



OVERVIEW OF RESEARCH STUDY

Union County Public Schools partnered with Hanover Research to conduct a survey to examine the 2021 summer learning program. The key objectives of this survey were to: Examine stakeholder satisfaction with the 2021 summer learning program, evaluate stakeholder perceptions of the summer learning program's impact on student success, gauge the degree of confidence school staff members feel when implementing summer instruction & the quality of instructional support they believe they receive from the district, and identify potential barriers to summer program participation and assess stakeholder perceptions of district-provided transportation.

The survey was administered online in July and August of 2021 using the Qualtrics online survey platform. Respondents were recruited via an open link distributed by UCPS, and the analysis includes 1,903 responses following data cleaning. The report presented aggregate results and select findings segmented by UCPS affiliation (i.e., student, parent, and staff) and school level (elementary, middle, and high).



KEY FINDINGS

Resources & Environment:

Overall, stakeholders agree that the program offered high-quality facilities, but many teachers report a lack of sufficient resources. Most participants agree that program facilities were safe (81-96%) and well-maintained (77-95%). However, teachers express the least agreement that the program offered quality course materials (69%) and enough material resources for students (67%).

Most students feel that the camp provided enriching learning activities, physical activity, and SEL support. Students agree least that the camp provided adequate support regarding social-emotional learning (66%) and clean bathrooms (60%).

Student Perspectives:

Elementary students regard program effectiveness more highly than both middle and high school students. Over three-quarters of elementary students agree that the summer learning program offered SEL support (85%), helped them communicate more effectively (86%), and provided enriching and fun activities (89%).

High school students indicate the least satisfaction with the social and emotional support offered by the summer program. Just over half of high school students agree that the program provided appropriate SEL support (57%), helped them build positive relationships with adults (57%), and helped them to communicate more effectively (56%).

Staff Perspectives:

Teachers across grade levels largely agree that the program offered an appropriate amount of enriching, standard-aligned instruction. Around three-quarters or more of teachers across elementary, middle, and high school agree that the summer program provided students with adequate instructional time (72–97%), offered enrichment activities (73-95%), and helped students build academic skills (73-95%).

Instruction offered at the high school level may have been lacking in differentiation, varied content, and a focus on social-emotional learning. High school teachers report the least agreement that course material was new and interesting (53%), and that instruction was differentiated according to student ability (58%). Like high school students, fewer high school teachers agree that summer program instruction offered enough SEL support (61%) or helped to enhance student communication (58%).

SUMMER PROGRAMMING SURVEY

Research Summary

Prepared for Union County Public Schools

Student Outcomes:

Generally, teachers of elementary students perceive more positive academic effects than do teachers of middle and high school students. More than three-quarters of elementary teachers agree that their students now have an improved understanding of the content covered during summer learning (84%) and that they are better prepared to begin the next grade level (78%). Comparatively, fewer than two-thirds of middle (63%) and high school teachers (64%) believe that their students are better prepared.

Teachers report that even though students have experienced learning gains due to the summer program, many do not yet demonstrate content mastery. Relatively few teachers across grade levels agree that students have mastered the content they were supposed to learn (47-59%). Moreover, only about half of middle school teachers agree that their students are ready to move to the next level of their summer learning subject area (55%).

Instructional Practices:

Most staff members across grade levels report frequently setting goals, providing feedback, and encouraging student discourse. The majority of staff reports providing frequent student feedback (86-92%) and clear goals with explicit criteria for student success (89-91%). Though elementary and middle school teachers report frequently encouraging student discussion and dialogue (90% and 95%, respectively), only about two-thirds of high school teachers report doing the same (67%).

Staff participants indicate disparate implementation of best practices across grade levels, including collaborating with colleagues and providing formative assessments. Less than half of high school teachers report frequently collaborating with colleagues (48%), compared to 68% of middle school, and 81% of elementary teachers. Similarly, less than half of middle school teachers (40%) report implementing formative assessments during summer learning camp, compared to 68% of elementary and 75% of high school teachers.

Staff Support:

Overall, staff participants feel confident and supported in implementing the summer school curriculum. Staff members report high levels of instructional confidence (90-94%) and support from their schools (89-96%). Though still a sizeable majority, fewer staff members feel supported by the district in implementing summer instruction (75-77%). High school staff reports the least agreement with having sufficient planning time (66%) and collaboration opportunities (69%).

Middle and high school staff feel that the district provided sufficient resources. Among all staff participants, about two-thirds agree that the summer program provided enough resources and materials for students. However, at the elementary level, approximately one out of every three staff members indicated that they did not have enough resources.



RECOMMENDATIONS FOR THE DISTRICT

Ensure that curriculum for future program sessions incorporates a focus on SEL competencies across grade levels. Though large proportions of elementary teachers and students feel that the summer program provided adequate SEL support, comparatively fewer participants at the high school and middle school levels agree. Most notably, only about half of high school students agree that the program provided SEL support, helped them communicate more effectively, or helped them build positive relationships with adults. The district should design future program sessions that include instructional strategies and activities that promote SEL skill-building.

Evaluate the degree to which opportunities for differentiation and formative assessments are embedded into existing program curriculum. Though most staff participants agree that the summer learning program has better prepared students for the next school year, fewer feel that students are ready for the next level of learning or that

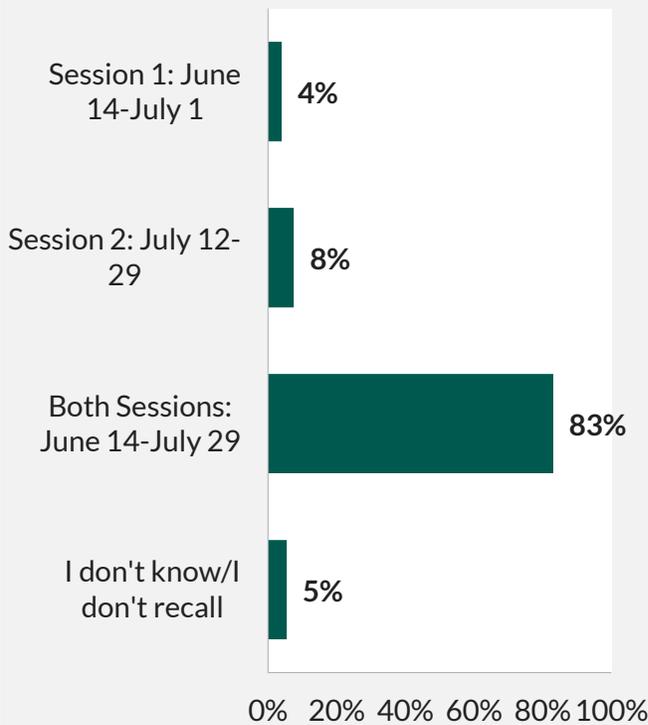
students have demonstrated content mastery. Moreover, less than two-thirds of high school teachers agree that the summer learning program provided differentiated instruction, and only two-fifths of middle school teachers report frequently administering formative assessments. The district should ensure that curriculum for future sessions embeds teacher supports for formatively evaluating students and differentiating instruction appropriately.

Provide instructional staff with increased planning time and resources. Less than half of teachers at the high school level agree that they frequently collaborated with, or learned from, their colleagues, and one-third do not agree that they had sufficient planning time to effectively implement the summer program curriculum. Similarly, one-third of elementary teachers indicate not having enough material resources for students. The district should consider building in additional planning time for secondary teachers and evaluating its system of resource distribution.



OVERALL SATISFACTION

What Summer Camp site did [you/your child primarily work/attend] during Summer Learning Camp?
(n=1,903)



Overall, how satisfied are you with the UCPS Summer Learning Camp?
(n=1,817)

- Completely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Completely satisfied

