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Evaluation Of The Effectiveness Of The Third Grade Summer Reading Camp Intervention Program In A Larger Urban School District

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EVALUATION OF THE EFFECTIVENESS OF THE THIRD GRADE SUMMER READING CAMP INTERVENTION PROGRAM IN A LARGE URBAN SCHOOL DISTRICT

by

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ABSTRACT

This study sought to evaluate the effectiveness of the third grade Summer Reading Camp (SRC) in a large urban school district. The SRC curriculum was assessed to determine if it aligned with effective remediation and filled the third grade students' knowledge voids in reading. The study further analyzed how the school district officials selected the curriculum content utilized in the SRC. This study was conducted using qualitative and quantitative methods. Data were collected through questionnaires and interviews of school district personnel on the SRC committee regarding the implementation of the 2012 lesson plan, and from students' Winter Benchmark Assessment scores. The school district implemented the SRC to fulfill a state requirement that all students who received a Level 1 on the reading Florida Comprehensive Assessment Test (FCAT) Reading must receive remediation. The SRC committee designed the curriculum using the state reading benchmarks and decided the activities required during SRC would be whole group, small group, writing, and independent reading. The program was to be evaluated each year using teacher and administrator survey data and the analysis of test scores to determine changes to be implemented. Of the 10 benchmarks assessed on the school district reading benchmark test, only three were aligned with the students' knowledge voids. There were a total of eight FCAT tested reading benchmarks that were not taught during SRC. The researcher suggests the school district re-align the curriculum with the needs of the students as identified by the Winter Reading Benchmark. It is further recommended that each

student's specific remediation needs be evaluated to ensure the curriculum is meeting the needs of all the students in attendance at SCR.

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1: INTRODUCTION

Background of the Study

Addressing the needs of underperforming readers is important because the requirement for literacy skills is essential to be successful not only in school, but also in society (Suggate, 2010). Florida Statute 1008.22 mandated all students in the third grade participate in the Florida Comprehensive Assessment Test (FCAT). Florida Statue 1008.25(4)(a) provides that any student who does not meet the state requirements of a Level 3 on the FCAT must be given an additional assessment to determine the specific area in which the students is having difficulty and the student's specific academic needs. This information should be used to determine the appropriate intervention. Additional intervention for students not reading on grade level can take place before or after school or in the summer (Florida Statute 1008.25(4)(b)).

One large urban school district decided to implement a Summer Reading Camp as an intervention for all third grade students who score a Level 1 on the FCAT. Students who receive Level 1 are most likely reading well below grade level. Since the need for literacy skills is essential, school district administrators in this school district were interested in determining if the curriculum used in the Summer Reading Camp was aligned to match the academic voids of the enrolled students. If a student is still unable to demonstrate the ability to read at a third grade level by the end of Summer Reading Camp the student will be retained in third grade for an additional year (Florida Statute 1008.25(4)(c)).

The researcher analyzed the curriculum used in the school district's Summer Reading Camp (SRC) to determine if the curriculum addressed the academic reading knowledge voids of the students in attendance. It was expected that the curriculum aligned with the academic voids of the enrolled students to improve their reading ability. Alignment of this curriculum would provide students with the necessary intervention strategies that support promotion to the next grade level. According to the National Association of School Psychologists (2011) retention increases the likelihood that a child will drop out of school. Decreasing the number of retentions and the likelihood of dropping out of school are significant reasons to support development of curriculum that meets the needs of the enrolled students. The negative implications of a child not being able to read could follow into adulthood.

The Need for Remediation

Reading is the gateway to becoming successful in all academic subjects. Without strong reading and literacy skills students will fall behind in the subject area of reading as well as other subject areas, which could lead to failure and increase the probability of students dropping out of school (Downing, Williams, & Holden, 2009). There are also negative emotional and economic effects that could follow a non-proficient reader into adulthood. It is important to provide effective remediation to all students who are reading below grade level to ensure they will acquire the skills necessary to be productive, self-sufficient citizens.

It should also be noted that school districts experience negative financial impacts when children are retained. For the school year 2003-2004, there were 27,713 third grade students retained in the State of Florida. At a cost of $5,520.87 per retained third grade student, a total of $153,000,000.00 from the education budget went toward an additional year of instruction (Florida Association of School Psychologists, 2011). These funds could have been used to provide the necessary intervention required to address difficulties and remediate reading issues instead of retaining children. With respect to the large urban school district, if the school district could ensure that curriculum is aligned to the knowledge voids of the students in attendance at the Summer Reading Camp there would be fewer students reading below grade level and, therefore, a reduced number of children would be retained. The effect would be mutually beneficial for the children identified as having reading difficulties as well as for school districts charged with educating our youth.

The Implementation of a Remediation Program

Regardless of the area of concern, the first step in implementing an intervention or remediation program is to identify the student's specific deficiencies. This requires the program coordinators and instructor to identify individual underlying problems in reading (Mahapatra, Das, Stack-Cutler, & Parrila, 2010). In Florida, the FCAT report provided for third grade students in the area of reading breaks down the students' scores into four categories: vocabulary, reading application, literary analysis fiction/non-fiction, and

information text/research process. These four reporting categories are topical and provide little guidance as to specific areas of concern. This can be problematic, given that in order for an intervention to be effective, the instructor needs to know precisely where the child's reading skills are deficient. This specific information will provide the data necessary to adequately address the areas of weakness (Downing, Williams, & Holden, 2009). Since the FCAT report does not give detailed information related to knowledge voids of the students, additional information from other assessments would be required in order to design an intervention plan that would best match the needs each student.

Once the knowledge voids of a child are identified, the process of designing an adequate and appropriate intervention can begin. An intervention plan should be individualized for each child dependent upon their academic needs. Identifying the students' needs before the intervention has begun is essential; however, it is also critical to analyze students' progress frequently throughout the intervention to ensure the child continues to receive effective intervention (Fuchs, Fuchs, & Hamlett, 2007).

Choosing the curriculum for an intervention program is the final aspect of implementing effective remediation. Most intervention programs focus on either word reading or comprehension, while research shows that children reading below grade level most often need instruction in both areas (Suggate, 2010). Depending on the grade level and child's ability the amount of time spent on each skill will vary.

Statement of the Problem

The problem addressed in this study was: to date the large urban school district had not assessed whether the curriculum content aligned with expected achievement and knowledge outcomes by the targeted students. Does the curriculum used in the Summer Reading Camp (SRC) address the areas of reading deficiency for the students attending summer reading camp?

Identifying a student's reading deficiency is the first step in implementing effective remediation (Downing, Williams, & Holden, 2009; Fuchs, Fuchs, & Hamlett, 2007; Macrine & Sabbatino, 2008). The next step is to implement a curriculum that addresses the needs of the students (Downing, Williams, & Holden, 2009; Macrine & Sabbatino, 2008; Leslie & Allen 1999). Students need to be taught strategies, not in isolation, but in conjunction with other strategies (Mahapatra, Das, Stack-Cutler, & Parrila, 2010; Suggate, 2010). The strategies in which a student will need intensive instruction will depend on the areas of need in reading (Macrine & Sabbatino, 2008).

Purpose of the Study

This study assessed the SRC curriculum to determine if it aligned the third grade student knowledge voids in reading and met the expectation of effective remediation for students reading below grade level as identified by performance on the FCAT. This study further analyzed how curriculum content was selected and utilized by the

administrators of the SRC. The information collected will serve to enhance curriculum content that is utilized in SRC to ensure future student achievement.

Significance of the Study

With respect to this large urban school district, there was no record of an analysis of the SRC curriculum to determine if it was aligned with the academic voids of the students in attendance. This study used a matrix that examined the students' scores provided in the FCAT summary reports as well as the Winter Reading Benchmark Assessment to determine the knowledge voids of the students who attend the 2012 SRC. The researcher aligned the knowledge voids of the students with the curriculum used in SRC. This determined if the knowledge voids of the students attending SRC were being addressed.

The information gained through this research can be utilized to strengthen the curriculum of the SRC and improve the effectiveness of the interventions the students are receiving through the program. In the future, the matrix could be used by teachers to determine areas of academic voids for the students in their classroom. The teachers will then be able to use this information to adequately identify intervention groups as well as appropriate strategies for whole group instruction.

Definition of Terms

Achievement Level - The success a student has achieved with the Next Generation Sunshine State Standards (NGSSS) assessed on the FCAT 2.0 is described by Achievement Levels that range from one to five, with Level 1 being the lowest and Level 5 being the highest. To be considered on grade level, students must achieve Level 3 or higher (Florida Department of Education, 2012).

Bubble kids - A local term used for students who test scores are bordering the passing line.

End of summer exam - Students who have received a Level 1 on the Reading portion of the FCAT are given the opportunity to take the Iowa Test of Basic Skills (ITBS) and score 50% or greater, to show proficiency in reading. If the student demonstrates proficiency, they will be promoted to the fourth grade (Third grade Summer Reading Camp, December 2012).

English Language Learners (ELL) - Students whose first language is not English are considered ELL students. These students, whose first language is not English, are learning the English language in addition to the academic curriculum subject matter (U.S Department of Education, 2012).

Exceptional Students Education (ESE) - A student who qualifies for exceptional educational services is considered an ESE student. They are students with disabilities and need specially designed instruction and related services to meet the unique needs of the child (Large Urban School District, 2012).

Florida Comprehensive Assessment Test or Florida Comprehensive Assessment Test 2.0 (FCAT) - FCAT 2.0 is the Florida Comprehensive Assessment Test that is administered to students in grades 3-11 and consists of criterion-referenced assessment reading, which measures student progress toward meeting the NGSSS benchmarks (Florida Department of Education, 2012).

FCAT reporting categories - Each student, who takes the FCAT, is given an overall score as well as scores in each of the following categories: (1) Vocabulary, (2) Reading Application, (3) Literary Analysis – Fiction/Non-Fiction, (4) Information Text/Research Process (Florida Department of Education, 2012).

Knowledge Voids - For the purpose of this study a knowledge void will be determined by a mean score of below 50 percent on the individual benchmarks or on the FCAT reporting categories. 50 percent was used as the cut-off point because the large urban school district uses 50 percent to determine that a child is in the "need much" category which is the lowest category.

Large Urban School District Winter Reading Benchmark Assessment - Throughout this study this will be referred to as Winter Reading Benchmark. This is a test given to the third grade students in a large urban school district. This test assesses the students' ability on the individual Next Generation Sunshine State Standards. The results of the test are used to identify and then address the areas of need for the students (Large Urban School District, April 2012).

Large Urban School District Summer Reading Camp - Researchers will use the terms interchangeably: Summer School, Summer Reading Camp, and Summer Program.

Low socio-economic status - For the purposes of this study, a student is classified as low socio-economic status if that student qualifies for free or reduced lunch through the National School Lunch Program (U.S. Department of Education, April 2012).

Mandatory retention - Students who achieve a Level 1 on the FCAT reading exam are retained in third grade due to state mandate 1008.25(5)(b), F.S. "If the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained" (Florida Legislature, 2011).

Nonparticipation in summer school - For the purposes of this study, nonparticipation in summer school is defined as students who opt not to attend summer school or students who attend less the 50% of the days and do not complete the end of summer exam.

Race - For the purposes of this study, race will be determined by the parent's designation on the student's school registration information when the student was enrolled in the large urban school district. The races will be quantified as: White, Black, Asian, Multi-Cultural, American Indian/Alaska Native and Hispanic (U.S. Department of Education, 2012).

SMART 7 - *SMART 7* was a strategy that was implemented into SRC to help students comprehend what they read and answer questions about what they read. The steps are as follows: (1) Read and box the title; (2) Number the paragraphs; (3) Read each paragraph. Stop and think about what you've read. Write 1 to 4 words in the margin that help you remember what they text is about; (4) Read each question and underline the key

words; (5) Read each answer choice and put a check, questions mark, or x beside each answer choice; (6) Prove your answer. Locate the paragraph(s) where the answer is located; and, (7) Mark your answer (See Appendix O). (https://www.ocps.net/intranet/cs/css/cs/summerschool/elementaryinfo/Pages/Third-Grade.aspx)

Student participation in summer school - Students who achieve a Level 1 on the FCAT reading portion are given the opportunity to complete summer school with the possibility of promotion if they satisfy the requirements of passing the end of summer exam. Students must have attended at least 50% or more of the scheduled summer school days and have completed the end of summer exam.

Summer school curriculum - For the purposes of this study the Summer Reading Camp curriculum will be defined as the large urban school district purchased/created curriculum used during the third grade summer school program (Large Urban School District, April 2012).

Teacher prescribed curriculum - The large urban school district has created a standard Summer Reading Camp curriculum that should be implemented at each site.

Conceptual Framework

The conceptual framework for this study addresses the implementation of intervention programs beginning with the identification of a child working below grade level, and the design and application of the curriculum. Intervention programs are

designed to help students increase their reading proficiency so that grade level reading skills can be achieve by the start of the next school year. For an intervention program to be successful, there are three main steps that must be followed. First, the child has to be identified as a low reader in need of remediation. Early identification and intervention is the key to successful remediation (Ziolkowska, 2007). The earlier the child is identified, the greater the benefit the child will gain from the remediation.

The second step is to determine the child's reading deficiencies. This requires the instructor to identify the specific underlying problems in reading (Mahapatra, et. al, 2010). Once an instructor knows the area of the child's reading weakness they are better able to meet the child's academic needs. For an intervention program to be truly successful, an instructor needs to use diagnostic assessments to help plan remediation that is more targeted, varied, and responsive to the child's needs. The assessment of a child's proficiency at the beginning of an intervention is critical; however, the continued assessment throughout an intervention is also vital to ensure that instruction is being adjusted to the changing needs of the child (Fuchs, Fuchs, & Hamlett, 2007).

The final step is to design a curriculum to fit the specific needs of the child. Unfortunately, many times an instructor tasked with developing a curriculum does not have the information needed to ensure effectiveness (Macrine & Sabbatino, 2008). Most intervention programs are developed to focus either word reading or comprehension, when they should focus on both skills as they relate to reading (Suggate, 2010).

Research Questions

The following research questions guided this study of the larger urban school district's Summer Reading Camp curriculum for third grade students. The questions examined how the curriculum was designed and where the materials were gathered.

Research Question 1

In what processes did the large urban school district officials engage to develop content for the SRC?

Research Question 2

From where did the large urban school district officials draw the content utilized in SRC (textbooks, expert opinion, and Internet-based materials)?

The following 10 questions were used to determine the students' academic needs by determining knowledge voids according to the Winter Reading Benchmarks. To be considered a knowledge void, the mean scores for the students had to be below 50 percent. The knowledge voids were then used to determine if the curriculum used in SRC aligned with the students' academic knowledge as determined by the Winter Benchmark Assessment.

Research Question 3

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of using meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words?

Research Question 4

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining the correct meaning of words with multiple meanings in context or identify shades of meaning in related words (e.g., blaring, loud)?

Research Question 5

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text?

Research Question 6

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining explicit ideas and information

in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events?

Research Question 7

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying cause-and-effect relationships in text?

Research Question 8

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text?

Research Question 9

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of comparing and contrasting elements, settings, characters, and problems in two texts?

Research Question 10

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction?

Research Question 11

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects?

Research Question 12

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of reading informational text (e.g., graphs, charts, manuals) and organizing information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task?

Methodology

The researcher conducted interviews with the members of the committee who developed the Summer Reading Camp (SRC) curriculum. The interviews were conducted to determine how the curriculum was developed and the materials used were chosen. The persons who are interviewed were de-identified. There were a total of nine questions that addressed the curriculum development and four that addressed the materials that were chosen for the SRC program.

Additionally, this research study focused on analyzing whether the curriculum used in the SRC was aligned with the knowledge voids of the students attending. The researcher used qualitative analysis in this study with a few descriptive statistics. The qualitative analysis included a review of curriculum development procedures, time spent on benchmarks, and curriculum alignment to the knowledge voids. Descriptive statistics were used to determine if a skill is considered a knowledge void and how large of a knowledge void for the students eligible for SRC. If the mean score for each benchmark for each of the students in the study was below a 50 percent the benchmark was considered a knowledge void as determined by data from the Winter Reading Benchmark Assessment.

Once the knowledge voids were identified, the researcher examined the curriculum to determine the focus areas. The amount of emphasis on an area was determined by the number of minutes spent addressing that skill during SRC. For the analysis of alignment, the benchmarks were ordered from the lowest mean score to the highest mean score. Additionally, benchmarks were ordered from most instructional time

spent to least instructional time spent on each benchmark. The researcher then determined if there alignment between the knowledge voids of the students and the focus areas of the curriculum. For this study the students were de-identified.

The researcher acquired the FCAT 2.0 and benchmark data by contacting the Senior Director of Accountability, Research, and Assessment for the large urban school district. The researcher also acquired information pertaining to the SRC curriculum by contacting the administrator in charge of that specific program. There were 887 subjects in this study.

Delimitations

The delimitations in this study are:

1. All of the students were from one large urban school district in Florida.
2. All students were reading below grade level as determined by scoring a Level 1 on the FCAT.
3. All students were third graders.
4. All students attended SRC in the large urban school district in Florida.
5. All students attended SRC during the 2012 summer.

Limitations

This study has the following limitations:

1. The data may not be easily generalizable to other school districts given that this research study only used data from one large urban school district in Florida.
2. The researcher used the Winter Reading Benchmark to analyze the knowledge voids of the students. Since this assessment was designed and used only in the large urban school district, a researcher from a different area would have to use a different assessment. The use of a different assessment could alter the results.
3. The researcher used the Florida Comprehensive Assessment Test to analyze the knowledge voids of the students. Since this assessment is designed and used only in the state of Florida, a researcher from a different state would have to use a different assessment. The use of a different assessment could alter the results.
4. Since there were only data available related to the students' comprehension skills, this study did not address the students' phonological awareness proficiency in connection to the SRC curriculum.
5. The researcher cannot control for the amount of parental involvement in the students' learning activities (such as homework).
6. The researcher cannot control for teachers use of the prescribed curriculum or supplemental, outside materials.
7. The researcher cannot control for teacher use of the prescribed curriculum as designed by the SRC administrators.

8. Some benchmarks may only have one or two questions that assess the students' proficiency and therefore may skew the data due to the low number of questions.
9. There are four benchmarks not measured on the Winter Reading Benchmark assessment. Therefore it could not be determined if the benchmarks were a knowledge void. Those benchmarks are: (1) LA.3.1.6.3 - The student will use context clues to determine meanings of unfamiliar words; (2) LA.3.1.6.8 - The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; (3) LA.3.1.7.6 - The student will identify themes or topics across a variety of fiction and nonfiction selections; and, (4) LA.3.2.2.1 - The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

Organization of the Study

The research is presented throughout five chapters. Chapter 1 includes the background of the study, statement of the problem, purpose of the study, significance of the study, definition of the terms, theoretical framework, research questions, methodology, limitations, and organization of the study.

Chapter 2 includes the review of literature which addresses implementation of a remediation program, the implementation of curriculum into the remediation program, curriculum development, and curriculum alignment. Chapter 3 discusses the methodology of the study including the selection of participants, instrumentation, data

collection, and data analysis. Chapter 4 discusses the presentation and data analysis which includes the presentation of data, research question findings, and additional analysis. Chapter 5 discusses the summary and conclusions which included a summary of the study, conclusions, recommendations, and implications for further research.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

Addressing the needs of underperforming readers is important because literacy skills are critical to be successful not only in school, but also in society (Suggate, 2010). Reading is the gateway to becoming successful in other subjects. Without strong reading skills students will fall behind in reading as well as all other subjects, which could possibly lead to failure and dropping out of school (Downing, Williams, & Holden, 2009). The negative effects that could follow a non-reader into adulthood are emotional and economical strains. Therefore, it is important to provide effective remediation to all students who are reading below grade level.

In "2002-2003, if the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained," (The Florida Legislature 1008.22, 2011). For the school year 2003-2004, there were 27,713 third graders retained. At a cost of $5,520.87 per third grade student retained, a total of one hundred fifty-three million dollars from the education budget was expended toward educating these children for an additional year (Florida Association of School Psychologists, 2011). One hundred fifty-three million dollars is money that could be put in place to help remediate these children instead of retaining them.

By law, a school is required to provide remediation to a child once he or she is retained. One reason that the law was passed, and to require remediation, is because

students need strong reading skills to be successful in school (Read to Learn, 2011). The State of Florida Legislature apparently believes that by means of mandatory retention and remediation laws the State is not giving up on students who are struggling with reading. However, research shows that retention increases the likelihood a child will drop out of school (National Association of School Psychologists, 2011). In fact, the Florida Association of School Psychologists (2011) stated that retention is actually demonstrably harmful for students. Additional research explains that, if necessary, retention in kindergarten and first grade have the most positive effects and students are likely to achieve higher scores on future tests (National Association of School Psychologists, 2011). This demonstrates that students who are retained early show less negative effects and more benefits from the retention (Read to Learn, 2011).

Given this background research, summer school programs for third grade children in need of remediation should be designed to provide instruction in specific areas of need. Using this focus will provide students the skills necessary to read and comprehend passages on a third grade level by the end of summer school. In one large urban school district in Florida, students take the Iowa Test of basic Skills (ITBS) at the end of summer school to show their reading ability after four weeks of intensive reading instruction. Florida State Statute provides that "student's progression from one grade to another be determined, in part, upon proficiency in reading". The Florida Legislature 1008.25, 2011 indicates that students must achieve a score of 50 percent on the test in order to be promoted to fourth grade. Students who do not score 50 percent will be retained in third grade.

With the necessity for students to receive effective remediation instruction in reading, there is also a requisite to examine the efficacy of the summer school curriculum in the large urban school district. Therefore, the purpose of the study is to determine if the curriculum used in a large urban school district third grade Summer Reading Camp is aligned with the reading comprehension areas of need for those students enrolled. This study will help ensure that students are receiving the instruction needed to be reading at grade level by the end of the large urban school district Summer Reading Camp.

Best Time to Implement Remediation

For reading remediation to be successful, intervention needs to start as soon as the difficulties emerge (Ziolkowska, 2007). If the difficulty emerges in the early grades it should be addressed in those grades. Research shows that interventions that begin in the first grade are the most successful. This is because learning the reading skills taught in first grade are imperative to being successful later in school (Ziolkowska, 2007). Additionally, phonics intervention is found to be more effective if implemented in first grade (Suggate, 2010).

If reading deficiencies are not corrected in first grade they will need to be addressed in second grade or third grade; however, interventions will be less beneficial, and most likely less effective, to the child at that point. The longer a child continues through school without the needed remediation the further that child will fall behind classmates and expected reading level. If students do not receive remediation until after

third grade he or she is more likely to be unmotivated, have poor self-concept, feel anxious and hate reading (Ziolkowska, 2007).

Determining the Child's Academic Voids

When implementing an intervention one major step is identifying the student's specific deficiencies in reading. This requires the instructor to identify the underlying problems in reading (Mahapatra, Das, Stack-Cutler, & Parrila, 2010). There are two components to reading proficiency, word reading and reading comprehension. Some children can be at grade level for word reading, but below grade level for reading comprehension. English Language Learner's vocabulary could play a key role in reading comprehension difficulties (Mahapatra, Das, Stack-Cutler, & Parrila, 2010). Discovering the reasons for the reading difficulty is the key to effective remediation.

When children have reading comprehension difficulties these can be caused by phonological processing and decoding shortfalls (Suggate, 2010). A disability associated with phonological deficits is often demonstrated as difficulties in representation or process of speech sounds and information (Duff, et al. 2008). On occasions, there are broader language skills that are absent that contribute to difficulties with word reading development (Duff, et al. 2008).

Identifying the needs of struggling readers is imperative, because interventions will change depending on the growth trajectory of the child (Downing, Williams, & Holden, 2009). For the intervention to be effective, the instructor needs to know exactly

where the child is deficient in reading to adequately address the areas of weakness (Downing, Williams, & Holden, 2009). The instructor needs to use diagnostic assessments to help plan remediation that are targeted, varied, and responsive to the child's needs. This will help increase the strength of the intervention and in return there will be stronger outcomes for the child (Fuchs, Fuchs, & Hamlett, 2007).

Identifying the students' needs before the intervention begins is essential; however, the continued analysis of the students' progress is also vital to overall success rates. Through the continued assessment of the child's progress an instructor can determine if the instruction is still adequate for the child's needs or if there needs to be a change in instruction (Fuchs, Fuchs, & Hamlett, 2007).

The feedback received from a summative test does not give the instructor the information desired to provide interventions for the struggling readers (Macrine & Sabbatino, 2008). Instructors must to have detailed evidence related to where the child is having difficulties in order to be able to provide the instruction needed to become a proficient reader. When evaluating students there should also be a focus on the process of the way in which a child obtains an answer, not just the resulting final answer. This can be done by having children construct their answers instead of choosing a multiple choice answer (Macrine & Sabbatino, 2008). By understanding how a child processes information to arrive at an answer, the teacher can identify exactly where the thought process is breaking down for the child.

Selection of Remediation Curriculum

Once a child has been identified as a struggling reader and the assessments have been completed to discover exactly where the deficiencies lie, the next step is designing a customized intervention plan for each child. The setting for remediation does not necessarily eliminate or guarantee the instruction will be effective; however, there is research to show certain settings are more beneficial at increasing a student's achievement (Ziolkowska, 2007). Locations such as a small group and one-on-one show the greatest improvement in a student's reading ability (Ziolkowska, 2007). Small groups need to be carefully designed based on the needs of the students (Leslie & Allen 1999). To design these groups the instructor should have detailed performance data.

When accompanied by an individualized curriculum there is evidence to show increased student achievement (Downing, Williams, & Holden, 2009). Many times instructors have little information to consider when developing a curriculum and/or remediation program for children (Macrine & Sabbatino, 2008). One way instructors can get the desired data is to use curriculum based-measures (CBM) (Leslie & Allen, 1999). Data can also be collected by use of the Dynamic Assessment and Remediation Approach (DARA). This program assists teachers in better understanding of the child's strengths and weaknesses (Macrine & Sabbatino, 2008). The resulting material can be used to develop a plan to effectively increase student achievement in low-readers. The approach that is used to address the reading instruction requirements for struggling readers needs to be student specific and based on data (Macrine & Sabbatino, 2008).

In addition to the setting and curriculum, the number of hours a student receives instruction must to be considered. Students need to receive many hours of instruction to improve in reading. One study demonstrated that the more hours of instruction that were received, the more a child increases in their reading ability (Downing, Williams, & Holden, 2009).

The final aspect to an intervention program is the curriculum that children receive. There were many strategies discussed throughout the research; Most were either focused on word reading or comprehension. Some of the suggestions included teaching reading strategies to the students, introducing words prior to reading, and giving students many opportunities to hear and try strategies (Ziolkowska, 2007). These strategies help children make sense of their reading.

In one study by Mahapatra, Das, Stach-Cutler, and Parrila (2010), students who received cognitive based remediation showed substantial growth in the area of reading comprehension. Some of the strategies that were taught to help with reading comprehension were how to a) activate relevant background information, b) generate inferences while reading, c) be aware of when they do not understand something, and d) how to combine information with working memory to form a mental representation (Mahapatra, Das, Stack-Cutler, & Parrila, 2010). Students need not only to be taught how to use these skills to process information, but how to use multiple strategies simultaneously while reading. Simultaneous use of strategies assists the student in internalizing the rules instead of memorizing the deductive rules (Mahapatra, Das, Stack-

Cutler, & Parrila, 2010). Additionally, helping increase the cognitive capacity will help increase reading ability.

In Suggate's (2010) study it was revealed that phonics and comprehension should be taught as part of an intervention program all the way up through middle school. Additionally, it was discovered that most intervention programs only focus on either comprehension or phonics, not both. If early interventions occur in first grade with a focus on phonics it is very beneficial. On the other hand, interventions for second grade and up showed the most growth when both comprehension and phonics skills were taught. Suggate's (2010) research suggests that teaching of high order meta-cognition was related to higher reading comprehension skills. Students need to know the strategies, and how to use them. In his research he also discovered that in the beginning of interventions implementation phonics had a large effect size; however, later in the intervention comprehension had a higher effect size (Suggate, 2010).

Vocabulary is one of the aspects that can have an impact on students' reading comprehension. In a study conducted in 2008, it was revealed that vocabulary and expressive language should be incorporated into instructions for struggling readers (Duff, et al., 2008). This is especially true for students with oral language deficits and for English Language Learners (Duff, et al., 2008).

Yet another study revealed that slow naming speed and poor phonological skills are related to students who are having trouble reading (Duff, et al., 2008). A study completed by Dowing, Williams, and Holden (2009) showed that programs that had an emphasis in phonology and phonological awareness showed more effectiveness in

increasing the reading ability of low readers than those programs without. Vadasy, Sanders, and Payton (2006) suggest that children need to develop knowledge of the phonemes to be good readers. This can be done by learning how to decompose words into smaller parts (Vadasy, Sanders, & Peyton, 2006).

The ability and time to engage in text is important for readers who experience difficulty. Children who are considered struggling readers are not given as much opportunities to engage in meaningful text (Leslie & Allen, 1999). Intervention programs should provide students the opportunity to engage in meaningful text to help develop automatic decoding skills. Leslie and Allen (1999) reported that practices evident in intervention were: teacher model and scaffolding, ways to use strategies for decoding, word studies, and time spent practicing while reading connected text. Some of the other variables that contributed to student success in an intervention program were the child, the instruction, the amount of recreational reading, and the level of parental involvement.

Schools can address some of these factors through their intervention programs. One way instructions can be improved is to ensure that the material is at a child's developmental reading level so that comprehension instruction can be effective. A child's recreational reading can be increased by having an extensive classroom library. An increase exposure to print can affect both the higher and lower reading abilities (Leslie & Allen, 1999). Therefore, by increasing a child's recreational reading their academic reading ability could also increase. The required skills suggested by Leslie and Allen (1999) include word identification, comprehension strategies and a well-stocked library.

Macrine and Sabbatino (2008) researched ways in which assessment and remediation should go together. The first problem they identified was that students with reading difficulties only receive instruction in the area of the targeted skills. On the other hand, the students who are successful readers are taught higher order reasoning skills. Even students considered to be low readers should be learning the higher order reasoning skills. Most of the remediation programs used either the drill-and-skill teaching method or presented many strategies, but gave only brief instruction for each. For a remediation program to be successful, the students need to learn how to coordinate the use of multiple strategies while reading, not just have an overview or practice only one skill to the exclusion of the others.

Macrine and Sabbatino's (2008) research showed that a dialogical model would be most helpful to the students because it helps children discover their own ideas. Being able to put knowledge together is a very important part of reading and learning. Macrine and Sabbatino (2008) explain the tasks involved in learning how to read are; first they have to develop an understanding about the act of reading, second, they have to develop strategies that help them facilitate their understanding and use of their reading, and third, they have to have meta-cognition about when to use specific strategies. All of these strategies need to be used to help remediate low readers (Macrine & Sabbatino, 2008).

Curriculum Development

Curriculum development is a structured system that incorporates the use of objectives, strategies, resources, feedback, and evaluation (Moore & Kearsley, 1996). Martin (2011) explains curriculum design as "a science of creating detailed specification for the design, development, evaluation, and maintenance of instructional materials that facilitate learning and performance" (p. 956). Key terms in Martin's definition are *learning* and *performance*. If a curriculum is established using all aspects of curriculum development students will be successful because of the feedback and the evaluation portions of the process. These portions should be continuous throughout the use of the curriculum and the curriculum should be altered as needed to fit the shifting needs of the program and students.

One framework that is used in curriculum design is the ADDIE framework. The ADDIE framework places the focus on the learning instead of the teacher (Peterson, 2003). Within the ADDIE framework there are distinct stages that assist educators in the process. The five stages are Analysis, Design, Development, Implementation and Evaluation (Martian, 2011). Each stage is clearly defined as to what tasks are to be completed before moving the next stage.

In the first stage, Analysis, the curriculum designer's focus is targeting the learners that will be using the curriculum and determining what they should be accomplishing (Peterson, 2003). During this phase the designer conducts analysis to determine the needs of the learner. This could be done by pulling historical data on the learner or giving an assessment to collect data about the learners needs. During this

analysis the focus of the learner analysis is twofold. First, what do the students know? Second, what do they need to know by the end of the course? To accomplish these goals the designer not only must assess the learner, but also the competencies and standards of a course (Peterson, 2003). In addition to the standards the designer must examine the task analysis for the course (Peterson, 2003). Once all the data has been collected the designed should developed goals for the students. The amount of time needed for each goal or task will be determined by the data collected on the students' learning needs. A curriculum developer that truly understands the goals for the learner before the development begins may save time and money (Martian, 2011).

The second stage of the ADDIE framework is the Design phase. During this stage the designer is still conducting some research and starting to plan (Peterson, 2003). The research that is conducted during his stage is related to the materials that will be used in the curriculum. Part of the planning is identification of objectives and sequencing of objectives. According to Martian (2011) objectives are "specific, measureable, short-term, observable student behaviors that are the foundation upon which you can build lesson and assessment (p. 959)". Goldsmith (1999) explains one of the beginning steps to curriculum/course design is the selection and organization of objectives. By sequencing the objectives a timeline is made as to not only what should be learned, but when it should be learned during the course.

The design phase is also when one must decide how the objectives will be assessed. An assessment will determine if and how much of an objective or goal a student has acquired (Martian, 2011). When determining how the objectives will be

assessed the designer needs to decide not only what will be assessed but also identify what types of assessments will be used with the curriculum (Peterson, 2003). The alignment of the objectives and curriculum should align in a meaningful way. The objectives and assessment together should help in the design of a curriculum.

During the design phase the designers would refer to the data collected in the analysis stage to assist in the decision making process. The information about the learners' knowledge and needs would assist the designer in developing assessment and curriculum that uses techniques that meet the needs of the learners in the program. When goals, objectives, and assessment are aligned learners will be more engaged and less likely to lose interest (Peterson, 2003). The alignment of the objectives, goals, and assessment will help ensure that there are not a lot of materials outside of the objectives; instead materials will be aligned (Martian, 2011).

The third phase is the Development phase. During the development phase the designer uses the information gathered, the objective, and the goals to develop the products that will be used to deliver the content to the students. In this stage the designer produces the materials that will be used during the instruction to students. During this stage there are evaluations taking place. However, the evaluations are not of the students, but of the products being chosen to be used in the course (Peterson, 2003). During these evaluations the designer is trying to determine if the product will have the desired effect of helping the students achieve the learning goal and objectives. Additionally, the information gather during the design phase will help the address any areas that need improvement before implementation.

Once the curriculum has been designed the next step in ADDIE is Implementation. In the implementation phase the designer has the role of analyzing, redesigning, and improving the curriculum (Peterson, 2003). A program that has been through the process of analysis, development, and design but that is not analyzed may not have the desired outcome. Additionally, when modifications are made with the contributions of the learner and instructors they can be implemented immediately and reduce the time a learner is receiving ineffective instruction (Peterson, 2003). Additionally, the materials may change from year to year depending on class factors, such as teacher experience and knowledge, students' abilities, and resources available (Goldsmith, 1999).

The final phase in the ADDIE framework is the Evaluation phase. Evaluation can include formative and summative evaluations. Some of the evaluation phase occurs during the implementation stage. When the designer is conducting formative evaluations to determine if the curriculum is successfully helping the children meet the objective and goal the designer were evaluating the curriculum (Peterson, 2003). However, there should also be a summative evaluation at the end of the program or course to determine how well the curriculum helped the students meet the goals and objectives. The summative evaluation should be used to determine if problems were solved, if the objectives of the program were met, and any changes for the future of the course (Peterson, 2003). The evaluations phase should be a continuing part of the program to ensure the effectiveness.

Curriculum Alignment

Since what and how much students are taught are directly associated with what and how much is learned, curriculum alignment is a must with teachers being held accountable (Anderson, 2002). Curriculum alignment can positively affect a classroom. Two ways this happens is first, by aligning the curriculum that is taught and the curriculum that is tested, and second, by having teachers involved in the alignment process (McGhee & Griffith, 2001). Anderson (2002) explains aligning the curriculum helps determine what students should know when they complete a course. Curriculum also takes the blame off the students by placing the focus on the alignment of the instruction and achievement. If a curriculum is aligned then there can be a better focus on the difference in the schools personal and instructional methods instead of the curriculum. If a teacher teaches skills that are not aligned with the standards/benchmarks then their teaching is in vain (Anderson, 2002).

With teachers and school accountability becoming the focus of education, curriculum will be an aspect that will become increasingly important. If students are not demonstrating learning, then teaching will not be recognized (Anderson, 2002). Additionally, the push for accountability is increasing in education and curriculum alignment will assist teachers in proving that they have taught the students the skills they needed to learn. State legislators, school boards, principals, and parents expect teachers to demonstrate that the students were given the opportunity to learn and meet the state standards. Curriculum alignment will provide the accountability needed (Anderson, 2002). It will also offer a way for teachers to guarantee that students have the knowledge

and skills required by the standards and will be prepared for the assessment (Glatthorn, 1999).

Curriculum alignment can be very beneficial if completed correctly. However, there are three effects that can be the subsequent backlash of ineffective curriculum alignment: 1) the art of teaching can be diminished; 2) the curriculum can be sterilized; and, 3) the classroom can become boring (Glatthorn, 1999). Curriculum that is not aligned properly may actually result in damage to its integrity. "Only with proper alignment, is the efficacy of instruction likely to be optimized," (Rath, 2002, p. 235).

A court case in 1979 addressed the need for curriculum alignment. The case of Debra P v. Turlington involved a student who did not receive a diploma because the student did not pass a test that was required for graduation. The argument was that a student cannot be held responsible for materials that the student did not have the opportunity to learn while in school. The courts upheld the student's argument by stating that each student must be given the opportunity to learn the material or they cannot be held responsible for the materials. In fact, the school was not allowed to use the test for diploma denial for four years. Curriculum alignment would help alleviate any further issue, because it established how and when everything would be taught when the curriculum is aligned (Anderson, 2002).

In 1981, the Los Angeles addressed curricular issues by aligning objectives, instruction, and assessments. Niedermeyer and Yelon (1981) explained when objectives, instruction, and assessment align "the effects of school are usually both understandable and impressive (618)." Levine and Stark (1982) studied the improved achievement of

inner-city schools and discovered that one of the six major characteristics that the schools had in common was that the curriculum, instruction (appropriateness and spacing of instruction) were aligned.

When aligning curriculum, certain factors should be taken into consideration. In states such as North Carolina and Texas, which demonstrated significant achievement gain, the common denominator was alignment of standards. Standards need to be aligned with curriculum and assessment. In addition, activities and assessments need to be aligned with objectives. Nevertheless, there has to be a distinction between instructional activities and assessments test but they still need be complementary of each other (Raths, 2002). There also has to be a distinction between objectives and activities in order to know what will be assessed. To effectively align a curriculum a person aligning the curriculum must have standards/benchmarks, curriculum, assessments.

Strong, Silver, and Perini (2001) explain that can align the standards with curriculum, instructions, and assessments, but if the students are not included, it will not be truly effective. They refer to this as a "double alignment." Double alignment is when curriculum, instruction, and assessment are aligned to both the students and standards. There should be a clear understand of what students should understand or be able to accomplish. While including the students in the curriculum alignments, the persons aligning the curriculum need to not only look at what is being taught, but also how it is being taught. Students' different learning styles, needs, and interests need to be addressed while aligning curriculum (Strong, Silver, Perini, 2001). Once all the needed documents are collected the curriculum alignment can begin.

There are specific steps when aligning a curriculum. According to McGhee and Griffith (2001) the first step in curriculum alignment is to make sure there is vertical connectivity between the grades above and the grades below. This will ensure all the standards are taught to the students at the appropriate times. Standards also need to be simple, but deep, to be effective. Additionally, teachers need to develop a timeline for addressing the standards in their specific grade (McGhee & Griffith, 2001). A timeline will ensure there is time allotted to teach all the standards in the school year. Without a timeline some standards might not be addressed due to lack of time and planning. When making a timeline the teachers need to be sure they do not combine standards. The combination of standards could lead to students missing out on instructions of needed skills (McGhee & Griffith, 2001). The involvement of teachers in the alignment of the curriculum is critical to the implementation and usefulness of the curriculum.

When beginning to align a curriculum, teachers need to not only look at the standards, but also the expected outcomes for each standard (Glatthorn, 1999). A standard can address a skill, but unless the teachers understand expectation of learning, there cannot be an effective alignment. A curriculum that addresses a skill at a low cognitive level will not effectively prepare students if the standard wants students to use the skill at a high cognitive level. By understanding the expected outcome, the teacher can be sure the curriculum will help the students meet the expected level of mastery.

A well aligned curriculum addresses all learning styles and intelligences (Strong, Silver, & Perini, 2001). When a curriculum is being aligned, many times the students who will be using the curriculum are not considered in the planning stage. Since the

students are the ones who will be affected by the curriculum, their needs should be considered when aligning a curriculum. The use of assessment data, interviews with teachers, and interviews with students should be used to identify students' areas of academic difficulty (Strong, Silver, & Perini, 2001). The assessment data will provide information to the specialists aligning the curriculum to better understand where there is a need for additional instructions and where the students have already mastered a standard. Additionally, the interview data will help in understanding the students interests and therefore in designing curricula that will be of interest to the students. By making the curriculum interesting to the students, the students will want to learn and achieve in school (Strong, Silver, & Perini, 2001).

After the students' needs and interests have been determined, the next step is to define level of difficulty, meaning what would be difficult and what would be simplistic for the students. Teachers should meet with colleagues to make these decisions together (Strong, Silver, & Perini, 2001). Once the determination has been made regarding levels of difficulty the team can begin to use all available data to align the teaching materials, student desires and interests, standards, and skills levels to ensure all student needs, teacher needs, and standards are being met effectively. By using all different types of data the specialists aligning the curriculum will be provided the opportunity to consider content, skills, and students (Strong, Silver, & Perini, 2001). A well designed and aligned curriculum can do more then cover the standards, it can motivate students to learn.

Curriculum alignment can help increase students achievement levels. However, even with curriculum that is properly aligned there can be a lack of student learning. Glatthorn (2001) explains how there are several factors, other than alignment, that affect student success. If a curriculum is aligned, but a teacher does not make it meaningful and challenging for the students, the students will become unengaged in the learning and therefore not learn (Glatthorn, 2001). Curriculum alignment requires teachers to monitor learning and adjust as necessary for the students (Glatthorn, 2001). Without monitoring students' learning, skill mastery may not be achieved as the teacher continues through the lessons, resulting in a lack of student skill development. Since skills build on each other, missing one skill could affect a child throughout the rest of the school year as well as the future of their schooling.

There are other influences such as home factors that also affect students learning. If education is not viewed as important in a child's home, there may by a lack of motivation to learn in school. Curriculum alignment cannot address this issue. Some students have difficulties with their attention span while in the classrooms (Glatthorn, 2001). A well aligned curriculum can address some of these issues in the classroom. Other issues also need to be considered. If, for example, it is a medical issue, even a well aligned curriculum would not completely address the lack of attention.

Some students are so far behind in educational skills, they are not ready for the curriculum that is being presented in class (Glatthorn, 2001). Students in this predicament need to have additional remediation or be placed in a different class. A well

aligned curriculum should have some remediation in place; however, there are usually some prerequisites that are assumed of all children.

Glatthorn (2001) described how there could be a discrepancy in what the teachers are intending to teach and what is actually being taught in the class. This discrepancy would be determined by a trained observer attending the class and a report of findings. This type of discrepancy would lead to students not learning what was expected and that would show up on a student assessment. Another factor that could lead to students not learning even though the curriculum in aligned, would be the teacher not teacher the curriculum as designed (Glatthorn, 2001). This would only be recognized by an observer that was trained. Since most people who design a curriculum are not the ones implementing the curriculum, there could be some discrepancies in the actual implementation and fidelity of the use of the curriculum.

Summary

Successful interventions are implemented as soon as difficulty arises. Preferably, the intervention should be put into action for struggling readers in first grade to be the most successful. Specifically identifying where the breakdown is occurring in the reading process is essential in order to provide the proper intervention for a child. After the breakdown is recognized, each child needs a customized plan to address his or her reading difficulties. The plan for each child should include phonemic instructions as well as reading comprehension instruction. Throughout the intervention there needs to be

periodic re-assessments to ensure the intervention is working and to be able to make changes as the child's reading improves. Curriculum design and alignment must include standards, student achievement, and teacher input.

CHAPTER 3: METHODOLOGY

Introduction

The goal of this study was to determine if the curriculum used in the large urban school district's Summer Reading Camp (SRC) aligned with the knowledge voids of the students attending. The data collected were used to determine if the curriculum addressed the academic needs of the students in attendance. The literature review provided guidance in the design of the instruments, data collection and procedures for data analysis. This research was guided by the research questions.

This chapter is organized in the following sections: (a) research questions one and two; (b) instrumentation, data collection, and data analysis; (c) research questions three through twelve; (d) selection of participants, instrumentation, data collection, and data analysis; (e) research question thirteen; and (f) instrumentation, data collection, and data analysis.

Research Questions One and Two

Research questions one and two were used to analyze the processes implemented to develop the SRC curriculum and the materials included in the program. The instrumentation, data collection, and data analysis are provided for research questions one and two.

1. In what processes did the large urban school district officials engage to develop content for the SRC?

2. From where did the large urban school district officials draw the content utilized in SRC (textbooks, expert opinion, and Internet-based materials)?

Instrumentation

For research questions one and two, the researcher used two questionnaires to determine curriculum development and the way in which materials were chosen for the Summer Reading Camp. The first questionnaire addressed curriculum design and consisted of nine questions (Table 1: Curriculum Design Questionnaire). The second questionnaire addressed the way in which the materials used in SRC were selected (Table 1: Curriculum Design Questionnaire). The questions used in the questionnaire were established by means of the information located in the article *Instructional Design and the Importance of Instructional Alignment* by Florence Martin (2011). The instrument was used in face to face interviews. The researcher transcribed the responses to the questions on the questionnaires. The instrument was checked for clarity of each question and length of interview by administering the questionnaire to three elementary school-level curriculum development personnel who have the same level of responsibility as those that designed the SRC curriculum. The positions of the participants were Reading Coach, Curriculum Resource Teacher, and Assistant Principal. The questionnaire took from 30 to 45 minutes to administer. The calibration questionnaires are located in Appendix G, Appendix H, and Appendix I.

Table 1
Curriculum Design Questionnaire

	Design Questions
1	How were the goal/objectives of SRC determined?
2	Describe the goals of Summer Reading Camp.
3	Describe the instructional objectives.
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion?
5	What activities were identified as part of the program?
6	What assessments are being used during SRC?
7	What instructional strategies are included and required?
8	How is feedback pertaining to the program solicited?
9	How was the program assessed to determine improvement needs?
	Material Questions
1	How were the basic materials needed identified? (i.e. *After the Bell*)
2	How were the support materials identified? (ReadingA-Z.com)
3	How were practice activities?
4	What types of technologies were utilized?

Data Collection

For research questions one and two, the researcher conducted interviews with each of the members of the committee that helped developed the SRC curriculum and made the decision regarding what materials would be used. Each of the members was asked nine questions that addressed processes used when designing the SRC curriculum. Additionally, each member was asked four questions pertaining the location from which the content was drawn for the SRC curriculum. The researcher recorded the answers from the committee members during the interview on a corresponding questionnaire on the computer.

Data Analysis

The analysis of the data collected for research questions one and two used qualitative methods. The data gathered from the interviews was compiled and evaluated for the purpose of identifying commonalities to determine the processes used in the design of the curriculum and compare processes to best practices from research and literature. Additionally, the data was collected to detect from where the curriculum was gathered for the SRC program.

Research Questions Three through Twelve

The following questions were used to determine academic need by determining the students' knowledge voids according to the Winter Reading Benchmark assessment. To be considered a knowledge void, the mean scores for all students must be below 50 percent. The knowledge voids were then included in the process to determine if the curriculum used in SRC aligns with the students' academic knowledge as determined by the Winter Benchmark Assessment. Research questions are as follows:

3. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of using meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words?
4. During the 2012 SRC to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining the correct meaning of words with multiple meanings in context or identify shades of meaning in related words (e.g., blaring, loud)?
5. During the 2012 SRC to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text?
6. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining explicit ideas and

information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events?

7. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying cause-and-effect relationships in text?
8. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text?
9. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of comparing and contrasting elements, settings, characters, and problems in two texts?
10. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction?
11. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects?

12. During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of reading informational text (e.g., graphs, charts, manuals) and organizing information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task?

Selection of Participants

Population

The population was taken from a large urban school district in Florida. The school district contained 122 Elementary Schools with 80,704 students enrolled, 34 middle schools with 37,708 students, 3 Kindergarten through eighth grade schools with 2,894 students, and 19 high schools with 49,344 students. The targeted population for this study was third grade students in a large urban Florida school district who received a Level 1 on the FCAT, and attended the 2012 Summer Reading Camp. The students who attended SRC came from the 122 elementary schools and the 3 kindergarten through eighth grade schools.

Sampling

Since the data for all students in attendance was able to be collected, and contained the required information, it was unnecessary to take a sample. Therefore, this study used the data from all 887 enrolled students who fit the criteria and were in attendance at the 2012 summer reading camp hosted by the large urban school district. The following demographic data was collected: students with disabilities (SWD), economically disadvantaged (ED), English Language Learners (ELL), and race/ethnicity (White, Black, Asian, Multi-Cultural, American Indian/Alaska Native and Hispanic.)

Instrumentation

For research questions three through twelve the researcher used a matrix that included the students Winter Reading Benchmark Scores broken down by benchmark to determine the areas of knowledge voids for the students attending the SRC. A benchmark was considered a knowledge void if the mean score for all the students in the study was below 50 percent. 50 percent was the percentage of the questions answered correctly by the students on the benchmark assessment. The students' scores from the Winter Reading Benchmark assessment were broken down by benchmark for each student and the benchmark scores were entered into SPSS.

The researcher used SPSS software to run the descriptive statistics. The researcher also used the descriptive statistics to determine the percentages of students in each of the demographic stratifications (Students with Disabilities, Economically Disadvantages, English Languages Learners, and Race/Ethnicity). A list of the

benchmarks assessed on the Winter Reading Benchmark assessment is listed in Table 2: Student Knowledge Void as Measured by Benchmarks.

For curriculum alignment, the researcher determined the amount of time spent on each benchmark by using the SRC teacher's guide which had the lesson plans broken down into the number of minutes spent on each. Also, Microsoft Excel was used to determine the amount of time spent teaching each benchmark during the SRC (Appendix E). Additionally, the researcher used the data from research questions three through twelve to identify knowledge voids by rank of need.

Table 2
Student Knowledge Void as Measured by Benchmarks

Vocabulary
LA.3.1.6.7 - The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words. LA.3.1.6.9 - The student will determine the correct meaning of words with multiple meanings in context. Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).
Reading Application
LA.3.1.7.2 - The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.
LA.3.1.7.3 - The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.
LA.3.1.7.4 - The student will identify cause-and-effect relationships in text.
LA.3.1.7.5 - The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text. LA.3.1.7.7 - The student will compare and contrast elements, settings, characters, and problems in two texts.
Literary Analysis Fiction/Non-Fiction
LA.3.2.1.2 - The student will identify and explain the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction.
LA.3.2.1.7 - The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.
Informational Text/Research Process LA.3.6.1.1 - The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

Data Collection

Data for research questions three through twelve were acquired by contacting the school district's Senior Director of Accountability, Research and Assessment. The student performance report to including the benchmark breakdown for the 2012 Winter Reading Benchmark assessment scores for the same students was requested. Included in the data from the district were the race, ELL status, SWD status, and Economically Disadvantaged status of each student. The data collected were entered in to SPSS software.

For curriculum alignment, the researcher used the data from questions three through twelve to determine the knowledge voids. Next, the researcher contacted the Senior Administrator of Curriculum Services and requested the teacher lesson guide for the 2013 SRC. This information was used to determine the amount of emphasis placed on each of the benchmarks measured on the Winter Reading Benchmark Assessment. The information was entered into the spreadsheet in increments of minutes. The number of minutes spent on each benchmark was also delineated day-by-day on the spreadsheet. The last column reported the total number of instructional minutes spent on each benchmark throughout the eighteen days of the SRC program.

Data Analysis

To analyze the data collected for questions three through twelve, the researcher used quantitative methods. The data gathered was entered into the SPSS software and

descriptive statistics were run to determine the mean score for each benchmark on the Winter Reading Benchmark assessment. If the mean score for any benchmark was below 50 percent, it was considered a knowledge void for the students attending the SRC. The benchmarks that were considered knowledge voids were ordered from lowest mean scores (largest knowledge void) to highest mean scores (least knowledge void). Any score of 50 percent of above was excluded from the list since it was not considered a knowledge void.

For curriculum alignment, the researcher used the data from the Microsoft Excel spreadsheet that contained the amount of time spent on instruction for each benchmark to determine the amount of focus for each in the SRC curriculum. The benchmarks were ordered from most time spent on instruction to least time spent on instruction. The benchmarks with the most instructional time were considered to have the largest instructional focus.

The data from the knowledge voids and the amount of instructional time provided to the students on each benchmark was analyzed to determine if there was alignment. For example, was the largest amount of instructional time spent on the largest knowledge void for the students attending SRC and the second largest knowledge void was also the second largest instructional focus. If a knowledge void and focus were no more than two ranks apart, they were considered aligned. This helped to determine if the curriculum used in the SRC program was aligned with the knowledge voids of the students in attendance for the 2012 Summer Reading Camp.

Summary

This study examined the curriculum used in the large urban school district's Summer Reading Camp and the knowledge voids of the students attending to determine if the curriculum was addressing the students' knowledge voids. The information gathered through the literature review helped guide the data collections as well as the data analysis. The data gathered and analyzed using the previously mentioned methods helped to determine if the curriculum matched the students' needs.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to evaluate the effectiveness of the Summer Reading Camp (SRC) program in a large urban school district by analyzing the curriculum and students' knowledge voids to determine if needs of the students were being met. This study was conducted using qualitative and quantitative methods. These methods were achieved utilizing questionnaires, data collected from the school district, the 2012 SRC lesson guide for teachers, and the FCAT specifications. This chapter presents the data as well as the results of the twelve research questions.

The researcher used a survey to answer the first two research questions about the design of the SRC curriculum and the materials used in SRC. The researcher also made use of data from the school district and the 2012 SRC lesson study guide to answer research questions three through twelve. Descriptive statistics were utilized in the analysis of the data as well as the population.

Research Questions One and Two

Research questions one and two were established to analyze the development process of the SRC curriculum and the materials used in the program. The instrumentation, data collection, and data analysis are presented for research questions one and two.

1. In what processes did the large urban school district officials engage to develop content for the SRC?

2. From where did the large urban school district officials draw the content utilized in SRC (textbooks, expert opinion, and Internet-based materials)?

Presentation of Data

The following data was gathered using a questionnaire. The individuals interviewed were involved in the design of the curriculum for the 2012 SRC program. The three educators interviewed worked in the Reading Curriculum Department of a large urban school district. Two of the individuals interviewed were school district level Reading Coaches and one was the Senior Administrator of Curriculum Services. The interviews were set up through e-mail and phone conversations. The questionnaires were completed in person. The contact information of the individuals involved in the design of the SRC curriculum was given to the researchers by the Elementary Senior Administrator of Curriculum Services.

One of the reading coaches and the Senior Administrator of Curriculum Services were both interviewed on the same day. The other reading coach was surveyed three weeks later. The extended period of time between the three surveys was due to the school district being closed during winter break. All three educators were interviewed at the main school district office in each individual's personal office. Each interview lasted from 20 minutes to 50 minutes. Each question was presented orally to the respondents. The answers to the survey were transcribed on a computer during the interview (See Appendices J, K and L).

The researcher then analyzed the answers to the survey looking for response commonalities and to determine the way in which decisions were made related to the curriculum that was used during SRC 2012. The following are the consolidated questions and the responses from those interviewed. The first nine questions (Table 3) address the design of the curriculum used in the SRC. The next four questions address the materials used in the SRC. A number in parenthesis at the beginning of a response signifies more than one person stated that response during the interviews (N=3).

Design Questions

Table 3
Responses from the SRC Committee Members about the Design of the SRC Curriculum

#	Design Questions and Responses
1	*How were the goal/objectives of SRC determined?*
	N=3 • It is a state statute, State requirements, State sets the goals
	N=2 • Give extra support to help students pass a portfolio or test to be promoted, Promote students to fourth grade through the remediation of third graders
2	*Describe the goals of summer Reading Camp.*
	N=2 • Pass the ITBS (Iowa Test of Basic Skills) test, Get third grade students up to grade level expectations to be able to pass the test (give them the remediation necessary for this to take place), Promote students to the next grade level
	N=2 • Pass the ITBS (Iowa Test of Basic Skills) test, Get third grade students up to grade level expectations to be able to pass the test (give them the remediation necessary for this to take place)
	N=1 • Same as the State
	N=1 • The district focus on the curriculum design to ensure it will be appropriate to the students
3	*Describe the instructional objectives.*
	N=2 • Focuses on reading benchmark, Focus on heaving hitting benchmarks for FCAT (Florida Comprehensive Assessment Test)
	N=3 • Curriculum was designed for the "bubble" kids – give them enough skills to pass the test or portfolio and be promoted to the next grade level - The focus was on the bubble kids when designing the curriculum, Students scoring 100 and below will not gain enough to pass the test or make a portfolio in the short time period that summer school lasts, The students are the lowest of the low, well below grade level – trying to give them a boost
	N=1 • Increase students reading ability which would help them pass the ITBS test and be promoted to fourth grade
	N=1 • No specific beside the State's objectives
	N=2 • Reading Centers, not just phonics focused - all aspects of reading were needed for students to be successful, students need to be test wise
4	*Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion?*
	N=1 • Not sure
	N=2 • Heavy hitters on FCAT were chosen – then organized by expert opinion
	N=2 • Phonics were used – students were tested and placed in the program according to ability, They were sequenced by looking over all the district data – looking for weaknesses for the students in attendance at SRC, Small Groups – teacher could change instruction as needed for this – teachers were given extensive data as to each child's skill level including phonics
5	*What activities were identified as part of the program?*
	N=3 • Whole group
	N=3 • Small group – a need for individual time
	N=2 • Writing
	N=1 •Technology
	N=2 • Independent Reading
	N=1 • Test taking practice [Smart 7] good resource with research to back it up

	N=1 • Instructional routines were more a part of the design than actually activities, the design was to mimic a good literacy block, centers
6	*What assessments were being used during SRC?*
	N=3 • After the Bell Pre/Post-test, After the Bell program assessments N=1 • Elements of Vocabulary N=1 • Writing analysis – if teachers chooses N=1 • Sanford Assessment
7	*What instructional strategies were included and required?*
	N=2 • Gradual release (I do, We do, You do), Use part of the program (After the Bell) and the district designed some N=2 • Respond to reading, Book Talks N=2 • Lesson plans are to be followed exactly – everything is in the lesson plan N=1 • The SMART 7 – was created by the district as a test taking strategy.
8	*How was feedback pertaining to the program solicited?*
	N=2 • Survey all program directors N=2 • Site visits – walk-through program was used during visits - ensured program was being used as designed and same things were checked at each school – district personal conducted all the walk-throughs – during site visits classroom were observed, teachers and administrators were asked for feedback, if something is not working in the middle, will make adjustments then – not wait until next year N=2 • Survey – teachers about camp and materials N=2 • Collected data about the students and sent it to the state – ITBS
9	*How was the program assessed to determine improvement needs?*
	N=1 • Based on feedback - do analysis about what needs to be improved N=1 • Through observations (school visits) and feedback from the school visit: Teacher feedback, Evaluation of classrooms walk through data from site visits N=1 • Area Executive Directors are all on the SRC committee and add feedback and suggestions for improvement N=1 • Look at the ITBS data – drops, increases, changes – what may have caused these changes and how can they be addressed N=1 • Look at the program to see is if fit the time frame for SRC and the time for each day N=2 • Originally, the program "Elements of Reading Vocabulary" was used; however, it was decided that the program was not the best use of the money to build skills. Now that money goes to Reading A-Z: it individualizes for each student depending on skill level, take a test in the beginning to determine their level N=1 • iReady allowed to for computer stations as center – it also individualizes and differentiates for the students N=1 • When the SRC schedule was switched from 5 days to 4, the writing aspect was able to be added due to the longer day N=1 • The goal really was to hit the "bubble" kids and give them the skills needed to be successful to pass the test or portfolio and be promoted to the next grade

Summary of the Findings from Curriculum: Research Question 1

The goals of large urban school district SRC were to fulfill a State of Florida requirement related to reading proficiency and to provide students the remediation needed to pass the test or portfolio. The instructional objectives were focused on the reading benchmarks, FCAT heavy hitters, phonics, and test taking skills. The objectives were sequenced with the use of some school district data and phonics data. The activities that the SRC committee decided needed to be included were whole group, small group, writing, independent reading, and centers. The assessments used in the program were from *After the Bell* and the teachers had the option to conduct writing analysis. Strategies such as gradual release and anything else included in the lessons plan were expected to be followed as designed in the lesson plans.

Feedback was gathered through survey methods of the teachers and administrators of SRC. This permitted changes to be made in the middle of the program instead of waiting until the next summer. There were also site visits conducted to evaluate the program and receive feedback from the teachers. The ITBS data was examined to look for trends. To decide what needed to be improved the committee looked at the feedback from the teachers and administrators, data from the site visits, and the ITBS data. Decisions about what needed to be improved next year would be made after collecting and analyzing the feedback and data.

Table 4

Responses from the SRC Committee Member about the Materials for SRC

#	Program Materials Questions and Responses
	How were the basic material needed identified (i.e. After the Bell)?
1	N=2 • Call Venders N=3 • Fit the framework designed by committee, included necessary parts (writing, whole group, small group, phonics, good lesson plans, and comprehension), Looked at programs based on (comprehension) standards, Included necessary parts (writing, whole group, small group, phonics, good lesson plans, and comprehension), Read aloud and teacher support were very important, could build up skills to grade level and pass a test, looked at programs based on (comprehension) standards N= 2 • Fit the cost, the program chosen had slightly higher initial cost, but the replacement cost was low, it contained all the parts the district wanted included N=2 • Had to be a program designed for summer school N=2 • Venders visited district and made presentations to the committee, vendors were evaluated using a rubric that addressed: quality of materials, teacher materials, cost, risk, benefits, teacher support N=2 • Began to look at programs identified for summer reading intervention programs, including the specific amount of time needed to teach the curriculum, once programs were identified other districts using the program were contacted to determine how the program was working in the other districts N=1 • Elements of Reading Vocabulary was taken out and "Reading A-Z" was added N=1 • The explanation of the materials needed to be easy to follow and specific allowing it to be used without much training needed for the teachers N=3 • Teachers requested more test prep. Many resources had practice reading questions and different strategies, but not a system that could be used to teach students how to find answers to questions about a passage. Later it was discovered a program similar to the SMART 7 was already being used in Goshen, Indiana and was a "Ruby Pane" strategy. The original design was to have the teachers teach the SMART 7 strategy and the QAR (Question Answer Relationship) method in conjunctions. The time allowed for SRC and the number of students in each class did not allow for the two to be taught in conjunction. Teachers now teach the SMART 7 alone as the main test taking strategy for SRC students. The district designed the SMART 7 into the lesson plans to help teachers instruct students in a specific way to find answers to a passage.
	How were the support materials identified (i.e. ReadingA-Z.com)?
2	N=2 • Examined what was not working for example teachers did not have enough independent reading materials, so Reading A-Z was added: gave teachers/students access to a variety of text with a spread of levels, teachers could print them out, so students could take them home to read, it was a money saver and filled in missing pieces N=1 • After the program each year the team would look for what was missing and find ways to fill in areas that were weak on instruction. It could be skill based or material based needs. (MyOnReader, iReady) N=2 • iReady was free of charge through the Title I department N=1 • Some of "After the Bell" materials were too self-directed and over the heads of the students. The district was able to pull center activities from the FCRR (Florida Center for Reading Research) that addressed the same skill and add them to the program in place of the activities that were inappropriate for the students N=1 • Data showed the students knew their basic phonics, so the phonics skills focused multisyllabic words and more complicated phonemic patters
	How were practice activities identified?
3	N=1 • When lessons were created some of the programs came with activities, but some had to be modified to fit the time and need of the program N= 2 • It was based on what needed to be included in a 90-minute reading block – if it would not fit, it would be altered: Phonics, Comprehension, Independent reading, Writing

	N=2 • SMART 7 was used since it was a researched method N=2 • Small group instruction: 1 was to be guided reading using Reading A-Z, teacher would use what was needed for the students – it would change depending on the student's needs, Small group instruction 2 was phonics – students needed practice with phonics N=2 • The ones in the book (After the Bell) were set up with the gradual release model: "I Do" part was whole group part of the lesson, "We Do" part is the small group part of the curriculum, "You Do' is the center part of the curriculum N=1 • Everything that was put in the program was thought out and planned to address a need N=2 • We hoped the teachers would follow the plan and do what should be done in a literacy block
	What types of technologies were utilized?
4	N=2 • Computers, listening centers, Elmos, projectors (if available in the classroom), MyOnReader, iReady, Reading A-Z, and SMART 7 on the projector if available N=2 • Had to plan for minimal technology in classrooms, so elements would not be left out at certain schools. Some schools used more technology if they had it available N=1 • 1n the beginning we looked for computer assisted programs – but school were using what they wanted N=2 • This year – iReady helped SRC: It was not eye to eye, but it was on the computer, differentiated for each student. iReady and MyOnReader could be done at home or anywhere there was internet.

Summary of the Findings from Materials: Research Question 2

The basic materials were identified by a committee designing a framework and making decisions about the cost for the program. Then, venders were called and asked to conduct a presentation about their program materials and focus. Each program was rated using a rubric. Next, other school districts were contacted about their experiences with the program and its effectiveness. A program was chosen that had slightly higher initial cost, but low replacement cost and fit the framework from the committee. Additional materials needed were identified by the teachers. Some of their additional materials teachers requested were for test prep and independent reading.

The support materials were selected using teacher feedback and by examining the program at the end of the year. The materials would be adjusted as needed to fill in the

missing pieces or areas of weakness. Phonics data showed that students knew their basic skills, but had not mastered the more complex phoneme patterns and multisyllabic words, so the focus of the phonics instruction was on the more difficult aspects of phonics.

Some of the practice activities from the book (*After the Bell)* were altered depending on the needs of the students and time needed to complete the activity. Activities were based on a 90-minute reading block. The *SMART 7* was implemented through the district lesson guide. The gradual release model was implemented through the *After the Bell* program that was purchased by the school district. The two small group instruction times were based on the needs of the students in each group.

Technology was used at a minimum so certain activities would not have to be left out at some schools. For the 2012 SRC year the major technology aspects to the program were *MyOnReader, iReady, Reading A-Z* which were Internet based programs, and the *SMART 7* which was on a projector for anyone who had one.

Summary of the Findings Repeated Themes

Throughout the survey there were a few reoccurring themes or concepts. One was the use of the *SMART 7*. The *SMART 7* was implemented as a result of a teacher request. It was designed by the school district, but later found that it was already being used in Indiana and was a *Ruby Payne* strategy. When designing the curriculum there was a focus on the FCAT heavy hitters as a focus of benchmarks.

Following the lesson plan exactly was also repeated multiple times. The lesson plans were designed to provide instructional strategies and activities down to the minute.

Teachers were expected to follow the plans exactly as planned. Throughout the surveys the program *Reading A-Z* was mentioned. It was a program that was brought into SRC to help alleviate the issue of students not having independent reading materials on their independent level.

When the curriculum was designed the focus was on the "bubble kids". The term bubble kids refer to students who were close to passing the test, but did not. These students were the focus of the SRC given that summer school is only eighteen days in length; A student that was well below grade level would not gain enough skills or proficiency to be reading on grade level at the end of the eighteen days. However, a student who is slightly below grade level could gain enough skill in those eighteen days of intense reading instruction to pass the test or pass a portfolio and be promoted. For this reason the curriculum was designed to help students who could gain enough skills to pass and be successful in the next grade after eighteen days of instruction.

Research Questions Three through Twelve

The following questions were used to ascertain the student's academic needs by determining the students' knowledge voids according to the Winter Reading Benchmarks Assessment. To be considered a knowledge void, the mean scores for the students had to fall below 50 percent. The knowledge voids were then used to decide if the curriculum used in SRC aligns with the students' academic knowledge as delineated by the Winter Benchmark Assessment. The curriculum focus was determined by the number of minutes

spent on each benchmark according to the teacher lesson guide. The curriculum was considered aligned if the benchmark ranking and the instructions time ranking were no more than two steps away from each other.

Presentation of Data

For research questions three through twelve the data were collected in three ways. The data for the scores on the Winter Benchmark Assessment for the students who attended 2012 SRC were collected from the Accountability, Research, and Assessment Department of the large urban school district. The Accountability, Research, and Assessment office did not have a list of students who had attended the 2012 SRC. The researcher was advised to contact the coordinator of SRC. The researcher was then requested to gather the student numbers of the students who attended 2012 SRC.

The researcher contacted a school district reading resource teacher who was the coordinator of SRC. The student numbers of the students who had attended the 2012 SRC were requested. After receiving the student numbers in an Excel spreadsheet, the researcher then sent the information to the Accountability, Research, and Assessment Department. The following demographic information was requested for each student who attended the SRC: race, gender, free/reduced lunch status, exceptional student education status, and English Language Learner Status. In addition to the demographic data, the researcher also requested the students' overall benchmark scores and each student's score on the individual benchmarks that were assessed. The data was returned

in a SPSS file. This information was used to determine the knowledge voids of the students in attendance at 2012 SRC.

The researcher also requested the SRC Teachers' Lesson Guide for 2012 from the SRC resource teacher. The researcher was directed to the SRC intranet portal to obtain a copy of the lesson plans. The researcher logged into the school district's intranet, went to the Department intranet sites, which lead to the Curriculum Services site, then to the Summer School page, subsequently to the Elementary page, and finally the Third Grade page. On this page was the Teacher Guide, in addition to any supplemental resources the teacher might need; the schedule for SRC was also located on this page. The researcher used the Teacher's Guide to determine how much time was spent on each benchmark and the amount of focus on each benchmark. The Teacher's Guide had each lesson broken down into how many minutes were spent on each skill/activity as well as what benchmark was being addressed.

Finally, the researcher used the Florida Department of Education website to retrieve the item test specification for the third grade FCAT. This data was used to determine what benchmarks were tested on the state FCAT reading assessment.

Population

The data included all the students who attended the SRC and also had Winter Benchmark Scores. The total number of students included in the study was 887. Of those 887 students, 398 (43.9%) were female, 498 (56.1%) were male (Table 5). There

were 358 (40.4%) students who attended SRC identified as English Language Learners (Table 6). Two hundred nine (23.6%) students were identified as students with disabilities (Table 7). Eight hundred fifteen (91.9%) of students are eligible for free/reduced lunch (Table 8). The racial breakdown for the students in attendance at SRC 2012 is displayed in Table 9. The racial breakdown from greatest number of students in attendance to lease was Black, Hispanic, White, Asian/Pacific Islander, Multiracial, and American Indian.

Table 5
Students Gender Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	389	43.9	43.9	43.9
	Male	498	56.1	56.1	100.0
	Total	887	100.0	100.0	

Table 6
Student English Language Learner Indicator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	529	59.6	59.6	59.6
	Y	358	40.4	40.4	100.0
	Total	887	100.0	100.0	

Table 7
Student Students with Disabilities Indicator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	678	76.4	76.4	76.4
	Y	209	23.6	23.6	100.0
	Total	887	100.0	100.0	

Table 8
Student Economically Disadvantage Indicator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	72	8.1	8.1	8.1
	Y	815	91.9	91.9	100.0
	Total	887	100.0	100.0	

Table 9
Student Racial/Ethnic Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Amer Ind/Ak Nat	2	.2	.2	.2
	Asian/Pac. Is.	21	2.4	2.4	2.6
	Black	446	50.3	50.3	52.9
	Hispanic	301	33.9	33.9	86.8
	Multiracial	15	1.7	1.7	88.5
	White	102	11.5	11.5	100.0
	Total	887	100.0	100.0	

Research Question 3

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of using meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words (LA 3.1.6.7)?

Table 10 shows that 31.3% was the mean score for students on the reading skill of using meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words (LA 3.1.6.7) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked fourth. In the SRC lesson guide there were zero minutes designated for instruction on this benchmark which is an area tested in the FCAT Reading (Table 11). For this benchmark the curriculum does not align with the students' knowledge void because the benchmark was the fourth largest knowledge void, but there was no instructional time spent on this benchmark.

Research Question 4

During the 2012 SRC to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining the correct meaning of words with multiple meanings in context or identifying shades of meaning in related words (e.g., blaring, loud) (LA 3.1.6.9)?

Table 10 shows that 39.6% was the mean score for students on the reading skill of determining the correct meaning of words with multiple meanings in context or identifying shades of meaning in related words (e.g., blaring, loud) (LA 3.1.6.9) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked seventh. In the SRC lesson guide for the teachers there was zero minutes designated for instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum does not align with the students' knowledge void because the benchmark was the seventh largest knowledge void, but there was not instructional time spent on this benchmark.

Research Question 5

During the 2012 SRC to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text (LA 3.1.7.2)?

Table 10 shows that 37.1% was the mean score for students on the reading skill of identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text (LA 3.1.7.2) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked sixth. In the SRC lesson guide for the teachers there were 60 minutes designated to instruction on this benchmark which is tested on the FCAT Reading (Table

11). For this benchmark the curriculum is aligned with the students' knowledge void because the benchmark was the sixth largest knowledge void and the amount of time spent on this benchmark was fourth highest amount of instructional time out of all the benchmarks.

Research Question 6

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining explicit ideas and information in grade-level text, including but not limited to, the main idea, relevant supporting details, strongly implied message and inference, and chronological order of events (LA 3.1.7.3)?

Table 10 shows that 29.9% was the mean score for students on the reading skill of determining explicit ideas and information in grade-level text, including but not limited to, the main idea, relevant supporting details, strongly implied message and inference, and chronological order of events (LA 3.1.7.3) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked third. In the SRC lesson guide for the teachers there was 285 minutes designated to instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum is aligned with the students' knowledge void because the benchmark was the third knowledge void and the amount of time spent on this benchmark was the highest amount of instructional time out of all the benchmarks.

Research Question7

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying cause-and-effect relationships in text (LA 3.1.7.4)?

Table 10 shows that 39.6% was the mean score for students on the reading skill of identifying cause-and-effect relationships in text (LA 3.1.7.4) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked eighth. In the SRC lesson guide for the teachers there was 120 minutes designated to instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum is not aligned with the students' knowledge void because the benchmark was the eighth highest knowledge void and the amount of time spend on this benchmark was the third highest amount of instructional time out of all the benchmarks.

Research Question 8

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explaining how it impacts meaning in the text (LA 3.1.7.5)?

Table 10 shows that 27.5% was the mean score for students the reading skill of identifying the text structure an author uses (e.g., comparison/contrast, cause/effect, and

sequence of events) and explaining how it impacts meaning in the text (LA 3.1.7.5) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked second. In the SRC lesson guide for the teachers there was 45 minutes designated to instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum is not aligned with the students' knowledge void because the benchmark was the second largest knowledge void and the amount of time spend on this benchmark was tied for the fifth or sixth highest amount of instructional time out of all the benchmarks.

Research Questions 9

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of comparing and contrasting elements, settings, characters, and problems in two texts (LA 3.1.7.7)?

Table 10 shows that 31.5% was the mean score for students on the reading skill of comparing and contrasting elements, settings, characters, and problems in two texts (LA 3.1.7.7) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked fifth. In the SRC lesson guide for the teachers there was zero minutes designated to instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum is not aligned with the students' knowledge void because the benchmark was the fifth largest knowledge void, but there was no instructional time spent on this benchmark.

Research Question 10

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction (LA 3.2.1.2)?

Table 10 shows that 41.3% was the mean score for students on the reading skill of identifying and explaining the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction (LA 3.2.1.2) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked tenth. In the SRC lesson guide for the teachers there was 235 minutes designated to instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum is not aligned with the students' knowledge void because the benchmark was the tenth smallest knowledge void yet the amount of time spent on this benchmark was second highest for amount of instructional time out of all the benchmarks.

Research Question 11

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes,

metaphors, symbolism), and examining how they are used to describe people, feelings, and objects (LA 3.2.1.7)?

Table 10 shows that 40.5% was the mean score for students on the reading skill of identifying and explaining an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examining how they are used to describe people, feelings, and objects (LA 3.2.1.7) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked ninth. In the SRC lesson guide for the teachers there was zero minutes designated to instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum was aligned with the students' knowledge void because the benchmark was the ninth smallest knowledge void, but there was no instruction time spent on this benchmark.

Research Question 12

During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of reading informational text (e.g., graphs, charts, manuals) and organizing information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task (LA 3.6.1.1)?

Table 10 shows that 23.6% was the mean score for students on the reading skill of reading informational text (e.g., graphs, charts, manuals) and organizing information for

different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task (LA 3.6.1.1) which designates it as a knowledge void. On a scale of one to 10, one being the largest area of need for instruction, this benchmark ranked first. In the SRC lesson guide for the teachers showed there were 45 minutes designated for instruction on this benchmark which is tested on the FCAT Reading (Table 11). For this benchmark the curriculum was not aligned with the students' knowledge void because the benchmark was the largest knowledge void yet the amount of time spent on this benchmark was tied for the fifth and sixth for amount of instructional time out of all the benchmarks.

Table 10

Mean Score on Each Benchmark Ranked from Lowest to Highest Scores (Largest to Smallest Knowledge Voids)

Rank	Benchmark	Benchmark Description	N	Mean
1	LA 3611	Read informational text and organize information for different purposes	887	0.236
2	LA 3175	Identify the text structure a author uses and how it impacts the meaning	887	0.275
3	LA 3173	Determine explicit ideas and information in grade level text	887	0.292
4	LA 3167	Use the meaning of familiar base words and affixes to determine meaning of unfamiliar words	887	0.313
5	LA 3177	Students will compare and contract elements, setting, characters, and problems in two texts	887	0.315
6	LA 3172	Identify the authors' purpose influences text	887	0.371
7	LA 3169	Determine the correct meaning of words with multiple meaning in context	887	0.396
8	LA 3174	Identify cause-and-effect relationships on text	887	0.396
9	LA 3217	Identify and explain the author's use of descriptive, idiomatic, and figurative language	887	0.405
10	LA 3212	Identify and explain the elements of story structure	887	0.413
	Valid N (listwise)		887	

Table 11
Amount of Time on Benchmark Ranked Starting with Most to Least Time Spent (Largest to Smallest Focus)

Rank	Benchmark	Benchmark Description	Time (Minutes)
1	LA 3173	Determine explicit ideas and information in grade level text	285
2	LA 3212	Identify and explain the elements of story structure	235
3	LA 3174	Identify cause-and-effect relationships on text	120
4	LA 3172	Identify the authors' purpose influences text	60
5	LA 3611	Read informational text and organize information for different purposes	45
6	LA 3175	Identify the text structure an author uses and how it impacts the meaning	45
7	LA 3167	Use the meaning of familiar base words and affixes to determine meaning of unfamiliar words	0
8	LA 3177	Students will compare and contract elements, setting, characters, and problems in two texts	0
9	LA 3217	Identify and explain the author's use of descriptive, idiomatic, and figurative language	0
10	LA 3169	Determine the correct meaning of words with multiple meaning in context	0

Table 12
Mean Score on Each Benchmark Ranked From Lowest to Highest Scores and Correlating Minutes of Instruction

Rank	Benchmark	Benchmark Description	Mean	Minutes of Instruction
1	LA 3611	Read informational text and organize information for different purposes	0.236	45
2	LA 3175	Identify the text structure a author uses and how it impacts the meaning	0.275	45
3	LA 3173	Determine explicit ideas and information in grade level text	0.292	285
4	LA 3167	Use the meaning of familiar base words and affixes to determine meaning of unfamiliar words	0.313	0
5	LA 3177	Students will compare and contract elements, setting, characters, and problems in two texts	0.315	0
6	LA 3172	Identify the authors' purpose influences text	0.371	60
7	LA 3169	Determine the correct meaning of words with multiple meaning in context	0.396	0
8	LA 3174	Identify cause-and-effect relationships on text	0.396	120
9	LA 3217	Identify and explain the author's use of descriptive, idiomatic, and figurative language	0.405	0
10	LA 3212	Identify and explain the elements of story structure	0.413	235

Additional Analysis

The researcher also examined how many of the FCAT tested benchmarks are taught in the SRC. There were a total of fourteen benchmarks tested on the FCAT reading assessment. Eight of these benchmarks were not the focus of instruction for students enrolled in the SRC. Four of the eight benchmarks were also on the school district benchmark assessment, but the students received zero minutes of instruction while in the SRC. However, nineteen benchmarks that were not tested on the FCAT or benchmark assessment were taught in SRC. Between 15 minutes and 375 minutes during the 18 days of SRC were expended on these nineteen benchmarks, which were not tested for a total of 1,950 minutes during the eighteen days.

While looking at the number of minutes spent on each benchmark the researcher also looked how the minutes were distributed each day during the SRC hours. The researcher divided the time during the SRC day in to one of three categories: (1) Teacher Directed: the teachers is in direct contact/interaction with the students; (2) Independent: the student works independently of an instructor; and, (3) Non- instructional: the child is not receiving instruction from the teacher nor working independently on academic work.

Throughout the day, each category was analyzed. There were between 197 and 202 minutes of teacher directed time throughout the day. The teacher directed time included: test taking strategies, two small group sessions, and whole group instruction on the benchmark/benchmarks of the day. The students were working independently for approximately 64 minutes each day of SRC. During the independent time the students were practicing with the reading skill of the day, reading independently, practicing

fluency, or writing independently. There were between 55 and 60 minutes of non-instructional time each day. The non-instruction time included the daily opening (overview of summer camp activities, rules, and procedures), small group preparation 1 (overview of center rules and procedures), instructional break (students break time), small group preparation 2 (overview and modeling of centers, rules, and procedures), lunch, and daily review (celebration: What did you learn?). Therefore, between 61.3% and 62.9% of the time the students are receiving instruction directly from the teacher, 19.3% of the time the students are working independently, and between 17.1% and 18.6% of the students' time in SRC they are receiving no instruction or practice. The result suggests that between 36.4% and 38.0% of the time the students are not interacting with the teacher on an academic level while attending SRC

Summary

The researcher examined the effectiveness of the SRC program by analyzing the curriculum and students' knowledge voids to determine if the curriculum was meeting the needs of the students attending SRC. There was qualitative and quantitative analysis utilized during this research.

The data gathered for research questions one and two showed that SRC is in place because of State Statutes. It also showed that the goal of SRC was to remediate the students so they could acquire the skills needed to pass the test or portfolio and be promoted to the next grade level. The curriculum was designed using the benchmarks set

forth by the State. Activities that were identified as a requirement of the SRC curriculum were whole group lessons, small group lessons, writing, and independent reading. The lesson plans were expected to be followed exactly as written. Feedback was gathered through surveys and site visits. Changes to the program were made mid-program if needed and during the review of the program at the end of each summer. The site visits and teacher feedback were the most effective method of determining what changes were needed.

A committee decided on the materials that are used on SRC. Venders of programs that fit the framework and cost determined by the committee were asked to conduct presentations and judged using a rubric. School districts using the programs were contacted to gather more information about the usefulness of the programs. The *SMART 7* test-taking strategy was added in accordance with the requests of the teachers. *Reading A-Z* was added to resolve the problem of the teachers not having enough independent reading material for each student. Some activities were designed to replace specific curriculum components given that activities in the program may have too self-directed or too complicated and did not directly address the needs of the students. The plan was for the SRC to follow the format of the 90 minute reading block.

Research questions three through twelve addressed the students' knowledge voids and the alignment of the curriculum used in SRC. There were a total of eight FCAT tested benchmarks that are not taught during SRC.

The next chapter will present a summary, discussion, and conclusion of the data.

CHAPTER 5: SUMMARY, IMPLICATIONS, AND CONCLUSIONS

Introduction

In chapter four the researcher presented the data and the analysis of the data. Chapter five includes a summary of the study, implications for practice, and recommendations for further research. The purpose of this chapter is to expand upon the findings presented in chapter four in order to assist understanding of the way in which this information can strengthen the curriculum used in the SRC program. There are also suggestions for possible further research as well as the most effective curriculum to be used for remediating students who are below grade level while enrolled in a summer reading program.

Summary of the Study

The study evaluated the design and the alignment of the curriculum used in the summer reading camp program in a large urban school district. Both qualitative and quantitative methods were used in the study.

The design of the curriculum was determined using qualitative methods. The researcher conducted in-person interviews with three the committee members who developed the SRC curriculum.

Research Question 1

Research Question 1: In what processes did the large urban school district officials engage to develop content for the SRC?

The results for research question one showed that the goals of SRC were to fulfill a state mandate that required students reading below grade level be provided remediation. The instructional objectives were focused on reading benchmarks, especially phonics, and test taking skills. The objectives were sequenced by using data. The activities that the committee deemed necessary were whole group, small group, writing, independent reading, and centers. The assessments used were from the *After the Bell* program. All strategies that were to be used for instruction were included in the teacher's lesson guide. One of the specific mentioned strategies was gradual release.

Feedback about the program was gathered though interviews. If there was an issue during the summer school program, it would be fixed immediately instead of waiting until the next year. School visits were also conducted by the SRC committee to determine what was working. Additionally, data from the ITBS were collected to look for trends in the data.

Research Question 2

Research Question 2: From where did the large urban school district officials draw the content utilized in SRC (textbooks, expert opinion, Internet based materials, etc.)?

The results for research question two demonstrated that the committee designed a framework used for making decisions about the curriculum requirements and cost. Venders were then contacted about programs that fit the framework. The program chosen had a slightly higher initial cost, but the replacement costs were low.

Teacher feedback was used to determine support materials needed for the program. Phonics data showed that students knew their basic skills, so the focus was placed on the more complex phoneme patterns and multisyllabic words. Most practice activities were from the *After the Bell* curriculum, which used the gradual release model. The gradual release model it when the teachers demonstrates first, then the teacher and students do the skill in conjunction, finally the students practice on their own. Some activities from *After the Bell* were altered to fit the time frame and the students' abilities. The *SMART 7* was added as the test taking skills part of the support materials for teachers to use.

Some of the themes that were repeated throughout research questions one and two were the use of the *SMART 7* strategy, *Reading A-Z*, and the term bubble kids. The *SMART 7* was repeated as part of the additional practice that was added to the program due to teacher request for test preparation strategies. *Reading A-Z* was implemented to

solve the problem of not enough independent reading materials at the students' ability level. "Bubble kids" was a term used to describe the focus when designing the curriculum.

The alignment was determined by using the student's scores from the individual benchmarks and the teacher lesson plans from SRC to determine if there was alignment between the students' knowledge voids and the amount of instructional time spend on a benchmark. All students who attended SRC and had Winter Reading Benchmark Scores were included in the study (n=887). The researcher had the overall scores for each student and each student's score in the individual benchmarks that were assessed. If the mean score for all the students was below 50 percent then the benchmark was considered a knowledge void for the students. To determine if a knowledge void and the curriculum are aligned, the researcher ranked the benchmarks from lowest score to highest scores and ranked the benchmarks from most amount of time spent on the benchmark to the least amount of time. If the ranks for the same benchmark were no more than two ranks apart they were considered aligned.

Research Questions 3-12

Research Question 3: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of using meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words?

Research Question 4: During the 2012 SRC to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining the correct meaning of words with multiple meanings in context or identify shades of meaning in related words (e.g., blaring, loud)?

Research Question 5: During the 2012 SRC to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text?

Research Question 6: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events?

Research Question 7: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying cause-and-effect relationships in text?

Research Question 8: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text?

Research Question 9: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of comparing and contrasting elements, settings, characters, and problems in two texts?

Research Question 10: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction?

Research Question 11: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of identifying and explaining an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects?

Research Question 12: During the 2012 SRC, to what extent does the curriculum align with the students' knowledge voids related to the reading skill of reading informational text (e.g., graphs, charts, manuals) and organizing information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task?

The results from research questions three through twelve showed that all the benchmarks tested on the Winter Reading Benchmark assessment were considered knowledge voids since the mean scores for all the benchmarks were below 50 percent. Out of the 10 benchmarks assessed only three were aligned with the knowledge voids of the students. The three benchmarks that were aligned were: (LA 3.1.7.2) identifying the

author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text, (LA 3.1.7.3) determining explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events, and (LA 3.2.1.7) identifying and explaining an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.

Implications for Practice

The first step in an effective remediation program is identification of a student as a low reader (Ziolkowska, 2007). The large urban school district did identify the low readers through the scores of a Level 1 on the FCAT Reading taken by all third graders.

The second step is to determine a child's reading deficiencies. According to Mahapatra, Das, Stack-Culter and Parrila (2010) the instructor must identify the students' underlying problems in reading to effectively implement a remediation program. The large urban school district did look at the overall data for all the students when designing the SRC curriculum; however, they did not analyze the reading deficiencies for each student. Through anecdotal records it was noted that the short length of time allowed for summer school and the number of students in each class did not allow for such in-depth analysis of each student's needs. Additionally, the list of students attending was not acquired until only a few weeks before the SRC program began. However, the school

district did receive a projected list of students who may have been attending. This list might be used to help design the curriculum or at least make changes from the previous year's program to fit the needs of the students attending that specific year.

According to Mahapatra, Das, Stack-Culter, and Parrila (2010) children can be at grade level for word reading, but below grade level for comprehension. The specific reading level for word reading and comprehension for each child would help the teacher better prepare instruction for each child.

Not only is initial identification of a child's needs important, continued assessment of a child progress is necessary to ensure instruction is being altered depending on the needs of the child (Fuchs, Fuchs, & Hamlett, 2007; Dowing, William, & Holden, 2009). One of the ways the large urban school district can accomplish this continued assessment is to have built in assessments that assess the growth of the students. This can be done by having the students construct their own answers on a test instead of using multiple choice tests. This will allow the instructor to focus on the process the child used to get the answer, not just if the child got the correct answer (Macrine & Sabbation, 2008). If the instructor can identify where the errors in thinking and reading happen, they can implement the proper remediation. In other words, the assessment needs to focus on the process to get the answer, not just the answer (Micrine & Sabbation, 2008).

In that the students are in the SRC program for 18 days, the open ended test could take place every four days since the students are receiving the equivalent of 17.4 hours of

instruction every four days. This would allow the teachers to adjust instruction as needed so children are receiving the instruction that is beneficial to their specific deficiencies.

The diagnostic assessment needs to be targeted, varied, and responsive to each child's needs (Fuchs, Fuchs, & Hamlett, 2007). The data from research questions one and two show the SRC committee used data to design the instruction for SRC. However, the data from questions three through twelve showed the knowledge voids of the students in attendance were not aligned with the amount of time spend on benchmarks. The committee would need to assess the knowledge voids of the students in attendance in SRC prior to designing the curriculum.

The next step in the reading remediation of a child is the design of the curriculum to be used. One aspect to consider when designing a curriculum is the setting in which the instruction will take place. Even though the setting itself does not guarantee successful remediation, it can have an impact on how effective a remediation is for a child. According to Ziolkowska (2007) small group and one-on-one settings show the greatest improvement in reading ability. However, just putting students in a small group that is not carefully designed based on the students' knowledge voids will not be as beneficial (Ziolkowska, 2007; Leslie & Allen, 1999). The SRC committee would need to design the classes so that the groups in each class have similar academic needs. The anecdotal records show that the large class size and reduced time do not allow for this type of instruction to take place in the SRC setting. To increase the effectiveness of the SRC program a reduction in the number of students in each class and a decrease in student to teacher ratio would increase of instructional time which would be beneficial.

The ADDIE framework for designing curriculum discusses the distinct stages in the process of designing a curriculum for students. Martian (2011) explains ADDIE's five stages of the process for curriculum design: analysis, design, development, implementation, and evaluation. The data from research questions one and two showed that the committee completed all of these steps. However, the data from questions three through twelve showed the data from the students attending SRC were not aligned with the knowledge voids of the students in attendance. The committee would need to analyze the data from the students in attendance before each SRC and make adjustment to the curriculum to ensure the curriculum is meeting the needs of the students in attendance each specific year.

When looking at the alignment of the curriculum the data demonstrate the curriculum is aligned with a portion of the identified needs of the students. There is a direct association with what and how students are taught and what and how students learn (Anderson, 2002). Because of this, the alignment of the curriculum is a critical part of the SRC program. The curriculum need to not only be aligned to the student's needs, but also to what is tested (McGhee & Griffith, 2001). The SRC curriculum can be aligned to the students' needs and the test which will increase the effectiveness of the remediation. The committee would have to decide if they wanted to align the curriculum to the FCAT which are the skills requires by the state or the ITBS test which is the test the students must pass at the end of the SRC. The SRC program focuses on both word reading through phonics and fluency practice as well as comprehension through the focus of a benchmark each day (Suggate, 2010). The program could be substantially strengthened

by making sure the amount of time/instruction spent on the benchmarks aligns with the needs of the students in attendance.

Instruction was given on 25 benchmarks during the SRC. There were four benchmarks that are tested on the FCAT and two on the Winter Benchmark Reading Assessment for which no instruction was provided during the SRC. Additionally, there were 16 benchmarks in which the students received instruction, but were not on the FCAT or the Benchmark assessment. Out of the four benchmarks that had the most instruction time, only one was on the FCAT and/or Winter Reading Benchmark. Being aware of what the students are required to know for the assessment is just as important as understanding the students' needs. Deciding on both the needs of the students and the information necessary for the students to learn is critical to design an effective remediation program.

The daily lesson plans for the teachers of the SRC included 266 minutes of instructional time. Of those 266 minutes of instructional time sixty-four were spent doing independent work in which the students were working without the direct instruction of the teacher. Additionally, there were 50-five minutes every day for non-instructional activities. More succinctly, for a total of 119 minutes of time each day the students were not receiving instruction from the teacher. That was almost two hours each day the students who need remediation were not receiving instruction from the teachers.

The amount of time spent on each benchmark or activity should be considered as well as the amount of time spent in direct contact with the teacher. The SRC committee needs to analyze the data regarding the students' knowledge voids and make adjustments

to the curriculum to meet the needs of the students in attendance. While analyzing student data the committee needs to analyze the assessment to ensure all the information the students need to know is being taught during SRC. Additionally, the size of the class and time of the intervention needs to be addressed to ensure all students are receiving instruction that will help them not only pass the test or portfolio, but also become better readers in the future.

Recommendations for Further Research

The purpose of this study was to determine if the curriculum used in SRC was meeting the needs of the students. This was determined by aligning the students' scores on a benchmark test to the number of minutes each benchmark was taught. This study did have some limitations, such as data that examined or addressed the benchmark tested on the Winter Benchmark Assessment. Further research could, and should, examine the students' knowledge voids in phonics data to determine if the phonics curriculum used is aligned with the needs of the students.

The data collected was from the Winter Reading Benchmark Assessment which addresses only 10 of the 14 benchmarks assessed on the FCAT. Further research could include the benchmarks not assessed on the Winter Reading Benchmark to see how they align with the curriculum used in SRC.

This study only examined the teachers' lesson guide to determine what should have been taught during the SRC. However, the study did not analyze if lesson plans were being followed with fidelity in the SRC classrooms.

Part two if this study examined the impact of the SRC program on students one and two years after the program. This study showed that the students did not show the continued growth after attending the SRC (Bixler, 2013). The study was researching if the SRC program has short and/or long term effects on the students reading ability one to two years out from the program.

Additional research can examine the fidelity with which the lessons in the lesson guides are followed. The fidelity with which the plans are followed could lead to higher or lower achievements for the future of the students.

Further, research could be conducted to determine if students of certain teachers have better scores one to two year out from SCR. If the students do have better scores, then there should be evaluation of what that particular teacher implemented in the classroom that was helpful towards assisting the students to succeed.

Bixler (2013) showed the benefits of the remediation received in SRC is showing short term effects, but not long term effects. It may also be beneficial to research alternative remediation strategies for those struggling readers.

This research has lead to a model of how to align or check the alignment of the curriculum with the students' knowledge voids. The following are the steps to ensure the curriculum is aligned to the academic needs of the students. First, give the students an assessment to determine the academic knowledge voids of the students. The lowest

scores will be the largest knowledge void for the students. Next, determine the amount of focus for each of the benchmarks by, determining the amount of time spent of each benchmark. The most time spent on a benchmark will be the largest focus. After that, put the benchmarks in order from lowest to highest scores (largest to smallest knowledge void) and put the benchmarks taught in the curriculum in order from most time to least time taught (largest to smallest focus). Finally, look for alignment of the benchmarks. If a benchmark and a curriculum focus are more than two ranks away from each other they are not considered aligned. Any benchmarks that are not aligned should be addressed, so they do align with the students' knowledge voids (Appendix Q).

Conclusions

The findings of this study showed that the SRC committee examines data when designing the curriculum, but the data from the alignment of the benchmarks and the instruction time spent on each benchmark are not aligned. According to research the alignment of the curriculum to the needs of the students is critical for the students' success in a remediation program. The data showed that not all benchmarks on the Winter Reading Benchmark assessment were taught in SRC. If a student does not receive instruction on a benchmark they will not increase their skill level in regards to that benchmark.

APPENDIX A: PUBLIC SCHOOL BOARD APPROVAL

Submit this form and a copy of your proposal to:

[redacted]

[redacted] County Public Schools

RESEARCH REQUEST FORM

RECEIVED AUG 02 2012

Your research proposal should include:
- Project Title
- Purpose and Research Problem
- Instruments
- Procedures and Proposed Data Analysis

Requester's Name Danielle M. [redacted] Alchin Date [redacted]

E-mail [redacted] Phone [redacted]

Address [redacted] (Street) [redacted] (City, State) [redacted] (Zip)

Institutional Affiliation University of Central Florida

Project Director or Advisor Barbara Murray Phone

Degree Sought: (check one) ☐ Associate ☑ Doctorate ☐ Bachelor's ☐ Not Applicable ☐ Master's ☐ Specialist

Project Title: Evaluation of the Effectiveness of the Third grade Summer Reading Camp Intervention Program in a Large Urban School District

ESTIMATED INVOLVEMENT

PERSONNEL/CENTERS	NUMBER	AMOUNT OF TIME (DAYS, HOURS, ETC.)	SPECIFY SCHOOLS BY NAME AND NUMBER OF TEACHERS, ADMINISTRATORS, ETC.
Students	0		
Teachers	0		
Administrators	0		
Schools/Centers	0		
Others (specify)	4	10	District Administrators + Summer Reading Camp Committee

Specify possible benefits to students/school system: The data gathered through this research can help increase student achievement for those attending summer reading camp by ensuring the students are receiving instruction in their areas of need.

ASSURANCE

Using the proposed procedures and instrument, I hereby agree to conduct research in accordance with the policies of the Orange County Public Schools. Deviations from the approved procedures shall be cleared through the Senior Director of Accountability, Research, and Assessment. Reports and materials shall be supplied as specified.

Requester's Signature Danielle M Alchin

Approval Granted: ☑ Yes ☐ No Date: 8-2-12

Signature of the Senior Director for Accountability, Research, and Assessment [signature]

NOTE TO REQUESTER: When seeking approval at the school level, a copy of this form, signed by the Senior Director, Accountability, Research, and Assessment, should be shown to the school principal who has the option to refuse participation depending upon any school circumstance or condition. The original Research Request Form is preferable to a faxed document.

Reference School Board Policy GCS, p. 249

OCPS1044ARA (Revised 2/10)

APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Danielle M.K. Alchin**

Date: **August 22, 2012**

Dear Researcher:

On 8/22/2012, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	EVALUATION OF THE EFFECTIVENESS OF THE THIRD GRADE SUMMER READING CAMP INTERVENTION PROGRAM IN A LARGE URBAN SCHOOL DISTRICT
Investigator:	Danielle M.K. Alchin
IRB Number:	SBE-12-08619
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 08/22/2012 09:56:43 AM EDT

Joanne Muratori

IRB Coordinator

APPENDIX C: CURRICULUM ALIGNMENT INTERVIEW QUESTIONNAIRE

Table 13
Curriculum Design Questions

	Design Questions
1	How were the goal/objectives of SRC determined? •
2	Describe the goals of Summer Reading Camp. •
3	Describe the instructional objectives. •
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion? •
5	What activities were identified as part of the program? •
6	What assessments are being used during SRC? •
7	What instructional strategies are included and required? •
8	How is feedback pertaining to the program solicited? •
9	How was the program assessed to determine improvement needs? •

APPENDIX D: CURRICULUM MATERIAL INTERVIEW QUESTIONNAIRE

Table 14
Curriculum Materials Questionnaire

	Material Questions
1	How were the basic materials needed identified? (i.e. *After the Bell*) •
2	How were the support materials identified? (ReadingA-Z.com) •
3	How were practice activities identified? •
4	What types of technologies were utilized? •

APPENDIX E: STUDENTS KNOWLEDGE VOIDS

Table 15
Student Knowledge Voids as Measured by Benchmarks

Student ID		
ELL Status		
SWD Status		
Economically Disadvantaged Status		
Race		
Vocabulary		
LA.3.1.6.7 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words		
LA.3.1.6.9 The student will determine the correct meaning of words with multiple meanings in context. Also assess LA.3.1.6.6 The student will identify shades of the meanings of words (e.g. blaring, loud)		
Reading Application		
LA.3.1.7.2 The student will identify the author's purpose (e.g. to inform, entertain, explain) in text and how an author's perspective influences text		
LA.3.1.7.3 The student will determine explicit ideas and information in grade level including but not limited to main idea, or relevant supporting details, strongly implied message and inference and chronological order of events		
LA.3.1.7.4 - The student will identify cause-and-effect relationships in text.		
LA.3.1.7.5 - The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.		
LA.3.1.7.7 - The student will compare and contrast elements, settings, characters, and problems in two texts.		
Literary Analysis Fiction/Non-Fiction		
LA.3.2.1.2 - The student will identify and explain the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction.		
LA.3.2.1.7 - The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.		
Informational Text/Research Process		
LA.3.6.1.1 - The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.		

APPENDIX F: FOCUS ON BENCHMARKS

Table 16

Amount of Focus on Each Benchmark

Benchmark \ Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total Min
Vocabulary																			0
LA.3.1.6.7 - The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.																			0
LA.3.1.6.9 - The student will determine the correct meaning of words with multiple meanings in context. Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).																			0
Reading Application																			0
LA.3.1.7.2 - The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.																			0
LA.3.1.7.3 - The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.																			0
LA.3.1.7.4 - The student will identify cause-and-effect relationships in text.																			0
LA.3.1.7.5 - The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.																			0
Literary Analysis Fiction/Non-Fiction																			0
LA.3.2.1.2 - The student will identify and explain the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction.																			0
LA.3.2.1.7 - The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.																			0
LA.3.2.2.1 - The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).																			0
Informational Text/Research Process																			0
LA.3.6.1.1 - The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.																			0

APPENDIX G: INSTRUMENT CALIBRATION 1

Curriculum Resource Teacher

	Design Questions
1	How were the goal/objectives of SRC determined? • *Look at FCAT data* o *# of level 1s and 2s*
2	Describe the goals of Summer Reading Camp. • *Give them the opportunity to perfect reading skill* • *Improve individually*
3	Describe the instructional objectives. • *Provide instruction in areas where students are week*
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion? • *yes*
5	What activities were identified as part of the program? • *Small Group* • *Individual reading* • *Work on comprehension*
6	What assessments are being used during SRC? • *SRI (Scholastic Reading Inventory)*
7	What instructional strategies are included and required? • *Vocabulary strategies – Frayer Model*
8	How is feedback pertaining to the program solicited? • *Survey Teachers and students*
9	How was the program assessed to determine improvement needs? • *Performance on past test* • *Students moving to the next grade level*
	Material Questions
1	How were the basic materials needed identified? (i.e. *After the Bell*) • *Lexile Levels*
2	How were the support materials identified? (ReadingA-Z.com) • *Grade level reading* o *Where they are and where they should be*
3	How were practice activities identified? • Grade level ability and interest level
4	What types of technologies were utilized? • *Programs already in place* o *Read 180, SRI*

APPENDIX H: INSTRUMENT CALIBRATION 2

Reaching Coach

	Design Questions
1	How were the goal/objectives of SRC determined? • *The students data was pulled to look for weaknesses* • *The goals were students specific and depended on the student's needs*
2	Describe the goals of Summer Reading Camp. • *Focus on the weakness of the students and bring them up to grade level*
3	Describe the instructional objectives. • *What are the overall weaknesses of the students – teach those during whole group* • *Improve students' reading ability, so they are reading on grade level*
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion? • *Expert opinion is a program – it is not based on student needs*
5	What activities were identified as part of the program? • *Fluency, whole group* • *Reading with similar topics* o *Skill and ability will be grouped* • *Independent reading for short periods of time* • *There will be a reading component*
6	What assessments are being used during SRC? • *Edusoft, reading 180, AR(Accelerated Reading), SRI (Scholastic Reading Inventory), compass learning*
7	What instructional strategies are included and required? • *Graphic organizers – visual aids* • *Computer programs – Read 180, compass learning* • *Grade level text and ability text*
8	How is feedback pertaining to the program solicited? • *They don't teachers just turn in papers*
9	How was the program assessed to determine improvement needs? • *They check to see if a student passes the test at the end of the summer session*
	Material Questions
1	How were the basic materials needed identified? (i.e. *After the Bell*) • *Students' needs look at their level*
2	How were the support materials identified? (ReadingA-Z.com) • *Based on the budget, what was already in place*
3	How were practice activities identified? • Workbooks • Teacher created materials
4	What types of technologies were utilized? • *Programs already in place* o *Read 180, FCAT Explorer, SRI, AR*

APPENDIX I: INSTRUMENT CALIBRATION 3

Assistant Principal

	Design Questions
1	How were the goal/objectives of SRC determined? • *By looking at FCAT scores* • *Talking to teachers* • *Looking at other data*
2	Describe the goals of Summer Reading Camp. • *Give students remediation in reading and try to bring them up to grade level in read skills*
3	Describe the instructional objectives. • *Teach to the areas of need for the students* • *Teach the benchmarks*
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion? • *Yes: Expert opinion was used to determine the best order in which to teach the benchmarks/skills*
5	What activities were identified as part of the program? • *Whole group instruction* • *Individualized instruction* • *Computer based practice* • *Independent reading*
6	What assessments are being used during SRC? • *Teacher-made assessments*
7	What instructional strategies are included and required? • *Vocabulary practice* • *I do, We do, You do* • *Thinking maps*
8	How is feedback pertaining to the program solicited? • *Survey*
9	How was the program assessed to determine improvement needs? • *If students passed the test* • *Teacher feedback*
	Material Questions

1	How were the basic materials needed identified? (i.e. *After the Bell*)
	• *Students needs*
	  ○ *Based on data collected*
	  ○ *Expert opinion*

2	How were the support materials identified? (ReadingA-Z.com) • *There were grade level materials and below grade level materials added to support the students' learning*
3	How were practice activities identified? • *Student ability* • *Teacher requests* • *Data collected*
4	What types of technologies were utilized? • *Whatever programs each school had in place*

APPENDIX J: INTERVIEW QUESTION AND ANSWERS 1

Summer Camp Reading Committee Member

	Design Questions
1	How were the goal/objectives of SRC determined? • *State requirements for 3rd grade students* • *Higher up in the district decided later on add 2nd. Since that worked so well they decided to add through kinder since it worked so well after 2nd*
2	Describe the goals of Summer Reading Camp. • *Not sure,* • *I would say:* • *pass the ITBS test,* • *increase reading ability,* • *and be promoted to 3rd*
3	Describe the instructional objectives. • *For 3rd grade it was to increase students reading ability which would help them pass the ITBS test and be promoted to 4th grade.* • *Also, reading centers, benchmarks*
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion? • *Not sure*
5	What activities were identified as part of the program? • *Whole group, small group,* • *centers, independent reading,* • *technology,* • *writing*
6	What assessments are being used during SRC? • *2nd – pre/post After the Bell, quick phonics* • *Not sure about third grade assessments*
7	What instructional strategies are included and required? • *Gradual release,* • *I do, we do, you do,* • *responding to reading,* • *book talks,*
8	How is feedback pertaining to the program solicited? • *Survey from all the program directors* • *If something is not working in the middle will make adjustments in the middle of the program instead of waiting until the end.*
9	How was the program assessed to determine improvement needs? • *Based on the feedback we do analysis about what need to be improved. Also through observation (school visits) and feedback from school visits*

	Material Questions
1	How were the basic materials needed identified? (i.e. *After the Bell*) • *Call in venders – looking to base the program on standards – (comprehension standards). Look for which one best fit our framework. Did it include the necessary parts (writing, whole groups, small group, phonics, good lesson plans, comprehension areas) Could build skills up to grade level and pass test.* • *Used the framework that was designed by the committee and cost.* • *Had to have framework that was needed and be appropriate for the cost.*
2	How were the support materials identified? (ReadingA-Z.com) • *Examine what is not working. Ex. Teachers did not have enough independent reading materials (no), so they added ReadingA-Z. It was a money saver and filled in missing pieces. After the program each year, the team would look what was missing and find ways to fill in areas that were weak on instructions. (my on reader, iReady were also added) could be skill based needs or material based needs. Joined resource with Title I to bring to more students*
3	How were practice activities identified? • *When lesson were created some of the programs came with activities, but some had to be modified or created new to fit the time and needs of the program – phonics, comprehension, independent reading, writing* • *Also based on what must be included in the 90 minute reading block. If it was not the best fit, they would alter*
4	What types of technologies were utilized? • *Computer – listening centers – Elmo – projector (if available in the classroom)* • *Had to plan for the minimum technology in a classroom so elements would not be left out a certain schools.* • *Some schools – used more technology if they had it.*

APPENDIX K: INTERVIEW QUESTIONS AND ANSWERS 2

Summer Reading Camp Committee Member

	Design Questions
1	How were the goal/objectives of SRC determined?
	◦ *It is required by state statute. Selected the benchmarks for the students*
	◦ *Another goal is to promote kids to 4th grade through the remediation of 3rd graders during summer reading camp*
2	Describe the goals of Summer Reading Camp.
	◦ *Ultimately to get 3rd grade students up to grade level expectation to be able to pass the tests and move on to 4th – Give them the remediation necessary for this to take place.*
3	Describe the instructional objectives.
	◦ *Focused on benchmarks – give daily lesson plans that focused on comprehension, oral language development, heavy hitter benchmarks for FCAT, vocabulary, phonics fluency, test practice.*
	◦ *Can't just hit phonics, but have to hit all aspects of reading for the student to be successful.*
	◦ *Students are the lowest of the low – well below grade level trying to give them a boost to get them to grade level. These are only the students who received a level 1 on the FCAT.*
	◦ *Did not just want phonics, but wanted all of the aspects of a reading program*
	◦ *The students need to be test wise*
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion?
	◦ *Heavy hitter were chosen, then organized using expert opinion*
	◦ *Phonics were used. Students were tested and students were place in the program/groups according to their ability.*
5	What activities were identified as part of the program?
	◦ *Whole/small group. There was a need for individual time*
	◦ *Writing was necessary*
	◦ *Test taking practice (SMART 7) good resource w/o resource and research to back it up*
6	What assessments are being used during SRC?
	◦ *Program assessments from After the Bell*
	◦ *Elementary Vocabulary assessments*
	◦ *Writing analysis - if teacher chooses*
7	What instructional strategies are included and required?
	◦ *Lesson plans are expected to be followed exactly as written. Everything is in the lesson plans*
8	How is feedback pertaining to the program solicited?
	◦ *Every school site received a site visit. A walk through program used during the site visit to ensure that program was being used as designed and the same things were checked at every school. District personal did the walk-throughs. During the walk-throughs, the district personnel visited classrooms, talk to teachers, administrator.*
	◦ *Survey – teachers about camp , materials used in the camp*
	◦ *Collect data on students to send to state – ITBS*
9	How was the program assessed to determine improvement needs?
	Changes have been based on teacher's feedback. Examine all the classroom walkthrough. The Area Executive Directors are all on the SRC committee and add to

the feedback and suggestions for improvement.

- *Look at ITBS data – drops, increases, change. What may have caused them, how can they be addressed*

	Material Questions
1	How were the basic materials needed identified? (i.e. *After the Bell*)
	- *We call in venders that had programs that were designed for summer school. All came and did presentation. Used a rubric to evaluate – quality of material, teacher materials, cost, risk, benefits, and teacher support.*
	- *read aloud, teacher support; were very important*
	- *The program that was chosen had a slightly high initial cost, but the replacement cost for each year was low. It also had all the part the district was looking for.*
2	How were the support materials identified? (ReadingA-Z.com)
	- *MyOnReaderReader*
	- *iReady through title I free of charge*
	- *ReadingA-Z – Access to a variety text, with a spread of level, students could take books home*
3	How were practice activities identified?
	- *SMART 7 was used since it was a researched method*
	- *Small group instruction 1 was to be a guided reading using Reading A-Z. Teacher was to use what was needed for the students. (would change depending on the students' needs*
	- *Second was phonics. Students needed practice with phonic*
4	What types of technologies were utilized?
	- *MyOnReader*
	- *iReady*
	- *ReadingA-Z*
	- *SMART 7 on projector(if available)*

APPENDIX L: INTERVIEW QUESTIONS AND ANSWERS 3

Summer Reading Camp Committee Member

	Design Questions
1	How were the goal/objectives of SRC determined? • *The state sets the goals - goal extra support to design curriculum to help them pass the test or portfolio to be promoted to 4th grade*
2	Describe the goals of Summer Reading Camp. • *Same as state – there was a focus on the curriculum design to ensure it will be appropriate to the students in the program*
3	Describe the instructional objectives. • *No specific beside the state objectives* • *Students scoring 100 and below will not gain enough to pass a test or make a portfolio during the short time of Summer Reading Camp* • *Curriculum was to help bubble kids gain enough skills to pass the test or pass a portfolio to be able to be passes along to the next grade level* • *The focus was on the bubble kids when designing the curriculum*
4	Were the objectives sequences as to what was important using either identified student performance weaknesses or expert opinion? • *No, well they were sequence in a way – looked at over all district data – looked for what the weaknesses were for all the students in attendance* • *Small group were designed for teachers to teach the specific skills need for each students – teachers had the ability to change the instruction as needed for this– teachers were sent extensive data as to the skill level of their students, including the phonics levels of each child*
5	What activities were identified as part of the program? • *Instructions routines were more of part of the design then the actually activities* • *The design of SRC was to mimic good literacy block – Independent reading, whole group, small group, and writing were included*
6	What assessments are being used during SRC? • *Program assessment – After the Bell (pre-post) these were used in the beginning and end of the program to see growth* • *Stanford assessment was also a part of the program*
7	What instructional strategies are included and required? • *All instructions strategies that are included in the lesson plans were required.* • *We used the parts of the program and we also designed some of the program through the district.* • *The SMART 7 was designed by the district as a test taking strategies for the students.*
8	How is feedback pertaining to the program solicited? • *Teacher survey at the end of the summer school program* • *People running the program were also surveyed*
9	How was the program assessed to determine improvement needs? • *Looked at program to see if fit the program time frame for the SRC program and the time for each day* • *Originally the program elements of reading vocabulary was used;*

however, it was decided that the program was not the best use of the money to build the skills. This year that money was used to buy the Reading A-Z program and iReady

- *Reading A-Z individualizes for each students depending on their skills level – they take a test in the beginning to determine where they fall within the program*
- *iReady allowed for a computer station center it also individualized and differentiated for each student*
- *When the SRC schedule was switched to a 4 day week, instead of 5, and each day was lengthened, the writing aspect of reading was able to be added to the program*

- *Goal is to really to hit the bubble kids and give them the skills needed to be successful to pass the test or pass a portfolio and be promoted to the next grade*

	Material Questions
1	How were the basic materials needed identified? (i.e. *After the Bell*)

- *First we began to look at programs that were identified for a summer intervention program including the specific amount of time need to teach the curriculum.*
  - *Once some programs were identified other districts that were using the programs were identified were call to find out how the program was working in their district*
  - *Elements of Reading vocabulary was taken out and Reading A-Z was added*
- *The explanation of the materials need to be easy to follow and specific so it can be used correctly without much training time need for the teachers using the program*
- *The teachers wanted more test prep –*
  - *There were many places to find practice reading questions and different strategies, but there was not system found that could be used to help teach students how to find the answers to questions.*
  - *District designed the SMART 7 into the lessons to help teachers teach students a strategic way to find answers to about a passage.*
  - *Later it was discovered the in Goshen, Indiana a program similar to SMART 7 was already being used. It was also discovered later that it was a* Ruby Payne *strategy.*
  - *The original design was to have the teachers teach the SMART 7 and the QAR in conjunctions each other. However, the time allowed for SRC and the number of students in each class would not allow for enough time for both to be taught.*
  - *Teacher now teach the SMART 7 alone as the main testing taking strategy for the students attending SRC*

2 How were the support materials identified? (ReadingA-Z.com)

- *Some of the After the Bell center materials were too self-directed and over the heads of the students attending SRC*
- *District was able to pull center activities from FCRR, that addressed the same skills, and add to the program in place of the activated that were in After the Bell that were inappropriate for the students*

- *The data showed students knew their basic phonics. So the phonics skills focused on the multi-syllabic words and more complicated phonemic patters.*

3 How were practice activities identified?

- *The ones in the book were set up with the gradual release model.*
    - *The "I do" part was the whole group lesson in the After the Bell curriculum*
    - *The "We do" part was the small group part of the curriculum*
    - *The "You do" part was the center activities in the curriculum*
- *Everything that was put into place in the program was very thought-out and planned to address a need*
- *We hoped the teachers would follow the plan and do what should be done in a literacy block*

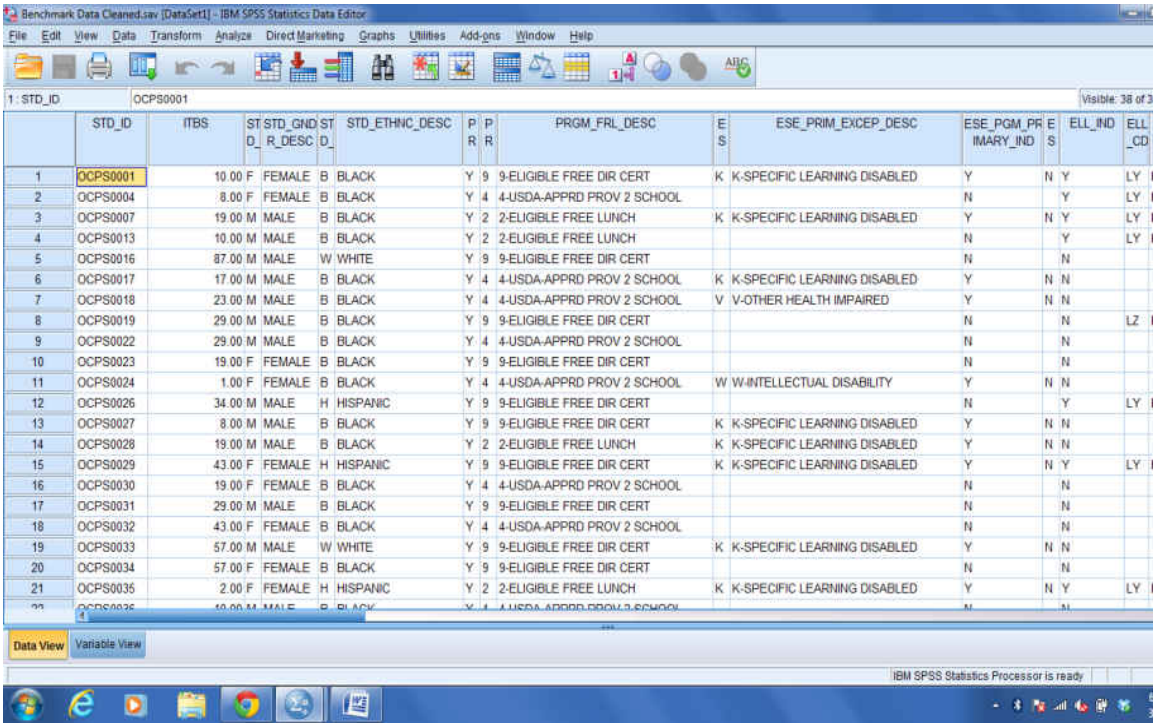
APPENDIX M: SRC INSTRUCTIONAL MINUTES BREAKDOWN

Table 17
Instructional Time Breakdown by Benchmark and Minutes

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
Benchmark																			
3.6.1.1			45																45
3.1.7.5				45															45
3.1.7.3	45					60		60	60					60					285
3.1.6.7																			0
3.1.7.2																60			60
3.1.6.9																			0
3.1.7.4		60													60				120
3.2.1.7																			0
3.2.1.2					75		60						60					40	235
Test Taking Strategies (SMART 7)	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25		15	415
3.1.5.1	25	25	25	25	25	25	25	25	25	25	25	25	25	25			25		375
Read skill Practice - Independent work	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	360
Reading - Independent work	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	360
3.1.6.1			30	30			30	30			30	30			30	30			240
3.3.3.1				30	30			35		35				35	35	35			235
Fluency Practice - Independent work	11	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12		203
Writing - Independent work	11	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12		203
Phonics	11	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12		203
3.1.6.5		30				30				60				30				30	180
Testing - Independent Work	40																60	80	180
3.1.6.3			30				15		15		15		15		15			15	120
3.2.1.5				30				15				15		15		15	30		120
3.1.7.8												60					45		105
3.1.6.2	20	15							30				30						95
3.3.1.1													35					40	75
3.3.3.3						35					35								70
3.3.3.2							35					35							70
3.3.2.2		30																35	65
3.1.6.2					30												30		60
3.6.3.1											60								60
3.1.4.3															25	25			50
3.2.2.1										45									45
3.4.3.1									35										35
3.3.1.2			30																30
3.3.2.1	25																		25
3.1.4.1						15													15
Total Instructional Time	**253**	**261**	**261**	**261**	**261**	**266**	**266**	**266**	**266**	**266**	**266**	**266**	**266**	**266**	**266**	**266**	**266**	**295**	4784

Daily Opening	10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
Small Group prep 1	10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	90
Instructional Break	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	20	190
Small Group prep 2	10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
Lunch	25	30	30	30	30	25	25	25	25	25	25	25	25	25	25	25	25	25	25	470
Daily Review	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	15	100
Total Non-Instructional Time	**70**	**60**	**60**	**60**	**60**	**55**	**55**	**55**	**55**	**55**	**55**	**55**	**55**	**55**	**55**	**55**	**55**	**70**	1040
Total Time	323	321	321	321	321	321	321	321	321	321	321	321	321	321	321	321	321	365	5824

APPENDIX N: BENCHMARK DATA FROM THE SCHOOL DISTRICT


Benchmark Data Cleaned.sav [DataSet1] - IBM SPSS Statistics Data Editor
File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help
1 : STD_ID
OCPS0001
Visible: 38 of 3
STD_ID ITBS STD_GNDR_DESC STD_ETHNIC_DESC PR PR PRGM_FRL_DESC ESE_PRIM_EXCEP_DESC ESE_PGM_PRIMARY_IND ELL_IND ELL_CD
1 OCPS0001 10.00 F FEMALE B BLACK Y 9 9-ELIGIBLE FREE DIR CERT K K-SPECIFIC LEARNING DISABLED Y N Y LY
2 OCPS0004 8.00 F FEMALE B BLACK Y 4 4-USDA-APPRD PROV 2 SCHOOL N Y LY
3 OCPS0007 19.00 M MALE B BLACK Y 2 2-ELIGIBLE FREE LUNCH K K-SPECIFIC LEARNING DISABLED Y N Y LY
4 OCPS0013 10.00 M MALE B BLACK Y 2 2-ELIGIBLE FREE LUNCH N Y LY
5 OCPS0016 87.00 M MALE W WHITE Y 9 9-ELIGIBLE FREE DIR CERT N N
6 OCPS0017 17.00 M MALE B BLACK Y 4 4-USDA-APPRD PROV 2 SCHOOL K K-SPECIFIC LEARNING DISABLED Y N N
7 OCPS0018 23.00 M MALE B BLACK Y 4 4-USDA-APPRD PROV 2 SCHOOL V V-OTHER HEALTH IMPAIRED Y N N
8 OCPS0019 29.00 M MALE B BLACK Y 9 9-ELIGIBLE FREE DIR CERT N N LZ
9 OCPS0022 29.00 M MALE B BLACK Y 4 4-USDA-APPRD PROV 2 SCHOOL N N
10 OCPS0023 19.00 F FEMALE B BLACK Y 9 9-ELIGIBLE FREE DIR CERT N N
11 OCPS0024 1.00 F FEMALE B BLACK Y 4 4-USDA-APPRD PROV 2 SCHOOL W W-INTELLECTUAL DISABILITY Y N N
12 OCPS0026 34.00 M MALE H HISPANIC Y 9 9-ELIGIBLE FREE DIR CERT N Y LY
13 OCPS0027 8.00 M MALE B BLACK Y 9 9-ELIGIBLE FREE DIR CERT K K-SPECIFIC LEARNING DISABLED Y N N
14 OCPS0028 19.00 M MALE B BLACK Y 2 2-ELIGIBLE FREE LUNCH K K-SPECIFIC LEARNING DISABLED Y N N
15 OCPS0029 43.00 F FEMALE H HISPANIC Y 9 9-ELIGIBLE FREE DIR CERT K K-SPECIFIC LEARNING DISABLED Y N Y LY
16 OCPS0030 19.00 F FEMALE B BLACK Y 4 4-USDA-APPRD PROV 2 SCHOOL N N
17 OCPS0031 29.00 M MALE B BLACK Y 9 9-ELIGIBLE FREE DIR CERT N N
18 OCPS0032 43.00 F FEMALE B BLACK Y 4 4-USDA-APPRD PROV 2 SCHOOL N N
19 OCPS0033 57.00 M MALE W WHITE Y 9 9-ELIGIBLE FREE DIR CERT K K-SPECIFIC LEARNING DISABLED Y N N
20 OCPS0034 57.00 F FEMALE B BLACK Y 9 9-ELIGIBLE FREE DIR CERT N N
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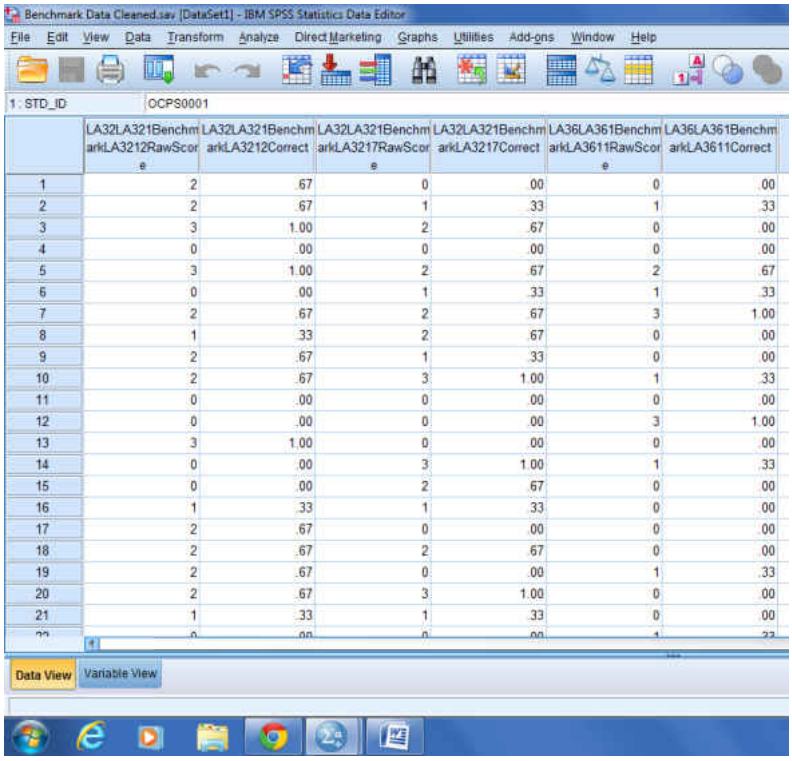
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2	2	.67	1	.33	1	.33
3	3	1.00	2	.67	0	.00
4	0	.00	0	.00	0	.00
5	3	1.00	2	.67	2	.67
6	0	.00	1	.33	1	.33
7	2	.67	2	.67	3	1.00
8	1	.33	2	.67	0	.00
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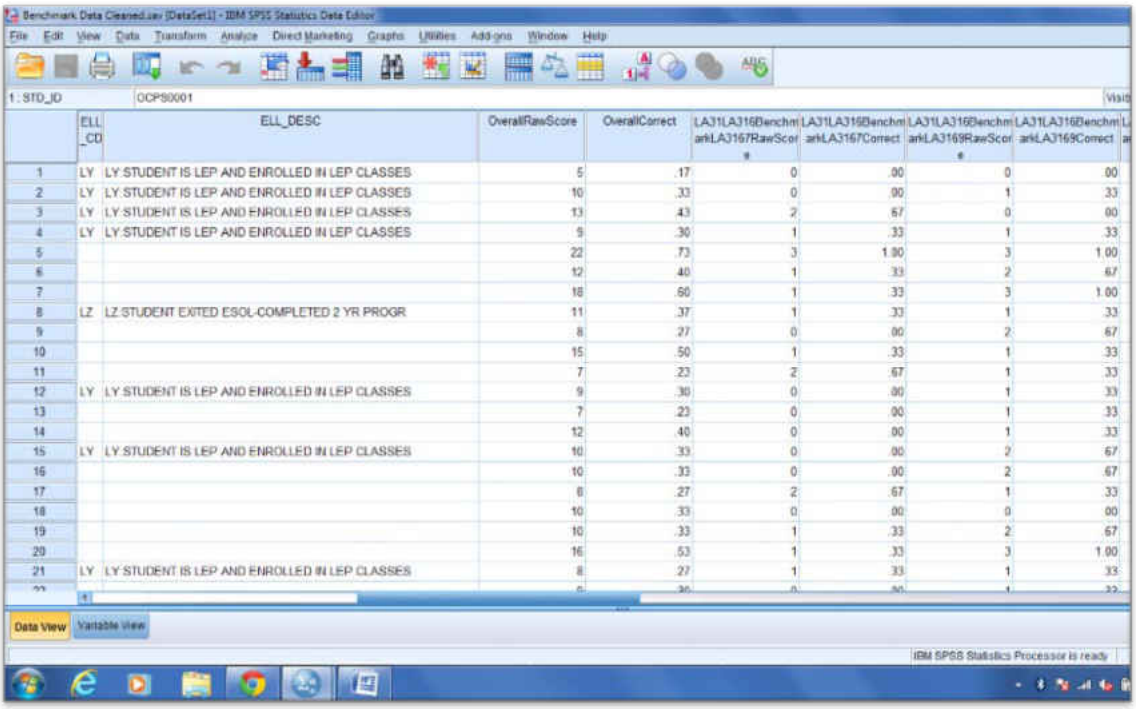
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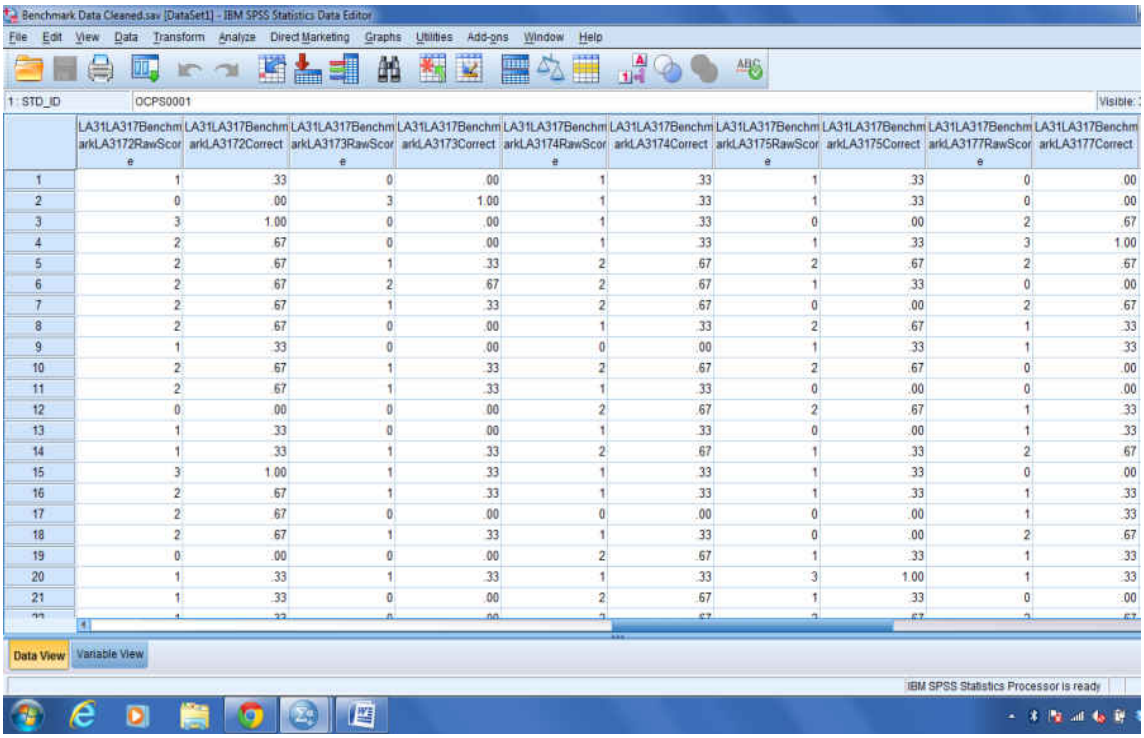
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APPENDIX O: SMART 7 POSTER

SMART 7 2.0

1. **Read and box the TITLE.**

2. **Number the PARAGRAPHS.**

3. **Read each PARAGRAPH. STOP and THINK about what you've read. Write 1 to 4 words in the margin to help you remember what the text is about.**

4. **Read each question and underline the KEY WORDS.**

5. **Read each answer and put a**  **, or**  **beside EACH answer choice.**

6. **PROVE your answer. LOCATE the paragraph(s) where the answer is found.**

7. **MARK your answer.**

APPENDIX P: BENCHMARKS: DAYS TAUGHT, MINUTES, AND SCORES

Table 18
Benchmarks Days Taught, Minutes of Instruction, and Student Scores

Benchmark	Number of Days Taught	Minutes of Instruction	Alignment Score	FCAT Tested
3.1.6.7 - The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;	0	0	31.30 %	Yes
3.6.1.1 - The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	1	45	23.60 %	Yes
3.1.7.5 - The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;	1	45	27.50 %	Yes
3.1.7.3 - The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;	5	285	29.90 %	Yes
3.1.7.2 - The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;	1	60	37.10 %	Yes
3.1.6.9 - The student will determine the correct meaning of words with multiple meanings in context;	0	0	39.60 %	Yes
3.1.7.4 -The student will identify cause-and-effect relationships in text;	2	120	39.60 %	Yes
3.2.1.7 - The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;	0	0	40.50 %	Yes
3.2.1.2 - The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;	4	235	41.30 %	Yes
3.1.4.1 -The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;	1	15	Not on BM	No
3.3.2.1 - The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions;	1	25	Not on BM	No
3.3.1.2 - The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece;	1	30	Not on BM	No

3.4.3.1 - The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	1	35	Not on BM	No
3.2.2.1 - The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	1	45	Not on BM	Yes
3.1.4.3 - The student will decode multi-syllabic words in isolation and in context;	2	50	Not on BM	No
3.6.3.1 - The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and	1	60	Not on BM	No
3.3.2.2 - The student will draft writing by organizing information into a logical sequence through the use of time-order words and cause/effect transitions.	2	65	Not on BM	No
3.3.3.3 - The student will revise by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	2	70	Not on BM	No
3.3.3.2 - The student will revise by creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;	2	70	Not on BM	No
3.3.1.1 - The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);	2	75	Not on BM	No
3.1.7.8 - The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	2	105	Not on BM	No
3.2.1.5 - The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);	6	120	Not on BM	No
3.1.6.3 - The student will use context clues to determine meanings of unfamiliar words;	7	120	Not on BM	Yes
3.1.6.2 - The student will listen to, read, and discuss familiar and conceptually challenging text;	6	125	Not on BM	No
3.1.6.5 - The student will relate new vocabulary to familiar words;	5	180	Not on BM	No
Testing - Independent Work	3	180	100	N/A
Fluency Practice - As a center activity, students practice their fluency. If the students have access to computer MyOn Reader was to be incorporated in place of the fluency skill card (Independent work)	17	203	N/A	N/A
Writing - As a center activity, students would have a writing activity to do. (Independent work)	17	203	N/A	N/A
3.3.3.1 - The student will revise by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;	7	235	Not on BM	No
3.1.6.1 - The student will use new vocabulary that is introduced and taught directly;	8	240	Not on BM	No
Read Skill Practice - As a center activity, students will practice the reading skills that was the focus of the day. If there is access to computers iReady was recommended instead of the reading center card (Independent work)	18	360	N/A	N/A
Independent Reading - As a center activity, students read book on their own without instruction from the teacher. (Independent work)	18	360	N/A	N/A
3.1.5.1 - TThe student will apply letter-sound knowledge to decode unknown words quickly and accurately in context; and	15	375	Not on BM	No
Test Taking Strategies - using the SMART 7 strategy with teacher lead instruction	17	415	N/A	N/A

Non-Instructional Time				
Daily Opening - Overview of Summer camp activities, rules, procedures	18	95	N/A	N/A
Small Group prep 1 - Overview of center, rules, and procedures	18	90	N/A	N/A
Small Group prep 2 - Overview and modeling of centers, rules and procedure	18	95	N/A	N/A
Daily Review - Celebration of what was learned and Homework: 30 minutes of nightly reading and record on the Reading log	18	100	N/A	N/A
Instructional Break - Break time for students	18	190	N/A	N/A
Lunch - Time when students would eat lunch	18	470	N/A	N/A

APPENDIX Q: CURRICULUM ALIGNMENT MODEL

Step	Step name	Detailed instructions
1	Determine the students knowledge voids.	Give the students a assessment on all the benchmarks the students need to master to determine the areas of need for the students. The assessment must be designed so a mean score, for all students, on each indivudual benchmark can be determined. The assessment must be designed so a mean score, for all students, on each indivudual benchmark can be determined. Any scores below 50% would be considered a knowledge void. The lowest scores will be the highest knowledge void and the highest scores will be lowest knowledge voids.The lowest scores will be the highest knowledge void and the highest scores will be lowest knowledge voids.
2	Determine the amount of focus placed on each benchmark.	This is done by determining the amount of time (in minutes if possible) the curriculum spends teaching a benchmark. The larger the amount of minutes spent on a benchmark the larger the focus for the benchmark.
3	Rank the benchmarks and amount of focus in order.	Put the benchmark scores in the order from lowest to highest scores (largest to smallest knowledge void) thenranking them. Next put the curriculum focuses in order of most to least time spent (largest to smaller focus) on each benchmark.
4	Look for alignment bewteen the benchmark and curriculum focus.	Line up the ranked benchmarks and curriculum focus to look for alignment.

		If they benchmark rank and the curriculum focus rank are no more then two ranks apart then they are considered aligned.
5	Make adjustments as needed.	If there are areas that are not aligned make adjustments to the curriculum to match the needs of the students. Add instruction for areas that are considered knowledge voids that are not addressed with the current curriculum. If there are areas that are not aligned, adjust the curriculum to ensure the students are receiving instruction in the areas of need

APPENDIX R: ANNOUNCEMENT OF DISSERTATION DEFENSE

Announcing the Final Examination of Danielle M. Kest Alchin for the degree of Doctor of Educational Leadership

Date of defense: May 30, 2013
Time and room: 2:00pm in the College of Education Dean's Conference Room #305

Dissertation Title: Evaluation of the Effectiveness of the Third Grade Summer Reading Camp Intervention Program in a Large Urban School District

This study sought to evaluate the effectiveness of the third grade Summer Reading Camp (SRC) in a large urban school district. The SRC curriculum was assessed to determine if it aligned with effective remediation and filled the third grade students' knowledge voids in reading. The study further analyzed how the large urban school district officials selected the curriculum content utilized in the SRC. This study was conducted using qualitative and quantitative methods. Data were collected through questionnaires and interviews of school district personnel on the SRC committee regarding the implementation of the 2012 lesson plan, and from students' Winter Benchmark Assessment scores.

The large urban school district implemented the SRC to fulfill a state requirement that provides that all students who received a level 1 on the reading FCAT must receive remediation. The SRC committee designed the curriculum using the state reading benchmarks and decided the activities required during Summer Reading Camp would be whole group, small group, writing, and independent reading. The program was to be evaluated each year using teacher and administrator survey data and the analysis of test scores to determine what changes need to take be implemented.

Of the ten benchmarks assessed on the district reading benchmark test, only three were aligned with the students' knowledge voids. There were a total of eight FCAT tested benchmarks that were not taught during SRC. The researcher would suggest the school district re-align the curriculum with the needs of the students as identified by the Winter Reading Benchmark.. It is further recommended that each student's specific remediation needs be evaluated to ensure the curriculum is meeting the needs of all the students in attendance at SCR.

Committee in charge:
Dr. Barbara Murray
Dr. Rosemarye Taylor
Dr. Lee Baldwin
Dr. Kenneth Murray

Outline of Studies
Major: Educational Leadership
Educational Career
B.S., 2002, Greensboro College
M.Ed., 2008, University of Central Florida

Approved by Dr. Barbara Murray, Committee Chair
The public is welcome to attend

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