

Executive Summary
Prepared for Board of Trustees Meeting
August 10, 2010

Denton ISD 2010 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 the 2010 Denton ISD Summer School Program, including Elementary and Secondary. Bilingual/ESL programs are included within Elementary and Secondary.

Additionally, the report shares information regarding 2009-2010 Extended School Year (ESY) services for students with disabilities. Federal funds were used to provide services for eligible students. The purpose 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. The 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.

Objectives:

Elementary Bilingual/ESL

- Provide state mandated program for bilingual/ESL pre-kindergarten and kindergarten students focusing on reading, math, and science outlined in the 19 Texas Administrative Code (TAC) Section 89.1250.

High School ESL

- Provide summer opportunities for ESL students to retrieve credits

Middle School

- to provide accelerated and meaningful instruction for students at risk of being retained and/or continued failure to be successful on TAKS
- to provide curriculum to target specific skill deficiencies and to accelerate the acquisition of those skills

High School

- to provide accelerated and meaningful instruction for students to regain credits
- to provide accelerated and meaningful instruction for those students unsuccessful on TAKS

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- to provide opportunities to take courses for advanced credit in keyboarding, speech, government, economics, and health
- to provide an opportunity for students to get a “jump-start” on the transition from 8th to 9th grade and to help students at risk of getting behind in credits
- 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 ESY

Operational Impact:

Elementary

Students attended full day program for 12 instructional days and three testing days during the month of June.

Elementary Bil/ESL

Bilingual/ESL pre-kindergarten and kindergarten services are mandated summer school programs funded by local monies. Denton ISD will receive 40% reimbursement for the bilingual/ESL pre-kindergarten and kindergarten costs. The Bilingual/ESL Summer School was held at Lee Elementary.

Secondary ESL

Funding for the high school ESL summer program held at Denton High School was provided through Title III.

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, and the 8th to 9th grade “Jump-start” transition program came from local campus funds and state compensatory education funds.

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Special Education

A collaborative effort in regards to staffing and facility use was used in order to provide services for qualifying students. Federal funds were used to pay salaries for 69.5 employees including twenty six teachers (12 for SSI services), seven (7) support personnel, five (5) related services, one and one half (1.5) nurses, twenty (20) paraprofessionals, five (5), two (2) interpreters and three (3) administrators totaling \$78,313.28. A total of \$1315.84 was spent on materials for ESY. Special Education summer programs operated well under the projected 2010 budget. Session I provided services for 51 students (13 secondary and 38 elementary). ESY funding, along with other summer services, is projected in advance through the annual budget process. Ginnings Elementary served as the elementary location and Denton High served as the secondary location. Services were offered Monday-Thursday beginning Tuesday, June 7 through Thursday, July 1, 2010 between the hours of 8:15 am to 12:15 pm. Elementary Students received lunch through the city lunch program as part of a grant this year. Students received services such as instruction, music, physical education, art, speech, occupational therapy, 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 effective July 26 through August 5, 2010 is offered based on individual student need. This session is offered at Ginnings Elementary involving 10 students, 2 professional staff members, 1 paraprofessional, and 5 facilitators. Services include instruction, speech and transportation.

Results:

Elementary

A total of 60 fifth grade students attended for Reading instruction and 79 attended for mathematics. In Reading, 31 students showed growth equaling 52%, 19 (32%) of which met the standard for passing. For math, 45 (57%) showed growth and 27 (34%) met the passing standard for 5th grade TAKS.

Elementary Bilingual/ESL

A total of 279 pre-kinder and kindergarten bilingual/ESL students received specialized instruction designed to prepare them to be successful in kindergarten and first grade.

Summer School Staffing and Student Data:

- 18 bilingual/ESL teachers taught the pre-kinder and kindergarten students

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- 2 bilingual/ESL instructional support teachers
- 133 pre-kinder bilingual/ESL students
- 146 kindergarten bilingual/ESL students

The elementary summer school reading and math programs were selected based on their explicit design to build language, literacy and content through visually rich and motivating instructional material for children who are learning a second language. Patty Jensen coordinated the Bilingual/ESL Pre-Kinder and Kindergarten Summer School under the direction of Teresa Taylor. Lorena Salas served as the bilingual/ESL summer school principal. The bilingual 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 several days each week during summer school. Several parent involvement opportunities were held in June focusing on engaging parents in working with their children on learning activities at home.

High School ESL

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 ten teachers participated in providing student academic support at Denton High School.

Data:

- 98 students attended
- 8 students earned 0 credits
- 90 students earned credit

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. Thirty-nine 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), 1 Instructional Support Administrator, and one nurse. A counselor was available when needed. Nineteen summer interns doing their practicum work in reading with Dr. Judith Gasser at Texas Woman's University also provided support and assistant to our students.

- 338 students were assigned to attend summer school. We had 27 no shows, with 311 students attending for at least one day. Each student had three classes.

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- Since each student had three classes, 1014 grades were earned by the students attending at least one day. There were only 63 failing grades in summer school – most of them were earned by students with nine or more absences. More than 300 students earned passing grades in both of their classes.
- Attendance is not an issue – if they show up at first – most they like it and come back.
- 8th Math and Reading TAKS data:

	3 rd Admin Math	Cumulative Math	3 rd Admin Reading	Cumulative Reading
All Students	40%	94%	26%	97%
African American	27%	89%	25%	96%
Hispanic	39%	91%	24%	94%
White	53%	97%	30%	99%
EcD	32%	89%	21%	94%
SpEd	44%	81%	31%	89%
ESL/LEP	24%	82%	18%	82%

- Most of the students in summer school (greater than 90%) showed improvement in math, science, and/or 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.
- 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.

The overall 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

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had a “new” teacher to provide a different approach and style to the instruction. The math and reading Instructional Support Administrator 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 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.

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:

The mastery learning model incorporated during the regular school year at FMHS was utilized for this summer school program. Eleven teachers, one principal, and one secretary comprised the summer school staff this year at FMHS. Summer school ran from June 14th – July 8th for 15 days at 5 hours per day.

Data:

- 141 students attended
- 15 students took courses and earned credit for advancement
- 16 students earned 0 credits
- 125 students earned ½ credit
- 59 students earned 1 credit
- 9 students earned 1 ½ credits
- 1 student earned 2 credits
- 16 students who did not earn credit either dropped out, were removed, or did not grasp the minimum requirements to receive credit for the class.
- Courses taken for advancement were government/economics, English, BCIS, chemistry, speech, physics, and health
- The goal was to have every student attending to earn at a minimum ½ credit.

Additional summer learning programs:

- Attendance for TAKS Acceleration study sessions held on each campus:
DHS = 51 students (ELA=7, Math = 25, Science = 19, and Social Studies = 0)
GHS = 51 students (ELA=9, Math = 20, Science = 19, and Social Studies = 3)
RHS = 53 students (ELA=13, Math = 24, Science = 16, and Social Studies = 0)

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- Number of students taking July administration of TAKS exam:
 - DHS = ELA 7
 - Math 25
 - Science 19
 - Social Studies 3
 - GHS = ELA 14
 - Math 39
 - Science 24
 - Social Studies 8
 - RHS = ELA 22
 - Math 38
 - Science 35
 - Social Studies 3

Note: At the time of this report, we had not received the results from the July administration of the TAKS exams.

- GHS and RHS each had one student enrolled in Virtual School. The student at GHS took Spanish I, second semester, and the student at RHS took U.S. History. We are looking forward to interviewing these two students when they have completed their courses to find out their thoughts and impressions of participating in an on-line course. We hope their insights will help us better guide and support the students in this new learning opportunity.
- DHS in collaboration with the 21st Century grant program also offered academic tutoring for students who had participated all year with the 21st Century team. The same tutors who had built relationships with identified at risk students during the year taught in this summer program. Students used a variety of computer programs such as Study Island as well as one-on-one interactions and study with their tutor/mentor. This program ran from June 7th – July 1st, Monday through Thursday.
- 8th to 9th Jump-Start transition program held on each high school campus, July 26th – August 12th, 9:00 am – 12:30 pm, Monday through Thursday.

DHS = 45 students attended. Students participated in four classes. They attended two math classes, one reading, and one computer class each day. Students also had the opportunity to become familiar with the DHS campus as well as procedures, guidelines, and traditions.

GHS = 30 students attended. The primary focus of the program is centered on math and reading skills. Students are divided into small groups and did a learning station rotation. Math instruction centered on basic Algebra I and Geometry skills with emphasis on

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TAKS math objectives. Instruction in reading included a review of literary elements as well as reading passages in TAKS format. A portion of the morning was devoted to study skills, organizational habits, and procedures that are unique to GHS. Students become familiar with the use of an agenda, class schedules, and daily routines to make the transition to high school less stressful.

RHS = 39 students attended, 28 were mandatory attendees. Students could earn the following ½ state credits: P.E., Communication Applications, and Reading Improvement. The students could also earn ½ local credit in math. Students attended P.E. from 9:00 – 9:50 am each day and then rotated through the three additional classes. They were also assisted with the transition process by receiving a tour of the RHS campus and meeting their assistant principal and counselor for the coming school year. In addition, the students received instruction in organizational and study skills which will aid them throughout their high school studies.

Special Note: New rules from TEA received in May now require any 8th grade student who fails the 3rd administration of TAKS reading or math to receive accelerated instruction prior to the start of the new school year if the Grade Placement Committee determines that the student should be promoted on to the 9th grade. Failure to attend the district program for accelerated learning, according to TEA guidelines, means the student cannot go on to 9th grade and must return to middle school and repeat the 8th grade. TEA also requires that we provide transportation for these students to attend the acceleration program. We were fortunate that we were already providing the Jump Start program for incoming 9th graders who had been identified to be at risk, so with a few modifications, our Jump Start program met these new requirements.

Special Education

The ESY program is designed using a regression/recoupment model for students to regain skills lost during the traditional school year over long breaks from school. The expectation is that students will show an improvement in skill ability at the end of a focused instructional program. At the very least, skill levels should be maintained using the baseline data the student entered ESY with for the June 2010 session. Overall, most students demonstrated improvement and/or maintenance on 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 regain 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.

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Accomplishments:

Elementary Bi/ESL

- 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.
- Student enrollment increased by 77 students.
- Over 90% percent of the parents participated in the parental involvement sessions.

Secondary ESL

- The summer school prevented the hardship of having to repeat a core subject class the following year for 98 ESL students.
- This year, summer school was restructured to allow ESL students the opportunity to enroll in two semester classes. They were able to receive 1 credit for one class or two ½ credits for two different core subject area classes.

Recommendations:

Elementary

Bilingual/ESL Elementary

- The survey results from the summer school administrative and instructional staff strongly agreed to continue to have the pre-kindergarten and kindergarten summer school at one campus to use the staff, instructional resources, and building more efficiently.
- Extend teacher's working hours to enable them to have more planning time. The dismissal of students without bus transportation did take longer than previous years and as a result teachers had less time for planning their lessons.
- Reduce teacher/student ratio to provide more opportunities to accelerate instruction.

Secondary ESL

- Continue to expand the credit retrieval opportunities for ESL students in the area of science (Physics).

Secondary

- Increase the opportunities for enrichment sessions such as college readiness
- Continue to expand the 8th to 9th "Jump-Start" transition program by enriching the incentives to attend and provide transportation for all students to attend not just those required to attend by the new TEA requirements

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- 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 local funding for summer school to allow for more middle school students who have failed the TAKS tests to attend in grades 6 and 7
- Allow the middle school summer school principal to hire from outside the district as needed to find the most highly qualified teachers especially in the area of mathematics
- Seek support to also provide breakfast for the middle school students
- Provide scholarship tuition for high school students who can not afford to pay the summer school tuition in order to retrieve credits
- Enhance the communication about all of the summer opportunities for students especially the courses offered through the Texas Virtual School Network

Other Options :

Special Education

- Consider extending some teacher contracts by 16 days to make sure we have highly effective teachers available to teach ESY sessions.
- Change the session dates to reduce the number of weeks eligible students are not in session.