

By the Numbers: The National Summer Learning Project

STUDY FEATURES

- **5 urban districts**, selected from **35 candidates**
- **5,637** students
- **Randomized Controlled Trial (RCT)**
- **\$50 million + \$5 million** 2-year extension
- **6 years**, beginning in 2011
- **5 public reports**

PARTICIPATING STUDENTS

- **Completed 3rd grade in 2013**
- **89%** low-income
- **47%** African American
- **40%** Hispanic

PROGRAM DESIGN

- **5-6 week** summer programs
- **3 hours** daily academics
- **Daily** enrichment activities
- **Certified teachers**

WHY THE MATH FINDINGS MATTER

The Need

Nationwide, 27% of low-income 4th grade students score below “basic proficiency” in mathematics, vs. only 7% of their higher income peers (National Assessment of Educational Progress, 2013)

The Impact

This study’s near-term impact on math performance was larger than the average impact on test scores of 89 RCT evaluations in elementary education (Lipsey *et al.*, 2012)

NEAR-TERM IMPACT OF ONE SUMMER

- Students in the program performed better on fall math tests than students who applied but were not selected for the program.
- The impact equals 17-21% of average increase in math learning for children this age in one year.
- The study did not show an advantage in reading for participating students, but did reveal factors related to reading achievement.

PARTNERS

- Big Thought (Dallas, TX)
- Boston (MA) Public Schools
- Boston After School & Beyond
- Dallas (TX) Independent School District
- Duval County (FL) Public Schools
- Pittsburgh (PA) Public Schools
- Rochester (NY) City School District
- The RAND Corporation
- The Wallace Foundation