

Executive Summary

Prepared for Board of Trustees Meeting

August 28, 2012

Denton ISD 2012 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 2012 Denton ISD Summer School Program, including Bilingual/ESL and Secondary.

Additionally, the report shares information regarding 2011-2012 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 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.

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
- To provide ELLs with exemplary accelerated and accommodated instruction of targeted objectives in the core content areas
- To address the affective, linguistic and cognitive needs of ELLs using ELPS (English Language Proficiency Standards)
- Serve as a dropout prevention measure

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- Provide rigorous and meaningful instruction to prepare ELLs for summer retake of state standardized tests

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 TAKS
- to provide opportunities to take courses for advanced credit in speech, government, economics, and health plus access to a number of courses through TX VSN (on-line courses)
- to provide an opportunity for students to retake Algebra I at each home high school campus
- 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 Bilingual/ESL

Bilingual/ESL pre-kindergarten and kindergarten services are mandated summer school programs funded by local monies. Denton ISD will receive 40% reimbursement for the bilingual/ESL pre-kindergarten and kindergarten costs. The Bilingual/ESL Summer School was held at Lee Elementary.

Secondary ESL

Funding for the high school ESL summer program held at Denton High School was provided through Title III.

Secondary

The funding for the general high school summer program held at Denton High School came from the tuition generated from student registration

Special Education

A collaborative effort in regards to staffing and facility use was used in order to provide services for qualifying students. Federal funds were used to pay salaries for ESY employees including two coordinators (2), fourteen teachers (14), one speech teacher (1), one music therapist (1), one

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VI teacher (1), one nurse (1), one clerk (1), twenty five (25) paraprofessionals, eleven (11) facilitators, and five (5) substitutes. Special Education summer ESY programs operated within the projected 2011-2012 budget (**Table 1**). Session I provided services for 71 students (21 secondary and 50 elementary). ESY funding, along with other summer services, is projected in advance through the annual budget process. Newton Rayzor Elementary served as the elementary location and Denton High served as the secondary location. Services were offered Monday-Thursday beginning Tuesday, June 5 through Thursday, June 28, 2012 between the hours of 8:30 am to 11:30 am. Students received services such as instruction, music, physical education, art, 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. A second session of ESY effective July 23 through August 2, 2012 was offered based on individual student need. This session took place at Newton Rayzor Elementary involving 12 students, 1 coordinator, 1 speech therapist, 1 nurse, 3 teachers, 4 paraprofessionals, 6 facilitators, and 2 substitutes. Services included instruction, speech, and transportation.

Table 1

| <i>ESY 2012</i> | <i>Projections</i> | <i>Actual Expenditures</i> |
|----------------------------|--------------------|----------------------------|
| | | |
| | | |
| Materials | \$1,150 | \$974.77 |
| Transportation | | 39,369.59 |
| | | |
| ESY I Elementary payroll | \$26,857.50 | \$27,390.50 |
| ESY I Secondary payroll | \$21,472 | \$19,188.00 |
| ESY II payroll | \$6,512 | \$6,400.55 |
| Benefits Contribution- 10% | | \$5,297.91 |
| | | |
| Total: | 100,000 | \$98,621.32 |

Results:

Elementary Bilingual/ESL

A total of 276 pre-kinder and kindergarten bilingual/ESL students received specialized instruction designed to prepare them to be successful in kindergarten and first grade.

Staffing and Student Data:

- 17 bilingual/ESL teachers taught the pre-kinder and kindergarten students
- 2 bilingual/ESL instructional support teachers
- 2 bilingual paraprofessionals

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- 133 pre-kinder bilingual/ESL students
- 143 kindergarten bilingual/ESL students

The pre-kinder and kindergarten summer school reading and math programs were selected based on their explicit design to build language, literacy and content through visually rich and motivating instructional material for children who are learning English. Talle Gomez served as the bilingual/ESL summer school principal. The bilingual instructional support teachers provided planning and instructional support to teachers through extended planning sessions held after school in May to familiarize teachers with the materials and several days each week during summer school. Parent involvement meetings were held in June to provide parents with the best practices to help their children develop literacy skills.

Additional Accomplishments:

- The bilingual/ESL elementary summer school program provided children the opportunity to continue their educational experience to maintain their level of skill development, accelerate specific objectives/concepts, and extend beyond the student's present level of achievement to fully prepare them for the upcoming school year.
- Student enrollment increased by 23 students.
- Parents participated in three subsequent workshops to create literacy games and activities to use with their children at home

High School ESL

The focus of the ESL Summer School program was to provide ELLs with exemplary accelerated and accommodated instruction of targeted objectives in the core content areas. A building principal, ESL High School Coordinator, and 13 secondary teachers provided student academic support at Denton High School.

Data:

- 86 students attended first semester, 80 received ½ credit
- 91 students attended second semester, 79 received ½ credit
- 159 total credits earned and awarded

Additional Accomplishments:

- The summer school prevented 117 ESL students the need to repeat a core content area course.
- ESL students had the opportunity to enroll in two semester classes (one per semester) and recover ½ credit for one semester or two ½ credits for two semesters.
- The Technology Department, installed, implemented and trained summer school teachers on a new grade book, Teacher Access Center (TAC), a product of E-school Plus.

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High School

General High School Program:

Seven teachers, and one principal, comprised the summer school staff this year for the regular education high school summer school program. There were twenty-nine, one-half credits earned for advancement while all others earned were for credit retrieval. Students attended to earn from one-half (.5) credit to one and one-half (1.5) credits. Summer school ran from June 11th – July 12th excluding July 4th and 5th for a total of 18 days at 5 hours per day and was held at Denton High School. Jason Rainey was the high school summer school principal and was assisted the last week by Mark Jaskulske.

The instructional delivery method utilized for all ELA, Government, Economics, and Professional Communications (Speech) courses was through a traditional classroom setting while all Mathematics, Science, World Geography, US History, and World History courses were taught using the OdysseyWare program with direct teacher support and interventions via certified teachers.

Data:

- 125 students registered and attended summer school for at least one school day.
- 18 students took courses and earned credit for advancement
- 7 students (5.6%) were unable to earn any type of credit during summer school.
- 118 students earned ½ credit (94.4%)
- 60 students earned 1 credit
- 5 students earned 1 ½ credits
- Seven students who were unable to earn credit were removed due to attendance violations. Numerous communication methods and efforts (summer school flyer, summer school student orientation led by administrator on day 1) were made to ensure the attendance expectations were communicated to both students and their parents prior to the start of the summer. In addition to these proactive communication efforts, teachers and administration also notified parents of absences immediately while summer school was in session.
- Courses taken for advancement were Government, Economics, and Professional Communications (Speech)

Two new additions to the high school summer school program included for the first time bus transportation being provided. Students were picked up at their home campus and taken to Denton High School and returned to their home campus each day. Also, students were able to register and make payment right on their home campus which was much more convenient for the parents.

The focus was to support our students instructionally and behaviorally in a way that optimal learning could take place within the five hour school day with minimal distractions throughout

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the summer. This was done through constant communication with our students and their parents so that we were working in unity to support each student's needs throughout the summer session. Ten students enrolled in summer school to retrieve credit to meet their graduation requirements. Of those ten students, eight met their graduation requirements and were able to 'walk across the stage' during the DISD Summer Commencement Ceremony to earn their diploma.

Additional high school summer learning programs:

TAKS Acceleration:

- Attendance for TAKS Acceleration study sessions held on each campus:
DHS = 9 students (ELA=2, Math = 4, Science = 3, and Social Studies = 0)
GHS = 4 students (ELA=1, Math = 2, Science = 1, and Social Studies = 0)
RHS = 34students (ELA=5, Math = 17, Science = 11, and Social Studies = 1)
- Number of students taking July administration of TAKS exam:
DHS = ELA 10
Math 22
Science 15
Social Studies 7
GHS = ELA 6
Math 14
Science 6
Social Studies 0
RHS = ELA 13
Math 14
Science 22
Social Studies 5
- Number of students who passed the 3rd administration of the TAKS exam in July:
DHS = ELA 5
Math 9
Science 4
Social Studies 6
GHS = ELA 6
Math 6
Science 6
Social Studies 0
RHS = ELA 8
Math 5
Science 8
Social Studies 3

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STAAR / End of Course exam retakes were also administered to over 100 students from all three high school campuses. Denton High School was also the testing site for STAAR this summer.

There has been a slow but steady increase in interest for taking on-line courses with the TxVSN. This summer eight students began on-line courses. RHS had one student enrolled in Algebra 2, and GHS had seven students enrolled in English 1, World Geography, Algebra 2, English 4B, Government and Economics. Students are in the final stages of completing their course work. It is, however, disappointing that the state no longer provides funding for TxVSN. Students now must pay the \$400 fee to enroll in a course. However, all of these students were able to receive scholarships from the state to pay their enrollment fee so there was no cost to them. The Secondary Curriculum Department and the Department of Counseling are aggressively and collaboratively searching for alternative providers of on-line course work at a lower cost to the students. We are also in the developing, planning, and piloting stages of our own Denton ISD on-line courses.

DHS in collaboration with the 21st Century grant program also offered academic tutoring for students who had participated all year with the 21st Century team. Students used a variety of computer programs such as Study Island as well as one-on-one interactions and study with their tutor/mentor. This program ran from June 4th – June 28th, Monday through Thursday. Twenty-six students participated. Six were seniors who should have graduated in June. Five of those students earned retrieval credits and graduated in the summer. The other twenty students who were behind with their grade level earned credits and are working to get back on track.

Both Guyer High School and Ryan High School offered on their campus, *Algebra Unplugged*. This course was created for specifically identified 9th grade students who did not pass Algebra 1 or failed the second semester only. All students were required to attend the entire four-week course regardless of how they performed the first semester. The teachers were handpicked for their strong ability to teach math to struggling students.

There were three main objectives that shaped the course:

1. Students will use hands-on, collaborative techniques to master critical concepts from the entire Algebra 1 curriculum in the allotted time.
2. Students will feel at home on their own campus instead of commuting to a different school that is not familiar to them.
3. Students will be treated fairly and encouraged to succeed despite previous pitfalls or lack of confidence.

All major units of Algebra 1 were addressed in the course, though some were emphasized more than others. Very little homework was assigned because students spent so many hours in class; however, numerous daily assignments were given, including labs, projects, and activities, to

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allow students a chance to apply concepts they were learning. Instruction was usually split with half of the material being teacher led with group practice and half being student-centered group activities. In all instances students worked with a partner or two in order to increase confidence and collaboration. Calculators were used for a majority of the course except where basic arithmetic was required. Numerous hands-on materials and manipulatives were utilized to offer an experiential outlook on the Algebra concepts, including dry erase boards, coordinate peg boards for graphing, equation balancing kits, and the TI-Navigator classroom system.

RHS had 15 students take this course and all 15 recovered credits. GHS had 13 students and eight students received credit. The five who did not receive full credit, did receive credit for semester one. Since high school summer school was being held at DHS this year and many of their teachers were teaching summer school, DHS did not create a separate Algebra class for their students.

Special Education

The ESY program is designed using a regression/recoupment model for students to regain skills lost during the traditional school year over extended breaks from school. The expectation is that students will show an improvement in skill ability at the end of a focused instructional program. Minimally, skill levels should be maintained using the baseline data the student entered ESY with for the June 2012 session. Overall, most students demonstrated improvement and/or maintenance on their targeted goals. Advantages of the ESY program include the following: smaller class sizes, adherence to a structured routine the classroom settings provide, and opportunities to regain lost skills using a variety of classroom activities. Possible concerns regarding ESY include the shortened school day as well as the shortened school week. However, the progress notes indicate that most students were able to make gains or maintain current skill levels using the time allotted for services.

Recommendations:

Bilingual/ESL Elementary

- The survey results from the summer school administrative and instructional staff recommend additional professional development opportunities on the curriculum and instructional materials in May.
- Revise the summer school pre-kindergarten and kindergarten curriculum to include all the components of the dual language program.

Secondary ESL

- Continue to use Teacher Access Center (TAC) grade book and attendance center.
- Offer a Communication Applications (Speech) for advanced credit.

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- Continue to provide students bag lunches via the Denton Parks and Recreation Department.

Secondary

- Provide local funding for summer school to allow for middle school students to have summer school opportunities regardless of the lack of state funding
- Increase the opportunities for enrichment sessions such as college readiness
- Expand the credit retrieval opportunities using a variety of resources
- Survey students to determine interest in courses offered in the summer for advancement and respond accordingly
- Continue to research the most effective summer school curriculum models and programs and incorporate the best components into our various summer school opportunities
- Seek support to provide breakfast and lunch for the high school students
- Provide scholarship tuition for high school students who cannot afford to pay the summer school tuition in order to retrieve credits
- Enhance the communication about all of the summer opportunities for students especially the courses offered through the Texas Virtual School Network

Special Education

none

Other Options:

Special Education

- Consider extending some teacher contracts by 16-25 days to ensure we have highly effective teachers available to teach ESY sessions.
- Revise the session dates to reduce the number of weeks eligible students are not in session.