



SPERLING CENTER  
FOR RESEARCH  
AND INNOVATION

## 2020 Results Dashboard Westwood Summer -Smithfield District

The Sperling Center for Research & Innovation (SCRI) works with partners to continuously assess the quality and outcomes of programs to ensure that youth, educators, families and communities have the best possible experiences. This Results Dashboard includes key metrics related to the implementation and delivery of your program. These metrics serve as indicators of quality and impact. SCRI suggests using this report to identify and reflect on areas of strengths and areas for continuous improvement. For specific questions about this report, please reach out to your SCRI consultant.

Note that the data points included are averages of all sites within your partnership. Green color coding represents a goal which was met or exceeded (area of strength), yellow indicates an area that fell slightly below the goal, and red indicates that it fell well below the goal (area for improvement).

**Average months gained** is calculated based on youth academic assessment scores in the first week of the program, compared to scores in the last week of the program. This measures academic growth that has occurred.

Academic Outcomes		
Metric	Goal	Summer 2019
Months Gained: Literacy	+1 Month	2.0 Months
Months Gained: Math	+1 Month	3.0 Months

**Average daily attendance** is the number of youth present, compared to the total enrolled, across all program days. **Enrollment** is the number of enrolled youth, compared to the program's enrollment goal.

Enrollment & Attendance		
Metric	Goal	Summer 2019
Average Daily Attendance	80%	88%
Enrollment	80%	78%

Quality improvement<sup>1</sup> scores are averages from activity-level observations and range from 1.0 (below expectations) to 4.0 (exemplary). The goal for all domains is 3.0 (meets expectations) or above.

Quality Improvement Scores (ranging from 1.0 to 4.0)			
Domain	Goal	Summer 2019	
Culture & Climate	3.0 or above	3.1	2.8
Curriculum & Instruction	3.0 or above	2.8	3.0
Evaluation & Assessment	3.0 or above	2.5	3.2
<b>Overall Quality Improvement Score</b>	<b>3.0 or above</b>	<b>2.8</b>	<b>3.0</b>

Staff survey completion is how many staff responded to the post-program survey, compared to total staff.  
 Family survey completion is how many families responded to the post-program survey, compared to enrolled youth.  
 Youth survey completion is how many youth completed the survey, compared to total youth in 4th grade or above.

Survey Completion Rates		
Metric	Goal	Summer 2019
Staff	50%	72%
Family	50%	41%
Youth (4th grade and above)	50%	56%

Family survey outcomes are the percentage of respondents who replied positively (agree or strongly agree). Family surveys measure changes in youth as a result of the program, family engagement, and satisfaction.

Survey Completion Rates	Summer 2019
My child's reading skills improved.	93%
My child's math skills improved.	89%
My child's eagerness to learn improved.	85%
My child's self-confidence improved.	95%
My child's attitude toward school & learning improved.	93%
My child's ability to overcome challenges improved.	89%
My child's willingness to give more effort to grow improved.	92%
My involvement in my child's learning improved.	88%
My child enjoyed the program.	99%
I would recommend the program to other families.	90%
I was invited to an open house for the program.	65%
I was invited to a closing ceremony for the program.	84%
Staff reached out to me at least once to discuss my child's progress.	68%
The staff created a welcoming environment for me.	75%
I was highly satisfied with the program overall. (rated 7 or higher on a 10-point satisfaction scale)	91%

Staff survey outcomes are the percentage of respondents who replied positively (agree or strongly agree). Staff surveys ask about training, leadership, changes in youth as a result of the program, engagement, and satisfaction.

Staff Survey Outcomes	Summer 2019
After training, I felt prepared to begin the program.	74%
After training, I understood academic expectations for youth.	71%
After training, I understood behavioral expectations for youth.	84%
After training, I understood instructional expectations.	80%
The ongoing support I received helped me improve my classroom instructional practice.	96%
I received the tools and resources I needed to do my job well.	88%
Leadership at my site was highly supportive of educators.	100%
I would recommend the program to other families.	93%
I would recommend working with the program to my peers.	94%
Program staff reflected the diversity of scholars at our site.	100%
Working with the program helped me develop my professional skills.	87%
I want to work with the program again next program cycle.	83%
Youth were highly engaged.	92%
Youth improved in reading.	92%
Youth improved in math.	77%
Youth improved in their attitude toward school.	88%
Youth improved in self-confidence.	89%
Youth improved in self-awareness.	86%
Youth improved in self-regulation.	93%
Youth improved relationship skills with peers.	79%
Youth improved relationship skills with adults.	87%
Youth improved in social awareness.	93%
Youth improved in responsible decision-making.	80%
I was highly satisfied with the program.	85%

Youth survey outcomes are the percentage of respondents who replied positively to the statements below. Youth surveys measure satisfaction, engagement, and social-emotional learning across 15 domains using items developed by Harvard's PEAR Institute:

- **Academic Motivation:** Incentive to succeed in school, without necessarily including general interest in learning.
- **Action Orientation:** Engagement in physical and hands-on activities.
- **Assertiveness:** Confidence in putting oneself forward, advancing personal beliefs, wishes or thoughts and in standing up for what one believes.
- **Critical Thinking:** Examination of information, exploration of ideas, and independent thought.
- **Emotion Control:** Self-regulation of distress and management of anger.
- **Empathy:** Recognition of other's feelings and experiences.
- **Growth Mindset:** Belief that one's success at school and one's positive identity as a student can be developed through effort.
- **Learning Interest:** Desire to learn and acquire new knowledge.
- **Optimism:** Enthusiasm for and hopefulness about one's life.
- **Perseverance:** Persistence in work and problem solving despite obstacles.
- **Reflection:** Inner thought processes and self-awareness, and internal responsiveness toward broader societal issues.
- **Relationships with Peers:** Positive and supportive social connections with friends and classmates.
- **Relationships with Adults:** Positive connections and attitudes toward interactions with adults.
- **School Bonding:** Positive personal connections and the sense of belonging in one's school.
- **Trust:** Perception of other people as helpful and trustworthy.

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<sup>9</sup> See Appendix B, Table 2 for a full list of the 15 PEAR HSA domains and corresponding definitions and sample items.

<sup>10</sup> See Appendix A, Table 1 for a description of the crosswalk of the PEAR HSA domains to BellXcel's SEL domains.

<sup>11</sup> See Tables 3 and 4 in Appendix D for a full set of quantitative and qualitative results.

Staff survey outcomes are the percentage of respondents who replied positively (agree or strongly agree). Staff surveys ask about training, leadership, changes in youth as a result of the program, engagement, and satisfaction.

Youth Survey Outcomes (4th graders and above)	Summer 2019
I enjoyed the program a lot.	94%
I would come to the program again.	69%
I would tell my friends to come to the program.	77%
I made new friends during this program.	93%
A staff member said something positive or nice to me during this program.	96%
There was at least one adult in the program who I felt I could trust or who cared about me.	95%
PEAR Holistic Student Assessment (HSA) Social-Emotional Learning Domains	
I changed positively in Academic Motivation.	96%
I changed positively in Action Orientation.	96%
I changed positively in Assertiveness.	89%
I changed positively in Critical Thinking.	87%
I changed positively in Emotion Control.	72%
I changed positively in Empathy.	85%
I changed positively in Growth Mindset: Learning Mindset.	78%
I changed positively in Learning Interest.	91%
I changed positively in Optimism.	77%
I changed positively in Perseverance.	85%
I changed positively in Reflection.	83%
I changed positively in Relationships with Adults.	86%
I changed positively in Relationships with Peers.	73%
I changed positively in School Bonding.	72%
I changed positively in Trust.	79%

## How to Use this Report

The Results Dashboard offers a comprehensive view of how your program performed on a variety of implementation, quality and outcomes metrics. Many factors influence your program's results. Use the questions below to guide a reflection session with your team to help you identify potential influences for both positive and not as positive results. Be sure to spend time on goals that were not met, and what you might do differently next summer to improve.

### Staffing

- When were educators hired? Did the site experience staff turnover?
- How experienced were educators? Did staff teach the same grade/subject in the program as during the school year?
- Did the staff reflect the diversity of the youth population?
- Was staff familiar with youth?

### Program Dosage/Schedule

- How many hours per day, days per week, weeks did the program run?  
Was the duration sufficient to drive results?
- Were there any holidays or other interruptions (facilities, weather, etc.) to the program?
- Did the program offer time for building community, program/instructional planning, meals, recess, family engagement, breaks, meetings and mentoring?

### Staff Training

- Did the program offer pre-program training? How many staff participated and what was the duration??
- Did you have the necessary materials/resources to conduct training?
- Did site-level facilitators have experience delivering previous trainings?
- Did staff receive instructional resources that set expectations and aid in strong instructional practice?

### Curriculum & Materials Distribution

- Did curriculum/resources arrive on time for the first day?
- Did the site have access to the necessary technology for program operations?

### Assessments

- Did the site have enough computers to pre- and post-test youth in a timely manner?  
Were computers high-quality?
- Did leadership have access to and knowledge of the assessment platform?
- Did staff receive data reports immediately after pre-testing?

### Facilities

- What was the quality of the learning environments?
- Was the facility air-conditioned?
- Was the transportation provided for youth? Were there any long or short-term issues with this transportation?
- Was there sufficient and high-quality space for all program elements such as meals, recess, learning and other activities?

### Planning & Partner Engagement

- Was the program launched in a timely manner to give adequate time for planning and implementation?
- Was the program adequately funded?
- Were community and school partners appropriately and actively engaged in planning and implementation?

### Youth Population

- How was youth behavior and attendance?
- Did attendance vary on certain weeks/days?
- How were special education needs met?
- How were the needs of English Language Learners met?
- What was youth performance level in pre-test data? Were curriculum & instruction aligned to academic needs?

### Leadership & Support

- Did the site receive adequate support from local program leadership?
- How was the support offered to the site by the SCRI team?

### Learning Activities

- Were learning activities high-quality and engaging for youth?
- What was the instructional quality of the educators?
- Did educators have access to high-quality resources and materials?

### Field Trips

- Were the field trips of high quality?
- Were youth engaged and interested in field trips?
- Did staff engage in and support youth learning during fieldtrips?

### Family Engagement

- Did the site offer family-educator conferences, meetings, or other one-on-one communications?
- Were families notified of youth progress during the program?
- Did families seem engaged and/or satisfied with the program?