

# Executive Summary

## Prepared for Board of Trustees Meeting August 27, 2019

### Denton ISD 2019 Summer School Programs

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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
  - 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 2019 Denton ISD Summer School Program, including Bilingual/ESL and Secondary.

The report shares information regarding 2019 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*

- Provide state mandated accelerated instruction for fifth grade students focusing on reading and mathematics as outlined in the Texas Education Code (TED) Section 28.0211 and Title 19, Texas Administrative Code (TAC) Chapter 101, Assessment, Subchapter BB, Commissioner's Rules Concerning Grade Advancement and Accelerated Instruction.

##### *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.

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#### *Middle School & 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.
- Serve as a dropout prevention measure.
- Provide in-depth instructional focus on critical content and process standards in the area of reading, writing, math, and science for ESL middle school students.
- Promote student engagement and higher order thinking skills.
- Use the four language development domains (reading, listening, speaking and writing) as a vehicle for providing students access to the content.
- Provide a culturally responsive classroom that takes into account the affective, linguistic, and cognitive needs of ELLs.

#### *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 STAAR
- to provide opportunities to take courses for advanced credit in speech, government, economics, and health plus access to a number of courses through TXVSN (on-line courses)
- to provide curriculum to target specific skill deficiencies and to accelerate the acquisition of those skills

#### *Special Education*

To maintain compliance with the 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*

Students attended a half day program for 12 instructional days during the month of June. The funding for this program came from Student Success Initiative, Title I funds, and Special Education funds. These funds were used for instructional materials, payroll, and transportation.

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***Elementary Bilingual/ESL***

Bilingual/ESL pre-kindergarten and kindergarten services are mandated summer school programs funded by local monies. Denton ISD will receive 20% reimbursement for the bilingual/ESL pre-kindergarten and kindergarten costs.

***Secondary ESL***

The funding was provided through the Title III grant.

***Secondary***

The funding for the general high school summer program came from the tuition generated from student registration.

The funding for the middle school summer school program held at Strickland Middle School came from Student Success Initiative, Bilingual/ESL, and Special Education funds.

***Special Education***

A collaborative effort in staffing and facility use was used to provide services for qualifying students. Federal funds were used to pay salaries for ESY employees. Services included instruction, LSSP services, speech and transportation.

**Results:**

### 2019 Summer Programs: DISD Board Report

Name of Summer Program	Participating Students (grade levels)	# of Students	Brief Program Description	Remarks	Location
Elementary	5th grade	170	Identified 5th grade students received small group instruction in math and/or reading as required by TEA/SSI. Bilingual and/or Special Education students received additional support from specialized teachers as recommended by their IEP or LPAC paperwork. Summer school teachers implemented all of	The 5th Grade SSI Summer School is successful at providing meaningful interventions to the students because of the specialized support that is provided by the	Hodge ES

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			<p>the accommodations recommended by the students' home campuses. A small teacher to student ratio created a learning environment conducive to differentiation. For all of these reasons, the summer school program was able to maximize student progress.</p>	<p>Campus Testing Coordinator, Special Education Teachers, and Curriculum Specialists. Fifth graders receiving Special Education services who attended summer school were provided accommodations and modifications as outlined in their IEP. Special Education Inclusion teachers were able to support the classroom teachers in implementing these IEPs and providing specialized instruction. Additionally, a Reading Specialist and a Math Specialist worked alongside the classroom teachers in a coaching capacity to ensure instructional time with students was maximized and meaningful.</p>	
<b>Elementary Bilingual/ESL</b>	Pre-K and Kindergarten Bilingual and ESL Students	178	Bilingual and ESL students received instruction in all content areas with a focus on literacy and math. All students were supported in both language development and content knowledge	The students with the most academic needs were provided targeted instruction based on their	Ginnings Elem

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			<p>through best instructional practices for English Learners as outlined in the Dual Language framework and sheltered instruction practices. All students participated in engaging and authentic learning experiences within the workshop model. These learning experiences have prepared students for further success in Kindergarten and 1st grade by strengthening students' foundation skills and providing various enrichment opportunities, such as virtual field trips and access to technology.</p> <ul style="list-style-type: none"> <li>● 1 building principal</li> <li>● 14 Bil/Dual Lang teachers</li> <li>● 2 bilingual paraprofessionals</li> <li>● 1 nurse</li> </ul>	<p>individual needs according to EOY SELI and ELI data. Experienced instructional interventionists supported these students by providing this targeted instruction on a daily basis in one-on-one and small group settings. Paraprofessional staff provided additional instructional support within the classroom.</p>	
<b>MS (including ESL)</b>	6th-8th	412	<p>6th grade ESL students took the following courses for acceleration: math, reading, science, social studies, ELAR/ELAR (newcomers). 7th grade ESL students took the following courses for acceleration: math, reading, science, social studies, ELAR/ELAR (newcomers). 8th grade students took math and/or reading for acceleration and retested. All students also participated in the Denton Public Library Summer Reading Program and received a free book</p>	<p>ISTs and coordinators from curriculum planned with teachers. Instruction was relevant and engaging and helped teachers maximize student learning. Students were able to use instructional technology in every subject.</p>	Calhoun Middle School
<b>HS ESL</b>	9th - 12th	93	<p>ESL students took the following courses for credit recovery:</p> <ul style="list-style-type: none"> <li>● English I,</li> <li>● Algebra I,</li> <li>● Geometry, and</li> <li>● Biology, and</li> <li>● Physics.</li> </ul>	<p>ESL students earned 71 half credits in the first semester of summer school and 76 half credits in the second for a total of <b>73.5</b></p>	Fred Moore HS

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				<p>credits earned in ESL HS Summer School.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>● 1 principal</li> <li>● 1 secretary</li> <li>● 6 secondary content area teachers</li> </ul>	
<b>HS Credit Retrieval**</b>	9th-12th	247	<p>Students completed courses to earn credit they did not receive during the school year. Most earn one or two credits, however, students have the opportunity to retrieve up to six credits. This allows students to get back on track for remaining on their grade level and to graduate on time. (see additional information at end of report)</p>	<p>Most students that need at least two credits commit to attending the entire summer for the purpose of receiving both credits.</p>	Ryan HS
<b>HS Credit Advancement</b>	9-12 <sup>th</sup>	37	<p>Thirty-seven students earned credit for advancement while one student completed graduation requirements and awarded their diploma from their home high school campus.</p>	<p>66 credits were awarded for advancement.</p>	RHS
<b>Special Education Extended School Year (ESY)</b>	PK-12 as agreed upon by ARD committee	43	<p>Special Education students in PreK-12th grade participated in Extended School Year Services based upon individual ARD committee determinations. A student qualifies for ESY based upon documented regression/recoupment data. The purpose of ESY is to help students regain critical skills that they have lost during extended school breaks such as summer break and winter break. Students received services including academic instruction, music therapy/instruction, physical education,</p>	<p>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</p>	<p>WS Ryan RHS</p>

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			social skills classes, speech, student health services, and transportation.. ESY goals and objectives are implemented during ESY. Student accommodations, modifications, and BIPs are addressed during ESY as well.		
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**\*\*Additional Information for High School Summer Program**

Summer School was held at Billy Ryan High School from June 5-June 27, 2019. Ronda Bean was the principal and Adrian Eaglin served as the Assistant Principal, assisting with all aspects of the day-to-day operation of summer school. The summer school staff included 11 content teachers, 4 special education teachers, 1 school nurse and 1 counselor. Summer school hours were from 8:00 am-12:00 noon, with bus transportation provided from each “home” campus.

247 students registered for summer school with the following having completed 1 or more semester courses:

- 226 -one course
- 136 -two courses
- 37 -three courses
- 13 -four courses
- 3- five courses
- 1- six courses

Of note is an increase in the number of students earning credit in more than one course. More than half of the students elected to remain in summer school after having earned a semester credit. We believe they, and their parents, see value in paying a set amount for summer school versus paying per course, as is the case with neighboring districts. Parents seemed very motivated for their students to stay in summer school when we called home, and many took full advantage of their time.

The students who failed to earn credit in at least one course either did not comply with attendance requirements and/or failed to complete the curriculum within the 14 days of

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instruction. Teachers and principals made weekly contact with students and/or parents regarding issues with attendance and/or lack of progress in their respective class(es). In addition, students and parents were made aware of attendance requirements by virtue of the summer school flyers, at registration, and on the first day of school at the morning assembly. Students could miss a maximum of 3 days before being dismissed from summer school.

One student met graduation requirements and received their diploma from their home campus. Of the students enrolled, 37 earned credit for advancement, equaling a total of 66 credits for advancement awarded.

The following courses were offered in a **blended model (direct instruction and online instruction)**: Spanish I, Algebra I, II, and Math Models.

#### **Recommendations:**

Continued support with local funding as needed.

#### **Other Options:**

NA