



# SUMMER BOOST 2024 EVALUATION Final Report



Launched by  
**Bloomberg  
Philanthropies**

July 2025

# TABLE OF CONTENTS

## 1 EXECUTIVE SUMMARY

## 2 INTRODUCTION

- Summer Boost Program Overview
- Research Design and Methodology

## 3 KEY FINDINGS

- Does Summer Boost work?
- Who does Summer Boost work for?
- What practices are linked to outcomes?

## 4 IMPLICATIONS

## 5 APPENDIX

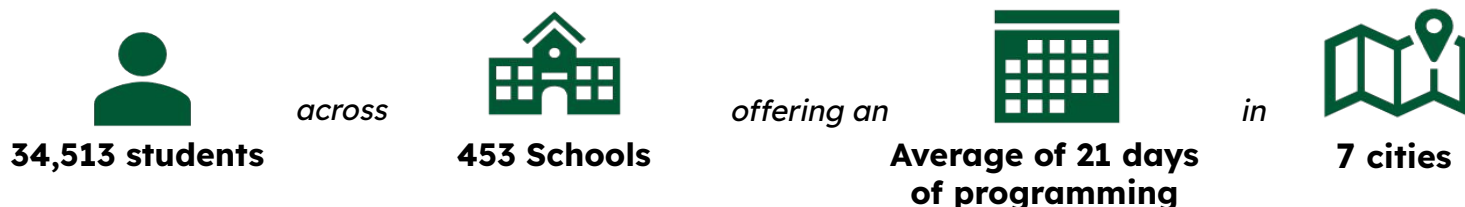
- About the Authors
- About the Advisors
- Acknowledgements
- Bibliography
- Previous Learnings
- Detailed Methodology
- Caveats and Limitations
- Additional Weeks of Learning Methodology
- Pre/Post Assessment Results

# EXECUTIVE SUMMARY

## ABOUT SUMMER BOOST

Summer Boost is a summer learning initiative supported by Bloomberg Philanthropies in partnership with co-funders. Launched in response to COVID learning loss, the program continues to support charter students in cities across the nation to accelerate learning and drive academic recovery in English Language Arts and math.

Summer Boost requires schools to provide a minimum of **20 days of programming**, with an average of **3 total hours of high quality English Language Arts (ELA) and math** instruction each day. Schools are required to maintain a maximum **student to teacher ratio of 25:1**, and administer standardized **pre- and post-assessments** provided by Summer Boost. Otherwise, schools have flexibility in how they implement their programs, such as curriculum used, enrichment activities, and length of program day. In 2024, Summer Boost served:



## EVALUATION APPROACH

To assess the impact of Summer Boost, Bloomberg Philanthropies commissioned an evaluation to answer the following research questions:

- ✓ **Does Summer Boost work?**
- ✓ **Who does Summer Boost work for?**
- ✓ **What practices are linked to outcomes?**

This evaluation builds on the 2023 analysis. With two years of data, for the first time we were able to analyze the impact for students who **participated in the program for two years in a row**, as well as the **lasting impact** for students who participated in 2023 but not 2024.

Using a quasi-experimental Value Added Model (VAM), researchers analyzed multiple years of i-Ready and MAP Growth test data. The study also examined student characteristics, attendance data, pre/post-program assessments, and program characteristics to identify differences in impact. The total dataset included ~160,000 students, including the comparison group.

# KEY FINDINGS

## 1. DOES SUMMER BOOST WORK?

### IN SHORT, YES!

Summer Boost 2024 drove positive, statistically significant growth in math and ELA test scores. **In 2024, students gained an additional ~5 weeks of math learning and ~2 weeks of ELA learning compared to their peers who did not participate in the program.** Similar to other research, this evaluation found more impact in math than in ELA results.

**Students who attended Summer Boost for two consecutive years improved more in math** than students who attended only one year, **signaling that each additional summer can add value.** And students who did Summer Boost in 2023 but not 2024 showed signs of positive growth in math over a year later, **suggesting a potentially “sticky” effect of program participation.**

*Implication: There is value in investing in multi-year summer learning to drive student growth.*

## 2. WHO DOES SUMMER BOOST WORK FOR?

### SUMMER BOOST HAD IMPACT ACROSS STUDENT GROUPS

Summer Boost had impact across **student groups, cities, achievement levels, and grades**, with some particular bright spots for students with lower baseline achievement levels and upper grade levels.

*Implication: Summer Boost is effective in supporting students from different backgrounds.*

## 3. WHAT PRACTICES ARE LINKED TO OUTCOMES?

### HIGH ATTENDANCE

Student **attendance rates were linked to positive growth** in both math and ELA.

### VARIOUS PROGRAM APPROACHES

**Various approaches** to program structure and allocation of time between enrichment and academics led to growth.

*Implication: Continued focus on attendance and implementing lower student to teacher ratios where feasible are likely to increase impact. Beyond this, as long as schools are meeting minimum instructional requirements, programs can be implemented in different ways and still achieve positive student outcomes.*

### SMALL CLASS SIZES

Programs with **student to teacher ratios less than 16:1 had greater impact on growth** than larger class sizes.

# INTRODUCTION





# INTRODUCTION

## ABOUT SUMMER BOOST

Over the past decade, U.S. students have faced [declines in reading and math proficiency](#), exacerbated by significant setbacks during the COVID-19 pandemic. In addition to COVID-19 learning setbacks, research shows that [students often lose learning](#) over the summer, with larger losses typically occurring in math. The 2024 National Assessment of Educational Progress (NAEP) revealed that student [achievement remains below pre-pandemic levels](#), with lower-performing and low-income students experiencing the most significant negative impact. Although some students have shown promising learning recovery in recent years, many still lag behind.

Recognizing the urgent need for learning recovery, Bloomberg Philanthropies, in partnership with co-funders, launched Summer Boost in 2022 to provide high-quality summer learning for rising 1st through 9th graders. Created in response to COVID-related learning loss, the program continues to support charter students in select cities nationwide to combat ongoing learning loss. In its first year, Summer Boost served 16,383 students in New York City. **By 2024, Summer Boost had more than doubled in scale, reaching 34,513 students across 453 schools in seven U.S. cities.**



### 7 CITIES

- Baltimore
- Birmingham
- Memphis
- Nashville
- New York City
- San Antonio
- Washington, D.C.



# INTRODUCTION

## ABOUT SUMMER BOOST

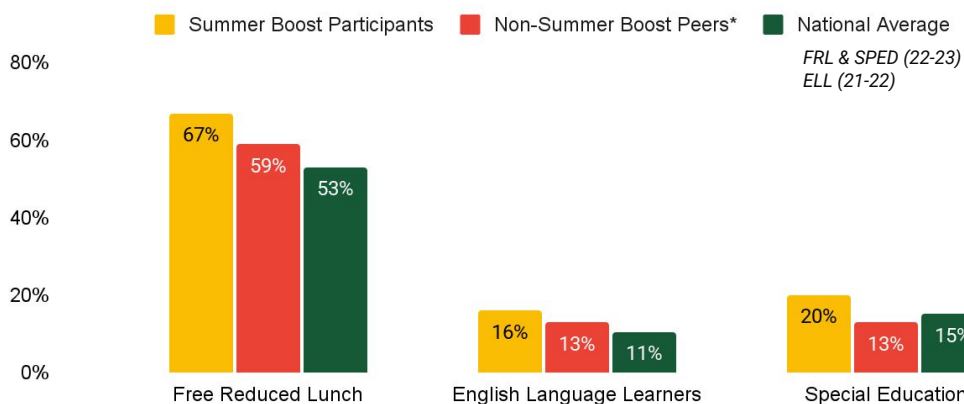
### PROGRAM DESIGN

Summer Boost required schools to deliver at least **20 days of programming**, with an average of **3 total hours of high quality English Language Arts (ELA) and math** instruction each day. Schools were required to maintain a **student to teacher ratio no higher than 25:1**, and administer standardized **pre- and post- assessments** provided by Summer Boost. Full grant disbursement was awarded to schools meeting a 70% average daily attendance threshold, though those falling below that number still received partial funding. **Beyond these core requirements, schools had flexibility** in program implementation, including:

- Option to use the Lavinia RISE curriculum—provided for free along with Summer Boost-provided training—or select their own (over half of students used the Lavinia RISE curriculum).
- Targeted student recruitment, with a focus on enrolling those who could benefit most.
- Choice to provide enrichment activities alongside instruction.
- Variation in length of program day (half or full).

### STUDENTS SERVED

Summer Boost 2024 primarily served those eligible for Free or Reduced-Price Lunch, a key indicator of low-income status. Summer Boost served these populations at a higher rate than the schools they attended as well as national public schools.<sup>1, 2, 3</sup>



<sup>1</sup>Percentages are based on the total # of students served and may not align with the analytic sample detailed later in the report.

<sup>2</sup>U.S. Department of Education. *National free/reduced lunch and Special Education participation rates, 2022-2023.*

<sup>3</sup>U.S. Department of Education. *National ELL participation rates, 2021-2022.*

\*Non-Summer Boost Peers refers to students in the same schools and grades as Summer Boost students who did not participate in the program.



# INTRODUCTION

## RESEARCH QUESTIONS

To assess the impact of high-quality summer programming in helping students recover from COVID-related learning loss and accelerate achievement, Bloomberg Philanthropies collaborated on a quasi-experimental study with [MGT](#), Dr. Geoffrey Borman at Arizona State University, and external advisors Dr. Thomas Kane and Dr. Andrew McEachin. The evaluation aimed to explore the following questions:

1. Does Summer Boost Work?

2. Who does Summer Boost work for?

3. What practices are linked to outcomes?

For the first time, the evaluation was also able to explore the cumulative impact for students who participated for two years in a row, and the lasting impact of just one year of summer learning.

## EVALUATION METHODOLOGY

Researchers used a Value Added Model (VAM) to gauge Summer Boost's impact on student growth. This method **compares predicted student growth without the program** (based on past test scores, student characteristics, etc.) **to how students actually grow**. If Summer Boost participants perform better than predicted, that additional growth can be attributed to the program. VAM was selected as the primary methodology given its effectiveness for a multi-year evaluation with more complex comparison groups (e.g., students who did Summer Boost in 2023 only, 2024 only, or 2023 and 2024), allowing researchers to isolate the impact on different groups over time.

To provide a comparison to last year's evaluation, researchers also conducted a Difference-in-Differences (DiD) study, which was used alongside VAM in 2023. DiD compares achievement gains between students in the program versus those who didn't participate. A DiD study estimates impact by assuming that without the program, participating students' gains would mirror those of non-participants, so the difference in gains indicates Summer Boost's causal impact. For a methodology crosswalk of 2023 and 2024 impact estimates, see [here](#).

For additional information on methodology, see the [appendix](#).

# EVALUATION METHODOLOGY (cont.)

To discern if Summer Boost had differential impacts on subgroups or under certain conditions, researchers analyzed student variables like Free or Reduced-Price Lunch status, along with qualitative program implementation data, to isolate impact by each variable.

**The total dataset comprised over 160,000 students across 206 grantees**, including approximately 35,000 Summer Boost students and 125,000 comparison group students.

MGT collaborated with schools and with assessment partners NWEA (MAP Growth) and Curriculum Associates (i-Ready) to collect:

- i-Ready and MAP Growth assessment data from Fall '22 - Fall '24
- Student Characteristic information
- Attendance data (*program participants only*)
- Qualitative data on program implementation obtained through grantee and site surveys
- Lavinia pre- and post- assessments (*program participants only*)

In addition to i-Ready and MAP Growth standardized test data used in the VAM study, **Summer Boost also administered pre- and post-assessments developed by the Lavinia Group** and vetted by third-party evaluators. The assessments focused on prioritized summer standards that map onto state academic standards. Administering the assessments to all Summer Boost students was a grant requirement in order to measure student growth over the course of the program. Pre/post data and the quasi-experimental evaluation provide a complementary picture of the growth of Summer Boost students and impact of the program:

Pre/Post Assessments <i>Lavinia Group</i>	Quasi-Experimental Evaluation <i>i-Ready and MAP Growth</i>
<p>Show <b>summer gains made by Summer Boost participants on specific Math and ELA standards</b>, tied to <b>prioritized</b> Common Core and state standards.</p> <p>Note: no comparison group</p>	<p>Compares <b>how we would predict students would grow without the program</b> (based on past test scores, student characteristics, etc.), and <b>how they actually grow</b>. If students' actual scores are higher than we would predict, <b>that extra growth is attributed to the program (i.e., the "value added")</b>.</p>

Further detail on pre- and post-assessments can be found in the [appendix](#).

# KEY FINDINGS

# KEY FINDINGS

## 1. DOES SUMMER BOOST WORK?

### IN SHORT, YES!

With two years of data, this year's evaluation was able to explore the overall Summer Boost 2024 impact, as well as the cumulative impact for students who participated for two years in a row and the lasting impact of just one year of summer learning.

#### 2024 Impact



Summer Boost 2024 drove **positive, statistically significant growth in math and ELA** test scores.

#### 2-Year Impact



Students who attended Summer Boost for two consecutive years improved more in math than students who attended only one year, signaling that **each additional summer can add value**.

#### 1-Year Lasting Impact



Summer Boost students showed signs of positive growth in math over a year later, suggesting a potentially **“sticky” effect of program participation**.

*Implication: There is significant value in investing in multi-year summer learning to drive student growth.*

## 2. WHO DOES SUMMER BOOST WORK FOR?

### SUMMER BOOST HAD IMPACT ACROSS STUDENT GROUPS

Summer Boost had impact across **student groups, cities, achievement levels, and grades**, with some particular bright spots.

*Implication: Summer Boost is effective in supporting students from different backgrounds.*

## 3. WHAT PRACTICES ARE LINKED TO OUTCOMES?

### HIGH ATTENDANCE

Student **attendance rates were linked to positive growth** in both math and ELA.

### SMALL CLASS SIZES

Programs with **student to teacher ratios less than 16:1 had greater impact on growth** than larger class sizes.

### VARIOUS PROGRAM APPROACHES

**Various approaches** to program structure and allocation of time between enrichment and academics led to growth.

*Implication: High attendance and lower student to teacher ratios are likely to increase impact. Beyond this, as long as schools are meeting minimum instructional requirements, programs can be implemented in different ways and achieve student outcomes.*

## 1 Research Question

# DOES SUMMER BOOST WORK?

2024 IMPACT



## Did Summer Boost have an impact in 2024?

Summer Boost had a **statistically significant, positive impact on student growth in math and ELA test scores**. As a result of Summer Boost 2024, students gained the equivalent of an additional ~5 weeks of math compared to their peers who did not participate –*mirroring the gains observed last year*. These impacts were evident in Fall 2024 i-Ready and MAP Growth tests<sup>1</sup>, which students took weeks, or in some cases months, after the summer program ended.

In ELA, participants gained an additional ~2 weeks of learning compared to peers, which is *slightly lower than last year's results*. **Consistent math impacts across Summer Boost 2023 and 2024, along with prior studies, increase confidence in the benefits of summer learning for math.**



## INTERPRETING RESULTS

### Why do students grow more in math than ELA in summer learning?

- **Math is learned primarily at school and seldom practiced outside the classroom**, while reading and writing are more frequently reinforced through everyday experiences (e.g., reading at home). Given this, **students tend to lose more math skills over the summer than they do in ELA**, and summer programs may have a bigger impact in math.
- **Standardized assessments also tend to measure math learning more effectively than ELA**, as math skills are more concrete, while reading involves more complex cognitive processes that are harder to capture on a test question. Given this, it's also possible that the tests our evaluation relies on don't fully capture the reading growth students are experiencing.

<sup>1</sup>While Summer Boost is focused on ELA broadly, these assessments measure reading specifically; all ELA results herein refer to reading.

<sup>2</sup>Information on how additional weeks of learning are calculated can be found in the [appendix](#).

## 1 Research Question

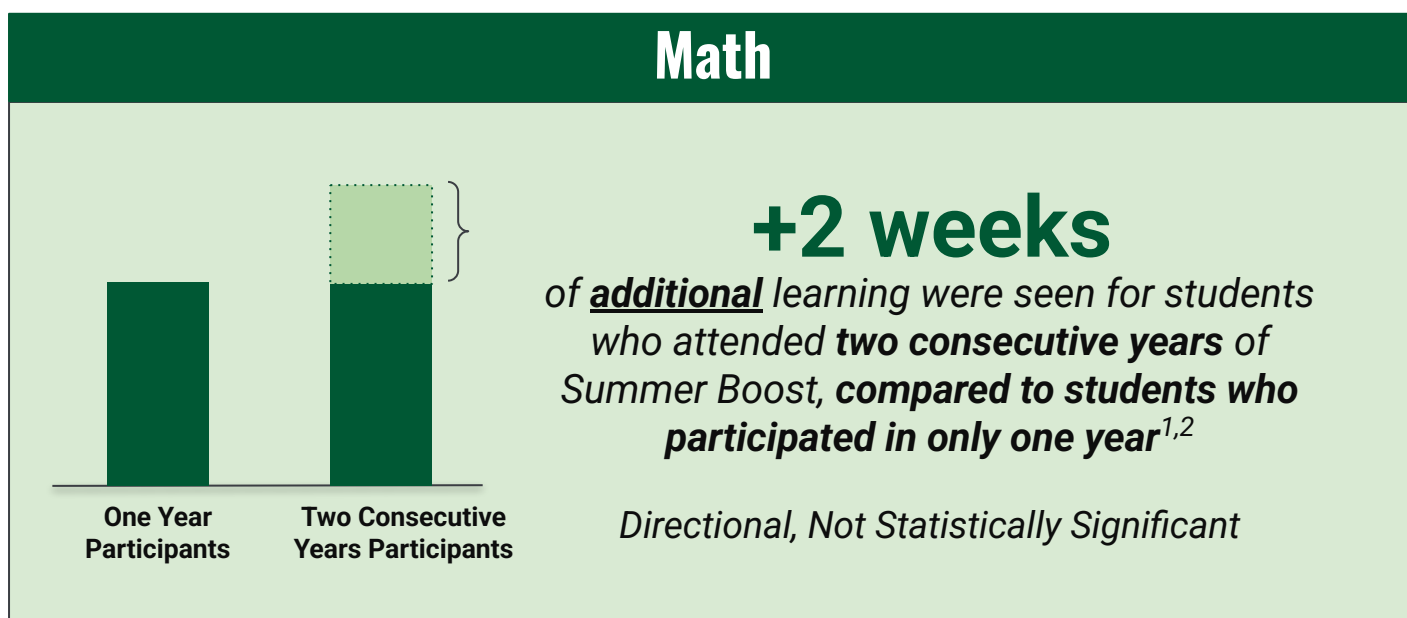
# DOES SUMMER BOOST WORK?

## 2-YEAR IMPACT



### What is the impact of two years in a row of Summer Boost?

Students who **attended two consecutive years of Summer Boost gained approximately 2 additional weeks of learning in math compared to those who attended only one year<sup>1</sup>**, although the difference was not statistically significant (likely due in part to smaller sample size). This additional impact was not detected for ELA outcomes. These findings align with results from RAND (2016), which also found cumulative benefits in math. These results are promising, but more years of data would increase confidence in the findings.



In 2024, **27% of students** (~8,500 students) who attended in 2023 **returned for a second year of Summer Boost in 2024**. This is consistent with what we would expect for a typical summer learning program.

## IMPLICATION

Students who attended Summer Boost for two consecutive years improved more in math than students who attended only one year, signaling that **each additional summer can add value**.

<sup>1</sup>Attended or participated in "only one year" refers to a single year of attendance in either 2023 or 2024.

<sup>2</sup>Information on how additional weeks of learning is calculated can be found in the [appendix](#).

## 1 Research Question

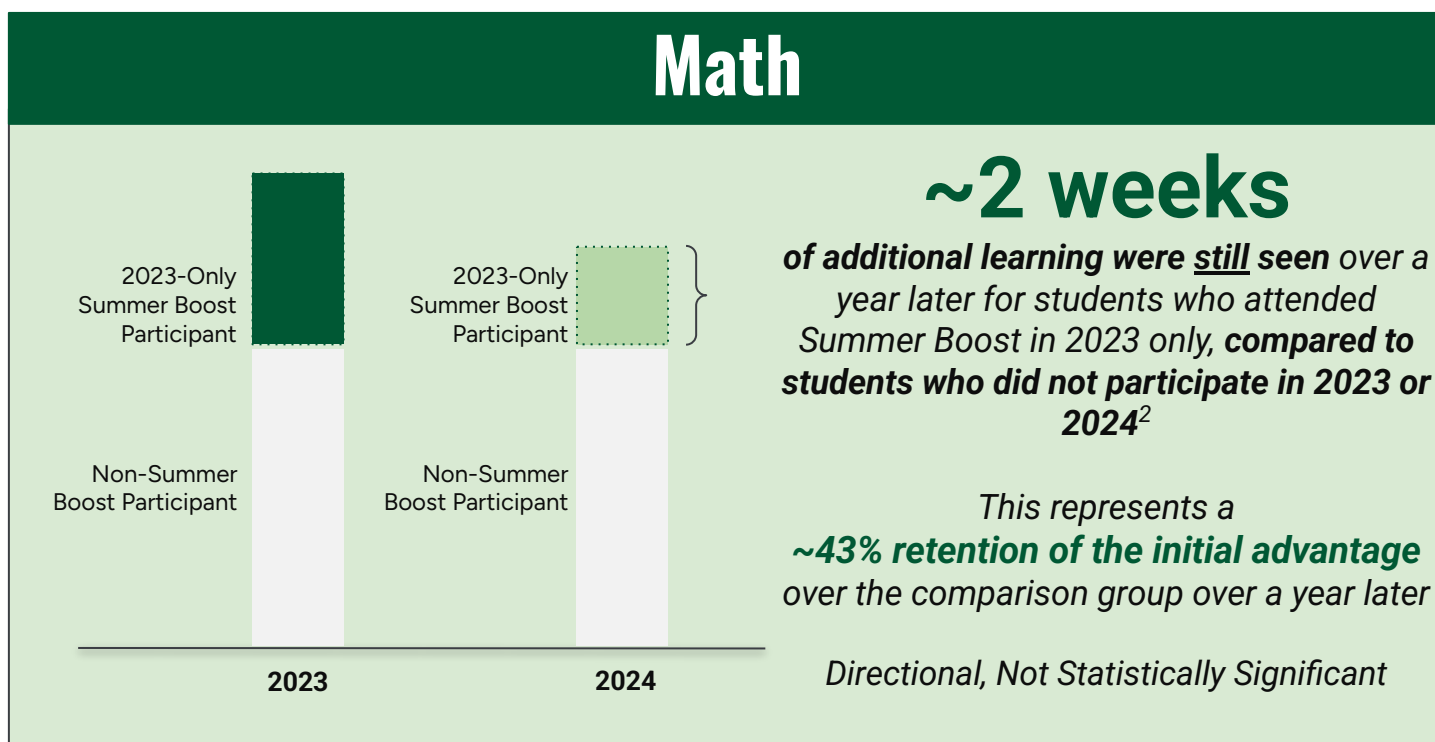
# DOES SUMMER BOOST WORK? 1-YEAR LASTING IMPACT



## Does just one year of Summer Boost have a lasting impact?

Students who only participated in Summer Boost 2023<sup>1</sup> still showed signs of **positive growth in math over a year later**, suggesting a potentially “sticky” effect of program participation. These students retained an **advantage equivalent to roughly 2 weeks of additional math learning** compared to students who did not participate in 2023 or 2024. This represents about **43% retention of the initial gains** observed immediately after the program.

Although some of the effect diminished over time and the differences were not statistically significant (likely due in part to smaller sample size), the findings indicate that **even a single year of participation may offer lasting benefits in math outcomes**. Lasting effects were not observed in ELA.



## IMPLICATION

**Just one year of Summer Boost has lasting positive impact** on student academic outcomes.

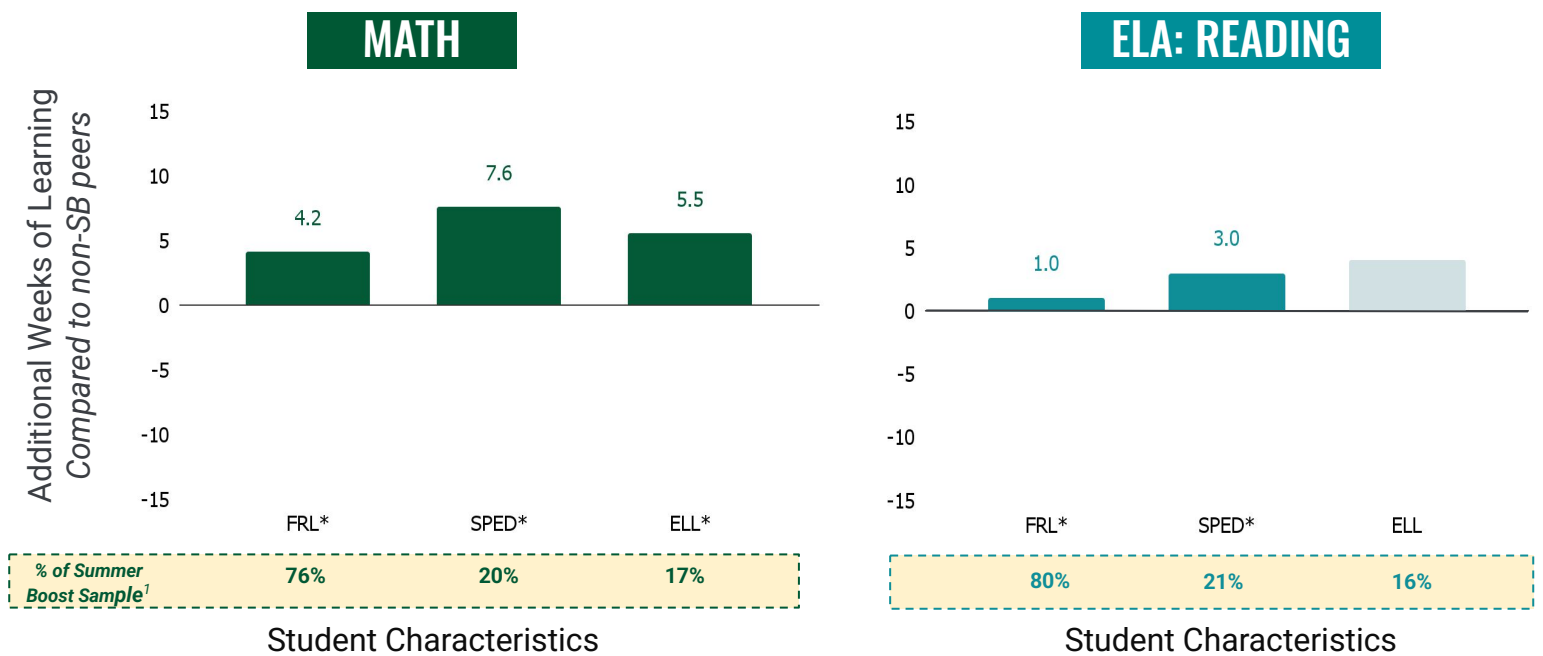
<sup>1</sup>“Only participated in Summer Boost 2023” refers to students who participated in 2023 but did not participate in 2024.

<sup>2</sup>Information on how additional weeks of learning is calculated can be found in the [appendix](#).

## 2 Research Question

# WHO DOES SUMMER BOOST WORK FOR? STUDENT CHARACTERISTICS

Similar to last year, **Summer Boost had an impact for students who often need additional support:** those eligible for Free or Reduced-Price Lunch (FRL), special education students (SPED), and English Language Learners (ELL).



\* Denotes statistical significance where p-value is less than 0.05

<sup>1</sup> Summer Boost sample percentages include only students with complete data, which may differ between math and ELA.

Not Statistically Significant

## IMPLICATION

Not only is Summer Boost effective overall, it has a **significant impact for students who need the most support.**

## 2 Research Question

# WHO DOES SUMMER BOOST WORK FOR?

## GEOGRAPHY

Similar to last year, **Summer Boost students grew across cities**. While the city-level analyses provide directional evidence of student growth, smaller sample sizes lead to varying results year over year at the city level. As a result, program-wide results are more helpful to understand overall impact of Summer Boost.

Two-year **trends suggest that higher attendance rates may contribute to higher results**. Cities with **high student attendance rates (above 80%) generally saw stronger academic outcomes**, particularly in math.

Find more information about the impact of attendance [here](#).



### 7 CITIES

- Baltimore
- Birmingham
- Memphis
- Nashville
- New York City
- San Antonio
- Washington, D.C.

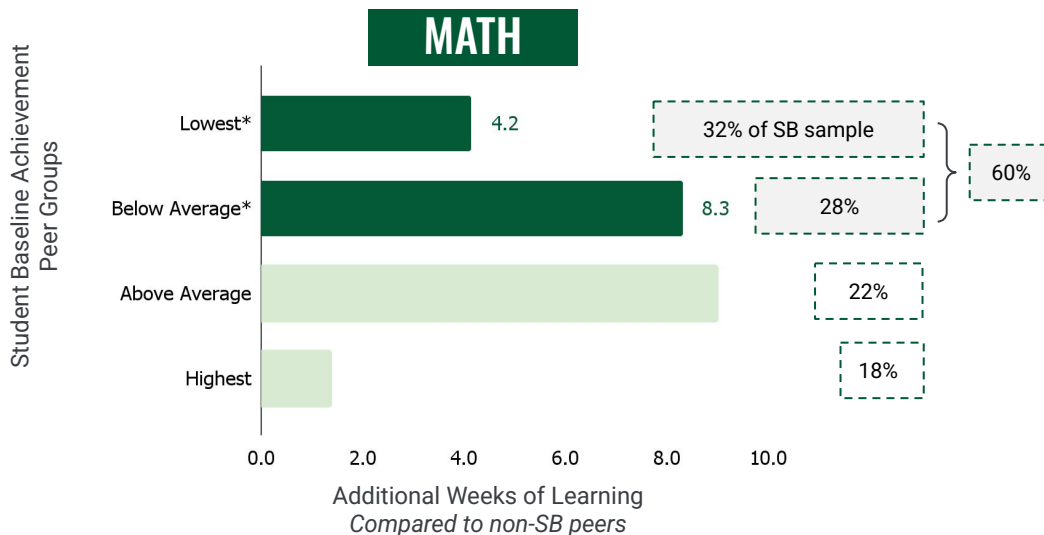
## IMPLICATION

**The program can be implemented effectively across multiple geographies and contexts**, now evidenced with two years of data.

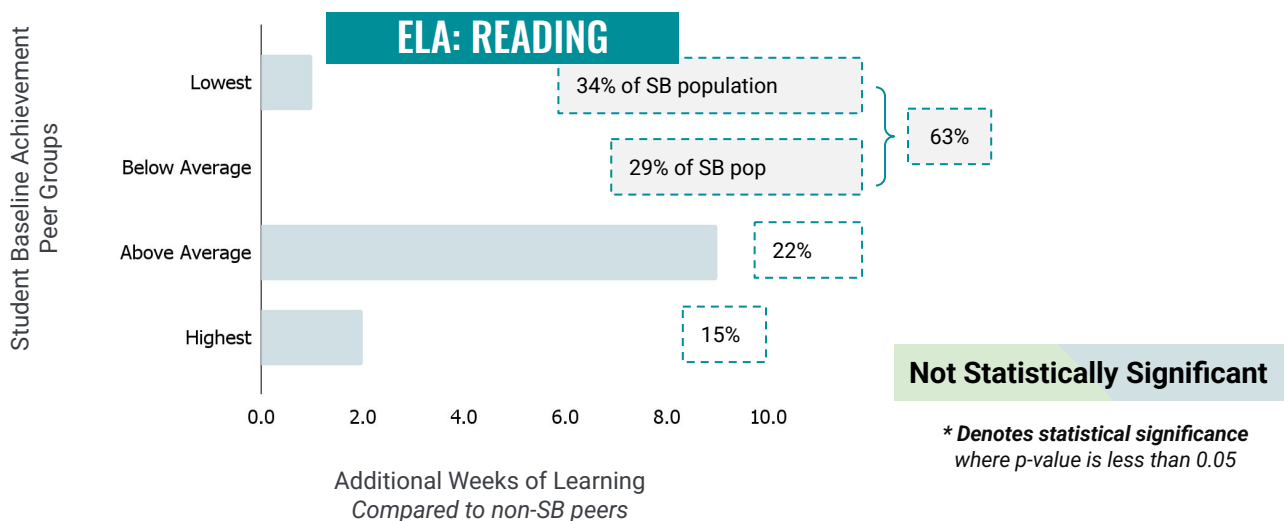
## 2 Research Question

# WHO DOES SUMMER BOOST WORK FOR? ACHIEVEMENT LEVELS

Summer Boost targets support for students who are the farthest behind. **Students with lower baseline achievement levels showed significant growth in math**, demonstrating that **students who need Summer Boost the most are benefitting**.



**Trends in ELA were less clear.** Last year, the evaluation saw statistically significant results for multiple achievement levels in ELA; the 2024 evaluation did not. ELA results across the program were slightly lower overall this year, likely contributing to the lack of statistically significant findings in smaller data cuts.



## IMPLICATION

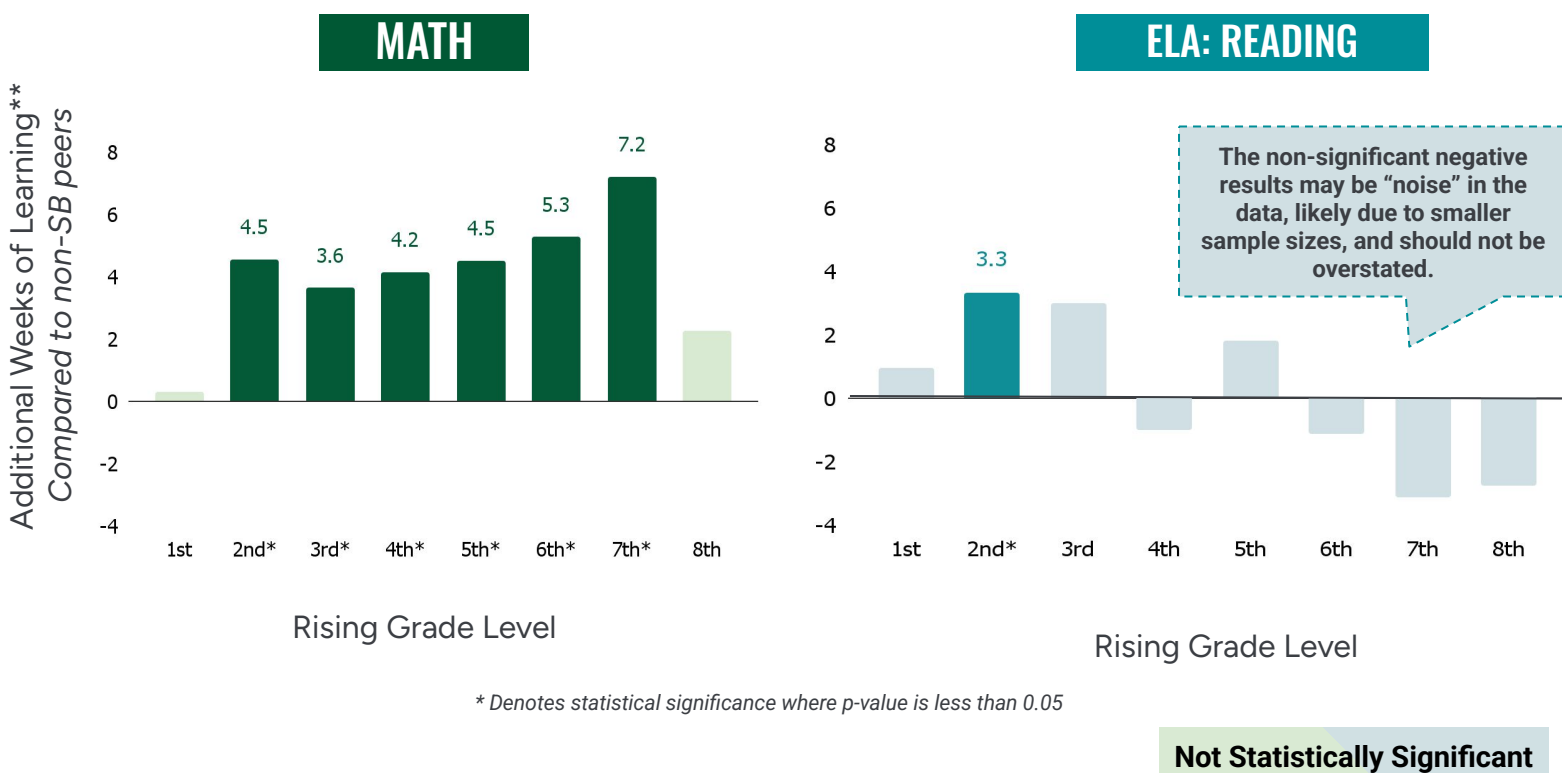
Students who need the program most are benefitting, particularly in math.

## 2 Research Question

# WHO DOES SUMMER BOOST WORK FOR? GRADE LEVELS

Consistent with 2023 results, **students across grades grew in math, with students in upper grades showing signs of accelerated growth.** As students move from basic to more conceptual skills in the upper grades, research suggests they may lose more ground over the summer, making interventions like Summer Boost more impactful.<sup>1</sup>

In ELA, there are indications of growth for younger students at a pivotal stage when students are developing foundational literacy skills, but results were lower in the upper grades. It is possible that this is a chance result in one year of data, especially with a smaller sample in grades 6–8. Further years of research can help us understand these trends.



## IMPLICATION

**The program has impact across grade levels, and may have greater impact in the upper grades in math.**

\*\*Weeks of learning is based on the achievement growth experienced by an average student in their grade over a typical 9-month school year. See [Appendix](#) for equation.

<sup>1</sup>Willms (2022), From Learning-to-Read to Reading-to-Learn, *The Learning Bar*.

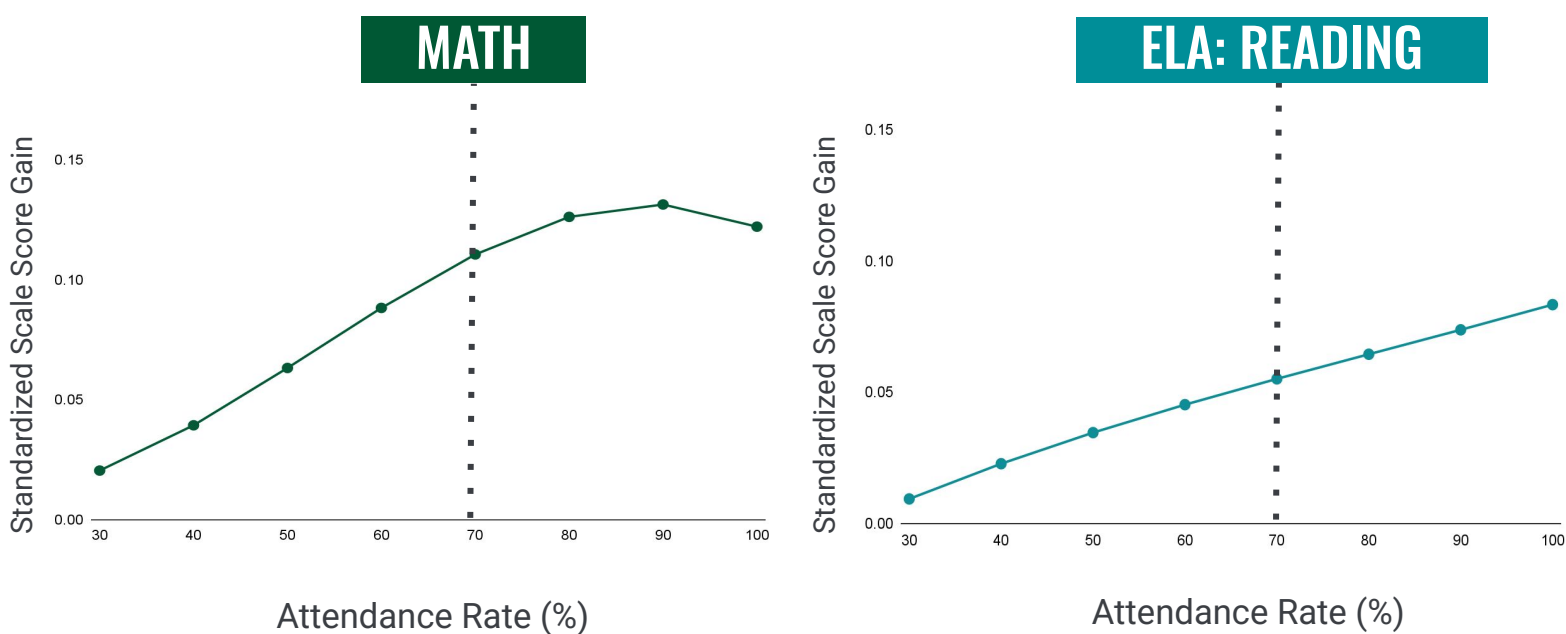
### 3 Research Question

# WHAT PRACTICES ARE LINKED TO OUTCOMES?

## STUDENT ATTENDANCE

In alignment with 2023 findings and research across the field, there is a **clear correlation between higher program attendance rates and improved growth in both math and ELA**. This year, Summer Boost students attended at a higher rate than previous years and compared to other studies. The average Summer Boost attendance rate in 2024 was 79%, an increase from 75% in 2023 and higher than the 69% reported by leading research from [CALDER](#) on learning loss recovery strategies after COVID. Summer Boost’s 70% requirement may help drive these higher attendance rates.

Summer Boost schools are doing a strong job prioritizing attendance and should continue—or even expand—efforts to encourage consistent participation among students and families.



## IMPLICATION

Continued focus on **incentivizing attendance is likely to have a positive impact** on student outcomes.

Note: Graph is plotted using each student’s individual attendance rate to their MAP Growth/i-Ready score gain.

\*Those with higher attendance rates may differ in other unobserved ways which may also contribute to the differentiated gains between students

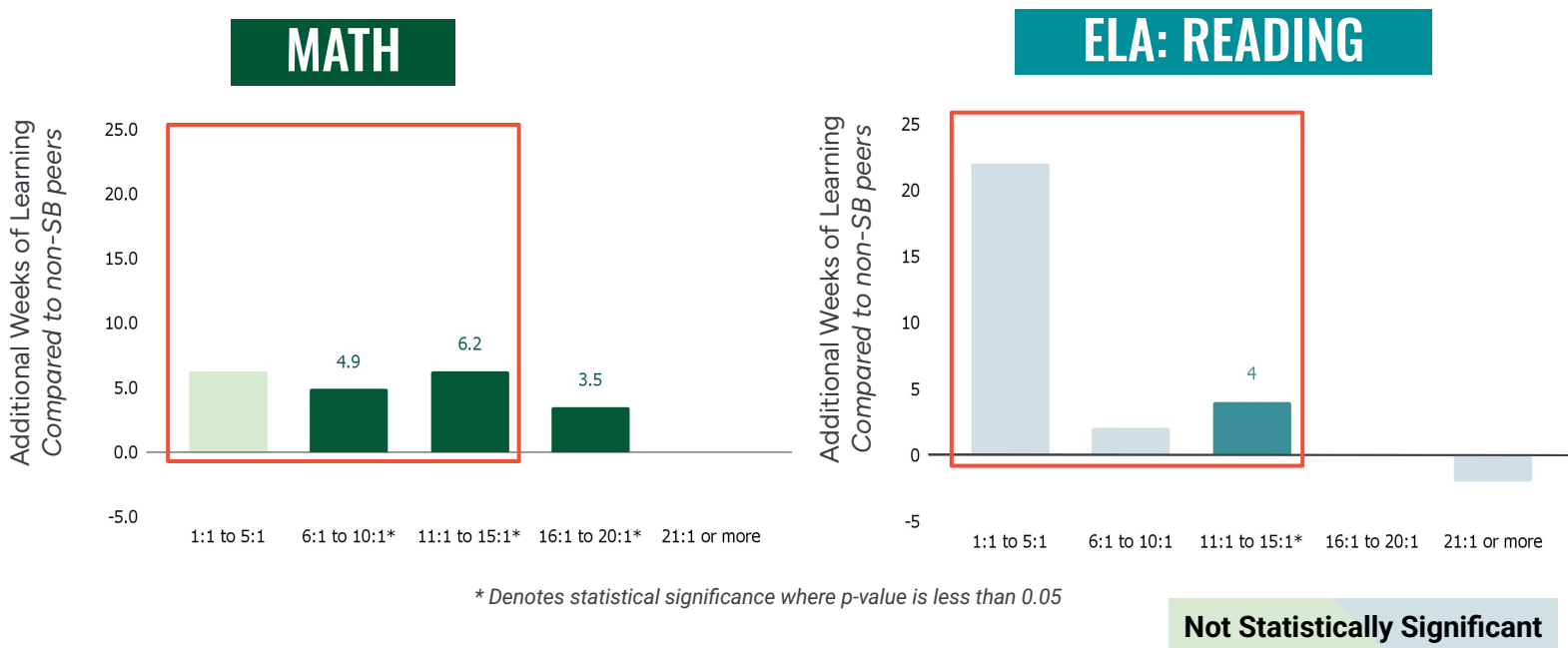
### 3 Research Question

## WHAT PRACTICES ARE LINKED TO OUTCOMES?

### CLASS SIZE

Consistent with research,<sup>1,2</sup> programs with lower student-teacher ratios, between 1:1 and 15:1, saw comparatively higher growth than those with ratios of 16:1 and above. Schools were required to maintain a maximum student-teacher ratio of 25:1, and **the majority of Summer Boost programs (66%) had student-teacher ratios that fell within the 15:1 or lower range.**

The 2023 evaluation saw signals of this finding, but small sample sizes in the upper range of student-teacher ratios prevented drawing conclusions last year. This year's results reveal a clearer trend, and additional years of data will help assess the strength and consistency of this pattern.



### IMPLICATION

Continued focus where feasible on maintaining low student to teacher ratios is likely to have a positive impact on student outcomes.

<sup>1</sup>Krueger, A. (1999). Experimental Estimates of Education Production Functions, *Quarterly Journal of Economics*, 115(2), 497–532.

<sup>2</sup>Rivkin S., Hanushek E., & Kain J. (2005). Teachers, Schools, and Academic Achievement, *Econometrica*, 73(2), 417–458.

### 3 Research Question

## WHAT PRACTICES ARE LINKED TO OUTCOMES?

### VARIOUS PROGRAM APPROACHES

The research team analyzed various program characteristics to determine their impact on student outcomes. Most characteristics did not emerge as meaningful differentiators, consistent with last year's findings.

One area showed some variation: the balance between academic instruction and enrichment. This year, programs with a greater focus on instruction showed the highest impact, while last year, programs that balanced academic and enrichment time achieved the greatest growth. Synthesizing results from both years, we see that **schools can allocate time between enrichment and academics in different ways and see academic growth.**

These year-over-year variations, along with positive outcomes across different program models, suggest that as long as **the minimum instructional requirements are met there can continue to be flexibility in program design, while expecting strong student outcomes.** The minimum instructional requirements for Summer Boost are 20 days of programming, with 3 total hours of high quality English Language Arts (ELA) and math instruction.

#### PROGRAM CHARACTERISTICS

**Days of Summer Boost:** *Number of programming days conducted by a program.*

**Length of Day:** *Hours of programming provided each day of Summer Boost programming.*

**Minutes of ELA & Math Instruction:** *The number of minutes each of ELA and math instruction.*

**Teacher Experience Level:** *The average number of years of experience across Summer Boost classroom teachers at a given site.*

**Teacher Supports Offered:** *Frequency of supports offered to teachers (e.g., collaborative planning time, classroom observations, instructional coaching).*

**Teacher Pay:** *Average pay for Summer Boost classroom teachers at a given site, either per hour (if paid hourly) or per stipend (if paid by stipend).*

**Program Curriculum:** *Curriculum used during Summer Boost (Lavinia-RISE or school selected curriculum).*

**Support for Highest Need Students:** *Additional supports provided for high need students (e.g., breakout small group instruction; 1:1 personalized tutoring during enrichment time; specialized instruction to address needs identified on a student's IEP; social and emotional learning curriculum and activities; phonics-based reading programs targeting foundational literacy skills).*

*Continued on next page*

### 3 Research Question

## WHAT PRACTICES ARE LINKED TO OUTCOMES?

### PROGRAM CHARACTERISTICS (continued)

**Enrichment Alignment:** *Whether schools intentionally integrated academics into their enrichment opportunities.*

**Test Administered:** *Whether schools administered MAP Growth or i-Ready.*

**Grantee Program Repeaters:** *Whether a site previously participated in Summer Boost.*

**Teacher Recruitment Strategy:** *Methods and rigor used to recruit teachers.*

**Student Selection Criteria:** *Rationale used to select students (categorized into assessment scores, non-academic needs, and classroom referral-based selection methods).*

**Classroom Environment Challenges:** *Factors affecting program delivery (categorized into safety, facilities, attendance and classroom environment challenges).*

### IMPLICATION

Programs can be effective within the flexibilities offered by Summer Boost.

They churned up a few batches. In their small  
and sold scoops from the back of a cart. Back then,  
cream ready to eat was an amazing treat!

gination. He sold candy and ice cream on a truck

These sections develop an idea in the article?

# IMPLICATIONS



**SUMMER  
BOOST**

Launched by  
**Bloomberg  
Philanthropies**

# IMPLICATIONS

**Key considerations for future summer learning programs and investments include:**

## 1. GROWING EVIDENCE SHOWS THE IMPACT OF SUMMER LEARNING

- Math and ELA gains in Summer Boost 2023 and 2024—combined with a strong body of prior research—**highlight the critical role summer learning can play in accelerating student achievement.**
- As the country continues to grapple with persistent learning loss, this year’s evaluation also points to a potentially “sticky” effect from just one year of summer learning, with **even greater gains for students who participate for two years, particularly in math.**

## 2. SCHOOLS SHOULD FOCUS ON STUDENT ATTENDANCE, WITH FLEXIBILITY ON OTHER PROGRAM DESIGN DECISIONS

- Research from Summer Boost and beyond has shown that high student attendance is a key driver of learning. **Summer Boost's emphasis on 70% is both ambitious and realistic, and schools should ideally set even higher internal targets** to maximize student achievement.
- Schools have generally shown impact across a variety of program characteristics. This indicates that **there is not one single profile for a successful program and, as long as minimum instructional requirements are met, summer learning programs can continue to offer flexibility in a variety of high-quality curricula and thoughtfully designed structures.**

*(Continued on next page)*

# IMPLICATIONS

## 3. SUMMER LEARNING INVESTMENTS ARE ESSENTIAL TO SUSTAIN PROGRESS

- With ongoing summer learning loss and lingering pandemic impacts, **investing in summer learning is essential—not just as a one-time fix, but as a recurring strategy to sustain academic progress year after year** for students who need it most.
- **Even before the pandemic, student learning dropped over the summer.** [Multiple studies show that math and ELA learning dips across all grade levels](#), signalling the need for quality summer learning programs.
- Recent data from [NAEP](#) and the [Educational Recovery Scorecard](#) reveal that **learning has not rebounded to pre-pandemic levels** (and in some cases has further declined after 2022). While some schools have recovered, those from high-poverty communities like those served by Summer Boost continue to struggle.
- This evaluation and others provide evidence that **summer learning programs can offer scalable and effective interventions for students**. While other types of interventions have often faced challenges in producing impact at scale, the Summer Boost model - which serves ~1/3 of each student body across 400+ schools - underscores the potential of summer learning to reach and impact large numbers of students. Beyond a one-time pandemic-related measure, summer learning can help accelerate student learning and close persistent learning loss in schools across the country.

# APPENDIX





# ABOUT THE AUTHORS

## MGT

MGT is a social impact firm and leading provider of high-impact technology and advisory solutions for public agencies, philanthropic organizations, and Fortune 500 companies across the U.S. and abroad. Since 1975, MGT has expanded its education solutions and technology portfolio with the addition of EH&A, Kitamba, Ed Direction, Cira Infotech, Layer 3 Communications, Step By Step Learning, GovHR, and AMS.NET. Leveraging a half-century track record and reputation, MGT's industry experts provide highly specialized solutions addressing mission-critical client priorities that improve outcomes and help organizations and communities thrive. For more information, please visit [www.mgtconsulting.com](http://www.mgtconsulting.com).

### ***Erin McGoldrick, Chief Data Officer***

Erin McGoldrick is the Chief Data Officer at MGT. With over 20 years of experience in data innovation, Erin has worked with a variety of clients including the Bill and Melinda Gates Foundation, the College Board, and dozens of state and district school systems. She was the Chief of Data and Accountability for the District of Columbia Public Schools under Chancellor Michelle Rhee. She also held data-focused positions at the California Charter Schools Association, Los Angeles Unified School District, and Los Angeles Educational Partnership. Erin earned an undergraduate degree at the University of Notre Dame and a master's degree in Public Policy at U.C.L.A.

Other MGT team members who have contributed to this report include:

- *Caitlin Day-Lewis, Vice President*
- *Jessica Rosner, Director of Research and Evaluation*
- *Tanya Pramatarova, Director*
- *Leah Weissburg, Project Manager*
- *Alex Sanchez, Project Manager*
- *Keanu McDonough, Project Manager*
- *Alicia Yang, Project Manager*
- *Julia Horwitz, Project Manager*
- *Lawand Yaseen, Senior Consultant*
- *McKain Williams, Senior Consultant*
- *Grace Thompson, Consultant*
- *Erica Wilson, Consultant*

# RESEARCHERS

## ***Dr. Geoffrey Borman, Ph.D., Arizona State University***

Trained as a quantitative methodologist at the University of Chicago, Dr. Geoffrey Borman is President of [Measured Decisions, Inc.](#), Alice Wiley Snell Endowed Professor at Arizona State University, and Editor of *Educational Evaluation and Policy Analysis*. He is the author of over 150 publications, including the edited volume, *Summer Learning: Research, Policies, and Programs*. His main substantive research interests include quantitative methodology and education policy.

Dr. Borman's methodological background includes directing multiple federally funded Institute of Education Sciences (IES) Ph.D. training programs in causal inference and interdisciplinary research and advancing the design and analysis of large-scale randomized trials to answer "real-world," field-based cause-effect questions. He has led more than 25 randomized field trials, which have included randomization of students, classrooms or teachers, schools, and districts. His national awards include the American Educational Research Association (AERA) Early Career Award, Palmer O. Johnson Award, and Review of Research Award. He has been selected on multiple occasions by *Education Week* as one of the top 200 scholars having the most significant influence on U.S. education practice and policy. His significant contributions to the field of education research were recognized by his selection as Fellow of the AERA.

Measured Decision Inc. (MDI)'s staff implement a range of state-of-the-art analytical methods to support a variety of research and development projects. Affiliated Scholars offer technical assistance and provide design and analysis support. MDI Affiliated Scholars who have contributed to this report include:

## ***Dr. Jaymes Pyne, PhD***

Dr. Jaymes Pyne is a research associate at the Stanford Graduate School of Education and earned his Ph.D. from the University of Wisconsin–Madison's Department of Sociology in August 2019. While at UW-Madison he was an Institute of Education Sciences (IES) Predoctoral Fellow and a Graduate Research Fellow at the Institute for Research on Poverty. He studies engagement and punishment in schools and other social institutions. Dr. Pyne serves as lead analyst on several projects conducted through Measured Decisions.

## ***Dr. Jeremy Pyne, PhD***

Jeremy Pyne specializes in geographic information systems (GIS), data management, and project management. He earned his M.A. in Public Administration at Grand Valley State University and also serves as a Senior Program Manager at University of Texas Health-Houston.



# ABOUT THE ADVISORS

## EXTERNAL REVIEWERS and ADVISORS

### ***Dr. Thomas Kane, Ph.D., Harvard University***

Thomas Kane is an economist and Walter H. Gale Professor of Education at the Harvard Graduate School of Education. He is faculty director of the Center for Education Policy Research, a university-wide research center that works with school districts and state agencies. Between 2009 and 2012, he directed the Measures of Effective Teaching project for the Bill & Melinda Gates Foundation. His work has spanned both K-12 and higher education, covering topics such as the design of school accountability systems, teacher evaluation, financial aid for college, and recovery from the COVID pandemic. From 1995 to 1996, Kane served as the senior economist for labor, education, and welfare policy issues within President Clinton's Council of Economic Advisers. From 1991 through 2000, he was a faculty member at the Kennedy School of Government. Kane has also been a professor of public policy at UCLA and has held visiting fellowships at the Brookings Institution and the Hoover Institution at Stanford University.

### ***Dr. Andrew McEachin, Ph.D., ETS Research Institute***

Dr. Andrew McEachin is the Sr. Research Director, Policy Research at the ETS Research Institute. Prior to joining ETS, he was the Vice President of Research & Policy Partnerships at NWEA; Senior Policy Researcher at the RAND Corporation and Professor of Policy Analysis at the Pardee RAND Graduate School; an Assistant Professor of Educational Policy Analysis and Program Evaluation in the Department of Leadership, Policy, and Adult and Higher Education at North Carolina State University; and an IES Postdoctoral Fellow at University of Virginia's Curry School of Education. He received his Ph.D. in Education Policy and M.A. in Economics from the University of Southern California and an A.B. in History from Cornell University.



# ACKNOWLEDGEMENTS

We extend our sincere gratitude to the **Bloomberg Philanthropies team, and all of the co-funders** who have played a pivotal role in enabling students to thrive through Summer Boost in 2024.

Our appreciation extends to our partners at **NWEA (MAP Growth)** and **Curriculum Associates (i-Ready)**, for their generous support in providing assessment data for the evaluation.

We would like to thank our program implementation partners at **Building Impact Partners**, fiscal sponsor **50CAN**, as well as curriculum, professional development, and assessment partner **Lavinia Group** and data partner **Edcite**.

**Finally, we want to acknowledge the dedication of all the schools and school staff who tirelessly ensure that students learn, stay healthy, and remain safe, particularly during the summer months.** Your collaboration and cooperation throughout programming and evaluation have been invaluable.



# BIBLIOGRAPHY

Abadie, A., Athey, S., Imbens, G. W., & Wooldridge, J. M. (2023). When should you adjust standard errors for clustering? *The Quarterly Journal of Economics*, 138(1), 1-35.

Augustine, C. H., McCombs, J. S., Pane, J. F., Schwartz, H. L., Schweig, J., McEachin, A., & Siler-Evans, K. (2016). *Learning from summer: Effects of voluntary summer learning programs on low-income urban youth*. RAND Corporation. [https://www.rand.org/pubs/research\\_reports/RR1557.html](https://www.rand.org/pubs/research_reports/RR1557.html)

Bonilla, S., Dee, T., & Pyne, J. (2024). *Culturally relevant education discourages enrollment loss* [Manuscript submitted for publication].

Borman, G. D., & Dowling, N. M. (2006). Longitudinal achievement effects of multiyear summer school: Evidence from the Teach Baltimore randomized field trial. *Educational Evaluation and Policy Analysis*, 28(1), 25–48. <https://www.jstor.org/stable/3699541>

Callen, I., Carbonari, M. V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Isaacs, J., Kane, T. J., Kuhfeld, M., McDonald, A., McEachin, A., Morton, E., Muroga, A., & Staiger, D. O. (2023). Summer school as a learning loss recovery strategy after COVID-19: Evidence from summer 2022. *CALDER Center*. <https://caldercenter.org/publications/summer-school-learning-loss-recovery-strategy-after-covid-19-evidence-summer-2022>

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(3), 227–268.

de Chaisemartin C., & D’Haultfoeuille, X. (2020). Two-way fixed effects estimators with heterogeneous treatment effects. *American Economic Review*, 110(9), 2964–2996. <https://doi.org/10.1257/aer.20181169>.

Duncan, G. J., Dowsett, C. J., Claesens, A., Magnuson, K., Huston, A. C., Klebanov, P., Pagani, L. S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Duckworth, K., & Japel, C. (2007) School Readiness and Later Achievement. *Developmental Psychology*, 43(6), 1428-1446. <https://doi.org/10.1037/0012-1649.43.6.1428>.

Education Recovery Scorecard. *Education Recovery Scorecard*, <https://educationrecoverycard.org/>.

Kathleen, L., An, L., & Zid, M. (2022). The impact of summer programs on student mathematics achievement: A meta-analysis. *Review of Educational Research*, 93, Article 003465432211055. <https://doi.org/10.3102/00346543221105543>.



# BIBLIOGRAPHY

Krueger, A. B. (1999). Experimental Estimates of Education Production Functions. *Quarterly Journal of Economics*, 115(2), 497–532.

Kuhfeld, M., & McEachin, A. (2024, March 5). *Summer learning loss: What we know and what we're learning*. *Teach. Learn. Grow. NWEA Blog*.

<https://www.nwea.org/blog/2024/summer-learning-loss-what-we-know-what-were-learning/>

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.

Staiger, D. O., Kane, T. J., & Johnson, B. D. (2024, July 20). Why does value-added work? Implications of a dynamic model of student achievement [Paper presentation] NBER Summer Institute, Economics of Education Meeting, Cambridge, MA, United States.

National Center for Education Statistics. (n.d.). *The Nation's Report Card: Trial Urban District Assessment (TUDA)*. <https://nces.ed.gov/nationsreportcard/tuda/>

Todd, P., & Wolpin, K. (2003). On the specification and estimation of the production function for cognitive achievement. *The Economic Journal*, 113(485), F3-F33.

Warner, K., Acs, G., & Blagg, K. (2024). *Comparing the long-term impacts of different child well-being improvements*. Urban Institute.

[https://urban.org/sites/default/files/2024-03/Comparing\\_the\\_Long-Term\\_Impacts\\_of\\_Different\\_Child\\_Well-Being\\_Improvements.pdf](https://urban.org/sites/default/files/2024-03/Comparing_the_Long-Term_Impacts_of_Different_Child_Well-Being_Improvements.pdf).

Wilms, J. D. (2022). *From learning-to-read to reading-to-learn: Building confident learners*. The Learning Bar. [https://thelearningbar.com/downloads/TLB-Learning-toRead-Research-Paper-May-2022\\_Web.pdf](https://thelearningbar.com/downloads/TLB-Learning-toRead-Research-Paper-May-2022_Web.pdf)



**The “summer slide” has been widely documented across the literature.**<sup>1</sup> Students tend to lose critical knowledge and skills over the summer when they are out of school. This is especially true for students from low-income communities. To address this issue, many schools and districts have decided to implement summer learning programs with the intention of improving student outcomes and preventing summer loss.

**Previous studies on district-led summer learning programs have shown that these programs can be effective at increasing student achievement over the summer in math.** In a randomized controlled trial, researchers at RAND found that on average, students who attended the summer program had statistically significantly higher math scores the following fall than students who did not attend (0.08 standard deviation;  $p < .05$ )<sup>2</sup>. Students who attended the summer program showed no difference in ELA/Reading scores as compared to those students who did not attend the program<sup>3</sup>. In a more recent study conducted using value-added modeling on COVID-19 learning loss, researchers found that students who attended a summer learning program had a statistically significant increase in math (0.03 standard deviation,  $p < 0.01$ ), but no difference in ELA/Reading, relative to non-participating comparison students<sup>4</sup>.

**Some studies have also found an effect in reading.** In 2006 researchers conducted a randomized controlled trial to examine the effects of a multi-year summer learning program to alleviate summer loss. The program, staffed by college students, was studied across 3 years.<sup>5</sup> Researchers found that students who attended the summer program had statistically significant growth equivalent to 40 to 50% of one grade level in ELA/Reading compared to students who did not attend.<sup>6</sup>

**Previous studies show similar positive effects from two consecutive years of summer learning in math. Studies differ more across ELA/Reading findings.** In addition to the findings above, the RAND study also showed statistically significant math (0.09 standard deviation;  $p < .05$ ) and ELA/Reading (0.08 standard deviation;  $p < .05$ ) gains for students who attended two years of programming, compared to students who did not participate. Contrastingly, students who only participated in one summer of the RAND program did not demonstrate a “sticky effect” meaning that, one year after receiving the intervention, the students did not continue to outperform their peers who had not participated in the program.

<sup>1</sup>Kugfeld, M., & McEachin, A. (2024). Summer Learning Loss, NWEA Blog.

<sup>2</sup>Augustine, C. H. et al. (2016). Learning from summer: Effects of voluntary summer learning programs on low-income urban youth. RAND Corporation.

<sup>3</sup>Ibid

<sup>4</sup>Callen, I., et al. (2023). Summer school as a learning loss recovery strategy after COVID-19: Evidence from summer 2022. CALDER Center.

<sup>5</sup>Borman, G. D., & Dowling, N. M. (2006). Longitudinal achievement effects of multiyear summer school: Evidence from the Teach Baltimore randomized field trial. *Educational Evaluation and Policy Analysis*, 28(1), 25–48.

<sup>6</sup>Ibid



# DETAILED METHODOLOGY

## OVERVIEW

The analyses were designed to answer three research questions:

1. Does the program work?
2. Who does the program work for?
3. What practices are linked to outcomes?

We use spring and fall achievement data from the fall of 2022 through the fall of 2024 to document the impacts of Bloomberg Philanthropies' investment in summer learning programs across multiple participating cities. NWEA and Curriculum Associates, who collectively administer the spring and fall math and reading assessments in the vast majority of participating charter schools, committed to assist with providing access to all necessary student-level achievement data needed for the study (with grantee authorization). These data enable a comparison of the summer math and ELA/reading outcomes for those students who participate in Summer Boost and those who do not participate.

This year, we transitioned from using Difference-in-Differences (DiD) as the primary methodology to employing a Value Added Model (VAM) approach to answer our research questions. VAM is used as the primary methodology because it provides more flexibility to account for students moving in and out of Summer Boost and allows us to isolate the impact on different groups over time. This better reflects schools' real-world practices and produces clearer, more precise impact estimates over time.

The VAM approach allows for the comparison of two groups (Summer Boost participants and non-participants in the same schools) with three time periods during which the students were tested—in this case, two periods prior to Summer Boost in fall 2023 and spring 2024, and one period after Summer Boost in fall 2024. This strategy permits comparisons of the relative achievement gains of participants and non-participants during summer 2024, when *some* students participated in Summer Boost and others did not. This analysis can provide an intuitive estimate of the Summer Boost impact by comparing how we would predict students would grow without the program (based on past test scores, student characteristics, etc.), and how they actually grow. If students' actual scores are higher than we would predict, that extra growth is attributed to the program (i.e., the "value added").

Numerous robustness checks were employed throughout the analysis to test whether results hold up under other conditions. Additionally, models were run using a Difference-in-Differences (DiD) approach to allow for comparison with the previous year. Furthermore, by exploring estimates from the VAM outcomes by various student groups, we can assess whether certain student groups benefited more or less from their Summer Boost participation. (*cont.*)

These analyses, performed by each of a number of student subgroups, provides answers to research question 2. Finally, we explore the relative performance of Summer Boost students across the schools who participated in the initiative. These analyses allow us to evaluate whether certain hypothesized program characteristics that varied across the schools, such as the city in which the program was offered, the teacher/student ratios, and teacher experience levels, may have been related to differences in Summer Boost students' achievement gains. Below, we provide more information regarding the analytic sample and the measures used.

## **SAMPLE**

We compiled student data from MAP Growth or i-Ready test providers, along with records shared by each grantee on summer school attendance, grade levels, and student characteristics. MGT also collected information directly from participating schools about their summer programs (e.g., duration, daily hours, class size, instruction mode) and participating students (e.g., grade level, attendance, student characteristics, and program characteristics).

After accounting for all missing data, the analytic samples for Summer Boost 2024 include 28,085 students with math scores, 9,087 of whom attended Summer Boost in 2024, and 26,308 students with ELA/Reading scores, 8,563 of whom attended Summer Boost in 2024. Data attrition in this sample affected 55% (n = 34,531) of the 62,616 student records from relevant school years in math and 58% (n = 36,308) of the 62,616 student records from relevant school years in ELA/Reading. The primary cause was missing MAP Growth or i-Ready pre- and post-program test scores, with 34,531 student records lacking math scores, and 36,308 student records lacking ELA/Reading scores. Other less significant contributing factors included missing test score dates and/or student characteristic information.

The two-year analytic samples for students who participated in Summer Boost in 2023 and/or 2024 include 15,822 students with math scores and 13,932 students with ELA/Reading scores, spanning fall 2022 through fall 2024. In this two-year sample, data attrition affected 76% (n = 50,563) of the 66,385 grantee records in math and 79% (n = 52,453) of the 66,385 grantee records in ELA/Reading. The primary driver was missing MAP Growth or i-Ready pre- and post-program test scores, with 50,563 student records lacking math scores, and 52,453 student records lacking ELA/Reading scores. Missing test score dates and/or student characteristic information contributed to the remaining small amount of attrition. The final two-year analytic samples include 2,689 Summer Boost students in math and 2,569 Summer Boost students in ELA/Reading who attended two consecutive years of Summer Boost. The final two-year analytic sample also included 2,070 Summer Boost students in math and 1,992 Summer Boost students in ELA/Reading who attended Summer Boost in 2023 but not 2024. Finally, the two-year analytic sample included 2,378 Summer Boost students in math and 2,024 Summer Boost students in ELA/Reading who attended Summer Boost in 2024 but not 2023. We also use these samples to evaluate immediate impacts of Summer Boost 2023.

# MEASURES

The main variables of interest in the one-year analytic samples are changes in each student's MAP Growth or i-Ready test scores, determined by drawing on pre-program ELA/Reading and math test scores taken in fall 2023 and spring 2024 (i.e., the school year before taking Summer Boost) compared to post-program scores in fall 2024 (i.e., the school year after Summer Boost). The variables of interest for the two-year analytic samples are the same, except we use the test scores taken in fall 2022 and spring 2023 (i.e., scores two school years before taking Summer Boost) compared to post-program scores in fall 2024 (i.e., the school year after Summer Boost).



We also include as control variables indicators of the date each pre-test was taken and student characteristics. Some additional school-related characteristics of students include binary measures of whether the student participated in a subsidized (i.e., free or reduced-price) school meal program, whether they are English language learners, and whether they participated in special education programming during the school year prior to participating in Summer Boost.

We also record each student's grade level. Grade level refers to the grade students entered after Summer Boost during the fall of 2024. For example, a student identified with a "1" entered Grade 1 in fall 2024 and is called a "rising 1st grader" while a student identified with a "2" entered Grade 2 in fall 2024 and is referred to as a "rising 2nd grader" and so on up to those who are "rising 8th graders." Some students are retained at grade level; in these instances, we match their MAP Growth or i-Ready score to the appropriate grade level.

Finally, we collected information regarding several characteristics of schools, including a grantee identifier, the curriculum used, the number of hours per day the program was offered, student participant selection criteria, instructional approaches, teacher experience, teacher support, student-to-teacher ratio, supports in place for high-needs students, whether there was enrichment-integrated learning, student and teacher recruitment challenges, transportation and operations challenges, enrichment activities, enrichment challenges, curriculum selection challenges, and teacher compensation.

# RESULTS FOR 2023 & 2024

While VAM was the primary approach for this year’s evaluation, results on both VAM and DiD are provided for reference to compare to prior Summer Boost evaluations. For Summer Boost 2024, both VAM and DiD models reported similar impact estimates.

	2023 Impact		2024 Impact	
				
Estimated Effect Size	Value Added Model	Difference in Differences	Value Added Model	Difference in Differences
Math	0.04*	0.07*	0.07*	0.04*
ELA	0.03*	0.04*	0.02*	0.01*

\* Denotes statistical significance where p-value is less than 0.05



While this evaluation provides valuable insights into the impact of Summer Boost, several factors should be considered when interpreting the findings:

- **Multiple Overlapping Characteristics:** Each Summer Boost student has multiple characteristics—including city, grade level, and academic starting point—along with unobserved factors. While the Value-Added Model (VAM) controls for many of these variables, the preceding analyses do not fully isolate the effect of any single characteristic on student performance.
- **Statistical Significance and Sample Size:** Statistical significance depends on two key factors: (1) the **size of the sample** and (2) the **magnitude of the impact**. Smaller sample sizes and/or smaller effects make it harder to detect statistically significant results. The overall impact findings for Summer Boost 2024 are based on the full dataset of students, providing a large enough sample to detect even a smaller program effect.

However, subgroup analyses—including those focused on 2023-only participants, student sub-groups, and grade levels—include fewer students than the overall group. With fewer data points, there is greater variability in results, making estimates less reliable and more influenced by outliers. In these cases, even if the observed impact is similar to the overall findings, it may not reach statistical significance.

- **Generalizability of Findings:** Students participated in Summer Boost for a variety of reasons—including teacher recommendations, family needs, or other contextual factors—that are not captured in the data. These factors could influence student outcomes and may limit the extent to which findings apply to other summer learning programs with different enrollment criteria.
- **Multi-Year Data Considerations:** While this evaluation includes two years of data, further analysis with additional years of data is needed to confirm whether these trends hold consistently and to assess the long-term persistence of program impact. Strong conclusions should be drawn only from results that replicate across multiple years and student groups.

Given these limitations, we caution against drawing strong conclusions from one year of data. Instead, we recommend focusing on consistent trends across multiple student groups within a given year and results that replicate across years.



# ADDITIONAL WEEKS OF LEARNING METHODOLOGY

To translate the observed effect sizes for the variety of analytical subgroups selected during the analysis, the weeks of additional learning was calculated using estimates from 7 nationally normed tests.<sup>1</sup> These values were then utilized to calculate the weeks of additional learning for the appropriate subgroup. **For analyses that were not directly related to the rising grade level, rising 4th graders were the uniform standard applied for all student groups.** This standard was selected due to its proximity to the median of the full analytical sample as well as the average annual gain in comparison to other grade levels.

### General Equation Used

$$\text{Additional Weeks of Learning} = \left( \frac{\text{Observed Effect Size}}{\text{Annual Gain in Effect Size for Grade Level}} \right) \times 36 \text{ weeks}$$

Equal to 9 months of school

Average Annual Gain in Effect Size From Seven Nationally Normed Tests<sup>1</sup>

Rising Grade Level	Math	ELA
1st	1.14	1.52
2nd	1.03	0.97
3rd	0.89	0.60
4th	0.52	0.36
5th	0.56	0.40
6th	0.41	0.32
7th	0.30	0.23
8th	0.32	0.26

<sup>1</sup>Hill, C. J., Bloom, H. S., Black, A. R., & Lipsey, M. W. (2008). Empirical Benchmarks for Interpreting Effect Sizes in Research. *Child Development Perspectives* 2(3):172 - 177. Retrieved from [https://www.researchgate.net/publication/227544255\\_Empirical\\_Benchmarks\\_for\\_Interpreting\\_Effect\\_Sizes\\_in\\_Research](https://www.researchgate.net/publication/227544255_Empirical_Benchmarks_for_Interpreting_Effect_Sizes_in_Research)

# PRE/POST ASSESSMENT RESULTS

This evaluation and report was primarily focused on a quasi-experimental research design (Value Added Model). The evaluation analyzed i-Ready and MAP Growth standardized test data for Summer Boost participants and non-participant peers in their schools *before* and *after* the program to determine the impact of Summer Boost on student growth. **Summer Boost also collected Lavinia Group pre- and post-assessment data** taken by participating students (but not a comparison group).

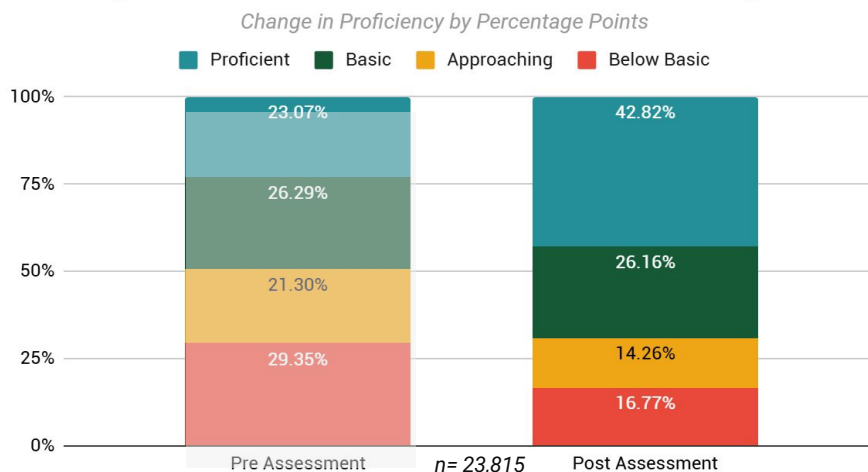
Pre/post data and the quasi-experimental evaluation provide a complementary picture of the growth of Summer Boost students and impact of the program:

Pre/Post Assessments <i>Lavinia Group</i>	Quasi-Experimental Evaluation <i>i-Ready and MAP Growth</i>
Shows <b>summer gains made by Summer Boost participants on specific Math and ELA standards</b> , tied to <b>prioritized</b> Common Core and state standards	<b>Compares gains between Summer Boost participants and a comparison group</b> from the same school to <b>estimate the program’s causal impact</b> (e.g. did students learn <i>more</i> than they would have otherwise?)

Lavinia Group designed the standards-aligned Math and Literacy pre- and post-assessments for all rising 1st through rising 9th grade students participating in Summer Boost. These assessments were vetted by third-party evaluators. They focused on prioritized summer standards that map to state academic standards and measured student growth from the beginning to the end of the program.

The pre/post data below show a strong descriptive increase in the number of participating students scoring “proficient,” and a decrease in students scoring “below basic” and “approaching” following participation in Summer Boost 2024.

## Average Growth in the Math Assessment Proficiency Levels



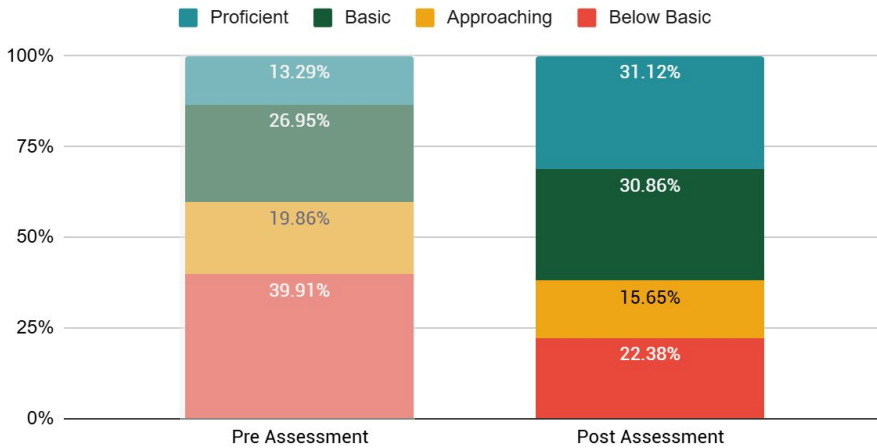
### Key Takeaways

- ↑
**19.75 percentage point increase** in students scoring “Proficient.”
- ↓
**19.62 percentage point decrease** in students scoring “Below Basic” and “Approaching.”

# PRE/POST ASSESSMENT RESULTS



## Average Growth in the ELA Assessment Proficiency Levels

Change in Proficiency by Percentage Points



*n* = 23,062

### Key Takeaways

- 
**17.83 percentage point increase** in students scoring “Proficient.”
- 
**21.74 percentage point decrease** in students scoring “Below Basic” and “Approaching.”