



# Conducting Your Summer Learning Program Needs Assessment

Before planning and designing your summer learning program, your team should conduct a thorough needs assessment to gather data on student academic needs and find out what students want to do during the summer months. Use the tables in each section to record needs and set priorities for your summer learning program.

**School-Level Data: High-level data provide the big picture and give you a starting point from which to work.** Analyze needs by reviewing state assessment scores, attendance data and behavior data. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

| Guiding Question  | School-Level Data   | Information Source       | Priority (High, Med, Low) |
|---|---|--------------------------|---------------------------|
| When looking at school-day data (campus or school improvement plans, stated goals that a summer learning program could address, state assessment results, attendance, behavior, etc.), what are the overall trends? What is needed for improvement? | Goal: 80% of third-grade students will meet standards on math state assessment. | State assessment results | High                      |
| When looking at the state assessment scores, what are the subject areas where students show deficits? Indicate the deficits for each grade level you will serve in your summer learning program.  | Only 70% of third-grade students met standards on math state assessment.        |                          |                           |





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| Guiding Question  | School-Level Data  | Information Source | Priority (High, Med, Low) |
|---|--|--------------------|---------------------------|
| When looking at attendance reports, what trends do you see that need to be addressed? | 15% of third-grade students have been absent 10 or more days this year.                |                    |                           |
| When looking at behavioral reports, what trends do you see that need to be addressed? | 10% of our third-grade students averaged three or more discipline referrals this year. |                    |                           |
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**Student-Level Data: Specific data provide details on why students are struggling.** Analyze the student-level data and identify the top three to five student-level deficiencies. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

| Guiding Question  | Student Level Data   | Information Source   | Priority (High, Med, Low) |
|---|--|--|---------------------------|
| <p>When capturing data from teachers, use the Y4Y tool Survey of Teacher Programming Needs. What specific skills do students need to master to meet standards on the state assessment, improve report card grades, and ensure promotion?</p> <p><i>List needs by grade level and subject-specific skills.</i></p> | <p>Teachers have indicated that students who failed to meet standards most often failed to master the use of fractions and measurement.</p>      | <p>Discussion with third-grade math team teachers and state assessment reports</p> | <p>High</p>               |
| <p>With respect to attendance issues, what do counselors, parents and teachers say are the most common reasons for absences?</p>  | <p>60% of reported absences occur during the spring semester.<br/>School nurse reports unusually high rates of flu during the spring months.</p> |  |                           |
| <p>With respect to discipline referrals, what specific behaviors are being displayed most often?</p>  | <p>5% of discipline referrals are coded as fighting.<br/>5% of discipline referrals are coded as disrespecting the teacher.</p>                  |  |                           |





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| Guiding Question | Student Level Data | Information Source | Priority (High, Med, Low) |
|------------------|--------------------|--------------------|---------------------------|
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**Student Voice: Provides data on which activities student want.** Analyze the student voice data and use the table below to record the top three to five ideas that students identified. Use the guiding question examples to begin discussions with your program team. Sample answers have been provided.

| Guiding Question  | Student Voice Data   | Information Source      | Priority (High, Med, Low) |
|---|--|-------------------------|---------------------------|
| What activities do students say they want, and which can you accommodate during your summer learning program? | Third-grade students want art, cooking, gardening, soccer. | Student interest survey | High                      |
|   |  |                         |                           |
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**Other Important Data: Provide additional data necessary to provide necessary support to students and their families.**

Analyze the issues families face that a summer learning program could address. Also consider other social, emotional and physical needs. Use the following guiding questions examples to begin discussions with your program team. Sample answers have been provided to help you begin discussions with your program team.

| Guiding Question  | Student Voice Data   | Information Source | Priority (High, Med, Low) |
|---|--|--------------------|---------------------------|
| What family needs can a summer learning program help to address?                | 90% of family members work a full-time job.<br>80% of families have 2 or more school-age children (not all in need of academic support). | Family survey      | High                      |
| What other needs do students have that a summer learning program could address? | 85% of students do not have access to healthy meals during the summer months.<br>50% of students gain weight over the summer months.     |                    |                           |
|   |  |                    |                           |
|   |  |                    |                           |

