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.

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

<u>Note</u>: These are recommendations. There are no legislative requirements for summer school programs.

- Program includes use of **evidence-based reading programs** that include **explicit** and **systematic** instruction in foundational reading skills based on student needs.

- Instruction is 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).

- Designed for **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 of 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
- Consistent think-alouds during all processes
- Consistent routines, vocabulary, and procedures across classrooms, instructional tiers, and grade levels
- Notetaking, oral rehearsal, mnemonic devices, graphic organizers, etc.

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
- Model task and correct response/example
- 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)

**For additional guidance on the use of a valid and reliable assessment to determine if summer school promotion is appropriate, please reference our Criteria for Valid Literacy Assessments on our FAQs.

Resources

- [Summer School and Reading Proficiency](#)

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

References

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