

# Executive Summary

Prepared for Board of Trustees Meeting August 23, 2016

## Denton ISD 2016 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 2016 Denton ISD Summer School Program, including Bilingual/ESL and Secondary.

Additionally, the report shares information regarding 2016 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 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 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 9 instructional days during the month of June. The funding for this program held at Pecan Creek 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.

### *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:

### 2016 Summer Programs

Name of Summer Program	Students Participating (grade levels) e.g. 6th-8th gr.	# of Students	Brief Program Description	Remarks
Elementary	5th gr	253	Identified students were served in math/reading in a small group setting as required by TEA/SSI. Students were supported by Bilingual/Special Education teachers as recommended by their ARD or LPAC. All accommodations	Fifth graders who receive Special Education services and attended SSI summer school were provided accommodations and modifications as outlined in IEP meetings. ISTs worked with teachers in a coaching

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			provided by their home campus and recommended at summer school were continued by the summer school teachers. A small teacher to student ratio allowed for differentiation to ensure students made progress.	capacity to ensure time with students was maximized and instruction was meaningful.
Elem Bil/ESL	Pre-K and Kindergarten Bilingual and ESL Students	230	Students received mandated instruction in the areas of reading, math, and science designed to prepare them to be successful in kindergarten and first grade. Following the One-Way Dual Language Model best practices, students were provided opportunities to strengthen content knowledge, practice metacognitive strategies, and develop academic language and vocabulary. During the summer program kinder students worked daily on the fundamentals of computer science and problem solving through coding. Parents participated in sessions where teachers modeled techniques that they could use to help students with literacy and math skills.	Summer school instructional staff received professional development on key comprehension and metacognitive strategies.
Middle School	6th - 8th	451	6th grade ESL students took the following courses for acceleration: math, reading, science, and writing. 7th grade students took the following courses for acceleration: social studies, math, reading and science. 7th grade ESL students also had a writing course. 8th grade students took math and/or	Instructional Support Teachers and coordinators from curriculum planned with teachers weekly. Instruction was relevant and engaging and helped teachers maximize student learning. Students were able to use instructional

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			reading for acceleration. All students also participated in the Denton Public Library Summer Reading Program and received a free book.	technology in every subject.
High School ESL	9th - 12th	110	ESL students took the following courses for credit recovery: English I, English II, English III, Algebra I, Geometry, Biology, Chemistry, World Geography	ESL students earned 81 half credits in the first semester of summer school and 98 half credits in the second for a total of 89.5 credits earned in ESL HS Summer School.
HS Credit Retrieval	9th - 12th	165	162 students earned one credit, 97 earned two credits, 21 earned three credits, and 5 earned four credits. Courses were offered in a variety of ways such as blended, online from home, online at school, and direct teach model.	There was 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.
HS Credit Advancement	9th-12th	18	36 credits were awarded for advancement.	
Special Education: Extended School Year (ESY)	PK-12	33	Special Education students in PreK-12th grade participated in Extended School Year Services based upon ARD committee determinations. A student qualifies for ESY based upon regression/recoupment data. The purpose of ESY is to help students regain skills that they have lost during school breaks such as summer break and winter break. Students received services including academic instruction, music	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

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			therapy/instruction, physical education, social skills classes, 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. ESY goals and objectives are implemented during ESY. Student accommodations, modifications, and BIPs are addressed during ESY as well.	
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### **Recommendations:**

Continued support with local funding as needed.

### **Other Options:**

NA