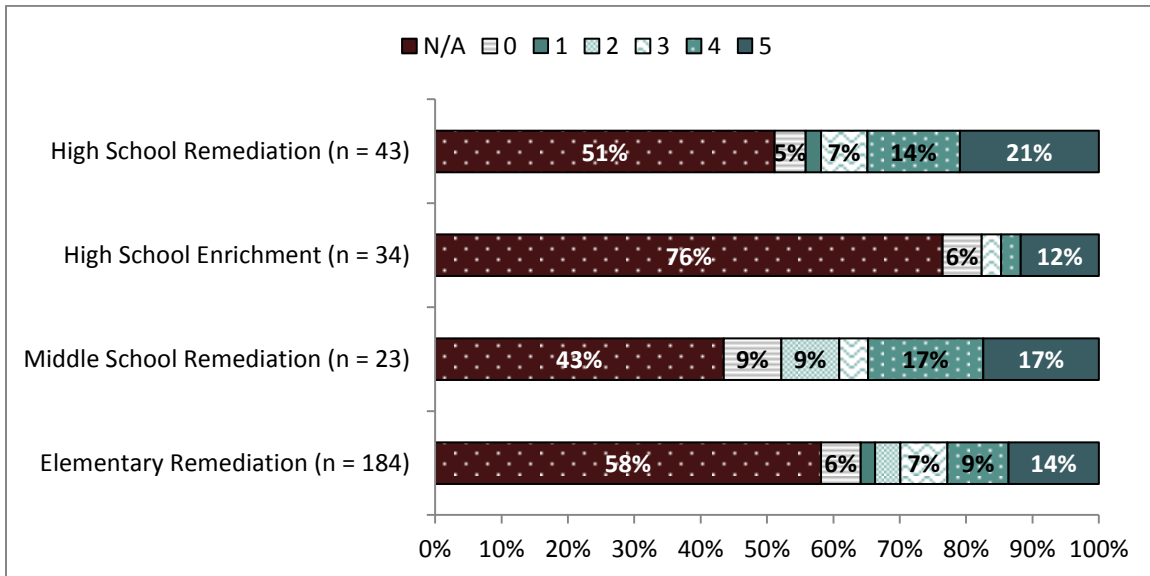

Note: Scale ranges from 0=none, to 5=optimal

Figure 3.19: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Modeling instruction
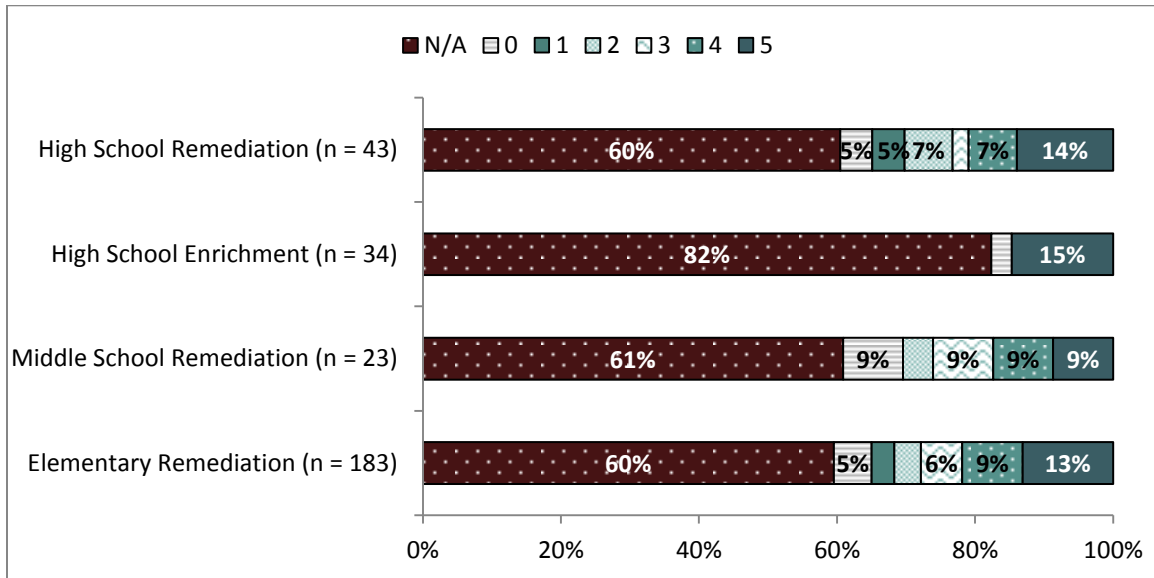

Note: Scale ranges from 0=none, to 5=optimal

Figure 3.20: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Help with Planning
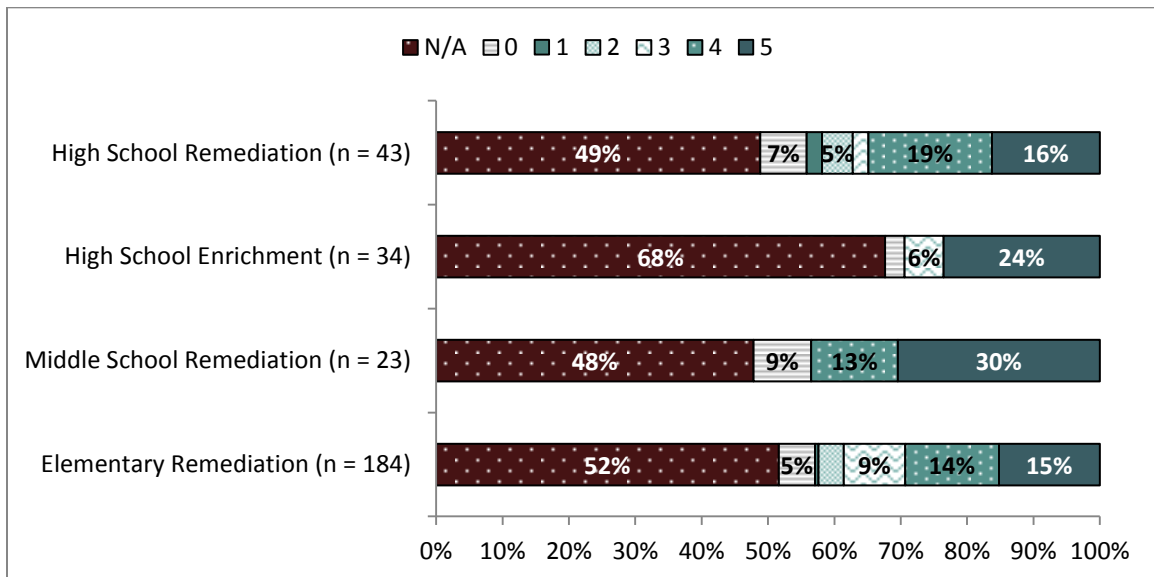

Note: Scale ranges from 0=none, to 5=optimal

Figure 3.21: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Help with grouping students


Note: Scale ranges from 0=none, to 5=optimal

Figure 3.22: All Summer School Teachers Except GVS/SL Teachers: Please rate the level of support that you received from your coordinator in the following areas: Communication with families
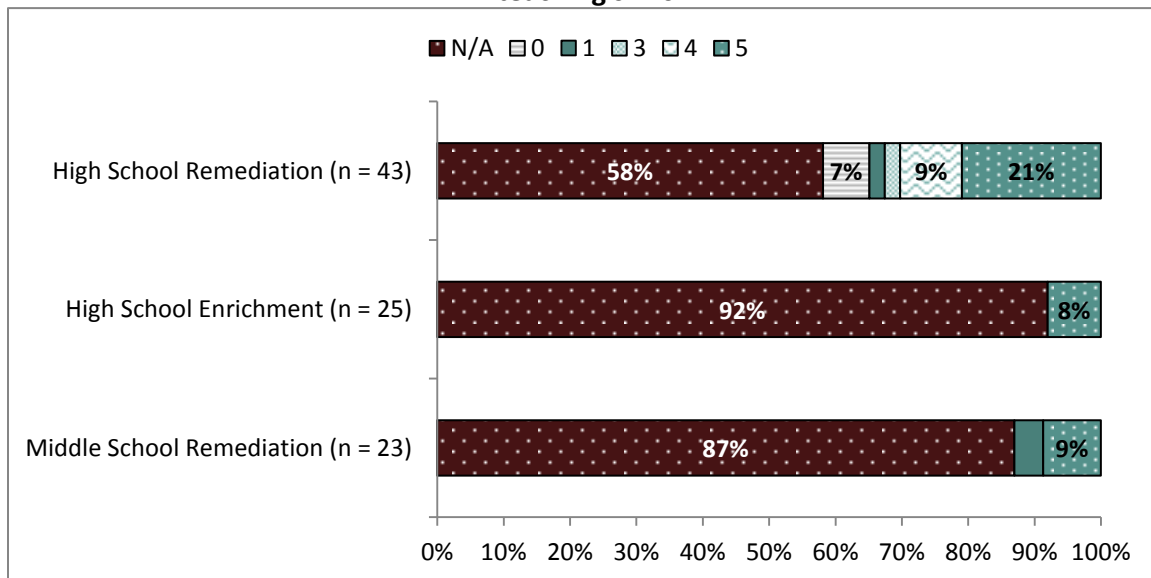

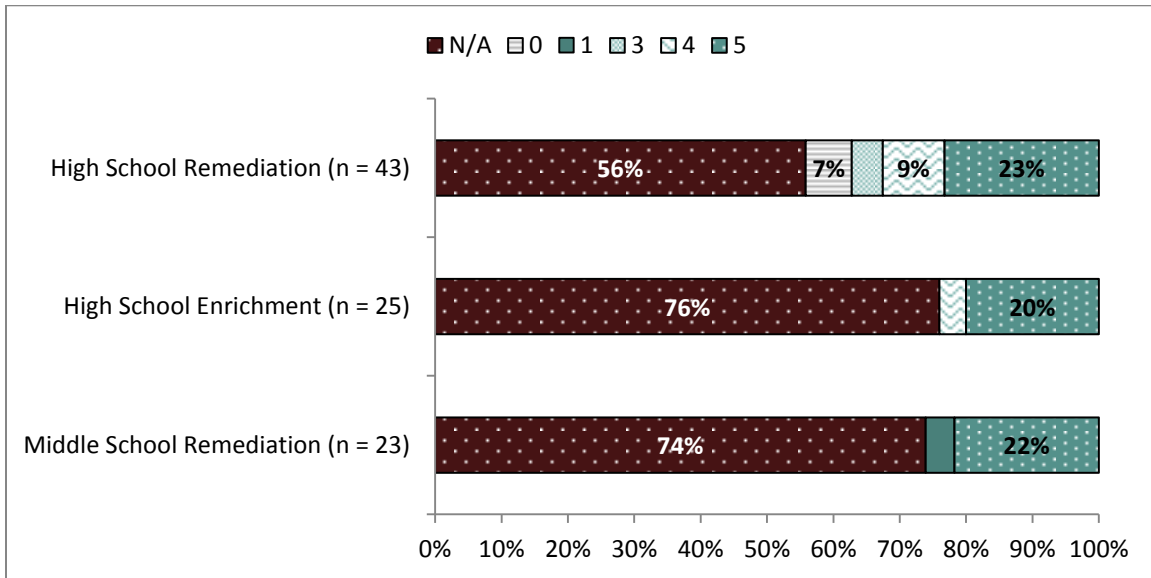Note: Scale ranges from 0=none, to 5=optimal

Figure 3.23: Middle and High School Summer School Teachers: Please rate the level of support that you received from your peer coach in the following areas: Behavior management
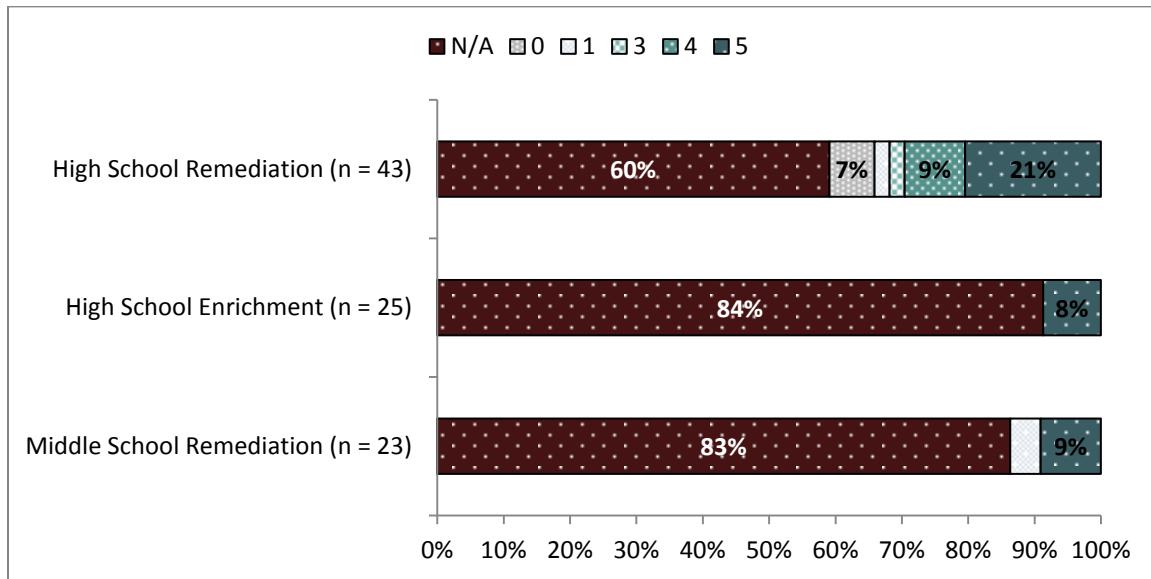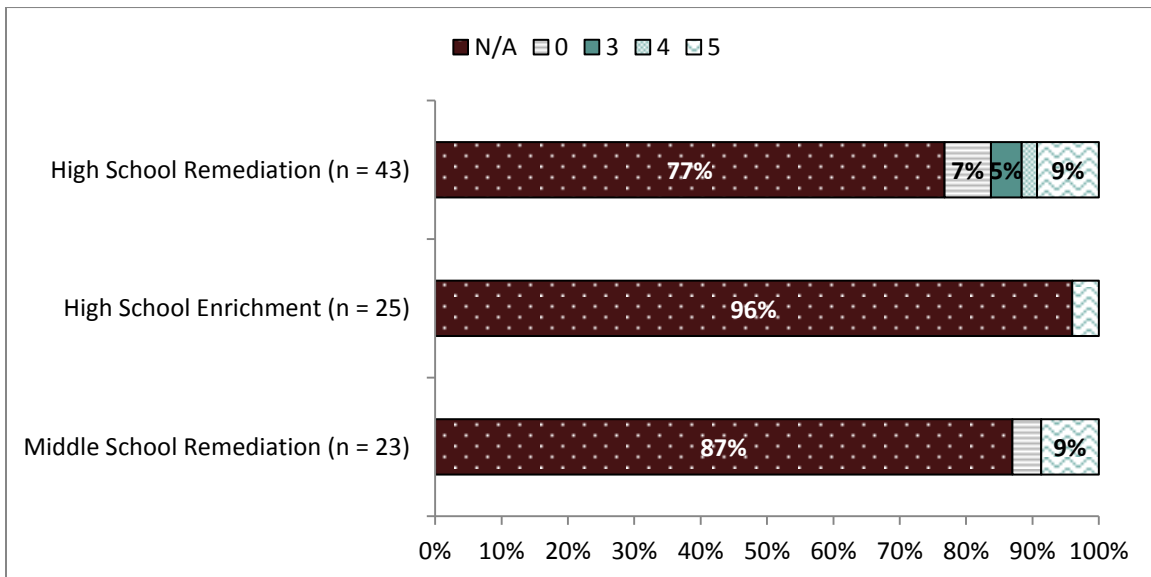

Figure 3.24: Middle and High School Summer School Teachers: Please rate the level of support that you received from your peer coach in the following areas: Refining my teaching skills
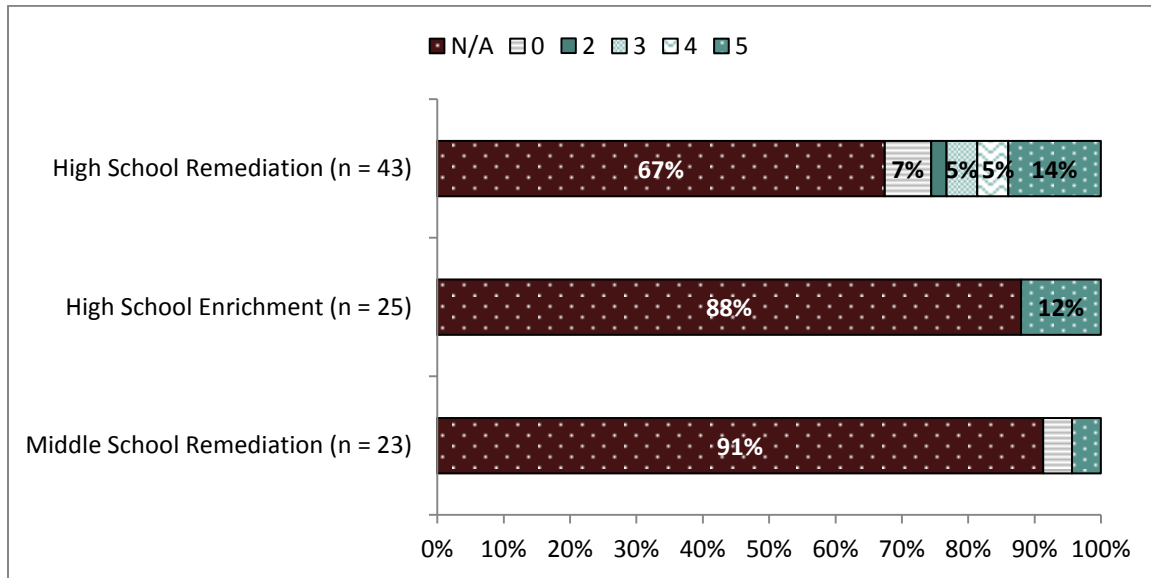
Figure 3.25: Middle and High School Summer School Teachers: Please rate the level of support that you received from your peer coach in the following areas: Providing Helpful Feedback


Legend: N/A, 0, 1, 3, 4, 5

- High School Remediation (n = 43): 56%, 7%, 9%, 23%
- High School Enrichment (n = 25): 76%, 20%
- Middle School Remediation (n = 23): 74%, 22%

Figure 3.26: Middle and High School Summer School Teachers: Please rate the level of support that you received from your peer coach in the following areas: Providing professional development/workshops

Legend: N/A, 0, 3, 4, 5

- High School Remediation (n = 43): 77%, 7%, 5%, 9%
- High School Enrichment (n = 25): 96%
- Middle School Remediation (n = 23): 87%, 9%

Figure 3.27: Middle and High School Summer School Teachers: Please rate the level of support that you received from your peer coach in the following areas: Modeling Lessons

Figure 3.28: Middle and High School Summer School Teachers: Please rate the level of support that you received from your peer coach in the following areas: Support with data use
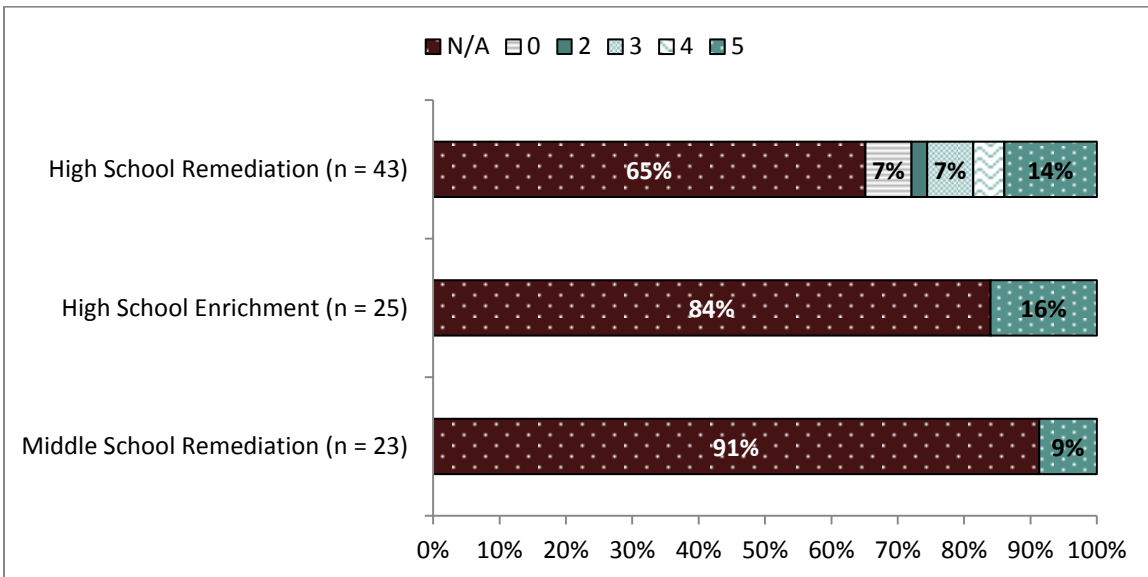
GOALS OF GLOBAL VILLAGE SUMMIT AND SUMMER LAUREATE PROGRAM

Figure 3.29: Global Village Summit Teachers and Coordinators: How would you describe the goal(s) of the Global Village Summit? (n=10)*

THEME	NO.	SAMPLE COMMENTS
Exposure to new cultures	9	▪ The goals of GVS are to expose students to at least three new countries and their cultures each summer. Students rotate among 3-4 classrooms to experience these cultures with all curricular areas addressed. Students also get library and computer time weekly. GVS is a very enriching experience for students. I LOVE IT!
Geography and history of other countries	5	▪ Allow kids to explore the geography, culture, and history of a variety of world countries under a unifying theme of study (movement and exchange).
Enhance Social Studies objectives	3	▪ I would describe the goal as teaching student's world geography and culture through the themes of movement and exchange and land and culture. Students should gain various experiences with the countries about which they are learning with hands on activities, cultural informants, and technology.

*Global Village coordinators were asked open-ended questions about the goals of their program. These responses were coded along with the teacher responses to those same questions

Figure 3.30: Global Village Summit Teachers and Coordinators: What evidence do you see that your students are meeting these goals? Global Village Summit (n=10)

THEME	NO.	SAMPLE COMMENTS
Participation in projects, writing and other activities	7	▪ Children generate a variety of products throughout the three week program that demonstrate their comprehension ▪ They are able to retain the facts learned and complete the projects we have created to teach concepts.
Students show enthusiasm for the subject	4	▪ Most lessons were lengthened due to students interest in topics that led to more research and even experiments to deepen understanding. ▪ They are engaged and excited to come the program every day
Interactions with other students	3	▪ Students are meeting these goals by: 1) sharing and making connections with one another 2) team work in class
Participation in class discussions	2	▪ Relevant questions being asked of speakers and teachers
Students are able to demonstrate knowledge	2	▪ The students are able to answer questions about different aspects of the countries they study during GVS. They are also able to connect the different countries and cultures through common themes that are the focus of the instruction they are given.
Assessment	2	▪ Increased content understanding in information formative assessments
Learning logs	1	▪ Students reflect daily in a notebook on their learning.
Other	1	▪ Our Open House day is highly successful and parents/families share their excitement about the program.

* Global Village coordinators were asked open-ended questions about the goals of their respective programs. These responses were coded along with the teacher responses to those same questions

Figure 3.31: Summer Laureate Program Teachers and Coordinators: How would you describe the goal(s) of the Summer Laureate Program? (n=8)*

THEME	NO.	SAMPLE COMMENTS
Academically challenging environment	7	▪ The goal of the Summer Laureate Program is to extend the learning and understanding of students around a particular science theme. Students are challenged to work together to use their knowledge and problem-solving skills to be successful with the challenge.
Interaction between children	4	▪ Provide an opportunity for children from all parts of the county to come together, work and play together.
Hands-on Learning	3	▪ Students should be challenged to work independently on research, writing, and creative-thinking activities. Students should also develop collaborative skills in working with peers during hands-on explorations
Other	2	▪ I believe the goals are fine, but Summer Laureate needs to work on attracting the right type of clients for the program. There are a number of students I've had both this year and last who should have been in regular summer school or a babysitting type of program, because they were not ready to work or the work was too difficult for them.

* Summer Laureate coordinators were asked open-ended questions about the goals of their programs. These responses were coded along with the teacher responses to those same questions

Figure 3.32: Summer Laureate Program Teachers and Coordinators: What evidence do you see that your students are meeting these goals? Summer Laureate (n= 7)

THEME	NO.	SAMPLE COMMENTS
Participation in projects, writing and other activities	4	▪ The had three large projects to complete to meet these goals. Successful completion of the projects that showed understanding was the evidence.
Students demonstrate teamwork	3	▪ I see students using teamwork to accomplish their goals, and I also hear students using the vocabulary and terms of architectural and engineering concepts we have worked with.
Interactions with other students	2	▪ Advanced and gifted students need this kind of freedom to express themselves, but also benefit from having other advanced peers around them who can ask questions, validate their ideas, and actually listen and understand what they're talking about. So many of the conversations the kids have with one another during the lessons are really academically-based, which shows me that their engaged in the topic and care about learning more.
Students show enthusiasm for the subject	2	▪ I can see that many of my students really are excited about our topics, and get even more excited when they can see the connections day to day.
Participation in class discussions	2	▪ Questions and comments made in class discussions
Learning logs	2	▪ Information contained in their learning logs
Other	4	▪ I received a lot of positive feedback from parents saying their child loved what they were learning and were always excited about coming to school.

* Summer Laureate coordinators were asked open-ended questions about the goals of their respective programs. These responses were coded along with the teacher responses to those same questions
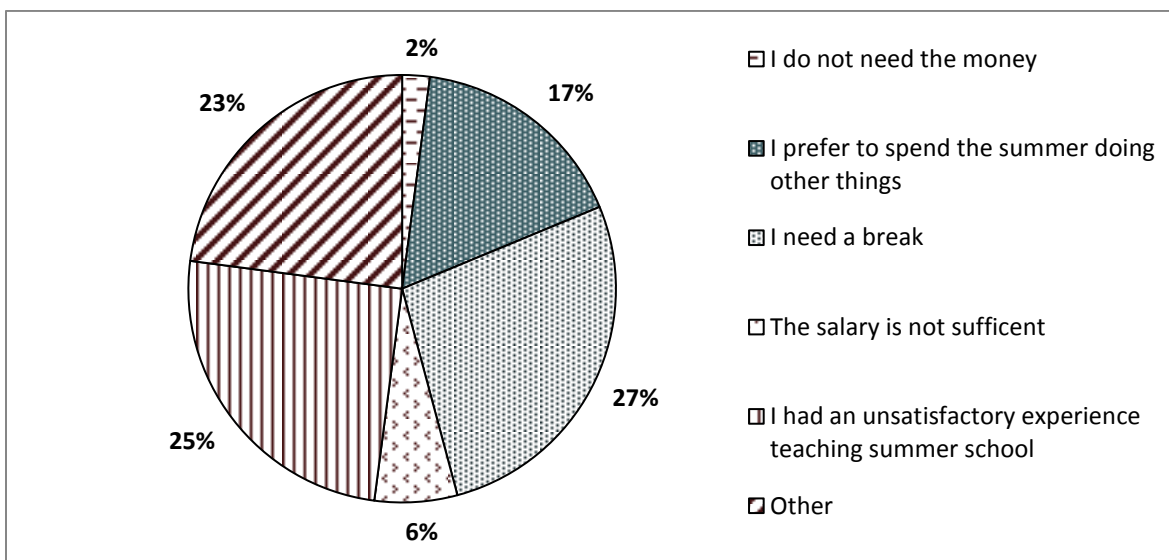
INTEREST IN TEACHING NEXT YEAR

Figure 3.33: Summer School Teachers: Are you interested in teaching APS summer school next summer?
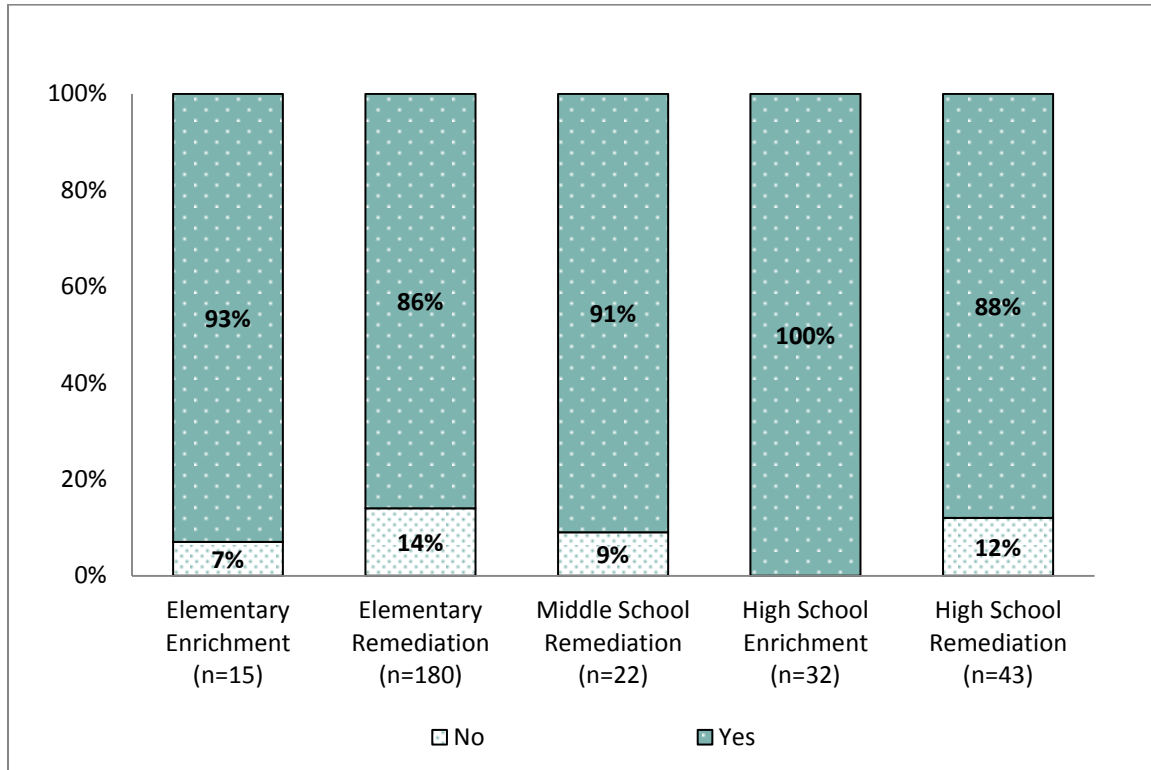
Figure 3.34a: Summer School Teachers: Why aren't you interested in teaching APS Summer School next summer? (n=48)*

*This question was posed only to respondents who indicated that they are not interested in teaching APS summer school next summer.

Figure 3.34b: Summer School Teachers: Why aren't you interested in teaching APS Summer School next summer?: Other (n=11)

THEME	NO.	SAMPLE COMMENTS
Expectations for this program were too high	3	▪ The change in the SOL date unfairly caused added stress on students, and on teachers to increase passing rates. It is also not a realistic expectation that students who struggle during the school year will be able to take a yearlong course in 5 weeks, and gain the understanding of the curriculum that they will need to be successful in subsequent classes.
A better curriculum is needed	3	▪ Teaching to SOL tests is frustrating and does not provide students with sufficient access to the curriculum.
Too much work is expected from teacher	2	▪ I would if the binder was updated but otherwise it was too much work for the summer. Planning, creating materials, grading. It really turned out to be much more a commitment than I had expected. I am okay working without pay during the school year but not being able to get my work done during work hours during the summer felt unacceptable to me.
Other	5	▪ At times, it feels more like babysitting because students come in and out. They seem to just need time to play and possibly a tutor. ▪ I have a trip planned already.

* Distribution of n count by school level: Elementary School = 7; Middle School = 2; High School = 2

Figure 3.35: Summer School Teachers: Please explain the unsatisfactory experience and why it makes you not want to teach summer school next year? (n=11)

THEME	NO.	SAMPLE COMMENTS
Lack of training and facilities for IEP and SPED students as well as students with behavioral issues	4	▪ Some of the teachers/assistants that were dealing with students that had special needs had never worked with students with disabilities and did not know how to handle their behavior/needs (i.e., 6th grade art teacher teaching non-cat preschool) ▪ There were children with severe behavioral problems and/or IEPs that were not receiving the support necessary for a successful day.
Lack of comprehensive curriculum	4	▪ Lack of a comprehensive curriculum - what do the students need? How can we best meet them at their point of need to provide opportunities for genuine academic growth.
The program is disorganized	3	▪ I was frustrated this year with how things were run. Summer School felt disorganized. The curriculum is unacceptable. I was provided with no information on my students' previous academic performance.
Issues with technology	2	▪ Technology that was disconnected - why bother with projectors and Smart boards if they are not going to accessible for instructional purposes?
Teachers are overloaded	1	▪ The amount of time that I need to put in order to do my job effectively far exceeds the 3.5 hours I am compensated for.

THEME	NO.	SAMPLE COMMENTS
Other	5	▪ It needs to be by invitation only and not childcare of on and above kids- APS needs to see if thus is only for kids who need it- would benefit the below kids.- Summer school should only be for remediation ▪ Summer school students usually could benefit from extra help. However, class sizes with 18-25 does not benefit any of them. A lot of time is spent on behavior management. Also, perhaps instead of 5 days, 4days or 4 days for 4 hours.

* This question pertains only to teachers who indicated that they were not interested in teaching summer school again because they had had an unsatisfactory experience.

** Distribution of n count by school level: (Elementary School = 9; Middle School = 1; High School = 1)

Figure 3.36: Regular Year Teachers: Did you teach APS summer school during summer 2013?
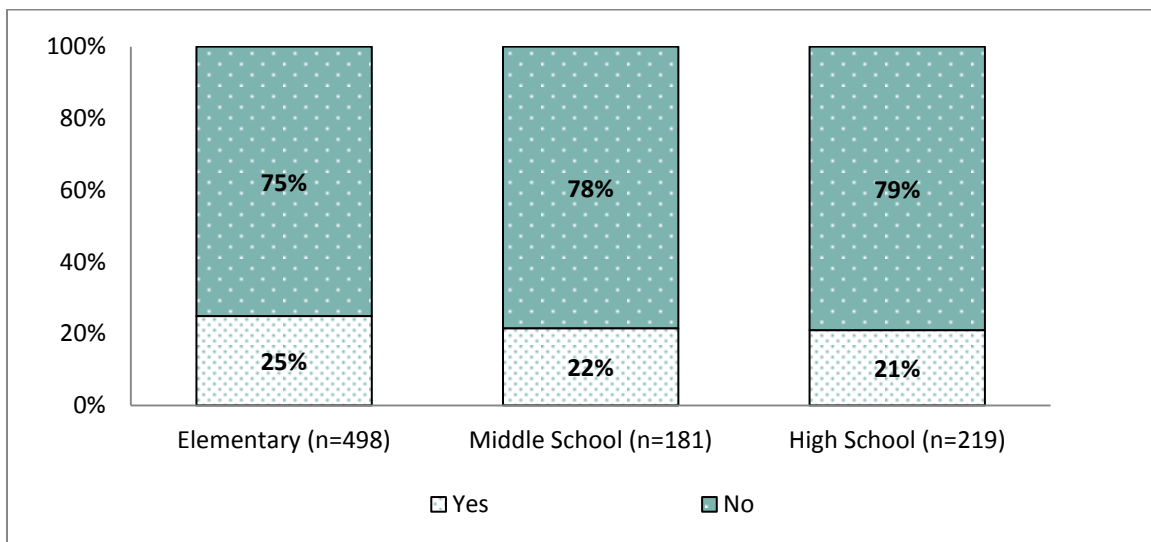
Figure 3.37: Regular Year Teachers: Are you interested in teaching APS summer school next summer?*

*This question pertains only to respondents who said that they had not taught APS summer school in summer 2013.

Figure 3.38a: Regular School Teachers: Why aren't you interested in teaching APS Summer School next summer?*
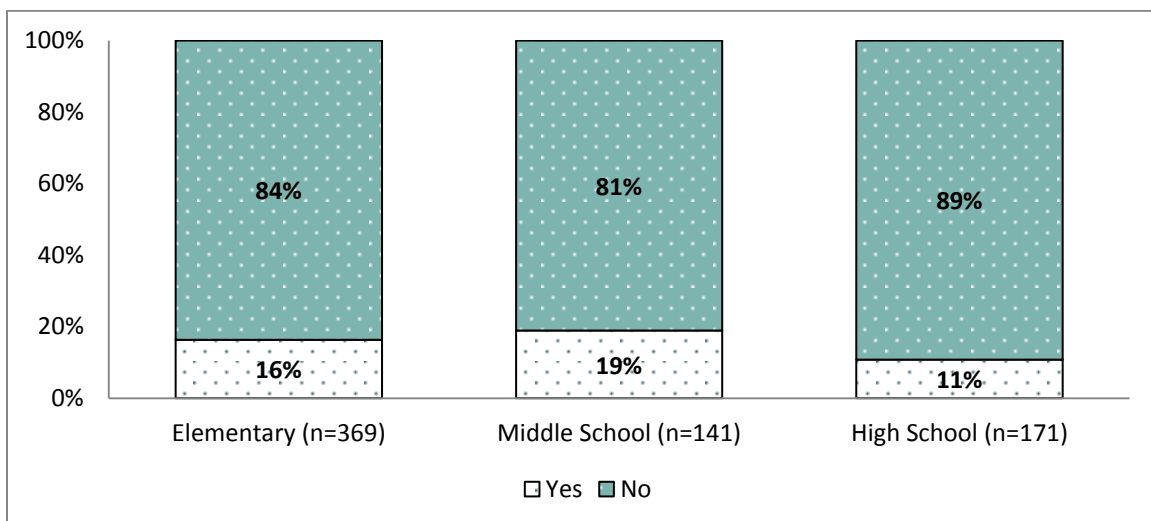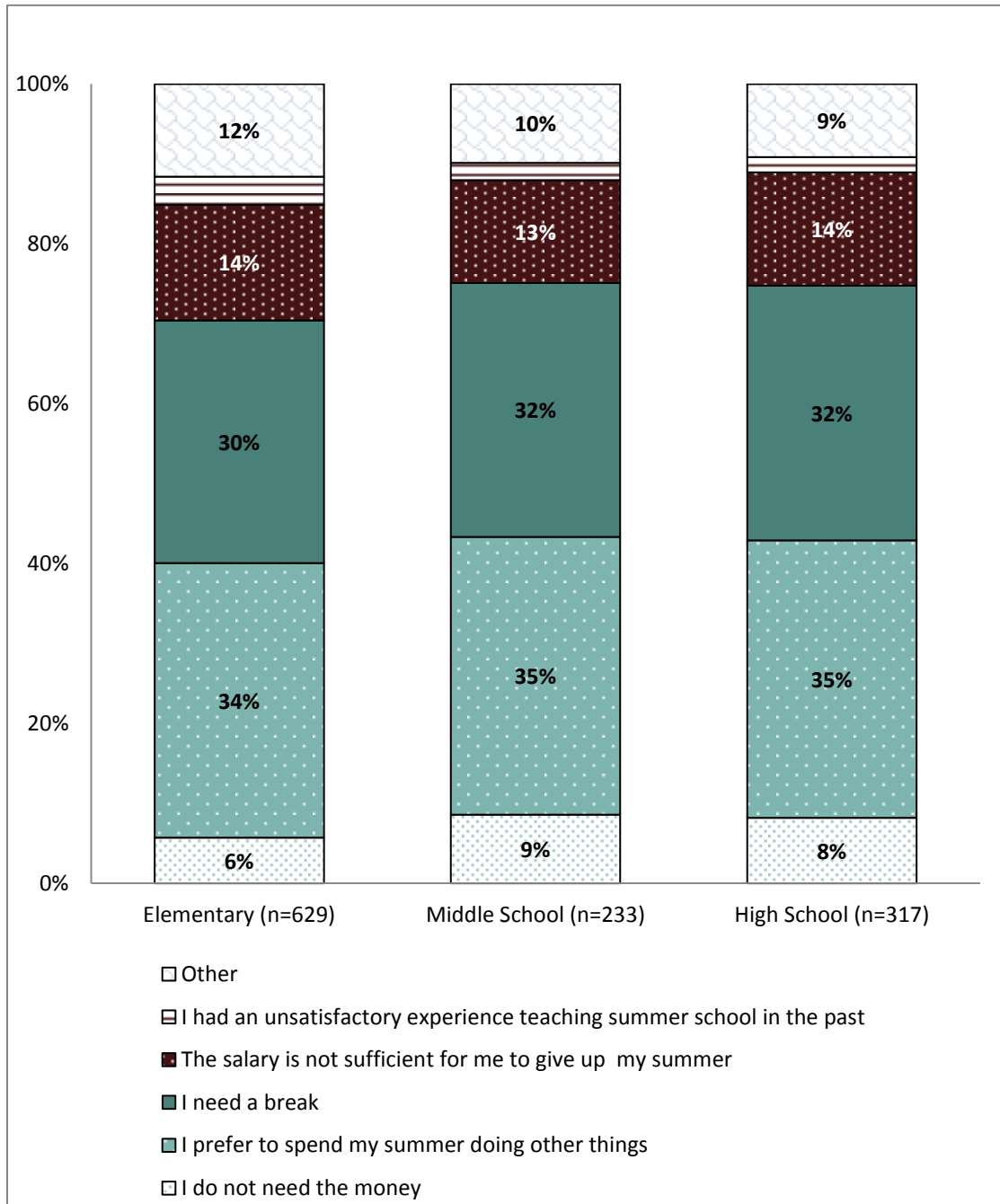

* This question pertains only to teachers who indicated that they were not interested in teaching summer school. In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 3.38b: Elementary School: Regular Year Teachers: Why aren't you interested in teaching APS Summer School next summer?: Other (n=71)

THEME	NO.	SAMPLE COMMENTS
Childcare	22	▪ I prefer to spend the time investing in my children at home.I do not have childcare for the summer for my own children.
Other commitments	15	▪ I have a busy summer this year, but hope to do it in the future.I actually work at the Laureate enrichment program as it is only 3 weeks - This way I can do other things during the summer.
Familial obligations	6	▪ I have my kids and wife with me during the summer and I prefer to travel. ▪ I prefer to spend time with my family over the summer.
Scheduling issues	7	▪ I work at a school with modified schedule (year-round) ▪ My schools schedule does not allow me to work in the summer, we are already in session before summer schools end.
Salary is insufficient	4	▪ I would spend half of the money to pay for camps and childcare for my boys.The salary is insufficient for me to get a baby sitter while I teach.
Need a break to recharge and plan for the next year	4	▪ I did it for several years. Five weeks is long, so I liked the option to job-share. I found it did not give me the break I needed between school years.
Work elsewhere	3	▪ I take a summer leadership role in the county instead of teaching summer schoool.
Not qualified	2	▪ Although I'm a national board certified teacher, I'm not considered qualified to teach summer school.
The summer curriculum does not achieve its objectives	1	▪ I do not believe the summer school program meets the needs of our community. The elementary program does not use best practices around literacy instruction
Content area not taught at summer school	1	▪ You do not offer elementary music positions over the summer
Long commute	1	▪ I live a good distance from Arlington.
Other	8	▪ I have never taught summer school but have heard others who have had unsatisfactory experiences. ▪ I want to teach ESOL and prefer the three week sessions. I do not want to teach laureate or global village.

Figure 3.38c: Middle School: Regular Year Teachers: Why aren't you interested in teaching APS Summer School next summer?: Other (n=22)

THEME	NO.	SAMPLE COMMENTS
Familial obligations	4	▪ Family obligations I'm unable to meet during the school year
Content Area not taught at summer school	4	▪ My course, middle school history, is not offered in summer school.
Childcare	3	▪ I have young children ▪ I prefer to devote the time to my childeren and their needs.
Other commitments	2	▪ Am traveling
Work elsewhere	2	▪ I prefer to work in another profession.

THEME	No.	SAMPLE COMMENTS
Scheduling issues	1	▪ The school year schedule is so inflexible that even though I do not prefer to spend my summers catching up with dentists and doctors and other aspects of my life the summer is the only time I have flexibility.
Need a break to recharge and plan for the next year	1	▪ I need the time to plan for the school year, since there's no planning time during the school year.
The summer curriculum does not achieve its objectives	1	▪ Summer School in APS: Summer - yes; school - no. I have never seen a bigger waste of tax dollars.
Commute	1	▪ The commute
Other	3	▪ Too much of a time commitment. In the past it was possible to split the summer school assignment with another teacher, that is no longer the case as far as I know.

Figure 3.38d: High School: Regular Year Teachers: Why aren't you interested in teaching APS Summer School next summer?: Other (n=28)

THEME	No.	SAMPLE COMMENTS
Childcare	7	▪ I care for my own children, and summer school discipline is not enforced enough to ensure that productive learning and teaching are possible..
The summer curriculum does not achieve its objectives	4	▪ I see too many students using it as a crutch instead of really wanting to improve themselves.
Other commitments	3	▪ I have a busy summer this year, but hope to do it in the future.
Familial obligations	3	▪ Family time is more important.
Work elsewhere	2	▪ I work as an administrator during summer school
Content area not taught at summer school	2	▪ My subject is not taught in summer school
Count towards retirement	2	▪ I would do it if I got VRS credits toward retirement (maybe 1 summer = 0.5 years?)
Salary is insufficient	2	▪ Daycare for my child costs more than I would be paid
Need a break to recharge and plan for the next year	1	▪ We're overworked, understaffed, and underpaid. Our class sizes have ballooned ridiculously and in order for me to continue to love my job, I need time away from the institutional adult dysfunction.
Scheduling issues	1	▪ The school year schedule is so inflexible that even though I do not prefer to spend my summers catching up with dentists and doctors and other aspects of my life the summer is the only time I have flexibility.
Other	4	▪ I haven't decided if I'm interested. I would need more information about it.

Figure 3.39a: Elementary School: Regular Year Teachers: Please explain the experience and why it makes you not want to teach summer school next year (n=19)*

THEME	NO.	SAMPLE COMMENTS
Bad/canned curriculum	8	▪ Did not feel that the curriculum met the needs of my students. It was neither enrichment nor remediation, so it was not appropriate for those students who needed summer school to catch up or learn material they had struggled to grasp during the school year. The program was too easy for the advanced students who attended summer school. ▪ I taught elementary summer school. I was given canned programs that did not meet the needs of the students.
Students are unmotivated and lack discipline	6	▪ I did not enjoy teaching students from other schools. They did not have the same work ethic or respect for teachers that our school fosters and expects from our students, so I felt like there was more time spent on behavior then on learning
Working extra hours	6	▪ I had to create all the lessons, do so much extra research, and create lots of materials that I ended up working more extra hours than what I was being paid for including planning time. ▪ I spent more time preparing for the session than the paid hours. And when school began in the fall I felt burnt out.
Limited resources	5	▪ The curriculum was challenging to use with the wide range of students. Summer school classrooms are set up much like regular year but do not have the same resources to support all students.
Overcrowded classes	2	▪ The class size was too large and the needs were far too great to have such a large number of students.
Combined classes	2	▪ I was given a class of students that fell under three different types of classes in what was supposed to be a Kindergarten class. I had pre-k, Kindergarten and ESOL curriculum's given to me and two coordinators to report to. There was no communication on how to combine the different classes, which was to take priority or which assessments need to be done and submitted to who at the end of the summer.
Other	3	▪ Two weeks out of the five were spent testing students to get pre and post assessment data, just after the end of the school year when this was done. So it was a waste of the students' time in school.Students were fed breakfast and lunch during the two and a half hour summer school session, again wasting time that could have been used to meet student needs.

* This question pertains only to teachers who indicated that they were not interested in teaching summer school again because they had had an unsatisfactory experience.

Figure 3.39b: Middle School: Regular Year Teachers: Please explain the experience and why it makes you not want to teach summer school next year (n=3)*

THEME	NO.	SAMPLE COMMENTS
Students are unmotivated and lack discipline	3	▪ Student motivation is a massive hurdle...I exhaust myself during the normal school year trying to motivate students.
Lack of Resource Teacher Support	1	▪ Students had IEPs and 504s, but I never saw a special education teacher
Overcrowded classes	1	▪ The class was very large, the students were a behavior problem and not motivated. It wasn't a positive experience for me

* This question pertains only to teachers who indicated that they were not interested in teaching summer school again because they had had an unsatisfactory experience.

Figure 3.39c: High School: Regular Year Teachers: Please explain the experience and why it makes you not want to teach summer school next year (n=5)*

THEME	NO.	SAMPLE COMMENTS
Students are unmotivated and lack discipline	3	▪ Discipline and attendance rules are not strongly enforced, and grades tend to be inflated. Students should be in summer school to learn, but that is not always the case.
Overcrowded classes	1	▪ Classroom was overcrowded.
Lack of Resource Teacher Support	1	▪ Resource teacher support was insufficient
Other	2	▪ You may see my other that I wrote on the previous page as well. Currently, I think that summer school has become a joke with pressure to pass the students even if they do not show actual growth and knowledge of the content. I've seen teachers not asked to teach summer school because they were failing students who did not earn a passing mark.

* This question pertains only to teachers who indicated that they were not interested in teaching summer school again because they had had an unsatisfactory experience.
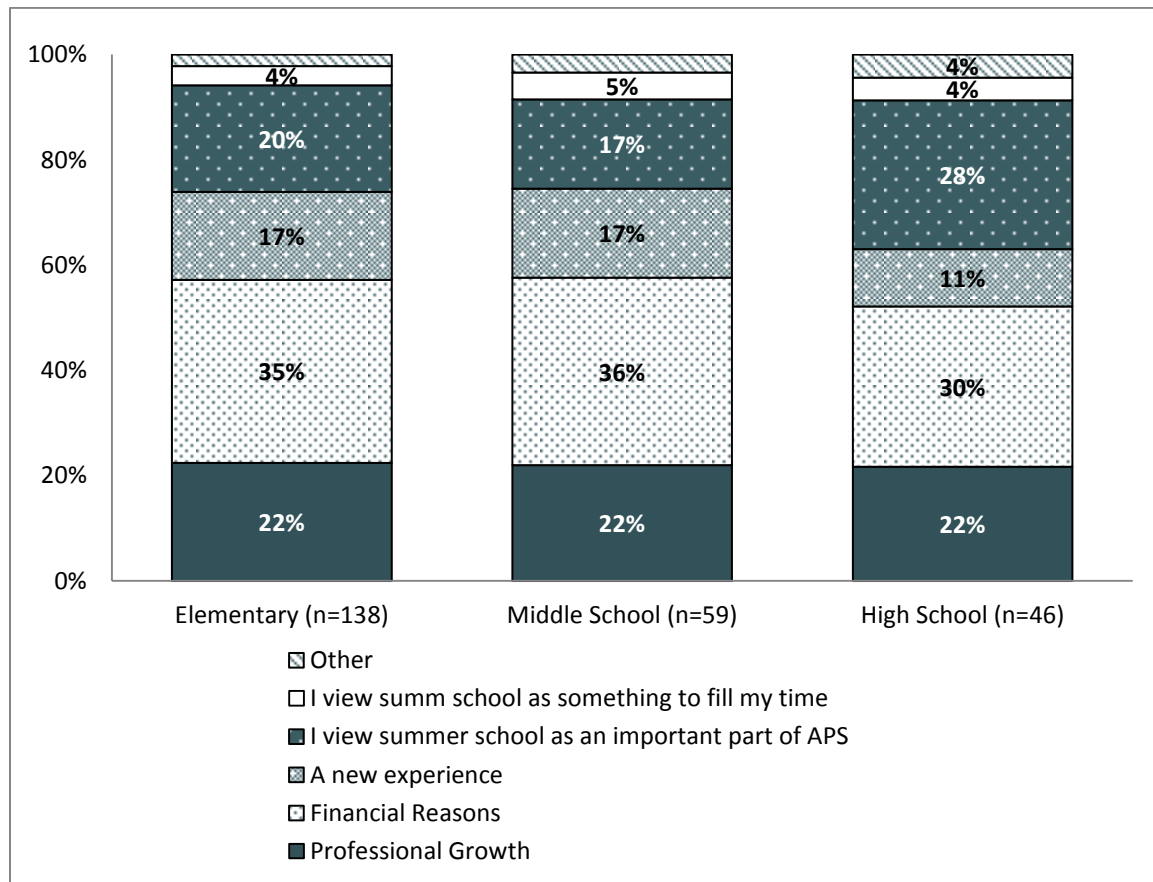
Figure 3.40a: Regular Year Teachers: Why are you interested in teaching APS summer school next summer?*

*This question pertains only to respondents who indicated that they did not teach summer school in summer 2013 but that they are interested in teaching summer school. In this figure, the n count refers to the number of responses, not the number of respondents (i.e., respondents could select more than one response).

Figure 3.41b: Regular Year Teachers: Why are you interested in teaching APS summer school next summer?: Other (n=8)

THEME	NO.	SAMPLE COMMENTS
Facilitate student growth	3	▪ The kids at summer school are the ones who need personal one on one support from TRAINED, EXCELLENT teachers the most. It can really help bridge gaps and reduce skill deficits.
Important for students	2	▪ Continuous learning is important for the kids!
Enjoy working with students	1	▪ I don't travel and I enjoy working with and helping students.
Do different things	1	▪ Summer School often gives me an opportunity to do something different than I do during the year and has in the past energized me for the next school year.

* Distribution of n count by school level: Elementary School = 4; Middle School = 2; High School = 2

IMPLEMENTATION OF SUMMER SCHOOL

Figure 3.42a: Elementary School: Summer School Teachers: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved. (n=127)

THEME	NO.	SAMPLE COMMENTS
Teachers are satisfied with implementation	26	• I think that the enrichment programs offered during the summer are an essential part of APS. I have been teaching Global Village for the past four years and love that I have many students return each year, excited to learn about somewhere new! The staff and administration is always amazing and it is three weeks enjoyed by teachers and students alike. This is my first time teaching any summer school program and it was a pleasure working with my students, the staff/teachers and my administrators. I also liked the curriculum. It served as a good base for me to supplement as I saw fit to meet the needs of my students.
Ensure curriculum supplies are sufficient and arrive on time	17	• Summer school can be improved by making sure the curriculum supplies arrived before summer school starts and that they are placed in the correct room. The curriculum supplies weren't available to me until the end of the workday.At the start of Summer School we were short on some of the needed classroom supplies to follow our curriculum. They were ordered the first week and made it work in the mean time. In the future it would be helpful to have them from the start.
Tier classes for multiple ability level classrooms	15	• Better and more appropriate materials aligned more closely with SOLs for teachers to use. Maybe classroom teachers during the year could choose 1 or 2 SOLs for summer school teachers to target. It is difficult to plan the day before when you are not totally sure what your students will be like or need. That could give a little more directions. There needs to be a way to attract the students who should be enrolled in Summer Laureate. I have many students who need to be enrolled in regular summer school for remediation or to a regular camp for babysitting because they either don't want to work and investigate specific learning topics, or their parents signed them up without the student knowing and they needed constant redirection to stay on task
Revise Summer School curriculum	15	• More creativity added to the curriculum to make it more engaging for both staff and students. A curriculum that would respond to student needs and improve instructional outcomes is much needed. The portfolios provided for instruction during 5 weeks are just an accumulation of activities used in the past 10 years by previous summer school teachers.
Provide access to student data	11	• Teachers should be provided more information about the students regarding their academic background prior to the start of summer school. This will save instructional time and allow teachers the opportunity to plan ahead better. • Providing teachers with assessment data: PALS, DRA, End of Year Math

THEME	NO.	SAMPLE COMMENTS
Convert to a four week program	8	▪ 4 weeks instead of 5 weeks would be helpful for both teachers and students. ▪ Make it 4 weeks and for only struggling students, move the teacher work day for after July 4
More Technology/technology support	4	▪ Include more compensation for planning and preparation of materials. Improve the availability of technology resources (in classroom, computer lab for students, etc.) to strengthen the curriculum.
Provide facilities to deal with students with SPED/IEP/ behavioral issues	7	▪ Making sure to group students with disabilities with teachers/assistants that have had prior experience with such demographic versus placing inexperienced teachers with these students. If unable to, provide some sort of training/workshop to these inexperienced teachers.However, I think there is not always enough support to deal with some of the behavior issues that arise with some of the students. Usually the behavior issues are connected to the child's need for more individualized instruction as they are having a difficult time accessing the curriculum. Their needs tend to be very demanding on the teachers.
Parents should be provided with more information about program	7	▪ The Summer School program could be improved with the use of classroom newsletters to let parents know what is going on in the classroom during the summer. ▪ I also think parents need to be better informed of the intensity of the program too.
Resolve administration and coordination issues	6	▪ Have better communication/organization between the Summer School Office and the Summer School programs.
Summer school staff orientation on a Monday and term end on a Friday	6	▪ Each year, APS asks teachers to come back the week before Summer School Starts for in-service day but then end the summer session on a Thursday. I find this frustrating since it brings teachers back to the DC area as much as 5 DAYS before they would have to be if the teacher in-service was Monday and Summer School started that Tuesday. Same number of student days and teacher pay hours but 4 or 5 extra days away for teachers to refresh
Teachers should be paid more to cover overtime	4	▪ The pay seems appropriate if you are teaching one type of class. However, if you are teaching two different classes, you end up spending at least 5 extra hours here that you are not getting paid for. I believe it would be more equitable to pay 5 hours for 1 type of class, and 6 hours if you are teaching 2 different types of classes. ▪ The only complaint I have is the summer pay ($32 per hour). As a Non -Arlington teacher, I have gotten the same pay for the past 8 years. The cost of living has increased and I think we deserve to have an increase in pay.
Provide streamlined transportation services for students	3	▪ Parents be given correct information as to where their child will be dropped off or picked up. Bus drivers wait to move their buses and not start pulling out/moving when children are walking to the buses. Bus drivers should not rush children to get on the bus. The first three steps on the bus are a steep climb for preschoolers. Some check-in system be in place so that buses do not leave the school premises until all teachers' classrooms are accounted for

THEME	NO.	SAMPLE COMMENTS
Reduce class size	3	▪ Even smaller classes? Lots of my students are here because they missed things in school because they are active, inattentive, impulsive...They were a fun group but the fewer the number, the more attention they receive.
Increase collaboration among teachers	2	▪ As stated in the previous section, I believe there should be set planning times for teachers. If our day went from 7:45-11:30 0r 11:45 that would ensure that planning was required and completed. Teachers would have the time to collaborate with ESL and Phonographics teachers and plan strategic interventions for their assistants in a more meaningful manner.
Improve SOL program	1	▪ Better and more appropriate materials aligned more closely with SOLs for teachers to use. Maybe classroom teachers during the year could choose 1 or 2 SOLs for summer school teachers to target. It is difficult to plan the day before when you are not totally sure what your students will be like or need. That could give a little more directions.
Increase length of day	1	▪ I think teachers should be paid for at least four hours because the students are in the classroom for 3.5 hours and that leaves no time for planning. The first week I stayed every day until three o'clock to get the classroom and materials ready for students. Most days I left at one o'clock after the first week but had to stay 4 more days until four o'clock to work on progress reports..
Other	27	▪ It was great to hold Reading Camp as a stand-alone program in one school. I have taught the Camp three years in a row, and it was nice this year to have more quiet for my students. The administration at Patrick Henry was particularly wonderful and I wish we could be here again next summer!After my experience teaching math camp this year, I feel it is important for teachers recommending it to their students and families next year to know that it is structured such that students should be interested in problem solving with others. The sharing of math strategies and learning from others was a great challenge for many students in my class due to various behaviors. Therefore, at or above grade level math skills are important for success, but the ability to work positively with peers is equally as important to make Math Camp successful for interested students.

Figure 3.42b: Middle School: Summer School Teachers: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved. (n=17)

THEME	NO.	SAMPLE COMMENTS
Tier classes for multiple ability level classrooms	4	▪ There are only 3 levels of HILT math and it seems hard to meet the needs of students with such big jumps. Classes that have HILT versions are not alligned with non HILT classes.
Teachers are satisfied with implementation	3	▪ I think the program is run well, especially this year with the class size. So I have no suggestions. ▪ I think the program is run well, especially this year with the class size. So I have no suggestions.
More technology	2	▪ Given the number of laptop carts in this county, it is surprising that none were available for summer school. I understand that the laptops needed to be re-imaged over the summer, but this could have been done with a priority on summer school equipment
Teachers should be paid more to cover overtime	2	▪ I am normally at school for longer than the allotted 30 minutes of planning time to prepare materials and lessons, and provide feedback for student work. It would be nice to be compensated for the extra time.
Ensure curriculum supplies are sufficient and arrive on time	1	▪ A list of objectives/standards to be covered would be helpful, as well as the assessments that should be used
Revise summer school curriculum	1	▪ I have taught APS summer school for the last 6 years and I think the program could be improved if the course descriptions were more specific to the content taught and if a core unit could be developed to create more alignment between teachers who are teaching the same course
Provide access to student data	1	▪ Communication from student's home school is essential to providing them with appropriate services and assistance, so a notation in the SMS system would save time and make the experience more enjoyable for students.
Convert to a four week program	1	▪ 4 weeks instead of 5
Resolve administration and coordination issues	1	▪ Admin should have a plan in advance for fasting students (Ramadan).
Increase collaboration among Teachers	1	▪ Get input from experienced summer school teachers instead of telling them how it is going to be.
Other	4	▪ I think it would be helpful for the peer coaches and content coordinator's to share with the teachers how they are using their time. This was my first year teaching and although the peer coach and coordinator checked in and availed themselves at beginning of school, I never saw the peer coach again and the coordinator just checked in. I had emailed coordinator at beginning of school asking to set up some small group rotation and there was no follow up. I would love to know what she is doing with other classes because that may give me an idea of something to do.

Figure 3.42c: High School: Summer School Teachers: Please use this space to share any thoughts you have about how the implementation of the Summer School program could be improved. (n=50)

THEME	NO.	SAMPLE COMMENTS
Improve SOL program	13	▪ The SOL break up that occured for the classes was a mess. The non SOL Algebra I classes had only about 14-16 students with high level of intelligence (they slacked off during the year). The SOL classes had very low sunctiong students and the classes were overloaded (20 + students). This needs to really be reconsidered or very low caps placed on the SOL classes hire more staff if needed ▪ The focus on the SOL's this summer has been almost impossible to implement. There is no understanding it seems between those pushing teachers to get the kids to pass and the actual motivation level and background of the students.
Teachers are satisfied with implementation	8	▪ I think the program works really well. In fact, I think it would benefit the HILT program as a whole if we adopted some aspects of the summer school schedule into our regular year. For instance, the fact that students can take intense classes for six weeks. It would be wonderful if we could provide this option to high school students throughout the year. I know that NOVA offers accelerated 8-week courses. Why can't we?
More technology/technology support	6	▪ The technology cooridator needs to be helpful and willing to help teachers. Teachers should not feel as though they are bothering this employee by seeking help and asking questions. ▪ The classes should preferably be scheduled in a computer lab or the teachers should have access to at least 4 laptops to facilitate retesting and individualized learning plans.
Provide facilities to deal with students with SPED/IEP/ behavioral issues	4	▪ More special education resource teachers. Mine is great, but she doesn't get to spend much time in my classroom. She focuses on the SOL courses, which makes sense. However, just because my kids passed the SOL doesn't mean that they don't need support
Increase length of day	4	▪ Perhaps a longer break between classes that extends the teaching day to 1pm rather than 12:50 for HS.
Tier classes for multiple ability level classrooms	3	▪ Some teachers are teaching students who have failed both the course and the SOL. Others are teaching students who have failed the course, but not the SOL. Keeping these two groups entirely separate is very challenging for the teacher. The students in the \need SOL need course credit\" require more instructional support.
Shorten the program	3	▪ High School summer school should be an hour longer each day and the session should be cut to five weeks. More teachers might be willing to work with an extra week off. It would also save the county money due to lower transportation costs.
Resolve administration and coordination issues	3	▪ Develop consistent policy on cell phones, hats and hallroom passes; summer school administrators either waffle or issue statements that contradict what most schools/teachers do during the academic year

THEME	No.	SAMPLE COMMENTS
Change the scheduling of start and end date of summer school	3	▪ Allow new work to give the final exam Wed, the day before the SOL. As it stands now we give the SOL Wed and the final exam on Thursday. School ends at about 1 and grades are due by 3pm!!!!!!
Teachers should be paid more to cover overtime	2	▪ More planning time for teachers - I spent countless (unpaid) hours working everyday to grade papers, create lessons and activities for the course. Opportunities for teacher collaboration and curriculum development.
Increase collaboration among teachers	2	▪ Consider allowing/encouraging more collaboration among teachers. If there are two sections of a course, could the two teachers team teach? or at least plan collaboratively? This would provide for more consistency in student experiences, as well as allow teachers to learn from each other and plan/deliver instruction more effectively
Provide streamlined transportation services for students	2	▪ Please sort out the transportation before summer school begins. Many of my first period students were significantly tardy for the first two weeks, missing critical SOL review time
Revise summer school curriculum	2	▪ Capping the classes would be great. I also think some type of standard should be put forth for students doing new work. You need a certain level of ability to comprehend the material in the short amount of time.
Provide access to student data	1	▪ I think it would be helpful to know which students need certain classes to graduate in august and background of the students' issues during the school year
Ensure curriculum supplies are sufficient and arrive on time	1	▪ The Night School needs more supplies. Some professional development workshops.
Reduce class size	1	▪ To better serve these students, they should be placed in smaller classrooms with consistent support.
Other	13	▪ t would take quite a bit of effort, but I believe it would help if a study was conducted to determine the efficacy of AP Summer Bridge in preparing students for the challenges they face in the subsequent school year. For example, perhaps a comparison of how students performed after having taken Summer Bridge relative to students who did not take Summer Bridge. Or perhaps a survey of students to determine how valuable Summer Bridge was in preparing them for their AP classes. ▪ Assistant administrators in the High School program should come from high schools, not elementary schools.

Twelve respondents had specific comments/suggestions about how the SOL program could be improved. These comments have been grouped and categorized below to provide more insight into respondents' opinions regarding the SOL program.

Figure 3.43: Summer School Teachers: How can the implementation of the Summer School program be improved? SOL Responses (n=13)

THEME	NO.	SAMPLE COMMENTS
SOL students should be given more support	6	▪ To better serve these students, they should be placed in smaller classrooms with consistent support. ▪ More prep time for SOLs and more study/pull out time to help students study
Do not create classes that are primary SOL and non-SOL	5	▪ It tends to make the SOL classes more needy and you have less individuals for peer assistance and this removes valuable dimensions of learning in the class. It also impedes critical strategies when utilizing peer tutorial and instructing models.
SOL testing schedule issues	2	▪ The problem with the sol resource teacher pilot program is that there is too much emphasis on assessment which takes away from teaching time. Also, moving up the SOL testing by a week decreased the amount of time for teaching content

* Distribution of n count by school level: High School = 12 respondents; Elementary School = 1 respondent

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Background

The mission of Arlington Public Schools' (APS) Summer School program is to provide academic enrichment and skill strengthening opportunities to as many Arlington students as wish to participate. Summer school can:

- Help students prepare for kindergarten.
- Improve English language skills and comprehension.
- Strengthen academic competencies and reinforce SOL deficiencies.
- Enable students to make up courses not passed during the regular school year.
- Extend learning through educational and cultural enrichment.
- Allow students to take new courses for credit.

A multi-faceted evaluation of the APS Summer School program is underway. The evaluation employs several research methods ranging from classroom observations and analysis of summer school enrollment to surveys of teachers and administrators and telephone interviews with parents. This report summarizes the qualitative research findings from the latter—a small set of telephone interviews with parents of children who did not attend summer school in 2013 although teachers recommended they do so. These findings will be most meaningful when considered together with findings from other facets of the overall Summer School program evaluation.

Research Purpose

The overarching goals of the interviews were to:

- Understand how parents learn that summer school is recommended for their children, and their opinions of how effective that way of communicating is for them.
- Explore summer school decision-making—specifically, students' and parents' feelings as well as how and why they decided the student would not attend in 2013.

Research Method

Eighteen 10-minute telephone interviews were conducted with parents—7 in English and 11 in Spanish. As Table 1 shows, 6 parents of elementary-age children were interviewed, as were 5 parents of middle-schoolers and 7 parents of high school students.

Table 1. Participant Profile—Children's Ages and Language in Which Interviews Were Conducted

	English-Language Interviews	Spanish-Language Interviews	Total
Elementary Student*	4	2	**6**
Middle School Student	1	4	**5**
High School Student	2	5	**7**
Total	**7**	**11**	**18**

*Grade levels shown reflect the student's grade at the end of 2012-2013 academic year.

In the spring of 2013, the Office of Planning and Evaluation asked all comprehensive schools and some alternative programs to provide a list of students who had been recommended for summer school but who had not enrolled. Because secondary students can register at late registration if they have failed a class, Planning and Evaluation staff checked enrollment data after the start of summer school in order to verify that each student on the list had not enrolled in summer school.

Parents of these students were invited to participate in interviews via a letter sent through postal mail. Interested parents were asked to phone a member of the APS Office of Planning and Evaluation staff to schedule an interview. That staff member also followed up with parents who did not phone in— placing one call to help ensure the invitation had been seen. Invitation materials, both English and Spanish versions, are shown in Appendix A. The staff member who managed recruiting speaks both English and Spanish and conducted recruiting efforts in one or the other language as appropriate for the student's household.

The English discussion guide and its Spanish adaptation are attached in Appendix B. The questions were developed in collaboration with the Office of Planning and Evaluation and the Summer School Office. One interviewer conducted only English-language interviews and a bilingual interviewer conducted both Spanish- and English-language interviews. As with recruiting materials, the discussion guide was translated for use by the Spanish-language interviewer.

In interpreting the findings presented in this report, it is important to note that telephone interviews are a qualitative research method. While the discussions produce rich, detailed information about the perspectives of those interviewed and opportunities to further explore relevant new perspectives, these findings are descriptive in nature and cannot be generalized due to sampling approaches and small sample sizes. In addition, four of the parents interviewed said that their child had attended summer school and not opted out. These parents still fully shared their barriers, decision-making, and feelings about summer school in order to serve the research purpose.

Findings

Learning of the Recommendation for Summer School

Largely, these parents felt they had been told that summer school was recommended in a way that "worked" for them. Most said they had heard that summer school was recommended for their son or daughter directly from the child's teacher—typically in person (e.g., at a conference) or via a note sent home with the child. Three mentioned counselors as the source of the summer school recommendation—two parents of high schoolers and one of an elementary-school-age child. Electronic communication was not mentioned often as the primary source of summer school information. Among the few who specified that communication was electronic, the approach worked well for a couple, yet one felt generally inundated by email so wished for other outreach.   Just one parent was surprised entirely by the interview, saying that no word of summer school as a possibility had reached her. This parent likes a "personal touch" in communication, such as a phone call from the teacher.

> *I was well aware of summer school because he had gone before. The first time I ever heard the idea, a teacher brought it up in a conference. I also got a flyer.[1]—Parent of Elementary Student*

Some challenges parents mentioned are shown below. Note that these are *not* overarching themes, but rather individual situations that may be helpful to APS to consider in outreach planning. They are:
- Some parents described an ongoing need for Spanish-language communication, especially verbal communication for parents who cannot read English or Spanish.
- One parent received the summer school recommendation via voicemail, but said he did not know from the message which class was at issue.
- One parent heard about summer school from a teacher during a field trip, and so felt distracted at the time and dissatisfied with the conversation.

Summer School Decision-Making

Feelings about Summer School

About half of these parents said their sons and daughters did not want to go to summer school, mostly because the children want vacation time or "downtime." However, four parents said their children liked the idea of summer school or have enjoyed it in the past. And five said that they did not know how their children felt, in some cases because the family did not discuss summer school given that they already knew the child would not attend.

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[1] Quotations are drawn from interviewers' notes as no audio recordings were made.   As a result, some quotes may not precisely show parents' words. Nonetheless, they reflect most words and certainly the core and the spirit of the parents' message.

My son would've hated the idea. But, if my husband and I decided he would go, he'd go. There would not be any persuasion.—Parent of Elementary Student

[My] daughter doesn't like going to summer school because she knows that the rest of her class, schoolmates, are on vacation.—Parent of Middle School Student

[Name] loves his free time.—Parent of High School Student

He really liked the idea of going, he had "muchas ganas de ir" [to very much feel like going or want to go]. —Parent of Elementary Student

All of these parents said they see value in summer school. Indeed, none of the families had rejected summer school because they thought it unneeded. A few had even arranged other forms of support—specifically, time with a visiting family member who is a certified teacher, time with an older high schooler who could help with geometry, time at a therapeutic sports camp. All agreed their children would have benefited from summer school even though they were sympathetic to children's wish for vacation and "descanso"/rest.   A couple parents wondered aloud whether summer school would be unnecessary if instruction during the academic year was more effective. But, this question was not prominent among parents.

We speak Arabic and French at home. And, it is good for him to go to summer school [for more exposure to English].—Parent of Elementary Student

If it was up to me, he'd be in summer school every day, staying in the swing of school.—Parent of Middle School Student

We would have been very glad if she can attend summer school for some improvement. We are really very much concerned with the [good] school habit.—Parent of High School Student

Summer school is a good idea...I know my son needs help.—Parent of Elementary Student

...summer school is good because it helps [daughter] review what she did not learn, or did not learn well, during the school year.—Parent of Middle School Student

Deciding Whether to Attend Summer School

The barrier brought forth by the greatest number of parents (about half of them) was that the child would exceed the permitted three absences due to summer family activities. Specifically, during the multi-week summer school commitment, parents said they had other plans such as:
- travel to visit aging or ailing relatives in other countries,
- standing annual travel to their family's country of origin,
- commitment to domestic travel (e.g., to New York, to "Camp Grandma"), and
- activities such as national basketball finals and Scouting.

Some parents struggled with the daily schedule—wishing for longer summer school hours or saying they had babysitting or transportation difficulties. The issue of summer school hours was raised several times by interviewees, although just one parent rejected summer school outright due to this issue. For her, drop off time was after she needed to be at work and midday pickup time was at exactly the same time her husband got off work. This parent acknowledged not having looked into before- or after-care. APS offers extended day child care as well as reduced extended day fees for those families that need that assistance. Another parent disliked that her middle schooler would have had to walk a distance to the school, forcing an extra-early wake-up time for him. However, this parent said that the primary reason her son did not attend summer school was that he did not want to and she did not force him. Only this one parent said that the child's resistance was the primary barrier.

Two parents said that money was their primary barrier. For one, summer school was entirely out of the question. The other had trouble finding the money in time and, then, getting to school to pay during the hours the office was open, she said. When she accumulated her payment and brought a money order in person to school, she was two days late. In this case, she was paying for two children. Her older children had attended summer school in the past. APS offers reduced summer school fees. It is not known whether the reduction would have affected these parents' decisions.

> *[I] would follow the school's recommendation to enroll a student in summer school, but [I] was not able to this past year because...did not have money on hand.—Parent of High School Student*

> *Some parents have money available, some don't. [Parent explained that paying for school was the problem, not anything the school did. She repeated that she was very upset about not being able to enroll her son in summer school. She also explained that she cannot read in English or Spanish, so another big issue for her is finding out what is going on at her children's school. One of her older sons is now helping her by reading the school notices to her. She appreciates that the school also has Spanish-speakers to help.]—Parent of Elementary School Student*

For some parents, deciding against summer school was agonizing. But others described it as unpleasant-yet-simple because they felt they had to opt for no summer school. Most of these parents wished their children could do both summer school and family activities. In many cases they questioned whether the tight requirements on absences could be loosened, at least for younger students. Similarly, a couple parents who perceived their children's needs not to be academic or urgent wondered if the requirement could be eased in those cases. More specifically, these particular parents described their children's needs as "social" or "just strengthening."

> *It's a long time to commit to. Maybe ease up on the number of days a student is allowed to be absent. Or maybe run summer school for a shorter duration with longer days.—Parent of Elementary School Student*

Since she was young, [my daughter] has gone to Ecuador for the whole summer every summer. I know she would benefit [from summer school], but travel to Ecuador comes first.—Parent of High School Student

The counselor said he passed geometry, but he "didn't pass it SOL." [When the topic of summer school came up] it was too late. We [already] had a two-week trip during that time. That was the only time I could go. It was a hard decision. Had we stayed, I would've made him go [to summer school]. At least I know he passed geometry.—Parent of High School Student

Suggestions for Increasing the Likelihood the Parent's Child Will Attend Summer School

Among the parents who had suggestions, they focused primarily on how to time the sessions or revise attendance rules to give more options for working around family schedules. For example, they proposed fewer, but longer days; sessions right after school and just prior to the new school year; and, a makeup work policy that would allow for more absences.

Five weeks with 3 or fewer absences is limiting. I'd like to see 2 different 2-to-3-week sessions, organized with one occurring early in the summer and one late.—Parent of Elementary School Student

If summer school could be just like school, make up the work if you miss it, [although] I understand kids can't miss 2 or 3 weeks straight.—Parent of Middle School Student

Conclusions

- **Within this small number of interviewees, failing to receive the communication that summer school was recommended was not the major barrier to summer school.** In other words, parents successfully found out about teachers' summer school recommendations—most often from the teachers themselves. None complained that they found out too late. Importantly, however, a few interviewees made it a point to emphasize that they struggle to read English (and, in one case, Spanish as well) and deeply need all efforts from the school to communicate effectively with them verbally in Spanish, through parent liaisons, and in written Spanish. In addition, one interviewee did not realize until the interview itself that summer school had been recommended for her child last year.

- **If it becomes possible within the practical reality of running summer school, parents suggested that two types of changes would potentially yield additional attendees: 1) schedule changes that deliver more time for family activities and alleviate babysitting issues such as longer daily hours over a shorter duration of weeks or holding one session early in summer and one late, and 2) flexibility in absences (e.g., younger students permitted more absences).** These parents were sympathetic to the constraints within which APS must work to carry out summer school and expressed these suggestions as wishes rather than demands.

- **Continued communication efforts to help parents see the ways in which APS can remove barriers will be important.** A few parents were stopped from sending children to summer school by barriers that APS works to help them manage—specifically, child care, transportation, and financial challenges. Efforts to let parents know that help is available and how to access it are clearly important. In particular, outreach in Spanish—via written and verbal means such as parent liaisons and teacher-to-parent or counselor-to-parent communication—was vital to some parents.

October 2013

[APS LETTER HEAD]

September 24, 2013
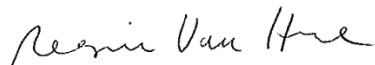
Dear Parent/Guardian of [CHILD NAME],

Arlington Public Schools (APS) would like to hear your feedback. The School Board calls for APS to evaluate all facets of our work in an ongoing way. At this time, we are reviewing our summer school program. As part of this process, we are asking for parents' input. **Specifically, APS seeks to learn from families who did *not* enroll their children in APS summer school in 2013.**

Independent consultants, Colleen Ryan Leonard and Juanita Panlener, are conducting short 10-minute interviews with parents by telephone. The discussions will center on reasons students do and do not attend summer school and parents' views related to the program. Interviews may be conducted in English or Spanish.

If you are willing to share your thoughts, or if you have questions, please contact Amy Ramirez in the APS Office of Planning and Evaluation at 703-228-2481 to schedule a time for an interview with a consultant. Ms. Ramirez will also call, just once, to ask if you received this letter and if you are interested in participating.

Participation is completely voluntary. Your response will provide an important parent voice in the evaluation process and will be kept completely confidential. Input will be used to help APS understand how the program can best serve families.

Sincerely,

Regina Van Horne
Assistant Director for Evaluation
Arlington Public Schools

24 de septiembre de 2013
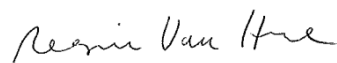
Apreciado padre o guardián de [CHILD NAME]:

Las Escuelas Públicas de Arlington (APS, por sus siglas en inglés) desea conocer sus sugerencias y opiniones. La Junta Escolar exige que APS evalúe todos los aspectos de nuestro trabajo continuamente. Actualmente estamos evaluando nuestro programa de Escuela de Verano. Como parte de este proceso, estamos buscando la opinión de los padres. **Específicamente estamos queriendo aprender de las familias que *no* inscribieron a sus niños en la Escuela de Verano de 2013.**

APS ha contratado dos consultoras independientes, Colleen Ryan Leonard and Juanita Panlener, quienes van hacer entrevistas breves, de 10 minutos por teléfono, con los padres. El tema de la entrevista será acerca de las razones por las que los estudiantes asistieron o no asistieron a la Escuela de Verano y qué piensan los padres cerca del programa. Las entrevistas se pueden realizar en inglés o en español.

Si usted desea compartir sus opiniones, o si tiene preguntas, por favor contacte a Amy Ramírez, de la Oficina de APS para Planificación y Evaluación, teléfono 703-228-2481, para hacer una cita para una entrevista con la consultora. La Sra. Ramírez también le llamará, solo una vez, para saber si usted ha recibido esta carta y si está interesado en participar.

Su participación es completamente voluntaria. Sus opiniones proveerán la voz de los padres en el proceso de evaluación y serán completamente confidenciales. Sus sugerencias y opiniones serán usadas para ayudar a las APS a cómo el programa puede ser mejor para servir a las familias.

Atentamente,

Regina Van Horne
Subdirectora de Evaluación
Escuelas Públicas de Arlington

APPENDIX B – INTERVIEW GUIDE ARLINGTON PUBLIC SCHOOLS (APS)
SHOWN IN ENGLISH AND SPANISH

Interviews with Parents of Students
To Whom Summer School Was Recommended
But Who Opted Not to Attend
September 16, 2013

Introduction (2 mins.)
[After greetings…] Thank you so much for agreeing to have this brief conversation with me about summer school. Before I ask any questions, I have a few points to share that will help you feel oriented about our conversation:

- As you know from the letter you received, APS is evaluating its summer school activities.
- As part of the evaluation, I'm speaking to many parents who could have enrolled their students in summer school, but ultimately did not. In some cases, the students' teachers recommended summer school.
- Your confidentiality will be protected in that no names will appear in my report. I am an independent consultant, not an APS employee. Parents' input will be reported in aggregate (e.g., "several parents described their experience as _____").
- The Office of Planning and Evaluation, which handled interview logistics has the names of the potential interviewees, but will use them only for scheduling purposes.
- I will type notes as we talk, but not record our conversation.
- Also, this interview is completely voluntary. You may opt not to answer any question and "I don't know" is a perfectly fine answer. You may also stop at any time.
- Most important of all—the purpose of this conversation is to learn from your experiences and choices in order to improve the summer school program. In other words, there are no wrong answers, just your opinions. And, it is important to remember that we are evaluating *the program* and not parents or students in any way.
- Do you have any questions before we start?
- And, moving to my more general questions…

Summer School Decision (7 mins.)

HEARING RECOMMENDATION FOR SUMMER SCHOOL

1. Think back to last school year, when it came time to talk about summer school. How did the idea of summer school **first come up**?
    a. How did that way of bringing it to your attention **work for you**? [Explore how approach might it be improved.]
    b. After summer school was "on your radar" as something that might benefit your student, did you hear about it in **any other ways**?

SUMMER SCHOOL DECISION MAKING

1. How did your **[son/daughter] feel about possibly going to summer school**?
    c. And, **how did you feel about it**?
    d. What did each of you see as the **pros and cons**?

2. Tell me about **deciding**. As your family considered summer school, what factors were you thinking about?
    a. How **did you arrive at your final choice**?
    b. So, to summarize, what would you say was the **primary reason your son or daughter did not attend** summer school?

3. I have one last question. But, before you answer, I'll share a couple thoughts. In a moment, I want to hear what you **think Arlington Public Schools could do to make it more likely that your student or others like him/her will attend summer school**? In answering, let's assume:
    - Both Arlington Public Schools and parents have the same goal—the best education for students.
    - As they pursue that goal, both the school system and parents have lots of factors to manage.

Closing (1 minute)
As we conclude, let me say again that my goal is to understand your family's experiences in order to strengthen the summer school program. Is there anything else you would like to say about the program that might help future planning?

Entrevistas con padres de estudiantes a quienes se les recomendó asistir a la escuela de verano, pero decidieron no atender.
Octubre de 2013

Introducción [2 minutos]

[Después de saludar] Muchas gracias por haber aceptado tener esta breve conversación conmigo sobre la escuela de verano. Antes de comenzar, me gustaría compartir algunos puntos para orientar nuestra conversación:

- Como seguramente sabe tras leer la carta de APS, el sistema de escuelas está evaluando las actividades/ programas de sus escuelas de verano.
- Como parte de esta evaluación, estoy conversando con algunos padres que podrían haber matriculado a sus hijos en la escuela de verano, pero a la final decidieron no matricularlos. En algunos casos, los maestros recomendaron que estos estudiantes participen en escuela de verano.
- Por favor, tenga la seguridad de que mantendremos su confidencialidad – no incluiremos ningún nombre en el informe que será preparado al completar esta evaluación. Soy una consultora independiente y no una empleada de APS. En el informe, las respuestas estarán escritas en conjunto/en grupo. Por ejemplo, "Varios padres describieron su experiencia como _____").
- La Oficina de Planificación y Evaluación de APS, que se encargó de enviar las invitaciones para participar en estas entrevistas, tiene los nombres de las personas que están participando en esta evaluación. Sin embargo, solo usara estos nombres coordinar y planificar estas llamadas/la evaluación.
- Voy a escribir notas durante nuestra conversación, pero no la voy a grabar.
- Su participación en esta entrevista es totalmente voluntaria. Por eso, usted tiene el derecho de no contestar cualquier pregunta que no desee contestar. Responder "no sé " está perfectamente bien. Usted también puede parar la conversación en cualquier momento.
- Lo más importante es - el propósito de esta conversación es aprender de sus experiencias y las opciones para mejorar el programa de escuela de verano. En otras palabras, no hay respuestas equivocadas, sólo sus opiniones. Y, es importante recordar que estamos *evaluando el programa* y no los padres o estudiantes de cualquier manera.
- ¿Tiene alguna pregunta antes de empezar?
- Ahora, continuemos con la entrevista…

Decisión Acerca de la Escuela de Verano (7 min.)

ENTERARSE ACERCA DE LA RECOMENDACIÓN DE ASISTIR A LA ESCUELA DE VERANO

1. Piense en este último año de la escuela, cuando llegó el momento de hablar sobre la escuela de verano. ¿Cómo/cuando fue **la primera vez que surgió la idea** de la escuela de verano?
    a. ¿Cuán eficaz **para usted** fue esta manera de enterarse de a la escuela de verano? [Piense cómo se podría mejorar cada manera]
    b. Una vez que supo acerca de la escuela de verano como algo que podría beneficiar a su hijo, ¿escucho acerca de la escuela de verano de **alguna otra manera**?

TOMAR LA DECISIÓN ACERCA DE LA ESCUELA DE VERANO

1. ¿Cómo se **sintió su [hijo/ hija] acerca de la posibilidad de ir** a la escuela de verano?
   c. ¿Cómo se **sintió usted** al respecto?
   d. ¿Qué pensaron que eran los pros y los contras de ir a la escuela de verano?

2. Ahora cuénteme acerca de **llegar a la decisión**. A medida que su familia consideraba la escuela de verano, ¿en qué factores pensaron?
   a. ¿Cómo llegó usted a la **decisión final**?
   b. Así que, en resumen, ¿qué diría usted que fue la **razón principal porqué su hijo/hija no asistió** a la escuela de verano?

3. Tengo una última pregunta. Pero, antes de contestar, voy a compartir un par de pensamientos. En un momento, me gustaría saber su opinión de **qué debería hacer el sistema de Escuelas Públicas de Arlington para que sea más probable que estudiantes como su hijo/hija asistían a la escuela de verano**. Al responder, supongamos que:
   - El sistema de Escuelas Públicas de Arlington y los padres tienen la misma meta: la mejor educación para los estudiantes.
   - A medida que trabajan en alcanzar esta meta, tanto el sistema escolar como los padres tienen que lidiar con muchos factores.

Conclusión (1 minuto)
Al concluir, permítanme decir una vez más que mi objetivo es comprender las experiencias de su familia con el fin de fortalecer el programa de escuela de verano. ¿Hay algo más que le gustaría decir sobre el programa que podría ayudar su planificación en el futuro?

¡GRACIAS!

Qualifications of Summer School Teachers

The Human Resources Office provided Planning and Evaluation with data about the qualifications of teachers who taught in Arlington Public Schools (APS) summer school during summer 2013. Specifically, the data responds to two questions:

- What percentage of APS summer school teachers are permanent employees of APS during the regular year?
- How many years of service do APS summer school teachers have?

The original evaluation design also included a question addressing the extent to which APS summer school teachers are certified in the subject area that they teach. Starting in 2012, APS was required by Virginia law to hire only teachers who are certified in the subject area they will teach, so all summer school teachers in 2013 were certified in their subject area.

In summer 2013, there were 418 summer school teachers. **Figure 1** indicates the percentage of those teachers who are APS teachers or substitutes during the regular year. In addition, some summer school teachers are categorized as being in a "transition position," which indicates a permanent APS employee working in a different type of position in the summer. In most of these cases, this would indicate an assistant during the regular year working as a teacher during summer.

Regular Year Role for Summer School Teachers
Summer 2013 (n=418)

APS Teacher — 72%
APS Substitute — 7%
APS Transition Position — 3%
Non-APS — 18%
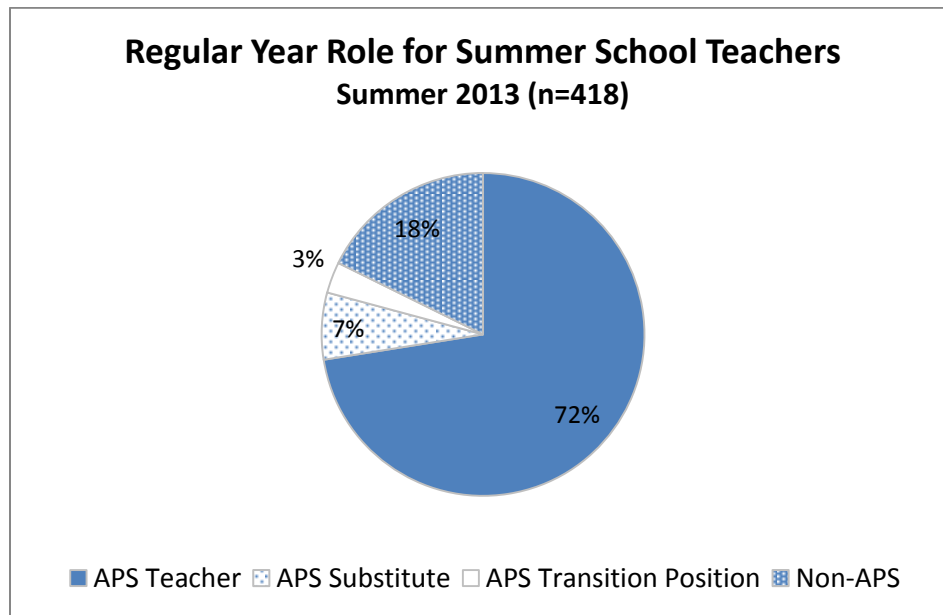
Figure 2 provides the years of APS teaching experience for summer school teachers who are permanent APS employees. Years of teaching experience outside of APS are not available. Note that the total number of teachers is different from figure 1 because this data was pulled from a separate database.

Figure 2: Total Years of Teaching Experience for APS Summer School Teachers, 2013

Total Years of Teaching Experience for APS Summer School Teachers

Mean = 8.15
Std. Dev. = 7.413
N = 330