Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of $6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link PSAYDN.org).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately $50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three- part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

    1) A description of each program and activity

    2) A narrative outlining the expected benefit of each program and activity

    3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found Link to Accelerated Learning Toolkit.

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

    1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") prepares boys for success in college and beyond. The only all-boys public school in Pennsylvania, Boys' Latin provides a world-class college preparatory education to 800 students in grades six through 12, the vast majority

of whom are African American and Economically Disadvantaged. Having been historically underserved in traditional school settings, the average student enters Boys' Latin three grade levels behind in reading and math. COVID-19 challenges the school's mission by creating an unprecedented educational environment in which these already significant learning gaps are prone to grow. In response to COVID-19, the school operated a virtual learning program for the final trimester of the 2019-20 school year and for the entire 2020-21 school year. Based on the findings of a national study, the school estimates that students ended the 2020-21 school year an additional six months behind in reading and math. This means that the average student is now nearly four years behind in reading and math, which was confirmed by NWEA MAP Growth data from the September 2021 administration. The school returned to an in-person learning program in 2021-22. However, in accordance with the Philadelphia Department of Public Health guidance, groups of students are required to complete periods of quarantine and isolation in the event of a close contact exposure or positive case. This presents the opportunity for continued periods of virtual and hybrid learning.The school firmly believes there is a learning-time gap driving the educational achievement gap. In a standard school year, the average inner city public school student spends 25 hours on school and learning each week. In comparison, the average Boys' Latin student spends 40 hours on school and learning each week or 60 percent more hours than their public school peers across Philadelphia. However, the average suburban school student spends 45 to 65 on school and learning each week and the average private school student spends 60 to 70 hours. During the 2020-21 school year, many suburban and private schools were ablet to maintain in-person operations despite COVID-19 due to higher funding rates and lower COVID-19 transmission rates. This means that during the one and one third years of virtual learning, the learning-time gap driving the educational achievement gap likely widened. To address this inequity as well as the increased learning loss among students, Boys' Latin seeks to use its ARP ESSER/Act 24 Allocation for Summer Enrichment to expand its summer school program in the 2021-22, 2022-23, and 2023-24 school years. These funds will cover the salaries and benefits of 8 summer school program employees. This will support a four week program mandatory for all students who failed two or more courses and a four week program mandatory for all incoming ninth grade students.

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial and Ethnic Groups	Academic Growth	800	Major Racial or Ethnic GroupsAcademic Growth800 On average, the school serves a 94 percent African American or Black, four percent Multiracial, and one percent Hispanic or Latino student population. Having been historically underserved in traditional school settings, the average student enters Boys' Latin three grade levels behind in reading and math. Data from the September 2021 administration of the NWEA MAP Growth assessments demonstrated that the average student is now four grade levels behind in reading and math following the one and one third years of

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			virtual learning. As such, the expanded summer school program targets all incoming ninth grade students. Additionally, the expanded summer school program targets all students who fail two or more classes during the school year.
Children from Low-Income Families	Academic Growth	800	Boys' Latin is a Title I school. More than 75 percent of students reside in zip codes areas with the highest levels of poverty and deep poverty in Philadelphia. All students receive free breakfast and lunch. Having been historically underserved in traditional school settings, the average student enters Boys' Latin three grade levels behind in reading and math. Data from the September 2021 administration of the NWEA MAP Growth assessments demonstrated that the average student is now four grade levels behind in reading and

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			math following the one and one third years of virtual learning. As such, the expanded summer school program targets all incoming ninth grade students. Additionally, the expanded summer school program targets all students who fail two or more classes during the school year.
Gender	Academic Growth	800	The school serves a 100 percent male student population. In Philadelphia, boys, particularly boys of color, face the worst educational and quality of life outcomes in comparison to their peers of different genders, races, and ethnicities. Having been historically underserved in traditional school settings, the average student enters Boys' Latin three grade levels behind in reading and math. Data from the September 2021 administration of the NWEA MAP Growth assessments

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			demonstrated that the average student is now four grade levels behind in reading and math following the one and one third years of virtual learning. As such, the expanded summer school program targets all incoming ninth grade students. Additionally, the expanded summer school program targets all students who fail two or more classes during the school year.

3. Describe the evidence-based resources that will be used to support student growth during the summer school program.

In the summer preceding the 2021-22, 2022-23, and 2023-24 school years, the school will offer an expanded summer school program to include a four week program mandatory for all students who failed two or more courses and a four week program mandatory for all incoming ninth grade students. A study of a similar summer program in Chicago and other city school districts found that mandating summer school for students who failed end-of-year exams increased achievement in reading and math. The school's high-quality educators lead all programming. The school will monitor attendance and academic (course grades, course credits, NWEA MAP Growth) data to assess and ensure the effectiveness of this evidence-based intervention. An evidence-based resource that will be used to support student growth during the after school program is educator effectiveness. The school seeks to use its ARP ESSER/Act 24 Allocation for Summer Enrichment to fund the salary and benefits expense of 8 summer school program employees. Similar to evidence-based intervention, Chicago Public Schools Excellence in Teaching Project, the Boys' Latin Educator Effectiveness seeks to increase student learning by improving instruction. A study of the Chicago program, which was implemented in schools serving a majority African American and Economically Disadvantaged student population like Boys' Latin, found that the program yielded improved achievement in reading and math in year one of implementation and beyond.Another evidence-based resource that will be used to support student growth during the after school program is

School-Wide Positive Behavioral Interventions and Supports ("PBIS"). The school educates students wholly by cultivating personal responsibility, emotional intelligence, and character development. In 2021-22 the school implemented a school-wide PBIS system, which serves to improve social, emotional, behavioral, and academic outcomes for students, mitigating the impact of COVID-19. Best-practice tool, Kickboard, supports the systems, practices, and data critical to PBIS.Another evidence-based resource that will be used to support student growth during the after school program is NWEA MAP Growth. MAP Growth is a best-practice, nationally-normed assessment for measuring achievement and growth in K-12 math and reading. It provides teachers with accurate, actionable data to target instruction for every student, whether they are below, at or above grade level. The assessment is administered at the beginning (September), middle (January), and end (June) of the school year. MAP Growth is a high-quality assessment that is valid, reliable, and accurately assesses students' academic progress and assists educators in meeting students' academic needs, including through differentiating instruction.

4. Describe the staff that will provide the summer school program (i.e,. internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
8	Internal Provider	Summer School Teacher

☑

a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.

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b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance Data (PowerSchool)	Daily	An increase in the number of students attending 90 percent or more of school days, and a decrease in the number of

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		students attending less than 90 percent of school days.
Course Grades	Weekly, End of Program	Course Grades Weekly, End of Program All students participating in the expanded summer school program due to course failures demonstrate an increase in performance in comparison to the school year course, as measured be letter grade in alignment with the school's grading scale.
Course Credits	End of Program	All students participating in the expanded summer program due to course failures, successfully recover the credit for the failed courses.
NWEA MAP Growth	September, January, and June	An increase in student growth in reading and math as measured by the NWEA MAP Growth assessment administered in the beginning (September), middle (January), and end (June) of the school year.

6. How will the LEA engage families in the summer school program?

Boys' Latin of Philadelphia believes that learning happens best when there is a strong partnership between educators, students, families, and the outside community. To effectively engage families in the summer school program, the school communicates about the program in weekly email newsletters and holds regular meetings with families via the school's parent-teacher organization, the Extended Family Network.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$64,369.00

Allocation

$64,369.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$60,000.00	Salaries for Summer School Staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$4,369.00	Benefits for Summer School staff
		$64,369.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$64,369.00

Allocation

$64,369.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$60,000.00	$4,369.00	$0.00	$0.00	$0.00	$0.00	$0.00	$64,369.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Services	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$60,000.00	$4,369.00	$0.00	$0.00	$0.00	$0.00	$0.00	$64,369.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$64,369.00