

Targeted Summer School Intervention Guidance

OVERVIEW

As part of [A.R.S. §15-701](#), a third-grade student who fails to meet the cut score on the reading portion of the statewide ELA assessment (and does not meet a legislative exemption) must be retained and provided with more than one of the remediation strategies developed by the State Board of Education.

Summer school reading instruction is one of four remediation strategies listed in [A.R.S. § 15-701\(2\)\(c\)\(ii\)](#). This remediation strategy must be combined with at least one other approved remediation as an option for students retained through Arizona's Move on When Reading legislation. A student who has been retained and receives summer interventions may be promoted to the fourth grade *if* sufficient progress is made and demonstrated through appropriate student data (A.R.S. § 15-701(2)(b)(iv)).

While some students may be legislatively required to attend summer school, it is beneficial to take advantage of this time to support other struggling readers as well. Providing evidence-based interventions to young students earlier than third grade is considerably more efficient and effective than interventions provided later in elementary school. Specific guidance to meet the MOWR requirements is available at www.azed.gov/mowr.

WHAT DOES THE RESEARCH SHOW?

Research on Summer Reading

- ✓ Loss of reading skills during the summer months are cumulative, creating a bigger gap each year between proficient and struggling students (Kim, 2004).
- ✓ Teachers spend up to six weeks reteaching content that was forgotten over the summer (Alexander, et. al., 2007).
- ✓ Summer learning loss in elementary school accounts for 2/3rd of the achievement gap in reading (John Hopkins University, 2016).

Recommendations for Implementing Effective Summer School for Reading

Note: These are recommendations. There are no legislative requirements for summer school programs.

- Use of **evidence-based reading programs** that include **explicit** and **systematic** instruction in foundational reading skills based on student needs
- Instruction delivered by a **high-quality teacher** who has received adequate support and training
- Learning environment is **positive** and **motivating** for students
- Intervention content relates to classroom instruction and **Arizona's ELA Standards**
- Key components of reading (phonological awareness, phonics, vocabulary, fluency, comprehension) are **integrated** into instruction while targeting specific student needs
- Sufficient instruction **time** is dedicated to reading intervention (at least 50 hours total)
- **Small group** (5:1 student-teacher ratio maximum) lesson delivery
- Students are actively engaged with multiple opportunities to **practice**, respond, and receive corrective feedback
- Ongoing **progress monitoring** used to inform individualized instruction
- Pre-and post-test student **data** is gathered from a valid and reliable early literacy assessment tool
- **Attendance** records are maintained
- Development of a parent communication plan including **family engagement** to reinforce reading skills at home

Characteristics Evidence-based Interventions for Struggling Readers

Difficulties at the word level (weak alphabetic principle skills)

- Phonologically-based activities
- Phonemic awareness (sound awareness)
- Alphabetic principle, letter/sound correspondences, spelling (encoding) instruction
- Phonetically irregular word practice
- Syllable type instruction

Oral language difficulties

- Direct and explicit vocabulary instruction
- Extensive opportunities to build expressive language (speaking and writing)
- Focus on the language systems (phonology, morphology, semantics, syntax, and pragmatics)

Poorly-developed background knowledge

- Extensive exposure to a variety of texts
- Science, social studies, math, and a variety of contents are integrated

Working memory difficulties

- Frequent cumulative review
- Visual aides
- Verbal cues
- Consistently think-aloud during all processes
- Consistent routines, vocabulary, and procedures across classrooms, instructional tiers, and grade levels
- Notetaking, oral rehearsal, mnemonic devices, graphic organizers, text structure

Executive functioning deficits (attention, self-monitoring, processing speed, organization and planning)

- Communicate precisely/clearly
- Break down complex skills into manageable chunks of learning
- Frequent breaks
- Multisensory instruction
- Active engagement
- Build from simple to complex
- Set goals and support task management

Low self-esteem

- Consistently provide positive feedback specific to the task
- Offer opportunities for self-monitoring of progress toward the goal
- First, model task and correct response/example before student shares
- Praise small successes

Low motivation for reading

- Choice, when possible, in reading material, topics, and/or assignment delivery
- Opportunities to work with others
- Build relationships, take interest in whole child/family

Social and emotional

- Provide a positive atmosphere that is motivating, engaging and supportive
- Be aware of triggers and adverse reactions
- Build classroom community
- Set clear expectations
- Provide choices with established parameters

(adapted from Denton, 2015)

Implications for a Student Who Does Not Meet MOWR Cut Score

Per A.R.S §15-701, a student who does not meet the MOWR cut score for reading, and does not meet one of the good-cause exemptions, may be promoted if:

1. Diagnostic assessments are administered to determine specific skill deficits.
2. Student participates in *high-quality* summer school reading intervention.
3. Instruction is targeted to remediate specific skill deficits and integrated with all key areas of reading.
4. Progress is monitored frequently and informs instruction.
5. Valid and reliable assessment is administered at the conclusion of the summer intervention.
 - a. These valid assessments must meet a set of six criteria determined by the State Board of Education.
6. Sufficient progress is made.

Criteria for a Valid Literacy Assessment for Use with the Collection of Assessments Exemption to Retention for Move On When Reading

1. The assessment(s) is technically adequate with reliability and validity information available on the publisher's website and/or in technical reports.
2. The assessment(s) is aligned to the Arizona English Language Arts 3rd grade Reading Literature, Reading Informational Texts, and Reading: Foundational Skills Standards.
3. The assessment(s) is a reliable and valid test of 3rd grade reading comprehension that uses informational and literary passages from a variety of genres.
4. The assessment(s) is norm-referenced to compare student skills to a defined population used in standardizing the test. a. The vendor(s) must be able to provide norming studies from the past ten years.
5. Scores from the assessment(s) can be converted into percentiles, standard scores, grade equivalent scores, and/or categories of proficiency.
6. Test administration adheres to the directions, materials, and scoring procedures provided by the assessment vendor(s).

Resources

- [Summer School and Reading Proficiency](#)
- [Summer Reading Camp Self-Study Guide](#)

References

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(2), 167–180.

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Kim, J. (2021). Summer Reading and the Ethnic Achievement Gap. *Closing the Achievement Gap*, 169–188. <https://doi.org/10.4324/9781315046099-5>

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