



Summer Programming Updates

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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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INSPIRE • EMPOWER • ACCELERATE

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

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.



What is Targeted Services?

124D.68 GRADUATION INCENTIVES PROGRAM.

Targeted services and ALC programming aims to build academic skills, improve organizational abilities, and strengthen social/emotional competencies

The intent is to **supplement** existing services, not supplant them, and to give students the assets and protective factors needed for long-term success.

Evidence Based Practices

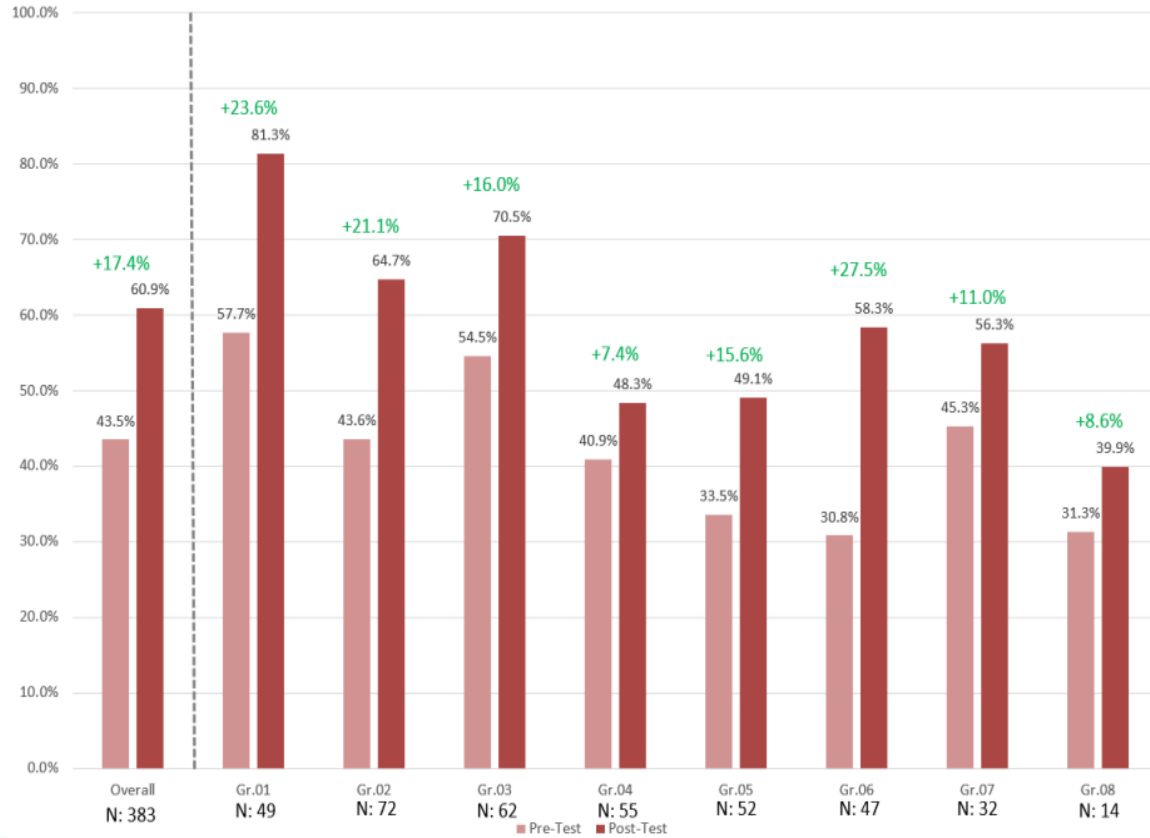
- Start Planning Early
- Structure Program for Sufficient Academic Time on Task
- Use Effective Student Recruitment Practices
- Hire Effective Instructional Staff
- Provide High-Quality Academic Instruction
- Foster a Positive Summer Site Climate
- Maximize Attendance
- Strive for Cost Efficiencies



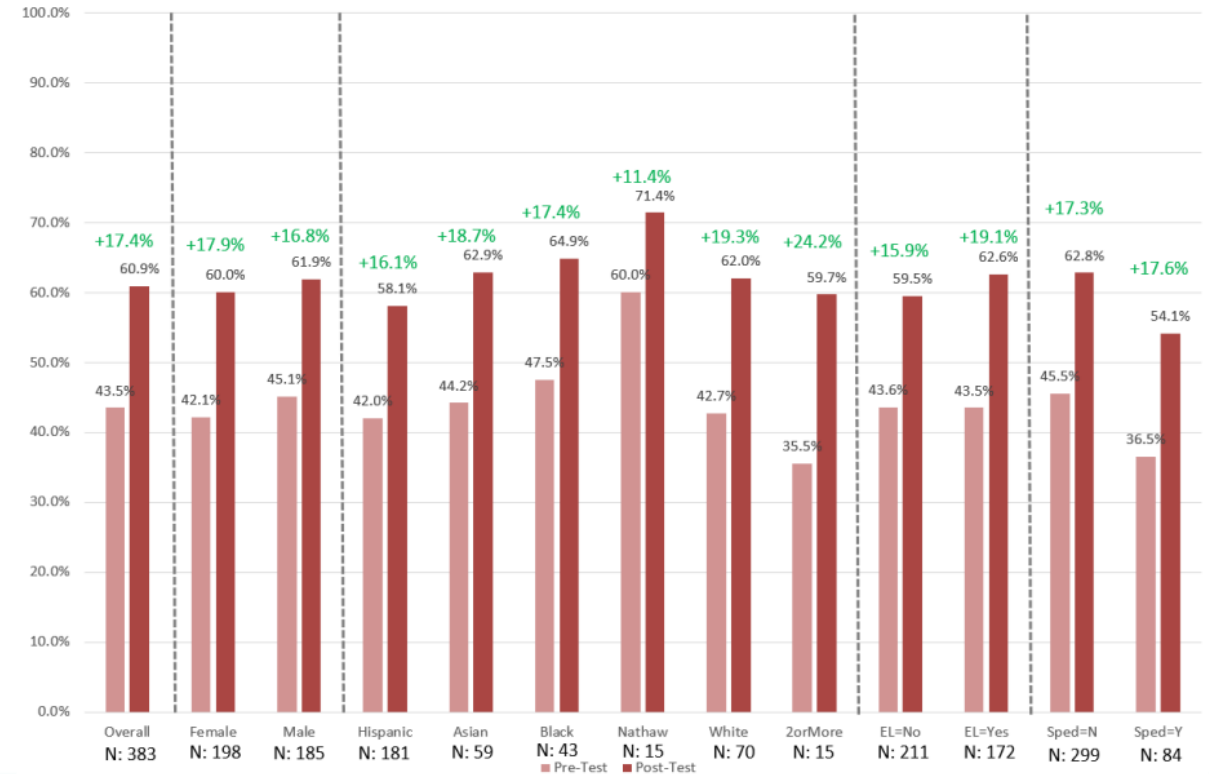
DISTRICT
**Summer
Learning**
NETWORK



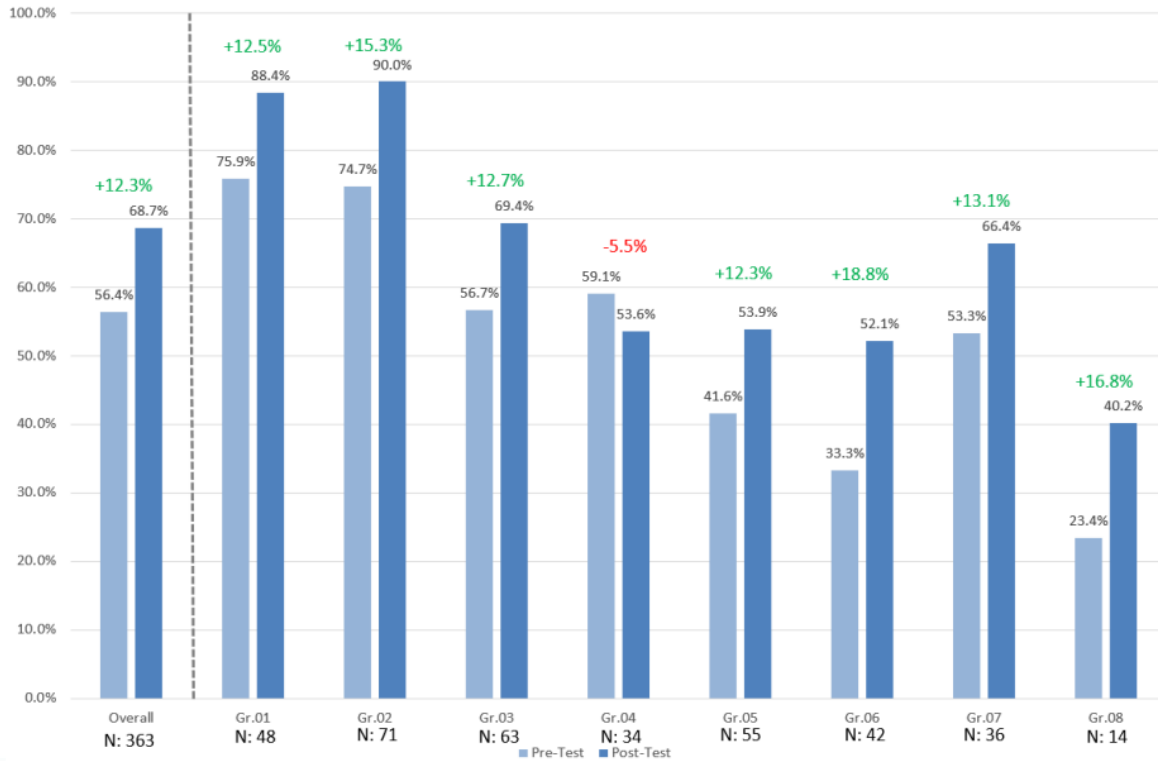
Academic Data



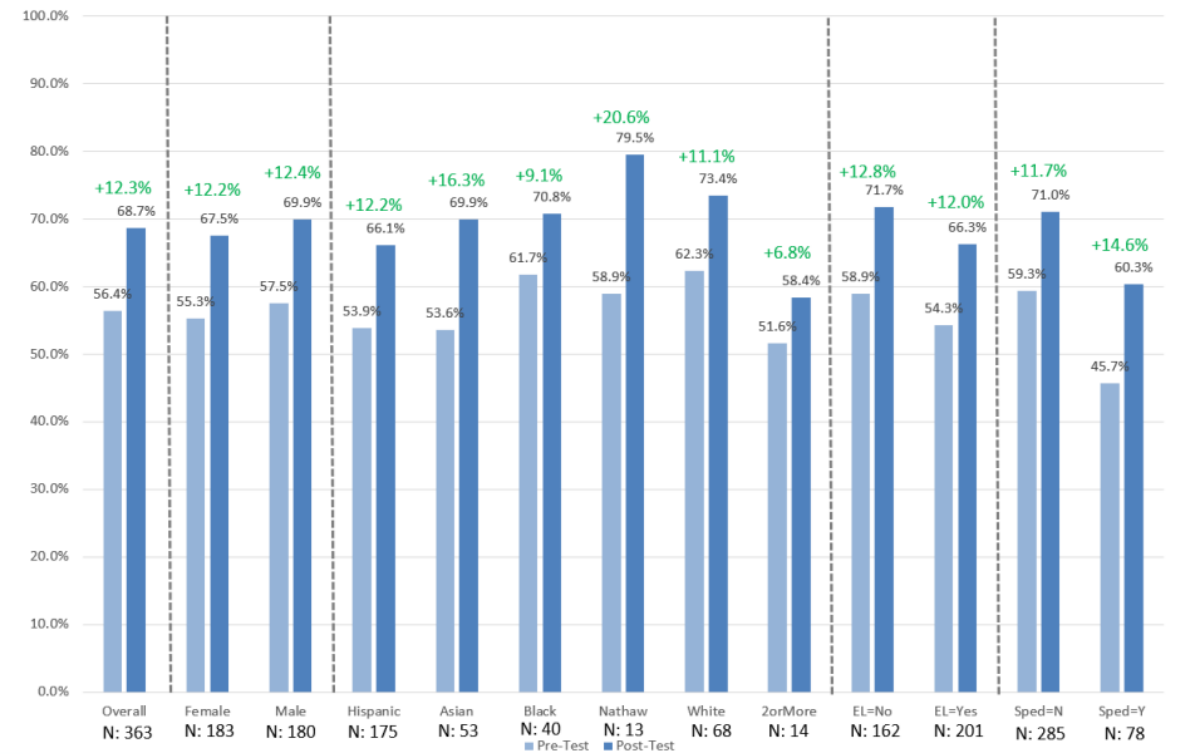
Overall performance saw a notable 17.4% gain, with an increase from 43.5% to 60.9%.



EL students showed improved by 19.1%, moving from 43.5% to 62.6%.
 Special education students exhibited slightly higher improvement with a 17.6% gain (from 36.5% to 54.1%).



Overall Improvement: Students improved by an average of 12.3% percentage points, from 56.4% to 68.7%



EL students gained 12.0% (from 54.3% to 66.3%).

Special education students demonstrated progress with a gain of 14.6% (from 45.7% to 60.3%)



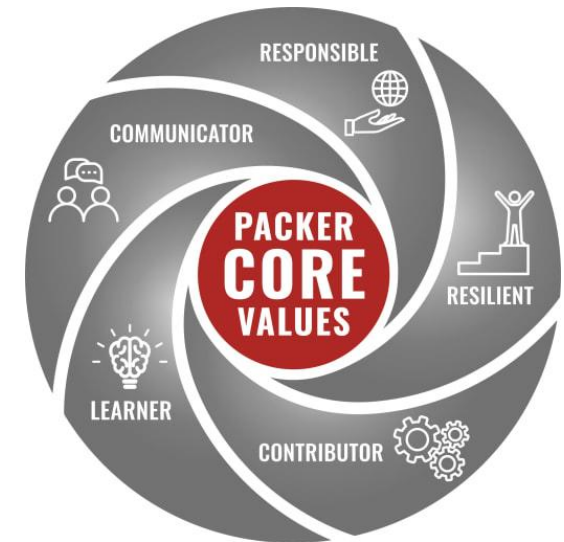
By The Numbers

By the Numbers

- 504 Students in K-8 Summer School
- 232 Students in 9-12 Summer School
- 60 Staff (K-12)
- AHS students consistently volunteered at our K–8 sites—earning volunteer hours while making a lasting impact on the next generation of Packers!

Packer Profile

- Weekly Lessons Focusing On Core Values.
- Over 12 Community partnerships flourished through our ongoing *Packer Profile* collaboration
- Journal Prompts
- Addition of Packer Profile Enrichment at Ellis Site



Beyond the Classroom: Enriching Experiences

Students engaged in hands-on, meaningful learning both on and off campus. Some highlights included:

- Field Trips & Community Experiences:
Paramount Theater, local parks, Hormel Nature Center
- Health & Safety Presentations (EL Health at AHS):
Chemical health speaker, First aid presentations, Hormel health education, United Way guest speaker
- Creative & Physical Electives (K-8):
PE, Music, Packer Profile, Reading Corps and extended library enrichment

Sumner Data

- **100%** felt safe and welcome.
- **94%** said their teacher helped them
- **90%** said they learned new things.
- **80%** clearly believed they improved academically.
- **91%** felt proud of something they accomplished.
- **95%** rated the overall experience as either **Good or Excellent**.
- **85%** said they liked coming to summer school.

Ellis Data

- **96%** said they felt safe and welcome at least sometimes
- **96%** said their teacher helped them at least sometimes
- **94%** felt that adults cared about them at least sometimes.
- **93%** learned things that could help them next school year at least sometimes.
- **91%** believed they improved in an academic or other skill at least sometimes.
- **87%** rated the overall experience as **Good or Excellent**.
- **91%** said they made new friends during summer school.

AHS Data

- **83%** understood which credit they needed to recover and why it mattered.
- **83%** understood what they needed to complete to earn credit.
- **83%** said the work was challenging but still possible with support.
- **67%** said they received enough support to continue working toward credit recovery.
- **67%** clearly felt respected and supported by adults, with another 25% responding neutrally.
- **58%** said the summer schedule helped them stay focused and make progress.

By The Numbers

- 232 Students in 9-12 Summer Schol
- 556 courses recovered
- Average of 2 credits per student.

27 Summer Graduates!



Staff Feedback

- **87%** were very satisfied with their summer school experience; the remaining 13% were somewhat satisfied. No staff member reported being dissatisfied.
- **96%** believed summer school aligned with Austin Public Schools' mission and vision.
- Across the seven academic-quality questions, **92% of all responses were positive.**
- **100%** said enrichment teachers and curriculum added value.
- **96%** said the lead-teacher model supported effective programming.
- **96%** valued the secretarial support provided.
- **91%** appreciated completing professional development on their own time.
- **83%** said the PD Playlist helped them feel prepared.

The strongest overall message is that **staff believed the program was well led, well supported, and academically worthwhile.**

Evidence Based Practices-Reflection

- Start Planning Early
- **Structure Program for Sufficient Academic Time on Task**
- Use Effective Student Recruitment Practices
- **Hire Effective Instructional Staff**
- **Provide High-Quality Academic Instruction**
- **Foster a Positive Summer Site Climate**
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**Thank you for your
continued support of
summer programming!**