

# Executive Summary

## Prepared for Board of Trustees Meeting

### August 11, 2009

## Denton ISD 2009 Summer School Program

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### **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
  - a. Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
  - b. Strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility.
  - c. 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 2009 Denton ISD Summer School Program, including Elementary, Secondary, and the Extended School Year (ESY) services for students with disabilities. Bilingual/ESL is included within Elementary and Secondary.

### **Objectives:**

#### **Elementary:**

- Provide an accelerated program in Third and Fifth Grade Reading and Fifth Grade Math for students who did not pass English or Spanish TAKS or TAKS - A and TAKS M on the second administration.
- Provide a 10 to 1 student to teacher ratio as required by 19 TAC Section 1001.201(a).

#### **Elementary Bilingual/ESL:**

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

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### Secondary:

### Middle School:

- Provide accelerated and meaningful instruction for students at risk of being retained and/or continued failure to be successful on TAKS
- Provide curriculum to target specific skill deficiencies and to accelerate the acquisition of those skills

### High School:

- Provide accelerated and meaningful instruction for students to regain credits
- Provide accelerated and meaningful instruction for those students unsuccessful on TAKS
- Provide opportunities to take courses for advanced credit in keyboarding, speech, government, economics, and health
- Provide SAT prep courses to improve student, campus, and district SAT scores
- Provide an opportunity for students to get a “jump-start” on credits in an 8<sup>th</sup> to 9<sup>th</sup> grade transition class and to help students at risk of getting behind in credits
- Provide curriculum to target specific skill deficiencies and to accelerate the acquisition of those skills
- Provides summer opportunities for ESL students to retrieve credits.

### Special Education (ESY):

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.
- engagement in the least restrictive environment (LRE)
- provision of related services as appropriate
- documentation of student performance in ESY

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.

The need for ESY is determined by the admission, review, and dismissal (ARD) committee based on documentation that regression in critical skill areas has occurred and the student was not able to recoup skills within an eight week period. A brochure on ESY is attached (**Attachment A**)

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### Operational Impact:

#### **Elementary & Bilingual/ESL:**

In Elementary Summer School Program, a coordinated and collaborative model was used for funding. Title I (federal), Accelerated Reading and Math Intervention (state), and local funding were all revenue sources used to fund the elementary summer school programs. Bilingual pre-kindergarten and kindergarten services are mandated summer school programs funded by local monies. Denton ISD will receive 40% reimbursement for the bilingual pre-kindergarten and kindergarten costs. Elementary Summer School classes were held at Ginnings, Lee, and Wilson Elementary Schools. Transportation was provided for all students who attended summer school.

#### **Secondary:**

A coordinated and collaborative model was used for funding. The funding for the middle school program held this summer at Strickland Middle School came from the ARI/AMI funds from the Student Success Initiative and title I fund. These funds covered instructional materials, payroll, and transportation costs.

The funding for the general high school summer program held at Fred Moore High School came from the tuition generated from student registration. The funding for SAT academies, TAKS acceleration sessions, and the 8<sup>th</sup> to 9<sup>th</sup> grade “Jump-start” transition program came from local campus funds and state compensatory education funds.

Funding for the high school ESL summer program held at Denton High School was provided through Title III and local funds. Bus transportation was provided for all ESL students.

#### **Special Education (EYS):**

Services for eligible students were provided through a collaborative effort in regards to funding, staffing and facility use.

A combination of federal and state funds, were used to pay salaries for 56 employees including twenty-two teachers (8 for SSI services at other campuses), four (4) support personnel, 27 paraprofessionals, and four (3) administrators totaling \$74,788.00 and transportation services that totaling \$52,472.00 (**Attachment B**). Session I provided services for 45 students (22 secondary and 23 elementary). Funding for summer services such as ESY is projected in advance, through the annual budget process. This year’s services came in under budget! Wilson Elementary and Denton High School campuses served as the locations for the elementary and secondary students respectively. Other program areas at Wilson included students engaged

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in accelerated instruction as defined by the student success initiative. Denton High was the host campus for the special education and bilingual programs.

Services were offered Monday-Friday beginning Tuesday, June 9 through Friday, July 2, 2009 beginning for most students at 8:30 a.m. and concluding at 11:30 a.m.

Students received services such as instruction, music, physical education, art, speech, student health services and transportation.

A second session of ESY effective July 27 through August 7, 2009 is offered based on individual student need. This session is offered at Wilson Elementary involving 10 students, and 7 staff (one administrator, two teachers, and four paraprofessionals). Services include instruction, speech and transportation.

### Results:

#### **Elementary:**

A total of 227 third and fifth graders attended summer school to meet the requirements from the state as described in the Student Success Initiative. Results are as follows:

	3 <sup>rd</sup> Grade Reading; English Test	3 <sup>rd</sup> Grade Reading; Spanish Test	5 <sup>th</sup> Grade Reading Only; English Test	5 <sup>th</sup> Grade Math Only; English Test	5 <sup>th</sup> Grade Reading & Math; English Tests	5 <sup>th</sup> Grade Reading & Math; English and/or Spanish Test
<b>Number of Students</b>	63	13	46	59	49	R7 M 10
<b>% of Students Passing</b>	23%	23%	47%	40%	R 30% M 24%	R 14% M 0%

This was the seventh year Denton ISD had sufficient funding to conduct a comprehensive elementary summer program. The principals, teachers, nurses, paraprofessionals, students and parents worked diligently together to make this a successful learning experience for the students.

#### Summer School Staffing and Student Data:

- 11 Third Grade Reading Teachers; 8 English classes and 3 Bilingual classes
- 23 Fifth Grade Teachers; 6 Reading only classes, 8 Math only classes, 3 classes for both contents, 2 Bilingual classes
- 3 nurses
- 3 receptionists
- 6 Instructional Support Teachers

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- 3 secretaries
- 3 principals
- 76 students attended summer school for 3<sup>rd</sup> grade reading in Spanish or English
- 46 students attended summer school for 5<sup>th</sup> grade reading in English
- 59 students attended summer school for 5<sup>th</sup> grade math in English
- 49 students attended summer school for 5<sup>th</sup> grade reading and math in English
- 10 students attended summer school for 5<sup>th</sup> grade reading and math in English and/or Spanish

The elementary summer school reading and math programs were selected based on their explicit design to meet the needs of children who require accelerated instruction. Shelly Robbins coordinated the elementary summer school. Missey Chavez, Todd Herauf, and Roshaunda Thomas served as the elementary summer school principals. Instructional support teachers provided planning and instructional support to all teachers through extended planning sessions held after school in May to familiarize teachers with the materials and on Tuesdays for Reading and Wednesdays for Math each week during summer school.

### **Elementary Bilingual/ESL:**

A total of 202 pre-kinder and kindergarten bilingual/ESL students received specialized instruction designed to prepare them to be successful in kindergarten and first grade.

Summer School Staffing and student Data:

- 15 bilingual/ESL teachers taught the pre-kinder and kindergarten students
- 1 bilingual/ESL instructional support teacher
- 93 pre-kinder bilingual/ESL students
- 109 kindergarten bilingual/ESL students

The elementary 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 a second language. Anna DeLeon coordinated the Bilingual/ESL Pre-Kindergarten and Kindergarten summer school under the direction of Teresa Taylor. The bilingual instructional support teacher provided planning and instructional support to all teachers through extended planning sessions held after school in May to familiarize teachers with the materials and several days each week during summer school.

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### Secondary:

### Middle School:

All 8<sup>th</sup> graders who failed the second administration of the TAKS test for reading and/or math attended summer school this year. Funding this year also allowed for all sixth and seventh graders who failed both math and reading TAKS to attend summer school. Forty-six teachers worked with the students in small group settings and were supported by an administrative team that consisted of one principal, two assistant principals, one secretary, one Curriculum Technology Teacher (CTT), 2 Instructional Support Teachers (one for math and one for reading) and one nurse shared with an elementary school. A counselor was available when needed. Ten summer interns doing their practicum work with Judith Gasser at Texas Woman's University also provided support and assistance to our students.

- 468 students were assigned to attend summer school. We had 38 no shows, with 430 students attending for at least one day. Each student had two classes.
- Since each student had two classes, 860 grades were earned by the students attending at least one day. There were only 49 failing grades in summer school – most of them were earned by students with nine or more absences. More than 400 students earned passing grades in both of their classes.
- Attendance is not an issue – if they show up at first – they like it and come back.
- 8<sup>th</sup> Math and Reading TAKS data:

	3 <sup>rd</sup> Admin Math	Cumulative Math	3 <sup>rd</sup> Admin Reading	Cumulative Reading
All Students	40%	92%	20%	98%
African American	36%	84%	43%	97%
Hispanic	39%	88%	9%	94%
White	51%	95%	40%	99%
EcD	36%	86%	20%	95%
SpEd	33%	68%	0	89%
ESL/LEP	31%	79%	10%	87%

- Most of the students in summer school (greater than 90%) showed improvement in math and/or reading skills from the pretest to the post test. Most of the students in summer school actively and appropriately participated in class and worked hard. The students were challenged to work on some of their greatest weaknesses, and they were engaged in learning.

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- Teachers and students enjoy working hard in summer school. Teacher surveys indicate that teachers find summer school rewarding for them as well. They build relationships with the kids and get to know them quickly.
- Small class size requires that all students participate – all are included. There is an atmosphere of success. Assessment is based on progress. Students are confident about what they have learned. That confidence carries over into the next year.
- Making sure students are fed at lunch time is important. Most of them are economically disadvantaged and do not eat at home.

The overall successes and gains are attributed to the implementation of a comprehensive reading and math curriculum and the grouping of all students by targeted TEKS and TAKS objectives to meet the needs of the individual students as well as to the dedicated teachers committed to supporting our most at-risk students. The curriculum was “fresh” meaning it is not something they have already done during the regular school year and care was taken to insure students also had a “new” teacher to provide a different approach and style to the instruction. The math and reading Instructional Support Teachers enriched the instructional support for the teachers with weekly planning sessions as well as monitoring of the full implementation of the curriculum. The CTT provided strong instructional technology integration in the classroom and the rotating of students into the computer labs for computer based activities and curriculum delivery.

### **High School:**

#### General High School Program:

The mastery learning model incorporated during the regular school year at FMHS was utilized for this summer school program. Eleven teachers, one principal, and one secretary comprised the summer school staff this year at FMHS.

#### Data:

- 170 students attended
- 32 students took courses and earned credit for advancement
- 26 students earned 0 credits
- 144 students earned ½ credit
- 70 students earned 1 credit
- 10 students earned 1 ½ credits
- 2 students earned 2 credits
- 26 students who did not earn credit either dropped out, were removed, or did not grasp the minimum requirements to receive credit for the class.

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- BCIS was added this summer as a course for advancement. 16 students took advantage of this new course
- The goal was to have every student attending to earn at a minimum ½ credit.

**Additional summer learning programs:**

- Attendance for TAKS Acceleration study sessions held on each campus:  
DHS = 12 students ( ELA=1, Math = 10, Science = 5, and Social Studies = 0)  
GHS = 65students ( ELA=3, Math = 16, Science = 14, and Social Studies = 3)  
RHS = 53 students ( ELA=4, Math = 27, Science = 22, and Social Studies = 0)
- Number of students taking July administration of TAKS exam:  
DHS = ELA 6  
Math 25  
Science 25  
Social Studies 8  
GHS = ELA 13  
Math 37  
Science 35  
Social Studies 10  
RHS = ELA 19  
Math 63 (includes 4 from FMHS, 1 from Lewisville HS, 1 from McKinney HS)  
Science 44  
Social Studies 6

*Note:* At the time of this report, we had not received the results from the July administration of the TAKS exams

- 8<sup>th</sup> to 9<sup>th</sup> “Jump-start” transition classes held on each campus:  
  
DHS = 28 students attended. Students took speech and math classes and all successfully completed both and received ½ credit for speech and ½ local credit for math.  
GHS = 34 students attended. Students did a learning station rotation. They were in classes four hours in the afternoon and did the following: algebra readiness, pre-algebra/middle school math skills, test taking strategies, and high school orientation. Students also took a tour of the building and did sessions on getting to know Guyer High School. Jumpstart students earned ½ local math credit for successful completion of the program.  
RHS = 28 of the 36 students recommended attended from July 27 – August 14. Students were placed according to TAKS results and principal recommendation. Students rotated



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between classes including English, reading, math basic skills, Prep ATC, and PE. Students had the possibility to earn 2 full credits for successful completion.

### **High School ESL Program:**

The focus of the ESL Summer School program was to provide accelerated instruction of content objectives, essential knowledge and skills provided during the regular academic school year, using second language acquisition strategies and methodologies. A building principal, ESL High School Coordinator, and eleven teachers participated in providing student academic support at Guyer High School.

Data:

- 110 students attended
- 12 students earned 0 credits
- 98 students earned 1 credit

### **Special Education (EYS):**

Using a regression/recoupment model, the ESY program is designed as a framework for students to regain skills lost during the traditional school year such as over long breaks from school or even over the weekend. Through the ESY service program it is expected that students will show an improvement in skill ability at the end of a focused instructional program. At the very least it is expected that students' skill levels are not lower than when the service began. The determination of maintenance and/or progress made based on students' performance on goals at the end of the ESY session.

Student performance based on enrolled grade is attached (**Attachment C**).

Overall students demonstrated improvement and/or maintenance on targeted goals.

Advantages of the ESY program are: involvement in structured activities that promote advancement toward mastery on some IEP goals, smaller class size, focused instruction with limited interruptions, adherence to schedules and consistency that schools offer. A disadvantage is the length of the program, yet this time frame is not harmful to the students.

### **Accomplishments:**

#### **Elementary:**

- A high quality elementary summer school program provided to accelerate the academic skills of struggling students.
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- Elementary Instructional support teachers worked closely with summer school staff and the elementary curriculum department to provide the high quality accelerated instruction for students in attendance.
- The bilingual/ESL elementary summer school program provided bilingual/ESL 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.
- Weekly progress reports were provided by the elementary summer school staff to insure that parents were kept informed about their child's progress.
- Implementation of an extended Summer School schedule for 5<sup>th</sup> grade students who are required to take both the Reading and Math tests to insure additional instructional time as needed for improved student success rate.

### **Secondary:**

- High school students had more opportunities for advancement course work
- There was an increase in the number of students attending the Jump-Start Program.
- Grouping students by lowest objective on the TAKS test in middle school allowed for targeted accelerated learning and significant progress.
- Typically, approximately 30% of the students pass the third TAKS administration. Eighth grade math students attending summer school had a 40% passing rate on the third administration.
- The summer school prevented 98 ESL students from having to repeat a core subject class the following year to obtain credit and having to stay back a year.

### **Special Education (EYS):**

- 28 students demonstrated significant gains from baseline (taken at the end of regular school year) as compared to performance at the end of the ESY session.
- 23 students demonstrated modest gains as compared to baseline standards at the beginning of the summer session.
- 46 students receiving services demonstrated maintenance on identified goals and objectives as evidenced by final progress reports submitted by the teachers.
- Students involved in summer school due to SSI received identified instructional supports from both general education and special education teachers.
- Students who took a TAKS Modified state assessment in math were reported as responsive to instruction.
- Student attendance and parent involvement were excellent.

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### Recommendations:

#### **Elementary:**

- Review the changes at the state level as it relates to the Student Success Initiative and consider the implications for the 2010 Summer School program. Design of the program will be based on the requirements from the state. Budget will be determined by state requirements and student needs.

#### **Bilingual/ESL Elementary:**

- If the bilingual/ESL summer school enrollment continues to rapidly increase the pre-kindergarten and kindergarten summer school will need to be at one campus that accommodates the number of early childhood classrooms.

#### **Secondary:**

- Increase the opportunities for enrichment sessions such as college readiness
- Continue to expand the 8<sup>th</sup> to 9<sup>th</sup> “Jump-Start” transition program by enriching the incentives to attend
- 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
- Provide local funding for summer school to allow for more middle school students who have failed the TAKS test to attend in grades 6 and 7
- Provide scholarship tuition for high school students who can not afford to pay the summer school tuition in order to retrieve credits
- Increase the credit retrieval opportunities for ESL students in the area of math and science.

#### **Special Education (ESY)**

#### Other Options

Other options for consideration by the Board include:

- Extending the contracts of some teachers to include summer services typically an additional 20-25 days to assure that high quality teachers are available to offer summer services.
- Consider allowing college students and recent high school graduates an opportunity to apply for summer employment.

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- Possibly focusing on services near the end of summer instead of immediately after the traditional school year has ended. This would provide a bigger boost for students as they return to school.
- Identifying ways to reduce transportation costs