# *Summer Smarts* Research Base

Summer learning loss, the knowledge that students forget during summer vacation, requires teachers to spend the first month of every school year reteaching old material. During summer vacation all students, regardless of socioeconomic status, lose an average of 2.6 months of grade-level equivalency in math computation. Low-income students lose an average of 2 months of achievement in reading while middle-income students' test scores increase. This produces a gap in reading performance of approximately 3 months between low-income and middle-income students (Cooper, 1996). Researchers suggest that summer learning loss over time could explain the widening achievement gap between children living in poverty and those that do not. (Entwisle & Alexander, 1992). Theories on why low-income students lose ground in reading include less encouragement to read from family members, fewer positive past reading experiences that encourage students to read for pleasure, and more difficulty accessing books. Researchers also suggest that all students lose ground in math because they tend to practice math skills less than reading and because procedural and factual knowledge is especially vulnerable to summer learning loss. (Cooper, 1996). This underscores the importance of all children, regardless of socioeconomic level, having access to summer activities that allow them to apply educational skills.

*Summer Smarts* is designed to be used by kids at home during the summer to review the material learned in the grade just finished and to make the transition into the next grade. *Summer Smarts* is a single-source workbook—language arts, time, money, math, science, history, cultural arts, writing, and reading all in one. By using these workbooks throughout the summer, students are able to review knowledge and reinforce skills learned during the just-completed school year and combat summer learning loss.

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Cooper, H. Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268.

Entwisle, D.R. , Alexander, K.L. (1992). Summer setback: Race, poverty, school composition, and mathematics achievement in the first two years of school. *American Sociological Review*, 57(1), 72-84.