

SY24 Summer Learning



What's our big idea?





Meet the Summer Design Team

Michele Capio

Director of Universal Design for Learning

Dr. Anna Colaner

Senior Director of Data Analytics and Research

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Director of Universal Design for Learning

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Director of Universal Design for Learning

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Dr. Eboney Lofton

Chief Learning Innovation Officer

Donna Middleton

Senior Director of Student Services

Patrick Robinson

Assistant Superintendent of Elementary Schools



Tonight's Presenters

Dr. Anna Colaner

Senior Director of Data Analytics and Research

Dr. Eboney Lofton

Chief Learning Innovation Officer

Patrick Robinson

Assistant Superintendent of Elementary Schools

THANK YOU!

Summer learning teams
(teachers, teacher assistants, administrative assistants, related service providers, coordinators)

District 97 families

District 97 students

Our community partners



Summer Robotics Program

- 01 Program Overview**
- 02 Research Evaluation
Questions**
- 03 What did we learn?**
- 04 SY25 Summer
Learning
Recommendations**

Tonight's Agenda

Park District of Oak Park Partnership





87

Students served

46

First-Time
Scholarship
Recipients

9

Activities

39%

Registered beyond 2
week free camp

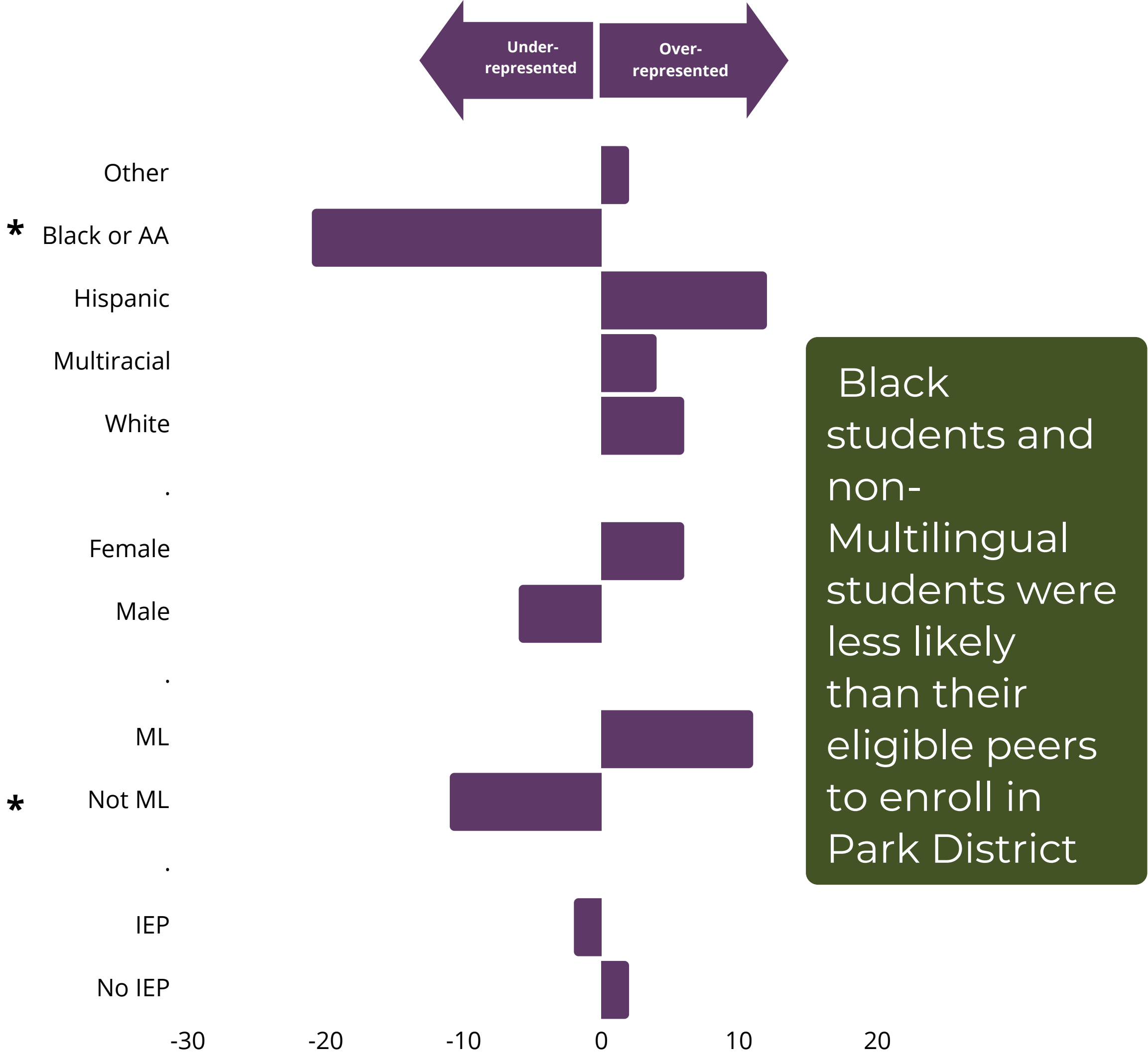
Park District

n=87

Overall Take Up
Rate
12%

Graph indicates the difference
in the % of enrolled versus
invited/eligibleby demographic
groups

*Indicates statistically significant differences (p<.05)

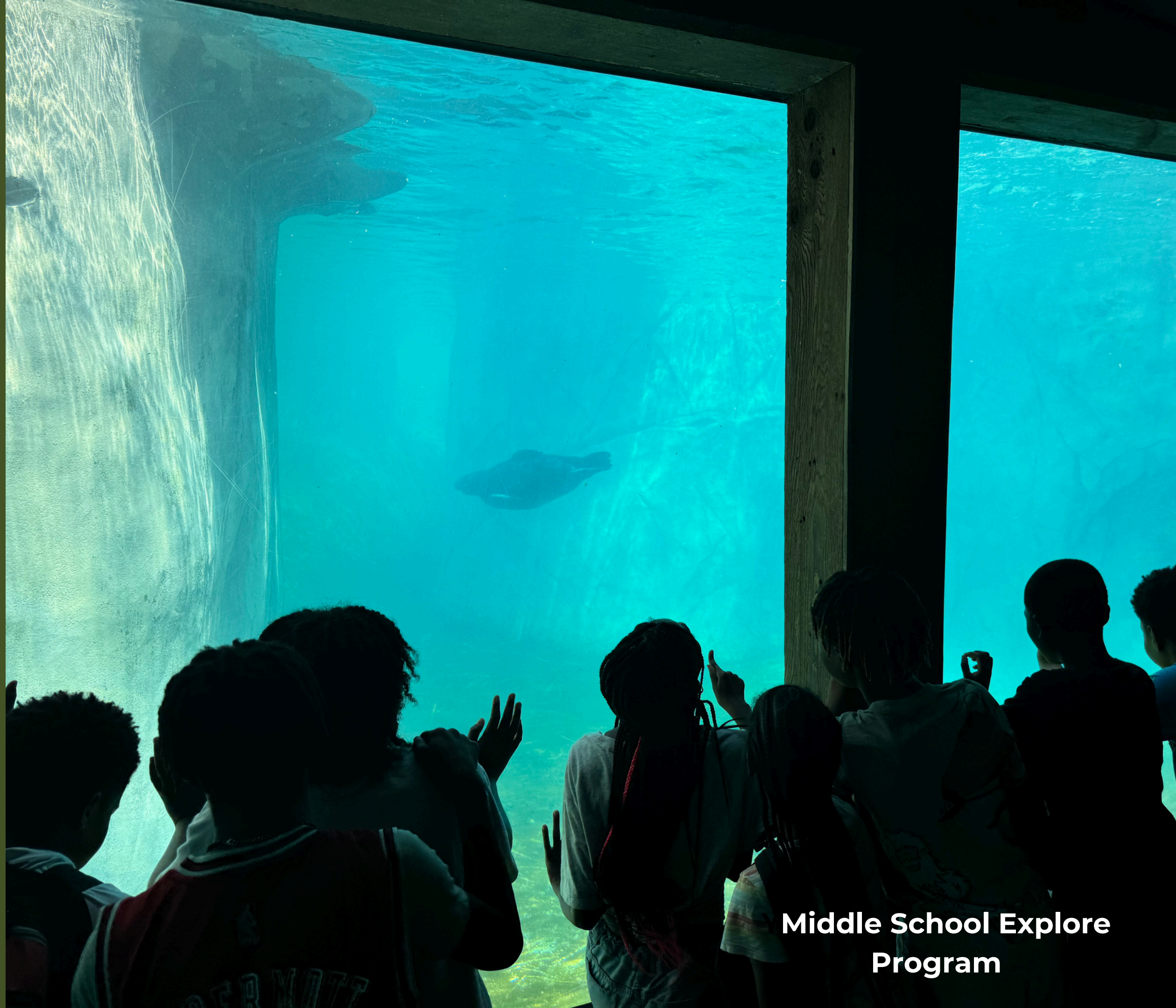


Key Takeaways

- Increase alignment between summer programs and the Portrait of an Oak Park Eighth Grade Graduate
- Provide access for Oak Park D97's focal cohort students through strategic collaboration amongst summer program providers across Oak Park
- Explore use of federal funds to provide lunch for qualified students during the summer



District 97 Summer Programs



**Middle School Explore
Program**

SY24 Summer Programs

STEM PROGRAMS



Summer Robotics Camp

Grades 4-5

This camp provides an introduction to the exciting world of designing, building, and programming robots, and aims to foster creativity and innovation while developing valuable STEM skills.

Location: Brooks Middle School

June 10 - June 14, 2024

8:30-11:30am or 12:30-3:30pm

Middle School Math Enrichment: Bridge

Grades 5-7

Students who are currently accelerated in math are not eligible.

For students who are interested in accelerating in the area of mathematics multiple opportunities to explore a pathway to Integrated Math I by 8th grade. Students are provided additional instructional time to engage in course content before advancing to the next level of mathematics.

Location: Homeschools (Trimester 3)

March 5 - June 4, 2024

Tuesdays & Thursdays

3:00-4:30pm

5th Grade Students only

Location: Brooks Middle School

June 10 - 28, 2024

8:00-10:00am or 10:00am-12:00pm



Middle School Math Enrichment: Review

Grades 5-7

For students who are interested an opportunity to review grade level Illinois Learning Standards in mathematics during the summer to maintain content and skills learned throughout the school year.

Location: Brooks Middle School

June 10 - June 28, 2024

Monday-Friday

8:00-10:00am or 10:00am-12:00pm

ENHANCED EDUCATION



Extended School Year

PreK (Age 3)-Grade 7

Students with IEPs (as recommended by D97 special education teams)

This program supports the maintenance of skills among students who are at risk of regression or for students with disabilities to attain the critical skills essential to the student's continued progress.

Location: Whittier Elementary School or Brooks Middle School

June 10 - July 3, 2024

8:00am-12:00pm

Summer FUNdational Camp

Grades K-2

Students who have been recommended to receive further academic support in reading and math

This program provides a half-day, two-week, high-impact tutoring program focused on foundational early literacy and math skills.

Location: Whittier Elementary School

June 10 - June 21, 2024

8:00am-12:00pm



LANGUAGE & MUSIC



Multilingual Summer Boost

Grades K-7

Students with ACCESS scores between 1.0 and 3.0

This summer programs helps maintain and improve English proficiency in the areas of speaking, writing, and reading (while supporting the maintenance of home language).

Location: Whittier Elementary School or Brooks Middle School

June 10 - July 3, 2024

8:00am-12:00pm

Summer Music Camp

Grades 4-8

This creative summer camp provides students with additional music experience that complements what they are learning in our general music and instrumental music programs.

Location: Brooks Middle School

July 29 - August 2, 2024

Monday-Friday

8:00am-3:00pm



EXPLORING THE FUTURE



Middle School Explore! Program

Grades 5-7

Students who qualify for free or reduced lunch

This program is an introduction and exploration of college and career interests. Students will experience high-impact tutoring and acceleration opportunities at Brooks Middle School along with exploratory programs such as College for Kids at Triton College where students can select majors and minors in various fields, receiving direct instruction from college instructors and engaging in hands-on activities. In addition, students will enjoy field trips to enhance their program experience.

Location: Brooks Middle School and Triton College

June 10 - June 28, 2024

9:00am-4:00pm

Week One

9:00-11:00am High-impact tutoring and acceleration

11:00am-11:30am Travel to Triton College

11:30am-12:15pm Lunch

12:15-3:15pm College for Kids

3:15-3:45pm Travel to Brooks Middle School

Week Two

9:00-11:00am High-impact tutoring and acceleration

11:00-11:30am Travel field trips

11:30am-3:15pm STEM focused interactive field trips and lunch

3:15-3:45pm Travel to Brooks Middle School

Week Three

9:00-11:00am High-impact tutoring and acceleration (drop-in)

11:00am-3:45pm STEM Camp Opportunities TBD

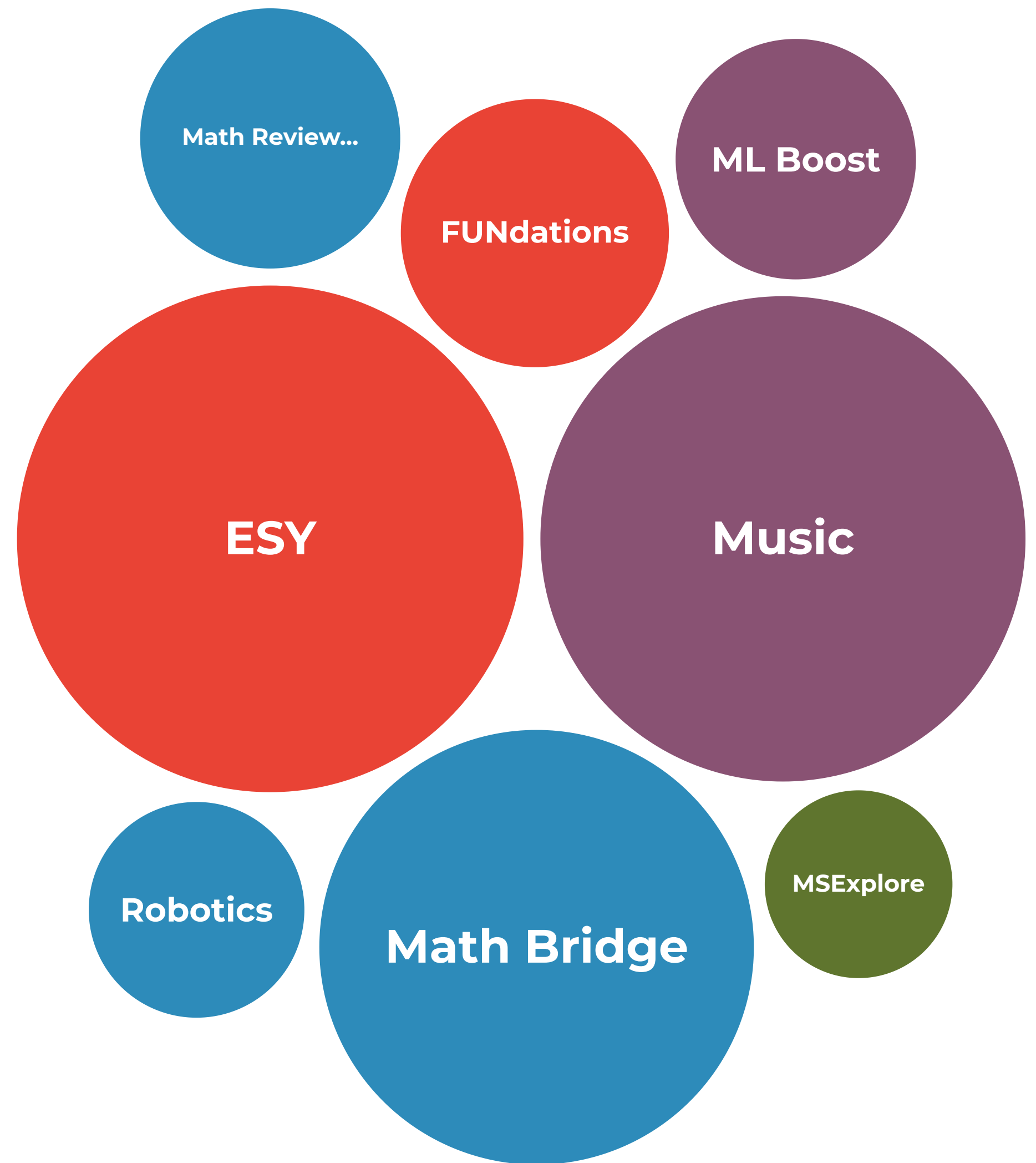


The desire for learning leads to continued growth.

8 Programs

630 Students

143 Teachers



*May include double-counts of teachers and students who participated in more than 1 program



Research Questions



Middle School Explore
Program

Process-Related Questions

FUNdations, Explore! ESY, Boost:
What were the main factors contributing to **families’ decision not to enroll** in the program?

What were the main factors contributing to **families’ decision to enroll** in the program?

How much **training or professional development** did staff receive prior to delivering instruction?

FUNdations, Explore! ESY, Boost, Math Enrichment - Bridge:
What **% of invited students enrolled** (Take-up rate)? Are there differences by demographics?

Short-Term Outcomes

To what extent did **teaching staff** feel
a) the training and PD and
b) resources sufficiently prepared them to deliver effective instruction?

To what extent did **families** agree that the program provided sufficient supports in:
a) providing instruction that supported the student’s learning level
b) preparing the student
c) engaging the student
d) communicating about student’s progress
e) making students feel welcomed and valued in the classroom

To what extent did **students** agree that:
a) they were supported by their teacher
b) connected to their peers
c) the program was helpful in preparing the student for the next school year
d) the program has helped the student feel confident in their skills
e) they feel successful in the progress they made
f) the daily schedule was appropriate
g) the program timeframe was appropriate

Long-Term Outcomes

FUNdations:
What percent of students show an improvement on standardized test scores? Are there differences by demographics?

MS Explore!:
What percent of students show an improvement on standardized test scores from Summer to Fall? Are there differences by demographics?

Math Enrichment - Review:
What percent of students see growth between pre- and post exam? Are there differences by demographics?

Math Enrichment - Bridge:
Does D97 see a higher % of students and more parity across demographics in the % of students taking and passing Algebra I/Integrated Math 1 by 8th grade over time?

Are students across demographics passing through Math enrichment programs at similar rates?

ESY:
What percent of students maintain or grow on progress named in the IEP as measured by the first trimester progress report provided by case manage

ML Boost:
What percent of students see growth on TELL scores between Spring and Fall? Are there differences by demographics?

MS Connections:
Is there a higher rate of Sense of Belonging among the incoming 6th graders compared to prior cohorts?

Program Evaluation Research Questions



What we learned



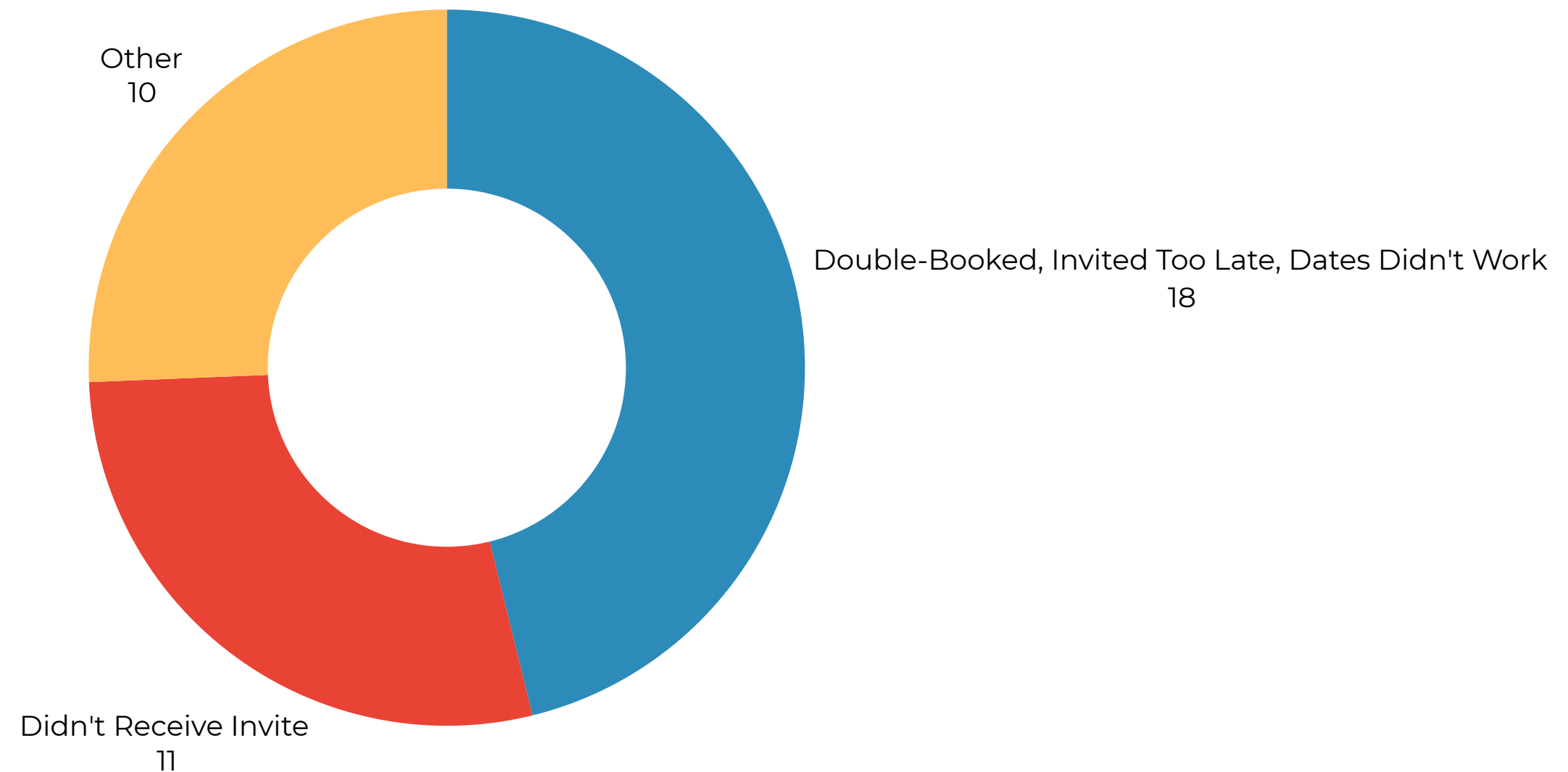
Summer Music Camp

For most families, **scheduling conflicts were the main factors** contributing to their decisions to not to enroll in summer programs. Our newer summer programs encountered challenges successfully **reaching out to eligible families.**

Families were asked “What is the main reason your student did not attend this program?” The number of respondents indicating each response category is shown in the graph to the right.

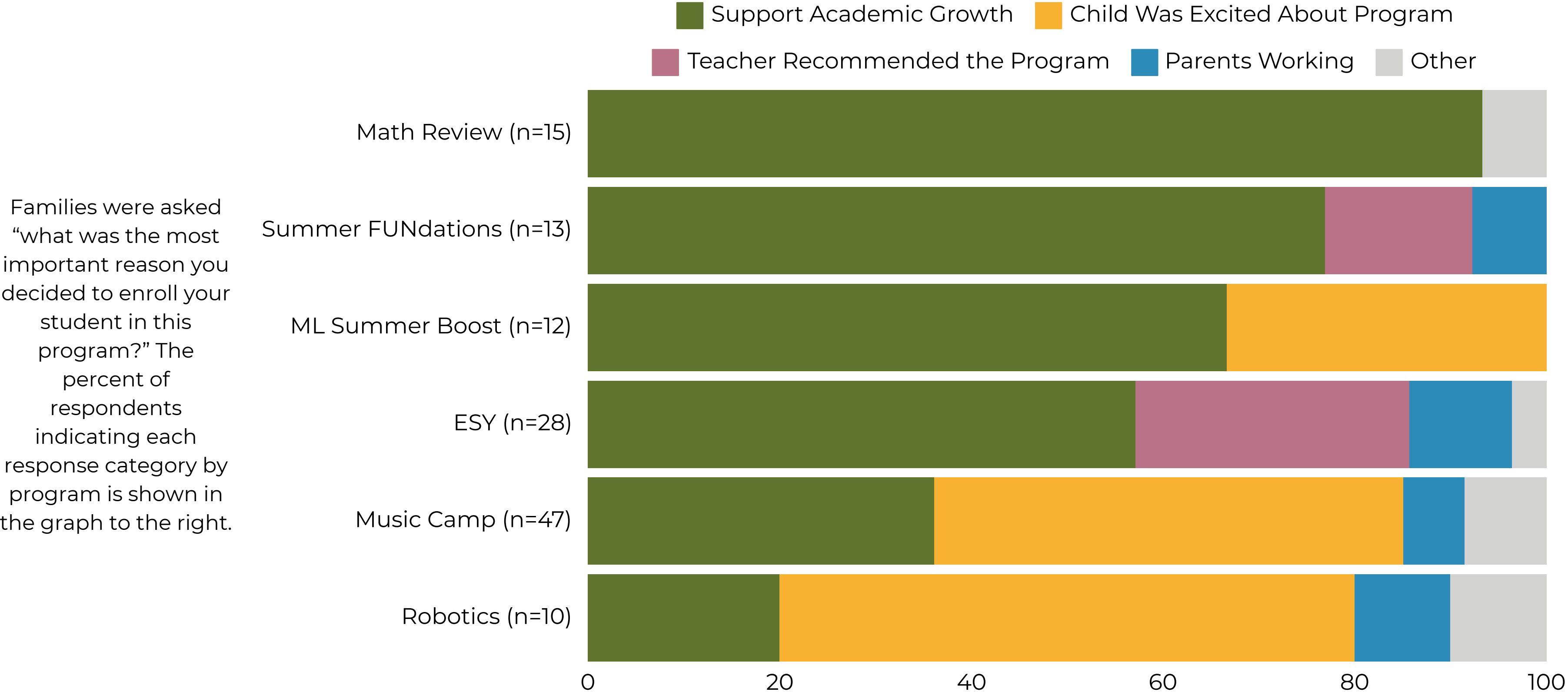
Almost half of respondents indicated that they did not participate in an invited program due to **scheduling conflicts** -- either because they were already participating in something else or because they made other plans or because the dates didn't work for their family

Another large portion reported **not receiving an invitation**. All of these responses came from invitees of new summer programs.



Number of Respondents

Families choose most summer programs in order to support students’ **academic growth**. Enrollment in Music Camp and Robotics is more often driven by **student excitement**.



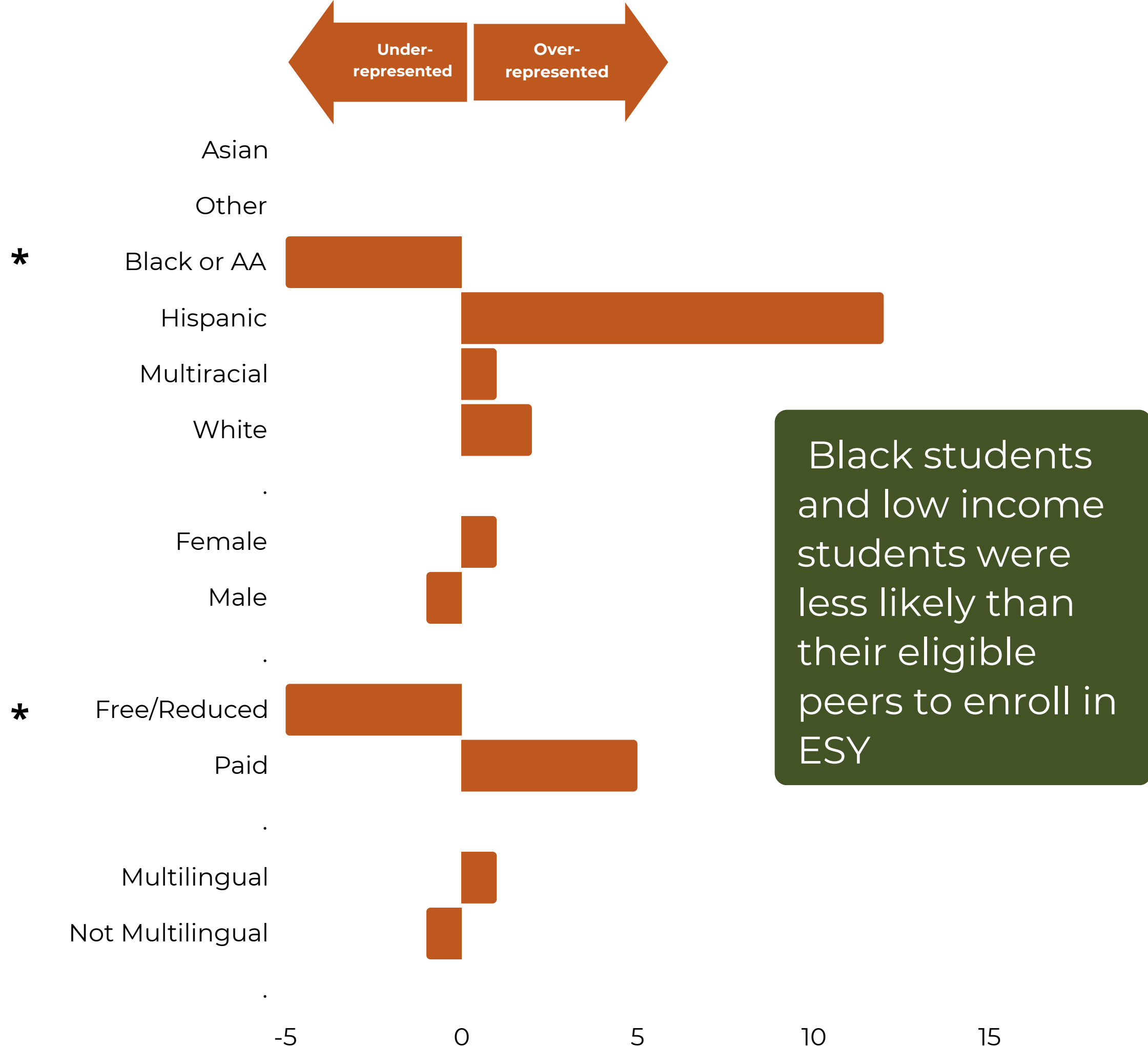
ESY

(n=182)

Overall Take-Up Rate 87%

Graph indicates the difference in the
% of enrolled versus invited by
demographic group

*Indicates statistically significant differences
($p < .05$)



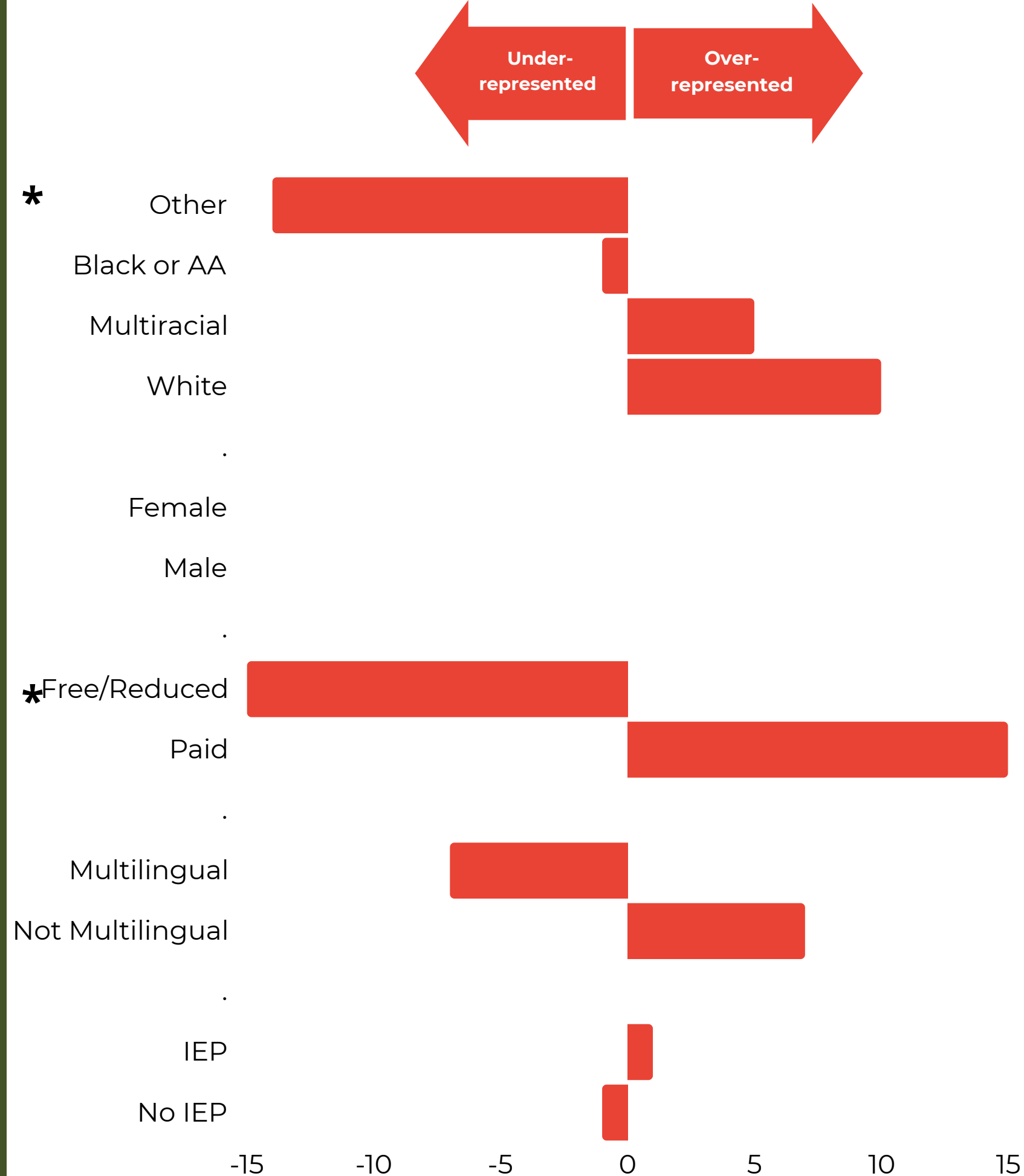
FUNdations

(n=51)

Overall Take-
Up Rate
30%

Graph indicates the difference in
the % of enrolled versus invited
(expected) by demographic
groups

*Indicates statistically significant differences
($p < .05$)



“Other” race
students and
low income
students were
less likely than
their eligible
peers to enroll
in FUNdations

ML Boost

(n=41)

Overall Take-Up Rate

41%

Graph indicates the difference in the % of enrolled versus invited by demographic groups

*Indicates statistically significant differences (p<.05)



Female students were less than their eligible peers likely to enroll in the ML Boost program

MS Explore!

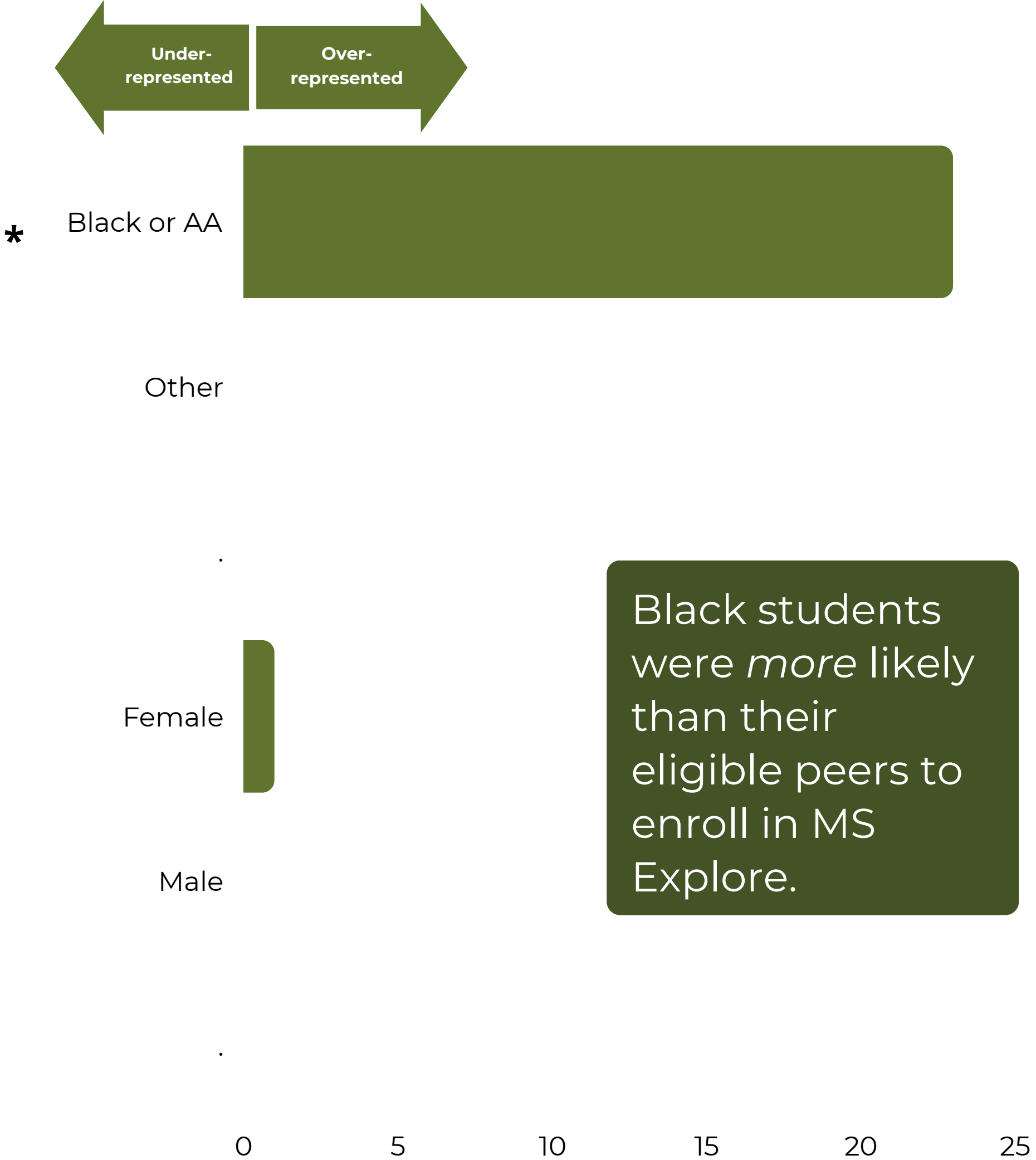
(n=25)

Overall Take-Up Rate

7%

Graph indicates the difference in the % of enrolled versus invited by demographic group

*Indicates statistically significant differences (p<.05)

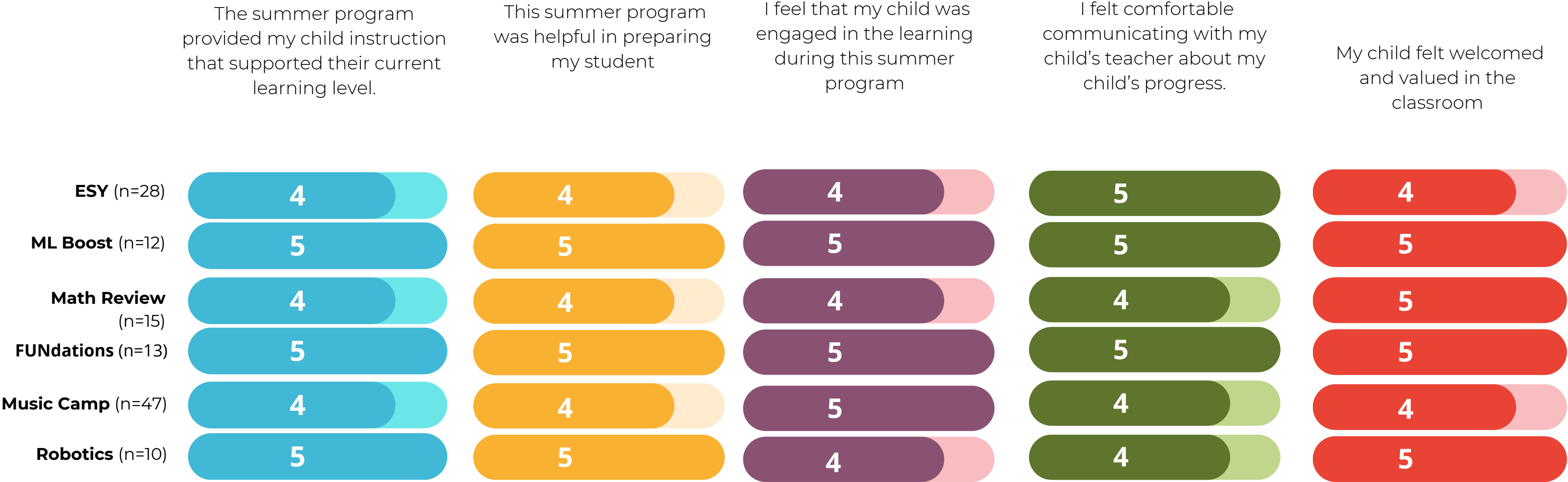


Key Takeaways

We will work to **schedule and announce programs earlier in the year**. And, we will continue to approach summer programs differently depending on whether they are driven by student interest or are designed for intervention.

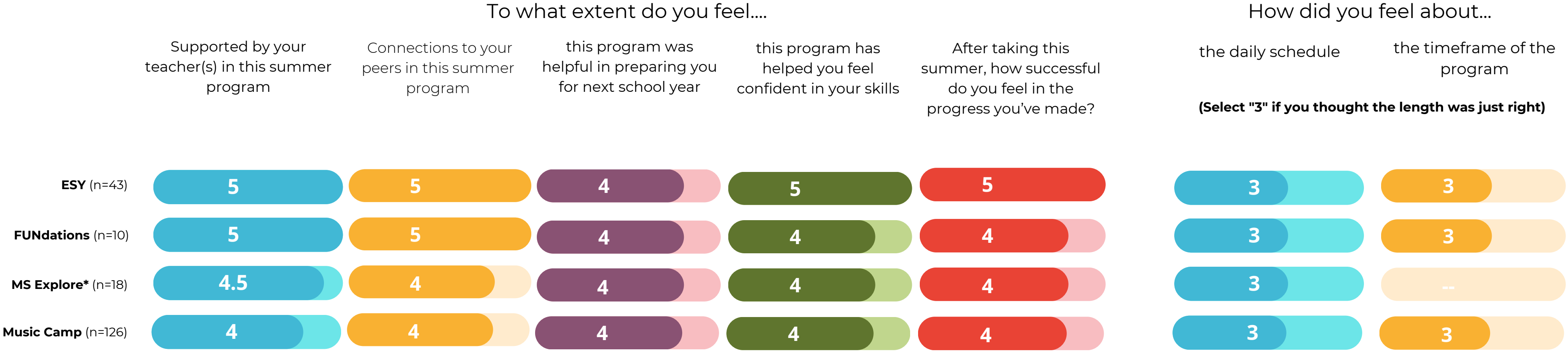
Teachers can be better leveraged in advertising our programs, especially for under-represented student groups eligible for intervention programs.

Across all summer programs, **families report high levels of agreement** that the program provided sufficient supports in 5 key areas



Families were asked to indicate their level of agreement
[1=Strongly Disagree... 3= Neutral...5 = Strongly Agree]
to the above series of questions. The median response is indicated above

Across summer programs, **students report high levels of agreement** that the program provided sufficient supports in 7 key areas.



Students were asked to respond to each above question on a scale of 1 to 5:

e.g. 1=I feel the course was totally UNHELPFUL...
5 = I feel the course was totally HELPFUL]

1=too short/too rushed...
5 = way too long/way too slow

*Median values
across 3 weekly
surveys

The median response is indicated above

Key Takeaways

We will work to **schedule and announce programs earlier in the year**. And, we will continue to approach summer programs differently depending on whether they are driven by student interest or are designed for intervention

Teachers can be better leveraged in advertising our programs, especially for under-represented student groups eligible for intervention programs.

Program designers and leads will address:

- Communication between staff and with families
- Feasibility of lengthening and expanding the FUNdations program
- Staff training and resource needs, especially for new(er) programs and ESY

Middle School Math Enrichment: Bridge

The summer design team does not yet have a recommendation for the Middle School Math Enrichment Bridge program because there are significant program shifts under consideration which continue to be vetted with multiple stakeholders.

The team will bring forward a recommendation at a subsequent board meeting.

SY25 Recommendations



Laptop Orchestra



Summer Programs: Timeline

August 2024

- ✓ Review analysis of summer programs
- ✓ Confirm SY25 research questions
- ✓ Draft summer 2025 budget recommendations

November/December 2024

- Update summer curriculum, assessment, and professional learning based on feedback
- Launch family registration
- Launch hiring of staff

September/October 2024

- ✓ Present findings and formalize budget request for Board approval
- ✓ Confirm program dates (pending approval)
- ✓ Launch park district partnership (pending approval)

Spring/Summer 2025

- Conduct professional learning
- Launch programming



Program	Program Length/Expenditure	Program/Item Cost	Grant Funded?
Extended School Year and summer assessment stipends	4 weeks	\$318,591.22	Yes
Middle School Explore! Program	3 weeks	147,362.55	Partially funded
Middle School Math Enrichment: Review	3 weeks (2 sessions)		No
Summer FUNdational Camp stipends	3 weeks		No
Summer Music Camp stipends	1 week		No
Summer Robotics Camp stipends	1 week (2 sessions)		No
Multilingual Summer Boost stipends	4 weeks	\$27,216.66	Partially funded
Park District of Oak Park Partnership	Ongoing throughout the summer	\$30,000	Yes
ESY, Multilingual Summer Boost	Transportation	\$50,000	Partially funded
All programs	Supplies	\$7500	Partially funded