

**Cedar Hill Independent School District**  
**BOARD OF TRUSTEES**

Meeting Date: October 6, 2008

Presented by: Horace Williams, Superintendent of Schools

Subject: 2008 Summer School Program Evaluation

<b>Information Item</b>
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**BACKGROUND INFORMATION:**

Attached is an overview of the 2008 Summer School Program Evaluation for your review.

**RECOMMENDATION:**

This information has been provided to you for informational purposes only.

**BOARD ACTION REQUIRED:**

No action required.

**POLICY AUTHORIZATION:**

EHBC (Local)-Special Programs: Compensatory/Accelerated Services

**CONTACT PERSON(S):**

Dr. Homer Carter, Chief Academic Officer

Dr. Joanie Y. Hudson, Executive Director of Federal/State Compliance/Grants

**ENCLOSURES:**

See attached.

**Cedar Hill Independent School District  
Summer School Program Evaluations  
2007-2008**



**Executive Summary  
Summer School Programs**

## **Summer School Program**

### **Introduction**

The 2008 district-wide summer school program offered five main units of study for students who were eligible to attend. The summer school units were designed to target students in grades 3, 5, 8, and EXIT Level who did not meet standards for promotion or graduation on the 2008 TAKS Test.

The summer program for grades K-4 registered a total of three hundred two (302) students in summer school. Grades 5-8 registered three hundred (300) students in summer school who needed additional credits to be promoted to the next grade and/or did not pass the 5<sup>th</sup> or 8<sup>th</sup> grade reading and math TAKS Tests.

One hundred and thirty-four (134) ninth and tenth grade students were enrolled in the regular summer school for course credit. Ninety-six (96) eleventh and twelfth grade students were enrolled in the TAKS EXIT and Credit Recovery Program. Students in grades 10-12 were offered another chance to prepare and retake the TAKS Test in the four core areas and to complete required coursework.

*Extended School Year (ESY)* services provided individualized instructional programs to eligible students with disabilities beyond the regular school year. Services were determined on an individual basis by the Admission, Review, and Dismissal (ARD) committee. Services were provided to twelve (12) students during session one and to nine (9) students during session two. All students who attended ESY maintained all critical skills.

## **Program Evaluation K-2 Summer Program**

### ***GOAL***

To enable primary age students in kindergarten through second grade to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in reading and math. The targeted population was students in kindergarten, first, and second grade who did not pass coursework or at least one year behind in math and reading at the end of the 2008 school year.

### ***OBJECTIVES***

- To increase students developmental reading level by one month
- To increase students math ability as measured by the post-test

### ***PROGRAM DESIGN***

All students who were designated to attend summer school were sent with an academic plan by the home campus to strengthen their academic weaknesses. The plans came in individual, personal folders for that student and were given to the summer school teacher. The teacher was able to build classroom instructional strategies based on the academic plans. The summer programs allowed students to participate in language arts practices that integrated other core subject concepts into basic reading skills that addressed the students' needs individually or in small groups. The program design had a multisensory approach and cooperative grouping practices to help students become successful. Instructions were based on the results of formal assessments, portfolios, running records, and teacher observations to ensure that virtually every student accelerated.

### ***RESULTS***

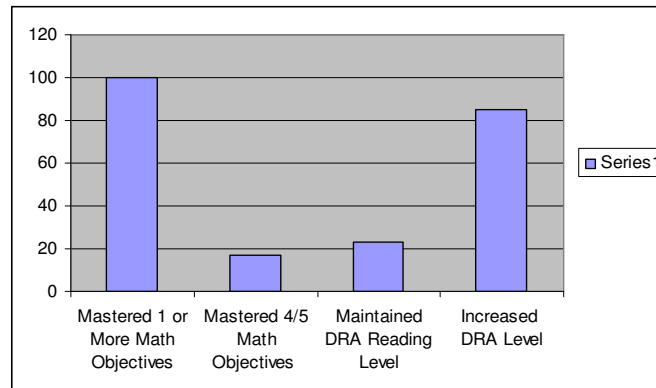
The evaluation of the kindergarten and grades 1-2 summer school program consisted of quantitative data through student assessments records. The teachers evaluated students using pre and post assessments, observations, and running records. Teachers used classroom assessments in reading and diagnostic tests to determine student mastery. Teachers used classroom assessments to determine student mastery.

**Graph 1** illustrates the performance results of the Kindergarten Program. The areas of evaluation for reading consisted of phonemic awareness, what's different, rhyming, recognition of lower and upper case letters, letter construction, beginning sounds, handwriting, and guided reading.

For math, the evaluation consisted of recognition and writing numbers 1-20, count to 100, simple addition and subtraction with manipulatives, patterns, sequencing numbers, counting objects, and matching the number of objects to the numeral.

The following graph shows percentages of kindergarten students' mastery levels of math objectives and Developmental Reading Assessment (DRA) levels.

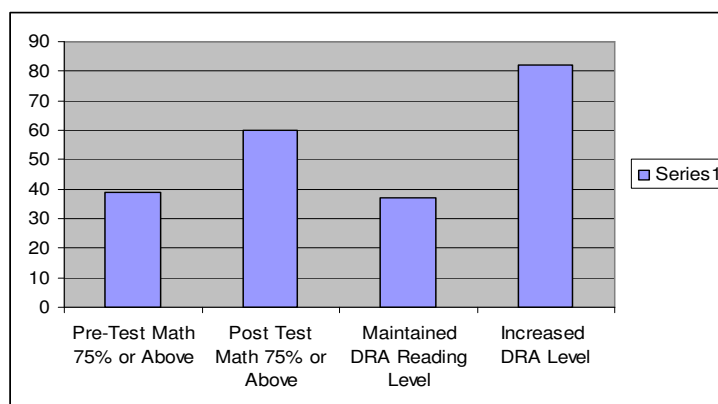
**GRAPH 1**



**Graph 2** illustrates the program for first graders. In the first grade, the evaluation of the students were based on two components - Math pre and post testing and DRA reading pre and post levels.

- Thirty-nine percent (39%) of the first grade students scored 75% on the math pre-test.
- Sixty percent (60%) of the first graders scored 75% on the math post testing.
- Thirty-seven percent (37%) of students maintained their DRA reading level.
- Eighty-two percent (82%) of the first graders increased their reading level.

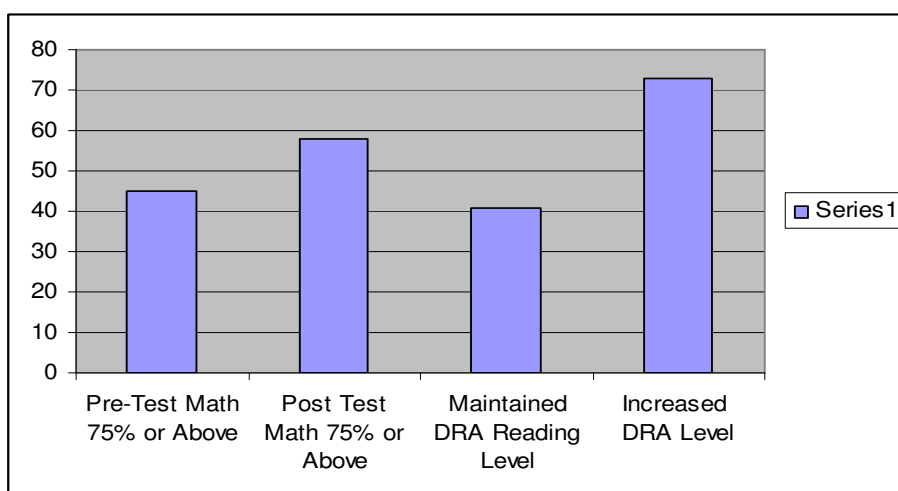
**GRAPH 2**



**Graph 3** illustrates the results of the program for second|grade students. The evaluation of the students was based on the following components - pre and post math, pre and post reading testing.

- Forty-three percent (43%) of the students scored 75% or above on the pre-math test.
- Fifty-eight percent (58%) of the students scored 75% or above on the post math summative assessment.
- Forty-one percent (41%) of the second graders maintained their DRA reading level.
- Seventy-three percent (73%) of the second graders increased their DRA reading level.

**GRAPH 3**



## SUMMARY

One hundred (100%) of the kindergartners mastered one or more math objectives; 15% of kindergarten students mastered 4 to 5 math objectives; 82% of the kindergarten students increased by month in their developmental reading level; 25% of the kindergarten students maintained their reading level; and 80% of the kindergarten students mastered letter recognition. Thirty-nine percent (39%) of the first grade students scored 75% on the math pre-test and 60% of the first graders scored 75% on the math post test. Thirty-seven (37%) of students maintained their DRA reading level and 82% of the first graders increased their DRA reading level. Forty-three (43%) of the second grade students scored 75% or above on the pre-math test; 58% of the students in math scored 75% or above on the post math summative assessment; 41% of the second graders maintained their DRA reading level and 73% of the second graders increased their DRA reading level.

## **Program Evaluation 3-4 Summer Program**

### ***INTRODUCTION***

Grades 3 and 4 summer school was aimed to improve the overall student performance of students who did not meet state standards on the TAKS test as well as to offer a literacy-based program using leveled books and math classes emphasizing computational, critical thinking, and problem solving skills in grades 3-4 and to offer classes in math and reading .

### ***OBJECTIVES***

- To have all 3rd graders met the state standard on the third administration of the reading TAKS Test.
- To have all 4th graders pass the post summative assessments in math and reading.

### ***PROGRAM DESIGN***

Students in grades 3-4 participated in a literacy-based program using leveled books and math classes that emphasized computational skills, critical thinking, and problem-solving. A pre-test and post-test was used to place students at their appropriate skill level. Major program components were:

- Literacy-based instructions
- Leveled readers
- Diagnostic reading assessments
- Pre-test and post-test
- TAKS Prep
- Study Island
- TEKS course objectives

### ***RESULTS***

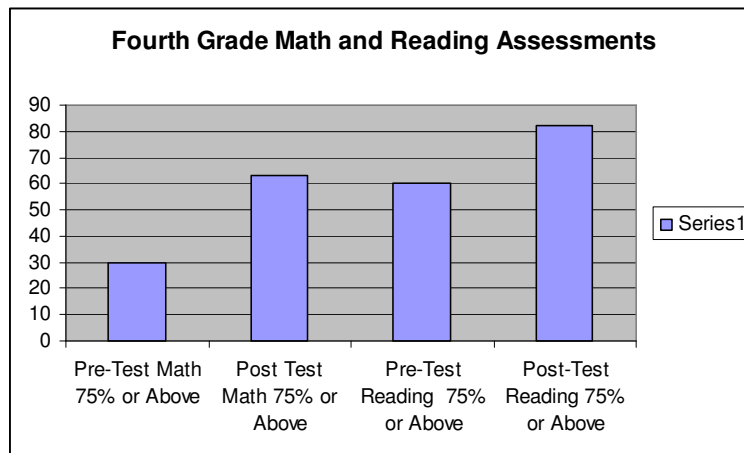
**Table 1** illustrates the comparison scores of the grade 3 reading test on the third administration for June 2007 and July 2008. Forty-one (41%) of students met standard in 2008 on the third administration of the TAKS Test.

<b>Campus</b>	<b>Met Standard</b>	<b># Students Tested</b>	<b>Passed (Yes)</b>	<b>Passed (No)</b>	<b>Number Absent</b>
BRAY	N/A				
HIGH POINTE	38%	8	3	5	1
HIGHLANDS	50%	8	4	4	0
LAKE RIDGE	100%	1	1	0	0
PLUMMER	0%	2	0	2	0
WATERFORD OAKS	25%	4	1	3	0
<b>THIRD GRADE %</b>	<b>41%</b>	<b>22</b>	<b>9</b>	<b>13</b>	<b>1</b>

**Graph 1** illustrates the percentage of students who passed 4<sup>th</sup> grade math and reading during the summer session.

- Thirty percent (30%) of the 4<sup>th</sup> graders scored 75% or above on the pre-math assessment.
- Sixty-three percent (63%) of the 4<sup>th</sup> graders scored 75% or above on the post summative math assessment.
- Sixty percent (60) % of the 4<sup>th</sup> graders scored 75% or above on the reading pre-assessment.
- Eighty-two percent (82%) of the 4<sup>th</sup> graders scored 75% or above on the reading post summative assessment.

**GRAPH 1**



### ***SUMMARY***

Forty-one percent (41%) of the students in 3rd grade met the state standard on the third administration of the TAKS reading test. Seventy-six percent (76%) of the 3<sup>rd</sup> grade students showed increased scale scores on the third administration of the TAKS reading. Thirty percent (30%) of the 4th graders scored 75% or above on the pre-math assessment, and sixty-three percent (63%) of the 4th graders scored 75% or above on the post summative math assessment. Sixty percent (60%) of the 4th graders scored 75% or above on the reading pre-assessment and 82% of the 4th graders scored 75% or above on the reading post summative assessment.



## **Program Evaluation Grades 5-8 Summer Program**

### ***GOAL***

To offer classes in math and reading that will address TAKS objectives while emphasizing computational, critical thinking, and problem solving skills. To improve the overall performance of students who did not meet state standards on the TAKS test and to assist students in passing core subject area coursework.

### ***OBJECTIVES***

- To have all 5<sup>th</sup> grade students meet the state standard on the third administration of the 2008 TAKS Test.
- To have all 6<sup>th</sup> grade students meet the passing standard (70%) on their classroom assessments in math and reading.
- To have all 7<sup>th</sup> grade students meet the passing standard (70%) on their end-of-course assessment in math and reading.
- To have all 8<sup>th</sup> grade students meet the state standard on the third administration of the 2008 TAKS reading and math test.

### ***PROGRAM DESIGN***

The 2008 summer voyager program's design consisted of a researched-based curriculum with differentiated instruction for diverse groups of students. Teachers in each subject area collaborated to determine the TAKS-based pretests. Student academic profiles were used to align instruction according to the students' needs. Study Island, writing lab, and a contextual math lab were used throughout the summer to help reinforce students' learning and their conceptual understanding. Additionally, on-going assessments were used to measure student mastery including, but not limited to pre-tests, weekly assessments, daily grades and post-tests. The 2008 released TAKS tests were used for final exams. Classes were offered for ELA/reading and math. These courses were remedial and offered for those students who failed during the regular school year. The program was designed so that students who failed could not advance to the next grade until the course requirement had been completed. Specific program components were:

- Study Island
- Interdisciplinary Units
- Computer reading lab
- TEKS course objectives

## RESULTS

**Table 1** illustrates grade 5 passing percentage of students who passed the third administration of the reading TAKS during the summer. .

- Seven percent (7%) of the 5th graders met standard on TAKS reading.
- Twenty-four percent (24%) of the 5th grade students met standards on TAKS math.

### READING

District/Campus Reading	Met Standard	Number Tested	Passed (yes)	Passed (no)	Number Absent
BELTLINE	10%	11	1	10	7
JOE WILSON	0%	10	0	10	1
WEST	13%	9	1	8	1
<b>FIFTH GRADE %</b>	<b>7%</b>	<b>30</b>	<b>2</b>	<b>28</b>	<b>9</b>

### MATH

District/Campus-Math	Met Standard	Number Tested	Passed (yes)	Passed (no)	Number Absent
BELTLINE	21%	14	3	11	9
JOE WILSON	32%	25	8	17	1
WEST	8%	12	1	11	2
<b>FIFTH GRADE %</b>	<b>24%</b>	<b>51</b>	<b>12</b>	<b>39</b>	<b>12</b>

According to the *Student Success Initiative (SSI) of No Child Left Behind (NCLB)*, all grade 5 students are expected to pass the math test in order to be promoted to grade 6. The third math test was administered in June. For state accountability purposes, scores are only compiled from the first and second test administrations.

**Table 2** illustrates the percent of students in grades 6-7 who mastered coursework in math and reading. Fifty-five (55%) of the six grade students mastered coursework in math and sixty (60%) mastered course work in reading; Eighty (80%) of the 7<sup>th</sup> grade students mastered coursework in math and ninety (90%) in reading.

Grade	% Mastered Reading Coursework	% Mastered Math Coursework
6	60	55
7	80	90

**Table 3** illustrates the percent of students in grade 8 who passed the third administration of the 2008 TAKS test. Twenty-seven percent (27%) of the students met standard in the third administration of the TAKS reading and thirty percent (30%) of the students met standard in math.

### READING

District/Campus-Reading	Met standard	Number Tested	Passed (yes)	Passed (no)	Number Absent
<b>CHISD (ALL)</b>					
PERMENTER	33%	12	4	8	6
BESSIE COLEMAN	0%	3	0	3	0
<b>EIGHTH GRADE %</b>	<b>27%</b>	<b>15</b>	<b>4</b>	<b>11</b>	<b>6</b>

### MATH

District/Campus-Math	Met standard	Number tested	Passed (yes)	Passed (no)	Number absent
<b>CHISD (ALL)</b>					
PERMENTER	30%	57	17	40	12
BESSIE COLEMAN	30%	53	16	37	4
<b>EIGHTH GRADE %</b>	<b>30%</b>	<b>60</b>	<b>33</b>	<b>77</b>	<b>16</b>

### **SUMMARY**

The Voyager IV Program had seven percent (7%) of the 5th graders who were given the third administration of the TAKS reading test to meet the state standard and twenty-four (24%) of the fifth graders met standard on the TAKS math assessment. Thirty-five (35%) of the 5<sup>th</sup> grade students showed increased scale scores in reading and 71% of the 5<sup>th</sup> grade students showed increased scale scores in math. Fifty-five percent (55%) of the 6th graders passed the math assessment and sixty percent (60%) of the 6<sup>th</sup> graders passed the reading assessment. Eighty percent (80%) of the 7th graders passed math and ninety percent (90%) of the 7th graders passed reading. Twenty-seven percent (27%) of the 8th graders who were re-tested on the third administration of the TAKS reading test met state standard and thirty percent (30%) of the 8th graders met standard on the TAKS math assessment. Fifty-seven (57%) of the 8<sup>th</sup> graders showed an increase in scale scores in reading and 59% showed an increase in scale scores in math on the third administration.

## **Program Evaluation Grades 9-12 Summer Program**

### ***GOAL***

Grades 9-12 summer school goals were to increase the graduation rate, decrease detention rate, and increase the number of students passing TAKS. This program was designed to promote student achievement and academic success through continuous enrichment, credit-recovery, accelerated courses, dual credit courses through Cedar Valley College, and TAKS preparation and tutorials.

### ***OBJECTIVES***

- To provide students in grades 9-10 the opportunity to recover credit in English I, II, III, Algebra II, Geometry, Biology, U.S. History, World Geography, and World History.
- To provide students in the 11th grade with assistance so that they will meet the standard on the third administration of the TAKS Exit Test in math, social studies, science, and ELA.
- To provide students in the 12th grade with assistance so that they will meet the standard on the third administration of the TAKS Exit Test in math, social studies, science, and ELA.

### ***PROGRAM DESIGN***

The summer school enrichment courses provided students the opportunity to gain or recover credits that were lost during the regular school year based on failing grades. The summer school credit-recovery classes focused on students in grades 9-12 who were not on grade level, deficient in credits, and were at-risk of dropping out of school. The summer school accelerated courses focused on providing students the opportunity to complete coursework in subjects such as English I, II, III, Algebra II, Geometry, Biology, U.S. History, World Geography, and World History.

The dual-credit courses conducted in cooperation with Cedar Valley Community College provided students the opportunity to gain (6) hours of college course credits while taking classes housed at Cedar Hill High School. The Exit Level TAKS preparation and tutorial classes provided students with needed assistance in preparation for the TAKS retesting administration this summer. Moreover, these sessions focused on meeting the needs of students in specific problem areas.

**Table 2** illustrates the results from the grade 11 July Exit Level Retest. Please note that the percentages shown do not represent the percentages of the high school population who have met standard, but rather the percentages of who retested on this particular administration who have met standard. These figures represent the students who typically have the most difficulty meeting standard and often find themselves in a retesting situation numerous times.

<b>Grade 11</b>	<b>Number Students Completed Test</b>	<b>Number Met Standard</b>	<b>Percentage Met Standard</b>
<b>ELA</b>	25	17	68%
<b>Math</b>	80	29	36%
<b>Social Studies</b>	8	6	75%
<b>Science</b>	66	26	39%

**Table 3** illustrates the results from the grade 12 July Exit Level Retest.

<b>Grade 12</b>	<b>Number Students Completed Test</b>	<b>Number Met Standard</b>	<b>Percentage Met Standard</b>
<b>ELA</b>	0	0	0%
<b>Math</b>	28	8	29%
<b>Social Studies</b>	3	2	67%
<b>Science</b>	0	0	0

### *SUMMARY*

The Destination Graduation Summer School Program implemented at Cedar Hill High School yielded significant success for students in the area of course completion. Two hundred-twenty-six (226) students successfully completed required coursework to be promoted to the next grade level. Although a significant number of students did not pass the third administration of the summer TAKS Test, the initial objectives set for the program to increase the number of students meeting standards on the TAKS and to provide an opportunity for students to recover credits were met.

In ELA, math, social studies, or science the number of students to show increased scale scores on the third administration did increase when compared to the students' scale scores on the second administration in the spring. Math continues to be an area of concern where students are struggling. Only 29% of 12<sup>th</sup> grade students who retested in July met standard on the TAKS math. Social Studies had the highest percentage of students to pass the July TAKS administration which was at 75%. The additional tutorial class for grade 12 exit level students assisted a small percentage of students in meeting the state's standard. In math, only 29% of the 28 students tested met standard.

## **Program Evaluation Extended School Year (ESY)**

### ***GOAL***

The goal of ESY is to address severe and substantial regression in one or more acquired critical skills that cannot be recouped within a reasonable period of time, not to exceed eight weeks. Extended School Year (ESY) services are individualized instructional programs provided to eligible students with disabilities beyond the regular school year. These services must be determined on an individual basis by the Admission, Review, and Dismissal (ARD) committee and must be addressed annually for each student with a disability.

### ***OBJECTIVE***

Provide ESY services to eligible students to ensure that critical skills are maintained during the summer, while ensuring that the following does not occur:

- placement in a more restrictive environment;
- significant loss of the acquired skills necessary to appropriately progress in the general curriculum;
- significant loss of self-sufficiency in self-help skills as evidenced by increase in number of direct service staff and/or amount of time required to provide special education and related services;
- loss of access to community-based independent living skills instruction or to an independent living environment provided by non-educational sources as a result of regression in skills; or
- loss of access to on-the-job training or productive employment as a result of regression in skills.

### ***PROGRAM DESIGN***

ESY services are based on the individual and unique needs of each child. There is no program that is exactly the same.

### ***Summary***

ESY services were provided to twelve (12) students during session one, and nine (9) students during session two. All students who attended ESY maintained