

Sample Program

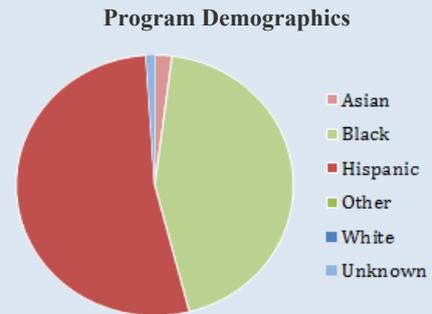
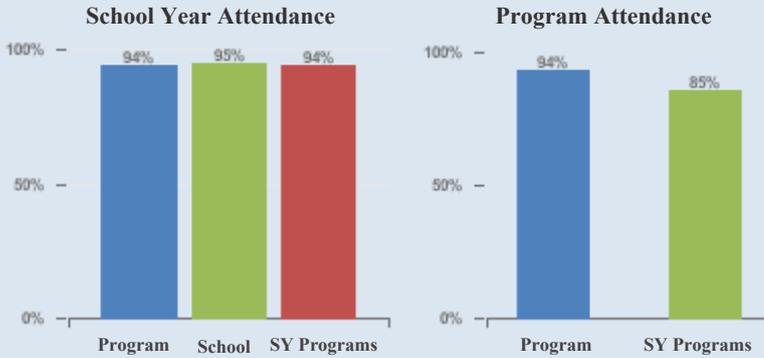
General Information, Demographics, and Attendance

General Information	Program	School	SY Programs
Grades Served	6 to 8	K to 8	K to 12
Students Served	246	844	1591

Gender	Program	School	SY Programs
Female	55%	50%	50%
Male	45%	50%	50%
Other/Unknown	0%	0%	0%

Demographics	Program	School	SY Programs	BPS
Asian	2%	1%	7%	9%
Black	44%	45%	35%	35%
Hispanic	53%	49%	40%	41%
Other	0%	3%	12%	1%
White	0%	2%	6%	14%
Unknown	1%	0%	0%	0%

ELL	53%	56%	33%	29%
-----	-----	-----	-----	-----

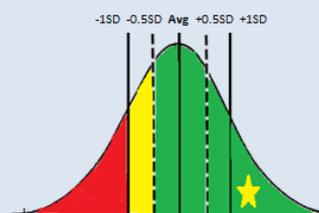


Program Management Practices

Perspective	Program Organization and Structure	Program			SY Programs		
		Fall 2015	Spring 2016	Change	Fall 2015	Spring 2016	Change
O	Organization of Activity	4.00	3.50	↓	3.61	3.66	↑
O	Nature of Activity	3.58	3.50	↓	3.34	3.43	↑
O	Arrival Logistics and Greetings	1.50			3.18	3.28	↑
O	Activities' Transition	2.86	1.57	↓	3.36	3.43	↑
O	Schedule and Offering	2.40	3.20	↑	3.07	3.32	↑
O	Space Adequacy	4.00	3.33	↓	3.77	3.48	↓
Perspective	Supportive Environment	Fall 2015	Spring 2016	Change	Fall 2015	Spring 2016	Change
O	Social-Emotional Environment	3.00	3.17	↑	3.72	3.69	↓
O	Staff Build Relationships and Support Individual Youth	3.73	3.45	↓	3.41	3.27	↓
O	Staff Positively Guide Behavior	4.00	3.07	↓	3.66	3.65	↓
O	Informal Time: Staff Performance		1.50		3.71	3.54	↓
O	Youth Relations with Adults	4.00	3.67	↓	3.35	3.54	↑
O	Youth Relations with Peers	4.00	4.00	—	3.66	3.73	↑
Y	Helps Youth Socially	---	3.21		---	3.04	
Y	Supportive Social Environment	---	3.08		---	3.19	
Y	Supportive Adults Present	---	3.34		---	3.4	
Perspective	Engagement in Activities and Learning	Fall 2015	Spring 2016	Change	Fall 2015	Spring 2016	Change
O	Staff Promote Engagement and Stimulate Thinking	3.89	3.43	↓	3.06	3.20	↑
O	Level of Youth Participation	3.93	4.00	↑	3.17	3.50	↑
O	Informal Time: Youth Engagement and Behavior		2.75		3.72	3.71	↓
O	Homework Organization	3.50	3.00	↓	3.67	3.56	↓
O	Youth Participation in HW Time	3.00	2.00	↓	3.33	3.13	↓
O	Staff Effectively Manage HW Time	4.00	1.00	↓	3.91	3.52	↓
O	Staff Provide Individualized HW Support	2.60	1.00	↓	3.47	3.06	↓
Y	Youth Enjoy and Feel Engaged	---	2.91		---	3.21	↑
Y	Youth Feel Challenged	---	3.46		---	3.27	↓
Y	Helps Youth Academically	---	3.23		---	3.10	↓
Y	Opportunities for Leadership and Responsibility	---	2.91		---	2.48	↓
Y	Youth Have Choice and Autonomy	---	2.58		---	2.75	↑

How to read the PRISM

Perspective	O: Trained 3rd party observer (APT, n=14), Y: Youth common survey (SAYO-Y, n=16)	
Benchmark	Threshold of program quality suggested by Boston After School and Beyond and NIOST.	✓ 3 or Higher ⚠ Lower than 3
Change	Change in frequency of program management practices (2015 Fall to 2016 Spring)	
Program	Program's fall and spring average. 1-4 Scale (4 highest quality measure).	
SY Programs	School Year Programs. 31 programs engaged in common program planning, delivery, and quality measurement with BASB.	



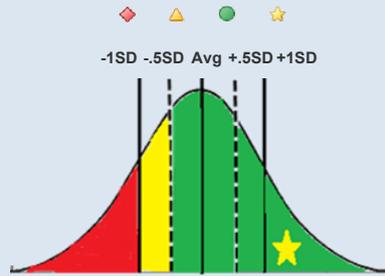
The green circle, yellow triangle and red diamond are indicators based on how program's average falls along a normal distribution of the overall AQP Programs. The 'gold star' indicates top performers.

Sample Program

Skill Building Staff's Perspective (SAYO T)

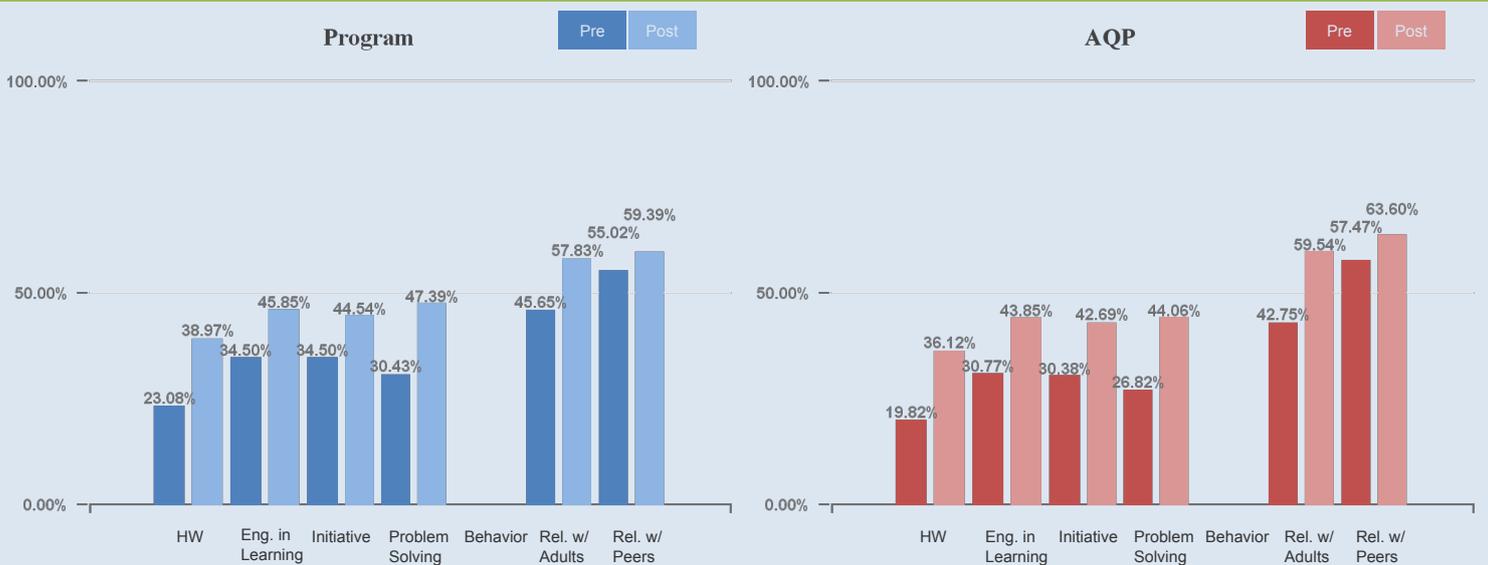
Perspective	Skill Development	Program				AQP			
		Fall (Pre)	Spring (Post)	Change	n=?	Fall (Pre)	Spring (Post)	Change	n=?
T	Homework	3.34	3.65	↑	195	2.84	3.29	↑	227
T	Engagement in Learning	3.50	3.70	↑	229	3.08	3.33	↑	260
T	Initiative	3.45	3.71	↑	229	2.83	3.33	↑	260
T	Problem Solving	3.41	3.69	↑	230	2.90	3.28	↑	261
T	Behavior								
T	Relationships with Adults	3.66	3.86	↑	230	3.54	3.99	↑	262
T	Relationships with Peers	3.85	3.91	↑	229	3.93	4.36	↑	261

Skills	Homework
1	Poor
2	Needs Improvement
3	Satisfactory
4	Very Good
5	Excellent



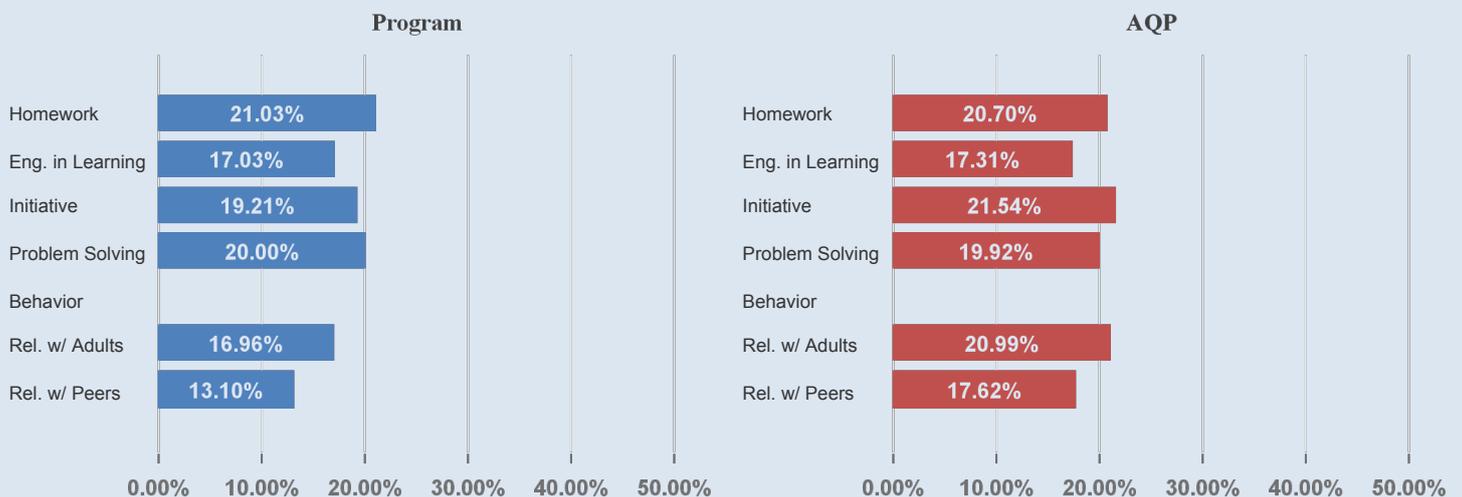
Perspective	T: Teacher (SAYO T)		
Program-level benchmark	Threshold of aggregate-level achievement.	✔ 3 or Higher	⚠ Lower than 3
Change	Change in student skill demonstration.	↑ Positive change	▢ No change ↓ Negative change
Program	Program's current year average		
AQP	AQP Cohort fall and spring average (8 schools)		

Percentage of Students Meeting or Exceeding Benchmark



The percentage of students who either “usually” or “always” demonstrate behavior associated with each skill (benchmark of at least “4 = usually”), at both the beginning and end of the summer, 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 summer's end, and had only rarely (2) demonstrated the skill at the beginning of the summer, has achieved meaningful growth (3-2 = 1).