

Executive Summary

Prepared for Board of Trustees Meeting

August 26, 2014

Denton ISD 2014 Summer School Programs

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 2014 Denton ISD Summer School Program, including Bilingual/ESL and Secondary.

Additionally, the report shares information regarding 2014 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 math as outlined in 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.

Middle School & High School ESL

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- 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 TAKS/STAAR
- to provide opportunities to take courses for advanced credit in speech, government, economics, and health plus access to a number of courses through TX VSN (on-line courses)
- to provide an opportunity for students to retake Algebra I at each home high school campus
- to provide curriculum to target specific skill deficiencies and to accelerate the acquisition of those skills

Special Education

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
- provision of related services as appropriate
- documentation of student performance in Extended School Year

Operational Impact:

Elementary

Students attended a half day program for 8 instructional days and three testing days during the month of June. The funding for this program held at Robert E. Lee Elementary 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. The Bilingual/ESL Summer School was held at Borman Elementary.

Secondary ESL

The middle and high school ESL summer program were held at Strickland and Denton HS. The funding was provided through the Title III grant

Secondary

The funding for the general high school summer program held at Fred Moore High School came from the tuition generated from student registration

Special Education

A collaborative effort in staffing and facilities were used to provide services for qualifying students. Federal funds were used to pay salaries for ESY employees including two coordinators (2), thirteen teachers (13), one speech teacher (1), one music therapist (1), one nurse (1), nineteen (19) paraprofessionals, eight (8) facilitators, and one (1) substitute. Special Education summer ESY programs operated within the projected 2013-2014 budget; see **Table 1**. Session I provided services for 49 students (17 secondary and 32 elementary). ESY funding, along with other summer services, is projected in advance through the annual budget process. Lee Elementary served as the elementary location and Denton High served as the secondary location. Services were offered Monday-Thursday beginning Tuesday, June 10 through Thursday, June 26, 2014 between the hours of 8:00 am to 11:00 am at Lee Elementary and 8:30-11:30 at Denton High School. Students received services such as instruction, music, physical education, art, speech, student health services, and transportation. Students from Texas Woman's University worked with some elementary and secondary students to provide adapted physical education opportunities for the students. A second session of ESY was provided to students at Lee Elementary July 21-July 31st between the hours of 8:30-11:30. The second session included twenty students (20), two coordinators (2), one LSSP (1) one speech therapist (1), one nurse (1), four teachers (4), five paraprofessionals (5), five facilitators (5), and two substitutes (2). Services included instruction, LSSP services, speech and transportation.

Table 1

ESY 2013-14	Projections	Actual Expenditures
Materials	\$1,000	\$891

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ESY Payroll	\$42,000	\$41,961
ESY II payroll	\$12,000	\$11,964
Benefits Contribution-10%	\$5,400	\$5,392
Total	\$60,400	\$60,208

Results:

Elementary

A total of 122 fifth grade students attended for accelerated Reading instruction and 126 attended for accelerated Mathematics instruction for a total of 8 half days prior to the third administration of the STAAR test. The table below shows the results for the students who had been unsuccessful in their two previous attempts to meet the passing standard:

	Number Retested	Number Satisfactory	Percent Satisfactory
Reading	126	45	36%
Math	125	32	26%

Elementary Bilingual/ESL

A total of 231 pre-kinder and kindergarten bilingual/ESL students received specialized instruction designed to prepare them to be successful in kindergarten and first grade.

Staffing and Student Data:

- 14 bilingual/ESL teachers taught the pre-kinder and kindergarten students
- 2 bilingual/ESL instructional support teachers
- 2 bilingual paraprofessionals
- 1 nurse
- 1 principal
- 116 pre-kinder bilingual/ESL students
- 115 kindergarten bilingual/ESL students

The pre-kinder and kindergarten summer school reading and math programs were selected based on their explicit design to build language, literacy and content through visually rich and

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motivating instructional material for children who are learning English. Students followed the Gomez & Gomez One-Way Dual Language Model which is currently being used in the district. Rebecca Lloyd served as the bilingual/ESL summer school principal. The bilingual instructional support teachers provided planning and instructional support to teachers through extended planning sessions held after school in May to familiarize teachers with the materials and several days each week during summer school. Summer school staff also received ½ day of professional development on how to use newly purchased instructional reading materials. The summer school campus held a Saturday parent meeting for students and parents to meet the teacher. In addition, parent involvement meetings were held to provide parents with best practices to help their children develop literacy skills. During the meeting, parents were able to review what had been learned and see their child’s work.

Additional Accomplishments:

- The bilingual/ESL elementary summer school program provided 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.
- Strong participation in three parent involvement activities.

High School ESL

- 1 building principal
- 8 high school content area teachers

2014 High School ESL Summer School Staffing		
<ul style="list-style-type: none"> • 1 building principal • 1 ESL High School Coordinator • 8 secondary content area teachers 		
Student Completion		
Number of Students Who Completed First Semester And Were Awarded ½ Credits	Number of Students Who Completed Second Semester And Were Awarded ½ Credits	Total Number of Students Who Completed and received ½ Credits for the 1 st and 2 nd Semesters
69	73	142

Middle School

All 8th graders (218) who failed the second administration of the STAAR test for reading and/or math were provided the opportunity to attend summer school this year. 209 eighth graders attended all or part of the 9 instructional days prior to the retest. Funding this year also allowed

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for all seventh graders who failed both math and reading STAAR to attend summer school, as well as all LEP 6th graders who failed both math and reading STAAR. 189 6th and 7th grade students were assigned to attend and receive accelerated instruction in math, science and reading. Thirty-seven 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 Instructional Technology Teacher, one Curriculum Specialist (IST) and one nurse. Sixteen summer interns doing their practicum work in reading with Dr. Judith Gasser at Texas Woman's University also provided reading support and assistance to our students.

- 407 students were assigned to attend summer school. We had 19 no shows, with 388 students attending for at least one day. Each 7th and 8th grade student had three classes. Each 6th grade student had four classes.
- Attendance is typically not an issue – if they show up at first – most like it and come back.
- 8th Math and Reading STAAR data:

	3 rd Admin Math	Cumulative Math	3 rd Admin Reading	Cumulative Reading
All Students	43%	94%	30%	94%
African Am	45%	91%	35%	92%
Hispanic	42%	92%	24%	89%
White	47%	97%	38%	98%
Ec Dis	42%	90%	28%	90%
SpEd	26%	72%	24%	74%
ESL/LEP	41%	85%	24%	76%

- Most of the 6th and 7th grade students in summer school (greater than 90%) showed significant improvement in math, science, and 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.
- 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.

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- 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. Locating a grant for breakfast would be a goal for future summers.

The overall successes and gains are attributed to the implementation of a comprehensive reading and math and science curriculum and the grouping of all students by targeted TEKS and STAAR 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 Instructional Support Teacher along with the Curriculum Coordinators enriched the instructional support for the teachers with weekly planning sessions as well as monitoring of the full implementation of the curriculum. The ITS provided strong instructional technology integration in the classroom and the rotating of students into the computer labs for computer based activities and curriculum delivery.

The continued and increasing success of the middle school summer school program is due largely to the strong leadership and commitment of Kathleen Carmona, summer school principal. She continues to recruit and hire highly effective teachers, set high expectations and standards for success, and supports each and every student who attends.

High School

General High School Program:

Summer School was held at Fred Moore High School from June 10-July 2, 2014. Beth Kelly was the principal. The summer school staff included 8 content teachers, 1 special education teacher, 1 counselor, along with 1 receptionist and 1 facilitator who assisted with the online learning platform, Odyssey Ware. Summer school hours were from 8 am-1 pm, with bus transportation provided from each “home” campus.

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

- 128-one course
- 76-two courses
- 20-three courses

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- 3-four courses

Of note is an increase in the number of students earning credit in more than one course. More than half of our students elected to remain in summer school after having earned a semester credit. It appears that the students and their parents, see real value in paying a set amount for summer school versus paying **per** course, as is the case with neighboring districts.

The students who failed to earn credit in at least one course chose not to comply with attendance requirements. Teachers and the principal made daily contact with students and parents regarding issues with attendance. 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.

We had 3 students who met graduation requirements. Of the students enrolled, 30 earned credit for advancement.

The following courses were offered in a blended model (direct instruction and online instruction):

- Algebra I
- Algebra II
- Geometry
- Math Models
- English III

The following courses were offered in an online model, allowing students to work from home, logging a minimum of 4 hours a day, Monday-Thursday to meet attendance requirements:

- Government
- Economics
- Professional Communication
- English IV

The following courses were offered in an online model, with students required to attend summer school daily:

- Chemistry
- Biology
- Physics

The following courses were offered in a strictly direct teach model:

- English I
- English II

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All courses were taught by Highly Qualified teachers, thus even with the use of the online instruction, students were able to have assistance and instruction from teachers qualified in each content area. In addition, students who receive special education services were provided support through the use of a certified special education teacher.

Overall impressions:

- Students were very receptive to blended and online models of instruction. Most cited the ability to work from home was very helpful and motivated them to work quickly and be dismissed from summer school.
- The City of Denton provided daily lunches and we believe it met a need for the majority of our students. We also believe it impacted student discipline in a positive way.
- The staff was very dedicated to the success of our students.
- Transportation being provided is a huge asset to the program.

Additional high school summer learning programs:

TAKS Acceleration:

- Attendance for TAKS Acceleration study sessions held on each campus:
DHS = 9 students (ELA=2, Math = 4, Science = 3, and Social Studies = 0)
GHS = 0
RHS = 3 students (Math = 1, Science = 2)
- Number of students taking July administration of TAKS exam:
DHS = ELA 4
Math 16
Science 8
Social Studies 1
GHS = ELA 0
Math 1
Science 0
Social Studies 0
RHS = Math 1
Science 2

Number of students who passed the 3rd administration of the TAKS exam in July:

DHS = ELA 1
Math 6
Science 4
Social Studies 1
GHS = ELA N/A

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Math 0
Science N/A
Social Studies N/A
RHS = Math 0
Science 2

STAAR Acceleration:

- Attendance for STAAR Acceleration study sessions held on each campus:

DHS = English 1
English 2
Algebra 1
Biology
USH

All students were given access to Project Share and completed on-line off campus.

GHS = English 1
English 2
Algebra 1
Biology
USH

Approximately 100 students were given access to Project Share. The acceleration was completed on-line off campus.

RHS = English 1 106
English 2 73
Algebra 17
Biology 19
USH 5

- Number of students taking July administration of STAAR exam:

DHS = English 1 22
English 2 29
Algebra 18
Biology 5
USH 8

GHS = English 1 63
English 2 59
Algebra 25
Biology 12
USH 10

RHS = English 1 82
English 2 65
Algebra 20
Biology 14
USH 6

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- Number of students who passed the STAAR exam in July:
 - DHS = English 1 6
English 2 11
Algebra 8
Biology 3
USH 3
 - GHS = English 1 26
English 2 18
Algebra 9
Biology 8
USH 1
 - RHS = English 1 32
English 2 24
Algebra 6
Biology 1
USH 2

Guyer and Ryan High School offered, on their campus, *Algebra Unplugged*. This course was created for specifically identified 9th grade students who did not pass Algebra 1 or failed the second semester only. All students were expected to attend the entire four-week course regardless of how they performed the first semester. The teachers were handpicked for their strong ability to teach math to struggling students.

There were three main objectives that shaped the course:

1. Students will use hands-on, collaborative techniques to master critical concepts from the entire Algebra 1 curriculum in the allotted time.
2. Students will feel at home on their own campus instead of commuting to a different school that is not familiar to them.
3. Students will be treated fairly and encouraged to succeed despite previous pitfalls or lack of confidence.

All major units of Algebra 1 were addressed in the course, though some were emphasized more than others. Very little homework was assigned because students spent so many hours in class; however, numerous daily assignments were given, including labs, projects, and activities, to allow students a chance to apply concepts they were learning. Instruction was usually split with half of the material being teacher led with group practice and half being student-centered group activities. In all instances students worked with a partner or two in order to increase confidence and collaboration. Calculators were used for a majority of the course except where basic

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arithmetic was required. Numerous hands-on materials and manipulatives were utilized to offer an experiential outlook on the Algebra concepts, including dry erase boards, coordinate peg boards for graphing, equation balancing kits, and the TI-Navigator classroom system.

RHS had 1 student take this course and pass. GHS had 7 students and 7 students received credit.

Ryan High School offered an additional prep course for the writing EOC called Writing Workshop. This was a two-day intense writing course taught by three RHS teachers who focused on key writing strategies for success (taught in the Fall and Spring semesters) An additional three day summer writing workshop was also added in June.

Special Education

The ESY program is designed using a regression/recoupment model for students to recoup skills lost during the traditional school year over extended breaks from school. The expectation is that students will show an improvement in skill ability at the end of a focused instructional program. Minimally, skill levels should be maintained using the baseline data the student entered with for the June 2014 ESY session. Overall, most students demonstrated improvement and/or maintenance on their targeted goals. Advantages of the ESY program include the following: smaller class sizes, adherence to a structured routine the classroom settings provide, and opportunities to recoup lost skills using a variety of classroom activities. Possible concerns regarding ESY include the shortened school day as well as the shortened school week. However, the progress notes indicate that most students were able to make gains or maintain current skill levels using the time allotted for services.

Recommendations:

Elementary

- Provide additional local funding for summer school to allow for the necessary curriculum adjustments so that the materials support the rigor of the state assessment. While math students will not be required to attend summer school during the 2014-15, there will be a need for financial support to write new summer school curriculum and to purchase materials based on the new math standards that are being implemented this school year.
- Provide additional local funding for summer school materials to meet the growing number of students required to attend summer school. Currently, our materials are minimally adequate for the number of students served.

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Bilingual/ESL Elementary

- Continue to revise the summer school pre-kindergarten/kindergarten curriculum and instructional materials to include all the components of the dual language enrichment program.
- Provide additional time for teacher instructional planning.

Secondary ESL

- Continue to offer an ESL writing class at the middle school level using LitConn instructional resources.
- Continue to offer the following content areas in middle school ESL summer school: Math, Science, and Reading.
- Add additional middle school ESL newcomers and social studies summer classes.
- Offer campuses the option of holding high school Algebra and Geometry at their home campus.

Secondary

- Provide local funding for summer school to allow for middle school students to have summer school opportunities regardless of the lack of state funding
- Increase the opportunities for enrichment sessions such as college readiness
- 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 scholarship tuition for high school students who cannot afford to pay the summer school tuition in order to retrieve credits
- Enhance the communication about all of the summer opportunities for students by creating a summer school webpage

Special Education

- Continue to offer training regarding ESY eligibility and procedures.

Other Options:

Special Education

- Consider extending some teacher contracts by 15-25 days to ensure we have highly effective teachers available to teach ESY sessions.