



Summer Learning Programs & Beginning of Year Data

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Summer Programs

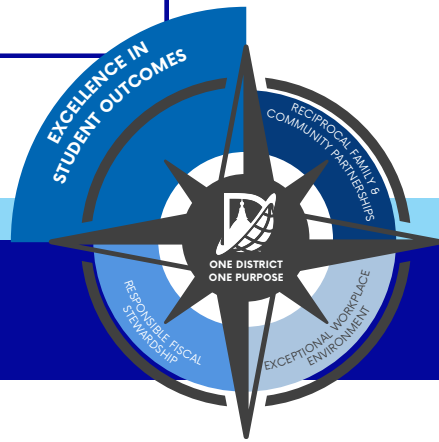
- **Pre K - 5 Elementary Scholar Camp**
- **Math 8 Course Recovery**
- **High School Summer Credit Recovery**



PK-Kinder Jr. Scholar Camp

Bilingual / ESL

DAYS & DATES	20 days May 26 - June 25
OVERVIEW & PURPOSE	The program provided Emergent Bilingual students with opportunities to continue developing language, literacy, and math skills by engaging in meaningful academic experiences that prepare them for the next grade level.
LOCATION & ENROLLMENT	Enrollment: 141 students Alexander: 83 Paloma Creek: 58



PK-5 Scholar Camp

DAYS & DATES

16 days
June 1 - June 25

LOCATION & ENROLLMENT

Enrollment: 651 students
Evers Park: 394 Students
Paloma Creek: 257 Students

OVERVIEW & PURPOSE

An academic camp that provides summer support to students where data suggest intervention is warranted. Students received targeted academic support in math and literacy through both whole group and small group instruction. Students have enrichment opportunities through community partnerships such as CoServ.



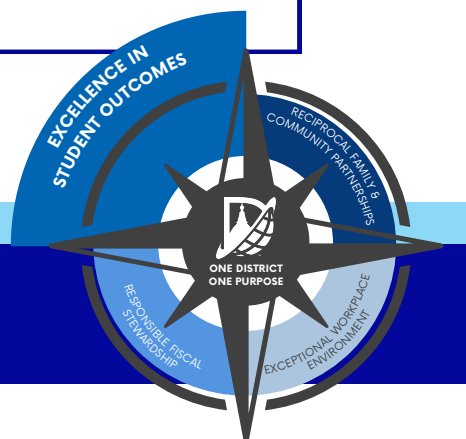
PK-5 Scholar Camp Results

- **Reading English: 1.64 percentile rank gain for growth from EOY to BOY for Scholar Camp attendees over non-attendees.**
- **Reading Spanish: 1.65 percentile rank gain for growth from EOY to BOY for Scholar Campus attendees over non-attendees.**



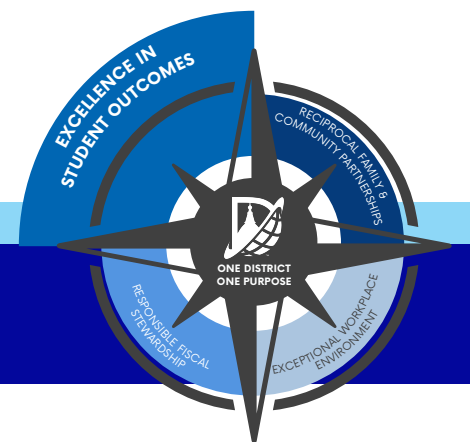
Math 8 Course Recovery

DAYS & DATES	8 days June 1 - June 11
LOCATION & ENROLLMENT	Calhoun, Cheek, McMath, Myers, Navo, Rodriguez, Strickland Students from Harpool MS and Crownover MS attended McMath MS.
OVERVIEW & PURPOSE	Math 8 is a state prerequisite for Algebra I. Students who did not pass the course during the school year must successfully complete Math 8 Course recovery in the summer or enroll in an additional math support elective in 9th grade.



Math 8 Course Recovery Results

- Program Implementation Impact:
80% of students requiring Math 8 Course Recovery successfully attended.
- Student Outcomes & Academic Impact:
 - Students who earned credit saw an average 5-percentage-point increase in their performance relative to peers from the previous EOY Math LevelUp to the BOY LevelUP.
 - 4 of the 7 participating campuses saw a percentile increase of 7.6 points or more.



HS Summer Credit Recovery

DAYS & DATES

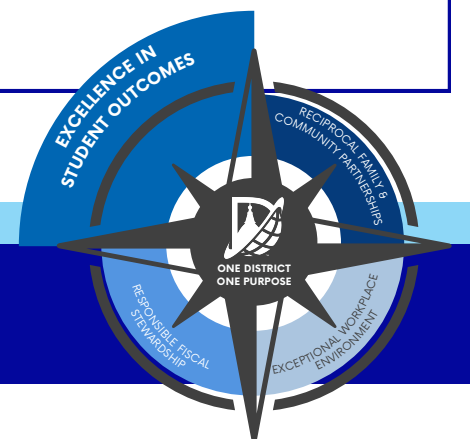
17 days
June 1 - June 26

ENROLLMENT

970 students requesting one or more course
By grade level: Rising 10th: 254; Rising 11th: 356, Rising 12th: 360

OVERVIEW & PURPOSE

Designed for students who took but did not pass required core course semesters. This online program uses diagnostic assessments to pinpoint TEKS gaps so students have an opportunity to recover missing content. Enrollment is flexible, allowing students to start a new semester course at any time through June 17. Students may take up to two semesters concurrently, with a maximum program limit of three total semesters (1.5 credits).

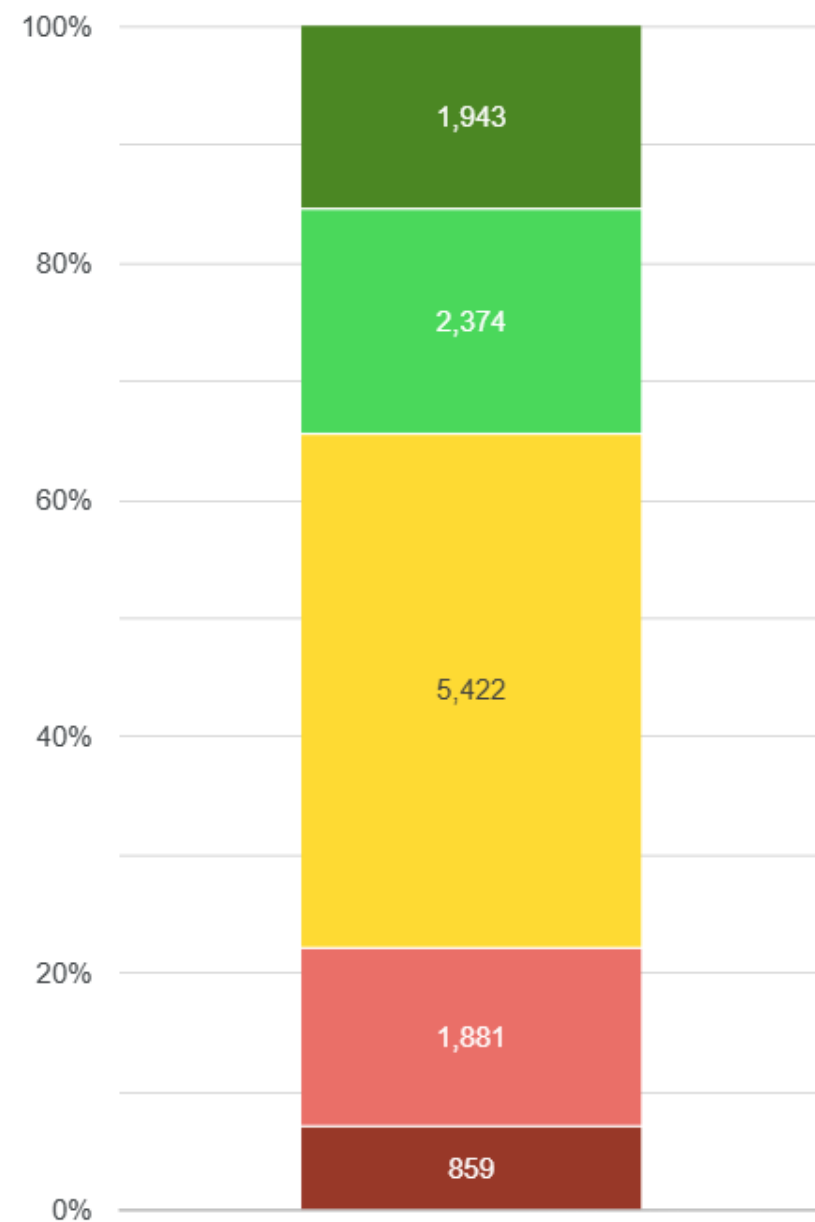


HS Summer Credit Recovery Results

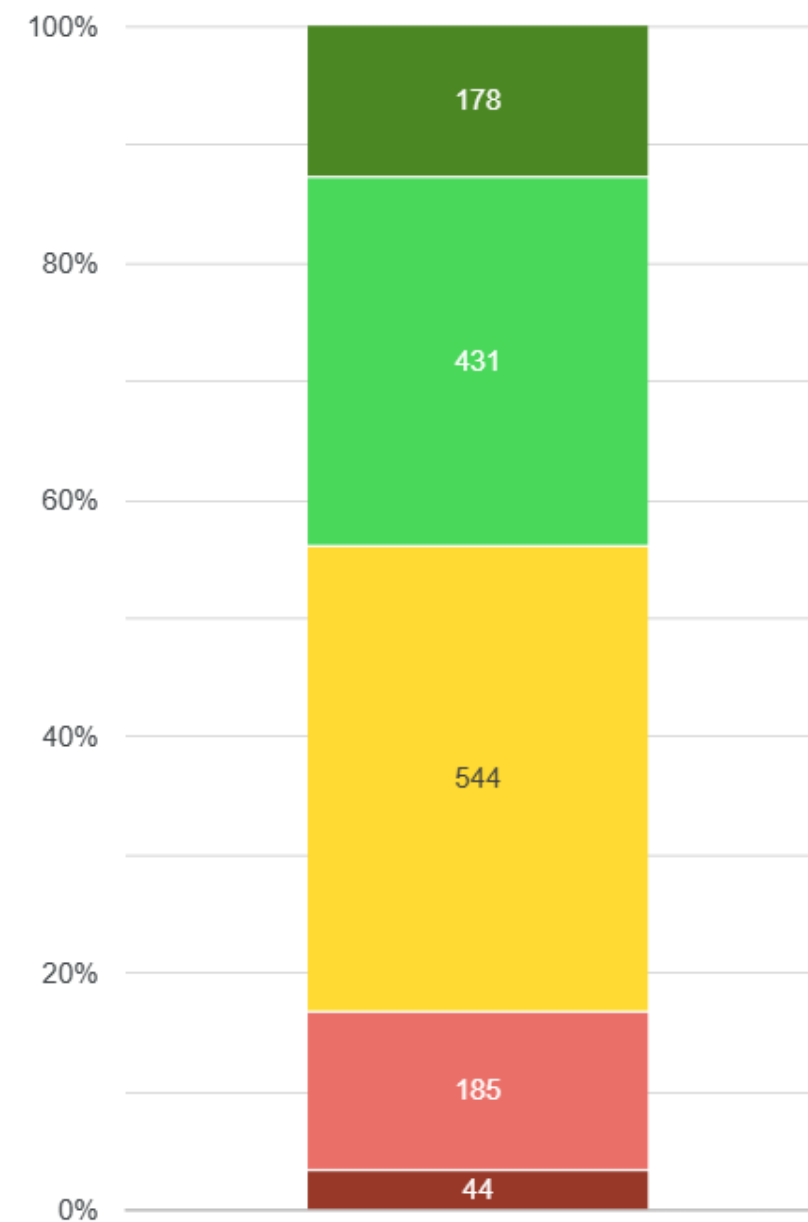
- Student Outcomes & Academic Impact:
49 students who attempted
.5 or more earned at least .5 (98% success)
- Student Outcomes & Academic Impact:
1,444 .5 credits were earned out of 1,708
.5 credits desired (85% success)



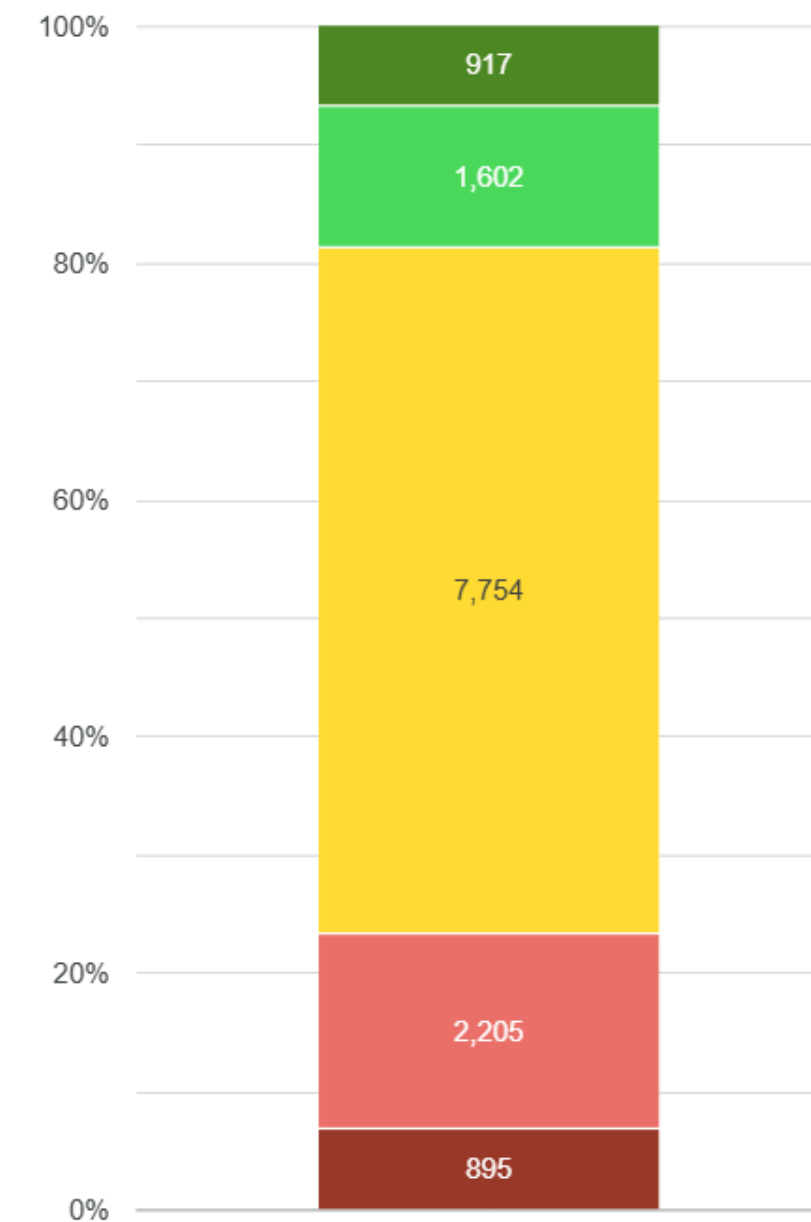
Elementary iReady



Reading (English) Overall Placement



Reading (Spanish) Overall Placement

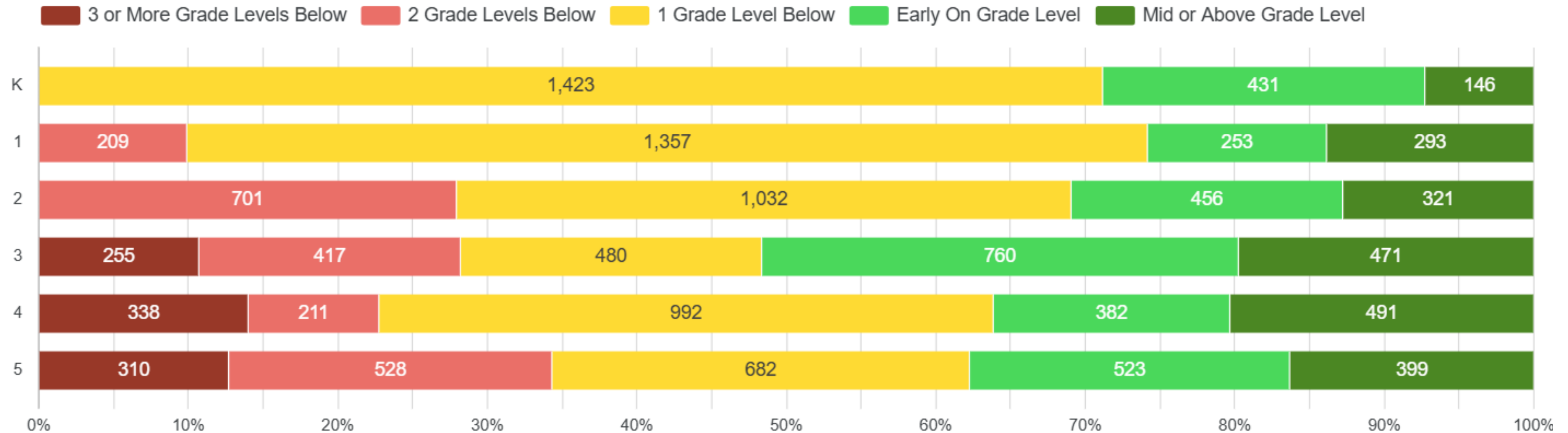


Math Overall Placement



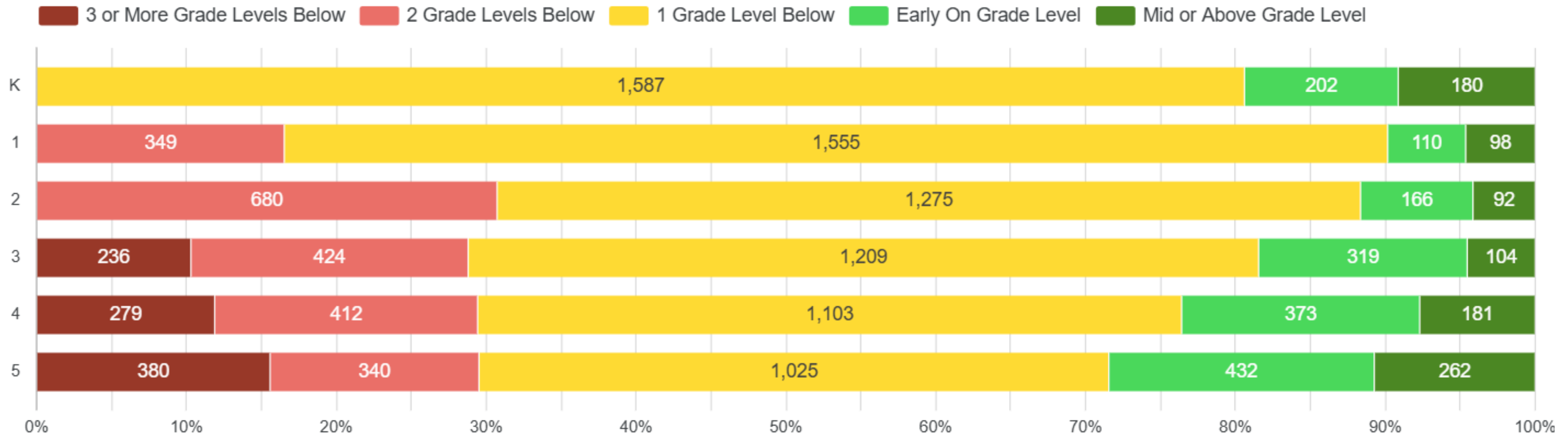
Elementary iReady

Reading

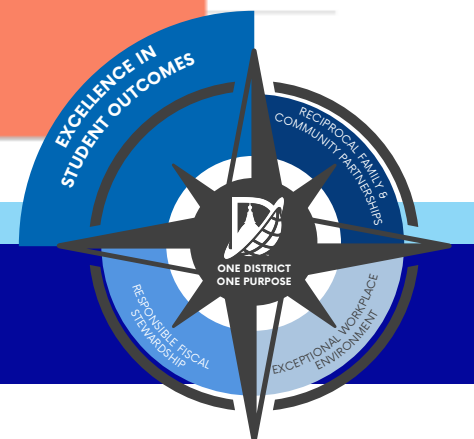
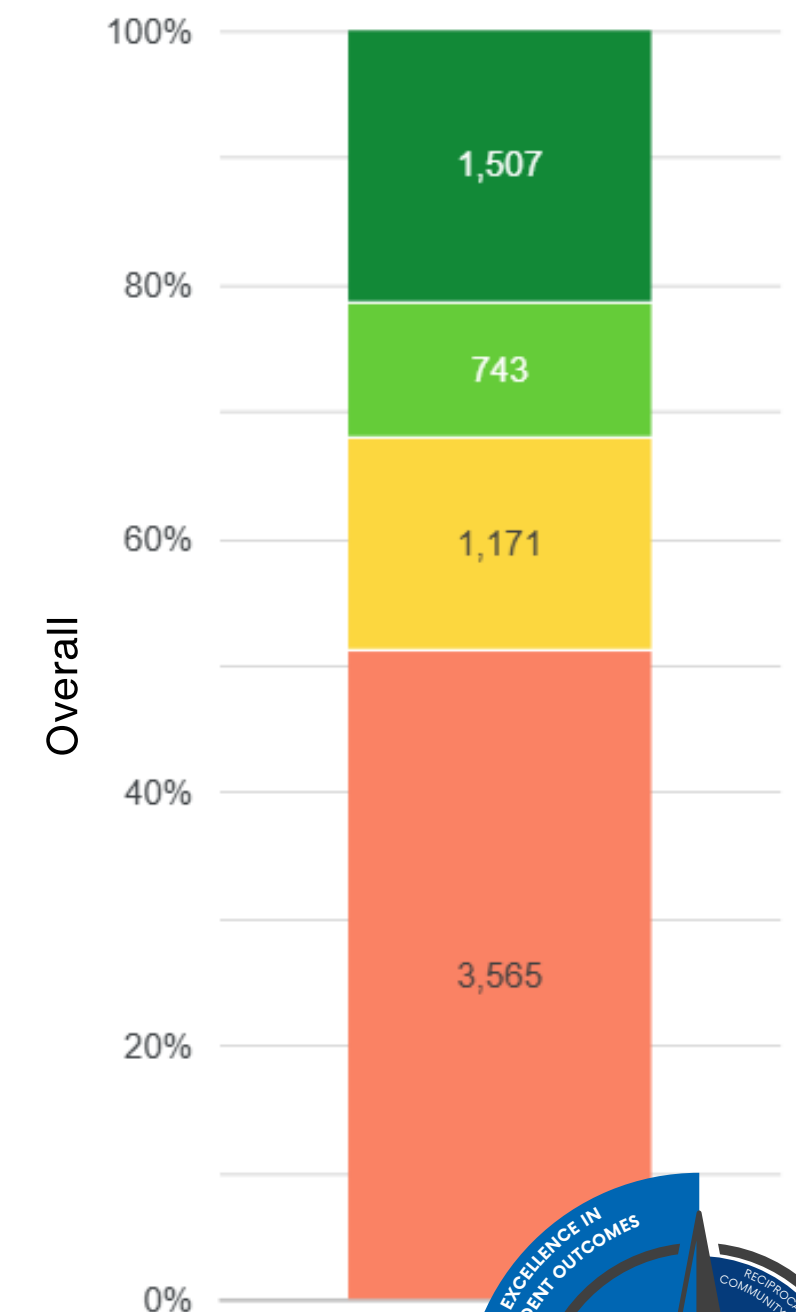
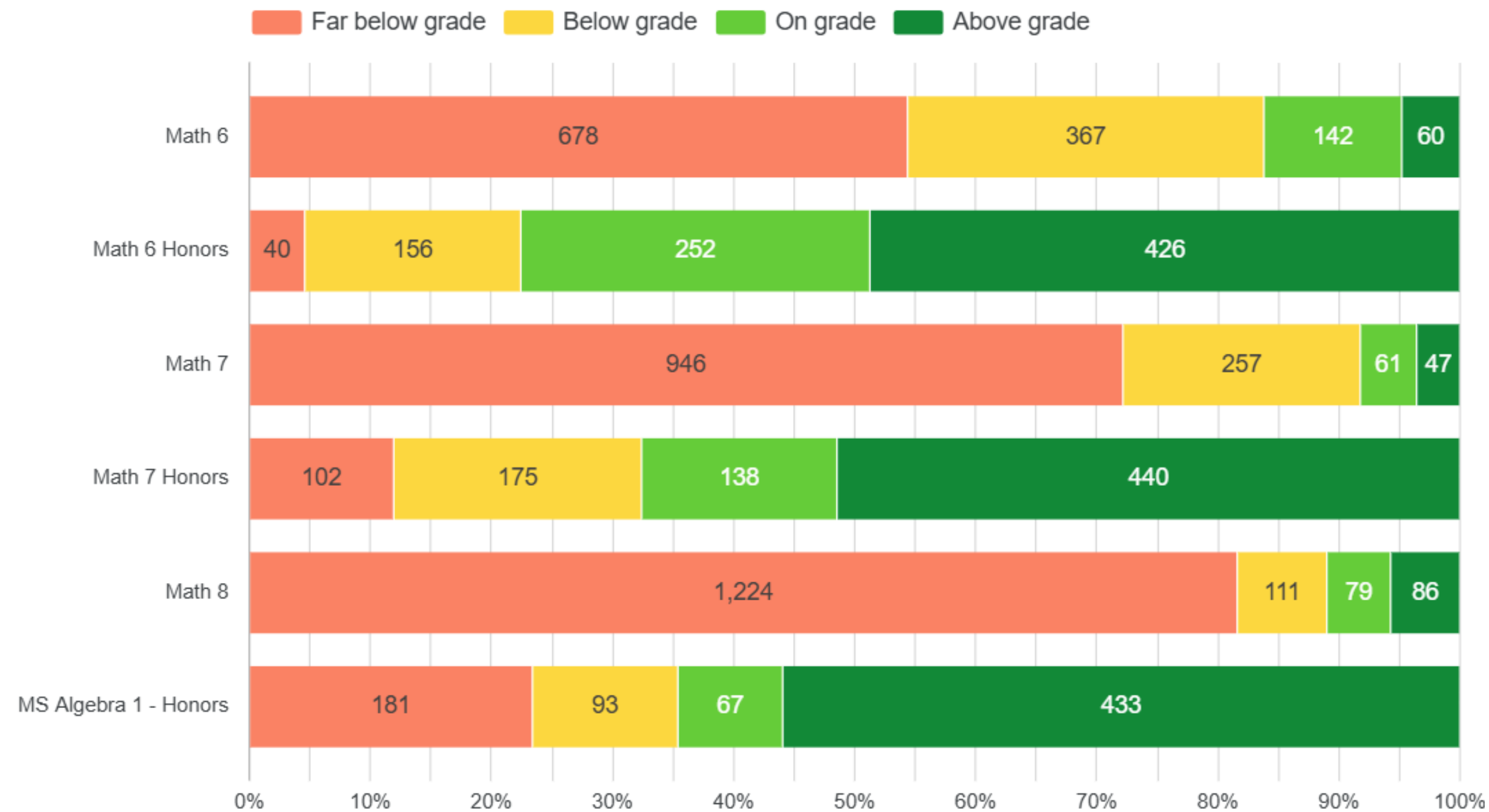


Elementary iReady

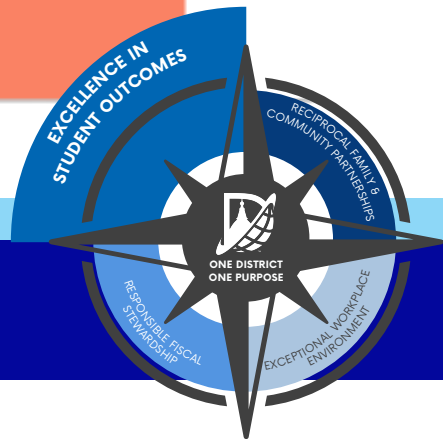
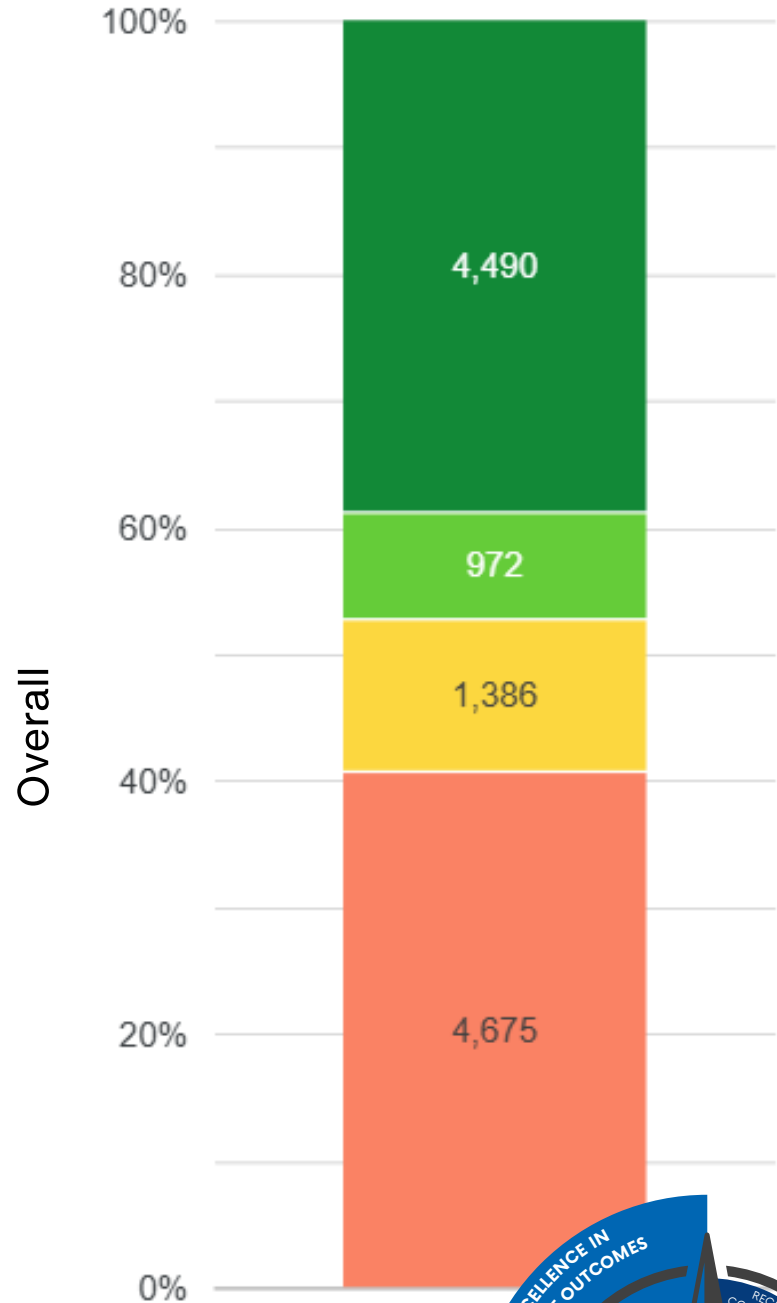
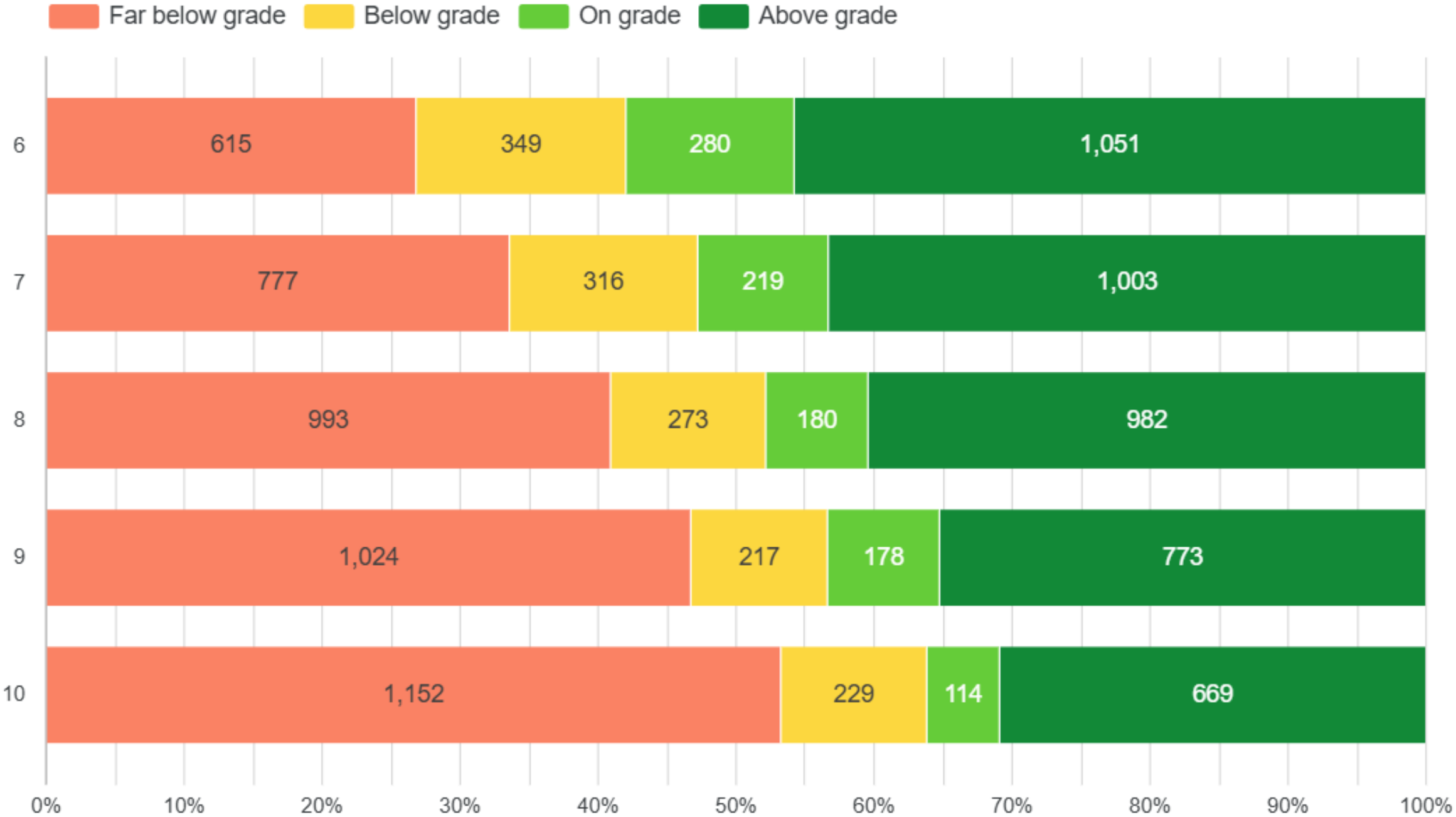
Math



MS Math IXL LevelUp Diagnostic



ELA IXL LevelUp Diagnostic



Our Path Forward

- Tools to know students' strengths and gaps
- Engage in standards-aligned assessments that measure achievement
- Align to Denton ISD Playbook
- Prioritize the Work
- Act with Intention
- Monitor and Adjust

Denton ISD Performance Playbook 2026-2027



The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the [Effective Schools Framework](#) (ESF), *Leverage Leadership 2.0*, and specific guidance from TEA, this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. To achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an internalization process, and data analysis. For priority campuses, these expectations are expanded, monitored more closely by principal supervisors, supported more frequently, and carried out with greater consistency.

Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership Teams (CLTs)	CLTs are required under <i>Texas Education Code §11.251</i> and serve as a planning and decision-making committee of stakeholders to review campus plans, goals, performance objectives, and instructional programs. <i>ESF Lever 1</i> states that stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.	Each campus develops a CLT that is comprised of campus professional staff, parents, community members, and business representatives as outlined by Texas Education Code §11.25. CLTs should meet monthly.	<i>In addition to the All Campuses expectation</i> , the priority campus principal works with the Area Superintendent on the development of their campus CLT. CLT meeting agendas must be submitted to the Academic School Year (ASY) folder. Instructional Leadership Teams (ILT) should meet weekly or biweekly with a common, running agenda that includes review of employee engagement data, student outcome data, classroom observation data, and teacher effectiveness data. These data sources are used to decide on a next action step towards continuous improvement with student outcomes.	CLT committees and meeting dates are submitted in Plan4Learning with the development of the CIP. Professional development is provided to campus administrators each year on Texas Education Code §11.251.
Campus Improvement Plans (CIP)	CIPs are required under <i>Texas Education Code §11.253</i> , and <i>ESF Lever 1</i> states that CIPs serve as strategic, data-informed action plans developed by each campus to improve student performance. They outline measurable goals, targeted interventions, and resource allocations aligned to state accountability requirements and district priorities.	Each campus develops and submits a CIP that meets all requirements and aligns with district priorities and timelines.	<i>In addition to the All Campuses expectation</i> , the priority campus principal presents their CIP to the district leadership team for feedback and ongoing monitoring.	Campuses submit a review of the CIP conducted by the CLT: December - Formative March - Formative May - Summative Professional development is provided to campus administrators each year on Texas Education Code §11.253. Principals provide updates on goal achievement during quarterly meetings with their Area Superintendent.