

# Executive Summary

## Prepared for Board of Trustees Meeting

### August 27, 2013

## Denton ISD 2013 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 2013 Denton ISD Summer School Program, including Bilingual/ESL and Secondary.

Additionally, the report shares information regarding 2013 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 math as outlined in 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.

#### *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.

#### *High School ESL*

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

### ***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 TAKS/STAAR
- to provide opportunities to take courses for advanced credit in speech, government, economics, and health plus access to a number of courses through TX VSN (on-line courses)
- to provide an opportunity for students to retake Algebra I at each home high school campus
- 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

### ***ATC Robotics Summer Camp***

- Provide an academic rich learning platform for students to develop concepts around teamwork, problem solving, critical thinking, computer programming and communication.
- Promote and encourage students to think about science, math, engineering and technology subjects and careers
- Provide students the opportunity to utilize industry standard equipment and products through hands on projects such as Lego Robotics, Vex/Fischertek robotics, Graphic

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Design, Audio Visual, and Electronics during the four half day Summer Camp taught by teachers from the ATC and EXPO.

### 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 N. Rayzor Elementary came from Student Success Initiative, Title I funds, and Special Education funds. These funds were used for instructional materials, payroll, and transportation.

#### *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 costs. The Bilingual/ESL Summer School was held at Wilson Elementary.

#### *Secondary ESL*

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

#### *Secondary*

The funding for the general high school summer program held at Fred Moore High School came from the tuition generated from student registration

#### *Special Education*

A collaborative effort in regards to staffing and facility use was used to provide services for qualifying students. Federal funds were used to pay salaries for ESY employees including two coordinators (2), eleven teachers (11), one speech teacher (1), one music therapist, one nurse (1), twenty two (22) paraprofessionals, seven (7) facilitators, and seven (7) substitutes. Special Education summer ESY programs operated within the projected 2012-2013 budget. **(Table 1)**. Session I provided services for 56 students (15 secondary and 41 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 Ryan High served as the secondary location. Services were offered Monday-Thursday beginning Tuesday, June 11 through Thursday, July 3, 2013 between the hours of 8:00 am to 11:00 am at N. Rayzor Elementary and 8:30-11:30 at Ryan High School. 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

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adapted physical education opportunities for the students. A second session of ESY was provided to some students as ARDed at N. Rayzor Elementary July 22-August 1<sup>st</sup> between the hours of 8:30-11:30. The second session involved seventeen students (17), one coordinator (1), one LSSP (1) one speech therapist (1), one nurse (1), five teachers (5), four paraprofessionals (4), six facilitators (6), and three substitutes (3). Services included instruction, LSSP services, speech and transportation.

**Table 1**

<b>ESY 2012-13</b>	<b>Projections</b>	<b>Actual Expenditures</b>
Materials	\$950	\$742.35
ESY Payroll	\$45,018	\$44,826.25
ESY II payroll	\$10,748	\$9,745.25
Benefits Contribution-10%	\$5,576.6	\$5,457.15
	\$62,293	\$60,771

***ATC Robotics Summer Camp***

A fee based structure (\$70) was used for individual students for a four-day summer camp. Scholarships were in place for students in need. Student in grades 4-6 submit an application to attend the camp.

**Results:**

***Elementary***

A total of 92 fifth grade students attended for accelerated Reading instruction and 132 attended for accelerated Mathematics instruction for a total of 8.5 days prior to the third administration of the STAAR test. The table below shows the results for the students who had been unsuccessful in their two previous attempts to meet the passing standard:

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	Number Retested	Number Satisfactory	Percent Satisfactory
<b>Reading</b>	92	29	32%
<b>Math</b>	132	44	33%

***Elementary Bilingual/ESL***

A total of 234 pre-kinder and kindergarten bilingual/ESL students received specialized instruction designed to prepare them to be successful in kindergarten and first grade.

*Staffing and Student Data:*

- 18 bilingual/ESL teachers taught the pre-kinder and kindergarten students
- 2 bilingual/ESL instructional support teachers
- 2 bilingual paraprofessionals
- 102 pre-kinder bilingual/ESL students
- 132 kindergarten bilingual/ESL students

The pre-kinder and kindergarten 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 English. Caleb Leath served as the bilingual/ESL summer school principal. The bilingual instructional support teachers provided planning and instructional support to teachers through extended planning sessions held after school in May to familiarize teachers with the materials and several days each week during summer school. The summer school campus held a Saturday parent meeting for students and parents to meet the teacher. In addition, two parent classroom visits were held in June to review what was learned and how to help their child at home.

*Additional Accomplishments:*

- The bilingual/ESL elementary summer school program provided children the opportunity to continue their educational experience to maintain their level of skill development, accelerate specific objectives/concepts, and extend beyond the student's present level of achievement to fully prepare them for the upcoming school year.
- Strong participation in three parent involvement activities.

***High School ESL***

- 1 building principal
- 1 ESL High School Coordinator
- 13 secondary content area teachers

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<b>2013 ESL High School Summer School</b>		
<b>Number of Students earning ½ credits in First Semester</b>	<b>Number of students earning ½ credits in Second Semester</b>	<b>Total Number of Students Earning ½ Credits for the 1<sup>st</sup> and 2<sup>nd</sup> Semester</b>
102	94	196
Thirteen students who enrolled in summer school did not earn ½ credits due to attendance or non-participation in class.		

**Additional Accomplishments:**

- ESL students had the opportunity to enroll in two semester classes (one per semester) and recover ½ credit for one semester or two ½ credits for two semesters.
- The Technology Department, installed, implemented and trained summer school teachers on a new grade book, Teacher Access Center (TAC), a product of E-school Plus.
- Chemistry class received a visit from Dr. Justin Youngblood and his team from the University of North Texas to present the students with some of their research activities related to the interaction of matter and electromagnetism. Dr. Youngblood showed 3D periodic tables and shared trends in the periodic table. He also challenged the students to develop ideas of other things that could be useful to 3D-print for teaching science classes. He asked them to submit their proposals to him. From the proposals submitted, a few will be selected and their objects generated. Dr. Youngblood also left the periodic tables with the students as a gift.

***Middle School***

All 8<sup>th</sup> graders (178) who failed the second administration of the STAAR test for reading and/or math were provided the opportunity to attend summer school this year. 167 eighth graders attended all or part of the 9 instructional days prior to the retest. Funding this year also allowed for all seventh graders who failed both math and reading STAAR to attend summer school, as well as all LEP 6th graders who failed either math or reading STAAR. 275 6<sup>th</sup> and 7<sup>th</sup> grade students were assigned to attend and receive accelerated instruction in math, science and reading. Thirty-six 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 Instructional Technology Teacher, one Curriculum Specialist (IST) and one nurse. Ten summer interns doing their practicum work in reading with Dr. Judith Gasser at Texas Woman's University also provided reading support and assistance to our students.

- 453 students were assigned to attend summer school. We had 34 no shows, with 419 students attending for at least one day. Each student had three classes.

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- Attendance is typically not an issue – if they show up at first – most like it and come back.
- 8<sup>th</sup> Math and Reading STAAR data:

	3 <sup>rd</sup> Admin Math	Cumulative Math	3 <sup>rd</sup> Admin Reading	Cumulative Reading
All Students	33%	95%	37%	95%
African Am	32%	90%	39%	94%
Hispanic	23%	91%	26%	89%
White	52%	98%	61%	99%
Ec Dis	29%	90%	33%	90%
SpEd	13%	79%	27%	78%
ESL/LEP	12%	82%	24%	72%

- Most of the 6<sup>th</sup> and 7<sup>th</sup> grade students in summer school (greater than 90%) showed significant improvement in math, science, and 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. McDonald’s provided breakfast on testing days. Locating a grant for breakfast would be a goal for future summers.

The overall successes and gains are attributed to the implementation of a comprehensive reading and math and science curriculum and the grouping of all students by targeted TEKS and STAAR 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 Instructional Support Teacher along with the Curriculum Coordinators enriched the

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instructional support for the teachers with weekly planning sessions as well as monitoring of the full implementation of the curriculum. The ITS 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:*

Summer School was held at Fred Moore High School from June 11-July 3, 2013. Beth Kelly was the principal. The summer school staff included 7 teachers, along with 1 receptionist and 1 facilitator who assisted with the online learning platform, Odyssey Ware. Summer school hours were from 8 am-1 pm, with bus transportation provided from each “home” campus. 129 students registered for summer school with the following having completed 1 or more semester courses:

- 118-one course
- 66-two courses
- 9-three courses
- 4-one course

The students who failed to earn credit in at least one course chose not to comply with attendance requirements. Teachers and the principal made daily contact with students and parents regarding issues with attendance. In addition, students and parents were made aware of attendance requirements by virtue of the summer school flyers, at registration, and on the first day of school at the morning assembly. Students could miss a maximum of 3 days before being dismissed from summer school.

Summer school graduation was held at Guyer High School on July 3. We had 9 students who met graduation requirements. Of the students enrolled, 20 earned credit for advancement. The following courses were offered in a blended model (direct instruction and online instruction):

- Algebra I
- Algebra II
- Geometry
- Math Models



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The following courses were offered in an online model, allowing students to work from home, logging a minimum of 4 hours a day, Monday-Thursday to meet attendance requirements:

- Government
- Economics
- Professional Communication
- English IV

The following courses were offered in an online model, with students required to attend summer school daily:

- Chemistry
- Biology
- Physics

The following courses were offered in a strictly direct teach model:

- English I
- English II
- English III

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.

Overall impressions:

- Students were very receptive to blended and online models of instruction. Most cited the ability to work from home was very helpful and motivated them to work quickly and be dismissed from summer school.
- The City of Denton provided lunches daily, and we believe it met a need for the majority of our students. We also believe it impacted student discipline in a positive way.
- The staff was very dedicated to the success of our students.
- Transportation being provided is a huge asset to the program.

Without the increase of pay for summer school staff, we would not have been able to secure Highly Qualified teachers for each subject area.

*Additional high school summer learning programs:*

TAKS Acceleration:

- Attendance for TAKS Acceleration study sessions held on each campus:

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DHS = 9 students (ELA=2, Math = 4, Science = 3, and Social Studies = 0)

GHS = 42 students (Math = 33, Science = 9)

RHS = 8 students (Math = 8)

- Number of students taking July administration of TAKS exam:

DHS = ELA 7

Math 17

Science 12

Social Studies 4

GHS = ELA 17

Math 31

Science 5

Social Studies 3

RHS = Math 8

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

DHS = ELA 3

Math 4

Science 4

Social Studies 8

GHS = ELA 13

Math 12

Science 3

Social Studies 3

RHS = Math 3

STAAR Acceleration:

- Attendance for STAAR Acceleration study sessions held on each campus:

DHS = English 1 Reading 34

English 1 Writing 34

English 2 Reading 10

English 2 Writing 10

Algebra 17

Biology 3

GHS = English 1 Reading 52

English 1 Writing 167

English 2 Reading 25

English 2 Writing 48

Algebra 1 59

RHS = English 1 Reading 85

English 1 Writing 129

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English 2 Reading 32  
English 2 Writing 80  
Algebra 1 29  
Biology 21

- Number of students taking July administration of STAAR exam:

DHS = English 1 Reading 35  
English 1 Writing 52  
English 2 Reading 6  
English 2 Writing 19  
Algebra 13  
Biology 5

GHS = English 1 Reading 66  
English 1 Writing 93  
English 2 Reading 26  
English 2 Writing 88  
Algebra 38  
Biology 14

RHS = English 1 Reading 90  
English 1 Writing 150  
English 2 Reading 36  
English 2 Writing 85  
Algebra 32  
Biology 24

- Number of students who passed the STAAR exam in July:

DHS = English 1 Reading 13  
English 1 Writing 21  
English 2 Reading 1  
English 2 Writing 11  
Algebra 5  
Biology 2

GHS = English 1 Reading 10  
English 1 Writing 30  
English 2 Reading 15  
English 2 Writing 40  
Algebra 9  
Biology 6

RHS = English 1 Reading 90

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English 1 Writing 21  
English 2 Reading 19  
English 2 Writing 22  
Algebra 10  
Biology 9

There has been a slow but steady increase in interest for taking on-line courses with the TxVSN. A number of students took advantage of this delivery method. Students are now in the final stages of completing their coursework. It is, however, disappointing that the state no longer provides funding for TxVSN. Students now must pay the \$400 fee to enroll in a course. However, all of these students were able to receive scholarships from the state to pay their enrollment fee so there was no cost to them. 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. We are also in the developing, planning, and piloting stages of our own Denton ISD on-line courses.

Denton, Guyer, and Ryan High School offered, on their campus, *Algebra Unplugged*. This course was created for specifically identified 9<sup>th</sup> grade students who did not pass Algebra 1 or failed the second semester only. All students were expected to attend the entire four-week course regardless of how they performed the first semester. The teachers were handpicked for their strong ability to teach math to struggling students.

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.

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

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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.

Denton High School had 6 students take this course and all 6 passed. RHS had 1 student take this course and pass. GHS had 9 students and eight students received credit. The one who did not receive credit has been given the option to retake the final exam in order to reach a passing grade.

Ryan High School offered an additional prep course for the writing EOC called Writing Workshop. This was a two-day intense writing course taught by three RHS teachers who focused on key writing strategies for success. 33 students attend all day on June 26<sup>th</sup> and 27<sup>th</sup>. 19 of those students passed the EOC writing exam.

### *Special Education*

The ESY program is designed using a regression/recoupment model for students to regain skills lost during the traditional school year over extended breaks from school. The expectation is that students will show an improvement in skill ability at the end of a focused instructional program. Minimally, skill levels should be maintained using the baseline data the student entered ESY with for the June 2013 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 recoup 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.

### *ATC Robotics Summer Camp*

Seventy-eight (78) total students attended the four day camp.

Grade	Number Attending
3 <sup>rd</sup>	11
4 <sup>th</sup>	37
5 <sup>th</sup>	27
6 <sup>th</sup>	3

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Two days were devoted to team work. The teams designed, built, and programmed a robot for a specific challenge, emphasizing physics and problem solving. The remaining two days are devoted to exposing the students to a variety of technology courses such as Graphic Design, Electronics, Commercial Photography, and Audio Video.

### Recommendations:

#### *Elementary*

- The survey results from the summer school administrative staff recommend full day sessions for students required to take both reading and math STAAR
- Provide additional local funding for summer school to allow for the necessary curriculum adjustments so that the materials support the rigor of the state assessment.

#### *Bilingual/ESL Elementary*

- Review the hourly pay for summer school teachers, administrators, nurse, and paraprofessionals
- Continue to revise the summer school pre-kindergarten/kindergarten curriculum and instructional materials to include all the components of the dual language enrichment program.

#### *Secondary ESL*

- Review the selection of the summer school courses offered to further increase the opportunity to gain credits
- Possibility of having a separate writing summer class using LitCon for 8<sup>th</sup> graders

#### *Secondary*

- Provide local funding for summer school to allow for middle school students to have summer school opportunities regardless of the lack of state funding
- Increase the opportunities for enrichment sessions such as college readiness
- 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
- Seek support to provide breakfast for the high school students
- Provide scholarship tuition for high school students who cannot afford to pay the summer school tuition in order to retrieve credits

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- Enhance the communication about all of the summer opportunities for students especially the courses offered through the Texas Virtual School Network by creating a summer school webpage

***Special Education***

- Continue to offer training regarding ESY eligibility and procedures.

***ATC Robotics Summer Camp***

- Explore additional funding sources to underwrite the costs so that more students may attend while keeping the camp affordable for families.

**Other Options:**

***Special Education***

- Consider extending some teacher contracts by 15-25 days to ensure we have highly effective teachers available to teach ESY sessions.
- Revise the session dates to reduce the number of weeks eligible students are not in session.