SUMMER BOOTCAMP: GET READY FOR SUMMER SERIES

Day 1, Monday, March 1
sponsored by

supercharging Academics and
Enrichment in the Summertime

co-presented by

SCHOLASTIC

Afterschool Alliance

PBS KIDS
About NSLA

NSLA is a national, non-profit organization focused on the powerful impact of one achievable goal: investing in summer learning to help close the achievement gap. NSLA uses the power of research, advocacy, training, and policy to transform America’s neighborhoods and communities, one child at a time.

Our work is based on the simple idea that summer—a time that is easily overlooked yet critical to educational development—is bursting with possibility, and instrumental in closing the achievement gap between privileged children and our most vulnerable children.
NSLA's Mission and Vision

Ensure every child, regardless of background and zip code, learns and thrives every summer.

Our Work Aims To:

• Improve the lives of America’s most vulnerable students
• Combat summer learning loss
• Close the achievement and opportunity gaps which grow over the summer months
SUMMER: A UNIQUE AND UNDERLEVERAGED TIME

**Time for Improvement**
Provide students and staff opportunity to catch up, keep up and develop new skills.

**Time for Innovation**
Empower staff to test and try out and measure new ideas, solutions, strategies before scaling

**Time for Integration**
Break down silos in education and partner leaders and organizations in rare, new ways

**Time for Impact**
Learning from hands-on summer programs is immediate, measurable and lasting
NSLA Signature Events

National Summer Learning Week
July 12-16, 2021

Summer Changes Everything National Conference
November 7-10, 2021
A Summer Like No Other: Lessons from the Field During COVID-19

Yale Child Study Center + Scholastic Collaborative for Child & Family Resilience

Summer Learning: A Bridge to Student Success and America’s Recovery, a COVID-19 PLAYBOOK

Summer Starts in September Planning Guide

Wallace Summer Planning Toolkit
PROFESSIONAL LEARNING COMMUNITIES

- Regularly convene and train youth development staff from like-minded groups across the U.S.
- Planned, led and facilitated by NSLA program staff and a skilled NSLA expert Field Consultant.
- Quarterly training meetings and one in-person, all day retreat at NSLA’s Annual Conference.

**Topic Areas**

- STEM & Health Careers
- Sports & Health
- Public Housing-Based
- New Vision for Summer School
- Literacy & Libraries
- Arts Education
- College Access & Summer Melt
- Youth Employment & Internships
- Special Populations
- Environmental & Nature
CONSULTING SERVICES AND TRAINING SUPPORT

Program Planning
- Data-driven Planning
- Leading from the Point of Service
- Summer Starts in September (SSiS)
- Results-based Accountability (RBA)

Program Management
- Advancing Youth Development (AYD) for Supervisors
- Leading for Quality
- The Role of the Coach in the Quality Movement
- Making Meaning with Multiple Data Sets (M3)

Positive Youth Development
- Advancing Youth Development One-day Overview
- AYD 30-hour Training
- Combating Adultism

Systems Building
- Summer Landscape Assessment
- Community Indicators of Effective Summer Learning Systems (CIESLS)
  Self-Assessment
- Community Report
- Strategic Planning
Partnering to Accelerate Summer Learning
Partner with Scholastic to build your Comprehensive Summer Solution...

@ScholasticEd  
scholastic.com/summerlearning  
1-866-757-5163

All Students  
Additional Support  
Targeted Growth
COVID-19 and student learning

The disparities are real, and students need help

January, 2021
What is the impact of the pandemic on student learning to date?
Tangible learning loss has already occurred
Amount students learned in the 2019-2020 school year, % of historical scores

Source: Curriculum Associates fall assessment data
Students didn’t just learn less reading and math due to school shutdowns, they also experienced broader losses.

**Broader curriculum**
- Science
- History

**Broader skills and capabilities**
- Motor skills
- Socio-emotional learning

**Mental health**
- Trauma
- Anxiety and depression

**Physical health**
- Obesity
- Physical fitness

Students “regressed” and were “unable to hold a pencil, when they could do so before”

Anxiety and depression increased with lengthy school closures

Some pupils “gained weight over the lockdown”

Why is learning loss so unequal?
Black and Hispanic students are more likely to be learning remotely

Source: EdWeek, EdSurge, CPRE, NCES US Public school data
Gaps in access have narrowed since the spring, but still remain

**Access to devices for learning**
Percentage of students who always or usually have access
(May 2020 to Oct 2020\(^1\))

**Access to the internet**
Percentage of students who always or usually have access
(May 2020 to Oct 2020\(^1\))

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Source: U.S. Census Household Pulse Survey, Computer and Internet Availability in Households with Children in Public or Private School, by Select Characteristics
Black and Hispanic students are twice as likely as white students to have no access to live contact with teachers

Students who have no live interaction with teachers this fall (in person, by phone, or by video), %

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
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<tbody>
<tr>
<td></td>
<td>12</td>
<td>8</td>
<td>15</td>
<td>16</td>
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Source: U.S. Census Household Pulse Survey, Days Spent in Live Contact with Teachers, in the Last 7 Days, Relative to Before the Coronavirus Pandemic, October 2020
What does this look like going forward?
Different scenarios significantly impact the scale of learning loss
Estimated loss in mathematics learning from March 2020 to June 2021

No Progress: Learning loss as in spring
● 1 school-day lost

12-16 months

5-9 months

10 months

Students of color

White students

Average overall

Source: Curriculum Associates i-Ready Assessment data; Public U.S. district reopening analysis, by select characteristics; U.S. Census data, October 2020; Megan Kuhfeld, Dennis Condron, and Doug Downey, When does inequality grow?, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015
Different scenarios significantly impact the scale of learning loss
Estimated loss in mathematics learning from March 2020 to June 2021

**Status Quo:** Existing modalities with mix of remote quality

- 1 school-day lost

### 11-12 months

- Students of color
- White students

### 7-8 months

- Students of color
- White students

### 9 months

- Students of color
- White students
- Average overall

Source: Curriculum Associates i-Ready Assessment data; Public U.S. district reopening analysis, by select characteristics; U.S. Census data, October 2020; Megan Kuhfeld, Dennis Condon, and Doug Downey, When does inequality grow?, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015
Different scenarios significantly impact the scale of learning loss
Estimated loss in mathematics learning from March 2020 to June 2021

**Better remote:** Investment to improve remote and hybrid

- 1 school-day lost

7-8 months

Students of color

White students

Average overall

4-5 months

6 months

Source: Curriculum Associates i-Ready Assessment data; Public U.S. district reopening analysis, by select characteristics; U.S. Census data, October 2020; Megan Kuhfeld, Dennis Condon, and Doug Downey, When does inequality grow?, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015
Different scenarios significantly impact the scale of learning loss
Estimated loss in mathematics learning from March 2020 to June 2021

**Back to school:** Status quo until Jan; typical growth thereafter
- 1 school-day lost

Source: Curriculum Associates i-Ready Assessment data; Public U.S. district reopening analysis, by select characteristics; U.S. Census data, October 2020; Megan Kuhfeld, Dennis Condon, and Doug Downey, When does inequality grow?, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015
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Source: Curriculum Associates i-Ready Assessment data; Public U.S. district reopening analysis, by select characteristics; U.S. Census data, October 2020; Megan Kuhfeld, Dennis Condron, and Doug Downey, When does inequality grow?, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015
Lost learning has very real implications for the future of individual students, and our economy as a whole

~7 months
learning loss

$61,000-$82,000

Lifetime earning loss for the average student

$173-271 billion

Annual loss in GDP by 2040
(0.8-1.3% loss)

Source: Using Hanushek and Woessman 2008 methodology to map national per capita growth associated with decrease in academic achievement, and using National Assessment of Education Progress relationship with the earnings.
Learning during COVID-19: Initial findings on students’ reading and math achievement and growth

Megan Kuhfeld
NWEA
March 1st, 2021
Main Research Questions

1. How are students performing in fall 2020 relative to a typical fall test score performance?

2. How has academic growth changed since schools physically closed in March 2020?
MAP Growth assessments

- In this study, we are using test scores from the NWEA MAP Growth assessments for about 4.4 million US students
  - Computer-based interim assessments typically administered in fall, winter, and spring
  - Administered in grades K-8 in public and private schools across the country
  - Aligned to state math and reading content standards

- Schools had the option to test remotely or in-person in fall 2020
RQ1: How are students performing this fall relative to a typical school year?
Compared to fall 2019, student achievement this fall was, on average, 5 to 10 percentile points lower in math, but similar in reading.

MAP Growth achievement percentiles by grade level in Fall 2019 and Fall 2020.
RQ2: How has student growth changed since schools physically closed in March 2020?
The majority of students showed growth in both reading and math achievement since the onset of COVID disruptions, but growth patterns in math are lower than a typical year.

Distribution of within-student change from Winter 2019-Fall 2019 vs Winter 2020-Fall 2020
Close to a third of grade 3-8 students have moved down a quintile or more in math since winter 2020 (approximately double the amount in a normal year)

<table>
<thead>
<tr>
<th>Fall 2020 Quintile</th>
<th>1-20</th>
<th>21-40</th>
<th>41-60</th>
<th>61-80</th>
<th>81-99</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-20</td>
<td>11.8%</td>
<td>2.7%</td>
<td>0.4%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>15.2%</td>
</tr>
<tr>
<td>21-40</td>
<td>4.9%</td>
<td>8.3%</td>
<td>3.4%</td>
<td>0.5%</td>
<td>0.1%</td>
<td>17.1%</td>
</tr>
<tr>
<td>41-60</td>
<td>1.4%</td>
<td>6.9%</td>
<td>9.7%</td>
<td>3.5%</td>
<td>0.4%</td>
<td>21.9%</td>
</tr>
<tr>
<td>61-80</td>
<td>0.2%</td>
<td>2.1%</td>
<td>8.4%</td>
<td>11.7%</td>
<td>3.0%</td>
<td>25.3%</td>
</tr>
<tr>
<td>81-99</td>
<td>0.0%</td>
<td>0.1%</td>
<td>1.1%</td>
<td>6.3%</td>
<td>12.8%</td>
<td>20.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18.4%</td>
<td>20.1%</td>
<td>23.0%</td>
<td>22.2%</td>
<td>16.4%</td>
<td>100.0%</td>
</tr>
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Note: Gainers moved up an achievement quintile (or more), Maintainers stayed in the same quintile, and Sliders moved down a quintile (or more)
Research Recommendations & Considerations

➢ We need continued federal and state funding to school districts impacted by the pandemic.

➢ Districts should be thinking now about summer programming, vacation academies, or scaling up high-dosage tutoring programs.

➢ Non-academic losses, while harder to quantify, are equally important to build supports around.
YOUTH VOICE SPOTLIGHT: AFTERSCHOOL ALLIANCE

https://youtu.be/SLfefhecZSc
Summer Learning with Apple Resources

Kurt Klynen
Apple Distinguished Educator
Class of 2006
Learn

Everyone Can Code
Everyone Can Code
Swift Coding Club

A Quick Start to Code

Anyone can learn to code on iPad or Mac with these 10 activities designed for beginners ages 10 and up.

- Meet Byte
- Go loopy
- Code your camera
- Control the portals
- Track the gems
- Draw with spirals
- Create with shapes
- Find patterns
- Get groovy

2021 SUMMER CAMP REGISTRATION WILL START IN APRIL
VIRTUAL CAMP DATES: JULY 12 – AUGUST 13

FOR RISING 6TH, 7TH AND
6TH GRADE MCPS MIDDLE
SCHOOLERS
Learn to code with Swift

SIGN UP!
It's free and fun

• Gain knowledge about coding
  • coding is one of the world’s foremost

REGISTRATION
2021 Registration will begin in April. Check back regularly for updates.

https://www.montgomerycancode.com/
DC Can Code offers free summer coding camps for rising sixth graders at DC public and public charter schools. Focusing on coding, students can explore coding basics, learn Swift programming, and develop an app for iPad that makes learning coding fun and engaging.

- Basic knowledge about coding and one of the most popular programming languages
- Engage eager students in future careers in the fast-growing tech industries
- Bridge the gap in computer science learning for all students
- Connect students with real-world jobs
- Enjoy a fun summer learning experience
- Collaborate with like-minded peers, and make connections in higher education and the tech industry

Phrase scale: Students will be provided during the camp. Do not need to bring laptops or iPads with them.

For more information or questions, please contact Tiffany Jellett at Tiffany.Jellett@osse.dc.gov or (202) 727-1879.
Learn
Everyone Can Create
30 Creative Activities for Kids

1. Personify something
2. Capture a timelapse video
3. Make coloring sheets
4. Picture your name
5. Go on a photo walk
6. See color in slo-mo
7. Emojify your mood
8. Storyboard your daily routine
9. Calendar together
10. Find shapes in nature
11. Make a simple book
12. Tell a story with shapes
13. Record news interviews
14. Create a comic strip
15. Get your questions answered
16. Go back
17. Write a love
18. Make skip
19. Make patterns
20. Go on a

30 Creative Activities for Kids

1. A Day in the Life
2. Photo Words
3. Words to That Effect
4. Burst on the Scene
5. Act Out
6. Texture Hunt
7. Relay a Story
8. Time's Up
9. The Brand of You
10. Toy Storybook
11. Make a Tourist Map
12. Be Inspired
13. Wake Up to Your Own Beat
14. Hop, Skip, and Jump Out
15. Make a Vision Board
16. Cut, Paste, and Say Hello
17. Draw with Code
18. A World of
19. Create a Beat

https://apple.co/morecreativityforkids
Learn Augmented Reality
SUMMER BOOTCAMP: GET READY FOR SUMMER SERIES

Day 2, Tuesday, March 2
co-presented by

NATIONAL CENTER ON
Early Childhood
Afterschool and Summer Enrichment

Powering Healthy Minds and Bodies
Thank you!

summerlearning.org