

# National Call to Action for Summer Learning: How Did School Districts Respond?

December 2022



**National  
Summer Learning  
& Enrichment Study**

MANAGED BY WESTAT AND FUNDED BY THE WALLACE FOUNDATION

<https://doi.org/10.59656/YD-OS2222.001>



This report is the **first** in a **three-part series** that examines 2021 summer learning from SEA and LEA perspectives.

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**This deck shares national trends from local education agencies (i.e., LEAs, or Districts) related to Summer 2021 and 2022.**

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# Summary of Phase I Findings



**National Summer Learning & Enrichment Study**

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## Call to Action

- › At the National Safe School Reopening Summit in March 2021, President Biden asked educators to “ensure that all children have access to high quality summer learning and enrichment opportunities this summer [2021], and beyond.”
- › The U.S. Department of Education built on this by launching the Summer Learning and Enrichment Collaborative (SLEC), partnering with Council of Chief State School Officers (CCSSO), National Governors Association (NGA), The National Comprehensive Center, and other partners; the SLEC supported state and local education agencies in the use of ARP and other pandemic funding to launch and expand enriching and educational summer programming.



## Findings within this deck are:



The *first* findings released from the **National Summer Learning & Enrichment Study**, a multi-method study capturing lessons about Summer 2021 and intentions for Summer 2022 from both local (LEA) and state (SEA) education agencies across the country.



Gathered from a *national survey* of local education agencies launched in Fall 2021.

## Findings include...



*Nationally representative findings* from a set of survey items\*



*Findings from other items* are “directional” and signal patterns in LEA activities



Responses to a subset of items provide a *glimpse of the common characteristics* of the 2021 summer learning experience across 108 LEAs

**Additional study findings will be released in phases, with a final report shared in mid-2023.**

\* Details on methodology are provided in [section II](#) as well as the [appendix](#).



**The National Summer Learning & Enrichment Study (NSLES)** is focused on four key topics and eight research questions.



### **Implementation**

1. What were the characteristics of local programming in Summer 2021?



### **Partners**

2. How were partners involved in this work?



### **Planning**

3. What approaches were taken to allocate resources to and plan for programs?



### **Evaluation**

4. What kind of evidence was collected on summer programming?
5. Did programs attract and retain students?
6. Do leaders perceive that students benefited?
7. What challenges were faced and what lessons were learned?
8. Will summer programming be offered in 2022?



## Implementation

1. What were the characteristics of local programming in Summer 2021?

- › **94%** of (traditional & charter) LEAs offered some kind of summer programming in 2021. For those LEAs implementing:
  - **All** implemented academic programming.
    - **75%** focused on learning recovery programs to address lost instructional time.
    - **59%** were traditional “credit recovery” programs to address school year failure.
  - **77%** of LEAs implemented a “portfolio” of summer programming, i.e., more than one option. Learning and credit recovery were most often implemented together; often a special interest learning opportunity, such as hands-on STEM activities, was also offered.
  - **57%** of LEAs supplemented academic programming with social emotional learning.
- › On average, LEAs that implemented summer programming in Summer 2021 served **18%** of the students they enrolled during the previous school year.





### Partners

2. How were partners involved in this work?

- › **41%** of implementing LEAs engaged partners to plan for or deliver Summer 2021 programming.
  - For those LEAs that did engage partners, the majority (**94%**) capitalized on existing partnerships. Fewer LEAs (**6%**) developed new partnerships to support Summer 2021.



### Planning

3. What approaches were taken to allocate resources to and plan for programs?

- › LEAs reported referring to previous plans, internal LEA guidance, and stakeholder input to plan programming for Summer 2021.
- › **76%** of LEAs tapped into stimulus funds to support summer programming in 2021.
- › On average, LEAs that implemented summer programming in Summer 2021 served **18%** of the students they enrolled during the previous school year.
  - LEAs appeared to have braided funds across a range of sources (e.g., CARES, CRSSA, ARP, GEER, and others).
  - CARES, then CRSSA funds, were the most commonly cited funds used by responding LEAs.
  - Many cited non-stimulus funds as important for funding summer programming, including 21st Century and Title program funds.





### Evaluation

4. What kind of evidence was collected on summer programming?
5. Did programs attract and retain students?
6. Do leaders perceive that students benefited?
7. What challenges were faced and what lessons were learned?
8. Will summer programming be offered in 2022?

- › **85%** of implementing LEAs indicated they collected data about their 2021 summer programming. Results from 105 LEAs indicate enrollment in and attendance at programming was the most often collected data.
- › LEAs prioritized serving elementary students; this was followed by middle school and then high school students.
- › Approximately **three-quarters** of responding LEAs indicated summer programming in 2021 was somewhat successful in meeting participating students' needs; the remaining quarter indicated it was successful.
- › LEAs that indicated they **did not** implement summer programming in 2021 or did not implement it to the extent intended (16%) cited the following contributing challenges: staffing (quantity and quality); time to prepare; interest from students and/or families; transportation; and/or the LEA had other priorities.
- › At the time of the survey, **80%** of LEAs confirmed that they planned to offer summer programming in 2022.



## Although the study is ongoing, patterns and findings are emerging. The LEA survey results suggest:

- › **There is much to celebrate about Summer 2021.**
- › **There is more to understand** about the quality of summer programming offered, how aligned programming was with the existing evidence base, whether student attendance was captured consistently within and across programs, and the degree to which participating students demonstrated signs of learning that sustained into the following academic year.



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## LEA survey results suggest: (continued)

- › **Several challenges** prevented a small proportion of LEAs (16%) from offering summer programming in 2021 or offering it in the manner they had hoped. They included:
  - The inability to hire staff, or hire the right staff, was cited by nearly two-thirds of these LEAs.
  - **Cultivating new and expanding existing partnerships** may be one way to provide additional staffing options and may also help address other challenges cited (e.g., recruitment, transportation).



## LEA survey results suggest: (continued)

### › There is an opportunity to help LEAs evaluate summer at scale.

- **Current data collection about summer is limited.** Most LEAs collected some kind of data about their summer programming, although it was often limited to enrollment and attendance.
- **Current data about summer may be inconsistent.** For example, we do not know if enrollment and attendance data are collected in a consistent fashion within LEAs, much less across them.
- **Collecting a broader spectrum of data** that can represent student engagement, program quality, and benefits to students would tell a more complete story about summer learning and enrichment programming.
- Moreover, **data that are collected consistently** within and across programs would enable more reliable decisions to be at school, district, and state levels.



## The LEA survey has limits, yet timely implications.

- › The survey was not designed to understand if, and how, the **use of stimulus funding** contributed to more, and higher quality, summer programming. Moreover, American Rescue Plan (ARP) stimulus funds were not fully released to the majority of SEAs prior to (or during) Summer 2021. Nonetheless:
  - with stimulus funds needing to be obligated by Fall 2024, **it is important to understand how a national effort for summer learning and enrichment can extend beyond immediate pandemic needs and the ARP stimulus funding timeline.**

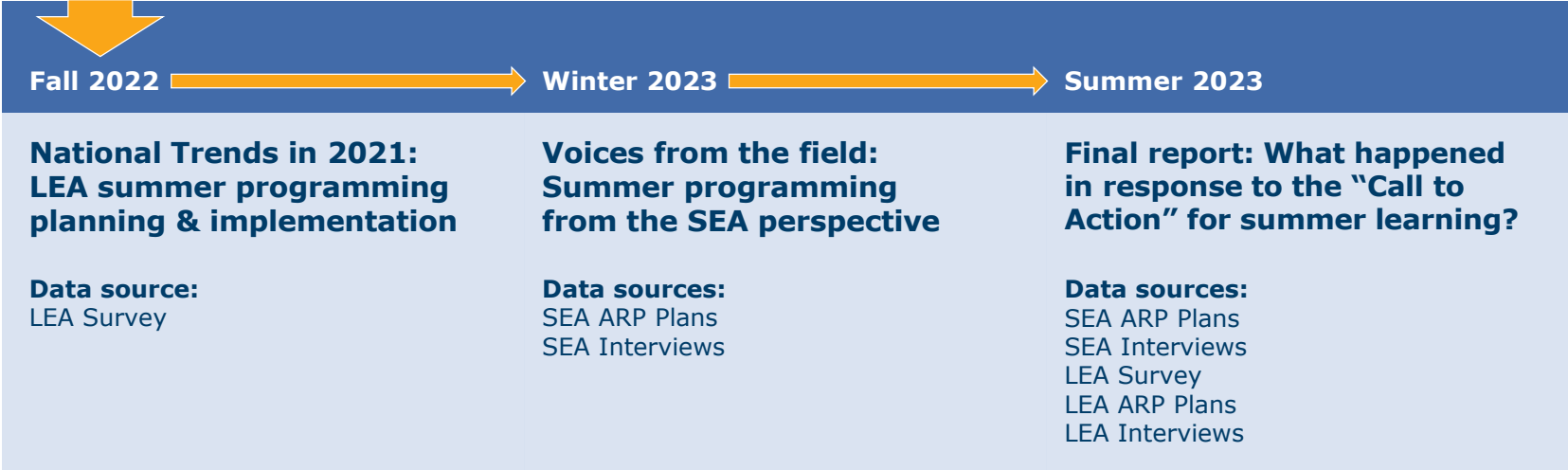


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# We are sharing findings in phases; each set of findings will help us build a cohesive story about Summer 2021 from the points of view of SEAs & LEAs.

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# I. About the National Summer Learning & Enrichment Study



**National Summer Learning & Enrichment Study**

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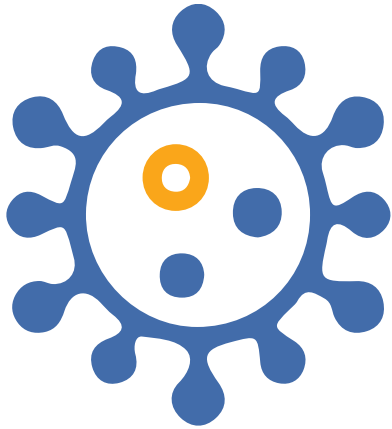
# What Inspired This Study?



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**2021 was a unique combination of heightened need, extraordinary resources, and a call to action for summer learning and enrichment.**



## Heightened Need

- › Pandemic-related school closures
- › Virtual and hybrid models of instruction for many students
- › Diminished opportunities for learning, enrichment, and socialization





# Understanding how COVID-19 impacted students' learning was a focus of national news.

**EducationWeek**

April 2020

**McKinsey  
& Company**

June 2020



August 2020



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**Academically Speaking, the 'COVID Slide' Could Be a Lot Worse Than You Think**

**COVID-19 and student learning in the United States: The hurt could last a lifetime**

New evidence shows that the shutdowns caused by COVID-19 could exacerbate existing achievement gaps.

**Poor children are more likely to suffer from the consequences of the COVID-19 outbreak**



## Extraordinary Resources

- › Over \$120 billion dollars in ARP funding (also known as ESSER III) to help states (10% of funds) and districts (90% of funds) address urgent learning and social emotional needs. Funding was released in phases.
- › SEAs required to obligate at least 1% of their funds to summer learning and enrichment programming; LEAs required to obligate at least 20% of their funds to learning recovery efforts.





March 2021

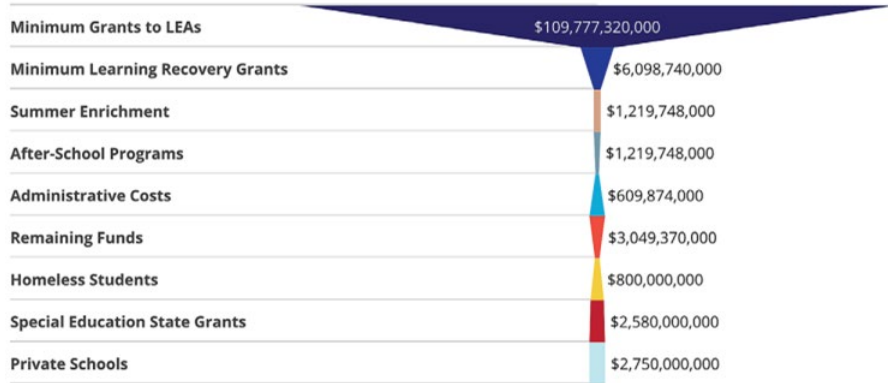
EducationWeek®

March 2021

## Biden-Harris Administration to Announce New Actions to Help Schools Reopen Safely and Meet Students' Needs

President Biden will announce \$81 billion in funding from the American Rescue Plan to be released today to states for school re-opening

### Breakdown of K-12 Funding to States



Total Emergency Fund Amount: \$128,554,800,000

Source: Learning Policy Institute analysis for Congressional Research Service Calculations  
<https://www.edweek.org/policy-politics/see-what-the-huge-covid-19-aid-deal-biden-has-signed-means-for-education-in-two-charts/2021/03>



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## Call to Action

- › At the National Safe School Reopening Summit in March 2021, President Biden asked educators to “ensure that all children have access to high quality summer learning and enrichment opportunities this summer [2021], and beyond.”
- › The U.S. Department of Education built on this by launching the Summer Learning and Enrichment Collaborative (SLEC), partnering with Council of Chief State School Officers (CCSSO), National Governors Association (NGA), The National Comprehensive Center, and other partners; the SLEC supported state and local education agencies in the use of ARP and other pandemic funding to launch and expand enriching and educational summer programming.



EducationWeek®

April 2021

FEDERAL

## Education Department Kicks Off Summer Learning Collaborative



Summer Learning  
& Enrichment  
COLLABORATIVE

**Day 1**  
Summer Learning &  
Enrichment  
Collaborative  
National Convening

April 26, 2021



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## This context for summer learning and enrichment provided a unique and important opportunity for research.

- › Previous research on summer learning and enrichment has provided proof points for its efficacy and guidance for best practices, but under narrower conditions (e.g., urban settings).
- 
- › Understanding how SEAs and LEAs throughout the Nation—*across a range of contexts and within a relatively quick timeframe*—responded to the need, resources, and call to action for summer, could inform future policies, programs, practices, and research efforts.

**These unique, time-sensitive circumstances and the valuable lessons that could be learned were the inspiration for the National Summer Learning & Enrichment Study.**



# About This Study



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**The National Summer Learning & Enrichment Study (NSLES)** is focused on four key topics and eight research questions.



### **Implementation**

1. What were the characteristics of local programming in Summer 2021?



### **Partners**

2. How were partners involved in this work?



### **Planning**

3. What approaches were taken to allocate resources to and plan for programs?



### **Evaluation**

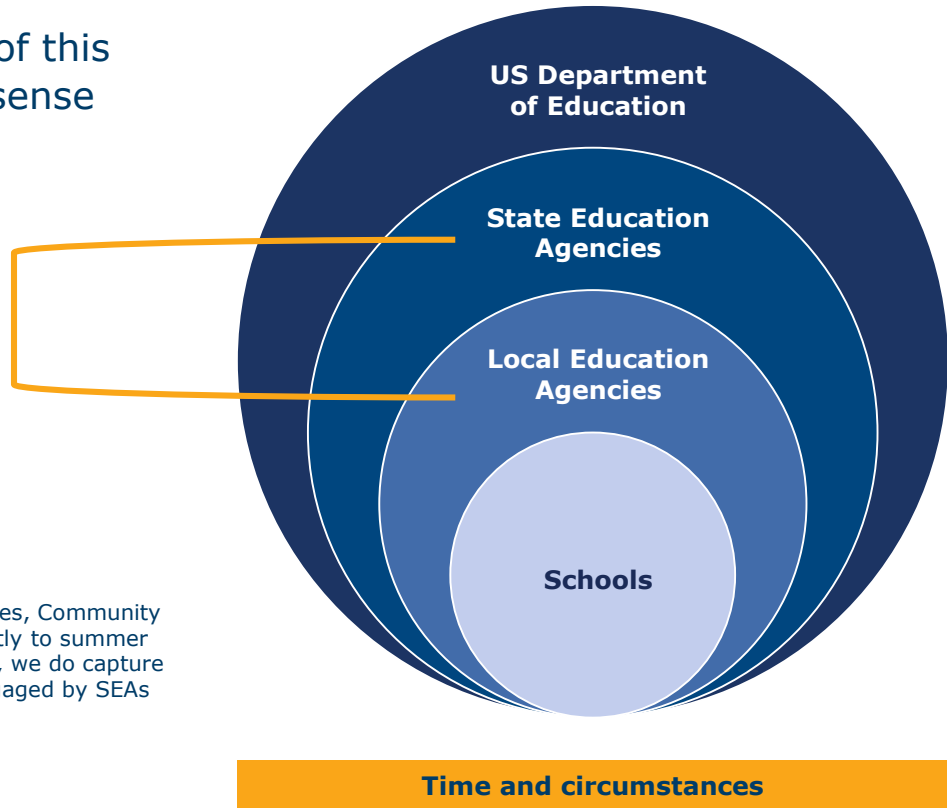
4. What kind of evidence was collected on summer programming?
5. Did programs attract and retain students?
6. Do leaders perceive that students benefited?
7. What challenges were faced and what lessons were learned?
8. Will summer programming be offered in 2022?



**Summer learning programming happens within a nested educational system that functions under changing circumstances over time.**

This framework guided the design of this study and supports how we make sense of the findings.

**We have focused our analysis on the efforts of SEAs and LEAs.\***



\*There are actors outside the education system (intermediaries, Community Based Organizations [CBOs], etc.) that contribute significantly to summer programming. Although they are not the focus of this study, we do capture information about whether and how partners have been engaged by SEAs and LEAs.



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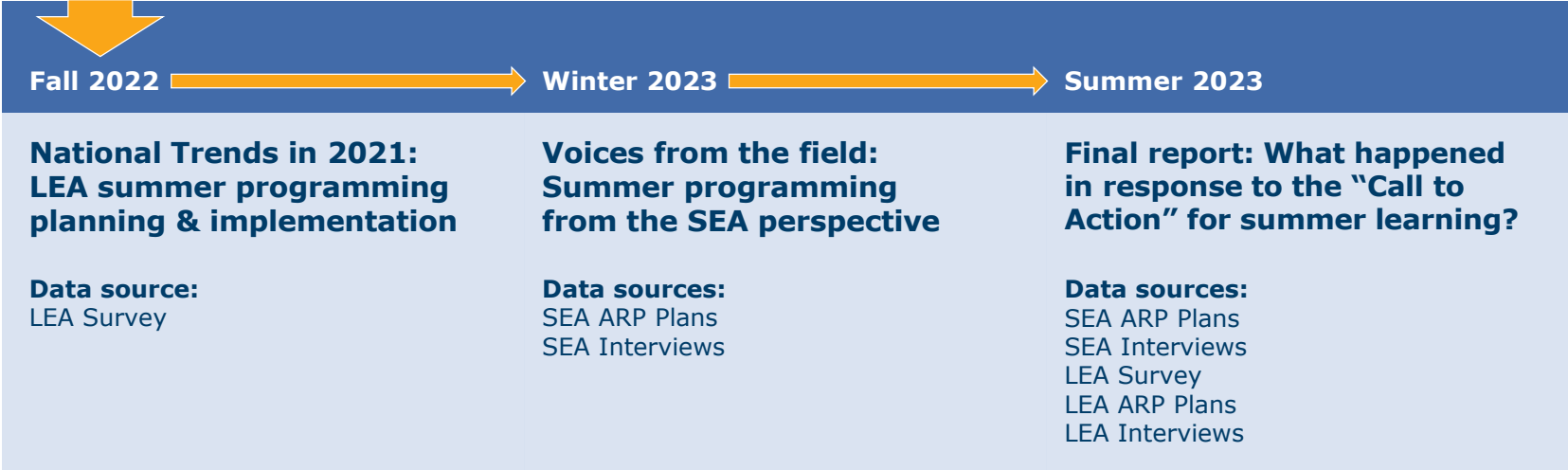
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# NSLES is using multiple data collection methods to understand how SEAs and LEAs planned for and enacted summer programming in 2021 and what they intended for 2022.

Topic	Research Question	Data Collection				
		LEA			SEA	
		Survey	ARP Plan	Interview	ARP Plan	Interview
		FALL '21- SPR '22	SPR '22	SUM '22	FALL '21	SPR '22
<b>Implementation</b>	1. What were the characteristics of local programming delivered in Summer 2021?	x	x	x	x	x
<b>Partners</b>	2. How were partners involved in this work?	x	x	x	x	x
<b>Planning</b>	3. What approaches were taken to allocate resources and plan for programs?	x	x	x	x	x
<b>Evaluation</b>	4. What kind of evidence was collected on summer programming?	x		x	x	x
	5. Did programs attract and retain students?	x		x		x
	6. Do leaders perceive that students benefited?	x		x		x
	7. What challenges were faced and what lessons were learned?	x		x		x
	8. Was summer programming planned for 2021?	x		x		x

# We are sharing findings in phases; each set of findings will help us build a cohesive story about Summer 2021 from the points of view of SEAs & LEAs.

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## II. About the LEA Survey



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# About the LEAs Surveyed



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**Westat intended to provide nationally representative findings from the LEA survey.**



## Goal

Generate findings that reflect the 13,000+ traditional public and charter LEAs in the United States.\*

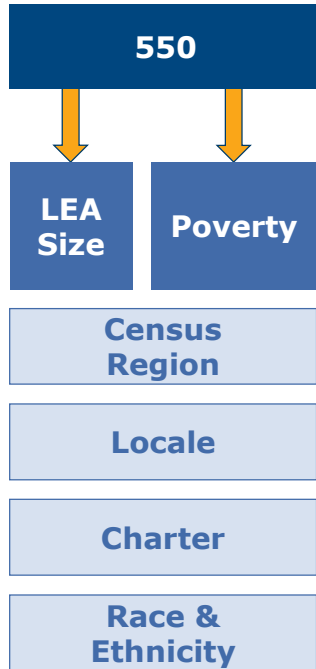
\*The sample was drawn from the National Assessment of Educational Progress' (NAEP's) district list, managed by the U.S. Department of Education. LEA-level size was downloaded from the National Center for Education Statistics' Common Core of Data (NCES CCD). Census Region came from the U.S. Census Bureau. The National Center for Educational Statistics (NCES) provided locale, traditional or charter status of the LEA, and students' race & ethnicity. Stratification requires a statistical procedure called "weighted analyses." Refer to the [appendix](#) for more details.



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## Our Approach

1. **550 LEAs** were randomly sampled within subgroups based on **LEA size** and **poverty**. These subgroups were used to ensure representation along these characteristics.
2. We further sorted LEAs by Census region, locale, charter vs. traditional LEA, and by the racial and ethnic backgrounds of enrolled students.





## Result

A “stratified random sample” of 550 LEAs representing the United States received the survey.



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# Responses



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**Westat launched the initial survey in Fall 2021, a shorter survey in January 2022, and conducted web scraping in March 2022 to arrive at 309 LEAs represented in the study.\***

\* Response capture was difficult with only 128 out of 550 LEAs responding to the initial survey over a 90-day period. Westat responded by launching a shorter survey and then supplementing with web scraping.

October 2021



January 2022



March 2022

The initial survey included  
5 sections and 58 items\*\*

- 1. General information:**  
17 items
- 2. Partners and planning:**  
12 items
- 3. Summer program serving  
the greatest number of  
students:** 20 items
- 4. Outcomes:** 3 items
- 5. Lessons learned and future  
programming:** 6 items

128 LEAs RESPONDED



Survey shortened  
to 11 items

- › Identified **11 items** from across sections as the absolute **MUST KNOW** information.
- › **Reduced response burden** from 20 to 7 minutes.

86 LEAs RESPONDED



Scraped LEA websites to  
gather more responses\*\*\*

- › Gathered responses to 11 **MUST KNOW** items from information posted on LEA websites.
- › **Response burden eliminated;** i.e., publicly available information was collected rather than requesting a LEA representative to provide it.

95 LEAs RESPONDED

**TOTAL = 309 LEAs REPRESENTED**

\*\* No single LEA completed all 58 possible items. We used skip logic to present relevant items (e.g., several items would not have been presented if an LEA reported it did not offer summer programming).

\*\*\* See [appendix](#) for more information on web scraping methods and validation for this study.

# Interpreting Findings



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**Responses to 11 “MUST KNOW” items are nationally representative, whereas responses to other survey items signal directional patterns.**

## Patterns



Directional signals of LEA activities

**Generalizing these findings to the nation's LEAs is limited because:**

1. Northeastern & Western LEAs are underrepresented; Southern LEAs are overrepresented in responses
2. Suburban LEAs are underrepresented in responses
3. High-poverty LEAs are overrepresented in responses

	All possible items (n=58)		MUST KNOW items (n=11)	
	Max possible response=128		Max possible response=309	
	Weighted proportion	Unweighted n	Weighted proportion	Unweighted n
<b>Region</b>				
Northeast	10% <sup>1</sup>	13	20%	54
Midwest	37%	39	33%	84
South	33% <sup>1</sup>	51	22%	98
West	19% <sup>1</sup>	25	25%	73
<b>Locale</b>				
City	22%	36	19%	71
Suburb	17% <sup>2</sup>	27	24%	88
Town	16%	20	15%	51
Rural	45%	44	42%	96
<b>District Type</b>				
Traditional	78%	112	77%	268
Charter	22%	16	23%	41
<b>Poverty Status</b>				
Not high	64%	62	75%	189
High	36% <sup>3</sup>	66	25%	120

## Nationally Representative Findings



Based on sample size and statistical weighting of responses



**In short, the number of LEA responses to each survey item determines the extent to which results can be relied upon to accurately represent trends across the country.**



## Nationally Representative Findings

Results from 309 LEAs to 11 “must know” survey items describe how **LEAs across the nation** responded to the “call to action” for summer learning and enrichment programming in 2021.



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## Patterns

Results from 128 LEAs to additional survey items **signal *patterns* of LEA activities in Summer 2021.**



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## Common Characteristics

108 LEAs responded to a subset of the additional survey items that captured specific details on the LEA's program serving the most students in 2021. **These results are not representative**, but do provide **common characteristics** across the 108 LEAs' programming.



# III. Survey Results



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# Nationally Representative Findings



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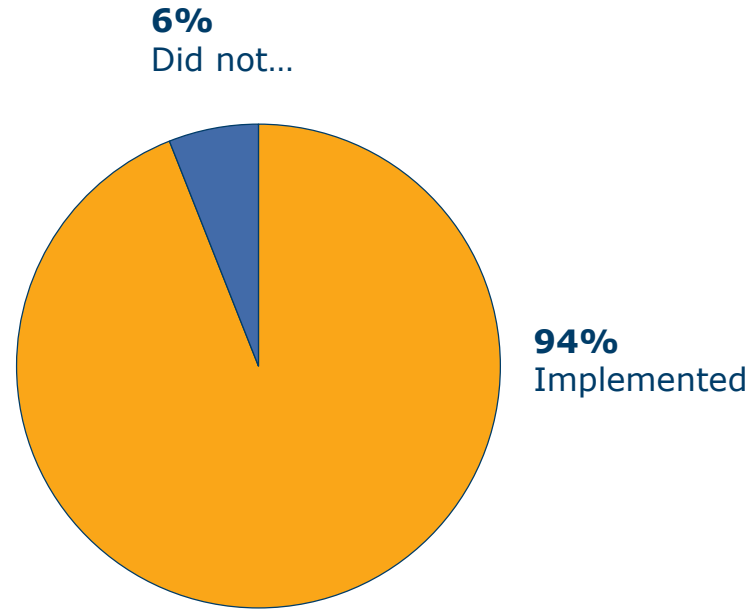
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**Across the United States, what percentage of LEAs delivered summer programming in 2021?**

# 94%

of LEAs  
implemented  
programming  
in the summer  
of 2021.



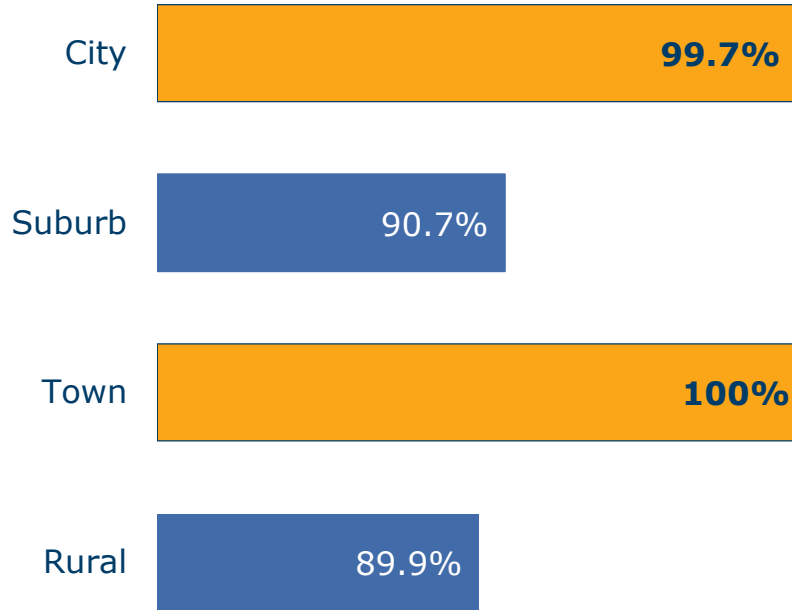
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## Percentage of implementing LEAs varied by locale.

**Cities** and **towns** were more likely to implement summer programming in 2021 than suburban and rural areas.\*



\* Statistically significant differences: cities and towns v. suburbs and rural. Logistic regression,  $p < .05$



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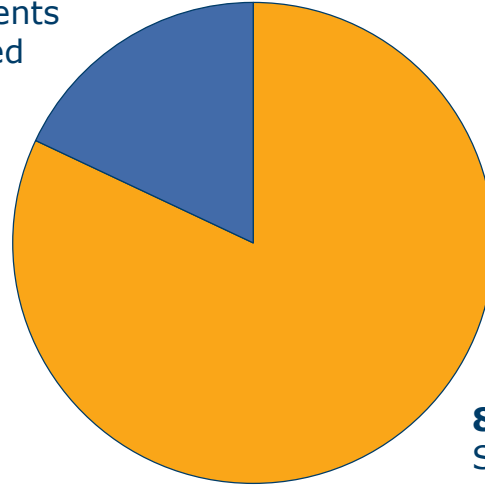
**On average, what percentage of students were served by their LEA's summer programming in 2021?**

On average,

**18%**

of students  
were served  
by their LEA's  
summer  
programming  
in 2021.

**18%**  
Students  
served



**82%**  
Students  
not served

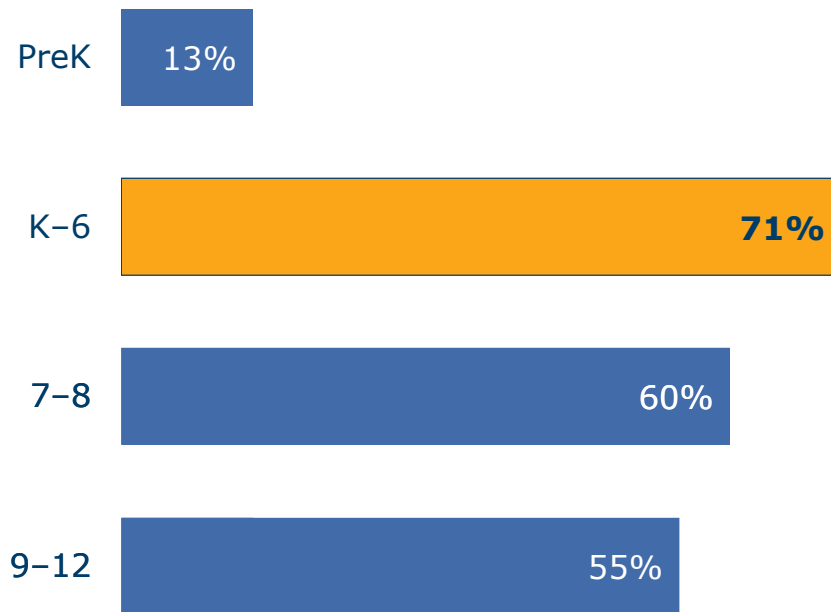
Average # of students  
served per LEA=502



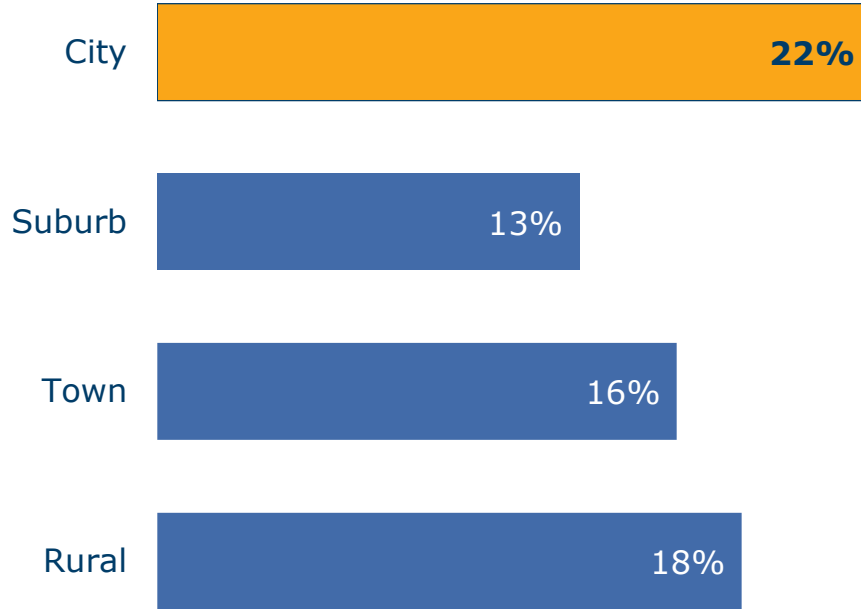
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Students entering grades **K-6** in Fall 2021 represented the largest proportion of students served by summer programming.



LEAs in **cities** served the greatest proportion and **suburbs** served the smallest proportion of their students compared to other locales.\*



\*Statistically significant differences: cities vs. all other and suburbs vs. all other. Logistic regression,  $p < .05$



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## What type of programming\* did LEAs deliver during Summer 2021?

LEAs could select more than one type of programming to describe the LEA's overall summer programming approach.

**75%**  
**LR**

**75% of LEAs implemented Learning Recovery (LR):** Supported students in pursuing learning disrupted by the pandemic. This type of programming provides students with curricula and instruction that were difficult to access during the 2020–21 academic year.

**59%**  
**CR**

**59% of LEAs implemented Credit Recovery (CR):** Helped students master skills or pass classes that were required for grade promotion or needed credits. Often referred to as, required "Summer School."

**37%**  
**SI**

**37% of LEAs implemented Special Interest Learning Opportunities (SI):** Provided students with opportunities that dug into specific topics (e.g., learning about STEM, robotics, coding, music) in order to promote curiosity and passion for learning.

**12%**  
**Oth**

**12% of LEAs implemented something else; i.e., Other (Oth):** LEA provided a program description that did not fit within the three categories listed above.



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\*The definition for each programming type was provided as part of the survey.

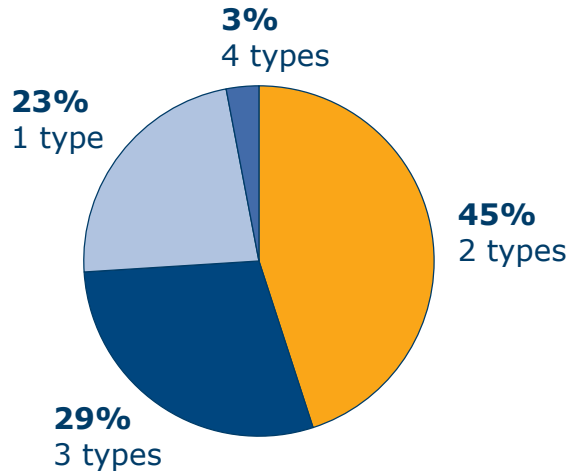


## Did LEAs deliver more than one type of programming in Summer 2021?

# 77%

of LEAs implemented more than one type of program.

Almost half of LEAs implemented two types.\*



### Most frequently offered together...

- › Learning Recovery and Credit Recovery were both offered by 29% of all LEAs.
- › Learning Recovery, Credit Recovery, and Special Interest Learning Opportunities were offered together by 27% of LEAs.
- › Learning Recovery and Special Interest Learning Opportunities were offered together by 9% of LEAs.

\* Statistically significant difference. Logistic regression,  $p < .05$



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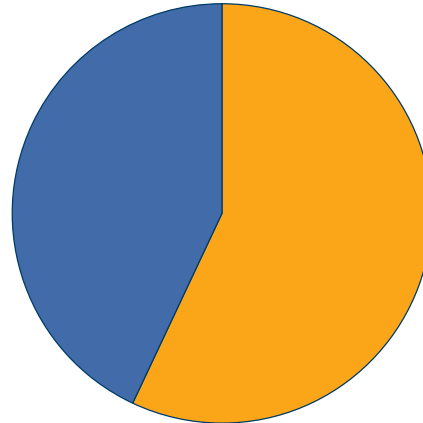
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## What about social-emotional learning?\*

**More than half**  
of LEAs supplemented  
academic programming  
with social-emotional  
learning (SEL).

**43%**  
Did not  
include  
SEL



**57%**  
Included  
SEL  
focus



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\*Social-emotional learning was not defined in the survey.  
Interpretation of this term was left to responding LEAs.

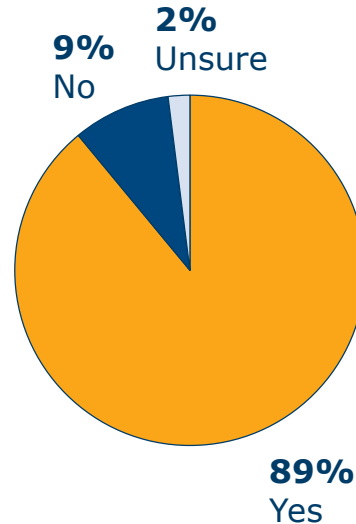




## Did LEAs consult information or resources when planning for 2021 summer programming?

# 89%

of LEAs indicated they gathered information and/or resources to inform planning for summer programming in 2021.



**More about the types of information and resources LEAs used for planning can be found on slides 74-76.**



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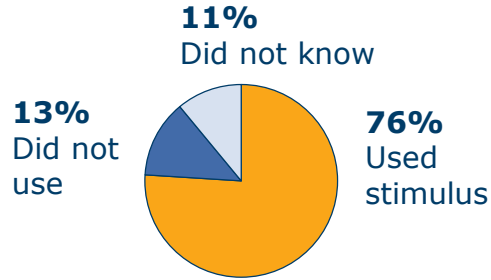
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# Did LEAs use stimulus funds to implement summer programming in 2021?

**76%** of implementing LEAs used stimulus funding for summer programming in 2021.

Stimulus included any of the following: ESSER, CARES, GEER, and ARP.

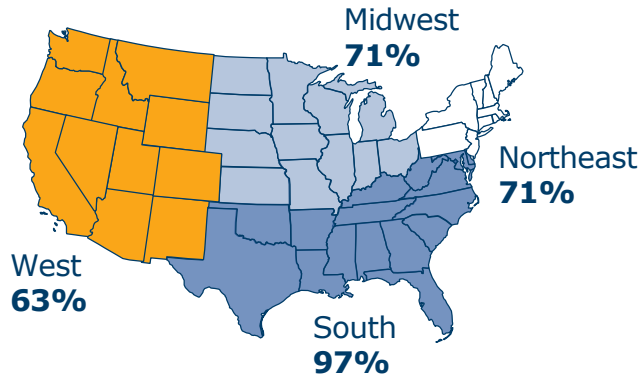


**More about the types of stimulus funds used by LEAs can be found on slide 79.**

## How the use of stimulus funding varied by region\*



\* Statistically significant difference. Logistic regression,  $p < .05$



Almost all LEAs in the **South** used stimulus funds for summer programming in 2021.

LEAs in the **West** were the least likely to indicate they used stimulus funding.

This map displays the % of LEAs in each region indicating use of stimulus funds for summer programming in 2021.



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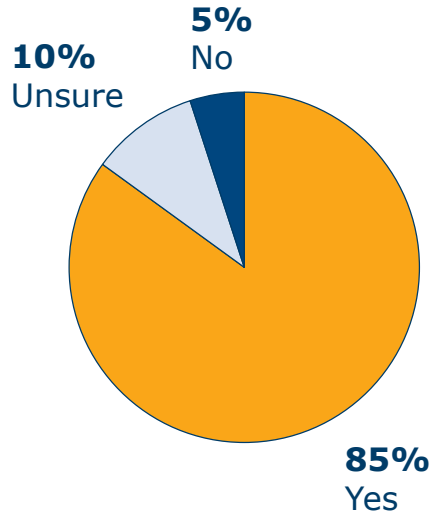
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## Did LEAs collect data during summer programming in 2021?

# 85%

of implementing LEAs collected data during summer programming.



Data collection during summer programming varied across 3 LEA characteristics:\*

**Region:** 94% of LEAs in the South collected data, followed by the Midwest (90%), the Northeast (89%), and the West (65%).

**Locale:** 98% of LEAs in the suburbs collected data, followed by towns (90%), rural LEAs (83%), and then city LEAs (78%).

**Type:** Traditional public LEAs were more likely than Charters to collect data (88% vs. 78%).

\*Statistically significant difference.  
Logistic regression,  $p < .05$



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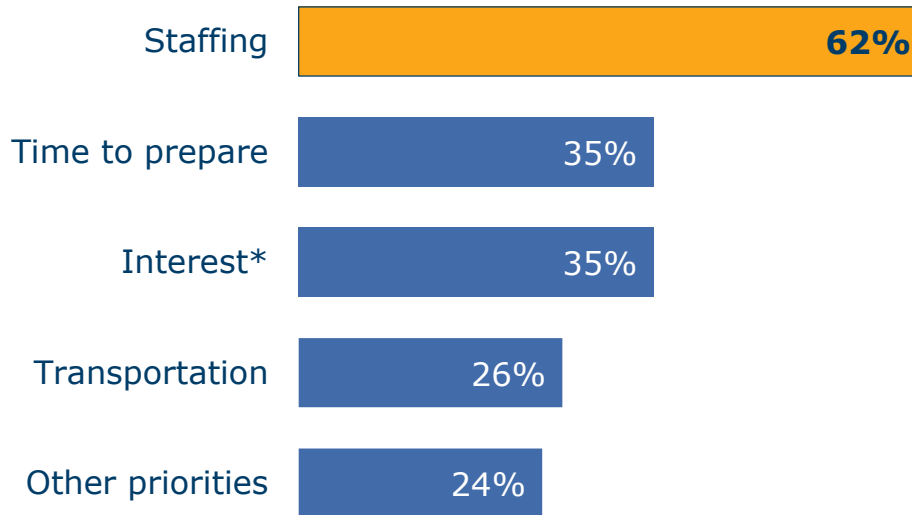


# What challenges prevented LEAs from implementing programming, or implementing to the extent intended?

# 16%

did not implement summer programming or did not implement to the extent desired (n=37).

These are the challenges they indicated.



\*Interest refers to interest from students and/or their families.



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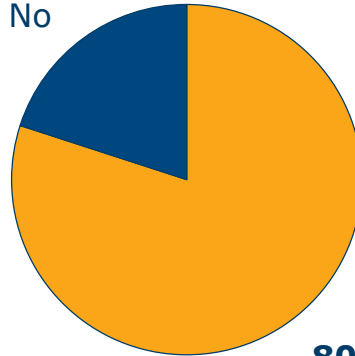


## Did LEAs plan to offer summer programming in 2022?

# 80%

of LEAs were confident they would implement summer programming in 2022.

20%  
Unsure  
or No



80%  
Yes

**CAUTION:** This finding represents a moment in time. Responses to this item were collected by Westat across a 6-month period beginning in fall of 2021. Survey data that were collected closer to Summer 2022 launch (i.e., RAND's nationally representative survey of superintendents)\* indicated 91% planned to provide summer programming in 2022.



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*\*Districts Continue to Struggle with Staffing, Political Polarization, and Unfinished Instruction: Selected Findings from the Fifth American School District Panel Survey, July 2022*



# Patterns



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**Results to additional survey items  
signal directional patterns in LEA  
Summer 2021 activity**



## To what extent did LEAs engage with external partners?



Though not nationally representative, responses to partner-related survey items signal if, and how, LEAs worked with partners—specifically, the number of partners, what types, pre-existence of relationships, and how the partners helped.

**41%**

of LEAs indicated they engaged with external partners to plan for or deliver summer programming in 2021.

**2–5**

59% of these LEAs engaged with between two and five partners; 35% engaged with only one partner; the remaining 6% engaged with more than five partners.

**94%**

of the partners engaged with for Summer 2021 were indicated by LEAs to be existing partners. Engaging with new partners in Summer 2021 was rare—6% of partnerships.



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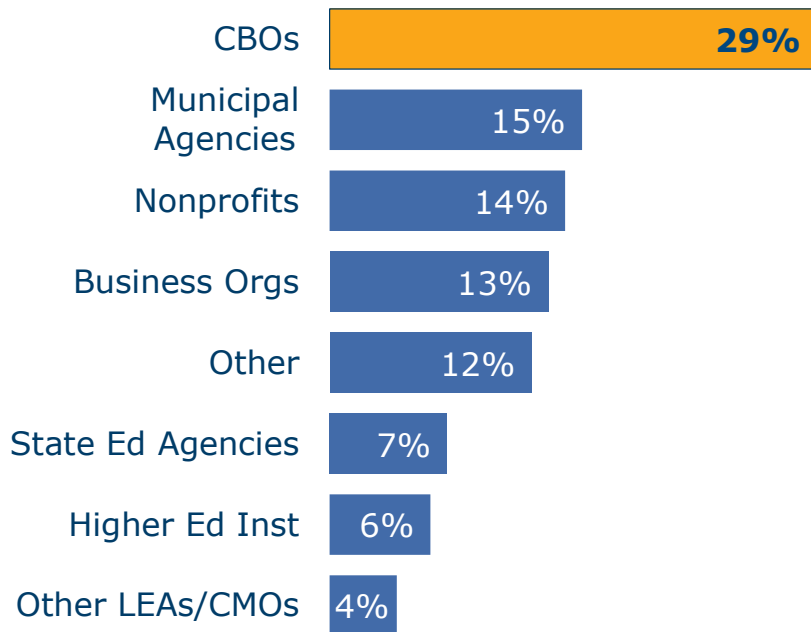


## What did partners do? What types of organizations did they represent?

**33%** of LEAs indicated their partners helped **implement** summer programming in 2021.

**8%** of partners supported LEAs' **planning** for summer programming.

**59%** of LEAs' partners engaged in both **planning and implementation** of summer programming in 2021.



**Partners represent a range of organization types.**

LEAs characterized **29%** of partners as community-based organizations. (CBOs).

Note: LEAs were asked to describe up to three partners. Therefore, percentages in the chart are unweighted as they represent a subsample of LEAs' total partners.





## What informed LEAs' decisions about what to *implement* in Summer 2021?



LEA response patterns signaled what information they considered when planning summer programming for 2021.

### Used prior plans & feedback

**62% of 107 responding LEAs indicated they referred to prior LEA plans** for summer to inform planning for the summer of 2021. **59% indicated they collected feedback** from students, families, and the broader community regarding what to implement in Summer 2021. **56% indicated they used internal planning guidance. 50% referred to Federal or state guidance. 48% reviewed research.**

### No clear "most valuable" resource

**There was no clear consensus** from 104 responding LEAs on what was the most valuable resource utilized during planning. **22% of LEAs indicated that internal guidance was most valuable;** 21% indicated feedback from students, families, and the broader community; 11% indicated prior LEA plans. All other sources were distributed across the remaining 46% of LEAs.

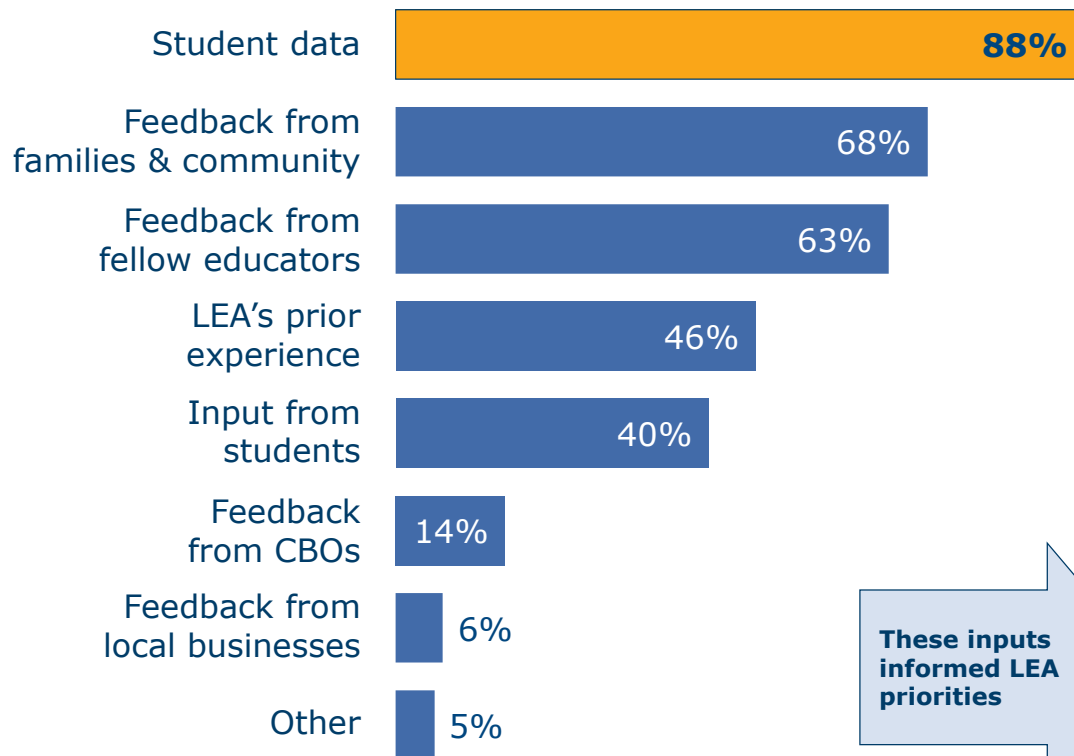
### Wanted more info and resources

**58% of 104 LEAs indicated they wanted additional information and resources to inform planning.** Specifically, 36% indicated more tools; 30% indicated more research; 29% wanted more LEA examples; and 28% wanted more data on their students and/or community.



**Which *students* did LEAs prioritize for summer programming in 2021; how did they decide?**

LEAs considered multiple sources of information and feedback from stakeholder groups to determine which students to prioritize.



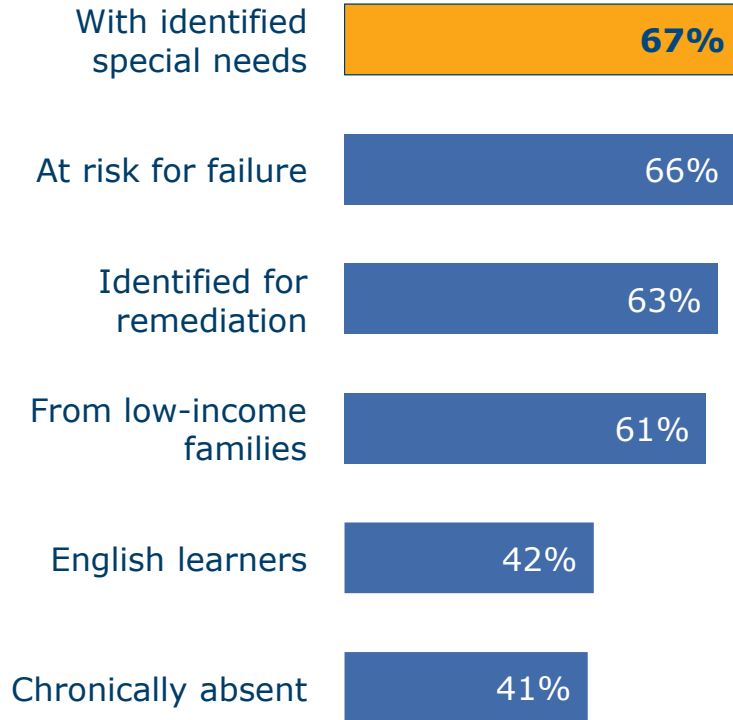
**These inputs informed LEA priorities**

Note: A maximum of 128 LEAs responded to these items; percentages are statistically weighted to increase confidence in the finding. See "[weighting](#)" in appendix.



## Students with identified special needs

were most often prioritized, followed by those at risk for failure.





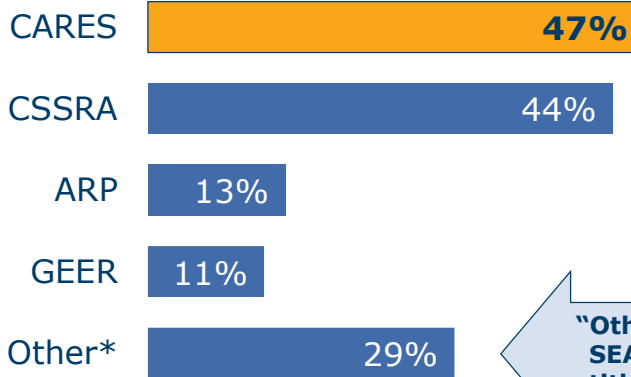
**What specific category of stimulus funds was used to implement summer programming in 2021?**

As noted in the nationally representative findings, 76% of LEAs used stimulus funding to support Summer 2021. A portion of those respondents told us which funding streams they used.

**47%**

of LEAs used CARES funding for summer programming in 2021

**29%** indicated they used other funding.



“Other” reported funds included SEA grants, 21<sup>st</sup> CCLC, and/or title funds (e.g., I, III, IV)

**Overlapping percentages suggest that LEAs braided funding streams.**



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Note: A maximum of 82 LEAs responded to these items. Percentages are statistically weighted to increase confidence in the finding. See [“weighting”](#) in appendix.



## What about wraparound supports for students and families?



**About 90% of responding LEAs signaled the prevalence of wraparound support during Summer 2021. Of those:**

**88%**

provided students with access to technology during the summer of 2021.

**69%**

provided meals to students and their families during the summer of 2021.

**54%**

facilitated connections between students and their families to community resources.



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Note: Up to 116 LEAs responded to these items; percentages are statistically weighted to increase confidence in the finding. See "[weighting](#)" in appendix.





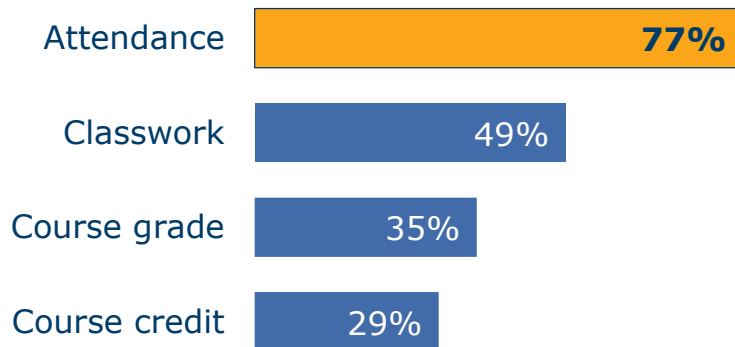
## What types of data did LEAs collect about summer programming in 2021?



As noted in the nationally representative findings, **85% of LEAs collected data about summer programming in 2021**. Up to 105 LEAs provided additional information on the types of data collected.

**Attendance was the most common data collected.**

Almost half of collecting LEAs collected classwork.



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Percentages are statistically weighted to increase confidence in the finding. See "[weighting](#)" in appendix.



## Did LEAs perceive 2021 summer programming was successful?



**107 LEAs reported the extent to which they perceived summer programming as successful in 2021.**

**100%**  
perceived success\*

28% of LEAs indicated summer programming in 2021 was successful in meeting participating students' needs; an additional 72% indicated they were somewhat successful in meeting participating students' needs.

**91%**

of LEAs agreed or strongly agreed that 2021 summer learning was an important part of the LEA's immediate strategy to address student learning and recovery.

Note: Percentages are statistically weighted to increase confidence in the finding. See "[weighting](#)" in appendix.

\*Perceived success is defined as LEAs that reported successful or somewhat successful summer programming or reported students' skills improved because of summer programming.



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For future summers, LEAs recommend involving stakeholders, starting planning early, and making learning engaging.



In their own words, 85 LEAs provided considerations for future summers. Six themes emerged from their comments.

1. **Offer engaging academic content** as well as social-emotional learning opportunities.
2. **Make instruction fun** so that students want to be there.
3. **Start planning early** and consider all facets of programming: from content, to delivery, to structure, to staffing, and to students.
4. **Recruit early** and hire high-quality staff.
5. **Use data from Summer 2021** as well as from the 2021–22 school year to determine needs and students to recruit. Continue to review data during implementation to make refinements.
6. **Involve stakeholders in planning** to be sure you are meeting the needs of your community.



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# Common Characteristics of Summer 2021 Programming From 108 LEAs



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**A subset of items asked LEAs to describe, in detail, their summer program that served the *most* students in 2021.**



**Results provide key details regarding implementation of these 108 LEAs.**

<b>Type</b>	Close to half of LEAs described their largest summer program as "Learning Recovery."
<b>Focus</b>	In addition to the academic focus, approximately two-thirds of the 108 LEAs indicated the summer program was an opportunity for students to reconnect and socialize.
<b>New or business as usual</b>	Almost two-thirds of LEAs described the Summer 2021 program as "similar to what had been delivered in prior summers"; that is, only 32% indicated the Summer 2021 programming implemented was new.
<b>Location</b>	<p>More than 93% of in-person programs took place at school facilities; 6% took place at municipal facilities such as parks, libraries, etc.</p> <p>Online programs were more often asynchronous than synchronous in nature. That is, students could log on to programming on their own schedule. The programming was not live streaming.</p>
<b>Transportation</b>	When programs were in person, 76% provided transportation and approximately two-thirds required masks at all times.
<b>Content</b>	<p>Almost all focused on reading/ELA (95%), followed by math (90%) and science (58%). Most focused on two or more subjects.</p> <p>More than 90% of the 108 LEAs agreed that programming was aligned to the curriculum from the previous academic year.</p>
<b>Prioritized student groups</b>	<p>More than two-thirds of programs focused on students in elementary grades 1 through 4, followed by grades 5 and 6. High school students were less prioritized.</p> <p>44% of the 108 LEAs indicated there were no restrictions to student recruitment for summer programming. Those that did prioritize specific groups of students focused on students receiving special education services and/or students from low-income families.</p>



<b>Recruitment methods</b>	Communication regarding the program’s availability and enrollment was sent by email (73%); announced on district/school websites (71%); and shared via social media (62%).
<b>Staffing</b>	<p>According to the 108 LEAs, the majority of programs were staffed by certified teachers (95%) followed by paraprofessionals (69%) and other professional staff such as counselors (48%); only 21% used staff from partner organizations.</p> <p>The majority of LEAs indicated they were able to recruit and hire both the quality and quantity of staff needed for the program; 27% indicated they had issues meeting the number of staff needed whereas 24% indicated they had issues meeting the quality of staff needed.</p>
<b>Program length and duration</b>	<p>Approximately 70% of in-person programs lasted 4 or more weeks; 90% were 4 to 5 days a week; and 82% were 4 or more hours a day.</p> <p>Remote programs were primarily 4 to 5 weeks in length (79%); half were 3 to 4 days a week and averaged 3 hours a day.</p> <p>More than half of programs required students to engage in academic work that was both complete and of quality to be deemed a “successful program completer.”</p>
<b>Outcomes</b>	88% or more of LEAs somewhat agreed or agreed that students enjoyed the program, and that students’ academic and social well-being had improved.







**These results paint a picture of the common characteristics of summer programming across these LEAs.**



## Snapshot of the summer learning experience for students and their families in these 108 LEAs' largest programs:

### Families learned about the program from an email.

Other channels included the district/school website or social media.

### Students were provided transportation to a local school for summer learning activities.

Over half were masked to prevent the spread of COVID-19.

### Programming in these 108 LEAs was similar to what had been offered in previous summers.

- › The day focused on academics. Reading was the priority, then math, then science.
- › Lessons were aligned to curriculum from the traditional school year.
- › Students received instruction from certified teachers.
- › Students were able to reconnect with school and socialize with others.

### Programs spanned 4 or more weeks...

...for at least 4 hours a day, 4-5 days a week. Remote programs were somewhat shorter.

### Participating students were primarily from the elementary level.

Summer learning was less prevalent in high schools.



**The adults that led these programs perceived the summer experience to be both enjoyable and beneficial (academically, socially, and emotionally) for students.**

# IV. Summary



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# Survey Results Summarized by Research Topic and Question



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**Reminder:** the LEA survey results provide information on...



**The National Summer Learning & Enrichment Study (NSLES)** is focused on four key topics and eight research questions.



### **Implementation**

What were the characteristics of local programming in Summer 2021?



### **Partners**

How were partners involved in this work?



### **Planning**

What approaches were taken to allocate resources to and plan for programs?



### **Evaluation**

What kind of evidence was collected on summer programming?

Did programs attract and retain students?



Do leaders perceive that students benefited?

What challenges were faced and what lessons were learned?

Will summer programming be offered in 2022?



## **Nationally representative findings from the survey by topic and question**

Topic	Research Question	Nationally Representative Findings
 <b>Implementation</b>	<p>What were the characteristics of local programming delivered in Summer 2021?</p>	<ul style="list-style-type: none"> <li>› <b>94%</b> of LEAs implemented summer programming in 2021. The percentage of LEAs implementing varied by LEA locale, with LEAs in cities and towns more likely to implement than those in the suburbs or rural areas.</li> <li>› On average, <b>18%</b> of students were served by their LEA during Summer 2021 (average n = 502 students). LEAs in cities served a greater percentage of their students in Summer 2021 than all other LEA locales. Students entering grades K-6 in fall of 2021 were those most likely to be served by summer programming.</li> <li>› <b>77%</b> of LEAs implemented more than one type of academic summer programming. Most offered learning recovery and credit recovery.</li> <li>› <b>57%</b> of LEAs supplemented academic programming with social-emotional learning.</li> </ul>
 <b>Planning</b>	<p>What approaches were taken to allocate resources to and plan for programs?</p>	<ul style="list-style-type: none"> <li>› <b>89%</b> of LEAs indicated they gathered information and resources to inform planning for summer programming in 2021.</li> <li>› <b>76%</b> of implementing LEAs indicated they used stimulus funding (i.e., CARES, CRSA, GEER, or ARP) to implement summer programming in 2021. Almost all LEAs in the South used stimulus funding (97%). Those in the West were the least likely to indicate they used stimulus funding.</li> </ul>





Topic

Research Question

Nationally Representative Findings



**Evaluation**

What kind of evidence was collected on summer programming?

**85%** of implementing LEAs indicated they collected student outcome data from summer programming in 2021. Data collection from summer programming in 2021 varied across three LEA characteristics:

- › **Region:** 94% of LEAs in the South collected data, followed by the Midwest (90%), the Northeast (89%), and then the West (65%).
- › **Locale:** 98% of LEAs in the suburbs collected data, followed by towns (90%), rural LEAs (83%), and then city LEAs (78%).
- › **Type:** Traditional LEAs were more likely than charters to collect data (88% vs 78%).



What challenges were faced and what lessons were learned?  
  
Was summer programming planned for 2022?

- › Of the 16% that did not implement summer programming or did not implement to the extent desired, **62%** of LEAs that indicated they did not implement summer programming in 2021 or did not implement to the extent intended (n=37), cited staffing issues as a challenge; followed by time to prepare (35%); interest from students and/or families (35%); transportation (26%); and other priorities (24%).
- › **80%** of LEAs were confident at time of survey response that the LEA would implement summer programming in 2022.







## **Directional patterns from the survey results by topic and question**

Topic	Research Question	Directional Patterns
 <b>Implementation</b>	What were the characteristics of local programming delivered in Summer 2021?	<ul style="list-style-type: none"> <li>› <b>88%</b> of LEAS provided students with access to technology during the summer of 2021.</li> <li>› <b>69%</b> of LEAs provided meals to students and their families during the summer of 2021.</li> <li>› <b>54%</b> of LEAs facilitated connections between students and their families to community resources.</li> </ul>
 <b>Partners</b>	How were partners involved in this work?	<ul style="list-style-type: none"> <li>› <b>41%</b> of LEAs that offered information on partners indicated they engaged with external partners.</li> <li>› <b>59%</b> of LEAs that offered information on partners indicated they engaged with two to five external partners; <b>35%</b> engaged with only one partner; the remaining 6% engaged with more than five partners. Only <b>6%</b> of LEAs indicated they engaged with new partners; all others were pre-existing partners.</li> <li>› LEAs that offered information on partners partnered with community-based organizations (CBOs) <b>29%</b> of the time.</li> <li>› <b>59%</b> of LEAs that engaged with partners used them for both planning and delivery of summer programming; 33% of partners helped deliver only; and 8% helped with planning only.</li> </ul>



Topic	Research Question	Directional Patterns
 <b>Planning</b>	<p>What approaches were taken to allocate resources to and plan for programs?</p>	<ul style="list-style-type: none"> <li>› <b>62%</b> of LEAs referred to prior plans to inform planning for summer programming in 2021. 59% collected feedback from students, families, and the community.</li> <li>› Though LEAs indicated they consulted a variety of information and resources, there was <b>no clear “most valuable” resource</b> according to the summary of LEAs responses.</li> <li>› <b>58%</b> of LEAs indicated they would have liked additional information and resources, specifically, more tools, LEA examples, and additional data about their students and communities.</li> <li>› Most often, LEAs referred to student data and feedback from students, families, and the community to decide which students to target for summer programming. As a result, <b>students with identified special needs and those at risk of failure were most often prioritized.</b></li> </ul>
 <b>Evaluation</b>	<p>What kind of evidence was collected on summer programming?</p> <p>Do leaders perceive that students benefited?</p>	<ul style="list-style-type: none"> <li>› Attendance was the most common data collected by LEAs that indicated they had collected data during summer programming in 2021 (<b>77%</b>); followed by classwork (<b>49%</b>); course grades (<b>35%</b>); and course credit (<b>29%</b>).</li> <li>› <b>100%</b> of LEAs indicated summer programming in 2021 was somewhat successful or successful in meeting participating students’ needs.</li> <li>› <b>91%</b> of LEAs agreed or strongly agreed that 2021 summer learning was an important part of the LEA’s immediate strategy to address student learning and recovery.</li> </ul>





## **Common characteristics of the largest programs in 108 responding LEAs**

Characteristics	108 LEAs' Most Common Responses
<b>Awareness</b>	<b>Most families learned about the availability of summer programming from an email.</b> Other communication channels included the district/school website or social media.
<b>Students</b>	<b>Elementary students were most often recruited.</b> Summer learning was less prevalent for high school students.
<b>Focus</b>	In addition to academics, summer programming was <b>an opportunity for students to reconnect and socialize.</b>
<b>Staffing</b>	The majority of programs were staffed by <b>certified teachers</b> , followed by <b>paraprofessionals</b> and <b>other professional staff</b> such as counselors.
<b>Program duration</b>	<b>Programming lasted for 4 or more weeks</b> for at least 4 hours a day, 4–5 days a week.
<b>Logistics and safety</b>	<b>Transportation was provided for most summer program students.</b> Over half were required to mask according to local COVID-19 guidelines.
<b>Similarity to previous summers' programming</b>	<b>The 2021 summer learning experience was similar to what had been offered by LEAs in prior summers.</b> That is, the day focused on academics; lessons were aligned to curriculum from the traditional school year; programs were staffed by certified teachers; and students connected with school staff and socialized with peers.



# What's to Come



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# Results from the LEA survey are part of a broader data collection effort from both LEAs and SEAs to answer each research question...

Topic	Research Question	Data Collection				
		LEA			SEA	
		Survey	ARP Plan	Interview	ARP Plan	Interview
		FALL '21- SPR '22	SPR '22	SUM '22	FALL '21	SPR '22
<b>Implementation</b>	What were the characteristics of local programming delivered in Summer 2021?	x	x	x	x	x
<b>Partners</b>	How were partners involved in this work?	x	x	x	x	x
<b>Planning</b>	What approaches were taken to allocate resources and plan for programs?	x	x	x	x	x
<b>Evaluation</b>	What kind of evidence was collected on summer programming?	x		x	x	x
	Did programs attract and retain students?	x		x		x
	Do leaders perceive that students benefited?	x		x		x
	What challenges were faced and what lessons were learned?	x		x		x
	Was summer programming planned for 2021?	x		x		x



...Findings are being shared in phases; a final report will integrate all findings and tell a holistic story of the response to the "Call to Action."

A final report will integrate all data sources and will tell a holistic story.



# Appendix



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# Appendix

- › **Variations In Nationally Representative Results by LEA Characteristics** [108](#)
- › **Survey Items** [110](#)
- › **Descriptions And Definitions of LEA Characteristics** [119](#)
- › **Information About Sample Frame, Selection, and Statistical Weighting of Item Results** [123](#)
- › **About Web Scraping** [126](#)

# Variations In Nationally Representative Results by LEA Characteristics\*



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\*Differences are not statistically significant.

**This slide presents variations in 2021 summer programming. The differences shown below are not statistically significant; they are presented for informational purposes only.**

**What kinds of LEAs were slightly more likely to offer summer programming?**

- › **LEA Region.** LEAs in the Southern region (99%) were more likely to offer summer programming than all other regions; i.e., the Midwestern, Western, and Northeastern regions (93%, 92%, 89%, respectively).
- › **Poverty Level.** LEAs that serve high-poverty communities were more likely to offer summer programming than LEAs that do not serve high-poverty communities (98% vs. 92%).
- › **Type.** Traditional LEAs were slightly more likely than Charter Management Organizations (CMOs) to offer summer programming (94% vs. 91%).

**What was the average percentage of students served by different kinds of LEAs?**

- › **LEA Region.** LEAs in the Western region served an average of 18% of their students, followed by Midwestern LEAs (17%); LEAs in the South (16%), and LEAs in the Northeast (14%).
- › **Poverty Level.** LEAs in high-poverty communities served an average of 19% of their students. All other LEAs served an average of 17% of their students.
- › **Type.** CMO LEAs served an average of 23% of their students; traditional LEAs served 16%.

**What kinds of LEAs were slightly more likely to integrate SEL into their programs?**

- › **LEA Locale.** 37% of rural LEAs integrated SEL within their summer programming, followed by LEAs in cities (24%), LEAs in suburbs (20%), and then LEAs in towns (19%).
- › **Poverty Level.** 31% of LEAs in high-poverty communities integrated SEL; 69% of all other LEAs did so.
- › **Type.** 80% of traditional LEAs integrated SEL; 20% of CMO LEAs did so.





## Survey Items





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**Results of MUST KNOW survey items provide nationally representative findings related to implementation, planning, and evaluation.**

Topic	Research Question	MUST KNOW Survey Items*
 <b>Implementation</b>	<p>What were the characteristics of local programming delivered in Summer 2021?</p>	<ul style="list-style-type: none"> <li>› Did the LEA implement any programming in Summer 2021?</li> <li>› Please select which types of programming were delivered in Summer 2021.</li> <li>› Please indicate whether programming included a social-emotional component.</li> <li>› Please indicate the rising grade levels served by Summer 2021 programming.</li> <li>› Overall, how many students did the LEA serve in Summer 2021?</li> </ul>
 <b>Planning</b>	<p>What approaches were taken to allocate resources to and plan for programs?</p>	<ul style="list-style-type: none"> <li>› Did the LEA consult sources of information and/or resources while planning for Summer 2021?</li> <li>› Please select the funding sources used to deliver Summer 2021 programming.</li> <li>› Were American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER III) stimulus funds available and accessible for Summer 2021?</li> </ul>

\*A reminder: MUST KNOW survey items represent those items included across data collection modalities for which results can be generalized nationally.







Topic	Research Question	MUST KNOW Survey Items*
 <b>Evaluation</b>	<p>What kind of evidence was collected on summer programming?</p> <p>What challenges were faced and what lessons were learned?</p> <p>Was summer programming planned for 2022?</p>	<ul style="list-style-type: none"> <li>› To what extent did the LEA collect the following outcome data from ANY Summer 2021 programming?</li> <li>› Please select the reasons why the LEA was not able to offer summer programming in 2021, or was not able to offer all preferred programming.</li> <li>› Does the LEA plan to offer summer programming in 2022?</li> </ul>

\*MUST KNOW survey items represent those items included across data collection modalities for which results can be generalized nationally.







**Results to additional survey items  
signal directional patterns in LEA  
Summer 2021 activity**

Topic	Research Question	Sample Survey Items
 <b>Implementation</b>	<p>What were the characteristics of local programming delivered in Summer 2021?</p>	<ul style="list-style-type: none"> <li>› Did any of the Summer 2021 programming include academic components?</li> <li>› Did LEA/Charter deliver any programming or support specifically designed to meet the needs of students in any of the following categories? Please select all that apply.</li> <li>› Was access to technology provided to students in LEA/Charter during the summer of 2021?</li> <li>› Were meals offered to students/families in LEA/Charter during the summer of 2021?</li> <li>› Did LEA/Charter facilitate connections with community resources to address students' social emotional needs?</li> </ul>
 <b>Partners</b>	<p>How were partners involved in this work?</p>	<ul style="list-style-type: none"> <li>› Did LEA/Charter collaborate with any external partners to plan for and/or deliver summer programming?</li> <li>› With how many external partners did LEA/Charter collaborate?</li> <li>› Please select the organization type that best describes each partner and if LEA/Charter had engaged with each partner prior to planning for Summer 2021.</li> <li>› This partner helped the LEA/Charter to plan for and/or deliver programming.</li> </ul>



Topic	Research Question	Sample Survey Items
 <b>Planning</b>	<p>What approaches were taken to allocate resources to and plan for programs?</p>	<ul style="list-style-type: none"> <li>› How did LEA/Charter determine Summer 2021 learning, enrichment, and support needs for students? Please select all that apply.</li> <li>› Please select the funding sources used to deliver Summer 2021 programming. Please select all that apply.</li> <li>› What sources of information and/or resources did LEA/Charter consult while planning for Summer 2021? Please select all that apply.</li> <li>› If LEA/Charter had to choose just one, which of the following was most valuable when planning? Select only one.</li> <li>› What sources of information or resources would LEA/Charter have liked to have had? Select all that apply.</li> <li>› In retrospect, did LEA/Charter have enough time to adequately prepare for summer?</li> </ul>



Topic	Research Question	Sample Survey Items
 <b>Evaluation</b>	<p>What kind of evidence was collected on summer programming?</p> <p>Do leaders perceive that students benefited?</p> <p>What challenges were faced and what lessons were learned?</p> <p>Will summer programming be offered in 2022?</p>	<ul style="list-style-type: none"> <li>› Thinking about LEA/Charter 2021 summer programming in its entirety, how successful was it in meeting student needs?</li> <li>› Please indicate the extent to which LEA/Charter agrees or disagrees with the following statements: 2021 summer learning was an important part of LEA/Charter immediate strategy to address student learning and recover; and future summer learning is an important part of the LEA/Charter long-term strategy to address ongoing student learning and recovery.</li> <li>› To what extent did LEA/Charter collect the following outcome data from ANY Summer 2021 programming: Student enrollment; Student attendance; Student class/course work; Student credit attainment; Student course grade.</li> <li>› Based on LEA/Charter experience in Summer 2021, what should other LEA/Charters consider when it comes to planning or delivering programming in Summer 2022? (Open-ended response.)</li> </ul>





**A subset of items asked LEAs to describe, in detail, their summer program that served the *most* students in 2021.**

# Descriptions and Definitions of LEA Characteristics

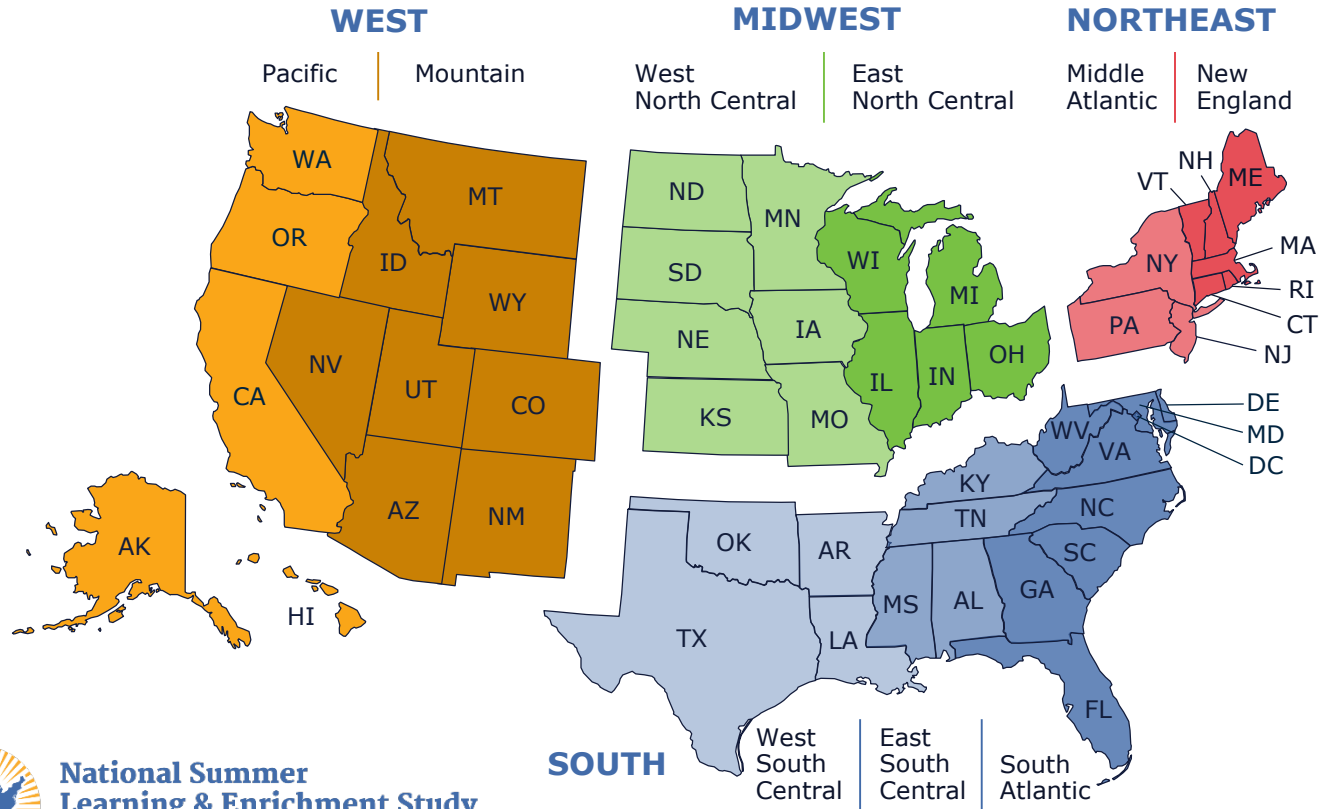


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# Census Regions & Divisions



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# Locale Definitions

The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The NCES locales can be fully collapsed into a basic urban–rural dichotomy, or expanded into a more detailed collection of 12 distinct categories.

**For the purposes of these analyses, Westat collapsed the 12 distinct categories into the four basic types.**

## City

- 1. Large:** Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.
- 2. Midsize:** Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.
- 3. Small:** Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

## Suburban

- 1. Large:** Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.
- 2. Midsize:** Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.
- 3. Small:** Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

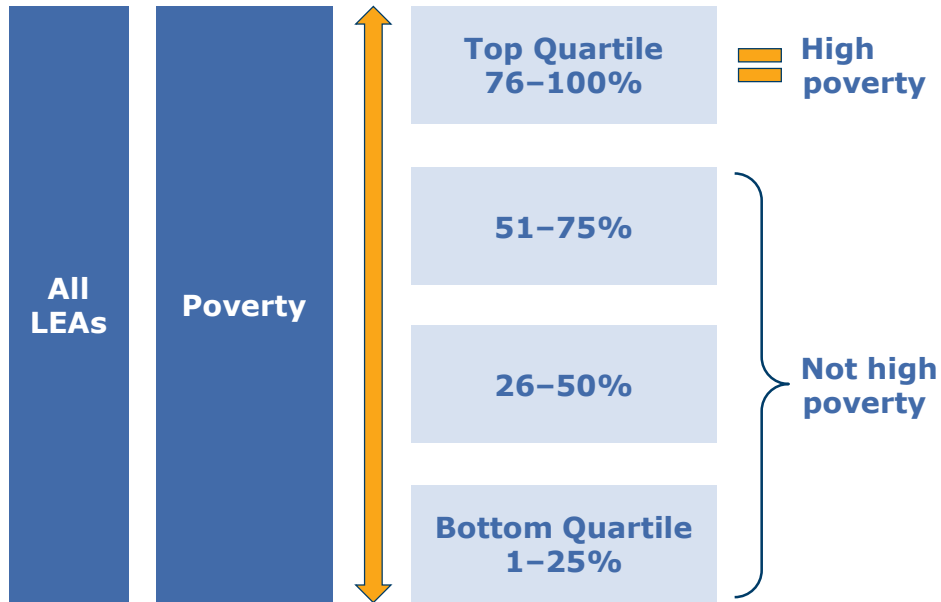
## Town

- 1. Fringe:** Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.
- 2. Distant:** Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.
- 3. Remote:** Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

## Rural

- 1. Fringe:** Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.
- 2. Distant:** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.
- 3. Remote:** Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

# High Poverty Definition



“High poverty” LEAs are those in the top quartile of LEAs with the largest proportion of children in poverty (i.e., receiving free or reduced lunch).\* The remaining LEAs are classified as “not high poverty.”

\*District poverty levels were downloaded from the NCES CCD and distributed across four quartiles.



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# Information About the Sample Frame, Selection, and Statistical Weighting of Item Results



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## Obtaining Nationally Representative Findings

**Sampling within LEA subgroups (sample stratification) requires use of a statistical correction called “weighting.”**

- › Since we sampled within LEA subgroups, we need to account for:
  - Our sample has different proportions of LEA types compared to the nation’s 13,000+ school district.
    - For example, to ensure we had enough LEAs that serve high poverty communities, we oversampled on this characteristic.
  - We did not obtain responses from all LEAs.
- › This means we cannot use standard statistics (like a simple average or percentages).
- › We statistically correct for this by giving more emphasis (weight) to some types of districts, and less weight to other districts, when conducting analyses.
  - Weighting is common in survey work designed to yield nationally representative findings.



## Patterns



Directional signals of LEA activities

**Generalizing these findings to the nation's LEAs is limited because:**

1. Northeastern & Western LEAs are underrepresented; Southern LEAs are overrepresented in responses
2. Suburban LEAs are underrepresented in responses
3. High-poverty LEAs are overrepresented in responses

All possible items (n=58)

MUST KNOW items (n=11)

Max possible response=128

Max possible response=309

	All possible items (n=58)		MUST KNOW items (n=11)	
	Weighted proportion	Unweighted n	Weighted proportion	Unweighted n
<b>Region</b>				
Northeast	10% <sup>1</sup>	13	20%	54
Midwest	37%	39	33%	84
South	33% <sup>1</sup>	51	22%	98
West	19% <sup>1</sup>	25	25%	73
<b>Locale</b>				
City	22%	36	19%	71
Suburb	17% <sup>2</sup>	27	24%	88
Town	16%	20	15%	51
Rural	45%	44	42%	96
<b>District Type</b>				
Traditional	78%	112	77%	268
Charter	22%	16	23%	41
<b>Poverty Status</b>				
Not high	64%	62	75%	189
High	36% <sup>3</sup>	66	25%	120

## Nationally Representative Findings



Based on sample size and statistical weighting of responses

# About Web Scraping



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## Web Scraping Details

- › Web scraping is the process of extracting content and data from a website.
- › Web scraping was completed with 95 LEAs that were randomly drawn from the non-responding LEAs.
- › Data were collected in two rounds: (1) March and (2) May 2022 to account for the fact that LEAs started to update their websites as summer of 2022 drew near.
- › Researchers searched the LEA websites to answer the 11 “must know” items presented in the short survey.
- › The process was validated by comparing web scraped answers against 10 randomly drawn LEAs’ short form responses; both approaches yielded similar information across the 11 items.
- › Web scraping did not routinely capture information for all 11 items however it did provide enough information across all 95 LEAs to warrant inclusion in the nationally representative sample.

