

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

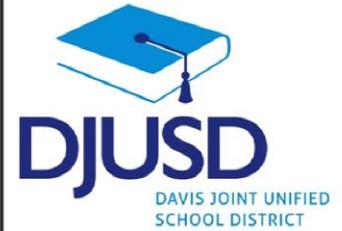


Grade	Scores from <u>Winter</u> Assessment
Kindergarten	Letter sounds = less than 20 sounds Phonemic Awareness= (segmenting/blending)=4/8 or less
First	Rigby 10 or below Basic Phonics Skills Test = 20/65 or less
Second	1 st Informal Reading Inventory (IRI) "Instructional" or below...or Rigby 20 or below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



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

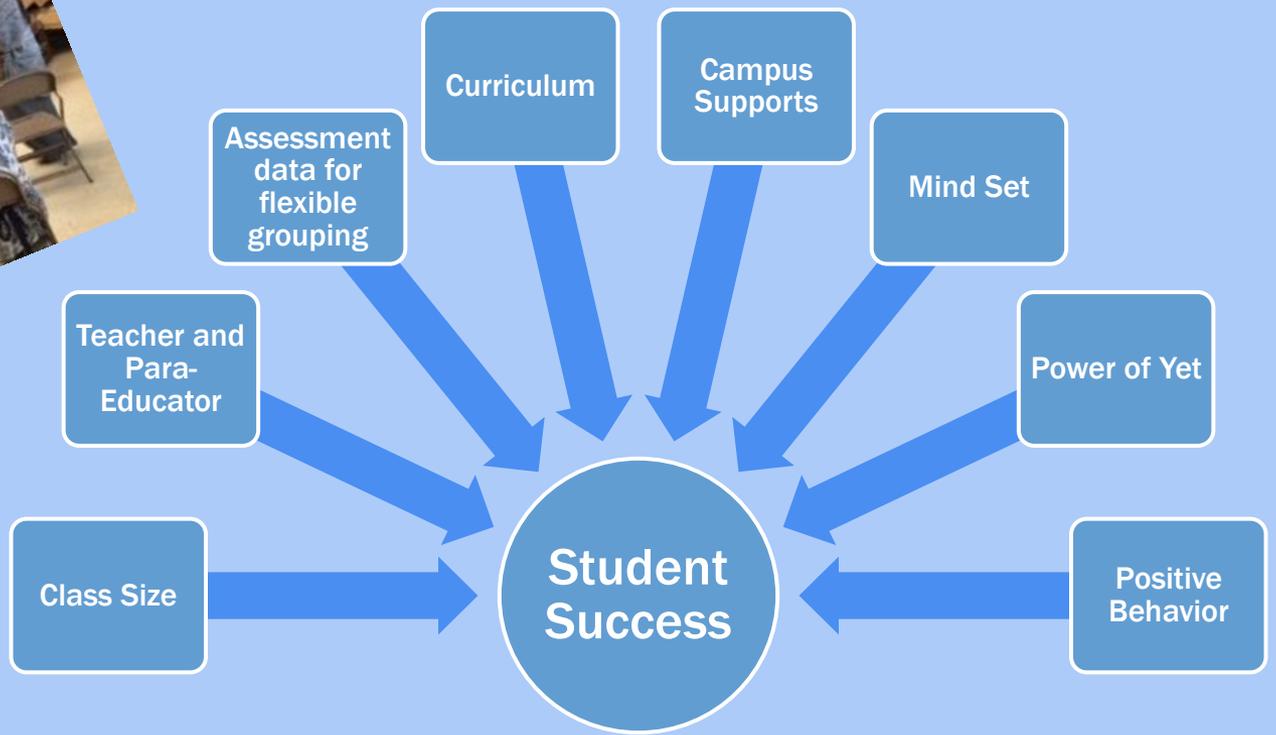
DEMOGRAPHICS



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

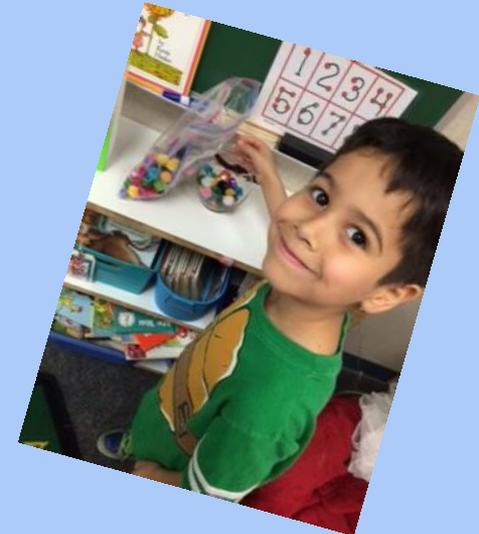
Able to Serve All Program on campus



READING SUCCESS



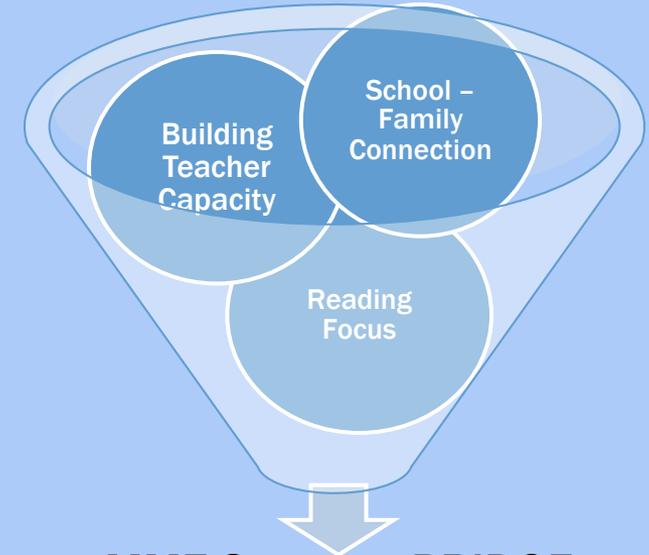
- 75% of students experienced either no loss or a gain in reading assessments from winter to baseline this fall.
- 19 of 67 students would meet the criteria for summer school today.
 - Kindergarten: Less than 20 letter sounds
 - First grade: Basic Phonics Skills Test 20/65 or less
 - Second grade: Rigby 20 or below
 - Third grade: 2nd 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	<table border="0"> <tr> <td>Latino</td> <td>50</td> <td>93%</td> </tr> <tr> <td>White</td> <td>1</td> <td>2%</td> </tr> <tr> <td>Other</td> <td>3</td> <td>5%</td> </tr> </table>	Latino	50	93%	White	1	2%	Other	3	5%
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Collaborative Focus	Parents–Teachers Teacher-Student Mentorship BRIDGE Tutors									



MME Summer BRIDGE
Literacy Workshop

MONTGOMERY SUMMER BRIDGE RESULTS



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



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

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

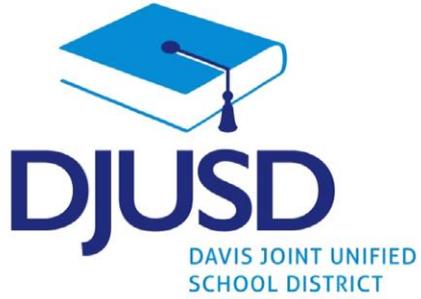
2. Teacher reflection

“... 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

