

Florida PTA Proposed Resolution

Summer Learning Loss

Submitted by:

Florida PTA Resolutions Committee

Table of Contents

	Page
Resolution	1
Rationale	2
References	3
Background materials	5
Whereas 1	5
Whereas 2	7
Whereas 3	11
Whereas 4	15

Summer Learning Loss

- Whereas, Summer learning loss is of greater magnitude for the most vulnerable learners including children from lower socio-economic households, ethnic minorities and English Language Learners; and
- Whereas, Most students lose approximately two months of math-computation skills over the summer and the learning loss in reading varies across socioeconomic status with low income students losing about two months of reading achievement
- Whereas, Summer learning loss is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students, and by the end of fifth grade, disadvantaged youth are nearly three grade equivalents behind their more affluent peers in reading; and
- Whereas, Children who participate in five to six weeks of quality summer-learning opportunities which include a wide range of activities including the arts, physical education, science, math, and community service make significant gains in reading and math; now therefore be it
- Resolved, That Florida PTA and its constituent associations educate parents, administrators, school board members, teachers and communities about the impact of summer learning loss and the advantages of summer learning and enrichment programs; and be it further
- Resolved, That Florida PTA and its constituent associations urge policy makers at federal, state and local levels to create policies and legislation that support and fund summer learning programs with emphasis on reading and math for disadvantaged youth; and be it further
- Resolved, That Florida PTA and its constituent associations encourage collaboration and partnerships between school districts, park and recreation departments, libraries, youth-serving organizations, community and faith-based organizations, businesses, and nonprofits to provide children and youth with summer learning activities and enrichment programs.

Rationale

All students experience “summer learning loss” which is defined as the devastating result of an absence of summer learning and enrichment. Low income students lose about 2.6 months of math computation skills and two months of reading skills while middle and upper income students may actually gain in reading comprehension over the summer. Because this loss is cumulative, the achievement gap widens for minority and vulnerable students over the years.

Low-income parents often lack the resources to provide children with summer enrichment activities or sufficient reading materials needed to reinforce important literacy skills. Further, children who are English Language Learners need additional exposure to printed material, which may be difficult for children in homes where English is not their first language.

Research shows that students who participate in high quality summer learning and enrichment programs that include the arts, physical education, science, community service and more, do as well as their more affluent counterparts.

***A special thanks to California PTA for sharing their 2012 Summer Learning Loss resolution and background materials.**

References

1	Terzian, Mary, PhD, MSW., Kristin Anderson-Moore, PhD, and Kathleen Hamilton, MA. <i>Effective and Promising Summer Learning Programs and Approaches for Economically-Disadvantaged Children and Youth</i> . The Wallace Foundation. Child Trends, July 2009. Web. 1 Dec. 2013. http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Effective-and-Promising-Summer-Learning-Programs.pdf
2	Fairchild, Ron, Jeff Smink, and Ashley B. Stewart. <i>It's Time for Summer: An Analysis of Recent Policy and Funding Opportunities</i> . The Wallace Foundation. National Summer Learning Association, Sept. 2009. Web. 1 Dec. 2013. http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Its-Time-for-Summer.pdf
3	Mitchell, Ashley. <i>One Step Forward, Three Steps Back: How Summer Learning Loss Is Widening the Achievement Gap</i> . Issue brief. Georgia Family Connection Partnership, May 2012. Web. 1 Dec. 2013. http://www.gafcp.org/sys_gafcp/publications/PolicyPapers/SummLearnLoss.pdf
4	Cooper, Harris, PhD. <i>More Than a Hunch: Kids Lose Learning Skills Over the Summer Months</i> . Issue brief. National Summer Learning Association, 24 Nov. 2009. Web. 1 Dec. 2013. http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_04_-_Cooper.pdf
5	<i>Primer on Summer Learning Loss</i> . Conference handout. Reading Is Fundamental/The Johns Hopkins University's Center for Summer Learning / Raising Student Achievement Conference, n.d. Web. 1 Dec. 2013. http://www.roeachievementconference.org/Handouts/Betances_Handouts_Workshop/Primer_on_SummerLearningLoss.pdf
6	McLaughlin, Brenda, and Jeffrey Smink. "Summer Learning: Moving from the Periphery to the Core." <i>The Progress of Education Reform</i> 10.3 (2009): n. pag. Rutgers Future Scholars. National Center for Summer Learning at Johns Hopkins University. Web. 1 Dec. 2013. http://futurescholars.rutgers.edu/FutureScholars/Images/Summer%20Learning.pdf
7	McLaughlin, Brenda, M.P.P., and Jeffrey Smink, M.Ed. "Why Summer Learning Deserves a Front-Row Seat in the Education Reform Arena." <i>Johns Hopkins University New Horizons for Learning Spring</i> (2010): n. pag. May 2010. Web. 1 Dec. 2013. http://education.jhu.edu/PD/newhorizons/Journals/spring2010/why-summer-learning/

8	Allington, Richard, Anne McGill-Franzen, Gregory Camilli, Lunetta Williams, Jennifer Graff, Jacqueline Zeig, Courtney Zmach, and Rhonda Nowak. "Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students." <i>Reading Psychology</i> 31.5 (2010): 411-27. Web. 1 Dec. 2013. http://ashleyperkins.wiki.westga.edu/file/view/Summer+Reading+Setback.pdf
9	Taylor, D. Bruce , Ph.D. , Adriana L. Medina , Ph.D., and Sandraluz Lara-Cinisomo, Ph.D. Freedom School Partners Children’s Defense Fund Freedom Schools® Program Evaluation Report. Rep. The Center for Adolescent Literacies at UNC Charlotte/ The Children's Defense Fund, Dec. 2010. Web. 1 Dec. 2013. http://www.childrensdefense.org/child-research-data-publications/data/charolette-fsp-evaluation-report.pdf
10	<i>Summer Matters</i> . Issue brief. Partnership for Children and Youth, n.d. Web. 1 Dec. 2013. http://partnerforchildren.org/storage/documents/downloads/summer/summer_matters/SummerMatters_Overview2012.pdf .
11	Smink, Jeff, and Sharon Deich. <i>A New Vision for Summer School</i> . Rep. National Summer Learning Association, 2010. Web. 1 Dec. 2013. http://c.ymcdn.com/sites/www.summerlearning.org/resource/resmgr/policy/2010.new_vision.pdf?hhSearchTerms=%22new+and+vision%22
12	McCarthy, Betsy, Ph.D., Lisa Michel, Michelle Tiu, Sara Atienza, John Rice, Ph.D., Jonathan Nakamoto, Ph.D., and Armando Tafoya. <i>Evaluation of The Electric Company Summer Learning Program</i> . Rep. WestEd, Oct. 2011. Web. 1 Dec. 2013. http://www.wested.org/online_pubs/resource1236C.pdf
13	Sloan-McCombs, Jennifer, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dalia S. Lichter, and Amanda Brown-Cross. <i>Making Summer Count: How Summer Programs Can Boost Children’s Learning</i> . Rep. RAND Education/ The Wallace Foundation, 2011. Web. 1 Dec. 2013. http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

Background Materials

Whereas 1

Summer learning loss is of greater magnitude for the most vulnerable learners including children from lower socio-economic households, ethnic minorities and English Language Learners

1	<p>Terzian, Mary, PhD, MSW., Kristin Anderson-Moore, PhD, and Kathleen Hamilton, MA. <i>Effective and Promising Summer Learning Programs and Approaches for Economically-Disadvantaged Children and Youth</i>. The Wallace Foundation. Child Trends, July 2009. Web. 1 Dec. 2013. http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Effective-and-Promising-Summer-Learning-Programs.pdf</p> <p>p. 2 [Children and youth who reside in economically disadvantaged households and who live in low resource, urban neighborhoods are more likely to lose ground in reading over the summer than their middle- and upper-income peers. These children and youth also often come from ethnic minority backgrounds. In addition, both lower and higher income students lose ground in math over the summer. The academic disparities between low-income and higher-income children increase as children grow older, widening this achievement gap.]</p>
2	<p>Fairchild, Ron, Jeff Smink, and Ashley B. Stewart. <i>It's Time for Summer: An Analysis of Recent Policy and Funding Opportunities</i>. The Wallace Foundation. National Summer Learning Association, Sept. 2009. Web. 1 Dec. 2013. http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Its-Time-for-Summer.pdf</p> <p>p. 3 [For children and youth from low-income families, however, summer marks a season of huge risks and developmental regression. These well-documented setbacks build, year after year, with the result that kids from low income families increasingly and significantly underperform their more affluent peers. Summertime presents a clear case where the growth in the achievement gap is the direct result of a gap in resources, choices and opportunities. Lacking access to affordable, high-quality summer learning opportunities, many young people fall behind between school sessions, derailing not only their academic progress]</p> <p>p. 7 [During the summer months, young people living in poverty often don't have access to essential resources that support their academic performance and healthy development. As a result, they experience well-documented setbacks in academic skills which contribute to growth in the achievement gap. Since 1906, there have been 39 empirical studies that have found incontrovertible evidence of a pattern of "summer</p>

	learning loss,” particularly for low-income youth]
3	<p>Mitchell, Ashley. <i>One Step Forward, Three Steps Back: How Summer Learning Loss Is Widening the Achievement Gap</i>. Issue brief. Georgia Family Connection Partnership, May 2012. Web. 1 Dec. 2013. http://www.gafcp.org/sys_gafcp/publications/PolicyPapers/SummLearnLoss.pdf</p> <p>p. 3 [Startling disparities among racial and socio-economic populations are evident in the 2011 National Assessment of Educational Progress (NAEP) test scores in Reading. Of all fourth graders who took the NAEP in reading, 34 percent scored below basic. Sadly, among the nation’s—and Georgia’s—minority populations, the percentage of children scoring below basic almost doubled. At the national level 51 percent of black children and 50 percent of Hispanic children scored below basic. In Georgia 49 percent of black children and 40 percent of Hispanic children scored below basic. Only 23 percent of white fourth graders at the national level, and 22 percent in Georgia, scored below basic in reading on the NAEP.</p> <p>Socio-economic status has a negative impact in determining the amount of quality educational experiences and resources available to students. Summer learning loss exacerbates the socio-economic achievement gap since children from lower socio-economic backgrounds typically start school lagging behind their peers]</p>
4	<p>Cooper, Harris, PhD. <i>More Than a Hunch: Kids Lose Learning Skills Over the Summer Months</i>. Issue brief. National Summer Learning Association, 24 Nov. 2009. Web. 1 Dec. 2013. http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_04_-_Cooper.pdf</p> <p>p.1 [We found that kids do forget over the summer. Across the board, all kids lose some math skills. In reading, the middle class holds its own, but the poor lose reading and spelling skills, and that pattern emerged as a possible explanation for the academic achievement gap between those who have financial resources and those who don’t. We also found that summer learning programs have a significant positive effect, and those positive effects are greater for middle-class kids than for poor kids.]</p>
5	<p>Primer on Summer Learning Loss. Conference handout. Reading Is Fundamental/The Johns Hopkins University's Center for Summer Learning / Raising Student Achievement Conference, n.d. Web. 1 Dec. 2013. http://www.roeachievementconference.org/Handouts/Betances_Handouts_Workshop/Primer_on_SummerLearningLoss.pdf</p> <p>p.1 [All young people experience learning losses when they do not engage in educational activities during the summer. Research shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same</p>

tests at the beginning of summer vacation... Low-income children and youth experience greater summer learning losses than their higher income peers. On average, middle-income students experience slight gains in reading performance over the summer months. Low-income students experience an average summer learning loss in reading achievement of over two months...Summer learning loss contributes to the achievement gap in reading performance between lower and higher income children and youth. Research demonstrates that while student achievement for both middle and lower-income students improves at similar rates during the school year, low-income students experience cumulative summer learning losses over the elementary school grades.]

Whereas 2

Most students lose approximately two months of math-computation skills over the summer and the learning loss in reading varies across socioeconomic status with low income students losing about two months of reading achievement

3	<p>Mitchell, Ashley. <i>One Step Forward, Three Steps Back: How Summer Learning Loss Is Widening the Achievement Gap</i>. Issue brief. Georgia Family Connection Partnership, May 2012. Web. 1 Dec. 2013. http://www.gafcp.org/sys_gafcp/publications/PolicyPapers/SummLearnLoss.pdf</p> <p>p. 24 [One review of 39 summer learning loss studies and meta-analysis of the 13 most recent and highest quality of those studies concluded that in math all children lose an average of 2.6 months of learning. In reading, however, middle-class children gain knowledge and skills while low-income children lose them. The combined reading and math summer loss average is about three months.]</p>
6	<p>McLaughlin, Brenda, and Jeffrey Smink. "Summer Learning: Moving from the Periphery to the Core." <i>The Progress of Education Reform 10.3</i> (2009): n. pag. Rutgers Future Scholars. National Center for Summer Learning at Johns Hopkins University. Web. 1 Dec. 2013. http://futurescholars.rutgers.edu/FutureScholars/Images/Summer%20Learning.pdf</p> <p>p.1 [Research dating back 100 years confirms the phenomenon often referred to as "summer slide." Most youth lose about two months of grade-level equivalency in mathematical computation skills over the summer months. More importantly, however, low-income youth also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains. This disparity has grave consequences for disadvantaged young people. Differences in a child's summer learning experiences during his or her elementary school years can impact whether that child ultimately earns a high school diploma and continues on to college.]</p>
13	<p>Sloan-McCombs, Jennifer, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dalia S. Lichter, and Amanda Brown-Cross. <i>Making Summer Count: How Summer Programs Can Boost Children's Learning</i>. Rep. RAND Education/ The Wallace Foundation, 2011. Web. 1 Dec. 2013. http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf</p> <p>p. 20 - 22 [The typical U.S. student goes to school for nine months out of the year and</p>

experiences a three-month summer vacation. Given that learning can decay, it is not surprising that many students experience summer learning loss. In this section, we describe the overall findings regarding summer learning loss and whether the extent of summer learning loss differs by student characteristics, is cumulative over time, or differs by grade or subject.

Average Summer Loss of Learning

Cooper, Nye, et al. (1996) conducted a meta-analysis of 13 studies of summer learning loss that focused on grades 1–9. This analysis provides rigorous estimates of summer learning loss, at least for those grades and for most children. Cooper and his colleagues found that the average student score in the fall is about one-tenth of a standard deviation below the spring average. They assume nine to ten months of school per year and note an effect size of 0.10, indicating that summer learning loss equates to approximately one month of instruction. However, this varies by grade level, as found by Hill et al. (2007; see Table 2.1).¹ Thus, upon returning to school in the fall students performed, on average, roughly one month behind where they performed in the spring. However, research shows that not all students experience “average” losses—some post significant losses while others may even experience gains. ...

Differences by Family Income

Research demonstrates that there are clear differences in the summer learning rates of low-income and higher-income students. Work by Heyns (1978, 1987) articulated the influence of summer learning loss on the achievement gap. It noted that comparing the school year to summer break provides an opportunity to isolate the effects of non-school influences on a young person’s intellectual development. Heyns longitudinally studied fifth, sixth, and seventh graders in 42 Atlanta schools and found that the differential learning rate between white, economically advantaged students and minority, economically disadvantaged students increased during the summer, especially in reading skills (Heyns, 1978).

Similarly, using a rich set of data from a study in Baltimore, which tested students in the fall and spring in grades 1–6 and again in the spring of grade 9, Entwisle and Alexander (1992, 1994) found similar relationships for reading achievement. They concluded that low-income and higher-income students learn at nearly the same rate while in school, but during the summer, low-income students’ learning falls far below that of their higher-income peers. They hypothesized that the nonschool environment of low-income students does not support educational growth to the same extent as it does for students with higher family income levels.

Cooper, Nye, et al.’s (1996) meta-analysis confirms these findings for reading. Specifically, it found that family income made a difference in absolute and relative gains and losses during the summer, and this was especially true for reading; analyses showed a three-month difference in learning in reading skills between middle-income

and lower-income children over the summer. Children from lower-income families lost, on average, more learning specifically in reading comprehension and word recognition than children from higher-income families (who, in fact, made gains in word recognition).

More recent analyses of Early Childhood Longitudinal Study, Kindergarten Class (ECLS-K), data similarly suggest that some of the achievement gap between early elementary students from high- and low-income families is attributable to different learning rates over the summer months (Burkam et al., 2004; Downey, von Hippel, and Broh, 2004; Benson and Borman, 2010). Results in reading show that middle-income students maintained achievement levels over the summer while high-income students improved and low-income students lost ground (Benson and Borman, 2010). In addition, Benson and Borman found neighborhood effects whereby students from high income neighborhoods had stronger reading growth than others.

These findings are consistent with research showing that families and factors outside of school influence reading achievement. Benson and Borman (2010) also found that low-income students entered school performing roughly one standard deviation below their higher-income peers. Low-income parents read with, teach, and talk to their children less frequently, each of which contributes to children's literacy skills and school readiness (Brooks-Gunn and Duncan, 1997). A study that used audio recordings of family interactions over the course of two years to measure language use found that children growing up in low-income families heard approximately one-half to one third as many spoken words as children in more affluent households. Based on hour long recordings of 42 families taken over two and a half years, Hart and Risley (1995) found that children who were born into homes with fewer economic resources learned fewer words, had fewer experiences with words in interactions with other people, and acquired a vocabulary of words more slowly than children in more affluent families. Examining these children at third grade (ages 9–10), Hart and Risley found that the amount of talk and vocabulary growth and the style of language interaction with parents at age 3 highly correlated with the students' achievement on school-oriented tests of vocabulary, listening, speaking, semantics, and syntax.]

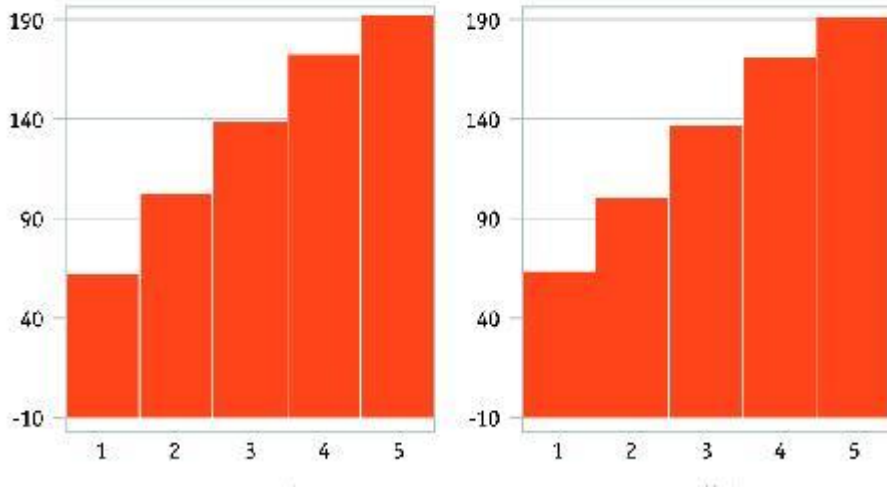
p.23 [In general, students are more likely to forget what they have learned in mathematics over the summer than they are to lose literacy skills. Cooper, Nye, et al. (1996) found that summer learning loss was greater, on average, for mathematics than for reading. This loss in mathematics ability was consistent across other factors, such as a student's family income and race.]

Whereas 3

Summer learning loss is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students, and by the end of fifth grade, disadvantaged youth are nearly three grade equivalents behind their more affluent peers in reading

3	<p>Mitchell, Ashley. <i>One Step Forward, Three Steps Back: How Summer Learning Loss Is Widening the Achievement Gap</i>. Issue brief. Georgia Family Connection Partnership, May 2012. Web. 1 Dec. 2013. http://www.gafcp.org/sys_gafcp/publications/PolicyPapers/SummLearnLoss.pdf</p> <p>p. 1 [The research on summer learning loss points to a disturbing relationship between socioeconomic and racial disparities, and the achievement gap. Cumulative summer learning losses during the early elementary years among socio-economic groups widen the gap. Since a larger proportion of the low-income population are minorities who are less likely to be able to afford quality summer programs, summer learning loss tends to be compounded for poor and minority children.]</p> <p>p.3 [The cumulative impact of summer learning loss over the course of the first five years of school is almost three years.]</p>
7	<p>McLaughlin, Brenda, M.P.P., and Jeffrey Smink, M.Ed. "Why Summer Learning Deserves a Front-Row Seat in the Education Reform Arena." Johns Hopkins University New Horizons for Learning Spring (2010): n. pag. May 2010. Web. 1 Dec. 2013. http://education.jhu.edu/PD/newhorizons/Journals/spring2010/why-summer-learning/</p> <p>[Key Findings: -Better-off and disadvantaged youth make similar achievement gains during the school year; but during the summer, disadvantaged youth fall significantly behind in reading. -By the end of fifth grade, disadvantaged youth are nearly three grade equivalents behind their more affluent peers in reading. -Two-thirds of the ninth grade reading achievement gap can be explained by unequal access to summer learning opportunities during the elementary school years; nearly one-third of the gap is already present when children begin school. -Early summer learning losses have later life consequences, including high school curriculum placement, whether kids drop out of high school, and whether they attend college.</p>

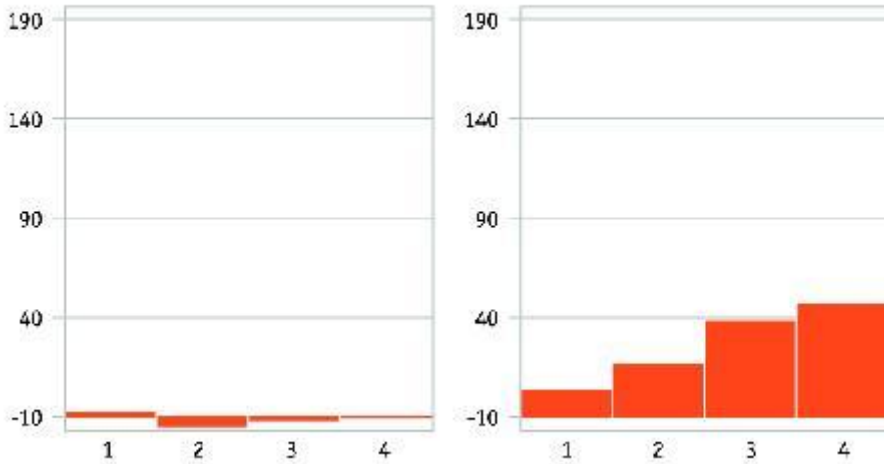
School Year Cumulative Gains



Disadvantaged By Year

Better-Off By Year

Summer Cumulative Gains



Disadvantaged By Year

Better-Off By Year

The graphs above show cumulative gains on California Achievement Test in reading over elementary school years and summers. Sample consists of Baltimore Public School students who entered first grade in 1982. Test “scale scores” are California Achievement Test scores calibrated to measure growth over a student’s 12-year career...

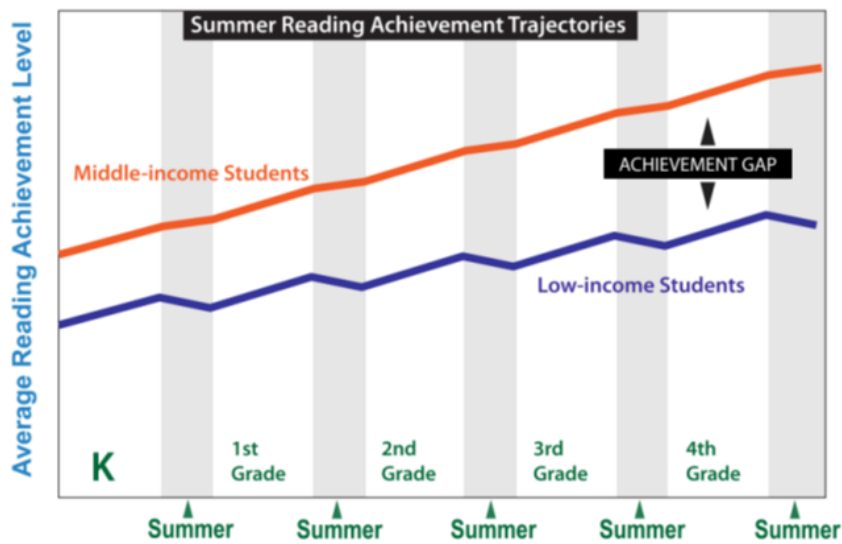
...This meta-analysis uncovered 39 research reports that contained descriptions of empirical studies meant to test the effect of summer vacation on school achievement. Thirteen of those studies were examined together to determine the effect of summer

	<p>break on student achievement.</p> <p>Key Findings:</p> <ul style="list-style-type: none"> -At best, students showed little or no academic growth over the summer. At worst, students lost one to three months of learning. -Summer learning loss was somewhat greater in math than reading. -Summer learning loss was greatest in math computation and spelling. -For disadvantaged students, reading scores were disproportionately affected and the achievement gap between rich and poor widened.]
8	<p>Allington, Richard, Anne McGill-Franzen, Gregory Camilli, Lunetta Williams, Jennifer Graff, Jacqueline Zeig, Courtney Zmach, and Rhonda Nowak. "Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students." Reading Psychology 31.5 (2010): 411-27. Web. 1 Dec. 2013. http://ashleyperkins.wiki.westga.edu/file/view/Summer+Reading+Setback.pdf</p> <p>p. 413-414 [But whether poor children’s reading proficiency decreases during the summer months or simply does not increase as much as more advantaged students seems largely irrelevant to the larger issue of the existing achievement gap. Irrelevant because in either case summer vacation periods seem to reliably produce differences in reading achievement among economically advantaged and disadvantaged children, small differences that expand over time such that Hayes and Grether (1983), using achievement data from the New York City public schools, estimated that as much as 80% of the reading achievement gap that existed between economically advantaged and disadvantaged students at sixth grade could be attributed to summer setback. Similar findings were reported more recently by Alexander et al. (2007) for ninth graders. In other words, each of these studies suggested that summer reading setback is a major contributor to the existing reading achievement gap between more and less economically advantaged children.]</p>
9	<p>Taylor, D. Bruce , Ph.D. , Adriana L. Medina, , Ph.D., and Sandraluz Lara-Cinisomo, Ph.D. Freedom School Partners Children’s Defense Fund Freedom Schools® Program Evaluation Report. Rep. The Center for Adolescent Literacies at UNC Charlotte/ The Children's Defense Fund, Dec. 2010. Web. 1 Dec. 2013. http://www.childrensdefense.org/child-research-data-publications/data/charolette-fsp-evaluation-report.pdf</p> <p>[More recent research shows that the impact of summer learning loss may be greater than shown in earlier studies (Allington & McGill-Franzen, 2003). This deficit is so pronounced that Allington and McGill-Franzen dub summer reading loss as the</p>

“smoking gun.” Allington has reported that the cumulative effects of summer reading loss can mean that struggling readers entering middle school may lag two years behind peers in their ability to read. Additional research (Alexander, Entwisle, & Olson, 2007) traces back the achievement gap between high–socioeconomic and low–socioeconomic of 9th grade students to the loss in reading proficiency that occurred over the summer months in the elementary grades. Summer learning loss across the elementary school years accounted for more than half the difference in the achievement gap between students from high–socioeconomic and low–socioeconomic families. A study by Kim (2004) published by The Center for Evaluation of the American Academy of Arts and Sciences highlights that low-income and minority students experience greater summer reading loss but suggests that summer reading mitigates this negative impact.]

10 Summer Matters. Issue brief. Partnership for Children and Youth, n.d. Web. 1 Dec. 2013.
http://partnerforchildren.org/storage/documents/downloads/summer/summer_matters/SummerMatters_Overview2012.pdf

p.1 [Summer loss is the debilitating result of an absence of summer learning and enrichment. Research has shown summer learning loss to be measurable and quantifiable. The cumulative effects of summer learning loss contribute directly to a widening of the achievement gap between low-income and middle-income students.]



Whereas 4

Children who participate in five to six weeks of quality summer-learning opportunities which include a wide range of activities including the arts, physical education, science, math, and community service make significant gains in reading and math

1	<p>Terzian, Mary, PhD, MSW., Kristin Anderson-Moore, PhD, and Kathleen Hamilton, MA. <i>Effective and Promising Summer Learning Programs and Approaches for Economically-Disadvantaged Children and Youth</i>. The Wallace Foundation. Child Trends, July 2009. Web. 1 Dec. 2013. http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Effective-and-Promising-Summer-Learning-Programs.pdf</p> <p>p. 20 [<i>Characteristics of Effective and Promising Programs Based on All Evaluations, Research Studies, and Reviews</i>]</p> <p>In 2006, the <i>National Center for Summer Learning</i> 53 and the <i>Harvard Family Research Project</i>54 each issued reports that outlined practices, challenges, and strategies that effective and promising summer learning programs share in common. Both emphasized the early formation of collaborative partnerships with key stakeholders (e.g., community-based organizations, local and state- government entities), to inform program planning and design. If formed effectively, partnerships benefit all involved and enable stakeholders to reach their goals more efficiently and effectively. Also, both reports highlighted the importance of designing programs with specific goals and objectives, recruiting qualified staff, and providing them with high-quality training and staff development.</p> <p>To boost participation rates and ensure program success, the <i>Harvard Family Research Project</i> recommends that programs develop strong, positive connections with youth participants and their families and form ongoing, mutually supportive relationships with schools.55 In addition, a proactive approach to summer learning could incorporate a variety of fun and engaging program activities, complement what is being learned during the academic year, and hold students to high standards with an intentional focus on accelerated learning. A report by the <i>National Center for Summer Learning</i>56 notes that successful summer learning programs gather evaluation data in a rigorous and ongoing way and use these data to inform program implementation and development. These programs also maintain a clear focus on sustainability and cost-effectiveness throughout program planning and implementation.</p> <p>This White Paper seeks to build upon the set of practices identified in previous reviews in two ways. First, it draws from the best available research on summer learning programs and other out-of-school time programs, to identify practices that promote</p>
---	---

educational/cognitive, youth development, career development, and health and fitness outcomes. And second, it highlights program practices that work best for involving economically disadvantaged youth and their families.

What Do Experimental and Non-Experimental Studies of Summer Learning Programs Tell Us?

Based on our review of 43 summer learning programs and on the literature on summer learning programs, effective and promising summer learning programs for disadvantaged youth share three critical characteristics:

- They are affordable and accessible. Programs generally offered their programs free of cost. Most were offered over a full day, or approximately 6 to 8 hours (providing a free source of child care for families). During family events, parents were offered child care on site. Transportation to and from the program location was generally available to participants. In addition, programs offered breakfast and lunch to participants.
- They involve parents. Most effective and promising programs for children involved parents. Programs that involve parents in the community (for example, as volunteers or as decision makers) may be more likely to have positive impacts on children. Programs that encourage parents to support their children's reading over the summer – either through teaching or by encouraging the reading of at least four books – may also be effective. However, many programs lack parental involvement. A 2004 Public Agenda survey on out-of-school time suggests that, although parents in low-income communities are very concerned about summer learning loss (about two-thirds, according to this survey), many have concerns about the lack of quality, affordable summer activities for their children. Evaluations to date have not tested whether involving parents in summer programs increases the participation rates of low-income children and youth.
- They involve the community. Effective and promising programs had strong community partnerships. Making sure that information about summer learning programs is accessible to the community – at schools, community centers, and public libraries, for instance – is one way to increase awareness of these programs among parents and children. School and community events could be held to inform community members about the program and community volunteers may interact with family members to increase the visibility and credibility of the program. In addition, community partners can offer resources such as money, volunteers, technical assistance, and in-kind contributions. In sum, forming longterm, community partnerships are critical to insuring and sustaining program success.]

- 11 Smink, Jeff, and Sharon Deich. *A New Vision for Summer School*. Rep. National Summer Learning Association, 2010. Web. 1 Dec. 2013.
http://c.ymcdn.com/sites/www.summerlearning.org/resource/resmgr/policy/2010.new_vision.pdf?hhSearchTerms=%22new+and+vision%22

p. 6 - [Recent empirical studies also show that quality summer learning programs can produce significant gains in academic achievement, particularly among low-income elementary school students. Based on both experimental and quasiexperimental studies, there is a growing body of literature that illustrates the impact and characteristics of quality summer interventions. High-quality summer learning programs have been proven to stop summer learning loss and help students make gains in academic skills over the summer months. Following is a brief snapshot of several successful summer learning programs, which have improved student outcomes over the summer.]

Building Educated Leaders for Life (BELL) →

RESULTS

BELL Summer is a full day, five-day per week summer learning program for students in grades K-8. In the morning, “scholars” are tutored in core reading, writing and math skills by certified teachers and highly trained teacher’s assistants. In the afternoon, scholars reinforce academic skills and strengthen social skills through art, science and technology, and leadership development courses. On Mentor Fridays, scholars learn about college and career paths, celebrate their cultural heritage, and engage in service.

- BELL Summer scholars consistently gain at least five months’ of grade equivalent skills in reading and math.
- An independent, random assignment study by the Urban Institute found that BELL Summer significantly increases scholars’ reading skills. The study also demonstrated that BELL Summer increased parental engagement in academic activities and the number of books read at home by 50 percent, as well as decreased their time spent watching television and playing computer games.
- BELL has partnered with school districts to replicate and scale its summer model in 8 cities across 6 states with consistent results. For example, BELL and Springfield (MA) Public Schools collaborated to serve 800 high-need students at 11 schools. Prior to enrolling in the program, the students were either at risk of being retained in Grades 5 or 8; or had received grade point averages below a “C”. As a result of this summer learning partnership, scholars gained 9 months’ grade equivalent skills in literacy and math—nearly an entire grade level—and 100 percent of scholars who were at the risk of being retained in grade were promoted to next grade.

Houston Summer Opportunity Sessions →

RESULTS

The Houston Summer Opportunity Session (SOS) program was developed by former Houston Mayor Bill White, in conjunction with Expectation Graduation and the Houston Independent School District (HISD). It is a 4-week summer math and science enrichment program with a focus on narrowing the learning gap for students.

- Students were measured twice to evaluate success. First, they were tested at the start and end of the SOS program. Test results indicate that SOS students scored an average of 14 percent and 13 percent higher in math, and 17 percent and 18 percent higher in science in 2007 and 2008, respectively.
- Second, in the spring of 2008, scores from standardized tests were collected from students who participated in the 2007 SOS program. The Stanford 10 and Spanish-language Aprenda 3 achievement tests were used. Results indicated that 3rd grade SOS students made 22 percent gains in math and science compared to non-SOS 3rd graders. A 2009 pre- and post-test assessment of standardized scores found that students made gains of 12 percent in Math and 16 percent in science.

Summer Advatage USA

RESULTS

Summer Advantage USA is a national, non-profit organization that provides children and school districts with low-cost accelerated summer learning programs focused on academics and enrichment. Summer Advantage USA is a five-week, five day per week summer learning program for students (who they call “scholars”) in grades K-8. In the morning, scholars are tutored in core reading, writing and math skills from a highly trained staff of professional teachers and teacher’s assistants. In the afternoon, scholars focus on strengthening social skills through daily enrichment activities like physical education, art, music, debate, robotics and environmental science. On Fridays, scholars learn from guest speakers and cultural presentations; visit museums and parks; and engage in community service projects. Summer Advantage launched last summer and is already planning to serve 3,500 children this summer. As a seasonal business (summer only), Summer Advantage is built to scale and plans on serving over 100,000 children nationwide.

- According to the Gates-MacGinitie evaluation tool: Students make approximately 3 months of reading skills gain over the 5-week period. Grade-equivalent scores relate students’ scores to the typical performance of students in specified grades tested in given month of the school year.
- Students make 6.75 NCE units gain in reading, indicating that on average scholars outpace students nationally. Normal Curve Equivalents (NCE) show a student’s relative position compared to others in the same grade and tested at the same time of year. A gain in NCE units indicates that the student has “grown” more than the norm group. The average student demonstrates no change and generally maintains his/her position for an NCE gain of zero over the summer.
- An improvement of nine percentage points in comparison to peers nationwide, moving from the 42nd to the 51st national percentile rank. Percentile ranks range from a low of 1 to a high of 99, with 50 representing the middle score and denoting average performance (Summer Advantage, 2010).

Horizons National

RESULTS

Horizons National is a network of educational partnerships between public and private schools that provide a tuition-free, six-week summer program for over 2,000 public school K-8 students from low-income families at 19 sites in 10 states. Horizons programs are academic, but also provide a broad array of enrichment activities, including learning to swim. Because students return to the program for an average of five summers, the cumulative gain in skills is transformative academically and socially. Horizons programs serve students of all ability levels, with a primary goal of achieving success within their own public schools.

- In 2007 a comprehensive evaluation was conducted by Yale University. STAR reading and math achievement tests results were analyzed, and school year attendance rates were studied. The study showed that students performing below grade level during the school year gained an average of 4 months of reading skills during the six-week summer program. Many gained as much as a full year.
- In summer 2009, STAR reading growth results showed an average additional improvement of almost one month grade equivalency in reading as compared to the previous summer’s growth, for a total of more than four months in below-grade level readers and nearly three months for all students combined.
- Using their database of over 3 million students, Wireless Generation’s analysis of Horizons K-2 students’ progress on DIBELS measures showed Horizons students were higher than national averages by between 200 and 500 percent in every measure. Horizons students gained in fundamental reading skills over the summer, whereas scores declined for a nationally representative comparison sample.

Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL)

RESULTS

ELO SAIL is a Montgomery County (MD) public school Title I program, designed to provide supplemental academic support to students from low income communities. More than 5,500 students attended the 2007 program in 22 schools that received Title I funds. The primary goal of ELO SAIL is to provide opportunities to acquire and preview concepts and skills in reading and mathematics to alleviate summer academic loss and promote continued learning by students.

- Findings of the evaluation demonstrated that positive academic results associated with the 2007 ELO SAIL program remained evident in fall two months after the summer program ended.
- The Grade 1 fall text reading and comprehension levels and the Grade 4 fall mathematics scores were higher for full participants, suggesting that 2007 ELO SAIL was effective in prevention of summer academic loss and even resulted in more academic gain in these grades.
- Additionally, findings from the disaggregated data suggest that demographically disadvantaged student groups, especially those affected by poverty and limited English language proficiency, had higher Grade 1 fall text reading and comprehension levels and Grade 4 fall mathematics scores as a result of full participation.

Higher Achievement Program

RESULTS

Higher Achievement serves Washington, DC, and Baltimore at-risk youth in grades 5-8, when risky behaviors are known to increase. Higher Achievement's mission is to develop academic skills, behaviors, and attitudes in motivated, yet underserved, middle school children to improve their grades, standardized test scores, attendance, and opportunities. Higher Achievement centers operate in high crime, high-poverty areas and the mentoring program is intentionally designed to improve academic achievement and attachment to school, as well as decrease truancy.

- 77 percent of mentees achieved or maintained As and Bs in reading (65 percent in math).
- 61 percent of mentees improved their standardized reading score by at least 3 percent
- 56 percent of mentees improved attendance by an average of 7 days.
- 42 percent of mentees reduced tardiness by an average of 9 days.

Bridges to a Brighter Future at Furman University

RESULTS

Founded in 1997, Bridges to a Brighter Future is a college access and pre-college academic enrichment program for Greenville County, South Carolina ninth-through-twelfth-grade high school students, who have potential but whose family income is below the poverty level and many of whom are living in difficult and seriously challenging circumstances. The mission of Bridges to a Brighter Future is to equip low-income students with the tools and support needed to overcome barriers, graduate from high school and enroll in post-secondary education. Students participate in an intensive three-year program that includes a four-week, summer residential experience on the Furman University campus. Year-round contact and academic support is provided through Bridges Saturday College. Bridges accomplishes its mission by engaging students with life-changing experiences that build academic success, self-confidence, resiliency, leadership, life skills, coping skills, college admissions skills, and character.

- 100 percent high school graduation or diploma equivalency
- 93 percent college enrollment (Over 12 years)

	<p>Montana Migrant Education Program → RESULTS</p> <p>The children of migrant workers face special challenges. Montana’s migrant workers travel far, frequently for low paying, seasonal jobs. They often live below the national poverty level. Migrant children face frequent disruptions that complicate learning and interfere with the consistent program needed to graduate from high school. Seventy percent are limited in English proficiency, and a single classroom typically has students with a wide variety of skills. These factors often lead to frustration and low academic performance, causing many children to drop out of school in their early teens, thus perpetuating the cycle of poverty. The Montana Migrant Education Program, in operation since 1967, recognizes that summer learning is vital to youth development, and even more so for the migrant population. Staff members carefully review student’s records from previous moves to determine what students know, and build programs to expand on their abilities and provide continuity of education. Parental involvement is viewed as an essential part of the process, and home school community partnerships provide the support necessary to improve student achievement.</p> <p>➤ In 2007, 77 percent of students increased scores on reading assessments, and 88 percent increased scores on math assessments.</p>
12	<p>McCarthy, Betsy, Ph.D., Lisa Michel, Michelle Tiu, Sara Atienza, John Rice, Ph.D., Jonathan Nakamoto, Ph.D., and Armando Tafoya. Evaluation of The Electric Company Summer Learning Program. Rep. WestEd, Oct. 2011. Web. 1 Dec. 2013. http://www.wested.org/online_pubs/resource1236C.pdf</p> <p>p. 60 [The results suggest that the TEC Summer Learning Program can be a valuable tool for educators to boost student interest in learning and to promote academic achievement in specific content areas related to numeracy and literacy. The evaluation focused on the use of the TEC Summer Learning Program in summer school programs serving students ages 6 to 8 years from low-income families. Students and teachers in the study found TEC to be engaging throughout the entire 24 days included in the model. The findings from this mixed-methods formative study suggest that the TEC Summer Learning Program can increase children’s interest in learning in specific subjects, and can contribute to increased academic achievement in numeracy and literacy. In addition to gains in student outcomes, teachers who used the curriculum reported gains in their own learning, particularly around ways to deliver instruction and technology use.]</p>
9	<p>Taylor, D. Bruce , Ph.D. , Adriana L. Medina, , Ph.D., and Sandraluz Lara-Cinisomo, Ph.D. Freedom School Partners Children’s Defense Fund Freedom Schools® Program Evaluation Report. Rep. The Center for Adolescent Literacies at UNC Charlotte/ The Children's Defense Fund, Dec. 2010. Web. 1 Dec. 2013. http://www.childrensdefense.org/child-research-data-publications/data/charolette-fsp-evaluation-report.pdf</p> <p>p. 11-12 [Program Evaluation findings will be reported and discussed by evaluation question. The evaluation question will be restated and the results provided followed by a discussion of the findings. For purposes of our analysis we report findings by Freedom School Scholar level. In Freedom School, Scholars are grouped for instructional</p>

purposes in grade level ranges. Level 1 Scholars are those students who have just completed Kindergarten through second grade. Level 2s are those students having completed grades three through five. Level 3s are those students having just completed grades six through eight. FSP does not serve Level 4 students (grades 9-12 students) although some CDF Freedom Schools programs in other locations serve Level 4 high school students. We chose to conduct our analysis using Freedom School Levels rather than school grade levels because this is how the Scholars were grouped for instruction. The quantitative data were analyzed using SPSS version 17.0 (SPSS, 2008), a statistics software program designed for use with closed-ended data (e.g., BRI scores). Scores were computed according to the test guidelines described above and means were computed based on those scores by Level.

Research Question 1: Did Freedom School Scholars show any change in their Independent and Frustration reading levels as measured by the Basic Reading Inventory?

Table 4 shows results from the BRI Independent scale by level. On average, Scholars in Level 1 (grades Kindergarten through 2nd) scored just above first grade reading level. Based on these results, there was a small gain from pre- to post-test among this age group.

Table 4. Mean scores for the BRI Independent scores by level (N=132)

Level	N	<i>Pre-test</i>		<i>Post-test</i>	
		M	SD	M	SD
1	48	.94	1.44	1.21	1.70
2	50	2.52	1.78	3.68	2.22
3	34	4.76	1.54	6.18	1.64

Clearer gains were made among children in Level 2 and 3, with the former showing over a grade level increase and the latter showing substantial gains over the course of the evaluation. The results indicate that Scholars improved in regard to their ability to read at an Independent level as measured by the BRI. Many of these Scholars were not reading independently at grade level in the pre-test assessment, thus, it could be concluded that a portion of Scholars made gains that helped them attain grade level Independent reading levels.

Figure 1 shows the proportion of Scholars who showed gains over the course of the program. Specifically, we found that over a third of the sample (38.6%) maintained Independent reading levels by the end of the summer. The data also show that at least

half of the 132 children assessed (50.8%) improved or showed gains in independent reading as measures by the BRI at the end of the program. Another way to interpret this data is to say that most students maintained or gained Independent reading levels at grade level and did not “slide” back during the summer time. Both outcomes are desirable outcomes for Freedom School Partners and the Children’s Defense Fund program model.]

Figure 1. Change over time on the BRI Independent measure

