

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM #36 (2005-2006)

October 10, 2005

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

ASD Goal #1: Increase student academic achievement... to ensure that each group as designated by No Child Left Behind and the Quality Schools Initiative makes adequate yearly progress.

PERTINENT FACTS:

Summer School 2005 in the Anchorage School District served just under 5,000 students at 14 sites. Following are reports from Patricia McRae, Executive Director of Elementary Education; Leslie Vandergaw, Executive Director of Middle School Education; Mike Henry, Executive Director of High School Education; and Doreen Brown, Supervisor of Indian Education.

Elementary Schools

Elementary summer school served students from June 20 to July 28, 2005 for a total of 28 days of student instruction. The Title I summer school served students for a total of 25 days. These programs continue to be an effective means of providing instruction to students during the summer months.

The elementary summer school program provided intensive, direct instruction to 1,228 kindergarten through sixth grade students who were functioning at "below proficient" levels in math or reading. Students were recommended by parents and/or teachers based on academic indicators. Class sizes were capped at 15 students. Of the 1,228 students who enrolled in these programs, 1,096 completed the programs.

There were six elementary summer school sites and one *Title I site and these schools served the following numbers of students from around the school district

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|------------------|---|
| Alpenglow | (morning sessions only) served 103 students |
| Bowman | (morning and afternoon sessions) served 160 students during morning sessions and 96 during afternoon sessions |
| Fairview | (morning session only) served 69 students |
| Ptarmigan | (morning session only) served 159 students |

Tyson (morning session only) served **86** students
***Williwaw** (full day session) served **373** students
Willow Crest (morning session only) served **182** students

Some changes that occurred in the program this summer included:

- combining the multi-sensory instruction (MSI) program that was historically offered at Baxter into the existing summer school sites at kindergarten, first, second and third grades. This was an effective change and will be continued.
- offering “Fast Forward” at every summer school site in combination with the direct instruction reading program. Students in third, fourth, fifth, and sixth grades were served and teachers felt this was an effective model. This was an effective program and will be continued.

Pre and post-assessments were taken and this data is in the process of being analyzed by our Assessment Department.

Changes that are being considered for next year include:

- combining Title I and elementary summer school in order to provide transportation to students from Title I schools to a larger number of sites
- offering “How Parents Can Help Students in Math” (this was offered in the area of literacy this year and parents requested the same opportunity for math)

Elementary education appreciates the opportunity to provide these positive learning experiences for students during the summer months, and believes that pre/post assessment information will support our belief that this is an effective learning intervention.

Middle Schools

Seven hundred twelve students successfully completed the 2005 middle school summer school program. This is an increase of two hundred one students from the previous summer. Included in this number are 459 remediation students, 161 institute students, and 92 students attending the camps. The program was housed at three sites this year, Hanshew Middle School, Clark Middle School, and Gruening Middle School. Ninety-eight students were in Special Education. The number of ESL students was unavailable at the time this report was compiled.

The middle school summer program consisted of three components: the remediation program, the enrichment institutes, and the enrichment camps. The remediation program met daily from 8:15 AM - 2:45 PM for nearly six weeks. Students received instruction in vocabulary (spelling), reading, writing, and mathematics. This year ASD partnered with Conoco Phillips and Parks &

Recreation in a joint effort to add a healthy focus for minds and bodies. A daily fitness class was added to the curriculum. Business partners added healthy snacks and incentive prizes for good attendance and effort. Both Hanshew and Clark sites were able to offer breakfast and lunch programs with no vending machine use during the day.

The summer school remediation program was open to all seventh and eighth graders who were in danger of retention or who had demonstrated low-test scores. The Gruening site was also opened to any Eagle River/Chugiak sixth grader who was in need of remediation. Students had the option of attending the middle school program instead of the elementary program.

A comprehensive, direct instruction, summer curriculum developed over the past four years by middle school teachers was used for the remediation program. Summer school teachers received in-service training that included use of a pacing guide as well as specific information on 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. This year's access to the district assessment information was a great assistance in matching students with the most appropriate level of instruction.

The students in the remediation summer school program received pre and post-tests in writing and reading, vocabulary, and mathematics. A self-inventory was administered to assess students' attitudes toward school and learning. Positive results were demonstrated in all areas, with stronger skills being indicated after the summer experience.

Spelling/Vocabulary

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 sets at the beginning and the end of summer school.

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| Summer Spelling | Percentage of Students who Increased Scores between Pre & Post Testing was: |
| | 90% |

Writing

The Six Traits Writing model compares all writing in six categories. This was a two-day writing sample that was sent off and scored by the National Writing Project. Students received a holistic score based on a compilation of the six traits. Two readers read each paper.

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| Six Traits Writing | Percentage of Students who Increased Scores between Pre & Post Testing was: |
| | (Data Unavailable at time of writing) |

Reading

This test comes from the McDougal Little reading intervention program (*Bridges to Literature*) used during the regular school year. It is an un-timed test of eight nonfiction passages using the cloze technique. Words are deleted from the passages and students must supply the correct missing word from multiple-choice answers. All of the words work grammatically, but only one fits the meaning of the passage. The results are given as a grade equivalent.

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| Summer Reading | Percentage of Students who Increased Scores between Pre & Post Testing was: |
| | 73% |

Math

This test is a screening device with 60 multiple-choice questions. The test covers the four operations with whole numbers, fractions, decimals, and percents. Also included are numeric and word problems. Scores are reported as percentile ranks (1-99) as well as a W-ability score that can be mathematically averaged for group results (46-156).

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| Summer Math | Percentage of Students who Increased Scores between Pre & Post Testing was: |
| | 77% |

Attitude Self-Assessment

The self-assessment instrument measures attitude changes toward school. The results indicate a slight increase toward a positive attitude.

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| Summer Self Assessment | Percentage of Students who Increased Scores between Pre & Post Testing was: |
| | 68% |

The two components of the enrichment summer school were a positive addition. The institutes consisted of half-day programs from 8:15 a.m. – 11:15 a.m. for six weeks. Courses included band, FastForward, algebra readiness, and readiness for pre-algebra. All enrichment classes were open to students just completing the sixth and seventh grades. The math programs were started last year and the interest has continued to grow. The results have increased the number of students in higher-level math classes in the middle school.

The enrichment camps consisted of four different two-week offerings. These included Writing Workshop, Science Through Technology, Social Studies Through Technology, and Technology Tips and Tricks. Classes ran for half-days and were available for students to participate in any or all of them. They were well received and offered a great opportunity for enrichment during the summer.

Recommendations for 2005-2006 Summer School

The middle school remediation program for summer school has resulted in positive gains for students and has provided the additional instruction needed for the promotion of students who were behind in their work. The fitness activity was very beneficial in getting the students moving and adding a much-needed release of energy. It should remain a part of the summer curriculum.

The enrichment portion of summer school should continue with an increase in the number of eighth grade enrichment institutes in mathematics. The variety of both the institutes and camps fit well with family schedules and activities. Math and writing were the most requested classes with parents expressing disappointment in not offering enough math enrichment classes for the number of students who wanted to enroll.

The addition of current sixth graders (soon to be seventh graders) was very positive. Additional benefits such as transitioning into the middle school setting were noted.

High Schools

During the summer of 2005, 2,917 high school students attended classes and earned 4,694 semester credits. Registration for summer school 2005 began April 1st and was completed online by counselors at the home schools. Students from the seven 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 fourth year, was a great help in record keeping and in allowing summer school administrators to plan for the upcoming summer session. 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 by using the new ASD summer school online system.

A major function of the high school division summer school program is to provide prescriptive remediation and credit recovery opportunities for students. Each summer school site had at least two sections of remedial math using Plato and two sections of remedial reading using Plato. In addition, an intensive reading program was piloted using the Read 180 program combined with the Fast ForWord program. In a 6 week period of time, struggling readers showed gains of 2, 3 and in some instances 4 years of growth in reading comprehension. Every student who completed the program showed at least a one-year growth.

For the first time in many years, courses were offered to all students during summer school. Students who wanted to get ahead, students wishing to provide flexibility in their academic schedules and students who just wanted to go to summer school were encouraged to take a class. The program was a success. A total of 1,308 semester credits were earned. Courses in music, art, drama, economics, Alaska Studies, Lifetime Personal Fitness and US Government were offered. In addition, a new partnership with the UAA Drama Department allowed 165 ASD students to earn elective credits and gain valuable experiences in theatre.

It is recommended that the 2006 high school summer session continue to include the traditional remedial courses and a variety of regular course offerings for students who would like to advance their studies.

Ethnicity:

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| Alaska Native | 8% |
| American Indian | 1% |
| Asian | 18% |
| Black | 14% |
| Filipino | 5% |
| Other | 4% |
| Spanish-Hispanic | 8% |
| White | 42% |

Special Populations:

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| Sped | 7% |
| LEP | 23% |

Gender:

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| Female | 51% |
| Male | 49% |

Grade Level:

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| 8th | 2% |
| 9th | 25% |
| 10th | 32% |
| 11th | 33% |
| 12th | 8% |

Indian Education

The summer enrichment program served 120 Native students in grades one through eight from July 20, 2005 to August 24, 2005. The program offered three Alaska Native languages (Yupik, Tlingit, Dena'ina Athabascan), cultural enrichment, math, language arts, and healthy living classes. This program proved to be an effective way of providing instruction to students.

Three Alaska Native languages (Tlingit, Yupik, and Dena'ina Athabascan) classes were offered at the summer program. Parents were given a choice of which Alaska Native language class to enroll their child. The language instructors designed their lessons to meet the state standards in reading, writing, and math. Most of the students left the program speaking one of three Alaska Native languages.

Students participated in cultural enrichment classes that included creating Yupik drums and yo-yos, beaded necklaces, and masks. Students learned how the traditional projects were made and significant use by each Alaska Native group.

The primary focus of the Healthy Living class was to promote and teach students healthy living activities that could be done with their families. In the Healthy Living class, each student logged daily steps using pedometers. During the five weeks, on average, each student walked, jogged, or ran 11 miles. As a group, the students managed to walk to Nome and started to walk back.

Students participated in a combination of direct instruction and PLATO/Lightspan language arts and mathematics activities. Both direct instruction and Lightspan activities were used to address each individual

student needs in those areas. PLATO Learning Achieve Now pre and post-assessments were given to each student in grades K-8. The results of the assessment showed that, at least 60 percent of the students either maintained or gained in reading comprehension, 75 percent either maintained or gained in vocabulary and 75 percent of the students maintained or gained skills in math.

The summer enrichment program staff participated in the following trainings: Positive Home-School Connections; Motivating Students; Using Assessment to Determine Needs (research based); Activities to meet the Needs of Students; Instructional Strategies; Using Teachable Moments; Documentation of Progress; and Cultural Relevant Curriculum and Instruction.

The results of a parent phone survey rated all components of the summer program as above average. One hundred percent of the parents surveyed indicated that they would enroll their children again.

The ASD Title VII Indian Education was awarded a grant from the CIRI Foundation to fund part of the summer enrichment program. The Title VII Indian Education Program received a grant extension from Office of Indian Education for supplies. In addition, the Municipality of Anchorage provided bus tokens for parents and students needing transportation. The Kids Café donated food for the students.

The program was very successful with providing students skills and reinforcement needed for the new school year. The summer program was a positive, culturally relevant learning opportunity for students, parents, and staff.

CC/JC/PM/LV/MH/DB

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