The Hawaii State Department of Education (HIDOE) provided a robust array of summer learning programs following the closure of school buildings in March 2020 due to the unprecedented international pandemic crisis.

As part of the transition from Phase 1: Continuity of School Year 2019-20 experienced during the fourth quarter to Phase 2: Summer Learning and Transition Planning and Phase 3: Planning for Reopening: School Year 2020-21, and in alignment with the Hawaii Board of Education Resolution dated May 21, 2020, HIDOE provided various summer learning opportunities through distance learning, blended and full in-person models. Overall, there were 17 official summer schools, E-school for grades 9-12, and 219 school-based opportunities (learning hubs, transitions, mobile hubs). CARES Act funds allowed the Department to offer students with additional school-based summer learning opportunities in response to the loss of instruction that resulted from the fourth quarter closures. School programs varied in length, focus areas, and design to address specific student needs.

Just as the HIDOE distance-learning surveys for teachers, secondary students and families were conducted during the last couple of weeks of school and June 2020 to capture perspectives of the fourth quarter distance learning experience, the HIDOE summer learning surveys were administered to teachers, secondary students and families from July 7-24, 2020 to capture the summer program experience from different perspectives. The surveys were conducted in partnership with Panorama Education who generously provided their service as they did for the initial distance-learning surveys.

The purpose of the summer learning surveys was to understand the experiences and needs of teachers, secondary students and families to inform future summer and distance learning program options. The insights and findings will also be helpful as school administrators and staff continue to plan for the new school year.

**PANORAMA EDUCATION DASHBOARD**

The Panorama Education Dashboard provides an interactive platform to explore and understand the results of the distance-learning survey for teachers, secondary students and families. The following describes the surveys and summarizes topic areas relevant to each role group.

The summer learning survey for teachers measured perceptions of how schools are meeting the professional needs of their teachers and on the student’s summer program experience. The percentages represent the amount of favorable responses from the compilation of questions asked in the topic areas, and serve as a general gauge of HIDOE’s current status in each area.

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Needs</td>
<td>86%</td>
</tr>
<tr>
<td>Student Summer Program Experience</td>
<td>67%</td>
</tr>
</tbody>
</table>
The summer learning survey for secondary students (middle and high school, grades 6-12) measured perceptions of the student’s summer program experience, student access, and student well-being. The percentages represent the amount of favorable responses from the compilation of questions asked in the topic areas, and serve as a general gauge of HIDOE’s current status in each area.

<table>
<thead>
<tr>
<th>Student Summer Program Experience</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Access</td>
<td>79%</td>
</tr>
<tr>
<td>Student Well-Being</td>
<td>75%</td>
</tr>
</tbody>
</table>

The summer learning survey for families measured perceptions of families regarding the general summer learning program and access to technology. The percentages represent the amount of favorable responses from the compilation of questions asked in the topic areas, and serve as a general gauge of HIDOE’s current status in each area.

<table>
<thead>
<tr>
<th>General Summer Learning Program</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Technology</td>
<td>77%</td>
</tr>
</tbody>
</table>

The data points of this summary can be accessed on the public dashboard provided by Panorama Education at [bit.ly/HIDOEDistanceLearningSurveyDashboard](http://bit.ly/HIDOEDistanceLearningSurveyDashboard). The data points from the previous distance-learning surveys are also available on this site. In addition, a Summary of the Insights and Findings of the HIDOE Distance-Learning Surveys can be found at [bit.ly/HIDOEDistanceLearningSurveyReport](http://bit.ly/HIDOEDistanceLearningSurveyReport).

**RESPONSE RATES**

**Teacher Survey**
HIDOE received 583 responses from teachers. A recent final comprehensive list of unique casual hires for all summer 2020 identifies approximately 4,500 instructional personnel hired. Based on an initial list received, only 1,823 teachers working over the summer in official summer school programs and learning hubs were sent emails inviting them to take the survey. Both these lists may have included teachers who were not directly teaching students in summer programs. Principals of all summer programs were asked to encourage teachers to take the summer learning survey. A link to the survey was also provided on the hawaiipublicschools.org website for teachers who were not sent an email directly to take the survey. Unlike the regular school year where the number of teachers is fairly straightforward, with variation in summer program designs and degree of involvement of teachers with students made it challenging to ensure all teachers were invited to participate in the survey. Thus, the 583 responses from teachers represent about 32% of the 1,823 teachers who were invited to participate.

**Secondary Student Survey**
HIDOE received 891 responses from middle and high school students, grades 6-12. Principals of all secondary school summer programs were asked to disseminate a link to the summer
learning secondary student online survey to their students. The secondary survey did not include grade 6 students at elementary schools. Due to variation in summer program designs and staggered start and end dates, an exact number of secondary student enrollment data was not available at the time of this report. However, an estimated 10,000 secondary students attended some form of summer program. Therefore, approximately 9% of students responded to the survey. A final summer learning opportunities report provides overall details about the statewide summer programs.

Family Survey
HIDOE received 911 responses from families of students in grades Pre-K to 12. Principals of all summer programs in elementary, middle, and high schools were asked to disseminate a link to the summer learning family online survey to the families of their students.

The links to all three surveys were available on the hawaiipublicschools.org website, and was promoted through an HIDOE email blast to all employees and social media.

LIMITATIONS
The Department acknowledges that the survey results represent teachers, secondary students in middle and high school grades 6-12, and families of students PreK-grade 12 who participated using an electronic device. While the results are informative, we also must exercise caution that the results may not be reflective of all teachers, secondary students and families who may not have had access to devices or connectivity, or perhaps could not participate in the surveys due to other challenging circumstances. With the flexible designs of the learning hub programs, the start and end dates along with the duration of the programs may also have been a factor for some not completing the surveys. Insights and findings from this survey should be used as one informative piece, used in conjunction with other summer learning opportunities reports.

INSIGHTS AND FINDINGS
The following section will provide insights on what we are hearing from the voices of secondary students, families and teachers, followed by what HIDOE is doing in these areas. Additionally, findings are provided from the secondary student survey, family survey and teacher survey. Where you find references to students, please know the data is based on responses from secondary students in middle and high schools, grades 6-12.

Health and Safety

Insights
We heard you:

- A high majority of students and teachers felt safe when attending on-campus summer learning programs. Almost all of the students (98%) and teachers (96%) felt safe with their class size for on campus programs. Most students (92%) and teachers (94%) felt there was enough social distancing in their classrooms.

- Almost all students (95%) felt comfortable with the cleanliness of their classroom, and most teachers (86%) felt comfortable with the cleanliness and sanitation of their classrooms.
The majority of students (60%) and teachers (75%) wore face coverings (masks) the whole time when on campus. Some students and teachers only wore face coverings in common areas or in their classrooms. A few students (10%) and teachers (1%) did not wear a face covering.

Here’s what HIDOE is doing:
HIDOE continues to maintain health and safety as the foremost priority. Schools have been working to design their environments with the six-feet social distancing standard and the Department has provided guidance to schools in the Return to Learn: School Reopening Plan Health and Safety Handbook, including details regarding face masks when on campus. In addition, all employees have been required to participate in the opening of the school year mandatory training that includes modules on health, safety, and cleaning. HIDOE will be deploying 15 additional nurses in partnership with the University of Hawaii, to provide additional support and training for school health aides in each of the complex areas.

Findings
A. Did students and teachers feel safe with the size of their classes on campus?
Overall, a high percent of students and teachers felt safe with the size of their classes on campus.
- 98% (n=367) of students report they feel safe with the size of their class, 6 report they did not feel safe
- 96% (n=392) of teachers report they feel safe with the size of their class, 15 report they did not feel safe

B. Did students and teachers feel they had enough social distancing in classrooms?
Overall, a high percent of students and teachers felt they had enough social distancing in classrooms.
- 92% (n=304) of students report they had enough social distancing for students, 28 report they did not have enough social distancing for students
- 94% (n=372) of teachers report they had enough social distancing for students, 25 report they did not have enough social distancing for students

C. Did students and teachers feel comfortable with the cleanliness of their classroom?
A high percent of students and fairly high percent of teachers felt comfortable with the cleanliness of their classroom.
- 95% (n=298) of students report they feel comfortable with cleanliness of their classroom, 15 report they did not feel comfortable
- 86% (n=337) of teachers report they feel comfortable with cleanliness and sanitation of their classroom, 53 report they did not feel comfortable

D. When did students and teachers wear face coverings (masks) when on campus?
The majority of students and teachers of those on campus wore face coverings (mask) the majority of the time.
- 60% (n=175) of students and 75% (n=311) of teachers on campus report wearing face coverings (masks) the whole time
- 14% (n=41) of students and 20% (n=84) of teachers on campus report wearing face coverings (masks) only outside of the classroom in common areas
Access and Technology Support

Insights
We heard you:
Access to device:
- Almost all students who needed access to a device had a device. About 95% of students report they had access to either a school-issued or home device to use for learning.

Areas of support needs:
- About half of the teachers (52%) and students (56%), and the majority of families (73%) report they did not need technical support.

- Of those who needed technology support, the top three areas of support needed were for devices (23% of students, 22% of teachers, and 8% of families); program and applications (29% of teachers, 10% of families and 6% of students); and connecting to the internet (13% of teachers, 10% of students and 6% of families).

- Technology support for the summer programs was provided in general by family members or the teacher. Students (86%) and families (93%) found the support to be adequate and timely.

Here's what HIDOE is doing:
HIDOE ordered 10,000 devices for use in the summer programs, and an additional 13,000 devices ordered for school year 2020-21. Schools are continuing to assess the needs of their students and have been loaning out devices to those who need it. As part of the annual opening of school packet parents are asked to complete, this year, families will also be asked to provide device and connectivity access information specific to their child. This will provide schools with specific personalized data to reach students most vulnerable to lack of access to devices and connectivity.

Findings
A. What access did students in the summer learning programs have to devices?
Almost all students who needed access to a device had a device. About 95% of students report they had access to either a school-issued or home device to use for learning.

- 1% (n=9) of students and 1% (n=5) of families report they did not have a device
- 2% (n=18) of students and 7% (n=50) of families report a device was not necessary
- 67% (n=590) of students report they used own device at home and 67% (n=506) of families report they used personal device/home computer
- 5% (n=48) of students and 13% (n=99) of families report having a school-issued device to use at home
- 5% (n=48) of students and 6% (n=42) of families report having a school-issued device to use at home and on campus

- 16% (n=47) of students and 4% (n=16) of teachers on campus report wearing face coverings (masks) only inside their classroom
- 10% (n=30) of students and 1% (n=3) of teachers on campus report they did not wear a mask on campus
B. What type of technology support was needed?
The most frequent types of technology support needed was for devices and with programs/applications. Some report needing support with connecting to the internet, and a few report needing assistance with resetting passwords or other supports.
- 52% (n=278) of teachers, 56% (n=494) of students and and 73% (n=657) of families report they did not need technical support
- 29% (n=155) of teachers report support with program/applications as the most frequent type of support needed, followed by 22% (n=120) who report support with device and 13% (n=70) report connecting to the internet
- 23% (n=206) of students report support with device (laptop, chrome book, tablet) as the most frequent type of support needed, followed by 10% (n=90) who report connecting to the internet and 6% (n=49) program/application
- 10% (n=86) of families report support with program/application was the most frequent type of support needed, followed by 8% (n=70) report support with device and 6% (n=49) report connecting to the internet
- 3% (n=22) of students, 2% (n=22) of families and 8% (n=43) of teachers report password reset
- 3% (n=22) of students, 2% (n=15) of families and 5% (n=26) of teachers report they needed other support

C. Who provided the technology support?
Students report family members generally provided technology support followed by the teacher. Families report the teacher generally provided technology support followed by family members.
- 42% (n=354) of students report they did not receive support
- 63% overall (n=551) of families report they did not need technical support
- 27% (n=230) of students who needed technical support report family member
- 21% (n=179) of students who needed technical support report teacher
- 16% (n=137) of families who needed technical support report teacher
- 9% (n=81) of families who needed technical support report family member

D. Was technology support adequate and timely?
For those who needed technology support, a fairly high percent of students (86%) and families (93%) received adequate and timely support.
- 86% (n=379) of students who needed technical support report support was adequate and timely
- 93% (n=247) of families report technical support was adequate and timely

Participation and Motivation

Insights
We heard you:
Meeting Student Needs or Academic Goals:
- The summer program met the needs of almost all students for different reasons. Enrichment was the most frequent need, followed by advancing in credits, followed by credit recovery. Only 3% of students report their needs for academic goals were not met.
Participation:
- The majority of teachers report students consistently participated in the program. More than half the teachers (K-12) report that 80-100% of students consistently participated in the program.

- Greater percent of elementary teachers (89% Pre-K-2nd and 90% 3rd-5th) report the majority (60-100%) of their students consistently participated in the program than secondary teachers (77% 6th-8th and 79% 9th-12th).

Motivation:
- Student motivation was greater during the summer learning programs as compared to distance learning during the closing of school buildings during the fourth quarter of school year 2019-2020. About a third of the families (29%), a fourth of students (25%), and less teachers (15%) report motivation was the same as the fourth quarter.

- Teachers (44%) and families (24%) report the greatest reason for the motivation was that the program was on campus. Students (32%) report it was because they enjoyed the subject. About one in three teachers (33%) report attendance was also a motivation for students to participate; 17% of families and 16% of students report attendance increased motivation.

Here’s what HIDOE is doing:
The HIDOE summer learning programs focused on providing students, especially those disproportionately impacted by the prior school building closures, with opportunities to redo or retake courses, accelerate or advance in coursework, and access a technology-rich learning environment with physical and virtual components. As HIDOE continues with distance learning in varying degrees for the school year 2020-21, we will be mindful of the motivating factors along with taking attendance and providing grades for students to advance in credits.

Findings
A. How was student participation in the program?
A fairly high percentage of teachers report students consistently participate in the summer program.
- 85% of teachers report that 60-100% students participated consistently in the program. Of the 85%, 64% of teachers report students consistently participated 80-100% of the time.
- 2% of teachers report that 0-20% of students participated consistently in the program.
- Greater percent of elementary teachers (89% Pre-K-2nd and 90% 3rd-5th) report the majority (60-100%) of their students consistently participated in the program than secondary teachers (77% 6th-8th and 79% 9th-12th).

B. How did student motivation to participate compare with the fourth quarter during the closing of school buildings?
Motivation to participate in the summer program was greater compared to the fourth quarter during the closing of school buildings.
- 29% (n=265) of families, 25% (n=219) of students, and 15% (n=84) of teachers report motivation was the same as during the 4th quarter distance learning.
● 44% (n=253) of teachers, 24% (n=213) of families and 12% (n=110) of students report yes because the summer program was in-person on campus.

● 33% (n=192) of teachers, 17% (n=149) of families and 16% (n=142) of students report yes because attendance was taken.

● 32% (n=281) of students, 30% (n=172) of teachers and 24% (n=212) of families report yes because they enjoyed the subject.

● 29% (n=254) of students, 17% (n=150) of families, and 16% (n=95) of teachers report yes because they were earning credits.

● 25% (n=220) of students, 21% (n=124) of teachers and 16% (n=144) of families report yes because they were graded.

● 22% (n=193) of students, 7% (n=43) of teachers and 10% (n=88) of families and report yes because they were advancing in credits.

● 18% (n=162) of students, 18% (n=163) of families and 9% (n=49) of teachers, report yes because the summer program was only online.

● 16% (n=93) of teachers, 8% (n=70) of students, and 7% (n=62) of families report yes because the program was blended in-person and online.

C. How did the summer program meet student needs or academic goals?
The summer programs met almost all student needs. Enrichment was the most frequent need, followed by advancing in credits.

● 3% (n=26) of students report program did not meet their goal.

● 55% (n=317) of teachers and 30% (n=265) of students report enrichment.

● 35% (n=315) of students and 9% (n=50) of teachers report advance in credits.

● 20% (n=117) of teachers and 14% (n=126) of students report credit recovery.

● 7% (n=41) of teachers and 6% (n=55) of students report extended school year.

● 30% (n=176) of teachers and report other 11% (n=101) of students report other needs.

Summer Learning Experience and Instruction

Insights:
We heard you:

● The majority of students and families report instruction was fully online. Teachers mostly report their program was in-person instruction on campus. About a fourth of teachers and less for students and families report a blended instructional model. These data points represent those who participated in this survey, which likely included more students who participated in the full online model, whereas the teachers who responded to the survey may have tended to be those who taught on campus. More information is available in the final summer learning opportunities report.

● Students engaged in their summer programs in various ways. Many students engaged in in-person instruction on campus, as well as fully online and blended instruction. Many students joined classroom video conferences and used internet-based programs. Many students posted assignments online and received electronic messages and feedback from teachers.

● The majority of students, about seven out of ten, who did online learning report they were quite or extremely confident using the technology tools (e.g. device, learning applications) provided by the school to support online learning on campus or from home. About one in ten
students report they were slightly or not at all confident. It may be that students who tend to be at a greater proficiency level with technology are drawn to online learning.

- Overall patterns were similar for teachers with in-person and online models of having students demonstrate their learning. Majority of teachers report they used their observations of student learning. Over half of both in-person and online teachers report they had students turn in assignments either in-person or online to demonstrate their learning. The next most frequent way of having students demonstrate their learning for both online and in-person was quizzes or tests, followed by online or in-person student presentations.

*Here’s what HIDOE is doing:*
HIDOE provided distance learning training modules for all teachers during the first weeks of school year 2020-21. These distance learning modules included training tailored towards meeting the needs of special populations such as English language learners, students with individual education plans, and homeless students. Family responses from the previous distance-learning survey indicated parents wanted support with learning activities and access to resources. HIDOE has provided full online learning opportunities for the school year 2020-21 for families that choose that option. Schools may select to use ASU Prep Digital Pilot for elementary students, Blackboard for secondary students, E-School for high school students, Google Classroom or teacher developed curriculum for K-12 students. HIDOE also launched the Ohana Help Desk on August 4, 2020. This is the first statewide comprehensive help desk in the nation to provide technical support to all public school students and families. As more students and families engage, this service will be invaluable. HIDOE will continue to seek more opportunities to support teachers and families with their professional development and training needs.

**Findings**

A. **What form of instruction was provided in the summer programs?**
The majority of students and families report instruction was fully online. Teachers mostly reported their program was in-person traditional instruction on campus.
- 70% (n=615) of students, 59% (n=534) of families, and 30% (n=173) of teachers report instruction was fully online from home
- 44% (n=259) of teachers, 31% (n=280) of families, and 15% (n=129) of students report in-person traditional classroom instruction on campus
- 25% (n=144) of teachers, 12% (n=106) of students, and 8% (n=75) of families report combined home online learning and in-person on campus (blended)
- 1% (n=12) of families, 1% (n=11) of students, and 1% (n=7) of teachers report Extended School Year (ESY)

B. **How did students use technology to engage in their learning?**
Google for Education (G Suite) was the application most significantly reported to be used the most by students (79%) and teachers (70%). This was followed by Webex reported by students (35%) and teachers (37%). About a third of the teachers (35%) report using other platforms for applications.
- 79% (n=694) of students and 70% (n=306) of teachers and report using Google for Education (G Suite)
- 37% (n=161) of teachers and 35% (n=311) of students report using Webex meetings
● 14% (n=62) of teachers and 12% (n=107) of students report using Zoom
● 10% (n=42) of teachers report HIDOE Continuity of Education Resources
● 6% (n=26) of teachers and 4% (n=37) of students report using social media
● 4% (n=33) of students report E-School
● 3% (n=14) of teachers report using Blackboard
● 35% (n=152) of teachers and 14% (n=125) of students report using other platforms or applications
● 5% (n=45) of students report none

C. In what ways did students engage in their learning?
Students engaged in their summer programs in various ways.

● 65% (n=379) of teachers and 21% (n=184) of students report in-person lessons on campus
● 60% (n=529) of students and 40% (n=233) of teachers report video conference with the class
● 50% (n=291) of teachers and 27% (n=240) of students report using internet based programs or lessons (e.g. Achieve 3000, Khan Academy)
● 50% (n=442) of students report they posted assignments to an online platform
● 50% (n=291) of teachers and 45% (n=395) of students report teacher feedback with technology (e.g. text, email, etc.) about an assignment
● 41% (n=238) of teachers and 48% (n=422) if students report teacher messages to students (e.g. text, email, etc.) about an assignment
● 38% (n=224) of teachers report provided feedback without technology
● 36% (n=207) of teachers and 16% (n=139) of students report students read a book
● 34% (n=195) of teachers 8% (n=67) of students report students watched related course materials online (e.g. virtual museum tour, cultural event, concert, etc.)
● 33% (n=192) of teachers and 13% (n=119) of students report had students create a project
● 29% (n=170) of teachers and 13% (n=116) of students report video conferences for one-on-one instruction with students
● 25% (n=147) of teachers and 13% (n=111) of students report had students maintain a learning journal
● 24% (n=142) of teachers and 20% (n=179) of students report online exercise/physical activity (e.g. brain-gym, energizers, stretches)
● 17% (n=99) of teachers and 10% (n=89) of students report teacher phone calls to students about their learning
● 8% (n=44) of teachers and 12% (n=104) of students report had students watch educational programs on television

The majority of students who did online learning report they were quite or extremely confident using the technology tools (e.g. device, learning applications) provided by the school to support online learning on campus or from home.

● 3% (n=22) report did not do online learning at all
● 71% (n=603) of students who did online learning report they are quite or extremely confident
● 10% (n=81) of students who did online learning report they are slightly or not at all confident
• 20% (n=167) of students who did online learning report somewhat confident

D. In what ways did teachers have students demonstrate their learning?
Majority of teachers report they used their observation of student learning. Over half of both in-person and online teachers report they had students turn in assignments either in-person or online to demonstrate their learning.

• 69% (n=401) of teachers used their observations of student to demonstrate learning
• 53% (n=309) of teachers report turned in assignments in-person on campus and 53% (n=309) of teachers report posted assignments to an online platform
• 43% (n=248) of teachers report online quizzes and tests and 39% (n=226) report In-person quizzes and tests
• 22% (n=125) of teachers report student presentation online and 18% (n=104) of teachers report student presentation in-person
• 20% (n=118) of teachers report completed assignments with paper packets
• 9% (n=50) of teachers report turned in electronic portfolio and 3% (n=16) of teachers report turned in hard-copy portfolio
• 2% (n=13) of teachers report program did not require students to demonstrate their learning

Student Well Being

Insights
We heard you:
• Most students are telling us they have a significant adult at school they can count on. Reports of students responding to the summer learning program mirror the prior distance learning survey.

• The majority of students report teachers or counselors were quite or extremely helpful in supporting their social and emotional needs.

• Overall, about four out of five students report needing assistance from their teacher. Of these students, 92% report support was adequate and timely.

• About two out of three middle or high school students (66%) report being slightly or not at all concerned about their social and emotional well-being. This is a higher percentage than the previous distance-learning survey where 55% of students reported the same.

• 15% of students report being quite or extremely concerned about their social emotional well-being. This is a lower percentage than the previous distance-learning survey where 22% of students reported the same.

• Based on behaviors observed during the summer program, about half of the all elementary and secondary teachers (49%) report being slightly or not at all concerned overall about students’ social and emotional well-being. About one in five teachers (22%) report being quite or extremely concerned.
Here’s what HIDOE is doing:
Although a majority of the students (66%) report they are slightly or not at all concerned about their social and emotional well-being, 15% of students report being quite or extremely concerned. Student well-being continues to be a priority for HIDOE, as learning cannot be maximized when students are not feeling safe, lack a sense of belonging, and are not emotionally supported. HIDOE will be providing an opt-in opportunity in August for schools to utilize a social and emotional learning (SEL) student survey for grades 3 to 12 and teacher perception of student survey for grades K to 2, administered through the Panorama Education platform at no cost to interested schools. Schools will be able to use their data to inform curricular, instructional and intervention needs. The health resource hotline and telehealth services will continue to be available for students, especially beneficial for those from our most vulnerable families. HIDOE is also providing training modules for the opening of school including trauma-informed practices and supporting students’ and adults’ social emotional needs transitioning back to school.

Findings
A. How are students doing with their social emotional well-being?
- 84% (n=729) of students report they have a teacher or other adult from school whom they can count on for help if needed. [Note: Distance Learning Survey: 85%]
- 15% (n=137) of students (middle/high school) report being extremely or quite concerned about their emotional well being
- 22% (n=132) of teachers report being quite or extremely concerned about students’ social emotional well-being
- 66% (n=573) of students report being slightly or not concerned at all [Note: Distance Learning Survey: 55%]
- 49% (n=285) of teachers report being slightly or not at all concerned
- 76% overall and 92% (n=658) of students report assistance when needed from their teacher was adequate and timely. 18% (n=155) report they did not need assistance
- 59% (n=515) of students report teachers or counselors were quite or extremely helpful in supporting your social and emotional needs.
- 78% of grade 6, 61% of grade 7, and 62% of grade 12 students report teachers or counselors were quite or extremely helpful in supporting social and emotional needs right now. Grades 8-11 responses ranged from 53%-55% who report teachers were quite or extremely helpful in supporting social and emotional needs right now.

Readiness for Distance Learning (Teacher and Family)

Insights
We heard you:
- The majority of the families who had children participate in the blended or online summer programs report they were quite or extremely confident using technology tools to support their child’s learning. One in ten families report they were slightly or not confident at all. The nature of the summer online programs may have a tendency to attract those families who are more comfortable using technology. Thus, online distance learning programs appear to be a valuable model for these students and families.
• The majority of teachers (67%) report they are quite or extremely confident using technology tools. Newer teachers and those teaching the higher grade levels report greater degrees of confidence using technology tools than teachers with more than ten years of experience.

• About half of the teachers report they engaged in formal or informal professional development this summer to develop their distance learning skills.

*Here’s what we’re doing:*  
HIDOE has provided numerous Return to Learn training modules for the opening of schools. In addition to health and safety modules, numerous trainings are provided around distance learning and meeting the needs of special populations (English language learners; students with individual education plans, homeless students). HIDOE will continue to encourage opportunities for teachers to learn with and from colleagues to hone their technology related pedagogical skills.

**Findings**

**A. What is the readiness for teachers to effectively teach online learning on campus or from home?**

The majority of teachers (67%) report they are quite or extremely confident using technology tools. [Note: Distance Learning Survey: 31%]

- 6% (n=36) report did not do online learning at all
- Of those teachers who did not use online learning: 67% (n=363) report they are quite or extremely confident; 12% (n=63) report they are slightly or not at all confident; 22% (n=119) report somewhat confident
- Teachers with 1-3 years (82%) of full-time teaching report greater degree of confidence using technology tools than teachers with more than 10 years (61%) of full-time teaching experience.
- Teachers teaching higher grade levels report greater confidence using technology tools. PreK-2: 53%; 3rd-5th: 70%; 6th-8th: 75%; 9th-12th: 80%.

- 51% (n=293) of teachers report they engaged in formal or informal professional development this summer to develop their distance learning skills. 49% (n=284) of teachers report they did not participate in professional development for distance learning.

**B. What is the readiness for families of students who participated in an online or blended summer learning program to support their child in distance learning?**

The majority of families (69%) with children who participated in online learning report they are quite or extremely confident using technology tools. [Note: This question was not asked on the previous distance-learning survey for families]

- 23% (n=202) report their child did not participate in online learning
- Of those families with children that did participate in a blended or online summer program: 69% (n=468) report they were quite or extremely confident; 10% (n=67) report slightly or not at all confident; 22% (n=147) report somewhat confident
Insights

We heard you:

• About 1 in 3 families did not need to communicate with their child’s teacher during the summer program. Of those who needed to communicate with their child’s teacher, 96% report the support was adequate and timely.

• The majority of students (65%) used a classroom web-based platform and email (60%) to communicate with their teacher.

Here’s what we’re doing:

Secondary students and families told us in the previous distance learning survey that the easiest way to reach them or stay in touch was through email followed by text message. Principals told us the most effective way to communicate with families was through mass messaging, followed by emails. HIDOE has expanded enterprise google email addresses to include all students in addition to all employees who were issued accounts last year. This will allow schools and HIDOE to streamline communication to students as needed. In this summer program survey, the majority of the students report they used a classroom platform and email to communicate with their teacher. As we improve with our distance and blended learning, we anticipate that utilizing classroom platforms as a mode of communication will begin to become the norm.

Findings

A. What ways did students communicate with teachers?

- 65% (n=575) report classroom web-based platform (e.g. google classroom)
- 60% (n=532) report email
- 22% (n=195) report in-person on campus
- 10% (n=88) phone
- 5% (n=45) report other
- 3% (n=25) report have not communicated with teacher

B. How adequate and timely was teacher communication with families?

Very high percentage (96%) of families report teacher communication was adequate and timely.

- 67% overall and 96% (n=610) report yes
- 3% (n=28) report no
- 30% (n=267) report did not need to communicate with child’s teacher

Planning Considerations

Insights

We heard you:

• Nearly half of families recommend a blended model for future summer programs. About a third recommend an all on-campus model, followed by a fourth that recommend an all online learning model.
Nearly two in five families recommend the summer program to be four to six weeks, followed by nearly one in five recommend three to four-week sessions. Fewer families recommended two weeks or less for future summer programs.

*Here’s what HIDOE is doing:* 
HIDOE will consider these family recommendations for future summer programs, as well as any interim break programs. Having provided blended and full online-models of learning for students for the first time as a large system, there are many lessons that can be learned. The HIDOE final summer learning opportunities report provides additional useful information. Schools can also find lessons from their summer programs to implement immediately for the school year 2020-21. HIDOE will need to continue to be agile to pivot and shift between in-person, blended and full distance learning models as uncertainty remains with COVID-19.

**Findings**

**A. What are recommendations for future summer learning programs?**
- Highest percentage of families recommend a blended learning model (45%), followed by all on campus models (29%) and all online learning from home (26%).
- 37% (n=333) of families report four to six-week session 
- 18% (n=162) of families report three to four-week session 
- 6% (n=54) of families report two-week session 
- 2% (n=13) of families report one-week session 
- 6% (n=56) of families report other

**CONCLUSION**

Areas HIDOE has made progress on and will continue to work on:

- **Health and Safety:** Health and safety were major areas of focus as many students attended summer programs physically on campus either in-person daily, or through a blended model of in-person and online learning. For those students and teachers who were on campus, health and safety needs were met to a high degree. A very high percentage of teachers (96%) and students (98%) report they felt safe with the size of their class; teachers (94%) and students (92%) report they had enough social distancing; and teachers (86%) and students (95%) felt comfortable with the cleanliness of their classroom. The majority of teachers (75%) and students (60%) report they wore face masks when on campus the whole time in common areas and their classrooms.

- **Learning Experience and Participation:** Overall, responses indicate the summer program met the needs of almost all students for different reasons, with enrichment, advancing in credits and credit recovery being the most common reasons. Only 3% of students report their program did not meet their goal. The majority of teachers report students consistently participated in the program. More than half the teachers report that 80-100% of students consistently participated in the program. Greater percent of elementary teachers (89% PreK-2nd and 90% 3rd-5th) report the majority (60-100%) of their students consistently participated in the program than secondary teachers (77% 6th-8th and 79% 9th-12th). Almost all students (95%) who needed access to a device had a device. Results from this summer learning survey show that student participation and engagement does look very different when the context allows
for thoughtful planning and focus for students, unlike fourth quarter with the closing of school buildings when the state was in a full crisis mode.

Areas of high leverage to focus on looking ahead:

- **Learning Models:** As future summer or intersession programs are planned, consideration should be given to provide a blended learning model, a full in-person model, as well as a full online learning option from home. The summer learning hubs were opportunities to test out innovations and ideas while practicing health and safety measures necessary with the ongoing COVID-19 pandemic situation. These were valuable experiences to learn from as the new school year begins. While HIDOE has been almost exclusively an in-person model for decades, from this dire global pandemic crisis new ways of teaching and learning are emerging that in the larger picture add value as we expand our pedagogical repertoire to reach multiple learners. Schools looking forward need to be agile in delivery of quality education for all students.

- **Professional Development for Teachers:** About half of the teachers report they engaged in formal or informal professional development. Results of the survey also show similar patterns of instruction and monitoring student learning amongst in-person and online models. HIDOE is providing training modules for teachers on distance learning at the beginning of the school year. As a system, we should continue to provide professional development in order to maximize technology as an instructional tool where strategies may look very different from the traditional in-person classroom and redefine learning experiences in robust ways.

The summer learning opportunities included a small subset of a much larger HIDOE population of approximately 180,000 students, 13,000 teachers, and an estimated 103,000 families. The first quarter of school year 2020-21 will be a transition period as students return to learn in different ways. With the changes in landscape of COVID-19 impacting the opening of schools, there will be challenges as well as opportunities to emerge from the transition with value added lessons for the system. At the end of the first quarter, HIDOE intends to conduct the third series of surveys and data collection from teachers, secondary students, families and principals to capture the successes of our educators and support staff as well as the lessons learned to forge ahead for the quarters ahead.