



Oak Park Elementary School District 97

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To: District 97 Board of Education
Dr. Carol Kelley, Superintendent of Schools

From: Dr. Amy Warke, Chief Academic and Accountability Officer
Dr. Tawanda Lawrence, Senior Director of Curriculum, Instruction and Assessment

Re: Summer Programs 2018 Board Report

Date: November 27, 2018

Type of Report: Informational

Purpose of Report: The purpose of this report is to provide the Board of Education with a summary of the district's 2018 summer programs. The information in this report is divided into the following four sections:

- Summer Launch (K-8)
- Middle Summer Math Enrichment (6-8)
- Summer Music Camp (5-8)

Introduction:

District 97 provides a variety of summer programming that reflects our district's vision to create a **positive learning environment for all students that is equitable, inclusive, and focused on the whole child**. Our summer programming also contributes to helping all of our students experience or achieve the following goals:

- **Known, nurtured, and celebrated LEARNER** - *Every student feels a sense of belonging and is meaningfully engaged in rigorous learning - with unique needs being met and strengths leveraged.*
- **Empowered and passionate SCHOLAR** - *Every student is inspired to develop their full potential - academic, physical, artistic, and emotional - in order to cultivate high-intellectual performance.*
- **Confident and persistent ACHIEVER** - *Every student has access and opportunity to learn at high levels, eliminating the predictability of learning outcomes associated with race, gender, and socioeconomic status.*
- **Creative CRITICAL THINKER & GLOBAL CITIZEN** - *Every student is meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution-seeker and contributor to the global community.*

Our summer programming included three programs:

- Summer Launch (K-8)
- Middle Summer Math Enrichment (6-8)
- Summer Music Camp (5-8)

Summer Launch (Incoming K-8 students):

The redesign of our Summer Launch programs addressed the following recommendations on our summer programming presented to the Board in December 2017:

- Considered other programs and partnerships. However, no other partners had the capacity or service model for Tier 3 students
- Provided a D97-led program this year for grades K-8 due to the success with K-2 model during the previous summer
- Offered a Learning Lab experience again this year to allow D97 teachers the opportunity to observe Reading and Writing Units of Study and Math Enrichment

Summer Launch was located at two schools this summer, June 13 through July 11, 2018. The table below provides more details for each program, including the incoming grade levels of participating students, location, program focus and hours, entry criteria, student placement into classes/camps, and community partnerships.

Summer Launch June 13 - July 11, 2018 Monday through Friday		
Incoming Grade Levels of Participating Students	Grades K - 4	Grades 5 - 8
Location	Longfellow	Julian
Program Focus	Reading/Writing Workshop Math Enrichment	D97 Project-based Learning (ELA & Math)
Program Hours	8:00 a.m. - 12:00 p.m.	8:00 a.m. - 12:00 p.m.
Extended Hour Opportunities	Park District of Oak Park Optional afternoon day camp and extended day <ul style="list-style-type: none">• Day Camp at Longfellow: 11:30 a.m. - 3:00 p.m.• Extended Day at Carroll Center: 3:00 p.m. - 6:00 p.m.	
Entry Criteria	Students identified as needing Tier 3 interventions through the school-based Multi-Tiered Systems of Support process	
Community Partnerships	<ul style="list-style-type: none">• Park District of Oak Park (PDOP)• Oak Park Public Library (OPPL)	<ul style="list-style-type: none">• Oak Park Education Foundation (OPEF)• Summer Student Empowerment

Students invited to participate in the Summer Launch program were identified by their home schools as needing and receiving Tier 3 interventions and support after winter 2017 testing. We invited a total of 364 students and had a total of 136 incoming K-8 students enrolled in Summer Launch at the beginning of the program.

Due to no-shows or inconsistent attendance, 114 students completed the 2018 Summer Launch program with at least 75% attendance (3 out of 4 weeks) and are still enrolled in D97 schools:

Summer Launch Student Enrollment with at least 75% Attendance		
	2018	2017
Kindergarten - 4th grade	90	103
5th-8th Grade	24	64

In the next sections, we will discuss our K-4 Summer Launch program, including our program evaluation for this component. We will then discuss our 5-8 Summer Launch program.

K-4 Summer Launch:

K-4 Summer Launch Staffing

We hired one coordinator and nine teachers for the K-4 Summer Launch program. An open application was sent to all D97 teachers. We considered the following factors in our hiring process:

- application questions/responses
- grade currently teaching
- past experience with *Writing Units of Study* and *Reading Units of Study* and *Eureka Math*
- principal recommendations and feedback

The following list of our selected staff for the K-4 program:

- **Coordinator:** Jessica Milburn, Beye
- **Teachers:**
 - Nicole Decancq, Lincoln
 - Kiera Degman, Longfellow
 - Sean Degman, Irving
 - Keisha Helm, Beye
 - Marion Ivey, Longfellow
 - Jennifer Logan, Beye
 - Evette Little, Whittier
 - Rebecca Meilinger, Lincoln
 - Sarah Thomas, Beye

- **Social Worker:**
 - Donna Glover, Whittier

K-4 Summer Launch Curriculum and Training

The Summer Launch program serves students who are receiving Tier 3 intervention support in their schools during the school year. The program is designed to extend learning over the summer, while providing engaging and interactive experience for students.

The reading and writing workshop curriculum focused on the components of a balanced literacy framework, including components of reading workshop, writing workshop, shared reading, read aloud, phonics, and word study. The workshop time included one reading unit and one writing unit, especially designed for our program by Rachel Dahl, one of our external Reading and Writing Units of Study coaches, to guide and pace instruction tailored to our Summer Launch students' needs. The math curriculum consisted of specially-designed math enrichment lessons tailored to improve students' skills. The math enrichment lessons were developed by teachers with the support of Lisa Westman, an external consultant.

Prior to the Summer Launch program, the K-4 coordinator and teachers participated in 1 full day of training for *Reading and Writing Units of Study* with Rachel Dahl and 1 full day of training for math enrichment with Lisa Westman.

Summer Coaching Support/Summer Learning Lab

Rachel Dahl provided support to teachers and the coordinator during the Summer Launch program onsite throughout the four weeks. During her visits, Ms. Dahl visited classrooms to model instruction, coach and give feedback to teachers, and to provide leadership support to the Summer Launch Coordinator.

Lisa Westman provided support to teachers and the coordinator during the Summer Launch program on site throughout the four weeks. During her visits, Ms. Westman visited classrooms to model instruction, coach and give feedback to teachers, and to provide leadership support to the Summer Launch Coordinator.

During the K-4 Summer Launch program, teachers welcomed their colleagues into their summer classrooms for professional learning and peer observation. The session was designed to facilitate reflection and conversation between teachers participating in the learning, and to build knowledge and capacity to support teaching practices. These learning lab sessions were facilitated by Clare Donovan-Scane and Lisa Westman, external coaches for *Reading and Writing Units of Study* and math enrichment. We ran 4 sessions during the program, with a total of 18 teachers participating.

Community Partnerships

During the K-4 Summer Launch program, we partnered with the Park District of Oak Park (PDOP) to offer the opportunity for full-day programming to families. A total of 26 elementary students and 6 middle school students participated in the extended hour program.

End-of-Program Reports for Families

At the conclusion of the program, an End-of Program Student Report was sent home with students which provided families with information on:

- Student instructional reading level (beginning and end of program)
- Phonics
- High Frequency Word (sight words)
- On-demand Writing with rubric scores (beginning and end of program)
- Reading and writing behaviors (e.g. engagement, reading stamina, and writing stamina)
- Behaviors that Support Learning

K-4 Summer Launch Program Evaluation:

Over the course of the summer, we collected student data to provide us with information on student growth for home schools, as well as to evaluate the effectiveness of our programs. Below were the following student data collected for the K-4 Summer Launch program.

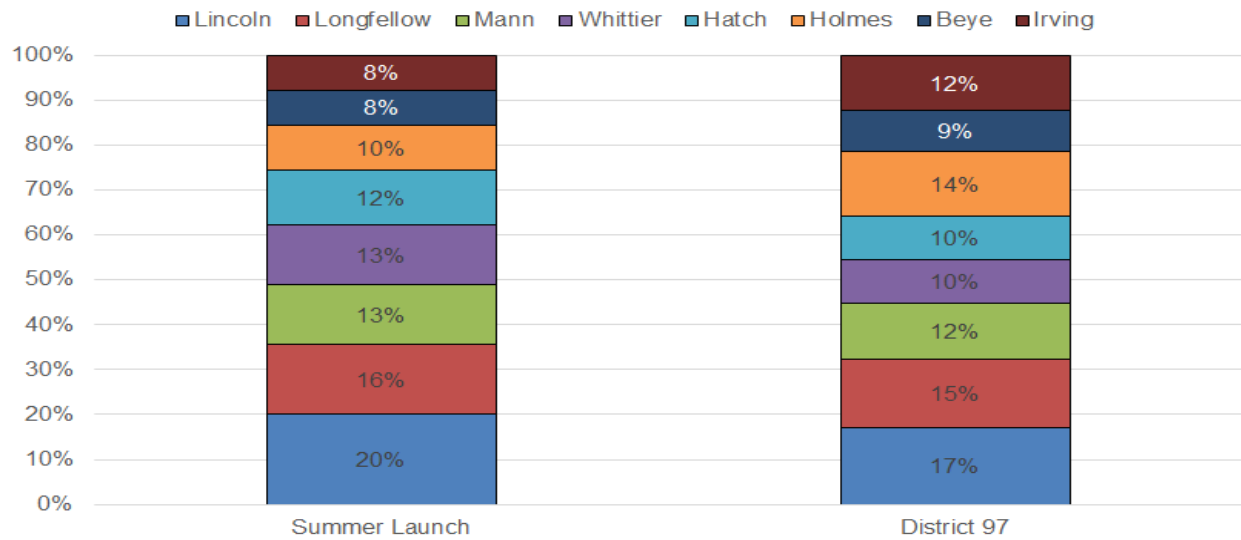
- Early Literacy Behaviors
- Student enrollment and attendance
- Letter and Letter-Sound Identification
- High-frequency Word Assessment
- Guided Reading Levels (Running Records Assessment)
- On-Demand Narrative Writing Assessment Scores (writing rubrics)
- Math Skill Growth
- Student survey

K-4 Student Enrollment and Attendance

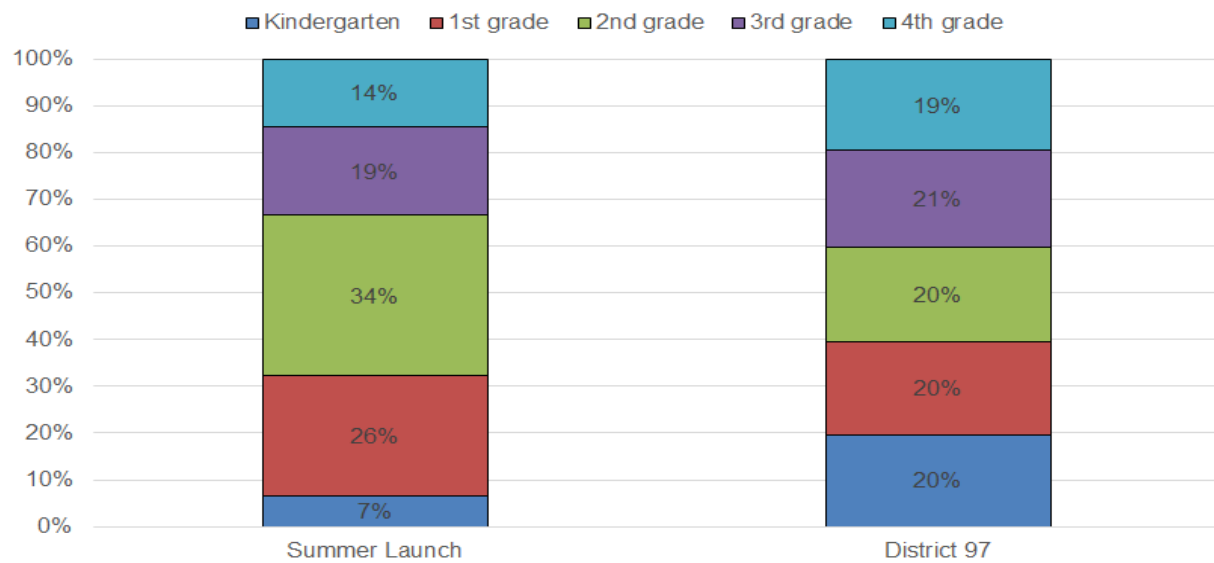
According to our student demographic data for the K-4 Summer Launch program, 104 students began the program, with 90 students completing the program (with a 75% attendance rate, 3 out of the 4 weeks). Fourteen students dropped the program and we saw a completion rate of 87%.

The largest percentage of students who participated in the program came from Lincoln, followed by Longfellow. The K-4 Summer Launch program also had a larger proportion of 2nd grade students participate, in comparison to district enrollment. In addition, a small proportion of kindergarten students participated.

K-4 Enrollment, by School

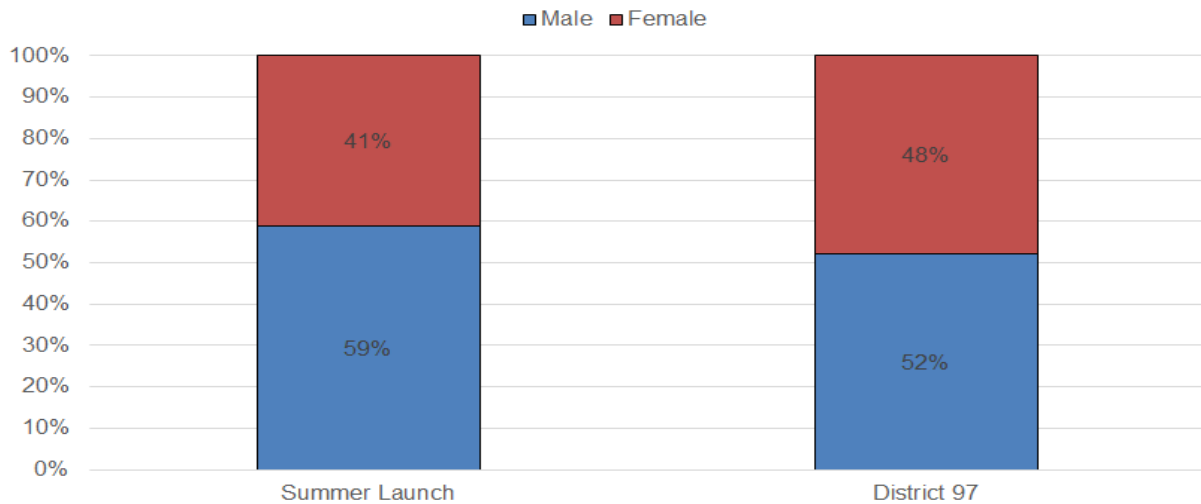


K-4 Enrollment, by Grade Level



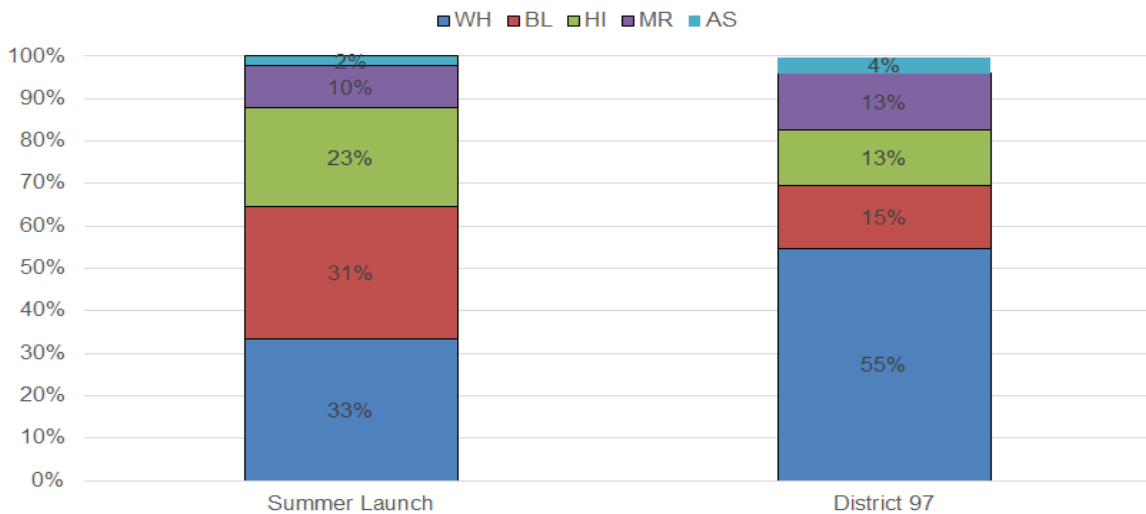
There were more male than female students in the K-4 Summer Launch program, 59% to 41%, while the district overall is closer to a 50/50 split.

Kindergarten-4th Grade Enrollment, by Gender



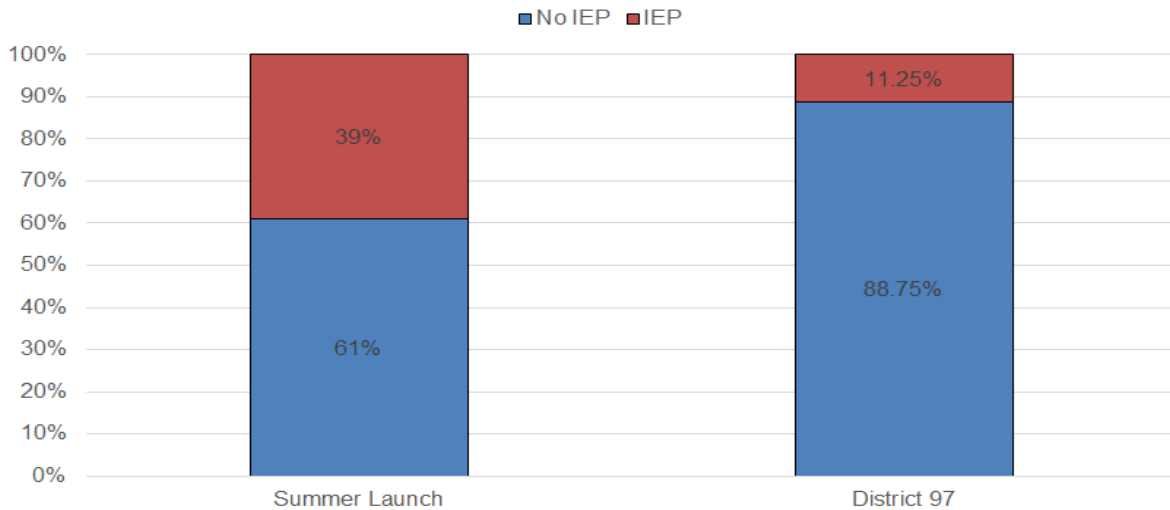
In terms of race/ethnicity, the most noticeable difference was that the percentage of black and hispanic students participating in the K-4 Summer Launch program was higher than the district-wide percentage by 16 percentage points and 10 percentage points, respectively. The percentage of white students in Summer Launch was 22 percentage points lower than the district percentage.

Kindergarten-4th Grade Enrollment, by Ethnicity



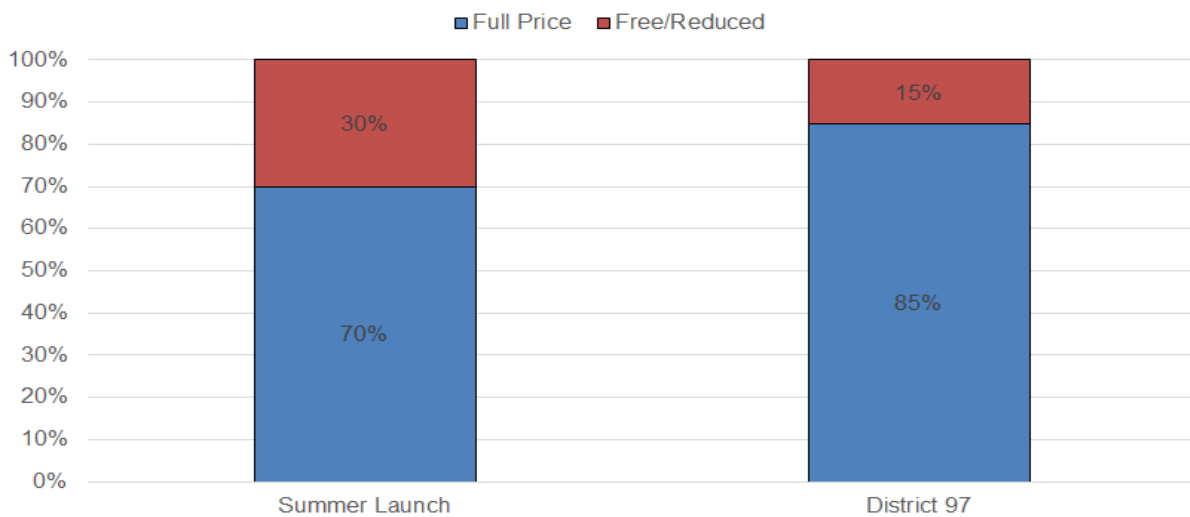
The proportion of students with Individualized Education Plans (IEPs) in the K-4 Summer Launch program was significantly higher, when compared to our district's student enrollment, with 39% of our Summer Launch students having IEPs compared with 11% of our district-wide student population.

Kindergarten-4th Grade Enrollment, by IEP



Lastly, 30% of students participating in Summer Launch received free or reduced-price lunch, which is double our percentage district-wide.

Kindergarten-4th Grade Enrollment, by Lunch Status

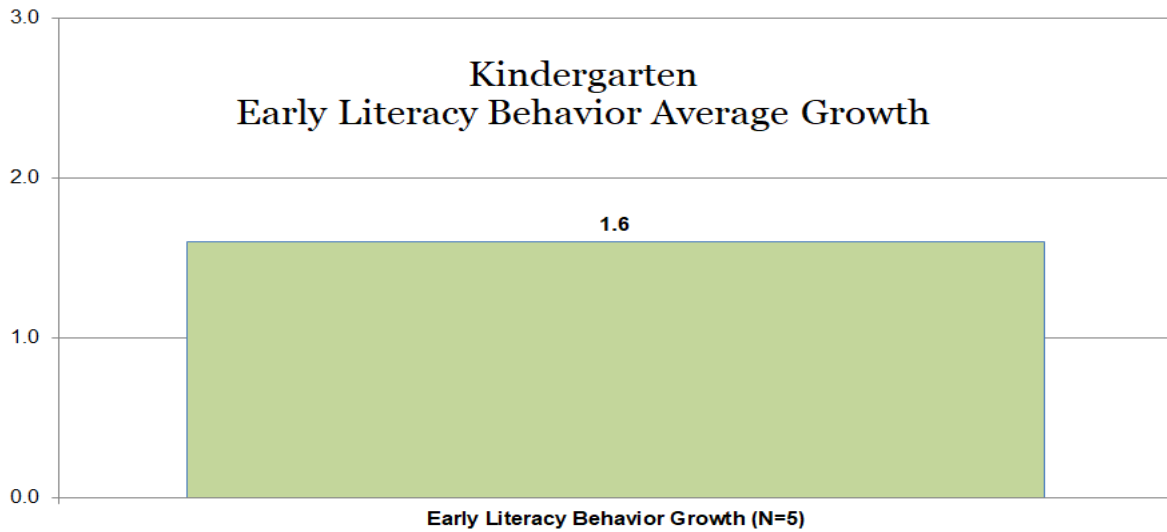


Student Assessment Data Analysis

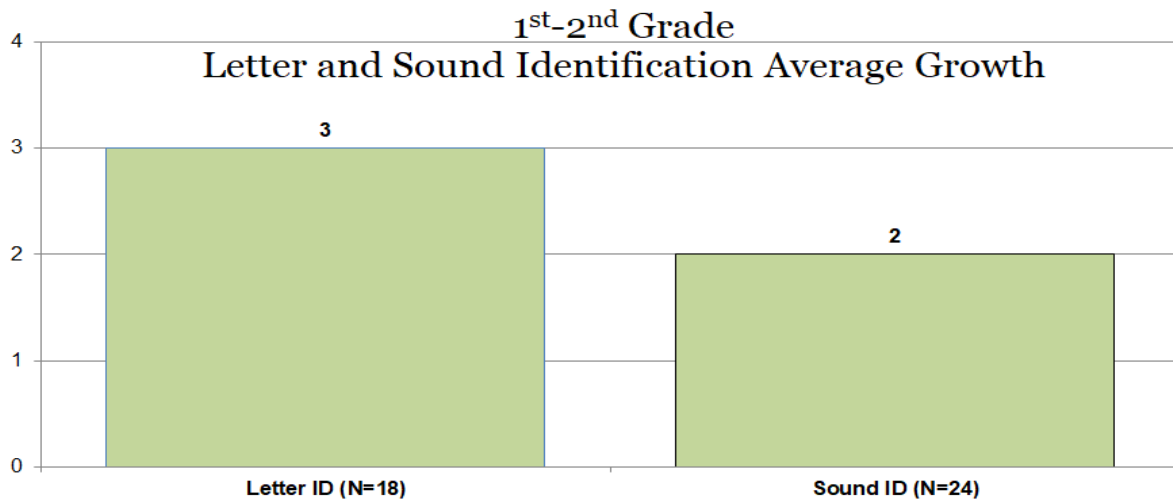
As mentioned above, the student assessment data we collected for instructional purposes are also useful in determining the effectiveness of the program. Summer Launch teachers assessed students on the following:

- Early Literacy Behaviors
- Letter and Letter-Sound Identification
- High-frequency Word Assessment
- Guided Reading Levels (Running Records Assessment)
- On-Demand Narrative Writing Assessment Scores (writing rubrics)
- Math Skill Growth
- Student survey

For kindergarten students, kindergarten students grew 1.6 points in the Early Literacy Behavior assessment.



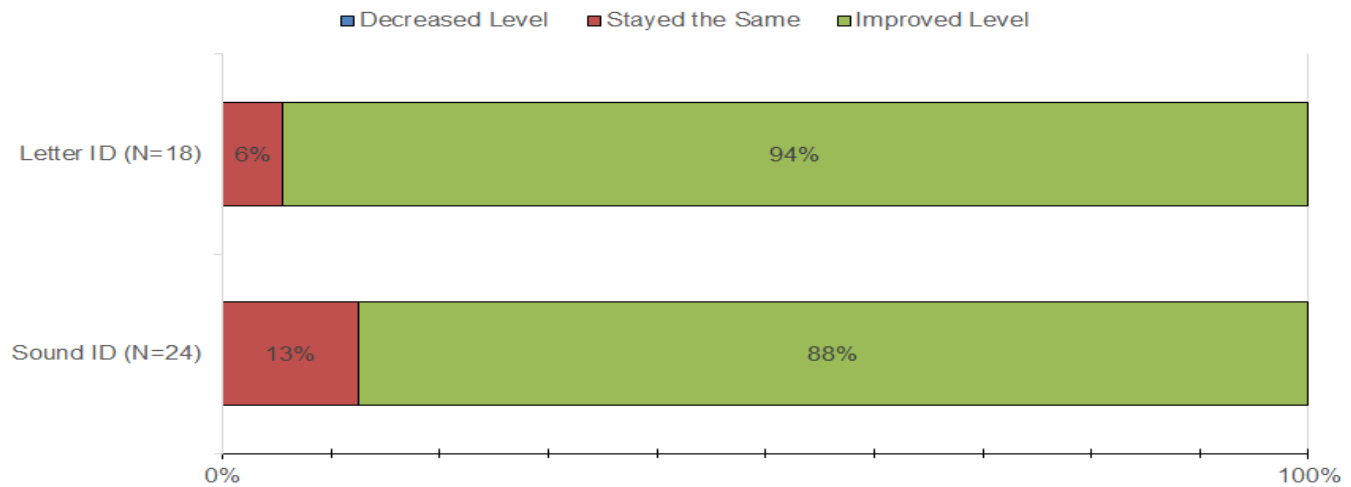
In terms of letter identification, the average growth was 3 letters in the four weeks. The average growth in letter-sound identification was 2.



In terms of improving performance levels in letter identification (Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Yet Meet Expectations), 94% of our Summer Launch students improved their level of performance in the four weeks, while 6% stayed at the same level.

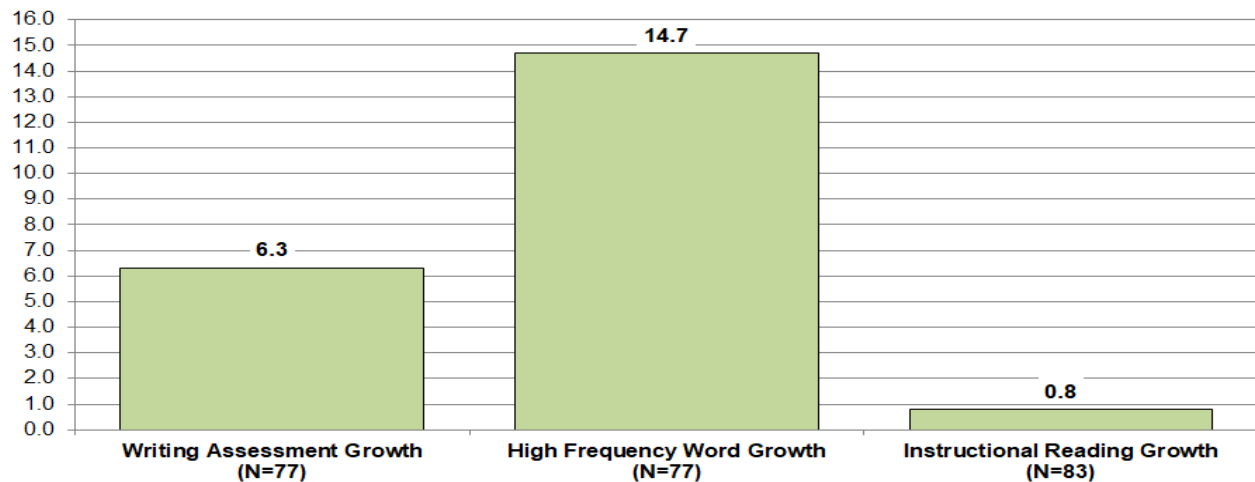
In letter-sound identification, 88% of our Summer Launch students improved their level of performance in the four weeks, while 13% stayed at the same level.

1ST-2ND Grade Letter and Sound Identification Change



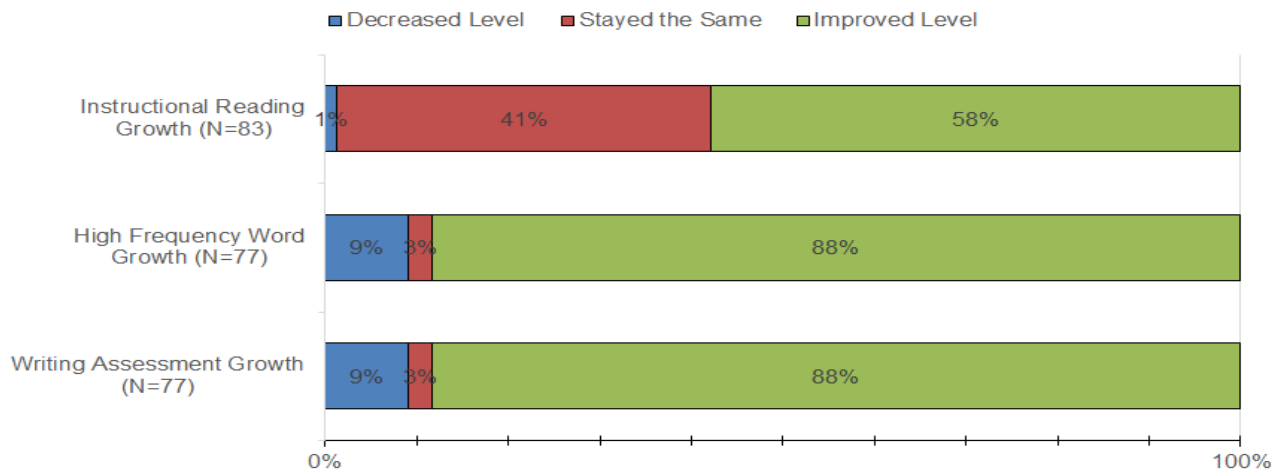
In the other literacy assessments, including the On-Demand Narrative Writing Assessment, High-frequency Words, and Running Records Assessment (to determine Instructional Reading Levels), we saw an average growth of 6.3 points on the writing assessment, an average growth of 14.7 words in high frequency words, and an average growth of 0.8 in reading levels.

1ST-4TH Grade Average Literacy Growth Measures



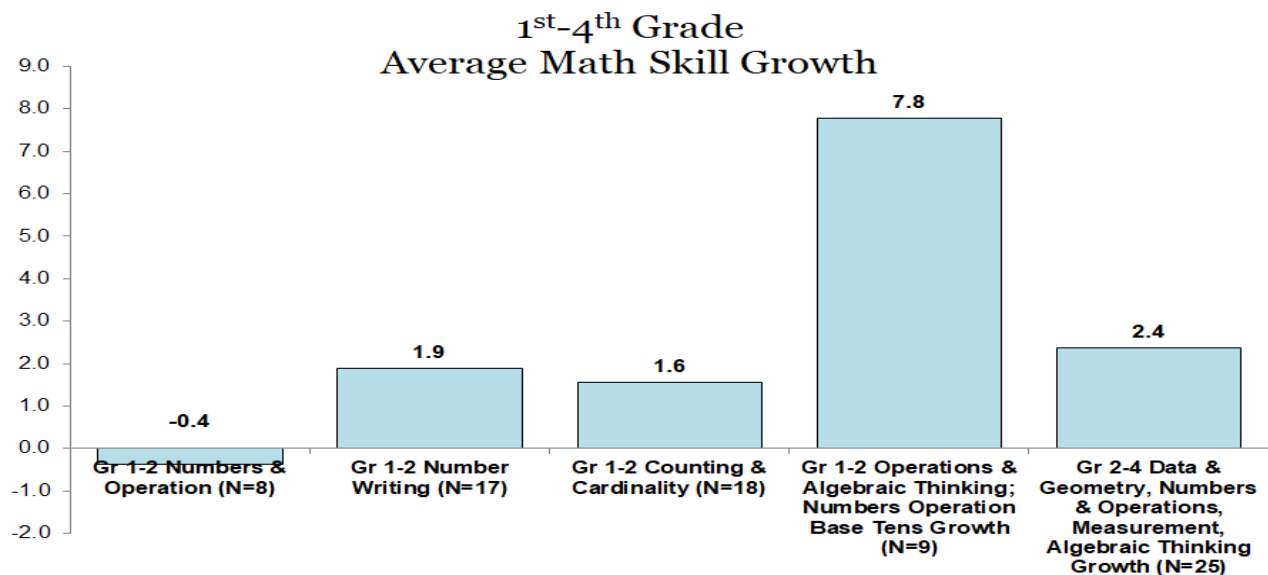
In terms of instructional reading, 58% of students improved at least one level, while 41% stayed the same, and 1% decreased one or more levels. In high frequency words, 88% improved at least one level, 3% stayed the same, and 9% decreased. For writing, 88% improved at least one level, 3% stayed the same, and 9% decreased.

1st-4th Grade Literacy Growth Measures Level Change



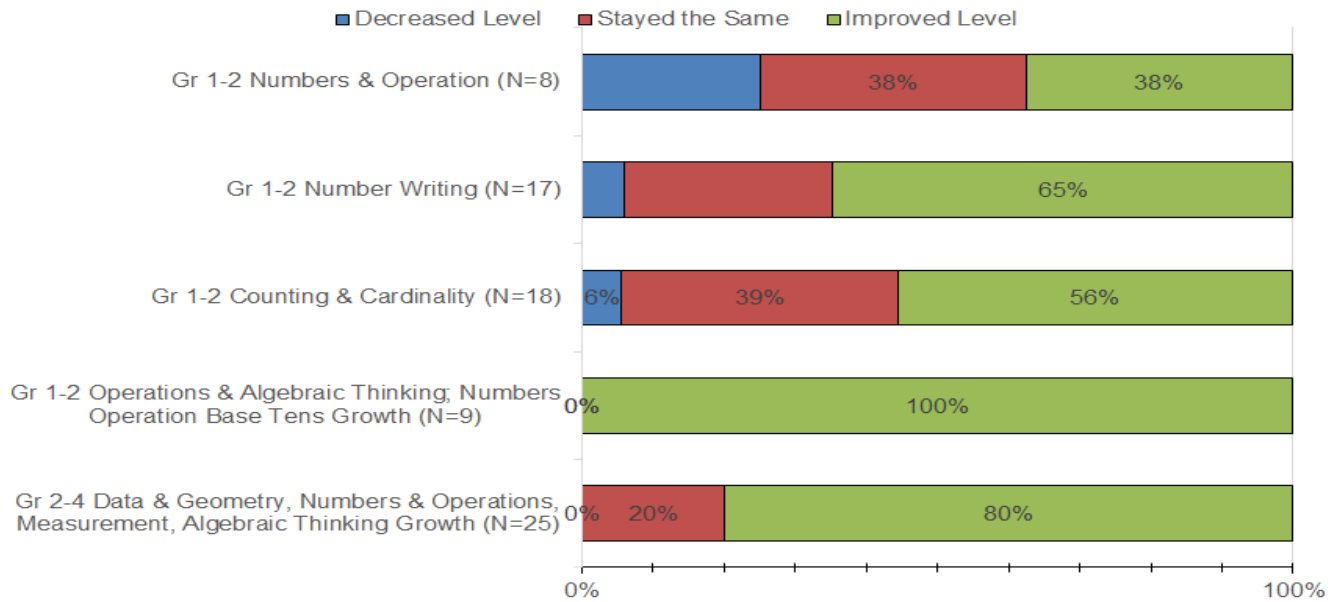
Math assessments in the Summer Launch program were tailored to student needs, based on incoming data. The assessments targeted numbers and operations, number writing, counting and cardinality, operations and algebraic thinking, numbers operation base ten, data and geometry, and measurement.

Student performance decreased, on average, in grades 1-2 numbers and operations by 0.4 points. However, students in grades 1-2 increased 1.9 points in number writing, and 1.6 points in counting and cardinality. Students in grades 1-2 increased 7.8 points in assessments for operations and algebraic thinking and numbers operation base ten. Lastly, students in grades 2-4 increased 2.4 points in assessments for data and geometry, numbers and operations, measurement, and algebraic thinking.



When considering math skill growth change, we would like to highlight that all students who were assessed on operations and algebraic thinking, numbers operation base ten in grades 1-2 improved at least one level. However, in grades 1-2, numbers and operation assessment, 24% of students decreased at least one level.






1st-4th Grade Math Skill Growth Change



Student Survey Results

At the end of the program we surveyed the first through fourth grade students and were able to collect results from 79 respondents, asking questions with an age-appropriate scale. Of the 79 students responding, 82% K-4 Summer Launch students felt like they belonged, 73% students had fun learning, 82% students worked hard, and 92% students believed their teacher treated them with respect. The students who were neutral or had negative responses were a small percentage of Summer Launch students.

Kindergarten-4th Grade Student Survey Results

					
I feel I belong.	67%	15%	12%	5%	1%
I have fun learning.	59%	14%	15%	5%	6%
I work hard.	60%	22%	13%	2%	2%
My teacher treats me with respect.	91%	1%	4%	3%	1%

K-4 Summer Launch Successes and Future Considerations

Strengths:

- Provided a social worker to assist with social and emotional support for students
- Recruited and hired highly skilled teachers
- Strengthened curriculum for kindergarten program
- Collected a variety of data throughout the program

Areas of Opportunity:

- Further develop mathematics units
- Continue to examine reading and writing curriculum to ensure it meets the needs of all students
- Communicate Summer Launch information with parents earlier in the year

5-8 Summer Launch:

5-8 Summer Launch Staffing

We hired one coordinator and four teachers for the 5-8 Summer Launch program. An open application was sent to all D97 teachers. We considered the following factors in our hiring process:

- application questions/responses
- grade currently teaching
- past experience with project-based learning
- principal recommendations and feedback

The following list of our selected staff for the K-4 program:

- **Coordinator:** Arnetta Thompson, Lincoln
- **Teachers:**
 - Natalie Bauman, Beye
 - Ryan Gates, Julian
 - Mark Hausfeld, Brooks
 - Alicia Jenkins, Hatch
- **Social Worker:**
 - Donna Glover, Whittier

5-8 Summer Launch Curriculum and Training

The Summer Launch program serves students who are receiving Tier 3 intervention support in their schools during the school year. The Summer Launch Curriculum for grades 5-8 engaged students in project-based learning (PBL) that incorporated English language arts and mathematics activities. Students received personalized feedback from teachers and peers and engaged in rich mathematical thinking and learning. Fifth and sixth grade students were engaged in a PBL project that required them to design a Welcome Night for incoming sixth grade students. The seventh and eighth grade students had the task of redesigning the Julian media center using Minecraft as a learning tool. The PBL projects required students to collaborate and work together. At the conclusion of the program, students presented their completed projects.

Prior to the Summer Launch program, the 5-8 coordinator and teachers participated in one full day of professional learning conducted by John Bower, external consultant that consisted of deepening their knowledge of project based learning and developing Summer Launch PBL units with the support of Megan Stewart.

End-of-Program Reports for Families

An End-of Program Student Report was sent home with students which provided families with information on:

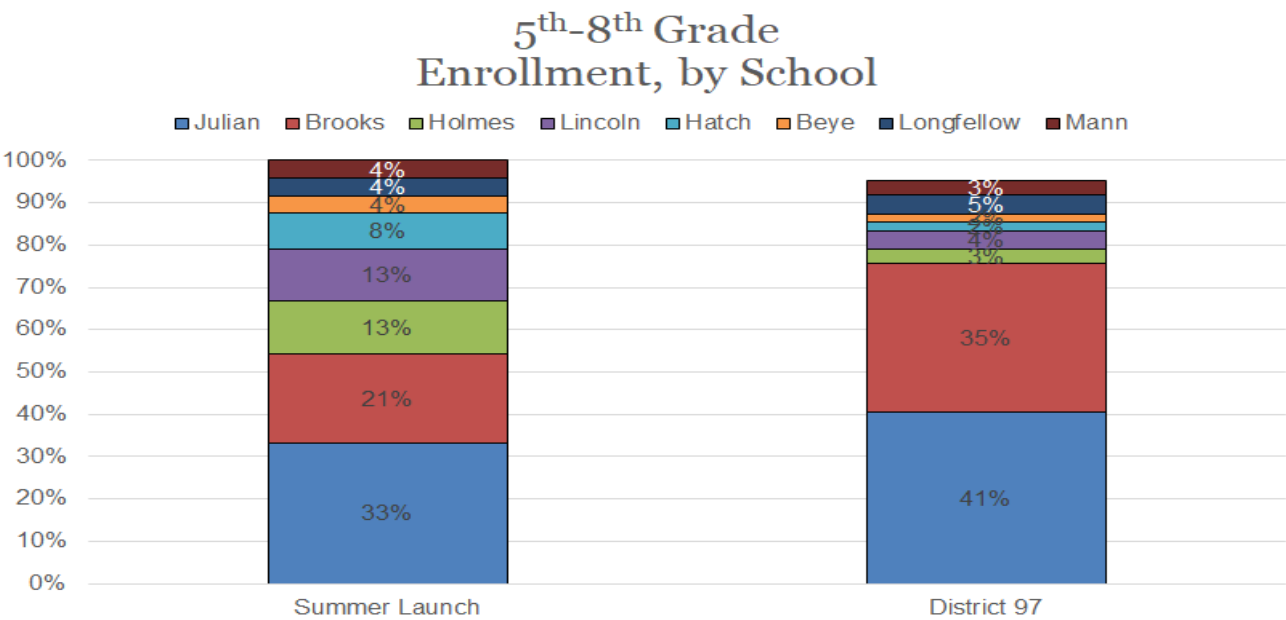
- Targeted skills for student learning in reading and mathematics
- Behaviors that support student learning

5-8 Summer Launch Program Evaluation:

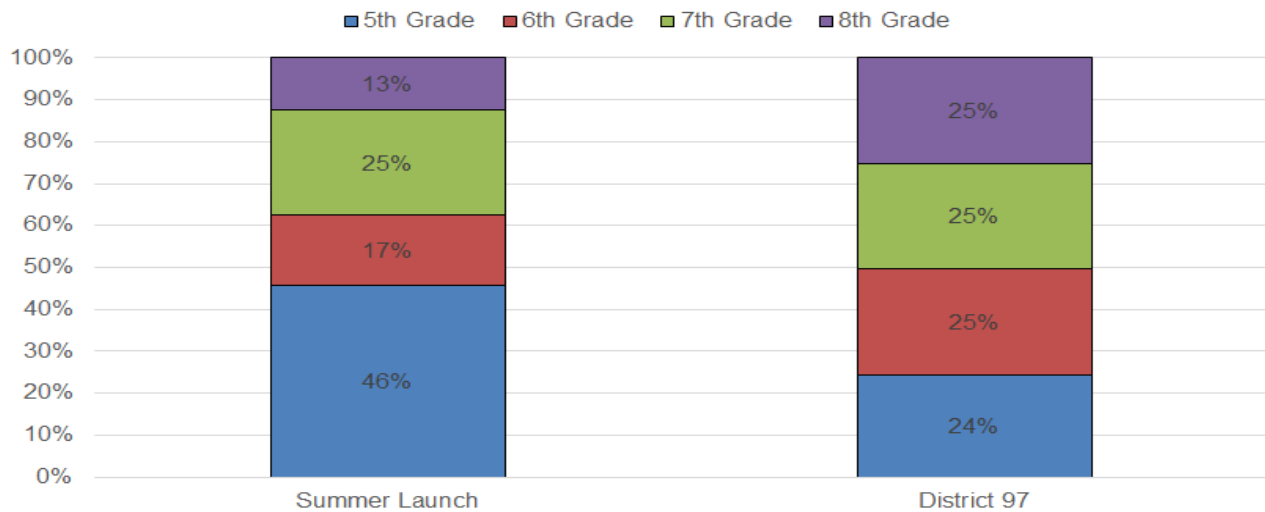
5-8 Student Enrollment and Attendance

According to our student demographic data for the 5-8 Summer Launch program, 32 students began the program, with 24 students completing the program (with a 75% attendance rate, 3 out of the 4 weeks). Eight students either dropped or withdrew from the program, and we saw a 75% completion rate.

The largest percentage of students who participated in the program came from Julian followed by Brooks. The 5-8 Summer Launch program also had a larger proportion of 5th grade students participate, in comparison to district enrollment. In addition, a small proportion of 8th grade students participated.

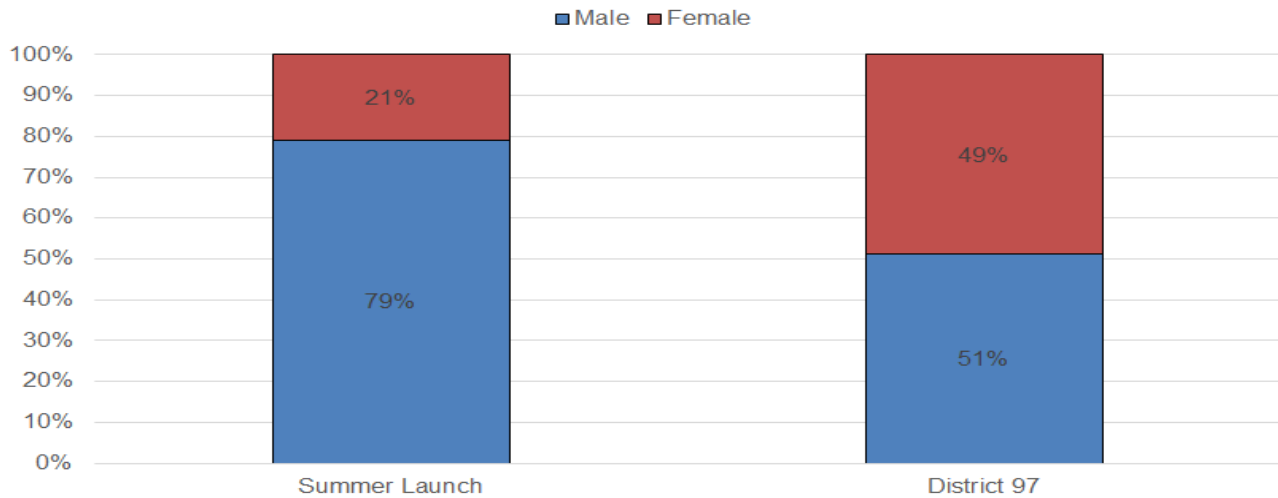


5th-8th Grade Enrollment, by Grade Level



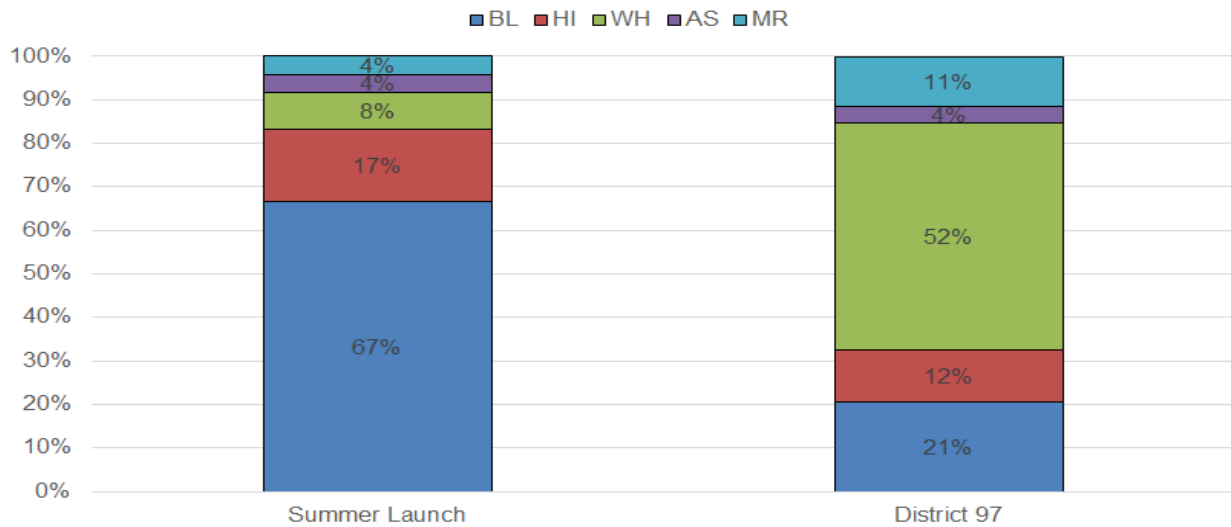
The proportion of male and female students in the 5-8 Summer Launch program was significantly different than the district-wide proportion, with 79% of Summer Launch students identified as male.

5th-8th Grade Enrollment, by Gender



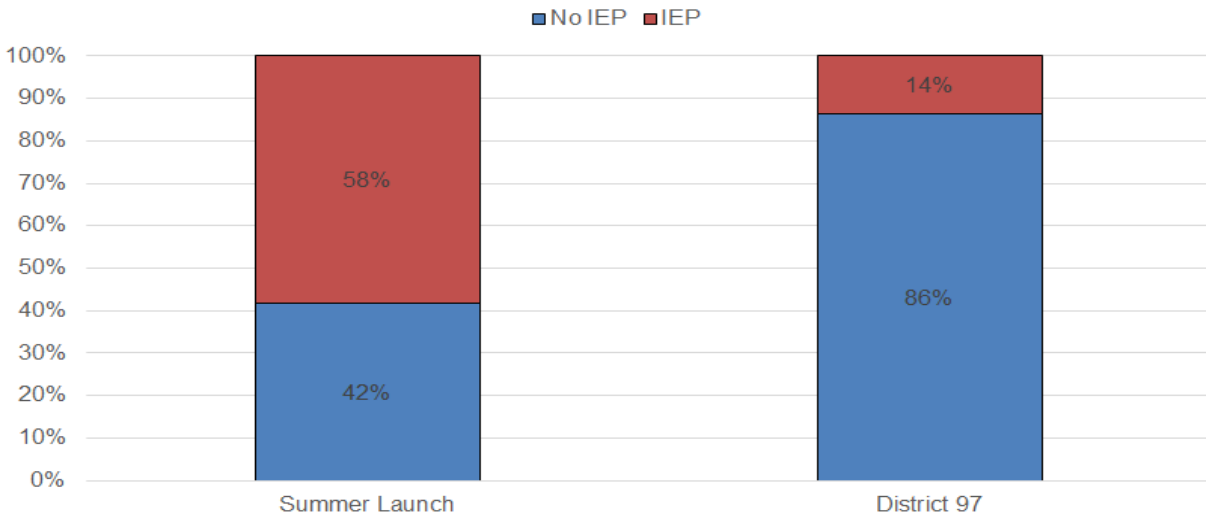
In terms of race/ethnicity, the most noticeable difference was that the percentage of black students participating in the 5-8 Summer Launch program was significantly higher than the district-wide percentage by 46 percentage points, and the percentage of white students in Summer Launch was significantly lower by 44 percentage points.

5th-8th Grade Enrollment, by Ethnicity



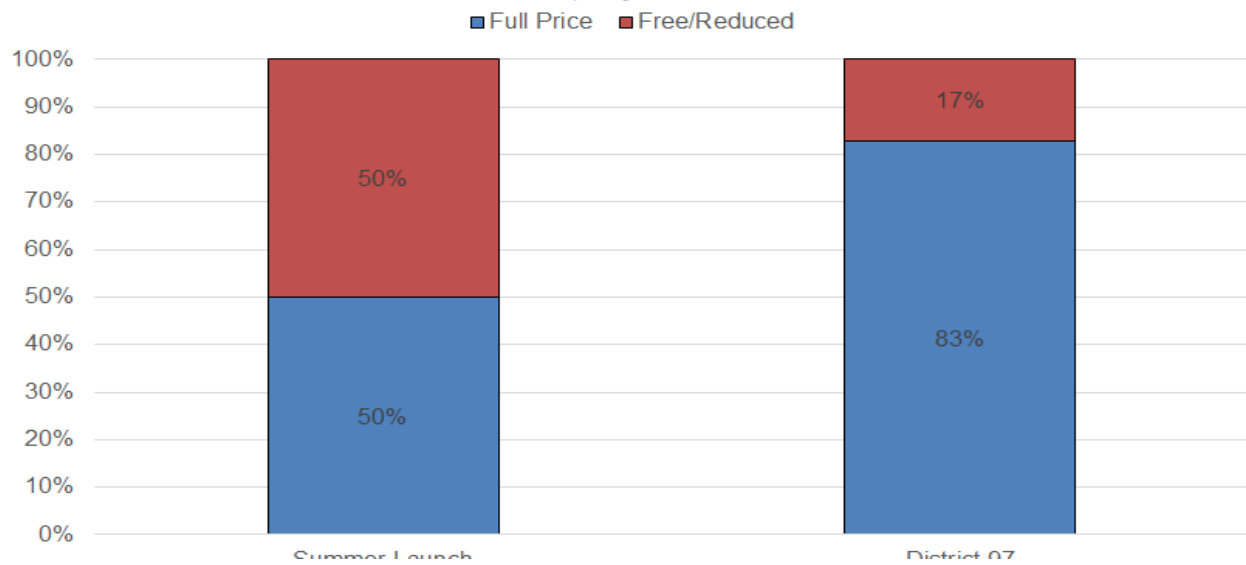
The proportion of students with Individualized Education Plans (IEPs) in the 5-8 Summer Launch program was significantly higher, when compared with our district's student enrollment, with 58% of our Summer Launch students having IEPs compared with 14% of our district-wide student population.

5th-8th Grade Enrollment, by IEP



Lastly, 50% of students participating in Summer Launch receives free or reduced-price lunch, which is significantly higher than our percentage district-wide.

5th-8th Grade Enrollment, by Lunch Status

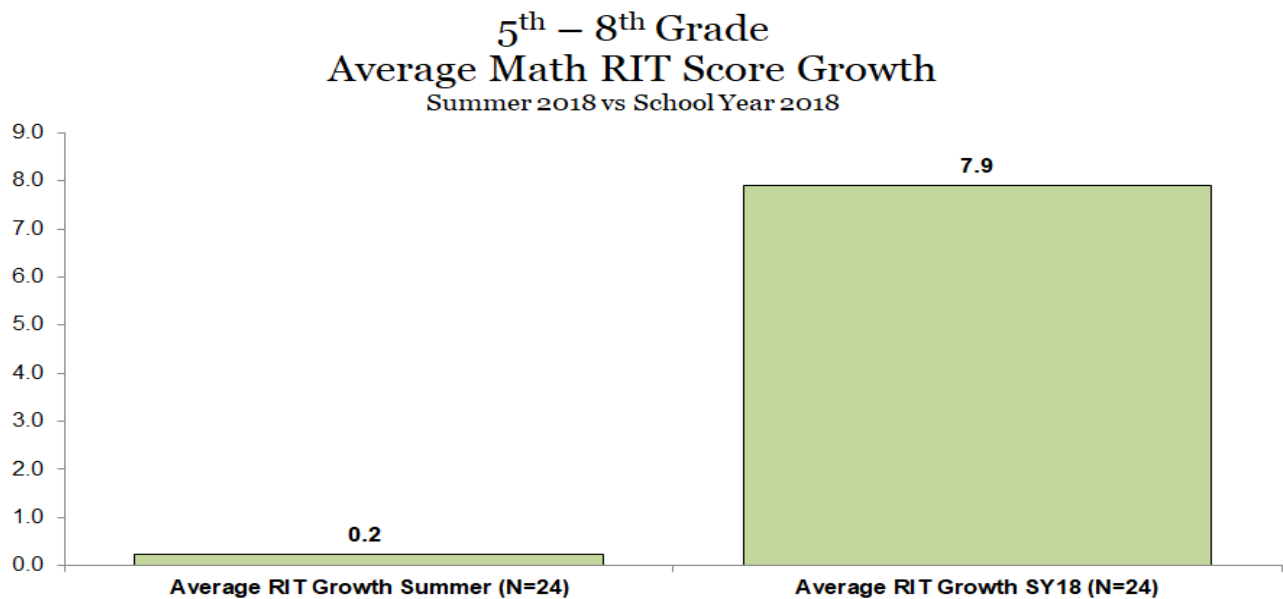
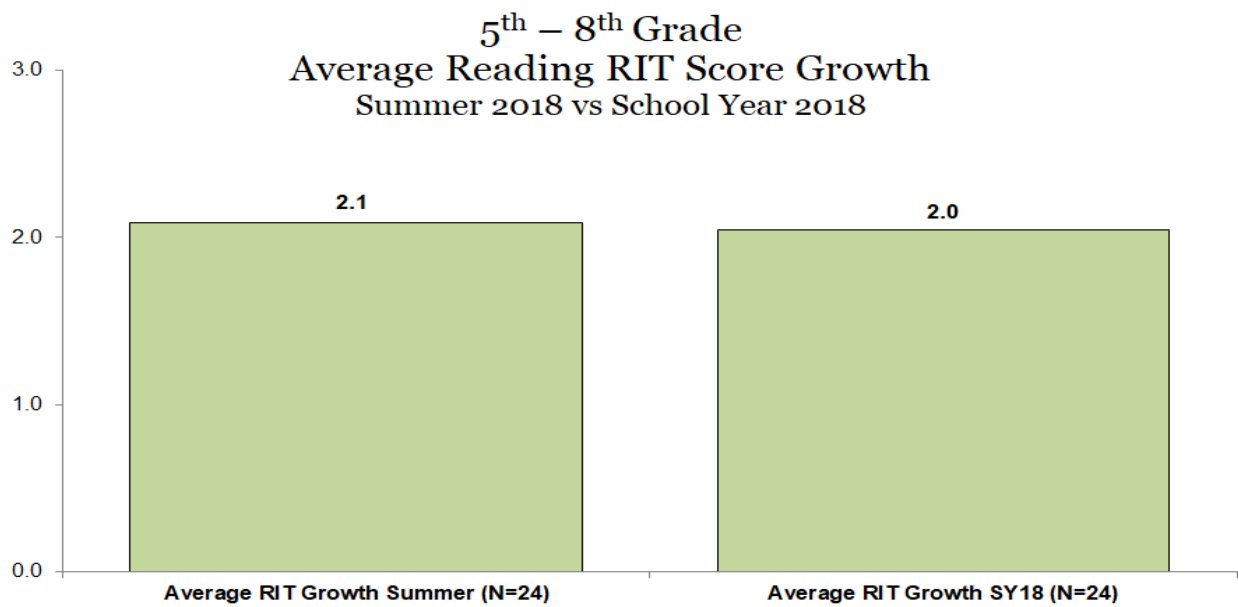


Student Assessment Data Analysis

To evaluate the success of the 5th-8th grade component of Summer Launch, we are using NWEA MAP scores. We compare spring 2018 scores to fall 2018 scores, and consider the amount of RIT point growth. Additionally, we pulled MAP data for this same group of students over the course of the 2017-2018 school year to provide context for the amount of RIT growth.

In reading, for these 24 students, they grew an average of 2.0 points from fall 2017 to spring 2018. They then grew an additional 2.1 points, on average, from the spring of 2018 to the fall of 2018. This more than doubles their RIT growth from the school year.

In math, for these 24 students, they grew an average of 7.9 points from fall 2017 to spring 2018. They then grew an additional 0.2 points, on average, from the spring of 2018 to the fall of 2018. These results are not as strong as reading, and will need to be considered in the design of programming for summer 2019.



Student Survey Results

At the end of the program we surveyed the fifth through eighth grade students and were able to collect results from 25 respondents, asking questions with an age-appropriate scale. Of the 25 students responding, 80% 5-8 Summer Launch students felt like they belonged, 80% students had fun learning, 81% students worked hard, and 96% students believed their teacher treated them with respect. The students who were neutral or had negative responses were a small percentage of Summer Launch students.

5th-8th grade Student Survey

Survey Questions	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
I feel I belong	42%	38%	19%	0%	0%
I have fun learning	60%	20%	20%	0%	0%
I work hard	50%	31%	19%	0%	0%
My teacher treats me with respect	75%	21%	4%	0%	0%

5-8 Summer Launch Successes and Future Considerations

Strengths:

- Created smaller class sizes that allowed teachers to build relationships and focus on the needs and skills of individual students
- Provided professional learning during the school year to prepare teachers for the program
- Ensured the necessary materials were provided and technology was readily available
- Revamped curriculum from the previous school year provided more hands-on learning opportunities for students
- The Minecraft program was well designed, engaging for students, and great way to incorporate technology

Areas of Opportunity:

- Continue to develop the curriculum to include projects that are relatable to students
- Strengthen the mathematics component of the program to meet the needs of all students
- Allow more time for scheduled breaks to accommodate students social and emotional needs

Middle School Summer Math Enrichment:

The Middle School Summer Math Enrichment program offers an opportunity for sixth through eighth grade students wishing to review math content or who are entering grades 7 or 8 and seek to advance a math level. The focus of this math enrichment program is to provide a structure that will allow students to deepen their understanding of algebra skills and previously learned concepts, as well as giving students a preview of content for the upcoming school year.

Recruitment for the Middle School Summer Math Enrichment program began in early March with communication being sent to families of 5th, 6th, and 7th graders via the Digital Backpack. Flyers were also shared with families during parent-teacher conferences in February. The course fee was \$180 and scholarships were provided for students receiving free or reduced-price lunch.

Coordinator and teacher recruitment began in early March with an application sent to all D97 teachers. Per the District 97 OPTA/Board of Education contract, the program was allowed five instructors. The instructors for the 2018 Summer Math Enrichment program were District 97 staff.

The Summer Math Enrichment program was located at Julian Middle School this summer, June 11 through June 29, 2018. Students attended class Monday - Friday for three weeks and were able to choose from sessions that met from 8:00 am - 10:00 am or 10:00 am - 12:00 pm at Julian Middle School.

Summer Math Enrichment Enrollment

Course Title	Enrollment 2018	Enrollment 2017	Enrollment 2016	Enrollment 2015	Enrollment 2014
Introduction to Middle School Math	54	57	69	59	63
Math 6 Review	10	10	20	13	16
Pre-Algebra 6/Pre-Algebra Review	32	23	61	65	37
Advanced Algebra 6/Algebra 7	45	49	51	39	33
Math 7 Review	8	11	15	14	15
Advanced Algebra 7/Algebra 7 review	14	10	13	17	17
total	163	160	229	207	181

Introduction to Middle School Math continued to be a popular program for those families who wanted to provide their child with an opportunity to review key fifth grade math concepts that are critical for middle school math success. Students NWEA/MAP scores were used as a guide to group students into classes.

The majority of students enrolled in Middle School Summer Math Enrichment were seeking to advance math levels and the remaining students are enrolled as a review opportunity. In order to advance to the next math level, students are required to score an 80% or better on the end of course exam. Given the course length, this is a very accelerated program that requires a strong commitment from students and families.

End of Course Exam Pass Rate								
Course Title	Jump Up Enrollment 2018	End of Course Exam 2018 Pass Rate	Jump Up Enrollment 2017	End of Course Exam 2017 Pass Rate	Jump Up Enrollment 2016	End of Course Exam 2016 Pass Rate	Jump Up Enrollment 2015	End of Course Exam 2015 Pass Rate
Pre-Algebra	27	15%	28	46%	61	20%	65	23%
Advanced Algebra 6/Algebra 7	41	68%	50	44%	51	14%	39	30%
Advanced Algebra 7	12	42%	8	13%	13	8%	17	29%

For both Advanced Algebra courses, the end of course exam pass rates were much higher than in previous years. However, the Pre-Algebra end of course exam pass rate was significantly lower than last summer.

Given students' busy summer schedules, District 97 offered an Independent Study option for those students who cannot attend Summer Math Enrichment. Students are provided with the course objectives and access to online materials. Out of 31 students who enrolled in Independent Study, 19 students attended an exam session. Of these 19 students, 4 students passed the end-of-course exam. Nineteen students did not attend an exam session at all.

Summer Music Camp Program:

District 97's Summer Music Camp provides students in grades 4-8 with additional music experience that compliments what they are learning in our general music and instrumental music programs. The program was held at Julian Middle School from July 30 through August 3. Students attended the program one week from 8:00 am to 3:00 pm. Classes were one hour and forty minutes and students had the option of participating in one, two, or three classes. Student fees were \$75 for one session, \$150 for two sessions, or \$225 for three sessions. Scholarships were available for District 97 students who receive free or reduced lunch.

Class	Summer 2018 Enrollment	Summer 2017 Enrollment	Summer 2016 Enrollment	Summer 2015 Enrollment	Summer 2014 Enrollment
Band I	34	16	40	40	27
Band II	33	21	15	16	18
Orchestra I	25	22	17	18	14
Orchestra II	10	9	6	8	5
Jazz Band I		20	16	23	9
Jazz Band II		21	17	8	11
Orff Ensemble I	18	11	11	16	8
Orff Ensemble II			33	22	14
Chorus			36	36	21
Choir 1	18	6			
Choir 2		4			
Steel Pan (Session 1)	20	14			
Steel Pan (Session 3)		16			
Band Chamber	37	24			
Jazz Improvisation		19			
String Chamber Class	15	16			
Ukulele 1	12	11			
Ukulele 2	14				

Conclusion:

The data, strengths, and areas of opportunity described in this board report will serve as the basis for the program recommendations for summer 2019. The board will receive a presentation in December 2018 with the recommended program design for summer 2019.