

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #42 (2004-2005)

September 13, 2004

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: SUMMER SCHOOL REPORT

PERTINENT FACTS:

Summer School 2004 in the Anchorage School District served over 3,300 students at 23 sites. Following are reports from Patricia McRae, Executive Director of Elementary Education; Gail Opalinski, Executive Director of Middle School Education; Mike Henry, Executive Director of High School Education; and Jerry Sjolander, Executive Director of Special Education.

Elementary Schools

Nearly one thousand Anchorage School District Elementary students benefited from attending our 2003-2004 elementary summer school program. This twenty-seven day opportunity to extend academic progress in the core curricular areas of reading, writing and math was enthusiastically pursued and completed by 936 students. Excellent instruction was provided in small, multi-graded learning communities by some of the Anchorage School District's finest teachers along with the support of special education, bilingual and Indian education teachers and assistants. These focused learning opportunities were provided as a natural extension of our regular curriculum. Through this annual extended opportunity, we assist students to build on their experiences and knowledge at each grade level and take it forward into the next school year.

From 96 teacher applications and over 40 assistant/specialist applications for summer school positions, 52 persons were hired to staff 47 classrooms in two full-day and four half-day geographically diverse sites. Two sites also housed the *Fast Forward* computer-based reading program.

Staff development in reading brought additional spelling and word study into the core curriculum. Staff development for math teachers involved the use of

leveled books that compliment the summer school math curriculum and also incorporated word study and reading into math instruction.

One of the unique features of the Anchorage School District's Elementary Summer School was a focus on parent involvement; this is an especially critical facet of the program, as all of the students in this program are those who are performing at levels below proficiency in reading or math. At each summer school site, two elementary reading support teachers conducted workshops to assist parents with information and hands-on experiences to support their children with literacy at home. Approximately fifty parents attended these workshops. Each session emphasized a different aspect of the reading and writing process. In the first session, parents were introduced to the importance of reading and how to conduct reading sessions at home. In session two, parents were given opportunities to create games, blank books and a variety of manipulatives to support their learners at home. Parents were delighted to participate in these activities and requested that the District consider sponsoring other similar workshops throughout the year.

Student achievement as a result of summer school is reflected in assessment summaries from each classroom. Cumulatively, students in every classroom at all grade levels showed growth in pre and post assessments conducted in both reading and math. The Gates McGinitie Reading Assessment was used in third through sixth grades and the assessment that accompanies the "Summer Success" math curriculum was utilized in first through sixth grades. A full summary of the composite percentage change in pre - post assessments is attached to this memo.

The words of students who attended the elementary summer school program best exemplify the impact this experience had on their lives. One student wrote in beautiful cursive, *"Many people would think that sumer [sic] school would be a drag or boring, but it is not. I learnd [sic] many things like how to spell words on my word wall, about homophones that are words that sound the same but are spelled different and have different meanings. We did games about synonyms, and antonyms too. We worked on some DOL's for editing practice. The best part of summer school is that I'm able to write paragraphs and poems. Next year, this will help me in sixth grade because we will have to do a lot of writing. I think that my teacher did a wonderfull [sic] job at teaching us vocabulary, spelling, reading and writing. I liked being able to write more than what I have done before."*

Another student wrote, *"If I could show Mrs. Burke anything, it would be how much she has helped me with my learning."*

And yet another said, "I would like to share some homophones, they can be a bit tricky, especially the ones like there, their and they're. I would like to go to summer school next year, I think summer school is great!"

The elementary division very much appreciates the opportunity to provide this learning experience for so many elementary students across our school district. We believe that this is a worthwhile use of school district funding, and it is a program we very much hope to see continue in the future.

Middle Schools

Five hundred eleven students successfully completed the 2004 Middle School Summer School Program. Included in this number are 34 seventh grade students who enrolled in a half-day Algebra Readiness class and 471 students who received a specialized program in basic skills. The program was housed at three middle school sites this year, Hanshew Middle School, Clark Middle School, and Gruening Middle School. Sixth graders from Mirror Lake who were recommended for summer school attended summer school at Gruening. Eighty-one students were ESL (English as a Second Language) students, 68 students were in special education, and included in those numbers are six students who were both in the ESL and Special Education programs.

There are two components to the middle school summer program - the remediation program and the math enrichment program. The remediation program met daily from 8:30 a.m. to 3:00 p.m. Students received instruction in vocabulary (spelling), reading, writing, and mathematics. The summer school remediation program was open to all middle school students in danger of retention or who had low-test scores. A special, direct instruction, summer curriculum developed over the last three years by middle school teachers was used for the remediation program. Summer school teachers attended an inservice where they were provided a pacing guide and training on the special components of the curriculum. The summer program was organized around teams with three regular education teachers and a special program teacher, either Special Education or ESL, assigned to each team.

The math enrichment program was designed to accelerate students who are doing well in mathematics. This summer "Algebra Readiness" was taught to selected students who did not take pre-algebra during seventh grade but received high grades in the standard seventh grade math course. These students used the Larson's Math computerized pre-algebra program for additional instruction that will prepare them to enroll in Algebra I.

The students in the remediation summer school program received pre and post tests in spelling, language arts, vocabulary, and mathematics, and completed a self-inventory at the beginning and the end of the program. All student test scores including special education and ESL are part of our average scores. We are pleased to report that every assessment resulted in a positive average change.

The summer vocabulary was based upon specific sets of words recommended for seventh and eighth grade students. Students took a 50 word spelling test based upon these words at the beginning and the end of summer school. The students improved an average of 7.9 words.

Summer Spelling	Pre Spelling Average	Post Spelling Average	Average Change
	34.3	42.2	7.9

The SRI is a language arts and reading test reported in Lexiles. Interpretation of the Lexile scores indicates that the students averaged from half to a whole year of growth in these areas during the summer school program.

SRI	Pre Lexile Average	Post Lexile Average	Average Change
	745.3	820.7	75.4

The Six Traits Writing model compares all writing in six categories. Students wrote individual essays that were evaluated by a team of teachers. There was an average change of .8 during the summer program.

Six Traits Writing	Pre writing sample	Post writing sample	Average Change
	2.5	3.3	.8

STAR Math is a computerized math test that allows us to compare with national norms. The results of STAR math are reported in grade level equivalencies. The STAR math results show that students in the summer school program showed an average 2.4 increase in grade level equivalency.

STAR Math	Pre Average Grade Level Equivalency	Post Average Grade Level Equivalency	Average Change
	6.4	8.8	2.4

Students took a self-inventory designed to determine attitudes toward school. The results indicate a slight increase toward a positive attitude.

Self Inventory	Pre Average	Post Average	Average Change
	26.2	28.7	2.5

The middle school remediation program for summer school has resulted in positive gains for students and has provided the additional instruction needed for promotion of students who were behind in their work. Additionally, the "Algebra Readiness" component has allowed students to accelerate in mathematics. We recommend that further enrichment programs be made available to middle school students during the summer to develop skills in areas not available during the school year and to increase student skills in areas needed for the next school year.

One additional enrichment class recommended for the full summer program is Algebra I. This course would be open for students who took Algebra I in eighth grade, but did not obtain the required grade for recommendation into Geometry.

The middle school division also recommends a series of weeklong summer camps for middle school student enrichment. Two teachers would offer a program to fifty students at a time. Depending upon interest in the topic, the camp could be located at one or all three sites. Each camp would meet from 8:30 a.m. to 3 p.m. Monday through Thursday and 1/2 day on Friday. Suggested camp topics include:

- | | |
|----------------------|--------------------------------|
| Writing Workshop | Healthy Life Skills |
| Computer Skills | Science Olympiad |
| Reading the Classics | Introduction to World Language |
| Keeping up in Math | Fine Arts - Music and Art |

Assuming that each site would house two camps each week, the cost would be the equivalent of twelve additional summer school teachers and the necessary supplies. We recommend that the cost for each camp be \$50 per student with waivers available.

Estimated additional summer cost would be:

Supplies	\$ 6,000
Addenda and benefits	
Algebra I - one teacher	
Enrichment Camps 12 teachers	<u>130,000</u>
	\$136,000

2004 Middle School Summer School Totals

	ENROLLED	NO SHOWS / DROPS	PASSED
CENTRAL	52	15	37
CLARK	136	55	81
GOLDENVIEW	57	7	50
GRUENING	53	10	43
HANSHEW	107	21	86
MEARS	69	16	53
MIRROR LAKE	46	11	38
ROMIG	68	21	47
WENDLER	78	19	59
BENSON SEC	8	4	12
VILLAGE	1	0	1
POLARIS	3	0	3
HIGHLAND TECH	1	0	1

High Schools

During the summer of 2004, 1,861 high school students attended classes at four different sites and earned 2,521 semester credits. Registration for summer school 2004 began April 1 and was completed online by counselors at the home schools. Students from the six comprehensive high schools, as well as students from the alternative programs (Benson, SAVE, AVAIL, Polaris, Steller, Crossroads, Continuation, MYC), had an opportunity to register online. This online registration, now in its third year, was a great help in record keeping and in allowing summer school administrators to plan for the upcoming summer session. There were 1,542 students registered online prior to June 16 and 319 additional students registered during walk-in registration, bringing the total to 1,861 summer school students.

A new web-based attendance and grading program was introduced during this summer session. Teachers were given access to their class lists and kept daily attendance online. This provided principals instant access to student attendance. Teachers, counselors and principals were also able to view test data on individual students from their class lists. All progress reports and final grades were completed using the new ASD online system.

A major function of the high school division summer school program is prescriptive remediation. Of the 733 eleventh and twelfth who attended summer

school, 236 had not passed one or more sections of the HSGQE. Each summer school site had at least two sections of remedial math using Plato and two sections of remedial reading using Plato. These sections served 386 individual students including all those students who had not passed a portion of the HSGQE. Tenth graders who had not passed one or more portions of the HSGQE filled the remaining 150 seats in the remedial classes.

A new instructional program was piloted during summer school 2004. This was an online/virtual US government class. Forty students volunteered for this pilot course. The teacher of the class was not actually at the students' site, but was on the other end of the instruction using ASD's BlackBoard server. The pilot was successful with 85 percent of the students completing the course. Studies completed by Class.com and Blackboard show that nationally only 63 percent of students in virtual classes complete the courses. One of the key factors in the success of this pilot was the use of mentor teachers. The mentor was not the academic expert, nor the instructor who graded student work, but served as a motivator and technical assistant to the student and saw the student every day of summer school.

It is recommended that the 2005 high school summer session continue to include the traditional remedial courses and to add a variety of rigorous course offerings. Advanced Placement and International Baccalaureate along with upper level science and math courses are recommended for students who would like to continue their studies through the summer.

Ethnicity:

Alaska Native	138	7%
American Indian	17	1%
Asian	311	17%
Black	234	13%
Filipino	71	4%
Other	75	4%
Spanish-Hispanic	153	8%
White	825	44%
ASD TOTAL	1,824	
Non ASD	37	2%
TOTAL	1,861	

Special Populations:

Sped	127	7%
LEP	423	23%
SPED and LEP	21	1%
Total	571	31%
Total	1,861	

Fees and Waivers:

Paid-Students	1,179	
Paid-classes	1,777	\$88,850.00
Waived-Students	682	
Waived-Classes	1,233	

Gender:

Female	882	47%
Male	942	51%
*Non-ASD	37	2%
Total	1,861	

Grade Level:

9th	470	25%
10th	621	33%
11th	610	33%
12th	123	7%
*Non-ASD	37	2%
Total	1,861	

*Non-ASD are students from private schools and new-to-the-district students. To determine the enrollment reasons for students attending the 2004 summer session, a survey was conducted. The results of that survey are listed below.

- 31.0% I failed a class and needed to make it up before school starts.
- 18.3% I am behind in credit for graduation.
- 17.5% to provide flexibility in my schedule next year(s).
- 13.4% to improve a previously earned grade.

- 6.8% so I may graduate early.
- 6.0% to regain my athletic eligibility.
- 4.3% for enrichment reasons.
- 2.6% for help in passing the HSGQE.

The top two reasons for students to enroll in summer school continue to be to make up lost credit and to graduate on time.

Special Education

The special education extended school year program (ESY) was held at Scenic Park Elementary School, as well as various community locations around Anchorage and Eagle River. The program ran seven weeks throughout June, July and August. Special Education ESY offers educational services to students ranging in age from preschool to high school who have Individual Education Plans (IEPs) and meet specific criteria under IDEA. This year, students were able to participate in a sensory camp, an awards ceremony, and an ice cream social, as well as activities planned by Special Olympics once a week.

Approximately 80 children were instructed by 24 teachers and related services personnel at Scenic Park, while about 35 students received services in the community. There were 35+ teacher assistants supporting Scenic Park and at community sites throughout the area. In addition to extended school year, special education supported the following activities: preschool summer assessment, Program for Infants and Children (PIC) classes, preschool Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) classes, and elementary Applied Behavior Analysis (ABA) classes.

Sixty to seventy students of Whaley School participated in Extended School Year activities across the summer for four days a week, every other week. Activities focused on academic instruction utilizing the Follow the Leader computer-based system. Fieldtrips within the community allowed opportunities experiences.

A special education teacher and teacher assistant provided support to general education teachers at each elementary, middle, and high school summer school site. Through their collaboration, teachers were able to design instruction and implement accommodations to address individual student learning styles.

Attachment

CC/JC/PM/GO/MH/JS

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