



Targeted Services Summer School Program Evaluation

Summer 2026

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OUR MISSION

(Our core purpose)

INSPIRE
EMPOWER
ACCELERATE

CORE VALUES

(Drivers of our words and actions)

Responsible: Demonstrates accountability to self and others

Resilient: Develops perseverance and self-confidence

Learner: Challenges self to think critically

Communicator: Listens actively and shares learning and experiences

Contributor: Engages as a productive member of the community and global society

OUR VISION

(What we intend to create)

Preparing all learners to
make a difference in
the world.

STRATEGIC PRIORITIES

(Drivers of our continuous improvement)

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



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The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.



- I am **supported** and **challenged** in my learning and believe I will be successful
- I feel that school is **safe** and that school is **challenging** and **fun**
- I am an **engaged** learner at school and in our community



- I am part of my child's education and feel **welcomed**, **valued**, and **respected** as a family
- My child enjoys coming to school and is **safe**, **included** and **respected** so they are learning every day
- I am **engaged** in a **partnership** with my child's school so I know what to do to help my child continue to grow and learn



- I am **seen**, **valued**, and **respected** for who I am and the work I do
- I receive the support and resources to do my job well so I am able to create a **healthy** and **safe** learning environment
- I work in a district that is willing to **adapt** and **change** when necessary to best meet the needs of all students



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Engagement describes the attention, curiosity, interests, optimism and passion that both students and staff want from their interactions in the learning environment.

Environment includes a safe and supportive space where teaching, learning and movement are of importance and attended to in all forms and functions.

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INSTRUCTIONAL MODEL

Equity includes 4 dimensions (Access, Achievement, Identity and Power) as powerful levers for creating caring, just, inclusive & healthy communities that support all individuals in reaching their fullest potential.

Evidence provides information for teachers and students to focus their teaching and learning to improve student understanding and tailor teaching strategies to accelerate student achievement.



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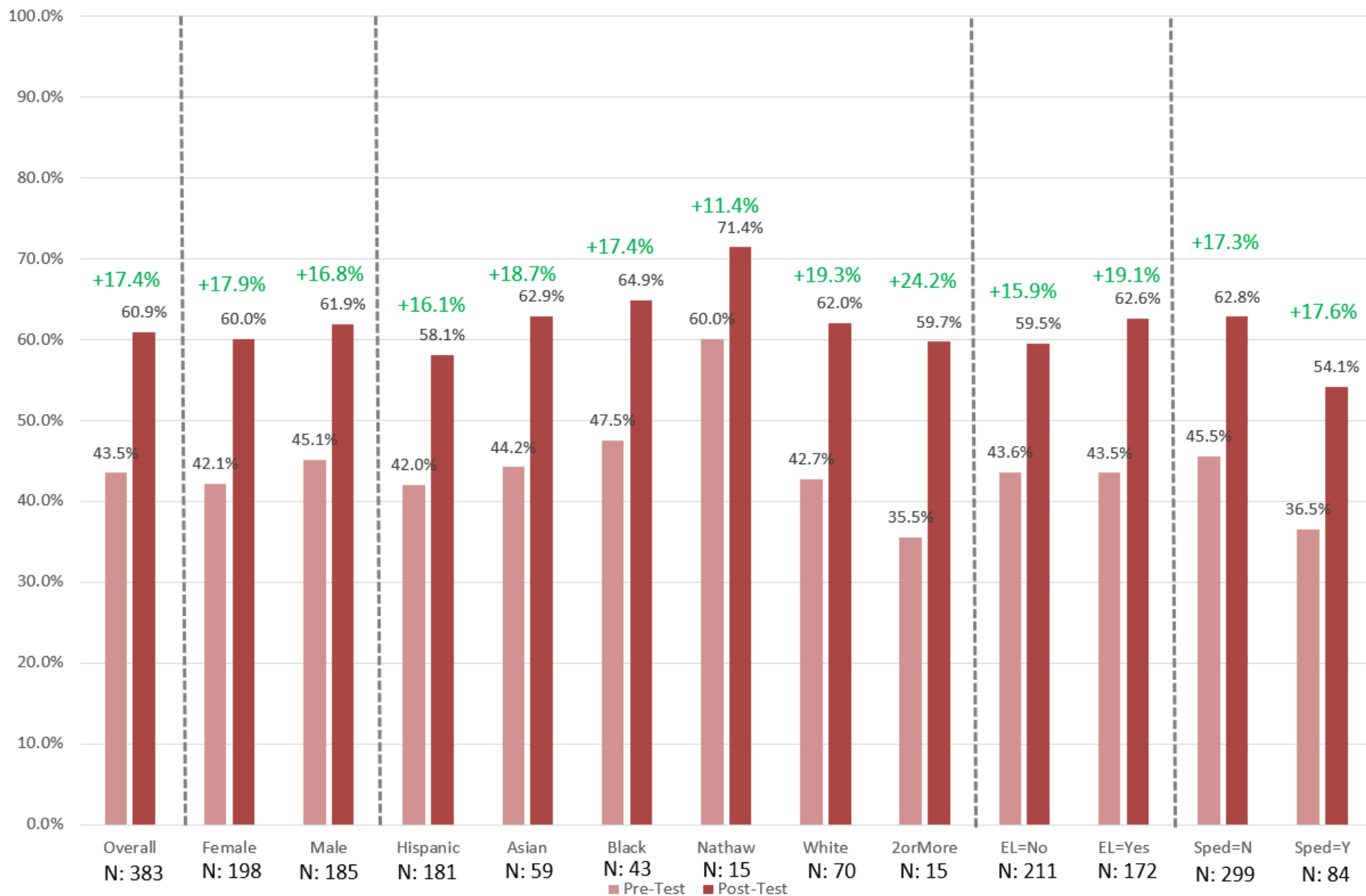


Executive Summary

The following is a summary of performance data from Targeted Services Summer School 2026 (School 0492-01-220). In total, 504 students, had at least 1 day of enrollment between 06/08/2026 and 07/23/2026 in Targeted Services Summer school for 2026. 23 of those students were in Grade KG Packer in Training and excluded from the analysis. Additionally, to be included in the summary students had to have completed both the pre-assessment and post-assessment to counted in the analysis.

The data from the Number Worlds Math and Benchmark Booster & Steps to Advance Language Arts curricula highlight substantial progress in student performance across various demographic sub-groups. Both programs demonstrate their effectiveness in improving academic outcomes, with notable gains observed in multiple grades and student populations. The following summaries provide an overview of the key findings and insights derived from pre-test and post-test results, illustrating the programs' impact on mathematical proficiency and language arts skills. The reports also identify areas for potential enhancement to further support specific student groups.





Reading

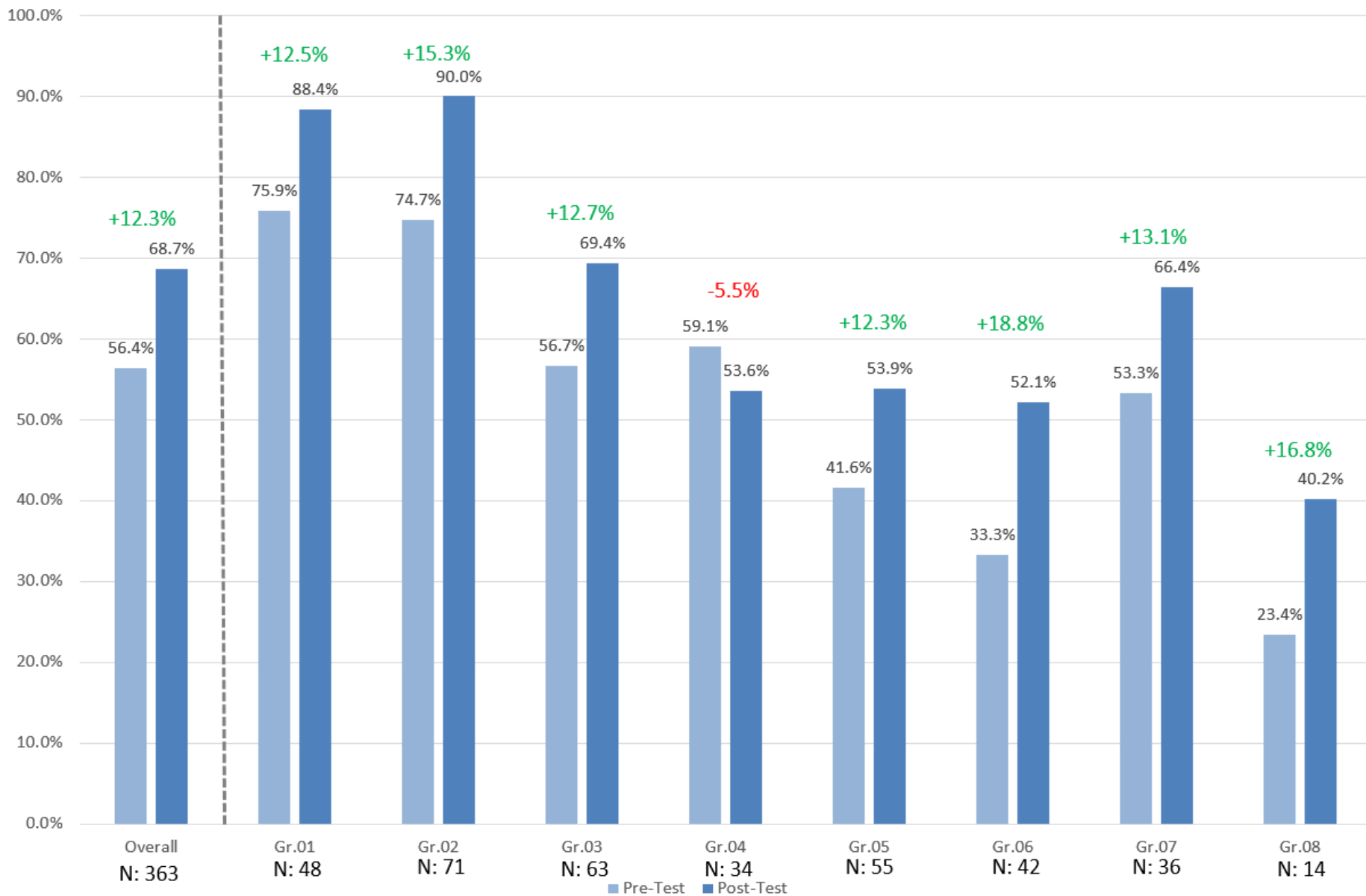
- The results from the Benchmark Booster and Steps to Advance Language Arts curriculum indicate significant improvements across various sub-groups. The overall average score increased by 17.4% percentage points, from a pre-test average of 43.5% to a post-test average of 60.9%.

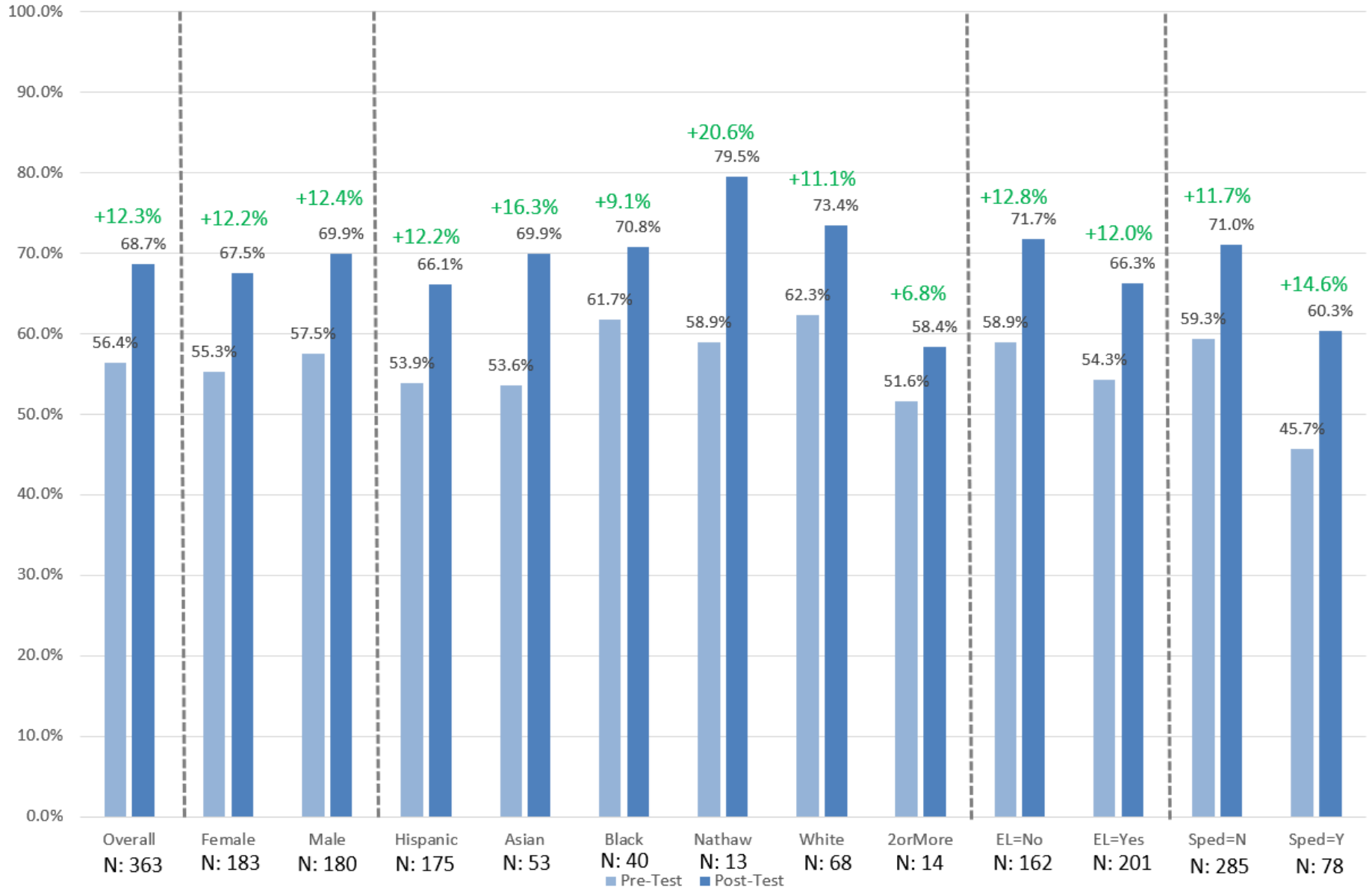
- **Key Findings:**

- **Overall performance** saw a notable **17.4% gain**, with an increase from **43.5% to 60.9%**.
- The largest gains were observed in **Grade 06** with an impressive **27.5% increase**, followed closely by **Grade 01 & Grade 02** with a **23.6%** and **21.1% increase respectively**.
- **Grade 03 & Grade 05**, exhibited steady progress with gains ranging from **15.6% to 16.0%**.
- **Grades 7, 8, and 4** showed smaller gains between **7.4% and 11.0%**, indicating areas where further support may be beneficial.
- **Gender Comparison:**
 - **Female students** had a gain of 17.9%, increasing from 42.1% to 60.0%.
 - **Male students** showed a slightly lower gain of 16.8%, improving from 45.1% to 61.9%.
- **Ethnic Group Performance:**
 - **Hispanic students** improved by 16.1%, from 42.0% to 58.1%.
 - **Asian students** showed significant improvement with a 18.7% gain (from 44.2% to 62.9%).
 - **Black students** had a gain of 17.4%, moving from 47.5% to 64.9%.
 - **Native Hawaiian students** showed the smallest improvement, gaining 11.4% (from 60.0% to 71.4%).
 - **White students** saw a 19.3% gain (from 42.7% to 62.0%).
 - **Students Identifying as Two or More Races** achieved the largest improvement, with a 24.2% gain (35.5% to 59.7%).

Reading

- **English Language Learners (EL):**
 - Non-EL students demonstrated a 15.9% gain (from 43.6% to 59.5%).
 - EL students showed improved by 19.1%, moving from 43.5% to 62.6%.
- **Special Education:**
 - Non-special education students showed a 17.3% gain (from 45.5% to 62.8%).
 - Special education students exhibited slightly higher improvement with a 17.6% gain (from 36.5% to 54.1%).
- **Conclusion:**
 - The Benchmark Booster and Steps to Advance Language Arts curriculum has positively impacted all sub-groups, with the greatest gains observed among Multiracial, EL, White, and Special Education students. While the overall results are promising, the comparatively smaller improvement among Native Hawaiian/Pacific Islanders and Male students indicates a potential area for focused intervention.
 - The overall gains reflect the program's effectiveness in enhancing language arts proficiency across diverse student populations.





Mathematics

Data from the Number Worlds Math curriculum shows notable improvements across various sub-groups when comparing pre-test and post-test scores. The overall gain in performance across all students was 12.3%, with an average pre-test score of 56.4% improving to a post-test score of 68.7%.

Key Findings:

- **Overall Improvement:** Students improved by an average of **12.3%** percentage points, from 56.4% to 68.7%.
- The largest gains were observed in **Grade 06**, with a **18.8% increase**, followed by **Grade 08** at **16.8%**.
- **Grades 01, 02, 03 and 05** also showed solid gains ranging from **12.3% to 15.3%**, indicating consistent progress across most grades.
- **Grade 04** demonstrated negative improvement, with a **5.5% loss**, suggesting potential areas for curriculum or instructional review.
- **Gender Comparison:**
 - Female students showed a gain of 12.2% (from 55.3% to 67.5%).
 - Male students had a slightly higher gain of 12.4% (from 57.5% to 69.9%).
- **Ethnic Group Performance:**
 - **Hispanic students** had a gain of 12.1% (from 53.9% to 66.1%).
 - **Asian students** improved by a 16.3% gain (from 53.6% to 69.9%).
 - **Black students** demonstrated a 9.1% gain (from 61.7% to 70.8%).
 - **White students** saw a 11.1% gain (from 62.3% to 73.4%).
 - **Native Hawaiian/Pacific Islander students** showed the largest improvement with a gain of 20.6% (from 58.9% to 79.5%).
 - **Students Identifying as Two or More Races** showed the smallest gain, only 6.8% (from 51.6% to 58.4%).

Mathematics

- **English Language Learners (EL):**
 - Non-EL students improved by 12.8% (from 58.9% to 71.7%).
 - EL students gained 12.0% (from 54.3% to 66.3%).
- **Special Education:**
 - Non-special education students gained 11.7% (from 59.3% to 71.0%).
 - Special education students demonstrated progress with a gain of 14.6% (from 45.7% to 60.3%).

Conclusion:

The Targeted Services Summary school program has proven effective in improving mathematical proficiency across various demographic sub-groups with the Number Worlds Math curriculum. Noteworthy improvements were observed, especially among Native Hawaiian / Pacific Islander and Special Education students, highlighting the curriculum's wide-reaching impact. However, the relatively lower improvement among Grade 04 and Multi-Racial students suggests a need for targeted interventions for these groups.

The program's overall success, with consistent gains across the board, reflects its ability to enhance students' mathematical understanding and performance.