

SECTION 3. AND BE IT FURTHER ENACTED, That:

(c) On or before January 1, 2022 and January 1, 2023, each county board of education, including Baltimore City, shall report in accordance with § 2-1257 of the State Government Article, to the Legislative Policy Committee of the General Assembly on the county board's implementation of the summer school program in that year.


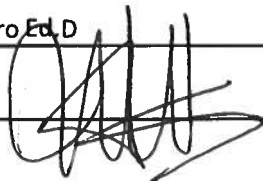
The required components of the report are included in the DESCRIPTION Tab and the FUNDING Tab.

LEA Name: Charles County Public Schools
Contact Person: Kevin Lowndes
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Certification Statement

I hereby certify that the use of federal funding that was received to address the effects of the COVID-19 pandemic on education and State funding received to implement the Blueprint for Maryland's Future, including a description of the amount of funding spent on student instruction is accurate.

Superintendent of Schools:

 Printed Name: Maria V. Navarro Ed.D
Signature:  Date: 12/21/21

DESCRIPTION

1. How many students have been served through the program: 4032
2. In the space below, please describe the structure of the program, including the number of hours of instruction provided each day, how instruction was delivered to students, and the partnerships established to enhance the summer school program.

Program	Structure of the Program	Number of Instructional Hours	Method of Delivery	Partnerships
Career and Technical Education (CTE) Exploration Camp	9:00 Arrival (breakfast provided) 9:15 Session 1 10:55 Lunch 11:25 Session 2 1:00 Dismissal	3 hours	Face-to-Face	
Elementary Summer Boost	Reading and math small group instruction with embedded SEL components. 1 Teacher and 1 IA for each 8 – 10 students.	4 hours x 19 days = 76 total hours.	Face-to-Face	
Secondary Summer Boost	Reading and math small group instruction with daily SEL lessons. One teacher for each class of 8-10 students. School counselors led one of the SEL lessons each week.	4 hours x 19 days = 76 total hours.	Virtual	
Summer School	Core academic courses for students in grades 6-12 who did not pass. Counselors recommended courses for students to take and parents registered students through online process.	4 hours x 19 days = 76 total hours	Virtual	
Special Education Summer Boost	Reading and math small group instruction using research-based	4 hours x 19 days = 79 total hours	Face-to-Face	

	interventions. 1 teacher and 1-2 IA(s) for up to 10 students per class.	
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3. The method the county board used to identify students with the greatest learning loss.

Program	Method
Career and Technical Education (CTE) Exploration Camp	Marketing was targeted to all rising 7 th and 8 th grade students. Information was provided through social media, emails, and information sent from school counselors. Students who needed to attend summer school or who were identified to attend the Summer Boost program were not able to attend the CTE Exploration Camp. Summer School and Summer Boost took academic priority as they were addressing specific identified learning losses. The CTE Exploration Camp was to built to increase student interest and motivation in school content which in turn will positively impact learning outcomes.
Elementary Summer Boost	Data including running record levels, illustrative math unit assessments and performance on specific grade level skills diagnostic assessments, along with attendance data and quarterly grades.
Secondary Summer Boost	Analysis of data which included: norm-referenced reading assessment, county created math unit assessment, and a survey measuring student's success of virtual learning.
Summer School	Students were identified for summer school based on end of course grades. Counselors then used graduation requirements at the high school level and promotion requirements at the middle school level to make recommendations to parents on the most important and appropriate courses for students to make -up in summer school.
Special Education Summer Boost	Analysis of data which included: IEP progress updates on goals related to reading and math interventions, attendance data, students who did not participate in live virtual instruction during the school year and/or those students who had difficulty accessing virtual instruction consistently.

4. The outcomes of the program for students, including academic progress and other outcomes.

Program	Program Outcomes
Career and Technical Education (CTE) Exploration Camp	The application window for current 8 th grade students is from November 22, 2021 through December 21, 2021. Career and Technical Education programs that do not require an application are selected through 8 th grade course selection in the Spring of 2022. A survey was taken as students exited the CTE Exploration Camp to identify programs of interest. This information has been analyzed and provided to the middle school counselors so they

can support students as they develop their high school plan. A correlation between student interest indicated in the survey and application submissions will be analyzed in late January of 2022. A correlation between student interest indicated in the survey and entering a CTE course that does not require an application will be analyzed in May of 2022. Enrollment in the CTE pathways will be analyzed yearly, starting in the 2022-2023 school year, to see if an increased number of students are participating since attending the CTE Exploration Camp.

Week	Number of Participants	Number of CTE Programs Explored
1	97	17
2	99	14

Elementary Summer Boost

English/Language Arts
Kindergarten assessed:

Phonological awareness (segmenting syllables and beginning sounds)
Phonics (letter identification)

First grade and second grade assessed:

Phonological awareness (first sound fluency, rhyming, phoneme segmentation)
Phonics (letter ID and Nonsense word fluency)

In 3rd - 5th grade we used a computerized program (Galileo) to assess comprehension on the standards that were taught throughout the program.

	# of students assessed	Reading														
		Capital Letters (out of 12)			Lowercase Letters (out of 12)			Rhyming /12			Beginning Sounds (out of 5)			Segmenting Syllables (out of 5)		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Kindergarten	129	7	8.4	1.4	5.8	7.4	1.6	2.2	3.3	1.1	2.2	3.3	1.1	3.4	4.5	1.1
		Letter ID /52														
1st grade	160	15	22	7	5	6	1	37	40	3						
		Phoneme Segmentation														
2nd grade	117	12	31	19	19	35	16	NWF Correct Letter Sounds (CLS)			NWF Whole Words Read (NWR)			NWF - Nonsense Word Fluency		
		Galileo														
3rd grade	87	40%	50%	10%												
4th grade	89	51%	58%	9%												
5th grade	85	45%	52%	7%												

Mathematics
Grades 1-5 used Do the Math for instruction.

Math													
	# of students assessed	Rote Counting			Subitize (out of 4)			Numerals (out of 3)			Making Sets (out of 3)		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Kindergarten	129	15.9	25.1	9.2	3.2	3.6	0.4	2	2.4	0.4	1.7	2.5	0.8
Students were given the module pre at the beginning of summer Boost and the Module Post at the end of Summer Boost. This score reflects the growth for the group of students who were present for both assessments.													
1st grade	130	25.00%	44.69%	19.69%									
2nd grade	134	45.70%	65.20%	19.50%									
3rd grade	120	39.40%	57.20%	23.00%									
4th grade	99	50.00%	70.00%	20.70%									
5th grade	93	38.00%	62.00%	24.00%									

Secondary Summer Boost

5th Grade: 119 Total Students

Reading Data		Math Data	
Pre-Test	Post Test	Pre-Test	Post Test
38 students took the test Median Score: 40%	65 students took the test Median Score: 70%	35 students took the test Median Score: 27%	41 students took the test Median Score: 36%
25 Students took both tests 16/25, 64% improved		22 Students took both tests 13/22, 59% improved	

6th Grade: 113 Total Students

Reading Data		Math Data	
Pre-Test	Post Test	Pre-Test	Post Test
36 students took the test Median Score: 55%	43 students took the test Median Score: 73%	86 students took the test Median Score: 54%	55 students took the test Median Score: 58%

18 Students took both tests 14/18, 78% improved	46 Students took both tests 27/46, 59% improved
7th Grade: 121 Total Students	
Reading Data	
Pre-Test	Post Test
39 students took the test Median Score: 45%	42 students took the test Median Score: 55%
25 Students took both tests 22/25, 88% improved	
Math Data	
Pre-Test	Post Test
81 students took the test Median Score: 55%	46 students took the test Median Score: 58%
22 Students took both tests 27/40, 68% improved	

7th Grade: 121 Total Students

Reading Data		Math Data	
Pre-Test	Post-Test	Pre-Test	Post-Test
39 students took the test Median Score: 45%	42 students took the test Median Score: 55%	81 students took the test Median Score: 55%	46 students took the test Median Score: 58%
25 Students took both tests 22/25, 88% improved		22 Students took both tests 27/40, 68% improved	

8th Grade: 119 Total Students

Reading Data		Math Data	
Pre-Test	Post-Test	Pre-Test	Post-Test
23 students took the test Median Score: 57%	27 students took the test Median Score: 71%	75 students took the test Median Score: 53%	33 students took the test Median Score: 65%
8 Students took both tests 5/8, 63% improved		28 Students took both tests 19/28, 68% improved	

Summer School

- Original Credit Courses:
 - English 3, 4, Fit for Life/Health, Personal Financial Literacy
- Make-up Courses (HS):
 - Algebra I, Geometry, Algebra II, Algebra with Trigonometry and Statistics
 - Earth Systems, Biology, Chemistry
 - English 1, 2, 3, 4,
 - U.S. History, World History, Local State and National Government
 - Spanish 1, 2, Foundations of Technology, Personal Financial Literacy, Fit for Life/Health
- Make-up Courses (MS):
 - Reading/English Language Arts, Math, Science, Social Studies
- Classes taught Virtually
- All make-up classes free
- Internet Cafes open at all high schools for students without reliable internet, transportation and meals provided
- Average attendance rate:
 - high school - 85% (4,588 students enrolled)
 - middle school - 88% (576 students enrolled)

8th Grade: 119 Total Students

	Reading Data		Math Data	
	Pre-Test	Post Test	Pre-Test	Post Test
	23 students took the test Median Score: 57% 8 Students took both tests	27 students took the test Median Score: 71% 8 Students took both tests	75 students took the test Median Score: 53% 28 Students took both tests	33 students took the test Median Score: 65% 28 Students took both tests
Summer School	<p>5/8, 63% improved</p> <ul style="list-style-type: none"> ▪ Original Credit Courses: <ul style="list-style-type: none"> ▪ English 3, 4, Fit for Life/Health, Personal Financial Literacy ▪ Make-up Courses (HS): <ul style="list-style-type: none"> ▪ Algebra I, Geometry, Algebra II, Algebra with Trigonometry and Statistics ▪ Earth Systems, Biology, Chemistry ▪ English 1, 2, 3, 4, ▪ U.S. History, World History, Local State and National Government ▪ Spanish 1, 2, Foundations of Technology, Personal Financial Literacy, Fit for Life/Health ▪ Make-up Courses (MS): <ul style="list-style-type: none"> ▪ Reading/English Language Arts, Math, Science, Social Studies ▪ Classes taught Virtually ▪ All make-up classes free ▪ Internet Cafes open at all high schools for students without reliable internet, transportation and meals provided ▪ Average attendance rate: <ul style="list-style-type: none"> ▪ high school - 89% (1,588 students enrolled) ▪ middle school - 88% (576 students enrolled) 			
Elementary Special Education Summer Boost				

Elementary Grades K-4 were assessed in Reading using the Foundations Intervention Placement Inventory. For Math, they were assessed using the Number Worlds Level Placement Test and the Number Knowledge Assessment. Instruction consisted of Foundations Intervention for phonics, guided reading decodable texts using Leveled Literacy Intervention and Number Worlds for math instruction.

SPED - Reading & Math

	# of students assessed	Name Letters (% out of 20)			Sound to Letter (% out of 20)			Write Letters/Words (% out of 20)			Read Words (% out of 25)		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Reading	80	86.38%	91.58%	5%	67.13%	76.63%	9.50%	52.85%	64.51%	11.66%	29.28%	34.89%	5.61%
Math	49	Number Worlds Level Pre/Post			#Assessed			Number Knowledge Assessment					
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
		43.06%	58.06%	15%	66	32.05%	38.56%	6.51%					

Secondary Special Education Summer Boost

Grades 5- 12: 81 Total Students

Reading Data	Math Data	
	Pre-Test	Post-Test
<p>81 students were administered an F&P Benchmark Assessment Median Reading Level: N</p> <p>32/60 (53%) students made at least 1 level of growth based on F&P Benchmark. 20/60 (33%) made at least 2 levels of growth from pre to post.</p>	<p>68 students were administered a unit pre-test for the chosen unit from the Number Worlds kit at the corresponding student grade level Median Score: 37%</p> <p>58 students were administered a unit post-test for the chosen unit from the Number Worlds kit at the corresponding student grade level Median Score: 41%</p>	<p>60 students were administered an F&P Benchmark Assessment Median Reading Level: P</p> <p>39/58 (67%) improved from pre to post assessment. 29/58 (50%) students made at least 10% growth on the Number Worlds Unit pre/post assessment.</p>

FUNDING

In this FUNDING Tab, LEAs will list the budget and expenditures for the program. School Systems should allocate the budget per the State's categories and objects, and provide a narrative description of how the funds were used to support the program.

Category	Object	Budget	Expenditures	Balance
202	01	29,925.00	19,684.00	10,241.00
202	01	38,695.00	-	38,695.00
203	01	129,200.00	40,111.37	89,088.63
203	01	33,000.00	25,386.40	7,613.60
203	01	25,000.00	-	25,000.00
204	03	325,284.50	-	325,284.50
209	02	70,409.00	49,290.70	21,118.30
212	04	19,565.50	6,433.12	13,132.38

Budget Narrative

Grades K-12: Each school will be provided a funding allotment to provide services beyond the school day for those students who require supplemental instruction to address lingering learning deficits. This will include continuation of the instruction provided during the summer programs, with students being added or exited based on continued need and performance.

Grades 4-12: Schools will have an opportunity to recommend, and parents will be able to request, tutoring services for reading and math courses in grades 4-12 and select social studies and science classes at the high school level. These will be proactive tutoring services. Tutoring will take place beyond school hours but will offer instruction concurrent with classroom instruction to seamlessly solidify understanding and promote improved class performance. Tutoring services will be coordinated and organized system-wide by the Coordinator of Special Programs. Charles County Public Schools will repeat this cycle of extended learning opportunities for the subsequent two school year cycles. In the spring, students will be identified based on school year performance and the system-wide screening assessment for inclusion in summer programs. Using the student profile sheets, students will then be prioritized for inclusion in tutoring and additional support services for the upcoming school year. Data from summer and school year programs will be compiled to follow student progress and complete student achievement profiles. The final phase of this cyclical program will be the 2023 summer