



Greenville Public Schools
Summer School 2007: Data

***Greenville Middle School Summer School
2007 Report***

**Data Analyzed and Compiled
By
Michael Walsh
August 2007**



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GREENVILLE MIDDLE SCHOOL SUMMER SCHOOL MISSION STATEMENT

Greenville Summer School at the middle level will strive to encourage students to open their minds for learning, allow them the courage to question, and the confidence to behave respectfully. Our goal is to increase proficiency in academics, social skills, and work ethics.





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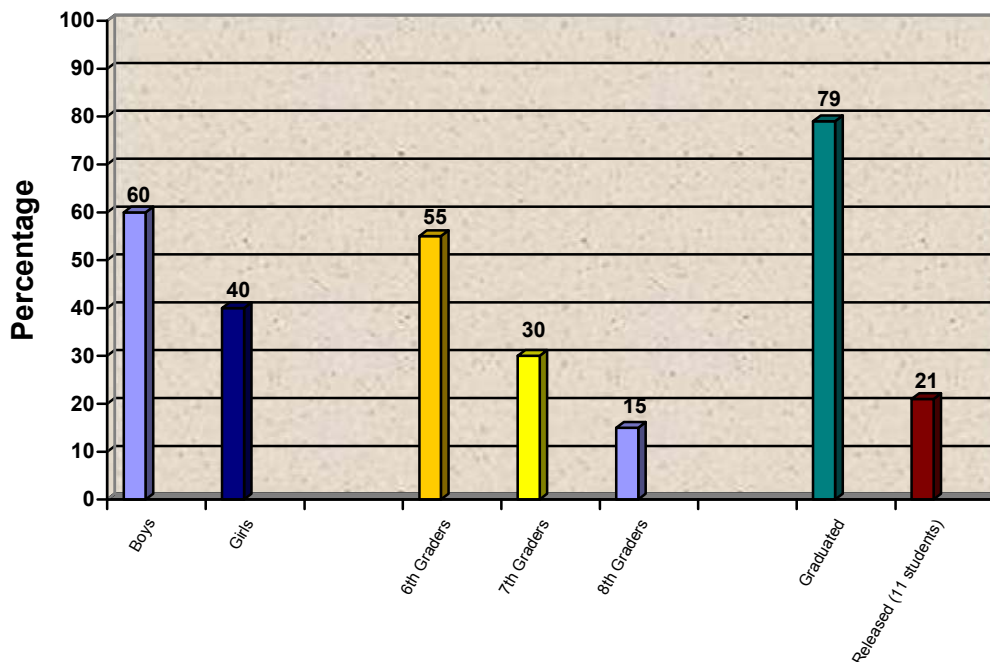
INTRODUCTION

There are two goals of the Greenville Public Schools Middle School Summer Program. The first goal is to labor on specific language arts and mathematics objectives to prove competency for promotion. The second goal is to attain mastery of specific concepts and grade level content expectations that an individual student did not master during the course of the regular school year.

The eight teams in the middle school initially identified 181 students that would benefit from summer school services. At the end of the 2006-2007 school-year, 65 students had turned in signed permission slips. At the beginning of summer school, 12 students did not attend classes for a variety of reasons leaving 53 students in the program (one more than last year). Of the 53 remaining students, 42 completed all summer school requirements and graduated the program which is significant due to 2 less staff members than previous years.

The data collected included attendance, mathematics grade level content expectations mastered, reading competency scores, writing competency scores, and reading level. Achievement measures used were the STAR Reading Assessment, pre and post mathematics assessments, partial AIMS reports, My Access writing, and district grade level competency assessments. All of these tools were used to assess each student's specific needs. Once the needs were identified, summer school staff developed individualized curriculum to best suit each student.

DEMOGRAPHIC INFORMATION



NOTE: The above chart details our Summer School Demographics

- More boys than girls attended.
- Most students in attendance were 6th graders.
- Most students (79%), who attended summer school, graduated the program.

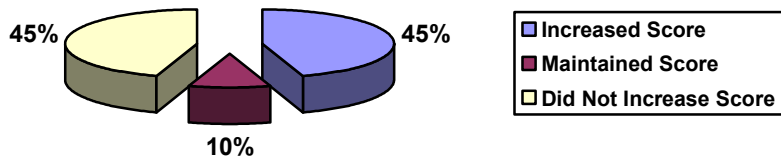


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STUDENT ACHIEVEMENT READING COMPREHENSION

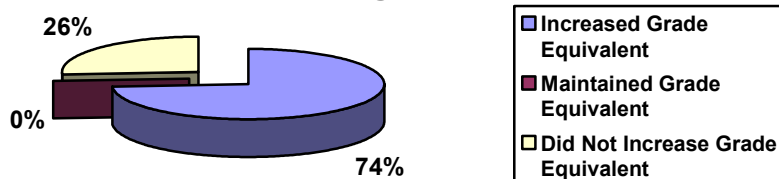
Reading Comprehension District Assessment



NOTE: This chart details achievement gains related to the district reading assessment.

- Most students increased and/or maintained their reading score on the district assessment.
- Best average % increase and test score not shown by the chart:
8th grade = 11% increase
8th grade = 91% test score

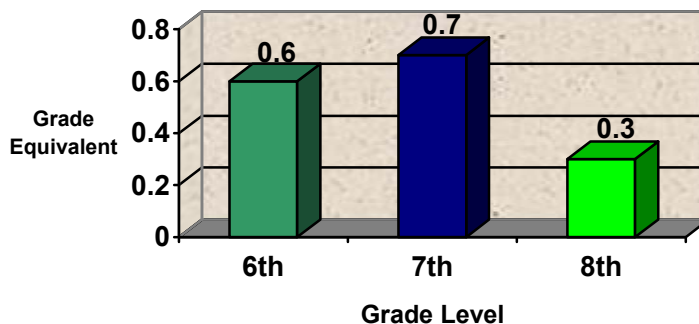
Reading Comprehension STAR Reading Assessment



NOTE: This chart details achievement gains related to grade equivalency on the STAR Reading Assessment.

- Most students increased their grade equivalency.
- Not shown in the chart: Summer school students who increased averaged a 1.05 grade equivalent increase.

Average Reading Level Gains



NOTE: This chart details achievement gains for each grade level.

- All 3 grade levels made progress in reading comprehension.
- 7th grade students increased their reading level the most.
- Not shown in the chart: All summer school students averaged a 0.6 grade equivalent increase.

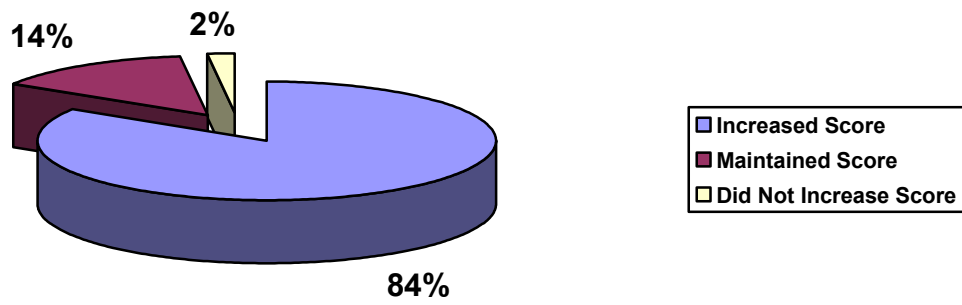


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STUDENT ACHIEVEMENT WRITING COMPETENCY

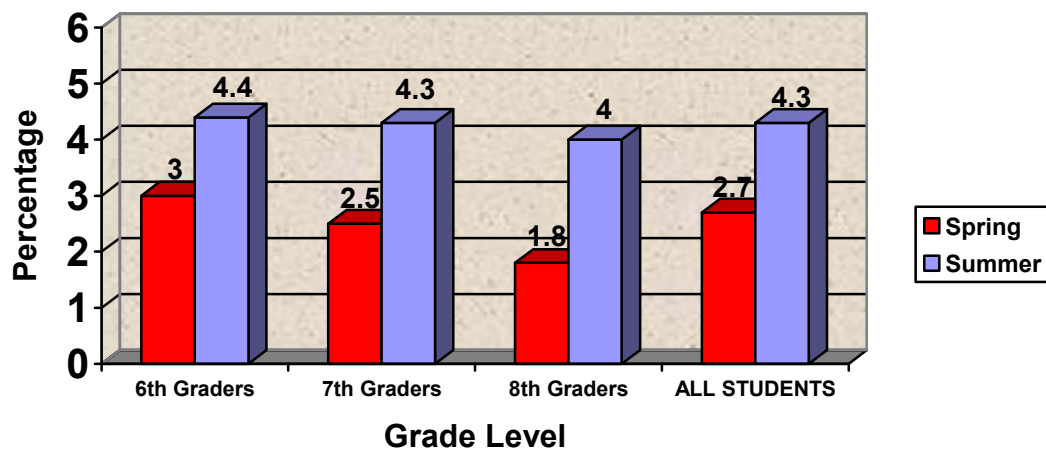
Writing Competency Gains District Assessment – Polished My Access Writing



NOTE: The above chart details achievement gains related to the polished writing on the district writing assessment.

- ALL students increased or maintained their polished writing score on the district assessment except one student who still received a score of 4.
- ****Not shown, but 45% of students who increased their score did so by 2 points (or more) on the 6-point MEAP scale.

Average Writing Level 4 is Passing on 6-Point MEAP Scale



NOTE: The above chart details achievement in the area of writing on the district writing assessment for each grade level.

- All 3 grade levels averaged a passing writing score after summer school.
- 6th grade students averaged the highest score.
- All 3 grade levels made significant gains. (More details in the following graphs)

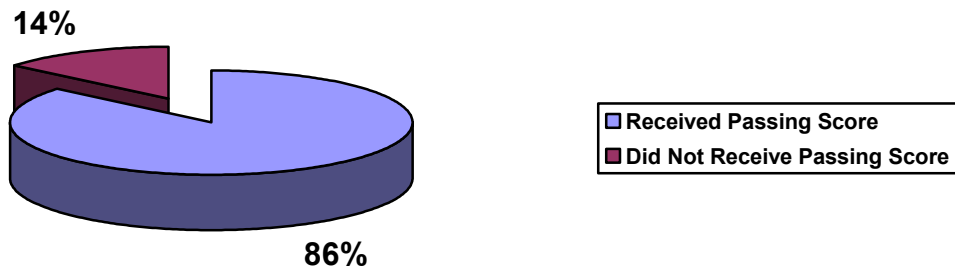


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STUDENT ACHIEVEMENT WRITING COMPETENCY

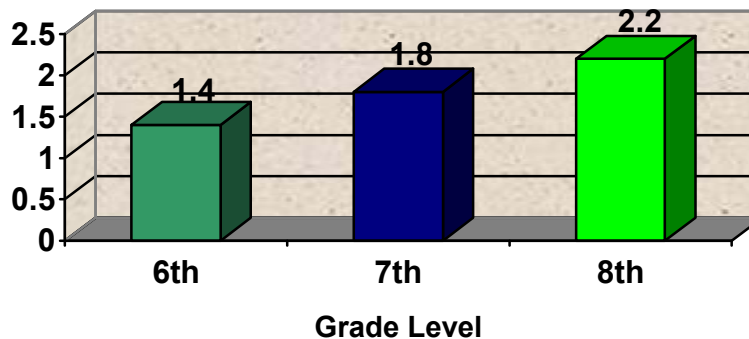
Writing Competency Score (4+) District Assessment – Polished My Access Writing



NOTE: The above chart details achievement related to the polished writing on the district writing assessment.

- Most students received a passing score on the writing assessment.
- ****Not shown, but NO students received a lower score than 3 on the 6 point MEAP scale.
- ****Also not shown, but 53% of the students who received a passing score received a 5 on the 6 point MEAP Scale. Only ONE student received a 5 in the spring.

Average Writing Level Gains 6-Point MEAP Scale



NOTE: The above chart details achievement gains in the area of writing on the district writing assessment for each grade level.

- All 3 grade levels made progress in average writing score.
- 8th grade students increased their writing levels the most.
- Average for ALL summer school students was a 1.6 increase in score.

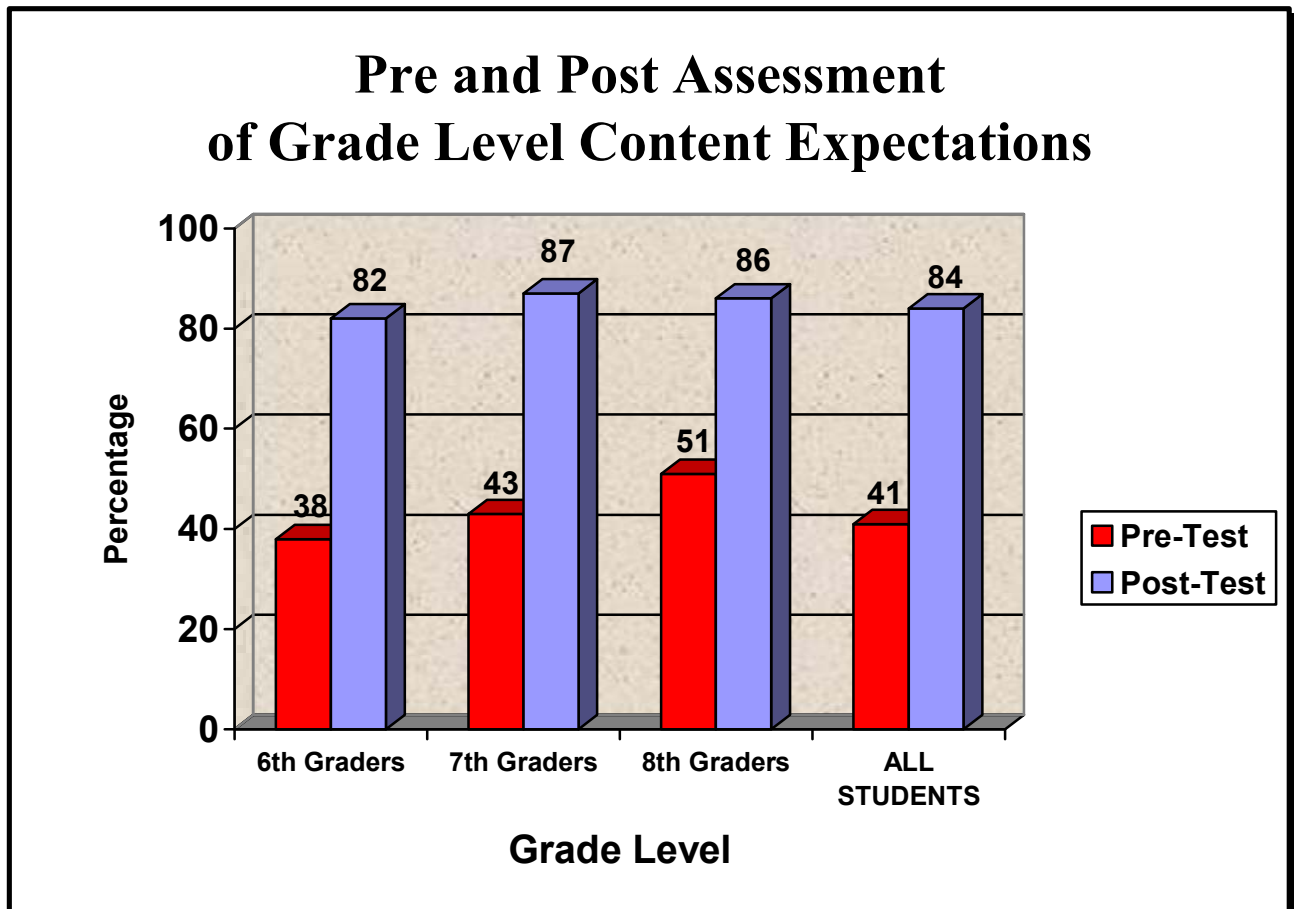


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STUDENT ACHIEVEMENT MATHEMATICS GRADE LEVEL CONTENT EXPECTATIONS

Each student involved in the program had an individual plan created for them in respect to what they would be taught in language arts and mathematics. Achievement in mathematics was measured using a pre and post assessment that covered over 16 different grade level content expectations that were worked on over the course of the five-week program. The charts below detail the significant gains that were made in the area of mathematics.



NOTE: The above chart details achievement gains related to the pre and post GLCE assessment in summer school.

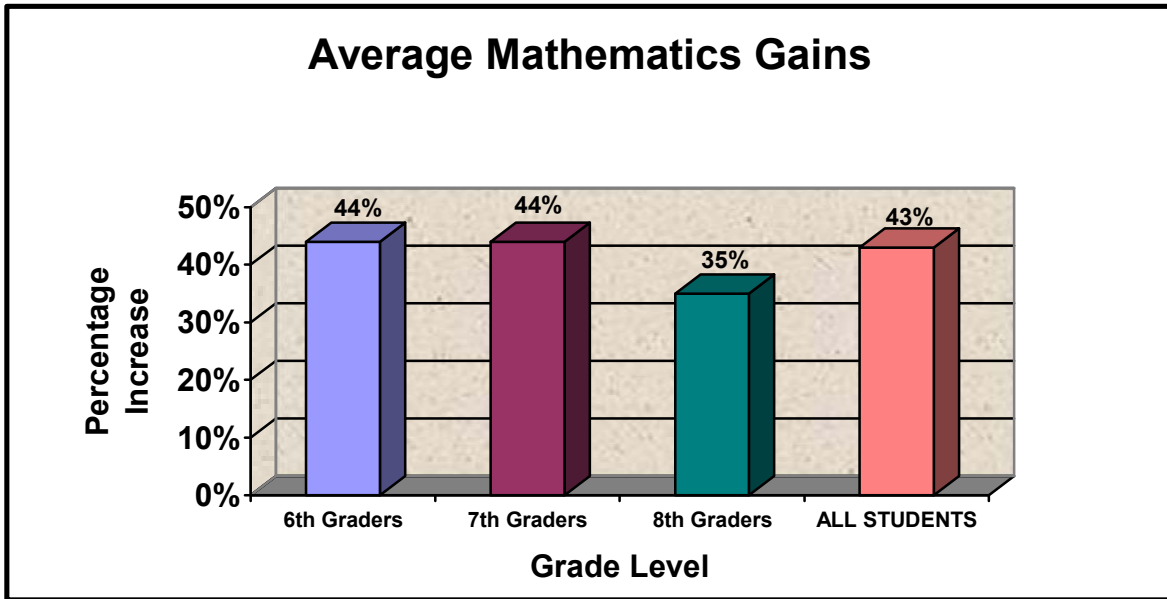
- Each grade level increased their competency in ALL 16 GLCE's assessed in summer school.
- 6th and 7th graders had the most significant percentage increases in the GLCE's assessed.
- Not shown by chart:
91% of ALL students increased their scores by 25% or more.



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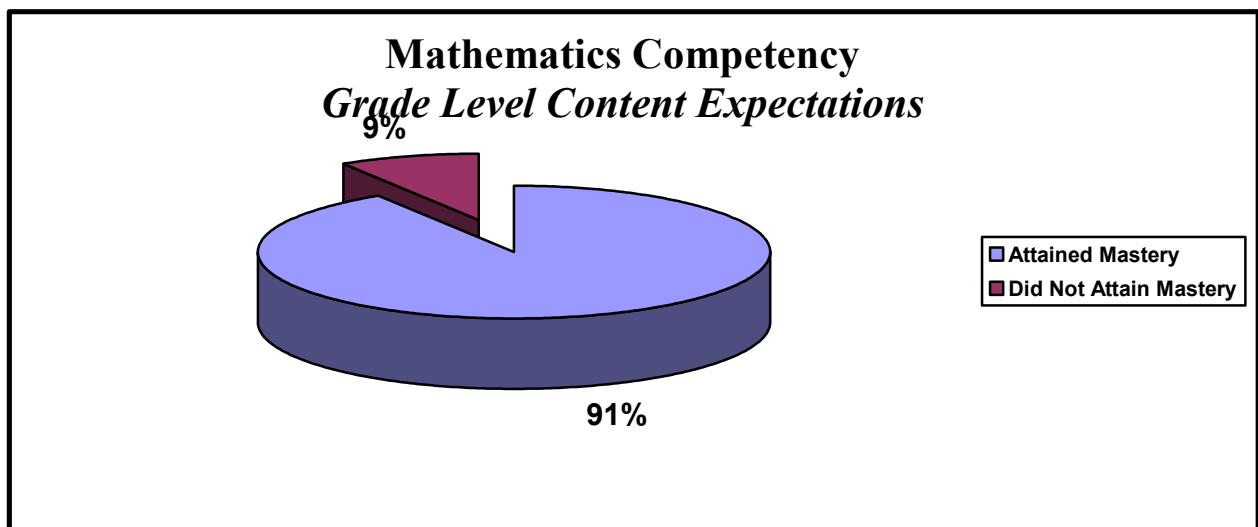
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STUDENT ACHIEVEMENT MATHEMATICS GRADE LEVEL CONTENT EXPECTATIONS



NOTE: The above chart details achievement gains in the area of mathematics on the district writing assessment for each grade level.

- All 3 grade levels averaged at least a 35% increase or more.
- 6th and 7th grade students averaged the highest gains.
- All 3 grade levels made significant gains.



NOTE: The above chart details achievement gains related to the pre and post GLCE assessment in summer school.

- Most students mastered ALL 16 grade level content expectations.
- Of the 9% of students that did not attain mastery, ALL of them were within 5% of mastering all 16 grade level content expectations.
- Not shown by chart:
100% of ALL summer school students increased their score from the pre to the post assessment.



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STUDENT SURVEY RESULTS

(n=42)

On the last day of the program staff and students were given a survey that asked them multiple questions about summer school. The surveys were anonymous so staff and students could be as honest as possible to benefit future programming.

- When asked if summer school was a positive experience...
 - 88% of students said YES.
- When asked if summer school was worth the time and effort...
 - 83% of students said YES.
- When asked about the quality of the summer school staff...
 - 95% of students said they did an *ok* or *great* job.
- When asked about the class sizes of summer school...
 - 74% of students said class sizes were perfect.
- When asked if they felt language arts class was a positive experience...
 - 86% of students said YES.
- When asked if they felt math class was a positive experience...
 - 95% of students said YES.
- When asked if they know more about language arts and math since coming to summer school...
 - 91% of students said YES.
- When asked if they gained enough confidence in math to be successful next fall...
 - 93% of students said YES.
- When asked how summer school could be improved for next year...
 - 29% of students said they would change nothing.
 - 29% of students commented on extending break times and/or starting later.
 - 14% of students made comments about the discipline system.
- **When asked if their attitude toward school has changed since coming to summer school...**
 - **79% of students said YES.**



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STAFF SURVEY RESULTS (n=7)

- When asked if summer school was a positive experience...
 - 100% of staff said YES.

- When asked if the MyAccess! web-based writing program was an important tool in increasing the quality of writing among students...
 - 100% of language arts staff said YES.

- When asked the constants for summer school programming next year...
 - 100% of staff said the 3-strikes discipline policy.
 - 100% of staff said the small class sizes.
 - 57% of staff said the daily meetings to discuss student issues and curriculum.
 - 57% of staff said the starting and ending times.

- When asked to rate the quality of leadership on a scale of 1 to 10 (1=low, 10=high)...
 - 100% of staff rated summer school administration a full 10.



Greenville Middle School Summer School Staff (from left to right)
*Chari VandePanne, Katherine Warnshuis, Kim Nestle, Michael Walsh (Administrator),
Capalene Howse, and Lori Wilberding.*



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CONCLUSIONS *DRAWN FROM THE DATA*

- Greenville Middle School Summer School exceeded the expectation/goal of simply mastering a few benchmarks.
- GMS Summer School students made progress in all areas assessed.
- Individualized curriculum greatly benefited all students who attended the program.
- Most students who attended GMS Summer School reflected a change in their attitude toward school.
- Almost all students felt that summer school was a positive experience worth their time and effort.
- ALL staff members felt summer school was a positive experience.
- **Greenville Middle School Summer School 2007 was a tremendous success!**

**FOR FURTHER INFORMATION ABOUT THE GREENVILLE MIDDLE SCHOOL
SUMMER SCHOOL PROGRAM, VISIT THE WEBSITE:**

www.geocities.com/gmssummerschool