



Research Report

BCPS SUMMER LEARNING EXPERIENCE 2022

INTRODUCTION

The 2021-2022 Broward County Public Schools (BCPS) Summer Experience was an opportunity offered to select students across the district. This brief summarizes the offerings available to students. The 2nd BCPS Summer Experience continued to offer an expansion on the current framework in place for summer, established in the summer of 2021. The Summer Experience objectives were manifold, serving as an opportunity for students to counteract learning deficits, recover course credits, experience expansive elective opportunities, and special education services. The 2022 Summer Experience extended educational opportunities, with a comprehensive set of 10 programs that served students from Pre-K through high school. The main Summer Experience Program ran for 6 weeks in the summer of 2022, Monday through Thursday, from Monday, June 20, 2022, through Thursday, July 28, 2022. Seventy-one schools participated in the 2022 Summer Experience. Each day was four hours long for students, with students attending Summer Experience school locations that were within their traditional zoned school feeder patterns.

SUMMER EXPERIENCE GOALS

The overarching goals of the 2022 Summer Experience were manifold. The 2022 Summer Experience was designed to strengthen skills learned during the 2021-2022 school year and apply them to new concepts; to accelerate learning by practicing concepts and skills needed for the upcoming school year; combat the loss of skills and information many students experienced both during the 2021-2022 school year and during the “summer slide,” and enjoy a variety of elective courses. Goals also included providing opportunities for promotion to 4th grade in the upcoming new year for students who were retained in third grade during the 2021-2022 school year. Additionally, the 2022 Summer Experience provided the opportunity for secondary students to recover credits or courses.

MARKETING

Recruitment efforts to reach BCPS students and their families to inform them about the 2022 Summer Experience opportunities were provided across the district. The BCPS 2022 Summer Experience was marketed to students and parents of select students across traditional and digital platforms under the theme: *BCPS Let's SOAR Summer 2022*.

Traditional sources included flyers, introductory letters, and design branding to be utilized at the school level. The Marketing and Strategic Communications department provided design branding that was driven around the theme “*Let’s SOAR*”. Branding included the creation of an official Summer Experience logo, as well as letterhead for principals and school-based employees to utilize in recruitment efforts. Schools were afforded the ability to personalize their design branding to customize the outreach experience to meet their schools’ individual needs. Schools were given flyers to promote the Summer Experience at both the elementary and secondary levels. In addition, an introductory letter was provided to school sites to use in outreach for at-risk students. These resources were also available in Spanish, Portuguese, or Haitian Creole, ensuring the message was accessible to Broward County’s culturally and linguistically diverse communities.

Digital sources included email, text, and robocalls. The Marketing and Strategic Communications Department built an informative, practical, and easy-to-navigate landing page with information on 2022 Summer Experience benefits, helpful details for primary and secondary grade levels, and multiple morning and afternoon childcare options. The Marketing and Strategic Communications Department also provided schools with scripted ParentLink messages – texts, emails, and robocalls - targeting distinct student segments with personalized messages. The Before and After School Childcare Department created a database of morning and afternoon care options, which enabled working parents to build full-day solutions for their children, adding flexibility to their own schedules during summer, a traditionally challenging time. This information helped families plan their schedules to maximum benefit.

BUDGET

Broward County Public Schools (BCPS) used emergency federal funds to provide a variety of summer programs in the 2022 school year. The federal funds were allotted to the Education Stabilization Fund through the Coronavirus Aid Relief, and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund), as well the American Rescue Plan Act. The estimated total funding for the 2022 Summer Experience programs was nearly \$28.5 million which includes transportation and security staff. The monies were allocated across the 10 programs listed below.

PROGRAMS AND STUDENTS SERVED

BCPS' 2022 Summer Experience summer programs were designed to serve a wide variety of student populations and help students maintain or accelerate their learning throughout the summer, thus enabling them to be academically ready for the 2022-2023 school year. The BCPS 2022 Summer Experience served 24,271 students enrolled in multiple summer programs. The Summer 2022 Experience consisted of ten programs, including:

- Extended School Year (ESY)
- **Third Grade Summer Reading Academy**
- Voluntary Pre-Kindergarten (VPK) Program
- Early Head Start Program
- Driver's Education
- 21st Century Community Learning Centers (21st CCLC) & MECCA Summer Programs
- Co-Enrolled Program
- Reclaim and Elevate
- **K-5 Summer Learning Experience**
- **6 – 12 Secondary Summer Experience**

This report is not an exhaustive report exploring each of the ten programs that made up the BCPS 2022 Summer Experience Program but an in-depth look at three of the largest offerings, namely the K – 5 Summer Learning Experience, the Third Grade Summer Reading Academy and the 6 – 12 Summer Learning Experience. The K – 5 Summer Learning Experience served 7,775 students, the Third Grade Summer Reading Academy served 2,849 students and the 6 – 12 Summer Learning Experience served 8,572 students. The remainder of this report focuses on these three programs.

K – 5 Summer Learning Experience: This program was geared toward select students enrolled in grades K – 5 in 2021-22 from a traditional BCPS school. The program offered instruction and accompanying integration activities over the span of six weeks. Students were immersed in standards-based content in Reading, Writing, Mathematics, Science and Social Studies and engaged in high-quality STEM and Arts/Music/Debate project-based learning experiences. Social-Emotional Learning (SEL) was integrated throughout the day.

Third Grade Summer Reading Academy: This program served all third-grade students in BCPS, including those hailing from charter schools, who had been retained in the third grade because they had not met any promotion criteria. The curriculum consisted of standards-based, integrated instruction in Literacy, Science and Social Studies in preparation to move to the fourth grade. Students had the opportunity to move to the fourth grade provided they passed the SAT-10 assessment or the i-Ready assessment that was given at the end of the 6-week period.

6 – 12 Summer Learning Experience: This program was offered to select students enrolled in a traditional BCPS School in grades 6 – 12. Participating students went through a 2-class rotation where they could select classes for course recovery. If a full load of course recovery was not necessary, select elective courses were available to students. Course recovery was available, for most courses, through a hands-on, activity-based curriculum, and for other recovery courses, a digital system, Edmentum, was used.

STAFF

All 1,810 staff teaching during the 2022 Summer Experience were BCPS-certified. Teachers teaching in the 2022 Summer Experience received 6 hours of professional learning to prepare them for the upcoming summer session. The professional learning for teachers for the 2022 Summer Experience trained the teachers on how to access the Canvas courses, deliver the content, and evaluate the students. There was a total of 550 teachers teaching the K-5 Summer Experience with a 13.1 mean total years of teaching experience, a total of 190 teachers teaching Third Grade Summer Reading Academy with a 16.5 mean total years of teaching experience, and a total of 453 teachers teaching the *6 – 12 Summer Learning Experience* with a 14.2 mean total years of teaching experience.

METHOD

The Broward County Schools data summarized herein were extracted from the District’s Data Warehouse after Summer Experience ended and were linked with demographic records. Data in the report are summarized by grade level and student sub-populations including Race/Ethnicity, Gender, English Language Learner (ELL) status, Free or Reduced-Price Lunch (FRL) status and Student with Disability (SWD) status in the Spring of 2022.

Although the 2022 Summer Experience programs served students in Pre-Kindergarten through 12th Grade in Summer 2022, not all of these students were included in this report. The requirements for including students in this report were as follows:

- (1) Students who participated in the Elementary Summer Learning Experience who were in grades K-5.
- (2) Students who participated in the Elementary Summer Learning Experience were in the Third Grade Summer Reading Academy.
- (3) Students who participated in the Secondary Summer Learning Experience who were in grades 6-12 who were recovering credits or who were participating in acceleration sessions or elective courses.

“Summer Enrollment” as outlined in this report is defined as participation in one of the above three programs.

Analyses were conducted separately for Third-grade promotion out of those who attended the Third Grade Summer Reading Academy. Those who had a SAT-10 score in the 45th percentile or higher at the conclusion of the 2021-22 Summer Experience were promoted. The number of students that attended the Third Grade Reading Academy and took the SAT-10 at the end of the summer program was 1,606. Students could also be promoted using the i-Ready Diagnostic assessment. Those who scored a 535 or above on i-Ready at the conclusion of Summer Experience were promoted. The number of students that attended the Third Grade Reading Academy and took the i-Ready test at the end of summer was 2,208. Additionally, analyses were conducted for students in grades 6-12 who were enrolled in a credit recovery course during the 2022 Summer Experience. Also reported were students who recovered credits out of the

students who signed up for a credit recovery course. Reported are the number of credits recovered overall and the credit recovery grades by course.

Further, this report includes analyses of survey data from teachers, parents, and students who participated in the summer program. The teacher survey contained questions concerning adequate access to resources, whether professional learning adequately prepared teachers to teach during the 2022 Summer Experience, overall satisfaction with teaching during the 2022 Summer Experience, and satisfaction with the length of the day and student-teacher ratios. The parent survey contained questions on overall satisfaction with the 2022 Summer Experience, satisfaction with curriculum, teaching, registration, transportation and meals. The student surveys were broken out by Elementary and Secondary school levels. Both Elementary and Secondary students received questions on whether they learned new things and enjoyed attending, questions on teacher attentiveness and preparedness and on overall satisfaction with the experience. Secondary students also received questions on whether the Summer Experience had helped prepare them for the upcoming school year and whether they were able to register for classes they wanted to take. To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10. An asterisk (*) appears when data is suppressed.

RESULTS

Elementary Programs

Summer Learning Experience K-5, Excluding Third Grade Reading Academy

Table 1 depicts the enrollment in the K – 5 Summer Learning Experience by grade level, race/ethnicity, gender, ELL, FRL and SWD subgroups. There were 7,775 students who attended the K – 5 Summer Experience. Table 1 shows that the largest three racial/ethnic groups attending were Black students (47.9%, $n = 3,723$), Hispanic students (36.9%, $n = 2,868$) and White students (10.5%, $n = 813$). More male students (53.9%, $n = 4,190$) attended than female students.

Table 1

Elementary Summer Experience Enrollment 2021-2022

Grade Level	N	%
Overall	7,775	100.0
KG	1,476	19.0
1	2,095	26.9
2	1,538	19.8
3	698	9.0
4	1,200	15.4
5	768	9.9
Race/Ethnicity		
American Indian	*	*
Asian	168	2.2
Black	3,723	47.9
Hispanic	2,868	36.9
Multi-Racial	186	2.4
Pacific Island	*	*
White	813	10.5
Gender		
Female	3,585	46.1
Male	4,190	53.9
Sub-Group		
ELL	2,355	30.3
FRL	5,686	73.1
SWD	2,166	27.9

Note. Data with 10 or less students (N or n) were indicated with an asterisk (*).

Summer Learning Experience K-5, Including Third Grade Reading Academy

Table 2 depicts the outcomes of the i-Ready Diagnostic test administered in the K – 5 Summer Learning Experience and Third Grade Reading Academy. Results are depicted by grade level, race/ethnicity, gender, ELL, FRL and SWD subgroups. Student scores were broken down into five categories: Mid or Above Grade Level, Early on Grade Level, One Grade Level Below, Two Grade Levels Below and Three Grade Levels Below. There were 5,872 students that took the i-Ready Diagnostic. Overall, thirty-three percent of students ($n=1,933$) scored either Mid or Above Grade Level or Early on Grade level. One Grade Level below made up the largest percentage of students at forty percent ($n=2,344$). The largest three racial/ethnic groups assessed were Black students (49.2%, $n=2,887$), Hispanic students (36.1%, $n=2,121$) and White students (9.8 %, $n= 576$). More male students (55.2%, $n=3,240$) were assessed than female students.

Table 2

Elementary Summer Experience i-Ready Results 2021-2022

Grade Level	Student's Tested	Mid or Above Grade Level		Early On Grade Level		One Grade Level Below		Two Grade Levels Below		Three Grade Levels Below	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Overall	5,872	716	12	1,217	21	2,344	40	1,105	19	490	8
KG	714	226	32	261	37	227	32	0	0	0	0
1	1,085	234	22	166	15	632	58	53	5	0	0
2	731	51	7	90	12	376	51	214	29	0	0
3	2,541	172	7	636	25	795	31	676	27	262	10
4	524	28	5	43	8	244	47	73	14	136	26
5	277	*	*	21	8	70	25	89	32	92	33
Race/Ethnicity											
American Indian	10	*	*	*	*	*	*	*	*	*	*
Asian	125	28	22	33	26	42	34	16	13	*	*
Black	2,887	315	11	562	19	1,170	41	606	21	234	8
Hispanic	2,121	249	12	442	21	835	39	383	18	212	10
Multi-Racial	146	22	15	42	29	48	33	30	21	*	*
Pacific Island	*	*	*	*	*	*	*	*	*	*	*
White	576	101	18	134	23	242	42	67	12	32	6
Gender											
Female	2,632	346	13	590	22	1,044	40	468	18	184	7
Male	3,240	370	11	627	19	1,300	40	637	20	306	9
Sub-Group											
ELL	1,988	150	8	376	19	804	40	411	21	247	12
FRL	4,066	435	11	787	19	1,678	41	826	20	340	8
SWD	1,531	110	7	218	14	604	39	396	26	203	13

Note. Data with 10 or less students (N or n) were indicated with an asterisk (*).

Third Grade Reading Academy

There were 2,849 third-grade students who were retained at the end of the 2021-2022 school year and attended the Third Grade Summer Reading Academy (see Table 3). The three highest racial/ ethnic groups were Black students (55.0%, $n = 1,566$), Hispanic students (32.9%, $n = 938$) and White students (7.6%, $n = 216$). Thus, the Third Grade Reading Academy racial makeup had a slightly higher percentage of Black students, and a slightly lower percentage of White students than did the K – 5 Summer Learning Experience. As with the K – 5 Summer Learning Experience, there were more male students (57.8%, $n = 1,646$) than female students. There was a higher percentage of ELL (English Language Learners) in

the Third Grade Reading Academy (33.8%, $n = 964$) than there was in the K – 5 Summer Learning Experience (30.3%, $n = 2,355$).

Table 3

Elementary Summer Experience Third Grade Reading Academy Enrollment 2021-2022

Grade Level	N	%
3	2,849	100.0
Race/Ethnicity		
American Indian	*	*
Asian	44	1.5
Black	1,566	55.0
Hispanic	938	32.9
Multi-Racial	71	2.5
Pacific Island	*	*
White	216	7.6
Gender		
Female	1,203	42.2
Male	1,646	57.8
Sub-Group		
ELL	964	33.8
FRL	1,958	68.7
SWD	811	28.5

Note. Data with 10 or less students (N or n) were indicated with an asterisk (*).

Table 4 depicts the outcomes of the SAT-10 for Third Grade Summer Reading Academy. The percentages in the table are the percentages of students who passed the SAT-10 (45th or higher percentile) in the final week of the Reading Academy and were promoted to fourth grade based on their SAT-10 scores. Overall, 7.5 percent ($n = 120$) of test takers were promoted based on their SAT-10 scores. Table 3 shows that the largest here racial/ethnic groups that took the SAT-10 were Black Students (59.5%, $n=956$), Hispanic students (29.6%, $n=476$) and White students (6.8%, $n=110$) More male students (57.2%, $n = 918$) took the SAT-10 than female students.

Table 4

Elementary Summer Experience Reading Academy SAT-10 Outcomes 2021-2022

Passed SAT-10				
Grade Level	Test Takers	<i>n</i>	%	
3	1,606	120	7.5	
Race/Ethnicity				
American Indian	*	*	*	
Asian	21	*	9.5	
Black	956	59	6.2	
Hispanic	476	46	9.7	
Multi-Racial	36	*	*	
Pacific Island	*	*	*	
White	110	*	*	
Gender				
Female	688	47	6.8	
Male	918	73	8.0	
Sub-Group				
ELL	508	39	7.7	
FRL	1,099	79	7.2	
SWD	438	22	5.0	

Note. Data with 10 or less students (N or n) were indicated with an asterisk (*).

Table 5 portrays the outcomes of the i-Ready Diagnostic for Third Grade Summer Reading Academy. The percentages in the table are the percentages of students who passed the i-Ready Diagnostic (scale score of 535 or above) during the end of Reading Academy and were promoted to fourth grade based on their i-Ready scores. Overall 10.6 percent ($n=233$) of test takers were promoted based on their i-Ready scores. Table 5 shows that the largest here racial/ethnic groups that took the i-Ready Diagnostic were Black Students (54.7%, $n=1,208$), Hispanic students (33.0%, $n=730$) and White students (7.6%, $n=167$) More male students (57.7%, $n = 1,273$) took the i-Ready Diagnostic than female students.

Table 5

Elementary Summer Experience Reading Academy i-Ready Outcomes 2021-2022

Grade Level	Passed i-Ready		
	Test Takers	<i>n</i>	%
3	2,208	233	10.6
Race/Ethnicity			
American Indian	*	*	0.0
Asian	33	*	21.2
Black	1,208	114	9.4
Hispanic	730	80	11.0
Multi-Racial	61	10	16.4
Pacific Island	*	*	0.0
White	167	22	13.2
Gender			
Female	935	94	10.1
Male	1,273	139	10.9
Sub-Group			
ELL	735	59	8.0
FRL	1,495	139	9.3
SWD	604	42	7.0

Note. Data with 10 or less students (N or n) were indicated with an asterisk (*).

Secondary Programs – 6 – 12 Summer Learning Experience

The 6 – 12 Summer Learning Experience was made up of two groups of students: those that were taking courses for credit recovery, some who also took acceleration courses or electives and those that were only enrolled in acceleration courses or electives, hereafter called experiential courses. The analyses break out these two groups of students separately.

Students Enrolled in Credit Recovery Courses

Table 6 breaks out those enrolled in the 6 – 12 Summer Learning Experience to recover credits (N = 8,572). The three highest racial/ethnic groups were Black students (55.9%, *n* = 4,792), Hispanic students (30.7%, *n* = 2,628) and White students (10.3%, *n* = 883). More male students (62.3%, *n* = 5,338) than female students (37.7%, *n* = 3,234) were enrolled to recover credits.

Table 6

Secondary Summer Experience Enrollment 2021-2022

Grade Level	N	%
Overall	8,572	100.0
6	604	7.0
7	978	11.4
8	860	10.0
9	1,467	17.1
10	1,919	22.4
11	1,944	22.7
12	800	9.3
Race/Ethnicity		
American Indian	14	0.2
Asian	106	1.2
Black	4,792	55.9
Hispanic	2,628	30.7
Multi-Racial	136	1.6
Pacific Island	13	0.2
White	883	10.3
Gender		
Female	3,234	37.7
Male	5,338	62.3
Sub-Group		
ELL	841	9.8
FRL	5,873	68.5
SWD	1,759	20.5

Table 7 details the number of students who received credits and the amount of credits they received out of the total number of students registered for credit recovery. Middle school students (those in grades 6 – 8) recover whole courses, while high school students (grades 9 – 12) recover half credits. Also, high school students, for every half credit they earned in a Credit Recovery course, earn an additional half credit in the regular version of the corresponding course for which they received credit. For example, earning a half credit in Algebra 1 CR (Credit Recovery) also earns the student a half credit in Algebra 1. A small number ($n = 40$) of middle school students recovering credit in the 6-12 Summer Learning Experience 2022 took high-school-level courses such as Algebra 1 CR. Therefore, Table 7 shows middle school students earned some half credits.

Around seventy percent (71.0%, $N = 2,442$) of middle school students who registered to recover credits as a part of the 6-12 Summer Learning Experience received credits. More than 7-in-10 (70.8 %, $N = 6,130$) of high school students received credits. Middle school students enrolled in the Summer Program

recovered a total of 2,481 courses, while high school students recovered a total of 7,012 half credits from credit recovery courses and an additional 5,757 half credits for the corresponding courses.

Table 7

Secondary Summer Experience Students Who Registered for and Recovered Credits, 2021-2022

Grade Level	Total Number of Students Registered (N)	Number of Students who Received Credits (n)	Students who Received Credits (%)	Total Number Of Courses Recovered	Total Number of Half Credits Recovered	Total Number of Bonus Elective Half Credits Recovered
Overall						
6-8	2,442	1,733	71.0	2,481	73	55
9-12	6,130	4,341	70.8		7,012	5,757
Grade Level Middle						
6	604	437	72.4	626		
7	978	707	72.3	1,024	23	23
8	860	589	68.5	831	50	32
Grade Level High						
9	1,467	1,101	75.1		1,754	1,405
10	1,919	1,452	75.7		2,360	2,079
11	1,944	1,444	74.3		2,303	2,032
12	800	344	43.0		595	241

Table 8 displays the Summer 2022 End-of-Course (EOC) Exam results for students enrolled in credit recovery courses. Less than 10 percent of those students who sat for the Algebra 1 exam (9.5%, N = 629) and those who sat for the Geometry exam (9.1 %, N = 175) earned a level 3 or higher on these exams (scores range from 1 to 5, with scores 3, 4, and 5 designated as passing). Close to twenty percent of those who sat for the Biology exam (19.8 %, N = 106) and those who sat for the Civics exam (17.1 %, N = 35) earned passing scores. The highest passing score out of all the EOCs was earned for US History, with almost twenty-six percent (25.9%, N = 27) of test-takers passing that EOC exam. Table 8 also breaks down EOC results by grade level.

Table 8

Secondary Summer Experience Credit Recovery 6-12 Students Who Took a Summer EOC Exam, 2021-2022

EOC Grade	Enrolled In Summer Course		Took Summer EOC		Passed Summer EOC	
	N	N	%	<i>n</i>	%	
Overall						
Algebra 1	1,114	629	56.5	60	9.5	
Geometry	521	175	33.6	16	9.1	
Biology	437	106	24.3	21	19.8	
Civics	302	35	11.6	6	17.1	
US History	159	27	17.0	7	25.9	
Algebra 1						
7	13	*	*	*	*	
8	17	*	*	*	*	
9	514	283	55.1	15	5.3	
10	323	205	63.5	23	11.2	
11	214	128	59.8	18	14.1	
12	33	*	*	*	*	
Geometry						
8	*	*	*	*	*	
9	54	11	20.4	2	18.2	
10	209	76	36.4	13	17.1	
11	228	84	36.8	1	1.2	
12	27	*	*	*	*	
Biology						
8	12	*	*	*	*	
9	65	14	21.5	6	42.9	
10	203	59	29.1	7	11.9	
11	147	28	19.0	4	14.3	
12	10	*	*	*	*	
Civics						
7	251	33	13.1	6	18.2	
8	51	*	*	*	*	
US History						
9	*	*	*	*	*	
10	*	*	*	*	*	
11	143	25	17.5	7	28.0	
12	8	*	*	*	*	

Note. Data with 10 or less students (N) were indicated with an asterisk (*).

Table 9 displays the average course grades of students earned who enrolled in credit recovery courses during the 2022 Summer Experience, broken down by course. For those who earned a grade of F in a Summer Experience course, the grade was not recorded in the student's records. Thus, grade averages in credit recovery courses during the 2022 Summer Learning Experience may be higher than grade averages in those courses taken during the school year.

The average course grade earned during the 6-12 Summer Learning Experience was a B, a 3.0 (3.0 – 3.4 is a B) out of the 12,009 grades assigned. Students in Algebra 2, Chemistry 1, Economics with Financial Literacy Credit Recovery, English 4, Earth Space Science, Marine Science 1, Physical Science, U.S. History and World History earned a B average (3.0 to 3.4) for these courses. Students in Algebra 1, Biology 1, English 1, English 2, English 3, Environmental Science, Financial Algebra, Geometry, Liberal Arts Math and Math College Readiness all earned an average grade of C+ (2.5-2.9) during Summer Experience.

Table 9

Secondary Summer Experience Credit Recovery 6-12 Students' Average Course Grades, 2021-2022

Course Title	N	%	Average Course Grade
Overall	12,009	100.0	3.0
Algebra 1	865	7.2	2.7
Algebra 1 Cr	1,190	9.9	2.7
Algebra 1-A	42	0.3	2.8
Algebra 1-A Cr	46	0.4	2.6
Algebra 1-B	29	0.2	2.8
Algebra 1-B Cr	27	0.2	2.8
Algebra 2	190	1.6	3.0
Biology 1	412	3.4	2.9
Biology 1 Cr	450	3.7	2.9
Chemistry 1	163	1.4	3.1
Chemistry 1 Cr	184	1.5	3.0
Econ Fin Lit	43	0.4	3.5
Econ Fin Lit Cr	21	0.2	3.4
English 1	1,277	10.6	2.7
English 1 Cr	1,440	12.0	2.7
English 2	727	6.0	2.8
English 2 Cr	776	6.4	2.8
English 3	360	3.0	2.9
English 3 Cr	355	2.9	2.9
English 4	100	0.8	3.1
English 4 Cr	40	0.3	3.1
Env Sci	414	3.4	2.9
Earth/Spa Sci	26	0.2	3.3
Financial Algebra	34	0.3	2.7
Geometry	562	4.7	2.9
Geometry Cr	651	5.4	2.9
Lib Arts Math 1	240	2.0	2.6
Marine Sci 1	20	0.2	3.3
Math Coll Readiness	40	0.3	2.9
Outdoor Ed	12	0.1	4.0
Physical Sci	23	0.2	3.3
Us Govt	40	0.3	3.6
Us Govt Cr	23	0.2	3.8
Us History	134	1.1	3.3
Us History Cr	115	1.0	3.3
World Hist Cr	470	3.9	3.1
World History	468	3.9	3.1

Note. Courses with 10 or less students were not reported

Students Only Enrolled in Experiential Courses

Table 10 is devoted to those students in the 6 – 12 Summer Learning Experience who were only taking acceleration courses or electives (Experiential Courses). These students earned no credits during the summer and did not receive grades. Table 10 breaks down Experiential-only students’ enrollments by subgroups. There were 101 students who were only enrolled in Experiential Courses. Eighth graders made up the highest percentage (30.7%, $n = 31$) of Experiential-only students. The two largest racial-ethnic groups enrolled were Black students (87.1 %, $n=88$) and Hispanic students (10.9%, $n = 11$).

Table 10

Secondary Summer Experience Experiential-Only Student Enrollment 2021-2022

Grade Level	N	%
Overall	101	100.0
6	19	18.8
7	*	*
8	31	30.7
9	23	22.8
10	*	*
11	14	13.9
12	*	*
Race/Ethnicity		
American Indian	*	*
Asian		
Black	88	87.1
Hispanic	11	10.9
Multi-Racial		
Pacific Island		
White	*	*
Gender		
Female	52	51.5
Male	49	48.5
Sub-Group		
ELL	10	9.9
FRL	77	76.2
SWD	27	26.7

Note. Data with 10 or less students (N or n) were indicated with an asterisk (*).

Student, Family, and Teacher Survey

Surveys were administered to students, families and teachers to gauge participants’ experience with the BCPS summer program. Response rates were low (25.9 % for Elementary Students in Grades 3-5; 23.9% for Secondary Students in Grades 6-12; 1.9% for Families), apart from Teachers (60.2%), so it is not possible to extrapolate from these survey results to the experience of all participants in the BCPS summer program. Full survey results are available in Appendix A.

Elementary Student (Grades 3 – 5) Survey

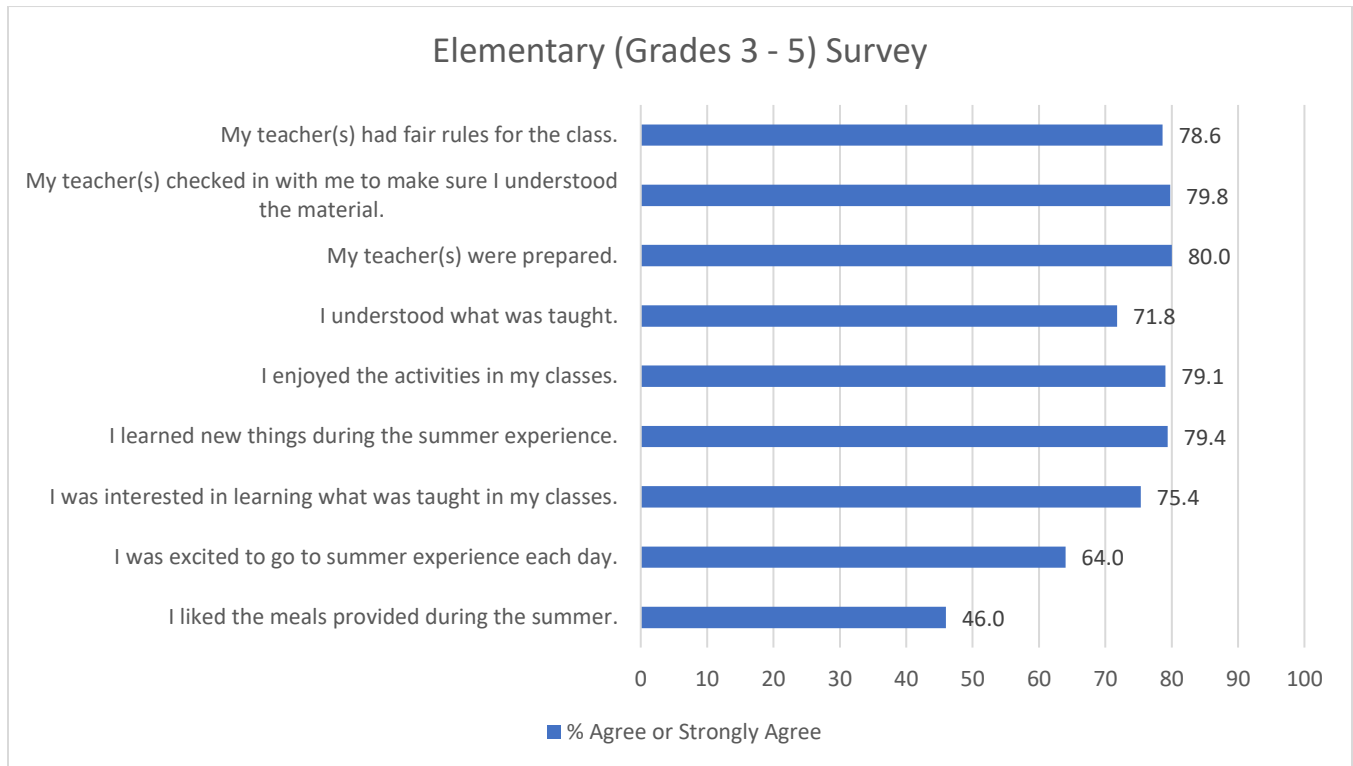


Figure 1: Elementary School Students’ (Grades 3 – 5) Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2022 Summer Experience

Overall, Elementary respondents (only those in grades 3 – 5 were surveyed) rated their satisfaction with the BCPS Summer Experience as high, with almost 7-in-10 students (69.3%, N = 1,324) reporting that they were satisfied or very satisfied with their experience. There was high engagement among respondents, with more than 6-in-10 (64.0%, N = 1,400) agreeing or strongly agreeing with the statement: “I was excited to go to summer experience each day,” while about 8-in-10 (79.1%, N = 1,384) “enjoyed the activities” in their classes and more than 7-in-10 (75.4%, N = 1,388) were “interested in learning what was taught” in their classes. Almost 8-in-10 (79.4%, N = 1,385) agreed or strongly agreed that they “learned new things during the summer experience,” while 7-in-10 (71.8%, N = 1,375) of respondents reported that they “understood what was taught.” Satisfaction with teachers was high, with about 8-in-10 agreeing or strongly agreeing with the statements: “My teacher(s) were prepared,” (80.0%, N = 1,359), “My teacher(s) checked in with me to make sure I understood the material,” (79.8%, N = 1,375) and “My

teacher(s) had fair rules for the class” (78.6%, N = 1,378). The only area where less than a majority of respondents were satisfied was with the food: only forty-six percent (46.0%, N = 1,408) of respondents agreed with the statement: “I liked the meals provided during the summer.”

Secondary Student (Grades 6 – 12) Survey

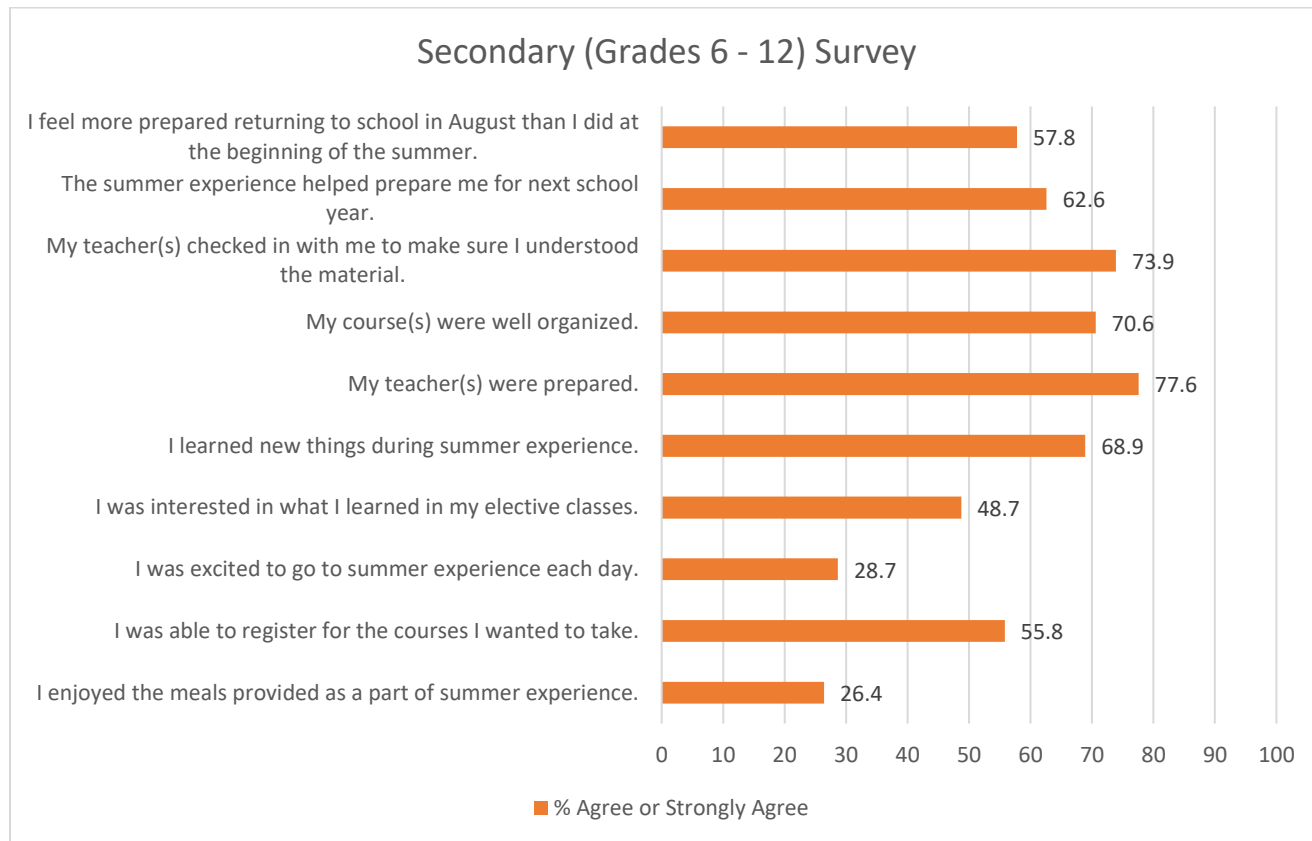


Figure 2: Secondary School Students’ (Grades 6 – 12) Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2022 Summer Experience

Overall, middle and high school respondents were satisfied with the BCPS Summer Experience, with 6-in-10 (61.4%, N = 2,049) reporting that they were satisfied or very satisfied with the program. A similar percentage (62.6%, N = 2,015) reported that the “summer experience helped prepare” them for the next school year. Middle and high school students were not as engaged in the program as were the elementary school students. Only about 3-in-10 (28.7%, N = 2,020) said that they were “excited to go to summer experience each day,”. Almost half of the respondents (48.7%, N = 2,015) reported being “interested” in what they learned in elective classes, and about 7-in-10 (68.9%, N = 2,001) agreed that they “learned new things during summer experience.”

Teachers received high marks from secondary school students, just as they did from elementary school students. More than three quarters (77.6%, N = 2,002) agreed or strongly agreed that their teachers “were prepared,” and more than 7-in-10 respondents (73.9%, N = 2,017) reported that their teachers “checked in” with them to make sure they “understood the material.” Seventy percent of respondents (70.6%, N = 1,993) felt their courses were “well organized.”

Slightly fewer respondents (55.8%, N = 2,009) were “able to register for the courses” they wanted to take, and only a quarter of respondents (26.4%, N = 2,068) agreed or strongly agreed with the statement: “I enjoyed the meals provided as part of the summer experience.” Thus, the food was the low point of the BCPS Summer Experience Program for both the elementary and secondary students involved.

Family Survey

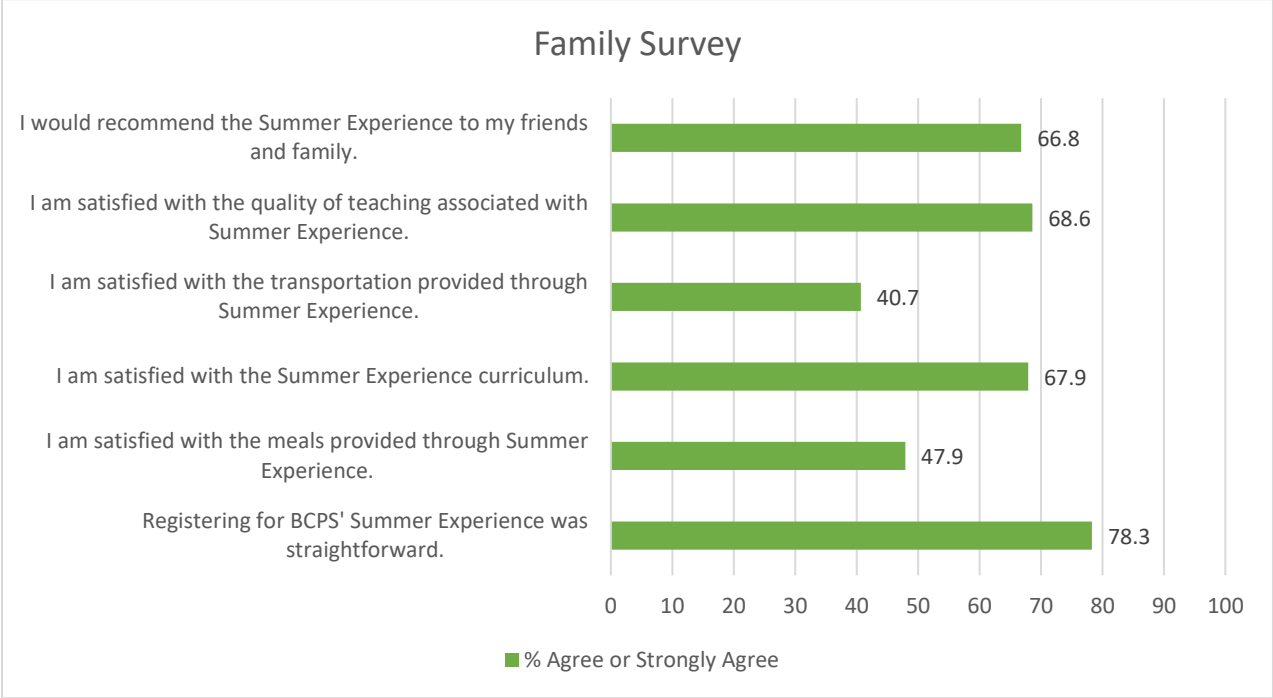


Figure 3: Family Members’ Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2022 Summer Experience

Overall, family members rated their satisfaction high, with 8-in-10 (80.5%, N = 453) reporting that they were “satisfied” or “very satisfied” with BCPS’ Summer Experience. More than three quarters of family members (78.3%, N = 449) also agreed or strongly agreed that “registering for BCPS’ Summer Experience was straightforward.” Four-in-ten family members (40.7%, N = 416) reported being satisfied with the transportation provided through Summer Experience and almost seventy percent of family members surveyed (67.9%, N = 413) reported being satisfied with the Summer Experience curriculum. Overall, respondents were satisfied with teachers, with nearly 7-in-10 (68.6%, N = 412) family members agreeing or strongly agreeing with the statement: “I am satisfied with the quality of teaching associated with Summer Experience.” Similarly, more than 6-in-10 family members (66.8%, N = 409) agreed or strongly agreed that they would “recommend the Summer Experience” to friends and family. Family members’ lowest satisfaction, like that of elementary and secondary students, was with the food, with less than half of respondents (47.9%, N=410) agreed or strongly agreed that they were “satisfied with the meals provided through Summer Experience.”

Teacher Survey

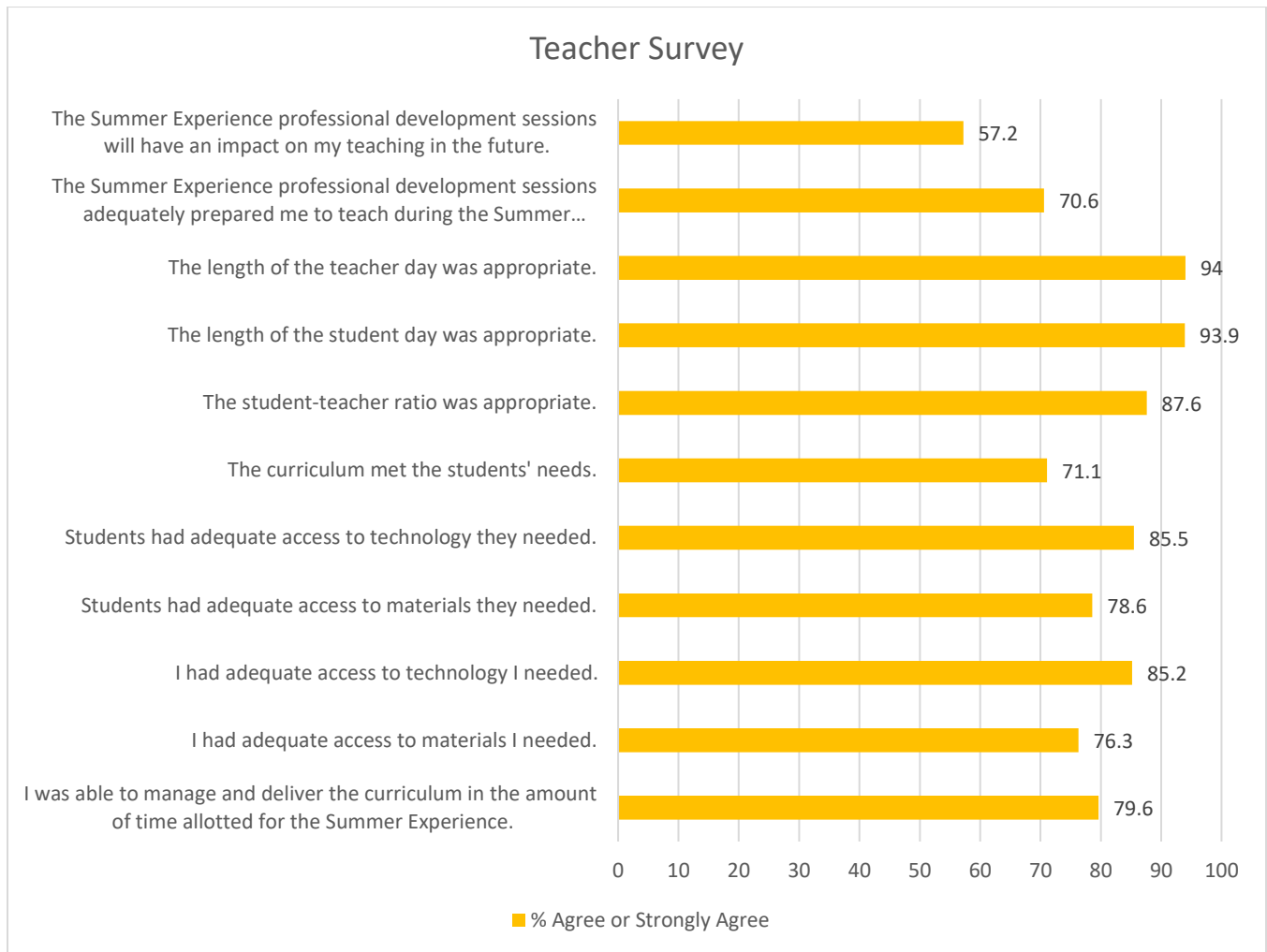


Figure 4: Teachers' Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2022 Summer Experience

Overall, teachers rated their satisfaction with teaching during BCPS' Summer Experience high, with nearly 9-out-of-10 (87.7%, N = 1076) reporting they were "satisfied" or "very satisfied" with the experience. Of teachers surveyed, 8-in-10 (79.6%, N = 1,087) agreed or strongly agreed with the statement: "I was able to manage and deliver the curriculum in the amount of time allotted for the Summer Experience." Three-quarters of teachers also reported that they had adequate access to materials needed (76.3%, N = 1,074) and nearly 8-in-10 teachers reported that students had adequate access to materials as well (78.6%, N = 1,070). More than 8-in-10 teachers surveyed reported adequate access to technology for themselves (85.2%, N = 1,059) and for their students (85.5%, N = 1,068). More than 7-in-10 (71.1%, N = 1,044) agreed that the "curriculum met the students' needs." Nearly 9-in-10 (87.6%, N = 1,088) agreed or strongly agreed that the "student-teacher ratio was appropriate." Of those (6.2%, N = 1,088) who disagreed or strongly disagreed that the student-teacher ratio was appropriate, the majority (72.7%, N = 66) reported that "there were too many students per teacher." More than 9-in-10 teachers surveyed agreed or strongly agreed that the "length of the student day" (93.9%, N = 1,088) and the "length of the teacher day" (94%,

N = 1,087) was appropriate. Of those 3.3% (N = 1,088) who disagreed or strongly disagreed that the length of the student day was appropriate, the majority (65.7%, N = 35) believed that the “length of the student day was too long.” Similarly, of those 2.9% (N = 1,087) who disagreed or strongly disagreed that the length of the teacher day was appropriate, more than half (55.6%, N = 27) believed that the “length of the teacher day was too short.” Of the 89.5 % of teachers surveyed (N = 1,085) who participated in Summer Experience professional development, 7-in-10 (70.6%, N = 967) agreed or strongly agreed with the statement: “The Summer Experience professional development sessions adequately prepared me to teach during the Summer Experience,” while more than half (57.2%, N = 892) reported that the Summer Experience professional development would “have an impact” on their future teaching.

SUMMARY AND CONCLUSIONS

This report summarizes the findings of the first-time BCPS Summer Learning Experience Program; in particular three programs: K – 5 Summer Learning Experience, Third Grade Reading Academy, and 6 – 12 Summer Learning Experience. The results in this report attempt to capture the opportunities that were made available to select BCPS students during the 2022 summer semester. The 2022 BCPS Summer Learning Experience had multiple aims. It was designed to strengthen skills learned during the 2021-2022 school year, accelerate learning by practicing skills needed for the upcoming school year, prevent the “summer slide” and experience a variety of elective courses. Students who were retained in third grade after the 2021-2022 school year were offered the opportunity to be promoted to fourth grade by participating in the Third Grade Reading Academy. Finally, the 2022 Summer Experience also provided the opportunity for secondary students to recover credits or courses.

Enrollment

There were four enrollment patterns that emerged. In all three programs, the three largest racial/ethnic groups were Black students, Hispanic students and White students. More males than females attended all three programs. More than twenty percent of students that attended Summer Experience fell into the subgroup student with disability (SWD) status. Finally, more than 6-in-10 students that attended had Free or Reduced Lunch (FRL) status.

Outcomes and Survey Results

Of those enrolled in the Third Grade Reading Academy who took the end-of-summer assessment, 7.5 percent were promoted to fourth grade based on SAT-10 scores, and 10.6 percent of students were promoted based on their i-Ready score. Of those middle school students who registered to recover courses or credits, 71.0 percent were successful, recovering 2,481 whole courses, 73 half-credits and 55 elective half-credits. Of those high school students who registered to recover credit, 70.8 percent were successful, recovering 7,012 half-credits and 5,757 elective half-credits. Students, teachers and family members who were surveyed about their experiences with the 2022 BCPS Summer programs responded positively. The second BCPS Summer Experience can continue to provide a framework for the implementation of future summer programs. This report should be used to inform and enhance future summer programs for students.

APPENDICES

Appendix A presents the BCPS 2022 Summer Experience survey results.

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