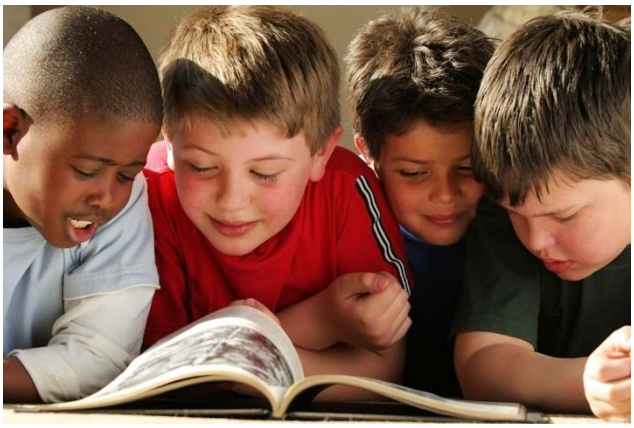
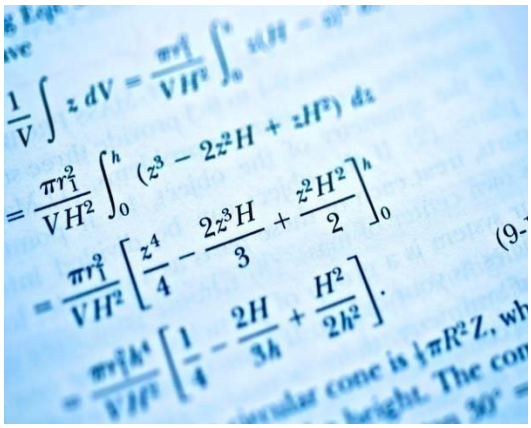
SUMMER SCHOOL EVALUATION
SUMMARY REPORT 2010





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 2010, 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 2010 summer programs was nearly $6 million. The funds mainly covered staff salaries, materials and supplies, and transportation.

PROGRAMS AND STUDENTS SERVED

Over the past four summers, AISD has served between 11,000 and 13,000 students each summer session, with the 2010 session serving about 13,000. About 20% of these students returned to AISD's 2010 summer school after attending the prior summer school session. The Summer 2010 academic-focused programs serving the most students included the following: a prekindergarten and kindergarten program for English language learners (ELLs) (*n* = 3,517), an elementary reading and mathematics (math) intervention for 5th graders who needed to retake the Texas Assessment of Knowledge and Skills (TAKS) in reading and/or math (*n* = 942), a middle school program for course credit recovery and for 8th graders who needed to retake TAKS reading and/or math (*n* = 1,722), and a high school program for course acceleration or credit recovery and for 11th and 12th grade students who needed to retake the exit-level TAKS (*n* = 1,782).

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 5, 8, and exit-level (grades 11 and 12) during Summer 2010, the range of passing rates varied by subject and grade level, with some of the lowest passing rates in math (24% at grade 5, 21% at grade 8, and 20% at exit-level) and the highest passing rate in social studies (62% at exit-level grades). Middle and high school course passing rates were higher than TAKS passing rates, and the overall middle school and high school summer course passing rates averaged 96%.

Some summer programs, designed specifically for certain student populations, served to bridge the time between one school year and the next by ensuring students' skills were maintained or accelerated during the summer, thereby enabling students to be ready academically for the next school year. Some of these programs offered course credit, while others just offered academic instruction and support. A wide variety of these kinds of programs 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 (RAP), JumpStart math program, a high school summer science institute, an international high school, and an extended school year program. Other programs helped students with the transition between school levels (i.e., middle school and high school transition camps) or provided enrichment opportunities specific to certain students (e.g., the Title I summer program).

PLANNING FOR THE FUTURE

Summer programs have been held in the district for a very long time. In the past, these programs often were viewed as a separate academic component of the district's educational efforts, and served mostly students who needed an extra chance to pass a course or state test or provided students with opportunities to reinforce a skill not gained during the regular school year. The district should consider whether summer programs are an effective, efficient, and integral part of the overall district plan to meet its goals of having all students achieve academic success on grade level and graduate ready for college and career. However, a critical examination of the relative short- and long-term impact of summer school on students' success has yet to occur, and thus the degree to which summer programs contribute to meeting the district's goals is unclear. To date, little follow up has been conducted to measure the relative impact of each summer program in terms of students served, resources used, and benefits realized. Some summer programs are required by state regulations, while others are optional. In the current school year, school district decision makers are looking for ways to streamline the budget, and cuts are being considered for 2011–2012. Thus, the district needs to take a closer look at the impact of summer school going forward, considering that nearly $6 million was spent to serve 13,000 students, many of whom needed summer services to relearn or maintain key academic skills.

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SUMMER PROGRAMS OVERVIEW

Austin Independent School District (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 review of AISD's 2010 summer programs will be used to assist school district decision makers with program improvement and budgetary decisions in the next school year.

This report summarizes AISD 2010 summer programs in the following categories: elementary, secondary, and other. This report is organized to provide the following information about each program:

- Program description
- Student participation
- Student outcome information (when available)

Due to the variance and availability of data about summer school programs, some of the programs had more complete information than did other programs. However, most programs were able to provide some key data about student participation. Over the past several years, AISD summer programs have served many students each summer; the greatest participation occurred in 2009 (approximately 13,960), and almost 3,000 students returned from one summer to the next (Table 1). Summer 2010 programs served about 13,000 students. The types of summer programs typically offered included academic recovery or intervention, enrichment, Texas Assessment of Knowledge and Skills (TAKS) retake opportunities, and school-level transition.

Table 1. AISD Summer School Student Enrollment, 2007 Through 2010

AISD summer school session	Approximate number enrolled	Difference from one summer to next	Students participating in consecutive summer programs
Summer 2007	11,222	-	-
Summer 2008	11,065	– 157	2,766
Summer 2009	13,960	+ 2,895	2,994
Summer 2010	13,089	- 871	2,804

Source. AISD student records and summer program records, 2007, 2008, 2009, 2010

FISCAL CONSIDERATIONS

Because AISD summer programs represent a large investment of time and resources, the district needs to have a better gauge of the impact of these programs on students who participate. The estimated cumulative allocation budgeted for these programs was almost $6 million (a combination of local, state, federal, and private grant funds). Table 2 lists the

approximate allocations, number of students served, and cost per student served for each of the summer programs. The average overall estimated cost per student based on allocations for 2010 summer programs was $444. Not all programs had complete data available to calculate these estimated costs.

Table 2. AISD Summer School Programs 2010's Approximate Allocations, Numbers of Students Served, and Cost per Student Served

AISD summer school program	Approximate allocation ($)	Number of students served (*n*)	Allocation cost per student served ($)
English Language Learners – Prekindergarten and Kindergarten (ELL–pre-K/K)	$ 1,551,270	3,517	$ 441
Reading and Math Interventions for 5th Graders (E-SSI)	$ 800,000	942	$ 849
4th Grade Science Camp	$ 284,546	801	$ 355
ESL Immigrant Newcomer's Institute (6th-8th graders) and International High School	$ 314,994*	287	$ 523*
Reading Acceleration Program (RAP)	$ 53,885	73	$ 738
Middle School Course Recovery and 8th Grade SSI TAKS	$ 575,905	1,722	$ 334
Middle School Transition Camps	$ 505,521*	2,364*	$ 214*
JumpStart	$ 200,000	146	$ 1,369
High School Course Acceleration and Recovery and Exit-Level TAKS	$ 840,961	1,782	$ 472
High School Transition Camps	complete data not available		
Crockett High School Summer Science Institute	$ 18,000	31	$ 581
Diversified Education Through Leadership, Technology, and Academics (DELTA)	$ 11,300	411	$ 27
Extended School Year (ESY)	$ 376,689*	207*	$ 1,192*
Title I Supplemental Summer Program	$ 170,635	806	$ 212
Approximate totals summer 2010	**$ 5,819,160***	**13,089***	**Average $444***

Source. AISD summer program records, 2010

* Indicates program expenditures, not allocations, were used to calculate cost per student; the total estimated allocation is an underestimate because data were not available for all high school transition programs.

However, because almost $6 million was set aside for these summer programs, the relative cost per student outcome also needs to be examined. For the majority of AISD programs, which are those with high-stakes outcomes (i.e., students need to pass core courses or the TAKS, or students need acceleration or maintenance of skills between school years to be successful in the next grade level), resources are needed to provide intensive interventions to students. In some cases, program intervention services are required by local,

state, or federal mandate (E-SSI, ESY). At the same time, the progress and success of those program students must be tracked in the school year(s) following summer school so that program impact can be measured. If some summer programs are not providing the expected improvement for students, then AISD staff need to reexamine, redesign, or possibly replace some of these programs to provide a better cost-benefit outcome for students and the district.

ELEMENTARY PROGRAMS

AISD held three academic-focused elementary programs during June and July 2010: the prekindergarten and kindergarten enrichment program for English language learners (ELLs), the reading and mathematics (math) interventions for 5th graders who needed to retake the TAKS, and a science camp for 4th graders who had low mid-year science test scores. Program details are described in this section.

ENGLISH LANGUAGE LEARNERS–PREKINDERGARTEN AND KINDERGARTEN (ELL–PRE-K/K)

The stated objective of the ELL–pre-K/K program was to improve the native language and English language as well as the literacy and math skills of pre-K and kindergarten ELLs served in bilingual and English as a second language (ESL) programs. The program was coordinated by the AISD Bilingual/ESL department and had an estimated budget allocation of $ 1,551,270. The program was held at nine elementary schools: Dawson, Harris, Hart, Perez, Pickle, Rodriguez, Sunset Valley, Winn, and Zavala. Approximately 3,517 students attended, and 48% were in pre-K and 47% were in kindergarten. Grade-1 ELLs who had been retained (4%) also were eligible to attend this program. Students attended an average of 68% of possible program days. The average cost per student served was $441.

READING AND MATH INTERVENTIONS FOR 5TH GRADERS (E-SSI)

The stated objective of the E-SSI[1] intervention was to improve the reading skills and/or math skills of 5th graders who needed to take the third administration of TAKS reading and/or math in order to be promoted to the next grade level. The program was coordinated by the AISD Elementary English Language Arts (ELA) and Mathematics departments, and had an estimated budget allocation of approximately $800,000. The program was held at four elementary schools: Overton, Pleasant Hill, Widen, and Wooldridge.

In June and July 2010, a total of 942 AISD students attended the E-SSI program. The summer school intervention program lasted 14 days, including time for the TAKS test. Grade-

[1] Enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009, the Student Success Initiative (SSI) grade advancement requirements apply to the TAKS reading and mathematics tests at grades 5 and 8. TEA has more information at http://www.tea.state.tx.us/index3.aspx?id=3230&menu_id=793

5 students, depending on their academic needs, participated daily in reading, math, or both subjects.

Summer 2010 TAKS Grade 5

From 2009 to 2010, the numbers of 5th graders who took the summer TAKS administrations of reading and math tests decreased. Comparing 2009 to 2010, the summer school grade-5 students' TAKS scores showed no change in percentages passing reading and showed a one percentage point decrease in percentages passing math. Table 3 shows the numbers and percentages of summer school students who took and passed the TAKS in 2009 and 2010.

Table 3. Summer School Students in Grade 5 Who Took and Passed Texas Assessment of Knowledge and Skills (TAKS) Reading or Math, July 2009 and June/July 2010

TAKS subject	Summer 2009 TAKS			Summer 2010 TAKS			Difference
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	2009 to 2010
Reading	636	196	31%	514	160	31%	0
Math	615	152	25%	528	126	24%	- 1 %

Source. AISD summer school records and TAKS records, 2009, 2010

SCIENCE CAMP FOR 4TH GRADERS

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 2009–2010 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 of $284,546. The month-long program was held at two elementary schools: Blanton and St. Elmo. A total of 801 students participated (390 at Blanton and 411 at St. Elmo). Students attended an average of 81% of program days. These students' 5th-grade TAKS science performance and their benchmark test results should be monitored in 2010–2011.

SECONDARY PROGRAMS

Eleven summer programs were offered at the secondary school level (middle and/or high schools). Most programs had an academic focus, while some emphasized helping students transition from one school level (i.e., elementary, middle) to the next (i.e., middle, high). Each program is described in detail in this section.

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 $53,885. Classes were held at two middle schools (Covington and Lamar) and two high schools (Crockett and Lanier). Approximately 73 students (grades 6 through 12) participated in RAP during Summer 2010. Students attended an average of 93% of program days during the first summer session, and an average of 82% of program days during the second summer session. Table 4 shows the number of RAP 2010 student participants by summer site and grade level. Of all RAP students who earned a course grade, 99% passed their Summer 2010 reading or English courses. When using pre- and posttest measures of reading fluency and oral word reading efficiency, 59 of 68 students assessed made progress on both measures.

Table 4. AISD Summer Reading Acceleration Program (RAP) Students, by Grade Level and Site, June 2010

RAP summer school site	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Total
Covington MS	11	11	1				**23**
Lamar MS	13	6	2				**21**
Crockett HS			3	11	2	1	**17**
Lanier HS			3	8		1	**12**
Total	**24**	**17**	**9**	**19**	**2**	**2**	**73**

Source. AISD summer school records, August 2010

MIDDLE SCHOOL COURSE RECOVERY AND 8TH-GRADE SSI TAKS

The stated objective of the middle school course recovery and 8th grade SSI TAKS program was twofold: to allow middle school students who had failed at least two core courses during the regular school year to retake those courses during the summer and gain course credit and promotion, and to allow 8th graders who had failed TAKS reading and/or math twice to have a third chance to retake and pass those tests in order to be promoted to the next grade level. The program was coordinated by the AISD School, Family, and Community Education department and had an estimated budget allocation of $575,905. Classes were held during two summer sessions (June and July) at three middle schools: Covington, Lamar, Martin.

The middle school course recovery program served approximately 1,722 students (unduplicated count). Table 5 provides a summary of students by grade level. Students attended an average of 82% of program days during the first summer session, and an average of 80% of program days during the second summer session.

Table 5. Summer 2010 Middle School Enrollment, by Grade Level

Grade level	# Students
6	266
7	441
8	1,015
Total	**1,722**

Source. AISD summer school records, August 2010

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 students taking classes who received a course grade, the overall course passing rate averaged 96%.[2] Appendix A provides a summary of the percentages of middle school students passing by course (for students who received a grade).

8th-Grade SSI TAKS

Some of AISD's grade-8 students who had failed previous administrations of the TAKS reading and/or math tests attended summer school to prepare for the third administration of the TAKS tests in 2010. Not all TAKS takers attended summer school. Table 6 shows the numbers of all grade-8 summer TAKS test takers who took and passed TAKS reading and/or TAKS math in 2009 and 2010. From 2009 to 2010, there were decreases in percentages of students passing both reading and math TAKS.

Table 6. Grade-8 Students Who Took and Passed TAKS Reading or Math, Summer 2010

Summer school TAKS test	Summer 2009 TAKS			Summer 2010 TAKS			Difference
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	2009 to 2010
TAKS reading	243	77	32%	310	60	19%	- 13%
TAKS math	785	190	24%	729	155	21%	- 3%

Source. AISD middle school reading and math summer school records and TAKS records, 2009, 2010

MIDDLE SCHOOL 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

[2] The district course grade passing criterion is an averaged grade of 70% or higher.

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 $505,521, and expenditures were approximately $259,764. The programs held at middle schools ranged in length from a few days to 1 week.

More than 2,300 students attended and approximately 2,265 students completed the camps. Student participation data provided by the schools are summarized in Table 7. However, not all schools provided complete student participation and performance data about their transition camps. For future program implementation and improvement, schools will benefit by tracking students served and investigating their academic outcomes.

Table 7. Estimated AISD Middle School 2010 Transition Camp Student Participation, by Site

Middle school	Number attended	Number completed	Middle school	Number attended	Number completed
Bailey	203	203	**Martin**	79	77
Bedichek	204	204	**Mendez**	59	59
Burnet	114	114	**Murchison**	194	194
Covington	112	112	**O. Henry**	250	250
Dobie	no data	no data	**Paredes**	145	145
Fulmore	124	124	**Pearce**	na	na
Garcia	48	48	**Richards**	146	118
Gorzycki	278	278	**Small**	155	155
Kealing	67	44	**Webb**	38	38
Lamar	148	102	**Total**	**2,364**	**2,265**

Source. AISD middle school summer transition camp records, 2010
Note. Pearce did not host a transition camp because they did not have incoming 6th graders in August 2010. Dobie did not provide requested data.

JUMPSTART

The stated objective of the JumpStart program was to focus on 8th-grade math Texas Education Knowledge and Skills (TEKS) and Algebra I course skills to help provide students entering 9th grade with a jump start into the Algebra I course. The program was for those 8th-grade students who failed the 8th-grade TAKS math three times and who were being promoted to 9th grade. The program was coordinated by the AISD School, Family, and Community Education department, had an estimated budget allocation of $200,000, and was held at two high schools: Crockett and Lanier. The program had 4 hours of instruction, 30 minutes for transition or day-end activities, and lunch. The program served approximately 146 students, and of those, 99% successfully completed the program.

SECONDARY ESL PROGRAMS

There were two secondary programs serving only ESL students: the ESL newcomer's institute, and the International High School's recent immigrant ELL program. These programs were coordinated by AISD Bilingual/ESL department and had a combined estimated total grant budget allocation of $314,994, with expenditures of $150,681. The academic performance of students served by both programs should be examined in the coming school year to help understand the impact of these summer programs.

ESL Newcomers Institute

The stated objective of the ESL immigrant newcomer's institute was to increase the reading, writing, math, science, and social studies skills for current 6th- through 8th-grade immigrant students. The program was held at two middle schools: Lamar and Martin. Approximately 118 students attended the program. Total expenditures were $68,094; thus, the cost per student served was $577.

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 held at Lanier High School. Approximately 91 students attended the first session, and 78 students attended the second session of the program, and most were 9th graders. Total expenditures were $81,962; thus, the cost per student served was $485.

HIGH SCHOOL COURSE ACCELERATION AND RECOVERY AND EXIT-LEVEL TAKS

The stated objective of high school course acceleration and recovery program 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 $840,961. Classes were held during two summer sessions at two high schools: Crockett and Lanier.

The program served 1,782 students (unduplicated count) and provided 49 different courses in all major course areas. Table 8 provides a summary of students by grade level. Of the students served who received course grades, the overall passing rate averaged 96%. Detailed passing rates by specific courses appear in Appendix B. Students attended an average of 89% of program days during the first summer session, and an average of 82% of program days during the second summer session.

Table 8. Summer 2010 High School Enrollment, by Grade Level

Grade level	# Students
9	752
10	442
11	533
12	55
Total (unduplicated)	**1,782**

Source. AISD MIS summer high school grade report, August 2010

Exit-Level TAKS Performance

High school 11th- and 12th-grade students who needed to pass their exit-level TAKS in one or more subjects to meet graduation requirements were able to take the TAKS in July 2010.[3] Table 9 shows the TAKS passing rates by subject for these students in 2009 and 2010. Student participation rates (numbers tested) were highest for TAKS math and science. However, students taking TAKS social studies or ELA had higher passing rates than did students taking math or science. Not all exit-level TAKS testers attended summer school. From 2009 to 2010, gains were made in the percentages of students who passed these exit-level tests.

Table 9. Summer Exit-level (11th- and 12th-Grade) Texas Assessment of Knowledge and Skills (TAKS) Passing Rates, by Subject Area, Summer 2009 and 2010

Summer school exit-level TAKS test	Summer 2009 TAKS			Summer 2010 TAKS			Difference
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	2009 to 2010
English language arts	270	126	47%	258	146	56%	+ 9%
Math	745	137	18%	468	93	20%	+ 2%
Science	601	157	26%	316	88	28%	+ 2%
Social studies	128	72	56%	93	58	62%	+ 6%

Source. AISD TAKS records, July 2010

HIGH SCHOOL TRANSITION CAMPS

High schools used local and/or grant funds to host week-long transition camps or at least a 1-day student orientation for their incoming 9th graders prior to the start of school in August. For 2010, the approximate total allocation for these camps was unavailable at the time of this report. High school transition camps varied in the number of days held and in the

[3] High schools offered TAKS tutorial sessions after regular summer school classes to those students who were preparing to retake the TAKS exit-level exams in Summer 2010. Student attendance was optional, and tutorials were led by teachers.

number of staff present. The camps allowed incoming 9th-grade students to be introduced to their teachers and become familiar with the school building. In general, transition camp activities were planned to ensure that students were acclimated to the expectations for all high school students, and that they became familiar with the class structure, curriculum, school activities, and clubs available to them. They also were introduced to strategies for success in high school. Schools planned these activities in different ways to ensure they addressed the unique characteristics of their schools. Only some student participation data for Summer 2010 high school transition camps were available due to the lateness of the request for summer information.

At Lanier High School, a half-day transition camp occurred each day during the week of August 9 through 13, 2010, serving between 80 and 95 students daily. Parents were able to attend part of the week's activities. Activities included parent breakfast, team building, advisory seminar, career and technology education showcase, and other program showcases (e.g., athletics, science, art). Johnson (LBJ) High School also held a week-long camp, and 60 students received a school tour, as well as sessions on course credits, grading practices, college readiness, class schedules, school supplies, and other activities relevant to the beginning of school. Bowie High School's camp had three sessions, with approximately 470 students attending. This program had activities to orient students to the school building, school behavior rules, school-based organizations, and extracurricular activities, and allowed students to participate in team-building activities. Austin High School had a half-day camp serving approximately 300 incoming 9th-grade students. This program was led by school staff as well as 100 junior and senior students (members of the high school's Link Crew). Camp activities included games, school tours, locker assignment, textbook checkout, and making student ID badges.

McCallum High School held two 2-day camps for incoming 9th graders, and approximately 320 students attended. Students received orientation information about school staff, facilities, programs, policies, and school clubs, and had question and answer sessions with student leaders. Crockett High School's Cougar Cub Camp served 180 incoming 9th graders. Anderson High School served more than 330 incoming 9th graders during three sessions in June 2010. Anderson's activities included team building, a meet and greet, a tour of the school, a scavenger hunt, and opportunities to talk with students and staff. Participants received a "survival" packet with school information (e.g., school map, dress code, and school club information).

The impact of summer transition camps could be assessed in the future by tracking the academic and behavioral success of incoming 9th graders who attended camps through their first year of high school.

CROCKETT HIGH SCHOOL SUMMER SCIENCE INSTITUTE

Thirty-one students participated in Crockett's High School Summer Science Institute. The focus of the institute was on the environment, which allowed for integration of all science disciplines. Students participated in activities designed to improve their science course grades and science TAKS scores and to increase their interest in science. The program targeted high school students who struggled to pass their science courses and the TAKS science test. To assess the impact of the institute on student performance, the science course and TAKS performance of student participants should be examined in the subsequent school year. Program costs were approximately $18,000.

DIVERSIFIED EDUCATION THROUGH LEADERSHIP, TECHNOLOGY, AND ACADEMICS (DELTA)

DELTA is a dropout prevention and course credit recovery program that has been in effect in all AISD high schools since 1995. It is an open-entry, open-exit program that employs individualized and self-paced instruction through the use of NovaNET computer software to deliver a TEKS-aligned curriculum. Targeted to 14- to 21-year-old students who have already dropped out (and are returning to school) or are at risk of dropping out of high school, DELTA assists students in earning credits and graduating. Through computer-based coursework, supplemented by a variety of assignments and projects, students can complete high school courses and earn credits, thereby allowing a route to graduation that fits the scheduling requirements of those who might otherwise drop out of school. Students can pace themselves and work a maximum of 20 hours per week in the DELTA lab. The program also affords students the option of accelerating course completion and earning multiple credits in a short amount of time. For the year-long program in 2009–2010, $2,691,900 was allocated to DELTA from State Compensatory Education funds, and of this amount, $11,300 was allocated for the summer session. DELTA labs were open during the summer for students at 11 high school campuses as well as at La Fuente Learning Center. DELTA labs were available for 2 to 5 weeks during the summer, depending on the campus, and most were open for 4 weeks. In addition, several Virtual School Pilot (VSP) students continued to work on courses from home through DELTA.

Summary of Students Served and Credits Earned

According to DELTA summer lab facilitator records, a total of 411 students completed at least 0.5 course credits during the 2010 summer session. Students who earned credit through DELTA were in all high school grade levels (Table 10). The majority of students who participated in the DELTA summer program were Hispanic. During the summer, DELTA students completed a total of 343.5 course credits, the equivalent of 687 semester-long courses. Individual students earned from 0.5 to as many as 4 credits each (i.e., 1 to 8

semester-long courses), and the vast majority earned 0.5 or 1 credit (Table 11). It is important to note that many of these students had begun work on some of those courses in their DELTA program during the school year, and used the time in the summer to complete their work. Other students began work during the summer, without completing a credit, but continued to work on the course after school resumed in Fall 2010.

Table 10. Grade Level and Ethnicity of Students Earning Credits Through Diversified Education Through Leadership, Technology, and Academics (DELTA) Courses, Summer 2010

Demographic	Number	Percentage
Grade level		
8	1	0.2%
9	110	26.8%
10	62	15.1%
11	128	31.1%
12	110	26.8%
Ethnicity		
American Indian/Alaskan Native	1	0.2%
Asian/Pacific Islander	7	1.7%
Black	55	13.4%
Hispanic	286	69.6%
White	62	15.1%
Total	411	100%

Source. DELTA program records, Summer 2010; AISD student records, as of October 12, 2010
Note. All students earned at least 0.5 course credits.

Table 11. Number of Students Earning Credits Through Diversified Education Through Leadership, Technology, and Academics (DELTA) Courses, Summer 2010

Total credits earned	Number	Percentage
0.5	242	58.9%
1.0	112	27.3%
1.5	29	7.1%
2.0	15	3.6%
2.5	7	1.7%
3.0	4	1.0%
3.5	1	0.2%
4.0	1	0.2%
Total	**411**	**100%**

Source. DELTA program records, Summer 2010

As shown in Table 12, the greatest percentage (40.8%) of course credits earned through DELTA was in the English language arts curriculum area. This was followed by credits

earned in social studies (27.5%) and math (23.1%); fewer credits were earned in economics (5.1%), health (1.7%), and science (1.7%). Across all schools, students completed more than a semester-long course (0.8 credits), on average. Students from Lanier, Travis, McCallum, and Austin, compared with students from other high schools, earned the greatest number of course credits during their time in the DELTA summer program (Table 13).

Table 12. Course Credits Earned Through Diversified Education Through Leadership, Technology, and Academics (DELTA) During Summer 2010, by Course Topic

Course topic	Total credits earned	Percentage
English language arts	140	40.8%
Social studies	94.5	27.5%
Math	79.5	23.1%
Economics	17.5	5.1%
Health	6	1.7%
Science	6	1.7%
Total	**343.5**	**100%**

Source. DELTA program records, Summer 2010

Table 13. Number of Diversified Education Through Leadership, Technology, and Academics (DELTA) Students and Course Credits Earned Through DELTA, Summer 2010, by Student Home Campus

Home campus	Total credits earned	Total number of students	Average credits earned per student
Akins	19.5	36	0.5
Anderson	26.5	35	0.8
Austin	44.5	56	0.8
Bowie	21.5	29	0.7
Crockett	8.5	9	0.9
Eastside Global	6.0	6	1.0
Eastside Green	11.5	17	0.7
Garza	3.5	4	0.9
Johnson (LBJ)	6.0	8	0.8
Lanier	64.0	78	0.8
McCallum	51.5	41	1.3
Reagan	21.0	27	0.8
Travis	59.5	65	0.9
Total	**343.5**	**411**	**0.8**

Source. DELTA program records, Summer 2010
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.

OTHER SUMMER PROGRAMS

Two other AISD summer programs were held during Summer 2010: the extended school year (ESY) and Title I supplemental summer programs. These programs served students in a range of grade levels. Each program is described in more detail in this section.

EXTENDED SCHOOL YEAR PROGRAM (ESY)

The stated objective of the ESY program is to assist students (i.e., in grades early education [EE] through 12) served by special education in maintaining their targeted Individual Education Plan (IEP) goals and objectives from one school year to the next. The program targets those students who have 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 $376,689. Of this amount, approximately $246,795 (65%) was spent. The program was held at four AISD schools: ACES, Clifton, Rosedale, and Williams. Some of the topics of focus in ESY included the following: reading and language arts, math, written expression, social studies, health, home economics, social/behavioral skills, self-help skills, and pre-vocational skills.

According to student records, 207 students were served during the summer ESY. However, according to Texas Education Agency (TEA) reporting requirements, only 188 student records were submitted via the Public Education Information Management System (PEIMS) for ESY[4]. This number of students is less than half of the number of students who attended ESY in Summer 2009 (Doolittle, 2009). Tables 14 and 15 provide details about students served in the program, according to PEIMS records. Table 14 shows the distribution of ESY students served by grade level; the majority of students served (*n* = 119, 63%) were in elementary grade levels (EE through 5). Table 15 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* = 59, or 32%); off of home campus and served at a separate campus (*n* = 36, 20%); and resource room 21% to 50% of the time (*n* = 30, 16%).

[4] TEA only allows students to be reported through PEIMS if they are enrolled on a regular school campus the last day of the school year.

Table 14. AISD Student Participants, by Grade Level in Extended School Year Program (ESY) Program, Summer 2010

Grade level	Number	Percentage	Grade level	Number	Percentage
EE	20	11	**6**	7	4
Pre-k	9	5	**7**	6	3
K	16	8	**8**	10	5
1	14	7	**9**	10	5
2	17	9	**10**	11	6
3	15	8	**11**	8	4
4	11	6	**12**	17	9
5	17	9	**Total**	**188**	**100**

Source. AISD PEIMS ESY records, 2009–2010, September 2010

Table 15. Extended School Year (ESY) Contact Hours for AISD Student Participants, by Instructional Setting ESY Program, Summer 2010

Instructional setting	Number of students	Number of ESY hours	Instructional setting	Number of students	Number of ESY hours
None	6	14.0	**Self-contained, > 60%**	59	2,762.0
Homebound	2	30.0	**Early childhood special education**	16	629.0
Resource room < 21%	6	217.5	**Residential care – self-contained, regular campus > 60%**	7	345.0
Resource room 21% < 50%	30	1,148.0	**Residential care/treatment, separate campus**	14	608.5
Self-contained 50% < or equal to 60%	12	427.5	**Off home campus – separate campus**	36	1,421.0
Total				**183***	**7,602.5**

Source. AISD PEIMS ESY records, 2009–2010, September 2010

* Total students by instructional setting differs from total students served because some students who received speech therapy but were not served in an instructional setting were not counted.

A total of 121 ESY 2010 students attended ESY in 2009. For these students, an analysis of grade level promotion from one year to the next showed that most students who participated in ESY either year (85% for 2009 and 79% for 2010) were promoted to the next grade level. Thus, using promotion as an indicator, the ESY program served its purpose of helping special education students maintain their targeted IEP goals and objectives from one

school year to the next. One task of ESY summer program staff was to track the academic progress of students participating in the program. Staff were to enter information in an online database about student progress for each goal and objective targeted in the student's IEP. According to program records, this information did not lend itself to easy 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 PROGRAM

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 $170,635 in Title I, Part A funds. The program was held at 15 schools. Approximately 806 students were served by these Title I summer programs, and of those, 88% (*n* = 713) either received academic course credit or were recommended for promotion based on successfully meeting the attendance and/or academic criteria of the summer program. The estimated cost per student served was $212.

SUMMARY AND RECOMMENDATIONS

AISD summer school programs in 2010 encompassed a wide variety of activities for students at all grade levels. Some programs targeted specific students with academic needs, such as students needing course credit recovery at the middle and high schools, and students needing to retake the TAKS at critical grade levels (i.e., 5, 8, and exit-level). Some programs were designed to help accelerate or maintain student academic knowledge and skills during the summer between school years. The purpose of other programs was to help students have a smoother transition between school levels. These programs also varied in the range of student participant data available and the methods used to gather those data. Some programs had extensively detailed information about students, while others had little or no information about participants. Some programs had plans for following the progress of student participants, while others had no such plans.

AISD staff need to ensure these summer programs fit well with the overall district strategic plan and with regular school-year activities and programs. Summer programs should not be viewed as standalone activities. Some programs are designed with the follow up of student progress in mind, and other programs should take this approach. District staff should look for ways to economize whenever possible, and to make the summer programs more efficient (e.g., by combining programs that may overlap, if appropriate). With millions of dollars being spent on summer school activities, district staff need to reexamine the relative benefit of the program services provided to students. To ensure accountability, better data collection and monitoring of students in summer programs are necessary. These efforts will help the district measure program impact and student progress, and will be good for program improvement. As the district moves forward with pending budget cuts in the 2011–2012 school year, consideration must be made for those summer programs that are required by legislation for supporting students' academic progress, relative to the district's strategic plan goals.

APPENDIX

APPENDIX A: SUMMER MIDDLE SCHOOL COURSE PASSING RATES 2010

Course	# Taking course*	% Pass
English Language Arts (ELA) and Reading Grade 6	56	96
ELA and Reading Grade 7	146	99
ELA and Reading Grade 8	122	96
Reading Grade 6	21	95
Reading Grade 7	17	100
Reading Grade 8	119	100
SSI Reading TAKS Improvement Grade 8	186	91
Math Grade 6	96	98
Math Grade 7	180	93
Math Grade 8	308	99
SSI Math TAKS Improvement Grade 8	463	97
Science Grade 6	53	94
Science Grade 7	113	94
Science Grade 8	98	95
Social Studies Grade 6	36	92
Social Studies Grade 7	76	97
Social Studies Grade 8	104	98
Keyboarding	84	100

Source. AISD student records, August 2010

* Indicates that only students who received grades are included in these counts.

APPENDIX B: SUMMER HIGH SCHOOL COURSE PASSING RATES, CUMULATIVE ACROSS BOTH SESSIONS, SUMMER 2010

Course	# Taking course*	% Pass
Algebra I A	121	90
Algebra I B	177	85
Algebra II A	50	94
Algebra II B	76	97
Art I A	23	100
Art I B	22	100
Biology A	95	98
Biology B	107	93
Business computer information systems I A	5	100
Business computer information systems I B	**	75
Chemistry A	78	96
Chemistry B	80	99
Communications applications	98	100
Economic / free enterprise	136	100
English ESOL I A	10	60
English ESOL I B	9	67
English I A	62	100
English I B	50	96
English II A	13	100
English II B	32	97
English III A	26	100
English III B	19	100
English IV B	**	100
Geometry A	66	100
Geometry B	80	99
Government	133	100
Health education	101	99

Source. AISD student records, August 2010

* Indicates that only students who received grades are included in these counts.

** Data are masked due to small cell size.

Continued on next page

Appendix B continued

Course	# Taking course*	% Pass
Integrated physics/chemistry A	21	95
Integrated physics/chemistry B	41	97
Math modeling A	21	95
Math modeling B	19	100
Physics A	16	100
Physics B	11	100
Reading I A	24	100
Reading I B	18	100
Spanish I A	15	100
Spanish I B	37	92
Spanish II A	41	97
Spanish II B	44	100
U. S. history A	23	100
U. S. history B	18	100
Vocational experience A	59	100
Vocational experience B	59	100
Web mastering I A	13	100
Web mastering I B	12	100
World geography A	21	90
World geography B	14	93
World history A	39	100
World history B	42	100

Source. AISD student records, August 2010
* Indicates that only students who received grades are included in these counts.

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