

BALTIMORE CITY PUBLIC SCHOOLS

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2016 Summer Learning Evaluation

*Presentation to Baltimore City Board of School Commissioners
Teaching and Learning Committee*

January 24, 2017

Dr. Sonja Brookins Santelises
Chief Executive Officer, Baltimore City Public Schools

Theresa D. Jones, Chief Achievement and Accountability Officer
Sean L. Conley, Chief Academic Officer

Summer Learning in City Schools

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Alignment to District Priorities

District Priority 1: City Schools will have quality curricula and instruction that provide rigor, engage students, raise the bar, and deliver targeted interventions to increase learning.

District Priority 4: City Schools and all schools will partner with families, communities, and the public and private sectors to foster shared ownership of schools and to collectively create opportunities for student success.

Summer Learning Goals

Limit summer learning loss

Increase promotion and graduation rates

Provide engaging & enriching experiences

Provide a safe, healthy summer environment

Summer Learning Planning and Focus

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City Schools is committed to ensuring students and families are provided summer learning opportunities. As a result, City Schools is actively involved in sustaining relationships with key community partners in the areas of coordination, collaboration, and communication.

Coordination

- Contributed to the monthly Summer Planning Meetings convened by the Office of the Mayor and the Fund for Educational Excellence, and the Baltimore's Promise Out of School Time (OST) Committee.

Collaboration

- Collaborated with partners and other summer learning providers to ensure 2016 summer learning options were geographically diverse and available for students throughout the city.
- Participants included, but were not limited to, the Department of Recreation and Parks, Family League of Baltimore, Mayor's Office of Employment Development, Abell Foundation, Weinberg Foundation, Baltimore's Promise, and the Maryland Out of School Time Network (MOST).
- Worked to identify common evaluation measures and standards for all 2016 summer learning programs.

Communication

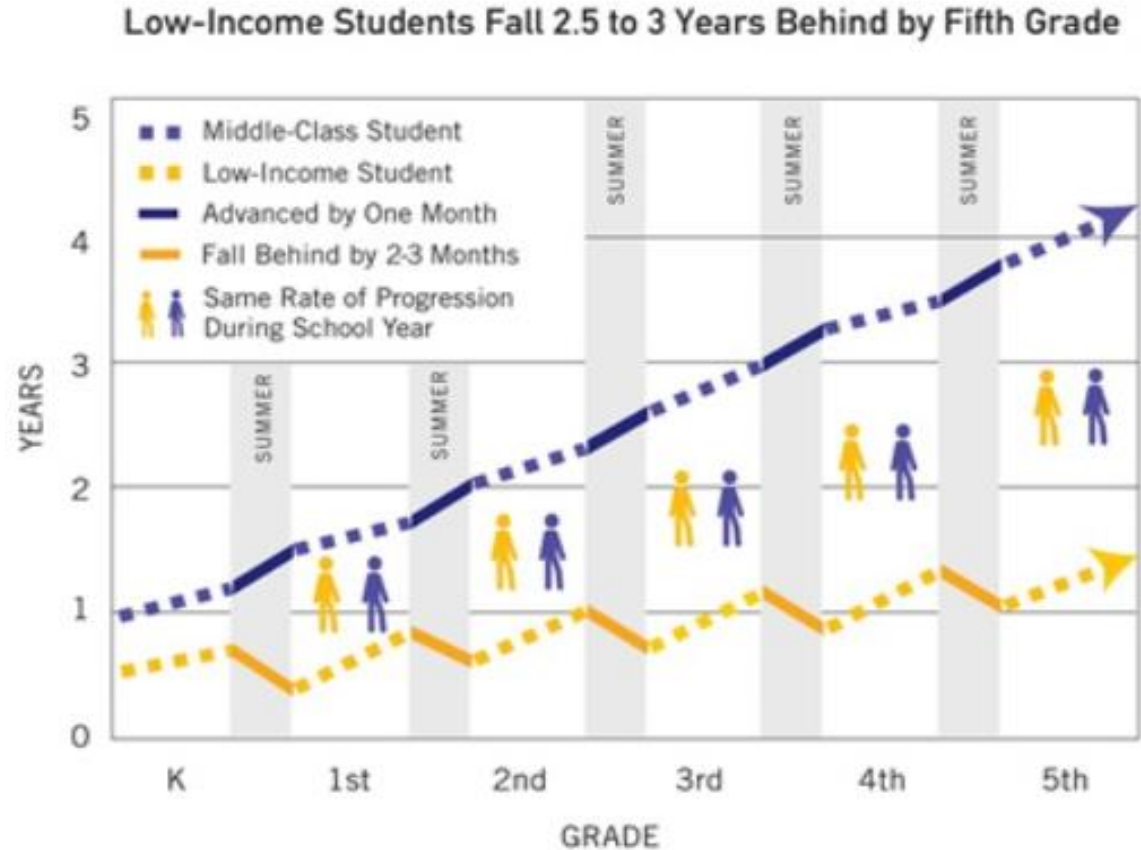
- Assisted in the development of a comprehensive summer learning communication plan for all students and families.

Evidence of Need – Reduction of Summer Learning Loss

Summer Learning programs provide additional opportunities for intervention and enrichment, with the goal of limiting summer learning loss.

City Schools Data

- 2016 PARCC, Grades 3-8: <20% of students proficient in ELA and math
- 2016 PARCC, HS: 17.6% of students proficient in English, 14.3% proficient in algebra I.



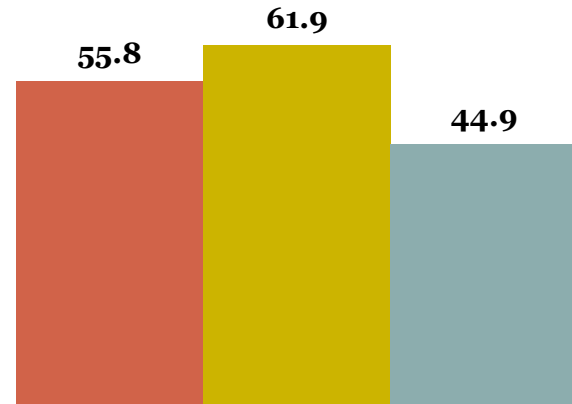
Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

Image from Gradelevelreading.net

Elementary Summer Learning Program

Elementary Summer Learning Program	
Objectives	<ul style="list-style-type: none"> To minimize summer learning loss To provide enrichment opportunities and meals in a safe summer environment
Target Group	Elementary students at Title I schools
Enrollment Efficiency	<p>Young Audiences: 88.1% (793 students enrolled for 900 seats)</p> <p>BELL: 83.7% (1,427 students enrolled for 1,700 seats)</p>
Operators	<p>Young Audiences – 4 sites serving up to 900 students- \$900,000 Title I funds</p> <p>BELL– 11 sites serving up to 1,700 students - \$1,675,995 Title I funds</p>

Proportion Attending at Least 75% of Enrolled Days

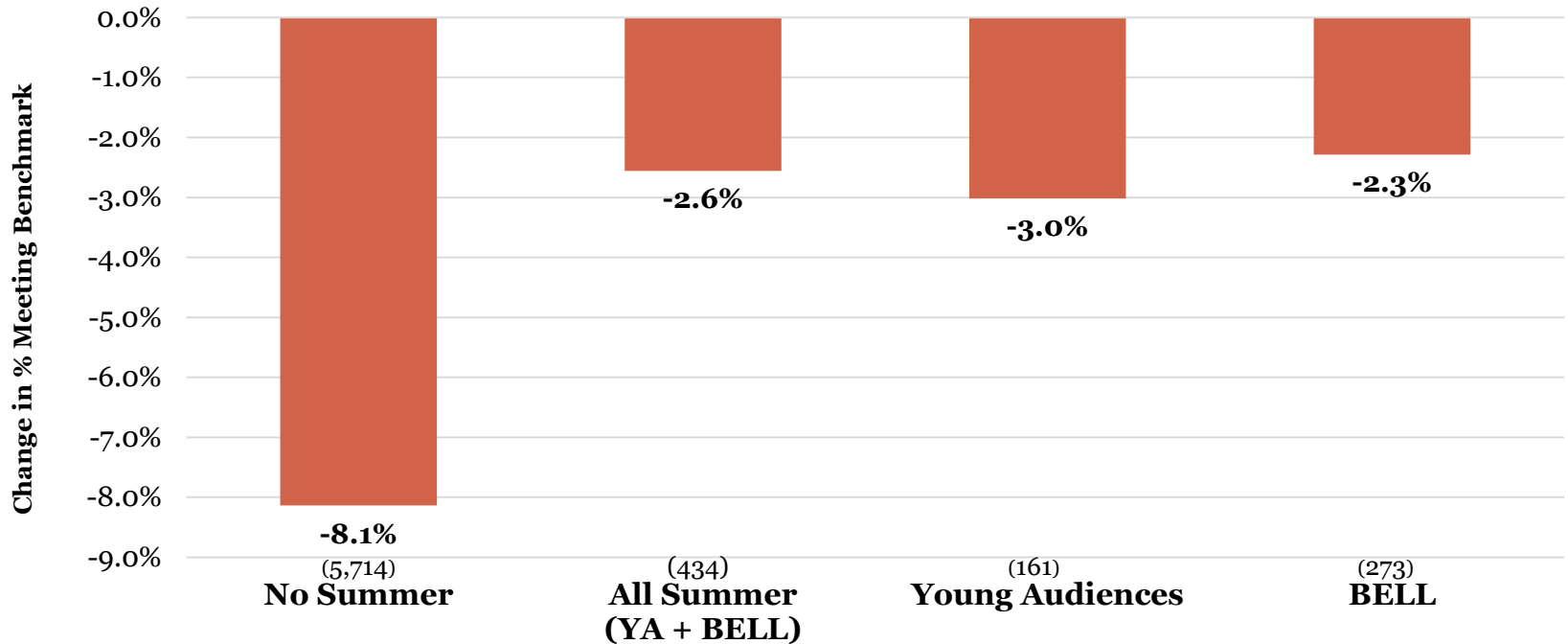


- Total Summer Elementary Program (N=2,220)
- BELL (n=1,427)
- Young Audiences (n=793)

Elementary Summer Learning Program: Impact on K-2 Literacy

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*DIBELS: Summer Participants Experienced Less Loss,
Compared to Non-Participant Peers*

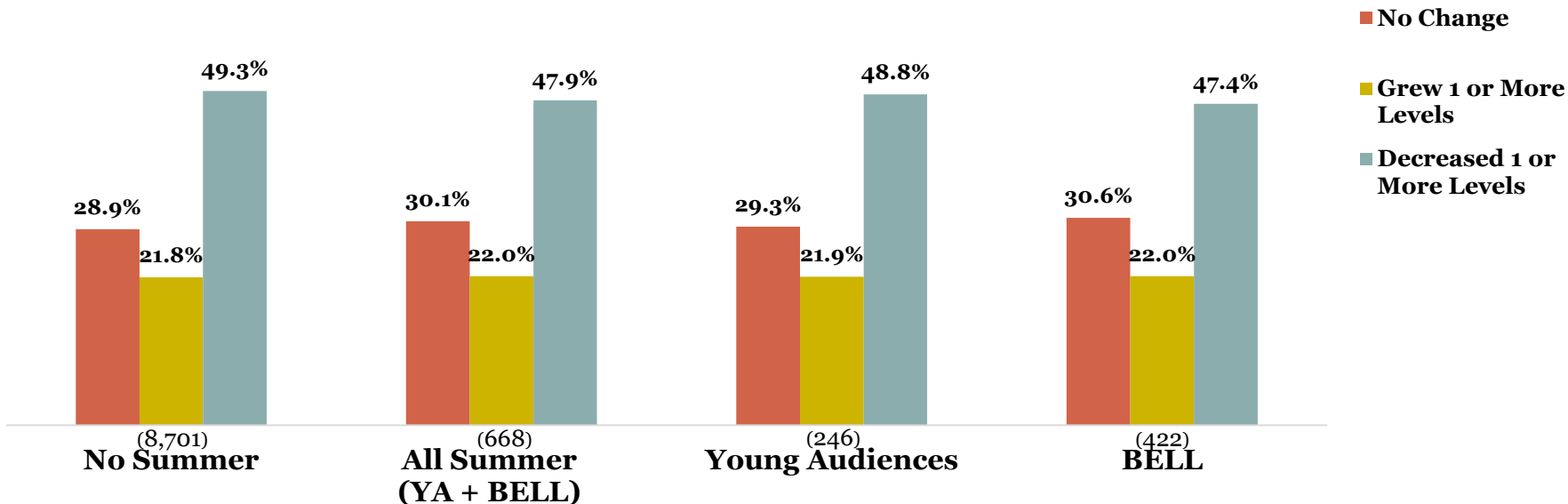


Note: Results shown here indicate the average change in proportion of students meeting the benchmark between the spring administration of DIBELS in May 2016 before summer school and the September 2016 administration after summer school. Results include students enrolled in ESY.

Elementary Summer Learning Program: Impact on K-2 Literacy

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TRC: Summer Participation Appeared to Have Little Effect on Reading Comprehension Growth

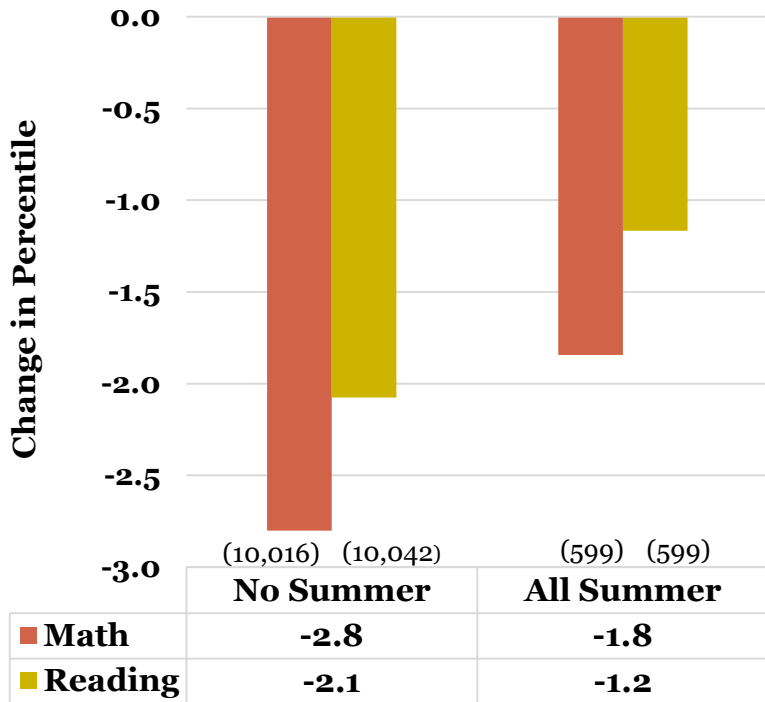


Note: Results shown here indicate the level of change between the spring administration of TRC in May 2016 before summer school and the September 2016 administration after summer school.

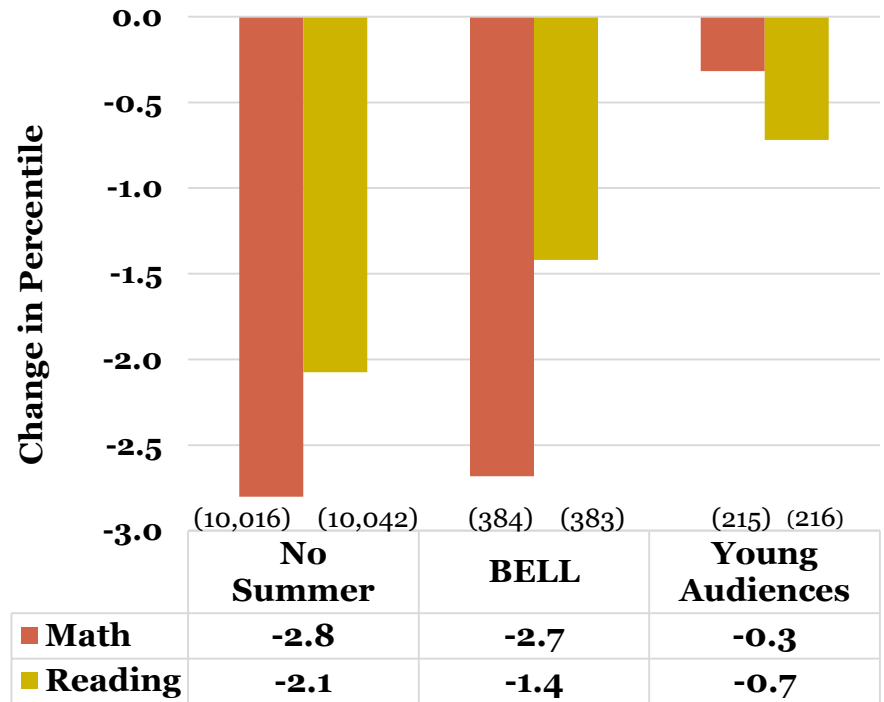
Elementary Summer Learning Program: Impact on 3-5 Math & Literacy

Summer Participants Show Less Learning Loss in Reading and Math

**i-Ready Percentile Change
By Summer School Participation**



**i-Ready Percentile Change
By Program**



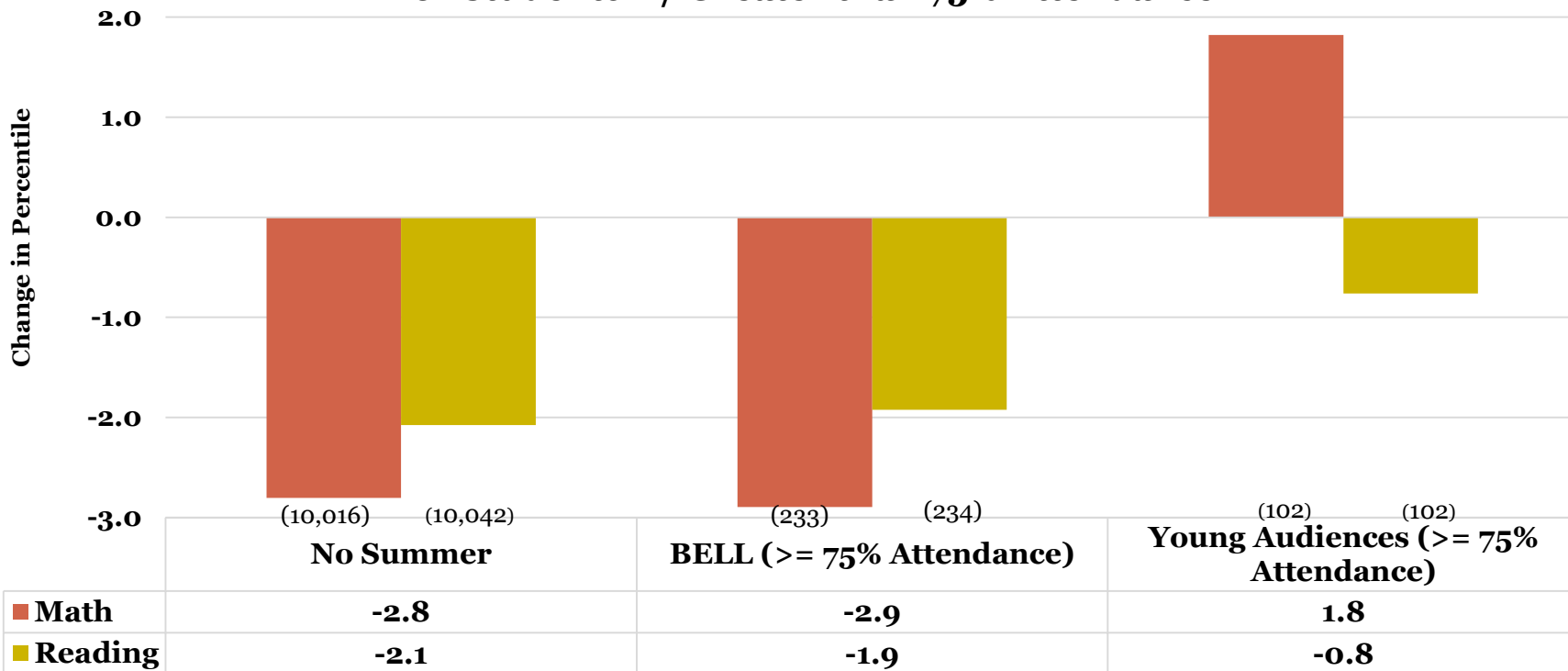
Note: Change is defined as the average change in percentile ranking from the March 2016 i-Ready administration to the September 2016 administration.

Elementary Summer Learning Program: Impact on 3-5 Math & Literacy

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Young Audiences Participants Show Less Learning Loss in Reading and Learning Gains in Math Compared to Other Students

**i-Ready Percentile Change
For Students w/ Greater than 75% Attendance**



Note: Change is defined as the average change in percentile ranking from the March 2016 i-Ready administration to the September 2016 administration.

BELL Middle Grades Promotion Program

Middle Grades Promotion Program

Objectives

- To increase the proportion of students recommended for promotion by their home school from 84% to 90%
- Increase attendance to 75% of students attending at least 75% of the program

Target Group

6th – 8th grade students identified for retention

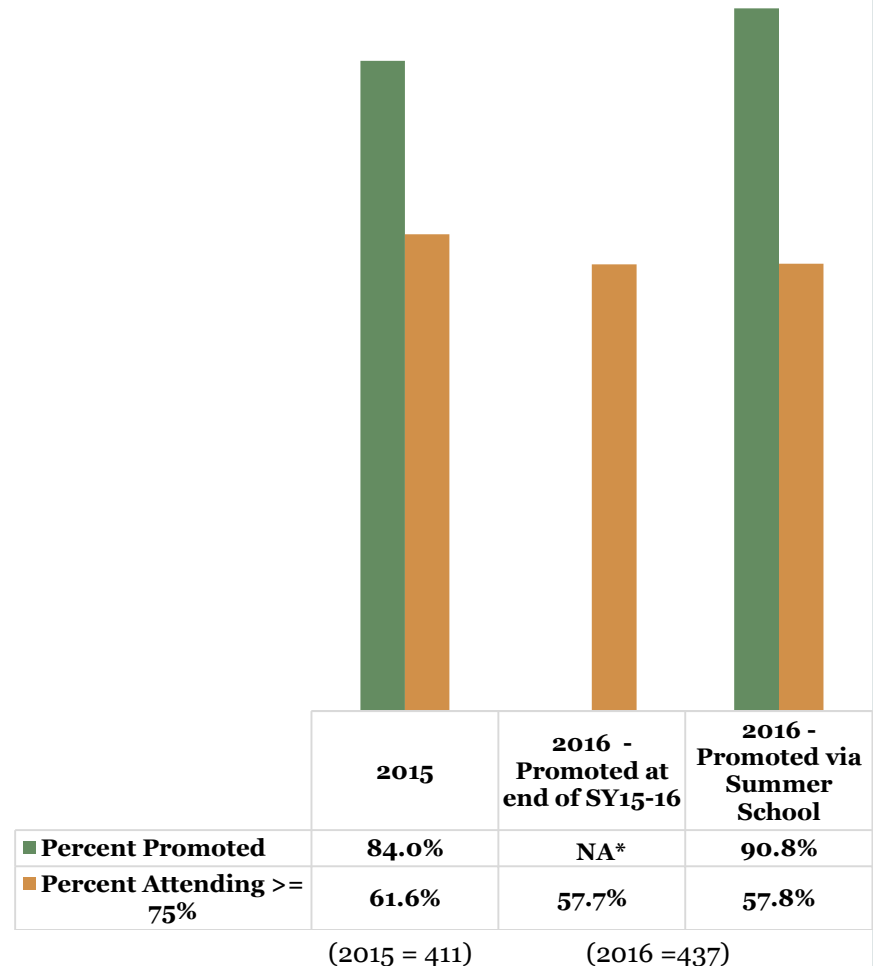
Enrollment Efficiency

84.3% (455 students enrolled in a total of 540 seats)

Cost and Funding Source

\$400,000 general funds

Promotion and Attendance

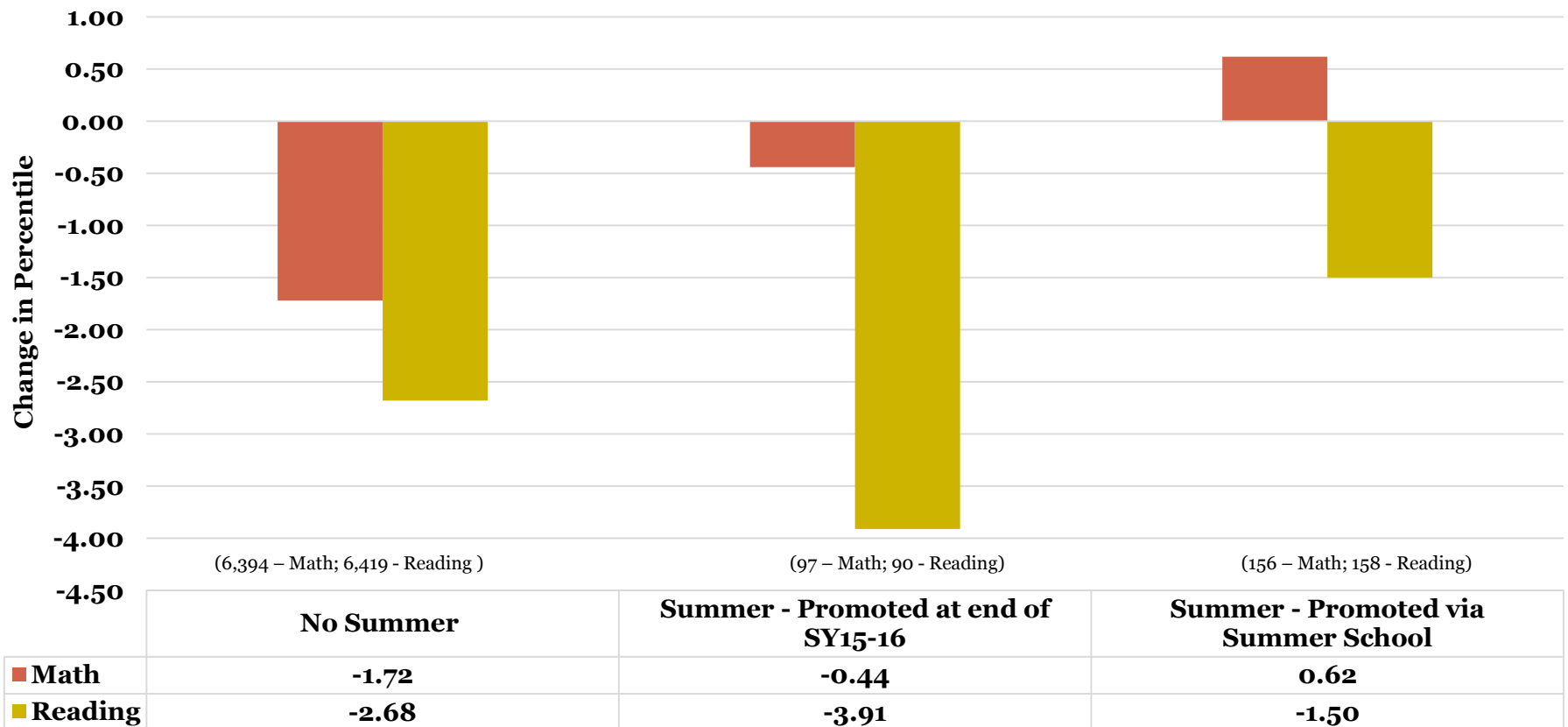


Note: NA* applies to students who were promoted at the end of SY15-16 and not Summer School.

BELL Middle Grades Promotion Program: Impact on 6-8 Math & Literacy

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i-Ready Percentile Change By Summer School Participation



Note: This data only includes students who took the i-Ready assessment in both Spring 2016 and Fall 2016.

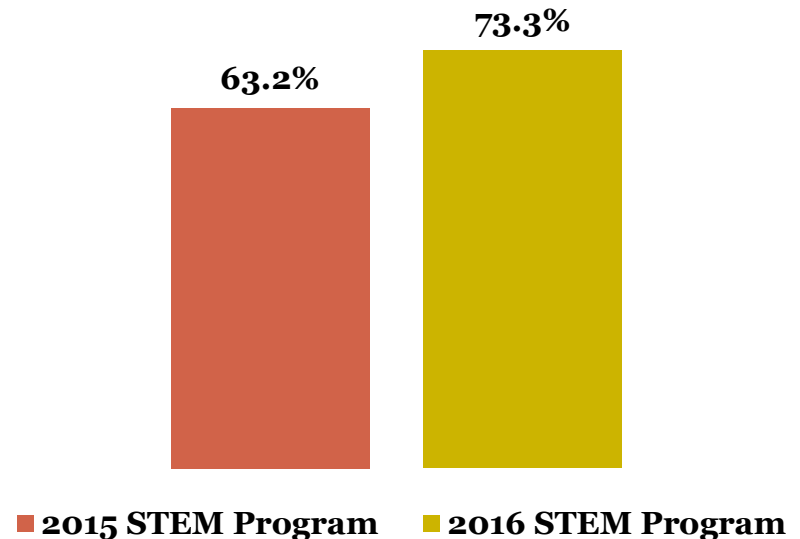
Middle School STEM: "So You Want to Be an Engineer"

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Middle Grades Enrichment Program

Objectives	<ul style="list-style-type: none"> 75% of students who are in mathematics remediation classes will show growth as demonstrated by pre- and post-tests 75% of students attend at least 75% of the program
Enrollment Efficiency	100.7% (151 students enrolled in 150 seats; 233 students on waiting list)
Cost and Funding Source	\$210,000 (\$200,000 100Kin10 grant funds, \$10,000 general funds)

Students Attending at Least 75% of Program Days, MS STEM Programs



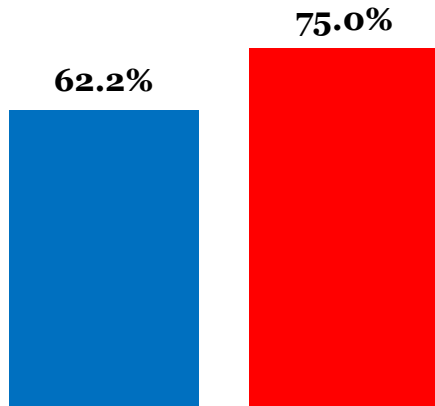
So You Want to Be an Engineer was a new MS STEM summer program and is different from the MS STEM summer program offered in 2015. Comparisons between 2015 and 2016 results should be made with caution.

Middle School STEM: "So You Want to be an Engineer"

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"Think Through Math Results"

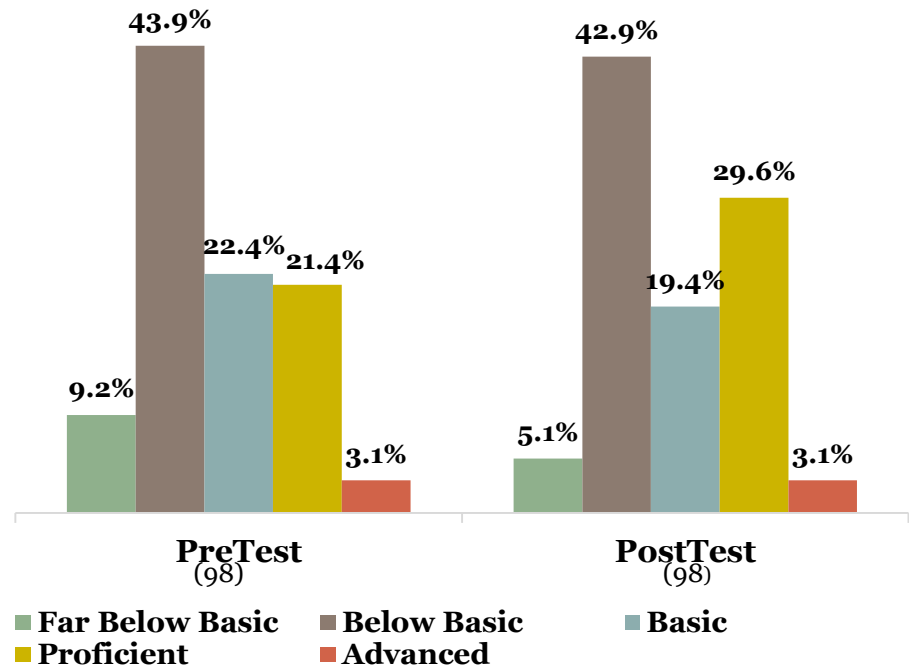
Percent of Participants Demonstrating Growth



2016 Participants (N=98)

■ 2016 Result ■ 2016 Objective

Pre-Test and Post-Test Comparison, 2016



The pretest and posttest are Think Through Math (TTM). TTM is a formative and summative assessment that can be used for diagnostic, placement, and to determine growth. The pretest was administered at the beginning of the program and the posttest was administered at the end of the program.

High School Summer School

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High School Summer School

Objectives

- Increase the proportion of credits earned from 95% to 96%
- Increase the proportion of students attending at least 75% of the program from 81% to 85%

Target Group

Grade 9-12 students

Cost and Funding Source

\$900,000 general funds

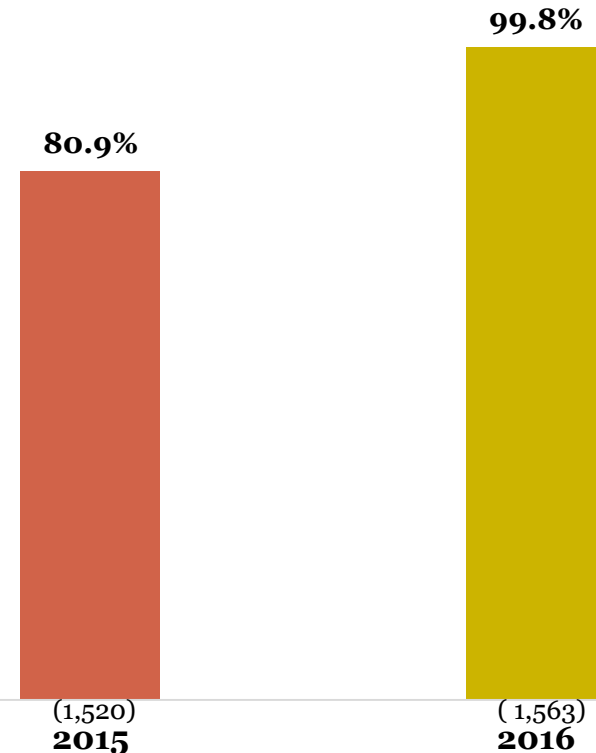
Enrollment

1,563 students enrolled in 2,455 courses

Evaluation Findings

- 99.8% attended 75% of program days
- 91.9% of attempted credits earned
- 148 summer graduates, up from 132 in 2015

Proportion Attending at Least 75% of Enrolled Days

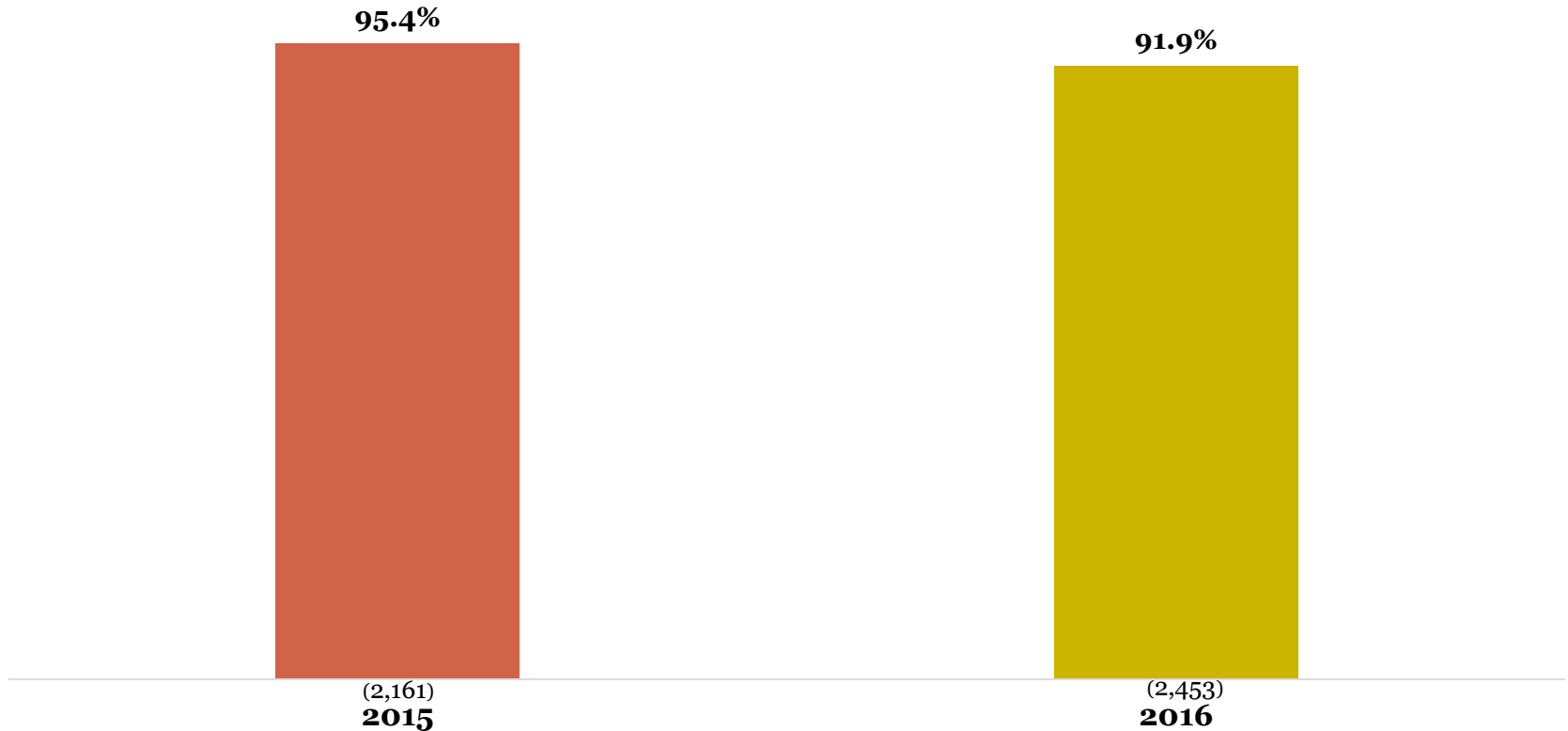


High School Summer School

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The number of attempted credits increased, while the percent of successfully earned credits decreased.

Percent of Attempted Credits Earned



2016 English Learners Credit Recovery Summer Program

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English Learners Credit Recovery Summer Program

Objectives	<ul style="list-style-type: none"> 85% of students enrolled in program receive 1 credit in content area course 75% of students attend at least 75% of the program
Target Group	ELs in grades 9-12
Enrollment	44 students
Cost and Funding Source	\$57,650 (\$18,000 general funds, \$39,650 - Title III funds)

Evaluation Findings

Objective	Outcome
85% of students enrolled in program receive 1 credit in content area course	100% of enrolled students
75% of students attend at least 75% of the program	100% of students attended 75%
Percentage of attempted credits earned	94.3% of 73 attempted credits earned

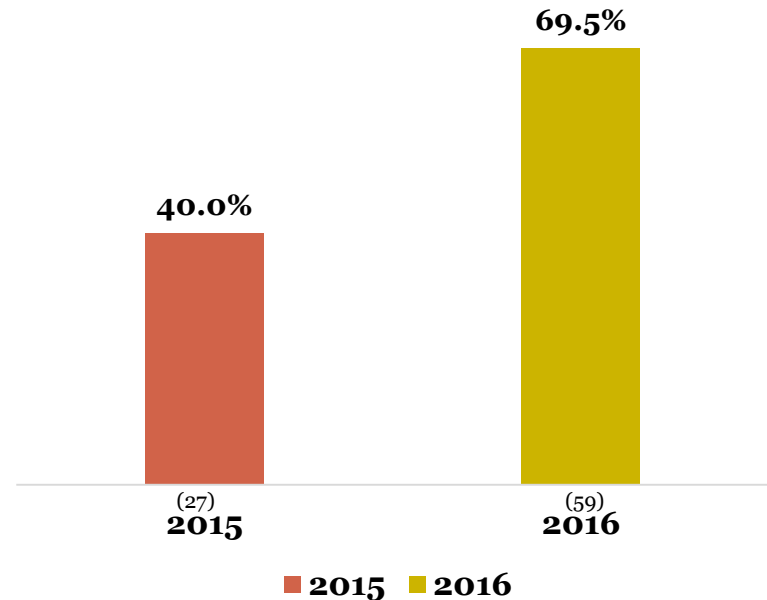
Advanced Placement Summer Academy

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Advanced Placement Summer Academy

Objectives	<ul style="list-style-type: none"> Increase district AP pass rate by closing content and skill gaps Expose students to colleges in the Baltimore area
Target Group	High school students scheduled for select AP courses in SY16-17
Enrollment Efficiency	88% (88 students enrolled in 100 seats)
Estimated Cost and Funding Source	\$100,000 general funds
Evaluation Findings	<ul style="list-style-type: none"> 60.2% of 2016 participants were enrolled in 1 or more AP classes for 2016-17 Academy participants visited UMBC, JHU, UB, and Morgan State

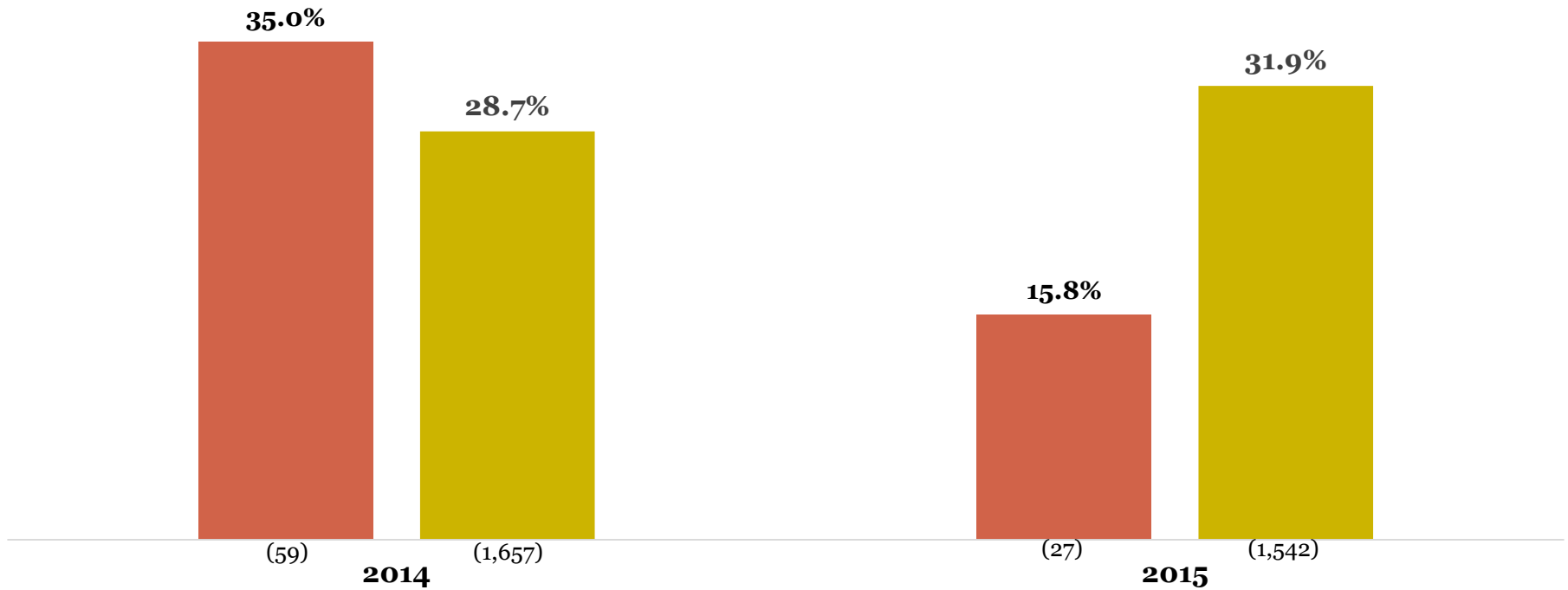
Proportion Attending at Least 75% of Enrolled Days



Advanced Placement Summer Academy

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AP Exam Pass Rates for 2014 and 2015 Summer Academy Participants

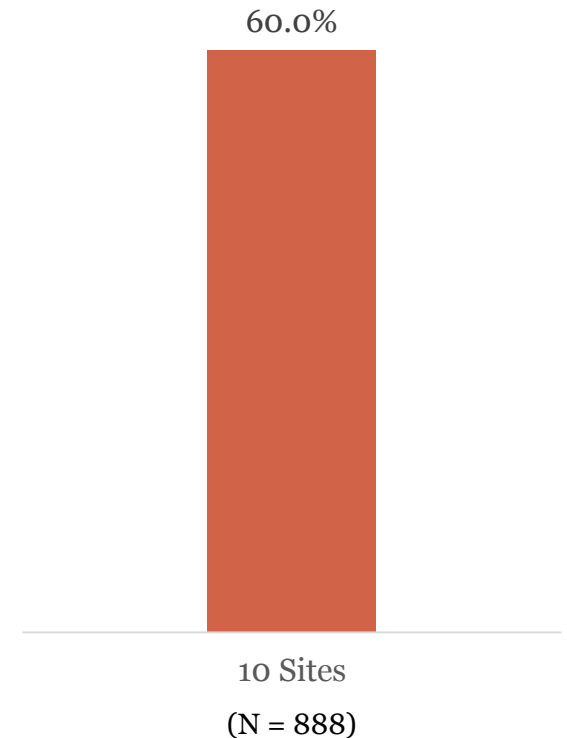


Note: Summer 2014 students took AP exams in 2015 and Summer 2015 students took AP exams in 2016. Summer 2016 students will take AP exams in 2017.

School Mini-Grants

	School Based Mini-Grants
Objectives	<ul style="list-style-type: none"> •Increase academic summer learning opportunities at school based summer learning programs •Limit summer learning loss in math and literacy
Target Group	Target group will vary based on the needs of the school communities that receive grant awards
Sites	Abbottston Elementary (n = 78), Baltimore Design School (n = 102), Cross Country Elementary/Middle (n = 127), Dr. Martin Luther King, Jr. (n = 95), Furley Elementary (n = 39), Graceland Park/O'Donnell Heights (n = 102), Lakeland Elementary/Middle (n = 115), Liberty Elementary (n = 151), North Bend Elementary/Middle (n = 61), Vivien T. Thomas Medical Arts Academy (n = 18)
Cost and Funding Source	\$100,000 FY17 general funds

Overall Mini-Grant Attendance



Summer 2016 Funding Collaborative through the Family League of Baltimore

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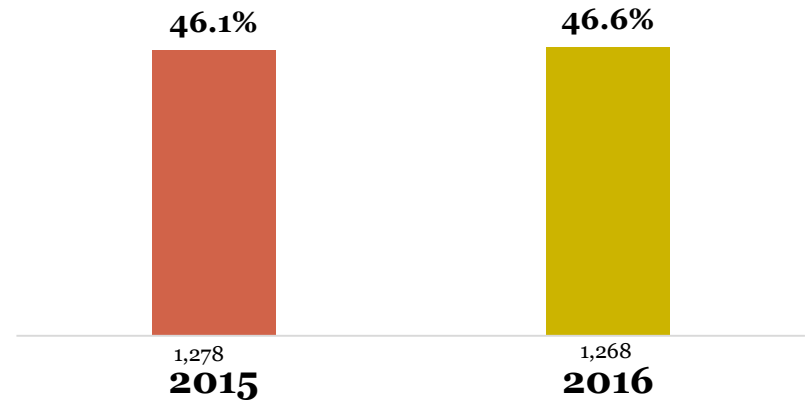
	Grant Amount	District Funded Seats/ Total Capacity	Average Daily Attendance	Description	School Community Served
Child First Authority Inc. - Summer Reading Blitz	\$10,000	18/24	59%	Literacy focus	Calvin M. Rodwell Elementary
Holistic Life Foundation Inc. – Holistic Me	\$20,000	81/122	89%	Academic focus, with emphasis on STEM and Literacy	Robert W. Coleman Elementary
Middle Grades Partnership	\$20,000	15/381	89%	Academic focus, with special emphasis on STEM and Literacy	9 Middle Grades Partnership sites
Notre Dame of Maryland University	\$20,000	10/70	97%	STEM Camp	Students from various neighborhoods
YMCA	\$20,000	24/60	77%	Academic focus	Franklin Square Elementary Middle

Extended School Year (ESY) Services

IEP Required Extended School Year (ESY) Services

Focus	Support students with disabilities to maintain academic, social/behavioral, communication or other skills that they have learned as part of their IEP
Goals	To increase the proportion of students attending at least 75% of the program from 46% to 60%
Participant Cost	Free
Enrollment	1268 students
Cost and Funding Source	\$3.9 million (\$2.9 million from City School General Fund and \$1 million from the IDEA Grant)

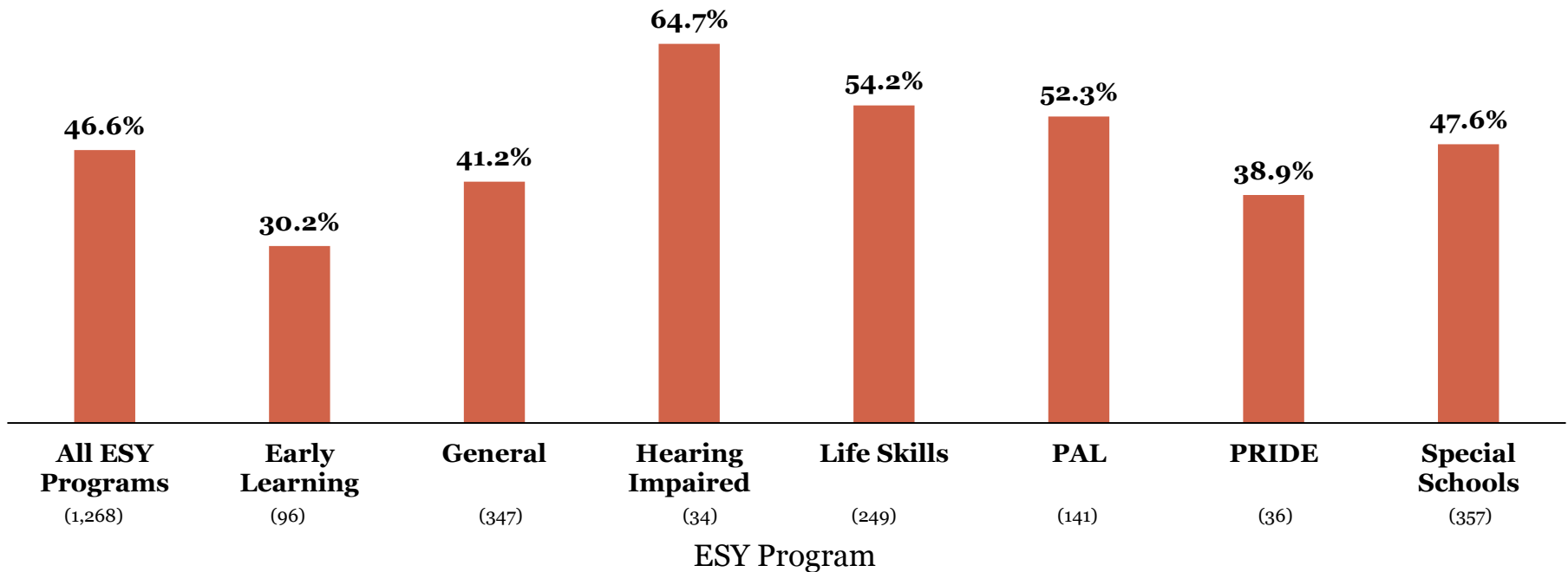
Proportion Attending at Least 75% of Enrolled Days



Extended School Year (ESY) Services

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Proportion Attending at Least 75% of Enrolled Days by ESY Program



YouthWorks

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Mayor's Office of Employment Development (MOED) YouthWorks Program

Focus	To provide summer jobs and build career readiness for youth in the city. City Schools sites served students at 155 schools and throughout District Office.
Goals	<ul style="list-style-type: none">• 100% of students participating fully in their work experience
Target Group	Open to all current students <ul style="list-style-type: none">• Tailored placements for CTE students
Estimated Participants	7,000+ students
Selection Criteria	Baltimore City youth ages 14-21
Program Length	5 weeks
Location(s)	Schools sites (locations to be determined), district office
Participant Cost	Free
Partnerships	Sponsored by Mayor's Office of Employment Development
Cost and Funding Source	<ul style="list-style-type: none">• City Schools funded site supervisors at each school site - \$145,731 FY17 general funds

Career and Technology Education Summer Programs

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The Office of College and Career Readiness offered 3 Career and Technology Education (CTE) focused summer learning programs for high school students.

JROTC

- Leadership Development program that contains formal leadership instruction and the development of life skills, including self-confidence, team building accountability, discipline and respect. Cadets test the limits of their endurance, stamina, and leadership capabilities.
- 40 Students participated.

BACH Fellows

- Sought to eliminate the critical shortage of qualified healthcare workers in Baltimore City by working with organizations and healthcare institutions to create opportunities for City Schools students to pursue careers in health professions.
- Targeted current 11th grade students enrolled in the Academy of Health Professions.
- 54 students participated.

Bio Works

- Sought to create a industry pipeline to fill a need for specialty scientific training of entry-level biotechnicians for employment in Maryland's rapidly expanding biotechnology industry.
- Targeted current 11th grade students.
- 11 students participated.

Evaluation Findings

- Programs served a total of **105** students in grades 9-12.
- 100% of students attend at least 75% of the program.

Summer 2016 Programs: FY 17 Budget Implications

Program	Participant Cost	FY17 General Funds	Grant Funds	Enrollment	Cost Per Student
Elementary Summer Learning Program – Young Audiences	Free	\$20,800	\$900,000 Title I Funds	793 students	\$1,161 - City Schools funding \$1,277 - all funding
Elementary Summer Learning Program – BELL	Free	\$46,900	\$1,671,945 Title I Funds	1427 students	\$1,205 – City Schools funding \$1,625 – all funding
Middle Grades Promotion Program	\$25	\$412,000	\$0	458 students	\$900 – City Schools funding \$1,718 – all funding
High School Summer School	\$75 per course	\$900,000	\$0	1,563 students	N/A
AP Summer Academy	Free	\$100,000	\$0	88 students	\$1,136.36
Extended School Year (ESY)	Free	\$2,900,000	\$1,000,000 IDEA Grant	1,268 students	\$3,075.71
ELL Program	Free	\$18,000	\$39,650 Title III Funds	44 students	\$1,310.23
School Based Mini-Grants	Free	\$100,000	\$0	888 students	N/A
Community Based Organization Mini-Grants	Varies	\$0 (\$100,000 FY16)	\$0	622 students	N/A
So You Want to be an Engineer? (NEW)	Free	\$10,000	\$200,000 100Kin10 Grant	151 students	\$1,390.73
TOTAL		\$4,507,700 (\$1,607,700 excluding ESY)	\$3,815,645	7,302 students	

Young Audiences provided \$91,634 in additional funding to support their program.

BELL provided \$600,000 in additional funding for their Elementary Summer Program and \$375,000 for Middle School Promotion.

Comments or Questions?

Shane Hall

Director of Research Services

LSHall@bcps.k12.md.us

Ronda Welsh

Coordinator – Extended Learning

Rwelsh@bcps.k12.md.us

Janise Lane

Executive Director of Teaching and Learning

JLane02@bcps.k12.md.us

Appendix

Summer Learning Theory of Action

If we are to increase the academic performance of City Schools students, particularly low income and minority students, then we must provide summer learning opportunities that reduce summer learning loss and contribute to academic gains by providing programs that offer:

- Structured instruction in reading and writing, and/or mathematics for at least three hours per day, and a minimum of 5 weeks
- Instructional staff trained to provide high quality, differentiated support to students based on relevant student data at a student to adult ratio that is reduced from the regular school year
- Enrichment activities that integrate academic content

We recognize that early planning, recruitment of high quality and highly motivated staff, and regular student attendance is essential to the success of summer learning programs.

Note: Theory of Action informed by The Wallace Foundation's *Getting to Work on Summer Learning: Recommended Practices for Success (2014)*.

BALTIMORE CITY

PUBLIC SCHOOLS

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