



**Public Schools of North Carolina**  
State Board of Education  
Department of Public Instruction

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# **Report to the North Carolina General Assembly**

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Executive Summary and JLEOC Report for  
the Implementation & Use of Funds for the  
Summer Learning Program

*Session Law 2020-4, House Bill 1043*

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**Date Due: February 15, 2021**  
DPI Chronological Schedule, 2020-20

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The following sections outlined in this executive summary pertain specifically to the implementation and use of funds for the Summer Learning Program implemented in NC public school units and charter schools from June 22, 2020 through December 31, 2020.

The academic deficits and gaps created by the COVID-19 pandemic, were undoubtedly in triage throughout the 2020 school year and beyond. As the realities around students' deficits, needs, and challenges continued to arise, the stakeholders responsible for their education were able to accurately assess academic gaps and deficits upon students' return and thus, the need for the Summer Learning Program was prevalent. The 2020 Summer Learning Program as outlined in [Session Law 2020-4, House Bill 1043](#) provided support for teachers and school leaders as they determined where students were in terms of their progression of literacy and math skills. \$70 million was provided to support supplemental learning programs for students whose learning has been negatively affected by the impacts of COVID-19. Educators at that time needed the knowledge and support to provide evidence-based instructional methods to meet the diverse needs of students, and funds were needed to support remediation and continue to build foundational reading and math skills that are pivotal to our students this academic year & in years to come. District leaders, school leaders, & teacher leaders needed options for whether that support may need to be face to face, virtual, or a combination of blended learning along with carefully trained paraprofessionals, tutors, & coaches to support that work.

## **PHASE I**

Immediately following the passing of Session Law 2020-4, House Bill 1043, the NC Department of Public Instruction Leadership team set into motion identifying leads for the work ahead. A Remediation Support and Summer Jump Start Work Group was formed to develop the following:

- A draft policy, chart of accounts, & allocation method
- Clear guidelines with examples for district planning for summer learning and remediation program
- A unified approach (prescribed template) for district planning and reporting
- Considerations for tiered options with longitudinal plan that could provide consistent support throughout the year (based on DHHS recommendations for the start of the school year)
- Workgroup flow & documentation
- A statewide virtual information session to communicate expectations to districts

On May 15, 2020 workgroup members received a formal letter from the NC Department of Public Instruction outlining their duties and responsibilities as well as upcoming meeting dates:

<b>Tuesday</b>	<b>Thursday</b>
May 19th - 10:30 - 11:30	May 21st - 10:30 - 11:30

May 26th - 10:30 - 11:30	May 28th - 10:30 - 11:30
June 2nd - 10:30 - 11:30	<b>June 4th - SBE meeting</b>
June 9th - 10:30 - 11:30	June 11th - 10:30 - 11:30
June 16th - 10:30 - 11:30	June 18th - 10:30 - 11:30
June 23rd - 10:30 - 11:30	June 25th - 10:30 - 11:30
June 30th - 10:30 - 11:30	

The Remediation Support and Summer Jump Start team leads also worked closely with members of the Department, stakeholders in the field, and external partners to ensure that the work group was well represented by school leaders, district leaders, content experts, and support staff to ensure a seamless and comprehensive workflow. The Remediation Support and Summer Jump Start Work Group members who served are listed below:

<b>Remediation &amp; Summer Jump Start Work Group Members</b>	
Dr. Mary Hemphill-Joseph, Director of K-12 Computer Science & Technology Education	<a href="mailto:mary.hemphill@dpi.nc.gov">mary.hemphill@dpi.nc.gov</a>
Dr. Tara Galloway, Director of K-3 Literacy	<a href="mailto:tara.galloway@dpi.nc.gov">tara.galloway@dpi.nc.gov</a>
Bridget Bilbro, EC Literacy Consultant, NCDPI	<a href="mailto:Bridget.bilbro@dpi.nc.gov">Bridget.bilbro@dpi.nc.gov</a>
Joy Cantey, Literacy Director, Guilford County	<a href="mailto:Canteyj@gcsnc.com">Canteyj@gcsnc.com</a>
Ginger Cash, EC Intervention Consultant, NCDPI	<a href="mailto:Ginger.cash@dpi.nc.gov">Ginger.cash@dpi.nc.gov</a>
Kristi Day, ELA Section Chief, NCDPI	<a href="mailto:Kristi.day@dpi.nc.gov">Kristi.day@dpi.nc.gov</a>
Elaine Darby, Communication, NCDPI	<a href="mailto:Elaine.darby@dpi.nc.gov">Elaine.darby@dpi.nc.gov</a>
Beth Folger, Deputy Superintendent, Onslow County	<a href="mailto:Beth.folger@onslow.k12.nc.us">Beth.folger@onslow.k12.nc.us</a>
Angel Goodwine-Batts, Director, IABS, NCDPI	<a href="mailto:Angel.batts@dpi.nc.gov">Angel.batts@dpi.nc.gov</a>
Brian Kingsley, Chief Academic Officer, Charlotte-Mecklenburg	<a href="mailto:brian.kingsley@cms.k12.nc.us">brian.kingsley@cms.k12.nc.us</a>
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Sherri Miller, Principal, Wake County	<a href="mailto:Smiller@wcpss.net">Smiller@wcpss.net</a>
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Dr. Lory Morrow, Superintendent, Lincoln County	<a href="mailto:lory.morrow@lincoln.k12.nc.us">lory.morrow@lincoln.k12.nc.us</a>
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Dante Poole, Principal, Moore County	<a href="mailto:Dpoole@ncmcs.org">Dpoole@ncmcs.org</a>
Beverly Vance, Math Section Chief, NCDPI	<a href="mailto:Beverly.vance@dpi.nc.gov">Beverly.vance@dpi.nc.gov</a>
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Chris Triolo, Regional Case Manager, NCDPI	<a href="mailto:Chris.triolo@dpi.nc.gov">Chris.triolo@dpi.nc.gov</a>

Following the initial planning meetings of the Remediation Support and Summer Jump Start Work Group, and after gleaning consensus on all major components outlined in Session Law 2020-4,

House Bill 1043 on June 4, 2020 a memo entitled, *GUIDANCE FOCUS: REMEDIATION AND SUMMER JUMP START*, was communicated to the field that provided specific guidance to all NC public school units and charter schools on developing their course of action for implementation of the Remediation and Summer Jumpstart Program.

## **Purpose**

Each public school unit developed a Remediation & Summer Jump Start Plan for the 2020-2021 school year to provide a supplemental summer learning program for students whose learning has been negatively affected by the impacts of COVID-19. Public school units submitted their summer learning program plan to the North Carolina Department of Public Instruction (NCDPI) no later than June 22, 2020 based on Session Law 2020-4, House Bill 1043.

The Remediation & Summer Jump Start Plans provided a framework for delivering a supplemental summer learning program for students whose learning had been negatively affected by the impacts of COVID-19, in accordance with the following:

1. Reading interventions for students who were in kindergarten through grade three during the 2019-2020 school year who were not on track to meet 2019-2020 year-end expectations based on diagnostic assessments completed prior to March 16, 2020.
2. Reading interventions for students who were in grade four during the 2019-2020 school year who were not on track to meet 2019-2020 year-end expectations as identified by their 2019-2020 school year reading teachers.
3. Math interventions for students who were in kindergarten through grade four during the 2019-2020 school year who were not on track to meet 2019-2020 year-end expectations as identified by their 2019-2020 school year math teachers.

## **Remediation & Summer Jump Start Definition**

In North Carolina K-12 public schools, Remediation and Summer Jump Start is defined as supplemental summer learning programs for students who were in K-4 in the 2019-2020 school year whose learning has been negatively affected by the impacts of COVID-19. Summer learning programs shall not be included in scheduled instructional time for the 2020-2021 school year calendar but shall provide a supplement to that instruction in order to better prepare students for academic success during the 2020-2021 school year, despite the impacts of COVID-19.

## Eligibility

Reading K-3	Reading 4 <sup>th</sup>	Math K-4
Students who were in kindergarten through grade three during the 2019-2020 school year who were not on track to meet year end expectations based on diagnostic assessments prior to March 16, 2020.	Students in grade four during the 2019-2020 school year who were not on track to meet 2019-2020 year end expectations as identified by their 2019-2020 school year reading teachers.	Students who were in kindergarten through grade four during the 2019-2020 school year who were not on track to meet 2019-2020 year-end expectations as identified by their 2019-2020 school year math teachers.

## Remediation & Summer Jump Start Plan Required Components

1. A supplemental summer learning program for students whose learning has been negatively affected by the impacts of COVID-19 in accordance with the requirements outlined in legislation.
2. Compliance with the requirements of any executive order in effect at the time of the summer learning program, including requirements on the use of public school buildings, and compliance with social distancing and other public health guidelines provided by the North Carolina Department of Health and Human Services (DHHS).
3. Budget to demonstrate allocation of funding based on requirements for funding outlined in legislation to provide a supplemental learning program in response to negative effects of COVID-19. A copy of the budget template can be found [here](#). The budget document should be submitted along with the planning template found [here](#) by June 22, 2020.
4. Resources and strategies that parents/ guardians can provide at home for students who qualify for a summer learning program and who, (i.) regardless of attendance, would like additional material.

## Remediation & Summer Jump Start Plans Important Information to Note

1. By no later than June 22, 2020, public school units had to submit their summer learning program plans to the Department of Public Instruction (Department) following the directions provided below.
2. The Department provided feedback as necessary to ensure that each summer learning program provides instruction and interventions as required.
3. Each public school unit began its summer learning program in accordance with its plan as developed pursuant to this subdivision and did not delay the start of its summer learning program pending feedback from the department.
4. Each public school unit receiving funds under this subdivision was encouraged to identify or prepare resources and strategies that parents or guardians can provide at home for students who qualify for a summer learning program and who (i) do not attend or (ii) attend and would like additional material.
5. Parents or guardians of students who qualified for summer learning programs made the final decision regarding student attendance at summer learning programs.

## Remediation & Summer Jump Start Plans Funding

\$70 million has been provided to support supplemental learning programs. The recommended allotment for summer learning can be found [here](#):

- At least 50% shall be used to provide reading interventions for students who were in grades two and three during the 2019-2020 school year.
- From that, up to 25% may be used for supplemental literacy support for students in grades three and four during the 2020-2021 school year who are not on track to meet 2020-2021-year end expectations as identified by their 2020-2021 reading teachers. These funds can be used until December 30, 2020.
- Remaining funds shall be used for reading interventions for students who were in kindergarten, grade one, and grade four during the 2019 - 2020 school year and math interventions for students who were in kindergarten through grade four during the 2019 - 2020 school year.
- All funds shall be used prior to December 31, 2020.

## Remediation & Summer Jump Start Plan Template

Funding was dependent on the plan being received and accepted by NCDPI. Plans needed to be reviewed by Regional Case Managers or the Office of Charter Schools as appropriate. A copy of the budget template can be found [here](#). The budget document was submitted along with the planning template found [here](#) following the process outlined below for verification that required legislative components are included in summer learning program plans. All plans had to be submitted by COB Monday, June 22, 2020 (note: actual plans were kept on file by the public school unit).

Public school units had to take into consideration [CDC Guidelines and Interim Coronavirus Disease 2019 \(COVID-19\) Guidance for Day Camp or Program Settings Serving Children and Teens](#) to determine the best model for Remediation and Summer Jump Start Plans (refer to guidelines in link). Options should be considered in the following order:

- Option 1: Face to Face Instruction
- Option 2: Remote Instruction
- Option 3: For those rare cases where districts cannot plan face to face or remote instruction, funds should be applied to build capacity for delivering reading instruction by providing training for K-3 teachers in Science of Reading. For districts who use this option, plans will need to be reviewed by Regional Case Managers or the Office of Charter Schools.
- Option 4: Combination of the models mentioned above in an effort to meet the individual needs of the district. For districts who use this option, plans will need to be reviewed by Regional Case Managers or the Office of Charter Schools.
- Note: Public school unit plans should have demonstrated use of standards-aligned curriculum with high quality instructional materials in literacy and math. Evidence-based practices should support the program.

## Additional Components to Consider within Remediation & Summer Jump Start Planning

Public school units were encouraged to consider the following components within the context of their local vision, needs, and existing effective efforts.

- Assessments and individualized plans

- Evidence based instructional resources & support for Students with Disabilities
- Social emotional learning supports
- Family engagement
- Student teacher ratio of 16:1 or smaller
- Transportation and nutrition supports

## **Remediation & Summer Jump Start Plan Submission Procedure**

1. Download and complete the Remediation & Summer Jump Start Plan template along with the budget template.
2. Send a copy of both documents via email to [RemediationJumpstartTeam@dpi.nc.gov](mailto:RemediationJumpstartTeam@dpi.nc.gov) by June 22, 2020. These documents (template and budget) will be forwarded directly to your Regional Case Manager for LEAs or the Office of Charter Schools.
3. In the subject of your email, indicate the region of your district or your charter school name. A list of regions can be found [here](#).
4. Regional Case Managers or the Office of Charter Schools will email you indicating receipt of the plan. Feedback will be provided if needed (see options 3 and 4).

## **Supporting Documents for Implementation of Remediation and Summer Jump Start**

[Remediation and Summer Jump Start Guidance](#)

[PRC121 Budget Template with Chart of Accounts](#)

[Remediation & Summer Jump Start Allotment Support - Breakdown/Examples](#)

[Template for Remediation & Summer Jump Start Plan](#)

### **PHASE II**

Completed plans and templates were emailed to [remediationjumpstartteam@dpi.nc.gov](mailto:remediationjumpstartteam@dpi.nc.gov). Regional Case Managers or the Office of Charter Schools received each plan and provided feedback if needed. Regional Case Managers and the Office of Charter Schools also served as the conduit between schools and the Department of Public Instruction for specific questions, challenges, and resources to ensure that each plan/template were fully realized in the public school unit or charter school. Per legislation and the guidance document, PSUs were to proceed with planning and implementation as soon as it was received by DPI.

**By June 22, 2020, 279 Remediation and Summer Jump Start plans were received by the NC Department of Public Instruction.** Remediation and Summer Jump Start funds were released and given authorization to expend funds out of the PRC121. Districts were authorized to spend after July 1 after acceptance of the plan and accompanying budget, and they were encouraged to work closely with their respective finance officers. Per legislation and the guidance document, PSUs were to proceed with planning and implementation as soon as it is received by DPI.

### **PHASE III**



On January 8, 2021 a memo entitled, *REMEDIATION AND SUMMER JUMPSTART DATA COLLECTION*, was communicated to the field that provided specific guidance to all NC public school units and charter schools on providing quantitative and qualitative feedback on their implementation of the Remediation and Summer Jumpstart Program by no later than February 12, 2020. Within this memo, the NC Department of Public Instruction outlined the process by which each LEA and charter school would provide both quantitative and qualitative feedback utilizing the following tools:

- The [2020 Jumpstart Quantitative & Qualitative Report Form](#), which allows DPI to collect quantitative and qualitative data surrounding successes and challenges throughout the Summer Jumpstart program.
- The [2020 Jumpstart Quantitative & Qualitative Report Form Question List](#) which allows districts to preview the questions and work collaboratively prior to submission of the Report Form.

For reporting purposes, to determine students who made progress in reading and/or math in the supplemental learning program, please consider the following expectation outlined in [Session Law 2020-4. House Bill 1043](#):

Reading	Math
Students in kindergarten through grade four during the 2019-2020 school year who were provided supplemental literacy support and are better prepared for academic success during the 2020-2021 school year, despite the impacts of COVID-19.	Students in kindergarten through grade four during the 2019-2020 school year who were provided supplemental math support and are better prepared for academic success during the 2020-2021 school year, despite the impacts of COVID-19.

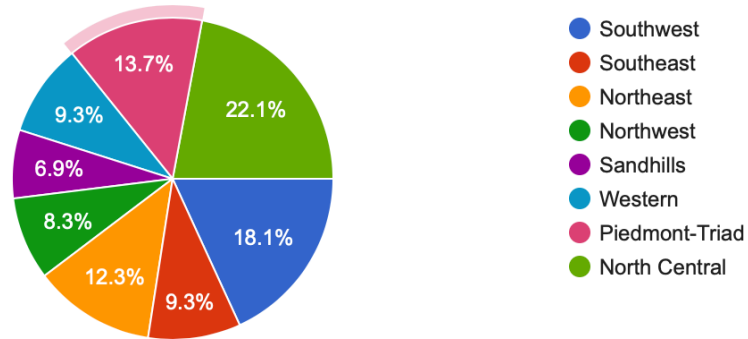
Jumpstart Leads were identified within each public school unit as well as with each charter school and were asked to:

- Work with district/school team to complete the 2020 Quantitative & Qualitative Report Form in its entirety and submit
- Complete submission of the Report Form as noted in the guidance **by Friday, February 12, 2021**

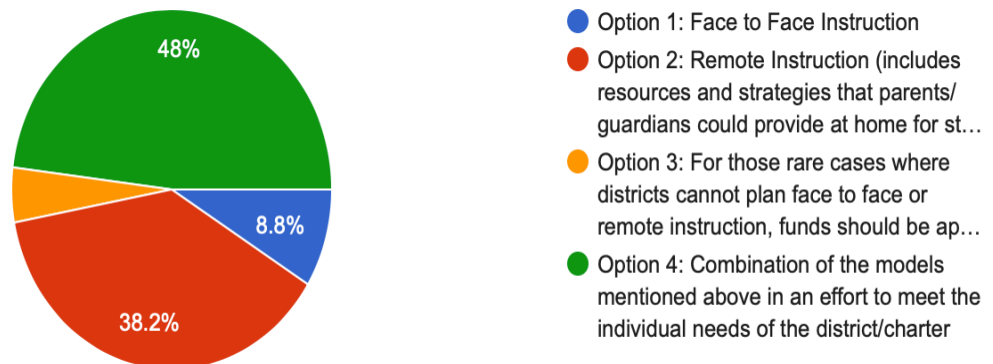
**By June 22, 2020, 204 Remediation and Summer Jump Start plans were received by the NC Department of Public Instruction.** The data below is a comprehensive summary of the qualitative data reported by the 204 public school units and charter schools who implemented the Summer Remediation and Jumpstart Program in their respective jurisdictions:

## Quantitative Data Summary

### Regions



### Delivery Option



- Option 1: Face to Face Instruction - 8.8% (18 respondents)
- Option 2: Remote Instruction - 38.2% (78 respondents)
- Option 3: For those rare cases where districts cannot plan face to face or remote instruction, funds should be applied to build capacity for delivering reading instruction by providing training for K-3 teachers in Science of Reading. For districts who use this option, plans will need to be reviewed by Regional Case Managers or the Office of Charter Schools - 4.9% (10 respondents)
- Option 4: Combination of the models mentioned above in an effort to meet the individual needs of the district. For districts who use this option, plans will need to be reviewed by Regional Case Managers or the Office of Charter Schools. - 48% (98 respondents)

**Number of Kindergarten through 3rd grade students initially eligible for Jumpstart in Reading (students who were in kindergarten through grade three during the 2019-2020 school year who were not on track to meet year end expectations based on diagnostic assessments prior to March 16, 2020)**

157,292 students

**Number of 4th grade students initially eligible for Jumpstart in Reading (students in grade four during the 2019-2020 school year who were not on track to meet 2019-2020 year end expectations as identified by their 2019-2020 school year reading teachers)**

31,044 students

**Number of Kindergarten through 4th grade students who participated in Jumpstart in Reading in the Summer (students in kindergarten through grade four during the 2019-2020 school year who were provided reading interventions or support through the supplemental learning program)**

55,165 students

**Number of Kindergarten through 4th grade students who participated in Jumpstart in Reading in the Fall (students in kindergarten through grade four during the 2019-2020 school year who were provided reading interventions or support through the supplemental learning program)**

201,199 students

**Number of Kindergarten through 4th grade students initially eligible for Jumpstart in Math (students who were in kindergarten through grade four during the 2019-2020 school year who were not on track to meet 2019-2020 year-end expectations as identified by their 2019-2020 school year math teachers)**

123,767 students

**Number of Kindergarten through 4th grade students who participated in Jumpstart in Math in the Summer (students in kindergarten through grade four during the 2019-2020 school year who were provided math interventions or support through the supplemental learning program)**

41,643 students

**Number of Kindergarten through 4th grade students who participated in Jumpstart in Math in the Fall (students in kindergarten through grade four during the 2019-2020 school year**

**who were provided math interventions or support through the supplemental learning program)**

185,540 students

**Number of students who were eligible for Summer Jumpstart in Reading, but whose parents opted out of participation**

64,534 students

**Number of students who were eligible for Summer Jumpstart in Math, but whose parents opted out of participation**

33,480 students

**Note:** It is critical to maintain that each public school unit and charter school utilized diagnostic assessment in the areas of reading and math that met the needs of local restrictions, delivery models, and availability in their respective jurisdictions. This includes determining eligibility for inclusion in the Jumpstart Program both prior to returning to school in August 2020 as well as utilizing educational stakeholders' feedback on individual students after their return to hybrid, face-to-face, or remote learning.

### **Qualitative Data Summary**

**In the area of Reading for students in Kindergarten through 3rd grade, the following was given by the 204 respondents as to the extent to which the data supports that student ability was improved by the Jumpstart Program:**

One of the most prevalent themes that emerged from the responses was that “confidence and maintenance of skills were the primary areas of success noted by teacher observations and notes.” Over 60% of the responses received celebrated the intentionality and strategic implementation of the Jumpstart Program as an opportunity to address summer slide, efficacy in literacy skills and support, as well as phonemic awareness and phonics.

Educational stakeholders were also able to deeply reflect on their problem of practice as it relates to professional development and the science of reading as it evidenced by multiple responses including:

- “As a result of that programming, we are also using the knowledge to conduct an ecosystem survey of our K-12 literacy programming to determine if our current foundational skills and reading comprehension programs include all the necessary components and the rigor of a literacy ecosystem in line with the latest science of reading. We are attempting to ask the question that the science of reading PD has taught us to ask: Does our literacy programming have all of the necessary components to teach kids how to be lovers of reading and readers for content acquisition.”

- “We believe the programming we have and will continue to host around the science of reading will result in us adopting a new Tier 1 foundational skills curriculum for all K-9th Graders in the 2021-22 school year (post-pandemic) and a new Tier 1 reading comprehension curriculum for all K-8th Graders in the 2022-23 school year.”
- “With one on one daily instruction (and PD for Teachers on Reading Interventions for Istation), Teachers were able to target the students lowest skill level and ensure that students improved in their lowest skill level. Overall trends demonstrate that students improved in their lowest skill level.”

**In the area of Reading for students in 4th grade, the following was given by the 204 respondents as to the extent to which the data supports that student ability was improved by the Jumpstart Program:**

Respondents were forthright in denoting that “the fourth graders who attended the Jumpstart program were  $\frac{3}{4}$  transitional students who have struggled in reading. One-on-one lessons afforded the teacher an opportunity to hone in on decoding and comprehension to tailor instruction and continue to fill in the instructional gap for these students. Data supports that students improved in their text reading level.” Given the multiple changes and inconsistencies in assessment tools at the school and district level, data was consistent to highlight that the 4th grade student population were much more difficult to accurately assess as compared to their Kindergarten-3rd grade counterparts. Despite the circumstances, respondents noted positive change and improvement in overall 4th grade reading as was evidenced by the following sample responses:

- “In using the 4th graders EOG scores from 3rd grade and schoolnet assessment we were able to use this information as a base line to eligible students who needed remediation. After the students attended the Jumpstart we used teacher created assessments and assessments from schoolnet to compare to the Grade 3 EOG results. We saw improvement in about 20 percent of our students who attended the Jumpstart Program for Fourth Grade.”
- “Many students had been without their formal education and participated in minimal opportunities to learn and grow academically since March. Based on a survey given on Day 1, 80% had not picked up a book to read since that time. By day 12, students felt more confident and prepared for 5th grade, it no longer was what they missed in 4th grade but rather what they already knew "walking" into their 5th grade year. Students had much stronger understandings of reading elements and ways to improve comprehension. Having time to read one-on-one during our Flex Friday, we good gauge their level of confidence in their willingness to read ahead and dialogue about characters, plot, main ideas, etc.”
- “Of the 238 students that attend at least four of the possible sixteen sessions offered by the JumpStart program, 101 students showed significant growth when the student took the i-Ready Diagnostic assessment to begin the school year. The comparison was made between the i-Ready assessment given before March 2020 and August 2020.”
- “Within the 4th grade, data from the Jumpstart program affirmed that continued practice with reading passages, and exploration of literary devices supported student development and growth in reading. Daily students read leveled stories from our reading workbooks and resources and the complexity of the texts and exercises increased weekly. Students developed a greater understanding and love for reading and growth in Reading. For example, upon return to school in the fall MAP testing indicated that 30% of these scholars

projected a score in Level 4, 3% above grade level, 14% at Level 3, and nearly 22% progressing toward meeting their grade level proficiency.”

**In the area of Math for students in Kindergarten through 4th grade, the following was given by the 204 respondents as to the extent to which the data support that student ability was improved by the Jumpstart Program:**

In regards to the impact on students’ ability in the area of math as it relates to the Jumpstart Program, responses varied based on the levels of implementation within each school unit and/or charter school. For those schools/districts that deemed math a critical area of growth for their students, high levels of impact and proficiency were attained. For example:

- “Nearly 70 percent of 2nd grade students exhibited grade-level appropriate foundational skills in math as measured by the 2nd grade number knowledge assessment. In 4th and 5th grades, teachers used the math sets assessments developed by the DPI as a part of the “Back to School Resources.” The results did show that students were affected by the loss of in-person instruction in the domains of fractions and geometry. However, in the other domains, numbers and operations base 10 and operations and algebraic thinking, students performed at a level commensurate with years not affected by the pandemic.”
- “Data gained from pre and post testing in various math assessment tools such as Moby Max and NC math assessment indicated that students who attended more than 66% of the days JumpStart was offered increased approximately .5 years in overall math growth.”
- “93% of students participating in the Math Jumpstart Remediation program demonstrated high growth on the targeted area of support.”
- “Of the 854 students that attend at least four of the possible sixteen sessions offered by the JumpStart program, 640 students showed significant growth when the student took the i-Ready Diagnostic assessment to begin the school year. The comparison was made between the i-Ready assessment given before March 2020 and August 2020.”

It is critical to note however that almost 40% of the respondents noted that math was not an area of primary concern given the current circumstances and delineated that they were unable to find any statistical impact on students due to lack of measurement or specific assessment.

**The following celebrations and "big wins" were identified by the 204 respondents as a result of their implemented Summer Remediation and Jumpstart program:**

Overwhelmingly, respondents were grateful, excited, and humbled by the opportunity that the Jumpstart Program provided to develop deeper connections and understanding with their students as well as the leverage to support teacher leaders and school administrators in navigating the turbulent and often overwhelming circumstances that COVID-19 presented for students and schools. Not only did the Jumpstart Program allow schools and districts to think strategically and intentionally about to reach struggling students, but in many cases respondents chose to extend this approach to learning well into the 2020-21 school year in order to further students’ learning gains and growth in the midst of the new normal. Of particular note were the following responses which captured the essence of the Jumpstart Program’s “big wins:”

- “The most important win was, in some sense, just the fact that teachers were able to make connections with so many students who otherwise were unlikely to engage in academics over the summer. While not every student participated every day and some students were mailed materials rather than interacting with teachers ‘live’ online, our initial participation rates were remarkably high. The experience was also helped us modify and improve remote learning based on our experience in spring in preparation for the fall. And, while the data certainly show that some students have exhibited learning gaps, they also show that the potential effects of the gap in face-to-face learning were mitigated by the Jumpstart program this summer.”
- “Jump Start Camp was the first planned instructional endeavor post quarantine. Challenges were presented in that the district was unable to provide face to face instruction to our students. Those challenges became learning experiences for all of the stakeholders involved in the process. Our planning evolved, teachers instructional formats and delivery evolved, and our students were given the opportunity to receive small group instruction in remote learning. We feel that this process strengthened both our planning and instruction but most importantly it provided a platform for building the relationships that are essential in this unprecedented time. “
- “Our school decided to bring students on campus for this program. We felt that giving these students who struggled with remote learning, more assignments and experiences online was not going to be beneficial in helping them close their skill gaps. We felt it was a “big win” that we were able to successfully allow students into our building safely while implementing COVID-19 procedures. These students who are typically struggling readers and learners were able to “ease” back into the daily routines and procedures that take place at school - for the first time in over 5 months!”
- “We feel the Summer Jump Start program was a way to offer a sense of normalcy and contribute to the positive social-emotional well-being of our students. It was a positive experience to bring the students back into the building working with their teachers. In the summer, we were also able to focus on core instructional units that were taught during emergency remote instruction. This provided the ability to close gaps, reinforce concepts, assess understanding. In the fall, we were able to deliver interventions to support current core concepts being covered in class. This gave us an opportunity to pilot and implement some of the safety standards we put into place for in-person learning for the 20-21 school year.”
- “The connection between school and home was greatly strengthened. Parents and students were very receptive to materials and activities provided through this program. The ability to provide materials and resources to students that would carry into the 2020-21 school year was greatly beneficial.”

**The following challenges were identified by the 204 respondents as a result of their implemented Summer Remediation and Jumpstart program:**

Given the unprecedented circumstances facing schools and districts by COVID-19, many of the challenges delineated by respondents were directly related to the operations of the school/district as well as access to and connectivity of technology for students. The timeline of implementation for the Jumpstart Program coincided with the initial phase of both students’ and teachers’ return to school in August 2020, so many of the challenges were realized as plans were made to ensure students’ attendance, access to a device, implementation of safety measures/protocol, and overall effort/engagement of the school community. Of particular concern for a majority of the

respondents was the timing of the legislation juxtaposed to the expectation of implementation. Over 50% of the respondents found it challenging to meet the expectations of the legislation against the backdrop of students' impending return to some modality of teaching and learning:

- “The delay in details of how to implement a Summer Jumpstart Program according to funding guidelines made it difficult to execute a successful summer program. Had we moved forward with our original plans for Summer Reading Camp, which were in place before March 2020, we would have been in compliance with the Summer Jumpstart guidelines. We did not have enough turn-around time to successfully implement a program once the funding and guidelines were released. Our hope is that this summer we will be able to reinstate our traditional Summer Reading Camp for at-risk students. “
- “To be completely transparent, the program felt like a last minute thought from the state which caused a domino effect within districts and schools. Everyone did the best they could given the circumstances but more time to plan and spend funding efficiently would have been more beneficial to students and teachers. Consistent attendance was also a challenge for some students especially with those students having limited communication.”
- “Due to the quick turnaround between the time we received Jumpstart information and the beginning of our school (August 3rd); we had to act quickly to identify students, gain commitment from teachers and parents during a time of school closure. Teachers were reluctant to teach summer reading camp because of the short notice as well as fear of the unknown. As with most summer reading camps, some students are often inconsistent with attendance due to planned vacations and summer schedules.”

The implementation of the Jumpstart Program also proved to be challenging for almost 35% of the respondents as well who cited a lack of parental/family support due to the ever-changing dynamics of a COVID-climate. Of particular note were the following responses which captured the essence of the Jumpstart Program's challenges:

- “We were disappointed in the number of parents who did not have their students participate. Getting the motivation and interest behind the extended learning program is concerning. It appears that we may also experience this same concern as we look at implementing extended learning opportunities at the end of the 2020-21 school year. Due to guidelines for students and camera access, validity of assessment information created a barrier to determining the true effect of many student outcomes. It was evident that many students were receiving assistance.”
- “The greatest challenge has been in the area of technology. Connectivity has been and continues to be a barrier for families across the district. Even with the availability of hotspots, some students still have difficulty with Internet access. This challenge has caused us not to be able serve all students equitably. In addition, the lack of in-person instruction is affecting our ability to raise student achievement to the desired proficiency levels.”
- ‘Due to our remote directive for our program from face to face we were challenged to transition our program to remote only. Preparational challenges included availability of technology, Wi-Fi access and technology issues related to our rural areas. We did see a decrease in the involvement in the remote platform and parent contact was consistently being attempted however the pandemic posed challenges in successfully reaching our some of our population.’”



- “Our School district experienced many challenges as a result of implementing Summer Remediation and Jumpstart programs due to limited financial resources. Another challenge was parents and staff’s apprehension to participate in a face-to-face program. It was difficult to find staff willing to support the program in a face-to-face setting especially with the needs of students and the close proximity that was needed to engage the learner. Even with the opportunity to participate in two remote learning days during the summer students as well as staff did not have the necessary skill level to implement with rigor and fidelity.”