

Executive Summary

Prepared for Board of Trustees Meeting August 22, 2017

Denton ISD 2017 Summer School Programs

Board Goals:

- I. **Vision**...In pursuit of excellence the district will
 - a. Develop a culture where learning is our first priority.
- II. **Teaching & Learning**...In pursuit of excellence the district will
 - f. Advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates.

Purpose of Report:

This report is provided to the Board of Trustees as an update on the outcomes of the 2017 Denton ISD Summer School Program, including Bilingual/ESL and Secondary.

Additionally, the report shares information regarding 2017 Extended School Year (ESY) services for students with disabilities. Federal funds were used to provide services for eligible students. The intent of the program is to provide students who have lost skills during the traditional school year an opportunity to regain those skills. The provision of ESY is enforced through Individuals with Disabilities Education Act (IDEA) (34 CFR Part 300). Specifically, §300.309, §300.340-§300.350 extended school year services and §300.24 related services. A student's need for ESY is determined by the admission, review, and dismissal (ARD) committee. Eligibility is based on documentation that regression has occurred in a critical skill area. The data demonstrates that the child was not able to recoup lost skills within eight weeks of returning from summer break or two to three weeks after returning from a 7-14 day break.

Objectives:

Elementary

- Provide state mandated accelerated instruction for fifth grade students focusing on reading and mathematics as outlined in Texas Education Code (TED) Section 28.0211 and Title 19, Texas Administrative Code (TAC) Chapter 101, Assessment, Subchapter BB, Commissioner's Rules Concerning Grade Advancement and Accelerated Instruction.

Elementary Bilingual/ESL

- Provide state mandated program for bilingual/ESL pre-kindergarten and kindergarten students focusing on reading, math, and science as outlined in the 19 Texas Administrative Code (TAC) Section 89.1250.

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Middle School & High School ESL

- To provide English Language Learners (ELLs) currently enrolled in grades nine to twelve with a summer opportunity to recover credit(s) lost during the traditional school year.
- Serve as a dropout prevention measure.
- Provide in-depth instructional focus on critical content and process standards in the area of reading, writing, math, and science for ESL middle school students.
- Promote student engagement and higher order thinking skills.
- Use the four language development domains (reading, listening, speaking and writing) as a vehicle for providing students access to the content.
- Provide a culturally responsive classroom that takes into account the affective, linguistic, and cognitive needs of ELLs.

High School

- to provide accelerated and meaningful instruction for students to regain lost credits
- to provide accelerated and meaningful instruction for those students unsuccessful on STAAR
- to provide opportunities to take courses for advanced credit in speech, government, economics, and health plus access to a number of courses through TXVSN (on-line courses)
- to provide curriculum to target specific skill deficiencies and to accelerate the acquisition of those skills

Special Education

To maintain compliance with requirements of law while addressing opportunities for students to regain skills through:

- implementation of students' individualized education programs (IEPs) in a way to assure a free appropriate public education (FAPE) through accommodations and modifications
- provision of related services as appropriate
- documentation of student performance in Extended School Year

Operational Impact:

Elementary

Students attended a half day program for 9 instructional days during the month of June. The funding for this program held at Wilson Elementary came from Student Success Initiative, Title I funds, and Special Education funds. These funds were used for instructional materials, payroll, and transportation.

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Elementary Bilingual/ESL

Bilingual/ESL pre-kindergarten and kindergarten services are mandated summer school programs funded by local monies. Denton ISD will receive 20% reimbursement for the bilingual/ESL pre-kindergarten and kindergarten costs.

Secondary ESL

The funding was provided through the Title III grant.

Secondary

The funding for the general high school summer program came from the tuition generated from student registration. The funding for the middle school summer school program held at Strickland Middle School came from Student Success Initiative, Bilingual/ESL, and Special Education funds.

Special Education

A collaborative effort in staffing and facility use was used to provide services for qualifying students. Federal funds were used to pay salaries for ESY employees. Services included instruction, LSSP services, speech and transportation.

Results:

2017 Summer Programs: DISD Board Report

Name of Summer Program	Students Participating (grade levels) e.g. 6th-8th gr.	# of Students	Brief Program Description	Remarks
Elementary	5th	254	Identified students were served in math/reading in a small group setting as required by TEA/SSI. Students were supported by Bilingual/Special Education teachers as recommended by their ARD or LPAC. All accommodations provided by their home campus and recommended at summer school were continued by	Fifth graders who receive Special Education services and attended SSI summer school were provided accommodations and modifications as outlined in IEP meetings. ISTs worked with teachers in a coaching capacity to ensure time with

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			the summer school teachers. A small teacher to student ratio allowed for differentiation to ensure students made progress.	students was maximized and instruction was meaningful. Summer school was successful due to the support from the Curriculum department and the specialist such as the Campus Testing Coordinator, Reading Specialist, and Math Specialist.
Elementary Bilingual/ESL	Pre-K and Kindergarten Bilingual and ESL Students	203	Bilingual and ESL students received instruction in all content areas with a focus on literacy and math. All students were supported in both language development and content knowledge through best instructional practices for English Learners as outlined in the Dual Language framework and sheltered instruction practices. Students participated in engaging and authentic learning experiences within the workshop model. Opportunities for strengthening foundation skills and enrichment prepared students for further success in Kindergarten or 1 st grade.	Target instruction based on student's specific needs was provided by classroom teachers, instructional interventionists for reading and math, and additional support was provided by paraprofessionals.
MS	6th - 8th	461	6th grade ESL students took the following courses for acceleration: math, reading, science, and writing. 7th grade students took the following courses	ISTs and coordinators from curriculum planned with teachers weekly. Instruction was relevant and engaging and helped

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			for acceleration: social studies, math, reading and science. 7th grade ESL students also had a writing course. 8th grade students took math and/or reading for acceleration and retested. All students also participated in the Denton Public Library Summer Reading Program and received a free book.	teachers maximize student learning. Students were able to use instructional technology in every subject.
HS ESL	9th - 12th	114	ESL students took the following courses for credit recovery: English I, English II, English III, Algebra I, Geometry, Biology, Chemistry, and World Geography.	ESL students earned 94 half credits in the first semester of summer school and 72 half credits in the second for a total of 83 credits earned in ESL HS Summer School.
HS Credit Retrieval	9th - 12th	202	191 students earned one credit, 104 earned two credits, 30 students earned three credits, and 11 earned four credits . Course were offered in a variety of ways, blended, online from home, online at school, and direct teach model.	There was an increase in the number of students earning credit in more than one course. More than half of the students elected to remain in summer school after having earned a semester credit. In addition, the administration teamed with UNT G-Force. G-Force is a student mentoring/tutoring group that is funded by Texas Higher Education Coordinating Board. Students from UNT provided DISD summer school

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				students additional support in the areas of English, math, and sciences.
HS Credit Advancement	9th-12th	29	42 credits were awarded for advancement.	
Special Education Extended School Year (ESY)	PK-12	36	<p>Special Education students in PreK-12th grade participated in Extended School Year Services based upon ARD committee determinations. A student qualifies for ESY based upon regression/recoupment data. The purpose of ESY is to help students recoup skills that they have lost during school breaks such as summer break and winter break. Students received services including academic instruction, music therapy/instruction, physical education, social skills classes, speech, student health services, and transportation. Students from Texas Woman's University worked with some elementary and secondary students to provide adapted physical education opportunities for the students. ESY goals and objectives are implemented during ESY. Student accommodations, modifications, and BIPs are addressed during ESY as well.</p>	<p>The provision of ESY is enforced through Individuals with Disabilities Education Act (IDEA) (34 CFR Part 300). Specifically, §300.309, §300.340-§300.350 Extended School Year Services and §300.24 related services</p>

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Recommendations:

Continued support with local funding as needed.

Other Options:

NA