



Oak Park Elementary School District 97

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**TO: Members, Board of Education
Dr. Albert Roberts, Superintendent**

FROM: Lisa Schwartz

RE: Summer School Update

DATE: November 14, 2012

The attached report provides an update of the District 97 Summer programs that ran in 2012. We have included information about Prep for Success, School Daze, Band Camp, Middle School Math Enrichment and Extended School Year program. The summer school supervisors will also be sharing additional information about the Prep for Success program.

District 97 2012 Summer Programs

This report summarizes the 2012 summer school programs for District 97 and provides recommendations for future summer programs. The information in this report is divided into five sections:

- Prep for Success
- Extended School Year (ESY) Program
- School Daze
- Music Camp
- Middle School Math Enrichment

Prep for Success Overview

During the past school year we undertook an extensive review of previous academic support summer programs through the work of a summer school task force. The task force team was charged with developing a rigorous and meaningful curriculum design that would look very different from the previous summer intervention models and lead to better results. It was also determined that the new program would be a motivating, innovative, and enriching experience for our students. Lastly, the task force developed consistent criteria for participation based on assessment data and teacher recommendation to insure that the district is targeting the kids that are in most need of intervention support or remediation.

The Prep for Success program served students who would be entering kindergarten (fall of 2012) through our seventh grade students. An overview of the programs is listed below.

Elementary Program			
What:	Program: Elementary Prep for Success		
When:	Dates: 7/23-8/14	Days: Mon-Fri	Time: 8:00-12:00
Who:	Pre-K	K-1	2-5
Entry Criteria	KRT	DIBELS- Intensive Report Cards-1 or 2 (reading/math) Teacher recommendation	MAP- 1-14 th %ile Report Cards-1 or 2 (reading/math) Teacher recommendation
Curriculum Design	K Readiness Fine Motor Skills, Social Interaction, How to read a book, How to behave in a classroom, Listening to stories, Letters, Technology, Listening Skills, oral language skills and learning to be independent	Leveled Instruction (RIT) Lesson driven by NWEA Learning Continuum Pre-teaching/preview concepts Fast ForWord – 30 Minutes Reading/Math focus Team Structure to support teaching, learning and assessment	Leveled Instruction (RIT) Lesson driven by NWEA Learning Continuum Pre-teaching/preview concepts Fast ForWord – 30 Minutes Reading/Math focus Team Structure to support teaching, learning, and assessment
Sites	Longfellow	Hatch, Longfellow	Hatch, Longfellow

Middle School Program	
What:	Program: Middle School Prep for Success
When:	Dates: 7/23-8/14 Days: Mon-Fri Time: 8:00-12:00
Who:	6-7-8
Entry Criteria	MAP- 1-14 th %ile Report Cards-D or U in language arts or math Teacher recommendation
Curriculum Design	Leveled Instruction (RIT) Lesson driven by NWEA Learning Continuum Pre-teaching/Preview Concepts Reading/Math Focus Study Skills Fast ForWord – 50 Minutes (divided up) Team Structure to support teaching, learning, and assessment
Site	Brooks

Students who participated in Prep for Success Program

The chart below highlights student demographics of students that participated in the Prep for Success Program. There were a total of 291 students who attended the program. The majority of students that participated in the Prep for Success program were male and students who qualified for free and reduced lunch.

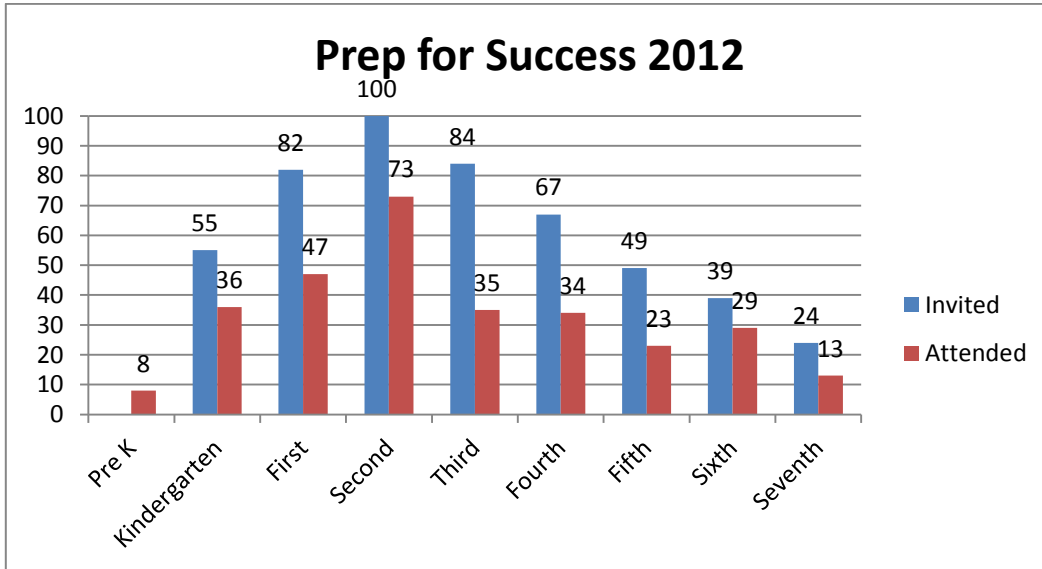
Prep for Success Demographics/Students Served

CATEGORY	No. of students	Percent of students
Female	131	45.0%
Male	160	55.0%
Black	163	56.0%
Hispanic	15	5.2%
Multiracial	32	11.0%
White	77	26.5%
Other ethnic	4	1.4%
Free/reduced	160	55.0%
Paid lunch	131	45.0%
IEP	108	37.1%
No IEP	183	62.9%

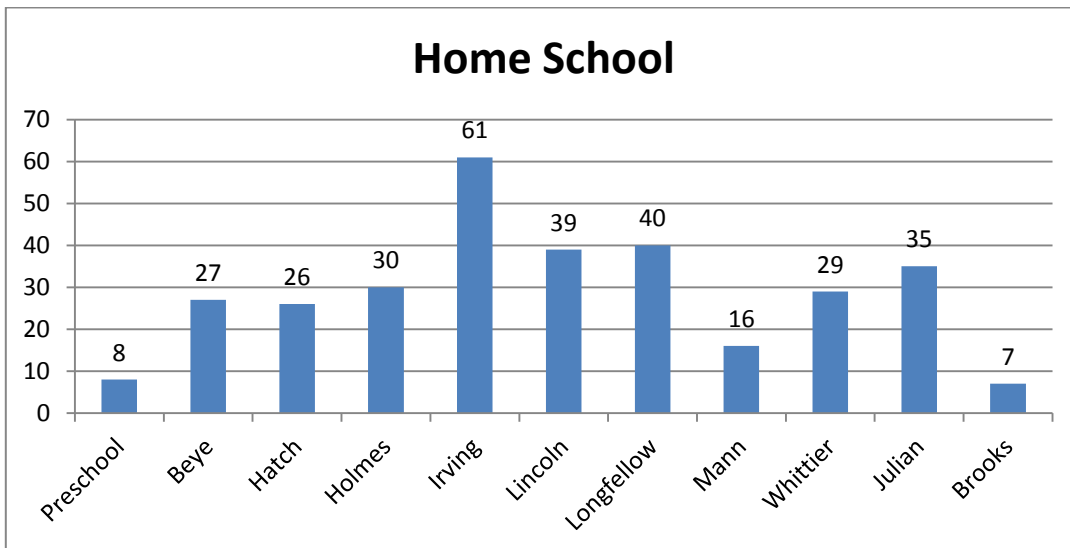
(Note: we did not have demographic information for all the Pre K students who participated)

There were 477 students who received invitations to participate in the Prep for Success program based on a combination of test scores, grades, and teacher recommendations.

Not all of those students who were invited actually attended the program. The program was also comprised of students who were not initially invited but were added to the rosters by teachers and parent request. Thirty-seven of the invited students are no longer in the district, including 10 who attended Prep for Success but did not return to school this fall. Records show that 298 students attended the program (270 of whom were on the initial invitation list):



Students who participated in the Prep for Success program came from all of our schools.



Prep for Success Curriculum Design

Curriculum

A group of elementary and middle school Prep for Success teachers met for several days in June, 2012 for the purpose of curriculum design. Teachers focused on developing curriculum guides for both reading and math. The curriculum design included topic focus/theme, lesson objectives, specific skills being taught and assessed, suggested activities, and assessments. Teachers referred to existing curriculum materials, Common Core State Standards and other intervention materials to create a guide that would be used by all teachers. Teachers also incorporated project based activities into reading and math lessons.

The elementary teachers used the Fountas & Pinnell intervention materials to assist in developing students' reading skills. These materials consist of leveled readers that students were able to take home and read independently. Each classroom was given a set of Fountas & Pinnell reading books. Both elementary and middle school teachers utilized the MAP RIT scores Des Cartes learning statements to target instruction in reading and math. Teachers used technology in order to assist students including iPads, netbooks, LCD projectors, and school computer labs.

Most Prep for Success students also participated in Fast ForWord. Elementary students followed a 30 minute protocol and the middle school students used a 50 minute protocol (divided into two sessions throughout the morning). All students took the initial Reading Progress Indicator (RPI), but none were able to do a second RPI since there was not enough time during the program to complete a product.

Professional Development/Planning

All Prep for Success teachers received training on how to use Fast ForWord and monitor student progress. During the course of the program teachers received one hour of planning time per week.

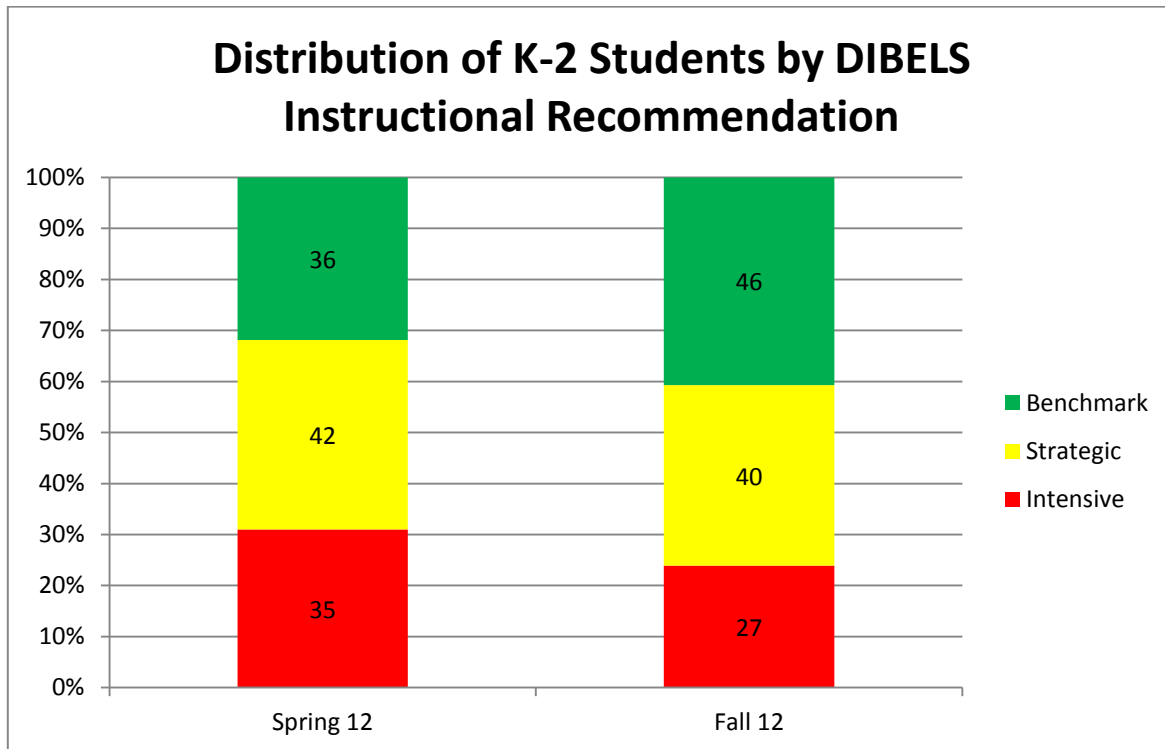
The site supervisors at all three sites conducted learning visits on a regular basis. During these visits the supervisors utilized a checklist from the National Staff Development Council/Learning Forward to provide feedback to the teachers. Supervisors provided written feedback on the learning environment, teacher behaviors, student engagement and instructional strategies.

Assessment Data and Results

DIBELS

The district is currently using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a local benchmark assessment to measure the academic progress that our K-2 students are making in all elementary schools. Some schools also use the assessment beyond second grade. The assessment is administered in the fall, winter and spring. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly progress monitor the development of early literacy and early reading skills.

In all, we have scores from the spring testing session for 147 of the students, which accounts for 94.2% of the K-2 students who participated. Just over two-thirds of the students who enrolled in Prep for Success had end-of-year DIBELS scores that produced an instructional recommendation of either Intensive or Strategic. The percent of students below Benchmark at the time of the fall test had decreased from 64% to 54%. (The numbers represent only those students for whom we have DIBELS scores from both the spring and fall test.)



MAP

The district uses NWEA/MAP as a local assessment to measure academic progress for 2nd through 8th grade students in District 97. Students are assessed in the areas of math and reading three times over the course of the school year and the data is used by teachers and administrators to inform instruction. While on average students improve from each testing point to the next, on an individual basis, a student's scores may go up and down across the year.

The chart below highlights math and reading MAP data for students who participated in the Prep for Success program.

NWEA MAP Scores for Pre for Success participants:

	MATH		READING	
	Spring	Fall	Spring	Fall
Second (73)	179.0	178.2	184.5	185.0
Third (35)	193.4	193.8	194.0	197.8
Fourth (34)	198.5	198.2	203.8	203.4
Fifth (23)	205.9	202.0	208.0	206.2
Sixth (29)	200.5	202.1	205.5	204.2
Seventh (13)	210.4	211.5	213.4	214.4
ALL Prep students (207)	192.8	192.3	196.8	197.2

Average RIT point change from Spring to Fall

	MATH	READING
Second	-0.9	0.5
Third	0.4	3.7
Fourth	-0.3	-0.4
Fifth	-3.9	-1.8
Sixth	1.6	-1.3
Seventh	1.1	1.0

Possible Recommendations to consider for future Prep for Success Programs:

The information below highlights some suggestions based on feedback from Prep for Success teachers and administrators.

- Utilize a central attendance system.
- Keep class size to 10-15 students.
- Ensure that summer school participants receive early notification of the program to allow for better staff and family planning and preparation.
- Define and adhere to consistent criteria for entry into the programs to ensure that we are targeting students that need the most additional support in the critical areas of literacy and math.
- Begin the session of the program on a Monday.
- Consider additional intervention curriculum materials.
- Provide teachers with additional planning time before the start of the program.
- Provide teachers with IEPs for special education students prior to the start of the program so accommodations can be made.
- Ensure technology is available to summer school teachers.

There has also been a request by some teachers and parents to offer summer academic support options for student who do not qualify for the Prep for Success Program. We will investigate this option as we plan for the upcoming year.

Extended School Year (ESY) Program

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 the ESY program 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 5 weeks from June 11 through July 13, 2012. There were two days used for professional development. It was determined that there was a need for 30 certified staff members and 34 non-certified staff members to run the program effectively. Instructional materials were provided for each level of classroom: Early Childhood, Cross-Categorical, and DD/DLP.

Grade Served:	Pre-K through 7 th Grade (115 students)
Subjects:	Language Arts and Math
Entry Criteria:	Team recommendation at annual IEP review meeting
Site:	Holmes Elementary School
Program Dates:	June 11 through July 13, 2012
Program Schedule:	Monday through Friday – Students -3 hrs. / Staff - 3.5 hrs.

Tuition Based Programs

School Daze

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 3 hour class was \$200. The classes were offered at Hatch and Irving from June 5th through June 22nd. Twenty Eight classes were offered, but 12 classes actually ran this year. Sixteen classes were cancelled due to low enrollment. One Hundred Fifty Five 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 4-8.

Music Camp

Summer Music Camp is another traditional summer program that includes band, orchestra and chorus. This past summer, the camps were held from August 6th to August 17th. Forty Three students attended the classes and they were taught by 5 teachers. A fee of \$75 for each general music session was charged.

Middle School Math Enrichment

The district also ran summer math enrichment classes for current middle school 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 as well as for acceleration. Six teachers taught the courses; ten classes ran. The cost was \$125 to enroll in the math enrichment courses, with scholarships provided for students in need.

Possible Recommendations to consider for Tuition Based Programs:

- Begin registration earlier in the year to align with when other non-D97 programs begin registration.
- Consider the option of an on-line integrated registration system for all D97 tuition based programs.
- Consider including incoming 6th grade students in the Middle School Math Enrichment program.
- Further analyze tuition-based programs to determine if fees collected are providing sufficient funding and how can we fund scholarships for students in need.

Appendix A : Summer School Program Costs and Revenues:

	School Daze 155 Students	Music Camp 43 Students	Math Enrichment 97 Students
Teacher and Coordinator Salaries	\$29,702.00	\$2,689.00	\$9,686.00
Materials and supplies	\$895.00	\$0.00	\$0.00
Scholarship funds provided by D97	\$4,400.00	\$1,150.00	\$1,000.00
Refunds for cancellations	\$220.00	\$0.00	\$875.00
COSTS	\$35,217.00	\$3,839.00	\$11,561.00
Scholarship money received (Oak Park Township)	\$3,500.00	\$500.00	\$0.00
Payments received from parents	\$24,616.68	\$6,000.00	\$11,125.00
REVENUE	\$28,116.68	\$6,500.00	\$11,125.00
Differences	<\$7,106.68>	\$2,661.00	<\$436.00>

Total Scholarships Provided:

School Daze – 27

Music Camp – 15

Math Enrichment – 8

Appendix B: School Daze Classes that ran

Class #	Class Name	Instructor	Student Count	Class confirmed
H4	Salud! Healthy Living in Spanish	Tess Petrca	8	Yes
I5	Art Explosion	Jenny Raia & Judy Yang	30	Yes
H6	Spanish Art Immersion	Olga Callupe	10	Yes
I1	I Can Draw: Tips & Tech	Casey Klemp Florczak	9	Yes
HAC2	Spanish Art Immersion	Olga Callupe	8	Yes
H2	Learning to Love Non-Fiction Thru Studying Animals	Kerri Druckmiller	8	Yes
H5	Moving to First Grade	Julia Inksetter	4	Yes
H8	German Immersion	Lisa Krueger Peters	7	Yes
H13	Just Dance	Kia London	9	Yes
I6	It's Too Fun to be Called School Math & Reading	Nick Sakellaris & Joe Gray	17	Yes
I8	Creative Kindergarten Extension	Nicole Decancq	12	Yes
I9	Reading Rocks	Jessica Parra-Valverde	7	Yes

Appendix C: Cancelled School Daze Classes due to low enrollment

Class #	Class Name	Cancelled
H1	Latin Jazz Dance	Yes
H3	Play Sports: Read Books-Play Board Games	Yes
H7	Spanish 1	Yes
H9	The Apprentice: Kids Edition	Yes
H11	Latin American Folk Dance	Yes
H12	Latin American Folk Dance	Yes
H14	Play Sports-Read Books-Play Board Games	Yes
I2	World Traveler	Yes
I4	Ready, Set, Learn	Yes
I7	Reading for Fun & Creativity	Yes
I11	Keyboarding Correctly	Yes
I13	Read and Play	Yes
I14	World Traveler	Yes
HAC3	Fun with Spanish Food, Music Technology & More	Yes
HAC4	Latin American Folk Dance & Art	Yes
HAC5	Latin American Folk Dance & Art	Yes

Appendix D: Math Enrichment Classes that were offered to Middle School Students

Teacher Name	Current Grade Level	Dates	Days of the Week	Location of the Classes	Time of Day
Jessica Moncatch	Pre Algebra 6	6/4 – 6/28	M – Th	Brooks	8:00 – 10:00
Erin Lewis	Pre Algebra 6	6/4 – 6/28	M – Th	Brooks	10:00 – 12:00
Jessica Moncatch	Pre Algebra 6	6/4 – 6/28	M – Th	Brooks	10:00 – 12:00
Stacie Klein	Adv Algebra 6	6/4 – 6/28	M – Th	Brooks	8:00 – 10:00
Stacie Klein	Math 7	6/4 – 6/28	M- Th	Brooks	10:00 – 12:00
Julie King	Algebra 7	6/4 – 6/28	M – Th	Brooks	8:00 – 10:00
Christy Parsetich	Algebra 7	6/4 – 6/28	M – Th	Brooks	8:00 – 10:00
Erin Lewis	Algebra 7	6/4 – 6/28	M – Th	Brooks	8:00 – 10:00
Christy Parsetich	Algebra 7	6/4 – 6/28	M – Th	Brooks	10:00 – 12:00
Julie King	Adv Algebra 7	6/4 – 6/28	M – Th	Brooks	10:00 – 12:00

*Open to students from both schools

Appendix E: Music Camp Classes that ran

Music Camp 2012	
Class #	Class Names
B1	Band I
O1	Orchestra I
JB1	Jazz Band I
C1	Chorus I
B2	Band II
O2	Orchestra II