Appendix Materials

Getting to Work on **Summer Learning**

Recommended Practices for Success, 2nd Ed.

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Preface

This appendix augments a report that updates our 2013 guidance to school district leaders and their partners across the country who are interested in launching summer learning programs or improving established ones. In that report, we present recommendations based on our evaluations, conducted between 2011 and 2016, of summer programs in five urban school districts. The Wallace Foundation selected these districts—Boston; Dallas; Duval County, Florida; Pittsburgh; and Rochester, New York—for the National Summer Learning Project (NSLP), a multiyear assessment of the effectiveness of voluntary, district-led summer learning programs offered at no cost to low-income, urban, elementary students. The five districts are among the nation's most advanced in their experience with comprehensive, voluntary summer learning programs.

This study was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking. This study was sponsored by The Wallace Foundation, which seeks to support and share effective ideas and practices to improve learning and enrichment for disadvantaged children and the vitality of the arts for everyone. Its current objectives are to improve the quality of schools, primarily by developing and placing effective principals in high-need schools; promoting social and emotional learning in elementary school and out-of-school-time settings; reimagining and expanding learning time during the traditional school day and year, as well as during the summer months; expanding access to arts learning; and developing audiences for the arts. For more information and research on these and other related topics, please visit its Knowledge Center at www.wallacefoundation.org.

More information about RAND can be found at www.rand.org. Questions about this report should be directed to Heather Schwartz at heather_schwartz@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

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1. Collection of Primary Data

In summers 2011–2014, we collected primary data about the implementation of the summer programs in the five National Summer Learning Project (NSLP) school districts. These included surveys, interviews, and summer site observations in each of the four summers, as shown in Table A.1.

Table A.1. Primary Data Collected for the NSLP Study

Summer	Interviews of Summer Program Staff	Surveys of Summer Instructors	Surveys of Parents	Surveys and Tests of Students	Hours of Observation of Summer Classes	Ratings Completed at End of Observation Day	Reviews of Summer Curricula
2011	325	293	817	631	216	0	6
2012	256	560	101	0	300	0	10
2013	218	192	0	5,134	783	0	0
2014	113	173	0	4,525	760	147	0
Total	**912**	**1,218**	**918**	**10,290**	**2,059**	**147**	**16**

SOURCE: RAND formative feedback reports to NSLP districts.
NOTE: RAND researchers collected all these data, except for (1) student surveys and tests, which Mathematica administered in the fall 2013 and fall 2014, and (2) the review of the summer 2012 curricula, which was conducted by curricular consultants.

Throughout this second edition of the guide, we cite findings from our prior reports in the summer series, including *Getting to Work on Summer Learning* (about summer 2011 implementation),[1] *Ready for Fall?* (about summer 2013 implementation and outcomes),[2] *Learning from Summer* (about summers 2013 and 2014 implementation and outcomes),[3] and *Making Summer Last* (about sustaining summer programs by integrating them into core district activities).[4] Each of these reports contains the relevant technical information explaining the analyses underlying their findings and recommendations. In this appendix, we describe the two

[1] Catherine H. Augustine, Jennifer Sloan McCombs, Heather L. Schwartz, and Laura Zakaras, *Getting to Work on Summer Learning: Recommended Practices for Success*, Santa Monica, Calif.: RAND Corporation, RR-366-WF, 2013. As of January 19, 2018: https://www.rand.org/pubs/research_reports/RR366.html

[2] Jennifer Sloan McCombs, John F. Pane, Catherine H. Augustine, Heather L. Schwartz, Paco Martorell, and Laura Zakaras, *Ready for Fall? Near-Term Effects of Voluntary Summer Learning Programs on Low-Income Students' Learning Opportunities and Outcomes*, Santa Monica, Calif.: RAND Corporation, RR-815-WF, 2014. As of January 22, 2018: https://www.rand.org/pubs/research_reports/RR815.html

[3] Catherine H. Augustine, Jennifer Sloan McCombs, John F. Pane, Heather L. Schwartz, Jonathan Schweig, Andrew McEachin, and Kyle Siler-Evans, *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth*, Santa Monica, Calif.: RAND Corporation, RR-1557-WF, 2016. As of January 19, 2018: https://www.rand.org/pubs/research_reports/RR1557.html

[4] Catherine H. Augustine and Lindsey E. Thompson, *Making Summer Last: Integrating Summer Programming into Core District Priorities and Operations*, Santa Monica, Calif.: RAND Corporation, RR-2038-WF, 2017. As of January 19, 2018: https://www.rand.org/pubs/research_reports/RR2038.html

sources of data for the new analyses performed for this updated edition of the guide: classroom observations from summer 2014 and daily site climate surveys from summer 2014.

Summer Site Observations

In summer 2014, trained RAND observers conducted at least two daylong observations in each of 32 total summer sites in the five NSLP districts. These observers spent one program day from bus arrival to bus departure following a single student cohort. All of these summer students were fourth-graders rising into fifth grade, and all were attending summer programs that were voluntary and had the common characteristics of The Wallace Foundation's demonstration (e.g., full-day programs of five to six weeks in length).

The number of days that observers spent at each summer site depended on the number of student cohorts served. For example, if a site had four classes of fourth-graders (e.g., green, red, yellow, and orange rooms), observers spent four days at the site—one day to follow the green room, the second to observe the red room, and so on. In the rare instance of a site having only one classroom cohort, RAND observers spent two days with the same cohort to better represent site activities. Observers noted as few as 10 percent to as many as 40 percent of the program days at any given site. Thus, the site observations do not necessarily characterize each site's entire summer program.

To the degree possible, RAND observers were on site during the second week of the five- or six-week program to avoid observing start-up days; they did not observe field trip days when classes were typically suspended; and they avoided any observations during the last two or three days of the summer program because these were often wind-down days or culminating activity days when activities did not proceed as normal. RAND observers also sought to stagger site visits evenly across the days of the week and the weeks of the summer session. For example, an observer would arrange his or her schedule to observe as many sites as possible for one day during week two, one day during week three, etc., and that observer purposely scheduled visits to occur on different days of the week so that a given site was not always observed on a Monday or a Friday.

Table A.2 shows the number and distribution of daylong observations in summer 2014.

Table A.2. Total Observation Days by District in Summer 2014

District	Total Number of RAND Observation Days	Number of Summer Sites
Boston	33	10
Dallas	35	8
Duval	34	8
Pittsburgh	13	3
Rochester	32	1, organized into 3 “houses”
Total	**147**	**32**

Observers arrived slightly before students did so that they could watch the arrival process and transitions to breakfast and then class. They then watched the rest of the classroom cohort’s day through mathematics, English language arts (ELA), and enrichment instruction until departure. The aim was to see the “in-between” moments, as well as all class time, to gain a student-centered view of the experience of a summer program day.

We developed our own classroom observation protocol in 2011 designed specifically to measure certain key aspects of our theoretical framework about how summer programs might lead to gains in student learning. This protocol gathered information on the quality of instruction; time on task; and other aspects of the classroom, such as warmth and climate. We further refined the protocol for summers 2013 and 2014. The summer 2014 protocol is provided at the end of this appendix. To measure time on task, RAND observers attended and coded the entire class, whether it was 30 or 120 minutes, to capture the amount of intended time spent on instruction.

Table A.3 shows the number of observations we conducted by subject. We excluded such subjects as science, SuccessMaker, Walk to Intervention, and social studies, which were offered by some districts but were not universal. The number of enrichment observations exceeds mathematics and ELA observations because many sites offered more than one enrichment session per day for students (e.g., archery taught by an archery instructor and then swimming by a swimming instructor).

Table A.3. Total Classroom Observations by Subject in Summer 2014

Subject	Number of Observations
ELA	136
Mathematics	127
Enrichment	179

NOTE: All observations of these subjects were conducted during 147 total summer observation days.

Definition of Instructional and Noninstructional Time

In Chapter Four of the main report, we present statistics on the percentage of intended instructional minutes lost to noninstructional time. These statistics derive from the time log portion of the class observation tool. To complete the time log, we coded each class segment (e.g., whole-group instruction, guided practice, independent practice, and noninstructional times) and provided qualitative descriptions of the activity during that segment. If a majority of students during an instructional activity became visibly off task (e.g., sleeping, walking around, talking to friends), the RAND observer then started a new time log entry coded as "NI" for noninstructional and described what was happening during this time. Active class time during which there was no instruction (e.g., students filing into the room, teacher collecting papers, or teacher stopping instruction to discipline a student) was also coded as "NI." An event had to last for at least one full minute for a RAND observer to create a new entry in the time log. Time log entries about instructional and noninstructional time are the data source for the discussions of afternoon slump, independent practice time, and time use in ELA classes.

Definition of Outstanding, Good, Mixed, or Poor Classes

The rating variable could take one of four values: outstanding, good, mixed, or poor. Trained RAND observers assigned this global rating at the end of the completed class observation, taking into consideration productive use of class time, factual accuracy of instruction, teachers' checking for student understanding, and whether the teacher was engaged or disengaged (e.g., checking his or her phone or leaving the room).

Definition of Outstanding, Good, Mixed, or Poor Days

To characterize an entire summer program day, we combined data elements from the two sources of data. We first restricted our definition of "entire summer program day" to one in which we observed all of the following: at least one mathematics class, at least one ELA class, and at least one enrichment class. Out of our 147 summer observation days, 123 of them (84 percent) met this definition. Although school districts expected that all three types of classes generally would occur daily, there were sometimes deviations from this plan for any of the following reasons: The day a RAND observer was scheduled to follow a class turned out to be a field trip day, in which case he or she observed the field trip; weather caused the last-minute cancellation of outdoor classes; or sites ran computer courses that day in lieu of a mathematics or ELA class.

We categorized the 123 observation days that met our criteria into four tiers. "Outstanding" days were those in which RAND observers rated all of the academic and enrichment class observations on that day as either "good" or "outstanding" and rated on the end-of-day survey that students appeared to enjoy the day. "Good" days were those in which the RAND observer rated at least one of the mathematics, ELA, or enrichment classes as "good" or "outstanding" and

none of the observed classes as "terrible," and they rated on the end-of-day survey that students appeared to enjoy the day. On a "mixed" day, the RAND observer rated students' enjoyment of the day as a 3 on the five-point end-of-day survey scale, with no stipulations about mathematics, ELA, or enrichment classroom ratings. Finally, on a "negative" day, the RAND observer rated students' enjoyment of the day as a 1 or a 2 on the five-point end-of-day survey scale, with no stipulations about mathematics, ELA, or enrichment classroom ratings.

Daily Site Climate Surveys

To characterize each summer site's climate, we analyzed survey data that RAND observers completed at the end of the observation days as we have described. The end-of-day survey form is included at the end of this appendix. One item in particular is central for the analysis in this guide: the observer's rating of 1 (worst) to 5 (best) on the item "Students appeared to have enjoyable day." The observers were trained to use the survey instrument during a weeklong training in spring 2014. When assigning the rating, observers were told to think over the whole day and consider the frequency of student enthusiasm, boredom, overt inclusion, and exclusion. To anchor the ratings, observers jointly rated videos in training sessions prior to the summer and discussed ratings to resolve discrepancies. Specifically, each observer attended a three-day in-person training that involved watching videos, rating them, and discussing the ratings. Each observer reached agreement with at least 85 percent of the preratings done by the two trainers of each video.

2. Documentation Used in Classroom Observations

2014 Classroom Observation Protocol

Overview

	Observation ID:	_____19000100
		Input
1	OBSERVER. Observer initials:	
2	DATE. Date [MM/DD/YYYY]:	
3	CITYID. [Boston=B; Dallas=D; Jacksonville=J; Pittsburgh=P; Rochester=R]	
4	SITEID. School/site Identifier [S1, S2, etc.]:	
5	TEACHID. Teacher Identifier [T1, T2, etc.]. Use ENR1, ENR2, ENR3 for 1st, 2nd, 3rd, etc. RAND observed enr session of the day:	
6	TEACHSUB. Indicate if substitute teacher [N/Y]:	
7	RANDCOHORT. Student cohort group identifier [C1, C2, C3, etc.]. Skip if ENR or WTI.	
8	TEACHNAMELAST. Write last name of teacher and confirm correct Teacher ID above.	
9	DISTRICTCOHORT. Write the district language to identify the group and confirm correct RAND Cohort ID.	
10	SCHEDBEGIN. Class period scheduled beginning [HH:MM]:	
11	BEGINOTHER. Main reason, if any, for class starting at a different time:	
12	SCHEDEND. Class period scheduled ending [HH:MM] [AM/PM]:	
13	ENDOTHER. Main reason, if any, for class ending at a different time:	
14	SUBJECT. Subject of class: [M for math, ELA, ENR for enrichment, SCI for science, SS for social studies, IR for iReady, ELA-R for Writing, ELA-B for bilingual language arts]	
15	NUMSTUD_START. Number of students (start):	
16	NUMSTUD_END. Number of students (end):	
17	SPANISH. Choose Y/N if any instruction including clarification occurred in Spanish in this class.	

Academic Class Segments

18) RUNNING TIME LOG. <u>See comments below for directions</u>. Remember to always end your log with "END" to indicate the end of class.

Time begin	Description (I, NI, or End)	NI sub-codes	Teacher modeled what students will do (I do)	Whole-group guided practice (We do)	Small-group instruction (We do; teacher or para are delivering instruction to students)	Independent practice (You do)	Duration	Summarize the major activity of the segment & positive or negative aspects of the segment

Directions: Start a new row for each new activity. Segments are at least 60 seconds long. Your time log should begin when a majority of students are in the room, regardless of whether the teacher has launched the lesson. The log should end when the majority of students leave the room. You should watch and record the entire class period.

Time begin:
Time of the start of the class and subsequent class segments is needed to calculate actual time, time on and off task, and time of independent practice. Start a new row for each new activity. Segments must be at least 60 seconds long to initiate new row. Your time log should begin when a majority of students are in the room, regardless of whether the teacher has launched the lesson.

Description:
I indicates that majority of students are engaged in an instructional activity.
NI indicates a majority of students not engaged in an subject-related instructional activity for more than 60 seconds, e.g., off-topic conversation, class started late or ended early, transition to the next activity, teacher involved in management activities, break in class.
End indicates the end of the class period.

Sub-codes for noninstruction:
Teacher sets out classroom/behavior rules (R) includes activities such as teacher explaining what good behavior means in this classroom and what she expects. It does not include "get in a line" or disciplinary time, which should be coded as T.
Teacher-initiated interruption (T) includes administrative activities such as teacher taking attendance, passing out materials, or moving desks; transitions between class activities; teacher addressing behavior; bathroom breaks; and snack breaks.
Externally initiated interruption (E) includes principal visit or loudspeaker announcement that stops teaching, fire drill, or other unscheduled interruption out of teacher's control.
Pause for scheduled break in class (**P**), for example, lunch and recess occur between part 1 and 2 of an ELA lesson. This code allows us to pause the class segments timer.

Teacher modeled what students will do (I do): Teacher explicitly models what students will do. The teacher is delivering direct instruction that builds students' understanding of ELA or mathematics. Teacher models step by step how students will do an academic task; there is little to no student participation during the teacher modeling.

Whole-group guided practice (We do): "Yes" indicates that the teacher facilitates in a structured or semistructured way a whole-group activity where the kids demonstrate or practice a skill as a whole group. Some students might practice or demonstrate a skill or strategy in front of the entire class, share their thinking about how or why they used the skill or strategy, and received feedback. Although only some students may answers or solutions aloud, all students have an opportunity to hear how to practice the targeted skill or strategy. All students might complete portions of an activity before reviewing the concepts as a class. *Guided practice sets students up to successfully complete an application activity of the skill or strategy independently. Guided practice provides teachers an opportunity to understand if students have a misconception and where the misconception or misunderstanding may be occurring.* I-R-E that asks only for the correct answer and does not require students to share their thinking or approach to completing the activity is not guided practice. A student who doesn't understand a concept would benefit from seeing guided practice. Teacher question: What is the vocabulary word that means low cost? Student response: Inexpensive. What is 3+5? Or what is the solution to number 5? does not count as guided practice. Reviewing solutions or answers without conceptual discussion does not count as guided practice.

> Example of whole-group guided practice in mathematics: What is the first step to solving the problem? How do you know? Is there another way we would have started this problem? What do we do next? Teacher facilitates a discussion where students solve a fraction equation aloud is an example of whole-group guided practice. All students might write the steps on worksheets while they solve the problem or steps might be written on the board as a reference for students.
>
> Example of whole-group guided practice in ELA: Teacher reads a passage aloud and asks students to summarize the passage. Student shares summary and teacher asks questions of other students about why details were excluded from the summary and others were included in the summary. Asks students for other variations of the summary. Teacher may distribute four different passages to students. Asks students to develop a summary for the passage as a team, present the summary, and explain rationale for what was included or excluded in the summary. As the independent practice, students would summarize passages in their independent reading books or a worksheet for a sustained period of time. In a mini-lesson, students may be asked to edit the passage from the teacher's writer's notebook. Students and teachers provide feedback and discuss editing choices before students edit text passages independently.

Small-group guided practice (We do): "Yes" indicates that the teacher facilitates in a structured or semistructured way an activity that provides insights into the existence of misconceptions in students and where the misconception or misunderstanding may occur. Guided practice sets the small group of students up to successfully complete an application activity of the skill or strategy independently. The teacher could also reteach a mini-lesson to a small group of students if the teacher determines only a group experiences a misconception or misunderstanding that prevents successful independent practice.

Independent practice (You do): "Yes" indicates that students have independent practice opportunity with subject content for that time segment
Independent Practice (YES if it occurs): Students have independent practice, whether in small groups or independent work. Do not count pair-and-shares or brief (< 2 min) activities. Students completes activities without consistent support from the teacher (e.g., reading a book and filling out a worksheet).

Duration:
Minute value is automatically calculated by the time entries.

Summary:
In this cell, the observer summarizes the content, structure, and characteristics (what is the teacher doing, what are the kids doing) of that time segment for both I and NI. It is important to clearly describe what is happening during instances of active teacher instruction, guided practice, independent practice, and discussion of text.

Enrichment Class Segments

19) RUNNING TIME LOG. See comments below for directions. Remember to always end your log with "END" to indicate the end of class.

Time begin	Description (I, NI, or End)	NI sub-codes	If activity, are the majority of students participating?	Duration	Summarize the major activity of the segment & positive or negative aspects of the segment

Directions: When kids start an activity on their own or do an activity, start a new segment.

Evidence of Classroom Practices

20) Evidence of classroom practices. *For each statement below, enter "Y" if you see the practice, and "N" if you did not see the practice or if it does not apply. Skip this table if you are observing a class with no intended instruction—e.g., recess, only independent reading, only independent writing, or iReady in Duval.*

		Yes/No
a.	STATE_GOAL. Prior to students doing independent practice, the teacher explained or wrote down what students would do or what skills they would cover during the overall session.	
b.	STATE_PURPOSE. The teacher states the purpose for what they will do—i.e., why students would learn the skill in terms of real-world relevance. Math example: T: "Why is area important? It helps us to know how much tile to order if I'm retiling my kitchen floor." Lowest threshold of acceptable ELA example: Before students begin indep practice about reading about inferences, T: "Good readers infer things from clues in the text." Stronger ELA example: T: "You are all authors, and as authors, you want to give your readers clues to help readers infer traits about your characters."	
c.	ONTASK. This class is characterized as focused and attentive students. Large majority of students are on task throughout class period. Students are focused and attentive to the task/ project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s). Mark no if more than 10% students are off task for 1 or more full segment of the class.	
d.	CHECK_UNDERSTANDING. Teacher **BOTH** (1) performs ongoing assessment throughout the whole class period by checking for students' understanding of content, and (2) addresses misunderstandings if and as they arise through new instruction (not just "look at that again"). T takes the students' temperature via Qs, pop quizzes, popsicle sticks, or other ways like indep work, then T verifies whether all students understand and seems to *adjust instruction based on students' understanding. By end of class period, you think T knows each student's level of understanding, but* ***does NOT require*** *that all students understand the concept by the end of class.* For enrichment, T's visual assessment of student performance is sufficient.	
e.	ENTHUSIASM. All or almost all students exhibited obvious signs of enthusiasm for the class throughout the class period (e.g., jumping out of seat, quickly & enthusiastically answering teacher's questions). If almost all students enthusiastic, but more than one student is checked out throughout the whole class period, rate no. For enrichment, all or almost all kids are having fun in intended activity.	
f.	CONTENT. The teacher exhibited obvious signs of enthusiasm about the content of the class (e.g., conveys that the content is important to understand, exuberant affect about the material, good explanations about why students are doing the material or reflects deep knowledge of content, T gets excited about or helps students make connections, brings in additional materials to extend the content of the lesson).	
g.	INACCURATE. The teacher provided or failed to correct factually inaccurate information that would confuse students about the content/skills they were to learn. If there are multiple minor mistakes that relate to the skills/content taught, rate as yes. (Do not count minor mistakes that do not relate to the skills being taught—e.g., stating "today is Tuesday" when it is Wednesday.)	
h.	UNCLEAR. Teacher's explanation of the instructional content was unclear, hard to follow, incomplete, or inconsistent. Mark no if all or almost all students clearly know what to do throughout the class. Mark yes if teacher's instruction is clear even if students struggle in independent practice to complete the task. Use this to distinguish poor teachers from fair/good teachers.	

i.	INTERRUPT. When the teacher disciplined students, the majority of the class was either interrupted for a long period (2+ minutes) or a series of short interruptions that are nitpicking, unnecessary interruptions (about sitting up straight, hands folded, holding pencils correctly). *If there are no instances of students misbehavior, mark no.*	
j.	WELL_OILED. Focus on mechanics instead of instructional content. Little to no time is wasted; pacing is efficient. Kids know what to do procedurally throughout the class. The flow and mechanics of the class are smooth, not choppy. Plus, procedures are in place & material available to occupy children productively throughout the class (e.g., differentiated materials during independent practice). During each activity, kids knew what to do and a majority were on task. The class resembles a "well-oiled machine" where a majority of students know what is expected of them and how to go about doing it throughout the whole class.	
k.	RIGOR. Lesson is characterized by appropriately challenging, rigorous tasks that engage critical thinking skills. For example: Teacher asks questions that get students to get at the "why." Students use multiple ways to solve a problem that expands their conceptual knowledge of mathematics. Students engage in meaningful discussion of text. Only rate yes for rigor in ELA if students are engaged in meaningful discussion of text. Students appear to be appropriately challenged. If it seems like busywork, do not code lesson as rigorous. NA for enrichment.	
l.	HELPFUL_ADULTS. There was a helpful adult other than the teacher in the classroom. Helpful means the adult either worked directly with students or helped the teacher in some way (handing out worksheets; working with an IEP student; helping with classroom management). Rate NA if there was not another adult in the classroom.	

Evidence of Summer School Climate

21) Evidence of summer school climate. *For each statement below, enter "y" if you see the practice, and "n" if you did not see the practice or if it does not apply. Skip this table if you are observing a class with no intended instruction—e.g., recess, only independent reading, only independent writing, or iReady in Duval.*

		Yes/No
a.	RESPECT. Students respect one another. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.	
b.	FRIENDLY. Students verbally encourage each other, are overtly friendly and supportive.	
c.	LIKE_TEACHER. Students show explicit signs that they have warm, positive affect to teacher (not just respect for teachers). For example, throughout the class they may smile at teacher, laugh with them, and/or share good-natured jokes.	
d.	LIKE_STUDENTS. Teacher shows explicit signs of caring and positive affect toward youth. Mark no if teacher is simply respectful toward students. Teacher tone is warm and caring. He or she uses positive language, smiles, laughs, or shares good-natured jokes throughout class. If no verbal interaction is necessary, teacher demonstrates a positive and caring affect toward youth. *If you were a student in this class, you would think the teacher cared about you.*	
e.	DISRESPECTFUL. In at least one instance, the teacher was disrespectful to students. This includes yelling at one or more students, intimidating or being rude or dismissive to students, using physical aggression, intentionally humiliating or ignoring a student, using discriminatory acts or derogatory language to students.	
f.	MISBEHAVIOR. There was one or more flagrant instance of student misbehavior. This includes a physical fight or persistent bullying or persistent use of discriminatory or derogatory language.	
g.	PERSIST. The teacher (a) explicitly encouraged at least one student struggling with a particular tasks to persist at academic/content-related tasks that were difficult for them (e.g., exhortations to keep trying, you know you can do it, helping students stick with rather than quit a task, to stretch to a higher level than the one student currently performs at), or (b) explicitly taught students strategies to persist at tasks.	
h.	SOCIALSKILLS. The teacher *explicitly* taught social skills, such as respecting, listening, cooperating with, or helping others or teaching of politeness. Do not check if these skills were implicitly involved.	
i.	TDISENGAGED. The teacher responsible for the activity was disengaged in the classroom because of an apathetic, flat affect, by going through the motions, or exerting extremely low effort (e.g., reading off script without deviation) or because of distractions by factors that were within his/her control (i.e., a teacher stopping by to have a conversation about the weekend, the teacher checking his/her cell phone, texting, or taking or making a personal call that was not related to an emergency, personal chat with co-teacher or paraprofessional while students are working).	
J.	BORED. All or almost all students in the class appeared bored throughout the class. Boredom characterized the class period, even if students complied with teachers' requests. NA for academics.	

Overall Reactions

OVERALL REACTIONS. Type in white cells below your overall impressions. Row height will expand as you type.

22)	INSTRUCT_CONTENT. Choose Y/N if there was any academic content covered in the intended subject. Enrichment is NA.
23)	LEARNED. Based on evidence of student demonstrations, what did students learn?
24)	BARRIERS. What, if any, were the main impediments or barriers to learning in this class? Note, please give examples of factual inaccuracies or shortage of materials.
25)	TEXTS. For ELA classes only: how much text did the majority of students read indivdually in this class? Exclude teacher oral reading, round robin, overheads. Rate NA for non-ELA classes.
26)	TEXT_COMMENT. For ELA only: Characterize amount of text that negative and positive outliers read and indicate how prevalent these outliers were in class. Type NA if not ELA.
27)	RATING. Rate this class terrible, mixed, good, or outstanding.
28)	RATING_JUSTIFY. In a few words, justify your rating.

End-of-Day Site Survey

Please complete the daily survey each day. The daily survey is intended to capture your overall experiences at a site each day of the summer program.

The survey requires a response to every item. It is not possible to submit the survey if there is a blank text box or missing rating on the scales. There is a note above each text box that lists the range of accepted responses: yes, no, or NA. For example, "no" is an acceptable response to questions about data collection.

1. Date of observation

   mm/dd/yyyy

2. Site observed

   -- Please Select --

3. Observer's initials

4. Are there any questions from site staff that a RAND leader needs to follow up on?

If no questions, enter no. If questions, type the question(s) that require a response and indicate to whom the response should be directed.

5. List data collection activities completed; specifically, the site, teacher, cohort, subject of the group(s) of students you observed, and if interview(s) conducted. List the site and name of interviewee.

If you were able to complete activities as planned, begin response with "as planned."

If you were unable to complete an activity as planned, explicitly state what was not accomplished and, if appropriate, the change made in the field.

A substitute teacher is an example of a change in the field. Please note if there was a substitute present and if the observation was completed with a substitute.

6. Any questions about data collection (e.g., how to complete protocol based on observation)?

If no questions, enter no.

7. Any problems or issues with logistics observed (transportation, materials, supplies, poor attendance taking, AC, lack of space)?

If no logistical problems observed, enter no.

8. Were there any notable observations regarding non-classroom time (i.e. breakfast, lunch, recess, snack, morning meeting, hallway transitions; positive and negative actions of staff and students applies here)?

If no positive or negative observations, enter no. If positive but no negative, describe the positive observations and state no negative observations. If negative but no positive, describe the negative observations and state no positive observations.

9. Alarming events (fight, shootings, thefts, drug sales, loitering, kids getting lost, bullying)?

If no alarming events, enter no.

10. Were there any comments from adults at the site about program quality?

If a comment was OFF THE RECORD, please note OTR in front of comment to ensure the comment remains internal to the research team. If no program quality comments, enter no.

11. What is the best thing that you observed today? Provide evidence, could be instructional.

If there was not a best thing observed, enter NA.

12. What is the worst thing that you observed today? Provide evidence, could be instructional.

If there was not a worst thing observed, enter NA.

13. Based on your experience and observation of 4go5 students TODAY, rate the following site-level dimensions (not specific to individual classes or actors):

When answering these questions, think specifically about today's observations of 4go5 students.

	1	2	3	4	5	
Adults at the site do not address student behavior consistently or appropriately	☐	☐	☐	☐	☐	Adults at the site address student behavior consistently and appropriately when misbehavior occurs
Student misbehavior is common at this site	☐	☐	☐	☐	☐	Almost none or no student misbehavior at this site
Site is chaotic (no routines, unorganized transitions, poor communication among staff)	☐	☐	☐	☐	☐	Site is well-organized (predictable routines, smooth transitions, clear communication among staff)
Students appeared to have terrible day	☐	☐	☐	☐	☐	Students appeared to have enjoyable day
Staff are hostile toward students	☐	☐	☐	☐	☐	Staff are overtly friendly toward students
Multiple instances of students being mean to one another	☐	☐	☐	☐	☐	Students are overtly friendly toward and supportive of one another

14. Please describe here any additional comments about the atmosphere and culture of the site observed today that have not been captured above.

If no additional comments, enter no.