Boston Summer Learning Community Forum:
Meeting the Challenge

October 22, 2015

WELCOME

Anthony Benoit
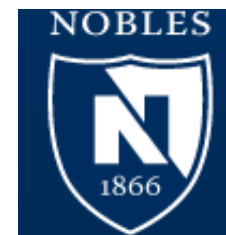President
Benjamin Franklin Institute of Technology

BOYS & GIRLS CLUBS OF BRATTLEBORO

MATH POWER

WENTWORTH Institute of Technology

826 BOSTON

NOBLES N 1866

MIT

OEOP

INQUILINOS BORICUAS EN ACCIÓN

UB Upward Bound @ Boston University

STEC SPORTSMEN'S TENNIS & ENRICHMENT CENTER — Tennis and Education for Life

BOSTON PUBLIC HEALTH COMMISSION — Building a Healthy Boston

URBANO

CAMP HARBOR VIEW

Breakthrough Greater Boston — BOSTON · CAMBRIDGE

COURAGEOUS SAILING

Boston After School & Beyond

BPS OFFICE OF ENGLISH LANGUAGE LEARNERS

abcd

Hale Reservation

DCD Dedham Country Day School

Boston Centers for Youth & Families

Leahy Holloran Community Center

Crossroads for Kids

THOMPSON ISLAND OUTWARD BOUND EDUCATION CENTER — EVERY DAY A DIFFERENCE

Upham's Corner DRAMA Camp — Dorchester youth Relating through Acting, Music, and the Arts

For Kids Only Afterschool — Partnering with Families, Schools & Communities

beLL

LET'S GET READY — Students

YMCA of Greater Boston — Keeping Families Strong

BWH

SOCIEDAD LATINA — FORTALECIENDO JOVENES Y FAMILIAS — STRENGTHENING YOUTH AND FAMILIES

BOSTON Public Schools

THE Steppingstone FOUNDATION — 25 YEARS

ZOO NEW ENGLAND — Franklin Park Zoo • Stone Zoo

HOME, Inc. — Shaping MEDIA Shaping LIVES

PBHA

MASSART — MASSACHUSETTS COLLEGE OF ART AND DESIGN

Dorchester House Multi-Service Center

DUDLEY STREET NEIGHBORHOOD CHARTER SCHOOL

HYDE TASK FORCE SQUARE

BOSTON PIC — www.bostonpic.org

COMMUNITY MUSIC center

AMERICA SCORES

UMASS BOSTON

Boston Summer Learning Community Growth

2013

43 sites

2,402 students

2014

58 sites

3,504 students

2015

79 Sites

5,626 students

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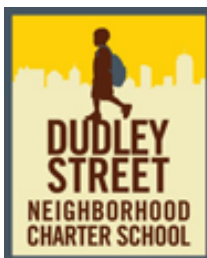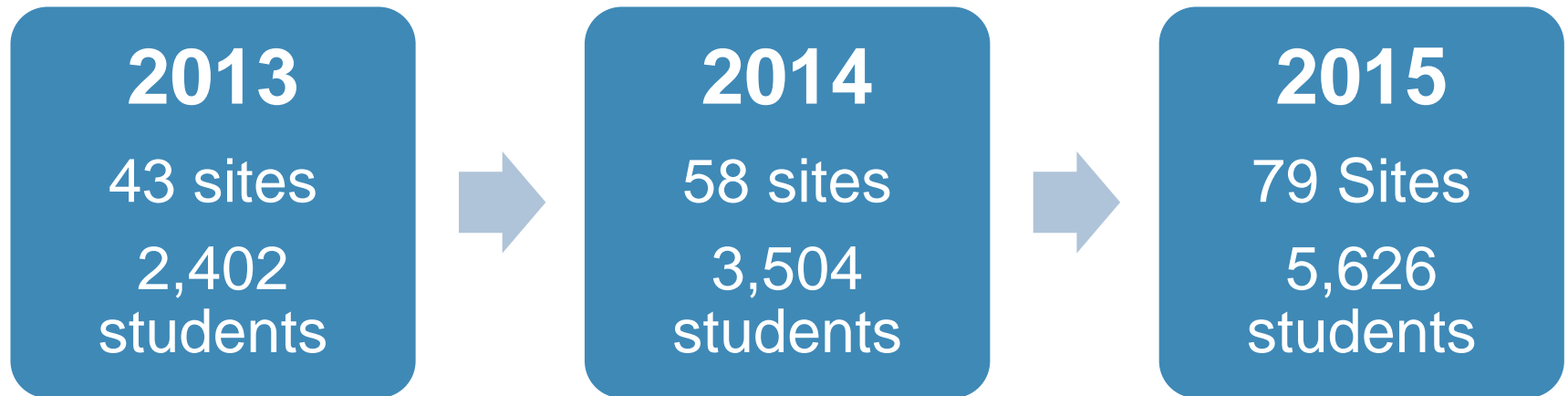
Success in school linked to summer learning
Program may focus on new strategies
Program may close achievement gap; Meeting to focus on new strategies

By Jeremy C. Fox | GLOBE CORRESPONDENT FEBRUARY 23, 2015

90.9 **wbur**
BOSTON'S NPR® NEWS STATION

Walsh, Chang Aim To Boost Enrollment In Boston's Summer Learning Programs

BOSTON Herald

Summer school project set to double enrollees

necn

Several Young Students Take Part in Summer Sailing Program
Nearly 60 Boston students are taking part in the five-week program.

NationalJournal The Reinvention of Summer School

YOUTH today

Helping Kids Earn Credentials: Digital Badges for Out-of-School Time Learning

Boston's summer programs help combat learning loss during break

Top 10 Trending Articles

Boston Summer Learning Community

Evaluation Results, 2015

Katie Tosh, Director of Measurement & Outreach
Boston After School & Beyond

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Boston Summer Learning Community: Overview

Boston Summer Learning Community

79 Partner Organizations

Students in Grades K1-12

Students Served*: 5,626
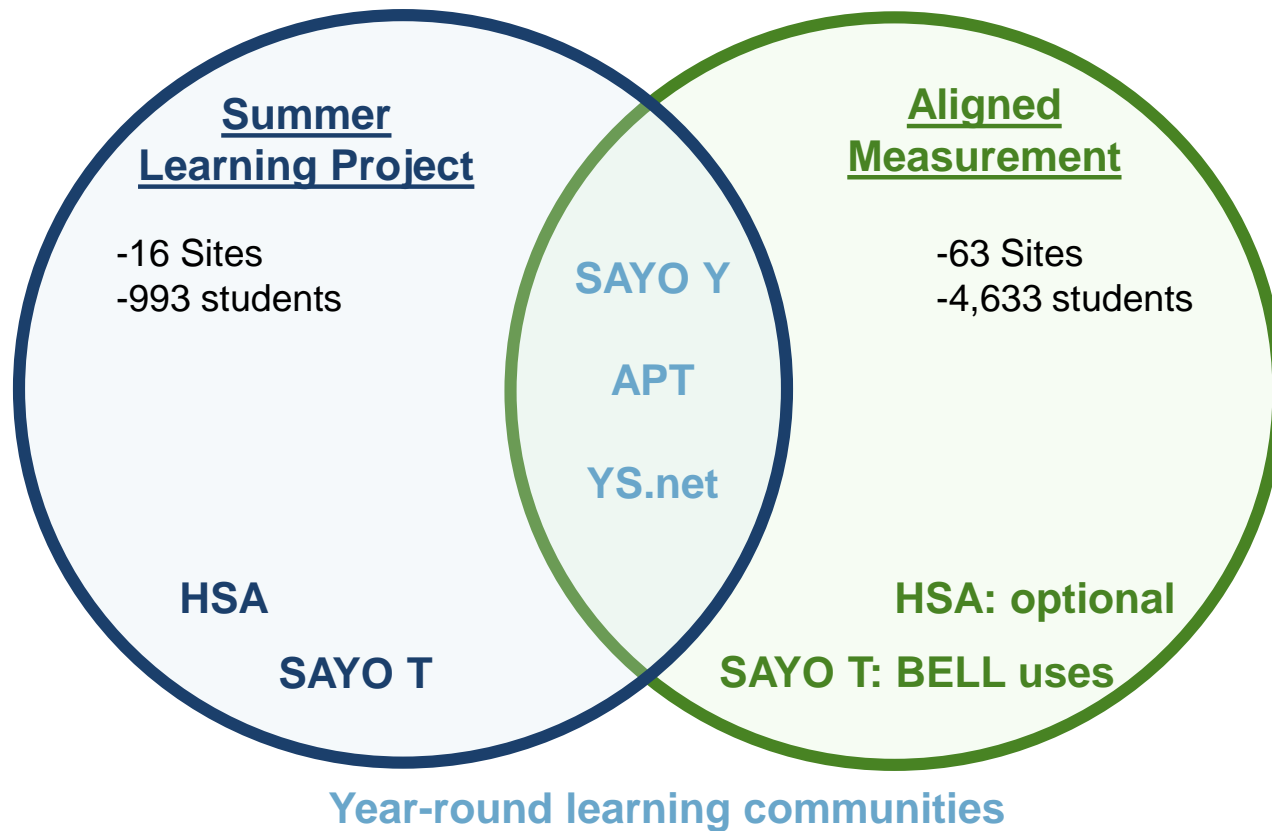**(3,711 from 128 BPS Schools)**

Attendance Rate: 81.2%

*Students with at least one day of attendance.

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Boston Summer Learning Community 2015

	Summer Learning Project	Aligned Group
Description	a core group of providers working closely with BPS	a group of providers voluntarily implementing SLP evaluation tools
Targeted students	Low-income BPS students	Varies by program
Organizations/ Sites	16 providers; 16 sites	29 providers; 63 sites
Students Served*	993	4,633

*Students attending at least 1 day of programming.

Boston Summer Learning Community

Summer Learning Project

-16 Sites
-993 students

SAYO Y

APT

YS.net

Aligned Measurement

-63 Sites
-4,633 students

HSA

SAYO T

HSA: optional

**SAYO T: BELL uses**

Year-round learning communities

- All programs measure program quality from observer and youth perspectives.

- All programs track enrollment and attendance in YouthServices.net.

- Measuring student social-emotional skill growth is optional for Aligned sites.

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Participant Information

Youth Participant Demographics

	Boston Summer Learning Community
Gender	52% male 48% female
ELL	30% current ELL
Grades	K1 – 12th

Race

■ Asian ■ Black ■ Hispanic ■ Other ■ White
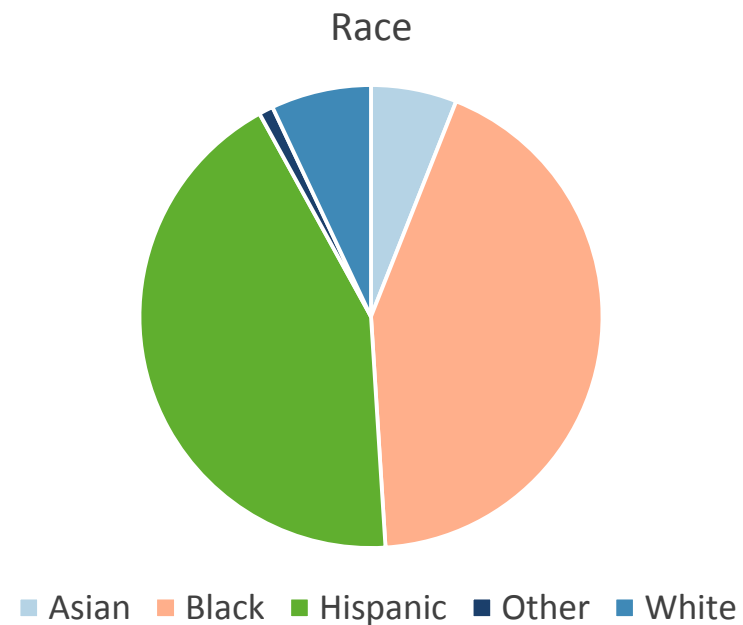
*Based on 3,711 students for whom demographic data could be obtained.

Attendance

	SLP	BSLC
Average Attendance	78%	81%
Program Attendance Range	56% - 90%	45% - 100%
Students attending less than 50%	14%	15%
No Show Rate	7%	21%
Drop Outs	5.6%	4.9%

The low SLP No Show Rate is due in part to an intentional recruitment strategy used this year: over-recruiting students beyond the seat capacity of the program in early spring, and reassessing commitments as the start of summer approaches. At that point, if students were no longer planning or able to attend, the program then offered that seat to a different student. This resulted in a lower no show rate and an increased number of seats being filled over the summer.
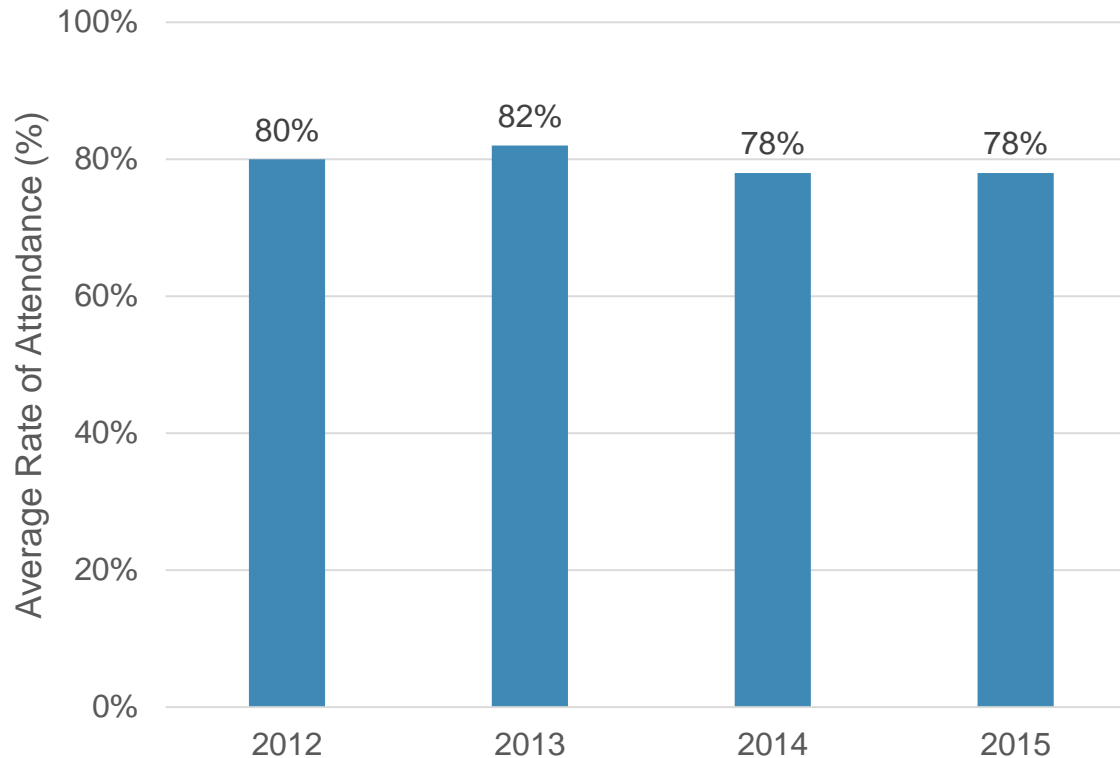
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Average Rate of Attendance by Program, BSLC 2015

Avg: 81.2%

BSLC 2015 Programs (n = 79)

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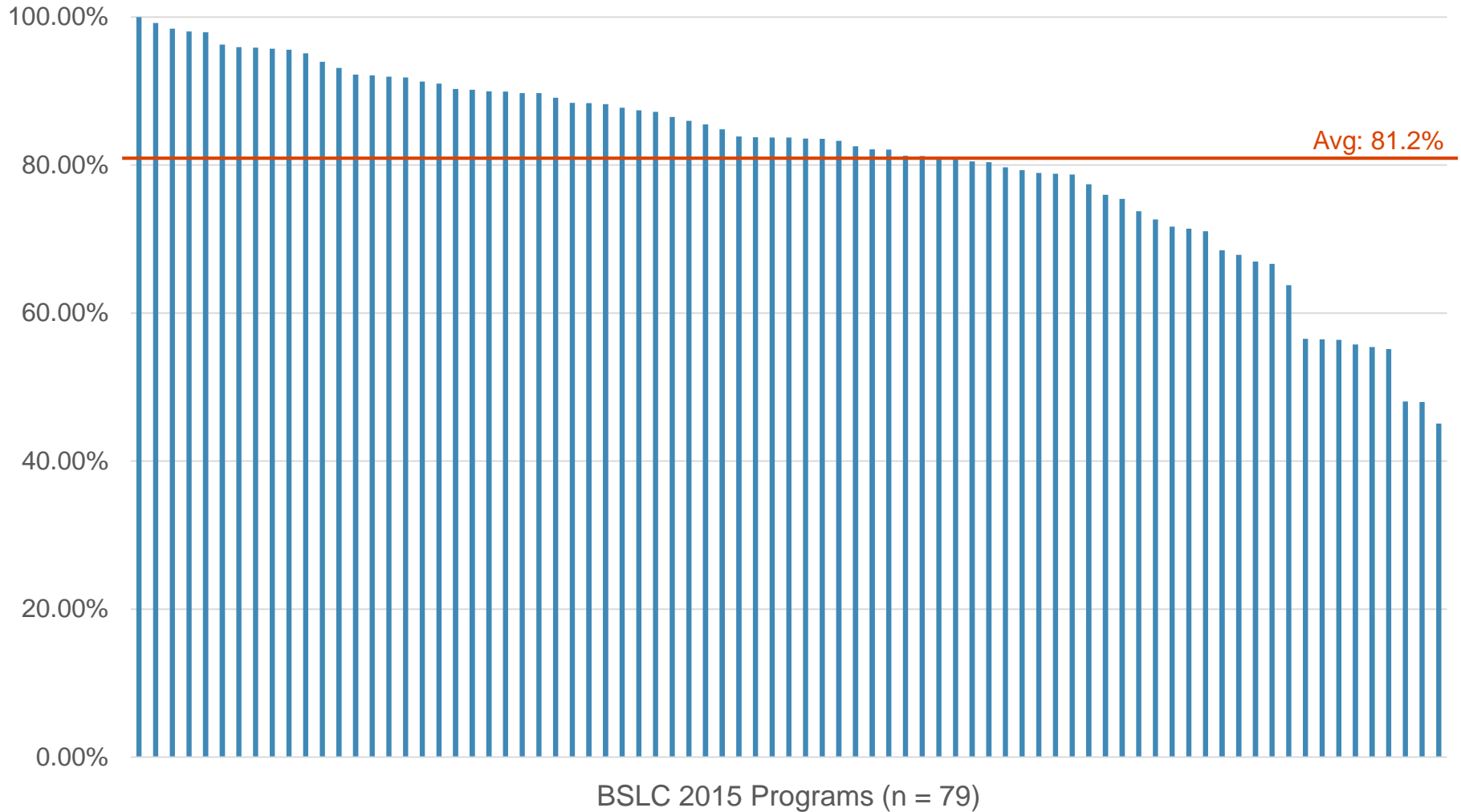
BSLC 2015 By Date Average Rate of Attendance
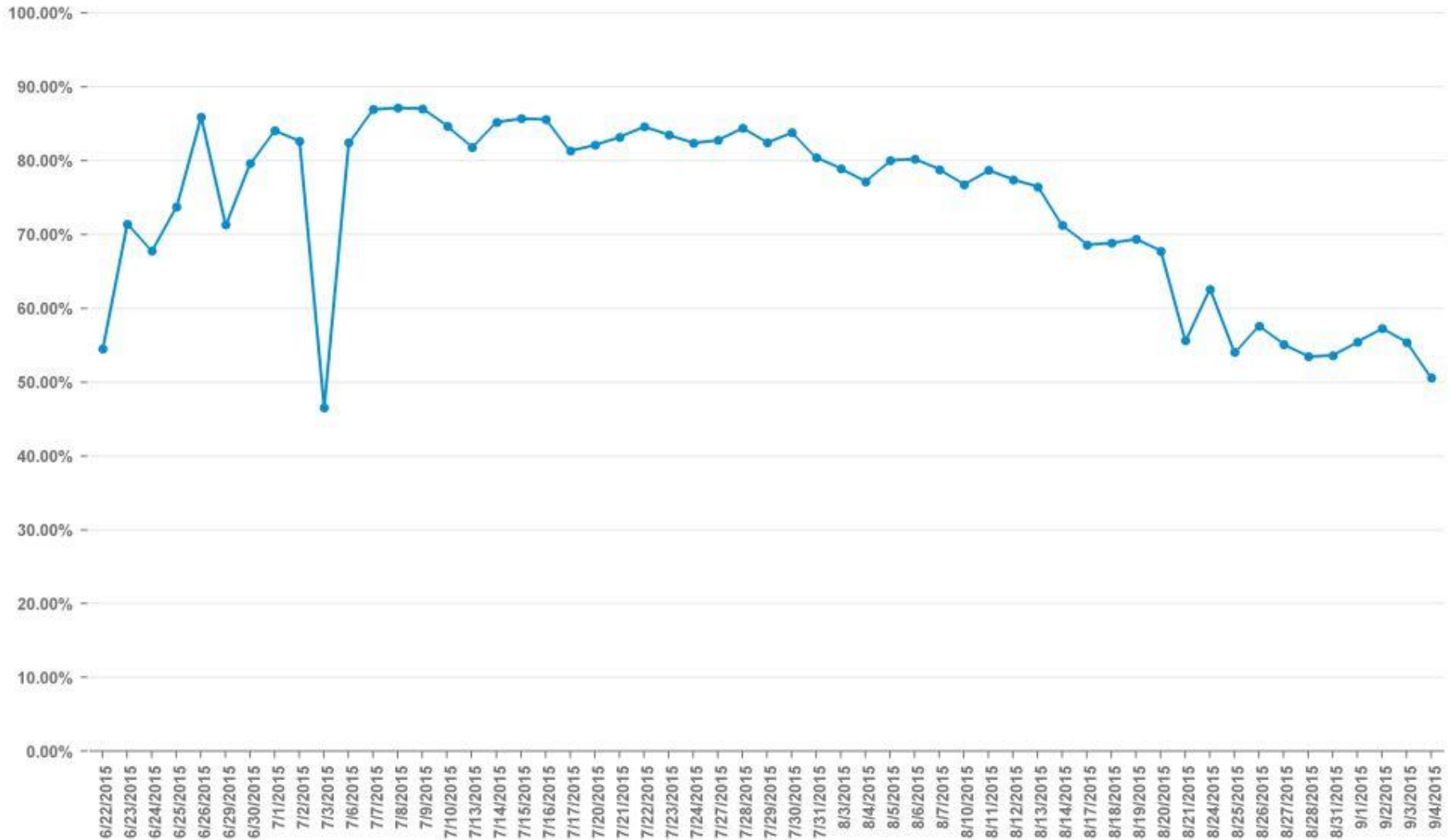
Average Rate of Attendance, SLP 2012-2014

Average rates of attendance have held steady for the SLP cohort over the past four summers, yet there is room to explore strategies for retaining students over the course of the summer program.

Video:
Boston Summer Learning Community, Hale Reservation

Watch the video here!

See an example of a Boston Summer Learning Community site in action. At Hale Reservation, lessons come alive through hands-on activities that reinforce academics and help students cultivate skills like peer relationships and perseverance.

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Focus on Power Skills

All Boston Summer Learning Community sites focused on helping youth develop the following four "Power Skills" during Summer 2015. Professional development sessions tailored to these four skills were provided to program staff during the spring.

Category: Supportive Environment; Relationships	Category: Engagement and Interest in Activities and Learning
Peer Relationships	**Critical Thinking**
Self-Regulation	**Perseverance**

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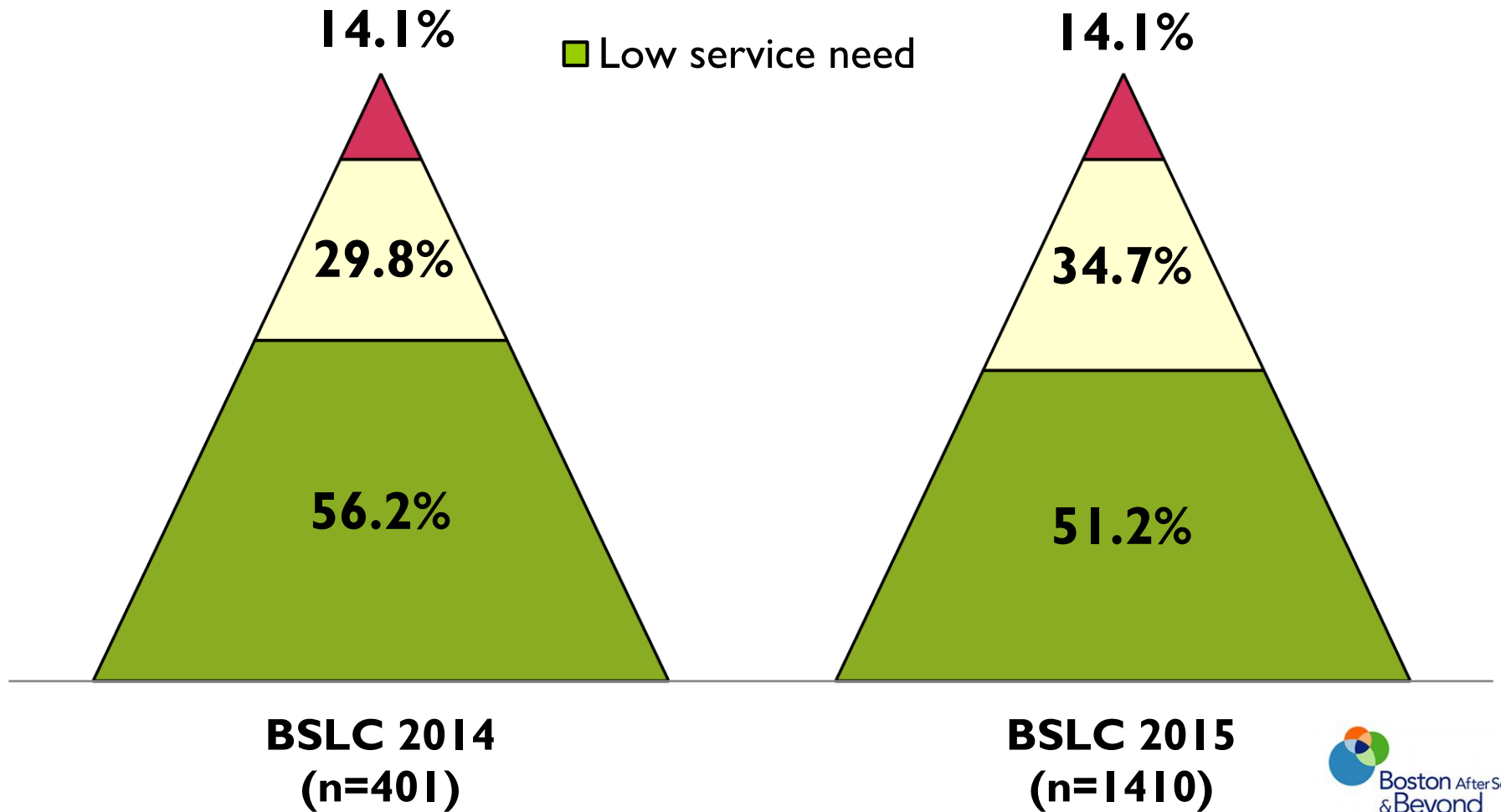# Student Social-Emotional Skill Baseline

Teacher perspective
Youth perspective

Youth Perspective

- Holistic Student Assessment Diagnostic Tool

- An instrument of the Program in Education, Afterschool & Resiliency

- Appropriate for students in Grade 5 or above and completed at the start of the summer program

- How it works:
  - Students rate themselves on 14 different social-emotional skills
  - Their results are normed against PEAR's national database for their gender and grade-level
  - Depending on how the student compares to the average for their gender and grade-level, the skill is considered either a strength, challenge or neutral for that student
  - Depending on the number of strengths and challenges a student has, they are assigned to a support need tier of low, moderate or high social-emotional support need

BSLC: HSA Diagnostic Support Tiers

■ High service need
□ Moderate service need
■ Low service need

14.1%

29.8%

56.2%

**BSLC 2014
(n=401)**

14.1%

34.7%

51.2%

**BSLC 2015
(n=1410)**

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BSLC: HSA Strengths and Challenges

Most Common Strengths:

- Academic Motivation (358)
- School Bonding (340)
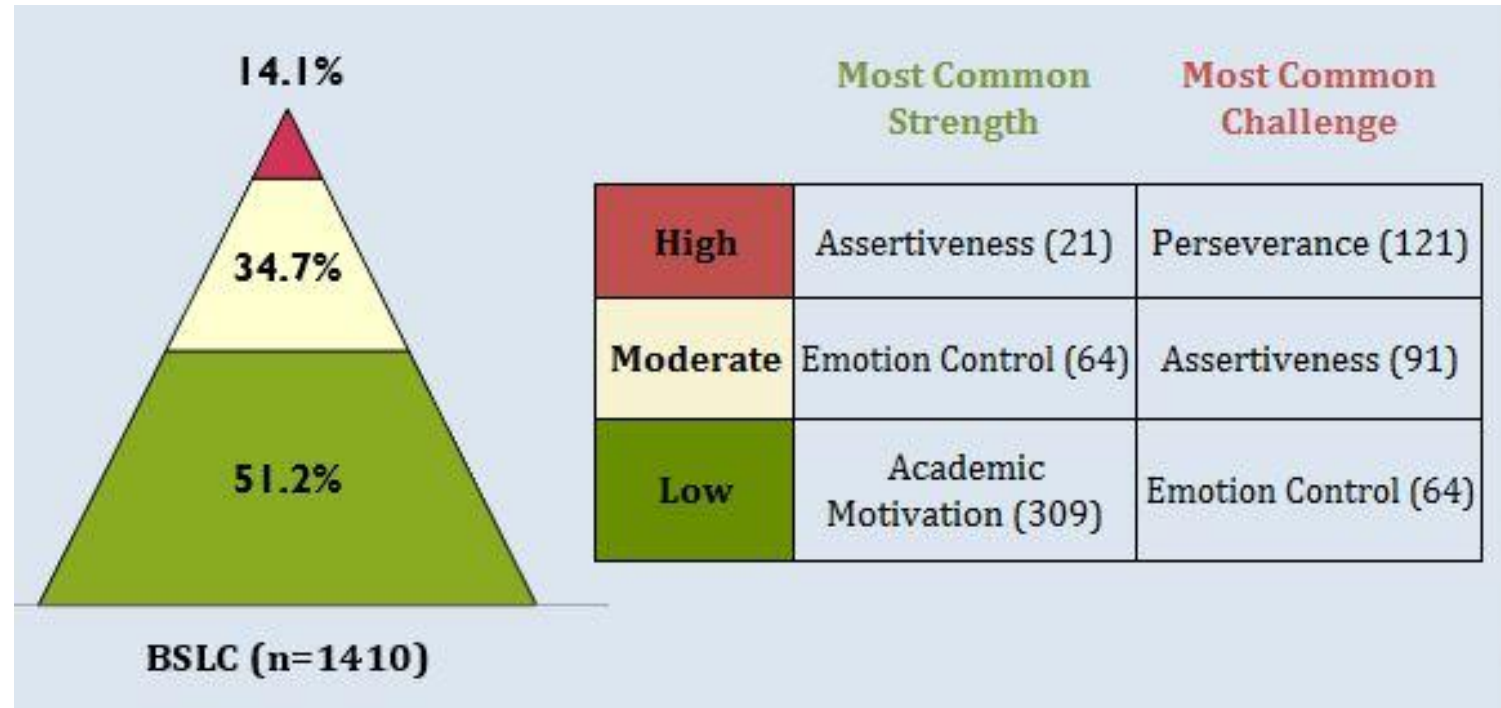- Emotion Control* (315)
- Empathy (312)

Most Common Challenges:

- Assertiveness (209)
- Action Orientation (204)
- Relationships with Adults (194)
- Relationships with Peers* (187)

3.50
Strengths

1.98
Challenges
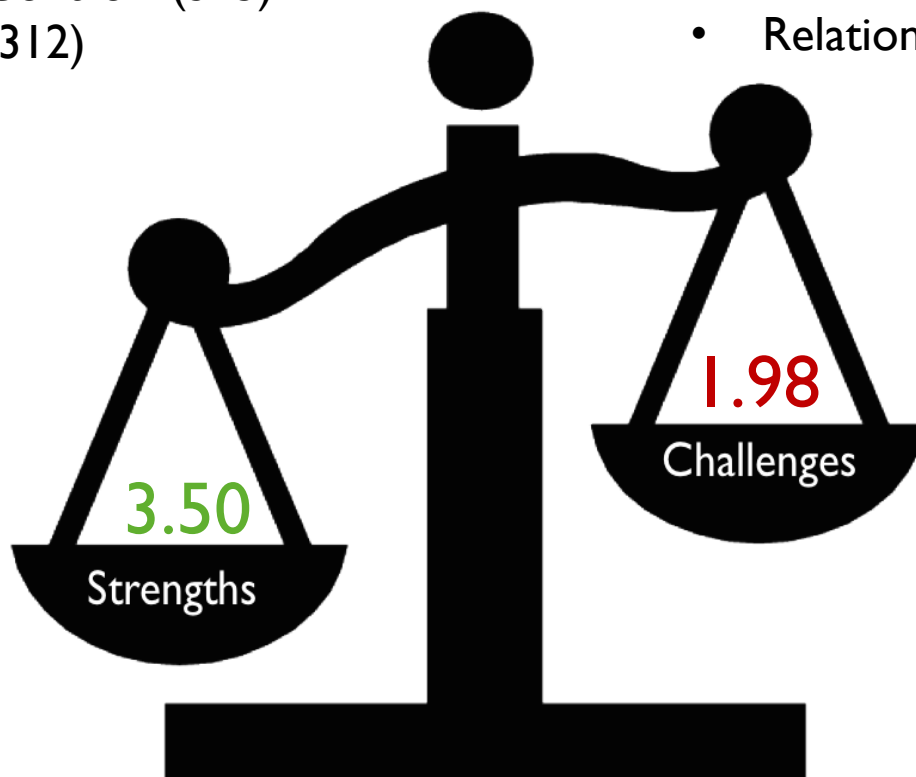
Average Number of Strengths & Challenges Per Student

*Power Skill.
(n=1410)

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Most Common Strength and Challenge, by Support Need Tier

		Most Common Strength	Most Common Challenge
High		Assertiveness (21)	Perseverance (121)
Moderate		Emotion Control (64)	Assertiveness (91)
Low		Academic Motivation (309)	Emotion Control (64)

14.1%
34.7%
51.2%
BSLC (n=1410)

The most common strength and challenge differs according to support need tier among the Boston Summer Learning Community youth population. High need students have fewer strengths than challenges, with Assertiveness being their most common strength and Perseverance being their most common challenge. Low need students have fewer challenges than strengths, and their most common challenge is Emotion Control while their most common strength is Academic Motivation.

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Teacher Perspective

- Survey of Academic and Youth Outcomes, Teacher Version (SAYO T)

- An instrument of the National Institute on Out-of-School Time (NIOST)

- Teachers complete both a Pre and Post survey on students. The same teacher completes both the Pre and Post survey on a particular student.

- How it works:
  - Teachers rate the frequency of student behaviors related to 8 different social-emotional skills, as well as student proficiency in ELA and Math
  - NIOST and BASB have set a benchmark of "Usually" for the desired frequency of skill behavior demonstration for students

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Social-Emotional Skill Baseline: Teacher Perspective

Relationships — Learning Interest and Engagement

Skill Domain	Rating
Communication	3.5
Relationships with Adults	3.7
Relationships with Peers*	3.9
Self-Regulation*	3.6
Problem Solving (Critical Thinking)*	3.3
Perseverance*	3.6
Initiative	3.4
Engagement in Learning	3.5

Scale: Always, Usually, Sometimes, Rarely, Never

*Power Skill. (n=1263)

SAYO-T Skill Domains
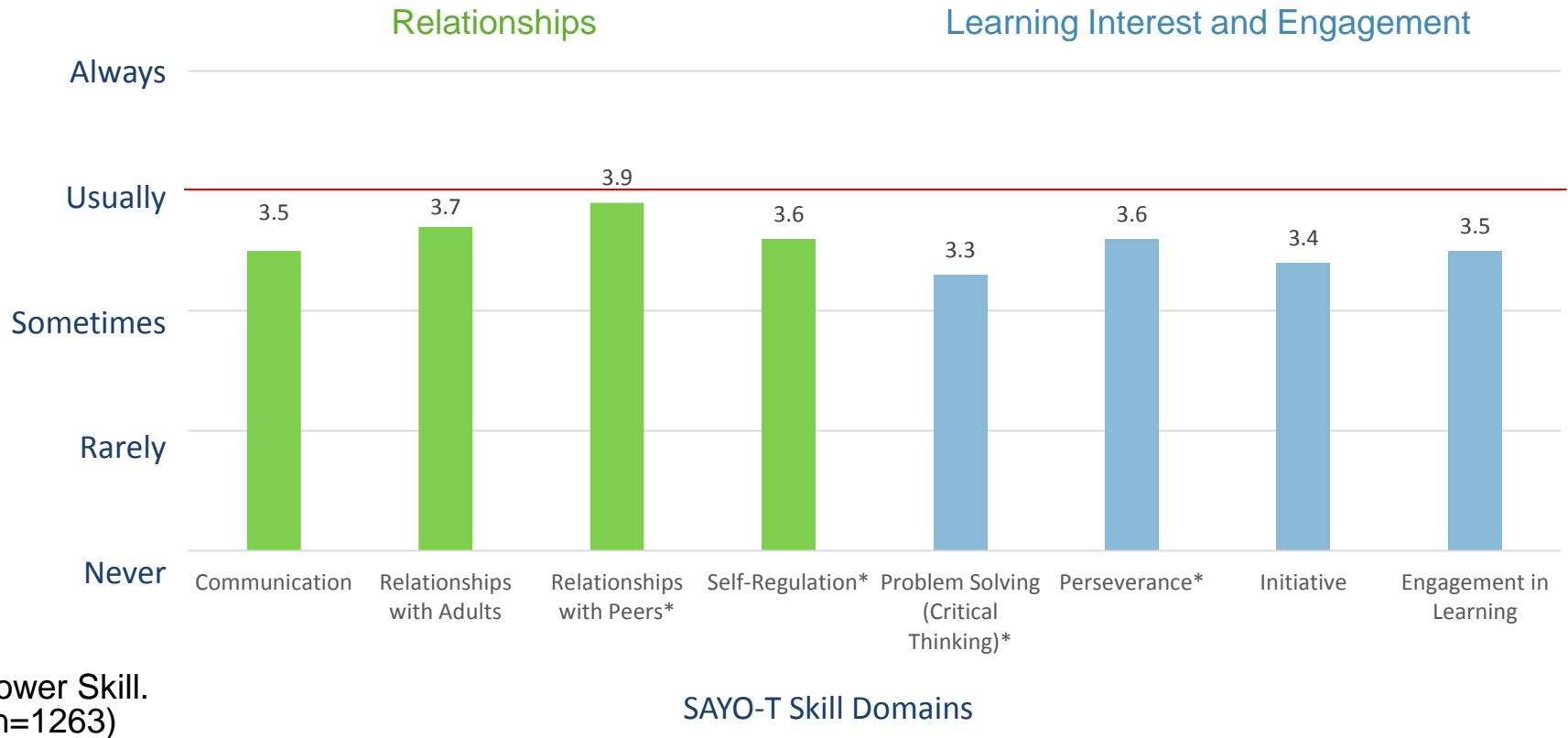
On average, teachers rated students as "sometimes" to "usually" demonstrating behaviors associated with social-emotional skills. Students were rated lowest in Problem Solving/Critical Thinking and rated highest in Relationships with Peers, both Power Skills. In general students were rated slightly higher in skills related to Relationships than skills related to Learning Interest and Engagement.

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Social-Emotional Skill Baseline: Teacher Perspective

Percent of Students Meeting Benchmark of "Usually" or "Always"

Relationships — Learning Interest and Engagement

	Communication	Relationships with Adults	Relationships with Peers*	Self-Regulation*	Problem Solving (Critical Thinking)*	Perseverance*	Initiative	Engagement in Learning
Percent	34%	45%	59%	42%	31%	41%	34%	40%

SAYO-T Skill Domains
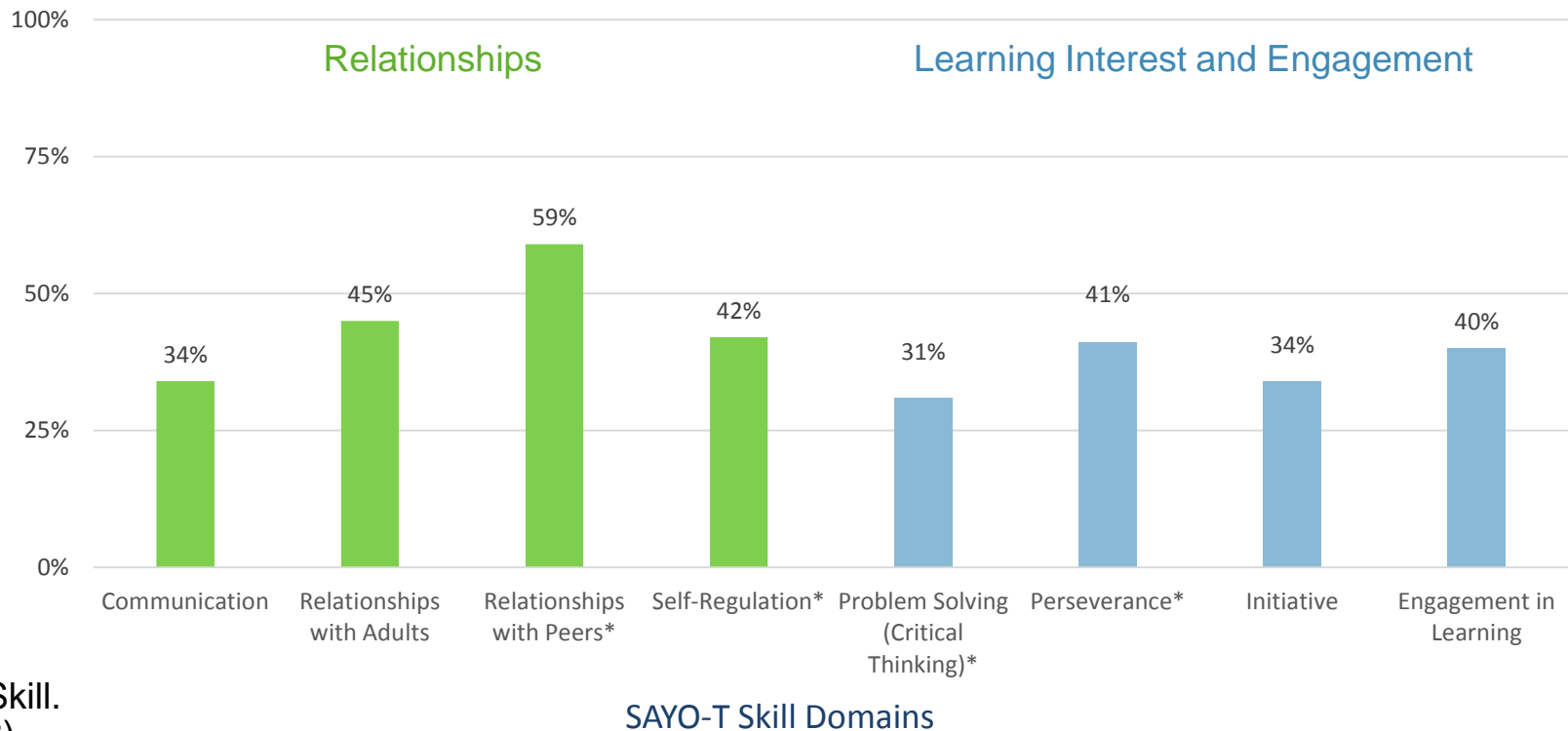
*Power Skill.
(n=1263)

Anywhere from 31% to 59% of students met the benchmark, depending on the skill. The least amount of students met the benchmark in Problem Solving/Critical Thinking and the most met the benchmark in Relationships with Peers, both Power Skills. In general more students met the benchmark in skills related to Relationships than skills related to Learning Interest and Engagement.

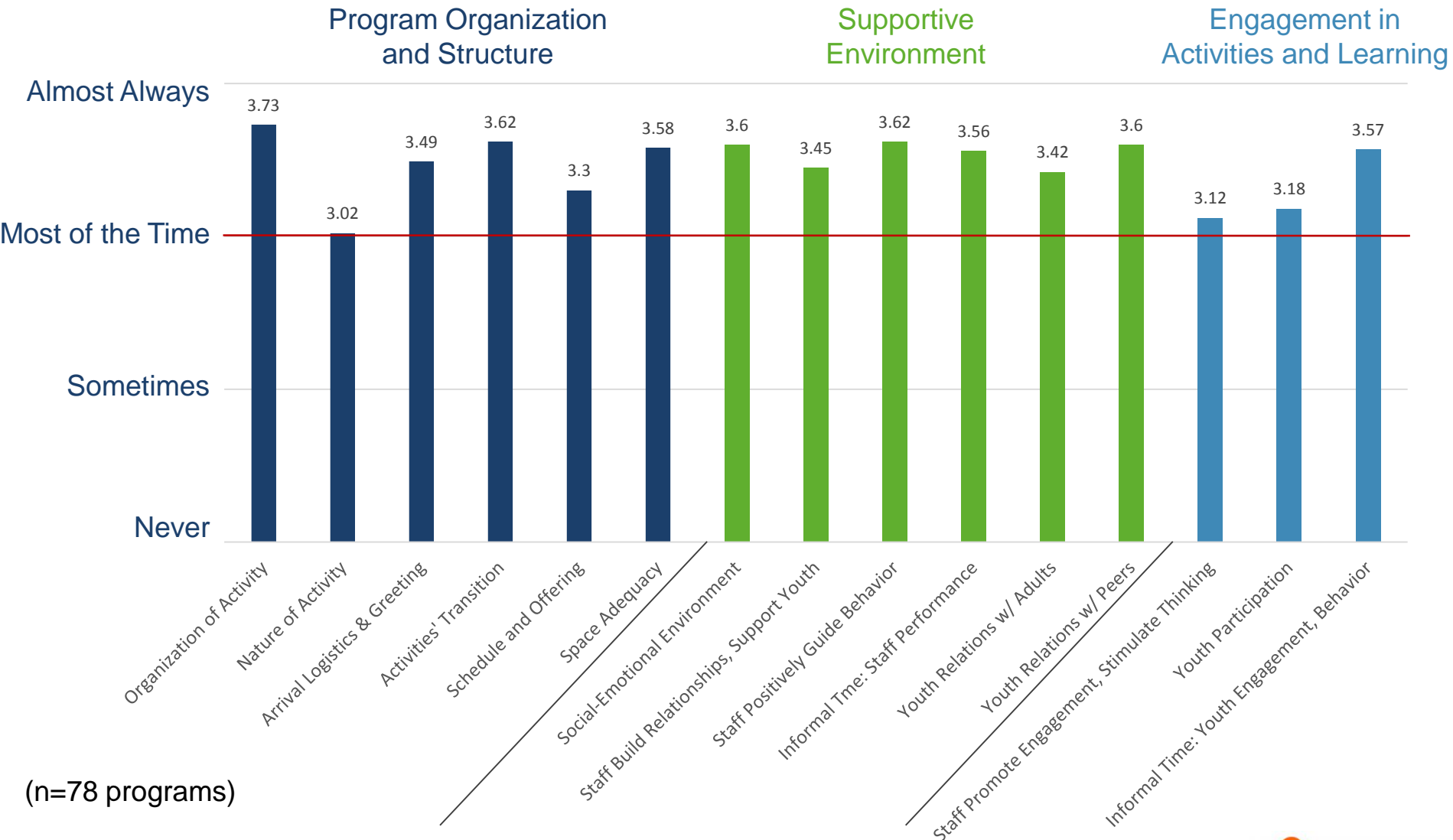Boston After School & Beyond

Program Quality:

Third party observer perspective
Youth perspective

Program Quality: Third Party Perspective

The Assessment of Program Practices Tool (APT)

- A tool of the National Institute on Out of School Time (NIOST)

- Third party observers rate aspects of program quality related to social-emotional skill development.

- A score of 3 on a domain is considered the benchmark, meaning the quality practice is observed "most of the time."

- Domains on the APT can be summarized into three categories:
  - Program Organization and Structure
  - Supportive Environment
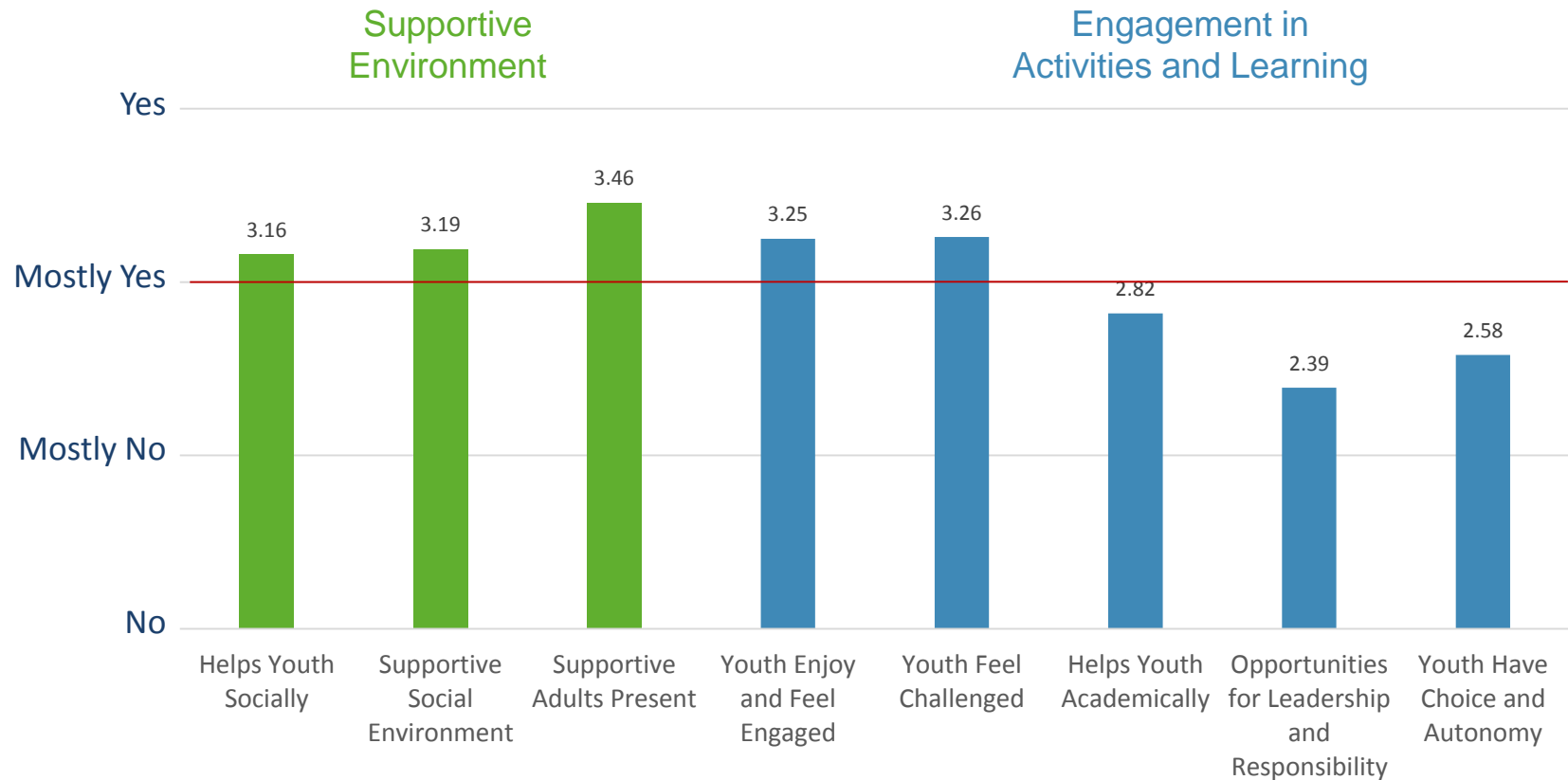 - Engagement in Activities and Learning

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Program Quality, Third Party Perspective

Program Organization and Structure

Supportive Environment

Engagement in Activities and Learning

	Almost Always	Most of the Time	Sometimes	Never

Organization of Activity — 3.73
Nature of Activity — 3.02
Arrival Logistics & Greeting — 3.49
Activities' Transition — 3.62
Schedule and Offering — 3.3
Space Adequacy — 3.58
Social-Emotional Environment — 3.6
Staff Build Relationships, Support Youth — 3.45
Staff Positively Guide Behavior — 3.62
Informal Time: Staff Performance — 3.56
Youth Relations w/ Adults — 3.42
Youth Relations w/ Peers — 3.6
Staff Promote Engagement, Stimulate Thinking — 3.12
Youth Participation — 3.18
Informal Time: Youth Engagement, Behavior — 3.57

(n=78 programs)

On average BSLC programs are meeting or exceeding the benchmark in all aspects of program quality.

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Program Quality: Youth Perspective

Survey of Academic and Youth Outcomes Youth Version (SAYO Y)

- A tool of the National Institute on Out-of-School Time (NIOST)

- Survey completed by youth at the end of their program. Appropriate for students in Grade 4 or above.

- Provides an essential youth perspective on program experiences and quality. Some domains similar to APT.

- A score of 3 on a domain is considered the benchmark, meaning the youth thought the quality practice happened "most of the time."

- Domains on the SAYO Y can be summarized into two categories:
  - Supportive Environment
  - Engagement in Activities and Learning

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Program Quality, Youth Perspective

Supportive Environment

Engagement in Activities and Learning

Helps Youth Socially	3.16
Supportive Social Environment	3.19
Supportive Adults Present	3.46
Youth Enjoy and Feel Engaged	3.25
Youth Feel Challenged	3.26
Helps Youth Academically	2.82
Opportunities for Leadership and Responsibility	2.39
Youth Have Choice and Autonomy	2.58

Yes / Mostly Yes / Mostly No / No

(n=69 programs)

SAYO-Y Program Quality Domains

On average BSLC programs are meeting or exceeding the benchmark from the youth perspective in five out of eight aspects of program quality. Youth rate programs lowest in *Opportunities for Leadership and Responsibility* and *Youth Have Choice and Autonomy.*

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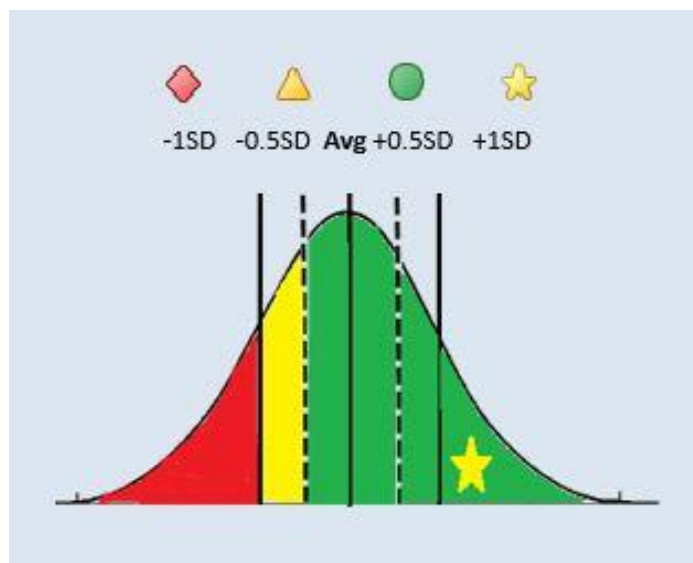# Program quality results on the PRISM

- Domains from the APT and SAYO Y are grouped into three broad categories on their program's PRISM report:
    - Program organization and structure
    - Supportive environment
    - Engagement in activities and learning

- An "O" for "observer" indicates an APT item
- A "Y" for "youth" indicates a SAYO Y item

- Programs have a comparison to the SLP cohort, the BSLC overall average, as well as to their program's score from the prior year if they are a returning program

Reading the PRISM Program Quality Page

Perspective	Program Organization and Structure	Program		SLP		BSLC		2014	Change
Program Management Practices									
O	Organization of Activity	3.95	✔	3.72	●	3.73	●	3.90	⬆
O	Nature of Activity	2.39	⚠	2.77	△	3.02	◆	2.96	⬇
O	Arrival Logistics and Greetings	3.00	✔	3.33	◆	3.49	◆	3.25	⬇
O	Activities' Transition	4.00	✔	3.34	⭐	3.62	●	3.83	⬆
O	Schedule and Offering	3.80	✔	3.31	⭐	3.30	●	4.00	⬇
O	Space Adequacy	3.33	✔	3.59	△	3.58	△	4.00	⬇
Perspective	**Supportive Environment**	Program		SLP		BSLC		2014	Change
O	Social-Emotional Environment	3.75	✔	3.47	●	3.60	●	4.00	⬇
O	Staff Build Relationships and Support Individual Youth	3.31	✔	3.34	●	3.45	●	3.31	━
O	Staff Positively Guide Behavior	3.86	✔	3.51	●	3.62	●	3.83	⬆
O	Informal Time: Staff Performance	3.00	✔	3.35	△	3.56	△	3.67	⬇
O	Youth Relations with Adults	3.81	✔	3.30	⭐	3.42	●	3.81	━
O	Youth Relations with Peers	3.76	✔	3.50	●	3.60	●	3.86	⬇
Y	Helps Youth Socially	3.33	✔	3.09	●	3.16	●	3.46	⬇
Y	Supportive Social Environment	3.19	✔	3.08	●	3.19	●	3.22	⬇
Y	Supportive Adults Present	3.54	✔	3.41	●	3.46	●	3.33	⬇
Perspective	**Engagement in Activities and Learning**	Program		SLP		BSLC		2014	Change
O	Staff Promote Engagement and Stimulate Thinking	2.73	⚠	3.02	△	3.12	△	2.95	⬇
O	Level of Youth Participation	3.17	✔	2.94	●	3.18	●	3.46	⬇
O	Informal Time: Youth Engagement and Behavior	3.86	✔	3.38	⭐	3.57	●	4.00	⬇
Y	Youth Enjoy and Feel Engaged	3.46	✔	3.25	●	3.25	●	3.39	⬆
Y	Youth Feel Challenged	3.38	✔	3.31	●	3.26	●	3.20	⬆
Y	Helps Youth Academically	3.32	✔	2.91	⭐	2.82	⭐	3.04	⬆
Y	Opportunities for Leadership and Responsibility	1.77	⚠	2.28	◆	2.39	◆	2.01	⬇
Y	Youth Have Choice and Autonomy	2.39	⚠	2.49	△	2.58	△	2.32	⬆

Reading the PRISM

Perspective	Engagement in Activities and Learning	Program		SLP		BSLC		2014	Change
O	Staff Promote Engagement and Stimulate Thinking	2.73	!	3.02	△	3.12	△	2.95	⬇
O	Level of Youth Participation	3.17	✔	2.94	●	3.18	●	3.46	⬇
O	Informal Time: Youth Engagement and Behavior	3.86	✔	3.38	★	3.57	●	4.00	⬇
Y	Youth Enjoy and Feel Engaged	3.46	✔	3.25	●	3.25	●	3.39	⬆
Y	Youth Feel Challenged	3.38	✔	3.31	●	3.26	●	3.20	⬆
Y	Helps Youth Academically	3.32	✔	2.91	★	2.82	★	3.04	⬆
Y	Opportunities for Leadership and Responsibility	1.77	!	2.28	◆	2.39	◆	2.01	⬇
Y	Youth Have Choice and Autonomy	2.39	!	2.49	△	2.58	△	2.32	⬆

-1SD   -0.5SD   Avg   +0.5SD   +1SD

The green check indicates the program has met the benchmark, while the yellow exclamation point indicates the program has not met the benchmark.

The green circle, yellow triangle and red diamond are indicators based on how a program's average falls along a normal distribution of the overall SLP or BSLC Programs. The gold star indicates top performers.

The change arrows indicate raw score changes from the prior year. Based on partner feedback, BASB is exploring with NIOST how to define and display "meaningful change" in program quality practice scores from one year to the next.

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Program Quality:

Beyond the Average Scores

Highlighting Program Quality Trends

- An average score can only tell us so much. Heat maps were created to visualize the entire summer learning community's data together (shown on the following slides).

- Each row represents an individual program.

- Dark green indicates the best score (4) and white indicates the lowest score (1). Gray indicates a missing value.

- Areas of common strengths and challenges are easily identified, as well as programs performing well across the board. This information is used to inform Peer Learning Communities and Best Practice sharing.

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APT Results: Program Organization and Structure

Schedule and Offering
-Balance of experiences, activities, instructional practices, and group sizes

Nature of Activity
- Activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time
- Activity is challenging, stimulates thinking
- Activity offers youth choice and decision making
- Activity offers youth opportunities to work collaboratively

Related Power Skills
- Critical Thinking
- Peer Relationships
- Perseverance

Related Program Quality Aspects: Youth Perspective
- Choice and Autonomy
- Leadership and Responsibility

Legend:
- 4
- 3
- 2
- 1
- missing

Column headers: Organization of Activity | Nature of Activity | Arrival Logistics and Greetings | Activities' Transition | Schedule and Offering | Space Adequacy | Average

APT Results: Supportive Environment

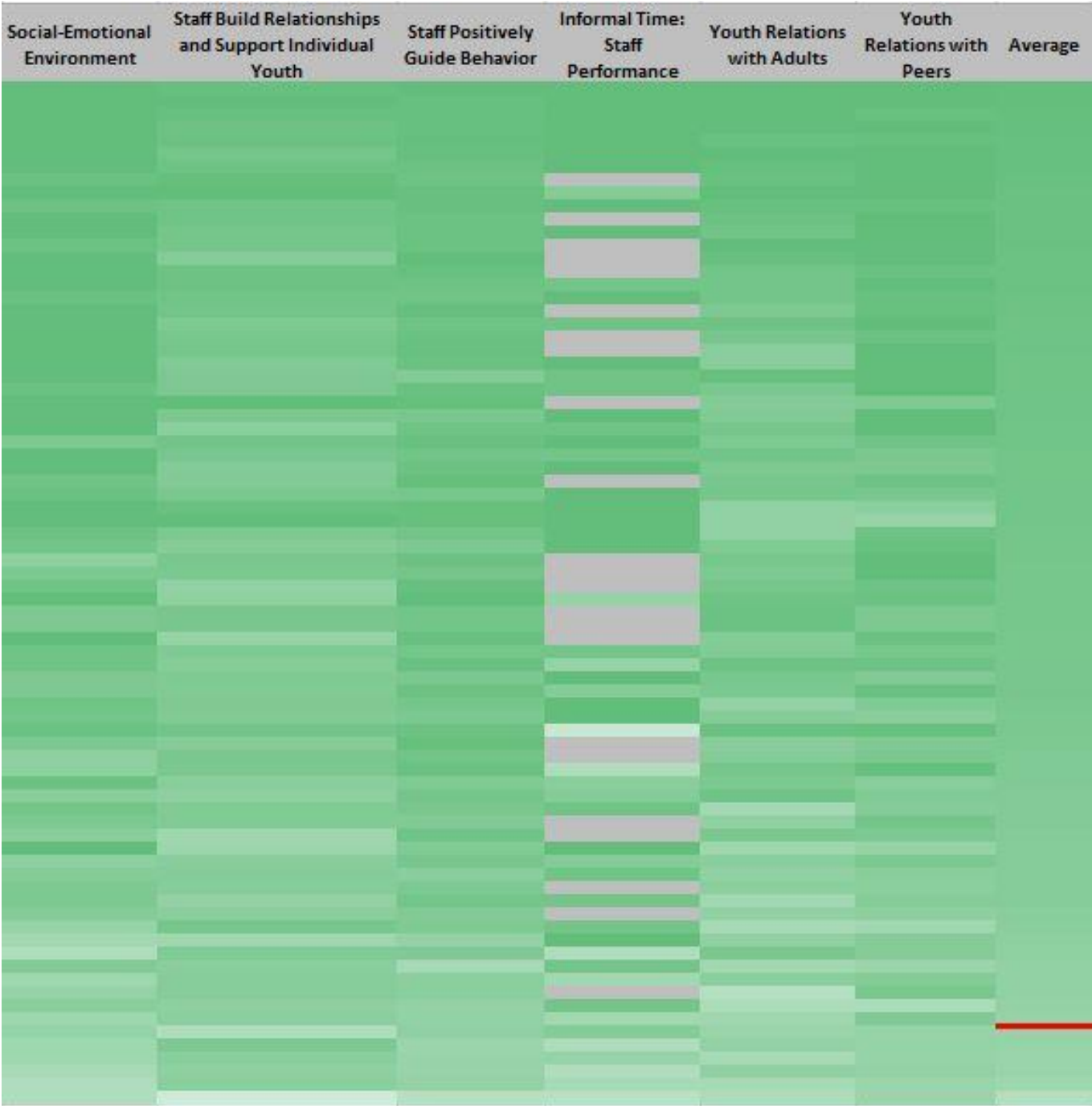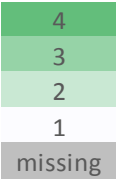**Strongest Section of Program Quality Overall**

Related Power Skills
- Peer Relationships
- Self-Regulation

Other Related Skills
- Relationships with Adults
- Communication

Programs are well-suited to help youth improve in their self-reported most common challenges of peer and adult relationships.

	Social-Emotional Environment	Staff Build Relationships and Support Individual Youth	Staff Positively Guide Behavior	Informal Time: Staff Performance	Youth Relations with Adults	Youth Relations with Peers	Average

4
3
2
1
missing

APT Results: Engagement in Activities and Learning

Staff Promote Engagement and Stimulate Thinking
- Staff spark and sustain youth's interest/curiosity throughout the activity (ask open-ended questions, pose challenges)
- Staff encourage youth to share control, responsibility, and decision-making
- Staff help youth think through problems or questions themselves rather than offering answers
- Staff ask open-ended questions to facilitate youth reflection *during* the activity
- At the end of the activity, staff engage youth in a structured time for feedback and reflection
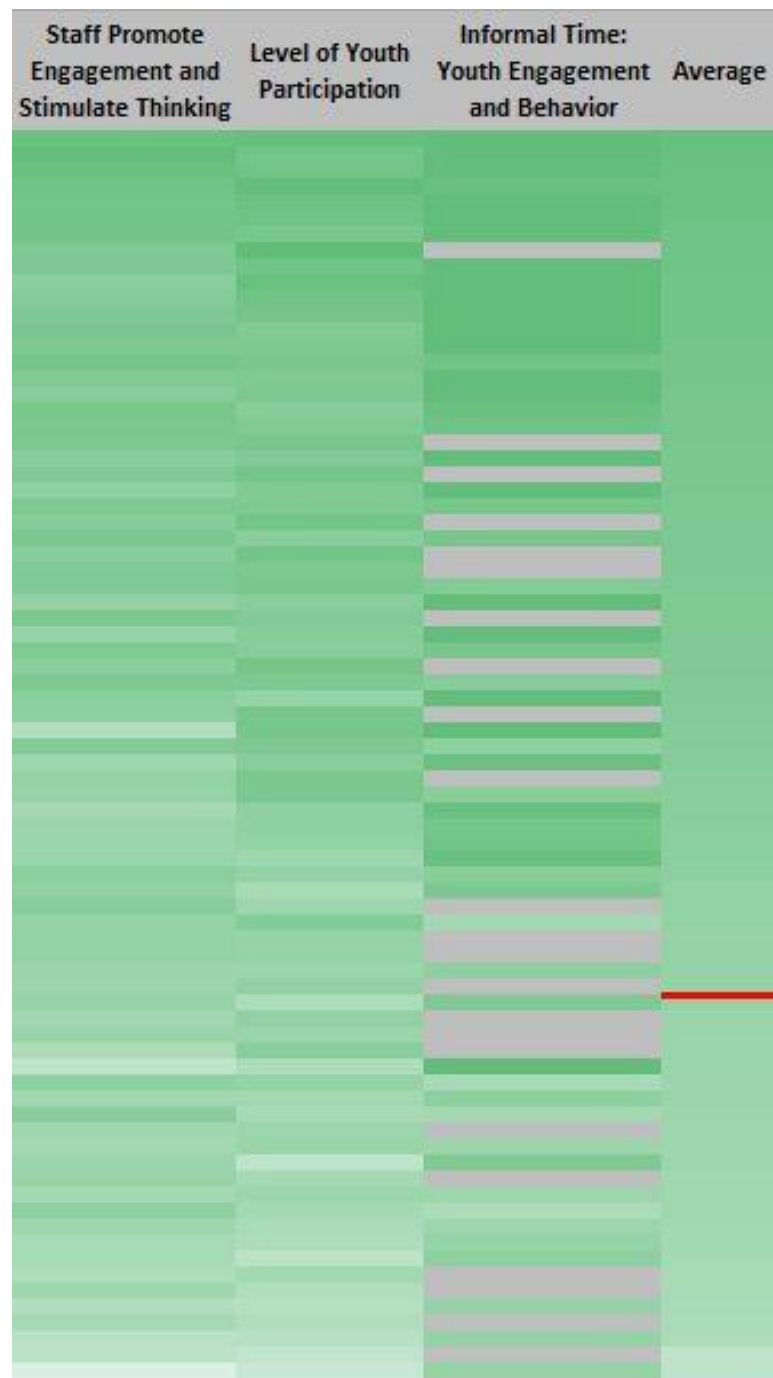
Youth Participation
- Youth are busy and engaged in conversation or activities
- Youth follow program rules and behavioral expectations
- Youth appear calm and in control of themselves
- Youth help select, lead or contribute to running the activity
- Youth are cognitively engaged and/or focused on solving problems

Related Power Skills
- Critical Thinking
- Perseverance
- Self-Regulation

Related Program Quality Aspects: Youth Perspective
- Choice and Autonomy
- Leadership and Responsibility

	Staff Promote Engagement and Stimulate Thinking	Level of Youth Participation	Informal Time: Youth Engagement and Behavior	Average

Value	
4	
3	
2	
1	
missing	

SAYO Y: Supportive Environment

Related Skills: Relationships with Peers and Adults

SAYO Y: Engagement in Activities and Learning

Related Skills: Learning Interest, Critical Thinking, Perseverance, Self-Regulation, Communication

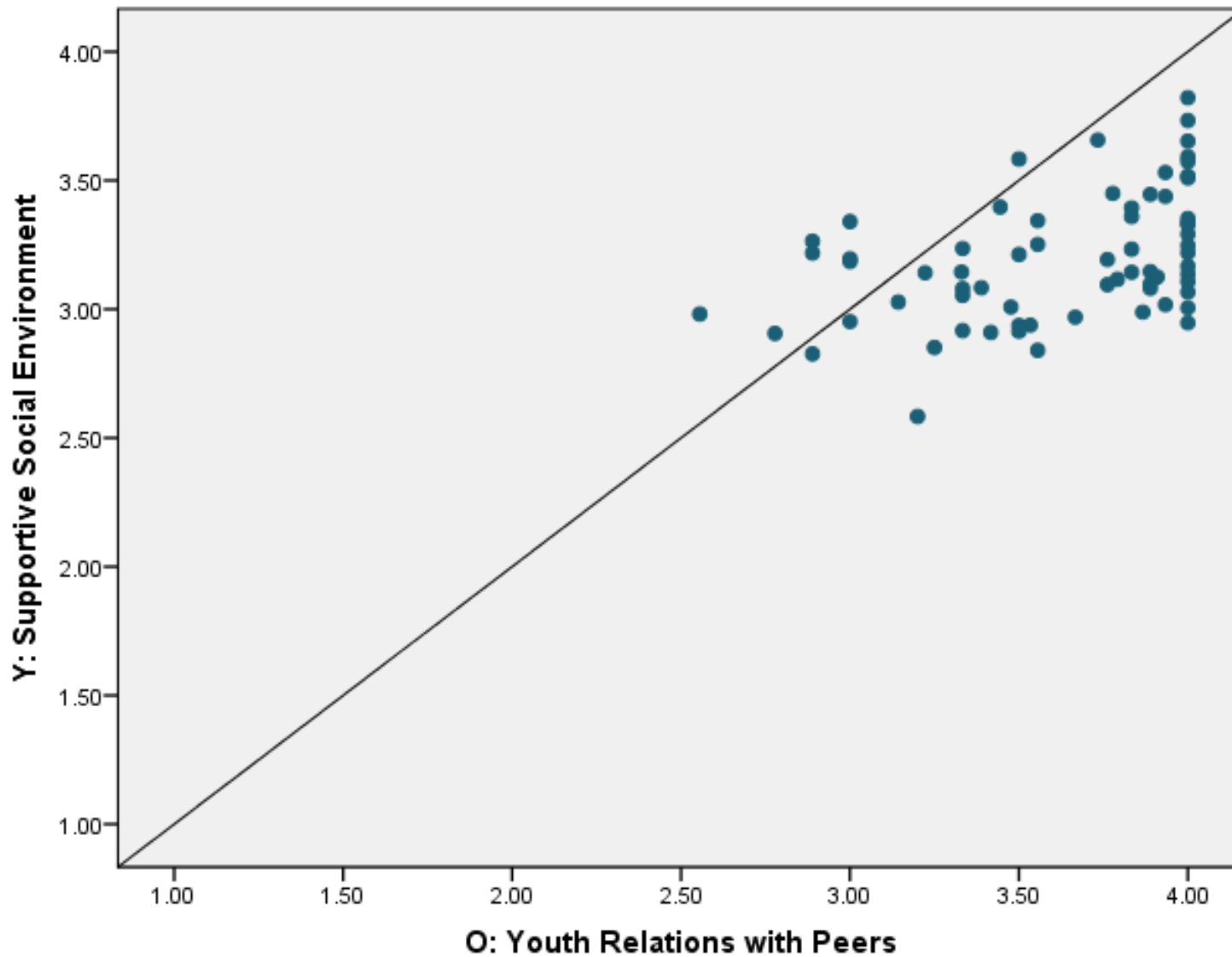| Helps Youth Socially	Supportive Social Environment	Supportive Adults Present	Youth Enjoy and Feel Engaged	Youth Feel Challenged	Helps Youth Academically	Opportunities for Leadership and Responsibility	Youth Have Choice and Autonomy	Average

Observer versus Youth Ratings

- For domains that measure similar concepts on the APT and SAYO Y, to what extent do youth and observers agree with one another on the program quality?

- Plotting youth ratings against observer ratings on a scatter plot investigates this question (shown on following slides).

- If youth and observers were in complete agreement, all dots would be along the diagonal line.

Agreement Between Youth and Observer Perspectives: Relationships with Adults

X-axis: O: Staff Build Relationships and Support Individual Youth
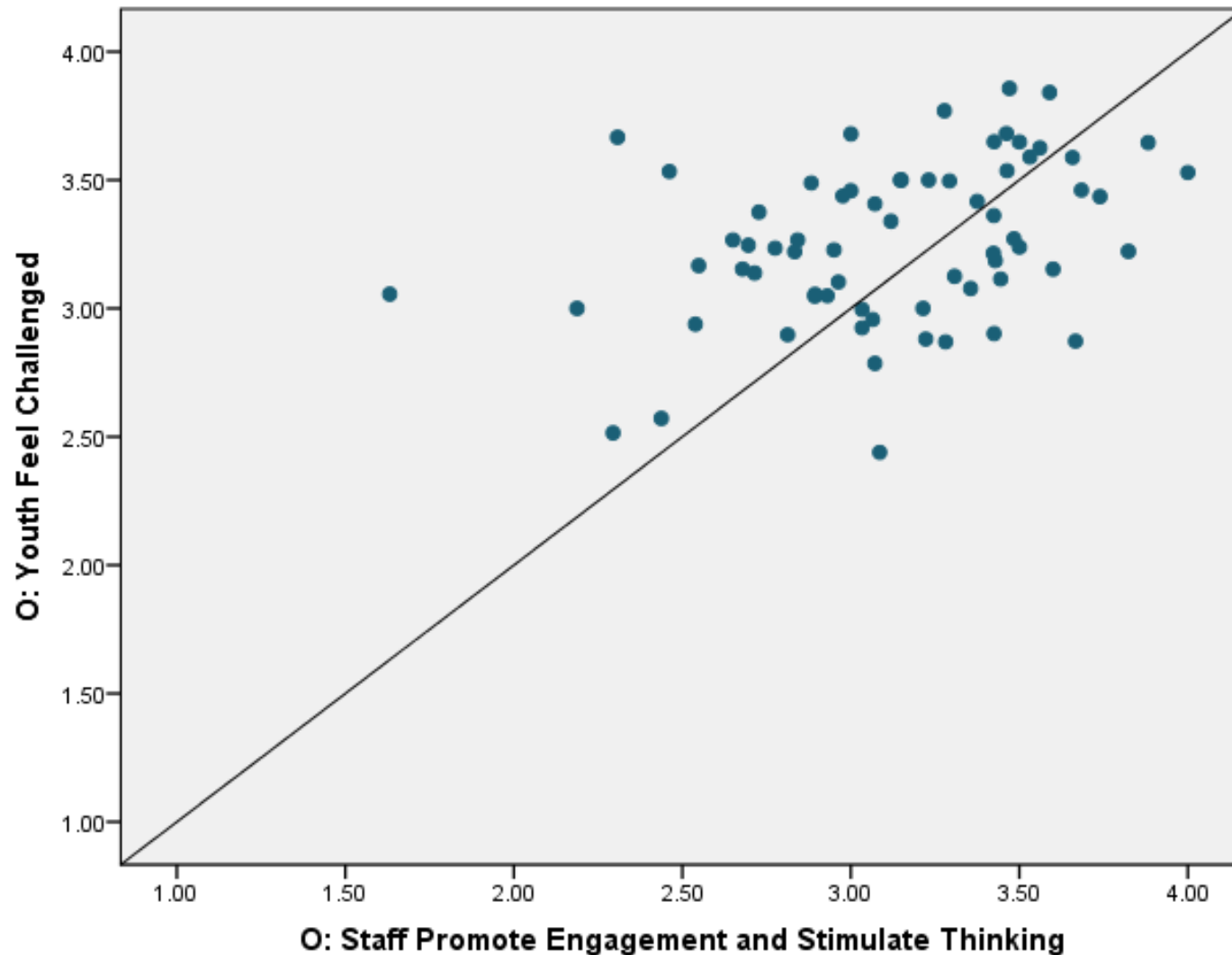Y-axis: Y: Supportive Adults Present
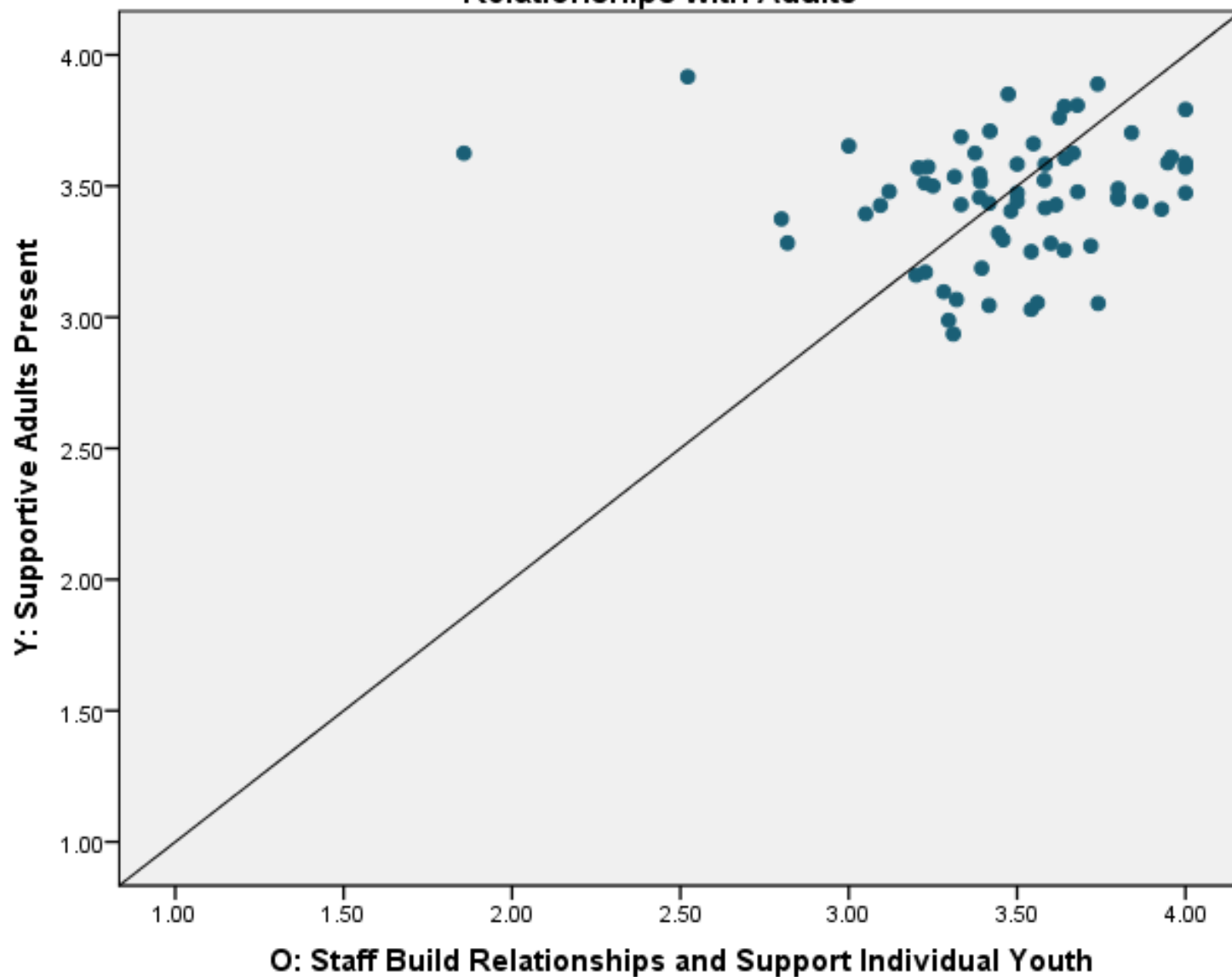
Youth and Observers rate programs highly on Relationships with Adults and in general are in agreement about the level of quality. This was a common challenge for youth upon entering the summer programs, and this is encouraging evidence that summer programs are well-suited to help youth develop this skill.

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Agreement Between Youth and Observer Perspectives: Relationships with Peers

Y: Supportive Social Environment vs. O: Youth Relations with Peers

Observers tend to rate programs higher on Relationships with Peers than do Youth. This was a common challenge for youth upon entering the summer programs, and a Power Skill, so it is important for programs to consider why the youth perspective might differ and how program staff can help students foster positive and supportive peer relationships throughout the course of the summer program.

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Agreement Between Youth and Observer Perspectives: Challening and Stimulating Program

O: Youth Feel Challenged (y-axis)

O: Staff Promote Engagement and Stimulate Thinking (x-axis)

There is less consistent agreement between Youth and Observers on the challenging and stimulating nature of a program. In some instances there is close agreement, and in others Youth rate the programs highly in terms of being challenging while Observers do not think staff are stimulating thinking and engagement as well as they could. As this area of program practice relates strongly to the Power Skills of Critical Thinking and Perseverance, the BSLC is challenged to take into consideration the need level and frame of reference of students as well as incorporate best practices around providing opportunities for youth to develop these important skills.

Student Social-Emotional Skill Growth

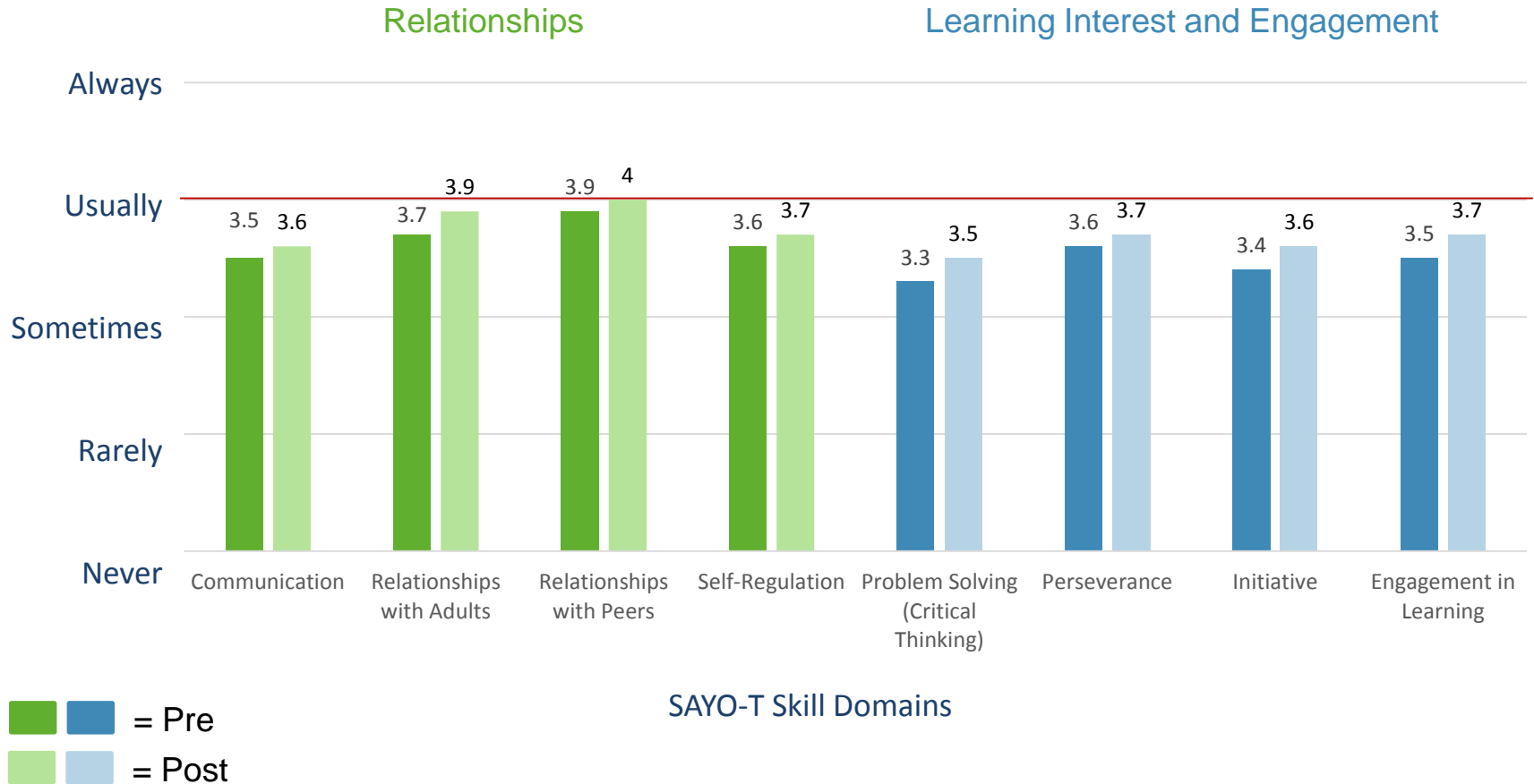## Teacher perspective
Youth perspective

Social-Emotional Skill Growth, Student Perspective

Percent of Students Reporting Skill Improvements
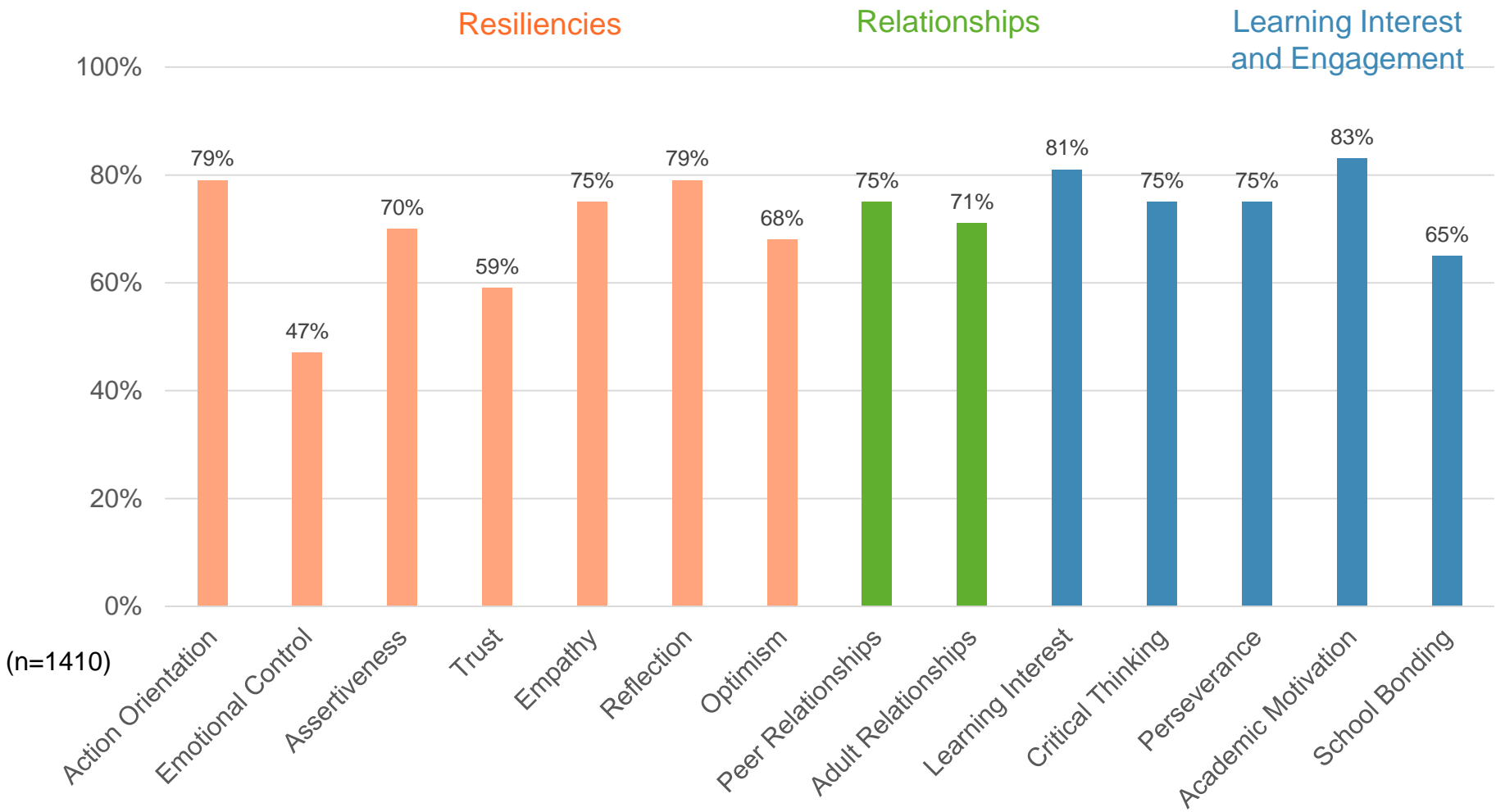
The vast majority of students self-reported growth on the HSA-post survey as a result of participating in the summer program. While Emotion Control was rated as a common strength at the beginning of the summer, only 47% of students reported improvements in this skill, which is closely related to the Power Skill of Self-Regulation. This suggests that while students are reporting benefits in other skills, programs could strengthen their practices to support Self-Regulation.
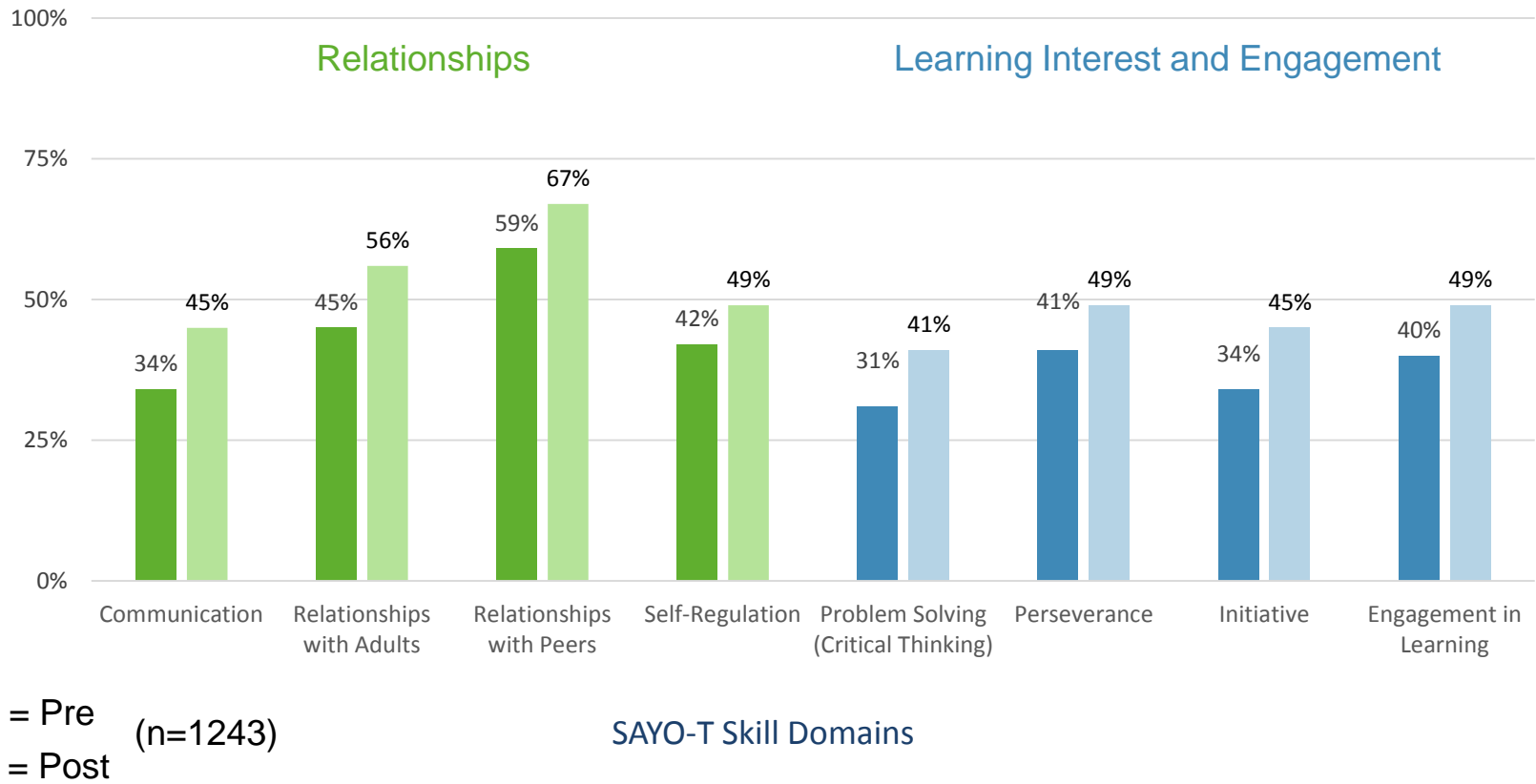
Social-Emotional Skill Growth, Pre to Post: Teacher Perspective

On average teachers reported growth in all social-emotional skills captured by the SAYO T. All growth statistically significantly p<0.01 level. (n=1243)

Social-Emotional Skill Growth, Pre to Post: Teacher Perspective

Percent of Students Meeting Benchmark of "Usually" or "Always"

Relationships   Learning Interest and Engagement

Domain	Pre	Post
Communication	34%	45%
Relationships with Adults	45%	56%
Relationships with Peers	59%	67%
Self-Regulation	42%	49%
Problem Solving (Critical Thinking)	31%	41%
Perseverance	41%	49%
Initiative	34%	45%
Engagement in Learning	40%	49%

= Pre (n=1243)
= Post

SAYO-T Skill Domains

A greater percentage of students met the benchmark by the end of the summer as compared to at the beginning of the summer.

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Social-Emotional Skill Growth, Pre to Post: Teacher Perspective

Percent of Students Demonstrating Meaningful Skill Growth*

Relationships — Communication 21%, Relationships with Adults 26%, Relationships with Peers 26%, Self-Regulation 22%

Learning Interest and Engagement — Problem Solving (Critical Thinking) 24%, Perseverance 23%, Initiative 24%, Engagement in Learning 23%
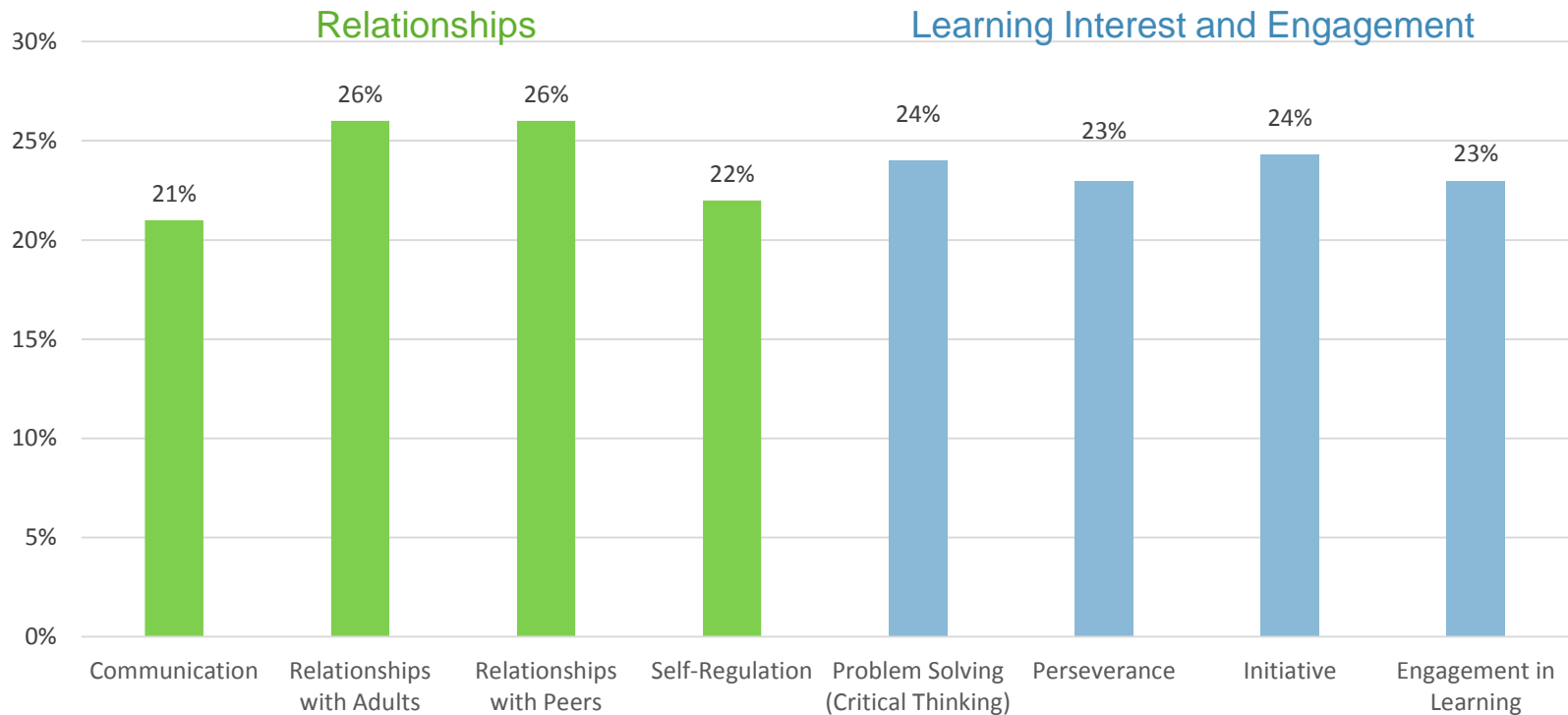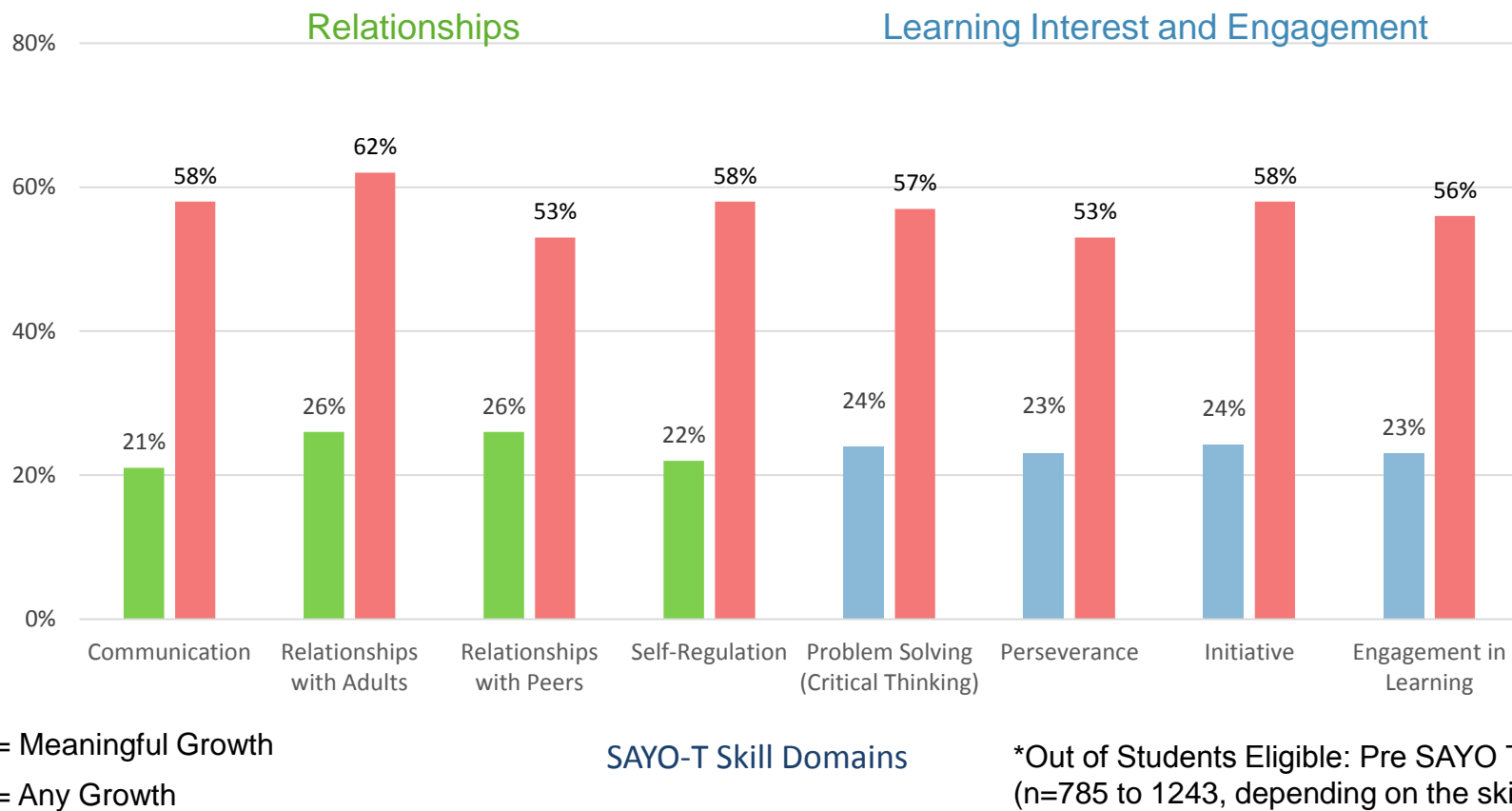
SAYO-T Skill Domains

*Out of Students Eligible: Pre SAYO T ≤ 4.00 (n=785 to 1243, depending on the skill)

Among those students who did not meet the benchmark on the Pre SAYO T, about one quarter of them achieved meaningful growth, which is defined as increasing in frequency of skill behavior by at least one point on the scale. For example, moving from "sometimes" to "usually."

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Social-Emotional Skill Growth, Pre to Post: Teacher Perspective

Percent of Students Demonstrating Meaningful or Any Skill Growth*

Relationships   Learning Interest and Engagement

Skill Domain	Meaningful Growth	Any Growth
Communication	21%	58%
Relationships with Adults	26%	62%
Relationships with Peers	26%	53%
Self-Regulation	22%	58%
Problem Solving (Critical Thinking)	24%	57%
Perseverance	23%	53%
Initiative	24%	58%
Engagement in Learning	23%	56%

SAYO-T Skill Domains

■ = Meaningful Growth
■ = Any Growth

*Out of Students Eligible: Pre SAYO T ≤ 4.00
(n=785 to 1243, depending on the skill)

Among those students who did not meet the benchmark on the Pre SAYO T, anywhere from 53% to 62% demonstrated any sort of improvement. This suggests that programs are undoubtedly helping students improve in social-emotional skills, but a more stringent definition of growth is less frequently achieved, calling for a closer look at program practices as well as what level of growth can be reasonably expected over the course of a summer program.

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Future Analysis: HSA Challenge vs SAYO T Pre/Post Benchmark and Pre-Post Growth

SAYO T Skill	HSA Skill		
	Challenge	Neutral	Strength
SAYO T Benchmark/Growth: Yes	**xx%**	**xx%**	**xx%**
SAYO T Benchmark/Growth: No	xx%	xx%	xx%

In future analysis, BASB will examine whether or not there is a significant association between HSA Strength/Challenge designation and SAYO T Pre/Post Benchmark or Pre-Post Growth for the four Power Skills. (n=144-159).

Skills to examine:
Relationships with Peers
Critical Thinking
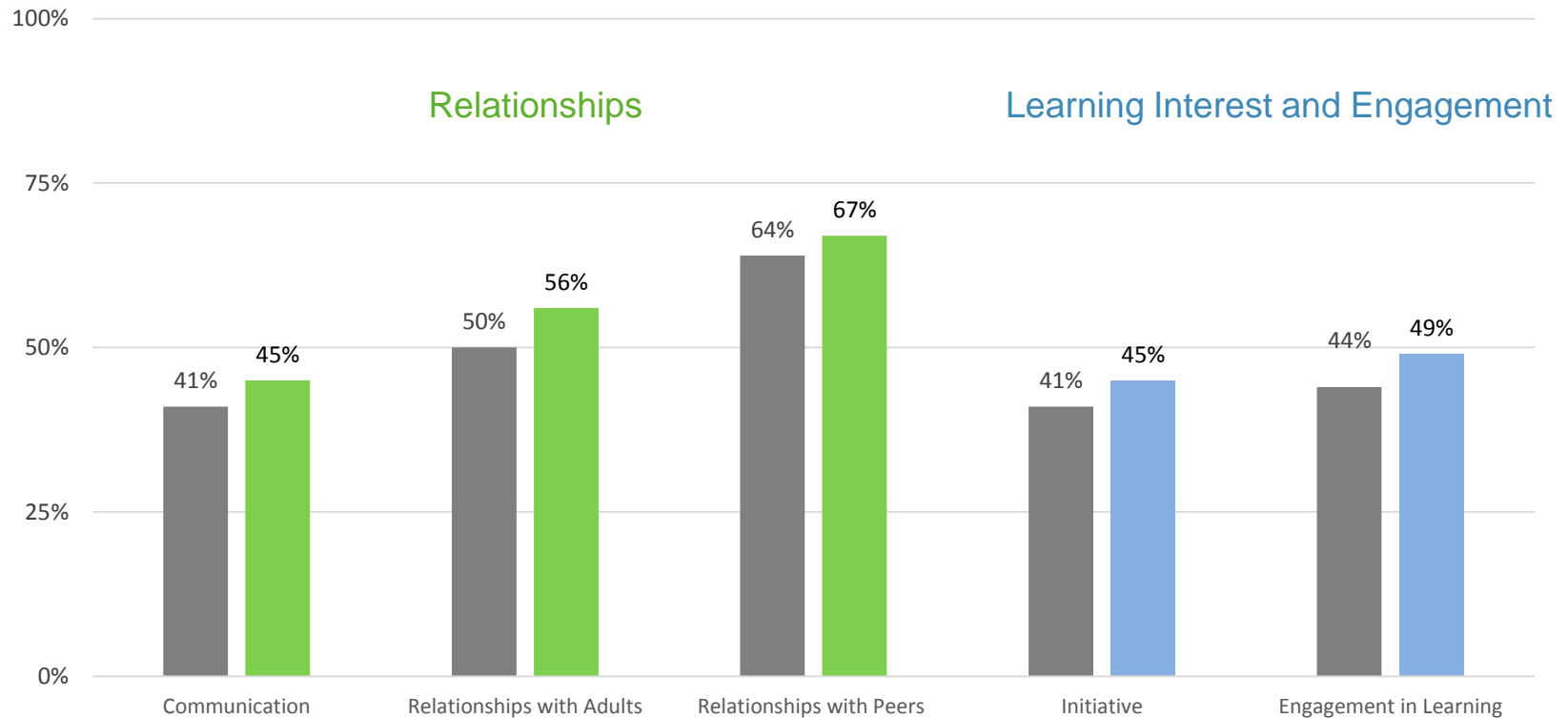Perseverance
Self-Regulation/Emotion Control

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Trends over Time:

Program Quality and
Social-Emotional Skill Growth

Social-Emotional Skill Growth, Teacher Perspective BSLC, 2014-2015 Post Scores

Percent of Students Meeting Benchmark of "Usually" or "Always"

Relationships — Learning Interest and Engagement

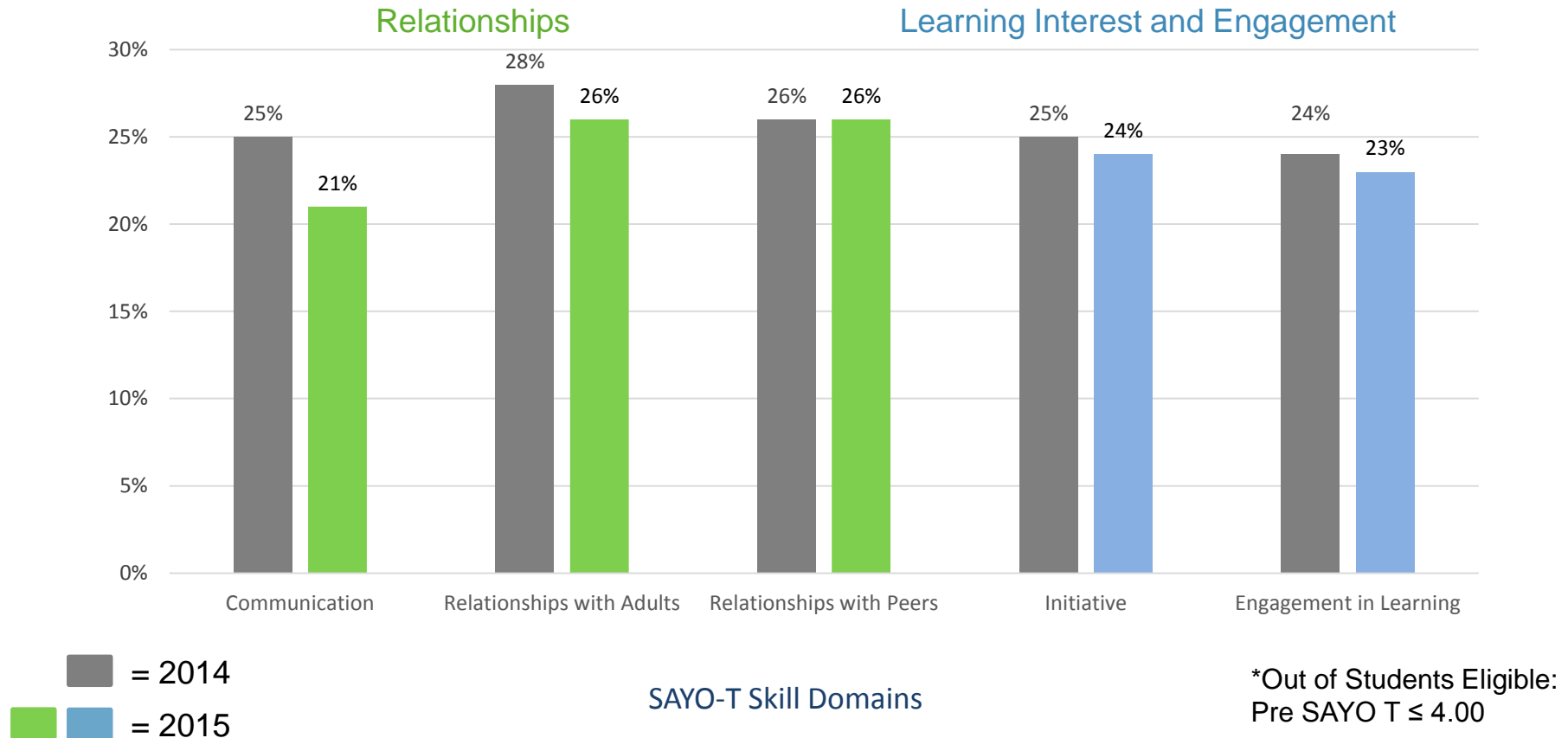| Domain	2014 post	2015 post
Communication	41%	45%
Relationships with Adults	50%	56%
Relationships with Peers	64%	67%
Initiative	41%	45%
Engagement in Learning	44%	49%

■ = 2014 post   ■ = 2015 post   SAYO-T Skill Domains

A slightly higher percentage of students met the benchmark on skills in Summer 2015 than in Summer 2014. While differences in results are expected due to variation in the characteristics of the different student populations served from one summer to the next, this overall positive trend does speak to the quality of programs and their ability to help students develop these skills.

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Social-Emotional Skill Growth, Teacher Perspective BSLC, 2014-2015 Post Scores

Percent of Students Demonstrating Meaningful Skill Growth*

Relationships — Learning Interest and Engagement

	2014	2015
Communication	25%	21%
Relationships with Adults	28%	26%
Relationships with Peers	26%	26%
Initiative	25%	24%
Engagement in Learning	24%	23%

SAYO-T Skill Domains

= 2014
= 2015

*Out of Students Eligible: Pre SAYO T ≤ 4.00

A similar percentage of eligible students demonstrated meaningful skill growth in Summer 2015 than in Summer 2014. While differences in results are expected due to variation in the characteristics of the different student populations served from one summer to the next, these overall similarities speak to the quality of programs and their ability to help students develop these skills.
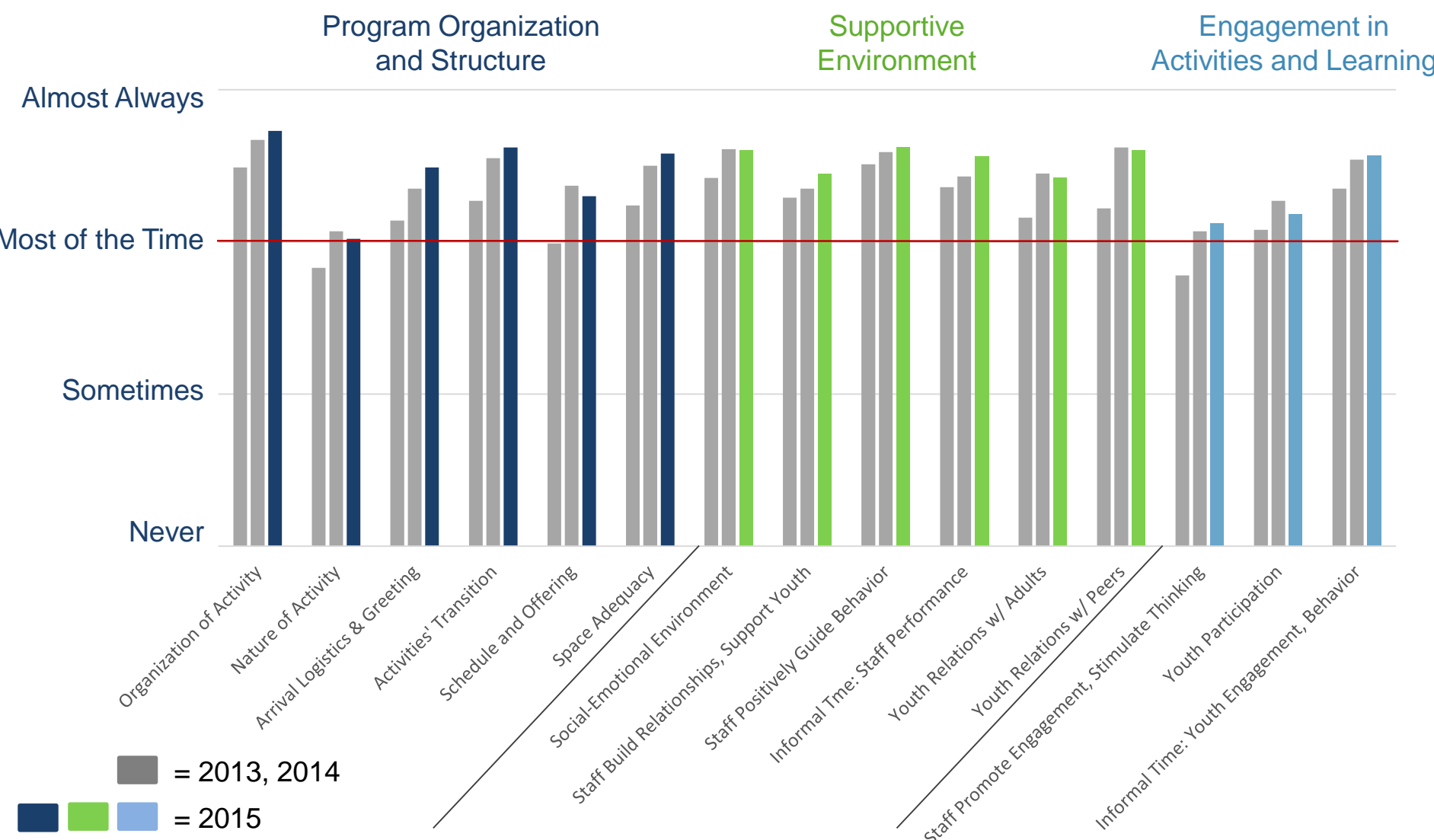
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Program Quality, Youth Perspective: BSLC 2014-2015

Supportive Environment

Engagement in Activities and Learning

Yes

Mostly Yes

Mostly No

No

Helps Youth Socially | Supportive Social Environment | Supportive Adults Present | Youth Enjoy and Feel Engaged | Youth Feel Challenged | Helps Youth Academically | Opportunities for Leadership and Responsibility | Youth Have Choice and Autonomy

SAYO-Y Program Quality Domains
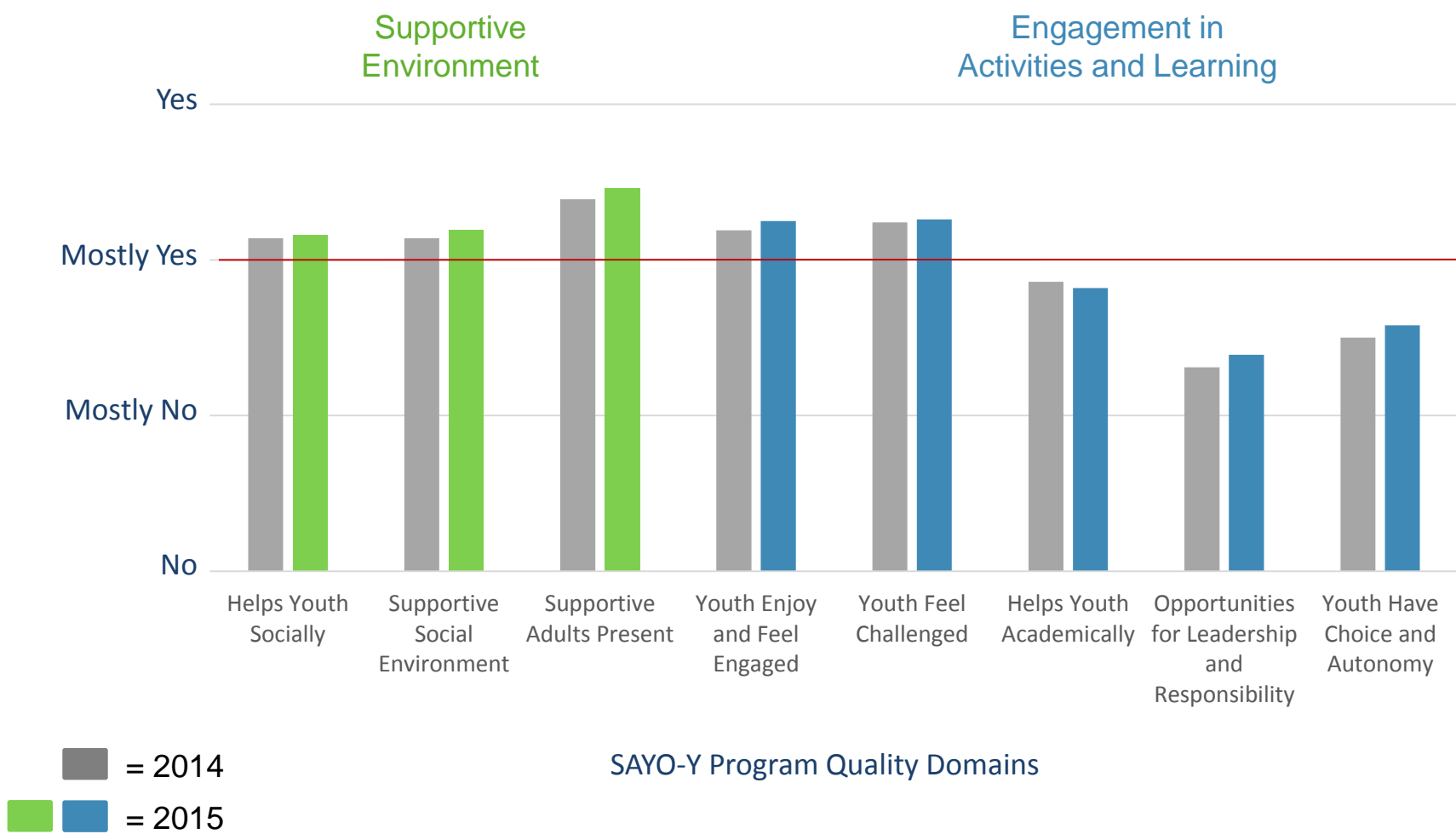
= 2014

= 2015

Youth rated programs very similarly on aspects of program quality in Summer 2015 as compared to Summer 2014. Program strengths were maintained from one year to the next and room for improvement still exists in identifying and incorporating best practices in areas of challenge.

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Program Quality, Third Party Perspective: BSLC 2013-2015

Program Organization and Structure

Supportive Environment

Engagement in Activities and Learning

Almost Always

Most of the Time

Sometimes

Never

Organization of Activity
Nature of Activity
Arrival Logistics & Greeting
Activities' Transition
Schedule and Offering
Space Adequacy
Social-Emotional Environment
Staff Build Relationships, Support Youth
Staff Positively Guide Behavior
Informal Time: Staff Performance
Youth Relations w/ Adults
Youth Relations w/ Peers
Staff Promote Engagement, Stimulate Thinking
Youth Participation
Informal Time: Youth Engagement, Behavior

■ = 2013, 2014

■ ■ ■ = 2015

On average, the BSLC has improved across the board in program quality as rated from the observer perspective from 2013 to 2015. Particularly noteworthy are the improvements in Relationships, Staff Promote Engagement and Stimulate Thinking, as well as in Nature of Activity. Historical improvements in these areas of program quality closely related to the Power Skills are promising for continued future improvement and identification of best practices to inform the field.

Summary Recommendations

Maintain strengths around program staff establishing positive, supportive relationships with youth and fostering positive peer-peer relationships. Consider how to strengthen youths' self-regulation and communication skills as part of developing these relationships.

Balance program organization and structure with opportunities for *Youth Leadership and Responsibility* and *Youth Choice and Autonomy.*

Design programming and train staff so that activities are challenging, stimulate youth critical thinking and allow for youth decision making.

Consider strategies to boost youth engagement in activities and learning, so that they have opportunities to problem solve and persevere, academically and otherwise.

Reflect upon program practices with the youth perspective in mind, taking into account why they might gauge the environment differently from adults.

Identify best practices within your own program and from your peers around developing youth social-emotional skills, and focus on scaling and sustaining these practices.

Be intentional about using PRISM results to inform program design leading up to summer and program delivery during the summer. Share PRISM results and measurement tools with all levels of staff. Always keep in mind your specific program context and goals.

Panel Discussion and Q&A

What are the implications for summer 2016 and beyond, considering the Mayoral and Superintendent Challenge?

Moderator: Ron Fairchild, President and CEO, Smarter Learning Group

Panelists:

Rahn Dorsey, Chief of Education, City of Boston

Donna Muncey, Deputy Superintendent of Strategy, Boston Public Schools

Andrea Silbert, President, Eos Foundation

Terry K. Peterson, Chairman of the Afterschool Alliance. Senior fellow for policy and partnerships at the College of Charleston

Group Discussions and Report Outs
Shaping Summer 2016 Together

Facilitated by Ron Fairchild, President and CEO, Smarter Learning Group

- *What reactions and questions do you have about the data and the panel discussion?*

- *What topics do you want to learn more about?*

- *What tools or supports would be beneficial to your program and your staff?*

- *What is one action commitment that you or your organization can make based on what was discussed today?*

Please refer to "Attendee Feedback Sheet" in your folders. Please hand this in upon conclusion of the Forum.