

# Appendix D

## Outcomes

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## The Effects of Summer School on PALS Benchmark Achievement

The Phonological Awareness Literacy Screening (PALS) is a research-based assessment tool used for screening, diagnostic, and progress monitoring to measure the fundamental components of literacy. This screening tool is provided by Virginia's Early Intervention Reading Initiative (EIRI).

PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals.

PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners), and PALS 1–3 (for students in Grades 1–3). PALS-K is a measure of children's knowledge of several fundamentals of literacy. PALS 1–3 is used to identify children who may be at risk in learning to read. PALS helps teachers quickly and accurately identify student strengths and needs so as to design the most targeted instruction in the fundamental areas of early literacy.

In an attempt to evaluate what effect summer school instruction has on students' literacy skills, spring PALS data for kindergarten students was compared to their subsequent fall PALS data in 1<sup>st</sup> grade; and spring PALS data for 1<sup>st</sup> grade students was compared to their subsequent fall PALS results in 2<sup>nd</sup> grade. This longitudinal data was disaggregated further into two categories:

- Students who enrolled in a summer school math/language arts skill-building course
- Students who were not enrolled in a summer school course

Three years of data were examined (2010, 2011, and 2012) by the following demographics:

- Race/ethnicity
- Gender
- Economic status
- LEP status
- Disability status

2013 results are not included due to incomplete data.

Guidelines for the administration of the PALS assessment are provided annually by the English Language Arts (ELA) Office. In 2010 and 2011, schools administered the PALS to 2<sup>nd</sup> grade students who scored below the benchmark during the spring PALS administration for 1<sup>st</sup> graders. In 2012, all 2<sup>nd</sup> grade students were required to participate in the assessment in the fall, regardless of the score they achieved in 1<sup>st</sup> grade. This change accounts for the jump in the overall number of test-takers in the 2012 data.

It is also important to note that the total population of test takers was used in the majority of the figures in this report. Figures 3 & 4 and figures 27& 28 are the exceptions. They examine achievement data for only those students who did not reach the PALS benchmark during spring testing.

PALS-K data follows PALS 1–3 data.

## PALS 1–3 Testing

Figures 1 and 2 compare the percent of students who met the PALS benchmark at the end of 1<sup>st</sup> grade (pre) to the percent of students who met the PALS benchmark at the beginning of 2<sup>nd</sup> grade (post). Students are included in the analysis if they have both pre and post PALS results.

Figure 1 provides benchmark results for students who participated in summer school.

Figure 1: Percent of Summer School Students that Met the PALS Benchmark

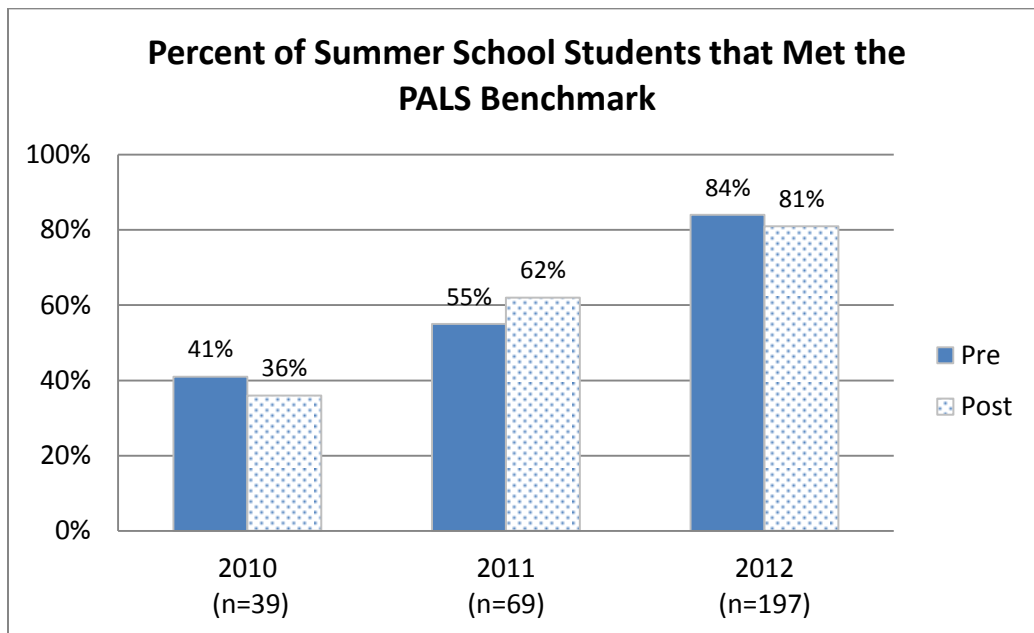
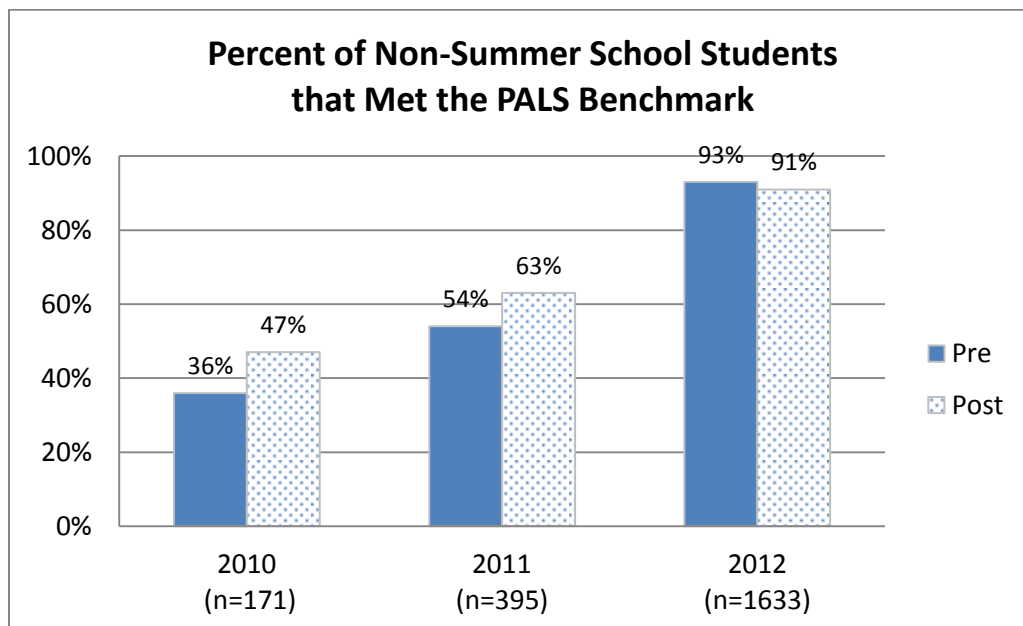


Figure 2 provides benchmark results for students who did not participate in summer school.

Figure 2: Percent of Non-Summer School Students that Met the PALS Benchmark

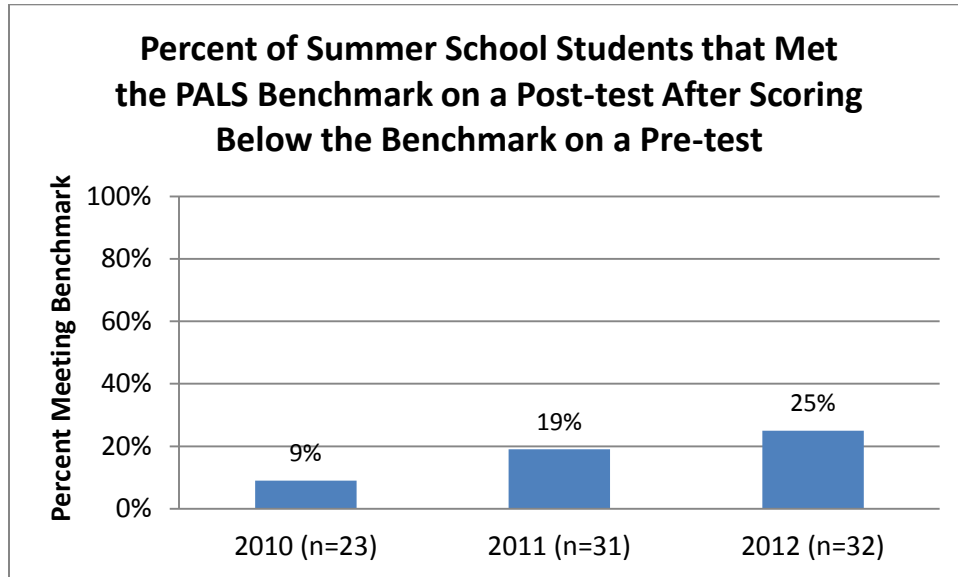


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**Figures 3 and 4** provide benchmark results for only those students who did not meet the PALS benchmark on the pre-test that was administered in the spring of 1<sup>st</sup> grade.

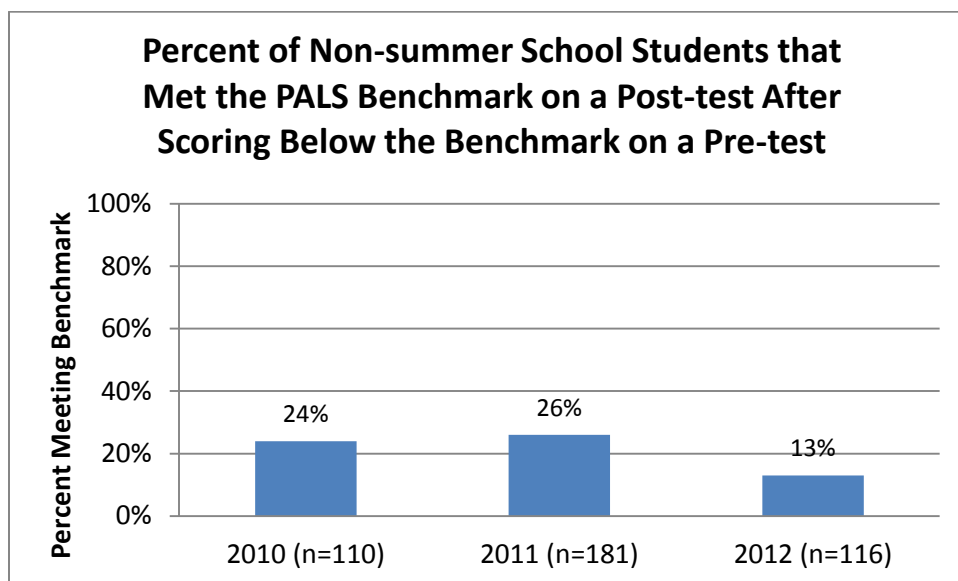
**Figure 3** shows the percent of students that successfully met the PALS benchmark at the beginning of 2<sup>nd</sup> grade following their participation in a summer school skill-building course.

**Figure 3: Percent of Summer School Students that Met the PALS Benchmark on a Post-Test After Scoring Below the PALS Benchmark on a Pre-Test**



**Figure 4** shows the percent of students that successfully met the PALS benchmark at the beginning of 2<sup>nd</sup> grade though they did not participate in a summer school skill-building course.

**Figure 4: Percent of Non-Summer School Students that Met the PALS Benchmark on a Post-Test After Scoring Below the PALS Benchmark on a Pretest**

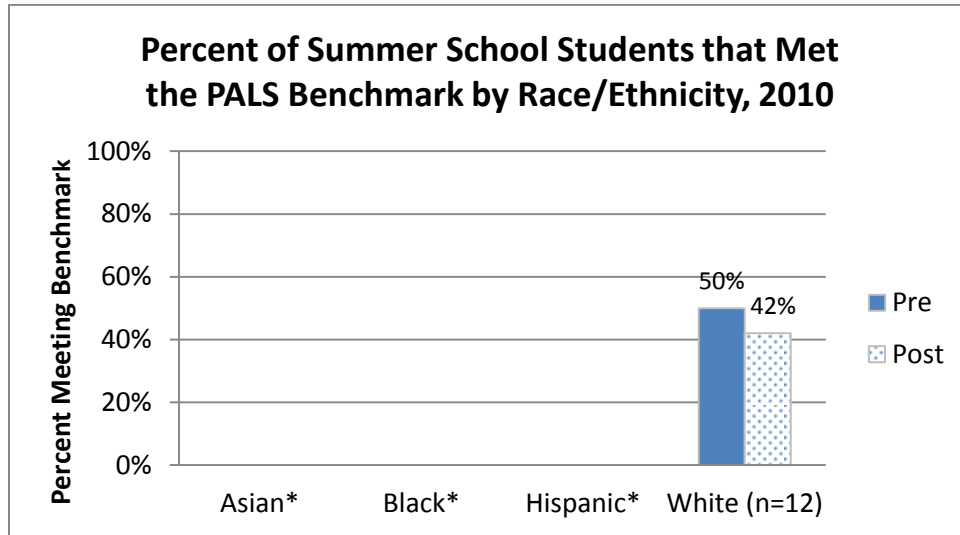


The remaining figures in this report employ the total population of students that were administered the PALS assessment in the spring of grade 1 and the fall of grade 2, regardless of their scores.

Figures 5 through 10 compare the percent of students that met the PALS benchmark at the end of 1<sup>st</sup> grade (pre) to the percent of students that met the PALS benchmark at the beginning of 2<sup>nd</sup> grade (post) by race/ethnicity.

Figure 5 provides benchmark results for students who participated in summer school in 2010.

Figure 5: Percent of Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2010



\*Fewer than 5 students, not reported.

Figure 6 provides benchmark results for students who did not participate in summer school in 2010.

Figure 6: Percent of Non-Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2010

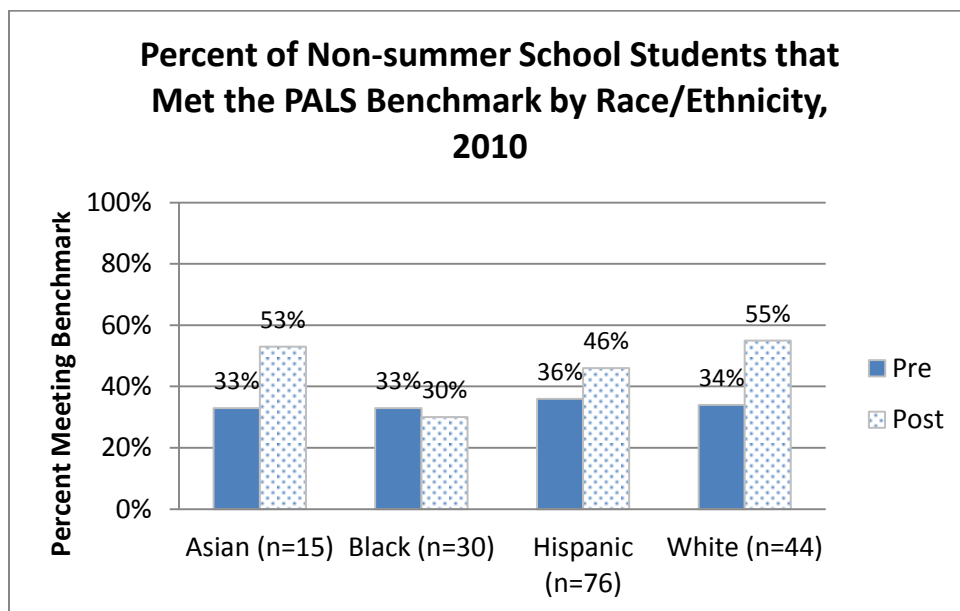


Figure 7 provides benchmark results for students who participated in summer school in 2011.

Figure 7: Percent of Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2011

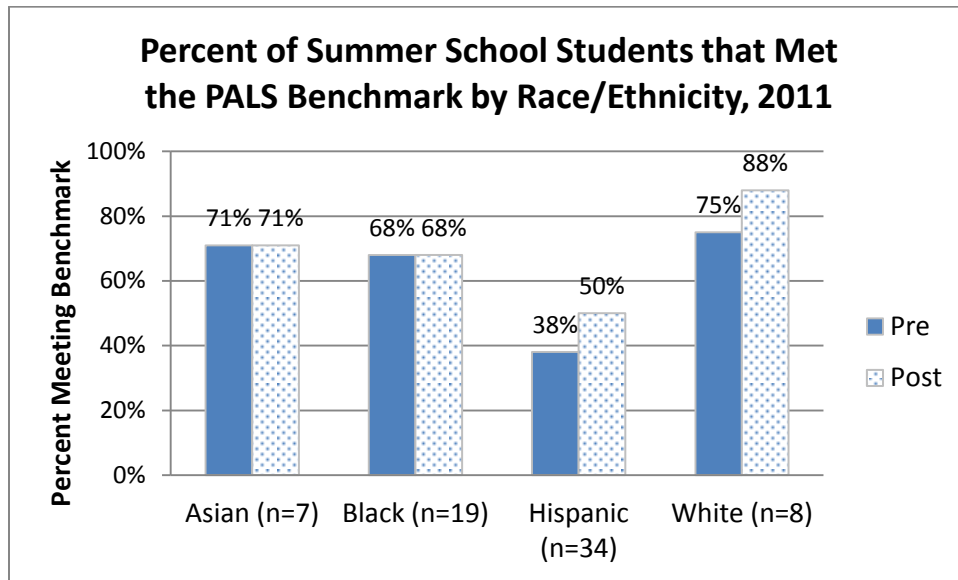


Figure 8 provides benchmark results for students who did not participate in summer school in 2011.

Figure 8: Percent of Non-Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2011

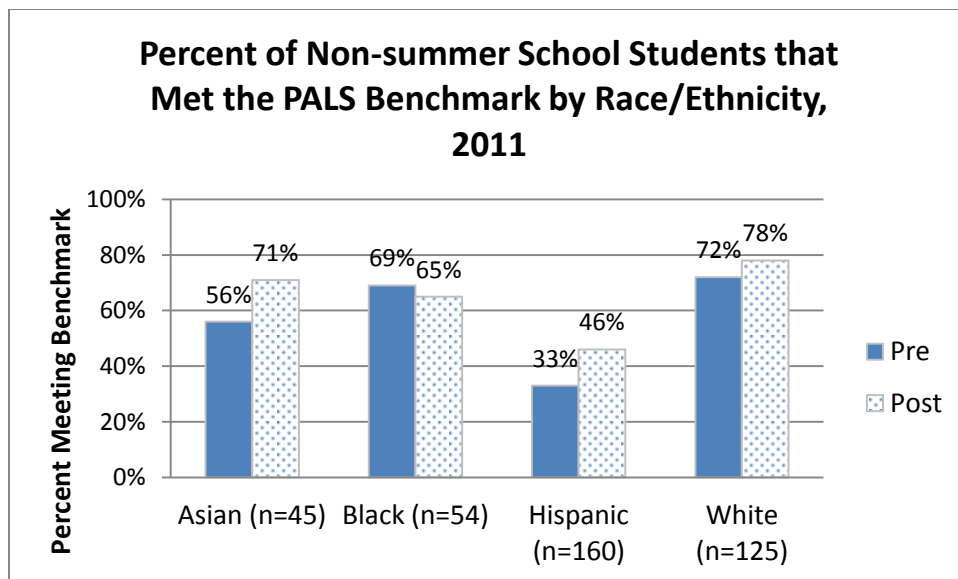


Figure 9 provides benchmark results for students who participated in summer school in 2012.

Figure 9: Percent of Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2012

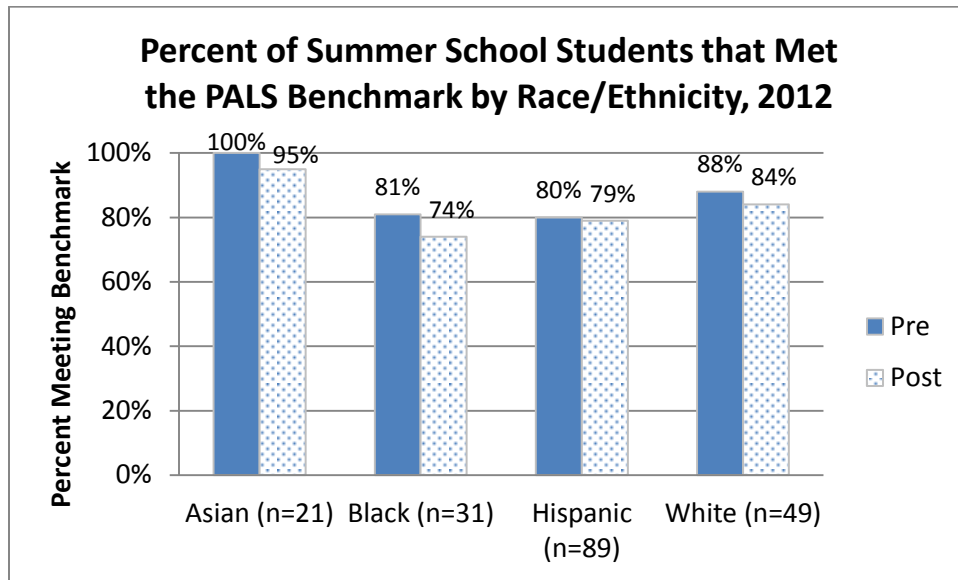
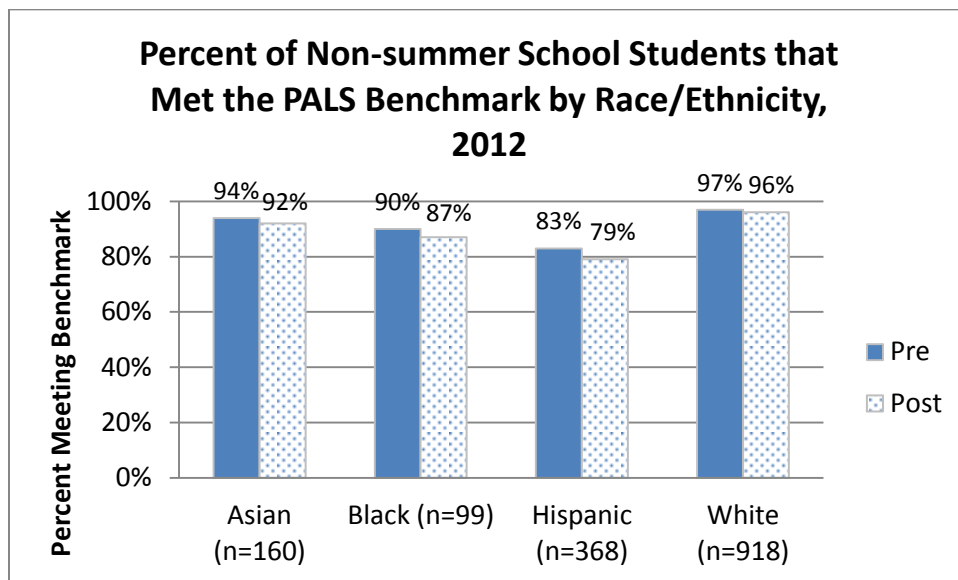


Figure 10 provides benchmark results for students who did not participate in summer school in 2012.

Figure 10: Percent of Non-Summer School Students That Met the PALS Benchmark by Race/Ethnicity, 2012



Figures 11 through 16 compare the percent of students that met the PALS benchmark at the end of 1<sup>st</sup> grade (pre) to the percent of students that met the PALS benchmark at the beginning of 2<sup>nd</sup> grade (post) by gender.

Figure 11 provides benchmark results for students who participated in summer school in 2010.

Figure 11: Percent of Summer School Students that Met the PALS Benchmark by Gender, 2010

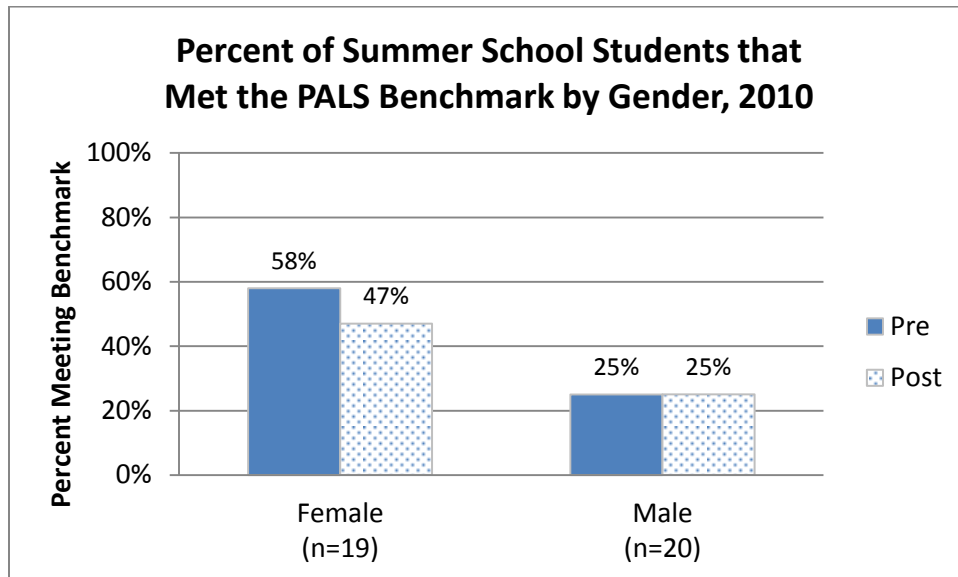
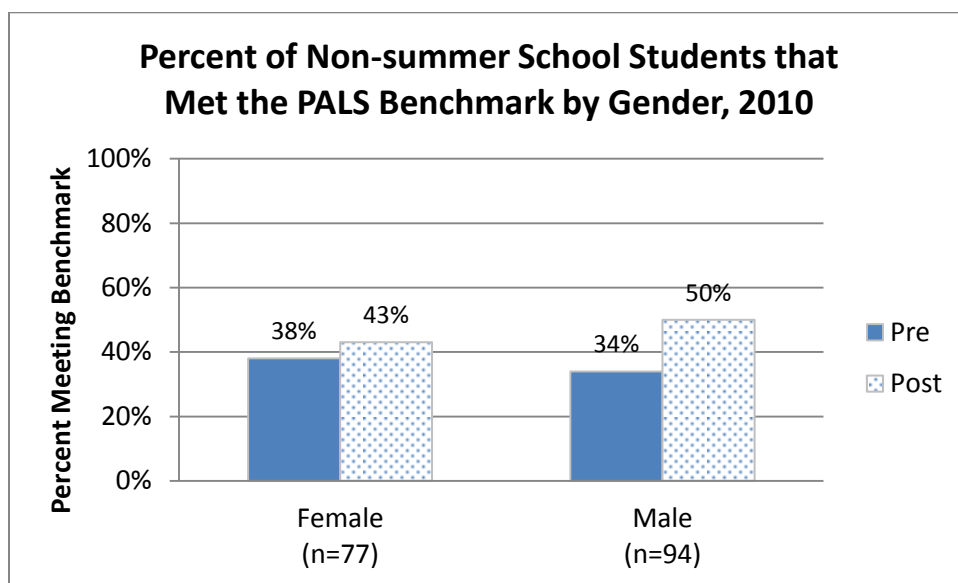


Figure 12 provides benchmark results for students who did not participate in summer school in 2010.

Figure 12: Percent of Non-Summer School Students that Met the PALS Benchmark by Gender, 2010





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Figure 13 provides benchmark results for students who participated in summer school in 2011.

Figure 13: Percent of Summer School Students that Met the PALS Benchmark by Gender, 2011

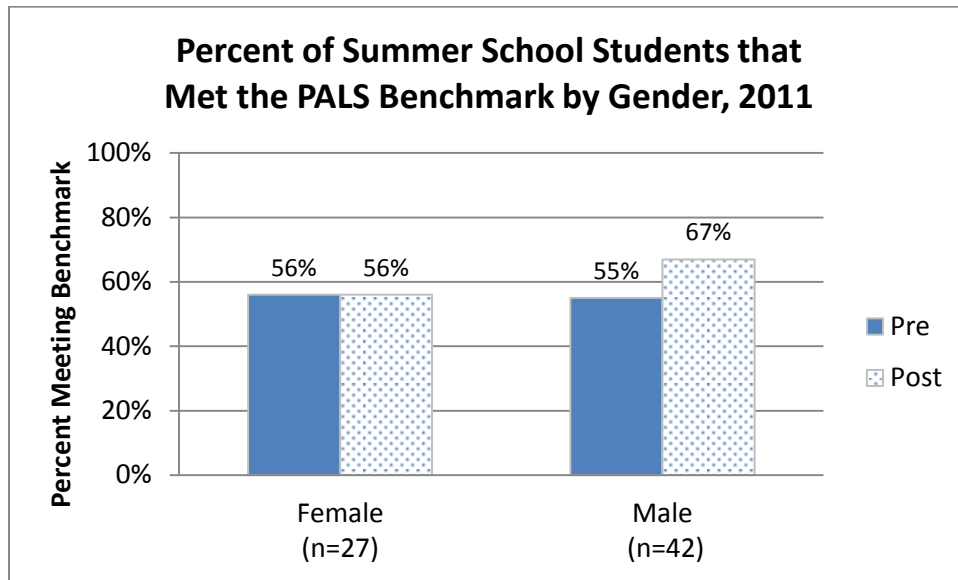
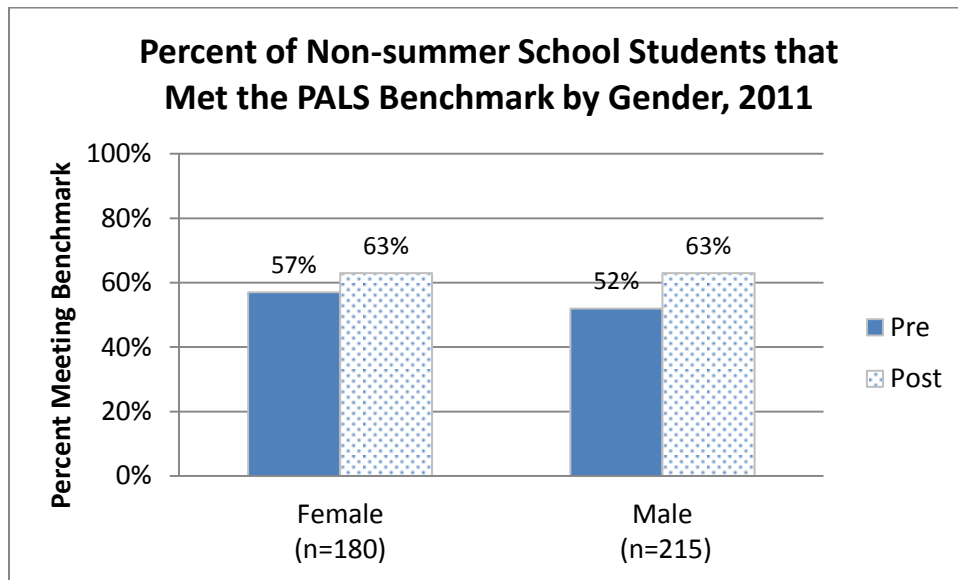


Figure 14 provides benchmark results for students who did not participate in summer school in 2011.

Figure 14: Percent of Non-Summer School Students that Met the PALS Benchmark by Gender, 2011



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Figure 15 provides benchmark results for students who participated in summer school in 2012.

Figure 15: Percent of Summer School Students that Met the PALS Benchmark by Gender, 2012

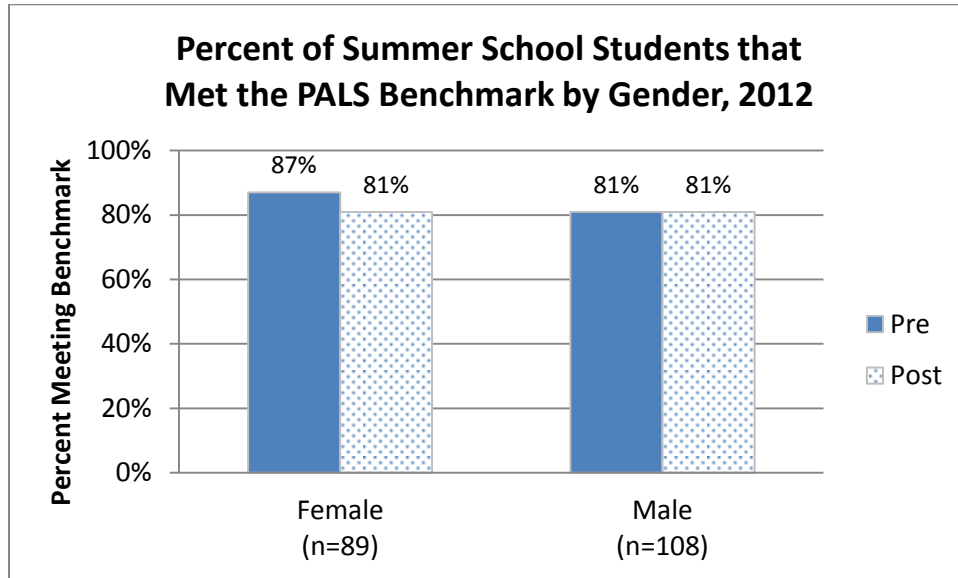
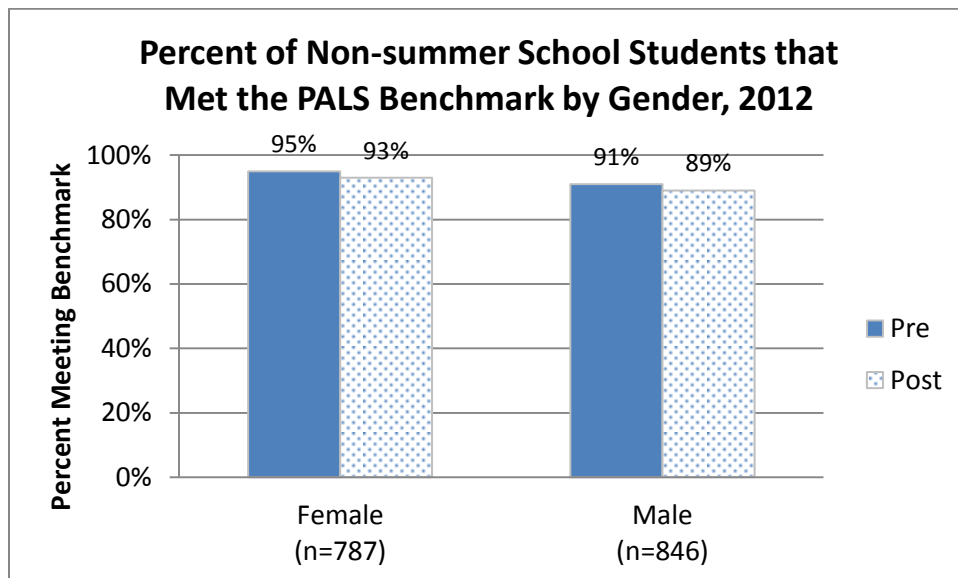


Figure 16 provides benchmark results for students who did not participate in summer school in 2012.

Figure 16: Percent of Non-Summer School Students that Met the PALS Benchmark by Gender, 2012



Figures 17 through 22 compare the percent of students that met the PALS benchmark at the end of 1<sup>st</sup> grade (pre) to the percent of students that met the PALS benchmark at the beginning of 2<sup>nd</sup> grade (post) by economic status.

Figure 17 provides benchmark results for students who participated in summer school in 2010.

Figure 17: Percent of Summer School Students that Met the PALS Benchmark by Economic Status, 2010

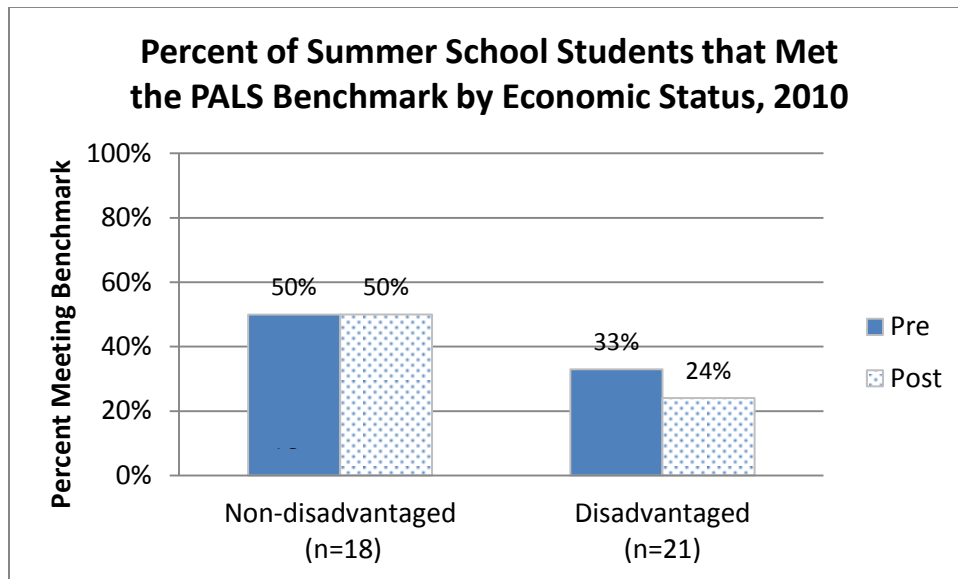
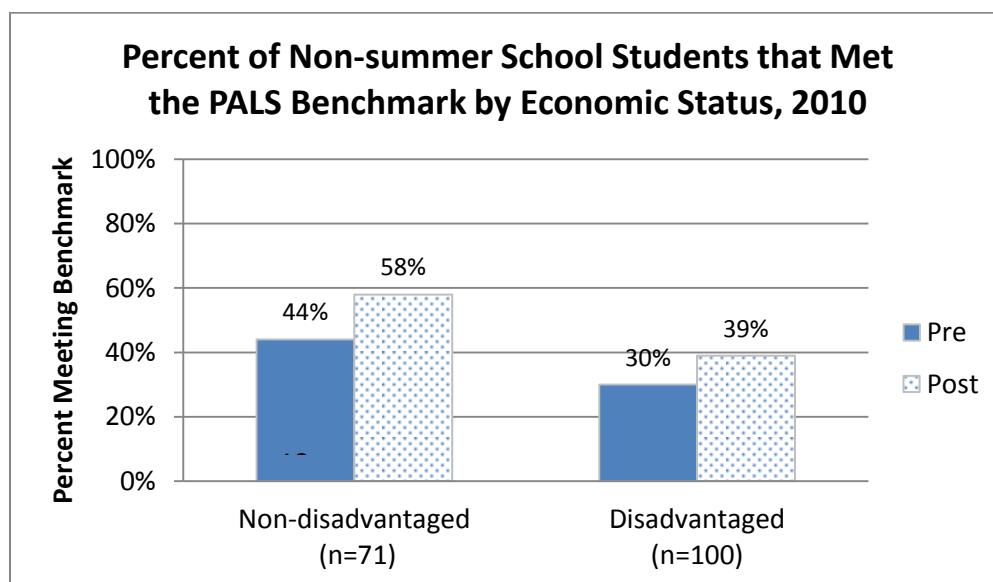


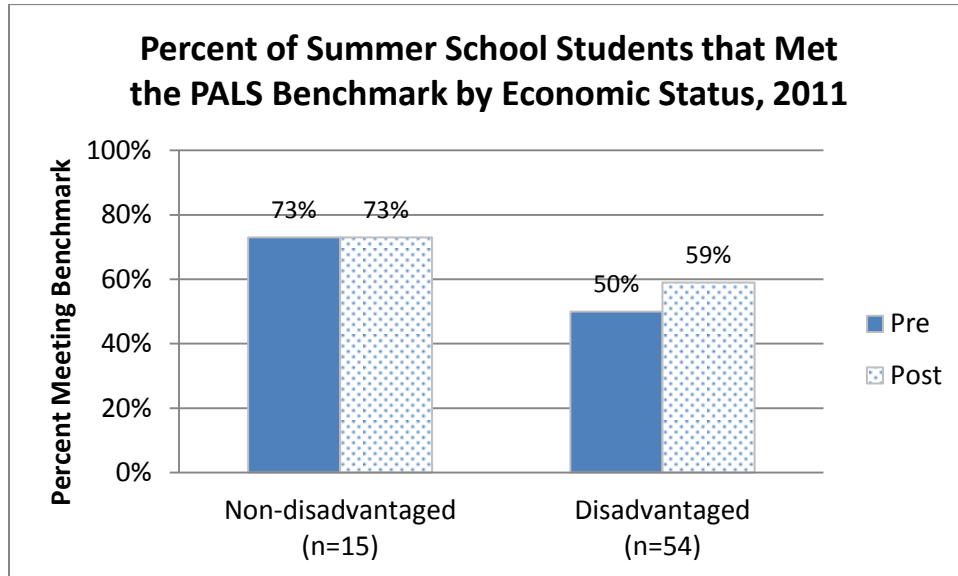
Figure 18 provides benchmark results for students who did not participate in summer school in 2010.

Figure 18: Percent of Non-Summer School Students that Met the PALS Benchmark by Economic Status, 2010



Figures 19 provides benchmark results for students who participated in summer school in 2011.

Figure 19: Percent of Summer School Students that Met the PALS Benchmark by Economic Status, 2011



Figures 20 provides benchmark results for students who did not participate in summer school in 2011.

Figure 20: Percent of Non-Summer School Students that Met the PALS Benchmark by Economic Status, 2011

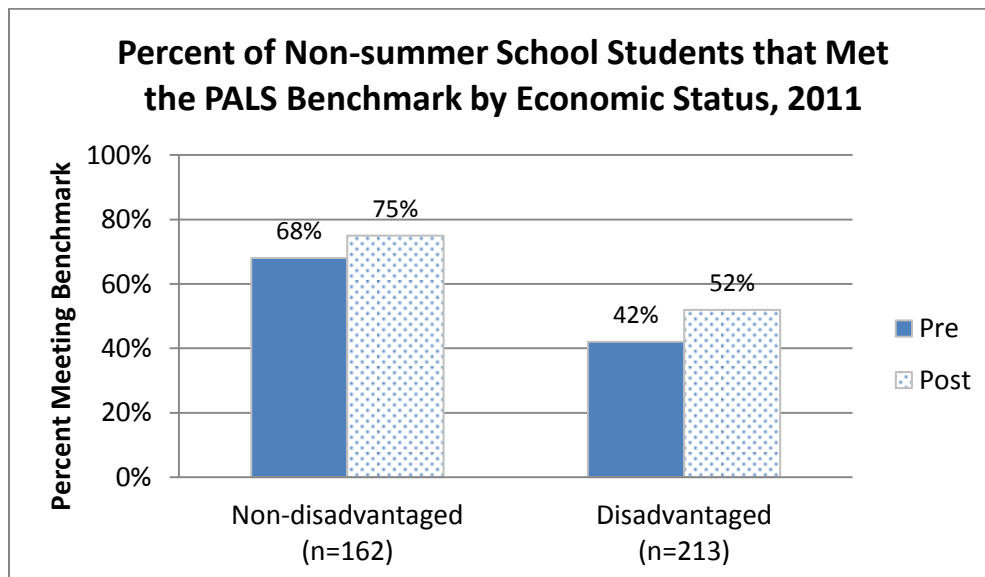


Figure 21 provides benchmark results for students who participated in summer school in 2012.

Figure 21: Percent of Summer School Students that Met the PALS Benchmark by Economic Status, 2012

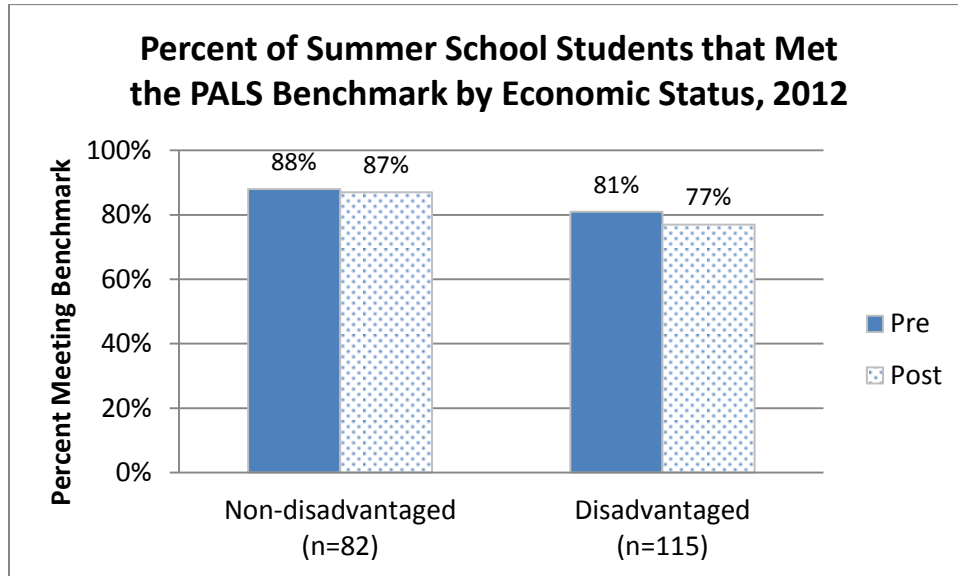
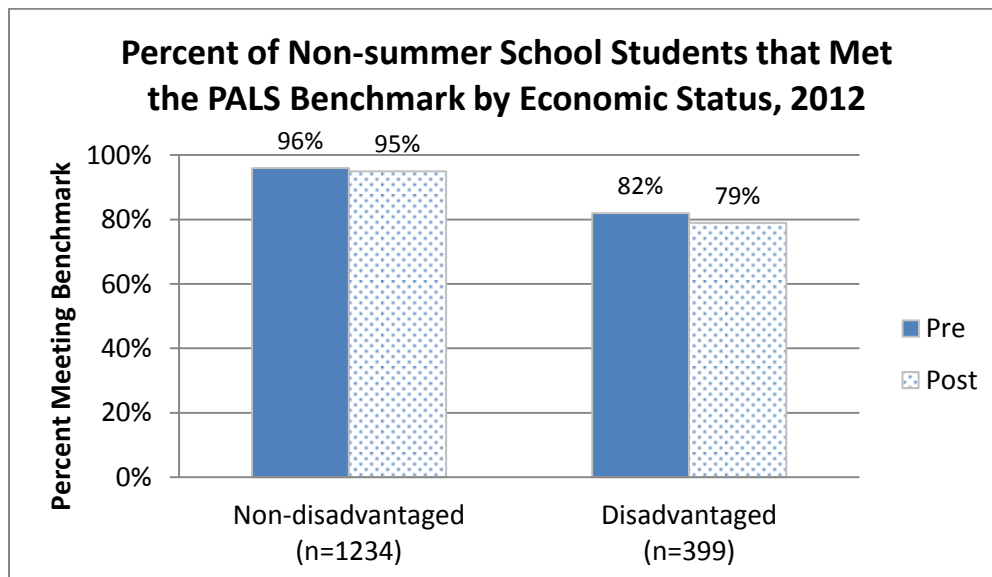


Figure 22 provides benchmark results for students who did not participate in summer school in 2012.

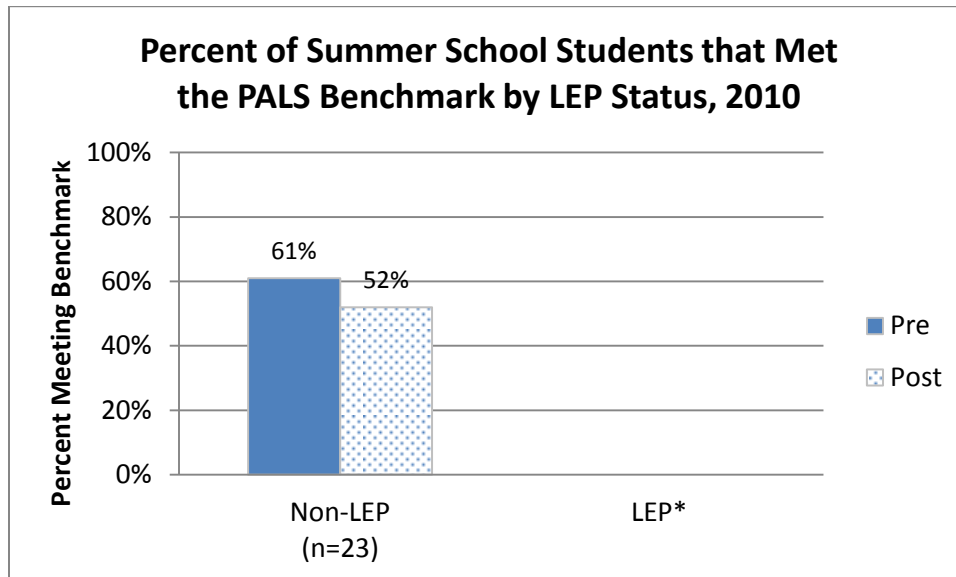
Figure 22: Percent of Non-Summer School Students that Met the PALS Benchmark by Economic Status, 2012



Figures 23 through 28 compare the percent of students that met the PALS benchmark at the end of 1<sup>st</sup> grade (pre) to the percent of students that met the PALS benchmark at the beginning of 2<sup>nd</sup> grade (post) by LEP status.

Figure 23 provides benchmark results for students who participated in summer school in 2010.

Figure 23: Percent of Summer School Students that Met the PALS Benchmark by LEP Status, 2010



\*Fewer than 5 students, not reported.

Figure 24 provides benchmark results for students who did not participate in summer school in 2010.

Figure 24: Percent of Non-Summer School Students that Met the PALS Benchmark by LEP Status, 2010

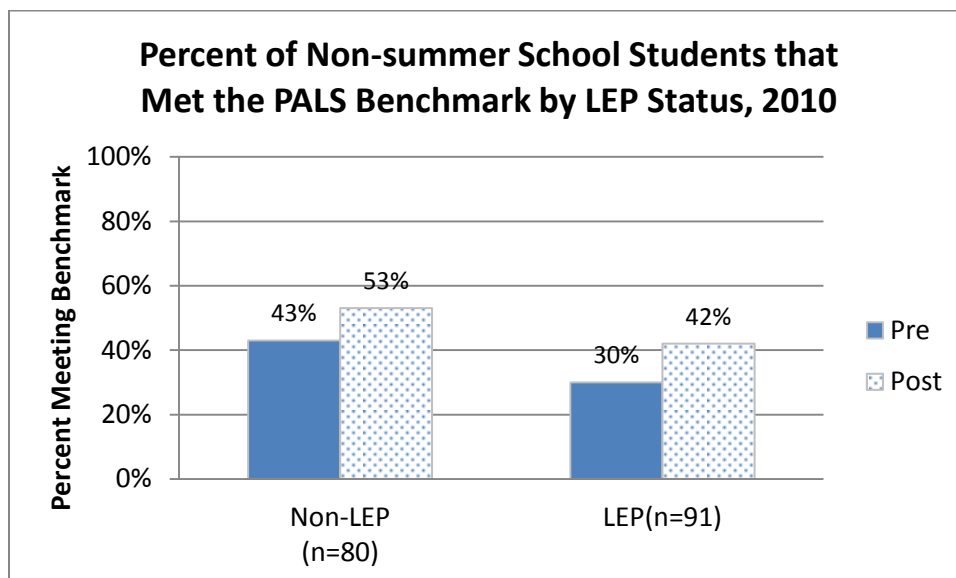


Figure 25 provides benchmark results for students who participated in summer school in 2011.

Figure 25: Percent of Summer School Students that Met the PALS Benchmark by LEP Status, 2011

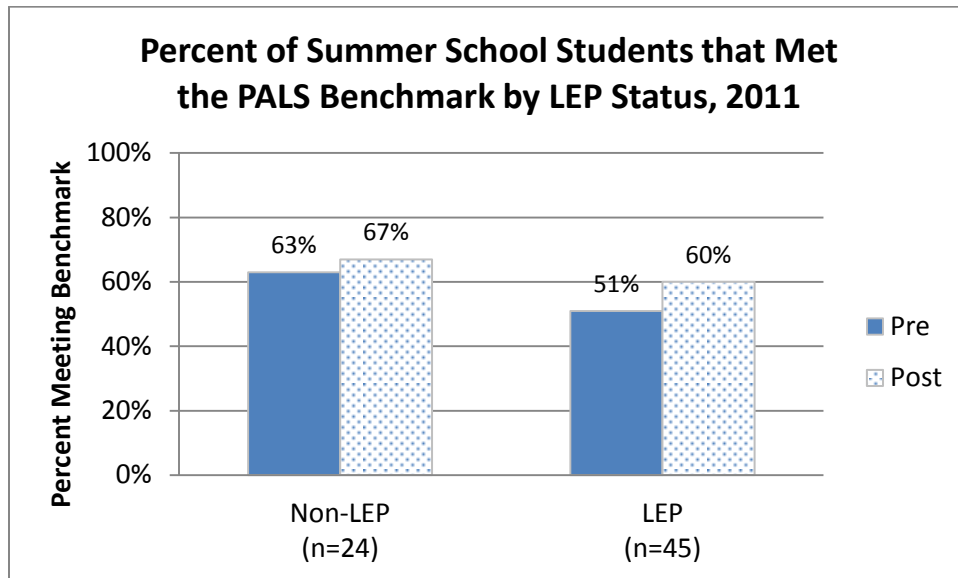


Figure 26 provides benchmark results for students who did not participate in summer school in 2011.

Figure 26: Percent of Non-Summer School Students that Met the PALS Benchmark by LEP Status, 2011

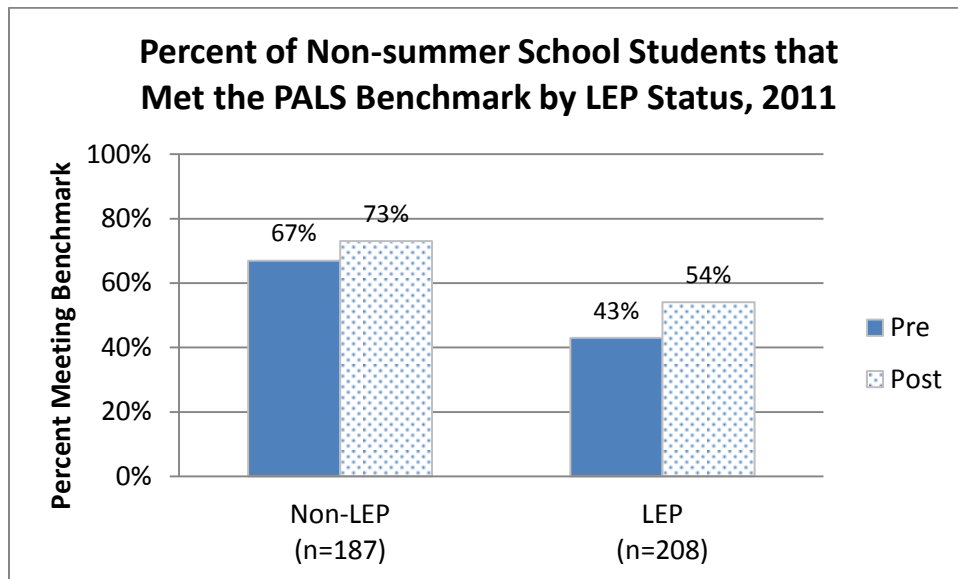


Figure 27 provides benchmark results for students who participated in summer school in 2012.

Figure 27: Percent of Summer School Students that Met the PALS Benchmark by LEP Status, 2012

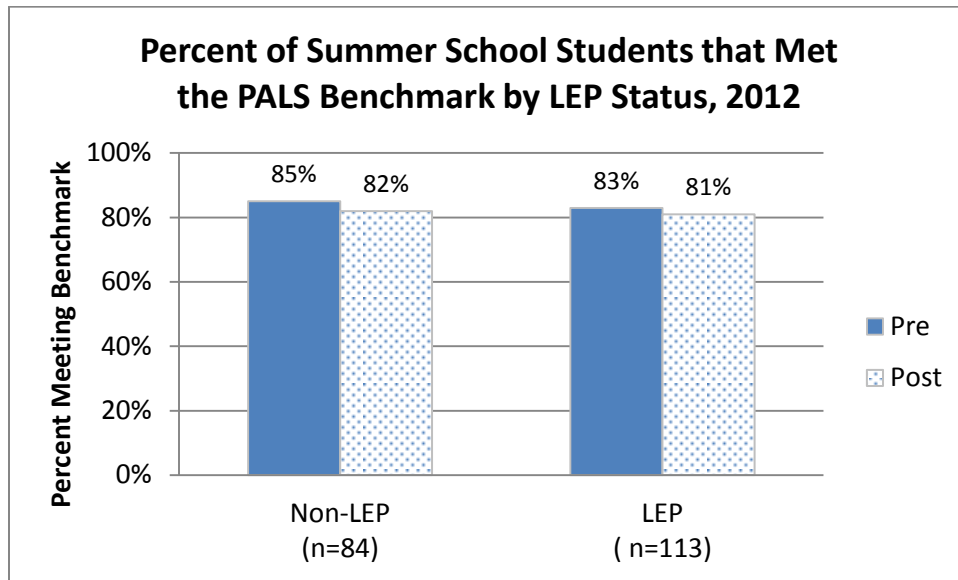
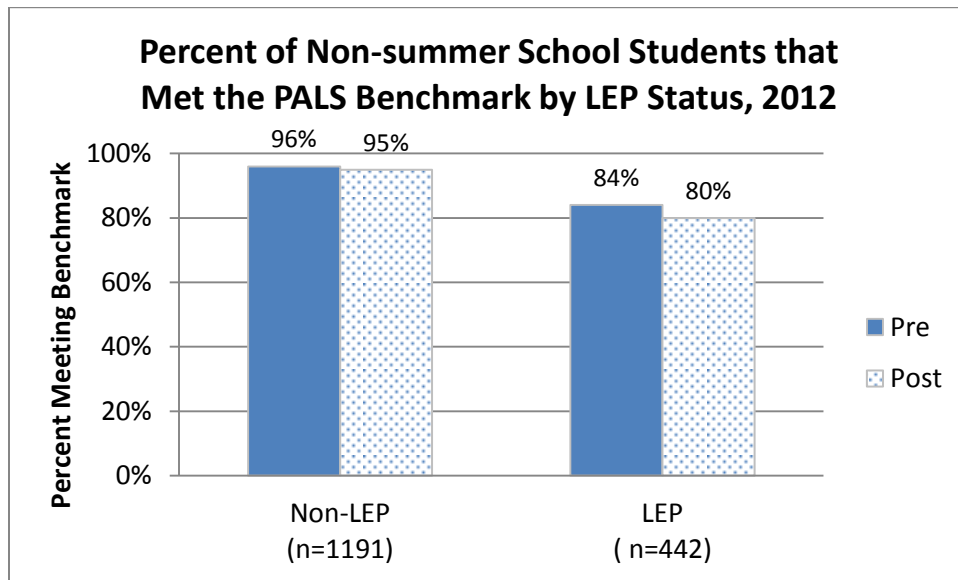


Figure 28 provides benchmark results for students who did not participate in summer school in 2012.

Figure 28: Percent of Non-Summer School Students that Met the PALS Benchmark by LEP Status, 2012





Figures 29 through 34 compare the percent of students that met the PALS benchmark at the end of 1<sup>st</sup> grade (pre) to the percent of students that met the PALS benchmark at the beginning of 2<sup>nd</sup> grade (post) by disability status.

Figure 29 provides benchmark results for students who participated in summer school in 2010.

Figure 29: Percent of Summer School Students that Met the PALS Benchmark by Disability Status, 2010

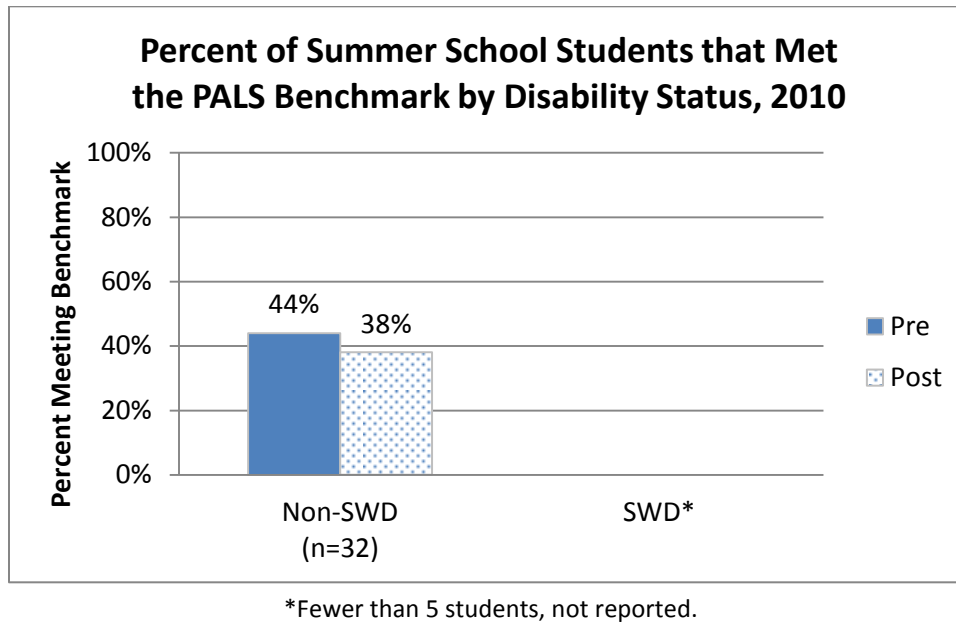


Figure 30 provides benchmark results for students who did not participate in summer school in 2010.

Figure 30: Percent of Non-Summer School Students that Met the PALS Benchmark by Disability Status, 2010

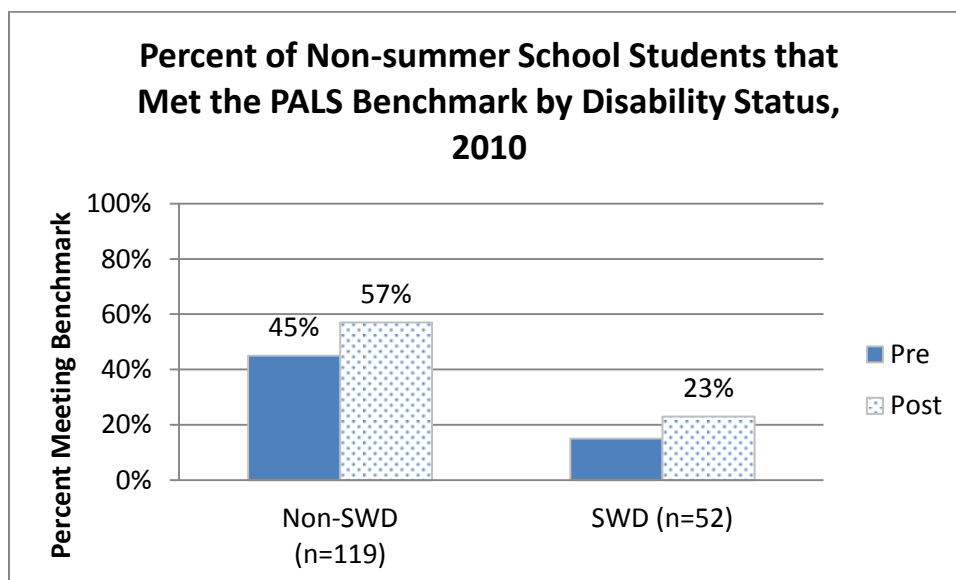


Figure 31 provides benchmark results for students who participated in summer school in 2011.

Figure 31: Percent of Summer School Students that Met the PALS Benchmark by Disability Status, 2011

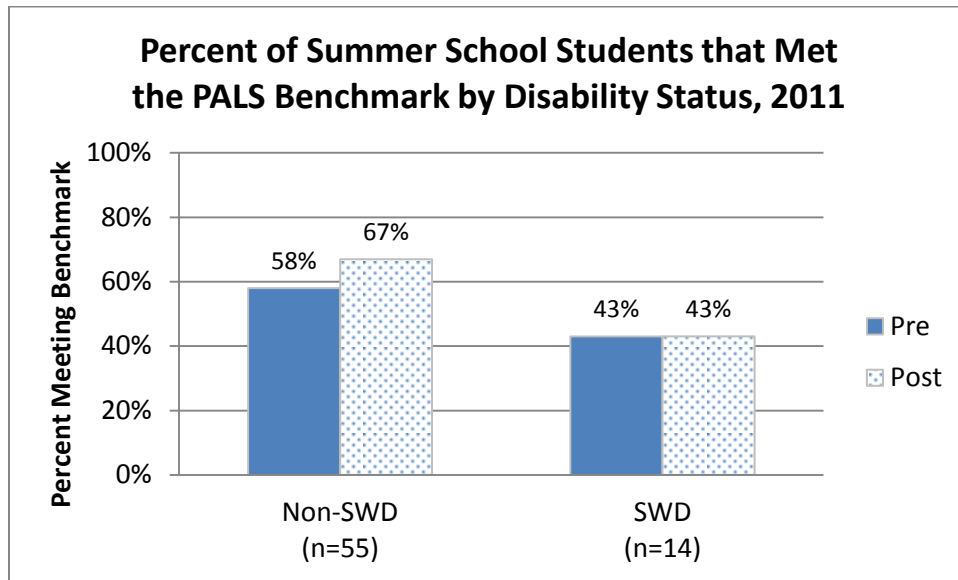


Figure 32 provides benchmark results for students who did not participate in summer school in 2011.

Figure 32: Percent of Non-Summer School Students that Met the PALS Benchmark by Disability Status, 2011

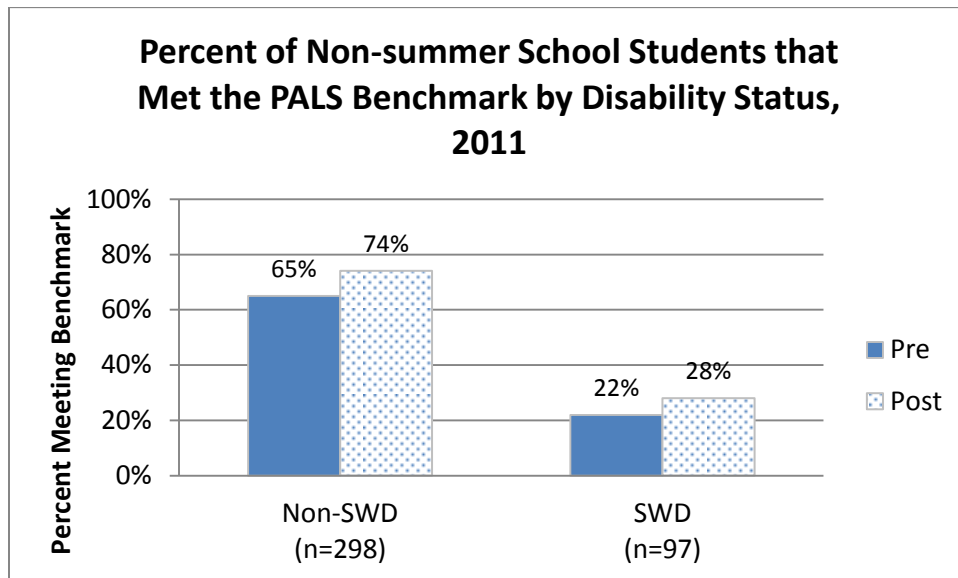


Figure 33 provides benchmark results for students who participated in summer school in 2012.

Figure 33: Percent of Summer School Students that Met the PALS Benchmark by Disability Status, 2012

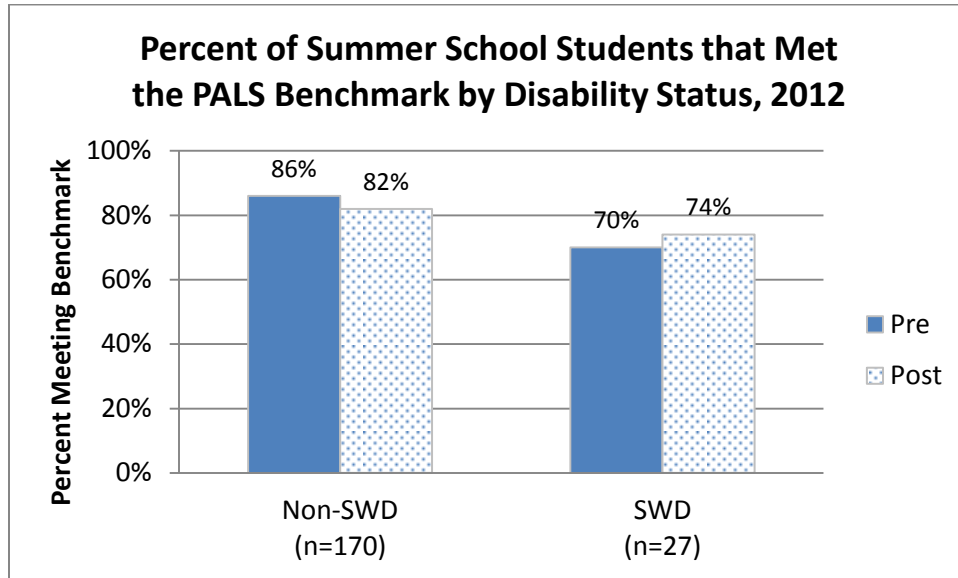
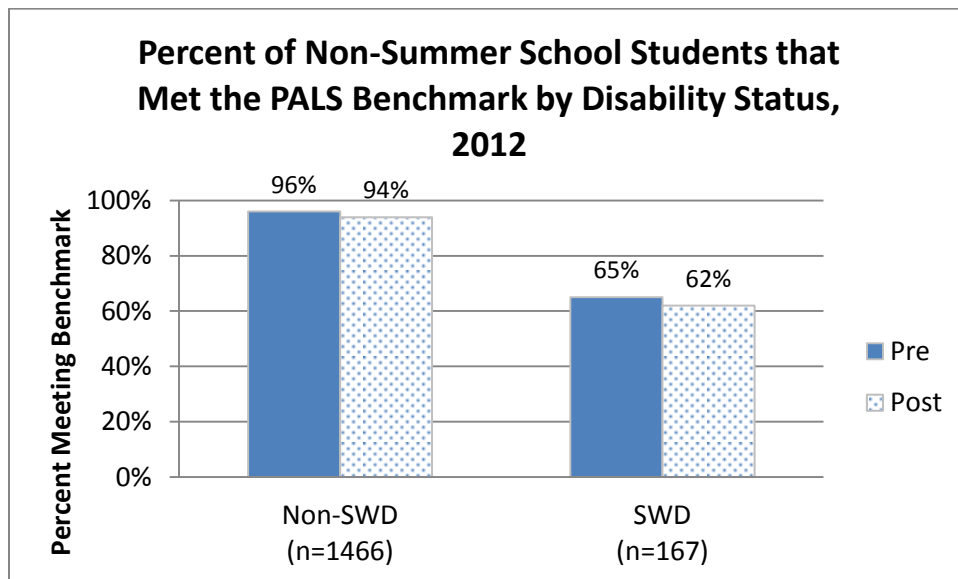


Figure 34 provides benchmark results for students who did not participate in summer school in 2012.

Figure 34: Percent of Non-Summer School Students that Met the PALS Benchmark by Disability Status, 2012



## PALS-K Testing

Figures 35 and 36 compare the percent of students who met the PALS benchmark at the end of kindergarten (pre) to the percent of students who met the PALS benchmark at the beginning of 1<sup>st</sup> grade (post). Students are included in the analysis if they have both pre and post PALS results.

Figure 35 provides benchmark results for kindergarten students who participated in summer school.

Figure 35: Percent of Summer School Students that Met the PALS Benchmark

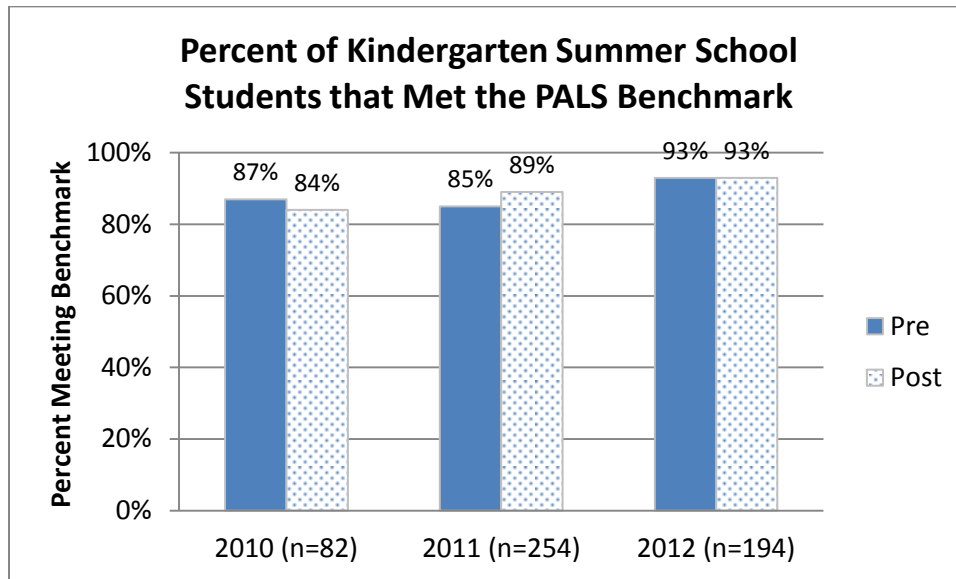
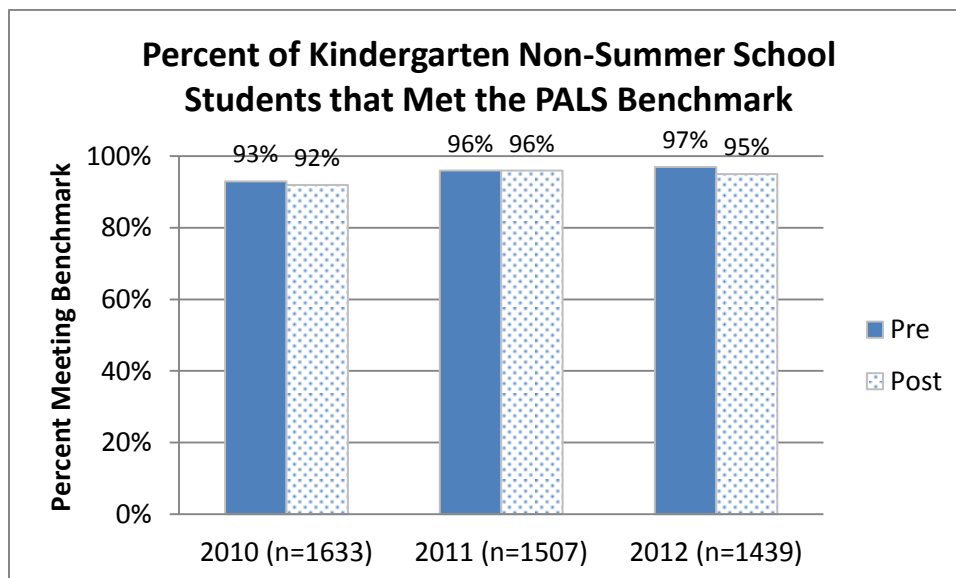


Figure 36 provides benchmark results for kindergarten students who did not participate in summer school.

Figure 36: Percent of Non-Summer School Students that Met the PALS Benchmark



Figures 37 and 38 provide benchmark results for only those kindergarten students who did not meet the PALS benchmark on the pre-test that was administered in the spring.

Figure 37 shows the percent of students that successfully met the PALS benchmark at the beginning of 1<sup>st</sup> grade following their participation in a summer school skill-building course.

Figure 37: Percent of Summer School Students that Met the PALS Benchmark on a Post-Test After Scoring Below the PALS Benchmark on a Pre-Test

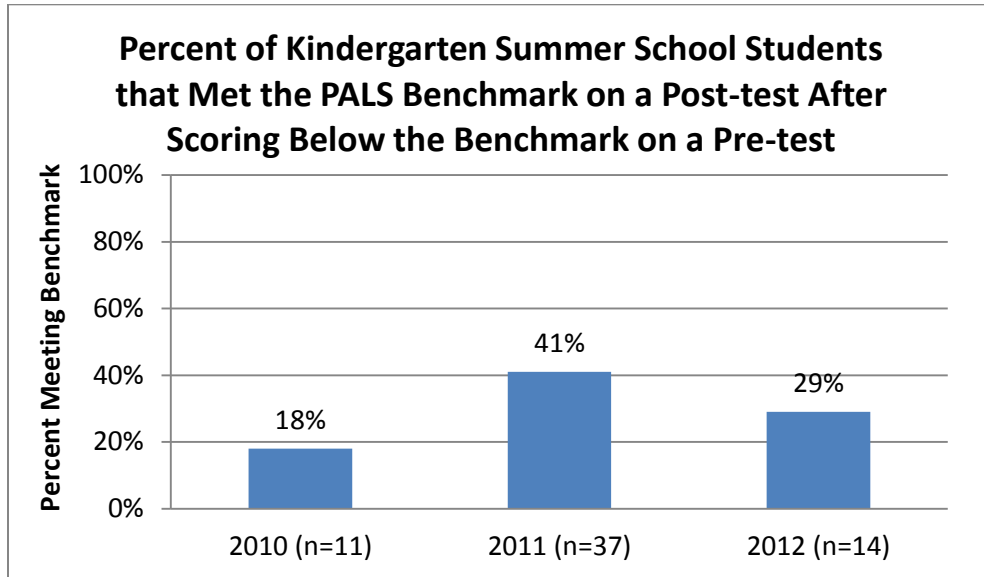
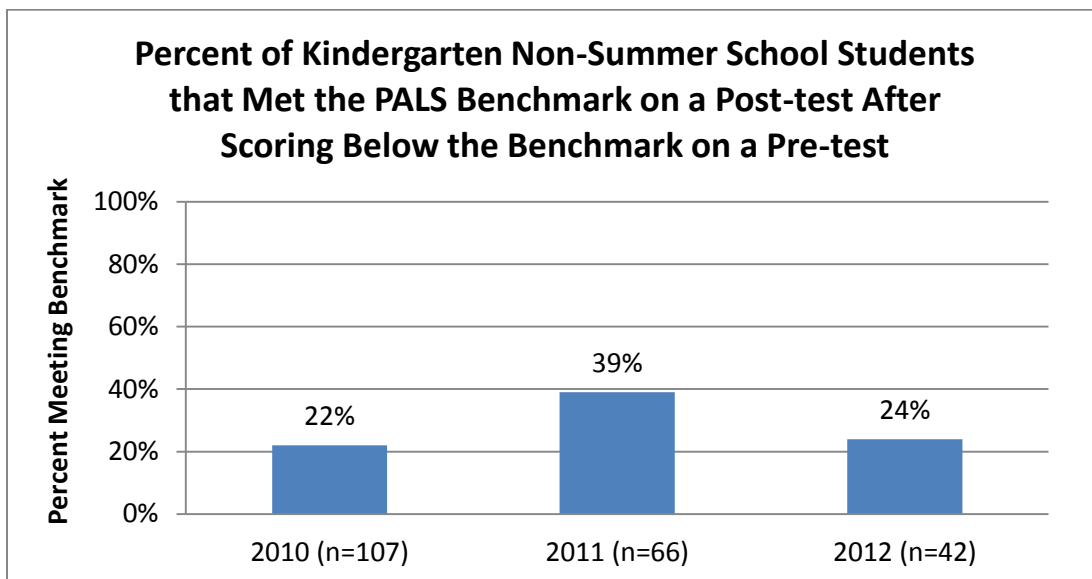


Figure 38 shows the percent of students that successfully met the PALS benchmark at the beginning of 1<sup>st</sup> grade though they did not participate in a summer school skill-building course.

Figure 38: Percent of Non-Summer School Students that Met the PALS Benchmark on a Post-Test After Scoring Below the PALS Benchmark on a Pretest

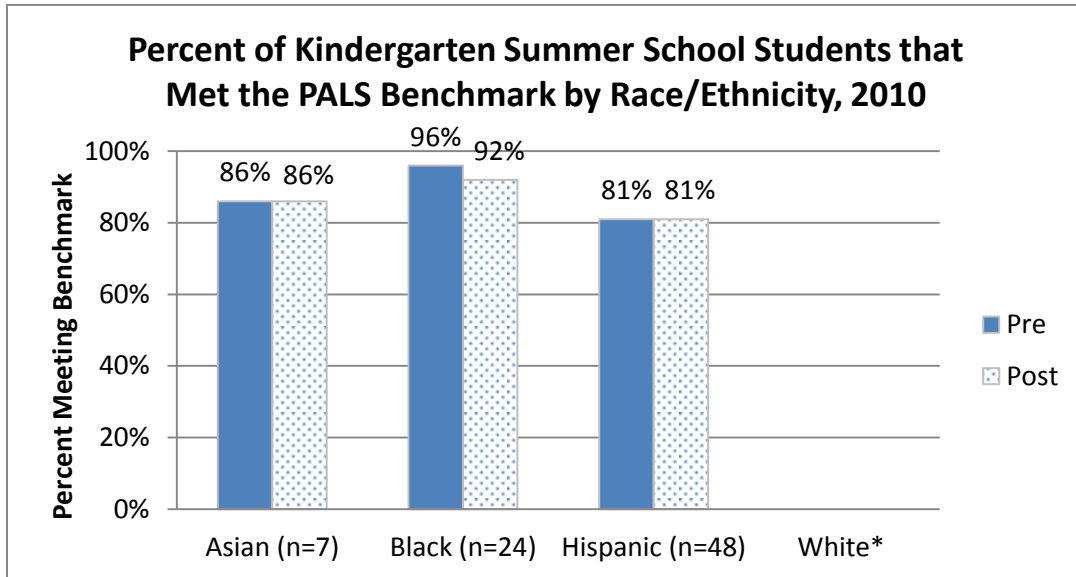


The remaining figures in this report employ the total population of students that were administered the PALS assessment in the spring of kindergarten and the fall of grade 1, regardless of their scores.

**Figures 39 through 44** compare the percent of students that met the PALS benchmark at the end of kindergarten (pre) to the percent of students that met the PALS benchmark at the beginning of 1<sup>st</sup> grade (post) by race/ethnicity.

**Figure 39** provides benchmark results for students who participated in summer school in 2010.

**Figure 39: Percent of Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2010**



\*Fewer than 5 students, not reported.

**Figure 40** provides benchmark results for students who did not participate in summer school in 2010.

**Figure 40: Percent of Non-Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2010**

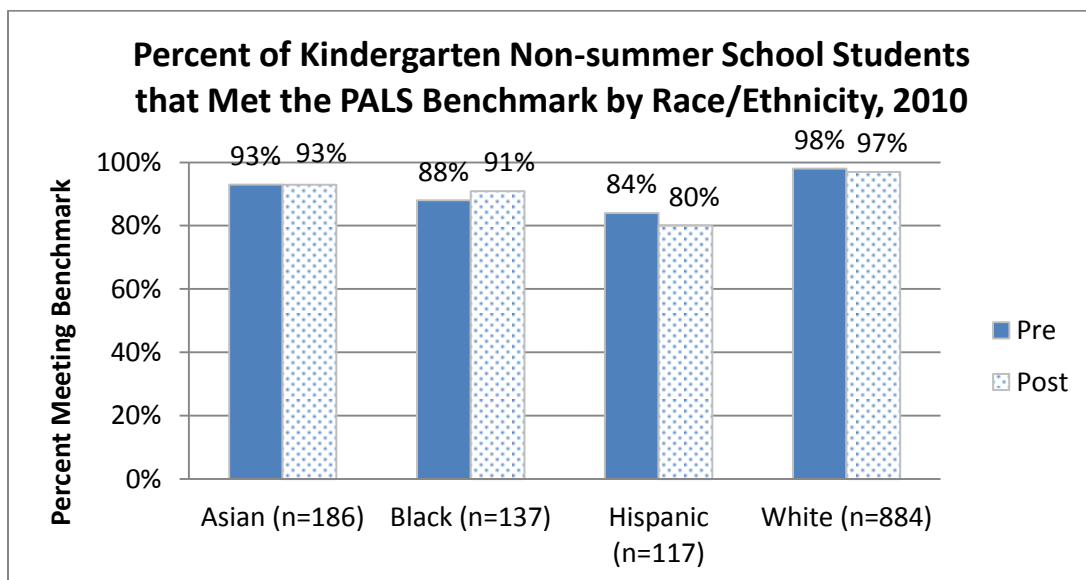


Figure 41 provides benchmark results for students who participated in summer school in 2011.

Figure 41: Percent of Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2011

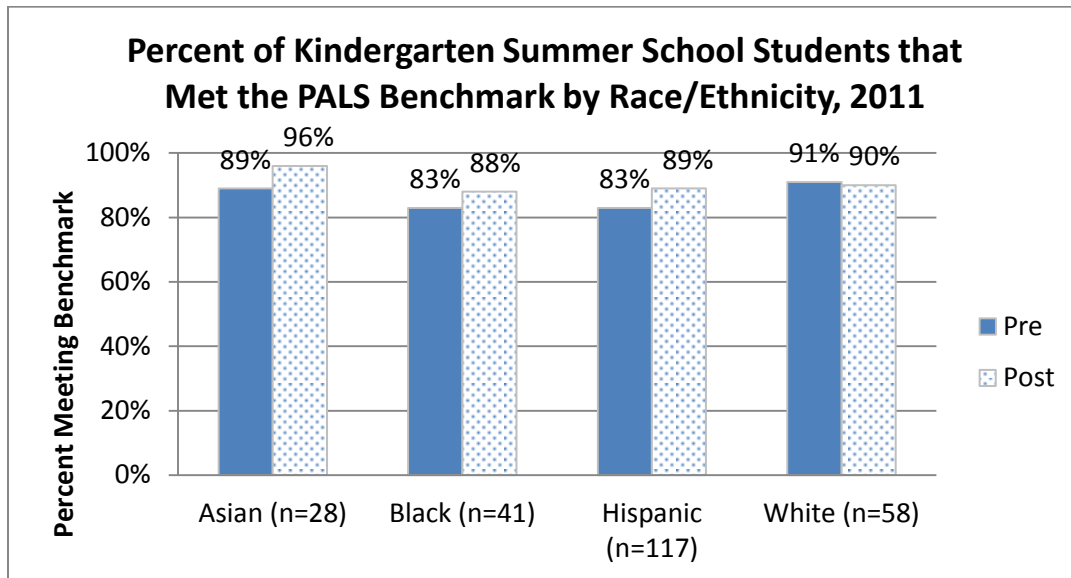


Figure 42 provides benchmark results for students who did not participate in summer school in 2011.

Figure 42: Percent of Non-Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2011

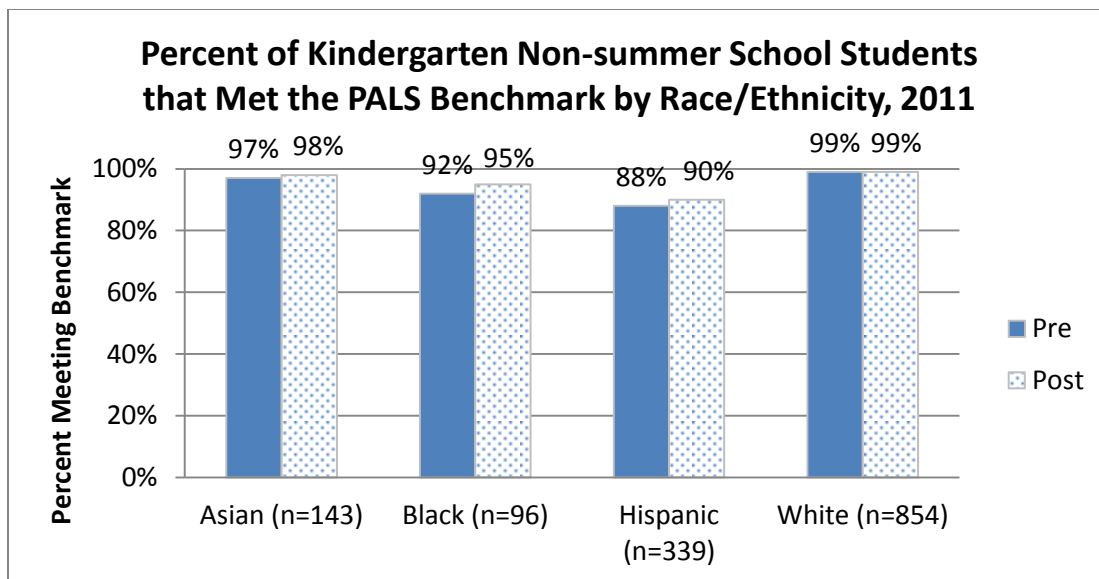


Figure 43 provides benchmark results for students who participated in summer school in 2012.

Figure 43: Percent of Summer School Students that Met the PALS Benchmark by Race/Ethnicity, 2012

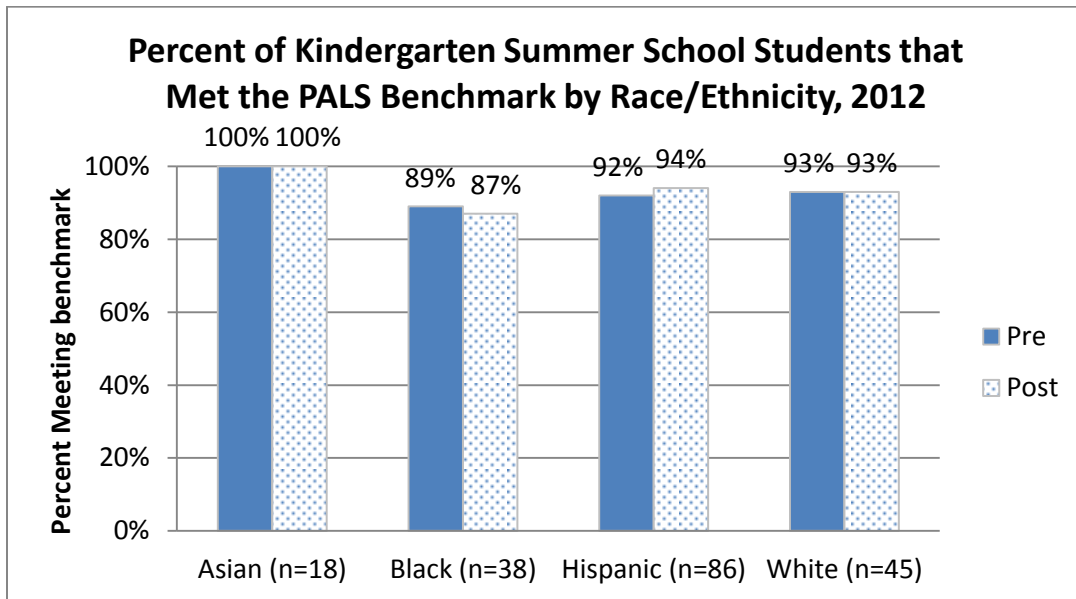
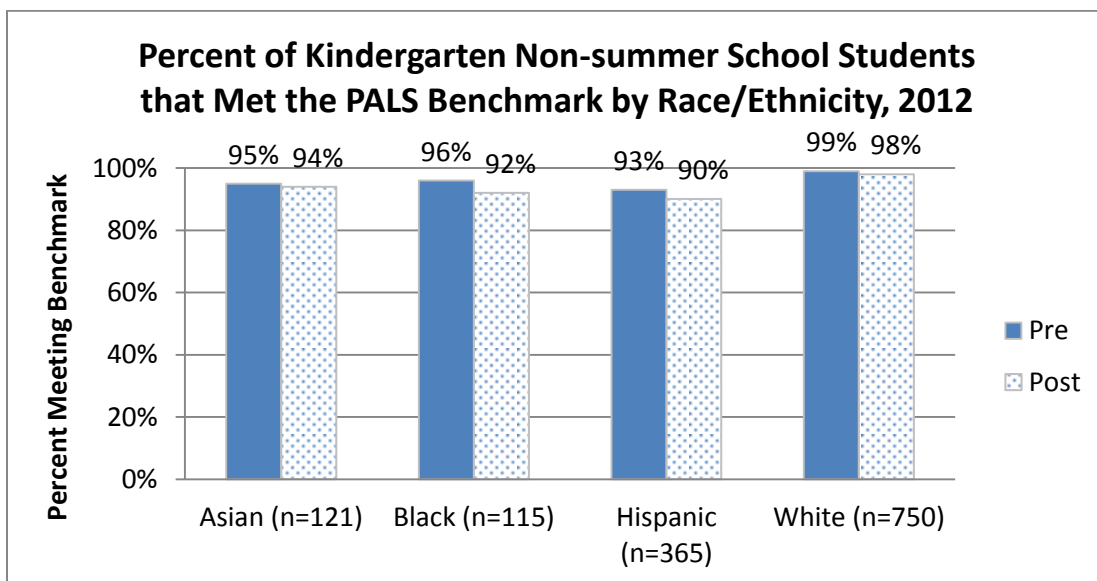


Figure 44 provides benchmark results for students who did not participate in summer school in 2012.

Figure 44: Percent of Non-Summer School Students That Met the PALS Benchmark by Race/Ethnicity, 2012





Figures 45 through 50 compare the percent of students that met the PALS benchmark at the end of kindergarten (pre) to the percent of students that met the PALS benchmark at the beginning of 1<sup>st</sup> grade (post) by gender.

Figure 45 provides benchmark results for students who participated in summer school in 2010.

Figure 45: Percent of Summer School Students that Met the PALS Benchmark by Gender, 2010

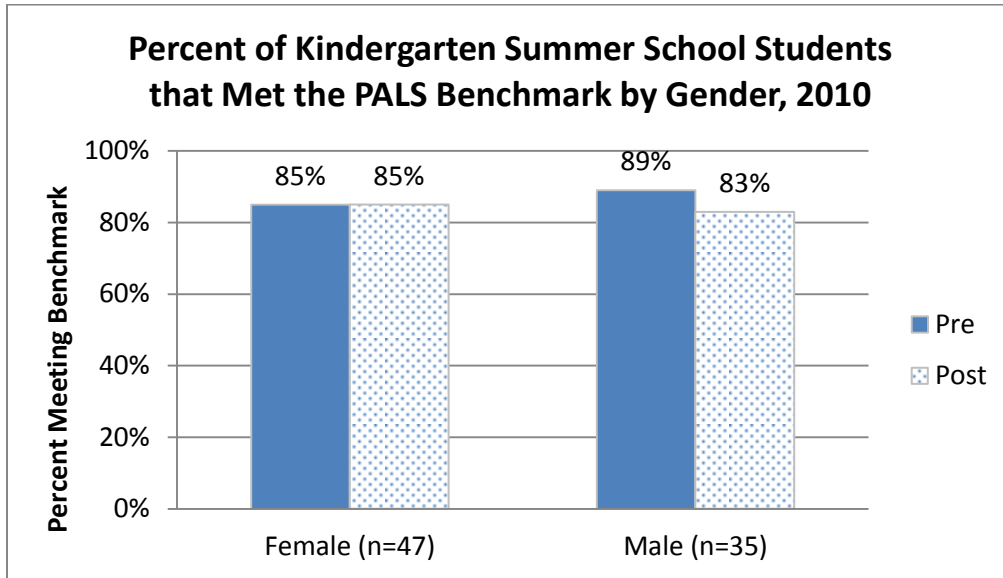


Figure 46 provides benchmark results for students who did not participate in summer school in 2010.

Figure 46: Percent of Non-Summer School Students that Met the PALS Benchmark by Gender, 2010

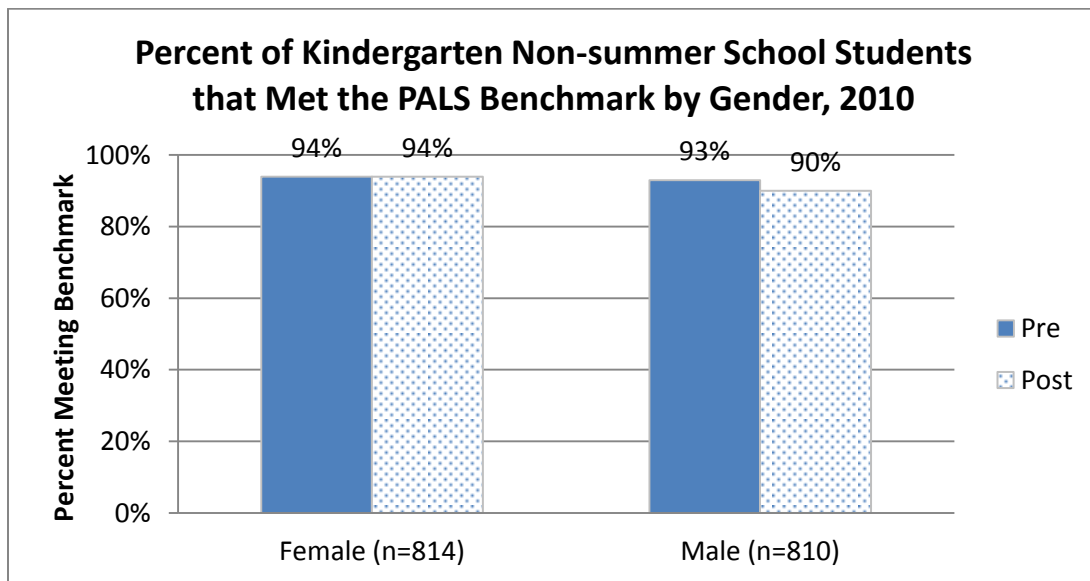


Figure 47 provides benchmark results for students who participated in summer school in 2011.

Figure 47: Percent of Summer School Students that Met the PALS Benchmark by Gender, 2011

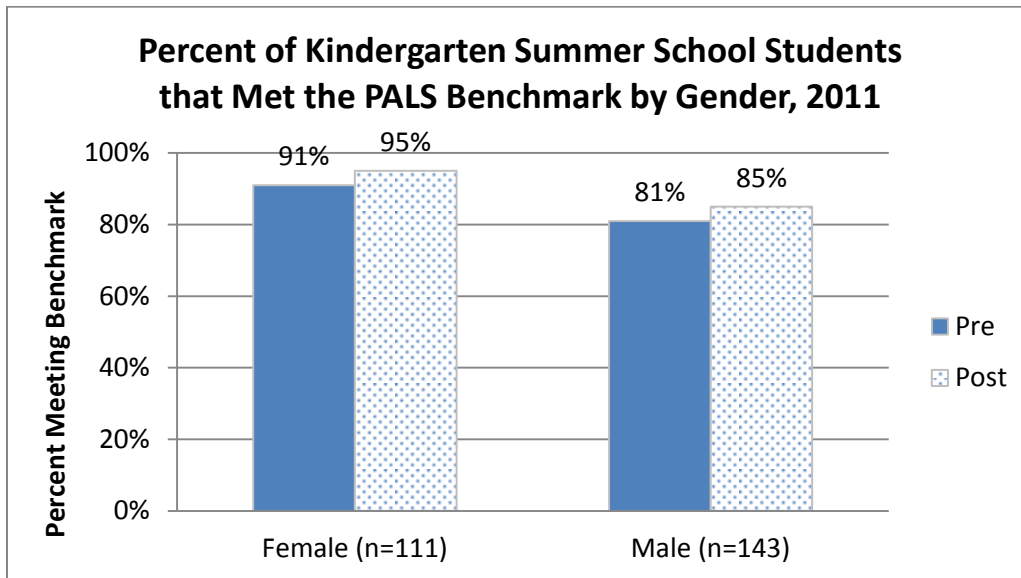


Figure 48 provides benchmark results for students who did not participate in summer school in 2011.

Figure 48: Percent of Non-Summer School Students that Met the PALS Benchmark by Gender, 2011

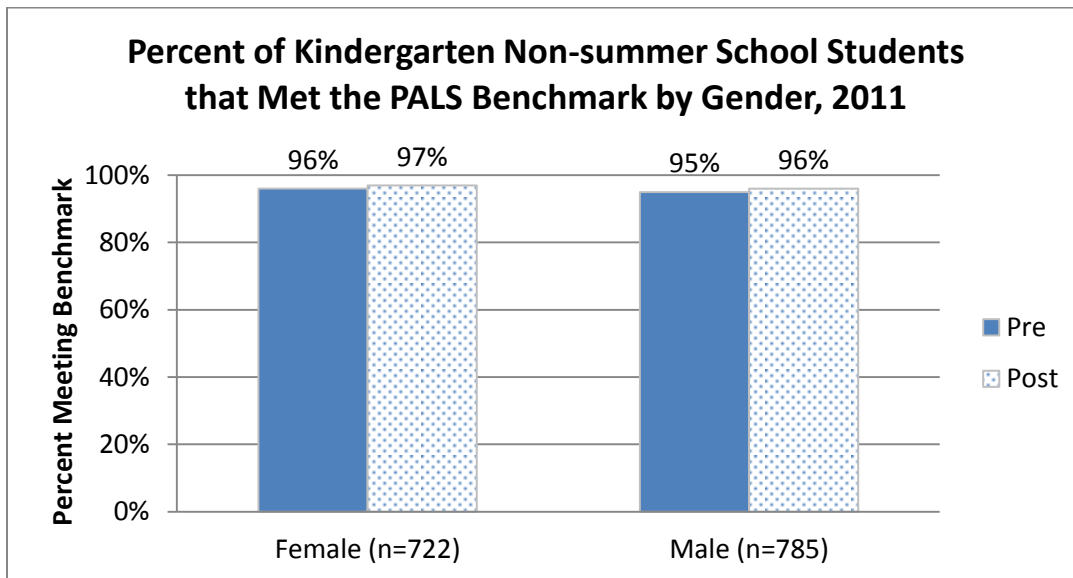


Figure 49 provides benchmark results for students who participated in summer school in 2012.

Figure 49: Percent of Summer School Students that Met the PALS Benchmark by Gender, 2012

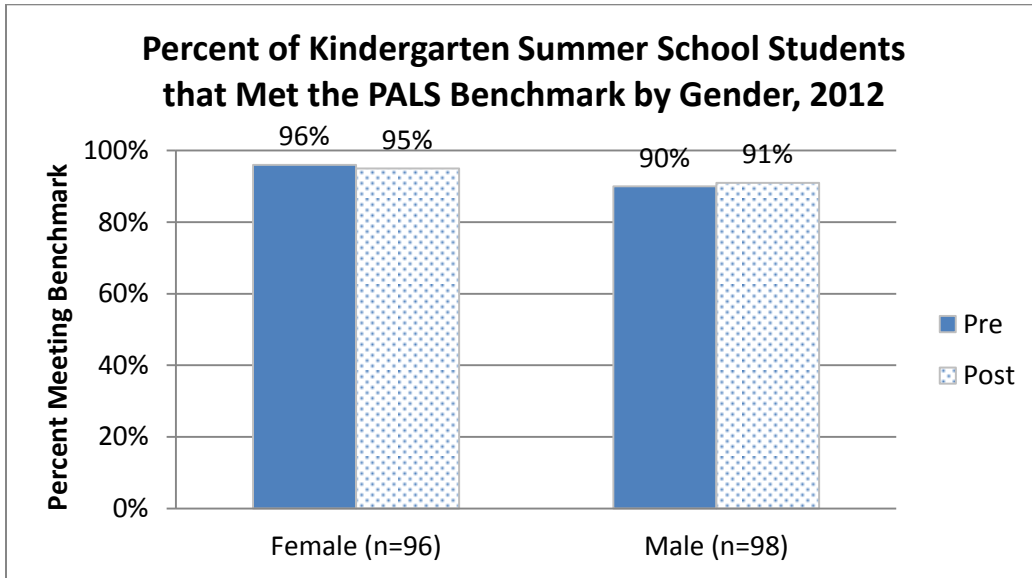
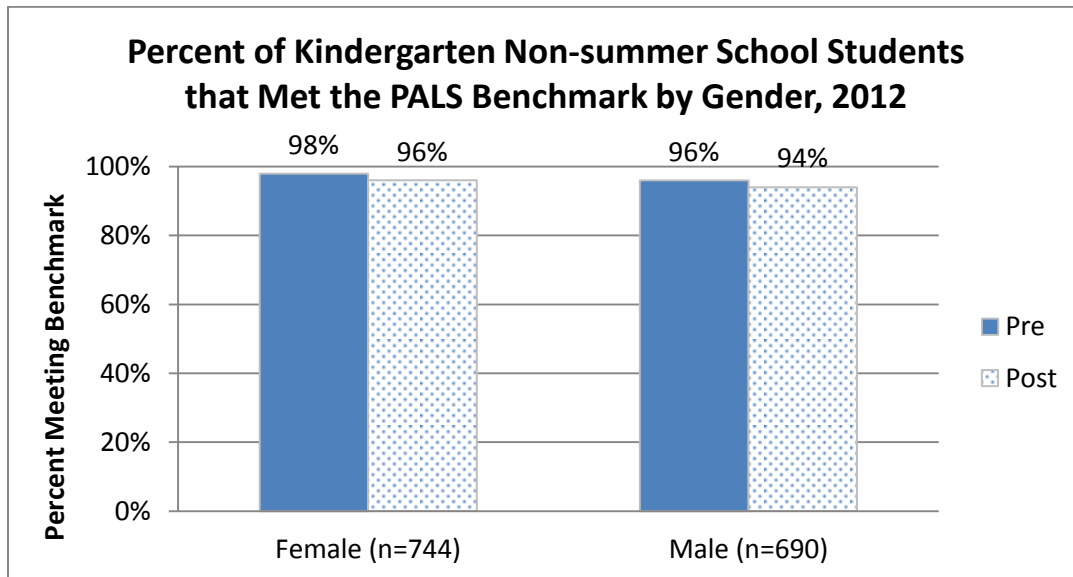


Figure 50 provides benchmark results for students who did not participate in summer school in 2012.

Figure 50: Percent of Non-Summer School Students that Met the PALS Benchmark by Gender, 2012



Figures 51 through 56 compare the percent of students that met the PALS benchmark at the end kindergarten (pre) to the percent of students that met the PALS benchmark at the beginning of 1<sup>st</sup> grade (post) by economic status.

Figure 51 provides benchmark results for students who participated in summer school in 2010.

Figure 51: Percent of Summer School Students that Met the PALS Benchmark by Economic Status, 2010

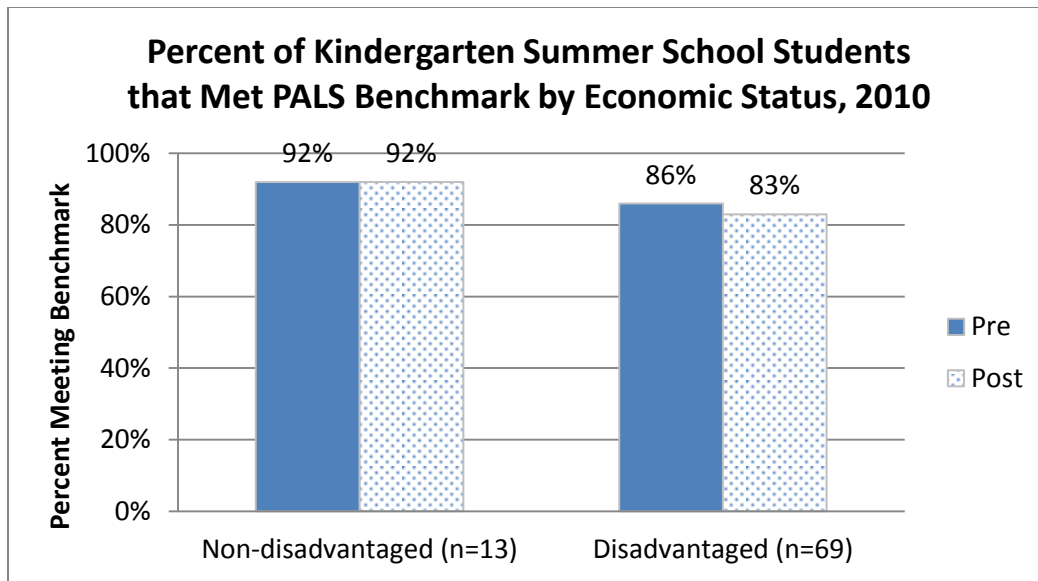
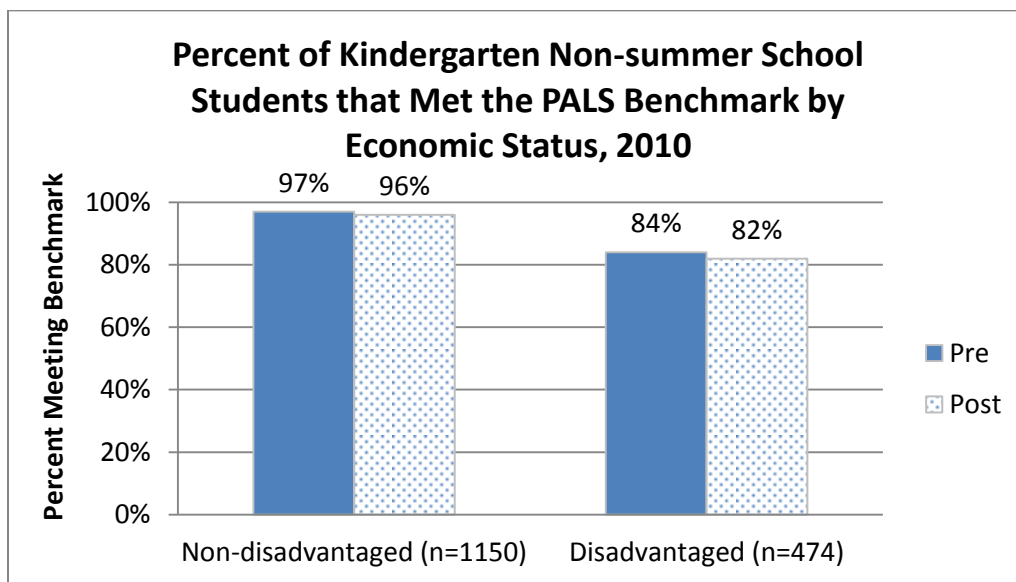


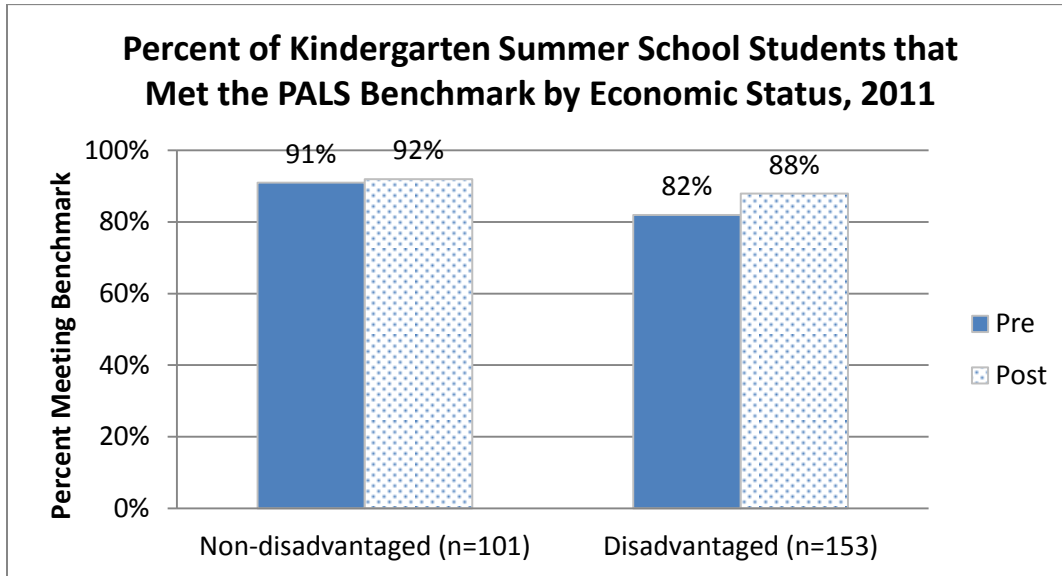
Figure 52 provides benchmark results for students who did not participate in summer school in 2010.

Figure 52: Percent of Non-Summer School Students that Met the PALS Benchmark by Economic Status, 2010



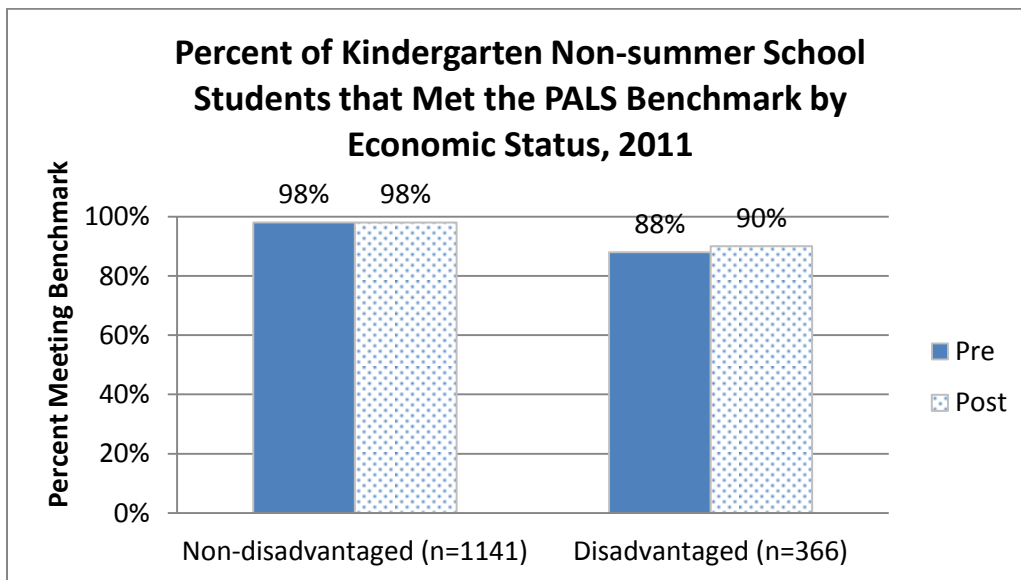
Figures 53 provides benchmark results for students who participated in summer school in 2011.

Figure 53: Percent of Summer School Students that Met the PALS Benchmark by Economic Status, 2011



Figures 54 provides benchmark results for students who did not participate in summer school in 2011.

Figure 54: Percent of Non-Summer School Students that Met the PALS Benchmark by Economic Status, 2011



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Figure 55 provides benchmark results for students who participated in summer school in 2012.

Figure 55: Percent of Summer School Students that Met the PALS Benchmark by Economic Status, 2012

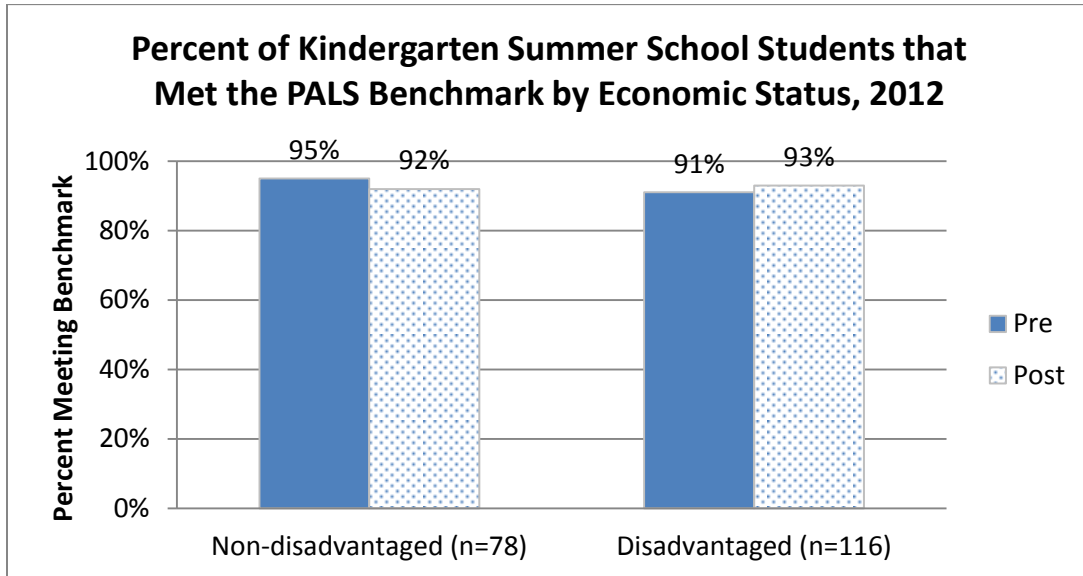
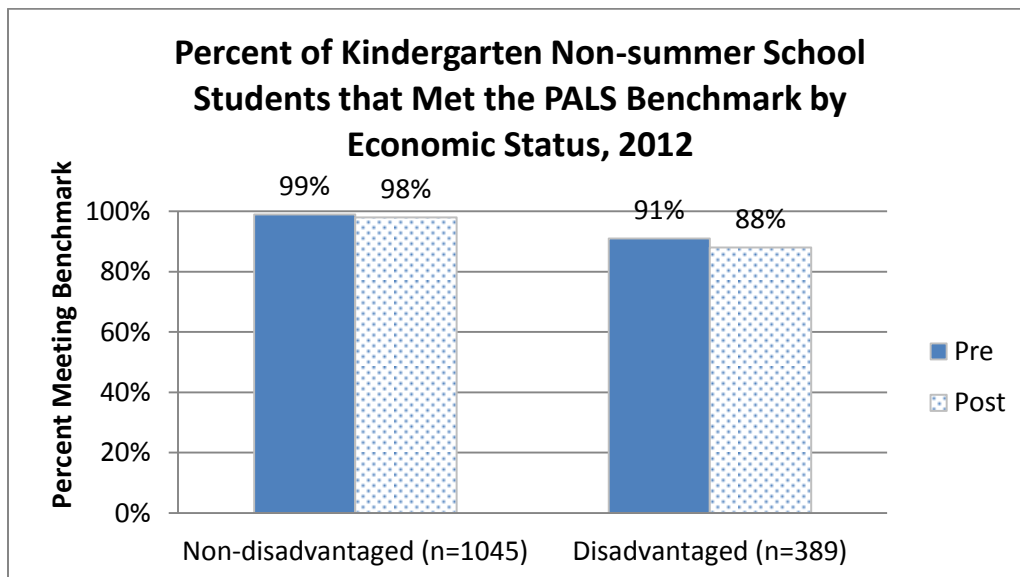


Figure 56 provides benchmark results for students who did not participate in summer school in 2012.

Figure 56: Percent of Non-Summer School Students that Met the PALS Benchmark by Economic Status, 2012



Figures 57 through 62 compare the percent of students that met the PALS benchmark at the end of kindergarten (pre) to the percent of students that met the PALS benchmark at the beginning of 1<sup>st</sup> grade (post) by LEP status.

Figure 57 provides benchmark results for students who participated in summer school in 2010.

Figure 57: Percent of Summer School Students that Met the PALS Benchmark by LEP Status, 2010

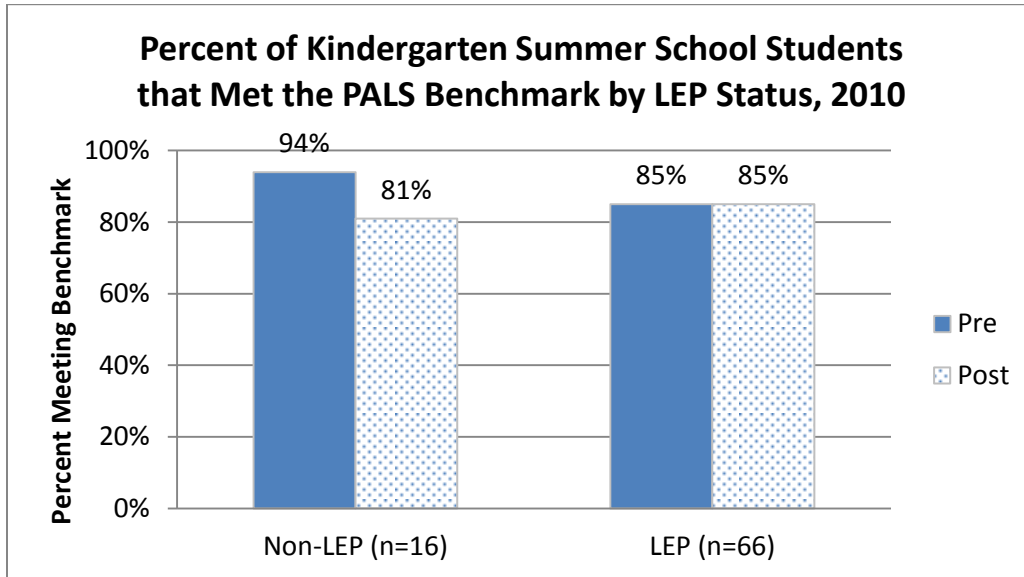


Figure 58 provides benchmark results for students who did not participate in summer school in 2010.

Figure 58: Percent of Non-Summer School Students that Met the PALS Benchmark by LEP Status, 2010

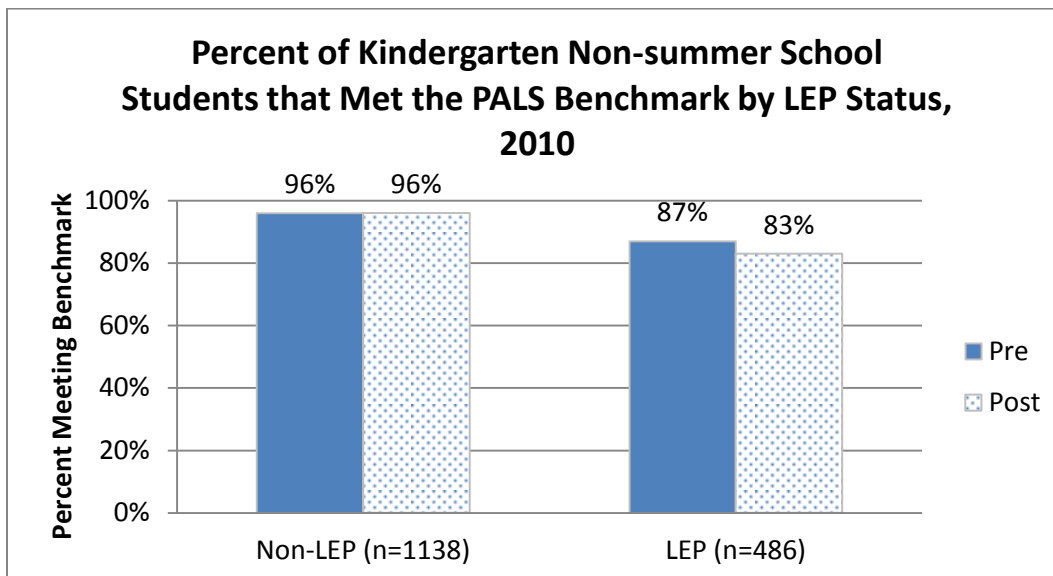


Figure 59 provides benchmark results for students who participated in summer school in 2011.

Figure 59: Percent of Summer School Students that Met the PALS Benchmark by LEP Status, 2011

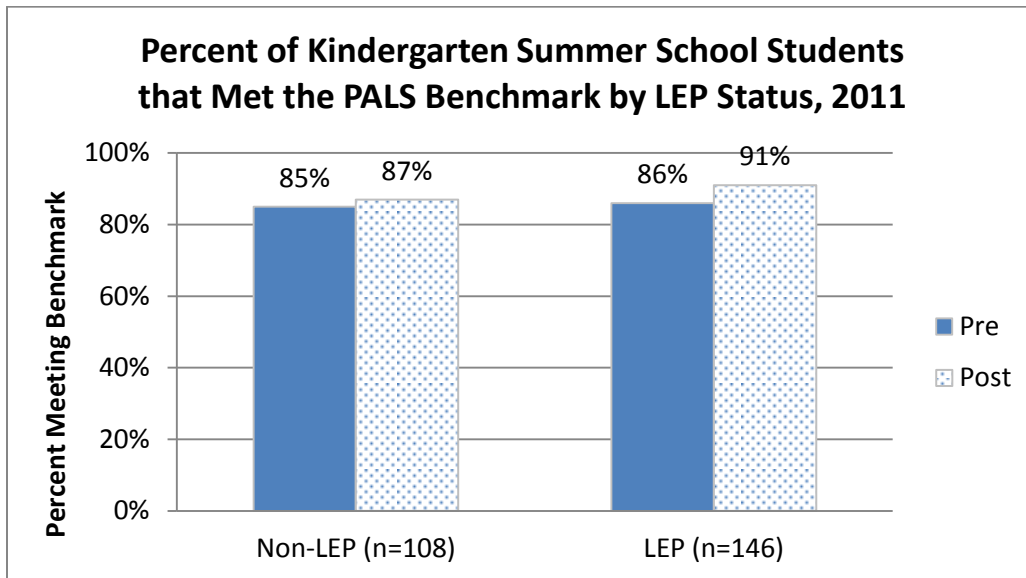


Figure 60 provides benchmark results for students who did not participate in summer school in 2011.

Figure 60: Percent of Non-Summer School Students that Met the PALS Benchmark by LEP Status, 2011

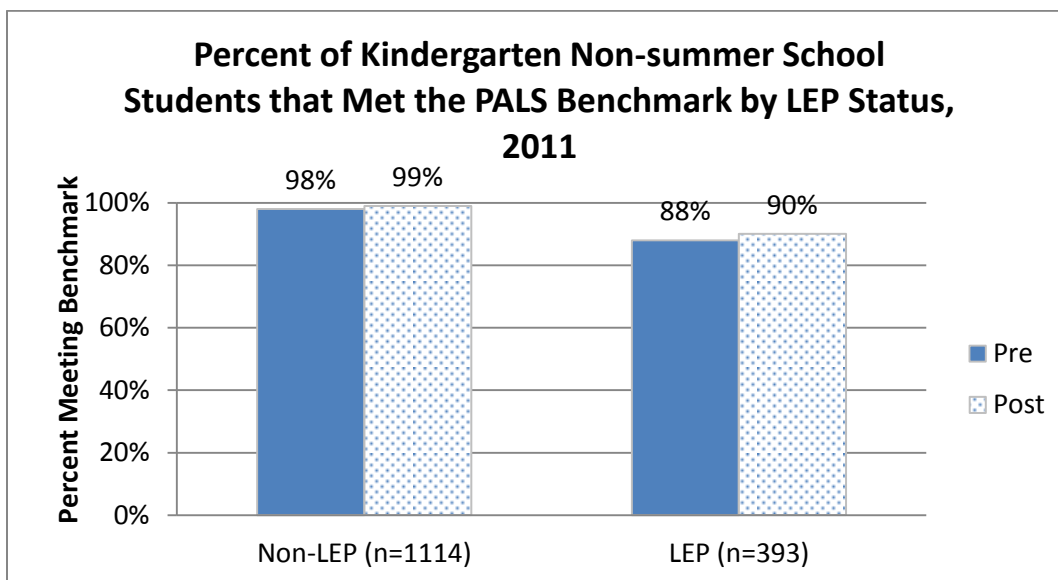




Figure 61 provides benchmark results for students who participated in summer school in 2012.

Figure 61: Percent of Summer School Students that Met the PALS Benchmark by LEP Status, 2012

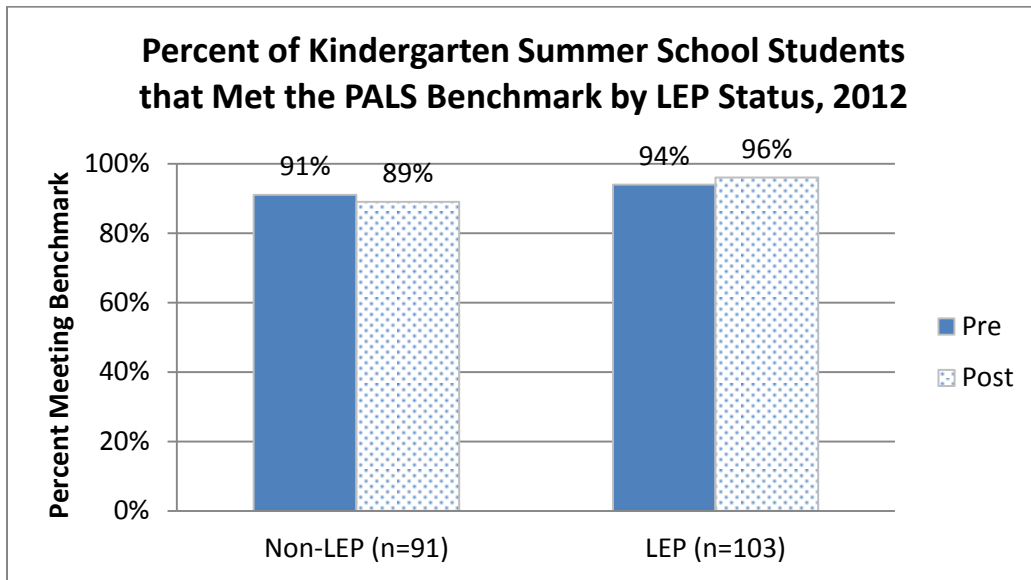
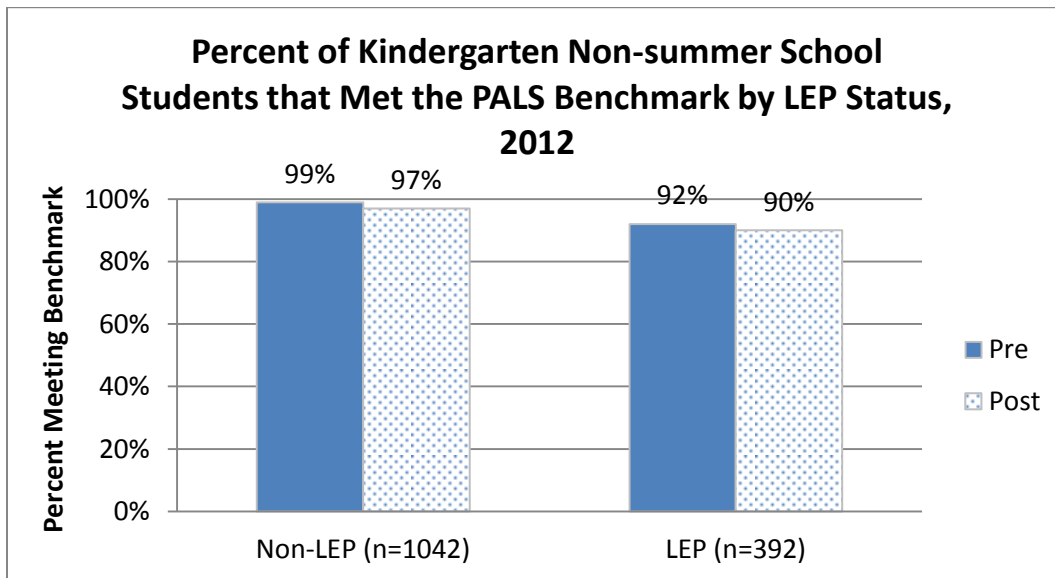


Figure 62 provides benchmark results for students who did not participate in summer school in 2012.

Figure 62: Percent of Non-Summer School Students that Met the PALS Benchmark by LEP Status, 2012



Figures 63 through 68 compare the percent of students that met the PALS benchmark at the end of kindergarten (pre) to the percent of students that met the PALS benchmark at the beginning of 1<sup>st</sup> grade (post) by disability status.

Figure 63 provides benchmark results for students who participated in summer school in 2010.

Figure 63: Percent of Summer School Students that Met the PALS Benchmark by Disability Status, 2010

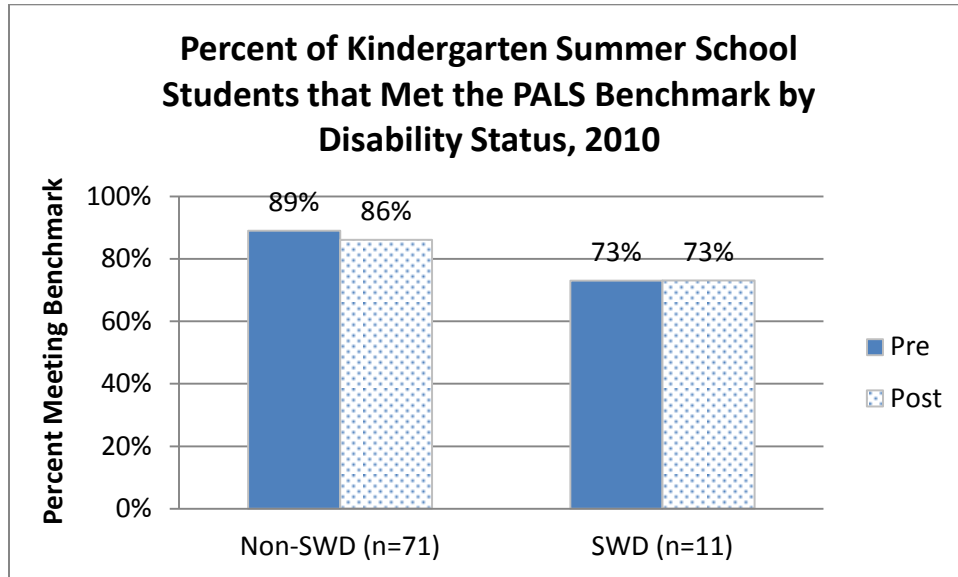


Figure 64 provides benchmark results for students who did not participate in summer school in 2010.

Figure 64: Percent of Non-Summer School Students that Met the PALS Benchmark by Disability Status, 2010

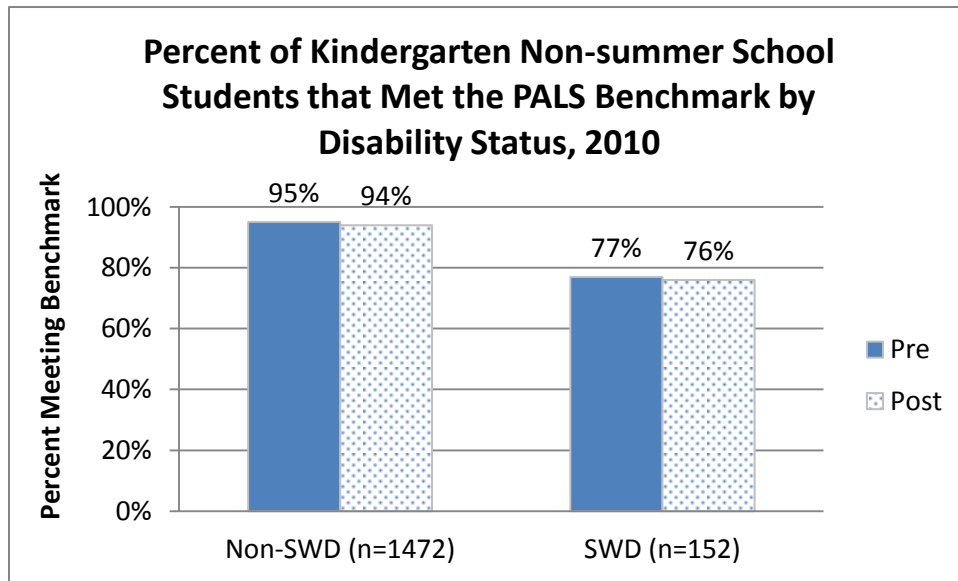


Figure 65 provides benchmark results for students who participated in summer school in 2011.

Figure 65: Percent of Summer School Students that Met the PALS Benchmark by Disability Status, 2011

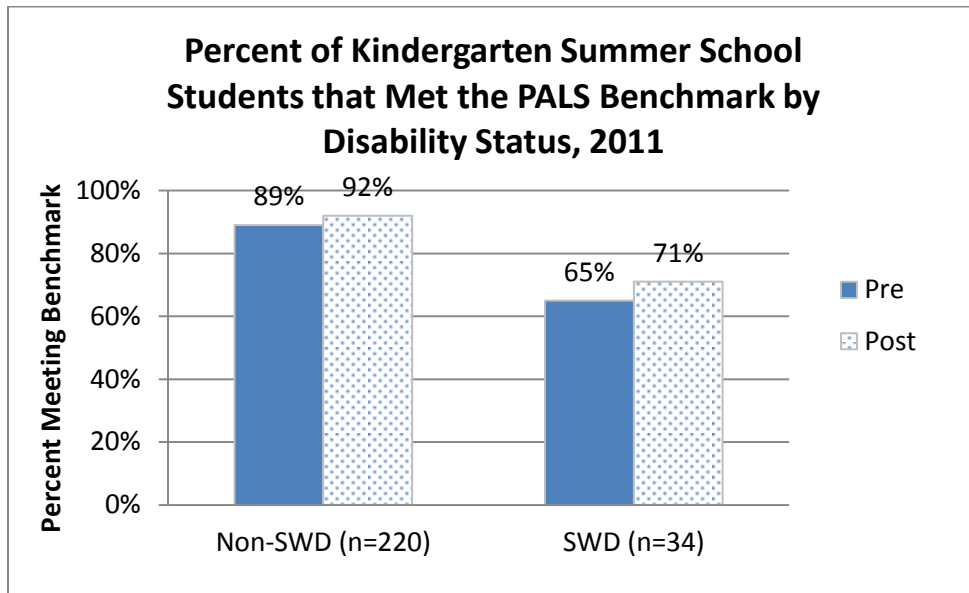


Figure 66 provides benchmark results for students who did not participate in summer school in 2011.

Figure 66: Percent of Non-Summer School Students that Met the PALS Benchmark by Disability Status, 2011

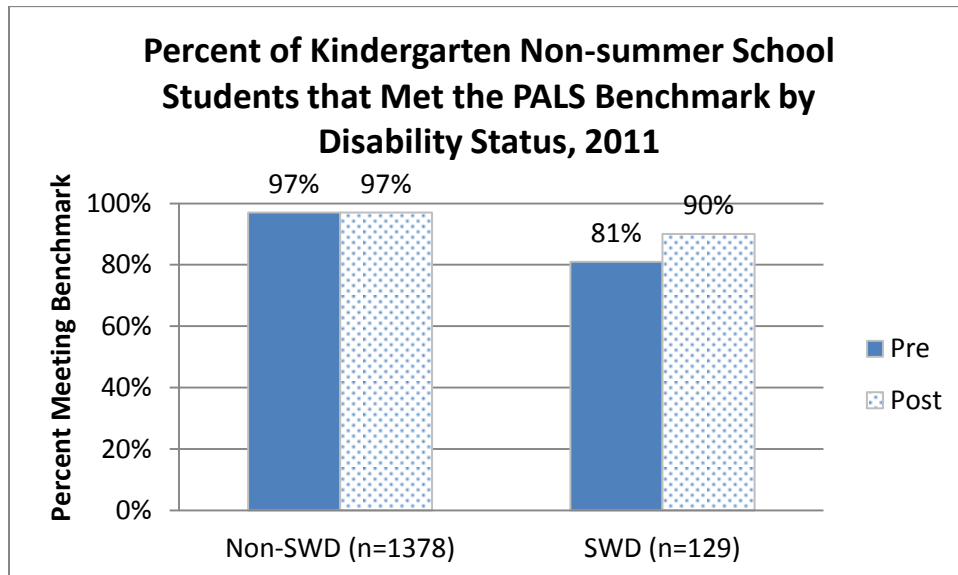


Figure 67 provides benchmark results for students who participated in summer school in 2012.

Figure 67: Percent of Summer School Students that Met the PALS Benchmark by Disability Status, 2012

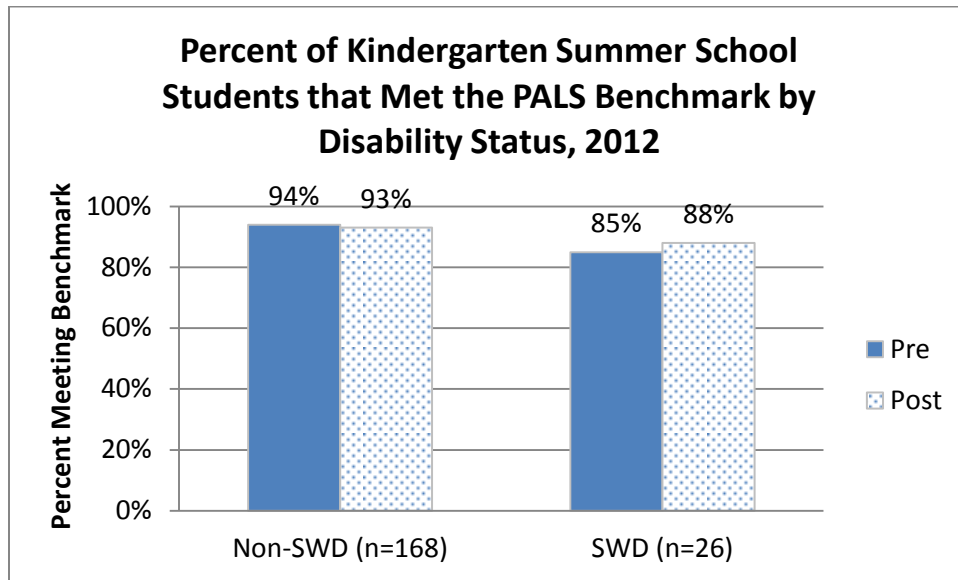
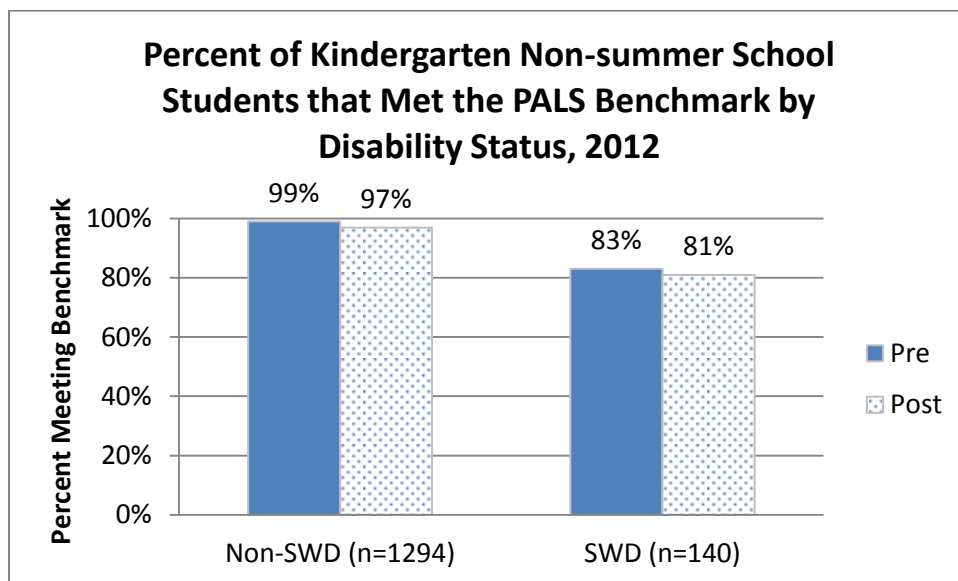


Figure 68 provides benchmark results for students who did not participate in summer school in 2012.

Figure 68: Percent of Non-Summer School Students that Met the PALS Benchmark by Disability Status, 2012



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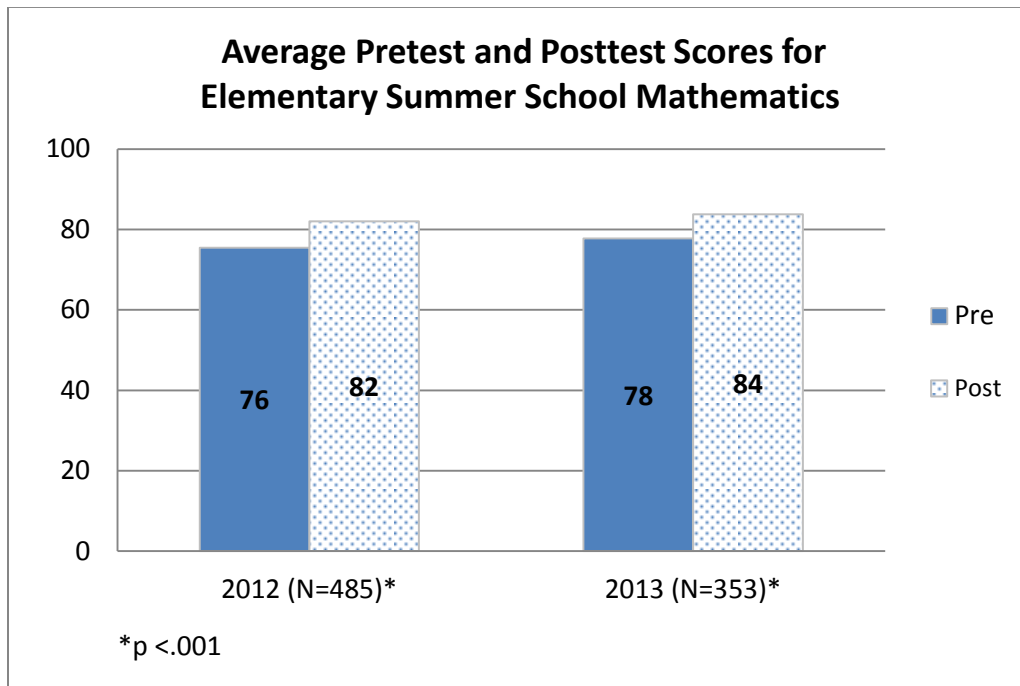
## Mathematics Remediation: Pretest and Posttest Scores

In the summers of 2012 and 2013, elementary students in grades 1 through 5 who enrolled in a Summer School Skill-Building program to improve their math skills were administered a pretest to assess their mathematics ability level. At the end of the 5-week course, they were administered a posttest to assess growth. The tests and the curriculum used for the course is a packaged program called *Summer Success*, and it is produced by Houghton Mifflin Harcourt.

The average score for elementary students on the summer school pretest was 76 in 2012 and 78 in 2013. The average score for elementary students on the summer school posttest administered at the end of the course was 82 in 2012 and 84 in 2013.

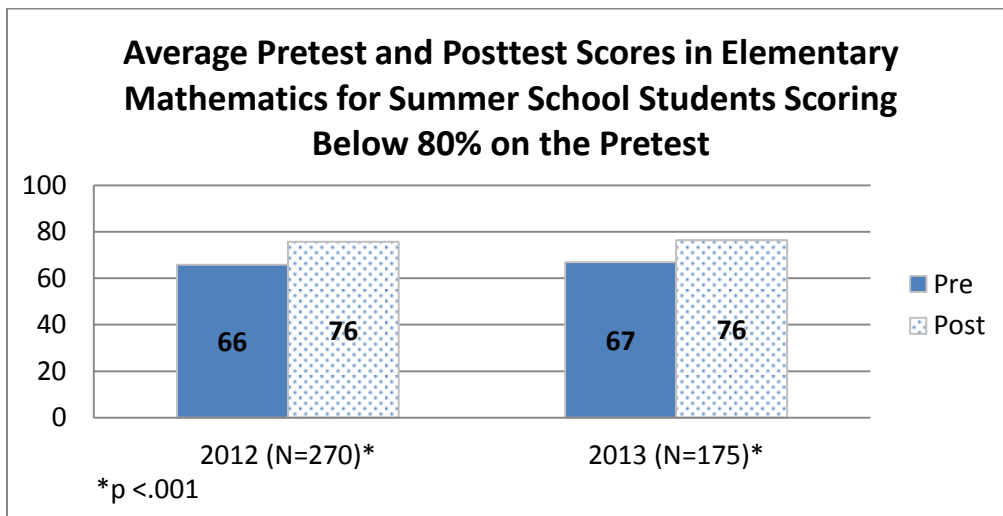
**Figure 1** shows the average pretest and posttest scores in summer school mathematics for elementary students in 2012 and 2013. The difference between the pretest scores and the posttest scores was significant in both years.

**Figure 1: Average Pretest and Posttest Scores for Elementary Summer School Mathematics, 2012 and 2013**



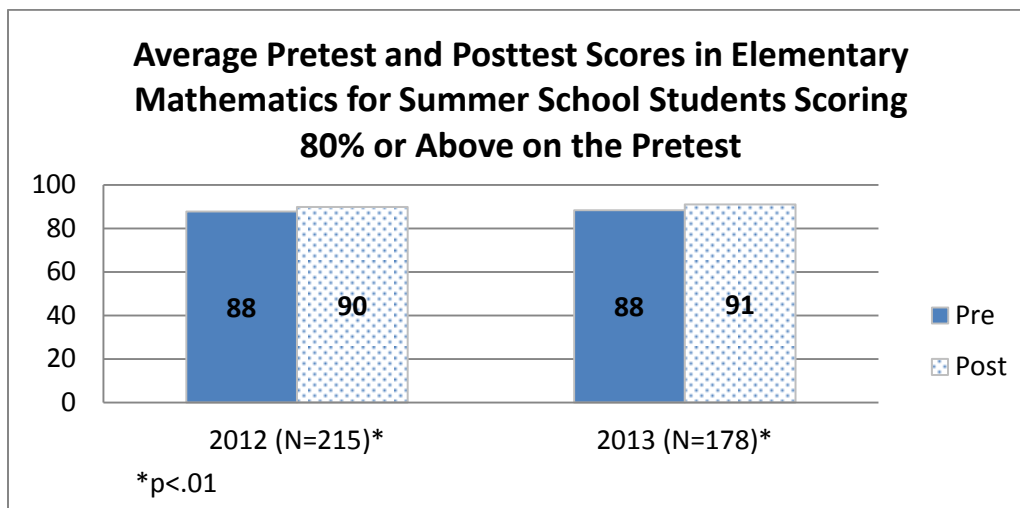
Approximately 56% of the elementary students in 2012 and 50% in 2013 scored below 80% on the summer school pretest. **Figure 2** shows that in 2012, the average pretest score for these students was 66 and the average posttest score was 76. In 2013, the average pretest score was 67 and the average posttest score was 76. The difference was not only significant in both years, greater gains were made by students who scored below 80% on the pretest than by the elementary student group overall.

**Figure 2: Average Pretest and Posttest Elementary Mathematics Scores for Students Scoring Below 80% on the Pretest, 2012 and 2013**



Approximately 44% of the elementary students in 2012 and 50% in 2013 scored *at or above* 80% on the summer school pretest. **Figure 3** shows that in 2012, the average pretest score for these students was 88 and the average posttest score was 90. In 2013, the average pretest score was 88 and the average posttest score was 91. The difference was significant in both years.

**Figure 3: Average Pretest and Posttest Elementary Mathematics Scores for Students Scoring At or Above 80% on the Pretest, 2012 and 2013**

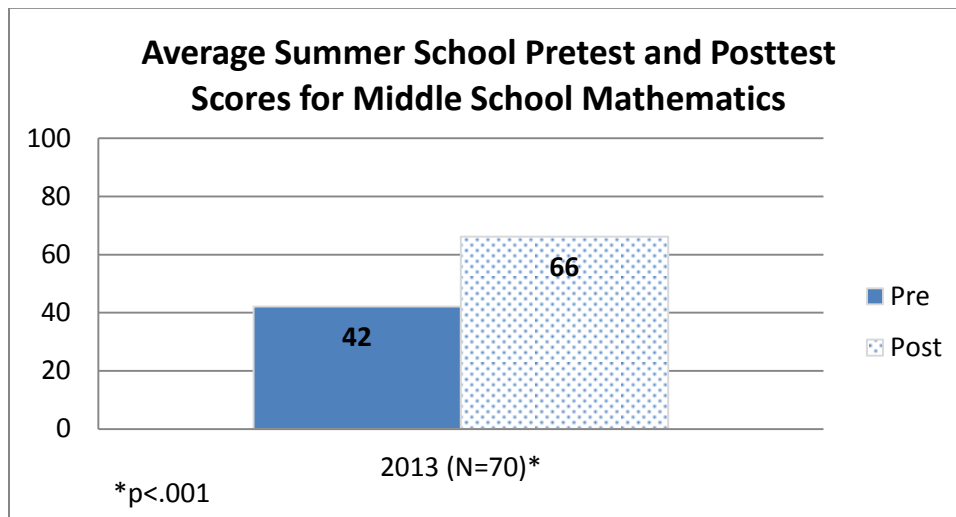


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Beginning in the summer of 2013, middle school students and high school students who enrolled in a summer school mathematics Make-Up & Strengthening course were administered a pretest to assess their mathematics ability level. At the end of the 5-week course, they were administered a posttest to assess their growth. The tests were created by teachers to align to the summer school curriculum.

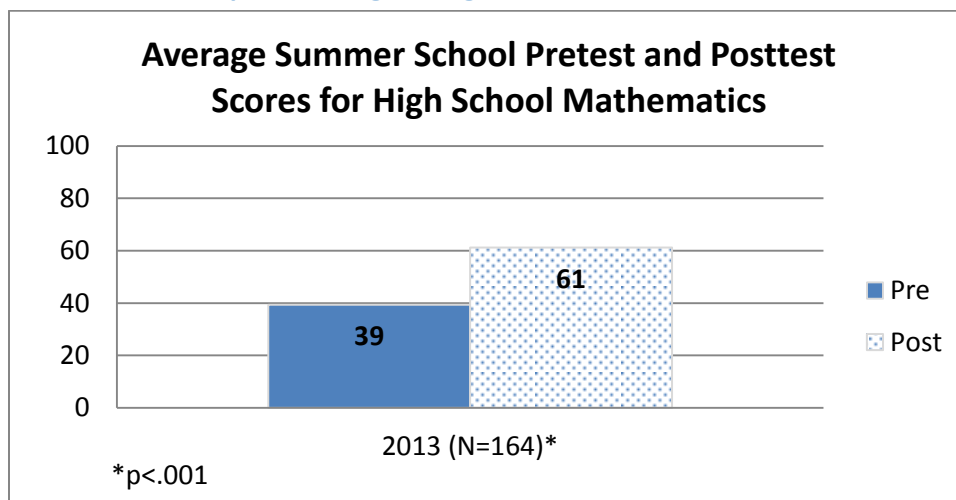
**Figure 4** shows the average pretest and posttest scores for middle school students enrolled in a grade 6 or grade 8 summer school mathematics Make-Up & Strengthening course. The difference between the average pretest score (42) and the average posttest score (66) is significant.

**Figure 4: Average Summer School Pretest and Posttest Scores for Middle School Make-Up and Strengthening Courses in Mathematics, 2013**



**Figure 5** shows the average pretest and posttest scores for high school students enrolled in a Pre-Algebra, Algebra I, Algebra II, or Geometry Make-Up and Strengthening course. The difference between the average pretest score (39) and the average posttest score (61) is significant.

**Figure 5: Average Summer School Pretest and Posttest Scores for High School Make-Up and Strengthening Courses in Mathematics, 2013**



## Mathematics Camp: Pretest and Posttest Scores

In the summers of 2012 and 2013, elementary students in grades 2 through 5 who enrolled in the Summer School Math Camp were assessed at the beginning of the 3-week course and again at the end to determine their growth in mathematics. A rubric was used to assess the students in five areas:

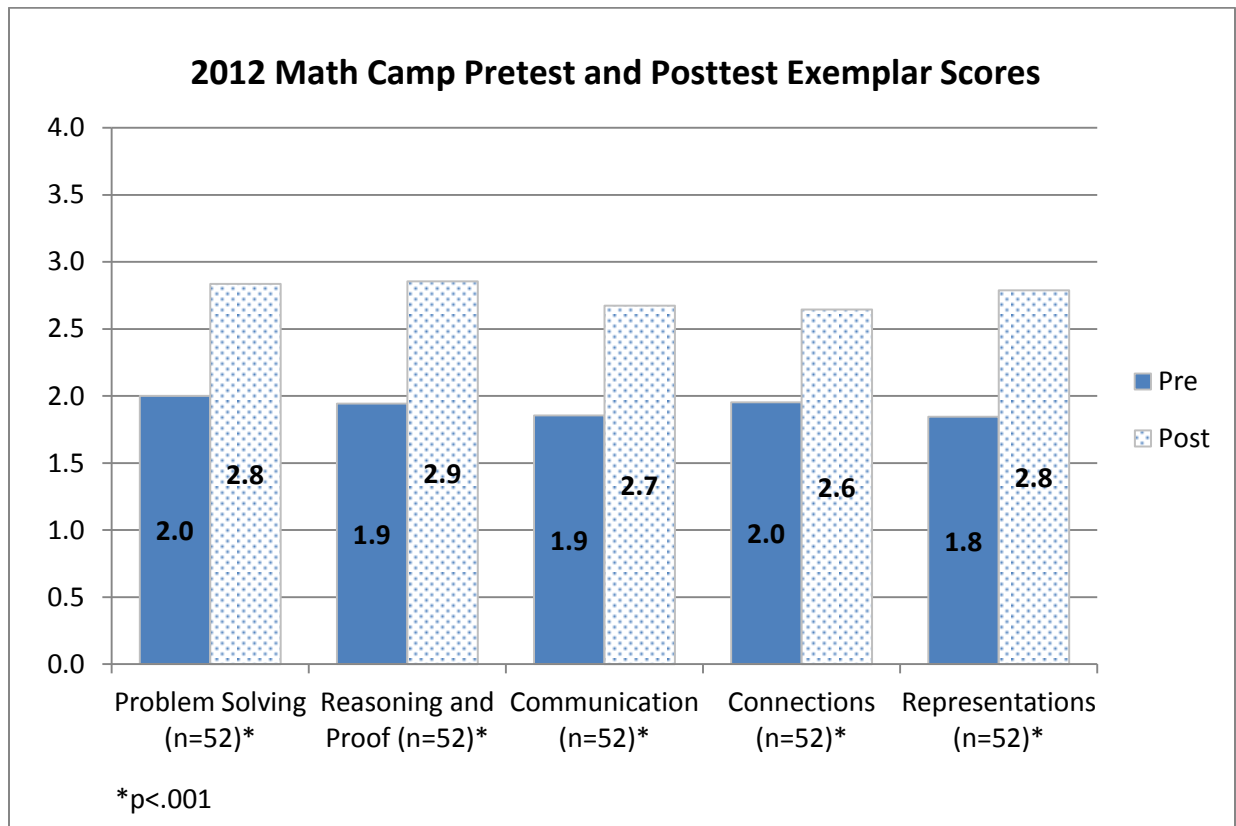
- Problem solving
- Reasoning and proof
- Communication
- Connections
- Representation

Each area listed above was scored on a scale of 1 to 4:

1. **Novice:** The student makes an effort but has no or little understanding of the math concept.
2. **Apprentice:** The student makes a good try, but it is unclear if the student understood the math concept.
3. **Practitioner:** The student has a strong understanding of the math concept and meets the standard.
4. **Expert:** The student has exceptional understanding of the math concept.

In 2012, students made significant gains in all five math areas, as shown in **Figure 1**.

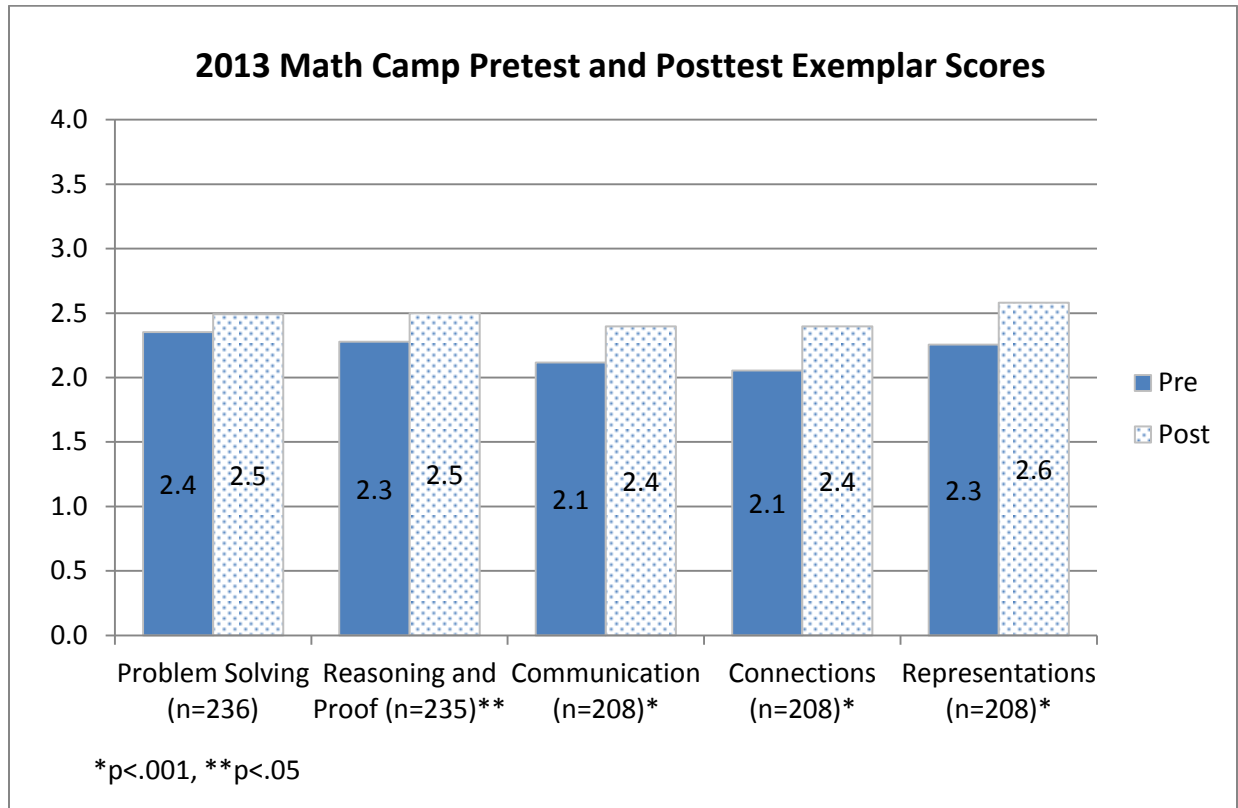
**Figure 1: Math Camp Pretest and Posttest Exemplar Scores, 2012**





In 2013, students made significant gains in four of the five math areas, as shown in **Figure 2**. (Gains were made in Problem Solving, though not significant.)

**Figure 2: Math Camp Pretest and Posttest Exemplar Scores, 2013**



As evidenced by the data in the figures above, the pretest scores were higher in 2013 than they were in 2012. This could be attributed to the implementation of exemplars during the 2012-13 school year. Teachers who taught Math Camp in 2012 implemented the exemplars as part of their math instruction, and turn-around training was provided to math coaches in grades K through 5.

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## The Effects of Summer School on ESOL/HILT and HILT/HILTEX Assessments

### Elementary

To help determine what effect summer school has on elementary students classified as limited English proficient (LEP) students, the Office of Planning and Evaluation examined DRA reading levels and WIDA ACCESS for ELLs scores for LEP students in kindergarten through grade 5 who participated in summer school and those who did not.

This report reflects DRA data from 2009, 2010, 2011, and 2013. (Data for 2012 was missing and, therefore, is not included in this report.)

This report reflects ACCESS for ELLs data from 2009, 2010, 2011, and 2012. (At the time of this report, 2013 data was not available because 2014 post data had not yet been reported.)

### Secondary

To help determine what effect summer school has on secondary students classified as limited English proficient (LEP) students, the Office of Planning and Evaluation examined WIDA ACCESS for ELLs scores for LEP students in middle school and high school who participated in summer school and those who did not.

This report reflects ACCESS for ELLs data from 2009, 2010, 2011, and 2012. (At the time of this report, 2013 data was not available because 2014 post data had not yet been reported.)

**NOTE:** The number of students that participated in the ACCESS for ELLs test was smaller in 2009 than in subsequent years due to changes in testing requirements. At the elementary level, only students in grades 3–5 were tested in 2009. The following year, students in grades K–2 were tested as well. At the secondary level, LEP students in monitor status who passed the spring reading SOL were not required to participate in ACCESS for ELLs testing in 2009. The following year, all secondary LEP students—regardless of their status—were required to participate.

## Elementary LEP Assessment

Figures 1 and 2 compare DRA level changes from spring to fall for LEP elementary students in an ESOL/HILT program who were enrolled in summer school and those who were not.

Figure 1 shows the degree to which DRA levels changed among LEP elementary students who participated in summer school.

Figure 1: DRA Assessment Level Changes for LEP Students who Participated in Summer School

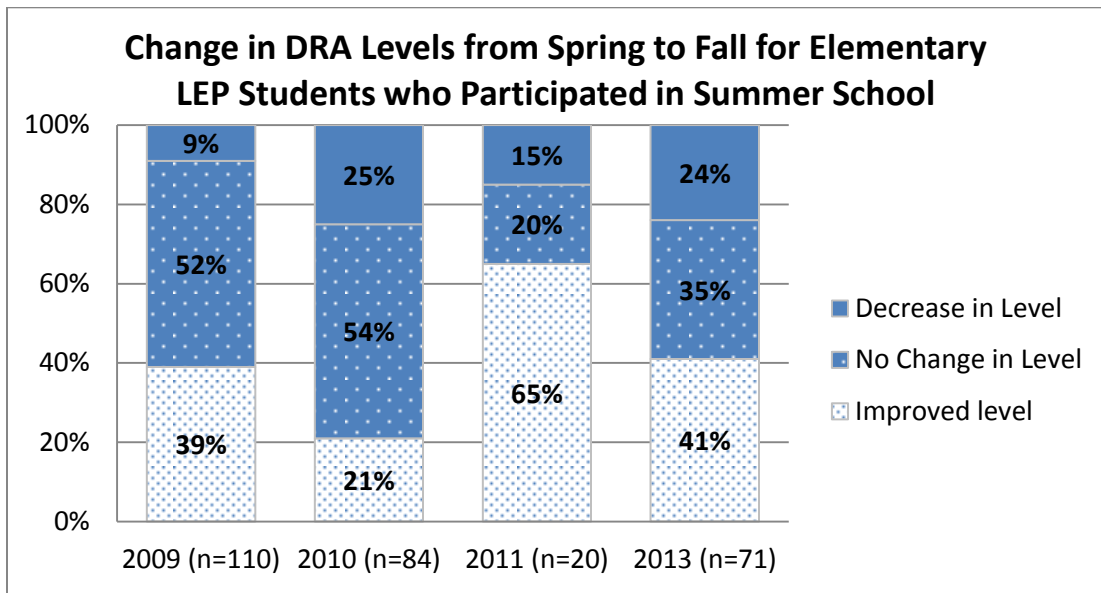
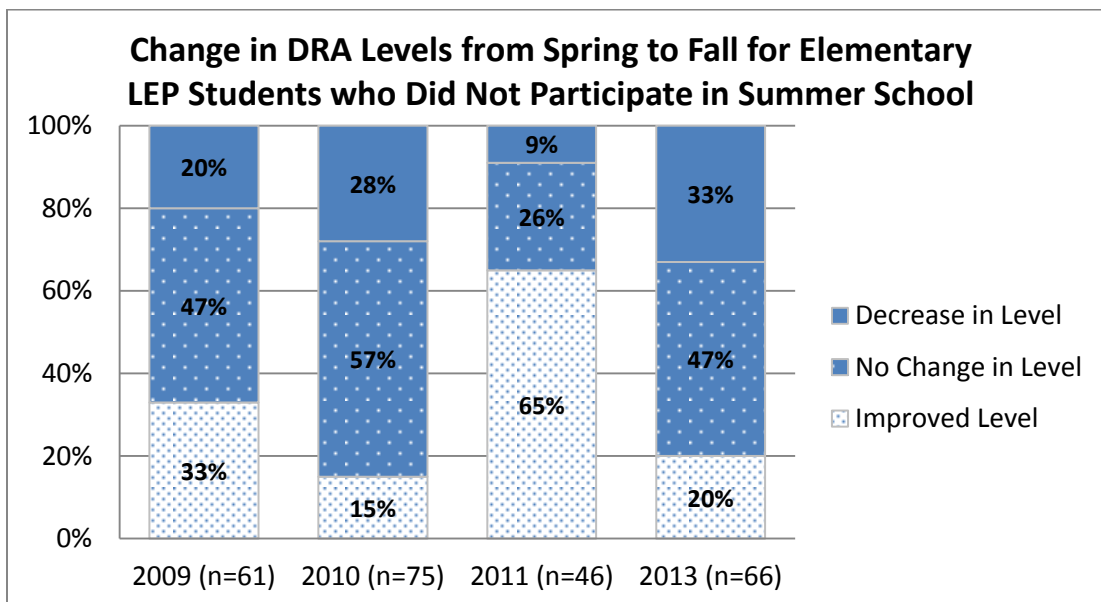


Figure 2 shows the degree to which DRA levels changed among LEP students who did not participate in summer school.

Figure 2: DRA Level Changes for LEP Students who Did Not Participate in Summer School



Figures 3 and 4 compare WIDA ACCESS for ELLs composite scores changes from winter to winter among LEP elementary students who were enrolled in summer school and those who were not.

Figure 3 shows the degree to which ACCESS for ELLs composite scores changed among LEP elementary students who participated in summer school.

Figure 3: ACCESS for ELLs Composite Score Changes for LEP Elementary Students who Participated in Summer School

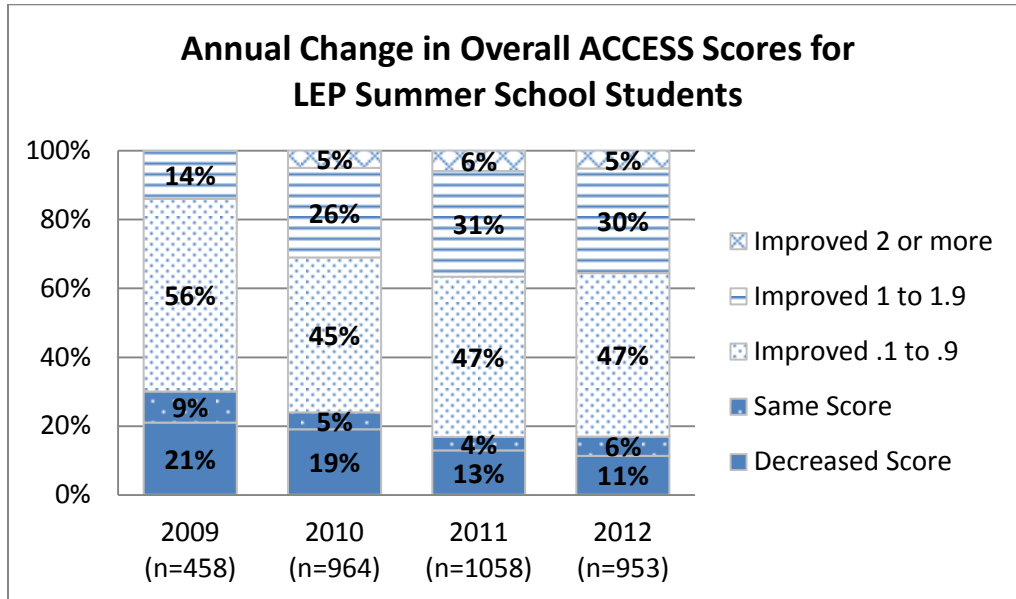
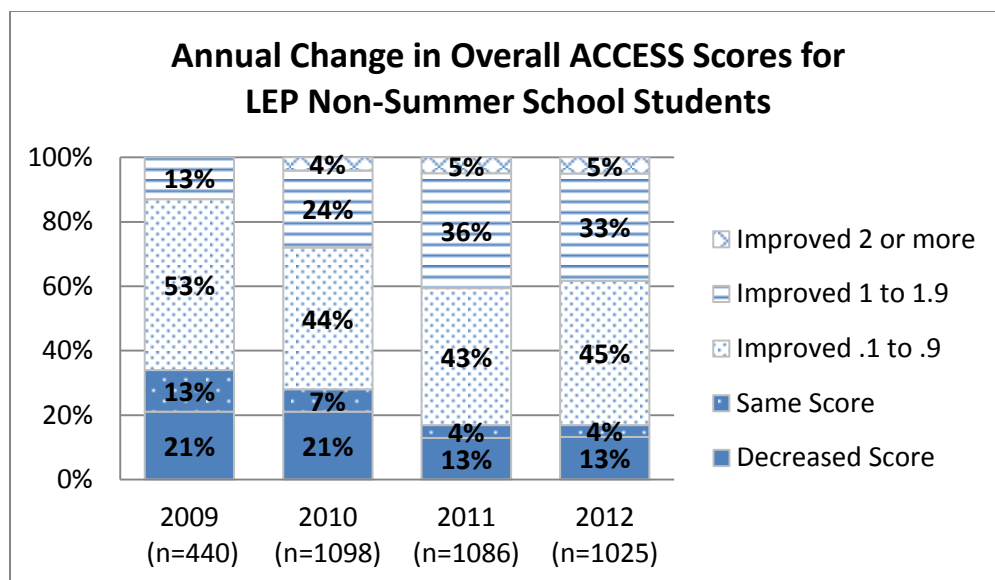


Figure 4 shows the degree to which ACCESS for ELLs composite scores changed among LEP elementary students who did not participate in summer school.

Figure 4: ACCESS for ELLs Composite Score Changes for LEP Elementary Students who Did Not Participate in Summer School



Figures 5 and 6 compare WIDA ACCESS for ELLs literacy scores changes from winter to winter among LEP elementary students who were enrolled in summer school and those who were not.

Figure 5 shows the degree to which ACCESS for ELLs literacy scores changed among LEP elementary students who participated in summer school.

**Figure 5: ACCESS for ELLs Literacy Score Changes for LEP Elementary Students who Participated in Summer School**

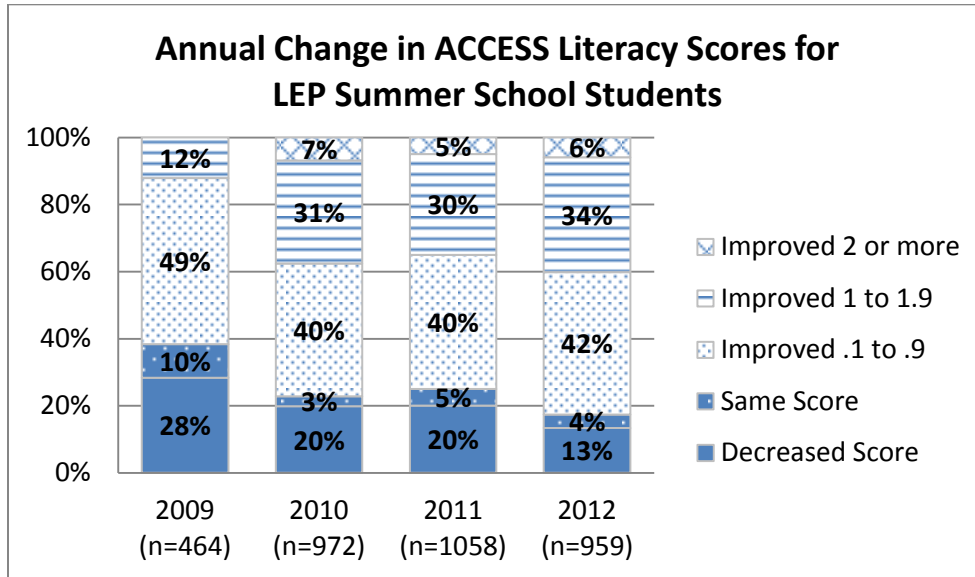
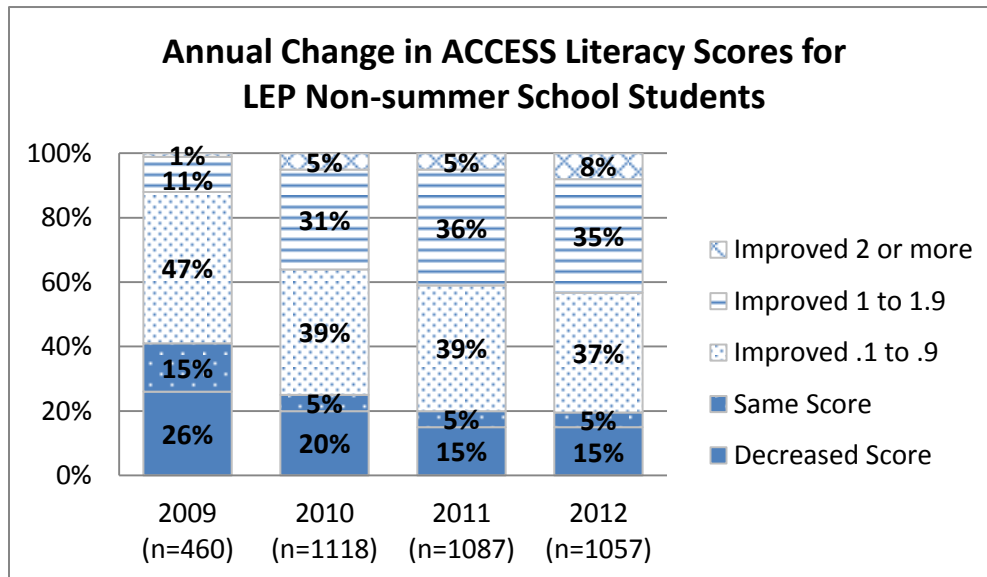


Figure 6 shows the degree to which ACCESS for ELLs literacy scores changed among LEP elementary students who did not participate in summer school.

**Figure 6: ACCESS for ELLs Literacy Score Changes for LEP Elementary Students who Did Not Participate in Summer School**



## Middle School LEP Assessment

Figures 7 and 8 compare WIDA ACCESS for ELLs composite scores changes from winter to winter among middle school LEP students who were enrolled in summer school and those who were not.

Figure 7 shows the degree to which ACCESS for ELLs composite scores changed among LEP middle school students who participated in summer school.

**Figure 7: ACCESS for ELLs Composite Score Changes for LEP Middle School Students who Participated in Summer School**

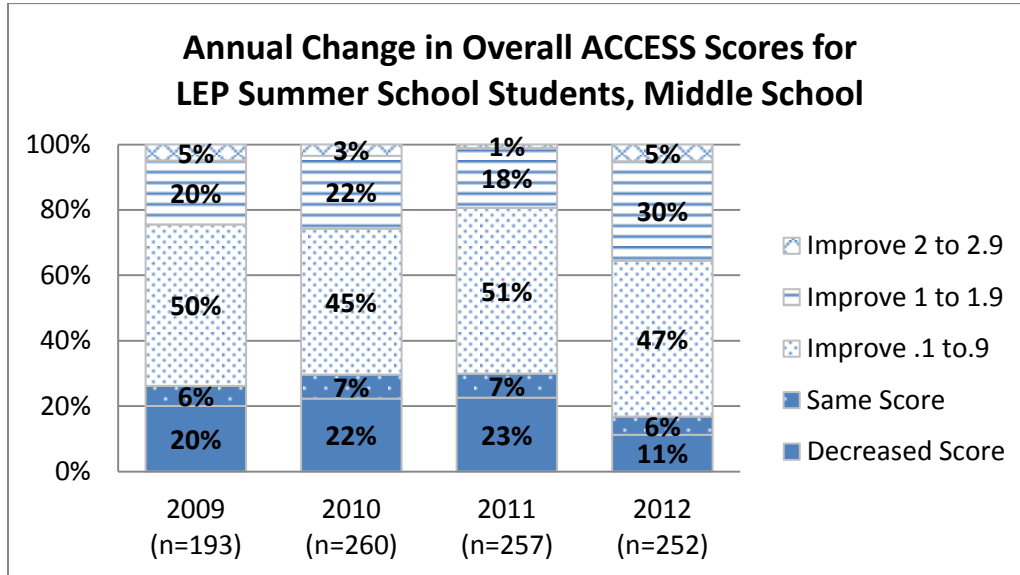
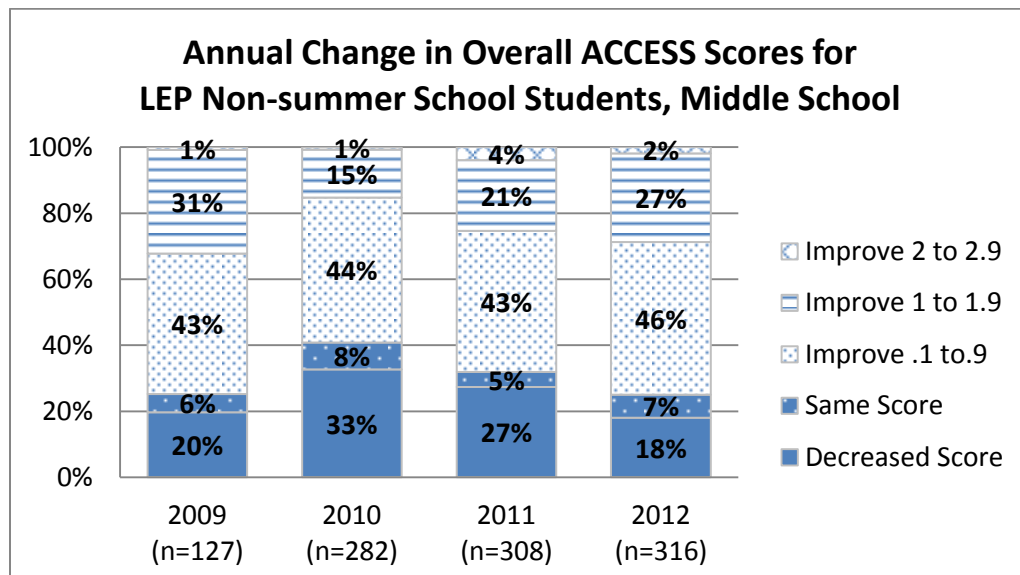


Figure 8 shows the degree to which ACCESS for ELLs composite scores changed among LEP middle school students who did not participate in summer school.

**Figure 8: ACCESS for ELLs Composite Score Changes for LEP Middle School Students who Did Not Participate in Summer School**



Figures 9 and 10 compare WIDA ACCESS for ELLs literacy scores changes from winter to winter among LEP middle school students who were enrolled in summer school and those who were not.

Figure 9 shows the degree to which ACCESS for ELLs literacy scores changed among LEP middle school students who participated in summer school.

**Figure 9: ACCESS for ELLs Literacy Score Changes for LEP Middle School Students who Participated in Summer School**

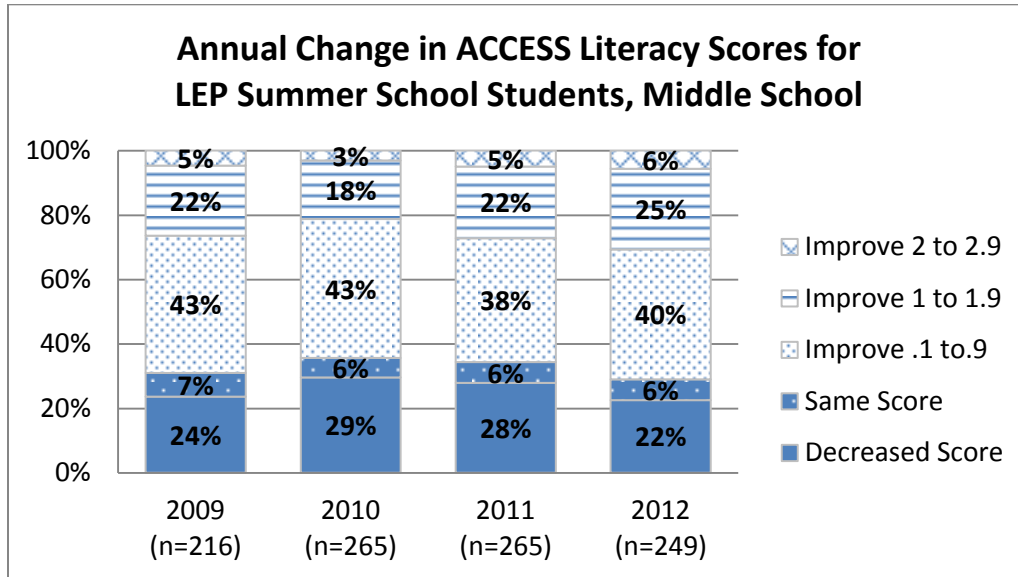
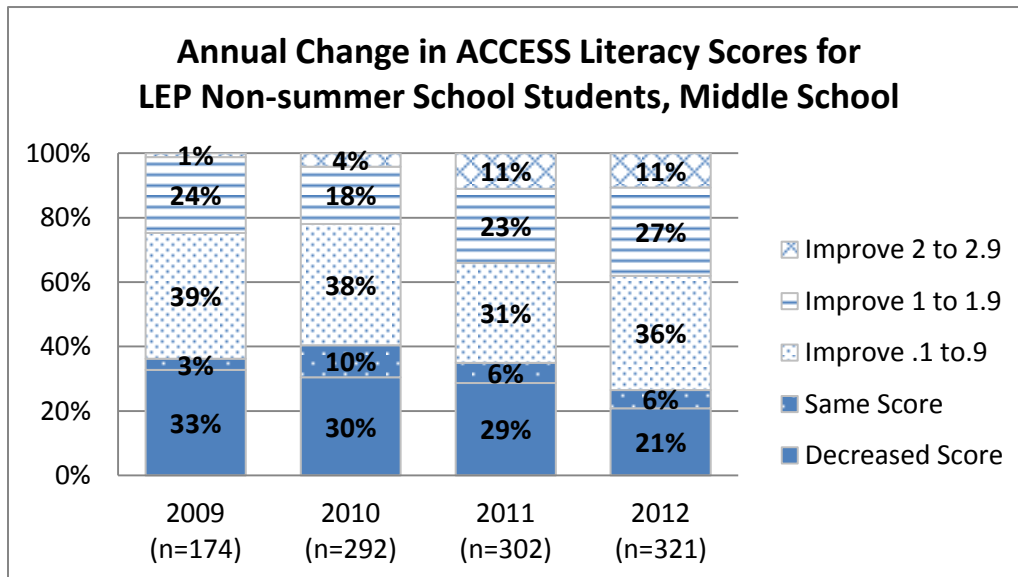


Figure 10 shows the degree to which ACCESS for ELLs literacy scores changed among LEP middle school students who did not participate in summer school.

**Figure 10: ACCESS for ELLs Literacy Score Changes for LEP Middle School Students who Did Not Participate in Summer School**



## High School LEP Assessment

Figures 11 and 12 compare WIDA ACCESS for ELLs composite scores changes from winter to winter among high school LEP students who were enrolled in summer school and those who were not.

Figure 11 shows the degree to which ACCESS for ELLs composite scores changed among LEP high school students who participated in summer school.

Figure 11: ACCESS for ELLs Composite Score Changes for LEP High School Students who Participated in Summer School

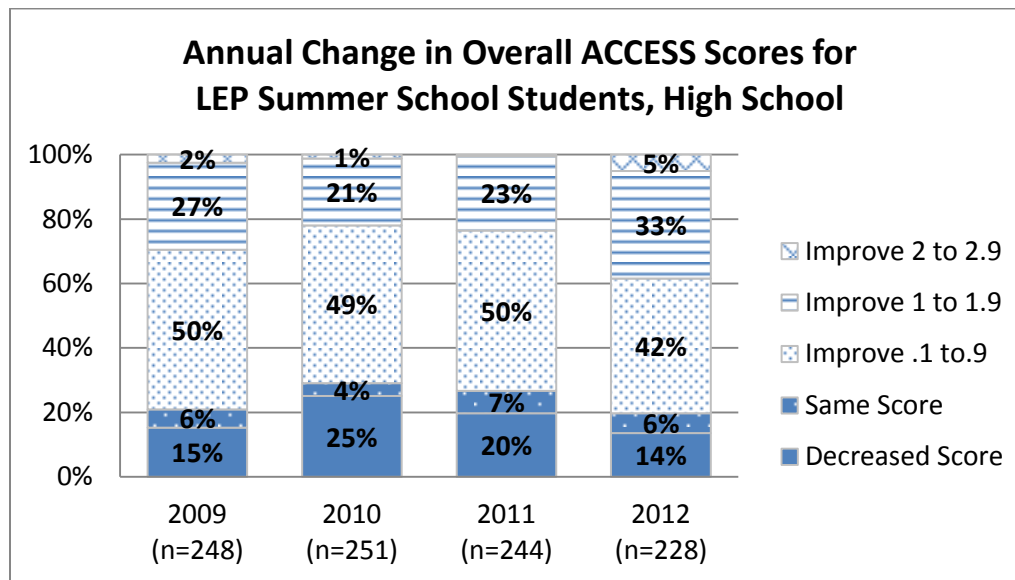
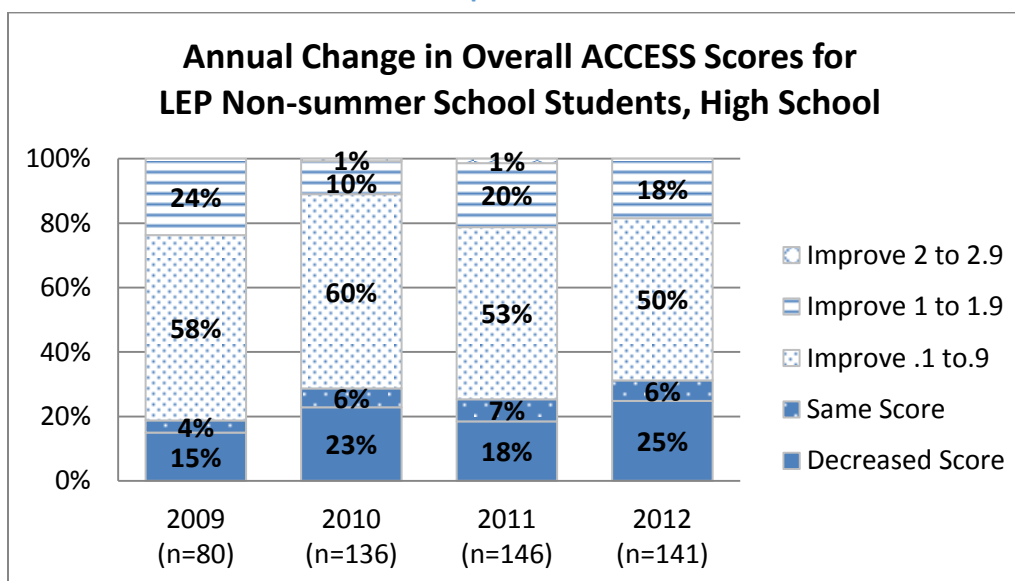


Figure 12 shows the degree to which ACCESS for ELLs composite scores changed among LEP high school students who did not participate in summer school.

Figure 12: ACCESS for ELLs Composite Score Changes for LEP High School Students who Did Not Participate in Summer School





Figures 13 and 14 compare WIDA ACCESS for ELLs literacy scores changes from winter to winter among LEP high school students who were enrolled in summer school and those who were not.

Figure 13 shows the degree to which ACCESS for ELLs literacy scores changed among LEP high school students who participated in summer school.

Figure 13: ACCESS for ELLs Literacy Score Changes for LEP High School Students who Participated in Summer School

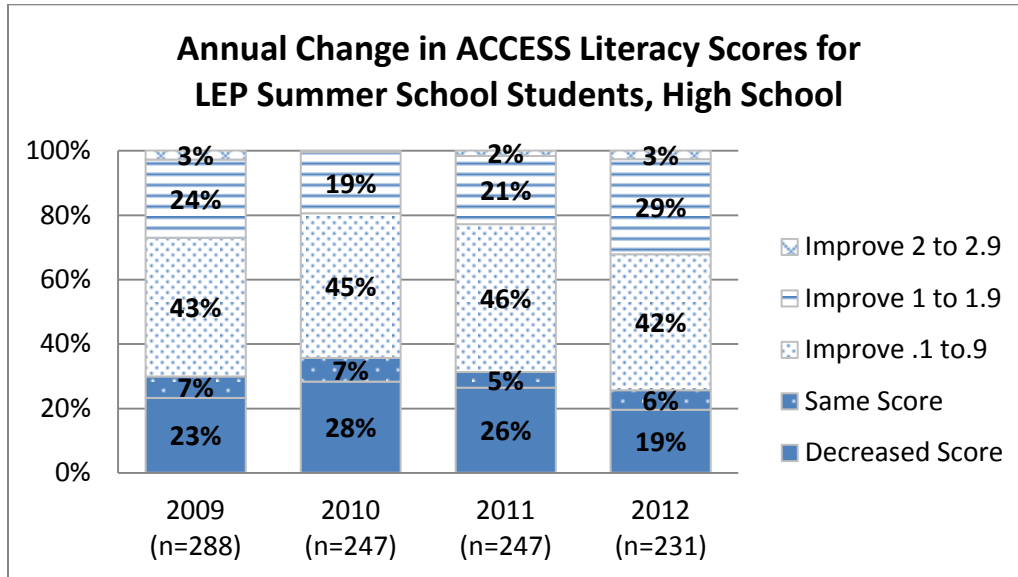
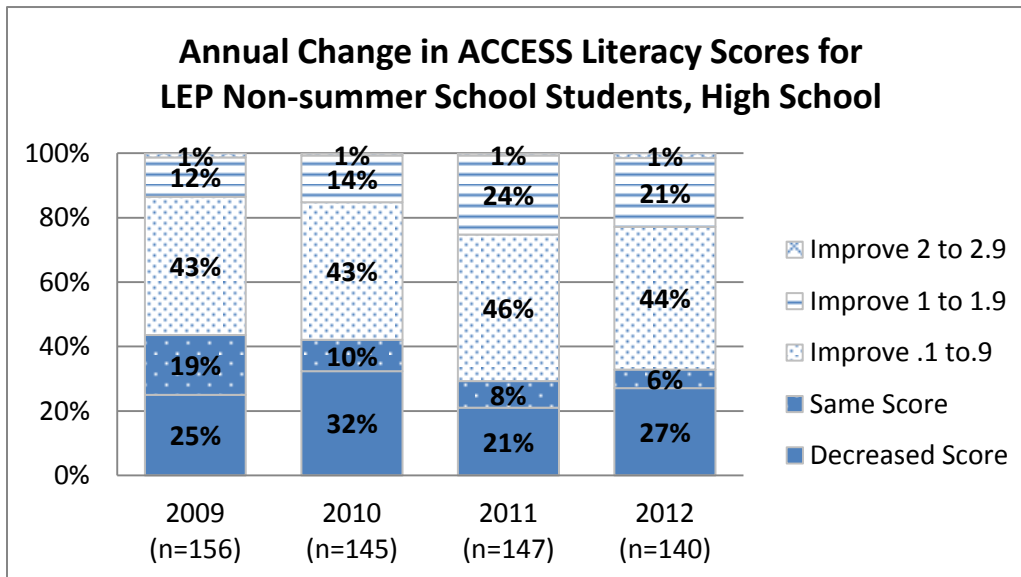


Figure 14 shows the degree to which ACCESS for ELLs literacy scores changed among LEP high school students who did not participate in summer school.

Figure 14: ACCESS for ELLs Literacy Score Changes for LEP High School Students who Did Not Participate in Summer School



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## Secondary HILT/HILTEX Pass Rates

English language learners enrolled in the secondary HILT/HILTEX program are strongly encouraged to attend summer school to continue making progress in acquiring English. Summer HILT courses are designed to continue developing the students' proficiency in reading, writing, listening and speaking through 1.) fiction and non-fiction texts, 2.) explicit writing instruction, and 3.) structured oral language activities. Summer HILT Make-Up and Strengthening courses are offered at the middle schools, high schools, and Arlington Mill day and evening sites. HILT New Work for Credit courses are offered at the high school sites.

High school students who advance to the next proficiency level in June have the option of taking a 5-hour New Work HILT/HILTEX course, which, if they meet the guidelines for passing this level in August, will earn them an English credit. Students who choose to take the 2.5 hour Make-Up & Strengthening HILT/HILTEX course instead are able to take a second summer school course—usually mathematics for strengthening or another content course needed for credit. Students who do not meet the guidelines in June to advance to the next English proficiency level repeat the same level in summer school with the goal of advancing in August.

Middle school students often enroll in a summer school English language arts reading and writing lab or a Make-Up & Strengthening HILT course—either at their new level if they met the passing guidelines in June or at the same level if they did not. Most middle school HILT students take a summer mathematics course for strengthening and enrichment as well.

The HILT/HILTEX Make-Up & Strengthening courses are divided into Beginning Proficiency and High Proficiency levels to better support students' needs. Beginning proficiency courses are designed for students who are new to the level that would benefit from an introduction to the higher language demands. The high proficiency courses are designed for students who are repeating the level in summer or who may be new but are acquiring English at a rapid pace. Course enrollments are flexible in order to allow students to take an appropriate mathematics course as well. This flexibility results in classes that contain a mix of students with beginning and high proficiencies.

At the end of summer school, the HILT Specialist will meet with the summer school HILT/HILTEX teachers to review the work of each student and determine a placement for September. Given the short time frame, it is not expected that all students will advance to the next level after five weeks, particularly if they are new to the level, but rather that they will start the year stronger and more familiar with academic expectations. For those students on the border of advancing, summer portfolios containing reading and writing scores are sent to the students' home schools where the placement decision is left to those teachers who know the students best.

Arlington Public Schools offers limited English proficient students a variety of summer school courses to help them master the English language:

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Middle school HILT/HILTEX students may take the following Make-Up and Strengthening language courses in summer school:

- HILT A English/Reading (Beginning Proficiency)
- HILT A English/Reading (High Proficiency)
- HILT B English/Reading (Beginning Proficiency)
- HILT B English/Reading (High Proficiency)
- HILTEX A English/Reading
- HILTEX B English/Reading

High school HILT/HILTEX students in may take the following Make-Up and Strengthening language courses:

- HILT A English/Reading (Beginning Proficiency)
- HILT A English/Reading (High Proficiency)
- HILT B English/Reading (Beginning Proficiency)
- HILT B English/Reading (High Proficiency)
- HILTEX 9 English 9, formerly HILTEX A English/Reading
- HILTEX 10 English, formerly HILTEX B English/Reading

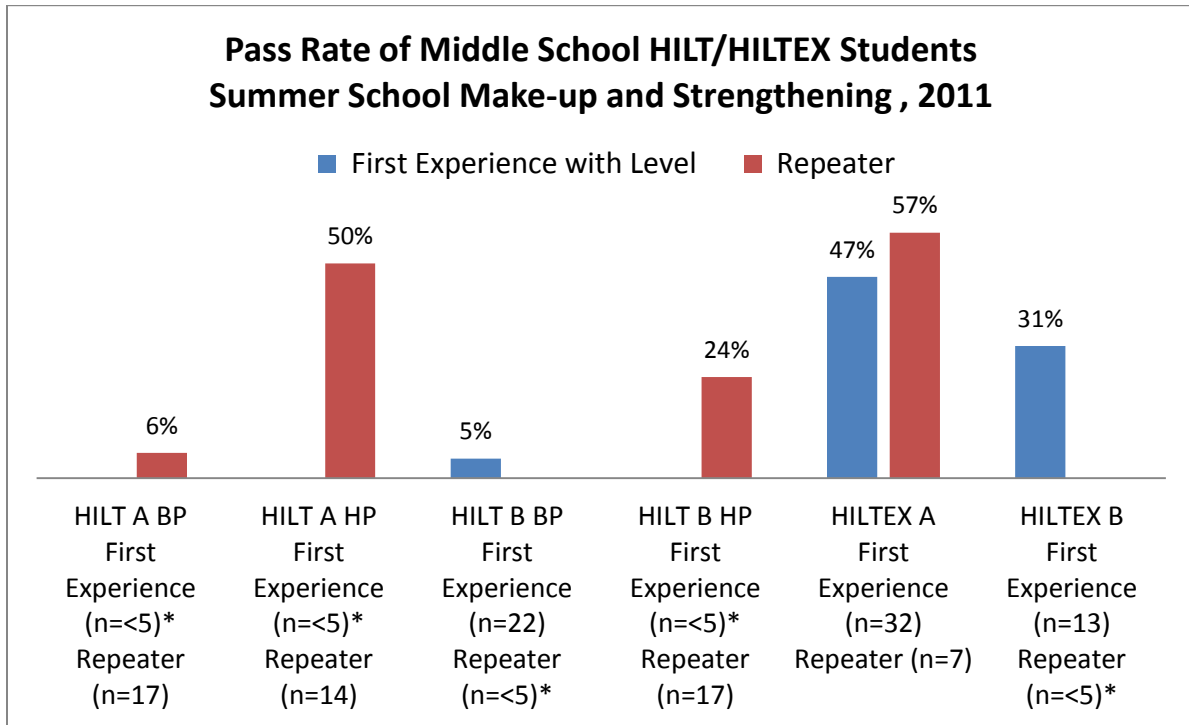
In addition, students at the high school level have the option to take the following New Work for credit HILT/HILTEX courses:

- HILT B English/Reading
- HILTEX 9 English 9, formerly HILTEX A English/Reading
- HILTEX 10 English, formerly HILTEX B English/Reading

The data in this report examines the extent to which students enrolled in these courses pass to the next level at the end of summer school.

**Figure 1** shows the percentage of middle school students enrolled in HILT/HILTEX Make-Up and Strengthening courses that passed to the next level at the end of the summer course in 2011. Results are disaggregated to show the pass rate for students who are taking each respective level for the first time and for students who are repeating the level.

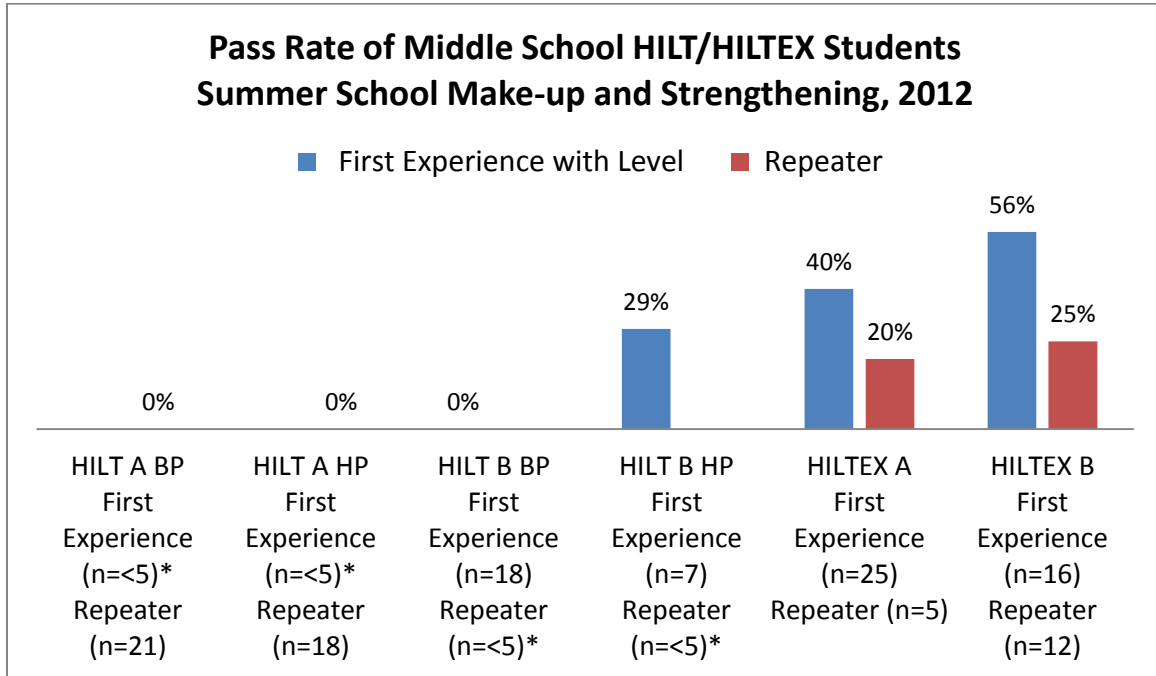
**Figure 1: Pass Rate of Middle School HILT/HILTEX Summer School Students, 2011**



\* Fewer than 5 students, not reported.

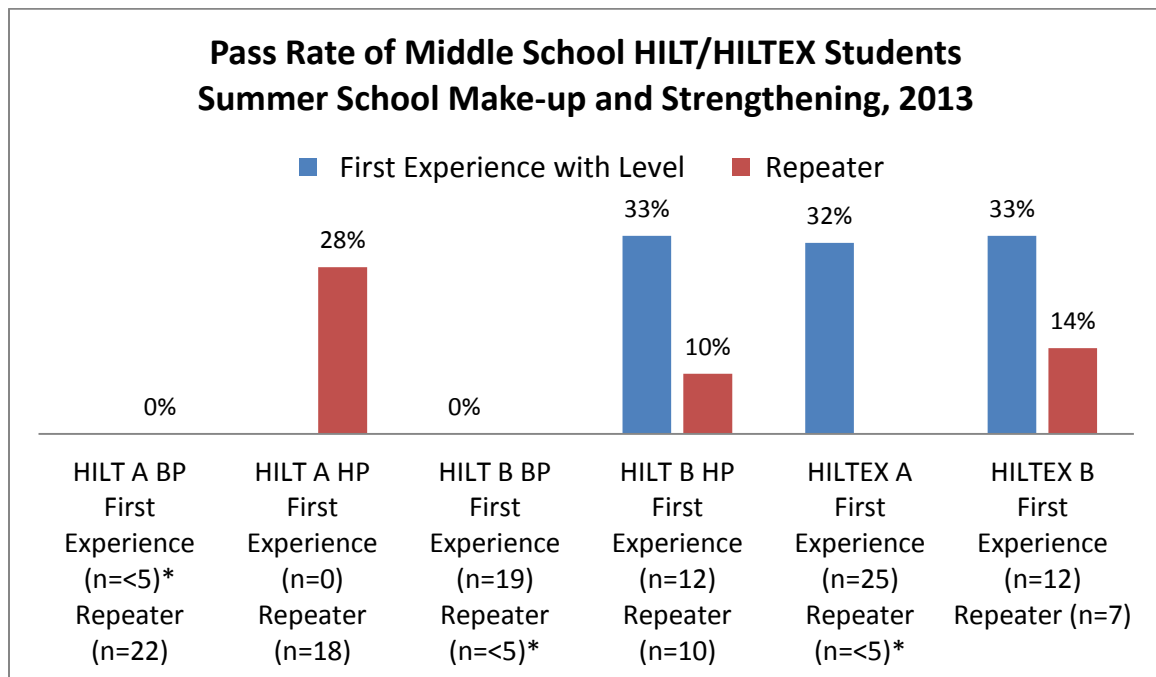
Figures 2 and 3 show the percentage of middle school students enrolled in HILT/HILTEX Make-Up and Strengthening courses that passed to the next level at the end of the summer course in 2012 and 2013, respectively.

Figure 2: Pass Rate of Middle School HILT/HILTEX Summer School Students, 2012



\* Fewer than 5 students, not reported.

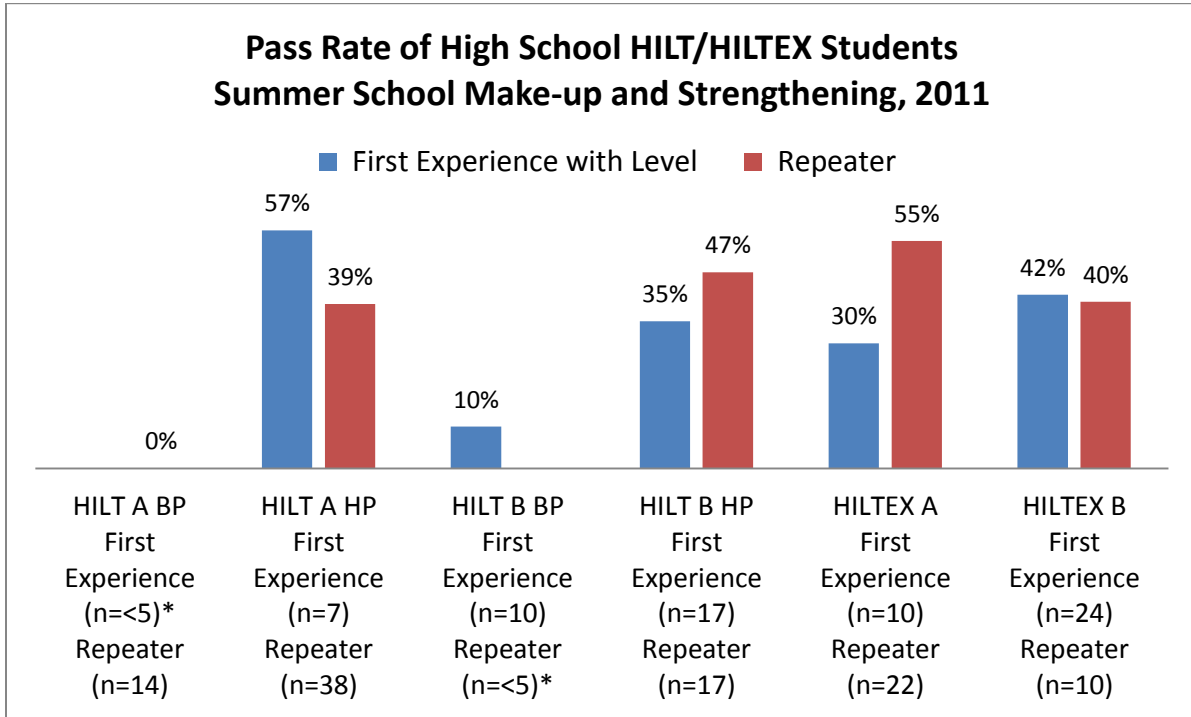
Figure 3: Pass Rate of Middle School HILT/HILTEX Summer School Students, 2013



\* Fewer than 5 students, not reported.

**Figure 4** shows the percentage of high school students enrolled in HILT/HILTEX Make-Up and Strengthening courses who passed to the next level at the end of the summer course in 2011. Results are disaggregated to show the pass rate for students who are taking each respective level for the first time, and for students who are repeating the level.

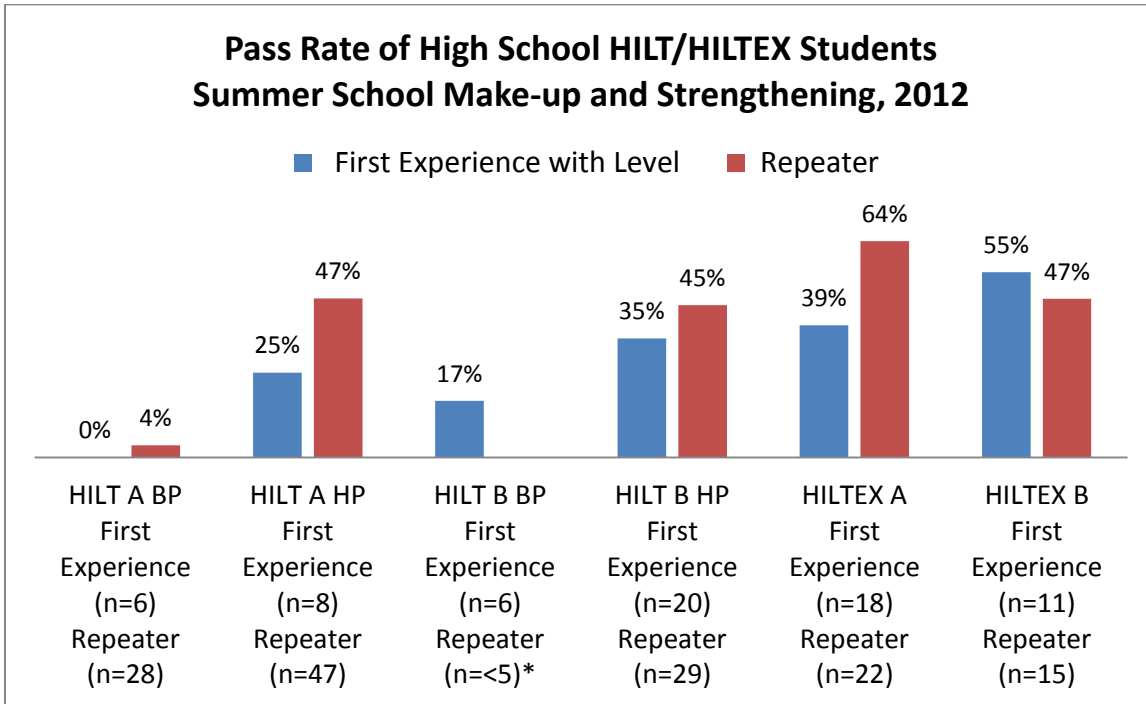
**Figure 4: Pass Rate of High School HILT/HILTEX Summer School Students, 2011**



\* Fewer than 5 students, not reported.

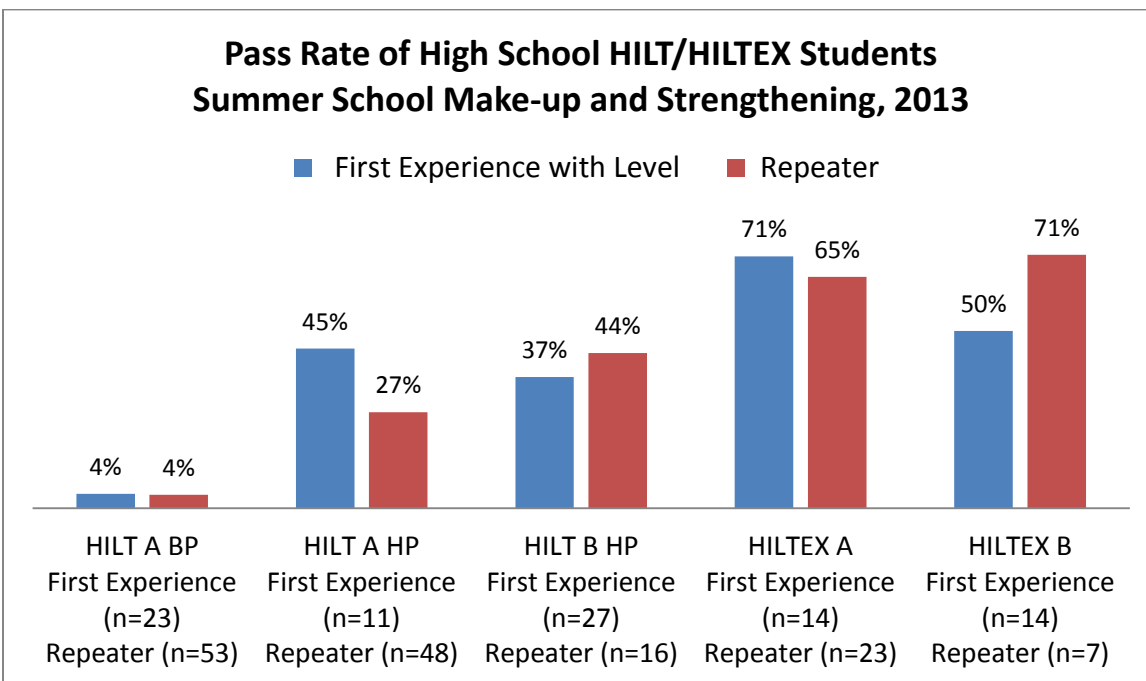
Figures 5 and 6 show the percentage of high school students enrolled in HILT/HILTEX Make-Up and Strengthening courses that passed to the next level at the end of the summer course in 2012 and 2013, respectively.

Figure 5: Pass Rate of High School HILT/HILTEX Summer School Students, 2012



\* Fewer than 5 students, not reported.

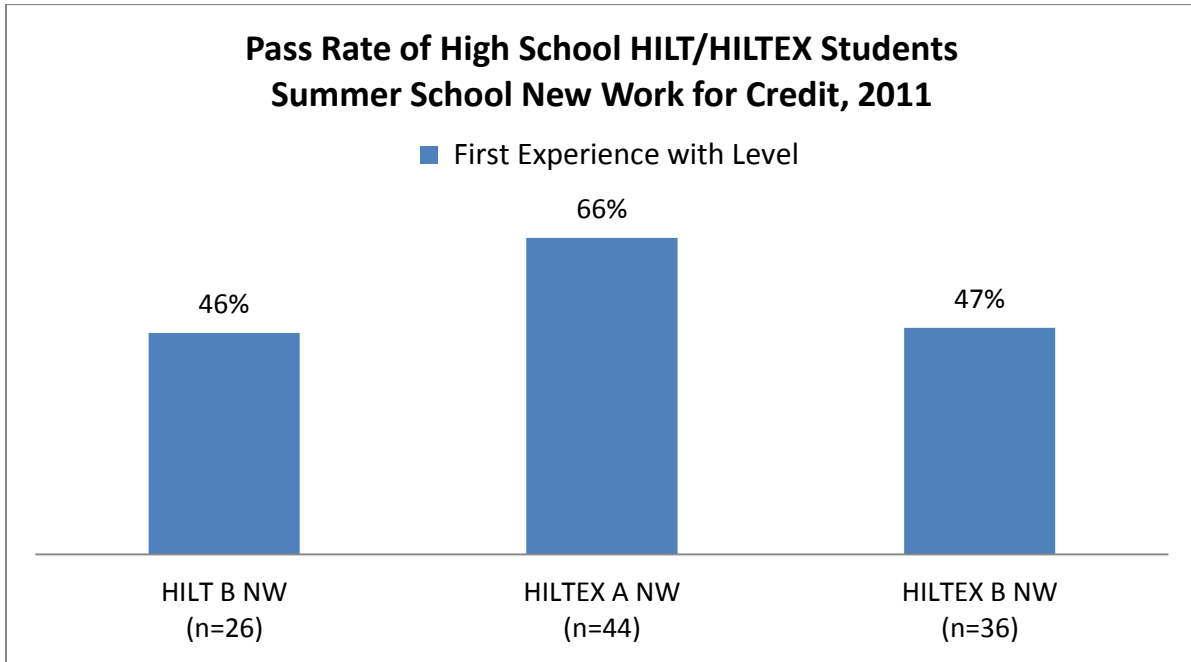
Figure 6: Pass Rate of High School HILT/HILTEX Summer School Students, 2013



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**Figure 7** shows the percentage of high school students enrolled in HILT/HILTEX New Work for credit courses who passed to the next level at the end of the summer course in 2011. Typically, students in New Work courses are taking the course for the first time. In 2011, some students enrolled in these courses as repeaters, but for every level, there were fewer than five repeaters. Therefore, these students were not included in the 2011 data.

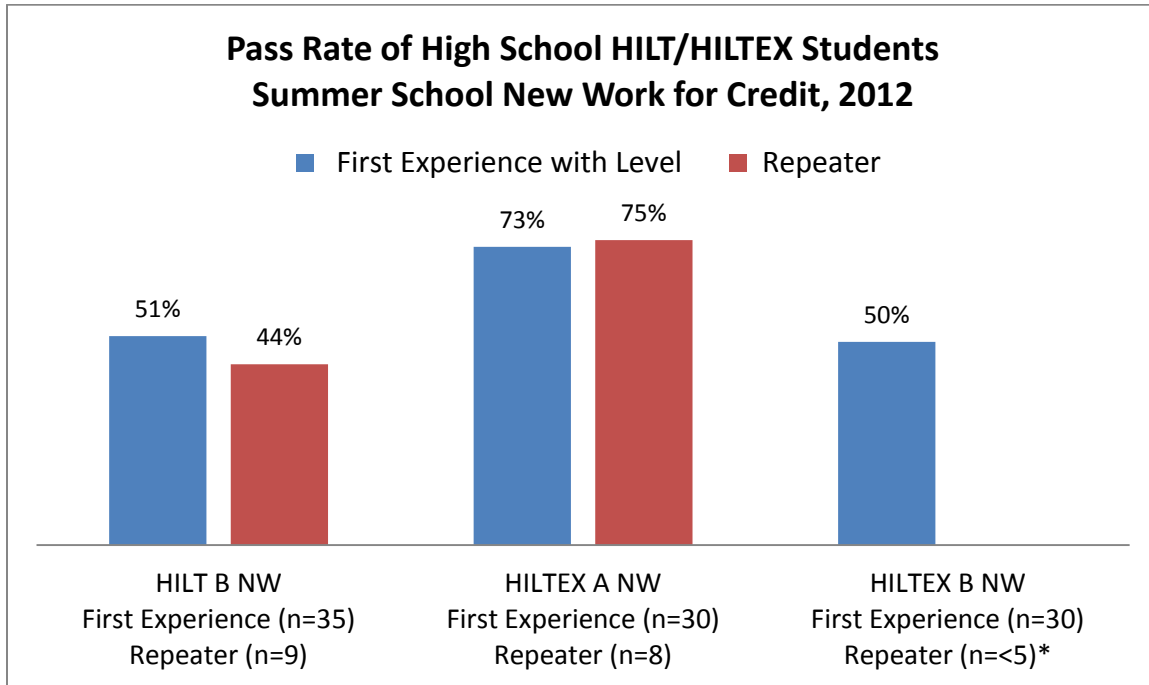
**Figure 7: Pass Rate of High School HILT/HILTEX New Work for Credit Summer School Students who are Experiencing an LEP Level for the First Time, 2011**





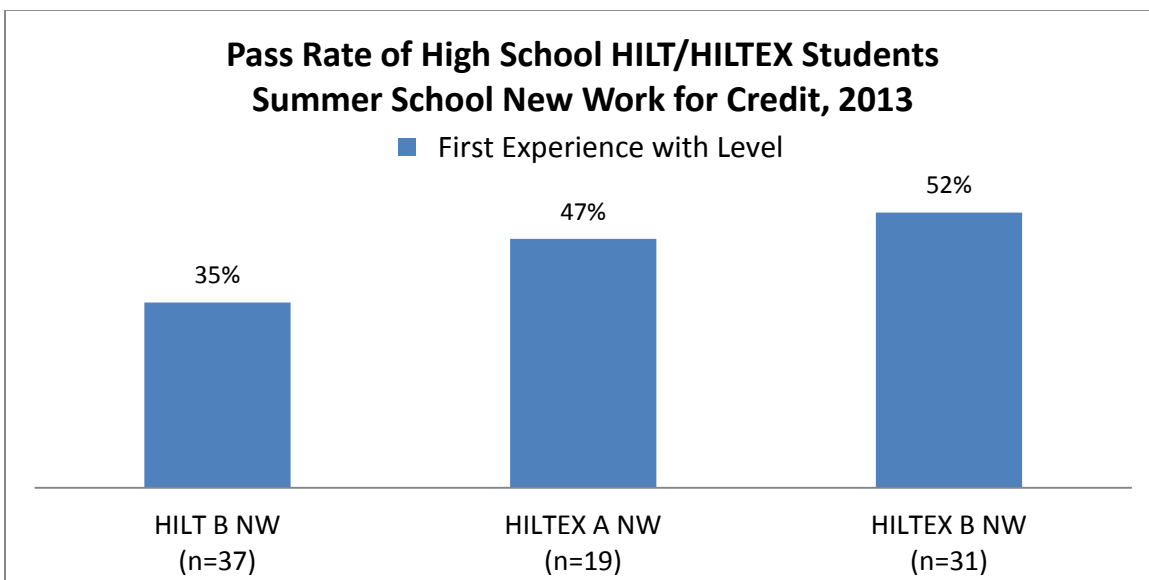
Figures 8 and 9 shows the percentage of high school students enrolled in HILT/HILTEX New Work for credit courses who passed to the next level at the end of the summer course in 2012 and 2013, respectively. Typically students in New Work for credit courses are taking the course for the first time. Repeaters are included in the 2012 data where there are five or more, but they are not included in the 2013 data where there were fewer than five repeaters at every level.

Figure 8: Pass Rate of High School HILT/HILTEX New Work for Credit Summer School Students, 2012



\* Fewer than 5 students, not reported.

Figure 9: Pass Rate of High School HILT/HILTEX New Work for Credit Summer School Students who are Experiencing an LEP Level for the First Time, 2013



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## Academic Achievement through Summer School Make-up & Strengthening Courses and New Work Courses

**Make-Up & Strengthening** courses are designed for students who want to pass a course they previously failed, improve their course grade, and/or obtain a course credit or verified credit toward graduation. In order to obtain a verified credit, students must pass both the course and the corresponding SOL test.

**New Work** courses are designed for high school students who are trying to obtain a credit in a subject they have never taken before.

To determine what impact these courses had on students' academic progress, the Office of Planning and Evaluation looked at the following three outcomes:

- The rate with which students obtained course credits
- The rate with which students obtained verified credits
- The rate with which students improved their course grade

**Make-Up & Strengthening** data in the four disciplines listed below and **New Work** data for English 11 and mathematics was examined at the high school level where SOL tests are administered and verified credits could be achieved:

- English 11 (Reading and Writing)
- Mathematics (Algebra I, Algebra II, and Geometry)
- Science (Earth Science, Biology, and Chemistry)
- History and Social Science (World History I, World History II, World Geography, and Virginia & US History)

This data was also disaggregated by SOL Re-testers—those students who needed to retake an SOL test and pass in order to receive a verified credit. Prior to 2013, students who failed an SOL test were enrolled in courses specifically designed for re-testers. In 2013, re-testers for all subjects except writing were enrolled in Make-Up & Strengthening courses to receive the remediation necessary to pass the SOL test.

**Make-Up & Strengthening** data was also examined at the high school level in four areas where verified credits are not applicable but course credits apply:

- Algebra I, part 1
- English 9, 10, 12
- Virginia & US Government
- Health

At the middle school level, English 8, Mathematics 8, and Science 8 **Make-Up & Strengthening** data was examined because students must pass these courses in order to be admitted into high school.

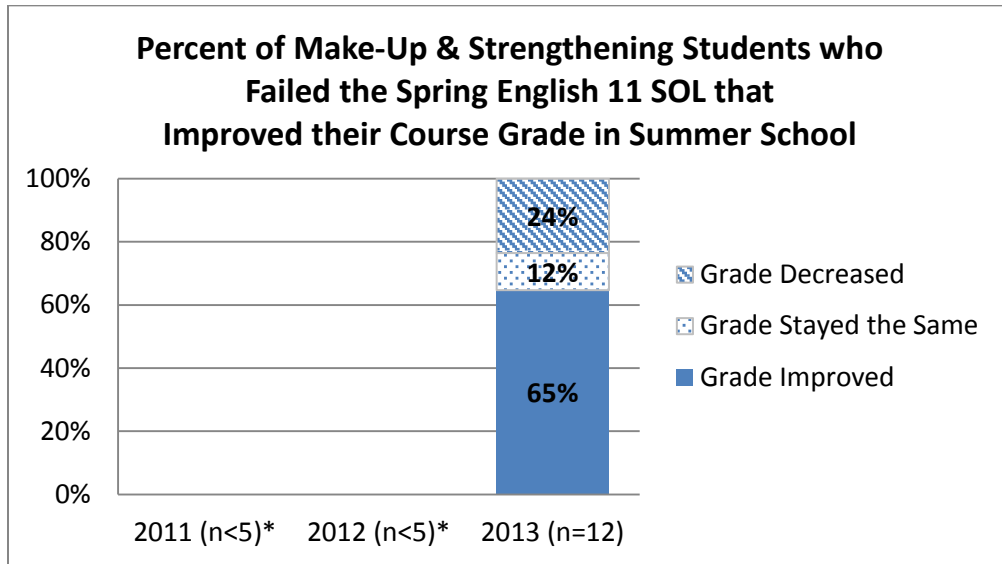
- English 8
- Mathematics 8
- Science 8

Finally, data was also examined for those high school students who took the grade 8 mathematics and grade 8 English SOLs multiple times in an effort to obtain a Modified Standard diploma.

## High School Make-Up & Strengthening English 11

**Figure 1** shows what percentage of students who passed the English 11 course but failed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school English 11 Make-Up & Strengthening course.

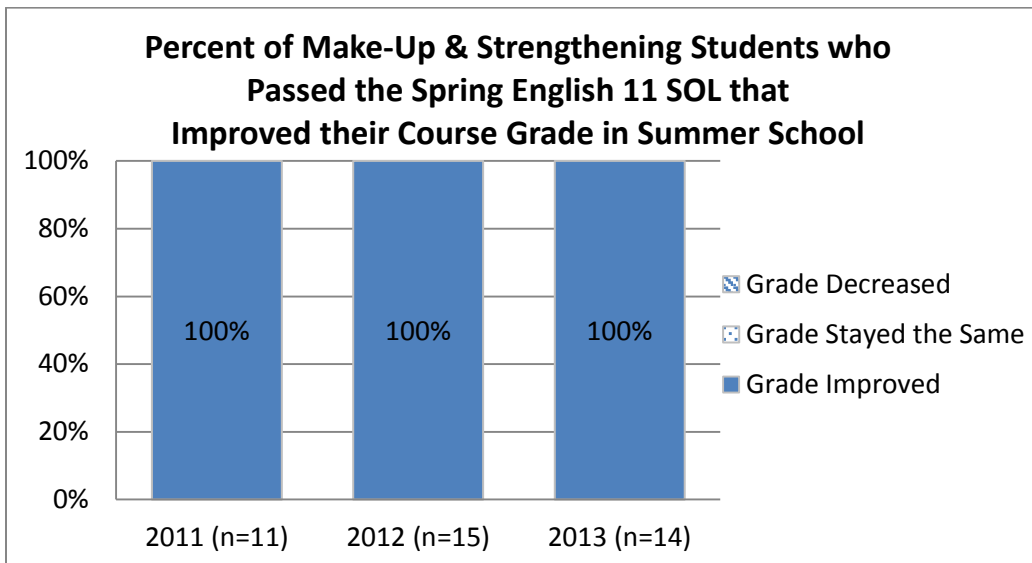
**Figure 1: Percent of Students who Failed the Spring English 11 SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



\*Less than 5 students, not reported.

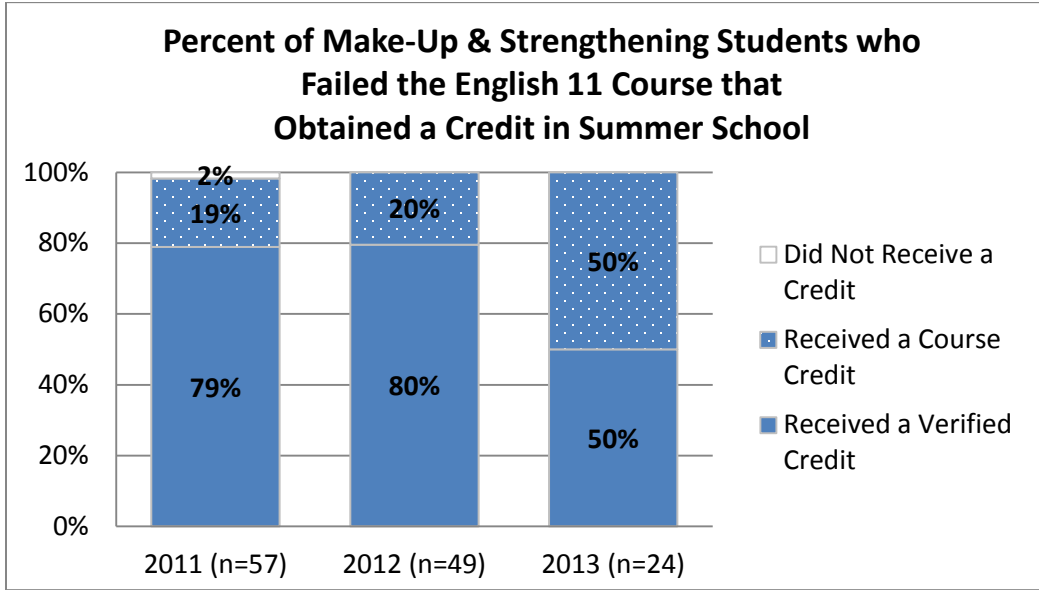
**Figure 2** shows what percentage of students who passed the English 11 course and passed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school English 11 Make-Up & Strengthening course.

**Figure 2: Percent of Students who Passed the Spring English 11 SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



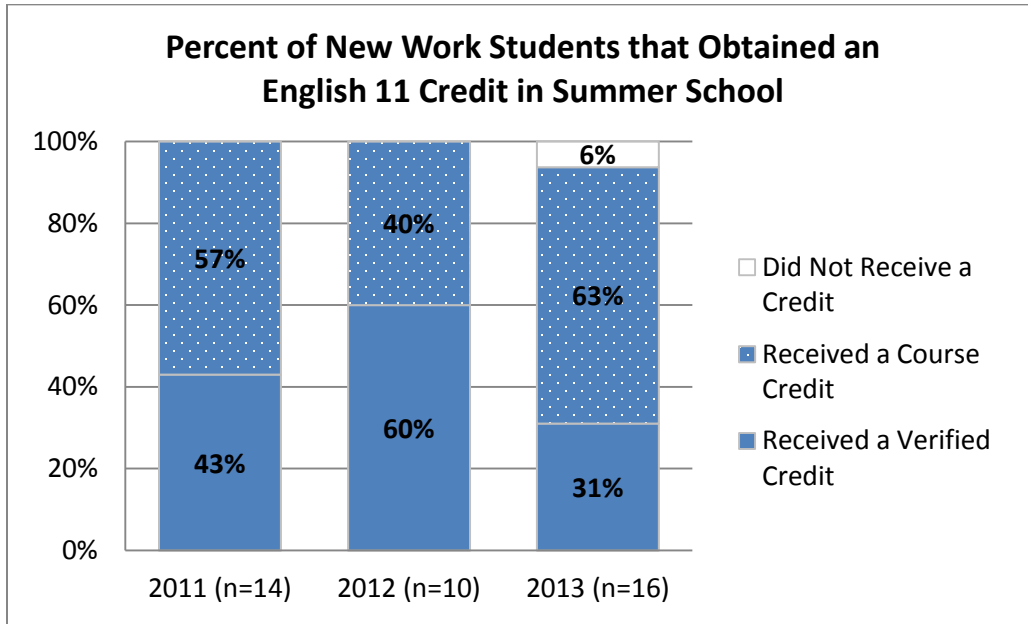
**Figure 3** shows what percentage of students who failed an English 11 course successfully obtained a course credit or a verified credit after participating in a summer school English 11 Make-Up & Strengthening course.

**Figure 3: Percent of Summer School Make-Up & Strengthening Students that Obtained a Course Credit or Verified Credit for English 11**



**Figure 4** shows what percentage of students successfully obtained a course credit or a verified credit for English 11 after participating in a summer school New Work course.

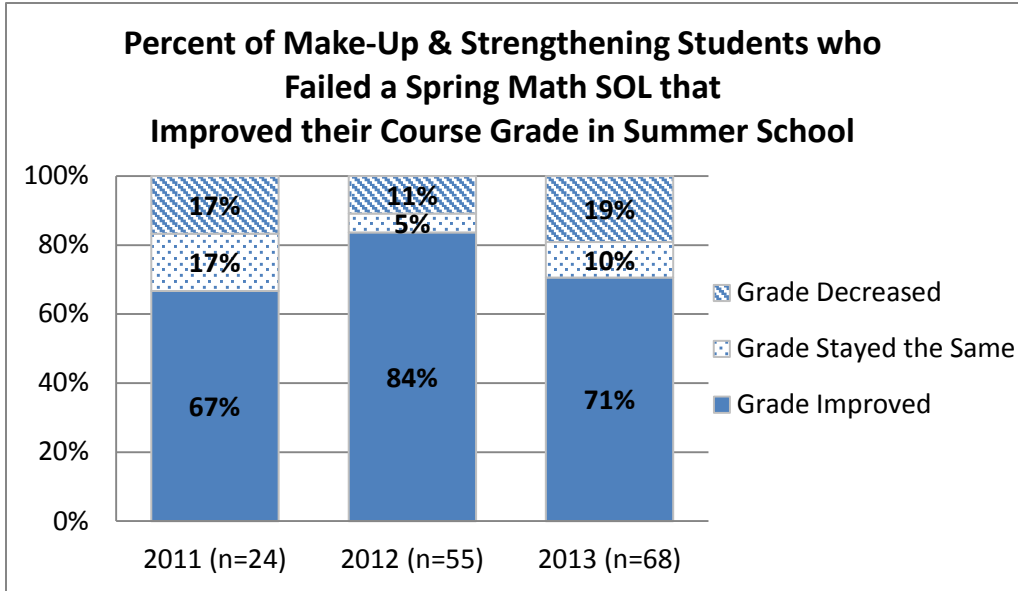
**Figure 4: Percent of Summer School New Work Students that Obtained a Course Credit or Verified Credit for English 11**



## Mathematics

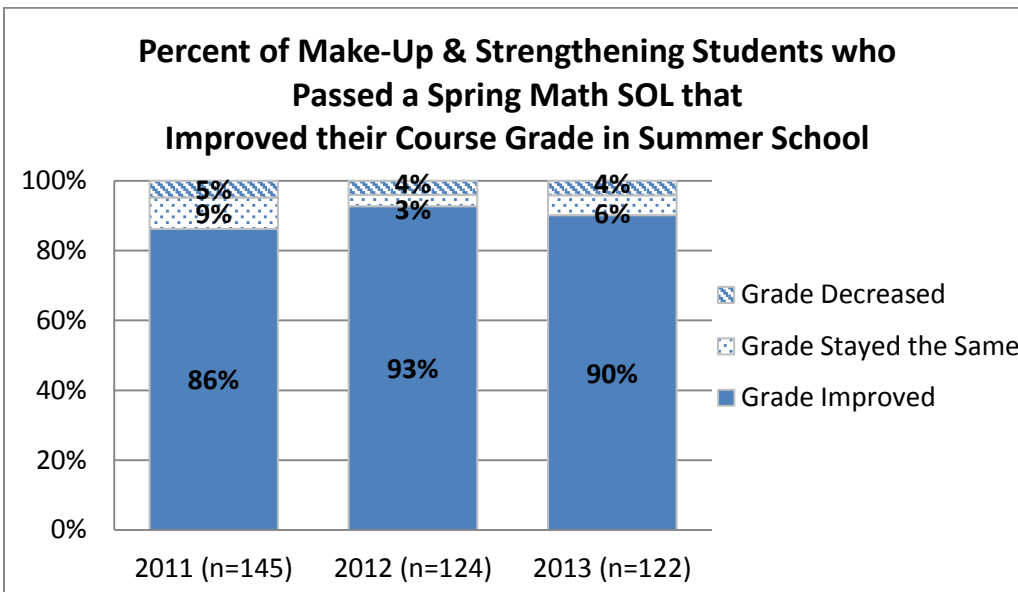
**Figure 5** shows what percentage of students who passed an Algebra I, Algebra II, or Geometry course but failed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school mathematics Make-Up & Strengthening course.

**Figure 5: Percent of Students who Failed a Spring Mathematics SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



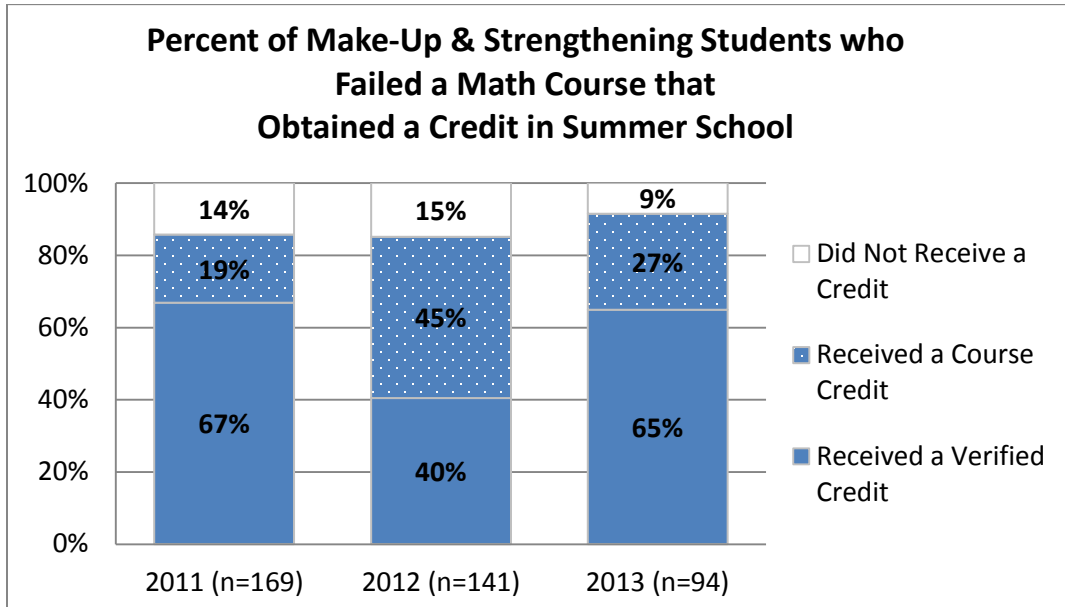
**Figure 6** shows what percentage of students who passed an Algebra I, Algebra II, or Geometry course and passed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school mathematics Make-Up & Strengthening course.

**Figure 6: Percent of Students who Passed a Spring Mathematics SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



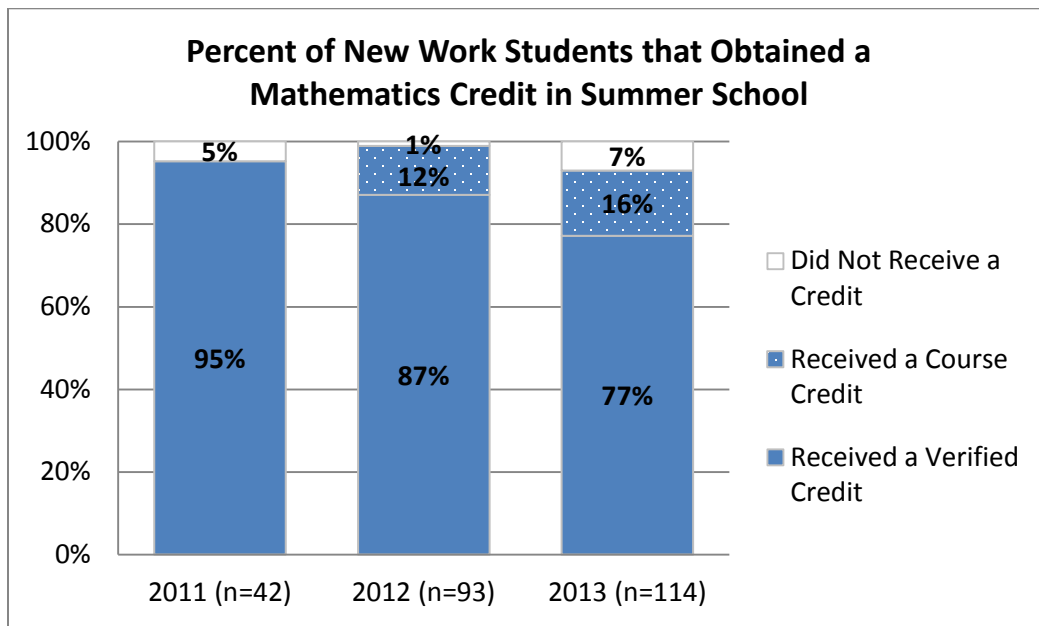
**Figure 7** shows what percentage of students who failed an Algebra I, Algebra II, or Geometry course successfully obtained a course credit or a verified credit after participating in a summer school mathematics Make-Up & Strengthening course.

**Figure 7: Percent of Summer School Make-Up & Strengthening Students that Obtained a Course Credit or Verified Credit in Mathematics**



**Figure 8** shows what percentage of students successfully obtained a course credit or a verified credit for Algebra I, Algebra II, or Geometry after participating in a summer school New Work course. (Algebra I is not part of the 2011 data.)

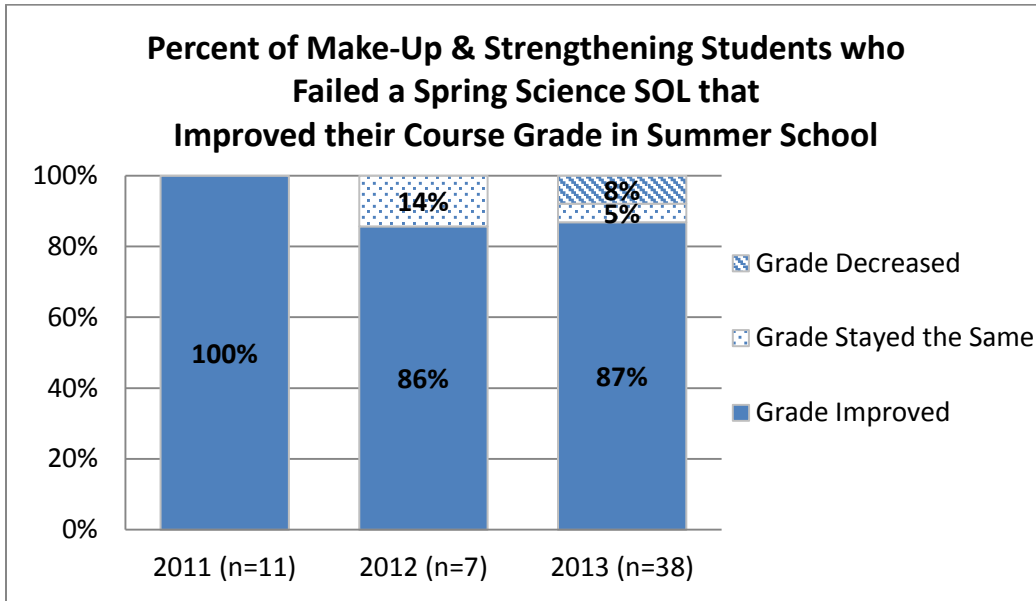
**Figure 8: Percent of Summer School New Work Students that Obtained a Course Credit or Verified Credit in Mathematics**



## Science

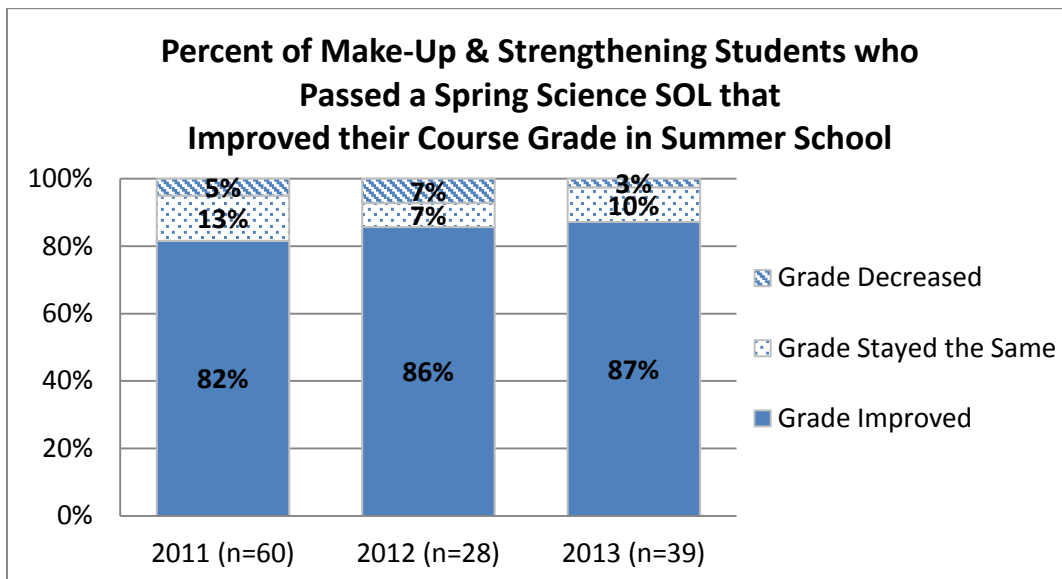
**Figure 9** shows what percentage of students who passed an Earth Science, Biology, or Chemistry course but failed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school science Make-Up & Strengthening course.

**Figure 9: Percent of Students who Failed a Spring Science SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



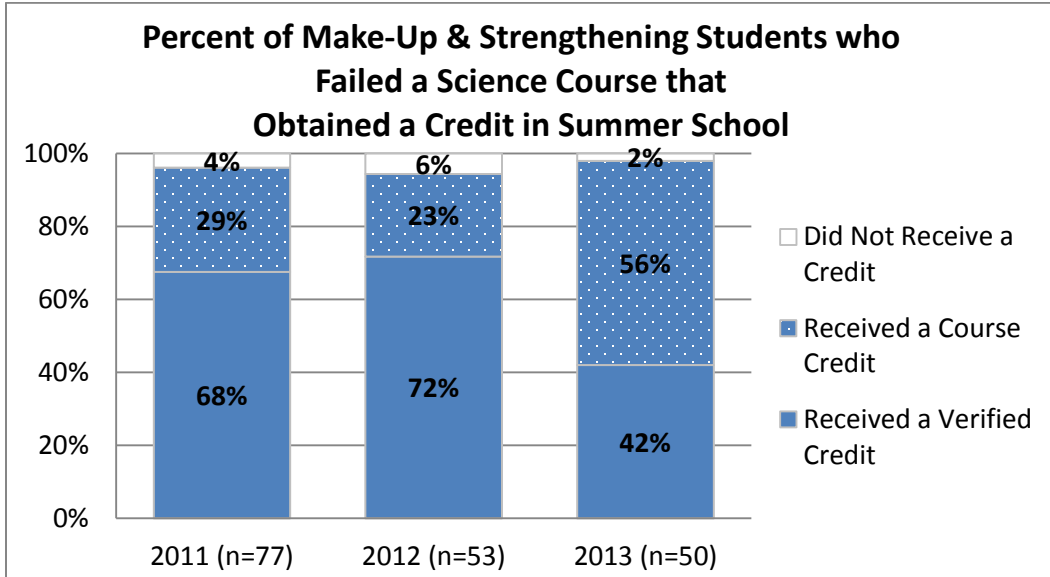
**Figure 10** shows what percentage of students who passed an Earth Science, Biology, or Chemistry course and passed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school science Make-Up & Strengthening course.

**Figure 10: Percent of Students who Passed a Spring Science SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



**Figure 11** shows what percentage of students who failed an Earth Science, Biology, or Chemistry course successfully obtained a course credit or a verified credit after participating in a summer school science Make-Up & Strengthening course.

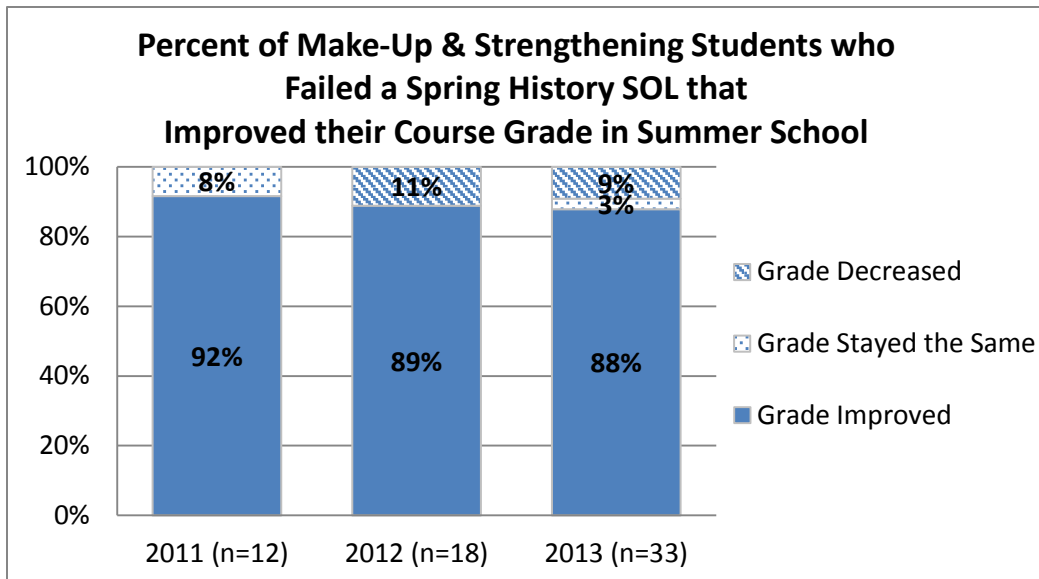
**Figure 11: Percent of Summer School Make-Up & Strengthening Students that Obtained a Course Credit or Verified Credit in Science**



### History/Social Studies

**Figure 12** shows what percentage of students who passed a World Geography, World History I, World History II, or Virginia & US History course but failed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school history Make-Up & Strengthening course.

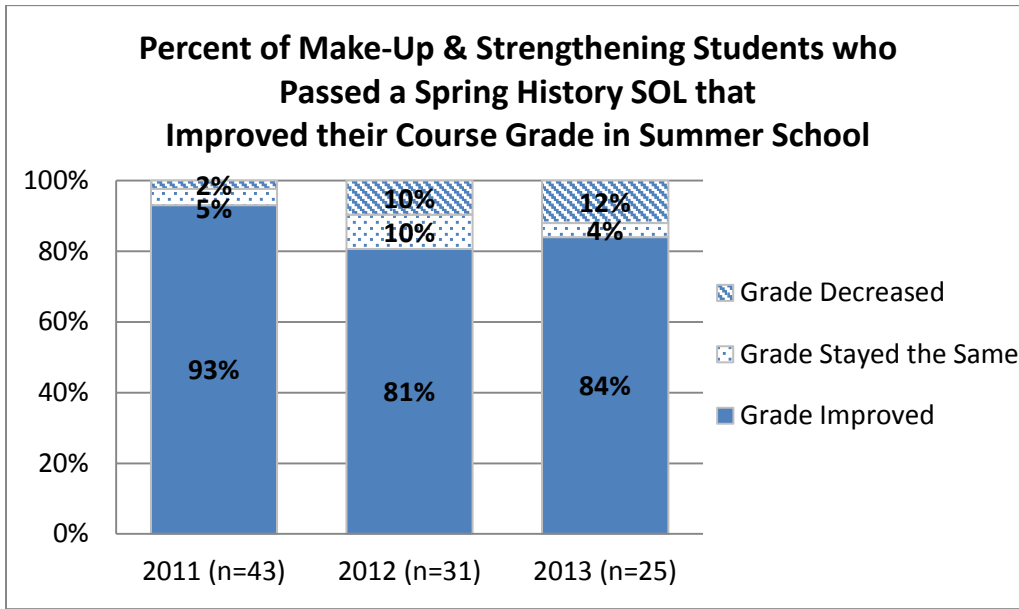
**Figure 12: Percent of Students who Failed a Spring History SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**





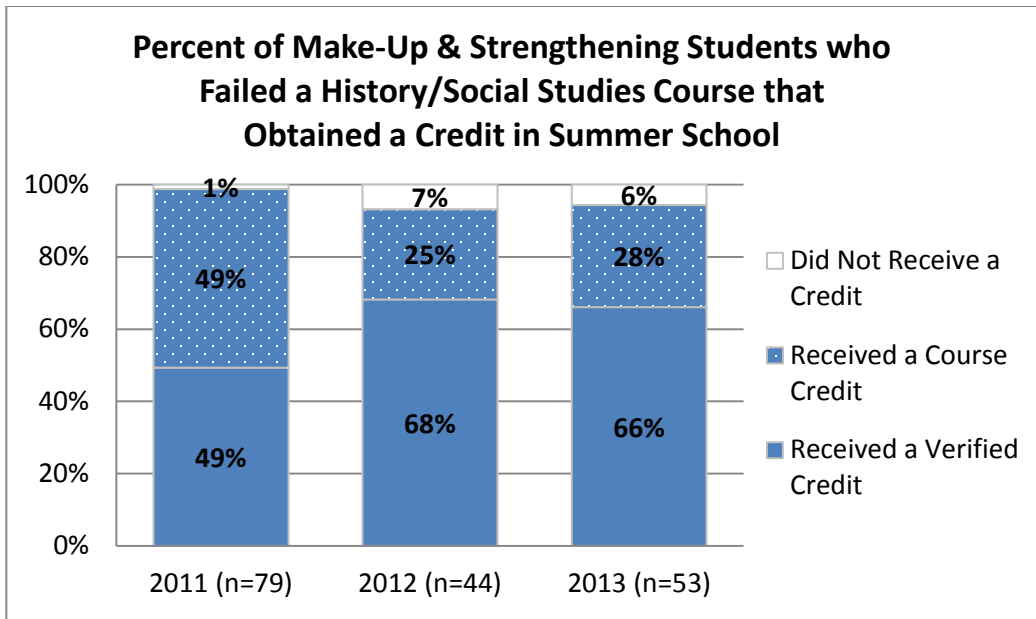
**Figure 13** shows what percentage of students who passed a Geography, World History I, World History II, or Virginia & US History course and passed the corresponding SOL in the spring successfully improved their course grade after participating in a summer school history/social studies Make-Up & Strengthening course.

**Figure 13: Percent of Students who Passed a Spring History SOL that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



**Figure 14** shows what percentage of students who failed a Geography, World History I, World History II, or Virginia & US History course successfully obtained a course credit or a verified credit after participating in a summer school history/social studies Make-Up & Strengthening course.

**Figure 14: Percent of Summer School Make-Up & Strengthening Students that Obtained a Course Credit or Verified Credit in History/Social Studies**

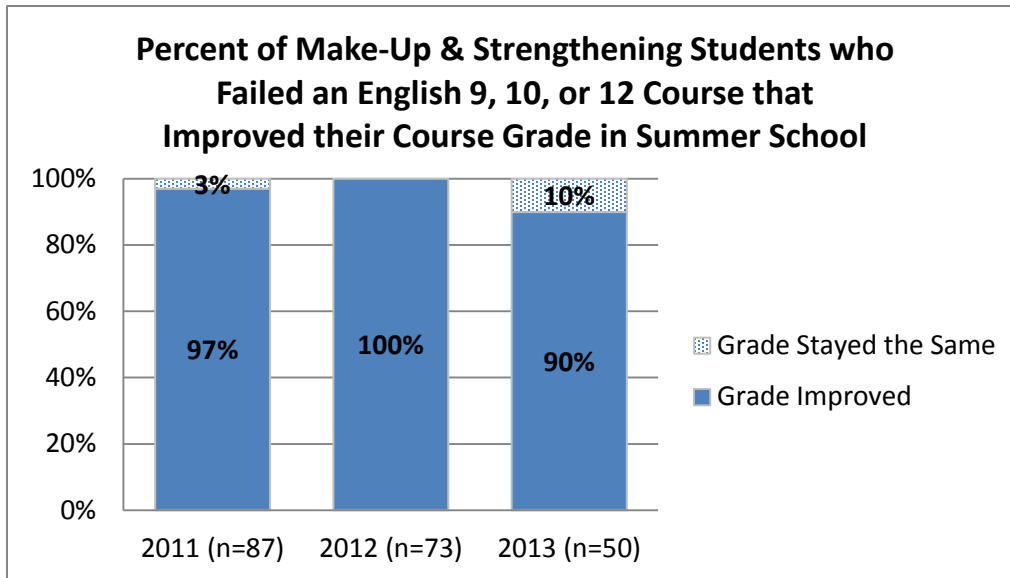


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## English 9, 10, and 12

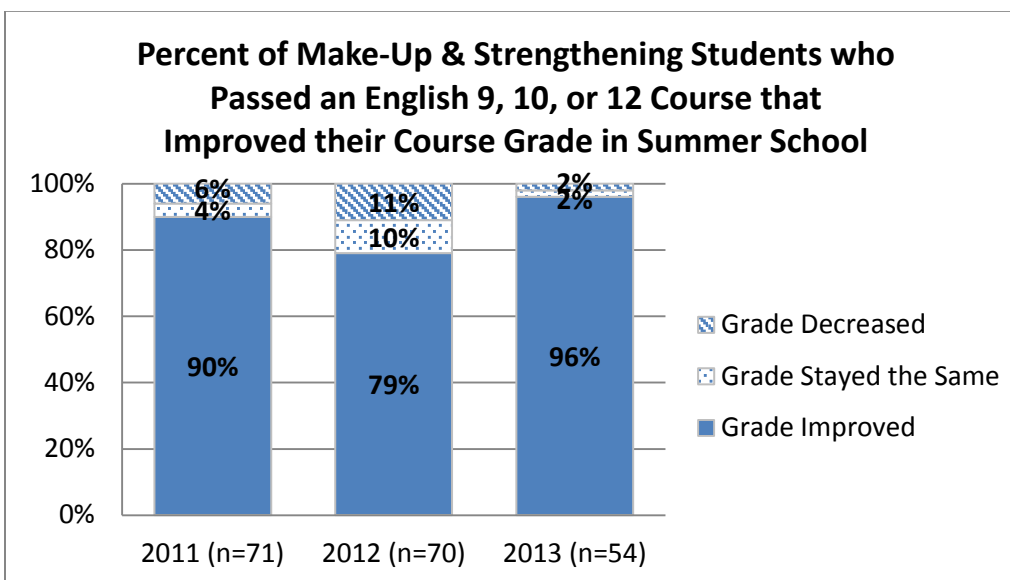
**Figure 15** shows what percentage of students who failed an English 9, 10, or 12 course in the spring successfully improved their grade after participating in a summer school English Make-Up & Strengthening course.

**Figure 15: Percent of Students who Failed a Spring English 9, 10, or 12 Course that Improved their Grade in a Summer School Make-Up & Strengthening Course**



**Figure 16** shows what percentage of students who passed an English 9, 10, or 12 course in the spring successfully improved their grade after participating in a summer school English Make-Up & Strengthening course.

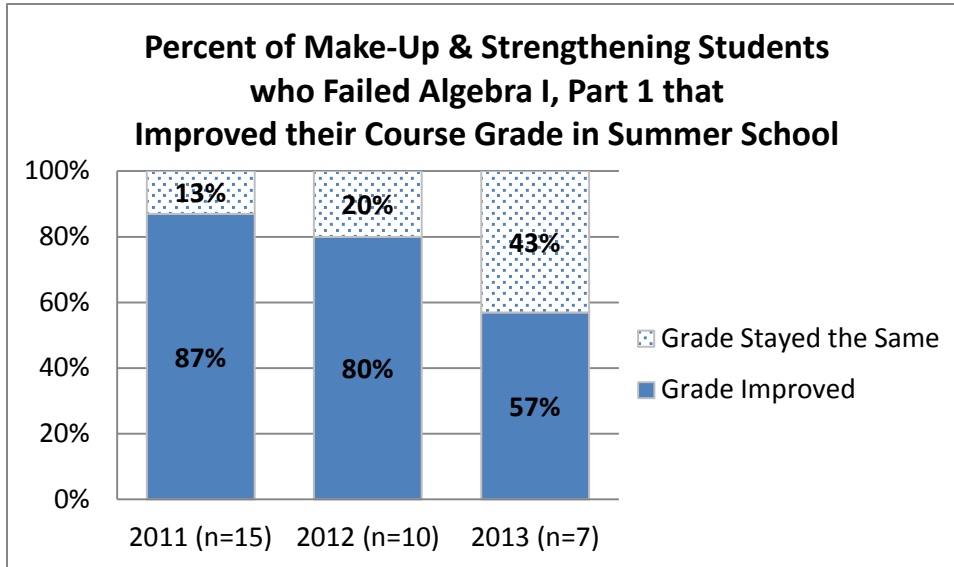
**Figure 16: Percent of Students who Passed a Spring English 9, 10, or 12 course that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



## Algebra I, Part 1

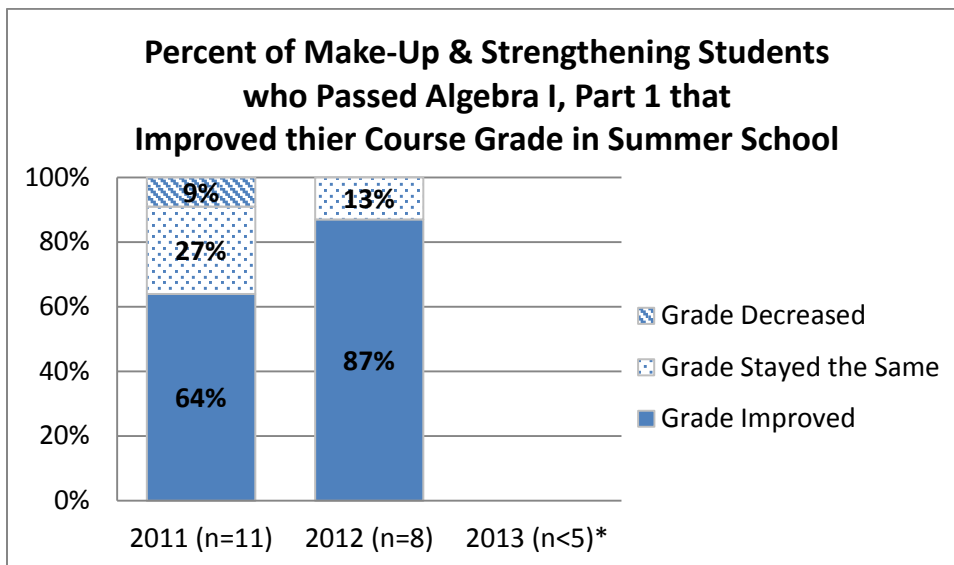
**Figure 17** shows what percentage of students who failed an Algebra I, Part 1 course in the spring successfully improved their grade after participating in a summer school Algebra I, Part 1 Make-Up & Strengthening course.

**Figure 17: Percent of Students who Failed a Spring Algebra I, Part 1 Course that Improved their Grade in a Summer School Make-Up & Strengthening Course**



**Figure 18** shows what percentage of students who passed an Algebra I, Part 1 course in the spring successfully improved their grade after participating in a summer school Algebra I, Part 1 Make-Up & Strengthening course.

**Figure 18: Percent of Students who Passed a Spring Algebra I, Part 1 course that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



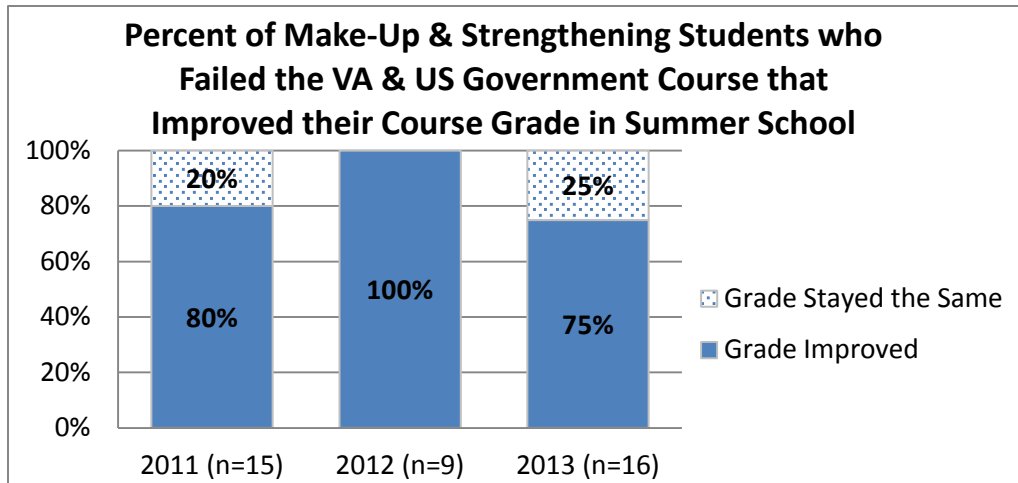
\*Less than 5 students, not reported.

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## Virginia and US Government

**Figure 19** shows what percentage of students who failed a Virginia and US Government course in the spring successfully improved their grade after participating in a summer school Virginia and US Government Make-Up & Strengthening course.

**Figure 19: Percent of Students who Failed a Spring Virginia & US Government Course that Improved their Grade in a Summer School Make-Up & Strengthening Course**

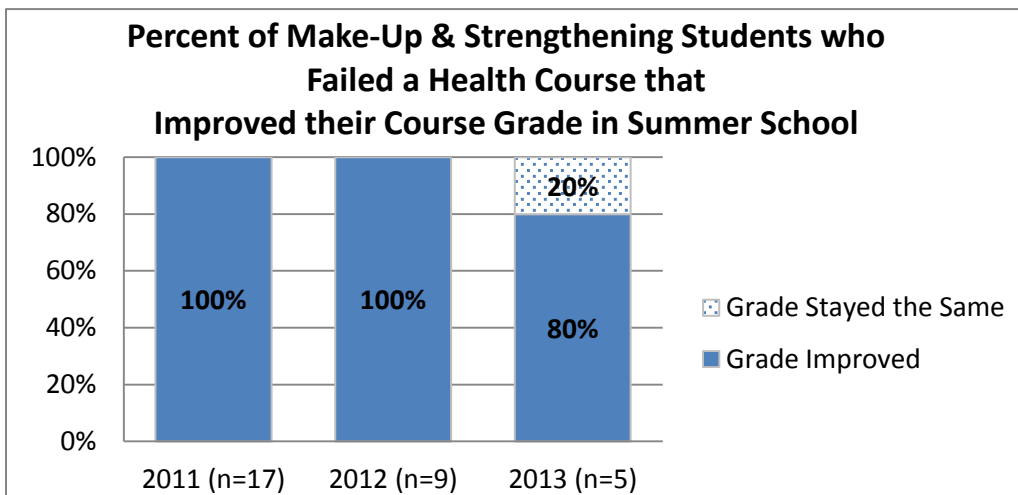


Less than 5 students who passed a Virginia and US Government course in the spring participated in a summer school Virginia and US Government Make-Up & Strengthening course. Therefore, no figure is provided.

## Health

**Figure 20** shows what percentage of students who failed a Health course in the spring successfully improved their grade after participating in a summer school Health Make-Up & Strengthening course.

**Figure 20: Percent of Students who Failed a Spring Health Course that Improved their Grade in a Summer School Make-Up & Strengthening Course**



Less than 5 students who passed a Health course in the spring participated in a summer school Health Make-Up & Strengthening course. Therefore, no figure is provided.

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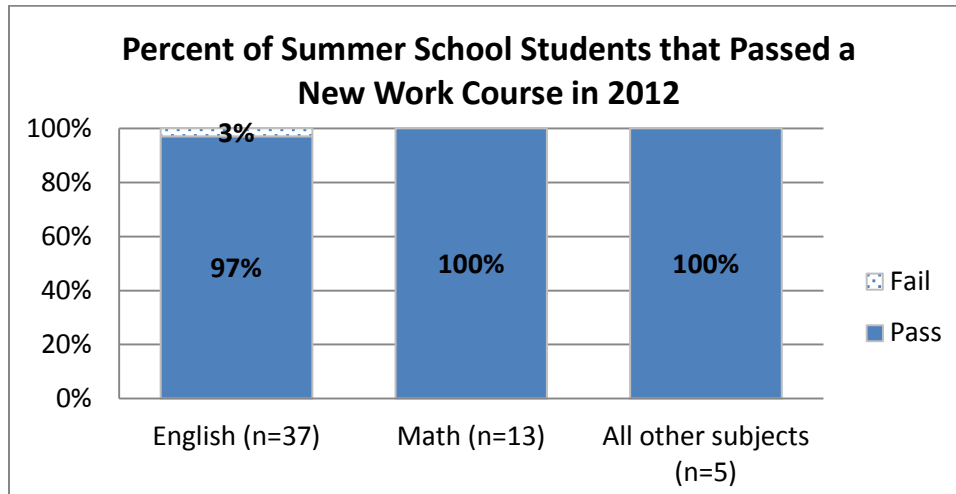
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## High School New Work

In 2011, 23 students participated in New Work English 10 courses and 13 students participated in other New Work courses (Principles of Physics, Spanish I, Spanish II, Spanish III, or VA & US Government). All 36 students passed the course in which they were enrolled.

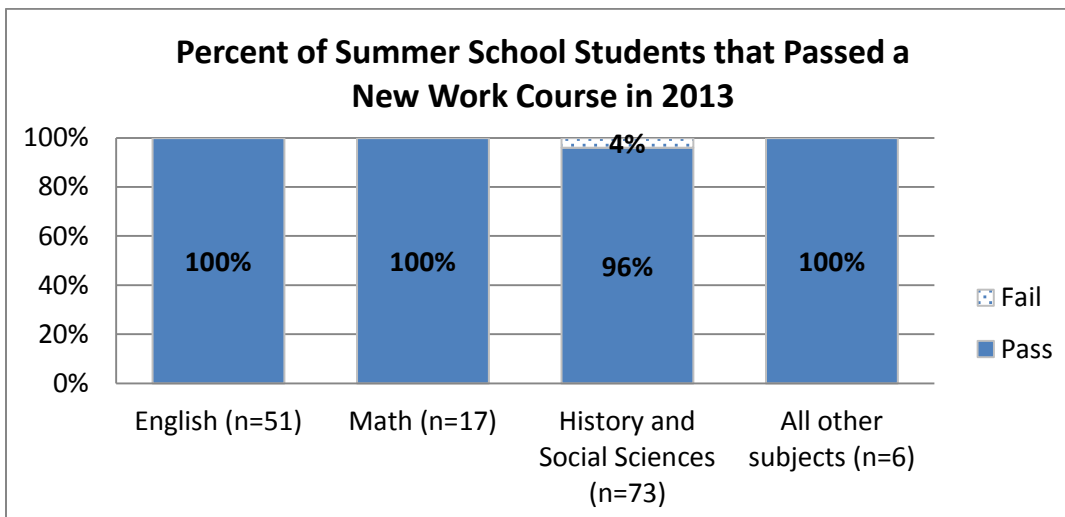
In 2012, 37 students participated in New Work English 10 or English 12 courses, 13 students participated in New Work Math Analysis/Trigonometry courses, and 5 students participated in other New Work courses (Principles of Physics, Spanish I, Spanish II, or Spanish III). **Figure 21** shows the pass rates for students enrolled in these courses.

**Figure 21: Percent of Summer School Students that Passed a New Work Course in 2012**



In 2013, 51 students participated in New Work English 10 or English 12 courses, 17 students participated in New Work Math Analysis/Trigonometry courses, 73 students participated in New Work history/social studies courses (VA & US Government or Economics and Personal Finance), and 6 students participated in other New Work courses (Principles of Physics, Spanish II, Art I, or Art II). **Figure 22** shows the pass rates for students enrolled in these courses.

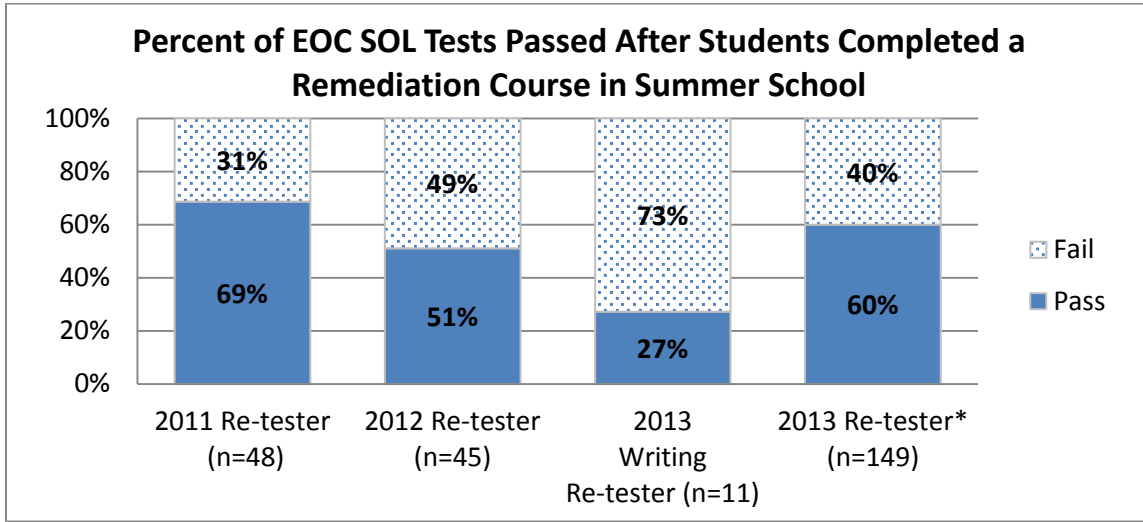
**Figure 22: Percent of Summer School Students that Passed a New Work Course in 2013**



## High School Make-Up & Strengthening—SOL Retesting

Students who fail an End-of-Course (EOC) SOL test have the opportunity to retake the test during the summer testing window after they receive remediation. In 2011 and 2012, courses were offered that were designed specifically for SOL re-testers. In 2013, re-testers were enrolled in Make-Up & Strengthening courses to receive remediation, except for students who had to retake the English 11 Writing SOL. **Figure 23** shows the pass rate for re-testers by year.

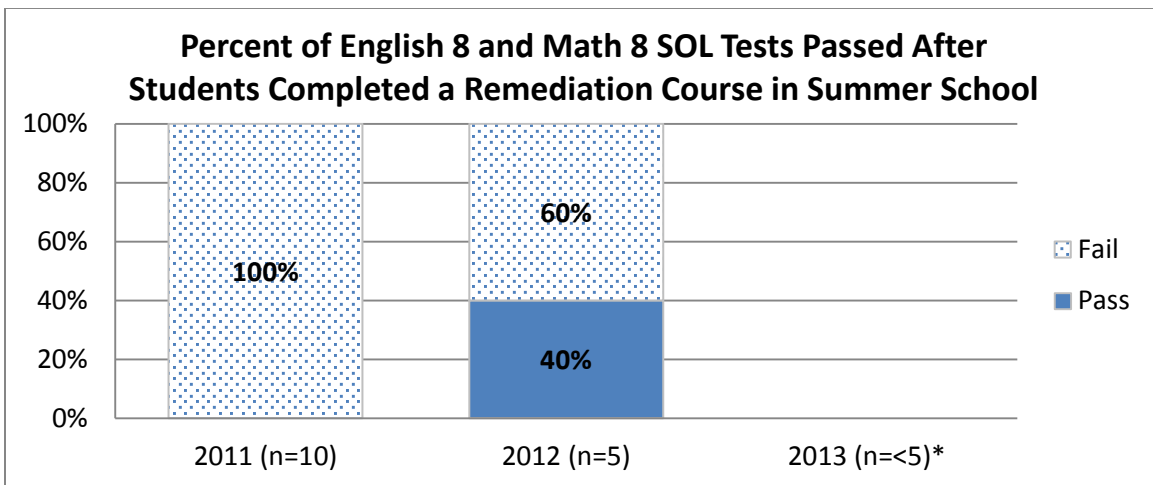
**Figure 23: Pass Rate of SOL Re-Testers after Participating in a Summer School Make-Up & Strengthening Course, 2011–13**



\*Re-testers in 2013 were enrolled in Make-Up & Strengthening courses.

High school students who are working toward obtaining a Modified Standard Diploma must pass the English 8 and the Mathematics 8 SOL tests by their graduation year. A small number of students participate in summer school remediation classes designed to help them reach their goal. **Figure 24** shows the pass rate for SOL re-testers in grade 8 English and grade 8 math by year.

**Figure 24: Pass Rate of SOL Re-Testers in English 8 and Mathematics 8 after Participating in a Summer School Make-Up & Strengthening Course, 2011-13**



\*Less than 5 students, not reported.

For the following tables, data was aggregated by course type; then the data was disaggregated by demographics. The data was analyzed by course type instead of by subject due to low enrollment.

### High School Make-Up & Strengthening for SOL Courses

**Table 1** shows what percentage of students who *failed an SOL test in the spring yet passed the corresponding course* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by race/ethnicity over three years.

**Table 1: Percent of Make-Up & Strengthening Students who Failed a Spring SOL that Improved their Course Grade by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Asian	2011	6	100%	0%	0%
	2012	7	86%	14%	0%
	2013	12	58%	8%	33%
Black	2011	12	92%	8%	0%
	2012	28	89%	0%	11%
	2013	32	75%	6%	18%
Hispanic	2011	17	71%	23%	6%
	2012	25	72%	12%	16%
	2013	70	81%	7%	11%
White	2011	11	73%	0%	27%
	2012	19	95%	0%	5%
	2013	31	77%	13%	10%

**Table 2** shows what percentage of students who *failed an SOL test in the spring yet passed the corresponding course* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by various demographics over three years.

**Table 2: Percent of Make-Up & Strengthening Students who Failed a Spring SOL that Improved their Course Grade by Demographics, 2011–13**

Demographics	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Female	2011	32	78%	9%	13%
	2012	42	88%	2%	10%
	2013	76	84%	7%	9%
Male	2011	15	87%	13%	0%
	2012	39	82%	8%	10%
	2013	73	71%	10%	19%
Disadvantaged	2011	27	78%	15%	7%
	2012	42	83%	7%	10%
	2013	98	76%	7%	17%
Non-Disadvantaged	2011	20	85%	5%	10%
	2012	39	87%	3%	10%
	2013	51	82%	10%	8%
SWD	2011	8	63%	12%	25%
	2012	18	56%	17%	28%
	2013	40	73%	10%	17%
Non-SWD	2011	40	85%	10%	5%
	2012	63	94%	2%	5%
	2013	109	80%	7%	13%
LEP	2011	27	82%	7%	11%
	2012	32	88%	6%	6%
	2013	72	71%	8%	21%
Non-LEP	2011	21	81%	14%	5%
	2012	49	84%	4%	12%
	2013	77	84%	8%	8%



**Table 3** shows what percentage of students who *passed an SOL test in the spring and passed the corresponding course* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by race/ethnicity over three years.

**Table 3: Percent of Make-Up & Strengthening Students who Passed a Spring SOL that Improved their Course Grade by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Asian	2011	33	94%	3%	3%
	2012	17	82%	12%	6%
	2013	32	81%	13%	6%
Black	2011	45	80%	7%	13%
	2012	42	93%	0%	7%
	2013	35	89%	3%	9%
Hispanic	2011	76	88%	9%	3%
	2012	66	89%	8%	3%
	2013	52	90%	8%	2%
White	2011	89	85%	12%	2%
	2012	67	91%	3%	6%
	2013	69	94%	1%	4%

**Table 4** shows what percentage of students who *passed an SOL test in the spring yet passed the corresponding course* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by various demographics over three years.

**Table 4: Percent of Make-Up & Strengthening Students who Passed a Spring SOL that Improved their Course Grade by Demographics, 2011–13**

Demographics	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Female	2011	120	86%	8%	6%
	2012	62	95%	2%	3%
	2013	72	90%	7%	3%
Male	2011	133	87%	10%	3%
	2012	134	88%	6%	6%
	2013	128	89%	6%	5%
Disadvantaged	2011	120	82%	12%	6%
	2012	98	89%	7%	4%
	2013	96	84%	10%	5%
Non-Disadvantaged	2011	133	90%	7%	3%
	2012	98	92%	2%	6%
	2013	104	94%	2%	4%
SWD	2011	34	76%	15%	9%
	2012	19	84%	0%	16%
	2013	32	91%	3%	6%
Non-SWD	2011	219	88%	8%	4%
	2012	177	91%	5%	4%
	2013	168	89%	7%	4%
LEP	2011	78	76%	17%	8%
	2012	68	91%	7%	3%
	2013	62	85%	10%	5%
Non-LEP	2011	175	91%	6%	3%
	2012	121	90%	3%	7%
	2013	138	91%	4%	4%

**Table 5** shows the percentage of students who earned a verified credit, a course credit, or no credit after participating in a summer school Make-Up & Strengthening course associated with an SOL. The data is disaggregated by race/ethnicity over three years.

**Table 5: Percent of Students Receiving a Verified or Course Credit in a SOL Make-Up & Strengthening Summer School Course by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Verified Credit	% Course Credit	% No Credit
Asian	2011	29	69%	21%	10%
	2012	17	59%	29%	12%
	2013	14	57%	43%	0%
Black	2011	89	57%	35%	8%
	2012	83	60%	27%	13%
	2013	65	48%	48%	5%
Hispanic	2011	129	62%	30%	8%
	2012	115	63%	27%	10%
	2013	80	57%	34%	9%
White	2011	118	74%	20%	6%
	2012	66	58%	39%	3%
	2013	52	67%	31%	2%

**Table 6** shows the percentage of students who earned a verified credit, a course credit, or no credit after participating in a summer school Make-Up & Strengthening course associated with an SOL. The data is disaggregated by various demographics over three years.

**Table 6: Percent of Students Receiving a Verified or Course Credit in a SOL Make-Up & Strengthening Summer School Course by Race/Ethnicity, 2011–13**

Demographics	Summer School Year	N	% Verified Credit	% Course Credit	% No Credit
Female	2011	128	55%	38%	7%
	2012	106	64%	28%	8%
	2013	75	47%	49%	4%
Male	2011	177	70%	22%	8%
	2012	181	58%	32%	10%
	2013	145	65%	30%	5%
Disadvantaged	2011	196	58%	32%	10%
	2012	163	64%	25%	10%
	2013	126	59%	36%	5%
Non-Disadvantaged	2011	135	73%	22%	5%
	2012	124	55%	37%	8%
	2013	94	59%	36%	5%
SWD	2011	83	57%	32%	11%
	2012	70	39%	46%	16%
	2013	56	48%	45%	7%
Non-SWD	2011	296	68%	25%	7%
	2012	217	67%	25%	7%
	2013	165	62%	33%	5%
LEP	2011	121	58%	31%	11%
	2012	125	61%	28%	11%
	2013	80	47%	44%	9%
Non-LEP	2011	258	69%	25%	6%
	2012	162	60%	32%	8%
	2013	141	65%	32%	3%

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## High School New Work Courses

**Table 7** shows the percentage of students who earned a verified credit, a course credit, or no credit after participating in a summer school New Work course associated with an SOL. The data is disaggregated by race/ethnicity over three years.

**Table 7: Percent of Students Receiving a Verified or Course Credit in a SOL New Work Summer School Course by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Verified Credit	% Course Credit	% No Credit
Asian	2011	8	100%	0%	0%
	2012	24	96%	0%	4%
	2013	23	65%	30%	4%
Black	2011	10	80%	10%	10%
	2012	11	82%	18%	0%
	2013	23	65%	9%	26%
Hispanic	2011	10	60%	30%	10%
	2012	33	76%	24%	0%
	2013	25	80%	20%	0%
White	2011	26	92%	8%	0%
	2012	29	90%	10%	0%
	2013	54	74%	22%	4%

**Table 8** shows the percentage of students who earned a verified credit, a course credit, or no credit after participating in a summer school New Work course associated with an SOL. The data is disaggregated by various demographics over three years.

**Table 8: Percent of Students Receiving a Verified or Course Credit in a SOL New Work Summer School Course by Race/Ethnicity, 2011–13**

Demographics	Summer School Year	N	% Verified Credit	% Course Credit	% No Credit
Female	2011	25	88%	8%	4%
	2012	53	83%	17%	0%
	2013	61	70%	23%	7%
Male	2011	29	83%	14%	3%
	2012	47	89%	9%	2%
	2013	65	74%	18%	8%
Disadvantaged	2011	23	83%	13%	4%
	2012	54	87%	11%	2%
	2013	56	71%	23%	5%
Non-Disadvantaged	2011	31	87%	10%	3%
	2012	46	85%	15%	0%
	2013	70	73%	19%	9%
SWD	2011	7	71%	0%	29%
	2012	11	73%	27%	0%
	2013	10	40%	20%	40%
Non-SWD	2011	49	84%	16%	0%
	2012	92	86%	13%	1%
	2013	120	74%	22%	4%
LEP	2011	20	75%	25%	0%
	2012	49	92%	6%	2%
	2013	50	66%	30%	4%
Non-LEP	2011	36	86%	8%	6%
	2012	54	78%	22%	0%
	2013	80	75%	16%	9%

## High School Make-Up & Strengthening for Non-SOL Courses

**Table 9** shows what percentage of students who *failed a course that was not associated with an SOL test* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by race/ethnicity over three years.

**Table 9: Percent of Make-Up & Strengthening Students who Failed a Non-SOL Course that Improved their Course Grade by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Grade Improved	% Grade Stayed the Same
Asian	2011	5<*		
	2012	7	100%	0%
	2013	5<*		
Black	2011	42	95%	5%
	2012	30	100%	0%
	2013	12	92%	8%
Hispanic	2011	52	94%	6%
	2012	43	95%	5%
	2013	39	85%	15%
White	2011	29	97%	3%
	2012	21	100%	0%
	2013	14	86%	14%

*\*Less than 5 students not reported.*

**Table 10** shows what percentage of students who *failed a course that was not associated with an SOL test* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by various demographics over three years.

**Table 10: Percent of Make-Up & Strengthening Students who Failed a Non-SOL Course that Improved their Course Grade by Demographics, 2011–13**

Demographics	Summer School Year	N	% Grade Improved	% Grade Stayed the Same
Female	2011	51	98%	2%
	2012	28	93%	7%
	2013	29	83%	17%
Male	2011	79	91%	9%
	2012	73	100%	0%
	2013	43	86%	14%
Disadvantaged	2011	83	96%	4%
	2012	58	97%	3%
	2013	40	83%	17%
Non-Disadvantaged	2011	47	89%	11%
	2012	43	100%	0%
	2013	32	88%	12%
SWD	2011	40	95%	5%
	2012	31	97%	3%
	2013	16	81%	19%
Non-SWD	2011	90	93%	7%
	2012	70	99%	1%
	2013	57	84%	16%
LEP	2011	45	98%	2%
	2012	42	95%	5%+
	2013	23	70%	30%
Non-LEP	2011	85	92%	8%
	2012	59	100%	0%
	2013	50	90%	10%



**Table 11** shows what percentage of students who *passed a course that was not associated with an SOL test* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by race/ethnicity over three years.

**Table 11: Percent of Make-Up & Strengthening Students who Passed a Non-SOL Course that Improved their Course Grade by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Asian	2011	11	100%	0%	0%
	2012	8	100%	0%	0%
	2013	6	100%	0%	0%
Black	2011	17	82%	12%	6%
	2012	20	55%	20%	25%
	2013	7	100%	0%	0%
Hispanic	2011	26	85%	8%	8%
	2012	34	85%	6%	9%
	2013	18	89%	6%	6%
White	2011	25	88%	8%	4%
	2012	16	94%	6%	0%
	2013	22	91%	9%	0%

**Table 12** shows what percentage of students who *passed course that was not associated with an SOL test* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by various demographics over three years.

**Table 12: Percent of Make-Up & Strengthening Students who Passed a Non-SOL Course that Improved their Course Grade by Demographics, 2011–13**

Demographics	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Female	2011	30	90%	7%	3%
	2012	31	74%	16%	10%
	2013	21	86%	9%	5%
Male	2011	53	85%	8%	7%
	2012	49	84%	6%	10%
	2013	37	97%	3%	0%
Disadvantaged	2011	41	88%	5%	7%
	2012	46	83%	6%	11%
	2013	28	93%	4%	4%
Non-Disadvantaged	2011	42	86%	9%	5%
	2012	34	76%	15%	9%
	2013	31	93%	7%	0%
SWD	2011	18	56%	28%	17%
	2012	19	68%	11%	21%
	2013	10	90%	0%	10%
Non-SWD	2011	66	96%	1%	3%
	2012	61	84%	10%	7%
	2013	49	94%	6%	0%
LEP	2011	29	86%	7%	7%
	2012	38	87%	3%	10%
	2013	20	95%	0%	5%
Non-LEP	2011	55	87%	7%	6%
	2012	42	74%	17%	9%
	2013	39	92%	8%	0%

## High School Make-Up & Strengthening for SOL Re-Testers

**Table 13** shows the percentage of students that passed and the percentage of students that failed an SOL test after they previously failed the test and participated in a summer school Make-Up & Strengthening course. The data is disaggregated by race/ethnicity over three years.

**Table 13: Pass Rate of SOL Re-Testers after their Participation in a Summer School Make-Up & Strengthening Course by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Passed	% Failed
<b>Asian</b>	<b>2011</b>	11	64%	36%
	<b>2012</b>	5<*		
	<b>2013</b>	12	67%	33%
<b>Black</b>	<b>2011</b>	18	67%	33%
	<b>2012</b>	14	43%	57%
	<b>2013</b>	32	50%	50%
<b>Hispanic</b>	<b>2011</b>	10	90%	10%
	<b>2012</b>	8	50%	50%
	<b>2013</b>	72	58%	42%
<b>White</b>	<b>2011</b>	10	60%	40%
	<b>2012</b>	14	43%	57%
	<b>2013</b>	27	70%	30%

*\*Less than 5 students not reported.*

**Table 14** shows the percentage of students that passed and the percentage of students that failed an SOL test after they previously failed the test and participated in a summer school Make-Up & Strengthening course. The data is disaggregated by various demographics over three years.

**Table 14: Pass Rate of SOL Re-Testers after their Participation in a Summer School Make-Up & Strengthening Course by Demographics, 2011–13**

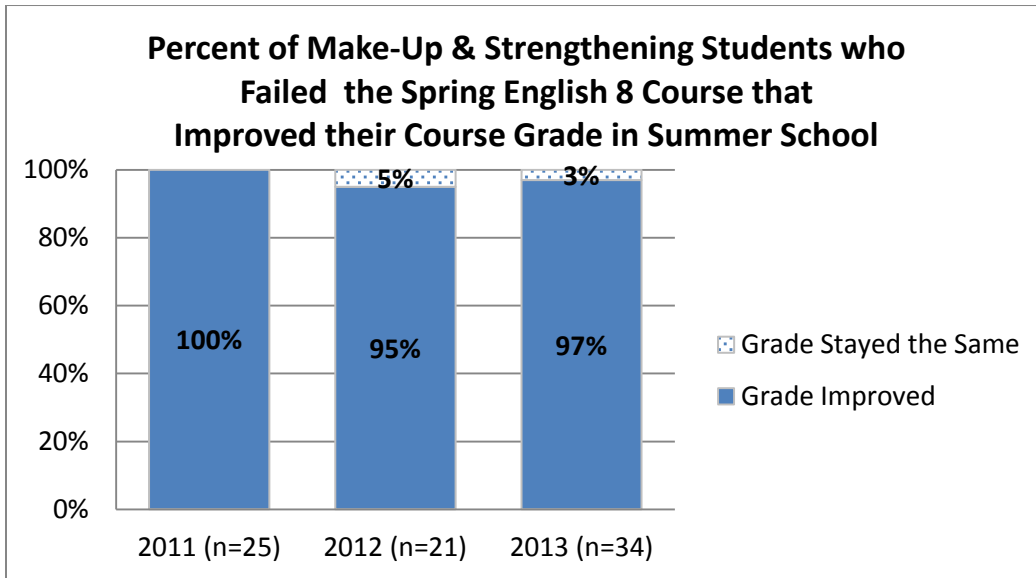
Demographics	Summer School Year	N	% Passed	% Failed
Female	2011	31	68%	32%
	2012	19	63%	37%
	2013	74	64%	36%
Male	2011	18	72%	28%
	2012	19	53%	47%
	2013	73	58%	42%
Disadvantaged	2011	22	68%	32%
	2012	17	47%	53%
	2013	100	59%	41%
Non-Disadvantaged	2011	27	70%	30%
	2012	21	43%	57%
	2013	47	64%	36%
SWD	2011	11	55%	45%
	2012	23	39%	61%
	2013	39	49%	51%
Non-SWD	2011	38	74%	26%
	2012	19	58%	42%
	2013	108	65%	35%
LEP	2011	21	67%	33%
	2012	15	40%	60%
	2013	74	57%	43%
Non-LEP	2011	28	71%	29%
	2012	27	52%	48%
	2013	73	64%	36%

## Middle School Make-Up & Strengthening English 8

In order for students to advance into high school, they must pass English 8, mathematics 8, and science 8.

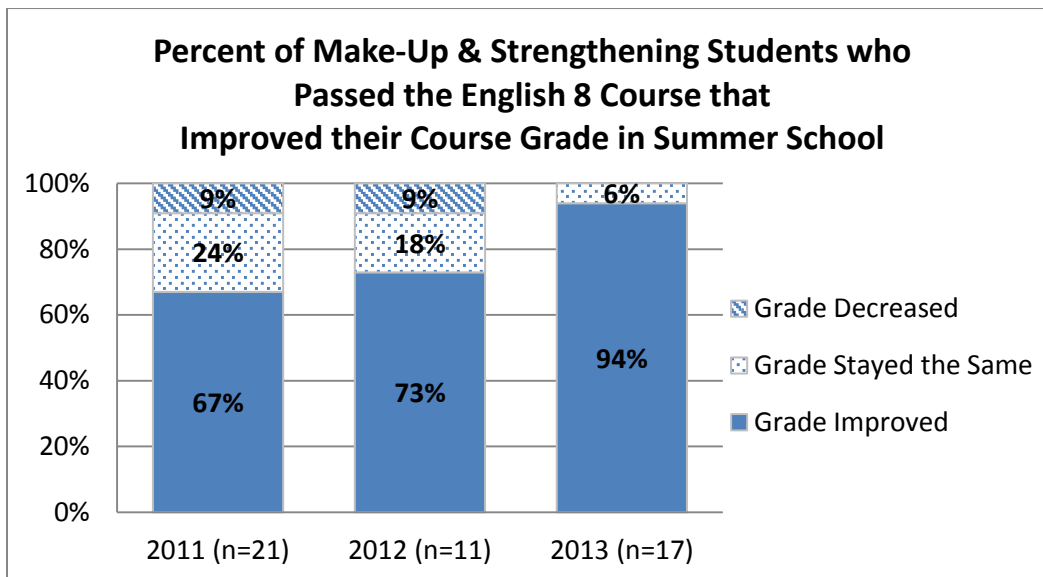
**Figure 25** shows what percentage of students who failed an English 8 course in the spring successfully improved their grade after participating in a summer school English 8 Make-Up & Strengthening course.

**Figure 25: Percent of Students who Failed a Spring English 8 Course that Improved their Grade in a Summer School Make-Up & Strengthening Course**



**Figure 26** shows what percentage of students who passed an English 8 course in the spring successfully improved their grade after participating in a summer school English 8 Make-Up & Strengthening course.

**Figure 26: Percent of Students who Passed a Spring English 8 Course that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**

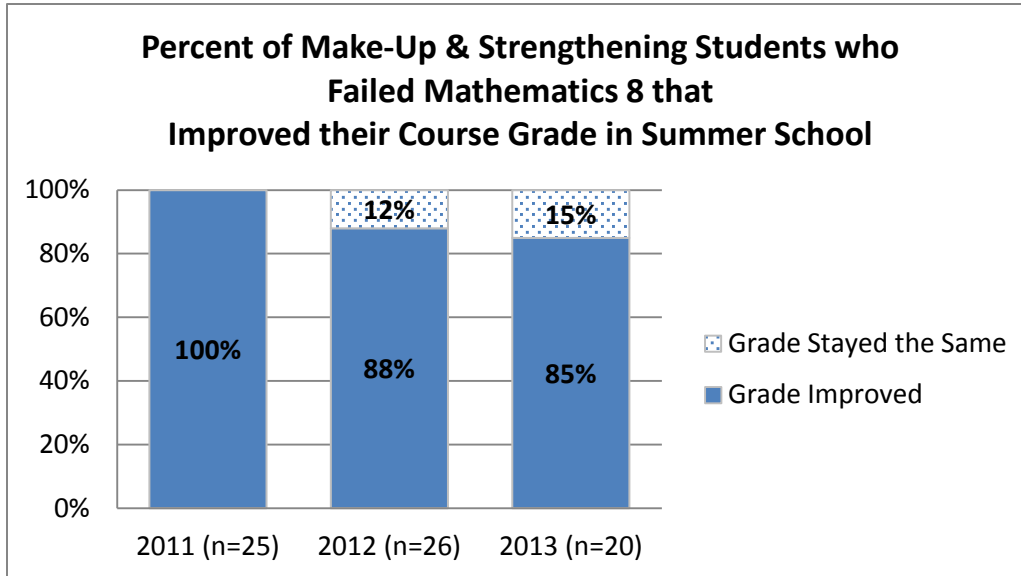


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## Mathematics 8

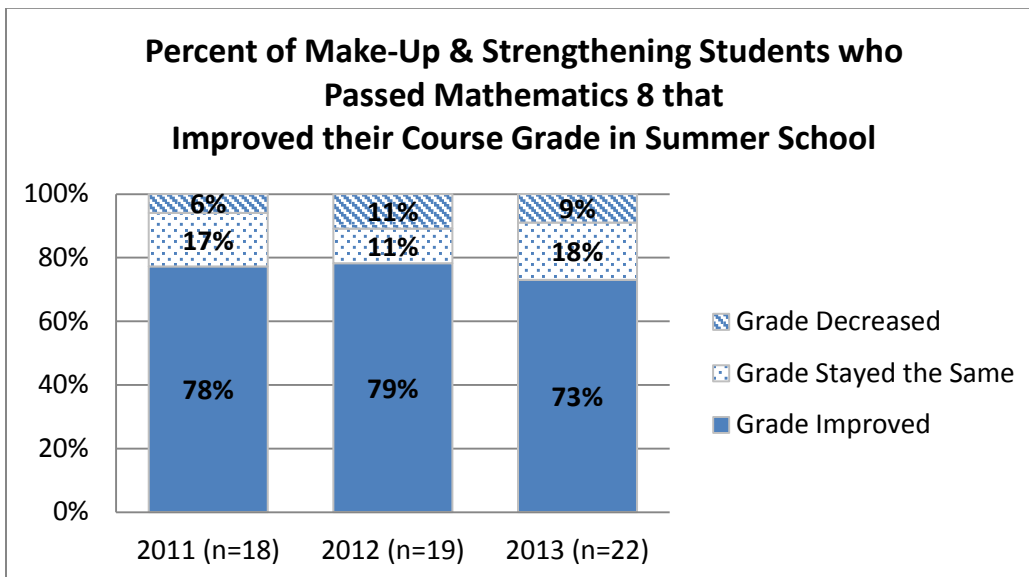
**Figure 27** shows what percentage of students who failed a Mathematics 8 course in the spring successfully improved their grade after participating in a summer school Mathematics 8 Make-Up & Strengthening course.

**Figure 27: Percent of Students who Failed a Spring Mathematics 8 Course that Improved their Grade in a Summer School Make-Up & Strengthening Course**



**Figure 28** shows what percentage of students who passed a Mathematics 8 course in the spring successfully improved their grade after participating in a summer school Mathematics 8 Make-Up & Strengthening course.

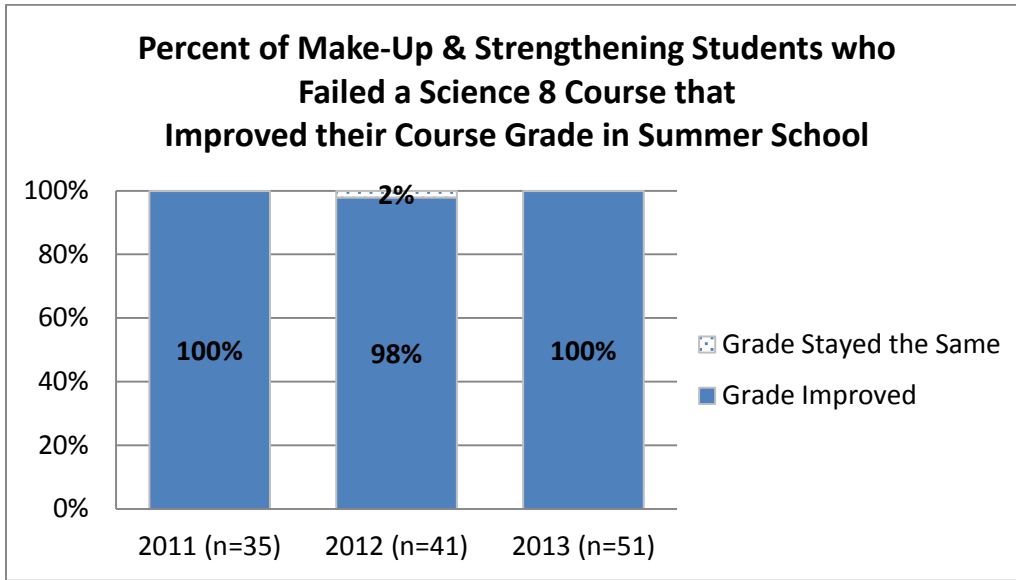
**Figure 28: Percent of Students who Passed a Spring Mathematics 8 Course that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



## Science 8

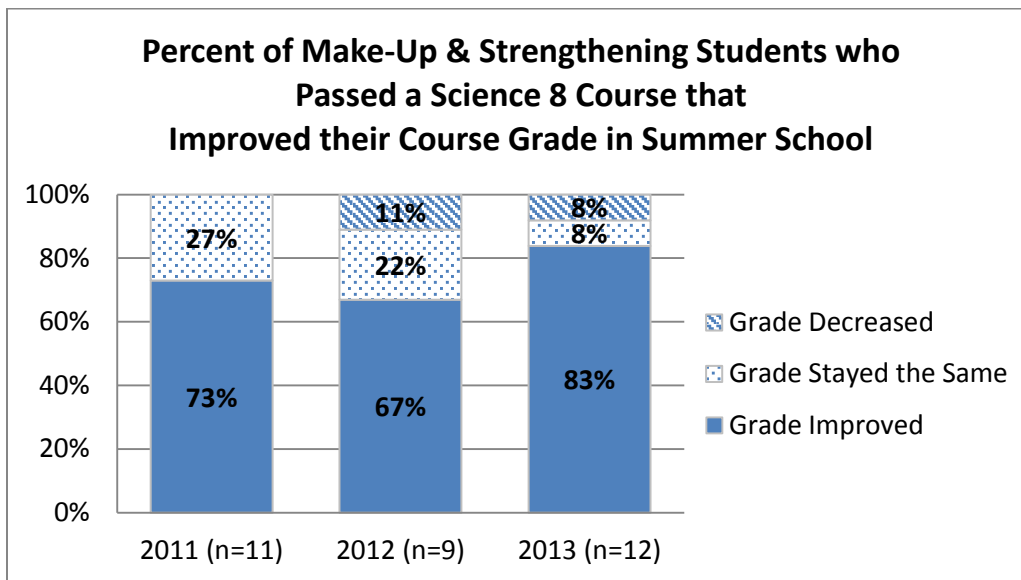
**Figure 29** shows what percentage of students who failed a Science 8 course in the spring successfully improved their grade after participating in a summer school Science 8 Make-Up & Strengthening course.

**Figure 29: Percent of Students who Failed a Spring Science 8 Course that Improved their Grade in a Summer School Make-Up & Strengthening Course**



**Figure 30** shows what percentage of students who passed a Science 8 course in the spring successfully improved their grade after participating in a summer school Science 8 Make-Up & Strengthening course.

**Figure 30: Percent of Students who Passed a Spring Science 8 course that Improved their Course Grade in a Summer School Make-Up & Strengthening Course**



## Middle School Make-Up & Strengthening

**Table 15** shows what percentage of students who *failed English 8, mathematics 8, or science 8* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by race/ethnicity over three years.

**Table 15: Percent of Grade 8 Students who Failed English 8, Mathematics 8, or Science 8 that Improved their Course Grade in a Summer School Make-Up & Strengthening Course by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Grade Improved	% Grade Stayed the Same
Asian	2011	5<*		
	2012	5	100%	0%
	2013	9	100%	0%
Black	2011	26	100%	0%
	2012	31	94%	6%
	2013	20	95%	5%
Hispanic	2011	45	100%	0%
	2012	32	97%	3%
	2013	44	98%	2%
White	2011	8	100%	0%
	2012	15	87%	13%
	2013	29	93%	7%

\*Less than 5 students not reported.



**Table 16** shows what percentage of students who *failed English 8, mathematics 8, or science 8* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by various demographics over three years.

**Table 16: Percent of Grade 8 Students who Failed English 8, Mathematics 8, or Science 8 that Improved their Course Grade in a Summer School Make-Up & Strengthening Course by Demographics, 2011–13**

Demographics	Summer School Year	N	% Grade Improved	% Grade Stayed the Same
Female	2011	43	100%	0%
	2012	28	100%	0%
	2013	40	98%	2%
Male	2011	42	100%	0%
	2012	60	92%	8%
	2013	65	95%	5%
Disadvantaged	2011	63	100%	0%
	2012	55	95%	5%
	2013	71	96%	4%
Non-Disadvantaged	2011	22	100%	0%
	2012	33	94%	6%
	2013	34	97%	3%
SWD	2011	17	100%	0%
	2012	29	100%	0%
	2013	25	84%	16%
Non-SWD	2011	68	100%	0%
	2012	59	92%	8%
	2013	80	100%	0%
LEP	2011	47	100%	0%
	2012	46	91%	9%
	2013	49	94%	6%
Non-LEP	2011	38	100%	0%
	2012	42	98%	2%
	2013	56	98%	2%

**Table 17** shows what percentage of students who *passed English 8, mathematics 8, or science 8* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by race/ethnicity over three years.

**Table 17: Percent of Grade 8 Students who Passed English 8, Mathematics 8, or Science 8 that Improved their Course Grade in a Summer School Make-Up & Strengthening Course by Race/Ethnicity, 2011–13**

Race/Ethnicity	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Asian	2011	5<*			
	2012	5<*			
	2013	5	80%	0%	20%
Black	2011	7	57%	43%	0%
	2012	9	78%	22%	0%
	2013	11	91%	9%	0%
Hispanic	2011	35	77%	17%	6%
	2012	13	69%	15%	15%
	2013	27	82%	11%	7%
White	2011	5	60%	40%	0%
	2012	11	64%	18%	18%
	2013	5	80%	20%	0%

*\*Less than 5 students not reported.*

**Table 18** shows what percentage of students who *passed English 8, mathematics 8, or science 8* successfully improved their course grade after participating in a summer school Make-Up & Strengthening class. The data is disaggregated by various demographics over three years.

**Table 18: Percent of Grade 8 Students who Passed English 8, Mathematics 8, or Science 8 that Improved their Course Grade in a Summer School Make-Up & Strengthening Course by Demographics, 2011–13**

Demographics	Summer School Year	N	% Grade Improved	% Grade Stayed the Same	% Grade Decreased
Female	2011	16	100%	0%	0%
	2012	17	82%	12%	6%
	2013	14	86%	14%	0%
Male	2011	34	59%	32%	9%
	2012	22	68%	18%	14%
	2013	37	81%	11%	8%
Disadvantaged	2011	10	70%	30%	0%
	2012	13	69%	15%	15%
	2013	16	69%	25%	6%
Non-Disadvantaged	2011	40	73%	20%	7%
	2012	26	77%	15%	8%
	2013	35	89%	6%	6%
SWD	2011	12	42%	42%	17%
	2012	9	57%	11%	33%
	2013	19	63%	26%	11%
Non-SWD	2011	38	82%	16%	3%
	2012	30	80%	17%	3%
	2013	32	94%	3%	3%
LEP	2011	37	73%	19%	8%
	2012	27	70%	19%	11%
	2013	28	86%	7%	7%
Non-LEP	2011	13	69%	31%	0%
	2012	12	83%	8%	8%
	2013	23	78%	17%	4%