

Summer Programs Evaluation

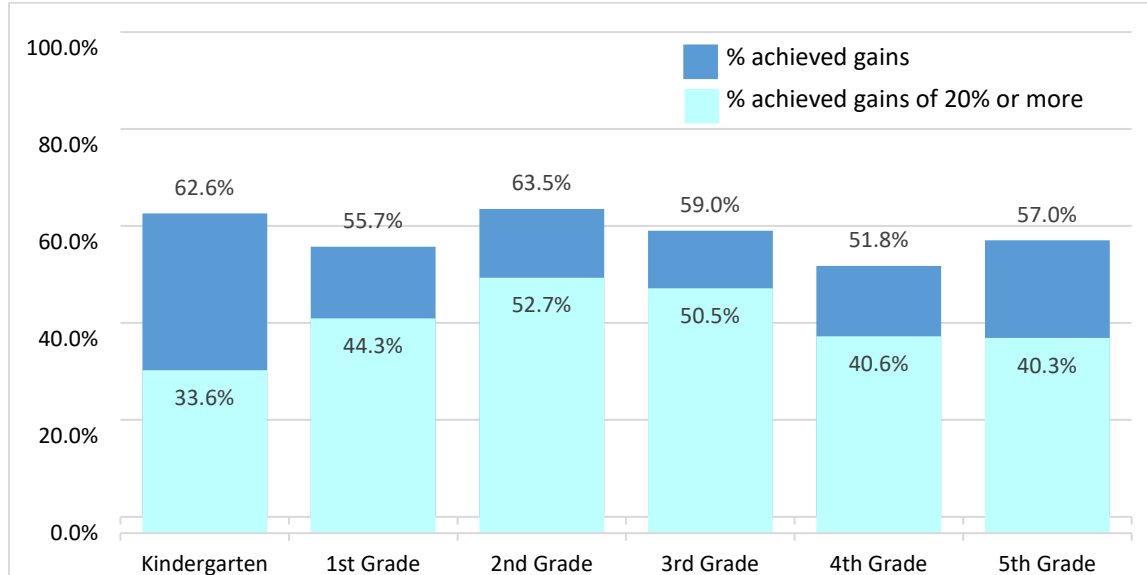
ELEMENTARY SCHOOL

The summer program for elementary school students in kindergarten through fifth grade was known as Acceleration Academy (AA). Students were identified to participate in AA based on their academic performance in reading/English language arts and math; those who did not earn a passing grade in both subjects for three academic quarters were eligible. Participants received whole-class, in-person instruction from certified teachers already employed by Prince George’s County Public Schools (PGCPS) for four days per week over the course of the four-week program. The program could have accommodated approximately 1,500 students; 1,374 actually participated.

Mathematics

The data from the pre- and post-tests administered at the beginning and end of the program show that 57.3% achieved performance gains in mathematics. This includes 42.7% of students whose achievement gains were 20% or more. Figure 1 shows the achievement gains in math performance by grade; the lighter shaded columns represent an increase in performance of at least 20%.

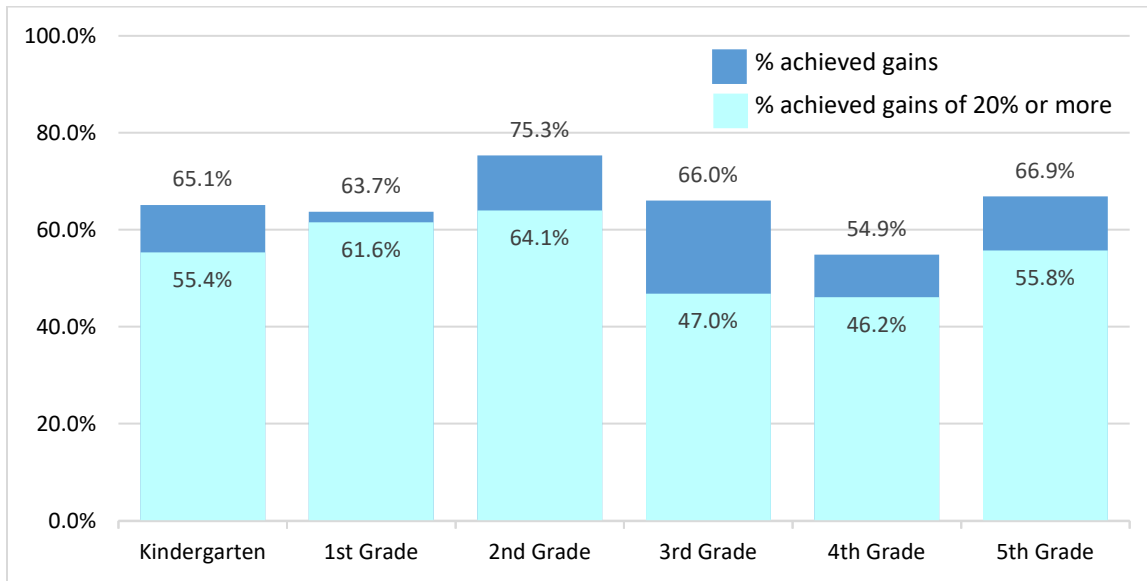
Figure 1: Percentage of students who achieved gains in math performance by grade



Reading and English Language Arts

The data from the reading/English language arts (RELA) pre- and post-tests show that 64.1% achieved performance gains. Furthermore, 53.8% of participants increased their performance by 20% or more. Figure 2 displays the achievement gains in RELA performance by grade; the lighter shaded columns represent an increase in performance of at least 20%.

Figure 2: Percentage of students who achieved gains in RELA performance by grade



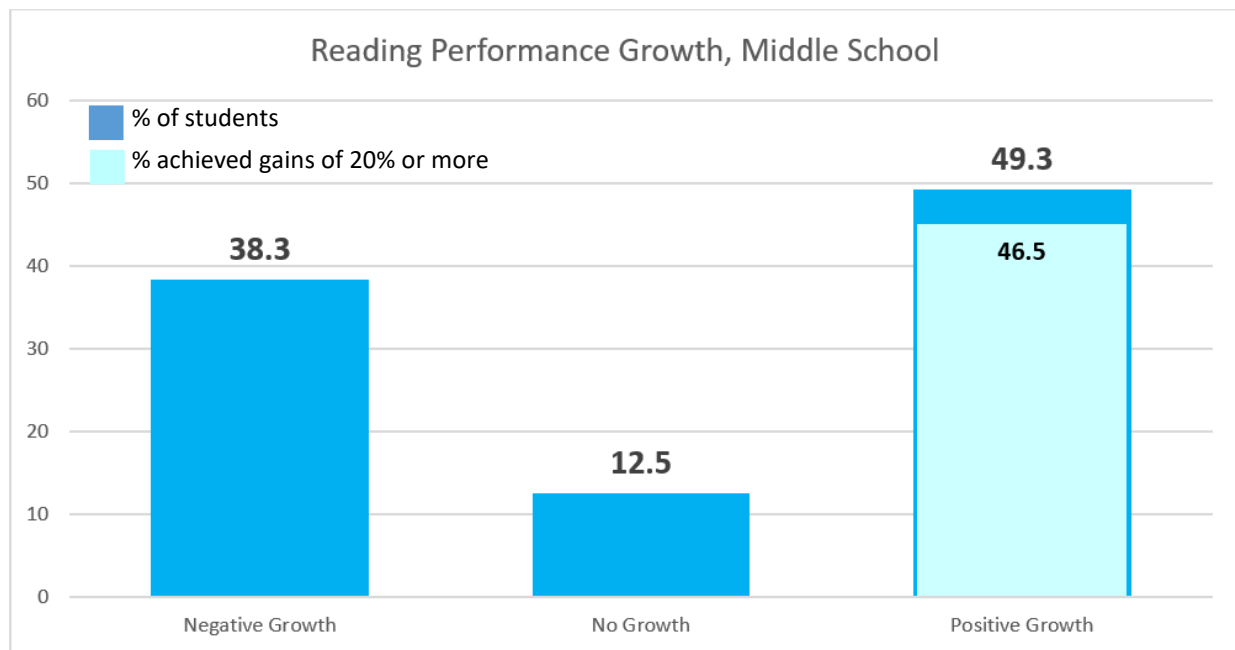
MIDDLE SCHOOL

The middle school summer program was open to students in sixth, seventh and eighth grades who had a cumulative average below passing for the first three quarters of the school year. Students would attend virtually via Zoom and would receive whole-class, synchronous instruction from certified teachers who were already employees of PGCPS. The middle school program focused on math, RELA and ESOL. The program was able to accommodate three-thousand students; 2,468 registered and 2,029 actually participated.

Reading and English Language Arts

Among middle school students who participated in the middle school summer program for Reading and English Language Arts, almost half achieved gains over the course of the program. Additionally, 46.5% improved their reading and English language arts skills by at least 20% over their pretest score. See the graph below; lighter shaded columns indicate gains of 20% or more.

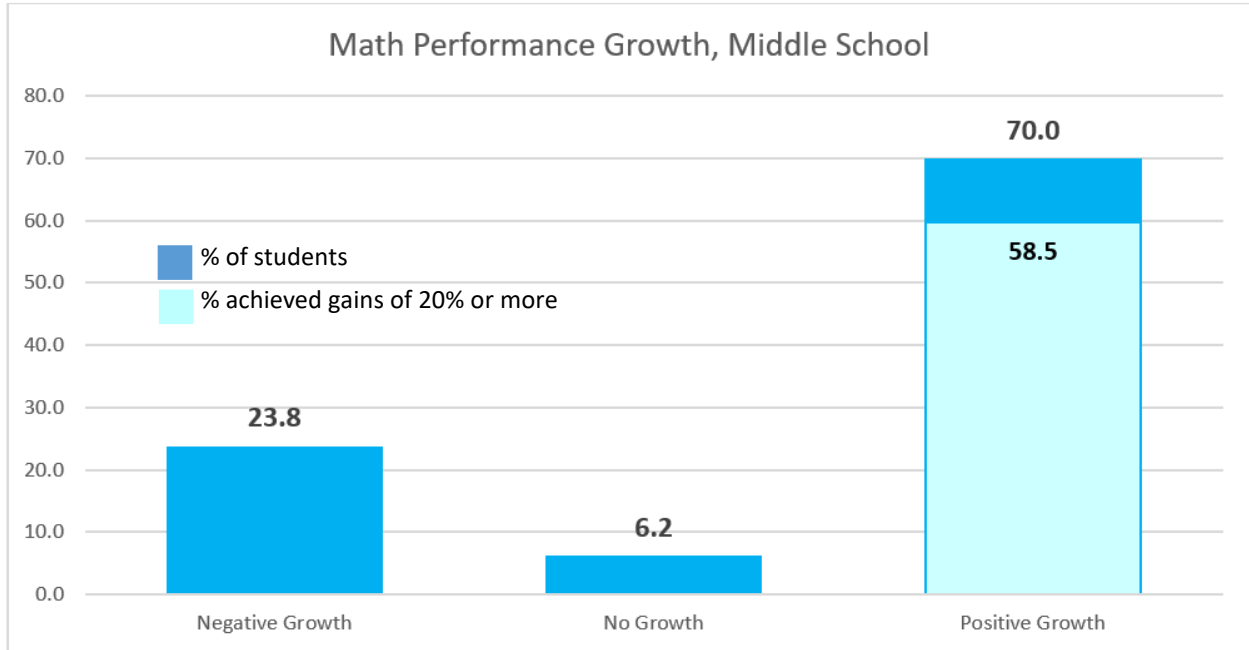
Figure 3: RELA Performance, Middle School



Mathematics

Among middle school students who participated in the middle school summer program for mathematics, 70.0% achieved gains over the course of the program. Additionally, 58.5% improved their mathematics skills by at least 20% over their pretest score. See Figure 4; lighter shaded columns indicate gains of 20% or more.

Figure 4: Math Performance, Middle School



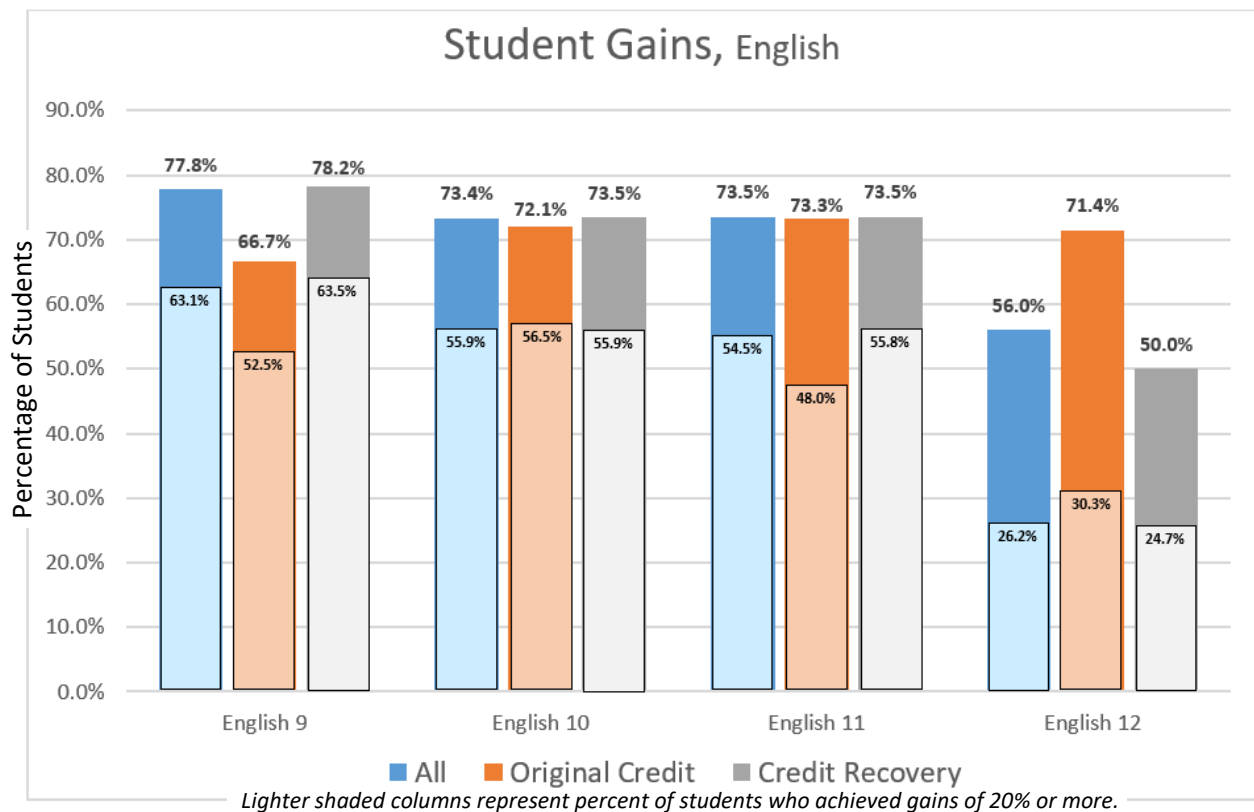
HIGH SCHOOL

The PGCPs 2021 High School Summer Virtual Learning Program was open to all high school students interested in earning original credits or to make-up necessary credits for promotion or graduation. The program was set up to serve nearly 12,000 students; 9,254 took advantage of the opportunity to earn credits in math, English, science, social studies, computer science, art, health and ESOL. About 25% of enrollees took more than one class. The figures below show how students did in English, math and ESOL classes.

English

High school students enrolled in grade-level English classes for both original credit (OC), which means they had not taken the course before or for credit recover (CR), which means that they had taken the course previously, but had not passed. Among students enrolled in English 9, 10 or 11, more than 70% achieved gains over the course of the program, with more than half earning gains in excess of 20% over their pretest score. A similar percentage of students taking English 10 and English 11 for CR or OC improved over the course of the program. However, in English 12, a greater percentage of those taking OC improved compared to those taking CR (71.4% Vs 50%). The opposite was noticed in English 9 with 66.7% of students improving in the OC course compared to 78.2% of students who took English 9 for CR. (See Figure 5; lighter shaded columns represent gains of 20% or more.)

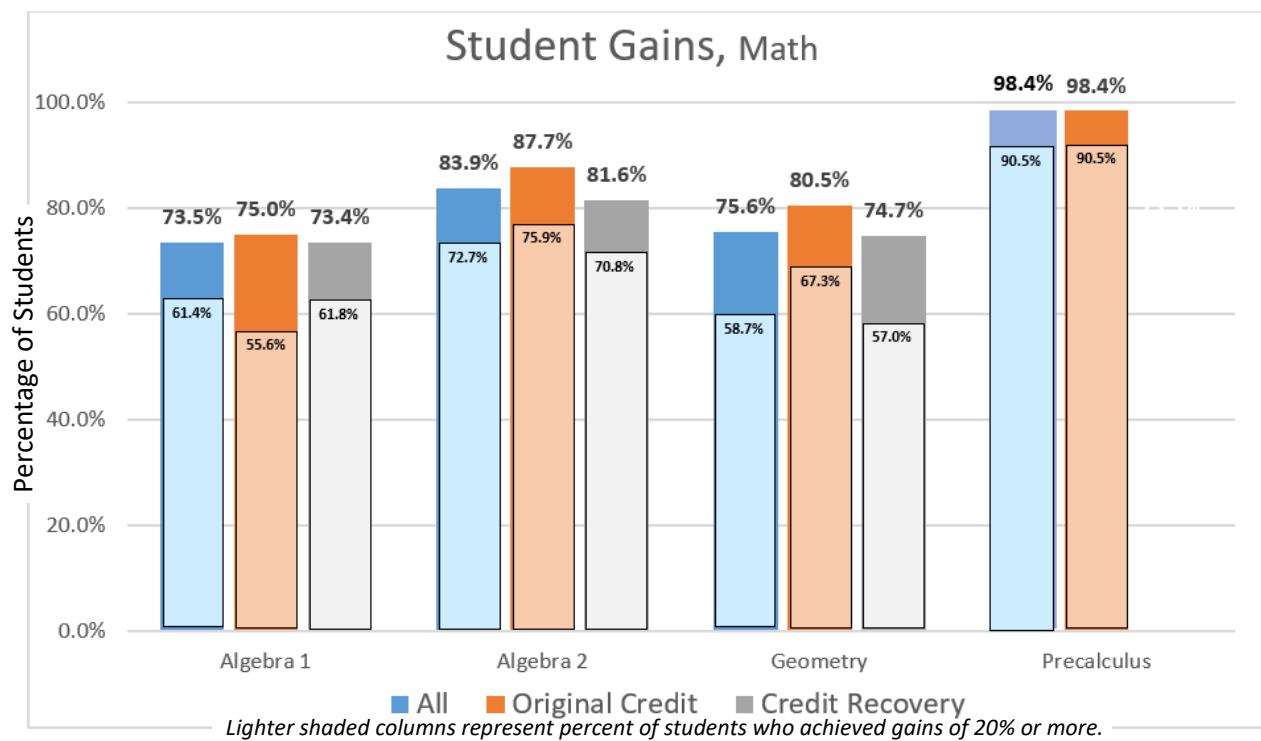
Figure 5: Gains in English achievement, Original Credit and Credit Recovery



Mathematics

Students could enroll in high school math classes that they had not previously taken to earn original credit (OC) toward graduation or for credit recovery (CR) if they had taken the class but not earned a passing grade. Approximately three-fourths of all students enrolled in high school mathematics classes during the summer program achieved gains over their pretest score. Larger percentages of those enrolled for OC achieved gains in their performance over the course of the program compared with those enrolled for CR. The differences are small for the most part. For example, 73.4% of students enrolled in Algebra 1 for CR improved, as did 75% of students enrolled for OC. Additionally, substantial majorities of students achieved gains of more than 20%. (See Figure 6; lighter shaded columns represent gains of 20% or more over the pretest score.)

Figure 6: Gains in Math achievement, Original Credit and Credit Recovery



ESOL

Among students enrolled in ESOL courses during the summer, 83.5% of those in Advanced ESOL achieved gains, with more than 55% of students earning gains of 20% or more. Among those enrolled in intermediate ESOL 67.5% improved and 46.3% improved by 20% or more. (See Figure 7; lighter shaded columns represent gains of 20% or more.)

Figure 7: Gains in ESOL achievement

