



Development & Implementation of a Summer School Program

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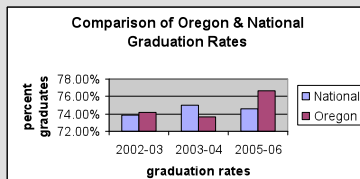
School Improvement Plan

Develop and implement a summer school program for at-risk students who are credit deficient and in danger of dropping out or failing to receive a high school diploma at the end of four years.

Background

Something about Preparedness for life- college and workforce readiness here.

Calculating graduation rates is difficult due to student mobility and inconsistent tracking records among districts and states, however the National Center for Education Statistics has worked to compile data from all 50 states over the last 25 years. Below is the comparison data for the last 3 years for Oregon compared to the national average (2005-06 was the latest year for which complete sets of data were available).



2005-06 Oregon data reported by the Oregon Department of Education, not by NCES

The reasons that students do not graduate can vary, but according to the Condition of Education in 2006, the NCES found the following top ten reasons that students leave school with out graduating.

Reason for leaving school	Percent
Wanted to start school day	4.1
Thought would be easier to get job	4.0
Getting over graduation school	3.8
Could not keep up with schoolwork	3.1
Could not keep up with schoolwork	3.1
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Source: US Department of Ed; National Center for Education Statistics, Education Longitudinal Study of 2002

In Oregon, students who do not graduate give similar reasons for leaving high school early. 7,397 students dropped out of high school before graduating in 2006 (ODE 2007). The reasons cited for leaving included:

1. Too far behind in credits to catch up (1,274 students)
2. Lack of parental support for education (794 students)
3. Working more than 15 hours a week (696 students)
4. Dysfunctional home life (645 students)
5. Frequent discipline referrals (449 students)
6. Pregnant or teen parent (302 students)
7. Substance abuse (248 students)

Credit Accrual

Lack of sufficient credits was reported as being one of the top reasons that students did not complete high school with a diploma. An analysis of credit accrual and student dropout rate show that students who dropout are significantly behind their graduating peers in the number of credits achieved by the end of their 10th grade year (Hamden-Thompson, Warkentien, & Daniel 2009). As seen in the table below, the gap between credit accrual in on-time graduates and dropouts or non-graduates starts as early as the end of the 9th grade year. Differences in credit accrual in mathematics, English and science were also present.

High school completion status	Academic year			
	2000-01	2001-02	2002-03	2003-04
Total ¹	6.4	12.8	19.0	24.4
On-time graduates	4.6	13.3	19.8	25.8
Dropouts	5.1	9.7	12.4	13.3
12th grade	5.4	10.4	13.9	15.2 ²
11th grade	4.4	8.5	9.7 ²	†
10th grade	3.9	7.2 ²	†	†
Nongraduates ³	5.8	11.2	16.1	20.7

Source: US Department of Ed; National Center for Education Statistics, Education Longitudinal Study of 2002

In order to address this gap in credit accrual, I propose a summer school program for freshman and sophomores who may be at-risk for non graduating on time. This summer school program will be focus on credit accrual in mathematics, science and English.

District and High School Characteristics

High School A (HS A) is a large, comprehensive high school in a suburban neighborhood, with over 2400 students enrolled. The student make-up is 58% white, with 26% students eligible for free & reduced lunch. At the end of the 2005-06 school year, 17.8% of students did not receive a diploma, and 23% of 9th graders earned fewer than 6 credits, putting them at-risk for not graduating in 4 years.

HS A has attempted several intervention programs to address student academic performance, and to promote student retention and credit accrual. These programs have been embedded within the school year. At the end of 2007-08, 18% of 9th graders earned fewer than 6 credits. This change in data may be the result of the interventions, however, additional strategies may be needed to further reduce this gap in credit accrual.

While the district has some alternative high school options for students during the academic year, there are few options for credit retrieval within the district. Current summer options include Extended School Year for students enrolled in special education, and Summer options for English Language Learners. Students who do not meet these criteria but are still at-risk for not graduating have no in-district opportunities for credit retrieval.

Program Proposal

The summer school program at HS A will provide opportunities for students to earn 0.5 credit in math, science, and English, for a total of 1.5 credits. Class sizes will be capped at 20:1 student to teacher ratio

Program Schedule:

5 weeks; Monday -Thursday, 8:00am - noon

Proposed Staffing Requirements:

Teachers: 3 Mentor Teachers, 9 student teachers
Program will be taught by student teachers who will be supervised by Highly Qualified Mentor Teachers. Mentor Teachers will model best teaching practices and aid in lesson planning. This model will increase the number of students able to be served, as well as provide valuable teaching experience to future teachers.

Program Coordinator:

The program Coordinator will be responsible for coordinating all the administrative requirements for the program, recruiting and hiring teaching staff, registering students, and other administrative duties as required.

Classified Support Staff:

The Classified Support staff member will be responsible for recording daily attendance, handling parent phone calls, and assisting the Program Coordinator.

Possible Schedule:

Week 0 (Prior to summer school)	Program Coordinator & Mentor Teachers meet with Student teachers. Program Goals are reviewed. Mentor Teachers work with student teachers on best teaching practices, academic goals for the summer and lesson planning
Week 1	Students in class. Mentor Teachers teach classes, setting goals with students & modeling teaching practices for student teachers. Student teachers observe, and provide additional classroom support to work with students in small groups.
Week 2	Student teachers begin to teach classes under the supervision of Mentor teacher. When not teaching, other student teachers provide additional classroom support.
Week 3 through Week 5	Student teachers teaching classes, supervised by Mentor Teachers

Possible Daily Schedule (Monday- Thursday)

8:00am-9:10	Math	English	Science
9:20-10:30	English	Science	Math
10:40-11:50	Science	Math	Science
12:30pm-2:00	Mentor Teachers & student teachers debrief the day, lesson plan for the following days/ week.		

Anticipated Results

At the end of the summer school program, students would receive 1.5 credits, decreasing the credit accrual gap between these at-risk students and students on track to graduate in 4 years. The small class sizes, with several teachers available to work with smaller groups, would provide students with personal attention to their needs, and focused skill improvement. Because of this, students could be expected to have increased academic skills for the upcoming school year. These skills would be focused in the core content areas of math, science, and English. Long-term results could include increased graduation rates among at-risk student populations.

In addition to student benefits, another result could be a better prepared teaching force upon entering the profession. Student teachers would gain valuable teaching experience before being hired, hopefully improving their first year teaching experience.

Proposed Budget (estimated)

Item	Rate	Totals
Summer School Program Coordinator	Stipend:	\$7000.00
Classified Support Staff	-\$12.00/ hr (6 hrs/ day @ 23 days)	\$1656.00
Mentor Teachers 3 total- one in Math, Science, English	Stipend: \$5000 each	\$15,000.00
Student Teachers (6)	College Credit	--
Nutritional Services		\$10,000.00
Transportation (bus tickets for public transportation)	\$1.25/ ticket	\$1,000.00
General Supplies (paper, pens, pencils, etc)		\$500.00
Literature Books for students	\$8.00/ book	\$960.00
Academic Awards (upon program completion)	\$5.00/ award	\$1200.00
Total		\$37,316.00

References

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