



# Research Report

## BCPS SUMMER LEARNING EXPERIENCE 2021

### INTRODUCTION

The 2020-21 school year was a challenge due to the Coronavirus pandemic. All Broward County Public School (BCPS) students started the year off remotely, learning from home. In October 2020 some of the students returned to school but the majority of them continued learning remotely. As the year wore on students gradually returned, yet a substantial number remained remote learners through the end of the year. By the end of the year, 56 percent of students were still learning from home, while 44 percent had returned to a physical school. Even for those students who eventually returned to their physical schools, the mask mandate and social distancing protocols meant that the year was unlike any other. In order to counteract the deficits on all BCPS students' learning brought on by the Coronavirus pandemic, BCPS offered the 2021 Summer Experience Program to all traditional BCPS students. This was a departure from recent summer offerings that only focused on third-grade students who were not promoted to fourth grade, and Extended School Year (ESY) students who were eligible for and receiving special education services. The 2021 Summer Experience Program was a comprehensive set of 13 programs that served students from Pre-K through high school. The main Summer Experience Program ran for 6 weeks in the summer of 2021, Monday through Thursday, from Monday, June 21<sup>st</sup>, 2021, through Thursday, July 29<sup>th</sup>, 2021. Ninety-five schools participated in the 2021 Summer Experience. Each day was four hours long for students, with students attending Summer Experience school locations that were within their traditional zoned school feeder patterns.

### SUMMER EXPERIENCE GOALS

The overarching goals of the 2021 Summer Experience were manifold. The 2021 Summer Experience was designed to strengthen skills learned during the 2020-21 school year and apply them to new concepts; to accelerate learning by practicing concepts and skills needed for the upcoming school year; combat the loss of skills and information some students experienced both during the 2020-21 school year and during the "summer slide," and enjoy a variety of elective courses. Goals also included providing opportunities for promotion to 4<sup>th</sup> grade in the upcoming new year for students who were retained in third grade during the 2020-21 school year. Additionally, the 2021 Summer Experience provided the opportunity for secondary students to recover credits or courses. For students who had been learning from home for the whole of the 2020-21 school year, the 2021 Summer Experience offered students the opportunity to reconnect with their friends and teachers, as the 2021 Summer Experience was conducted in person.

## MARKETING

Recruitment efforts to reach all BCPS students and their families to inform them about the 2021 Summer Experience opportunities were extensive. The BCPS 2021 Summer Experience was marketed to students and parents across traditional, digital, and social media platforms under the theme: *BCPS Summer 2021 / Get back! Get ready! Reconnect!*

Traditional media was driven by a series of 15-second television commercials featuring diverse BCPS students. Our Media Relations partners also secured positive news stories with local, regional, and national press. The television spots rotated on high-reach network affiliate news programs, popular morning shows (including *Good Morning America*, *The Today Show* and *CBS This Morning*) along with daytime favorites including *The Price is Right*, *Judge Judy* and *Family Feud*. BCPS placed 90% of the media buy-in the last two weeks of May, with some carryover into June. Four of the commercials included a sentence in Spanish, Portuguese, or Haitian Creole, ensuring the message was accessible to Broward County's culturally and linguistically diverse communities. Overall, the 4-week TV campaign delivered an estimated 16 million impressions among South Florida households with children under 18 and nearly 9 million in Broward County alone.

Digital sources included email, text, and robocall efforts to all parents, along with targeted messaging to parents of at-risk students. BCPS also negotiated high-quality placements via the COX Media Group, targeting specific Broward households with children under 18, on YouTube, streaming platforms, and video-on-demand offerings. The Academics and Marketing and Strategic Communications Departments built an informative, practical, and easy-to-navigate landing page with information on 2021 Summer Experience benefits, helpful details for primary and secondary grade levels, and multiple morning and afternoon childcare options. Social Media also played a major role in raising awareness of the 2021 Summer Experience initiative, with informational and brand-building messages posted to Twitter and Facebook daily, and a 21-day countdown to the June 21 start date. TV spots were posted to both District accounts and shared or retweeted by thousands of followers, helping to maintain the campaign's momentum, optimize awareness among parents and students alike, and drive prospects to register.

The Marketing and Strategic Communications Department provided schools with scripted ParentLink messages – texts, emails, and robocalls - targeting distinct student segments with personalized messages. The 2021 Summer Experience campaign was also ubiquitous on the District and school websites encompassing showcase banners, a prominent callout at the top of each page, homepage tier placements, and consistent messaging across platforms. The Before and After School Childcare Department created an innovative scheduling tool, which enabled working parents to build full-day solutions for their children, adding flexibility to their own schedules during summer, a traditionally challenging time. This information helped families plan their schedules to maximum benefit.

## BUDGET

Broward County Public Schools (BCPS) used emergency federal funds allotted to the Education Stabilization Fund through the Coronavirus Aid Relief, and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) to provide a variety of summer programs in the 2021 school year. The estimated total funding for the 2021 Summer Experience programs

was nearly \$23.7 million which includes transportation and security staff. The monies were allocated across the 13 programs listed below.

### PROGRAMS AND STUDENTS SERVED

BCPS' 2021 Summer Experience summer programs were designed to serve a wide variety of student populations and help students to maintain or accelerate their learning throughout the summer, thus, enabling students to be academically ready for the 2021-22 school year. The BCPS 2021 Summer Experience served 40,828 students enrolled in multiple summer programs. The Summer 2021 Experience consisted of thirteen programs, including:

- Extended School Year (ESY)
- **Third Grade Summer Reading Academy**
- Voluntary Pre-Kindergarten (VPK) Program
- Early Head Start Program
- Driver's Education
- 21st Century Community Learning Centers (21st CCLC) & MECCA Summer Programs
- NAF Academy Summer Internships
- Entrepreneur Grant (EET Grant) Summer Camp: Online Camp
- Co-Enrolled Program
- Reclaim and Elevate
- South Broward High School's Ocean STEM (OSTEM) Summer Camp
- **K-5 Summer Learning Experience**
- **6 – 12 Secondary Summer Experience**

This report is not an exhaustive report exploring each of the thirteen programs that made up the BCPS 2021 Summer Experience Program but an in-depth look at three of the largest offerings, namely the K – 5 Summer Learning Experience, the Third Grade Summer Reading Academy, and the 6 – 12 Summer Learning Experience. The K – 5 Summer Learning Experience served 19,591 students, the Third Grade Summer Reading Academy served 1,175 students, and the 6 – 12 Summer Learning Experience served 14,168 students. The remainder of this report focuses on these three programs.

***K – 5 Summer Learning Experience:*** This program was geared toward all students enrolled in grades K – 5 in 2020-21 from a traditional BCPS school. The program offered instruction and accompanying integration activities over the span of the six weeks. Students were immersed in standards-based content in Reading, Writing, Mathematics, Science, and Social Studies and engaged in high-quality STEM and Arts/Music/Debate project-based learning experiences. Social-Emotional Learning (SEL) was integrated throughout the day.

***Third Grade Summer Reading Academy:*** This program served all third-grade students in BCPS, including those hailing from charter schools, who had been retained in the third grade because they had not met any promotion criteria. The curriculum consisted of standards-based, integrated instruction in Literacy, Science, and Social Studies in preparation to move to the fourth grade. Students had the

opportunity to move to the fourth grade provided they passed the SAT-10 assessment that was given at the end of the 6-week period.

**6 – 12 Summer Learning Experience:** This program was offered to all students enrolled in a traditional BCPS School in grades 6 – 12. Participating students went through a 3-class rotation where they could select classes for course recovery, acceleration, and/or electives. Course recovery was available, for most courses, through a hands-on, activity-based curriculum, and for other recovery courses, a digital system, Edmentum, was used. Acceleration sessions, designed to give students a preview of curriculum they can expect in the fall, were also available. Finally, there was available a series of applied learning electives, such as Art, Music, PE, and Computer Science at each summer site. Due to the seat-time requirements set by the Florida Department of Education, the acceleration and elective sessions served strictly as a preview of material coming up next school year to better prepare students for those courses, and credit and grades were not awarded for those courses.

## STAFF

All 2,869 staff teaching during the 2021 Summer Experience were BCPS-certified. Teachers teaching in the 2021 Summer Experience received 6 hours of professional learning to prepare them for the upcoming summer session. The professional learning for teachers for the 2021 Summer Experience trained the teachers on how to access the Canvas courses, deliver the content, and evaluate the students. There was a total of 1,256 teachers teaching the K-5 Summer Experience with a 9.7 mean total years of teaching experience, a total of 83 teachers teaching Third Grade Summer Reading Academy with a 14.3 mean total years of teaching experience, and a total of 877 teachers teaching the *6 – 12 Summer Learning Experience* with a 11.7 mean total years of teaching experience.

## METHOD

The Broward County Schools data summarized herein were extracted from the District’s Data Warehouse after Summer Experience ended and were linked with demographic records. Data in the report are summarized by grade level and student sub-populations including Race/Ethnicity, Gender, English Language Learner (ELL) status, Free or Reduced-Price Lunch (FRL) status, Student with Disability (SWD) status, virtual versus in-person at the end of school year, and students flagged as not meeting adequate academic progress in Spring of 2021.

Although the 2021 Summer Experience programs served students in Pre-Kindergarten through 12th Grade in Summer 2021, not all these students were included in this report. The requirements for including students in this report were as follows:

- (1) Students who participated in the Elementary Summer Learning Experience who were in grades K-5.
- (2) Students who participated in the Elementary Summer Learning Experience who were in the Third Grade Summer Reading Academy.

- (3) Students who participated in the Secondary Summer Learning Experience who were in grades 6-12 who were recovering credits or who were participating in acceleration sessions or elective courses.

“Summer Enrollment” as outlined in this report is defined as participation in one of the above three programs. Students who were enrolled in summer school but were absent for all 24 days of summer school were excluded from this report. Summer Experience attendance was defined as follows. “Regular Attenders” (0 – 4.9% absences) included students with twenty-three to twenty-four days of attendance. “At-Risk” students (5 – 9.9% absences) included students with twenty-two days of attendance. “Chronic” students (10 – 19.9% absences) included students with nineteen to twenty-one days of attendance. “Severe Chronic” students (20% or more absences) included students with one to eighteen days of attendance.

Analyses were conducted separately for Third grade promotion out of those who attended the Third Grade Summer Reading Academy. Those who had a SAT-10 score in the 45th percentile or higher at the conclusion of the 2020-21 Summer Experience were promoted. The number of students that attended the Third Grade Reading Academy and took the SAT-10 at the end of the Summer program was 571. Additionally, analyses were conducted for students in grades 6-12 who were enrolled in a credit recovery course during the 2021 Summer Experience. Also reported were students who recovered credits out of the students who signed up for a credit recovery course. Reported are the number of credits recovered overall and the credit recovery grades by course.

Further, this report includes analyses of survey data from teachers, parents, and students who participated in the summer program. The teacher survey contained questions concerning adequate access to resources, whether professional learning adequately prepared teachers to teach during the 2021 Summer Experience, overall satisfaction with teaching during the 2021 Summer Experience, and satisfaction with the length of the day and student-teacher ratios. The parent survey contained questions on overall satisfaction with the 2021 Summer Experience, satisfaction with curriculum, teaching, registration, transportation, and meals. The student surveys were broken out by Elementary and Secondary school levels. Both Elementary and Secondary students received questions on whether they learned new things and enjoyed attending, questions on teacher attentiveness and preparedness, and on overall satisfaction with the experience. Secondary students also received questions on whether the Summer Experience had helped prepare them for the upcoming school year and on whether they were able to register for classes they wanted to take. To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10. An asterisk (\*) appears when data are suppressed.

## RESULTS

### Elementary Programs

#### *Summer Learning Experience K-5, Excluding Third Grade Reading Academy*

Table 1 depicts the enrollment in the K – 5 Summer Learning Experience by grade level, race/ethnicity, gender, ELL, FRL, and SWD subgroups, student location (either at home or at school) at the end of the 2020-2021 school year, and whether they were making adequate academic progress in the spring of 2021, or not. There were 19,591 students who attended the K – 5 Summer Experience. Table 1 shows that the

largest three racial/ethnic groups attending were Black students (50.9%,  $n = 9,978$ ), Hispanic students (33.2%,  $n = 6,498$ ), and White students (10.0%,  $n = 1,952$ ). More male students (52.5%,  $n = 10,281$ ) attended than female students; more students were attending the 2020-21 school year virtually (66.8%,  $n = 13,019$ ) than in person; and the majority of those attending had been flagged as not making adequate progress in the Spring of 2021 (59.7%,  $n = 11,351$ ).

Table 1.

<i>Elementary Summer Experience Enrollment 2020-21</i>		
Grade Level	N	%
Overall	19,591	100
KG	3,523	18.0
1	3,743	19.1
2	3,736	19.1
3	3,281	16.7
4	3,211	16.4
5	2,097	10.7
Race/Ethnicity		
American Indian	24	0.1
Asian	601	3.1
Black	9,978	50.9
Hispanic	6,498	33.2
Multi-Racial	511	2.6
Pacific Island	27	0.1
White	1,952	10.0
Gender		
Female	9,310	47.5
Male	10,281	52.5
Sub-Group		
ELL	4,302	22.0
FRL	14,542	74.2
SWD	3,577	18.3
Social Distancing		
At Home	13,019	66.8
At School	6,462	33.2
Adequate Academic Progress		
Not Making Progress	11,351	59.7
Making Progress	7,661	40.3

Table 2 breaks down the K – 5 Summer Learning Experience students’ attendance. Regular attenders, or those who were absent from zero to one day (0 – 4.9% absences) out of the 24 days made up 25.6%

( $n = 5,006$ ) of the students. At-Risk students, or those who were absent two days (5 — 9.9% absences) out of the 24 days made up 9.5% ( $n = 1,858$ ) of the students. Chronic students, or those who were absent three to five days (10 — 19% absences) out of the 24 days made up 21.4% ( $n = 4,190$ ) of the students. Severe chronic students, or those who were absent for 6 or more days (20% or more absences) made up a plurality of 43.5% ( $n = 8,537$ ) of students. Table 2 breaks attendance down by demographic categories. The attendance pattern that exists for all the students exists when broken down by subgroup as well.

Table 2.

*Elementary Summer Experience, Attendance 2020-21*

Grade Level	Regular Attenders		At-Risk		Chronic		Severe Chronic	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Overall	5,006	25.6	1,858	9.5	4,190	21.4	8,537	43.5
KG	844	24.0	345	9.4	814	23.5	1,520	43.1
1	967	25.8	357	9.5	856	22.9	1,563	41.8
2	965	25.8	393	10.5	807	21.6	1,571	42.1
3	828	25.2	287	8.7	691	21.1	1,475	45.0
4	854	26.6	301	9.4	622	19.4	1,434	44.6
5	548	26.1	175	8.3	400	19.2	974	46.4
Race/Ethnicity								
American Indian	*	*	*	*	*	*	11	45.8
Asian	173	28.8	56	9.3	140	23.3	232	38.6
Black	2,744	27.5	973	9.8	1,965	19.6	4,296	43.1
Hispanic	1,439	22.1	631	9.7	1,547	23.8	2,881	44.4
Multi-Racial	140	27.4	42	8.2	101	19.8	228	44.6
Pacific Island	*	*	*	*	*	*	12	44.4
White	499	25.6	152	7.8	424	21.7	877	44.9
Gender								
Female	2,369	25.4	890	9.6	1,987	21.3	4,064	43.7
Male	2,637	25.6	968	9.4	2,203	21.5	4,473	43.5
Sub-Group								
ELL	1,155	26.8	447	10.4	959	22.3	1,741	40.5
FRL	3,709	25.5	1,378	9.5	3,018	20.7	6,437	44.3
SWD	873	24.4	308	8.6	782	21.9	1,614	45.1
Social Distancing								
At Home	3,306	25.4	1,230	9.5	2,803	21.5	5,680	43.6
At School	1,660	25.7	614	9.5	1,364	21.1	2,824	43.7
Adequate Academic Progress								
Not Making Progress	1,792	23.4	731	9.5	1,688	22.1	3,450	45.0
Making Progress	3,048	26.9	1,060	9.3	2,382	21.0	4,861	42.8

\*Ten or fewer students are shown with an asterisk (\*).

### Third Grade Reading Academy

There were 1,175 third grade students who were retained at the end of the 2020-21 school year who attended the Third Grade Summer Reading Academy (see Table 3). The three highest racial/ ethnic groups were Black students, (57.0%,  $n = 670$ ), Hispanic students (32.4%,  $n = 381$ ) and White students (6.7%,  $n = 79$ ). Thus, the Third Grade Reading Academy racial makeup had a slightly higher percentage of Black students, and a slightly lower percentage of White students than did the K – 5 Summer Learning Experience. As with the K – 5 Summer Learning Experience, there were more male students (55.1%,  $n = 648$ ) than female students. There was a higher percentage of ELL (English Language Learners) in the Third Grade Reading Academy (32.7%,  $n = 384$ ) than there was in the K – 5 Summer Learning Experience (21.2%,  $n = 4,670$ ). Three-quarters (76.7%,  $n = 755$ ) of those attending Third Grade Reading Academy were flagged as not making adequate progress in Spring of 2021. This is compared to 56.5% of those who attended the K – 5 Summer Learning Experience. The greater percentage of those not making adequate progress among the Third Grade Reading Academy students could be expected given that in order to attend the Third Grade Reading Academy these students had been retained in the 3<sup>rd</sup> grade.

Table 3.

*Elementary Summer Experience Third Grade Reading Academy Enrollment, 2020-21*

Grade Level	N	%
3	1,175	100
Race/Ethnicity		
American Indian	*	*
Asian	17	1.4
Black	670	57.0
Hispanic	381	32.4
Multi-Racial	24	2.0
Pacific Island	*	*
White	79	6.7
Gender		
Female	527	44.9
Male	648	55.1
Sub-Group		
ELL	384	32.7
FRL	964	82.0
SWD	269	22.9
Social Distancing		
At Home	810	69.3
At School	359	30.7
Adequate Academic Progress		
Not-Making Progress	755	76.7
Making Progress	229	23.3

\*Ten or fewer students are shown with an asterisk (\*).



Table 4 breaks down the Third Grade Summer Academy’s attendance by demographic subgroups. Approximately one-third of students in Summer Reading Academy (31.7%,  $n = 373$ ) were Regular Attenders and one-third were in the Severe Chronic (34.7%,  $n = 408$ ) student group. Twelve percent (12.3%,  $n = 144$ ) of students were in the At-Risk student group, and 21.3% of students in Reading Academy were in the Chronic student group. Thus, Third Grade Summer Reading Academy students were slightly more likely to be Regular Attenders and slightly less likely to be in the Severe Chronic Group than were those students who attended the K – 5 Summer Learning Experience.

Table 4.

*Elementary Summer Experience Third Grade Reading Academy Attendance, 2020-21*

Grade Level	Regular Attenders		At-Risk		Chronic		Severe Chronic	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
3	373	31.7	144	12.3	250	21.3	408	34.7
Race/Ethnicity								
American Indian			*	*				
Asian	*	*	*	*	*	*	*	*
Black	228	34.0	73	10.9	138	20.6	231	34.5
Hispanic	111	29.1	58	15.2	90	23.6	122	32.1
Multi-Racial	*	*	*	*	*	*	15	62.5
Pacific Island			*	*	*	*		
White	22	27.8	*	*	16	20.3	35	44.3
Gender								
Female	169	32.1	73	13.9	99	18.8	186	35.2
Male	204	31.5	71	11.0	151	23.2	222	34.3
Sub-Group								
ELL	130	33.9	51	13.3	74	19.3	129	33.6
FRL	295	30.6	118	12.2	206	21.4	345	35.8
SWD	81	30.1	35	13.0	70	26.0	83	30.9
Social Distancing								
At Home	249	30.7	99	12.2	169	20.9	293	36.2
At School	121	33.6	44	12.3	80	22.3	114	31.8
Adequate Academic Progress								
Not Making Progress	229	30.4	97	12.8	161	21.3	268	35.5
Making Progress	72	31.4	22	9.6	44	19.3	91	39.7

\*Ten or fewer students are shown with an asterisk (\*).

Table 5 depicts the outcomes of the SAT-10 for Third Grade Summer Reading Academy. The percentages in the table are the percentages of students who passed the SAT-10 (45<sup>th</sup> or higher percentile) in the final week of the Reading Academy and were promoted to fourth grade based on their SAT-10 scores. Overall, 9.1 percent (N = 571) of test takers were promoted based on their SAT-10 scores. The number of test takers (N = 571) is lower than the number of Third Grade Reading Academy participants (N = 1,175) for two main reasons: a) absences on the day the SAT-10 test was administered (n = 272), and students having been promoted via their score of 2 or higher on the 2020-21 FSA ELA for third grade (n = 289). Scores for the FSA were not released until the end of June, after the Third Grade Reading Academy and the rest of Summer Experience began.

Table 5.

*Elementary Summer Experience Reading Academy SAT-10 Outcomes, 2020-21*

Grade Level	Passed SAT-10		
	Test Takers	n	%
3	571	52	9.1
	Race/Ethnicity		
American Indian	*	*	*
Asian	12	1	8.3
Black	312	26	8.3
Hispanic	208	23	11.1
Multi-Racial	*	*	*
Pacific Island	*	*	*
White	31	2	6.5
	Gender		
Female	235	21	8.9
Male	336	31	9.2
	Sub-Group		
ELL	225	10	4.4
FRL	450	43	9.6
SWD	148	7	4.7
	Social Distancing		
At Home	399	36	9.0
At School	170	16	9.4
	Adequate Academic Progress		
Not Making Progress	392	28	7.1
Making Progress	34	8	23.5

\*Ten or fewer students are shown with an asterisk (\*).

## Secondary Programs – 6 – 12 Summer Learning Experience

The 6 – 12 Summer Learning Experience was made up of two groups of students: those that were taking courses for credit recovery, some whom also took acceleration courses or electives, and those that were only enrolled in acceleration courses or electives, hereafter called experiential courses. The analyses break out these two groups of students separately.

### *Students Enrolled in Credit Recovery Courses*

Table 6 breaks out those enrolled in the 6 – 12 Summer Learning Experience in order to recover credits (N = 10,537). The three highest racial/ethnic groups were Black students (56.7%,  $n = 5,978$ ), Hispanic students (29.4%,  $n = 3,095$ ) and White students (10.4%,  $n = 1,095$ ). More male students (60.2%  $n = 6,341$ ) than female students (39.8%,  $n = 4,196$ ) were enrolled to recover credits. Three-quarters of those students enrolled in the Summer Program to recover credits had been learning at home (74.8%,  $n = 7,861$ ) compared to one-quarter of those who ended the year learning in school (25.2%,  $n = 2,646$ ). Unsurprisingly, there was a larger percentage of students recovering credits (65.2%,  $n = 6,732$ ) flagged in the Spring of 2021 for not making adequate academic progress than there were students who had not been flagged (34.8%,  $n = 3,594$ ).

Table 6.  
*Secondary Summer Experience Enrollment, 2020-21*

Grade Level	N	%
Overall	10,537	100
6	1,498	14.2
7	1,732	16.4
8	1,684	16.0
9	2,200	20.9
10	1,856	17.6
11	1,335	12.7
12	232	2.2
Race/Ethnicity		
American Indian	21	0.2
Asian	127	1.2
Black	5,978	56.7
Hispanic	3,095	29.4
Multi-Racial	206	2.0
Pacific Island	15	0.1
White	1,095	10.4
Gender		
Female	4,196	39.8
Male	6,341	60.2
Sub-Group		
ELL	681	6.5
FRL	8,002	75.9
SWD	2,156	20.5
Social Distancing		
At Home	7,861	74.8
At School	2,646	25.2
Adequate Academic Progress		
Not Making Progress	6,732	65.2
Making Progress	3,594	34.8

Table 7 displays attendance data for those 6-12 students enrolled in the Summer Program for credit recovery. The largest percentage of students (35.2%,  $n = 3,709$ ) were Regular Attenders, followed by those in the Severe Chronic group (30.4%,  $n = 3,202$ ), the Chronic group (23.7%,  $n = 2,502$ ), and the At-Risk group (10.7%,  $n = 1,124$ ). Eighth graders were more likely than any other grade to be Regular Attenders (41.2%,  $n = 693$ ), and middle school students were more likely to be Regular Attenders than were those in high school (see Table 7). Black students (32.2%,  $n = 1,922$ ) were slightly less likely than Hispanic (39.5%,  $n = 1,221$ ) or White students (37.1%,  $n = 406$ ) to be Regular Attenders and slightly

more likely to be in the Severe Chronic Group (see Table 7). Males were slightly more likely to be Regular Attenders (36.5%,  $n = 2,313$ ) than females (33.3%,  $n = 1,396$ ).

Table 7.

*Secondary Summer Experience Attendance, 2020-21*

Grade Level	Regular Attenders		At-Risk		Chronic		Severe Chronic	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Overall	3,709	35.2	1,124	10.7	2,502	23.7	3,202	30.4
6	572	38.2	140	9.3	350	23.4	436	29.1
7	663	38.3	205	11.8	375	21.7	489	28.2
8	693	41.2	177	10.5	387	23.0	427	25.3
9	727	33.0	239	10.9	536	24.4	698	31.7
10	564	30.4	215	11.6	487	26.2	590	31.8
11	405	30.3	129	9.7	331	24.8	470	35.2
12	85	36.6	19	8.2	36	15.5	92	39.7
Race/Ethnicity								
American Indian	13	61.9	*	*	*	*	*	*
Asian	64	50.4	12	9.4	28	22.1	23	18.1
Black	1,922	32.2	580	9.6	1,404	23.5	2,072	34.7
Hispanic	1,221	39.5	377	12.2	713	23.0	784	25.3
Multi-Racial	77	37.4	28	13.6	47	22.8	54	26.2
Pacific Island	*	*	*	*	*	*	*	*
White	406	37.1	123	11.2	305	27.9	261	23.8
Gender								
Female	1,396	33.3	424	10.1	991	23.6	1385	33.0
Male	2,313	36.5	700	11.0	1511	23.8	1817	28.7
Sub-Group								
ELL	252	37.0	60	8.8	124	18.2	245	36.0
FRL	2,669	33.4	827	10.3	1,903	23.8	2,603	32.5
SWD	740	34.3	233	10.8	552	25.6	631	29.3
Social Distancing								
At Home	2,758	35.1	847	10.8	1,874	23.8	2,382	30.3
At School	938	35.4	272	10.3	624	23.6	812	30.7
Academic Progress								
Not-Making Progress	2,398	35.6	707	10.5	1,594	23.7	2,033	30.2
Making Progress	1,235	34.4	398	11.1	860	23.9	1,101	30.6

\*Ten or fewer students are shown with an asterisk (\*).

Table 8 details the number of students who received credits and the amount of credits they received out of the total number of students registered for credit recovery. Middle school students (those in grades 6 – 8) recover whole courses, while high school students (grades 9 – 12) recover half credits. Also, high school

students, for every half credit they earned in a Credit Recovery course, earn an additional half credit in the regular version of the corresponding course for which they received credit. For example, earning a half credit in Algebra 1 CR (Credit Recovery) also earns the student a half credit in Algebra 1. A small number ( $n = 104$ ) of middle school students recovering credit in the 6-12 2021 Summer Learning Experience took high-school-level courses such as Algebra 1 CR. This is why Table 8 shows middle school students earned some half credits.

Nearly eighty percent (79.5%,  $N = 4,898$ ) of middle school students who registered to recover credits as a part of the 6-12 Summer Learning Experience received credits. More than 7-in-10 (72.7%,  $N = 5,622$ ) of high school students received credits. Middle school students enrolled in the Summer Program recovered a total of 7,061 courses, while high school students recovered a total of 7,377 half credits from credit recovery courses and an additional 6,599 half credits for the corresponding courses.

*Table 8.  
Secondary Summer Experience Students Who Registered for and Recovered Credits, 2020-21*

Grade	Total Number of Students Registered (N)	Number of Students who Received Credits ( $n$ )	Students who Received Credits (%)	Total Number of Courses Recovered	Total Number of Half Credits Recovered	Total Number of Bonus Elective Half Credits Recovered
Overall						
6-8	4,898	3,892	79.5	7,061	131	140
9-12	5,622	4,089	72.7		7,377	6,599
Grade Level Middle						
6	1,489	1,182	79.4	2,065		
7	1,732	1,347	77.8	2,459	18	18
8	1,677	1,363	81.3	2,537	113	122
Grade Level High						
9	2,201	1,572	71.4		2,517	2,319
10	1,857	1,415	76.2		2,614	2,530
11	1,335	963	72.1		1,790	1,639
12	229	139	60.7		456	111

Table 9 displays Summer 2021 End-of-Course (EOC) Exam results for students enrolled in credit recovery courses. Less than 20 percent of those students who sat for the Algebra 1 exam (13.9%,  $N = 674$ ) and those who sat for the Geometry exam (15.5%,  $N = 612$ ) earned a level 3 or higher on these exams (scores range from 1 to 5, with scores 3, 4, and 5 designated as passing). Just over a third of those who sat for the Biology exam (36.2%,  $N = 149$ ) and those who sat for the Civics exam (37.9%,  $N = 29$ ) earned passing scores. The highest passing score out of all the EOCs was earned for US History, with forty-three percent ( $N = 107$ ) of test-takers passing that EOC exam. Table 9 also breaks down EOC results by grade level. Being in a lower grade level was associated with a higher likelihood of passing the EOC exam.

Table 9.

*Secondary Summer Experience Credit Recovery 6 – 12 Students Who Took a Summer EOC Exam, 2020-21*

EOC Grade	Enrolled in Summer		Took Summer EOC		Passed Summer EOC	
	Course	N	N	%	n	%
Overall						
Algebra 1		1,554	674	43.4	94	13.9
Geometry		1,080	612	56.7	95	15.5
Biology		877	149	17.0	54	36.2
Civics		833	29	3.5	11	37.9
US History		349	107	30.7	46	43.0
Algebra 1						
7		24	*	*	*	*
8		91	49	53.8	24	49.0
9		900	449	49.9	51	11.4
10		379	125	33.0	13	10.4
11		137	44	32.1	*	*
12		23				
Geometry						
7		*				
8		*	*	*	*	*
9		209	137	65.6	50	36.5
10		463	273	59.0	36	13.2
11		371	195	52.6	*	*
12		28	*	*	*	*
Biology						
7		*				
8		60	*	*	*	*
9		189	39	20.6	24	61.5
10		478	87	18.2	23	26.4
11		141	22	15.6	*	*
12		*				
Civics						
6		*				
7		803	29	3.6	11	37.9
8		27				
US History						
9		*				
10		12	*	*	*	*
11		320	100	31.3	43	43.0
12		16	*	*	*	*

\*Ten or fewer students are shown with an asterisk (\*).

Table 10 displays the average course grades students earned who enrolled in credit recovery courses during the 2021 Summer Experience, broken down by course. For those who earned a grade of F in a Summer Experience course, the grade was not recorded in the student's records. Thus, grade averages in credit recovery courses during the 2021 Summer Learning Experience may be higher than grade averages in those courses taken during the school year.

The average course grade earned during the 6-12 Summer Learning Experience was a C+, a 2.8 (2.5 – 2.9 is a C+) out of the 13,589 grades assigned. Students in Algebra 1, English 1, English 2, English 3, Environmental Science, Earth/Space Science, Financial Algebra, Geometry, US History, and World History all earned an average grade of C+. The next most common grade was a B (3.0 to 3.4), with students in Biology 1, Chemistry 1, Economics with Financial Literacy, English 3 Credit Recovery, English 4, Math for College Readiness, and U.S. Government earning a B average for these courses.



Table 10.

*Secondary Summer Experience Credit Recovery 6 – 12 Students' Average Course Grades, 2020-21*

Course Title	N	%	Average Course Grade
Overall	13,589	100.0	2.8
Algebra 1	848	6.2	2.6
Algebra 1 Cr	949	7.0	2.6
Algebra 1-A	40	0.3	2.9
Algebra 1-A Cr	40	0.3	2.9
Algebra 1-B	*	*	*
Algebra 1-B Cr	*	*	*
Algebra 2	86	0.6	2.1
Biology 1	612	4.5	3.0
Biology 1 Cr	632	4.7	3.0
Chemistry 1	284	2.1	3.2
Chemistry 1 Cr	285	2.1	3.2
Econ Fin Lit	55	0.4	3.3
Econ Fin Lit Cr	*	*	*
Eng 1	1,486	10.9	2.8
Eng 1 Cr	1,666	12.3	2.8
Eng 2	863	6.4	2.7
Eng 2 Cr	930	6.8	2.7
Eng 3	519	3.8	2.9
Eng 3 Cr	521	3.8	3.0
Eng 4	69	0.5	3.2
Eng 4 Cr	21	0.2	3.5
Eng 4: Fl Coll Prep	*	*	*
Env Sci	182	1.3	2.6
Earth/Spa Sci	12	0.1	2.8
Financial Algebra	21	0.2	2.9
Geometry	713	5.2	2.8
Geometry Cr	752	5.5	2.8
Lib Arts Math 1	89	0.7	1.9
M/J Grade 7 Math Rec	*	*	*
M/J Grade 8 Pre-Alg	*	*	*
Marine Sci 1	*	*	*
Marine Sci 1 Hon	*	*	*
Math Coll Readiness	34	0.3	3.0
Physical Sci	*	*	*
Us Govt	40	0.3	3.4
Us Govt Cr	*	*	*
Us History	231	1.7	2.9
Us History Cr	235	1.7	2.9
World Hist Cr	684	5.0	2.9
World History	653	4.8	2.9

\*Ten or fewer students are shown with an asterisk (\*).

### *Students Only Enrolled in Experiential Courses*

Tables 11 and 12 are devoted to those students in the 6 – 12 Summer Learning Experience who were only taking acceleration courses or electives (Experiential Courses). These students earned no credits during the summer and did not receive grades. Table 11 breaks down Experiential-only students' enrollments by subgroups. There were 3,631 students who were only enrolled in Experiential Courses. Sixth graders made up the highest percentage (29.4%,  $n = 1,068$ ) of Experiential-only students, with the percent breakdown by grade level decreasing as grade levels rose (that is, 6<sup>th</sup> graders made up the largest proportion of students and twelfth graders made up the smallest proportion (1.1%,  $n = 39$ ) of the Experiential-only students). As was the case with the credit-recovery group of students, the three largest racial ethnic groups enrolled were Black students (57.6%,  $n = 2,090$ ), Hispanic students (27.3%,  $n = 991$ ), and White students (9.1%,  $n = 330$ ). Also like the credit-recovery group, the Experiential-only group was more likely to be male (54.0%,  $n = 1,962$ ) than female (46.0%,  $n = 1,669$ ), and more likely to have been learning at home (76.4%,  $n = 2,757$ ) than learning in school (23.6%,  $n = 853$ ) prior to the 2021 Summer Experience. Unlike the credit-recovery group, students enrolled in the Experiential-Only group were less likely to have been flagged for not making adequate progress in Spring of 2021 (31.6%,  $n = 1,115$ ) and more likely to have been making adequate grade-level progress at that time (68.4%,  $n = 2,410$ ).

Table 11.

*Secondary Summer Experience Experiential-Only Students 6 – 12 Enrollment 2020-21*

Grade Level	N	%
Overall	3,631	100
6	1,068	29.4
7	820	22.6
8	702	19.3
9	530	14.6
10	266	7.3
11	206	5.7
12	39	1.1
Race/Ethnicity		
American Indian	*	*
Asian	140	3.9
Black	2,090	57.6
Hispanic	991	27.3
Multi-Racial	74	2.0
Pacific Island		
White	330	9.1
Gender		
Female	1,669	46.0
Male	1,962	54.0
Sub-Group		
ELL	317	8.7
FRL	2,407	66.3
SWD	706	19.4
Social Distancing		
At Home	2,757	76.4
At School	853	23.6
Adequate Academic Progress		
Not Making Progress	1,115	31.6
Making Progress	2,410	68.4

\*Ten or fewer students are shown with an asterisk (\*).

Table 12 details the Experiential-only students' attendance categories by subgroups. The highest percentage (39.3%,  $n = 1,427$ ) of Experiential-only students were in the Severe Chronic group, those who missed 6 or more days of the 24-day Summer Learning Experience. This is perhaps unsurprising, given that these students were not earning grades or credit by attending the 6-12 Summer Learning Experience Program, so there was no penalty for missed school. However, even without earning grades or credits, the second largest group of Experiential-only students was the Regular Attenders, those who only missed one

day or less, with 36.1% of the students ( $n = 1,310$ ). The Chronically-absent group (3 to 5 absences) made up 16.6% ( $n = 603$ ) of Experiential-only students, while the At-Risk group (2 absences) made up 8.0% ( $n = 291$ ) of Experiential-only students.

Table 12.

*Secondary Summer Experience Experiential-Only Students 6 – 12 Attendance, 2020-21*

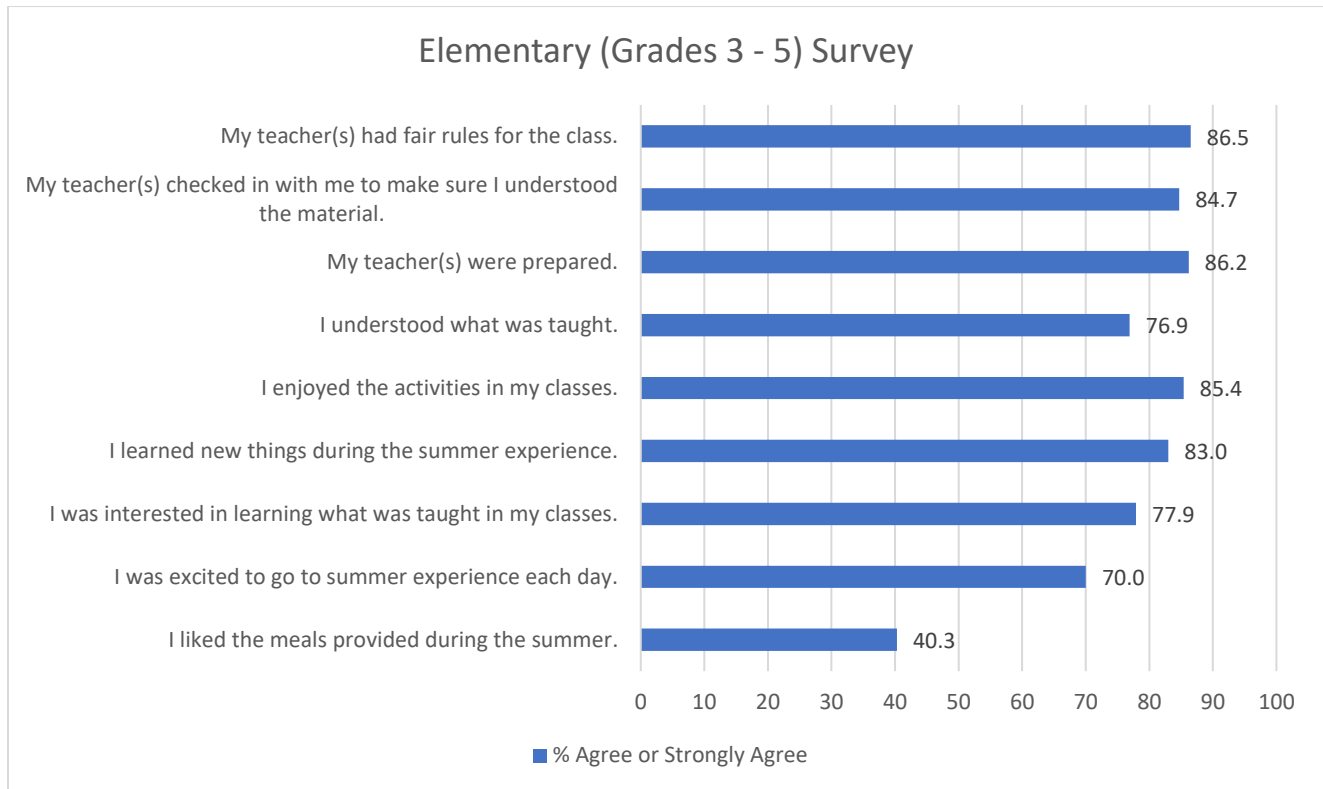
Grade Level	Regular Attenders		At-Risk		Chronic		Severe Chronic	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Overall	1,310	36.1	291	8.0	603	16.6	1,427	39.3
6	424	39.7	93	8.7	200	18.7	351	32.9
7	357	43.5	61	7.5	137	16.7	265	32.3
8	254	36.2	47	6.7	114	16.2	287	40.9
9	123	23.2	52	9.8	73	13.8	282	53.2
10	67	25.2	21	7.9	42	15.8	136	51.1
11	54	26.2	17	8.3	34	16.5	101	49.0
12	31	79.5			*	*	*	*
<b>Race/Ethnicity</b>								
American Indian	*	*			*	*	*	*
Asian	74	52.9	*	*	20	14.3	36	25.7
Black	707	33.8	159	7.6	358	17.2	866	41.4
Hispanic	366	36.9	93	9.4	164	16.5	368	37.2
Multi-Racial	33	44.6	*	*	*	*	29	39.2
Pacific Island								
White	127	38.5	25	7.6	51	15.5	127	38.4
<b>Gender</b>								
Female	575	34.5	133	8.0	264	15.7	697	41.8
Male	735	37.4	158	8.1	339	17.3	730	37.2
<b>Sub-Group</b>								
ELL	107	33.8	37	11.7	58	18.3	115	36.3
FRL	861	35.8	172	7.1	398	16.5	976	40.5
SWD	246	34.8	52	7.4	115	16.3	293	41.5
<b>Social Distancing</b>								
At Home	998	36.2	220	8.0	456	16.5	1,083	39.3
At School	300	35.2	70	8.2	142	16.6	341	40.0
<b>Adequate Academic Progress</b>								
Not-Making Progress	427	38.3	87	7.8	198	17.8	403	36.1
Making Progress	841	34.9	195	8.1	384	15.9	990	41.1

\*Ten or fewer students are shown with an asterisk (\*).

## Student, Family, and Teacher Survey

Surveys were administered to students, families, and teachers to gauge participants' experience with the BCPS summer program. Response rates were low (14.5% for Elementary Students in Grades 3-5; 12.4% for Secondary Students in Grades 6-12; 3.1% for Families; and 37.1% for Teachers) so it is not possible to extrapolate from these survey results to the experience of all participants in the BCPS summer program. Full survey results are available in Appendix A.

### Elementary Student (Grades 3 – 5) Survey

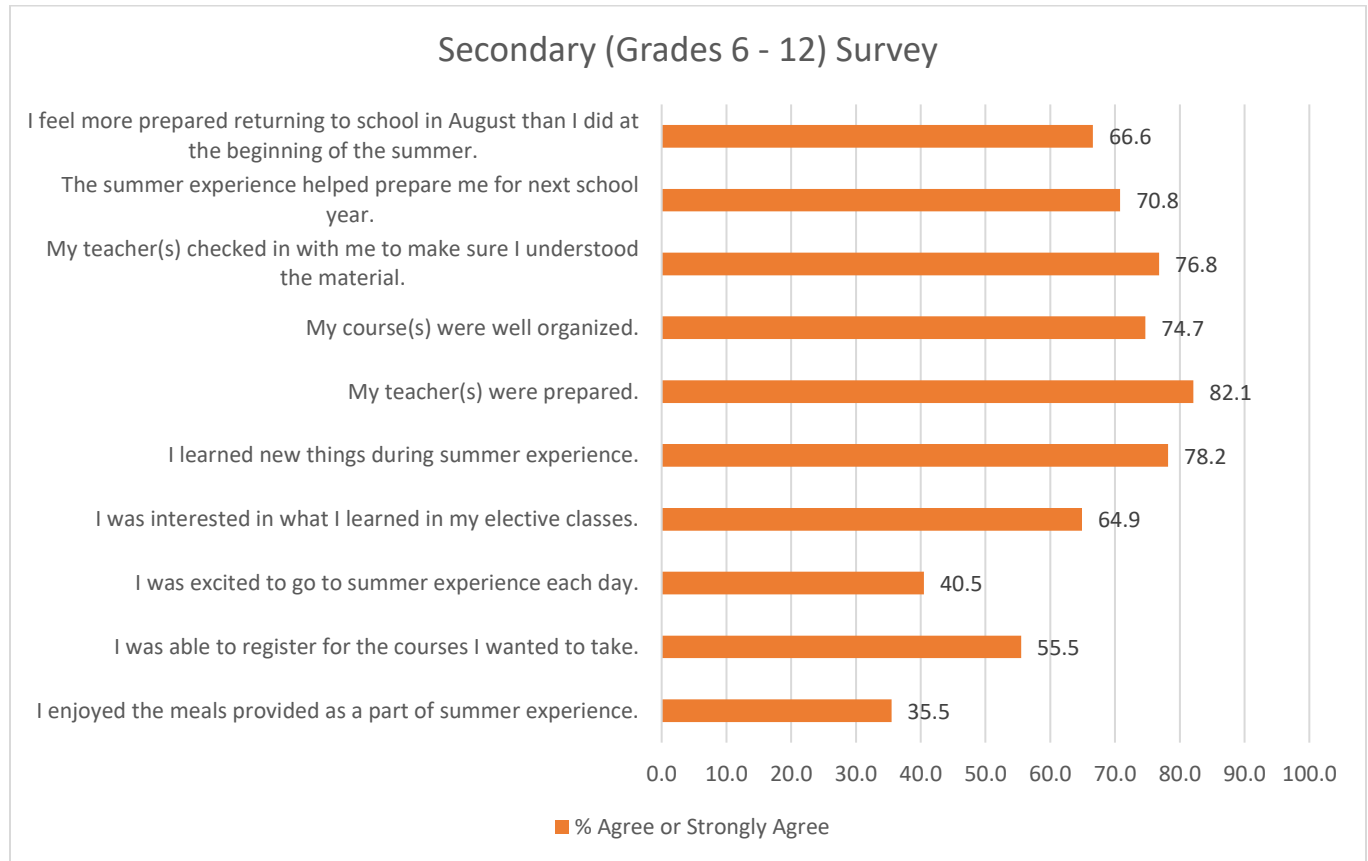


*Figure 1: Elementary School Students' (Grades 3 – 5) Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2021 Summer Experience*

Overall, Elementary respondents (only those in grades 3 – 5 were surveyed) rated their satisfaction with the BCPS Summer Experience high, with more than 8-in-10 (82.4%, N = 1,506) reporting that they were satisfied or very satisfied with their experience. There was high engagement among respondents, with 7-in-10 (70.0%, N = 1,571) agreeing or strongly agreeing with the statement: “I was excited to go to summer experience each day,” while more than 8-in-10 (85.4%, N = 1,557) “enjoyed the activities” in their classes, and more than 7-in-10 (77.9%, N = 1,562) were “interested in learning what was taught” in their classes. More than 8-in-10 (83.0%, N = 1,561) agreed or strongly agreed that they “learned new things during the summer experience,” while three-quarters (76.9%, N = 1,559) of respondents reported that they “understood what was taught.” Satisfaction with teachers was high, with more than 8-in-10 agreeing or strongly agreeing with the statements: “My teacher(s) were prepared,” (86.2%, N = 1,536), “My teacher(s) checked in with me to make sure I understood the material,” (84.7%, N = 1,563) and “My

teacher(s) had fair rules for the class” (86.5%, N = 1,554). The only area where less than a majority of respondents was satisfied was with the food: only forty percent (40.3%, N = 1,570) of respondents agreed with the statement: “I liked the meals provided during the summer.”

### Secondary Student (Grades 6 – 12) Survey



*Figure 2: Secondary School Students’ (Grades 6 – 12) Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2021 Summer Experience*

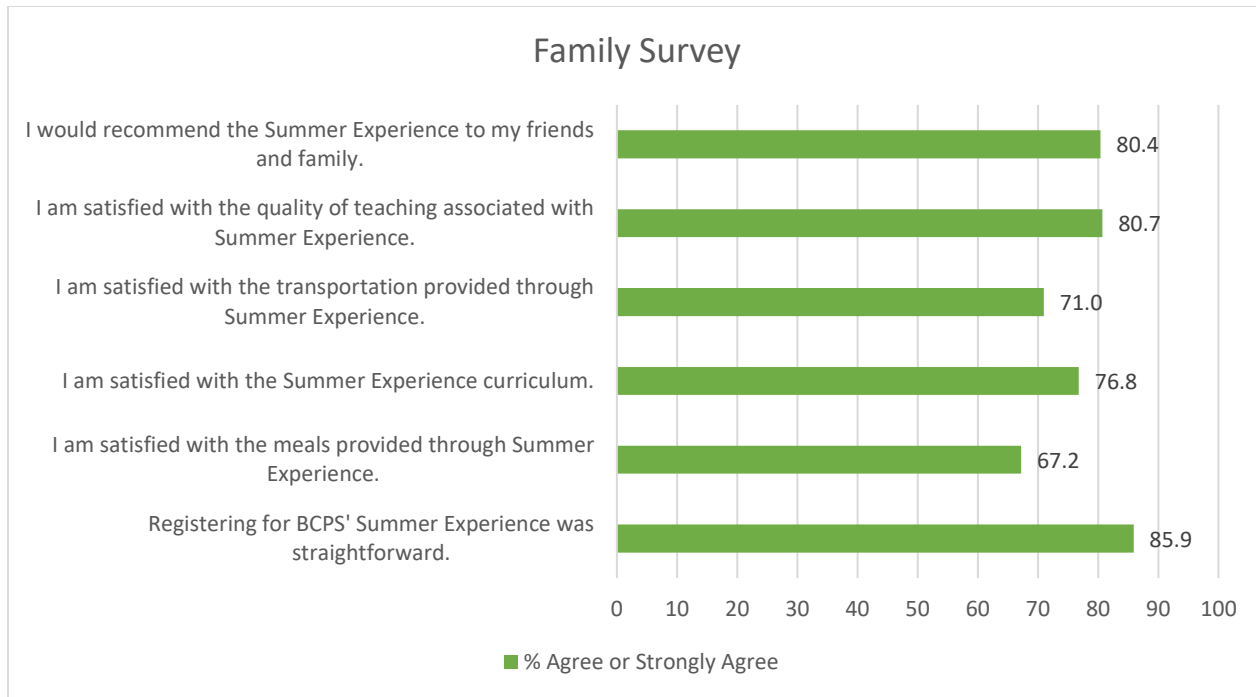
Overall, middle and high school respondents rated their satisfaction with the BCPS Summer Experience high, with 7-in-10 (70.4%, N = 1,848) reporting that they were satisfied or very satisfied with the program. A similar percentage (70.8%, N = 1,794) reported that the “summer experience helped prepare” them for the next school year. Middle and high school students were not as engaged in the program as were the elementary school students. Only 4-in-10 (40.5%, N = 1,804) said that they were “excited to go to summer experience each day,” not surprising, perhaps, as 74% of students were enrolled in the program to recover credits that they had failed to earn during the 2020-21 school year. Still, two-thirds (64.9%, N = 1,726) reported being “interested” in what they learned in elective classes, and three-quarters (78.2%, N = 1,823) agreed that they “learned new things during summer experience.”

Teachers received high marks from secondary school students, just as they did from elementary school students. More than 8-in-10 (82.1%, N = 1,780) agreed or strongly agreed that their teachers “were prepared,” and 3-out-of-4 respondents (76.8%, N = 1,802) reported that their teachers “checked in” with

them to make sure they “understood the material.” Three-quarters of respondents (74.7%, N = 1,774) felt their courses were “well organized.”

Slightly fewer respondents (55.5%, N = 1,646) were “able to register for the courses” they wanted to take, and only 1-in-3 respondents (35.5%, N = 1,316) agreed or strongly agreed with the statement: “I enjoyed the meals provided as part of summer experience.” Thus, the food was the low point of the BCPS Summer Experience Program for both the elementary and secondary students involved.

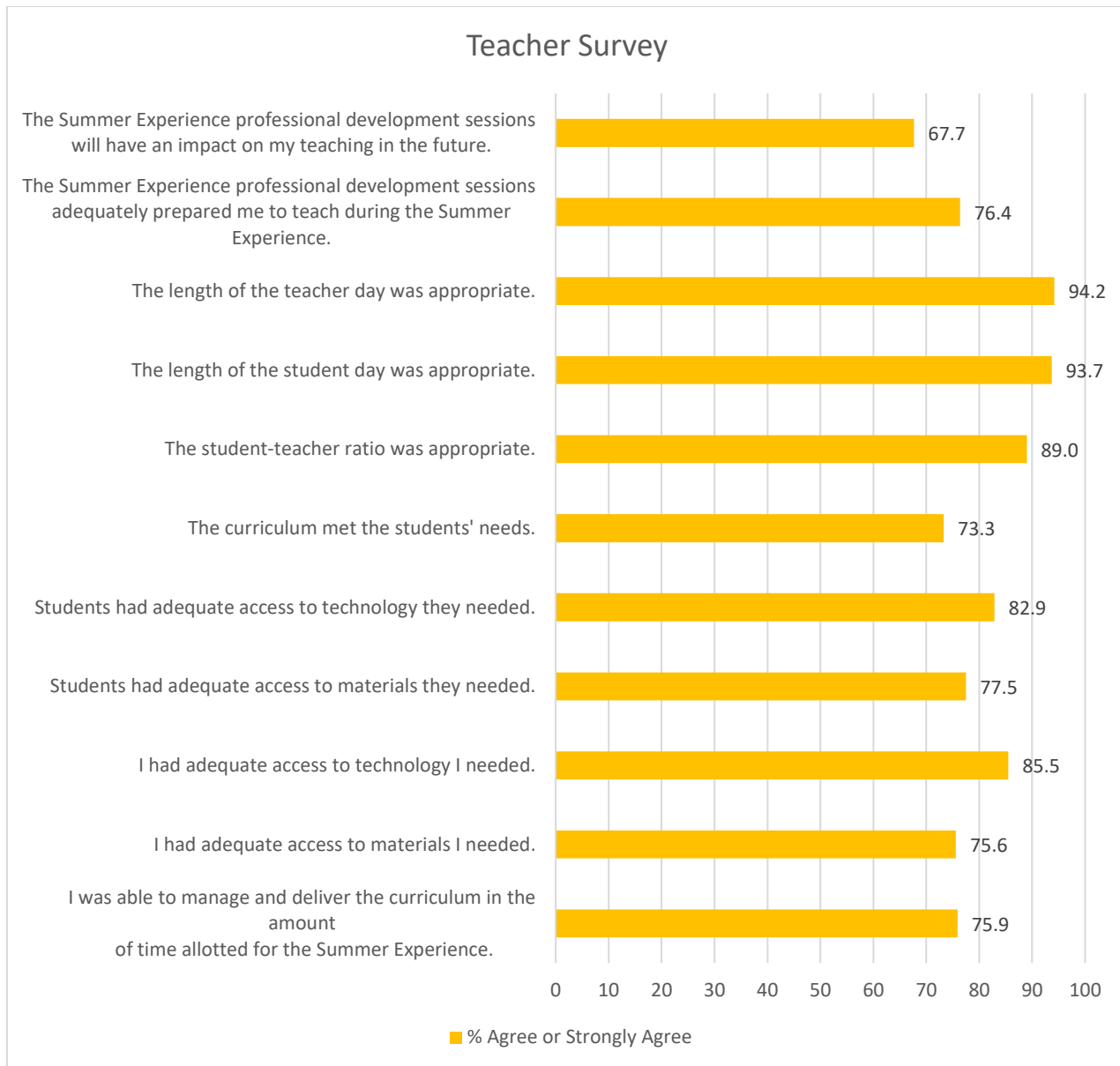
### Family Survey



*Figure 3: Family Members’ Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2021 Summer Experience*

Overall, family members rated their satisfaction high, with more than 8-in-10 (82.7%, N = 1,256) reporting that they were “satisfied” or “very satisfied” with BCPS’ Summer Experience. More than 8-in-10 (85.9%, N = 1,245) also agreed or strongly agreed that “registering for BCPS’ Summer Experience was straightforward.” Seven-in-ten family members (71.0%, N = 640) reported being satisfied with the transportation provided through Summer Experience, and three-quarters of family members surveyed (76.8%, N = 1,165) reported being satisfied with the Summer Experience curriculum. Satisfaction with teachers was also high, with 8-in-10 (80.7%, N = 1,167) family members agreeing or strongly agreeing with the statement: “I am satisfied with the quality of teaching associated with Summer Experience.” Similarly, 8-in-10 family members (80.4%, N = 1,171) agreed or strongly agreed that they would “recommend the Summer Experience” to friends and family. Family members’ lowest satisfaction, like that of elementary and secondary students’, was with the food. However, unlike the students’ satisfaction with meals, which fell below 50%, two-thirds of family members who answered the question about meals (67.2%, N = 929) agreed or strongly agreed that they were “satisfied with the meals provided through Summer Experience.”

## Teacher Survey



*Figure 4: Teachers' Percent Agreement or Strong Agreement with Positive Statements Made about the BCPS 2021 Summer Experience*

Overall, teachers rated their satisfaction with teaching during BCPS' Summer Experience high, with nearly 9-out-of-10 (88.4%, N = 1,051) reporting they were "satisfied" or "very satisfied" with the experience. Three-quarters of teachers surveyed (75.9%, N = 1,062) agreed or strongly agreed with the statement: "I was able to manage and deliver the curriculum in the amount of time allotted for the Summer Experience." Three-quarters of teachers also reported that they had adequate access to materials needed (75.6%, N = 1,057) and students had adequate access to materials as well (77.5%, N = 1,057). More than 8-in-10 teachers surveyed reported adequate access to technology for themselves (85.5%, N = 1,049) and for their students (82.9%, N = 1,055). More than 7-in-10 (73.3%, N = 1,040) agreed that the "curriculum



met the students’ needs.” Nearly 9-in-10 (89.0%, N = 1,064) agreed or strongly agreed that the “student-teacher ratio was appropriate.” Of those (6.3%, N = 1,064) who disagreed or strongly disagreed that the student-teacher ratio was appropriate, the majority (83.9%, N = 62) reported that “there were too many students per teacher.” More than 9-in-10 teachers surveyed agreed or strongly agreed that the “length of the student day” (93.7%, N = 1,061) and the “length of the teacher day” (94.2%, N = 1,061) was appropriate. Of those 3.5% (N = 1,061) who disagreed or strongly disagreed that the length of the student day was appropriate, the majority (67.6%, N = 34) believed that the “length of the student day was too short.” Similarly, of those 2.9% (N = 1,061) who disagreed or strongly disagreed that the length of the teacher day was appropriate, the majority (72.4%, N = 29) believed that the “length of the teacher day was too short.” Of the 83.6% of teachers surveyed (N = 1,058) who participated in Summer Experience professional development, three-quarters (76.4%, N = 881) agreed or strongly agreed with the statement: “The Summer Experience professional development sessions adequately prepared me to teach during the Summer Experience,” while two-thirds (67.7%, N = 817) reported that the Summer Experience professional development would “have an impact” on their future teaching.

## **SUMMARY AND CONCLUSIONS**

This report summarizes the findings of the first-time BCPS Summer Learning Experience Program; in particular three programs: K – 5 Summer Learning Experience, Third Grade Reading Academy, and 6 – 12 Summer Learning Experience. The results in this report attempt to capture the opportunities that were made available to all traditional BCPS students during the 2021 summer semester. The 2021 BCPS Summer Learning Experience had multiple aims. It was designed to strengthen skills learned during the 2020-21 school year, to accelerate learning by practicing skills needed for the upcoming school year, to fight the loss of information some students had experienced while attending school virtually for the 2020-2021 school year and prevent the “summer slide,” and to experience a variety of elective courses. Students who were retained in third grade after the 2020-21 school year were offered the opportunity to be promoted to fourth grade by participating in the Third Grade Reading Academy. The 2021 Summer Experience also provided the opportunity for secondary students to recover credits or courses. Finally, students who had been learning remotely for the entirety of the 2020-21 school year and part of the 2019-20 school year were given the opportunity to reconnect with classmates and teachers.

### **Enrollment**

There were four enrollment patterns that emerged. In all three programs the three largest racial/ethnic groups were Black students, Hispanic students, and White students. More males than females attended all three programs. The majority of all students attending the three programs had been learning from home for the whole of the 2020-21 school year rather than learning in school. Finally, for each group reported on except the Experiential-Only group of students attending the 6 – 12 Summer Learning Experience, a majority of students had been flagged in Spring of 2021 as not making adequate academic progress.

## **Attendance**

Attendance was broken out into 4 groups of attenders: Regular Attenders (0 - 4.9% absences) or those who missed zero to one day out of the 24 days of the Summer Experience; At-Risk students (5 – 9.9% absences), or those who missed two days out of the 24 days; Chronic students (10 – 19.9% absences), or those who missed 3 to 5 days out of the 24 days; and Severe Chronic students (20% or more absences), who missed 6 or more days of the 24 days of Summer Experience. The two largest attendance groups for each of the three programs were Regular Attenders and Severe Chronic students. Thus, students who attended the 2021 Summer Experience Program were either likely to attend regularly or to miss regularly.

## **Outcomes and Survey Results**

Of those enrolled in the Third Grade Reading Academy who took the end-of-summer assessment, 9.1 percent were promoted to fourth grade. Of those middle school students who registered to recover courses or credit, 79.5 percent were successful, recovering 7,061 whole courses, 131 half-credits, and 140 elective half-credits. Of those high school students who registered to recover credit, 72.7 percent were successful, recovering 7,377 half-credits, and 6,599 elective half-credits. Students, teachers, and family members who were surveyed about their experiences with the 2021 BCPS Summer programs responded positively. The first BCPS Summer Experience can provide a framework for the implementation of future summer programs. This report should be used to inform and enhance future summer programs for students.

## APPENDICES

**Appendix A** presents the BCPS 2021 Summer Experience survey results.

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