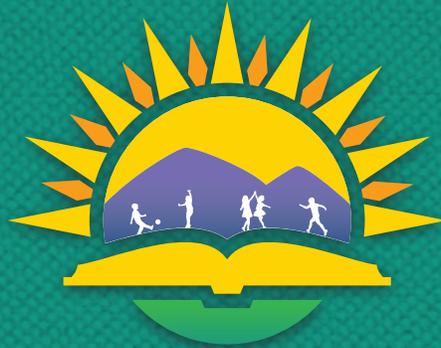


2023 SUMMER SOLE STATUS REPORT



SUMMER SOLE
Student Opportunities for Learning & Engagement



LEARN. CONNECT. EXPLORE.



**West Virginia Board of Education
2023-2024**

L. Paul Hardesty, President
Nancy J. White, Vice President
F. Scott Rotruck, Financial Officer

Robert W. Dunlevy, Member
Victor L. Gabriel, Member
Daniel D. Snavely, M.D., Member
Christopher A. Stansbury, OD, Member
Debra K. Sullivan, Member
James S. Wilson, D.D.S., Member

Sarah Armstrong Tucker, Ph.D., Ex Officio
Chancellor
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

Michele L. Blatt, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

TABLE OF CONTENTS

Acknowledgements 5

Purpose 5

Introduction 5

The West Virginia Summer SOLE Grant Program 6

2023 Summer SOLE Timeline.....7

West Virginia Profile 8

ACKNOWLEDGEMENTS

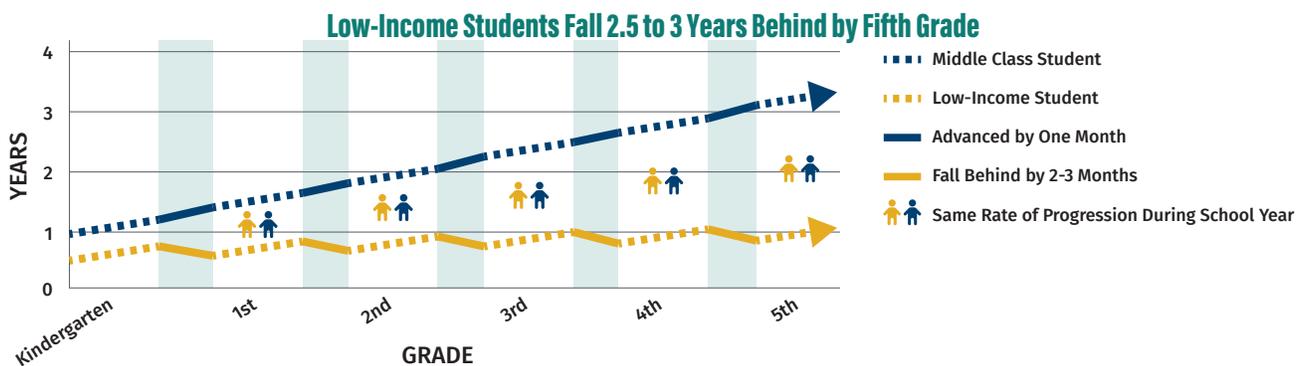
The West Virginia Department of Education’s Division of Federal Programs and Support, Office of Student Support and Well-Being would like to thank the following entities for their assistance with the development of the 2023 Summer SOLE Status Report:

- » West Virginia Board of Education
- » West Virginia Local Education Agencies
- » West Virginia Department of Education’s
 - › Superintendent of Schools
 - › Deputy Superintendent of Schools
 - › Office of Communications
 - › Office of Data Analysis and Research
 - › Office of PK-12 Academic Support

PURPOSE

The intent of the 2023 West Virginia Summer SOLE (Student Opportunities for Learning and Engagement) Status Report is to provide stakeholders with both quantitative and qualitative summaries about the effectiveness of the support, planning, and implementation of the West Virginia Summer SOLE Grant Program. These data may be used to report ESSER II federal grant outcomes as well as to assist with state- and county-level planning and implementation support for the 2023-2024 school year and beyond. State and local education agencies may also use this report to make data-informed decisions about revising afterschool and summer programming to improve student learning and outcomes.

INTRODUCTION



Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum. Recreated from: <http://gradelevelreading.net/our-work/summer-learning-loss>.

“Summer slide” is a term that is commonly used to describe the loss of knowledge and skills that students typically experience in the summer months. This learning loss tends to disproportionately affect students from low-income families. The problem has been compounded by the chaos and lost learning opportunities during the pandemic.

Research indicates that in order to minimize summer slide, summer learning programs need to be 4 to 5 days per week for 4 to 6 weeks in duration. Additionally, students need targeted support in mathematics and English Language Arts to achieve measurable gains. Attending for two consecutive summers provides higher gains for students, and full-day programs for grades K through 8 provide optimal results.¹

THE WEST VIRGINIA SUMMER SOLE GRANT PROGRAM

As part of the West Virginia Department of Education's pandemic recovery efforts, the state's ESSER II allocation was sent directly to counties for the Summer SOLE Grant Program. This program was created to provide funding for counties to offer students meaningful, in-person, research-based summer learning experiences that were interactive, engaging, and met both academic and social-emotional needs.

To be considered for funding, interested counties were asked to submit a letter of intent, a 2021 Summer Programs Survey that met the application criteria, and a GPS (Grants and Planning System) grant budget that included both the 2021 Summer Programs Survey activities and additional extended learning activities to be implemented through September 30, 2023.

Minimum criteria for funded programs:

- » full-day opportunities for K–8
- » access to a minimum of 4 days per week
- » minimum length of 4 weeks
- » offered at all programmatic levels
- » offered to all students (intervention and enrichment)
- » included transportation and meals

¹RAND Corporation, *Getting to Work on Summer Learning: Recommended Practices for Success*, 2018.

Hanover Research, *Best Practices for Learning Loss Recovery*, December 2020.

Hanover Research, *Research Brief: Summer Learning Programs*, June 2016

2021-2023 SUMMER SOLE TIMELINE

2021

- January 5 ● ESSER II Funds Received
- February 25 ● Letters of Intent Submitted
- February 25 ● Weekly Technical Assistance TEAMS Meetings Started
- April 1 ● LEA Subgrant Applications Submitted
- April 16 ● Final LEA Subgrant Applications Approved
- June 2 ● Summer SOLE Programs and Site Visits Began
- August 13 ● Summer SOLE Programs and Site Visits Ended
- October 15 ● Final Data Reports Submitted
- October 21 ● Monthly Technical Assistance TEAMS Meetings Started
- December 8 ● 2021 Summer SOLE Status Report Published

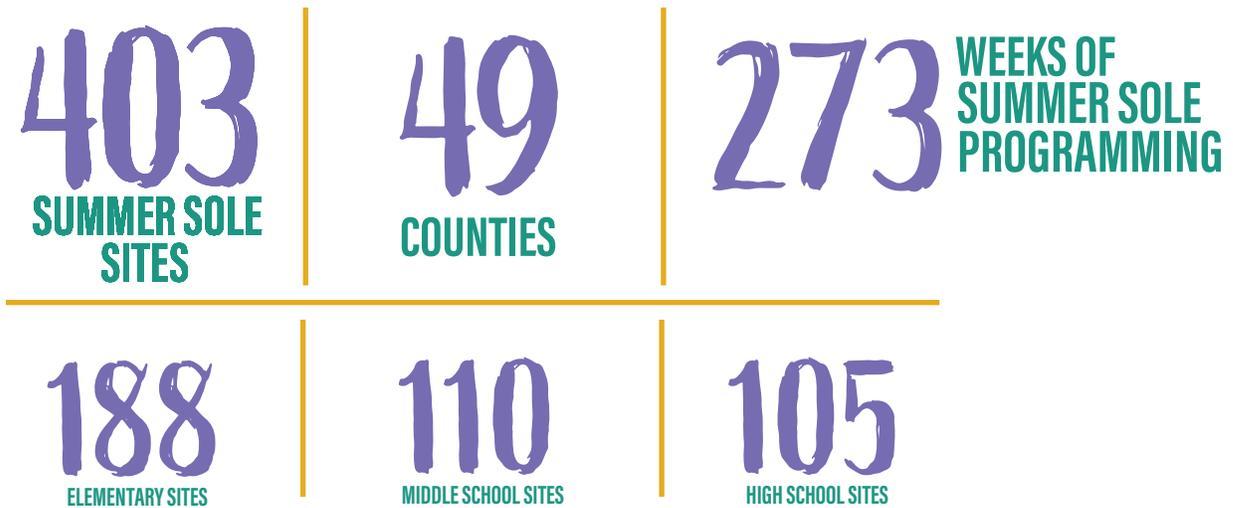
2022

- June 2 ● Summer SOLE Programs and Site Visits Began
- August 18 ● Summer SOLE Programs and Site Visits Ended
- October 14 ● Final Data Reports Submitted
- December 14 ● 2022 Summer SOLE Status Report Published

2023

- January 26 ● Monthly Technical Assistance TEAMS Meetings Started
- May 31 ● Summer SOLE Programs Began
- August 4 ● Summer SOLE Programs Ended
- October 13 ● Final Data Reports Submitted

WEST VIRGINIA PROFILE



Context for Data Interpretation

The data summaries in this report were compiled from data reported by districts. Counties were required to use a provided Excel spreadsheet template to report enrollment counts by site and grade-level, attendance counts by site and date, assessment data by grade-level and subject area (i.e., English language arts and mathematics), and course credits recovered by high school students.

Given the varied circumstances across counties, similar to Summer 2021, the districts were afforded some flexibility with their operational plans. For example, while the previously described minimum criteria were still expected in Summer 2023, limited funding often necessitated a focus on specific priorities. Additionally, counties were allowed to choose their own pre-assessments and post-assessments to keep the focus on serving students rather than creating or adopting new assessments.

During a typical school year, there are both legislative and policy-based precedents for enrollment, attendance, and summative uses of assessment results that promote consistency in interpretation and use of data across districts. However, Summer SOLE programming did not operate under the same conditions. Differences in operating schedules may influence attendance rates in certain districts more than others, and differences in county-selected assessments could create dissimilarities of content and scores that directly impact comparability across assessments.

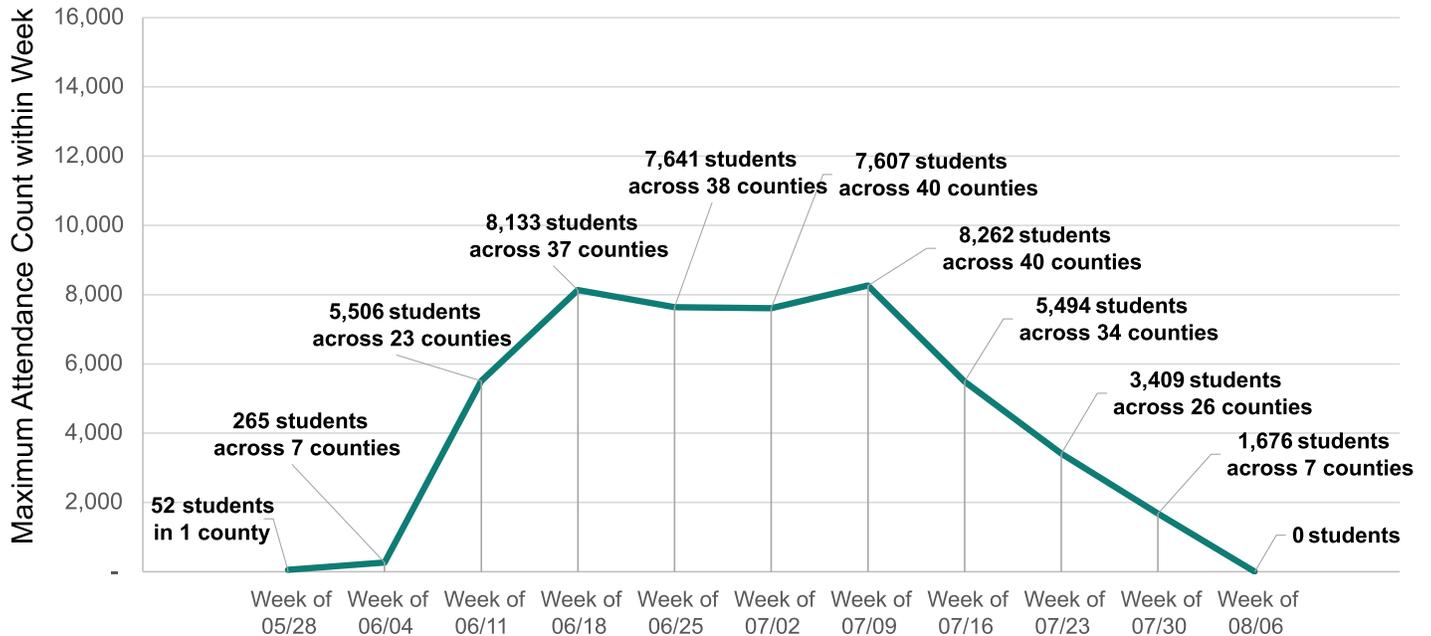
Enrollment and Attendance

These data have been compiled from reported county- and site-level attendance records.

| Rising Grade Level | Enrollment | |
|--------------------|---------------|-----------------|
| | # of students | % of population |
| PK-5 | 12,919 | 10.8% |
| 6-8 | 3,180 | 5.7% |
| 9-12 | 3,259 | 4.4% |
| Total | 19,358 | 7.8% |

| Expenditures | |
|--------------------------|------------------|
| Summer SOLE Grants Award | \$ 32,329,979.60 |
| Expended as of 9/30/23 | \$ 32,329,979.60 |

Weekly Attendance Summary for 2023 Summer SOLE June 01, 2023 – August 12, 2023



Assessment

These data have been compiled from reported results of *county-selected* pre- and post-assessments.

| West Virginia | | | | |
|-----------------------------------|---------------------------|----------------------------|---------------------------|----------------------------|
| Grade Level for 22-23 School Year | ELA | | Math | |
| | Number of Students Tested | % Who Maintained or Gained | Number of Students Tested | % Who Maintained or Gained |
| K | 1,441 | 75.9% | 1,405 | 73.0% |
| 01 | 1,601 | 72.2% | 1,540 | 61.8% |
| 02 | 1,470 | 70.9% | 1,423 | 60.6% |
| 03 | 1,183 | 69.9% | 1,136 | 60.2% |
| 04 | 1,107 | 70.0% | 1,080 | 60.4% |
| 05 | 847 | 60.9% | 805 | 60.4% |
| 06 | 561 | 58.5% | 564 | 58.5% |
| 07 | 459 | 58.8% | 460 | 50.9% |
| 08 | 299 | 62.9% | 337 | 62.3% |
| Combined | 8,968 | 69.1% | 8,750 | 62.1% |

Student Interest and Growth

These data have been compiled from surveys of Summer SOLE county contacts and site coordinators. This portion of the surveys was designed to measure perceptions of student interest, engagement, and both academic and social-emotional growth.

| West Virginia | | |
|---|-------------------------|----------------|
| | Percentage of Alignment | |
| Academic | Agree | Strongly Agree |
| Students appeared interested in the academic lessons and activities. | 38% | 56% |
| Students were actively engaged in learning activities during the academic portion of the program. | 35% | 62% |
| Students made noticeable academic progress this summer. | 69% | 25% |
| Enrichment & Social-Emotional | Agree | Strongly Agree |
| Students appeared interested in the enrichment lessons and activities. | 29% | 67% |
| Students were actively engaged in learning activities during the enrichment portion of the program. | 28% | 68% |
| Students experienced noticeable social-emotional growth this summer. | 56% | 41% |

Planning and Implementation

These data have been compiled from surveys of Summer SOLE county contacts and site coordinators. This portion of the surveys was designed to measure perception of county successes, challenges, and improvements as well as WVDE supports.

Successes



Challenges

"Our initial sign ups are always huge, and there is usually a waiting list. Then the program starts, and enrollment drops at each site. We maintained at most of our smaller sites, but the one large site never reached the potential of 60 students. Teachers tried calling parents of students who signed up. They even tried calling students who did not sign up."

"We partnered with more high school counselors this year during the enrollment period to vet the registrations, thus ensuring the course being signed up for was appropriate. In the past, we'd had students accidentally sign up for a course they'd already passed, and it wasn't discovered until much later. We tried to have more eyes on course enrollments to prevent that this year."



Low levels of enrollment or attendance

82%

Staffing challenges

33%

Insignificant family engagement

28%

*Supports



"Where to go for funds for continued programs?"

Planning support - expectations, recommendations, and reminders

73%

"Support for summer learning with the requirements of the Third Grade Success Act."

Monthly meeting summary emails with recordings and links

64%

"Since funding is going away, I would like some information and examples of how to transition out of this large-scale summer opportunity into one that can be locally funded and sustained."

Individual e-mail and phone support

45%

WVDE Next Steps

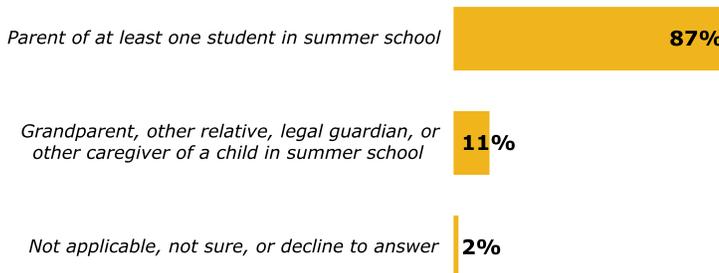
- » Continue to offer support for the summer learning requirements of the Third Grade Success Act

**These items only applied to county contacts. They were not included in the Site Coordinator Survey.*

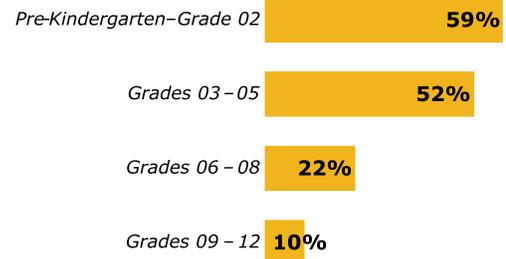
Parent/Caregiver Perspective

These data have been compiled from a survey of parents and caregivers of students who attended Summer SOLE programs statewide. The Parent/Caregiver Survey was designed to measure perceptions of students' academic and social-emotional summer learning experiences. Of those who responded to the survey, nearly seven out of eight respondents (87%) identified as a parent of at least one student in summer school, slightly less than one-in-eight (11%) identified as another relative or caregiver, while the remaining respondents either left the question blank or declined a response. Additionally, the majority of parents responding had children in elementary grades.

Relationships of Survey Respondents



Grade-Levels that the Children of Respondents will be Entering in Fall 2023

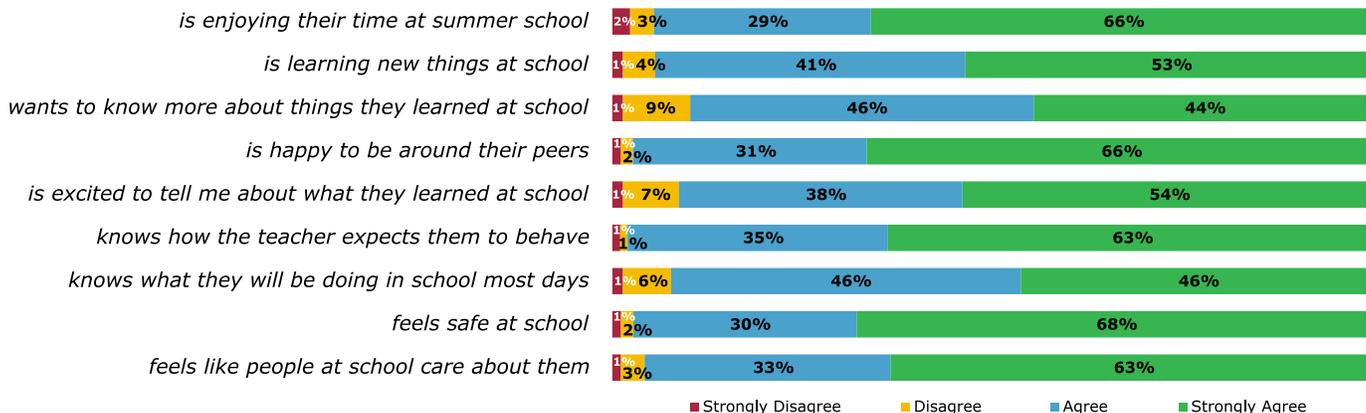


*Note: Percentages are calculated based upon the number of respondents (n=1,082) who completed this block of items.

Family members were also asked about the extent to which their children were having positive experiences with Summer SOLE. More than 9 in 10 family members agreed or strongly agreed that their children had positive experiences across the items in the bar graph below. Family members reported the highest levels of agreement with items asking about experiences within the school/site facility (i.e., feeling happy being around their peers, feeling safe, understanding expectations about behavior). While an overwhelming amount of agreement was indicated for the items with the lowest scores, it appears that some family members would like to see more self-motivation cultivated in their children's summer learning experiences.

This summer, my child...

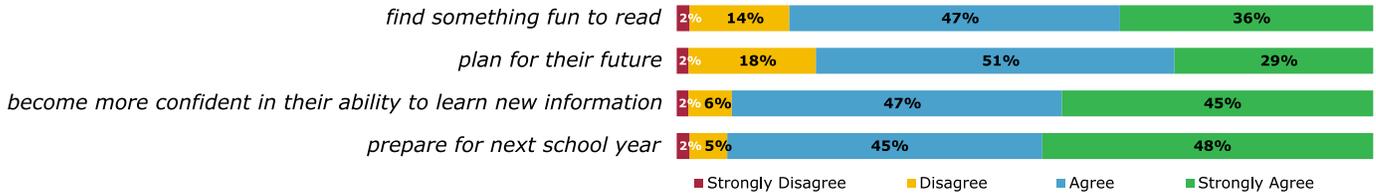
Most family members reported that their children were having positive experiences with Summer SOLE



Similarly, more than 9 in 10 family members indicated that their children increased their confidence in learning and felt more prepared for the next school year as a result of participating in Summer SOLE. Additionally, approximately 4 in 5 caregivers indicated their children benefited by increasing self-selected reading and planning for the future.

Summer school has helped my child...

Most family members reported that Summer SOLE helped their children in multiple ways



The experiences for high school students often consisted of credit recovery in addition to the enrichment programming provided to other students. In total, 3,739 students successfully earned a combined sum of 3,275.5 credits, which included both whole and half credits. (Many students attempted half credits, which is why the credits earned is lower than the student count.) When family members were asked about how their high school students benefited, roughly 8 in 10 reported that the summer programming had helped their students with planning for the future. Additionally, approximately 7 in 8 reported that their high schoolers became more confident in their ability to learn new information as a result of the summer programming. Moreover, the vast majority reported social-emotional benefits for their high school students, such as feeling safe in their school environment (98%).

Parents were asked to tell us one thing they liked about their child’s summer learning program.

"I liked everything. This was our first summer doing this program and the kids loved it! They were excited to be able to go to a different school, which helped them meet a lot of new friends and both kids loved their teachers. As a working parent, it was very accommodating to our schedules and having the bus transportation helped tremendously. It was also nice that attendance wasn't mandatory so we could still take our beach vacation. The flexibility was nice to have. We would love to do this again next summer!"

"I liked that there was the option for virtual learning if students preferred as opposed to in person."

"How eager he was to go back each day because he was having fun, but also learning as I'd hear about the day as soon as he got off the bus."

"That my child was able to continue practicing his academic skills and had fun."

"We liked the structure, the friends, and the books."

"Free summer experience with professional educators."

"I think it's a great way to keep kids engaged in school during the summer."

"It's fun for my daughter, and she enjoys going every summer."

Parents were asked to tell us one thing they would change about their child's summer learning program.

“
"Add in additional local field trips and guest speakers. My child liked that last year."
”

“
"It would have helped to have more information about their activities sent home."
”

“
"At this time nothing! Everything went well."
"Nothing! I think it's great how it is!"
”

“
"Make it longer like in the past. He is gonna miss it."
”

“
"I wish she had more access to her home school. Having to go to another school makes her not as comfortable."
”

”

”



Michele L. Blatt
West Virginia Superintendent of Schools