



Summer School Survey (Redacted)

June 2021

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INTRODUCTION

The following survey aims to collect perspectives from district stakeholders. When reviewing the survey instrument, please note the following structural aspects of the draft:

- Question numbers (e.g., Q3) pertain to the online survey programming numbers and may be non-linear.
- *Dark red text* is survey programming notes that are not seen by respondents.
- *Light blue text* is used to indicate wording that may change from stakeholder to stakeholder (e.g., “your” for students and “your child” for parents).
- Questions are formatted into “Blocks” or core survey sections.
- “○” denotes radio buttons where the respondent can only select one answer.
- “□” denotes a check box where the respondent can select more than one answer option.
- “*” denotes questions that are mandatory for survey completion.

BEST PRACTICES IN SURVEY DESIGN

Hanover designs surveys that align with best practices in survey design. While we are sensitive to your needs and will make modifications as necessary, we strongly encourage you to maintain the following survey design standards moving forward.

- Present matrix questions (e.g., Likert scales going from strongly disagree to strongly agree) from **negative to positive**.
- **Randomize questions** when multiple options are present to decrease “order-effects,” which is common for questions of a similar structure.
- **Balance Likert scales**, for this survey, we primarily utilized three, four, and five-point scales.
- **Use “N/A” or “Don’t know”** options when the question is either not relevant or the respondent is unsure. These are often consolidated because there is not an analytical reason to separate these results. Moreover, extending the scale (i.e., separating “N/A” and “Don’t know” as two different options) may encourage respondents to select more “positive” responses due to the relative physical position of the extended scale.
- **Keep open-ended comments to a minimum.** Respondents start providing redundant answers when faced with more than two or three open-ended responses.
- **Use skip logic** to ensure that respondents only answer questions pertinent to them.
- **Avoid too many or too few questions in a single page.** You may view these aesthetic aspects of the survey once the survey has been programmed into the online platform.

- Avoid questions with the following characteristics:
 - **Avoid double-barreled questions** (e.g., asking two question at once).
 - **Avoid leading questions.** For example, asking “Many staff members indicate that district buildings are clean. Is your building clean?” may lead a respondent to indicate that their building is clean regardless of their objective opinion. Asking leading questions makes respondents susceptible to social desirability. That is, respondents might then answer questions based on the question wording and not their objective opinion.
 - **Avoid subjective language** for survey questions to ensure that all respondents will interpret the survey item the same way.

SURVEY INSTRUMENT

DISTRICT AFFILIATION

1. Which of the following best describes your affiliation with District Name?*
- Student
 - Parent of a District Name Student
 - Staff
 - None of the above *[Disqualify]*

BACKGROUND/SCREENERS

2. *[Did you attend/ Did your child(ren) participate in/ Did you teach]*¹ a 20XX Summer School Program at District Name?*
- Yes
 - No *[Disqualify]*

Display this question if "Affiliation" is Staff

3. Which of the following best describes your role at District Name?*
- School Staff (e.g., teacher, paraprofessional, administrator, support staff)
 - District Staff (e.g., administrator, district-office staff)
 - None of the above *[Disqualify]*

Display this question if "Affiliation" is Student

4. In what grade level did you participate in the 20XX Summer School Program?*
- Pre-K *[Disqualify]*
 - Kindergarten *[Disqualify]*
 - Grade 1 *[Disqualify]*
 - Grade 2 *[Disqualify]*
 - Grade 3 *[Disqualify]*
 - Grade 4 *[Disqualify]*
 - Grade 5 *[Disqualify]*
 - Grade 6 *[Disqualify]*
 - Grade 7 *[Disqualify]*
 - Grade 8 *[Disqualify]*
 - Grade 9
 - Grade 10
 - Grade 11
 - Grade 12

¹ Throughout the survey, text presented in brackets indicates different question wording that will be seen depending on the respondent's affiliation with the district.

Display this question if "Affiliation" is Parent

The following questions ask you about your child's grade level and school. If you have more than one child who attended a Summer School Program, please answer the survey for the child whose birthday is earliest in the calendar year. For example, if you have a child born on March 21, 2006 and a child born on January 14, 2008, please answer for the child born in January. All your answers should be for this child and the program they attended. At the end of the survey, you will be given the option to take the survey again for another child or Summer School Program.

5. In what grade level did your child participate in the 20XX Summer School Program?*

- Pre-K
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Display this question if "Affiliation" is Staff

6. What grade level(s) did you teach in the Summer of 20XX? Select all that apply.*

- Pre-K
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Display this question if "Affiliation" is Staff

7. How many years have you worked at District Name?*

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years

Display this question if "Affiliation" is Student or Parent

8. What school did [you/your child] attend in the 20XX-20XX school year?*

Display this question if "Affiliation" is Staff

Which school do you primarily work at during the regular school year? If you work at multiple sites, please select the site where you spend the majority of your time.*

- School 1
- School 2
- School 3
- School 4
- School 5
- School 6
- School 7
- School 8
- ...
- School n
- District Office *[Display if "Affiliation" is Staff]*

ADDITIONAL BACKGROUND

Display this question if "Affiliation" is Parent

9. Does your child participate in any of the following programs? Select all that apply.*

- Special Education
- English Learner
- Gifted and Talented
- None of the above

SUMMER SCHOOL SESSION

10. Which summer school session(s) did [you attend/your child attend/you teach] at District Name this summer? Select all that apply.*

- Session 1: [dates of session]
- Session 2: [dates of session]
- I don't know/I don't recall

OVERALL SATISFACTION

11. Overall, how satisfied are you with the District Name Summer School Program?*

- Completely Dissatisfied
- Somewhat Dissatisfied
- Neither Dissatisfied nor Satisfied
- Somewhat Satisfied
- Completely Satisfied
- Don't Know/Not Applicable

Matrix Table Question: Overall Satisfaction*
Associated Sub-Topics, Questions, Scale, and Target Population

SUB-TOPIC	QUESTION	SCALE	TARGET POPULATION
Facilities and Resources	[The summer program provides] enough technology resources.	Agreement ²	Students, Parents, Staff
	[The summer program provides] well-maintained facilities.		
	[The summer program provides] enough material resources (e.g., books, supplies) for students.		
	[The summer program provides] quality course materials.		
	[The summer program provides] clean bathrooms.		
	[The summer program provides] safe facilities.		

Note: Rows will be randomized to reduce order effects.

² All agreement scales include the following options: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree, Don't know or N/A.

EFFECTIVENESS

*Matrix Table Questions: Effectiveness**
Associated Sub-Topics, Questions, Scale, and Target Population

SUB-TOPIC	QUESTION	SCALE	TARGET POPULATION
Student Preparation	[After being in summer school, students] are better prepared to begin the next grade level in the fall.	Agreement	Students, Parents, Staff
	[After being in summer school, students] could pass a test on the material they learned.		
	[After being in summer school, students] have mastered the material they were supposed to learn.		
	[After being in summer school, students] have an improved understanding of their summer school courses' subject area (e.g., math, science).		
	[After being in summer school, students] are ready to move to the next level of their summer school courses' subject area (e.g., math, science).		
	[After being in summer school, students] are better prepared to begin the next grade level in the fall.		
Quality of Program	[The summer program] was academically engaging.	Agreement	Students, Parents, Staff
	[The summer program] was academically challenging.		
	[The summer program] exposed students to new and interesting course material.		
	[The summer program] aligned content with state learning standards.		
	[The summer program] had high-quality instruction. <i>[Students and Parents only]</i>		
	[The summer program] helped students build positive relationships with <u>peers</u> .		
	[The summer program] helped students build positive relationships with <u>adults</u> .		
	[The summer program] provided students with adequate instructional time.		
	[The summer program] provided students with one-on-one staff support.		
	[The summer program] differentiated instruction based on students' abilities. <i>[Staff only]</i>		
	[The summer program] helped students to build academic skills. <i>[Parents and Staff only]</i>		
	[The summer program] helped students to become more independent. <i>[Parents and Staff only]</i>		
[The summer program] helped enhance students' forms of communication.			

Note: Rows will be randomized to reduce order effects.

PROGRAM BARRIERS

12. In your opinion, what are the major barriers to enrolling [your child/students] in summer school? *Select up to five options.**

- The current location is not ideal
- The summer school schedule is not convenient
- Quality of instruction
- Lack of transportation options to summer school
- Lack of information provided to parents about the enrollment process
- Limited access to internet
- Parents' summer work schedule
- Students' summer work schedule
- Students' family schedule
- Condensed curriculum
- Extracurricular activity schedule
- Other (Please specify):
- None of the above

Note: Options, other than the bottom two, will be randomized to reduce order effects.

Matrix Table Question: Program Barriers*

Associated Sub-Topics, Questions, Scale, and Target Population

SUB-TOPIC	QUESTION	SCALE	TARGET POPULATION
Accessibility	[District Name's summer programming is accessible to] under-performing students.	Agreement	Students, Parents, Staff
	[District Name's summer programming is accessible to] average-performing students.		
	[District Name's summer programming is accessible to] higher-performing students.		
	[District Name's summer programming is accessible to] lower-income students.		
	[District Name's summer programming is accessible to] special education students.		
	[District Name's summer programming is accessible to] English Learner (EL) students.		
	[District Name's summer programming is accessible to] students with disabilities.		

Note: Rows will be randomized to reduce order effects.

FIDELITY (STAFF)

Display this question if “stakeholder” is Staff

*Matrix Table Questions: Fidelity**
Associated Sub-Topics, Questions, Scale, and Target Population

SUB-TOPIC	QUESTION	SCALE	TARGET POPULATION
Support and Resources	I am fully confident in my ability to successfully administer the summer school curriculum.	Agreement	Staff
	Overall, I feel supported by <u>my school</u> in implementing the summer school curriculum.		
	Overall, I feel supported by <u>the school district</u> in implementing the summer school curriculum.		
	School leadership provides teachers and staff members with the resources needed to implement the summer school curriculum.		
	I have the necessary technology resources to successfully implement the summer school curriculum.		
	I have enough material resources (e.g., books, guides) to successfully implement the summer school curriculum.		
	I have the necessary planning time to successfully implement the summer school curriculum.		
	I am confident that the instructional practices that I use in the summer school program are effective.		
	I have adequate opportunities to collaborate with other summer school staff members.		
Use of Instructional Practices	Provide clear goals for topics of study and explicit criteria on how students can be successful	Frequency ³	Staff
	Encourage classroom discussion or dialogue		
	Provide consistent feedback to students		
	Provide formative (i.e., ongoing) assessments		
	Collaborate and learn from colleagues (i.e., other teachers)		

Note: Rows will be randomized to reduce order effects.

³ The frequency scale includes the following options: Never, Rarely, Sometimes, Often, Very often, Don't know/Not applicable.

PROGRAM TRANSPORTATION

Display this question if "stakeholder" is Student or Parent

13. Did [you/your child] use district-provided transportation to attend the Summer School Program this summer?*

- Yes
- No

Display this question if Q13 is Yes

14. How satisfied are you with the district transportation options that you used?*

- Completely Dissatisfied
- Somewhat Dissatisfied
- Neither Satisfied nor Dissatisfied
- Somewhat Satisfied
- Completely Satisfied
- Don't Know/Not Applicable

OPEN-ENDED FEEDBACK

15. Do you have any additional feedback that you would like to offer about your Summer School Program?

DEMOGRAPHICS

16. With which of the following gender identities do you most identify?*

- Female
- Male
- Non-binary/Gender non-conforming
- Not listed/Prefer to self-describe (specify, if desired):_____
- Prefer not to respond

17. With which of the following categories do you identify? Select all that apply.*

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latin(o/a/x)
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- White
- Not listed/Prefer to self-describe (specify, if desired):_____
- Prefer not to respond

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

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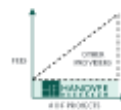
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