

How to Avoid the Summer Slide and Jump-Start the New School Year

Lessons From the Field

October 8, 2014
2:00pm – 3:00pm ET

Welcome!



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Thank you for joining
us for today's webinar.



Vera Turner
AASA Project Manager
and Webinar Host

Logistics:

- Remember to phone in to access the audio for today's webinar.



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Teleconference

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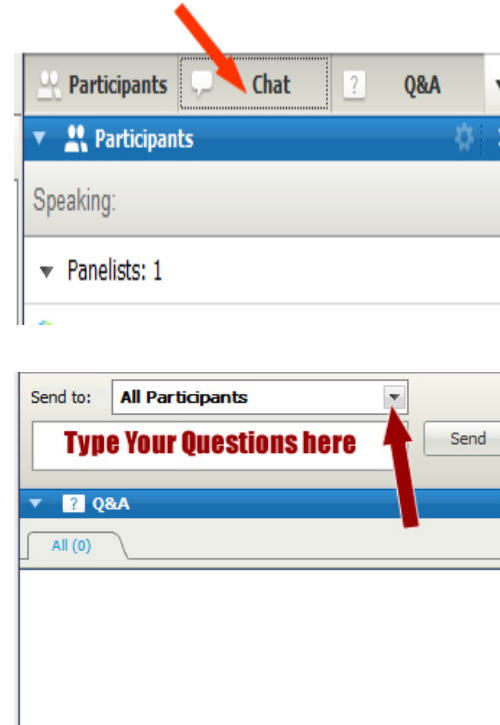
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1-650-479-3208 (Call-in toll number (US/Canada))

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Webinar Participation:

- We have allotted time for **Q&A**, but you can submit questions at any time.
- Please use the **chat window** to submit questions.



Agenda:

- Summer Learning Programs:
 - National Trends
 - Research Findings
 - Best Practices
- Rochester City School District Case Study
- Dallas Independent School District Case Study
- Panel Discussion and Q & A
- Wrap Up

Presenters:



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Panelists:

Catherine H. Augustine, *Senior Policy Researcher*
RAND Corporation , PA

Mauricio Dominguez, *Assistant Superintendent, Student Services*
Dallas Independent School District, TX

Dr. Bolgen Vargas, *Superintendent*
Rochester City School District, NY

Caterina Leone-Mannino, *Executive Director*
Office of School Innovation
Rochester City School District, NY

Moderator:

Vera Turner, *Project Manager*
AASA, The School Superintendents Association, VA

Rand Corporation:




Catherine H. Augustine
Senior Policy Researcher
Rand Corporation

National Trends:

- Policymakers and practitioners are increasingly interested in out-of-school learning time
- For summer, focus on stemming summer learning loss as well as other goals
 - To support the Campaign for Grade Level Reading
 - To further teacher development

Research Findings:

- Mandatory summer programs for students at threat of grade retention can be effective
 - There is demand for voluntary summer programs that invite students to attend
 - These programs provide opportunities that students would not have otherwise
 - Information about the effectiveness of these programs will be published in December
- 

Best Practices:

- Boosting attendance
- Providing sufficient number of instructional hours
- Ensuring that teachers have recently taught the sending or receiving grade
- Focusing on instructional quality
- Creating positive site cultures that support learning

Rochester City School District:



Bolgen Vargas
Superintendent



Caterina Leone-Mannino
Executive Director,
Office of School Innovation

Rochester, NY

- 3rd largest city in NY State; located on the southern shore of Lake Ontario – just over 210,000 city residents , approximately 1 million residents in the metro Rochester area
- Ranked third for highest concentration of extremely poor neighborhoods among cities in the top 100 metro areas
- The poorest school district in Upstate New York and the poorest urban district in the entire state





District Overview:



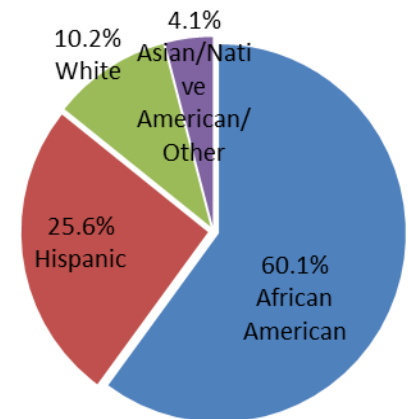
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Student Population:

approximately 30,000 students

- 84% eligible for free/reduced-price lunch
- 16.5% with special needs
- 10% with limited English proficiency
- 87 different languages

Student Demographics





Rochester Summer Scholars

Program Overview:

- District wide program recruitment, one central location with community satellites
- Over 1200 students applied
- 776 3rd-4th grade students participated in 2013; 564 of the same students returned as 4th-5th graders in Summer 2014
- 25 days of full day programming
- Academics + Enrichment
- Certified Teachers + Community Partnerships



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Strategies:

- **Interdisciplinary thematic instruction:**
 - English Language Arts: Reading, Writing; Informational Concept Front-loading for the next school year
 - Targeted Reading Intervention
 - Mathematics – “gap zapping”
- **Arts integration**
- **Staff professional development:**
 - Curriculum writing
 - Looking at student data
 - Developmentally appropriate practices



2014 Program Theme



- Summer 2014 finds students acting as detectives to discover....
 - Case File 2014a: *The Mysteries of Ecosystems*
 - Case File 2014b: *The Mathematical Mystery of Fractions*
 - Case File 2014c: *The Case of the Unknown Words*



Strategies:

- Small learning communities: “Houses”
- Positive Behavior Supports
- Cooperative Learning
- Student Choice
- Family Outreach
- Community Partnerships/ Enrichment



Enrichment Opportunities

- African Drumming and Dance
- Rock Climbing
- Sand Sports
- Team Building
- Puppetry
- Video Making
- Music
- Culinary Arts
- Swimming
- Book Authoring
- Karate
- Wood Working
- Line Dancing
- Glass Work
- Theater
- Ecological Dig

Reflections:

- Having fun goes hand in hand with learning.
- Students strengthen their skills to become better prepared for their next academic year.
- Detailed planning and preparation produces a well run program.
- A warm and caring environment brings out the best in students, families, staff, and our community partners.
- Engaged students attend school.
- Parent participation increases when their children participate in the Rochester Summer Scholars Program.
- Summer provides an opportunity for teachers to learn, too.

Results:

- Increase/maintain reading levels
- Improved proficiency in targeted mathematical skills
- Decrease the number of “non-readers”
- Decrease behavioral referrals
- Future findings...

Dallas Independent School District:



Mauricio Dominguez
Assistant Superintendent,
Student Services
Dallas ISD

District Overview:

- Dallas ISD is the second-largest public school district in Texas, and the 14th-largest district in the nation. Our enrollment is more than 161,000 students, and we have more than 20,000 employees.
- Dallas ISD is home to two schools consistently recognized as among the best in America – the School for the Talented and Gifted and the School of Science and Engineering. The district is also home to four national Blue Ribbon schools.
- Through its innovative Destination 2020 strategic plan, the district's graduation rate is at its highest in a decade, more families are enrolling children in pre-kindergarten, and the district has introduced the most innovative and rigorous teacher and principal evaluation and compensation program in the nation.

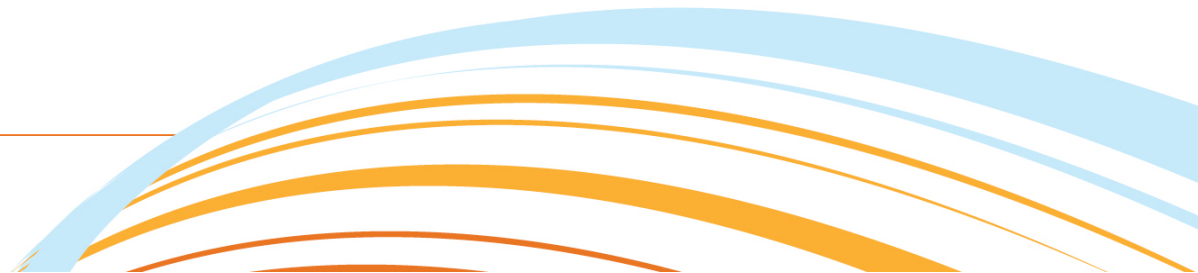
Program Overview:

The goal of the Summer Learning and Extended Day Services Department in Dallas ISD is to provide a comprehensive summer learning approach that enables students to successfully meet the guidelines for promotion to the next grade level.

The summer programming for High School students allows students to make up one full credit for core content courses offered during the regular school year.

High school students are able to accomplish this through the district's Reconnection Centers which are computer based courses or through courses taught by teachers at designated summer school locations.

Additionally, students who did not pass the state End of Course Exam have an opportunity to participate in courses designed to prepare students for the next administration of this test.



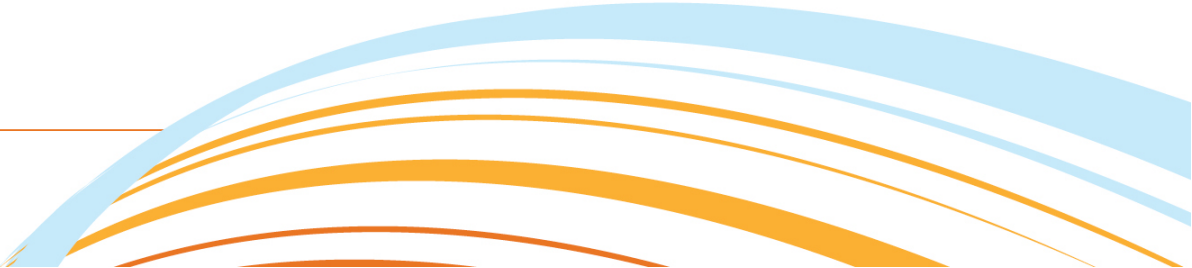
Program Overview:

Middle school programming in the summer is conducted similarly to the way high school program is done; students are able to participate in up to two core classes in order to meet the guidelines for remediation. Additionally, eighth grade students that do not meet the passing standard on the state assessment are given an opportunity to participate in an Accelerated Instruction Program designed to provide students with additional conceptual understanding and readiness targets in order to meet the assessment with success.

Additionally, DISD piloted two other middle school programs

1. Innovative Middle School Summer Program
2. Learning Lab Concept at Middle School

Both programs are centered around professional learning communities for teachers. Each is equipped with opportunities for teachers to participate in additional professional development and coaching throughout the summer school experience. The innovative middle school program provides students with enrichment opportunities and parental engagement seminars.



Program Overview:

The Elementary Summer school program is comprised of four different opportunities for students.

1. Student Success Initiative (SSI) – Accelerated Instruction for 5th Graders who did not meet state assessment standards
2. Traditional Summer School
3. Thriving Minds Summer School
4. Elementary Learning Lab Summer School

The **SSI program** at elementary operates much like the SSI program at middle school level.

The **Traditional summer school** program offers half day programming for students that did not meet promotion criteria as outlined on their report cards.

The **Thriving Minds Summer School** program is a robust program for students that leverages resources in order to provide students with programming that blends academic strategies with enrichment opportunities.

The **Learning Lab Concept** provided professional development for teachers in the afternoons.

Strategies:



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The Dallas ISD Summer Program leverages a variety of resources in order to provide programming that is beneficial and at no cost to students.

Funding sources included: General Operating Funds, Title 1 funds, Title 3 funds, and a grant from the Wallace Foundation.

Additionally, partnerships with organizations such as Big Thought and Dallas Junior Players allow students to engage in quality enrichment programs.



Strategies:

The services provided to students can be viewed in three categories.

Base Programs


Add-On Programs

Stand –Alone Programs

Base programs provide services to students who did not meet promotion criteria as outlined in District policy.

Add-On Programs are programs added to the base program such as the students participating in the Wallace study.

Stand-Alone Programs – utilize grant funds or other types of funding to run programs independent of the summer base program.

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Strategies:

Early Design

- Ensuring that all departments involved in the planning, support, and implementation collaborate well and early is crucial (Teaching and Learning, Special Education, Fine Arts, College and Career Readiness, Counseling Services, Family and Community Engagement, School Leadership, Technological Services, Financial Services, Food Services, Maintenance, Transportation Services, Compensation, Payroll, Police and Security Services)

Strategies:

School Leadership Oversight

- Increasing the quality of instruction is easier to accomplish when the principal supervisors are involved in the support of summer programming. Executive Directors help manage the planning as well as the implementation of summer programming.
- Early selection of summer site principals allows time for each leader to select effective teachers as early as possible as well as to develop effective teams that are well aligned.

Results:

Students Served

- In the summer of 2014 DISD served a total of 22,951 students
- Accelerated instruction was provided to 10,686 students at elementary, middle, and high school levels
- 5,890 elementary students were served (pK-5th)
- 3,007 middle school students were served (6th-8th)
- 3,368 high school students were served (9th-12th)

Quality of Instruction

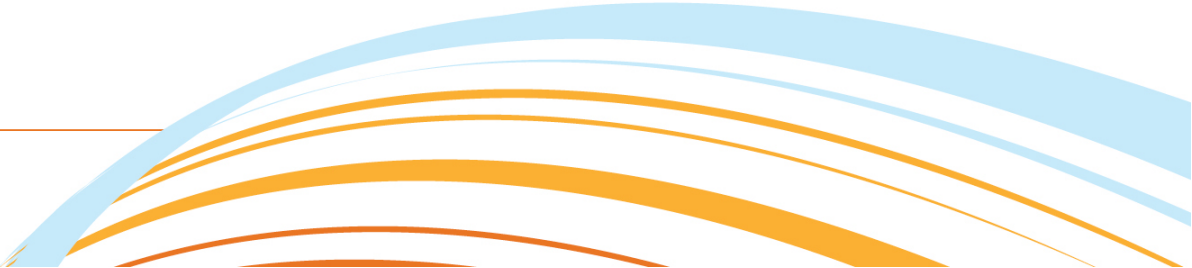
- Work in progress
- Engagement was measured around 75%
- Delivery of instruction

Results:

Student Outcomes

- A significant number of students that attended schools with enrichment add on programs met promotion criteria at the end of summer programming opposed to those that attended strictly a base program.
- Almost 90% of middle school students passed their courses.
- 87% of high school students passed their courses.

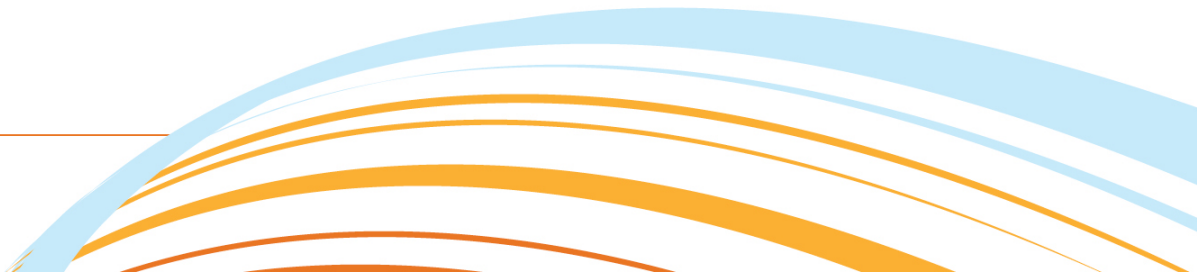
Based on lessons learned from this and past summers the district will be redesigning the summer experiences for our students with the main objective of increasing the quality of instruction, rigor, and the professional development opportunities for instructors.



Q & A:

Panel Discussion

Thank you for your participation!



Resources:

Contact Information:

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Bolgen Vargas, bolgen.vargas@rcsdk12.org

Caterina Leone-Mannino, Caterina.Leone-Mannino@rcsdk12.org

Vera Turner, vturner@aasa.org

Additional Resources:

AASA, The School Superintendents Association

www.aasa.org/content.aspx?id=10536

The Wallace Foundation Knowledge Center

www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/Pages/default.aspx

Upcoming Events:



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AASA Webinars

Topic: School Leadership

February 5, 2015; 2:00 to 3:00pm ET

Topic: Extended Arts Education Programs

April 15, 2015: 2:00 to 3:00pm ET



Thought Leaders Session: *Getting Smart About Summer Learning,*

Thursday, **February 26, 2015; 10:15 -11:15 am**

Breakout Session: Thursday, February 26, 2015; 11:30 am – 12:30 pm

Thought Leaders Session on School Leadership

Friday, **February 27, 2015; 12:15 -1:15pm**

Breakout Session: Friday, February 27, 2015; 1:30 – 2:30 pm

Register for Conference: <http://nce.aasa.org/register/>