FROM DATA TO ACTION
DATA DEBRIEF & CELEBRATION | SUMMER 2021

OCTOBER 14, 12:00 - 2:00PM

#SummerForAll
Whom did we serve?

Are we providing high-quality experiences for students?

Did students experience skill growth?
How to make up for the pandemic’s devastating learning loss? Massachusetts families say summer school will be key

Support for summer school is particularly strong among Black and Latino parents

By Bianca Vázquez Toness Globe Staff, Updated March 16, 2021, 9:00 p.m.

More kids are back in school this summer, and loving it

By John Laidler Globe Correspondent, Updated July 30, 2021, 10:04 a.m.

Many Boston students miss out on summer school opportunities, leaving the most vulnerable further behind

By Bianca Vázquez Toness and Felicia Gans Globe Staff, Updated August 1, 2021, 5:18 p.m.
212 summer programs worked with Boston Beyond to serve 14,243 students

NEW SUMMER PARTNERS

- Alighieri Dante Montessori School
- Authentic Caribbean Foundation Inc
- Boston HERC
- Boston International Newcomers Academy
- BPS STEM Department
- Boxing Power and Fitness
- Bradley Elementary School
- Catholic Charities of Boston
- Discovering Justice
- Dudley Street Neighborhood Charter School
- FableVision
- Frederick Pilot Middle School
- Greenwood Sarah K-8 School
- Grew Elementary School
- Hurley K-8 School
- Little Voices Early Care
- Margarita Muniz Academy
- Mildred Avenue K-8 School
- Nxt Era Panthers
- OneLove Sports Academy
- Richard J. Murphy K-8 School
- Shaw Elementary School
- Sumner Elementary School
- Taylor Made Mentoring
- Tenacity
- Timilty Middle School
- Trotter K-8 School
- UnKnown Hype Dance Studio
- Veronica Robles Cultural Center
- Youth in Crisis
<table>
<thead>
<tr>
<th>Organization Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEDONE</td>
</tr>
<tr>
<td>Achieve</td>
</tr>
<tr>
<td>Alighieri Dante Montessori School</td>
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<tr>
<td>All Dorchester Sports &amp; Leadership</td>
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<tr>
<td>Apprentice Learning</td>
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<tr>
<td>Asian Community Development Corporation</td>
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<tr>
<td>Authentic Caribbean Foundation Inc</td>
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<tr>
<td>Bethel Institute for Community Development</td>
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<tr>
<td>Boston Chinatown Neighborhood Center</td>
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<tr>
<td>Boston Day and Evening Academy</td>
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<tr>
<td>Boston Debate League</td>
</tr>
<tr>
<td>Boston Green Academy</td>
</tr>
<tr>
<td>Boston HBCU Alumni Network</td>
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<tr>
<td>Boston HERC</td>
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<tr>
<td>Boston International Newcomers Academy</td>
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<tr>
<td>Boston Lions Track Club</td>
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<tr>
<td>Boston Police Activities League</td>
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<tr>
<td>Boston Public Health Commission</td>
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<tr>
<td>Boston Public Schools, STEM Department</td>
</tr>
<tr>
<td>Boston Public Schools, Summer Early Focus</td>
</tr>
<tr>
<td>Boston Scores</td>
</tr>
<tr>
<td>Boston University</td>
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<tr>
<td>Boston's Bridge to Excellence</td>
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<tr>
<td>Boston's Higher Ground</td>
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<tr>
<td>Boxing Power and Fitness</td>
</tr>
<tr>
<td>Boys &amp; Girls Club of South Boston</td>
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<td>Boys &amp; Girls Clubs of Boston</td>
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<tr>
<td>Boys &amp; Girls Clubs of Dorchester</td>
</tr>
<tr>
<td>Bradley Elementary School</td>
</tr>
<tr>
<td>Breakthrough Greater Boston</td>
</tr>
<tr>
<td>Brigham and Women's Hospital</td>
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<tr>
<td>Camp Harbor View</td>
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<tr>
<td>Catholic Charities of Boston</td>
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<tr>
<td>Charlestown High School</td>
</tr>
<tr>
<td>Children's Services of Roxbury</td>
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<tr>
<td>CitySprouts</td>
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<tr>
<td>Community Rowing, Inc</td>
</tr>
<tr>
<td>Courageous Sailing</td>
</tr>
<tr>
<td>Crossroads</td>
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<tr>
<td>Discovering Justice</td>
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<tr>
<td>Donald McKay K-8 School</td>
</tr>
<tr>
<td>DotHouse Health</td>
</tr>
<tr>
<td>Dudley Street Neighborhood Charter School</td>
</tr>
<tr>
<td>East Boston Social Centers</td>
</tr>
<tr>
<td>Edison K-8 School</td>
</tr>
<tr>
<td>Elevate Youth</td>
</tr>
<tr>
<td>FableVision</td>
</tr>
<tr>
<td>Frederick Pilot Middle School</td>
</tr>
</tbody>
</table>
More than 80% of programs were in-person or hybrid, a shift from summer 2020

2020 (160+ programs)
- In-Person: 20%
- Hybrid: 7%
- Remote: 73%

2021 (212 programs)
- In-Person: 55%
- Hybrid: 29%
- Remote: 17%
31% of in-person or hybrid programs were located in Dorchester and Roxbury

Based on 144 of the 160 in-person/hybrid programs. Programs located outside of Boston were not included.
Of these 212 programs, at least 100 were open to students in each grade span.
MEASUREMENT & IMPROVEMENT
AREAS OF FOCUS

ARE STUDENTS LEARNING?
» Students are interested in what they are doing.
» Students have fun.
» Activities are challenging for students.

ARE STUDENTS LEADING?
» Students have the chance to plan and lead activities.
» Students choose how to spend their time.
» Students help set the rules and follow them.

ARE STUDENTS FRIENDLY?
» Students make new friends and get along with their peers.
» Students are respectful and solve conflicts.
» Students listen to each other.
» Students believe their peers are friendly, treat each other with respect, and listen to each other.

ARE STAFF CARING?
» Staff listen to students and are encouraging.
» Staff supervise activities, address behavioral issues, and treat students with respect.
» Students feel that staff care about them.
» Staff talk with students during student free time.
» Staff are respectful to one another.

ARE STAFF ORGANIZED?
» Staff start activities on-time with proper materials.
» Staff run the program smoothly.
» Staff oversee easy and quick transitions.
Measurement Partnerships

STEC
SPORTSMEN’S TENNIS & ENRICHMENT CENTER

PIERS PARK SAILING CENTER
EAST BOSTON
Whom did we serve?
44% of students are 10 or younger, 28% are 11-13, and 28% are 14 and older.

Age Distribution of Boston Summer Learning Community

Based on 11,259 students with age data.
Our network is serving a higher share of older students (age 14-23) than before.

- **2019 (10,641 students)**: 42% Age 3-10, 35% Age 11-13, 23% Age 14-23
- **2020 (7,049 students)**: 39% Age 3-10, 30% Age 11-13, 31% Age 14-23
- **2021 (11,259 students)**: 44% Age 3-10, 28% Age 11-13, 28% Age 14-23
Students served by the 5th Quarter and BSLC reflected the demographics of BPS.

Here are the demographics for each group:

- **BPS**: 51,954 students
  - Black or African American: 30%
  - Hispanic: 42%
  - White: 15%
  - Asian: 9%
  - Mixed or Other: 4%

- **5th Quarter**: 5,658 students
  - Black or African American: 30%
  - Hispanic: 31%
  - Unknown: 16%
  - White: 7%
  - Asian: 10%
  - Mixed or Other: 6%

- **BSLC**: 11,901 students
  - Black or African American: 30%
  - Hispanic: 24%
  - Unknown: 16%
  - White: 13%
  - Asian: 9%
  - Mixed or Other: 9%
Gender among 5th Quarter and BSLC similar to BPS 50/50 ratio

- **BSLC**
  - 11,894 students
  - Female: 50%
  - Male: 50%
  - Other: 0%

- **5th Quarter**
  - 4,996 students
  - Female: 49%
  - Male: 51%
  - Other: 0%
Surveys at the start of summer shed light on students’ social-emotional skills.
One way of understanding skill development: youth surveys

Holistic Student Assessment (HSA)
Diagnostic Youth Survey

- Students read a statement and indicate how much it applies to them
- Survey completed within first two weeks of program
- 316 students
- Developed by PEAR
The 316 students who took the HSA-D were put into one of three Support Tiers:

- **Tier 1:** strengths > challenges
- **Tier 2:** strengths = challenges
- **Tier 3:** strengths < challenges

The Holistic Student Assessment and the Support Tiers were developed by PEAR.
Compared to previous summers, a larger share of students were considered Tier 3

HSA-D Tiers by Year

2019 n=570, 2020 n=269, 2021 n=316.
The Holistic Student Assessment and the Support Tiers were developed by PEAR.
1 in 5 students, regardless of race, was considered Tier 3

Tier information for Caribbean Islander students (n=3) and Middle Eastern or Arab students (n=4) is not shown because the number of total students in each group was less than 5.

The Holistic Student Assessment and the Support Tiers were developed by PEAR.
Top strengths include empathy, emotion control; challenges on action orientation and assertiveness

HSA-D Strengths and Challenges, Summer 2021

- Empathy: -14% (34%)
- Emotion Control: -12% (31%)
- School Bonding: -5% (24%)
- Perseverance: -18% (21%)
- Academic Motivation: -9% (21%)
- Reflection: -11% (20%)
- Relationships with Peers: -20% (20%)
- Trust: -14% (20%)
- Learning Interest: -20% (19%)
- Critical Thinking: -13% (18%)
- Optimism: -21% (16%)
- Relationships with Adults: -24% (14%)
- Action Orientation: -29% (11%)
- Assertiveness: -27% (10%)

Based on HSA-D results for 316 students.
The Holistic Student Assessment and the Support Tiers were developed by PEAR.
Another way of understanding skill development: staff surveys

SAYO-T Staff Survey on Skills

- Staff rate students on how frequently they see skill-related behaviors
- Same survey, pre and post
- For example: rate how often student...
  - Sets realistic goals
  - Plans and thinks ahead
- 3,810 students rated pre & post
- Developed by NIOST & MA DESE
Staff observed skill-related behavior fairly frequently at the start of summer

Frequency of Skill Demonstration, SAYO-T Pre, Summer 2021

- **Relationships with Peers**: 4.0
- **Self-Regulation**: 3.8
- **Relationships with Adults**: 3.8
- **Communication**: 3.7
- **Critical Thinking**: 3.6
- **Perseverance**: 3.6

*Based on matched Pre- and Post- SAYO-T results for 3,810 students.
The Survey of Academic and Youth Outcomes – Teacher (SAYO-T) was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Baseline survey at the start of summer was higher compared to last two summers

**SAYO-T Pre, 2019-2021**

<table>
<thead>
<tr>
<th>Category</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with Peers</td>
<td>3.7</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>3.7</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Relationships with Adults</td>
<td>3.6</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Communication</td>
<td>3.5</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3.4</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Perseverance</td>
<td>3.5</td>
<td>3.6</td>
<td>3.6</td>
</tr>
</tbody>
</table>

*Based on matched Pre- and Post- SAYO-T results. 2019 n=4,132; 2020 n=1,828; 2021 n=3,810. 
The Survey of Academic and Youth Outcomes – Teacher (SAYO-T) was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.*
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ARE STAFF ORGANIZED?
» Staff start activities on-time with proper materials.
» Staff run the program smoothly.
» Staff oversee easy and quick transitions.

Photos by Casey Axline Photography and Matt Curnen Photography
Programs who focused on “Are Staff Caring?” and received positive feedback
These reports say that 80% attendance leads to better outcomes.
2021 attendance is back to pre-pandemic levels, in the high 80s and above benchmark.

Average Attendance of Boston Summer Learning Community, 2016 - 2021

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>84.8%</td>
</tr>
<tr>
<td>2017</td>
<td>83.0%</td>
</tr>
<tr>
<td>2018</td>
<td>86.2%</td>
</tr>
<tr>
<td>2019</td>
<td>84.7%</td>
</tr>
<tr>
<td>2020</td>
<td>80.0%</td>
</tr>
<tr>
<td>2021</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

Benchmark: 80.0%
Attendance by race shows all groups attending at 80%+ rates

Average Attendance by Race

- Unknown: 81%
- American Indian or Alaska Native: 80%
- Native Hawaiian or Other Pacific Islander: 85%
- Hispanic: 86%
- Black: 88%
- Mixed or Other White: 89%
- White: 91%
- Asian: 92%

Based on 11,901 students’ demographic data.
In almost all cases, females attend at slightly higher rates than males.

Average attendance by race and gender:

- Female: 88%, 87%, 88%, 86%, 89%, 90%, 93%, 92%
- Male: 88%, 74%, 76%, 85%, 88%, 88%, 91%, 91%

Based on 10,802 students with both race and gender data.

Average attendance is higher for race Unknown because it excludes students with both Unknown race and Unknown gender (who are included in the previous graph).
Attendance was at or above benchmark and generally high across age groups

Attendance by Age

Based on 11,282 students with age data.
Attendance by student’s home neighborhood showed all neighborhoods at 80%+ rates

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back Bay, 43</td>
<td>93%</td>
</tr>
<tr>
<td>Chinatown - Leather District, 143</td>
<td>91%</td>
</tr>
<tr>
<td>Jamaica Plain, 149</td>
<td>88%</td>
</tr>
<tr>
<td>Charlestown, 186</td>
<td>88%</td>
</tr>
<tr>
<td>Brighton, 144</td>
<td>87%</td>
</tr>
<tr>
<td>Allston, 88</td>
<td>87%</td>
</tr>
<tr>
<td>West Roxbury, 112</td>
<td>86%</td>
</tr>
<tr>
<td>Fenway-Kenmore, 64</td>
<td>86%</td>
</tr>
<tr>
<td>East Boston, 558</td>
<td>86%</td>
</tr>
<tr>
<td>Mattapan, 277</td>
<td>85%</td>
</tr>
<tr>
<td>South End, 160</td>
<td>85%</td>
</tr>
<tr>
<td>Hyde Park, 327</td>
<td>85%</td>
</tr>
<tr>
<td>Dorchester, 1242</td>
<td>85%</td>
</tr>
<tr>
<td>Roslindale, 232</td>
<td>85%</td>
</tr>
<tr>
<td>Roxbury, 294</td>
<td>85%</td>
</tr>
<tr>
<td>Mission Hill, 72</td>
<td>84%</td>
</tr>
<tr>
<td>South Boston, 131</td>
<td>84%</td>
</tr>
<tr>
<td>West End, 21</td>
<td>83%</td>
</tr>
<tr>
<td>West Roxbury, 112</td>
<td>80%</td>
</tr>
</tbody>
</table>

Based on 4,254 students with Boston home ZIP codes. Beacon Hill, Wharf District, and North End are excluded because less than 5 students had zip codes from these neighborhoods.
Are we providing high-quality experiences for students?
MEASUREMENT & IMPROVEMENT AREAS OF FOCUS

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ARE STAFF ORGANIZED?
- Staff start activities on-time with proper materials.
- Staff run the program smoothly.
- Staff oversee easy and quick transitions.
Observer ratings and youth surveys tell us the answer to these questions

**APT Observations**

- Trained, certified observer visits program and rates program practices, like social-emotional environment, engagement
- 144 observations (31 completed by Boston Beyond Certified Observer)

**SAYO-Y Youth Surveys**

- End-of-program survey about youth experience
- 3,781 students
APT observations show summer 2021 programs did provide high-quality experiences.

### APT Observation Results, 144 Programs in Summer 2021

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Social-Emotional Environment</td>
<td>3.8</td>
</tr>
<tr>
<td>Activities’ Transition</td>
<td>3.8</td>
</tr>
<tr>
<td>Staff Positively Guide Behavior</td>
<td>3.8</td>
</tr>
<tr>
<td>Organization of Activity</td>
<td>3.8</td>
</tr>
<tr>
<td>Space Adequacy</td>
<td>3.7</td>
</tr>
<tr>
<td>Informal Time: Youth Engagement and Behavior</td>
<td>3.7</td>
</tr>
<tr>
<td>Informal Time: Staff Performance</td>
<td>3.7</td>
</tr>
<tr>
<td>Youth Relations with Peers</td>
<td>3.7</td>
</tr>
<tr>
<td>Staff Build Relationships and Support Individual Youth</td>
<td>3.6</td>
</tr>
<tr>
<td>Youth Relations with Adults</td>
<td>3.5</td>
</tr>
<tr>
<td>Arrival Logistics and Greetings</td>
<td>3.5</td>
</tr>
<tr>
<td>Schedule and Offering</td>
<td>3.4</td>
</tr>
<tr>
<td>Level of Youth Participation</td>
<td>3.3</td>
</tr>
<tr>
<td>Staff Promote Engagement and Stimulate Thinking</td>
<td>3.3</td>
</tr>
<tr>
<td>Nature of Activity</td>
<td>2.9</td>
</tr>
</tbody>
</table>

**Assessment of Program Practices Tool (APT) Results for 144 programs.**

The APT was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
On average, APT observations show similar program quality compared to previous years.

APT Observation for Each Domain, 2013 - 2021

Assessment of Program Practices Tool (APT) Results for 144 programs in 2021. * indicates that domain reached its all-time high in 2021.
The APT was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Youth survey averages returned to 2019 levels. Notable exception: Choice & Autonomy
Boston Beyond provided professional development to address this topic
43% of students agreed that adults listened to their ideas

Youth Choice according to the SAYO-Y, Summer 2021

- I get to choose how I spend my time.
  - No, 13%
  - Mostly No, 26%
  - Mostly Yes, 42%
  - Yes, 19%

- Adults here listen to my ideas for new activities.
  - No, 7%
  - Mostly No, 11%
  - Mostly Yes, 38%
  - Yes, 43%

- I can spend time by myself when I want to.
  - No, 13%
  - Mostly No, 22%
  - Mostly Yes, 36%
  - Yes, 29%

- I am allowed to finish what I am doing even if it is time for the next activity.
  - No, 11%
  - Mostly No, 21%
  - Mostly Yes, 43%
  - Yes, 25%

- I get to choose which students I spend my time with here.
  - No, 14%
  - Mostly No, 19%
  - Mostly Yes, 38%
  - Yes, 29%

- I get to choose which activities I want to do.
  - No, 16%
  - Mostly No, 25%
  - Mostly Yes, 38%
  - Yes, 21%

Based on Survey of Academic and Youth Outcomes – Youth (SAYO-Y) for 3,781 students. The SAYO-Y was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Our area for improvement – students feeling they have a chance to lead

SAYO-Y Responses for Each Domain, 2010 - 2021

- Supportive Social Environment
- Youth Enjoy and Feel Engaged in Program
- Youth Have Choice and Autonomy
- Youth Feel Challenged
- Youth Perceive Opportunities for Leadership and Responsibility
- Youth Believe They Have a Supportive Adult
- Youth Believe Program Has Helped Academic Skills
- Youth Believe Program Has Helped Social/Personal Skills
- Benchmark
Majority of students feel they don’t have leadership opportunities

**Youth Leadership according to the SAYO-Y, Summer 2021**

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>Mostly No</th>
<th>Mostly Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan activities for the program.</td>
<td>45%</td>
<td>27%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>I lead activities.</td>
<td>41%</td>
<td>30%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>I am in charge of helping at the program.</td>
<td>46%</td>
<td>25%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>I help make decisions and rules for the program.</td>
<td>46%</td>
<td>25%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>I get to help people in my community at this program.</td>
<td>21%</td>
<td>16%</td>
<td>33%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Based on Survey of Academic and Youth Outcomes – Youth (SAYO-Y) for 3,781 students. The SAYO-Y was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Are Students Leading? To answer, let’s look at both youth and observer responses.

Are Students Learning?
- Students are interested in what they are doing.
- Students have fun.
- Activities are challenging for students.

Are Students Leading?
- Students have the chance to plan and lead activities.
- Students choose how to spend their time.
- Students help set the rules and follow them.

Are Students Friendly?
- Students make new friends and get along with their peers.
- Students are respectful and solve conflicts.
- Students listen to each other.
- Students believe their peers are friendly, treat each other with respect, and listen to each other.

Are Staff Caring?
- Staff listen to students and are encouraging.
- Staff supervise activities, address behavioral issues, and treat students with respect.
- Students feel that staff care about them.
- Staff talk with students during student free time.
- Staff are respectful to one another.

Are Staff Organized?
- Staff start activities on-time with proper materials.
- Staff run the program smoothly.
- Staff oversee easy and quick transitions.

63 programs out of 212
How closely do students and observers agree about choice?

Students & Observers on Activities and Choice

Up and Down
Student ratings on choice in activities, people, time

-- Left to Right --
Observer ratings on "Activity offers youth choice and decision-making."

109 programs with both APT observation data and SAYO-Y youth survey data.
For 14 programs, observers and students agreed about the level of choice.

Students & Observers on Activities and Choice

---

Student ratings on choice in activities, people, time

Observer ratings on "Activity offers youth choice and decision-making."

109 programs with both APT observation data and SAYO-Y youth survey data.
For 41 programs, observers and students also agreed about less choice available.

Students & Observers on Activities and Choice

Up and Down Student ratings on choice in activities, people, time

Observer ratings on "Activity offers youth choice and decision-making."

109 programs with both APT observation data and SAYO-Y youth survey data.
For 54 programs, some disagreement between students and observers.

109 programs with both APT observation data and SAYO-Y youth survey data.

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Students & Observers on Activities and Choice

Up and Down
Student ratings on choice in activities, people, time

Observer ratings on "Activity offers youth choice and decision-making."

28 programs

26 programs

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109 programs with both APT observation data and SAYO-Y youth survey data.
How closely do students and observers agree about leadership?

109 programs with both APT observation data and SAYO-Y youth survey data.

Students & Observers on Leadership

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Student ratings on planning, leading, helping, contributing to decisions

Observer ratings on "Youth help select, lead, or contribute to the running of the activity."
3 programs where youth and observers agreed leadership was above benchmark

Students & Observers on Leadership

Up and Down Student ratings on planning, leading, helping, contributing to decisions

Observer ratings on "Youth help select, lead, or contribute to the running of the activity."
84 programs where youth and observers agreed leadership was below benchmark

**Students & Observers on Leadership**

- **Up and Down**
  - **Student** ratings on planning, leading, helping, contributing to decisions

- **Observer** ratings on "Youth help select, lead, or contribute to the running of the activity."
22 programs where youth and observers disagreed about leadership

Students & Observers on Leadership

--Left to Right--
Observer ratings on "Youth help select, lead, or contribute to the running of the activity."

Up and Down
Student ratings on planning, leading, helping, contributing to decisions

4 programs
18 programs
Programs who focused on “Are Students Leading?” and received strong feedback.
Did students experience skill growth?
8 in 10 employers: social and emotional skills are the most important to success and yet are also the hardest skills to find. (Cunningham and Villasenor, 2016; Aspen Institute, 2019)

Like reading and math, social and emotional skills can be taught and developed over time. (Cantor et al, 2018)

Evidence-based programs produce significant growth in crucial skills as well as traditional outcomes. (Durlak et al, 2011)
**ACT Skills for college, career, and life**

![Diagram showing the skills framework with circles labeled Achieve, Connect, and Thrive.]

<table>
<thead>
<tr>
<th>Skills for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Perseverance</td>
</tr>
<tr>
<td>Social Awareness &amp; Relationships</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Growth Mindset</td>
</tr>
<tr>
<td>Self-Efficacy</td>
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<tr>
<td>Self-Regulation</td>
</tr>
</tbody>
</table>
Building ACT Skills all across the city

**At UnKnown Hype Dance Studio:**

“We make constant mistakes but the show must go on, and we have to learn to know when to take a break, but know we have to keep pushing through those days and times of wanting to give up… our students will have first hand experience with having to build their *perseverance*.”

**At Community Rowing:**

“Kids learn on their first day to help one another carry boats, oars around the boathouse together and how to help each other launch and land their boats on the dock. In team boats, kids quickly learn that their actions have to mirror one another for successful practices and learn to discuss how they must work together on the water.”

**At Boston Scores:**

“Students develop… by trying out new skills and challenges in a positive, encouraging environment that encourages effort, trial & error and experimentation. For some students, this may be as simple and fundamental as working up the courage to set foot on a soccer field for the very first time. Or perhaps to get comfortable executing a simple pass to a teammate with their non-dominant foot. Scores Coach-Mentors recognize that this kind of experimentation… is essential to the development of a *Growth Mindset*.”
Did students develop skills this summer?
First way of understanding skill development: staff surveys

SAYO-T Staff Survey on Skills

- Staff rate students on how frequently they see skill-related behaviors
- Same survey, pre and post
- For example: rate how often student...
  - Sets realistic goals
  - Plans and thinks ahead
- 3,810 students rated pre & post
- Developed by NIOST & MA DESE
SAYO-T staff survey showed statistically significant growth in all six skills.

*Pre- and post- differences are statistically significant at p-value < 0.05. Based on matched Pre- and Post- SAYO-T results for 3,810 students. The Survey of Academic and Youth Outcomes – Teacher (SAYO-T) was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Staff reported that 2 out of 4 students experienced positive change in each skill.

Staff Perception of Student Change on the SAYO-T, Summer 2021

<table>
<thead>
<tr>
<th>Skill</th>
<th>Negative Change</th>
<th>No Change</th>
<th>Positive Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>23%</td>
<td>24%</td>
<td>53%</td>
</tr>
<tr>
<td>Relationships with Adults</td>
<td>24%</td>
<td>23%</td>
<td>53%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>22%</td>
<td>25%</td>
<td>52%</td>
</tr>
<tr>
<td>Communication</td>
<td>23%</td>
<td>25%</td>
<td>52%</td>
</tr>
<tr>
<td>Relationships with Peers</td>
<td>22%</td>
<td>29%</td>
<td>48%</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>28%</td>
<td>24%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Based on matched Pre- and Post- SAYO-T results for 3,810 students.
The Survey of Academic and Youth Outcomes – Teacher (SAYO-T) was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Skill growth was consistent across race, with 71-83% of students experiencing growth. Based on matched Pre- and Post- SAYO-T results for 3,509 students with race data.

The Survey of Academic and Youth Outcomes – Teacher (SAYO-T) was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.

### Staff Perception of Skill Growth by Student Race, Summer 2021

<table>
<thead>
<tr>
<th>Race</th>
<th>No Skill Growth</th>
<th>Positive Skill Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown, 386</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>White, 319</td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>Mixed or Other, 241</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Black or African American, 1097</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Hispanic, 1174</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Asian, 280</td>
<td>24%</td>
<td>76%</td>
</tr>
<tr>
<td>American Indian or Alaska Native, 7</td>
<td>29%</td>
<td>71%</td>
</tr>
</tbody>
</table>
Second way of understanding skill development: youth surveys

Holistic Student Assessment (HSA) Youth Survey

- Students read a statement and indicate how much it applies to them
- Answer each question twice – pre and post
- 388 students
- Developed by PEAR
HSA survey showed statistically significant growth in almost all skills

HSA-RPP Results, Summer 2021

*Pre- and post-differences are statistically significant at p-value < 0.05.
Based on HSA-RPP results for 388 students.
The Holistic Student Assessment and the Support Tiers were developed by PEAR.
Over half felt no change in empathy, reflection; half felt growth in critical thinking

Student Self-Perception of Change on the HSA-RPP, Summer 2021

- **Assertiveness**: 10% Negative Change, 40% No Change, 50% Positive Change
- **Critical Thinking**: 9% Negative Change, 43% No Change, 49% Positive Change
- **Teamwork**: 10% Negative Change, 47% No Change, 43% Positive Change
- **Growth Mindset**: 11% Negative Change, 49% No Change, 40% Positive Change
- **Perseverance**: 9% Negative Change, 52% No Change, 39% Positive Change
- **Action Orientation**: 11% Negative Change, 51% No Change, 38% Positive Change
- **Relationships with Adults**: 11% Negative Change, 51% No Change, 38% Positive Change
- **Optimism**: 14% Negative Change, 49% No Change, 37% Positive Change
- **Reflection**: 11% Negative Change, 53% No Change, 36% Positive Change
- **Empathy**: 12% Negative Change, 52% No Change, 36% Positive Change
- **Trust**: 15% Negative Change, 52% No Change, 34% Positive Change
- **Emotion Control**: 16% Negative Change, 59% No Change, 24% Positive Change

Based on HSA-RPP results for 388 students. The Holistic Student Assessment and the Support Tiers were developed by PEAR.
That’s a wrap! Thank you
Your Summer 2021 data is ready!

- Check your inbox for your PRISM log-in & password (sent last week)
- Sign up for a PRISM Review Call with your Measurement & Improvement Coordinator (Matthew, Katie, or Doana)
- If you want a graph from today’s presentation in the PRISM, let me or your M&I Coordinator know (we will see what we can do)
Let’s continue the discussion

• **Slides**
  Yes, we’ll send these slides to you shortly 😊

• **Questions**
  Zoom chat, or email Lisa Gomi Hui, lghui@bostonbeyond.org

• **Discussions**
  To be continued on Boston Beyond’s Thursday Noon Zoom calls