



bookspring

SUMMER SUCCESS REPORT

STUDENT PARTICIPATION

Served through partnership with Literacy First - 709
Hopefest in partnership with Austin Voices for Education - 875
Allison Elementary school online book club - 25
Bastrop ISD Early Literacy Program - 371
Partner schools - 2573
Direct mailing to families - 1050

Total students served: 5603
Total books distributed: 22395



Summer Success

Literacy First

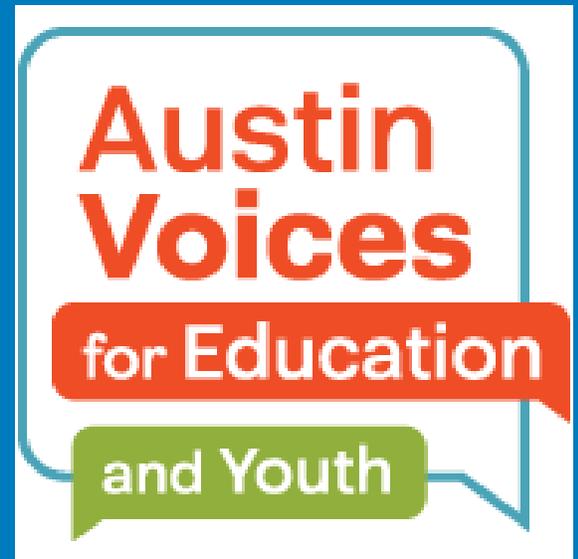
Elementary School	Grades served	Number of students	Number of books
Allison Elementary	Kinder, 1 st and 2 nd	58	134
Austin Achieve Elementary	Kinder, 1 st and 2 nd	60	123
Brooke Elementary	Kinder, 1 st and 2 nd	40	76
Govalle Elementary	Kinder, 1 st and 2 nd	52	147
Harris Elementary	Kinder, 1 st and 2 nd	47	51
Houston Elementary	Kinder, 1 st and 2 nd	47	108
Langford Elementary	Kinder, 1 st and 2 nd	57	102
Metz Elementary	Kinder, 1 st and 2 nd	38	42
Oak Springs Elementary	Kinder, 1 st and 2 nd	40	95
Ortega Elementary	Kinder, 1 st and 2 nd	24	48
Sanchez Elementary	Kinder, 1 st and 2 nd	35	65
Walnut Creek Elementary	Kinder, 1 st and 2 nd	56	83
Widen Elementary	Kinder, 1 st and 2 nd	62	115
Wooldridge Elementary	Kinder, 1 st and 2 nd	53	99
Zavala Elementary	Kinder, 1 st and 2 nd	40	66
Totals		709	1354



Schools highlighted in yellow indicate potential overlap of students served

Hopefest

Held in October every year, Hopefest is a family resource fair sponsored by Austin Voices for Education and Youth. The focus for 2020 was on key support (rent and utility assistance, health insurance, flu shots, Covid testing, food parcel etc.) for families in the St Johns neighborhood (78752) and surrounding communities.



It was held as a drive through event to comply with Covid restrictions and BookSpring worked in conjunction with Austin Public Library to provide families with books and literacy resources.

Hopefest	Age ranges	Number of students	Number of books
	Birth to 35 months	97	232
	3 to 5 years	164	454
	6 to 8 years	183	609
	9 to 12 years	216	708
	Older than 12 years	215	624
Totals		875	2627

Partnerships with Elementary Schools

Bastrop ISD has a program which addresses literacy and learning, working with instructional coaches, teachers and administrators to implement early reading programs for PK through 1st grade. They focus on developing literacy skills and implementing intervention programs to support students to be successful readers.

Elementary School	Grades Served	Number of students	Number of books
Bastrop ISD	PK through 1st	371	1115



Bastrop
Independent School District



ALLISON
ELEMENTARY SCHOOL
AUSTIN Independent School District

These books were provided to be used as part of an online book club for two classes at Allison Elementary during the summer. The teachers requested specific titles for the students.

Elementary School	Grades Served	Number of students	Number of books
Allison Elementary	2 nd	25	145

BookSpring learned of a partnership between AISD and Scholastic that planned to serve students in high need areas. After comparing the list of schools to BookSpring's target zip codes for 2019-2020, these four schools were identified. All four are in 78744 which was targeted due to the high number of children under the age of 18 and the poverty rate within that area. Included were literacy materials and information on BookSpring's Weekly Themes.

Elementary School	Grades Served	Number of students	Number of books
Blazier Elementary	PK3 through 5th	300	1500
Linder Elementary	PK3 through 5th	73	365
Palm Elementary	PK3 through 5th	45	220
Widen Elementary	PK3 through 5th	71	355
Totals		489	2440



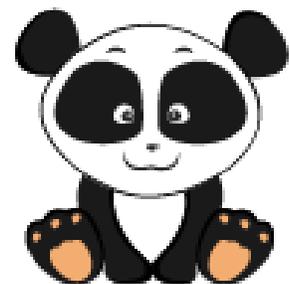
BLAZIER
ELEMENTARY SCHOOL
AUSTIN Independent School District



LINDER
ELEMENTARY SCHOOL
AUSTIN Independent School District



WIDÉN
ELEMENTARY SCHOOL
AUSTIN Independent School District



PALM
ELEMENTARY SCHOOL
AUSTIN Independent School District

These schools were identified through information from the City of Austin RENT Assistance Program. Individuals were eligible to apply if they earned less than 80% of the Median Family Income, were currently on a lease or contractually bound rental relationship and had documentation showing that Covid-19 had affected them financially.

Elementary School	Grades Served	Number of students	Number of books
Graham Elementary	PK	7	24
Guerrero-Thompson Elementary	PK3, PK, 1 st , 2 nd , 4 th	129	400
Andrews Elementary	Kinder, 2 nd through 5 th	128	504
McBee Elementary	PK, 3 rd , 5 th	58	181
Norman-Sims Elementary	PK3, 1 st , 2 nd	18	63
Walnut Creek Elementary	PK	15	50
Cook Elementary	PK, K, 5 th	107	329
Zavala Elementary	PK3 through 5 th	221	655
Totals		683	2206

Five zip codes (78721, 78723, 78742, 78753, and 78758) were identified as high need by this program and BookSpring selected schools in each that were not already served by programs.

Teachers were contacted directly to invite them to apply for books and materials for their class. Included were the flyers with information to apply for assistance, literacy materials and information on BookSpring's Weekly Themes.

These schools were the original partner schools for the 2019-2020 school year. Students received a two-page activity sheet along with literacy materials and information on BookSpring's Weekly Themes. These numbers reflect both students served on campus and through the mail. In some cases, teachers chose titles (up to 50%) to ensure every student in their class would be able to follow along as they read.

Students in these schools were served across two school years which affected the total number of students served. The original numbers were based on enrollment for the 2019-2020 school year.

Elementary School	Grades Served	Number of students	Number of books
Overton Elementary	Kinder, 1 st and 2 nd	218	2050
Pecan Springs Elementary	PreK, Kinder, 1 st and 2 nd	215	1545
Rodriguez Elementary	PK3 through 5 th	576	2878
Wooten Elementary	PK3 through 5 th	392	2626
Totals		1401	9099



WOOTEN
ELEMENTARY SCHOOL
AUSTIN Independent School District



RODRIGUEZ
ELEMENTARY SCHOOL
AUSTIN Independent School District



PECAN SPRINGS
ELEMENTARY SCHOOL
AUSTIN Independent School District



OVERTON
ELEMENTARY SCHOOL
AUSTIN Independent School District

Direct to Families

Although some students at partner schools received their books through the mail, they have been included in the calculations for their school. This information reflects only families who applied online to receive books mailed to their homes.

Direct mailing to homes	Grades Served	Number of students	Number of books
81 zip codes	PK3 through 5 th	1050	3409



Yay! She got her books from BookSpring. She loved them!

MOM



I just wanted to let you know that we received the books. Thank you so much. My girls were so happy!!

MOM

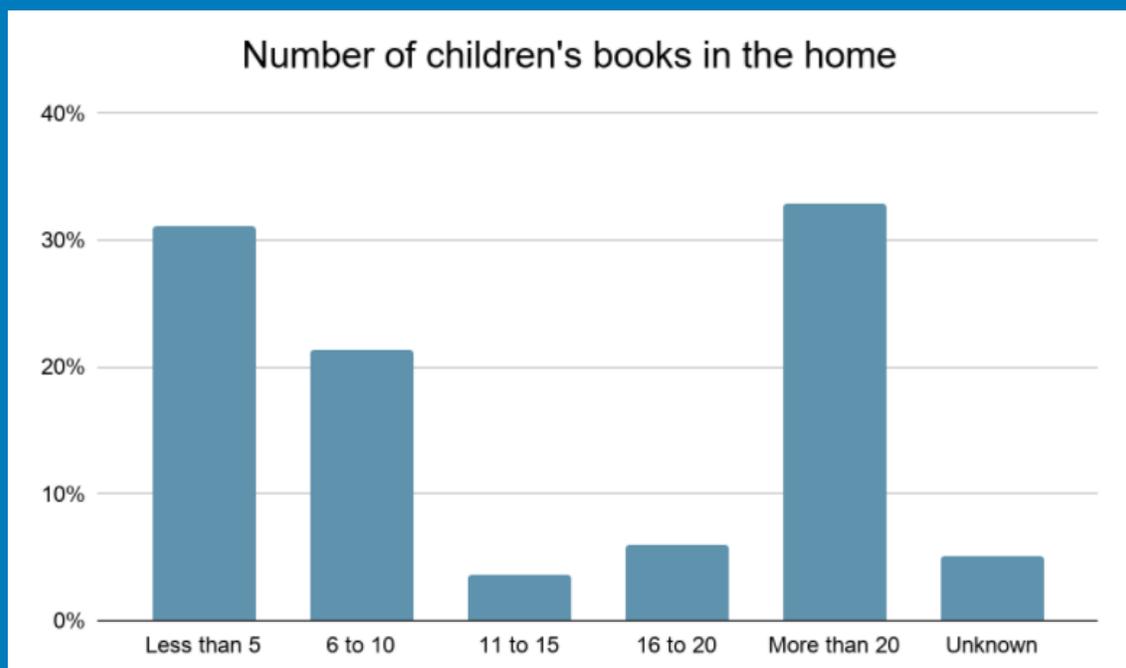
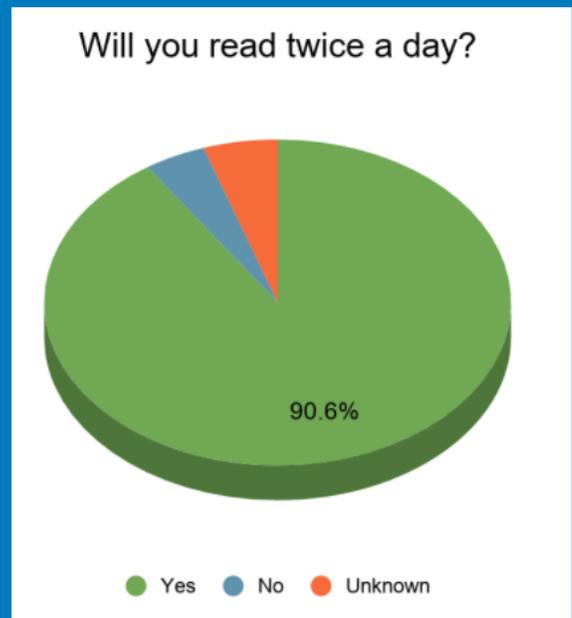
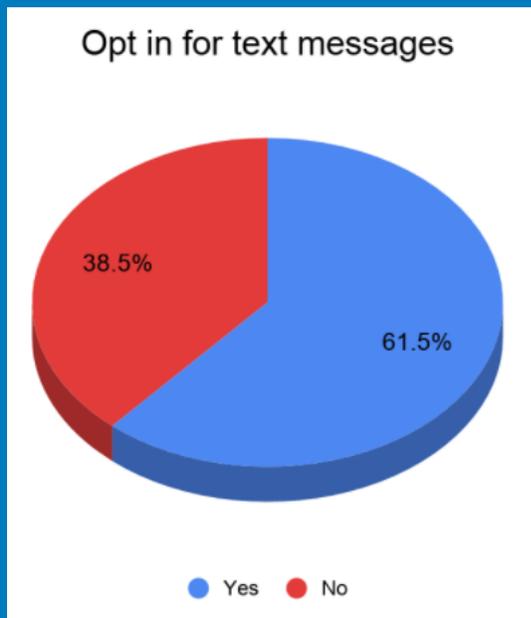


This opportunity was advertised on social media, through word of mouth, directly to partners who work with families and on [BookSpring's website](#).

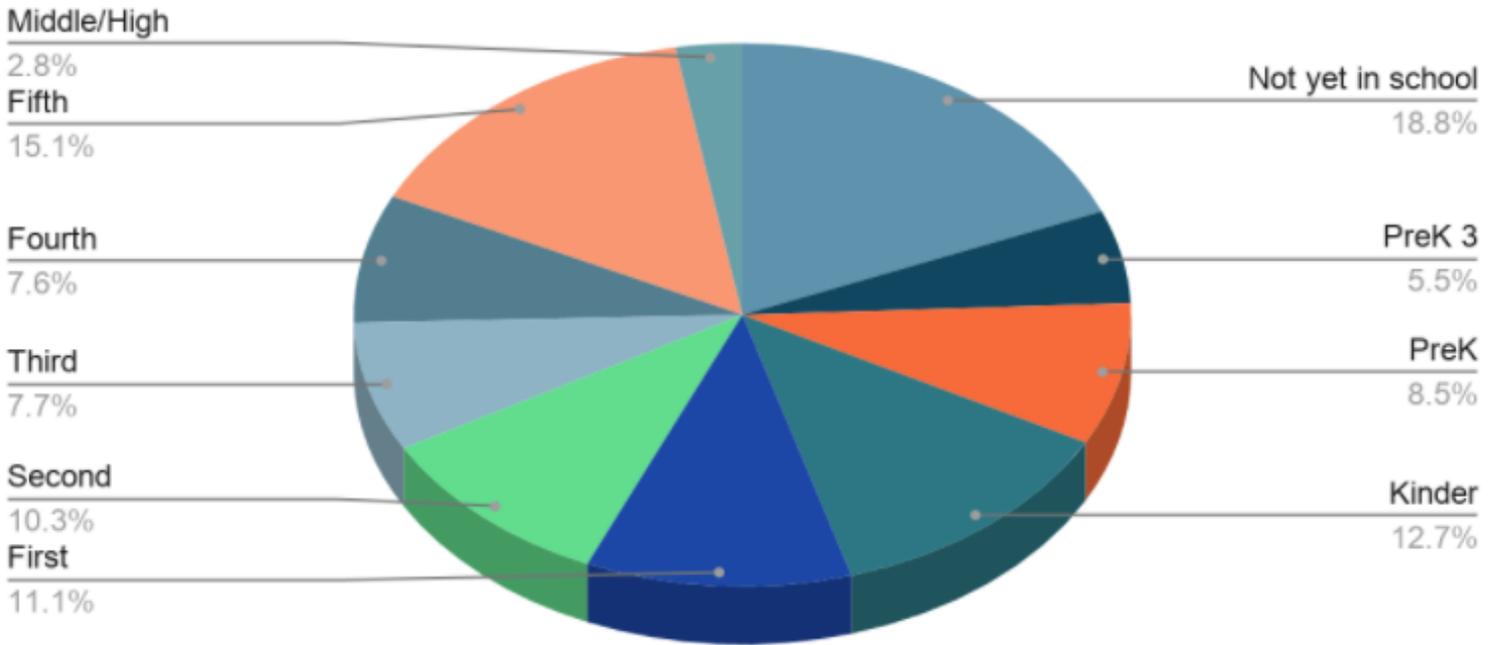
Demographic information

Demographic information for all students served can be viewed [here](#). Unfortunately the information is not available for the families served at Hopefest, because it was a drive-by event.

Graphs below show information based only on Direct to Family orders.

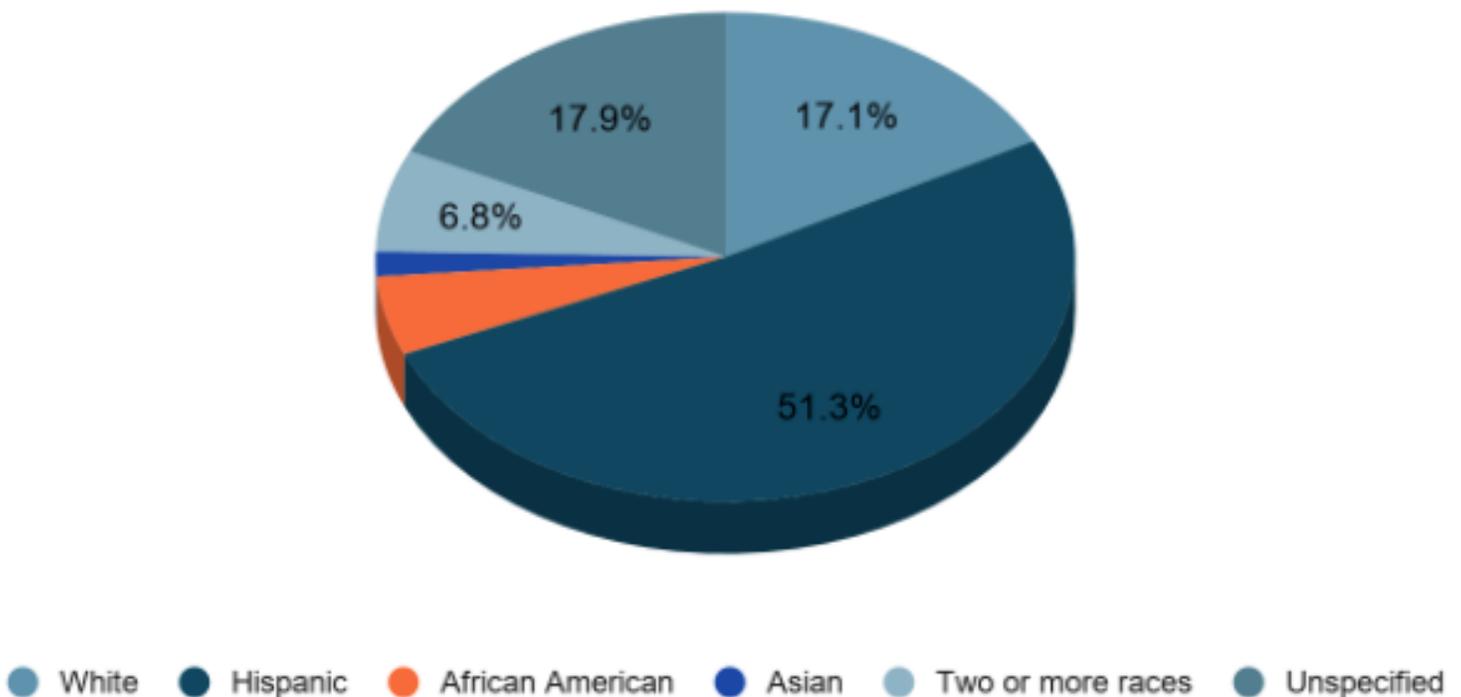


Number of students served

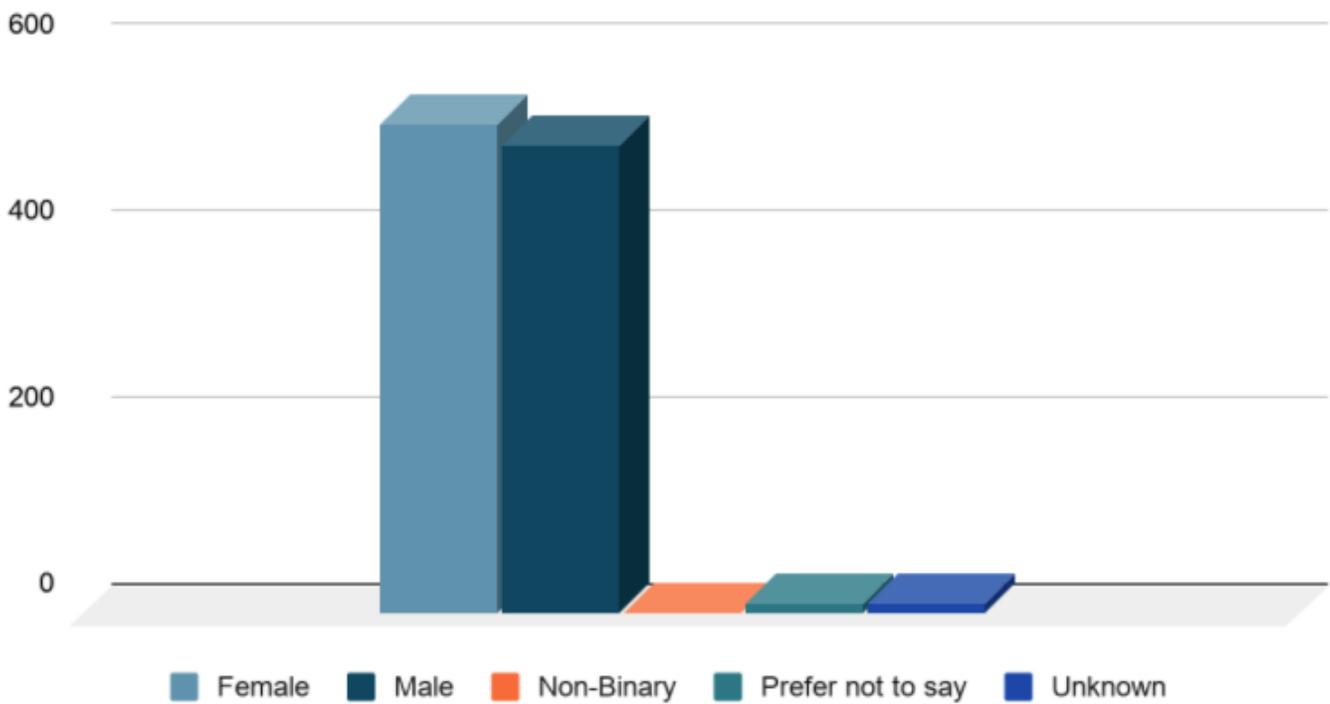


This graph highlights the importance of programs serving birth to 3 years, Kindergarten, First and Second Grade where access to books is clearly important to parents.

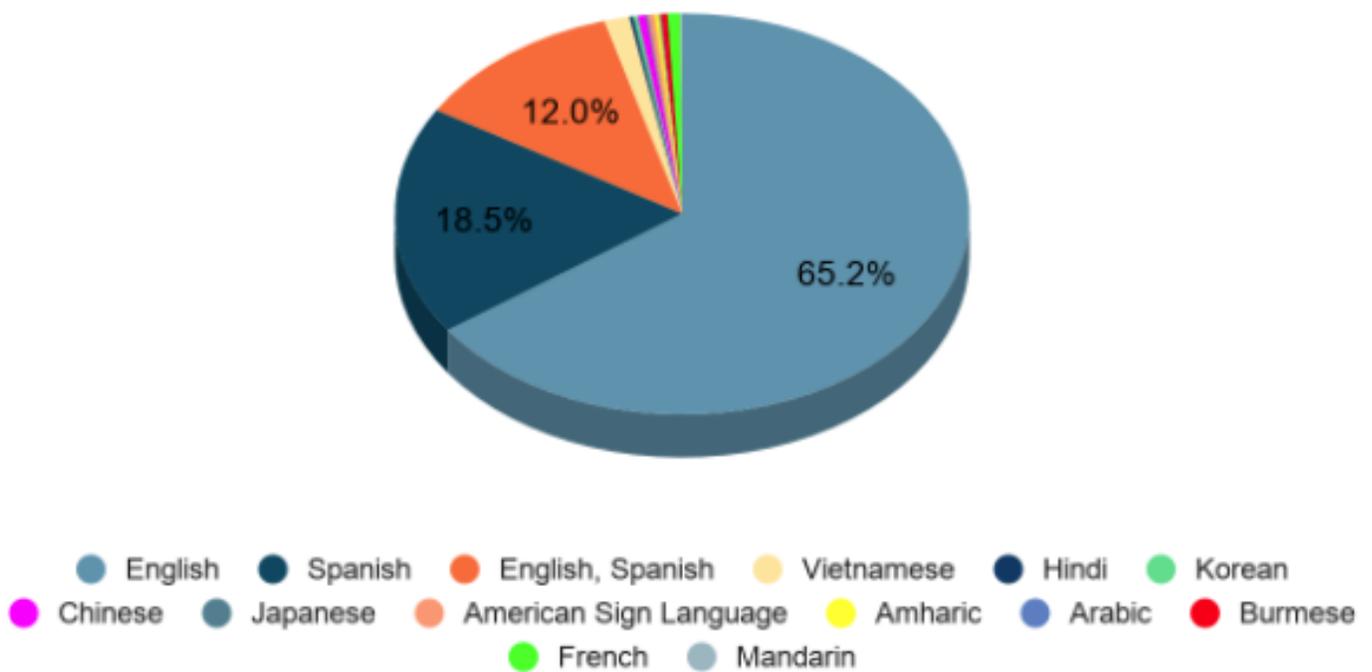
Ethnic Breakdown



Gender



Languages requested



Programming Provided

Online training was developed for schools partnering directly with BookSpring. This allowed the teachers and librarians involved to work with the material at their own pace and have easy access to the information throughout the program. Eighteen teachers/librarians completed the training spending an average of 35 minutes on the course. Many of them had done the program in previous years but access allowed them to refresh their minds at their own pace.

Welcome to Summer Success Training!

Navigate through the course by clicking on [Modules](#), [Contact Us](#) and [Check Your Understanding](#) below.



[Modules](#)



[Contact Us](#)



[Check Your Understanding](#)



In person training for the Literacy First tutors took place as a session within their own training in January 2020. It was beneficial to have some tutors present who were part of the program last year and were able to share insights into how the program worked for them.

Read: Summer Success Curriculum

Below are the links to all Summer Success lesson plans for all grades. Review these at your leisure, and be sure to look at least one in detail for the grade(s) most relevant to you.

Kindergarten:

For Kindergarten we do not have set lesson plans for each read aloud. We encourage you to use ideas from "Building the Reading Habit" to further engage your students and work on creating the habit of reading in their daily lives.

Grade 1:

[Caps for Sale](#) ↗

[Fire Fuego Brave Bomberos](#) ↗

[Going Places](#) ↗

[Miss Tutu's Star](#) ↗

[Pete the Cat: Construction, Deconstruction](#) ↗

[Tinyville Town Gets to Work](#) ↗

[Young Frank](#) ↗

Grade 2:

[Ada Twist Scientist](#) ↗

[Jggy Peck Architect](#) ↗

[Miss Nelson is Missing](#) ↗

[Pele King of Soccer](#) ↗

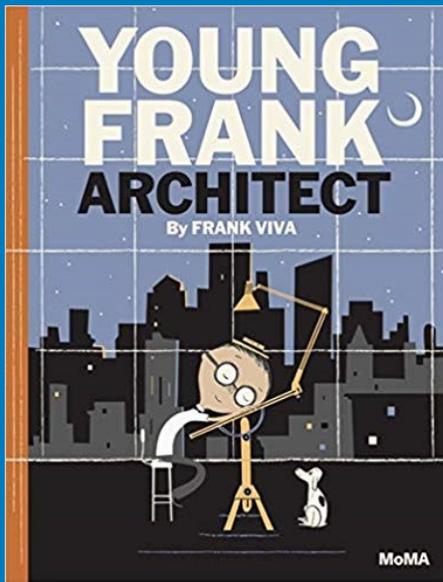
[Randy Riley's Really Big Hit](#) ↗

[Rosie Revere Engineer](#) ↗

The online training was also available to them to be able to refer to the various documentation and all the lesson plans could be accessed through the portal.

Resources

Each campus was provided with one set of the read aloud books for each grade and a set of curricula per teacher. We encouraged teachers to opt for receiving these digitally to reduce printing costs and most took this option.



YOUNG FRANK
ARCHITECT – GRADE 1



EXTENSION ACTIVITIES

EXTENSION ACTIVITIES are designed to be relevant to the above-listed TEKS as well as higher level (HL) thinking skills outlined in Bloom's taxonomy. Each activity suggestion includes an observable, measurable learning objective with corresponding HL skill, a brief description of the activity, a supporting authentic assessment method, a list of materials, and when applicable, recommendations for modifications/accommodations that may be necessary to meet students' unique learning needs.

Students will apply architectural concepts presented in an online video and picture book to a design of their own and an accompanying descriptive sentence using nouns and adjectives. [HL thinking skill: Application]

- 1 Before reading *Young Frank Architect*
 - (a) Review students' prior learning of NOUNS and ADJECTIVES. Re-teach if necessary.
 - (b) Encourage students to actively listen for nouns and adjectives used in the book, particularly those related to architecture and design, in order to be prepared for a post-story project.
- 2 Read *Young Frank Architect*, placing a little extra emphasis on career-specific nouns and adjectives as you go (e.g., building, chair, macaroni; tall, twisted, wiggly).
- 3 After reading *Young Frank Architect*
 - (a) Re-read a few of the book's last lines: "That evening, Young Frank and Old Frank made chairs. Chairs with zigzags. Chairs with crazy legs. [...] They made buildings of every shape and size. Tall ones, fat ones, round ones, and one made from chocolate chip cookies. [...] When they were done, they had made a whole city."
 - (b) Using architectural designs in the book and in the YouTube video as inspiration, each student will:
 - Design 1 chair or 1 building with artistic and creative flair
 - Write 1 sentence about the design that contains 2-3 nouns and 3-4 adjectives
 - (c) Guided Practice

**A tall, wide skyscraper with three windmills,
two dancing elves, and a yoga girl on top.**
 - (d) After drawing and writing, students should cut their designs and sentences out and assemble them as a "whole city" class mural, just as the two Franks did.

Assessment: Confirm that parts of speech quotas are met within each sentence and that there is a correlation between nouns/adjectives and drawings.

Suggested Materials: per student = one blank sheet of paper, pencil & eraser, pair of scissors

Modifications/Accommodations: modify expectation to allow partner collaboration, reduce required noun/adjective quantities, and/or serve as scribe for architectural designs

TIP:
Read with
expression including
character voices and
sound effects

Events

Unlike in previous years where the students dressed up and had their photographs taken at the same event as story time and book distribution, this year we split that into two separate events. The reasons for this decision were twofold – spending time with each class talking about what they want to be when they grow up and how reading can help them achieve that, before they dressed up for photographs was a great way to start the program. It also allowed us to have shorter sessions with each class (the usual 30 minutes they would have been in the library) which means less rearranging of schedules which is always appreciated by teachers.



The distribution events would have included story time and students choosing their books, with that being the focus, where before there were many who were more excited about the dressing up part.

Distribution

Usually students would choose their books at an event in April/May but with Covid restrictions alternate plans were made. After some consideration and research, it was agreed that we would allow parents to apply directly to us and then mail the books to their home through USPS. This system was offered to the schools scheduled for events and opened to the public, through social media, flyers and word of mouth. Using google forms allowed for customization of a detailed application form (separate forms were created in English and Spanish) where parents would give us the following information:

- Name and address
- Income information (asked to select which benefits they were eligible for – including Free and Reduced-price lunch, CHIP, Medicaid, WIC, SNAP, Section 8 housing assistance etc.)
- Number of books at home
- Opt in for text messages
- Agree to read twice a day
- For each child:
 - Age
 - Gender
 - Grade
 - Ethnic Origin
 - Language to read in
 - Title of a book they currently read (as a guide to sending books of a suitable level)
 - Topics they are interested in

Once orders were received, books were carefully selected for each student to match their interests and reading levels. These were packed with additional resources including:

- Nameplate stickers to put their names in the books
- Bookmarks (where appropriate)
- Information on the importance of reading (for parents with children aged 5 years and younger)
- Bright by text postcard (for parents with children aged 7 years and younger)
- A note to tell a neighbor about your new books and encourage them to apply for themselves
- A flyer to apply for the RENT Assistance Program (these were included for a period of time while the program was available)
- For partner schools, an activity sheet was included. This had one page with 16 different ways/places/times to read, encouraging students to color in the block as they completed it and a second page for them to record the books they read and rate it by coloring in stars.



Parent Communication

There were three letters to parents: an initial letter giving an overview of the program and encouraging them to create a habit of reading at home, a letter midway through the program giving more information on it and how they could continue creating their habit of reading at home, and a final letter encouraging them to read over the summer with some tips and suggestions.

The initial letter was distributed (in both English and Spanish) as part of the kick-off event at each partner school. The photographs taken of the children, dressed up for a career, were put into a cardstock frame with the letter attached. This letter outlined how BookSpring was partnering with the school to provide books before the summer, the importance of reading and encouraging parents to create the habit of reading for at least 20 minutes every day, preferably twice a day.

It's hard to believe that Summer is right around the corner, but it will be here before we know it.



Important skills your child learns in school require continued practice and attention - even during the summer. This is especially true for their **reading skills** - children can lose up to 3 months' worth of learning over the summer.

This might seem like a tough challenge, but we have exciting news - BookSpring has partnered with us to help ensure students stay on track to becoming great readers!

We believe your child's ability to read is very important. We hope you do too, and that is why we need your help to build a habit of reading in your home. **If you can encourage your child to read for at least 20 minutes, preferably twice a day, it will greatly help them develop their reading skills.**

Here are two things you can start right now:

1. Set up a routine and time to read twice a day, every day!
2. Take breaks while reading and afterwards to talk about the story - the characters, the places, the colors, the plot, and anything else!

Before the summer, your child will get to choose **a selection of free books** to read and keep forever.



Shannon Thorne
Program Manager Ed, BookSpring

The majority of parents who applied online provided email addresses which allowed for direct communication.

Content sent included:

- Tracking number of package and encouragement to read twice a day, every day.
- Link to BookSpring's Weekly Themes.
- Information on how the books had been quarantined before shipping
- Encouraging them to follow BookSpring on social media
- Outlining the initial text they would receive from Remind

Texting - Remind

Although the majority of parents indicate that they would like to receive these messages, most do not follow through. It may be that the initial message being in English discourages Spanish speaking parents from accepting and unfortunately this message cannot be translated/edited.

Text messages included content on how to build a reading habit in the home, the link to our YouTube channel, information about local events, links to digital resources and ideas for increasing interaction and motivation to read, information on our Readathon and Weekly Themes

Positive feedback was received from parents in the form of thumbs ups and comments.

Weekly Themes

Since August 2020, BookSpring has been releasing a theme each week which contains digital books (which can be downloaded as PDF), prompting/discussion questions and activity ideas (requiring minimal resources). Content is available in both English and Spanish for children aged 3 – 5 years and 6 – 8 years. Information about this resource was communicated to parents via an insert given out with the books or included in the mailed packages. It was also included in the text messaging to parents. Over 50% of the web traffic between March 2020 and December 2020 was to access digital children's books totaling approximately 6500 downloads.

Weekly Themes: At-Home Learning

Welcome to BookSpring Weekly Themes



Meet Bibi

A Big Blue Morpho Butterfly

from Latin America

CC BY-SA 3.0

To encourage learning at home, BookSpring is offering this delightful and easy online reading program free of charge. Each week, we will feature a new at-home learning lesson for families with children ages 3-5 and 6-8 years old, in both Spanish and English. Bibi, the BookSpring Butterfly, will introduce the new theme with fun activities, vocabulary, and books that you can read together online...or even download to your own device and keep.

Scroll down to see each of our weekly themes. The books and activities in themes in green are best for ages 3-5, and the ones in blue are best for 6-8. You can pick up at any time, and go back to any you might have missed. Click on Bibi for a YouTube video that explains Weekly Themes for parents.

As you use these lessons together with your family, please share photos of your family reading and doing the activities at home on [Facebook](#), [Twitter](#), or [Instagram](#) #BookSpring #ReadTogether. This helps encourage other families to get together and read, too!

Reading together is an easy way for parents and caregivers to help children develop their literacy skills while creating lasting bonds. We hope you enjoy these activities and come back every week!

These were recently accepted into the OER Commons digital library making them accessible to educators through Learning Tool Interoperability (LTI), as they will embed easily in Canvas and other popular Learning Management Systems.

Outcomes Breakdown

Usually data from the end of year assessment would be compared to that of the beginning of the year to assess the impact of the program on reading levels over the summer. Unfortunately this data was not available for this year as the assessments were optional, due to Covid. Even if the data were available, the effect of Covid on the students would certainly have heavily impacted their performance.

With direct access to parents (for those who applied online) it was possible to collect some additional data regarding the student's motivation to read and the importance of reading.

Parents were asked to rate how important they thought reading was on a scale of 1 - 4 (with one being not important at all, 4 being very important) and to tell us whether their opinion had changed in the last 6 months. This was done through Remind texting with parents (who clearly already placed some importance on reading by opting to receive texts) so is unfortunately a biased sample. Every parent that responded did so with "4 - very important".

"Since the pandemic has forced us to quarantine reading books became a favorite pass time and allowed us to actually sit down and spend time reading. Even as things go back to "normal" I will make sure to set aside time in our busy lives to focus on reading."

Successes:

2019 - 2020:

- Pivoting the distribution method within a relatively short amount of time.
- Creating the online ordering system, accessible to parents on various digital devices in both English and Spanish.
- Working collaboratively with partners to identify how to serve their students while maintaining the health of those involved.
- Developing a relationship directly with parents allowing for interaction and sharing of information and resources.
- Creation of digital resources to share with parents.

Overall:

- Creation of high-quality a high-quality program to support staff and students in maintaining their reading skills over the summer break.
- Rigorous testing and evaluation ensured the program was effective and allowed for areas of improvement to be analyzed.
- The results speak for themselves and clearly show the impact of this program on students over the summer.

• Results:

Results: Cohort 1
<p>Group differences in outcome reading scores (ANCOVA)</p> <ul style="list-style-type: none">• After controlling for baseline reading levels, there was a significant effect of group (intervention versus comparison) on outcome reading score, $F(1, 398) = 6.25, p = .013$.
Results: Cohort 2
<p>Group differences in outcome reading scores (ANCOVA)</p> <ul style="list-style-type: none">• After controlling for baseline reading levels, there was a significant effect of group (intervention versus comparison) on outcome reading score, $F(1,1132) = 5.69, p = .017$.
Results: Cohort 3
<p>Group differences in outcome reading scores (ANCOVA)</p> <ul style="list-style-type: none">• After controlling for baseline reading levels and test language, there was a significant effect of group (intervention versus comparison) on outcome reading score, $F(1,18079) = 5.55, p = .019$.

Plans for enhancing services for emerging bilingual students

- Change the ratio of books received by Spanish students from 50/50 to 80/20 as it appears the program shows greater effectiveness with English students who receive all their books in English. Potentially Spanish students have been receiving books that they require support to read and do not have access to someone to assist them at home.
- Collaboration with organizations based in Spanish-speaking communities to increase knowledge of the programs available as the option for parents to apply for free books will remain open for the foreseeable future.
- Identifying ways to bridge the technological barriers preventing parents from applying online. Although there is an option to call and leave a voicemail or send an email directly to BookSpring this was not widely used.
- BookSpring's website can now be viewed in Spanish, making it more accessible to the communities served.
- BookSpring's Weekly Themes, focused on children aged 3 - 5 years and 6 - 8 years are available in both English and Spanish. Through collaboration with Storyweaver it is possible to translate books into Spanish to ensure that each theme has at least two books in both languages for each age group.

Ability to engage families based on plan and impact of that engagement:

Having direct access to parents allows for ongoing communication – parents who signed up for text messages have been receiving for the last 6 months and shall continue to do so.

- Train volunteer site leaders to allow for one person at each distribution who knows exactly how it should be run and can deal with issues as they come up. This was possible with the kick-off events as volunteers who had been at events the previous year had adequate knowledge to oversee an event and problem-solve as necessary. These volunteers would have been involved in the distribution events if they had taken place as initially planned.
- Find ways to engage with students during and after the program – an online platform where students could share ideas about their books, post book reviews, discussion forums and digital resources are all elements that would expand the program beyond the schools.

Progress towards sustainability

Books For Me currently delivers 3 books per student and the majority of the schools taking part in Summer Success also have Books For Me. The initial research towards addressing the summer slide suggested that 8 books was impactful and so for 2020-2021 the program will be adapted to give students a choice of 5 books before the summer, ensuring that they receive 8 as a total during the year.

Partner schools from 2019-2020 will be approached initially, along with schools in target zip codes. Overton and Rodriguez Elementary will be taking part in the program during 2020-2021. Andrews Elementary has also expressed in interest based on the information they seen showing the impact of the program.

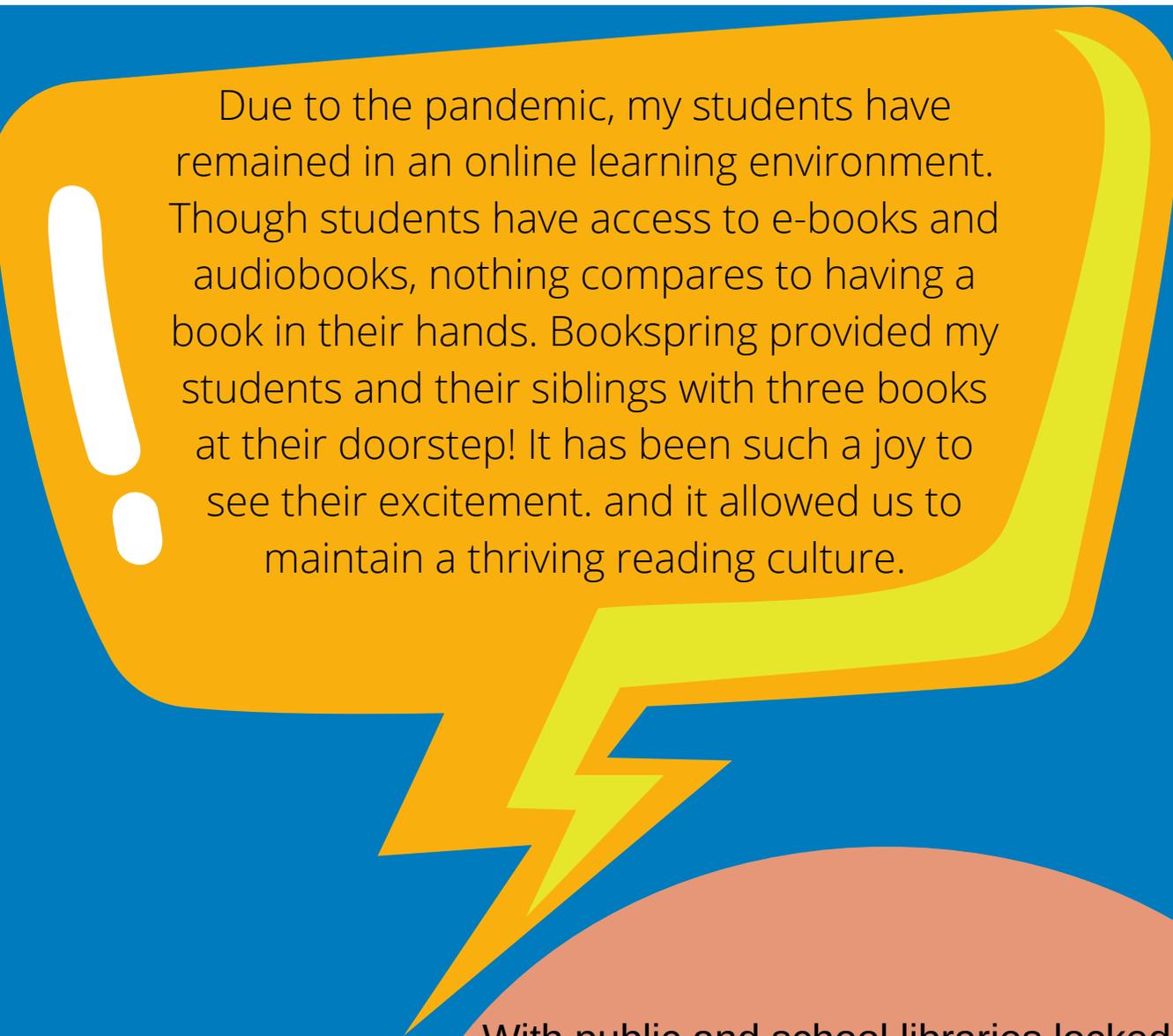
Librarians and teachers will be able to access the online training which includes the curriculum and will have access to the read aloud books if they would like to use them.

Building the Reading Habit will be further modified to create a resource that parents could use to extend the reading experience of any book, allowing them to foster a culture of reading in their home.

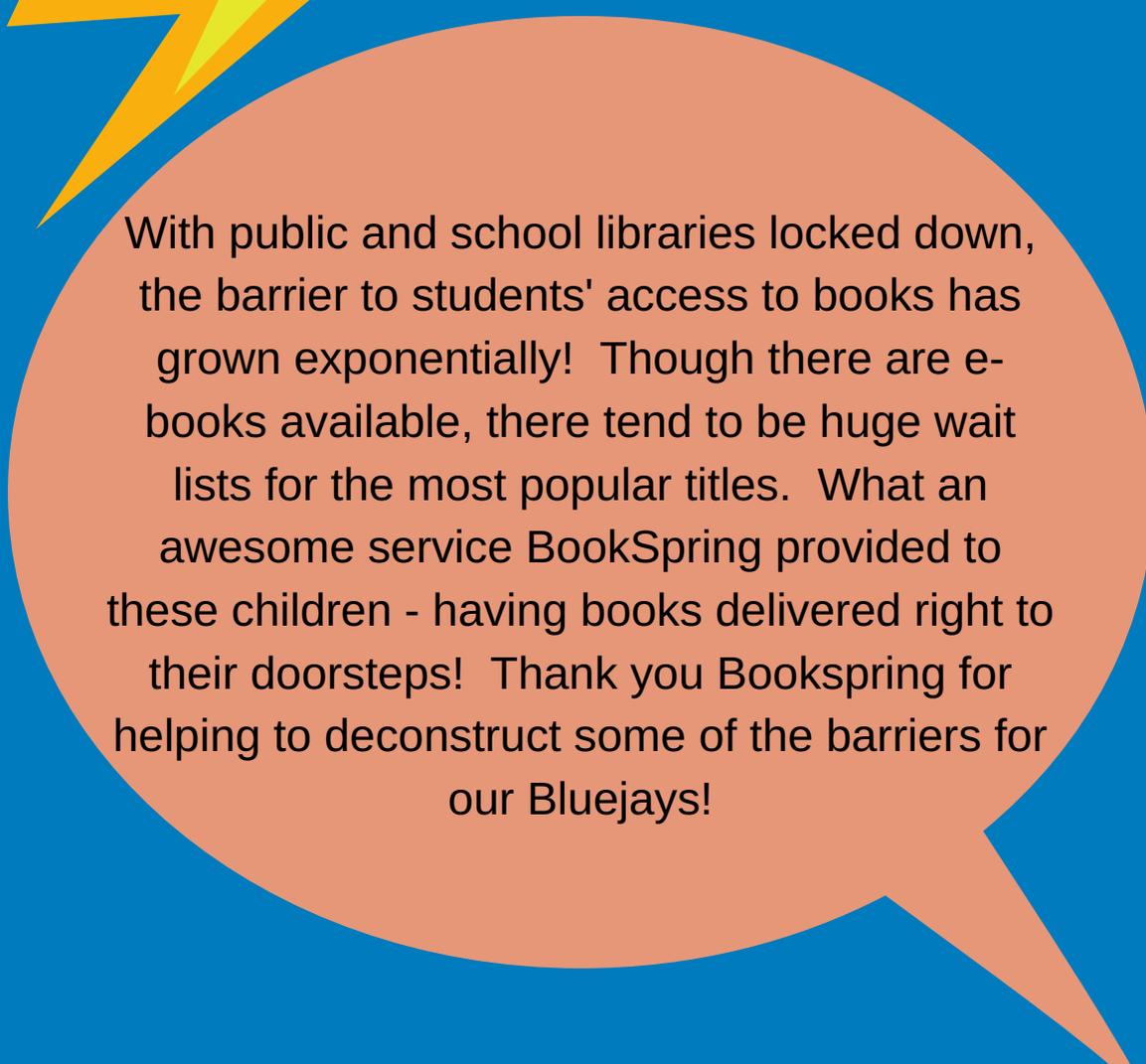
Fundraising will be done to cover the costs of this program, although costs will be reduced by the use of online training, a digital curriculum, reducing the total number of books per student and connecting with parents electronically.

"Oh, wow! Jordan's Bookspring books came today. That was fast! He's excited about the Mickey and the LEGO Book. The mail was all for him today!"
It came with pictures!!

"We are so thankful for the Bookspring program. Many of our families rely on schools and libraries for children's reading materials. Through this program they were able to receive books during a time when those services were closed."



Due to the pandemic, my students have remained in an online learning environment. Though students have access to e-books and audiobooks, nothing compares to having a book in their hands. Bookspring provided my students and their siblings with three books at their doorstep! It has been such a joy to see their excitement, and it allowed us to maintain a thriving reading culture.



With public and school libraries locked down, the barrier to students' access to books has grown exponentially! Though there are e-books available, there tend to be huge wait lists for the most popular titles. What an awesome service BookSpring provided to these children - having books delivered right to their doorsteps! Thank you Bookspring for helping to deconstruct some of the barriers for our Bluejays!

Thank you, I received the box. What a great selection, I know my students will be excited to choose their titles.

A real book is awesome but ownership puts the icing on the cake. Thank you!

Thank you SO much! Providing this opportunity for my students is beyond incredible.

