

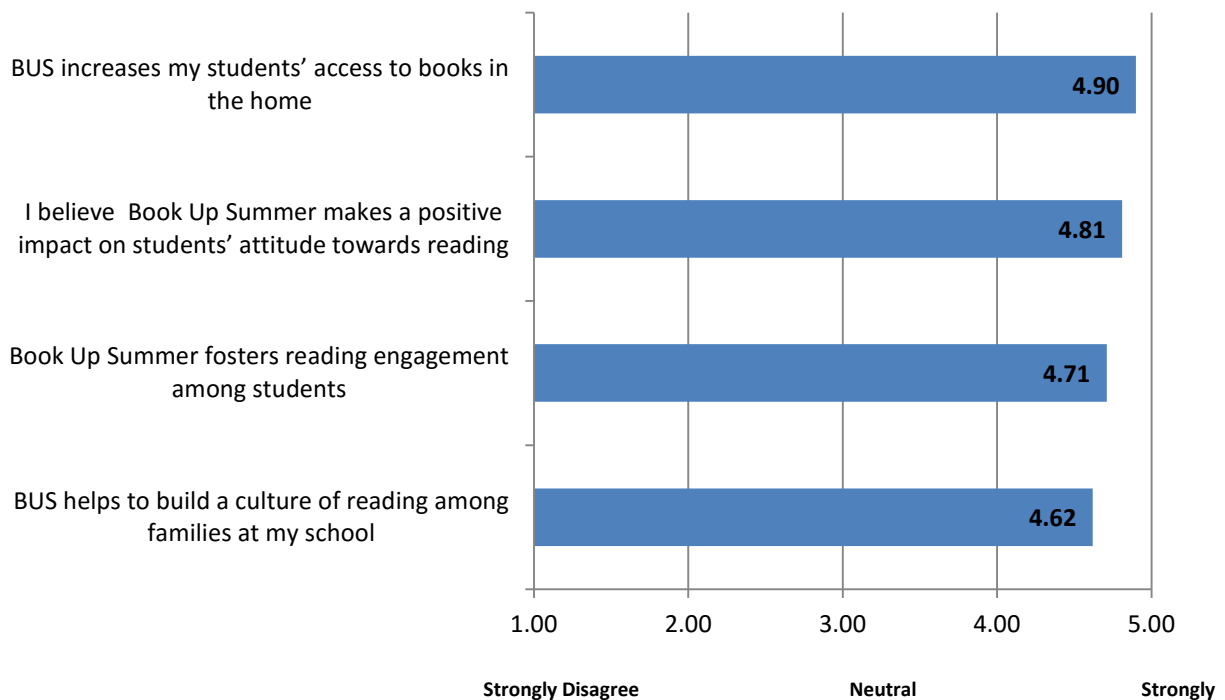


2015 Book Up Summer Teacher Survey Report

At the conclusion of Book Up Summer, Page Ahead sent an 11 question electronic survey to 44 school point people and teachers from a total of 38 schools. In the end, 21 surveys were filled out for a completion rate of 48%. Reasons for the mediocre completion rate are likely due to the email delivery of the survey, which is easy to ignore. Additionally, sending out the surveys at the end of the year leaves a short window for completion.

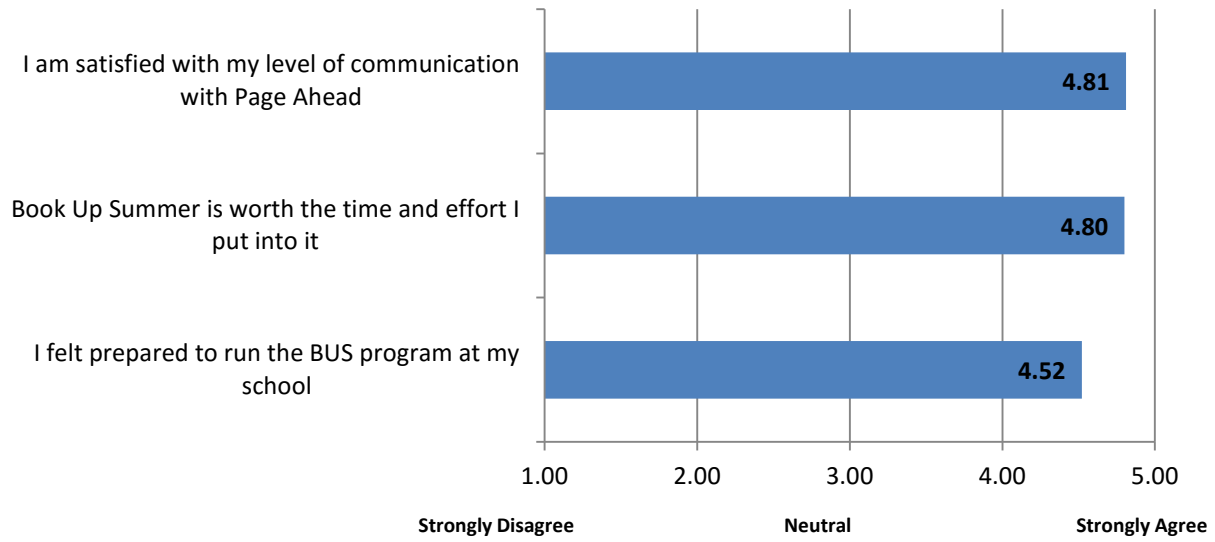
In the first eight questions of the survey, teachers were asked to answer on a Likert scale with ratings from 1 (strongly disagree) to 5 (strongly agree). The first set featured questions about the impact of the program. Teachers overwhelmingly agreed that *BUS increases my students' access to books in the home*, with 100% of participants agreeing (either a 4 or 5) with the statement. In terms of impact, teachers were most unsure that *BUS helps to build a culture of reading among families at my school*, though the question still had a respectable average of 4.62.

Impact and Access



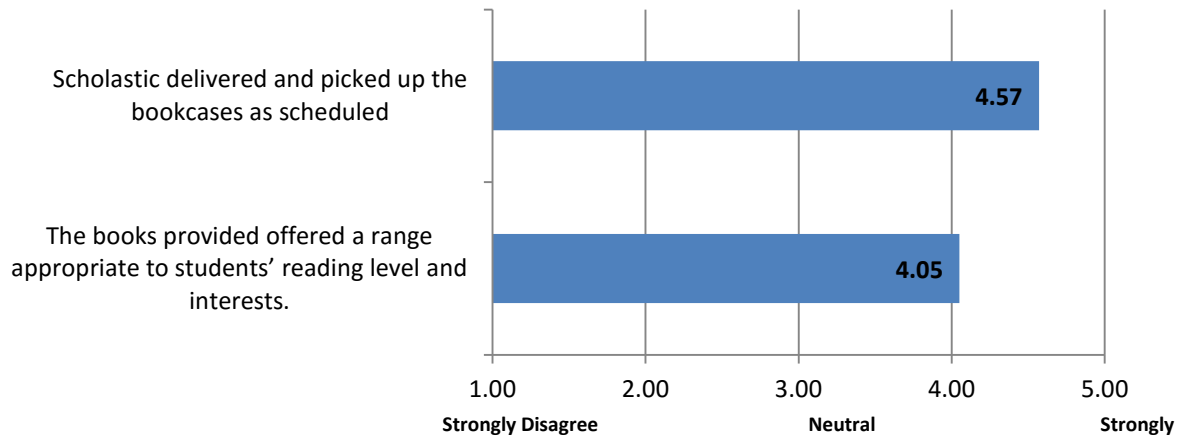
Teachers were asked several questions about the support they received from Page Ahead, as well as the level of commitment the program required. They strongly agreed the program was worth the time and effort they put into it (95% agreement) and were satisfied with the level of communication with Page Ahead (100% agreement). Point people at the schools were less sure about their level of preparation to run the program (4.52 average).

Support and Commitment



In the last set of Likert questions, teachers were asked about the delivery and range of titles on offer. Point people were reasonably pleased with the delivery and pick up of the books, with an average of 4.57. Teachers were only somewhat in agreement with the statement *The books provided offered a range appropriate to students' reading level and interests* (71.4% agreement, lowest of any statement). The issues with the selection were highlighted in the open-ended questions that follow.

Delivery and Titles



The final three questions were open-ended, allowing the school staff to articulate what they liked about the program, what could be improved, and what additional resources can improve the program.

When asked what they liked most about the Book Up Summer, teachers mostly pointed out the excitement and enthusiasm the students show about the books, as well as the increased access to reading materials over the summer. Teachers also mentioned the family involvement component, the overall organization of the program, and the fact that the students get to choose their own books.

Enthusiasm

- *It's such a wonderful opportunity for our students. They were thrilled with their 'shopping' experience!*
- *Students were SO excited to pick out and receive books of their own to keep and read. Everything was well laid out and organized for us to do. EXCELLENT!*
- *The best is the smiles it brings to the faces of the parents and KIDS! It creates excitement and I'm hoping that my fall 1st grade data will look stronger next year because students have read over the summer*
- *The excitement from the students because they get to shop for 12 free books! students used words like, "epic, excited, special, happy, enthusiastic," when asked how they felt about selecting their books*
- *The opportunity for students to pick out books and get them excited about reading. I'm sure the excitement will return when they get the books to take home*
- *Watching the kid's expressions on their faces as they shopped for books. It was amazing! Gave me chills!*

Increased Access

- *Access to free books for our low income students. Ability of students to choose their own books*
- *Awesome opportunity to get books in kids hands!*
- *Gets books in the hands of students!*
- *I enjoy the fact that students receive a selection of books to read during the summer.*
- *I liked how it gave twelve books to the students for summer reading. It is truly a wonderful gift.*
- *The ability to ensure my students have reading materials that the kids want to read!*

Family Involvement

- *It reminds students and families about the importance of reading over the summer*
- *The comments the parents made at the parent meeting, before the distribution of books, about what they learned about the importance of reading with their children*
- *The family engagement opportunities to assist the program*

Organization

- *I found that all the necessary steps planning and meetings that we had were well thought out and essential to our successful implementation and distribution of books*
- *So well prepared, convenient and a fantastic resource for our families*

Self-Selection

- *Kiddos getting to make their own choices in the book they choose*
- *The selection of book was fantastic!*

When asked what could be improved about the program, teachers mentioned increasing book selection, a more user friendly cash register, sturdier book bags, , more non-English titles, more grades and fewer commercial titles. Lastly, one teacher did not want the \$5 per child administration fee.

More Selection

- *More of the most popular titles*
- *I would like more books at the independent level for Kindergarten students. Yes, it is building a family reading environment but it is also important to support the reading that they have practiced in the classroom*
- *More books at the student's independent reading levels*
- *More leveled readers would be really nice*

Cash Register

- *The register instructions need to improve*
- *It would be nice to have had a second input machine from Scholastic*
- *The 'cash register' was not user friendly; better instructions with it*
- *The only thing I was anxious about was how to use the scanner/cash register as I hadn't used it before. Thankfully, our school librarian was there to teach me*

Bags

- *Bags that won't rip so easily. We went through about two dozen*
- *Better bags!*
- *The book bags were flimsy. We had to purchase some. I say do not spend money on the plastic bags*

More languages

- *More selection of international books for our school*
- *We need more Spanish books at higher reading levels*

More Grades

- *Including upper grades, 3-5.*
- *I would like to see the program expand to third, fourth and fifth grades*

Less Commercial Titles

- *Increase the quality of books. Less character driven/toy related books and more good literature*

\$5 Fee

- *Forget the \$5 charge per student, apply more money so the schools don't have to pay*

Finally, teachers were asked what additional resources would improve the program. The overwhelming majority of responses called for more Spanish books. One teacher also mentioned creating a video for the students to watch before they select.

Spanish

- *More Spanish titles for our Spanish readers!*
- *More books in Spanish!*
- *Spanish books.*
- *Since our school is an International school we would like to support the program with books in Mandarin and Spanish. As well as books in Vietnamese, Chinese and Somali*
- *Our school is also a Spanish Dual-Language school, so having only one side of Spanish books on a cart was not sufficient enough. More Spanish titles would be awesome.*

Video

- *Create a video for students to watch prior to reporting to the event. A student-friendly video. The only one online is made for an adult audience.*

Conclusions

The first goal for next year's surveys should be to receive more back. Since the fairs take place across the state, an in person paper survey is not possible. To achieve a higher return rate, sending the survey out the day the book fair ends could help. With the program fresh in their minds, the completion rate should go up.

Teachers asked for more selection on two different levels. First, they asked for more of the more popular titles, as they run out of the well-liked books. Schools that just started this year asked for more leveled books for their kindergarten classes, some students required more 'easy chapter' books.

The quality of the book bags, like last year, was a major complaint. Higher quality bags would make the process easier, schools often ask for more bags to be shipped, as students break them during the fair. Nicer bags would also be an opportunities for branding. Currently, the only logos at the book fairs are Scholastics. A branded bag would give Page Ahead a chance to gain more exposure at the fair.

The scanner and cash register were also sources of problems. While teachers received instructions on how to use the scanner, many still experienced difficulties. This is partly due to the scanners having no memory and sometimes shutting down for seemingly no reason. While Page Ahead cannot solve Scholastic's hardware problems, resending the scanner instructions a few days before the fair, reminding them they should print them out and keep them next to the register will help.

Finally, teachers were vehement about the need for more Spanish titles. As Page Ahead moves into rural parts of the state, the Spanish speaking portion of students will rise dramatically. From 2014 to 2015, the Hispanic percentage of BUS student rose from 29.6% to 41.9% (12.3%). With English Language Learners making up over 40% of Book Up Summer students, the need for Spanish books is great. To satisfy the needs of the Spanish-speaking communities, Page Ahead must explore options to enhance Spanish language book choice.