



HANOVER
RESEARCH

SUMMER PROGRAMMING SURVEY

Prepared for Union County Public Schools

August 2021

TABLE OF CONTENTS

- 3** / Introduction
- 6** / Key Findings
- 13** / Recommendations
- 15** / Section I: Overall Satisfaction
- 18** / Section II: Student Perceptions of Effectiveness
- 21** / Section III: Parent Perceptions of Effectiveness
- 24** / Section IV: Staff Perceptions of Effectiveness
- 27** / Section V: Program Barriers
- 29** / Section VI: Program Fidelity
- 32** / Section VII: Program Transportation
- 35** / Respondent Characteristics

INTRODUCTION

INTRODUCTION

OVERVIEW

KEY OBJECTIVES

- 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 and the quality of instructional support they believe they receive from the district.
- Identify potential barriers to summer program participation and assess stakeholder perceptions of district-provided transportation.

SURVEY ADMINISTRATION & SURVEY SAMPLE

- 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.
- The analysis includes 1,903 responses following data cleaning.
- This report presents aggregate results and select findings segmented by UCPS affiliation (i.e., student, parent, and staff) and school level (elementary, middle, and high). For full results, please see the accompanying data supplement.

RESPONDENT QUALIFICATIONS

- Must be a student in grade three or higher, a parent of a student, or a staff member of UCPS.

INTRODUCTION

METHODOLOGY

- Sample sizes vary across questions, as some questions only pertain to a subset of respondents.
- When interpreting this report, and the data supplement, conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Data labels for values less than 5% are removed from some figures to improve legibility.
- Question text and answer options marked with † are truncated for clarity and brevity. For the full text, please consult the data supplement.

KEY FINDINGS

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.

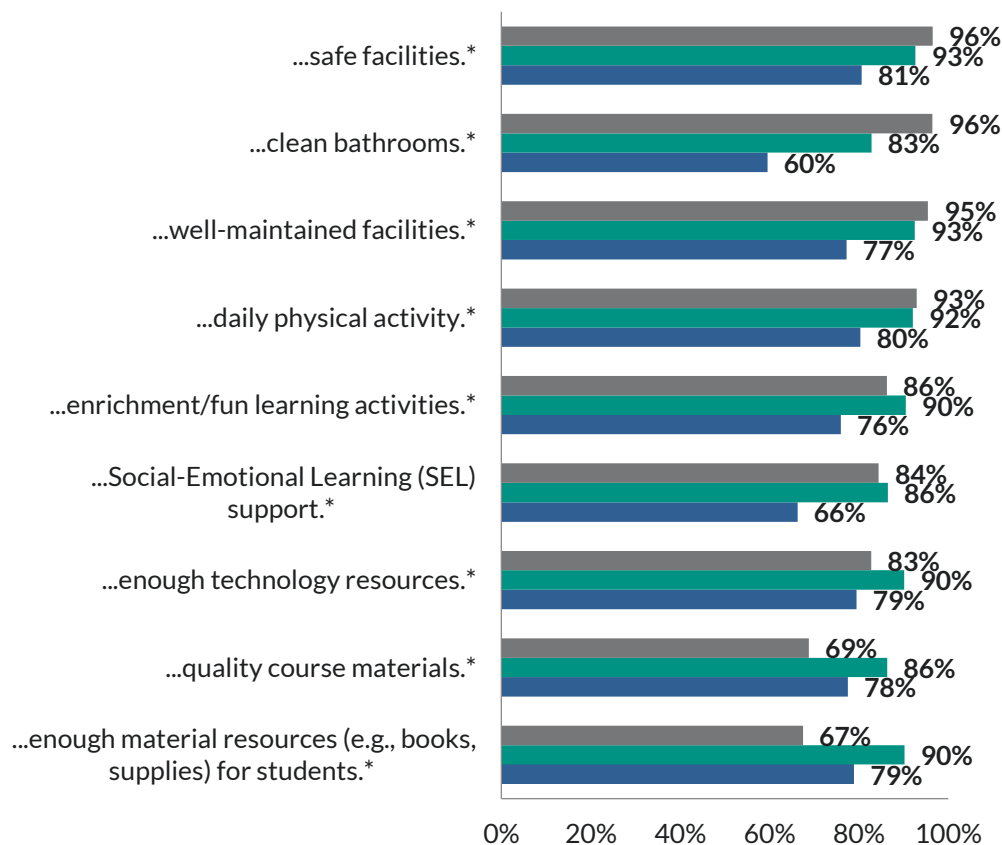
- Students agree least that the camp provided adequate support regarding social-emotional learning (66%) and clean bathrooms (60%).

Please rate your level of agreement with the following statements:

The summer learning camp provides...

% Agree or Strongly Agree

■ Staff (n=359-376) ■ Parent (n=245-357) ■ Students (n=1,020-1,111)



Note: An asterisk (*) indicates at least one statistically significant difference between groups.

KEY FINDINGS: STUDENT PERSPECTIVES

Elementary students regard program effectiveness more highly than both middle and high school students.

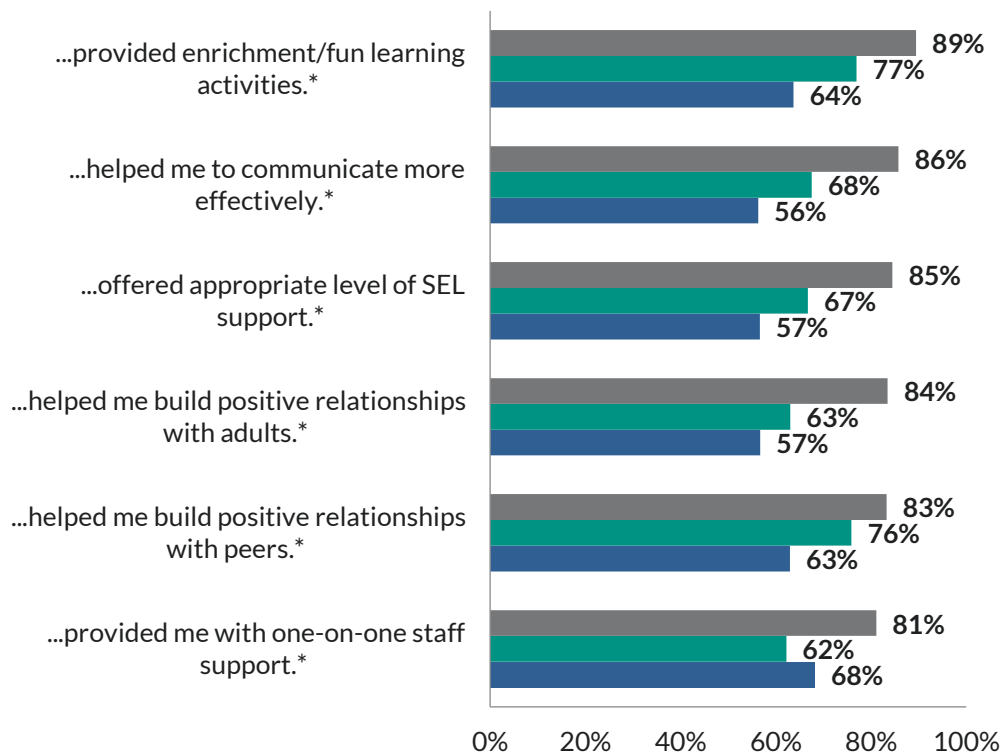
- Over three-quarters of elementary students agree that the summer learning program offered SEL support (85%), helped them communicate more effectively (86%), and provided enriching and fun activities (89%).

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%).

Please rate your level of agreement with the following statements:
My school's summer learning camp...
% Somewhat or Strongly Agree

■ Elementary (n=433-465) ■ Middle (n=295-330) ■ High (n=240-284)



Note: This question was answered by students only. An asterisk (*) indicates at least one statistically significant difference between groups.

KEY FINDINGS: 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 ([see slide 8](#)), fewer high school teachers agree that summer program instruction offered enough SEL support (61%) or helped to enhance student communication (58%).

Please rate your level of agreement with the following statements:
The UCPS summer learning camp...
% Somewhat or Strongly Agree

	Elementary (n=209-225)	Middle (n=55-61)	High (n=46-53)
...provided daily physical activity.*	98%	93%	86%
...offered enrichment/fun learning activities.*	95%	93%	73%
...helped students to build academic skills.*	95%	83%	71%
...provided students with adequate instructional time.*	94%	97%	72%
...helped students build positive relationships with adults.*	94%	90%	77%
...helped students build positive relationships with peers.*	94%	85%	71%
...aligned content with state learning standards.*	92%	80%	84%
...was academically engaging.*	91%	87%	61%
...was academically challenging.*	87%	73%	75%
...offered appropriate level of SEL support.*	86%	72%	61%
...exposed students to new and interesting course material.	86%	85%	53%
...differentiated instruction based on students' abilities.*	85%	79%	58%
...helped enhance students' forms of communication.*	84%	78%	58%
...helped students to become more independent.	81%	69%	71%
...provided students with one-on-one staff support.	79%	84%	84%

Note: This question was answered by members of staff only. An asterisk (*) indicates at least one statistically significant difference between groups.



KEY FINDINGS: STUDENT OUTCOMES

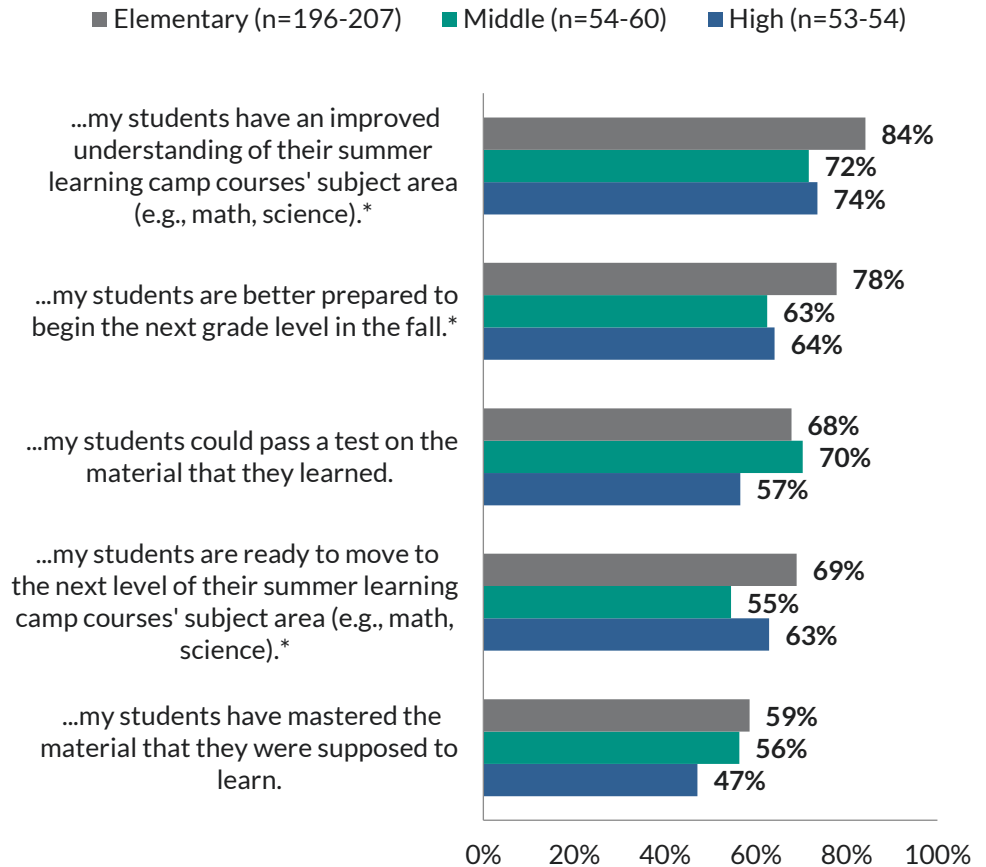
Generally, teachers of elementary students perceive more positive academic effects than do teachers of middle and high school students.

- 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%).

Please rate your level of agreement with the following statements: After being in summer learning camp ...
% Somewhat or Strongly Agree



Note: This question was answered by members of staff only. An asterisk (*) indicates at least one statistically significant difference between groups.

KEY FINDINGS: INSTRUCTIONAL PRACTICES

Most staff members across grade levels report frequently setting goals, providing feedback, and encouraging student discourse.

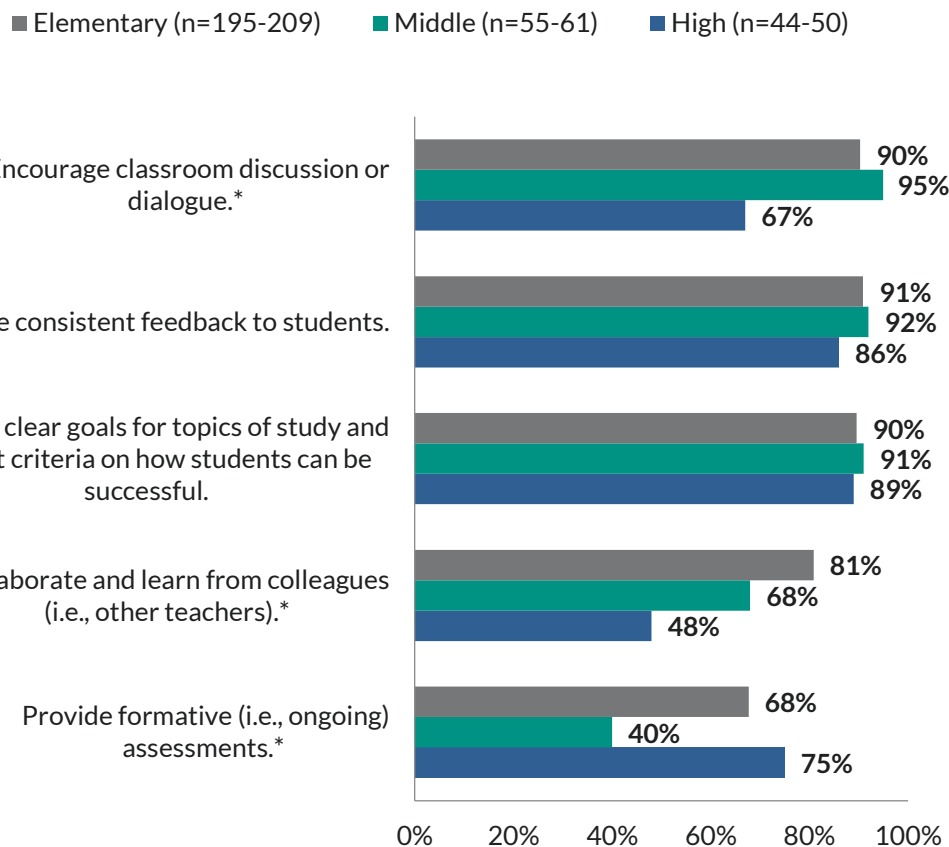
- The majority of staff reports providing frequent student feedback (86-92%) and clear goals with explicit criteria for student success (89-91%). Though elementary and middle school teachers report frequently encouraging student discussion and dialogue (90% and 95%, respectively), only about two-thirds 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.

How often did you use the following instructional practices in your 2021 Summer Learning Camp courses?

% Often or Very Often



Note: This question was answered by members of staff only. An asterisk (*) indicates at least one statistically significant difference between groups.

KEY FINDINGS: 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 (see slide 7). However, at the elementary level, approximately one out of every three staff members indicated that they did not have enough resources.

Please rate your level of agreement with the following statements regarding the 2021 Summer Learning Camp curriculum.

% Somewhat or Strongly Agree

	Elementary (n=209-219)	Middle (n=57-61)	High (n=49-53)
I am fully confident in my ability to successfully administer the curriculum. †	90%	90%	94%
Overall, I feel supported by my school in implementing the curriculum. †	90%	89%	96%
Overall, I feel supported by the school district in implementing curriculum. †	77%	75%	75%
School leadership provides teachers with the resources needed to implement the curriculum. †	81%	84%	87%
I have the necessary technology resources to successfully implement the curriculum. †	83%	81%	88%
I have enough material resources to successfully implement the curriculum. †*	66%	73%	86%
I have the necessary planning time to successfully implement the curriculum. †*	88%	91%	66%
I am confident that the instructional practices that I use are effective. †	89%	86%	86%
I have adequate opportunities to collaborate with other staff members. †*	89%	85%	69%

Note: This question was answered by members of staff only. An asterisk (*) indicates at least one statistically significant difference between groups. † indicates that the item text has been truncated to fit the chart.



RECOMMENDATIONS

RECOMMENDATIONS



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.

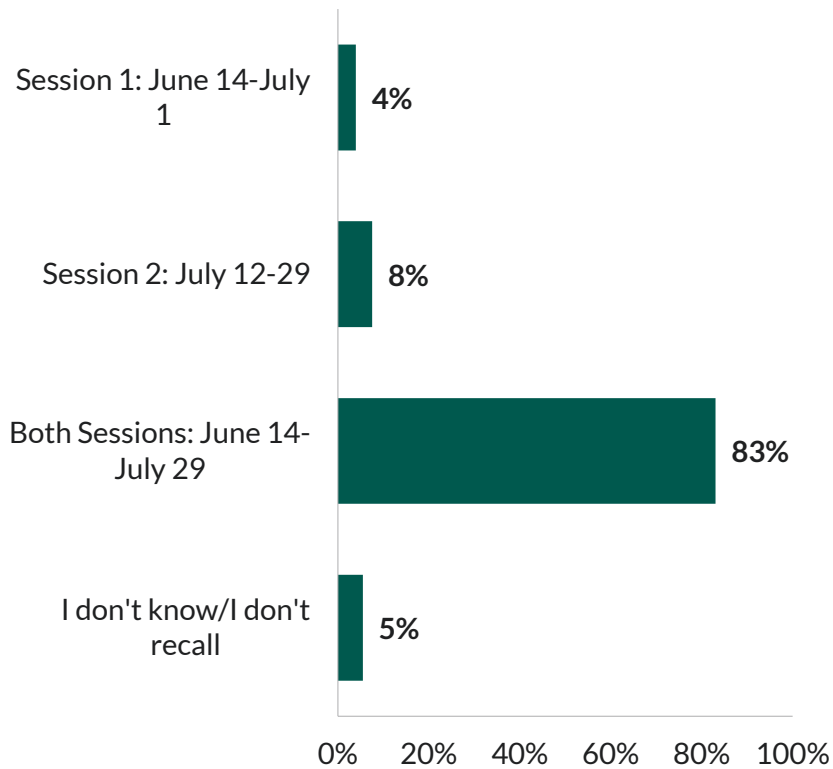


Provide instructional staff with increased planning time and resources. Less than half of teachers at the high school level agree that they frequently collaborated with, or learned from, their colleagues, and one-third do not agree that they had sufficient planning time to effectively implement the summer 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.

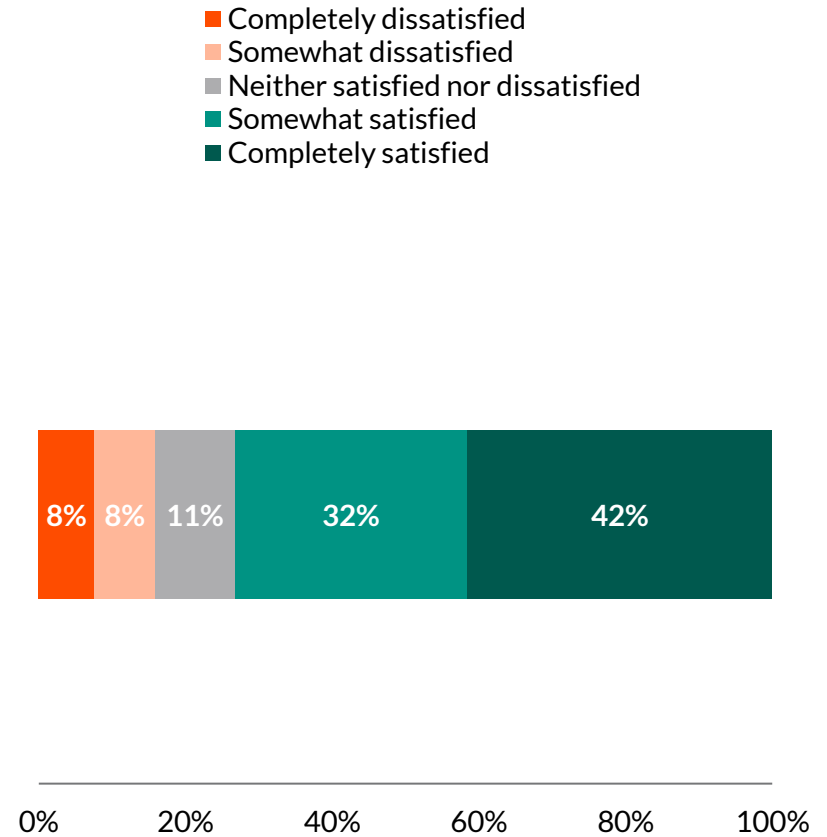
SECTION I: OVERALL SATISFACTION

OVERALL SATISFACTION

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

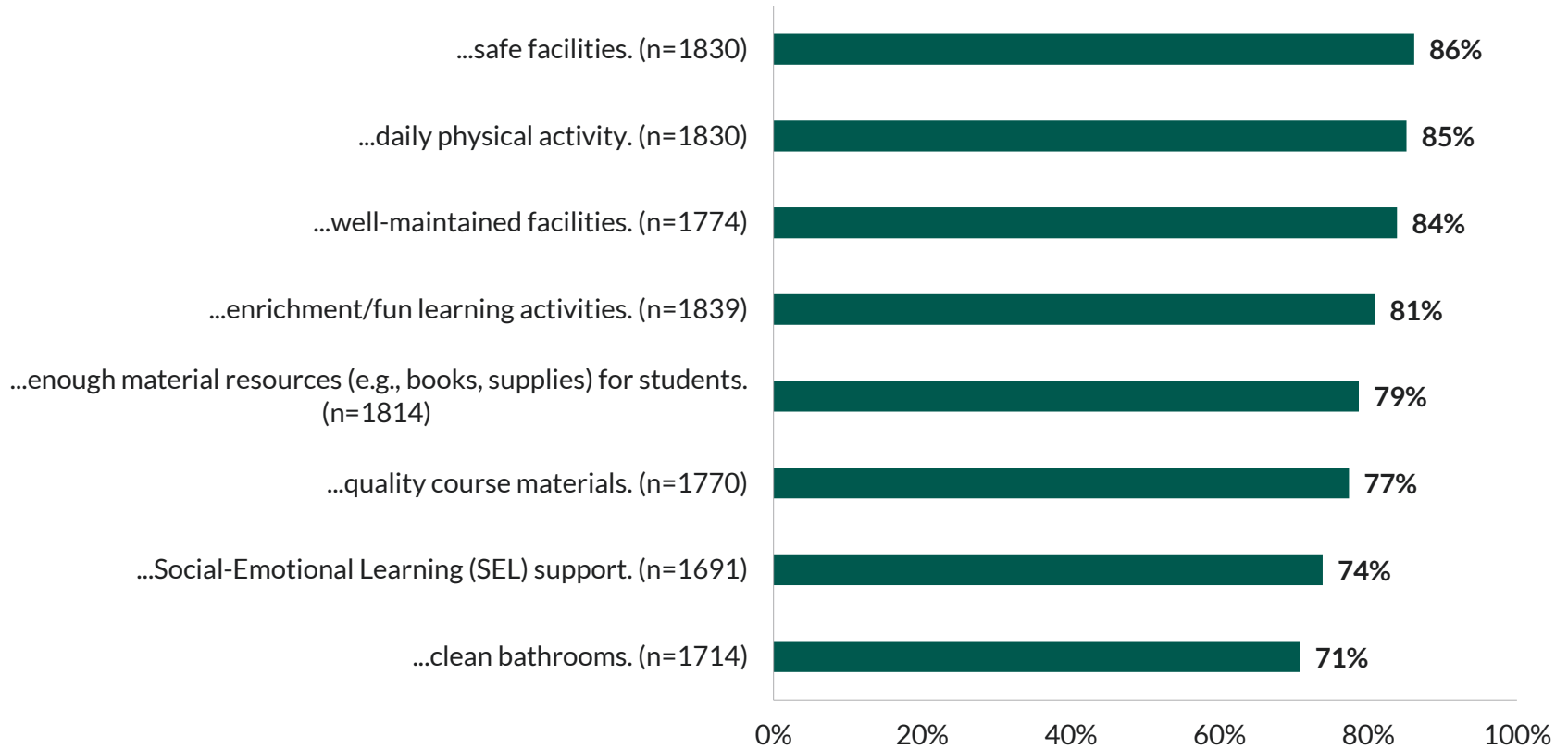


Overall, how satisfied are you with the UCPS Summer Learning Camp?
(n=1,817)



ENVIRONMENT AND RESOURCES

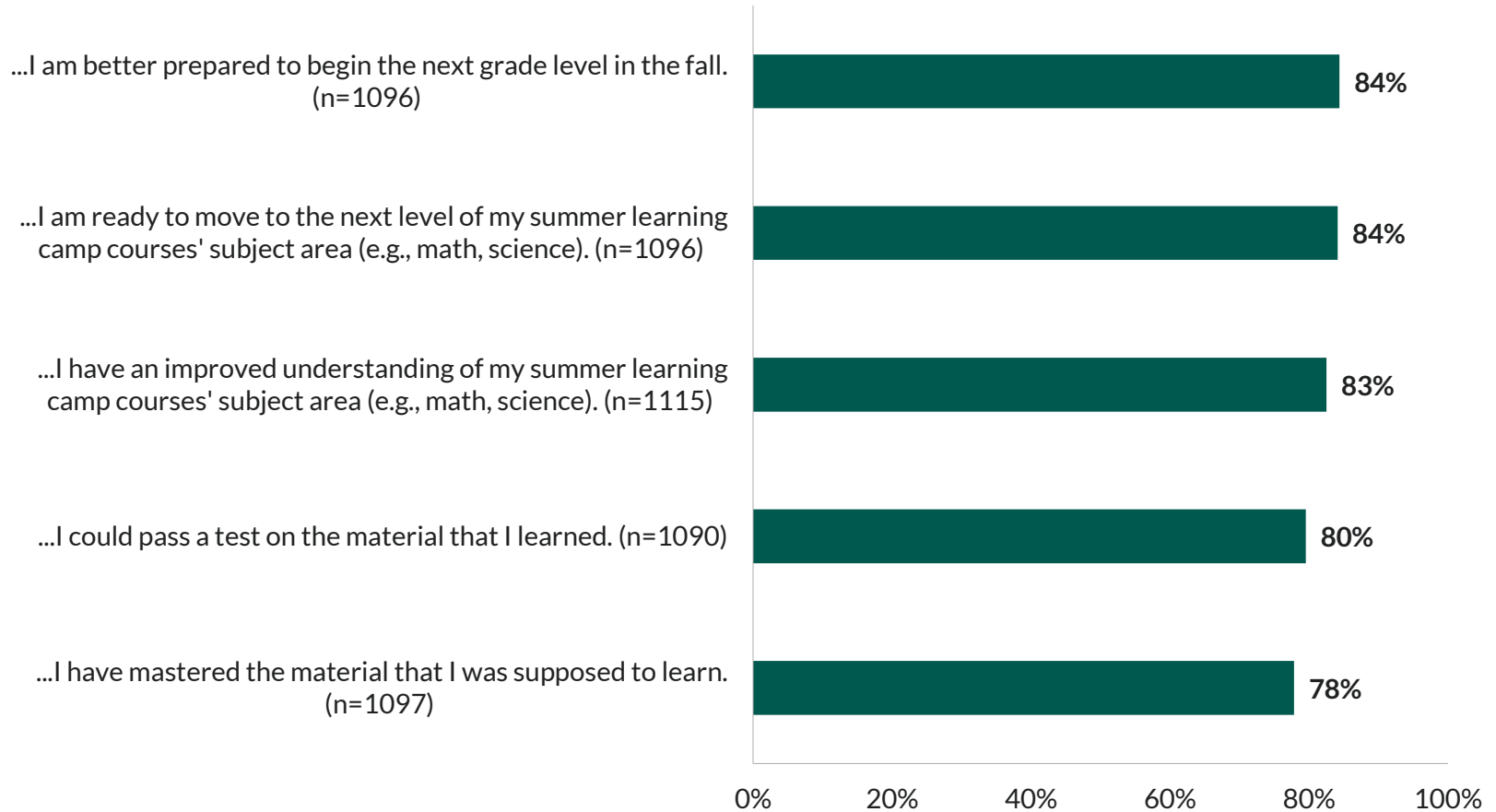
Please rate your level of agreement with the following statements:
The summer learning camp provides...
% Somewhat or Strongly Agree



SECTION II: STUDENT PERCEPTIONS OF EFFECTIVENESS

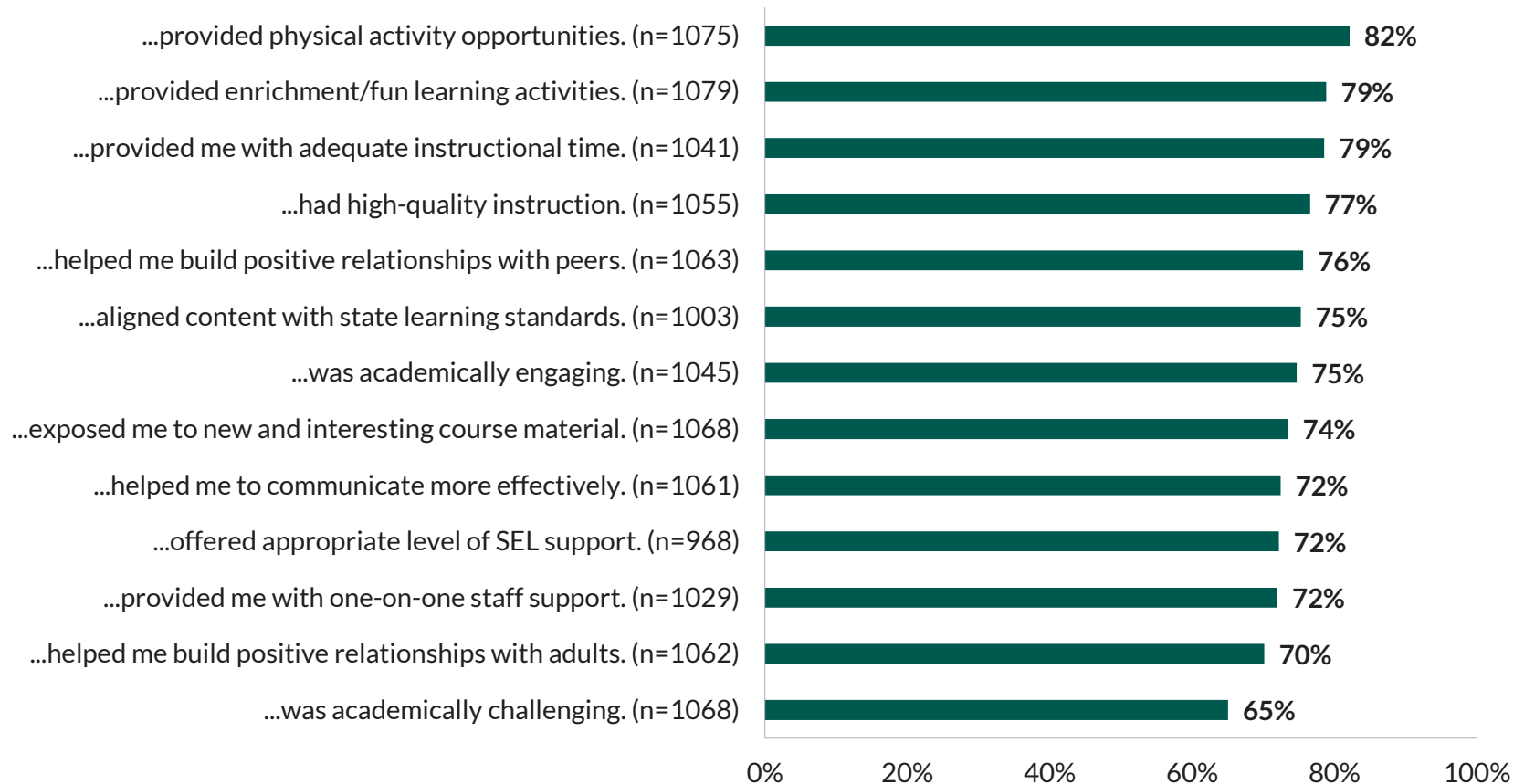
STUDENT OUTCOMES

Please rate your level of agreement with the following statements:
After being in summer learning camp...
% Somewhat or Strongly Agree



PROGRAM CHARACTERISTICS

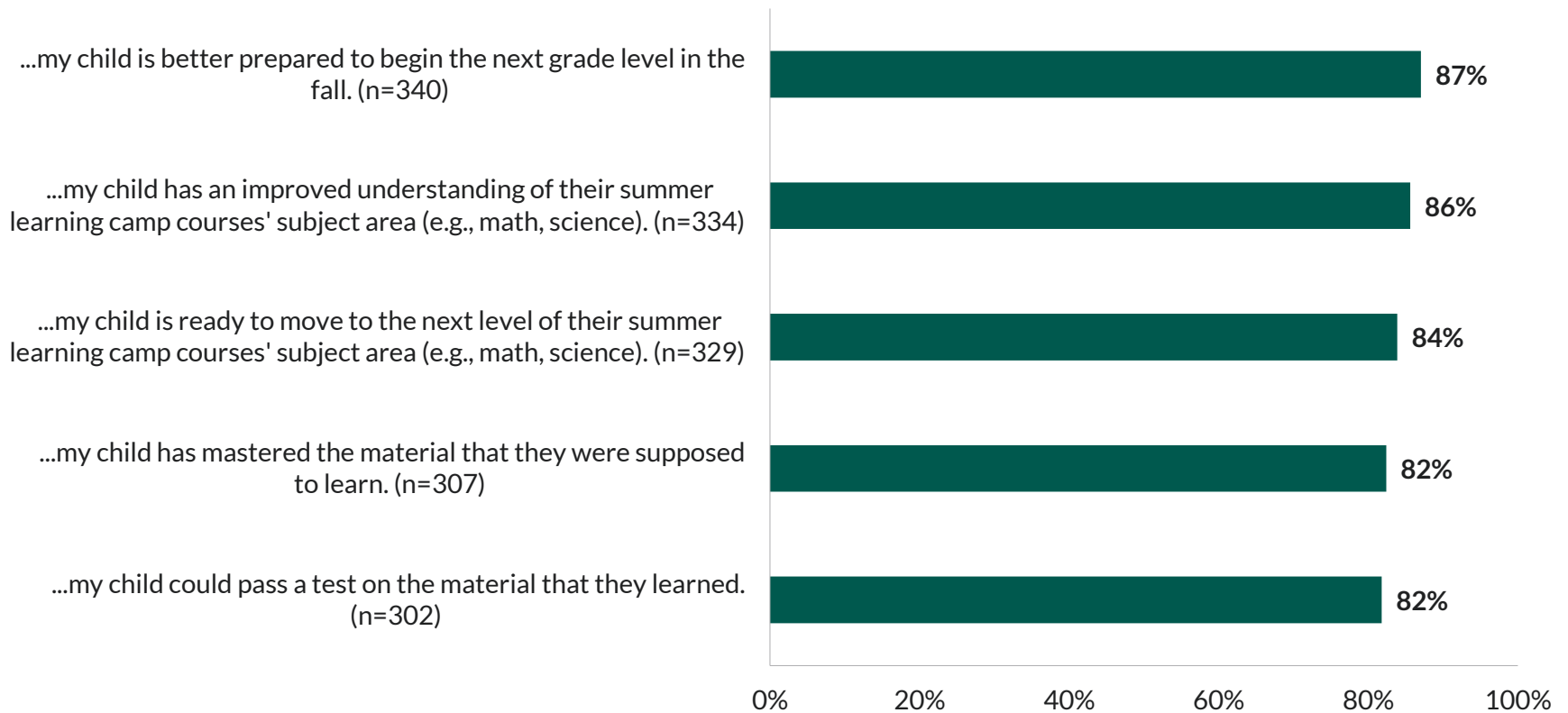
Please rate your level of agreement with the following statements:
After being in summer learning camp...
% Somewhat or Strongly Agree



SECTION III: PARENT PERCEPTIONS OF EFFECTIVENESS

STUDENT OUTCOMES

Please rate your level of agreement with the following statements:
After being in summer learning camp...
% Somewhat or Strongly Agree

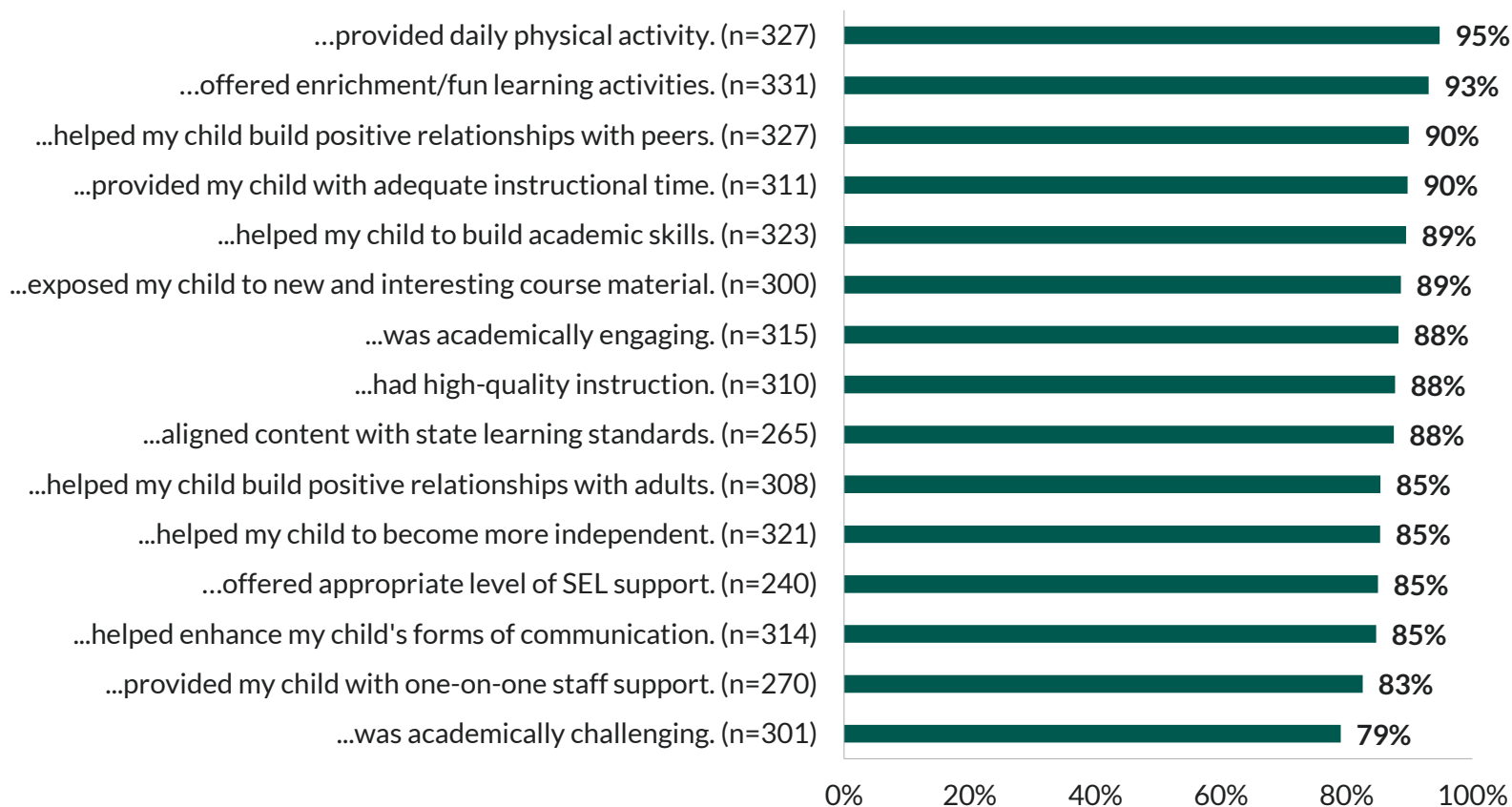


PROGRAM CHARACTERISTICS

Please rate your level of agreement with the following statements:

My child's summer learning camp...

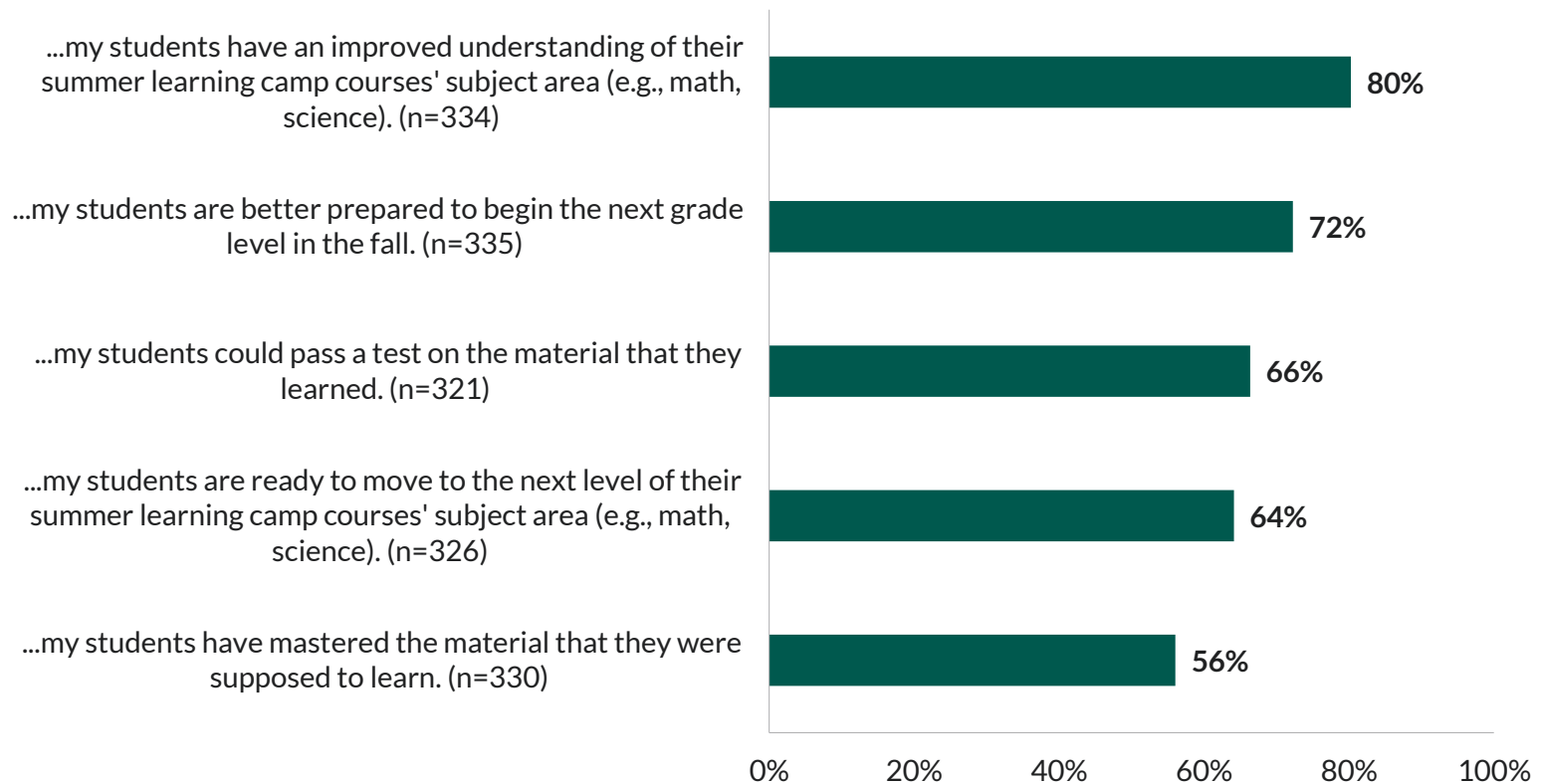
% Somewhat or Strongly Agree



SECTION IV: STAFF PERCEPTIONS OF EFFECTIVENESS

STUDENT OUTCOMES

Please rate your level of agreement with the following statements:
After being in summer learning camp [my students/students]...
% Somewhat or Strongly Agree

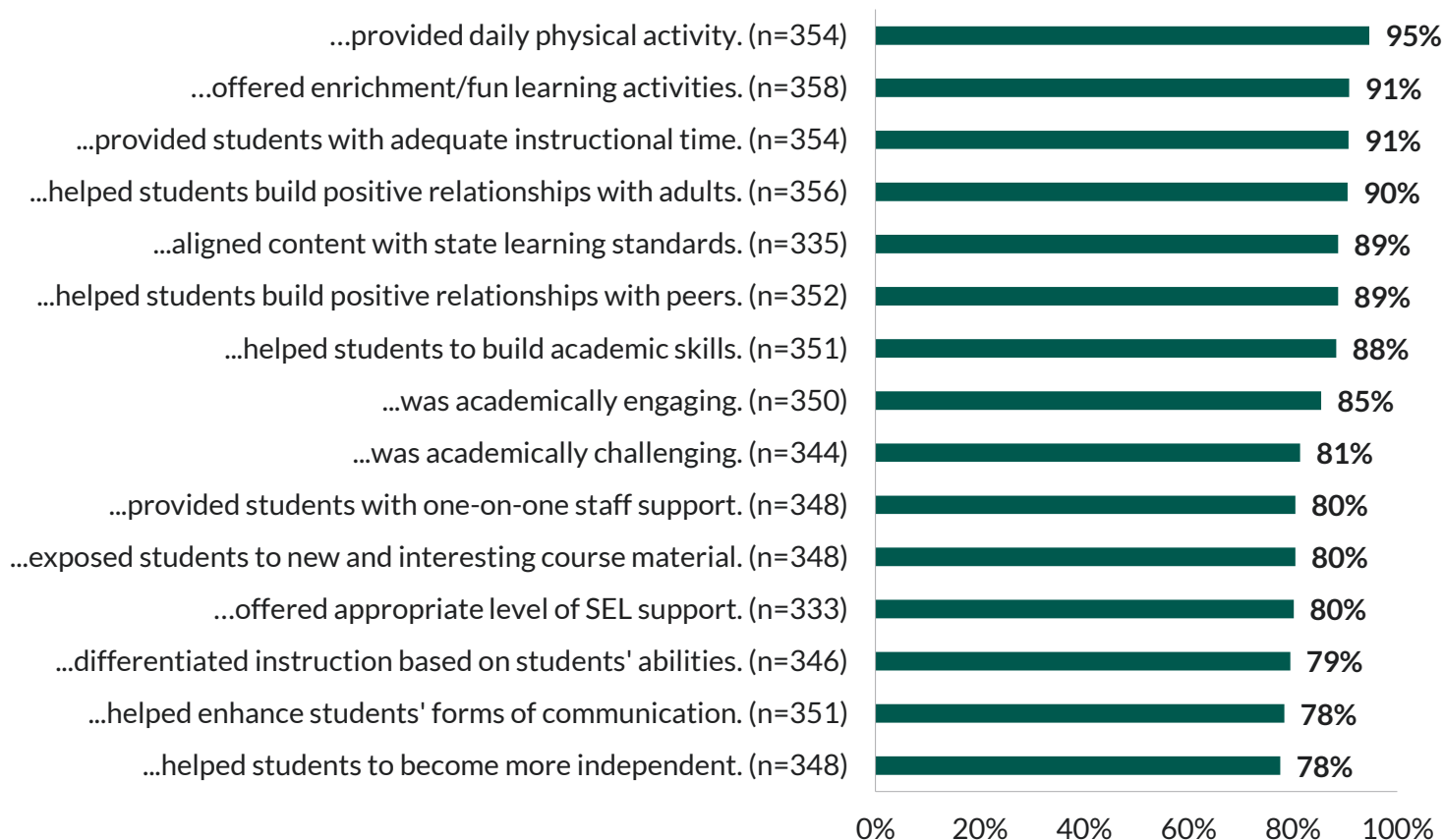


PROGRAM CHARACTERISTICS

Please rate your level of agreement with the following statements:

The UCPS summer learning camp...

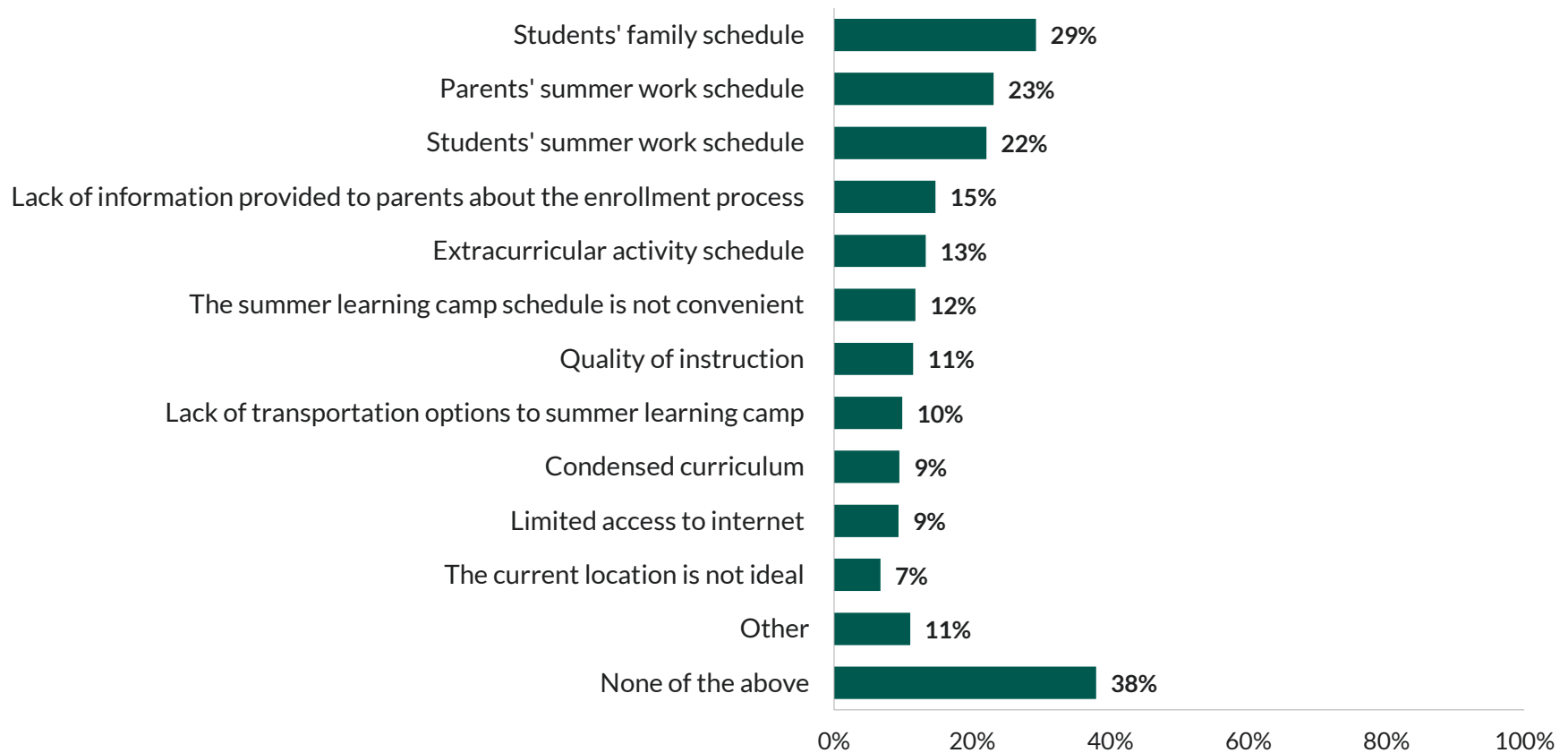
%Somewhat or Strongly Agree



SECTION V: PROGRAM BARRIERS

BARRIERS TO ENROLLMENT

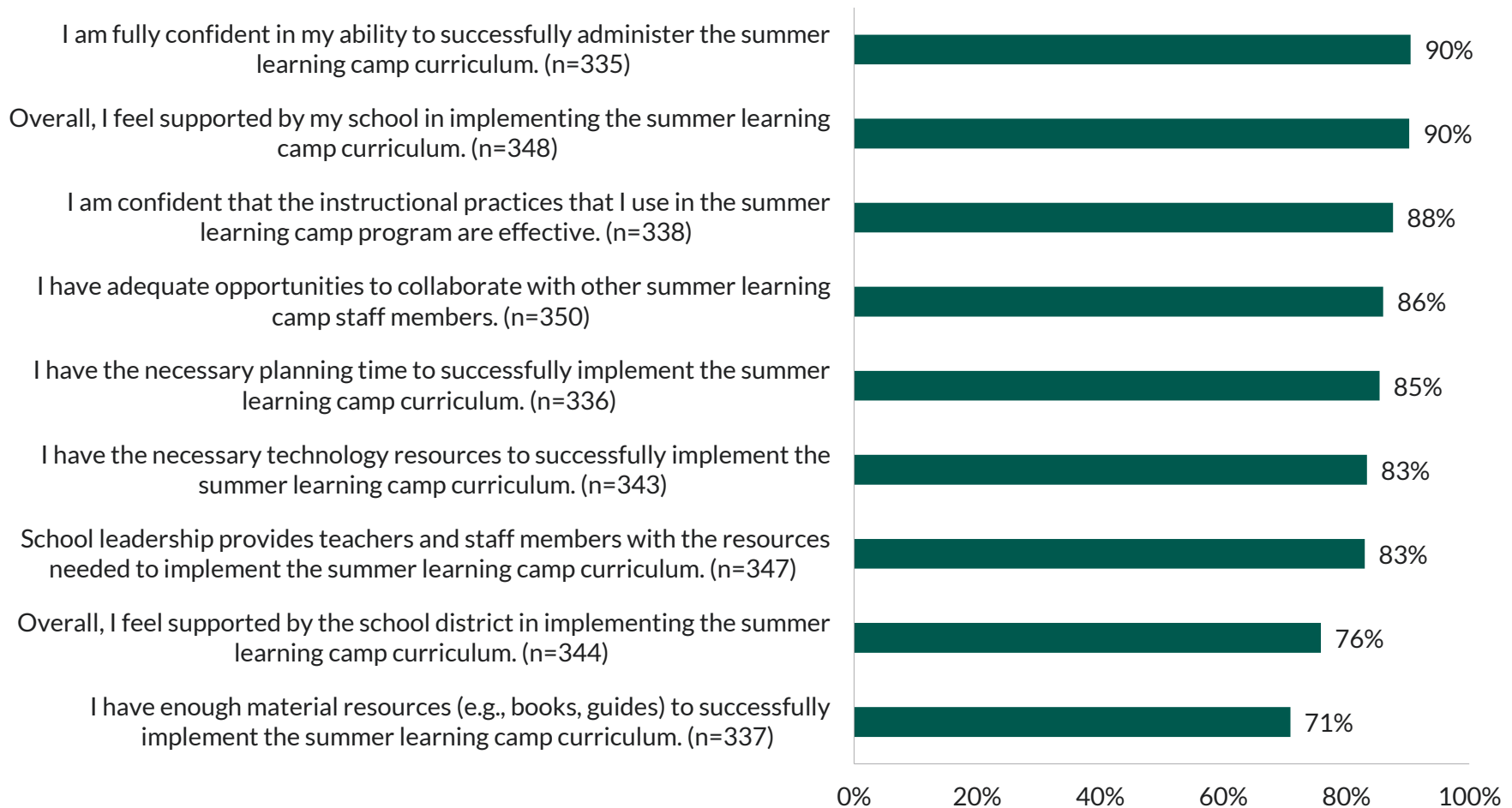
In your opinion, what are the major barriers to enrolling students in summer learning camp?
Select up to five options.
(n=1,822)



SECTION VI: PROGRAM FIDELITY

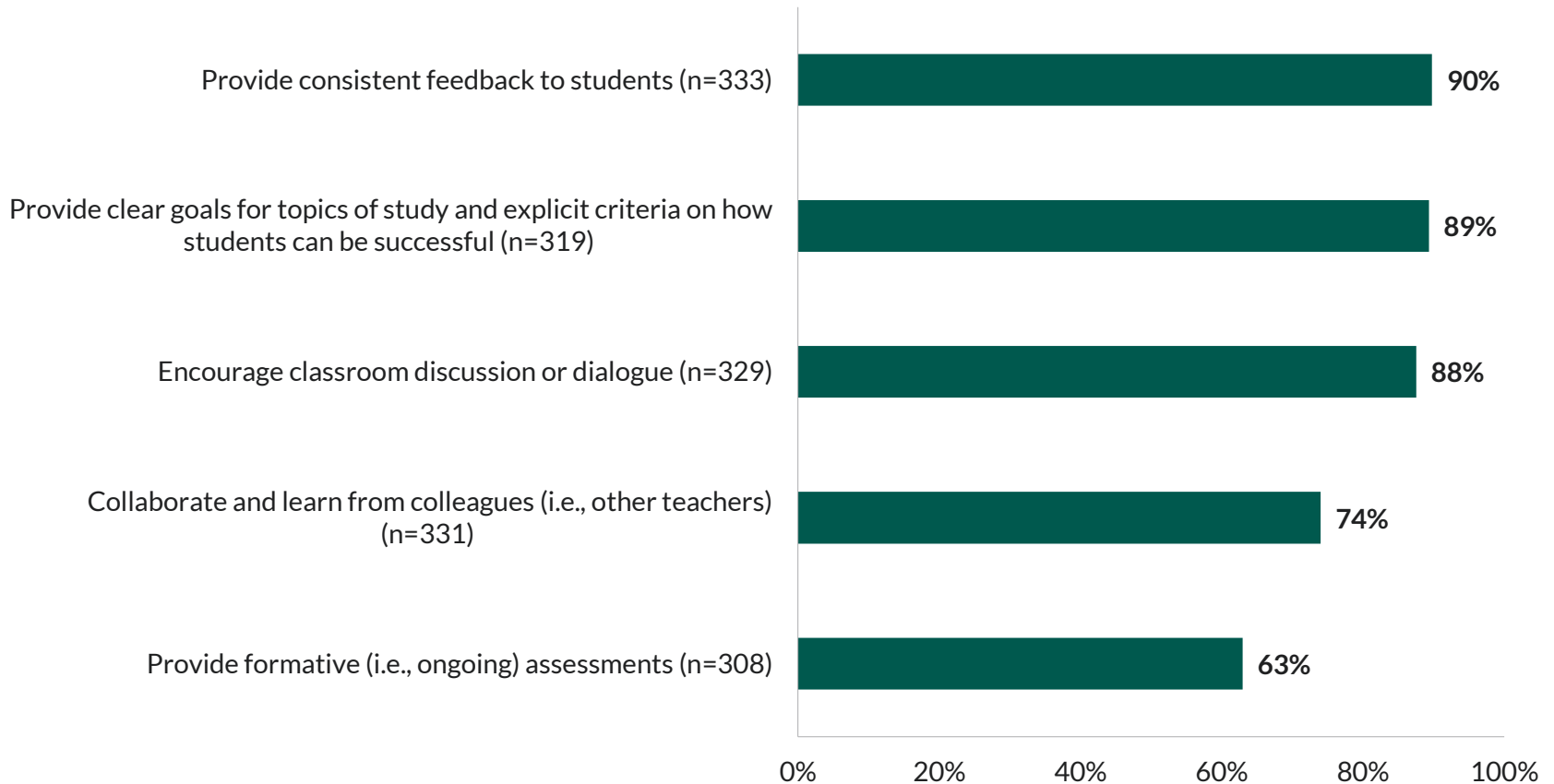
INSTRUCTOR CONFIDENCE AND PERCEIVED SUPPORT

Please rate your level of agreement with the following statements regarding the 2021 Summer Learning Camp curriculum.
% Somewhat or Strongly Agree



INSTRUCTIONAL PRACTICES

How often did you use the following instructional practices in your 2021 Summer Learning Camp courses?
% Often or Very Often

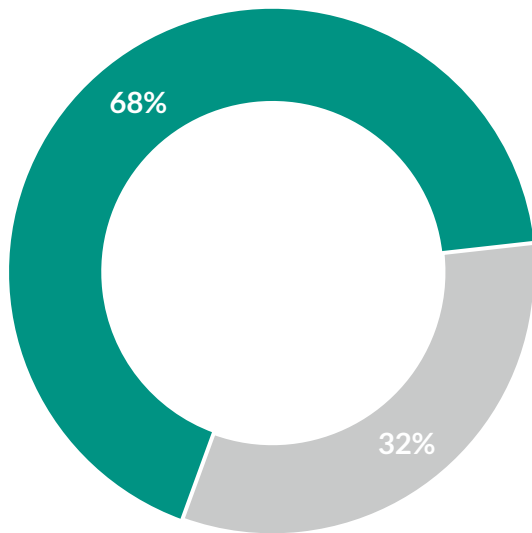


SECTION VII: PROGRAM TRANSPORTATION

TRANSPORTATION SATISFACTION

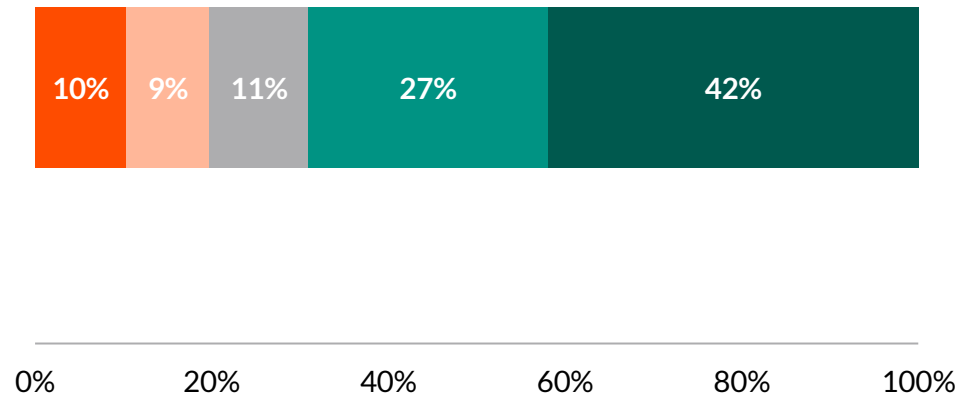
Did [you/your child] use district-provided transportation to attend the Summer Learning Camp this summer?
(n=1,457)

■ Yes ■ No



How satisfied are you with the district transportation options that you used?
(n=909)

■ Completely dissatisfied ■ Somewhat dissatisfied
■ Neither satisfied nor dissatisfied ■ Somewhat satisfied
■ Completely satisfied



RESPONDENT CHARACTERISTICS

Summer Learning Camp Session (n=1,899)

Session 1: June 14-July 1	4%
Session 2: July 12-29	8%
Both Sessions: June 14-July 29	83%
I don't know/I don't recall	5%

Annual Household Income (n=246)

Antioch Elementary School	6%
Benton Heights Elementary School of the Arts	7%
Fairview Elementary	7%
Kensington Elementary	4%
Poplin Elementary	7%
Porter Ridge Elementary	3%
Rea View Elementary	2%
Rock Rest Elementary	4%
Shiloh Valley Primary	2%
Walter Bickett Elementary	5%
Western Union Elementary	3%
Wingate Elementary School	4%
Cuthbertson Middle School	6%
East Union Middle	6%
Monroe Middle	6%
Porter Ridge Middle	6%
Cuthbertson High School	7%
Forest Hills High	3%
Monroe High	3%
Porter Ridge High	8%
Cuthbertson High School	7%
Forest Hills High	3%
Monroe High	3%
Porter Ridge High	8%

Special Programs (n=372)

Special Education	15%
Populations English Learner	10%
Gifted and Talented	1%
None of the above	76%

Grade of Student Participation (n=1,525)

Kindergarten	4%
Grade 1	5%
Grade 2	3%
Grade 3	18%
Grade 4	13%
Grade 5	10%
Grade 6	9%
Grade 7	9%
Grade 8	7%
Grades 9-12	22%

Grade Level(s) Taught (n=374)

Transitional Kindergarten	<1%
Kindergarten	24%
Grade 1	27%
Grade 2	28%
Grade 3	28%
Grade 4	26%
Grade 5	23%
Grade 6	18%
Grade 7	18%
Grade 8	18%
Grades 9-12	16%



Thank you.

CONTACT

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