



AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Program Evaluation

SUMMER SCHOOL 2010



OVERVIEW

The Austin Independent School District (AISD) 2010 summer programs 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 allocation spent on summer 2010 programs was nearly \$6 million. More than 13,000 students were served in these programs, similar to the number served in 2009 summer programs.¹ Complete data on student participation and performance were available for most but not all programs.

SUMMER PROGRAMS 2010

Fifteen programs examined for summer 2010 are listed below in the table with their approximate allocation, number of students served, and estimated cost per student served. Some of the summer academic programs served the highest numbers of students, including the following: English language learner (ELL) – prekindergarten (PK) and kindergarten (K) (n = 3,517); 6th-8th grade course recovery and TAKS reading/math retake program (n = 1,722); 9th-12th grade course recovery and TAKS exit-level retake program (n = 1,782); 5th grade reading and math intervention for those students needing to retake the Texas Assessment of Knowledge and Skills (TAKS) in those areas (n = 942).

Summer Programs 2010 Approximate Allocations, Students Served, and Estimated Cost per Student

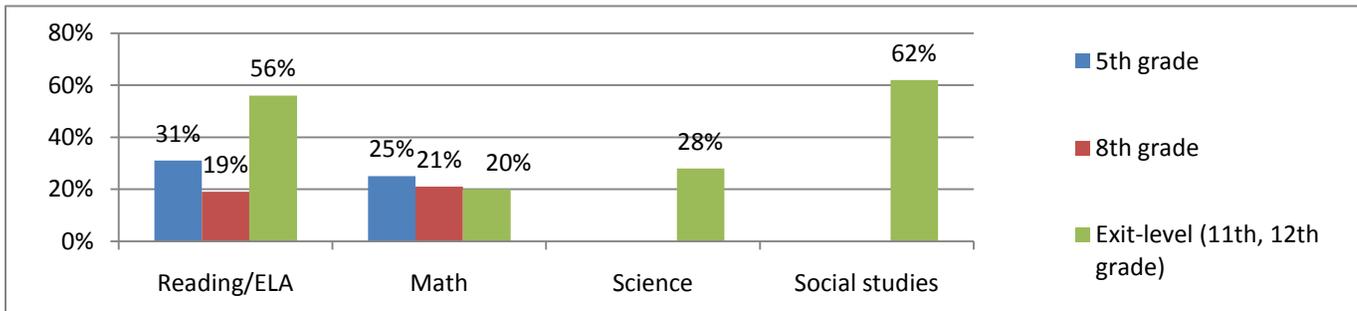
Summer program	Allocation	Students served	Cost per student
ELL – PK/K	\$1,551,270	3,517	\$441
5 th grade TAKS reading/math	\$800,000	942	\$849
4 th grade science camp	\$284,546	801	\$355
ESL immigrant newcomers (6 th -8 th) and International High School	\$314,994	287	\$523
Reading Acceleraton Program (RAP)	\$53,885	73	\$738
6 th -8 th course recovery and TAKS reading/math	\$575,905	1,722	\$334
Middle school transition camps	\$505,521	2,364	\$214
Jumpstart	\$200,000	146	\$1,369
9 th -12 th course recovery and exit-level TAKS	\$840,961	1,782	\$472
High school transition camps	Complete data Not available		
Crockett High School Summer Science Camp	\$18,000	31	\$581
DELTA course recovery	\$11,300	411	\$27
Extended School Year (ESY)	\$376,689	207	\$1,192
Title I supplemental summer program	\$170,635	806	\$212
Approximate totals	\$5,819,160	13,089	Average \$444

¹ See the 2009 summer school report at http://www.austinisd.org/inside/docs/ope_08-09_Summer_School_Report.pdf

STUDENT ACHIEVEMENT

Some students at grades 5, 8 and exit-level (grades 11 and 12) had the opportunity to retake the Texas Assessment of Knowledge and Skills (TAKS) during summer 2010. These students had failed prior administrations of the test, and most received academic interventions to prepare for these additional administrations. The range of passing rates varied by subject and grade level, with the lowest passing rates in math (20 to 25%) and the highest passing rates in social studies (62%).

Summer 2010 TAKS Passing Percentages by Subject and Grade Level



Source. AISD TAKS records, June and July 2010

Note. Among 5th graders, 636 took TAKS reading and 615 took TAKS math. Among 8th graders, 243 took TAKS reading and 785 took TAKS math. At exit-level TAKS, 273 took ELA, 745 took math, 601 took science, and 128 took social studies.

Many students at middle (n = 1,722) and high school (n = 1,782) grade levels had the opportunity to retake courses they had failed or take additional courses to help meet graduation requirements. The summer course passing rates were higher than TAKS passing rates, and the overall average passing rate was 96%.²

Other programs also provided academic support and intervention based on specific students' needs. The Reading Acceleration Program (RAP) provided accelerated reading intervention to students in 6th- through 12th- grade who were reading two or more grade levels below their enrolled grade level. Classes held at two middle schools and two high schools served 73 students, and 99% passed their summer reading or English courses. Two secondary ESL programs, the ESL newcomer's institute and the International High School (IHS), served ELL students by supporting students' skills in reading, English language acquisition, writing, math, science, and social studies. The newcomer's institute served 118 students, and the IHS served 91 students in the first session and 78 students in the second session.

PROGRAMS SUPPORTING STUDENTS BETWEEN SCHOOL YEARS

The ELL PreK/K summer program goal was to improve native language and English language skills as well as literacy and math skills of PreK/K students served in bilingual and English as a second language programs. The program was held at nine elementary schools and served approximately 3,517 students.

The fourth-grade science camp held at 2 campuses served 801 students. The objective of this program was to improve science skills for 4th graders rising to 5th grade who had scored low on a mid-year science benchmark test during 2009-2010, enabling them to be better prepared for the 5th grade TAKS science test. Another program, JumpStart, served rising 9th grade students who had failed the 8th-grade TAKS math three

² More details of summer school academic information can be found in the full report at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>

times. The focus of this program was on 8th-grade math knowledge and skills and Algebra I course skills. The program served 146 students, and 99% completed the program successfully.

Crockett High School's science institute served 31 students during summer 2010, targeting those high school students who had struggled to pass their science courses and TAKS science test.

The DELTA dropout prevention and course credit recovery program, which occurs all year long, provided services to 411 students during summer 2010. This program provided individualized, self-paced instruction through the use of NovaNET computer software to deliver curriculum. Targeted students are 14-21 years of age who have already dropped out and are returning to school or are at the risk of dropping out of school. During the summer, students earned from 0.5 to as many as 4 course credits each (1 to 8 semester-long courses), and most course credits were earned in English language arts, social studies, and math.

The Extended School Year (ESY) program assisted students 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 the school year. The program was held at 4 schools and served 207 students. Some of the areas of focus for the program were reading, math, written expression, social studies, health, home economics, social/behavioral skills, self-help skills, and pre-vocational skills. Most students (79%) who participated in the program were promoted to the next grade level.

The Title I supplemental summer program, held at 15 schools, served approximately 806 students, providing opportunities for students to earn course credit or receive enrichment services or transition services. Most students (88%) successfully met program criteria and were recommended for promotion to the next grade level.

Middle and high school transition camps were held at many middle and high schools with the purpose of providing an introduction to the next school level for rising 6th graders (at middle schools) and rising 9th graders (at high schools). These camps varied in length and numbers of students served. Most programs introduced students to the teaching and administrative staff, the school building, school activities and clubs, school rules and procedures, and class schedules, and provided team-building activities.

RECOMMENDATIONS

AISD 2010 summer school programs encompassed a wide variety of activities for students at all grade levels, serving more than 13,000 students at a cost of nearly \$6 million. Some programs targeted specific students' academic needs (e.g., course credit recovery, retaking TAKS), while others were designed to help accelerate or maintain students' academic knowledge and skills between school years. Some programs helped support the transition between school levels. AISD program staff and district leadership need to ensure that these summer programs fit well with the overall district strategic plan and with regular school-year activities and programs. Summer programs should be designed with follow up of student progress in mind. With millions of dollars being spent on summer programs, and with the district facing possible budget cuts in the 2011-2012 school year, staff should look for ways to make sure summer programs are efficient and effective. To ensure accountability and help improve programs, better data collection and monitoring of summer school are necessary. Consideration must be made for some programs that are required by legislation for supporting students' academic progress, relative to the district's strategic plan goals.

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