

# **Executive Summary**

## **Prepared for Board of Trustees Meeting August 25, 2020**

### **Denton ISD 2020 Summer School Programs**

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#### **Board Goals:**

- I. **Vision**...In pursuit of excellence the district will
  - a. Develop a culture where learning is our first priority.
- II. **Teaching & Learning**...In pursuit of excellence the district will
  - f. Advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates.

#### **Purpose of Report:**

This report is provided to the Board of Trustees as an update on the outcomes of the 2020 Denton ISD Summer School Program, including Bilingual/ESL and Secondary.

The report shares information regarding 2020 Extended School Year (ESY) services for students with disabilities. Federal funds were used to provide services for eligible students. The intent of the program is to provide students who have lost skills during the traditional school year an opportunity to regain those skills. The provision of ESY is enforced through Individuals with Disabilities Education Act (IDEA) (34 CFR Part 300). Specifically, §300.309, §300.340-§300.350 extended school year services and §300.24 related services. A student's need for ESY is determined by the admission, review, and dismissal (ARD) committee. Eligibility is based on documentation that regression has occurred in a critical skill area. The data demonstrates that the child was not able to recoup lost skills within eight weeks of returning from summer break or two to three weeks after returning from a 7-14 day break.

#### **Objectives:**

##### ***Elementary***

- Provide state mandated accelerated instruction for fifth grade students focusing on reading and mathematics as outlined in the Texas Education Code (TED) Section 28.0211 and Title 19, Texas Administrative Code (TAC) Chapter 101, Assessment, Subchapter BB, Commissioner's Rules Concerning Grade Advancement and Accelerated Instruction.
- Jump Start: to provide a jump start to essential curriculum for the 2020-2021 school year in grades 1<sup>st</sup>-5<sup>th</sup> at each elementary campus.

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#### ***Elementary Bilingual/ESL***

- Provide state mandated program for bilingual/ESL pre-kindergarten and kindergarten students focusing on reading, math, and science as outlined in the 19 Texas Administrative Code (TAC) Section 89.1250.
- To deliver a daily synchronized instruction in a remote learning environment for the upcoming Bilingual/ESL kindergarten and first grade students.
- Engage English learners in continuous opportunities for self directed learning in English and in Spanish throughout the summer for grades K-5.
- Provided Bilingual/ ESL Jumpstart targeted learning experiences for the development of content and language skills for upcoming kindergarten and first grade students.

#### ***Middle School & High School ESL***

- To provide English Language Learners (ELLs) currently enrolled in grades nine to twelve with a summer opportunity to recover credit(s) lost during the traditional school year.
- Serve as a dropout prevention measure.
- Provide in-depth instructional focus on critical content and process standards in the area of reading, writing, math, and science for ESL middle school students.
- Promote student engagement and higher order thinking skills.
- Use the four language development domains (reading, listening, speaking and writing) as a vehicle for providing students access to the content.
- Provide a culturally responsive classroom that takes into account the affective, linguistic, and cognitive needs of ELLs.

#### ***High School***

- to provide accelerated and meaningful instruction for students to regain lost credits
- to provide accelerated and meaningful instruction for those students unsuccessful on STAAR
- to provide opportunities to take courses for advanced credit in speech, government, economics, and health plus access to a number of courses through TXVSN (on-line courses)
- to provide curriculum to target specific skill deficiencies and to accelerate the acquisition of those skills

#### ***Special Education***

To maintain compliance with the requirements of law while addressing opportunities for students to regain skills through:

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- 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 during the month of June. The funding for this program came from Student Success Initiative, Title I funds, and Special Education funds. These funds were used for instructional materials, payroll, and transportation. Students in grades 3-5 attended 12 virtual instructional days during the month of June. The funding for this program came from the general budget due to COVID 19. These funds were used for instructional materials and payroll.

Students in grades 1-5<sup>th</sup> attended 8 days of face-to-face instruction in July for the jump start program. The funding for this program came from the general budget. These funds were used for instructional materials and payroll.

##### ***Elementary Bilingual/ESL***

Bilingual/ESL pre-kindergarten and kindergarten services are mandated summer school programs funded by local monies. Denton ISD will receive 20% reimbursement for the bilingual/ESL pre-kindergarten and kindergarten and first grade costs.

##### ***Secondary ESL***

The funding was provided through the Title III grant and local monies.

##### ***Secondary***

The funding for the general high school summer program came from the general budget. Due to COVID 19, no tuition was charged to students this year.

The funding for the middle school summer school program held at Strickland Middle School came from Student Success Initiative, Bilingual/ESL, and Special Education funds.

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#### ***Special Education***

A collaborative effort in staffing and facility use was used to provide services for qualifying students. Federal funds were used to pay salaries for ESY employees. Services included instruction, LSSP services, speech and transportation.

#### ***Results:***

#### ***Elementary School 2020***

##### ***Virtual***

Identified 3<sup>rd</sup>-5<sup>th</sup> grade students received small group instruction in math and reading. Bilingual and/or Special Education students received additional support from specialized teachers as recommended by their IEP or LPAC paperwork. Summer school teachers implemented all the accommodations recommended by the students' home campuses. A small teacher to student ratio created a learning environment conducive to differentiation. For all these reasons, the summer school program was able to maximize student progress.

The 3<sup>rd</sup>-5<sup>th</sup> Grade June Summer School was successful at providing meaningful interventions to the students because of the specialized support that is provided by Teachers, Special Education Teachers, and Curriculum Specialists. Special Education Inclusion teachers were able to support the classroom teachers and provided specialized instruction. Additionally, a Reading Specialist and a Math Specialist worked alongside the classroom teachers in a coaching capacity to ensure instructional time with students was maximized and meaningful.

##### ***Jump Start***

Identified upcoming 1<sup>st</sup>-5<sup>th</sup> grade students attended face-to-face instruction for 8 school days from July 20-July 30<sup>th</sup>. The goal of Jump Start was to give the students a head-start on the essentials in the upcoming school year – first nine weeks.

We gave pre and post assessments in reading, writing, and math. With only 8 days of instruction, the results of student learning was significant.

Every Elementary Campus Hosted Jump Start. Wilson was held at Ginnings due to construction issues.

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#### **Elementary Bilingual/ESL**

Provided the upcoming kindergarten and first grade students with online support and instruction using Zoom and other video streaming platforms to connect with students daily, Monday – Thursday, from June 8 – 25. The BE/ESL Department distributed instructional supplies for each student, including 35 chrome books and 15 jetpacks. Every upcoming kindergarten and first grade student in summer school was able to fully participate and obtain access to the curriculum. Their current 2019-2020 Pre-K/K teachers continued to teach their own students during the June summer session.

The following are the number of staff participating in BE/ESL Upcoming Kinder & First Grade Summer School & BE/ESL Jumpstart:

- 1 bilingual principal
- 12 bilingual/dual Language teachers
- 6 ESL teachers

All students were provided targeted instruction based on their individual needs according to EOY SELI and ELI data. Experienced instructional teachers supported these students by providing targeted language and content instruction on a daily basis.. Teachers met with students in one-on-one and small group settings.

Teachers implemented, modified, and developed content specifically designed for Bilingual/Dual Language and ESL students..

#### ***Middle School 2020***

##### ***Virtual Learning Middle School Program:***

Summer School was held virtually in two separate sessions. Session I was held June 1 - June 18, 2020 and session II was held July 6- July 23, 2020. Carly Rogers was the principal and Brett Moore served as the Instructional Technology Assistant, supporting staff with online class rosters during summer school. The summer school staff included 25 content teachers, 11 special education teachers, and 5 ESL teachers. Summer school hours were Monday – Thursday and required a combination of collaborative meetings: Whole group zoom, Small group zoom, and One-on-One zoom meetings. Students had access to google classroom through their SSO portal and were introduced to a variety of activities.

615 students were served in summer school, Session I and 282 students in Session II.

More than 75% of the students recommended by their campus participated in summer school in either Session I, Session II, or both. We believe they, and their parents, see real value in

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continuing their learning and making connections. Parents seemed very motivated for their students to participate in summer learning and gave positive feedback regarding the process and efforts on Denton ISDs part.

The students who Did not Show Progress (**DNP**) or were Not Engaged (**MSG**) chose not to participate in the zoom calls, join google classroom, and therefore did not complete the curriculum within the 12 days of instruction. Teachers and principal made daily contact with students and/or parents regarding issues with participation and/or lack of progress in their respective class(es).

Of the students enrolled, 85% earned credit for showing progress in session I and 67% for session II. Less than 15% of student were disengaged throughout both sessions.

Learning was virtual. Communicating with students was performed in a variety of ways, including online (synchronously and asynchronously). Student Learning Plans were created for the following content areas/grade levels.

- Math Grade 6- Student Learning Plan
- Math Grade 7- Student Learning Plan
- Math Grade 8- Student Learning Plan
- Reading Grade 6- Student Learning Plan
- Reading Grade 7- Student Learning Plan
- Reading Grade 8- Student Learning Plan
- Math ESL Sheltered Instruction- 6,7, & 8 Student Learning Plans
- Reading ESL Sheltered Instruction- 6,7, & 8 Student Learning Plans

All courses were taught by Highly Qualified teachers, thus even with the use of the online instruction, students were able to have assistance and instruction from teachers qualified in each content area. Students new to the country were able to work in a sheltered environment with a highly qualified teacher, focusing on the language barriers and continuing their learning. In addition, students who receive special education services were provided support using a certified special education teacher. In addition, to providing special education services, students receiving 504 accommodations were also provided access to the learning center where students were provided small group instruction in all subject areas.

Overall impressions:

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- Students were very receptive to online models of instruction. Most cited that the ability to work from home was very helpful and motivated them to work quickly and be dismissed from summer school.
- The staff was very dedicated to the success of the students and making connections.
- Parents were very involved in the learning process and very appreciative of all the teacher's efforts in continuing the learning with their student.
- This was one of the largest number of students in summer school in several years.
- The demand for late enrollments was also noticed this year, as many parents contacted us a week after we had begun to check to see if there was room to get their students in.
- Session I level of engagement was much higher than session II.
- Feedback stated having only one session could have been more beneficial for students, teachers, and families.

#### ***Middle School ESL***

6th, 7th and 8th grade ESL students who were newcomers in their first three years of US schools took math and reading courses for enrichment. Middle school ESL students attended one or two sessions of summer school. Session I was June 1 - 18 and session 2 was offered July 6 - 23. Instruction was relevant and engaging and helped teachers maximize student learning in a remote setting.

#### ***High School 2020***

##### ***General High School Program:***

Summer school was held 100% online from June 1-July 23, 2020. Tammy Dwight- Ministero was the principal/ administrator, assisting with all aspects of the day-to-day operation of summer school. The summer school staff included 1 counselor and 19 content teachers.

Summer school was offered as a free educational resource for all students in need of credit repair. No acceleration (original credit) online courses have been approved for development at this time.

The following courses were offered for credit recovery: English I, English II, English III, English IV; World Geography, World History, US History, Government, Economics; Algebra 1, Algebra 2, Geometry, Pre-Cal, Math Models; Biology, Chemistry, Physics; Spanish 1, Spanish 2

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Summer school began on June 1<sup>st</sup> with a virtual orientation and meet the teacher. Canvas was used as the online classroom where teacher check-ins, announcements, and messaging took place. Edgenuity was used for content delivery. Teachers monitored progress and graded within the Edgenuity courseware. Students and families could receive daily progress reports and grades within Edgenuity as well. Students were expected to complete approximately 25% of their course weekly to stay on track for completion within each summer session.

All courses were taught by Highly Qualified content certified teachers. In addition, students who receive accommodations through SPED or 504 programs received those accommodations online from their content teacher.

Chromebooks and jetpacks devices were distributed to students as needed.

Approximately 400 students inquired about or registered for summer school based on initial counselor requests. The following completed 1 or more semester courses:

- **194** -one course
- **60** -two courses
- **1** -three courses
- **1** -four courses
- Total courses completed= 342
- Two students met graduation requirements and received their diploma from their home campus.

Of the 153 students who unenrolled or did not complete the course due to lack of participation, most stated that the biggest reason for their lack of completion was they had other summer plans and didn't have time for school work due to travel, work, caring for siblings, etc. Several students also received late grade changes from their campus which eliminated their need for summer school. Some students stated that they preferred to wait until they could retake the course in a face-to-face classroom. Teachers made weekly contact with students and/or parents regarding issues with attendance and/or lack of progress in their respective class(es). In addition, students and parents were made aware of progress requirements via email, phone calls, and course announcements.

Students on average were active in their course 6.9 hours per week. Overall, students spent an average of 30 hours actively engaged per course. The final grade average by subject was: Language Arts- 76%, Math-78%, Science- 81%, and Social Studies- 83%.

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#### Overall impressions:

- Most students were very receptive to the new online model of instruction. Most cited that they like the ability to work at their own pace from home.
- The staff was very dedicated to the success of the students. They demonstrated this by learning two new online programs in just a matter of days and consistently made efforts to reach out to students who were struggling or non-compliant.
- The counselor was very helpful in placing students and working with administration to support students.
- This was a smaller number of students in summer school from last year. We feel this is because the courses were offered only online. Also, students were just coming out of the difficult remote learning situation in the Spring due to sudden closure of schools in response to COVID.
- We also feel that the lack of financial investment required of families may have contributed to a decrease in motivation to complete the work. Families were sometimes not even aware that the student had enrolled despite multiple attempts at communication.
- The demand for late enrollments was also noticeable this year, as many parents contacted me up to 4 weeks after we had begun to check to see if there was room to get their students in. We continued to accept requests up to July 3<sup>rd</sup> in order to help as many students as possible.

#### ***High School ESL***

#### **Special Education Extended School Year (ESY)**

Special Education students in PreK-12th grade participated in Extended School Year Services based upon individual ARD committee determinations. A student qualifies for ESY based upon documented regression/recoupment data. The purpose of ESY is to help students recoup critical skills that they have lost during extended school breaks such as summer break and winter break. Students received services including academic instruction, music therapy/instruction, physical education, and speech. ESY goals and objectives are implemented during ESY. Student accommodations, modifications, and BIPs are addressed during ESY as well.

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.