



Extended School Year (ESY) Services

Research, Assessment & School Improvement

November 2024

Program Description

- Extended School Year (ESY) services are specialized educational programs offered outside the regular academic calendar to students with disabilities who meet the eligibility criteria under the Individuals with Disabilities Education Act (IDEA).
- ESY services are tailored to the individual needs of each student and may differ in terms of setting, type, intensity, timing, and duration.



Program Description

- ESY services are determined by the IEP team, which considers whether a child's progress made during the school year would be significantly hindered if the student does not receive services during an extended break.
- The ESY program evaluation presented tonight is specific to the services offered during the summer break.



Rationale

The purpose of the program evaluation was to assess the existing service delivery models for summer ESY services. The team aimed to improve students outcomes through increased continuity of instruction and service delivery.

- Identify barriers to recruitment and retention of highly qualified staff
- Examine impact of location and timing
- Compare site-based vs. school-based programming for student benefit



Research Questions

1. How can we minimize the amount of time spent on hiring ESY staff?
2. How can LCPS implement strategies to attract more teaching candidates and assistants to instruct students during ESY?
3. How much time is spent on training ESY staff to work with unfamiliar students and programs?
4. How many students are impacted by having to transition to a new school?
5. What is the impact on host site custodial staff and timelines for building cleaning and waxing?
6. What impact does changing buildings have on specialized equipment?
7. Approximately how many students would be served at each homeschool (based on average numbers from the last 2 years)?

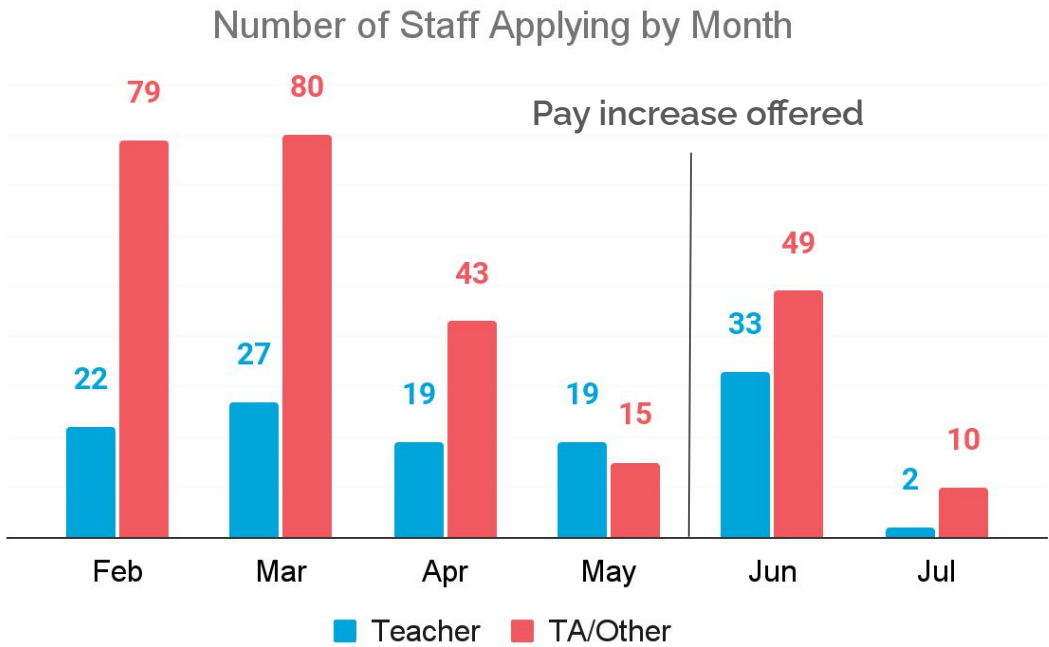


Implementation



How can we minimize the amount of time spent on hiring ESY staff?

Applications for teachers, teacher assistant and other staff were steadily submitted in February and March. There was a decline in applications for April and May. The number of applications increased (particularly for teachers) when the increased ESY salary was offered in early June.



Source: *Staff hiring database*



How can we minimize the amount of time spent on hiring ESY staff?

The table below shows the amount of time staff members spend on the ESY hiring process. Their tasks include reviewing applications and submitting names to HRTD, The current hiring process requires approximately 1.5 weeks of labor.

Person	Time (hours)
Person 1	34.75
Person 2	17.75
Person 3	9.5
Total	62

Source: *ESY Hiring Time Log Survey*



How can LCPS implement strategies to attract more teaching candidates and assistants to instruct students during ESY?

Please share some reasons that would make you potentially want to teach or support ESY. (N=179)

- A higher pay rate and shorter hours than is expected during the school year appeared to be a driving factor for the majority of teachers
- Some teachers reported a desire to stay at their school that they typically work at/work with the students that they typically work with
- Teachers reported a desire to support struggling students; help students avoid regression/continue building connections with their students
- Some teachers expressed a desire to continue building their skills professionally in working with students with diverse needs
- Some teachers reported a desire for additional support in obtaining the necessary materials/lesson plans to teach this program

Source: *Attracting ESY Staff Members Survey*



How can LCPS implement strategies to attract more teaching candidates and assistants to instruct students during ESY?

Please share some reasons (if any) that would prevent you from wanting to teach or support ESY. (N=177)

- If the pay wasn't increased (or doubled), teachers wouldn't be willing to participate
- Some teachers mentioned concerns over severe behavior issues
- Too short of a summer break especially taking into consideration the school year starting earlier
 - ESY session lengths are too long/hours each day are too long
 - Not having time to recover from the year—some teachers expressed feelings of burnout and already feeling overworked
 - Difficulties in managing family obligations during the summer i.e., finding childcare
- Inadequate support staff/not enough teachers for the students leading to teachers working longer hours. Too many expectations
 - Not enough support in preparing ESY materials
 - Inadequate supplies provided for ESY
- Teachers reported not wanting to have to travel further than normal in order to teach ESY

Source: Attracting ESY Staff Members Survey



How can LCPS implement strategies to attract more teaching candidates and assistants to instruct students during ESY?

Please share any additional feedback about how LCPS can attract and retain more teachers and support staff for ESY. (N=77)

- Teachers want double the pay in order to participate
- Flexibility in ESY schedules—some teachers mentioned a desire for the ability to split time with other teachers so they could have more of a break over the summer
- Ability for ESY teachers to teach in their home schools
- Provide an increase in support for ESY teachers to include materials in the classrooms, lesson plans, better communication from participating students' classroom teachers
- LCPS should provide better communication further in advance about ESY opportunities. Many teachers reported feeling like they received information about these openings at the last minute

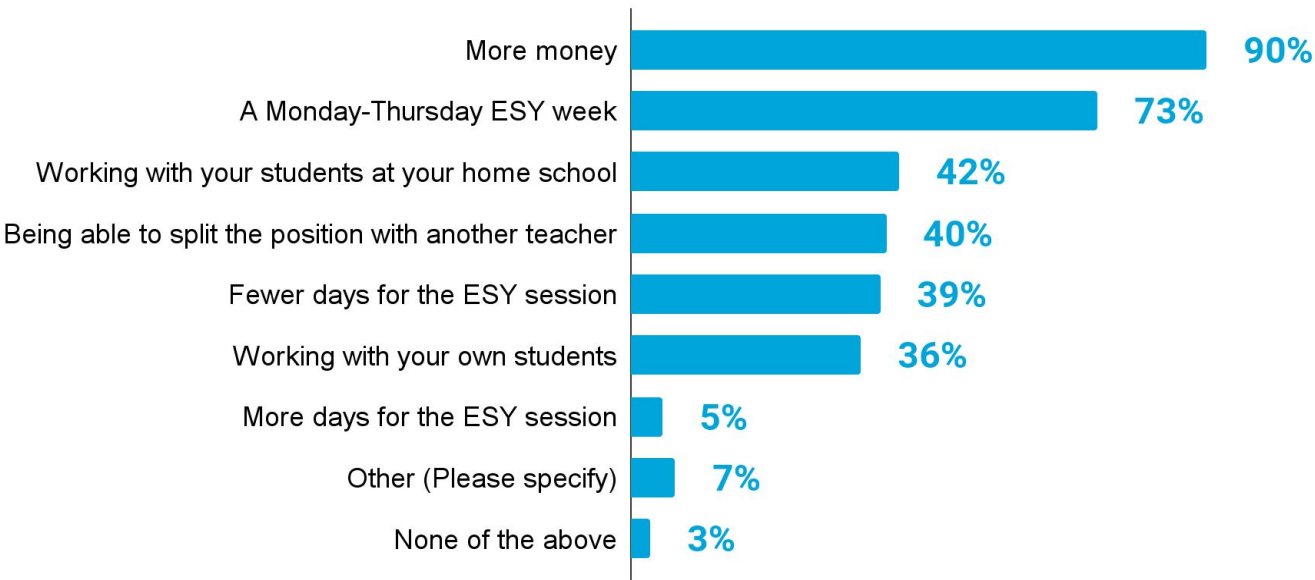
Source: *Attracting ESY Staff Members Survey*



How can LCPS implement strategies to attract more teaching candidates and assistants to instruct students during ESY?

Increased hourly rate, a shorter week, and being able to work at their current school with their students were the top three strategies that could attract more ESY staff.

How can LCPS make ESY more appealing for interested candidates? (N=234)



Source: *Attracting ESY Staff Members Survey*



How much time is spent on training ESY staff to work with unfamiliar students and programs?

Position	Time (hours)
ESY Teacher	1.5
Related Service Providers	1.5
Coordinators	21
Administrative Assistants	3

Source: *Anecdotal notes*

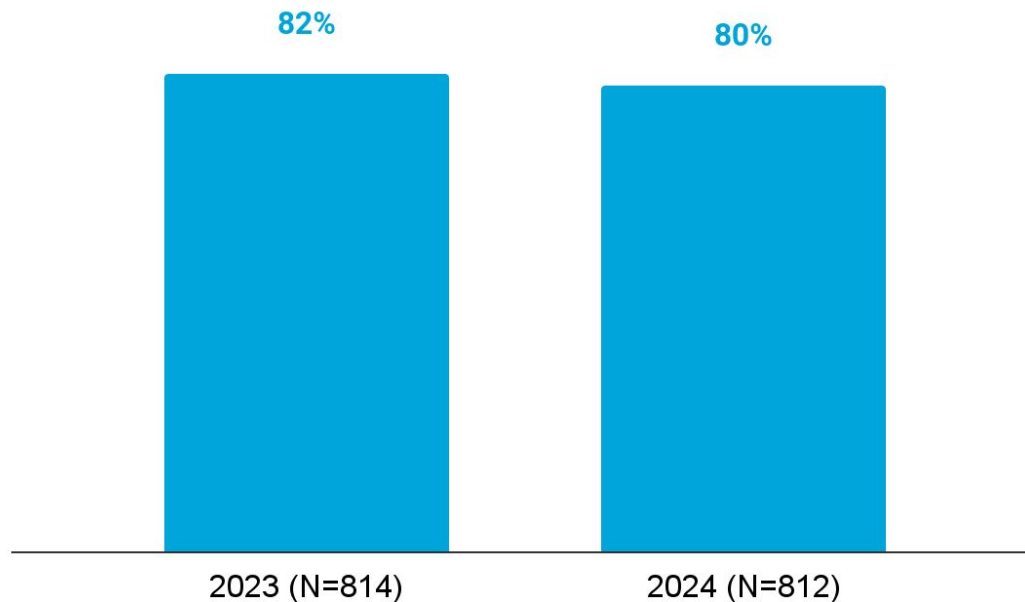


Outcomes



What percentage of ESY students are impacted by having to transition to a new school?

Over three-fourths of students attended ESY at a different school during the 2022-2023 and 2023-2024 school years.

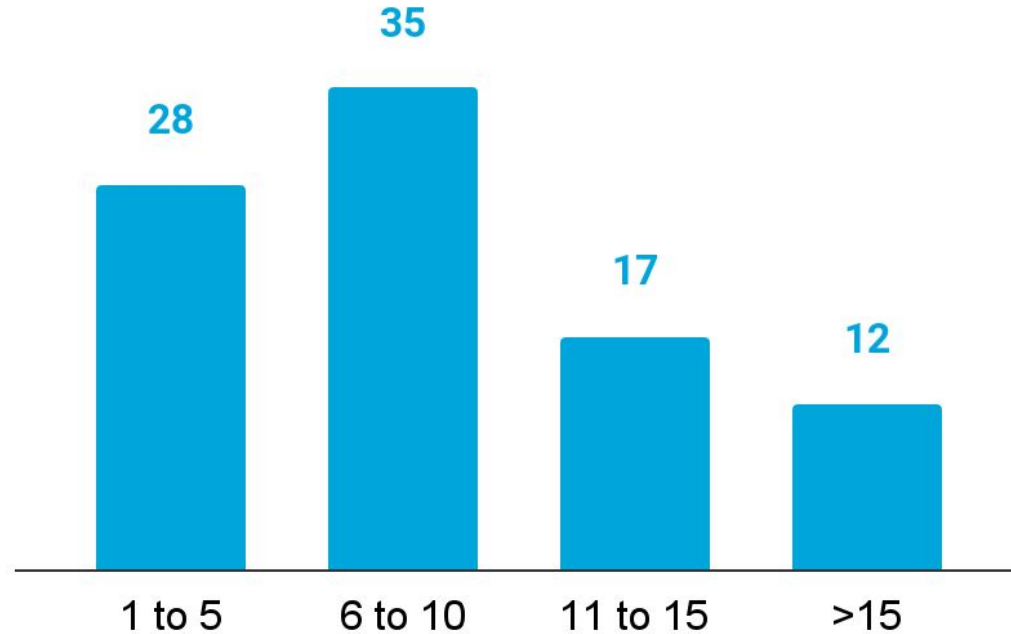


Source: *ESY enrollment data*



Approximately how many students would be served at each homeschool (based on average numbers from the last 2 years)?

63 schools would serve 10 or fewer students with 28 schools serving 5 or fewer students.



Source: *ESY enrollment data*



What is the impact on host site custodial staff and timelines for building cleaning and waxing?

According to principals surveyed (N=3), the impact is as follows:

- Custodians request overtime pay to turn the building around at the conclusion of ESY services given the tight turnaround time before staff and students return in August;
- Facilities may not approve the request for overtime, leading one school principal to seek additional custodians from the sending schools who may or may not be available; and
- Delays in letting teachers back into the building may ensue, which can make it difficult for them to get into their regular work routine.

Source: ESY Focus Group Survey



What impact does changing buildings have on specialized equipment?

School Year	Number of Schools	Number of Students	Number of Pieces of Equipment
2024	21	30	91
2023	22	30*	86

*Data provided was missing information.

Source: ESY large equipment moves database



Conclusions and Recommendations



Conclusions

- Teachers reported that the top three strategies that could attract more ESY staff included an increased ESY salary, a shorter work week, and the ability to work at their current school with their current students.
- The majority of the hiring process spans from February to June and requires approximately 1.5 weeks of staff time.
- Approximately 80% of students across both the 2022-2023 and 2023-2024 school years had to attend ESY at a different school than their own.
- If each school served their own students and the 2023 and 2024 ESY enrollment were averaged, 63 schools would have served 10 or fewer students and 28 schools would have served 5 or fewer students.
- Hosting ESY may have an impact on the school building being ready for the new school year.



Recommendations - Staffing

- Advertise rate for ESY staff commensurate with neighboring school divisions.
- Market the ability to split/share positions.
- Consider a 4-day week (M-Th).
- Potential benefits:
 - Increase the number of qualified applicants
 - Increase the fill rate with highly qualified LCPS employees
 - Increase retention of LCPS teachers and staff for ESY and beyond
 - Accommodate the need for a summer break



Recommendation - Setting

- Maintain classroom location at the school that the students attend during the school year for summer ESY services.
- Potential benefits:
 - Familiarity with building, adults, materials and routines
 - Fewer transitions/less disruption for students who find transitions particularly difficult
 - Continuous meaningful instruction
 - Increased attendance and participation
 - Improved student outcomes
- Exception for school construction or other closures





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