

MAIN U—More Academic Interest Now University (MacArthur, Academy, Irving, Nimitz)—Summer 2009

Program Description: Irving ISD will provide accelerated instruction for at risk 8th graders in Algebra I, Read Right and high school transition.

Objective: Irving ISD's MAIN U will provide a 22-day program in summer 2009 and 2010 focused on providing 150 at-risk students each summer with a "jump start" for high school. 20 days will have a three hour academic focus, 1 day "High School Survival" and 1 day high school tour. Academic activities will include accelerated Algebra I instruction and the Read Right Program to promote high school and college readiness.

Location: Nimitz High School

Dates: June 17 – July 16 (July 3rd holiday)
Monday - Friday

Total Academic Days=20 (also one high school survival day on July 16 and one August day to tour high schools)

Teacher Staff Development/Teacher Prep Day

Algebra I Teachers June Friday June 12

Read Right Teachers Tuesday June 16

Meeting Times:

7:45-8:00 Breakfast

8:00-9:00 Class 1

9:00-10:00 Class 2

10:00-11:00 Class 3

11:00-11:30 Lunch

Targeted Students: (150)

- Graduated 8th graders (150 students)—Students who pass the 2nd administration or barely passed 1st administration TAKS 8th grade math. Students who are at risk of dropping out of high school. 21-22 students will be selected from each middle school.

Personnel: 7:30-12:30

Grant Manager

Math – 10 teachers

Reading – 10 teachers

20 total teachers + 15 college work-study students

15:1 student-Algebra teacher ratio

5:1 student-Read Right teacher ratio

Other staff will be shared with other high school summer school (principal, counselor, nurse, librarian, secretary, computer technician)

Funding Source: TEA's Intensive Summer Programs Grant

Intensive Summer Programs, Cycle 2

Project Activity Period: 4/1/2009 through 10/31/2010

PROGRAM PURPOSE

The purpose of the Intensive Summer Programs pilot program is to establish and implement programs to provide intensive academic instruction during the summer semester to promote college and workforce readiness to middle school and high school students identified as being at risk of dropping out of school.

PROGRAM GOALS

The goals of the Intensive Summer Program pilot program are to:

- Provide intensive academic instruction during the summer semester to promote college and workforce readiness to students identified as being at risk of dropping out of school
- Increase student readiness for rigorous college-preparatory English Language Arts and reading, mathematics and science coursework
- Increase collaboration and P-16 planning among middle schools, high schools, and institutions of higher education
- Decrease the number of students in need of remedial and developmental interventions and coursework at the middle, high school, and college levels
- Increase the number of students promoted to the next grade on time and on grade level
- Increase student planning and preparation for transition to high school, college, and the workforce
- Increase student and parental knowledge of rigorous high school and college standards, available programs and activities, school policies and procedures, postsecondary academic and career opportunities, and other activities designed to increase student completion and success
- Provide models of effective summer programs to serve as guides in planning for effective dropout prevention and postsecondary readiness programs at the state, district, and local levels.

ISP OBJECTIVES FOR MORE ACADEMIC INTEREST NOW UNIVERSITY (MAIN U) STUDENTS:

During the 22-day program in summer 2009 and in summer 2010, the MAIN U student cohorts (consisting of a minimum of 25 and no more than 150 at-risk students each summer) will experience academic support through:

1. A strengthening of reading and comprehension skills
2. A bridge to success in Algebra 1
3. Opportunities to become increasingly technologically literate
4. Adult advocates who exhibit caring attitudes and a measure of accountability for each student
5. Opportunities to experience and further build a sense of belonging and acceptance in an academic community
6. Increasing family support for their education, and
7. An understanding of the life-long impact of high school and college graduation and/or high-level training

Targeted outcomes are as follows:

- 90% of the 2009 cohort of participating MAIN U students will meet standard on TAKS Reading for Grade 9 in 2010
- 75% of 2009 cohort of participating MAIN U students will meet standard on TAKS Mathematics for Grade 9 in 2010
- 100% of the 2009 cohort of participating MAIN U students will be promoted to the 10th grade on time and on grade level. 95% of the 2010 cohort will be on track for being promoted to the 10th grade at the end of the first six weeks grading period in Fall 2010
- Between Aug 2009 and Oct 2010, the drop out rate for the 2009 cohort and the 2010 cohort of participating MAIN U students will be <1%
- After MAIN U participation, 90% of the 2009 cohort and the 2010 cohort of MAIN U survey respondents will indicate interest in going to college
- 80% of the 2009 cohort of participating MAIN U students will pass Algebra I in Grade 9; 80% of the 2010 cohort will be passing Algebra I at the end of the first six weeks grading period in Fall 2010
- 90% of the 2009 cohort and the 2010 cohort will demonstrate a gain of at least 7 NCEs after MAIN U Read Right instruction during the respective MAIN U, as demonstrated by pre-and post testing using the comprehension sub-set of the Gates-MacGinitie Reading Test
- 90% of the 2009 cohort and the 2010 cohort will demonstrate growth in mathematics proficiency after MAIN U mathematics instruction during their respective MAIN U, as demonstrated by pre- and post-testing
- The average daily attendance rate during the MAIN U programs will be 99% for the 2009 cohort and 99% for the 2010 cohort
- 100% of teachers participating in the MAIN U programs will receive 6 hours of related professional development

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