

# Inspiring Summers



## The Big Lift Inspiring Summers Impact Report 2017

Find out more about Scholar Nation <sup>SM</sup> at [experienceBELL.org](http://experienceBELL.org)

# Summer Impact Report

This report summarizes the outcomes of *The Big Lift Inspiring Summers*, a program designed to boost reading skills among early primary scholars in an effort to support improved literacy among San Mateo County’s third-graders by 2020.

The collective impact effort, titled “The Big Lift,” in partnership with the San Mateo County Libraries, BELL and seven San Mateo County school districts, served 1,478 rising Kindergartners, 1<sup>st</sup> and 2<sup>nd</sup> graders struggling in reading in Jefferson Elementary, Cabrillo Unified, La Honda-Pescadero Unified, South San Francisco Unified, San Bruno Park, Ravenswood City, and Redwood City School Districts. Offered at no cost to participating families, the full-day, five-week program provided literacy instruction in the mornings and experiential learning in science, art, technology, and math in the afternoons.

According to The Campaign for Grade-Level Reading, reading proficiency by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80% of low-income children miss this crucial milestone. By the end of fifth grade, these students are nearly three grades behind in reading, making them less likely to graduate from high school and enter college. In San Mateo County, only 27% of Latino, African-American and Pacific Islander children read proficiently by third grade. This deficit can be attributed, in part, to inequity of access to summer learning.

Assessment data suggests that Inspiring Summers helped scholars strengthen the foundational reading skills needed to advance to the next grade and excel in school. It also succeeded in increasing scholars’ self-confidence and social skills by exposing them to new ideas, experiences, and physical activities.

**1,478** Scholars Enrolled

Rising **K-2<sup>nd</sup>** Grades Served

**97%** Teachers reporting that they would recommend this program to other families

**+1.5** Average Reading Gain, in Months

**99%** Teachers reporting that scholars increased their self-confidence

**97%** Parents reporting that scholars enjoyed their Inspiring Summers experience

**88%** Parents reporting they became more involved in their child’s education

# Scholar Achievement

## ACADEMIC GROWTH

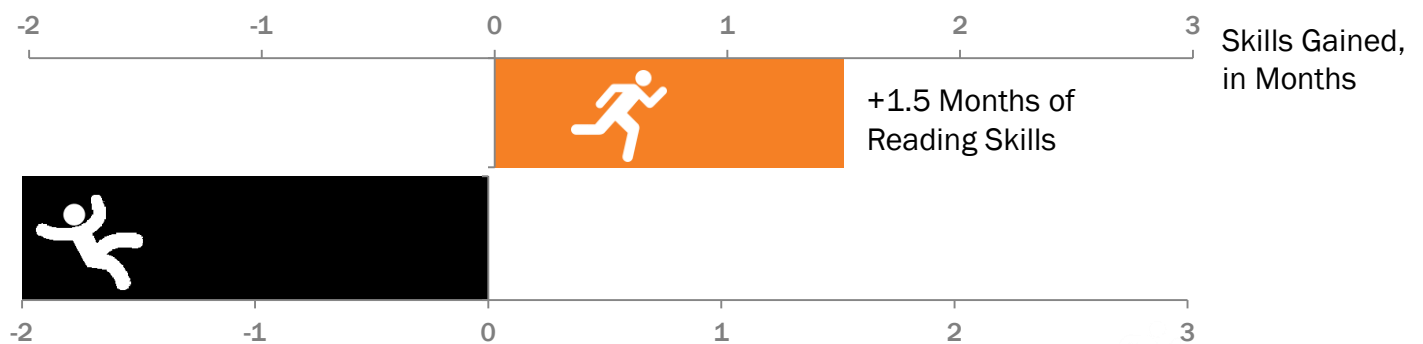
Gains in reading skills are an important indicator of scholar success because they provide a measure of how much a scholar has progressed up the proficiency ladder at a time when most children are not engaged in structured learning activities. A full grade level contains ten months of skills development (based on a September – June school year). A gain of one month, then, is equal to what an average student learns in 10% of a school year.

Teachers utilize formative assessments from the start of the summer to understand each scholar’s learning needs and to inform individualized learning plans.

Assessment data from the end of the Inspiring Summers program shows that scholars gained an average of 1.5 months of reading skills.

Scholars’ academic growth suggests that participating in summer learning activities could have a positive impact on academic achievement and eliminate summer learning loss. The data also suggests that summer learning opportunities may have the greatest academic and social impact on scholars who are struggling in school and who lack access to the camps, travel, and other enrichment experiences that play a formative role in the development of children from higher-income families.

### ACADEMIC GROWTH IN INSPIRING SUMMERS VS SUMMER LEARNING LOSS



-2 Months of Summer Learning Loss Experienced by Disadvantaged Students Without Summer Learning Opportunities\*

\* Sources

McCombs et al. (2011). [Making Summer Count: How Summer Programs Can Boost Children’s Learning](#). Rand Education & The Wallace Foundation.

Cooper, Harris (2003). [Summer Learning Loss: The Problem & Some Solutions](#). ERIC Clearinghouse on Elementary & Early Childhood Education.

## 📎 SELF-CONFIDENCE & SOCIAL SKILLS

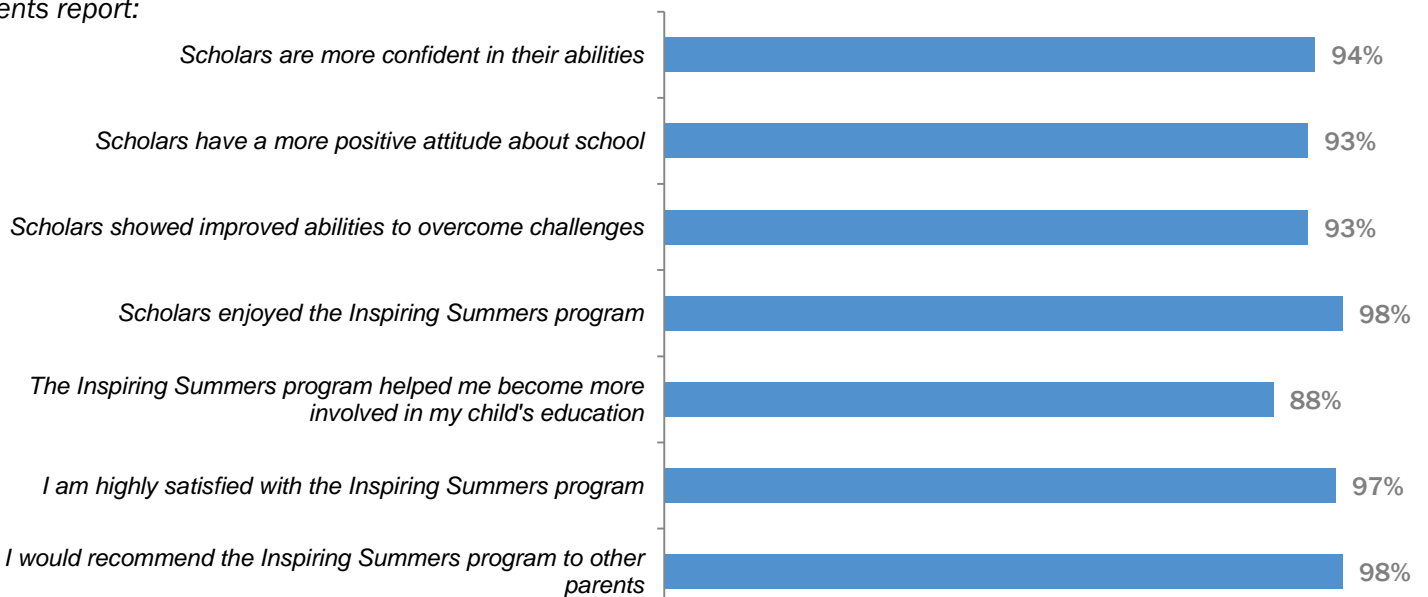
Scholars' academic success requires self-efficacy skills, determination, and social skills, including an ability to communicate clearly and work well with others. Teachers and parents consistently reported that scholars' participation in Inspiring Summers helped them make important gains in these areas. Such a positive impact can be attributed to a culture of high expectations, high-quality staff, a small scholar to staff ratio, and an individualized learning environment.

## 📎 PARENT & TEACHER ENGAGEMENT & SATISFACTION

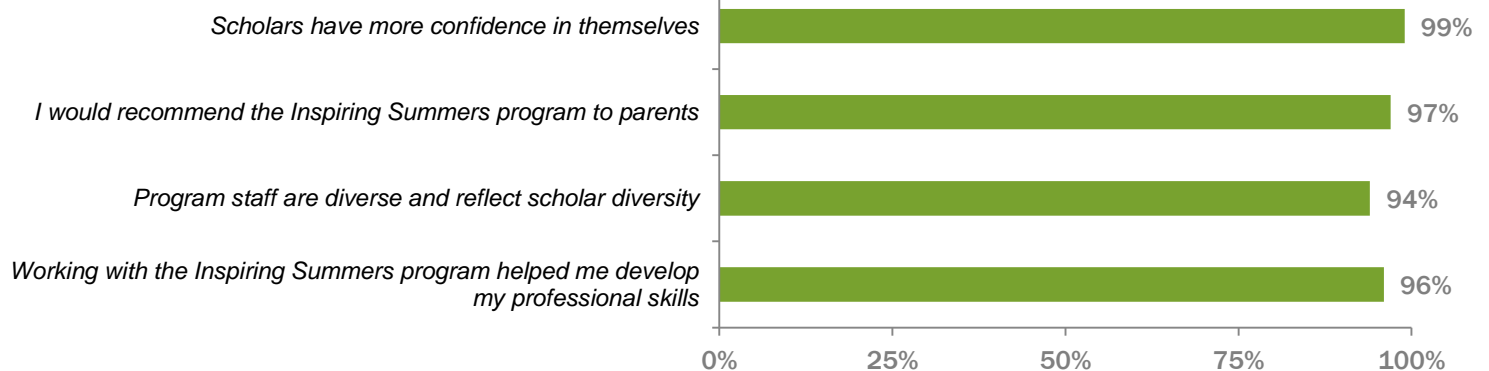
Teachers and parents consistently reported that Inspiring Summers was of high quality and met or exceeded their expectations. Teachers reported that the program structure and resources helped scholars achieve the goals set forth for them. They also reported that working as a teacher in Inspiring Summers helped them develop their professional skills. Parents reported that the model boosted their involvement in their child's education – an outcome that is proven to have significant, long-term impact on student achievement in school and beyond.

### PARENT & TEACHER SURVEY RESULTS

#### Parents report:



#### Teachers report:



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