

Summer Success[®]
Reading

Research Base and Program Efficacy

TABLE OF CONTENTS

SUMMER SUCCESS: READING PROGRAM OVERVIEW	3
SUMMER SUCCESS: READING RESEARCH BASE	4-9
USER SURVEY DATA	10
NATIONAL EVALUATION OF PROGRAM EFFECTIVENESS	10-11
ARVIN MIGRANT SUMMER SCHOOL AT BEAR MOUNTAIN ELEMENTARY SCHOOL (ARVIN, CA)	12-13
NASHUA SCHOOL DISTRICT (NASHUA, NH)	14
GLYNN COUNTY (BRUNSWICK, GA)	15-16
RAPIDES PARISH SCHOOL DISTRICT (ALEXANDRIA, LA)	17-18
VILAS ELEMENTARY (EL PASO, TX)	19
GAINESVILLE EDISON PRIMARY SCHOOL (GAINESVILLE, TX)	20
RACINE UNIFIED SCHOOL DISTRICT (RACINE, WI)	21-22
REFERENCES	23-28

NOTES ABOUT THIS DOCUMENT

About the Test: The test scores included in this document are taken from the pre- and post-tests included in the *Summer Success: Reading* program. The test is administered in three parts: Multiple Choice, Retelling, and Oral Reading.

Statistical Information: The statistical information included in this document is taken from the 2002-2003 MDR directories, published by Market Data Retrieval. This is included to give general background information on the districts included in this document. The students who participated in the *Summer Success: Reading* program are a subset of the district population.

SUMMER SUCCESS: READING PROGRAM OVERVIEW

Summer Success: Reading is a complete and comprehensive program designed to help struggling learners become fluent readers. Blending current research with time-tested best practices from successful reading teachers, *Summer Success: Reading* features five key elements to help students build essential reading strategies:

- **Read Aloud** begins the day with activities to build oral language skills and encourage enjoyment of literature and language;
- **Read & Write Together** provides planned, focused, shared reading opportunities that promote student interaction with the text, the teacher, and each other;
- **Read & Respond** immerses students in reading, writing, listening, and speaking activities through independent reading, paired reading, and small-group instruction;
- **Read & Explore Words** focuses on strategies for reading, using, and understanding new words;
- **Assessment** guidelines offer opportunities for teachers and students to assess student understanding of the reading process.

Each kit includes enough materials for up to 20 students:

- **Teacher's Edition** with weekly lesson planners, detailed implementation instructions, and guidelines for assessing student progress;
- **Student Response Book** copymasters (Also available as individual consumable Student Response Books);
- **20 copies of six Theme Magazines** packed with engaging, highly-visual, readable articles in a variety of genres;
- **Read-Aloud Books**—six books for grades K-3; three longer books for grades 4-8;
- **Six Double-sided Teaching Posters**—ideal for shared reading and instruction (write on/wipe off);
- **Cardstock with punch-out letters** for word activities.

Summer Success[®]: Reading

Research Base

Introduction

Struggling readers who take a break from reading during summer vacation risk falling even further behind (Cooper, Nye, Charlton, Lindsay, & Greenhouse, 1996). For students who struggle with reading, summer school offers an opportunity to focus on reading without the distractions of a typical school year. To advance students' reading ability during a summer-school course, they require intensive intervention using the best available teaching strategies. Challenges for summer-school teachers include too little instructional planning time and a lack of appropriate teaching materials. The *Summer Success: Reading* kits provide teachers with all the materials they need to implement a summer-school reading program complete with easy-to-follow daily lesson plans.

Summer Success: Reading is designed as a 6-week course that immerses students in literature and gives them intensive instruction in the tools they need to become skilled readers. According to Laura Robb (1995), "To bring children and books together successfully, children have to experience the pleasures of reading. They have to hear stories, make predictions, visualize characters, talk about plot twists, imagine story settings, emotionally respond to characters, and think with new information." *Summer Success: Reading* gives students all these rich experiences with reading and more. Immersion allows children to see and hear fluent reading models, practice reading a variety of selections at appropriate difficulty levels, and respond to text in creative ways. Instruction in word-identification skills and oral and silent reading help develop students' independence in decoding and an ability to read fluently. Instruction in comprehension strategies promotes independent understanding and appreciation of books and stories.

Reading to children teaches them the concepts and functions of print.

Research documents the positive effects of reading aloud to children. Reading aloud creates a foundation of abilities upon which reading development is built (Durkin, 1966). Specifically, reading aloud is related to students' syntactic development (Chomsky, 1972) and vocabulary acquisition (Elley, 1989; Robbins & Ehri, 1994), particularly when there is active discussion between the adult reader and child (Senechal & Cornell, 1993). Students who experience extensive read-aloud periods also demonstrate enhanced decoding and comprehension abilities (Bus, van Ijzendoorn, & Pellegrini, 1995; Dickinson & Smith, 1994). Additional research indicates that book-handling skills and concepts about print are promoted through storybook reading (Sulzby, 1985; Teale, 1987; Snow, Burns, & Griffin, 1998). In short, being read to results in a broad array of cognitive and affective enhancements for children's literacy development (Bus, 2002; Morrow & Gambrell, 2002; Yaden, Rowe, & MacGillivray, 2000).

In *Summer Success: Reading*, students are read to every day. The shared read-aloud time allows teachers to explicitly model reading strategies. Struggling readers enjoy hearing stories read to them while the teacher models how to hold a book, the directionality of text, and how to apply comprehension strategies. Children hear models of fluent reading and have opportunities to read aloud throughout the program.

Phonics, phonological awareness, and phonemic awareness are key to learning to read.

According to Morrow, Holt, and Sass (2002), “phonics is a strategy that involves learning the alphabetic principles of language and knowledge of letter-sound relationships” (p. 428). Unlike phonemic awareness, which in its pure form involves only oral/aural activities, phonics is a word identification strategy that involves the graphophonemic cue system (Goodman, 1994), that is, providing readers a means to decode print to speech through knowledge of alphabets (Adams, 1990). Research evidence points to the benefits of instruction in letter/sound correspondences as one means to identify words (Ehri, Nunes, Stahl, & Willows, 2001; Snow et al., 1998; Stahl, 2002). “Phonemic awareness refers to an understanding about the smallest units of sound that make up the speech stream: phones” (Phonemic Awareness and the Teaching of Reading, 1998). Phonemic awareness involves oral language and one’s ability to manipulate (e.g., rhyme, match, blend, segment) speech sounds (Williams, 1995; Yopp & Yopp, 2000). Quantitative studies demonstrate the relationship between phonemic awareness and subsequent reading performance (Blachman, 2000; Goswami, 2002), as well as the effects of instruction in phonemic awareness (Ehri & Nunes, 2002; Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001; Opitz, 2000).

Summer Success: Reading provides students with instruction in phonics and phonological awareness, including phonemic awareness. Children develop phonological awareness with activities that ask them to clap the syllables in words, identify rhymes and understand that the sounds of spoken language work together to make words. They practice phonemic awareness with activities to identify the same beginning sound in words, hear individual sounds in words, identify individual sounds, and manipulate individual sounds. Students also develop phonemic awareness with frequent writing activities.

Students who are able to identify common words free up cognitive energies for decoding more challenging words, moving toward fluency and comprehension.

Because not every word is easily decoded by phonics, *Summer Success: Reading* includes lessons on identifying high frequency words. Gamboa (2002) defined sight words as “those words that appear with such high frequency in written language that they can be immediately recognized without having to resort to any apparent use of strategies” (p. 581). Johnson and Pearson (1978) described these words as “a relatively small corpus of words which occur in such high frequency in printed matter that they are deemed essential to fluent reading” (p. 12). The argument for teaching certain words by sight is that they are frequent (*you, that*), may not follow phonic generalizations (*said, have*), and may be visually or aurally confusing (*when, what, where, which*). Further, identifying such words automatically can free up a readers’ cognitive energies for decoding more challenging words and moving toward fluency and comprehension (LaBerge & Samuels, 1974). Although learning words “by sight” is not entirely devoid of decoding or letter-sound knowledge and skill (Ehri, 1991), it is a common recommendation to provide students instruction in sight words, particularly for beginning readers (Snow et al., 1998). *Summer Success: Reading* includes lessons for students to practice working with words, including sorting words, playing with letters to make new words, and playing word games to help students develop their sight vocabulary. These lessons not only develop students’ word knowledge, but they also teach them that playing with words can be a fun, enjoyable experience.

Instruction in reading comprehension strategies improves students' reading ability.

The RAND Reading Study Group (RAND, 2000) defined reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 11). This process involves interactions among the reader, the text, and the reading activity, all of which are embedded within a sociocultural context (Vygotsky, 1978). This definition includes a combination of cognitive, social, and cultural perspectives on comprehension (Hamm & Pearson, 2002).

Effective comprehension instruction takes into account a reader's motivation (Guthrie & Wigfield, 2000), reading strategies (Paris, Wasik, & Turner, 1991), and knowledge (Anderson & Pearson, 1984) within the social environment of a classroom (Sweet & Snow, 2002). Researchers define effective comprehension instruction as instruction that: (a) activates prior knowledge and predicting (Hansen & Pearson, 1982); (b) monitors comprehension or thinking aloud (Baumann & Seifert-Kessell, 1992; Paris, Cross, & Lipson, 1984); (c) includes summarizing text or identifying important ideas (Bean & Steenwyk, 1984); (d) encourages questioning by the teacher or self-questioning by the learner (Singer & Donlan, 1982); (e) teaches recognizing and using text structure or graphic representations (Armbruster, Anderson, & Meyer, 1991); and (f) fosters collaboration among learners to construct the meaning of a text (Stevens, Madden, Slavin, & Farnish, 1987). There is also evidence for the efficacy of comprehension instruction that includes multiple text-construction strategies (Brown, Pressley, Van Meter, & Schuder, 1996; Rosenshine & Meister, 1994).

Most comprehension instruction models (Duffy, 2002; Keene, 2002; Pearson & Gallagher, 1983; Pressley, 1998) include several common elements. These are represented well by the five components articulated by Duke and Pearson (2002, pp. 208-209): explicit strategy description, teacher and student modeling of the strategy, collaborative use of the strategy, guided practice of the strategy, and independent strategy use. As Duke and Pearson state, “a large volume of work indicates that we can help students acquire strategies and processes used by good readers—and that this improves their overall comprehension of text” (p. 206).

Summer Success: Reading includes lessons in reading comprehension strategies such as making connections, making predictions, monitoring understanding, visualizing, questioning, retelling, and summarizing. During the daily read aloud, the teacher models comprehension strategies for the class so that students learn how to apply the strategies as they read and are better able to practice them. Students learn how to apply comprehension strategies and how to monitor their understanding, so they know when they need to apply fix up strategies to correct a comprehension failure. Teaching students to monitor their own comprehension offers the added benefit of helping them take responsibility for their own learning.

There is a strong link between vocabulary size and reading ability.

Reading vocabulary, the ability to understand the meanings of words, is a significant predictor of reading comprehension (Cunningham & Stanovich, 1997; Davis, 1944, 1968). Although precise connections between word meaning and text comprehension are not fully understood (RAND, 2002), there is evidence that rich, intensive vocabulary instruction can lead to enhanced understanding of text (Stahl & Fairbanks, 1986). Further, there is benefit in teaching vocabulary to enhance expressive and receptive communication and understanding of key concepts in texts (Beck & McKeown, 1991; Blachowicz & Fisher, 2000; Graves, 1986).

There has been debate in the field of vocabulary regarding the benefits of teaching words directly versus having students acquire vocabulary through exposure in the process of wide reading (cf. Beck, McKeown, & Omanson, 1984; Nagy & Herman, 1984), but many researchers and theorists acknowledge the benefits of both instruction in specific words and wide reading to enhance vocabulary growth and text understanding (Blachowicz & Fisher, 2002; Nagy, 1988; Stahl, 1999).

Graves (2000) proposed a four-part vocabulary instructional program that accommodates multiple objectives and perspectives for vocabulary learning. First, he recommended wide, independent reading as a means to acquire vocabulary from written context (Nagy, Anderson, & Herman, 1987; Nagy, Herman, & Anderson, 1985; Swanborn & de Glopper, 1999). Second, he recommended instruction in specific words to acquire their meanings and to enhance text comprehension (McKeown, Beck, Omanson, & Pople, 1985; Beck, McKeown, & Kucan, 2002; Blachowicz & Fisher, 2000). Third, he recommended teaching strategies that students can use independently to infer the meanings of unknown words, in particular, instruction in context clues (Buikema & Graves, 1993; Fukkink & de Glopper, 1998; Jenkins, Matlock, & Slocum, 1989) and morphemic or word-part clues (Graves & Hammond, 1980; White, Sowell, & Yanagihara, 1989; Wysocki & Jenkins, 1987). Finally, Graves suggested that a multi-faceted vocabulary program should include engaging students in word and language play (Beck & McKeown, 1983; Graves & Watts-Taffe, 2002) and metacognitive awareness in relation to word meanings (Nagy & Scott, 2000). Graves concluded that judicious, efficient vocabulary instruction can “help students develop substantial vocabularies and complement the comprehension work and other literacy experiences they engage in” (p. 133).

Summer Success: Reading develops students’ vocabulary with direct instruction and through writing, oral reading, and word play activities that immerse students in important vocabulary throughout instruction. Lessons in the Word Strategies and Word Skills sections of the program teach how to create a word bank, how to figure out word meaning from context, how to use word parts to figure out meaning, and how to play with words. In addition to word building activities, teachers pre-teach vocabulary prior to reading and students develop their vocabulary as they hear text read aloud, read independently, and through shared reading activities.

Reading practice develops students’ fluency.

Providing students opportunities to practice reading is essential for reading growth and development. Time spent reading is one of the most powerful predictors of students’ reading ability (Donahue, Voelkl, Campbell, & Mazzeo, 1999). There is historical precedent in the research literature for the positive impact of extended, independent reading practice (Krashen, 1993), as well as more recent findings documenting a powerful connection between time spent reading and reading achievement (Anderson, Fielding, & Wilson, 1988; Greaney, 1980; Morrow, 1992; Taylor, Frye, & Marugama, 1990; Taylor, Pearson, Clark, & Walpole, 2002). Repeatedly reading a text aloud also develops students’ oral fluency (National Reading Panel, 2000). Cunningham and Stanovich documented the positive impact of extensive reading on a host of reading and cognitive abilities (Cunningham & Stanovich, 1991; Stanovich & Cunningham, 1993) and the power of early reading success in promoting avid reading at adolescence and young adulthood (Cunningham & Stanovich, 1997). At the conclusion of their review on the relationships between time spent reading, reading

acquisition, and cognitive development, Cunningham and Stanovich (2003) stated that “the push to immerse children in literature and to increase their amount of free reading is an educational practice that is supported by empirical evidence” (p. 672).

Children have opportunities for independent reading practice in all levels of *Summer Success: Reading*. After independent reading time, students record what they read and answer a question about the reading in their reading log. Because children are allowed to select their own reading, they are motivated to read. Answering questions about the selection helps them stay engaged when they read and checks their comprehension. Through performance of plays and poems in readers theater, students learn to read with expression and develop oral fluency.

Writing and responding to literature helps enhance students’ comprehension of text.

The relationships between reading and writing are longstanding and well-documented (Goodman & Goodman, 1983; Tierney & Pearson, 1983; Tierney & Shanahan, 1991). Squire (1983) referred to composing and comprehending as “two sides of the same basic process,” and Tierney (1994, p. 1324) identified numerous ways in which reading and writing serve the same purposes, including providing students a means to experiment with ideas, to appreciate what is read and written, to promote a sense of community and student-centered learning, and to enhance motivation. Young children’s writing reflects their developing knowledge of the alphabetic system and provides a window on their reading acquisition (Harste, Woodward, & Burke, 1984; Read, 1971; Richgels, 2002; Teale & Sulzby, 1986). Writing for all students involves a recursive process (Graves, 1983) that often involves a social dimension.

The implications of the research on writing (Hillocks, 1986; Indrisano & Squire, 2000), particularly as it relates to reading, are many. As authors such as Atwell (1998), Calkins (1994), Graves (1983), Hansen (2001), and Harste, Short, and Burke (1988) have demonstrated, early and ongoing opportunities to compose, collaborate, experiment with language, write in reading/language arts and in content areas, write in response to literature, publish writings, and share written compositions not only promote students’ ability to produce written compositions but also enhance their comprehension and appreciation of the written word.

Students have daily opportunities to write in *Summer Success: Reading*. Teachers model how to answer questions about a text and use graphic organizers during Read & Write Together and Read & Respond. Students practice writing with activities that develop comprehension of what they’ve read such as writing summaries, using graphic organizers, and answering questions about a text. They also write using a variety of forms and genres such as letter, story, poem, news story, journal, and play writing during Read & Respond.

The content of assessments should reflect and model progress towards important learning goals.

Assessment enhances instruction by informing teachers’ decisions about what students need to learn and how lessons should be paced. A balance of formal and informal assessment tied to the instructional goals of the program, gives teachers a constant flow of information about how best to instruct students (Bransford, Brown & Cocking, 2000; Stiggins, 1996; Strickland & Strickland, 1998). Teaching students to self-assess has also been shown to improve

student achievement and their ability to transfer their knowledge to new learning situations (Black & William, 1998; Flavell, 1973; Graesser, 1998; Stiggins, 1996).

Summer Success: Reading includes pre- and post-tests to help teachers evaluate the success of their program and to identify students' areas of weakness. Pre- and post-tests, administered one-on-one, for each grade use oral readings with retelling exercises to evaluate each student. Oral readings are used to evaluate a student's word identification strategies. Retellings are used to determine the extent to which the student understands and can verbalize important information. Group-administered, multiple choice pre- and post-tests are also available that include text-based literal questions, schema-based inferential questions, vocabulary questions, questions on genre, text structure, and skills and strategy questions that vary depending on the grade level of the student. Daily assessment strategies help teachers monitor student progress. Comprehension monitoring and personal learning goals help students to assess their learning, and to use strategies to improve their reading skills.

Parental involvement improves student achievement.

Family involvement is a powerful influence on children's achievement in school (Henderson & Berla, 1994; U.S. Department of Education, 1994; Ziegler, 1987). Higher grades and test scores, more consistent completion of homework, and trying harder in school are all linked with parental involvement (Desimone, 1999; Epstein, 1995). For these reasons, increasing family involvement in the education of children is an important goal for schools, particularly those serving low-income and other students at risk of failure.

Summer Success: Reading includes weekly newsletters in English and Spanish plus at-home extension activities to encourage parental involvement and keep parents informed about student progress. The weekly newsletters provide parents with suggested reading lists, word games, and includes questions that parents might ask their children about his or her activities in the classroom. The parent involvement and other take-home activities complement the work that the students do in the classroom and encourage the link between home and school activities to help students get the most out of summer school.

See pages 23–28 for research base references.

USER SURVEY DATA

541 *Summer Success: Reading* user teachers returned the teacher survey, representing 44 districts and 110 schools.

- Which subject(s) did you teach during summer school this year? (CHECK ALL THAT APPLY)

100.0% Reading

63.4% Math

3.7% Social Studies

37.3% Language Arts

3.1% Science

3.9% Other

- How much time was spent each day in summer school on reading?

(Please give your response in minutes, e.g., 90 minutes)

MEAN: 129 minutes

10.2% 1 hour or less

25.5% 61-90 minutes

24.8% 91-120 minutes

31.6% Over 2 hours

Using this data and the number of days in each summer school program as reported on the administrator survey, we were able to then calculate the amount of time spent on reading throughout the program. It is:

29.0% 30 hours or less

22.0% 31-40 hours

25.0% over 40 hours

MEAN: 39 hours

- About how much time each day was spent using *Summer Success: Reading*?

32.7% 1 hour or less

40.4% 61-120 minutes

17.9% Over 2 hours

- For how many years have you taught elementary or middle school reading during the regular school year?

20.9% 2 years or less

19.4% 3-5 years

28.5% 6-15 years

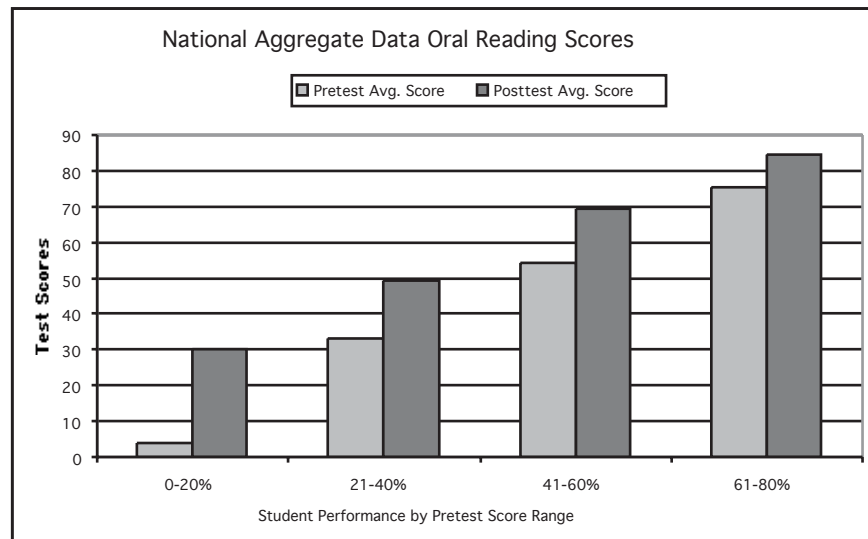
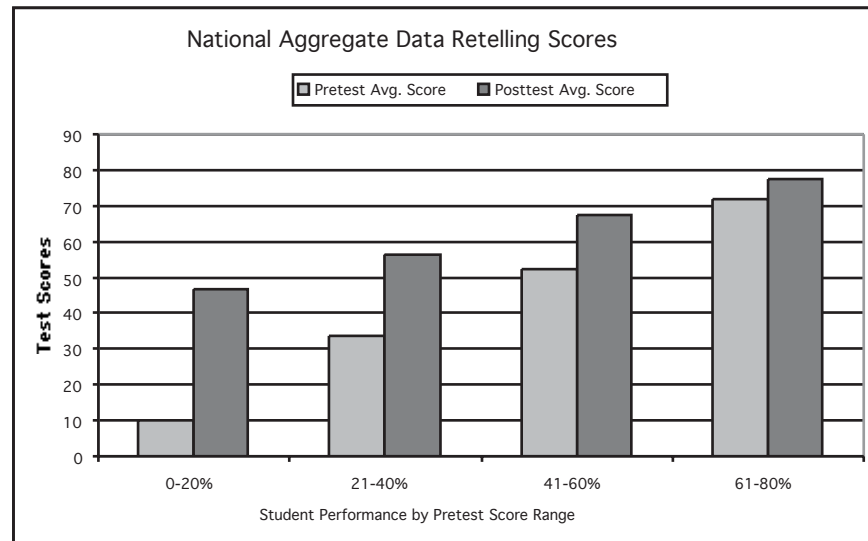
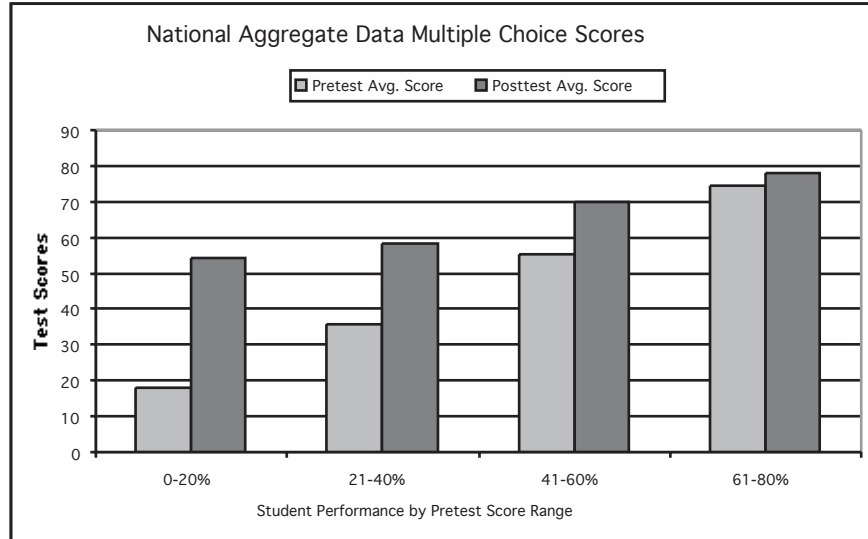
29.0% 16 or more years

NATIONAL EVALUATION OF PROGRAM EFFECTIVENESS

The *Summer Success: Reading* teachers returned retelling scores for 2684 students, oral reading scores for 2674 students, and multiple choice scores for 1,373 students.

Test Score Data: The student test scores in this document are grouped according to performance on the pretest. For example, the scores of students who scored between 21-40% on the pretest are grouped with other students in the same range. The posttest scores shown are the outcomes of the same group of students after instruction.

NATIONAL EVALUATION OF PROGRAM EFFECTIVENESS cont.



Arvin Migrant Summer School at Bear Mountain Elementary School (Arvin, CA)

Schools: 4

Teachers: 139

Students: 2,650

Special Ed Students: 180

Ethnic: African American 1%, Hispanic 93%, Caucasian 5%

Poverty: 45%

"I enjoyed using the *Summer Success: Reading* program. The step-by-step implementation guidelines and detailed lesson plans will be very helpful to other teachers. I recommend this program whole-heartedly."

Elizabeth Garcia Stansel
Bear Mountain Elementary School
Arvin, CA

"It was really great for teaching strategies for getting meaning from text. The magazines were really great—colorful, interesting and fun."

Purvy Sams
Arvin Unified School
Arvin, CA

"I saw a few kids that really began to shine. The magazines were interesting and less intimidating, which then gave them confidence to try more reading. It was really exciting to see some students applying reading strategies by the end of the session."

Teresa Anne McKenna
Arvin, CA

"I love the program, it made teaching so much easier. I also liked integrating the reading of poems into the curriculum."

John Bullard
Bear Mountain Elementary
Arvin, CA

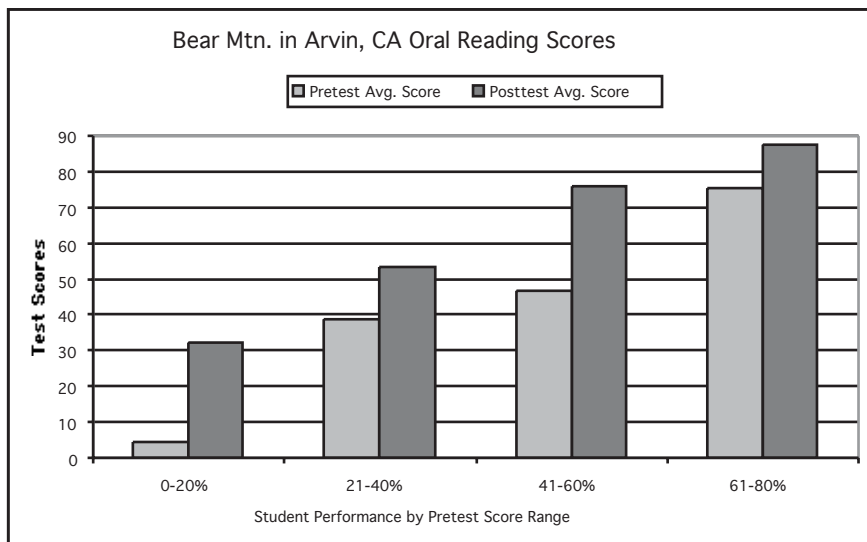
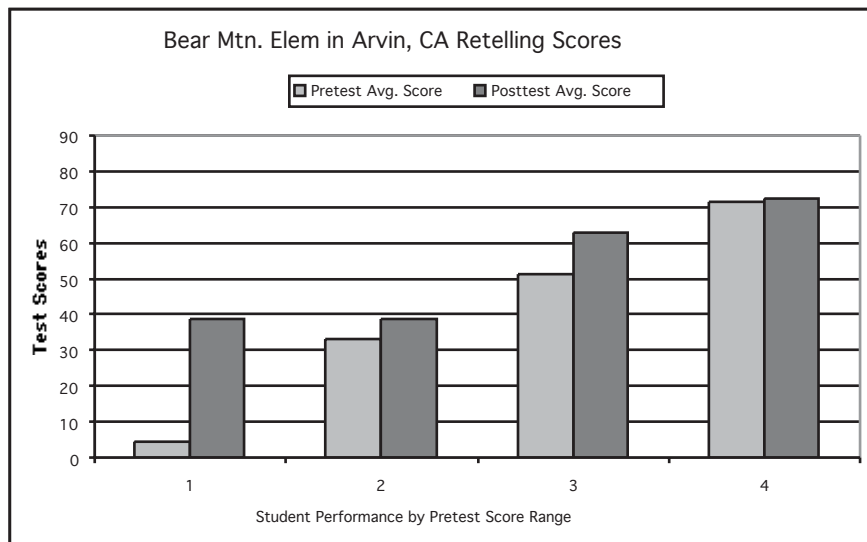
"I really enjoyed teaching with the *Summer Success: Reading* [program]. I enjoyed the Read-Aloud books and will use them in the regular room."

Jill K. Jasper
Arvin Unified School District
Arvin, CA

"This experience has helped my students sharpen their awareness to strategies that would increase comprehension. They saw the strategies on charts and were reminded of them daily. They were given a reason 'why' for the required activities. There was a purpose!"

Betty Guyton
Bear Mt Elem
Arvin, CA

Arvin Migrant Summer School at Bear Mountain Elementary School (Arvin, CA) cont.



Nashua School District (Nashua, NH)

Schools: 18

Teachers: 826

Students: 13,419

Special Ed Students: 2,027

College Bound Students: 67%

Ethnic: Asian 4%, African American 3%, Hispanic 10%, Caucasian 84%

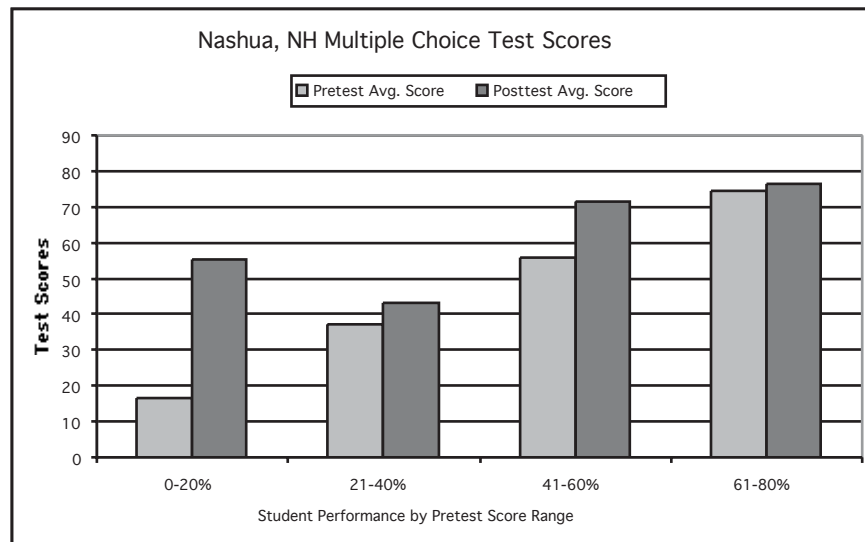
Poverty: 9%

“[The] *Summer Success: Reading* program offers review and reinforcement of important and essential skills designed to meet various levels of learners. *Summer Success: Reading* promotes and obtains success with all children!”

Brenda J. Ball

Nashua School District

Nashua, NH



Glynn County (Brunswick, GA)

Schools: 17

Teachers: 713

Students: 11,580

Special Ed Students: 1,520

Ethnic: Asian 1%, African American 39%, Hispanic 2%, Caucasian 58%

Poverty: 22%

“The most beneficial part of the program was the chance for teachers to work with students who need extra encouragement in the area of self-confidence. The low/average students who may not always get to ‘shine’ or realize how capable they are when competing with much higher-level students. Also, these students are not always going to choose to read as an extracurricular activity; therefore, just keeping them reading during summer is a plus.”

Bonnie H. Tuttle

Summer Academy

Brunswick, GA

“I think that the *Summer Success* program is a great way to reach students that need extra help.”

Debbie Rozier

Summer Academy

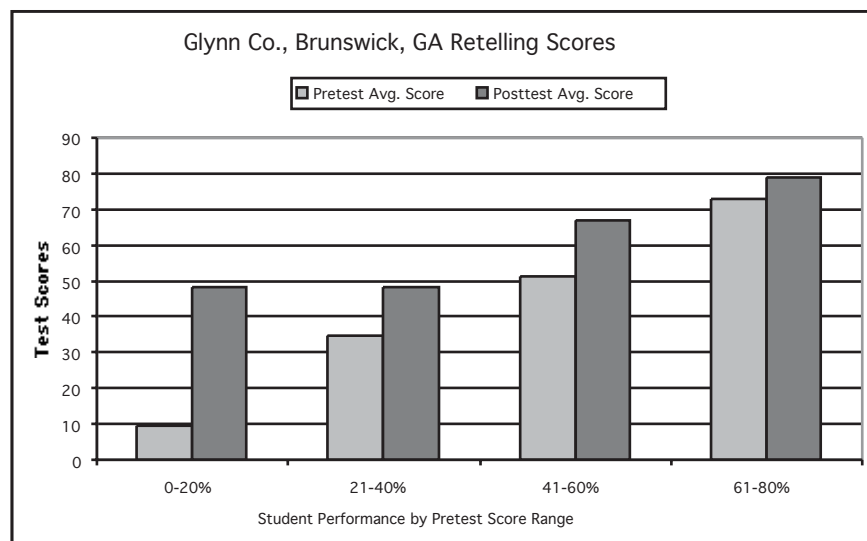
Brunswick, GA

“*Summer Success: Reading* offered many challenges for students and offered them many rewards. We saw our children gain knowledge and confidence. This was definitely a worthwhile program.”

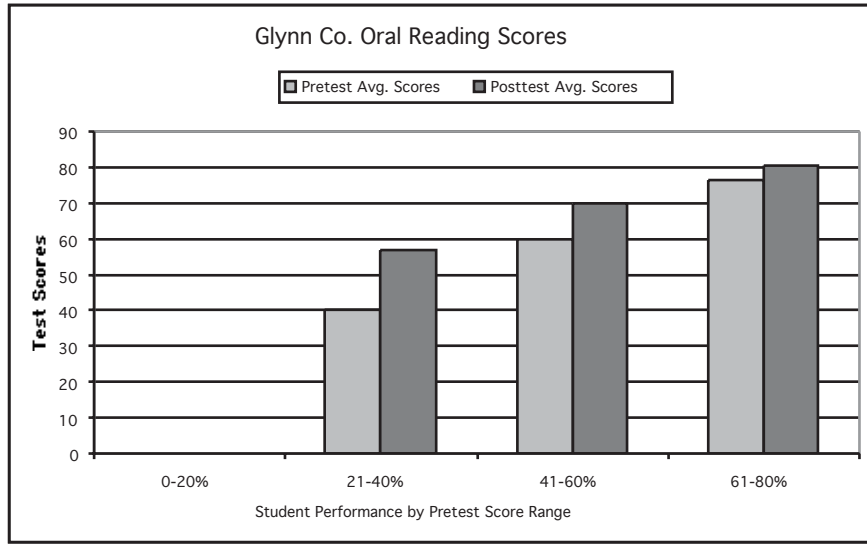
Melody T. Browning

Summer Academy

Brunswick, GA



Glynn County (Brunswick, GA) cont.



Rapides Parish School District (Alexandria, LA)

Schools: 53

Teachers: 1,546

Students: 23,000

Special Ed Students: 3,066

College Bound Students: 72%

Ethnic: Asian 1%, African American 42%, Hispanic 1%, Caucasian 55%

Poverty: 32%

"Summer Success: Reading is a comprehensive reading program that teaches all of our state standards for reading everyday. It also does an excellent job of reinforcing and maintaining skills."

Billye J. Jowers

Pineville Elementary

Pineville, LA

Part of Rapides Parish School District

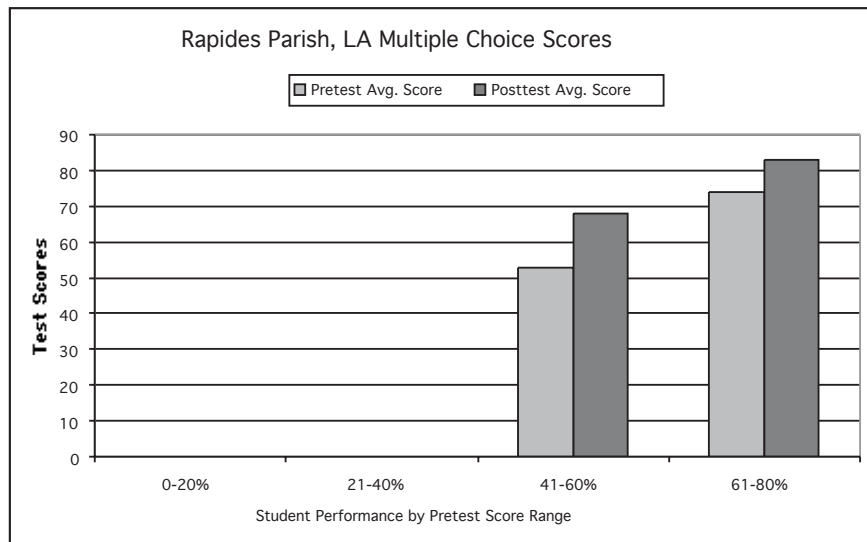
"The Summer Success: Reading program made some of my students very proud of themselves because 'they could read the story.' They were very excited."

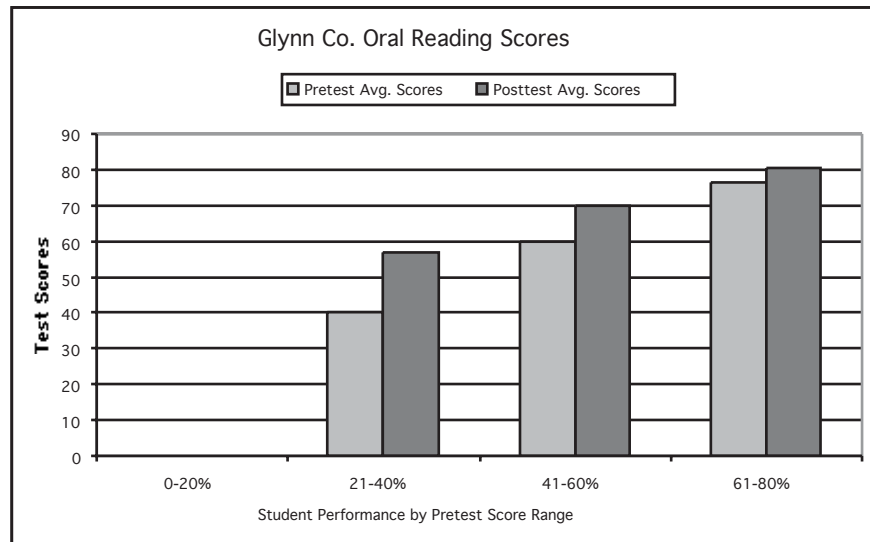
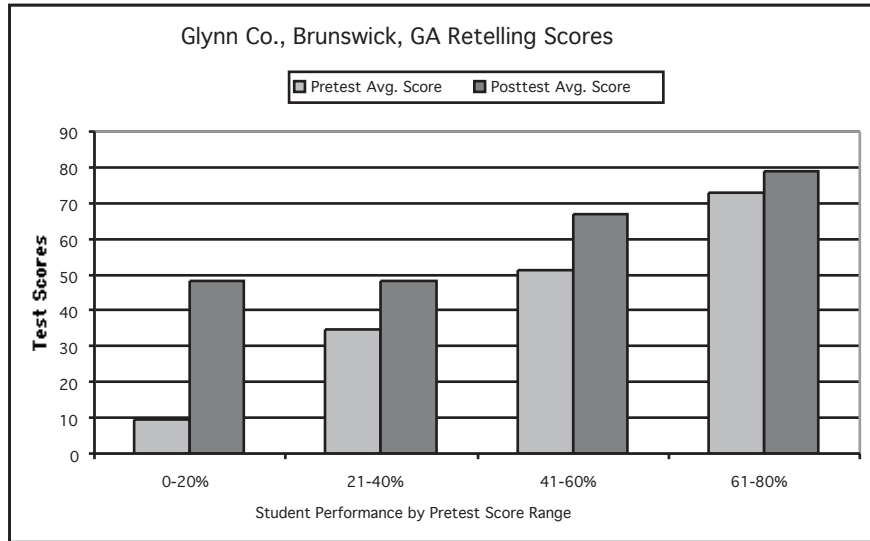
Kelly Strother

Forest Hill School

Forest Hill, LA

Part of the Rapides Parish School District





Vilas Elementary (El Paso, TX)

Vilas Elementary is part of El Paso Independent School District Elementary School Division. The following statistical information is for the entire El Paso Independent School District

Schools: 89

Teachers: 4,032

Students: 63,151

Special Ed Students: 5,721

College Bound Students: 84%

Ethnic: Asian 1%, African American 5%, Hispanic 79%, Caucasian 15%

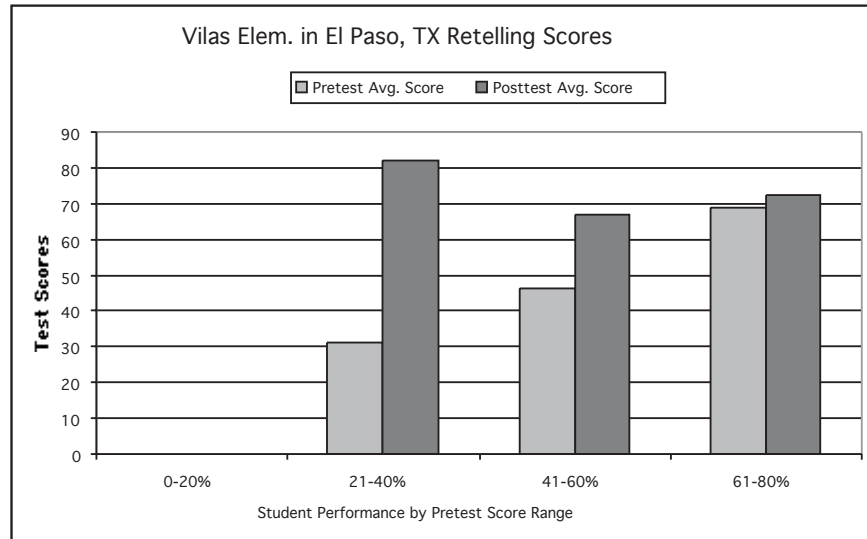
Poverty: 38%

"I really enjoyed using this program, it provides constant reinforcement for developing reading skills. I loved the books selected and the magazines."

Claudia P. Valenzuela-Garcia

Vilas Elementary

El Paso, TX



Gainesville Edison Primary School (Gainesville, TX)

The following statistical information is for Gainesville Independent School District.

Schools: 6

Teachers: 197

Students: 2,910

Special Ed Students: 396

Ethnic: African American 9%, Hispanic 26%, Native American 1%, Caucasian 64%

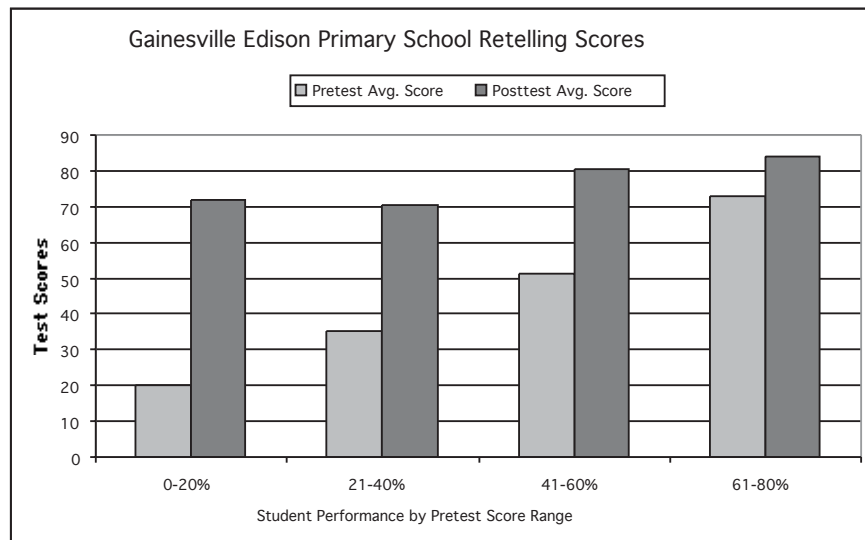
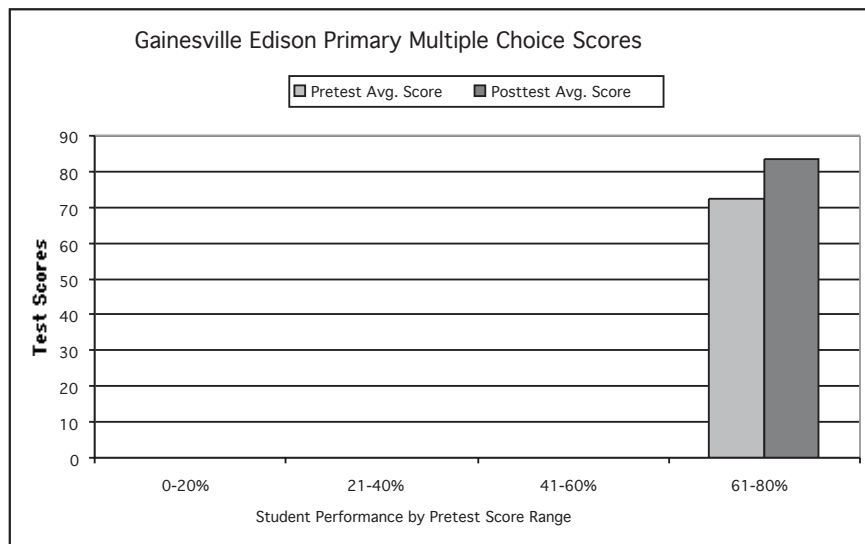
Poverty: 27%

“Students really enjoyed the Read-Aloud books and activities. The strategies and activities used for retelling were great. Students improved in retelling skills in 4 weeks. We loved the magazines!”

Karen Austin

Edison Summer Reading

Gainesville, TX



Racine Unified School District (Racine, WI)

Schools: 35

Students: 21,085

Special Ed Students: 3,475

College Bound Students: 44%

Ethnic: Asian 1%, African American 25%, Hispanic 13%, Caucasian 60%

Poverty: 18%

"*Summer Success: Reading* is a well-developed, high-interest program which provides activities for students that are timed appropriately to hold students' attention and still challenges them to reach higher goals."

Heidi Kortendick

Jefferson Lighthouse Elementary

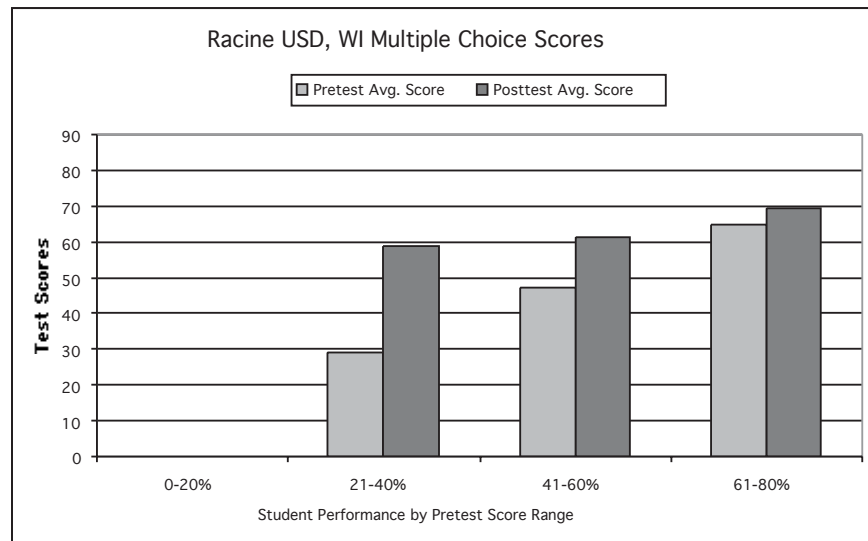
Racine, WI

"My experience with *Summer Success: Reading* was positive. The various activities, strategies, and literature helped me meet my goals as well as motivated my students."

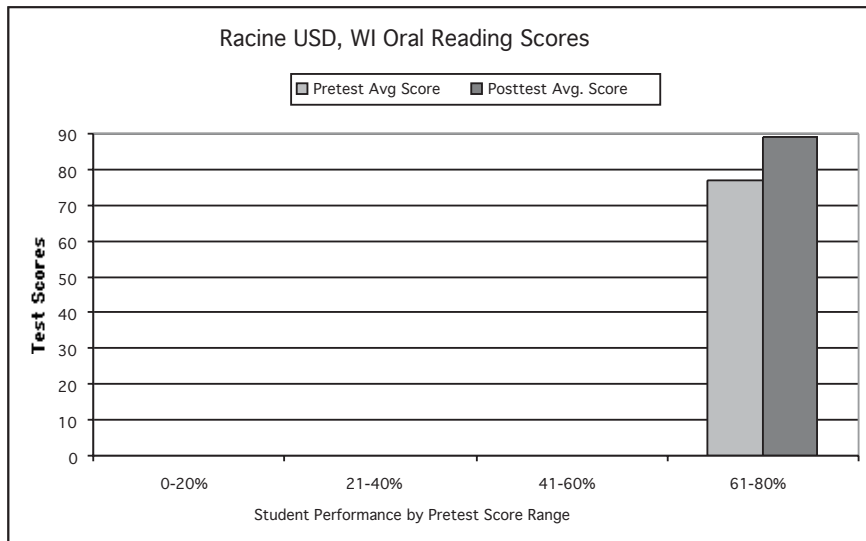
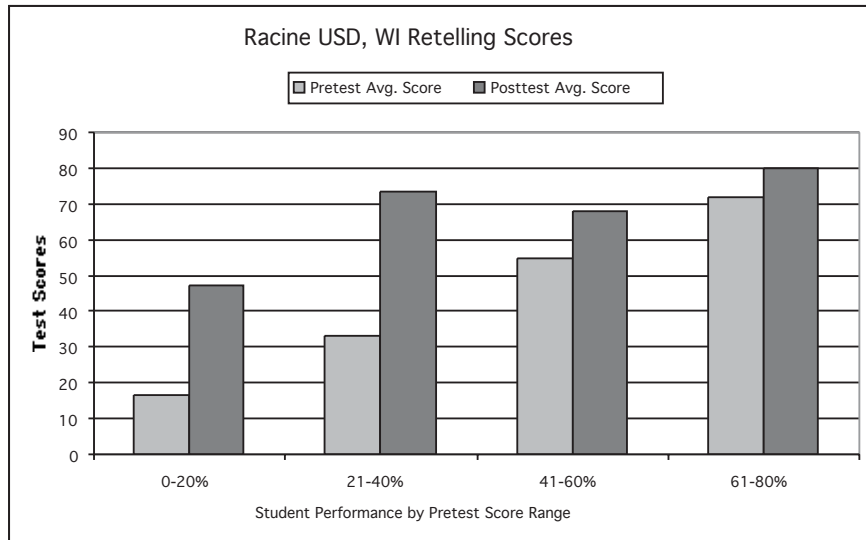
Roselyn MiKaelian

Jerstand-Agerholm Elementary

Racine, WI



Racine Unified School District (Racine, WI) cont.



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