

SUMMER SCHOOL - 2011

Summer school for elementary students needing reading intervention support was held at three elementary schools. Students at the middle level received reading and math intervention support at the two middle schools. Students were targeted for these summer intervention programs based on assessment data and recommendations from building principals and classroom teachers. It was determined that Tier 2 Response to Intervention (RtI) students would be targeted to participate in the summer intervention programs. Tier 2 RtI students are the students who are not responding to the core curriculum and are in need of remediation or additional support to accelerate learning.

This report summarizes the 2011 summer school programs for District 97 and provides recommendations for improvements as we plan high quality summer programs for the 2011 and 2012 academic school year. The 2011 summer intervention programs consisted of two traditional programs for both elementary and middle school students. The Early Start Program was held for elementary school students and middle school students were required to participate in the Middle School Academy. Students who were interested in enrichment classes had the opportunity to participate in School Daze or Music Camp. These programs are tuition based and are open to all students in the district. Lastly, the Extended School Year (ESY) Program was offered for students who are receiving special education services.

The information in this report is divided into four sections:

- Early Start Program
- Middle School Academy
- Fast ForWord Intervention Program
- Enrichment Courses and Extended School Year (ESY) Program

Early Start Summer Program Description

The Early Start Program is a traditional summer intervention program that is offered to elementary students in need of additional literacy support in District 97. Early Start ran for three weeks and two hours daily from June 27 through July 15. Students in grades Kindergarten, first, second and fifth were recommended by their classroom teachers for the Early Start Program if they received a grade of two or lower on their second or third trimester report cards. There were 165 students who participated in Early Start, most of whom were Tier 2 RtI students needing additional instruction in reading. The program was held at Beye, Irving and Whittier schools. 18 teachers were hired to teach in the Early Start Program and three supervisors provided oversight over the instructional program and the daily operations at each school site. One of the supervisors was responsible for supervising her site and served as the lead supervisor for Early Start and the Middle School Academy. Each supervisor held a staff meeting with their teachers at the end of May to discuss the instructional materials and summer school procedures. Teachers also received professional development on the Reading Triumphs Intervention Program and Lexia Reading. A literacy specialist facilitated the professional development for the summer school teachers and site supervisors. The curriculum focus for Early Start was reading comprehension strategies.

The chart below highlights the Early Start program description:

Grades served	Students in grades K, 1, 2, and 5 in 2010-2011
Subjects	Reading only
Entry criteria	Academic Warning or Below Standards Reading report card grade for second or third trimester
Sites	Beye, Irving and Whittier
Program dates	June 27 – July 15, 2011
Program schedule	Monday through Friday, 2 hours daily
Staffing	18 teachers and 2 supervisors

Early Start Program Curriculum Design

First, second and fifth grade teachers used the Triumph Reading Materials and the Lexia Program to deliver instruction to their students on a daily basis. Reading Triumphs is an intervention program that is used for students who need additional intervention support in the area of literacy. This intervention program provides appropriate reading materials along with explicit instruction and additional practice. The program also supports those students reading two grade levels below with intensive instruction focused on priority skills to accelerate instruction. Reading Triumphs is designed to be a supplement to Treasures, which is the district's CORE reading program.

Lexia Reading is a computerized reading program that focuses on phonics instruction and gives students independent practice in basic reading skills. The program is designed to supplement instruction and support skill development in the five areas of reading instruction identified by the National Reading Panel. The five essential components of reading are phonemic awareness, phonics, reading fluency, comprehension strategies, and vocabulary development. The kindergarten teachers used teacher selected supplemental materials to deliver instruction to their students. The kindergarten teachers also conducted small guided reading groups and used the Michael Haggerty materials for phonics instructions. All components of comprehensive literacy - phonemic awareness, phonics, vocabulary, comprehension and fluency were used to provide individualized instruction and focused, systematic interventions for our students who participated in Early Start.

Early Start Program Instructional Materials:

GRADES	Materials
Kindergarten	Teacher-selected materials including Treasures, Haggerty, and guided reading Lexia Reading online program 30 minutes per day
First, Second, and Fifth	Triumphs Reading Intervention Series/Lexia Reading online Program 30 minutes per day

Students Served/Demographics for Early Start Program:

The chart below highlights student demographics; which include ethnicity, percentage of students, and the number of students who participated in the Early Start Program. There were 165 Kindergarten, first, second and fifth grade students who participated in the Early Start Program. The majority of students who participated in the Early Start were male and students who qualified for free and reduced lunch. 43 percent of the students were female and 45.5 percent were African American. 27.5 percent of the students were white and 26.3 percent of the students who participated in Early Start were students who receive special education services. The numbers of students who hold IEP’s are likely lower as a result of the number of students who participated in the Extended School Year Program. The ESY Program was held at Holmes Elementary School. Lastly, 15 percent of the students that participated in the Early Start Program were identified as Multiracial and 9 percent of students were Hispanic.

Early Start Demographics/Students Served:

CATEGORY	No. of students	Percent of students
Female	72	43.1%
Male	95	56.9%
Black	76	45.5%
Hispanic	15	9.0%
Multiracial	25	15.0%
White	46	27.5%
Other ethnic	5	3.0%
Free/reduced	86	51.5%
Paid lunch	81	48.5%
IEP	44	26.3%
No IEP	123	73.7%

Assessment Data and Results

The district is currently using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a local benchmark assessment to measure the academic progress that our Kindergarten –second grade students are making in all elementary schools. The assessment is administered in the fall, winter and spring. The DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through fifth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

Due to the fact that the specific early literacy assessments given to students vary by grade level and time of year, each chart includes only those assessments for which most students in that grade were assessed in the spring of their previous grade and again in the fall of their current grade. In some cases, summer school students exhibited the same pattern of scores from spring to fall as the students in the same grades who did not attend summer school. In first grade, summer school students’ average score dropped in the areas of letter name fluency and phoneme segmentation fluency. Students who did not attend summer school decreased in those skill areas as well. First grade students improved in nonsense word fluency as well as students who did not participate in summer school. However, in oral reading fluency, second graders who participated in summer school improved on average from spring to fall, while students who were not in summer school saw their average score drop from spring to fall. Current third grade students who participated in the Early Start Program decreased significantly in the area of oral fluency including students who did not attend summer school.

Dynamic Indicators of Basic Early Literacy Skills summer school and non summer school students:

FIRST GRADE	Letter Naming Fluency				Nonsense Word Fluency				Phoneme Segmentation Fluency			
	Spring		Fall		Spring		Fall		Spring		Fall	
	SS	Not SS	SS	Not SS	SS	Not SS	SS	Not SS	SS	Not SS	SS	Not SS
	35.8 (33)	55.2 (415)	34.8	50.6	19.7 (33)	49.5 (412)	21.8	50.9	45.8 (33)	53.1 (413)	42.4	47.3

SECOND GRADE	Nonsense Word Fluency				Oral Reading Fluency			
	Spring		Fall		Spring		Fall	
	SS	Not SS	SS	Not SS	SS	Not SS	SS	Not SS
	21.2 (45)	51.4 (473)	50.9	89.1	31.3 (48)	93.7 (481)	32.1	85.3

THIRD GRADE	Oral Reading Fluency			
	Spring		Fall	
	SS	Not SS	SS	Not SS
	66.1 (14)	118.7 (277)	57.9	104.1

The district is using NWEA/MAP as a local benchmark assessment to measure academic progress for second through eighth grade students in District 97. Students are assessed in the areas of math and literacy three times over the course of the school year and the data is used by teachers and administrators to inform instruction. Among our current students, there were 64 second and fifth grade students who took the MAP assessment in the spring of 2011 and we used their fall MAP scores to measure the progress that students made as a result of receiving instruction in the Early Start Program. These students are now third and sixth grade students. The math data shows that the second grade scores for the students who participated in the Early Start Program or not remained approximately the same and that the average changes in Rasch UnIT (RIT) scores are not very large and might not be statistically significant. In reading, the second grade students who participated in the Early Start Program saw a small drop in their average RIT score and the fifth grade average RIT score increased slightly. However, we saw the biggest drop in the area of math for our fifth grade students whether they participated in the Early Start Program or not.

The chart below highlights math and reading MAP data for students who participated in Early Start and students who did not participate in any summer intervention programs. We examined the average RIT score to measure the growth of the students who participated in the Early Start Program. We analyzed spring 2011 and fall 2011 RIT scores in the critical areas of literacy and math,

NWEA MAP Scores for summer school participants and students who did not participate in summer school:

	Math				Reading			
	Summer School		No Summer School		GRADE		No Summer School	
	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall
Second	185.3	185.4	198.8	198.7	180.6	180.2	197.9	198.1
Fifth	210.6	207.7	228.0	224.5	203.6	204.1	220.4	219.1

Middle School Academy Program Description

The Middle School Academy is a mandatory three week program that began the Thursday after the regular school term ended in June. The students selected for the program were divided based on grade level and by teams. This program ran for three hours a day, five days a week and lasted for three consecutive weeks. Teachers and principals targeted seventh and eighth grade students in need of intervention support to participate in the Middle School Academy Program. The program took place at both middle schools and two supervisors were hired to provide oversight over the program at each school. Eight teachers were selected for the program to deliver instruction to the students. Students were selected for the program based on receiving a failing grade in any subject during the third trimester. Each site supervisor met with their teachers to

discuss the instructional program and summer school procedures prior to the beginning of the program. The curriculum focus of the Middle School Academy was the development of reading comprehension and math skills.

Grades served	Students in grades 6 and 7 in 2010-2011
Subjects	Language Arts and Math
Entry criteria	Third trimester grades: <ul style="list-style-type: none"> • Students are selected for the program based on receiving a failing grade in any subject area • Teacher and principal recommendation for the program
Sites	Brooks and Julian
Program dates	June 9 – July 1, 2011
Program schedule	Monday through Friday, 3 hours daily
Staffing	8 teachers and 2 supervisors

Middle School Academy Curriculum Design

The program focus of the Middle School Academy was literacy across all content areas and math. Eight teachers were selected for the program and four teachers worked with the students the entire three hour day in a team structure at each site. Two teachers taught literacy and two teachers taught math instruction. The teachers supported each other through a collaboration and support model. In an effort to accelerate literacy skills, it was determined to hold a double block of literacy for the students in the program. During the literacy block, students participated in seventh and eighth grade novel study. Two novels were selected from Scholastic’s Read XL and students were engaged in various learning activities to build reading comprehension skills. The key comprehension skills that teachers focused on were inference and making predictions. Teachers also used short stories and informational texts from the Treasure’s instructional materials to engage students in the learning process. Teachers also used the Lexia program to supplement literacy instruction for students. In addition, all students received one hour of math instruction on a daily basis and classroom teachers selected supplemental instructional materials that they felt would meet the needs of the students who they were serving. These decisions were made based on examining spring MAP scores. It was also suggested that math lessons be designed by using DesCartes. DesCartes is a continuum that identifies reading, language usage, mathematics and science skills and concepts by achievement level. Teachers can use DesCartes to develop individualized lessons and group students based on RIT range in an effort to accelerate learning.

Middle School Academy instructional materials:

SUBJECT	Materials
Language Arts	Scholastic's Read XL Novels, Lexia Computer based programming, and teacher selected writing materials
Math	Instructional materials selected based on the student's need

Students Served/Demographics for Middle School Academy

The chart below highlights student demographics; which include ethnicity, percentage of students and the total number of students who participated in the Middle School Academy Program. There were 56 total students who participated in the Middle School Academy Program. The majority of the students who participated in the program were black males and qualified for free and reduced lunch. Approximately 17 percent of students were white and 35 percent of the students were female. The lowest percentage (13 percent) of students who participated in the Middle School Program qualified for special education services and held Individual Education Plans. This number is likely low due to the number of special education students who received instruction through the Extended School Year Program that was held at Holmes Elementary School.

Middle School Academy Demographics/Students Served:

CATEGORY	No. of students	Percent of students
Female	19	35.2%
Male	35	64.8%
Black	35	64.8%
White	9	16.7%
Other ethnic	10	18.5%
Free/reduced	33	61.1%
Paid lunch	21	38.9%
IEP	7	13.0%
No IEP	47	87.0%

Assessment Data and Results

We analyzed spring 2011 ISAT data to determine the percentage of summer school students who did not meet standards in the areas of reading and math. We also wanted to know the number of summer school students who met or exceeded standards. All third through eighth grade students in the district took the ISAT test in March, 2011 and the scores were not available until June, 2011. In the area of math, the data shows that 66.7 percent of the students who participated in the summer program met or exceeded standards and 29.7 percent of the students scored below standards. In the area of reading, 70 percent of the students who participated in the summer program met or exceeded standards and 25.9 percent of the students scored below the target based on the Illinois Standards Achievement Test (ISAT).

The chart below explains the spring 2011 ISAT scores for students who participated in the Middle School Academy. The Illinois Standards Achievement Test is the state summative assessment that measures student performance in the areas of math, literacy, science and writing.

ISAT Performance Level	Math	Reading
Academic Warning	1.9% (1)	---
Below Standards	27.8% (15)	25.9% (14)
Meets Standards	61.1% (33)	64.8% (35)
Exceeds Standards	5.6% (3)	5.6% (3)

Measures for Academic Progress (MAP) scores were used to measure the growth of the students who participated in the Middle School Academy Program. We analyzed spring 2011 and fall 2011 MAP scores in both areas of math and reading. In the area of math, the sixth grade students' average RIT scores for those who participated in the program dropped slightly and we saw a bigger decrease with seventh grade students as the average RIT scores dropped a total of two points. Sixth and seventh graders who did not participate in the summer school program recorded a slight drop in their RIT scores. In the area of reading, our summer school sixth grade student's average RIT score dropped and seventh grade student's average RIT score increased. Sixth and seventh grade students who did not participate in the summer program did not see much change in their average summer RIT score.

NWEA MAP Scores for summer school participants and students who did not participate in summer school:

GRADE	Math				Reading			
	Summer School		No Summer School		Summer School		No Summer School	
	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall
Sixth	215.9	215.3	232.6	231.7	212.7	211.2	224.5	224.2
Seventh	224.6	222.9	236.8	236.5	220.6	221.6	228.4	228.3

Fast ForWord Program Description

District 97 implemented the Fast ForWord Program as a summer pilot program this past summer. The vast majority of the students selected to participate in the pilot were in need of remediation or additional intervention support. Scientific Learning agreed to allow the district to implement the program, at no charge, from June through August, 2011. Eight teachers were selected to serve as Fast ForWord coaches and 90 students participated in the pilot program. Holmes, Hatch and Beye were identified as Fast ForWord summer sites. Holmes hosted the Extended School Year Program and targeted students in need of intensive intervention support to participate in the summer pilot. Hatch ran a five-week Fast ForWord program for targeted Tier 2 and Tier 3 students (Funded by Title I); and Beye selected students who were assigned to the summer Hepzibah Program. Students in grades first through seventh were targeted for the summer pilot. All students were expected to complete one protocol before the end of the program; however, those students who did not complete a protocol during the summer were able to complete it at their home school through October, 2011.

Curriculum Design/Content

All students who were selected to participate in the Fast ForWord Summer Pilot were required to complete at least one language product. Students at Hatch were required to complete a 90 minute daily protocol and Beye and Extended School Year students were required to complete 50 minute daily protocols. A Fast ForWord coach worked directly with the students in the computer lab to ensure that they received the additional support needed to successfully work through the products. A key focus for the Fast ForWord coaches was to address students who had intervention flags as a result of struggling with the content. At one point, the majority of our students had intervention flags, and the coaches worked directly with the students to develop strategies to remove the flags. All teachers, staff and principals involved in the summer pilot received training and ongoing support from Scientific Learning. A representative from Scientific

Learning visited the district several times during the summer to work directly with the staff and the administration on strategies for effectively implementing the program and reviewing the data that was generated through Progress Tracker. Scientific Learning Progress Tracker is an online data analysis and reporting tool that enables educators to effectively monitor individual, classroom, school, or district performance of students working on Fast ForWord products. Below are the Fast ForWord Products that students worked on throughout the pilot program:

- Language v2
- Language to Reading v2
- Literacy 1
- Reading Level 1
- Reading Level 3

Students Served/Demographics

A total of 90 students were selected to participate in the Fast ForWord pilot program. The majority of the students who received Fast ForWord were male students and students who qualified for free and reduced lunch. 57 percent of the students were male and 56 percent of the students received free and reduced lunch. 43 percent of the students who participated in the pilot were female. 45 percent of the students were black and 35 percent of the students who participated in the program were white. 20 percent of the students who participated in the pilot were from other ethnic backgrounds.

Fast ForWord Program Student Demographics

CATEGORY	No. of students	Percent of students
Female	37	43.0%
Male	49	57.0%
Black	39	45.3%
White	30	34.9%
Other ethnic	17	19.8%
Free/reduced	48	55.8%
Paid lunch	38	44.2%

Data and Results:

We were able to confirm that there is a direct correlation with the Reading Progress Indicator (RPI) and MAP/ RIT score. Below is a chart that highlights the students who participated in the pilot and those who did not. The data was also desegregated by critical subgroups—African American, Free and Reduced Lunch, Title I and students with IEPs. The fact that we saw growth with the average RIT score for our subgroups even though the MAP scores were obtained in early September before much instruction had taken place is very positive. We can conclude that we would have seen higher gains if the students had taken a MAP test at the end of October along with the Reading Progress Indicator.

In addition, first grade students were given the Letter Naming Fluency assessment at the end of kindergarten and again at the beginning of first grade. In this assessment, students are shown a page of mixed upper-case and lower-case letters. The score is the number of letters the student can name correctly within one minute. Second graders were given the Oral Reading Fluency assessment at the end of first grade and again at the beginning of second grade. In this assessment, students read aloud for one minute from a standard reading passage. The score is the number of words read correctly in one minute. The results at both grade levels seems to suggest that students who participated in the pilot were more likely to see improvement in the reading skills measured by DIBELS than their grade level peers who did not participate in the Fast ForWord pilot.

Analysis based on Spring and Fall MAP Assessment

	All students		African-American		Free or reduced lunch		Title I		Students with IEPs	
	Pilot (n=61)	No pilot (n= 3179)	Pilot (n=29)	No pilot (n= 755)	Pilot (n=37)	No pilot (n= 662)	Pilot (n=18)	No pilot (n= 138)	Pilot (n=38)	No pilot (n= 462)
Spring 2011 RIT	191.6	215.2	190.2	207.6	190.6	205.4	182.9	193.0	189.4	203.3
Fall 2011 RIT	191.6	214.8	191.2	206.6	190.6	204.4	185.1	190.4	188.4	202.6

Analysis based on Spring and Fall DIBELS

	First graders	
	Pilot (n=8)	No pilot (n= 440)
Number with higher fall LNF	4 50.0%	160 36.4%
Average change in LNF score	0.9	-4.4

	Second graders	
	Pilot (n=14)	No pilot (n= 517)
Number with higher fall ORF	7 50.0%	183 35.4%
Average change in ORF score	1.1	-7.8

The information below highlights key recommendations for a more effective summer model for our students in 2012:

- Summer school should provide students with an educational experience that differs from the school year approach as we will continue to receive the same outcome/results if we continue to do what we have always been doing.
- We will rebuild the summer school program from the bottom up and launch a summer school committee immediately that will be comprised of teachers, principals and district level administration.
- We will insure that summer school participants receive at least 60 days notice to allow for better staff, family planning and preparation.
- It will be critical that we define consistent criteria for entry into the programs to ensure that we are targeting students who need the most support in the critical areas of literacy and math.
- Curriculum Design and Rigorous Programming—Successful summer programs integrate learning activities that complement what children are learning during the school year. Thus, academic content is aligned with statewide, grade-level curricular standards for English/Language Arts and Mathematics. The committee will work to develop a more rigorous and focused curriculum design that is closely aligned with the new common core standards. Content could align with the prior school year to provide remediation on core

concepts that students failed to master or the content can align to the up and coming school year so students have previewed core concepts and have a head start towards mastery.

- Three weeks of summer school instruction is not considered sufficient time. Research shows a link between dosage and achievement outcomes; however, it does not clearly specify the appropriate duration for summer programs. McLaughlin and Pitcock (2009) recommend that programs be a minimum of 80 hours in total to be considered effective programs. 80 hours of instruction and three hours per day translates into approximately five weeks of summer programming.

Tuition Based Programs--School Daze/Music Camp—Middle School Math Enrichment

School Daze is a traditional tuition-based enrichment program that is offered during the summer months in District 97. The cost for a 90-minute class was \$100 and a three hour class was \$200. The classes were offered at Hatch and Irving from June 8 through June 24. 40 classes were offered, but 23 classes actually ran this year. 16 classes were cancelled due to low enrollment. 193 students enrolled and participated in the program. Scholarships were available from District 97 and the Township Youth Services for students who were unable to pay the tuition. The township awards scholarships for qualified students in grades fourth through eighth. The trend data shows that more Kindergarten through third grade students are applying for scholarships to participate in the School Daze Summer Program.

Summer Music Camp was another traditional summer program that included band, orchestra and chorus. This past summer, the camps were held from July 18 through July 29. 42 students attended the classes and they were taught by five teachers. A fee of \$75 for each general music session was charged. Jazz Camp was canceled this past summer due to low enrollment.

The district also ran summer math enrichment classes for students. The focus of the enrichment program is to provide a structure that will allow for students to “dig deeper” into algebra skills and concepts learned during the school year. The classes are for added investigations into math rather than acceleration. Five teachers volunteered to teach courses; however, only one class ran due to low enrollment. The cost was \$125 to enroll in the math enrichment courses.

Extended School Year Program Description—Special Education

The Illinois State Board of Education requires that school districts hold an Extended School Year Program for those students who showed difficulty retaining the skills that were taught during the regular academic school year. The students were recommended for Extended School Year at their annual review IEP meetings. The classroom teacher collected data to quantify the regression that would take place over an extended break and how long it would take for the student to recoup the identified skill. Parents and guardians were asked to reply if their child would attend the program. The program was held at Holmes Elementary School and 14 classrooms, the media center, and the computer lab were used for instruction. The program ran for five weeks from June 10 through July 15. Two days were actually used for professional

development. It was determined that there was a need for 24.5 certified staff members and 31 non-certified staff members to run the program effectively. The introduction of the Fast ForWord Program had a high impact on the way this program was staffed and organized. Instructional materials were provided for each level of classroom: Early Childhood, Cross Categorical, and Developmentally Delayed/Developmental Learning Program (DD/DLP).

ESY Program Information

Grades served	Students in grades Pre-K through 7 in 2010-2011
Subjects	Language Arts and Math
Entry criteria	Team recommendation at annual IEP review meeting
Sites	Holmes
Program dates	June 12 – July 15, 2011
Program schedule	Monday through Friday, 3 hours daily

Curriculum Design

All teachers received professional development on how to use Lexia Reading during the teacher in-service date. Lexia Reading includes an auto placement tool, helping students begin using Lexia at their individually-suited skill level. Teachers determined if the program would meet their students’ educational needs.

Early childhood-The Early Childhood Program utilized the Creative Curriculum for Preschool. The focus was on the development of reading, writing, and math pre-readiness skills along with the development of social skills and language skills through a theme based approach. All activities are aligned with Illinois Early Learning Standards. The Creative Curriculum is used in our District 97 Early Childhood classrooms during the school year and is a research-based program. The curriculum is focused on implementing developmentally appropriate practices in the preschool classroom.

Cross-categorical and Resource- In addition to Lexia to work on reading skills, teachers used the MONDO curriculum for reading comprehension. This guided reading program offers leveled books. The curriculum provides a wide range of interesting topics and themes including poetry, non-fiction and fiction texts. The series include guided reading texts, supplemental literature and teacher plans with activities. The literature also provided the teachers with writing topics.

Low-incidence- The low incidence programs used a curriculum called “Unique Learning”. It is an online, downloadable, leveled program, linked to state standards. It includes information on finding a student’s reading instructional level, providing pre and post tests on content as well as other concepts. It also includes five weeks’ worth of lesson plans. There are a total of 27 new lessons provided within each grade band. Lesson plans encompass a consistent format of

activities with varied content and skills for each monthly unit. They center on an instructional target which aligns with the essence of the national content standards. Each plan is also differentiated into three learning levels to provide teachers with the ability to teach the same material to all students of varying cognitive abilities. The teachers were provided with one full copy of the program and asked to make copies for student use. The program also provided rubrics for early emerging readers, which allowed us to collect data on our students who are the most difficult to test.

ESY Instructional Materials

PROGRAM	Materials
Early Childhood	Creative Curriculum for Preschool
Cross-categorical and resource students	Lexia MONDO – a guided reading program with leveled books
Low-incidence	Unique Learning – an online, downloadable, leveled reading program

- Lexia used by all students for whom teachers felt it would be beneficial
- Computer lab used for Fast ForWord by oldest students (grade five and up)
- Easy Curriculum Based Management (CBM) used by teachers to provide progress monitoring probes and record student progress

Student Demographics/Student’s served

There were a total of 127 students who were targeted for the Extended School Year Program, which took place at Holmes Elementary School. 66.2 percent of the students were male and 51 percent qualified for free and reduced lunch. 39 percent of the students enrolled in the ESY program were female students. 47 percent of the students were black, 39 percent were white and approximately 16 percent of the students were from other ethnic backgrounds. 49 percent of all students who participated in the ESY Program did not qualify for free and reduced lunch according to the demographic data.

Student demographics for extended school year program

CATEGORY	No. of students	Percent of students
Female	48	37.8%
Male	79	66.2%
Black	59	46.5%
White	48	37.8%
Other ethnic	20	15.7%
Free/reduced	65	51.2%
Paid lunch	62	48.8%

Assessment Data and Results:

Due to the nature of the Individualized Education program it is difficult to compile a global perspective of student growth since each child was working on individual goals. Students who participated in the SLANT reading program were assessed with a pre and post test. We utilized easy CBM, a free website that provided progress monitoring probes and graphing opportunities. Many teachers reported that the reading probes worked well, but that the math probes did not align with the Touch math workbooks that we were using for our math curriculum. The Unique Learning Curriculum has an evaluation component as part of the curriculum that was utilized during ESY. Early childhood students were assessed on their individual goals. Lexia reports were sent home to parents who identified the progress on individual skills. We examined MAP results on students who took the spring and fall MAP test and participated in the Extended School Year Program. In the area of math, student's average RIT score dropped in grades second, fourth and fifth. Third grade scores increased one point and sixth and seventh grade RIT scores remained about the same as a result of participation in the program. In the area of reading, students in grades second, fourth, fifth, sixth and seventh saw their average RIT score decrease and third grade RIT scores increased by almost three points.

ESY Students—MAP Scores

GRADE	Math				Reading			
	ESY		Not ESY		ESY		Not ESY	
	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall
Second (11)	174.6	173.3	198.5	198.4	166.2	163.7	197.7	197.9
Third (11)	180.1	182.2	210.5	210.8	172.8	175.4	208.7	207.9
Fourth (11)	191.3	186.1	221.2	220.8	189.6	187.8	216.4	216.2
Fifth (13)	206.6	191.3	227.6	224.4	194.7	187.9	220.1	219.1
Sixth/ Seventh (4)	190.8	190.5	234.0	233.4	183.8	181.5	226.1	225.8

The information below highlights recommendations for effective implementation of the Extended School Year Program in the summer of 2012.

- Investigate a math curriculum that includes assessment and then connects to students direct needs.
- Investigate online curriculum that includes adaptive technology support to meet all students' needs.
- Begin a non-evaluative summary on all staff members to share with the director.
- Due to decreased attendance on Fridays, change the program to four days a week for six weeks.
- Coordinate with Hephzibah and WSSRA to have field trips on Fridays when there is no school.
- Continue to have 15-20 students per teacher for slant services and keep sessions to 30 a minute maximum.
- Look into having two (or more) EC classrooms and one transitional EC class for students entering Kindergarten. Staff this with a Kindergarten district staff member if possible.
- Office staff hours should be from 8 a.m. through 12 p.m., instead of 8:15 a.m. through 11:45 a.m. to allow for set up and closing procedures of the program.

Attachment: Summer School Program Costs and Revenues:

	School Daze	Music Camp	Early Start	Middle School Summer Academy
Teacher and Coordinator Salaries	\$33,075.00	\$3,750.00	\$17,585.00	\$22,848.00
Materials and supplies	\$728.93		\$281.16	
TOTAL COSTS	\$33,803.93	\$3,750.00	\$17,866.16	\$22,848.00
Payments received from parents	\$34,023.00	\$3,975.00		
Scholarship money received	\$11,683.00	\$375.00		
Refunds for cancellations	<\$2,109.00>			
TOTAL REVENUES	\$43,597.00	\$4,350.00	-- 0 --	-- 0 --
Number of students	193	41	167	54

Attachment: School Daze Classes that were held during the summer, 2011

Class #	Class Name	Instructor	Student Count	Class confirmed	Cancelled
H10	Arthur Book Club	Marie G. Stack	11	Yes	No
H11	Spanish Art - Immersion	Olga Callupe	14	Yes	No
H12	Basic Web Design	Olivia Miller	10	Yes	No
H13	1st Grade Readiness	Kristin McElheron	11	Yes	No
H14	Creative crafting, Reading and Writing	Nicole Decancq	15	Yes	No
H16	Stepping into 5th Grade Mathematics	Antoine Bland	7	Yes	No
H6	Spanish 1 (Español 1)	Rocio Jacoby	7	Yes	No
H7	1st Grade Follow Up	Andrea Avila	12	Yes	No
H8	German Immersion	Lisa Krueger Peters	8	Yes	No
I1	Bugs!	Jessica Alexander	6	Yes	No
I12	Latino Infusion	Sandra Arguello	3	Yes	No
I13	Tons of Fun & Challenge with Math and Reading!	Nick Sakellaris & Joe Gray	23	Yes	No
I14	Reading for Fun and Creativity	Pat Williams	9	Yes	No
I15	Art Exploration	Jenny Raia/Judy Murawski	22	Yes	No
I2	Play Sports-Read Books-Play Sports	Josh Hancock	4	Yes	No
I3	World Traveler	Michael Eng	8	Yes	No
I7	Play Sports-Read Books-Play Sports	Josh Hancock	8	Yes	No
HAC1	German Immersion	Lisa Krueger Peters	9	Yes	No
HAC3	Spanish Art - Immersion	Olga Callupe	11	Yes	No
HAC4	Basic Web Design	Olivia Miller	8	Yes	No
HAC5	Math Club	Marie G. Stack	9	Yes	No
HAC6	Fun with Spanish: Food, music, technology, and more!	Rocio Jacoby	6	Yes	No
HAC7	Eric Carle Author Study	Kristin McElheron	9	Yes	No

Attachment: Cancelled School Daze Classes due to low enrollment:

Class #	Class Name	Cancelled
H1	Teaching Math Through Literature	Yes
H2	Fraction Fun	Yes
H3	Fun with French!	Yes
H9	Creative Art Explorations-Explosion	Yes
H15	i Let's Explore Latin America !	Yes
I4	A Brief Course for Struggling Spellers	Yes
I5	Eric Carle en Español	Yes
I6	Bugs!	Yes
H4	Great Games	Yes
H5	Fun with French!	Yes
I8	World Traveler	Yes
I10	A Brief Course for Struggling Spellers	Yes
I11	Cuentos Locos	Yes
HAC8	i Let's Explore South America!	Yes
HAC9	Stepping into 5th Grade Mathematics	Yes
HAC2	Creative Whiz Kids 101	Yes

Attachment: Math Enrichment Classes offered to Middle School Students:

Teacher Name	Current Grade Level	Dates	Days of the Week	Location of the Classes	Time of Day
Erin Lewis	602 (Math 6)	6/13 – 6/30	M – Th	Julian	8:00 – 10:00
Erin Lewis	603 & 702 (pre-algebra)	6/13 – 6/30	M – F	Julian	10:15 – 12:15
Patricia Williams	702 (Math 7)	6/13 – 6/30	M – Th	Brooks	2:15 – 4:15
Stacie Klein	702 (Math 7)	6/13 - 6/30	M – Th	Brooks	10:15 – 12:15
Christy Parsetich— this course ran	702 (for students trying to jump to 803 Algebra	6/13 – 6/30	M – Th	Julian	8:00 – 10:00 (Very fast paced class)
Stacie Klein	703 (Algebra)	6/13 – 6/30	M – Th	Brooks	8:00 – 10:00
Pat Williams	703 (Algebra)	6/13 – 6/30	M – Th	Brooks	12:00 – 2:00
Christy Parsetich	703 (Algebra)	6/13 – 6/30	M – Th	Julian	10:15 – 12:15
Jason Gold	803 (Algebra)	6/27 – 7/15	M – Th	Brooks *	10:00 – 12:00
Jason Gold	AA8 (Adv. Algebra	6/27 – 7/15	M – Th	Brooks*	12:15 – 2:15

*Open to students from both schools

Attachment: Music Camp Classes that were held during the summer, 2011

Music Camp 2011	
Class #	Class Names
B1	Band I
O1	Orchestra I
JB1	Jazz Band I
C1	Chorus I
C2	Chorus II
B2	Band II
O2	Orchestra II