

This intervention will examine how direct messaging and scaffolded instruction provided to 3rd and 4th grade students over the summer relates to those students' reading performance in the following academic year. Research has found that many students suffer from "summer slide" and decreased reading performance over the summer break, and that low-income students in particular are more likely to fall behind over the summer. In response to this, Arlington Public Schools will design an intervention that encourages students to read and think critically about their reading over the summer months. This intervention will take place over the 2017 summer break, with follow-up evaluation and surveys of participants during the 2017-18 academic year. Arlington Public Schools staff will select about 500 students at risk of not maintaining their current reading levels of the summer, and will randomly assign about 125 students to receive supplemental messaging delivered on tablets the students already have through APS. At the end of the intervention, APS hopes that students receiving the additional messages will be less likely to experience summer learning loss and more likely to enjoy reading. This intervention will help inform future interventions which may be implemented with more students to improve overall reading performance and engagement throughout the district.