



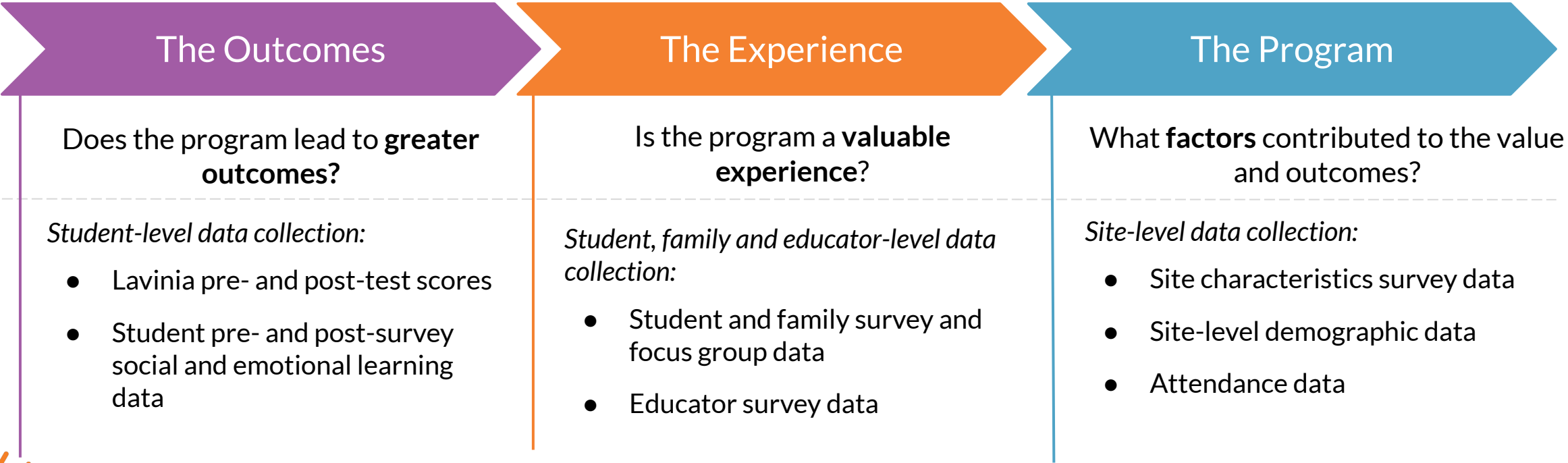
2024 Summer Discovery Grantee Summary

December 2024

Research Questions & Data Collected







Ballmer Group set out to evaluate the Summer Discovery program to better understand its impact on students and families. Descriptive analyses were used to examine the differences and trends across data, as well as statistical models to identify which **student survey responses** and **site-level program characteristics** were correlated with student academic outcomes.

Below are the research questions we aimed to answer, and the data we collected.



Note: All findings are based on a single year of data and should be interpreted with discretion. Additionally, due to the nature of the correlational, non-experimental methods employed, results should be viewed as trends rather than causal relationships.

Key Findings

<p>The Outcomes</p> <p>Students across site types and demographic groups saw growth in Math, ELA, and Social and Emotional Learning (SEL) skills</p>		<p>Students with the highest need, those who started the program the furthest behind and those at sites with larger ELL populations, saw the most growth in academic outcomes.</p> <p>Student satisfaction and SEL measures such as feeling cared for by adults in the program were also correlated with increased academic outcomes.</p>
<p>The Experience</p> <p>Overall, stakeholders were satisfied with the program experience</p> <p>The program created increased opportunity for families</p>		<p>Students and educators were highly satisfied with the program. Students felt that they were more prepared for the next school year after participating in Summer Discovery, a perception shared by educators.</p>
<p>The program created increased opportunity for families</p>		<p>Families were also highly satisfied with the program. Families felt that their children had increased opportunities as a result of Summer Discovery, and that the program allowed their household to save on costs.</p>
<p>The Program</p> <p>Allowing program flexibility did not detract from outcomes</p>		<p>Sites saw student academic growth regardless of program structure, underscoring the benefits of allowing programs the flexibility to meet their student's unique needs.</p>
<p>Student support services were connected to positive academic outcomes</p>		<p>On average, students at sites that offered additional student supports, in particular assistive technology and bilingual staff, saw greater academic growth than those who attended programs that did not.</p>
<p>CBOs and non-CBOs had strengths in different areas</p>		<p>CBOs and non-CBOs demonstrated greater growth on different student outcomes, underscoring the benefits of each approach.</p>

Does the Program Lead to Greater Outcomes?

The Outcomes

Students across site types and demographic groups saw growth in Math, ELA, and Social and Emotional Learning (SEL) skills.

Academic Growth



Students showed **growth in both ELA and math**; average scores increased from pre- to post-tests for both ELA (by 16 points) and math (by 14 points).

Educators and families also observed academic growth in students.

Impact on Students who Needed it Most



Students who showed the **greatest academic growth** were those who:

- Started the program the **furthest behind academically**
- Attended programs at **sites with larger English Language Learner (ELL) populations**

Social and Emotional Growth



Students **grew across a range of social and emotional learning (SEL) outcomes**.

Educators and families also perceived SEL and personal growth in students.

Factors Correlated with Academic Growth



Students who reported the **highest levels of program satisfaction** saw **higher academic growth**.

SEL measures, such as **feeling safe and cared for by adults and peers** in the building, were also **correlated with positive academic outcomes**.

Is the Program a Valuable Experience?

The Experience

Students, families, and educators were overwhelmingly satisfied with Summer Discovery. Across site types, families felt that they had increased opportunities and were able to save on costs. Everyone felt that students were more prepared for the upcoming school year.

Student and Educator Satisfaction



Overall, students and educators **valued the program.**

Students felt that they were more prepared for the next school year after participating in Summer Discovery.

Educators perceived an increase in students' overall readiness for the next school year and also **felt supported by the program.**

Family Satisfaction



Families shared that **Summer Discovery provided valuable opportunities for their children** and offered a productive alternative to staying at home during the summer.

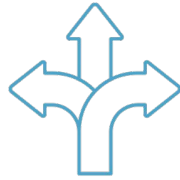
Furthermore, the program **enabled families to fulfill their existing commitments** more easily while also **helping save on costs.**

What Factors Contributed to the Value and Outcomes?

The Program

Student academic growth was observed across all sites, irrespective of the specific programs offered, with the greatest growth occurring at sites that provided additional support services. CBOs showed slightly lower academic growth but the highest SEL growth, indicating areas for further study or support.

Program Flexibility



Sites saw student academic growth regardless of program characteristics, structure, and the student population served.

Student Services



On average, students at **sites that offered additional student supports**, in particular **assistive technology** and **bilingual staff**, saw **greater academic growth** than those who attended programs that did not.

CBO Performance



On average, CBOs had **slightly lower academic growth**, but saw **slightly higher SEL growth in some areas** compared to non-CBO sites.

While not causal, these trends may warrant further investigation or CBO-specific support for future programming.

Insights for Summer Discovery Host Sites

Enrichment & SEL



Student satisfaction and feeling cared for by adults in the program were both correlated with increased academic outcomes.

Students pointed to enrichment as a key area that positively impacted their experience. In addition, SEL outcomes such as feeling cared for were correlated with academic growth. **To foster academic outcomes, programs should continue to offer enrichment and seek opportunities to foster students' sense of well-being and belonging.**

Communication



Many families cited communication as a priority, requesting more information on Summer Discovery ahead of program start, as well as updates on activities and lessons throughout.

Programs should implement regular communication and feedback systems, (e.g. weekly newsletters, regular family phone calls or texts, progress reports, class dojo updates, parent conferences, etc.) to build relationships and include families in their students' progress.

Teacher Compensation



On average, **sites offered a \$58/hour rate to Summer Discovery teachers**. A majority of sites reported that this was **more than they offer during the school year** (64%).

Where possible, programs should continue to **offer competitive pay to recruit high-quality teachers that will support student growth**. Programs that offered significantly below-average rates should also **consider opportunities to increase compensation in order to attract quality instructors**.

Student Services



On average, **students at sites that offered additional supports**, in particular assistive technology and bilingual staff, saw greater academic growth.

Programs should **provide services that increase accessibility and support for all students**, particularly ELLs and those with disabilities.

Transportation



Nearly all Summer Discovery sites (96%) offered some type of **transportation**, with a majority offering buses (77%), particularly for students with disabilities (83%).

Given community and family needs, **programs should continue to offer transportation** so that students who most need the programming are able to access it.

Finding

Recommendation

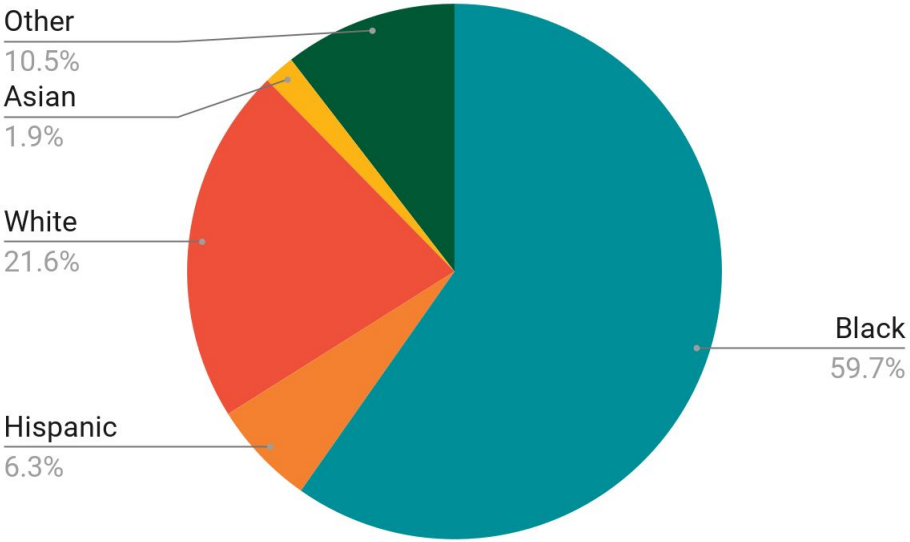


Detailed Appendix

Students Served During Summer Discovery 2024

Summer Discovery served students who needed it most, including **16,463 students** across **3 counties** and **95 sites**.

Summer Discovery served predominantly students of color.



Demographic Breakdown of Students Participating in Summer Discovery

100% of Summer Discovery sites served a majority of students eligible for Free Lunch.

32% of Summer Discovery sites served a majority of ELL students.

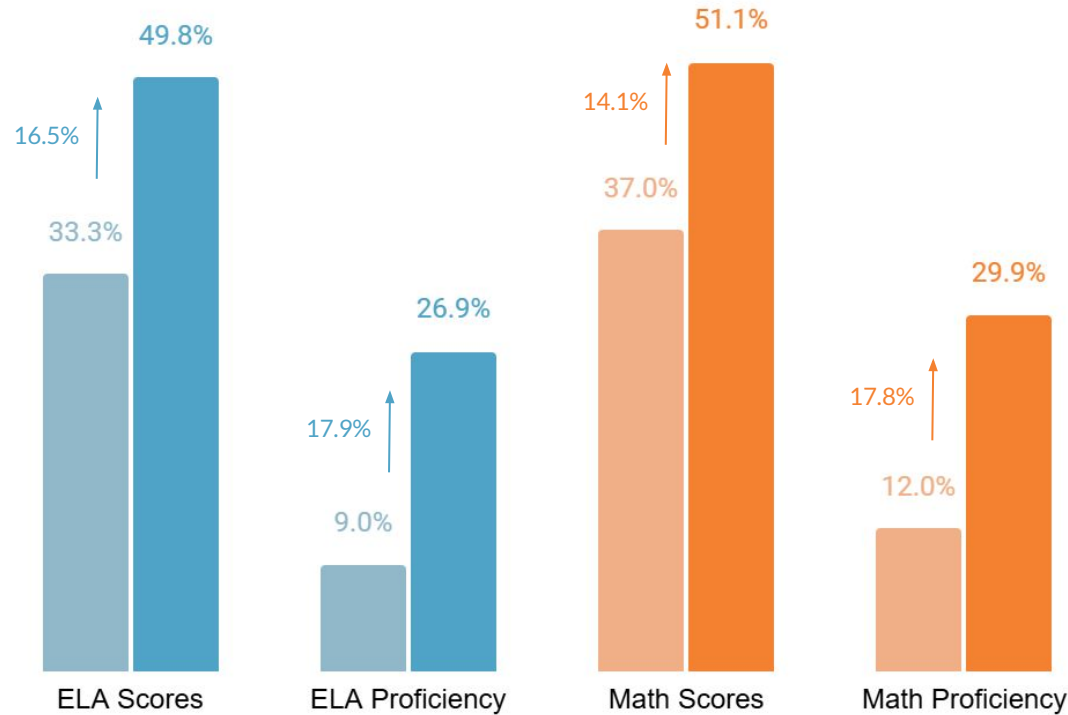
62% of Summer Discovery sites served at least 10% Special Education students.

61% of Summer Discovery families reported their child would have stayed at home or with another caretaker if Summer Discovery had not been an option.





Summer Discovery Students Grew in Both Math and ELA



According to Lavinia Group's analysis*, over the course of Summer Discovery in 2024...

- Students increased average ELA test scores by 16 points**
- The percent of students who tested “proficient” in ELA tripled***
- Students increased average math test scores by 14 points**
- The percent of students who tested “proficient” in math increased by 18 points***

*Note: Analysis completed by Lavinia Group with pre- and post-assessment data from 95 sites

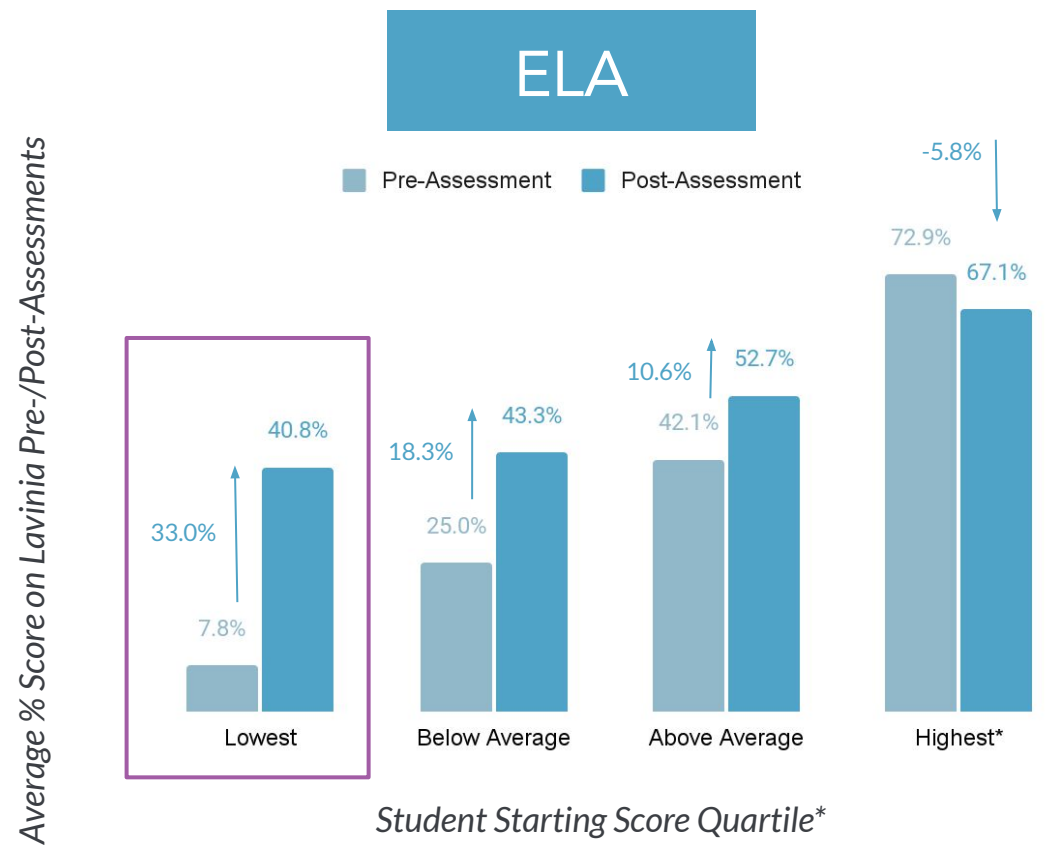
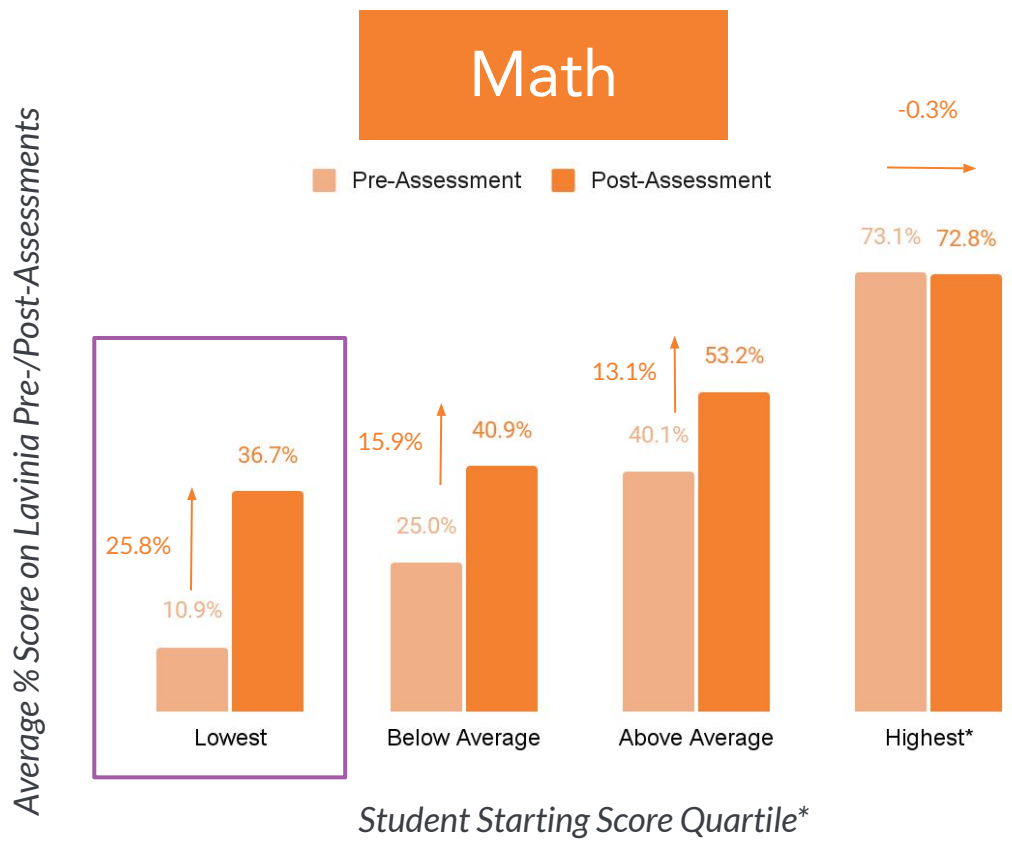
**Score growth: The percentage point change between the average score on the pre-assessment and the average score on the post-assessment.

***Proficiency growth: The percentage point change between the percent of students who are proficient on the pre-assessment and the percent of students who are proficient on the post-assessment.

Students Who Started the Furthest Behind Saw the Most Academic Growth



Throughout the program, **students who started the furthest behind grew the most in both subjects across all grade levels.**



*The above quartiles were created by ranking Summer Discovery students and placing them in evenly distributed groups (n=8,860 for ELA, n=9,579 for Math). Negative impact on higher achieving students may be due to potential "ceiling effects" where students' pre-test scores are high, and they are unable to show much growth on the post-test.

Students Reported Increased Confidence Across Several Key Social and Emotional Learning Outcomes



SEL Category	SEL Prompt*	% Points Change in Positive Responses***
Growth Mindset	"I enjoy learning new things even if they are difficult at first."**	15.7%
	"I ask for feedback or suggestions to help me get better at things."**	8.7%
	"I can overcome a challenge through effort and practice."	3.7%
Optimism	"I believe that things will get better even when they are difficult."	8.2%
Sense of Belonging	"I feel valued by my classmates and teachers."*	7.5%
	"I have people I can turn to for help when needed."	3.4%
Responsible Decision-Making	"Before making a choice, I think about how it might affect others."	6.0%
	"I think about what can happen before making a difficult decision."	3.5%
Self-Management	"I can control my temper."	5.4%
	"I get my work done on time."	3.7%
Resilience	"I feel sad and want to give up when something is hard to do."	4.0%
	"When things don't go my way, I keep trying."	2.9%
Relationship Skills	"I can work well with others in a group."	2.4%

*Note: According to the Student Post-Survey from 4,403 complete responses across 95 Sites

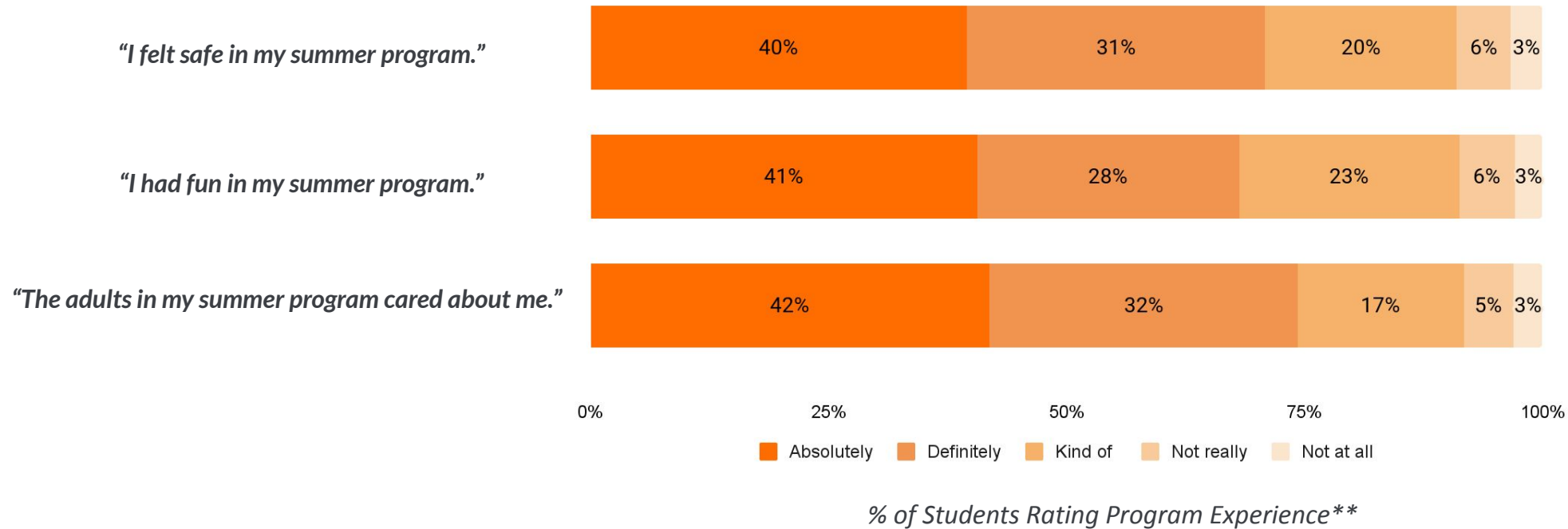
**Note: These items had the highest % increase from student pre to post-survey. See additional breakdown of the top 2 items in the following slide

***Positive responses implies "Absolutely," "Definitely," "All the time" or "Lots of Times," Neutral implies "Kind of" or "Sometimes," Negative implies "Not really," "Not at all," "Almost Never" or "Never"

A Majority of Summer Discovery Students Had Fun and Felt Cared for Throughout the Program



On average, students rated Summer Discovery a 4 out of 5 at the end of the program.* The majority of students reported having fun, and felt safe and cared for by the adults working at Summer Discovery sites.



*There were no statistically significant correlations in site type or programming choices that drove student satisfaction.

**According to the Student Post-Survey from 4,403 complete responses across 95 Sites



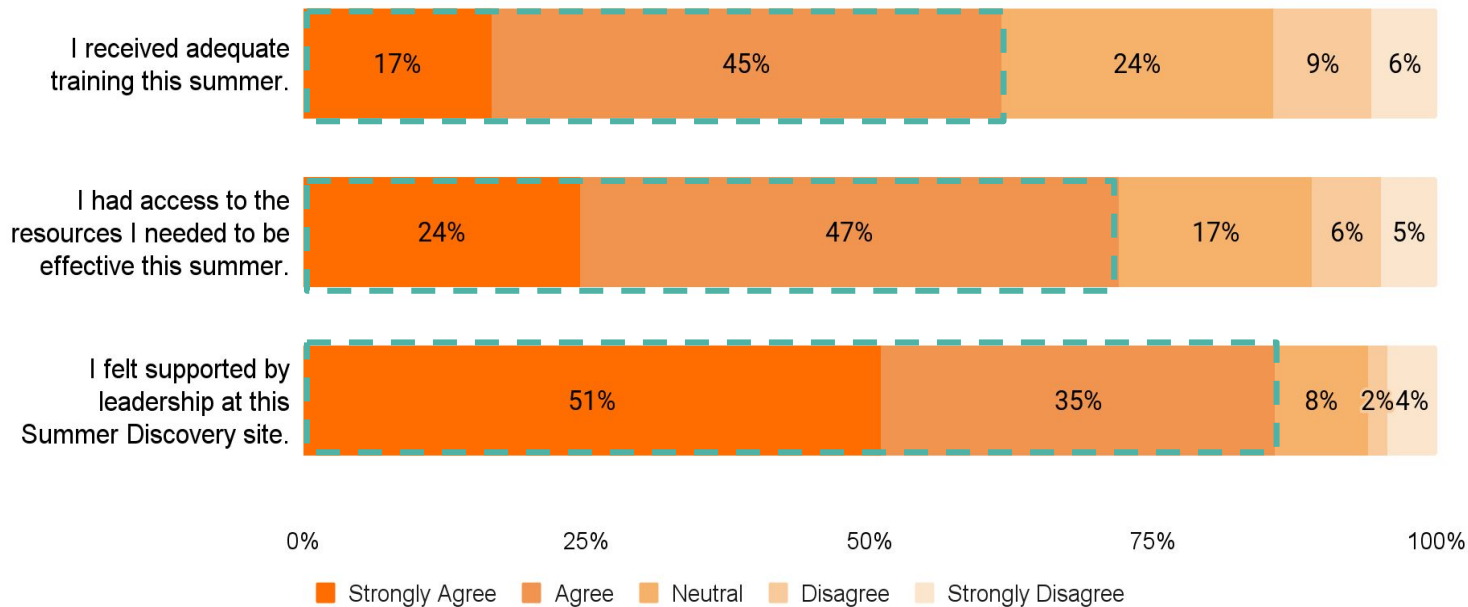
Overall, Educators Felt Supported and Set Up for Success

More than 60% of the educators* reported that they had access to necessary training and resources.



Educators who did not feel like they had adequate training or resources cited wanting more trainings, support or modifications for the curriculum, and to be able to have input when it comes to program scheduling.

Educators' feelings towards the support received during Summer Discovery



Some teachers reported that the following supports would be helpful in the future:

- Enhanced or in-person training opportunities
- Modifications to the curriculum
- Adjustments to the program's duration and scheduling

Families Specifically Valued Cost, Proximity, and Enrichment Opportunities



 Families highlighted cost, proximity, and enrichment opportunities as key areas that contributed to program satisfaction.

Cost & Proximity: Families expressed their appreciation for the program being cost-free and local.

“If my child wasn’t here, they’d be online playing roblox and wasting time with video games. I want them to keep learning, exercising their skills as far as math. My kids are behind. Still behind and catching up from Covid. Tutoring is expensive (\$600-\$800/session). [Summer Discovery] is very cost effective; this is where they need to be, with people they know and where I know they can prosper.”

- Parent from an Oakland County Charter School

Enrichment: Families expressed their satisfaction with the variety of enrichment opportunities offered by the Summer Discovery program. Families also highlighted that field trips and interactive activities were key reasons for their enrollment decision.

“Most summer schools are like school, but this is different. They took apart apples, made pies, etc. Amazing for a 5 year old to pick and choose what she wants to do. You all offered it, [and made it] more fun than doing it on tablet!”

- Parent from an Oakland County Charter School

Summer Discovery Sites Operating with a Variety of Program Approaches Saw Positive Student Growth



Sites saw student academic growth regardless of program characteristics and student population served.

- Our analysis **examined the relationship between student growth and a variety of program characteristics including, but not limited to, average site attendance, teacher compensation, number of programming days, transportation* and support services offered.**
- Only **three characteristics showed statistically significant positive correlations with student growth (teacher compensation, assistive technology, and employment of bilingual staff) and they were small in magnitude.**

Broadly, analysis showed that programs had **similar, positive relationships with student growth regardless of decisions around program characteristics.**

This finding suggests that the **program can be effective across various formats**, and that local decision-making on these characteristics did not significantly impact program outcomes.