



Oak Park Elementary School District 97

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TO: Dr. Carol Kelley, Superintendent

FROM: Dr. Helen Wei, Director of Curriculum and Instruction
Dr. Carrie Kamm, Director of Curriculum and Instruction

RE: District 97 2015 Summer Programs-Executive Summary

DATE: October 8, 2015

Type of Report: Informational

Purpose of the Report: The purpose of this report is to provide the Board of Education with a summary of District 97's 2015 summer programs. The information in this report is divided into four sections:

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

Prep for Success Overview

Prep for Success (PFS) is a summer program designed to provide struggling students with targeted intervention in Reading and/or Math. The program took place in two locations, with the K-4 program at Beye and the 5-8 program at Julian.

The table below provides details of the program, including grade levels of participating students, location, entry criteria, student placement into groups, student-to-teacher ratio, and curriculum design and instructional materials provided.

Prep for Success Summer Program July 13 - August 7, 2015 Monday through Friday 8:00 am - 11:30 am			
Incoming Grade Levels of Participating Students	Kindergarten	Grades 1-4	Grades 5-8
Location	Beye	Beye	Julian

Entry Criteria	Kindergarten Readiness Tool	Grades 1-2: Winter DIBELS--Well Below Benchmark Grades 2-4: NWEA MAP--Below 20th percentile Grades 1-4: Teacher Recommendations	Grades 5-8: NWEA MAP--Below 20th percentile Grades 5-8: Teacher Recommendations Grades 7-8: Report Card Grades (D or U)
Basis for Student Groupings	K: By grade level	Grades 1: By grade level Grade 2: By grade level Grades 3-4: By NWEA MAP RIT Bands for Reading and for Math	Grades 5-6: By NWEA MAP RIT Bands for Reading and for Math Grades 7-8: By NWEA MAP RIT Bands for Reading and for Math
Student-Teacher Ratio	7:1	9:1	11:1
Curriculum Design/ Instructional Materials	<i>Focus on small-group Instruction</i> Reading: -Fountas & Pinnell Leveled Readers (Grades K-2) -Lexia Math: -DreamBox -My Math Whole Group Instruction: Kindergarten Readiness Skills, including social interaction, how to read a book, how to behave in a classroom, listening to stories, letters, listening skills, oral language skills, and learning to be independent	<i>Focus on small-group Instruction</i> Reading: -Fountas & Pinnell Leveled Readers (Grades K-2) -95 Percent Group "Road to Reading" lessons (Grades 1-2) -Library Class Sets/ Novel Studies/ Treasures Leveled Readers -Lexia Math: -EngageNY -MyMath -DreamBox	<i>Focus on small-group Instruction</i> Reading: -Small Group Novel Studies -Independent Reading -Vocabulary Enrichment -Lexia Math: -EngageNY Lessons -DreamBox -Moby Max (optional) -TenMarks (optional)

Prep for Success Participating Students

In early February, following Winter DIBELS and MAP testing, the Department of Teaching and Learning created an initial list of current K-7 students (anticipated/incoming grade 1-8 students), eligible for Prep for Success based on the following criteria:

Incoming Grade 1: Winter DIBELS--Well Below Benchmark

Incoming Grade 2: Winter DIBELS--Well Below Benchmark
NWEA MAP--Below 20th percentile

Incoming Grades 3-4: NWEA MAP--Below 20th percentile

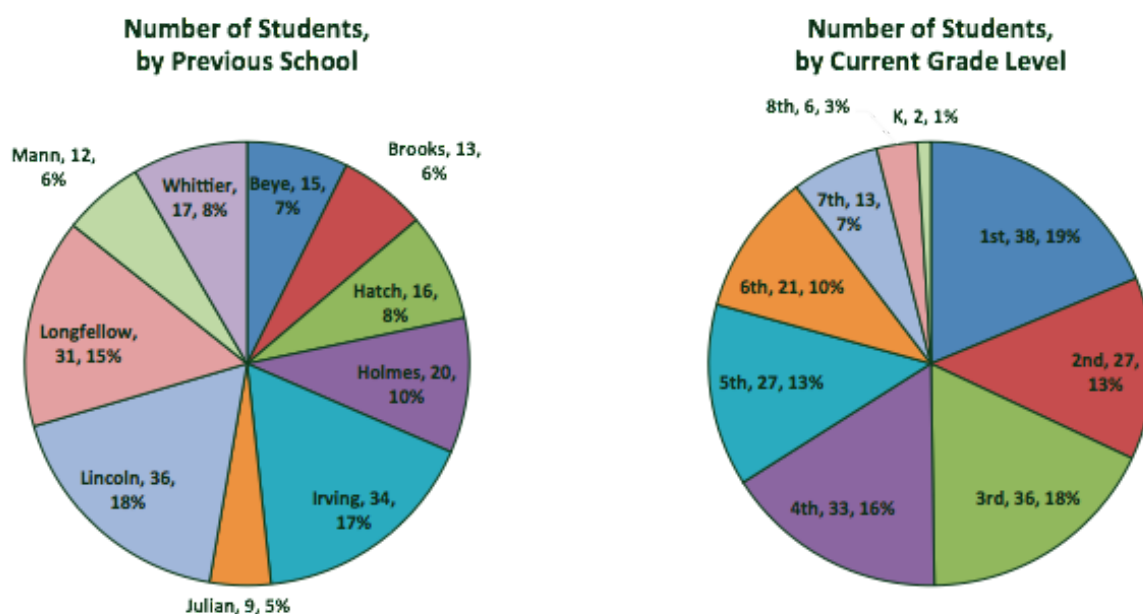
Incoming Grades 5-6: NWEA MAP--Below 20th percentile

Incoming Grades 7-8: NWEA MAP--Below 20th percentile
Report Card Grades (D or U)

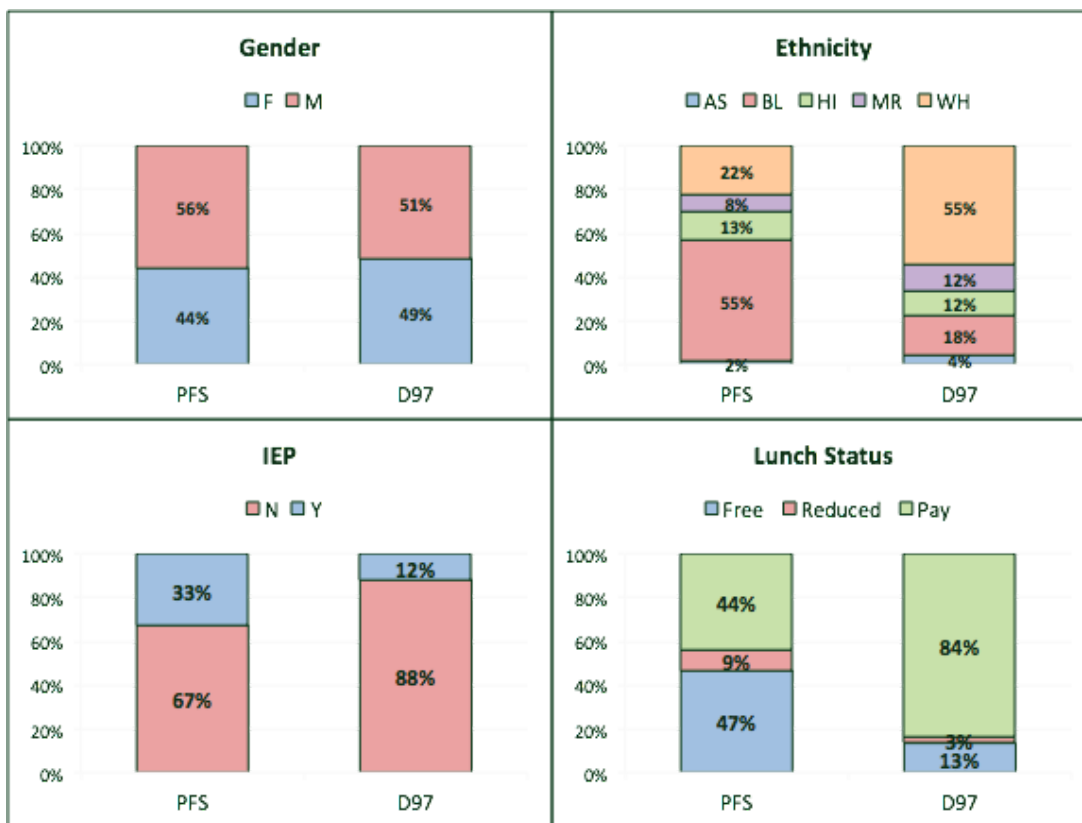
The initial list of eligible student included a total of 407 students. Teachers were also able to submit additional recommendations based on classroom grades and observations, resulting in an addition of 165 students. In mid-February, we began sending invitation letters to families of a total of 594 students in incoming grades 1-8. Twenty-two Kindergarten students were also invited to attend Prep for Success, following KRT Testing in June.

Of the 616 students in grades K-8 invited, a total of 203 students completed the Prep for Success program:

Prep for Success student demographic information is as follows:



(Note: Kindergarten statistics in these graphs are incomplete; 15 Kindergarten students completed the program)



Prep for Success Curriculum Design

Curriculum

Small group instruction was the emphasis for both the K-4 and 5-8 Prep for Success programs, in order to provide students with targeted support and intervention. Students in grades K-4 rotated amongst stations, so that teachers could work with small groups. Students in grades 3-4, 5-6, and 7-8 were also grouped into classes according to their MAP RIT Score Bands, in Reading and in Math, so that teachers could better target students' areas of support and pull small groups.

Instructional resources for Reading included Fountas & Pinnell Leveled Readers (Grades K-3), 95 Percent Group "Road to Reading" lessons (Grades 1-2), Lexia (Grades K-8), Class Sets/Novel Studies (Grades 1-8), Treasures materials (grades 1-4), and vocabulary enrichment lessons. Instructional resources used for Math included DreamBox (K-8), Engage New York (K-8), My Math (K-5), Moby Max (5-8), and TenMarks (5-8). Lexia and DreamBox were online programs that PFS teachers were expected to use with their students on a daily basis, and which students could access from home, as well.

New this year, first and second grade PFS teachers implemented 95 Percent Group lessons on phonics and phonological awareness, to provide extra support to students in early reading skills. In order to successfully implement the 95 Percent Group program, three of our Language Arts Specialists--Terese Parr (Irving), Ingrid Wilson (Whittier) and Molly Meierhoff (Mann)--helped us screen all first and second grade PFS students on the first two days of the program, in order to guide the PFS teachers' lessons for each student. Our goal was to use every day of the four week-program to provide intervention for students, and believed that allowing the PFS teachers to remain with their

students to launch into instruction, rather than spend their time screening students, was most beneficial to student learning.

Also new this year were Student Information Forms, which regular school-year teachers completed for each student in June, to give Prep for Success teachers information on student assessment and progress monitoring data, as well as instructional needs and strengths. This information helped PFS teachers plan their initial lessons and optimize the time they had with their students.

Technology was a helpful tool for teachers to be able to conduct stations and work small-group work, as well as provide reinforcement of learning concepts. Teachers were also able to use student and classroom reports from DreamBox and Lexia to guide their instruction.

Professional Learning and Planning

Prior to the Prep for Success program, teachers attended a half-day training with the Prep for Success Coordinators, Jessica Bretl (K-4) and Megan VerVynck (5-8), and Director of Curriculum and Instruction Helen Wei. During the training, we discussed the program's purpose and teacher expectations, provided professional learning around the 95 Percent Group program for first and second grade teachers (by Language Arts Specialist Terese Parr, and provided time for teachers to plan and review student groupings and Student Information Forms.

An important improvement this year, was the hiring of an Administrative Assistant for each site, to assist with attendance, answering phone calls, greeting parents, and other administrative tasks. This allowed Prep for Success Coordinators to conduct classroom walkthroughs, provide instructional feedback to teachers, as well as communicate with parents.

Communication

There was on-going communication with Prep for Success parents during the four-week program, including letters, emails, and phone calls, as well as:

- Introductory letter from Prep for Success Coordinators
- Introductory letter from PFS teachers
- First-day parent meeting
- Teacher weekly newsletters (some classrooms)
- PFS Report Cards (end of program)

Communication with Prep for Success teachers included bi-weekly meetings with the PFS Coordinators, weekly email updates, and face-to-face interactions as Coordinators conducted walkthroughs and were highly visible to students and teachers during the program.

Following the program, PFS Report Cards and 95% Group Screening Results were sent to students' teachers for the 2015-2016 school year, to provide information on the student's progress from the summer.

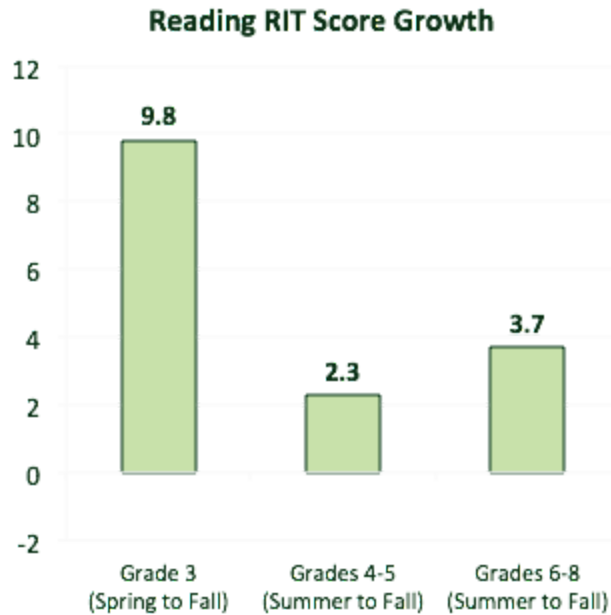
Assessment Data and Results

NWEA MAP Assessment Data

Students in grades 4-8 took the MAP test on the first two days of the Prep for Success program, in order to provide us with more relevant data to drive instruction, as well as a beginning data point to measure student progress. The previous testing period had been in the Winter (January) for these students and was outdated for our needs in July.

Below is the average RIT score growth for Prep for Success students in Reading:

Average MAP RIT Score Growth for Prep for Success Students in Reading



As indicated above, Prep for Success students in grade 3 on average grew 9.8 points in the RIT scores in Reading from Spring to Fall. Student in grades grades 6-8 experienced an average growth of 3.7 points, while students in grades 4-5 experienced an average growth of 3.7 points.

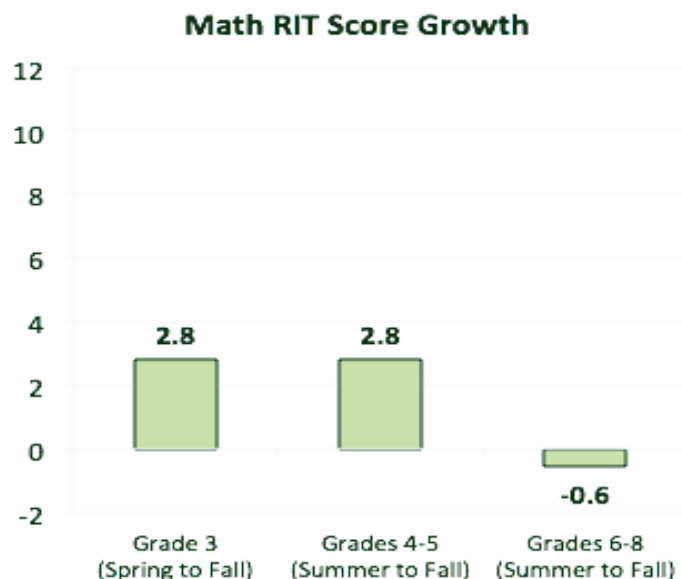
We do not have information from NWEA on average RIT score growth for all students from Spring/Summer to Fall); however norms from NWEA exist for Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring. Below are 2015 Reading Student Growth Norms published by NWEA:

2015 READING Student Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

Thus, the average growth of PFS students in grades 4-8 (3 months, July to September) was 2.3-4.8, compared to NWEA's average growth of 1.9-5.4 for Begin-to-Mid year (4 months), which typically occurs as a result of full-day, daily instruction.

Below is the average RIT score growth for PFS students in Math:

Average MAP RIT Score Growth for Prep for Success Students in Math



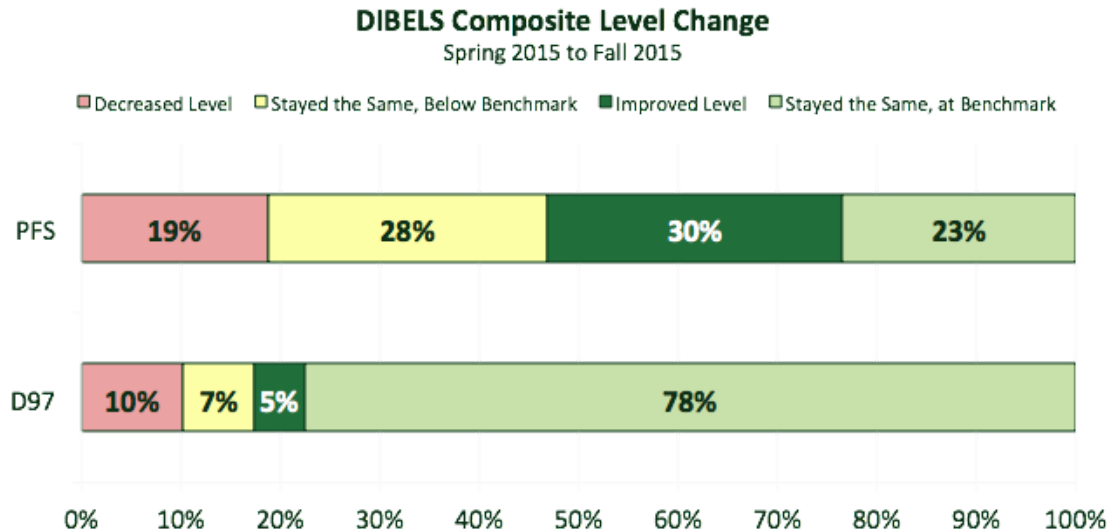
As indicated above, Prep for Success students grew in grades 3-5, with an average growth of 2.8 points, while students in grades 6-8 experienced a decline on average by 0.6 points. Below are 2015 Math Student Growth Norms published by NWEA:

2015 MATHEMATICS Student Growth Norms						
	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

Moving forward, we will focus on improving our math intervention strategies for the 2016 Prep for Success program. We will investigate various math intervention programs and strategies, to better serve our students in math.

DIBELS Assessment Data

The below graph demonstrates students' level changes in DIBELS composite scores, including the percentage of students who stayed at Benchmark, improved levels, stayed at Below Benchmark, and decreased at levels:

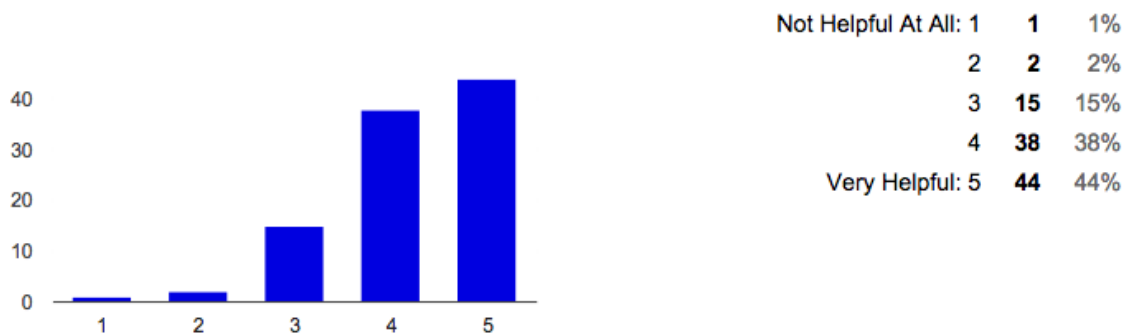


Highlights of Program Surveys

At the end of the program in early August, we conducted surveys of Prep for Success students, parents, and teachers, for feedback on the program and ways in which we can improve.

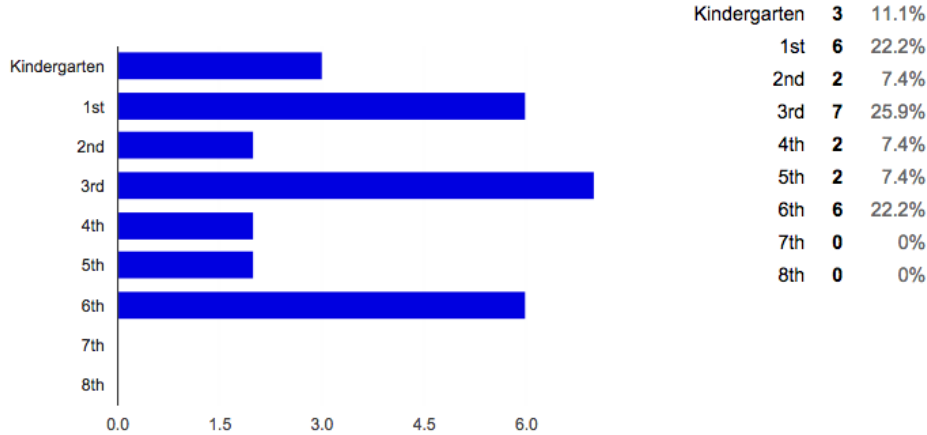
Students in grades 4-8 were given the survey, with 100 students participating. When asked about the helpfulness of the Prep for Success program, 82% of students believed the program was helpful to them as students:

How much do you feel Prep for Success has helped you as a student?

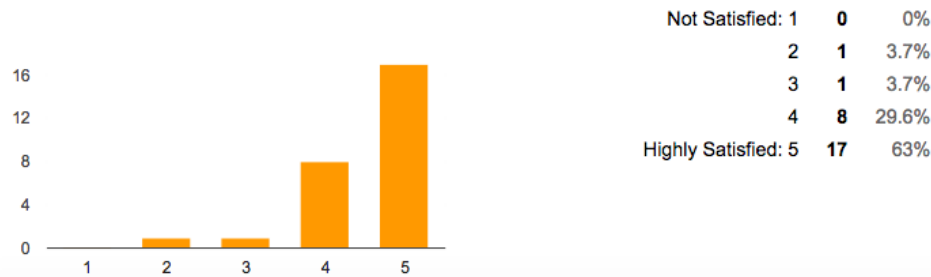


Parents also completed a survey at the end of the program. Although only 25 parents responded, the majority of parents who responded were satisfied with the program:

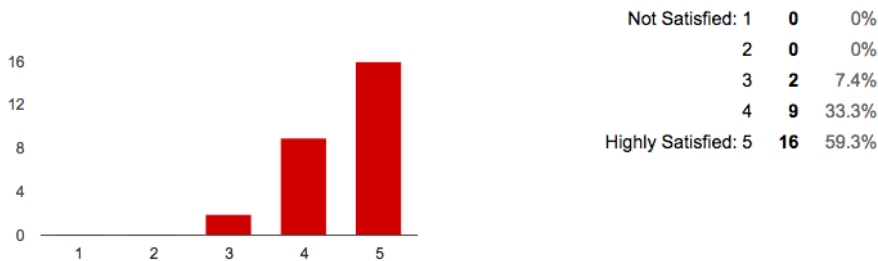
Please mark the grade your child is entering in the fall for the 2015-2016 school year.



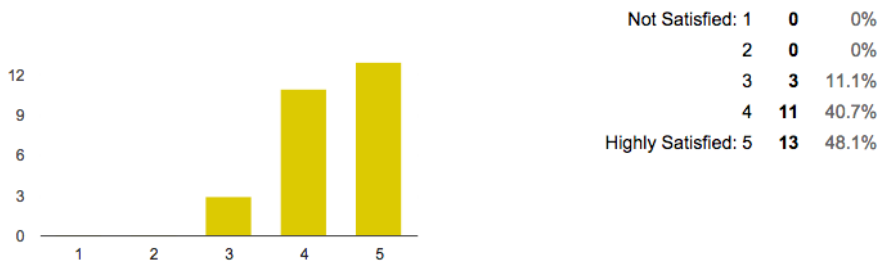
1. I was satisfied with the timing of the Prep for Success program (i.e. July 13-August 7)?



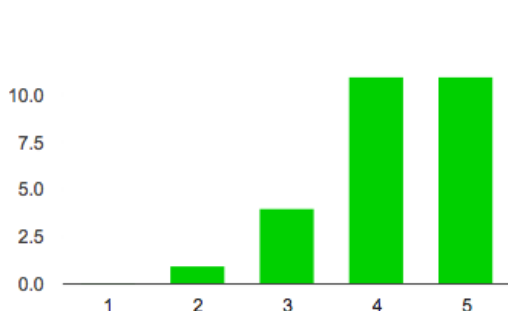
2. I was satisfied with the 4-week length of the program.



3. I feel that the Prep for Success curriculum targeted the reading and/or math skills on which my child needed to focus.

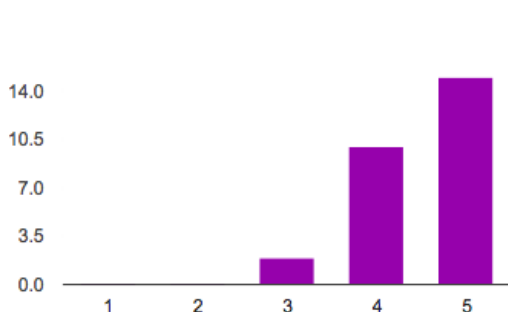


4. I feel that the Prep for Success program met my child's learning needs this summer.



Not Satisfied:	1	0	0%
	2	1	3.7%
	3	4	14.8%
	4	11	40.7%
Highly Satisfied:	5	11	40.7%

5. If given the option again, I would send my child to Prep for Success.



Not Satisfied:	1	0	0%
	2	0	0%
	3	2	7.4%
	4	10	37%
Highly Satisfied:	5	15	55.6%

"Overall It was a successful program it helps students that's struggling to not lose what they where taught. And it also helps prepare them for the upcoming school year. The tim[ing] was definitely great. My daughter was able to get a break before and after the program, so she still got the feeling of having a summer break even with the prep for success program being incorporated."

"This program was FANTASTIC for my daughter!! Her Teachers were AMAZING and in 4 weeks my daughter could write out her full name, her vocabulary increased big time and I saw her learn a TON in a short time period! I am so excited for my daughter to start Kindergarten next week because the education in just 4 weeks this summer was superb and I can only imagine how fantastic it will be once she officially starts next week. This program was great for my daughter!! I am so glad that we did it and I would highly recommend this program to anyone."

Some suggestions for improvement included increasing communication between parents and teachers during the program, so that parents are aware of concepts and activities completed in class.

Teachers also completed the survey, giving positive feedback on the use of small groups and MAP data:

"I feel that overall, my students and I had a good experience in PFS. I think the idea of MAP testing helped us to correctly pinpoint the skills that our students lacked and correctly design plans for improvement."

"I am most appreciative that technology was available for the kids, and I also appreciate the way in which Dreambox, online attendance, and email communication was ready to go day 1. The kids were engaged, hard-working, and quite sweet. I had an excellent experience and look forward to teaching PFS again next year, should I be chosen."

"The grouping of students according to the Map scores was very helpful. Having the opportunity to teach and focus on math went well also. The structure of time -1.5 hours was just enough time for DreamBox and small group instruction to take place!!!"

"The groups were kept at a small manageable size. Technology was available daily and working. The site supervisor was present and available to assist as needed. I felt really supported, most specifically with behavior management."

Suggestions for improvement included providing additional materials and supplies, as well as different ways to better implement the the 95 Percent Group program, if we choose to continue to use the program for Prep for Success in the summer of 2016.

Program Improvements, Challenges, and Future Recommendations

There were a number of positive changes to the Prep for Success program this year, including:

- 95 Percent Group Screening (3 Language Arts Specialists) for students in grades 1 and 2
- Administrative Assistants hired for each sites (allowing Coordinators to walk-through classrooms and provide feedback to teachers, as well as improve communication with parents)
- Students switched classes for Reading and Math, grouped by RIT scores (grades 3-8)
- Teachers taught Reading only or Math only
- Students checked out books from the school library once per week

The challenges we faced in the Prep for Success program were:

- Student attendance (How can we create incentives for all students to attend?)
- Communication with families during the program (How can we improve communication during the program across all classrooms?)
- Kindergarten invitations to the program (How do we increase our enrollment of Kindergarteners and invite them earlier?)

Recommendations for future implementation of the Prep for Success program are:

- Improve student attendance through incentives and constant communication with families (including frequent reminders that the program is approaching)
- Increase communication with parents and provide ongoing updates through weekly classroom newsletters (consistent across all classrooms) and a Prep for Success website
- Improve Kindergarten enrollment by mentioning the Prep for Success program during Kindergarten Round-up in May and encourage families to sign up for early KRT testing
- Conduct KRT testing of current preschool students who are incoming Kindergarteners, at the end of the school year, to invite these students earlier if they qualify
- Investigate math interventions programs and how we can better support students in Math

Special Education Extended School Year (ESY) Program

The Illinois State Board of Education requires that school districts hold an Extended School Year Program for students who have showed difficulty retaining the skills, that they were taught during the regular academic school year.

The students were recommended for the ESY program at their annual review IEP meetings. The team would discuss if the program would benefit the student and their identified needs. The teachers 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.

Letters were sent to the parents and guardians informing them that their child was recommended to participate in the program and was asked to reply back, if their child will be attending the program. The program was held at Hatch Elementary School. The program used a total of 21 rooms (20 instructional classrooms and 1 room for related services - 7 classrooms and 1 related service room on the first floor and 13 classrooms on the second floor).

The ESY program ran for 4 weeks from July 13, through August 07, 2015. There were two additional days used for professional development. It was determined that there was a need for 31 certified staff members (classrooms teachers and related services) and 40 non-certified staff members (39 teacher assistants & 1 secretary) to run the program effectively. Instructional materials were provided for each level of classrooms that included, Early Childhood, Cross-Categorical, DD/DLP.

Grades Served:	Pre-K through 7 th (164 students attended)
Subjects:	Language Arts & Math
Entry Criteria:	Team recommendation at annual IEP review meeting
Site:	Hatch Elementary School
Program Dates:	July 13-August 7, 2015
Program Schedule:	Monday through Friday (Students Attended 3.5 hrs / Staff Worked 4 hrs. per day)

Middle School Math Enrichment

Through the Middle School Summer Math Enrichment program, District 97 offers an opportunity for those students who wish to review math content or who seek to advance a math level. The focus of the enrichment program is to provide a structure that will allow students to deepen their understanding

of algebra skills and previously learned concepts, as well as giving students a preview of content for the upcoming school year.

Recruitment for the Middle School Summer Math Enrichment program began in early March with communication being sent to families of 5th, 6th, and 7th graders via the Digital Backpack. Flyers were sent home via the Digital Backpack weekly until the registration deadline of May 1st. The course fee was \$180 and scholarships were provided for students in need.

Teacher recruitment began in early February with interest surveys sent to all middle school math teachers. Per the District 97 OPTA/Board of Education contact, the program was allowed 7 instructors. The instructors for the 2015 Summer Math Enrichment program were District 97 middle school math teachers or 5th grade teachers.

Summer Math Enrichment began on June 8th and ended on July 2nd. Students attended class Monday-Thursday and were able to choose from sessions that met from 8:00-10:00 or 10:00-12:00 at Brooks Middle School.

Summer Math Enrichment Enrollment

Course Title	Enrollment Numbers 2015	Enrollment Numbers 2014
Introduction to Middle School Math	59	63
Math 6	13	16
Pre-Algebra 6	65	37
Advanced Algebra 6/Algebra 7	39	33
Math 7	14	15
Advanced Algebra 7	17	17
Total	207	181

Although the Introduction to Middle School Math had a slight dip in enrollment (-4), it continues to be a popular program for those families who want to provide their child with an opportunity to review key 5th grade math concepts that will be critical for middle school math success. Students Winter 2015 NWEA/MAP scores were used as a guide to group students into classes. Based on data collected on students' pre and post test scores, students on average increased their score by 20%.

The majority of students enrolled in Middle School Summer Math Enrichment are seeking to advance math levels and the remaining students are enrolled as a review opportunity. In order to advance to the next math level, students are required to score an 80% or better on the end of course exam. Given the course length, this is a very accelerated program that requires a strong commitment from students and families.

Course Title	Enrollment Numbers 2015	Percent of Students who Passed End of Course Exam
Pre-Algebra	65	23%
Advanced Algebra 6/Algebra 7	39	30%
Advanced Algebra 7	17	29%

Given students busy summer schedules, District 97 offers an Independent Study option for those students who cannot attend Summer Math Enrichment. Students are provided with the course objectives and access to an online textbook. Students were able to take the exam on July 2nd or July 21st.

As we prepare for this summer's program, some next steps we are considering include:

- Consider starting registration in February before other village summer camp providers.
- Advertise Summer Math Enrichment registration on Twitter and work with the Brooks and Julian PTOs to post the registration information on their Facebook pages.
- In February 2016, meet with 5th grade teachers during a district grade-level meeting and with the middle school math department to discuss student recruitment strategy. This will help to insure that we are connecting with families of students that we feel will benefit from a review or enrichment opportunity.
- In communication with families and students who are interested in advancing math levels, reiterate the rigorous course pace. Consider creating a guide that will provide families with additional free resources to support their child's learning such as Khan Academy, IXL, and Ten-Marks.
- Create a parent survey to get feedback on the Summer Math Enrichment program.

Summer Music Camp Program

District 97's Summer Music Program provides students in grades 4-8 with additional music experience that compliments what they are learning in our general music and instrumental music programs. The program met at Julian Middle School and ran from July 27th through August 7th. Classes were an hour long and met between 8:30 and 12:00. Students are able to take one session or two consecutive sessions. The class fee is \$75 and those students who receive free or reduced lunch are eligible for scholarships.

The program continues to grow in popularity as evidenced by our enrollment numbers.

Program	Summer 2014 Enrollment	Summer 2015 Enrollment
Band I	27	40
Band II	18	16
Orchestra I	14	18
Orchestra II	5	8
Jazz Band I	9	23
Jazz Band II	11	8
Orff Ensemble I	8	16
Orff Ensemble II	14	22
Chorus	21	36

In terms of next steps for the program, we are:

- Considering moving the program to Brooks rather than holding it at Julian. This would allow us to not move Orff instruments from one location to another.
- Wanting to increase our middle school student participation by perhaps offering a more specialized Jazz Improv class or a Chorus class. This would require an additional teacher (an increase of 4 teachers to 5).