

Domain	Data	Theme	Category
Schedule	“It is a little earlier in the morning with an earlier break. The kids do not have to wait as long as they did last year when the program went all day to take a break. Last year, kids were arriving at school at 8 a.m. and going until 1 p.m. before their first break. I think this has really made a difference. I believe that it was a full day last year.”	Earlier breaks were better for students	Daily schedule
	“I think this [year’s schedule] has really made a positive difference.”	Liked the daily schedule	Daily schedule
	“I think the daily schedule time frame for this year is okay because they don’t have to sit there for three hours and do the same thing.”	Liked the daily schedule	Daily schedule
	“I think our attendance reflected that six weeks was a little too long. And, especially from a teacher recruitment standpoint, I think it is very difficult for teacher to have essentially one or two weeks off over the entire summer. It is a really long summer for the teachers and for the students. I think that’s why we are losing student because the kids need a break.”	Lasted too long	Shorter term
	“Four weeks would have been long enough.”	Lasted too long	Shorter term
Training	“Personally, I think the math training didn’t take into account the at-risk kids. We had to revamp lesson plans provided to us during training because our kids weren’t there yet. Basically, they gave us a 15-day lesson plan to teach. We had to go through that lesson plan and take out half of it and make up other things because our kids were not ready to go through the things in the 15-day plan. Training should have included teaching the basics.”	Training should address needs of at-risk students	Math
	“I think some of the stuff we are teaching or that we were given to teach is high school level. I had to go back and go over simplifying when they were doing equations using fractions. They didn’t even know how to simplify to reduce a fraction. So I know they had no idea of multiplying or adding fractions.”	Material was too advanced	Math
	“We had to go back to the basic number line where we were supposed to be showing them how to multiply integers but they didn’t know the difference between a positive and negative integer. The training did not take any of this into account.”	The trainers assumed all students had mastered the basic math skills	Math

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	“Math was made up so that we could decide what we wanted to teach and not teach. A lot of the resources they gave us like color tiles and hands-on stuff were good. But, using their lesson plan created problems because many of our kids did not have those skills yet.”	Training should address the needs of at-risk students	Math
	“We were given math plans to follow. He gave us day-by-day lessons.”	Lessons were provided	Math
	“I enjoyed the science. I thought it was really good because ours was not laid out. We went to several meetings, not just one. We started bringing out our own ideas of labs to use. There was no one place to start. It was like if your kids need this, here are some ideas. If your kids are more advanced, you can start later on. There was more freedom. There were a lot of things you could do.”	Science training allowed for teacher input	Science
	“Well I thought it (science material) was a good idea because we had something to start off with but you could add to it.”	Science material provided a starting point	Science
	“I think you can be consistent by spelling out: These are the concepts or these are the objectives. Here are some possibilities. I have a problem with people who prescribe to this is what you do first, second, etc.”	Provide concept without being prescriptive	Curriculum support
	“Most of us are going to do what we want to do anyway. Basically, what you wanted to see was I should teach integers or I should teach fractions. Then you develop what you want to teach. I can revamp. I think because the English and history training was done together, I saw a big difference in what English teachers were given as a jumping-off point as compared to the history information. I remember thinking I feel like I have a lot more to work with. Nothing was prescribed for us – no day-to-day plans. We were told, here are some ideas. I was able to use a lot of what was there. I liked that because I think you are being treated more like a professional.”	Allow teachers to use their own expertise in developing plans. Don’t prescribe.	English
	“I felt limited. They were pushing reading comprehension and that was great. They need that in all subject areas. However, I had to come up with the history aspect and don’t regularly teach history so that made it more difficult for me as a new teacher.”	Felt limited coming up with reading comprehension material for history	History

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	“I wonder if the training shouldn’t be tailored specifically to certain areas in the SOLs and tailored specifically to certain schools. If our school performed poorly, then training should be based on the SOLs where we performed poorly. Conversely, we do not need to spend much time on the SOLs where our students performed well.”	Tailor training to school based upon past performance	Curriculum
Student Attendance	“This may sound weird, but I think part of the problem with kids not coming is because they don’t have to pay for it. They don’t feel the need or commitment.”	No commitment because program is free	Incentive
	“It is like a summer camp mentality. I do not know how to change that.”	Summer camp mentality	Incentive
	“They don’t see it tied to promotion or retention which I agree with. They also don’t see it as being part of their grade. There is no commitment to fully participate. Families will still decide to go on vacation.”	No commitment because no grades were involved	Incentive
	“There is nothing to compel students to attend regularly. That is the one missing piece that I saw last year and this year. There is no incentive for them to try to do their best.”	Nothing compels students to attend	Incentive
	“Transportation is another issue for attendance. A lot of parents were very concerned with the kids being dropped off at the elementary schools. They didn’t want their kid at 1 p.m. to walk however long they lived from the elementary bus stop. With sixth and seventh graders and even with eighth graders, I think that is a real concern for parents who are concerned enough to get their kids into a summer program. They are concerned enough about their child’s safety that they would not want their kids walking a couple of miles every day.”	Transportation impacted attendance	Convenience
	“As a parent, that is why my son did not do the enrichment program. He wanted to go but transportation was an issue. He would have been dropped off at his school, which is not far, but he would have to get from his home school to his day care. I could not figure any way to get him there. Maybe something could be worked out with the recreation programs for some of these kids participating in our program. Maybe some more contact needs to be made so that there is a way to transport the kids to and from school.”	Transportation impacted attendance	Convenience

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	“Some kids got confused when we switched from the first to second sessions. On the day they took the posttest students were saying it was the last day and actually thought they did not have to return. I told them that they needed to return the following Monday to begin the second session. Perhaps better communication from us would have alleviated this problem.”	Students assumed the program ended prior to the ending date	Communication
Material Availability	“Well for math I think there were a lot of materials available. They had color tiles and other ideas for games that could be done with the kids where they would not even realize that they were learning math. Since I do not teach math during the school year, I think these types of games would be good to do during the regular school year, then maybe students would not always feel as though they never do anything fun.”	Good supplemental math materials and ideas for classroom activities	Material usefulness
	“As far as “hands-on” materials, I thought they were good. A lot of the students we deal with need to see the concept in action. They may not be able to add integers; however, using color tiles gives them something to see. Once they get use to using the tiles then you can move the concept on without the tiles. Students could then see that they are solving the problems without the tiles using the numbers only.”	The “hands-on” material was fun for the students participating in the program	Material usefulness
	“The seventh grade English teachers had ample materials. The suggested activities did not require a lot of materials - - simple construction paper, color pencils, etc. The kids did more creative work when they took parts out of the literature and recreated in their own words.”	There was ample material available for seventh grade English teachers	Material usefulness
	“The technology was basically the same during the school year so we had access to the labs and classroom computers. The only thing the kids weren’t able to do was to save to their personal folders on the network where many were used to using during the regular school year.”	Technology was available during the program	Technology
	“Science was also given plenty of materials.”	Good supplemental science materials	Material usefulness
Working Conditions	“Last year you got your per diem rate of pay as opposed to the daily rate received this year. For some of the new teachers it might not be a difference, but for me it is a significant drop.”	Daily rate-of-pay preferred over summer school rate	Compensation

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	“For me, compared to a regular summer job like childcare or summer camp, the pay for this is okay.”	Pay was okay	Compensation
	“Except you are being asked to do a professional job. I mean if there was somebody who was an architect who was doing consulting who only worked a half day, they are going to ask for their hourly rate.”	Prefer the same rate of pay as regular school year	Compensation
	“Or even if they had just paid you at your hourly rate. I would have just fallen over. That’s the bottom line. They are asking all of us to work for less then we work for during the school year to do the same job.”	Teachers are being paid less in the summer to perform similar duties	Compensation
	“If enrollment had stayed up like it was originally, it would have been horrible. If you had a regular school year with high numbers and with kids who are low functioning, it would be difficult to impact student performance.”	Prefer smaller classes because of the population being served	Class Size
	“The facility was too cold.”	Cold facility	Student comfort
	“I had to tell the children to bring a jacket or sweater or whatever. Just bring a coat. It makes it uncomfortable because they are focused on being cold and they are putting their arms inside their shirts. They are shaking and shivering.”	Cold facility	Student comfort
	“That’s basically it. Being cold takes away from instruction. The child is easily distracted already and shouldn’t have to worry about being cold.”	Cold facility	Student comfort
	“The small class sizes are helping the students and allowing us to be more thorough in our responses to them.”	Prefer small classes	Class size
Relationships	“We had rising fifth graders coming into sixth grade for the most part. We had a few repeaters. The first week [of the second session] I really saw the difference between kids we had just let go and the ones we were getting in. They didn’t know how to do anything. It was funny. Training them was like the beginning of the school year. For me, once they got stated and settled they loved it. They worked really well. They came and did what they needed to do, and we switched in the middle. And then we had kids coming back hugging us, saying, ‘We miss you.’ We were only together for how many days - 3 weeks. It was a good feeling. I mean I have enjoyed it.	Once settled, students were working well	Teacher-student rapport

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	<p>“I had a parent who called me at least once a week to make sure her son was doing what he needed to be doing. She had an impression that she knew her child needed one-on-one attention. She called to make sure I was giving it to him. That was a good relationship because I think her son benefited from it. Although she had to check up on him to make him do what he needed to do in class. It worked because he got his work done.”</p>	Frequent communication from one parent helped her child complete his work	Communication
	<p>“I think it might have been helpful if they [parents] received correspondence about the program because the program is evolving. It is not what it was last year. I think it might have been helpful just to have some kind of introductory note, little brochure, pamphlet or something saying there will be no homework, hours, etc. I am not sure they understood that the sixth grade was focusing on English and social studies.”</p>	Better communication would have increased parents’ knowledge of the program	Communication
	<p>“Even if something went home that said your child will have such and such as their teacher. At least they would know who their teacher would be.”</p>	Provide parents with information about who would teach their child	Communication
	<p>“Or even if you did a generic one that said part of the three weeks they will have two teachers, one for English and one for social studies. At the end of three weeks, they will switch to two different teachers. They would teach them in two separate classes. One class would be science and the other would be math. During the session, you should expect to see a checklist. Those are the things (because the program is new) that parents need to know.”</p>	Provide information about the program	Communication
	<p>“Possibly we were dealing with parents who are low functioning themselves. Therefore, I think that we could probably have them buy into what we are doing a little bit more and be more supportive. Because they don’t know what we are expecting from the kids, they don’t know about homework or other assignments. I think more communication would be helpful.”</p>	Let parents know more about expectations for participating students	Communication
Student Assessment	<p>“I feel the student evaluations that we had to sent out need to be sent at the transition.”</p>	Send evaluations at transition	Communication
	<p>“I think the report card needs to be revamped because it deals primarily with English things, and there is nothing for the math teacher to really talk about.”</p>	Revamp report card	Instrumentation