Boston After School & Beyond

**2015 Program Report for Improvement
& System Measurement (PRISM)**
Academic Year 2014-2015

National Institute on
Out-of-School Time
at the Wellesley Centers for Women

Sample Program at Dearborn

Skill Building Staff's Perspective (SAYO T)

Perspective	Skill Development	Program				AQP			
		Fall (Pre)	Spring (Post)	Change	n=?	Fall (Pre)	Spring (Post)	Change	n=?
T	Homework	3.6 !	3.8 !	⬆	123	3.1 ●	3.3 ★	⬆	292
T	Engagement in Learning	4.0 ✔	4.1 ✔	⬆	123	3.6 ●	3.7 ●	⬆	931
T	Initiative	3.2 !	3.3 !	⬆	123	3.4 ●	3.5 ▲	⬆	297
T	Problem Solving	3.7 !	3.9 !	⬆	123	3.2 ★	3.4 ★	⬆	382
T	Behavior	3.7 !	3.8 !	⬆	123	3.8 ●	3.9 ●	⬆	546
T	Relations with Adults	4.1 ✔	4.3 ✔	⬆	123	3.8 ★	3.9 ★	⬆	691
T	Relations with Peers	4.3 ✔	4.3 ✔	⬆	123	3.9 ★	4.0 ★	⬆	869

	Skills	Homework
1	Never	Poor
2	Rarely	Needs Improvement
3	Sometimes	Satisfactory
4	**Usually**	**Very Good**
5	**Always**	**Excellent**

◆ ▲ ● ★
-1SD -0.5SD **Avg** +0.5SD +1SD
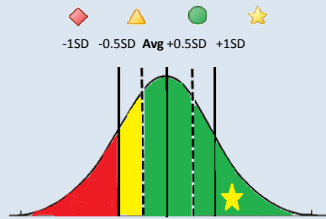
Perspective	T: Teacher (SAYO T)	
Program-level Benchmark	Threshold of aggregate-level achievement.	✔ 4 or Higher ! Lower than 4
Change	Change in student skill demonstration from 2014 Fall to 2015 Spring	⬆ Positive change — No change ⬇ Negative Change
Program	Program's current year average	
AQP (n=931)	AQP Cohort fall and spring average (8 schools).	

Percentage of Students Meeting or Exceeding Benchmark
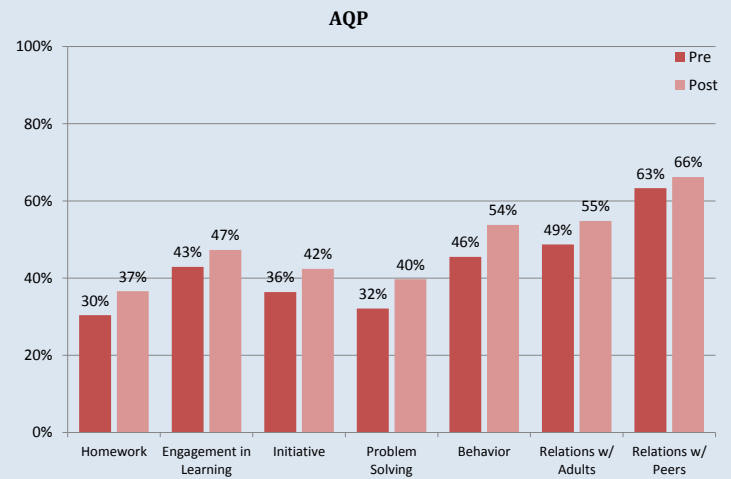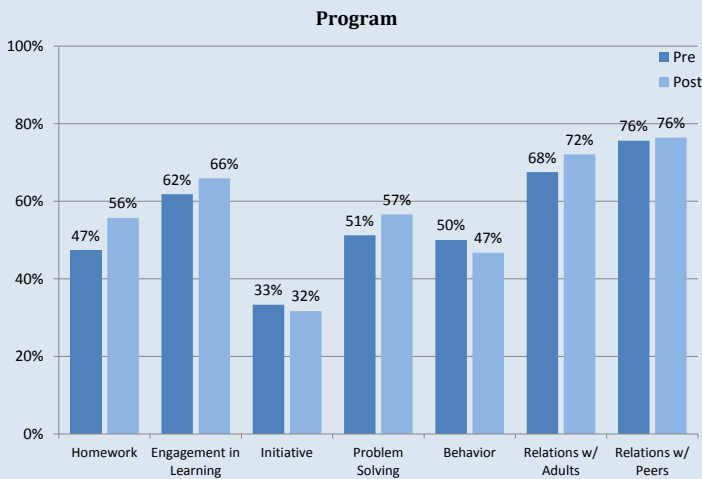
The percentage of students who either "usually" or "always" demonstrate behavior associated with each skill (student-level skill benchmark of at least "4 = usually"), at both the beginning and end of the school year, as rated by teachers.

Percentage of Students Achieving Meaningful Growth
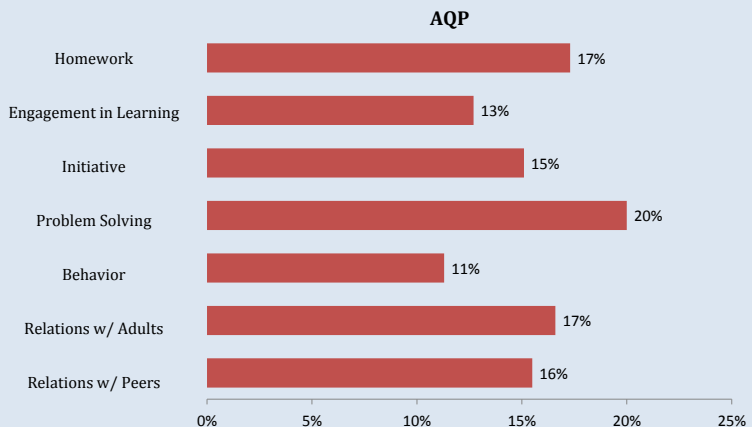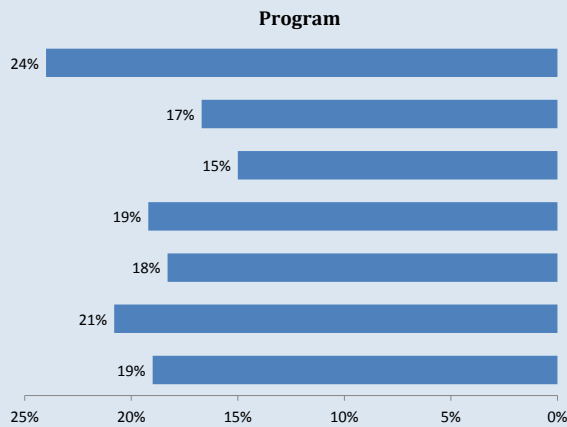
Meaningful skill growth is an increase of 1.0 or more in pre-post SAYO-T. This associates to moving up at least one level in frequency of demonstrated skill behavior. Ex: A student who sometimes (3) demonstrates the skill by school year's end, and had only rarely (2) demonstrated the skill at the beginning of the school year, has achieved meaningful growth (3-2 = 1).