

# K-3 Summer Reading Loss

SY 2015-2016 to SY 2018-2019

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**INTRO**

- Students' skills often decline during the summer, with low-income students experiencing the largest losses. The average summer loss is about two months of reading achievement.<sup>1</sup>

**METHODS**

- RQ: What changes (if any) did K-3 students experience between Q4 and Q1 across three school years? Where there differences based on students' race/ethnicity?
- Data from K-3 students reading assessments (independent reading levels) in Q4 (spring) and Q1 (fall of the next year) in SY 2015-16 to SY 2018-19 were examined (n=65,611 students).

**RESULTS**

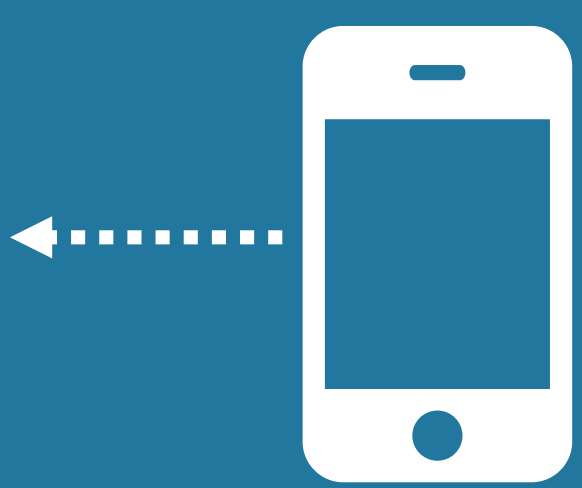
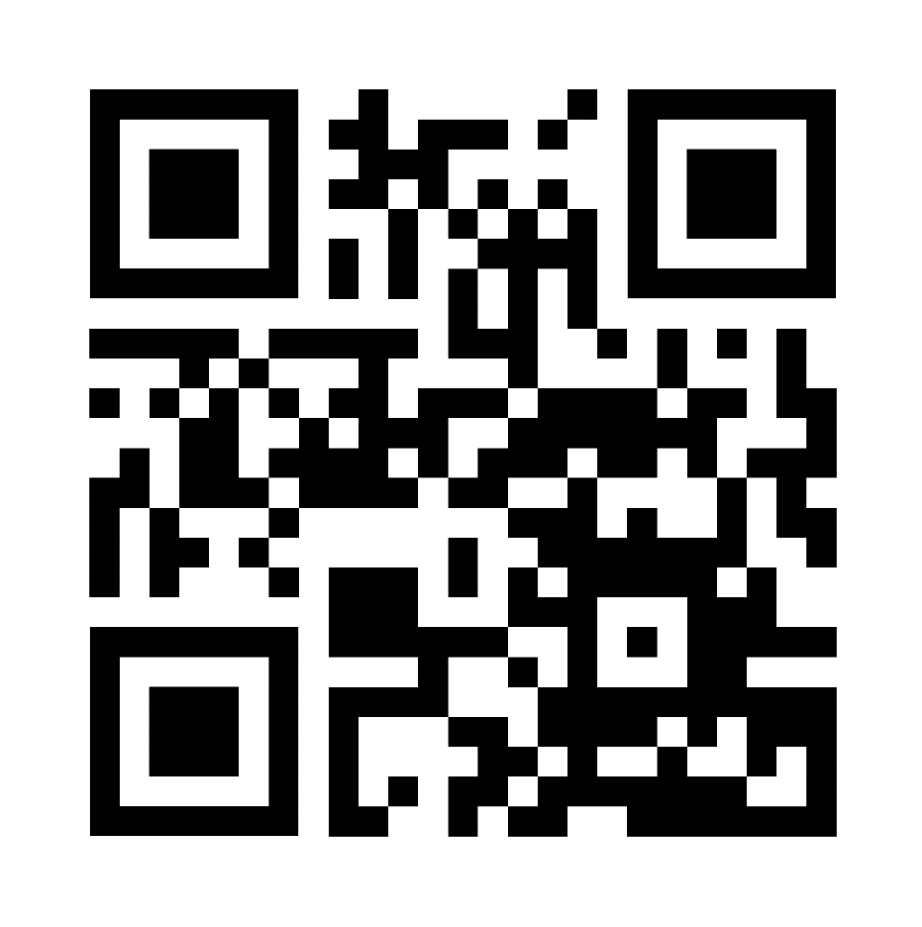
- Across three school years, 22% of K-3 students experienced a decrease and 39% had no change in their reading levels.
- 24% of Black/African American students experienced a decrease and 37% had no change in their reading levels.
- 26% of Hispanic/Latino students experienced a decrease and 39% had no change in their reading levels.
- A higher percentage of economically disadvantaged, English Learners, and special education students experienced a decrease or no change in their reading levels, compared to their peers.

**DISCUSSION**

- There are five months between Quarter 4 (spring) and Quarter 1 (fall) assessment periods. Two of those five months are spent learning new instructional material. A student may have experienced summer learning loss, but climb back to their Q4 reading level by the time they are assessed in Q1 (November).
- Because the first two months of instruction in the next the school year may be helping students to recover some reading loss, K-3 students could be experiencing even greater summer learning loss than these numbers may indicate.

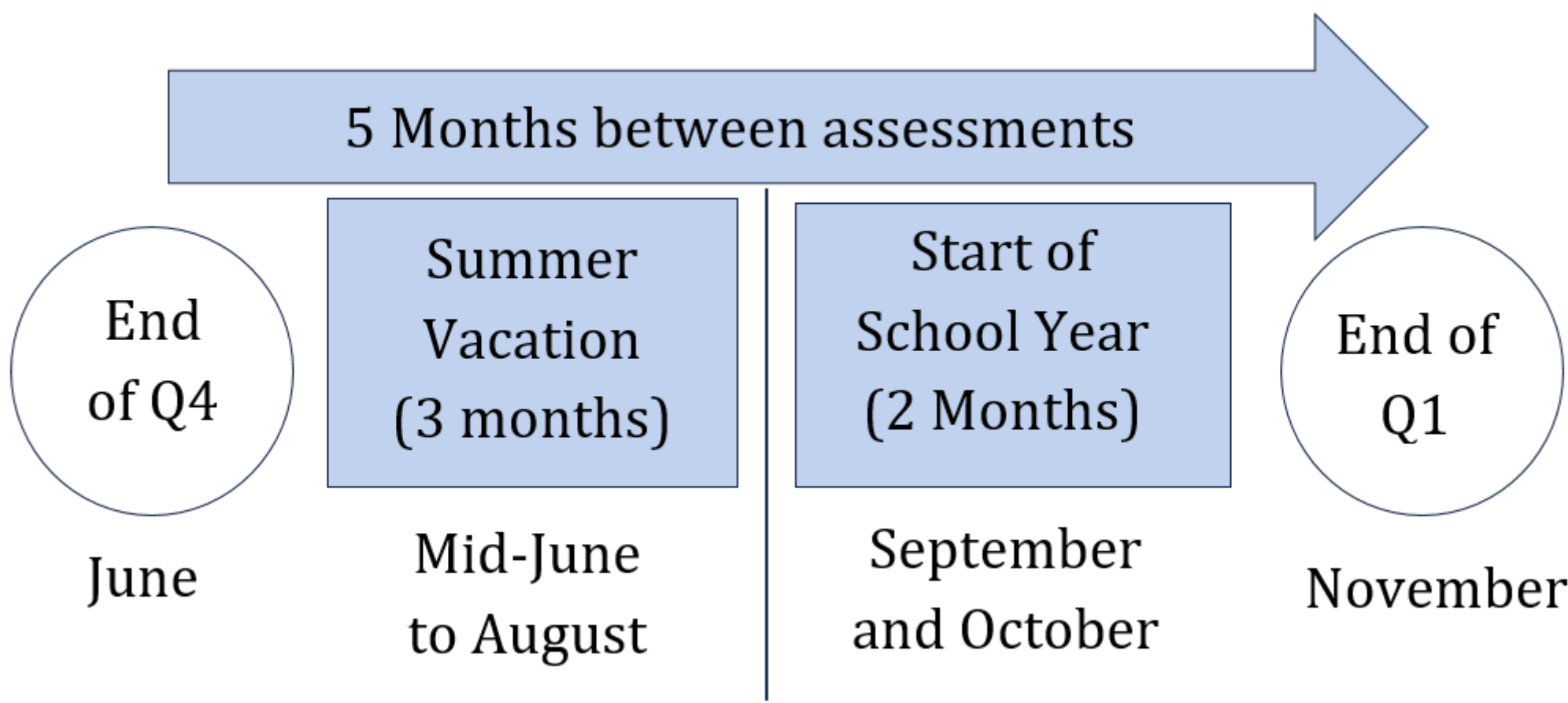
<sup>1</sup>Smith, M., & Brewer, D. (2007). Stop Summer Academic Loss an Education Policy Priority. Grade Level Reading.

One in five K-3 students had a decrease in their reading level from spring to fall. A greater proportion of students with summer learning loss were students of color, English Learners, and students receiving special education services.



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Timeline between assessment periods



Count of K-3 Students by School Year

School Years	Sample Size
2015-2016 to 2016-2017	21,686
2016-2017 to 2017-2018	21,031
2017-2018 to 2018-2019	22,894
Across 3 years	65,611

3 years of Changes in Reading Levels by Race/Ethnicity

Race/Ethnicity	Decreased	No Change	Increased
White (n=10,784)	16%	40%	44%
Asian(n= 5,401)	16%	40%	44%
Multi-Racial/Other (n=5,189)	20%	39%	41%
Black/African American (n=28,946)	24%	37%	38%
Hispanic/Latino (n=15,088)	26%	39%	35%

3 years of Changes in Reading Levels by Student Population

	Decreased	No Change	Increased
Economically Disadvantaged	24%	39%	37%
Not Economically Disadvantaged	18%	38%	43%
English Learners	24%	41%	35%
Non English Learners	22%	38%	40%
Special Education Students	24%	41%	35%
General Education Students	22%	38%	40%