

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

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 2008 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 on the second administration.
- Provide a 10 to 1 student to teacher ratio as required by 19 TAC Section 1001.201(a).

Elementary Bilingual:

- Provide a state mandated program in reading, math, and English as a Second Language for pre-kindergarten and kindergarten bilingual and ESL students.

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
- Provide summer opportunities as mandated for special education students

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

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 8th to 9th 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
- Provide summer opportunities for ESL students to retrieve credits
- Provide summer opportunities as mandated for special education students

Special Education:

- Fulfill requirements outlined in the Individuals with Disabilities Education Act (IDEA-2004) CFR §300.106 and 19 Texas Administrative Code (TAC) §89.1065
- Fulfill requirements of the Student Success Initiative (SSI) for students enrolled in grades 3, 5 and 8 who did not meet performance standards on state assessment
- Provide instruction for 5th grade students with disabilities who took a TAKS Modified state assessment in math and did not master 50% of test items within any objective area

Operational Impact:

Elementary:

In the 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 N. Rayzor Elementary Schools. Transportation was provided for all students who attended summer school.

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

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, Title I funds, and special education funds. 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, mandated summer opportunities for special education students, and the 8th to 9th grade "Jump-start" transition program came from Title I funding, special education funds, local TAKS funds, and state compensatory education funds. Funding for the high school Bilingual / ESL summer program held at Guyer High School was provided through Title III funds and local funds. Bus transportation was provided for all ESL students.

Special Education:

- Utilization of campus buildings for summer sessions I and II (Newton Rayzor Elementary, Strickland Middle School, and for summer session II WS Ryan Elementary)
- Transportation of students to and from school
- Local and Federal funds for salaries, supplies and materials
- Session I \$84,321.00 (81 teachers/paraprofessionals, 1 supervisor, 1 nurse and 1 diagnostician)-97 students
- Session II \$8,211.00 (10 teachers/paraprofessionals, 1 supervisor)-15 students

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:

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

	3 rd Grade Reading; English Test	3 rd Grade Reading; Spanish Test	5 th Grade Reading Only; English Test	5 th Grade Math Only; English Test	5 th Grade Reading & Math; English Tests	5 th Grade Reading & Math; English and/or Spanish Test
Number of Students	40	18	46	82	30	11
% of Students Passing	35%	16%	21%	31%	13%	18%

This was the sixth 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; 7 English classes and 4 Bilingual classes
- 26 Fifth Grade Teachers; 10 Reading only classes, 12 Math only classes, 2 classes for both contents, 2 Bilingual classes
- 12 Bilingual/ESL Teachers taught the pre-kinder and kindergarten students
- 3 nurses
- 3 receptionists
- 5 Instructional Support Teachers
- 3 secretaries
- 3 principals
- 58 students attended summer school for 3rd grade reading in Spanish or English
- 46 students attended summer school for 5th grade reading in English
- 82 students attended summer school for 5th grade math in English
- 30 students attended summer school for 5th grade reading and math in English
- 11 students attended summer school for 5th grade reading and math in English and/or Spanish
- 210 pre-kinder and kindergarten bilingual/ESL students attended summer school

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. Lupita Pineda coordinated the Bilingual/ESL PreKinder and Kindergarten summer school under the direction of Teresa Taylor. Missey

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

Chavez, Chris Rangel, 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 each week during summer school.

Secondary:

Middle School:

All 8th 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 Ginnings 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.

Data:

- 568 students funded to attend
- 484 students actually attended with 84 no shows
- 385 passed both reading and math classes
- 86 % of the students showed some gains when comparing their pre- and post-assessments
- 170-8th grade students took the math TAKS test, 65 met standard (38%), Hispanic students had a 35% passing rate, African American students 52%, and white students 35%.
- This resulted in a cumulative percent meeting standard for 8th grade math of 89%.
- 29-8th grade students took the reading TAKS test, 5 met standard (17%), 2 Hispanic students passed, 10% passing rate, and 2 African American students, 40% passing rate.
- This resulted in a cumulative percent meeting standard for 8th grade reading of 98%.

The 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

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

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, one teacher aide, and one secretary comprised the summer school staff this year at FMHS.

Data:

- 188 students attended
- 16 students took courses and earned credit for advancement
- 29 students earned 0 credits
- 158 students earned ½ credit
- 63 students earned 1 credit
- 6 students earned 1 ½ credits
- 29 who did not earn credit either dropped out, were removed, or did not grasp the minimum requirements to receive credit for the class.

Additional summer learning programs:

- Attendance for TAKS Acceleration study sessions held on each campus:
DHS = 12 students (ELA=0, Math = 5, Science = 0, and Social Studies = 0)
GHS = 65students (ELA=7, Math = 39, Science = 17, and Social Studies = 2)
RHS = 39 students (ELA=4, Math = 27, Science = 8, and Social Studies = 0)
- Number of students taking and passing July administration of TAKS exam:
DHS = ELA 9 / 6 passed
Math 38 / 8 passed
Science 38 / 13 passed
Social Studies 5 / 2 passed

GHS = ELA 16/ 9passed
Math 57 / 22 passes
Science 43 / 15 passed
Social Studies 11 / 8 passed

RHS = ELA 17 / 9 passed
Math 54 / 8 passed

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

Science 47 / 13 passed
Social Studies 9 / 3 passed

- SAT Academies:

GHS = 36 students attended August 4-7 from 8:00 – 10:00 am and August 11-14 from 1:00 – 3:00pm. These sessions included pre-tests, review/discussion/scoring of pre-test for writing, math, and critical reading, explaining the grading on the pre-tests and question analysis of the pre-tests. Students were also given an overview of how to use SAT on-line at home and how to best utilize the on-line practice tests. Students took quizzes over the following areas: essay: identifying sentence errors, improving sentences, and improving paragraphs; number operations: algebra and functions, geometry and measurement, data analysis, statistics, and probability.

- 8th to 9th “Jump-start” transition classes held on each campus:

DHS = 14 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 = 25 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 = 40 students attended. Students rotated between four classes including reading improvement, pre-algebra, keyboarding, and PE and could earn ½ credit for successful completion of each.

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 eight teachers participated in providing student academic support at Guyer High School.

Data:

- 109 students attended
- 10 students earned 0 credits
- 1 student earned ½ credit
- 98 students earned 1 credit

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2008

Denton ISD 2008 Summer School Program

Special Education:

- Services to students were delivered as prescribed by each student's Admission, Review, and Dismissal (ARD) committee.
- Teachers received training prior to the beginning of the summer program.
- Teachers utilized planning periods advantageously
- Volunteers from Texas Woman's University's Adapted Physical Education Program conducted activities at the elementary campus during Summer Session I
- Evaluation personnel were available to conduct summer assessment as needed
- Related services personnel conducted training sessions for teachers of students requiring specific related services

Accomplishments:

Elementary:

- A high quality elementary summer school program provided to accelerate the academic skills of struggling students.
- 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 department and the teachers work in collaboration to stimulate the pre-kinder and kindergarten children's language and pre-math skills.
- Weekly progress reports were provided by the elementary summer school staff to insure that parents were kept informed about their child's progress.

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 20-23% of the students pass the third TAKS administration. Eighth grade math students attending summer school had a 38% passing rate on the third administration.

Executive Summary
Prepared for Board of Trustees Meeting
August 26, 2008

Denton ISD 2008 Summer School Program

Special Education:

- 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.

Recommendations:

Elementary:

- Hire elementary summer school principals by January, 2009.
- Hire elementary summer school teachers by March, 2009.
- Plan and implement an extended Summer School schedule for 5th 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:

- Increase the opportunities for enrichment sessions similar to the SAT Academy
- Continue to expand the 8th to 9th “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
- Have the ESL high school program in a central location to continue to increase participation of students as well as expand the credit retrieval opportunities in the area of math
- 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 cannot afford to pay the summer school tuition in order to retrieve credits