Stop the Summer Slide Pilot Project
Summer 2014
Program Evaluation Report
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Submitted by
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The Stop the Summer Slide Pilot Project (SSSLP) was a new Idaho Commission for Libraries (IC*f*L) program for 2014. Six Idaho elementary schools, all of which qualified for Title I funding, participated in the pilot project. The target age groups of students were kindergarten through 2nd grade. The project provided funds to the elementary school libraries to support open hours during summer vacation. In addition to these funds, three of the schools were provided books for children to take home over the summer to stimulate summer reading. Two of the three schools received six books for each K-2 child. The third school received six books for K-3 students. The book give-aways were modeled after the book fairs instituted by Allington, McGill-Franzen, Camilli, Williams, Graff, Zeig, Zmach, and Nowak (2010) which had been found to be successful at addressing summer reading loss. The other three schools were provided just one book per student. In the remainder of this report, the three schools that did full book give-aways and had open hours will be referred to as full implementation sites. Those sites that just had open hours and provided one book will be referred to as partial implementation sites.

The evaluation of the pilot project included initial focus groups conducted at all of the schools during spring 2014 to collect information from stakeholders about what children, parents/caregivers, and families need to foster literacy development in the home, especially over the summer months. A report of the findings from the focus groups produced by the contractor who conducted them is in Appendix A. Additionally, parent/caregiver surveys were administered at all of the schools during spring 2014. Surveys were available in both English and Spanish and asked parents/caregivers about home reading habits, sources for books for children, and whether they and/or their children would patronize their public school library during the summer if it were to remain open. A copy of the survey is in Appendix B. Children were also given reading logs to complete during the summer months documenting the reading that they did (see Appendix C). And finally, all schools were asked to submit spring 2014 and fall 2014 Idaho Reading Indicator (IRI) scores for all K-3 children in the school and mark those that participated in their summer public school library program. The IRI is an early literacy screener given to all K-3 students in Idaho at least twice each year, once in the fall and once in the spring. Depending on the grade level and time of assessment, the screener measures either letter identification, letter sound identification, or reading rate. In the case of this program evaluation, the IRI was used as a measure of summer reading loss. It was hypothesized that students who participated in the summer public school library programs would experience less loss over the summer, as measured by the IRI, when compared to similar children who did not participate. It was further hypothesized that children in the full implementation sites, that is those schools where six books were distributed for summer reading, would have less summer reading loss when compared to the children at the partial implementation sites.

In the remainder of this report, results from the program evaluation will be presented beginning with the results from the parent/caregiver survey. This will be followed by reading log results and summer reading loss results.

Parent/Caregiver Survey Results and Discussion

Seven hundred and forty-two surveys were returned, all of which were entered into a database for analysis. Exact response rates are difficult to compute since the total available population of parents/caregivers can only be roughly estimated, but it appears that in most instances schools achieved better than a 50% response rate. This is excellent given that the surveys were sent home in student backpacks or were administered during spring parent-teacher conferences. Achieving such a high response rate shows that the participating schools were committed to the project. They should be thanked for this since commitment is key to the success of any program and achieving high survey response rates is difficult and time consuming. Following are results and discussion organized by the questions asked on the survey.

The first question asked, "What are the current grade levels of your children at _____ Elementary School? (Please check all that apply.)" Table 1 provides the results.

Table 1: Current grade levels of children: Frequencies and percentages (n=742)

Kindergarten		1st Grade		2nd Grade		3rd Grade	
Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
187	25	243	33	241	33	184	25

All four grade levels had solid representation in the sample with kindergarten and 3rd grade having slightly fewer children represented. The group sizes for these two grade levels, however, are still adequate for analysis.

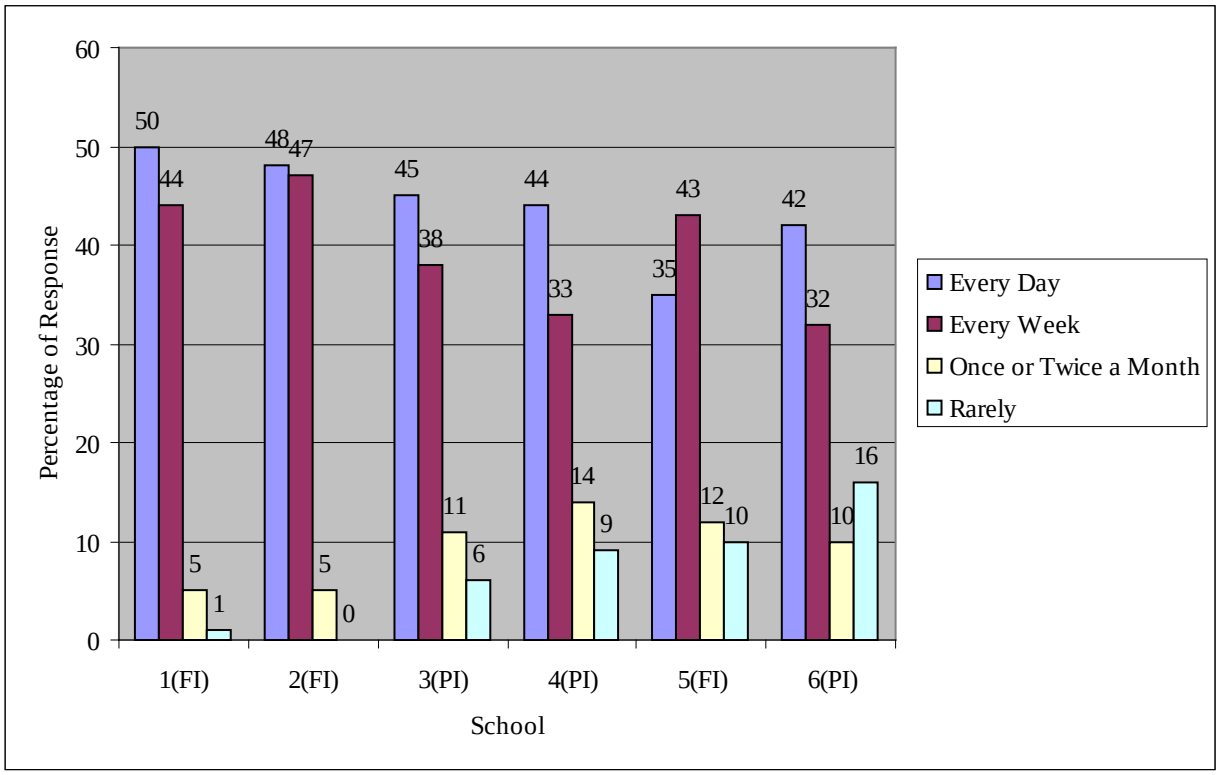
The second question asked, "How often does your child (children) read during the summer?" Table 2 provides the frequencies and percentages for the response categories.

Table 2: Amount of summer reading: Frequencies and percentages (n=670)

Almost every day		Every week		Once or twice per month		Not at all	
Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
286	43	261	39	74	11	49	7

Seventy-two respondents did not complete this question which accounts for the smaller overall n. Of those who did, less than half read almost every day. About an equal number said that they read each week. This is a positive finding, but it would, of course, be more positive if more parents reported daily reading. Responses to this question were explored across the six participating schools to ascertain whether schools differed on this important variable. Figure 1 graphically presents the results. Please note that the figure title contains the number of valid surveys for this question from each site. Also, beside each school number found on the x axis of the figure is either an FI for full implementation or a PI for partial implementation.

Figure 1: Response percentages for each category of summer reading amount by school (School #1: n=96; Sch. #2: n=38; Sch. #3: n=103; Sch. #4: n=224; Sch. #5: n=190; Sch. #6: n=19)



Because of this being categorical data, a chi-square test of association was applied to measure the degree of relationship between school and amount of reading. It is important to note that school #6 from Figure #1 was not included in the chi-square analysis because the number of surveys received from this school was quite small (i.e., n=19) and small numbers of cases in categories disrupts chi-square calculations. Additionally, statistics derived from small samples can be quite unstable. Using just the five schools, the chi square test was statistically significant (chi square=26.7, df=12, p=.009). What this means is that some schools differed in their response profiles. For example, two schools that experienced greater amounts of reading, schools #1 and #2, had higher frequencies of every day and every week responses than what would be predicted by probability theory, and conversely they had lower frequencies of once or twice a month and rarely responses than what would be predicted. To illustrate this, take for example school #2, no one responded rarely (i.e., there is no aqua blue bar) but probability theory predicts that about 7% of respondents would have done so. Additionally, these two schools showing more reading than some of the other schools is illustrated in figure 1 by the taller dark blue and crimson lines in the figure for these two schools and the shorter yellow and aqua lines. Examples on the less optimal side of the continuum of response are schools #4 and #5. In the case of school #4, its response profile showed a higher frequency of once or twice a month than what would be predicted and a lower frequency of every week than predicted. In short, parents and caregivers at this school are not reading as much to their children as in some of the other schools. The same overall interpretation holds for school #5. School #5 had more rarely responses that what would be predicted and many fewer every day responses. Again, this shows less reading occurring at this school. Readers may have noticed at this point that school #3 has not been mentioned. The

reason for this is school #3 manifests a response profile quite close to what is predicted. This means that school #3 falls in-between the two schools manifesting greater amounts of reading and the two schools showing less reading.

Parents/caregivers were asked, "During the summer, where do you get most of the books you read?" Table 3 provides the frequencies and percentages in each response category.

Table 3: Source of most books over the summer: Frequencies and percentages (n=742)

School		Public Library		From home collection		I purchase them		Other		Don't get books	
Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
32	4	319	43	442	60	192	26	39	5	13	2

This question was intended to have respondents choose only one option, but it was interpreted differently. Many respondents marked more than one. Thus, if this question is used again, it needs revision. Having so few respondents mark "school" makes sense given that few school libraries are open during the summer in Idaho. It was heartening to see that 43% reported getting most of their books from their public library. What was somewhat surprising, however, was the large percentage of respondents who acquired most of their books from home. Since much of what children are reading or having read to them is coming from home, in the future it will be important to look more closely at the size and quality of home libraries. Interestingly the response profile changes some when only those respondents who completed the survey in Spanish are considered. A caveat needs to be mentioned here, however. A total of 90 Spanish language surveys were returned but most were blank or only partially completed. For example, only 48 contained data for question #3. Thus the resulting data may or may not be representative. Table 4 shows the response profile for the Spanish language surveys.

Table 4: Source of most books over the summer: Frequencies and percentages (Spanish: n=48)

School		Public Library		From home collection		I purchase them		Other		Don't get books	
Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
4	8	12	25	22	46	10	21	1	2	2	4

For Spanish speaking respondents, the public library was mentioned less often as the source of most of their books. A smaller drop occurred for home collections. The number of Spanish speaking respondents who reported purchasing most of their books during the summer was close to the whole group. These results are interesting and important from several perspectives. First, public libraries should explore why Spanish speakers are not utilizing them as much as English speakers during the summer. Second, even though less than the entire group, a significant number of Spanish speakers are drawing from home collections. What was said above about the need to explore the quality and extent of these home collections holds for this subgroup. And third, Spanish speakers, similar to the total group of respondents, are purchasing books during the summer. It would be interesting and important to ascertain what types of books are being purchased and from where. This is not recommended with the purpose of prying into the private lives of these respondents, but instead so that public libraries and school libraries can refine their collections to better serve members of this important group of participants and potential participants.

It was deemed important to ascertain where the students were going to receive most of their care during the summer. It was hypothesized that students might go to daycares or other sites making it difficult for them to patronize the summer public school library program during daytime hours. Respondents were asked, "During this coming summer, where will your child (children) receive most of his or her care during the daytime? Please check all that apply." Table 5 provides percentages and frequencies for each response category.

Table 5: Daytime care site during summer: Frequencies and percentages (n=742)

Location	Frequency	Percent
a. At home	616	83
b. At a daycare center	69	9
c. Summer camps such as Y day camp, Boys and Girls Club, etc.	22	3
d. At a friend's or relative's house	132	18
e. Am not sure at this time	7	1
f. Other Please explain:	16	2

Most children will be cared for in their home. Thus, if regular reading is going to occur, it will probably occur in the home for many of these children. Granted some go to daycare centers and camps, but by far the greatest number of children remain at home or in the home of a friend or relative. In the future, programs like Stop the Summer Slide might want to incorporate home-based components into their programs. Also, the high percentage of children being cared for in the home over the summer underscores the need for parent/caregiver education about the important role they play in their children's literacy development and the types of reading and literacy activities that they can engage in with their children over the summer.

As was previously mentioned, three of the schools were full implementation sites that provided six books for each child to take home over the summer and three were partial implementation sites that provided one book for each child. These books represented a significant outlay of resources. They cost a considerable amount of money and required considerable time from IC*f*L personnel and school personnel to get the books into the children's hands. Thus, it was important to assess before the resources were committed whether parents/caregivers believed that their child receiving the books would influence their summer reading habits. Respondents were asked, "Do you think your child (children) receiving 6 books of their own choosing will cause them to read more over the summer?" Table 6 provides frequencies and percentages in each response category.

Table 6: Parent/caregiver perceptions of the effect of receiving six books to take home over the summer: Frequencies and percentages (n=332)

Yes		No		Maybe		Don't know	
Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
280	84	8	2	41	12	3	1

The number of respondents to this question is much lower than the others because this question was asked at only the three full implementation schools. Nearly all respondents said that their child receiving the books would result in more reading.

Another important question asked prior to implementation of the program was whether or not parents/caregivers would utilize the public school libraries during summer. They were thus asked, "Will you or your children check out books from _____ Elementary School Library during this coming summer?" Table 7 provides frequencies and percentages in each response category.

Table 7: Utilization of public school library during summer: Frequencies and percentages (n=680)

Yes		No		Maybe		Don't know	
Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
304	45	92	13	222	33	62	9

Having nearly half of respondents say yes and only 13% say no are quite positive findings for the first year of a program. But having a third of respondents say maybe is not as positive. If a similar response profile holds in subsequent years, efforts should be made before the summer begins to show how important it is and how convenient it will be to check out books from the public school libraries.

The local public libraries most closely affiliated with each of the schools partnered with the school libraries on the Stop the Summer Slide Project. Staff from the local public libraries participated in the initial meetings between IC*f*L staff and the school staff involved with the project. The goal was to leverage already existing summer programming at the public libraries while assuring that the public libraries and the public school libraries were not working at cross purposes. Of course, an additional important goal was to foster closer partnerships between the public libraries and the public school libraries. To ascertain to what degree student populations would participate in the public library summer reading program the following question was asked, "Does your child (children) participate in your public library's summer reading program?" Table 8 shows the response profile.

Table 8: Student participation in public library summer reading program: Frequencies and percentages (n=682)

Yes		No		Sometimes		Don't know	
Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
160	23	315	46	162	24	45	7

The percentage of yes responses is not as high as would be optimal. Granted, 24% marked "sometimes" but this means their children's participation in their public library's summer reading program is not consistent, and consistency is important to maintain literacy skills year-over-year. Although not a new finding, the large percentage of no responses remains troubling. Given that the vast majority of children are cared for in the home during the summer, there is substantial potential for much greater summer reading participation. Of course, just because a child is cared for in the home during the summer does not mean the family has the time and resources to attend summer reading programs, but in the future ascertaining why nearly half of respondents don't participate and what would stimulate them to begin participating will be important.

Parents/caregivers were asked, "What might prevent your child from using the school library this summer?" This was an open-ended question so responses were organized under

themes and then counted. Table 9 provides the themes and the percentage of respondents who mentioned something categorized under each theme.

Table 9: Reasons preventing children from using the school library over the summer (n=284)

Theme	% of Respondents Who Mentioned
a. Time constraints (e.g., hours library is open, parent work schedules, daycare, busy schedules)	38
b. Other commitments (e.g., vacations, swimming lessons)	17
c. Transportation (e.g., distance, gas costs)	13
d. Remembering and motivation to use library	8
e. Prefer home libraries (e.g., many books at home, Kindle)	8
f. Prefer to use public library (e.g., participate in programs, closer)	7
g. Moving	4
h. Nothing prevents use	16

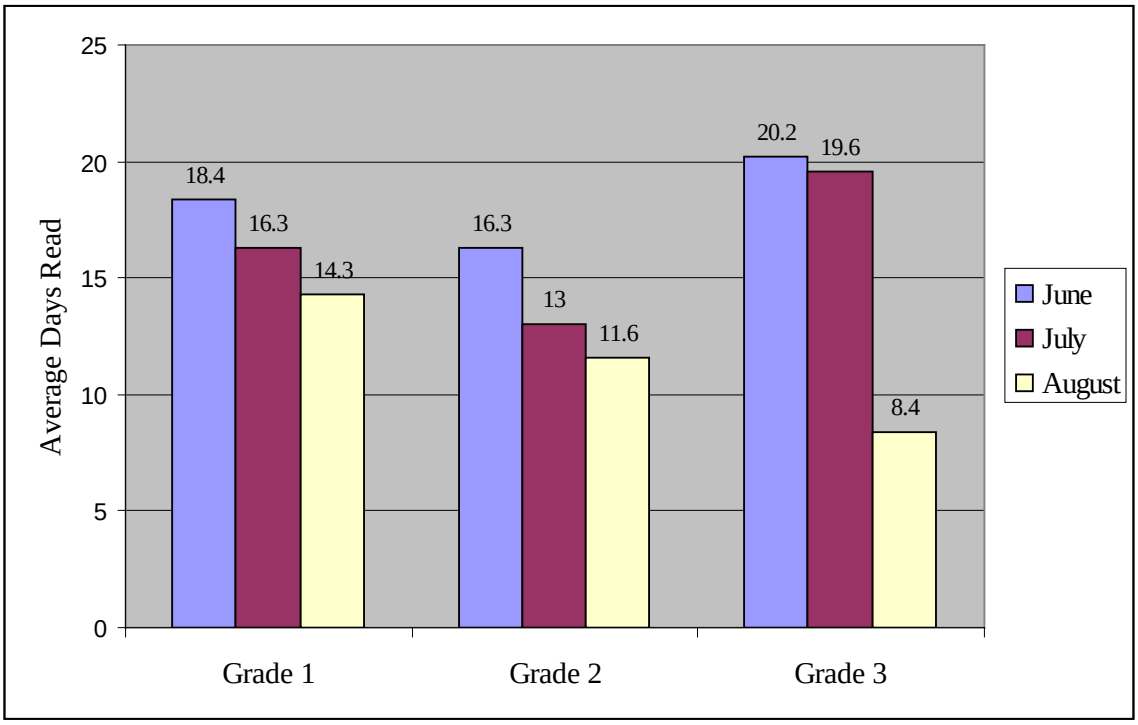
Time constraints were the most pressing problems respondents envisioned. The days and times when the library was to be open was the most common comment since those determined whether the respondent would be able to schedule going to the library around work schedules, daycare, and busy schedules in general. Other commitments and transportation issues also emerged as important variables that could keep children from utilizing their school library over the summer. The other themes listed in the table were mentioned less often but remain important constraints. The problems of remembering that the school library is open and having the motivation to utilize it could be countered by sending regular reminders over the summer while perhaps providing incentives for people to come to the library. The finding that some respondents prefer to use their home libraries or access books electronically corroborates what was previously discussed and also underscores the need to explore the quality of home libraries. Respondents preferring to use the public library should not be seen as a negative. Ideally all people in a school community would use either the school library, the public library, or both over the summer. The school library should not be in competition with the public library and vice versa.

Results from Summer 2014 Student Reading Logs

A copy of the reading log distributed to K-2 and in the case of one school K-3 students in the three full implementation schools can be found in Appendix C. Students were given the logs at the end of the school year and asked to complete them during their summer vacation. Only 82 logs were returned when the children returned to school in the fall. This is a small sample given the total number of students across the three schools who could have returned logs. Thus, the following results and analyses should not be generalized to the populations of students in these schools. In the future, as the Stop the Summer Slide Pilot transitions into full program implementation, it will be important to achieve much higher reading log return rates if they are to be analyzed for program evaluation purposes.

Because only one kindergartener returned a log, only grades 1, 2, and 3 are included in the following analyses. A total of 68 logs were available for analyses. Students were asked to check each day that they read on a calendar that included June, July, and August. The average number of days read each month by grade level is shown in Figure 2.

Figure 2: Average days read each month by grade (Grade 1: n=27; Grade 2: n=23; Grade 3: n=16)



Looking across the blue bars in figure 2 reveals that 3rd graders in June read an average of 20 days out of the month. Not far behind were 1st graders who read about 18 days on average. Second graders were the lowest in June at an average of 16 days, four days less than 3rd graders. As was stated previously, this is a small sample, but if in subsequent years when more representative data is collected and these trends hold, then additional efforts might be needed to boost the amount of reading done by second graders over the summer. Additional insights about the overall patterns of reading by grade level can be inferred from other previously conducted IC*f*L summer reading program evaluations. In those evaluations, when parents/caregivers were interviewed about their children's reading habits during the summer, some reported that their child read more during the particular summer when the interview occurred because the child was maturing and had thus achieved greater independence in reading, meaning that they could read on their own instead of needing to be read to by an adult or older sibling. This response occurred most often when parents/caregivers of 3rd graders were being interviewed. Based on this, a plausible but untested explanation can be provided for why 2nd graders read the least and 3rd graders read the most. By the summer after 3rd grade most students have achieved relative reading independence. They know authors and genres that they like and they have greater capacity to sit down and independently read. Thus this may account for the greater amount of reading done by 3rd graders, just as parents reported. But this does not explain why 1st graders, at least initially, read almost as much as 3rd graders but 2nd graders did not. What the parents/caregivers reported in previous interviews sheds light on this also. Most children who just finished first grade are not independent readers. Thus, if 1st graders do read during the summer, then much of this will occur with an adult. Patterns of the adult and child reading regularly that were established in the early years of life carry over into the summer after first

grade. Second graders, on the other hand, are in a transition period during the summer. Their parents/caregivers might believe that the child to one degree or another is an independent reader and thus does not require as much time reading with an adult. But this independence may not be as real as the parents believe it to be and so the amount of reading done by 2nd graders over the summer is less than either 1st or 3rd graders. There are other plausible explanations for the reduced amount of reading over the summer by 2nd graders, such as a particularly pronounced slump in reading interest or perhaps fewer interesting books available for this particular level of reader, but until additional data is collected that corroborates these trends followed by more in-depth research exploring causative variables, the reason for the lower amount of second grade reading remains unknown. Additional interesting findings can be derived from figure 2. All grade levels dropped in amount of reading as the summer months progressed. First and 2nd graders dropped 22% and 29% respectively in the average number of days read. The sizes of the drops across the months were fairly consistent for these grades. But 3rd grade dropped much more at 58% and the drops across the months were not consistent. All but 3% of the total drop occurred between July and August. Again, if this trend is found in subsequent years of more representative data, then exploring why 3rd graders drop so much between July and August would be important to investigate.

Students were also asked to list their favorite books each week. Totals for each month were computed by grade level. Table 11 provides these results along with the percentage drop between June and August.

Table 11: Total number of favorite books listed by month and grade

Grade	June	July	August	Percentage Drop
1 (n=27)	91	80	57	37
2 (n=23)	59	45	35	41
3 (n=16)	32	39	17	47

It follows that as the amount of reading decreases over the summer as previously shown then the number of favorite books will probably go down across the summer months, and this is the case. But these trends are not of equal magnitude. Grade 1 average days read per month dropped 22% over the three months but the number of favorite books dropped 37%. A similar relationship holds for grade 2 students. They dropped 29% in average number of days reading per month but the number of favorite books listed dropped by 41%. The only grade level that experienced less of a drop in favorite books than the drop in amount of reading was grade 3. They dropped 58% in amount of reading and 47% in number of favorite books listed. Why for grades 1 and 2 the favorites dropped more than the reading is not known, but the phenomenon, if found in subsequent years with more representative data, may point to students at all three grade levels having greater difficulty as the summer progresses finding favorite books. Librarians and parents may benefit from knowing this so they can intervene and help children find books that are similar to their favorites or encourage the children to reread favorites.

The final information asked for on the reading log was a listing of all the books read over the summer. Totals were computed by grade level. Table 12 provides this information.

Table 12: Total books read and average books read per student by grade level

Grade	n	Total	Average per Student	Standard Deviation
1	27	481	17.8	22.8
2	23	405	17.6	21.4
3	16	131	8.2	8.0

The trends in total books read make sense within the context of the grade levels. By the time children are in the summer after their 3rd grade, most are reading chapter books so the number of books they read will probably be lower than grades 1 and 2 where simpler and shorter books are more the norm. But having 2nd grade students average the same number of books as 1st grade students is interesting. This might corroborate something that was previously discussed. Namely, that 2nd graders are not yet independent readers and thus rely on adults to read books to them which are for the most part simpler and shorter books, much like those read to 1st grade students. As has been said before, sample sizes are very small and this is especially so for grade 3 so much of the variation seen in table 12 could be due to sampling error. But if subsequent years of data reveal similar trends, then librarians might consider emphasizing to 2nd grade parents/caregivers the importance of reading to their child since the child might be in a transition period between dependence and independence in reading.

Idaho Reading Indicator Results: Spring to Fall

Idaho has required the administration of the Idaho Reading Indicator for the past 15 years. It is a brief (less than 10 minute) early literacy screener administered to kindergarten through 3rd grade students at least twice each year. In the fall of kindergarten, students are tested on letter naming fluency (LNF), although they are also given a screener on letter sound fluency (LSF) at this time. During spring of kindergarten, students are given the letter sound fluency screener. During fall of 1st grade, the letter sound fluency screener is again given along with a reading curriculum based measure (RCBM). The RCBM is a reading rate measure where students are given three separate passages to read one at a time. Students are given one minute to read each passage and the median number of words read correctly is the recorded score. The RCBM is the only measure given in the spring of 1st grade and is the only measure given fall and spring of 2nd and 3rd grades.

For the purposes of the program evaluation of the Stop the Summer Slide Pilot, changes in performance from spring to fall, that is across the summer months, was of interest. Thus, the change in IRI spring and fall scores for individual students was the unit of analysis. All six schools participating in the pilot project were asked to submit spring and fall IRI scores for all students who were in grades K-2 during the spring. Even though the IRI is administered to grade 3 students, they were not included in the evaluation design because students who were in grade 3 during spring moved to grade 4 in the fall where the IRI is no longer administered. Schools were also asked to mark those students in the data set who participated in their summer open library hours. All data sets were stripped of student names, addresses, and other identifying information prior to being sent to the program evaluator. Thus, there was no possibility of breaching confidentiality requirements.

All six schools submitted IRI data, and although all schools were provided a template to follow for organizing their data, variations in what was provided occurred. Thus individual schools are discussed below instead of in aggregate. Another reason behind reporting individual

school results stems from the six sites operationalizing the Stop the Summer Slide Pilot in different ways. The variability across sites was expected and welcomed since this was the first year of the program and all sites were considered pilots and thus urged to experiment with the program and make it their own. Recall that two hypotheses were posited concerning student IRI performance. The first was that students participating in summer public school library hours would have less loss than those not participating. The second hypothesis was that those students receiving 6 books would have less loss than those receiving just one. The first hypothesis is explored first.

Preliminary analyses revealed that students who participated in summer public school library hours exhibited different characteristics from the larger grade level population of students at their school. For example, oftentimes more females than males participated, and no matter the gender, participants were for the most part higher proficiency readers than non-participants. Thus, simple comparisons between participants and all other students at the school were not appropriate and might lead to erroneous conclusions. Thus, in order to form more equivalent treatment (i.e., participant) and comparison (i.e., nonparticipant) groups, matches were made at the individual student level. Each participant was matched to one or more nonparticipants at their school on the variables provided by the school such as grade level, gender, ethnicity, free or reduced price lunch status, service code, language status, and spring IRI score. In most instances individual participants were able to be matched with similar students, but in the case of some of the smaller schools matches were not possible. Full implementation schools are discussed first followed by the partial implementation schools.

School #1 (Full implementation)

School #1 was a full implementation school. Participation rates for each grade level are provided in Table 13.

Table 13: School #1 participation rates by grade

Grade Spring	Total Number of Students in Grade	Total Number of Student Participants	Percent of Total Students in Grade
Kindergarten	176	25	14
1	145	28	16
2	176	22	13

Participation in the summer program was quite consistent across the grade levels, albeit at somewhat low percentages of the total student population. About 15% of the students who were in grades K-2 in spring participated in summer hours. The nature of the individual grade level groups also needs to be characterized so readers understand the composition of the groups of participants. Table 14 provides this information. In the case of this school, meal status data was not provided.

Table 14: Demographic characteristics of participating students by grade, gender, ethnicity, and language status

Grade Spring	Gender		Ethnicity			Language Status	
	Female	Male	White	Hispanic	Other	Non-LEP	LEP
K (n=25)	68 (17)*	32 (8)	56 (14)	40 (10)	4 (1)	60 (15)	40 (10)
1 (n=28)	57 (16)	43 (12)	46 (13)	54 (15)	0 (0)	86 (24)	14 (4)
2 (n=22)	55 (12)	45 (10)	64 (14)	36 (8)	0 (0)	100 (22)	0 (0)

* Percentages outside ( ). Frequencies inside ( ).

A diversity of students participated in the program. This is a positive finding for this school since it shows that all demographic groups will participate when provided the opportunity.

It is also important to ascertain how participant groups compared demographically to the overall populations of their respective grade levels. Table 15 shows this.

Table 15: Comparison of demographic variables between participants and nonparticipants: Percentages

Grade Spring	Gender		Ethnicity		Language Status	
	Female-P	Female-Non	Hispanic-P	Hispanic-Non	LEP-P	LEP-Non
K (P: n=25; Non: =151)*	68	48	40	60	40	46
1 (P: n=28; Non: n=117)	57	43	54	54	14	22
2 (P: n=22; Non: n=154)	55	42	36	48	0	8

* P=student participants. Non=students who didn't participate.

Considerably more females than males participated. If this finding holds in subsequent years of data collection, then teachers, librarians, and parents/caregivers need to be made aware of this and conversations need to occur about why it happens and what might be done to stimulate more male participation. Ethnicity differences between participants and nonparticipants only occurred at two grade levels, that is kindergarten and grade 2. Again, if differences continue to occur as more data is collected, then conversations should occur about how to motivate more Hispanic students to participate. It is interesting that Hispanic 1st graders participated at the same rate as the overall student population. If this holds in the future, this particular grade level might be focused upon for further study to see why greater degrees of parity are achieved. Limited English Proficiency status showed some differences between participants and nonparticipants with higher percentages occurring in nonparticipant groups. These differences were not large but if subsequent data shows similar results, conversations with teachers, librarians and parents/caregivers might be in order to help assure all children are provided the opportunity to participate equally.

Table 16 provides summer reading rate drops or gains as measured by the IRI between the matched groups and also between the participants and all non-participants at that grade level. The two comparisons are provided instead of just that for the matched groups because in some instances matches were not possible leading to smaller matched group sizes.

Table 16: IRI score changes spring to fall by grade and group

Grade Spring	Matched Groups				Unmatched Groups			
	Participants		Nonparticipants		Participants		Nonparticipants	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
K	-17 (n=20)*	14	-20 (n=24)**	14	-16 (n=24)	13	-15 (n=130)	13
1	-12 (n=22)	13	-15 (n=29)	13	-13 (n=27)	13	-16 (n=125)	13
2	-25 (n=21)	15	-28 (n=33)	17	-25 (n=22)	15	-25 (n=143)	15

* n may be less than total number of participants due to missing data or inability to find matching non-participants.
** Matched non-participant group sizes can be larger than matched participant group sizes because at times more than one match was found for an individual participant student.

All the matched groups exhibited the same magnitude of differences. In the case of kindergarten, participants recognized three additional letter sounds when compared to nonparticipants, and 1st and 2nd grade participants read correctly three more words per minute than nonparticipants. None of these differences are statistically significant, meaning that if all students at these grade levels at this school had been a part of the calculations, the averages for participants and nonparticipants would probably be the same. Additionally, a three point difference has little practical value. Unmatched group results revealed even more similar rate drops between participants and nonparticipants. What can be concluded from these results is that participation in the open library hours had no relationship to summer reading rate loss.

School #2 (Full implementation)

School #2 was a full implementation school. Participation rates for each grade level are provided in Table 17.

Table 17: School #2 participation rates by grade

Grade Spring	Total Number of Students in Grade	Total Number of Student Participants	Percent of Total Students in Grade
Kindergarten	57	4	7
1	71	12	17
2	78	17	22

Participation in the summer program at the kindergarten level was much lower than at school #1, was quite similar in 1st grade, and was substantially greater in 2nd grade. If subsequent years of data show such differences regularly occurring, then it will become important to explore why one school can achieve higher participation rates at some grade levels but not others when compared to other schools.

This school provided different data from the previously discussed full implementation school. Specifically, only grade level and IRI data on the students who participated in the SSSLP was provided. No demographic data was provided for participants and no data was provided for students who did not participate. Thus a different form of analysis had to be undertaken. It follows.

The State of Idaho maintains a public database of IRI scores that is searchable by semester, year, and school. This database does not contain raw scores but instead provides the

percentage of students in a school at a particular grade level who fall in one of three performance categories: intensive, strategic, or benchmark. The performance categories are derived from raw scores. Intensive students are performing below grade level. Strategic students are performing near grade level. And benchmark students are performing at or above grade level.

The database was used to build comparison group statistics for school #2. A caveat needs to be stated here. Since student level data was not available for nonparticipants, participants could not be isolated from nonparticipants in the comparison groups. In other words, the comparison groups in the following analyses contain both participants and nonparticipants. This is far from ideal and calls into question the results, but this was all that could be done given the data that was received.

Table 18 shows the changes in percentages and frequencies in each performance category spring to fall for two grade levels. Kindergarten is not represented in the table because only four students participated in the summer program. This is too small a group to be included in the analyses. Since so few kindergarteners participated in the program, there is probably need for better recruitment of this grade level at this school. This school, however, was able to achieve a slightly greater participation rate for 1st and 2nd grade than school #1, with 18% of first graders and 21% of second graders participating. Also, it is important to note that the state database only provides aggregate statistics for each grade level. Scores do not represent matched data for each student. For example, it is likely that a portion of the students making up the group of grade 1 students tested in the spring could be different from the group of grade 2 students tested upon entry in the fall. This could be due to students moving into and out of the school boundaries or it could be due to districts changing school boundaries and thus changing the mix of students attending a school. Thus, the following results are tentative and need to be checked against subsequent years when more detailed data are available from this school.

Table 18: IRI performance comparisons: Percentage of students in each category

Grade Spring	Semester	Intensive		Strategic		Benchmark	
		SSSLP	Comp.	SSSLP	Comp.	SSSLP	Comp.
1 (SSSLP: n=11s/11f; Comparison: n=62s/61f)*	Spring %	0 (0)**	14 (9)	0 (0)	13 (8)	100 (11)	73 (45)
	Fall %	0 (0)	26 (16)	9 (1)	16 (10)	91 (10)	58 (35)
Difference: Fall % minus Spring % →		0	12	9	3	-9	-15
2 (SSSLP: n=14s/14f; Comparison: n=66s/66f)	Spring %	29 (4)	30 (20)	14 (2)	12 (8)	57 (8)	58 (38)
	Fall %	21 (3)	21 (14)	21 (3)	23 (15)	58 (8)	56 (37)
Difference: Fall % minus Spring % →		-8	-9	7	9	1	-2

* The s/f distinctions stand for spring and fall sample sizes.
** Percentages outside ( ). Frequencies inside ( ).

First grade participants were more proficient readers than the student population taken as a whole. This can be seen in table 18 in the grade 1 spring row showing 100% of the SSSLP students being benchmark. This compares to 73% of comparison group students being benchmark. Interesting shifts occurred in 1st grade students over the summer, but it is important to note that the sample size for the comparison group dropped from 62 to 61 over the summer and it is not known which performance category this student fell into at the spring testing time. Only one grade 1 participant dropped out of the benchmark level whereas either 8, 9 or 10 comparison group students did. It is likely that one of the comparison group students who dropped from benchmark was the participant who did so, but this can not be determined since

only aggregate statistics are available from the database. Still, more students dropped from the benchmark level in the comparison group than did from the participant group. Although none of these differences are statistically significant because of the small sample sizes, the shifts point to some preliminary evidence that at grade 1 at this particular school SSSLP appeared to be related to readers remaining at this level. But having said that, there are two important caveats that need to be mentioned. First, the criterion for benchmark performance in spring of grade 1 is 53 words read correctly per minute. Many high proficiency readers have rates well beyond this criteria. For example, the participant group had the following distribution of rates with one student at each rate: 68, 80 85, 86, 89, 96, 100, 108, 129, 146, 173. No participant was near the cut score of 53. It is possible, and probably likely, that more comparison group students were close to the 53 words read correctly per minute cut. These students would have a higher likelihood of falling into a lower performance category over the summer. So the preliminary evidence that SSSLP supports benchmark readers may not actually hold if matches could be made like they were for school #1. The second caveat has been previously discussed but will be reiterated here. Recall that comparison group spring and fall scores are not matched. In other words, students could have left the school over the summer and others could have enrolled for the fall leading to some of the shifts in performance categories. For example, higher performers may have left the school over the summer and lower performers enrolled. Thus, the shifts in students between performance categories is not due to changes in actual student performance during the summer but instead due to different students being members of the groups. For 2nd grade there was no evidence that SSSLP supported reading rate over the summer because the two groups were the same in the spring and the similarities were retained in the fall. In closing, for school #2 there was little evidence showing that participation in the Stop the Summer Slide Pilot related to lower rates of loss over the summer.

School #3 (Full implementation)

Although data was received from school #3, in the end it was of limited utility. The problems encountered are described here not to negatively reflect on this particular school but instead to fully explore the challenges that can occur collecting large scale assessment data from Idaho schools. These challenges are understandable because of strict federal and state laws protecting student data. Data is only released after the school and district have carefully and meticulously vetted the purposes for which the data will be used, who will have access to the data, and more importantly made sure the data has no student identifying information.

School #3 is located in a larger school district where data warehousing and dissemination occur at the central administrative offices. The student identifying numbers in the data set received from the central office did not match those provided by the school for those students who participated in library summer hours. The central office was asked to match the two different numbers to correct the problem so that the 43 participants could be identified in the data set containing the IRI data. But when these matches were made only 16 of the 43 participants could be matched. This is too small a group to be of use in the analysis. Participation data at an aggregate level, not at each grade level, can be reported, however. If all 43 of the participants were at the K-3 level, then approximately 10% of the students at this school participated in summer library hours. If the 43 only included K-2 students then approximately 13% of students participated.

School #4 (Partial implementation)

School #4 was a partial implementation school. This school provided full data for both participants and nonparticipants. The school also provided lunch status data which was used as a measure of student socio-economic level.

Participation in the summer program was consistent across the grade levels and similar to the previous schools. Table 19 provides this information.

Table 19: Participation rates by grade

Grade Spring	Total Number of Students in Grade	Total Number of Student Participants	Percent of Total Students in Grade
Kindergarten	86	13	15
1	70	13	19
2	90	18	20

The nature of the individual grade level groups also needs to be characterized so readers understand the composition of the groups of participants. Table 20 provides this information by grade level.

Table 20: Demographic characteristics of participating students by grade, gender, ethnicity, language status, and meal status

Grade Spring	Gender		Ethnicity			Language Status		Meal Status	
	Female	Male	White	Hispanic	Other	Non-LEP	LEP	F/R	Pay
K(n=13)	69 (9)*	31 (4)	69 (9)	23 (3)	8 (1)	100 (13)	0 (0)	54 (7)	46 (6)
1 (n=13)	39 (5)	61 (8)	69 (9)	23 (3)	8 (1)	92 (12)	8 (1)	54 (7)	46 (6)
2 (n=18)	44 (8)	56 (10)	56 (10)	39 (7)	5 (1)	83 (15)	17 (3)	61 (11)	39 (7)

* Percentage outside ( ). Frequency inside ( ).

A diversity of students participated in the program. This is a positive finding for this school since it shows that all demographic groups will participate when provided the opportunity. Of additional interest are the gender statistics compared to school #1. School #1 had more females than males participate at all three grade levels, whereas this school had more males than females participate in grades 1 and 2. Finding gender differences in either direction is not ideal, but since this school was quite successful at attracting males to their summer program, a subgroup that is less apt to read over the summer and tends to lose more reading ability over the summer, this is a positive finding. The librarian and other school personnel might be asked about this success since other sites could benefit from knowing what, if anything, was done to promote male participation. But as always, it is important to keep in mind that sample sizes are quite small so some or all of the differences might disappear in the future as more data is collected.

It is also important to ascertain how participant groups compared demographically to the overall populations of their respective grade levels. Table 21 shows this.

Table 21: Comparison of demographic variables between participants and nonparticipants: Percentages

Grade Spring	Gender		Ethnicity		Language Status		Meal Status	
	Female -P	Female -Non	Hisp.-P	Hisp.-Non	LEP-P	LEP-Non	F/R-P	F/R-Non
K (P: n=13; Non: n=73)*	69	53	23	54	0	34	54	49
1 (P: n=13; Non: n=57)	39	51	23	58	8	39	54	89
2 (P: n=18; Non: n=72)	44	58	39	56	17	29	61	81

* P=students who participated. Non=students who didn't participate.

Participant groups were different from nonparticipant groups. Except for kindergarten, participant groups were more male than the nonparticipant population. And with the exception of kindergarten, participant groups exhibited higher socio-economic status, that is there were fewer students in participant groups on free or reduced price lunch when compared to nonparticipants. For all grades, participants tended to be more White and to have greater English language proficiency. If these results hold in the future, it will be important for this school to work to achieve better gender balance while attracting more Hispanic students, LEP students, and lower socio-economic status students.

Table 22 provides comparisons in summer reading rate drop as measured by the IRI between the matched groups and also the participants compared to all other nonparticipants at each grade level. The two comparisons are provided instead of just that for the matched groups because in some instances matches were not possible leading to quite small matched group sizes. Medians are also provided in addition to means because when group sizes are small medians can be more representative measures of central tendency.

Table 22: IRI score changes spring to fall by grade and group: means, medians, and standard deviations

Grade Spring	Matched Groups				Unmatched Groups			
	Participants		Nonparticipants		Participants		Nonparticipants	
	Mean/Median	SD	Mean/Median	SD	Mean/Median	SD	Mean/Median	SD
K	-8 /-9 (n=8)*	8	-15/-12 (n=11)**	12	-9/-9 (n=13)	9	-14/-13 (n=69)	10
1	-22/-22 (n=6)	7	-20/-19 (n=6)	9	-25/-22 (n=13)	11	-15/-16 (n=56)	16
2	-19/-23 (n=9)	24	-28/-25 (n=9)	19	-17/-21 (n=18)	20	-19/-20 (n=67)	14

* n may be less than total number of participants due to missing data or unable to find matching nonparticipant.

** Matched non-participant group sizes can be larger than matched participant group sizes because at times more than one match was found for an individual participant student.

For the matched groups, kindergarten and grade 2 showed evidence of a relationship between participation and reduced loss over the summer, but these sample sizes are quite small and the results are not statistically significant. Also when medians are compared instead of means for these two grade levels, the differences in favor of participation drop. Data from the unmatched groups was similar for the kindergarten findings but not for the 2nd grade findings where the

difference between the participants and nonparticipants when the entire group of students was included essentially disappeared. Only with additional data will more sound generalizations be possible. Interestingly, at 1st grade the matched group data showed rough parity between participants and nonparticipants, but when the entire group of students was included large differences emerged with the nonparticipants losing much less than the participants, which is counter-intuitive to the directional hypothesis driving this study. An examination of the individual student data revealed that four students in the nonparticipant group made gains over the summer ranging from 16 to 48 words per minute. There were no students in the participant group who gained over the summer. Additionally there were 11 nonparticipants who lost less over the summer than the lowest loss in the participant group. Specifically, the least amount of loss in the participant group was 9 words read correct per minute whereas there were 11 nonparticipants who lost only 2-8 words. These are interesting findings since there was consistent evidence across all of the grade levels at this school that participants had higher spring performance when compared to nonparticipants. Why the grade 1 participants, who overall were more proficient readers in spring of their 1st grade year, would drop so much more than a group of nonparticipants is something to be explored in the future, if with larger sample sizes the same relationships hold.

School #5 (Partial implementation)

School #5 was a partial implementation school. This school provided data for both participants and nonparticipants, but did not provide lunch status data.

Participation in the summer program was consistent across the grade levels but was much lower than at the previous schools. Table 23 provides this information.

Table 23: Participation rates by grade

Grade Spring	Total Number of Students in Grade	Total Number of Student Participants	Percent of Total Students in Grade
Kindergarten	132	7	5
1	168	8	5
2	143	11	8

Participation was quite low at this site when compared to the others. Thus a goal for this site will be to increase participation.

The nature of the individual grade level groups also needs to be characterized so readers understand the composition of the groups of participants. Table 24 provides this information by grade level.

Table 24: Demographic characteristics of participating students by grade, gender, ethnicity, language status, and meal status

Grade Spring	Gender		Ethnicity			Language Status	
	Female	Male	White	Hispanic	Other	Non-LEP	LEP
K (n=7)	71 (5)*	29 (2)	72 (5)	14 (1)	14 (1)	86 (6)	14 (1)
1 (n=8)	75 (6)	25 (2)	88 (7)	12 (1)	0 (0)	100 (8)	0 (0)
2 (n=11)	36 (4)	64 (7)	45 (5)	46 (5)	9 (1)	100 (22)	0 (0)

* Percentages outside ( ). Frequencies inside ( ).

In the case of kindergarten and 1st grade, three quarters of participants were female but this ratio nearly reversed in 2nd grade where 64% of participants were male. Why this reversal occurred is not known, but in the future a goal for this school will be to improve gender balance of participants as they also work to increase overall participation. Ethnicity of participants experienced a similar reversal at the 2nd grade level where participation of Hispanics was on a par with Whites. This had not been the case with kindergarten and 1st grade where White participation far outnumbered Hispanic participation. It is not known why this reversal occurred at the 2nd grade level but this school might want to explore reasons for it since a goal should be to achieve higher Hispanic participation in kindergarten and 1st grade. Few LEP students participated at this site. Thus, an additional goal will be to increase this participation rate since LEP students should be a significant focus of the Stop the Summer Slide program.

It is also important to ascertain how participant groups compared demographically to the overall populations of their respective grade levels. Table 25 shows this.

Table 25: Comparison of demographic variables between participants and nonparticipants: Percentages

Grade Spring	Gender		Ethnicity		Language Status	
	Female-P	Female-Non	Hispanic-P	Hispanic-Non	LEP-P	LEP-Non
K (P: n=7; Non: =125)*	71	49	14	26	14	12
1 (P: n=8; Non: n=160)	75	51	12	34	0	15
2 (P: n=11; Non: n=132)	36	50	46	38	0	17

* P=student participants. Non=students who didn't participate.

Participant groups were different from nonparticipant groups. More females participated in kindergarten and 1st grade whereas more males participated in 2nd grade. Achieving greater gender balance within all grades should be a goal. Hispanic participation in kindergarten and 1st grade was much lower than the overall student population, but in 2nd grade Hispanic participation was greater than the overall student population. Recruiting more Hispanic kindergarten and 1st grade students will be important for the future while maintaining the high Hispanic participation rate of 2nd graders and recruiting additional White 2nd graders. LEP student participation was not high at any grade level. Granted 14% of kindergarten participants were LEP students but this represents only one student because the number of kindergarten participants was so small. There were more LEP kindergarteners in the school who did not participate and since no 1st or 2nd grade LEP students participated recruiting this subpopulation of students should be a priority.

Table 26 provides comparisons in summer reading rate drop as measured by the IRI between the matched groups and also the participants compared to all other nonparticipants at each grade level. The two comparisons are provided instead of just that for the matched groups because in some instances matches were not possible leading to quite small matched group sizes. Medians are also provided in addition to means because when group sizes are small medians can be more representative measures of central tendency.

Table 26: IRI score changes spring to fall by grade and group: means, medians, and standard deviations

Grade Spring	Matched Groups				Unmatched Groups			
	Participants		Nonparticipants		Participants		Nonparticipants	
	Mean/Median	SD	Mean/Median	SD	Mean/Median	SD	Mean/Median	SD
K	-12 /-12 (n=7)*	12	-17/-17 (n=7)**	12	-12 /-12 (n=7)	12	-15/-14 (n=106)	11
1	-8/-14 (n=8)	15	-19/-20 (n=10)	10	-8/-14 (n=8)	15	-15/-15 (n=139)	11
2	-17/-14 (n=11)	11	-19/-19 (n=16)	8	-17/-14 (n=11)	11	-18/-17 (n=117)	14

* n may be less than total number of participants due to missing data or unable to find matching nonparticipant.
** Matched non-participant group sizes can be larger than matched participant group sizes because at times more than one match was found for an individual participant student.

For the matched groups, kindergarten and 1st grade showed highly tentative descriptive evidence that participation correlated with lower mean loss rates over the summer, but these sample sizes are quite small and the results are not statistically significant. The tentative nature of these results must be underscored because of the very small participant group sizes and the lack of statistical significance. Data from the unmatched groups showed similar trends but of lesser magnitude than that for the matched groups. Only with additional data will more sound generalizations be possible. For 2nd grade, both matched group and unmatched group data showed just a hint of a trend in favor of participation, but the magnitude of these differences was less than that for the other two grades and again participant group sizes were quite small.

School #6 (Partial implementation)

School #6 was a partial implementation school. Data for this school included participants, nonparticipants, gender, ethnicity, and meal status. Language status data was not provided.

Participation rates were calculated. Table 27 provides this information.

Table 27: Participation rates by grade

Grade Spring	Total Number of Students in Grade	Total Number of Student Participants	Percent of Total Students in Grade
K	32	6	19
1	30	5	17
2	26	8	31

Participation in the summer program was similar for kindergarten and grade 1 but increased for 2nd grade. Since this was a small school the jump only represented a few students, but if similar patterns hold in the future it will be important to explore why grade 2 students are more apt to utilize open summer library hours.

The nature of the individual grade level groups also needs to be characterized so readers understand the composition of the groups of participants. Table 28 provides this information by grade level.

Table 28: Demographic characteristics of participating students by grade, gender, ethnicity, and meal status

Grade Spring	Gender		Ethnicity				Meal Status	
	Female	Male	White	Nat. Am.	Hispanic	Multiple	F/R	Pay
K (n=6)	50 (3)*	50 (3)	67 (4)	33 (2)	0 (0)	0 (0)	50 (3)	50 (3)
1 (n=5)	40 (2)	60 (3)	40 (2)	40 (2)	20 (1)	0 (0)	60 (3)	40 (2)
2 (n=8)	50 (4)	50 (4)	25 (2)	12.5 (1)	12.5 (1)	50 (4)	88 (7)	12 (1)

* Percentage outside ( ). Frequency inside ( ).

A diversity of students participated in the program. This is a positive finding for this school since it shows that all demographic groups will participate when provided the opportunity.

It is also important to ascertain how participant groups compared demographically to the overall populations of their respective grade levels. Table 29 shows this.

Table 29: Comparison of demographic variables between participants and nonparticipants: Percentages

Grade Spring	Gender		Ethnicity		Meal Status	
	Female-P	Female-Non	Nat. Am.-P	Nat. Am.-Non	F/R-P	F/R-Non
K (P: n=6; Non: n=26)*	50	39	33	73	50	85
1 (P: n=5; Non: n=25)	40	44	40	36	60	80
2 (P: n=8; Non: n=18)	50	39	13	44	88	78

* P=student participants. Non=students who didn't participate.

In the case of kindergarten and 2nd grade there were higher percentages of females in the participant group than in the nonparticipant group. If this finding holds in subsequent years of data collection, then teachers, librarians, and parents/caregivers need to be made aware of this and conversations should explore why it happens and what might be done to stimulate more males to participate. In the case of 1st grade, gender patterns in the participant group basically reflected those in the nonparticipant group. This school had a high percentage of Native American students. In kindergarten and 2nd grade, Native Americans were significantly under-represented in the participant group. This was not the case in 1st grade where percentages were similar between the groups. These are extremely small groups so percentages might vary widely from year-to-year so it is important to collect multiple years of data before drawing conclusions, but if these trends hold after more data is collected, conversations are warranted concerning raising Native American participation rates. Students on free or reduced price lunch were under-represented in participants for kindergarten and grade 1 but were over-represented in grade 2. Of course, all children, no matter their meal status, should be encouraged to participate, but since lower socioeconomic students tend to experience greater summer reading loss, making sure participant groups at least represent the overall school population on this important variable will be an important goal for the future. Overall, when participants are compared to nonparticipants,

participants were more female, less Native American, and of greater economic means than nonparticipants at this school.

Table 30 provides results of comparisons in summer reading rate change as measured by the IRI. Because of the small size of this school, matches were difficult to find. In kindergarten only four of six participating children could be matched, but this resulted in only three pairings with complete data because one participating student did not have fall IRI data. In the case of grade 1, no matches were possible and only one match was possible in grade 2. Thus, in table 30 no matched scores are provided but instead only those for the unmatched groups. Also, medians are provided because they can be better measures of central tendency for small group sizes.

Table 30: IRI score changes spring to fall by grade and group: means, medians, and standard deviations

Grade Spring	Unmatched Groups			
	Participants		Nonparticipants	
	Mean/Median	SD	Mean/Median	SD
K	-47/-49 (n=5)*	23	-27/-27 (n=22)	19
1	-1/-4 (n=4)	84	-26/-33 (n=25)	43
2	-39/-19 (n=8)	66	-13/-1 (n=17)	61

* n may be less than total number of participants due to missing data

At first glance, kindergarten results are not supportive of the program but the differences might be the result of small sample sizes and/or unmatched groups. Evidence for this emerges in the results from the three kindergarten matches that were possible. Means and medians were quite similar across the matched participant and matched nonparticipant groups (Matched Participants: mean=-38, median=-44, SD= 25; Matched Nonparticipants: mean=-39, median=-43, SD=16). Thus, there is conflicting evidence for kindergarten as to the relationship of the program to summer loss. In regards to 1st and 2nd grades, very little can be said about these results because of instability in the data. The standard deviations are excessively large because of the wide variation in student performance over time. There were students who gained over 100 words read correctly per minute and there were students who lost that much. Couple this instability with the small sample sizes and any differences in table 30 lack credibility. Additional years of data collection are needed.

In conclusion, when the six schools are taken in aggregate, no strong evidence emerges supporting the hypothesis that students who participate in summer library hours will experience lower reading loss over the summer as measured by the Idaho Reading Indicator. But as was stated repeatedly in the discussions of the six schools, participant group sizes are small so results are most likely unreliable at this point. More sound conclusions will only be possible when more data becomes available, which will require higher participation rates at all of the schools.

The second hypothesis stated that students receiving six books to take home over the summer would experience less summer reading loss when compared to those students receiving only one book. To explore this hypothesis, all student change scores spring to fall for kindergarten, 1st and 2nd grade in full implementation schools were compared to partial implementation schools. Recall that one full implementation school did not provide IRI data for all students in the school but instead only data for those students who attended the library during

the summer. Thus this school could not be included in these calculations leaving only two of three full implementation schools in the calculations. Table 31 presents the findings.

Table 31: Average change score by grade level and type of implementation

Grade	FI #1	FI #3	PI #4	PI #5	PI #6
K	-15 (13) (n=154)*	-1 (12) (n=85)	-13 (10) (n=82)	-15 (11) (n=113)	-30 (21) (n=27)
1st	-15 (13) (n=152)	-1 (13) (n=82)	-17 (16) (n=69)	-15 (11) (n=147)	-22 (49) (n=29)
2nd	-25 (15) (n=165)	-8 (13) (n=79)	-19 (15) (n=83)	-18 (14) (n=128)	-21 (63) (n=25)

* Average fall minus spring change for all students (standard deviation) (number of students)

Scanning across the rows of table 31 shows consistency in average loss rates across full implementation and partial implementation schools with the exception of full implementation school #3 (FI #3). This school could be considered an outlier since its average loss rates across the three grades are so much smaller than all of the other schools. If in subsequent years of data collection such low loss rates hold for FI #3, then additional exploration of this school is warranted to find out why it differs so much from the others. For the current discussion, having a potential outlier like FI #3 forces a narrowing of the comparison to one FI school and three PI schools. This is not positive for this analysis since comparing one school to three is far from optimal. What this comparison reveals, however, is that summer loss was similar across the two conditions.

Summary and Recommendations

The following points summarize the findings across all of the data sources and the six schools. Each point is followed by one or more recommendations.

a. For the most part, participation rates in open library hours were consistent across the schools at about 15-20% of the available student population at the three grade levels targeted by the program. There were, however, exceptions to this at individual grade levels and there was one school where less than 10% of the student population participated at each of the grade levels.
Recommendation: IC*f*L staff, school library staff, and public library staff should discuss participation targets. If the participation rates achieved during the pilot year are adequate, then these should be articulated as targets for future schools that participate. If these participation levels are lower than expected, then goals and strategies for increasing participation should be established. Some of the participating libraries had open library hours during evenings. Ascertaining how popular these were will be important information for such discussions.

b. Characteristics of summer library hour participants represented a wide range of demographics and represented all subgroups within the respective schools. This is a positive finding since it shows that the program is attractive to all students. There were, however, some differences that emerged between participants and nonparticipants. Usually participants were higher in reading proficiency, higher in English language proficiency, of higher socioeconomic means, and more White.
Recommendation: These were not dramatic differences but they were consistent enough across most of the schools that in the future recruitment efforts should be targeted at specific subgroups so that participation demographics better align to overall school demographics.

c. Idaho Reading Indicator results did not support either full implementation or partial implementation of the program.
Recommendation: The Allington et. al. (2010) study showed statistically significant differences between groups of students who had and groups of students who had not participated in a summer book give-away program over several years. The level of practical significance of the results was small but still worth noting. Results from the first year of the Stop the Summer Slide Pilot did not support these findings. It is recommended that if the program continues additional data is collected over several years so that trends can be established to better evaluate program outcomes.

d. An average of 43% of parents/caregivers report that their child or children reads each day during the summer. Thirty-nine percent report that their child or children reads once each week during the summer.
Recommendation: Having 43% of parents/caregivers report daily reading is a quite positive finding. Additionally, having 39% report weekly reading is a positive finding and one which presents an excellent opportunity upon which to build. The SSSLP project should target parents reporting weekly reading with additional information about the importance of daily reading and guidance in how this can be accomplished and then measure if such efforts are successful at increasing the amount of reading done in these households. Furthermore, if resources permit, in the four schools where 17-26% of parents/caregivers reported reading monthly or rarely, a similar targeted campaign should be developed with the goal of increasing the amount of reading in these homes. Since so little reading is occurring in these homes, however, an incentive structure might be needed in order to stimulate the needed behavioral changes.

e. Parents/caregivers reported that their home collections were a significant source of books for summer reading. The public library was also important, but to a lesser degree. They also reported that their children receive the majority of their care in the home over the summer instead of at daycares, camps, etc.
Recommendation: Since home libraries are a significant source of books over the summer and most children receive the bulk of their care in the home over the summer, it is especially important for these libraries to be of adequate quality. In the future, the IC*f*L and librarians might consider producing information for parents/caregivers about what should be in a home library and also how parents/caregivers can maximize utilization of those resources to address summer reading loss.

f. Summer reading logs showed a consistent drop in the number of days that students read as the summer months progressed.
Recommendation: Students and parents/caregivers should be asked about this drop and its causes. Once causes are identified, stakeholders can then convene to discuss what might be done to address the problem.

Sources Cited

Allington, R., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., Zmach, C., & Nowak, R. (2010). Addressing summer reading setback among economically disadvantaged elementary students. *Reading Psychology, 31*(5), 411-427.

Appendix A: Report of Findings from Focus Groups

REPORT ON FOCUS GROUP SESSIONS
IDAHO STATE COMMISSION FOR LIBRARIES
2014 SUMMER SLIDE PILOT PROJECT SITES

SCOPE OF WORK

Two (2) bilingual parent presentations/focus groups were conducted at the following 2014 Summer Slide Pilot Project sites/locations:

- May 5, 2014 @ Horizon Elementary – Jerome, Idaho
- May 6, 2014 @ Mountain View Elementary – Burly, Idaho

A third and final focus groups was also planned but not conducted, due to lack of attendance in the following location:

- May 8, 2014 @ Wilson Elementary – Caldwell, Idaho.

At each of the focus groups sites, an introductory presentation and welcome was made by a school representative to parents and students. Following the introduction a brief overview regarding the importance of children continuing to read during the summer, and the goals of the 2014 Summer Slide Pilot Project were presented.

The following list of focus group questions, was then used to solicit feedback from parents about their family's home reading habits, perceived or real barriers to visiting the school or local public library during the summer, and their recommendations for the 2014 Summer Slide Pilot Project.

FOCUS GROUP RESULTS BY SITE/LOCATION

The following feedback from parents regarding home reading habits, barriers to public library use, and suggestions for the 2014 SSPP, were compiled for each of the focus group locations.

Horizon Elementary – Jerome, Idaho

When I say the words "Summer Reading" what are the three words that pop into your head?

- *Fun, learning, time, advancement, practice reading*

Has anyone in your family participated in a library summer program in the past?

- *Yes, 3 families have previously participated in a library summer reading program. One (1) in Payette, Idaho, and two (2) with the Jerome Public Library's program.*

This year the school library will be open in an effort to get more kids reading over the summer. How likely are you to utilize the school library over the summer?

- *All participants indicated they would be interested in the program. All indicated they would be very likely to use the school library over the summer.*

How about attend an event or sign up for the public library Summer Reading program?

- *Most participants reported they would be willing to attend another event or sign up session.*

What barriers prevent you from going to the library and/or reading with your children over the summer?

- *No evident or perceived barriers were reported.*

What types of books do you read to your children? Spanish or English – favorites?

- *Parent reported reading all types of different books to their children depending on their favorite kind of books.*

- *Latino parents reported reading to their children in Spanish from time to time.*

What types of books do your kids enjoy reading?

- *Superheroes, books about animals, bugs, and dinosaurs.*

What would make our summer reading programs better?

- *Include songs in the program.*
- *Invite local community story tellers to read to children*
- *Include Mexican "cuentos" and bilingual books in Spanish and English*
- *Have children read a book and do a related activity, project, poster, etc.*

Mountain View Elementary – Burley, Idaho

When I say the words “Summer Reading” what are the three words that pop into your head?

- *Books, library, fun, projects, storyteller, families reading together, Pictionary*

Has anyone in your family participated in a library summer program in the past?

- *Yes, in Arizona – 1 family.*
- *“It was a lot of fun, they had prizes, audiobooks, and other fun things in their program.”*

This year the school library will be open in an effort to get more kids reading over the summer. How likely are you to utilize the school library over the summer?

- *All families attending indicated they would be very likely to use the school library over the summer. One family asked if it would better to bring their second grader to the school library instead of the public library.*
- *The parents of this child seemed to like the idea of utilizing the school library more during the summer so there son could become more used to using it when school starts up again in the fall.*
- *Two (2) representatives of the Burley Public Library were present and were asked to provide an overview of their planned program for the 2014 summer.*
- *Parents were encouraged to participate in both programs as their time allowed, and depending on the different activities offered by either program.*

How about attend an event or sign up for the public library Summer Reading program?

- *All participants reported they would be willing to attend another event or sign up session.*

What barriers prevent you from going to the library and/or reading with your children over the summer?

- *No evident or perceived barriers were reported.*

What types of books do you read to your children? Spanish or English – favorites?

- *Books about animals, nature, National Geographic, bugs & insect books, picture books, and books that rhyme.*

What types of books do your kids enjoy reading?

- *Dairy of a Wimpy Kid; A to Z Mystery; books on reptiles*

What would make our summer reading programs better?

- *Recommend the program offer audiobooks, Tumble books, more books on reptiles, and maybe some e-books.*
- *Getting free books or other prizes for reading more in the summer.*
- *Encouraging local businesses in Burley to get more involved in encouraging students to read during the summer.*

RECOMMENDATIONS/OBSERVATIONS

1. Parents and students at both of the focus groups conducted were very supportive and interested in having their children participate in the proposed program.
2. The plan to provide “free” books that children can keep if they participate in the program was a very popular incentive.
3. The idea of inviting local storytellers to read to children was recommended at both of the participating sites.
4. Recommend incorporating a related activity, project, poster or other “hands-on” learning opportunities to “bring reading to life.”
5. Bilingual books in Spanish and English will not only encourage more Latino children to read, but also provide expanded opportunities for Spanish speaking only parents to read more to their children.
6. Free books to take home and keep appear to be very popular with those attending the focus group sessions.

7. Recommend expansion of joint projects between school libraries and local public libraries during the summer.

8. Try to keep things as simple as possible. Too much emphasis on record-keeping, tracking or reporting of the number of books read should not be the main focus of the program. Teaching children to appreciate books and to learn to love reading is the key.

9. Consider incorporating “outside the library” activities into the SSPP since it is summer and kids like to be outside.

10. Incorporate “hands on” activities to provide children with an opportunity to explore some of new things they learn after reading a book or listening to a story.

Appendix B: Parent/Caregiver Survey

Summer Reading Parent Survey Spring 2014

_____ Elementary School library is participating in a summer literacy program. Your child will receive six free, high-quality, age-appropriate books that he or she will select at the end of this school year to take home over the summer to read. Additionally, the _____ Elementary School library will be open for you and your child to check out books during the summer months. This program is funded by the Idaho Commission for Libraries, a state agency that supports public and school libraries throughout Idaho. The goals of the program are to increase children's reading over the summer and to increase participation in summer library programs, which during the past years has been quite low. In order to make _____ Elementary School Library's summer literacy program better fit your needs, we ask that you answer the following questions. Your answers are anonymous, meaning that we have no way of identifying you. **Thank you for your participation.**

1. What are the current grade levels of your children at _____ Elementary School? (Please check all that apply.)

Kindergarten	1st Grade	2nd Grade	3rd Grade
☐	☐	☐	☐

2. How often does your child (children) read during the summer?

Every day	Every week	Once or twice a month	Rarely
☐	☐	☐	☐

3. During the summer, where do you get most of the books you read?

School	Public Library	From home collection	I purchase them	Other	Don't get books
☐	☐	☐	☐	☐	☐

If "Other," please explain: _____

4. During this coming summer, where will your child (children) receive most of his or her care during the daytime? Please check all that apply.

a. At home	☐
b. At a daycare center	☐
c. Summer camps such as Y day camp, Boys and Girls Club, etc.	☐
d. At a friend's or relative's house	☐
e. Am not sure at this time	☐
f. Other (Please explain: _____	☐

5. Do you think your child (children) receiving 6 books of their own choosing will cause them to read more over the summer?

Yes	No	Maybe	Don't know
☐	☐	☐	☐

6. Will you or your children check out books from _____ Elementary School Library

during this coming summer?

Yes	No	Maybe	Don't know
☐	☐	☐	☐

7. Does your child (children) participate in your public library's summer reading program?

Yes	No	Sometimes	Don't know
☐	☐	☐	☐

8. What might prevent your child from using the school library this summer?

Appendix C: Summer Reading Log

STOP THE SUMMER SLIDE

Studies show that children who do not continue to read over the summer can lose up to 3 months of reading achievement, which sets them back when they begin school in the fall.

Your child's school is partnering with your local public library and the Idaho Commission for Libraries' Read to Me program to provide more access to books and library services this summer. We encourage you to visit your local public library this summer, but we know that it is sometimes challenging to get there. Therefore, your child's school library will have open hours in June, July, and August, and your child will be able to check out books to bring home. You can check with the school for exact days and times the school library will be open.

Please help your child(ren) keep track of their reading over the summer with this simple and easy form:

Each day, if your child reads to herself or someone reads to her, put a checkmark in the day's box.

It does not matter where the books come from, or whether the reading is from a book, magazine, newspaper, audiobook, etc.

There is also a box for you or your child to write down some of the favorite titles read/listened to that week.

Optional: On the back of this form is a place to write down ALL the titles your child reads this summer. Knowing the kinds of books children are reading helps your school and public library better meet children's needs.

You will be asked to return this reading log to your child's new teacher in the fall. We suggest you tack the reading log up in an easy-to-get-to place, such as the refrigerator or the back of a door.

First Name:

Last Name:

School:

Grade in the Fall:

Check the box if you read on your own or if someone reads to you each day

READING LOG

June 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Favorite books this week:
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

July 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Favorite books this week:
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

August 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Favorite books this week:
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

Challenge! Write down all the titles you read over the summer (or that someone reads to you).

Attach another sheet if you run out of room

Brought to you by your local public library and Read to Me, a program of the Idaho Commission for Libraries. Funded in part by a grant from the Institute of Museum and Library Services.