SUMMER RESULTS
Make Summer Part of Your Yearlong Literacy Plan

Student Growth by Demographic, Subgroup, and Solution
Summer Learning Loss Contributes to the National Achievement Gap

Decades of research indicates that summer vacation increases the achievement gap in reading between low-income children and their middle class peers. More to the point, low-income students lose up to three months in reading achievement while their wealthier peers make slight gains, putting low-income students almost three years behind by fifth grade (Cooper, 1996).

It’s A Fact...

- More than half of the achievement gap between lower- and higher-income youth can be explained by inequality of access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college. (Entwisle & Alexander, 2007)

- Children who read as few as six books over the summer maintain the level of reading skills they achieved during the preceding school year. Reading more books leads to greater success. When children are presented with 10 to 20 self-selected children’s books for summer reading, 50 percent actually make reading gains (R. Allington, 2007).

- Young readers who don’t continue to read over the summer—especially those who are reluctant or at-risk—are likely to lose crucial ground. One summer off can sometimes mean a whole school year of struggling academic performance. (R. Allington, 2003)

About SUMMER SEMESTER

SUMMER SEMESTER is an intensive reading intervention using close reading of informational text with nonfiction writing to develop academic vocabulary, background knowledge, and test preparedness and proficiency. Project-based learning stimulates and challenges students to read like detectives and write like reporters. Students build knowledge of the world they live in today and acquire literacy skills for tomorrow.
SUMMER SEMESTER

Pasco County Students Stop the Summer Slide With Summer Learning Expedition

Program Profile
Kindergarten—Third Grade: 1,000+ Students

Demographics
Locale: Suburban
Free or Reduced Lunch Students: 53%

Race/Ethnicity
White: 69%
Hispanic: 18.97%
African American: 5.7%
Other: 5%

PASCO County Schools implemented Summer Learning Expedition, an extended school year effort designed to close the achievement gap for more than 1,000 Title 1 Kindergarten—first Grade students and FCAT Level 1 third-grade students. They utilized American Reading Company’s Summer Semester in concert with the IRLA, a diagnostic and formative assessment framework.

The District Literacy Team incorporated explicit instructional routines including regular teacher-student conferencing. Each group spent 30 minutes every day for three weeks engaged in core instruction/one-on-one conferencing, which extended their learning time throughout the summer months.

From the Assistant Superintendent:

Why It Worked
“The Summer Learning Expedition was absolutely amazing! Students were engaged in research and read lots of information to help them build expertise. Their reading had a purpose; they loved becoming an expert on a marine animal and publishing a book by the end of the summer. At the same time, teachers conferenced with individual students and helped them reach their individual goals. Students truly took ownership of their learning, and we saw significant growth in everybody. We plan to expand this successful program!”

—Amelia Van Name Larson, Assistant Superintendent, Pasco County Schools

Summer Learning Expedition Results:
PASCO IRLA Data

Student A: Attended Summer Semester
Struggling reader, spent most of Kindergarten and first grade reading below grade level: attended Summer Learning Expedition and started the year on grade level.

Student B: Did Not Attend Summer Semester
Student reading above grade-level throughout Kindergarten and first grade: experienced summer slide and entered second grade below grade-level.
Pass Rates for Polk County Summer Camps See High Pass Rates for Third-Graders

**Program Profile**
- 66 Elementary Schools
- Grades K-6

**Demographics**
- Locale: Suburban
- Free or Reduced Lunch Students: 53%

**Race/Ethnicity**
- White: 49%
- African American: 24%
- Hispanic: 24%
- Asian/Pacific Islander: 3%

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**SAT 10 or Portfolio D Pass Rate**

- **Pass Rate for 2008**: 43.1%
- **Pass Rate for 2009**: 53.1%
- **Pass Rate for 2010**: 44.6%

Polk County third-grade students who do not receive a passing grade in the FCAT attend Summer Reading Camp. The district sponsors 13 reading camps, and more than 800 students attend the camps each year.

At the end of 20 days, students demonstrate their proficiency by taking the Standardized Assessment (SAT 10) or submit a portfolio test of their work. Those who pass Summer Camp tests are promoted to fourth grade.

**It’s a Fact...**

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- Children who read as few as six books over the summer maintain the level of reading skills they achieved during the preceding school year. Reading more books leads to greater success. When children are presented with 10 to 20 self-selected children’s books for summer reading, 50 percent actually make reading gains (R. Allington, 2007).

- One summer off can sometimes mean a whole school year of struggling academic performance. (R. Allington, 2003)

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**About SUMMER SEMESTER**

Summer Semester is an intensive reading intervention using close reading of informational text with nonfiction writing to develop academic vocabulary, background knowledge, and test preparedness and proficiency. Project-based learning stimulates and challenges students to read like detectives and write like reporters. Students build knowledge of the world they live in today and acquire literacy skills for tomorrow.
The University City School District designed a Summer Learning Academy utilizing American Reading Company’s 100 BOOK CHALLENGE® and RESEARCH LABS® to meet the needs of below level readers identified to comply with Missouri Senate Bill 319, and to boost reading proficiency for students Grades K-2.

Nearly 90% of Kindergarten students achieved proficiency in recognizing text elements by the end of the Summer Learning Academy, posting an impressive increase of nearly 29%. Proficiency rates for the writing process were improved by 20% and 15% in Grades 1&2 respectively. And across Grades K-2, proficiency rates increased an average of 18% in assessments of reading comprehension.

According to Missouri Senate Bill 319 legislation, students who complete the 4th grade reading below a third-grade level are required to have summer reading instruction; they must be assessed again at the end of summer school in order to ensure they have made adequate progress to avoid retention.

But in University City, every student was promoted because they were able to achieve adequate gains in reading proficiency!
ZOOLOGY ONE/SUMMER SEMESTER

Timberlane Learning Center Kindergarten Students Stop the Summer Slide

School Profile
PreK–Kindergarten: 245 Students

Demographics
Locale: Suburban
Free or Reduced Lunch Students: 96.3%

Race/Ethnicity
African American: 26.9%
White: 66.5%
Other: 6.9%

After implementing 100 BOOK CHALLENGE in the 2011-2012 school year, Timberlane Learning Center added ZOOLOGY ONE to their Summer Passport to Reading summer camp, which was attended by 22% of their Kindergarten students. Each group spent 30 minutes every day for three weeks engaged in core instruction/one-on-one conferencing, which extended their learning time throughout the summer months.

From the Principal: Why It Worked
“As principal observing instruction, it is my strong opinion that American Reading and the professional development support that accompanied this implementation is what made the most difference with our students. Students had books in their hands and attended to them much earlier in the school year. Teachers were able to be much more intentional about individual instruction and formative assessment, using the method of one-on-one conferencing. Students were ‘talking’ about their books to one another and to teachers, and we had a much better handle on which specific skills needed to be mastered for students to improve on independent reading. I observed that we had many more students engaged in the ‘joy’ of reading independently and with one another, and there is no data point that reflects ‘joy,’ other than our increased DIBELS Next scores.”

—Heather Koehl, Principal of Timberlane Learning Center, Dayton, Ohio

DIBELS Next Assessment Data: Reading Gains Results
First Year of Implementation vs. Second Year (With Summer Semester)

Comparing their DIBELS Next Assessment data, Timberlane previously saw students (as a whole grade level) losing 20–30 percentage points, due to summer vacation, between spring benchmark scores in Kindergarten and the September benchmark scores in first grade.

This year, though, the percentage of students scoring at benchmark was drastically reduced to just 11 percentage points of summer slide.
Bug Camp is a project-based theme content summer reading program offered by Brooksville Elementary School to low-performing students in Grades K–5. The program focuses on reading and writing, Tier III vocabulary, and content standards in Science for the state of Florida. The multidisciplinary format combined language arts skills with research, analysis, and critical thinking skills that culminated with a student-authored and -illustrated book.

From the Principal: Why It Worked

“The program was incredibly successful, in large part due to the fact that the Thematic Research Lab kits were of incredibly high interest to the students. The students were excited to participate, and the attendance rate was high. The interactive and highly motivational nature of the curriculum kept students engaged in learning. This is definitely a program that we would like to continue in the future, and we will continue to pursue funding to this end.”

—Mary Vaujin LeDoux, Principal of Brooksville Elementary School
Hernando County School District, Florida

FAIR Test Grades K–5
2010

- 100% of students showed reading growth of at least one reading level.
- 91% of students who participated showed growth as measured by the FAIR.
- 22% of the students had reading growth of two or more reading levels.

Student Selection Process: Individual student Accelerated Reader points were reviewed to identify the students who would be invited to participate. Any student who had achieved 10 points lower than the AR Benchmark was invited to attend summer camp. Students who were identified and placed on the Bug Camp invitation list had baseline data tracked utilizing the FAIR test (AP1). Another piece of data tabulated was the reading level progress of individual students as identified by the leveled readers contained within the Summer Semester Bug Camp kits.
Summer Semester Districts

California
Hayward Unified School District
Mid-Peninsula Housing Coalition

Colorado
Boulder Valley School District
Sierra Grande School District R-30

Connecticut
Bridgeport Public Schools
New Haven Public Schools

District of Columbia
District of Columbia Public Schools
Latin American Montessori Bilingual Public Charter School
Tree of Life Community Public Charter School

Delaware
East Side Charter School
Thomas A. Edison Charter School

Florida
Collier County School District
Florida School for the Deaf and Blind
Florida State University Schools
Leadership Academy West
Lee County School District
Pasco County School District
Polk County School District
Seminole County School District
St. Lucie County School District
Volusia County School District

Georgia
Bacon County Schools
Bibb County School District
Clayton County School System
Haralson County Schools
Union County Schools

Illinois
Calumet School District #132
Chicago Public Schools
East Maine School District 63
Family Focus, Inc.
Marquardt School District 15
North Chicago SD 187
Round Lake CUSD 116

Massachusetts
Boston After School & Beyond
Boston Public Schools

Maryland
Baltimore City Public School System
Prince George's County Public Schools

Minnesota
Partnership Academy
Richfield Dual Language School
Richfield Public School District
Rochester Ind School District #535

Nevada
Clark County School District

New Jersey
Camden City School District
Community Charter School of Paterson
Guttenberg School District
Little Egg Harbor School District
New Brunswick Public Schools
Stafford Township School District

New York
Lackawanna City School District
New York City Department of Education
Port Chester-Rye Unified School District

Ohio
Akron Public Schools
Arlington Christian Academy
Cincinnati Public Schools
Copley-Fairlawn City School District
New Lebanon Local School District
New Philadelphia City Schools
Northridge Local School District
Warrensville Heights City School District
Willoughby-Eastlake City Schools

Oregon
Reynolds School District

Pennsylvania
Berwick Area School District
Diversified Treatment Alternatives
Hatboro-Horsham School District
Jenkintown School District
Littlestown Area School District
New Beginnings - Dauphin County School District of Philadelphia
Susquehanna Township School District

South Carolina
Greenwood School District 50
Oconee County School District

Tennessee
Lauderdale County DOE
Shelby County Schools

Texas
Aldine Ind School District
Alice Ind School District
Brownsville Ind School District
Cleburne Ind School District
College Station Ind School District
Crowley Ind School District
Denison Ind School District
Denton Ind School District
Donna Ind School District
Fabens Ind School District
Fort Worth Ind School District
Grapevine-Colleyville Ind
Higgs Carter King Gifted and Talented
Humble Ind School District
Irving Ind School District
Klein Ind School District
La Porte Ind School District
Laredo Ind School District
Monte Alto Ind School District
Pharr-San Juan-Alamo Ind
Point Isabel Ind School District
Raul Yzaguirre School for Success
Santa Maria Ind School District
Southwest Schools
Spring Branch Ind School District
St. Mary Magdalene Catholic School
Terrell Ind School District
Weatherford Ind School District
Weslaco Ind School District
Wylie Ind School District

Virginia
Fairfax County Public Schools
Isle Of Wight County Public Schools
Roanoke City Public Schools
Westmoreland School District
Winchester City Public Schools

Washington
Oak Harbor School District