

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
Email Address: klowndes@ccboe.com

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: _____

3/1/23

Required Components: 2022 and 2023 Summer School Report

1. How many students have been served through 4369

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.

Summer Programs ran for 19 days from July 5 through August 4. All programs were four hours in length. All programs were offered in person, with class sizes varying from 10:1 to 25:1 students in each class. CTE Exploration camps were weeklong camps that lasted 6 hours each day. AlphaBest before and after care was provided at each of the elementary sites.

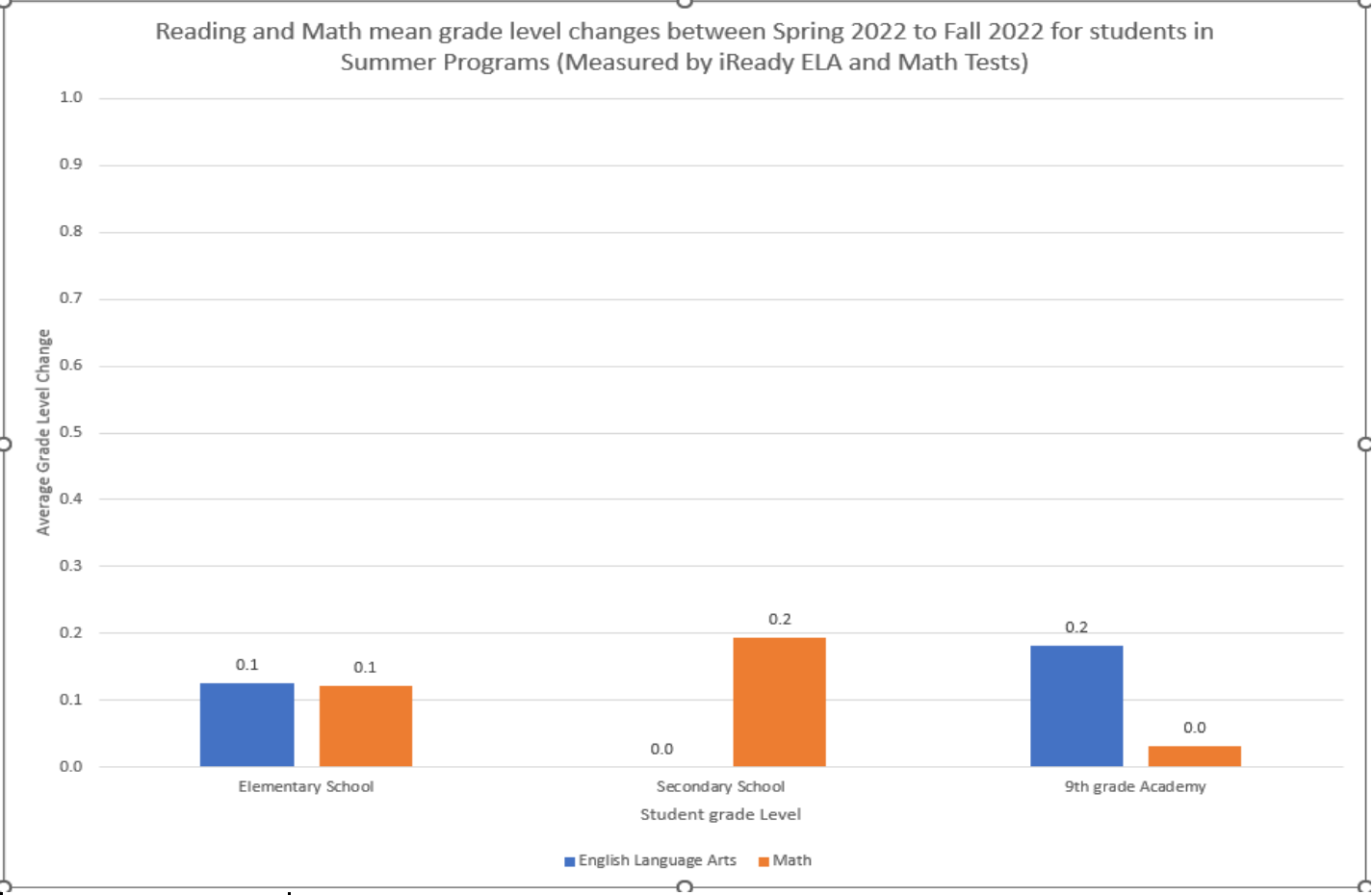
Program	Number of Instructional Hours	Method of Delivery	Partnerships
9th Grade Academy	4 hours x 19 days = 76 total hours	Face-to-Face	Reallyville SEL Lessons Common Lit 360
Career Technical Education (CTE) Exploration Camp	3 days per week (9 total days) x 5 hours per day = 45	Face-to-Face	
Elementary Summer Boost	4 hours x 19 days = 76 total hours	Face-to-Face	AlphaBest for before program and after program child care
Secondary Summer Boost	4 hours x 19 days = 76 total hours	Face-to-Face	
Summer School	4 hours x 19 days = 76 total hours	Face-to-Face	
Special Education Summer Boost	4 hours x 19 days = 76 total hours	Face-to-Face	

3. The method the county board used to identify students with the greatest learning loss;

Program	Method
9th Grade Academy	Rising 9th grade students were identified using iReady data. Students who scored 1-2 years below grade level in reading and math were invited to participate.
Career Technical Education (CTE) Exploration Camp	All middle school students in grades 6 and 7 were invited to attend.
Elementary Summer Boost	Students were identified using i-Ready Spring data. Students were alternately ranked and the students with the most significant gaps in current performance and grade level goals being prioritized for invitation.
Secondary Summer Boost	Students were identified using i-Ready Spring data. Students were alternately ranked and the students with the most significant gaps in current performance and grade level goals being prioritized for invitation.
Summer School	Both high school and middle school students were identified by school counselors based on course failures and required courses needed for graduation.
Special Education Summer Boost	IEP meetings were held during the 2021-2022 school year to determine if students experienced a detrimental impact during the 2019-2020 and 2020-2021 school years as a result of virtual instruction. Students that experienced a detrimental impact during the timeframe in question were invited to attend the 2022 summer boost program to provide compensatory services.

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

9th Grade Academy	Rising 9th grade students invited to attend the 9th Grade Academy were identified as those students scoring 1 grade level below on the iReady math and reading winter diagnostic. The spring and fall diagnostics were then compared for those students who attended to determine growth.



Career Technical
Education (CTE)
Exploration Camp

The application window for current 8th grade students is from 10/24/2022 to 11/14/2022. Career and Technical Education programs that do not require an application are selected through 8th grade course selection in February of 2023. A survey was taken as students exited the CTE Exploration Camp last summer 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 was analyzed in January of 2023. A total of 337 students participated in the camp (170 rising 7th graders and 167 rising 8th graders), with 82% of the rising eighth graders applying for a CTE pathway requiring an application the following school year. A correlation between student interest indicated in the survey and students entering a CTE course that does not require an application will be analyzed in May of 2023. Enrollment in the CTE pathways is analyzed yearly to see if an increased number of students are participating since attending the CTE Exploration Camp.

Summer CTE Exploration Camp Programs

Week 1 (June 27-29)	Week 2 (July 11-13)	Week 3 (July 18-20)
Business	Auto	Auto
CASE: Natural Resources and Agriculture	Biotechnology	Business
Certified Nursing Assistant	Business	Certified Nursing Assistant
Computer Science	CASE: Natural Resources and Agriculture	Computer Science
Construction Design and Management	Certified Nursing Assistant	Cosmetology
Cosmetology	Collision Repair	Education Careers
Culinary Arts	Computer Science	Pharmacy Technician
Cybersecurity	Cosmetology	Pro Start
Education Careers	Education Careers	Welding
Electrical Construction	Electrical Construction	
Pharmacy Technician	Pharmacy Technician	
Pro Start	Pro Start	
Teacher Academy of Maryland (TAM)	Welding	

participants: 112 students

participants: 132 students

participants: 93 students

Elementary Summer Boost

Kindergarten Assessed: Phonological awareness (beginning sounds) and phonics (letter identification.) First through fifth grade increased reading fluency and comprehension, and improved performance in math in relation to grade level standards. Both reading and math had routine progress monitoring throughout the program using the core instructional resources of the program.

Elementary Summer Boost

Method of Intervention	Capacity and Participation	
Evidence based summer learning or summer enrichment programs.	1) Is this program available to all enrolled students?	No
	If no, indicate the number of students this program serves at full capacity	1860
	2) Total unique headcount of students that participated in this activity	1513
	In the table below, indicate the number of eligible students* within each of the following student groups and the number of eligible students* from that student group that participated in this activity.	
	*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.	
	Student Profile	# Enrolled eligible Students in subgroup
		# Eligible students in subgroup participating
	Students with one or more disabilities	446
	Low-income students	1093
	English learners	191
	Students in foster care	•
	Migratory students	•
	Students experiencing homelessness	66
	American Indian or Alaska Native	13
	Asian	35
	Black or African American	1009
	Hispanic/Latino	277
	Native Hawaiian or Other Pacific Islander	•
	White	386
	Two or more races	139
	Other student subpopulation (Please specify):	N/A

Location (Service Site):	Craig, Higdon, Indian Head, Jenifer, Ryon, Mudd, Turner, Barnhart	Program Run Dates:	July 5 - August 4
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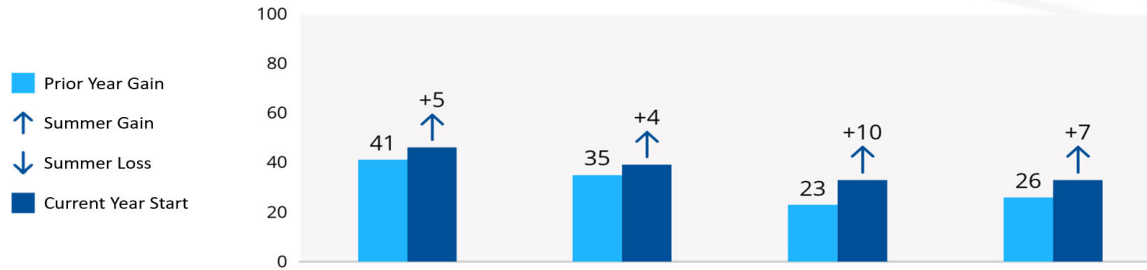
How Much Summer Learning Did Students Experience?

(All eligible students who attended **Reading Summer Boost**)

Reading



Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 21-22) and Summer (Spring 21-22 to Fall 22-23)



	2	3	4	5
National Summer Gain/Loss Based on 18-19 National Norms	+6	(3)	(1)	0
CCPS Boost Students Assessed	272	276	253	230

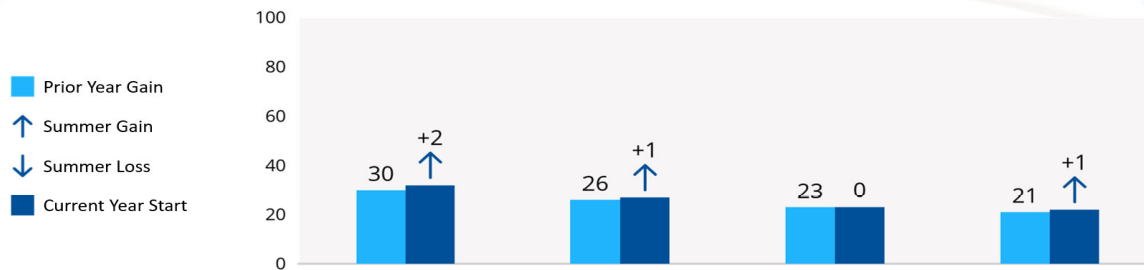
How Much Summer Learning Did Students Experience?

(All eligible students who attended **Math Summer Boost**)

Mathematics



Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 21-22) and Summer (Spring 21-22 to Fall 22-23)



	2	3	4	5
National Summer Gain/Loss Based on 18-19 National Norms	(5)	(6)	(6)	(9)
CCPS Boost Students Assessed	270	272	250	232

Secondary Summer Boost

Students in grades 5-7 invited to attend Secondary Summer Boost were identified as those students scoring 3 or more grade levels below on the iReady math and reading winter diagnostic. The spring and fall diagnostics were then compared for those students who attended to determine growth.

Middle School Summer Boost

Method of Intervention	Capacity and Participation	
Evidence based summer learning or summer enrichment programs.	1) Is this program available to all enrolled students?	No
	If no, indicate the number of students this program serves at full capacity	1000
	2) Total unique headcount of students that participated in this activity	561
	In the table below, indicate the number of eligible students* within each of the following student groups and the number of eligible students* from that student group that participated in this activity.	
	*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.	
	Student Profile	# Enrolled eligible Students in subgroup
	Students with one or more disabilities	310
	Low-income students	612
	English learners	100
	Students in foster care	*
	Migratory students	*
	Students experiencing homelessness	33
	American Indian or Alaska Native	*
	Asian	13
	Black or African American	641
	Hispanic/Latino	145
	Native Hawaiian or Other Pacific Islander	*
	White	122
	Two or more races	56
	Other student subpopulation (Please specify):	N/A
		N/A

Location (Service Site): Hanson, Smallwood, Mattawoman, Somers

Program Run Dates: July 5 - August 4

Summer School	Students in grades 6-12 who were recommended to attend summer school by their school counselor were placed into make-up courses. Student progress was monitored throughout the 4 week program and additional support was provided to students not meeting success. At the conclusion of summer school, overall course grades were compared to the original failing grade earned that qualified them for the program.

High School Summer School

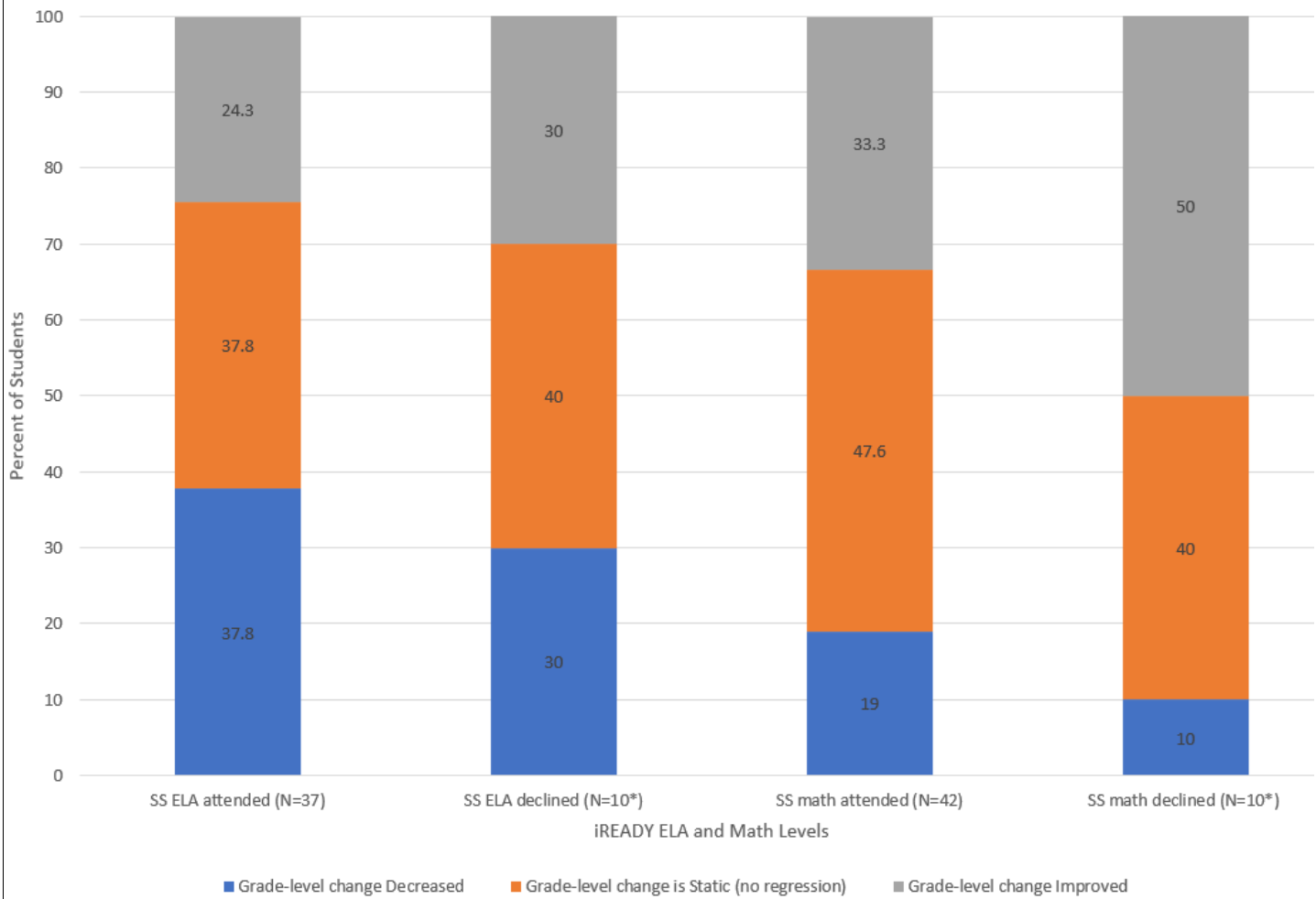
Method of Intervention	Capacity and Participation		
Evidence based summer learning or summer enrichment programs.	1) Is this program available to all enrolled students?		No
	If no, indicate the number of students this program serves at full capacity		1000
	2) Total unique headcount of students that participated in this activity		1028
	In the table below, indicate the number of eligible students* within each of the following student groups and the number of eligible students* from that student group that participated in this activity.		
	*Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.		
	Student Profile	# Enrolled eligible Students in subgroup	# Eligible students in subgroup participating
	Students with one or more disabilities	204	146
	Low-income students	843	531
	English learners	103	52
	Students in foster care	11	10
	Migratory students	.	.
	Students experiencing homelessness	87	42
	American Indian or Alaska Native	.	.
	Asian	11	11
	Black or African American	944	706
	Hispanic/Latino	235	144
	Native Hawaiian or Other Pacific Islander	.	.
White	217	100	
Two or more races	83	62	
Other student subpopulation (Please specify):	N/A	N/A	
Location (Service Site):	Westlake High School	Program Run Dates:	July 5 – August 4

<div>Secondary Special Education Boost</div>	<div>Students attending Special Education Boost were provided instruction in IEP goal and objective areas including grade level content goals, phonics and comprehension-based interventions, math interventions and writing supports. Progress monitoring through standard intervention benchmarks were utilized and overall maintenance/growth was monitored through Spring to Fall performance on diagnostic assessments addressing grade level content and curriculum (see charts above).</div>
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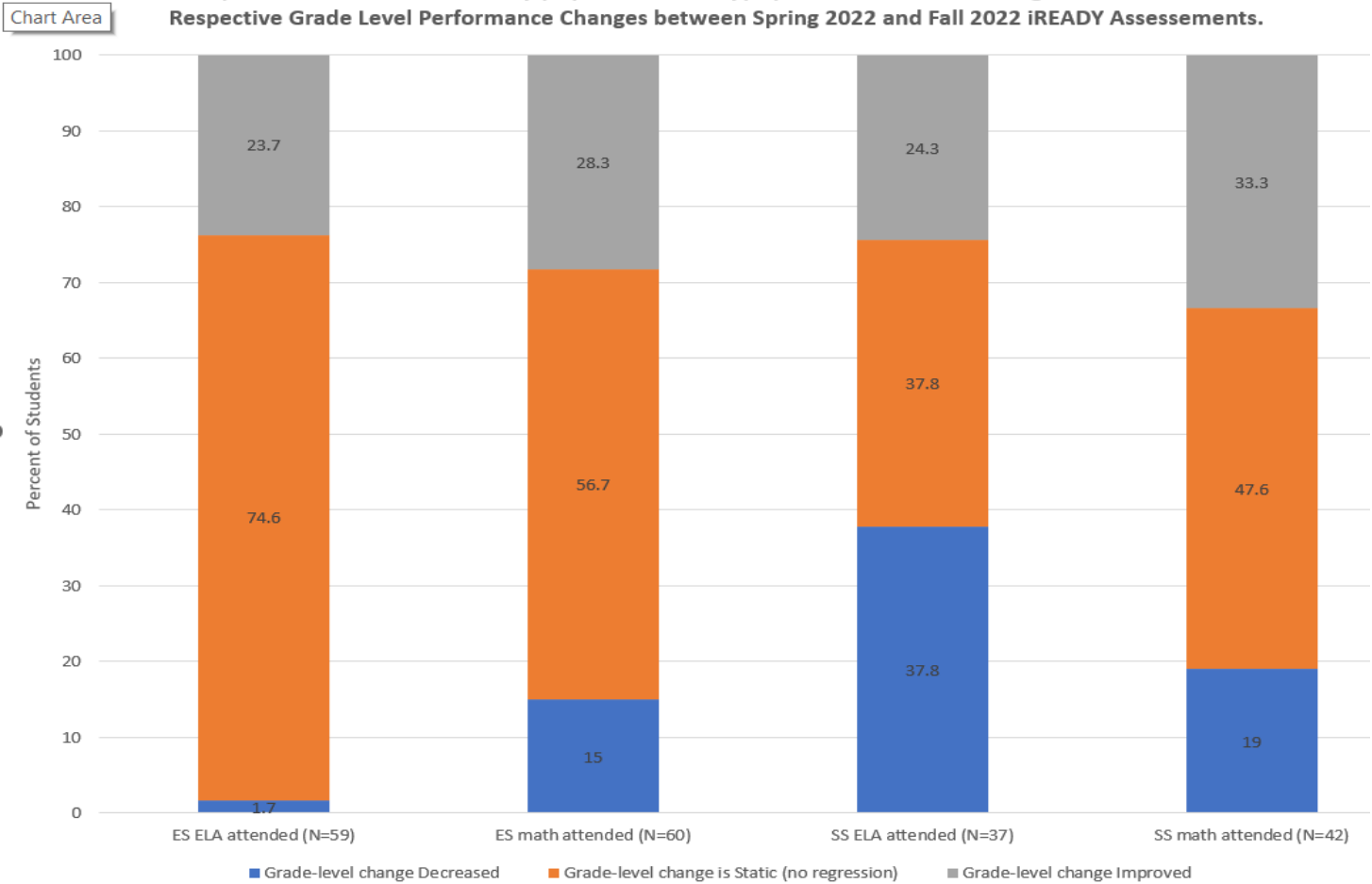
Middle School Summer School		
Method of Intervention	Capacity and Participation	
Evidence based summer learning or summer enrichment programs.	1) Is this program available to all enrolled students?	No
	If no, indicate the number of students this program serves at full capacity	300
	2) Total unique headcount of students that participated in this activity	273
	In the table below, indicate the number of eligible students* within each of the following student groups and the number of eligible students* from that student group that participated in this activity. *Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.	
	Student Profile	# Enrolled eligible Students in subgroup
	Students with one or more disabilities	77
	Low-income students	369
	English learners	35
	Students in foster care	.
	Migratory students	.
	Students experiencing homelessness	32
	American Indian or Alaska Native	.
	Asian	.
	Black or African American	335
	Hispanic/Latino	89
	Native Hawaiian or Other Pacific Islander	.
	White	61
	Two or more races	41
	Other student subpopulation (Please specify):	N/A
Location (Service Site):	Thomas Stone High School	Program Run Dates: July 5 - August 4

Comparison of Invited and Either Attending or Declined Secondary(SS) Summer 2022 Boost Students and Respective Grade Level Performance Changes between Spring 2022 and Fall 2022 iREADY Assessments.

***Caution interpreting declined student statistics as group is too small.**

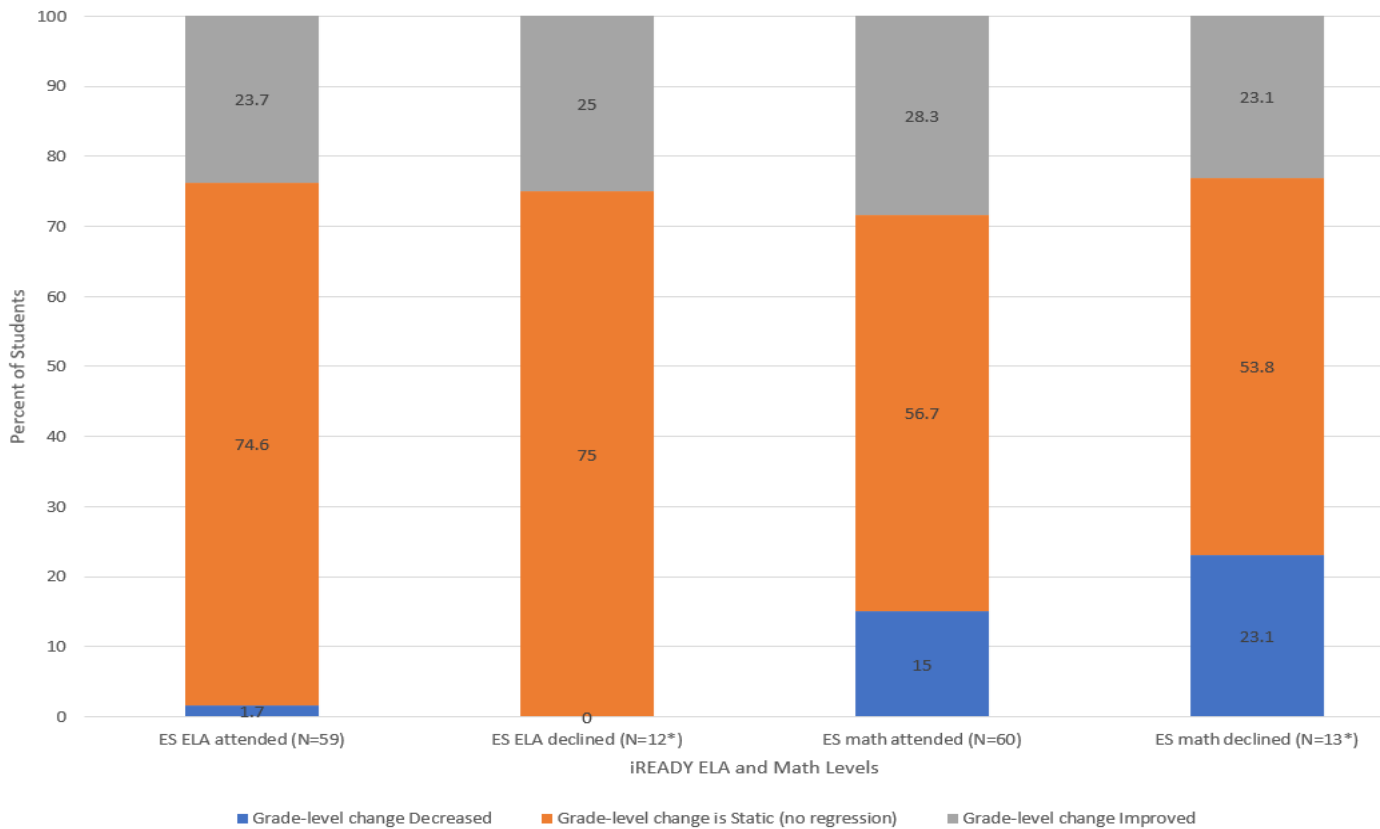


Comparison of Invited Elementary (ES) and Secondary(SS) Summer 2022 Attending Boost Students and Respective Grade Level Performance Changes between Spring 2022 and Fall 2022 iREADY Assessments.



Comparison of Invited and Either Attending or Declined Elementary (ES) Summer 2022 Boost Students and Respective Grade Level Performance Changes between Spring 2022 and Fall 2022 iREADY Assessments.

***Caution interpreting declined student statistics as group is too small.**



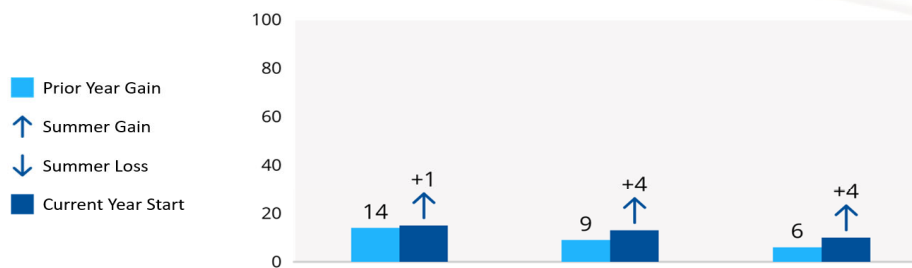
How Much Summer Learning Did Students Experience?

(All eligible students who attended **Math Summer Boost**)

Mathematics



Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 21-22) and Summer (Spring 21-22 to Fall 22-23)



	6	7	8
National Summer Gain/Loss Based on 18-19 National Norms	(7)	(4)	(3)
CCPS Students Assessed	117	139	111

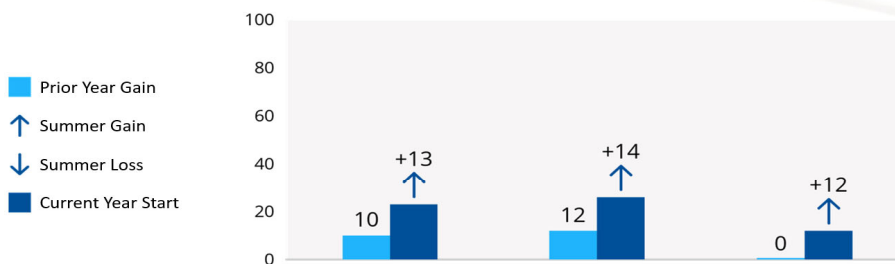
How Much Summer Learning Did Students Experience?

(All eligible students who attended **Reading Summer Boost**)

Reading



Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 21-22) and Summer (Spring 21-22 to Fall 22-23)



	6	7	8
National Summer Gain/Loss Based on 18-19 National Norms	(6)	0	(2)
CCPS Students Assessed	104	129	108

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	26,429.00	3,496.00
202	01	38,695.00	-	38,695.00
203	01	342,200.00	416,213.07	(74,013.07)
203	01	33,000.00	25,386.40	7,613.60
203	01	25,000.00	-	25,000.00
204	03	67,984.50	-	67,984.50
209	02	98,409.00	49,290.70	49,118.30
212	04	35,865.50	35,381.37	484.13

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