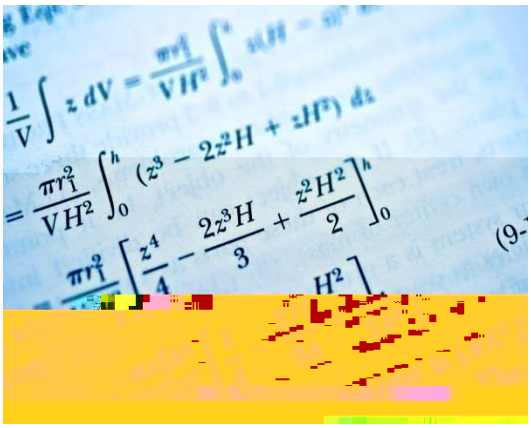
SUMMER SCHOOL EVALUATION
SUMMARY REPORT 2009



Austin Independent School District
Department of Program Evaluation

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EXECUTIVE SUMMARY

The Austin Independent School District (AISD) used local, state, and federal funds to provide a variety of summer programs in 2009, many of which provided opportunities for students to accelerate academic learning, maintain academic skills between school years, recover course credits, retake state achievement tests, or experience school-level transition activities. The estimated total budget allocation for summer programs was more than $6.9 million. The funds mainly covered staff salaries, materials and supplies, and transportation.

PROGRAMS AND STUDENTS SERVED

Over the past three summers, 2007 through 2009, AISD has served more than 11,000 students each summer session, with the 2009 session serving the most during this period at approximately 13,960. About one-fourth of these students returned to AISD's 2009 summer school after attending prior summer school sessions. The Summer 2009 programs serving the most students included the following: a prekindergarten and kindergarten program for English language learners (ELLs) (n = 3,631), an elementary reading and mathematics (math) interventions for 3rd and 5th graders who needed to retake the Texas Assessment of Knowledge and Skills (TAKS) in reading and/or math (n = 1,440), a middle school program for course recovery and for 8th graders who needed to retake TAKS reading and/or math (n = 1,505), the middle school transition camps (n = 2,532), and a high school program for course acceleration or recovery and for 11th and 12th grade students who needed to retake the exit-level TAKS (n = 2,253).

For some students, summer school is a critical opportunity for relearning essential knowledge and skills, gaining course credits, or passing TAKS. When students are successful in this academic work, they are able to progress to the next grade level, and in some cases, summer school accomplishments prepare students to meet graduation requirements. For students retaking the TAKS at grades 3, 5, 8, and exit-level (grades 11 and 12) during Summer

were offered, including (but not limited to) the ELL prekindergarten and kindergarten program, a 4th-grade science camp, an English as a second language (ESL) immigrant newcomer's institute, a reading acceleration program, JumpStart (math) program, a

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SUMMER PROGRAMS OVERVIEW

AISD serves many students during its summer school sessions, June through August. Many summer programs provide opportunities for students to accelerate academic learning, maintain academic skills between school years, recover course credits, retake state achievement tests, or experience school-level transition activities. A comprehensive review of AISD's 2009 summer programs was requested by school district executive administrative staff in late Spring 2009 so that a summary of information about all current summer programs could be used for program improvement and budgetary decisions in the next school year.

This report summarizes AISD 2009 summer programs in the following categories: elementary, secondary, and other. This report is organized as a summary report for AISD 2009 summer programs, providing the following information about each program:

- program description

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Sixteen different AISD summer programs were offered in 2009, and the cumulative allocation budgeted for these programs was almost $7 million (63% local, 3% state, 34% federal, and 0.3% private grant). Table 2 lists the approximate allocations for each of the 2009 summer programs.

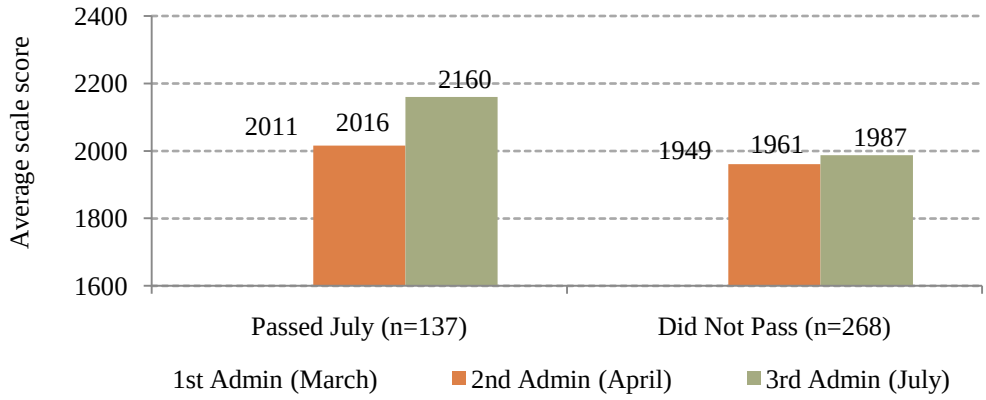
Table 2. AISD Summer School Programs 2009 and Their Approximate Allocations

AISD Summer School Program	Approximate allocation ($)
English Language Learners - PreK/Kindergarten (ELL-PreK/K)	$1,514,000
Elementary Reading and Math Interventions for 3rd and 5th Graders (ERM-SSI)	$1,103,000
4th Grade Science Camp	$400,000
ESL Immigrant Newcomer's Institute	$195,000
Reading Acceleration Program (RAP)	$58,000
Middle School Course Recovery and 8th Grade TAKS Retake (MSCR and SSI 8th)	$575,905
Middle School Transition Camps	$513,026
JumpStart	$355,190
International High School (IHS)	$125,000
High School Course Acceleration and Recovery (HS-CAR)	$892,961
High School Transition Camps	$149,527
High School Science Institute	$18,804
Diversified Education Through Leadership, Technology, and	

Table 4. Grade-

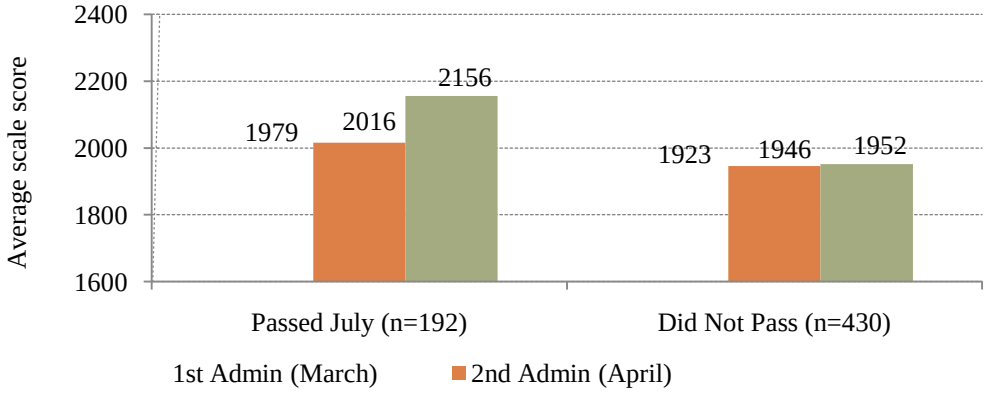
examination was conducted of the 3rd administration

Figure 2. Average Scale Scores for 2009 Summer School Students Who Passed or Did Not Pass TAKS With Scores FromThree Administrations of Grade-3 TAKS Reading



Source. 2009 AISD TAKS files and DPE summer school records

Figure 3. Average Scale Scores for 2009 Summer School Students Who Passed or Did Not Pass TAKS With Scores From Three Administrations of Grade-5 TAKS Reading



Source. 2009 AISD TAKS files and DPE summer school records

Figure 4. Average Scale Scores for 2009 Summer School Students Who Passed or Did Not Pass TAKS With Scores From Three Administrations of Grade-5 TAKS Math

SCIENCE CAMP FOR 4TH GRADERS (4TH SCIENCE CAMP)

The stated objective of the elementary science summer camp was to improve the science skills for 4th graders rising to 5th grade who scored low on mid-year science benchmark tests during 2008–2009 to prepare them for taking the 5th- grade TAKS science test. The program was coordinated by the AISD Science department and had an estimated budget allocation of $400,000 (local funds). The month-long program was held at two elementary schools during June 2009: Campbell and St. Elmo. A total of 516 students participated (271 students at Campbell and 245 at St. Elmo). Students attended an average of 67% of program days. Pre- and posttests were given to students who attended the science camp to measure progress during the program. Table 6 shows the average pre- and posttest scores and gains by summer site. On average, students participating in the program showed gains of 30 to 31 points from pretest to posttest. Among Campbell students with both pre- and posttest scores, 88% showed gains, 7% showed a loss, and 5% showed no change from pre- to posttest scores. Among St. Elmo students, 94% showed gains, 4% showed a loss, and 2% showed no change from pre- to posttest scores. These students' 5th-grade TAKS science performance and their benchmark test results will be monitored in 2009–2010.

Table 6. AISD Elementary Summer Science Camp Students' Average Pre- and Posttest Scores and Average Gain, by Site, June 2009

Elementary summer science camp site	Pretest average score	Posttest average score	Average gain
Campbell (n = 271)	35.16	61.86	31.89
St. Elmo (n = 245)	36.85	67.18	30.34

Source. Elementary science camp program records, June 2009

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American, and 2% were White. Students attended an average of 83% of program days. Of all program participants, 91% completed the program successfully, according to the program criteria of attending 8 out of 11 days and making positive gains in content areas from pre- to posttest during the program.

READING ACCELERATION PROGRAM (RAP)

The stated objective of RAP was to accelerate reading achievement for 6th- through 12th-grade students who were reading two or more grade levels below their enrolled grade level. The program was coordinated by the AISD Dyslexia Services department and had an estimated budget allocation of $85,000 (local funds). Classes were held at two middle schools (Burnet and Paredes) and two high schools (Crockett and Reagan). Ap(l2 4-0.06c54(w)-2(2)-17(T)-4(J)-12(0)-7(R)-9

The middle school course recovery program served 1,505 students (unduplicated count). Of these, 32% (*n* = 480) took one course and 68% (*n* = 1,025) took two or more courses. Students attended an average of 86% of program days. Table 8 shows the numbers of students served by grade level and number of courses taken (unduplicated counts).

Table 8. Summer 2009 Middle School Courses Taken, by Grade Level

Grade level	# Students taking one course	# Students taking two or more courses
6	59	141
7	63	264
8	358	620
Total	**480**	**1,025**

Source. AISD Management Information System (MIS) summer middle school grade report, August 2009

Middle school students attending the summer program took core subject courses in ELA, reading, math, social studies, science, 8th-grade reading and math TAKS improvement, and keyboarding. Of the 1,505 students taking classes, 90% (*n* = 1,359) passed all courses taken and 10% (

Table 9 shows the numbers of all grade-8 summer TAKS test takers who took and passed TAKS reading and/or TAKS math in 2008 and 2009. In both 2008 and 2009, a greater percentage of students who took one test passed, compared with the percentage of students who needed to pass both tests. However, passing percentages for students taking both tests increased by 15 percentage points in reading and by 2 points in math from 2008 to 2009. The only group to show a decrease in percentage passing was grade-8 students who took only TAKS math (33% in 2008 to 29% in 2009).

Table 9. Grade-8 Students Who Took and Passed TAKS Reading or Math, by Intervention Subject, June/July 2009

Summer school program and TAKS test	July 2008 TAKS			June/July 2009 TAKS			Difference
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	2008 to 2009
TAKS reading							
Reading program only	49	14	29%	60	23	38%	+ 11
Reading and math programs	178	26	15%	183	54	30%	+ 15
TAKS reading totals	**227**	**40**	**18%**	**243**	**77**	**32%**	**+ 14**
TAKS math							

Figure 5. Average Scale Scores for 2009 Summer School Students Who Passed or Did Not Pass TAKS With Scores From Three Administrations of Grade-8 TAKS Reading

Source. 2009 AISD TAKS files

Figure 6. Average Scale Scores for 2009 Summer School Students Who Passed or Did Not Pass TAKS With Scores From Three Administrations of Grade-8 TAKS Math

Source. 2009 AISD TAKS files

MIDDLE SCHOOL TRANSITION CAMPS (MS TRANSITION CAMPS)

The stated objective of the Believe, Educate, Support, Transition (BEST) and Leadership middle school transition programs was to orient incoming 6th-grade students to the middle school environment. In some cases, the program also provided leadership development opportunities for 8th graders. The program was coordinated by the AISD Middle Schools office and had an estimated budget allocation of $513,026 (local funds). The programs were held at all middle schools, and most camps were a few days to 1 week long.

More than 2,500 students attended. Average student attendance rates for these camps ranged from 50% to 100% of program days, with most camps attaining attendance rates greater

Results from a pre- and posttest show evidence that on average program students made gains in two math skill areas tested: generalizing patterns, and using positive and negative numbers (Table 11).

Table 11. Summer 2009 JumpStart Students' Pre- and Posttest Performance

JumpStart location	% Pass pretest generalizing patterns	% Pass posttest generalizing patterns	% Pass pretest positive and ne8nr1 Tf 11.042 0 11.0S8t48710.24 Tm (n)T0.4 0.7

improved in the following math skill areas: adding, subtracting, multiplying, and dividing integers (81%); using a calculator (73%); and finding patterns and writing algebra rules (63%). When asked what was the one new thing they had learned from JumpStart, 50% indicated they had learned to use the calculator well and learned various math calculation skills (26%). When students were asked about whether they felt confident about starting high school algebra, 76% said they felt more confident, 21% felt about the same, and 2% felt less confident.

INTERNATIONAL HIGH SCHOOL (IHS)

The stated objective of the IHS program was to increase reading, writing, math, and science skills through course credit acceleration for recent immigrant ELL students currently enrolled at the IHS. The program was coordinated by the AISD Bilingual/ESL department, had an estimated budget allocation of $125,000 (federal funds), and was held at Reagan High School. Approximately 108 students attended the program, and most (77%) were 9th graders. Approximately 79% were Hispanic, 19% were Asian, and 2% were African American. Students attended an average of 85% of program days, and 84% of students attending the program completed it successfully (i.e., they had only two absences, completed all assignments, and had a grade of 70 or better on the final exam). The academic performance of these students should be examined in the coming school year to help understand the impact of this summer program.

HIGH SCHOOL COURSE ACCELERATION AND RECOVERY (HS-CAR)

The stated objective of HS-CAR was to provide course credit acceleration or recovery for high school students. The program was coordinated by the AISD School, Family, and Community Education department and had an estimated budget allocation of $892,961 ($840,961 local and $52,000 federal funds). Classes were held during two summer sessions at two high schools: Crockett and Reagan.

The program served 2,253 students (unduplicated count) and provided 56 different courses in all major course areas. Approximately two-thirds (n = 1,393) of students took only one course and 38% (n = 860) took two courses. Of the 2,253 students served in the program, 97% (n = 2,179) passed their coursework and 3% (n = 78) failed one or two courses. Students attended an average of 95% of program days.

Table 13 shows the unduplicated numbers of students enrolled in one or two courses by grade level. The majority of students were 9th graders. Table 14 shows high school summer course average passing rates by the most common course groups. Detailed passing rates by specific courses appear in Appendix B.

Table 13. Summer 2009 High School Courses Taken, by Grade Level

Grade level	# Students taking one course	# Students taking two courses
9	590	328
10	376	215
11	357	267
12	70	50
Total (unduplicated)	**1,393**	**860**

Source. AISD MIS summer high school grade report, August 2009

Table 15. Summer Exit-level (11th- and 12th-Grade) TAKS Passing Rates, by Subject Area, July 2009

Exit-level TAKS subject area	

Table 16. Grade Level and Ethnicity of Students Earning Credits Through DELTA

Table 18. Course Credits Earned Through DELTA During Summer 2009, by Course Topic

Course topic	Total credits earned	Percentage
English language arts	143	42%
Social studies	115	34%
Math	50	15%
Economics	25	7%
Health	5	1%
Science	2.5	1%
Total	**340.5**	**100%**

Source. DELTA program records, Summer 2009

Table 19. Number of DELTA Students and Course Credits Earned Through DELTA, Summer 2009, by Student Home Campus

Home campus	Total students earning credits	Total credits earned	Average credits earned per student
Akins	61	43	0.70
Anderson	62	39.5	0.64
Austin	47	42	0.89
Bowie	20	14	0.70
Crockett	20	18.5	0.93
Eastside	43	41.5	0.97
Garza	1	0.5	0.50
Lanier	36	43	1.19
LASA	4	2	0.50
LBJ	16	10.5	0.66
McCallum	34	23.5	0.69
Reagan	37	34.5	0.93
Travis	29	28	0.97
Total	**410**	**340.5**	**0.83**

Source. DELTA program records, Summer 2009
Note. Campuses listed housed a summer DELTA program, with the exception of Garza. Most students attended the DELTA lab at their home school, but some students participated at a different campus or through the Virtual School Pilot program.

ACADEMIC YOUTH DEVELOPMENT (AYD)

As part of AISD's ongoing Math Instructional Improvement initiative, 78[3] incoming 9th-grade students participated in the University of Texas Dana Center's Academic Youth

[3] Due to incomplete student participation records or student mobility, 12 AYD students could not be linked to their corresponding assessment data. In addition, three students transferred to a non-Tier I AYD campus, and thus were excluded from the analyses.

Development (AYD) program during Summer 2009. Briefly, the AYD initiative is designed to bolster the Algebra I readiness of incoming 9th graders by "bridging" the transition with activities that build academic confidence and math skills. The estimated budget expenditures for the program were $21,161 (private grant funds). Tier 1 high school campuses selected for the pilot program were Akins, Anderson, and Travis (51 students participated). Tier 2 campuses that implemented in Summer 2009 were Reagan, Crockett, Bowie, and Lanier. Further details about the program, including evaluation outcomes, will be published in AISD's *2009–2010 Math Improvement Report* with an anticipated publication date of Summer 2010.

OTHER SUMMER PROGRAMS

Two other AISD summer programs were held during Summer 2009: the extended school year (ESY) and Title I supplemental summer programs. These programs served students in a range of grade levels. Each program will be described in more detail in this section.

EXTENDED SCHOOL YEAR PROGRAM (ESY)

The stated objective of the ESY program is to assist students (grades early education through 12) served by special education in maintaining their targeted Individual Education Plan (IEP) goals and objectives from one school year to the next. In 2008–2009, the program targeted those students who had shown some regression in maintaining IEP goals and objectives during that school year. The program was coordinated by the AISD Special Education department and had an estimated budget allocation of $390,250 ($128,389 local and $261,861 federal funds). The program was held at seven AISD schools: ACES, Casey, Campbell, Clifton, Crockett, Graham, and Rosedale. According to student records submitted to the Texas Education Agency (TEA) in September 2009 via the Public Education Information Management System (PEIMS), 332 students were served during the summer ESY. On the following page, Tables 20 and 21 provide details of students served in the program. Table 20 shows the distribution of ESY students served by grade level; the majority of students served (n = 230, 69%) were in elementary grade levels (EE through 5). Table 21 shows ESY students by instructional setting contact hours. Of all students served in ESY, the most common instructional settings for students included self-contained for more than 60% of the day (n = 132, or 39.7%); resource room 21% to 50% of the time (n = 73, 21.9%); resource room less than 21% of the time (n = 34, 10.2%); and off of home campus and served at a separate campus (n = 30, 9.0%). These also were the categories with the most ESY instructional contact hours.

Table 20. AISD Student Participants, by Grade Level in Summer ESY Program, 2009

Grade level	Number	Percentage	Grade level	Number	Percentage
EE	38	11.4%	**6**	10	3.0%
Pre-k	12	3.6%	**7**	12	3.6%
K	32	9.6%	**8**	12	3.6%
1	35	10.5%	**9**	15	4.5%
2	26	7.8%	**10**	12	3.6%
3	33	9.9%	**11**	12	3.6%
4	32	9.6%	**12**	29	8.7%
5	22	6.6%	**Total**	**332**	**100%**

Source. AISD PEIMS ESY records, 2008–2009, September 2009

Table 21. ESY Contact Hours for AISD Student Participants, by Instructional Setting in Summer ESY Program, 2009

Instructional setting	ESY hours	Instructional setting	ESY hours
None (n = 14)	35.5	**Early childhood special education (n = 6)**	259.0
Hospital class (n = 1)	8.0	**Residential care – self-contained, regular campus > 60% (n = 7)**	537.5
Resource room < 21% (n = 34)	1,600.0	**Residential care/treatment, separate campus (n = 14)**	853.0
Resource room 21% < 50% (n = 73)	3,464.5	**Off home campus – separate campus (n = 30)**	1,730.0
Self-contained 50% < or equal to 60% (n = 20)	1,164.5	**Off home campus – community class (n = 1)**	66.0
Self-contained, > 60% (n = 132)	7,668.0	**Total (n = 332)**	**17,386.0**

Source. AISD PEIMS ESY records, 2008–2009, September 2009

One task of ESY summer program staff was to track the academic progress of students participating in the program. Staff were to enter information about student progress for each goal and objective targeted in the student's IEP. According to program records, this information was not entered consistently in a way that allowed for analysis of overall program impact on students' academic progress. This represents an area for future program improvement to gauge students' academic performance as a result of ESY participation.

TITLE I SUPPLEMENTAL SUMMER PROGRAMS (TITLE I)

Title I summer school was offered in AISD as an extension of the Title I, Part A supplementary instructional program, funded by federal grant funds through the No Child Left

Behind Act of 2001 (NCLB; Public Law 107-110). The summer program provided services to students who did not attend other district summer school programs. Programs provided core academic courses, special academic courses, and transition services (i.e., from one school grade level to the next). The program was coordinated by the AISD State and Federal Accountability department and had an estimated budget allocation of $609,808 Title I funds. The program was held at the following nine schools: Blackshear, Eastside, Lanier, Linder, McBee, Rodriguez, Travis, Wooldridge, and Wooten. Approximately 559 students were served by these Title I summer programs, and of those, 99% were recommended for promotion based on successfully meeting the attendance and/or academic criteria of the summer program.

Principal and Teacher Surveys

Principals were surveyed about their program's components, including program management and planning, instruction, staff development opportunities, curricula and instructional materials, parent involvement, program outcome expectations, and suggestions for program improvement. Principals reported using student assessment results to select students for participation in their summer programs. All principals reported providing at least one staff development session to teachers prior to the start of the program; these sessions covered curriculum and Title I guidelines. Principals indicated they actively involved their staff in developing their campus summer program (e.g., developing instructional and assessment strategies, selecting materials, and designing parent activities). Principals reported that the rigor and pace of their program were appropriate for student learning, and they indicated adequate time was available for planning program activities (e.g., training). Finally, principals reported their expectations for instruction, parent involvement, and student success were met.

A total of 567 parents and 665 students were reported by principals as having participated in Title I summer school family-related events. When asked for program comments and suggestions, principals indicated that summer school student outcome data could be used in the fall semester to help teachers identify students who are struggling academically and to help teachers begin appropriate interventions with those students. Principals also reported that teachers' experiences with best practice instructional strategies during summer school would benefit them and other teachers when they return to school in the fall semester. Finally, principals cited the benefits of hiring specific staff (e.g., bilingual teachers and mentor teachers) to work with small groups of students during summer programs, and they planned to do it again the following summer.

Forty-five teachers responded to a survey about the Title I summer program. Most teachers responded positively about various aspects of the Title I summer program, including curriculum, expectations for student success, using summer results to plan for regular school

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appears in Table 23. The average overall estimated cost per student based on allocations for summer programs in 2009 was $496. Not all programs had complete data available to calculate these estimated costs. However, because almost $7 million (with two-thirds of this amount being from local funds)

APPENDIX

APPENDIX A: SUMMER MIDDLE SCHOOL COURSE PASSING RATES 2009

Course	Total number taking course*	Percentage passing course

Appendix B continued

Course

REFERENCES

No Child Left Behind Act of 2001, P. L. 107-110, U. S. 107th Congress. (2001). Retrieved August 24, 2007, from http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf

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