

SEPTEMBER REPORT

# COVID-19 K-4 and K-12 Learning Loss Funds



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## EXECUTIVE SUMMARY

This document meets the September reporting requirement associated with K-4 and K-12 “learning loss” funds distributed to districts and charters following the 2021 legislative session.

The main findings are as follows:

- Nearly two-thirds of districts and charter schools applied for these funds.
- The State Department of Education has currently received over \$2 million in reimbursement requests for summer programs.
- However, most districts and charter schools have not yet submitted reimbursement requests for using these funds between their initial availability in mid-summer and the current reporting date.
- Reimbursement requests lag actual expenditures, but other reasons for the modest use of learning loss funds during the summer include: limited time with the funds, challenges with staffing based on fatigue from a difficult school year, and the ability to use other sources of funding to support interventions during this period.
- Programs and interventions using the learning loss funds will be more extensive during the 2021-2022 school year, which will be reflected in the December reporting period.
- Even with the limitations in measuring implementation over this early period, districts and charter schools still reported supporting thousands of Idaho students using these funds.
- The most frequent use of K-4 funds was for summer reading/early literacy programs. Districts and charter schools reported serving over 6,000 students with this type of intervention during the summer.
- For the K-12 funds, the largest number of students were supported in credit recovery programs, which reached over 3,000 students during the summer.
- Data from the fall Idaho Reading Indicator indicate that, on average, students who ended last school year at the lowest performance tier showed substantial growth. However, the majority of these students will need to demonstrate accelerated growth to be reading at grade level by the end of the calendar year.

## BACKGROUND

The Sixty-sixth Idaho Legislature [appropriated](#) \$20 million from the Federal COVID-19 Relief Fund to address “learning loss” associated with COVID-19. Of this total, the Legislature appropriated \$15 million for K-4 programs and \$5 million for K-12 programs. A portion of these funds were made available for Fiscal Year 2021 to support immediate implementation, with the full amount re-appropriated for Fiscal Year 2022 to continue any interventions.

The intent language in House Bill 356 specified that the K-4 funds were to be distributed based on the number of students at the lowest performance level on the most recent Idaho Reading Indicator (IRI). For the K-12 funds, House Bill 356 tasked the State Department of Education with developing a distribution formula based on assessment scores when possible. Consistent with this guidance, the Department used the distribution formulas below.

### K-4 Funding Formula

The K-4 funding was based on the on the number of students in kindergarten through third grade who scored “Below Grade Level” on an April 2021 IRI administration. For districts and charter schools unable to assess in the April time period, the Department incorporated data from January through March 2021. The minimum distribution was \$6,000.

### K-12 Funding Formula

The K-12 funding was allocated using a combination of FY 2021 mid-term Average Daily Attendance (ADA) and academic performance. The base distribution was as follows:

- Mid-term ADA < 25 = \$3,250
- Mid-term ADA between 25-100 = \$130 per ADA
- Mid-term ADA > 100 = \$13,000

The funding remaining after the base distribution was allocated based on an “academic need” value. The Department calculated this value based on percentage of kindergarten through third grade students who scored “Below Grade Level” on the April IRI (incorporating January-March, if needed) and the percentage of students in grades six through twelve identified as “At Risk” in the March data districts and charter schools submitted via the Idaho System for Educational Excellence (ISEE).

## Participation

The Department shared information about the learning loss funds during the spring and early summer, before inviting interested districts and charter schools to apply. Districts and charter schools could apply for the K-4 funding, the K-12 funding, or both. Nearly two-thirds of districts and charter schools participated. The table below summarizes participation by funding category.

Participation Type	Number of Districts and Charter Schools
K-4 Only	5
K-12 Only	19
Both K-4 and K-12	96

## Reporting Requirements

House Bill 356 also provided the Department with responsibility on reporting to the State Board of Education and the Joint Finance Appropriation Committee on the use and effectiveness of the learning loss funds and associated programs. The first report is due no later than September 15, 2021 and the second is due by December 31, 2021.

In applying for the funds, districts and charter schools agreed to several requirements necessary for the Department to meet this reporting obligation. Those receiving the K-4 funds were to administer the fall IRI by September 10, 2021 to students supported over the summer using the learning loss funds to track progress towards reading at grade level by the end of the calendar year. Those receiving the K-12 funds had the same fall IRI requirement and were also originally asked to administer an Idaho Standards Achievement Test (ISAT) interim comprehensive assessment (ICA) or shortened interim comprehensive assessment (SICA) to supported students. However, due to the challenges with implementing this metric at the opening of the school year, the ISAT interim component has been deferred until later in the year. Additionally, as some districts and charter schools are already using locally-selected assessments, such as NWEA MAP and Star assessments, the Department anticipates providing flexibility to incorporate data from these tests in lieu of the recommended ICAs or SICAs.

In addition to using assessment data to measure progress for students supported during the summer, the Department developed a reporting form for districts and charter schools to share the number of students successfully served over the summer by each of the following types of programs using the K-4 or K-12 funds:

- Summer reading/early literacy program
- General content remediation for ELA/Literacy
- General content remediation for Math
- Intervention for students at risk of not being promoted to the next grade
- Credit recovery
- Absenteeism

Districts and charter schools could also provide information about any other programs or local assessments and were told to provide a brief narrative description of their activities using the learning loss funds during the summer.

The following sections of this report summarize the current fund usage based on reimbursement requests along with the information available via the reporting form and IRI results.

## REIMBURSEMENTS

K-4 Reimbursement Summary	Reimbursement Data
Number of Districts/Charter Schools Submitting Reimbursement Requests	29
<b>Reimbursed Expense by Purpose...</b>	
Purchased Services (not including Professional Development)	\$120,598.81
Salaries/Benefits	\$977,175.70
Supplies/Materials	\$57,462.09
Travel for Students/Transportation	\$17,548.19
<b>Total</b>	<b>\$1,172,784.79</b>

Districts and charter schools may have expended funds that they have not yet submitted for reimbursement, which would not be included in this table.

K-12 Reimbursement Summary	Reimbursement Data
Number of Districts/Charter Schools Submitting Reimbursement Requests	33
<b>Reimbursed Expense by Purpose...</b>	
Purchased Services (not including Professional Development)	\$63,083.72
Salaries/Benefits	\$635,114.92
Supplies/Materials	\$134,280.60
Travel for Students/Transportation	\$94,413.38
<b>Total</b>	<b>\$926,892.62</b>

Districts and charter schools may have expended funds that they have not yet submitted for reimbursement, which would not be included in this table.

## PROGRAM SUMMARY

K-4 Program Summary	Number of Students Successfully Supported
Summer/reading early literacy	6,137
General content remediation for ELA/Literacy	2,466
General content remediation for Math	2,623
Intervention for Students at risk of not being promoted to the next grade	419
Credit recovery	34
Absenteeism	430

K-12 Program Summary	Number of Students Successfully Supported
Summer/reading early literacy	838
General content remediation for ELA/Literacy	1,682
General content remediation for Math	1,690
Intervention for Students at risk of not being promoted to the next grade	1,664
Credit recovery	3,029
Absenteeism	403

***The narratives submitted by each district and charter school during this reporting period are included in Appendix A.***



## ASSESSMENT SUMMARY

All K-3 students have to participate in the IRI at the start of the school year in either August or September. The Department asked districts and charter schools to assess students supported by the K-4 or K-12 learning loss funds in a summer reading/early literacy program by September 10<sup>th</sup> to facilitate the required reporting. This analysis is restricted to students who were “Below Grade Level” on the spring 2021 IRI, as they were prioritized for these funds. However, the data may include students who were tested during this early administration period but who were not supported by the learning loss funds during the summer. The data are also for all Idaho schools with results during this time period and are not matched to enrollment records. Consequently, readers should be cautious in using these results to draw conclusions about the effectiveness of summer intervention programs.

Between May and August/September, the IRI performance tiers incorporate expected scale score changes. For some grades, this expected change includes a regression or stalling during the summer. The table below shows the expected May to August and May to September scale score growth based on the IRI performance tiers. Next to each is the average observed growth for students in this analysis. Students are counted in August if their first assessment this year was in that month and in September if their first assessment this year was in that month. At all grades, the average IRI scale score growth for this group exceeded the expected summer progress.

Grade Transition	May to August Expected	May to August Observed (Mean)	May to September Expected	May to September Observed (Mean)
KG to 1 <sup>st</sup> Grade	-2	.4152941	0	1.770492
1 <sup>st</sup> Grade to 2 <sup>nd</sup> Grade	0	3.395531	1	3.201613
2 <sup>nd</sup> Grade to 3 <sup>rd</sup> Grade	1	4.037037	3	4.596047

Total N = 7,627

Another way to analyze the fall IRI results is using the three reporting tiers: At Grade Level, Near Grade Level, and Below Grade Level.

Among the students who were Below Grade Level in the spring and who tested by the September 10<sup>th</sup> deadline, 2.9 percent were At Grade Level in the fall, 16.3 percent were Near Grade Level in the fall, and 80.8 percent remained Below Grade Level in the fall.

Taken together, these results highlight that students can demonstrate growth, but may not cross the threshold to the next performance tier. This finding is reinforced by the final outcome measure included in this assessment summary, which is the percent of students who made sufficient growth to be on track to be At Grade Level by the end of the calendar year.

This calculation is based on a linear trajectory between the student's spring score and the minimum scale score to be At Grade Level in December. Among the students in this analysis group, 9.2 percent were on track to move from Below Grade Level in spring to At Grade Level in December. These figures will be updated in the December reporting period.

***Additional assessment data will be included in the December report.***

## APPENDIX A

Districts and charter schools were asked to provide a brief narrative description of their use of the learning loss funds over the summer. Responses below are for the districts and charter schools that responded by the September 10, 2021 deadline. The Department consolidated responses for districts and charter schools that submitted multiple responses with slight edits for readability.

COEUR D' ALENE	Coeur d'Alene Public Schools added a variety of resources for students during the summer including specialized learning in our summer school. We converted our fleet into "Imagine Busses" traversing our communities providing reading buddies and free resources, and built student capacity through leadership development and mentorship programs. As we have just completed our first week, we do not have immediate results but will be reviewing results of our fall screening assessments against our student list to identify levels of impact. That data should be available in early October.
MIDDLETON	<p>As a district we provided credit recovery to students in grades 6-12 to address credit deficits for these students. We offered a summer school program and allowed students to attend to recover credits. We also served breakfast and lunch for these students. This ran for six weeks. We measured success of this program through credits earned. We had 70 high school student earn 118 credits this summer. We had 30 middle school students earn 40 credits this summer.</p> <p>We also offered extended school year to our Special Education students. We had five K-4 students participate and two 6-12 students participate. The metric used was the IEP goals. All students who participated made progress towards their IEP goals. This helped close the learning loss gap created for these students in terms of progress on their IEP's.</p>
MOUNTAIN VIEW	The district provided learning loss opportunities throughout the summer. We had jumpstart reading programs at all elementary schools. We provided opportunities for credit recovery, ELA and Math instruction, and for students with excessive absences. The students that participated in summer school were able to recover credits and were promoted to the next grade level. The schools used teacher made assessments to determine learning gains throughout summer school.
MOSCOW	<p>The Moscow School District's Summer Learning Loss program offered intervention to academically at-risk students in grades kindergarten-8th grade. Certified teachers and paraprofessionals provided targeted instruction in reading and math.</p> <p>Students who participated in the Summer Learning Loss program increased their reading and math skills, including motivation and confidence. Additionally, paraprofessionals assisted students in courses they failed, allowing most students to complete the remediation and move on to the next grade level.</p>
FILER	<p>Filer School District hosted a summer credit recovery opportunity for students in grades 7-12 who needed extra time to complete course requirements in order to earn credit. The program ran for two weeks in June after the end of the school year.</p> <p>Filer also hosted a summer program for students in grades 4-6. The program was held four days a week for three weeks -- twelve</p>

	days -- in August prior to the start of a new school year. The focus was on reading and math for students who would benefit from extra help.
VISION CHARTER SCHOOL	Vision offered in person extended year summer school in June and July to all K-12th grade students who were at risk of not being promoted, required credit recovery, or who needed specific English and Math intervention specifically due to Learning Loss experienced due to the pandemic and decreased time in the classroom in person. We used Certified Teachers working with Educational Assistants to offer small group highly targeted tutoring, interventions, and supports.
ST. MARIES JOINT	Credit recovery was offered in four three week summer sessions. Forty-nine students attempted to earn credits. Forty-five students were able to earn credits in core subjects. We used Edgenuity for our online credit recovery platform. The balance of the funds will be used to pay for certified staff to provide learning loss interventions in grades K/12.
LAKELAND JOINT	John Brown Elementary piloted a Jumpstart program supporting at-risk students in the area of reading. At Kinder, we focused on letter names and letter sounds with an emphasis on CVC patterns. Students were assessed using letter sounds, 6 out of 7 students made growth in this area. At first grade, the students were provided intentional explicit instruction in the area of phonics, specifically with CVC, CVCE, vowel teams, and fluency, 7 out of 15 students made gains from their spring ISIP. In second through fifth grade, teachers focused on phonics, vocabulary and word attack skills. 16 out of 31 students made gains in this area as measured by their fall ISIP and oral reading fluency.
BUHL JOINT	Learning loss funds were used to provide credit recovery at the high school level. Students were able to take English or Math in order to help stay on track for graduation. Funds were used for staffing summer school. Buhl Middle School held a session of summer school to provide an opportunity for students to pass classes they had previously failed in order to be promoted to the next grade level. Students were given instruction in math and language arts. Money was used to provide certified staff and paraprofessional support to our students.
NOTUS	We provided a summer learning program right after school ended to support any student who had struggled K-6. We also did a book in a bag program, the focus was on those students who did not make the growth we were hoping for during the school year, but we also included students who were on the bubble. They received new books throughout the summer that they could keep as well as working in partnership with the community library. Our math teacher worked one on one with students who needed extra support in math, and 14 of our students were enrolled, and passed, a credit recovery program so they are closer to being on track for graduation.
HERITAGE ACADEMY, INC.	Heritage Academy utilized the Governor's Learning Loss funding to provide individual and small group intervention for students with significant gaps in reading/literacy due to the COVID school building closures. Students were identified using Idaho Reading Indication (IRI) scores, Istation progress monitoring data, Core Phonics Survey data, Curriculum-Based Assessments and teacher referral. Parents of identified students were provided with information about grade level proficiency expectations, current level of performance and options for summer intervention.  The approach used to address learning loss was individualized, based upon student need. Two staff members provided options for individual or small group tutoring. Participating students made significant gains over the summer. Unfortunately, very few of the students identified for intervention participated in the program. As a result, the school will continue to implement strategies over the 2021-22 school year to address the significant losses that occurred due to the COVID pandemic school building closures.

FREMONT COUNTY JOINT	We utilized our learning loss funds to provide credit recovery, and remediation/advancement for our students who failed a class or were behind academically. We did this during the month of June, and we will utilize iReady and IStation to measure our students to see if there has been a significant summer slide, or our enhanced summer school did what it was designed to do; stop the summer slide. Our K-5 summer programs were housed at Ashton Elementary School and Henry's Fork Elementary School. Our 6-8 summer programs were housed at South Fremont Junior High School and North Fremont Junior High School.
BONNEVILLE JOINT	Bonneville Joint School District used the K-12 learning loss funds over the summer to fund teacher salaries to run summer school for our middle school and high school students. Two middle schools and four high schools in our district participated in the summer school program. Because of the opportunity provided by these funds, 141 students were able to earn 192 credits. Some of these students were at risk of not being able to advance to the next grade because of lost credits. This allowed many students to stay on track with their courses and remain with their grade level peers this year.
HAGERMAN JOINT	Learning loss funds in the Hagerman School District were used over the summer of 2021 to meet district needs in general content remediation for ELA/Literacy and Math, absenteeism, intervention for grade promotion and credit recovery. General content remediation, absentee recovery and promotion intervention were applicable mostly in grades k-6 while credit recovery was applicable more in grades 7-12 (with content remediation naturally following the learning in credit recovery). Where we are a small rural school district, learning loss funds were also very important for access to our summer school program. Nearly 60% of our summer school students required bussing. Learning loss funds allowed our district to meet needs in student learning that have previously been difficult for our rural school district to meet. Learning loss funds were truly valuable for the academic and social/emotional development of our students.
IDAHO FALLS	All K-4 students in Idaho Falls School District who did not score proficient on the April IStation assessment were invited to participate in the 2021 "Summer Learning Camps" program, which was expanded from previously only addressing K-3 literacy to addressing both ELA and math. Idaho Falls School District had 497 K-4 students enrolled in Summer Learning Camps at three different sites; of these 497 students, 324 students attended 75% or more of the time during the three-week summer program. "Learning Loss" funds were used to fund staff and supplies. The IStation was administered at the end of the program in July to measure student growth in literacy: 63% of kindergarten students made growth; 53% of 1st grade students made growth; 64% of 2nd grade students made growth; 68% of 3rd grade students made growth; and 59% of 4th grade students made growth. Math skills were assessed with classroom-based assessments that addressed differentiated learning needs; there was not a way to aggregate this data because of the various assessments used.
JEFFERSON COUNTY JOINT	We did not use learning loss funds over the summer. We have a plan in place to utilize those funds beginning when students returned to school.
MARSING JOINT	We provided credit recovery to middle and high school students, Migrant credit recovery for our migrant middle and high school students. Jump Start Summer School was also provided for our K-5 elementary students. All of this was already budgeted into our Title 1 program, Title IC and a local grant received from Department of Health and Welfare. We will be spending Blended Learning Loss dollars on additional intervention educational assistants, afterschool tutoring and Friday schools.
CALDWELL	This summer we offered Summer Bridge Academies at all of our schools. Students were invited to attend either a morning or afternoon session. Classes were held throughout the month of June. Our main purpose was to rebuild relationships with students who had spent most of their school year attending either remotely or in a hybrid model. Our academic focus was on improving reading and math skills. In many cases, activities and course work was tied to STEAM.

BUTTE COUNTY JOINT	We paid six teachers to work with students during the summer to make up credits. Most students worked on missing assignments or redid assignments to pass the classes they failed. At the K-4 level, students worked to close learning gaps so they are better prepared to start school in the fall. The district also purchased APEX Learning to use for credit recovery during the school year so we can provide "just in time" interventions to help students recover credits as they go. Due to the lack of electives available in the district, APEX is also used for original credit to personalize student learning.
BASIN	The learning loss funds were used to help students in grades K-6 and 7-12. For elementary most of the funds were used to pay for staffing summer school teachers. For secondary funds were used for staffing and for the cost of Edgenuity credit recovery. Assessment was used in the form of iReady, iStation, and Edgenuity.
ABERDEEN	Aberdeen School District provided summer school for grades K-8 to focus on proficiency skills using various computer programs and curriculum. Students in grades 9-12 were enrolled in credit recovery classes through IDLA and were provided assistance as needed by school personnel. Learning loss was determined by ISAT scores and IRI scores. These tests were also used to determine proficiency levels.
OROFINO JOINT	We were able to use the "learning loss" funds to reach students over the summer to help prevent that gap of leaning that happens over the summer months. Books and supplies were purchased for the children, as well as providing transportation and lunches/snacks for the children that participated in the program. We are in a rural area, and providing the transportation and snacks enabled children to participate that otherwise would not be able to. The books and supplies purchased for the program helped facilitate learning activities specific to strengthening foundational reading skills that were needed.
EMMETT INDEPENDENT	K-4 Learning loss was a targeted summer program based on student IRI data and ISAT data. Students were invited to attend 3 sessions that were 2 weeks in length. The focus of these sessions were focused on individual student learning gaps. The program integrated a number of science and hands on learning projects to engage students in a variety of ways. The secondary learning loss summer funds were used to help 9-12 students that had gaps in learning. The small group instruction and mentoring was conducted by high school teachers in specific content areas of math and ELA. The 6th grade BARK camp was to help 5th grade students and was open to the entire district with their transition from elementary to middle school. Middle school teachers and counselors used this week of instruction to give students a jump start into Middle school but it was not targeted individual instruction as our other two programs were.  Visible outcomes from K-4 will be assessed using the Fall IStation data 5-8 students will our district will use Fall Star data.
INSPIRE ACADEMICS, INC.	Inspire has chosen not to expend/accept the funds after all. Requiring additional assessments when students and staff already deal with assessment fatigue is not something Inspire will engage, especially right when students are working to ensure they are on track with course completion before the end of a semester.
CASTLEFORD JOINT	We did not use our learning loss funds over the summer. Instead, we are having an after school tutoring program for students K-12. This fall, we used Istation and interim assessments to help identify and monitor student learning.
NAMPA	Elementary programs - we targeted students with specific ELA or math gaps in their learning as evidenced by IRI and PMA or IMA. Middle School programs - students at risk at not progressing to the next grade were identified (using grades and ISAT) were invited to focus on specific content areas.

	High School - students who needed additional time to demonstrate proficiency in content areas were invited to catch up programs. Other students wishing to earn full credit (replacing F's in previous classes) attended the district main summer school program.
WALLACE	Our funds were used to cover intervention and curriculum programs access, salary and benefits for staff instructing the program as well as that of salary and benefits involved in transporting students to and from the summer activity. Supplies associated with the program and limited snacks were covered by funding also. Students were selected using results from the IStation Reading test in the spring of 2021. Students maintained or slightly dropped in scores using this assessment in the fall.
AMERICAN FALLS JOINT	k-12 funds were used for credit recovery. There were 109 credits earned. k-4 funds were used for k-8 reading and math summer school. At this time we are still analyzing results of outcomes.
GOODING JOINT	Gooding Elementary School was able to provide K-5 students with instruction in math and reading. Students were selected to attend summer school based on ISIP reading and/or math scores that fell below proficiency. Students received up to 5 hours of daily instruction, 4 days per week, for 4 weeks.  Gooding Middle School: Number of students ending 2020/2021 under 80% of credits passed requirement: 18 students; out of that 18, 11 students attended summer school to make up failed classes, 6 of the 18 students will need to finish with credit recovery first semester, only 4 students will be retained (out of 352 students).
IDAHO ARTS CHARTER SCHOOL	Our learning loss fund covered the funding of a six week summer program for students at risk for retention, who suffered from absenteeism during remote learning, or who needed credit recovery. We held school 4 days a week from 9-1:00pm and provided both bussing and meals for students. Students were provided strategic instruction in both math and reading from certified teachers. An aide was also placed in almost every grade level to support instruction. Pre and post assessments were given in a power standard taught in both reading and math for each grade level. All grades showed a growth increase in at least one of the reading or math content areas. 100% of students needing credit recovery were able to recover those Middle School credits and advance to the next level. In addition, all students were able to get back into the routine of attending school safely to experience a stint of in person learning while cases were down. Attendance remained between 85 and 100% for the entirety of the program.
VALLIVUE	While Vallivue did submit an application for learning loss funds back in May, we have yet to use any of those monies. We chose to wait until students returned this fall to assess their skills and skill loss to determine where the money would best be spent. Even though our original plan requested the use of both the K-12 and the K-4 funds, we plan to use only the K-4 dollars. Our plan is to use this money on supplemental materials to support instruction and student learning.  We plan to spend our K-4 allotment on the following items: Hands on math kits for each classroom, K-4, to enhance our math lessons and to increase student understanding of our mathematical standards. Iready program licenses Istation math licenses  This is not an exhaustive list as we are still reviewing and discussing the results of assessments we have given. We plan to purchase these items in the near future and will be able to explain expenditures in detail on the next report.
NORTH STAR CHARTER SCHOOL	North Star invited all students who received a 1 or 2 on the spring ISAT test for ELA or Math and/or a 1 or 2 on the IRI to participate in our summer learning program. This program ran for 6 weeks and students who chose to attend received instruction from

	certified teachers using research based program materials to include Bridges, CPM, Wonders, SIPPS. Students will take the interim ISATs and IRI by the state required date ( along with district required benchmarking ) to track impact of the program. The unspent dollars will be used in our secondary program ( 6th-12th ) to run an after school program taught by highly qualified staff to support students whose data trends , spring ISAT results and current school performance show learning loss impact. This program will be completed by the December deadline.
NEZPERCE JOINT	Students who showed "learning loss" in reading and math were invited to attend a 4 week summer program. This program featured reading instruction focused on K-3 skills including phonics, sight words, oral reading skills, and comprehension. A daily writing activity was included also at each grade level. Math skills included direct teaching of topics such as number recognition, addition, subtraction, and multiplication. These math skills were reinforced with students using the online math program, Dreambox.
PAYETTE JOINT	We took advantage of the learning loss funds to provide a summer program for students in grades K-5. Students were selected based on data from spring testing, grades and those marked to be retained due to loss of academic achievement. Program selected 'power standards' for all staff to address throughout the four week program. Formative testing was conducted at the beginning and throughout the sessions, but IRI and ISAT will be used as metric for growth.
MARSH VALLEY JOINT	We ran summer programs at three of our elementary schools. Because the needs were different at different schools, the programs that were offered were different. At one school, we offered a summer reading/early literacy program. At the other two schools, we ran "camps" that used activities to remediate ELA and Math.
HANSEN	Hansen School District plans to purchase curriculum for secondary classrooms with the K-12 Learning Loss Funds. K-4 funds will be used to hire support personnel for elementary reading and to purchase curriculum. We didn't use any funds over the summer. Our 21st Century does summer school so that was already paid for K-6. Our plan is to use the funds this fall.
SODA SPRINGS JOINT	Credit recovery was the goal for our high school and middle school students, of the 12 students that arrived all of them completed the necessary work to gain the credit that was lost. Teacher's were paid to assist the students. A local curriculum was used with some purchased programs the district already owned.
CAMBRIDGE JOINT	<p>Our district decided to try a "Jumpstart to School" program. We invited students who were not at benchmark on the IRI at the end of the 2021 school year, students who have special needs with an IEP, and students recommended by the teacher as needing intervention services to be ready for the beginning of the school year. Our staff targeted literacy skills, math skills, and STEM activities that combined literacy and math/science skill practice. 80% of students invited attended. 90% of students who came to our Jumpstart program attended 100% of the time.</p> <p>Also our district used the Governor's Grant to procure the ISIP assessment for math for our elementary students and ISIP reading assessment for 4th grade students. This program includes intervention instruction in reading and math that students can use at home, as well as at school.</p> <p>Our district will use the ISIP reading and math percentile rankings from the assessments given monthly to track growth and to calculate annual growth for all elementary students. This program also allows teachers to determine which students are at benchmark and to target intervention instruction, both in the classroom and in our Title I tier II instruction program.</p>



HOMEDALE JOINT	We were unable to staff a summer school program as we had previously planned. Therefore, our summer learning loss dollars went unspent. We plan to utilize the K-4 and K-12 dollars before December 31, 2021 by providing additional IRI and ISAT remediation. We will target students and provide additional support on designated Friday's throughout the Fall semester as we are on a 4-day school week.
MINIDOKA COUNTY JOINT	During the summer, Minidoka County School District (MCSD) held summer school programs for several groups of students. The summer school migrant program had 142 elementary students enrolled. In addition to enrichment activities specific to the migrant program, these students received small group instruction based on learning deficits. Students used software programs that provided them with instruction at their specific level. Students in the the secondary summer school program attended to recover lost credits due to learning deficits and/or absences. Students either received instruction in small class sizes to better ensure content application and retention or instruction from Edgenuity that allows students to work at their own pace to learn content and demonstrate mastery of content. MCSD uses a model that incorporates software programs that tailors instruction to individual needs in combination with in-person instruction that may be whole-group on one-on one.
PARMA	Parma School District focused efforts on K-4 students who were very close to meeting proficiency targets at the end of the 20-21 school year in hopes that the boost from attending summer school would give them that little bit extra to start the year ready to meet proficiency targets. Teachers worked with students on reading and math daily. Students remained with teachers they finished the 20-21 school year with in order to target specific skills that an unfamiliar teacher would need more time to diagnose. Students and teachers working in that familiarity meant they hit the ground running to improve student outcomes.  Parma also had a 5-8th grade program providing high-quality and engaging programming in ELA, Math, Science, and STEM education. Students participated in all 4 subjects everyday.  Funding has been used for summer school salaries and benefits. Supplies and needed equipment were also purchased with learning loss funding.
SWAN VALLEY ELEMENTARY	We hired our 1-2 grade teacher to run a summer reading program for students that did not get a 1 spring 2021 IRI.
FUTURE PUBLIC SCHOOL, INC.	We launched three academic summer camps, including a Kinder Readiness Camp and two 1st-6th grade camps (mid-June and mid-July). All camps targeted students based on spring testing or screening, and both camps included instruction in literacy and math. They were staffed by certified teachers and supported by classified staff, all of whom are current staff that can support on-going support in the school year. Transportation and free meals were provided to allow our most vulnerable students to participate. The effectiveness of the program is being evaluated using FY21 spring Istation (IRI) and NWEA Map testing data and FY22 beginning of year fall Istation (IRI) and NWEA Map testing data.
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER	No learning loss funds were used during the summer portion of the school year. Funds have instead been allocated for use during the school year.
JEROME JOINT	Jerome School District used some of the K-4 and K-12 Learning Loss funding for the JSD 2021 Summer School that addressed learning loss due to COVID and credit recovery in the secondary schools. Funds were primarily used to pay transportation services, salaries and benefits. The IRI will be the metric used to determine outcomes for our primary grades and successful credits recovered/earned were the metric used for our secondary grades.

	The balance of the available funds will be used to address COVID learning loss needs in the 21-22 SY.
CASSIA COUNTY JOINT	Cassia Joint School District provided a robust summer learning program. We offered all students K-12 the opportunity to attend summer learning programs in all four of our communities: Burley, Declo, Malta, and Oakley. Every elementary school offered anywhere from 10 to 25 additional days of learning. The focus for learning at the elementary school was on literacy and math skills. In addition, we offered enrichment experiences to all students at the end of each week. At the secondary level, we focused on credit recovery in ELA, math, science, and social studies. Salaries and benefits for instructors, para educators, and child nutrition were all a part of the expenses covered by learning loss funds. In addition, curriculum and resources were also purchased with learning loss funds.
COUNCIL	For Council Jr.-Sr. High School, we concentrated our efforts on credit recovery. Using learning loss funds we had 17 students recover 24 total credits. This allows those students to start the 2021-2022 school year on a positive note and equal to their peers. For Council Elementary School we had dual purpose this last summer. Using learning loss funds we provided remediation for 23 students in both Reading and Math. We also opened up our library and started a bookmobile to provide reading books for our students throughout the community of Council, with 55 students checking out books.
WEST BONNER COUNTY	We were able to offer reading, math and literacy interventions on location at all 3 of our elementary schools. We reached out to all who were below grade level and invited them to this opportunity. We were also able to offer summer school to our secondary students, this was based around credit deficiency and need. Thanks for these opportunities!
NORTH IDAHO STEM CHARTER ACADEMY	We implemented IDLA classes, IXL curriculum, stipends for online teachers and hardware for students to use at home during this time to assist in learning loss.
BLACKFOOT	Blackfoot School District offered a "Jump Start" program for all K-6 students at each elementary school and BHSG in August. MVMS offered interventions for students at risk of not being promoted for grades 7-8 June through July. At the Migrant Outreach Center, we offered time recovery for absenteeism June through August and at Independence Alternative High School, we offered credit recovery through face-to-face learning, ICON, and PLATO for credit accrual.
TWIN FALLS	The TFSD utilized Plato for 8th grade students lacking middle school credits necessary for matriculation to the high school. Students were contacted and 34 students were enrolled into math and/or ELA classes. Of the 34 students who took Plato courses, approximately 17 students successfully completed the course and earned the credit to fully matriculate. The remaining students are finishing courses this year in a Plato lab at the high school.
NORTH VALLEY ACADEMY	We served K - 12. K - 6 focused on reading, math, and ELA learning loss as well as preparing students for the upcoming grade. 7 - 12 focused on credit recovery. We served students at four different locations and had two to three adults at each location to provide the best options for one to one instruction.
KOOTENAI JOINT	We did not use this program.
SHELLEY JOINT	K-4th grades were provided the opportunity to attend summer tutoring where they received direct instruction to help them improve their reading and math skills. Transportation and lunch were provided. 7th-12th grade students were given the opportunity to take asynchronous courses during the summer for credit recovery. IRI and STAR scores will be used as a metric. Total summer credits earned will be used as a metric.

POCATELLO COMMUNITY CHARTER SCHOOL	Our data shows from our summer program reading went from 32% proficient to 42% and in math we went from 29% to 47% proficiency.
SNAKE RIVER	Due to the time when the award was received it was decided that the funds would be used in the fall semester. The elementary schools will use either the Isation or the STAR assessment to determine which students have the most learning loss and those students would receive extra instruction on Fridays throughout the fall semester. The plan is to put together tutoring classes for the secondary level as well
MURTAUGH JOINT	The District did not use learning loss funds over the summer to fund our programs.
BOISE INDEPENDENT	Boise School District established a K-4 summer program to address the needs of unfinished learning from the 2020-2021 school year. During this summer program students participated in high-engaging, skill deficit building activities in the areas of Reading and Math. Students from 33 elementary buildings enrolled into these summer programs that were offered at 5 different locations. A pre-post model of assessment was implemented to determine the levels of improvement in the areas of Reading (iStation) and Math (iReady). The pre-assessment evidence was obtained from the Spring IRI for reading and the Spring iReady in grades K-4. The post-assessment evidence will be obtained following the fall administration of iStation (grades K-5) and iReady (grades K-5).
FORREST M. BIRD CHARTER SCHOOL	We did not use any funds over the summer. We are not planning to use the funds as we cannot find people to work as paraprofessionals. We are buying the program via ESSER II or III funds instead.
ONEIDA COUNTY	I believe the most effective way to address remediation/learning loss is in small groups that can focus on the individual needs of each student. That is why we choose to use the remediation dollars working with the students on Fridays when they would typically not be in school. We will have to use some dollars on technology and programs specifically designed to help individual students. While we may not be able to fund the Friday work sessions on a going basis, we will have the technology and the programs in place to use on an ongoing basis to include summer school.

<p>ROLLING HILLS PUBLIC CHARTER SCHOOL</p>	<p>Learning loss plan is to be implemented after the start of the school year gets started. This summer teachers were burnt out and needed the time to recover from a very intense school year. We are a small school district (250 total students) and the parents also needed time away from the school to be with their kids. Safety of being on campus was a concern.</p> <p>We plan on giving all of our students the Istation (k-8) Reading and Math, additional baseline assessments, and the ISAT interim assessments in the fall. This will allow us to have students in K-4 Math, K-4 ELA, 5-8 Math, 5-8 ELA in an after school program running 4 days a week for students to receive instruction. We will use our Certified Teachers and support staff to run the Learning Loss after school program from Fall 2021 to Winter 2021. We will implement the assessments (Istation Reading and Math, ISAT Interim Math and ELA) to demonstrate progress from baseline in the fall to winter.</p> <p>We are using August and first week of September to establish baselines of students and take the Interim Assessment. We are also looking at their Spring data to identify "Learning Loss" need. On Sept. 7, 2021, students will be invited to our After School Program to address learning loss. The program is to run Monday- Thursday (2:45-3:45pm). Two days dedicated to ELA and two days dedicated to Math. Most students will need help in both area so they can participate in all four day.</p> <p>It is expected from our preliminary numbers that we will serve about 150 students in the area of Math and ELA, grades K-1-2-3-4-5-6-7-8. We will extend supplemental contracts to teachers and staff to support the program of instruction.</p>
<p>WEST ADA</p>	<p>We have utilized some of the learning loss funding through the summer. We did anticipate a larger Summer Program for Special Education than actually occurred - less students requested services than was originally anticipated. Much of the learning loss funding in the plan is being devoted to programs that will start when school begins and will be expanded programs leveraging current literacy funding. Expenditures will be incurred throughout the fall through December.</p>
<p>CAMAS COUNTY</p>	<p>Due to the dynamics of our community, we had only two families who were willing to participate in our summer reading program. Due to this, we are planning our reading intervention for this October/November, thus allowing our teachers to use monthly benchmarks to identify students who are below grade level, and allow for appropriate grouping. Teachers attended professional development this summer, learning how use our new adopted reading and writing intervention curricula. Assessments are included in this curricula that help us to identify students who are below grade level proficiency. Our instructional coach has designed both push in and pull out intervention.</p>
<p>RIRIE JOINT</p>	<p>At the end of the 2020-2021 school year we held our regularly scheduled summer school and paid for it with Title funds. I did not have any other staff that wanted to work through the summer so we did not offer any addition summer programs. Our plan is to utilize the funds during our first semester of school this year.</p>
<p>AMERICAN HERITAGE CHARTER SCHOOL</p>	<p>American Heritage Charter School provided a summer learning opportunity for students in grades K-12. The students were identified and invited to attend the summer school programs. Students in PK - 1 came on Monday and Wednesdays and Students in 2-5 came on Tuesdays and Thursdays. Students in 6-12 were invited to attend M-TH to receive help in reading and mathematics. The library was also opened for students to come and check out books during the summer. We tested students in these levels at the end of the summer school program. The teachers felt they had an impact on the students' learning and parents provided positive feedback to the teachers on how the could see their students improving in these areas.</p>

GARDEN VALLEY	<p>K-4 Seven students in K-4 participated in our Jump Start program. This program is provided annually by one of our Paraprofessionals. Students are selected to participate by teacher recommendation and/or assessment results. In previous years there was less participation. The summer of 2021 the program served seven students.</p> <p>K-12 Seven MS/HS students participated in Credit Recovery during the 2021 summer. Students attended in person during the month of June. Those that did not finish their class worked independently in July and August. Our Summer School Paraprofessional supported them four days a week in June. In July and August the para communicated with them online and by phone. She monitored their progress and kept them motivated and focused on finishing their classes.</p>
IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL	<p>The school hosted a summer reading camp in August to prepare students for a successful 2021-22 school year. Five certified teachers worked with 39 students on reading skills ranging from early phonics to advanced vocabulary and spelling. Students who participated read daily at home and at reading camp. Those 39 students performed better on the September IRI. They also read (as a group) a total of 8500+ pages during the camp. SEL indicators showed student anxiety over attending school in the fall decreased dramatically after participating in the camp.</p>
COTTONWOOD JOINT	<p>We provided summer school for 41 K-7 students and credit recovery for 4 high school students. We had a summer school coordinator along with 5 paraprofessionals. There were 3 elementary groups which were assigned stations throughout the morning. One session was included live interaction with their IDLA teacher focusing on math and reading/literacy. 2nd session was small group work with a paraprofessional and the 3rd session was iStation independent work. Summer school ran every Tuesday and Thursday from 8:30-12:30 starting June 8th and ending July 29th. The credit recovery high school students took their courses via IDLA and worked on their own or with our high school IDLA coordinator.</p>
ARBON ELEMENTARY	<p>We ran a summer reading program every Mon through out the summer. Mrs. Williams also had activities sheets to do with their library books.</p> <p>Mrs. Curry tutored one student 4 days a week in math. After taking the I Ready diagnostic at the beginning of the school year she showed growth in each domain, but is still performing a grade level behind. She did show a 3 grade level improvement in geometry.</p>
SUGAR-SALEM JOINT	<p>We used the extra funding to help students that were struggling with reading and math. We hired teachers and paraprofessionals at each grade level pre-K through 6th grade to come and help the students we had identified for intervention. We had one session of summer school at the end of June and another session at the beginning of August. We used a 1 minute reading test to determine the effectiveness of our program for those students that were struggling in literacy.</p>
MACKAY JOINT	<p>Mackay School District operated a summer school for students in grades 1-8. We utilized Learning Loss K-4 funds for literacy intervention for 8 students and Learning Loss K-12 funds for math intervention for 15 students. Some students were served for both literacy and math. Students were recommended for summer school based on ISAT scores, IRI scores, and teacher recommendations. In addition to Learning Loss funds, Title 1 and Special Education funds were also utilized for additional students. Students served by Learning Loss funds were in grades 4-8. Participating students will complete an ISAT comprehensive interim assessment between December 1 and 10, 2021.</p>
BRUNEAU-GRAND VIEW JOINT	<p>We didn't offer any summer programs in 2021</p>

WILDER	Wilder Elementary has partnered over the summer with the local library to have reading groups each week throughout the summer. Many fun ideas and experiences were had helping to have more students in the library with parents. The program went well, however we had to keep recruiting as there were only a few students who attended. We did have families attend so preschool age kids also benefited. We are looking forward to implement "Read Right" that was in the planning stages as it has taken time to find training for this program. This will provide extra opportunities as well for students who have struggled in the past.
BLAINE COUNTY	Blaine County School District was able to serve over 400 students this summer through a variety of programs. The programs were split into target categories that provided instruction to target early literacy, provide intervention services for ela/math in elementary grades, provide intervention and academic support in middle school, and credit recovery/advancement in high school. High school students recovered over 54 credits as a result of these efforts. Middle School students received intervention instruction in Math and ELA that will benefit their academic progress, and elementary students received targeted intervention/support in literacy and math.
BEAR LAKE COUNTY	We utilized these funds to pay staff to keep our school libraries open specific hours during the summer. We had a great turnout overall for students to come in, check out books, and then read during summer when many students do not spend a lot of time reading.
LAPWAI	K-4 summer reading program, transportation, and salaries/benefits for: Learning Loss Recovery and Leap Ahead Services  K-4: Of the 100 students who participated in the summer reading/early literacy program, 65% received content remediation for ELA/Literacy  K-12 Credit Recovery Program: Learning Loss Recovery and Leap Ahead Services, Math Interventionist and Intervention Materials  Locally selected metrics for all grade level include STAR Reading and Math
PATHWAYS IN EDUCATION - NAMPA, LLC	The plan we have developed for these funds did not include additional summer support above and beyond what is already in place for summer. These funds will be used during the fall semester.
WENDELL	Funds were used to assist with Migrant Pre K-12 and ELL Pre K-12 summer school. Additionally, we had a jump start program at our middle school in August and credit recovery at the high school. Gov Learning Loss monies will benefit all students in the district with purchases of curriculum, remediation program, technology, PD, etc.
FRUITLAND	Learning loss funds were used at the secondary level to address credit recovery in the areas of math and language arts. Some of the students were at risk of not moving to the 9th grade, while upper classmen were doing credit recovery to get back on track for graduation. The elementary had school for the month of June, focusing on literacy. The students were selected based upon Istation scores. 180 of our 500 elementary students attended in the month of June.
TREASURE VALLEY CLASSICAL ACADEMY, INC.	TVCA offered an 8 day reading program for students entering 1st and 2nd grade who scored a 2 or 3 on the IRI. Students reviewed phonogram sounds, decoding, letter formation, rhyming, and read daily from primary phonics readers. The goal was to review and

	<p>help these students retain what they had learned the previous year in school so to be better prepared to enter their new grade level.</p>
MOSAICS PUBLIC SCHOOL, INC.	<p>We provided two 3 hour summer school sessions focused on literacy and math for 3 weeks for students who were behind their grade level peers. We invited 110 students to participate, and the families of 79 students accepted the invitation. During our summer program, we focused on remediation of literacy skills using a combination of HeadSprout, Foundations direct instruction, and targeted math skills aligned to our math skills. We used the CORE Phonics Survey to assess students' skills entering and to help target the Foundations groups. We paid for 4 teachers salaries, 1 administrator, and paid for transportation for students to and from the school. We also purchased Headsprout and RazKids so students would have access to the intervention materials online as well as books at their level.</p> <p>Even though we requested parents commit to sending their child every day for all 3 weeks (15 days), we saw many students miss multiple days due to trips or other family commitments. The parents were able to continue access to Headsprout throughout the summer with the hopes students would be able to complete the 40 hour intervention. The school offered to provide a Chromebook and Wifi hotspot for parents who needed it so they could access the program. No parents checked out a device and most students did not complete the Headsprout intervention.</p>
UPPER CARMEN PUBLIC CHARTER SCHOOL	<p>Students who had either been home schooled due to Covid, or were at risk of being below their grade level participated in an all subjects summer program. At summers end all students are working at the entry level expected for the start of school.</p> <p>Funds were used to pay the instructor, her mentor and to also provide mileage to the teacher and to two families living in excess of 30 miles one way from the school.</p>
FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	<p>Students participated in a 6-week program, two times per week for 2.5 hours. Students performed math tasks and worked from a math workbook in the first hour. The second hour was a book club, focused on reading and comprehension. The last half was devoted to socio-emotional learning. Students who participated will complete the interim ISAT their first week of school. Fernwaters will also use MAPS testing to measure student growth.</p>
KUNA JOINT	<p>For our k-4 summer learning loss funds were used to catch up all students who had learning gaps in reading and math. All teachers gave the core phonics survey to all students. There was focus on incorporating STEM activities in math and reading. Teachers were focused essential standards at each grade level</p> <p>For k-12 funds for our secondary we used this money to help add extra supports for our 9-12 students before the start of school on August 26th. We had two intervention specialists work with 9-12 students for two weeks. They called parents and students who were in danger of not graduating and offered additional supports once school started. They called over 200 families and they were able to get 175 of the students back to school. Other alternatives were offered to all students also.</p>
MIDVALE	<p>The Midvale School District had a summer school session for the first time in my remembrance. Funds were used to purchase curriculum, training, materials, salaries/pay for two certified teachers and one paraprofessional.</p>
VALLEY	<p>Our learning loss funds were used to hire teachers to run a secondary credit recovery program in the content areas of English and Social Studies, and an intervention/retention program at the ELE level. Secondary students had to demonstrate mastery through end-of-unit assessments. The ELE program was designed to recover missing or failed assignments, with support from (2) ELE certified teachers. Both programs lasted 6 weeks.</p>

KIMBERLY	Kimberly School District #414 did not use any "learning loss" funds over the summer .
COEUR D'ALENE CHARTER ACADEMY	We provided a three-week math instruction opportunity for incoming middle school students and middle school students who struggled in our math classes the previous year. This was not required, but attendance was fairly consistent. Instructors did do informal assessments throughout, but primarily to guide their instruction. We plan to provide a math center during the school year for students who would like help, as well as those referred by teachers.
FALCON RIDGE PUBLIC CHARTER SCHOOL	Falcon Ridge provided a Summer Reading program for 46 students that were able to attend. We did not provide transportation. The "Reading Coaches" reviewed the IRI's and ISAT scores of the students participating and used that as a basis to help each individual student. They all received one on one instruction. No local assessment was taken at the end of the program.
HIGHLAND JOINT	Highland JSD 305 did not use any learning loss funds over the summer of 2021.
IDAHO VIRTUAL ACADEMY	Students participating in the summer learning loss program were enrolled in Mindplay to improve reading from June 21st to August 6th. Mindplay is a personalized reading plan that meets individual student needs. Mindplay focuses on phonics, grammar, silent reading rate, comprehension, and fluency in this order. Students were asked to complete a minimum of 20 hours during the summer. Students were supported by a teacher who helped students to complete a screener, track progress, set goals, provide instruction and assistance, and motivate students. We are planning to compare Spring IRI to Fall IRI for the students involved in our summer program.
KAMIAH JOINT	No use over the summer.
WHITEPINE JOINT	Our secondary students recovered credit. We employed several staff members to regain credits in math, history, english and science. Our elementary students had summer school working on general math and english remediation. The program for both elementary and secondary lasted for 4 weeks.
COSSA	Purchased Odysseyware software to be used for online credit recovery by students who fail regular classes during the school year. No students enrolled in Odysseyware during the June 2021 summer school.
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL	We did not use the \$ for summer school this year as we focused our efforts to provide learning loss supports throughout the school year in 21-22 and potentially the summer of 2022. We did not access any money for this past summer.
LEWISTON INDEPENDENT	The District did not use learning loss grant funding during the summer of 2021. We will use these funds between now and December 30, 2021.
GENESEE JOINT	We are using IRI scores for all students to assess the impact of our summer program. To be bluntfully honest, our kids are so burnt out on the IRI which was part of our summer program, that they didn't do their best nor have any interest in doing iStaiton over the summer. I reviewed student scores and the scores did not show growth after a 6 week program due to students not attempting to show what they know. Our test scores at the end of the program did not show the growth we had hoped for. Hopefully my Sept. data will show an improvement since students will be monitored in a more structured environment.
ELEVATE ACADEMY, INC.	Learning loss money was spent on staff. \$21,972.77. An average of 25-30 high school students arrived Monday-Thursday to work on Credit Recovery, and they recovered close to 75 credits altogether. An average of 20-30 middle school students arrived Monday-Thursday to work on Math and ELA intervention from 9-12 each day, and while we didn't test, we focused on reading, writing, and math skills in fun and engaging manners to continue learning into the next school year.



HORSESHOE BEND	We implemented two summer reading programs. One was 2 days/week and was open to all students. The other was 4 days/week was by invitation for students who were lower than 50th % on Spring 2021 NWEA MAP tests and/or May 2021 Istation tests. We will use Fall 2021 MAP and Istation test results to measure effectiveness. Fall testing is not yet complete at this time.
PRESTON JOINT	We utilized learning loss funds for literacy and math content and salaries and benefits of staff for summer intervention programs.
MOUNTAIN HOME	We provided secondary credit recovery summer school that served 107 students who ended up earning a total of 190 credits. At the elementary level, we set up multiple different sessions for students to choose from. Some were week long literacy/math camps and others were spread out over the month of June and took place 2 days a week. Each school focused on what they felt their greatest need was.
NORTH GEM	We provided a summer reading and math program for our K-5 grade students. We had 25 out of 51 students participate in the program and we evaluated their progress using our Monthly I-Station. The math portion will be evaluated using our iReady Assessment that is given in October.
WEST SIDE JOINT	We utilized learning loss funds to pay salaries and benefits of certified and classified staff providing reading intervention to students.
TETON COUNTY	We offered a 5 week summer tutoring program to students in grades K-8 that focused on reading, writing, and math skills. The program ran in 4 locations, Victor Elementary (K-3), Driggs Elementary (K-3), Rendezvous Upper Elementary (4-5), and Teton Middle School (6-8). A total of 8 teachers, 1 cook, and 2 admin oversaw the program. Students increased their foundational reading skills in phonemic awareness (K-1), phonics (K-5), and comprehension (K-8) as evidenced by informal assessments by the teachers. We used a researched based curriculum to support students including the Wilson Foundations curriculum (K-3), and Reading Horizons Elevate (4-8).