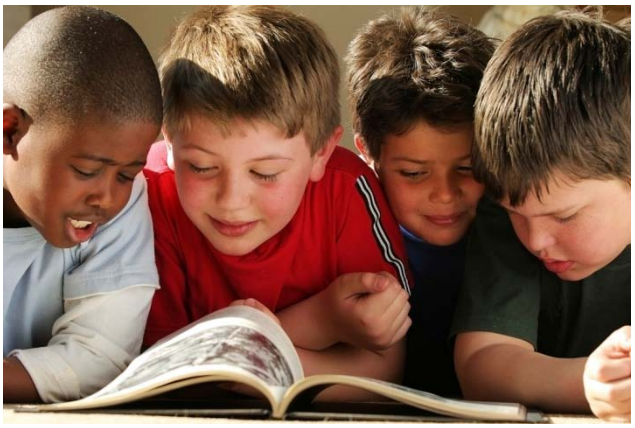
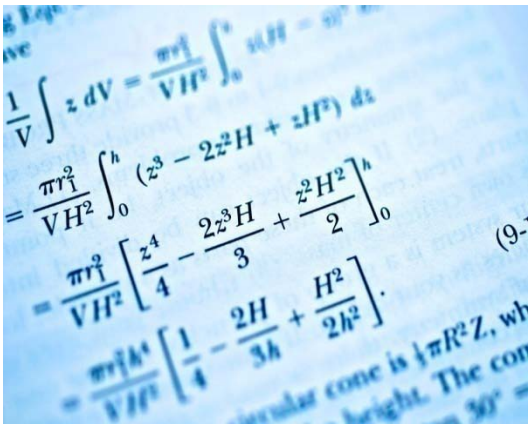
SUMMER SCHOOL EVALUATION
SUMMARY REPORT 2009





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 2009, the range of passing rates varied by subject and grade level, with some of the lowest passing rates in math (25% at grade 5, 24% at grade 8, and 18% at exit-level) and the highest passing rate in social studies at the exit-level (56%). Middle and high school course passing rates were much higher than TAKS passing rates, with the overall middle school course passing rate at 90% and the overall high school passing rate at 97%.

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, 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 students at certain schools (i.e., the Title I summer program).

PLANNING FOR THE FUTURE

Summer programs have been occurring 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, serving mostly students who needed an extra chance to pass a course or test or reinforce a skill not gained during the regular school year. The district is beginning to view summer programs as an 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, what has yet to occur is a critical examination of the relative short- and long-term impact of summer school on students' success, and thus of how much summer programs contribute to meeting the district's goals. To date, little follow up has been conducted on summer programs to measure the relative impact of each summer program in terms of students served, resources used, and benefits realized. In the current school year, when the school district budget is being streamlined and staff are planning Summer 2010 programs, and considering that a little less than $7 million dollars were allocated for AISD's 2009 summer programs that served nearly 14,000 students, the district needs to take a closer look at the impact of such a huge endeavor.

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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
- student participation
- student outcome information (when available)

By the time all summer program directors were identified and data collection forms were distributed to summer program contacts, some of the programs already were completed. Thus, in a few cases, data were incomplete or unavailable. However, most programs were able to provide some key data on student participation. Over the past 3 years, AISD summer programs have served more than 11,000 students each summer, with the greatest participation in 2009 (approximately 13,960), and with 2,700 to almost 3,000 students returning from one summer to the next during the period 2007 to 2009 (Table 1). The types of summer programs typically offered include academic recovery or intervention, enrichment, TAKS retake opportunities, and school-level transition.

Table 1. AISD Summer School Student Enrollment, 2007, 2008, 2009

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

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

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 Academics (DELTA)	$11,288
Academic Youth Development (AYD)	$21,161
Extended School Year (ESY)	$390,250
Title I Supplemental Summer Program	$609,808
Approximate Total Allocation for Summer Programs 2009	**$ 6,932,920**

Source. AISD summer program records, 2009

ELEMENTARY PROGRAMS

AISD held three academic-focused elementary programs during June and July 2009: the prekindergarten and kindergarten enrichment program for ELLs, the reading and math interventions for 3rd and 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-PREK/K)

The stated objective of the ELL-PreK/K program was to improve the native language and English language as well as the literacy and math skills of prekindergarten and

kindergarten ELL students served in bilingual and ESL programs. The program was coordinated by the AISD Bilingual/ESL department and had an estimated budget allocation of $1,514,000 ($844,000 local and $670,000 federal or other grant funds). The program was held at 10 elementary schools: Barrington, Dawson, Govalle, Harris, Kocurek, McBee, Perez, Pickle, Walnut Creek, and Zavala. Approximately 3,631 students attended, and of these 94% were Hispanic, and 94% were either in prekindergarten (46.3%) or kindergarten (47.5%). Grade-1 ELL students who had been retained (6%) and a few early childhood ELL students (age 4) who were receiving special education services (0.2%) also were eligible to attend this program. Students attended an average of 84% of possible program days.

ELEMENTARY READING AND MATH INTERVENTIONS FOR 3RD AND 5TH GRADERS (ERM-SSI)

The stated objective of the ERM-SSI intervention was to improve the reading skills of 3rd graders and the reading 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 $1,103,000 ($300,000 local, $203,000 state, and $600,000 federal funds). The program was held at seven elementary schools: Cook, Cunningham, Hart, Houston, Jordan, Norman, and Sunset Valley.[1]

In June and July 2009, a total of 1,440 AISD students (461 in grade 3 and 979 in grade 5) attended the ERM-SSI program. Prior to the start of summer school, 155 teachers (49 in grade 3 and 106 in grade 5) participated in a day and a half of professional development sessions. A total of 30 mentor teachers (16 reading and 14 math) provided training specific to summer school curricula and teaching strategies. The summer school intervention program lasted 15 days for math and 16 days for reading, including a day for each TAKS test. Grade 3-students participated in reading instruction only. Grade-5 students, depending on their academic needs, participated daily in reading (32%), math (32%), or reading and math (36%).

July 2009 TAKS Grades 3 and 5

Overall, 29% of summer school students in grades 3 and 5 who took the June/July 2009 TAKS tests passed, compared with 25% who passed in July 2008. Summer school grade-5 students' TAKS scores showed an increase from 2008 to 2009 in percentages passing in both subjects. However, grade-3 summer school students' passing rates for the third administration of TAKS reading decreased from 39% in 2008 to 34% in 2009. Spanish TAKS results in each

[1] For the complete report (publication 08.63, Accelerated Reading and Math Evaluation, 2008–2009), go to http://www.austinisd.org/inside/accountability/evaluation/reports.phtml.

grade and in each subject decreased also. Table 3 shows the numbers and percentages of summer school students who took and passed the TAKS in 2008 and 2009.

Table 3. Summer School Students in Grades 3 and 5 Who Took and Passed TAKS Reading or Math, July 2008 and June/July 2009

TAKS grade and subject	July 2008 TAKS			June/July 2009 TAKS			Difference 2008 to 2009
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	
Grade 3 reading							
English	276	108	39%	256	101	39%	0
Spanish	201	79	39%	163	41	25%	- 14
Total	**477**	**187**	**39%**	**419**	**142**	**34%**	**- 5**
Grade 5 reading							
English	489	98	20%	564	179	32%	+ 20
Spanish	71	18	25%	72	17	24%	- 1
Total	**560**	**116**	**21%**	**636**	**196**	**31%**	**+ 10**
Grade 5 math							
English	541	108	20%	500	137	27%	+ 7
Spanish	145	25	17%	115	15	13%	- 4
Total	**686**	**133**	**19%**	**615**	**152**	**25%**	**+ 6**
Total	**1,723**	**436**	**25%**	**1,670**	**490**	**29%**	**+ 4**

Source. AISD elementary reading and math summer school records and TAKS records, 2008, 2009

Grade-5 TAKS Analysis

In summer 2009, AISD provided a longer instructional day for grade-5 students who needed to pass both TAKS tests during summer school. The 2009 summer schedule allowed grade-5 students who needed to pass both tests 2.5 hours of instruction in each subject, compared with 2 hours of instruction per subject in 2008. On the following page, Table 4 shows the numbers and percentages of grade-5 summer school students who took and passed TAKS reading and/or TAKS math by subject of instruction provided in 2008 and 2009. Passing percentages for grade-5 students increased by 10 percentage points in reading and by 6 percentage points in math from 2008 to 2009, suggesting a positive impact of the extended time.

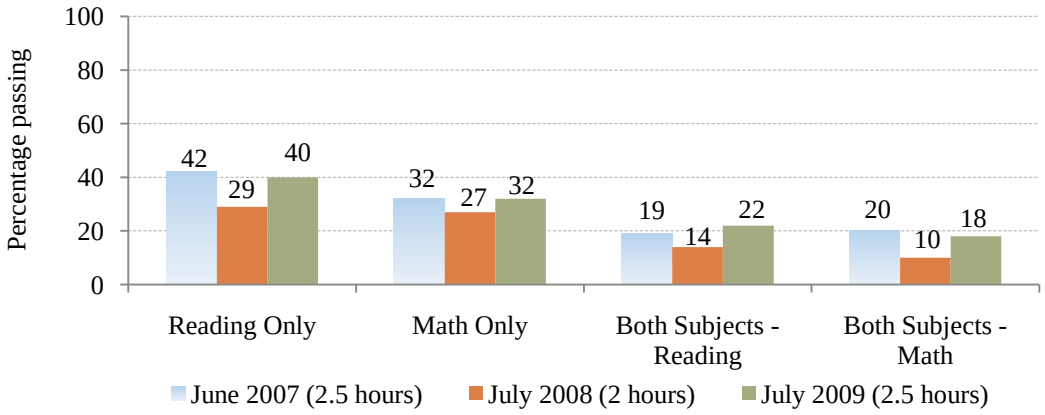
Table 4. Grade-5 Students Who Took and Passed TAKS Reading or Math by Summer Intervention, 2008 and 2009 Summer School

Grade 5 TAKS and summer school subject	July 2008 TAKS # Tested	July 2008 TAKS # Passed	July 2008 TAKS % Passed	June/July 2009 # Tested	June/July 2009 # Passed	June/July 2009 % Passed	Difference 2008 to 2009
TAKS reading							
Reading only	261	75	29%	316	127	40%	+ 11
Reading & math programs	299	41	14%	320	69	22%	+ 8
TAKS reading totals	**560**	**116**	**21%**	**636**	**196**	**31%**	**+ 10**
TAKS math							
Math only	387	103	27%	295	96	32%	+ 5
Reading & math programs	299	30	10%	320	56	18%	+ 8
TAKS math totals	**686**	**133**	**19%**	**615**	**152**	**25%**	**+ 6**

Source. AISD elementary reading and math summer school records and TAKS records, 2008, 2009

Figure 1 shows a 3-year summary of the percentages of grade-5 students who attended summer school, took TAKS reading and/or TAKS math, and passed in 2007, 2008, and 2009. For each subject area comparison, the percentages of grade-5 students passing the TAKS during 2007 and 2009 summer schools (2.5 hours of instruction) were higher than were the comparable percentages during 2008 (2 hours of instruction).

Figure 1. Grade-5 Summer School Students Who Took and Passed TAKS Reading or Math, Summer 2007, 2008, and 2009



Source. AISD TAKS files and Department of Program Evaluation (DPE) summer school records for 2007, 2008, 2009

Scale Score Gains for Elementary Summer School Students

Although the goal was for students to pass the TAKS at the end of the summer session, it was important to know how many of the students made gains during this final attempt to pass the TAKS at that grade level. To find out if growth occurred during the summer program, an

examination was conducted of the 3rd administration TAKS reading scale scores for grade-3 and grade-5 students who attended summer school and who had a previously scored February or April TAKS test. The same analysis was completed for grade-5 students on TAKS math. The TAKS passing scale score is 2100.

Although only 29% of all students in grade 3 and 5 who attended summer school passed the June/July 2009 TAKS test(s), 63% (62% in 2008) of these students made gains on their TAKS scale score, compared with their prior scale score. Table 5 shows the percentage of 2007, 2008, and 2009 summer school students making scale score gains from the previously scored TAKS document. The percentage of grade-5 students making gains in average scale scores on both tests increased from 2008 to 2009. However, the percentage of grade-3 students making gains decreased by 15 percentage points from 2008 to 2009.

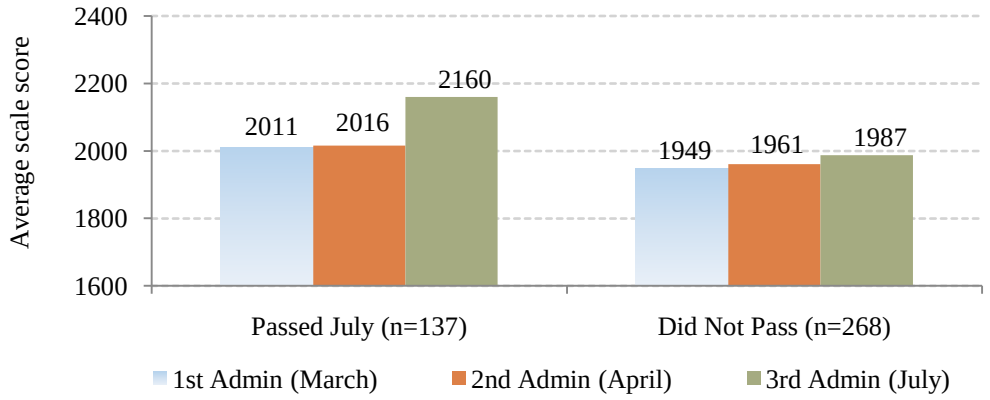
Table 5: Elementary Summer School Students Who Made Scale Score Gains, 2007, 2008, and 2009

TAKS grade and subject	% Students making gains 2007	% Students making gains 2008	% Students making gains 2009
Grade 3 reading	70	70	55
Grade 5 reading	64	52	64
Grade 5 math	78	66	67
Total	**71**	**62**	**63**

Source. AISD TAKS files, 2007, 2008, 2009

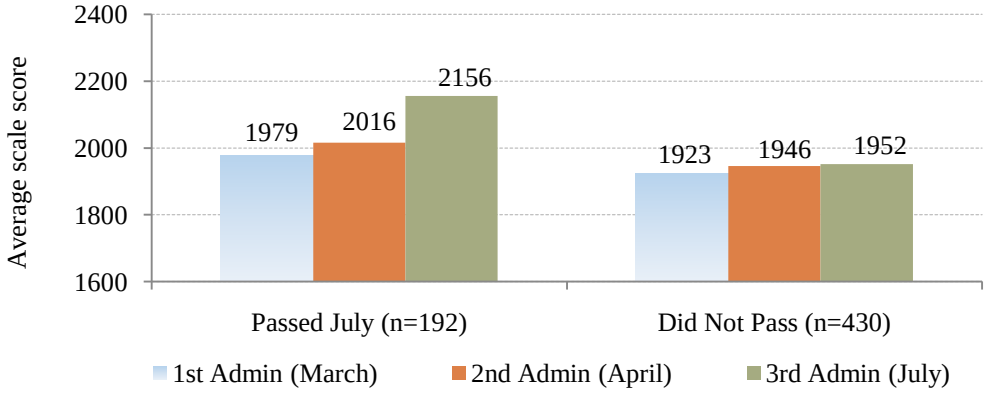
A comparison between the average scale scores for students who did not pass the TAKS in June/July 2009 and those of students who did pass the TAKS yields insight into the progress of students who struggled in reading and/or math. Summer school instruction produced an increase in scale score averages for all student groups, regardless of whether they passed the test. On the following page, Figures 2 through 4 show the average scale scores for each administration by subject, grade level, and passing status for 2009 summer school students with scores on each administration of the tests. Thus, the instructional interventions helped students improve their reading and math performance (as evidenced by number of test items passed), although those who did not pass the test still need further support.

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



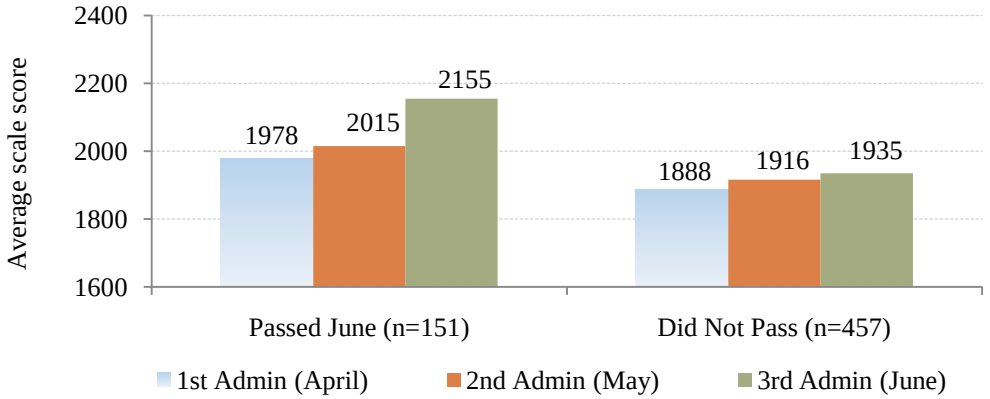
Source. 2009 AISD TAKS files and DPE summer school records

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



Source. 2009 AISD TAKS files and DPE summer school records

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

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.

ESL IMMIGRANT NEWCOMER'S INSTITUTE (ESL NEWCOMERS)

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 coordinated by the AISD Bilingual/ESL department and had an estimated budget allocation of $195,000 ($190,000 local and $5,000 federal funds). The program was held at two middle schools: Burnet and Paredes. Approximately 158 students attended the program, and of those 83% were Hispanic, 15% were Asian, 4% were African

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). Approximately 98 students (grades 6 through 11) participated in RAP during June and July 2009. Students attended an average of 82% of program days. Table 7 shows the number of RAP 2009 student participants by summer site and grade level. All RAP students passed their Summer 2009 reading or English courses.

Table 7. AISD Summer RAP Students, by Grade Level and Site, June 2009

RAP summer school site	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Total
Burnet MS	13	5	2				**20**
Paredes MS	24	12	1				**37**
Crockett HS			5	19	1		**25**
Reagan HS			8	6		2	**16**
Total	**37**	**17**	**16**	**25**	**14**	**15**	**98**

Source. AISD summer school records, June 2009

MIDDLE SCHOOL COURSE RECOVERY AND 8TH-GRADE TAKS RETAKE (MSCR AND SSI 8TH)

The stated objective of the MSCR and SSI 8th program was two-fold: 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. The program was coordinated by the AISD School, Family, and Community Education department and had an estimated budget allocation of $575,905 (local funds). Classes were held during two summer sessions (June and July) at four middle schools: Burnet, Kealing, Mendez, and Paredes.

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% (*n* = 146) failed their courses.[2] Appendix A provides a summary of the percentages of middle school students passing by course (for students who received a grade).

8th-Grade TAKS Retake (SSI 8th)

Grade-8 students attended summer school at four middle school campuses (Burnet, Kealing, Mendez, and Paredes) to prepare for the third administration of the TAKS tests in 2009. Of the 845 grade-8 students who took the June/July 2009 administrations of the TAKS reading and math tests, 183 (22%) took both tests.

There were 32% of grade-8 students who passed TAKS reading and 24% who passed TAKS math during the third administration of the tests in 2009. Overall, 26% of grade-8 students passed both TAKS reading and math. Of the 8th graders who took summer school courses, 28% passed TAKS reading and 22% passed TAKS math at this summer administration (not all TAKS takers attended summer school).

[2] District course grade passing criteria is an averaged grade of 70% or higher.

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

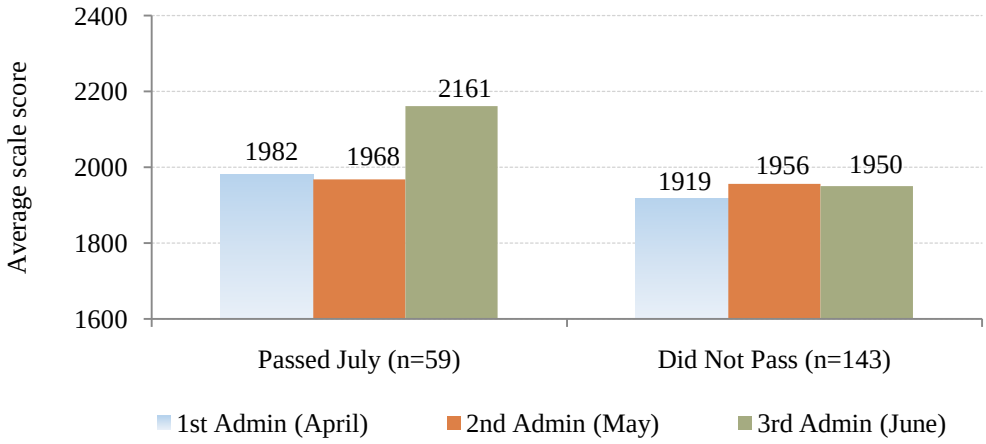
Summer school program and TAKS test	July 2008 TAKS			June/July 2009 TAKS			Difference
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	2008 to 2009
TAKS reading							
Reading program only	49	14	29%	60	23	38%	+ 11
Reading and math programs	178	26	15%	183	54	30%	+ 15
TAKS reading totals	**227**	**40**	**18%**	**243**	**77**	**32%**	**+ 14**
TAKS math							
Math program only	671	222	33%	602	174	29%	- 4
Reading and math programs	178	12	7%	183	16	9%	+ 2
TAKS math totals	**849**	**234**	**28%**	**785**	**190**	**24%**	**- 4**
Summer school totals (TAKS reading and math)	**1,076**	**274**	**25%**	**1,028**	**267**	**26%**	**+ 1**

Source. AISD middle school reading and math summer school records and TAKS records, 2008, 2009

Scale Score Gains for Grade-8 Summer TAKS

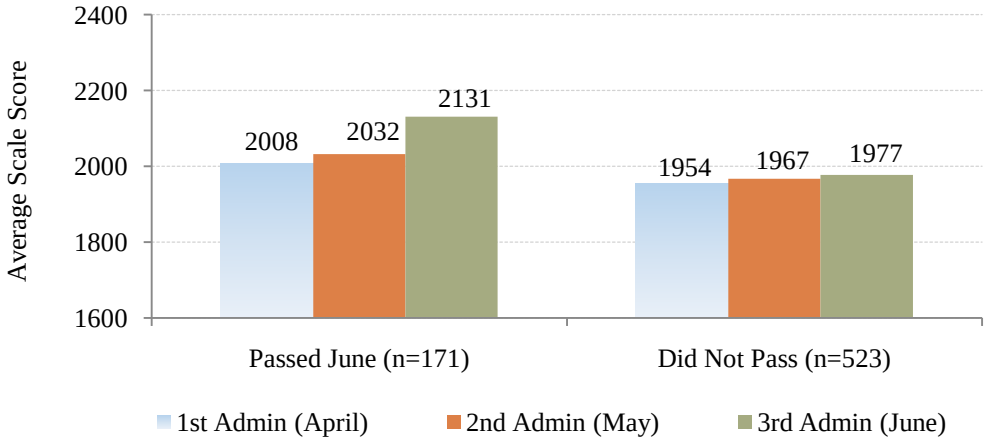
Growth in scale score for grade-8 students who took the third administration of TAKS 2009 was determined for those who had scorable documents for all three administrations. The students who passed this administration of TAKS had an average scale score gain of 131 points in reading and 100 points in math. Much smaller gains from prior administrations of the TAKS were made by students who failed the summer tests. On the following pages, Figures 5 and 6 show the average scale scores for each administration in 2009 by subject and passing status for grade-8 TAKS takers with scores on each test.

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

than 80%. Student participation data provided by the schools are summarized in Table 10. However, not all schools provided complete student participation and performance data about their transition camps. In part, this was due to the late request for such data, with some schools already having completed their camp before receiving the request. Some schools only provided a list of students but no attendance or performance (completion) data. For future program implementation and improvement, it will be important to provide early notice to schools about data collection and stress the importance of returning complete records. In addition, schools may benefit by tracking students served and investigating their academic outcomes.

Table 10. Estimated AISD Middle School 2009 Transition Camp Student Participation, by Site

Middle school	Number attended	Middle school	Number attended
Bailey	349	**Martin**	78
Bedichek	198	**Mendez**	66
Burnet	25	**Murchison**	336
Covington	139	**O. Henry**	28
Dobie	76	**Paredes**	141
Fulmore	194	**Pearce**	11
Garcia	49	**Richards**	144
Gorzycki	350	**Small**	168
Kealing	25	**Webb**	56
Lamar	99	**Total**	**2,532**

Source. AISD middle school summer transition camp records, 2009

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 $355,190 (local funds), 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. Twenty-five teachers provided instruction, and of those, 12 were assigned to Crockett and 13 were assigned to Lanier. The program served 340 students (133 at Crockett and 207 at Lanier), and of those, 88% (n = 301) successfully completed the program (112 at Crockett and 189 at Lanier).

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 negative numbers	% Pass posttest positive and negative numbers
Crockett	48	55	46	58
Lanier	32	45	37	40
Total	**40**	**50**	**42**	**49**

Source. AISD JumpStart program records, August 2009

Program Components

Teachers received training about problematic 8th-grade math standards or Algebra I standards, as well as sessions about just-in-time content and pedagogy support. The curriculum focused on 8th-grade TEKS evaluated by the TAKS. The program also included a multi-player video game for math, called Tabula Digita Dimension M (referred to as Dimension M in the remainder of this report). Students participated on a rotation schedule in the Dimension M video game program at computer labs set up at the schools. In addition, daily instructional activities consisted of warm-up activities, calculator use, core lesson, team building activity, and participation in math center activities.

Program Participant Surveys

Principals, teachers, and students participated in a survey at the end of the program. Both principals were asked about the following topics: professional development opportunities for teachers; instructional strategies used; parent notification, awareness, and activities; program planning and implementation; and comments and recommendations. When asked to what extent principals provided professional development opportunities to teachers about various topics, both principals indicated they provided extensive training about mentoring, grouping patterns, assessment strategies, accelerated instruction, integration of technology, teaching strategies specific to content area, and research-based best practices. When asked about the extent to which their program used certain instructional strategies, both principals indicated the following were used extensively: integration of technology, mentoring, and follow-up activities. When asked about methods used for contacting parents about the program, both principals said they used flyers, letters, phone calls, and parent-staff conferences. Parent activities held at the schools included parent orientation and parent-staff conferences. When asked about program planning and implementation, both principals agreed they had received

adequate information about the funding, budget, and dates of program operation. In addition, both principals reported they had adequate staffing and appropriate delivery of rigorous curriculum. When asked about whether their expectations for student success were met by the program, both principals agreed. However, when asked whether parent involvement at their school was adequate, one principal agreed and one disagreed. When asked for suggestions to improve the program, one principal requested that attendance and student enrollment procedures be made clearer.

Teachers responded to a survey about the adequacy of the program curriculum, assessments, instructional model, and professional development opportunities. Table 12 shows that most teachers agreed these program components were adequate for improving student performance.

Table 12. JumpStart Teachers' Survey Responses, Summer 2009

Survey item	% Teachers agree or strongly agree	% Teachers disagree or strongly disagree	% Teachers responding not applicable
Curriculum that was provided met the needs of my students.	83	17	0
Assessments that were provided aligned with the curriculum and instruction and assisted with improving student performance.	71	29	0
Instructional model assisted with improving student performance.	88	8	4
Professional development that was provided assisted with improving student performance.	88	12	0

Source. AISD JumpStart program records, August 2009

Some teachers offered comments or suggestions for the program, such as the need to make core lessons less boring for students (n = 10), improve alignment of assessments with curriculum (n = 7), and improve the instructional model to help improve student performance (n = 4). Other teachers offered suggestions for program improvement, such as the following: making instructional activities more flexible and allowing more time for instruction. Most of the JumpStart teachers indicated they would be interested in participating in the next summer's program.

Student survey results (n = 152) showed that most JumpStart students liked each instructional component of the program. For instance, students agreed they liked the following activities: patterns (84%), positive and negative numbers (79%), calculators (78%), Dimension M video games (80%), and centers (83%). Most students reported that their skills had

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 14. Summer 2009 High School Course Area Average Passing Rates

Course Area	% Pass
Art	100
Business and technology	100
English or reading	96
Math	93
Sciences	96
Social studies, history, economics, government	99
Spanish	100
Other	99

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

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 2009. On the following page, Table 15 shows the TAKS passing rates by subject for these students. 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. Thus, examining only those 11th- and 12th- grade students who took summer courses, their TAKS passing rates were slightly lower than but showed similar trends as compared with those of all test takers: ELA 54%, math 16%, science 25%, and social studies 40%.

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

Exit-level TAKS subject area	Number tested	Number passed	Percentage passed
English language arts	270	126	47%
Math	745	137	18%
Science	601	157	26%
Social Studies	128	72	56%

Source. AISD TAKS records, July 2009

HIGH SCHOOL TRANSITION CAMPS (HS TRANSITION CAMPS)

All high schools are provided local funds to host transition camps for their incoming 9th graders prior to the start of school in August. For 2009, the approximate total allocation for these camps was $149,527 (local funds). HS transition camps vary in the number of days held and in the number of staff present. The camps allow incoming 9th-grade students to be introduced to their teachers and become familiar with the school building. In general, transition camp activities are planned to ensure that students are acclimated to the expectations for all high school students, and that they become familiar with the class structure, curriculum, school activities, and clubs available to them. They also are introduced to strategies for success in high school. Schools plan these activities in different ways to ensure they address the unique characteristics of their schools. Student attendance data for Summer 2009 high school transition camps were not available due to the lateness of the request for summer information. If requested by district staff in the future, program evaluation efforts will gather such information. The impact of summer transition camps should be assessed by tracking the success of incoming 9th graders through their first year of high school.

HIGH SCHOOL SUMMER SCIENCE INSTITUTE (HS SCIENCE INSTITUTE)

Thirty 9th- through 12th-grade 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. During the science institute, students visited and toured three state universities and conducted field experiments with university students and staff. The program targeted high school students who struggled to pass their science courses and the TAKS science test. AISD used Smaller Learning Communities grant funds, totaling approximately $18,804, for this institute. 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.

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 2008-2009, $2.2 million dollars was allocated to DELTA from State Compensatory Education funds, and of this amount, $11,288 was expended during the summer session. For the summer session, DELTA labs were open 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 410 students completed at least 0.5 course credits during the 2009 summer session. Students who earned credit through DELTA were in all high school grade levels (Table 16 on the following page). The majority of students who participated in the DELTA summer program were Hispanic. During the summer, DELTA students completed a total of 340.5 course credits, the equivalent of 681 semester-long courses. Individual students earned from 0.5 to as many as 4 credits each (i.e., 1 to 8 semester-long courses), with the vast majority earning 0.5 or 1 credit (Table 17 on the following page). 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 2009.

Table 16. Grade Level and Ethnicity of Students Earning Credits Through DELTA Courses, Summer School 2009

Demographic	Number	Percentage
Grade level		
9	103	25.1%
10	64	15.6%
11	107	26.1%
12	136	33.2%
Ethnicity		
American Indian/Alaskan Native	1	0.2
Asian/Pacific Islander	2	0.5%
Black	80	19.6%
Hispanic	271	66.3%
White	55	13.4%
Total	**410**	**100%**

Source. DELTA program records, Summer 2009; AISD student records, as of October 30, 2009
Note. All students earned at least 0.5 course credits.

Table 17. Number of Students Earning 0.5 to 4.0 Credits Through DELTA Courses, Summer 2009

Total credits earned	Number of students	Percentage
0.5	238	58.0%
1.0	113	27.6%
1.5	34	8.3%
2.0	17	4.1%
2.5	2	0.5%
3.0	4	0.9%
3.5	1	0.2%
4.0	1	0.2%
Total	**410**	**100%**

Source. DELTA program records, Summer 2009

As shown on the following page, the greatest percentage (42%) of course credits earned through DELTA were in the ELA curriculum area (Table 18). This was most closely followed by credits earned in social studies (34%), with math (15%) and economics (7%) credits trailing, and a small showing of credits in health (1%) and science (1%). Across all schools, students completed more than a semester-long course (0.81 credits), on average. Students from Lanier, Travis, Eastside, Reagan, and Crockett, compared with other high schools, earned the greatest number of course credits during their time in the DELTA summer program (Table 19).

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

year instruction, and staff development opportunities (see Table 22). Slightly more than half indicated their summer program's parent involvement was good. When asked to describe the types of parent involvement activities held, teachers indicated they talked with parents on the phone, or met with parents at the end of the school day or during individual conferences. However, a few teachers (n = 7) indicated no noticeable parent involvement had occurred on their summer campus. When asked for suggestions to improve the summer program, 10 teachers wanted to know in advance the academic performance levels of their students. In addition, some teachers wanted more planning time and requested clearer teacher expectations for the program. Thirteen teachers suggested assessing students prior to the summer program, ensuring better time management of summer activities, and providing all teachers with adequate materials (hard copy and electronic copy). Eighteen teachers agreed that summer school student outcome data should be used in planning for prevention and intervention in the fall semester.

Table 22. Teachers' Responses About Title I Summer School 2009

Survey item	# Teachers responding	% Teachers agree
The curriculum was adequate to meet program goals.	43	96%
The rigor/pace of the curriculum's delivery was comfortable.	42	93%
The curriculum included innovative strategies and best practices suitable for the grade level.	40	89%
Expectations for student success were met.	40	89%
I will use summer school results to plan regular school year instructional activities.	40	89%
Staff development on the intervention curriculum used on my campus was adequate.	35	78%
I participated in developing the campus summer program, which included developing assessment and instructional strategies, selecting curriculum materials, and designing parent involvement activities.	33	73%
I received adequate support from summer school staff.	33	73%
I received adequate information about the grants (Title I and others) that funded the intervention program on my summer school campus.	32	71%
Parent involvement at my school for students participating in the intervention classes was good.	25	56%

Source. AISD Title I Summer School Teacher Survey records, 2009

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. An estimate of allocated cost per student participant by 2009 summer program

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) 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. 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.

Table 23: Approximate Allocated Cost per Student Served, by Summer Program 2009

AISD summer school program	Approximate allocated cost per student served ($)	AISD summer school program	Approximate allocated cost per student served ($)
ELL-PreK/K	$417	**IHS**	$1,157
ERM-SSI	$766	**HS-CAR**	$396
4th Science camp	$775	**HS transition camps**	Not available
ESL newcomers	$1,234	**HS science institute**	Not available
RAP	$591	**DELTA***	$37
MSCR and SSI 8th	$383	**AYD**	Not available
MS transition camps	$203	**ESY**	$1,175
JumpStart	$1,153	**Title I**	$1,091
Overall estimated average allocated cost per student served			**$496**

Source. AISD summer program records, 2009

* Indicates incomplete student data, so the cost per student is an estimate.

SUMMARY AND RECOMMENDATIONS

AISD summer school programs in 2009 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., 3, 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 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 a follow up of student progress in mind, and other programs should take this approach. District staff should look for ways to economize, whenever possible, to make the summer programs more efficient, such as by combining programs that may overlap, if appropriate. 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.

APPENDIX

APPENDIX A: SUMMER MIDDLE SCHOOL COURSE PASSING RATES 2009

Course	Total number taking course*	Percentage passing course
ELA & Reading Grade 6	86	96
ELA & Reading Grade 7	143	93
ELA & Reading Grade 8	131	100
Reading Grade 6	28	100
Reading Grade 7	14	100
Reading Grade 8	15	100
SSI Reading TAKS Improvement Grade 8	283	92
Math Grade 6	100	94
Math Grade 7	201	92
Math Grade 8	97	96
SSI Math TAKS Improvement Grade 8	949	92
Science Grade 6	57	95
Science Grade 7	104	94
Science Grade 8	128	84
Social Studies Grade 6	92	97
Social Studies Grade 7	100	93
Social Studies Grade 8	48	100
Keyboarding	50	100

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

* 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 2009

Course	% Pass
Algebra I A	88
Algebra I B	90
Algebra II A	100
Algebra II B	100
Art I A	100
Art I B	100
Biology A	98
Biology B	92
Business computer information systems I A	100
Business computer information systems I B	100
Career connections	100
Chemistry A	97
Chemistry B	100
Communications applications	99
Economic benefits of free enterprise	100
English ESOL I A	80
English ESOL II A	89
English ESOL II B	100
English I A	94
English I B	89
English II A	100
English II B	100
English III A	98
English III B	100
English IV A	100
English IV B	100
Geometry A	94
Geometry B	98
Government	99
Health education	100

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

Continued on next page

Appendix B continued

Course	% Pass
Integrated physics/chemistry A	100
Integrated physics/chemistry B	92
Keyboarding	100
Math modeling with applications A	100
Math modeling with applications B	100
Physical education I	100
Reading I A	100
Reading I B	100
Reading II A	100
Reading II B	100
Reading III A	100
Spanish I A	100
Spanish I B	100
Spanish II A	100
Spanish II B	100
Teen leadership	95
U. S. history A	100
U. S. history B	100
Vocational experience A	98
Vocational experience B	100
Web mastering I A	100
Web mastering I B	100
World geography A	97
World geography B	96
World history A	100
World history B	97

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

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