

MADISON METROPOLITAN SCHOOL DISTRICT



2013 Summer School Report

Scott Zimmerman, Director for Early and Extended Learning

January, 2014

2013 SUMMER SCHOOL REPORT

Executive Summary

The district provided a comprehensive extended learning summer school program, K-Ready through 12th grade, at ten sites and served 5,097 students. At each of the K-8 sites, there was direction by a principal, professional Leopold, Chavez, Black Hawk and Toki, and oral language development was offered at Blackhawk and Toki. The 4th grade promotion classes were held at each elementary school, and 8th grade promotion classes were held at the two middle school sites.

Students in grades K-2 who received a 1 or 2 on their report card in literacy, and students in grades 3-5 who received a 1 or 2 in math or literacy, were invited to attend SLA. The 6-7 grade students who received a GPA of 2.0 or lower, or a 1 or 2 on WKCE, were invited to attend SLA. As in 2012, students with report cards indicating behavioral concerns were invited to attend summer school. Additionally, the summer school criterion for grades 5K-7th included consideration for students receiving a 3 or 4 asterisk grade on their report card (an asterisk grade indicates the student receives modified curriculum). In total, the academic program served 2,910 students, ranging from those entering five-year-old kindergarten through 8th grade.

Program	Intended Student Population
K-Ready	Students whose kindergarten screener indicated a need and who were entering kindergarten September 2013.
K-2 Literacy	Students who received a 2, 1 or a 4*, 3*, 2*, 1* (asterisk grade ¹) on specific literacy report card items
Grades 3, 4, and 5 Literacy	Students who received a 2, 1 or a 4*, 3*, 2*, 1* (asterisk grade ¹) on specific literacy report card items
Grades 3, 4, and 5 Math	Students who received a 2, 1 or a 4*, 3*, 2*, 1* (asterisk grade ¹) on specific math report card items
Grade 4 Promotion	By end of 4 th quarter student has a 2 or higher in language arts, math, science, and social studies, or a score of basic or above on the WKCE in the same content areas, BOE Policy 3537. The 4 th grade students at risk of non-promotion were integrated into the regular 4 th grade classrooms.
K-5 Bilingual	Spanish-speaking students in bilingual programs who meet report card criteria
Grades 6 and 7 Literacy	Students with 2.0 or lower GPA and 1 or 2 on the WKCE
Grades 6 and 7 Math	Students with 2.0 or lower GPA and 1 or 2 on the WKCE
K-8 ESL	Same criteria for English language learners as all students in SLA
Grade 8 Promotion	By the end of 8 th grade student has cumulative GPA of 1.67 or higher in English/language arts, math, science, and social studies in 7 th and 8 th grades or a score of basic or above on the WKCE in the same content areas, BOE Policy 3537.
Enrichment	All students

Site enrollment and specific programs were as follows (counts of students unduplicated):

	Academic	Enrichment	Programs		Academic	Enrichment	Programs
Allis	515	65	K-Ready K, 1, 2, 3, 4, 5 Bilingual/ESL Grade 4 Promotion	Leopold	456	94	K-Ready K, 1, 2, 3, 4, 5 Bilingual/ESL Grade 4 Promotion
Chavez	408	102	K-Ready K, 1, 2, 3, 4, 5 Bilingual/ESL Grade 4 Promotion	Mendota	253	21	K-Ready K, 1, 2, 3, 4, 5 Grade 4 Promotion
Emerson	285	74	K-Ready K, 1, 2, 3, 4, 5 Grade 4 Promotion	Olson	243	86	K-Ready K, 1, 2, 3, 4, 5 Grade 4 Promotion
Gompers / Black Hawk²	382	57	K-Ready K, 1, 2, 3, 4, 5, 6, 7 Bilingual/ESL Grade 4 & 8 Promotion	Toki / Orchard Ridge²	368	144	K-Ready K, 1, 2, 3, 4, 5, 6, 7 Bilingual/ESL Grade 4 & 8 Promotion

¹ Asterisk grade indicates the student received modified curriculum

² Middle school students attend academic area of need and enrichment courses to provide full morning programming.

High school courses were offered for credit recovery, first-time credit, and electives including English/language arts, math, science, social studies, health, physical education, keyboarding, computer literacy, art, study skills, algebra prep, ACT/SAT prep, and work experience. The high school program served a total of 1,536 students, with 74 students having completed their graduation requirements at the end of the summer.

All academic summer school teachers received approximately 20 hours of professional development prior to the start of the six-week program. Kindergarten-Ready teachers as well as primary literacy and math teachers also had access to job embedded professional development. In 2013, there were 476 certified staff employed in SLA.

Summer School Programs

1. Kindergarten-Ready (K-Ready)

The K-Ready program was developed to address the academic needs of students registered to attend an MMSD school in the fall. This program has expanded from 120 students in the summer of 2003 to 257 students in the summer of 2013. Kindergarten screener results (administered spring 2013) were used to identify potential participants.

Class size was limited to approximately 12 students and classes were distributed across seven sites. Programming included a full morning of developmentally appropriate literacy activities in a variety of instructional settings including large group, small groups, learning centers, independent, and one-on-one settings. In all cases, volunteers were available to assist the children.

Results: The K-Ready program served 257 students including ESL/bilingual. The subgroup profile was the following:

Subgroup	
Male	62%
Students of Color	87%
Low Income	82%
Special Ed	15%
ELL	62%

2. STARS K-Ready

The STARS (Summer Training of At-Risk Students) is a program that has been operating for over 20 years in MMSD. The six-week program serves K-Ready and Kindergarten students including ESL and bilingual students. The STARS program is funded as part of SLA and has a slightly different program model where parents are required to attend training and participate in the program with their students.

Results: The STARS program served 26 pre-kindergarten and 14 kindergarten age students. The subgroup profile was the following:

Subgroup	
Male	63%
Students of Color	95%
Low Income	88%
Special Ed	10%
ELL	60%

3. 5K-5th Grade Bilingual

This program provided primary language literacy instruction (grades K-2) and primary language math and literacy instruction (grades 3-5) for Spanish-speaking students in bilingual programs who meet report card criteria in Spanish and who will attend a bilingual classroom in the fall. The K-2 literacy teachers had access to students' literacy profiles which contained the results of the Spanish Primary Literacy Assessments, thus providing teachers with information regarding students' learning strengths and needs. Based on student needs, the morning instruction may have included concepts about print, comprehension, fluency, high frequency words, literary appreciation, phonemic awareness, phonics, strategies, and vocabulary development.

Grades 3-5 bilingual programming included two hours of math instruction focused on number, operations, and algebraic relationship standards and was designed to help students develop the number knowledge and mathematical understanding they would need to be successful. After a short break, students had two hours of primary language literacy instruction which focused on reading comprehension and writing clarity.

Results: There were 242 bilingual students in K-2 literacy classes and 134 students in 3-5 math and literacy classes. The subgroup profile was the following:

Subgroup	K-2	3-5
Male	50%	58%
Low Income	83%	96%
Special Ed	12%	10%

4. 5K-2nd Grade Literacy

Programming included a full morning of literacy instruction targeted to student learning needs in literacy, reading and writing. Summer school teachers had access to students' literacy data profiles which contained the results of the Primary Literacy Assessments, thus providing teachers with information regarding students' learning strengths and needs. Based on student needs, the morning instruction may have included concepts about print, comprehension, fluency, high frequency words, literary appreciation, phonemic awareness, phonics, strategies and vocabulary development.

Results: There were 748 grade K-2 students who attended literacy classes. The subgroup profile was the following:

Subgroup	Literacy
Male	59%
Students of Color	80%
Low Income	80%
Special Ed	16%
ELL	41%

5. 3rd -5th Grade Math and Literacy

This program included two hours of literacy instruction and two hours of math instruction for eligible students. Math instruction focused on number, operations, and algebraic relationship standards and was designed to help students develop number knowledge and mathematical understanding. After a short break, students had two hours of literacy instruction focused on reading comprehension and writing clarity.

Results: There were 730 students who attended math classes; 673 students attended literacy classes. The subgroup profile was the following:

Subgroup	Math	Literacy
Male	53%	56%
Students of Color	87%	87%
Low Income	86%	84%
Special Ed	23%	25%
ELL	50%	45%

6. 4th Grade Promotion

To be promoted from 4th grade, a student must have a grade of "2" or higher on the 4th grade report card in each of the core content areas. If a student has a grade of "1" on his/her 4th grade report card in any of the core content areas, the student may be promoted if s/he has a score of "basic" or above on the WKCE in each of the same content areas. However, if a student meets neither of these criteria, the student may be promoted if the student's academic performance is such that he/she passes a District-approved summer school program that the student takes between his/her 4th and 5th grade school years. The 4th grade promotion classes were offered in response to Board of Education Policy (#3537).

Students in literacy classes received two hours of instruction in literacy with an emphasis on nonfiction science and social studies reading. Students in math classes received two hours of instruction on specific math standards in number, operations, and algebraic relationships. The 4th grade promotion students were integrated into regular 4th grade literacy and math classes across the eight elementary sites.

Results: There were 127 students who attended courses due to risk of non-promotion to 5th grade. One hundred twenty-one students (98%) successfully passed the required summer school courses to be promoted to 5th grade. The subgroup profile was the following:

Subgroup	Math	Literacy
Male	51%	60%
Students of Color	85%	87%
Low Income	94%	91%
Special Ed	5%	9%
ELL	20%	15%

7. 6th -7th Grade Math and Literacy

This program included two hours of literacy instruction and two hours of math instruction for eligible students. The math instruction focused on development of understanding fractions, decimals, percent, proportional thinking, and algebraic thinking and the literacy instruction focused on reading comprehension strategies and writing clarity.

Results: There were 342 students who attended math 334 students who attended literacy. The subgroup profile was the following:

Subgroup	Math	Literacy
Male	54%	58%
Students of Color	88%	90%
Low Income	85%	86%
Special Ed	22%	22%
ELL	44%	45%

8. 8th Grade Promotion

To be promoted to 9th grade, a student must have a 1.67 cumulative GPA during 7th and 8th grade in English/language arts, math, science, and social studies. Students who receive a score of “basic” or above on the WKCE in each content area, where the GPA was below 1.67, shall be promoted. However, if the student meets neither of these criteria, the student may be promoted if the student’s academic performance is such that he/she passes a District-approved summer school program that the student takes between his/her 8th and 9th grade school years. The 8th grade promotion classes were offered in response to Board of Education Policy (#3537).

Eighth grade promotion classes were offered at Black Hawk and Toki Middle Schools. Depending upon eligibility, students enrolled in either the literacy class or the math class, or both. Students in the literacy class received two hours of instruction in literacy with an emphasis on nonfiction, science, and social studies reading. Students in the math class received two hours of instruction on specific math standards including proportional reasoning, algebraic reasoning, and mathematical communication.

Results: There were 103 students who attended eighth grade promotion classes. One hundred students (97%) successfully passed required summer school courses to be promoted to 9th grade. The subgroup profile was the following:

Subgroup	Math	Literacy
Male	62%	53%
Students of Color	85%	83%
Low Income	91%	96%
Special Ed	15%	19%
ELL	37%	28%

9. High School Courses

High school sources were offered for credit recovery, first-time credit, and electives including English/language arts, math, science, social studies, health, physical education, keyboarding, computer literacy, art, study skills, algebra prep, ACT/SAT prep, and work experience. Madison Virtual Campus (MVC) on-line courses were offered to high school students. The MVC program served 101 students, with 74 completing courses.

Results: There were 1,536 students that attended high school courses at Memorial and East High Schools; 70 students completed graduation requirements.

10. Enrichment

Enrichment courses were offered to K-8th grade students at all Summer Learning Academy (SLA) sites. Enrichment courses are taught by certified teaching staff. As in 2012, all SLA students who only needed to take one content area of math or literacy attended Enrichment classes.

Results: There were 1,221 students who attended enrichment classes.

11. Summer Recreation and Enrichment Centers – MSCR Summer School

The 2013 Summer Recreation and Enrichment Centers (SREC) program operated at all summer school sites. Each site offered a variety of activities which included arts and crafts, outdoor adventure, outdoor games, indoor games, fire safety, field trips, swimming, roller skating, cultural fairs and events, etc. In addition to the SREC program, SLA students attended other MSCR programs across the District such as Safe Haven (child care).

Results: Over 2,300 students, or approximately 80% of MMSD students, entering Kindergarten through 8th grade attended MSCR summer programming. The following table contains MSCR attendance by school site and grade level:

School	K-Ready	K-5	6th-8th	Total
Allis	47	370		417
Black Hawk			181	181
Chavez	55	291		346
Emerson	29	192		221
Falk		1		1
Glendale		14		14
Gompers	14	82		96
Lapham		5		5
Leopold	49	310		359
Lindbergh		12		12
Mendota	21	168		189
Olson	19	178		197
Orchard Ridge	15	62		77
Sherman			23	23
Toki		1	194	195
Van Hise			1	1
Grand Total	249	1686	399	2334

Professional Development and Support

All academic summer school teachers received approximately 20 hours of professional development prior to the start of the six-week program that included professional development in the areas of:

- Content Specific – Math and Literacy
- Culturally and Linguistically Responsive Practices
- Positive Behavior Support (PBS)
- Student Data/Profile Review
- Special Education

The K-Ready and primary literacy and math teachers had access to job embedded professional development. Staff at all sites had access to literacy interventionists, PBS coaches and interventionists, and math coaches to help provide the job embedded professional development.

Summer Learning Academy (SLA) Staffing:

In 2013, there were 476 certified staff.

- 252 (53%) were MMSD employees
- 79 (17%) were MMSD subs
- 145 (30%) were non-MMSD staff



TO: Members of the Board of Education

FROM: Jennifer Cheatham, Superintendent

DATE: January 6, 2013

SUBJECT: Summer Learning Academy (SLA)

1. **Project Title:** Summer Learning Academy (SLA) / Summer School
2. **Project Description:** The purpose of this item is to provide the following information to the Board of Education (BOE): (1) informational report on the 2013 Summer Learning Academy (SLA), (2) 2014 Summer School Model, (3) and the 2014 Summer School Budget.
3. **Analysis:** Summer School 2013 Summary
The Madison Metropolitan School District (MMSD) provided a comprehensive Summer Learning Academy program, that includes the following:
 - K-Ready (entering Kindergarten) through 12th grade at ten school sites, serving a total of 5,097 students.
 - The eight K-Ready - 8th grade sites had a principal, breakfast and lunch served daily, PBS behavior support staff, and MSCR afternoon recreation options for students.
 - Specific programs such as bilingual classes, English as a Second Language (ESL) classes, and 8th grade promotion classes were offered at several sites.
 - At the high school level, the two sites offered a catalog of courses.

The Summer Learning Academy (SLA) academic program served 2,910 students. The Enrichment program served 1,221 students. At the high school level, 1,536 students participated in summer school courses.

The MSCR afternoon programs served over 2,334 students, K-Ready through 8th grade. This represents approximately 77% percent of the students enrolled in SLA.

At the end of the 2012-2013 school year, there were 127 fourth graders and 103 eighth graders who did not meet promotion criteria. At the end of the 2013 summer school session, 98% of the fourth graders and 97% of the eighth graders successfully completed promotion classes. The High School program served a total of 1,536 students, with 74 students having completed their graduation requirements at the end of the summer. For more information about the 2013 Summer School Program, please see Appendix A.

2014 Summer School Model

Vision: The Summer Learning Academy will provide high quality learning opportunities for students, focusing on core curriculum, so that they are on track to graduate from high school college, career, and community ready.

Purpose: The purpose of SLA is to increase skills and achievement for all students by providing additional learning opportunities, including enrichment courses, in a 6-week summer program in the core content areas of math and literacy, and move students toward meeting MMSD benchmarks (Cooper, 1996).

The academy will be held at neighborhood schools, where morning classes will be taught by highly qualified teachers offering high quality, engaging instruction in the core content areas of math and literacy. Students 4K-8th grade will be provided with core curricular focused instruction and enrichment courses. High school courses will be offered for credit recovery, first time credit, and elective courses. Inclusive programming for students with disabilities (including ESY) and English Language Learners (ELLs) will be provided. Students with disabilities and English Language Learners will receive accommodations and support in order to access the core curriculum along with non-disabled peers. A healthy breakfast and lunch will be provided. In the afternoon, high interest recreational and enrichment activities (e.g., MSCR) will be provided to enhance engagement (Downey et. al., 2004; Duffett et. al., 2004).

Key Enhancements for Summer School 2014

- A) Provide teachers with a pay increase without increasing overall cost of summer school. Teacher salary increase of 3% (\$53,887).
- B) Smaller Learning Environments: Create smaller learning environments, with fewer students per summer school site compared to previous years, to achieve the following: increase student access to high quality learning, increase the number of students who can walk to school, and reduce number of people in the building when temperatures are high. (\$50,482)
- C) Innovations: Pilot at Wright Middle School and Lindbergh Elementary School where students receive instruction in a familiar environment, from a familiar teacher. These school sites were selected based on identification as intense focus schools along with having high poverty rates when compared to the rest of the district. Pilot character building curriculum at Sandburg Elementary School. (\$37,529)
- D) Student Engagement: Increase student engagement with high quality curriculum and instruction along with incentives such as Friday pep rallies and afternoon MSCR fieldtrips. (\$25,000)
- E) High School Professional Development: First-time-offered, to increase quality of instruction and student engagement in learning. (\$12,083)
- F) Student Selection: Utilize an enhanced student selection process that better aligns with school's multi-tiered systems of support (MTSS) so that student services intervention teams (SSIT) have time to problem solve, and recommend students for SLA. Recommendations are based on student grades and standardized assessment scores, such as a MAP score below the 25th percentile at grades 3-5, or a score of minimal on the WKCE in language arts, math, science, and social studies at grades 3-5. (no cost)

Estimated total cost: \$185,709.00

Summer School Program Reductions

The following changes would allow enhancements to summer school and implementation of innovative pilots:

- A) Professional development (PD): reduce PD days for teachers grades K-8 by one day. This change will save money and provide teachers with an extra day off of work before the start of summer school (save \$49,344.60).

- B) Materials reduction: the purchase of Mondo materials in 2013 allows for the reduction of general literacy curricular materials in 2014 (save \$5,000).
- C) Madison Virtual Campus (MVC): MVC is not a reimbursable summer school program as students are not in classroom seats. This program could be offered separate from summer school in the future (save \$18,000).
- D) Librarians: reduce 3 positions, assigning librarians to support two sites. Students will continue to have access to the expertise of the librarian and can utilize library resources including electronic equipment (save \$12,903.84).
- E) Reading Interventionists: reduce 8 positions, as summer school is a student intervention, it allows students additional learning time in literacy and math. With new Mondo materials and student data profiles, students can be grouped for the most effective instruction when appropriate (save \$48,492).
- F) PBS Coach: reduce 8 positions, combining the coach and interventionist positions to create one position (coach/interventionist) that supports teachers in setting up classes and school wide systems, along with providing individual student interventions. With smaller learning sites, there would be less need for two separate positions (save \$24,408).
- G) Literacy and Math Coach Positions: reduce from 16 to 5 positions, combining the role and purpose of the literacy and math coach. Each position supports two schools for both math and literacy. Teachers can meet weekly with literacy/math coach to plan and collaborate around curriculum and student needs (save \$27,601.60).

Estimated Total Savings: \$185,750.04

Strategic Framework:

The role of the Summer Learning Academy (SLA) is critical to preparing students for college career and community readiness. Research tells us that over 50% of the achievement gap between lower and higher income students is directly related to unequal learning opportunities over the summer (Alexander et al., 2007). Research based practices and interventions are utilized in SLA to increase opportunities for learning and to raise student achievement across the District (Odden & Archibald, 2008). The SLA is a valuable time for students to receive additional support in learning core concepts in literacy and math to move them toward MMSD benchmarks (Augustine et.al., 2013). SLA aligns with the following Madison Metropolitan School District (MMSD) Strategic Framework goals:

- A) Every student is on-track to graduate as measured by student growth and achievement at key milestones. Milestones of reading by grade 3, proficiency in reading and math in grade 5, high school readiness in grade 8, college readiness in grade 11, and high school graduation and completion rate.
- B) Every student has access to challenging and well-rounded education as measured by programmatic access and participation data. Access to fine arts and world languages, extra-curricular and co-curricular activities, and advanced coursework.

4. Applicable Board Policies: Student promotion policy for 4th and 8th grade students, policy 3537.

5. Advertising/Notices/Invites: N/A

6. Vendors Receiving RFP: N/A

7. Bids Respondents: N/A

- 8. Estimate:** Please see attached budget in Appendix C.
- 9. Previous Fiscal Year Experiences:** Please see attached budget in Appendix C.
- 10. Funding Source:** Fund 10, please see proposed budget in Appendix C.
- 11. Project Schedule:** Summer school is held from June 23rd to August 1st with planning occurring Sept.-June.
- 12. Requisition Number:** N/A
- 13. Contract Compliance:** N/A
- 14. Recommendation:**
- Summary of Additional Information:
- Appendix A: 2013 Summer School Report
- Appendix B: 2014 Summer School Model
- Appendix C: 2014 Summer School Site Chart
- Appendix D: 2014 Summer School Budget

Appendix B

Madison Metropolitan School District

2014 Summer School Model

Early & Extended Learning

Scott Zimmerman, Director

12/20/2013



2014 Summer School Model

Executive Summary

The following is an executive summary of the 2014 summer school model which includes enhancements and the implementation of innovative pilots. This model strategically positions the district to make more significant enhancements to and preparation for growth of the summer school program in the future.

This model document includes:

- Information on key enhancements for 2014 Summer Learning Academy (SLA)
- Alignment of SLA to the MMSD Strategic Framework
- Program details including class size and service delivery

Purpose and Vision

Vision: The SLA will provide high quality learning opportunities for students, focusing on core curriculum, so that they are on track to graduate from high school college, career, and community ready.

Purpose: The purpose of SLA is to increase skills and achievement for all students by providing additional learning opportunities, including enrichment courses, in a 6-week summer program in the core content areas of math and literacy, and move students toward meeting MMSD benchmarks (Cooper, 1996).

Key Enhancements for 2014

1. **Expand Number of Sites by Two:** Create smaller learning environments, with less students enrolled per summer school site compared to previous years, to increase student access to high quality learning, increase the number of students who can walk to school, and reduce the number of people in the building when temperatures are high, particularly at lunch time and in the afternoon. There is also greater opportunity to integrate students with disabilities who attend Extended School Year (ESY) into the regular classroom.
2. **Teacher Pay Increase:** The district was able to provide teachers with a 3% pay increase. This 3% pay increase was achieved without any overall increase to the budget. A higher increase in teacher pay beyond 3% would have resulted in the need for additional funding.
3. **Student Engagement:** Provide instruction using high quality, research based, and culturally responsive curricular materials including Mondo, Achieve 3000, System 44, Read 180, and supplemental materials. Implement student incentives such as Friday pep rallies/assemblies to celebrate student accomplishments, and fieldtrips to allow students' access to the community in new and exciting ways, while increasing motivation to attend summer school.
4. **Home School Pilots:** Wright Middle School and Lindbergh Elementary Schools will offer summer school to students who attend those schools during the school year. This will allow students to receive instruction from familiar teachers, at students' home schools. The goal of the pilot is to determine if the model yields greater academic outcomes in a 6-week period. Teachers would already be familiar with students' learning needs and have relationships established with students at the beginning of the 6-week program. These school sites were selected based on being identified as intense focus schools along with having high poverty rates when compared to schools in the rest of the district.

5. Character Building Curriculum: Integrate character building curriculum into math and literacy classes at Sandburg Elementary School. This offers students an opportunity to learn important character traits and self-reflect, leading to greater academic success.
6. Student Selection Process: Utilize a student selection process and criteria that better aligns with school's multi-tiered systems of support (MTSS). The new process allows student services intervention teams (SSIT) to have time to problem solve, and recommend students for SLA based on grades, mastery of standards, and performance data (MAP, WKCE).
7. High School Professional Development: Provide high school level teaching staff with professional development during the week before summer school begins. All high school staff would attend two six-hour days of professional development, with a third day at their specific summer school site. This is the first time that professional development is being offered to high school level teaching staff in summer school.

Strategic Framework

The role of the Summer Learning Academy (SLA) is critical to preparing students for college career and community readiness. Research tells us that over 50% of the opportunity gap between lower and higher income students is directly related to unequal learning opportunities over the summer (Alexander et al., 2007). Research based practices and interventions are utilized in SLA to increase opportunities for learning and to raise student achievement across the District (Odden & Archibald, 2008). The SLA is a valuable time for students to receive additional support in learning core concepts in literacy and math to move them toward MMSD benchmarks (Augustine et.al., 2013). SLA aligns with the following Madison Metropolitan School District (MMSD) Strategic Framework goals:

- 1) Every student is on-track to graduate as measured by student growth and achievement at key milestones. Milestones of reading by grade 3, proficiency in reading and math in grade 5, high school readiness in grade 8, college readiness in grade 11, and high school graduation and completion rate.
- 2) Every student has access to challenging and well-rounded education as measured by programmatic access and participation data. Access to fine arts and world languages, extra-curricular and co-curricular activities, and advanced coursework.

Program Details

Schedule:

- 6 weeks (June 23-August 1, 2014)
- 5 days/week (no school July 4, 2014)
- Academics: 8:00 AM – 12:00 PM
- MSCR: 12:00 PM – 4:00 PM (K-8, optional)

The academy will be held at neighborhood schools, where morning classes will be taught by highly qualified teachers offering high quality, engaging instruction in the core content areas of math and literacy. Students 4K-8th grade will be provided with core curricular focused instruction and enrichment courses. High school courses will be offered for credit recovery, first time credit, and elective courses. Inclusive programming for students with disabilities (including ESY) and English Language Learners (ELLs) will be provided. Students with disabilities and English Language Learners will receive accommodations and support in order to access the core curriculum along with non-disabled peers. A healthy breakfast and lunch will be provided. In the afternoon, high interest recreational and enrichment activities (e.g., MSCR) will be provided to enhance engagement (Downey et. al., 2004; Duffett et. al., 2004).

MSCR Summer Recreation and Enrichment Centers (SREC) provide afternoon programming for PreK-5th grade students enrolled in MMSD summer school. MSCR staff members assume responsibility for students at noon, ensuring transitions to lunch, followed by afternoon activities. SREC and K-Ready childcare programs begin at noon and conclude at 4pm. Most students receive yellow bus transportation back to their neighborhood bus stops. After summer school program care is provided to best meet the needs of families who need an all day program for their children. Approximately 80% of the students enrolled in summer school enroll in the MSCR afternoon programs. Activities include art, music, games, physical activity, reading, science, daily afternoon snack and three field trips per child during the six week program.

MSCR Summer Youth Resource Centers serve middle school students, grades 6th and 7th, at one east and one west side location, and at Sherman Middle School, from 12 P.M – 4 P.M. Students are able to ride a bus home if they meet the requirements for having transportation in the morning. Students who stay for the afternoon program receive lunch and an afternoon snack. At the end of summer school, 60 students have the opportunity to spend four days at Camp MacKenzie, a residential camp, where students and MSCR staff stay overnight in cabins and learn about the environment from MacKenzie Environmental Center staff.

Class size and Service Delivery

- Class Size: K-8 Literacy, Math and Enrichment Class size of 1:15 and 4K 1:12
- Students with disabilities who receive Extended School Year (ESY) and those without ESY services will be served by special education teachers or special education assistants and integrated into regular education classes whenever possible. Curriculum will be differentiated for student learning.
- English Language Learners (ELLs) who receive English as a Second Language (ESL) learning services will be integrated into classrooms with Bilingual Resource Specialists (BRS) and ESL support. Accommodations to the curriculum are provided to ensure access to learning.
- Support for the service delivery model will be provided by PBS interventionist/coach. As part of the PBS support, each class will start with morning meetings on behavior expectations and foreshadowing activities for the day from Responsive Classrooms and Developmental Designs. PBS levels of support are the following:
 - I. Tier I: PBS in homeroom and infused math and literacy
 - II. Tier II: Intervention group of students
 - III. Tier III: Special Education and PBST targeted support
- Weekly celebrations (school assemblies), fieldtrips, and incentives

Alternative Programs

- Phoenix: 1.0 teacher and SEA each; 20 students; at Boys and Girls Club on Taft Street
- Seed to Table: Goodman Community Center; 1.0 science teacher
- Operation Fresh Start: .5 teacher; Winnebago Street
- Credit Recovery: 1.0 teacher; 30 students; Marquette

SLA Outcomes

Students will have access to valuable summer learning opportunities in the core content areas of math and literacy as well as enrichment opportunities. This approach to learning is a well-documented strategy used nationally in closing achievement gaps (Augustine et.al., 2013). Summer school outcomes will be reviewed based on district MAP spring and fall data, and student participation and attendance rates in summer school.

**MADISON METROPOLITAN SCHOOL DISTRICT
2014-15 Proposed Summer Learning Academy Budget**

			2013-14 Actual 685* FTE	Total 2014-15 Proposed Budget with 2% Inc	2014-15 Budget Amount over 2013- 14	2014-15 Budget % Change over 2013-14
1						
2	Student Enrollment		-			
3	Administrative Salary/Fringe		126,180.21	144,180.21	18,000.00	14.27%
4	Instructional Salary/Fringe		1,517,509.07	1,789,276.51	271,767.44	17.91%
5	Support Services		750,566.72	643,914.24	(106,652.48)	-14.21%
6	Purchased Services		328,629.15	355,161.15	26,532.00	8.07%
7	Supplies & Materials		54,653.06	50,552.06	(4,101.00)	-7.50%
8	Equipment		1,197.59	1,221.59	24.00	2.00%
36						
37	Total Expenditures		2,778,736	2,984,306	205,569.96	7.40%
					-	
38	Total Allocated Revenue Limit		2,980,846	2,980,846	-	0.00%
					-	
39	Total Summer School Fees		23,569	23,569	-	0.00%

* The Summer School FTE for Revenue Limit Authority is derived from the Summer School Head Count times actual minutes to equal the total summer school minutes divided by a DPI factor.

Current		6 hours Daily	5 days 30 hours Weekly	6 Week Total Cost
Base Rate	Hourly			
2 - 0-8 years	15.73	52.4	472	2,832.00
3 - 8+ years	18.16	61.2	545	3,270.00
Increase by 3%				
2 - 0-8 years	16.2019	53.972	486.16	2,916.96
3 - 8+ years	18.7048	63.036	561.35	3,368.10
Increase Difference				
2 - 0-8 years	0.4719	1.572	14.16	84.96
3 - 8+ years	0.5448	1.836	16.35	98.10

Incorporate Middle School Promotion Teachers at MA Level 2, 12.5 which will be a per diem							
Contract Rate	Yearly	Days	Daily rate	Hrly rate/7	SS Day-6	6 weeks	
	50,238.00	192.00	261.66	37.38	224.28	1,345.66	

Salary Increase in Summer 2014 Budet			
440 Teachers	Teachers	Rate Diff	Total
50% Base Rate 2 0-8 years	220	84.96	18,691.20
50% Base Rate 3 8+ years	220	98.10	21,582.00
Total			40,273.20
5 8th Grade Promotion			6,728.30
Benefit Cost	14.65%		6,885.72
TOTAL			53,887.22

**Summer School 2014****Monday through Friday, June 23 – August 1 (No classes July 4)****East Side School Sites**

Site – Schenk/Whitehorse	Site – Glendale	Site – Sandburg	Site – Kennedy	Site – Lapham	Site – Lindbergh - PILOT
Feeder Schools:	Feeder Schools:	Feeder Schools:	Feeder Schools:	Feeder Schools:	Feeder Schools:
Schenk	Glendale	Sandburg	Kennedy	Lapham	Lindbergh
Gompers	Allis	Hawthorne	Marquette	Lowell	
Sherman	Nuestro Mundo	Mendota	Lakeview	Emerson	
O'Keeffe			Elvehjem		
Sennett					
Whitehorse					
Black Hawk					
Programs Offered:	Programs Offered:	Programs Offered:	Programs Offered:	Programs Offered:	Programs Offered:
4K - Grade 7	4K- Grade 5	4K- Grade 5	4K- Grade 5	4K- Grade 5	4K- Grade 5
8 th Grade Promotion	Bilingual 4K - Gr 5	Bilingual 4K - Gr 5	Enrichment	Enrichment	Enrichment – SLA Students Only
Middle School Bilingual	Enrichment	Enrichment			
Enrichment					
East High	Feeders: East High and La Follette High				

West Side School Sites

Site – Toki/Orchard Ridge	Site – Shorewood	Site – Chavez	Site – Stephens	Sites – Olson	Site – Wright - PILOT
Feeder Schools:	Feeder Schools:	Feeder Schools:	Feeder Schools:	Feeder Schools:	Feeder Schools:
Orchard Ridge	Shorewood	Chavez	Stephens	Olson	Wright
Huegel	Randall	Leopold	Lincoln	Muir	
Jefferson	Franklin	Falk	Midvale	Van Hise	
Hamilton	Thoreau			Crestwood	
Badger Rock					
Spring Harbor					
Cherokee					
Toki					
Programs Offered:	Programs Offered:	Programs Offered:	Programs Offered:	Programs Offered:	Programs Offered:
4K - Grade 7	4K- Grade 5	4K- Grade 5	4K- Grade 5	4K- Grade 5	Grade 6-8
8 th Grade Promotion	Enrichment	Bilingual 4K - Gr 5	Bilingual 4K - Gr 5	Enrichment	Enrichment – SLA Students Only
Middle School Bilingual		Enrichment	Enrichment		
Enrichment		STARS			
Memorial High	Feeders: Memorial High and West High				

* New Site (2014)

* Previous SLA Site (2013)



Summer Learning Academy (SLA)



Summer School Purpose

To increase skills and achievement in literacy and mathematics **for all students who need it** by providing additional learning opportunities and enrichment



2013 Reflections

Before expanding summer school to meet the needs of all students, there needs to be a focus on **quality** with special attention to:

- Identification of students
- Familiarity with student needs
- Curriculum, instruction and assessment
- School climate
- Teacher quality



Question

How do we increase the quality of summer school while remaining budget neutral?



2014 Summer School Quality Enhancements

Identification of students-

- Utilize student selection process aligned with schools' multi-tiered systems of support (MTSS)

Familiarity with student needs-

- Create smaller learning environments by adding two sites with same number of students as 2013
- Pilot at Wright and Lindbergh with students attending home school with familiar teachers and principal

Curriculum, instruction, and assessment-

- Mondo K-5; Read 180, System 44 and a pilot with Achieve 3000 at middle schools



2014 Summer School Plan (continued)

School Climate-

- Pilot of character education at Sandburg to increase engagement and academic success
- Friday assemblies to increase engagement and additional afternoon MSCR fieldtrips

Teacher and Principal Quality-

- Teacher pay increase of 3%; contract rate for 8th grade promotion teachers
- Professional development for HS teachers



2014 Summer School Plan (continued)

Cost Savings

- Staffing:
 - Librarians assigned to two sites
 - Reading Interventionists, intervention provided as part of overall program
 - PBS Coaches, combine coach and interventionist position
 - Literacy and Math Coaches, combine positions
- Reduce 5K-8 PD from 5 to 4 days
- Madison Virtual Campus-reimbursement
- MONDO Literacy materials savings-surplus from last summer



2015 Summer School Vision

The 2014 model strategically positions the district to increase **access** to summer school in the future **in alignment with our partnership with the city on MOST**. For example:

- Possible pay increase would allow us to attract more teachers so that we can expand access to summer programming, including access for students with disabilities and ELLs
- Possible 4 day per week model with optional Friday recreation day schedule to attract more students and staff
- Provide additional summer school sites closer to students' homes, and when possible, in home school



Questions



Attachments





2013 Summer Learning Academy Outcomes

A total of 5,097 students attended district-wide

Program	Number of Students Attended
Kindergarten Ready	257
STARS K-Ready	40 (26 Pre-K, 14 5K)
5K-5 th Grade Bilingual	376 (242 5K-2 nd , 134 3 rd -5 th)
5K-2 nd Grade Literacy	748
3 rd -5 th Grade Math/Literacy	1,403 (730 math, 673 literacy)
4 th Grade Promotion	127 (121 students completed program)
6 th -7 th Grade Math/Literacy	676 (342 math, 334 literacy)
8 th Grade Promotion	103 (100 students completed program)
High School	1,536 (70 completed graduation requirements)
Enrichment	1,221
MSCR	2,334

2013 Summer School Outcomes (continued)

- 4K-12 Programming
- 10 clustered school sites
- Developed new online enrollment system
- Teacher pay increase
- Prevented summer learning loss particularly with low income students (Hanover Report)



2013 Summer School Outcomes (continued)

- Supported student learning in core content areas of literacy and math
- Focused on quality with no student increase
- Enrichment opportunities
- Opportunities for promotion, credit recovery, graduation requirement completion

