

Executive Summary
Prepared for Board of Trustees Meeting
August 23, 2011

Denton ISD 2011 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 2011 Denton ISD Summer School Program, including Elementary, Secondary, and Bilingual/ESL.

Additionally, the report shares information regarding 2010-2011 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

- To provide at-risk 5th graders targeted and accelerated instruction to better prepare for the third administration of the TAKS

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

- 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
- To provide ELLs with exemplary accelerated and accommodated instruction of targeted objectives in the core content areas
- To address the affective, linguistic and cognitive needs of ELLs using ELPS (English

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Language Proficiency Standards)

- Serve as a dropout prevention measure
- Provide rigorous and meaningful instruction to prepare ELLs for summer retake of state standardized tests

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
- 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 Extended School Year

Operational Impact:

Elementary

Students attended a half day program for 12 instructional days and three testing days during the month of June. The funding for this program held at Newton Rayzor Elementary came from Student Success Initiative, Title I funds, and Special Education funds. These funds covered instructional materials, payroll, and transportation costs.

Secondary

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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 and II 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.

Elementary Bi/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 Wilson Elementary.

Secondary ESL

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

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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.

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 ESY employees including two coordinators (2), sixteen teachers, one speech teacher, one (1) nurse, twenty four (24) paraprofessionals, nine(9) facilitators, and four (4) substitutes. Special Education summer ESY programs operated within the projected 2011 budget. (Attachment A) Session I provided services for 69 students (17 secondary and 52 elementary). ESY funding, along with other summer services, is projected in advance through the annual budget process. Newton Rayzor Elementary served as the elementary location and Denton High served as the secondary location. Services were offered Monday-Thursday beginning Monday, June 6 through Thursday, June 30, 2011

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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, 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 25 through August 4, 2011 was offered based on individual student need. This session took place at Newton Rayzor Elementary and Denton High School involving 17 students, 1 nurse, 7 professional staff members, 3 paraprofessionals, 6 facilitators, and 2 substitutes. Services included instruction, music, speech, and transportation.

Results:

Elementary

A total of 39 fifth grade students attended for Reading instruction and 52 attended for mathematics. In Reading, 27 students showed growth equaling 69%, 10 (26%) of which met the standard for passing. For math, 38 (73%) showed growth and 22 (42%) met the passing standard for 5th grade TAKS.

Elementary Bilingual/ESL

A total of 253 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
- 2 bilingual/ESL instructional support teachers
- 128 pre-kinder bilingual/ESL students
- 125 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. 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. A parent involvement meeting was held in June to introduce the parents to the teachers, who then reviewed the program expectations and procedures.

High School ESL

The focus of the ESL Summer School program was to provide ELLs with exemplary accelerated and accommodated instruction of targeted objectives in the core content areas. A building

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principal, ESL High School Coordinator, and 11 secondary teachers provided student academic support at Denton High School.

Data:

- 75 students attended first semester, 73 received half a credit
- 74 students attended second semester, 70 received half a credit
- 6 students earned 0 credits
- 143 students earned ½ or 1 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 seventh graders who failed both math and reading TAKS to attend summer school, as well as all LEP 6th graders who failed either math or reading TAKS. Thirty-three 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. Thirteen summer interns doing their practicum work in reading with Dr. Judith Gasser at Texas Woman's University also provided support and assistance to our students.

- 302 students were assigned to attend summer school. We had 6 no shows, with 296 students attending for at least one day. Each student had three classes.
- Since each student had three classes, 888 grades were earned by the students attending at least one day. There were 80 failing grades in summer school – most of them were earned by students with nine or more absences. More than 200 students earned passing grades in all of their classes.
- Attendance is not an issue – if they show up at first – most 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	55%	92%	53%	96%
African Amer	56%	85%	36%	95%
Hispanic	46%	88%	52%	93%
White	62%	95%	62%	98%

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EcD	50%	86%	48%	93%
SpEd	49%	76%	46%	85%
ESL/LEP	38%	74%	47%	84%

- 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 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:

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The mastery learning model incorporated during the regular school year at FMHS was utilized for this summer school program. Nine teachers, one principal, and one secretary comprised the summer school staff this year at FMHS. Twenty-six students took classes for advancement while all others were enrolled for credit retrieval. Students attended to earn from one-half to two credits. Summer school ran from June 11th – July 8th for 15 days at 5 hours per day.

Data:

- 120 students attended
- 26 students took courses and earned credit for advancement
- 5 students only earned 0 credits
- 114 students earned ½ credit
- 71 students earned 1 credit
- 11 students earned 1 ½ credits
- 5 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, speech, English 4 and U.S. history
- The goal was to have every student attending to earn at a minimum ½ credit.
- The University of North Texas provided six tutors in two segments each day who tutored students in all subject with an emphasis on math. The UNT program is G-Force (GO Center).

Additional high school summer learning programs:

TAKS Acceleration:

- Attendance for TAKS Acceleration study sessions held on each campus:
DHS = 5 students (ELA=2, Math = 3, Science = 0, and Social Studies = 0)
GHS = 43 students (ELA=6, Math = 20, Science = 17, and Social Studies = 0)
RHS = 51 students (ELA=8, Math = 23, Science = 19, and Social Studies = 1)
- Number of students taking July administration of TAKS exam:
DHS = ELA 10
Math 19
Science 24
Social Studies 2
GHS = ELA 14
Math 37
Science 31
Social Studies 9

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RHS = ELA 13
Math 34
Science 28
Social Studies 7

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

DHS = ELA 4
Math 5
Science 5
Social Studies 0

GHS = ELA 9
Math 7
Science 17
Social Studies 8

RHS = ELA 9
Math 6
Science 10
Social Studies 2

Revolution Prep held SAT classes at GHS at various times during the summer.

There has been a slow but steady increase interest in taking courses on-line with the TxVSN. Most students enrolled took more than one course. RHS had three students enrolled for 5 semester credits, DHS had 5 students for 5 semester credits, and GHS had 15 students for 27 semester credits. Students are in the final stages of completing their course work. It is, however, disappointing that the state will no longer be providing funding for TxVSN. Students will now have to pay the \$400 fee to enroll in a course. The Secondary Curriculum Department and the Department of Counseling are aggressively and collaboratively searching for alternative providers of on-line course work at a lower cost to the students. They are also working with Eldridge Moore, Assistant Principal at RHS, who is working on his internship with a focus project of on-line course work to begin developing our own Denton ISD on-line courses. This endeavor is in its infancy phase right now.

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 6th – June 30th, Monday through Thursday. Eight students participated. Four were

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seniors who should have graduated in June. Three of those students earned retrieval credits and graduated in the summer. The other four students who were behind with their grade level earned a total of 6 credits and are back on track.

Guyer High School had a total of 20 students attend Jumpstart this year. The roster included a couple of students from both Ryan and Denton High School. Jumpstart is just what its name implies....students get their first “taste” of high school in a small group setting. The students are identified by middle school counselors as those that need a little extra instruction in math, reading and organizational skills before beginning the freshman year. This year, students attended for three weeks at Guyer beginning the week of July 18th. Students attended for 3 hours Monday-Thursday and were given instruction in math, (primarily algebra) reading and high school study skills. The roster was broken up into three groups. This allowed each group the opportunity to rotate to three different classes each day. In addition to academics, Jumpstart students become more acclimated to the building, and actually have taken on a leadership role when the entire class reports to school. Jumpstart has proven to be a valuable tool in the transition to high school.

Ryan High School has developed a new approach to the previous year’s Jump Start summer program. Since there is no longer funding for transportation for the incoming identified freshman to attend a program prior to the start of school, RHS included a new program that would be part of the regular school day and support these at-risk students all year. The overall goal of the *Raider Success Academy* is to provide support for identified struggling students that will allow them to stay on the path to graduation by increasing their desire to attend school, redirecting their behavior and attitude toward school, and provide instruction that will engage and challenge them while giving them the guidance needed to address their individual learning needs in a fun and nurturing environment.

Ryan High School will require that any student failing the 8th grade state assessment for math and/or reading, to receive accelerated instruction throughout their 9th grade year. This accelerated instruction will be carried out using the following strategies:

- During the first year of high school, identified students will be placed with small interdisciplinary teams of 5 teachers who will share this group of students and utilize common planning times to standardize expectations and collaborate on cross-curricular assignments. These qualified and highly motivated teachers will motivate students to succeed at a higher level.
- Mentors from the local colleges in the Denton community will be provided to each of these identified students. These college mentors will set a positive example

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for the students participating in the Raider Success Academy. In addition, they will offer support, friendship, guidance and additional academic reinforcement.

- This group of students will be provided a period during the school day where they will receive re-teaching, additional learning time in Math and Reading, tutoring with homework and incomplete assignments, and study tips and strategies for upcoming exams. In addition, the teacher for this course will monitor each student's academic progress and provide support that will lead to improved course passing rates and increase students motivation to succeed in school.
- Regular meetings with the RHS counseling and administrative staff will be used to help build a positive learning environment and encourage the students toward success.
- During the 9th grade year, these identified students will develop skills in communication, effective time management, and goal setting. These skills will help them throughout high school and beyond.

Denton High School has also implemented a *Bronco Success Academy* with the same goals and objectives as RHS and will require that any student failing the 8th grade state assessment for math and/or reading, to receive accelerated instruction throughout their 9th grade year. This accelerated instruction will be carried out using the following strategies:

- This group of students will be provided a period during the school day where they will receive re-teaching, additional learning time in Math and Reading, tutoring with homework and incomplete assignments, and study tips and strategies for upcoming exams. (High School 101 for the entire school year) In addition, the teacher for this course will monitor each student's academic progress and provide support that will lead to improved course passing rates and increase students motivation to succeed in school.
- Regular meetings with the DHS counseling and administrative staff will be used to help build a positive learning environment and encourage the students toward success.

Special Note: TEA *changed* the requirement that any 8th grade student who fails the 3rd administration of TAKS reading or math had 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, meant the student could not go on to 9th grade and must return to middle school and repeat the 8th grade. TEA also required that transportation be provided for these students to attend the acceleration program. TEA now only requires that they receive accelerated learning to support their

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achievement. The district has more flexibility in determining how that will be provided. Each high school has determined the best way to provide that support depending on the needs of their particular students.

Algebra Unplugged Summer School Guyer High School June 13 – July 7, 2011

Overview

The pilot class “Algebra Unplugged” was created for Guyer 9th graders who did not pass Algebra 1, including those who failed only the second semester. All students were required to attend the entire four-week course regardless of how they performed the first semester.

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.*

A survey was administered to the students at the beginning and end of the class to assess their perception of the effectiveness of Algebra Unplugged and determine whether or not the objectives had been met. The survey will be referred to throughout this report.

Planning and Logistics

It was decided that students would attend from 8:30am – 1:00pm with a 30-minute lunch break. This made the day more compact and easier to manage, especially since students were accustomed to a 30-minute lunch during the regular school year. Based on a class size of 21, the registration fee was set at \$100, which also included lunch. Students on free or reduced lunch received a discount. Registration forms were mailed home and parents were instructed to complete the process in person at the Guyer front office in order to reserve a spot in the class for their child. The class filled up and began with 22 students, after which two dropped out.

The weekly lunch schedule consisted of Cici’s Pizza (twice a week), McAllister’s (box lunches), and Chick-fil-A (nugget platter and chips). Students did not make any complaints about the food and, being teenagers, consumed every last bite. Only one student commented on the survey that they would have liked more lunch choices.

Breaks were given throughout the day to prevent mental burn out and allow trips to the bathroom. Students sometimes had trouble returning on time, but once in the room they swiftly got back to work.

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Curriculum and Instruction

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 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. The survey indicated that 100% of the students agreed or strongly agreed that a variety of activities were indeed used. In addition, all students agreed or strongly agreed that the teacher communicated in a way they could understand.

Assessment

Quizzes were given every other day and tests were given at the end of each week to gauge how each student was progressing. Students were always given the opportunity to correct or retake quizzes and tests after we addressed major concerns and common mistakes together as a class. A final exam was administered on the last day of class which allowed students to demonstrate mastery of all major strands in the curriculum. In many cases, if a student struggled on a particular concept earlier in the course, extra time and practice leading up to the exam is all they needed in order to show mastery since so many topics are interrelated.

Observations and Outcome

Of the 20 students who remained in the course until the last day, all were granted credit for the first semester with an additional 17 earning credit for the second semester as well. Observations, conversations, and the preliminary survey implied that a majority of the students had a negative opinion of math at the outset and expected very little from the course. However, the concluding survey showed four major points worthy of highlighting:

1. Students overwhelmingly agreed or strongly agreed that the class helped them to gain a clearer understanding of Algebra.
2. Not a single student thought the class was a waste of their time.
3. 90% of the students agreed or strongly agreed that the class gave them confidence in their math abilities.
4. Every student said they would recommend this class for future summer school students.

Reflections from the Teacher of the Course

In reflecting back to the three main objectives for this course, I believe all three were met. The first objective was attained with the wide array of hands-on materials used. When implemented,

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students reacted positively to the activities in class, stayed engaged for the duration of the lesson, visibly had their level of confidence lifted, and commented that they never thought Algebra could be so easy after using such materials. Checks for understanding showed mastery of the material in a relatively short period of time. The second objective was met based on communication with and observations of parents and students alike. Parents did not have to drive a further distance to take their child to school, students who normally walked or rode their bike were still able to do so, and the students were not distracted or stressed since they already knew the campus. The third objective was most clearly met based on the end of course survey. The positive responses were overwhelming and truly demonstrated that the course was an overall success in the minds of the students. As the instructor for the course, I also believe Algebra Unplugged was a huge success based on the students' overall performance.

Additional Comments

Below are some of the comments from students as stated on the survey.

"They need to do this type/form of summer school for every math level."

"Mrs. M. was amazing. I learned more in a 4 week period than in a whole year. I wish I had her as a teacher. She is great. I am grateful for this."

"Thank you very much for this opportunity, and my teacher was amazing at teaching the subject."

"Y'all have an excellent math department."

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 2011 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 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.

Additional Accomplishments:

Elementary Bil/ESL

- The bilingual/ESL elementary summer school program provided children the opportunity to continue their educational experience to maintain their level of skill development,

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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 109 ESL students the need to repeat a core content area course
- ESL students had the opportunity to enroll in two semester classes (one per semester) and recover $\frac{1}{2}$ credit for one semester or two $\frac{1}{2}$ credits for two semesters.
- Pam Leake and Leslie Taylor of the Technology Department, installed, implemented and trained summer school teachers on a new grade book, Teacher Access Center (TAC), a product of eschoolplus.

Recommendations:

Elementary

- Continue to research the most effective summer school curriculum models and programs and incorporate the best components into our various summer school opportunities
- Increase opportunities for students to receive campus-based support and eliminate the need for attending summer school

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

- Offer a World Geography class for credit retrieval, and an elective class such as Communication Applications (Speech) for advanced credit.
- Continue to use Teacher Access Center (TAC) grade book and attendance center.

Secondary

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- 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
- 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 cannot 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 16-24 days to ensure 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.