Summer Learning 2023 Program Evaluation

Prepared for:

Fulton County Schools

Authored By:

Stacia L. Long, PhD
Brian Fitzpatrick, PhD
Gracie Douglas
David Osman, PhD
Jayce Warner, PhD

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Submitted By:

Gibson Consulting Group, Inc.
P.O. Box 300816
Austin, Texas 78703
512.328.0884
www.gibsonconsult.com

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AN EDUCATION CONSULTING & RESEARCH GROUP

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Introduction

This report presents findings and recommendations as part of the Fulton County Schools (FCS) Summer Learning 2023 program evaluation conducted by Gibson Consulting Group (Gibson).

Findings

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Program Background

FCS implemented Summer Learning programming for students in Grades 3-12 during Summer 2023. FCS intended for the Summer Learning program to enroll large numbers of students to address unfinished learning and low achievement on Georgia Milestones assessments. Information regarding Summer Learning invitation criteria and Summer Learning school sites can be found on the FCS Summer Learning website.[1] Online registration for the FCS Summer Learning 2023 program ran from March 1, 2023 to May 25, 2023. Late registration for elementary Summer Learning and secondary face-to-face Summer Learning was possible on May 30, 2023 and June 2, 2023. Late registration for Fulton Virtual School Summer Learning extended from May 31, 2023 through June 6, 2023. Students who enrolled in face-to-face Summer Learning attended classes from June 5, 2023 through July 10, 202 for half-day academic sessions.

Program Evaluation Design

The main goal of the Summer Learning 2023 program evaluation was to provide actionable information to FCS leadership to support future implementations of Summer Learning. The questions that guided the evaluation work are found in Figure 1.

Figure 1. Summer Learning 2023 Program Evaluation Questions

- RQ1: To what degree are students enrolling in Summer Learning? What student characteristics and parent perceptions predict student enrollment?
- RQ2: Are there differences in Summer Learning enrollment patterns by sending school?
- RQ3: For what reasons do invited students not enroll in Summer Learning?
- RQ4: To what degree are enrolled students attending Summer Learning? What characteristics predict student attendance?
- RQ5: In what ways could the planning and implementation of Summer Learning be conducted more efficiently and effectively according to parents, students, and teachers?
- RQ6: What elements of Summer Learning do parents and students value most?

Quantitative Analyses of Student Enrollment Data

We conducted two types of quantitative analyses that aimed to identify trends in student recommendation, enrollment, and attendance related to Summer Learning. The first analysis compared recommendation, participation, and absence rates across different demographic groups. To calculate these rates, we used a series of logistic regression models where we predicted each of these outcomes (e.g., recommendation, participation, and absences) using available student demographic and enrollment data from the 2022-23 school year.[2] The predictor variables used in these models were student economic disadvantage, special

[1] https://www.fultonschools.org/summerlearning

[2] Student absence data during Summer Learning was only available for students attending in person and was not available for students attending virtually.

education, gifted/talented, and Section 504 statuses as well as student race/ethnicity, sex, and grade level. This strategy allowed us to identify the adjusted outcome rates across the different categories of one variable while controlling for all the others. For instance, we calculated the adjusted average Summer Learning participation rate for each race/ethnicity group while controlling for all other variables in the list above. This adjusted rate helps us ensure that any differences we see in participation rates between race/ethnicity groups are not influenced by other factors that may be correlated with race/ethnicity. We did not include student achievement variables in these predictive models because student achievement likely mediates the relationship between student traits and outcomes related to Summer Learning. That said, we also calculated rates of recommendation, participation, and absence for students with different levels of academic achievement based on Milestone exam scores and cumulative grade point average (GPA).

Our second analysis focused on schools and the extent to which some schools have exceptionally high Summer Learning participation. To do this, we estimated the proportion of each school's student body that was likely to attend Summer Learning based on the average demographic, enrollment, and academic achievement rates of their students. We then compared these predicted rates of participation with the actual rate at which the school's students participated in Summer Learning, regardless of where they attended Summer Learning. We then identified positive outlier schools: schools with higher rates of sending students to Summer Learning than the model predicted. This whole process was performed separately for elementary, middle, and high schools. We concluded this analysis by listing the top five outlier schools for each school level and discussing possible reasons for their outlier status.

Parent Survey Design, Delivery, and Participants

To understand the perspectives of families who had a student invited to Summer Learning 2023, we invited parents to complete an online survey. Gibson revised the 2022 parent survey, in collaboration with the FCS Department of Evaluation (DPE), for administration in 2023. Revisions were minimal and made to reflect changes in Summer Learning programming to allow for a more valid comparison of findings across years. The parent survey asked participants to respond to items about Summer Learning enrollment processes, program elements that influenced their decisions to enroll their students in Summer Learning, and barriers that prevented parents from enrolling their children in Summer Learning.

To distribute the surveys to parents, Gibson provided the DPE with a universal survey link, invitation emails and reminders, and a flyer with a QR code. The DPE and the FCS Communications Department distributed survey invitations and reminders throughout the survey window, which took place from June 26, 2023 through July 7, 2023.

When the survey closed, 744 parents had participated in the data collection effort. Ninety-four percent of parents who participated in the survey and whose students were invited to participate in the program chose to enroll their students in Summer Learning 2023.

Student Survey Design, Delivery, and Participants

To understand students' experiences and engagement with Summer Learning, we conducted a short online survey with students in Grades 3 through 8 who participated in the program. Gibson developed this survey in collaboration with the DPE and Summer Learning leadership. The student survey provided students with

an opportunity to indicate which aspects of Summer Learning they valued and which elements of the program were most engaging to them.

To distribute the survey to students, Gibson provided the DPE with a universal survey link, a passive consent letter for parents, and administration instructions for teachers. The DPE worked with instructional technology staff members to distribute the survey and support teacher administration during the survey window of June 26, 2023 through July 10, 2023. At the close of the survey administration window, 2,592 students had participated in the data collection effort.

Enrollment and Attendance Findings

Student Enrollment and Attendance in Summer Learning

We used extant data on all FCS students to identify trends in how students interacted with Summer Learning in 2023. Specifically, we investigated trends in who was recommended to attend Summer Learning, who participated in Summer Learning, and, among attendees, who was chronically absent during Summer Learning. We began with enrollment and demographic data on all students enrolled in FCS schools in Grades 3 to 12 during the Spring of 2023. After excluding students enrolled in public charter schools, this left 70,302 total students. Of these, the FCS central offices recommended that 24,359 (35%) attend Summer Learning, and 11,496 (16%) attended Summer Learning in 2023. However, attendees were not exclusively a subset of recommended students: 4,994 (43%) of attendees had not been recommended to participate in Summer Learning. Among the 53% of Summer Learning students who attended in person, absenteeism was common: 2,275 (36%) attended less than 80% of the time during Summer Learning. This varied drastically by grade level: 76% of high school students were absent for 20% or more of the time, compared to 25% of middle school students and 18% of elementary school students.

Finding 1: Student demographic groups differed in terms of the rate at which students were recommended for, participated in, and chronically absent from Summer Learning.

Economically disadvantaged students were 42% more likely to be recommended for Summer Learning than their economically advantaged peers (44% versus 31%, respectively; see Figure 2). Similarly, economically disadvantaged students were 40% more likely to attend Summer Learning (21% of economically disadvantaged students versus 15% of economically advantaged students). However, economically disadvantaged students were no more likely to be chronically absent than students who were economically advantaged.

These trends were similar across the other student characteristics we measured, to varying degrees. Students receiving services through Special Education were 19% more likely to be recommended for Summer Learning than students who did not qualify for Special Education (44% versus 37%, respectively) but only 6% more likely to participate in Summer Learning (19% versus 18%, respectively). There were no differences between these two groups in terms of the percentage of students who were chronically absent from Summer Learning (see Figure 3).

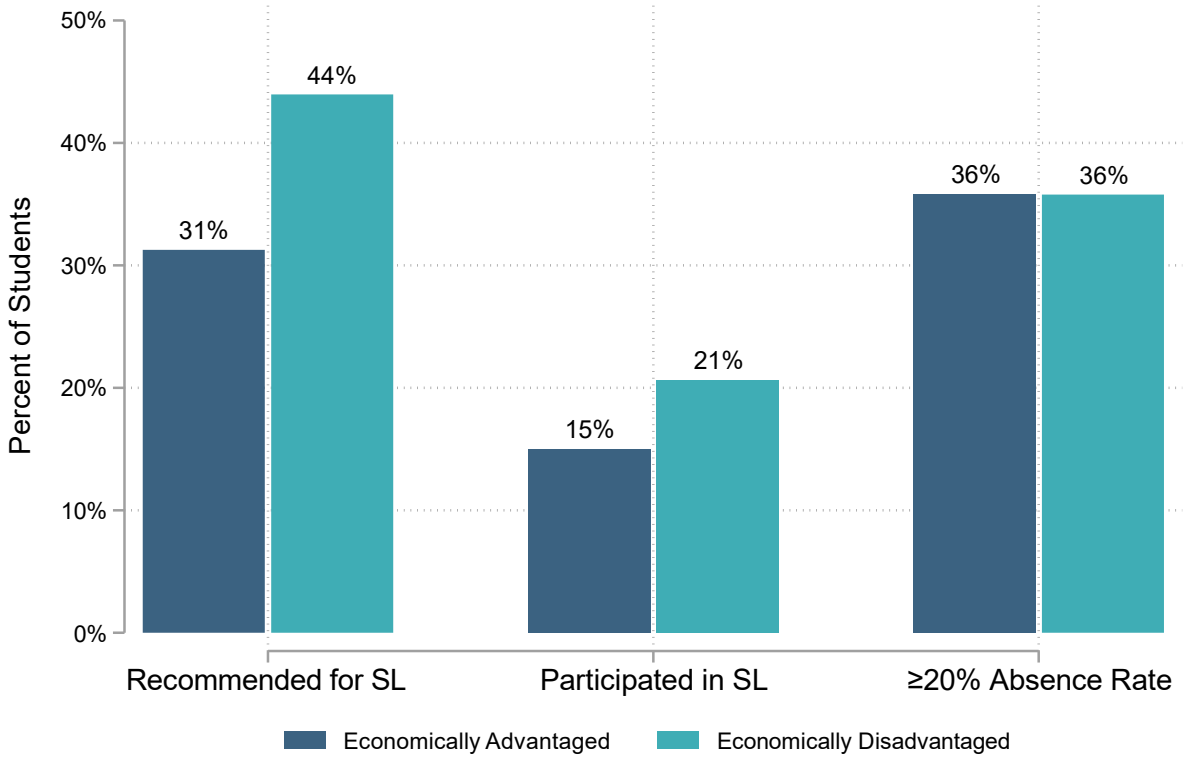
Students enrolled in the Gifted and Talented program were 72% less likely to be recommended for Summer Learning that students not enrolled in the program (12% versus 43%, respectively) but only 17% less likely to participate in Summer Learning (15% versus 18%, respectively). Students in the Gifted and Talented program were 22% less likely to be chronically absent from Summer Learning than students not in the program (28% versus 36%, respectively; see Figure 4).

Students identified as having limited English proficiency (LEP) were 39% more likely to be recommended for Summer Learning than students considered proficient in English (50% versus 36%, respectively) and 47% more likely to participate in Summer Learning (25% versus 17%, respectively). There were no

differences between these two groups in terms of the likelihood of being chronically absent from Summer Learning (see Figure 5).

In terms of race and ethnicity (see Figure 6), Black and Hispanic/Latino students were both more likely to be recommended for and participate in Summer Learning compared to their White peers but were slightly less likely to be chronically absent. Asian and Pacific Islander students constituted the race/ethnicity group least likely to be recommended for Summer Learning but most likely to attend Summer Learning. They were also the least likely to be chronically absent.

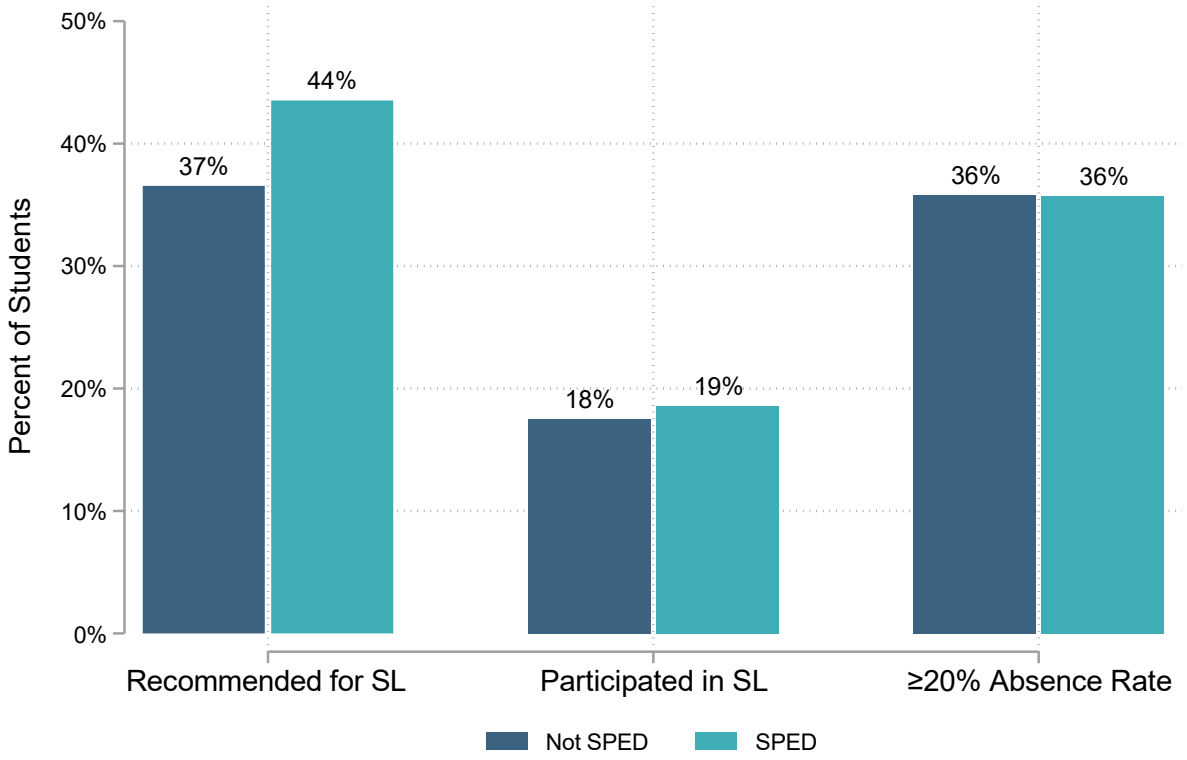
Figure 2. Summer Learning Outcomes by Student Socioeconomic Status



Note. The numbers displayed are the percentages of students in each group who fall within the group indicated by the label on the bottom of the figure after controlling for all other demographic and enrollment variables. Absence rates are for Summer Learning and only include students who attend Summer Learning. N = 65,102 for the recommendation and participation comparisons, and N = 6,356 for the absence rate comparison.

Source. Gibson's analysis of FCS extant data

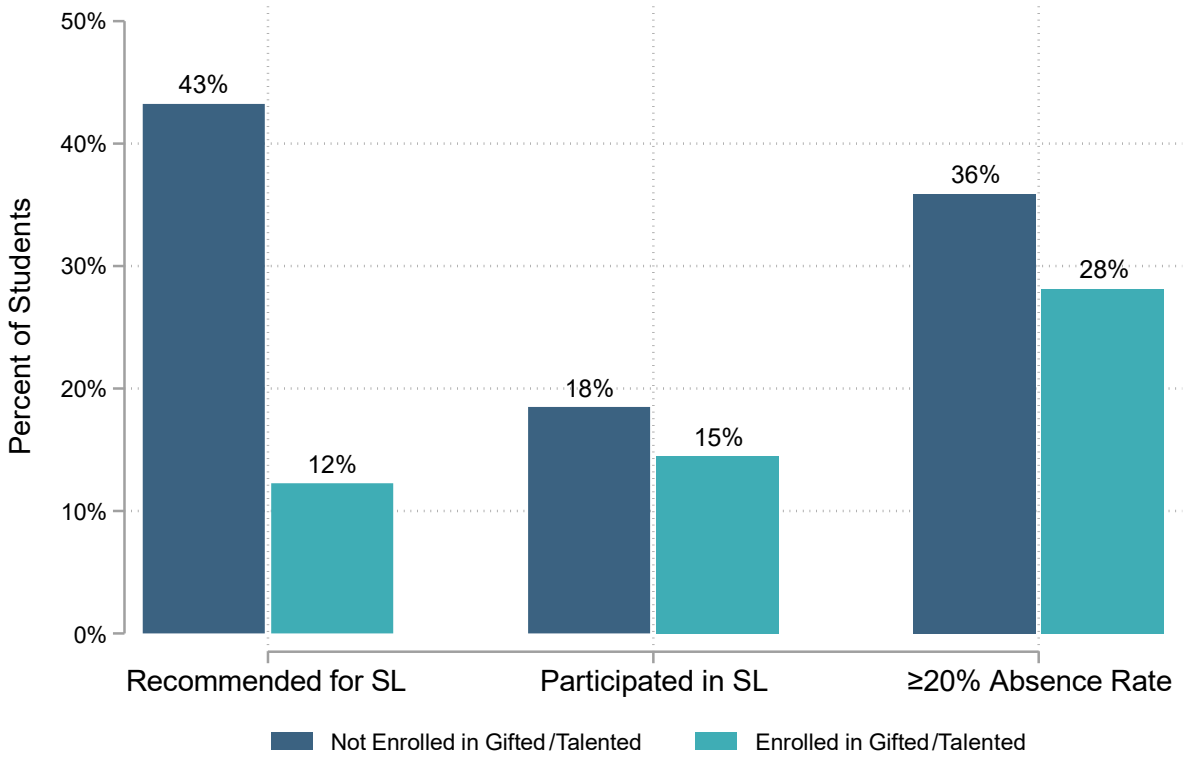
Figure 3. Summer Learning Outcomes by Student Special Education Status



Note. The numbers displayed are the percentages of students in each group who fall within the group indicated by the label on the bottom of the figure after controlling for all other demographic and enrollment variables. Absence rates are for Summer Learning and only include students who attend Summer Learning. SPED = Special Education. N = 65,102 for the recommendation and participation comparisons, and N = 6,356 for the absence rate comparison.

Source. Gibson's analysis of FCS extant data

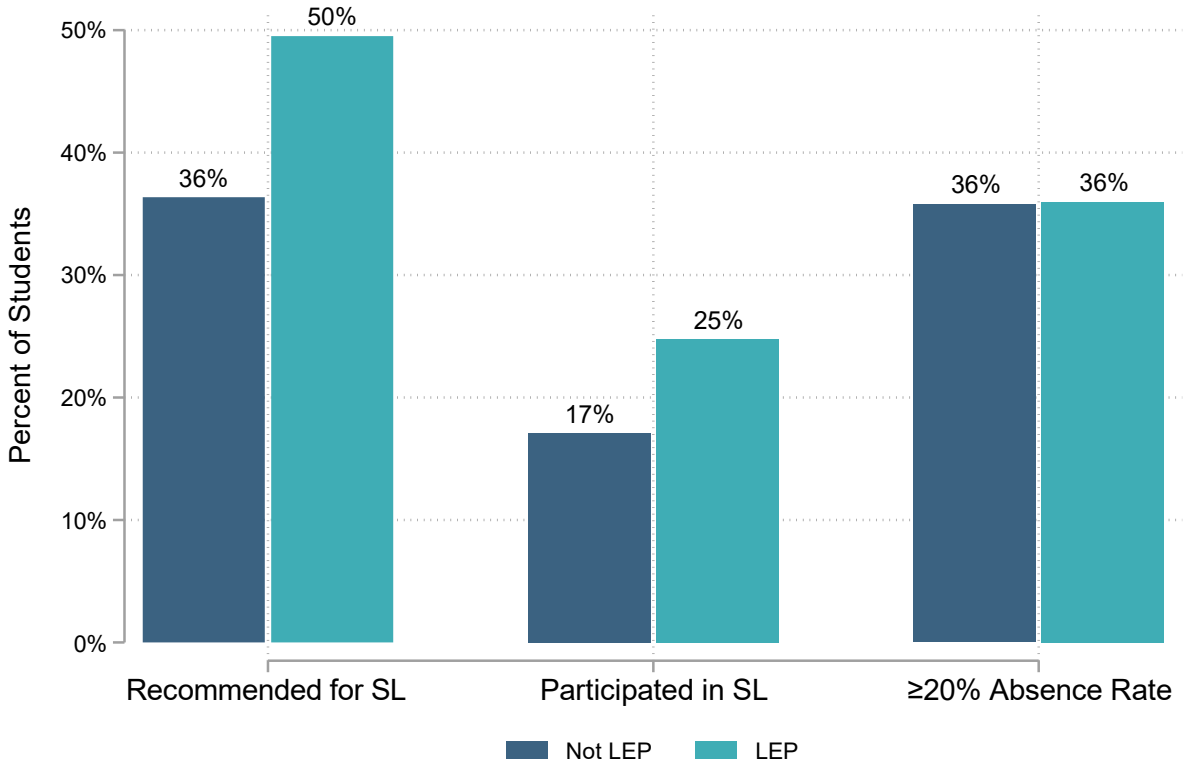
Figure 4. Summer Learning Outcomes by Student Gifted/Talented Status



Note. The numbers displayed are the percentages of students in each group who fall within the group indicated by the label on the bottom of the figure after controlling for all other demographic and enrollment variables. Absence rates are for Summer Learning and only include students who attended Summer Learning. N = 65,102 for the recommendation and participation comparisons, and N = 6,356 for the absence rate comparison.

Source. Gibson's analysis of FCS extant data

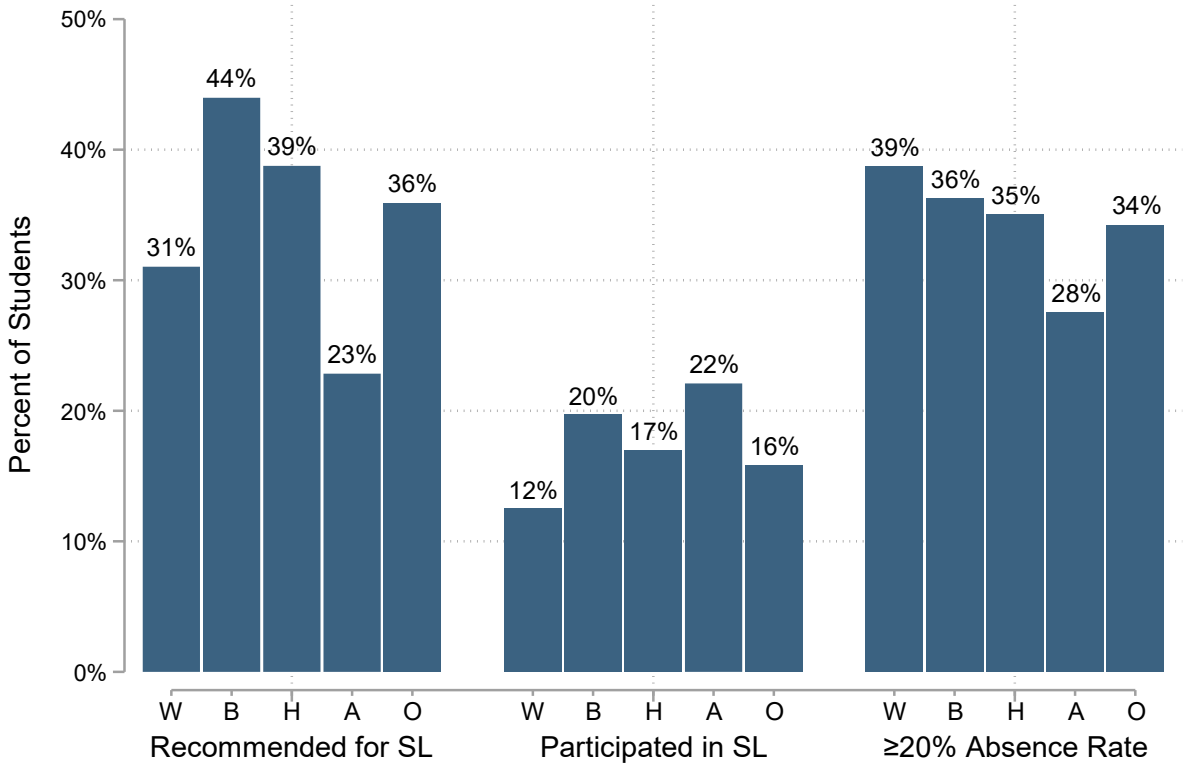
Figure 5. Summer Learning Outcomes by Student Limited English Proficiency Status



Note. The numbers displayed are the percentages of students in each group who fall within the group indicated by the label on the bottom of the figure after controlling for all other demographic and enrollment variables. Absence rates are for Summer Learning and only include students who attend Summer Learning. LEP = Limited English Proficiency. N = 65,102 for the recommendation and participation comparisons, and N = 6,356 for the absence rate comparison.

Source. Gibson's analysis of FCS extant data

Figure 6. Summer Learning Outcomes by Student Race/Ethnicity Status



Note. The numbers displayed are the percentages of students in each group who fall within the group indicated by the label on the bottom of the figure after controlling for all other demographic and enrollment variables. Absence rates are for Summer Learning and only include students who attend Summer Learning. SL = Summer Learning, W = White, B = Black, H = Hispanic/Latino, A = Asian/Pacific Islander, O = Other (meaning students in all other race/ethnicity categories). N = 65,102 for the recommendation and participation comparisons, and N = 6,356 for the absence rate comparison.

Source. Gibson's analysis of FCS extant data

Finding 2: Students with lower levels of academic achievement were more likely to participate in Summer Learning.

The English Language Arts (ELA) Milestone exam was administered to students in Grades 3 to 8. Almost all students with scores in the lowest 25% (quartile) at their grade level were recommended for Summer Learning, compared to only 7% of students with scores in the highest quartile who were recommended. Students in the lowest quartile of scores were also far more likely to attend Summer Learning than students in the top quartile (40% versus 7%, respectively; see Figure 7). Interestingly, although the percentage of students in the second lowest quartile of ELA Milestone scores who were recommended for Summer Learning was similar to the percentage of students in the lowest quartile who were recommended for Summer Learning (94% versus nearly 100%, respectively), these two groups of students differed substantially in terms of the percentage of students who participated in Summer Learning (12% versus 40%, respectively). In other words, students with exam scores in the lowest quartile were only slightly more likely to be recommended for Summer Learning than students with scores in the next lowest quartile, but they were over three times more likely to participate in Summer Learning. The differences in chronic absenteeism across these groups are relatively small. These trends are nearly identical when we examine Math Milestone scores (see Figure 8).

The percentage of high school students who were recommended for and who participated in Summer Learning differed substantially by GPA[3] (see Figure 9). The vast majority (84%) of high school students with a GPA below 60 were recommended for Summer Learning, and a slight majority (54%) participated in Summer Learning. Conversely, almost no high school students (0.23%) with GPAs of 90 or above were recommended for Summer Learning. Despite this, 15% of these students participated in Summer Learning. Chronic absenteeism was high among nearly all high school Summer Learning students. Although chronic absenteeism was far lower among students with GPAs above 89 (38% compared to over 70% for all other groups), only 21 students with a GPA above 89 attended in-person Summer Learning.

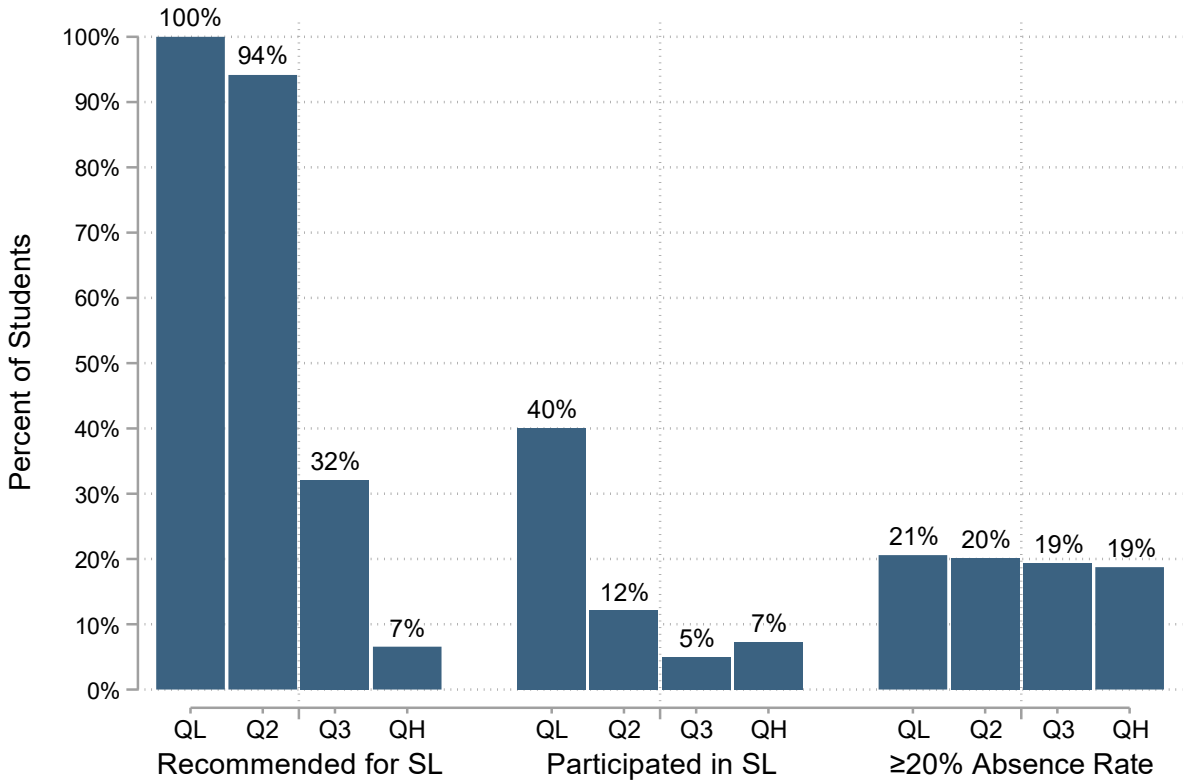
This analysis shows that FCS' efforts to target Summer Learning towards students who struggled academically was successful in terms of overall percentages of students participating in Summer Learning That is, lower performing students participated in Summer Learning at higher rates than students with higher academic achievement. However, two additional considerations are worth noting. First, although lower performing high school students were more likely to participate in Summer Learning than their peers, they were not more likely to participate relative to the rates at which they were recommended. Specifically, the percentage of students with GPAs below 60 who participated in Summer Learning was 36% lower than the percentage of these students who were recommended for Summer Learning (84% recommended versus 54% participated; see Figure 9) compared to 14% lower for students with GPAs between 60 and 69 (63% recommended versus 54% participated), and 32% *higher* for students with GPAs between 70 and 79 (25% recommended versus 33% participated)[4]. Thus, although lower performing high school students participated in Summer Learning at higher rates, the discrepancy between the actual rate and the targeted rate increases as student academic achievement decreases. Second, student absenteeism rates for in-person Summer Learning were high among all students and exceptionally high among high school students.

[3] GPA was measured on a scale of 0 to 100.

[4] This trend continues for students with GPAs between 80 and 89 and students with GPAs over 89 but we omitted the statistics from the text given the very small percentage of students in these groups who were recommended for Summer Learning (3% and 0.2%, respectively).

This has the potential to undermine the program's success, as high absenteeism may thwart the capacity of the FCS Summer Learning program to help lower performing students catch up to their peers.

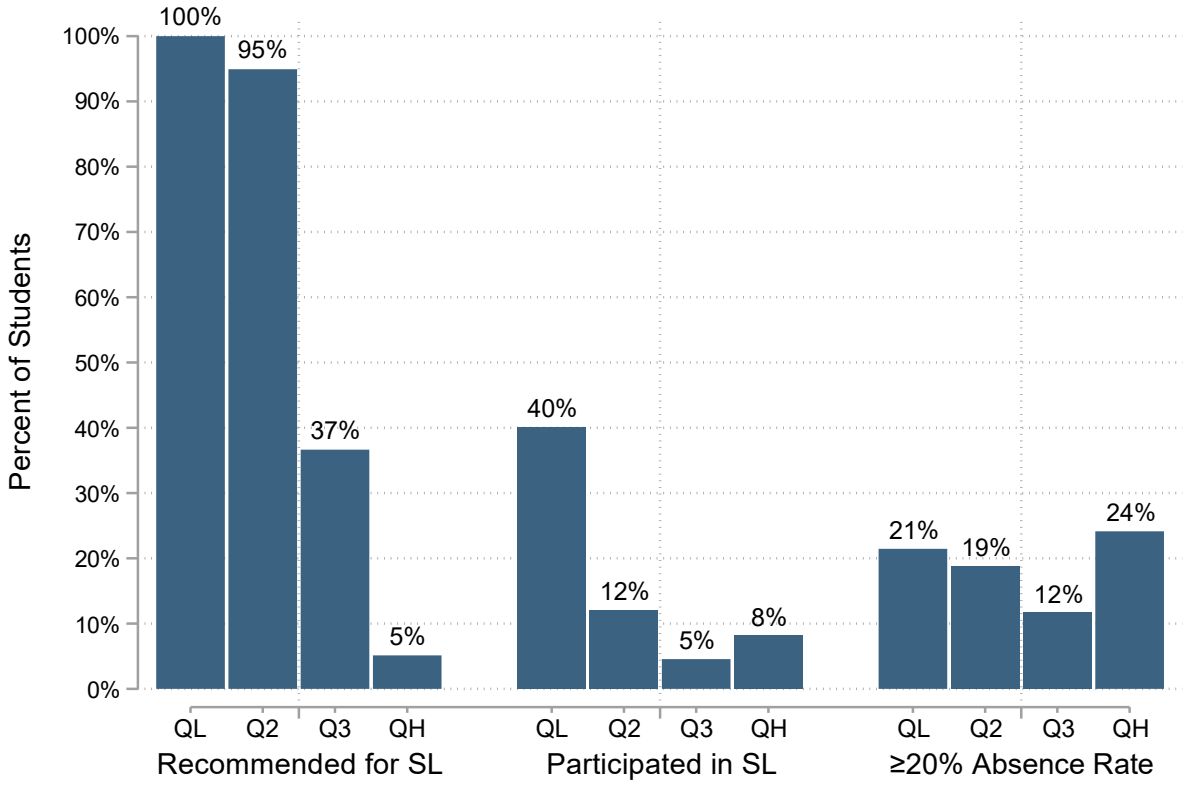
Figure 7. Summer Learning Outcomes by End-of-Year ELA Benchmark Quartiles



Note. The numbers displayed are the percentages of students in each group who fall within the category indicated by the label on the bottom of the figure. Absence rates are for Summer Learning and only include students who attend Summer Learning. Only includes Grades 3 to 8. QL = Lowest Quartile, QH = Highest Quartile. N = 35,588 for the recommendation and participation comparisons, and N = 4,544 for the absence rate comparison.

Source. Gibson's analysis of FCS extant data

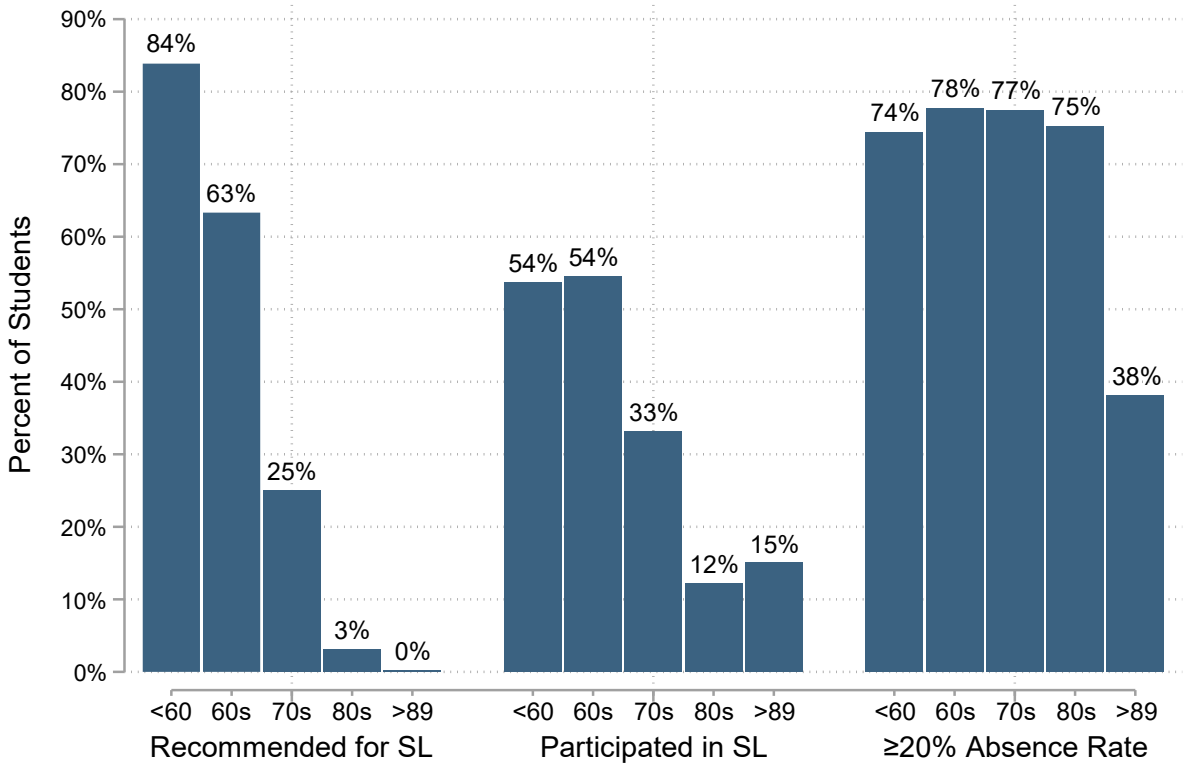
Figure 8. Summer Learning Outcomes by End-of-Year Math Benchmark Quartiles



Note. The numbers displayed are the percentages of students in each group who fall within the group indicated by the label on the bottom of the figure. Absence rates are for Summer Learning and only include students who attend Summer Learning. Only includes Grades 3 to 8. SL = Summer Learning, QL = Lowest Quartile, QH = Highest Quartile. N = 35,577 for the recommendation and participation comparisons, and N = 4,554 for the absence rate comparison.

Source. Gibson's analysis of FCS extant data

Figure 9. Summer Learning Outcomes by Student Cumulative GPA



Note. The numbers displayed are the percentages of students in each group who fall within the group indicated by the label on the bottom of the figure. Absence rates are for Summer Learning and only include students who attend Summer Learning. Only includes Grades 9 to 12. These categories were constructed from students' cumulative GPA, which ranges from 1 to 106 and has a mean of 86. SL = Summer Learning. N = 28,470 for the recommendation and participation comparisons, and N = 1,722 for the absence rate comparison. Only 21 students with a GPA above 89 attended Summer Learning in person.

Source. Gibson's analysis of FCS extant data

School-Level Enrollment in Summer Learning

Schools in FCS were tasked with getting the word out about Summer Learning and helping students enroll in Summer Learning. Despite these efforts during the regular school year, less than half as many students attended Summer Learning (11,496) as were recommended (24,359). However, Summer Learning attendance rates varied widely across schools, and it stands to reason that schools used a broad range of strategies to boost student enrollment in Summer Learning, to varying effect. Our goal with this analysis was to identify these outlier schools and refer them to FCS for further investigation into the steps taken by these schools to promote Summer Learning during the school year.[5]

However, we cannot simply examine the raw rates of Summer Learning attendance across FCS schools. Because there are other factors that influence Summer Learning attendance beyond those that stem from the policies and actions of schools and school staff, it is important that we account for these other factors in the analysis. Thus, we sought to compare the rates at which schools send students to Summer Learning compared to other schools with similar student bodies. To do this, we included various student-level demographic, enrollment, and achievement variables[6] in a series of logistic regression models predicting Summer Learning attendance. We conducted separate analyses for each school level (i.e., elementary, middle, and high schools). This allowed us to calculate the predicted probability of each student attending Summer Learning given the overall student-level trend in Summer Learning attendance. From the results of these models, we calculated the school-level average rates of predicted Summer Learning attendance. This school-level rate can be thought of as an estimated Summer Learning attendance rate if we predicted that rate based solely on the student-level variables mentioned above. We then compared predicted Summer Learning attendance rates to actual Summer Learning attendance rates to identify schools with higher attendance rates than what was predicted by the student-level variables alone. Finally, we identified the five schools at each school level that had the largest difference in actual versus predicted rates (i.e., the highest values after subtracting actual rates by predicted rates). As one of the key predictors of Summer Learning attendance is the percentage of students who are designated as economically disadvantaged, we provide that and other relevant information for these 15 schools in Table 1.

Finding 3: A number of elementary schools, middle schools, and high schools stood out as having higher Summer Learning attendance rates than predicted.

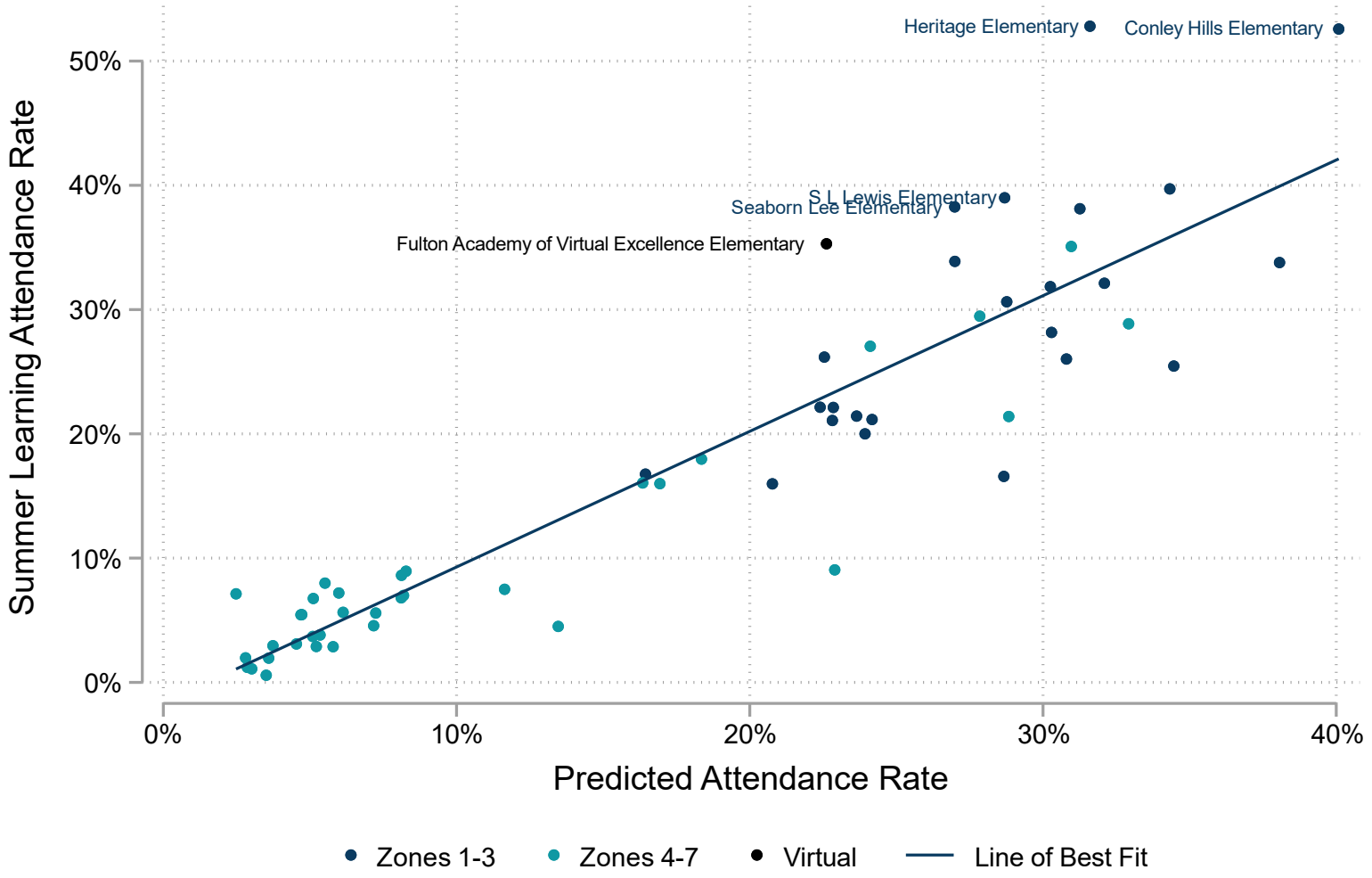
We visualize this comparison in a series of scatterplots that plot each school based on their predicted and actual attendance rates. For elementary schools (see Figure 10), the close correlation between predicted and actual rates indicates that Summer Learning attendance was closely tied to student-level variables. However, there were outliers, and we label the top five positive outliers on the graph. By “positive outliers,” we mean schools whose actual Summer Learning attendance was high relative to their predicted Summer Learning attendance. Students at the five elementary outlier schools enrolled in Summer Learning at higher rates than other schools with similar student bodies. For instance, 32% of students at Heritage Elementary

[5] Throughout this section, we examine schools and their students as they existed during the school year. It is irrelevant whether students attended Summer Learning in their school year school or a different school.

[6] These variables included economic disadvantage, special education, gifted/talented, and Section 504 statuses; race/ethnicity, sex, and grade level; and end-of-year Milestone exam scores (for elementary and middle schools) and GPA (for high school).

were predicted to attend Summer Learning, but 53% of its students actually attended. We provided similar scatterplots for middle schools (see Figure 11) and high schools (see Figure 12). It is worth noting that these outlier schools varied in terms of the percentage of students who were economically disadvantaged. To use a middle school example: Woodland Middle School was predicted to have 22% of students attend Summer Learning, but managed to send 29%. By comparison, Northwestern Middle School had a predicted rate of 13% but an actual rate of 17%. Their predicted rates differ because Woodland Middle School serves a relatively economically disadvantaged student body and Northwestern Middle School serves a relatively economically advantaged one, but they were both identified as exceptional because of how their actual rates of Summer Learning attendance compared to schools serving similar students.

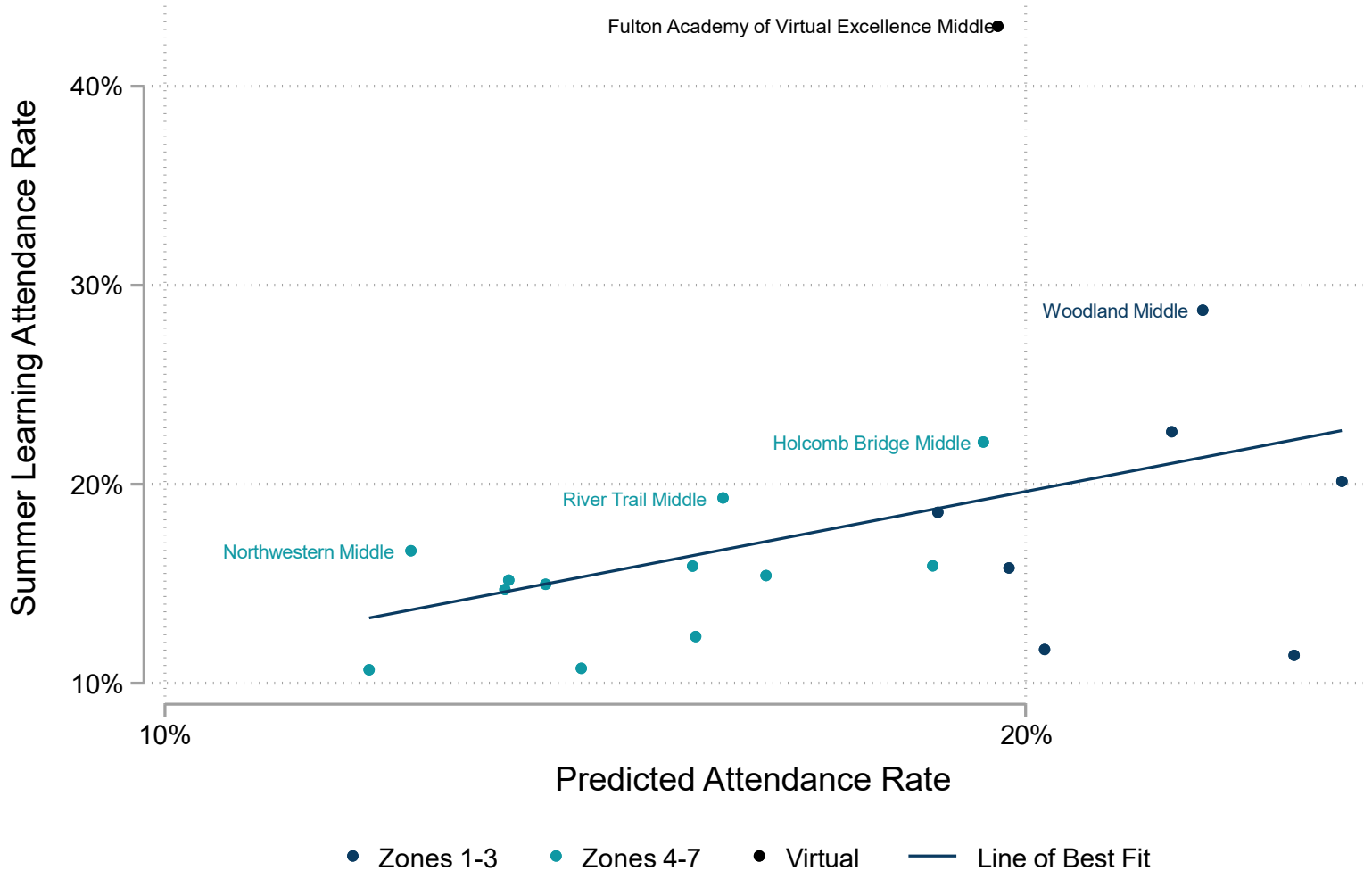
Figure 10. Elementary School Predicted Versus Actual Summer Learning Attendance Rates



Note. Each dot represents a school. The top five outlier schools, or schools with particularly high rates of sending students to Summer Learning relative to the characteristics of the students they serve, are labeled.

Source. Gibson's analysis of FCS extant data

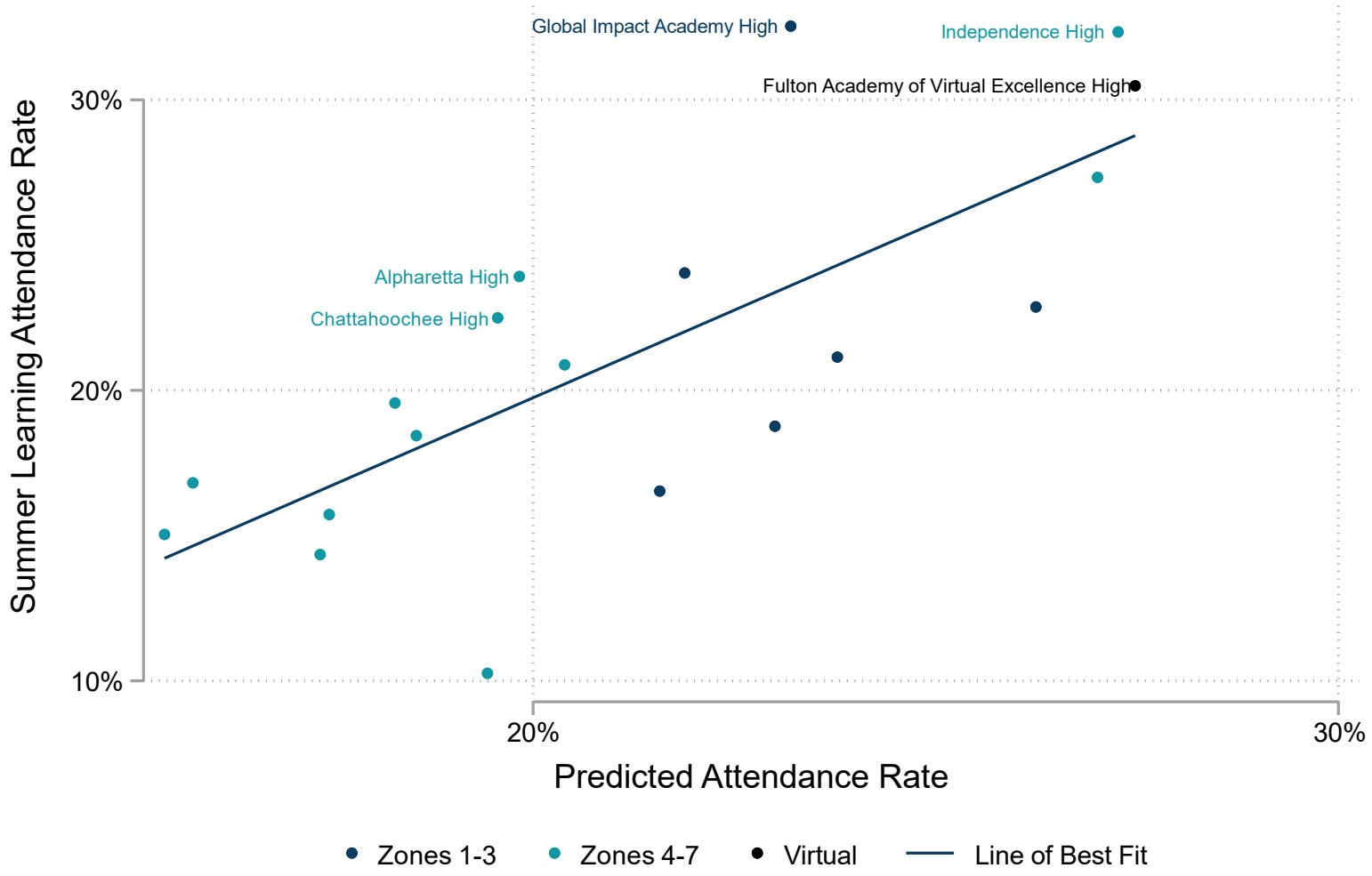
Figure 11. Middle School Predicted Versus Actual Summer Learning Attendance Rates



Note. Each dot represents a school. The top five outlier schools, or schools with particularly high rates of sending students to Summer Learning relative to the characteristics of the students they serve, are labeled.

Source. Gibson's analysis of FCS extant data

Figure 12. High School Predicted Versus Actual Summer Learning Attendance Rates



Note. Each dot represents a school. The top five outlier schools, or schools with particularly high rates of sending students to Summer Learning relative to the characteristics of the students they serve, are labeled.

Source. Gibson's analysis of FCS extant data

We summarized these 15 exemplar schools in Table 1 below, which is sorted so that the schools with the largest difference between predicted and actual Summer Learning attendance are listed first. A few trends are worth noting. First, four out of the five elementary schools serve very economically disadvantaged populations where 100% of students qualify as economically disadvantaged but who had higher rates of Summer Learning attendance than other, similar schools. We recommend investigating why these schools had higher attendance, especially since so many of their students are those that FCS Summer Learning is designed to serve. The fifth elementary school is Fulton Academy of Virtual Excellence, which appears in all three lists. It is possible that this school's strikingly high rate of Summer Learning attendance in middle and high school might be due to the ease of enrolling students in virtual courses. However, this cannot be the case at the elementary level, where virtual Summer Learning was not available.

It is worth noting that three out of the five exemplar middle schools and all five high schools send the majority of their Summer Learning students to virtual summer school. We treated virtual and on-site Summer Learning as equally valuable for the sake of this analysis. By contrast, Woodland and Holcomb Bridge Middle Schools made their way onto this list without enrolling many students in virtual Summer Learning. Global Impact Academy High School is the top outlier across all FCS high schools with one-third of its students attending Summer Learning despite serving a relatively economically disadvantaged student body. Independence and Alpharetta High Schools were the second and third biggest outliers, respectively.

Our analytic approach does not allow us to identify what it is these 15 schools did to promote Summer Learning attendance, but it can point FCS leadership towards those schools that may have developed effective strategies for promoting Summer Learning. We recommend that FCS administrators follow up with these exemplar schools and investigate what strategies they used to enroll students in Summer Learning. In doing so, it may be important to also investigate the approaches and strategies used by schools whose actual Summer Learning attendance was lower than predicted so as to ensure that the methods used by the schools with higher attendance rates are actually different than those used by schools with lower attendance rates. Of course, it is also possible that the higher levels of Summer Learning attendance at these schools were the result of other factors unrelated to the approaches or strategies that schools employed to encourage participation in Summer Learning. Thus, any future investigations should be carefully planned in an effort to identify and account for what could be numerous types of factors.

Table 1. Elementary, Middle, and High Schools With the Largest Difference Between Actual and Predicted Attendance at Summer Learning

School Name	Zone	Econ. Disadv.	Recmd. for SL	Predicted to Attend SL	Attended SL	Difference (Attended - Predicted)	% of SL Students Attended Virtually
Elementary							
Heritage	1	100%	87%	32%	53%	21%	0%
Conley Hills	2	100%	89%	40%	53%	13%	0%
FAVE ES	V	42%	73%	23%	35%	12%	0%
Seaborn Lee	3	100%	83%	27%	38%	11%	0%
S L Lewis	2	100%	81%	29%	39%	10%	0%
Middle							
FAVE MS	V	43%	79%	20%	43%	23%	100%
Woodland	1	100%	92%	22%	29%	7%	0%
Northwestern	7	7%	38%	13%	17%	4%	91%
River Trail	6	9%	28%	16%	19%	3%	81%
Holcomb Bridge	5	57%	77%	20%	22%	2%	10%
High							
Global Impact Academy	3	62%	6%	23%	33%	10%	95%
Independence	4	39%	58%	27%	32%	5%	67%
Alpharetta	7	11%	6%	20%	24%	4%	95%
FAVE HS	V	37%	17%	27%	30%	3%	73%
Chattahoochee	6	9%	3%	20%	22%	2%	84%

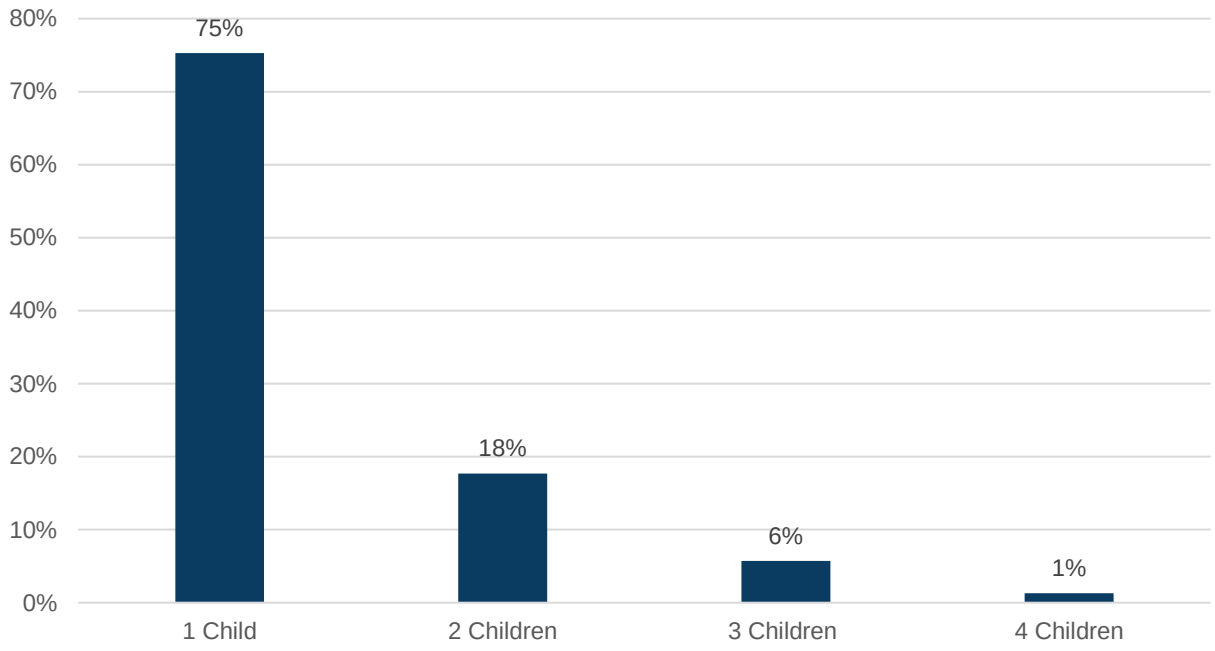
Note. This table shows the five schools (that is, school-year schools) with the largest difference between their predicted Summer Learning attendance rate and their actual Summer Learning attendance rate. Elementary school rates are calculated using only students exiting Grades 3 to 5. V = Virtual, SL = Summer Learning, FAVE = Fulton Academy of Virtual Excellence.

Source. Gibson's analysis of FCS extant data

Parent Perceptions of Summer Learning 2023

Of the 744 parents who participated in our Summer Learning 2023 parent survey, 88% indicated that they had one or more students who were invited to participate in the Summer Learning 2023 program. When asked how many students they had who were invited to participate in the program, most parents (75%) reported having one student who was invited (see Figure 13).

Figure 13. Percentage of Parent Survey Respondents by the Number of Children Invited to Attend Summer Learning



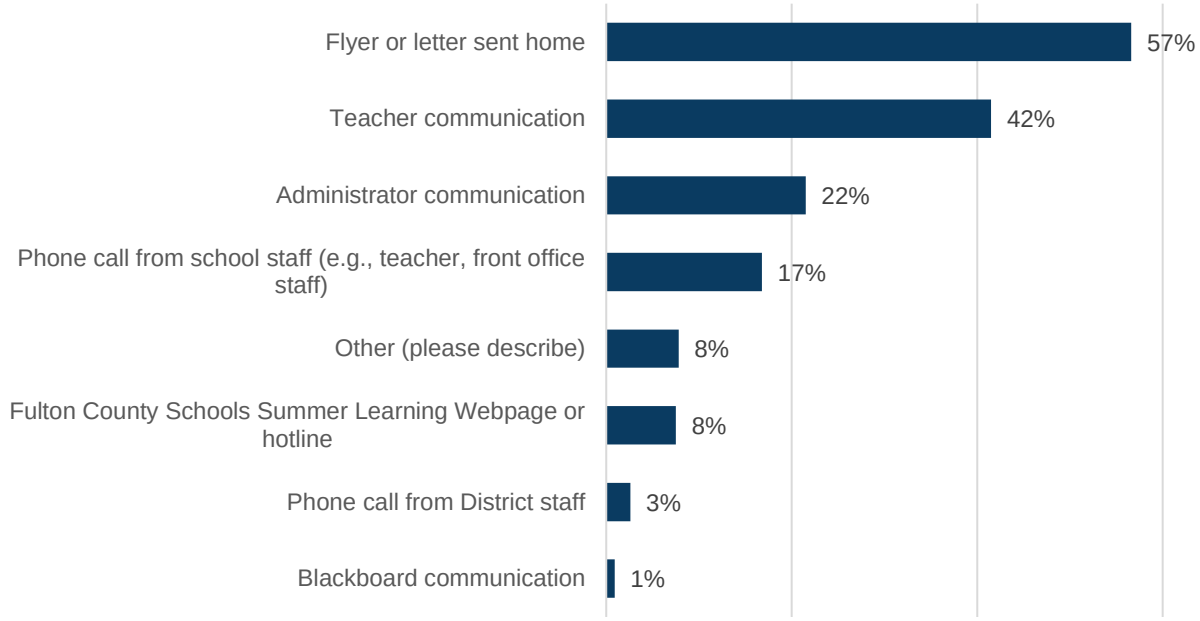
Note. A total of 632 parents responded to this survey item.

Source. Gibson Summer Learning 2023 parent survey

Communication with Parents about Summer Learning 2023

We asked parents to indicate how they learned about Summer Learning 2023 and how their student was invited to attend. Although the district prepares a list of students who meet the Summer Learning invitation criteria for schools to use, the faculty and staff at each school are responsible for communicating the invitation to students' parents. More than half of parents (57%) indicated that they received a flyer or letter about Summer Learning, and nearly half (42%) reported that they received communication from their student's teacher about the invitation. See Figure 14 for more details.

Figure 14. Summer Learning 2023 Invitation Methods



Note. The total number of respondents to this survey item was 650. All survey participants were invited to select all communication methods that applied to them.

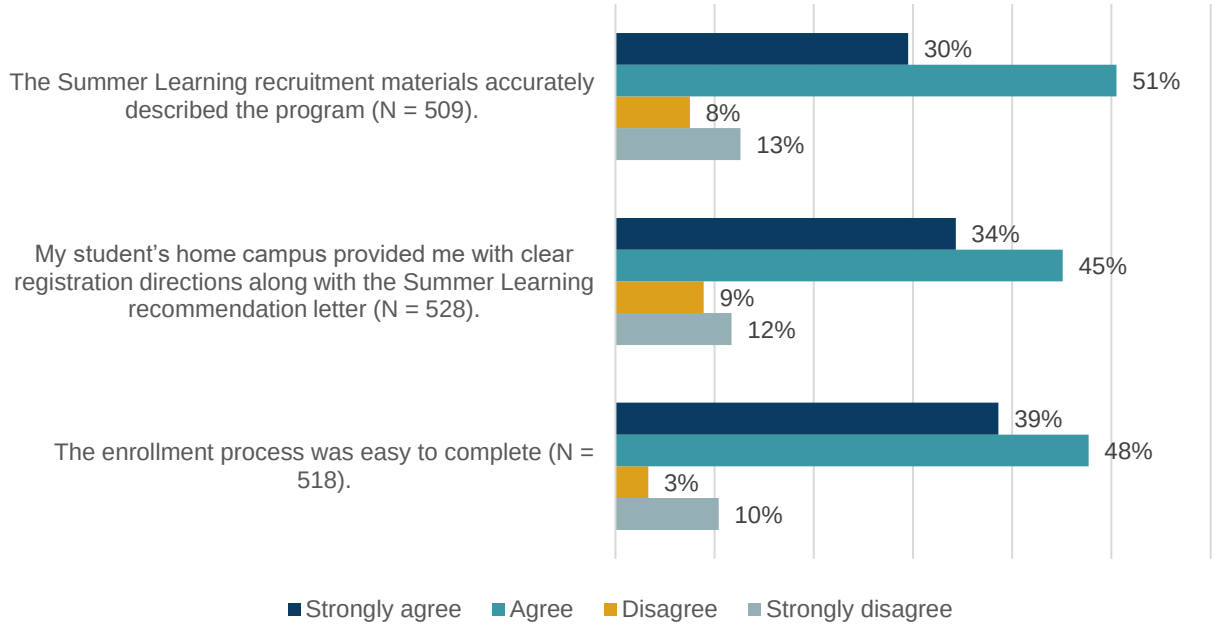
Source. Gibson Summer Learning 2023 parent survey

Parents who indicated "Other" and elected to write in an answer offered a variety of additional methods for learning about the Summer Learning invitation including communication from guidance counselors at their student's home school, emails from a variety of sources such as administrators and teachers, in-person communication with their student's teacher, and an Individualized Education Plan (IEP) meeting for their child who received special education services. A few parents also used the "Other" option to note that they wanted their student to participate in Summer Learning 2023 and proactively reached out to the school for enrollment information. Finally, none of the parents who participated in the survey selected Facebook or social media as an answer, nor did any submit it as an option via the "Other" answer choice.

Finding 4: Parents were satisfied with the FCS Summer Learning 2023 recruitment and registration process.

Overall, the parents who participated in the Summer Learning 2023 parent survey found the communication about Summer Learning recruitment and registration processes to be accurate and informative. For instance, 80% of parents agreed or strongly agreed that the recruitment materials accurately described the program, and 79% of parents agreed or strongly agreed that their student's home school provided clear instructions for Summer Learning registration. See Figure 15 for more details.

Figure 15. Parents' Perceptions Regarding Summer Learning 2023 Recruitment and Registration Materials



Source. Gibson Summer Learning 2023 parent survey

Parent satisfaction with the enrollment process has increased compared with findings from the Summer Learning 2022 parent survey.[7] Last year, 59% of parents indicated that the Summer Learning 2022 enrollment process was easy to complete, whereas 86% of parents agreed or strongly agreed that the process was easy for the Summer Learning 2023 program. This change in parent perception may indicate that communication and enrollment processes have been refined and are more accessible for families.

Related to the parent communication efforts for Summer Learning 2023 is the enrollment timeline. We asked parents who elected to enroll their student(s) in Summer Learning 2023 to specify whether they completed the enrollment process during the school year. Of the 510 parents who responded to this survey item, 79% indicated that they enrolled their student prior to the last day of the 2022-23 academic year.

Parents' Considerations Regarding Enrollment in Summer Learning

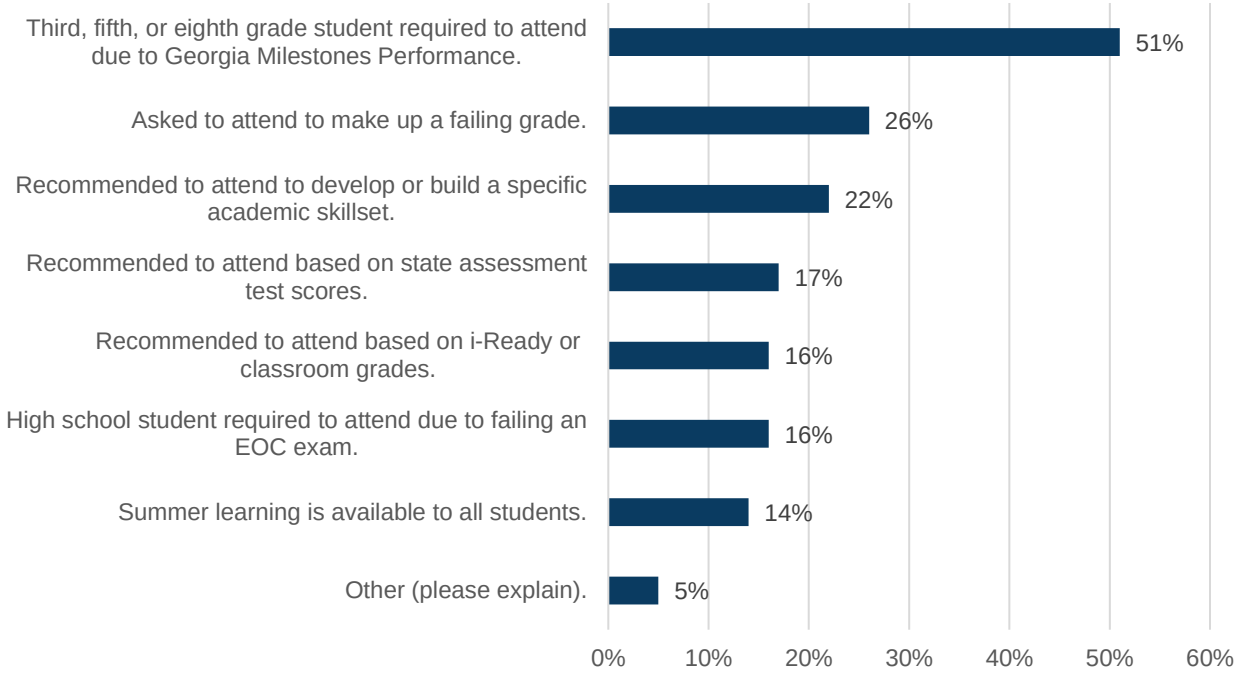
Finding 5: Parents most often believed that their students were invited to Summer Learning due to performance on Georgia Milestones assessments.

We prompted parents to review the reasons why their students were invited to Summer Learning 2023 (Figure 16). About half of parents (51%) indicated that their student was required to attend due to their performance on the Georgia Milestones assessment, and another 17% of parents noted that their student

[7] See Finding 8, Figure 7 in Long, S. L., Osman, D., Fitzpatrick, B., Bos, S., & Petty, G. (2022). FOCUS Plan Evaluation Report Year Two: Summer Learning 2022 Program Evaluation. (Report prepared for Fulton County Schools). Austin, TX: Gibson Consulting Group.

was recommended to attend based on state assessment test scores. The second most frequently reported reason for a Summer Learning invitation was the student's need to make up a failing course grade.

Figure 16. Parents' Reports on Why Their Child Was Invited to Summer Learning 2023



Note. The total number of respondents to this survey item was 548. All survey participants were invited to select all communication methods that applied to them. EOC = End-of-Course.

Source. Gibson Summer Learning 2023 parent survey

Parents' reported perceptions about the reasons behind Summer Learning 2023 invitations differed somewhat from the Summer Learning 2022 perceptions.[8] For parents who participated in the 2022 survey, the most common response (34% of parents) noted that their students' i-Ready performance or classroom grades prompted the Summer Learning invitation, and 21% of parents indicated Georgia Milestones performance was the reason for the Summer Learning invitation.

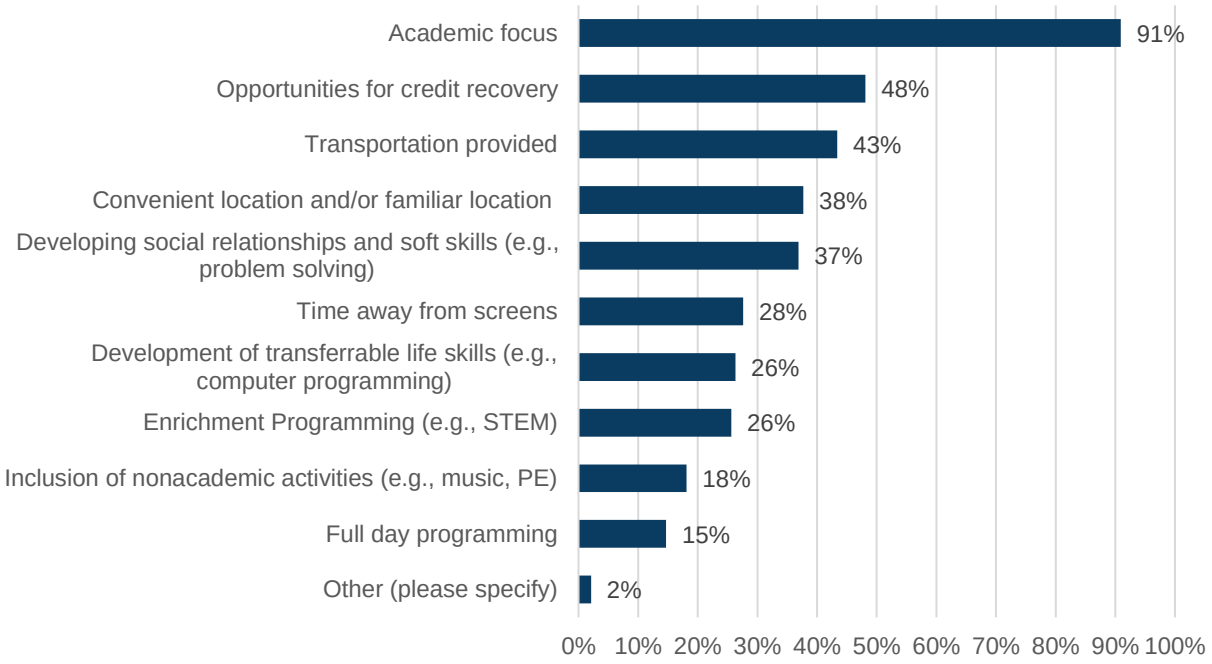
Finding 6: Parents valued the academic emphasis of Summer Learning when determining if their child would attend the program.

After receiving a Summer Learning invitation or recommendation, parents made decisions about whether or not to enroll their student(s) in this extended learning time program. To better understand their considerations, we asked parents to identify the characteristics of Summer Learning programs that were important to them. Aligned with findings from the Summer Learning 2022 parent survey, in which 76% of

[8] See Finding 6 in Long, S. L., Osman, D., Fitzpatrick, B., Bos, S., & Petty, G. (2022). FOCUS Plan Evaluation Report Year Two: Summer Learning 2022 Program Evaluation. (Report prepared for Fulton County Schools). Austin, TX: Gibson Consulting Group.

parent respondents indicated that academics was an important characteristic of Summer Learning, FCS parents highly valued the academic focus of Summer Learning 2023 (Figure 17).

Figure 17. Characteristics of Summer Learning Programs That Parents Identified as Important



Note. The total number of respondents to this survey item was 548. All survey participants were invited to select all communication methods that applied to them. STEM = Science, Technology, Engineering, and Math; PE = Physical Education.

Source. Gibson Summer Learning 2023 parent survey

Comparing parents' responses to this survey item with those from the 2022 survey,[9] we found that credit recovery rose in parents' perceptions of what is important in a Summer Learning program. In 2022, 31% of parent respondents indicated that credit recovery was an important characteristic of the program. This number increased to 48% in 2023. Parents' prioritization of transportation also increased across years. In 2022, 28% of parents rated this as an important characteristic of the program, whereas 43% of parents indicated its value in 2023.

We asked parents who participated in the survey to tell us about their decision-making process for determining whether or not to enroll their student(s) in Summer Learning. We coded the 322 responses from parents whose children did participate in Summer Learning into three overarching categories:

1. Many parents chose to enroll their students in Summer Learning 2023 because they found the academic opportunities appealing (Table 2).

[9] See Finding 7B in Long, S. L., Osman, D., Fitzpatrick, B., Bos, S., & Petty, G. (2022). FOCUS Plan Evaluation Report Year Two: Summer Learning 2022 Program Evaluation. (Report prepared for Fulton County Schools). Austin, TX: Gibson Consulting Group.

2. Many parents enrolled their students in Summer Learning 2023 because they believed it was a requirement (Table 3).
3. Some parents enrolled their students in Summer Learning 2023 because of a recommendation from their student's home school (Table 4).

We have provided a table for each of these three categories that walks through high-level themes and representative data excerpts below.

Table 2. Many Parents Enrolled Their Students in Summer Learning 2023 Because They Found the Academic Opportunities Appealing

Theme and Example Quotations	N (%)
Theme 1. Parents enrolled their students to have extra learning time in SL. ▪ "I felt that my child could use the additional learning tools and resources." ▪ "I wanted my child to have the opportunity to improve their reading level."	127 (39%)
Theme 2. Other parents cited their student's need for additional academic support as a motivation for enrolling them in SL. ▪ "It was what was best for my son moving forward to help him bridge the learning deficit he has." ▪ "My decision was based on the need of my daughter and the great communication and concerns from my daughters' teachers."	37 (12%)
Theme 3. Some parents enrolled their students for an opportunity to continue learning English. ▪ "My kids are ESOL students. I hope their English skills improve, so I decide to enroll in Summer Learning." ▪ "Because my son is still learning English, it is his first year at this school, so it has been very important for him." [Translated from Spanish]	10 (3%)

Note. Parents/guardians shared a total of 176 comments related to the academic offerings of Summer Learning. Percentages calculated out of 322 responses to "Please tell us about your decision-making process when you decided to enroll or not enroll your student(s) in Summer Learning this summer. How did you reach your decision? If you chose not to enroll your student(s) in Summer Learning, what could have changed your mind?" Finally, "Because my son is still learning English, it is his first year at this school, so it has been very important for him" was translated from the parent's response submitted in Spanish: "Porque mi hijo todavía está aprendiendo inglés, es su primer año en ésta escuela, entonces ha sido muy importante para él." ESOL = English for Speakers of Other Languages.

Source. Gibson Summer Learning 2023 parent survey

Additionally, two parents noted they valued the smaller class size of Summer Learning, while another two noted that they wanted to use Summer Learning 2023 for their student to get ahead in their required courses. Beyond the advertised academic benefits of the Summer Learning program, some parents also expressed interest in enrolling their students for the social benefits of the program. Those parents noted time away from screens/out of the house (16 comments) and time with peers (eight comments) as motivation for program participation.

In contrast, many parents reported a perception that they were required to enroll their student in Summer Learning 2023 and did not have the choice to opt out (Table 3). These parents pointed to the invitation, or requirement criteria, rather than academic benefits as motivation for program participation.

Table 3. Many Parents Enrolled Their Students in Summer Learning 2023 Because They Believed It Was a Requirement

Theme and Example Quotations	N (%)
Theme 1. Grade or credit recovery was commonly cited as a reason for enrolling. ▪ "I knew my child had to attend due to the lack of passing classes and their learning struggles. Per talking with the IEP support staff we agreed it was the right decision." ▪ "I enrolled my scholars for an opportunity to recover credit. The set up of the summer learning program met the need of my scholars and family."	51 (16%)
Theme 2. Many families specifically cited failing the Georgia Milestones as the reason they enrolled their student. ▪ "Student did not pass Milestones testing. Decided that summer learning was an opportunity to focus and retake test." ▪ "We enrolled our daughter as she missed clearing her reading Milestones."	42 (13%)
Theme 3. Some parents cited grade promotion specifically as their reason for enrolling. ▪ "I was under the impression that it was mandatory in order for my children to go to the next grade." ▪ "I did not want my son to be retained in the third grade.	24 (7%)
Theme 4. Some parents focused on the required element without naming the criteria behind the requirement. ▪ "Was told it was mandatory." ▪ "I was under the impression that it was mandatory for my child to attend. My child would not have participated otherwise."	11 (3%)

Note. Parents/guardians shared 123 comments related to Summer Learning being required for their student. Percentages calculated out of 322 responses to "Please tell us about your decision-making process when you decided to enroll or not enroll your student(s) in Summer Learning this summer. How did you reach your decision? If you chose not to enroll your student(s) in Summer Learning, what could have changed your mind?"

Source. Gibson Summer Learning 2023 parent survey

Finally, some parents found the recommendation from someone at their student's school to be a compelling motivation for enrolling their student in Summer Learning 2023 (Table 4).

Table 4. Some Parents Enrolled Their Students in Summer Learning 2023 Because of a Recommendation From Their Student's Home School

Theme and Example Quotations	N (%)
Theme 1. School staff recommended students to attend Summer Learning. ▪ "Teacher recommendation and for extra lower ratio attention." ▪ "The teacher spoke with me and said that my daughter needed to go to Summer Learning, and it's good because she is learning more." [Translated from Spanish]	16 (5%)
Theme 2. A few families cited a letter as the specific reason for attending. ▪ "The decision to enroll was made because of the letter inviting my student to attend that I received. It states why my student was invited to summer learning and my assumption was that it would be a remedy to said reason." ▪ "I went up to the school and asked questions about the letter that was sent home for summer learning for [my child] just to make sure [they'd] be going to the 9th grade [at neighborhood campus] and all my questions were answered. I decided to allow him to go and he actually like it I truly feel that he benefited from the program!"	6 (2%)
Theme 3. A few families said their school enrolled their student. ▪ "My child was automatically enrolled. I did not receive any information on what subject she was making up or failed. I'm highly dissatisfied with [the home school's] communication that my child failed at the last minute." ▪ "I didn't decide this. The school enrolled my daughter directly and informed myself."	4 (1%)

Note. Parents/guardian shared 26 comments related to specific school communication about Summer Learning. Percentages calculated out of 322 responses to "Please tell us about your decision-making process when you decided to enroll or not enroll your student(s) in Summer Learning this summer. How did you reach your decision? If you chose not to enroll your student(s) in Summer Learning, what could have changed your mind?" Finally, "The teacher told me that my daughter needed to go to Summer Learning and it's good because she is learning more" was translated from the parent's response submitted in Spanish: "La maestra habló conmigo dijo que mi hija necesitaba ir summer learning y es bueno porque ella aprende mas."

Source. Gibson Summer Learning 2023 parent survey

Beyond the academic considerations around Summer Learning 2023, parents noted other programmatic elements that led to their decision to enroll, including the transportation provided (two coded statements) and the fact that the programming was free (three coded statements). Finally, two parents noted their students wanted to enroll in Summer Learning.

Perspectives of Parents Who Chose Not to Enroll their Students

Thirty-six participants in the Summer Learning 2023 parent survey noted that they did not enroll their student(s) in Summer Learning. Fifty-four percent of these parents indicated that they did not want to send their students to Summer Learning, whereas 46% wished to send their students to Summer Learning but were unable to do so this year. To better understand the distinction, we asked parents who chose not to enroll their students in Summer Learning 2023 to respond to a list of survey items representing potential barriers to participation. Only 16 participants responded to this question. Five respondents specified a lack of adequate transportation as their reason for not enrolling their student(s). The other 11 respondents indicated a range of other reasons, including schedule conflicts (two respondents), student(s) participating

in another summer activity (two respondents), and believing that their student did not need Summer Learning (two respondents). Findings from this 2023 survey item differ from findings from the same question in the Summer Learning 2022 survey where the most frequently reported barrier to participation was the program's schedule.[10]

Three parents who indicated that they did not enroll their student(s) in Summer Learning 2023 responded to the open-ended survey item "Please tell us about your decision-making process when you decided to enroll or not enroll your student(s) in Summer Learning this summer. How did you reach your decision? If you chose not to enroll your student(s) in Summer Learning, what could have changed your mind?" One of these parents noted that transportation was not adequate for her neighborhood, while the other two explained that their student did not need Summer Learning because they did well in their classes and did not fail the Georgia Milestones assessment.

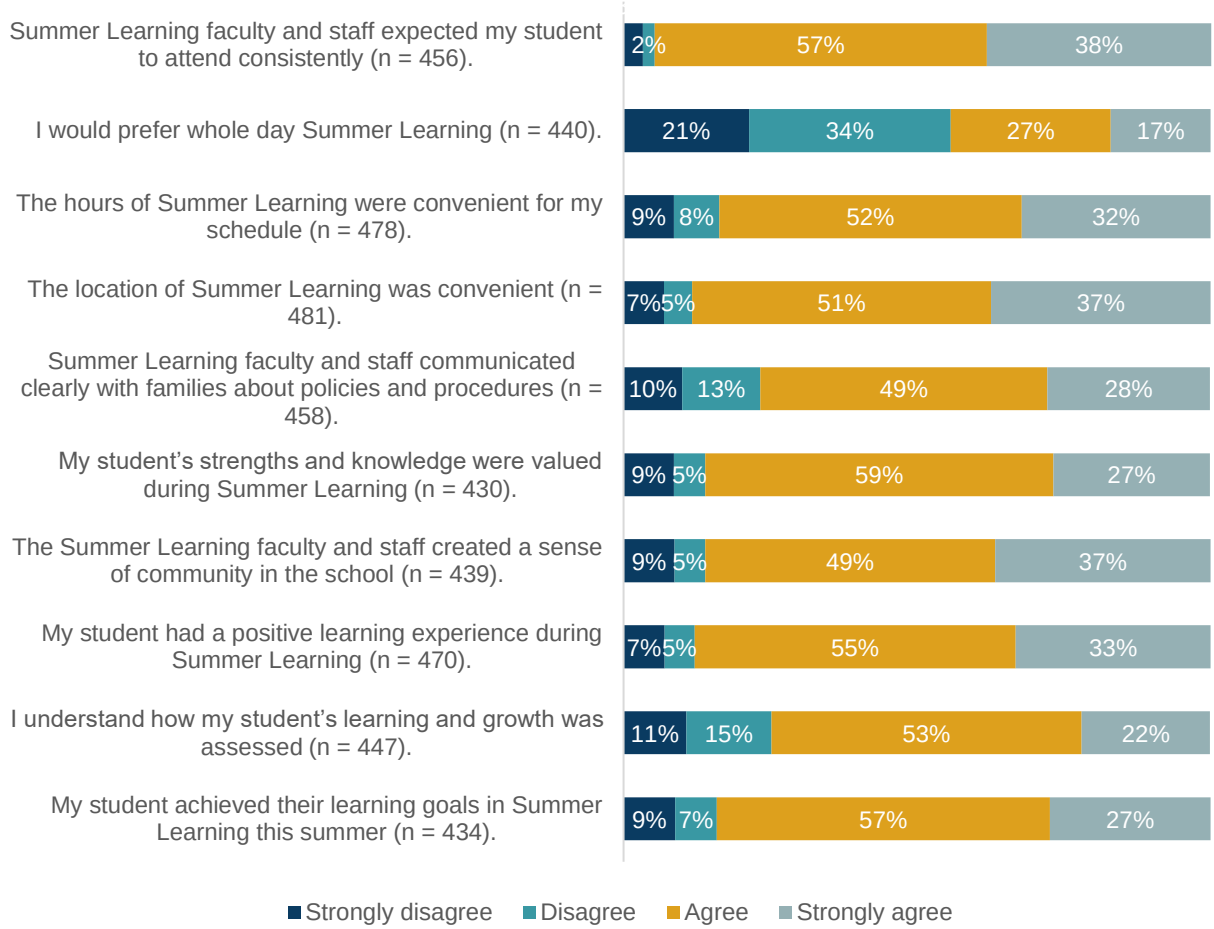
Parents' Satisfaction with Summer Learning 2023

Finding 7: Overall, parents were satisfied with Summer Learning 2023 program elements.

Finally, we asked parents who reported that they did enroll their student(s) in Summer Learning 2023 to reflect on their experiences with the program. Parents indicated the degree to which they agreed or disagreed with a series of statements (Figure 18). The majority of respondents agreed or strongly agreed to all statements except one – "I would prefer whole-day Summer Learning" – to which over half of respondents disagreed or strongly disagreed.

[10] See Finding 8 in Long, S. L., Osman, D., Fitzpatrick, B., Bos, S., & Petty, G. (2022). FOCUS Plan Evaluation Report Year Two: Summer Learning 2022 Program Evaluation. (Report prepared for Fulton County Schools). Austin, TX: Gibson Consulting Group.

Figure 18. Parents' Perceptions of Summer Learning Elements



Source. Gibson Summer Learning 2023 parent survey

Most parents indicated that the program was beneficial, with 88% of parents (*n* = 413) reporting that their student had a positive learning experience in the program.

Reflecting on the academic elements of Summer Learning more specifically, 84% (*n* = 365) of parents agreed or strongly agreed with the statement that their student achieved their learning goals in Summer Learning 2023. Further, 75% (*n* = 334) of parents agreed or strongly agreed that they understood how their students' learning and growth was assessed.

Parents who participated in the Summer Learning 2022 parent survey indicated that they would have liked more communication about students' learning and growth throughout the program,[11] and parent's responses regarding understanding how learning was assessed likely reflects an increase in parent communication during Summer Learning 2023. Finally, 86% (*n* = 370) of parents indicated that they agreed

[11] See Finding 12 in Long, S. L., Osman, D., Fitzpatrick, B., Bos, S., & Petty, G. (2022). FOCUS Plan Evaluation Report Year Two: Summer Learning 2022 Program Evaluation. (Report prepared for Fulton County Schools). Austin, TX: Gibson Consulting Group.

or strongly agreed that their students' strengths and knowledge were valued during Summer Learning. Taken together, responses from three survey items indicate that parents saw the program as meeting its academic purpose.

When reflecting on their experiences with communication from their Summer Learning site, 77% (*n* = 351) of parents agreed or strongly agreed that faculty and staff communicated clearly with families about policies and procedures. Nearly all parents, or 95% (*n* = 432), recognized that faculty and staff expected their students to attend the program consistently. Finally, 86% (*n* = 378) of parents indicated that the Summer Learning faculty and staff created a sense of community in the school, which is important when many students enrolled in Summer Learning may be attending a site that is not their home school.

Finally, most parents found the location and schedule of Summer Learning 2023 to be convenient for their schedules. Eighty-eight percent (*n* = 425) agreed or strongly agreed that the location of Summer Learning was convenient. Eighty-four percent (*n* = 400) agreed or strongly agreed that the hours of Summer Learning were convenient for their schedules.

Parents' Qualitative Reflections on What Stood Out about Summer Learning 2023

The final survey item was an open-ended response question: "Please tell us one thing that stood out to you about Summer Learning this year," and 364 respondents submitted answers. Although 30 parents (8% of the respondents to this item) responded "Nothing" or "Not applicable" to this survey item, most parents took the opportunity to share their experiences, and many of their statements expressed appreciation for the program.

The most common category of response, with 146 coded statements, was parents' perceptions of their students' academic experiences with Summer Learning 2023. Many answers described positive academic outcomes, while a few parents relayed negative stories from their student's time in the program. See Table 5 below for an overview of themes and representative data excerpts.

Table 5. Parents Reported Far More Positive Academic Experiences With Summer Learning 2023 Than They Did Negative Experiences

Theme and Example Quotations	N (%)
Positive Academic Experiences with Summer Learning 2023	**130 (36%)**
Theme 1. Parents reported that their student(s) learned during the Summer Learning 2023 program. ▪ "My child was getting the help she needed and was reassured of passing from a teacher who refused to let them fail." ▪ "His teacher was great. She was very well prepared and capable to teach her class. My [child] made awesome improvement in his reading."	66 (18%)
Theme 2. Parents reported that Summer Learning 2023 was a good experience overall. ▪ "Excellent and very helpful to students." ▪ "Better organized than last year. Good program and great results for my child."	23 (6%)

Theme and Example Quotations	N (%)
Theme 3. Parents expressed their appreciation for the opportunity for their student(s) to participate in Summer Learning 2023. ▪ "I wanted my child to be able to get the understanding and skills needed to progress in his education. There was no option for him not to go, he had the opportunity to improve in what he lacked in and he needed that. He also know he needed the help and once he started going he loved, he is actually ready to go back to regular school and can't wait for the summer to be over. This is impressive. I appreciate the program." ▪ "Everyone was helpful and courteous during this process, and that was much appreciated. I appreciate EVERYONE who took time out of their summer vacation to make sure that these kids had a second chance at getting a better grade(score) on their milestone test(s). Thank you all very much!!"	15 (4%)
Theme 4. Parents valued the program's smaller class sizes. ▪ "Smaller class sizes. My son benefits from that in a learning setting. He did very well in summer school." ▪ "Being a smaller size class room, I believe it helps her to concentrate more and receive more help from the teacher without feeling left behind in her class work."	15 (4%)
Theme 5. Parents appreciated the purposeful approach to academics. ▪ "The hours and the transportation as well as the hyper focus on certain subjects vs multi subjects in one day or setting!" ▪ "I was pleased that my son was able to complete his class in 1 week. That motivated him to get it done quickly."	11 (3%)
Theme 6. Parents who enrolled their student(s) in Summer Learning for the first time had a positive experience with the program. ▪ "It was our first time to participate in the summer program. We enjoy it." ▪ "The faculty and staff were very responsive and helpful. This was our first time attending and they made it a seamless effort."	9 (2%)
Negative Academic Experiences with Summer Learning 2023	**16 (4.3%)**
Theme 7. Parents would like more insights into the Summer Learning 2023 curriculum and how their student(s) were progressing during the program. ▪ "The lack of communication. No information was provided on my child's teachers. Zero communication from either teacher. No clue what the learning objectives were. No clue if she learned anything or not - if she was passing or failing. My child really liked the principal and liked how she interacted with the students." ▪ "The staff failed to communicate student progress. There was no way to track students' progress, there was no clear syllabus or subject covered each week, 3-strike system was not explained and parents were not called or made aware of issues developed..."	6 (2%)
Theme 8. The Summer Learning 2023 program did not fit students' academic needs according to their parents. ▪ "I don't know that my son's 504 accommodations were communicated to the Summer staff."	4 (1%)

Theme and Example Quotations	N (%)
▪ "I decided that summer school was not hands-on enough for my student to learn what she needed to learn. She didn't fail any classes. She struggles with testing and basic math. They were provided with handouts and placed in front of a computer."	
Theme 9. Parents wished students had more time to focus on areas of academic need during the program. ▪ "It was a great experience for her but I feel like what was their weakness was should have been the main focus thru out the online program." ▪ "It was not a good academic situation for us. My child had to attend a language arts class as well as math. The second day of summer school I asked the principal if she could attend 2 math classes to get the help she needed. She is an honors student in LA. She was not allowed to get extra help in math and had to attend the LA class getting 100s on everything and having read the book they were working on in 6th grade. The last week of summer school she was told by a teacher that she could go to math classes for extra help but the math teacher sent her back to LA every day. Milestones review was only given the last week of summer school. It has been a frustrating experience for my child and us as well."	3 (1%)
Theme 10. Parents critiqued the online format of some program courses. ▪ "My son desperately needed help in Math. I did appreciate the summer program to help with improving his Math skills. However, instead of computer help. I think more time needs to be spent helping the student on paper and more time recovering with things that get wrong or don't understand." ▪ "The students in the building going to class in person had better instructions than students who are online."	3 (1%)

Note. Parents/guardians shared 146 comments related to the academic outcomes of Summer Learning. Percentages calculated out of 364 responses to "Finally, please tell us one thing that stood out to you about Summer Learning this year?"

Source. Gibson Summer Learning 2023 parent survey

Parents also voiced their appreciation for non-academic aspects of Summer Learning 2023. These elements focused on things like the relationships that supported the academic focus or the program's logistical elements. Parent comments regarding non-instructional aspects of Summer Learning fell in several broad themes that are detailed in Table 6.

Table 6. Parents Appreciated the Non-Academic Elements of Summer Learning 2023

Theme and Example Quotations	N (%)
Positive Non-Academic Outcomes of Summer Learning 2023	**110 (30%)**
Theme 1. Parents found the Summer Learning 2023 program faculty and staff supportive. ▪ "THE KINDNESS OF THE TEACHERS AND SEEING FAMILIAR FACES FROM OUR HOME SCHOOL." ▪ "My student regularly attended the summer school, got best score and excellent feedback from teacher, best on time communication mails from administration team, best staff for monitoring the students at drop and pickup point and greetings to students and parents."	59 (16%)

Theme and Example Quotations	N (%)
Theme 2. Parents reported that their student(s) enjoyed their time in the program. ▪ "My student actually enjoyed attending, made a friend, and didn't mind learning! Huge win!" ▪ "The biggest thing that stood out to me about Summer Learning was how much my child enjoyed going each day and her being excited about learning. She genuinely felt like she was learning and her summer class work grades reflected that. In addition, the staff at [Summer Learning school site] were professional and very helpful. [Teacher] extremely hands on and I felt like she genuinely enjoys her job and working with the kids. I value that. Overall, we had a great experience with Summer Learning."	40 (11%)
Theme 3. Parents explained that participating in Summer Learning 2023 was a good decision for their student(s) because it met their individual needs. ▪ "It was the best decision for my freshman scholar to help support her academic goals and desires." ▪ "I enrolled my children because I want them to understand the education system… and improve their communication skills also.'	16 (4%)
Theme 4. Parents valued enrichment activities that were part of the summer programming. ▪ "I chose to let them go because of the enrichment program and transportation was provided which made it easier on me" ▪ "A good opportunity and enrichment for the kids"	4 (1%)
Positive Non-Academic Program Logistics of Summer Learning 2023	**22 (6%)**
Theme 5. The location and/or hours of Summer Learning 2023 were convenient for family. ▪ "The time and location worked for our family so that we were in a position to accommodate her attending." ▪ "I enrolled my scholars for an opportunity to recover credit. The set up of the summer learning program met the need of my scholars and family."	11 (3%)
Theme 6. Parents said that the transportation was helpful. ▪ "Time frame and bus stop pick up was convenient." ▪ "The one thing that stood out for me was the fact transportation was provided. This was very helpful to all working parents."	10 (3%)

Note. Parents/guardians shared 132 comments related to the academic outcomes of Summer Learning. Percentages calculated out of 364 responses to "Finally, please tell us one thing that stood out to you about Summer Learning this year?" In addition to appreciation for the ease of program logistics, one parent noted that they appreciated that all students were included in Summer Learning and another shared that they valued that meals were provided as part of the programming.

Source. Gibson Summer Learning 2023 parent survey

Finally, some parents shared their opinions about the organization of their Summer Learning school site. Parents who explored this topic had mixed experiences, with more than half of the coded statements offering critiques of the program. Table 7 below provides an overview of parents' positive and negative experiences with Summer Learning 2023 organization.

Table 7. Parents' Had Mixed Opinions About the Organization of Summer Learning 2023

Theme and Example Quotations	N (%)
Positive Experiences with Summer Learning 2023 Organization	**30 (8.2%)**
Theme 1. Parents reported that communication with faculty and staff at their Summer Learning 2023 school site was strong. ▪ "It seemed very organized. And communication was clear from the principal." ▪ "The consistent notifications about anything and everything needed to be known about the summer learning."	18 (5%)
Theme 2. Parents found the Summer Learning 2023 program to be well organized. ▪ "Seemed to have been well organized (ex: 1st day student/teacher assignment posted; breakfast ready)" ▪ "Better organized than last year. Good program and great results for my child"	14 (4%)
Negative Experiences with Summer Learning 2023 Organization	**59 (16%)**
Theme 3. Parents found program communication at their Summer Learning school site to be lacking. ▪ "It would be better if we get better communication about the progress of my child either through infinite campus portal or graded sheets sent home daily with students. In my case for 5th grader both did not happen" ▪ "Needed it for promotion. Communication was horrible. The school need to send all communication and test results electronically."	35 (10%)
Theme 4. Families had difficulties with the provided transportation. ▪ "This was portrayed as a requirement. If it was not required, the parents should have been made aware. Trying to ensure my child was picked up and dropped off put Street on out family. If this is a requirement, the bus should be made available to pick up students at a stop they can walk to from their home." ▪ "My son had to walk a mile to get to the bus, due to me working."	14 (4%)
Theme 5. Parents described the Summer Learning site as poorly organized with unclear expectations for students that led to a low-quality experience. ▪ "Seems that there is a lot of nonsense going on in the classes daily." ▪ "There was zero learning. My son attended two days, was told to find the answers in Google. He received over 90% before EOCs. He learned he can skip classes, not study and goof off during the year, go two days over the summer and fix his grades in two days by doing no work, not having to study and putting forth zero effort..."	11 (3%)
Theme 6. Parents reported that they or their student had a negative experience with Summer Learning 2023 program staff. ▪ "There was a lot of intimidation by staff towards students. They would tell ALL students if they did not pass they would repeat their last grade. This was not helpful for my child as Summer Learning was recommended not required." ▪ "My student was talked to badly by one of the teachers."	4 (1%)

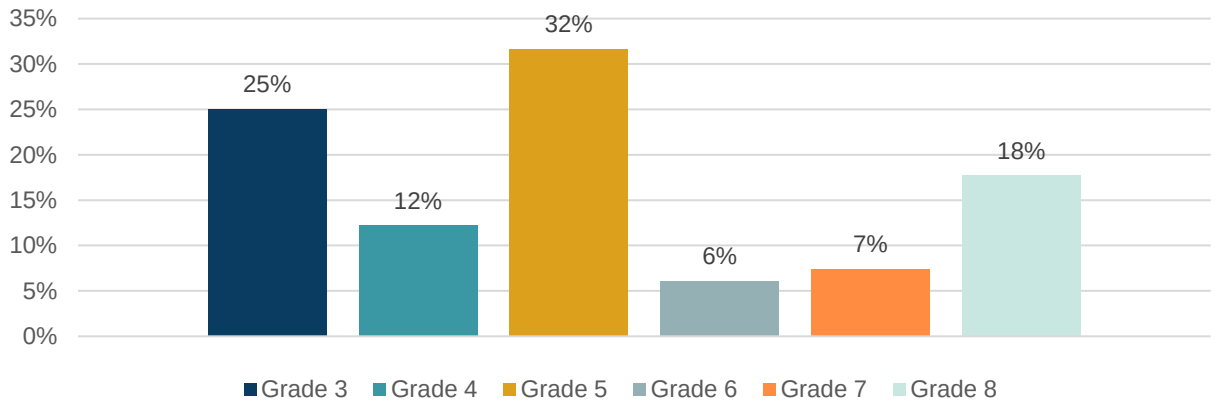
Note. Parents/guardians shared 89 comments related to the academic outcomes of Summer Learning. Percentages calculated out of 364 responses to "Finally, please tell us one thing that stood out to you about Summer Learning this year?" Thirty parents noted that nothing stood out to them about the organization of the Summer Learning 2023 program.

Source. Gibson Summer Learning 2023 parent survey

Student Perceptions of Summer Learning 2023

Student surveys were administered by teachers at the end of Summer Learning 2023, and 2,592 students in third through eighth grade participated in the data collection effort. Sixty-eight percent of survey participants were elementary school students, and 31% of survey participants were middle school students (Figure 19). Zones 3, 2, and 5 had highest number of students participate in the Summer Learning 2023 student survey (Figure 20).

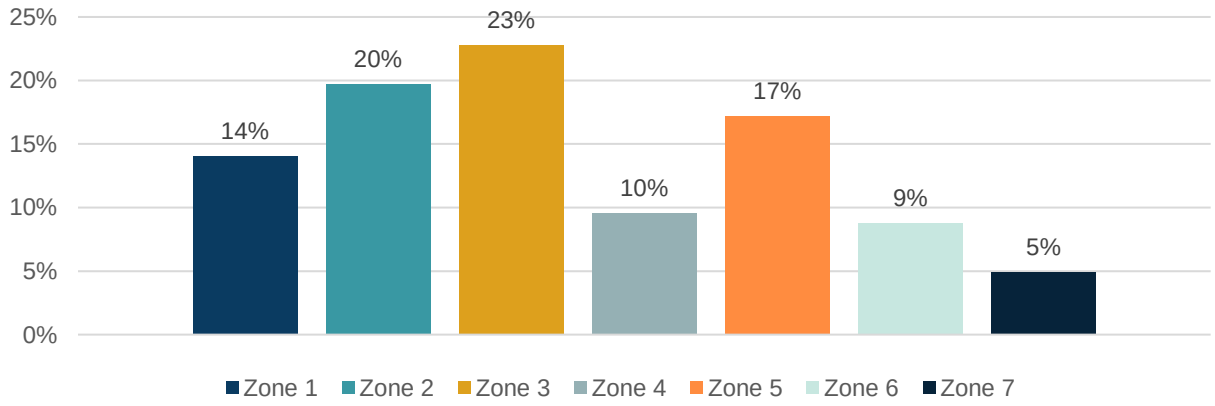
Figure 19. Summer Learning 2023 Student Survey Participants, by Grade Level



Note. The total number of respondents to this survey item was 2,592.

Source. Gibson Summer Learning 2023 student survey

Figure 20. Summer Learning 2023 Student Survey Participants, by FCS Zone



Note. The total number of respondents to this survey item was 2,592.

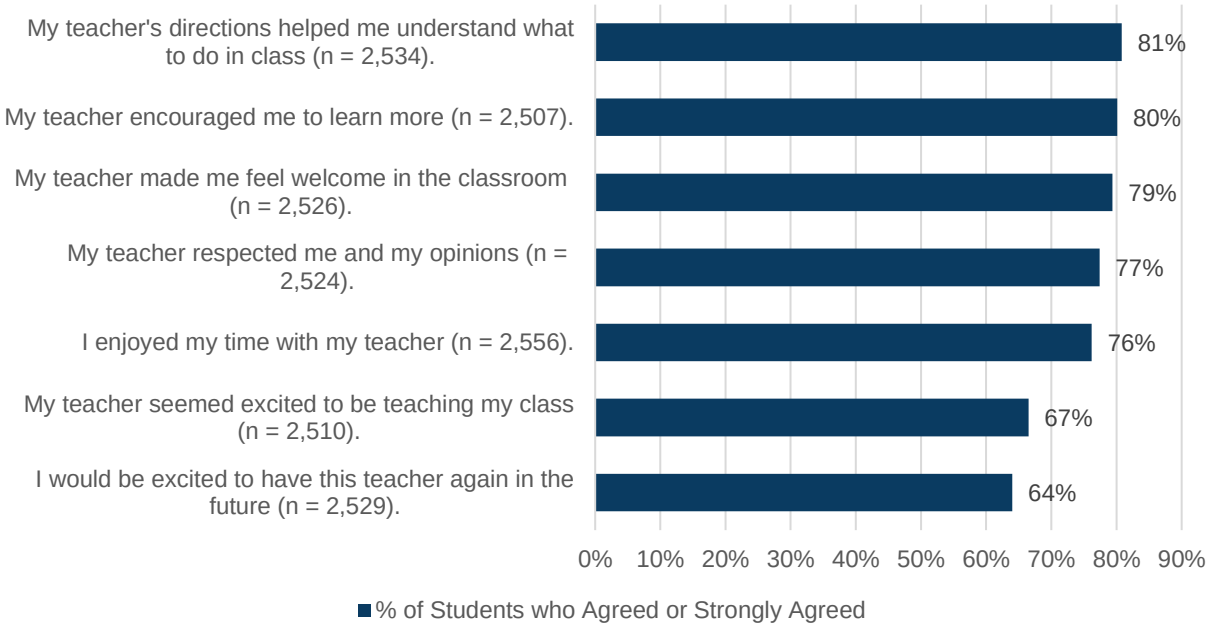
Source. Gibson Summer Learning 2023 student survey

Student Enjoyment of Summer Learning 2023 Teachers and Instructional Content

Finding 8: Students reported that they enjoyed their teachers and the instructional content during Summer Learning.

Overall, students reported having positive experiences with the teachers at their Summer Learning school. For instance, more than three-fourths of students felt like their teachers provided support and respect in their classroom. See Figure 21 for more details.

Figure 21. Student Enjoyment of Summer Learning 2023 Teachers



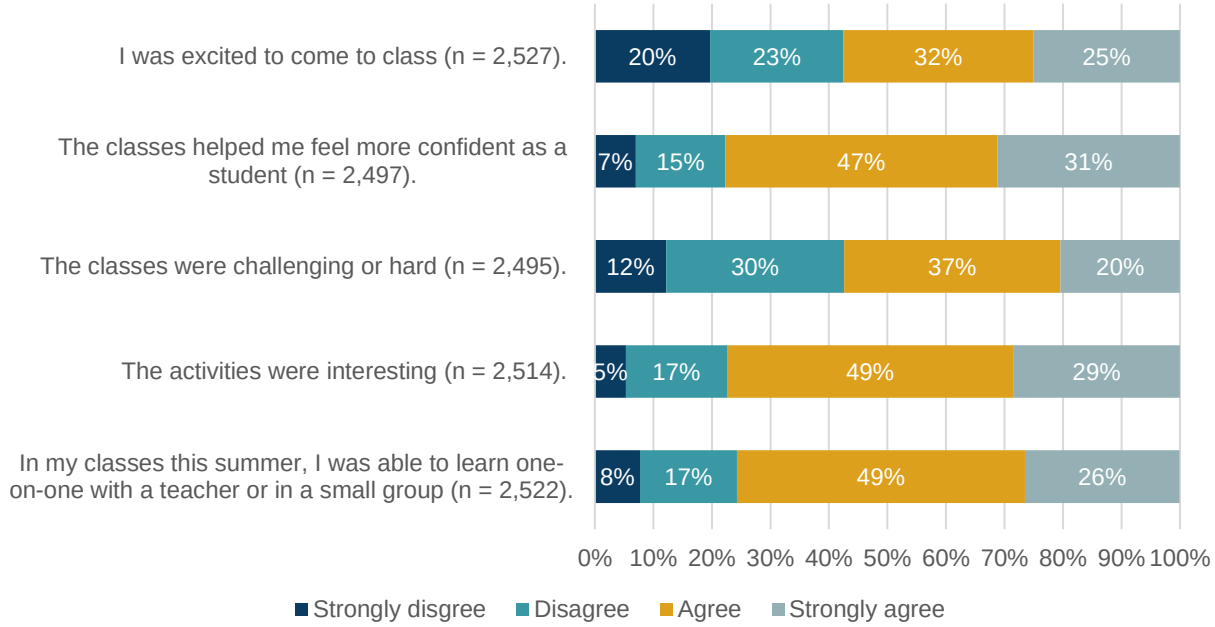
Note. See Q3 in the Student Survey Appendices Excel Workbook for breakdown by FCS Zone and school level.

Source. Gibson Summer Learning 2023 student survey

Relatively fewer students expressed agreement when reflecting on their own excitement to work with their teachers and their perceptions of Summer Learning teachers' excitement to be teaching their class.

We also asked students to reflect on their experiences with the instructional content of Summer Learning. Most students reported that they were enjoying and benefitting from their classes during Summer Learning 2023 (Figure 22).

Figure 22. Students Enjoyment of Summer Learning 2023 Instructional Content



Note. See Q4 in the Student Survey Appendices Excel Workbook for breakdown by FCS Zone and school level.

Source. Gibson Summer Learning 2023 student survey

Fewer students agreed or strongly agreed with statements about the rigor of their classes or their excitement to come to class during Summer Learning 2023:

- Fifty-eight percent (*n* = 1,453) of students agreed or strongly agreed that they were excited to come to class; and
- Fifty-seven percent (*n* = 1,432) of students agreed or strongly agreed that their classes were challenging or hard.

Source. Gibson Summer Learning 2023 student survey

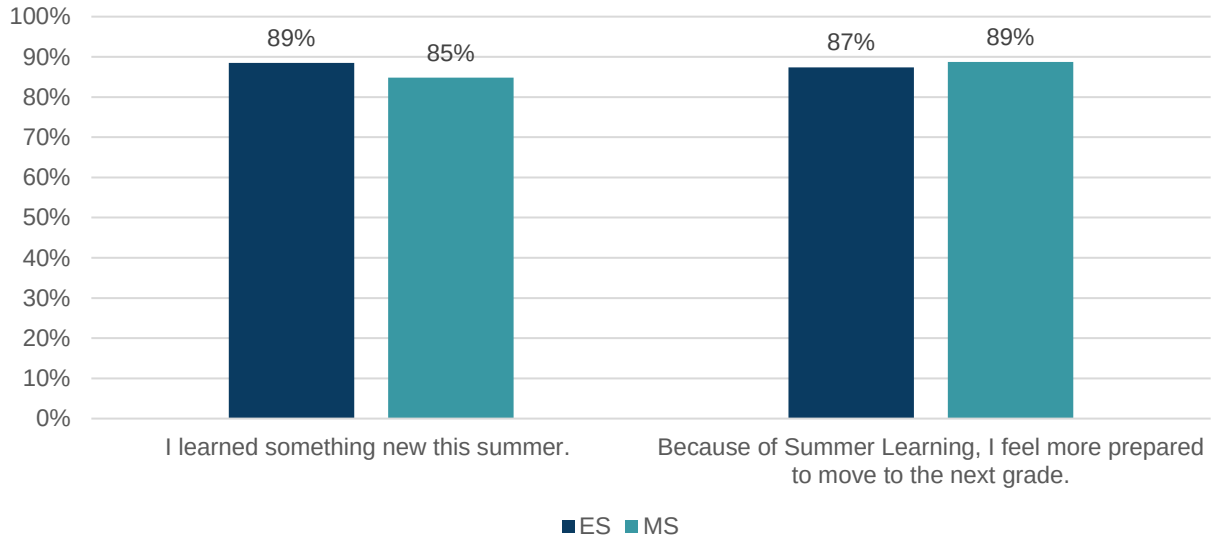
Elementary school students were more likely to agree with both items about rigor and excitement than middle school students.

Student Reflections on the Usefulness of Summer Learning 2023

Finding 9: Students indicated that Summer Learning helped them academically and that they found the learning to be useful.

We asked students to respond to a series of questions about how useful they found their Summer Learning coursework to be. Eighty-eight percent of students agreed or strongly agreed that they felt more prepared to move on to the next grade because of their experience during Summer Learning 2023. Additionally, 87% of students agreed that they learned something new during Summer Learning 2023 (Figure 23).

Figure 23. Students Reflections on the Academic Usefulness of Summer Learning 2023

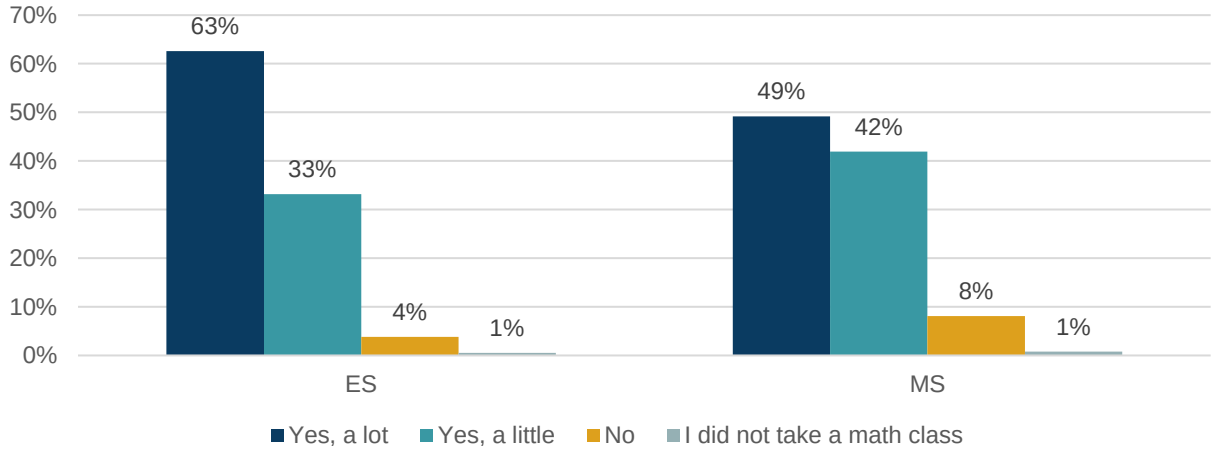


Note. The total number of respondents for each survey item varied, as 2,536 responded to "I learned something new this summer," and 2,523 students responded to "Because of Summer Learning, I feel more prepared to move to the next grade." See Q5 in the Student Survey Appendices Excel Workbook for breakdown by FCS Zone breakdown. ES = elementary school, MS = middle school.

Source. Gibson Summer Learning 2023 student survey

We also asked students to report on their perceptions of their learning as it relates to math and reading. Overall, 94% of students agreed that the Summer Learning 2023 program helped increase their understanding of math (Figure 24).

Figure 24. Students' Perceptions About Math Understanding During Summer Learning 2023

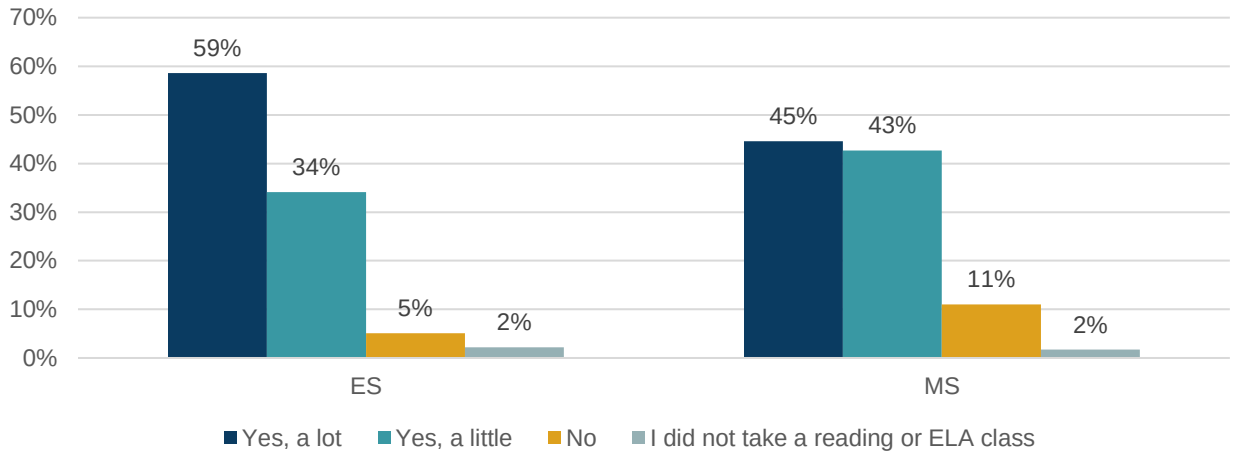


Note. The response to this survey item included 1,704 elementary school students and 790 middle school students. See Q6 in the Student Survey Appendices Excel Workbook for breakdown by FCS Zone breakdown. ES = elementary school, MS = middle school.

Source. Gibson Summer Learning 2023 student survey

By comparison, slightly fewer students expressed agreement that Summer Learning 2023 helped them a lot to become better readers. However, the vast majority of respondents (91%) still indicated that it helped either a lot or a little (Figure 25).

Figure 25. Students' Perceptions About Reading Understanding During Summer Learning 2023



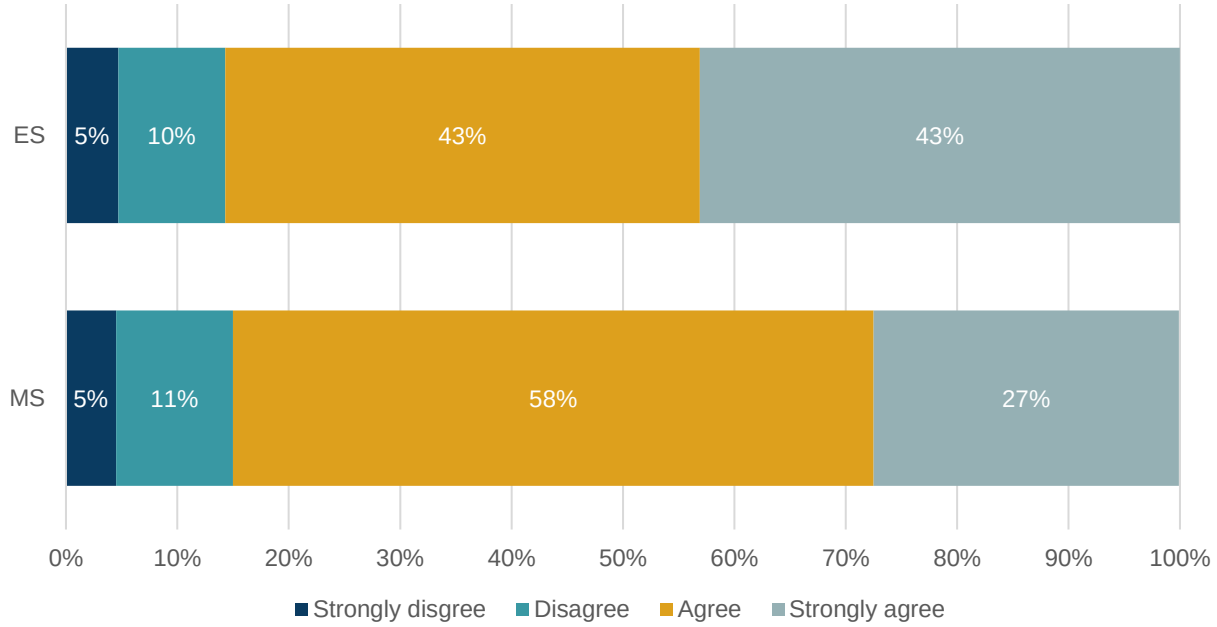
Note. The response to this survey item included 1,659 elementary school students and 772 middle school students. See Q7 in the Student Survey Appendices Excel Workbook for breakdown by FCS Zone breakdown. ES = elementary school, MS = middle school, ELA = English language arts.

Source. Gibson Summer Learning 2023 student survey

Beyond academic usefulness, we asked students to consider how relevant the academic content of their Summer Learning 2023 experience was to their life outside of school. Of the 2,432 students who responded to this item, 78% agreed or strongly agreed that they could take their learning from summer classes and use it in their everyday life.

Across grade level and zone, students expressed satisfaction with what they accomplished through their participation in Summer Learning 2023. See Figure 26 below for a breakdown of responses by school level.

Figure 26. Students' Self-Reported Satisfaction With What They Completed During Summer Learning 2023



Note. The response to this survey item included 1,618 elementary school students and 770 middle school students. See Q8 in the Student Survey Appendices Excel Workbook for breakdown by FCS Zone. ES = elementary school, MS = middle school.

Source. Gibson Summer Learning 2023 student survey

Recommendations

This report is the culmination of a three-year long cycle of FCS Summer Learning program evaluations. As such, we begin our recommendations section with a review of past recommendations and FCS actions in response to our evaluations. This review is intended to contextualize our final set of recommendations and define the overall trajectory of recommendations thus far.

During years one and two of evaluating the FCS Summer Learning program, our recommendations have focused on 1) listening to families and caregivers to better understand their experiences with Summer Learning programming in FCS, and 2) ensuring that students receive high-quality academic instruction during Summer Learning through teacher recruitment, teacher professional learning, and listening to teacher voices about how to improve the program (see Table 8 below for more details). FCS program leaders have engaged with these recommendations and acted upon them when appropriate. For instance, we conducted a parent survey to better understand why families did or did not enroll their students in Summer Learning during years two and three of the evaluation. Additionally, during year two, we conducted a teacher survey that yielded actionable information, and program leaders followed suit by conducting their own teacher survey during year three. Further, our parent survey results from year three indicate that FCS communication about Summer Learning programing invitations and registration processes are meeting the needs of families.

Table 8. Summary of Gibson's Recommendations for Summer Learning From Year One and Year Two Reports

FCS Summer Learning Year One Evaluation Report[12]
Recommendation 1: Conduct qualitative research to better understand reasons for non-attendance, particularly among high-needs students, and then adjust systems to encourage attendance.
Recommendation 2: Provide Summer Learning teachers with professional learning related to differentiation and small group instruction to better maximize small class sizes.
FCS Summer Learning Year Two Evaluation Report[13]
Recommendation 1: Increase and continue to standardize means of communicating about Summer Learning enrollment.
Recommendation 2: Continue to highlight the academic elements of Summer Learning while also amplifying the supporting elements of the Summer School Curriculum.
Recommendation 3: Publicize Summer Learning invitation criteria and schedules earlier in the Spring semester.
Recommendation 4: Consider alternate Summer Learning Schedules.
Recommendation 5: Standardize, increase, and publicize communication expectations for parent-teacher contact during Summer Learning programming.

[12] Osman, D. J., Garland, M., Petty, G., & Rappaport, A. (2021). FOCUS Plan Implementation: Summer Learning, 2021. (Report prepared for Fulton County Schools). Austin, TX: Gibson Consulting Group.

[13] Long, S. L., Osman, D., Fitzpatrick, B., Bos, S., & Petty, G. (2022). FOCUS Plan Evaluation Report Year Two: Summer Learning 2022 Program Evaluation. (Report prepared for Fulton County Schools). Austin, TX: Gibson Consulting Group.

FCS Summer Learning Year Two Evaluation Report[15]
Recommendation 6: Continue to support interest and engagement from high-quality and experienced teachers with strategic recruitment efforts.
Recommendation 7: Invite Summer Learning teachers to participate in reflection workshops and planning for future implementation of summer programming.
Recommendation 8: Inventory the supplies needed for Summer Learning and consider allocating resources to purchase necessary supplies for students.

Source. Gibson's Summer Learning program evaluation year one and year two reports

We recognize that as Elementary and Secondary School Emergency Relief (ESSER) funding comes to an end, the program model for FCS Summer Learning is changing to focus on credit recovery and success on the Georgia Milestones assessments. As such, we focused our recommendations on self-evaluation activities that FCS can engage in to better support students who stand to benefit from the Summer Learning program.

Recommendation 1: Increase attendance supports for students who enroll in Summer Learning.

Rates of chronic absenteeism were high among all types of students who participated in Summer Learning. Overall, 36% of students who attended in-person Summer Learning were absent at least 20% of the time. High rates of absenteeism may undermine the program's capacity to help lower-performing students catch up to their peers. To investigate potential remedies for the high levels of chronic absenteeism, we recommend conducting follow-up surveys and interviews with students who are chronically absent and with their parents or guardians to learn about the barriers to attendance faced by these students and families. It may also be worthwhile to interview Summer Learning teachers and administrators in an effort to identify policies and structures that may hinder consistent attendance.

Recommendation 2: Learn from home schools that appear as outliers in Summer Learning recommendation and participation rates.

We suggest that FCS Summer Learning program managers spend time reviewing the quantitative invitation and participation data to identify schools that are outliers in terms of Summer Learning recommendation rates and students' participation in the programming. For example, FCS program owners may recognize that Woodland Middle School stands out in terms of predicted Summer Learning recommendations and actual Summer Learning student participation rates. Once these outlier schools are identified, FCS program owners or the DPE could conduct a small qualitative study (e.g., interviews, a survey) of school administrators or teachers to better understand schools' practices around Summer Learning. Findings could then be compiled into an internal document illustrating promising practices to support administrators and teachers during future Summer Learning recommendation windows. In conducting such a study, we recommend including more schools than just the positive outliers in order to ensure that the approaches used by schools with the highest difference in actual participation rates compared to predicted participation are not also common among schools whose actual participation rates were lower than predicted. It is also important to consider the possibility that factors unrelated to schools' approaches and strategies for encouraging student participation at Summer Learning may be contributing to the differences we are seeing across schools. Collecting and synthesizing input from school administrators, teachers, students, and parents can help determine whether other, currently unknown factors are at play.

Appendix A: Summer Learning 2023 Parent Survey Instrument

Thank you for taking the time to participate in this survey about 2023 Summer Learning programs provided by Fulton County Schools (FCS). This survey should take approximately 10-15 minutes to complete.

FCS has contracted with Gibson Consulting Group (Gibson) to conduct a study of Summer Learning. This survey is directly related to your role as a parent or guardian of a student invited to attend Summer Learning during 2023. Please complete this survey regardless of whether your student attended Summer Learning.

This districtwide survey regarding Summer Learning is a critical part of this data collection and analysis effort!

Confidentiality Policy

Your participation is voluntary. You can opt not to answer any question or stop participating in the survey at any time. Your responses to survey questions will be kept confidential. Data collected through this survey will be aggregated and included in a written report. In our reporting of survey results, you will not be individually identified by name or school.

q1 Did you have one or more students who were invited to participate in FCS Summer Learning for 2023?

- ○ Yes (1)
- ○ No (2)
- ○ I don't know (3)

Skip To: End of Block If Did you have one or more students who were invited to participate in FCS Summer Learning for 2023? = No

Skip To: End of Block If Did you have one or more students who were invited to participate in FCS Summer Learning for 2023? = I don't know

q2 How was the Summer Learning recommendation/requirement and following registration process for your student communicated to you? (Select all that apply)

- ☐ Flyer or letter sent home (1)

- [ ] Teacher communication (2)
- [ ] Administrator communication (3)
- [ ] Facebook or other social media (4)
- [ ] Fulton County Schools Summer Learning Webpage or hotline (5)
- [ ] Phone call from school staff (including teacher, front office staff, etc.) (6)
- [ ] Phone call from district staff (7)
- [ ] Blackboard communication (8)
- [ ] Other (please describe) (9) _____

q3 How many students did you have who were invited to Summer Learning?

▼ 1 (1) ... 10 or more (10)

Display This Question:

If How many students did you have who were invited to Summer Learning? != 1

t2 First, reflect on your general experiences with Summer Learning. You will then be asked about the experiences of each of your students individually.

Display This Question:

If Did you have one or more students who were invited to participate in FCS Summer Learning for 2023? = No

Or Did you have one or more students who were invited to participate in FCS Summer Learning for 2023? = I don't know

q4 If you do not have a student who was invited to attend Summer Learning, there is no need to take this survey. You may click "Submit" below to close the survey.

Skip To: End of Survey If If you do not have a student who was invited to attend Summer Learning, there is no need to take... Is Displayed

End of Block: skiptoend

Start of Block: interest_participating

q5 Which of the following characteristics are important to you in summer learning programs? (Select all that apply.)

- ☐ Academic focus (1)
- ☐ Inclusion of nonacademic activities (ex: music, art, physical education) (2)
- ☐ Enrichment Programming (ex: STEM, STEAM, summer camp atmosphere) (3)
- ☐ Developing social relationships and soft skills (ex: problem solving or creativity) (4)
- ☐ Development of transferrable life skills (ex: computer programming) (5)
- ☐ Opportunities for credit recovery (6)
- ☐ Convenient location and/or familiar location (neighborhood school) (7)
- ☐ Transportation provided (8)
- ☐ Full day programming (9)
- ☐ Time away from screens (10)
- ☐ Other (please specify) (11) _____

q6 Please tell us about your decision-making process when you decided to enroll or not enroll your student(s) in Summer Learning this summer. How did you reach your decision? If you chose not to enroll your student(s) in Summer Learning, what could have changed your mind?

End of Block: interest_participating

Start of Block: repeat_questions

t3 Please reflect on the experience of one of your students. We will refer to this student as "Student ${lm://CurrentLoopNumber}." You will be asked to complete the following items for each of your students invited to Summer Learning.

q7_r Please indicate the degree to which you disagree or agree with the following statements for **Student ${lm://CurrentLoopNumber}**:

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	N/A (5)
The Summer Learning recruitment materials accurately described the program. (q7_r_1)					
My student's home campus provided me with clear registration directions along with the Summer Learning recommendation letter. (q7_r_2)					
The enrollment process was easy to complete. (q7_r_3)					

q8_r What do you understand was the reason **Student ${lm://CurrentLoopNumber}** was invited to attend Summer Learning? (Select all that apply.)

☐ Summer learning is available to all students (1)

☐ My 3rd, 5th, or 8th grade student was required to come due to their performance on Georgia Milestones (2)

☐ My High School student was required to come due to failing an EOC course (Algebra I, Biology, US History, 11th Grade Lit) (3)

☐ My student was asked to attend to make up a failing grade (4)

☐ My student was recommended to attend based on state assessment test scores (5)

☐ My student was recommended to attend based on iReady or classroom grades (6)

☐ My student was recommended to attend to develop or build a specific academic skillset (ex: reading) (7)

☐ Other (Please explain) (8) _____

☐ I don't know (9)

Page Break

q9_r Did you choose to enroll **Student ${lm://CurrentLoopNumber}** in Summer Learning?

○ Yes (1)

○ No (2)

Page Break

Display This Question:

If Loop current: Did you choose to enroll Student ${lm://CurrentLoopNumber} in Summer Learning? = No

q10_r What was the main reason **Student ${lm://CurrentLoopNumber}** did not attend Summer Learning this summer (2023)?

○ I did not want to send my student to Summer Learning. (1)

○ I wanted to send my student to Summer Learning but was unable to do so. (2)

Display This Question:

If Loop current: Did you choose to enroll Student ${lm://CurrentLoopNumber} in Summer Learning? = No

q11_r Please indicate which, if any, circumstances prevented **Student ${lm://CurrentLoopNumber}** from attending Summer Learning. Please select all that apply.

- [ ] The registration was closed by the time I was notified that my student should attend. (1)
- [ ] I did not receive the notification early enough to make plans/arrangements for my student to attend. (2)
- [ ] There were no more seats available at the summer site to enroll my student. (3)
- [ ] The program did not provide adequate transportation. (4)
- [ ] The hours did not align with my schedule. (5)
- [ ] The program did not provide childcare or programming for my other student(s). (6)
- [ ] The location of the program was too far away. (7)
- [ ] I did not know enough about Summer Learning. (8)
- [ ] My student will be attending another camp or non-FCS summer program at the time of the program. (9)
- [ ] My student had a negative experience with Summer Learning previously. (10)
- [ ] My student had a negative experience with their school during the academic year. (11)
- [ ] My student has specific needs that are not met in Summer Learning. (12)
- [ ] My student doesn't need Summer Learning. (13)

☐ My student wasn't motivated to go to Summer Learning. (14)

☐ We had other vacation or family plans during Summer Learning. (15)

☐ My student needed a break from school or academics. (16)

☐ Other (Please specify) (17) _____

Display This Question:

If Loop current: Did you choose to enroll Student ${lm://CurrentLoopNumber} in Summer Learning? = Yes

q12_r Did you enroll Student ${lm://CurrentLoopNumber} in Summer Learning BEFORE the last day of school?

○ Yes (1)

○ No (2)

○ I don't know (3)

Display This Question:

If Loop current: Did you choose to enroll Student ${lm://CurrentLoopNumber} in Summer Learning? = Yes

q13_r Please indicate the degree to which you disagree or agree with the following statements about **Student ${lm://CurrentLoopNumber}**.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	N/A (5)
My student achieved their learning goals in Summer Learning this summer. (q13_r_1)					
I understand how my student's learning and growth was assessed. (q13_r_2)					
My student had a positive learning experience during Summer Learning. (q13_r_3)					

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	N/A (5)
The Summer Learning faculty and staff created a sense of community in the school. (q13_r_4)					
My student's strengths and knowledge were valued during Summer Learning. (q13_r_5)					
Summer Learning faculty and staff communicated clearly with families about policies and procedures (e.g., changes in curriculum, school expectations, dress codes). (q13_r_6)					
The location of Summer Learning was convenient. (q13_r_7)					
The hours of Summer Learning were convenient for my schedule. (q13_r_8)					
I would prefer whole day Summer Learning. (q13_r_9)					
Summer Learning faculty and staff expected my student to attend consistently. (q13_r_10)					

Display This Question:

If Loop current: Did you choose to enroll Student ${lm://CurrentLoopNumber} in Summer Learning? = Yes

q14_r Where did **Student ${lm://CurrentLoopNumber}** attend Summer Learning?

▼ Abbots Hill Elementary (1) ... Westlake High (40)

End of Block: repeat_questions

Start of Block: _questions

q15 Please indicate the degree to which you disagree or agree with the following statements.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	N/A (5)
The Summer Learning recruitment materials accurately described the program. (q15_1)					
My student's home campus provided me with clear registration directions along with the Summer Learning recommendation letter. (q15_4)					
The enrollment process was easy to complete. (q15_5)					

Appendix B: Summer Learning 2023 Student Survey Instrument

t1 Thank you for taking the time to participate in this survey about Summer Learning. As you take this survey, please answer about your Summer Learning teacher and experiences, not your teacher from last year or home school from last year.

This survey should take approximately 10 minutes to complete.

FCS is working with Gibson Consulting to conduct a study of Summer Learning. The work that Gibson is doing has been approved by the FCS Department of Program Evaluation.

We want to hear your thoughts as a Summer Learning student!

Confidentiality Policy

Your participation is voluntary. You do not have to answer any question you do not want to answer. You can also stop taking this survey at any time. Your responses to survey questions will be kept confidential.

In our reporting of survey results, you will not be individually identified by name or school. District staff and teachers will not have access to individual responses.

q1 Please choose the grade level you were in this past school year.

- ○ 3rd (1)
- ○ 4th (2)
- ○ 5th (3)
- ○ 6th (4)
- ○ 7th (5)
- ○ 8th (6)

q2 Where do you go to Summer Learning?

▼ Abbots Hill Elementary (1) ... Hopewell Middle (41)

q3 Where do you go to Summer Learning? Please choose how much you agree about these experiences during your summer class. If you had multiple teachers, please tell us how you feel overall about all of your teachers.

	Strongly disagree (1)	Disagree (2)	No opinion (3)	Agree (4)	Strongly agree (5)
I enjoyed my time with my teacher. (1)					
My teacher respected me and my opinions. (2)					
My teacher seemed excited to be teaching my class. (3)					
I would be excited to have this teacher again in the future. (4)					
My teacher made me feel welcome in the classroom. (5)					
My teacher encouraged me to learn more. (6)					
My teacher's directions helped me understand what to do in class. (7)					

q4 Please choose how much you agree about these experiences during your summer class.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
In my classes this summer, I was able to learn one-on-one with a teacher or in a small group. (1)				
The activities were interesting. (2)				
The classes were challenging or hard. (3)				
The classes helped me feel more confident as a student. (4)				
I was excited to come to class. (5)				

q5 Please choose how much you agree about these experiences during your summer class.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I learned something new this summer. (1)				

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
My learning this summer connected to the classes I took during the school year. (2)				
Because of Summer Learning, I feel more prepared to move to the next grade. (3)				

q6 Did your participation in Summer Learning help you better understand math?

- Yes, Summer Learning helped a lot. (1)
- Yes, Summer Learning helped a little. (2)
- No, Summer Learning did not help me understand math better. (3)
- I did not take a math class during Summer Learning this year. (4)

q7 Did your participation in Summer Learning help you become a better reader?

- Yes, Summer Learning helped a lot. (1)
- Yes, Summer Learning helped a little. (2)
- No, Summer Learning did not help me become a better reader. (3)
- I did not take a reading or English Language Arts class during Summer Learning this year. (4)

q8 Please choose how much you agree about these experiences during your summer class.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
The activities helped me get better at something. (1)				
I can take my learning from these summer classes and use it in everyday life. (2)				

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I feel satisfied with what I completed this summer. (3)				

Appendix C: Summer Learning 2023 Parent Survey Codes for Open-Ended Response Items

Table C.1. Code Table for Open-Ended Responses on the Summer Learning 2023 Parent Survey

Code	Count
OPEN-ENDED RESPONSE ITEM #1: DECISION TO ENROLL	**322**
Academics were appealing	***176***
Wanted extra learning time	127
Needed academic support	37
Enrolled for student to learn English	10
Enrolled to open course time for other classes	2
Would enroll for smaller classes	2
Didn't enroll student	***2***
Enrollment was challenging	***1***
Interested in social benefits	***24***
Less screen time/for time out of the house	16
Enrolled for time with peers	8
Other program benefits	***6***
Enrolled because transportation was provided	3
Program was free	3
Requirement	***123***
Grade or credit recovery	51
Required from Milestones	42
Attended for promotion	24
Required to enroll in SL	11
School recommendation	***25***
Recommended to attend	16
Enrolled because of letter	6
School enrolled student	4
Student ended up not needing to attend	***1***
Student wanted to enroll	***2***
OPEN-ENDED RESPONSE ITEM #2: STANDOUT ITEM	**364**

Code	Count
Academic-related (negative)	***16***
Share curriculum with parents	6
SL was not a good fit for student	4
Critiques of online format	3
Greater focus on area of student need	3
Academic-related (positive)	***130***
Student learned	66
Everything was good	23
Appreciated opportunity	15
Smaller class sizes were appreciated	15
Purposeful focus on academics	11
First year of SL	9
Considerations for next year	***18***
Wanted different SL schedule	12
More security	2
Wanted virtual option	2
Continue the program	1
Wanted program to keep kids separate by school	1
Non-academic outcomes	***110***
The teachers/school staff	59
Student enjoyed the program	40
Good decision for student	16
Liked enrichment opportunities	4
Non-academic program logistics (positive)	***22***
Location or hours were convenient	11
Transportation was helpful	10
Likes that all students are included	1
Meals were provided	1
Nothing	***30***
Organization (negative)	***59***
Communication was poor	35
Improve transportation	14

Code	Count
Program was low quality and not organized	11
Negative experience with program staff	4
Organization (positive)	***30***
Communication was strong	18
Program was well-organized	14

Source. Gibson Summer Learning 2023 parent survey

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