

What Research Says About SUMMER READING



- Summer learning shortfall experienced by low-income children in the elementary grades has consequences that reverberate throughout children's schooling, and can impact whether a child ultimately earns a high-school diploma and continues on to college. *(Alexander et al, 2007)*
- Two-thirds of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. *(Alexander et al, 2007)*
- New research indicates that sending books home with children over the summer yields greater achievement gain and is less expensive and less extensive than providing summer school or engaging in comprehensive school reform.
(Allington, Richard and McGill-Franzen, A. Educational Leadership, April 2008)
- The amount of reading done out of school is consistently related to gains in reading achievement.
(National Institute of Education, 1988)
- The amount and quality of students' access to reading materials is substantively related to the amount of reading they engage in, which in turn is the most important determinant of reading achievement. *(McQuillan, 1998)*
- All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer. *(White, 1906; Heyns, 1978; Entwisle & Alexander 1992; Cooper, 1996; Downey et al, 2004)*
- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains. *(Cooper, 1996)*
- Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do. *(Duffett et al, 2004)*

