



# SUMMER SCHOOL 2016

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# POWER UP SUCCESSES



- Targeted early literacy for primary students
- Classes filled on short timeline
- Dedicated teaching staff
- Every student recognized
- Collaboration among programs and sites
- Reading mentors, 1000 Mentor Challenge



# ELIGIBILITY CRITERIA



Grade	Scores from <u>Winter</u> Assessment
Kindergarten	Letter sounds = less than 20 sounds Phonemic Awareness= (segmenting/blending)=4/8 or less
First	Rigby 10 or below Basic Phonics Skills Test = 20/65 or less
Second	1 <sup>st</sup> Informal Reading Inventory (IRI) "Instructional" or below...or Rigby 20 or below
Third	2 <sup>nd</sup> IRI "Instructional" or below



**Initially – 284 students  
were identified based on  
Winter Assessments**

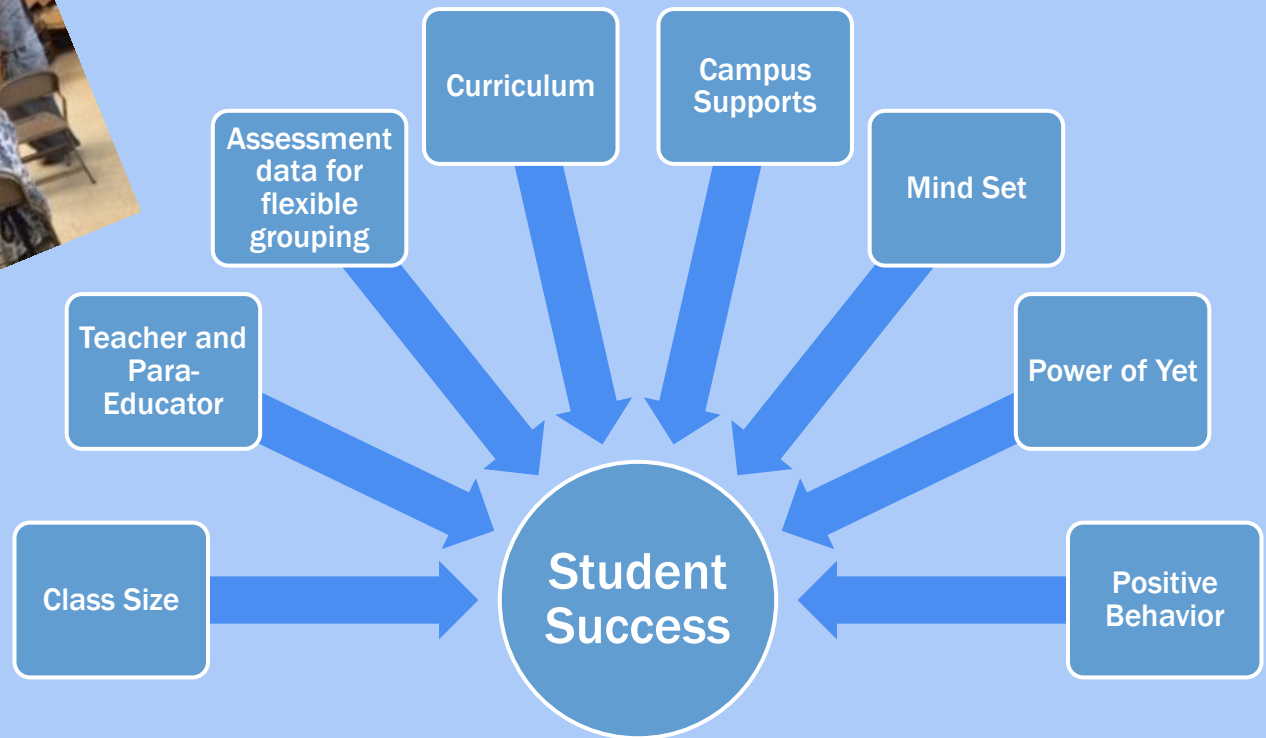
# DEMOGRAPHICS



Demographics	Number of Students	Total Number Enrolled	Percent
Latino	37	67	55%
White	20	67	30%
Other	10	67	15%
Low Income	49	67	73%
English Learner	34	67	51%
Special Education	22	67	33%



# ACADEMIC AND NON COGNITIVE FACTORS



# 1,000 MENTORS FOR YOUTH CHALLENGE



## Volunteers

80 Volunteers (teens and seniors)

Volunteer Coordinator

Dialogic Reading Training

Weekly 30 Minute Library Time

1:1 Ratio

Titles driven by science themes

Able to Serve All Program on campus





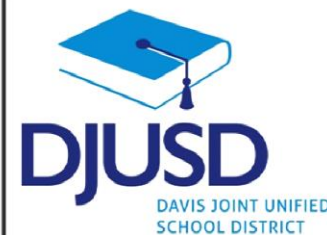
# READING SUCCESS



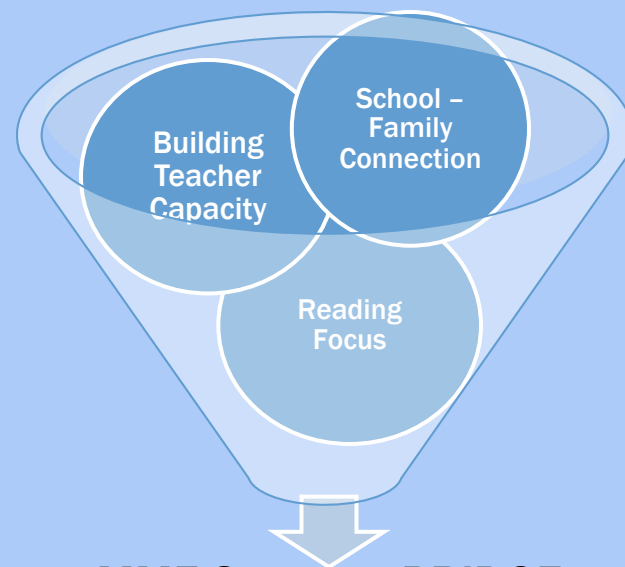
- 75% of students experienced either no loss or a gain in reading assessments from winter to baseline this fall.
- 19 of 67 students would meet the criteria for summer school today.
  - Kindergarten: Less than 20 letter sounds
  - First grade: Basic Phonics Skills Test 20/65 or less
  - Second grade: Rigby 20 or below
  - Third grade: 2<sup>nd</sup> grade Instructional level on Informal Reading Inventory



# MONTGOMERY SUMMER BRIDGE



Participants	54 participants / 77 invitations 3rd-6th Grade Students		
Entrance Criteria	Low reading/literacy levels CELDT Level (Stagnant growth) Summer Slide		
Instructional Model	Workshop—mini-lessons, targeted intervention		
Demographics	Latino	50	93%
	White	1	2%
	Other	3	5%
Collaborative Focus	Parents–Teachers Teacher-Student Mentorship BRIDGE Tutors		



**MME Summer BRIDGE**  
**Literacy Workshop**



# MONTGOMERY SUMMER BRIDGE RESULTS



<b>2015 MME Summer BRIDGE</b> 40 students participating	<b>Percentage</b>
<b>Advanced Reading Level</b>	<b>55%</b>
<b>Maintained Reading Level</b>	<b>40%</b>
<b>Lowered Reading Level</b>	<b>5%</b>



<b>2016 MME Summer BRIDGE</b> 54 students participating	<b>Percentage</b>
<b>Advanced Reading Level</b>	<b>28%</b>
<b>Maintained Reading Level</b>	<b>68%</b>
<b>Lowered Reading Level</b>	<b>4%</b>

# SECONDARY SUMMER SCHOOL



- Summer school is for students who need credit recovery
- An additional component – “Mastery of the Subject”
- Math program
- Specific interventions



# SECONDARY SUMMER SCHOOL DEMOGRAPHICS



## Attendance

**First Semester – 297 (Early release – 167)**

**Second Semester – 267 (Early release – 96 )**

**Total for the summer – 564 (Early release – 263/43 Failed Grades)**

	7th	8th	9th	10th	11th	12th	Total	Pct attended summer school
Hispanic	12	46	33	48	45	52	236	42%
White	2	32	27	57	55	46	219	39%
Black	3	8	1	12	7	3	34	6%
Others	6	10	10	15	10	24	75	13%
Total	23	96	71	132	117	125	564	

# STUDENT VOICE AND STAFF REFLECTION



## 1. Student Voice

Why were you so successful in completing this class during the summer?

- I learned new ways to take notes and study for tests.
- The material and help I got was different, in a smaller class I have less of a problem putting myself out there and “asking questions”
- I remembered most of the things taught from last year. It was mostly classwork I didn’t do before

Share your two or three thoughts about your experiences at summer school this year.

- I felt better about finishing work. Learning new ways to take notes and study for tests really helped.
- Fun, caring, comfortable
- It was easier to pass because most work was done in class, The way we went over things (worksheets) were very organized and made things easier to learn

## 2. Teacher reflection

“... By the third week of session 1, I got to work closely with students who needed extra attention. In addition to helping the struggling students, the students who stayed for a grade better than a C got to focus in a quiet environment with many of the students gone. I found the experience of session one to be great for both myself and the students ...”

# RECOMMENDATIONS



- Earlier timeline for recruitment and hiring
- Expand outreach to families
- Expand Capacity to serve students
- Consider a Spanish language strand
- Bring back 1000 Mentors/reading volunteers
- Lower class size for Migrant Education
- Identify appropriate supports for secondary students
- Reevaluate time requirements for junior high students



# QUESTIONS AND DISCUSSION

