



EOC's Summer Reading Camp Pilot Summer 2014

Key Findings

Third grade students who participated in the Summer Reading Camp were initially on average 1.7 years below grade level. Upon completion of the camp, these students were 1.3 years behind in reading. ***Third grade students averaged approximately three weeks of growth for each week of instruction during Summer Reading Camp.***

The results of 3.7 months average growth for 3rd graders was below the expected growth of 4 months. However, the rule of thumb approximates it takes 5 hours in two weeks of additional intervention instruction to achieve one month's growth.

Of the 2014 PASS scores provided by districts for the 2014 summer reading camp students, 31% scored Not Met 1 on PASS (lowest level) and 53% scored Not Met 2. A total of 85% of the students in the summer reading camp scored below the Met level in reading.

Summer Reading Camp 2014 End-of-Program Data Summary

GRADE LEVEL DATA				
GRADE LEVEL	STUDENTS ENROLLED	AVG. ENTRANCE GRADE LEVEL EQUIVALENT (Beginning of Summer Reading Camp)		AVG. GROWTH
Kindergarten	37	.71	- .29 year	+ .26 year
First Grade	53	1.64	-.36 year	+ .15 year
Second Grade	55	2.34	-.66 year	+ .25 year
Third Grade	353	2.33	-1.67 years	+ .37 year
OVERALL PROGRAM	498			+ .35 year

Districts in the pilot study that produced student reading growth gains above the pilot average implemented their camps in different ways as shown by the curriculum used, progress monitoring used, and structure of the day. However attributes that appeared to be similar for districts with student reading growth above the pilot average were: highly effective teachers in the program; a focused, intensive approach to teaching and learning; strong community/business partnerships; effective utilization of all staff in the program; engaging, motivating lessons by the teachers; and a strong process for effective progress monitoring of student growth

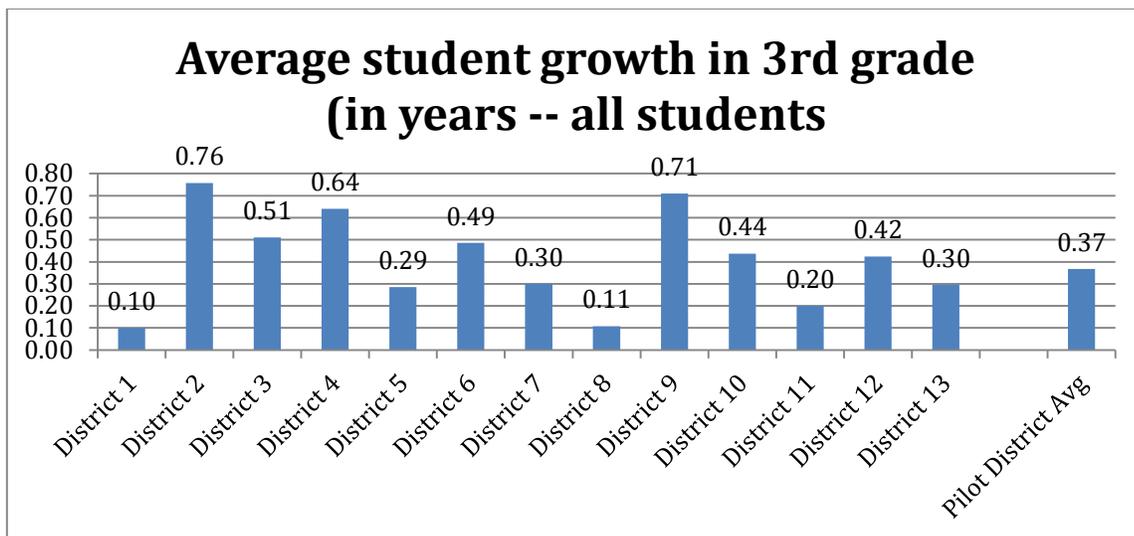


Figure 1. Data demonstrates the growth of 3rd grade student (all students) reading by district and the pilot districts average.

Recommendations

1. Districts should continue to recruit effective teachers of reading.
2. Teachers should utilize engaging and motivating lessons to engage students in the learning process.
3. The daily schedule should be intensive and focused on developing the reading skills of individual students.
4. Districts should consider standardizing the progress monitoring process using a single instrument with training provided to teachers.
5. Districts should implement a more frequent system of formal assessment/measurement of student reading level to capture growth of students as well as provide information to teachers for their reading instruction.
6. Districts should increase access to individualized reading interventions during summer reading camps for most at-risk students.
7. District should consider employing a summer reading camp director to coordinate the camp activities and provide support to teachers as well as reviewing the utilizations of all staff in the camp.
8. The state should strongly consider providing a single progress monitoring instrument to all school district for use throughout the school year as well as in the summer reading camps.
9. Districts should identify a method to more narrowly identify students eligible for the summer reading camps.
10. Districts should expect, plan and provide for English language learner students for the 2015 summer reading camps.
11. Districts should plan for additional slots for 2015 reading camps given the high percentage (43%) of students who were invited to participate but did not attend in 2014.
12. Districts should plan to provide the resources necessary to meet the needs of students with IEPs (individual education plans) in the Summer Reading Camps.
13. Districts should consider using the Summer Reading Camps as a demonstration site for professional development to showcase exemplary teaching of reading.
14. Districts should consider early planning for creating awareness, interest and support for Summer Reading Camps with local businesses and community organizations.
15. Districts should consider offering summer reading camps to students in the earlier grades to close the gap in reading at an earlier age.