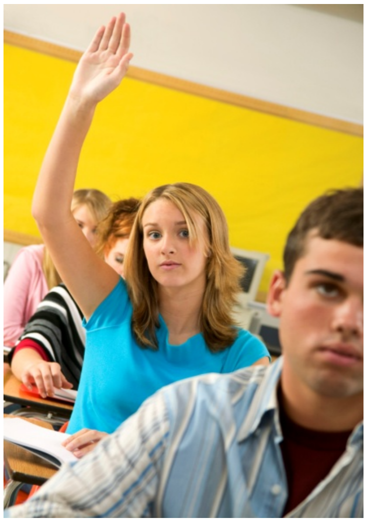
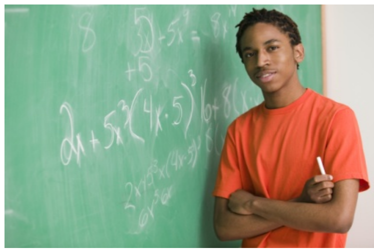




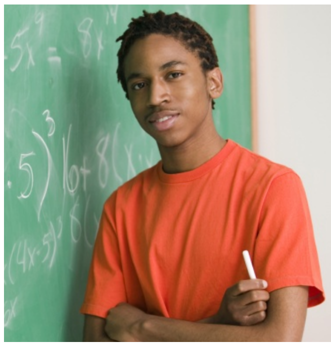

ICF INTERNATIONAL

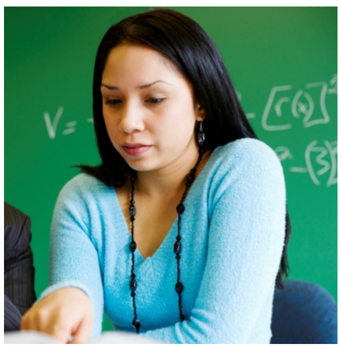
Evaluation of the Intensive Summer Pilot Program: A High School Success Pilot Program

February 2011 Report

Submitted to:

Texas Education Agency





Evaluation of the Intensive Summer Pilot Program: A High School Success Pilot Program

February 2011 Report

Submitted to:

Texas Education Agency

Submitted by:

ICF International

CREDITS

ICF International

ICF International (NASDAQ: ICFI) partners with government and commercial clients to deliver consulting services and technology solutions in the social programs, health, energy, climate change, environment, transportation, defense, and emergency management markets. The firm combines passion for its work with industry expertise and innovative analytics to produce compelling results throughout the entire program life cycle, from analysis and design through implementation and improvement.

For additional information about ICF, please contact:

ICF International

9300 Lee Highway
Fairfax, VA 22031-1207
USA
Phone: 1.703.934.3603 or 1.800.532.4783
Fax: 1.703.934.3740
Email: info@icfi.com

Contributing Authors

Caitlin Howley, PhD
Thomas Horwood
Katerina Passa, PhD
Kaz Uekawa, PhD
Allison Nebbergall, PhD
Rosemarie O'Conner, PhD
Jing Sun

Prepared for

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494
Phone: 512-463-9734

Research Funded by Texas Education Agency

COPYRIGHT NOTICE

Citation:
Howley, C., Horwood, T., Passa, K., Uekawa, K., Nebbergall, A., O'Conner, R., & Sun, J. (2011). *Evaluation of the Intensive Summer Pilot Program: A High School Success Pilot Program, February 2011 Report.* Fairfax, VA: ICF International.

This report is available online at the Texas Education Agency's website:
http://www.tea.state.tx.us/index2.aspx?id=2908&menu_id=949

Table of Contents

Table of Tables

Table of Figures

Abbreviations Key

AEIS – Academic Excellence Indicator System
CDR – Collaborative Dropout Reduction
CISD – Consolidated Independent School District
CFO – Chief Financial Officer
ELA – English language arts
ESL – English as a second language
HERC – Higher Education Readiness Component
HLM – hierarchical linear modeling
HSSPP – High School Success Pilot Programs
HB2237 – House Bill 2237
IHE – Institution of Higher Education
ISAS – Integrated Statewide Administrative System
ISD – Independent School District
ISP – Intensive Summer Programs
LEA – Local Education Agency
LEP – Limited English Proficient
MIC – Mathematics Instructional Coaches
MOU – Memorandum of Understanding
NCES – National Center for Education Statistics
NOGA – notice of grant award
PD – professional development
PEIMS – Public Education Information Management System
RFA – Request for Applications
SBOE – State Board of Education
SD – standard deviation
STEM – Science, Technology, Engineering, and Math
TEA – Texas Education Agency
TAKS – Texas Assessment of Knowledge and Skills
THECB – Texas Higher Education Coordinating Board
TSI – Texas Success Initiative

Executive Summary

Highlights:

The purpose of the Intensive Summer Programs (ISP) initiative is to provide intensive academic instruction during the summer to promote college and career readiness for students in Grades 6-12 identified as being at risk of dropping out of school.

Between 2008 and 2009, 48 grantees were awarded a total of $7,804,795 to implement ISP. Grantees used such funds to serve 6,733 middle and high school students at risk of dropping out of school with a variety of math, ELA/reading, and science curricula.

ISP grantees implemented their programs in accordance with grant requirements and within budget.

Despite some successes, ISP had a limited impact on student outcomes.

- Middle and high school 2009 ISP students made significant TAKS-Math and TAKS-Reading gains. High school 2008 ISP students did, too, but middle school 2008 ISP students did not.
- Grade promotion rates among 2008 students declined over time.
- Although grade retention rates declined, they remained higher than the statewide average rate.
- Because of time lags in the availability of dropout data, it is not yet possible to determine the relationship between ISP participation and the likelihood that students will remain in school.

This report presents findings from the evaluation of the Intensive Summer Programs (ISP) pilot program, implemented during summer 2008 and summer 2009. ISP is one of three grant programs grouped together as the High School Success Pilot Programs (HSSPP).[1] The other two programs are the Mathematics Instructional Coaches pilot program (MIC) and the Collaborative Dropout Reduction pilot program (CDR). Collectively, these three grant programs, among others, were authorized and funded by the 80th Texas Legislature in 2007[2] so awarded local education agencies (LEAs [school districts and open enrollment charter schools]) could develop and implement projects to prevent and reduce dropout, increase high school success, and improve college and career readiness in public schools.

[1] The programs were grouped together for evaluation purposes; however, they are each independent grants that have common goals, but not common grantees or requirements.

[2] All three HSSPP programs were authorized by House Bill 2237 (80th Texas Legislature), as amended by the 81st Texas Legislature. Specifically, ISP was authorized as Texas Education Code § 29.098. All three programs were funded by Rider 53 (General Appropriations Act [GAA], Article III, 80th Texas Legislature); further funded by Rider 51 (GAA, Article III, 81st Texas Legislature). The evaluation is required by Rider 79 (GAA, Article III, 80th Texas Legislature); further required by Rider 69 (GAA, Article III, 81st Texas Legislature). A final report will be due to the Texas Legislature in January 2013, pending further funding.

ISP Goals

ISP is being implemented to reduce the statewide dropout rate and to increase the college and career readiness of Texas public school students. ISP requires LEAs to partner with institutions of higher education (IHEs) to provide intensive academic instruction for students in Grades 6-12 identified as being at risk of dropping out of school.[3] The pilot program was designed as a model for future intensive summer programs at the state and local levels. The specific goals of ISP include the following:

- Increase student readiness for college coursework
- Increase collaboration among LEAs and IHEs
- Decrease the number of students in need of remedial coursework
- Increase the number of students promoted to the next grade
- Provide models of effective summer programs

ISP Evaluation

TEA contracted with ICF International to conduct an evaluation of ISP. The comprehensive evaluation approach was designed to address the following objectives:

- Evaluate the implementation of ISP
- Evaluate the impact of ISP on student outcomes
- Evaluate the impact of ISP on teacher effectiveness
- Assess the cost-effectiveness and sustainability of ISP

This report describes ISP project implementation in the summers of 2008 and 2009, and preliminary findings on student and teacher outcomes through the 2009–10 school year. Finally, analyses of the cost-effectiveness and sustainability of the ISP program are presented.

ISP Grantees

In total, 29 ISP Cycle 1 grants were awarded to local education agencies (LEAs) that applied for funding. Although 29 Cycle 1 grants were awarded, only 21 grantees implemented in summer 2008. The remaining eight Cycle 1 grantees planned their ISP projects in 2008 and implemented in summer 2009.[4] For the purposes of analysis, implementation and outcomes data are reported for Cycle 1 grantees by year of implementation. Thus, data from those Cycle 1 grantees implementing the program in their first year of funding are referred to as Cycle 1-Year 1 data. Cycle 1-Year 2 data, on the other hand, include all Cycle 1 grantees as all were

[3] At-risk students are defined by TEA as students who exhibit at least one of 13 risk factors. A complete listing of risk factors can be found online here.

[4] TEA awarded Cycle 1 continuation grants to 27 Cycle 1 grantees to continue ISP through September 2011. This aspect of the grant was not included in the evaluation.

implementing by the summer of 2009, the second year of Cycle 1 funding. In some cases, Cycle 1 data are further disaggregated to differentiate between those grantees in their first year of implementation from those in their second.

In addition, 19 Cycle 2 grants were awarded to LEAs that applied for funding. Implementation of Cycle 2 projects began in summer 2009 and ended October 2010. Data collection for the evaluation ended prior to the end of the Cycle 2 grant project period, so some Cycle 2 analyses are more limited than Cycle 1.

ISP Implementation

As described in this section, ISP Cycle 1 and Cycle 2 projects were similar in terms of the demographic characteristics of participating LEAs and campuses, program objectives, partners, the selection of instructional activities used in the content areas, supplemental activities, and facilitators of and barriers to implementation. However, Cycle 1 and 2 projects offered instructional activities in the content areas (reading, math, and science) at different frequencies.

Characteristics of LEAs and Campuses

Both ISP Cycle 1 and Cycle 2 projects targeted the at-risk student population, the intended population of the ISP Program (Table ES-1). The Cycle 2 LEAs were larger than Cycle 1 LEAs; however, the demographic characteristics were comparable. Grantees in both cycles were LEAs with large populations of economically disadvantaged students, at-risk students, limited English proficient (LEP) students, and special education students.

As with the LEA characteristics, the Cycle 1 and Cycle 2 grantee campuses were comparable in terms of risk factors, including percentages of students classified as at-risk for dropping out of school, economically disadvantaged, LEP, and special education. Prior to ISP implementation, slightly more students met the standard on TAKS in Cycle 2 grantee campuses in math, ELA/reading, and science than Cycle 1 campuses. In general, however, the demographic characteristics of Cycle 1 and 2 campuses were similar.

Table ES-1: LEA and Campus Characteristics of ISP Cycle 1 and Cycle 2 Grantees

	ISP Cycle 1	ISP Cycle 2
LEA Characteristics	▪ Average number of schools per grantee = 19 ▪ 82% economically disadvantaged ▪ 65% at risk for dropping out ▪ 24% LEP ▪ 8% special education	▪ Average number of schools per grantee = 48 ▪ 82% economically disadvantaged ▪ 63% at risk for dropping out ▪ 20% LEP ▪ 10% special education
Campus Characteristics	▪ 78% economically disadvantaged ▪ 64% at risk for dropping out ▪ 12% limited English proficient ▪ 10% special education ▪ 66% met standard on TAKS-Math ▪ 84% met standard on TAKS-Reading ▪ 55% met standard on TAKS-Science	▪ 80% economically disadvantaged ▪ 60% at risk for dropping out ▪ 14% limited English proficient ▪ 13% special education ▪ 68% met standard on TAKS-Math ▪ 86% met standard on TAKS-Reading ▪ 61% met standard on TAKS-Science

Characteristics of Students Served

Both Cycle 1 and Cycle 2 grantees targeted and served the intended population of students at risk of dropping out. During 2008 and 2009, ISP grantees provided services to a total of 6,733 middle and high school students at risk of dropping out of school. Key risk factors associated with dropping out include low student achievement, economic disadvantage, LEP status, and special education status (Hammond, Linton, Smink, & Drew, 2007).

Across grant cycles and implementation years, grantees served students with many of these risk factors. For instance, the majority of students served were considered at risk of dropping out of school, and most ISP students were economically disadvantaged. Grantees also served substantial percentages of LEP students and special education students.

Program Types

All Cycle 1 and Cycle 2 grantees provided academic instruction to students. Among Cycle 1 grantees implementing in 2008, the largest percentage of students served participated in ELA/reading academic programs. However, among Cycle 1 and Cycle 2 grantees implementing in 2009, the largest percentages of students participated in math academic programs.

ISP grantees also offered students credit recovery opportunities (i.e., earning credit for classes previously failed). Cycle 2 sites provided credit recovery to the largest percentage of students, with 53% of students served by such sites taking advantage of credit recovery; Cycle 1-Year 2 sites implementing in 2009 provided credit recovery to the fewest students, with 18% of students served by these sites participating in credit recovery.

In general, grantees tended to report that they provided conventional instruction to their students, although science programs tended to employ somewhat more interactive activities than math or ELA/reading programs. Across cycles and implementation years, the instructional activity implemented most frequently in the math academic summer programs was guided instruction. Among ELA/reading programs, collaborative activities (e.g., students working on group projects) were most often used among Cycle 1 grantees implementing in 2008, but by 2009, when all Cycle 1 and Cycle 2 grantees were operational, learner-centered activities (i.e., in which students are engaged and given more responsibility for their own learning) were employed most frequently. Hands-on activities were the instructional strategies used most frequently in science programs, regardless of implementation year.

Supplemental Activities

All ISP grantees implemented additional activities in an effort to prepare teachers to provide services to an at-risk student population and to support student participation in the program. For example, the majority of ISP grantees provided professional development (PD) to participating teachers. ISP grantees also provided support services to students. Transportation to and from school and provision of snacks and food were the most frequently reported support services in 2008 and 2009. In addition, most grantees conducted parent involvement activities. Across Cycles and implementation years, the most commonly conducted parent involvement activity was parent orientation to the ISP program.

Barriers to, and Facilitators of, Implementation

Student attitudes and behaviors, and limited resources or funding constraints, were barriers to the implementation of ISP, according to grantees in both 2008 and 2009. Additionally, 2008 grantees cited time constraints as a challenge, and grantees implementing in 2009 reported that transportation was a barrier. Case study site stakeholders noted several additional barriers, such as difficulties with curriculum delivery and student recruitment.

In both 2008 and 2009, grantees reported that supportive staff was the most important facilitator of ISP implementation. Some grantees implementing in 2008 also noted that supportive students and parents were significant facilitators of implementation. Strong collaboration among staff and with IHEs, and small class sizes and the resultant opportunities to provide individualized instruction, were also among the most important facilitators cited by grantees in 2009. Case studies corroborate these findings.

In sum, all grantees appear to have implemented ISP as intended and in alignment with program goals. In other words, grantees served the target population of students at risk for academic difficulty; offered math, science and/or ELA/reading instruction; provided services focused on helping students achieve college-readiness; partnered with IHEs; and rendered a variety of additional support services to students. In terms of implementing the various components of ISP, all grantees cited several important facilitators of implementation, including strong staff support and commitment. Although grantees faced several implementation barriers, they did not find such challenges insurmountable.

Impact of ISP on Student Outcomes: Summer 2008

- Overall, the percentage of Cycle 1 2008 high school students meeting or exceeding the standard on TAKS-Math and TAKS-Reading increased significantly between 2007–08 and 2009–10.
- However, neither the TAKS-Math nor TAKS-Reading achievement of Cycle 1 2008 middle school students increased significantly between 2007–08 and 2009–10.
- Among ISP students enrolling in such courses, Algebra I, Algebra II, English I and English II pass rates were higher in 2009–10 than in 2007–08, with a corresponding reduction in course failure rates.
- Nearly three-quarters of Cycle 1 2008 students were promoted between the 2007–08 school year and the 2008–09 school year. However, the promotion rate among 2008 students declined the following year.
- Graduation rates among ISP students who were retained improved; nearly half (48%) of Grade 12 students retained in 2007–08 graduated in 2008–09.

- However, 2008 ISP students were retained in grade at a much larger percentage than across the state; 15% of the 2008 ISP students were retained in the same grade, compared to 6% of Grade 7-12 students statewide in 2008–09 (which is the closest comparison to Grade 6-12 students that was available).
- Using the Higher Education Readiness Component (HERC), the percentage of Grade 11 ISP students identified as college ready according to TAKS-Math scores increased significantly between 2007–08 and 2008–09 (although the percentage of Grade 11 ISP students identified as college ready according to TAKS-Reading scores remained stable between 2007–08 and 2008–09).
- To examine the effect of ISP participation on key outcomes, ISP students were compared with similar non-ISP students. In general, ISP students did not perform consistently better than their non-ISP peers.
- Although ISP was designed to improve the outcomes of at-risk students, such students were no more likely after ISP participation to perform well on TAKS than they were before their participation.
- Program factors, such as the number of hours students spent per day in ISP or the school level (middle school, high school, or both) served by the ISP site, did not consistently improve the likelihood that 2008 ISP students would meet the standard on TAKS-Math or TAKS-Reading.

Impact of ISP on Student Outcomes: Summer 2009

- Significantly larger percentages of both middle and high school students participating in ISP during summer 2009 met the standard on both TAKS-Math and TAKS-Reading/ELA following their ISP participation than had met the standard before ISP participation.
- Larger percentages of Cycle 1 high school students participating in ISP for the first time in 2009, and Cycle 2 high school students, passed Algebra I, Algebra II, Geometry, English I and English II following ISP participation than had prior to ISP. (It should be noted that these are not cohort data wherein ISP students are tracked year to year, but rather are the percentage of ISP students overall who passed or failed specific courses each year.)
- Between 81% (Cycle 2) and 87% (Cycle 1) of 2009 ISP students were promoted to the next grade, and between 7% (Cycle 1) and 9% (Cycle 2) were retained in 2009–10 (compared to 6% of Grade 7-12 students statewide in 2008–09, the closest comparison to Grade 6-12 students). Less than 1% of 2009 students dropped out. (Percentages do not total to 100% because some students leave for other reasons besides dropping out or graduating, such as relocating to another LEA).
- Overall, smaller percentages of Cycle 2 than Cycle 1 2009 students were college ready at baseline. However, whereas the percentage of Cycle 1 students classified as college ready decreased between 2008–09 and 2009–10 (from 61% to 55% in math, and from

77% to 73% in ELA/reading), the percentage of Cycle 2 students determined to be college ready increased between 2008–09 and 2009–10 (from 16% to 39% in math, and from 44% to 54% in ELA/reading).

- Although ISP was designed to improve the outcomes of at-risk students, such students were no more likely to perform well on TAKS following ISP participation than they were before ISP.
- Program factors, such as the number of hours students spent per day in ISP or the level of school (middle school, high school, or both) served by the ISP site, did not consistently improve the likelihood that 2009 ISP students would meet the standard on TAKS-Math or TAKS-Reading.

Impact of ISP on Teacher Effectiveness

- All Cycle 1 projects, and all but one Cycle 2 project, that implemented during summer 2009 included teacher PD as part of their strategy for helping students improve their academic achievement, according to progress reports.
- Overall, 38% of surveyed teachers reported that they did not receive any training prior to ISP implementation. Of those teachers who did receive training (n=153), 61% found it *very helpful,* and 38% found the training *somewhat helpful*, for their role as a teacher in ISP.
- Teachers (79%) and administrators (100%) indicated that participation in the ISP improved teacher effectiveness at their schools, including instruction and assessment skills.
- A larger percentage of ELA/reading teachers than math and science teachers indicated that the ISP program positively affected their instructional skills, whereas larger percentages of science and math teachers than ELA/reading teachers indicated that ISP improved their assessment skills.
- Larger percentages of middle school than high school teachers reported that the ISP program impacted their instructional and assessment skills.

Cost-Effectiveness and Sustainability of ISP

- By April 30, 2010, Cycle 1 grantees had spent an average of 83% of their awarded amounts. Cycle 2 grantees had expended an average of 49% of their awarded amounts within this timeframe, leaving 51% for their remaining year of implementation.
- Both Cycle 1 and Cycle 2 grantees budgeted the largest average portion of their awards to payroll costs.

- Cycle 1 and Cycle 2 ISP sites expended, on average, less than they budgeted in most categories, with two exceptions: Grantees spent slightly more on capital outlays, and substantially more on administrative costs, than they had anticipated.
- ISP was not a cost-effective grant program, at least for Cycle 1 grantees, because there was no conclusive evidence to support that ISP had significant positive effects on desired student outcomes.
- ISP, at a cost of $973 per student over two years, costs less than similar dropout prevention programs that also focus on summer academic remediation. For example, the Summer Training and Education Program (STEP), was reported to cost $2,455 per student each summer of participation, which is a much higher cost than ISP.
- A state grant program in Texas called the Texas Ninth Grade Transition and Intervention (TNGTI) program includes summer intervention but also follows targeted students throughout the school year, providing further targeted intervention as needed. The median cost per student for TNGTI was $781 for one year, which is less than the average of $973 that ISP cost for two years. Eventually, TNGTI will likely cost more than ISP over a two-year period. However, TNGTI may better meet the needs of students at risk of dropping out because it requires grantees to continue to track students throughout the school year, although further evaluation of TNGTI is also needed.

Conclusions and Next Steps for ISP

The ISP Cycle 1 and Cycle 2 projects were implemented as planned. The projects targeted and served at-risk student populations. This included students who were classified as at risk, economically disadvantaged students, and Hispanic students. Implementation activities were aligned to the overall goals of the ISP program. ISP projects incorporated instructional activities in the core content areas that have been found to be effective with at-risk students. In addition, Cycle 1 and Cycle 2 projects implemented PD activities for teachers and parent involvement activities, both of which are associated with increasing student achievement and reducing dropout. The inclusion of support services to assist students with college counseling, providing food at the ISP project, and providing transportation to and from ISP activities was a strong component of the ISP program.

Findings indicate that the ISP program had a limited impact on student outcomes. In some cases, outcomes did improve. For example, the TAKS achievement of 2009 ISP middle and high school students improved significantly in both math and ELA/reading. However, consistent gains were not found in grade retention rates as compared to state levels, in promotion or graduation rates, or in terms of college readiness. Moreover, ISP did not appear to have a lasting impact on the target population, at-risk youth. According to these analyses, the brief, albeit intensive, summer programs funded by ISP may not have possessed the requisite power to overcome the challenges faced by at-risk students.

1. Introduction and Overview of the Intensive Summer Programs Pilot Program

This report presents findings from the evaluation of the Intensive Summer Programs (ISP) pilot program, implemented during summer 2008 and summer 2009. ISP is one of three grant programs comprising the High School Success Pilot Programs (HSSPP). The other two programs are the Mathematics Instructional Coaches pilot program (MIC) and the Collaborative Dropout Reduction pilot program (CDR). Collectively, these three programs were initially authorized by the 80th Texas Legislature in 2007[5] so local education agencies (LEAs [school districts and open enrollment charter schools]) could develop and implement programs to prevent and reduce dropout, increase high school success, and improve college and workforce readiness in public schools (TEA & ICF, 2010).

The Texas Education Agency (TEA) contracted with ICF International (ICF) to conduct an evaluation of ISP. The comprehensive evaluation approach was designed to address the following objectives:

- To evaluate the implementation of ISP
- To evaluate the impact of ISP on student outcomes
- To evaluate the impact of ISP on teacher effectiveness
- To assess the cost-effectiveness and sustainability of ISP

This evaluation report describes ISP project implementation during the summers of 2008 and 2009 and preliminary findings about student and teacher outcomes through the 2009–10 school year. Finally, analyses of the cost-effectiveness and sustainability of the ISP program are presented.

The Dropout Problem

School dropout in the United States (U.S.) has been called a “crisis” or an “epidemic” by various national experts (Edley, 2004; Powell, 2008). According to the National Center for Education Statistics (NCES), the Texas public school dropout rate remained at 4% during the 2006–07 and 2007–08 academic years, down slightly from a high of 4.3% in 2005-06 (Stillwell, 2010).[6]

[5] All three HSSPP programs were authorized by House Bill 2237 (80th Texas Legislature), as amended by the 81st Texas Legislature. Specifically, ISP was authorized as Texas Education Code § 29.098. All three programs were funded by Rider 53 (General Appropriations Act [GAA], Article III, 80th Texas Legislature); further funded by Rider 51 (GAA, Article III, 81st Texas Legislature). The evaluation is required by Rider 79 (GAA, Article III, 80th Texas Legislature); further required by Rider 69 (GAA, Article III, 81st Texas Legislature). A final report will be due to the Texas Legislature in January 2013, pending further funding.

[6] TEA uses the National Governors Association (NGA) definition of dropout, while NCES has its own definition.

Some students in Texas are more at risk of dropping out than others. Table 1.1 provides a list of student risk factors that may be associated with higher dropout rates, the prevalence of these risk factors as a percentage of student enrollment in the state in 2009–10, and associated four-year dropout rates for the class of 2009. For example, Texas LEAs enroll a sizable number of students who are limited English proficient (LEP). In 2009–10, approximately 17% of Texas public school students had LEP or bilingual status, and 29% of LEP students in the class of 2009 cohort dropped out of school. Approximately 10% of students in Texas were receiving special education services in 2009–10 (Texas Education Agency, 2010). Although special education students in the class of 2009 had lower dropout rates than LEP students in the same cohort, they nonetheless dropped out at a higher rate (15%) than the state average (9%).

Table 1.1: Texas K-12 Enrollment (2009–10) and Four-Year Dropout Rate (Class of 2009), by Risk Factor

Risk Factor	Enrollment	Four-Year Dropout Rate
Special education	9.6%	14.5%
Economically disadvantaged	59.0%	10.9%
LEP	16.9%	29.1%
At-risk students*	47.2%	12.4%
State Average		**9.4%**

Source: TEA, Division of Performance Reporting, Academic Excellence Indicator System 2009–10 State Performance Report
*At-risk students are defined by TEA as students who exhibit at least one of 13 risk factors. A complete listing of these risk factors can be found online here.

In addition, student enrollment data show that slightly more than half of Texas K-12 students are economically disadvantaged. A high poverty rate is often linked to low academic achievement and high dropout rates. Economically disadvantaged students are more likely to drop out of school (11% vs. 9% state average), and addressing the needs of these students is an ongoing concern from the elementary years onward (Texas Education Agency, 2010). Students defined as being at risk[7] of dropping out of school experienced a slightly higher dropout rate (12%) than economically disadvantaged students (11%).

Differential dropout rates among these risk factors provide a possible glimpse into the future, and help to understand the challenges facing ISP grantees. For example, LEP students are about three times more likely to drop out of school than the state average (29% LEP compared to 9% state average). Also, given that the percentage of LEP students in Texas has been growing in recent years (from 14% in 2000-01 to 17% in 2009–10), it stands to reason that this trend may serve to increase dropout rates in the years to come (TEA, 2001; TEA, 2010).

[7] At-risk students are defined by TEA as students who exhibit at least one of 13 risk factors. A complete listing of risk factors can be found online here.

To address such challenges, Texas is implementing a variety of strategies to reach students at risk of dropping out of school, including ISP. These strategies are grounded in evidence from previous research on effective dropout intervention practices.

Brief Overview of Dropout Intervention Research Related to ISP

Research on successful dropout prevention strategies has become more plentiful in recent years, and several efforts have been undertaken nationwide to help practitioners identify best practices in dropout prevention – including TEA's commission of the Best Practices in Dropout Prevention Study in 2008 (Texas Education Agency, 2008a). Successful strategies include family involvement/outreach, community collaboration/involvement, mentoring/adult advocates, academic support/enrichment/tutoring, and personalized learning environments.

A few of these strategies were implemented as part of ISP, as TEA recognized the importance of leveraging multiple strategies to address dropout through this program. ISP is built on providing academic support/enrichment/tutoring during the summer months, but also incorporated other strategies, such as teacher PD and family involvement/outreach activities.

Summer Academic Instruction and Dropout Prevention

One of the most commonly cited predictors for dropping out of school is low academic achievement (Battin-Pearson, Newcomb, Abbott, Hill, Catalano, & Hawkins, 2000). Fortunately, some summer transition programs have been able to improve high school success and completion (Herlihy, 2007). One program that includes a summer component is the Talent Development High School (TDHS) model, which includes several strategies also employed by ISP, such as collaboration with the wider community (although ISP focuses on collaborations with Institutions of Higher Education, or IHEs, in particular) and teacher PD. The What Works Clearinghouse (2008) reviewed TDHS and found that it had positive effects on student progress in school, particularly improving attendance and math achievement. In addition, Balfanz, Letgers, and Jordan (2004) demonstrated that students in a well implemented TDHS acquired, on average, two years' worth of learning for each year of schooling in both English and mathematics skills.

The implementation of summer programs in high poverty schools has been found to increase student achievement (Council of Chief State School Officers, 2005). For example, in the Chicago Summer Bridge Program, Roderick and colleagues (2003) found that student participants had larger test-score gains than students who did not participate in the program. Gains were attributed in part to the program's provision of remedial support and increased instructional time.

Teacher PD and Dropout Prevention

Teacher PD is an important component of effective instruction and subsequent student achievement (Cohen & Hill, 2000; Darling-Hammond & McLaughlin, 1995). In their review of the existing evidence on how teacher PD affects student achievement in elementary grades, the Regional Educational Laboratory Southwest found that teachers who receive an average of 49 PD hours can increase students' academic performance by about 21 percentile points (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Learning about and then using research-based instructional strategies in the classroom are advocated to increase student achievement (Miller, 2002) and reduce dropout (Bost & Riccomini, 2006).

Parent Involvement and Dropout Prevention

In the research literature, parent involvement has been defined in numerous ways: (a) parents' communication with their children about school; (b) parent participation in school activities; (c) parents' communication with teachers and school personnel about their children; and (d) parent behaviors at home that pertain to education (Fan & Chen, 2001). Research shows that there is a link between parent involvement and student achievement. Two studies, for instance, found a moderate, positive relationship between parent involvement and student achievement (Fan & Chen, 2001; Hill & Tyson, 2009). In another study, sustained communication between parents and the school was related positively to high student achievement and the ability to keep kids in school (Stone, 2006).

The effect of different levels of parent involvement on expected dropouts has also been examined. In a study by Englund, Egeland, and Collins (2008), students identified as expected graduates had higher levels of parent involvement in middle childhood than expected dropouts. Overall, parent involvement has been found to be linked to better student attendance, increased graduation rates, lower grade retention rates, reduction in the number of discipline reports, and increased achievement scores in ELA/reading and math (Hiatt-Michael, 2001).

Overview of the ISP Program

The ISP program was established by the 80th Texas Legislature under House Bill (H.B.) 2237[8] §29.098 to support LEA development and implementation projects to prevent and reduce dropout, increase high school success, and improve college and career readiness in public schools.[9] Information about the ISP program is included in Table 1.2.[10]

[8] ISP was authorized by House Bill 2237 (80th Texas Legislature), as amended by the 81st Texas Legislature as Texas Education Code § 29.098. ISP was funded by Rider 53 (General Appropriations Act [GAA], Article III, 80th Texas Legislature); further funded by Rider 51 (GAA, Article III, 81st Texas Legislature).

[9] More information about H.B. 2237 can be found online here.

[10] More information about ISP can be found online on TEA's website here.

Table 1.2: Information about the ISP Pilot Program by Grant Cycle

Program Component	ISP Cycle 1	ISP Cycle 2
Targeted Grade Levels	6-8, 9-12, or both	
Project Period	06/01/08-12/31/09 (19 months)	04/01/09-10/31/10 (19 months)
Number of Grantees	29	19
Total Funding (total Project Period)	$3,936,250	$3,868,545
Key Grantee Partners	Institutions of Higher Education (IHE)	
Maximum Award Amount per Grant (total Project Period)	$150K max ($750/student participant max)	$225K max ($750/student participant max)
Matching Funds Required (total Project Period)	Yes (by grantee and/or IHE) ($250/student participant)	

Source: ISP Grant Requests for Applications (RFAs), 2007 and 2008 (Texas Education Agency, 2008b, 2008c)

Program Goals

The purpose of the ISP program is to provide intensive academic instruction during the summer to promote college and career readiness for students in Grades 6-12 identified as being at risk of dropping out of school. The specific goals of ISP include (TEA, 2008b; TEA, 2008c):

- Increasing student readiness for rigorous college-preparatory English Language Arts (ELA)/reading, mathematics, and science coursework
- Increasing collaboration among middle schools, high schools, and the participating IHE
- Decreasing the number of students in need of remedial and developmental interventions and coursework at the middle school, high school, and college levels
- Increasing the number of students promoted to the next grade on time and on grade level
- Increasing student planning and preparation for transitions to high school, college, and the workforce
- Increasing student and parent knowledge of rigorous high school and college standards, available programs and activities, school policies and procedures, postsecondary academic and career opportunities, and other activities designed to increase high school completion and success
- Providing models of effective summer programs to serve as guides in planning for effective dropout prevention and postsecondary readiness programs at the state and local levels

The goals of ISP were addressed through program strategies by two different cycles of ISP, Cycle 1 and Cycle 2, which reflect different project periods and slightly different eligibility requirements, but similar program requirements and funding approval.[11] The information for the following sections comes from the ISP grant Requests for Applications (RFA) for ISP Cycle 1 and Cycle 2 grants (TEA, 2008b; 2008c).

Project Period

The Cycle 1 grant project period was June 1, 2008 to December 31, 2009. Budgeted funding for grantees for the entire project period was capped at $4 million, with the maximum Cycle 1 award amount per grantee set at $150,000, or $750 per student participant. In addition, $250 per student participant in LEA matching funds was required. Cycle 1 grantees had the option to implement their program in summer 2008, or plan their ISP projects during the summer of 2008 and implement in summer 2009. Twenty-one of the Cycle 1 grantees implemented their program in summer 2008, while the other eight grantees implemented in summer 2009. Projects funded by the Cycle 1 grant were eligible for continuation for up to two additional years through the Cycle 1 continuation grant program. The Cycle 1 continuation grant activities are not part of this evaluation.

The project period for Cycle 2 grant projects was April 1, 2009 to October 31, 2010. As with Cycle 1, budgeted funding for grantees for the entire project period was capped at $4 million. The maximum award amount per Cycle 2 grantee was set at a higher amount than Cycle 1 ($225,000) yet the maximum per student participant was the same ($750). In addition, $250 per student participant in LEA matching funds was required for Cycle 2 grantees. Cycle 2 grantees were required to serve a minimum of 25 students and a maximum of 150 students each summer. As with Cycle 1, Cycle 2 grantees had the option to implement their program in summer 2009, or to plan their ISP projects during the summer of 2009 and implement no later than June 2010. However, all Cycle 2 grantees implemented starting in summer 2009, although there was more lead time than Cycle 1 grantees had to get their programs ready for implementation. Projects funded by the Cycle 2 grant may be continued for up to two additional years, contingent upon satisfactory progress and available funding. However, Cycle 2 continuation grant activities are not included in this evaluation.

Eligible LEAs

LEAs were eligible for Cycle 1 grants if 65% or more of enrolled students were identified as economically disadvantaged. For Cycle 2 grants, LEAs were eligible if they met one of the following criteria: (a) in the preceding three school years, 65% or more of students enrolled in Grades 6-12 in the LEA were identified as economically disadvantaged, or (b) the Grade 7-12 dropout rate was in the top 10% of its comparable size category during the preceding three school years. Cycle 1 grantees were not eligible to receive Cycle 2 funding.

---

[11] Continuation funding was available for Cycle 1 grantees, but is not part of this evaluation.

For both Cycle 1 and Cycle 2, eligible LEAs must have demonstrated that they were financially stable. Charter schools must have been open and had active charters. In addition, LEAs may have formed shared services agreements (SSAs) with one another in order to collaborate with an IHE to establish an ISP that serves students from LEAs identified in the agreement.

Program Requirements and Approved Program Activities

To participate in ISP, Cycle 1 and Cycle 2 grantees had to meet the following requirements:

- Partnership with an IHE - Grantees were required to partner formally with an IHE
- Duration of Program - Grantees had to provide at least four weeks and a minimum of three hours per day of intensive academic instruction in core subject areas during the summer
- High School ISP Projects (Grades 9-12) – These grantees had to provide intensive academic instruction in the core subject areas of ELA/reading, mathematics, and science to promote high school completion and college readiness
- Middle School ISP Projects (Grades 6-8) – These grantees had to provide intensive academic instruction in the core subject areas of ELA/reading and mathematics to promote high school readiness
- Instructional Materials/Resources – Grantees were required to use instructional materials adopted by the State Board of Education (SBOE), and information technology instructional resources that incorporate established best practices that were developed and approved by the SBOE and the Texas Higher Education Coordinating Board (THECB)

Grantees had the option to conduct their ISP program on one of their campuses, on the campus of the IHE partner, or at any other location deemed appropriate to meet local needs and program goals and requirements. In addition, grantees had the option to operate either a middle school or a high school program, or a joint middle and high school program that offered differentiated curriculum and instruction for middle and high school students.[12]

Grantees that wanted to include additional classes and other supplementary activities to meet the goals of the program were permitted to do so. Furthermore, grantees could include activities designed to do the following:

- increase the academic preparation of students
- increase student and parent knowledge of academic requirements for school success and college preparation and access
- increase student social and emotional adaptive, leadership and self-advocacy skills

[12] Eligible districts could apply to operate no more than two ISP projects, but could not apply for two of the same projects (i.e., a district could be awarded a grant for a high school and a middle school program, but could not apply to operate two high school or two middle school programs).

- increase student engagement and active participation in planning and preparing for college and career success
- offer state-approved and local credit in the core academic areas identified in the program requirements
- provide for credit recovery as well as acceleration opportunities
- offer dual credit and/or college-credit opportunities for participating students

Approved Use of Funds

ISP grantees could use grant funds for any of the following: (a) instructional materials and supplies, (b) technology used primarily for the delivery of supplementary instruction, (c) teacher training and PD, including stipends, and (d) other necessary costs for optional activities. Grantees could spend grant funds on nutritional breakfast, lunch, or snacks for participating students, outreach activities (student, parent, community), educational field trips, transportation to and from program activities, and additional staff (e.g., nurse). Grantees were also permitted to use funds to provide incentives for student participation. ISP grantees were required to match grant funds with a minimum contribution of $250 per participating student in Federal, state, or local funds, including private donations. Grantees were permitted to use up to 5% of the grant award for direct administrative expenses.

Critical Success Factors

In addition to specified program goals, TEA developed critical success factors for ISP, which are measurable characteristics (supported by research) believed to be critical to obtaining program goals/outcomes. These indicators enabled TEA to determine whether grantees were on track to successfully achieve the goals specified for ISP:

- Schools identify students in need of intensive academic instruction as early as Grade 6
- Summer school teachers provide relevant instruction that meets student need
- Students earn academic credit during summer program (credit recovery, credit acceleration, or dual credit)
- Students gain knowledge and skills that keep them on track to graduate on time
- Regular conversations occur between all school levels
- Administrators speak about other school levels regularly during staff meetings
- Teachers plan lessons including college and career-ready skills

Summary

ISP was implemented to close the achievement gap among students at risk for dropping out of school, as well as to promote college and career readiness for all students. ISP grants were awarded in two cycles. This report discusses Cycle 1 (sites implementing in summer 2008 and 2009) and Cycle 2 (sites implementing in summer 2009 and 2010) grantees. Eligible LEAs were awarded grants to collaborate with an IHE to start an ISP. ISP grantees worked to deliver high-quality academic instruction and support in ELA/reading, mathematics, and science. ISP projects included remediation, acceleration, credit recovery, and/or dual credit/college credit. In addition to intensive academic instruction, grantees were encouraged to promote teacher PD and parent involvement, and to provide support services (e.g., college counseling).

The following evaluation sought to determine the impact ISP has on the academic achievement, academic progress, and college and career readiness of students at risk of dropping out of school.

Overview of Report

The approach used to address evaluation questions is presented in Chapter 2, which describes the data sources and instrumentation, data collection activities, and the data analysis employed in this evaluation. Chapter 3 presents implementation findings from Cycle 1 grantees who implemented in summer 2008, implementation findings from Cycle 1 and Cycle 2 grantees who implemented in summer 2009, and implementation findings from case studies of seven Cycle 1 sites. This includes descriptions of the ISP programs and curricula, the participants in the program, and any barriers to or facilitators of program implementation. Chapter 4 begins to explore the second evaluation objective by examining the potential impact of Cycle 1 projects that were implemented in summer 2008 and summer 2009 on students and relating student outcomes to various program measures. Chapter 5 examines the preliminary impact of ISP programs that implemented in summer 2009 on students and relates student outcomes to various program measures (i.e., level of program implementation, student participation). Chapter 6 presents results on the third evaluation objective—to assess how the ISP program is influencing teacher effectiveness. Lastly, Chapter 7 provides information on the cost-effectiveness and sustainability of the ISP program. Chapter 8 describes limitations of this evaluation, offers conclusions, and proposes next steps for the ISP program.

2. Evaluation Approach

As noted earlier, the purpose of this comprehensive longitudinal evaluation was to:

- Evaluate the implementation of ISP programs
- Evaluate the impact of ISP on student outcomes
- Evaluate the impact of ISP on teacher effectiveness
- Assess the cost-effectiveness and sustainability of ISP

Evaluation Design

This evaluation included a mixed-methods design, using both quantitative and qualitative data to construct a comprehensive picture of the ISP program. Data sources included extant data that provided demographic, programmatic, and achievement information and new data collection of key ISP stakeholders through interviews, surveys, and classroom observations. Together, these data sources allowed for the triangulation of results across the ISP programs and among ISP participants and stakeholders.

Evaluation Questions

Evaluation questions were developed to address each of the four evaluation objectives. Table 2.1 presents the evaluation objectives and their associated evaluation questions, as well as the sources of data collected to address each question and the analyses conducted. Descriptions of the data sources are provided following the matrix.

Table 2.1: ISP Evaluation Matrix of Evaluation Objectives and Questions

Evaluation Questions	Data Sources	Analyses
1. To describe and evaluate the implementation of the ISP programs		
What were the characteristics of schools served through the ISP program?	▪ Academic Excellence Indicator Systems (AEIS)	▪ Descriptive Analyses
What were the demographic characteristics of students served through the ISP program?	▪ Uploads of Student Data ▪ Public Education Information Management Systems (PEIMS) Progress Reports ▪ Stakeholder Surveys	▪ Descriptive Analyses ▪ Content Analysis
How did schools/campuses implement the ISP program? ▪ What type of program was implemented? ▪ Who are the partners? ▪ What types of activities were part of the program?	▪ Progress Reports ▪ Stakeholder Surveys	▪ Descriptive Analyses ▪ Content Analysis
What was the level of student participation (i.e., attendance) at each grade level?	▪ Uploads of Student Data ▪ Stakeholder Surveys	▪ Descriptive Analyses
What were the barriers and facilitators to implementation of the ISP program?	▪ Progress Reports ▪ Stakeholder Surveys	▪ Descriptive Analyses ▪ Content Analysis

(CONTINUED)

Table 2.1: ISP Evaluation Matrix of Evaluation Objectives and Questions (continued)

Evaluation Questions	Data Sources	Analyses
2. To evaluate the impact of the ISP program on student outcomes		
How was participation in the ISP Program related to student achievement, dropout rates, graduation rates, promotion rates, and course completion rates?	▪ Uploads of Student Data Stakeholder Surveys	▪ Descriptive Analyses ▪ Repeated Measures ▪ HLM/HGLM
How was type of program related to student achievement, dropout rates, graduation rates, promotion rates, and course completion rates?	▪ Progress Reports ▪ Stakeholder Surveys ▪ TAKS ▪ AEIS	▪ Descriptive Analyses ▪ Repeated Measures ▪ HLM/HGLM
3. To evaluate the impact of the ISP program on teacher effectiveness		
What types of ISP Program activities were intended to impact teacher effectiveness?	▪ Progress Reports ▪ Stakeholder Surveys	▪ Descriptive Analyses ▪ Content Analysis
What were the perspectives of stakeholders (e.g., teachers, administrators) regarding the impact of ISP Program activities on teacher effectiveness?	▪ Stakeholder Surveys	▪ Descriptive Analyses ▪ Content Analysis
4. To determine the cost-effectiveness and sustainability of the ISP program		
How were grant funds used (e.g., ISP Program, teacher training, work study opportunities)?	▪ Grantee Applications ▪ Expenditure Reporting Form	▪ Descriptive Analyses ▪ Content Analysis
What factors were contributing to the sustainability of the ISP Program?	▪ Progress Reports ▪ Stakeholder Surveys	▪ Descriptive Analyses ▪ Content Analysis
What factors were prohibiting the sustainability of the ISP Program?	▪ Progress Reports ▪ Stakeholder Surveys	▪ Descriptive Analyses ▪ Content Analysis
How did the ISP Program implementation cost per student compare to program outcomes?	▪ Expenditure Reporting Form/ISAS ▪ TAKS ▪ AEIS	▪ Descriptive Analyses

Data Sources and Instrumentation

This program evaluation relied upon extant data (i.e., existing data and information made available by TEA for this evaluation) and collection of new data. The next two sections describe the extant data obtained and analyzed for this evaluation of ISP, as well as new data collected and analyzed throughout the evaluation. Information about when data were collected, and from which grantees data were collected, is provided. Understanding the story can be somewhat difficult because of the timing of the grants, the implementation of the program mostly during the summer months, and the timing and scope of the evaluation. Since the evaluation began in September 2008 and data were collected through the 2009–10 school year (which eliminated Summer 2010 as a possible data collection period), most new data were collected when the two grant cycles overlapped in summer 2009. Because some Cycle 1 grantees had implemented their programs in summer 2008 before the evaluation began, only historical and retrospective data could be collected about summer 2008. Overall, 21 Cycle 1 grants served students in summer 2008 and summer 2009, 8 Cycle 1 grants had a planning phase in 2008 and only served students in summer 2009, and all 19 Cycle 2 grants served students in summer 2009 (and likely in Summer 2010 but this was outside the scope of the evaluation).

Extant Data

Extant data were obtained from the following sources:

- **ISP Grant Applications.** Applications completed by ISP grantees were collected by TEA. The applications provided information pertaining to program needs, objectives, proposed curricula and activities, and planned budgetary expenses. Grant applications were collected, and data extracted and analyzed for the Cycle 1 and Cycle 2 grantees.
- **ISP Memoranda of Understanding (MOU).** TEA also collected the MOU that ISP Cycle 1 and Cycle 2 grantees and their partner IHEs created to outline the relationship, responsibilities, and services provided. These MOU were analyzed to obtain an understanding of types of agreements that existed between the two groups and how these agreements ranged in complexity and depth. Mostly the MOU informed the evaluation and no information from the MOU are reported.
- **Academic Excellence Indicator Systems (AEIS).** AEIS provides longitudinal information of every public school and school district in Texas. Campus-level information from AEIS was used to describe characteristics of Cycle 1 and Cycle 2 participating schools. AEIS campus-level outcome data (e.g., student achievement, dropout rates, graduation rates, promotion rates, and course completion rates) were used to measure the extent to which the ISP program impacted its participating students. For students participating in ISP during the summer of 2008, data from 2007–08, 2008–09, and 2009–10 were used; for students participating in ISP during the summer of 2009, 2008–09 and 2009–10 data were analyzed.
- **Public Education Information Management Systems (PEIMS).** PEIMS contains longitudinal information on all public school students in the state of Texas, including information in the following areas: demographics, academic performance, behavioral indicators, and attendance. The student demographic information from PEIMS (i.e., race, gender, at-risk status, free/reduced lunch, limited English proficiency (LEP), and special education status) was used to describe the characteristics of students who participated in the ISP program in 2008 and 2009. Also, using student demographic information from PEIMS (i.e., race, gender, at risk status, free/reduced lunch, LEP, and special education status), ISP students were matched to comparable students who did not participate in the ISP program. This allowed the evaluation team to analyze the impact of ISP program participation on student outcomes by comparing students who participated in the ISP program with those students who did not participate. These data were used to determine whether 2008 students (and schools) improved on outcomes from the baseline year (2007–08) to the end of the second year of the ISP program (2009–10), and whether. 2009 students (and schools) improved on outcomes from the baseline year (2008–09) to the end of the second year of the ISP program (2009–10)
- **Texas Assessment of Knowledge and Skills (TAKS).** TAKS student-level data were used to measure student achievement among students in Grades 3-11 in areas of ELA/reading, writing, mathematics, science, and social studies. TAKS was used to

measure the extent to which the ISP program impacted the academic achievement of students who participated in summer 2008 and/or 2009.

New Data Collection

In addition to the extant data described earlier, new data collection added a number of quantitative and qualitative measures to the ISP evaluation. These measures were used to collect information on the ISP projects.

- **Implementation Interviews.** Joint telephone interviews were conducted with one ISP project coordinator and at least one IHE representative for each of the 21 Cycle 1 grantees who served students in summer 2008. The purpose of these interviews was to determine if any plans changed and to gather more information about the grantees' plans beyond what was written in the grant applications and MOUs. In addition, the implementation interviews informed the development of the project coordinator/IHE representative survey used later in the evaluation. The interviews were conducted from December 15, 2008 through February 19, 2009. The function of these interviews was replaced by grantee progress reports (see below) later in the evaluation, which helped to collect similar data from grantees about the implementation of their projects.
- **ISP Project Coordinator/Institute of Higher Education (IHE) Representative Survey.** In the spring of 2009, following the implementation interviews, a survey was developed and administered to project coordinators and IHE representatives to gather retrospective information about their perspectives on the implementation of ISP programs in summer 2008. This web-based survey provided information about the following topics: background information (e.g., job title, years in present position), general information about the ISP programs (e.g., targeted student population, selection criteria for inclusion in the ISP program), level of ISP implementation (e.g., not planned, in development, etc.), curriculum used in the ISP (e.g., math, science, English language arts), the quality of the implementation of the ISP program (e.g., barriers and facilitators), and sustainability of the ISP program. A copy of this survey is included in Appendix B.

  The ISP Project Coordinator/IHE Representative Survey was launched on April 28, 2009 and closed on May 25, 2009. TEA provided the evaluation team with the contact information for one ISP project coordinator per grantee and at least one IHE representative who worked on implementing a project with one or more Cycle 1 grantees in summer 2008. The online survey invitation was sent by email to 43 project coordinators/IHE representatives. Of the invited participants, 18 project coordinators and 7 IHE representatives completed the survey (25 total respondents), which represents a 58% response rate. Since project coordinators reported similar data via the grantee progress reports later in the evaluation, this survey was adapted in 2009 for use with only IHE representatives (see below).

- **ISP Grantee Progress Reports.** Progress reports from all ISP grantees provided details on implementation of all ISP activities, including optional ISP activities. Progress reports for both grant cycles included information about the planning and/or implementation of ISP during the summers of 2008 (Cycle 1) and 2009 (Cycle 1 and Cycle 2) and any subsequent follow-up activities during following fall semesters. Project coordinators provided information about the following topics: background information (e.g., job title, years in present position), general information about the ISP programs (e.g., targeted student population, selection criteria for inclusion in the ISP program), level of ISP implementation (e.g., not planned, in development), curriculum used in the ISP (e.g., math, science, English language arts), the quality of the implementation of the ISP program (e.g., barriers and facilitators), and sustainability of the ISP program. Copies of both progress reports are included in Appendix A.

  ISP Cycle 1 and Cycle 2 grantees submitted their most recent progress reports, from which findings are presented in this report, through SurveyMonkey in spring 2010. The reporting period for the final progress report for ISP Cycle 1 grantees was January 1, 2009 to December 31, 2009, and all Cycle 1 grantees (n=29) completed their final progress reports. The reporting period for the interim progress report for ISP Cycle 2 grantees was April 1, 2009 to December 31, 2009, and all of the 19 Cycle 2 grantees completed their interim progress reports.

- **2009 IHE Representative Survey.** This web-based survey asked at least one representative from each IHE working with ISP Cycle 1 and Cycle 2 grantees in summer 2009 to provide information about the following topics: background (e.g., job title), general information about the ISP programs (e.g., targeted student population, selection criteria for inclusion in the ISP program), level of ISP implementation (e.g., not planned, in development), curricula used in the ISP (e.g., math, science, English language arts), the quality of the implementation of the ISP program (e.g., barriers and facilitators), and sustainability of the ISP program. A copy of this survey is included in Appendix B.

  The 2009 IHE Representative Survey was administered in spring 2010. TEA provided the survey link to the IHE representatives who implemented in summer 2009. Some IHE representatives worked with multiple grantees from both Cycle 1 and Cycle 2. Overall, there are 48 ISP grantees. As a result of the survey administration procedures, the online survey invitation was sent to an unknown number of IHE representatives. In some cases, IHEs have several representatives. Of the invited participants, 39 IHE representatives completed the survey. An accurate response rate cannot be calculated given that the total number of IHE representatives is unknown.[13]

- **ISP Uploads of Student Data.** TEA collected retrospective data on each student participant from each grantee that served students through their ISP project during

[13] The dataset does not include variables that allow for the linkage between respondents and an individual grantee. Therefore, an accurate response rate cannot be calculated given that the total number of IHE representatives is unknown.

summer 2008 and summer 2009. The ISP uploads of student data provided the following information: (a) whether students received incentives to attend the program, (b) whether students participated in activities designed to increase their academic preparation, (c) the average number of hours students participated in the ISP program, and (d) whether students participated in a credit recovery or academic acceleration program.

Upload data were collected for 1,522 students from Cycle 1 grantee campuses who participated in summer 2008, 2,532 students from Cycle 1 grantee campuses who participated in summer 2009, and 2,679 students from Cycle 2 grantee campuses who participated in summer 2009.

- **District/Campus Administrator Survey.** Retrospective data were collected through a web-based survey of campus and district administrators whose school or district was participating in an ISP grant project. The administrator survey provided information about the following topics: background information (e.g., job title, years in present position), perceived impacts of the ISP program on student outcomes (e.g., student achievement, dropout rates), implementation of the ISP program (e.g., barriers and facilitators), and sustainability of the ISP program.

  The 2008 administrator survey was administered only once throughout the course of the evaluation. The 2008 administrator survey was sent to administrators from the 21 Cycle 1 grantees serving students in summer 2008. The survey was launched on April 28, 2009 and closed on May 25, 2009. TEA provided the evaluation team with the contact information for the campus and district administrators. The online survey invitation was sent to 28 administrators via email. Of the invited participants, 10 administrators completed the survey (36% response rate). In 2009, it was decided that the administrator survey was not needed for the evaluation.

- **Teacher Survey.** The teacher survey asked teachers who were providing instruction through the ISP program to provide information about the following topics: background (e.g., school district, years of experience), ISP instructional activities (e.g., direct instruction, collaborative activities), ISP assessment activities (e.g., experiments, group projects), perceptions of teacher trainings (e.g., overall quality of the trainings, what areas of teacher trainings could be improved), perceived impacts of the ISP program on student outcomes (e.g., student achievement, dropout rates), teacher self-efficacy scale (e.g., how much can you do to control disruptive behavior in the classroom), and the quality of the implementation of the ISP programs (e.g., barriers and facilitators). A copy of the teacher survey is included in Appendix B.

  The 2008 ISP teacher survey was launched on May 1, 2009 and closed on May 26, 2009. The ISP project coordinators provided the evaluation team with the contact information for the teachers who participated in the ISP program in summer 2008. The online survey invitation was sent to 119 teachers. Of the invited participants, 36 teachers completed the survey (30% response rate).

The 2009 ISP teacher survey was administered in spring 2010, launching on January 7, 2010, and closing on February 26, 2010. TEA asked ISP Cycle 1 and Cycle 2 project coordinators to distribute the survey link to ISP teachers. As a result, the online survey invitation was sent to an unknown number of ISP teachers. Of the invited participants, 248 teachers completed the survey. An accurate response rate cannot be calculated given that the total number of ISP teachers who participated in summer 2009 is unknown.

- **Student Surveys.** Data were collected through student surveys administered to students participating in ISP at two different points in time. First, a retrospective survey (post-participation) was administered to students participating in summer 2008. Only a post-participation survey could be administered because the evaluation began in September 2008, which was after the students participated in summer 2008. Second, pre- and post-participation surveys were administered to a sample of students participating in summer 2009. Details on each data collection activity follow. In both years, ICF analysts first ensured that students and parents (if the child was younger than 18 years of age) had signed TEA-approved permission statements. If both parties had agreed to take the survey, then the student's responses were entered into the student database.
  - In 2008, the student survey addressed students' background information, their summer class participation and experiences, perceived impact of ISP on student outcomes (e.g., academic achievement, dropping out of school), ISP instructional activities (e.g., class discussion, labs), student engagement (e.g., I asked questions in class, I participated in class discussions), and the ISP's helpfulness to students. Paper surveys were sent to the students' campuses, administered by the project coordinators, and returned to the ICF offices when completed. Paper surveys were sent to be administered to 1,522 students who participated in one of the 15 ISP projects in summer 2008 who agreed to have students participate in the survey. Of the invited student participants, 294 students completed the survey, which resulted in a 19% response rate. This low response rate from a sample of grantees means that findings based on the data from these surveys should be interpreted with caution.
  - In 2009, the student surveys were administered twice—once at the beginning of the summer program and again on the last day of the summer program. This strategy allowed evaluators to examine any changes in student responses over the course of their participation in ISP during the summer. The pre-participation survey addressed the following topics: background information, perceived impact of ISP on student outcomes (e.g., academic achievement, dropping out of school), motivation for participating in ISP in summer 2009, and subjects they planned to study in summer 2009. In addition to the topics included in the pre-participation survey, the post-participation survey also covered: perceived impact of the ISP program on student outcomes), ISP instructional activities (e.g., class discussion, labs), student engagement (e.g., I asked questions in class, I participated in class discussions), and the ISP's helpfulness to students.

The student surveys were administered to students who participated in a summer 2009 ISP program at seven Cycle 1 grantee sites. Paper surveys were sent to the seven ISP case study sites, administered by the ISP project coordinators, and returned to the ICF offices when completed. Paper surveys were sent to be administered to an estimated 1,350 students at these seven sites. Of the invited participants, 345 ISP students completed the pre-participation survey and 304 ISP students completed the post-participation survey. Overall, 145 ISP students took both the pre-participation and post-participation surveys and were able to be matched (11% response rate[14]). This low response rate from a small sample of grantees also means that findings based on the data from these surveys should be interpreted with caution.

- **Expenditure Reporting Form/Integrated Statewide Administrative System (ISAS) Expenditure Data.** Grantee expenditure information was collected in two ways depending on the grant cycle. For Cycle 2 grantees, an expenditure reporting form was created (Appendix C) to collect data on their Year 1 expenditures. The form collected expenditure information on both grant funds and LEA/IHE matching funds for April 1, 2009 to April 30, 2010 for ISP Cycle 2 grantees, which represents the first 13 of the 19 months of the Cycle 2 grant project period (Year 1). Expenditures included payroll costs, professional and contracted services (i.e., rental/lease equipment), supplies and materials (e.g., textbooks), capital outlay, indirect administrative costs, and other operating costs.

  For Cycle 1 grantees, actual expenditures during the entire grant project period were drawn down by ISP Cycle 1 grantees from Integrated Statewide Administrative System (ISAS) (using the same major expenditure categories). These data were analyzed as part of the cost-effectiveness analysis. These figures from ISAS represent the total funds spent by all Cycle 1 grantees.

- **Cycle 1 Case Studies.** ICF evaluators selected seven Cycle 1 ISP sites for case studies designed to supplement the quantitative data with ISP stakeholder perceptions of their program and its effectiveness (i.e., the degree to which the ISP program is associated with increases in student academic achievement).[15] The ISP site selection plan was based on several variables, including ESC region and urbanicity (urban, rural, and suburban). The goal was to include campuses that represented regular and alternative types of instruction, middle school and high school grade levels, and those that had high numbers of student participants in the summer 2008 implementation of the program. Case studies allowed for the collection of in-depth information that provides a more complete picture than quantitative analyses, and generally leads to a

[14] ISP student response rates were constrained by several factors, including lack of parent consent for survey participation, student mobility, and student graduation or dropout. In addition, the evaluation team relied on assistance from participating ISP districts to invite students to complete the survey and therefore had little influence on the total number of students asked to respond.

[15] The case studies were conducted in summer 2009 with Cycle 1 projects that first implemented in summer 2008.

more multi-faceted understanding of program findings. Qualitative data were collected through interviews with key stakeholders (project coordinators, IHE representatives, teachers, and campus administrators) and observations of ISP activities between teachers and students. The extant data and document review also informed the case studies. To protect the anonymity of sites, each site has been assigned a letter (A-G). For further information on the individual ISP case studies, please see Appendix G.

- **ISP Activity Observation Protocol.** An independent observer used the activity observation protocol to assess the classroom learning environment and curriculum of seven ISP Cycle 1 schools selected for case studies during the summer of 2009. Observers described the classrooms' physical layouts, the seating arrangements, and the use of classroom equipment (i.e., computers, whiteboards, etc.). Additionally, observers described the curricula by describing the types of activities that took place, the lesson topics, and student receptivity and behaviors during classes. A copy of the activity observation protocol is included in Appendix B.
- **Project Coordinator/IHE Representative Interview Protocol.** These joint interviews provided an opportunity to collect information from the ISP project coordinator and IHE representatives about the implementation and impact of their ISP projects. Specifically, questions focused on implementation of the ISP program and the relationship between the IHE and the ISP program, the quality and effectiveness of the ISP program on student outcomes, and sustainability of the ISP program beyond the grant funding period. A copy of the project coordinator/IHE representative interview protocol is included in Appendix B.
- **Teacher Interview Protocol.** The teacher interview protocol included questions about activities they implemented in the ISP program, the quality of teacher training related to the ISP program, and their perceived effectiveness of the ISP program on student outcomes. A copy of the teacher interview protocol is included in Appendix B.
- **Administrator Interview Protocol.** The administrator interview protocol included questions about training and support of the administrators, quality and effectiveness of the ISP program on student outcomes, and sustainability of the ISP program. A copy of the administrator interview protocol is included in Appendix B.

Data Analysis

Once data were collected, data analyses were conducted to investigate findings related to each evaluation objective. The nature of the data available and the specific evaluation questions determined the statistical techniques employed for each level of the evaluation. Basic descriptive analyses, including frequencies, percentages, means, and standard deviations (depending on the scale of measurement) were conducted and results are presented.

The analysis methods used included inferential statistical techniques (repeated measures, hierarchical linear modeling) to detect differences between groups or across time. Where appropriate, effect sizes were also calculated to provide a measure of the magnitude of the statistical findings. The analysis methods employed for each objective are described in greater detail in later chapters. Additional technical and analytic information (such as models and tables) is provided in Appendix I to this report.

Summary

In order to understand progress toward meeting the objectives of the ISP program, the evaluation team drew upon a number of data sources, such as student surveys, PEIMS data, TAKS data, case study site visits, progress reports, and stakeholder surveys. By capturing rich detail from case studies to supplement the quantitative findings such as TAKS scores, the evaluation team is in a better position to identify whether ISP is working, and how. This chapter discussed the research design used to evaluate the ISP program and detailed how this design addressed the evaluation objectives and supplementary research questions. Each data source was described and response rates, when available, were reported. Findings are presented and discussed in the following chapters.

3. Implementation of ISP

This chapter discusses how grantees implemented ISP during the summers of 2008 and 2009 and addresses the following questions:

- What were the characteristics of schools served through the ISP program?
- What were the demographic characteristics of students served through the ISP program?
- How did schools/campuses implement the ISP program?
  - What type of program was implemented?
  - Who are the partners?
  - What types of activities were part of the program?
- What was the level of student participation in the program?
- What were the barriers and facilitators to implementation of the ISP program?

Table 3.1 provides an overview of data sources used to examine implementation. Data collection for the two cycles was generally comparable. However, in addition to collecting quantitative data, case studies of seven Cycle 1 grantees were conducted during the summer of 2009 to develop a comprehensive profile of the seven grantees and to examine their implementation of ISP more closely. To ensure the confidentiality of each case study site, the case studies do not identify LEAs. Instead, the seven grantees are identified as Grantee A, B, C, D, E, F, or G.

Table 3.1: Data Sources Used to Examine Implementation by Grant Cycle

	Cycle 1	Cycle 2
Quantitative Data Sources	▪ Uploads of student participation data ▪ Project coordinator/IHE representative survey (administered Spring 2009) ▪ ISP teacher surveys (administered Spring 2009) ▪ ISP student surveys (administered Fall 2008) ▪ TEA's Academic Excellence Indicator System (AEIS)	▪ Uploads of student participation data ▪ IHE representative survey (administered Spring 2010) ▪ ISP teacher surveys (administered Spring 2010) ▪ ISP student surveys (administered Spring and Fall 2009) ▪ ISP progress reports (conducted Spring 2010)
Case Studies (Qualitative) Data Sources	▪ ISP grant applications ▪ ISP implementation interviews with the ISP project coordinators and IHE representatives (conducted Winter 2008–09) ▪ Summary notes from phone interviews about the implementation of the ISP pilot program with all 21 ISP grant coordinators and IHE representatives (conducted between December 2008 and February 2009) ▪ Individual interviews conducted during a two-day site visit with key project personnel and participants in each of the seven ISP pilot programs at their school district/charter school (conducted summer 2009) ▪ ISP activity observations conducted during a two-day site visit in each of the seven ISP pilot programs at their program sites (conducted summer 2009)	▪ Not applicable as case studies only focused on Cycle 1

Table 3.2 provides an overview of the number of grants, LEAs, and schools that are the focus of analyses throughout this chapter. ISP awarded support to 29 ISP Cycle 1 grantees and 19 Cycle 2 grantees. A total of 21 of the 29 ISP Cycle 1 grantees implemented their ISP grant projects in summer 2008. All 48 Cycle 1 and Cycle 2 grantees implemented ISP programs in summer 2009, with 21 Cycle 1 grantees in their second year of program implementation, 8 Cycle 1 grantees in their first year of program implementation, and 19 Cycle 2 grantees in their first year of implementation. LEAs were able to receive multiple ISP grants within a given grant cycle. The 29 ISP Cycle 1 grants were awarded to 23 LEAs (15 districts and 8 open enrollment charter schools), and 6 LEAs were each awarded two ISP grants, one to implement the program at the middle school level and another to implement the program at the high school level. The 19 ISP Cycle 2 grants were awarded to 17 LEAs (14 districts and 3 open enrollment charter schools), and 2 LEAs were each awarded two ISP grants, one to implement the program at the middle school level and another to implement the program at the high school level. The specific participating districts and open enrollment charter schools are listed in Appendix D.

Table 3.2: Number of ISP Grants, LEAs, and Schools by Grant Cycle

Grant Cycle	Number of Grants	Number of LEAs	Number of Schools		
			Host/Program Campuses	Feeder Campuses	Total Campuses
Cycle 1	29	23*	51	10	61
starting summer 2008	*21*	*19*	*39*	*9*	*48*
starting summer 2009	*8*	*6*	*12*	*1*	*13*
Cycle 2	19	17**	53	23	76
Total	**48**	**40**	**104**	**33**	**137**

Source: Grant Applications; Progress Reports 2009; Uploads of Student Data 2009
* 23 LEAs received Cycle 1 grants. Four of these LEAs were awarded two grants each. In addition, two LEAs split their grants, beginning one grant in summer 2008, and the other starting in summer 2009.
**17 LEAs received Cycle 2 grants. Two of these LEAs were awarded two grants.
Note: Host/Program campuses are those campuses where programs were held and from which students attended the ISP program. Feeder campuses are those campuses from which students attended the ISP program at another campus.

Characteristics of ISP Students

Baseline Characteristics

Table 3.3 presents the number of students served by grade level and by cycle. ISP grantees served a total of 6,733 students. As of April 2009, ISP Cycle 1 grantees reported that 1,847 students participated in the program in the summer of 2008. In summer 2009, ISP Cycle 1 grantees reported 2,532 students as participating in the program and ISP Cycle 2 grantees reported 2,679 students as participating in the program. The largest percentage of Cycle 1 summer 2008 students were in Grades 7 (23%), 8 (27%), and 12 (21%), whereas the smallest percentage were in Grade 10 (3%). However, by 2009, grantees served smaller percentages of Grade 12 students, instead serving larger percentages of students in Grades 7, 8, and 9. For instance, among Cycle 1 grantees implementing in 2009, the largest percentage of students was in Grade 9 (21%) For Cycle 2 grantees implementing in 2009 schools, the largest percentage of students was in Grade 9 (26%). Overall, across Cycles and implementation years, Grade 7 to Grade 9 students (58%) constituted the majority of ISP student participants.

Table 3.3: Number and Percentage of Students Participating in ISP Projects per Grade Level by Year and Cycle

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2008 Cycle 1 Student Participation									
Number	N/A	205	343	404	105	42	96	327	1,522
Percentage	N/A	13%	23%	27%	7%	3%	6%	21%	100%
2009 Cycle 1 Student Participation									
Number	66	385	488	317	538	417	223	98	2,532
Percentage	2%	15%	19%	13%	21%	17%	9%	4%	100%
2009 Cycle 2 Student Participation									
Number	57	178	477	563	698	301	327	78	2,679
Percentage	2%	7%	18%	21%	26%	11%	12%	3%	100%
Total Participation Across Cycle 1 and Cycle 2									
Number	123	768	1,308	1,284	1,341	760	646	503	6,733
Percentage	2%	11%	19%	19%	20%	11%	10%	8%	100%

Source: 2008 and 2009 ISP Uploads of Student Data; 2007–08 and 2008–09 PEIMS

Detailed information about the characteristics of ISP students is presented in Table 3.4. On average and across cycles and implementation years, about equal percentages of females and males participated in ISP. An average of 68% of ISP students were considered at risk for dropping out of school. A majority of ISP students served were Hispanic (82%) and economically disadvantaged (84%). On average, more than a quarter (26%) were identified as special education students, and more than a fifth (21%) were LEP students.

Table 3.4: Percentages of ISP Participating Students on Demographic Characteristics at Baseline by Participation Year and Cycle

Baseline Characteristics	Percentage of 2008 Cycle 1 Students (n=1,544)	Percentage of 2009 Cycle 1 Students (n=2,532)	Percentage of 2009 Cycle 2 Students (n=2,679)	Average Percentage of Students across Cycles and Years (n=6,733)
Gender				
Females	49%	52%	47%	49%
Males	51%	48%	53%	51%
At-Risk	70%	63%	71%	68%
Race/Ethnicity				
Hispanic	87%	83%	76%	82%
African American	8%	12%	17%	12%
White	4%	5%	8%	6%
Economic Disadvantaged	87%	84%	81%	84%
Eligible for Free Lunch	53%	55%	49%	52%
Eligible for Reduced-Price Lunch	6%	9%	11%	9%
Other Economic Disadvantaged	28%	20%	21%	23%
Special Education	6%	7%	13%	26%
Limited English Proficiency (LEP)	20%	25%	17%	21%

Source: 2008 ISP Uploads of Student Data; 2007–08 PEIMS; 2009 ISP Uploads of Student Data; 2008–09 PEIMS.
Note: Because of rounding, percentages may not add to 100.
Note: Baseline data represent data collected during the year prior to implementation.

Students Targeted for Inclusion in the ISP Program

ISP Cycle 1 projects generally targeted students with risk factors that would increase their likelihood of dropping out of school. Table 3.5 presents results from the stakeholder surveys that asked respondents to describe the criteria used to target students for their ISP projects. Across most Cycles and implementation years, the majority (ranging from 83% of 2008 Cycle 1 sites to 100% of Cycle 1 sites implementing in 2008 and Cycle 1-Year 1 sites in 2009) of grant/project coordinators responded that their ISP project targeted students who were at risk for dropping out of school. On the other hand, 70% of IHE representatives reported that the ISP project served economically disadvantaged students. (It is unclear why a smaller percentage of IHE representatives than grant coordinators reported that grantees served economically disadvantaged students, although it is possible that communication between grantees and IHE partners was unclear or that the entities employed different definitions or understandings of the term *economically disadvantaged*.)

Table 3.5: Number and Percentage of Grants Targeting Groups of Students by Year and Cycle as Reported by Grant Coordinators and IHE Representatives

Risk Factor	2008 Cycle 1 (N=18)	2009 Cycle 1 Year 2 (N=21)	2009 Cycle 1 Year 1 (N=8)	2009 Cycle 2 (N=19)	2009 IHE Survey (N=46)	Total (N=105)
Economically disadvantaged students (e.g., students receiving free or reduced lunch)	16 (89%)	21 (100%)	8 (100%)	18 (95%)	32 (70%)	95 (90%)
Students at risk for dropping out	15 (83%)	19 (91%)	8 (100%)	19 (100%)	30 (65%)	91 (87%)
English language learner students - ELL (including ESL, LEP, and bilingual students)	11 (61%)	17 (81%)	8 (100%)	14 (74%)	21 (47%)	71 (68%)
Special education students	9 (50%)	11 (52%)	5 (63%)	15 (79%)	13 (28%)	53 (50%)
Other	9 (50%)	2 (10%)	0 (0%)	4 (21%)	3 (7%)	18 (17%)

Source: 2008 Project Coordinator/IHE Representative Survey; 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report; 2009 IHE Representative Survey
Note: Percentages do not sum to 100% as respondents were able to select multiple targeted student groups.

Implementation interviews confirmed that many of the projects targeted students who were at risk for dropping out of school, for whom English was a second language, who did not meet the standard on TAKS, and/or who failed their last year in school. Some ISP project interviewees mentioned that student interest was greater than expected, which caused one program to double the number of students who were eligible to participate in the ISP program. Additionally, several ISP grantees mentioned that they served student populations that were somewhat different from those they proposed to serve in their grant applications. For example, several program interviewees mentioned that there was lower interest in the ISP program among the students targeted for the program. As a result, one grantee expanded the criteria for student participation in the summer 2008 ISP program to serve students who were migrants and those in the Gifted and Talented program, while another ISP grantee simply served the smaller population of ISP students. Given that at-risk students are likely already disengaged from school, grantees may need to consider additional strategies for encouraging program participation, particularly as participation (through credit recovery, for example) may enable such students to be promoted to the next grade or graduate.

Four grantees mentioned targeting additional groups of students for ISP enrollment, including:

- Students identified by their teachers as being college-bound.
- Students who did not meet the standard on TAKS or, as identified by district administrators, met the standard on TAKS by only a few points (often referred to as "bubble kids") in math and science. Administrators in this district reported that such "bubble kids" were often overlooked in classrooms because teachers' attention was diverted by either high performing students or students with academic or behavioral challenges.
- Students who did not earn the required number of credits during the past academic year and for whom the ISP program can provide credit remediation.
- Students 18 to 25 years of age who have failed to earn their high school diploma.

Grantees used a variety of data sources to identify students for participation in the ISP program, as summarized in Table 3.6. According to project coordinators, the most common method employed to identify students for participation in the ISP program was academic records (between 61% of Cycle 1 sites first implementing in 2008 to 88% of Cycle 1 sites first implementing in 2009 used this method). TAKS scores were also used frequently across most Cycles and years of implementation; between 61% (Cycle 1 grantees implementing in 2008) and 79% (Cycle 2 grantees) employed TAKS scores to identify participants. However, only 38% of Cycle 1-Year 1 grantees implementing in 2009 did so.

Table 3.6: Number and Percentage of Grants Using Various Sources of Data for Student Selection for Participation in ISP Projects as Reported by Grant Coordinators and IHE Representatives

	2008 Cycle 1 (N=18)	2009 Cycle 1 Year 2 (N=21)	2009 Cycle 1 Year 1 (N=8)	2009 Cycle 2 (N=19)	2009 IHE Survey (N=46)	Total (N=112)
Academic Records	11 (61%)	17 (81%)	7 (88%)	15 (79%)	23 (50%)	73 (65%)
Texas Assessment of Knowledge and Skills (TAKS) scores	11 (61%)	16 (76%)	3 (38%)	15 (79%)	15 (33%)	60 (54%)
Teacher Referral	9 (50%)	10 (48%)	5 (63%)	11 (58%)	15 (33%)	50 (45%)
Attendance Records	4 (22%)	7 (33%)	2 (25%)	9 (47%)	7 (15%)	29 (26%)
Other	5 (28%)	9 (43%)	0 (0%)	6 (32%)	6 (13%)	26 (23%)
Don't Know	1 (6%)	2 (10%)	0 (0%)	0 (0%)	11 (24%)	14 (13%)
Disciplinary Records	0 (0%)	4 (19%)	0 (0%)	6 (32%)	2 (4%)	12 (11%)

Source: 2008 Project Coordinator/IHE Representative Survey; 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report; 2009 IHE Representative Survey

Note: Percentages do not sum to 100% as respondents were able to use multiple sources of data.

Survey respondents indicated that students were recruited for inclusion in the ISP program through the following additional methods or identifiers: student applications, English as a Second Language (ESL) and Bilingual students, students older than 18, established and school board approved criteria, and through an on-campus recruitment drive. Among these responses, two grant/project coordinators mentioned that all students within their schools were eligible to participate in their summer ISP projects.

Student Incentives to Participate in the ISP Program

Of the 21 ISP Cycle 1 grantees who implemented in 2008, 9 (43%) offered incentives for student participation (see Table 3.7). Sixteen of these grantees offered incentives (76%) in summer 2009, and all eight of the Cycle 1-Year 1 sites who implemented in 2009 did so (100%). Fifteen of the 19 Cycle 2 grantees offered such incentives (79%). Across Cycles and implementation years, the incentive most frequently received by students was transportation to and from the ISP program; an average of 68% of ISP students received this incentive. On average, only 9% received snacks as an incentive to participation.

Some students elected to take advantage of scholarships and monetary incentives. Across all Cycles and years, 11% received scholarships and 10% received monetary incentives for participation (that is, sums of $150 or more).

Table 3.7: Number and Percentage of Students Receiving Incentives by Cohort

Incentive Types	2008 Cycle 1 (n=9 grantees)	2009 Cycle 1 Year 2 (n=16 grantees)	2009 Cycle 1 Year 1 (n=8 grantees)	2009 Cycle 2 (n=15 grantees)	Total (n=48 grantees)
Transportation to/from ISP Program	362(67%)	718 (65%)	809 (76%)	1,307 (66%)	3,196 (68%)
Snacks	177 (33%)	160 (15%)	0 (0%)	88 (4%)	425 (9%)
Scholarships	0 (0%)	103 (9%)	250 (24%)	170 (9%)	523 (11%)
Monetary Incentives*	68 (13%)	121 (11%)	0 (0%)	281 (14%)	470 (10%)
Total Number of Students Receiving At Least One Incentive	539	1,102	1,059	1,978	4,678

Source: ISP Year 1 Uploads of Student Data; 2010 ISP Year 2 Uploads of Student Data
Note: Numbers in columns do not necessarily sum to the total number of students receiving at least one incentive because students may have received more than one incentive. Percentages are calculated for the sample of students who received incentives. Monetary incentives included sums of $150 or more.

Program Type

High school programs were required to implement intensive instruction in mathematics, ELA/reading, and/or science. Middle school programs were required to implement intensive instruction in mathematics and ELA/reading. As a result, all Cycle 1 and Cycle 2 projects included academic instruction. ISP projects also offered course credit recovery opportunities (i.e., earning credit for classes previously failed) to students. Table 3.8 presents the number of students who participated in each academic area as well as the number who participated in a credit recovery program.

On average across cycles and implementation years, more than a third (38%) of ISP students participated in credit recovery (see Table 3.8). Nearly three-quarters (73%) of all students participating in ISP between 2008 and 2009 participated in a math academic program, followed by 69% in ELA/reading and 57% in Science. Only 5% participated in some other academic program.

Overall, the largest percentage (53%) of students participating in credit recovery was among Cycle 2 sites implementing in 2009, whereas the smallest percentage (18%) was among Cycle 1-Year 2 sites during the summer of 2009. Among Cycle 1 sites implementing in 2008, the largest percentage of students (41%) participated in ELA/reading academic programs. However, among Cycle 1-Year 2, Cycle 1-Year 1, and Cycle 2 sites implementing in 2009, the largest percentages of students participated in math academic programs, ranging from 74% in Cycle 1-Year 1 sites to 95% in Cycle 2 sites. Detailed information about program type is included in Appendix E.

Table 3.8: Number and Percentage of Students Participating in ISP Program Activities by Campus Type (N=1,847)

ISP Activities	2008 Cycle 1 Total Students (n=1,807)	2009 Cycle 1 Year 2 Total Students (n=1,797)	2009 Cycle 1 Year 1 Total Students (n=1,252)	2009 Cycle 2 Total Students (n=2,696)	Total (n=7,552)
Credit Recovery	709 (38%)	330 (18%)	364 (29%)	1433 (53%)	2836 (38%)
Academic Program					
Math	563 (31%)	1444 (80%)	932 (74%)	2560 (95%)	5499 (73%)
ELA/Reading	732 (41%)	1293 (72%)	866 (69%)	2348 (87%)	5239 (69%)
Science	489 (27%)	808 (45%)	625 (50%)	2348 (87%)	4270 (57%)
Other (no specific academic area)	23 (1%)	0 (0%)	53 (4%)	292 (11%)	368 (5%)

Source: 2009 ISP Cycle 1 Uploads of Student Data; 2010 ISP Cycle1 and 2 Uploads of Student Data
Note: Academic program data were not available for 40 ISP students.

Implementation Planning

The following sections describe ISP partners, the planning process, and activities that were part of the ISP projects implemented in summer 2008 and 2009. Information for this section came from the Project Coordinator/IHE Representative Survey, ISP Teacher Survey, implementation interviews, and the ISP Cycle 1 and Cycle 2 uploads of student data. Additional information about the types of programs and activities grantees planned to implement can be found in Appendix D.

Roles and Responsibilities

Implementation interviews of Cycle 1 grantees revealed that planning for implementation varied among grantees. For instance, several reported that the ISP project was an extension of existing programs. Other grantees said that they facilitated the efforts of several stakeholders to coordinate their summer project. Still other interviewees reported that one individual (usually an experienced grant writer) coordinated planning efforts.

All 29 ISP Cycle 1 grantees and nine of the 19 Cycle 2 grantees provided detailed descriptions of their management plans. These descriptions generally included three components, indicating how grantees were planning to: (1) designate the member(s) of the ISP management team, (2) divide the responsibilities for the different ISP activities, and (3) outline strategies for ISP management.

According to the management plans grantees submitted, ISP grantees tended to have varied styles of management. Seven Cycle 1 grantees and four Cycle 2 grantees specifically designated one individual (e.g., project manager) to oversee all grant activities. In addition to a project manager, 10 Cycle 1 grantees and four Cycle 2 grantees mentioned an advisory council or team (e.g., curriculum specialists, site personnel) that would oversee or advise the program managers on grant activities. Additional combinations included two-people and three-people partnerships with divided responsibilities (e.g., a project manager and a financial manager).

The grantees also divided the ISP responsibilities into different categories, including program management, financial management, coordination with partner organizations, and oversight of the ISP curriculum. In total, 26 of the Cycle 1 grantees and nine of the Cycle 2 grantees designated a campus manager/team to oversee grant activities on a day-to-day basis. Fifteen Cycle 1 grantees and six Cycle 2 grantees noted that a district grants officer or a Chief Financial Officer (CFO) would oversee the financial aspects of the grant. Additionally, eight ISP Cycle 1 grantees and three Cycle 2 grantees mentioned individuals who would coordinate with their partners (e.g., colleges, universities, and schools). Four Cycle 1 projects and two Cycle 2 projects designated an individual as the manager, or multiple individuals as managers, of the summer curriculum.

Some grantees outlined methods for keeping their ISP efforts on track. Fourteen Cycle 1 grantees and seven Cycle 2 grantees reported that meetings would be held between members of the management team, in order to coordinate activities and problem-solve as needed. The frequency of these meetings, however, varied. For instance, one Cycle 1 grantee mentioned the need to schedule daily meetings, while four Cycle 1 grantees mentioned the need for quarterly meetings. Aside from meetings, three Cycle 1 grantees and four Cycle 2 grantees mentioned the need to coordinate with parents, the business community, and other stakeholders throughout the program. The relatively low proportion of grantees reporting the necessity of coordinating with such constituencies may indicate either that coordination already took place or that grantees did not perceive coordinating with these groups as important. Additionally, two Cycle 1 projects and two Cycle 2 projects mentioned the need to adhere to federal, state, and local education policies.

ISP Partners

A requirement of ISP was that grantees partner with an IHE. All ISP grantees partnered with community colleges, colleges, and universities across Texas. In three of the implementation interviews, the ISP program coordinators and IHE representatives reported partnerships pre-dating the ISP grant. All of the ISP projects established memoranda of understanding (MOU) between the ISP project and their IHEs and community partners (e.g., corporations, community programs). Some of the MOUs were created specifically for the ISP project, while other ISP grantees reported that the MOU was preexisting and leveraged current relationships with IHEs. The roles of the IHEs varied greatly – some IHEs provided only college tours for the ISP students, while other IHEs provided facilities and faculty for the ISP students.

For almost all ISP grantees, the partnerships extended to the parents of the students involved and the community at large. During implementation interviews of Cycle 1 project coordinators, several ISP grantees also noted that additional groups outside of their IHEs helped with the implementation of their ISP projects. Additional support was provided by business leaders and corporations (n=4), parents (n=3), guest community speakers (n=3), outside math and science consultants (n=2), community leaders (n=2), and former students from ISP schools (n=2). One grantee each also reported the following additional partners: school committee/board members, college students from the IHE, counselors, club sponsors (band, Reserve Officers' Training Corps-ROTC), the Sylvan Learning Center, and AmeriCorps volunteers.

Implementation interviews of Cycle 1 grantees also revealed that planning for implementation varied among grantees. For instance, several reported that the ISP project was an extension of existing programs. Other grantees said that they facilitated the efforts of several stakeholders to coordinate their summer project. Still other interviewees reported that one individual (usually an experienced grant writer) coordinated planning efforts.

Summer 2008 ISP Implementation

The following sections describe the academic programs and activities that were part of the ISP projects implemented in summer 2008. Information for this section came from the Project Coordinator/IHE Representative Survey, ISP Teacher Survey, implementation interviews, and the ISP Cycle 1 uploads of student data. Readers should note that 58% of those invited to respond to the Project Coordinator/IHE Representative Survey did so, and that only 30% of teachers invited to participate in the ISP Teacher Survey responded; as a result, analyses should be interpreted with some caution because they do not necessarily represent the experiences of all project coordinators, IHE representatives, or teachers implementing ISP in 2008.

Curriculum and Instructional Activities Selected by ISP Grantees

The following sections describe the instructional activities by type of instruction implemented for the ISP grantees who implemented in summer 2008. ISP grantees implementing in high schools were required to provide instructional activities in mathematics, ELA/reading, and science. ISP grantees implementing in middle schools were required to provide instructional activities in mathematics and ELA/reading, while science instruction was optional. In addition, supplemental student activities, teacher PD activities, parent involvement activities, and support services activities are discussed.

ISP Cycle 1 Mathematics Programs

The ISP grantees implemented a variety of mathematics programs including Accelerated Math; Pitsco Algebra/Pre-Algebra; Agile Mind; Knowledge is Power Program (KIPP) math model; Statistics/Probability; Tex-Prep; Science, Technology, Engineering, and Math (STEM); Got Math?; College Success Curriculum; and Rice University School Math Project (RUSMP) Urban Program Model. Computerized programs included PLATO® Secondary Mathematics, Odysseyware, Paceware, NovaNET, and WebAchiever. The programs were designed for math remediation and/or math acceleration, and offered credit recovery and dual credit. There was variation in program lengths with most programs lasting four weeks and one program lasting seven weeks. Student upload data show that students participated in their math program from as little as one hour to as many as five hours per day.

Table 3.9 presents the types of math instructional activities used in the ISP projects. The most commonly reported types of mathematical instructional activities included: (1) guided instruction activities, (2) collaborative activities (e.g., group activities, group projects), (3) direct instruction activities, (4) hands-on activities, and (5) small group instruction. All teachers responding to the ISP Teacher Survey reported using guided instruction in their classrooms, and substantial proportions of grant coordinators (61%) and IHE representatives (57%) reported the use of this instructional strategy. A large percentage of teachers (93%) reported using direct instruction, differentiated/individualized instruction, interdisciplinary curriculum, and real world applications during math instruction.

Table 3.9: Mathematics Instructional Activities Provided by ISP Cycle 1 Projects

Instructional Activity	Grant/ Project Coordinator (n=18)	IHE Rep. (n=7)	Math Teachers (n=14)	Total (n=39)
Guided Instruction	11 (61%)	4 (57%)	14 (100%)	29 (74%)
Collaborative Activities (e.g., group projects)	12 (67%)	4 (57%)	12 (86%)	28 (72%)
Direct Instruction	12 (67%)	2 (29%)	13 (93%)	27 (69%)
Small Group Instruction	12 (67%)	3 (43%)	12 (86%)	27 (69%)
Hands-On Activities (e.g., experiments)	11 (61%)	4 (57%)	12 (86%)	27 (69%)
Differentiated/Individualized Instruction	12 (67%)	1 (14%)	13 (93%)	26 (67%)
Technology (e.g., online tutorials, scientific calculators)	8 (44%)	4 (57%)	12 (86%)	24 (62%)
Interdisciplinary Curriculum	8 (44%)	2 (29%)	13 (93%)	23 (59%)
Learner-Centered Instructional Activities	9 (50%)	2 (29%)	12 (86%)	23 (59%)
Real World Applications	8 (44%)	2 (29%)	13 (93%)	23 (59%)
Project-Based Learning	6 (33%)	2 (29%)	12 (86%)	20 (51%)
Test Preparation	6 (33%)	1 (14%)	12 (86%)	19 (49%)
Math Lab	5 (28%)	2 (29%)	11 (79%)	18 (46%)
Spiral Curriculum	6 (33%)	0 (0%)	9 (69%)	15 (38%)
Tutorial Models	4 (22%)	1 (14%)	10 (77%)	15 (38%)
Parent Involvement	4 (22%)	1 (14%)	9 (64%)	14 (36%)

Source: 2008 Project Coordinator/IHE Representative Survey; 2008 ISP Teacher Survey
Note: Percentages do not sum to 100% because respondents were able to select more than one instructional activity.

As with the instructional activities, the ISP grantees incorporated a variety of mathematics assessment activities (see Table 3.10). In the ISP teacher surveys, math teachers selected all of the assessment activities they used to measure math skills and progress in the ISP program. Student demonstrations and progress monitoring (i.e., using an assessment to track students' progress on particular student expectations for grade level performance) were commonly used more than three times a week, while the majority of ISP teachers reported using group projects, authentic assessments, and experiments at least twice per week. Traditional assessments (e.g., tests, pre- and post-tests) were used at least once a week by the majority of survey respondents. Student journals were used the least across ISP math projects.

Table 3.10: Frequency of Mathematics Assessment Activities Provided by ISP Cycle 1 Projects

Assessment Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Student Demonstration (n=13)	1 (8%)	4 (31%)	2 (15%)	6 (46%)
Progress Monitoring (n=13)	1 (8%)	4 (31%)	3 (23%)	5 (39%)
Group Projects (n=13)	1 (8%)	3 (23%)	6 (46%)	3 (23%)
Quizzes (n=13)	4 (31%)	5 (39%)	1 (8%)	3 (23%)
Authentic Assessments (n=13)	1 (8%)	4 (31%)	6 (46%)	2 (15%)
Experiments (n=13)	3 (23%)	3 (23%)	5 (39%)	2 (15%)
Pre- and Post-Tests (n=13)	2 (15%)	7 (54%)	2 (15%)	2 (15%)
Tests (n=13)	3 (23%)	7 (54%)	1 (8%)	2 (15%)
Individual Projects (n=12)	5 (42%)	2 (17%)	4 (33%)	1 (8%)
Reports (n=13)	4 (31%)	6 (46%)	2 (15%)	1 (8%)
Student Journals (n=13)	8 (62%)	4 (31%)	0 (0%)	1 (8%)

Source: 2008 ISP Teacher Survey
Note: Percentages do not sum to 100% because respondents were able to select more than one instructional activity.

ISP Cycle 1 ELA/Reading Programs

A requirement for ISP schools serving students in middle school or high school grades (or both) is to implement ELA/reading instruction. The ELA/reading curricula were implemented across ISP projects with varying degrees of intensity and different types of programs. As with the math program, the focus of the program was on ELA/reading remediation and/or acceleration. There was some variation in ELA/reading program length with most programs lasting four weeks and one program lasting for seven weeks. Student upload data show that, across ISP projects, students participated in the ELA/reading program from as little as one hour to as many as four hours per day. The ELA/reading curricula included Accelerated Reading, ReBrilliance, Intensive Reading, Read 180, American Reading Program, Rice University designed program, Junior Great Book (JGB), Strength Quest Model, and Agile Minds. Several programs were computer based including Project BRIDGE, PLATO® Writing Process and Practice series, NovaNET, WebAchiever, and FastForWord Literacy software.

Table 3.11 presents the types of ELA/reading instructional activities used in the ISP projects. The most commonly reported types of ELA/reading instructional activities included: (1) collaborative activities (e.g., group projects), (2) use of technology (e.g., word processing programs, online tutorials), (3) oral activities and projects (e.g., speeches, oral presentations), and (4) writing activities and projects (usually with a focus on researching a topic, writing, and revising written work). ELA/reading teachers also identified hands-on activities (80%) and real world applications (80%) as being key instructional components.

Table 3.11: ELA/Reading Instructional Activities Provided by ISP Cycle 1 Projects

Instructional Activity	Grant/Project Coordinator (n=18)	IHE Rep. (n=7)	ELA/Reading Teachers (n=10)	Total (n=35)
Collaborative Activities (e.g., Group Projects)	12 (67%)	2 (29%)	8 (80%)	22 (63%)
Technology	12 (67%)	2 (29%)	7 (70%)	21 (60%)
Oral Activities and Projects	10 (56%)	2 (29%)	7 (70%)	19 (54%)
Writing Activities and Projects	11 (62%)	2 (29%)	6 (60%)	19 (54%)
Learner-Centered Instructional Activities	10 (56%)	2 (29%)	7 (70%)	19 (54%)
Real World Applications	8 (44%)	2 (29%)	8 (80%)	18 (51%)
Enrichment Activities (e.g., Games, Puzzles)	9 (50%)	1 (14%)	7 (70%)	17 (49%)
Hands-on Activities (e.g., Experiments)	8 (44%)	1 (14%)	8 (80%)	17 (49%)
Interdisciplinary Curriculum	8 (44%)	1 (14%)	7 (70%)	16 (46%)
Targeted/Individualized Instruction	8 (44%)	0 (0%)	6 (60%)	14 (40%)
Test Preparation	5 (28%)	1 (14%)	4 (40%)	10 (29%)
Reader's Workshop	3 (17%)	0 (0%)	3 (30%)	6 (17%)
Writing Camp	2 (11%)	0 (0%)	3 (30%)	5 (14%)
Family Literacy	1 (6%)	1 (14%)	0 (0%)	2 (6%)

Source: 2008 Project Coordinator/IHE Representative Survey; 2008 ISP Teacher Survey
Note: Percentages do not sum to 100% because respondents were able to select more than one instructional activity.

ISP grantees incorporated a variety of assessment activities for ELA/reading (see Table 3.12). In the ISP teacher surveys, ELA/reading teachers selected all of the assessment activities they used to measure ELA/reading skills and progress in the ISP program. Progress monitoring (43%) and group projects (38%) were used most often. Traditional assessments (e.g., quizzes, pre- and post-tests), authentic assessments, and experiments were used less often.

Table 3.12: Number of ISP Cycle 1 Grantees Reporting Providing ELA/Reading Assessment Activities

Assessment Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Progress Monitoring (n=7)	0 (0%)	1 (14%)	3 (43%)	3 (43%)
Group Projects (n=8)	0 (0%)	2 (25%)	3 (38%)	3 (38%)
Quizzes (n=7)	2 (29%)	3 (43%)	0 (0%)	2 (29%)
Experiments (n=6)	4 (67%)	1 (17%)	0 (0%)	1 (17%)
Individual Projects (n=7)	0 (0%)	3 (43%)	3 (43%)	1 (14%)
Reports (n=7)	2 (29%)	2 (29%)	2 (29%)	1 (14%)
Student Journals (n=7)	3 (43%)	1 (14%)	2 (29%)	1 (14%)
Authentic Assessments (n=8)	2 (25%)	4 (50%)	1 (13%)	1 (13%)
Pre-and Post-Tests (n=8)	3 (38%)	3 (38%)	1 (13%)	1 (13%)
Demonstration (n=8)	2 (25%)	3 (38%)	3 (38%)	0 (0%)
Tests (n=7)	3 (43%)	4 (57%)	0 (0%)	0 (0%)

Source: 2008 ISP Teacher Survey
Note: Percentages do not sum to 100% because respondents were able to select more than one instructional activity.

ISP Cycle 1 Science Programs

Science instruction was required for ISP grantees serving high school students and optional for grantees serving middle school students. Four of the five programs serving students in middle and high school provided science instructional activities.[16] Although middle school programs were not required to implement science interventions, six of the seven middle school programs did. As with the math and ELA/reading programs, science curricula were implemented across ISP programs with varying degrees of intensity and different types of programs. STEM, Project BRIDGE, PLATO® Secondary Science Curriculum, NovaNet, STARS Science, Challenger Learning Center, Re-Brilliance, Introduction to Engineering, Sea Camp, and New Century programs for Science illustrate some of the science programs that were implemented. There was little variation in science program length, with programs lasting four to five weeks. Student upload data show that ISP projects that included science instruction provided anywhere from one to four hours of science activities every day.

Table 3.13 presents the types of science instructional activities used in the ISP projects. The most commonly reported types of science instruction included (1) hands-on activities, (2) collaborative activities, and (3) real world applications. The majority of instructional activities were implemented by over half of science teachers, with the exception of science camps (45%).

Table 3.13: Number of ISP Cycle 1 Grantees Reporting Providing Science Instructional Activities

Instructional Activity	Grant/Project Coordinator (n=14)	IHE Rep. (n=4)	Science Teachers (n=11)	Total (n=29)
Hands-On Activities (e.g., Experiments)	12 (86%)	3 (75%)	10 (91%)	25 (86%)
Collaborative Activities (e.g., Group Projects)	10 (71%)	3 (75%)	10 (91%)	23 (79%)
Real World Applications	9 (64%)	3 (75%)	9 (82%)	21 (72%)
Direct Instruction	8 (57%)	3 (75%)	9 (82%)	20 (69%)
Project-Based Learning	9 (64%)	2 (50%)	9 (82%)	20 (69%)
Differentiated/Individualized Instruction	8 (57%)	1 (25%)	9 (82%)	18 (62%)
Technology	8 (57%)	2 (50%)	8 (73%)	18 (62%)
Career Exploration	5 (36%)	3 (75%)	9 (82%)	17 (59%)
Learner-Centered Instructional Activities	9 (64%)	0 (0%)	8 (73%)	17 (59%)
Interdisciplinary Curriculum	6 (43%)	1 (25%)	9 (82%)	16 (55%)
Small Group Instruction	7 (50%)	2 (50%)	7 (64%)	16 (55%)
Test Preparation	3 (21%)	1 (25%)	7 (64%)	11 (38%)
Science Camps	3 (21%)	1 (25%)	5 (45%)	9 (31%)
Spiral Curriculum	3 (21%)	0 (0%)	6 (55%)	9 (31%)
Tutorial Models	2 (14%)	0 (0%)	6 (55%)	8 (28%)

Source: 2008 Project Coordinator/IHE Representative Survey; 2008 ISP Teacher Survey
Note: Percentages do not sum to 100% because respondents were able to select more than one instructional activity.

[16] One ISP Cycle 1 project was unable to find a science teacher and had to remove the science program.

The ISP grantees incorporated a variety of science assessment activities (see Table 3.14). In the ISP teacher surveys, science teachers selected all of the assessment activities they used to measure science skills and progress in the ISP program. Among the different types of assessment, progress monitoring was commonly used more than three times a week. Over half the science teachers reported conducting experiments at least twice a week. Traditional assessment activities, such as pre- and post-tests, quizzes, reports, and tests were commonly used once a week by science teachers. Student journals and authentic assessments[17] were the assessment activities used least.

Table 3.14: Number of ISP Cycle 1 Grantees Reporting Providing Science Assessment Activities

Assessment Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Progress Monitoring (n=9)	0 (0%)	1 (11%)	3 (33%)	5 (56%)
Student Journals (n=9)	4 (44%)	2 (22%)	1 (11%)	2 (22%)
Group Projects (n=10)	1 (10%)	3 (30%)	4 (40%)	2 (20%)
Authentic Assessments (n=8)	4 (50%)	3 (38%)	0 (0%)	1 (13%)
Demonstration (n=8)	0 (0%)	4 (44%)	4 (44%)	1 (11%)
Experiments (n=10)	0 (0%)	4 (40%)	5 (50%)	1 (10%)
Individual Projects (n=9)	2 (22%)	5 (56%)	2 (22%)	0 (0%)
Pre- and Post-Tests (n=10)	2 (20%)	5 (50%)	3 (30%)	0 (0%)
Quizzes (n=9)	2 (22%)	6 (67%)	1 (11%)	0 (0%)
Reports (n=9)	3 (33%)	5 (56%)	1 (11%)	0 (0%)
Tests (n=9)	2 (22%)	5 (56%)	2 (22%)	0 (0%)

Source: 2008 ISP Teacher Survey

Note: Percentages do not sum to 100% because respondents were able to select more than one instructional activity.

Summary of Instructional and Assessment Activities

In grant applications, the program objective most frequently (86%) proposed by ISP Cycle 1 grantees implementing in 2008 was to increase student readiness for rigorous college-preparatory ELA/reading, mathematics, and science coursework. The activities implemented across content areas reflected this objective.

The activities implemented most often in the academic summer programs did not always match those most frequently cited as planned activities in Cycle 1 grant applications. Specifically, the most frequently reported planned activities in math programs were differentiated/individualized instruction and the use of technology, but the most frequently implemented strategies were guided instruction and collaborative activities. Among ELA/reading programs, the most frequently reported planned activities were writing activities and projects, whereas the most often implemented activities were collaborative activities and

[17] Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

the use of technology. Only in science programs were the most frequently planned activities also the most frequently implemented activities. The most frequently planned activities were hands-on and collaborative activities; hands-on activities were the most commonly implemented science activity.

In general, the instructional strategies most frequently employed by grantees varied across content areas. Math programs tended to rely most often on guided instruction, whereas collaborative activities were used most frequently in ELA/reading programs and hands-on activities in science programs. In terms of assessment strategies, the activities employed matched the planned activities in all content areas. Progress monitoring was used most frequently in both ELA/reading and science programs. On the other hand, student demonstrations were employed most in math programs.

Supplemental Activities

In addition to academic activities, ISP grantees had the option to implement other supplemental activities and programs. These included teacher PD activities, parent involvement activities, and support services activities.

PD Activities for Teachers

Implementation interviews revealed that all but one of the ISP Cycle 1 projects included PD activities for participating teachers. The level of PD for teachers varied from formal trainings to informal activities according to interview participants. Some of the projects held formalized training sessions or sent teachers to workshops or conferences to learn how to use new technology that was launched during the ISP summer 2008 program. Other ISP projects relied on more informal teacher trainings, such as using planning time for co-teachers as a means to improve teacher effectiveness. The professional training component was met by offering teachers the opportunity to learn from the college professors who worked collaboratively with them. Another ISP project hired an outside consultant to provide on the job training to its teachers.

In surveys, grant/project coordinators were asked to rate the level of implementation of PD activities for teachers in their summer 2008 programs on a 4-point scale ranging from not planned to fully implemented. Of the 18 grant/project coordinators that responded to the survey, 38% reported that they fully implemented PD activities for teachers in summer 2008 and 44% partially implemented their PD activities. For the summer 2008 ISP program, only one grant/project coordinator reported that their PD program was in development (6%) and two grant/project coordinators reported that their PD program was not planned (13%) for that year.

Parent Involvement Activities

The implementation interviews indicated that parent involvement activities were implemented in all ISP projects. However, the level of parent involvement varied greatly from site to site. In some sites, parents participated in orientations, awards ceremonies, college weekend visits, and student career orientations. The two most cited reasons for involving parents were to introduce parents to the expectations for children who attended the ISP summer program and to familiarize parents with the IHE and its application process.

In the stakeholder surveys, grant/project coordinators were asked to rate the level of implementation of parent involvement activities ranging from not planned to fully implemented. Grant/project coordinators indicated that the parent involvement activities were fully implemented in 50% of the ISP projects and partially implemented in 31% of the ISP projects. Only one grant/project coordinator reported that her ISP project did not plan to include parent involvement activities and two grant/project coordinators reported that their ISP projects had parent involvement activities in development. The most common parent involvement activities included an orientation to the ISP program/informational meeting and surveys of parent satisfaction with the ISP project. Several ISP grantees included parent participation in activities, such as committees and field trips. College counseling with parents was also offered by several projects. This included the discussion of college applications and financial aid procedures.

Support Services Activities

According to the project coordinator/IHE representative surveys, 44% of ISP projects had fully implemented or partially implemented support services. One program did not plan support services activities. Two ISP grant/project coordinators reported that support services were currently under development.

The project coordinator/IHE representative survey revealed that the most commonly reported support services activities across ISP projects were transportation to and from school activities, snacks and food during the program, and counseling services. Additionally, counseling was offered by most of the ISP projects, including assisting students with the completion of college applications, scheduling college visits, identification of financial aid possibilities, and financial aid application procedures. Career counseling was also offered to students, including career planning and the administration of vocational assessments (e.g., Career Interest Inventory). Mentoring and tutoring services were offered by several ISP grantees. Similar support services activities were reported in the implementation interviews, with transportation to and from the program, counseling services, lunch and snacks, and field trips reported as most common.

Summer 2008 Student Level of Participation

In this section, the level of student participation in ISP during the summer of 2008 is explored. Two data sources were employed to better understand how students participated in ISP. Student uploads included information about the average number of hours each student spent per day participating, and the student survey asked students to answer questions about the instructional activities in which they participated.

Average Daily Hours of Student Participation

As shown in Table 3.15, the large majority of all 2008 ISP students spent up to an average of two hours per day participating in the ELA/Reading (91%) or Math (96%) programs in which they were enrolled. The pattern was somewhat different among students participating in Science programs; roughly two-thirds (68%) spent up to two hours on average per day in the Science programs in which they were enrolled, and nearly a third (31%) devoted more than two but less than four hours per day on average in the program. Only 1% of students in 2008 spent zero hours per day participating in Math.

At the middle school level, 2008 students spent more hours on average per day participating in the Science programs in which they were involved; 84% of such students spent more than two but less than four hours per day in these programs, whereas 11% of middle school students spent as much time in ELA/Reading programs and 4% in Math programs. At the high school level, across all three content areas, the large majority devoted more than zero and up to two hours on average per day participating. Only 2% of high school students, respectively, did not participate in ELA/Reading or Math programs.

Overall, 2008 ISP students tended to spend more than zero but less than two hours per day on average participating in the various academic programs in which they were enrolled. However, middle school students spent more time, on average, in the Science programs in which they were enrolled, than in ELA/Reading or Math programs, and more time in Science programs than their high school peers.

Table 3.15: 2008 Average Daily Hours of Student Participation by School Level and Academic Program

	N	0 Hours*	Greater Than 0 & Less Than or Equal to 2 Hours	Greater than 2 & Less Than or Equal to 4 Hours	Greater Than 4 Hours
All 2008 Students					
ELA/Reading	947	0%	91%	9%	0%
Math	1,262	1%	96%	3%	0%
Science	577	0%	68%	32%	0%
2008 Middle School Students					
ELA/Reading	738	0%	89%	11%	0%
Math	907	0%	96%	4%	0%
Science	219	0%	15%	84%	0%
2008 High School Students					
ELA/Reading	209	2%	98%	0%	0%
Math	355	2%	98%	0%	0%
Science	358	0%	100%	0%	0%

Source: ISP Cycle 1 Student Uploads

* This column represents students who spent no time in a particular academic program, but did participate in others. That is, students were not required to participate in all three content areas. However, in the student uploads, grantees indicated that some students participated in 0 hours while other grantees left these cells blank and in the analysis, blank cells were treated as missing data.

Note: 5th graders were included in the middle school samples.

Student Participation by ISP Curricula

Of the 1,522 Cycle 1 students who were invited to complete the ISP student survey, a total of 294 students (19%) responded. Because of the low response rate, findings should be interpreted with caution, as they may not be representative of all students. A third (33%) of respondents were in middle school, and two-thirds (67%) were in high school. Survey respondents represented seven of the 21 ISP LEAs that implemented during the summer of 2008.

As shown below (Table 3.16), the majority of student respondents reported that they studied math (83%) and ELA/reading (74%) in summer 2008, while a smaller proportion of students studied science (37%). It should be noted that these percentages diverge substantially from the percentages reported via student uploads, which reflect the actual numbers and percentages of student participation in academic programs. As shown earlier in Table 3.8, 74% of 2008 Cycle 1 students participated in ELA/reading programs, 83% in math programs, and 37% in science programs. Given these disparities, readers should interpret the following analyses with caution given that they are not necessarily representative of the experiences of all 2008 Cycle 1 students.

Table 3.16: ISP Cycle 1 Student Participation by Subject Area (n=294)

	Yes	No
Did you study English Language Arts/reading last summer?	219 (74%)	75 (26%)
Did you study Mathematics last summer?	245 (83%)	49 (17%)
Did you study Science last summer?	109 (37%)	185 (63%)

Source: ISP Student Survey
Note: Column percentages do not sum to 100% because respondents were able to select multiple responses.

2008 Student Participation in ELA/Reading

Students were also asked to rate their participation in ELA/reading class activities using a four-point rating scale *(1=Never, 2=Sometimes, 3=Frequently, 4=Always)* (Table 3.17). More than two-thirds of students indicating that they participated in ELA/reading activities reported that they frequently or always participated in class activities (70%) and completed homework (69%). Slightly less than two-thirds (63%) reported that they always or frequently worked with other students on assignments during class. However, only slightly more than a fifth of ELA/reading students indicated that they frequently or always tutored or helped classmates who needed assistance with English or made an oral presentation during class (22% and 24%, respectively). Only about a third reported that they frequently or always asked questions during class, used a computer during class, or worked on grammar or syntax during class (31%, 32%, and 34%, respectively). Additionally, only approximately half of respondents indicated that they always or frequently wrote a paper or essay of two or more pages or completed short writing assignments (45% and 46%).

These findings suggest that students tended to participate in relatively conventional activities such as completing homework. However, students did collaborate with their peers during class activities—although these experiences tended to take place within the classroom context only. Students tended to spend less time producing short or extended pieces of writing, asking questions during class, or focusing on the grammar and syntax fundamentals of ELA/reading and writing.

Table 3.17: Student Participation in ISP Cycle 1 ELA/Reading Activities (N=219)

ELA/Reading Activities	Never	Sometimes	Frequently	Always
I completed my homework (n=213)	6.6%	24.9%	29.6%	39.0%
I participated in class activities (n=211)	2.8%	27.5%	34.1%	35.5%
I worked with other students on assignments during class (n=213)	3.3%	33.3%	39.9%	23.5%
I wrote a paper or essay of two or more pages (n=213)	14.6%	40.4%	23.9%	21.1%
I used evidence from something I read to support my answers (n=214)	10.3%	35.0%	33.6%	21.0%
I studied for tests/quizzes/exams (n=211)	10.4%	38.9%	29.9%	20.9%
I summarized and paraphrased information from a text (n=215)	16.3%	39.5%	24.7%	19.5%
I completed short writing assignments (less than 1 page long) (n=210)	10.5%	43.8%	27.6%	18.1%
I participated in class discussions (n=215)	6.0%	45.6%	30.2%	18.1%
I worked with other students outside of class to complete assignments (n=210)	21.9%	41.0%	25.7%	11.4%
I used a computer in class (n=213)	35.2%	32.9%	20.7%	11.3%
I worked on grammar and syntax in class (n=211)	23.7%	42.2%	23.7%	10.4%
I asked questions while reading texts (n=214)	23.8%	45.3%	20.6%	10.3%
I gave an oral presentation in class (n=213)	30.5%	46.0%	13.6%	9.9%
I asked questions in class (n=215)	5.6%	58.1%	27.0%	9.3%
I helped/tutored other students in my class who needed help in English (n=215)	38.1%	40.0%	16.7%	5.1%

Source: ISP Student Survey

Note: Although 294 students completed the survey, only 74% responded to these items because others indicated they did not take ELA/Reading during summer 2008.

Note: Because of rounding, row percentages may not add to 100.

2008 Student Participation in Math

ISP students were asked to rate their participation in math class activities using a four-point rating scale *(1=Never, 2=Sometimes, 3=Frequently, 4=Always)* (Table 3.18). Three quarters (75%) of students participating in math activities reported that they always or frequently solved math problems, and nearly two-thirds always or frequently completed homework (63%) and participated in class activities (62%). On the other hand, only slightly more than a quarter (27%) reported that they always or frequently used a computer in class. Slightly less than a third (31%) indicated that they always or frequently collaborated with students outside of class to complete assignments, and somewhat more than a third (37%) reported that they always or frequently used manipulatives during math class. Fewer than half (47%) always or frequently completed real-world math problems.

Such findings suggest that Cycle 1 2008 ISP students who participated in math activities tended to participate in conventional classroom activities such as solving math problems and completing homework. They were less likely, however, to participate in hands-on, real world, or collaborative activities.

Table 3.18: Student Participation in ISP Cycle 1 Math Activities (N=245)

Math Activities	Never	Sometimes	Frequently	Always
I solved math problems (n=231)	4.3%	20.3%	38.1%	37.2%
I completed my homework (n=235)	8.5%	28.5%	29.8%	33.2%
I completed math projects (n=232)	15.9%	25.9%	27.6%	30.6%
I participated in class activities (n=231)	5.2%	32.5%	33.8%	28.6%
I worked with other students on assignments during class (n=234)	5.1%	33.8%	39.7%	21.4%
I studied for tests/quizzes/exams (n=233)	13.3%	37.8%	29.6%	19.3%
I participated in class discussions (n=235)	9.4%	42.1%	30.6%	17.9%
I completed real-world math problems (n=231)	22.5%	30.3%	32.9%	14.3%
I used manipulatives in math class (n=220)	32.7%	30.5%	22.7%	14.1%
I asked questions in class (n=234)	7.7%	51.3%	29.5%	11.5%
I worked with other students outside of class to complete assignments (n=234)	26.5%	34.6%	28.6%	10.3%
I used a computer in class (n=231)	51.1%	22.5%	16.5%	10.0%
I helped/tutored other students in my class who needed help in Math (n=235)	33.2%	36.2%	21.7%	8.9%

Source: ISP Student Survey
Note: Although 294 students completed the survey, only 83% responded to these items because others indicated they did not take math during summer 2008.
Note: Because of rounding, row percentages may not add to 100.

2008 Student Participation in Science

Students also reported on the frequency of their participation in science class activities using a four-point rating scale *(1=Never, 2=Sometimes, 3=Frequently, 4=Always)* (Table 3.19). Nearly three-quarters of science students reported that they always or frequently completed homework (71%) and participated in class activities (71%). Nearly two-thirds (63%) indicated that they always or frequently worked with other students on class assignments, and 60% reported always or frequently participating in class discussions. On the other hand, only 29% indicated that they always or frequently tutored or helped their peers needing assistance. Only slightly more than a third of science students reported that they always or frequently conducted lab experiments (36%) or worked with other students outside of class to complete assignments (36%). Only about half of respondents indicated that they always or frequently completed real-world science problems (43%), completed lab reports (44%), or used data to test hypotheses (52%).

Such findings suggest that Cycle 1 2008 ISP science students tended to participate in conventional classroom activities, including working with other students on class assignments and participating in classroom discussions. However, they were less likely to engage in hands-on science activities emphasizing the application of scientific knowledge and skills, such as conducting experiments, addressing real-world science problems, or using data to test hypotheses. In addition, science students were relatively unlikely to work with their peers outside of the classroom.

Table 3.19: Student Participation in ISP Cycle 1 Science Activities (N=109)

Science Activities	Never	Sometimes	Frequently	Always
I completed my homework (n=107)	2.8%	26.2%	28.0%	43.0%
I participated in class activities (n=108)	<1%	27.8%	28.7%	42.6%
I worked with other students on class assignments (n=109)	2.8%	33.9%	33.0%	30.3%
I used data to test a hypothesis (n=108)	14.8%	33.3%	27.8%	24.1%
I used a computer in class (n=108)	23.1%	32.4%	23.1%	21.3%
I participated in class discussions (n=108)	8.3%	31.5%	29.6%	30.6%
I studied for tests/quizzes/exams (n=108)	12.0%	32.4%	23.1%	32.4%
I worked with other students outside of class to complete assignments (n=106)	23.6%	40.6%	16.0%	19.8%
I asked questions in class (n=109)	7.3%	47.7%	20.2%	24.8%
I wrote lab reports (n=109)	21.1%	34.9%	24.8%	19.3%
I conducted lab experiments (n=109)	19.3%	45.0%	19.3%	16.5%
I completed real-world science problems (n=109)	22.0%	34.9%	25.7%	17.4%
I helped/tutored other students in my class who needed help in Science (n=109)	25.7%	45.0%	17.4%	11.9%

Source: ISP Student Survey
Note: Although 294 students completed the survey, only 37% responded to these items because others indicated they did not take science during summer 2008.
Note: Because of rounding, row percentages may not add to 100.

Summer 2009 ISP Implementation

The following sections describe the activities that were part of the ISP projects implemented in summer 2009. Information for this section came from the Cycle 1 and Cycle 2 progress reports, IHE Representative Survey, ISP Teacher Survey, and the ISP Cycle 1 and Cycle 2 uploads of student data. Findings from the IHE Representative Survey and the ISP Teacher Survey should be interpreted with caution; because the total numbers of IHE representatives and ISP teachers in 2009 were unknown, accurate response rates could not be calculated.

Curriculum and Instructional Activities Selected by ISP Grantees

The following sections describe the instructional activities by type of instruction implemented for the ISP grantees who implemented in summer 2009. Again, science instruction was required for high school students and optional for middle school students. In addition, supplemental student activities, teacher PD activities, parent involvement activities, and support services activities are discussed.

ISP Mathematics Programs

Similarly to Cycle 1 grantees implementing in 2008, Cycle 1 and Cycle 2 ISP grantees operating in 2009 implemented a variety of mathematics programs such as Accelerated Math, Pitsco Algebra/Pre-Algebra, Agile Mind, Got Math, and Rice University School Math Project (RUSMP) Urban Program Model. The math programs implemented in the ISP projects are listed in Appendix F. The programs were designed for math remediation and/or math acceleration, and offered credit recovery and dual credit. There was variation in program lengths with most programs lasting four weeks, with a range from two to eight weeks. Student upload data show that students participated in their math program from as little as one hour to as many as six hours per day.

Table 3.20 presents the types of math instructional activities used in the ISP projects implementing in 2009. Similarly to 2008 teachers, 2009 surveyed math teachers (64%) reported using guided instruction in their classrooms three or more times per week. Over half of surveyed teachers reported using direct instruction and hands-on activities three or more times per week during math instruction. Parent involvement was reported as the least used activity in math courses.

Table 3.20: Mathematics Instructional Activities Provided by ISP Projects (N=104)

Math Instructional Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Guided Instruction (n=98)	0 (0%)	5 (5%)	30 (31%)	63 (64%)
Direct Instruction (n=99)	1 (1%)	16 (16%)	28 (28%)	54 (55%)
Hands-On Activities (n=98)	8 (8%)	21 (21%)	18 (18%)	52 (52%)
Differentiated/Individualized Instruction (n=98)	7 (7%)	11 (11%)	31 (32%)	49 (50%)
Collaborative Activities (n=100)	11 (11%)	14 (14%)	28 (28%)	47 (47%)
Small Group Instruction (n=100)	10 (10%)	14 (14%)	30 (30%)	46 (46%)
Learner-Centered Instructional Activities (n=99)	15 (15%)	16 (16%)	25 (25%)	43 (43%)
Technology (n=97)	15 (15%)	23 (24%)	20 (21%)	39 (40%)
Real World Applications (n=98)	4 (4%)	23 (23%)	34 (35%)	37 (38%)
Spiral Curriculum (n=94)	35 (37%)	11 (12%)	18 (19%)	30 (32%)
Interdisciplinary Curriculum (n=98)	19 (19%)	28 (29%)	28 (29%)	23 (23%)
Test Preparation (n=97)	21 (22%)	37 (38%)	16 (16%)	23 (24%)
Tutorial Models (n=95)	26 (27%)	32 (34%)	17 (18%)	20 (21%)
College Readiness Skills (n=95)	24 (25%)	26 (27%)	27 (28%)	18 (19%)
Project-Based Learning (n=95)	31 (33%)	29 (31%)	17 (18%)	18 (19%)
Math Lab (n=94)	39 (41%)	21 (22%)	18 (19%)	16 (17%)
Career Readiness Skills (n=95)	32 (34%)	27 (28%)	26 (27%)	10 (11%)
Parent Involvement (n=95)	47 (49%)	42 (44%)	1 (1%)	5 (5%)

Source: 2009 ISP Teacher Survey
Note: Because of rounding, row percentages may not add to 100.

Grantee staff discussed examples of hands-on and interdisciplinary approaches during case study site visits. In the case study for Grantee D, one teacher included a hands-on activity involving an experiment with Tootsie Pops to determine the average number of licks it took to get to the chocolate center. Students provided data points by counting the number of licks it took for them to reach the chocolate center, and they calculated group and class means and graphed their results. Another Grantee D teacher illustrated math concepts with a hands-on activity that involved using Popsicle sticks to create models of the Starship Enterprise space ship. Working independently and in small groups, students designed, glued, and painted models. After students completed their models, they evaluated angles, volume, and proportion. In addition, students created a musically enhanced PowerPoint presentation of their model.

Grantee E used an interdisciplinary approach to incorporate home building into their math, ELA/reading, and art programs that included hands-on projects. For example, students created towers using marshmallows and toothpicks which required the use of math (e.g., angles) and engineering concepts. Students were assessed on whether their towers adhered to particular base measurements and stood successfully for at least 10 seconds. In another example, a teacher for Grantee F used Hershey bars to teach the concept of fractions. Students placed their Hershey bars between two sheets of clean paper and created a "rubbing" of the top of the bar with a colored pencil which resulted in an image with 12 scored pieces. Using the 12 pieces, the instructor showed students different ways to represent a "whole bar, a half bar, a third of a bar, etc."

As with instructional activities, the ISP grantees incorporated a variety of mathematics assessment activities (see Table 3.21). In the ISP teacher surveys, math teachers checked lists of assessment activities that were used to measure math skills and progress in the ISP program. Consistent with teacher reports from 2008, progress monitoring, demonstrations, and group projects were used three or more times per week for 46%, 40%, and 35%, respectively, of the 2009 teachers responding to the survey. Traditional assessments such as pre- and post-tests (76%) and tests (71%) were used at least once a week. Reports and student journals were used the least across ISP math projects, with 46% of teachers reporting that they never used either of these types of mathematics assessment.

Table 3.21: Mathematics Assessment Activities Provided by ISP Projects (N=104)

Math Assessment Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Progress Monitoring (n=95)	3 (3%)	18 (19%)	30 (32%)	44 (46%)
Demonstration (n=100)	6 (6%)	20 (20%)	34 (34%)	40 (40%)
Group Projects (n=98)	23 (24%)	18 (18%)	23 (24%)	34 (35%)
Experiments (n=98)	34 (35%)	18 (18%)	23 (24%)	23 (24%)
Student Journals (n=97)	45 (46%)	13 (13%)	16 (17%)	23 (24%)
Individual Projects (n=97)	33 (34%)	31 (32%)	14 (14%)	19 (20%)
Authentic Assessments (n=97)	19 (20%)	36 (37%)	26 (27%)	16 (17%)
Quizzes (n=96)	24 (25%)	37 (39%)	21 (22%)	14 (15%)
Pre- and Post-Tests (n=95)	23 (24%)	41 (43%)	21 (22%)	10 (11%)
Tests (n=95)	28 (29%)	50 (53%)	13 (14%)	4 (4%)
Reports (n=95)	44 (46%)	31 (33%)	19 (20%)	1 (1%)

Source: 2009 ISP Teacher Survey

Note: Because of rounding, row percentages may not add to 100.

ISP ELA/Reading Programs

Another requirement for ISP schools serving students in middle school or high school grades is to implement ELA/reading instruction. The ELA/reading curricula were implemented across ISP projects with varying degrees of intensity and different types of programs. As with the math program, the focus of the program was on ELA/reading remediation and/or acceleration. There was some variation in ELA/reading program length with most programs lasting four weeks and one program lasting for eight weeks. Student upload data show that, across ISP projects, students participated in the ELA/reading program from as little as one hour to as many as eight hours per day. The ELA/reading curricula included Graphic Organizer software, Accelerated Reading, Achieve 3000, Advanced Placement English Composition, College Success Curriculum, PLATO® Writing Process and Practice. The ELA/reading programs implemented in the ISP projects are listed in Appendix F.

Table 3.22 presents the types of ELA/reading instructional activities used in the ISP projects. The types of ELA/reading instructional activities conducted most frequently included learner-centered instructional activities (i.e., in which students are engaged and given more responsibility for their own learning) and targeted/individualized instruction. These strategies differ from those most often used by 2008 teachers, who reported most often using collaborative activities, activities involving the use of technology, oral activities and projects, and writing activities. Family literacy was used the least often by 2009 ELA/reading teachers.

Table 3.22: ELA/Reading Instructional Activities Provided by ISP Projects (N=70)

ELA/Reading Instructional Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Learner-Centered Instructional Activities (n=62)	9 (15%)	6 (10%)	11 (18%)	36 (58%)
Targeted/Individualized Instruction (n=62)	10 (16%)	9 (15%)	12 (19%)	31 (50%)
Technology (n=61)	11 (18%)	11 (18%)	11 (18%)	28 (46%)
Collaborative Activities (n=66)	14 (21%)	8 (12%)	20 (30%)	24 (36%)
Interdisciplinary Curriculum (n=60)	14 (23%)	8 (13%)	15 (25%)	23 (38%)
Hands-On Activities (n=62)	14 (23%)	7 (11%)	19 (31%)	22 (35%)
Oral Activities and Projects (n=63)	10 (16%)	12 (19%)	21 (33%)	20 (32%)
Writing Activities and Projects (n=62)	11 (18%)	14 (23%)	18 (29%)	19 (31%)
Real World Applications (n=60)	12 (20%)	12 (20%)	20 (33%)	16 (27%)
Enrichment Activities (n=65)	14 (22%)	13 (20%)	23 (35%)	15 (23%)
Test Preparation (n=61)	18 (30%)	19 (31%)	13 (21%)	11 (18%)
College Readiness Skills (n=61)	22 (36%)	16 (26%)	12 (20%)	11 (18%)
Reader's Workshop (n=59)	21 (36%)	16 (27%)	12 (20%)	10 (17%)
Career Readiness Skills (n=64)	25 (39%)	19 (30%)	11 (17%)	9 (14%)
Writing Camp (n=54)	31 (57%)	13 (24%)	6 (11%)	4 (7%)
Family Literacy (n=59)	37 (63%)	16 (27%)	3 (5%)	3 (5%)

Source: 2009 ISP Teacher Survey
Note: Because of rounding, row percentages may not add to 100.

Case studies again provided several examples of the range of instructional activities that were occurring at ISP Cycle 1 grantees in 2009. In one case study, students in Grantee E read a popular novel for young adults. This met the following two goals of Grantee E: 1) to make reading fun and 2) to encourage further reading. In another case study, students in Grantee B completed research papers on topics assigned by grade level and used technology to facilitate their learning. Students in Grade 9 wrote about career options, students in Grade 10 wrote about social issues, students in Grade 11 wrote about American literary figures, and students in Grade 12 wrote about British literature. In each of the grade levels, students selected a person or subject they found interesting, researched the topic using online sources, and wrote papers on their findings.

The ISP grantees incorporated a variety of assessment activities for ELA/reading (see Table 3.23). In the ISP teacher surveys, ELA/reading teachers checked lists of assessment activities that were used to measure ELA/reading skills and progress in the ISP program. Progress monitoring (47%) and student journals (36%) were used most often (three or more times per week), while 6% and 27%, respectively, of teaches used these assessment strategies not at all. By comparison, teachers in 2008 also used progress monitoring most often, but the second most frequently employed assessment strategy among 2008 ELA/reading teachers was group projects. Traditional assessments (e.g., reports, tests) and experiments were used less often (or not at all) in 2009 ELA/reading classrooms.

Table 3.23: ELA/Reading Assessment Activities Provided by ISP Projects (N=70)

ELA/Reading Assessment Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Progress Monitoring (n=64)	4 (6%)	15 (23%)	15 (23%)	30 (47%)
Student Journals (n=59)	16 (27%)	9 (15%)	13 (22%)	21 (36%)
Individual Projects (n=63)	12 (19%)	15 (24%)	18 (29%)	18 (29%)
Group Projects (n=64)	17 (27%)	15 (23%)	17 (27%)	15 (23%)
Demonstration (n=63)	15 (24%)	18 (29%)	19 (30%)	11 (18%)
Authentic Assessments (n=60)	21 (35%)	21 (35%)	12 (20%)	6 (10%)
Quizzes (n=59)	20 (34%)	27 (46%)	6 (10%)	6 (10%)
Reports (n=60)	25 (42%)	25 (42%)	6 (10%)	4 (7%)
Tests (n=60)	26 (43%)	27 (45%)	3 (5%)	4 (7%)
Pre- and Post-Tests (n=60)	15 (25%)	36 (60%)	8 (13%)	1 (2%)
Experiments (n=59)	40 (68%)	12 (20%)	7 (12%)	0 (0%)

Source: 2009 ISP Teacher Survey

Note: Note: Because of rounding, row percentages may not add to 100.

ISP Science Programs

Another requirement for ISP schools serving students in high school grades was to implement science instruction, but it was not a requirement for middle school programs. Twenty of the 21 Cycle 1-Year 2 projects, seven of the eight Cycle 1-Year 1 projects, and 15 of the 17 Cycle 2 projects implemented a science program in summer 2009. As with the math and ELA/reading programs, the science curricula were implemented across ISP programs with varying degrees of intensity and different types of programs. Science, Technology, Engineering, and Math (STEM);PLATO® Secondary Science Curriculum; NovaNet; CSCOPE; and Vernier Lab Probes illustrate some of the science programs that were implemented. The science programs implemented in the ISP projects are listed in Appendix F. There was some variation in science program length, with programs lasting four to five weeks. Student upload data show that ISP projects that included science instruction activities provided from one to four hours of science activities every day.

Table 3.24 presents the types of science instructional activities used in the ISP projects. The types of science instruction most frequently conducted included (1) hands-on activities, (2) small group activities and (3) the use of technology. By comparison, although 2008 teachers also employed hands-on activities most frequently, they used collaborative activities and real-world activities more often that 2009 teachers. All activities, except spiral curriculum, science camp, tutorial models, and career readiness skills were reported as frequently implemented (that is, three or more times per week) activities by 2009 science teachers.

Table 3.24: Science Instructional Activities Provided by ISP Projects (N=76)

Science Instructional Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Hands-On Activities (n=71)	5 (7%)	6 (8%)	13 (18%)	47 (66%)
Small Group Instruction (n=70)	5 (7%)	8 (11%)	16 (23%)	41 (59%)
Technology (n=69)	9 (13%)	10 (14%)	11 (16%)	39 (57%)
Learner-Centered Instructional Activities (n=71)	7 (10%)	8 (11%)	18 (25%)	38 (54%)
Collaborative Activities (n=72)	4 (6%)	9 (13%)	22 (31%)	37 (51%)
Differentiated/Individualized Instruction (n=68)	4 (6%)	10 (15%)	19 (28%)	35 (51%)
Direct Instruction (n=72)	3 (4%)	11 (15%)	25 (35%)	33 (46%)
Real World Applications (n=71)	3 (4%)	15 (21%)	22 (31%)	31 (44%)
Project-Based Learning (n=66)	12 (18%)	12 (18%)	13 (20%)	29 (44%)
Interdisciplinary Curriculum (n=69)	11 (16%)	17 (25%)	17 (25%)	24 (35%)
College Readiness Skills (n=67)	17 (25%)	19 (28%)	14 (21%)	17 (25%)
Spiral Curriculum (n=64)	24 (38%)	11 (17%)	12 (19%)	17 (27%)
Science Camps (n=64)	35 (55%)	7 (11%)	6 (9%)	16 (25%)
Career Readiness Skills (n=68)	21 (31%)	20 (29%)	14 (21%)	13 (19%)
Tutorial Models (n=64)	25 (39%)	17 (27%)	10 (16%)	12 (19%)
Test Preparation (n=65)	15 (23%)	22 (34%)	19 (29%)	9 (14%)

Source: 2009 ISP Teacher Survey
Note: Note: Because of rounding, row percentages may not add to 100.

Case studies provided additional insight into the hands-on science activities in which students participated. For instance, part of Grantee D's science curriculum included a forensic project that involved the creation of a mock crime scene. Grantee E used an interdisciplinary approach to incorporate scientific concepts, such as forensics, environmental sciences, and astronomy into their math, ELA/reading, and art programs. Many hands-on activities were incorporated. For example, during the astronomy module students created solar mobiles to help develop their understanding of scale factor; during the forensic module students recorded finger prints and wrote a murder mystery that included forensic details students researched online. To help students understand how much trash students used, a teacher for Grantee F gave each student a trash bag which they filled with air. Students then gave their air-filled bags to one student so that one student was holding 30 full trash bags. The teacher reported that this demonstration helped students connect with the material in a meaningful way. Some grantees included field trips, such as going to a local park, lake, or environmental center.

The ISP grantees incorporated a variety of science assessment activities (see Table 3.25). In the ISP teacher surveys, science teachers checked lists of assessment activities that were used to measure science skills and progress in the ISP program. Among the different types of assessment, progress monitoring, experiments, and student journals were most likely to be used three or more times in one week, similarly to 2008 teachers. Traditional assessments (e.g., tests) and reports were the reported assessment activities used the least frequently in 2009 science classes.

Table 3.25: Science Assessment Activities Provided by ISP Projects (N=76)

Assessment Activities	Not at All	Once a Week	2 to 3 Times a Week	3+ Times a Week
Progress Monitoring (n=67)	5 (7%)	14 (21%)	18 (27%)	30 (45%)
Experiments (n=69)	7 (10%)	12 (17%)	17 (26%)	28 (41%)
Student Journals (n=68)	21 (31%)	9 (13%)	10 (15%)	28 (41%)
Group Projects (n=73)	7 (10%)	21 (29%)	18 (23%)	28 (38%)
Demonstration (n=69)	3 (4%)	19 (28%)	25 (36%)	22 (32%)
Individual Projects (n=67)	16 (24%)	22 (33%)	16 (24%)	13 (19%)
Authentic Assessments (n=68)	23 (34%)	21 (31%)	15 (22%)	9 (13%)
Pre- and Post-Tests (n=67)	22 (33%)	28 (42%)	8 (12%)	9 (13%)
Quizzes (n=69)	25 (36%)	20 (29%)	16 (23%)	8 (12%)
Tests (n=67)	26 (39%)	24 (36%)	10 (15%)	7 (10%)
Reports (n=64)	27 (42%)	24 (38%)	9 (14%)	4 (6%)

Source: 2009 ISP Teacher Survey
Note: Because of rounding, row percentages may not add to 100.

Summary of Instructional and Assessment Activities

The instructional activities implemented most often in the math academic summer programs implemented during summer 2009 were guided instruction and direct instruction. In ELA/reading programs, however, the instructional activities employed most frequently were learner-centered activities and targeted/individualized instruction. And in science programs, hands-on activities and small group instruction were used most often.

Progress monitoring was the most frequently employed assessment strategy across all academic programs during the summer of 2009. Additionally, math programs used student demonstrations, ELA/reading programs employed student journals, and science programs used experiments and student journals to assess student progress.

Supplemental Activities

In addition to academic activities, ISP grantees were permitted to implement other supplemental activities and programs. These included optional activities for students, teacher PD activities, parent involvement activities, and support services activities.

Optional Activities

All ISP grantees implemented supplemental activities for students. In 2009, evaluators asked ISP grantees to respond to a larger set of items about possible optional activities they provided; comparisons between 2008 and 2009 therefore cannot be made. According to these data, optional activities conducted by grantees included activities geared to improve academic achievement (e.g., remediation activities, acceleration activities), foster student engagement, develop leadership skills, and increase parent involvement. The ISP grantees also included activities specifically designed for the needs of middle and high school students. The activities designed for high school students included preparation for life after high school (e.g., career counseling, college preparation) and those for middle school students focused on the transition to high school. Table 3.26 presents various types of activities implemented by ISP Cycle 1 and Cycle 2 grantees.

Table 3.26: Other Optional Activities Implemented by ISP Grantees

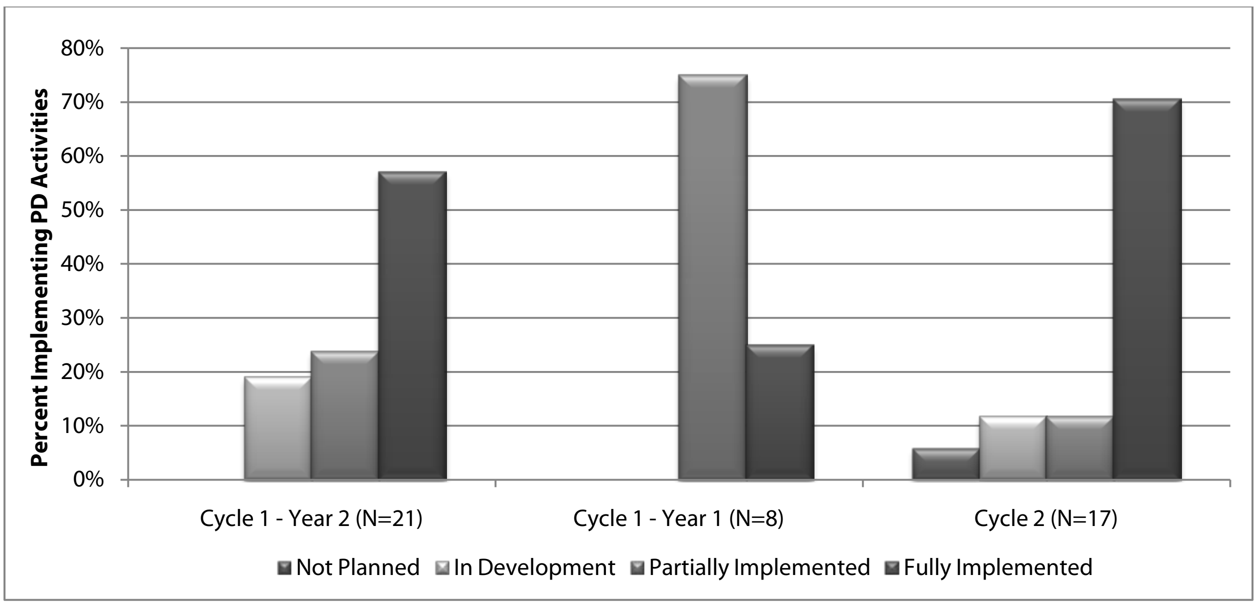
Other Optional Activities	Cycle 1 Year 2 (N=21)	Cycle 1 Year 1 (N=8)	Cycle 2 (N=17)	Total (N=46)
Activities that seek to remediate and reinforce areas of identified academic deficiency in the core subject areas (math, science, English language arts).	18 (86%)	6 (75%)	14 (82%)	38 (83%)
Activities that seek to promote effective academic and study skills to prepare students for high school success and completion and postsecondary readiness.	15 (71%)	7 (88%)	12 (71%)	34 (74%)
Activities that seek to accelerate learning of knowledge and skills in the core subject areas (math, science, English language arts).	18 (86%)	3 (38%)	11 (65%)	32 (70%)
Activities designed to promote postsecondary planning and preparation.	13 (62%)	6 (75%)	11 (65%)	30 (65%)
Activities that seek to instill and reinforce school attachment and engagement.	11 (52%)	5 (63%)	9 (53%)	25 (54%)
Program design activities that include innovative and/or interdisciplinary approaches to program content delivery.	12 (57%)	3 (38%)	10 (59%)	25 (54%)
Activities that involve peer mentoring, tutoring, and/or assistance.	12 (57%)	3 (38%)	8 (47%)	23 (50%)
Activities designed to encourage and increase parent involvement and participation.	13 (62%)	3 (38%)	6 (35%)	22 (48%)
Individual and/or small group instruction and services, including academic and career counseling services to assist students in the development of personal graduation plans.	10 (48%)	3 (38%)	8 (47%)	21 (46%)
Activities that seek to reinforce the social and emotional adaptive skills of middle school students as they transition to high school.	10 (48%)	1 (13%)	9 (53%)	20 (43%)
Program activities that include the granting of credit toward the completion of district and/or state graduation requirements, or the accrual of elective credit required for graduation.	8 (38%)	2 (25%)	8 (47%)	18 (39%)
Activities that support the close coordination between high schools and their feeder middle schools in the identification and selection of student participants and program design.	9 (43%)	2 (25%)	6 (35%)	17 (37%)
Activities that promote and provide instruction in student leadership development.	6 (29%)	2 (25%)	7 (41%)	15 (33%)
Activities that incorporate work-based experience and learning.	4 (19%)	3 (38%)	5 (29%)	12 (26%)
Activities that incorporate experiential and/or service learning.	3 (14%)	2 (25%)	2 (12%)	7 (15%)
No optional activities	0 (0%)	0 (0%)	2 (12%)	2 (4%)

Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report
Note: Percentages do not sum to 100% because respondents were able to select multiple activities.

Professional Development Activities for Teachers

In progress reports, grant/project coordinators were asked to rate the level of implementation of PD activities for teachers in their summer 2009 programs on a 4-point scale ranging from *not planned* at the lowest to *fully implemented* at the highest (Figure 3.1). Of the Cycle 1 projects that were in their second year of implementation, 57% reported that they fully implemented PD activities for teachers and 24% partially implemented their PD activities. For Cycle 1 projects in their first year of implementation, 25% fully implemented and 75% partially implemented their PD activities. Interestingly, given that grantees had only implemented for one year at this time of progress report completion, 70% of Cycle 2 projects fully implemented PD activities for teachers and 10% partially implemented their PD activities. One Cycle 2 project reported that they did not plan PD activities for teachers. By comparison, 38% of grantees in 2008 reported fully implementing, and 44% partially implementing, PD for teachers.

Figure 3.1: Implementation of Professional Development Activities in Summer 2009



Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report

The most frequently reported PD activity (59%) included familiarization with a type of instructional activity, such as differentiated/individualized instruction. Instruction in the use of a particular assessment strategy (e.g., progress monitoring) and familiarization with a specific program or curriculum was reported by over half of the respondents (Table 3.27)

Table 3.27: Types of Professional Development Activities in Summer 2009

PD Activities	Cycle 1 Year 2 (N=21)	Cycle 1 Year 1 (N=8)	Cycle 2 (N=16)	IHE Survey (N=25)	Teacher Survey (N=153)	Total (N=223)
Instructional activities (e.g., differentiated instruction, group instruction)	7 (33%)	2 (25%)	7 (44%)	12 (48%)	104 (68%)	132 (59%)
Assessment activities (e.g., progress monitoring training)	3 (14%)	1 (13%)	5 (31%)	4 (16%)	109 (71%)	122 (55%)
Familiarization with specific program/curriculum	7 (33%)	0 (0%)	7 (44%)	7 (28%)	101 (66%)	122 (55%)
Integrating the curriculum (e.g. math and ELA/reading)	4 (19%)	2 (25%)	5 (31%)	12 (48%)	83 (54%)	106 (48%)
Motivation of student learning	N/A	N/A	N/A	10 (40%)	95 (62%)	105 (47%)
Working with at-risk students	5 (24%)	2 (25%)	4 (25%)	8 (32%)	78 (51%)	98 (44%)
Understanding different learning styles	5 (24%)	3 (38%)	3 (19%)	9 (36%)	60 (39%)	80 (36%)
Classroom management	N/A	N/A	N/A	8 (32%)	68 (44%)	76 (34%)
Use of computer programs (e.g., WebAchiever)	0 (0%)	1 (13%)	8 (50%)	5 (20%)	60 (39%)	74 (33%)
Teaching diverse students	N/A	N/A	N/A	10 (40%)	56 (37%)	66 (30%)
Communication with parents	N/A	N/A	N/A	5 (20%)	53 (35%)	58 (26%)
College readiness standards/skills	3 (14%)	0 (0%)	1 (6%)	4 (16%)	41 (26%)	49 (22%)
Drop-out prevention	2 (10%)	1 (13%)	3 (19%)	7 (28%)	34 (22%)	47 (21%)
Career readiness skills	2 (10%)	0 (0%)	2 (13%)	4 (16%)	32 (21%)	40 (18%)
Refresher courses in math, science, and ELA/reading	0 (0%)	0 (0%)	2 (13%)	3 (12%)	23 (15%)	28 (13%)
Other	1 (5%)	0 (0%)	0 (0%)	5 (20%)	11 (7%)	17 (8%)

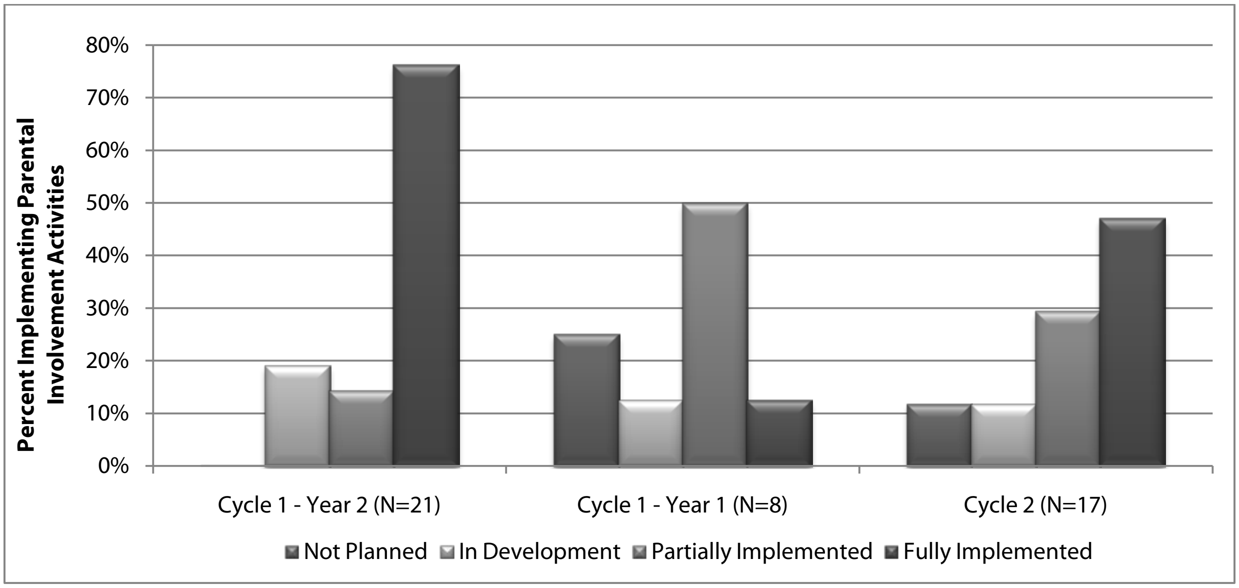
Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report; 2009 IHE Representative Survey; 2009 ISP Teacher Survey
Note: N/A represents those items that were not collected from particular data sources.

Most grantees in the case studies provided PD for teachers. For example, teachers in Grantee D participated in five days of PD that included technology training. Teachers were asked to develop "technology products," such as photo stories, for each class they taught. Teachers in Grantee F attended a one-day workshop for Project Learning Tree and Project Wild. Teachers at other grantee sites were trained in course content. For example, math teachers in Grantee E attended two days of training for their Algebra lab, while teachers in Grantee A attended a one week training course on the Lego robotics engineering curriculum.

Parent Involvement Activities

In progress reports, grant/project coordinators were asked to rate the level of implementation of parent involvement activities on a 4-point scale ranging from *not planned* at the lowest to *fully implemented* at the highest (Figure 3.2). As shown below, of the 21 Cycle 1-Year 2 projects, 76% reported that they fully implemented parent involvement activities and 14% partially implemented their parent involvement activities. For Cycle 1-Year 1 projects, 12% fully implemented and 50% partially implemented their parent involvement activities. By contrast, in 2008, 50% of grantees reported fully implementing, and 31% partially implementing, parent involvement activities. Of the Cycle 2 projects, 47% fully implemented and 29% partially implemented their parent involvement activities. Two Cycle 1-Year 1 projects and two Cycle 2 projects reported that they did not plan parent involvement activities.

Figure 3.2: Implementation of Parent Involvement Activities in Summer 2009



Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report

The most common parent involvement activities included an orientation to the ISP program (50%). Parent night (31%), college planning (29%), and general counseling (26%) were offered by several grantees. Even though only two Cycle 1-Year 1 and two Cycle 2 projects reported that parent involvement activities were not planned, one Cycle 1-Year 2 and three Cycle 1-Year 1 projects reported that the type of parent involvement activity was "none" (Table 3.28), perhaps because their implementation of parent involvement activities was still in development, as shown in Figure 3.2.

Table 3.28: Perceptions of Types of Parent Involvement Activities in Summer 2009

Parent Involvement Activities	Cycle 1 Year 2 (N=21)	Cycle 1 Year 1 (N=8)	Cycle 2 (N=17)	IHE Survey (N=22)	Total (N=68)
Parent orientation	9 (43%)	4 (50%)	11 (65%)	10 (46%)	34 (50%)
Parent night	9 (43%)	2 (25%)	5 (29%)	5 (23%)	21 (31%)
College planning	8 (38%)	1 (13%)	5 (29%)	6 (27%)	20 (29%)
General counseling	9 (43%)	0 (0%)	6 (35%)	3 (14%)	18 (26%)
Other	4 (19%)	3 (38%)	6 (35%)	4 (18%)	17 (25%)
School visitations	4 (19%)	1 (13%)	5 (29%)	7 (32%)	17 (25%)
Career/college fairs	4 (19%)	3 (38%)	4 (24%)	4 (18%)	15 (22%)
Parent satisfaction surveys	2 (10%)	0 (0%)	3 (18%)	4 (18%)	9 (13%)
Home visits	4 (19%)	1 (13%)	3 (18%)	0 (0%)	8 (12%)
Providing support to classroom teachers	3 (14%)	0 (0%)	1 (6%)	3 (14%)	7 (10%)
None	1 (5%)	3 (38%)	2 (12%)	N/A	6 (9%)

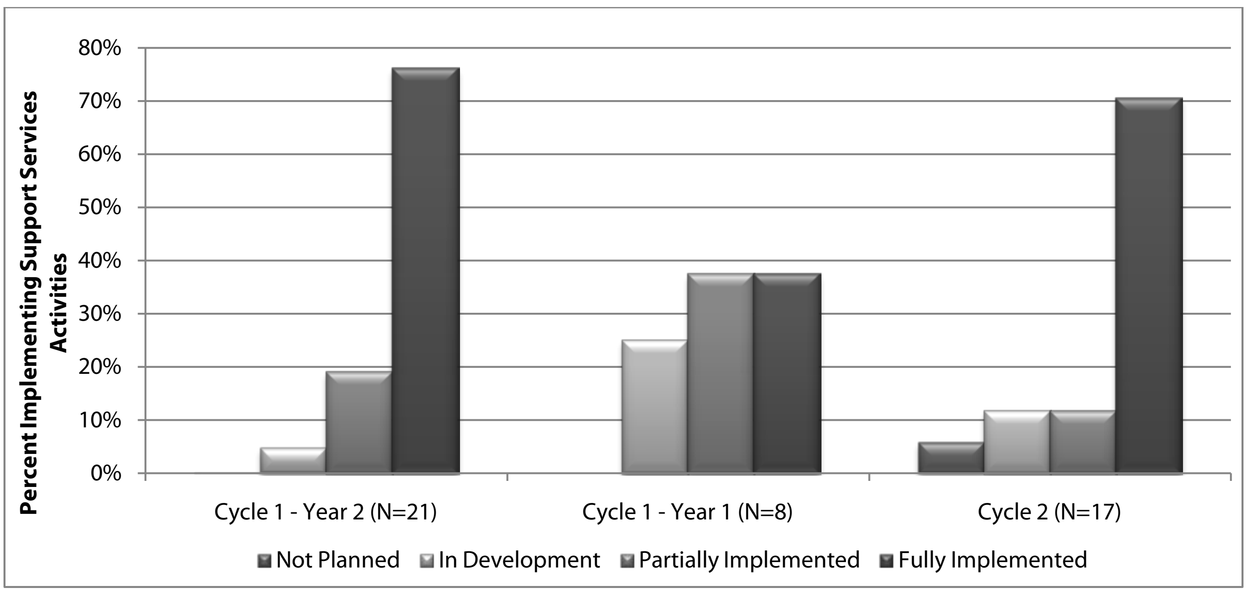
Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report; 2009 IHE Representative Survey
Note: N/A represents those items that were not collected from particular data sources.

As evidenced by the case studies, grantees involved parents in a variety of ways. For example, Grantee A invited parents to attend an orientation session at the beginning of the summer to learn about the program, and a field day at the end of the program where they saw the products of several student activities, such as robots and rockets. Grantee G informed parents about the program, educated parents about college readiness and workforce preparedness, and phoned parents when students were absent. Grantee C invited parents to an introductory meeting where they provided information about the program. They also provided parents with weekly flyers and attached "corner" tickets, which were sent home and then returned with a parent signature on the corner.

Support Services Activities

According to the progress reports, the majority of Cycle 1-Year 2 projects (76%) and Cycle 2 projects (71%) reported that they fully implemented support services (e.g., transportation to and from the program, college and career counseling; Figure 3.3). For Cycle 1-Year 1 projects, 75% reported that they fully implemented or partially implemented support services activities. By contrast, only 44% of grantees in 2008 had reported fully or partially implementing support services. One Cycle 2 project did not plan support services activities.

Figure 3.3: Implementation of Support Services Activities in Summer 2009



Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report

Similarly to grantees implementing in 2008, the most frequently reported support services activities across ISP projects implemented in 2009 were snacks and/or meals during the program (72%), transportation to and from school activities (71%), and college support (62%). It is notable that the focus on college support remained relatively consistent across implementation years, despite a shift from serving larger percentages of students in Grade 12 in 2008 to serving larger percentages of students in Grades 7, 8, and 9 by 2009. Childcare services were the least reported support services activity (5%). Table 3.29 presents the types of support services activities that were provided by ISP projects in summer 2009.

Table 3.29: Types of Support Services Activities in Summer 2009

Support Services	Cycle 1 Year 2 (N=21)	Cycle 1 Year 1 (N=8)	Cycle 2 (N=16)	IHE Survey (N=20)	Total (N=65)
Food (meals and snacks)	15 (71%)	8 (100%)	14 (88%)	10 (50%)	47 (72%)
Transportation	16 (76%)	8 (100%)	13 (81%)	9 (45%)	46 (71%)
College support (e.g., college campus tours, completing college applications)	14 (67%)	6 (75%)	11 (69%)	9 (45%)	40 (62%)
Academic guidance	15 (71%)	1 (13%)	10 (63%)	11 (55%)	37 (57%)
Tutoring services	11 (52%)	4 (50%)	9 (56%)	7 (35%)	31 (48%)
General counseling	11 (52%)	3 (38%)	9 (56%)	7 (35%)	30 (46%)
Career counseling (e.g., career planning, administration of vocational instruments)	12 (57%)	1 (13%)	7 (44%)	9 (45%)	29 (45%)
Mentoring services	3 (14%)	1 (13%)	6 (38%)	6 (30%)	16 (25%)
Referrals to social services agencies	5 (24%)	1 (13%)	5 (31%)	2 (10%)	13 (20%)
Financial aid counseling	3 (14%)	4 (50%)	3 (19%)	2 (10%)	12 (18%)
Healthcare services	5 (24%)	0 (0%)	4 (25%)	3 (15%)	12 (18%)
Other	0 (0%)	2 (25%)	3 (19%)	1 (5%)	6 (9%)
Childcare services	2 (10%)	0 (0%)	1 (6%)	0 (0%)	3 (5%)

Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report; 2009 IHE Representative Survey

Summer 2009 Student Level of Participation

In this section, the level of student participation in ISP during the summer of 2009 is explored. Two data sources were employed to examine how students participated in ISP. Student uploads included information about the average number of hours each student spent per day participating, and a student survey was administered to students at case study sites requesting information about the instructional activities in which they participated.

Average Daily Hours of Student Participation

As shown in Table 3.30, there was far more variability in the average daily hours of 2009 student participation than there had been in 2008. In comparison with 2008, for example, somewhat larger percentages of 2009 students spent larger amounts on time per day on average in their academic programs. More than two-thirds of 2009 students spent more than zero and up to two hours per day on average in their ELA/Reading (71%) or math (68%) programs, with an additional 16% devoting more than two and up to four hours in ELA/Reading and 20% in math. Moreover, 6% of students overall devoted more than four hours on average per day to participate in math.

Larger percentages of high school than middle school students in 2009 spent more than two and up to four hours participating in their academic programs. For example, whereas 10% of middle school students devoted more than two and up to four hours in Math, nearly a third (31%) of high school students did so. Across all groups, the academic program in which students tended to spend the least time was science, with 31% of students overall spending no time in such programs.

Table 3.30: 2009 Average Daily Hours of Student Participation by School Level and Academic Program

	N	0 Hours*	Greater Than 0 & Less Than or Equal to 2 Hours	Greater than 2 & Less Than or Equal to 4 Hours	Greater Than 4 Hours
All 2009 Students					
ELA/Reading	4538	12%	71%	16%	1%
Math	4877	6%	68%	20%	6%
Science	4461	31%	52%	17%	1%
2009 Middle School Students					
ELA/Reading	2457	3%	86%	11%	0%
Math	2621	1%	83%	10%	7%
Science	2386	35%	63%	2%	0%
2009 High School Students					
ELA/Reading	2081	23%	53%	22%	2%
Math	2256	12%	51%	31%	5%
Science	2075	26%	38%	34%	2%

Source: ISP Cycle 1 and Cycle 2 Student Uploads
* This column represents students who spent no time in a particular academic program, but did participate in others. That is, students were not required to participate in all three content areas. However, in the student uploads, grantees indicated that some students participated in 0 hours while other grantees left these cells blank and in the analysis, blank cells were treated as missing data.
Note: 5th graders were included in the middle school samples.

Not depicted in Table 3.30 are the numbers of students who were involved in the program, but did not participate in any academic program, although this was the focus of ISP. Thirty-three middle school students and 325 high school students (for a total of 358 students in 2009) were reported as program participants but did not log any hours in either ELA/Reading, math, or science programs.

Student Participation by ISP Curricula

Students at case study sites in 2009 were asked to complete a pre-participation survey prior to their ISP participation and a post-participation survey following ISP participation. Only findings from the post-participation survey are reported here. A total of 304 ISP students completed the post-participation survey.[18]

On the student post-participation survey administered at case study sites, students were asked about their level of participation in the ISP program. This section examines the level of

[18] Paper surveys were sent to case study sites to be administered to an estimated 1,350 students. Of the invited participants, 345 ISP students completed the pre-participation survey and 304 ISP students completed the post-participation survey.

student participation as reported by student respondents across math, ELA/reading, and science courses. It should be noted that these data only represent the experiences of students at case study locations and therefore cannot be generalized to the entire ISP student population.

As shown below in Table 3.31, the majority of respondents reported that they studied math (87%) and ELA/reading (79%). The smallest proportion of students reported that they studied science (61%).

Table 3.31: ISP Cycle 1 and Cycle 2 Student Participation by Subject Area (n=304)

Area of Study	Post-Participation Survey Respondents	
	N	%
English Language Arts/Reading	230	78.5%
Mathematics	209	87.4%
Science	150	60.5%

Source: ISP Student Post-Participation Survey, 2009

2009 Student Participation in ELA/Reading

Using a four-point rating *scale (1=Never, 2=Sometimes, 3=Frequently, 4=Always)*, the student survey respondents indicating that they studied ELA/reading reported on the occurrence of various actions in class. As presented in Table 3.32, large percentages student respondents reported always or frequently participating in the following activities: participating in class activities (69%), completing homework (65%), and working with other students on assignments during class (65%). Conversely, large percentages of student respondents reported that they never engaged in the following activities: helping or tutoring other students in their class who needed help in English (29%), working on grammar and syntax (25%), and working with other students outside the classroom to complete assignments (24%). In addition, more than a fifth indicated that they never wrote a paper or essay of two or more pages (22%) or gave an oral presentation in class (22%).

These findings suggest that the majority of ELA/reading students at case study sites participated in classroom activities and worked with other students on assignments during class periods. However, the data also suggest that students less often engaged in extended writing or in oral presentation.

Table 3.32: ISP Student Report of Participation in English Language Arts/Reading Activities (N=230)

Item	Never	Sometimes	Frequently	Always
I participated in class activities	7.7%	23.6%	23.2%	45.5%
I completed my homework	9.9%	24.8%	23.9%	41.1%
I worked with other students on assignments during class	3.2%	31.7%	29.0%	36.2%
I used a computer in class	9.1%	30.9%	25.0%	35.0%
I studied for tests/quizzes/exams	14.7%	31.8%	23.0%	30.4%
I completed short writing assignments (less than 1 page long)	11.9%	33.8%	24.7%	29.7%
I used evidence from something I read to support my answers	7.9%	36.1%	29.6%	26.4%
I worked on grammar and syntax in class	24.0%	35.9%	14.7%	25.3%
I participated in class discussions	9.0%	40.4%	25.6%	25.1%
I worked with other students outside of class to complete assignments	24.2%	32.9%	18.3%	24.7%
I wrote a paper or essay of two or more pages	22.2%	35.3%	19.5%	23.1%
I gave an oral presentation in class	22.0%	35.8%	19.7%	22.5%
I asked questions while reading texts	16.8%	42.3%	20.0%	20.9%
I summarized and paraphrased information from a text	12.8%	43.1%	23.4%	20.6%
I helped/tutored other students in my class who needed help in English	28.5%	35.7%	15.8%	19.9%
I asked questions in class	6.3%	53.8%	20.4%	19.5%

Source: ISP Student Post-Participation Survey, 2009
Note: Because of rounding, percentages may not add to 100.

2009 Student Participation in Math

Using a 4-point rating scale *(1=Never, 2=Sometimes, 3=Frequently, 4=Always),* student respondents who indicated that they studied math reported how often they participated in various classroom activities. Generally, more student respondents reported always or frequently participating in the following activities: solving math problems (67%), completing homework (42%), participating in class activities (64%), and completing math projects (62%) (see Table 3.33). On the other hand, larger percentages of students reported that they never engaged in the following activities: helping or tutoring other students outside of class to complete assignments (27%), working with other students outside of class to complete assignments (26%), and using manipulatives in math class (19%).

These patterns suggest that math students completed homework, solved math problems, participated in classroom activities, and completed math projects. However, the data also indicate that students rarely worked with their peers on assignments outside of class or helped them during class.

Table 3.33: ISP Student Report of Participation in Math Activities (N=209)

Item	Never	Sometimes	Frequently	Always
I solved math problems	1.5%	31.2%	25.2%	42.1%
I completed my homework	7.2%	29.2%	22.1%	41.5%
I participated in class activities	2.0%	31.2%	27.2%	39.6%
I completed math projects	4.5%	34.0%	23.5%	38.0%
I used a computer in class	13.9%	36.3%	15.9%	33.8%
I worked with other students on assignments during class	2.5%	36.4%	28.8%	32.3%
I studied for tests/quizzes/exams	12.1%	33.3%	27.3%	27.3%
I used manipulatives in math class	19.1%	33.2%	21.2%	26.6%
I worked with other students outside of class to complete assignments	26.1%	30.2%	18.1%	25.6%
I participated in class discussions	4.5%	41.8%	28.4%	25.4%
I completed real-world math problems	17.9%	36.8%	19.9%	25.4%
I helped/tutored other students in my class who needed help in math	26.6%	34.2%	19.6%	19.6%
I asked questions in class	6.5%	54.7%	19.9%	18.9%

Source: ISP Student Post-Participation Survey, 2009
Note: Because of rounding, percentages may not add to 100.

2009 Student Participation in Science

Using a 4-point rating scale *(1=Never, 2=Sometimes, 3=Frequently, 4=Always),* student respondents who indicated that they studied science reported how often they participated in various activities associated with their ISP courses. As shown in Table 3.34, student respondents reported that they always or frequently participated in the following activities: participating in class activities (70%), working with other students on assignments during class (66%), and completing homework (59%). Conversely, the activities reported by the largest percentages of students to have never taken place included writing lab reports (29%), working with other students in class who needed help in science (25%), using data to test a hypothesis (23%), and working with other students outside of class to complete assignments (23%).

These findings suggest that ISP science students were most likely to engage in classroom activities and collaborate with other students while in class. However, engaging in critical-thinking activities, such as writing lab reports and testing hypotheses with data, and working collaboratively with other students outside of class, were among the activities reported by the largest percentages of students to have never taken place.

Table 3.34: ISP Student Report of Participation in Science Activities (N=150)

	Never	Sometimes	Frequently	Always
I participated in class activities	2.1%	28.0%	27.3%	42.7%
I worked with other students on assignments during class	2.8%	31.3%	25.7%	40.3%
I completed my homework	4.8%	36.6%	22.1%	36.6%
I participated in class discussions	5.6%	37.5%	29.2%	27.8%
I studied for tests/quizzes/exams	8.5%	37.3%	28.2%	26.1%
I asked questions in class	6.3%	53.5%	16.0%	24.3%
I helped/tutored other students in my class who needed help in science	25.2%	37.1%	14.0%	23.8%
I conducted lab experiments	18.1%	34.7%	23.6%	23.6%
I completed real-world science problems	20.1%	31.9%	25.0%	22.9%
I used data to test a hypothesis	22.9%	32.6%	21.5%	22.9%
I worked with other students outside of class to complete assignments	22.8%	36.6%	17.9%	22.8%
I wrote lab reports	29.2%	31.9%	17.4%	21.5%
I used a computer in class	17.2%	39.3%	22.1%	21.4%

Source: ISP Student Post-Participation Survey, 2009
Note: Because of rounding, percentages may not add to 100.

Barriers to Implementation for ISP Cycle 1 Grantees Implementing in 2008

In open-ended implementation interviews and stakeholder surveys, Cycle 1 grantees implementing in 2008 were asked to describe and assess the factors that contributed to the successful implementation of the ISP program at their schools. Respondents reported several barriers to effective ISP implementation. Most frequently mentioned were time constraints, students' attitudes and behaviors, and limited resources, in order of frequency.

Time Constraints

In 44% of grantee interviews, participants mentioned that time was an important barrier to implementing the ISP program. The short amount of time between awarding of funds (late May or early June 2008) and the start of the program (in general, June and July 2008) affected the enrollment of students and teacher planning. Due to time constraints, ISP enrollment at some sites was open to students not initially targeted for ISP intervention. One grantee stated that due to time constraints the ISP project did not have PD. In the ISP stakeholder surveys, 22% of respondents indicated that there was not enough time to plan adequately for the program. In addition, 17% also reported that the short length of the program prevented some teachers from carrying out all of their objectives and from forming a deeper connection with the students. However, one ISP program was able to implement the program within two weeks and the grant/project coordinator believed that this short timeline helped the program be more innovative.

Perceived Negative Student Attitudes and Behaviors

Respondents from one district indicated that student attitudes were a major barrier to implementing the ISP program at their campus. Specifically, in one school, students refused to turn off their cell phones and were a disruptive presence in the classroom. While poor student attitude and behaviors were a problem in one district, student attitudes and behaviors were identified by other grantees as a facilitator to program success.

An IHE representative mentioned that student attendance was a problem, which was partially mitigated by offering classroom activities as incentives. The students had to attend ISP in the morning to continue onto afternoon classes that were required for graduation (e.g., Health, Physical Education). Another ISP project employed a community liaison to make frequent home visits and teachers conducted parent/teacher conferences by phone to improve student attendance. While student attendance was a noted problem for a handful of projects, it is important to note that others mentioned that student attendance was higher than expected.

Limited Resources

A wide group of respondents indicated that limited resources were problematic for their ISP projects, especially in terms of obtaining capable teachers, space, and transportation.

Several stakeholders mentioned the difficulty in recruiting teachers for their projects, particularly, math and science teachers. As a result, one project that was unable to find a science teacher had to take out the science component in the ISP program curriculum. Additionally, several ISP respondents mentioned that the program was taxing on the staff and students who would often go straight from the end of the school year into the ISP summer program without a break. Future ISP grantees may want to consider beginning their programs at a later time relative to the end of the school year.

Shortages of space and resources (e.g. technology, instructional materials) were other barriers to implementation. To overcome these barriers, several respondents indicated that access to college resources and a greater access to technology improved the success of the program.

Finally, several interviewees noted how difficult the transportation issues were for students, despite the fact that ISP grantees were allowed to use grant funds for transportation costs. Because students were spread out across the district, one interviewee noted that some students needed to commute three hours each day to get to and from the campus.

Barriers to Implementation for ISP Cycle 1 and Cycle 2 Grantees Implementing in 2009

Grant/project coordinators, IHE representatives, and ISP participating teachers were asked to identify the barriers to the implementation of the ISP program. It should be noted that, whereas information about project barriers was collected via open-ended interviews and surveys in 2008, closed-response option surveys were employed in 2009. Findings from the 2008 interviews and open-ended survey items informed the later development of items and rating scales used in the 2009 surveys. Results are presented in Table 3.35.

Student-Related Barriers

Similarly to Cycle 1 grantees implementing in 2008, Cycle 1 and 2 grantees implementing in 2009 found student behavior to be a challenge. Overall, as seen in Table 3.35, the most frequently reported barriers to implementation reported by 2009 implementers were student attendance (32%) and student apathy (30%). Cycle 1-Year 2 projects indicated that student attendance was their largest barrier (43%), whereas Cycle 1–Year 2 projects most frequently indicated that the need to teach non-academic skills and the lack of time were their most formidable barriers (63% each). Teachers and IHE representatives identified student apathy as the largest barrier (35% and 23%, respectively). Nearly a quarter (23%) of IHE representatives and 14% of teachers reported that they had faced no barriers to implementation.

Table 3.35: Barriers to ISP Implementation in Summer 2009

Barriers	Cycle 1 Year 2 (N=21)	Cycle 1 Year 1 (N=8)	Cycle 2 (N=17)	IHE Survey (N=39)	Teacher Survey (N=248)	Total (N=333)
Student attendance	9 (43%)	2 (25%)	6 (35%)	5 (13%)	83 (34%)	105 (32%)
Student apathy	1 (5%)	3 (38%)	1 (6%)	9 (23%)	86 (35%)	100 (30%)
Lack of time to plan ISP program	2 (10%)	5 (63%)	4 (24%)	6 (15%)	76 (31%)	93 (28%)
Need to teach non-academic skills (e.g., emotional, social)	3 (14%)	5 (63%)	7 (41%)	5 (13%)	65 (26%)	85 (26%)
Lack of resources (e.g., technology, space)	0 (0%)	0 (0%)	0 (0%)	2 (5%)	75 (30%)	77 (23%)
Short duration of program (e.g., length of day, number of weeks)	5 (24%)	0 (0%)	1 (6%)	3 (8%)	53 (21%)	62 (19%)
Student recruitment	3 (14%)	4 (50%)	2 (12%)	4 (10%)	48 (19%)	61 (18%)
No barriers	5 (24%)	1 (13%)	3 (18%)	9 (23%)	34 (14%)	52 (16%)
Lack of staff development	2 (10%)	0 (0%)	0 (0%)	1 (3%)	44 (18%)	47 (14%)
Too many students to serve	1 (5%)	0 (0%)	1 (6%)	3 (8%)	36 (15%)	41 (12%)
Shortage of materials	0 (0%)	0 (0%)	0 (0%)	0 (0%)	37 (15%)	37 (11%)
Lack of qualified teachers available	2 (10%)	0 (0%)	7 (41%)	3 (8%)	22 (9%)	34 (10%)
Other	1 (5%)	1 (13%)	2 (12%)	3 (9%)	22 (9%)	29 (9%)
Integrating new high school students	0 (0%)	1 (13%)	1 (6%)	2 (5%)	20 (8%)	24 (7%)
Lack of transportation	1 (5%)	1 (13%)	0 (0%)	0 (0%)	8 (3%)	10 (3%)

Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report; 2009 IHE Representative Survey; 2009 ISP Teacher Survey

Case study data provide additional information about the variety of barriers to ISP implementation during 2009. For instance, case studies corroborate survey data suggesting that that issues surrounding student recruitment was a challenge grantees faced. It should be noted that these data may not necessarily be consistent with findings from other sites, and cannot be generalized to all ISP sites. Stakeholders from three grantees (Grantees B, C, and E) reported that multiple programs were available in the area which caused competition for available students. Other stakeholders reported that parents and students often lacked understanding about graduation course credit and TAKS requirements and hesitated to participate in programs that were voluntary (Grantees D and F). In general, stakeholders reported that a great deal of effort was spent coordinating the acquisition of materials and students, and in changing attitudes about summer school.

Transportation Barriers

Transportation was a major challenge for some case study sites. For example, many students from Grantee D lived over 20 miles from the school where the program was implemented. Similarly, in Grantee C, students from one of the schools served lived across town from the school where the program was implemented. These extended distances, when paired with families without personal transportation, meant that students who missed the bus missed the whole day of the program, and restricted parent access to program staff. This finding from case study sites diverges from the finding from data sources informing Table 3.35, where transportation was among the least frequently cited barrier to implementation.

Funding Barriers

As with Cycle 1 grantees implementing in 2008, resource constraints were reported to be a barrier to implementation among Cycle 1 and 2 grantees. Case study data in particular reveal this barrier, with three of the seven Cycle 1 grantees noting that 2008 implementations had been negatively impacted by funding delays due to the limited time between notice of grant award (NOGA) and the beginning of the program described earlier. In these cases, funding for program materials was needed prior to the funding release dates by TEA through the NOGA. Other grantees noted changes in district funding availability that required changes in schedules and course availability that impacted the ISP program activities. For example, one grantee reported that reductions in available district funding for 2009 restricted the availability of dual credit courses, so since the grant was not specifically providing the dual credit courses, the grantee could not include this as part of the ISP program activities. Another grantee reported that reduced district funding for 2009 required a change in bus routes that was less convenient for some students who would have otherwise participated in the ISP program activities.

Other Barriers

Cycle1-Year 1 projects identified a lack of time to plan the program and the need to teach non-academic skills (such as study skills and planning skills) (63% each) as the largest barriers to implementation. About 30% of teachers responding to the 2009 teacher survey reported lack of resources as a barrier, whereas no site indicated on their progress report that lack of resources was a barrier. In addition, 16% of all respondents stated that there were “no barriers” to ISP implementation.

Facilitators of Implementation for ISP Cycle 1 Grantees Implementing in 2008

Cycle 1 stakeholders associated with grants implemented in 2008 were asked to describe and assess the factors that contributed to the successful implementation of the ISP program at their schools via open-ended interviews and surveys. The most common responses were that success of the ISP project was due to the supportive climate and staff who worked to make the project happen, collaboration among the various stakeholders, small class sizes, and individualized instruction.

Supportive Staff

Interviewees from all of the ISP projects and respondents from the ISP Stakeholder surveys noted that the administration, IHE representatives, teachers, students, and their parents were supportive of the ISP program and that this cooperation helped the projects. The most commonly listed factor that contributed to the implementation of the ISP program was the motivation and dedication of the teachers and students. The support and dedication from the staff and administration kept the teacher and student morale high and contributed to the overall success of the ISP program. Communication between staff and families was also noted as a contributing factor to the implementation of the ISP program. Several grantees also noted the value that the IHEs brought to the relationships, especially the enthusiasm that IHE faculty and staff maintained towards the ISP program.

Positive Attitudes of Students and Parents

Although some Cycle 1 grantees implementing in 2008 reported that perceived negative student attitudes posed a challenge to ISP implementation, others described the students they served as a highly motivated group who were interested in their materials and focused on their goal of using the ISP program to do well in school, graduate and/or attend college. Parents in several of the projects were also highly engaged by the ISP program. Several parents were recruited to organize other parents and perform tasks, such as encouraging regular student attendance for entire classrooms (i.e., monitoring attendance, calling parents when students did not attend, and making house calls when a student was repeatedly absent). Implementation interviewees from four projects mentioned how much the funding from TEA meant for the school, the ISP projects, and the students.

Other Facilitators

Other facilitators of the ISP program included engaging activities and experience in the delivery of the programs like the ISP program. Careful and deliberate planning between the school and university was also noted as a facilitator of program implementation.

Facilitators of Implementation for ISP Cycle 1 and Cycle 2 Grantees Implementing in 2009

Grant/project coordinators, IHE representatives, and ISP participating teachers were also asked to identify facilitators of the implementation of the ISP program. It should be noted that, whereas information about project facilitators was collected via open-ended interviews and surveys in 2008, closed-response option surveys were employed in 2009. Findings from the 2008 interviews and open-ended survey items informed the later development of items and rating scales used in the 2009 surveys. Results about stakeholder perceptions of implementation facilitators are presented in Table 3.36.

Table 3.36: Facilitators to ISP Implementation in Summer 2009

Facilitators	Cycle 1 Year 2 (N=21)	Cycle 1 Year 1 (N=8)	Cycle 2 (N=17)	IHE Survey (N=39)	Teacher Survey (N=248)	Total (N=333)
Administrative/district support for the program	16 (76%)	7 (88%)	16 (94%)	23 (59%)	177 (71%)	239 (72%)
Strong commitment from teachers and staff	18 (86%)	8 (100%)	14 (82%)	23 (59%)	171 (69%)	234 (70%)
Careful planning and implementation	19 (91%)	7 (88%)	13 (77%)	22 (56%)	129 (52%)	190 (57%)
Student enjoyment of activities	14 (67%)	7 (88%)	15 (88%)	22 (56%)	116 (47%)	174 (52%)
Student engagement, motivation, etc.	17 (81%)	7 (88%)	13 (77%)	19 (49%)	114 (46%)	170 (51%)
Resources (e.g., technology, space)	17 (81%)	6 (75%)	14 (82%)	18 (46%)	110 (44%)	165 (50%)
Teacher and counselor motivation	15 (71%)	5 (63%)	10 (59%)	18 (46%)	112 (45%)	160 (48%)
Monies to hire more staff	15 (71%)	4 (50%)	13 (77%)	11 (28%)	88 (36%)	131 (39%)
Collaboration with the Institution of Higher Education (IHE) or district/school	13 (62%)	6 (75%)	12 (71%)	22 (56%)	59 (24%)	112 (34%)
Parent support	N/A	N/A	2 (12%)	N/A	80 (32%)	82 (25%)
Community buy-in and support	9 (43%)	1 (13%)	8 (47%)	5 (13%)	51 (21%)	74 (22%)
Other	1 (5%)	1 (13%)	2 (12%)	3 (8%)	8 (3%)	15 (5%)

Source: 2009 ISP Cycle 1 Progress Report; 2009 ISP Cycle 2 Progress Report; 2009 IHE Representative Survey; 2009 ISP Teacher Survey
Note: Percentages do not sum to 100% because respondents were able to select multiple responses.
N/A represents those items that were not collected from particular data sources.

Supportive Staff

Overall across all data sources, the most frequently reported facilitators among Cycle 1 and Cycle 2 grantees implementing in summer 2009 were administrative/district support for the program (72%) and strong commitment from teachers and staff (70%) (Table 3.36). For Cycle 1-Year 1 grantees, the biggest facilitator was strong commitment from teachers and staff (100%) and Cycle 2 grantees cited administrative/district support for the program (94%) as the most important facilitator.

Collaboration

A similar theme was noted in case studies. All case study participants reported that collaboration among the staff was an important facilitator to program success. Case study participants described the factors that contributed to a positive sense of collaboration. These included a clear understanding of the program details (e.g., roles, expectations, logistics), adequate teacher training on the curriculum included in the program, a shared vision of the possibility of success for the at-risk students served, and a willingness to "do what it takes" to reach students.

These findings are corroborated by data from progress reports, the IHE survey, and the teacher survey, which suggest that collaboration with an external partner (i.e., an IHE) was an important facilitator. For example, 62% of Cycle 1-Year 2 sites, 75% of Cycle 1-Year 1 sites, and 71% of Cycle 2 sites indicated on their progress reports that collaboration with an IHE or school district helped facilitate ISP implementation (Table 3.36).

Instructional Model

Although no data were collected via progress reports and surveys about the extent to which particular instructional models or components were facilitators of ISP, case study participants did report that various instructional strategies helped facilitate implementation. Case study data suggested that grantees found small class sizes and individualized instruction to be important facilitators of the program. Stakeholders reported that small class sizes and the opportunity to work one-on-one with students provided opportunities to build the necessary supportive relationships with students and monitor progress. Overall, stakeholders described the necessity of treating and teaching each student as an individual. Many teachers reported that the smaller class sizes in the summer program allowed them to spend individual time with students which helped the students succeed. The small class sizes also provided the teachers with opportunities to "try out" activities and active learning techniques that had not been utilized in their regular classes. Another important facilitator to program success was the selection of teachers and support staff who had experience working successfully with at-risk students. In general, stakeholders reported that successful implementation of the ISP programs required a "team effort."

Other Facilitators

Cycle1-Year 2 grantees identified careful planning and implementation (91%) as the biggest facilitator to successful implementation. In both Cycle 1-Year 1 and Cycle 2, 88% of sites reported that student enjoyment of activities had been an important facilitator to implementation. Resources, such as technology and building space, were significant implementation facilitators for 81% of Cycle 1-Year 2 sites, 75% of Cycle 1-Year 1 sites, and 82% of Cycle 2 sites (Table 3.36).

Overview of Case Study Findings

As noted in Chapter 2, seven Cycle 1 grantees that implemented in 2008 were selected as case study sites in 2009. Case studies were conducted, in part, to explore implementation issues more fully. Following a brief description of case study sites, this section details the barriers to and facilitators of ISP implementation reported by case study participants and briefly compares these findings with those from all of their Cycle 1 grantee peers that first implemented in 2008.

Case Study Grantee Characteristics

The seven Cycle 1 ISP grantees observed during summer 2009 programs differed by geographic location and the student populations served. Six of the grantees were independent school districts (Grantees A, B, D, E, F, and G), and one (Grantee C) was a charter school program. Observations were implemented at one urban charter school (Grantee C), three suburban school districts (Grantees B, D, and E), and three rural school districts (Grantees A, F, and G).

The majority of students who participated in the ISP programs at case study sites were from populations at risk for dropping out of school. Many students had failed classes due to poor grades or failure to pass the TAKS. Although most case study site students were middle school and high school attendees, students at Grantee G were described as “exit level” students aged 18 to 21 years old who had failed to graduate high school. Grantee B and Grantee E focused on “bubble” students, those students who typically scored just above passing grades in classes and/or had passed the TAKS assessment by only one or two questions. Grantees B and F implemented both high school and middle school programs. Grantee E implemented only a middle school program. The remainder of the grantees served high school or “exit level” students.

Additional information on student enrollment, student characteristics, number of schools by type, district accountability ratings, and detailed findings from interviews and site visits are included in the full case studies in Appendix G.

Barriers to Implementation

Unlike respondents to the open-ended interviews and surveys, case study grantees identified curriculum delivery as one of the primary barriers to implementation. They reported challenges associated with selection of materials, development or redesign of curriculum, and late delivery or non-delivery of materials. For example, Grantee B reported that books ordered for one of the ELA/reading programs did not arrive. After checking on the order, the teacher discovered that the books had not been ordered. To address the resulting challenge, project staff had to adjust the course plan and use available materials. For another grantee, graphing calculators scheduled for use during the 2008 implementation only arrived after the summer program ended.

As with interview and survey results from Cycle 1 2008 implementers, funding issues were also reported by case study site staff as barriers to implementation of ISP programs. Three of the seven grantees noted that 2008 implementations had been negatively impacted by funding delays. In these cases, funding for program materials was needed prior to the funding release dates by TEA. Other grantees noted changes in funding availability that required changes in schedules and course availability.

Transportation was a third major challenge described by case study grantees; although, transportation was not identified by Cycle 1 grantees in 2008 as a major challenge to implementation, by 2009 it was cited as a key barrier by Cycle 1 and Cycle 2 grantees. For example, many students participating in services offered by Grantee D lived more than 20 miles from the school at which the program was implemented. Similarly, in Grantee C, students from one of the schools served lived across town from the school where the program was implemented. These extended distances, when paired with families lacking personal transportation, meant that students who missed the bus missed the whole day of the program, and restricted parent access to program staff.

Grantees also cited issues surrounding student recruitment as a final major challenge, corroborating interview and survey data from Cycle 1 grantees implementing in 2008. Stakeholders from three districts (Grantees B, C, and E) reported that multiple programs were available in the area which caused competition for available students. Other stakeholders noted that parents and students often lacked understanding about graduation course credit and TAKS requirements and hesitated to participate in programs that were voluntary (Grantees D and F). In general, stakeholders from case study sites reported expending a great deal of effort coordinating the acquisition of materials and students, and changing attitudes about summer school.

Facilitators of Implementation

Collaboration among the staff was noted by all case study grantees as an important facilitator to program success, corroborating similar reports from interviews and surveys conducted with Cycle 1 grantees implementing in 2008. The factors that contributed to a positive sense of collaboration included a clear understanding of the program details (e.g., roles, expectations, logistics), adequate teacher training on the curriculum included in the program, a shared vision of the possibility of success for the at-risk students served, and a willingness to "do what it takes" to reach students.

Stakeholders at case study sites, unlike those responding to interviews and surveys in 2008, reported that small class sizes and the opportunity to work one-on-one with students provided opportunities to build the necessary supportive relationships with students and monitor progress. Overall, stakeholders described the necessity of treating and teaching each student as an individual. Many teachers reported that the smaller class sizes in the summer program allowed them to spend individual time with students which helped the students succeed. The small class sizes also provided the teachers with opportunities to "try out" activities and active learning techniques that had not been utilized in their regular classes.

Another important facilitator to program success was the selection of teachers and support staff who had experience working successfully with at-risk students. In general, stakeholders at case study sites reported that successful implementation of the ISP programs required a "team effort."

Importance of Relationships

Every stakeholder interviewed described the importance of strong student-teacher relationships. Many grantees reported that teachers were selected because of the good relationships they typically established with students. Even so, many teachers reported transformations in their thinking about students. High school teachers and college professors interviewed reported a greater understanding of the challenges students face and how a relationship with an adult at school can support students in their efforts to graduate. Many stakeholders reported that program mentors and/or teachers provided the only positive input students received regarding school success.

Many stakeholders also reported the positive influence new peer relationships had on students. For example, programs that served incoming ninth grade students from more than one middle school reported that participation in the summer program helped students transition from separate groups from rival middle schools into a cohesive class cohort. In addition, stakeholders reported that students from diverse backgrounds learned to see each other as individuals rather than only as part of a gang or member of a minority group.

In addition to the individual relationships that were fostered by the summer programs, community involvement and support for students also increased. For example, stakeholders from Grantee A reported that after the success of their 2008 summer program, a local charter school applied for and received an additional ISP grant for the junior high school. After noting that it was unusual for a public school and charter school to work together, a teacher added that the ISP had strengthened relationships among educators in the district and improved the opportunities for local students. At Grantee B, a local grocer donated healthy snacks and door prizes after hearing that parent meetings were scheduled to discuss important community topics including drug abuse and partner violence. The schools, the families, and local businesses partnered for student success.

Need for Engaging Learning Activities

Stakeholders also described the importance of providing engaging learning activities and opportunities for remediation when necessary. Although a few programs focused on average students, the majority were designed for struggling students with little history of academic success. Efforts were made to re-engage students through real world applications of math, science, and English language arts (ELA) activities targeted to student needs. For example, Grantee A integrated math and science concepts in a fun activity in which students created "ice cream in a plastic bag" and learned about volume and chemical phase changes. In the Grantee B high school ELA program, students were placed in one of three groups based on individual needs. One group of students was comprised of English language learners and utilized curriculum that presented stories in English and Spanish. In the second group, students were provided with computer based instruction in reading, comprehension, vocabulary, and writing for students with average reading skills. The final group of students, described as more advanced readers who were failing due to absences or behavioral issues, read high interest stories and worked on writing elements (e.g., plot, foreshadowing, irony, feedback). Teachers and counselors at the site reported that, as a result of these efforts, student enjoyment of the program was high. One counselor said that students who enjoyed the program shared their experiences with friends, while several teachers noted that students seemed to focus on the fun they were having while learning.

Value of Implementation Experience

The middle school program at Grantee G and the high school program in Grantee F were observed during their first summer implementation (summer 2009). Stakeholders from both grantees listed difficulties associated with a first-time implementation and reported many suggestions for changes that would benefit future implementations. Seven programs were visited that implemented ISP programs in 2008 and 2009. Of these, only one (Grantee G) reported no changes in program structure before the 2009 implementation. The other six grantees reported that program changes were made to serve students better. In addition, all stakeholders kept the majority of their teachers and support staff from the first year. This likely contributed to the high levels of collaboration reported.

One reported change for a second year implementation regarded student recruitment that matched program goals. Grantee E implemented an innovative program for middle school students designed to help average students excel. During the first year, program facilitators found that some students were underprepared to take advantage of the Algebra Lab around which the summer program was designed. For the 2009 implementation, only students who had passed their last TAKS assessment were recruited for the program. This ensured that participating students were academically prepared to benefit from the program. Other students were served by the district's regular summer school program.

Many of the programs made changes in curriculum content and/or refined lesson plans. For example, Grantee A stakeholders reported major changes in the way math instruction was implemented. In the 2008 program, math was taught as a separate session and students receiving remediation in math were "pulled out" of science classes in order to work on math. After students complained about missing the fun science activities, changes were implemented. The ISP grant was amended to allow for consulting services to evaluate and update the math content and implementation plan. In 2009, math and science content was integrated within each activity, and all activities were anchored to specific concepts. In addition, students learned what the same concepts would look like in a typical classroom lesson and/or on a TAKS assessment. All the grantees reported smoother implementation and expected better results from the second implementation of their programs.

Summary

Interviews with stakeholders and classroom observations revealed that the summer programs conducted at case study sites encouraged positive changes for students and their communities. Stakeholders reported that students formed new and richer peer relationships and improved their academic and social skills. In addition, students developed supportive relationships with teachers, mentors, and school staff. As an added benefit, many parents gained a new appreciation for teachers and school staff. Parents also learned about course credits and TAKS assessment requirements for graduation, and gained information about their children's ongoing progress and college readiness. The ISP programs implemented at case study sites provided a structure within which supportive relationships were developed and opportunities to succeed in academic subjects were offered.

Summary of the Implementation of the ISP Program

This chapter explored the implementation of the ISP program in the summers of 2008 and 2009 by examining the characteristics of students served by the program, the implementation of ISP project activities, and the barriers and facilitators to the implementation of ISP projects.

What are the demographic characteristics of students served through the ISP program?

ISP program grantees provided services to students at risk of dropping out of school – the intended population for this initiative. Across Cycles and implementation years, an average of 68% of ISP students were considered at risk for dropping out of school. The majority of ISP students served were economically disadvantaged in some way (84%). More than a quarter (26%) were identified as special education students, and more than a fifth (21%) were LEP students. Along with low student achievement, such characteristics are key risk factors associated with dropping out (Hammond, Linton, Smink, & Drew, 2007). However, given that some grantees faced challenges in recruiting the intended student population, future ISP grantees might want to consider using additional recruitment strategies, particularly those designed to re-engage disengaged youth. These might include recruiting friendship pairs; communicating directly with parents and families of invited students; attracting participants with youthful, energetic, and trustworthy staff; explicitly linking academic content to engaging, hands-on projects; providing opportunities for leadership, community service, and celebration of accomplishments; or allowing some relaxation time between academically focused sessions.

Students in Grades 6 through 12 were targeted by the ISP program. In 2008, the largest percentage of students was in Grade 8 (27%); the smallest percentage was in Grade 10 (3%). In 2009, the largest percentage of students was in Grade 9 (21% of Cycle 1 students in 2009, and 26% of Cycle 2 students); the smallest percentage was in Grade 5 (2% of both 2009 Cycle

1 and Cycle 2 students). The majority of ISP students served across Cycles and implementation years were Hispanic (82%).

The most commonly used data source for identifying students to participate in ISP projects was academic records. Between 61% (2008 Cycle 1) and 88% (2009 Cycle 1-Year 1) used this method. With the exception of Cycle 1-Year 1 sites in 2009 (38%), the second most often employed method to identify students was TAKS scores. Between 61% (2008 Cycle 1) and 79% (Cycle 2) of sites used this approach.

Many ISP grantees used incentives to recruit students. The incentive received by the largest percentage of students was transportation to and from the ISP program, ranging from 65% of students in Cycle 1-Year 2 sites implementing in 2009 to 76% of students from Cycle 1-Year 1 sites implementing in 2009.

What types of programs were implemented?

All Cycle 1 and Cycle 2 projects provided academic instruction to students. Among Cycle 1 sites implementing in 2008, the largest percentage of students served (41%) participated in ELA/reading academic programs. In 2009, however, the largest percentages of students participated in math academic programs, ranging from 74% in Cycle 1-Year 1 sites to 95% in Cycle 2 sites.

ISP grantees also offered credit recovery opportunities (i.e., earning credit for classes previously failed) to students. The largest percentage (53%) of students participating in credit recovery was among Cycle 2 sites implementing in 2009, whereas the smallest percentage (18%) was among Cycle 1-Year 2 sites during the summer of 2009.

Across Cycles and implementation years, the instructional activity implemented most frequently in the math academic summer programs was guided instruction. Given that at-risk students may already be uninterested in academic content, future ISP grantees may want to consider deliberately introducing more engaging math activities, such as demonstrations of real-world applications, project-based activities, or math games.

Among Cycle 1 sites implementing during the summer of 2008, collaborative activities were also employed often. Among ELA/reading programs, the instructional activities employed most frequently in 2008 were collaborative activities and technology use. In 2009, however, learner-centered activities and targeted/individualized instruction were used most often. Hands-on activities were the instructional strategies used most frequently in science programs, regardless of implementation year. Additionally, collaborative activities were among those used most often during the 2008 implementation of science programs.

Progress monitoring was the most frequently employed assessment strategy across all academic programs during both 2008 and 2009. In math programs, group projects were among the most often used assessment strategies in 2008, and student demonstrations were among the most often used strategies in 2009. ELA/reading programs implementing in 2009 frequently employed student journals as a means by which to assess student progress, and science programs also used experiments and student journals in 2009.

What was the level of student participation in ISP during the summer of 2008 and 2009?

In 2008, the majority of students spent between more than zero and up to two hours per day on average participating in ELA/Reading, Math, or Science programs. Middle school students spent somewhat more time in Science programs than did their peers in ELA/Reading or Math programs. However, there was far more variation in the average amount of time students spent per day in their academic programs in 2009. Larger percentages of students spent more time participating between two and four hours, for instance. However, a total of 358 students in 2009 spent no time participating in academic programs. It is possible that such students received other services during ISP participation. Future grantees may want to consider various strategies, such as home visits, rewards for daily attendance, or additional supports per student needs, for ensuring that enrolled students participate more fully.

The majority of 2008 ISP Student Survey respondents reported that they studied math (83%) and ELA/reading (74%) in summer 2008, while a smaller proportion of students studied science (37%). In general, Cycle 1 students participating in ISP during the summer of 2008 tended to participate in traditional instructional activities, such as homework and completing classroom assignments. They tended to be offered fewer opportunities to engage in collaborative, hands-on, real-world, and extended projects.

Among students participating in 2009, similarly to 2008 students, the majority reported that they studied math (87%) and ELA/reading (79%), while the smallest proportion of students reported that they studied science (61%). As with 2008 students, 2009 ISP students tended to participate most often in classroom assignments and completing homework.

Who are the partners?

ISP grantees partnered with one or more IHEs, including community colleges, colleges, and universities across Texas. Other partners included the Sylvan Learning Center, parents of the students involved in ISP, and the community at large. Many of the partnerships between ISP schools and IHEs existed prior to the ISP program.

What types of activities were part of the program?

In addition to academic instruction in math, ELA/reading, and science, all ISP grantees implemented supplemental activities. For instance, the majority of ISP grantees provided professional development to participating teachers. About 82% of ISP programs fully or partially implemented professional development activities for teachers in 2008. In 2009, between 80% (Cycle 2) and 100% (Cycle 1-Year 1) had done so.

By 2009, the majority of ISP grantees provided support services to students. In 2008, 44% of ISP programs fully or partially implemented support services activities. In 2009, between 71% (Cycle 1-Year 1) and 95% (Cycle 1-Year 2) had done so. Transportation to and from school and provision of snacks and food were the most frequently reported support service activities in both 2008 and 2009.

Most ISP grantees also offered parent involvement activities. In 2008, 81% of ISP programs fully or partially implemented parent involvement activities. In 2009, between 60% (Cycle 1-Year 1) and 90% (Cycle 1-Year 2) had done so. The most commonly implemented parent involvement activity across implementation years was parent orientation to the ISP program.

What are the barriers to and facilitators of implementation of the ISP program?

In both 2008 and 2009, grantees cited student attitudes and behaviors, and limited resources or funding constraints, as barriers to the implementation of ISP. Additionally, grantees implementing in 2008 reported that time constraints were a challenge, and grantees implementing in 2009 cited transportation as a barrier. Stakeholders at case study sites mentioned additional barriers, including issues associated with curriculum delivery and student recruitment.

Supportive staff were reported to be the most important facilitators among grantees implementing in both 2008 and 2009. Some grantees operating in 2008 also cited supportive students and parents as a significant facilitator of implementation. In 2009, strong collaboration among staff and with IHEs, and small class sizes and the resultant opportunities to provide individualized instruction, were also among the most important facilitators. Data from case studies corroborate these findings.

Overall, how effectively and in what ways was ISP implemented?

In general, Cycle 1 and Cycle 2 grantees implementing during 2008 and 2009 appear to have implemented ISP as intended and in alignment with program goals. Thus, grantees served the target population of students at risk for academic difficulty; offered math, science and/or ELA/reading instruction; provided services focused on helping students achieve college-readiness; partnered with IHEs; and rendered a variety of support services to students.

There were several differences between grantee groups. For example, in 2009, Cycle 2 grantees tended to implement various project components more fully than their Cycle 1 counterparts also in their first year of implementation. Cycle 2 grantees also served larger percentages of students in their math and ELA/reading academic programs than did their Cycle 1 counterparts, but a far smaller percentage in their science academic programs. Cycle 2 grantees served larger proportions of students with credit recovery assistance.

On the other hand, there were similarities among the Cycle 1 and Cycle 2 grantees implementing during the summer of 2009. For example, although much Cycle 1 and Cycle 2 summer 2009 math instruction relied on guided instruction, ELA/reading and science courses across both Cycles employed learner-centered and hands-on instructional strategies.

In sum, implementation by both Cycle 1 and Cycle 2 sites proceeded as intended and according to ISP goals. In 2009, Cycle 2 sites were able to implement the program more fully than their Cycle 1 counterparts also in their first year of implementation, although it is not clear for what reasons. Despite facing several implementation barriers (such as time and resource constraints, and reluctant student participants), both Cycle 1 and Cycle 2 grantees did not appear to find such challenges insurmountable, and were, in fact, supported by several important facilitators to implementation, including strong staff commitment.

4. Impact of the Intensive Summer Program on Student Outcomes: Summer 2008

This chapter begins to address the second objective of this evaluation—to investigate the impact of the ISP program on student outcomes. The focus of this chapter is student outcomes among the Cycle 1 grantees implementing in summer 2008, following students for two years after they first participated (through 2008–09 and 2009–10). Specifically, these are students who first received services from Cycle 1 grantees who first implemented ISP in summer 2008.[19] Note that some of these students participated in ISP for two years, and this variable was considered in the analysis. This chapter addresses the following questions:

- What was the level of student participation at each grade level?
- How was participation in ISP related to student achievement, dropout rates, graduation rates, promotion rates, and course completion rates?
- How was type of program related to student achievement, dropout rates, graduation rates, promotion rates, and course completion rates?

This chapter relies upon the following key sources of data:

- TAKS data
- PEIMS data
- Student surveys
- ISP staff surveys
- Uploads of student data

Although TAKS data are critical to evaluation of the effectiveness of ISP, it should be noted that it is difficult to link changes in TAKS scores directly to ISP participation given two key temporal issues. First, because ISP is a summer program, its duration constitutes only a small proportion of time students spend in academic activities. Second, because there is a time lag between pre-test and post-test, students will have had many additional academic experiences that will influence their achievement.

Although the TAKS data provided the core evidence of program effectiveness, the strength of this evaluation is its mixed-method approach. By using student-level data (i.e., TAKS achievement data), this evaluation expanded upon stakeholder surveys and reports from ISP programs (i.e., uploads of student data) to examine program outcomes from multiple perspectives. Additionally, student surveys provided insights about how students believed the ISP program affected them and their overall engagement level in the ISP curriculum. By triangulating findings, a more complete story emerges about how the ISP program is progressing, and more importantly, about why the program has progressed as it has.

[19] Students who first received services from Cycle 1 grantees that first implemented in summer 2009 were combined with students from Cycle 2 grantees that first implemented in summer 2009.

Student Outcomes

Key student outcomes are presented in this section. Findings about the academic achievement of students who first participated in ISP in summer 2008 focusing on math and reading performance, course completion, grade promotion, dropout, graduation, and college readiness are presented here. Following these analyses are comparisons of the achievement of ISP students and their non-ISP counterparts identified through propensity score analysis. To further investigate how ISP may have influenced student achievement, the effects of student and campus characteristics (such as student pre-test scores, average hours of daily ISP attendance, or school level) are also analyzed (additional information about this type of analysis may be found in Appendix I.

Academic Achievement

To assess the extent to which students' academic achievement changed following ISP participation, the TAKS achievement of ISP cohorts was analyzed over time. To accomplish this, the percentage of ISP students meeting the standard on TAKS-Math and TAKS-Reading during the 2007–08 TAKS administration was compared to the percentage of ISP students meeting the standard during the 2009–10 TAKS administration. In other words, evaluators followed ISP students as they progressed through school; ISP students' Grade 7 pre-test data from 2007–08, for instance, were compared with Grade 9 post-test data from 2009–10. The percentage of students achieving commended status, used by TEA as one of two indicators of college readiness, is also reported here for comparison purposes and not as a key achievement outcome.

In general, the percentage of 2008 ISP middle school students who met the standard on TAKS-Math did not improve between 2007–08 and 2009–10, although the percentage of high school students meeting the standard on TAKS-Math increased to a statistically significant degree. As shown in Table 4.1, the percentage of 2008 ISP middle school students who met the standard on TAKS-Math declined slightly between pre- and post-test, from 64% to 62%. Similarly, the percentage achieving commended status decreased from 21% to 14%. Among 2008 ISP high school students, the percentage meeting the standard on TAKS-Math increased from 72% to 76% between pre- and post-test; this increase was statistically significant. However, the percentage achieving commended status decreased slightly, from 20% to 19%.

Overall, the achievement of 2008 ISP middle and high school students on TAKS-Reading improved after program participation.[20] The percentage of 2008 ISP middle school students who met the standard on TAKS-Reading increased from baseline to post-test, from 76% to 78%. The percentage achieving commended status increased as well, rising from 20% to 23%. Neither of these changes was significant, however.

[20] Up to Grade 9, students take TAKS-Reading, while students in Grades 10 and 11 take the TAKS-ELA. Throughout this report, the designation TAKS-Reading is used to refer to these assessments collectively.

Among 2008 ISP high school students, the percentage meeting the standard on TAKS-Reading increased from 90% to 92%, an increase that was statistically significant. However, the percentage achieving commended status declined sharply and significantly between baseline and post-test, from 35% to 23%.

When compared to state-level performance, 2008 ISP middle school students as a group tended to perform much less well than students across the state in both math and ELA/reading, whereas high school students performed roughly on par with their peers at the state level. For instance, whereas 80% of junior high school students across the state met the math standard in 2007–08, only 64% of 2008 ISP students did so. On the other hand, 2008 ISP high school students performed about as well as all students across the state. For example, 89% of high school students in the state met the ELA/reading standard, while 90% of 2008 ISP high school students did so.

And while the gap between the achievement of 2008 ISP middle school students and students across the state did not close between pre-test and post-test, ISP high school students' performance remained similar to that of high school students across the state. In other words, the performance of 2008 ISP middle school students did not improve following ISP participation such that their performance came into alignment with their peers in the state, nor did the performance of 2008 ISP high school students improve such that their performance pulled ahead of that of their peers in the state.

Table 4.1: Descriptive Statistics for Cycle 1 Middle School (Grades 7 and 8) and High School TAKS-Math and TAKS-Reading Achievement

TAKS-Math							
	N	Pre-test (2007–08)		Post-test (2009–10)		Change in Percentages	
		Met Standard	Commended Status	Met Standard	Commended Status	Met Standard	Commended Status
Grade 7 and 8 students	695	64%	21%	62%	14%	-2%	-7%***
State-level junior high data		80%		81%			
High school students	1202	72%	20%	76%	19%	+4%**	-1%
State-level high school data		70%		78%			
TAKS-Reading							
	N	Pre-test (2007–08)		Post-test (2009–10)		Change in Percentages	
		Met Standard	Commended Status	Met Standard	Commended Status	Met Standard	Commended Status
Grade 7 and 8 students	689	76%	20%	78%	23%	+2%	+3%
State-level junior high data		91%		89%			
High school students	1212	90%	35%	92%	23%	+2%**	-12%***
State-level high school data		89%		92%			

Source: PEIMS, 2008–09; PEIMS, 2009–10; AEIS, 2007–08, 2008–09, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001

Note: The analysis sample does not include students in Grade 6 as they did not have pre-test TAKS scores. The McNemar test on paired proportions was conducted.

Course Completion

Tables 4.2 and 4.3 present course completion data for Cycle 1 high school students who first participated in the ISP program during the summer of 2008; it should be noted that these are not cohort data wherein ISP students are tracked year to year, but rather are the percentage of ISP students overall who passed or failed specific courses each year. Table 4.2 shows the percentage of ISP students who passed each of three math courses – Algebra I, Algebra II, and Geometry, in 2007–08, 2008–09, and 2009–10. Also shown are the percentage of students who failed each course, and the percentage of students who did not pass each course on their first attempt but eventually succeeded (identified as “mixed passed”).

The percentage of Cycle 1 ISP students who passed Algebra I increased between 2007–08 and 2009–10, from 48% to 77%. Moreover, fewer ISP students failed Algebra I (15% in 2009–10 vs. 34% in 2007–08). Algebra II passing rates improved as well, from 64% in 2007–08 to 77% in 2009–10. Failure rates also dropped by 11 percentage points. However, passing rates for geometry courses increased slightly in 2008–09 before declining again in 2009–10.

In general, larger percentages of ISP students passed their math courses in 2009–10 than in 2007–08. Passing rates tended to peak in 2008–09 then decreased slightly in 2009–10, although not to 2007–08 levels. These data suggest that ISP may have had a larger influence on math course completion in the school year immediately following ISP participation than on the second year following ISP. It should be noted that these data do not associate the number of years students participated in ISP, or the specific content program in which they participated, with course completion. Instead, these data present course completion rates regardless of number of years of ISP participation or completion of ISP math, ELA/reading, or science activities.

Table 4.2: Summary of Course Completion Results for Mathematics Courses for Cycle 1 ISP High School Students, 2007–08, 2008–09, & 2009–10

		2007–08		2008–09		2009–10	
		N	%	N	%	N	%
Algebra I	Passed	47	48%	290	81%	244	77%
	Failed	33	34%	32	9%	49	15%
	Mixed Passed	17	18%	38	11%	25	8%
Algebra II	Passed	97	64%	50	82%	231	77%
	Failed	38	25%	4	7%	42	14%
	Mixed Passed	17	11%	7	11%	27	9%
Geometry	Passed	80	72%	106	78%	364	71%
	Failed	14	13%	21	15%	105	20%
	Mixed Passed	16	15%	9	7%	45	9%

Source: PEIMS Course Completion, 2007–08, 2008–09, & 2009–10 data

Table 4.3 presents ISP student passing rates in three English courses - English I, English II, and English III - during the 2007–08 and 2009–10 academic years. As noted above, these data present course completion rates regardless of number of years of ISP participation or completion of ISP math, ELA/reading, or science activities. The most notable improvement was achieved in English I passing rates. Student passing rates increased by 22 percentage points, increasing from 70% in 2007–08 to 92% in the 2009–10. Failure rates decreased from 16% to 4%. More than three-quarters (77%) of ISP students passed English II in 2009–10, compared to 67% in 2007–08. On the other hand, passing rates for English III decreased by 9 percentage points, from 74% in 2007–08 to 65% in 2009–10. The rate of failure for this course increased by 9 percentage points, from 14% in 2007–08 to 23% in 2009–10.

Overall, the percentage of ISP students passing English I and II increased from baseline (2007–08) to post-test (2009–10), although fewer students passed English III at post-test.

Table 4.3: Summary of Course Completion Results for English Courses for Cycle 1 ISP High School Students, 2007–08, 2008–09, & 2009–10

		2007–08		2008–09		2009–10	
		N	%	N	%	N	%
English I	Passed	67	70%	329	90%	322	92%
	Failed	15	16%	16	4%	14	4%
	Mixed Passed	14	15%	21	6%	14	4%
English II	Passed	50	67%	57	77%	344	77%
	Failed	17	23%	8	11%	70	16%
	Mixed Passed	8	11%	9	12%	33	7%
English III	Passed	71	74%	36	67%	217	65%
	Failed	12	14%	11	20%	78	23%
	Mixed Passed	13	13%	7	13%	39	12%

Source: PEIMS Course Completion, 2007–08, 2008–09, & 2009–10 data

Promotion, Dropout, and Graduation

Table 4.4 presents descriptive data on grade promotion, grade retention, graduation, and dropout for the first cohort of students (n=1,522) served by Cycle 1 grantees in summer 2008. The data in this table are not inclusive of the status of all ISP participating students because some students leave the district for other reasons besides dropping out or graduating (e.g., relocating to another district). Instead, this table and similar tables in this report are meant to highlight trends in student promotion, dropout, and graduation based on available data. Furthermore, the fact that ISP is a summer program and that students participate in credit recovery activities complicates the interpretation of this data.

Grade promotion and retention trend data were available for the transition between the 2007–08 school year to the 2008–09 school year (represented by columns in the table entitled *Students Promoted in 2008–09* and *Students Retained in 2008–09*) and between the 2008–09 school year to the 2009–10 school year (represented by columns in the table entitled *Students Promoted in 2009–10* and *Students Retained in 2009–10*). Graduation data were available for the 2007–08 school year (Class of 2008) and 2008–09 school year (Class of 2009). Dropout data were only available for 2008–09 and not for 2009–10 because of the one-year lag in dropout data availability. These data illustrate the status of these participating students across each grade level.

Overall, of the 1,522 ISP students served in summer 2008 with no missing 2007–08 PEIMS enrollment data, 7% graduated (retroactively) in 2007–08, 72% were promoted between the 2007–08 school year to the 2008–09 school year, and 15% were retained in the same grade (compared to 6% of Grade 7-12 students statewide in 2008–09,[21] which is the closest available comparison to Grade 6-12 students). In addition, based on the 2008–09 dropout data, 26 of the Cycle 1 ISP students (2%) who participated in summer 2008 were identified as having officially dropped out of school in 2008–09. Moreover, 8% of the summer 2008 ISP students graduated in 2008–09.

Specifically, students in middle school grades served by ISP in summer of 2008 had high promotion rates (96% and above) in 2008–09. A total of 96% of the ISP students in Grade 7 were promoted to Grade 8 between the 2007–08 and 2008–09 school years, and 88% of the students were promoted to high school for the 2009–10 school year. Similarly, 98% of Grade 8 summer 2008 ISP students were promoted to high school in 2008–09, and 90% of the students also passed Grade 9 between the 2008–09 and 2009–10 school years.

High school ISP students had lower promotion rates than their middle school peers, ranging from 59% to 76%. Approximately three-quarters of students in both Grades 9 and 10 were promoted from 2007–08 to 2008–09 to a higher grade level. Among Grade 11 ISP students, close to 60% were promoted to Grade 12, and about one of five (18%) graduated the same year they received ISP services because these students were able to earn enough credits to graduate during summer 2008 and retroactively graduate with the Class of 2008. In addition, 60% of Grade 11 ISP students were promoted to Grade 12 in 2008–09, and 34% of them graduated in 2009–10.

Finally, roughly one-quarter (26%) of the Grade 12 ISP students who received services during the summer of 2008 earned enough credits to graduate in 2007–08 (with the Class of 2008) and 27% graduated a year after in 2008–09.

Such findings suggest that the relationship between ISP participation in 2008 and these outcomes was uneven and not consistent. On one hand, the percentage of students retained in grade decreased from 15% between the 2007–08 and 2008–09 academic years to 8% between the 2008–09 academic years. On the other hand, ISP participation may not have had a lasting impact on participating students. Whereas 72% of students were promoted to the next grade between the 2007–08 and 2008–09 schools years, 62% were promoted between the 2008–09 school year and the 2009–10 school year. It is possible that students in Grades 6 to 11 were able to earn enough credits during their summer 2008 ISP participation to be promoted retroactively to the next grade, which could help explain the higher promotion rate between 2007-08 and 2008-09 school years.

[21] Data accessed online here.

Table 4.4: Promotion, Dropout, and Graduation, Cycle 1 Summer 2008 Students

Grade Level in 2007–08	# of Students in ISP in summer 2008	Students Graduated in 2007–08**	Students Promoted in 2008–09	Students Retained in 2008–09	Students Dropped in 2008–09	Students Graduated in 2008–09**	Students Promoted in 2009–10	Students Retained in 2009–10
6th	205	-	201 (98%)	2 (1%)	-	-	191 (93%)	8 (4%)
7th	343	-	330 (96%)	5 (2%)	-	-	301 (88%)	6 (2%)
8th	404	-	395 (98%)	2 (>1%)	1 (>1%)	-	365 (90%)	21 (6%)
9th	105	-	80 (76%)	22 (21%)	8 (8%)	3 (7%)	77 (73%)	4 (4%)
10th	42	-	31 (74%)	4 (10%)	6 (14%)	3 (7%)	14 (33%)	3 (7%)
11th	96	15 (18%)	57 (60%)	5 (5%)	1 (1%)	33 (34%)	1 (1%)	14 (15%)
12th	327	84 (26%)	n/a*	185 (57%)	10 (3%)	88 (27%)	n/a*	70 (21%)
Total	**1,522**	**99 (7%)**	**1,094 (72%)**	**225 (15%)**	**26 (2%)**	**127 (8%)**	**949 (62%)**	**126 (8%)**

Source: PEIMS enrollment data, 2007–08, 2008–09, and 2009–10; PEIMS graduation and leaver data, data, 2007–08 and 2008–09; PEIMS dropout data, 2008–09.
Note: PEIMS dropout data for 2009–10 were not available at the time of this report.
*Not applicable – students in Grade 12 by definition cannot be promoted to the next grade level.
**Regardless of grade level, students were able to graduate because they earned enough credits through the help of the ISP summer program activities. In other words, if a student begins 2007–08 in Grade 9, they could earn enough credits by 2008–09 to graduate. This was particularly common with students who were "over age" for their grade level. Also, because ISP is a summer program, students participating in summer 2008 could earn enough credits to retroactively graduate in 2007–08 (i.e., with the Class of 2008).

Higher Education Readiness Component

To examine the extent to which Grade 11 students served by ISP during the summer of 2008 were ready for college, two groups of ISP students were compared: (1) Grade 11 students who took the Grade 11 Exit-Level TAKS in 2007–08 and (2) Grade 11 students who took the Grade 11 Exit-Level TAKS in 2008–09. Readers should note that these two groups do not consist of the same students. A student achieving a scale score of 2200 and above on the Grade 11 Exit-Level TAKS has been established by TEA as one indicator of readiness for higher education, commonly designated as the Higher Education Readiness Component (HERC).

As shown in Table 4.5, a higher percentage of Grade 11 students participated in TAKS-Reading and TAKS-Math in 2008–09 (77%) than in 2007–08 (50%). Whereas 17% of Grade 11 students who took the TAKS were college ready according to Math Exit-Level TAKS scores in 2007–08, more than a third (35%) of Grade 11 students who took the TAKS were college ready in 2008–09, a statistically significant increase. On the other hand, according to Exit-Level TAKS-Reading scores, the college readiness of Grade 11 students who took the TAKS remained stable at approximately 44% between 2007–08 and 2008–09.

Table 4.5: Summer 2008 Grade 11 ISP Students Meeting Exit-Level College Readiness Standard on TAKS-Math and TAKS-Reading

School Year	Number of Students Enrolled	Grade 11 - TAKS-Math		Grade 11 - TAKS-Reading	
		Students Taking TAKS	Students Meeting College Ready Standard	Students Taking TAKS	Students Meeting College Ready Standard
2007–08	96	48 (50%)	8 (16.7%)	48 (50%)	21 (43.8%)
2008–09	44	34 (77%)	12 (35.3%)*	34 (77%)	15 (44.1%)

Source: PEIMS and TAKS, 2007–08 & 2008–09 data; *p<.05; **p<.01; ***p<.001

Comparison of ISP and Non-ISP Student Achievement

A quasi-experimental study was conducted to compare outcomes for ISP and non-ISP middle and high school participants attending ISP in summer 2008. Two samples of summer 2008 ISP students were studied—students who were in Grade 7 when they began ISP and students who were in Grade 9 when they began ISP. For middle school, evaluators chose a cohort of middle school students who were not transitioning to a high school environment. Similarly, for high school, evaluators studied a cohort of summer 2008 ISP high school students other than 12th grade. It should be noted that analyses focused on ISP achievement in math and ELA/reading regardless of the content area (math, ELA/reading, or science) program in which ISP students participated because the majority of students participated in all subjects offered.

Both ISP students and their non-ISP counterparts were compared on the following outcomes of interest: Met the standard and or achieved commended status on TAKS-Math and TAKS-Reading, and grade promotion between the 2007–08 and 2008–09 school years. TAKS data available for two consecutive years (baseline to the first year after entering the program) were analyzed for ISP and their comparison students who took the TAKS standard or the Accommodated form and had a valid test score for both TAKS-Math and TAKS-Reading.[22]

Specifically, in the summer of 2008, 343 Grade 7 and 105 Grade 9 students received services from an ISP school. Most of the Grade 7 ISP students (70%) and almost half of the of the Grade 9 ISP students (47%) met the following three selection criteria for analyses: a) complete baseline (2007-8) demographic information, b) complete baseline TAKS-Reading and TAKS-Math achievement data, and c) attendance at the same school for two consecutive years (baseline and post year). Therefore, 30% of the Grade 7 ISP student and 53% of the Grade 9 ISP students were not included in these analyses.

The students who met the selection criteria were matched to non-ISP students who also met the same criteria. Students were matched on the following variables: gender, race/ethnicity, at risk status, economically disadvantaged status, special education status, LEP status, grade level, and whether or not they met the standard in TAKS-Reading and TAKS-Math in 2007–08

[22] Valid data were not available in many cases because (a) students could not be identified with a valid identification number, (b) students took an alternative form of the TAKS, or (c) students did not have valid data for both time points, which may be due to a variety of factors such as being absent on test day, exempt due to LEP status, or if the student moved out of state.

(Appendix H, Tables H.1 and H.2, provides detailed information about ISP and non-ISP students). The sample of Grade 7 ISP students who met the aforementioned selection criteria hailed from eight ISP middle schools: one charter and seven rural schools. The Grade 7 non-ISP matched students were drawn from other non-participating rural and charter middle school campuses within the 21 ISP grantee LEAs. Similarly, the sample of non-ISP Grade 9 students was drawn from non-participating high schools within ISP LEAs and separated into suburban and rural groups (see Appendix H, Table H.3). The samples of ISP and non-ISP students before and after matching are presented in Table 4.6

Table 4.6: ISP and Non-ISP Student Samples Before and After Matching

Group	Original Sample	Met Selection Criteria	Matched	Unmatched*
Grade 7	343	241 (70%)	217	24
Grade 9	105	48 (47%)	44	4

Source: PEIMS Enrollment, 2007–08 data
*Unmatched students are those students who met the selection criteria but could not be matched to other students meeting the selection criteria.

As presented in Table 4.7, the percentage of students meeting the standard and earning commended status on TAKS-Math increased. In terms of commended status in TAKS-Math, Grade 7 ISP students achieved a larger increase of 15 percentage points, as compared to students in the non-ISP group, whose scores increased by only 4 percentage points. However, the non-ISP group experienced a significantly larger increase (18 percentage points) than the ISP group (6 percentage points) on % Met TAKS-Math. Nonetheless, trends in TAKS-Math achievement appear to be moving in a positive direction for both groups of Grade 7 students within ISP LEAs, with ISP appearing to have a particular impact on the percentage of students achieving commended status in math.

Table 4.7: Pre-Post TAKS-Math Results Grade 7 Cohort ISP and Non-ISP Comparison Students

Grade 7 (n=200)	Baseline (2007–08)		Post Year (2008–09)	
	ISP	Non-ISP	ISP	Non-ISP
% Met Standard on TAKS-Math	46%	46%	52%	64%*
% Commended Performance on TAKS-Math	7%	11%	22%*	15%

Source: PEIMS TAKS, 2007–08 and 2008–09 data. *p<.05; **p<.01; ***p<.001

As shown in Table 4.8, on average, a higher percentage of both ISP and non-ISP Grade 7 students met the standard on TAKS-Reading from baseline to the post-test year. The percentage of students meeting the standard on TAKS-Reading increased by 27 percentage points for ISP students and 30% for the comparison students over the same time period, indicating that trends in TAKS-Reading achievement also appear to be moving in a positive direction for both groups of Grade 7 students within ISP LEAs.

Table 4.8: Pre-Post TAKS-Reading Results for Grade 7 Cohort ISP and Non-ISP Comparison Students

Grade 7 (n=194)	Baseline (2007–08)		Post Year (2008–09)	
	ISP	Non-ISP	ISP	Non-ISP
% Met Standard on TAKS-Reading	52%	52%	79%	82%
% Achieving Commended Status on TAKS-Reading	19%	16%	30%	32%

Source: PEIMS TAKS, 2007–08 and 2008–09 data. *p<.05; **p<.01; ***p<.001

Differently from Grade 7 patterns, fewer Grade 9 ISP students met the standard on TAKS-Math in the post-test year, a decrease of 9 percentage points, from 37% at baseline to 28% in the post-test year (see Table 4.9). For the same time period, the number of students meeting the standard on TAKS-Math notably increased for the non-ISP group (by 12 percentage points). On the other hand, the number of Grade 9 students achieving commended status in TAKS-Math remained stable in the ISP group from baseline to post-test year (19%), while the non-ISP group experienced a decrease of 5 percentage points. Moreover, the percentage of Grade 9 students meeting the standard on TAKS-Reading increased similarly among both the ISP and non-ISP groups, (approximately 16 percentage points and 19 percentage points, respectively), but the numbers of Grade 9 students achieving commended status in TAKS-Reading decreased in both groups from baseline to the post year (see Table 4.10). These findings result from a small sample of Grade 9 students and it would be difficult to draw conclusions about the achievement of all ISP and non-ISP students from such a small sample. Taken together, these findings suggest that the math and ELA/reading achievement of ISP students did not improve at significantly higher rates than that of their non-ISP counterparts, and in some cases, ISP students in fact lost ground compared to non-ISP students.

Table 4.9: Pre-Post TAKS-Math Results for Grade 9 Cohort ISP and Non-ISP Comparison Students

Grade 9 (n=43)	Baseline (2007–08)		Post Year (2008–09)	
	ISP	Non-ISP	ISP	Non-ISP
% Met TAKS-Math standard	37%	37%	28%	49%*
% Commended Performance in TAKS-Math	19%	14%	19%	9%

Source: PEIMS TAKS, 2007–08 and 2008–09 data. *p<.05; **p<.01; ***p<.001

Table 4.10: Pre-Post TAKS-Reading Results for Grade 9 Cohort ISP and Non-ISP Comparison Students

Grade 9 (n=43)	Baseline (2007–08)		Post Year (2008–09)	
	ISP	Non-ISP	ISP	Non-ISP
% Met TAKS-Math standard	58%	58%	74%	77%
% Commended Performance in TAKS-Math	21%	26%	9%	16%

Source: PEIMS TAKS, 2007–08 and 2008–09 data. *p<.05; **p<.01; ***p<.001

Finally, grade promotion data were analyzed for both middle and high school students. As presented in Table 4.11, Grade 7 and 9 ISP students were approximately as likely to be promoted to the next grade (Grade 8 and Grade 10, respectively) as their non-ISP counterparts. Moreover, the percentage of Grade 9 ISP students earning promotion to Grade 10 was statistically significantly higher than the percentage of non-ISP students earning promotion.

Table 4.11: Grade Promotion Results for Grade 7 and Grade 9 ISP and Non-ISP Comparison Students

	Grade 7 to Grade 8 (n=194)		Grade 9 to Grade 10 (n=39)	
	ISP	Non-ISP	ISP	Non-ISP
% Promoted	99.5%	98.4%	97.4%*	92.3%

Source: PEIMS Enrollment, 2007–08 and 2008–09 data. *p<.05; **p<.01; ***p<.001

The Relationship between Program-Level Variables and Student TAKS Achievement

To investigate the relationship of ISP with student TAKS achievement further, evaluators analyzed how student and campus characteristics impacted student TAKS achievement. TAKS achievement growth among Cycle 1 students from the pre-intervention year (2007–08), to the intervention year 1 (2008–09), and to the intervention year 2 (2009–10) was analyzed. The outcomes of interest were 1) whether or not students met the standard on TAKS-Math and TAKS-Reading and 2) whether or not students achieved commended status on TAKS-Math and TAKS-Reading. TAKS-Math and TAKS-Reading differences between all of the students who participated in Cycle 1 of the ISP program were explored in order to assess which characteristics best predicted student achievement (i.e., met the standard). Hierarchical Linear Modeling (HLM) was used for this analysis to take student and school-level factors into account (see Appendix I for further information on this statistical technique). The following variables were employed in the models:

- Student Variables: TAKS pre-test score, grade level, economically disadvantaged status, at risk status, gender, race, LEP status, special education status
- Program Related Variables: number of years students participated in ISP, whether students received incentives for participation, daily average hours of ISP participation, type of schools ISP programs served, and level of ISP implementation
- Student-level: number of years in ISP, receipt of incentives for participation, and daily average hours in ISP
- Grantee-level: grade level served by ISP (e.g., middle school, both middle and high school), level of ISP implementation, and level of collaboration with IHE

Appendix I provides greater detail about these analyses.

Student Variables: TAKS-Math & TAKS-Reading

Overall, student-level variables that were consistently[23] significant were pre-test achievement scores and at risk status. In other words, after controlling for other variables, pre-test achievement was significantly and positively associated with TAKS-Math and TAKS-Reading achievement, and at-risk status was significantly and negatively associated with such achievement. This was true for both middle school and high school students and on both TAKS-Math and TAKS-Reading. Gender, race and ethnicity, and LEP status were inconsistent predictors of academic achievement (see footnote for the definition of "inconsistent predictors"). Special education status did not have any significant association with the outcomes. Appendix I presents these results in detail.

Program-Related Variables (Student-level and Grantee-level)

Also analyzed was the extent to which TAKS achievement was associated with by the number of years students participated in ISP, whether students received incentives for participation, daily average hours of ISP participation, type of schools ISP programs served, and level of ISP implementation[24]. No predictors in this category played a consistent role in predicting how middle school or high school students performed on TAKS. The results are mostly mixed, and significant results were obtained only from a few analysis samples. The following is a summary of statistically significant findings for the program-related variables.

Student-level Program Variables

Years of participation in ISP (one year vs. two years): High school students were more likely to achieve the commended status on TAKS-Reading at a higher rate when they participated in ISP for two years (vs. one year).

Received incentives: Middle school students receiving participant incentives were more likely to achieve commended status on TAKS-Reading at higher rates than middle school students not receiving incentives.

---

[23] Overall, eight analysis modes/samples differed by subject (mathematics and ELA/reading), outcome (meeting the standard on TAKS and achieving the commended status) and school level (middle school students and high school students). When predictors are significant in all analysis models/samples, they are referred to as *consistent* predictors. For example, pre-test achievement scores were consistently significant predictors. When predictors are significant in a limited number of analysis models/samples, the predictors are referred to as *inconsistent* predictors.

[24] Evaluators constructed an implementation typology to assess level of ISP implementation The progress report included a set of six items that assessed the degree to which grantees implemented ISP-relevant policies and practices related to mathematics, ELA/reading, science, PD, parent involvement activities, and support services. The response categories for each item were 0=*not planned*, 2=*in development*, 3=*partially implemented*, and 4=*fully implemented*. The sum of the six items was calculated, and the average was derived. Grantees whose value on the sum variable was equal to or greater than the average score were considered to have implemented ISP moderately to fully. Grantees with scores below the mean sample score were considered to have implemented ISP less fully.

Daily average hours of ISP participation:

- Not surprisingly, middle school students met the standard on TAKS-Reading at a *higher* rate when they participated in the program for longer hours.
- However, high school students met the standard on TAKS-Math at a higher rate when they were exposed to *fewer* hours of participation.

Grantee-level Program Variables

Type of schools ISP programs serve: Middle school students achieved the commended status on TAKS-Math at a higher rate when their schools were served by an ISP that served both high schools and middle schools (as opposed to only middle schools). High school students achieved the commended status on TAKS-Reading at a higher rate when their schools were served by an ISP that served only high schools (as opposed to only middle schools).

Implementation typology: Middle school students achieved the commended status on TAKS-Reading at a higher rate when their schools were served by ISPs that scored above the mean on implementation typology indicator.

Summary

This chapter explored the effect of ISP on various student outcomes, including academic achievement on TAKS, course completion, promotion, graduation, and college readiness. Student level of participation was investigated, as well as the relationship between program variables and student outcomes.

In general, ISP participation did not consistently or significantly improve student outcomes such as TAKS achievement (with the exception of TAKS-Reading and TAKS-Math gains among ISP high school students), retention, graduation, or college readiness, although there were some promising outcomes in terms of course completion. Moreover, there was no consistent evidence that ISP students achieved better outcomes than their non-ISP peers. In addition, outcomes did not appear to be improved because of the influence of any particular program variables, such as the level of schools served, the level of ISP implementation, or the number of hours students participated in the program.

What was the relationship between ISP and student outcomes?

What was the relationship between ISP and student achievement?

Overall, the math and reading achievement of 2008 Cycle 1 high school students improved more consistently and significantly than that of 2008 Cycle 1 middle school students. For instance, the math achievement of 2008 Cycle 1 ISP middle school students on TAKS-Math did not improve between 2007–08 and 2009–10, although the math achievement of high school students on TAKS-Math did increase. Middle school students experienced a small and statistically insignificant drop in the rate of meeting the standard (64% to 62%), while the same students had a large and statistically significant drop in the rate of achieving the commended status on TAKS-Math.

On the other hand, math achievement among high school students improved, with the percentage meeting the standard on TAKS-Math increasing from 72% to 76% between pre- and post-test, a statistically significant improvement. The rate of achieving the commended status, however, remained roughly equivalent with a small and statistically non-significant decrease (from 20% to 19%).

The ELA/reading achievement of 2008 Cycle 1 ISP middle and high school students improved after program participation, although only high school students' increase was statistically significant. The percentage of middle school students meeting the standard, and achieving the commended status, remained approximately equivalent between baseline and post-test, with statistically insignificant increases (76% to 78% for meeting the standard and 20% to 23% for achieving the commended status).

In contrast, the changes high school students experienced were statistically significant, although the direction of change was mixed. The percentage of high school students meeting the standard increased from 90% to 92%, while the percentage of high school students achieving the commended status decreased from 35% to 23%.

What was the relationship between ISP and course completion?

In general, the course completion rates of ISP students tended to improve over time. ISP students passed Algebra I and Algebra II at higher rates in 2009–10 than in 2007–08, with a corresponding reduction in course failure rates. However, the pass rate for Geometry declined. The percentage of ISP students passing English I and English II increased from baseline to post-test, although a smaller percentage of students passed English III at post-test.

What was the relationship between ISP and promotion, dropout, and graduation?

The relationship between ISP participation in 2008 and these outcomes was not consistent. On one hand, the percentage of students retained in grade from one year to the next declined, from 15% between the 2007–08 and 2008–09 academic years to 8% between the 2008–09 and 2009–2010 academic years. However, this lowered retention rate was nonetheless higher than the 6% of Grade 7-12 students statewide in 2008–09 who were retained. It is possible that students in Grade 6-11 were able to earn enough credits during their summer 2008 ISP participation to be promoted retroactively to the next grade, which could help explain the higher promotion rate between 2007-08 and 2008-09 school years.

In addition, the relationship between ISP and promotion suggested that ISP did not necessarily have a long-term impact on students' ability to move to the next grade. Whereas 72% of students who participated in ISP in summer 2008 were promoted to the next grade between the 2007–08 and 2008–09 schools years, 62% were promoted between the 2008–09 school year and the 2009–10 school year.

There were some differences among grade levels in terms of promotion. High school ISP students had lower promotion rates than their middle school peers, ranging from 59% to 76% across grades. Approximately three-quarters of Grade 9 and 10 grade students were promoted from 2007–08 to 2008–09 to a higher grade level. Among Grade 11 ISP students, nearly 60% was promoted to Grade 12.

Finally, roughly one quarter (26%) of the Grade 12 ISP students who received services during the summer of 2008 graduated in 2007–08, although more than half (57%) were retained in their senior year. Nearly half (48%) of those students who were retained in 2007–08 graduated in 2008–09. However, 2% of students who participated in summer 2008 dropped out of school in 2008–09, the academic year following their ISP experience.

What was the relationship between ISP and college readiness?

In general, ISP appeared to influence math college readiness, but not ELA/reading college readiness. The percentage of Grade 11 ISP students identified as college ready according to TAKS-Math scores increased significantly between 2007–08 and 2008–09. However, the percentage of Grade 11 ISP students identified as college ready according to TAKS-Reading scores remained stable between 2007–08 and 2008–09.

What was the relationship between ISP and student achievement, comparing ISP students to non-ISP students?

Overall, there was little evidence that ISP students achieved at consistently and significantly higher rates than their non-ISP counterparts. Math outcomes were somewhat better for Grade 7 ISP students than Grade 9 ISP students as compared to their non-ISP counterparts. The same percentage of ISP and non-ISP students met the standard on TAKS-Math, but students in the non-ISP group experienced a significantly larger average increase than the ISP group. On the other hand, Grade 7 ISP students achieved a larger increase in the percentage of students achieving commended status, a statistically significant increase of 15 percentage points, from 7% at baseline to 22% in the post-test year.

Average Grade 9 baseline scale scores in math were slightly higher among ISP students than non-ISP students. However, non-ISP students earned higher scale scores than those in the ISP group at post-test. In the post-test year, fewer Grade 9 ISP students met the standard on TAKS-Math, a decrease of 9 percentage points. For the same time period, the number of students meeting the standard on TAKS-Math increased significantly for the non-ISP group. The number of Grade 9 students commended in TAKS-Math remained stable in ISP group from baseline to post-test year, while the non-ISP group experienced a 5% decrease.

In general, ELA/reading outcomes for both Grade 7 and 9 were more positive for ISP students than for their non-ISP peers. The percentage of Grade 7 non-ISP students meeting the standard on TAKS-Reading increased by a somewhat larger percentage than their non-ISP peers (a 30 percentage point increase among ISP students vs. 27 percentage points among non-ISP students). The percentage of Grade 7 commended students in the ISP group was slightly larger than those in the non-ISP group at baseline. The percentage of students achieving commended status in both groups improved in the post-test year.

Grade 9 ISP students experienced increases in ELA/reading scale scores from baseline to post-test, whereas students in the non-ISP group earned lower average scale scores in the post-test year. The percentage of Grade 9 students meeting the standard on TAKS-Reading increased by similar percentage points among both ISP and non-ISP groups between baseline and post-test. The numbers of Grade 9 students commended in TAKS-Reading decreased in both ISP and non-ISP group from baseline to the post year, with a relatively smaller decrease (-10%) in the non-ISP group than the ISP group (-12%).

Promotion outcomes tended to be more positive for ISP than non-ISP students. Grade 7 and 9 ISP students were slightly more likely to be promoted to the next grade than their non-ISP counterparts.

What was the relationship between program level variables and student outcomes?

Overall, the likelihood that students would meet the standard or achieve commended status on TAKS-Math tended to be most consistently influenced by pre-test TAKS-Math scale scores; students with higher pre-test scores were more likely to meet the standard on TAKS-Math at post-test.

Being at risk also had a consistently negative influence on the probability that students would meet the standard or achieve commended status. This shows the extent to which schools are being successful at identifying students at risk for the purpose of monitoring them, but the ISP programs are not reducing the achievement gap between students at risk for dropping out and those not at risk.

In sum, program-related variables do not appear to have played a consistently significant role in predicting the likelihood that ISP students would meet the standard on TAKS-Math or TAKS-Reading. That is, some program variables influenced achievement, while others did not. Program-related variables that were positively correlated with academic performance include longer years of ISP participation (two years vs. one year), the receipt of incentives for student participation, and strong implementation. However, these predictors are dichotomous variables and thus may lack rigor and strength as measures. Measures that allow for more variance (that is, those with more than two response options) provide for more sensitive analyses of outcomes and factors associated with them. Improvement in measurement quality could help observers better understand the relationships among program variables and student academic performance.

5. Impact of the Intensive Summer Program on Student Outcomes: Summer 2009

This chapter continues to address the second ISP evaluation objective—to investigate the impact of the ISP program on student outcomes. Students who participated in the ISP program in summer 2009 were followed for one year (through the 2009–10 school year) in order to determine the impact of the program among Cycle 1 and Cycle 2 grantees. Specifically, these are students who first received services from Cycle 1 or Cycle 2 grantees who first implemented ISP in summer 2009. This chapter examines the following questions:

- What was the level of student participation at each grade level?
- How was participation in ISP related to student achievement, dropout rates, graduation rates, promotion rates, and course completion rates?
- How was type of program related to student achievement, dropout rates, graduation rates, promotion rates, and course completion rates?

This chapter relies upon the following key sources of data:

- TAKS data
- PEIMS data
- Student surveys
- ISP staff surveys
- Uploads of student data

Student Outcomes

Key student outcomes for students participating in ISP during the summer of 2009 are presented in this section. Presented here are findings about the academic achievement of summer 2009 ISP students (from Cycle 1, Year 2 and Cycle 2 ISP implementers) focusing on TAKS-Math and TAKS-Reading performance, course completion, grade promotion, dropout, graduation, and college readiness before and following ISP participation. To further investigate the relationship of ISP to student achievement, the effects of student and campus characteristics are also analyzed.

Academic Achievement

Eight Cycle 1 grantees started implementing the program in summer 2009, the same year that Cycle 2 grantees started implementing. Students from Cycle 1, Year 2 schools were included with students from the Cycle 2 schools to form the summer 2009 student achievement analysis sample. Table 5.1 compares Cycle 1 and Cycle 2 middle school students' achievement results when they were in Grades 6 and 7 in the baseline (before-the-intervention year, 2008–09 and when they were Grades 7 and 8 at post-test (after-the-intervention year), 2009–10. The key outcome measure is the percentage of students meeting the standard on TAKS-Math and TAKS- Reading. The percentage of students achieving commended status, used by TEA as one of two indicators of college readiness, is also reported here for comparison purposes and not as a key achievement outcome.

The results for mathematics were all statistically significant. The percentage of Cycle 1 and Cycle 2 middle school students meeting the standard on TAKS-Math increased between the two years from 42% in 2008–09 to 51% in 2009–10. However, there was a decline in the percentage achieving commended status on TAKS-Math, from 9% to 6%. High school achievement on TAKS-Math improved as well. The percentage of Cycle 1 and Cycle 2 high school students meeting the standard on TAKS-Math increased from 44% to 50%, although the percentage achieving commended status declined slightly from 7% to 6%.

Improvements were larger in reading performance. Whereas 59% of Cycle 1 and Cycle 2 middle school students met the standard on TAKS-Reading in 2008–09, 71% did so by the following year. The percentage of Cycle 1 and Cycle 2 high school pupils meeting the standard on TAKS-Reading rose from 79% to 83%, despite a decline in the percentage earning commended status. There was also a small and statistically insignificant increase for the percentage of middle school students achieving commended status on TAKS-Reading, from 12% to 14%.

Overall, the TAKS-Math and TAKS-Reading performance of Cycle 1 and Cycle 2 middle and high school students improved between pre- and post-test. Statistically significantly larger percentages of Cycle 1 and Cycle 2 students met the standard in both subjects on the post-test than on the pre-test.

However, when compared to students across the state, the performance of 2009 ISP students is less impressive. At both pre-test and post-test, the percentage of 2009 middle and high school students meeting the standard on TAKS-Math and TAKS-Reading was much lower than the percentage of students across the state meeting the standard. Because 2009 ISP students made statistically significant improvements in their performance between pre-test and post-test, they were able to bring their post-test scores closer to that of students across the state. Nonetheless, considerable gaps remained at post-test. For example, in 2008–09, 42% of 2009 ISP middle school students met the math standard, compared to 82% of students across the state—a gap of 40 percentage points. But by 2009–10, 51% of 2009 ISP middle school students met the math standard, compared to 81% of students across the state—a gap of 30 percentage points. In sum, then, 2009 students made some progress toward reducing the achievement gap with students across the state, although not enough to eliminate that gap during the time period examined.

Table 5.1 Descriptive Statistics for Cycle 1 and Cycle 2 Middle School (Grade 7 and 8 in 2009–10) and High School TAKS-Math and TAKS-Reading Achievement

TAKS-Math							
	N	Pre-test (2008–09)		Post-test (2009–10)		Change in %s	
		Met Standard	Commended Status	Met Standard	Commended Status	Met Standard	Commended Status
Grade 7 and 8 students	809	42%	9%	51%	6%	+9%***	-3%**
State-level junior high data		82%		81%			
High school students	1209	44%	7%	50%	6%	+6%***	-1%*
State-level high school data		74%		78%			
TAKS-Reading							
	N	Pre-test (2008–09)		Post-test (2009–10)		Change in %s	
		Met Standard	Commended Status	Met Standard	Commended Status	Met Standard	Commended Status
Grade 7 and 8 students (State-level junior high data)+	812	59%	12%	71%	14%	+12%***	+2%
State-level junior high data		91%		87%			
High school students (State-level high school data)+	1235	79%	15%	83%	9%	+4%**	-6%***
State-level high school data		91%		92%			

Source: PEIMS, 2008–09; PEIMS, 2009–10; AEIS, 2008–09, 2009–10; Common Core of Data, 2008–09
\+ State-level data are presented in parentheses for comparison.
*p<.05; **p<.01; ***p<.001
Note: The analysis sample does not include 6th graders as they did not have pre-test TAKS scores. The McNemar test on paired proportions was conducted.

Course Completion

Cycle 1 Summer 2009 Students

Tables 5.2 and 5.3 present course completion data for Cycle 1, Year 2 high school students who first participated in the ISP program during the summer of 2009; it should be noted that these are not cohort data wherein ISP students are tracked year to year, but rather are the percentage of ISP students overall who passed or failed specific courses each year. Table 5.2 shows the percentage of ISP students who passed each of three math courses – Algebra I, Algebra II, and Geometry, in 2008–09 and 2009–10. Also shown are the percentage of students who failed each course, and the percentage of students who did not pass each course on their first attempt but eventually succeeded (*mixed passed*).

The percentage of Cycle 1 ISP students who passed Algebra I increased between 2008-09 and 2009–10, from 48% to 77%. Moreover, fewer ISP students failed Algebra I (14% in 2009–10 vs. 32% in 2008-09). Algebra II passing rates improved as well, from 62% in 2008-09 to 77% in 2009–10. Passing rates increases were also observed for geometry courses; passing rates for geometry courses by 14 percentage points, increasing from 57% in 2008-09 to 71% in the 2009–10. On the other hand, failure rates for Algebra II and Geometry declined in 2009–10 by 11 and 7 percentage points respectively.

In general, larger percentages of ISP high school students passed their math courses in 2009–10 than in 2008-09. Passing rates declined in 2008–09 then notably increased in 2009–10. These data suggest that ISP had a large influence on math course completion in the school year immediately following ISP participation. It should be noted that these data do not associate the number of years students participated in ISP, or the specific content program in which they participated, with course completion. Instead, these data present course completion rates regardless of number of years of ISP participation or completion of ISP math, ELA/reading, or science program activities.

Table 5.2: Summary of Course Completion Results for Mathematics Courses for Cycle 1, Year 2 ISP High School Students, 2008–09 & 2009–10

		2008–09		2009–10	
		N	**%**	**N**	**%**
Algebra I	Passed	192	48%	231	77%
	Failed	129	32%	42	14%
	Mixed Passed	81	20%	27	9%
Algebra II	Passed	131	62%	244	77%
	Failed	55	26%	49	15%
	Mixed Passed	25	12%	25	8%
Geometry	Passed	276	57%	364	71%
	Failed	131	27%	105	20%
	Mixed Passed	74	16%	45	9%

Source: PEIMS Course Completion, 2008-09 & 2009–10 data

Table 5.3 presents Cycle 1, Year 2 ISP student passing rates in three English courses - English I, English II, and English III - during the 2008-09 and 2009–10 academic years. As noted above, these data present course completion rates regardless of number of years of ISP participation or completion of ISP math, ELA/reading, or science program. The most notable improvement was achieved in English I passing rates. Student passing rates in English I increased by 32 percentage points, increasing from 59% in 2008-09 to 92% in the 2009–10. On the other hand, although English II passing rates improved as well, from 72% in 2008-09 to 77% in 2009–10, passing rates for English III courses decreased by 16 percentage points. Overall, the percentage of ISP students passing English I and II increased from baseline (2008-09) to post-test (2009–10), although fewer students passed English III at post-test.

Table 5.3: Summary of Course Completion Results for English Courses for Cycle 1, Year 2 High School Students, 2008–09 & 2009–10

		2008–09		2009–10	
		N	%	N	%
English I	Passed	251	59%	322	92%
	Failed	113	27%	14	4%
	Mixed Passed	61	14%	14	4%
English II	Passed	324	72%	344	77%
	Failed	78	17%	70	16%
	Mixed Passed	51	11%	33	7%
English III	Passed	126	81%	217	65%
	Failed	13	8%	78	23%
	Mixed Passed	17	11%	39	12%

Source: PEIMS Course Completion, 2008–09 & 2009–10 data

Cycle 2 Summer 2009 Students

Tables 5.4 and 5.5 present course completion data for Cycle 2 high school students who participated in ISP during summer of 2009. It should be noted that these data do not associate the number of years students participated in ISP, or the specific content program in which they participated, with course completion. Instead, these data present course completion rates regardless of number of years of ISP participation or completion of ISP math, ELA/reading, or science program. The tables show the percentage of ISP students who passed three math courses (Algebra I, Algebra II, and Geometry) and three ELA/reading courses (English I, II, and III) in 2008–09 and 2009–10. Also shown are the percentage of students who failed each course, and the percentage of students who did not pass each course on their first attempt but eventually succeeded (*mixed passed*).

As shown in Table 5.4, the percentage of Cycle 2 students passing mathematics courses increased in the school year following ISP participation. Whereas 58% passed Algebra I in 2008–09, 70% did so by 2009–10. Interestingly, failure rates increased as well, from 20% to 23% while mixed pass rates declined from 22% to 7%. This pattern suggests that improvements in the Algebra I pass rate are accounted for by declines in the mixed pass rates rather than in the percentage of students failing the course.

In 2008–09, 65% of students passed Algebra II, but by 2009–10 80% had done so—an increase of 15 percentage points. Geometry pass rates improved as well, from 66% to 76%. Failure rates declined in both courses between 2008–09 and 2009–10.

With the exception of English III, larger percentages of Cycle 2 ISP students passed their English courses following ISP participation (see Table 5.5). For example, 76% of students passed English I in 2008–09, increasing to 80% in 2009–10. (As with the pattern found in Algebra I pass rate changes, the mixed pass rate declined, while the failure rate increased slightly, suggesting that improvements in English I pass rates were accounted for by larger

Table 5.4: Summary of Course Completion Results for Mathematics Courses for Cycle 2 ISP Students, 2008–09 & 2009–10

		2008–09		2009–10	
		N	%	N	%
Algebra I	Passed	322	58%	401	70%
	Failed	113	20%	133	23%
	Mixed Passed	122	22%	42	7%
Algebra II	Passed	210	65%	227	80%
	Failed	60	19%	39	14%
	Mixed Passed	54	17%	18	6%
Geometry	Passed	298	66%	395	76%
	Failed	93	21%	71	14%
	Mixed Passed	61	14%	56	11%

Source: PEIMS Course Completion, 2008–09 & 2009–10 data

percentages of students passing the course outright.) Improvements were particularly strong in English II, with 61% of students passing the course in 2008–09 compared to 79% in 2009–10—an increase of 18 percentage points.

However, the percentage of students passing English III declined between 2008–09 and 2009–10. Whereas 72% passed the course before ISP participation, 68% did so afterwards. Failure rates increased, from 17% to 22%.

Table 5.5: Summary of Course Completion Results for English Courses for Cycle 2 ISP Students, 2008–09 & 2009–10

		2008–09		2009–10	
		N	%	N	%
English I	Passed	431	76%	443	80%
	Failed	72	13%	78	14%
	Mixed Passed	65	11%	35	6%
English II	Passed	206	61%	426	79%
	Failed	74	22%	75	14%
	Mixed Passed	55	16%	41	8%
English III	Passed	251	71%	175	68%
	Failed	59	17%	56	22%
	Mixed Passed	42	12%	27	10%

Source: PEIMS Course Completion, 2008–09 & 2009–10 data

Promotion, Dropout, and Graduation

Promotion, retention, dropout, and graduation data from summer 2009 students are presented separately for Cycle 1 and Cycle 2 students because most Cycle 1 grantees implemented in summer 2008. Thus, summer 2009 students from Cycle 1 grantees were exposed to ISP projects that had either implemented for one year or spent a year planning for their grant. Separate analyses of Cycle 1 and Cycle 2 students were conducted to allow evaluators to detect any differences that might have arisen as a result of varying years of implementation.

As noted earlier, the promotion, retention, dropout, and graduation data presented here for both Cycle 1 and Cycle 2 students participating in 2009 are not necessarily representative of the status of all ISP participating students because some students leave the district for reasons other than dropping out or graduating (e.g., relocating to another LEA). Rather, the following tables highlight trends in student promotion, dropout, and graduation based on available data. Furthermore, the fact that ISP is a summer program, and that students participate in credit recovery activities, complicates the interpretation of these data, as described in Chapter 4.

Cycle 1 Summer 2009 Students

Grade promotion and retention data were available for the transition between the 2008–09 school year to the 2009–10 school year (see Table 5.6). Overall, of the 2,532 Cycle 1 ISP students served in summer 2009 with no missing 2008–09 PEIMS enrollment data, 87% were promoted between the 2008–09 school year to the 2009–10 school year, and 7% were retained (compared to 6% of Grade 7-12 students statewide in 2008–09,[25] which is the closest comparison to Grade 6-12 students). It is likely that some of the Cycle 1 students in Grades 6-11 promoted to the next grade were able to do so because they earned enough credits during their summer 2009 ISP participation to warrant retroactive promotion. In addition, based on the 2008–09 dropout data, 14 students were identified as having dropped out between the 2007–08 school year and the 2008–09 school year.

Middle school students had particularly high promotion rates, with Grade 6 showing the highest promotion rate of 98%. Noteworthy grade promotion rates were also observed among high school Cycle 1 ISP students served by the ISP in summer 2009. A total of 93% of the Grade 11 ISP students were successfully promoted to Grade 12 between the 2008–09 and 2009–10 school years.

Table 5.6: Promotion, Dropout, and Graduation, Cycle 1 Summer 2009 Students

Grade Level	# of Students in 2008–09	Dropped out in 2008–09 (%)	Graduated in 2008–09 (%)	Promoted in 2009–10 (%)	Retained in 2009–10 (%)
6th	385	-	-	379 (98%)	4 (1%)
7th	488	-	-	471 (97%)	8 (2%)
8th	317	-	-	298 (94%)	12 (4%)
9th	538	< 5	-	467 (87%)	57 (11%)
10th	417	< 5	< 5	386 (93%)	25 (6%)
11th	223	< 5	5 (2%)	208 (93%)	5 (2%)
12th	98	7 (7%)	34 (35%)	n/a*	54 (55%)
Total	**2,532**	**14 (<1%)**	**40 (2%)**	**2,209 (87%)**	**165 (7%)**

Source: PEIMS Enrollment data, 2008–09 and 2009–10; PEIMS graduation, and dropout data, 2008–09.
Note: When the n < 5, percentages were masked to protect students in specific grades from being identified.
*Students in Grade 12 by definition could not be promoted to the next level
**Regardless of grade level, students were able to graduate because they earned enough credits through the help of the ISP summer program activities. In other words, if a student begins 2008–09 in Grade 9, they could earn enough credits by 2009–10 to graduate. This was particularly common with students who were "over age" for their grade level. Also, because ISP is a summer program, students participating in summer 2009 could earn enough credits to retroactively graduate in 2008–09 (i.e., with the Class of 2009).

[25] Data accessed online from here.

Cycle 2 Summer 2009 Students

Of the 2,679 Cycle 2 ISP students served in summer 2009 with no missing 2008–09 PEIMS enrollment data, 81% were promoted between the 2008–09 school year and the 2009–10 school year, and 8.5% were retained (see Table 5.7). It is likely that Cycle 2 students in Grades 6 to 11 were able to earn enough credits during their summer 2009 ISP participation to be promoted retroactively to the next grade. Six 2009 ISP students were identified as having dropped out between the 2007–08 school year and the 2008–09 school year.

Overall, Cycle 2 middle school students reported a high grade promotion rate of 95% and above. The percentages of Cycle 2 Grade 9 and 10 students promoted to the next grade were 72% and 79%, respectively. These promotion rates are lower than those achieved by 2009 Cycle 1 students; as shown earlier in Table 5.4, 87% of Grade 9 and 93% of Grade 10 2009 Cycle 1 students were promoted to the next grade. The majority (83%) of Grade 11 ISP students were also successfully promoted to a higher grade between the 2008–09 and 2009–10 school years. Finally, nearly a third (33%) of Grade 12 Cycle 2 students served by the program in 2009 graduated in 2008–09.

Table 5.7: Promotion, Dropout, and Graduation, Cycle 2 Summer 2009 Students

Grade Level	# of Students in 2008–09	Dropped in 2008–09 (%)	Graduated in 2008–09 (%)	Promoted in 2009–10 (%)	Retained in 2009–10 (%)
6th	178	-	-	170 (96%)	< 5
7th	477	-	-	459 (96%)	6 (1%)
8th	563	-	-	540 (96%)	8 (>1%)
9th	698	< 5	-	502 (72%)	123 (18%)
10th	301	-	< 5	238 (79%)	27 (9%)
11th	327	< 5	8 (3%)	270 (83%)	26 (8%)
12th	78	< 5	26 (33%)	n/a	36 (46%)*
Total	**2,679**	**6 (<1%)**	**34 (1%)**	**2,179 (81%)**	**228 (9%)**

Source: PEIMS Enrollment data, 2008–09 and 2009–10; PEIMS graduation, and dropout data, 2008–09.
Note: When the n < 5, percentages were masked to protect students in specific grades from being identified.
*Students in Grade 12 by definition could not be promoted to the next level
** Regardless of grade level, students were able to graduate because they earned enough credits through the help of the ISP summer program activities. In other words, if a student begins 2008–09 in Grade 9, they could earn enough credits by 2009–10 to graduate. This was particularly common with students who were "over age" for their grade level. Also, because ISP is a summer program, students participating in summer 2009 could earn enough credits to retroactively graduate in 2008–09 (i.e., with the Class of 2009).

Higher Education Readiness Component-College Readiness

The college readiness of Cycle 1 and Cycle 2 students participating in ISP during the summer of 2009 is presented here. Figure 5.1 and Table 5.8 include 2008–09 and 2009–10 data for all summer 2009 ISP students tested on the Grade 11 Exit Level TAKS-Math and TAKS-Reading. A scale score of 2200 and above has been established by TEA as an indicator of readiness for higher education (HERC).

Overall, smaller percentages of Cycle 2 than Cycle 1 students were considered college ready based on Exit-Level TAKS scores in 2008–09. However, the percentage of Cycle 1 students classified as college ready decreased and the percentage of Cycle 2 college ready students increased between 2008–09 and 2009–10. It is possible that many Cycle 1 students participating in 2009 had already been exposed to ISP during the summer of 2008, in which case a large improvement in college readiness might not be expected.

Specifically, the percentage of Cycle 2 Grade 11 students classified as college ready according to TAKS-Math scores increased to a statistically significant degree between 2008–09 and 2009–10, from 16% to 39%. The percentage of Cycle 2 Grade 11 students classified as college ready according to TAKS-Reading scores also increased, from 44% to 54%. By comparison, as shown earlier in Table 4.5, the percentage of 2008 Cycle 1 students considered college ready according to the HERC standard on TAKS-Math increased from 17% before ISP participation to 35% afterwards. The percentage of 2008 Cycle 1 students considered college ready according to the HERC standard on TAKS-Reading remained stable before and after ISP at 44%.

Figure 5.1: Percentage of Summer 2009 ISP Students Meeting Exit-Level TAKS College Readiness Standard Before and After ISP Participation

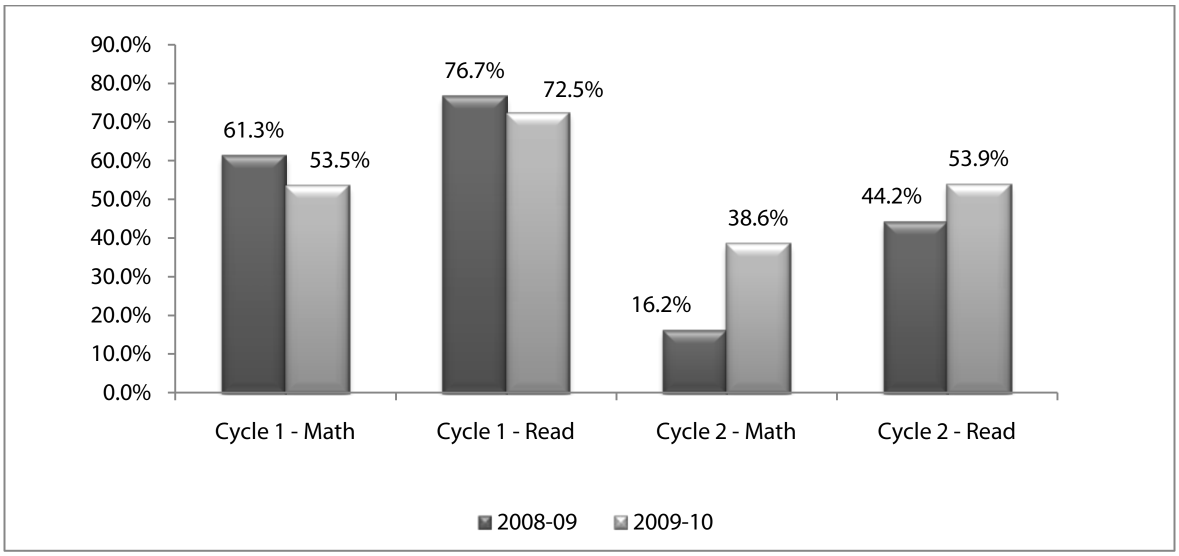


Table 5.8: Summer 2009 Grade 11 ISP Students Meeting Exit-Level TAKS College Readiness Standard

		Grade 11- Exit-Level TAKS-Math		Grade 11- Exit-Level TAKS-ELA	
		Number of students taking TAKS (n)	Percentage of students meeting College Ready standard	Number of students taking TAKS (n)	Percentage of students meeting College Ready standard
Cycle 1	2008–09	207	127 (61.3%)	210	161 (76.7%)
	2009–10	415	222 (53.5%)	418	303 (72.5%)
Cycle 2	2008–09	334	54 (16.2%)	330	146 (44.2%)
	2009–10	215	83 (38.6%)*	219	118 (53.9%)

Source: PEIMS TAKS, 2008–09 and 2009–10.; *p<.05; **p<.01; ***p<.001

The Relationship Between Program-Related Variables and Student Achievement

To further investigate the relationship of ISP on student achievement, the effects of student and school/grantee characteristics were explored. Achievement growth of Cycle 2 students between the pre-intervention year (2008–09) and the intervention year 1 (2009–10) was analyzed. The outcomes of interest were 1) whether or not the student met the standard on TAKS-Math and TAKS-Reading and 2) whether or not the student achieved commended status on TAKS-Math and TAKS-Reading. TAKS-Math and TAKS-Reading differences between all of the students who participated in Cycle 2 of ISP were explored in order to assess which characteristics best predicted student achievement (i.e., met the standard). HLM was used for this analysis to control for student and school-level factors. The following variables were used in the models:

- Student Variables: TAKS pre-test score, grade level, economically disadvantaged status, at risk status, gender, race, LEP status, special education status
- Program Related Variables: number of years students participated in ISP, whether students received incentives for participation, daily average hours of ISP participation, type of schools ISP programs served, and level of ISP implementation
- Student-level: Number of years in ISP, receipt of incentives for participation, and daily average hours in ISP
- Grantee-level: Grade level served by ISP (e.g., middle school, both middle and high school), level of ISP implementation, and level of collaboration with IHE (Institutions of Higher Education)

Appendix I provides greater detail about these analyses.

Student Variables: Math & ELA/Reading

Overall, the only student-level variable that was consistently important was pre-test achievement scores. That is, pre-test achievement scores tended to predict later achievement. This was true for both middle school and high school students in both mathematics and ELA/reading.

At-risk students also had statistically significantly lower achievement in math. Special education status was also a significant predictor for high school students, with high school students designated as eligible for special education services meeting the standard in both subjects at lower rates than their general education peers. Other predictors, such as economic disadvantage, gender, race and ethnicity, and LEP status were inconsistent predictors of academic achievement (see Appendix I).

Program-Related Variables (Student-level and Grantee-level)

Also analyzed was the extent to which TAKS achievement was influenced by various program-level factors, such as the number of years students participated in ISP, whether students received incentives for participation, daily average hours of ISP participation, type of schools ISP programs served, and level of ISP implementation. However, only one program-related level variable played a statistically significant role in predicting 2009 Cycle 2 students' academic achievement in the models examined. The daily average hours students spent in ISP, which displayed a statistically significant and positive relationship with high school students' achievement of commended status in math. In other words, the greater the average hours students spent participating in ISP, the greater the likelihood that they would achieve commended status in math.

Summary

This chapter explored the effect of ISP on various student outcomes among ISP students who participated in the program during the summer of 2009, including academic achievement, promotion, graduation, and college readiness. Student level of participation was investigated, as well as the relationship between program variables and student outcomes.

In general, the TAKS achievement of ISP students participating in the program during 2009 improved significantly. But other outcomes were less uniformly positive. In addition, program factors, such as the average number of hours students spent per day in ISP or level of school served, did not appear to influence student outcomes in any consistent way.

What was the effect of ISP on student outcomes?

What was the relationship between ISP and student achievement?

Overall, the TAKS-Math and TAKS-Reading performance of middle and high school students who participated in ISP in summer 2009 improved: the rates at which such students met the standard in both subjects improved statistically significant between pre- and post-test. In math, the percentage of middle school students meeting the standard increased from 42% to 51%, while the high school rate increased from 44% to 50%. In ELA/reading, the percentage of middle school students meeting the standard increased from 59% to 71%, while the high school rate improved from 79% to 83%. Although the achievement of these students improved significantly following ISP participation, such improvement was not sufficient bring their scores in alignment with those of students across the state.

The rates at which these students achieved commended status mostly decreased. The percentage of middle school students achieving the commended status in math decreased from 9% to 6%, while the rate decreased from 7% to 6% for high school students. These decreases were statistically significant. In ELA/reading, the rate increased slightly from 12% to 14% for middle school students, but the change was not statistically significant. However, the percentage of high school students achieving commended status in TAKS-Reading decreased to a statistically significant extent, from 15% to 9%.

What was the relationship between ISP and course completion?

Overall, ISP student course completion rates improved in the school year following 2009 summer implementation. The percentage of Cycle 1 high school students participating in ISP for the first time in 2009 and Cycle 2 high school students passing Algebra I, Algebra II and Geometry increased from 2008–09 to 2009–10. With the exception of English III, larger percentages of 2009 Cycle 1 and Cycle 2 high school students passed ELA/reading courses in 2009–10 than in 2008–09.

What was the relationship between ISP and promotion, dropout, and graduation?

In general, the relationship between ISP and these outcomes was not consistent. Although promotion rates were relatively high among 2009 students—higher, in fact, than the promotion rates among 2008 ISP students—and approximately a third of 2009 Grade 12 students were able to graduate with their cohorts, somewhat larger percentages of ISP students were retained as compared to their peers across the state. Specifically, between 81% (Cycle 2) and 87% (Cycle 1) of 2009 ISP students were promoted to the next grade, and between 7% (Cycle 1) and 9% (Cycle 2) were retained in (compared to 6% of Grade 7-12 students statewide in 2008–09, the closest comparison to Grade 6-12 students). Less than 1% of 2009 students dropped out.

Roughly a third of Cycle 1 (35%) and Cycle 2 (33%) Grade 12 students graduated the same year they received ISP services, accruing enough credits to graduate with their cohorts in the Class of 2009. However, nearly half (46%) of Grade 12 2009 ISP students were retained.

What was the relationship between ISP and college readiness?

The percentage of Cycle 1 students classified as college ready decreased, and the percentage of Cycle 2 college ready students increased, between 2008–09 and 2009–10. To put these findings in context, larger percentages of 2009 Cycle 1 Grade 11 students were considered college ready according to TAKS-Math scores in 2008-09 following their summer participation as compared to 2007-08 (although the percentage considered college ready according to TAKS-Reading remained stable across years). It is possible that many Cycle 1 students participating in 2009 had already been exposed to ISP during the summer of 2008, in which case a large improvement in college readiness might not be expected.

What was the relationship between program variables and student outcomes?

Overall, the likelihood that Cycle 2 2009 students would meet the standard or achieve commended status on TAKS-Math or TAKS-Reading tended to be most consistently related to pre-test TAKS scale scores. As expected, students with higher pre-test scores were more likely to meet the standard on TAKS-Math at post-test. Being at risk also was a significant predictor of poor performance, particularly in math. Special education status helped predict whether high school students would meet the standard in both subjects.

Program-related variables do not appear to have played a significant role in the likelihood that Cycle 2 ISP students would meet the standard on TAKS-Math or TAKS-Reading. It is possible that more than one year of ISP implementation is necessary to begin detecting program-related effects. One exception, however, was that the greater the daily average hours high school students participated in ISP, the greater the likelihood that they would achieve commended status in math.

In terms of the influence of program variables on outcomes, the results for Cycle 1 schools that implemented for two years (as reported in Chapter 4) were not dramatically different from the results reported here; program-related variables, such as receipt of participation incentives or level of implementation, were not consistent predictors of student achievement.

6. Impact of ISP on Teacher Effectiveness

This chapter describes the impact of the ISP program on teacher effectiveness (Objective 3 of the evaluation). In this report, teacher effectiveness is defined as teacher perceptions of self-efficacy and the extent to which ISP improved instructional skills, assessment skills, and overall teaching effectiveness. Findings about the relationship between ISP and teacher effectiveness are based on analyses of the teacher surveys, administered to all ISP teachers in 2010, which assessed perceptions of ISP impact on teacher effectiveness, as well as the perceived impact of ISP on teaching and assessment skills.

This chapter addresses the following questions:

- What were the characteristics of ISP participating teachers?
- What types of ISP Program activities were intended to impact teacher effectiveness?
- What were the perspectives of stakeholders (e.g., teachers) regarding the impact of ISP Program activities on teacher effectiveness?

Characteristics of ISP Participating Teachers

Teachers who provided instruction for ISP students responded to a survey about the level and content of the courses they taught. As shown in Table 6.1, 47% of the 248 responding teachers taught middle school students in ISP, and 53% taught high school students. Overall, 40% of respondents taught a math course in ISP, 27% a science course, and 37% an ELA/reading course. The survey respondents represented 23 of the 29 ISP Cycle 1 grantees (79%), and 16 of the 17 Cycle 2 grantees (94%) that implemented during summer 2009.

Table 6.1: Characteristics of ISP Teacher Survey Respondents

	Percentage of Responding Teachers (n=248)
Instructional Level	
Middle School	47%
High School	53%
Course Content	
ELA/Reading	37%
Math	40%
Science	27%
Social Studies	9%

Source: 2009 ISP Teacher Survey
Note: Some teachers taught a course in more than one content area, so these percentages do not add to 100%.

ISP Program Activities to Impact Teaching Effectiveness

Professional Development Opportunities

The ISP grant supported PD activities for teachers. Although grantees were not required to provide PD for teachers, the large majority did so. (See Chapter 3 for additional information about grantee PD efforts.) Such PD offerings were designed to improve teacher effectiveness. As noted in Chapter 3 of this report (see Table 3.22), all Cycle 1 grantees, and all but one Cycle 2 grantee, provided some type of teacher PD. The PD activity most frequently reported by grantees (59%) was training for instructional activities (e.g., differentiated instruction, group instruction), followed by assessment activities (55%) and familiarization with a specific program/curriculum (55%). Teachers tended to corroborate such findings, with 71% reporting participation in PD focusing on an assessment activity, 68% on an instructional activity, and 66% on a specific program or curriculum.

Teacher Perceptions of ISP Professional Development Activities

Nearly two-thirds (62%) of teachers responding to the summer 2009 teacher survey reported that they received teacher training prior to the summer 2009 implementation of ISP. On the other hand, 38% reported that they did not receive any training. Among those reporting that they had received training before ISP implementation, the majority reported trainings (43%) lasting 5-8 hours. More than a quarter (27%) reported training lasting less than 5 hours, and 9% reported training totaling more than 24 hours. The length of ISP PD trainings are listed in Table 6.2.

Table 6.2: Length of ISP Professional Development Training for Teachers Receiving Training before ISP Implementation (N=150)

Length of Training	Percentage Selecting Response
Less than 5 hours	41 (27.3%)
5 - 8 hours	65 (43.3%)
9 - 12 hours	15 (10.0%)
13 - 16 hours	7 (4.7%)
17 - 24 hours	8 (5.3%)
More than 24 hours	14 (9.3%)

Source: 2009 ISP Teacher Survey

According to the 62% of teachers who reported receiving training, teacher PD was conducted almost exclusively in face-to-face trainings (91%). A smaller percentage (8%) of PD opportunities consisted of a combination of face-to-face and online trainings. Only 1% of teacher trainings were delivered entirely online.

Teachers were asked to rate the overall quality of the PD/training they received as part of ISP as *excellent, good, adequate, or poor*. Of the teachers who reported receiving PD, 75% rated the training as *excellent* or *good*. When asked to rate the helpfulness of the training for teacher's role in ISP on a scale of *not at all helpful, somewhat helpful, and very helpful*, 38% of teachers reported the training was *somewhat helpful*, and 61% reported *very helpful*.

In summary, of the 62% of teacher survey respondents who participated in PD activities, the majority received less than 9 hours of PD, most of which was received face-to-face. The majority of teachers rated their PD as excellent or good, and considered the training very helpful for their role as a teacher in ISP. These findings suggest that grantees tended to be successful in administering short-term PD that was perceived by ISP teachers to meet their needs.

Perceived Teaching Effectiveness

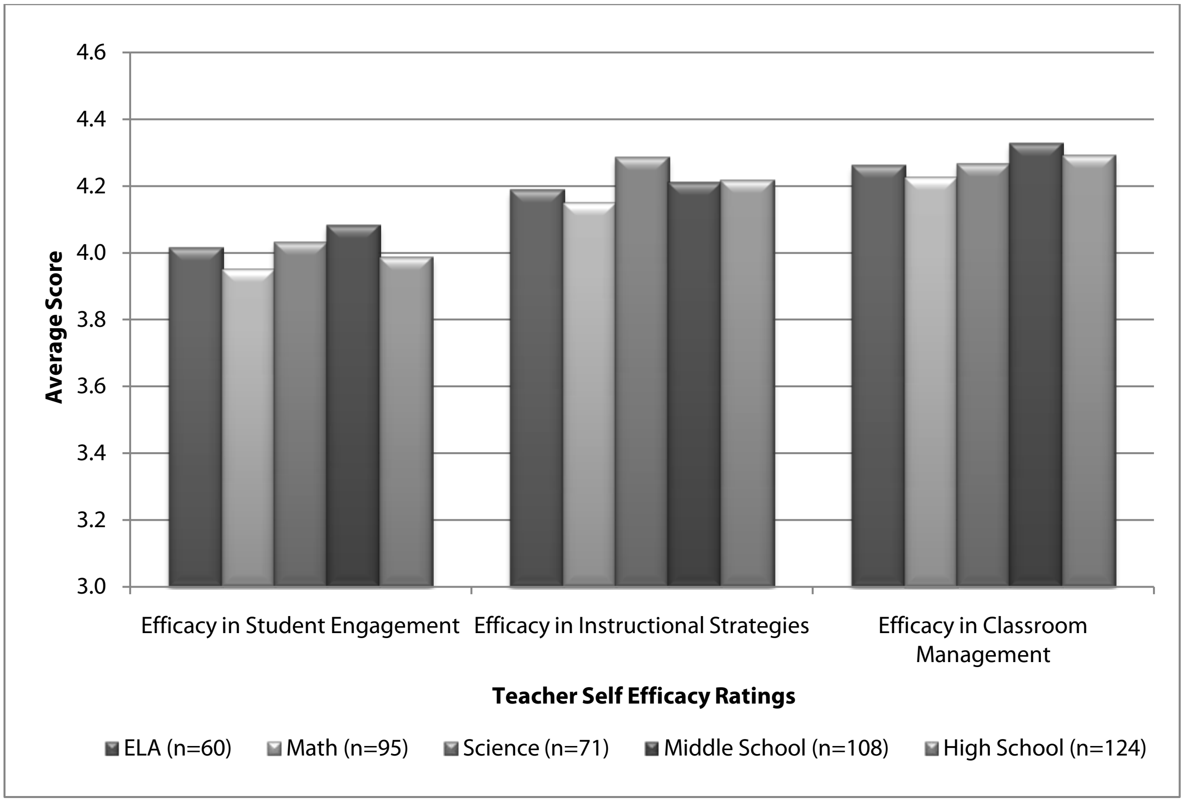
The evaluation team explored the effect of ISP activities (e.g., PD) on self-reported teaching effectiveness. Specifically, ISP teachers (both Cycle 1 and Cycle 2) were asked on the 2009 teacher survey to evaluate their own sense of self-efficacy as teachers, and their perceptions of ISP impacts on their instructional skills, assessment skills, and overall teaching effectiveness.

Teacher Perceptions of Teacher Self-Efficacy

To explore how ISP teachers assessed their overall abilities, and to examine the degree to which ISP might influence teachers' capacities, the teacher survey assessed teacher self-efficacy, the teacher's belief in his/her own ability to make a difference in the classroom and in students' learning. Items are adapted from Tschannen-Moran and Hoy's (2001) Teacher's Sense of Efficacy Scale (TSES) – Short Form. The survey measures three types of teacher self-efficacy, including perceived efficacy in student engagement (e.g., *How much can you do to motivate students who show low interest in school work?*), efficacy in instructional strategies (e.g., *How well can you implement alternative strategies in your classroom?*), and efficacy in classroom management (e.g., *How much can you do to calm a student who is disruptive or noisy?*). Teachers rated their responses on a 5-point scale (*1=not at all, 2= very little, 3=some influence, 4=quite a bit, and 5=a great deal)*. Higher scores (near 5) represent a high level of teacher self-efficacy, whereas low scores (near 1) represent low levels of self-efficacy.

Teachers tended to report high levels of self-efficacy across the three types of self-efficacy, with average ratings of 3.9 and higher, suggesting that ISP teachers did not view themselves as deficient. Efficacy in classroom management was highest overall, with mean scores ranging from approximately 4.2 to 4.3. There were only minor differences in self-efficacy rating across course content areas and instructional levels. As presented in Figure 6.1, there were some minimal differences in self-efficacy ratings across content areas and school levels.

Figure 6.1: Teacher Self-Efficacy Ratings



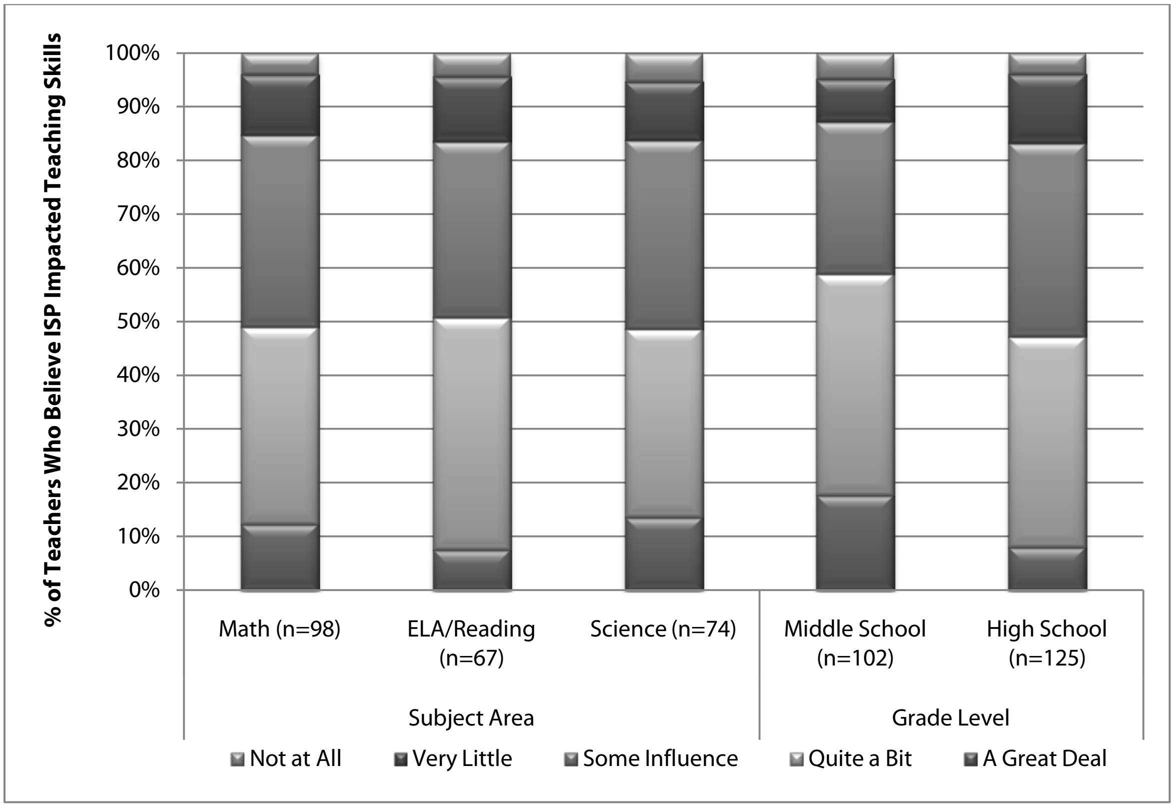
Source: 2009 ISP Teacher Survey

Perceived Effects on Teaching and Assessment Skills

Participating teachers were asked to what extent they believed ISP increased their teaching skills using a 5-point scale *(1=not at all, 2= very little, 3=some influence, 4=quite a bit, and 5=a great deal)*. Higher scores (near 5) represent a strong perceived impact of ISP activities on teaching skills, whereas low scores (near 1) represent a weak perceived impact. Figure 6.2 presents teacher perceptions of ISP impact on teaching skills.

Overall, teachers tended to report that ISP improved their teaching skills. Differences in ratings across content areas and grade levels were very small. ELA/reading teachers (51%) reported at slightly higher rates than math (49%) and science (49%) teachers that ISP had *quite a bit* or *a great deal* of positive influence on their teaching. Larger percentages of middle than high school teachers reported that ISP had *quite a bit* or *a great deal* of positive influence on their teaching (59% vs. 47%). Only about 5% of teachers, across subject areas and grade levels, reported no influence of ISP program on their teaching skills. These results suggest that ISP tended to be successful in promoting teachers' teaching skills.

Figure 6.2: Teacher Perceptions of ISP Impact on Teaching Skills

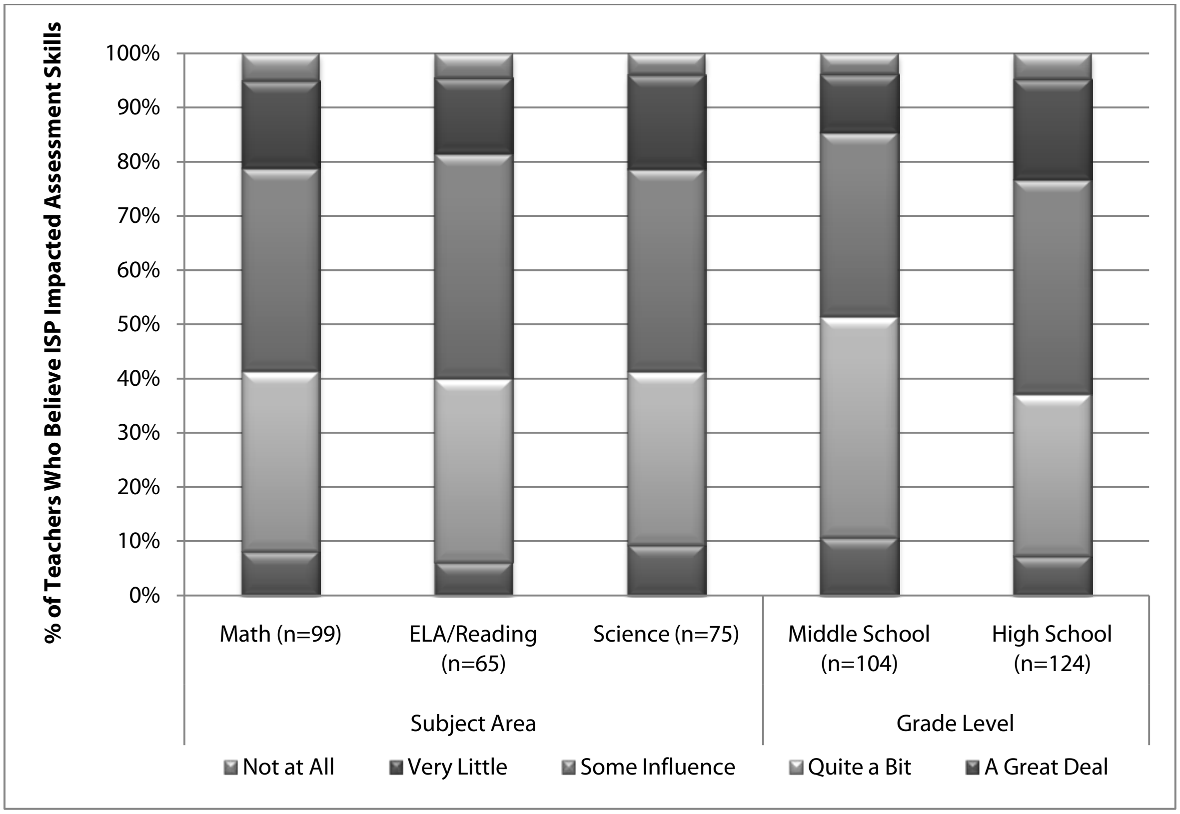


Source: 2009 ISP Teacher Survey

Teachers were also asked to rate the extent to which they believed that ISP increased their assessment skills (see Figure 6.3). Differences in ratings were minimal and likely do not reflect meaningful variations. Science (41%) and math teachers (41%) reported at slightly higher rates than ELA/reading teachers (40%) that ISP had *quite a bit* or *a great deal* of positive influence on their assessment skills. A larger percentage of middle than high school teachers (51% vs. 37%) reported that ISP had *quite a bit* or *a great deal* of positive influence on their assessment skills. Science teachers (17%) reported that ISP had *very little* effect on their assessment skills at higher rates than math teachers (16%) and ELA/reading teachers (14%). Approximately 20% of high school teachers reported that ISP had *very little* effect on their assessment skills, whereas 11% of middle school teachers said that ISP had *very little* effect on their assessment skills. A small percentage of teachers (less than 5% in each group) reported that ISP had no effect on their assessment skills.

Overall, teachers were slightly more likely to report that ISP improved their teaching skills than their assessment skills. For example, whereas between 49% and 51% of math, ELA/reading, or science teachers thought that ISP improved their teaching skills *quite a bit* or *a great deal*, between 40% and 41% of such teachers reported that ISP improved their assessment skills *quite a bit* or *a great deal*.

Figure 6.3: Teacher Perceptions of ISP Impact on Assessment Skills

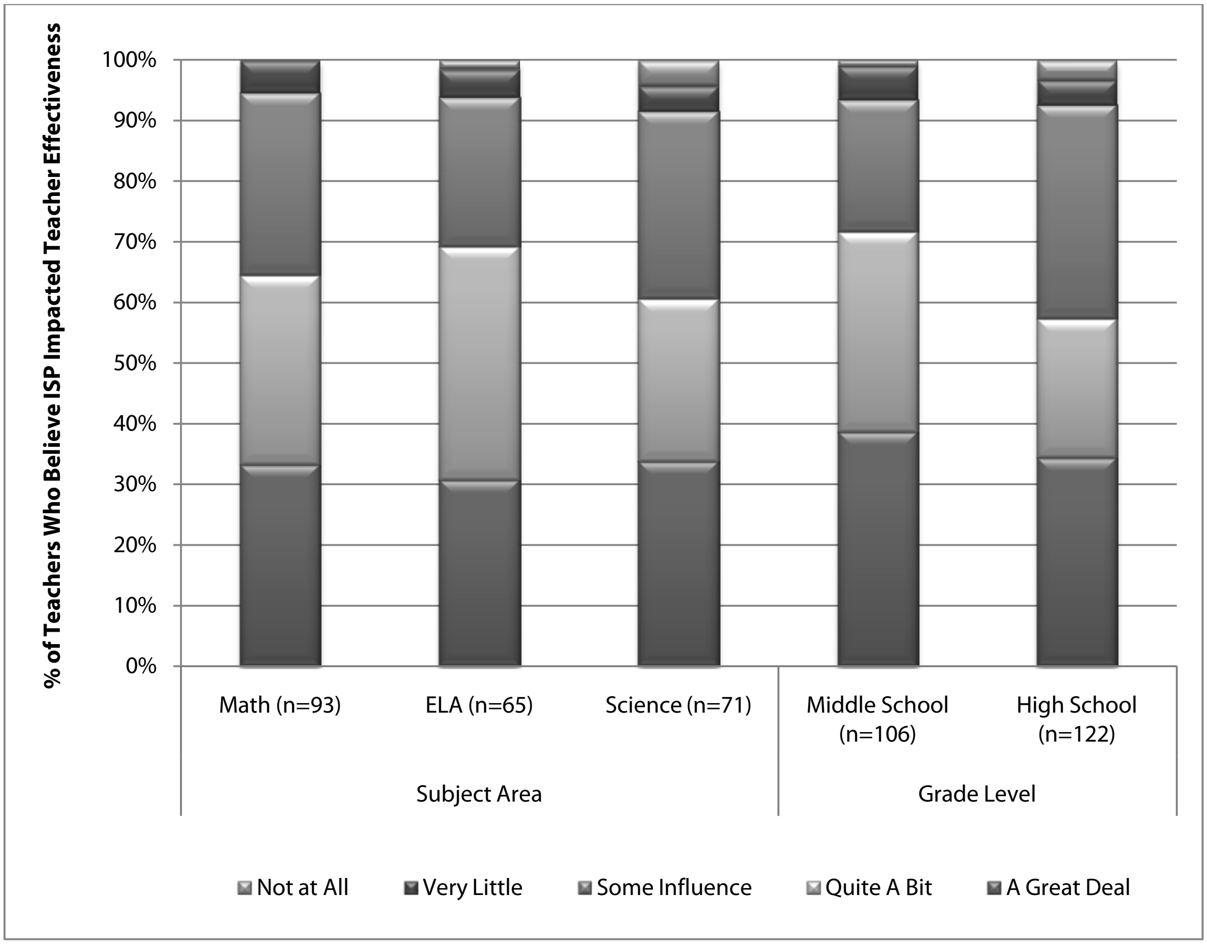


Source: 2009 ISP Teacher Survey

Perceived Impact on Overall Teacher Effectiveness

Teachers were asked to indicate to what extent they believed ISP improved overall teacher effectiveness using a 5-point scale *(1=not at all, 2= very little, 3=some influence, 4=quite a bit, and 5=a great deal)* (see Figure 6.4). The majority of all teachers responding (65%) reported that ISP improved teacher effectiveness *quite a bit* or *a great deal*. Only a small percentage of all teachers responding (7%) thought that ISP had no or very little impact on teacher effectiveness. Only 5% of teachers responding stated they had *no basis for judgment* of the influence of ISP on teacher effectiveness. Larger percentages of ELA/reading teachers (69%) and middle school teachers (72%) than other teacher groups reported that ISP improved teacher effectiveness overall.

Figure 6.4: Teacher Perceptions of Improved Teacher Effectiveness



Source: 2009 ISP Teacher Survey

Summary of the Impact of ISP on Teacher Effectiveness

This chapter examined the perceived effect of ISP on teacher effectiveness, as well as the activities designed to influence teacher effectiveness. Overall, the majority of ISP teachers reported high levels of self-efficacy and substantial satisfaction with the program. They considered the training very helpful and reported that program activities improved their professional skills. These findings in general suggest that ISP improves teacher effectiveness, at least according to teacher self reports.

What types of ISP Program activities were intended to impact teacher effectiveness?

Teachers who are trained in research-based instructional strategies tend to produce greater student achievement (Miller, 2002), and their students are less likely to drop out of school (Bost & Riccomini, 2006). All Cycle 1 projects, and all but one Cycle 2 project, that implemented during summer 2009 included teacher PD as part of their approach to helping students improve their academic achievement. PD activities focused on content-specific and general instructional methods, as well as assessment strategies. Overall, 38% of surveyed teachers reported that they did not receive any training prior to ISP implementation. Of the 62% of teachers who did report receiving training (n=153), 61% found it *very helpful,* and 38% found the training *somewhat helpful*, for their role as a teacher in ISP.

What are the perspectives of stakeholders (i.e., teachers) regarding the impact of ISP Program activities on teacher effectiveness?

Approximately half of teachers surveyed indicated that participation in the ISP improved teacher effectiveness at their schools from quite a bit to a great deal. Middle school teachers reported that ISP impacted their instructional and assessment skills at higher rates than high school teachers.

7. Cost-Effectiveness and Sustainability of ISP

This chapter includes findings from the analysis of data on cost-effectiveness and sustainability of ISP. Budgets and expenditures are reported for both Cycle 1 and Cycle 2 grantees. For Cycle 1 grantees, the budgeted amounts and total expenditures in broad categories across the entire grant period were available. Only one year of expenditure data was available for Cycle 2 grantees at the time of this report. The data from only one year are even more limited because grantees are not required to draw down funds as they spend them. In other words, grantees make decisions about when to draw down their awarded funds as long as they draw down all funds by the final deadline established by TEA. Because of these limitations, the conclusive “cost per student” value was not reported for Cycle 2 grantees. Extant data (ISP grant applications and ISP expenditure reporting forms), as well as survey data from grant/project coordinators, IHE representatives, and district administrators, inform the cost breakouts and expenditure patterns described herein. In addition, factors contributing to and constraining the sustainability of ISP are discussed.

This chapter addresses the following questions:

- How were grant funds used (e.g. ISP Program, teacher training, work study opportunities)?
- What factors were contributing to the sustainability of ISP?
- What factors were prohibiting the sustainability of ISP?
- How did ISP implementation cost per student compare to program outcomes?

Overview of ISP Eligible Use of Funds

LEAs awarded ISP grants for both Cycles 1 and 2 could receive funds of up to $150,000 to implement ISP programs. LEAs had some options on how to spend the funds and develop their respective programs. This included creating programs at the middle school or high school level, or operating a joint middle and high school program providing differentiated curriculum and instruction for students at both levels. LEAs could choose to run up to two ISPs, as long as they were different types of programs serving different student populations (e.g., eligible LEAs could operate a middle school and a high school program, but could not operate two middle school or two high school programs).

In the ISP Cycle 1 and Cycle 2 Requests for Applications (RFAs), eligible LEAs were required to submit proposed budgets for each of the two periods (summer 2008 and 2009, and summer 2009 and 2010, respectively). Program funds are available to the participating grantees on a yearly basis, and the availability of year two funds is contingent upon the satisfactory progress of program goals in year one.

A grant awarded under this program could not be used to replace federal, state, or local funds previously spent on an ISP, but could be employed to expand an existing program.

Specifically, ISP grant funds could be used for expenses in the budget categories of payroll, professional and contracted services, supplies and materials, other operating costs, and capital outlay. Specific allowable expenditures included the following:

- Purchasing summer school instructional materials and supplies
- Providing teacher training and PD to prepare teachers for the summer program, including educator stipends
- Transporting any student that is not eligible for Foundation School Program reimbursement by TEA's Division of State Funding, provided transportation costs are properly budgeted in the application
- Purchasing technology used primarily for the delivery of supplemental instruction
- Sponsoring educational field trips
- Providing nutritional snacks, breakfast, and lunch for participating students
- Coordinating and delivering student, parent, and community outreach activities
- Hiring other staff as necessary for summer program such as a nurse or counselor
- Providing tutoring for the summer program
- Providing incentives for student participation that are reasonable and consistent with local district policy
- Covering other necessary costs, as determined by the Commissioner of Education.

Although the grant program focuses on the summer instructional period, grant funds could also be expended throughout the school year on activities that related to planning, recruiting, training, and purchasing materials, as long as the majority of funds were directly spent to support the four-week summer program.

Funds from the ISP grant could not be expended on certain program costs, including constructing new buildings, renovating/remodeling existing structures, conducting fundraising activities of any kind, providing payment to a student who has not graduated for services as a tutor or a mentor, writing grants to obtain other grant funds, and supporting non-educational field trips (Texas Education Agency, 2008b; 2008c).

Grantees were required to complete a cost section in the grant application detailing how the funds would be budgeted. Each of the overall budget categories included several subcategories, which are outlined in Table 7.1.

Table 7.1: Budget Categories and Corresponding Subcategories (Cycle 1 and Cycle 2)

Major Budget Category	Subcategory
Payroll Costs	▪ Academic ▪ Direct Program Management/Administration ▪ Auxiliary & Other ▪ Substitute Pay ▪ Professional Staff Extra-Duty Pay ▪ Support Staff Extra Duty Pay ▪ Employee Benefits ▪ Other
Professional and Contracted Services	▪ Legal Services ▪ Professional/Consulting Services ▪ Staff or Student Tuition ▪ Education Service Center Services ▪ Contracted Maintenance and Repair of Equipment ▪ Utilities ▪ Rental/Lease Equipment ▪ Miscellaneous Contracted Services ▪ Other
Supplies and Materials	▪ Maintenance and/or Operations Supplies and Materials ▪ Textbooks and Other ELA/Reading Materials ▪ Testing Materials ▪ District Food Service ▪ General Supplies and Materials ▪ Hardware and Equipment Not Capitalized ▪ Other
Other Operating Costs	▪ Travel and Subsistence ▪ Insurance Costs ▪ Student Incentives ▪ Miscellaneous Operating Costs ▪ Other
Capital Outlay	▪ Furniture, Equipment, Vehicles, or Software ▪ Capital Assets ▪ Library Books and Library Media (Catalogued and Controlled by Library) ▪ Other

Source: Texas Education Agency, 2008b; 2008c

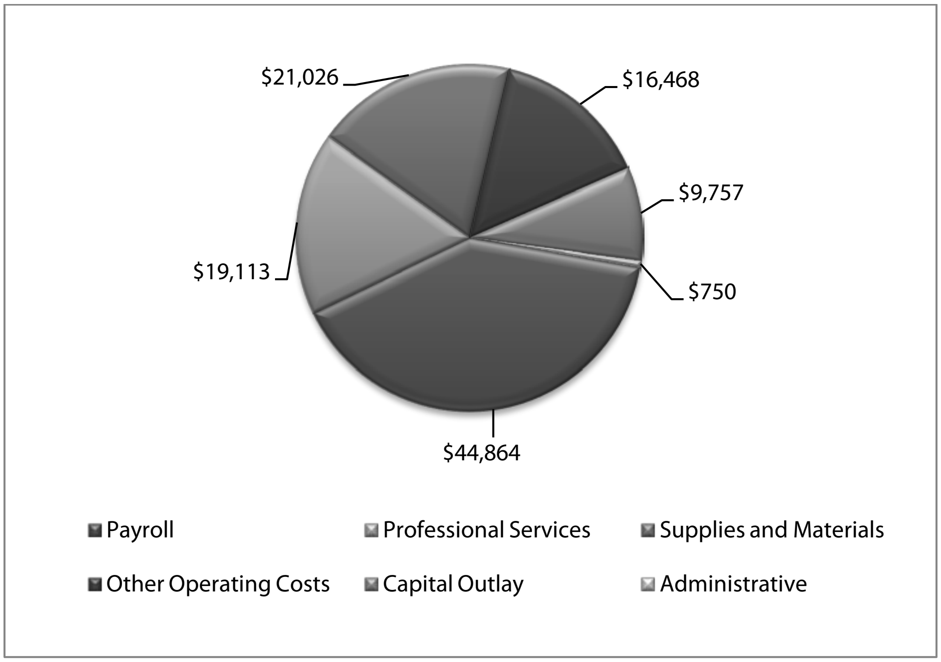
During ISP Cycle 1, 29 grantees were awarded an overall total of $3,936,250. In Cycle, 2, 19 grantees were awarded an overall total of $3,868,545. The following sections include an analysis of budgeted amounts and expenditures, which were done separately for Cycle 1 and Cycle 2 grantees since only one year of expenditure data was available for Cycle 2 grantees. These sections includes a discussion of the total costs, comparison of grant funds and matching funds (kept separate since grant funds come from the state and matching funds do not), and a comparison of budgeted amounts and expenditures.

Cycle 1 Awards, Budget Allocated, and Expenditures

Total Expenditures-Cycle 1

The 29 ISP Cycle 1 grantees spent an average of $ $111,978 of grant funds from the state (excluding matching funds) to cover the costs of their programs across the entire grant project period, including summer 2008 and/or summer 2009 implementation. Of the five major funding categories constituting grantees' budgets (see Figure 7.1), the highest average amount budgeted was for payroll ($44,864, or 40% of the total budget), followed by supplies and materials ($21,026, or 19% of the total budget), professional services ($19,113, or 17% of the total budget), other operating costs ($16,468, or 15% of the total budget), and capital outlay ($9,757 or 9% of the total budget). Overall, Cycle 1 sites spent the largest percentage of their funds on payroll and the smallest percentage on administrative costs.[26]

Figure 7.1: Total Average Expenditures of ISP Cycle 1 Projects



Source: ISAS, 2010

Comparison of Budget Allocations and Expenditures-Cycle 1

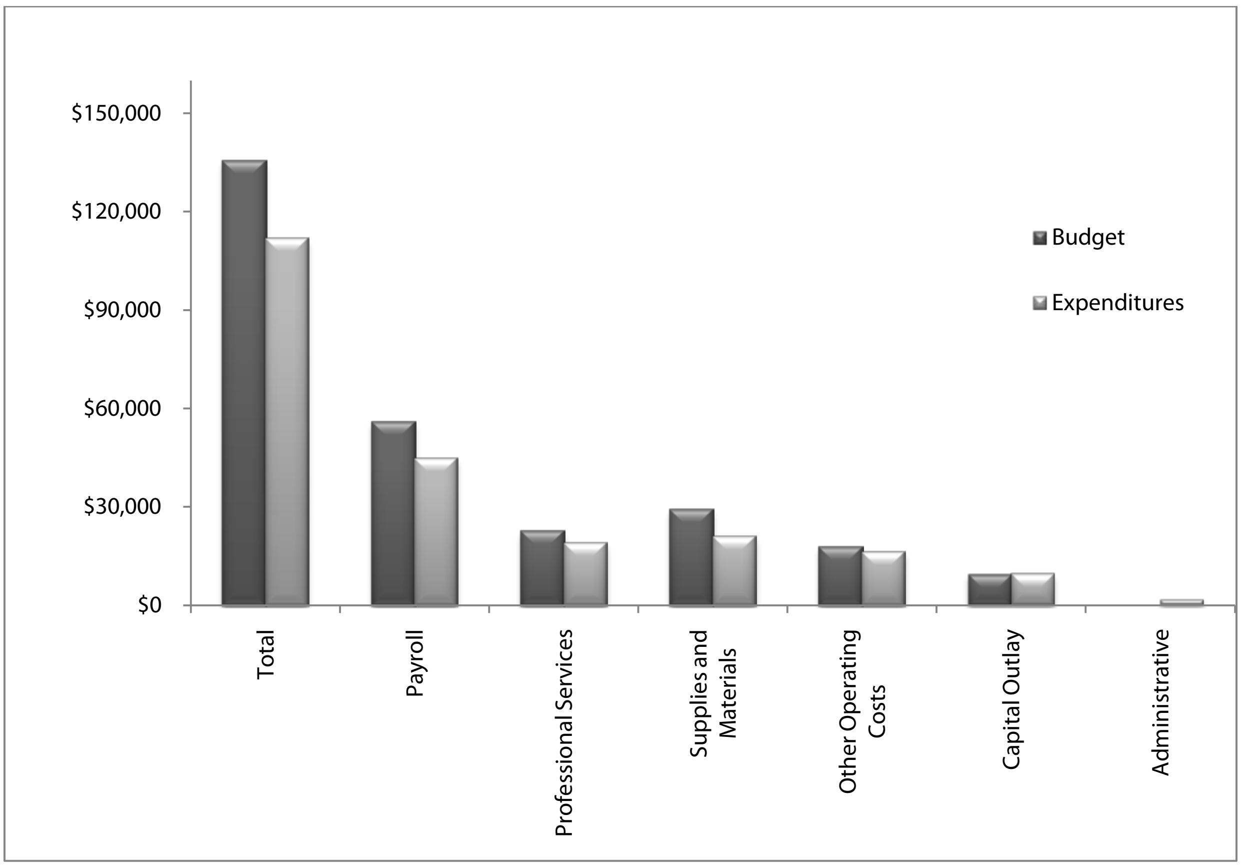
Figure 7.2 illustrates budget allocations and expenditures of grant funds only. Grantees were awarded, on average, a total of $135,733 to cover all program costs. Their actual program expenditures were roughly 83% of their awards, at an average of $111,978. In terms of payroll costs, grantees budgeted an average of $56,114, but actually expended an average of $44,864

[26] Grantees were permitted to expend funds in ways that were not originally planned in their grant applications. This was permitted as long as what they expended in a category was less than 25% more or less than budgeted within the category and even over 25% if they amended their budgets.

of such costs. This represents approximately 80% of the average budgeted amounts for this type of expense. ISP grantees budgeted, on average, $22,785 to cover professional services; they spent, on average, $19,113, or 84%, of their budgeted amounts for these costs. Whereas grantees budgeted an average of $29,253 for supplies and materials, they expended $21,026 for these costs, or 72% of the amount originally budgeted. ISP grantees budgeted an average of $17,958 for other operating costs, but actually spent $16,468, or 92% of the original budgeted amount. In terms of capital outlay, grantees budgeted, on average, $9,623, and actually expended $9,757 for such costs, or approximately 1% more than budgeted. ISP grantees did not budget funds for administrative costs, but spent an average of $1,839.

In general, Cycle 1 ISP sites expended less than they had originally budgeted, with two exceptions: Grantees spent more on capital outlays and administrative costs than they had anticipated.

Figure 7.2: Comparison of Average Program Budgeted Amounts to Average Program Expenditures for ISP Cycle 1 Grantees

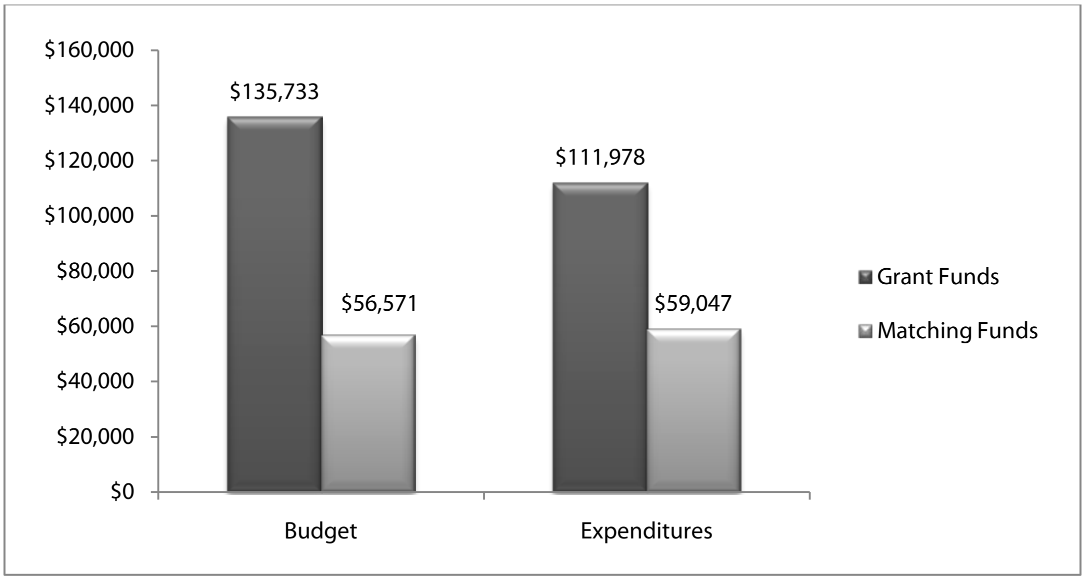


Source: ISAS, 2010

Comparison of Grant Funds and Matching Funds-Cycle 1

Grantees were required to include matching funds as part of their budgeted amounts, and these were treated separately from grant funds since they are not included in overall program funding from the state. An analysis of budgeted amounts and expenditures of grant funds and matching funds provides a picture of how the two compare. As shown in Figure 7.3, average budgeted grantee funds were $135,733, whereas average budgeted matching funds were $56,571. Budgeted matching funds were 42% of the total award, on average. Average expenditures were $111,978, with an average matching fund expenditure of $59,047. Matching funds expenditures were, on average, 53% of actual expenditures. Interestingly, although Cycle 1 grantees expended fewer average grant funds than they had budgeted, they expended a somewhat larger average amount of matching funds.

Figure 7.3: Comparison of Grant Funds and Matching Funds for ISP Cycle 1 Grantees



Source: ISAS, 2010

Cycle 2 Budgeted Amounts and Expenditures

Again, only one year of expenditure data was available for Cycle 2 grantees at the time of this report. The data from only one year are even more limited, and because of these limitations, the comprehensive "cost per student" value was not reported for Cycle 2 grantees.[27]

Total Expenditures-Cycle 2

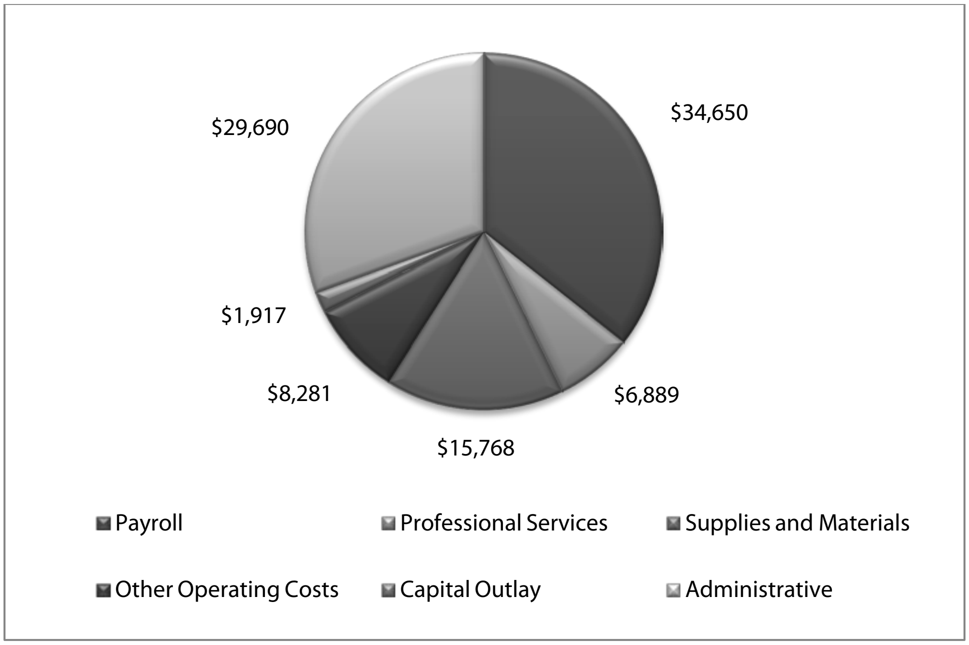
The 19 ISP Cycle 2 grantees spent an average of $97,195 from TEA to cover the costs of their programs in the first year of the Cycle 2 grant project period. Of the five major funding categories constituting grantees' budgets (see Figure 7.4), the highest average amount budgeted was for payroll ($34,650, or 36% of the total budget), followed by administrative costs ($29,690, or 31% of the total budget), supplies and materials ($15,768, or 16% of the total budget), other operating costs ($8,281, or 9% of the total budget), and professional

[27] Grantees were permitted to expend funds in ways that were not originally planned in their grant applications. This was permitted as long as what they expended in a category was less than 25% more or less than budgeted within the category and even over 25% if they amended their budgets.

services ($6,889, or 7% of the total budget). Total average capital outlay costs were only $1,917 or 2% of the total budget.

Overall, Cycle 2 grantees spent the largest percentage of their budgets on payroll expenses, similarly to Cycle 1 sites. Differently than Cycle 1 grantees, however, they spent the smallest percentage on capital outlay, and a much more substantial amount on administrative costs.

Figure 7.4: Average Total Expenditures of ISP Cycle 2 Projects



Source: Expenditure Reporting Forms, 2010

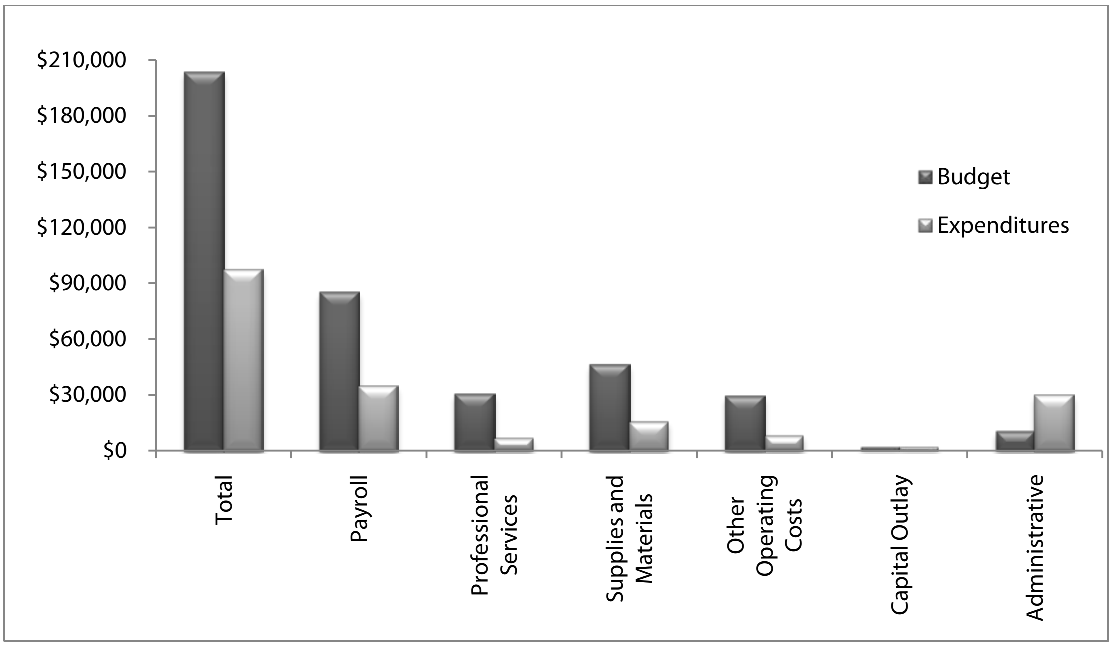
Comparison of Budgeted Amounts and Expenditures-Cycle 2

Grantees budgeted, on average, a total of $203,608 to cover all program costs. Their actual program expenditures were about 49% lower than their budgeted amounts, at an average of $97,195 (see Figure 7.5). In terms of payroll costs, grantees budgeted an average of $85,048, but actually expended an average of $34,650 for such costs. This represents an average 42% lower actual expenditure than budgeted. ISP grantees budgeted, on average, $30,460 to cover professional services; they spent, on average, only $6,889. Thus, sites spent only 23% of their professional services budgeted amounts. Whereas grantees budgeted an average of $46,251 for supplies and materials, they expended $15,768 for these costs, 34% of their budgeted amounts. ISP grantees budgeted an average of $29,428 for other operating costs, but actually spent $8,281, 28% of their budgeted amounts for such costs. In terms of capital outlay, grantees budgeted, on average, $1,904, and actually expended $1,917 for such costs, representing only a slightly higher amount of spending than budgeted. Sites budgeted

$10,516 for administrative costs, but spent an average of $29,690, nearly three times more than budgeted.[28]

Overall, given that Cycle 2 grantees still have one more year to complete the program, they actually expended less than they budgeted in most expense categories, with two exceptions. Sites spent more on capital outlays and administrative costs than budgeted, a pattern similar to that found among Cycle 1 grantees.

Figure 7.5: Comparison of Average Program Budgeted Amounts to Average Program Expenditures for ISP Cycle 2 Grantees



Source: Expenditure Reporting Forms, 2010

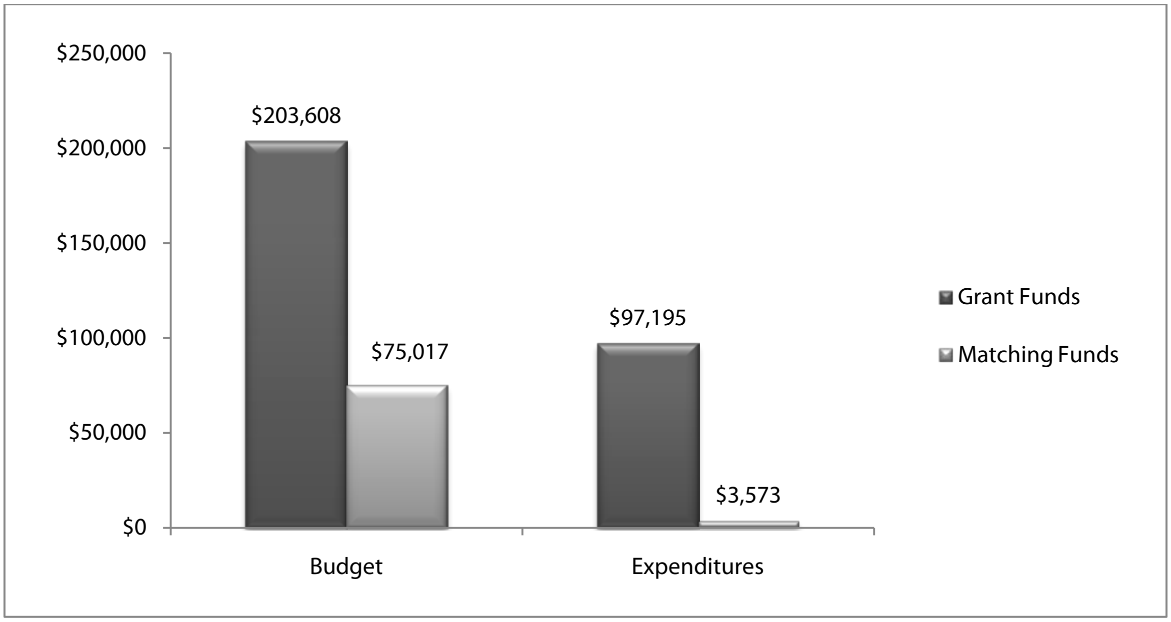
Comparison of Grant Funds and Matching Funds-Cycle 2

Average Cycle 2 grantee award amounts were $203,608; they spent $97,195, or 50%, of their budgets (See Figure 7.6). Average Cycle 2 matching fund budgeted amounts were $75,017; grantees expended only $3,573, or 5%, of such funds.

In sum, Cycle 2 grantees spent roughly half of the grant funds that they were awarded at the time of this writing; this is reasonable given that sites have one more year of implementation to conduct ISP program activities. On the other hand, Cycle 2 grantees spent only a small proportion of their matching funds so far, while Cycle 1 grantee actually spent more matching funds than they budgeted at the end of the program implementation.

[28] Grantees were permitted to expend funds in ways that were not originally planned in their grant applications. This was permitted as long as what they expended in a category was less than 25% more or less than budgeted within the category and even over 25% if they amended their budgets.

Figure 7.6: Comparison of Grant Funds and Matching Funds for ISP Cycle 2 Grantees



Source: Expenditure Reporting Forms, 2010

Cost Effectiveness of Cycle 1 Grantees

Table 7.2 details the programmatic cost per student for Cycle 1 grantees comparing the budgeted and actual program costs. The 19 Cycle 1 ISP grantees served an average of 165 students during the program implementation period. This translated into an approximate average cost of $973 per student over the 19-month grant award period, which was lower than the amount they planned to spend initially per student ($1,185) based on the number of students they anticipated to serve listed in their grant applications. This does not include the matching funds because they are separate from the grant funded awards.

Table 7.2: Comparison of Budgeted and Actual Program Cost Per Student for ISP Grantees

	Cycle 1
Average number of students served	165
Average total expenditures*	$111,978
Average total budget*	$135,733
Average actual costs per student	$973
Average budget costs per student	$1,185

Source: Expenditure Reporting Forms, 2010; ISAS 2010
* Excludes matching funds

The evaluation did not find evidence to support that ISP had significant positive effects on desired student outcomes for ISP Cycle 1 grantees. Therefore, it can be argued that ISP was not a cost-effective grant program, at least for Cycle 1 grantees. Data related to both dropout and college readiness were, however, limited at this point in the evaluation. More data from subsequent years from grantee cycles would need to be analyzed to determine effectiveness, including cost-effectiveness of ISP beyond Cycle 1. As a reminder, the ISP Cycle 2 grant project period had not ended when cost data were collected, so a full picture of the cost-effectiveness of Cycle 2 grants was not available for this report.

ISP, at a cost of $973 per student over two years, costs less than a similar dropout prevention program that also focuses on summer academic remediation. This program, the Summer Training and Education Program (STEP), had no discernable effects according to one study that met the What Works Clearinghouse standards (WWC, 2009). However, STEP was reported to cost $2,455 per student each summer of participation (WWC, 2009). In addition, another grant program in Texas called the Texas Ninth Grade Transition and Intervention (TNGTI) program includes summer intervention but also follows targeted students throughout the school year, providing further targeted intervention as needed. The cost per student for TNGTI as reported by individual grantees ranged from $25 to $11,680, and the median cost per student was $781 for one year, which is less than the average of $973 that ISP cost for two years. Eventually, TNGTI will likely cost more than ISP over a two-year period. However, TNGTI may better meet the needs of students at risk of dropping out because it requires grantees to continue to track students throughout the school year, although further evaluation of TNGTI is also needed.[29]

Sustainability Plans for ISP Grantees

Asked about their plans to continue implementing ISP or a program similar to ISP once program funding ended, the majority of Cycle 1 and Cycle 2 grantees indicated that they intended to continue the program (Table 7.3). Overall, 83% of sites reported that they planned to continue ISP. Comparing Cycle1 and Cycle 2 grantees, a larger percentage of Cycle 2 sites (95%) than Cycle 1 sites (76%) intended to continue implementation.

Table 7.3: Plans to Continue ISP after Funding Ends

	Cycle 1 (N=29)	Cycle 2 (N=19)	Total (N=48)
Yes	22 (75.9%)	18 (94.7%)	40 (83.3%)
No	5 (17.2%)	1 (5.3%)	6 (12.5%)
No answer	2 (6.9%)	0 (0.0%)	2 (4.1%)

Source: Cycle 1 and Cycle 2 Progress Reports

Among Cycle 1 grantees reporting their intention to continue ISP, the largest percentage reported that they had or would seek an ISP continuation grant from TEA. The second most frequently reported strategy to sustain funding for ISP beyond the grant project period was the reallocation of a variety of federal, state, and local funds, such as Title I monies, Federal stimulus monies, and high school allotment funds. Grantees did not indicate the need for additional funds beyond the amount they received from the grant; rather, grantees would have to identify funding sources other than state funds if continuation grants were not

[29] More information on the TNGTI program evaluation can be located online at TEA's website here.

provided. In addition, three grantees indicated that they planned to conduct fundraising activities to support ISP continuation, and two sites reported that they intended to collaborate with a local partner. One grantee simply indicated that its staff was seeking a variety of funding options.

Stakeholders at case study sites (7 Cycle 1 grantees) consistently reported on the value of ISP for students, teachers, and the community. Representatives from each case study grantee stated their desire to continue the program. Asked about the importance and sustainability of the program, stakeholders emphasized the importance of relationships to the effectiveness of ISP, the need for engaging learning activities to assist struggling students successfully, and the value of lessons learned during their first year of program implementation.

Among Cycle 2 grantees intending to continue their ISP projects, the majority reported that they planned to reallocate a variety of Federal, state, and local funds to support the program beyond the ISP grant award period. Some other planned strategies of continuing the program include the pursuit of other grant opportunities and establishing partnership with non-profit organizations.

Grantees planning to continue ISP were also asked what changes they might make to the program moving forward. Cycle 1 grantees proposed a wide variety of changes. Three grantees intended to select different partners. Two sites planned to add more staff, use a school-purchased curriculum, increase parent involvement activities, extend the program length, and expand recruitment efforts. Other proposed changes included the addition of co-teaching, offering more instructional sessions over the course of fewer days, using more external resources (including more hands-on activities) and increasing additional funding while decreasing local matching fund amounts.

Cycle 2 grantees also proposed a variety of changes to ISP. Three grantees intended to employ more and better educational technologies throughout their programs. Two grantees suggested that the ISP grant should extend for a longer period. Two sites indicated that the program size and offerings would be reduced on their campuses. Other planned changes reported by Cycle 2 grantees included a sole focus on math, adjusting the project budget and staff size, conducting formative evaluation, providing a longer initial planning period for program startup, offering dual enrollment and distance learning options, keeping the program small, extending smaller versions of the program to other campuses, and improving instructional practices.

Asked what factors caused or would cause discontinuation of ISP, most Cycle 1 grantees indicated lack of funding and/or budget deficits of the district. Two Cycle 1 grantees specified that the district superintendent decided not to continue ISP because it did not align with current district priorities. Another Cycle 1 grantee noted that charter schools are not eligible for certain types of funding for which traditional public schools are eligible; as a result, identifying monies to continue the program may prove difficult. Nearly all Cycle 2 grantees responding to this question indicated that lack of funding would constrain their ability to continue ISP. One Cycle 2 grantee added that ISP would not be continued because the district was employing other strategies to better serve at-risk middle school students.

Sustainability of ISP

Overall, ISP appears sustainable based on grantees' expenditure patterns. Grantees did not expend more funds than budgeted, and larger-than-expected administrative costs were offset by less-than-expected expenditures in other cost categories. By April 30, 2010, Cycle 1 grantees (21 of which had implemented for two years, and 8 of which for one year) had spent an average of 83% of their budgeted amounts. Having implemented for only one year, Cycle 2 grantees expended an average of 49% of their budget by April 30, 2010. Cycle 1 and Cycle 2 ISP sites expended, on average, less than they budgeted, with two exceptions: Grantees spent slightly more on capital outlays, and substantially more on administrative costs, than they had anticipated.

In sum, grantee spending was in alignment with budget parameters, despite higher expenditures on administrative costs than expected. Additionally, the majority of ISP grantees plan to continue program implementation after grant funds are exhausted, and intended to use several key strategies to ensure continued funding. Such grantees also plan a variety of changes to their programs after grant funding. Taken together, these findings suggest that grantees were able to support ISP as planned and intend to pursue additional sources of funding to continue implementation beyond the ISP grant.

8. Discussion and Next Steps for ISP

Limitations

Any evaluation effort has various limitations that constrain the generalizability of findings, and this study is no exception. To the extent possible, evaluators sought to address threats to validity in an effort to optimize the study's utility. For instance, the use of multiple data sources helps ensure that findings can be verified across a variety of stakeholders and data collection methods. In addition, evaluators noted for readers such validity threats; for instance, evaluators pointed out low survey response rates, a circumstance limiting the extent to which findings can be generalized to all participants. Finally, although it was not possible to conduct a randomized control trial, evaluators employed propensity score matching to approximate an analysis of the counterfactual condition—that is, of the outcomes that would be obtained were ISP not implemented—versus the experimental condition, ISP implementation.

One of the major limitations of this study is that the key outcome measures, TAKS- Math and TAKS-Reading scores, are not as tightly aligned with program objectives and activities as would be ideal. Moreover, there is a lapse of roughly nine months between ISP participation and TAKS administration, during which time students will have experienced a variety of additional academic influences that may have played an important role in their eventual TAKS performance. As a result, it is likely that any changes observed in ISP students' TAKS performance may also have been impacted by many other factors aside from ISP participation. However, the evaluation design is such that these factors remain unmeasured and unanalyzed.

Another limitation is that, because the evaluation extended only through October 2010, it does not include comparable longitudinal outcomes analyses for both Cycle 1 and Cycle 2. Thus, while three years of data were available for Cycle 1 students participating in ISP programs implementing in 2008, only two years of such data were available for Cycle 1 grantees implementing in 2009 or for Cycle 2 grantees. As a result, the present study investigates the longer term effect of ISP on student outcomes among Cycle 1 2008 implementers, but not among other grantees.

Case study findings allow for an in-depth examination of particular issues and questions generally focusing on a single subject or site. As a result, case study findings cannot be generalized to a larger population; in other words, external validity is limited. Thus, the findings from one ISP site cannot be generalized to other similar sites. Readers should take this into account wherever case study findings are reported in this report. On the other hand, it should also be noted that case studies identified a variety of findings and dynamics that were not as richly apparent from survey data, such as the critical importance of strengthening teacher relationships with parents throughout ISP.

Discussion of Evaluation Findings

The following sections present key findings from the evaluation of ISP. These include conclusions about ISP implementation, key student outcomes, the perceived influence of ISP on teacher effectiveness, and the cost and sustainability of the program.

ISP Implementation

In general, Cycle 1 and Cycle 2 grantees in both 2008 and 2009 appear to have implemented ISP as intended and in accordance with program goals. Grantees served the target population of students at risk for academic difficulty; offered math, science and/or ELA/reading instruction; provided services focused on helping students achieve college-readiness; partnered with IHEs; and rendered a variety of support services to students. As intended, ISP grantees partnered with one or more IHEs, including community colleges, colleges, and universities across Texas. The Sylvan Learning Center, parents of students involved in ISP, and the community at large were also partners in some sites.

ISP awarded support to 29 ISP Cycle 1 grantees and 19 Cycle 2 grantees. During the summer of 2008, 21 of the 29 ISP Cycle 1 grantees implemented their ISP projects. By summer 2009, all 48 Cycle 1 and Cycle 2 grantees implemented their programs. Overall, ISP grantees served a total of 6,733 students, with 1,522 served in 2008 and 5,211 served in 2009.

Across Cycles and implementation years, more than two-thirds (68%) of ISP students were at risk for academic failure. The majority of ISP students were economically disadvantaged in some way (84%). More than a quarter (26%) were special education students, and more than a fifth (21%) were LEP students. Students in Grades 6 through 12 were targeted by ISP. In 2008, the largest percentage of students was in Grade 8 (27%); the smallest percentage was in Grade 10 (3%). In 2009, the largest percentage of students was in Grade 9 (21% of Cycle 1 students in 2009, and 26% of Cycle 2 students); the smallest percentage was in Grade 5 (2% of both 2009 Cycle 1 and Cycle 2 students). The majority (82%) of ISP students served were Hispanic.

Regardless of Cycle or implementation year, academic records were used most often to identify potential students for program participation. Between 61% (2008 Cycle 1) and 88% (2009 Cycle 1-Year 1) of grantees relied on this data source. With the exception of Cycle 1-Year 1 sites in 2009 (38%), TAKS scores were the second most frequently used data source for identifying potential ISP students. Between 61% (2008 Cycle 1) and 79% (Cycle 2) of sites used this data source.

Most ISP grantees offered incentives to encourage student participation in the program. Transportation to and from the ISP program was the incentive received by the largest percentage of students, ranging from 65% of students in Cycle 1-Year 2 sites implementing in 2009 to 76% of students from Cycle 1-Year 1 sites implementing in 2009.

Program Types

As stipulated by the grant, all Cycle 1 and Cycle 2 projects provided academic instruction to students, serving a total of 6,733. Across both Cycles, math and ELA/reading programs were most often offered, with fewer offering science. However, this is not surprising given that grantees were not required to provide science instruction, but could opt to do so if they liked. ISP grantees also offered credit recovery opportunities (i.e., earning credit for classes previously failed). Cycle 2 sites served the largest percentage of students with credit recovery (53%), whereas 2009 Cycle 1-Year 2 sites served the smallest percentage (18%).

Innovative instructional strategies may be particularly important for at-risk youth struggling academically. However, in general, the instructional strategies employed most often by ISP grantees tended to be traditional methods already likely widely in use during the regular school year. The instructional activity implemented most frequently in the math academic summer programs across both implementation years was guided instruction. Among Cycle 1 sites implementing during the summer of 2008, collaborative activities were also employed frequently in math programs. Among ELA/reading programs, the instructional activities employed most frequently in 2008 were collaborative activities and technology use. In 2009, however, learner-centered activities and targeted/individualized instruction were used most often. In science programs, regardless of implementation year, hands-on activities were the instructional approaches used most frequently. In 2008 science programs, collaborative activities were also among those used most often.

Across both implementation years, progress monitoring was the most frequently employed assessment strategy across all academic programs. In math programs, group projects were also used frequently in 2008, and student demonstrations were among the most often used strategies in 2009. ELA/reading programs implementing in 2009 frequently employed student journals as a means by which to assess student progress, and science programs also used experiments and student journals in 2009.

In general, then, grantees appeared to use conventional instructional, rather than the more innovative, hands-on, and real-world methods that might engage the at-risk student population better. On the other hand, grantees did tend to use a variety of assessment activities to gauge student progress.

Student Level of Participation

Students in 2008 tended to spend, on average, between more than zero but less than two hours per day participating in their academic programs. Larger percentages of middle school science students spent between more than two and up to four hours per day than did their peers in other programs, or their peers in high school. By 2009, there was much more variability in the average hours students spent per day in the program. Larger percentages of students in 2009 than in 2008 spent more time per day in various academic programs, for example, and 358 ISP students spent no time participating in such programs. Although these students may have received other important services during their participation, this finding suggests that ISP may not have had as much influence on student academic outcomes as it might otherwise have had if such students had also attended academic programs.

The majority of Cycle 1 and Cycle 2 students reported that they studied math and ELA/reading in summer 2008 and summer 2009, while a smaller percentage of students studied science.

Overall, students in both Cycles reported that they tended to experience relatively traditional instruction, corroborating grantee reports that this was the case. However, given that such students were invited to participate in ISP precisely because they were not flourishing in response to the likely conventional instruction offered during the regular school year, this finding suggests that ISP students did not necessarily receive the type of instruction that might help them persist in school and ultimately graduate.

In general, Cycle 1 students participating in ISP during the summer of 2008 tended to participate in traditional instructional activities, such as homework and completing classroom assignments, verifying grantee reports of the types of instructional activities they used during the program. Students tended to be offered fewer opportunities to engage in collaborative, hands-on, real-world, and extended projects. For example, although ELA/reading students participated in such traditional activities as completing homework, the activities reported by the largest percentages of students to have never taken place included producing short or extended pieces of writing, asking questions during class, or focusing on the fundamentals of reading and writing.

Cycle 1 math students who participated in math activities during the summer of 2008 tended to participate in conventional classroom activities such as solving math problems and completing homework. The activities reported by the largest percentages of students to have never taken place included participation in hands-on, real world, or collaborative activities.

Similarly, science students most frequently worked with other students on class assignments and participated in classroom discussions. The activities reported by the largest percentages of students to have never taken place included hands-on science activities emphasizing the application of scientific knowledge and skills, such as conducting experiments, addressing real-world science problems, or using data to test hypotheses.

In general, students at case study sites implementing in summer 2009 also tended to participate in conventional instructional activities, such as homework and classroom activities. They tended, overall, to participate least frequently in more collaborative, hands-on, real-world activities. For instance, analyses suggest that ELA/reading students at case study sites most often participated in classroom activities and worked with other students during class periods. On the other hand, the activities reported by the largest percentages of students to have never taken place included working with other students outside of the class, studying grammar or syntax, or producing extended writing.

The activities in which math students at case study sites participated most frequently included completing homework, solving math problems, participating in classroom activities, and completing math projects. The activities reported by the largest percentages of students to have never taken place included participating in collaborative projects with peers, using manipulatives, or working on real-world math problems.

The activities in which science students at case study sites were most likely to engage included classroom activities and collaboration with other students while in class. The activities reported by the largest percentages of students to have never taken place included critical-thinking activities, such as writing lab reports and testing hypotheses with data, and working collaboratively with other students outside of class.

Supplemental Activities

Grantees recognized that effective ISP implementation required the use of additional supports, and that academic growth does not take place in a vacuum, both for teachers and students. As a result, all ISP grantees implemented supplemental activities. For instance, most ISP grantees provided professional development to participating teachers. Overall, 82% of ISP programs fully or partially implemented professional development activities for teachers in 2008. In 2009, between 80% (Cycle 2) and 100% (Cycle 1-Year 1) had done so.

ISP grantees also provided support services to students. In 2008, 44% of ISP programs fully or partially implemented support services activities. In 2009, between 71% (Cycle 1-Year 1) and 95% (Cycle 1-Year 2) had done so. Transportation to and from school and provision of snacks and food were the most frequently reported support services in 2008 and 2009.

Most grantees conducted parent involvement activities, reflecting research suggesting that parent involvement is associated with better student academic outcomes. In 2008, 81% of ISP programs fully or partially implemented parent involvement activities. In 2009, between 60% (Cycle 1-Year 1) and 90% (Cycle 1-Year 2) had done so. Across implementation years, the most commonly conducted parent involvement activity was parent orientation to the ISP program.

Barriers to and Facilitators of Implementation

Although grantees cited several barriers to ISP implementation, none reported that these challenges were insurmountable. Case study participants noted that they were able to find various ways to overcome challenges or move forward with program implementation despite constraints. And grantees reported an array of facilitators of implementation, many of which included the human resources, energy, and collaboration of staff and students.

More specifically, grantees in both 2008 and 2009 reported that student attitudes and behaviors, and limited resources or funding constraints, were barriers to the implementation of ISP. Additionally, 2008 grantees cited time constraints as a challenge, and grantees implementing in 2009 reported that transportation was a barrier. Case study site stakeholders noted additional barriers, such as difficulties with curriculum delivery and student recruitment.

In both 2008 and 2009, grantees reported that supportive staff was the most important facilitator of ISP implementation. Some grantees implementing in 2008 also noted that supportive students and parents were significant facilitators of implementation. Strong collaboration among staff and with IHEs, and small class sizes and the resultant opportunities to provide individualized instruction, were also among the most important facilitators cited by grantees in 2009. Case studies corroborate these findings.

ISP Impact on Student Outcomes – Summer 2008

The evaluation team examined the change in the percentage of Cycle 1 2008 ISP middle and high school students meeting the standard on TAKS-Reading and TAKS-Math. Overall, the percentage of middle school students meeting the standard on TAKS-Math did not increase, although the percentage of high school students meeting the standard did improve. In addition, the ELA/reading achievement of 2008 Cycle 1 ISP middle and high school students improved after program participation. Although the achievement of 2009 students improved significantly following ISP participation, such improvement was not sufficient bring their scores in alignment with those of students across the state.

ISP students achieved other important outcomes. For example, larger percentages of Cycle 1 high school students passed their Algebra I, Algebra II, English I, and English II courses following ISP participation, with corresponding reductions in course failure rates. In addition, the percentage of students retained in grade from one year to the next declined, from 15% between the 2007–08 and 2008–09 school years to 8% between the 2008–09 and 2009–10 school years. However, this lowered retention rate was nonetheless higher than the 6% of Grade 7-12 students statewide in 2008–09 who were retained in grade. ISP also helped improve graduation rates among students who were retained; nearly half (48%) Grade 12 students retained in 2007–08 graduated in 2008–09. The percentage of Grade 11 ISP students identified as college ready according to TAKS-Math scores increased significantly between 2007–08 and 2008–09. On the other hand, the percentage of Grade 11 ISP students identified as college ready according to TAKS-Reading scores remained stable between 2007–08 and 2008–09.

However, the relationship between ISP and promotion suggested that ISP did not necessarily have a long-term impact on students' ability to move to the next grade. Although nearly three-quarters (72%) of Cycle 1 2008 students were promoted between the 2007–08 school year and the 2008–09 school year, 62% were promoted between the 2008–09 school year and the 2009–10 school year.

To better understand the influence of ISP participation on key outcomes, ISP students were compared with similar non-ISP students. Overall, math outcomes were somewhat better for Grade 7 ISP students than Grade 9 ISP students as compared to their non-ISP counterparts. ELA/reading outcomes for both Grade 7 and 9 were more positive for ISP students than for their non-ISP peers. Likewise, promotion outcomes tended to be more positive for ISP than non-ISP students. Grade 7 and 9 ISP students were slightly more likely to be promoted to the next grade than their non-ISP counterparts. Thus, although not entirely consistent across grade levels and content areas, the achievement of ISP students tended to be stronger than that of non-ISP students, and in some cases, to improve at greater rates.

The likelihood that students would meet the standard or achieve commended status on TAKS-Math tended to be most consistently influenced by pre-test TAKS-Math scale scores; students with higher pre-test scores were more likely to meet the standard on TAKS-Math at post-test. Not at all surprisingly, once other factors were controlled for, being at risk also had a consistently negative influence on the probability that students would meet the standard or achieve commended status on TAKS-Math, even after ISP participation. As with math, the likelihood that students would meet the standard or earn commended status on TAKS-Reading was most consistently influenced by pre-test TAKS-Reading scale scores. At-risk students were consistently less likely to meet the standard or commended status on TAKS-Reading.

Overall, school level variables do not appear to have played a consistently significant role in predicting the likelihood that ISP students would meet the standard on TAKS-Math TAKS-Reading. On the other hand, level of ISP implementation influenced the probability that students would earn commended status on TAKS-Reading/ELA. In addition, sites that served high school students rather than middle school students improved the likelihood that students would earn commended status.

ISP Impact on Student Outcomes – Summer 2009

In terms of achievement, the math and ELA/reading performance of Cycle 2 middle and high school students improved between pre- and post-test. Statistically significantly larger percentages of middle and high school students met the standard on both TAKS-Math and TAKS-Reading/ELA. However, there were statistically significant decreases in the percentage of middle and high school students achieving commended status in math, and the percentage of high school pupils achieving commended status in ELA/reading also declined significantly. Although the achievement of 2009 students improved significantly following ISP participation, such improvement was not sufficient bring their scores in alignment with those of students across the state.

Cycle 1 students participating in ISP for the first time in 2009, and Cycle 2 students, achieved other important outcomes. Larger percentages of such students passed Algebra I, Algebra II Geometry, English I and English II following ISP participation. Most of Cycle 1 students participating in the summer 2009 program (87%), and Cycle 2 students (81%) were promoted to the next grade, in contrast to the 72% of 2008 students promoted between the 2007–08 and 2008–09 school years and the 62% of 2008 students promoted between 2008–09 and 2009–10 school years.

More than a third (35%) of Cycle 1 Grade 12 students graduated the same year they received ISP services. Similarly, a third (33%) of Cycle 2 Grade 12 students graduated in 2008–09. On the other hand, between 7% (Cycle 1) and 9% (Cycle 2) of 2009 students were retained in grade following their participation in the program. Although such rates are lower than retention rate of 15% among 2008 Cycle 1 students in 2008–09, they are nonetheless still higher than the 6% of Grades 7-12 students across the state retained in grade.

Overall, smaller percentages of Cycle 2 than Cycle 1 2009 students were college ready at baseline, using the TEA definition of college readiness (i.e., a scale score of 2200 and above on the Grade 11 Exit Level Math and TAKS-Reading). However, whereas the percentage of Cycle 1 students classified as college ready decreased over time, the percentage of Cycle 2 students classified as college ready increased between 2008–09 and 2009–10. It is possible that the influence of ISP on college readiness is stronger in the first academic year following ISP participation than in the second year following participation. In general, the likelihood that Cycle 2 2009 students would meet the standard or achieve commended status on TAKS-Math was most consistently influenced by pre-test TAKS-Math scale scores; students with higher pre-test scores were more likely to meet the standard on TAKS-Math at post-test. Being at risk also decreased the likelihood that students would meet the standard on TAKS-Math or achieve commended status.

Similarly, the likelihood that students would meet the standard or earn commended status on TAKS-Reading was most consistently influenced by pre-test TAKS-Reading scale scores. At-risk students were consistently less likely to meet the standard or commended status on TAKS-Reading. Overall, school level variables do not appear to have played a significant role in the likelihood that Cycle 2 ISP students would meet the standard on TAKS-Math or TAKS-Reading.

ISP Impact on Teacher Effectiveness

Overall, the majority of ISP teachers reported high levels of self-efficacy and substantial satisfaction with the program. They considered the training associated with ISP very helpful and reported that program activities improved their instructional and skills and overall effectiveness.

All Cycle 1 projects and all but one Cycle 2 project that implemented during summer 2009 included teacher PD as part of their approach to helping students improve their academic achievement. PD activities focused on content-specific and general instructional methods, as well as assessment strategies. More than a third (38%) of surveyed teachers reported that they did not receive any training prior to ISP implementation. Of the 62% of teachers who did receive training (n=153), 61% found such training *very helpful,* and 38% found the training *somewhat helpful* for their role as a teacher in ISP.

The majority of teachers surveyed reported that participation in the ISP improved teacher effectiveness at their schools. Differences in the extent to which teachers indicated that ISP improved effectiveness among content area teachers and school levels (middle school vs. high school) were very small. In sum, these findings suggest that ISP improves teacher effectiveness, at least according to teacher self-reports. The large majority of grantees offered PD, and most participants found such training helpful.

Cost-Effectiveness and Sustainability of ISP

ISP was not a cost-effective grant program, at least for Cycle 1 grantees, because there was no conclusive evidence to support that ISP had significant positive effects on desired student outcomes. ISP, at a cost of $973 per student over two years, costs less than similar dropout prevention program that focused on summer academic remediation. In general, grantee spending was in alignment with budget parameters, despite higher spending rates on administrative costs than expected.

Overall, ISP appears to be sustainable, according to grantee reports and expenditure patterns. Grantees did not expend more funds than budgeted, and larger-than-expected administrative costs were offset by less-than-expected expenditures on other cost categories.

Among Cycle 1 grantees reporting their intention to continue ISP, the largest percentage reported that they had or would seek a continuation grant from TEA. The second most frequently reported strategy to sustain funding for ISP was the reallocation of a variety of Federal, state, and local funds, such as Title 1 monies, Federal stimulus monies, and high school allotment funds.

Grantees planning to continue ISP were also asked what changes they might make to the program moving forward. Cycle 1 grantees proposed a wide variety of changes, with three intending to select different partners, and two sites each planning to add more staff, use a school-purchased curriculum, increase parent involvement activities, extend the program length, and expand recruitment efforts. Several Cycle 2 grantees intended to employ more and better educational technologies throughout their programs, or reduce the program size and offerings on their campuses.

Grantees reported a number of reasons for which they might not continue ISP implementation. Most often reported by Cycle 1 grantees were lack of funds and/or budget deficits. Two grantees indicated that the district superintendent decided not to continue ISP because it did not align with current district priorities. Nearly all Cycle 2 grantees responding to this question indicated that lack of funding would constrain their ability to continue ISP.

Conclusion

The ISP Cycle 1 and Cycle 2 projects were implemented as planned. The projects targeted and served the desired at-risk student population. This includes students who are classified as at risk and economically disadvantaged students. Implementation activities seem to be aligned to the overall goals of ISP. ISP projects incorporated instructional activities in the core content areas that have been found to be effective with at-risk students. In addition, Cycle 1 and Cycle 2 projects implemented PD activities for teachers and parent involvement activities, both of which are associated with increasing student achievement and reducing dropout. The inclusion of support services to assist students with college counseling, providing food at the ISP project, and providing transportation to and from ISP activities is a strong component of ISP. Teachers reported professional benefits from ISP participation. Both teachers and administrators perceived an increase in teaching effectiveness, including positive influences on instruction and assessment skills.

Findings indicate that ISP exerted an overall positive, if not consistent or significant, effect on the achievement of participating students. Larger percentages of Cycle 1 high school students met the standard on TAKS-Math at post-test, and TAKS-Reading achievement of Cycle 2 middle and high school students improved as well. The achievement of Cycle 2 students improved across grade levels as well as content areas, such that larger percentages met the standard on both TAKS-Reading and TAKS-Math after ISP participation. However, ISP retention rates remained higher than those across the state, and ISP students were not appreciably more college ready following their participation in the program. In addition, at-risk students were no more likely to perform well on TAKS following ISP participation. Finally, and perhaps most revealingly, ISP students did not perform significantly better than their non-ISP peers.

Next Steps for the ISP Program

The preponderance of evidence suggests that ISP has the potential to improve student achievement in math and ELA/reading in a cost-sustainable manner. However, given that the relationship between ISP and student outcomes was not consistent across implementation years or Cycles, stakeholders may want to consider approaches other than a brief, albeit intensive, summer program to re-engage at-risk students.

If the evaluation of ISP were to continue, additional data would allow evaluators to construct HLM models of the effect of ISP on longer term student achievement outcomes among Cycle 2 and Cycle 1-Year 1 grantees. The addition of such data would ensure that analyses represent the entire ISP population over an equivalent period of time and have a stronger degree of external validity.

As readers consider the implications of the findings reported here, they may want to consider several important nuances. First, no research or evaluation effort can provide static, definitive conclusions. Although the present study employed several techniques to ensure rigor (e.g., matched comparison groups of ISP and non-ISP students), it cannot demonstrate definitively that ISP alone is responsible for the reported outcomes. Second, because education is a complex human endeavor, and because the social, economic, and political forces acting upon education are continually shifting, the way in which any particular intervention is implemented and generates outcomes also changes over time. As a result, findings from this evaluation may no longer be relevant in several years. Finally, readers may want to consider the possibility that the evaluation did not assess other important outcomes that may be of significance, such as student self-efficacy, college-going rates, or improved teacher collaboration. These considerations do not render the evaluation less valuable, but readers should be aware that this evaluation cannot provide such additional information.

References

Balfanz, R., Letgers, N., & Jordan, W. (2004). Catching up: Impact of the Talent Development ninth grade instructional interventions in reading and mathematics in high-poverty high schools (Report 69). Baltimore, MD: Center for Research on the Education of Students Placed At Risk. Retrieved June 15, 2009, from http://www.csos.jhu.edu/crespar/techReports/Report69.pdf

Battin-Pearson, S., Newcomb, M. J., Abbott, R. D., Hill, K. G., & Hawkins, J. D. (2000). Predictors of early high school dropout: A test of five theories. Journal of Educational Psychology, 92, 568-582.

Bost, L. W., & Riccomini, P. J. (2006). Effective instruction: An inconspicuous strategy for dropout prevention. Remedial and Special Education, 27(5), 301-311.

Council of Chief State School Officers. (2005). Summer learning opportunities in high-poverty schools. Washington, DC: Author. Retrieved June 15, 2009, from http://www.ccsso.org/content/pdfs/crossstate_study_rpt_final.pdf

Cohen, D. K., & Hill, H. C. (2000). Instructional policy and classroom performance: The mathematics reform in California. Teachers College Record, 102(2), 294-343.

Darling-Hammond, L. & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan, 76(8)*, 597-604.

Edley, C. (2004, February 27). The hidden dropout crisis. Washington, DC: Center for American Progress. Retrieved March 8, 2009, from http://www.americanprogress.org/issues/2004/02/b35101.html

Englund, M. M., Egeland, B., & Collins, W. A. (2008). Exceptions to high school dropout predictions in a low-income sample: Do adults make a difference? Journal of Social Issues, 64, 77-93.

Fan, X. & Chen, M. (2001). Parental Involvement and students' academic achievement: A meta-analysis. Educational Psychology Review, 13, 1-22.

Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). Dropout risk factors and exemplary programs. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc.

Herlihy, C. (2007). Toward ensuring a smooth transition to high school. Washington, DC: National High School Center, American Institutes for Research. Retrieved June 15, 2009, from http://betterhighschools.org/pubs/documents/NHSC_TowardEnsuring_051607.pdf

Hiatt-Michael, D. B. (Ed.). (2001). Promising practices for family involvement in schools. Greenwich, CT: Information Age Publishing.

Hill, N. E. & Tyson, D. F. (2009). Parental involvement in education during middle school: A meta-analytic assessment of the strategies that promote achievement. Developmental Psychology, 45(3), 740-763.

Hox, J. (2002). Multilevel analysis: Techniques and applications. Mahwah, NJ: Lawrence Erlbaum Associates.

ICF International and the National Dropout Prevention Center/Network. (2008). Best practices in dropout prevention. Report prepared for the Texas Education Agency. Fairfax: VA: Authors. Available at: http://ritter.tea.state.tx.us/comm/leg_reports/bpdp_finalreport_20081219_toTEA.pdf

Miller, S. (2002). Validated practices for teaching students with diverse needs and abilities. Boston: Allyn & Bacon.

Roderick, M., Engel, M., Nagaoka, J., & Jacob, B. (2003). Ending social promotion in Chicago: Results from Summer Bridge. Chicago: Consortium on Chicago School Research. Retrieved June 15, 2009, from http://ccsr.uchicago.edu/publications/p59.pdf

Stillwell, R. (2010). Public school graduates and dropouts from the common core of data: school year 2007–08 (NCES 2010-341). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Retrieved October 4, 2010, from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010341

Stone, S. (2006). Correlates of change in student reported parent involvement in schooling: A new look at the national education longitudinal study of 1988. American Journal of Orthopsychiatry, 76(4), 518-530.

Texas Education Agency. (2001). Academic excellence indicator system, 2000-01 state performance report. TEA Division of Performance Reporting. Retrieved November 24, 2008, from http://www.tea.state.tx.us/perfreport/aeis/2001/state.html

Texas Education Agency. (2008a). Best Practices in Dropout Prevention. Retrieved October 4, 2010, from http://ritter.tea.state.tx.us/comm/leg_reports/bpdp_finalreport_20081219_toTEA.pdf

Texas Education Agency. (2008b). Request for application: Intensive summer programs for middle and high school students pilot program, cycle 1 (RFA No. 701-08-102). Austin, TX: Author. Retrieved October 16, 2009, from the TEA grant opportunities database.

Texas Education Agency. (2008c). Request for application: Intensive summer programs for middle and high school students pilot program, cycle 2 (RFA No. 701-08-134). Austin, TX: Author. Retrieved October 16, 2009, from the TEA grant opportunities database.

Texas Education Agency. (2008d). Secondary school completion and dropouts in Texas public schools, 2006–07: District supplement (Document No. GE08 601 08). Austin, TX: Author. Retrieved November 24, 2008, from http://ritter.tea.state.tx.us/research/pdfs/dropcomp_district_supp_2006-07.pdf

Texas Education Agency. (2010). Academic excellence indicator system, 2009–10 state performance report. TEA Division of Performance Reporting. Retrieved January 20, 2011 from http://ritter.tea.state.tx.us/perfreport/aeis/2010/state.html

Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17, 783-805.

What Works Clearinghouse. (2008). Dropout prevention topic report. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved October 8, 2009, from http://ies.ed.gov/ncee/wwc/pdf/do_tr_09_23_08.pdf

What Works Clearinghouse. (2009). WWC intervention report: Summer Training and Education Program (STEP). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved January 24, 2011, from http://ies.ed.gov/ncee/wwc/pdf/wwc_step_052709.pdf

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved June 15, 2009, from http://ies.ed.gov/ncee/edlabs

Appendix A: ISP Progress Reports

ISP Pilot Program FINAL Progress Report (Cycle 1)

Intensive Summer Programs (ISP) grantees are required to submit periodic progress reports to provide information on program implementation, progress, and effectiveness. Please use the following online survey to submit information related to activities supported by ISP grant funds in your school district or charter school. TEA staff may request additional documentation of program activities and expenditures. However, this should be considered your FINAL PROGRESS REPORT.

The reporting period for this progress report for ISP Cycle 1 grantees is 01/01/2009 to 12/31/2009. In particular, answer the questions that follow regarding the planning and/or implementation of the Intensive Summer Program during the summer of 2009 and any subsequent follow-up activities during fall 2009.

Please contact Chris Caesar, TEA Program Manager, at chris.caesar@tea.state.tx.us or (512) 936-6434 for assistance or if you have any questions regarding this report. For technical support in completing the online progress report, please contact Jocelyn Vas at ICF at JVas@icfi.com or (703) 385-3200.

Please complete this survey/progress report **no later than January 29, 2010**.

ISP Pilot Program FINAL Progress Report (Cycle 1)

2. ISP Contact Information and Program Information

Provide your contact information:

* **1. School District Name:**

* **2. Name of Primary District Grant Contact:**

* **3. Title:**

* **4. Role in the ISP Grant:**

* **5. Primary Contact Telephone Number:**

* **6. Primary Contact Email Address:**

7. Name of Person Completing This Progress Report and Title (if different from above):

* **8. Telephone Number of Person Completing This Progress Report:**

* **9. Email Address of Person Completing This Progress Report:**

ISP Pilot Program FINAL Progress Report (Cycle 1)

3. ISP Campuses and Program Dates

* 1. List the campus(es) served by the program.

Campus 1:

Campus 2:

Campus 3:

Campus 4:

Campus 5:

Other(s):

* 2. What were the dates of your ISP during Summer 2009?

	MM		DD		YYYY
From		/		/	
To		/		/	

ISP Pilot Program FINAL Progress Report (Cycle 1)

4. Participant Information

Student Participation

*** 1. How many students did you plan to serve through your ISP program during Summer 2009, according to your original grant application?**

*** 2. How many students did you actually serve through your ISP program during Summer 2009?**

*** 3. What grade levels did your ISP program serve during Summer 2009? (Select all that apply)**

- [ ] Grade 6
- [ ] Grade 7
- [ ] Grade 8
- [ ] Grade 9
- [ ] Grade 10
- [ ] Grade 11
- [ ] Grade 12

*** 4. What populations of students were served by your ISP program? (Select all that apply)**

- [ ] Economically disadvantaged students (e.g., students receiving free or reduced lunch)
- [ ] English language learners - ELLs (including English as a second language, limited English proficient, and bilingual students)
- [ ] Special education students
- [ ] Students at-risk for dropping out
- [ ] Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

*** 5. How were students selected for participation in your ISP program? (Select all that apply)**

- ☐ Academic records
- ☐ Attendance records
- ☐ Disciplinary records
- ☐ Teacher referral
- ☐ Texas Assessment of Knowledge and Skills (TAKS) scores
- ☐ I don't know

Other (please specify)

*** 6. Was a written student recruitment plan developed and implemented?**

- ○ NO
- ○ YES (If yes, please briefly describe your major recruitment activities)

ISP Pilot Program FINAL Progress Report (Cycle 1)

5. Overview of ISP Program Activities

*** 1. Please indicate which of the following interventions/activities were implemented as part of your ISP program during summer 2009:**

	Not Planned	In Development	Partially Implemented	Fully Implemented
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯

ISP Pilot Program FINAL Progress Report (Cycle 1)

6. Program Activities for Students

*** 1. What Mathematics intervention did you implement as part of your ISP program? (Select all that apply)**

- [ ] A+ Software
- [ ] Accelerated Math
- [ ] Advanced Placement Statistics
- [ ] AgileMinds
- [ ] AIMS Curriculum
- [ ] Apangea Math
- [ ] Art of Math
- [ ] College Success Curriculum
- [ ] Communication, Science, Technology, Engineering, and Mathematics (CSTEM)
- [ ] CSCOPE
- [ ] Curriculum Associates
- [ ] ESC 4 Closing the Distance
- [ ] Ford Partnership for Advanced Studies (Ford PAS) Entrepreneurial Curriculum
- [ ] Geometer's Sketchpad
- [ ] Google Sketchup and Gizmos
- [ ] Got Math?
- [ ] I Can Learn Math
- [ ] Integrated curriculum (with reading and/or science)
- [ ] Knowledge is Power Program (KIPP) math model
- [ ] LEGO's Mindstorm Curriculum
- [ ] Math Connection to Design
- [ ] Mathematics Navigator
- [ ] Measuring Up: TAKS Strategies and Practice
- [ ] NovaNET
- [ ] Odysseyware
- [ ] Paceware
- [ ] Pasadena Plus
- [ ] Pearson study guides and tests
- [ ] Photostory
- [ ] Pitsco Algebra/ Pre-Algebra
- [ ] PLATO® Secondary Mathematics
- [ ] Region Center Accelerated Curriculum
- [ ] Rice University School Math Project (RUSMP) Urban Program Model.
- [ ] Science, Technology, Engineering, and Math (STEM)
- [ ] Smart Board Technology
- [ ] Statistics/ Probability
- [ ] Study Island
- [ ] Supplemental Sleek Software
- [ ] TAKS Tutorials
- [ ] TEKS Math
- [ ] TEKS Prep
- [ ] Texas Science Technology Engineering, and Math Initiative (TSTEM)
- [ ] Texas State Technical College Math Curriculum: The Developmental Math
- [ ] Understanding Math
- [ ] V-Math
- [ ] WebAchiever
- [ ] Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

* 2. For how long did the intervention last?

Number of weeks

Hours per day

ISP Pilot Program FINAL Progress Report (Cycle 1)

7. Program Activities for Students

* **1. What English Language Arts/Reading intervention did you implement as part of your ISP program? (Select all that apply)**

- ☐ A+ Software
- ☐ Academy of Reading
- ☐ Accelerated Curriculum for Reading Series
- ☐ Accelerated Reading
- ☐ Achieve 3000
- ☐ Advanced Placement English Composition
- ☐ Agile Minds
- ☐ American Preparatory Institute (API)
- ☐ American Reading Program
- ☐ College Success Curriculum
- ☐ Communication, Science, Technology, Engineering, and Mathematics (CSTEM) ELA Curriculum
- ☐ Credit Recovery
- ☐ CSCOPE
- ☐ CSTEMbreak
- ☐ Curriculum Associates
- ☐ Curriculum Framework
- ☐ FastForWord Literacy
- ☐ Ford Partnership for Advanced Studies (Ford PAS) Entrepreneurial Curriculum
- ☐ Gold Seal Lessons
- ☐ Graphic Organizer software
- ☐ Individualized Reading
- ☐ Integrated curriculum (with science and/or math)
- ☐ Intensive Reading
- ☐ Jarret Publishing
- ☐ Junior Great Book (JGB)
- ☐ LevelSet
- ☐ Measuring Up: TAKS Strategies and Practice
- ☐ NovaNET
- ☐ Pasadena Plus
- ☐ Passport Reading Journeys
- ☐ PLATO® Reading Program
- ☐ PLATO® Writing Process and Practice
- ☐ Project BRIDGE
- ☐ RDI Book 1: Reading Skills and Strategies
- ☐ RDI Book 2: Writing and Grammar Strategies
- ☐ RDI Book 3: Strategies for English-Language Learners
- ☐ Read 180
- ☐ Read Right components of Excellent Reading
- ☐ ReBrilliance
- ☐ Rice University designed program
- ☐ Science, Technology, Engineering, and Math (STEM) Modules
- ☐ Strength Quest Model
- ☐ Study Island
- ☐ Supplemental Sleek Software
- ☐ TAKS Tutorials
- ☐ WebAchiever
- ☐ Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

*** 2. For how long did the intervention last?**

Number of weeks

Hours per day

ISP Pilot Program FINAL Progress Report (Cycle 1)

8. Program Activities for Students

* 1. What Science intervention did you implement as part of your ISP program? (Select all that apply)

- [ ] A + Software
- [ ] Advanced Placement Biology
- [ ] American Preparatory Institute (API)
- [ ] Challenger Learning Center
- [ ] CLEAR Curriculum
- [ ] College Success Curriculum
- [ ] CPO Integrated Physics and Chemistry
- [ ] Credit Recovery
- [ ] CSCOPE
- [ ] Communication, Science, Technology, Engineering, and Mathematics (CSTEM) Science Curriculum
- [ ] Ford PAS Entrepreneurial Curriculum
- [ ] Integrated curriculum (with reading and/or math)
- [ ] Introduction to engineering
- [ ] Measuring Up: TAKS Strategies and Practice
- [ ] New Century programs for Science
- [ ] NovaNet
- [ ] Pearson online study guides
- [ ] PLATO® Secondary Science Curriculum
- [ ] Project BRIDGE
- [ ] Re-Brilliance
- [ ] Region Center Accelerated Curriculum
- [ ] Science, Technology, Engineering, and Math (STEM)
- [ ] Sci-Tek software
- [ ] Sea camp
- [ ] STARS Science
- [ ] Study Island
- [ ] TAKS Exit Exams
- [ ] TAKS Tutorials
- [ ] TEKS Prep
- [ ] Vernier Lab Probes
- [ ] Other (please specify)

* 2. For how long did the intervention last?

Number of weeks

Hours per day

ISP Pilot Program FINAL Progress Report (Cycle 1)

9. Program Activities for Students

*** 1. What incentives were provided to students to participate in your ISP program? (Select all that apply)**

- ☐ Food
- ☐ Stipend
- ☐ Transportation
- ☐ Other (please specify)

*** 2. Did your ISP program offer academic credit to students?**

- ○ NO
- ○ YES

ISP Pilot Program FINAL Progress Report (Cycle 1)

10. Program Activities for Students

*** 1. If yes, how many students earned academic credit in the following subjects?**

English Language Arts/Reading only	
Math only	
Science only	
English Language Arts/Reading and Math only	
Math and Science only	
English Language Arts/Reading and Science only	
English Language Arts/Reading, Math, and Science	

ISP Pilot Program FINAL Progress Report (Cycle 1)

11. Program Activities for Students

* 1. Did your ISP offer dual/college credit to students?

○ NO

○ YES

ISP Pilot Program FINAL Progress Report (Cycle 1)

12. Program Activities for Students

*** 1. If yes, how many students earned dual/college credit in the following subjects?**

English Language Arts/Reading only	
Math only	
Science only	
English Language Arts/Reading and Math only	
Math and Science only	
English Language Arts/Reading and Science only	
English Language Arts/Reading, Math, and Science	

ISP Pilot Program FINAL Progress Report (Cycle 1)

13. Program Activities for Students

*** 1. Number of students demonstrating grade-level proficiency in classes offered through your ISP program in the following subjects:**

English Language Arts/Reading

Math

Science

*** 2. Did you offer instruction in any other academic subjects through your ISP Program?**

NO

YES

ISP Pilot Program FINAL Progress Report (Cycle 1)

14. Program Activities for Students

*** 1. If yes, please list any additional academic subjects offered during your ISP program.**

Subject 1:

Subject 2:

Subject 3:

Subject 4:

Subject 5:

ISP Pilot Program FINAL Progress Report (Cycle 1)

15. Program Activities for Students

*** 1. Did you include any of the optional activities identified in the program Request for Application (RFA) and listed below? (Select all that apply)**

- ☐ No
- ☐ Activities that seek to remediate and reinforce areas of identified academic deficiency in the core subject areas (math, science, English language arts).
- ☐ Activities that seek to accelerate learning of knowledge and skills in the core subject areas (math, science, English language arts).
- ☐ Activities that seek to promote effective academic and study skills to prepare students for high school success and completion and postsecondary readiness.
- ☐ Activities that seek to reinforce the social and emotional adaptive skills of middle school students as they transition to high school.
- ☐ Activities that seek to instill and reinforce school attachment and engagement.
- ☐ Activities that promote and provide instruction in student leadership development.
- ☐ Activities that involve peer mentoring, tutoring, and/or assistance.
- ☐ Program design activities that include innovative and/or interdisciplinary approaches to program content delivery.
- ☐ Program activities that include the granting of credit toward the completion of district and/or state graduation requirements, or the accrual of elective credit required for graduation.
- ☐ Individual and/or small group instruction and services, including academic and career counseling services to assist students in the development of personal graduation plans.
- ☐ Activities designed to encourage and increase parental involvement and participation.
- ☐ Activities designed to promote postsecondary planning and preparation.
- ☐ Activities that incorporate work-based experience and learning.
- ☐ Activities that incorporate experiential and/or service learning.
- ☐ Activities that support the close coordination between high schools and their feeder middle schools in the identification and selection of student participants and program design.

ISP Pilot Program FINAL Progress Report (Cycle 1)

16. ISP Assessment Activities

*** 1. What assessment activities were included in your ISP program? (Select all that apply)**

- [ ] Authentic assessments (e.g., extended response problems)
- [ ] Demonstrations
- [ ] Experiments
- [ ] Group projects
- [ ] Individual projects
- [ ] Pre-Post tests
- [ ] Progress monitoring
- [ ] Quizzes
- [ ] Reports
- [ ] Student journals
- [ ] Tests
- [ ] Other (please specify)

*** 2. What specific assessments were used?**

*** 3. Were student surveys administered?**

- ( ) NO
- ( ) YES

ISP Pilot Program FINAL Progress Report (Cycle 1)

17. Program Activities for Students

*** 1. What percent of students responded?**

*** 2. How were the student surveys used?**

- [ ] To determine student satisfaction with your ISP
- [ ] To assess student perceptions of quality of instruction
- [ ] Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

18. Program Activities for Teachers

*** 1. What types of professional development/training activities were implemented for teachers and/or administrators as part of your ISP program? (Select all that apply)**

- [ ] Assessment activities (e.g., progress monitoring training)
- [ ] Career readiness skills
- [ ] College readiness standards/skills
- [ ] Drop-out prevention
- [ ] Familiarization with specific program/curriculum
- [ ] Instructional activities (e.g., differentiated instruction, group instruction)
- [ ] Integrating the curriculum (e.g. math and reading)
- [ ] Refresher courses in math, science, ELA, and reading
- [ ] Understanding different learning styles
- [ ] Use of computer programs (e.g., WebAchiever)
- [ ] Working with at-risk students
- [ ] Other (please specify)

*** 2. Was time provided within your ISP for collaborative planning among faculty and staff?**

- ( ) NO
- ( ) YES

ISP Pilot Program FINAL Progress Report (Cycle 1)

19. Program Activities for Teachers

*** 1. If planning and collaboration time was provided, how much time was allotted per week?**

- [ ] Less than 30 minutes
- [ ] 30 minutes
- [ ] 31-45 minutes
- [ ] 46-60 minutes
- [ ] 61-90 minutes
- [ ] More than 90 minutes

ISP Pilot Program FINAL Progress Report (Cycle 1)

20. Program Activities for Teachers

*** 1. Did ISP program staff conduct regular meetings with faculty and staff during the course of your ISP?**

- NO
- YES (If yes, please indicate how many meetings were conducted during the course of your ISP.)

*** 2. Did ISP program staff and/or teachers conduct observations of classroom instruction during your ISP for the purposes of program and staff evaluation?**

- NO
- YES

ISP Pilot Program FINAL Progress Report (Cycle 1)

21. Program Activities for Teachers

* **1. How many observations were conducted?**

* **2. What personnel conducted the observations?**

ISP Pilot Program FINAL Progress Report (Cycle 1)

22. Program Activities for Teachers

*** 1. Were teacher/staff surveys administered?**

- ◯ NO
- ◯ YES

ISP Pilot Program FINAL Progress Report (Cycle 1)

23. Program Activities for Teachers

*** 1. What percent of teachers/staff responded?**

*** 2. How were the teacher/staff surveys used?**

- [ ] To determine teacher/staff satisfaction with your ISP
- [ ] To assess student results
- [ ] Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

24. Other Program Activities

*** 1. What types of Parental Involvement activities were implemented as part of your ISP program? (Select all that apply)**

- [ ] None
- [ ] Career/college fairs
- [ ] College planning
- [ ] General counseling
- [ ] Home visits
- [ ] Parent night
- [ ] Parent orientation
- [ ] Parent satisfaction surveys
- [ ] Providing support to classroom teachers
- [ ] School visitations
- [ ] Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

*** 2. What types of Support Services activities were implemented as part of your ISP program? (Select all that apply)**

- ☐ None
- ☐ Academic guidance
- ☐ Career counseling (e.g., career planning, administration of vocational instruments)
- ☐ Childcare services
- ☐ College support (e.g., college campus tours, completing college applications)
- ☐ Financial aid counseling
- ☐ Food (meals and snacks)
- ☐ General counseling
- ☐ Healthcare services
- ☐ Mentoring services
- ☐ Referrals to social services agencies
- ☐ Transportation
- ☐ Tutoring services
- ☐ Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

25. Collaboration with Schools and Partners

*** 1. How would you rate your collaboration with the middle school(s) during your ISP?**

- ☐ Poor
- ☐ Good
- ☐ Very Good
- ☐ Excellent

*** 2. Based on your answer to question #1, please briefly explain your rating.**

*** 3. Based on your responses to questions #1 and #2, are you planning to collaborate on a program similar to ISP with the middle school(s)?**

- ○ NO
- ○ YES (please indicate what changes are planned in the textbox below.)

*** 4. How would you rate your partnership with your higher education partner?**

- ☐ Poor
- ☐ Good
- ☐ Very Good
- ☐ Excellent

*** 5. Based on your answer to the question above, please briefly explain your rating.**

ISP Pilot Program FINAL Progress Report (Cycle 1)

*** 6. Based on your responses to questions #4 and #5, do you plan to collaborate on a program similar to ISP with your higher education partner?**

- ◯ NO
- ◯ YES (please indicate what changes are planned in the textbox below)

ISP Pilot Program FINAL Progress Report (Cycle 1)

26. Implementation of your ISP program

*** 1. What factors contributed to the successful implementation of your ISP program? (Select all that apply)**

- [ ] Administrative /district support for the program
- [ ] Careful planning and implementation
- [ ] Collaboration with the Institution of Higher Education (IHE)
- [ ] Community buy-in and support
- [ ] Monies to hire more staff
- [ ] Resources (e.g., technology, space)
- [ ] Strong commitment from teachers and staff
- [ ] Student engagement, motivation, etc.
- [ ] Student enjoyment of activities
- [ ] Teacher and counselor motivation
- [ ] Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

*** 2. What barriers, if any, have you faced while implementing your ISP program? (Select all that apply)**

- ☐ Integrating new high school students
- ☐ Lack of qualified teachers available
- ☐ Lack of resources (e.g., technology, space)
- ☐ Lack of staff development
- ☐ Lack of time to plan ISP program
- ☐ Lack of transportation
- ☐ Need to teach non-academic skills (e.g., emotional, social)
- ☐ Short duration of program (e.g., length of day, number of weeks)
- ☐ Shortage of materials
- ☐ Student apathy
- ☐ Student attendance
- ☐ Student recruitment
- ☐ Too many students to serve
- ☐ No barriers
- ☐ Other (please specify)

ISP Pilot Program FINAL Progress Report (Cycle 1)

*** 3. Please respond to the following questions about your ISP program:**

	Strongly Disagree	Disagree	Agree	Strongly Agree
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯

ISP Pilot Program FINAL Progress Report (Cycle 1)

27. Cost Effectiveness and Sustainability

* **1. How did your district plan to spend the combined grant funds and matching funds?**

* **2. Have you made any changes to how you spend your funding? If so, what were the changes?**

* **3. Do you envision continuing the ISP program (or a program similar to ISP) now that funding has ended?**

- ◯ No
- ◯ Yes

ISP Pilot Program FINAL Progress Report (Cycle 1)

28. Cost Effectiveness and Sustainability (Continuing the ISP Program)

* **1. How will you continue to run the program (in other words, where will funding come from)?**

* **2. What changes would you make to the program?**

3. Finally, please include any additional information you feel is important regarding your experience with the ISP program.

ISP Pilot Program FINAL Progress Report (Cycle 1)

29. Cost Effectiveness and Sustainability (Discontinuing the ISP Program)

* 1. What are the reasons for not continuing the program?

2. Finally, please include any additional information you feel is important regarding your experience with the ISP program.

ISP Pilot Program Progress Report (Cycle 2)

Intensive Summer Programs (ISP) grantees are required to submit periodic progress reports to provide information on program implementation, progress, and effectiveness. Please use the following online survey to submit information related to activities supported by ISP grant funds in your school district or charter school. TEA staff may request additional documentation of program activities and expenditures.

The reporting period for this progress report for ISP Cycle 2 grantees is 04/01/2009 to 12/31/2009. In particular, answer the questions that follow regarding the planning and/or implementation of the Intensive Summer Program during the summer of 2009 and any subsequent follow-up activities during fall 2009.

Please contact Chris Caesar, TEA Program Manager, at chris.caesar@tea.state.tx.us or (512) 936-6434 for assistance or if you have any questions regarding this report. For technical support in completing the online progress report, please contact Jocelyn Vas at ICF at JVas@icfi.com or (703) 934-3000.

Please complete this survey/progress report **no later than January 29, 2010**.

ISP Pilot Program Progress Report (Cycle 2)

2. ISP Contact Information and Program Information

Provide your contact information:

* **1. School District Name:**

* **2. Name of Primary District Grant Contact:**

* **3. Title:**

* **4. Role in the ISP Grant:**

* **5. Primary Contact Telephone Number:**

* **6. Primary Contact Email Address:**

7. Name of Person Completing This Progress Report and Title (if different from above):

* **8. Telephone Number of Person Completing This Progress Report:**

* **9. Email Address of Person Completing This Progress Report:**

ISP Pilot Program Progress Report (Cycle 2)

3. ISP Campuses and Program Dates

* **1. List the campus(es) served by the program.**

Campus 1:

Campus 2:

Campus 3:

Campus 4:

Campus 5:

Other(s):

* **2. What were the dates of your ISP during Summer 2009?**

	MM		DD		YYYY
From		/		/	
To		/		/	

ISP Pilot Program Progress Report (Cycle 2)

4. Participant Information

Student Participation

* **1. How many students did you plan to serve through your ISP program during Summer 2009, according to your original grant application?**

* **2. How many students did you actually serve through your ISP program during Summer 2009?**

* **3. What grade levels did your ISP program serve during the summer of 2009? (Select all that apply)**

- [ ] Grade 6
- [ ] Grade 7
- [ ] Grade 8
- [ ] Grade 9
- [ ] Grade 10
- [ ] Grade 11
- [ ] Grade 12

* **4. What populations of students were served by your ISP program? (Select all that apply)**

- [ ] Economically disadvantaged students (e.g., students receiving free or reduced lunch)
- [ ] English language learners - ELLs (including English as a second language, limited English proficient, and bilingual students)
- [ ] Special education students
- [ ] Students at-risk for dropping out
- [ ] Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

*** 5. How were students selected for participation in your ISP program? (Select all that apply)**

- ☐ Academic records
- ☐ Attendance records
- ☐ Disciplinary records
- ☐ Teacher referral
- ☐ Texas Assessment of Knowledge and Skills (TAKS) scores
- ☐ I don't know

Other (please specify)

*** 6. Was a written student recruitment plan developed and implemented?**

- ○ NO
- ○ YES (If yes, please briefly describe your major recruitment activities)

ISP Pilot Program Progress Report (Cycle 2)

5. Overview of ISP Program Activities

* 1. Please indicate which of the following interventions/activities were implemented as part of your ISP program during summer 2009:

	Not Planned	In Development	Partially Implemented	Fully Implemented
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯
	◯	◯	◯	◯

ISP Pilot Program Progress Report (Cycle 2)

6. Program Activities for Students

* 1. What Mathematics intervention did you implement as part of your ISP program? (Select all that apply)

- [ ] A+ Software
- [ ] Accelerated Math
- [ ] Advanced Placement Statistics
- [ ] AgileMinds
- [ ] AIMS Curriculum
- [ ] Apangea Math
- [ ] Art of Math
- [ ] College Success Curriculum
- [ ] Communication, Science, Technology, Engineering, and Mathematics (CSTEM)
- [ ] CSCOPE
- [ ] Curriculum Associates
- [ ] ESC 4 Closing the Distance
- [ ] Ford Partnership for Advanced Studies (Ford PAS) Entrepreneurial Curriculum
- [ ] Geometer's Sketchpad
- [ ] Google Sketchup and Gizmos
- [ ] Got Math?
- [ ] I Can Learn Math
- [ ] Integrated curriculum (with reading and/or science)
- [ ] Knowledge is Power Program (KIPP) math model
- [ ] LEGO's Mindstorm Curriculum
- [ ] Math Connection to Design
- [ ] Mathematics Navigator
- [ ] Measuring Up: TAKS Strategies and Practice
- [ ] NovaNET
- [ ] Odysseyware
- [ ] Paceware
- [ ] Pasadena Plus
- [ ] Pearson study guides and tests
- [ ] Photostory
- [ ] Pitsco Algebra/ Pre-Algebra
- [ ] PLATO® Secondary Mathematics
- [ ] Region Center Accelerated Curriculum
- [ ] Rice University School Math Project (RUSMP) Urban Program Model.
- [ ] Science, Technology, Engineering, and Math (STEM)
- [ ] Smart Board Technology
- [ ] Statistics/ Probability
- [ ] Study Island
- [ ] Supplemental Sleek Software
- [ ] TAKS Tutorials
- [ ] TEKS Math
- [ ] TEKS Prep
- [ ] Texas Science Technology Engineering, and Math Initiative (TSTEM)
- [ ] Texas State Technical College Math Curriculum: The Developmental Math
- [ ] Understanding Math
- [ ] V-Math
- [ ] WebAchiever
- [ ] Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

*** 2. For how long did the intervention last?**

Number of weeks

Hours per day

ISP Pilot Program Progress Report (Cycle 2)

7. Program Activities for Students

* 1. What **English Language Arts/Reading** intervention did you implement as part of your ISP program? (Select all that apply)

- ☐ A+ Software
- ☐ Academy of Reading
- ☐ Accelerated Curriculum for Reading Series
- ☐ Accelerated Reading
- ☐ Achieve 3000
- ☐ Advanced Placement English Composition
- ☐ Agile Minds
- ☐ American Preparatory Institute (API)
- ☐ American Reading Program
- ☐ College Success Curriculum
- ☐ Communication, Science, Technology, Engineering, and Mathematics (CSTEM) ELA Curriculum
- ☐ Credit Recovery
- ☐ CSCOPE
- ☐ CSTEMbreak
- ☐ Curriculum Associates
- ☐ Curriculum Framework
- ☐ FastForWord Literacy
- ☐ Ford Partnership for Advanced Studies (Ford PAS) Entrepreneurial Curriculum
- ☐ Gold Seal Lessons
- ☐ Graphic Organizer software
- ☐ Individualized Reading
- ☐ Integrated curriculum (with science and/or math)
- ☐ Intensive Reading
- ☐ Other (please specify)
- ☐ Jarret Publishing
- ☐ Junior Great Book (JGB)
- ☐ LevelSet
- ☐ Measuring Up: TAKS Strategies and Practice
- ☐ NovaNET
- ☐ Pasadena Plus
- ☐ Passport Reading Journeys
- ☐ PLATO® Reading Program
- ☐ PLATO® Writing Process and Practice
- ☐ Project BRIDGE
- ☐ RDI Book 1: Reading Skills and Strategies
- ☐ RDI Book 2: Writing and Grammar Strategies
- ☐ RDI Book 3: Strategies for English-Language Learners
- ☐ Read 180
- ☐ Read Right components of Excellent Reading
- ☐ ReBrilliance
- ☐ Rice University designed program
- ☐ Science, Technology, Engineering, and Math (STEM) Modules
- ☐ Strength Quest Model
- ☐ Study Island
- ☐ Supplemental Sleek Software
- ☐ TAKS Tutorials
- ☐ WebAchiever

ISP Pilot Program Progress Report (Cycle 2)

*** 2. For how long did the intervention last?**

Number of weeks

Hours per day

ISP Pilot Program Progress Report (Cycle 2)

8. Program Activities for Students

* 1. What Science intervention did you implement as part of your ISP program? (Select all that apply)

- [ ] A + Software
- [ ] Advanced Placement Biology
- [ ] American Preparatory Institute (API)
- [ ] Challenger Learning Center
- [ ] CLEAR Curriculum
- [ ] College Success Curriculum
- [ ] CPO Integrated Physics and Chemistry
- [ ] Credit Recovery
- [ ] CSCOPE
- [ ] Communication, Science, Technology, Engineering, and Mathematics (CSTEM) Science Curriculum
- [ ] Ford PAS Entrepreneurial Curriculum
- [ ] Integrated curriculum (with reading and/or math)
- [ ] Introduction to engineering
- [ ] Measuring Up: TAKS Strategies and Practice
- [ ] New Century programs for Science
- [ ] NovaNet
- [ ] Pearson online study guides
- [ ] PLATO® Secondary Science Curriculum
- [ ] Project BRIDGE
- [ ] Re-Brilliance
- [ ] Region Center Accelerated Curriculum
- [ ] Science, Technology, Engineering, and Math (STEM)
- [ ] Sci-Tek software
- [ ] Sea camp
- [ ] STARS Science
- [ ] Study Island
- [ ] TAKS Exit Exams
- [ ] TAKS Tutorials
- [ ] TEKS Prep
- [ ] Vernier Lab Probes
- [ ] Other (please specify) ________

* 2. For how long did the intervention last?

Number of weeks ________

Hours per day ________

ISP Pilot Program Progress Report (Cycle 2)

9. Program Activities for Students

* 1. What incentives were provided to students to participate in your ISP program? (Select all that apply)

- [ ] Food
- [ ] Stipend
- [ ] Transportation
- [ ] Other (please specify)

* 2. Did your ISP program offer academic credit to students?

- ( ) NO
- ( ) YES

ISP Pilot Program Progress Report (Cycle 2)

10. Program Activities for Students

*** 1. If yes, how many students earned academic credit in the following subjects?**

English Language Arts/Reading only	
Math only	
Science only	
English Language Arts/Reading and Math only	
Math and Science only	
English Language Arts/Reading and Science only	
English Language Arts/Reading, Math, and Science	

ISP Pilot Program Progress Report (Cycle 2)

11. Program Activities for Students

*** 1. Did your ISP offer dual/college credit to students?**

- ◯ NO
- ◯ YES

ISP Pilot Program Progress Report (Cycle 2)

12. Program Activities for Students

*** 1. If yes, how many students earned dual/college credit in the following subjects?**

English Language Arts/Reading only	
Math only	
Science only	
English Language Arts/Reading and Math only	
Math and Science only	
English Language Arts/Reading and Science only	
English Language Arts/Reading, Math, and Science	

ISP Pilot Program Progress Report (Cycle 2)

13. Program Activities for Students

* **1. Number of students demonstrating grade-level proficiency in classes offered through your ISP program in the following subjects:**

English Language Arts/Reading

Math

Science

* **2. Did you offer instruction in any other academic subjects through your ISP Program?**

- NO
- YES

ISP Pilot Program Progress Report (Cycle 2)

14. Program Activities for Students

*** 1. If yes, please list any additional academic subjects offered during your ISP program.**

Subject 1:

Subject 2:

Subject 3:

Subject 4:

Subject 5:

ISP Pilot Program Progress Report (Cycle 2)

15. Program Activities for Students

*** 1. Did you include any of the optional activities identified in the program Request for Application (RFA) and listed below? (Select all that apply)**

- [ ] No
- [ ] Activities that seek to remediate and reinforce areas of identified academic deficiency in the core subject areas (math, science, English language arts).
- [ ] Activities that seek to accelerate learning of knowledge and skills in the core subject areas (math, science, English language arts).
- [ ] Activities that seek to promote effective academic and study skills to prepare students for high school success and completion and postsecondary readiness.
- [ ] Activities that seek to reinforce the social and emotional adaptive skills of middle school students as they transition to high school.
- [ ] Activities that seek to instill and reinforce school attachment and engagement.
- [ ] Activities that promote and provide instruction in student leadership development.
- [ ] Activities that involve peer mentoring, tutoring, and/or assistance.
- [ ] Program design activities that include innovative and/or interdisciplinary approaches to program content delivery.
- [ ] Program activities that include the granting of credit toward the completion of district and/or state graduation requirements, or the accrual of elective credit required for graduation.
- [ ] Individual and/or small group instruction and services, including academic and career counseling services to assist students in the development of personal graduation plans.
- [ ] Activities designed to encourage and increase parental involvement and participation.
- [ ] Activities designed to promote postsecondary planning and preparation.
- [ ] Activities that incorporate work-based experience and learning.
- [ ] Activities that incorporate experiential and/or service learning.
- [ ] Activities that support the close coordination between high schools and their feeder middle schools in the identification and selection of student participants and program design.

ISP Pilot Program Progress Report (Cycle 2)

16. ISP Assessment Activities

*** 1. What assessment activities were included in your ISP program? (Select all that apply)**

- [ ] Authentic assessments (e.g., extended response problems)
- [ ] Demonstrations
- [ ] Experiments
- [ ] Group projects
- [ ] Individual projects
- [ ] Pre-Post tests
- [ ] Progress monitoring
- [ ] Quizzes
- [ ] Reports
- [ ] Student journals
- [ ] Tests
- [ ] Other (please specify)

*** 2. What specific assessments were used?**

*** 3. Were student surveys administered?**

- ( ) NO
- ( ) YES

ISP Pilot Program Progress Report (Cycle 2)

17. Program Activities for Students

*** 1. What percent of students responded?**

*** 2. How were the student surveys used?**

- [ ] To determine student satisfaction with your ISP
- [ ] To assess student perceptions of quality of instruction
- [ ] Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

18. Program Activities for Teachers

*** 1. What types of professional development/training activities were implemented for teachers and/or administrators as part of your ISP program? (Select all that apply)**

- ☐ Assessment activities (e.g., progress monitoring training)
- ☐ Career readiness skills
- ☐ College readiness standards/skills
- ☐ Drop-out prevention
- ☐ Familiarization with specific program/curriculum
- ☐ Instructional activities (e.g., differentiated instruction, group instruction)
- ☐ Integrating the curriculum (e.g. math and reading)
- ☐ Refresher courses in math, science, ELA, and reading
- ☐ Understanding different learning styles
- ☐ Use of computer programs (e.g., WebAchiever)
- ☐ Working with at-risk students
- ☐ Other (please specify)

*** 2. Was time provided within your ISP for collaborative planning among faculty and staff?**

- ○ NO
- ○ YES

ISP Pilot Program Progress Report (Cycle 2)

19. Program Activities for Teachers

*** 1. If planning and collaboration time was provided, how much time was allotted per week?**

- ☐ Less than 30 minutes
- ☐ 30 minutes
- ☐ 31-45 minutes
- ☐ 46-60 minutes
- ☐ 61-90 minutes
- ☐ More than 90 minutes

ISP Pilot Program Progress Report (Cycle 2)

20. Program Activities for Teachers

*** 1. Did ISP program staff conduct regular meetings with faculty and staff during the course of your ISP?**

- NO
- YES (If yes, please indicate how many meetings were conducted during the course of your ISP.)

*** 2. Did ISP program staff and/or teachers conduct observations of classroom instruction during your ISP for the purposes of program and staff evaluation?**

- NO
- YES

ISP Pilot Program Progress Report (Cycle 2)

21. Program Activities for Teachers

* **1. How many observations were conducted?**

* **2. What personnel conducted the observations?**

ISP Pilot Program Progress Report (Cycle 2)

22. Program Activities for Teachers

*** 1. Were teacher/staff surveys administered?**

- ◯ NO
- ◯ YES

ISP Pilot Program Progress Report (Cycle 2)

23. Program Activities for Teachers

*** 1. What percent of teachers/staff responded?**

*** 2. How were the teacher/staff surveys used?**

- [ ] To determine teacher/staff satisfaction with your ISP
- [ ] To assess student results
- [ ] Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

24. Other Program Activities

* **1. What types of Parental Involvement activities were implemented as part of your ISP program? (Select all that apply)**

- [ ] None
- [ ] Career/college fairs
- [ ] College planning
- [ ] General counseling
- [ ] Home visits
- [ ] Parent night
- [ ] Parent orientation
- [ ] Parent satisfaction surveys
- [ ] Providing support to classroom teachers
- [ ] School visitations
- [ ] Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

*** 2. What types of Support Services activities were implemented as part of your ISP program? (Select all that apply)**

- [ ] None
- [ ] Academic guidance
- [ ] Career counseling (e.g., career planning, administration of vocational instruments)
- [ ] Childcare services
- [ ] College support (e.g., college campus tours, completing college applications)
- [ ] Financial aid counseling
- [ ] Food (meals and snacks)
- [ ] General counseling
- [ ] Healthcare services
- [ ] Mentoring services
- [ ] Referrals to social services agencies
- [ ] Transportation
- [ ] Tutoring services
- [ ] Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

25. Collaboration with Schools and Partners

*** 1. How would you rate your collaboration with the middle school(s) during your ISP?**

- [ ] Poor
- [ ] Good
- [ ] Very Good
- [ ] Excellent

*** 2. Based on your answer to question #1, please briefly explain your rating.**

*** 3. Based on your responses to questions #1 and #2, are you planning to make any changes in the way you collaborate with the middle school(s)?**

- ○ NO
- ○ YES (please indicate what changes are planned in the textbox below.)

*** 4. How would you rate your partnership with your higher education partner?**

- [ ] Poor
- [ ] Good
- [ ] Very Good
- [ ] Excellent

*** 5. Based on your answer to the question above, please briefly explain your rating.**

ISP Pilot Program Progress Report (Cycle 2)

*** 6. Based on your responses to questions #4 and #5, do you plan to make any changes in your partnership with your higher education partner?**

- ◯ NO
- ◯ YES (please indicate what changes are planned in the textbox below)

ISP Pilot Program Progress Report (Cycle 2)

26. Implementation of your ISP program

*** 1. What factors contributed to the successful implementation of your ISP program? (Select all that apply)**

- [ ] Administrative /district support for the program
- [ ] Careful planning and implementation
- [ ] Collaboration with the Institution of Higher Education (IHE)
- [ ] Community buy-in and support
- [ ] Monies to hire more staff
- [ ] Resources (e.g., technology, space)
- [ ] Strong commitment from teachers and staff
- [ ] Student engagement, motivation, etc.
- [ ] Student enjoyment of activities
- [ ] Teacher and counselor motivation
- [ ] Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

*** 2. What barriers, if any, have you faced while implementing your ISP program? (Select all that apply)**

- ☐ Integrating new high school students
- ☐ Lack of qualified teachers available
- ☐ Lack of resources (e.g., technology, space)
- ☐ Lack of staff development
- ☐ Lack of time to plan ISP program
- ☐ Lack of transportation
- ☐ Need to teach non-academic skills (e.g., emotional, social)
- ☐ Short duration of program (e.g., length of day, number of weeks)
- ☐ Shortage of materials
- ☐ Student apathy
- ☐ Student attendance
- ☐ Student recruitment
- ☐ Too many students to serve
- ☐ No barriers
- ☐ Other (please specify)

ISP Pilot Program Progress Report (Cycle 2)

*** 3. Please respond to the following questions about your ISP program:**

	Strongly Disagree	Disagree	Agree	Strongly Agree

*** 4. Based on your evaluation of your ISP, would you say that your program:**

- Needs significant improvement
- Needs minimal improvement
- Will remain the same

*** 5. Please explain your response to question #4 (e.g., what changes/improvements would you recommend for the program?).**

*** 6. What types of technical assistance would most help you implement, manage and/or improve your program?**

ISP Pilot Program Progress Report (Cycle 2)

27. Cost Effectiveness and Sustainability

* **1. How did your district plan to spend the combined grant funds and matching funds?**

* **2. Have you, or are you planning to, make any changes to how you spend your funding? If so, what are the changes?**

* **3. Do you envision continuing the ISP program once funding ends?**

- No
- Yes

ISP Pilot Program Progress Report (Cycle 2)

28. Cost Effectiveness and Sustainability (Continuing the ISP Program)

* **1. How will you continue to run the program (in other words, where will funding come from)?**

* **2. What changes would you make to the program?**

3. Finally, please include any additional information you feel is important regarding your experience with the ISP program.

ISP Pilot Program Progress Report (Cycle 2)

29. Cost Effectiveness and Sustainability (Discontinuing the ISP Program)

* **1. What are the reasons for not continuing the program?**

2. Finally, please include any additional information you feel is important regarding your experience with the ISP program.

Appendix B: ISP Data Collection Instruments

Project Coordinator/IHE Representative Survey (Retrospective Summer 2008)

ICF International, in conjunction with the Texas Education Agency, requests your participation in the evaluation of the Intensive Summer Programs (ISP). As a project coordinator or Institute of Higher Education partner with the ISP program last Summer 2008, you are being asked to respond to a series of survey items related to the following topics:

- Your role in the ISP program.
- General information about the ISP program (grade level and population of students served).
- The implementation of your ISP program, including the types of interventions and activities that were implemented, the length and duration of the implementation, and the barriers and facilitators to ISP program implementation.

We are conducting surveys with at least one project coordinator and one IHE representative from each of the 21 ISP Cycle 1 grantees. Findings from this survey and others like it will help us to learn about the ways that the ISP program is effective and alert evaluators to areas for possible program improvements.

In the paragraphs below, we summarize the procedures of the evaluation, how we will maintain your confidentiality, and the risks and benefits involved in participating in this evaluation.

Procedures: TEA has partnered with ICF International to conduct the ISP evaluation. This survey should take approximately 30 minutes to complete. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes. ICF may ask you to complete other surveys like this one up to two additional times between March 2009 and May 2011.

Confidentiality: Your participation in this survey is completely voluntary and you may choose to skip any questions you do not want to answer or to terminate your participation at any time, without consequence. While TEA is aware that you are participating in this survey, the information gathered from this survey is strictly confidential and will be used for the purposes of this evaluation only. The data collected from this survey, and others like it, will be entered into a database (with your ID number), analyzed, and used in reports on the effectiveness of the ISP program.

ICF will develop a name-to-ID-number database to track your data over the course of the evaluation. Upon completion of the evaluation, ICF will destroy this name-to-ID database. ICF will submit a database to TEA for record-keeping purposes, but your name and any other identifying information will not appear in any databases or reports associated with this evaluation. Specifically, any quotations you provide to open-ended questions that are used in reporting will be de-identified so that you or other individuals will not be able to be singled out based on the information that you provide.

Risks and Benefits: Because this survey includes questions about your experiences with the ISP pilot program and not personal information, there are minimal risks posed to you for participating in this survey. While there are no direct benefits to you, as a participant in the evaluation, you can benefit from knowing that your contributions will help the evaluation of the ISP pilot program.

If you have any questions about this evaluation, please contact Thomas J. Horwood (ICF Evaluation Manager) by e-mail at THorwood@icfi.com or by telephone at 866-924-7728. If you have questions about the project or TEA, please contact John Kucsera (TEA Project Manager) by e-mail at

ProgramEval@tea.state.tx.us or by telephone at 512-463-9057. If you have questions about your rights as a participant, please contact Laurie May (ICF Institutional Review Board Chair) by e-mail LMay@icfi.com or by telephone at 800-532-4783.

Thank you in advance for your participation.

Consent statement:

I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that my privacy will be protected and any information I provide here today will be used for evaluation purposes only. I understand that I am free to skip questions or stop the survey at any time. Finally, I can contact Mr. Thomas J. Horwood (Evaluation Manager) or Dr. Laurie May (IRB Chair) at ICF should I have questions or concerns about this survey or my rights as a participant, respectively.

☐ I Accept ☐ I Do Not Accept

Part I: Background Information and ISP Role

We would like to obtain some background information about you and your current role in the ISP program. Please answer the following questions.

1. What is your current role in the ISP program?

- o ISP Project Coordinator/Director/Manager
- o ISP Grant Coordinator
- o Institution of Higher Education (IHE) Representative

Skip Logic: Those who respond to either of the first two bullets will answer items 2a, 3, and 4a; those who respond to the third bullet will respond to 2b, 3, and 4b.

2a. What is your job title?

- o Superintendent
- o Associate Superintendent
- o Principal
- o Assistant Principal
- o Curriculum Coordinator
- o Grant Coordinator
- o Director of Special Initiatives
- o Head of Schools
- o Other (please specify) ____

2b. What is your job title?

- o Academic Dean
- o Department Chair
- o Professor
- o Associate Professor
- o Assistant Professor
- o Other (please specify) ____

3. How long have you been in this position?

- o Less than 1 year
- o 1-3 years
- o 4-10 years
- o More than 10 years

4a. What is the name of your district and/or school where you are assisting with ISP?

4b. What is the name of your organization (e.g., University of Texas)?

Part II: General Information about Your ISP Program

The following items pertain to information about the ISP program with which you are associated.

1. What grade levels were served through your ISP program? (Select all that apply)

- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade

2. What population(s) of students were served by your ISP program? (Select all that apply)

- o Students at-risk for dropping out
- o English as a second language (ESL) students
- o English language learners (ELLs)
- o Special education students
- o Economically disadvantaged students (e.g., students receiving free or reduced lunch)
- o Other (please specify) ____

3. How were students selected for participation in your ISP program? (Select all that apply)

- o Teacher referral
- o Academic records
- o Disciplinary records
- o Attendance records
- o Texas Assessment of Knowledge and Skills (TAKS) scores
- o I don't know
- o Other (please specify) ____

Part III: Implementation of Your ISP Program

1. Please indicate which of the following interventions/activities were implemented as part of your ISP program during summer 2008:

	Not Planned	In Development	Partially Implemented	Fully Implemented
Mathematics intervention	○	○	○	○
English language arts/Reading intervention	○	○	○	○
Science intervention	○	○	○	○
Teacher professional development activities	○	○	○	○
Administrator professional development activities	○	○	○	○
Parental involvement activities	○	○	○	○
Support services activities (e.g., counseling)	○	○	○	○

Skip Logic: Those who select “Not Planned” for an intervention/activity will skip the section pertaining to that intervention/activity.

2a. What *Mathematics* intervention did you implement as part of your ISP program? (e.g., Accelerated Math, Tex-Prep)

2b. What <u>instructional activities</u> are included in this intervention? (Select all that apply)

- o Career Exploration
- o Collaborative Activities (e.g., Group Projects)
- o Differentiated/Individualized Instruction
- o Direct Instruction
- o Guided Instruction
- o Hands-On Activities (e.g., Experiments)
- o Interdisciplinary Curriculum
- o Learner-Centered Instructional Activities
- o Math Lab
- o Parent Involvement
- o Project-Based Learning
- o Real World Applications
- o Small Group Instruction
- o Spiral Curriculum
- o Technology (e.g., Online tutorials, use of scientific calculator)
- o Test Preparation
- o Tutorial Models
- o Other (please specify) ________________________________

2c. What assessment activities are included in this intervention? (Select all that apply)

- o Authentic Assessments (e.g., extended response problems)
- o Demonstrations
- o Experiments
- o Group Projects
- o Individual Projects
- o Pre-Post Tests
- o Progress Monitoring
- o Quizzes
- o Reports
- o Student Journals
- o Tests
- o Other (please specify) ____

2d. For how long did the intervention last?

Number of Weeks ___________

Hours per Day ___________

3a. What ***English Language Arts/Reading*** intervention did you implement as part of your ISP program? (e.g., Intensive Reading, Read 180)

3b. What instructional activities are included in this intervention? (Select all that apply)

- o Career Exploration
- o Collaborative Activities (e.g., Group Projects)
- o Enrichment
- o Family Literacy
- o Hands-On Activities (e.g., Experiments)
- o Interdisciplinary Curriculum
- o Learner-Centered Instructional Activities
- o Oral Activities and Projects
- o Reader's Workshop
- o Real World Applications
- o Targeted/Individualized Instruction
- o Technology
- o Test Preparation
- o Writing Activities and Projects
- o Writing Camp
- o Other (please specify) ____

3c. What assessment activities are included in this intervention? (Select all that apply)

- o Authentic Assessments (e.g., writing newspaper articles, writing and performing plays, writing resumes)
- o Demonstrations
- o Experiments
- o Group Projects
- o Individual Projects
- o Pre-Post Tests
- o Progress Monitoring
- o Quizzes
- o Reports
- o Student Journals
- o Tests
- o Other (please specify) ______________________________________

3d. For how long did the intervention last?

Number of Weeks __________

Hours per Day __________

4a. What *Science* intervention did you implement as part of your ISP program? (e.g., Project BRIDGE, NovaNet)

4b. What instructional activities are included in this intervention? (Select all that apply)

- o Career Exploration
- o Collaborative Activities (e.g., Group Projects)
- o Differentiated/Individualized Instruction
- o Direct Instruction
- o Hands-On Activities (e.g., Experiments)
- o Interdisciplinary Curriculum
- o Learner-Centered Instructional Activities
- o Project-Based Learning
- o Real World Applications
- o Science Camps
- o Small Group Instruction
- o Spiral Curriculum
- o Technology
- o Test Preparation
- o Tutorial Models
- o Other (please specify) ______________________________________

4c. What assessment activities are included in this intervention? (Select all that apply)

- o Authentic Assessments (e.g., writing newspaper articles, writing and performing plays, writing resumes)
- o Demonstrations
- o Experiments
- o Group Projects
- o Individual Projects
- o Pre-Post Tests
- o Progress Monitoring
- o Quizzes
- o Reports
- o Student Journals
- o Tests
- o Other (please specify) ____

4d. For how long did the intervention last?

Number of Weeks ___________

Hours per Day ___________

5a. What types of *Professional Development* activities (e.g., progress monitoring training) were implemented for teachers and/or administrators as part of your ISP program?

5b. What types of *Parental Involvement* activities (e.g., parent orientation, college information) were implemented as part of your ISP program?

5c. What types of *Support Services* activities (e.g., counseling, transportation services) were implemented as part of your ISP program?

5d. What types of *Other* activities were implemented as part of your ISP program?

6. What factors contributed to the successful implementation of your ISP program?

7. What barriers, if any, have you faced while implementing your ISP program? How did you overcome some of the main barriers?

8. What are your thoughts on the sustainability of the ISP program at your campus or IHE? Is ISP worth the costs associated with continuing the program? Why or why not?

9. Is there anything else you would like to add about the implementation of your ISP program?

Thank you for your time!

Campus/District Administrator Survey (Retrospective Summer 2008)

ICF International, in conjunction with the Texas Education Agency, requests your participation in the evaluation of the Intensive Summer Programs (ISP). As a campus or district administrator for the ISP program last summer in 2008, you are being asked to respond to a series of survey items related to the following topics:

- Your professional background and experience
- Quality and effectiveness of the ISP program
- Barriers and facilitators to ISP program implementation

We are conducting surveys with some of the campus/district administrators from each of the 21 ISP Cycle 1 grantees. Findings from this survey and others like it will help us to learn about the ways that the ISP program is effective and alert evaluators to areas for possible program improvements.

In the paragraphs below, we summarize the procedures of the evaluation, how we will maintain your confidentiality, and the risks and benefits involved in participating in this evaluation.

Procedures: TEA has partnered with ICF International to conduct the evaluation. This survey should take approximately 15 minutes to complete. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes. ICF may ask you to complete other surveys like this one up to two additional times between March 2009 and May 2011.

Confidentiality: Your participation in this survey is completely voluntary and you may choose to skip any questions you do not want to answer or to terminate your participation at any time, without consequence. While TEA is aware that you are participating in this survey, the information gathered from this survey is strictly confidential and will be used for the purposes of this evaluation only. The data collected from this survey, and others like it, will be entered into a database (with your ID number), analyzed, and used in reports on the effectiveness of the ISP program.

ICF will develop a name-to-ID-number database to track your data over the course of the evaluation. Upon completion of the evaluation, ICF will destroy this name-to-ID database. ICF will submit a database to TEA for record-keeping purposes, but your name and any other identifying information will not appear in any databases or reports associated with this evaluation. Specifically, any quotations you provide to open-ended questions that are used in reporting will be de-identified so that you or other individuals will not be able to be singled out based on the information that you provide.

Risks and Benefits: Because this survey includes questions about your experiences with the ISP pilot program and not personal information, there are minimal risks posed to you for participating in this survey. While there are no direct benefits to you, as a participant in the evaluation, you can benefit from knowing that your contributions will help the evaluation of the ISP pilot program.

If you have any questions about this evaluation, please contact Thomas J. Horwood (ICF Evaluation Manager) by e-mail at THorwood@icfi.com or by telephone at 866-924-7728. If you have questions about the project or TEA, please contact John Kucsera (TEA Project Manager) by e-mail at ProgramEval@tea.state.tx.us or by telephone at 512-463-9057. If you have questions about your rights as a participant, please contact Laurie May (ICF Institutional Review Board Chair) by e-mail LMay@icfi.com or by telephone at 800-532-4783.

Thank you in advance for your participation.

Consent statement:

I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that my privacy will be protected and any information I provide here today will be used for evaluation purposes only. I understand that I am free to skip questions or stop the survey at any time. Finally, I can contact Mr. Thomas J. Horwood (Evaluation Manager) or Dr. Laurie May (IRB Chair) at ICF should I have questions or concerns about this survey or my rights as a participant, respectively.

☐ I Accept ☐ I Do Not Accept

Part I: Background Information

We would like to obtain some background information about you. Please answer the following questions.

1a. What is the name of your district? ______________________________

1b. What is the name of your school? ______________________________

2. What is your job title?

- o Principal
- o Assistant Principal
- o Curriculum Coordinator
- o Other (please specify) ______________________________

3. How long have you been in this position?

- o Less than 1 year
- o 1-3 years
- o 4-10 years
- o More than 10 years

Part II: Perceptions of the Quality and Effectiveness of the ISP Program

Please indicate your opinion on the following questions:

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal	No Basis for Judgment
1. To what extent do you believe the ISP program increased **student achievement** at your school/district?	○	○	○	○	○	○
2. To what extent do you believe the ISP program lowered **dropout rates** at your school/district?	○	○	○	○	○	○
3. To what extent do you believe the ISP program increased **graduation rates** at your school/district?	○	○	○	○	○	○
4. To what extent do you believe the ISP program increased (grade) **promotion rates** at your school/district?	○	○	○	○	○	○
5. To what extent do you believe the ISP program increased **course completion rates** at your school/district?	○	○	○	○	○	○
6. To what extent do you believe the ISP program increased **SAT/ACT scores** at your school/district?	○	○	○	○	○	○
7. To what extent do you believe the ISP program has improved **teacher effectiveness** at your school/district?	○	○	○	○	○	○

8. Do you believe the ISP program had positive effects on your campus or in your district? If so, what were they? If not, why not?

9. What barriers, if any, do you feel your campus or district has faced while implementing the ISP program? How did you overcome some of the main barriers?

10. What factors, if any, do you feel have contributed to the successful implementation of the ISP program at your campus or in your district?

11. What are your thoughts on the sustainability of the ISP program at your campus or in your district? Is ISP worth the costs associated with continuing the program? Why or why not?

12. Is there anything else you would like to add about the implementation of the ISP program at your campus or in your district? If so, please explain below.

Thank you for your time!

Teacher Survey (Retrospective Summer 2008)

ICF International, in conjunction with the Texas Education Agency, requests your participation in the evaluation of the Intensive Summer Programs (ISP). As an instructor who taught students as part of the ISP program last summer in 2008, you are being asked to respond to a series of survey items related to the following topics:

- Your professional background and experience
- Activities implemented in the ISP program
- Quality of teacher training related to the ISP program
- Impact of the ISP program
- Barriers and facilitators to ISP program implementation

We are conducting surveys with all teachers from each of the 21 ISP Cycle 1 grantees. Findings from this survey and others like it will help us to learn about the ways that the ISP program is effective and alert evaluators to areas for possible program improvements.

In the paragraphs below, we summarize the procedures of the evaluation, how we will maintain your confidentiality, and the risks and benefits involved in participating in this evaluation.

Procedures: TEA has partnered with ICF International to conduct the ISP evaluation. This survey should take approximately 30 minutes to complete. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes. ICF may ask you to complete other surveys like this one up to two additional times between March 2009 and May 2011.

Confidentiality: Your participation in this survey is completely voluntary and you may choose to skip any questions you do not want to answer or to terminate your participation at any time, without consequence. While TEA is aware that you are participating in this survey, the information gathered from this survey is strictly confidential and will be used for the purposes of this evaluation only. The data collected from this survey, and others like it, will be entered into a database (with your ID number), analyzed, and used in reports on the effectiveness of ISP program.

ICF will develop a name-to-ID-number database to track your data over the course of the evaluation. Upon completion of the evaluation, ICF will destroy this name-to-ID database. ICF will submit a database to TEA for record-keeping purposes, but your name and any other identifying information will not appear in any databases or reports associated with this evaluation. Specifically, any quotations you provide to open-ended questions that are used in reporting will be de-identified so that you or other individuals will not be able to be singled out based on the information that you provide.

Risks and Benefits: Because this survey includes questions about your experiences with the ISP pilot program and not personal information, there are minimal risks posed to you for participating in this survey. While there are no direct benefits to you, as a participant in the evaluation, you can benefit from knowing that your contributions will help the evaluation of the ISP pilot program.

If you have any questions about this evaluation, please contact Thomas J. Horwood (ICF Evaluation Manager) by e-mail at THorwood@icfi.com or by telephone at 866-924-7728. If you have questions about the project or TEA, please contact John Kucsera (TEA Project Manager) by e-mail at ProgramEval@tea.state.tx.us or by telephone at 512-463-9057. If you have questions about your rights as a participant, please contact Laurie May (ICF Institutional Review Board Chair) by e-mail LMay@icfi.com or by telephone at 800-532-4783.

Thank you in advance for your participation.

Consent statement:

I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate and understand that my participation in this survey is completely voluntary. I understand that my privacy will be protected and any information I provide here today will be used for evaluation purposes only. I understand that I am free to skip questions or stop the survey at any time. Finally, I can contact Mr. Thomas J. Horwood (Evaluation Manager) or Dr. Laurie May (IRB Chair) at ICF should I have questions or concerns about this survey or my rights as a participant, respectively.

☐ I Accept ☐ I Do Not Accept

Part I: Background Information and ISP Role

We would like to obtain background information about you. Please answer the following questions.

1a. What is the name of the district where you taught for ISP? ______________________________

1b. What is the name of the school/campus where you taught for ISP? ______________________________

1c. What is the name of the school/campus where you teach during the school year?______________________

2. How many years of experience have you had as a teacher?

- o Less than 1 year
- o 1-3 years
- o 4-10 years
- o More than 10 years
- o Not applicable

3. Which instructional level(s) do/did you teach? (Select **all** that apply)

- o Primary
- o Elementary
- o Middle
- o High school
- o College and above

4. Which instructional level(s) did you teach during the **Summer 2008 ISP program**? (Select **all** that apply)

- o Middle
- o High school

5. Which subject area(s) do/did you teach? (Select **all** that apply)

- o English language arts (ELA)
- o Mathematics
- o Reading
- o Science
- o Social studies
- o Other (please specify): ________________________

6. Which subject area(s) did you teach during the **Summer 2008 ISP program**? (Select **all** that apply)

- o English language arts (ELA)/Reading
- o Mathematics
- o Science
- o I did not teach during the ISP program.

Skip logic will take the teachers to the appropriate questions regarding the subject area taught and respective activities. Those who select the last choice will be taken out of the survey.

Part II: Activities Implemented During the ISP Program

1a. What ***Mathematics*** intervention did you implement as part of the ISP program? (e.g., Accelerated Math, Tex-Prep)

1b. **On average**, how often did you engage in the following <u>instructional activities</u> with your ISP Math class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Collaborative Activities (e.g., Group Projects)	○	○	○	○
2. Differentiated/Individualized Instruction	○	○	○	○
3. Direct Instruction	○	○	○	○
4. Guided Instruction	○	○	○	○
5. Hands-On Activities (e.g., Experiments)	○	○	○	○
6. Interdisciplinary Curriculum	○	○	○	○
7. Learner-Centered Instructional Activities	○	○	○	○
8. Math Lab	○	○	○	○
9. Parent Involvement	○	○	○	○
10. Project-Based Learning	○	○	○	○
11. Real World Applications	○	○	○	○
12. Small Group Instruction	○	○	○	○
13. Spiral Curriculum	○	○	○	○
14. Technology (e.g., Online tutorials, use of scientific calculator)	○	○	○	○
15. Test Preparation	○	○	○	○
16. Tutorial Models	○	○	○	○

1c. On average, how often did you engage in the following assessment activities with your Math class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Authentic Assessments (e.g., extended response problems)	○	○	○	○
2. Demonstrations	○	○	○	○
3. Experiments	○	○	○	○
4. Group Projects	○	○	○	○
5. Individual Projects	○	○	○	○
6. Pre-Post Tests	○	○	○	○
7. Progress Monitoring	○	○	○	○
8. Quizzes	○	○	○	○
9. Reports	○	○	○	○
10. Student Journals	○	○	○	○
11. Tests	○	○	○	○

1d. To what extent, do you believe the ISP program increased skills in teaching Mathematics for?

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
You	○	○	○	○	○
Other Teachers	○	○	○	○	○

1e. To what extent, do you believe the ISP program increased assessment skills in Mathematics for?

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
You	○	○	○	○	○
Other Teachers	○	○	○	○	○

2a. What *English Language Arts/Reading* intervention did you implement as part of the ISP program?
(e.g., Intensive Reading, Read 180)

2b. On average, how often did you engage in the following instructional activities with your ELA/Reading class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Collaborative Activities (e.g., group projects)	○	○	○	○
2. Enrichment activities (e.g., games, puzzles, arts)	○	○	○	○
3. Family Literacy	○	○	○	○
4. Hands-On Activities (e.g., experiments)	○	○	○	○
5. Interdisciplinary Curriculum	○	○	○	○
6. Learner-Centered Instructional Activities	○	○	○	○
7. Oral Activities and Projects	○	○	○	○
8. Reader's Workshop	○	○	○	○
9. Real World Applications	○	○	○	○
10. Targeted/Individualized Instruction	○	○	○	○
11. Technology	○	○	○	○
12. Test Preparation	○	○	○	○
13. Writing Activities and Projects	○	○	○	○
14. Writing Camp	○	○	○	○

2c. On average, how often did you engage in the following assessment activities with your ELA/Reading class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Authentic Assessments (e.g., writing newspaper articles, writing and performing plays, writing resumes)	○	○	○	○
2. Demonstrations	○	○	○	○
3. Experiments	○	○	○	○
4. Group Projects	○	○	○	○
5. Individual Projects	○	○	○	○
6. Pre-Post Tests	○	○	○	○
7. Progress Monitoring	○	○	○	○
8. Quizzes	○	○	○	○
9. Reports	○	○	○	○
10. Student Journals	○	○	○	○
11. Tests	○	○	○	○

2d. To what extent, do you believe the ISP program increased skills in teaching English Language Arts/Reading for?

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
You	○	○	○	○	○
Other Teachers	○	○	○	○	○

2e. To what extent, do you believe the ISP program increased assessment skills in English Language Arts/Reading for?

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
You	○	○	○	○	○
Other Teachers	○	○	○	○	○

3a. What *Science* intervention did you implement as part of the ISP program? (e.g., Project BRIDGE, NovaNet)

3b. **On average**, how often did you engage in the following <u>instructional activities</u> with your Science class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Career Exploration	○	○	○	○
2. Collaborative Activities (e.g., group projects)	○	○	○	○
3. Differentiated/Individualized Instruction	○	○	○	○
4. Direct Instruction	○	○	○	○
5. Hands-On Activities (e.g., experiments)	○	○	○	○
6. Interdisciplinary Curriculum	○	○	○	○
7. Learner-Centered Instructional Activities	○	○	○	○
8. Project-Based Learning	○	○	○	○
9. Real World Applications	○	○	○	○
10. Science Camps	○	○	○	○
11. Small Group Instruction	○	○	○	○
12. Spiral Curriculum	○	○	○	○
13. Technology	○	○	○	○
14. Test Preparation	○	○	○	○
15. Tutorial Models	○	○	○	○

3c. On average, how often did you engage in the following assessment activities with your Science class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Authentic Assessments (e.g., writing newspaper articles, writing and performing plays, writing resumes)	○	○	○	○
2. Demonstrations	○	○	○	○
3. Experiments	○	○	○	○
4. Group Projects	○	○	○	○
5. Individual Projects	○	○	○	○
6. Pre-Post Tests	○	○	○	○
7. Progress Monitoring	○	○	○	○
8. Quizzes	○	○	○	○
9. Reports	○	○	○	○
10. Student Journals	○	○	○	○
11. Tests	○	○	○	○

3d. To what extent, do you believe the ISP program increased skills in teaching Science for?

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
You	○	○	○	○	○
Other Teachers	○	○	○	○	○

3e. To what extent, do you believe the ISP program increased assessment skills in Science for?

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
You	○	○	○	○	○
Other Teachers	○	○	○	○	○

Part III: Perceptions of Teacher Training

1. Did you participate in training prior to the implementation of the ISP program?

- o No
- o Yes

Skip logic - if yes, teachers will answer the following questions. If no, they will move onto part IV.

2. What was the delivery format of the mentor training that you received?

- o Face-to-face
- o Online
- o A mix of face-to-face and online

3. What was the length of the training? (in hours) ____________________

4. What content was covered in the training?

5. How would you rate the overall quality of the training you received?

- o Poor
- o Adequate
- o Good
- o Excellent

6. Was the training helpful for your role as a teacher in the ISP program?

- o No, not at all helpful
- o Somewhat helpful
- o Yes, very helpful

7. What was the most helpful component of the training?

8. What about the training could be improved?

Part IV: Perceptions of the Quality and Effectiveness of the ISP Program

Please indicate your opinion on the following questions:

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal	No Basis for Judgment
1. To what extent do you believe the ISP program increased **student achievement** among your students?	○	○	○	○	○	○
2. To what extent do you believe the ISP program lowered **dropout rates** among your students?	○	○	○	○	○	○
3. To what extent do you believe the ISP program increased **graduation rates** among your students?	○	○	○	○	○	○
4. To what extent do you believe the ISP program increased (grade) **promotion rates** among your students?	○	○	○	○	○	○
5. To what extent do you believe the ISP program increased **course completion rates** among your students?	○	○	○	○	○	○
6. To what extent do you believe the ISP program increased **SAT/ACT scores** among your students?	○	○	○	○	○	○
7. To what extent do you believe the ISP program improved **teacher effectiveness** among other teachers?	○	○	○	○	○	○

The following items are designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below.

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal	No Basis for Judgment
8. How much can you do to control disruptive behavior in the classroom?	○	○	○	○	○	○
9. How much can you do to motivate students who show low interest in school work?	○	○	○	○	○	○
10. How much can you do to get students to believe they can do well in school work?	○	○	○	○	○	○
11. How much can you do to help students value learning?	○	○	○	○	○	○
12. To what extent can you craft good questions for your students?	○	○	○	○	○	○

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal	No Basis for Judgment
13. How much can you do to get students to follow classroom rules?	○	○	○	○	○	○
14. How much can you do to calm a student who is disruptive or noisy?	○	○	○	○	○	○
15. How well can you establish a classroom management system with each group of students?	○	○	○	○	○	○
16. How much can you use a variety of assessment strategies?	○	○	○	○	○	○
17. To what extent can you provide an alternative explanation or example when students are confused?	○	○	○	○	○	○
18. How much can you assist families in helping their children do well in school?	○	○	○	○	○	○
19. How well can you implement alternative strategies in your classroom?	○	○	○	○	○	○

20. What barriers, if any, do you feel your campus has faced while implementing the ISP program? How did you overcome some of the main barriers?

21. What factors, if any, do you feel have contributed to the implementation of the ISP program at your campus?

22. Is there anything else you would like to add about the implementation of the ISP program at your campus?

Thank you for your time

Student Survey (Retrospective Summer 2008)

Instructions: Please read each question and provide an answer. If you need assistance in reading the questions, you may ask the adult in the room for help.

Part I: Background Information

We would like to obtain some background information about you. Please answer the following questions.

1a. What is your first name? ____

(Reminder: We will not share your name with anyone. We will use this to match your information to data collected in the future.

1b. What is your last name? ____

(Reminder: We will not share your name with anyone. We will use this to match your information to data collected in the future.

2. What is your date of birth (for example, January 4, 1995)? ______________________

(NOTE: Questions 1 and 2 will be formatted as a tear-away page from the paper survey.)

3a. What is the name of your school? ____

3b. What is the name of the school or program where you participated in the ISP? ________________________

4. Is English the main language used in your home?

- o No
- o Yes

5. What grade are you in?

- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade

6. What are your plans after graduating from high school? (please select all that apply)

- o 4-year college or university
- o 2-year college (e.g., community college)
- o Work
- o Military
- o Apprenticeship
- o Time off
- o Undecided
- o Other (please list) _________________

7. Are your school courses relevant to your future plans?

- o No
- o Yes

8. Was the Intensive Summer Program you took in 2008 relevant to your future plans?

- o No
- o Yes

9a. Do you believe that the ISP program has helped you to get better grades in school?

- o No
- o Yes (If answered yes, go to 9b)

9b. How much would you say that the ISP program has helped you to get better grades in school?

- o Not at all
- o Very little
- o Some influence
- o Quite a bit
- o A great deal

10a. Do you believe that the ISP program has kept you from dropping out of school?

- o No
- o Yes (If answered yes, go to 10b)

10b. How much would you say that the ISP program has helped you keep from dropping out of school?

- o Not at all
- o Very little
- o Some influence
- o Quite a bit
- o A great deal

11a. Do you believe that the ISP program will help you to graduate from school someday?

- o No
- o Yes (If answered yes, go to 11b)

11b. How much would you say that the ISP program will help you to graduate from school someday?

- o Not at all
- o Very little
- o Some influence
- o Quite a bit
- o A great deal

12a. Do you believe that the ISP program will help you move to the next grade level on time?

- o No
- o Yes (If answered yes, go to 12b)

12b. How much would you say that the ISP program will help you move to the next grade level on time?

- o Not at all
- o Very little
- o Some influence
- o Quite a bit
- o A great deal

13a. Do you believe that the ISP program has helped you to complete your courses with a passing grade?

- No
- Yes (If answered yes, go to 13b)

13b. How much would you say that the ISP program has helped you to complete your courses with a passing grade?

- Not at all
- Very little
- Some influence
- Quite a bit
- A great deal

14a. Do you believe that the ISP program has helped you to do better on standardized tests such as the TAKS, PSAT, SAT, or ACT?

- No
- Yes (If answered yes, go to 14b)

14b. How much would you say that the ISP program has helped you to do better on standardized tests such as the TAKS, PSAT, SAT, or ACT?

- Not at all
- Very little
- Some influence
- Quite a bit
- A great deal

15. What subjects did you study last summer? (Select **all** that apply) (NOTE: Symbols will be used in layout to direct students to skip appropriate questions if they do not apply.)

- English language arts (ELA)/Reading
- Mathematics
- Science
- I did not study any of these subjects last summer

If answered "I did not study any of these subjects last summer," please place your survey in the envelope and return it to the adult in the room.

Part II: Information about Your Summer Class

1. How often did your teacher do the following types of activities with you in your Math class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Activities designed specially for me	○	○	○	○
2. Class discussion	○	○	○	○
3. Collaborative activities (like group projects)	○	○	○	○
4. Hands-on activities (like experiments)	○	○	○	○
5. Lecture	○	○	○	○
6. Math lab	○	○	○	○
7. Math was taught using examples with science or English language arts/reading	○	○	○	○
8. Presentations or demonstrations by me	○	○	○	○
9. Projects I created	○	○	○	○
10. Real world problems (like balancing a checkbook)	○	○	○	○
11. Technology (like calculator, computer)	○	○	○	○
12. Test Preparation (for TAKS or SAT/ACT)	○	○	○	○
13. Career Exploration	○	○	○	○

2. How often did your teacher do the following types of activities with you in your English Language Arts/Reading class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Activities designed for me	○	○	○	○
2. Class discussion	○	○	○	○
3. Collaborative activities (like group projects)	○	○	○	○
4. English language arts/reading was taught with science or math	○	○	○	○
5. Enrichment activities (like games, puzzles, arts)	○	○	○	○
6. Activities designed to get my family involved with what I am learning in class	○	○	○	○
7. Hands-on activities (like experiments)	○	○	○	○
8. Lecture	○	○	○	○
9. Presentations or demonstrations	○	○	○	○
10. Reader's workshop	○	○	○	○
11. Real world activities (like writing newspaper articles)	○	○	○	○
12. Activities using technology (like a computer)	○	○	○	○

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
13. Test preparation (for TAKS or SAT/ACT)	○	○	○	○
14. Writing activities and projects	○	○	○	○
15. Writing camp	○	○	○	○
16. Career Exploration	○	○	○	○

3. How often did your teacher do the following types of activities with you in your <u>Science</u> class last summer?

	Not at All	Once a Week	Two to Three Times a Week	More than Three Times a Week
1. Activities designed for me	○	○	○	○
2. Career exploration	○	○	○	○
3. Collaborative activities (like group projects)	○	○	○	○
4. Hands-on activities (like experiments)	○	○	○	○
5. Lecture	○	○	○	○
6. Presentations or demonstrations	○	○	○	○
7. Projects	○	○	○	○
8. Real world activities (like marine biology)	○	○	○	○
9. Science camps	○	○	○	○
10. Science was taught with math or English language arts/reading	○	○	○	○
11. Technology (like computer)	○	○	○	○
12. Test preparation (for TAKS)	○	○	○	○

Part III: Your Level of Participation in the Summer Class

1. On average, how often did you do the following in your summer <u>Math</u> class?

	Never	Sometimes	Frequently	Always
I asked questions in class.	○	○	○	○
I participated in class discussions.	○	○	○	○
I worked with other students on assignments during class.	○	○	○	○
I completed my homework.	○	○	○	○
I studied for tests/quizzes/exams.	○	○	○	○
I participated in class activities.	○	○	○	○
I worked with other students outside of class to complete assignments.	○	○	○	○
I helped/tutored other students in my class who needed help in Math.	○	○	○	○
I completed real-world math problems.	○	○	○	○

I used manipulatives in math class.	○	○	○	○
I solved math problems.	○	○	○	○
I completed math projects.	○	○	○	○
I used a computer in class.	○	○	○	○

2. On average, how often did you do the following in your summer <u>English Language Arts/Reading</u> class?

	Never	Sometimes	Frequently	Always
I asked questions in class.	○	○	○	○
I participated in class discussions.	○	○	○	○
I worked with other students on assignments during class.	○	○	○	○
I completed my homework.	○	○	○	○
I studied for tests/quizzes/exams.	○	○	○	○
I participated in class activities.	○	○	○	○
I worked with other students outside of class to complete assignments.	○	○	○	○
I helped/tutored other students in my class who needed help in English.	○	○	○	○
I asked questions while reading texts.	○	○	○	○
I used evidence from something I read to support my answers.	○	○	○	○
I summarized and paraphrased information from a text.	○	○	○	○
I gave an oral presentation in class.	○	○	○	○
I completed short writing assignments (less than 1 page long).	○	○	○	○
I wrote a paper or essay of two or more pages.	○	○	○	○
I worked on grammar and syntax in class.	○	○	○	○
I used a computer in class.	○	○	○	○

3. On average, how often did you do the following in your summer <u>Science</u> class?

	Never	Sometimes	Frequently	Always
I asked questions in class.	○	○	○	○
I participated in class discussions.	○	○	○	○
I worked with other students on assignments during class.	○	○	○	○
I completed my homework.	○	○	○	○
I studied for tests/quizzes/exams.	○	○	○	○
I participated in class activities.	○	○	○	○
I worked with other students outside of class to complete assignments.	○	○	○	○
I helped/tutored other students in my class who needed help in Science.	○	○	○	○
I conducted lab experiments.	○	○	○	○
I completed real-world science problems.	○	○	○	○

I wrote lab reports.	○	○	○	○
I used data to test a hypothesis.	○	○	○	○
I used a computer in class.	○	○	○	○

4. Do you believe the ISP program you participated in last summer helped you in school this year? If so how did the ISP program help you?

5. What are some ways you think the ISP program could be made more helpful for students?

6. Would you want to be in the ISP program this coming summer? If so, why? If not, why not?

7. Do you have anything else you want to add about the summer ISP program?

Thank you for your time!

Joint Telephone Interview Protocol: ISP Project Coordinators/Directors/Managers AND Partnering IHE Representatives (SU08)

NOTE: ICF will send the interview questions to interviewees a few days beforehand so that they are able to see the questions and read the list of answer choices.

Hello, my name is ____________________ from ICF International. As you know, we are working with the Texas Education Agency (TEA) to evaluate the Intensive Summer Programs (ISP). You were selected to participate in this interview because you are key personnel for your ISP grant project. Thank you for agreeing to this time and for signing and returning the consent form that outlined the procedures of the evaluation, how we will maintain your confidentiality, and the risks and benefits involved with participating in the evaluation. As a reminder, since this is a joint interview, we ask that you keep confidential the responses of the other person and not share responses with other people.

We would like to take this opportunity to speak with you about your ISP project overall and the specifics of your ISP project that you implemented in the summer of 2008.

This interview should take approximately 50 minutes.

Do you have any questions before we begin?

Date:

Time:

To start off, could each of you say your title and how long you've been in your current position? (Pre-fill information below prior to the interview; if information is not available, ask respondents for the following contact information during the interview.)

<u>Contact Information</u>

ISP Grant Project Coordinator
District Name:
Campus Name (if applicable):
Name:
Title:
Years in Position:
Phone:
Email:

IHE Representative
IHE Name:
Department Name (if applicable):
Name:
Title:
Years in Position:
Phone:
Email:

General Information about Your ISP Project

To get us started, I will ask a few general questions about your project to get a sense of your vision of your ISP project overall, and then more specifically about the ISP project activities that you implemented in Summer 2008.

1. Briefly, in a few sentences, how would each of you describe the overall purpose of your ISP project?

2. From each of your perspectives, what are your roles and responsibilities in the ISP project?

3. What subgroups of students were targeted for participation in the ISP project?

    a. From what grade levels/at-risk subgroups were these students selected?
    b. Why were students from each of these subgroups selected?
    c. How were students from each of these subgroups selected?

4. Besides the students and the teachers, what other groups or individuals are targeted by the ISP project?

5. Please describe the planning process for summer 2008 between the district/school and the IHE.

    a. Specifically, describe the memorandum of understanding developed between the district/school and the IHE.

6. Besides the district/school and the IHE, what other groups or individuals, if any, were involved in implementing the project in summer 2008? (e.g., school committee members, community organizations, students enrolled at the IHE)

7. In what ways, if at all, did your ISP project last summer change from what you originally proposed in your grant application?

Implementation of Your ISP Project

TEA's ISP program required projects serving high school students to include instruction in mathematics, ELA/reading, and science subject areas, while projects serving middle school students were required to include instruction in mathematics and ELA/reading subject areas using SBOE-approved curricula. While your grant application contained some information about your chosen interventions in each subject area, we are interested in learning more about the specific activities you implemented for each subject area, as well as other types of interventions for students, teachers, and parents.

8. What **Mathematics** intervention/curriculum did you implement as part of your ISP project in summer 2008?

    a. Why did you select this mathematics intervention?
    b. What types of instructional activities are included in this intervention (including technology to deliver the intervention)?
    c. What types of assessment activities are included in this intervention?

9. What **English Language Arts/Reading** intervention/curriculum did you implement as part of your ISP project in summer 2008?

   a. Why did you select this ELA/Reading intervention?
   b. What types of instructional activities are included in this intervention (including technology to deliver the intervention)?
   c. What types of assessment activities are included in this intervention?

10. HIGH SCHOOL PROGRAMS ONLY: What **Science** intervention/curriculum (if applicable) did you implement as part of your ISP project in summer 2008?

   a. Why did you select this Science intervention?
   b. What types of instructional activities are included in this intervention (including technology to deliver the intervention)?
   c. What types of assessment activities are included in this intervention?

11. We are interested in learning more about how long your ISP project activities lasted during summer 2008:

   a. How many weeks did your project last?
   b. How many days per week did you offer the project activities?
   c. How many hours per day did you offer the project activities?

About how many hours per week did you offer instruction in each of the following subject areas in high school(s) and middle school(s)? (NOTETAKER: Please complete the following table by keeping hours for HS and MS project separate.)

	Wk 1 # hrs		Wk 2 # hrs		Wk 3 # hrs		Wk 4 # hrs		Wk 5 # hrs		Wk 6 # hrs		TOTAL # hrs/SA	
Subject Area	MS	HS	MS	HS	MS	HS	MS	HS	MS	HS	MS	HS	MS	HS
Mathematics														
ELA/Reading														
Science														
TOTAL # hrs/wk														

12. What other types of activities have you implemented as part of the program in summer 2008?

   a. Professional Development activities (e.g., progress monitoring training)
   b. Parental Involvement activities (e.g., parent orientation, college information)
   c. Support Services activities (e.g., counseling, transportation services)
   d. Other activities (please describe)

13. Which of these ISP project activities were intended to impact teacher effectiveness?

14. What barriers, if any, have you faced while implementing your ISP project?

   a. (If applicable) How did you overcome these barriers?

15. What factors, if any, do you believe helped to facilitate the implementation of your ISP project in summer 2008?

<u>Perceptions of Your ISP Project Effectiveness</u>

In this next section I'd like to get a better sense of how you both think your project has been effective. Please tell me…

16. From each of your perspectives, how do you feel about the way your ISP project was implemented in summer 2008?
    a. What were some of the highlights?
    b. What were some of the outcomes/results? Any shortcomings?
    c. What would you do differently while planning for summer 2009?

17. How did the partnership between the district and the IHE work out? (If there are multiple partners, probe about the others.)
    a. What advice would you give to other districts and IHE partners who are implementing the same type of project?
    b. Did you encounter any challenges in working together? If so, please explain.

18. What was student attendance like compared to what you were planning for?
    a. Did you have more or less student interest than you expected?
    b. Was student attendance higher or lower that you expected?
    c. Why do you think this happened?

19. To what extent do you think your ISP project has affected teacher effectiveness?
    a. In what ways, if any, are you monitoring teacher effectiveness before and after program implementation?

20. To what extent do you think your ISP project has affected student academic performance?
    a. In what ways, if any, are you monitoring student academic performance before and after program implementation?

21. What other impacts, if any, did your ISP project have on students?

<u>Additional Comments</u>

22. Lastly, what else would you like to add about the implementation of your ISP project?

Thank you very much for your time! Have a nice day!

Student Survey - Summer 2009 (Pre)

Instructions: Please read each question and provide an answer. If you need assistance in reading the questions, you may ask the adult in the room for help.

Part I: Background Information

We would like to obtain some background information about you. Please answer the following questions.

1a. What is your first name? ____

(Reminder: We will not share your name with anyone. We will use this to match your information to data collected in the future.)

1b. What is your last name? ____

(Reminder: We will not share your name with anyone. We will use this to match your information to data collected in the future.)

2. What is your date of birth (for example, January 4, 1995)? ________________________

(NOTE: Questions 1 and 2 will be formatted as a tear-away page from the paper survey.)

3a. In Spring 2009, what was the name of your school? ______________________________

3b. What is the name of the school or program where you are participating in the ISP? ______________

4. Is English the main language used in your home?

- o No
- o Yes

5. In Spring 2009, what grade were you in?

- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade

6. What are your plans after graduating from high school? (Please select all that apply)

- o 4-year college or university
- o 2-year college (e.g., community college)
- o Work
- o Military
- o Apprenticeship
- o Time off
- o Undecided
- o Other (please list) ____________

7. Are your school courses relevant to your future plans?

- o No
- o Yes

8. Is the Intensive Summer Program you are taking relevant to your future plans?

- o No
- o Yes

9. How much would you say that the ISP program will help you to do the following?

	Not at All	Very Little	Some Influence	Quite a Bit	A Great Deal
Get better grades in school	○	○	○	○	○
Keep you from dropping out of school	○	○	○	○	○
Graduate from school someday	○	○	○	○	○
Move to the next grade level on time	○	○	○	○	○
Complete your courses with a passing grade	○	○	○	○	○
Do better on standardized tests such as the TAKS, PSAT, SAT, or ACT	○	○	○	○	○

10. The following items ask about your motivation in the ISP program this summer. Please select the answer that describes you best.

	Not at All True of Me	Slightly True of Me	Neither True Nor Untrue	Mostly True of Me	Very True of Me
I believe I can receive an excellent grade in my summer course.	○	○	○	○	○
I'm certain I can understand the most difficult material presented in the readings for my summer course.	○	○	○	○	○
I'm confident I can understand the basic concepts taught in my summer course.	○	○	○	○	○
I'm confident I can understand the most complex material presented by the teacher in my summer course.	○	○	○	○	○
I'm confident I can do an excellent job on the assignments and tests in my summer course.	○	○	○	○	○
I expect to do well in my summer course.	○	○	○	○	○
I'm certain I can master the skills being taught in my summer course.	○	○	○	○	○
Considering the difficulty of my summer course, the teacher, and my skills, I think I can do well in my course.	○	○	○	○	○

11. What subjects are you studying this summer? (Select **all** that apply)

o English language arts (ELA)/Reading
o Mathematics
o Science
o I am not studying any of these subjects this summer

Thank you for your time!

Student Survey - Summer 2009 (Post)

Instructions: Please read each question and provide an answer. If you need assistance in reading the questions, you may ask the adult in the room for help.

Remember, filling out the survey is voluntary and you may choose to skip questions or to stop taking the survey at any time. When you are done filling out the survey, place it in the provided envelope and seal the envelope before handing it to the adult in the room.

Part I: Background Information

We would like to obtain some background information about you. Please answer the following questions.

1a. What is your first name? ____

(Reminder: We will not share your name with anyone. We will use this to match your information to data collected in the future.)

1b. What is your last name? ____

(Reminder: We will not share your name with anyone. We will use this to match your information to data collected in the future.)

2. What is your date of birth (for example, January 4, 1995)? _______________________

(NOTE: Questions 1 and 2 will be formatted as a tear-away page from the paper survey.)

3a. What is the name of your school? ____

3b. What is the name of the school or program where you participated in the ISP? ______________________

4. Is English the main language used in your home?

- No
- Yes

5. In Spring 2009, what grade were you in?

- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. What are your plans after graduating from high school? (Please select all that apply)

- 4-year college or university
- 2-year college (e.g., community college)
- Work
- Military
- Apprenticeship
- Time off
- Undecided
- Other (please list) ________________

7. Are your school courses relevant to your future plans?

- No
- Yes

8. Was the Intensive Summer Program you took this summer relevant to your future plans?

- No
- Yes

9. How much would you say that the ISP program will help you to do the following?

	Not at All	Very Little	Some	Quite a Bit	A Great Deal
Get better grades in school	○	○	○	○	○
Keep you from dropping out of school	○	○	○	○	○
Graduate from school someday	○	○	○	○	○
Move to the next grade level on time	○	○	○	○	○
Complete your courses with a passing grade	○	○	○	○	○
Do better on standardized tests such as the TAKS, PSAT, SAT, or ACT	○	○	○	○	○

10. The following items ask about your experiences in the ISP program this summer. For each item, please indicate how true the statement is for you.

	Not at All True	Slightly True	Neither True Nor Untrue	Mostly True	Very True
I received an excellent grade in my summer course.	○	○	○	○	○
I understood the most difficult material presented in the readings for my summer course.	○	○	○	○	○
I understood the basic concepts taught in my summer course.	○	○	○	○	○
I understood the most complex material presented by the teacher in my summer course.	○	○	○	○	○
I did an excellent job on the assignments and tests in my summer course.	○	○	○	○	○
I did well in my summer course.	○	○	○	○	○
I mastered the skills being taught in my summer course.	○	○	○	○	○
Considering the difficulty of my summer course, the teacher, and my skills, I did well in my course.	○	○	○	○	○

11. Did you study English Language Arts (ELA)/Reading, Mathematics, or Science this summer?

- o Yes, I studied one or more of these subjects this summer
- o No, I did not study any of these subjects this summer

If you answered "No, I did not study any of these subjects this summer" to question 11 above, please place your survey in the envelope and return it to the adult in the room. Thank you for completing this survey!

Otherwise, please continue to the next page.

12. Did you study English Language Arts (ELA)/Reading this summer?

- o Yes (Continue to question 13)
- o No (Skip ahead to question 15)

13. How often did your teacher do the following types of activities with you in your English Language Arts/Reading class this summer?

	Not at All	Once a Week	2-3 Times a Week	More than 3 Times a Week
Activities designed for me	○	○	○	○
Activities designed to get my family involved with what I was learning in class	○	○	○	○
Activities using technology (like a computer)	○	○	○	○
Career Exploration	○	○	○	○
Class discussion	○	○	○	○
Collaborative activities (like group projects)	○	○	○	○
English language arts/reading was taught with science or math	○	○	○	○
Enrichment activities (like games, puzzles, arts)	○	○	○	○
Hands-on activities (like experiments)	○	○	○	○
Lecture	○	○	○	○
Presentations or demonstrations	○	○	○	○
Reader's workshop	○	○	○	○
Real world activities (like writing newspaper articles)	○	○	○	○
Test preparation (for TAKS or SAT/ACT)	○	○	○	○
Writing activities and projects	○	○	○	○
Writing camp	○	○	○	○

14. On average, how often did you do the following in your summer English Language Arts/Reading class?

	Never	Sometimes	Frequently	Always
I asked questions in class.	○	○	○	○
I participated in class discussions.	○	○	○	○
I worked with other students on assignments during class.	○	○	○	○
I completed my homework.	○	○	○	○
I studied for tests/quizzes/exams.	○	○	○	○
I participated in class activities.	○	○	○	○
I worked with other students outside of class to complete assignments.	○	○	○	○
I helped/tutored other students in my class who needed help in English.	○	○	○	○
I asked questions while reading texts.	○	○	○	○
I used evidence from something I read to support my answers.	○	○	○	○
I summarized and paraphrased information from a text.	○	○	○	○
I gave an oral presentation in class.	○	○	○	○
I completed short writing assignments (less than 1 page long).	○	○	○	○
I wrote a paper or essay of two or more pages.	○	○	○	○
I worked on grammar and syntax in class.	○	○	○	○
I used a computer in class.	○	○	○	○

15. Did you study Mathematics this summer?

- o Yes (Continue to question 16)
- o No (Skip ahead to question 18)

16. How often did your teacher do the following types of activities with you in your Math class this summer?

	Not at All	Once a Week	2-3 Times a Week	More than 3 Times a Week
Activities designed specially for me	○	○	○	○
Activities using technology (like a calculator or computer)	○	○	○	○
Career exploration	○	○	○	○
Class discussion	○	○	○	○
Collaborative activities (like group projects)	○	○	○	○
Hands-on activities (like experiments)	○	○	○	○
Lecture	○	○	○	○
Math lab	○	○	○	○
Math was taught using examples with science or English language arts/reading	○	○	○	○
Presentations or demonstrations by me	○	○	○	○
Projects I created	○	○	○	○
Real world problems (like balancing a checkbook)	○	○	○	○
Test preparation (for TAKS or SAT/ACT)	○	○	○	○

17. On average, how often did you do the following in your summer Math class?

	Never	Sometimes	Frequently	Always
I asked questions in class.	○	○	○	○
I participated in class discussions.	○	○	○	○
I worked with other students on assignments during class.	○	○	○	○
I completed my homework.	○	○	○	○
I studied for tests/quizzes/exams.	○	○	○	○
I participated in class activities.	○	○	○	○
I worked with other students outside of class to complete assignments.	○	○	○	○
I helped/tutored other students in my class who needed help in Math.	○	○	○	○
I completed real-world math problems.	○	○	○	○
I used manipulatives in math class.	○	○	○	○
I solved math problems.	○	○	○	○
I completed math projects.	○	○	○	○
I used a computer in class.	○	○	○	○

18. Did you study Science this summer?

- o Yes (Continue to question 19)
- o No (Skip ahead to question 21)

19. How often did your teacher do the following types of activities with you in your Science class this summer?

	Not at All	Once a Week	2-3 Times a Week	More than 3 Times a Week
Activities designed for me	○	○	○	○
Activities using technology (like a computer)	○	○	○	○
Career exploration	○	○	○	○
Collaborative activities (like group projects)	○	○	○	○
Hands-on activities (like experiments)	○	○	○	○
Lecture	○	○	○	○
Presentations or demonstrations	○	○	○	○
Projects	○	○	○	○
Real world activities (like marine biology)	○	○	○	○
Science camps	○	○	○	○
Science was taught with math or English language arts/reading	○	○	○	○
Test preparation (for TAKS)	○	○	○	○

20. On average, how often did you do the following in your summer Science class?

	Never	Sometimes	Frequently	Always
I asked questions in class.	○	○	○	○
I participated in class discussions.	○	○	○	○
I worked with other students on assignments during class.	○	○	○	○
I completed my homework.	○	○	○	○
I studied for tests/quizzes/exams.	○	○	○	○
I participated in class activities.	○	○	○	○
I worked with other students outside of class to complete assignments.	○	○	○	○
I helped/tutored other students in my class who needed help in Science.	○	○	○	○
I conducted lab experiments.	○	○	○	○
I completed real-world science problems.	○	○	○	○
I wrote lab reports.	○	○	○	○
I used data to test a hypothesis.	○	○	○	○
I used a computer in class.	○	○	○	○

21. The following items concern your experience with the ISP program. For each item, please indicate how true the statement is for you.

	Not At All True	Slightly True	Somewhat True	Mostly True	Very True
I believe that doing this summer program could be of some value for me.	○	○	○	○	○
While I was doing this summer program, I was thinking about how much I enjoyed it.	○	○	○	○	○
This summer program was fun to do.	○	○	○	○	○
I think this summer program is important for my improvement.	○	○	○	○	○
I enjoyed doing this summer program very much.	○	○	○	○	○
I think this is an important summer program.	○	○	○	○	○
I felt like I was enjoying the summer program while I was doing it.	○	○	○	○	○
I thought this was a very boring summer program.	○	○	○	○	○
It is possible that this summer program could improve my studying habits.	○	○	○	○	○
I thought this was a very interesting summer program.	○	○	○	○	○
I am willing to do this summer program again because I think it is somewhat useful.	○	○	○	○	○
I would describe this summer program as very enjoyable.	○	○	○	○	○
I believe doing this summer program could be somewhat beneficial for me.	○	○	○	○	○
I believe doing this summer program could help me do better in school.	○	○	○	○	○
I would describe this summer program as very fun.	○	○	○	○	○
I would be willing to do this summer program again because it has some value for me.	○	○	○	○	○

22. Do you believe that the ISP program you participated in this summer will help you in school this year? If so, how will the ISP program help you?

23. What are some ways you think the ISP program could be made more helpful for students?

24. Would you want to be in the ISP program next summer? If so, why? If not, why not??

25. Do you have anything else you want to add about the summer ISP program?

Thank you for your time!

Appendix C: ISP Expenditure Reporting Form

Intensive Summer Programs (ISP) for Middle and High School Students Pilot Program Expenditure Reporting Form for Project to Date for Cycle 1, Year 1 (June 1, 2008 to April 30, 2009)				
District/Charter School Name:				
Name and Title of Person Completing Form:				
Date:				
Class/Object Description	TEA Grant Amount Spent Yr. 1 thru 04/30/09	District Matching Amount Spent Yr. 1 thru 04/30/09	IHE Matching Amount Spent Yr. 1 thru 04/30/09	TOTAL Amount Spent Yr. 1 thru 04/30/09
6100 - Payroll Costs				
Academic				0
Direct Program Management/Administration				0
Auxillary & Other				0
6112 - Substitute Pay				0
6119 - Professional Staff Extra-Duty Pay				0
6121 - Support Staff Extra Duty Pay				0
6140 - Employee Benefits				0
Other (please describe and add additional rows as needed)				0
TOTAL PAYROLL COSTS	0	0	0	0
6200 - Professional and Contracted Services				
6211 - Legal Services				0
6219 - Professional Development/ Consulting Services				0
6220 - Staff or Student Tuition				0
6239 - Education Service Center Services				0
6249 - Contracted Maintenance and Repair of Equipment				0
6259 - Utilities				0
6269 - Rental/Lease Equipment				0
6299 - Miscellaneous Contracted Services				0
Other (please describe and add additional rows as needed)				0
TOTAL PROFESSIONAL AND CONTRACTED SERVICES COSTS	0	0	0	0
6300 - Supplies and Materials				
6310 - Maintenance and/ or Operations Supplies and Materials				0
6320 - Textbooks and Other Reading Materials				0
6339 - Testing Materials				0
6340 - District Food Service				0
6390 - General Supplies and Materials				0
6399 - Hardware and Equipment Not Capitalized				0
Other (please describe and add additional rows as needed)				0
TOTAL SUPPLIES AND MATERIALS COSTS	0	0	0	0
6400 - Other Operating Costs				
6410 - Travel and Subsistence				0
6420 - Insurance Costs				0
6430 - Student Incentives				0
6490 - Miscellaneous Operating Costs				0
Other (please describe and add additional rows as needed)				0
TOTAL OTHER OPERATING COSTS	0	0	0	0
6600 - Capital Outlay (Exclusive of 6619 and 6629)				
6639 - Furniture, Equipment, Vehicles, or Software				0
6649 - Capital Assets				0
6669 - Library Books and Library Media (Catalogued and Controlled by Library)				0
Other (please describe and add additional rows as needed)				0
TOTAL CAPITAL OUTLAY	0	0	0	0
Indirect Administrative Costs				
Indirect Administrative Expenses				0
TOTAL COSTS	0	0	0	0

Instructions:
1) This form should be filled by Grant Coordinators or Grant Administrators only
2) Provide best possible estimates for ACTUAL SPENDING amounts through Year 1 program period thru 04/30/09

Intensive Summer Programs (ISP) for Middle and High School Students Pilot Program Expenditure Reporting Form for Project to Date for Cycle 2, Year 1 (April 1, 2009 to April 30, 2010)				
District/Charter School Name:				
Name and Title of Person Completing Form:				
Date:				
Class/Object Description	TEA Grant Amount Spent Yr. 2 thru 04/30/10	District Matching Amount Spent Yr. 2 thru 04/30/10	IHE Matching Amount Spent Yr. 2 thru 04/30/10	TOTAL Amount Spent Yr. 2 thru 04/30/10
6100 - Payroll Costs				
Academic				0
Direct Program Management/Administration				0
Auxillary & Other				0
6112 - Substitute Pay				0
6119 - Professional Staff Extra-Duty Pay				0
6121 - Support Staff Extra Duty Pay				0
6140 - Employee Benefits				0
Other (please describe and add additional rows as needed)				0
TOTAL PAYROLL COSTS	0	0	0	0
6200 - Professional and Contracted Services				
6211 - Legal Services				0
6219 - Professional Development/ Consulting Services				0
6220 - Staff or Student Tuition				0
6239 - Education Service Center Services				0
6249 - Contracted Maintenance and Repair of Equipment				0
6259 - Utilities				0
6269 - Rental/Lease Equipment				0
6299 - Miscellaneous Contracted Services				0
Other (please describe and add additional rows as needed)				0
TOTAL PROFESSIONAL AND CONTRACTED SERVICES COSTS	0	0	0	0
6300 - Supplies and Materials				
6310 - Maintenance and/ or Operations Supplies and Materials				0
6320 - Textbooks and Other Reading Materials				0
6339 - Testing Materials				0
6340 - District Food Service				0
6390 - General Supplies and Materials				0
6399 - Hardware and Equipment Not Capitalized				0
Other (please describe and add additional rows as needed)				0
TOTAL SUPPLIES AND MATERIALS COSTS	0	0	0	0
6400 - Other Operating Costs				
6410 - Travel and Subsistence				0
6420 - Insurance Costs				0
6430 - Student Incentives				0
6490 - Miscellaneous Operating Costs				0
Other (please describe and add additional rows as needed)				0
TOTAL OTHER OPERATING COSTS	0	0	0	0
6600 - Capital Outlay (Exclusive of 6619 and 6629)				
6639 - Furniture, Equipment, Vehicles, or Software				0
6649 - Capital Assets				0
6669 - Library Books and Library Media (Catalogued and Controlled by Library)				0
Other (please describe and add additional rows as needed)				0
TOTAL CAPITAL OUTLAY	0	0	0	0
Indirect Administrative Costs				
Indirect Administrative Expenses				0
TOTAL COSTS	0	0	0	0

Instructions:
1) This form should be filled by Grant Coordinators or Grant Administrators only
2) Provide best possible estimates for ACTUAL SPENDING amounts through Year 2 program period thru 04/30/10.

Appendix D: Descriptive Information about ISP Sites

Table D.1: ISP Cycle 1 Grantee LEAs That Implemented in Summer 2008

Cycle 1 Grantee LEAs
Beeville ISD
Building Alternatives Charter School
Carrizo Springs CISD
East Waco Innovative School Development
Hidalgo ISD
Houston Gateway Academy Inc
Galveston ISD*
KIPP Inc.*
La Joya ISD
Laredo ISD^
Los Fresnos CISD
Nacogdoches ISD^
Pharr San Juan Alamo ISD
Premont ISD
Progreso ISD
Radiance Academy of Learning
San Benito CISD
Shekinah Radiance Academy
Youth Empowerment Services Inc

*Grantee LEAs implementing two ISP grants summer 2008
^Grantee LEAs that have two ISP grants, one that was implemented in summer 2008 and the other in summer 2009

Table D.2: ISP Cycle 1 Grantee LEAs and their IHE Partner(s)

Cycle 1 Grantee LEAs Implementing in Summer 2008	IHE Partner(s)
Beeville ISD	Coastal Bend College
Building Alternatives Charter School	Alamo Community College and St. Phillips College
Carrizo Springs CISD	Texas A&M International
East Waco Innovative School Development	Texas State Technical College - Waco
Galveston ISD*	Texas A&M University at Galveston, The University of Texas Medical Branch – Galveston, and University of Texas at Austin – Dana Center
Hidalgo ISD	Texas State Technical College - Harlingen
Houston Gateway Academy Inc	Rice University
KIPP Inc.*	Houston Community College
La Joya ISD	The University of Texas – Pan American (UTPA)
Laredo ISD^	Laredo Community College
Los Fresnos CISD	The University of Texas at Brownsville and Texas Southmost College
Nacogdoches ISD^	Stephen F Austin State University
Pharr San Juan Alamo ISD	South Texas College
Premont ISD	Coastal Bend College and Texas A&M Kingsville
Progreso ISD	South Texas College
Radiance Academy of Learning	Prairie View A&M University
San Benito CISD	The University of Texas at Brownsville and Texas Southmost College
Shekinah Radiance Academy	Prairie View A&M University
Youth Empowerment Services Inc	Texas A&M University

* Grantee LEAs implementing two ISP grants in summer 2008
^Grantee LEAs that have two ISP grants, one that was implemented in summer 2008 and the other in summer 2009

Table D.3: ISP Cycle 1 and Cycle 2 Grantee LEAs by Year of Implementation

Cycle 1 LEAs With a Grant in Its Second Year of Implementation (n=19)	Cycle 1 LEAs With a Grant in Its First Year of Implementation (n=6)	Cycle 2 LEAs (n=17)
Beeville ISD	Aldine ISD	Because Education Matters
Building Alternatives Charter School	El Paso ISD*	Brownsville ISD
Carrizo Springs CISD	Harlingen CISD	Del Valle ISD*
East Waco Innovative School Development	IDEA Academy Inc.*	Dilley ISD
Galveston ISD*	Laredo ISD* (one grant implemented in summer 2008)	Edgewood ISD
Hidalgo ISD	Nacogdoches ISD* (one grant implemented in summer 2008)	Everman ISD
Houston Gateway Academy Inc		Fort Worth ISD
KIPP Inc.*		Gulf Coast Trades Center/Raven School
La Joya ISD		Houston ISD
Laredo ISD*		Irving ISD
Los Fresnos CISD		La Feria ISD
Nacogdoches ISD*		La Vega ISD
Pharr-San Juan-Alamo ISD		Mercedes ISD
Premont ISD		Pasadena ISD
Progreso ISD		San Antonio ISD
Radiance Academy of Learning		Southwest ISD*
San Benito CISD		St Mary's Charter School
Shekinah Radiance Academy		
Youth Empowerment Services Inc		

*Grantee LEAs implementing two ISP grants in summer 2008
^Grantee LEAs that have two ISP grants, one that was implemented in summer 2008 and the other in summer 2009

Characteristics of ISP LEAs and Schools

Characteristics of ISP LEAs

Most of the ISP grantee LEAs include a sizeable number of schools. On average, the ISP Cycle 1 LEAs included 19 schools during the 2007–08 academic year whereas ISP Cycle 2 included 48 schools. The ISP Cycle 1 LEAs served an average of 11,979 students, although there was a wide range in this enrollment statistic. For instance, one charter school served as few as 249 students, while the largest school district served 61,839 students. ISP Cycle 2 LEAs served an average of 30,230 students, also with wide range in enrollment across LEAs. For example, one school district served 198,769 students while another served 113 students. The LEAs were larger for Cycle 2 grantees than Cycle 1 grantees. However across both cycles, the number of students per teacher, on average, was 15. The characteristics of the LEAs are listed in Table D.4.

Table D.4: Characteristics of ISP Grantee LEAs, 2007–08

Characteristics	ISP Cycle 1 LEAs (N=23)			ISP Cycle 2 LEAs (N=17)			State Average
	Min	Max	Average	Min	Max	Average	
Number of Schools	1	104	19	1	301	48	-
Total Students	249	61,839	11,979	113	198,769	30,230	-
Student to Teacher Ratio	9.9	24.9	15.3	11.2	18.8	15.2	14.5
Economically Disadvantaged	65%	99%	82%	69%	100%	82%	55%
Limited English Proficient	0%	68%	24%	0%	42%	20%	17%
At-Risk	44%	100%	65%	47%	100%	63%	48%
Special Education	4%	13%	8%	7%	23%	10%	10%
Hispanic	5%	99%	77%	29%	99%	71%	47%
White	<1%	30%	9%	0%	30%	10%	35%
African American	0%	80%	14%	<1%	70%	16%	14%

Source: AEIS, 2007–08; CCD, 2007–08

On average, 82% of the students in the Cycle 1 and Cycle 2 LEAs were economically disadvantaged, compared to 55% of students statewide. The proportion of economically disadvantaged students ranged from 66% to 100%. On average, the proportion of limited English proficient (LEP) students was 24% in Cycle 1 and 20% in Cycle 2, compared to 17% of students statewide. On average, the proportion of students identified as at risk for dropping out of school was 65% in Cycle 1 and 63% in Cycle 2, compared to 48% of students statewide.

The characteristics of the ISP LEAs are consistent with the eligibility requirements of the ISP grant. At least 65% of the student population had to be economically disadvantaged; the average across the ISP LEAs was 82% of the student population. The characteristics of the LEAs were reflective of the target at-risk student population with 64% of the population classified as at risk of dropping out of school. Three-quarters of the student population (75%) was identified as Hispanic, with a smaller percentage identified as LEP students (22%).

Characteristics of ISP Schools

Baseline characteristics of ISP schools are presented in Table D.5. In 2008, most of the student populations in ISP Cycle 1 schools were economically disadvantaged (78%), with middle school students (84%) having slightly higher rates of economic disadvantage. On average, the majority of ISP Cycle 1 student populations were at risk for dropping out of school (64%) and there were also high mobility rates among the student populations (27%).[30] Cycle 2 schools also had large numbers of economically disadvantaged students (80%); however, the rates were higher in high schools (82%). The percentage of at-risk students (60%) and mobility rates (23%) were lower at Cycle 2 schools than Cycle 1 schools, however, the rate was larger than the state average (48% and 21% respectively).

[30] Mobility rates are defined as the percentage of the students within a school who have been in membership at the school less than 83% of the school year (i.e., six or more weeks missed in a school year).

Table D.5: Average Baseline Characteristics for ISP Participating Schools by School Type

Baseline Characteristics	ISP Cycle 1 Grantees				ISP Cycle 2 Grantees			State Average
	Middle Schools (n=17)	High Schools (n=11)	Schools Serving Both (n=10)	Total ISP Cycle 1 Schools (n=38)	Middle Schools (n=37)	High Schools (n=17)	Total ISP Cycle 2 Schools (n=54)	
Economically Disadvantaged	84%	76%	72%	78%	79%	82%	80%	55%
At-Risk	51%	70%	78%	64%	56%	71%	60%	48%
Mobility	19%	28%	41%	27%	21%	28%	23%	21%
Attendance Rate	95%	92%	93%	94%	95%	93%	95%	96%
Annual Dropout Rate (Grades 9-12)	-	6%	6%	-	-	5%	-	3%
Graduate Completion Rate*	-	74%	49%	63%	-	76%	-	88%
Met TAKS Standard in Math	78%	54%	49%	66%	76%	51%	68%	80%
Met TAKS Standard in Science	53%	52%	60%	55%	63%	56%	61%	74%
Met TAKS Standard in Reading	88%	75%	85%	84%	89%	79%	86%	91%
Special Education	10%	9%	10%	10%	12%	14%	13%	10%
Career & Technology Education	22%	58%	13%	30%	7%	77%	29%	21%
White	10%	13%	23%	14%	9%	7%	8%	35%
African American	14%	4%	24%	13%	8%	22%	13%	14%
Hispanic	75%	84%	53%	72%	80%	70%	77%	47%
Limited English Proficiency (LEP)	16%	13%	4%	12%	16%	11%	14%	17%

Source: 2007–08 AEIS
*Grades 9-12 only

The average graduate completion rate across all ISP Cycle 1 schools serving Grades 9 to 12 was 63%, with higher graduation completion rate across Cycle 2 schools (76%). Using baseline achievement passing rates by school type, high schools and schools serving both middle and high school students (e.g., grades 6-12) in all ISP schools had lower passing rates in math and reading than middle schools. Passing rates in science were similar across all grade types.

A small percentage of students were enrolled in special education programs or classified as Limited English Proficient (LEP) across all types of ISP schools (Cycles 1 and 2). The student populations of ISP schools were mostly Hispanic (72% in Cycle 1, 77% in Cycle 2). The ISP Cycle 1 schools serving both middle school and high school students had higher proportions of White (23%) and African American (24%) students, and fewer Hispanic (53%) students than middle and high schools. In Cycle 2 schools, high schools had larger African American populations (22%) than middle schools (8%).

Like the ISP districts, the characteristics of the ISP Cycle 1 and Cycle 2 schools are consistent with the eligibility requirements of the ISP grant. At least 65% of the student population had to be economically disadvantaged; the average across the ISP Cycle 1 schools was 78% of the student population and 80% across Cycle 2 schools. ISP targets students who are at risk for dropping out of school (e.g., at risk, LEP). The characteristics of the ISP schools were reflective of this target population with 64% of the population classified as at risk at Cycle 1 schools and 60% at Cycle 2 schools. A smaller percentage of ISP schools included LEP students (12% in Cycle 1, 14% in Cycle 2) and special education students (10% in Cycle 1, 13% in Cycle 2).

Types of Program Planned for Implementation

Each ISP grantee outlined its program objectives. Eight potential program objectives were established in the application for the ISP grantees to incorporate into their programs. The application objectives reflect the overall goals of the ISP program. Table D.6 presents the percentage of ISP projects that contain components of the eight program objectives.

Table D.6: Percentage of ISP Grantees that Incorporated the Eight Program Objectives

Program Objectives	ISP Cycle 1				ISP Cycle 2				Total (N=48)
	Grantees Serving Middle Schools (n=10)	Grantees Serving High Schools (n=12)	Grantees Serving Both (n=7)	All Grantees (n=29)	Grantees Serving Middle Schools (n=8)	Grantees Serving High Schools (n=8)	Grantees Serving Both (n=3)	All Grantees (N=19)	
Increase student and parent knowledge of rigorous high school and college standards, available programs and activities, school policies and procedures, postsecondary academic and career opportunities, and other activities designed to increase high school completion and success.	8 (80%)	10 (83%)	4 (57%)	22 (76%)	6 (75%)	6 (75%)	3 (100%)	15 (79%)	37 (77%)
Increase student readiness for rigorous college-preparatory English Language Arts and reading, mathematics, and science coursework.	8 (80%)	12 (100%)	5 (71%)	25 (86%)	1 (13%)	3 (38%)	0 (0%)	4 (21%)	29 (60%)
Plan, design, and implement pilot programs to provide intensive academic instruction during the summer semester to promote college and career readiness for students identified as being at risk of dropping out of school	5 (50%)	7 (58%)	5 (71%)	17 (59%)	5 (63%)	3 (38%)	2 (67%)	10 (53%)	27 (56%)
Increase the number of students promoted to the next grade on time and on grade level.	4 (40%)	8 (67%)	2 (29%)	14 (48%)	5 (63%)	5 (63%)	2 (67%)	12 (63%)	26 (54%)
Increase student planning and preparation for transitions to high school, college, and the workforce.	5 (50%)	7 (58%)	3 (43%)	15 (52%)	3 (38%)	3 (38%)	3 (100%)	9 (47%)	24 (50%)
Decrease the number of students in need of remedial and developmental interventions and coursework at the middle school, high school, and college levels.	4 (40%)	6 (50%)	3 (43%)	13 (45%)	1 (13%)	2 (25%)	1 (33%)	4 (21%)	17 (35%)
Increase collaboration among middle schools, high schools, and the participating IHE.	3 (30%)	4 (33%)	1 (14%)	8 (28%)	1 (13%)	2 (25%)	1 (33%)	4 (21%)	12 (25%)
Provide models of effective summer programs to serve as guides in planning for effective dropout prevention and postsecondary readiness programs at the state, district, and local levels	2 (20%)	4 (33%)	0%	6 (21%)	1 (13%)	1 (13%)	1 (33%)	3 (16%)	9 (19%)

Source: ISP Cycle 1 Grant Applications; ISP Cycle 2 Grant Applications

Most ISP projects (77%) planned to increase student and parent knowledge of high school and college standards and programs designed to increase high school completion and success. The second most cited ISP program objective was to increase student readiness for college-preparatory ELA, reading, mathematics, and science coursework (60%). ISP Cycle 1 projects (86%) had more grantees that incorporated high school completion and success than ISP Cycle 2 projects (21%). ISP Cycle 2 projects (63%) had more grantees that focused on increasing the number of students promoted to the next grade on time and on grade level than ISP Cycle 1 projects (48%). The least reported program objective was to provide an effective summer program model as a guide for future dropout prevention and postsecondary readiness programs (19%).

ISP Cycle 1 grantees serving high schools (83%) had slightly more projects that incorporated high school completion and success than grantees serving middle schools (80%). ISP Cycle 1 grantees serving high schools planned college-preparatory readiness at higher rates (100%) than grantees serving middle schools (80%) or grantees serving both middle and high schools (71%). ISP Cycle 1 grantees serving high schools (83%) had slightly more projects that incorporated high school completion and success than grantees serving middle schools (80%). ISP Cycle 1 grantees serving both (71%) reported promoting college and career readiness for students identified as being at risk of dropping out of school at higher rates than grantees serving middle schools (50%) or high schools (58%).

ISP Cycle 2 grantees serving both middle and high school students (100%) planned to increase student and parent knowledge at higher rates than grantees serving middle schools (75%) or grantees serving high schools (75%). ISP Cycle 2 grantees serving both (68%) reported promoting college and career readiness for students identified as being at risk of dropping out of school more than grantees serving middle schools (63%) and grantees serving high schools (38%). ISP Cycle 2 grantees serving both (100%) also reported increasing student planning and preparation for transitions to high school, college, and the workforce at higher rates than grantees serving middle schools (38%) or high schools (38%).

The majority of the ISP Cycle 1 grantees (69%) reported additional program goals specific to each school that the ISP application classified as “other” and were in addition to the TEA goals. Among grantees serving high schools, 58% of ISP grantees identified additional goals, including (1) helping students improve TAKS scores and college entrance exams, (2) providing counseling, (3) encouraging small group learning, and (4) empowering teachers and staff. The majority of ISP grantees serving middle schools (80%) identified additional goals, including (1) providing students relevance to the workforce, (2) providing school and dual credit, (3) supporting small group learning, and (4) providing teacher and staff development. Among grantees serving both middle and high schools, 71% of grantees identified additional goals including (1) helping students improve TAKS scores, (2) improving attendance, (3) encouraging more involvement from parents and communities, and (4) address the dropout rate.

All of the ISP Cycle 2 grantees cited additional program goals that the ISP application classified as “other” and were in addition to the TEA goals. The majority of ISP Cycle 2 grantees aim to help students increase their TAKS scores. The ISP Cycle 2 grantees serving middle school students identified additional goals such as (1) reducing high levels of juvenile crime and school disciplinary actions, (2) increasing summer school attendance, (3) increasing community investment and desire to sustain summer programming, (4) increasing the number of students who indicate an interest in going to college, (5) increasing readiness for next grade, (6) increasing problem solving and deductive reasoning skills, and (7) increasing the number of students entering science, technology, engineering and math (STEM) fields. The ISP Cycle 2 grantees serving high school students identified additional goals such as (1) increasing the number of students who attend college, (2) increasing summer school attendance, (3) increasing intrinsic motivation for school tasks, and (4) increasing high school students' social and emotional skills through conflict resolution, assets building, and anger management.

Curriculum and Instruction Activities Selected by ISP Grantees

In the grant applications, ISP grantees outlined their plans for implementing the academic programs. High school programs were required to implement intensive instruction in mathematics, ELA/reading, and science. Middle school programs were required to implement intensive summer instruction in mathematics and reading. The following section describes the instructional activities and the types of assessment activities that were planned as part of the program. In addition, teacher professional development activities, parent involvement activities, and support services activities are discussed.

ISP Mathematics Projects

The ISP grantees planned to implement a range of mathematics programs. Programs included Accelerated Math, Advanced Placement Statistics, Tex-Prep, Science, Technology, Engineering, and Math (STEM), Ford PAS Entrepreneurial Curriculum, Got Math?, College Success Curriculum, Texas State Technical College Math Curriculum: The Developmental Math, Rice University School Math Project (RUSMP) Urban Program Model, The Art of Math, The Math Connection to Design, and LEGO's Mindstorm Curriculum. Computerized programs included PLATO Math Program, PLATO Secondary Mathematics, Measuring Up: TAKS Strategies and Practice, Mathematics Navigator, Geometer's Sketchpad, Apangea, V-Math, NovaNET, and WebAchiever. The ISP projects were designed for math remediation and/or math acceleration, applied math to real-world scenarios (e.g., Geometer's Sketchpad), and offered credit recovery and dual credit.

As highlighted in Table D.7, the most common mathematics instructional activity planned by the ISP projects was the use of technology (52%). This included online tutorials, online applications, and the use of graphing calculators. Several projects included differentiated/individualized instruction (44%) where students work at their own level. Real-world applications and problems (e.g., applications to engineering) and collaborative activities (e.g., group activities, group projects) and were planned in over one-third of ISP math projects. Although these activities were reported most frequently across both ISP cycles, larger percentages of Cycle 2 projects planned to use the activities than Cycle 1 projects.

Table D.7: Mathematics Instructional Activities Planned by ISP Grantees

Mathematics Instructional Activity	ISP Cycle 1 Grantees (N=29)	ISP Cycle 2 Grantees (N=19)	All Grantees (N=48)
Technology	10 (35%)	15 (79%)	25 (52%)
Differentiated/individualized instruction	9 (31%)	12 (63%)	21 (44%)
Real world applications	8 (28%)	10 (53%)	18 (38%)
Collaborative activities (e.g., group projects)	9 (31%)	8 (42%)	17 (35%)
Hands-on activities	5 (17%)	8 (42%)	13 (27%)
Tutorial methods	2 (7%)	10 (53%)	12 (25%)
Test preparation	2 (7%)	9 (47%)	11 (23%)
Direct instruction	2 (7%)	8 (42%)	10 (21%)
Interdisciplinary curriculum	4 (14%)	6 (32%)	10 (21%)
Project-based learning	4 (14%)	4 (21%)	8 (17%)
Small group instruction	2 (7%)	2 (11%)	4 (8%)
Spiral curriculum	1 (3%)	2 (11%)	3 (6%)
Parent involvement	2 (7%)	1 (5%)	3 (6%)
Guided Instruction	2 (7%)	0 (0%)	2 (4%)
Learner-Centered Instructional Activities	2 (7%)	0 (0%)	2 (4%)
Math boot camp	0 (0%)	2 (11%)	2 (4%)
Math lab	2 (7%)	0 (0%)	2 (4%)
Enrichment	0 (0%)	1 (5%)	1 (2%)

Source: ISP Cycle 1 Grant Applications; ISP Cycle 2 Grant Applications

Like the instructional activities, the ISP grantees planned to incorporate a variety of assessment activities. The use of pre-post assessments was planned in seven Cycle 1 projects, some of which were online assessments. Seven Cycle 2 grantees intend to administer pre-post assessments while three ISP Cycle 2 grantees plan to use pre-assessments only. Both Cycle 1 and Cycle 2 grantees planned to use authentic, alternate assessments, as well as weekly quizzes/tests and projects (e.g., robot design). Diagnostic assessments at the beginning of their projects, progress monitoring, and student journals were also planned in the Cycle 1 projects. Other assessments proposed by Cycle 2 grantees include weekly TAKS checkpoints, providing verbal feedback on a daily basis, providing written feedback on a weekly basis, Sylvan skills assessments, PLATO online assessments, end-of-semester tests, and final artifact portfolios.

ISP ELA/Reading Projects

The ISP grantees planned to implement various ELA/reading programs. The programs included Accelerated Reading, Intensive Reading, Read 180, Junior Great Book (JGB), Strength Quest Model, Agile Minds, Advanced Placement English Composition, Ford PAS Entrepreneurial Curriculum, CSCOPE, Gold Seal Lessons, Accelerated Curriculum for Reading Series, Curriculum Framework, CSTEM ELA Curriculum, College Success Curriculum, RDI Book 1: Reading Skills and Strategies, RDI Book 2: Writing and Grammar Strategies, RDI Book 3: Strategies for English-Language Learners, Pasadena Plus, and Curriculum Associates. Several programs were computer based including Project BRIDGE, PLATO Writing Process and

Practice series, NovaNET, WebAchiever, FastForWord Literacy software, PLATO Reading Program, PLATO Advanced Writing Process and Practice, Measuring Up, Jarret Publishing, Supplemental Sleek Software, A+ Software, Study Island, Academy of Reading, Passport Reading Journeys, Achieve 3000, LevelSet, CSTEMbreak, Read Right components of Excellent Reading, and Graphic Organizer software. As with the math projects, the focus of the projects was on ELA/reading remediation and/or acceleration, applying ELA/reading to real-world applications (e.g., artifact development), and offering dual credit.

The most common ELA/reading instructional activity the ISP projects planned to use was differentiated/ individualized learning/instruction (54%), which allows students to work at their own level and focuses on problematic areas for students (e.g., grammar, syntax, writing mechanics). Several projects incorporated writing activities and projects (52%), with a focus on researching a topic, writing, and revising written work. Another common activity included the use of technology (42%). For Cycle 1 projects, writing projects and activities were the most frequently planned ELA/reading activity (66%) whereas in Cycle 2 projects it was the use of differentiated or individualized instruction (68%). More Cycle 2 projects also planned to use technology (63%) and test preparation (53%) as ELA/reading activities than Cycle 1 projects (28% and 10% respectively). Table D.8 illustrates ELA/reading instructional activities planned in the ISP projects.

Table D.8: ELA/Reading Instructional Activities Planned by ISP Grantees

ELA/Reading Instructional Activity	ISP Cycle 1 Grantees (N=29)	ISP Cycle 2 Grantees (N=19)	All Grantees (N=48)
Differentiated/individualized learning/instruction	13 (45%)	13 (68%)	26 (54%)
Writing activities and projects	19 (66%)	6 (32%)	25 (52%)
Technology	8 (28%)	12 (63%)	20 (42%)
Collaborative activities (e.g., group projects)	9 (31%)	6 (32%)	15 (31%)
Test preparation	3 (10%)	10 (53%)	13 (27%)
Interdisciplinary curriculum	5 (17%)	5 (26%)	10 (21%)
Real world applications	4 (14%)	4 (21%)	8 (17%)
Tutorial methods	0 (0%)	8 (42%)	8 (17%)
Hands-on activities	3 (10%)	4 (21%)	7 (15%)
Parent involvement/Family literacy	1 (3%)	6 (32%)	7 (15%)
Direct instruction	0 (0%)	6 (32%)	6 (13%)
Oral activities and projects	3 (10%)	2 (11%)	5 (10%)
Enrichment	1 (3%)	2 (11%)	3 (6%)
Small group instruction	0 (0%)	3 (16%)	3 (6%)
Experiential learning	0 (0%)	2 (11%)	2 (4%)
Project-based learning	0 (0%)	2 (11%)	2 (4%)
Reader's workshop	1 (3%)	1 (5%)	2 (4%)
Student leadership	0 (0%)	2 (11%)	2 (4%)
Spiral curriculum	0 (0%)	1 (5%)	1 (2%)
Writing camp	1 (3%)	0 (0%)	1 (2%)

Source: ISP Cycle 1 Grant Applications; ISP Cycle 2 Grant Applications

ISP grantees plan to incorporate a wide variety of ELA/reading assessment activities. The primary assessment activities planned by Cycle 1 grantees include authentic assessments (e.g., journals, reports, writing newspaper articles, writing and performing plays, writing resumes, etc.) and tests (e.g., pre-post assessments, TAKS, the PSAT, weekly quizzes, and quarterly/end-of-semester exams). Daily and/or weekly monitoring of student progress was planned in nine ISP Cycle 1 projects. Two ISP Cycle 1 grantees are planning personal literacy plans for their students. Five ISP Cycle 2 grantees plan to administer pre-post assessments, while three Cycle 2 grantees plan to use pre-implementation assessments. Other Cycle 2 assessment activities include authentic assessments (e.g., reports, writing plays), tracking technology use, weekly quizzes, formative assessments with Journeys, exhibiting artifacts (e.g., robot designs and essays), and development of an artifact portfolio.

ISP Science Projects

Only 22 of the 29 ISP Cycle 1 grantees and 13 of the 19 ISP Cycle 2 grantees planned to implement a science program since it was not a requirement for middle school programs. As with the math and ELA programs, the ISP grantees implemented a range of science programs. The programs included Advanced Placement Biology, Ford PAS Entrepreneurial Curriculum, CSCOPE, CSTEM Science Curriculum, CLEAR Curriculum, College Success Curriculum, Region Center Accelerated Curriculum, CPO Integrated Physics and Chemistry, STEM, Project BRIDGE, PLATO Secondary Science Curriculum, NovaNet, STARS Science, and New Century. Several programs were computer based such as PLATO Science Program, PLATO Science Solutions, PLATO Secondary Science, Pearson online study guides, Measuring Up to TAKS Strategies and Practice, Sci-Tek software, WebAchiever, Study Island, and A + Software. As with the math and ELA/reading programs, the focus of the programs was on science remediation and/or acceleration, and applying science to real-world applications (e.g., artifact development). In addition, these programs offered credit recovery and dual credit.

Almost two-thirds (63%) included hands-on activities in the form of laboratory experiments, investigations, outdoor explorations, and simulations. Hands-on activities were the most frequently planned science activity in both Cycle 1 and Cycle 2 projects. Customization of the science activities to individual student needs was found in 40% of projects. Technology activities (e.g., online lab activities, forensic investigation equipment) were also planned in 40% of science projects. Other planned activities included preparing students for the TAKS (37%) and 34% of ISP grantees planned real world applications (e.g., blood splatter analysis, fingerprint analysis). Table D.9 illustrates the science instructional activities planned for the ISP projects.

Table D.9: Science Instructional Activities Planned by ISP Grantees

Science Instructional Activity	ISP Cycle 1 Grantees (N=22)	ISP Cycle 2 Grantees (N=13)	All Grantees (N=35)
Hands-on activities (e.g. experiments)	12 (55%)	10 (77%)	22 (63%)
Technology	6 (27%)	8 (62%)	14 (40%)
Differentiated/individualized instruction	8 (36%)	6 (46%)	14 (40%)
Test preparation	5 (23%)	8 (62%)	13 (37%)
Real world applications	5 (23%)	7 (54%)	12 (34%)
Collaborative activities (e.g., group projects)	5 (23%)	5 (39%)	10 (29%)
Direct instruction	1 (5%)	5 (39%)	6 (17%)
Interdisciplinary curriculum	5 (23%)	1 (8%)	6 (17%)
Tutorial models	1 (5%)	4 (31%)	5 (14%)
Career exploration	4 (18%)	0 (0%)	4 (11%)
Project-based learning	1 (5%)	2 (15%)	3 (9%)
Science camps	3 (14%)	0 (0%)	3 (9%)
Small group instruction	2 (9%)	1 (8%)	3 (9%)
Spiral curriculum	2 (9%)	1 (8%)	3 (9%)
Parent Involvement	0 (0%)	2 (15%)	2 (6%)
Enrichment	0 (0%)	1 (8%)	1 (3%)
Experiential learning	0 (0%)	1 (8%)	1 (3%)
Service learning	0 (0%)	1 (8%)	1 (3%)
Student leadership	0 (0%)	1 (8%)	1 (3%)

Source: ISP Cycle 1 Grant Applications; ISP Cycle 2 Grant Applications

ISP grantees planned to incorporate a wide variety of science assessment activities, which mirrored those in the math programs. The use of pre-post assessments (including online assessments), weekly quizzes, and tests was part of over half of ISP Cycle 1 projects. Four ISP Cycle 2 grantees planned to administer pre-post-implementation assessments while two ISP Cycle 2 grantees planned to use pre-implementation assessments. Project reports, primarily in the form of laboratory reports, and monitoring student progress on a daily or weekly basis were common assessment activities for Cycle 1 projects. Other Cycle 2 assessment activities include tracking technology use, weekly quizzes, and development of an artifact portfolio.

Supplemental Activities

In addition to academic activities, ISP grantees were allowed to implement other supplemental activities and programs. These included optional activities for students, teacher professional development activities, parent involvement activities, and support services activities.

Optional Activities

All ISP grantees planned to implement supplemental optional activities for students. These included activities geared to improving academic achievement (e.g., remediation activities, peer tutoring), fostering student engagement, developing leadership skills, and increasing parent involvement. The ISP grantees also included activities specifically designed for the needs of middle and high school students. The activities designed for high school students included preparation for life after high school (e.g., career counseling, college preparation) and those for middle school students focused on the transition to high school. Table D.10 presents various types of activities planned by ISP grantees.

Table D.10: Other Optional Activities for Students Planned by ISP Grantees

Optional Activity	ISP Cycle 1 Grantees (N=29)	ISP Cycle 2 Grantees (N=19)	All Grantees (N=48)
Activities designed to encourage and increase parent involvement and participation.	23 (79%)	19 (100%)	42 (88%)
Activities designed to promote postsecondary planning and preparation.	24 (83%)	16 (84%)	40 (83%)
Individual and/or small group instruction and services, including academic and career counseling services to assist students in the development of personal graduation plans.	22 (76%)	14 (74%)	36 (75%)
Activities that seek to remediate and reinforce areas of identified academic deficiency in the core subject areas (math, science, English language arts).	19 (66%)	9 (47%)	28 (58%)
Activities that involve peer mentoring, tutoring, and/or assistance.	18 (62%)	9 (47%)	27 (56%)
Activities that seek to accelerate learning of knowledge and skills in the core subject areas (math, science, and English language arts).	19 (66%)	6 (32%)	25 (52%)
Activities that seek to promote effective academic and study skills to prepare students for high school success and completion and postsecondary readiness.	19 (66%)	6 (32%)	25 (52%)
Activities that seek to instill and reinforce school attachment and engagement.	20 (69%)	4 (21%)	24 (50%)
Other research-based activities and programs that are aligned with program goals.	8 (28%)	14 (74%)	22 (46%)
Activities that promote and provide instruction in student leadership development.	17 (59%)	4 (21%)	21 (44%)
Program design activities that include innovative and/or interdisciplinary approaches to program content delivery.	14 (48%)	6 (32%)	20 (42%)
Activities that seek to reinforce the social and emotional adaptive skills of middle school students as they transition to high school.	16 (55%)	1 (9%)	17 (35%)
Activities that support the close coordination between high schools and their feeder middle schools in the identification and selection of student participants and program design.	13 (45%)	3 (16%)	16 (33%)
Program activities that include the granting of credit toward the completion of district and/or state graduation requirements, or the accrual of elective credit required for graduation.	12 (41%)	4 (21%)	16 (33%)
Activities that incorporate experiential and/or service learning.	12 (41%)	3 (16%)	15 (31%)
Activities that incorporate work-based experience and learning.	10 (34%)	0 (0%)	10 (21%)

Source: ISP Cycle 1 Grant Applications; ISP Cycle 2 Grant Applications

Professional Development Activities for Teachers

Only one ISP Cycle 1 grantee did not include professional development for teachers. The teacher professional development activities were designed to explicitly match the ISP program that was implemented in the content area. Many Cycle 1 professional development activities included familiarization with the curriculum or program, instructional activities, and assessment activities. Several instructional professional development activities included the introduction and use of technology (e.g., computer program). Some ISP Cycle 1 grantees included professional development in lesson planning and writing instructional objectives.

Professional development activities were also included in all 19 ISP Cycle 2 project plans. As in Cycle 1, the teacher professional development activities were designed to explicitly match the ISP program that was implemented in the content area. Many of the ISP Cycle 2 grantees included professional development activities to familiarize the teachers with the curriculum, instructional activities, and assessment activities. Other professional development included a wide range of activities, such as refresher courses in math, science, ELA, and reading. Some ISP Cycle 2 grantees included professional development on the use of computer programs. Many professional development opportunities included workshops on a variety of topics such working with at-risk students, understanding different learning styles, implementing differentiated instruction and group instruction, college readiness standards, drop-out prevention, and integrating core content across other content (e.g., math and reading).

Parent Involvement Activities

Parent involvement activities were planned by all ISP Cycle 1 projects. The most common activities included an orientation to the ISP program/informational meeting and surveys of parent satisfaction with the ISP project. Several ISP Cycle 1 grantees included parent participation in activities, such as committees and field trips. College counseling was also offered by several Cycle 1 projects. This included the discussion of college applications and financial aid procedures. Another activity included academic progress meetings and workshops to assist students (e.g., how to assist with homework, writing resumes, etc) and strategies to help the students' transition to high school or college. In one ISP Cycle 1 project, parents discussed the individualized graduation plan for their child. Several ISP Cycle 1 grantees sent out weekly newsletters to parents to continuously communicate the ISP activities.

Parent involvement activities were planned by all 19 ISP Cycle 2 grantees. As in Cycle 1 projects, the parent involvement activities varied across the ISP Cycle 2 projects. Some Cycle 2 grantees included providing an orientation to the ISP program. Other Cycle 2 grantees included meetings with parents (e.g., parent-teacher conferences, "parent night" or open house) to discuss student academic performance. Another ISP Cycle 2 grantee included parent attendance at a culmination celebration. Several Cycle 2 grantees disseminated information about college and workforce preparation through activities such as college campus tours, "college night," college fairs, and career fairs. One ISP Cycle 2 project included a "School Scavenger Hunt" where the student and parent(s) learned about programs, places, and people. Other parent involvement activities included parents providing support to classroom teachers and getting involved with the students' homework through lessons for both the student and parent to complete. Some ISP Cycle 2 grantees asked parents to sign commitment contracts, and others had parents complete parent satisfaction surveys or participate in entrance and exit interviews.

Support Services Activities

Support service activities were planned in all 29 ISP Cycle 1 projects. College counseling was offered by most of the Cycle 1 projects, including assisting students with the completion of college applications, scheduling college visits, identification of financial aid possibilities, and financial aid application procedures. Career counseling was also offered to students. This included career planning and the administration of vocational assessments (e.g., Career Interest Inventory). Mentoring and tutoring services were offered by several Cycle 1 grantees. Some Cycle 1 projects offered transportation to the ISP site and home. Other services that were offered by several Cycle 1 grantees included social services, cafeteria services, and child care services for teen parents.

All but one ISP Cycle 2 project planned to implement support services. Counseling services were the most offered support service, whether for general counseling or specific counseling geared toward at-risk students or those who want career or college guidance. Another common support service was referrals to social services agencies as needed or upon request. Many ISP Cycle 2 grantees provided transportation and some provided childcare services for students and/or parents and health services. Some offered mentoring and tutoring, snacks, meals, and after-hours computer lab access.

Appendix E: Program Type

Program Type

2008: Cycle 1 Campuses in Their First Year of Implementation

The focus of the ISP program is on intensive academic instruction. High school programs were required to implement intensive instruction in mathematics, ELA/reading, and/or science. Middle school programs were required to implement intensive instruction in mathematics and ELA/reading. As a result, all Cycle 1 projects included academic instruction. Cycle 1 projects also offered credit recovery opportunities (i.e., earning credit for classes previously failed) to students. Of the 1,847 students who participated in summer 2008, 38% participated in credit recovery. Table E.1 presents the number of students who participated in each academic area as well as the number who earned credits through the credit recovery program.

Overall, the largest percentage of students participated in an ELA/reading course (41%). Middle school students participated in ELA/reading courses (43%) at higher rates than math (23%) and science (34%) courses. For high schools, student enrollment was highest in ELA/reading (42%), followed by math (30%), and science (25%). In schools that served middle school and high school students, math enrollment was highest (58%), followed by ELA/reading (27%) and science (15%). Finally, across all types of schools the fewest number of students were reported participating in credit recovery programs.

Table E.1: Students Participating in ISP Program Activities by Campus Type (N=1,847)

ISP Activities	Students in Middle Schools (n=671)	Students in High Schools (n=910)	Students in Schools Serving Both (n=226)	Total Students (n=1,807)
Credit Recovery	188 (10%)	364 (20%)	157 (9%)	709 (38%)
Academic Program				
Math	156 (23%)	275 (30%)	132 (58%)	563 (31%)
ELA/Reading	289 (43%)	382 (42%)	61 (27%)	732 (41%)
Science	226 (34%)	230 (25%)	33 (15%)	489 (27%)
Other (no specific academic area)	0 (0%)	23 (3%)	0 (0%)	23 (1%)

Source: ISP Cycle 1 Uploads of Student Data
Note: Academic program data were not available for 40 ISP students.

2009: Cycle 1 Campuses in Their Second Year of Implementation

In summer 2009, 85% of students attending Cycle 1 campuses in their second year of ISP program implementation received some academic instructional hours. Nearly all students attending schools serving multiple grade levels received instructional hours in math, ELA/reading, and science. At least 90% of students in middle schools received instructional hours in math (95%) and ELA/reading (90%), with a smaller percentage receiving instructional hours in science (48%). High schools had a lower percentage of students receiving instructional hours (73%).

Overall, 18% of students received credit recovery as part of their participation in the ISP program; 13% of students were high school students receiving math credit (121 students); and 15% of students received dual credit, with the majority of students at a high school campus and receiving dual credit in a subject other than math, ELA/reading, or science (213 students). No students received Advanced Placement credit as part of their participation in the ISP program. Table E.2 provides a summary of the number of students participating in different ISP program activities.

Table E.2: Students Participating in ISP Program Activities by Campus Type, Cycle 1 Campuses in Their Second Year of Implementation

ISP Activities	Students in Middle Schools (n=766)		Students in High Schools (n=916)		Students in Schools Serving Multiple Grade Levels (n=115)		Total Students (N=1797)	
Academic Program								
Math	724	95%	609	66%	111	97%	1444	80%
ELA/Reading	689	90%	491	54%	113	98%	1293	72%
Science	364	48%	332	36%	112	97%	808	45%
Other	0	0%	0	0%	0	0%	0	0%
Total Number of Students in an Academic Program	745	97%	672	73%	114	99%	1531	85%
Credit Recovery								
Math	16	2%	121	13%	2	2%	139	8%
ELA/Reading	5	1%	50	5%	4	3%	59	3%
Science	15	2%	77	8%	2	2%	94	5%
Other	26	3%	55	6%	0	0%	81	5%
Total Number of Students Receiving Credit Recovery	59	8%	265	29%	6	5%	330	18%
Dual Credit								
Math	0	0%	31	3%	0	0%	31	2%
ELA/Reading	0	0%	9	1%	0	0%	9	1%
Science	0	0%	0	0%	0	0%	0	0%
Other	14	2%	213	23%	6	5%	233	13%
Total Number of Students Receiving Dual Credit	14	2%	253	28%	6	5%	273	15%
Advanced Placement Credit	0	0%	0	0%	0	0%	0	0%

Source: 2010 ISP Cycle 2 Uploads of Student Data

2009: Cycle 1 Campuses in Their First Year of Implementation

In summer 2009, 90% of students attending Cycle 1 campuses in their first year of ISP program implementation received some academic instructional hours. All students attending middle schools and schools serving multiple grade levels received instructional hours in math and ELA/reading. Over three quarters of high school students participating in the ISP program received academic instructional hours, with 43% receiving hours in math, 31% receiving hours in ELA/reading, and 50% receiving hours in science.

Only students in participating high schools received credit recovery as part of their participation in the ISP program; 65% of these students received credit recovery, with similar distributions across subject areas. Only 3% of students received dual credit; all of these students were high school students receiving dual credit in a subject other than math, ELA/reading, or science.

No students received Advanced Placement credit as part of their participation in the ISP program. Table E.3 provides a summary of the students participating in various ISP activities.

Table E.3: Students Participating in ISP Program Activities by Campus Type, Cycle 1 Campuses in Their First Year of Implementation

ISP Activities	Students in Middle Schools (n=337)		Students in High Schools (n=560)		Students in Schools Serving Multiple Grade Levels (n=355)		Total Students (N=1252)	
Academic Program								
Math	337	100%	240	43%	355	100%	932	74%
ELA/Reading	337	100%	174	31%	355	100%	866	69%
Science	238	71%	278	50%	109	31%	625	50%
Other	0	0%	53	10%	0	0%	53	4%
Total Number of Students in an Academic Program	337	100%	436	78%	355	100%	1128	90%
Credit Recovery								
Math	0	0%	127	23%	0	0%	127	10%
ELA/Reading	0	0%	94	17%	0	0%	94	8%
Science	0	0%	129	23%	0	0%	129	10%
Other	0	0%	122	22%	0	0%	122	10%
Total Number of Students Receiving Credit Recovery	0	0%	364	65%	0	0%	364	29%
Dual Credit								
Math	0	0%	0	0%	0	0%	0	0%
ELA/Reading	0	0%	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%	0	0%
Other	0	0%	43	8%	0	0%	43	3%
Total Number of Students Receiving Dual Credit	0	0%	43	8%	0	0%	43	3%
Advanced Placement Credit	0	0%	0	0%	0	0%	0	0%

Source: 2010 ISP Year 2 Uploads of Student Data

2009: Cycle 2 Campuses

In summer 2009, 99% of students attending Cycle 2 campuses received some academic instructional hours. Most students were provided with instructional hours in math, ELA/reading, and science. Overall, the largest percentage of students participated in a math course (95%). Middle school students participated in math (100%) and ELA/reading (99%) courses at higher rates than science (86%) or other subjects (5%). For high schools, student enrollment was highest in math (91%), followed by science (87%), and ELA/reading (82%). In schools that served multiple grade levels, enrollment was approximately equal across math, ELA/reading, and science. Only 15% of students in these schools received instruction in other subjects.

Slightly over one half of students received credit recovery (53%) as part of their participation in the ISP program, with most of these students at the high school level. Students received credit recovery across all subject areas, with a slightly higher percentage of students receiving credit recovery in math (31%). Only 2% of students received dual credit; all of these students were high school students. The largest percentage received dual credit in a subject other than math, ELA/reading, or science. Six students at the high school level received Advanced Placement credit as part of their participation in the ISP program. Table E.4 provides a summary of the number of students participating in different ISP program activities.

Table E.4: Number of Students Participating in ISP Program Activities by Campus Type, Cycle 2 Campuses

ISP Activities	Students in Middle Schools (n=1083)		Students in High Schools (n=1383)		Students in Schools Serving Multiple Grade Levels (n=230)		Total Students (N=2696)	
Academic Program								
Math	1083	100%	1260	91%	216	94%	2560	95%
ELA/Reading	1071	99%	1136	82%	217	94%	2348	87%
Science	932	86%	1199	87%	216	94%	2348	87%
Other	51	5%	206	15%	35	15%	292	11%
Total Number of Students	1083	100%	1380	100%	217*	94%	2681	99%
Credit Recovery								
Math	384	35%	428	31%	19	8%	831	31%
ELA/Reading	343	32%	303	22%	16	7%	672	25%
Science	338	31%	273	20%	20	9%	631	23%
Other	71	7%	316	23%	27	12%	414	15%
Total Number of Students	459	42%	904	65%	70	30%	1433	53%
Dual Credit								
Math	0	0%	6	<1%	0	0%	6	<1%
ELA/Reading	0	0%	1	<1%	0	0%	1	0%
Science	0	0%	20	1%	0	0%	20	1%
Other	0	0%	42	3%	0	0%	42	2%
Total Number of Students	0	0%	65	5%	0	0%	65	2%
Advanced Placement Credit	0	0%	6	<1%	0	0%	6	<1%

Source: 2010 ISP Cycle 2 Uploads of Student Data

* Thirteen students from Del Valle ISD who were slated to participate in the ISP program were reported to have withdrawn from the program prior to its completion or to have never attended.

Appendix F: Academic Programs Used in ISP Projects

A+ Software
http://www.amered.com/index.php

Advanced Placement Statistics
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2151.html

Advanced Placement Biology
http://www.collegeboard.com/student/testing/ap/sub_bio.html

Agile Mind
http://www.agilemind.com/index_flash.html

AIMS Curriculum
http://www.aimsedu.org/

Apangea
www.apangea.com

College Success Curriculum
http://www.thecb.state.tx.us/CollegeReadiness/EarlyCollege.pdf

CPO Integrated Physics and Chemistry
http://ritter.tea.state.tx.us/curriculum/science/ipcfaq.html

CSCOPE
http://www.cscope.us/

CSTEM Math
http://www.Cstem.org

Curriculum Associates
http://www.curriculumassociates.com/

ESC 4 Closing the Distance
http://www.escweb.net/TX_ESC_04/catalog/session.aspx?referrer=../default.aspx&sessionId=422294

Ford PAS Entrepreneurial Curriculum
http://www.fordpas.org/about/default.asp

Geometer's Sketchpad
www.dynamicgeometry.com/

Gizmos
www.explorelearning.com/

Google Sketchup
www.sketchup.google.com

I Can Learn Math
http://www.icanlearn.com/

LEGO's Mindstorm Curriculum
http://www.lego.com/eng/education/mindstorms/default.asp

Mathematics Navigator
www.americaschoice.org/mathnavigator

Measuring Up: TAKS Strategies and Practice
http://www.peopleseducation.com/aboutus/testimonials/measuringup.php

NovaNET
http://www.pearsonschool.com/index.cfm?locator=PSZ15c&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=6732&PMDbCategoryId=805&PMDbProgramId=32510&level=4

Pasadena Plus
http://www.pasadenaisd.org/IF/Grade2/Spelling/timeline.htm

Pearson study guides and tests
http://perspective.pearsonaccess.com/perspective/appmanager/tx/family?_nfpb=true&_pageLabel=par_stguide_page

Photostory
www.texedex.com/build-it/photostory

PLATO Science Program
http://www.plato.com/Post-Secondary-Solutions/Adult-Education/PLATO-Life-Science.aspx

PLATO Science Solutions
http://support.plato.com/index.asp

PLATO Secondary Science
http://www.plato.com/Secondary-Solutions/Online-Learning/PLATO-Secondary-Intervention-Library/PLATO-Secondary-Intervention-Library-Science.aspx

PLATO Secondary Mathematics
http://www.plato.com/Secondary-Solutions/Summer-School.aspx

Region Center Accelerated Curriculum
http://www.esc4.net/docs/98-AC7-MathSample-SE.pdf

Rice University School Math Project (RUSMP)
http://rusmp.rice.edu/

Smart Board Technology
http://www.smarttech.com

Study Island
http://www.studyisland.com/

Supplemental Sleek Software
http://www.sleek.com/

TEKS Math
http://ritter.tea.state.tx.us/teks/111toc.htm

Texas State Technical College Math Curriculum: Developmental Math
http://www.harlingen.tstc.edu/devmath/index.aspx

Math By Design
http://mathbydesign.thinkport.org/default.aspx

V-Math
www.vmathlive.com/

Appendix G: Case Studies

Case Study Report – Grantee A (Rural)

Grantee A, an independent school district located in a rural community in Texas, implemented ISP Pilot programs in 2008 and 2009. The programs were initiated to improve high school TAKS scores and to provide a diverse population of students with positive college experiences. The 2009 program lasted 5 weeks and 4 days. Students attended from 8:15 A.M. to 4:15 P.M. During the program, students participated in two or more hours of math, two or more hours of science, and two hours of English/language arts. An hour of tutoring and/or enrichment activities was also included.

A two-day site visit took place during June 2009 and included interviews with key personnel and observations of summer program learning activities. Every effort was made to meet with as many people involved in the Intensive Summer Program (ISP) as possible during the visit. The site observer conducted interviews with the Grant Coordinator, the Institute of Higher Education (IHE) representative, the Principal of the alternative high school served by the grant, and the school district's Superintendent of Curriculum. The observer also conducted a focus group with four of the summer program teachers, one of whom was also the IHE Representative. In addition to interviews with key personnel, four learning activity sessions were observed.

Table G.1. Number of Interviews and Focus Groups by Grantee A Stakeholder Group

School/District Administrators	2
IHE Representative	1
Teachers/Professors	4
Activity Observations	4

Grantee A Characteristics

Table G.2 provides a summary of Grantee A, including geographic location, student enrollment, student characteristics, number of schools by type, as well as district accountability rating.

Table G.2. Summary of Grantee A's ISP Pilot Program

Geographic Location	Rural
Student Enrollment (Oct 2008)	
All students	3,555
Student Race/Ethnicity (%)	
African-American	2.6
Hispanic	77.9
White	18.7
Asian	0.6
Native American	0.2
Student Population (%)	
Economically Disadvantaged	69.1
Public Schools	
Elementary Schools	3
Middle Schools	1
High Schools	3
District Accountability Rating (2008)	Academically Acceptable
Academic Performance (%)	
Completion Rate* (2006–07)	98.9
Dropout Rate** (2006–07)	0.0

Source: Academic Excellence Indicator System, 2007–08

*Completion rates are the percentage of high school students graduating or continuing high school beyond their senior year.

**Dropout rates are calculated only for the 7th and 8th grade students.

Students served by the program differed in age, academic achievement levels and at risk status. The program served incoming 9th to exiting 12th graders who represented a wide range of academic achievement levels and goals. Some students were described as "high achievers" who enrolled in an attempt to upgrade their high school class rank and improve their chances of attending top colleges. Another group was said to have enrolled in the program after finding out that dual credit courses might gain them as many as 10 college credit hours. These students were described as "average" students whose parents were excited about their children's prospects of gaining college credits while still in high school. The final group of students had failed two or more parts of the TAKS assessment, and continued to hope for a college education. One 19 year old was representative of this group. He passed his high school courses but failed to graduate due to failing TAKS scores. Failure to graduate left him ineligible for regular college courses. He attended the alternative academy in preparation for retaking the TAKS, but preferred the summer program in the college setting.

> *"He wants to be in college! He's been calling and asking them how he can get in if he doesn't pass the TAKS."*
>
> Grant Coordinator

Some students had a family history of success in post-secondary education which likely made the idea of attending college familiar. In contrast, as many as 30% (as reported by the Principal) came from families with no history of college attendance. One teacher commented that at the district's 8th grade graduation ceremonies, as many as 25 proud parents and other family members celebrated the accomplishment of each student. For these families, an 8th grade graduation established a new high point in formal education achievement.

A lack of college history was not the only characteristic that put these students at risk for academic failure. The Grant Coordinator reported that as many as 70% of the students for the current year (2009) and 80% from the prior year (2008) fell into at least one at-risk category. In addition to the lack of college experience and TAKS failures mentioned earlier, some students lived in low socioeconomic (SES) households, had single parents, were pregnant or already parenting, or were older than typical students. Although interviewees acknowledged that some students were from average or even privileged home environments, all commented that the majority of students were at risk for high school failure.

Overview of Grantee A ISP Pilot Program

Program Goals

The grant application stated the following program goals for Grantee A:

- To increase TAKS math and science scores
- To increase overall pass rate on the exit level TAKS
- To reduce the number of students entering from the district who required remedial sequence in reading, writing, and math

- To increase the number of students entering STEM (science, technology, engineering and math) fields of study at the local college
- To lessen the length of time students spend in remedial sequence
- To give students who have not taken advantage of dual enrollment in grades 9 – 12 the opportunity to take college credit classes for which each student has a likely chance of passing and receiving credit
- To increase the number of students exiting high school with job readiness certifications from the college

Curriculum and Instruction Activities

To meet these goals, the summer program in Grantee A included the following courses:

- Integrated math and science
- English/language arts (ELA)
- Multimedia
- "Zero Hour" TAKS remediation/study skills

Integrated Math and Science

According to one of the math teachers, the main purpose of the summer program was to reveal math and science in real world situations. The Integrated Course accomplished that goal through a series of activities designed to facilitate high levels of engagement in math and science content using hands on activities. One series of lessons described by the IHE Representative centered on probability and odds.

Instructors introduced probability using concrete examples and then moved to more abstract concepts. To begin, students played games. They flipped a coin 100 times and predicted what would happen. The Professor asked them, "Who can flip a coin 100 times and just get heads? Well why can't you?" The first two days on probability, students played games and won prizes. Then, the instructors taught them the concepts of probability and students played "Deal or No Deal" on the computer. By playing games, learning basic concepts, and applying them to "real world" situations (in the form of additional games), students connected with the concept of probability. Next, students learned about "odds." The IHE Representative noted that the lesson went from concrete to abstract. Because they learned basic concepts and applied them with hands-on activities, the abstract ideas were more accessible.

To complement the lesson on probability and odds and strengthen students' TAKS skills, students completed TAKS items on probability (Objective 6) for all grade levels (8^{th}, 9^{th}, 10^{th}, 11^{th}, and 12^{th}) during morning quizzes. By starting with the 8^{th} grade items, students likely had success at the beginning of the process and reinforced concepts as they gained skills. All items were completed in four days. Students worked with partners or in small groups and competed for prizes (e.g., leaving five minutes early for lunch, breakfast tacos, or other small incentives). To ensure that all students in the group participated in solving the items, professors never told students which group member would be required to answer. All students had to be ready. Because TEA did not fund incentives, any small prizes won by students during morning quizzes were purchased by the Grant Coordinator and IHE Representative.

Instructors monitored performance throughout the activities and assessed understanding with quizzes. When two students provided different answers to a problem, they were required to explain their answers. All students benefited from the explanations.

ELA

The district implemented an ELA curriculum which included content from the "Strength Quest" and "Phi Theta Kappa Leadership Development Studies" programs. Students were guided through skill-building activities and writing assignments which focused on team building and leadership skills. In addition, students participated in multiple hands-on team building activities. One instructor noted that the program was geared to work on students' strengths instead of "hammering on their weaknesses."

> *"They only know how to write a test question for TAKS. That is a very specific formula and it doesn't work for anything else."*
>
> IHE Representative

The IHE Representative reported that one goal of the ELA class was to strengthen students' writing skills. This was based, in part, on the finding that local incoming college freshmen were unable to successfully write essays without the kind of specific prompt offered on TAKS writing questions. Lessons were included that provided instruction and practice in writing without prompts. Students planned, wrote, and edited five short essays based on leadership films. Instructors noted a wide range of writing skill levels. To support less accomplished writers, outlines were provided for some assignments. Essays were graded and participation points were also awarded.

> *"We see whether they're being positive and encouraging -- or saying to others, 'You're stupid'."*
>
> Teacher

In addition to writing activities, students completed the Myers Briggs temperament inventory, completed mind maps (e.g., Jahari window), and identified their unique traits with the True Colors personality identification system. Students completed journal entries about all activities. Participation points were awarded for being on task and for being positive and encouraging with classmates.

Multimedia

> *"The freedom of college translates into some behaviors that they wouldn't do at the high school."*
>
> Teacher

The Multimedia course provided students with instruction and practice in digital photography and video creation. Students began with projects using Adobe Photoshop, Flash, and Premiere. Activities were designed to be simple and provide opportunities for early student success. For example, students used digital cameras to capture images and then incorporated the images into mini Flash clips. As students gained experience, complexity of the assignments increased.

For final projects, students worked in small groups and designed videos that included several sequences. Students determined the type of video they created. For example, some completed commercials for real or imagined products and others produced game shows or public service announcements. They were responsible for scripting, storyboarding, and acting in the recorded sequences. To complete the projects, students integrated and edited their videos. At least one of the videos created by each team was placed on the program's website.

Instructors provided students with rubrics for all multimedia activities. Participants were assessed on how well they met project expectations. Teachers reported that expectations for student productions were high, and that students were assisted whenever necessary. The Multimedia instructor was joined by two lab assistants: a technical expert and an assistant who was described as "very nice" and who was credited with "helping the inhibited students bloom."

Zero Hour

During the "Zero Hour" course, all students worked to improve study skills. Students were grouped according to their TAKS status and class goals were assigned to benefit the needs of each specific group. Those students who had mastered their latest TAKS assessment worked in the computer lab to further improve study skills. Some students who needed TAKS remediation studied objectives in pairs and completed tests. Juniors and seniors, scheduled for TAKS in July, worked with a tutor to maximize TAKS preparation. In this group, the objectives were ordered based on student needs. They started with Objective 7, on which the group had the highest failure rate. Students spent two days on each objective and completed all ten.

Supplemental Activities

Professional Development Activities for Teachers

Professional development for teachers included formal training and team planning activities. Before the summer 2008 implementation, some instructors attended the University of Texas at Austin for a one-week training course on the Lego robotics engineering curriculum used in the summer program. No additional formal training was provided for the 2009 implementation. In addition, three of the summer program instructors did team professional development to improve the class activities and redesign the "Zero Hour" class (i.e., TAKS remediation and study skills course).

Teachers commented that professional development opportunities were routinely provided by the district, and that they sometimes attended additional sessions on their own. They agreed that all available professional development benefited them in the implementation of the ISP activities.

The instructors were satisfied with the training and professional development they received with one minor exception. The IHE Professors noted that an orientation or professional development session regarding working with high school students would have been useful before the first summer program. They noted that working with some of the younger high school students presented them with issues that were not typical of older college populations (e.g., writing on bathroom walls, increased need for supervision during independent activities). One Professor said she spent more time "rounding up students" than usual. Another noted that as a Professor who worked with college students, she rarely needed to redirect her students, and that the Teachers were more familiar with that necessity. All the instructors agreed that they had dealt with these issues successfully by counseling students on expectations for behavior on the college campus, and by increasing supervision during the first few weeks of class.

Professional Development Activities for Administrators

No formal professional development activities were provided for Administrators as part of the summer program. The District Administrator noted that work on the grant had been a collaborative effort that included conversations with all stakeholders on how best to meet the requirements of the grant.

Parent Involvement Activities

Parent involvement activities included an orientation at the beginning of the summer and a field day at the end of the program. During the orientation session, parents were told about the program and provided with the expectations regarding student participation. During the field day, students prepared and served a meal they had planned and delivered under a tight budget. In addition, parents saw the products of several student activities. These included robots and rockets, cell piñatas and posters created for a lesson on body systems, and videos made in the Multimedia class. Parents also participated in a "ropes" activity, and college staff explained and encouraged college readiness. The field day concluded with an awards ceremony based on the Strengths Quest program completed by students. The IHE Representative noted that everyone got a real award that spoke to their personalities. Teachers reported that parents were very proud of the work their children had completed and were interested in continuing the program.

Support Services Activities

Counseling services were also available to program participants. The IHE Representative noted that the Counselors, one of whom was the Grant Coordinator, were invaluable and made sure students got as much benefit out of the program as possible. One service they provided was contacting parents if students missed class. This helped insure consistent attendance and included parents in the process of supporting student success. In addition, three of the guest lecturers who taught in the Leadership Course were certified as counselors.

Other Activities

The ISP staff also invited the Federal TRIO educational outreach program to participate in the summer activities. TRIO includes six outreach programs (e.g., Talent Search, Upward Bound) designed to motivate and assist disadvantaged and first-generation college students. TRIO assisted in teaching students what it takes to get into college. In addition, the Talent Search program provided counselors who will assist students with enrollment tasks regardless of the college they select.

ISP Partners

The ISP in Grantee A would not have been possible without the cooperation of the district, the IHE, and the schools the grant served. All stakeholders noted the importance of close collaboration and a shared mission to serve the students. Each partner had a role in the successful implementation of the program.

The District Administrator stated that her primary responsibility for the grant was as coordinator with the college. She noted that in this and other grants, the college staff sometimes did not understand the strict rules and guidelines that high schools must follow with students. The administrator said she acted as an intermediary in day-to-day operations and monitored compliance regarding policies and procedures as set forth in the grant. The district also supported the grant by providing time for staff members to work on recruitment efforts before the program and during analyses of data at the completion of the summer session.

The IHE Representative in Grantee A had grant writing, teaching, and consulting roles in the summer program and was the primary grant writer for the project. She worked in conjunction with the district and school personnel, in particular the Principal, to plan and implement the intensive summer program and also taught in the integrated math and science classes. In between the first and second summers, she also acted as a math consultant for the program to disaggregate math scores and guide the redesign of the program.

The Grant Coordinator monitored and coordinated interactions between the high schools, district, and college faculty and staff and was also responsible for evaluations at the end of the project. In addition, she tracked and provided participation information for students to the district so that official transcripts could be provided. This ensured that students from non-partnering districts would receive dual credits earned during the summer program.

On a scale from 1 to 5, with 1 equal to "not very successful" and 5 equal to "very successful," both the IHE Representative and the Grant Coordinator enthusiastically rated the relationship between them as a 5. The Grant Coordinator stated that the IHE provided teachers, classrooms, office space, and a reduced rate on the "Accuplacer" tests. The IHE Representative noted that staff at the high schools and the college shared a vision for improving the academic success of students in the community, and that they worked very well together to reach that goal.

ISP Implementation

Selection of Participants

Students

The program had a target enrollment of 100 students each summer, and accepted all students who applied. Counselors recruited the majority of students. A few additional students were recruited by the partnering IHE when slots were still available after the first orientation session had been held. Twenty-five students who attended during the 2008 summer session returned for the program in 2009, putting the program above the target enrollment.

Teachers

Both high school teachers (Teachers) and college professors (Professors) participated in the program, and special consideration was given to credentials, teaching style, and personal characteristics. For example, the Grant Coordinator reported that Professors were selected based on two criteria: they needed to be certified to teach college credit courses in the relevant subject areas, and they needed to be suited to teaching high school students. The IHE Representative also noted the importance of careful selection of the instructors and commented that "hands on activities and high school students were not for everyone."

High school Teachers were also selected for their success in helping students with math and science. Content knowledge and a proven track record in successfully assisting students with tutorials in these areas were critical.

ISP staff said they needed all their instructors to be creative thinkers. One noted that this type of program required flexibility and the ability to think "outside the box." She explained the importance of teaching in new and interesting ways and noted that if

> *"If you have students who haven't mastered a TAKS skill, showing them the same thing over and over again isn't going to 'do' it."*
>
> IHE Representative

students failed to master TAKS during the regular school year, they required different instructional methods.

Barriers to Implementation

Timing, transportation, and curriculum development were noted as important components and possible barriers to program implementation. Timing issues included release of funds during the first summer session, recruitment efforts, and sharing resources at the college. For the 2008 summer program, TEA required that grantees wait until June 1st to begin spending money. Because the summer program in Grantee A began on June 2nd, the June 1st release date for funds hindered the timely and orderly implementation of the program during the first year. Stakeholders recommended that TEA allow expenditures as soon as districts received the Notice of Grant Award. Timing of recruitment was also noted as an activity that warranted improvement.

Even though the district exceeded recruitment goals, both the Principal and the Grant Coordinator noted that an earlier recruitment period would enhance participation. During the recruitment periods for both summer sessions, students received information on multiple competing programs (e.g., the Passport Program, Cougar Connections, TRIO (Upward Bound), etc.) The second issue pertaining to recruitment was the selection process. As noted earlier, all applicants for the summer program were accepted.

Another timing-related issue was the requirement to coordinate resources at the college. The IHE Representative noted that the college had multiple summer programs scheduled for the same time as the intensive summer program. Resources, including computer labs, had to be scheduled to accommodate all the programs.

> *"Amazingly, even though it's only a few miles away, they haven't seen it. They think it's out in the country. They also don't see themselves going to college."*
>
> IHE Representative

Transportation was another issue that was resolved successfully. The grant provided the funding, and the district provided the mechanism. Without collaboration, transportation would have been a great barrier. The IHE Representative noted that even though the campus is only a short distance away from the schools served by the grant, students were unaware of its proximity.

A final challenge listed under barriers by interviewees was the development of curriculum that successfully addressed the goals of the program. As noted earlier, a primary purpose of the grant was to deliver real world examples of math and science to students. The IHE Representative noted that this was a difficult task. The challenge had been to provide curriculum that engaged and benefited students, and allowed for assessment. This process required restructuring the integrated math and science courses after the first summer session. All ISP partners agreed that they had successfully resolved barriers to the implementation of the program in Grantee A.

Facilitators to Implementation

> *"It helps that we all work together and we meet pre, during, and post to work out issues. We have a real collaboration here."*
>
> IHE Representative

The excellent collaboration between high school and college staff was reported by every interviewee as an important component of the program's success. The IHE Representative noted that it had been critical to have the local high school, alternative high school, and the college staff involved because each brought a different perspective to the process.

Characteristics of the collaboration included a shared dedication to student success and a respect for the other collaborators. For example, the high school staff described the IHE Representative as very helpful and dedicated to the successful implementation of grants that help local students thrive. The District Contact complimented the high school staff's experience running summer school programs and success working with at risk students. The Grant Coordinator noted that the central office trusted the judgment of the grant personnel and supported the program without micromanagement.

Implementation Support

In addition to collaborating with the high schools and the college, the district supported the implementation of the grant in two ways. The district provided time for the Grant Coordinator and others to work on the grant activities before and after the summer program. As mentioned earlier, district personnel worked on recruitment before the grant and reviewed student data at the end of the summer. In addition, the district provided the transportation mechanism. That is, the district provided the busses and the grant funded the drivers and fuel.

Ways ISP Program Changed Since 2008

For the 2009 implementation, the program was rearranged to meet the needs of the students. Changes included both organization and content modifications. The IHE Representative noted that the biggest changes were in the math subject area. Additional changes were made in the Leadership Course (ELA content) and in group organization.

The IHE Representative reported that the math implementation changed 100%. Modifications included an increased level of integration for math and science activities, changes in the way high school course credits were awarded, and increased attention given a greater connection made between activities and classroom instruction and TAKS objectives.

In the 2008 program, science activities were completed and followed by a math session. The math and science objectives were taught separately. The IHE Representative and Grant Coordinator both noted their concern with the results, and changes were implemented to address the problem areas. In addition, during the 2008 program students receiving remediation in math were "pulled out" of activities. That is, they were removed from activities in order to work on math. These students complained that they were missing fun activities in which they wanted to participate. In response to these concerns, the grant was amended to allow for consulting services to evaluate and update the math content and implementation plan. Interviewees indicated that significant changes were introduced for the second summer session.

The major change in curriculum was in math and science content. For the second summer session, math and science content was integrated within each activity, and all activities were anchored to specific concepts. In addition, students were taught what the same concepts would look like in a typical classroom lesson and/or on a TAKS assessment.

> *"Now, the activities are tied back to the lesson. There is purpose to all the activities. We feel better about it."*
>
> Grant Coordinator

The high school course remediation plan was also changed. As mentioned earlier, students wanted to participate in all activities instead of being pulled out of class for tutoring. In response, the content necessary for remediation credit was incorporated into the regular science and math curriculum. All students who completed the program received the needed high school credits.

TAKS tutoring was also changed. In the 2008 implementation, this part of the program was scheduled at the end of the day and only students who needed remediation were required to stay. Students failed to stay consistently for this part of the program. In response, in 2009 a "Zero Hour" course was designed to meet TAKS tutoring needs as well as build math and science skills for the students who had already passed TAKS.

In the Leadership Course, there was a staff change as well as modification in how writing was taught. During the first year of the program, a writing instructor had been hired who failed to integrate writing functions with the Leadership Course themes. The instructor did not return for the second summer session, and the curriculum was enriched to meet the integration goal. Changes included writing a paper on leadership skills presented in class and completing the majority of the writing assignments in class. In addition, outlines and mind mapping skills were added to help students in the writing process.

The remaining changes related to group size and selection. In the 2008 implementation, students worked in groups of about 30 students. In 2009, group size was reduced by about half. In addition, students were allowed to self-select the groups in which they worked. The IHE Representative noted that when students selected their own groups, they were happier and worked better. She added that even though students self-selected their original groups, they still extended their network of friends because they did not always work with the same group.

Findings from Observations of Activities during Site Visits

During the site visit, two activities from the integrated math and science course and two activities from the Leadership Course were observed. The first math and science activity took place in the classroom. Students made ice cream in a plastic bag. The activity included measuring ingredients and putting them in a small plastic bag. This part of the activity included measurement and understanding the concept of volume. The small bags were then placed in a larger bag and surrounded with rock salt and ice. Students learned scientific concepts which included freezing point and chemical and physical phase changes. It was clear that students enjoyed the activity and those students who measured carefully and kept the rock salt out of the ice cream mixture were rewarded with a sweet treat.

The second math and science activity took the classroom outside. Equipped with safety glasses, students learned how physical and chemical forces propelled water bottle rockets. Students saw Newton's 3rd Law of Motion in action when they pumped air into plastic bottles partially filled with water. These bottle rockets use water and compressed air to propel the rocket upward. A second rocket design used a chemical reaction as a propulsion mechanism and "launched" corks out of water bottles. Baking soda and an acid (e.g., i.e. lemon juice, vinegar) were combined and the mixture created carbon dioxide which propelled the corks skyward with varying levels of success. Students enjoyed the activity and learned about physics in the process.

Both observed Leadership Course activities required that students work together to successfully complete the assigned task. In the first activity, students learned first-hand the value of communication to effective team work. A group of 5 or 6 students were asked to walk in tandem while standing on planks of wood. Students' left foot was on one plank and their right foot was on the other plank. The planks were attached to ropes which students held taught to keep them just below their feet. Working as a team, students were instructed to first lift the right plank and move it forward, and then lift the left plank and do the same. Two groups competed to see which could "walk" around a tree and back to the starting point first. They were told that on the way to the tree, they could not speak to each other. On the way back to the starting point, now the finish line, students communicated freely, greatly improving their mobility. The students learned the lesson that effective communication greatly improved team work.

In the second observed activity from the Leadership Course, students again worked in small groups to solve a problem. The goal of the activity was to save "Humpty-Dumpty" (i.e., a raw egg) from a great fall. Each group was given $215 in play money with which they bid for materials (e.g., paper towels, rubber bands, an empty cereal box, plastic bags, etc.) to protect the egg during a fall from an outside ledge to the concrete walkway below. Students worked as a team to design and implement safeguards. Some eggs were saved; some served as evidence that teamwork gone awry can have negative results. All the students seemed to enjoy thoroughly these engaging activities.

Perceived Effects of ISP Program Activities on Participating Students

During the site visit interviews, the grant coordinator, IHE representative, teachers, and administrators discussed their perceptions of the effects of program activities on students. They were asked to address the ways, if any, that the ISP program affected:

- Course completion rates
- Promotion rates
- Attendance improvement
- Improved behavior (e.g., fewer suspensions)
- Dropout rates/Graduation rates
- College readiness
- SAT/ACT scores
- Interest in school
- Interest in subject matter (e.g., math, science, English language arts/reading)
- Desire to attend college

Each of these outcomes is discussed below.

Course Completion Rates

Students completed high school and college courses during the summer program. High school students who scored at least 60% in the high school math or science course were eligible for credit recovery with successful completion of summer courses. The certified math and science teachers in the program determined whether students received credits. The Grant Coordinator reported that all but two students who attempted remediation earned credit and noted that most students passed all three college courses.

Promotion Rates

The Principal noted that it was difficult to prove the direct effect of the summer program on promotion rates. However, she and the Program Coordinator felt that the program influenced students' promotion to the next grade and/or high school completion. The Grant Coordinator explained that retained students who started the program in August and completed remediation work were often able to advance to the next grade. The Principal said that encouragement to complete high school was an important element of the summer program.

Attendance Improvement

Interviewees described attendance during the summer 2009 program as better than during the 2008 implementation. The Grant Coordinator and Principal were hopeful that the improved attendance would continue the following school year. One reason proposed for the improved attendance was the excitement generated by the opportunity provided by the program. Another reason listed was the possibility that students had realized the possibility and importance of completing school work.

Improved Behavior

Behavior issues were not a major concern for students attending the ISP in this district. During the first year of the program, there were no behavior issues. In fact, the IHE Representative described the participating students as "respectful and grown up kids." In 2009, the only behavior issues noted (i.e., writing on bathroom walls, additional requirement for supervision) were attributed to the young age of the 9th grade students. As mentioned earlier, all issues were resolved.

Dropout Rates/Graduation Rates

Interviewees stated that dropout and graduation rates were positively affected by program participation. They noted that students in the ISP gained the experience of being on the college campus and having success. In addition, students learned of opportunities available for future college attendance. The District Contact attributed the success of the students in the program to the warm and friendly environment that students experienced in the program and noted that instructors in the program built relationships with students and provided higher levels of individual care than typical of public schools. That they did so on a college campus provided students with a unique opportunity for success. The Principal also noted the importance of having the program on the college campus and said that being on the college campus and receiving college credits ignited enthusiasm and helped students see that there was something beyond high school.

> *"I think when they come to these types of programs they see that there's something more than working at a menial job. They see different options for their future."*
>
> Principal

The IHE Representative stated that even if the program did not improve the dropout rate, it would positively affect the "drop in" rate. She explained that students who failed to graduate and had not mastered TAKS or earned a GED, stayed in a zero enrollment state for one year. During that time the unenrolled students were not eligible for Pell grants or financial aid which reduced their prospects for additional education. The IHE Representative stated that due to the "ability to benefit" clause, the college provided an alternative assessment that made the students eligible for financial aid to pursue courses geared toward vocation (e.g., cosmetology). The students who attended the summer program for remediation benefited in two ways. First, they were informed of the vocational education opportunities available to them. In addition, because the college also implemented the GED program, assistance for students who pursued this alternate route was readily available.

College Readiness

The Grant Coordinator and IHE Representative enthusiastically agreed that participation in the summer program improved students' college readiness. The improvement was attributed to assistance with assessment tests and dual credit courses. By design, the program assisted students in improving TAKS scores when necessary and provided enrichment in math and science for all students. Enhanced performance in these areas would likely improve scores on SAT/ACT areas and increase college readiness.

Dual credit courses also increased college readiness. The IHE Representative noted that several of the freshmen received dual credit in English, history, government, language arts, and even in chemistry. In addition, 27 students returned the second summer for additional dual credit courses. The grant paid for books and the college waived tuition for dual credit students.

Interest in School

The Grant Coordinator and the IHE Representative stated that participation in the summer program increased students' interest in school. The Grant Coordinator, also a School Counselor, stated that after being in the program, students from her school were "changed." They were more interested in passing TAKS and they gained an interest in attending college. This represented a big change from how students felt before attending the program.

Interest in Subject Matter

All Interviewees perceived an increased interest in school subjects. The IHE Representative identified one mechanism that accounted for the change. She noted that students had identified areas of interest to which the subject matter related. That is, they found that math and science were related to subjects or professions they cared about. For example, students who were interested in nursing learned that math represented a critical skill for that profession.

> *"I think they might respect the subject matter more. We had the nursing program come in and they talked about how important math is. It applies. They are learning real world examples."*
>
> IHE Representative

The Grant Coordinator added that the increased interest was generated due to the fun format used for math and science. The District Contact seemed to concur when and noted that the district was moving toward "inquiry based learning" in all classrooms.

Desire to Attend College

The IHE Representative stated that the program generated a lot of student interest in attending college and studying subjects of interest including programs from the workforce program. The ISP summer program is partnered with the Business Technology Program at the college. The college credit received for some of the classes completed may be counted toward an Applied Associates Degree. After that, students may take five additional courses and move on to the University. In fact, seven students who attended the summer program returned for night classes to complete Web Master's certificates.

Perceived Effects of ISP Program Activities on Participating Teachers

During the site visit interviews, the grant coordinator, IHE representative, teachers, and administrators discussed their perceptions of the effects of program activities on participating teachers. They were asked to address the ways, if any, that the ISP program affected teacher (1) content knowledge, (2) relationships with students, (3) sense that they can make a difference in their students' learning, and (4) broader beliefs about teaching.

Teacher Content Knowledge

Teachers and Administrators, alike, reported that participation in the summer program increased teacher content knowledge – even for the well trained and knowledgeable staff in this district. One ELA Teacher noted that the students in the program forced her to "drill deep" into the content and make sure to know it. One math and science Teacher noted that as she pushed her students, she also pushed herself. The Principal reported that even her teachers who typically used hands-on activities had increased the use of engaging teaching tools. In addition, the Principal noted that the methods and strategies used in the summer program enhanced teachers' abilities to transfer the content information they had to the students. The District Contact stated that having the college and public school faculty working together made a difference and said, "The teachers we've picked are already well trained, but they will likely learn more."

Teacher Relationships with Students

> *"When they tell you that this is the first class in which someone has cared about them and isn't just in it for the paycheck, it changes you."*
>
> Professor

Both high school and college instructors were chosen, in part, because of the good relationships they established with students. Even so, the Professors noted transformations in their thinking. One described a new understanding of the challenges district students faced and subsequent changes in the ways she interacted with students. The Professor said she became more compassionate and student centered in part because the high school students were more open about their challenges than her typical college students. The Principal complimented all the instructors on building rapport with the students.

Teachers' Sense That They Can Make a Difference in Their Students' Learning

As described earlier, activities implemented in the summer program were high interest presentations, manipulatives, and hands on learning tasks that kept students highly engaged. The Principal said that the more active and involved the students were, the more they learned. She said the instructors could tell they made a difference in their students learning. The IHE Representative said instructors were both exhausted and energized by the program, and saw that they had made a difference in students' lives.

The Grant Coordinator reported that instructors knew the summer program had made a difference for students and wanted to continue to do more to assist the underserved students of the district. They worked together and developed a new grant for an early college high school for the district. Although the grant was not approved, the instructors found another way to contribute. They are now working more closely with the Alternative high school to provide ongoing support. They are providing dual credit courses for the Alternative High School, and even recruiting other Professors to teach new course offerings (e.g., Spanish).

Teachers' Broader Beliefs about Teaching

The Grant Coordinator and IHE Representative doubted that the summer program made major changes in the instructor's broader beliefs about teaching. They thought, instead, that instructors had likely been affirmed for existing beliefs regarding the importance of good relationships and inquiry learning.

Other Perceived Effects on Teachers

In addition to honing teaching skills and learning more about the students in their districts, instructors were influenced by the relationships formed during the summer program. The District Contact noted that due to the program, a new understanding between the high schools and college was forged. The college staff learned to a greater extent that the high schools were dedicated to preparing students for higher education, and the high schools made contacts with college faculty who shared a vision of helping students succeed.

Encouraged by the success of the 2008 implementation of the intensive summer program, a local charter school applied for and received an additional ISP grant for the junior high school. One Teacher noted that it was unusual for a public school and charter school to work together. The ISP strengthened relationships among educators in the district and improved the opportunities for local students.

Other Perceived Effects of ISP Program Activities

Students

> *"I think our science teachers have gotten better at math and the math teachers have gotten better at science! The collaboration is really working."*
>
> IHE Representative

When asked about other perceived effects of the program on students, both the IHE Representative and Principal noted new peer relationships. The IHE Representative noted that at the beginning of the summer, students labeled each other by group affiliation (e.g., she's a "school girl; he's a "*whatever*"). After students participated in the leadership activities, they started to see each other's strengths and talents; they saw beyond the "façade." The Principal also noted that the program helped students mature in their relationships and said it created a unity with their peers who attended the program. She noted that this happened during both summer sessions. One student, who came from an advantaged family and was academically gifted, experienced this impact. During the program, the student got to know classmates from struggling families. The student told the Principal that she had been surprised by her new friends, and that she had learned that people were all the same. During the program this student developed a better understanding and greater compassion for people from different backgrounds than her own.

Administrators

Administrators were also influenced by the ISP. The District Contact noted that this program helped Administrators understand the importance of helping students take more college courses. As a result, new support for early college initiatives was built. The IHE Representative said the program helped campus administrators understand that dual credit offerings include more than academic courses. As a result, a welding course offered through the Workforce Program was included. Consequently, some students in the program will have a welder's certificate at graduation. The IHE Representative commented that welders start out at $50 an hour! She added that accepting and supporting the vocational route for students represents a real shift for administrators.

Parents

There were mixed opinions about the effects of the program on parents. The IHE Representative felt this was the least successful outreach and noted that parents came for registration day and for a parent resource day, but saw few other outcomes. The representative attributed the lack of involvement to a lack of time. In contrast, the Principal described an unusually high turnout of parents at the end of the 2008 summer session and added that the parents of 2009 participants were also very supportive. The Principal added that parents of students who were traditionally underrepresented in college were also affected. Their children were taking workforce courses that would lead to certificates or Associate's degrees. These parents were pleased about the possibilities. In addition, some of the gifted students passed the Accuplacer assessment during the first year of the program and returned in 2009 to take academic college credit courses. The Grant Coordinator added that one such student was on track to earn almost 60 hours of college credit by graduation. Parents of these students were also very happy about the possibilities.

Sustainability of ISP Program Activities beyond Grant Award Period

> *"We're already not replacing teachers who leave. I don't see how we could keep the program without the funding."*
>
> District Contact

When asked about the sustainability of the program beyond the grant award period, every participant reported a desire to continue the program. The barrier to sustainability was finances. The Principal noted that Grantee A was no different than the rest of the nation – they struggled to find funding for programs like this one. Even though the program was well worth the cost, it would not continue at the same level without the extra funding. The District Contact added that the recent legislative session might leave the district with even fewer funds and stated that without the funds, the district would be in no position to do the program.

Case Study Report – Grantee B (Suburban)

Grantee B, an independent school district located in a suburban community in Texas, implemented two separate ISP Pilot programs. The high school program was implemented in 2008 and 2009 to assist incoming 9th graders with the transition from middle school. Additional goals included improving TAKS scores and providing dual credit courses for high achieving students. The 2009 high school program lasted five weeks. The program was held Monday through Thursday from 8:00 A.M. to 12:30 P.M. with a half hour for lunch. The middle school program was also conducted during 2008 and 2009. The program was implemented to increase student interest, improve assessment scores, and reinforce thinking and communication skills. The 2009 middle school summer program lasted five weeks. Students attended Monday through Thursday from 8:30 A.M. to 3:30 P.M. with a half hour for lunch.

A two-day site visit took place during June 2009 at Grantee B. The site visit included interviews with key personnel and observations of summer program learning activities at both the high school and middle school programs. Every effort was made to meet with as many people involved in the Intensive Summer Program (ISP) as possible during the visit. At the high school implementation, the site observer conducted interviews with the Grant Coordinator and two Counselors at the high school served by the grant. The observer also conducted two focus groups with eight of the summer program teachers. In addition to interviews with key personnel, one learning activity session was observed. At the middle school, the site observer conducted interviews with the Grant Coordinators and the program Counselor. In addition, two learning activity sessions were observed. Teachers from the middle school were not available during the site visit due to teaching schedules. A contact from Grantee B was also invited to provide input regarding the implementation of the ISP, but was not available during the site visit or before the report was completed.

Table G.3. Number of Interviews and Focus Groups by Grantee B Stakeholder Group

	HS	MS
ISP Grant Coordinator	1	2
School/District Administrators	2	1
IHE Representative	0	0
Teachers	8	0
Activity Observations	1	2

Grantee B Characteristics

Table G.4 provides a summary of Grantee B, including geographic location, student enrollment, student characteristics, number of schools by type, as well as district accountability rating.

Table G.4. Summary of Grantee B Characteristics

Geographic Location	Suburban
Student Enrollment (2008)	
All students	25,075
Student Race/Ethnicity (%)	
African-American	0.1
Hispanic	99.5
White	0.3
Asian	0.1
Native American	0
Student Population (%)	
Economically Disadvantaged	96.0
Public Schools	
Multi-Grade	1
Elementary Schools	19
Middle Schools	5
High Schools	4
Title I Schools	
District Accountability Rating (2008)	Academically Acceptable
Academic Performance	
Completion Rate* (2006–07)	79.2
Dropout Rate** (2006–07)	0.3

Source: Academic Excellence Indicator System, 2007–08
*Completion rates reflect the percentage of high school students graduating or continuing high school beyond their senior year.
**Dropout rates are calculated only for the 7th and 8th grade students.

Although district characteristics were shared by both ISP implementations, each program was unique in purpose and implementation. To provide clear descriptions of the two programs, information will be provided by program. Information for the high school implementation will be provided first and followed by information on the middle school program.

Grantee B High School Program

Students served by the high school program were incoming 9th graders who had passed their last TAKS assessment. Students were described as at risk for academic failure due to low SES status and low English language proficiency. A Counselor reported that English was the second language for 100% of the students served by the grant. The majority of students who participated received instruction in English during the regular school year. Seven students had participated in bilingual programs while attending middle school.

Overview of Grantee B ISP Pilot Program

Program Goals

The grant application stated the following goals for the high school program:

- Decrease the annual dropout rate for the campus
- Improve the Texas Success Initiative (TSI) – Higher Education Readiness Component for English language arts
- Improve the Texas Success Initiative (TSI) – Higher Education Readiness Component for mathematics
- Decrease by 25% the failure rate of 9^{th} grade students enrolled in an English, Algebra and Biology class
- Improve TAKS results for ELL population in all subject areas.
- Improve TELPAS results for 9th grade ELL population

Curriculum and Instruction Activities

To meet these goals, the high school summer program in Grantee B included the following courses and enrichment activities:

- Math (Algebra Readiness)
- ELA (American Reading Program, Scholastic Read 180, or Reading I)
- Counseling and Character Education Activities

Math

> *"It's all hands on -- measurement, graphing, and real-world problems. It's been very exciting for me. We are linking what they are learning with why they would want to learn it."*
>
> Teacher

The math curriculum for the Grantee B high school program was described by teachers as a hands-on program designed to prepare students for high school Algebra. The Grant Coordinator reported that the curriculum was designed by district master teachers for the 2008 ISP implementation and modified for 2009 to include additional hands on activities. For example, teachers were instructed to provide students with learning activities they had not experienced during the regular school year. The goal was to engage students in fun activities that would improve math skills and attitudes about the subject area. Two math activities were described that met this goal. In one, students participated in an experiment with Tootsie Pops to determine the average number of licks it took to get to the chocolate center. Students provided data points by counting the number of licks it took for them to reach the chocolate. They also calculated group and class means and graphed results. A second math activity included measuring and comparing height versus arm span. In this lesson, students were introduced to scatter plots, line plots, and the first equation: y = x. A teacher noted that this lesson was the beginning of their algebra education. Teachers reported that they monitored students' progress throughout activities. Graphs were also reviewed. In addition, students were asked to think about the activities in a scientific way. They made predictions, observed, analyzed graphs, and discovered trends. These higher order considerations provided practice using steps of the scientific method. Teachers reported that students enjoyed the active learning opportunities provided by these and other hands on activities.

ELA

> *"In order for them to get their ideas out in paper, I'm having them do the rough draft in Spanish. Next week, they'll concentrate on translating it into English."*
>
> Teacher

All participating students were also placed in one of three English language arts (ELA) classes. One course used the *American Reading Program* curriculum. This course was designed for English language learners (ELLs), and had been used successfully in a non-ISP 2008 summer program. In 2009 that program was merged into the ISP program to address language improvement needs. A second ELA course used the *Read 180* curriculum. This intervention was for mid-level students and was used during the 2008 and 2009 summer ISP programs. The Grant Coordinator reported that it was chosen to help improve reading skills. The third ELA course, Reading I, was developed in house for more advanced readers. Each program included activities and assessments.

> *"We ask for feedback from them. It layers on to what they learned earlier in the comprehension rotation."*
>
> Teacher

Group 1: American Reading Program. As mentioned earlier, students who utilized the American Reading Program were English language learners. At the beginning of the summer program students were assessed (i.e., leveled). The teacher reported that most of the students in the group scored below the lowest level offered in the curriculum. To adjust the curriculum to the students' abilities, the "100 Book Challenge" portion of the curriculum was dropped. The course was adjusted to enhance and reinforce reading skills. Stories were introduced in English and Spanish. Students listened as the teacher read the one-page stories in English. This was followed by class discussion. The curriculum included questions for each story and the teacher added graphic organizers. After students had heard, read, and discussed the story, the teacher provided the Spanish version. To enhance writing skills, students completed an original story with a colonial theme. The teacher reported that students completed a rough draft in Spanish and then a final version in English. Completed stories included pictures and a vocabulary page in Spanish and English. Stories were typed into Microsoft Word, printed, and then added to preprinted booklets that came with the reading program. As part of the course all students read at least one book.

Group 2: Read 180. The Read 180 curriculum provided computer based instruction in reading, comprehension, vocabulary, and writing for students with average reading skills. The teacher reported that students worked at each of three stations for about 25 minutes. At the first station, students read, answered questions, recorded words, and worked on spelling and word recognition as they interacted with a video. They also worked on pronunciation and reading skills. At the second station, students listened to a recording of an accomplished reader. The reader asked them questions to help them learn comprehension skills. The final rotation provided students with an opportunity to reflect on what they learned in the previous rotations. Using a workbook called the "R" skills book, students read, wrote, and reacted to what they learned earlier. Teachers reported that the Read 180 curriculum included pre- and post-tests and also provided students with ongoing feedback.

Group 3: Reading I. The final group of students read high interest stories and worked on writing elements (e.g., plot, foreshadowing, irony, feedback, etc.). Students began by reading two stories by Ray Bradbury: *The Veldt* and *There Will Come Soft Rain*. They focused on themes in these stories, did serial reading, and discussed what had been read. Teachers reviewed student notes to monitor progress. For *The Veldt*, students used computers and created a front page newspaper based on the story. Each front page included four separate articles. Some students wrote about the incidents that took place in the story. They also talked about technology and background information. Next, students read *And Then There Were None* by Agatha Christie. The teacher reported that students discussed the background subjects as a group. For example, they learned about nursery rhymes. Students also read the novel as a group and completed many hands-on assessments. At the end of the summer, students created their own murder mystery game that was played with the cooperation of summer program teachers.

Science themes were incorporated in the other courses. For example, in the Read 180 class students covered a unit on epidemics. The Grant Coordinator noted that this represented a "real world" example as the area had recently experienced exposure to the N1H1 virus. A reading teacher also noted the workshop on "Killer Plagues," and reported that a second unit, the "Brain Exposed," represented another science topic covered in an ELA course. A topic on osmosis also included math.

> *"They complete a project on osmosis – that includes science and math."*
>
> Teacher

Counseling and Character Education

The final component of the Grantee B high school program included counseling and character education. This class was held during the first hour of each day. Counselors reported that activities helped prepare students for success by instructing them on policies and opportunities available at the high school. During the course, students learned about attendance policies and requirements for graduation. In addition, they went to orientation sessions with several high school organizations (e.g., Band ROTC,

> *"One student told them, 'I remember when I was in your shoes.' The peer to peer discussions have been very good."*
>
> Teacher

Health Magnate program, Agriculture program, Sports teams, National Honor Society, etc.)., Former students participated in this class and acted as mentors for the incoming 9th graders. Counselors reported that recruitment for school organizations was facilitated by these summer introductions. They saw this as positive since students who were engaged in school activities typically had greater levels of high school success.

Supplemental Activities

Professional Development Activities for Teachers

> *"We want to grow to help the students get more out of it. We are reading teachers covering history and science topics. We would like to be more proficient at it."*
>
> Teacher

Planning sessions were held for all summer staff before the 2009 program. However, formal training was not provided as part of the ISP grant. Counselors reported attending planning sessions with other school staff on how to present the information. The content was the same as that provided during the regular school year. One counselor noted that instead of "one big orientation, they had several sessions during the summer." Two math teachers reported they worked together for about one week to discuss and enrich the program. The reading teachers also held planning sessions prior to the 2009 implementation, and one teacher noted that she had received training in the Read 180 curriculum prior to her involvement with the ISP program. The teachers were mostly satisfied with the professional development they received. The reading teachers did recommend, however, that they would benefit from additional training on how to better teach specific topic areas. For example, one said that if they were going to teach history and science, they should have received training on how to do it effectively.

Parent Involvement Activities

> *"We're also planning on having the attendance clerk come to our next parent session. It's good because it will be in a small group -- 50 parents instead of 500."*
>
> Counselor

Counselors were involved in multiple parent activities. Three evening sessions were held with topics chosen to assist parents with important issues. For example, in the first session counselors provided information on high school credits and requirements for graduation. Other topics included career pathways and school organizations. Weekly meetings were also conducted just prior to the close of summer classes. This facilitated attendance as parents came to the meeting and then picked up their child. Coffee and "healthy" refreshments were provided. During these sessions, counselors educated parents regarding local "social problems." For example, the South Texas Council on Alcohol and Drug Abuse (STACADDA) presented information on drug use intervention. Another program focused on dating violence. By informing parents about school and social concerns, ISP staff hoped to prepare them to assist their children and improve school success.

Other Activities

Field trips provided students with new experiences and provided fun learning opportunities. They also acted as an incentive for good attendance. During one field trip, students visited the local community college. This was the first time on a college campus for most of the students. Students also attended two local universities, King Ranch, and SeaWorld. The field trips provided opportunities to integrate math and science with high interest experiences. For example, prior to the field trip to SeaWorld, students calculated gas mileage. A Counselor also noted that students were required to attend the program throughout the week in order to attend the field trips. One teacher said that students wanted to go on the field trips, so they came to class during the week.

ISP Partners

Partners with primary responsibilities during the ISP at the high school in Grantee B included the Grant Coordinator, the IHE Representative, two high school Counselors, the teachers, and student mentors from the institute of higher education. The IHE Representative reported during a January 2009 interview that his primary role had been to assist with the initial grant application and then to coordinate with different department on campus to provide whatever resources were needed for the program. For example, the IHE Representative arranged a campus tour and provided student mentors. During the tour, students received a general orientation to the college and were provided with information regarding the application process. In addition, the college provided some of the summer staff who helped in classrooms as mentors and also helped with logistics. The Grant Coordinator was responsible for coordinating and supervising all day to day activities of the project. The primary role of the Counselors was to provide motivation and support for participating students. In addition, they supported parents by providing information about high school and community concerns. The teachers provided motivation and classroom instruction. Student mentors assisted in the classrooms and also contacted parents when necessary. As mentioned earlier, student assistants contacted parents to organize field trips and called home when students were absent.

ISP Implementation

Selection of participants

Students

Students who participated in the ISP in Grantee B were selected based on grade level, TAKS status, and additional risk factors. As in the 2008 implementation, only incoming 9th graders were served. In contrast to the prior year, students in the 2009 program were required to have passed

> *"This year we are focusing on the bubble kids and the LEP students who were exempt from TAKS."*
>
> Teacher

their previous TAKS assessment. Students who had not passed TAKS attended a remediation program at the middle schools. Students described as "bubble" students (i.e., those who scored just over a passing grade) were given first priority for participation. ELL students, who were exempt from the TAKS assessment, also participated. The final group of students selected was described as academically advanced. They were selected to participate based on non-academic risk factors (e.g., lack of parent involvement, risky behavior, difficult home environments, etc.).

Teachers

Teachers and additional staff were selected for participation based on interest and previous experience with specific instructional programs. The Grant Coordinator held a meeting to recruit teachers and noted that for the most part, those who attended were hired. Teachers were also selected based on experience. For example, during the 2008 program, two teachers used the Read 180 curriculum. Both were selected to teach again in 2009. Another teacher taught in a different summer program during 2008 which used the American Reading program. When that summer program was rolled into the 2009 ISP implementation, she was invited to participate. A fourth teacher, who planned the curriculum for a group of advanced students served by the grant, was later invited to teach. In addition to the teachers, one Teacher's Aid was hired. The Grant Coordinator reported that the applicant who was selected for the position contacted her and expressed her interest in participating in the summer program.

Barriers to Implementation

Funding issues, competition for summer program participants, and late materials were listed as barriers to implementation. Teachers noted that during the 2008 summer program afternoon classes were provided in which students received high school credits. During the 2009 program, funding was not available to hire the teachers needed for these additional courses. One Counselor noted that the absence of these courses likely affected recruitment negatively. A related issue was competition for students. The Counselors noted that because of the high need in the district, many free programs operated during the same timeframe. This reduced the pool of students available to participate and caused original student numbers to be low. To resolve the problem, program staff called students to explain the program and promote participation. A final barrier related to program materials. The books ordered for one of the ELA programs did not arrive. After checking on the order, the teacher found out the books had not been ordered. To resolve the issue, the course plan was adjusted and available materials were duplicated.

> *"At the civic center they are giving free iPods for students if they come for just two weeks. That's competition."*
>
> Counselor

Facilitators to Implementation

> *"They are telling their friends about this fun program where you get to learn about math and science, and get to go out of town."*
>
> Counselor

When asked about facilitators to the implementation of the 2009 program, Counselors and Teachers reported that the success of the 2008 program was a driving force. This included the students' overall enjoyment of the program, the fact that grades were not assessed, and the quality of the activities used during the program. Counselors noted that success in the 2008 program bred success for 2009. One counselor stated that students who enjoyed the 2008 program shared their experiences with friends. A teacher noted that the students' perceptions of the program were positively affected because no formal grades were awarded. Students focused on the fun they had instead of the fact that they were learning. Another teacher noted that the high quality of the activities included in the summer program added to student enjoyment and interest.

Ways ISP Program Changed Since 2008

Several changes were made before the 2009 implementation. The length of the program changed from four to five weeks and from five to four days. Additional classes and staff members were also added. During the 2008 implementation, two ELA teachers served all the students. In 2009, the program was described as "much more targeted." This was facilitated by having the three separate ELA courses described above. Finally, two additional field trips were added.

Findings from Observations of Activities during Site Visits

> *"The red cards are negative and the black cards are positive. What are the rules?"*
>
> Teacher

During the site visit at the high school in Grantee B, one math class was observed. Six students sat at desks placed in small groups. Two instructors were present. At the beginning of the class, a teacher announced a two-minute "blitz" warm up activity, and passed out a list of subtraction questions and an answer sheet. After one minute had passed, the teacher stopped the students and began asking for answers. As each item was read, most of the students responded with the answer. After several of the items had been discussed, only one student continued to answer. This student was judged "the winner" of the "blitz" and received a small prize. During the next part of the class, students studied multiplication rules for integers. The teachers passed out decks of playing cards to each pair of students and announced that they would be playing "War." The red cards represented negative numbers and the black cards represented positive numbers. During the first pass of the card game, students were required to say whether the product of the two cards was negative or positive. This provided students with an opportunity to become very sure of the rules. During the second pass of the game, students were required to provide the actual product of the combination of cards. Losers of each pair rotated to another player after each round. Winners received small incentives including travel games and/or candy. Both instructors monitored student progress and answered questions when necessary. Students were very engaged by the warm up activity and the card play.

Perceived Effects of ISP Program Activities on Participating Students

> *"The attendance clerk spoke with them about rules and policies. That way they will know what is expected of them."*
>
> Counselor

The summer program in Grantee B focused on high school readiness and the preparation for high school entry. Counselors noted that students who participated during the summer benefited from the positive nature of the program and benefits were expected to continue throughout high school and beyond. For example, after the 2008 implementation, student attitudes improved which likely improved completion/promotion rates and reduced dropout rates. Attendance and behavior were also perceived as improved by summer program attendance. The Grant Coordinator and the Counselors noted the potential for improvement in attendance. One reason for this expectation was the information parents and students received during the program. The Attendance Clerk provided parents with information on student attendance requirements and also informed students of the importance of being in school "every single day." With families well informed, attendance was expected to improve. Other behavior improvements were also noted. The Grant Coordinator reported that students in the program were much calmer and more focused than during her first meeting with them at recruitment events. A Counselor added that positive changes occurred when students knew what was expected of them.

Although data was not yet available, the Grant Coordinator also believed student participation promoted the desire to attend college and also improved college readiness. For example, some students who participated in the program gained a new understanding of the importance of math and reading. The Grant Coordinator felt this newfound understanding and enjoyment of the summer activities would lead to greater success in high school math and reading. It followed that success in these core courses would improve future SAT/ACT scores. In addition, field trips gave many participating students a first experience with local colleges and universities, an event likely to increase a focus on higher education.

> *"They are getting first hand experience. It has opened up a new world for many of these students who haven't ever visited the college campuses before."*
>
> Grant Coordinator

Perceived Effects of ISP Program Activities on Participating Teachers

Teacher Content Knowledge

Teachers also benefited from participation in the ISP. Although teachers felt very comfortable with their knowledge of summer content, collaboration among teachers and time to try new activities were noted as contributors to better presentations. For example, the Grant Coordinator reported that teachers in the summer program taught during the regular school year at different campuses. She said that together they "came up with things none of them had tried before." She believed all the teachers would take the activities back to their regular classes. One teacher agreed. As mentioned earlier, one math class played the card game, "War," to learn the rules for multiplying integers. The teacher for that class said she intended to use this activity again during the regular school year and added that the summer program provided the opportunity to try new and successful activities. A reading teacher noted that the summer program was her first experience teaching 8th grade students and added that it showed her how to "start lower." That is, the teacher set her expectations for the student's skills and maturation level. Two other teachers reported that the small class sizes during the summer program facilitated more patient interactions.

> *"During the school year, there is so much pressure to finish so much material. It's hard to try new things. Here, we have the opportunity to try things and see how they work."*
>
> Teacher

Teacher Relationships with Students

The more patient interactions noted above facilitated positive relationships between students and teachers. Fun activities and greater opportunities for students to interact were listed as additional contributors. For example, teachers noted that students had fun and felt comfortable asking questions in the small classes. Counselors added that teachers also enjoyed the activities and were positively affected by the increased interest and participation of students. One teacher noted that her classroom style was altered during the program. She reported that during the regular school year she was considered "stern" and explained that she typically gave students few choices in her classroom. During the summer, she found the students benefited from choice and described the interactions as "more like a partnership." That is, the teacher gave students some control and allowed them more input. Students responded very well and seemed excited about coming to class. Another teacher affirmed that even though teachers retained control, allowing students to have input about their own education acted as an incentive and likely improved relationships.

> *"I think anytime we target the affective domain, the kids will please us and do more. That's what we're doing in the ISP program."*
>
> Teacher

Teachers' Sense That They Can Make a Difference in Their Students' Learning

> *"The longer I teach, the more I believe that all kids have the capacity to learn. Eventually they come in and get it."*
>
> Teacher

Participation in the summer program impacted teachers' expectations that they would make a difference in their students' learning and affirmed broader beliefs about teaching. Once again, class size was noted as influential. For example, the Grant Coordinator noted that in small classes teachers noticed the effects of instruction methods and saw the progress that students experienced. In addition, a Counselor stated that during the summer program teachers pin-pointed student needs. For example, one teacher noticed a student's speech problems and requested an assessment. This facilitated the scheduling of any necessary special education classes. One teacher noted that once students felt more comfortable and had some success, it made it all go easier. Another noted that the summer program affirmed her long standing belief that all students had the capacity to learn.

Other Perceived Effects of ISP Program Activities

Students

Teachers reported increased class participation as an important benefit. One math teacher described a student who rarely spoke in class. After the student won a math activity competition, he interacted much more freely. Another math teacher also noted that students benefited from the friendly competition of the activities. For example, even though teachers did not assign homework during the summer, one student copied the "blitz" items and studied them at home. The student wanted to be successful during the competitions. The teacher was very happy that the student had completed the items at home without having been assigned to do so. The Grant Coordinator added that students who participated in the program gained confidence and higher self esteem. She noted that teachers went "out of their way" to make students feel comfortable. She also noted that students who formed new friendships during the summer would likely feel less isolated when the new school year began.

> *"During the first week, I never heard his voice. After he won the contest, he spoke for the first time. I actually heard his voice. By the third week, he was very engaged."*
>
> Teacher

> *"They're willing to do more this summer -- without the grade. I think it's the lack of TAKS pressure. They are learning to learn, not learning for an end result."*
>
> Teacher

Parents

The ISP also provided a mechanism for increased community involvement by parents. As mentioned earlier, the Counselors held parent sessions as part of the summer program in 2008. The Counselors continued the parent sessions on a monthly basis during the regular school year. Because of the importance of the topics being discussed (e.g., drug use, dating violence), the sessions were opened to all parents of high school students. A Counselor reported that they had a large turnout, 50 – 75 parents each month. To accommodate the additional parents, the meetings were held in the library and the high school Principal provided funding for refreshments. Parents were very interested in the topics and more came each month. As an incentive, Counselors provided fruit baskets as raffle prizes. A local grocery store donated the door prizes. The school, the families, and a local business partnered for student success.

> *"I went to HEB and they donated. We gave out tickets for fruit baskets as door prizes."*
>
> Teacher

Sustainability of ISP Program Activities beyond Grant Award Period

All stakeholders enthusiastically agreed that the ISP benefited students and families. They noted that the sustainability of the program depended on funding, and that it was unlikely that the program would continue without a grant or some other type of financial support.

Grantee B Middle School Program

Students who participated in the ISP at the middle school in Grantee B were described as at risk for academic failure. At risk factors included low English proficiency, low SES, difficult home environments, and prior retention at grade level. A Grant Coordinator reported that 100% of the students in the program qualified for free lunches. The majority of students were Hispanic and many were English Language Learners (ELLs). A Grant Coordinator noted that students who participated in the elementary bilingual programs were sometimes not prepared for the requirement that they will learn and test in English during middle and high school. She explained that during the elementary grades, TAKS was provided in English and Spanish. In middle school and high school, only students who have recently moved to the United States were allowed to test in Spanish.

> *"In Middle and High School, TAKS is English only – except for the 3 year rule. If the student is here for one day – that counts as one year."*
>
> Grant Coordinator

Overview of Grantee B ISP Pilot Program

Program Goals

The grant application stated the following goals for the middle school program:

- Increase academic gains for the at risk population
- Increase the number of students registered in Pre-AP and GT classes
- Improve TELPAS results for the LEP program participants
- Improve TAKS results for the at risk population
- Increase the us of multi-media for students created projects that will reinforce research skills, higher order thinking skills and communication skills
- Increase number of students taking the ACT and PSAT

To meet these goals, the middle school summer program in Grantee B included the following courses:

- Math
- ELA
- Science

Curriculum and Instruction Activities

Math

The math curriculum for the summer program was developed in house and focused on high interest, hands on activities. The Grant Coordinators reported that the activities included in the summer program were selected by the Chair of the math department. In one activity that was observed during the site visit, students used popsicle-sticks and created models of the Starship Enterprise space ship. Students worked independently and in small groups to design, glue, and paint models. The instructor explained that the purpose of the lesson was to give students hands on experience with math concepts. He added that after models were completed, students evaluated angles, volume, and proportion. In addition, students completed a music enhanced PowerPoint presentation of the model. During the observation, students compared design strategies and seemed very engaged.

ELA

Grant Coordinators reported that the ISP grant allowed them to research available ELA interventions. Houghton Mifflin's *Destination Reading* curriculum was ordered for the summer program, but did not arrive prior to program implementation. Zaner-Bloser Publishing's *Read for Real* was incorporated. This research based intervention included short stories that took place in the real world and dealt with real issues. The implemented ELA program differed by grade. Grant Coordinators reported that incoming Grade 7 students focused on writing. This was intended to benefit language acquisition and facilitate more successful TAKS testing. Incoming Grade 8 students received reading instruction and practiced writing. For example, they wrote stories and produced multimedia presentations. Writing activities included the creation of storyboards and scripts. Grant Coordinators noted that these activities represented hands on experience with literary elements. In another ELA activity, students experienced Frankenstein story three ways. A teacher reported that students read the graphic novel first and then were introduced to the original novel. After students were familiar with both of these versions, they viewed the film. She reported that seeing three versions of the story allowed students to compare and contrast the different presentation methods.

In one ELA activity that was observed during the site visit, students worked on a multimedia poetry project. As the observation began, calm music played in the classroom as students worked on notebook computers and recorded "I am" poems. These original poems were integrated into a "moviemaker" file and enhanced with original or downloaded images and music. One microphone was shared by the class. The teacher monitored student progress and moved the microphone as each student finished recording. Students worked independently and in pairs. During the observation, one student stopped working on his poem and was provided with an activity on prefixes and suffixes. The teacher explained that he had completed his project and would work independently on enrichment activities until the class moved to the next assignment. The teacher took photographs of students as they worked. Students were very engaged with the activity and enjoyed what they were doing. Student laughter accompanied the poetry project.

Science

The science curriculum was also developed in house. Grant Coordinators reported that the Chair of the science department and science teachers collaborated on the content. Students built rockets, cars, and robots. A forensics project included the creation of a mock "crime scene."

> *"Next week, they are studying forensics. I think I'm supposed to be dead in a crime scene, or something."*
>
> Grant Coordinator

> *"One of the big selling points was that the summer work was not going to be for 'grades,' it would be for fun and learning."*
>
> Grant Coordinator

All subject areas were assessed with pre- and post-tests. In addition, teachers created rubrics and did ongoing assignments for in-class activities. Rubrics provided students with a clear understanding of the expectations for each activity without the pressure of grades. This facilitated student engagement and promoted fun learning experiences.

Supplemental Activities

Professional Development Activities for Teachers

Teachers participated in five days of professional development, and technology training was included. Grant Coordinators reported that teachers were asked to develop "technology products" for each class they taught. They produced photo-stories to document classroom activities and student projects. To facilitate production of the photo-stories, teachers used personal or borrowed cameras. Teachers were also encouraged to use the program as a "test bed" for learning activities they might later use in regular class rooms. No staff development was provided for administrators. The Counselor noted that ideas on how or what the counselors could or should do would have been helpful.

Parent Involvement Activities

> *"I have confidence in my parents. I tell them not to give me a fake phone number."*
>
> Counselor

The Grant Coordinators reported that a Parent Liaison called parents when students were absent. The Counselor called homes when behavior problems occurred. For example, on the first day of the program, several students were sent home for discipline issues. Parents were informed. Parents were also provided with program information and permission slips for specific activities throughout the summer. The Counselor noted that he had difficulty getting the permission forms completed, but that parents were willing to take his calls. The Grant Coordinators reported that the Counselor had planned to have parent sessions, but other demands on his time had prevented that from happening.

Support Services Activities

In addition to the parent support services described above, transportation, tutoring, and speakers were provided. Transportation on district busses was provided for all participating students. Tutors were on staff. Speakers provided enrichment activities. They were invited by the Counselor and were incorporated into the other classes.

ISP Partners

Grant Coordinators were responsible for all functions involved in the implementation of the grant. They reported hiring, purchasing, and supervision responsibilities. A Parent Liaison and Counselor supported students and parents. Tutors assisted students in the classrooms and a Tech Support person assisted with computer technology. Teachers instructed students in the math, ELA, and science subject areas.

Middle school Grant Coordinators said they had no collaboration with the IHE, even after attempts at contact were made by the Grant Coordinators, Principal, and school board members. They noted that on the first day of the program the IHE Representative visited the school, but that by that time it was too late to include any college activities. They were very unhappy about the situation and rated the collaboration a 1 out of 5.

ISP Implementation

Selection of participants

Students

Students who participated in the middle school ISP in Grantee B were selected based on performance on assessment tests (TAKS and exit benchmarks). Students were given priority if they had not passed reading or TAKS-Math, or if they had barely met the standard. Additional students were selected who had not passed school's exit assessments.

Teachers

> *"There was one problem. We got chastised for hiring all the good teachers."*
>
> Grant Coordinator

Teachers and additional staff were selected for participation based on interest. A Grant Coordinator reported that information about the program was presented to faculty in February. Afterward, applications were accepted. Tutors, a Parent Liaison, a Counselor, and Tech Support representative were hired. Grant Coordinators reported they got lists of potential candidates from the district and invited candidates to apply.

Barriers to Implementation

Grant Coordinators reported that lack of IHE participation, related issues, lack of grant experience and/or guidance, and competition for students were barriers to the successful implementation of the summer program. As mentioned earlier, IHE collaboration was minimal. This precluded a college tour and some science activities that had been planned. Grant Coordinators also noted numerous restrictions that required changes to planned grant activities. For example, Grant Coordinators said they were told by the district Grant Writer that iPods could be offered as incentives; however the request was denied. One also noted that he had hoped to have stargazing parties to complement program content, but was restricted by school/district policies. That is, all staff and students had to be off school premises by 6:00 PM. In addition, they could not meet off school grounds due to liability issues.

> *"We should have been told how to spend money, how to read the document, how to put what's on paper into practice, how to hire people, how to do payroll, and how to document time worked."*
>
> Grant Coordinator

The Grant Coordinators in Grantee B reported that the most problematic barrier to implementation for the middle school program was a lack of guidance. Although the grant had been written and approved, all personnel directly involved with the original planning were no longer in the same roles. This resulted in problems related to interpretation of the program plan, hiring, and acquiring materials in a timely manner. For example, Grant Coordinators reported that candidates for positions filled out applications as many as three times because the district would not accept the first versions of the applications the staff developed. In addition, staff reported that "the Grantee Bid not know what was going on with the grant." They reported spending a lot of time telling people who they were and what the grant was intended to do. They noted that even an administrator in charge of curriculum had e-mailed the principal and asked for information about the grant. Program staff also noted that when they attempted to check on payments for interventions orders, purchasing staff was reluctant to provide information because they were not purchasing agents for the school. Slow processing hindered the implementation of the program. Staff reported that no one at the school during the final planning and implementation periods had experience with prior summer program implementation. This likely exacerbated the lack of guidance. They recommended that anyone responsible for writing or implementing grants be fully trained.

Facilitators to Implementation

When asked about facilitators to the summer program implementation, one district contact and students were listed as key success factors. The Grant Coordinators praised the district Grant Writer for his efforts to assist them and said he fought for them and made many efforts to assist them in the implementation process. The Counselor noted that student enthusiasm and commitment to the summer program made it successful. He noted that the students were "not disappointed" in the program and that they seemed happy.

Perceived Effects of ISP Program Activities on Participating Students

> *"They will be more interested because they have been able to visualize the concepts through the hands-on activities. This will carry forward."*
>
> Counselor

All stakeholders reported that students were positively affected by participation in the ISP. Students were described as "engaged," "having fun," and "comfortable" during summer activities. They attributed student engagement to the hands on projects and positive atmosphere of the program. The Counselor stated that summer engagement would likely increase attendance during the regular school year. He explained that students had learned that school was not just a boring place to go, and added that students in the summer program enjoyed projects like building cars in science class and then racing them. He saw positive student reactions to these activities and expected the benefits to continue.

> *"It's about engagement. A little less conversation (lecture) and a little more action will be our new mantra next year. It's very student centered this summer."*
>
> Grant Coordinator

In addition to the academic benefits, students formed new friendships that would potentially help them during the upcoming school year. The Counselor noted that at the beginning of the school year, students often stayed separate from peers who came from different feeder schools. He said it took time for the incoming students to become a coherent group. The summer program facilitated an early start to the process because students spent weeks with new peers doing activities and having fun. The Counselor stated that this provided students with an opportunity to be more comfortable at the new school.

Perceived Effects of ISP Program Activities on Participating Teachers

Teachers also benefited from participation in the ISP. As mentioned earlier, the summer program provided teachers with an opportunity to try new things in the classroom. In addition, Grant Coordinators reported that teachers enjoyed the positive interactions with the students, the smaller classrooms, and the relaxed atmosphere. One coordinator noted that the summer program was an opportunity for teachers to "have fun in the classroom." This was likely facilitated by the well-behaved nature of the participating students. The Counselor noted that after a few disruptive students were sent home on the first day of the summer program, no additional discipline issues occurred.

Small class size was also listed as a facilitator to strong teacher-student relationships and other benefits for teachers. The Grant Coordinator noted that students received higher levels of individual instruction than typical in larger classes. He added that this greater number of interactions helped build rapport. Class size also allowed teachers to closely monitor the effects of instruction for students. For example, they immediately saw the benefits of the learning activities. The Counselor reported that teachers knew they were helping students learn.

Teachers expected program benefits to continue into the regular school year. As mentioned earlier, students were prepared for a more comfortable start to the new school year which would facilitate continued positive interactions. In addition, teachers looked forward to having summer program participants in their regular classes. ISP participants had learned the classroom process and would be ahead of their classmates during the school year.

> *"I think it will help them be more energized to go back to teach in the regular school year. Will they challenge themselves?*
>
> *I think so."*
>
> Counselor

Other Perceived Effects of ISP Program Activities

> *"When they come in they get to meet the school administration. That may make them more comfortable to come and ask questions during the school year."*
>
> Counselor

In addition to students and teachers, the summer program positively impacted parents. In the beginning of the program, parents were described as "concerned" about their child's selection for participation in the summer program. They did not understand that it was an enrichment program and not a punishment for something the child had done wrong. In fact, many parents were not sure if they should send their child if it was not required. The Grant Coordinators said that most parents were concerned with primary needs. They wanted to know that their children would be fed and cared for during the program. Those who chose to send children to the program benefited through additional exposure to school administrators. The Counselor reported that when parents came in to ask about why their children were selected for the program, they had the opportunity to connect with the school in a positive manner. This set the stage for more positive interactions in the future.

Sustainability of ISP Program Activities beyond Grant Award Period

> *"We need the money, though. We have to be able to pay the teachers."*
>
> Grant Coordinators

Although the middle school program in Grantee B struggled with startup issues during this first year of implementation, everyone who was interviewed felt the program was beneficial and should be continued. The Grant Coordinators stated that although materials had finally been acquired, continued funding was required to continue the program.

Case Study Report – Grantee C (Urban)

Table G.5. Number of Interviews by Grantee C Stakeholder Group

ISP Grant Coordinator	2
School/District Administrators	1
IHE Representative	0
Teachers	4
Activity/Classroom Observations	3

Grantee C, an independent charter school system located in an urban community in Texas, implemented two separate ISP Pilot programs: a high school program (2008, 2009) and a middle school program (2009). Only the high school program participated in a 2009 site visit. The program was implemented to assist charter system and other community at risk students with instruction in math, science, and English/language arts. For those students enrolled in the charter system's rigorous college preparatory program, summer school was mandatory. The 2009 program lasted 17 days and included two days for academic assessments. Students attended five classes five days each week, and each class lasted 50 minutes. Breakfast and lunch were provided and lasted 30 minutes each.

A two day site visit took place during June, 2009, at Grantee C. The site visit included interviews with key personnel and observations of summer program learning activities, and every effort was made to meet with as many people involved in the Intensive Summer Program as possible during the visit. The site observer conducted interviews with two Grant Coordinators and the school district's Director of Development. The observer also conducted individual interviews with two of the summer program teachers and one joint interview with two other teachers. In addition to interviews with key personnel, three classroom sessions were observed. Because the Institute of Higher Education (IHE) Representative had limited contact with the program personnel during the 2009 implementation and had already been interviewed about the grant application period, the IHE Representative for Grantee C was not included in the site visit.

Grantee C Characteristics

Table G.6 provides a summary of Grantee C, including geographic location, student enrollment, student characteristics, number of schools by type, as well as the district accountability
rating.

Table G.6. Summary of Grantee C Characteristics

Geographic Location	Urban
Student Enrollment (Oct 2008)	
All students	2,046
Student Race/Ethnicity (%)	
African-American	23.9
Hispanic	74.6
White	0.6
Asian	1.0
Native American	0
Student Population (%)	
Economically Disadvantaged	90.8
Public Schools	
Elementary Schools	5
Middle Schools	4
High Schools	2
District Accountability Rating (2008)	Recognized
Academic Performance (%)	
Completion Rate* (2006–07)	n/a
Dropout Rate** (2006–07)	0

Source: Academic Excellence Indicator System, 2007–08
*Completion rates reflect the percentage of high school students graduating or continuing high school beyond their senior year.
**Dropout rates are calculated only for the 7th and 8th grade students.

All students served by the program were incoming 9th graders to a charter high school. Grant Coordinator reports and AEIS data confirmed that up to 90% of the participating students qualified for free or reduced lunches. Students were primarily Latinos (70%) and African Americans (29%) with only a few Asians, Anglos, and others (1%). All students were described by Grant Coordinators as coming from "underserved" communities with as many as 80% who would be first generation college students. Students from two middle schools in the charter system provided the majority of summer students. From one middle school, students came from families which were primarily first generation immigrants and had parents whose primary language was Spanish. Their communities were described as cohesive, "cluster neighborhoods." Students from the second middle school had parents whose primary language was English, and came from communities which suffered from problems associated with low SES status (e.g., gangs, drugs).

Overview of Grantee C ISP Pilot Program

Program Goals

The grant application stated the following program goals for Grantee C:

- Each summer of the funding period, to provide at least 100 at-risk students in grades 9-12 with intensive academic instruction in math, science, and English Language Arts
- Each summer of the funding period, to provide at least 100 at-risk students in grades 9-12 with activities designed to increase college readiness, preparation, and success
- Each summer of the funding period, at least 25 students in grades 10-12 will have participated in an intensive, college-based academic program designed to prepare them for higher education success
- Each summer of the funding period, at least eight teachers will attend and participate in professional development conferences related to their content area and leadership roles
- During the second summer of the funding period, at least 25 students will have the opportunity to participate in dual credit coursework through the IHE partner
- By the end of the funding period, at least 75% of all grade 9 students participating in the ISP will pass Pre-AP Algebra I with a score of 70 or better
- By the end of the funding period, at least 75% of all grade 9 students participating in the ISP will pass Pre-AP English I with a score of 70 or better
- By the end of the funding period, at least 75% of all grade 9 students participating in the ISP will pass Pre-AP Biology I with a score of 70 or better
- Each summer of the funding period, at least 75% of ISP parents will have attended at least two hours of activities designed to educate them about the college preparation and admissions process

Curriculum and Instruction Activities

To meet these goals, the summer program in Grantee C included the following courses:

- Math
- ELA (Summer Reading Program & Thesis Project)
- Life and Academic Skills
- Art

Students received instruction in all four courses, and schedules were driven by math assessments. That is, students were first placed in one of four math courses: Algebra I, Algebra I Honors, Geometry, and Geometry Honors. Curriculum for math courses came from that used during the regular school year. After math

> *"The content for this summer program is preparatory to the classes they will attend in the fall. The curriculum was developed in house by teachers with experience teaching incoming freshmen."*
>
> Grant Coordinator

placement was completed, students were scheduled for each of the remaining classes. The goal of all classes was to prepare students for the academic rigor and independent nature of the high school environment.

Math

Several goals were addressed in the math classes. These included a review of middle school math skills, instruction on the TI-84 handheld calculator used extensively at the high school, introduction to new math content, practice, and assessments. For example, one math teacher reported including lessons for all learning styles (e.g., kinesthetic, auditory, etc.) and employing the TI SmartView calculator emulator computer program which facilitated calculator instruction. To provide another example, an Algebra I teacher described activities from a typical day. The first few minutes of the class included a TI calculator warm up on a topic from the previous day. For example, one day the class learned about radicals. The following day students solved radicals using the calculators. During activities using the TI-84 calculators, proper key strokes (i.e., a key history) were projected onto a screen or white board for students to follow. An overhead projector was also used by the teacher and by students for the completion of sample problems. The teacher reported that each lesson built on previous lessons. Student progress was monitored daily. This assessment was facilitated by work completed by students in front of the class.

ELA

Two courses supported the ELA goals of the program: The Summer Reading program provided students with scheduled time to complete their summer reading assignments. The Thesis Project was intended to hone research and thesis writing skills.

Summer Reading Program. All incoming 9th grade students were provided a mandatory summer reading list at the end of 8th grade. During the summer program, students read the first book on the reading list, *The Chocolate War*, and connected the material to something from their own life through reflective writing. The Grant Coordinator explained that this reading and writing project was the students' first assignment from their future high school reading teachers. He noted that this course helped students learn how much time was needed to read, take notes, and complete assignments. During the summer, students brought their books to class and read and completed journal entries independently. Teachers monitored journal entry completion. The final assessment was planned to be used by reading teachers at the beginning of the regular school year.

The Thesis Project. The second ELA course included readings and discussions on social justice themes, and culminated with the completion of a 5-page thesis based on independent research. As mentioned earlier, a goal of the course was to provide students an opportunity to improve their research and writing skills. An ELA teacher reported that a second goal was to enhance students' use of organization and critical thinking.

> *"For the research, assessments were provided on citation selection. They also had their thesis evaluated using 'CARS' – was it clear, arguable, relevant, and specific."*
>
> Teacher

Students read several written works including a speech by President Obama and one by former President Clinton. They read Langston Hughes' poem, *Freedom's Plough* and Martin Luther King, Sr.'s *Letter from a Birmingham Jail*. They also read part of *The Declaration of Independence* and went online to integrate information from the UN Millennium Goals for Development and the World Fact Book. Class discussions evaluated "how the readings fit together." For their next project, students were asked to consider and write about "what the United States could do to make sure all people had human rights." Assessments for these activities included ongoing monitoring for progress, comments on their annotations, a structured peer review that included a checklist, assessments on research citations, comments on their rough drafts, and a final assessment on the completed thesis. No quizzes or exit tests were included.

Life and Academic Skills

In addition to the math and ELA courses listed above, a Life and Academic Skills class was provided. This course was intended to address a broad range of topics that could affect college readiness. Topics included social pressures and events that sometimes derail students. The teacher noted that topics were selected based on their relevance to keeping students safe and academically prepared. His intent was to support the students' goals to attend college by clarifying for them some of the decisions necessary to get there.

Art

> *"The Art class had a high 'J' factor - it brought students joy."*
>
> Grant Coordinator

A fourth class was provided to students, but not funded by the ISP grant. A Grant Coordinator stated that Art instruction provided students with a creative outlet and allowed them to explore one of three specific areas: Visual Arts, Performing Arts, or Musical Theatre. He added that these courses provided students with an introduction to these three areas of expression, each of which were available for further study in high school. Students in the Visual Arts component completed individualized paper mache projects. In Theatre Arts, students created original art projects and one-act plays with topics on relevant school issues (e.g., dress code, homework). The Musical Theatre component included history of the genre and singing. All three components included practice at self-responsibility, time and project management. A Grant Coordinator stated that all projects provided students with new and enjoyable experiences.

A Grant Coordinator noted that no separate science curriculum was included in the summer program due to scheduling and time constraints. He added that an attempt was made to include science themes into the Thesis Project with mixed results.

Supplemental Activities

Professional Development Activities for Teachers

The Grant Coordinators reported that teachers received two days of professional development for planning purposes. During the sessions, teachers discussed the history of the summer program in the district and the goals for the current implementation. One teacher noted that the summer planning session allowed teachers to establish their "missions as teachers and as individuals." They also determined how to implement activities and achieve program objectives. In addition, rosters were finalized and schedules and assessments were planned. Additional planning meetings included the Principal, Dean of Students, and the Superintendent for the program. E-mail and telephone calls were also used to share program information and resolve issues before and after these in-service days.

> *"The driving force for the summer program was building cohesiveness. We don't want hard divisions in the class of 2013."*
>
> Grant Coordinator

During the planning sessions, teachers worked together by subject areas. For example, four teachers involved in the Thesis Project (ELA) worked together. One month before classes began, they were provided with the curriculum, guidelines, and skills to be taught. Using this information, teachers were responsible for determining how to fit all the objectives into the summer instructional days. In addition, teachers prepared classroom activities. Though all the teachers said that they benefited from the planning time provided, one teacher noted that it would have been helpful to have the person "who thought up the thesis program" involved during the planning period.

Overall, teachers were satisfied with the professional development they received. One noted that it was "just long enough with no wasted time." Another said the planning time and collaboration with other teachers had been especially helpful for him because he had not taught incoming 9th graders previously. He said the planning made him more appreciative of the other subject areas. In addition, he noted that he benefited from conversations with other faculty regarding how they taught the different pieces of the program and how they graded assignments. He also stated that everyone in the program had been very supportive and that help was always available. Another teacher agreed and noted the (charter) program was small and that the staff worked closely together throughout the year.

Professional Development Activities for Administrators

Administrators also participated in planning activities. The Grant Coordinators reported that they worked on the program details throughout the spring semester. They resolved transportation and meal issues. In addition, space planning required their attention. Two other 8th grade summer programs utilized the high school campus during the time the ISP program was implemented. Schedules were adjusted to accommodate all participants.

Parent Involvement Activities

Parents received information about the summer program at an introductory meeting and were also provided with flyers throughout the summer. The Grant Coordinators reported that orientation sessions were held at the high school and also at the two middle schools served. In addition, parents were informed about program activities with "corner tickets," pages provided to parents and then returned with parent signature on the corner. Permission slips for selected activities were also sent to parents for their signature.

Although program administrators reported that they wanted parents to be familiar with all aspects of the summer program, it was also noted that high school students in the charter system were expected to work more independently than those in middle school. For example, one teacher noted that the middle schools in the system were "hyper-organized" and that parents signed and returned many forms to ensure they had all necessary information to support their child's success. The high school teachers reported less interaction with parents than at the middle school level, and greater student responsibility for staying informed and on task.

Support Services Activities

Transportation, meals, and counseling services were provided to support program participants. Free bus services were provided. This was critical because half the students lived close to the high school and half lived across town. In fact, bus routes were adjusted, with parent permission, to accommodate all students. As mentioned earlier, a large majority of summer program students qualified for free meals; therefore, breakfast and lunch were provided daily. A Grant Coordinator reported that a final support service, counseling (i.e., student support services), was also available to all program participants. He noted that counselors assisted with attendance and any other student issues.

> *"The transportation was an issue. We worked with the district to reroute the busses, with the parents consent, so that everyone got to the campus on time."*
>
> Teacher

Other Activities

Students scheduled to attend the charter high school also participated in two high school orientation days. These were intended to set expectations and prepare students for the high school experience. As mentioned previously, a few students attended the 2009 charter school summer program for enrichment, but were scheduled to attend non-charter system public high schools in the fall. Those students participated in field trips, instead of attending the charter school orientation sessions. A Grant Coordinator noted that these students received a college tour on one day and attended a museum on the other.

ISP Partners

During the 2009 implementation of the ISP, the Grant Coordinators worked closely with participating teachers to implement the program. Grant Coordinators provided teachers with the objectives of the summer program and teachers planned and implemented the curriculum. During a telephone interview conducted prior to the site visit, the IHE Representative reported that during the 2008 ISP program the IHE provided college preparatory opportunities for students including summer internships and opportunities for dual credit courses. Because the 2009 ISP program only served incoming 9th graders, the IHE Representative was not involved.

Even though there was less interaction with the IHE during the 2009 implementation of the grant, the relationship with the IHE was described by coordinators as very successful (5 out of 5). The two grant coordinators differed in their levels of interaction with the college. One grant coordinator worked at a charter system middle school during the regular school year and had no contact with the IHE; the other worked at the high school and reported ongoing interactions with the IHE. Although this coordinator was not the primary high school contact for the IHE, he reported that the college staff was very helpful and he rated the interaction as very successful.

ISP Implementation

Selection of participants

Students

As mentioned earlier, the majority of students who attended the summer program were enrolled in the rigorous college preparatory program offered through the observed charter system. For these students, summer attendance was mandatory. Additional incoming 9th graders, who were not scheduled to continue in the charter system, attended the program for enrichment purposes. A few additional older students were new to the charter system. They attended during the summer in order to adjust to the high school prior to the start of the regular school year.

Teachers

Teachers were selected for the program based on their subject areas, their skills in working with incoming students, and their interest in the summer program. A Grant Coordinator stated that teachers were selected based on the courses they taught and their experience working with 9th graders. For example, one teacher taught a basic math class during the regular school year and was very successful in helping students adjust to 9th grade. She was selected to teach in both the 2008 and 2009 summer programs. Another teacher said he requested to teach in the summer program to help students transition to 9th grade successfully. The final teacher interviewed said she had been invited the previous year and declined, but asked to be involved during the 2009 implementation.

> *"We even have them (college-aged staff) talk with the students during the Life classes to provide a perspective from someone who is closer to their age."*
>
> Grant Coordinator

College-aged staff members were also selected to take part in the program. A Grant Coordinator said these employees played a vital role in "keeping everything working." They helped in the classrooms and assisted with logistics (e.g., fielded phone calls, worked at the front desk, and completed attendance rosters during breakfast and lunch). In addition, these former students acted as important mentors and provided valuable input for the new high school students.

Barriers to Implementation

Transportation and timing were listed as barriers to program implementation. As mentioned earlier, half of the students attending the summer program lived across town from the high school. To resolve the distance issue, program administrators worked with the district and adjusted routes to make sure all participants had access to transportation and arrived on time. A related issue was noted: although students had ready access, their parents did not. A Grant Coordinator stated that transportation challenges for parents from the more distant school likely limited their involvement. To ameliorate the problem, the coordinator spent time each afternoon at the middle school office that was located close to these families' residences and often communicated with parents by telephone. She noted that a final resolution to the distance issue was in sight as the district planned to open a new high school closer to the middle school in a few years.

> *"By pushing it a week back, we messed up everyone's calendars. We changed it too late for the students' parents to make easy adjustments."*
>
> District Contact

A few timing issues were also noted as barriers. The first related to the dates for the summer program. The District Contact noted that previous summer programs started just a few days after the end of the regular school year. In an effort to improve the 2009 program, the schedule was delayed a week. However, the schedule change was made late in the spring which caused some conflict with family schedules that had already been set. A second timing issue related to diagnostic assessments. A Grant Coordinator reported that math assessments completed at the beginning of the program determined class placement. A teacher noted, however, that students were first placed in groups based on 8th grade teacher recommendations and were later adjusted after diagnostic testing was completed. She recommended that future diagnostic testing be done by teachers prior to the end of the regular school year to facilitate a smoother start to the summer program. In addition to the issues listed above, communication was listed as an important part of the program's success and a potential barrier. For example, teachers noted the importance of clear communication regarding goals for the summer program. In addition, one teacher noted that the number of participating organizations added to the complexity of the implementation. He said with students from two middle schools and staff who taught during the regular school year at two separate high schools, logistics were a challenge. He added that many e-mails and telephone calls were required to resolve issues.

Facilitators to Implementation

> *"The money helps it work well. You have to have the money. You also need the cohesiveness between the students and the teachers and the mission. It's not just one thing, it's all of it."*
>
> Teacher

When asked about facilitators to the successful implementation of the summer program, stakeholders reported on the shared vision for the program and the great work of the people involved. Grant Coordinators and teachers reported that the program depended on the dedication and successful collaboration of the people involved. A Grant Coordinator stated that the program was "lucky to have people who were willing to work." He added that the teachers involved in the program understood the goals of the program and worked together to help students succeed. Teachers agreed that the instructors chosen for the program played a big part in its success. One added that the high school alumni who provided peer-mentoring and logistical support benefited both students and staff.

Funding for the program was also very important. Grant Coordinators noted that funding helped the program provide services indicated as necessary from student surveys. Data collected at one of the middle schools indicated that students were not very happy with the existing summer program. Administrators reported they knew they could do better, so the 2009 implementation of the grant combined "forces and resources" and brought both middle schools to the high school for a unified program. This provided grant coordinators with logistical challenges, but provided important benefits for students. Having students from both middle schools at the high school allowed students to receive the same messages regarding expectations and the same supports for their success. In addition, students had the opportunity to meet teachers and peers and begin new relationships ahead of the start of the regular school year. Because of this, the summer program forwarded the goal of a cohesive freshman class.

Implementation Support

> *"Anytime anything is needed, help is available. The whole team is responsive. That's a very big part of our program."*
>
> Teacher

Teachers were supported in the implementation of the program by administrators from the middle schools and the high schools. One teacher noted that a Principal from one of the middle schools was teaching in the Thesis Project. Another teacher noted that she "regularly sat in on a colleague's class," and stated that visiting his classes was "her own professional development." All the teachers noted the availability of any necessary assistance. In fact, collaboration was described as a "big part" of the charter system program.

Ways ISP Program Changed Since 2008

Several changes were made before the 2009 implementation of the program. One major change was the addition of students from a second middle school. During the 2008 implementation, the summer program included students from one middle school and additional students who were new to the charter system. As mentioned earlier, for 2009, students from two middle schools, students new to the system, and a few students enrolled only for summer enrichment participated. The change necessitated a need for additional faculty (5 teachers) and transportation, and resulted in more complex day to day logistics (attendance, meals, etc.).

Grant Coordinators also noted changes in assessments and in the design of the Art and Thesis Courses. The inclusion of both middle schools in the summer program facilitated uniform assessment procedures. A Grant Coordinator reported that during the 2008 implementation, the assessment component was similar in thought but did not include uniform items. During the 2009 implementation, all students completed uniform assessments. Curriculum changes were also made. The art classes were reorganized to have fewer students (24 instead of 31). This guaranteed that students would have adequate space for projects and time to complete them. The Thesis Course was added for 2009.

Findings from Observations of Activities during Site Visits

> *"Who agrees with her answer?"*
>
> *"Does anyone see a problem?"*
>
> *"Give her a hand."*
>
> Teacher

During the site visit in Grantee C, three classroom observations were conducted. These included two math classes and a Life and Academic Skills class. In the first math course (Algebra I), 25 students studied proportion. As the observation began, students read word problems and the teacher instructed them on how to find the unknown proportion in each problem. The teacher used an overhead projector to show her work. Students participated readily and even assisted the teacher in correcting an error in one student's solution. The teacher asked students to assist her in finding the correct solution. Individual students offered solutions and then the class was asked to confirm the answer. During the next part of the class, students worked together to work solve problems that included strategies presented in the current and prior day's lessons. A list of questions was displayed on the screen. The teacher and students worked together on two of the items. When necessary, the teacher reminded students of the correct strategy. In addition, the teacher made use of "teachable moments" and modeled careful reading of questions to ensure the proper format of answers. After the first two items were completed successfully, students worked independently to complete the remaining items. Afterward, students were called on to come to the overhead projector and show how they found solutions. As students showed their work, they also practiced explaining the process. The teacher praised their participation and the correct completion of the items.

> *"Your teacher for next year wants you to understand how to find the midpoint of two lines. She also wants you to know the distance formula."*
>
> Teacher

In the second math course (Algebra I Honors), 26 students worked on reasoning and problem solving strategies and learned the distance formula. Students worked in small groups at tables. During the first few minutes of class the teacher took attendance while students worked in groups to solve a word problem. The teacher walked from table to table to check their reasoning and problem-solving strategies. Students were asked to volunteer to go to the white board where they worked out a solution. Several students completed each problem simultaneously. Although the answers were uniform, each student solved the problem in slightly different ways. The teacher pointed out to the class that different strategies can be successful in problem solving. He noted that some of the students used visual representations of the problem to organize their thoughts. When all students at the board had successfully completed the problem, the teacher connected new and prior content. He asked them to comment on how these problems were associated with the real number system they studied previously. He also explained the purpose of the exercises by telling students that they were learning important lessons for the following school year. During the final part of the classroom observation, the teacher instructed students on finding midpoints and using the distance formula. After the teacher explained the instructions for a worksheet and modeled how to complete a few items with student input, groups worked to complete the items. Students participated willingly and remained engaged throughout the observation.

The final classroom observation took place during a Life and Academic Skills class. Twenty nine students sat at tables and worked in small groups. The class included discussions about reproductive health and academic responsibilities. The class began with a question about the prior day's topic of sexually transmitted diseases (STDs). Students were asked to talk together at their tables and agree on one memorable point. A rapid fire listing of all that was "gross" about STDs ensued. The comments were frank, but students also monitored each other's remarks. At least one student shushed a classmate. A general discussion followed regarding reproductive health (e.g., STDs and other health risks). When all student questions had been addressed, the second conversation topic of academic responsibilities was introduced. The teacher explained the 4x4 high school academic requirements to students. He explained that students are required to complete four classes in four core subject areas (English, math, science, and History). Physical Education, Sports, Art, BCIS (Business Computer Information Systems), and Music electives were also described. Next, students were asked to talk at their tables about the additional characteristics or activities colleges would use to evaluate applicants. Students responded that in addition to academic excellence, colleges would want students who participated in extracurricular activities and had high SAT scores. As the observation ended, students were

> *"Now that we know we can get these things, what do we know about sex?"*
>
> Teacher
>
> *"Wait."*
>
> *"Be careful."*
>
> *"Don't have sex until you're 50."*
>
> Students

asked to consider ways to "grow" their college opportunities. Students were attentive and engaged throughout the fast paced class.

Perceived Effects of ISP Program Activities on Participating Students

During the site visit interviews, the grant coordinator, IHE representative, teachers, and administrators discussed their perceptions of the effects of program activities on students. They were asked to address the ways, if any, that the ISP program affected:

- Academic Achievement
- Course completion rates
- Promotion rates
- Attendance improvement
- Improved behavior (e.g., fewer suspensions)
- Dropout rates/Graduation rates
- College readiness
- SAT/ACT scores
- Interest in school
- Interest in subject matter (e.g., math, science, English language arts/reading)
- Desire to attend college

Each of these outcomes is discussed below.

Academic Achievement

> *"When you have a high school teacher letting you know what will be expected, you do better."*
>
> Grant Coordinator

Grant Coordinators for the 2009 program agreed that participation in the program would likely increase student academic achievement and interest in school. One of the coordinators stated that students who participated in the program were likely more comfortable at the beginning of the school year because they were familiar with their new high school campus, their teachers, and the students they had met during the summer. The other Grant Coordinator noted that being on the high school campus was fun for students. He reported that students enjoyed the diversity of subjects and new peers in the classroom. He added that after summer diagnostics, students became more aware of their skill levels which sometimes generated interest in the upcoming school year.

Course Completion Rates/ Promotion Rates/Attendance Improvement/Dropout Rates/Graduation Rates

Grantee C had very few problems with course completion, promotion, dropouts, and attendance. Although none of the interviewees felt that these issues were affected by summer program participation, they did note that enrollment in the charter system was voluntary and that rules about mandatory summer attendance and participation were made clear to students. Only excused absences were allowed. In fact, if students were not in class thirty minutes after classes began, staff called the student's home to find out why s/he was out. In the summer program, attendance was taken at breakfast and lunch.

Improved Behavior

The Grant Coordinators stated that the early introduction to high school freedoms and constraints improved student behavior. Coordinators stated that students enjoyed the additional freedoms granted at the high school level. For example, students were no longer required to wear uniforms and were allowed to wear make-up. In addition, students could leave the classroom for restroom breaks without asking for permission. Along with new freedoms came high expectations for self responsibility and commitment to their own success. Coordinators said the students understood the rules and regulations and that behavior issues were rare.

College Readiness/SAT/ACT Scores

> *"Hopefully, they'll take summer classes and finish college earlier because it's normal for them to be in summer school."*
>
> Grant Coordinator

The charter program in Grantee C required students to be accepted in a four-year university of their choice as a condition of high school graduation. The program focused on college preparation and targeted specific needs. For example, one teacher noted that the school monitored SAT/ACT scores. A few years earlier, when scores were lower than desired, a test preparation course for juniors was added to the curriculum. No additional improvement in SAT/ACT scores was expected due to summer program participation. Grant Coordinators also commented on the effects of the summer program on college readiness. One noted that even though the students were just beginning high school, the Life Course focused on many choices and events that affected college attendance (e.g., drug use, unplanned pregnancy, etc.). The other coordinator stated that being in the summer program set the stage for more rapid college completion because in this program, summer attendance was a typical extension of the college school year.

Interest in School/ Interest in Subject Matter

Summer program participation also influenced interest in subject matter (e.g., math, science, English language arts/reading). Teachers noted that choice and success in the summer program lead to the increase. The Grant Coordinator and District Contact added that interest in the different areas was also affected by the relationships built with the teachers who taught each subject. A Thesis Project teacher noted that students were affected by having choice about their topic and noted that students learned what they wanted to learn more easily. It followed that student buy-in increased as students were given more choice in their education. A math teacher marveled at the enthusiasm of her summer program students and noted that their enjoyment and success in the summer program likely affected their ongoing interest in the subjects. The Grant Coordinators added that positive relationships between subject area teachers and students lead to greater success and associated higher levels of interest.

> *"Today, we were working on the Pythagorean Theorem and they were just burning it up. They were having fun and enjoying it."*
>
> Teacher

Other Perceived Effects on Students

In addition to the academic benefits listed above, stakeholders reported that students benefited through new social contacts and through their induction into the college preparatory program. A Grant Coordinator noted that students in the summer program spent three weeks with new peers. He said that gave the students 100, or so, new teammates they did not know before the program. The District Contact agreed that the summer allowed new peer relationships to form and added that this allowed the separate groups of students who participated to form one cohesive unit. The District Contact noted that summer program participation allowed students to improve skills in being a new member of an existing group and also accepting new members into one's existing group – two important life skills.

> *"It is a combination of their commitment to the program, and our commitment to them. They see that the teachers are trying to prepare them for life and they feel cared for."*
>
> Teacher

A second benefit for students concerned commitment levels. As mentioned earlier, the rigorous academic program required commitment by students, their families, teachers, staff, and the district. Stakeholders noted that participation in the summer program allowed students to see the commitment made to them by teachers, staff, and the district. It also facilitated the commitment made by students to the high school. As an example of the school's commitment to students, one teacher identified the value of the continuity students experienced when identical character values were taught in both schools. In addition, two days of the summer program were spent as an orientation to the high school. This prepared them for success. Perhaps the most obvious commitment to student success was their constant availability to students for homework questions and other issues. Teachers were on call 24 hours a day, 7 days a week throughout the program on school supplied cell phones.

The program also allowed students an opportunity to commit to the program. The District Contact noted that students always had the option to "jump back to public school." She noted that the summer program helped students understand that the high school was a safe place and that spending time at the school during the summer positively affected their loyalty to the charter school. One teacher noted that this investment students made to the summer program was essential to their success.

Perceived Effects of ISP Program Activities on Participating Teachers

During the site visit interviews, the grant coordinator, IHE representative, teachers, and administrators discussed their perceptions of the effects of program activities on participating teachers. They were asked to address the ways, if any, that the ISP program affected teacher (1) content knowledge, (2) relationships with students, (3) sense that they can make a difference in their students' learning, and (4) broader beliefs about teaching.

Teacher Content Knowledge

> *"They are meeting the students where they finished 8th grade instead of at the beginning of their 9th grade. They are reaching down to them. It will prepare the teachers for the fall."*
>
> Grant Coordinator

Although all interviewees noted that teachers involved with the summer school program were well prepared in their subject areas, Grant Coordinators and teachers reported benefits related to content knowledge. Grant Coordinators noted that teachers were learning how to present content in different ways. One said that summer program teachers learned to "unpack" the information better. The other coordinator stated that teachers benefited through their earlier exposure to the students. In addition, one teacher noted that the accelerated time frame of the summer program provided an opportunity to organize information in a different way. He said that during the summer he began conversations with students that continued in the regular school year. Another teacher noted that exposure to new materials in the summer expanded her base of teaching tools.

Teacher Relationships with Students

Stakeholders enthusiastically agreed that the summer program influenced teachers' relationships with students. As mentioned earlier, teachers even received cell phones from the school to guarantee student access. One teacher explained that the summer program provided students with opportunities to get to know her, learn her expectations of them, and become comfortable in her classroom. Another teacher noted that each cohort of students was different and that teachers and students needed time to get comfortable with each other. He added that after they completed the summer program, students knew the teachers and could use them as resources if they ran into problems.

Teachers' Sense That They Can Make a Difference in Their Students' Learning

> *"I will also have a much better view of their reading and writing skills than I could have otherwise."*
>
> Teacher

Teachers agreed that the summer program enhanced their ability to make a difference in their students' learning. Teachers attributed the increase to early assessment in academic areas as well as a clearer understanding of the non-academic challenges students faced. The District Contact stated that summer diagnostic assessments allowed teachers to plan for the following school year with much more accuracy. A teacher agreed and said that the summer program diagnostic provided her with the opportunity to provide the necessary support (e.g., programs to improve reading and/or writing skills) and facilitate student success. A Grant Coordinator, who was also a teacher, noted that the better he knew his students, the more he sensed that he affected what they learned.

Teachers' Broader Beliefs about Teaching

There was little support for the idea that teaching in the summer program greatly affected teachers' broader beliefs about teaching. However, some affects were reported which differed by experience level of the teachers. The District Contact noted that teachers new to the charter program recognized the high level of importance placed on relationships. They also learned that the summer program was a slightly more comfortable environment in which to build rapport. More experienced teachers reported affirmation of their teaching beliefs rather than paradigm shifts.

Other Perceived Effects on Teachers

> *"I'm not going to lie. We're exhausted at the end of the regular year, but this is rejuvenating. I look forward to it every single year."*
>
> Teacher

All interviewees believed the summer program had positive effects on teachers. The Grant Coordinators believed the more relaxed environment helped new teachers acclimate to the rigorous academic climate of the program and helped experienced teachers revive after the regular school year. These statements were supported by the District Contact and teachers. The District Contact noted that teachers who worked together during the summer program formed a foundation of trust that supported collegiality throughout the year. Teachers noted that the smaller classes affirmed their belief in the program. One teacher said she had also learned to collaborate better on content and presentation.

> *"It gives you a leg up. You know who they are and they feel accountable to you. You already have that piece done."*
>
> Teacher

Other Perceived Effects of ISP Program Activities

Additional effects for parents were also reported. For some families, student participation in the program meant a safe place for their children to be during the summer. The District Contact noted that too often during the time when the summer program was implemented, students were at home watching terrible TV and putting off reading summer assignments. The summer program provided ongoing educational opportunities for these students and less worry for their parents. Administrators also benefited from the program. The District Contact noted that the ISP grant allowed the charter system to enrich the summer program. Before the grant, the summer programs for the middle schools were very separate. With grant funding, the district developed a more integrated program with the potential to greatly benefit this cohort of students.

> *"I'm inspired by the summer program. Observing them in action is pretty cool. It's what school should be."*
>
> District Contact

Sustainability of ISP Program Activities beyond Grant Award Period

Summer programs in the district were implemented prior to the ISP grant. However, funding was required to adapt and change the program to meet the needs of the students. All stakeholders reported that the program was necessary and beneficial for student success. A Grant Coordinator added that the district would not have been able to bring the students from the more distant middle school without the funding provided by the grant. As this change in the 2009 implementation was considered instrumental in creating a unified class of 2013, she noted that losing this option due to funding loss would be a detriment for the students. The District Contact hoped, instead, that funding would be increased because similar projects would benefit students at all district campuses. She concluded that the summer program successfully met the needs of the students and their families.

> *"We're making changes across the two schools to align everything. That is an important change."*
>
> Grant Coordinator

Case Study Report – Grantee D (Suburban)

Grantee D, an independent school district located in a suburban community in Texas, implemented ISP Pilot programs during 2008 and 2009 for students who needed course and TAKS remediation and for accelerated students who attended dual credit courses. Students requiring TAKS preparation attended the program for four weeks of preparation and one week of testing four days a week for four hours each day. The course remediation component of the summer program lasted five weeks and students attended four hours each day. Some students worked all four hours on one subject; others moved from one course topic to another, depending on their needs. In the 2009 summer program, students were able also to attend an afternoon session provided under a separate grant (i.e., the 21st Century Program). Students were not registered for the second session, but were provided time and a place to complete coursework when necessary. Dual credit students attended classes scheduled by the local community college.

Table G.7. Number of Interviews by Grantee D Stakeholder Group

ISP Grant Coordinator	1
School/District Administrators	2
Teachers	4
Activity/ Classroom Observations	4

A two-day site visit took place during June 2009 at Grantee D. The site visit included interviews with key personnel and observations of summer program learning activities. Every effort was made to meet with as many people involved in the Intensive Summer Program (ISP) as possible during the visit. The site observer conducted interviews with the Grant Coordinator, the acting summer Principal, a Counselor, and the school district's Interim Superintendent. The observer also conducted individual interviews with four of the summer program teachers. In addition to interviews with key personnel, four classroom sessions were observed. The Institute of Higher Education (IHE) had limited contact with the program during the 2009 implementation and was not interviewed during the site visit.

Grantee D Characteristics

Table G.8 provides a summary of Grantee D, including geographic location, student enrollment, student characteristics, number of schools by type, as well as district accountability rating.

Table G.8. Summary of Grantee D Characteristics

Geographic Location	Suburban
Student Enrollment (Oct 2008)	
All students	2,386
Student Race/Ethnicity (%)	
African-American	0.5
Hispanic	91.3
White	7.5
Asian	0.5
Native American	0.2
Student Population (%)	
Economically Disadvantaged	79.6
Public Schools	
Elementary Schools	2
Middle Schools	3
High Schools	1
District Accountability Rating (2008)	Academically Acceptable
Academic Performance (%)	
Completion Rate* (2006–07)	74.8
Dropout Rate** (2006–07)	0.3

Source: Academic Excellence Indicator System, 2007–08
*Completion rates reflect the percentage of high school students graduating or continuing high school beyond their senior year.
**Dropout rates are calculated only for the 7th and 8th grade students.

Students served by the Grantee D summer program differed by age, risk status, and academic achievement. The program invited incoming 9th through 12 graders to participate. Many of the students were described as at risk for academic failure. Program and district staff reported the risk characteristics as low SES, single parent families, course and TAKS failures, pregnant or parenting (some with a second pregnancy prior to graduation), a need to work, poor attendance, and discipline issues. The District Contact noted that 79% of the students served by the program qualified for the free lunch program and that 89% of the students were Hispanic. The Grant Coordinator reported that the district also included many English language learners, an additional at risk factor.

In terms of academic achievement, the summer program served two distinct groups: students who needed course and TAKS remediation and accelerated students who participated in dual credit courses. The primary goal for the program was credit remediation. High School Counselors recommended students for the program who failed to pass courses or the TAKS assessment. Students were also referred if they had failed to complete the appropriate core courses. For example, one student transferred into the district after his junior year. He had passed all previous courses and had mastered TAKS, but had not taken World Geography, a requirement for graduation. He was referred to the summer program to earn the course credit so that he would qualify to graduate the following year.

An additional goal for the program was to provide dual credit and enrichment opportunities for the district's top students. For example, during the 2008 implementation, some students attended a STEM program at a local university. During the 2009 program, the same students stayed at the high school to receive dual credit for College Algebra. Additional dual credit courses included Government, Economics, Psychology, and Chemistry. All students who participated for dual credit had to be THEA exempt or receive an acceptable score on the Accuplacer. THEA exemption required a score of 2200 on English language arts (ELA) and math and 3 on the writing portion of the TAKS.

Overview of Grantee D ISP Pilot Program

Program Goals

The grant application stated the following program goals for Grantee D:

- To increase test scores in ELA, science, and math
- To reduce the failure rates in grades 9-12
- To reduce dropout rate
- To provide counseling and support for economically disadvantaged families
- To increase attendance and graduation rates
- To increase the percentage of college ready students for English and math
- To increase the accessibility to and participation in dual credit courses

Curriculum and Instruction Activities

To meet these goals, the summer program in Grantee D included the following courses:

- TAKS Preparation
- Course Remediation (math, ELA, science, social studies)
- Dual Credit Courses

TAKS Preparation

TAKS remediation included instruction on ELA, math, science, and social studies. The Grant Coordinator provided tutors with student profile sheets which listed mastered and failed objectives. Students who failed all sections were directed to focus on ELA and social studies objectives. The Grant Coordinator stated that students were most likely to pass these easier sections during the summer, leaving the math and science components for the regular school year.

Course Remediation (math, ELA, science, social studies)

Math. The Curriculum for math instruction was drawn from that used during the regular school year and customized for course remediation needs. Summer program teachers received a list of any failed math objectives for each student. Summer program teachers followed the high school's curriculum. The Grant Coordinator reported that summer school teachers created all the activities used during the summer program. The math instructor stated that students received individualized instruction based on their needs. They worked through chapters from a math text and then completed the chapter exam. Each chapter assessment was completed before students moved on to the next chapter. Teachers also performed ongoing assessments of student progress.

> *"What I've done for my students is broaden the topics. I'm giving them the option to choose a person who they are curious about."*
>
> Teacher

ELA. The ELA program included reading and research assignments and the development of comprehension and critical thinking skills. Students completed research papers on topics assigned by grade level. The 9th graders wrote about career options, 10th graders developed papers on social issues, 11th graders wrote about American literary figures, and 12th graders explored British literature. Within the assigned topic area, students were free to select a person or subject they found interesting. Students selected a topic, researched the topic using online sources, and wrote their papers using Microsoft Word. Students received individual help and assessments throughout the process.

> *"During the summer, I typically give them specific roles. That way, they are all engaged."*
>
> Teacher

Science. The science curriculum covered remediation credit for IPC (Integrated Physics and Chemistry), Biology, and Chemistry. Students worked in small groups and participated in lab activities. A science teacher noted that when students worked together to accomplish class goals, no one was "left behind." He described the class as a sequence of events. First, he presented students with the schedule for the day. Next, he did what he described as an "old fashioned" lecture on the topic of the lesson. He provided examples and the class completed worksheets on any math that accompanied the lesson. When all the groundwork was set, the class completed the lab activities.

An example lesson taught students about different bonds and their influence on human existence. The teacher reported that students made their own battery tester with lead wires and a 9V battery. Then they mixed different solutions and checked to see which were ionic (i.e., conductive) and which were covalent. The teacher noted that students enjoyed the "hands-on" activities more than the lectures.

Students completed and turned in handouts which included analyses, math computations, charts, and graphs. These types of activities were completed daily and were graded to assess student understanding. After lab activities were completed, section quizzes were conducted.

In addition to the subjects described above, the summer program included a World Geography Course. The curriculum for the course was taken from that used during the regular school year. As with other courses, when a student failed World Geography, the teacher provided the Grant Coordinator with a list of objectives and associated assignments. Individualized instruction was based on the objectives students needed to complete. One World Geography teacher reported that he also included some preparation for the following year. He said that as he completed summer requirements, he also tried to highlight subjects or skills that would benefit students during the regular school year.

> *"Success is what drives them. It motivates them and gets them going. You have to do it early, so we always start with 'do-able' tasks. That leads to more success."*
>
> Teacher

Social Studies. Students worked independently to read chapters in a World Geography text and accomplish chapter assignments. They also completed charts and graphs which were assessed for accuracy and student progress. The teacher noted that each student required individual assessment to determine an appropriate level of support. He said students required different levels of assistance to complete the course objectives. Some needed very little assistance while others benefited greatly from the individual attention they received.

Dual Credit Courses

As mentioned earlier, during the 2009 program qualified students had access to several dual credit courses. These included College Algebra, Government, Economics, Psychology, and Chemistry. With the exception of the Psychology Course, they were taught as distance learning courses in which the faculty member was located on the college campus and the students were located at the high school and monitored by onsite staff. To accommodate schedule requirements, the Psychology course was taught on site at the high school. During the 2008 implementation, a paraprofessional acted as monitor for the College Algebra course. For the 2009 implementation a teacher certified in the subject area was selected. The certified teacher assisted in teaching concepts and answered course related questions as needed.

Supplemental Activities

Professional Development Activities for Teachers and Administrators

The Grant Coordinator reported that no formal professional development was provided as part of the ISP in Grantee D. However, teachers noted that an in-service day for planning, mentoring by other instructors, and completion of non-grant related professional development were activities that helped them implement the summer program. The Principal noted that the in-service day helped her understand the duty schedules, teaching assignments and other program details. Teachers added that during the in-service day, they were given a list of students who were set to participate. Teachers telephoned and reminded students and their families about the program. One teacher noted that more experienced teachers also mentored less experienced teachers in the program. The teacher appreciated the help and said that it benefited her work during the summer program. One of the more experienced teachers also spoke of mentoring activities. He said mentoring was customary in the school and that it promoted good experiences for teachers and students.

Most teachers noted that they were very familiar with the content areas for their summer program courses. In addition, two teachers reported on non-grant related professional development they had received. One teacher attended training geared to improve school ratings. A second teacher attended training that included instruction on motivating and engaging students. Both teachers stated that the training they received helped them implement the summer program.

Teachers were mostly satisfied with the professional development they received. However, one teacher noted that additional professional development would have been helpful in preparing science lab activities because some of the students had already completed the designated summer activities during the school year. He noted that labs he did during the summer program were recommended by the teachers students had during the regular school year. That is, teachers recommended the labs for the objectives that were scheduled to be covered. Additional information on alternate lab activities would have been more engaging for the students.

Parent Involvement Activities

Parent involvement activities included informing parents about the program and setting expectations for student commitment. To accomplish that goal, a “Commitment” form was required for student participation. Parents were informed that the district offered the course at no charge for students who maintained passing grades. Students who did not maintain passing grades were required to reimburse the district in the amount of $129 for 3 credit hours.

Support Services Activities

Counseling and transportation was provided for students in the summer program. As mentioned earlier, the Counselor assisted with recruitment and also made home visits when necessary. Transportation was essential due to the distance from the high school to students’ homes. The Counselor noted that many students lived as many as 20 miles from the school.

ISP Partners

> *“It seems like they bend over backwards to help. They only ask, ‘‘How will it benefit the students?’ That is the most common response I get from the staff here.”*
>
> Teacher

The high school faculty and staff in Grantee D worked closely to make the summer program a success. The District Contact noted that the school Principal was very flexible with the teachers who were involved with the summer program and that the district supported the program in any necessary ways. The Principal added that the use of the campus was provided by the district. Teachers enthusiastically complemented the school administrators and support staff. For example, one teacher noted that counselors were always available to assist with student issues. Another teacher agreed that the staff was very supportive when the good of the students was involved.

The Grant Coordinator and Counselor noted that collaboration between the district and the IHE provided mixed results. During the 2008 implementation, the IHE provided an enrichment program for science and technology subject for accelerated students. This part of the collaboration was rated as very successful (4 out of 5). However, the Grant Coordinator reported that the IHE never provided the in-service days promised in the memorandum of understanding. District representatives asked for the training on several occasions and were finally told that the university "just could not do it." The coordinator rated this part of the collaboration as very unsuccessful (1 out of 5) and added that the program worked more closely with the local community college which provided the dual credit courses.

ISP Implementation

Selection of participants

Students

As described earlier, students were selected for the summer program based on counselor recommendations.

Teachers

High school teachers were selected by the school Principal and the Grant Coordinator based on certification and applications submitted. Consideration was also given to teachers' abilities to work successfully with at risk students. For example, the Counselor noted that a belief that everyone could graduate was very important. As mentioned earlier, all dual credit courses were taught by community college staff.

Barriers to Implementation

Barriers to the implementation of the program included low interest for participation by students and parents and the distance between the schools served. Additional suggestions for future changes were also noted. One barrier to implementation was the low interest in participation by students who needed credit recovery. Because the program was voluntary, few students wanted to attend. The issue was exacerbated when parents showed little interest in getting their children into the summer program. The Counselor explained that parents lacked an understanding regarding credit requirements. A related concern involved lack of remediation program availability to migrant students who were not available during the summer. The

> *"Parents don't understand about TAKS and credits. We have our freshmen and sophomore nights, but they still don't understand."*
>
> Counselor

Grant Coordinator noted that for non-migrant students, participation problems were partially resolved through telephone calls to parents and home visits by the Counselor and high school Special Education Teacher. The second barrier to success concerned the distance between schools served. The summer program included students from two feeder schools for the high school. As mentioned earlier, both feeder schools were 20 miles from the high school. That meant if students missed busses, they stayed home. No personal transportation by program staff was allowed.

In addition to the barriers listed above, two suggestions were provided for future programs. One teacher thought that students and staff would benefit from a break at the end of the semester and recommended that the program start date be changed to a week after the regular school year ended. The second suggestion related to student attire. The summer Principal noted that the district mandated a strict dress code for the summer program, as they did during the regular school year. She reported that a lot of time was spent talking with students about their clothes that might have been spent on something more productive and recommended dropping the dress code during the summer.

Facilitators to Implementation

> *"Our dedication makes it work. The new summer school teachers who participate are also held to our high standards."*
>
> Teacher

All participants reported that the people involved facilitated the grant's success. The Grant Coordinator noted that the ISP funding provided additional staff that facilitated the successful implementation of the program. For example, the Counselor assisted in calling parents to recruit for the program and also was available to assist if students were in jeopardy of being released from the program. The Counselor noted that the additional teachers provided students with the extra courses and assistance they needed. The Principal said the teachers and staff in the summer program shared a vision of what was in the best interest of the students and noted that those things that were in the best interest of the students were also in the best interest of the school. Teachers commented on the great collaboration among the staff and stated that the administrators were very supportive.

In addition to the people involved, the timing of the classes and the cooperation of the 21st Century Program were noted as facilitators of the program. One teacher noted that the students seemed happy with the four hour schedule. The Grant Coordinator agreed that the half-day schedule was beneficial and described one student who attended the program in the morning and worked in the afternoon. As mentioned earlier, the 21st Century program operated in the afternoon and allowed ISP program participants space to complete credit recovery tasks during the afternoon. This allowed students to remediate additional courses in the compressed time frame.

The availability of the afternoon time slot also helped two students who were parenting a child. The Counselor noted that both students were able to recover credits and still care for their child. One parent attended during the morning and the other attended during the afternoon. The Counselor reported that there were 12 students in the summer program who were parents and added that a daycare for the summer program would have benefited these students.

Ways ISP Program Changed Since 2008

Changes in the 2009 ISP implementation included additional dual credit courses and staff additions. As mentioned earlier, a second dual credit lab was added during the 2009 implementation. In 2008, Government, Economics, and Chemistry courses were offered. In 2009, College Algebra and Psychology were added. A summer program Principal was also added for the second year. Her responsibilities included discipline, attendance, and duty (i.e., making sure students arrived and went to where they were supposed to be and left on the correct bus).

Findings from Observations of Activities during Site Visits

Four classroom observations were completed during the site visit to Grantee D. They included an ELA class, World Geography, math, and a science class. The ELA class included individualized instruction. Two students were present during the observed class. Students began work on an assigned research paper using computers and Microsoft Word software. During the observation period, students learned how to create a cover sheet for their paper and began work on an outline. The instructor worked with the students individually to get them started and answered all questions. He also provided examples of how students could insert paragraphs they had already completed into the outline. Students were engaged throughout the observation period. The instructor even shared some history with them when he described his own early writing experiences which included a typewriter and a carriage that had to be "returned."

The World Geography Course also included individualized instruction. One student was present during the observed class. During the observation period, the teacher provided information to the student on how to read for content. He had the student read the question on the worksheet, and then instructed him on how to find the requested information in the text. The teacher and student also discussed characteristics of different world regions. For example, they used the text to find the most popular religions in particular regions. Throughout the observation period the student seemed engaged and worked steadily.

The math class also included individualized instruction. Five students worked independently and with the instructor. Each student had a calculator which was used to complete items from a handout. Students in the class seemed very comfortable asking questions about their assignments, and the instructor used the blackboard to illustrate his answers.

> *"How much heat energy is given off or taken in during each process?"*
>
> Teacher

The science class included laboratory experiments on the thermodynamic properties of different fluids (i.e., enthalpy). Three students were present during the observation period and worked in a small group with constant monitoring by the instructor. At the beginning of the lesson, the instructor reminded students about proper lab procedure and safety precautions. The instructor provided setup information for three procedures during the class. After the setup information was provided for each procedure, the instructor monitored students as they worked independently. During the first procedure students heated water to a particular temperature and then measured the temperature at 20 second intervals to observe how quickly the water cooled. In the second procedure students measured and combined hydrochloric acid and sodium hydroxide. In the final procedure, which required students to work under a fume hood, sodium hydroxide and ammonium chloride were measured and combined. During the procedures, each student had a particular role to complete. They worked quietly and steadily during the observation period to complete each part of the assignment. During an interview conducted after the observation period, the teacher commented that the students were much quieter during the observation period than usual.

Perceived Effects of ISP Program Activities on Participating Students

During the site visit interviews, the grant coordinator, IHE representative, teachers, and administrators discussed their perceptions of the effects of program activities on students. They were asked to address the ways, if any, that the ISP program affected:

- Course completion rates
- Promotion rates
- Attendance improvement
- Improved behavior (e.g., fewer suspensions)
- Dropout rates/Graduation rates
- College readiness
- SAT/ACT scores
- Interest in school
- Interest in subject matter (e.g., math, science, English language arts/reading)
- Desire to attend college

Relevant outcomes are discussed below.

Course Completion Rates and Promotion Rates

Improvements in course completions, promotion rates, graduation rates, and overall improvements in academic achievement were important goals of the summer program. Credit remediation and

> *"She did it. She changed classification at the end of the semester and moved on to the next grade at the end of the year."*
>
> Grant Coordinator

assistance with TAKS provided the mechanisms for student success in these areas. Teachers noted that the majority of students who attended credit recovery courses received credit. In some cases, that allowed them to complete one grade and move on to the next.

> *"You can do this. I'm right here. Let's work together and get it done."*
>
> Teacher

The Grant Coordinator described one student's story. Before the 2008 summer program, the student had received too few credits to advance a grade. Even after credit recovery during the 2008 program, the student was still classified as a freshman when her classmates were becoming juniors. However, because of the credits completed during the summer, and because the student worked hard throughout the following school year and received the needed extra course credits, she advanced with her classmates to her senior year on schedule.

> *"It's about keeping track, having a positive relationship, and making a home away from home for them. If you establish that, they will want to come."*
>
> Teacher

Teachers perceived that the opportunity to recover credits and/or improve TAKS scores, along with the positive support from teachers and staff, provided students with an important opportunity to "get back on track." The Grant Coordinator agreed that it gave students another chance. The Principal noted that this helped them not fall further behind and reduced the likelihood that they would drop out. One teacher noted that the program gave students a positive feeling about themselves and a sense that they were supported in their efforts to complete high school.

Attendance Improvement

All interviewees noted that attendance problems were a significant issue in Grantee D and that the summer program made a positive impact. One teacher noted the importance of having the staff and teachers work together with the truant officer to keep track of students. Another teacher believed that the confidence students gained during the summer program would positively affect both attendance and grades. The Grant Coordinator and the Counselor noted that the summer program provided the students with a support group that acted to improve attendance. The Counselor stated that when students were absent, teachers and the counselors were all "on it." Students' families were called to find out the reason for the absence. The Grant Coordinator added that the calls home provided the opportunity for school staff to find out about any extenuating circumstances and provide assistance, if necessary. Through these calls, and the support provided by the teachers or counselors, students learned that school officials wanted to assist in their success.

Dropout rates/Graduation rates

The perceived influence of the summer program on future college attendance was different for the two groups of students who participated. As mentioned throughout, the program served students who were behind in school and in need of remediation and also served accelerated students who participated in dual credit programs. Although the accelerated students received obvious benefits related to college, the remaining students likely received benefits in this area as well.

In addition to college credit for the courses they completed, students who participated in dual credit courses benefited from experiences that would likely improve their college readiness. For example, the Principal noted that the dual credit courses would likely improve students' SAT/ACT scores. Teachers added that the individual attention students received and the discussions they had on the materials they read would help them do better on their test scores. These activities also acted to prepare students for the rigor of future college courses.

The ISP also provided college readiness and additional academic options for the students who attended for credit recovery and/or TAKS preparation. As mentioned earlier, the program assisted students with course completion and facilitated more positive attitudes about school. In fact, some students completed high school due to their participation in the summer program. Some summer graduates completed their final course credits and others mastered the TAKS assessment. The Grant Coordinator noted that a small graduation ceremony was held at the end of each summer session to commemorate these academic milestones. High school graduation was a necessary step toward college enrollment.

The Grant Coordinator also noted that for students less suited to four years of college, participation in the program gave them the opportunity to learn about positive alternatives including two-year associate's degrees or one-year certificate programs and vocational training available at the local community college. Teachers added that being in the program increased students' self esteem and their positive outlook about school – both factors that would support any future academic endeavors.

Perceived Effects of ISP Program Activities on Participating Teachers

Teacher Content Knowledge

> *"My content during the year is US History. In the summer, I teach World Geography. I learn something new every year."*
>
> Teacher

The summer program provided teachers with an opportunity to refresh and expand their content knowledge. One science teacher who typically taught AP Chemistry instructed students in more basic courses during the summer. He noted that the summer program provided him the opportunity to "relearn" subjects he had not taught in a while. In addition, two teachers taught different classes than those taught during the regular school year. Even very experienced teachers increased content knowledge. For example, the math teacher at the high school typically taught Pre-Calculus, Algebra II, and Geometry. During the summer program he monitored students in the dual credit College Algebra course taught by community college faculty. He said that working with someone who had a Master's in mathematics was beneficial. He noted that he leaned new things as he listened to how she taught the content and added that he was "taking it with him."

Teacher Relationships with Students

Stakeholders said that teaching in the summer was different than in the regular school year and that the relationships between students and teachers were affected. The Counselor said the pressure was on because the teachers knew these students and they wanted to help them. She also reported about the mentoring program that was continued throughout the year in which teachers who mentored students with positive results were rewarded with a cash incentive.

> *"This morning, my student told me, 'I want to get back on track and graduate with my class.' She might not have said that in a larger class."*
>
> Teacher

Working closely with students was not new to summer school instructors. One teacher noted that he typically had a good rapport with students. He noted that when he walked in a classroom, 95% of the students would say hello. He added that the small class sizes facilitated this process because students were more open with their stories and they felt comfortable talking with him and about what they were going through. Another teacher commented that he followed students' progress through the year. He noted that even though he would not teach his summer program students again for two years, he still "shook their hands and checked in with them." He mentored them. He said, "There is a certain thing that happens when a student knows you. You then have a chance to mold them." He said he tried to teach them what was important.

Teachers' Sense That They Can Make a Difference in Their Students' Learning

> *"These at risk students need someone to show interest and that they care -- to show that they want them to succeed."*
>
> Grant Coordinator

The relationship teachers formed with students was also listed as an important factor in their sense that they made a difference in their students' learning. Several interviewees noted that students felt more comfortable in the summer program and that feeling comfortable increased their participation. The Grant Coordinator added that the summer program gave teachers the opportunity to become more familiar with students and to interact with them on a more personal level. As students and teachers interacted more often, teachers had the opportunity to understand their students better, and see when their efforts were rewarded with greater understanding and engagement. The Principal, also a teacher, commented that the summer program gave teachers the opportunity to see that even students who struggled during the regular school year could learn.

Teachers' Broader Beliefs about Teaching

> *"My passion for my field and my teaching doesn't waver. I know my purpose."*
>
> Teacher

In terms of teacher's broader beliefs about teaching, the summer program affirmed goals and expectations for some teachers, and transformed the teaching of others. As mentioned earlier, teachers were selected based on their commitment and success with at risk students. The Counselor commented that teachers were in the summer program because they loved it. She believed it affirmed their intention to help students succeed.

One teacher said his experiences in summer programs transformed his teaching. He reported that he had a different level of respect towards his students and now realized that he needed to teach to each individual student, not just "teach to the whole class." He also learned that students who typically struggled often excelled with the attention provided in smaller group settings. He provided the following example. At the beginning of the TAKS preparation session, his summer program social studies class started preparations for the test. An accelerated student who had been taking dual credit courses entered his TAKS prep group. After the first day or two of his class, the new student said she felt "stupid," and that even the "gangster" kids knew more than she did. Those "gangster" kids were the students the teacher had been working with in the credit recovery course.

Other Perceived Effects on Teachers

In addition to affirming or refining teaching skills, the summer program benefited teachers by improving morale and contributing to the welfare of the community. Teachers noted that campus success was important to them, and that success in the summer program positively changed the perception of the school throughout the community. One teacher noted that when one enters the teaching profession, they do so with an idealistic mind set – they want to help in the community and make a difference. The summer program gave teachers the opportunity to do so. Teachers also noted that the smaller classes and student successes facilitated good teacher morale. There was a mutual benefit for students in that great staff morale helped teachers be even more supportive.

Other Perceived Effects of ISP Program Activities

Students

> *"He had been a "gangster" kid and now he was playing ball and wearing a shirt and tie to school events. I told him how proud I was of him. I think the summer program had a lot to do with that."*
>
> Teacher

When asked about other perceived effects on students, all stakeholders reported benefits of "getting back on track." One teacher noted that the summer program helped students focus on their academic goals and start the new school year with a positive attitude. Another noted that the relationships students built with positive role models during the summer and the mentoring they received could be transformational. For example, one student who attended during the 2008 implementation completed the credits necessary to catch up with his cohort. As a result, he had the option to play basketball and he made the high school team. At school events, all team members were required to wear a shirt and tie. The teacher noted that this experience provided the student with an opportunity to see himself in a different more positive light.

Administrators

Administrators in the program benefited from opportunities to collaborate with other staff, experience new roles, and through increased understanding of students. For example, the summer program in Grantee D included two school counselors: one very experienced counselor who coordinated the grant and another counselor at the beginning of her career. The more experienced Counselor stated that through their collaboration she was learning to share the responsibilities of her role. She also noted that the program gave her the opportunity to mentor the new counselor – a benefit she wished she had experienced at the beginning of her career. The less experienced Counselor noted that she was learning from her colleague. She also noted that the one-on-one sessions completed with students during the summer program improved her understanding of the district's academic requirements. She added that this better understanding would benefit the students she counseled during the regular school year.

> *"That on-the-job training would have been so helpful to me when I started."*
>
> Counselor

Additional perceived effects for Administrators included better understanding of students and their own goals for the future. For example, the Principal noted that the summer program gave her an opportunity to experience working in Administration and clearly defined for her the role she desired in the future. One teacher noted that administrators who worked in the summer program had the opportunity to work with students who would "normally be in the office for other reasons." Another teacher believed that the smaller summer enrollment provided administrators with an opportunity to know students better. He added that administrators who participated were likely to mentor students more after their participation in the program.

Parents

The Grant Coordinator noted that after the summer program, parents were more aware of what they needed to do to help their children succeed. The coordinator reported that parents received a warm welcome at the school during the summer program which likely made them more comfortable interacting with teachers and administrators. The Principal added that students talked with their parents about the positive experiences they had and the flexibility and support they received from the summer program staff and, as a result, some parents were more responsive to calls about attendance or tardiness issues. Perhaps the most hopeful change noted for parents was described by a teacher. She commented that the summer program helped parents understand that there were still opportunities for their children to succeed at school. This more positive expectation likely increased parents' efforts to keep their children involved.

Sustainability of ISP Program Activities beyond Grant Award Period

> *"Education is our last chance to make a difference. If we can convince them that they can be successful, then they can go on to college."*
>
> District Contact

All stakeholders commented on the value and importance of the summer program. For example, the District Contact noted that opportunities like the ISP may strongly influence what students will be able to achieve in their lives. She explained that for some students' programs like these were life changing and that students who never experienced success likely quit trying. The Principal added that the small teacher student ratios made the big difference in students' experiences. In this type of program, both at risk and accelerated students received the attention they needed.

The ISP grant allowed Grantee D to expand and enrich their existing summer program. The Grant Coordinator noted that without the funding provided by the grant, cut backs would occur, including the extra Counselor and teachers. The coordinator noted that these positions had been very helpful during the current implementation of the program and that she would be sorry to lose them. Teachers recommended that the summer program be continued because of the obvious benefits to all the students involved. The ISP in Grantee D provided both at risk and accelerated students an opportunity to achieve academic success. All stakeholders wanted to continue to provide these opportunities.

Case Study Report – Grantee E (Suburban)

Grantee E, an independent school district located in a suburban community in Texas, implemented ISP Pilot programs during 2008 and 2009 for middle school students. The 2008 implementation implemented a new PITSCO student Algebra lab and included students who had failed the TAKS assessment and more academically accomplished students. In contrast, the 2009 program focused only on the "bubble kids." That is, the program only served students who had passed the TAKS assessment. The 2009 program lasted 4 weeks and students attended Monday through Friday for 6 hours each day.

A two-day site visit took place during June, 2009, at Grantee E and included interviews with key personnel and observations of summer program learning activities. Every effort was made to meet with as many people involved in the ISP Program as possible during the visit. The site observer conducted interviews with the Grant Coordinator and the district's Executive Director for Academics (Pre-K through 12th). The observer also conducted a joint interview with two of the summer program teachers and an individual interview with a third teacher. In addition to interviews with key personnel, two learning activity sessions were observed. To accommodate her schedule, the IHE Representative was interviewed by telephone shortly before the site visit in Grantee E.

Table G.9. Number of Interviews by Grantee E Stakeholder Group

ISP Grant Coordinator	1
School/District Administrators	1
IHE Representative	1
Teachers	3
Activity Observations	2

Grantee E Characteristics

Table G.10 provides a summary of Grantee E, including geographic location, student enrollment, student characteristics, number of schools by type, as well as district accountability rating.

Table G.10. Summary of Grantee E Characteristics

Geographic Location	Suburban
Student Enrollment (Oct 2008)	
All students	9,103
Student Race/Ethnicity (%)	
African-American	0.5
Hispanic	94.8
White	4.4
Asian	0.3
Native American	0.1
Student Population (%)	
Economically Disadvantaged	82.4
Public Schools	
Multi-Grade	1
Elementary Schools	7
Middle Schools	3
High Schools	1
District Accountability Rating (2008)	**Recognized**
Academic Performance (%)	
Completion Rate* (2006–07)	85.9
Dropout Rate** (2006–07)	0.4

Source: Academic Excellence Indicator System, 2007–08
*Completion rates reflect the percentage of high school students graduating or continuing high school beyond their senior year.
**Dropout rates are calculated only for the 7th and 8th grade students.

Students served by the program were 6th and 7th graders from three local middle schools. They were described as at risk and economically disadvantaged. The District Contact stated that the majority of students were Hispanic, and only a few students in each summer program were identified as having low English proficiency.

Overview of Grantee E ISP Pilot Program

Program Goals

The grant application stated the following program goals for Grantee E:

- Decrease the number of students in need of remedial and developmental interventions and coursework at the middle schools
- Increase the number of students promoted to the next grade on time and on grade level
- Increase student planning and preparation for transitions to high school
- Increase student and parent knowledge of rigorous high school and college standards, available programs and activities, school policies and procedures, postsecondary academic and career opportunities, and other activities, designed t increase high school completion and success

Curriculum and Instruction Activities

To meet these goals, the summer program in Grantee E included four courses with integrated math and science objectives.

- Integrated Math and Science Lab
- Math
- Art
- ELA/Reading

Integrated Math and Science Lab

> *"They're very action oriented in their curriculum and in making it have some real life applications beyond the class room for the students. I think that's a very successful model."*
>
> IHE Representative

As mentioned earlier, all activities in Grantee E were built around PITSCO Education's Synergistic Algebra Lab. The lab came with 14 stations, 7 of which ran during the summer programs. The Grant Coordinator reported that modules on forensics, environmental sciences, building and construction/home remodeling, personal finance, astronomy, and college preparation were included. The program utilized one theme for each week of the summer program. In addition to the lab a project based math class, math based art course, and a reading class that used math and science content were included. Although a separate science course was not provided, the program emphasized themes in the lab which met 98% of the Texas Essential Knowledge and Skills (TEKS) standards for 8th grade science. The Grant Coordinator reported that both math and science teachers staffed the lab. This ensured that students had access to any necessary assistance.

Math

The second math class also featured hands on activities and math and science content. As mentioned earlier, all activities were coordinated with the theme for the week. For example, during the Home Building week, students created towers using marshmallows and toothpicks. Students were assessed on whether their towers adhered to particular base measurements and stood successfully for at least 10 seconds. Teachers reported that successful completion of the activity required the use of math (e.g., angles) and engineering concepts. Teachers also reported that students utilized the "Study Island" curriculum which included assessments and was owned by the district.

Art

The Art class also followed weekly themes and incorporated hands on experience with math and science concepts. For example, during the Astronomy week, students created solar mobiles. This required an understanding of scale factor. A teacher noted that the art activities were developed which enriched students' understanding of the themes for the week. For example, during the week that students studied forensics, art activities included a project on recording finger prints.

ELA/Reading

The ELA component of the summer program in Grantee E included reading and writing activities that followed the science theme for the week and a separate reading of fiction. To complement what was learned in their other courses, students created research based technical papers. For example, during the 2008 program, a weekly theme was the Environment. Students wrote mini -research papers on recycling and wrote a letter to the district's Superintendent requesting a recycling center. The field trip for the week was a trip to the local Waste Management Center. Students also wrote about the field trip. During the 2009 program, students studied forensics. The ELA activity was to write a murder mystery and include forensic details that were researched online. Teachers reported that students also added relevant educational video clips downloaded from the United Streaming web site. Presentations were produced using Microsoft PowerPoint and presented to the class. Teachers monitored progress throughout the assignments and assessed final presentations. In a separate ELA activity, students read the popular book, *Twilight*. The Grant Coordinator commented that the assignment of this book met two goals: it entertained the students and also encouraged further reading.

> *"We're allowed to give incentives. This year, we will try to give them a set of the Twilight books. I think they will go off and read them."*
>
> Grant Coordinator

As mentioned above field trips complemented each week's theme. In addition to the field trip described above and the university visits, two additional field trips were included for program participants. Students attended the Bahia Grande restoration project and the Laguna Atascosa wild life preserve. These field trips provided students with new and enjoyable experiences.

Supplemental Activities

Professional Development Activities for Teachers and Administrators

Teachers benefited from formal professional development and ongoing collaboration with peers. For the 2008 implementation two days of training were provided for the Algebra lab. Before the 2009 summer program, teachers participated in informal professional development throughout the school year. For example, the Grant Coordinator reported that teachers met four or five times to discuss the lab and what students would learn. Non-Algebra teachers reported that they also toured the lab. In addition, teachers collaborated on lesson plans that would complement the math instruction students received. Each teacher researched a topic and decided how it would be presented. During the program, teachers met weekly to synchronize lessons and discuss any issues from the prior week. Teachers were happy with the level of professional development they received. They noted, however, that the opportunity to see interdisciplinary hands on projects would have been helpful. No professional development was provided for administrators.

Parent Involvement Activities

> *"The parents are involved and the students come. It's a team effort. They support the programs and the success of their students. They take a no nonsense approach to behavior, too. We appreciate that."*
>
> IHE Representative

Program staff fostered parent involvement through ongoing contact and visitation days. The Grant Coordinator reported that letters were sent home with students weekly that summarized their progress and also noted that the Algebra lab provided information in Spanish and English. Parents also attended an end of program award ceremony during which students received certificates of participation. In addition, parents received information about preparing their children for college. The IHE noted the importance of parent support. The Grant Coordinator reported that about 30% of the parents attended.

ISP Partners

> *"She helps us use the field trips to enrich the week's learning themes."*
>
> Grant Coordinator

The ISP implementation in Grantee E was made possible through close collaboration among the grant personnel, the IHE, and the district. The Grant Coordinator was responsible for supervising grant activities and for the alignment and implementation of all curricula. This included the hiring and training all staff, supervision of student selection, and coordination of communication between campuses. The coordinator also scheduled field trips and opened and closed the doors each day. In addition to supervisory activities, the Grant Coordinator acted as lead teacher. The IHE Representative collaborated with the district and the grant staff to coordinate those activities that involved the university. For example, she coordinated weekly field trips for students based on learning themes from the summer program. The Grant Coordinator stated that the IHE Representative had been instrumental in coordinating the visits to the university which included mini-lectures by university faculty in college classrooms. In addition, the IHE Representative assisted with the acquisition of guest speakers for the program. Finally, the university provided a campus tour for program participants. The District Contact had control over the budget and supervised the Grant Coordinator, and noted that her goal was to make sure the Grant Coordinator had everything needed to implement a successful program. This included transportation, food, and a well trained staff.

> *"We post 8-year plans that show what the students can take at any individual high school, what's available for dual and tech prep, and how that fits into the college programs."*
>
> IHE Representative

Both the IHE Representative and the Grant Coordinator enthusiastically rated their interactions as very successful (5 out of 5). The IHE described their relationship as "strong and collaborative" and noted that a goal of the college was to have all 8th grade students and their families fully informed of opportunities for career planning and dual credit courses. Working with the middle school students facilitated that goal. The Grant Coordinator stated that the relationship with the IHE had been very positive.

ISP Implementation

Selection of participants

Students

> *"They are working with the middle students – not the top and not the bottom."*
>
> IHE Representative

Students who attended the Intensive Summer Program in Grantee E were selected based on TAKS scores and their interest in participating. The majority of students were selected by school Counselors with input from teachers. The Grant Coordinator reported that the list was compiled throughout the school year. Students were selected because they scored just over passing (2100) on their previous TAKS assessment. For the 2009 program, students required to attend summer school for remediation purposes were not included. In addition, students volunteered to participate. A teacher noted that some students had heard about the 2008 ISP program and asked to attend in 2009.

Teachers

> *"It was a new program, and they needed teachers who could adapt day by day."*
>
> Teacher

For the first ISP implementation in Grantee E, teachers and additional staff were selected based on characteristics required for student success. For example, the Grant Coordinator reported that she selected teachers who were more likely "to teach with creativity and innovation." The IHE Representative added that teachers were required to be qualified in their subject areas and certified to teach in Texas. Teachers reported that they applied for the summer program and were told that the job required flexibility. The District Contact noted that teachers for 2008 were invited to participate again in 2009 because they had experience with the program and had received essential training. In addition, three paraprofessionals and a Counselor were added for the 2009 program.

Implementation Support

Additional support for the summer program was provided by the campus where it was held. The District Contact noted that the Administrator at the school and her Assistant Principal worked under their regular yearly contracts, so the assistance they provided for the ISP program represented additional duties without extra compensation. She added that the campus had been made available to the ISP program by the district. This included costs for the meals served in the cafeteria (food and staff) and transportation for all participating students.

Barriers to Implementation

> *"Last year we lost a lot of our gifted and talented kids because they didn't want to be here with kids who had failed. There's a social dynamic involved. The advanced kids don't want to be with the failers."*
>
> Grant Coordinator

The Grant Coordinator and the District Contact noted that selection of appropriate students for the program was crucial. A related issue was competition for summer program participants. During the 2008 program some students who had failed TAKS or courses attended the program. Teachers reported that these students were not academically prepared to complete the Algebra lab activities. In addition, their status as "failers" influenced peer social dynamics and program participation. For example, the Grant Coordinator reported that during the 2008 implementation, many of the advanced students left the program because they did not want to attend a program that also included low achievers. She added that teachers in the 2008 program struggled to accommodate the range of learning required. For the 2009 program, a more stringent selection process was employed. As mentioned earlier, students who required remediation were not included. The "bubble kids" for which the program was designed were selected throughout the school year. A second recruitment related issue was the competition for summer program participants. The Grant Coordinator noted that 80% of the students for one summer came from two of the three middle schools invited. The coordinator explained that the majority of summer program participants from the third school attended a different program and attributed the attendance pattern to the recruitment efforts of the Counselors at each school. Stakeholders noted that any barriers experienced during the two summer sessions had been overcome.

> *"Also, the expense of replicating it is an issue because we want to do it on the other middle school campuses."*
>
> District Contact

Facilitators to Implementation

> *"Our Grant Coordinator is great. If she can't get what you need right away, she'll get it as soon as she can. We all work well together."*
>
> Teacher

Stakeholders noted several facilitators to program success. These included the commitment from the administration, the dedication of the teachers and staff, and the support provided by the Grant Coordinator. The IHE reported that the program "staff, administrators, and faculty were wonderful" and added that she had enjoyed working with the people who "worked on and nurtured" the project. The Grant Coordinator reported that the teachers and staff were the primary reason the program succeeded and described their work as "phenomenal." Teachers noted the benefit of working collaboratively and the value of the support provided by the Grant Coordinator. One teacher said that the flexibility of her colleagues and the opportunity to work collaboratively facilitated her work in the program. Other teachers noted that they had what they needed when they needed it.

Ways ISP Program Changed Since 2008

Changes for the 2009 program included more involvement by the IHE Representative, changes in students served, and a new physical education period. The IHE Representative reported greater involvement during the second year of the grant and attributed the change to the smoother operation and experience gained during the first year of operation. She explained that during the startup year, stakeholders spent time putting the program in place and getting familiar with the people and processes involved. During the second year, much of that time was available to enrich what had been started the year before. Teachers also reported that students' served by the 2008 and 2009 summer programs differed by academic skills and attitudes. As mentioned earlier, students who failed TAKS or courses were not served during the 2009 program. In addition, some of the gifted and talented students returned to act as student mentors in the 2009 program. A population of peers focused on enrichment, rather than remediation, made the program more appealing to these students. A final reported change was the addition of a 45-minute physical activity period held at the end of the day. The period was added to complement a physical education program held throughout the year. Teachers participated with the students. They reported that students enjoyed having free time in the gym and also played team sports (e.g., volleyball, basketball, football, and soccer). A teacher added that students enjoyed the fact that teachers participated.

> *"They like seeing us participate, instead of just standing there with a whistle."*
>
> Teachers

Findings from Observations of Activities during Site Visits

As part of the site visit in Grantee E, two classes were observed. Both activities included the same theme: forensic science. During the first observation, 8 students learned about some of the mathematics involved in forensics. As the observation began, students watched a video on Alfonse Bertillon, the creator of Anthropometry, an identification system based on physical measurements. The teacher stopped the video and asked students questions about the material. This class discussion was followed by an activity on arm span and foot length measurement. The teacher and paraprofessional modeled the measurement procedure. Next, students worked in pairs and collected arm span and foot length data for the class. The information was recorded on worksheets. During the measurement activity, the teacher and paraprofessional went from table to table. They monitored progress and assisted when necessary. One pair of students required more assistance than the rest, but worked through the task successfully after receiving help and getting started. The teacher told the class that the data would be entered into a spreadsheet and graphed before the end of class. Slope and graphing topics were also reinforced. During the observation students were engaged by the video and questions. They seemed very much at ease as they interacted with the instructors.

> *"This is awesome."*
> (after recording his own fingerprints)
>
> Student

The second observation took place in the Art class as 8 students learned two methods for recording finger prints. This activity applied to the forensic theme of the week and complemented the Anthropometry topic from the previous class. As the observation began, materials for the activity had been prepared and students quickly got to work. The teacher reminded the students of how finger printing related to forensics. Next, the teacher demonstrated the procedures and then monitored and assessed student progress on the activities. In addition, two former program participants acted as peer mentors during the class. Students were very engaged and had a great deal of fun recording their fingerprints.

Perceived Effects of ISP Program Activities on Participating Students

During the site visit interviews, the grant coordinator, IHE representative, teachers, and administrators discussed their perceptions of the effects of program activities on students. They were asked to address the ways, if any, that the ISP program affected:

- Course completion rates
- Promotion rates
- Attendance improvement
- Improved behavior (e.g., fewer suspensions)
- Dropout rates/Graduation rates
- College readiness
- SAT/ACT scores
- Interest in school
- Interest in subject matter (e.g., math, science, English language arts/reading)
- Desire to attend college

Relevant outcomes are discussed below.

Academic Achievement

> *"They like this program. So they go back to their regular schools and they are still enthusiastic. They have something to look forward to."*
>
> Teacher

Students who participated in the ISP in Grantee E gained academic, behavioral, and social benefits. Teachers and the District Contact noted that students had fun in the summer program and became more interested in school subjects. For example, one teacher noted that after students participated in the hands on activities, math was more to them than "some numbers on the board." They learned that math mattered. Stakeholders believed that attendance also improved due to participation in the summer program. They attributed the improvement to the enthusiasm facilitated by small class sizes and high levels of interaction. The Grant Coordinator noted that students with good attendance in the summer program were rewarded with special tote bags and explained that students who missed three days or less during the 2008 summer program (33/75) received the incentives. The coordinator added that students carried the bags proudly throughout the year. Teachers believed that attendance benefits would continue during the regular school year.

Improved Behavior

The high standards held by program staff, along with a new found sense of partnership for students, positively influenced behavior for summer school participants. The Grant Coordinator reported that the program had a "zero" tolerance policy regarding discipline and added that in 2008 a student was released at the beginning of the program. The coordinator added that very few discipline issues followed. In addition, the IHE Representative believed that the partnership students experienced during group activities was also a positive influence and noted that students who worked together learned that "you do not have to be out there by yourself." The representative added that these were lifelong survival skills that helped students become stronger and have greater confidence and motivation.

> *"We had "zero" tolerance. That student will remember it, because s/he wanted to stay."*
>
> Grant Coordinator

College Readiness

Although the summer program in Grantee E focused on middle school readiness, benefits for college preparedness and interest were identified. The IHE Representative noted that ongoing efforts were made to prepare the district's students for college. As mentioned earlier, 8-year plans were developed and provided to families during middle school. The plan provided the sequence of classes required to prepare students for particular career pathways. The goal was to help students understand why particular classes were required and how they led to college success through increased interest and motivation. The District Contact noted that the area had been rewarded for their efforts with an 86% course completion rate and a "recognized" status.

Perceived Effects of ISP Program Activities on Participating Teachers

Teacher Content Knowledge

> *"You always hear the cliché that math and science go hand in hand. This program has given me the opportunity to see that."*
>
> Teacher

Teachers also benefited from participation in the ISP. Positive changes were noted in content knowledge, new opportunities for building rapport with underserved students, and the development of a deeper understanding of their part in students' learning. Although teachers in the summer program were described as content experts, teaching benefits were identified. The teachers said they learned new things from each other and from their students. For example, several of the teachers noted a better understanding of environmental science. One described it as "an amazing amount of material" and "a wonderful experience." Another noted that students provided new and interesting subject matter content during their presentations and added that she learned about students by "watching" their thought processes and "seeing the learning unfold." Perhaps one of the best teaching benefits was the collaboration between teachers. One math teacher noted that she had a better understanding of other teachers and added that she took knowledge and activities back to her students and they "loved it." Another teacher noted that the summer program allowed her to build good relationships with other teachers. She added that when teachers shared content "that was good for the whole district." The flexibility of the program was reported as an additional benefit for content learning. The Grant Coordinator said that summer program gave teachers the opportunity to create projects they would not have time to develop in a traditional classroom. The District Contact agreed that many of the teachers were used to textbook teaching and added that the project based work they used during the summer was "new and exciting" for the teachers. She reiterated that content knowledge was well developed, but that summer program teachers benefited from using more technology in the classroom and from the new ways they learned to present the content.

> *"Last year, someone did a presentation on animal processing. We learned a lot and didn't eat meat for a while."*
>
> Teacher

Teacher Relationships with Students

> *"There's a special relationship that happens when students participate in activities that are outside the norm and have fewer students. It's a stronger relationship."*
>
> Teacher

Teachers who participated in the summer program were known for having good relationships with students. However, the program in Grantee E facilitated relationships with students who were typically less communicative with teachers and staff. The Grant Coordinator noted that every single teacher and paraprofessional involved with the program reported they had spent time with students they would not have met during the regular school year. The coordinator explained that these were students who rarely received attention at school and added that they were called "wall kids" because they usually lined up against the wall and waited for school to be out. The coordinator stated that because these students participated in the program they would benefit from an established relationship with a teacher during the following year. In addition, the summer program provided students and teachers an opportunity to get to know each other better while they were having fun. She added that this program was not the usual "drill and kill" summer program. Students had fun and bonded with teachers and peers. Another teacher noted that after participating in the summer program, students understood her better and they knew what to expect in her classroom the following year.

Teachers' Sense That They Can Make a Difference in Their Students' Learning

> *"We were laughing about the Bill Gates study – spent billions to know that the teachers make all the difference in the world. We already knew that."*
>
> Grant Coordinator

As mentioned earlier, teachers in Grantee E had a history of teaching success which was affirmed during the summer program. The Grant Coordinator noted that TAKS scores for the district were much higher than in the surrounding areas, even though the population of students had similar risk characteristics. She added that the teachers knew their part in that process. Teachers seemed to agree when they reported that participation in the summer program affirmed their beliefs that they made a difference in students' learning. One teacher noted that it was difficult during the school year with "so many students and so little time." She added that in the summer program she saw students change as they grasped new ideas. In addition to affirming teaching beliefs, instructors gained rewarding experience collaborating and experimenting with new teaching strategies. The Grant Coordinator reported that teachers seemed to feel "accomplished" because they were "out of the box" during the summer program and added that their confidence levels were also increased.

> *"It's not just about teaching, it's about building a bond with the students and having rapport."*
>
> Teacher

Other Perceived Effects of ISP Program Activities

Parents

> *"An administrator said a parent called about the program -- she was concerned that her son wasn't going to learn anything if he was having so much fun."*
>
> Grant Coordinator

In addition to the students and teachers, parents benefited from the summer program. The Grant Coordinator and the District Contact noted that parents learned more about the schools and gained confidence in their children. The coordinator explained that through repeated exposure to the program and staff, parents learned more about the efforts made to help their children succeed. This led to greater confidence in the school and the district. The District Contact noted that parents who came to see the end of summer presentations were impressed with their children's work. The IHE Representative added that parents started seeing their children as "college material."

Sustainability of ISP Program Activities beyond Grant Award Period

Stakeholders enthusiastically agreed that the summer program should continue. The IHE representative reported that the university was "pleased and proud" to partner with the district and noted that the program enriched the relationship the organizations shared and also helped students succeed. The District Contact stated that grants like this one allowed the district to perfect and/or expand programs. In addition to these positive effects, the grant funded opportunities for students that would otherwise have been impossible. As mentioned earlier, the students attended the Bahia Grande restoration project and the Laguna Atascosa wild life preserve. The Grant Coordinator noted these trips, along with the weekly trips to the university, would not have been possible without the funding provided by the grant.

> *"We came in 12 points above the state. We do a lot of work in middle school to get them ready."*
>
> District Contact

The IHE noted that the success of the ISP summer program deserved attention and felt that administrators were seeing the utility of these types of activities for the greater student body. The Grant Coordinator supported the expansion of summer program practices and reported that she had encouraged the district administration to purchase an additional Pitsco lab that had been offered at a reduced price. The IHE Representative noted that the decision to implement or continue summer programs was dependent on local administrators and their abilities to acquire the necessary funding. In addition, the representative felt statewide commitment to provide year long education was highly likely to benefit Texas students and noted that some other states already funded summer school every year and that a number were considering a move to compulsory summer programs. The representative agreed with these initiatives and recommended the state carefully assess the broad positive impact of programs like the one implemented in Grantee E.

> *"We're finding out what works, and thinking of how to bring it to all our students."*
>
> IHE Representative

Case Study Report – Grantee F (Rural)

Grantee F, an independent school district located in a rural community in Texas, implemented two separate ISP Pilot programs: a middle school program (2008, 2009) and a high school program (2009). The middle school program served at risk incoming 7th and 8th graders and focused on reading and math skills. The middle school program lasted 20 days. Students attended five days a week for four hours with a half hour for lunch. Activities in each subject area lasted 1 hour and 45 minutes. The high school program was implemented in 2009 and served at risk students entering 9th, 10th, and 11th grades. The high school program focused on an environmental science curriculum and provided students with an opportunity to receive course credits in English, math, and science. The high school program lasted 8 weeks. Students attended from 9:00 A.M. to 3:00 P.M. Monday through Friday with time provided for breakfast, lunch, and snacks.

Table G.11. Number of Interviews and Focus Groups by Grantee F Stakeholder Group

	HS	MS
ISP Grant Coordinator	1	1
School/District Administrators	5	2
IHE Representative	1	1
Teachers	3	5
Activity Observations	3	3

A two-day site visit took place during July, 2009, at Grantee F. The site visit included interviews with key personnel and observations of summer program learning activities. Every effort was made to meet with as many people involved in the ISP implementations as possible during the visit. The site observer met with three contacts who partnered with both the high school and the middle school. They were the Grant Coordinator, the IHE Representative and the district's Superintendent of Schools (District Contact). At the high school implementation, the site observer conducted interviews with three of the district's subject area curriculum experts and high school program coordinators (Site Coordinators) and a school Community Liaison. The observer also conducted a focus group with three of the high school summer program teachers. At the middle school, the site observer conducted interviews with the middle school curriculum expert and program coordinator (Site Coordinator) and conducted a focus group with five of the summer program teachers. In addition to the interviews with key personnel, three learning activity sessions were observed at each implementation.

Grantee F Characteristics

Table G.12 provides a summary of Grantee F, including geographic location, student enrollment, student characteristics, number of schools by type, as well as district accountability rating.

Table G.12. Summary of Grantee F Characteristics

Geographic Location	Rural
Student Enrollment (Oct 2008)	
All students	29,966
Student Race/Ethnicity (%)	
African-American	0.2
Hispanic	98.7
White	0.9
Asian	0.2
Native American	0
Student Population (%)	
Economically Disadvantaged	89.3
Public Schools	
Elementary Schools	25
Middle Schools	5
High Schools	6
District Accountability Rating (2008)	Academically Acceptable
Academic Performance (%)	
Completion Rate* (2006–07)	85.5
Dropout Rate** (2006–07)	0.1

Source: Academic Excellence Indicator System, 2007–08
*Completion rates reflect the percentage of high school students graduating or continuing high school beyond their senior year.
**Dropout rates are calculated only for the 7th and 8th grade students.

> *"We have generational poverty. A lot of the kids that we're working with are first generation high school graduates."*
>
> Teacher

Students in both the middle school and high programs in Grantee F were described as at risk for academic failure. Risk characteristics included low SES, high retention rates, single parent families, low parent involvement, alcohol and substance abuse, and academic difficulties (TAKS and course failures). A teacher described the population as 33% White, 33% Black, and 33% Hispanic. Program participants were described as ethnic minorities. Low English proficiency students were also present in the district. One teacher reported a large immigrant population with many families who had lived in the United States for less than five years. A Site Coordinator reported that as many as 50% of the students in the program were Spanish speakers. In addition, some students from English speaking homes lacked the vocabulary and comprehension levels needed to be described as proficient. In addition to the risk characteristics noted above, some students were described as at risk due to extremely limited life experiences and negative community influences. A Site Coordinator reported that some students lacked the necessary experiences to "connect with the content" provided in classes. Others noted that for many, the school bus was their only transportation out of the neighborhood, and that some students only left their housing complex for school. One teacher also described negative neighborhood influences (e.g., drugs, crime). Although student characteristics were shared by both ISP implementations, each program was unique in purpose and implementation. To provide clear descriptions of the two programs, information will be

> *"This population is in danger of falling into the criminal population. It's like an inner city school in the country."*
>
> Teacher

provided by program. Information for the high school implementation will be provided first and followed by information on the middle school program.

Overview of Grantee F ISP Pilot Program

Program Goals

The grant application stated the following goals for the Grantee F high school program:

- Provide high quality, research-based instruction in reading to improve students' achievement in the content areas. Instructional materials for the following academic year will be used to teach content-specific reading strategies
- Provide research-based mathematics coursework so students may fill any developmental and foundational gaps they may have
- Educate students and parents regarding access to and need for postsecondary education
- Provide students with counseling and mentoring to achieve educational goals including responsibility, goal setting, study skills, and motivation to achieve
- Ensure mentoring support with interactions of students with successful college students
- Provide follow-on meetings after the summer session to reconnect students with each other and mentors and to provide ongoing emphasis on academic perseverance and achievement

Curriculum and Instruction Activities

To meet these goals, the high school summer program in Grantee F included three components:

- Math (Algebra and Geometry)
- ELA
- Science

Math

The math curriculum for the high school program in Grantee F included content from several programs. These were the Region 7 activities, Dana Center curriculum, SATEC, and Algebra 2000 and Beyond. The program also piloted a secondary version of the Got Math curriculum developed by the IHE Representative. Four math classes were offered: Algebra 1A, Algebra 1B, Geometry 1A, and Geometry 1B. Students used TI-84 and TI-83 calculators in the courses.

> *"I need the students to be talking to know that everyone is learning. Most of the Spanish speaking students are learning a lot from each other."*
>
> Teacher

Curriculum for the summer classes included the same content as courses offered during the regular school year. However, a teacher reported that the summer classes included "a lot more movement and creativity." For example, one math class was set up with several different work stations. Students moved from table to table and completed different math problems at each work station. The teacher reported that the class was set up as a scavenger hunt or puzzle in which solutions for problems at each station were combined for a final solution. He reported that interaction and collaboration among students was encouraged and that the classroom was managed with flexibility. The teacher added that students helped each other willingly. This was especially beneficial for English language learners in the class.

Assessments included items similar to those presented on the TAKS. This prepared students for exit exams. Additional assessments included weekly Glencoe chapter tests. In addition, student notebooks were monitored twice weekly and assessed for quality and quantity of work. Students also learned to monitor their own progress through an incentive program offered for time on task. The teacher reported that incentives were tied to the successful completion of a class warm up, the lesson, group work, daily work, and a review on schedule. If students completed the schedule on time 7 days in a row, incentives were awarded. These included holding a review in the gym, holding a breakfast or lunch review, or listening to iPods during a review. High school math credit was awarded to students who successfully completed the courses. Students had three opportunities to pass an exit exam which counted for 70% of the final grade in the course. The remaining 30% was awarded for attendance, participation, and work completed in class.

> *"You have to constantly go back and reiterate to them what a good source is because they think Wikipedia is where they can get all their information."*
>
> Teacher

ELA

The ELA class included research and a reading assignment based on environmental science themes. Students utilized a computer lab to research a topic. Students gained research and presentation skills (e.g., how to identify a good source of information). First, students worked in groups to create a mini-presentation. This assignment prepared them for the more complex final project. The final research project included the presentation of the research topic and a creative video piece. The teacher reported that most groups used PowerPoint to present what they had learned. Creative pieces included video "mash-ups", advertisements and/or movie previews that were created by students using MovieMaker. The teacher reported that by completing these assignments students learned about environmental science, gained research experience and improved computer skills.

For the rest of the ELA course, students read a novel and participated in activities. Sherman and Cragg's *Firestorm*, a science fiction novel, addressed the environmental theme and included characters that were the same age as the summer program participants. Students discussed choices and consequences related to the environment and how to advocate for wise environmental decisions. One activity included playing an environmentally themed game. The teacher reported that students played Sims Animals on the Wii. Other activities focused on media literacy. For example, students watched news clips and advertisements and discussed them. In addition, they completed written and video journals. These assignments increased understanding about influences on the environment and built students' science vocabulary. The teacher reported that students created their own rubrics for assessment. This helped them learn to monitor their own progress.

Science

> *"They made a trip to the Native Plant Center where they collected data. It's very difficult to do that during the regular school year."*
>
> Teacher

The science class was developed to address the Texas Essential Knowledge and Skills (TEKS). Students used Project Learning Tree and Project Wild resources, the *Global Science* text, and the Vernier probe wear and sensors. Topics included ecology, biodiversity, population dynamics, energy, climate, pollution, waste management, and land issues. The science class was developed as three 50-minute segments with a different science teacher responsible for each segment. A teacher reported that this setup "kept students moving" and "maximized the knowledge and experience of the three teachers."

The Project Learning Tree curriculum provided engaging demonstrations and hands on group work. One activity focused on how much trash students used. Students were given trash bags which they filled with air. Next, all the students gave their bags to one person. This demonstrated how much trash a typical person used. The teacher reported that seeing one student with almost 30 bags helped students connect with the material in a meaningful way. The class also included field trips and speakers. Students visited several sites for data collection. These included a local park and lake, the Native Plant Center, and a final trip to the Gulf coast. In addition, students visited the environmental center at the partnering IHE, a local landfill, water waste management and water treatment plants. These on site visits enriched students' understanding of course topics. Checklists and rubrics were used for grading. No tests were given. However, teachers monitored students for progress and quality of work. Students who successfully completed courses received one credit for the science component and a half credit each for Math and ELA.

Supplemental Activities

Professional Development Activities for Teachers

High school teachers received formal and informal professional development. Site Coordinators provided a one-day Project Learning Tree and Project Wild workshop for teachers who participated in the summer program. In addition, teachers from all three content areas met and planned program curriculum. For example, the science teachers met and planned content for the science class. In addition, they identified content that could be used by math and ELA teachers. All the teachers met for planning sessions to coordinate the integration of the content across subject areas.

Parent Involvement Activities

Parents were invited to attend an orientation session to learn about the summer program. The Grant Coordinator reported that three meetings were held during which presentations were provided in English and Spanish and added that the benefits of program participation were emphasized. In addition, parents were invited to attend a meeting at the end of the summer to watch student oral presentations.

Support Services Activities

As mentioned earlier, meals were provided to support students. Bus service was also provided for all participating students. Transportation and meals were essential functions for the economically disadvantaged students who participated in the program.

ISP Partners

The success of the Intensive Summer Program in Grantee F depended on the collaboration of the teachers, support staff, the Grant Coordinator, and the IHE Representative. Teachers provided instruction and motivation to students. In addition, they were responsible for developing an integrated curriculum around an environmental science theme. Three Site Coordinators supported the teachers at the high school. They helped design curriculum in their subject areas, organized and delivered professional development, coordinated resources and materials, and provided whatever additional support was needed. The Grant Coordinator supported the Site Coordinators to ensure that teachers had the resources they needed. In addition, the coordinator was responsible for the administrative logistics of the program (e.g., budget, payroll) and worked with TEA on the grant application and amendments. The IHE Contact reported that her role during the high school implementation was that of advisor and explained that she assisted site coordinators and teachers in the development of the integrated math and science curriculum and was available for consultation when needed. During the planning period for the high school program, the IHE Contact coordinated planning sessions that included district staff and faculty form the university science, math and English departments. The Grant Coordinator reported that the IHE Contact also provided a framework for the high school curriculum that was further developed by the teachers.

"The people I work with here in the administrative office – the Grant Coordinator – she's just over the top. I would rate our collaboration as a 5."

IHE Representative

The Grant Coordinator and the IHE Representative reported that their relationship was very successful (5 out of 5). The Grant Coordinator noted that the implementation of the summer program at the high school was the result of the close collaboration between the district and the university and added that busy schedules were accommodated with e-mails and many telephone conversations. The IHE Representative noted that working with the district, in general, was good (4 out of 5), and that working with the Grant Coordinator was wonderful (5+). The IHE noted that good communication regarding deadlines and clear understandings of each party's role was critical for successful collaboration.

ISP Implementation

Selection of Participants

Students

Students who participated in the summer program had just finished 9th or 10th grade, or were over-aged 9th graders who had not passed all required courses. This included one semester of Algebra or Geometry; English I, II, or III; or the necessary science credits. Additional students were invited to attend if they were interested in environmental science.

Teachers

> *"We have a couple of teachers who are from out of the district. They bring a youth and different perspective to what they're doing."*
>
> Grant Coordinator

Teachers and additional staff were invited to participate by the Grant Coordinator and high school Site Coordinators. They were selected based on attitudes about teaching and their interest in environmental science. The Grant Coordinator reported that she looked for teachers who built rapport with students and those who believed in the goal of giving students a "leg up" for the following year. The coordinator added that she also invited a few teachers from outside the district who were very excited about the opportunity of working on the project. One Site Coordinator reported that she looked for English teachers who would be comfortable "leaving Shakespeare behind" and going "out into the field" for summer research topics. Another Site Coordinator said she invited a math teacher she had observed working well with at risk students. The two science teachers were selected based on their strong interest in environmental science. A Site Coordinator noted that one of the teachers selected had completed professional development on her own during the summer that related to environmental science. This commitment to the subject area was a plus for the candidate. A marine biology graduate student was hired as a paraprofessional to assist students with research for ELA presentations on environmental issues.

Barriers to Implementation

Facilities and recruitment difficulties were listed as barriers to implementation. The Grant Coordinator reported that facilities were typically cleaned, painted, and refurbished during the summer months. This meant that program staff had to coordinate classes and lab work around what the maintenance department had scheduled. The coordinator added that the high school was in disarray due to library redesign and student space was limited to a single wing. In addition, only one computer lab was available. These limitations made programming more difficult. Recruitment was also listed as a challenge due to community attitudes about summer school. The Grant Coordinator explained that students thought of summer programs as "punishment." The challenge was to shift that attitude and clarify for students and their families that this program was an opportunity for enrichment. The coordinator noted that, historically, the district had a strong push on remediation and that the idea of prevention was new.

> *"I think the summer time has been a time when students have been required to do something -- so it's seen as a punishment instead as an opportunity to get ahead."*
>
> Grant Coordinator

As mentioned earlier, teachers in the high school program planned the curriculum based on an outline provided by the IHE Representative and with assistance from the Site Coordinators. Teachers noted the special challenge and time requirements of developing content while teaching an at risk population. Specifically, teachers noted that the requirement to prepare activities after classes had begun was difficult. One noted that activities would have been more effective had more time been available to "plan and establish stronger foundations." Another noted the extra time and energy required for preparing and then changing content when planning was incomplete. All the teachers noted that planning and organization was critical for minimizing preparation time and maximizing the available energy teachers needed for interacting effectively with students. Another difficulty for teachers regarded grading. Teachers reported that the non-traditional grading in the three courses provided a challenge. They explained that students were used to getting grades, and that some students did not take the work seriously without them. In addition, students needed feedback and progress reports. This was more difficult without an effective reporting mechanism. All of the teachers interviewed praised the first year high school implementation in Grantee F and reported that they gained valuable experience and were interested in working on similar projects in the future.

> *"I thought it would drain me as a teacher, and I'm not going to lie I've been tired but I feel it's invigorated me as well."*
>
> Teacher

Facilitators to Implementation

All participants reported that the people involved facilitated the program's success. The District Contact noted that the Grant Coordinator had been instrumental in developing and implementing the summer program. The Grant Coordinator praised the Site Coordinators for having what the teachers needed "up and running," and also stated that selecting the right teachers was critical for a successful program. The coordinator explained that instructors in this type of program needed a particular skill set which included more than content. She stated that "kids don't care about how much you know, until they know how much you care," and acknowledged that the relationships teachers formed with students were an important mechanism for learning. It was also important that teachers share the vision of the summer program. The Grant Coordinator reported that the professional development provided by the Site Coordinators helped teachers understand the program objectives.

> *"It's not just about content. At least 70% is relationships."*
>
> Grant Coordinator

Findings from Observations of Activities during Site Visits

During the site visit in Grantee F three classes were observed. In the first class, five students learned about presentation skills in an ELA course. As the observation began, students sat at individual desks and the teacher reminded them of the prior day's lesson. Students had learned how to use the MovieMaker software to create a video piece with an environmental message. They were also responsible for creating and presenting a PowerPoint presentation. To help them become better presenters, students watched a presentation on the slaughter of Harp Seals. The presenter modeled both skillful and flawed presentation practices and discussed both with the students and discussed the importance of practicing before presentations were made. Students were also encouraged to choose a meaningful topic. Throughout the observation, students were engaged and answered questions when asked.

In the second observation, 10 students worked in groups and one student worked independently in a math class. The student who sat alone completed a worksheet using a calculator. The remainder of the students worked in groups of 3 to 4. Desks were arranged as work stations and materials were provided at each station. Shortly after the observation began, students rotated to a new station and completed a new set of problems. The teacher monitored group progress and assisted with clarification of the concepts or the solution process for items as necessary. After the final rotation, the class reviewed the day's topics. To prepare for the review, the teacher asked students to write down the most difficult problem they worked during that day. Those problems were reviewed. Students were engaged as they worked at the stations. Many helped their classmates, and they answered the teacher's questions when asked.

In the third observation, 13 students worked in small groups on mini-research projects in a science class. Students worked at tables in groups of 2 to 4 and talked quietly as they worked. The teacher explained that students had recently completed a visit to a local landfill. They had also researched how ancient civilization managed waste (i.e., trash). The students were provided with questions to guide the development of their presentation on the topic. The teacher monitored student progress throughout the work period. Students worked on the projects for the entire observation period.

Perceived Effects of ISP Program Activities on Participating Students

Students who participated in the summer program benefited academically and socially. Stakeholders reported that a primary goal for the summer program in Grantee F was to improve students' likelihood of graduating high school. The summer program met this goal by improving student attitudes, interest in school, and behaviors. For example, the IHE Representative noted students who got back on track with high school graduation were more hopeful about graduation. The Grant Coordinator agreed that student attitudes were important. Both commented that receiving credits during the summer program benefited students and improved their chances of graduating. Interest in school and in subject matter areas were also identified as positive influences on high school graduation. The District Contact stated that students in the summer program learned that they were responsible for their education and did not need to rely on others to "hand it to them." In addition, the Grant Coordinator noted that some students needed a "very different way of learning" to break down barriers about content areas and added that the environmental science content provided a new and interesting way to use math, science, and ELA skills. In addition, the small class sizes and personal approach taken by the teachers boosted student interest in school and specific subject areas. Improved attitudes and greater interest in school positively influenced student behaviors. For example, the IHE Representative noted that students who felt more confident in their content had fewer behavior issues in school. The representative explained that for students who felt uncomfortable with the content, getting in trouble was an "out;" students acted out rather than feel stupid. The Grant Coordinator added that success in the summer program was expected to have a slight positive effect on attendance.

> *"Math is scary for much of the population. If they get just one thing, it may change their attitude and openness to learning."*
>
> IHE Representative

> *"These two credits will make a difference. They'll see some light at the end of the tunnel."*
>
> Site Coordinator

Participation in the Intensive Summer program in Grantee F increased the likelihood that students would attend college by enhancing their interest in education and by preparing them for the process. Site Coordinators stated that many of the summer program students expressed a desire to go to college, but did not really understand what was required to make the desire a reality. Informing students and their families about college readiness and entrance requirements was a foundational step in the process. In addition, the program provided instruction that was likely to improve SAT/ACT scores and increase students' confidence. The IHE Representative and the Grant Coordinator expected a positive influence from the summer program on SAT/ACT scores. The IHE Representative stated that the integrated curriculum increased student understanding, especially in math and science. The Grant Coordinator noted that summer program participants experienced improved TAKS scores and expected future college entrance assessments would also improve.

> *"That is one of our goals. To help them understand that there is a next step, and that they are capable of doing it."*
>
> Site Coordinator

Perceived Effects of ISP Program Activities on Participating Teachers

Teacher Content Knowledge

Teachers were also positively affected by their participation in the summer program. Teachers gained new content knowledge and presentation skills, built rewarding teacher-student relationships, and affirmed their beliefs about teaching. Although teachers were described as very knowledgeable about their content areas, the integrated nature of the program and the environmental science theme provide opportunities for teachers to expand and extend their knowledge. For example, the Grant Coordinator noted that teachers had learned more about the environmental sciences. A Site Coordinator agreed and described how another summer teacher typically taught at the middle school. Both teachers took a newfound respect for integrated learning back to their respective departments. Teachers also gained experience with new science equipment. For example, teachers planned activities during the summer that used the newly purchased Vernier sensors and probes. A Site Coordinator noted that they would continue to use the equipment throughout the year.

Teacher Relationships with Students

> *"Bottom line -- we made the relationships with the kids this year, and it's going to help them a ton."*
>
> Teacher

Positive teacher-student relationships were a critical component for the program in Grantee F. As mentioned earlier, teachers were selected, in part, based on their interaction style with students. Teachers who participated at the high school reported positive interactions that facilitated positive relationships and affirmed their sense that they made a difference in their students' learning. One high school teacher reported that she typically had positive relationships with students, and the summer program was no exception. Another teacher commented that relationships built during the summer program would continue to benefit students throughout the school year. Positive experiences with students during the summer program also benefited teachers. One teacher noted that she was "excited about the work they were doing" and "their engagement with the material." Another teacher's teaching philosophy and style were affirmed when a positive approach to student progress led to tears in his classroom. He reported that during progress reports he told each of his students what they had done well and what needed to be improved. He said that several of the students were surprised to hear the positive part of his report. Some of the students told him they had never before heard positive feedback from a teacher. He said the small class size allowed him to spend time with students who typically struggled and encourage them to take responsibility and be accountable for their learning.

> *"One little girl looked at me and said, 'no one has ever told me I did anything well'."*
>
> Teacher

Other Perceived Effects on Teachers

> *"I think some of our math teachers get too comfortable with a quiet controlled classroom. I don't mean it should be chaos, but I think kids need to hold it, touch it, move it, and really experience the mathematics -- 'do' math."*
>
> IHE Representative

Multiple stakeholders reported that teachers who participated in the summer program gained insight about teaching and their students. The Grant Coordinator reported that teachers benefited from learning that there are "different ways to do things" and added that participation in programs that do "something different" prevented teachers from being set in their ways. The IHE Representative added that the summer program gave teachers a new understanding of the power of inquiry learning. The District Contact stated that working in the program gave teachers an insight about the students that they did not have before.

Other Perceived Effects of ISP Program Activities

Parents

Although parents were not interviewed during the site visit in Grantee F, stakeholders identified their potential benefits. The IHE Representative reported that the parents who attended student presentations at the end of the summer saw that program staff was dedicated to their children's success and added that a firsthand view of a quality program for their children contradicted negative newspaper reports about the district schools. A Site Coordinator added that the summer program was an opportunity for students to do something positive and constructive during the summer and added that without the program, students would "be on the streets" or watching bad television. The coordinator explained that it was very difficult for high school students to get summer jobs due to the high number of college students who also needed summer employment.

Sustainability of ISP Program Activities beyond Grant Award Period

> *"To me it makes much more sense to be proactive and preventive. The psychology is dramatically different for the student. Now, they're ahead instead of being behind."*
>
> Site Coordinator

All stakeholders reported that the ISP in Grantee F benefited participants and should be continued. A Site Coordinator noted that this program represented proactive measures to support student success. The Grant Coordinator noted that the summer program had been "a tremendous amount of work" with an "incredible payoff."

Grantee F Middle School Program

Program Goals

The grant application stated the following goals for the Grantee F middle school program:

- Provide high quality, research-based instruction in reading to improve students' achievement in the content areas
- Provide research-based mathematics coursework so students may fill any developmental and foundational gaps they may have
- Provide lab-based science coursework to help students achieve in physics, biology, chemistry, and earth sciences
- Provide students with counseling and mentoring to achieve educational goals including responsibility, goal setting, study skills, and motivation to achieve

Curriculum and Instruction Activities

To meet these goals, the middle school summer program in Grantee F included the following courses:

- Math
- ELA (Reading in the Content Areas)

Math

> *"I was proud to see that students in both classes were trying to start businesses – even without my recommendations or me encouraging them to do so. They all had an idea beginning with the business."*
>
> Teacher

The math curriculum for Grantee F included the Got Math curriculum that was adopted by the district as the K-6 curriculum and additional activities from the Everyday Mathematics program. Components were selected for use because they focused on the TEKS components on which the middle school students scored lowest. A high school Site Coordinator who worked on the curriculum said the areas chosen for summer practice included fractions, decimals, percents, and measurement. These topics were selected after participant scores were evaluated for weaknesses.

One math project included internet research, planning, and calculations. Students were given the assignment to spend $1,000,000 in a planned way. Students were allowed to "spend" their money on whatever they desired and told to get as close to the total amount as possible. Teachers reported that students researched the price of homes, what it cost to furnish one, the cost of vehicles, and some even researched what it would cost to start their own businesses. After the list of desired items was compiled, students were responsible for dividing expenditures into categories (e.g., clothing, housing expenses, etc.) and evaluating what percentage of the money went to each category. Their finished product was a presentation to the class with graphs and charts on how they spent their money. A teacher reported that smaller, simpler activities set the foundation for this project. For example, teachers used a Hershey bar activity and taught students about fractions. That helped them learn a concept that also supported the larger project. For example, during the spending activity, students were required to represent the amount of money they spent in each category as fractions. A teacher stated that working on the Hershey bar activity and learning about fractions in a concrete way facilitated the application of the concept during the $1,000,000 activity. The second part of the math curriculum centered on measurement. Teachers reported that, again, students started out with smaller projects and moved on to more complex activities. For example, students began with a series of small projects in which they found the volume of regular and irregular shapes. That was followed by an airplane project that taught distance, lift, and perimeter. All of the activities were planned to be hands on and highly engaging. Teachers monitored students work throughout the summer program. Even though grades were not assigned, final projects were assessed and student progress reports were provided.

The ISP grant also funded the purchase of an iPod math lab. At the time of the site visit, the lab was in development and piloting was scheduled. Teachers reported that each child would receive an iPod Nano. Audio and/or video podcasts will present instruction and students will work independently to complete related assignments. Although all students will work on the assignments at the same time, they will only hear or see their own iPod.

ELA

The focus of the English language arts (ELA) summer program was reading and writing in the content areas. The Site Coordinator reported that the students used activities and assignments from the Time for Kids, USA News, and Carbo Reading Tape programs. The Site Coordinator stated that the Carbo tapes engaged the students and built listening and comprehension skills using high interest stories. The coordinator noted that teachers added graphic organizers, pictures, and different types of activities that helped students build comprehension and find evidence for answers in the reading passages. A teacher reported that vocabulary was enhanced when words were repeated multiple times and when students practiced using context clues and searching for definitions. A high school Site Coordinator reported that much of the reading was practical and from "every day life" and that it sometimes included practice "navigating the adult work" in activities like reading a phone bill.

> *"I want them to be able to prove why their answer is correct. They'll use that in all their classes -- science, math and social studies."*
>
> Teacher

Another component of the ELA class utilized the USA Today program. It included lessons designed around USA Today articles. Three days a week, teachers used this program. This component of the program provided students with reading practice and brought them up to date with current events and interesting topics. The Site Coordinator noted that it helped them understand that reading is more than "just out of textbook." Both 7th and 8th graders completed research projects. They went to the library three days a week and utilized computers to do the research. The 7th graders selected topics of interest and completed a tri-fold presentation board for a final presentation. The 8th graders completed research and created a pop-up book based on a topic of their choice from Covey's *7 Habits of Highly Effective Teens*. Assessments for the ELA program included ongoing monitoring for student progress and final assessments of the presentations. In addition, students were tested before and after the summer programs.

Supplemental Activities

Professional Development Activities for Teachers

Teachers in the middle school program received formal and informal professional development. The Site Coordinator noted that for the 2008 implementation, teachers had planning sessions and received one day of training for each subject area. For example, math teachers practiced lessons and received training in the Got Math curriculum developed by the IHE Representative. Teachers reported that they worked through each lesson in the curriculum and then received a formal day of training. The IHE Representative used the summer program activities to model for teachers how the activities should be conducted in the classroom. The representative stated that working through the steps gave teachers the opportunity to connect with the mathematics that underpins each activity. For the 2009 implementation, Everyday Mathematics curriculum activities were added. Teachers reported that they received the material and completed an in-service day with the Site Coordinator. The Site Coordinator confirmed that she met with teachers to provide general information about the program (e.g., days, times, general logistics) and provide the curriculum for them to preview a month before the program started.

> *"We did the activities to teach them the activities. That's when we got into those why questions which are very beneficial."*
>
> IHE Representative

Parent Involvement Activities

Parent involvement activities included an orientation, instructions on how to help children be successful students, and an invitation to an end of summer program. For 2009, a parent training component was added. It included week day sessions for parents that used the Fred Jones parent instruction tapes provided in Spanish and English. The first tape described how parents helped students be successful. The Site Coordinator reported that each parent received a folder and a parent guide book. Additional information included instruction on how to understand the district's system of grades and credits. Parents were also shown how to get on line and check their child's progress. The end of year program included presentation of student work and lunch. A teacher commented that at the end of 2008, the student presentations were similar to a "science fair." The Grant Coordinator noted that over 40 parents, school administrators and school board members attended. In addition, reports were sent home with students on Mondays to inform parents of student progress. Parents signed and returned the progress reports.

Support Services Activities

As mentioned earlier, meals were provided to support students. Bus service was also provided for all participating students. Transportation and meals were essential functions for the economically disadvantaged students who participated in the program. Transportation services were also provided during the regular school year for Saturday enrichment days. The Community Liaison, a Social Worker, provided counseling and some home visits when issues arose. For example, during the 2008 implementation there was a student pregnancy. The Community Liaison reported that she also visited homes whenever Child Protective Services received a complaint.

Other Activities

> *"We would pull their grades and absences and we would call them on it. We needed to do this because they don't have a lot of support at home for school."*
>
> Grant Coordinator

Students in the ISP also participated in enrichment activities and field trips. The Grant Coordinator noted that the goal was to keep summer participants engaged and on track. Students visited the Forestry Museum, the IHE campus, and the Planetarium. Students also had lunch at a local country club to hear a children's author speak. In addition to the field trips, students participated in a weekly mentoring program at lunch time. Students who participated during the 2008 implementation were invited to meet with a mentor during lunch on Mondays each week to discuss grades and attendance. The Grant Coordinator noted that eight people from her district office acted as mentors. They were assisted by the Community Liaison at the middle school. The Site Coordinator reported that the mentor program was voluntary and that students were eager to participate. In addition to these activities, students participated in a "College Road Trip" workshop. This game of life activity attempted to help students understand the costs of living and the importance of earning a living wage by providing practice. A Site Coordinator pointed out the importance of the activity when she noted that during the 2008 program, some students bought Hummers but did not save money for gasoline.

ISP Partners

As with the high school program, the success of the middle school program depended on the collaboration of the teachers, support staff, the Grant Coordinator, and the IHE Representative. A Community Liaison was also involved in the program at the middle school. Teachers provided instruction and motivation to students. One Site Coordinator supported the teachers at the middle school by coordinating resources and materials, and providing whatever additional support was needed. High School Site Coordinators, who were district curriculum specialists, assisted with middle school curriculum and professional development for teachers. As with the high school implementation, the Grant Coordinator supported the Site Coordinator who was responsible for the administrative logistics of the program. The coordinator also interfaced with TEA on the grant related tasks. The IHE Representative reported that her role during the 2009 implementation of the middle school program was that of advisor. This contrasted with the representative's role during the 2008 implementation, when she provided math curriculum and professional development for the middle school teachers. The Community Liaison supported students, parents, and teachers at the middle school.

ISP Implementation

Selection of participants

Students

> *"First we get the kids who failed, then the kids who failed TAKS, and then we see what we have left."*
>
> Site Coordinator

The middle school program in Grantee F selected 30 students per grade level (incoming 7th and 8th) from two middle schools in the district. The Site Coordinator reported that students were selected from the "at risk" list. These included students who failed courses or TAKS, were over aged for their grade (had been retained), or were pregnant or parenting. The coordinator added that ESL students were served in a separate summer program. A teacher indicated that some "bubble" students also participated. These students had scored just above passing on their last TAKS assessment.

Teachers

Teachers were selected for the middle school program based on their certifications and their teaching styles. The Grant Coordinator reported that she looked for teachers who had great rapport with students and who had enthusiasm for teaching. For the 2009 implementation, only those teachers certified in reading or math were invited to return. The Grant Coordinator explained that teachers certified in reading would enhance reading strategies for students in all classes. Teachers reported that they were approached by summer program staff and then applied through the district.

Barriers to Implementation

Technology, transportation, and student attitudes were listed as barriers to implementation for the middle school program in Grantee F. As with the high school summer program, facilities were also a challenge due to renovation activities. The Site Coordinator reported that one computer lab was available for math and ELA classes. When the lab "went down," no technology staff was available for two days. The coordinator added that "teachers had to regroup and practice their flexibility." A change in transportation plans provided a challenge for some students. The Community Liaison noted that a change in the transportation plan required students who lived closest to the school go to a pick up location (an elementary school) rather than be picked up at their residence. The liaison added that this was a less convenient option for students. Attitudes about summer programs also provided challenges during the recruitment period. The Site Coordinator noted that some parents were resistant to sending their children to a summer program that was not required, and added that there seemed to be a difference in attitude by ethnicity. The coordinator commented that Hispanic parents in the community welcomed the opportunity for their children to attend the enrichment program. In contrast, African American parents were "harder to convince." The coordinator added that it was important to orient families to the advantages available in the summer program. A teacher noted that the attitudes about involvement in the summer program seemed better during the 2009 implementation and explained that during the 2008 program some students were sent home for behavior issues. The teacher said there was a "large change" during the 2009 program, and students seemed more interested in participating and that the program was more "peaceful."

> *"Parents said that the program wasn't required, so their children didn't need to come. It was harder to convince them. That's one reason why I'm very pleased that the African American students who came have been very successful."*
>
> Site Coordinator

Facilitators to Implementation

As with the high school program, all participants reported that the people involved facilitated the grant's success. The IHE reported a high level of organization and planning before the 2008 implementation and stated that the staff was "ready for issues that might come up." The Community Liaison reported that she worked with teachers to help students succeed and stated that the teachers in the summer program "were great" and really "enjoyed their jobs." The liaison added that the teachers' commitment to facilitating positive student outcomes influenced program results.

> *"We start at the bottom and work our way up. Without self esteem, they aren't going to try math problems or try to read a book. We build relationships and their confidence."*
>
> Community Liaison

Implementation Support

> *"The door was left open to go back and ask questions if we needed anything at anytime."*
>
> Teacher

Teachers and the Community Liaison reported that the district supported the implementation of the program. The Community Liaison reported that the district provided access to the facilities that were used during the program. These included the library and books that were used during the 2008 "power hour" enrichment activities. The liaison added that the grant funded the supplies used for the program.

Teachers noted that district curriculum specialists (high school Site Coordinators) and the IHE Representative were available as needed. A teacher reported that the math specialist had been at the middle school "at least once a week."

Ways ISP Program Changed Since 2008

> *"I was surprised at how open the kids were and how excited they were to have something they could talk from a point of knowledge about. I was blown away."*
>
> District Contact

Changes were made in the math and ELA curriculum for 2009. The math curriculum was enriched for the 2009 implementation. During the 2008 program, teachers implemented the Got Math curriculum. For 2009, they added activities from the Everyday Mathematics curriculum. ELA curriculum was also changed. During the 2008 implementation, the Reading in the Content areas was used. In 2009, this changed to the Time for Kids curriculum. Research projects also changed. During the 2008 implementation, the 8th graders did a research project and created a tri-fold presentation board which they used to present their report. The District Contact said that there was a good turnout for the presentations, and that even five or six school board members attended. As mentioned earlier, during the 2009 implementation, they studied Covey's *7 Habits of Successful Teens*, picked out one trait, wrote a story, and made a pop up book to show on the last day. The Site Coordinator reported that students enjoyed presenting their research projects. A final reported change was the removal of an enrichment period for students. During 2008, students gathered in the cafeteria for a "Power Hour" and completed an enrichment activity or heard a speaker. The Community Liaison noted that supervision of the students in one large group was problematic and that the program had not worked as expected.

Findings from Observations of Activities during Site Visits

During the middle school site visit in Grantee F, three classes were observed. In the first classroom, an ELA activity was observed. During the first activity, six students began the class with a warm up activity. The teacher monitored their progress and assisted when necessary. Next, the teacher guided the students through an activity on fractions. Each student received a Hershey chocolate bar. The teacher started the activity by explaining to students how to open the package without breaking the bar. Next, students put the whole bar between two sheets of clean paper and created a "rubbing" of the top of the bar with a colored pencil. The end result was an image of the whole bar that also showed the 12 scored pieces included in the bar. The teacher explained that the purpose of the lesson (i.e., to study fractions), and reminded the class about the definitions they had learned the day before (i.e., denominator, numerator). For the remainder of the observation, the teacher created a chart on the whiteboard from student answers to her questions. The end result was a chart that showed students different ways to represent "a whole bar, a half bar, a third of a bar, etc. Students were eager to participate, and as far as the observer could tell, no chocolate was eaten until after the completion of this engaging math activity. The teacher managed the students deftly.

At one point, a quiet question ("Do you remember our deal?") calmed an over eager student without slowing the momentum of the class. During the class, a few students came and went to facilitate individual assessments that were in process. Students clearly enjoyed the class and seemed to grasp the lesson. At the beginning of the class, a student remarked to the teacher that he had invited his friend to come and attend the summer program. The teacher provided a positive response.

During the second observation, six students sat at desks facing the teacher and worked on reading and comprehension in an ELA class. As the observation began, the teacher and the students discussed an article from the World News titled "They Ran across Africa" about crossing the Sahara desert. Questions were displayed on an overhead projector. As the discussion progressed, the teacher asked students the meaning of several words (e.g., routine, stifling, devour, plethora). Students answered questions and worked to "find the proof" for their answers within the article. Those students who finished first read newspapers while the rest of the class completed the questions. All answers were affirmed and the teacher extended answers with real world examples. The teacher also gave students raffle tickets when they answered questions correctly. The teacher called all students by name. When the answers had been affirmed, the teacher asked the students to take a moment to stand up and stretch. During the next activity, the teacher reviewed comparative and superlative forms for adjectives. Students practiced with five fill in the blank sentences. The teacher modeled how to complete the sentences and then instructed students to work on their own. The teacher monitored and corrected work as needed. During this activity, a student returned from testing. The teacher asked a nearby student to explain the activity to the returnee. When all students signaled they had completed the sentences, the teacher asked individual students to come to the overhead and fill in the blanks. Correct answers were affirmed. The class worked quietly and consistently. As the observation ended, the teacher reviewed an English grammar lesson and reminded students to use what they had learned in their papers.

During the third observation, 13 students worked in a math lab on a research question. Students worked independently to come up with ideas on how to spend $1,000,000. The teacher monitored student progress and answered questions as needed. Students seemed engaged as they worked quietly and consistently throughout the observation.

Perceived Effects of ISP Program Activities on Participating Students

During the site visit interviews, the grant coordinator, IHE representative, teachers, and administrators discussed their perceptions of the effects of program activities on students. They were asked to address the ways, if any, that the ISP program affected:

- Course completion rates
- Promotion rates
- Attendance improvement

- Improved behavior (e.g., fewer suspensions)
- Dropout rates/Graduation rates
- College readiness
- SAT/ACT scores
- Interest in school
- Interest in subject matter (e.g., math, science, English language arts/reading)
- Desire to attend college

Relevant outcomes are discussed below.

> *"Our support is unconditional. They don't see that anywhere else in their lives. That's why there's anger there, there's no safety."*
>
> Site Coordinator

Students who participated in the middle school ISP in Grantee F benefited academically and socially. By design, students received engaging instruction in core subject areas that prepared them for the following year. For example, a teacher noted that 2008 program participants were better prepared than their classmates and grew more confident throughout the school year as familiar math topics were introduced. In addition, students who had failed courses or the TAKS assessment had the opportunity to catch up. The Site Coordinator acknowledged that many students continued to struggle, but some improved. The Grant Coordinator stated that there had been a "marked improvement" for the middle school students. In addition to the TAKS preparation, students received more individualized instruction during the summer due to smaller class size. The Site Coordinator noted that some students who were successful in the summer program advanced to the next grade. As a support to the opportunities for academic achievement, the program focused more on learning and less on grades. The IHE Representative noted that "it's a no risk environment and there's no pressure." The Community Liaison added that students who gained self confidence during the summer participated more during the regular school year.

Attendance Improvement

Improved attendance was reported for the summer program and also for the regular school year. Teachers reported that participation was greater during the 2009 implementation. One teacher attributed the increase in attendance to the "fun and learning" that happened during the 2008 program. Another noted that a lot of the students had never experienced both at the same time. Another teacher commented that attitudes about attending the summer program had shifted after the first year and added that during the 2009 program, students told their friends about the program and invited them to attend. Improvements for the regular school year were also reported. The Community Liaison stated that students who attended the 2008 summer program had better attendance during the regular school year than those who did not. The liaison added that students who participated in the 2008 program also had better attendance than the year before they participated in the summer program.

> *"They were so cute, they were so nervous about how to sit and where to put the napkins. They were so excited to have been to the country club and to eat lunch there."*
>
> Site Coordinator

Behavior was another area that improved for summer program participants. The Grant Coordinator reported that there had been fewer suspensions at the middle school. Stakeholders also reported that students who participated in the summer program gained a newfound pride and sense of community that positively affected their behavior and self image. The Site Coordinator noted that after participation in the program, students made better choices and added that other school staff had noticed the improvement. For example, a coach reported that a summer program participant had turned in some tennis shoes found stashed behind a tree. The shoes had been stolen by someone else from the gym. The coach commented that the student "would never have done that before (the program)." As an extension of the 2008 summer program, students met for six Saturday sessions and had a celebration banquet at the high school in May. During the fall semester, Ben Mikaelsen, the author, visited the area and the ISP students met him for lunch on a school day at the local country club. The Site Coordinator noted that on the Saturday before the lunch students saw a presentation on etiquette and role played appropriate manners. The Site Coordinator added that one student attended every Saturday session and also completed every other requirement of the ISP program. This student was the only student from two middle schools to do so. At the banquet, after all the other awards had been presented, the coordinator announced his achievement. The cheers from the audience and the large trophy that was awarded were a great end to the student's middle school years. The Site Coordinator noted that these experiences were transformative. Students felt a pride that will carry them forward to additional achievements.

> *"When I said, 'We congratulate him,' the whole place erupted. He cried and he couldn't tell me good-bye. Next year, he'll be in high school. It was moving. You can't put a price on what it is doing for these kids."*
>
> Site Coordinator

College Readiness

The ISP in Grantee F was designed as a proactive measure to increase students' chances for academic success. As mentioned earlier, participants engaged with the instructional activities, took ownership of their actions, built positive relationships with teachers and mentors, and gained a sense of pride in their learning community. The District Contact noted that students felt like they were "part of" the summer program. He added that if children felt like they were participants, they behaved much differently than if they were a victim or just left out. A long term goal for the district is to increase college attendance for all students. By increasing interest in school and subject areas and by providing students with opportunities to succeed, the summer program supported that district goal.

> *"Every thing we can do to engage them in school helps. It's not a quick fix; it's a work in progress."*
>
> Site Coordinator

Perceived Effects of ISP Program Activities on Participating Teachers

Teacher Content Knowledge

> *"Ever since this program started I've really wanted to work closer with the math teachers. I want to ask them, 'When do you teach this, etc.' I'll be doing that in the regular school year, too."*
>
> Science Teacher

Teachers also benefited from participation in the ISP. Some identified benefits for content knowledge. For example, math teachers reported that the training completed for the 2008 implementation increased content knowledge. For example, teachers learned how to teach lattice multiplication and a new method of division, and also received suggestions for assessment strategies. The Site Coordinator noted that the Everyday Mathematics curriculum added for the 2009 program was new to the middle schools in the district and noted that participating teachers would benefit from the "head start." In addition, teachers commented that they benefited from the integration of science topics in the math and reading classes. One teacher commented that he learned about adding math and reading into a science class and planned for more curriculum alignment during the regular school year.

Teacher Relationships with Students

> *"Throughout the following year you see the growth and the way they respond to you."*
>
> Teacher

Strong teacher-student relationships were an integral part of the summer program in Grantee F and benefited students during the summer and throughout the regular school year. All of the stakeholders commented on the value of the relationships students formed with teachers. The Site Coordinator said it was "the most important thing." The Grant Coordinator noted that the plan was for students to connect with teachers over the summer and benefit from that relationship during the following school year. Many students benefited in this way; however, a teacher commented that the majority of teachers for the 2008 summer program came from one of the two middle schools served, so some students did not.

> *"I would say beyond a shadow of a doubt this program, and the follow through of this program, has probably changed his life."*
>
> Teacher

Relationships with students were also fostered through a mentoring program and contact with the middle school Community Liaison. As part of the summer program, district personnel and community volunteers also mentored summer program participants. Mentors met with students weekly throughout the school year. A teacher described the importance of these meetings for student success because parents frequently did not attend parent-teacher conferences. Mentors from the summer program were invited and attended to support student success. Because mentors consistently attended their lunch meetings with students and any scheduled parent-teacher conferences, students learned that these adults cared for their well being and future success. The Community Liaison was another adult who developed positive relationships with students. The liaison believed that her participation in the summer programs and the contacts she made during the programs made students more comfortable seeking her out during the regular school year. The liaison reported that she worked with students to help them understand their teachers' perspectives. She also collaborated with teachers to reinforce positive expectations for students.

Teachers' Sense That They Can Make a Difference in Their Students' Learning

> *"Until you get down to the nitty-gritty and find out what the true problem is with that kid, you can assume anything. It touches you."*
>
> Teacher

Teachers and students benefited from the small class sizes and student centered approach. As mentioned earlier, the small class sizes and student centered teaching in the summer program facilitated an atmosphere which benefited students. Teachers added that the class size allowed them to see the gaps in students' learning. For example, one teacher, who typically taught at the elementary school, noted that one student read a large number (242,000) incorrectly. Instead of reading the number as two hundred forty-two thousand, the student read each individual digit. The teacher spent time and taught him how to read the large number and learned something important during the exchange. The teacher explained that seeing the middle school student struggle taught her the value of the lessons she taught students in elementary school. The teacher commented that she will do a better job of making sure her 3rd graders understand these lessons completely before they leave her class. Another teacher noted that the summer program gave him an opportunity to reach out to students and said that as he got to know the students better, he wanted to reach out to them and help them be successful.

Teachers' Broader Beliefs about Teaching

> *"After all, how can we expect them to aspire to academic greatness when they've never seen it?"*
>
> Site Coordinator

For some teachers, broad beliefs about teaching were shifted. For others, existing beliefs were affirmed. In addition, the Site Coordinator reported that lessons from the summer program transferred to the rest of one middle school campus. The coordinator noted that some teachers wanted to homogeneously group students by ability and added that after working in the summer program they knew the importance of having a heterogeneous group. The coordinator added that more advanced students modeled what was good for the less advanced students. Teachers also reported that their beliefs about teaching were affirmed. One said that working in the summer program made her even more aware of what was important for students. Another noted that the middle school teachers were selected because of their approach to teaching and their beliefs that they made a difference in students' learning.

Other Perceived Effects of ISP Program Activities

In addition to benefits identified for students and teachers, benefits were identified for school administrators and parents. Administrators were described as very supportive of the goals of the ISP. Teachers reported that the Principal at the middle school where the program was held wanted the same ideas implemented throughout the year. The Grant Coordinator reported that the district was also "rethinking" what happened during the summers. The District Contact affirmed that when he stated that "the program was great, but he wanted to start it earlier." Parents and families also benefited from their involvement with the summer program. The Site Coordinator reported that the program connected families to the school and added that after students talked with their parents about the program and the people at the school, parents called or came in to the school more often. The coordinator said it was especially important that parents were getting information "before a student was in trouble." and added that this helped improve cooperation between families and the school community

Sustainability of ISP Program Activities beyond Grant Award Period

All stakeholders reported that they wanted to continue the program. Teachers noted the value of the program and said they were interested in participating again. One teacher stated that after 30 years of teaching, and experience with many interventions, she rated this program the highest. The teacher attributed the value of the program to the focus on learning and the student centered approach. Other teachers agreed that the program was excellent. The IHE Representative said she was grateful to have had this opportunity. The Grant Coordinator and the District Contact reported that they wanted to provide similar programs to more students. The Grant Coordinator noted that if the program was expanded, students would not always be behind. The District Contact agreed and reported that the district was working hard to strengthen schools and provide high quality programs. The Site Coordinator noted, however, that she was not sure how much of the program would be continued without grant funding. The coordinator added that as much as the administration would like to continue the program, it would be impossible to do so without the teachers – and it was hard to hire teachers without money.

> *"They're not threatened in this atmosphere and they feel better about themselves. It's the most successful thing I've been a part of working with at-risk kids."*
>
> Teacher

Case Study Report – Grantee G (Rural)

Grantee G, an independent school district located in a suburban community in Texas, was implemented in 2008 and 2009 and served students who were of graduation age, but had not yet graduated (18 - 21 years old). The program focused on credit recovery and TAKS remediation and lasted for six weeks with an additional week for testing. Students attended five days a week and had the choice of registering for a morning or afternoon session. Some students registered for the morning session and also attended the afternoon program. Each session lasted four hours.

A two-day site visit took place during June 2009 in Grantee G and included interviews with key personnel and observations of summer program learning activities.

A two-day site visit took place during June, 2009, and included interviews with key personnel and observations of summer program learning activities. Every effort was made to meet with as many people involved in the Intensive Summer Program (ISP) as possible during the visit. The site observer conducted interviews with the Grant Coordinator and the district's Director of Research Assessment and Grant Management. The observer also conducted a joint interview with two of the summer program teachers and an individual interview with a third teacher. In addition to interviews with key personnel, one learning activity session was observed. To accommodate his schedule, the IHE Representative was interviewed by telephone shortly after the site visit was completed.

Table G.13. Number of Interviews by Grantee G Stakeholder Group

ISP Grant Coordinator	1
School/District Administrators	1
IHE Representative	1
Teachers	3
Activity Observations	1

Grantee G Characteristics

Table G.14 provides a summary of Grantee G, including geographic location, student enrollment, student characteristics, number of schools by type, and the district accountability rating.

Table G.14. Summary of Grantee G Characteristics

Geographic Location	Rural
Student Enrollment (Oct 2008)	
All students	6,523
Student Race/Ethnicity (%)	
African-American	29.8
Hispanic	38.5
White	30.1
Asian	1.5
Native American	0.1
Student Population (%)	
Economically Disadvantaged	68.3
Public Schools	
Multi-Grade	2
Elementary Schools	7
Middle Schools	2
High Schools	1
District Accountability Rating (2008)	Academically Acceptable
Academic Performance (%)	
Completion Rate* (2006–07)	84.7
Dropout Rate** (2006–07)	0.7

Source: Academic Excellence Indicator System, 2007–08
*Completion rates reflect the percentage of high school students graduating or continuing high school beyond their senior year.
**Dropout rates are calculated only for the 7th and 8th grade students.

Students served by the program were 18 to 21-year-olds seeking high school graduation. The majority of students were Hispanic. Students were eligible for the program if they failed to meet the minimal standards for the TAKS and/or needed three or fewer course credits to graduate high school. Students who participated in the summer program faced many challenges. The District Contact noted that many of the students dealt with issues related to low SES (e.g., poverty, homelessness, employment, alcohol and substance abuse). Additional issues included school attendance, single parent families, and pregnancy or responsibility for children. One teacher noted that as many as 50% of the students were English Language Learners, which made it hard for them to pass TAKS. He added that many of the students had very limited experiences and had never been out of the immediate area.

> *"All the kids are Hispanic. Some barely speak English and some barely speak Spanish."*
>
> Teacher

Overview of Grantee G ISP Pilot Program

Program description

The grant application stated the following program goals for Grantee G:

- By December, 2009, the campus will reduce the number of students that score below grade level in mathematics, English language arts, reading, and science, compared to the 2006-2007 AEIS scores without grant funds
- By December 2009, increase the number and percentage of students that advance in their grade level on time and on grade level, compared to the previous year without grant funds
- By December 2009, the campus will increase the number and percentage of participants that earn academic credit (high school, college, or dual credit enrollment) compared to the previous year without grant funds
- By December 2009, increase the number and percentage of students passing the mathematics, English language arts/reading, and science sections of the TAKS and/or related formative assessments (disaggregated), compared to the previous year without grant funds
- By December 2009, increase the number of teachers and administrators receiving training and materials specifically regarding improved instruction mathematics, science and English Language Arts or reading compared to the previous year without grant funds
- By December 2009, increase the number of parent, student, and community outreach activities, compared to the previous year without grant funds
- By December 2009, increase the percentage of 11th grade students who meet the Texas Higher Education Coordinating Board Higher Education Readiness Component Standard, compared to previous year without grant funds

Curriculum and Instruction Activities

To meet these goals, Grantee G included the following courses:

- Math
- ELA
- Science
- Social Studies (as needed)
- Credit Recovery (as needed)
- College Readiness

Math

The math course in Grantee G utilized components from several programs. These included the Region 4 Educational Service Center's accelerated curriculum, curriculum from the DANA Center at the University of Texas, CSCOPE, the NovaNet credit recovery program, and district adopted textbooks. The Grant Coordinator reported that the combination of activities and instructional content was developed to target TAKS requirements and added that many hands on activities were included to build the student's conceptual knowledge. Tests were completed by students at the beginning of the summer program to evaluate grade-level knowledge. Additional assessments were included in the accelerated curriculum for math and science and completed throughout the summer.

> *"I don't do much of the standard lecture format work. I like to do cooperative learning. I love to do group activities. I like to have interaction with the students, and I like the students to interact."*
>
> Teacher

Activities for the math curriculum were provided to address the TAKS objectives and engaged students in fun activities. For example, during the week that students studied math Objective 3 (i.e., slope), the teacher held a scavenger hunt. She reported that students had to find things on the walls and under the table. They used the TI-84 Plus graphing calculator to connect the items. Students were tested on each topic. The teacher added that pre- and post-tests were completed for all objectives. Some students also used the NovaNet Credit Recovery program for math remediation.

ELA

The ELA course also included content from several programs. The Region 4 curriculum reviews were used for remediation, and TAKS aligned curriculum by Pat Jacoby was included. The Grant Coordinator reported that the curriculum was combined to be "conceptually built," that is, placed in a conceptual framework to aid student learning and added that assessments were built in and that all of the content was aligned with the program goals to help students pass the TAKS and earn the credits they needed to graduate.

Science

For science, Grantee G again selected components from several existing programs. The Grant Coordinator reported that parts of the Region 4 and DANA Center accelerated curriculum were used. One teacher reported that he also used the TAKS Science Starters Program and CSCOPE combined with traditional lectures. He said the Starters program included all the TAKS objectives, and reported that students he observed were very engaged in the group activities. The Grant Coordinator reported that the DANA Center curriculum was designed around individual work stations with different study topics, and that students chose where to work. The coordinator added that students knew which topics they needed to work on, and stated that having the option to choose where to work engaged them more than being told what to do.

> *"Since I teach chemistry, we do activities all the time."*
>
> Teacher

One science activity focused on the topic of the scientific method. The teacher said he offered the students scenarios to consider in small groups. For example, he asked students to determine which fertilizer was best. After he talked about the options, students made decisions. Each group received a different scenario, and all students were required to participate. Students completed brief assessments at the end of each science topic. In addition, students were tested at the beginning and end of the summer program to evaluate their progress. In addition to the classes listed above, students completed social studies, credit recovery, and college readiness courses.

Social Studies

The social studies curriculum used by the district included components of the CSCOPE curriculum and additional activities developed in house. A social studies teacher reported that his course was designed to prepare students to be successful on the TAKS. He added that there were many social studies topics covered on the TAKS and stated that he worked with students to find their areas of weakness. He reported that he reviewed retired TAKS to determine the topics that most often were tested. He then used a combination of active learning activities to build students' skills. For example, students worked in groups of three to create concept maps that taught them the locations of the continents. Next, students worked to create large paper maps. Activities were completed at least twice a week. On other days, students heard lectures and participated in discussions designed to help them reflect on the similarities and differences of the places they had learned to locate.

> *"In social studies there are 300 expectations. We have to get down to what is central. For example, we spend a lot of time on vocabulary."*
>
> Teacher

Credit Recovery

As mentioned earlier, credit recovery was completed using the NovaNet computer based curriculum. A teacher reported that students worked independently with this program to meet their specific credit recovery needs. Students were taught how to navigate the system and registered for any courses needed for graduation. Then, students completed a pre-test for each subject which was then reviewed with a teacher. Next, students worked individually to complete a series of readings, drills, questions, and activities. Teachers were available to assist students when necessary. At the end of each course, students completed a post-test which assessed learning and was also designed to continue to educate students in the subject matter.

College Readiness

This mandatory class included topics pertaining to college success and assistance with college course registration. Topics included an introduction to college life, goal setting, problem-solving, academic and personal challenges, note taking and effective reading. Many students in the summer program took courses at the community college while they completed their high school requirements. The program staff helped students complete application paperwork and the program funded tuition and fees. This allowed students to attend classes on campus with a group of students they knew while the college readiness class built the skills necessary for their success.

Supplemental Activities

Professional Development Activities for Teachers and Administrators

Professional development was provided for high school personnel involved with the ISP. The Grant Coordinator reported that a staff development day for the Thinking Maps curriculum was provided before the 2009 summer program by the Assistant Principal. Teachers added that the training included a Microsoft PowerPoint presentation accompanied by a group discussion and sample activities, and added that the one-day session was very beneficial in improving their understanding of the Thinking Maps curriculum. The Grant Coordinator added that the district provided administrators with a day of Thinking Maps training for administrators on classroom observations, or "walk-throughs." Teachers also reported that training for the Sheltered Instruction Observation Protocol (SIOP) was provided before the 2008 summer program. The Grant Coordinator stated that in addition to these training sessions, an independent service provider demonstrated TAKS data disaggregation. Individual analyses of student data were available to assist teachers with placement. One teacher stated that the Grant Coordinator, who was also the Principal of the district, provided ongoing training. In general, teachers were satisfied with the training they received through the program. However, one teacher stated that additional subject-specific suggestions for hands on activities would have helped him be more creative and keep students engaged.

> *"We do ongoing trainings for these things. It's part of the school and who we are."*
>
> Teacher

Parent Involvement Activities

Parent involvement activities were held throughout the year, including during the summer program. Parent contacts typically regarded recruitment and student attendance. The District Contact reported that parents were informed about the program and were provided with information about college readiness and workforce preparedness. The Grant Coordinator reported that a district funded Community Liaison called home to check on a student whenever he was absent. Teachers also reported making home phone calls to check on students.

Support Services Activities

A range of support services and activities were provided to facilitate student success. For example, transportation was provided for all summer program students. Breakfast and lunch were also served. The Grant Coordinator reported that the district had a full range of special education (504) services and also had access to funding to support migrant students. In addition to the services mentioned above, students in the ISP in Grantee G participated in academic and enrichment activities with the local community college, university, and employers. Students attended an orientation session at the partnering IHE, the local community college. The IHE also funded THEA/Accuplacer assessments for participating students. These assessments were required for placement in college courses. In addition to the field trips, students benefited from presentations by academic and community speakers. For example, representatives from the Engineering department from a local university came to the district to recruit students. The South Texas Health System spoke with students about medical careers, and the U.S. Border Patrol, a major employer in the region, also spoke to students about employment opportunities.

ISP Partners

> *"She really created it from the ground up."*
>
> District Contact
> (speaking about the Grant Coordinator)

The ISP in Grantee G depended on the collaboration of the staff from the district, the IHE, and the district itself. The District Contact reported that she wrote the grant. As part of the program, the IHE Representative coordinated the delivery of dual credit courses for students and provided training for participating teachers in the college success strategies which would be taught to students. The Grant Coordinator implemented the program and supervised all activities at the district. In addition, the coordinator monitored program effectiveness and ensured compliance with grant specifications. The District Contact noted that the Grant Coordinator was instrumental in the successful planning and implementation of the program. The Grant Coordinator and IHE Representative independently rated their interactions with one another as very successful (4.5 – 5.0 out of 5) and reported that the dual credit courses offered by the college were a contributing factor to the appeal and success of the program to participating students.

ISP Implementation

Selection of participants

Students

> *"The majority are very good students. You might have some who have all their credits, but didn't pass TAKS. It can be very hard on them."*
>
> Grant Coordinator

Program staff recruited participants from three local high schools. As mentioned earlier, all students who failed to pass TAKS or earn enough credits to graduate were eligible for the program. The ISP served students who were 18 to 25 years old. Students must have completed four years of high school to participate.

Teachers

> *"Last year I was invited by the Grant Coordinator, and I came back this year. It was a good experience especially working with the kids."*
>
> Teacher

All teachers were recruited from a district pool of applicants and were selected, in part, based on their teaching style and "outlook on life." The Grant Coordinator reported that one of the summer teachers worked year round at the school and added that others came only for the summers. During the 2008 program, five summer teachers were hired and during 2009, six teachers were added. Two teachers who worked only during the summer reported that they were invited by the Grant Coordinator to apply for positions prior to the 2008 program returned in 2009. An additional paraprofessional was recruited to assist with instruction and testing. The Grant Coordinator reported that she recruited the paraprofessional from the high school.

Barriers to Implementation

Barriers to implementation included funding and planning issues, as well as the challenge of developing an atmosphere that would support student success. The District Contact reported that funding challenges occurred during the 2008 implementation. Because of the timing of the program, funds to purchase program materials were needed prior to release by TEA. The District Contact added that once the Notice of Grant Award was received, the issue was resolved. The IHE Representative noted that the size of the district and the number of students served also provided challenges for the college. The representative explained that student course requirements changed each year. This necessitated early assessment and clear communication of student needs by high school principals and/or district personnel to the IHE Representative. Perhaps the biggest challenge for the program was shifting student and community perceptions about the students who attended the school. The Grant Coordinator reported that members of the community, and even many of the students who attended, held the belief that the school was for "losers who did not follow through or work hard." This belief was detrimental to students and the program. The coordinator added that she worked hard with staff to build a culture that served the students instead of shaming them for previous academic failures. Teachers also described the need to shift student perceptions of the program and their potential. One teacher noted that students in the program often felt like "losers" and added that for some students, this motivated them to work hard to reach academic goals. He warned, however, that success was difficult if the students' sense of failure was not shifted to a belief in the possibility of success.

> *"There's nothing worse for someone than to feel hopeless. When you have failed to graduate and maybe you've started a family, the hope for the future can be greatly diminished."*
>
> IHE Representative

Facilitators to Implementation

Stakeholders agreed that collaboration among all parties served the success of the program. For example, teachers noted that the administrators in Grantee G were instrumental in the successful implementation of the program. One teacher stated that support was available "from the top down." The Grant Coordinator agreed when she reported that there was "100% support from the Superintendent" and that "the high schools were focused" on recruiting students who needed the program. The District Contact summed it up when she said that the combination of services from the college, the additional service providers, and the one-on-one teaching format had helped the program be very successful.

Implementation Support

To support the implementation of the program in Grantee G, the school district provided staff, computers, and supplies. The District Contact also worked to support a strong collaboration with the IHE. When asked what additional support was needed, the district administrator stated that additional transportation services would benefit students served by the grant.

> *"Also, the district is really good with the arrangement with the IHE. They've been instrumental in bringing that partnership together. There's a lot of support there."*
>
> Grant Coordinator

Findings from Observations of Activities during Site Visits

During the site visit in Grantee G one class was observed. During the activity, seven students worked in pairs or in a group of three on math activities. As the class began, the teacher took attendance and provided handouts for students. Next, the teacher directed the students to the "problem of the day" that was written on the white board. Students worked on the problem as a warm up activity and then discussed their answers. During the discussion, the teacher reminded students of the proper steps for setting up proportion problems and also reminded them to analyze whether their answers made sense. Next, the teacher reviewed the procedure for rewriting standard equations into the slope intercept form. For the final activity, the students practiced representing linear functions in different ways. The handouts they received earlier were used for this activity. The teacher modeled the process for solving an equation and matching the solution to a graph presented on the handout. Students were then instructed to solve the remaining equations on the worksheet and identify the graph that matched the solution. Students used TI-84 Plus graphing calculators during the activity. The teacher went from group to group and provided assistance when necessary. She provided positive feedback whenever students solved the problem successfully. The teacher addressed classroom management issues as necessary. For example, at one point during the class she asked a student who was distracting others to move to a different seat. Students participated during the class and seemed engaged in the activities.

> *"This problem is talking about commission --- which you all may not be that familiar with. Can anyone think of something that's like commission?"*
>
> Teacher
>
> *"Tips for a waitress."*
>
> Student

Perceived Effects of ISP Program Activities on Participating Students

> *"This sends the message that they are good enough. It's not a lost semester or year. They are seeing themselves as college students. Being on campus helps them have a change in attitude."*
>
> IHE Representative

The summer program in Grantee G provided students with an opportunity to construct a new academic identity. Students who had failed succeeded. As mentioned earlier, stakeholders reported that students were motivated by the fact that they were given another chance to succeed. Even chronic issues like poor attendance were improved. Teachers reported that although they still struggled with poor attendance, it was improved during the summer program. The District Contact attributed better attendance to the program's flexible schedule. The Grant Coordinator reported that the summer program provided incentives to attend and noted that students who attended every day for an entire week received free nachos at lunch on the last day of the week. Every six weeks, students without absences received additional incentives that were not funded by the grant. As mentioned earlier, students had the option to attend during a morning or afternoon session. Teachers also reported that students who were successful in the summer program showed greater interest in school the following year. The Grant Coordinator added that one-on-one instruction in math and science increased student interest. In addition, the program staff provided supportive relationships and engaging instruction, which supported students' academic success. For students who attended dual credit courses, the ISP program also provided an opportunity to "see themselves as college students," And the College Readiness Course provided skills that facilitated their success in that new role.

> *"The real carrot here is the dual credit enrollment with the local community college. The classes aren't academic classes, they're career and technology. But, it gets them on the campus successfully.*
>
> Teacher

As mentioned throughout this report, the ISP program in Grantee G was designed to graduate students. The Grant Coordinator reported that the program was very successful. During the first year of the school, the district decreased the dropout rate by 75% and increased the graduation rate to 50%. They graduated 211 students by the end of the first summer. By the end of the second summer, 380 students had come through the program and graduated. The teachers attributed the success of the program to the individualized instruction students received.

Although graduation was the primary goal, benefits were also identified for students in terms of workforce and college readiness. The Grant Coordinator stated that most of the students who participated in the summer program wanted to go to college, but did not know how to "get there." The summer program helped provide many of them with a successful transition. For most students, graduating and passing the TAKS assessment was only the first milestone. Next, taking college level classes with a cohort from the ISP helped students realize that attending college was a real possibility. As mentioned earlier, the College Readiness course taught students skills that improved their chances for success.

Perceived Effects of ISP Program Activities on Participating Teachers

Teacher Relationships with Students

> *"Every time I teach in the summer program I understand the kids more. I see them differently. I get a better picture of them."*
>
> Teacher

Teachers were also positively influenced by their participation with the ISP program in Grantee G. Positive relationships were built and beliefs about teaching were affirmed or refined. Strong student-teacher relationships were a cornerstone of the ISP. The Grant Coordinator reported that teachers in the program were encouraged to develop positive relationships with students. Teachers reported that relationships were built on mutual respect and were facilitated by the small class sizes. One teacher noted that when you respected students, they respected you. Another added that students in the program came from schools where they received "no attention," as they were in classes of 30 students. He explained that his largest ISP class included 10 students. This small class size facilitated greater levels of individual attention. In addition, teachers and other staff regularly called absent students. Students benefited from the accountability they felt to the program staff and teachers benefited from the better understanding that they gained regarding student needs and capabilities. One teacher said these calls to students were an important support that led to student success, and described a call he placed to a student who had missed class. He said the student told him about all the "problems" he was having, and the teacher helped him problem solve and recommended contacts for further assistance. The teacher noted that he would not have been able to provide that level of individual contact in a different setting.

Teachers' Sense That They Can Make a Difference in Their Students' Learning

Participation in the summer program affirmed and refined teachers' beliefs about student learning. Students who participated in the ISP in Grantee G were not only in danger of failing high school, they had already failed. A teacher reported that students were "changed by the fact that they got another chance to succeed." The District Contact added that some students had failed TAKS multiple times. Then through their hard work and with the support and instruction of program teachers, they were able to pass. The Grant Coordinator stated that student success was "very rewarding" for teachers, and a teacher agreed, describing the students as "very grateful." She said "they made her feel every day that they needed her in different ways." One teacher said she received thank you flowers at school. Another said he had received thank you calls at home. The Grant Coordinator noted that these teachers worked with dedicated students and saw positive results. One teacher reported that the program affirmed his teaching philosophy of being flexible with at risk students. He added that if a teacher was "super strict," the results were negative. Students either "dared you or left." The positive results of the program led another teacher to recommend smaller classes for all schools. He added that "too many students fell through the cracks" in very large high schools.

> *"That's the bottom line. You have these struggling students, and then they pass. It's very emotional."*
>
> District Contact

Those teachers who taught only during the summer program experienced the biggest changes. The Grant Coordinator said that like all teachers, they were rewarded by student success. In addition they developed a broader understanding of the impact they made on the students and their families. She added that the immediate feedback provided by student graduation was transformative. The IHE Representative noted that college teachers were also influenced by the success of the summer program participants. He commented that it had to be rewarding when you had 20 dual credit students in a class and they all passed.

Other Perceived Effects of ISP Program Activities

Administrators

> *"It's getting harder and harder to find good work in this area without at least a high school diploma, certificate, or an Associates Degree. Minimum wage won't get you very far"*
>
> IHE Representative

In addition to changes for students, faculty, and parents, stakeholders noted benefits for school administrators and the district. The Grant Coordinator reported that administrators had "bought into" the ISP and added that they understood the importance of their role in the success of the program. The District Contact reported that the summer program "improved the district's numbers."

Parents

Additional program related benefits were identified for parents and the community. The Grant Coordinator and teachers reported that many parents were affected by the support their students received in the summer program. The coordinator explained that when students failed high school, their parents' frustration and disappointment was often focused on the high schools where their child had failed. Summer program staff diffused parents' negative feelings by helping them understand the dedication and commitment of ISP staff to their child's graduation. The coordinator added that once parents understood, the district received few complaints. A teacher agreed that parents appreciated the assistance their children received.

> *"The understanding that the school cares enough to help their children graduate makes a difference to parents. They feel better about the school."*
>
> Teacher

Sustainability of ISP Program Activities beyond Grant Award Period

The program provided by Grantee G was a year-round program and was expected to continue. However, the District Contact acknowledged that although some components of the program would remain in place, others would have to be dropped without grant funding. She explained that the collaboration with the college would continue and described the experience students received in the classes as a critical positive influence on future academic success. In addition, the workforce component of the program would continue because students served by the ISP were adults and needed to work. However, the training and student data disaggregation performed by the independent service provider was dependent on grant funds and would likely be dropped. This was considered a loss for the program and the students.

Stakeholders enthusiastically agreed that the program in Grantee G should be continued and funded. Teachers noted that success for these students meant success for the community. One explained that every time a student changed from high school dropout to college student, the community gained a new opportunity for a trained workforce member. Another stated that 86 students had graduated at the end of the 2008 summer program. He commented that that was a lot, “since every one of them was considered a loser.” The importance of the program was highlighted by the IHE Representative when he stated that programs like the one in Grantee G provided a framework for breaking a cycle of academic failure.

Appendix H: Propensity Score Analysis Sample Characteristics

Table H.1: Characteristics of Grade 7 ISP and Non-ISP Comparison Students

Student Characteristics	Grade 7 ISP Students n (%)	Grade 7 Non-ISP Students n (%)
Males	115 (53%)	115 (53%)
Females	102 (47%)	102 (47%)
Hispanic	208 (96%)	208 (96%)
African-American	7 (3.2%)	7 (3.2%)
Native American	2 (0.8%)	2 (0.8%)
At-Risk	140 (64.5%)	140 (64.5%)
Economically Disadvantaged	209 (96.3%)	209 (96.3%)
Special Education	13 (6%)	13 (6%)
LEP	59 (27.2%)	59 (27.2%)
Met the Standard on TAKS-Reading	106 (48.8%)	106 (48.8%)
Met the Standard on TAKS-Math	97 (44.7%)	97 (44.7%)

The characteristics of the matched Grade 7 and 9 groups are shown in the tables above. The Grade 7 ISP students and their matches were predominantly Hispanic, economically disadvantaged students. Another characteristic of the two groups is that more than half of students on both samples did not meet the standard on TAKS-Math and TAKS-Reading in 2007–08.

The majority of the unmatched Grade 7 students were male Hispanic youth from the KIPP Academy, a charter school. The sample of Grade 7 non-ISP participants drawn from other charter schools (within grantees) was not sufficiently large to ensure exact matches on the proposed matching variables for all 84 ISP students. For the Grade 7 ISP participants from rural schools, a larger pool of non-ISP Grade 7 students (from rural non-ISP schools within grantees) was available with which to conduct matching. The majority of the non-matched ISP students from rural schools was Hispanic and did not meet academic standards.

Finally, the majority of the matched Grade 9 students were Hispanic and male; another notable characteristic of the ISP Grade 9 students and their matches was the low percentage who met the standard on TAKS-Math in 2007–08. Table H.2 presents the characteristics of Grade 9 ISP students and their comparisons.

Table H.2: Characteristics of Grade 9 ISP and Non-ISP Comparison Students

Student Characteristics	Grade 9 ISP Students n (%)	Grade 9 Non-ISP students n (%)
Males	29 (66%)	29 (66%)
Females	15 (34%)	15 (34%)
Hispanic	36 (81.8%)	36 (81.8%)
White	8 (18.2%)	8 (18.2%)
At-Risk	30 (68.2%)	30 (68.2%)
Economically Disadvantaged	34 (77.3%)	34 (77.3%)
Special Education	2 (4.5%)	2 (4.5%)
LEP	4 (9%)	4 (9%)
Met the Standard on TAKS-Reading	25 (56.8%)	25 (56.8%)
Met the standard on TAKS-Math	16 (36.4%)	16 (36.4%)

Table H.3: Sample of Non-ISP Schools

Grade	Characteristic of Schools	N ISP Schools (sample of students)	N Non-ISP schools (sample of students)	Total # of Matched Students
Seventh Grade	Charter Schools	1 (84)	4 (344)	71
	Rural (Regular schools)	7 (157)	6 (2,030)	146
	Total	**8 (241)**	**10 (2,374)**	**217**
Ninth Grade	**Suburban (Regular schools)**	1 (24)	3 (2,701)	20
	Rural (Regular schools)	2 (24)	3 (2,596)	24
	Total	**3 (44)**	**6 (5,297)**	**44**

Appendix I: Hierarchical Linear Modeling Analysis

The Hierarchical Linear Modeling Framework

The purpose of this section is to examine how the student-level and school-level predictors employed in this analysis are related to the academic achievement of the ISP participants. The outcomes of interest are a) whether ISP students met the state standard on TAKS-Math and TAKS-Reading and b) whether they achieved commended status on TAKS-Math and TAKS-Reading. The variables of policy interest are, at the student-level, a) years of ISP participation (only available for Cycle 1 students as one year vs. two years), b) availability of incentives for student participation, c) daily average hours of participation in the program (separately calculated for the two subjects). For the program-level predictors, the factors of policy importance are a) the type of schools the programs serve (middle school, high school, or both), b) level of implementation (as measured by a typology), and c) the level of program-IHE collaboration. Using hierarchical linear modeling (HLM) techniques, evaluators analyzed coefficients for the important policy variables, while controlling for the influence of the student and school variables that were available in the PEIMS database.

The HLM framework is the appropriate technique for analyzing these data due to nesting – students are nested within schools. This nesting structure leads to correlation among observations; as a result, conventional regression techniques will underestimate standard errors (Hox, 2002). SAS PROC GLIMMIX was chosen to implement the framework and analyze data for this study.

Two-Level HLM Models

To model whether (a) students met the standard on TAKS-Math and TAKS-Reading and (b) students achieved the commended status based on the same TAKS scale scores, evaluators employed a form of HLM called multilevel logistic regression modeling. Using the logit function and the binary distribution as the assumed error form, this technique enabled evaluators to model the likelihood that a student would meet the relevant standard (as opposed to not meeting the standard). Separately for TAKS-Math and TAKS-Reading, evaluators estimated the following HLM model that examined student and school-level predictors. In this model, only the intercepts or the school effects (*u*'s below) are treated as random effects. [31]

[31] This means that the school averages of the outcome, adjusted for covariates in the model, were weighted by the reliability of the school averages. This precision weighting technique is based on the idea that (a) the schools that contributed a larger number of subjects and produced a smaller outcome variance are statistically more reliable and (b) they should influence the estimation of the grand average of the school averages at a greater magnitude (than other schools with imprecise measurement). As a result, the HLM intercept (β0j), which is the grand average of reliability-weighted school averages, is a conservative estimate (devoid of the influence of imprecisely measured outliers).

Level 1: $\log(P_{ij} / 1 - P_{ij}) = \beta_{0j} + \beta_{1j} * X_{ij} \ldots$

Level 2: $\beta_{0j} = \gamma_{00} + \gamma_{01} * X_{j} \ldots + u_{0j}$

Level 2: $\beta_{1j} = \gamma_{10}$

where

- Level-1 is student and level-2 is school
- Postscripts i and j index, respectively, student and school
- *P* represents a subject's probability of meeting the standard in the test (or achieving the commended status)
- *u*'s are school-specific residuals that are independently and identically distributed
- β's are level-1 parameters and γ's are level-2 parameters
- *X's* with postscripts i and j are level-1 independent variables and X's with a postscript j are level-2 independent variables

The model treated the intercepts as random effects, so the variation of outcomes by school unit is taken into consideration. This corrected for clustering effects and guarded against the underestimation of standard errors.[32]

To control for students' prior year achievement status, evaluators used the standardized z-score version of TAKS scale scores. The original TAKS scale scores were standardized with the means and standard deviations specific to students' grade level and school year. Other predictor variables available from the state database included a standard set of student-level information (including student demographics and educational status), school-level information (such as locale types—although these were not included in the final due to multicollinearity), and program information (based on data from progress reports).

Sample and Variables

The analysis samples were drawn from uploads of student data, which consisted of ISP students who participated in Cycle 1 or Cycle 2 of ISP. Based on data collected from three school years (2007–08, 2008–09, 2009–10), evaluators constructed two analysis samples:

- Students who first received services from grantees that first implemented ISP in summer 2008. These are Cycle 1 students based on information from the pre-intervention year (2007–08), the intervention year 1 (2008–09), and the intervention year 2 (2009–10)

[32] The exploratory analysis found that the between-school variance was small and not statistically significant; however, the final model included random effect terms, so a clustering effect, still possible in the data, was adjusted to the extent possible.

- Students who first received services from grantees that first implemented ISP in summer 2009. These are Cycle 2 students based on the pre-intervention year (2008–09) and the intervention year 1 (2009–10).

The first sample consisted of Cycle 1 students whose outcome information comes from the latest school year (2009–10). This analysis sample included three years of information from the pre-intervention year (2007–08), the post1 year (2008–09), and the post2 year (2009–10). In particular, one important variable available was whether students participated in ISP for one year or two years. This variable allowed evaluators to take the dosage of the treatment into consideration and explore the relationship between the years of ISP participation and student outcomes.

The second sample consisted of Cycle 1 and Cycle 2 students. This analysis sample included two years of information from the pre-intervention year (2008–09) and the post1 year (2009–10). Some Cycle 1 grantees started implementing the program in the same year as Cycle 2. Students from Cycle 1, Year 2 schools were included with students from the Cycle 2 schools to form the summer 2009 analysis sample.

Descriptions of Variables

As mentioned earlier, the student outcomes were dichotomous variables indicating whether students met the standard or achieved the commended status on TAKS-Math and TAKS-Reading in 2009–10. For high school TAKS scale scores, the cut point score for meeting the state standard was 2200. The cut point score for the commended status was 2400. For middle school scores, the cut points from 2009–10 varied by subject and grade level because the scores were vertically equated scales.

Independent variables included student-, school-, and program-level information. To control for prior achievement, evaluators used the z-score version of the pre-intervention year TAKS scale score. Student-level variable predictors were grade level, economic disadvantaged status, at-risk indicator, gender, race and ethnicity, LEP status, and special education status.

Evaluators employed two types of program-related variables—student-level factors and grantee-level factors. Student-level variables are as follows.

- Participated in ISP both years: *1* if students participated in ISP for two years. *0* if students participated in ISP only for one year. This variable was only available for Cycle 1 students.
- Received incentives for ISP participation: *1* if students received some form of participation incentives (e.g., transportation, monetary, gift). *0* if students did not receive incentives.
- Daily average hours of ISP participation: The original variable was a continuous variable indicating how many hours on average students participated in ISP per day. When students participated in two years of ISP, the average of each year's averages

was used as the original score. The continuous variable was grouped into several categories. For mathematics, evaluators employed three categories: a) up to 2 hours, b) 2 to 4 hours, c) 4 or more hours. For ELA/reading, evaluators used two categories: a) up to 2 hours and b) 2 or more hours. The difference in categories reflects the distribution of the original variables.

Grantee-level variables are as follows.

- The type of schools grantees serve: a set of dummy variables was created to indicate a) grantees that served only middle schools, b) grantees that served only high schools, and c) grantees that served both middle schools and high schools.
- Implementation typology: The progress report included a set of six items that assessed the degree to which grantees implemented ISP-relevant policies and practices related to mathematics, ELA/reading, science, PD, parent involvement activities, and support services. The response categories for each item was 0=*not planned*, 2=*in development*, 3=*partially implemented*, and 4=*fully implemented*. The sum of the six items was calculated, and the average was derived. Grantees whose value on the sum variable was equal to or greater than the average score were considered to have implemented ISP moderately to fully. Grantees with scores below the mean sample score were considered to have implemented ISP less fully.
- Collaboration with IHEs: the progress report included two survey items related to grantee collaboration with IHEs. The two questions were a) how would you rate your collaboration with your higher education partners (*Poor*, *Good*, *Very Good*, *Excellent*)?" and b) Our ISP program helped increase collaboration between high schools and institutions of higher education (*Strongly Disagree*, *Disagree*, *Agree*, and *Strongly Agree*). Based on the two survey items, a dummy variable was created. If grantees responded *Excellent* to the first question and *Strongly Agree* to the second question, they were considered to have collaborated well with IHEs and were assigned a value of *1* for the dummy variable. Other grantees were given a value of *0*.

Results of HLM Analyses

Results of the HLM analyses are reported in the tables below. There are altogether sixteen analyses/results based on:

a) Two outcomes (meeting the TAKS standards and achieving the commended status)

b) Two subjects (mathematics and ELA/reading)

c) Two school levels (middle schools and high schools)

d) Cycle (Cycle 1 and Cycle 2)

The HLM results and corresponding descriptive statistics are presented in the following order. In each result table, Panel 1 displays the results for the outcome *met the standards* on *TAKS* and Panel 2 presents results for the outcome *achieved the commended status on TAKS*.

- Cycle 1 middle school students -- results for TAKS-Math
- Cycle 1 high school students -- results for TAKS-Math
- Cycle 1 middle school students -- results for TAKS-Reading
- Cycle 1 high school students -- results for TAKS-Reading
- Cycle 2 middle school students -- results for TAKS-Math
- Cycle 2 high school students -- results for TAKS-Math
- Cycle 2 middle school students -- results for TAKS-Reading
- Cycle 2 high school students -- results for TAKS-Reading

Table I.1: HLM Results for Cycle 1 Middle School Students (Grades 7-8) on TAKS-Math, Summer 2008

	Meeting the Standard Analysis				Achieving the Commended Status Analysis			
Variable Name	Estimate	Std Errors		Odds-Ratio	Estimate	Std Errors		Odds-Ratio
Intercept	2.22	(0.94)	*		-1.95	(1.03)		
Pre-test TAKS-Math Scale Score	2.24	(0.23)	***	9.42	2.05	(0.28)	***	7.76
Grade 8	-0.02	(0.26)		0.98	-0.21	(0.43)		0.81
Economically Disadvantaged	-0.10	(0.34)		0.91	0.33	(0.50)		1.38
At-Risk	-0.84	(0.33)	*	0.43	-1.54	(0.49)	**	0.21
Female	-0.03	(0.22)		0.97	-0.15	(0.36)		0.86
Black	-0.31	(0.40)		0.73	0.85	(0.53)		2.35
White	-0.04	(0.69)		0.96	1.88	(0.83)	*	6.57
LEP	-0.25	(0.26)		0.78	0.49	(0.47)		1.64
Special Education	0.17	(0.50)		1.19	-1.39	(1.18)		0.25
Participated in ISP both years	0.35	(0.46)		1.43	0.24	(0.57)		1.28
Received Incentives for Participation	-0.15	(0.63)		0.86	-0.52	(0.61)		0.60
Daily Average Hour 2 to 4	0.50	(0.52)		1.642	-0.63	(0.57)		0.53
Daily Average Hour 4 or more	n/a							
ISP Serves High Schools	0.33	(0.58)		1.39	1.62	(1.01)		5.06
ISP Serves Both High & Middle Schools	-0.93	(0.57)		0.39	1.68	(0.75)	*	5.35
Implementation Typology	0.85	(0.53)		2.34	0.70	(0.74)		2.01
Collaboration with IHE	-0.58	(0.69)		0.56	-0.94	(0.53)		0.39
Between-school Variance	0.46	(0.31)			0.00			
Between-school Variance from the non-conditional model	1.33	(0.52)	*		2.62	(1.31)	*	
Between-school variance explained	0.66				1.00			
N. of students	695				695			
N. of schools (where students took TAKS)	68				68			

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School
Note: The analysis sample does not include 6th graders for they did not have pre-test TAKS scores. There were no Native American students in the sample.

Table I.2: Descriptive Statistics for Cycle 1 Middle School Students (Grades 7-8), TAKS-Math Results, Summer 2008

N=695	Meeting the Standard Analysis			
Variable Name	**MEAN**	**SD**	**MIN**	**MAX**
Post 2 Student Status on TAKS: Met Standard and Commended Status	0.62	0.49	0.00	1.00
Post 2 Student Status on TAKS: Achieving the Commended Status	0.14	0.34	0.00	1.00
Pre-test TAKS-Math Scale Score	-0.45	0.95	-2.59	2.23
Grade 8	0.61	0.49	0.00	1.00
Economically Disadvantaged	0.86	0.35	0.00	1.00
At-Risk	0.64	0.48	0.00	1.00
Female	0.50	0.50	0.00	1.00
Black	0.14	0.35	0.00	1.00
White	0.03	0.18	0.00	1.00
LEP	0.29	0.46	0.00	1.00
Special Education	0.05	0.21	0.00	1.00
Participated in ISP both years	0.16	0.37	0.00	1.00
Received Incentives for Participation	0.69	0.46	0.00	1.00
Daily Average Hour 2 to 4	0.86	0.35	0.00	1.00
Daily Average Hour 4 or more	0.00	0.00	0.00	0.00
ISP Serves High Schools	0.07	0.26	0.00	1.00
ISP Serves Both High & Middle Schools	0.13	0.34	0.00	1.00
Implementation Typology	0.43	0.50	0.00	1.00
Collaboration with IHE	0.13	0.33	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School
Note: The analysis sample does not include 6th graders for they did not have pre-test TAKS scores. There were no Native American students in the sample.

Table I.3: HLM Results for Cycle 1 High School Students on TAKS-Math, Summer 2008

Variable Name	Meeting the Standard				Achieving the Commended Status			
	Estimate	Std Errors		Odds-Ratio	Estimate	Std Errors		Odds-Ratio
Intercept	2.97	(0.72)	***		-1.83	(0.69)	**	
Pre-test TAKS-Math Scale Score	2.32	(0.20)	***	10.17	2.31	(0.17)	***	10.06
Grade 10	0.32	(0.29)		1.37	-1.20	(0.33)	***	0.30
Grade 11	1.31	(0.34)	***	3.71	-0.50	(0.31)		0.61
Economically Disadvantaged	0.11	(0.26)		1.12	0.17	(0.28)		1.19
At-Risk	-0.93	(0.25)	***	0.39	-0.55	(0.27)	*	0.58
Female	0.26	(0.19)		1.30	-0.23	(0.21)		0.79
Black	-0.43	(0.31)		0.65	-0.55	(0.40)		0.58
White	0.98	(0.60)		2.67	1.44	(0.45)	**	4.24
LEP	0.04	(0.30)		1.04	-0.40	(0.49)		0.67
Special Education	-0.98	(0.53)	t	0.37	-0.88	(1.55)		0.42
Participated in ISP both years	-0.01	(0.39)		0.99	1.40	(0.43)	**	4.05
Received Incentives for Participation	-0.24	(0.63)		0.79	0.27	(0.49)		1.31
Daily Average Hour 2 to 4	-0.15	(0.41)		0.858	0.28	(0.41)		1.32
Daily Average Hour 4 or more	-1.11	(0.34)	**	0.328	0.80	(0.64)		2.23
Daily Average Hour Missing	0.67	(0.83)		1.963	1.12	(0.71)		3.07
ISP Serves High Schools	-0.48	(0.50)		0.62	-0.14	(0.47)		0.87
ISP Serves Both High & Middle Schools	-0.42	(0.71)		0.66	0.26	(0.53)		1.29
Implementation Typology	-0.57	(0.66)		0.57	-0.80	(0.57)		0.45
Collaboration with IHE	0.13	(0.44)		1.14	-0.37	(0.49)		0.69
Collaboration Indicator Missing	-1.29	(0.73)		0.28	-1.05	(0.57)		0.35
Between-school Variance	0.28	(0.26)			0.00			
Between-school Variance from the non-conditional model	1.22	(0.46)	**		0.52	(0.25)	*	
Between-school variance explained	0.77				1.00			
N. of students	1202				1202			
N. of schools (where students took TAKS)	95				95			

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 9th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School
Note: Asian students were few in number in the analysis samples and their outcome statistics were similar to White students. Thus, they were processed as White students in these models. There were no Native American students in the samples.

Table I.4: Descriptive Statistics for Cycle 1 High School Students, TAKS-Math Results, Summer 2008

N=1202 Variable Name	MEAN	SD	MIN	MAX
Post 1 Student Status on TAKS: Met Standard and Commended Status	0.76	0.42	0.00	1.00
Post 1 Student Status on TAKS: Achieving the Commended Status	0.19	0.39	0.00	1.00
Pre-test TAKS-Math Scale Score	0.00	0.95	-2.49	3.14
Grade 10	0.38	0.49	0.00	1.00
Grade 11	0.30	0.46	0.00	1.00
Economically Disadvantaged	0.80	0.40	0.00	1.00
At-Risk	0.49	0.50	0.00	1.00
Female	0.53	0.50	0.00	1.00
Black	0.10	0.31	0.00	1.00
White	0.05	0.23	0.00	1.00
LEP	0.10	0.30	0.00	1.00
Special Education	0.03	0.16	0.00	1.00
Participated in ISP both years	0.20	0.40	0.00	1.00
Received Incentives for Participation	0.58	0.49	0.00	1.00
Daily Average Hour 2 to 4	0.41	0.49	0.00	1.00
Daily Average Hour 4 or more	0.08	0.27	0.00	1.00
Daily Average Hour Missing	0.05	0.21	0.00	1.00
ISP Serves High Schools	0.63	0.48	0.00	1.00
ISP Serves Both High & Middle Schools	0.18	0.39	0.00	1.00
Implementation Typology	0.48	0.50	0.00	1.00
Collaboration with IHE	0.31	0.46	0.00	1.00
Collaboration Indicator Missing	0.07	0.26	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 9th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School.
Note: Asian students were few in number in the analysis samples and their outcome statistics were similar to White students. Thus, they were processed as White students in these models. There were no Native American students in the samples.

Table I.5: HLM Results for Cycle 1 Middle School Students (Grades 7-8) on TAKS-Reading, Summer 2008

	Meeting the Standard Analysis				Achieving the Commended Status Analysis			
Variable Name	Estimate	Std Errors		Odds-Ratio	Estimate	Std Errors		Odds-Ratio
Intercept	3.91	(1.02)	***		-2.79	(1.18)	*	
Pre-test TAKS-Reading Scale Score	2.08	(0.23)	***	8.03	1.68	(0.20)	***	5.38
Grade 8	1.19	(0.31)	***	3.30	0.92	(0.30)	**	2.51
Economically Disadvantaged	-0.11	(0.42)		0.90	-0.31	(0.34)		0.74
At-Risk	-1.15	(0.44)	**	0.32	-1.20	(0.29)	***	0.30
Female	-0.28	(0.25)		0.76	-0.03	(0.25)		0.97
Black	-0.30	(0.45)		0.74	-0.41	(0.39)		0.66
White	0.41	(1.03)		1.50	-0.72	(0.70)		0.49
LEP	-0.54	(0.29)		0.58	-1.03	(0.37)	**	0.36
Special Education	-0.36	(0.61)		0.70	0.03	(0.81)		1.03
Participated in ISP both years	0.37	(0.52)		1.44	0.20	(0.36)		1.22
Received Incentives for Participation	-0.57	(0.61)		0.57	1.22	(0.60)	*	3.37
Daily Average Hour 2 or more	0.28	(0.53)		1.321	0.99	(0.73)		2.68
ISP Serves High Schools	-0.06	(0.49)		0.94	0.61	(0.51)		1.84
ISP Serves Both High & Middle Schools	0.11	(0.50)		1.12	-0.67	(0.64)		0.51
Implementation Typology	0.17	(0.50)		1.19	1.51	(0.60)	*	4.50
Collaboration with IHE	-0.65	(0.69)		0.52	0.29	(0.78)		1.33
Between-school Variance	0.10	(0.16)			0.00			
Between-school Variance from the non-conditional model	1.14	(0.50)	*		0.96	(0.41)	*	
Between-school variance explained	0.91				1.00			
N. of students	689				689			
N. of schools (where students took TAKS)	67				67			

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School

Note: The analysis sample does not include 6th graders for they did not have pre-test TAKS scores.

Table I.6: Descriptive Statistics for Cycle 1 Middle School Students (Grades 7-8), TAKS-Reading Results, Summer 2008

N=689	Meeting the Standard Analysis			
Variable Name	MEAN	SD	MIN	MAX
Post 1 Student Status on TAKS: Met Standard and Commended Status	0.78	0.42	0.00	1.00
Post 1 Student Status on TAKS: Achieving the Commended Status	0.23	0.42	0.00	1.00
Pre-test TAKS-Reading Scale Score	-0.47	0.95	-2.87	2.33
Grade 8	0.61	0.49	0.00	1.00
Economically Disadvantaged	0.86	0.35	0.00	1.00
At-Risk	0.64	0.48	0.00	1.00
Female	0.51	0.50	0.00	1.00
Black	0.14	0.35	0.00	1.00
White	0.03	0.18	0.00	1.00
LEP	0.29	0.46	0.00	1.00
Special Education	0.04	0.19	0.00	1.00
Participated in ISP both years	0.16	0.37	0.00	1.00
Received Incentives for Participation	0.69	0.46	0.00	1.00
Daily Average Hour 2 to 4	0.85	0.35	0.00	1.00
ISP Serves High Schools	0.08	0.26	0.00	1.00
ISP Serves Both High & Middle Schools	0.13	0.34	0.00	1.00
Implementation Typology	0.43	0.50	0.00	1.00
Collaboration with IHE	0.13	0.34	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School

Note: The analysis sample does not include 6th graders for they did not have pre-test TAKS scores.

Table I.7: HLM Results for Cycle 1 High School Students on TAKS-Reading, Summer 2008

Variable Name	Meeting the Standard Estimate	Std Errors		Odds-Ratio	Achieving the Commended Status Estimate	Std Errors		Odds-Ratio
Intercept	5.49	(0.91)	***		-2.44	(0.49)	***	
Pre-test TAKS-Reading Scale Score	2.05	(0.25)	***	7.77	1.20	(0.12)	***	3.33
Grade 10	-1.10	(0.37)	**	0.33	-1.64	(0.26)	***	0.19
Grade 11	-0.53	(0.43)		0.59	-0.10	(0.24)		0.90
Economically Disadvantaged	-0.21	(0.38)		0.81	0.05	(0.21)		1.05
At-Risk	-1.70	(0.51)	***	0.18	-0.91	(0.20)	***	0.40
Female	0.64	(0.28)	*	1.89	0.25	(0.16)		1.29
Black	-0.49	(0.45)		0.61	-0.09	(0.27)		0.92
White	-1.17	(0.64)		0.31	0.51	(0.35)		1.67
LEP	-0.36	(0.37)		0.70	0.32	(0.37)		1.38
Special Education	-0.20	(0.51)		0.82	-14.61	(828.20)		0.00
Participated in ISP both years	0.28	(0.47)		1.32	0.00	(0.29)		1.00
Received Incentives for Participation	0.08	(0.62)		1.09	-0.04	(0.33)		0.96
Daily Average Hour 2 or more	0.60	(0.37)		1.826	1.13	(0.29)	***	3.11
Daily Average Hour Missing	0.55	(0.94)		1.733	0.31	(0.82)		1.36
ISP Serves High Schools	0.37	(0.59)		1.45	1.41	(0.34)	***	4.11
ISP Serves Both High & Middle Schools	-0.02	(0.81)		0.98	0.54	(0.44)		1.72
Implementation Typology	-0.41	(0.68)		0.66	0.22	(0.40)		1.25
Collaboration with IHE	-0.14	(0.51)		0.87	-0.24	(0.34)		0.78
Collaboration Indicator Missing	-1.78	(0.74)	*	0.17	0.20	(0.76)		1.22
Between-school Variance	0.00				0.00			
Between-school Variance from the non-conditional model	0.70	(0.33)	*		0.42	(0.21)	*	
Between-school variance explained	1.00				1.00			
N. of students	1212				1212			
N. of schools (where students took TAKS)	100				100			

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 9th graders, Hispanic students, Daily Average Hours 0 to 2, ISP Serves Middle School
Note: Asian students were few in number in the analysis samples and their outcome statistics were similar to White students. Thus, they were processed as White students in these models. There were no Native American students in the samples.

Table I.8: Descriptive Statistics for Cycle 1 High School Students, TAKS-Reading Results, Summer 2008

N=1212 Variable Name	MEAN	SD	MIN	MAX
Post 1 Student Status on TAKS: Met Standard and Commended Status	0.92	0.27	0.00	1.00
Post 1 Student Status on TAKS: Achieving the Commended Status	1.00	0.23	0.42	0.00
Pre-test TAKS-Reading Scale Score	-0.03	0.89	-4.89	3.50
Grade 10	0.38	0.49	0.00	1.00
Grade 11	0.30	0.46	0.00	1.00
Economically Disadvantaged	0.80	0.40	0.00	1.00
At-Risk	0.49	0.50	0.00	1.00
Female	0.53	0.50	0.00	1.00
Black	0.11	0.31	0.00	1.00
White	0.06	0.23	0.00	1.00
LEP	0.09	0.29	0.00	1.00
Special Education	0.03	0.17	0.00	1.00
Participated in ISP both years	0.20	0.40	0.00	1.00
Received Incentives for Participation	0.59	0.49	0.00	1.00
Daily Average Hour 2 to 4	0.54	0.50	0.00	1.00
Daily Average Hour Missing	0.05	0.21	0.00	1.00
ISP Serves High Schools	0.62	0.48	0.00	1.00
ISP Serves Both High & Middle Schools	0.19	0.39	0.00	1.00
Implementation Typology	0.47	0.50	0.00	1.00
Collaboration with IHE	0.30	0.46	0.00	1.00
Collaboration Indicator Missing	0.07	0.26	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 9th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School.
Note: Asian students were few in number in the analysis samples and their outcome statistics were similar to White students. Thus, they were processed as White students in these models. There were no Native American students in the samples.

Table I.9: HLM Results for Cycle 2 Middle School Students (Grades 7-8) on TAKS-Math, Summer 2009

	Meeting the Standard Analysis				Achieving the Commended Status Analysis			
Variable Name	Estimate	Std Errors		Odds-Ratio	Estimate	Std Errors		Odds-Ratio
Intercept	1.84	(0.59)	**		-3.04	(1.50)	*	
Pre-test TAKS-Math Scale Score	2.52	(0.22)	***	12.38	2.56	(0.36)	***	12.92
Grade 8	0.56	(0.23)	*	1.75	-0.60	(0.47)		0.55
Economically Disadvantaged	0.18	(0.31)		1.20	0.17	(0.56)		1.19
At-Risk	-0.81	(0.31)	**	0.44	-0.77	(0.59)		0.46
Female	-0.03	(0.19)		0.97	-0.33	(0.43)		0.72
Black	-0.36	(0.33)		0.69	-0.56	(0.83)		0.57
White	0.06	(0.43)		1.06	1.39	(0.67)	*	4.01
LEP	0.11	(0.25)		1.12	0.78	(0.80)		2.18
Special Education	-0.68	(0.43)		0.50	-0.28	(1.30)		0.76
Received Incentives for Participation	0.43	(0.41)		1.54	0.00	(1.21)		1.00
Daily Average Hour up to 2 as Reference Group	0.04	(0.33)		1.04	0.45	(1.26)		1.57
Daily Average Hour 2 to 4	-0.24	(0.29)		0.79	0.02	(0.87)		1.02
Daily Average Hour 4 or more	0.46	(0.76)		1.59	0.70	(1.26)		2.01
Implementation Typology	0.19	(0.34)		1.215	0.26	(1.01)		1.30
Collaboration with IHE	-0.02	(0.39)		0.985	1.15	(1.24)		3.16
Between-school Variance	0.00				0.33	(0.57)		
Between-school Variance from the non-conditional model	0.43	(0.19)	*		2.64	(1.64)		
Between-school variance explained	1.00				0.88			
N. of students	809				809			
N. of schools (where students took TAKS)	79				79			

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001

Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2.
Note: The types of schools the program serves (middle school, high school, and both types) and urbanicity types were excluded from the analysis because of the multicollinearity problem with other school-level variables.
The analysis sample does not include 6th graders. The 6th grader participants were few in number. There were no Native American students in the sample.

Table I.10: Descriptive Statistics for Cycle 2 Middle School Students (Grades 7-8), TAKS-Math Results, Summer 2009

N=809	Meeting the Standard Analysis			
Variable Name	MEAN	SD	MIN	MAX
Post 1 Student Status on TAKS: Met Standard and Commended Status	0.51	0.50	0.00	1.00
Post 1 Student Status on TAKS: Achieving the Commended Status	0.06	0.24	0.00	1.00
Pre-test TAKS-Math Scale Score	-0.74	0.83	-3.04	2.83
Grade 8	0.64	0.48	0.00	1.00
Economically Disadvantaged	0.87	0.34	0.00	1.00
At-Risk	0.77	0.42	0.00	1.00
Female	0.50	0.50	0.00	1.00
Black	0.11	0.32	0.00	1.00
White	0.07	0.25	0.00	1.00
LEP	0.35	0.48	0.00	1.00
Special Education	0.06	0.24	0.00	1.00
Received Incentives for Participation	0.91	0.29	0.00	1.00
Daily Average Hour up to 2 as Reference Group	0.24	0.43	0.00	1.00
Daily Average Hour 2 to 4	0.19	0.39	0.00	1.00
Daily Average Hour 4 or more	0.03	0.17	0.00	1.00
Implementation Typology	0.62	0.49	0.00	1.00
Collaboration with IHE	0.15	0.35	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School
Note: The analysis sample does not include 6th graders. The 6th grader participants were few in number. There were no Native American students in the sample.

Table I.11: HLM Results for Cycle 2 High School Students on TAKS-Math, Summer 2009

Variable Name	Meeting the Standard				Achieving the Commended Status			
	Estimate	Std Errors		Odds-Ratio	Estimate	Std Errors		Odds-Ratio
Intercept	2.23	(0.49)	***		-1.60	(1.16)		
Pre-test TAKS-Math Scale Score	2.69	(0.20)	***	14.77	2.86	(0.33)	***	17.45
Grade 9 as Reference Group								
Grade 10	-0.10	(0.22)		0.91	-1.86	(0.46)	***	0.16
Grade 11	1.51	(0.27)	***	4.53	-1.05	(0.55)		0.35
Economically Disadvantaged	-0.08	(0.21)		0.92	-0.21	(0.41)		0.81
At-Risk	-0.72	(0.24)	**	0.49	-1.29	(0.45)	**	0.28
Female	0.02	(0.16)		1.02	-0.65	(0.38)		0.52
Black	-0.26	(0.23)		0.77	-0.15	(0.61)		0.86
White	0.19	(0.37)		1.21	0.08	(0.57)		1.09
LEP	0.06	(0.24)		1.06	0.13	(0.76)		1.13
Special Education	-1.29	(0.36)	***	0.27	-0.80	(1.17)		0.45
Received Incentives for Participation	0.11	(0.29)		1.12	-0.92	(0.61)		0.40
Daily Average Hour 2 to 4	-0.18	(0.26)		0.84	0.29	(0.86)		1.34
Daily Average Hour 4 or more	0.35	(0.42)		1.41	2.96	(1.27)	*	19.30
Daily Average Hour Missing	0.09	(0.33)		1.093	1.09	(0.46)	*	2.98
Implementation Typology	-0.04	(0.31)		0.962	0.69	(0.96)		1.99
Collaboration with IHE	0.34	(0.51)		1.407	0.98	(0.73)		2.67
Between-school Variance	0.18	(0.14)			0.00			
Between-school Variance from the non-conditional model	0.96	(0.38)	*		2.20	(1.17)		
Between-school variance explained	0.81				1.00			
N. of students	1209				1209			
N. of schools (where students took TAKS)	108				108			

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001

Note: Reference categories for multiple category information are 9th graders, Hispanic students, Daily Average Hour 0 to 2.
Note: Asian students were few in number in the analysis samples and their outcome statistics were similar to White students. Thus, they were processed as White students in these models. There were no Native American students in the samples.
Note: The types of schools the program serves (middle school, high school, and both types) and urbanicity types were excluded from the analysis because of the multicollinearity problem with other school-level variables.

Table I.12: Descriptive Statistics for Cycle 2 High School Students, TAKS-Math Results, Summer 2009

N=1209 Variable Name	MEAN	SD	MIN	MAX
Post 1 Student Status on TAKS: Met Standard and Commended Status	0.50	0.50	0.00	1.00
Post 1 Student Status on TAKS: Achieving the Commended Status	0.06	0.23	0.00	1.00
Pre-test TAKS-Math Scale Score	-0.60	0.81	-2.47	2.41
Grade 10	0.40	0.49	0.00	1.00
Grade 11	0.17	0.38	0.00	1.00
Economically Disadvantaged	0.81	0.40	0.00	1.00
At-Risk	0.78	0.42	0.00	1.00
Female	0.49	0.50	0.00	1.00
Black	0.18	0.38	0.00	1.00
White	0.06	0.24	0.00	1.00
LEP	0.12	0.33	0.00	1.00
Special Education	0.08	0.27	0.00	1.00
Received Incentives for Participation	0.75	0.43	0.00	1.00
Daily Average Hour 2 to 4	0.32	0.47	0.00	1.00
Daily Average Hour 4 or more	0.07	0.25	0.00	1.00
Daily Average Hour Missing	0.17	0.38	0.00	1.00
Implementation Typology	0.67	0.47	0.00	1.00
Collaboration with IHE	0.05	0.22	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001
Note: Reference categories for multiple category information are 9th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School.
Note: Asian students were few in number in the analysis samples and their outcome statistics were similar to White students. Thus, they were processed as White students in these models. There were no Native American students in the samples.

Table I.13: HLM Results for Cycle 2 Middle School Students (Grades 7-8) on TAKS-Reading, Summer 2009

Variable Name	Meeting the Standard Analysis Estimate	Std Errors		Odds-Ratio	Achieving the Commended Status Analysis Estimate	Std Errors		Odds-Ratio
Intercept	3.14	(0.64)	***		-1.48	(0.70)	*	
Pre-test TAKS-Reading Scale Score	2.17	(0.19)	***	8.72	1.67	(0.19)	***	5.34
Grade 8	0.99	(0.25)	***	2.69	1.57	(0.32)	***	4.81
Economically Disadvantaged	0.02	(0.37)		1.02	-0.96	(0.32)	**	0.38
At-Risk	-0.61	(0.36)		0.54	-0.54	(0.29)		0.58
Female	0.03	(0.21)		1.03	-0.53	(0.26)	*	0.59
Black	-0.84	(0.34)	*	0.43	-0.63	(0.42)		0.53
White	-0.03	(0.52)		0.97	-0.46	(0.49)		0.63
LEP	-0.26	(0.28)		0.77	-0.68	(0.45)		0.51
Special Education	-0.42	(0.38)		0.66	-15.72	(1069.82)		0.00
Received Incentives for Participation	0.13	(0.37)		1.13	0.42	(0.58)		1.52
Daily Average Hour 2 or more	0.40	(0.32)		1.50	-0.17	(0.60)		0.84
Daily Average Hour Missing	-0.06	(0.32)		0.942	0.21	(0.33)		1.24
Implementation Typology	-0.38	(0.34)		0.682	0.46	(0.37)		1.59
Collaboration with IHE	0.59	(0.41)		1.81	0.25	(0.43)		1.29
Between-school Variance	0.00				0.00			
Between-school Variance from the non-conditional model	0.42	(0.22)			0.38	(0.20)		
Between-school variance explained	1.00				1.00			
N. of students	812							
N. of schools (where students took TAKS)	79							

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001

Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2.

Note: The analysis sample does not include 6th graders. The 6th grader participants were few in number.

Note: The types of schools the program serves (middle school, high school, and both types) and urbanicity types were excluded from the analysis because of the multicollinearity problem with other school-level variables.

Table I.14: Descriptive Statistics for Cycle 2 Middle School Students (Grades 7-8), TAKS-Reading Results, Summer 2009

N=812	Meeting the Standard Analysis			
Variable Name	MEAN	SD	MIN	MAX
Post 1 Student Status on TAKS: Met Standard and Commended Status	0.71	0.45	0.00	1.00
Post 1 Student Status on TAKS: Achieving the Commended Status	0.14	0.35	0.00	1.00
Pre-test TAKS-Reading Scale Score	-0.71	0.93	-2.75	2.35
Grade 8	0.64	0.48	0.00	1.00
Economically Disadvantaged	0.88	0.33	0.00	1.00
At-Risk	0.77	0.42	0.00	1.00
Female	0.50	0.50	0.00	1.00
Black	0.12	0.32	0.00	1.00
White	0.06	0.24	0.00	1.00
LEP	0.35	0.48	0.00	1.00
Special Education	0.06	0.24	0.00	1.00
Received Incentives for Participation	0.90	0.30	0.00	1.00
Daily Average Hour 2 or more	0.24	0.43	0.00	1.00
Daily Average Hour Missing	0.21	0.41	0.00	1.00
Implementation Typology	0.62	0.49	0.00	1.00
Collaboration with IHE	0.15	0.35	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001

Note: Reference categories for multiple category information are 7th graders, Hispanic students, Daily Average Hour 0 to 2.

Note: The analysis sample does not include 6th graders. The 6th grader participants were few in number.

Table I.15: HLM Results for Cycle 2 High School Students on TAKS-Reading, Summer 2009

Variable Name	Meeting the Standard Estimate	Std Errors		Odds-Ratio	Achieving the Commended Status Estimate	Std Errors		Odds-Ratio
Intercept	4.49	(0.63)	***		-2.11	0.56544	***	
Pre-test TAKS-Reading Scale Score	1.90	(0.17)	***	6.67	0.94	0.13535	***	2.56
Grade 10	-0.91	(0.28)	**	0.40	-0.95	(0.30)	**	0.39
Grade 11	-0.46	(0.33)		0.63	0.78	(0.31)	*	2.18
Economically Disadvantaged	-0.30	(0.28)		0.74	-0.13	(0.26)		0.88
At-Risk	-0.59	(0.39)		0.56	-0.86	(0.26)	***	0.42
Female	0.46	(0.20)	*	1.58	0.17	(0.22)		1.19
Black	-0.33	(0.27)		0.72	-0.35	(0.34)		0.70
White	-0.36	(0.50)		0.70	1.00	(0.34)	**	2.72
LEP	-0.47	(0.26)		0.62	-0.07	(0.47)		0.93
Special Education	-1.31	(0.27)	***	0.27	-1.77	(1.04)		0.17
Received Incentives for Participation	0.25	(0.33)		1.29	0.68	(0.41)		1.98
Daily Average Hour 2 or more	-0.47	(0.29)		0.63	-0.28	(0.38)		0.76
Daily Average Hour Missing	-0.36	(0.40)		0.70	0.02	(0.38)		1.02
Implementation Typology	-0.11	(0.35)		0.90	0.23	(0.32)		1.26
Collaboration with IHE	0.31	(0.67)		1.358	0.02	(0.51)		1.02
Between-school Variance	0.30	(0.21)			0.08	(0.16)		
Between-school Variance from the non-conditional model	0.79	(0.39)	*		0.52	(0.30)		
Between-school variance explained	0.62				0.85			
N. of students	1235							
N. of schools (where students took TAKS)	106							

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001

Note: Reference categories for multiple category information are 8th graders, Hispanic students, and Daily Average Hour 0 to 2.

Note: The types of schools the program serves (middle school, high school, and both types) and urbanicity types were excluded from the analysis because of the multicollinearity problem with other school-level variables.

Table I.16: Descriptive Statistics for Cycle 2 High School Students, TAKS-Reading Results, Summer 2009

N=1235 Variable Name	MEAN	SD	MIN	MAX
Post 1 Student Status on TAKS: Met Standard and Commended Status	0.83	0.38	0.00	1.00
Post 1 Student Status on TAKS: Achieving the Commended Status	0.09	0.29	0.00	1.00
Pre-test TAKS-Reading Scale Score	-0.46	0.94	-4.40	3.79
Grade 10	0.40	0.49	0.00	1.00
Grade 11	0.18	0.38	0.00	1.00
Economically Disadvantaged	0.80	0.40	0.00	1.00
At-Risk	0.78	0.42	0.00	1.00
Female	0.48	0.50	0.00	1.00
Black	0.18	0.38	0.00	1.00
White	0.06	0.24	0.00	1.00
LEP	0.13	0.33	0.00	1.00
Special Education	0.09	0.29	0.00	1.00
Received Incentives for Participation	0.75	0.43	0.00	1.00
Daily Average Hour 2 or more	0.20	0.40	0.00	1.00
Daily Average Hour Missing	0.26	0.44	0.00	1.00
Implementation Typology	0.67	0.47	0.00	1.00
Collaboration with IHE	0.05	0.22	0.00	1.00

Source: PEIMS, 2008–09; PEIMS, 2009–10; Common Core of Data, 2008–09; *p<.05; **p<.01; ***p<.001

Note: Reference categories for multiple category information are 9th graders, Hispanic students, Daily Average Hour 0 to 2, ISP Serves Middle School.

Note: Asian students were few in number in the analysis samples and their outcome statistics were similar to White students. Thus, they were processed as White students in these models. There were no Native American students in the samples.