

## Summer reading program pilot shows positive impact

### Background

- A partnership between Prairie Lakes AEA and five schools, the goal of our summer school pilot was for students to *maintain* their reading skills over the summer as measured by the DIBELS Next assessment.
- The structure of our summer school pilot was founded on research by Richard L. Allington and Anne McGill Franzen as outlined in their book, “Summer Reading: Closing the Rich/Poor Reading Gap.”
- The format of the summer school included both whole group and small group instruction. Whole group instruction utilized read-alouds and think-alouds. Small group instruction consisted of mini-lessons, fluency practice, and independent reading. Mini-lessons in writing were also provided in which students would respond to what they read.
- Five schools participated in the pilot.
- Each school had 12 sessions of summer school. Sessions ran from June-August.
- A total of 84 first-grade students and 10 second-grade students were selected and invited to participate across the five pilot schools in the AEA.
- DIBELS Next testing was used as a baseline measure of student knowledge in the spring. The same test was given in the fall to determine the impact of summer reading.
- A [May 2014 Each and Every Child article](#) highlighted the impact for students on an IEP.

### Key Findings

- Attendance matters: the majority of students who missed less than 3 dates either maintained or showed an increase in their skills.
- In first grade, there are five critical areas of reading that are assessed on DIBELS Next. Across these five areas on DIBELS Next, the data showed an average of 83% of first graders either increased or maintained their skills (the range was 74% to 91%). In second grade, there are three critical areas of reading that are assessed on DIBELS Next. Across these three areas on DIBELS Next, the data showed an average of 60% of second graders either increased or maintained their skills (the range was 56% to 67%).
- In first grade, the largest percentage of students that either maintained or increased their skills was in Nonsense Word Fluency-Whole Words Read and accuracy in oral reading fluency. In second grade, the largest percentage of students that either maintained or increased their skills was in accuracy in oral reading fluency.