Whom did we serve?

Did students experience skill growth?

Are we providing high-quality experiences for students?
Whom did we serve?
Total Students Served: 13,464

- 6,028 students (44%)
- 7,519 students (56%)

5th Quarter Summer Learning Academies
Boston Summer Learning Community
Demographics of Students Served:

- American Indian or Alaska Native: 8%
- Black or African American: 40%
- Hispanic: 31%
- Native Hawaiian or Other Pacific Islander: 9%
- White: 11%
- Asian: 9%
- Mixed or Other: 0%
- Unknown: 0%

All Summer Programs:

- 9% American Indian or Alaska Native
- 34% Black or African American
- 42% Hispanic
- 4% Native Hawaiian or Other Pacific Islander
- 14% White

BPS Overall:

- 9% American Indian or Alaska Native
- 34% Black or African American
- 42% Hispanic
- 14% White
Gender of Students Served:

All Summer Programs:
- Male: 50%
- Female: 49%
- Other: 1%

BPS Overall:
- Male: 52%
- Female: 48%
- Other: 0%
## Average Attendance: 84.7%

<table>
<thead>
<tr>
<th>Attendance Range</th>
<th>Number of Students</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,845</td>
<td>80% - 100%</td>
<td>80% - 100%</td>
</tr>
<tr>
<td>1,204</td>
<td>60% - 79%</td>
<td>60% - 79%</td>
</tr>
<tr>
<td>444</td>
<td>40% - 59%</td>
<td>40% - 59%</td>
</tr>
<tr>
<td>379</td>
<td>20% - 39%</td>
<td>20% - 39%</td>
</tr>
<tr>
<td>443</td>
<td>0 - 19%</td>
<td>0 - 19%</td>
</tr>
</tbody>
</table>

Each dot represents 50 students.
Above 80% Benchmark: 3 out of 4 Programs
The 5th Quarter has made the city a classroom in the summer, spanning Boston and beyond.
Summer Learning Impact on Students & Alumni
Did students experience skill growth?
Our goal is to help students build the skills required for school, college, career, and life:
How do we measure skill growth?
<table>
<thead>
<tr>
<th>Trait</th>
<th>Not at All</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking*</td>
<td>1.9</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perseverance*</td>
<td>1.9</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertiveness*</td>
<td>1.7</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships with Adults*</td>
<td>1.7</td>
<td>1.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Orientation*</td>
<td>1.9</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimism*</td>
<td>1.7</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection*</td>
<td>1.8</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork*</td>
<td>1.8</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth Mindset*</td>
<td>1.9</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy*</td>
<td>2.1</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotion Control*</td>
<td>1.9</td>
<td>1.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust*</td>
<td>1.5</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant at p-value < 0.05
SAYO-T Staff Survey on Students, 2019 (n=3,849)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Post</th>
<th>Pre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance*</td>
<td>3.7</td>
<td>3.4</td>
</tr>
<tr>
<td>Communication*</td>
<td>3.8</td>
<td>3.5</td>
</tr>
<tr>
<td>Relationships with Adults*</td>
<td>3.9</td>
<td>3.6</td>
</tr>
<tr>
<td>Critical Thinking*</td>
<td>3.7</td>
<td>3.4</td>
</tr>
<tr>
<td>Relationships with Peers*</td>
<td>4.0</td>
<td>3.7</td>
</tr>
<tr>
<td>Self-Regulation*</td>
<td>3.8</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Never         Rarely     Sometimes     Often     Always

*Statistically significant at p-value < 0.05
SAYO-T Staff Survey on Students, 2019 (n=3,849)

*Statistically significant at p-value < 0.05*
SAYO-T Critical Thinking, 2019 Detail

- **Explains how a conclusion was reached.**
  - Post: 3.4
  - Pre: 3.7

- **Identifies his/her own bias or perspective.**
  - Post: 3.3
  - Pre: 3.6

- **Is able to break down alternate perspectives or arguments.**
  - Post: 3.7
  - Pre: 3.4

- **Draws conclusions after considering all evidence.**
  - Post: 3.7
  - Pre: 3.4

- **Is able to analyze relationships between ideas or concepts.**
  - Post: 3.7
  - Pre: 3.5

- **Is able to interpret the meaning of new information.**
  - Post: 3.8
  - Pre: 3.5

- **Considers perspectives other than his/her own.**
  - Post: 3.5
  - Pre: 3.7

*Statistically significant at p-value < 0.05*
Summer Learning from the Perspective of Program Leaders
Are we providing high-quality student experiences?
What is considered a “high quality” youth program?

Programs excel at creating social and structured environments, but need improvement in engaging students.
Performance over time confirms these strengths and areas of improvement.
1. Enthusiastic staff.
2. Staff spark youth’s interest.
3. Staff actively engaged with youth.
4. Staff encourage youth responsibility and decision-making.
5. Staff help youth think through problems.
6. Staff facilitate youth reflection during the activity.
7. At the end, staff engage youth for feedback and reflection.
Did students think we provided high-quality experiences?
Youth feedback reflects the same relative strengths and areas for improvement as program observations.
Feedback from 21,409 students on their program experience reflect similar trends as program observation data.

Supportive Social Environment

- Youth Believe They Have a Supportive Adult
- Youth Believe Program Has Helped Social/Personal Skills
- Benchmark

Average: 2.38

Engagement in Activities and Learning

- Youth Enjoy and Feel Engaged in Program
- Youth Have Choice and Autonomy
- Youth Feel Challenged
- Youth Perceive Opportunities for Leadership and Responsibility
- Benchmark
Opportunities for Leadership and Responsibility

1. Help plan activities?
2. Chance to lead an activity?
3. In charge of doing something to help?
4. Help make decisions or rules?
5. Do things that help your community?
Welcome to Boston Beyond’s Partner Portal, your one-stop-shop for professional development resources, data collection and analysis, and more! Thank you for your partnership in expanding access to high quality learning experiences for Boston students.