



Evidence-based tools and guidance  
for delivering effective programs

PLANNING & MANAGEMENT

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GUIDANCE FOR SAMPLE:

## BOSTON SUMMER PROGRAM DATA DASHBOARD

This document provides guidance on how to use the [Boston Summer Program Data Dashboard](#) sample available in the Summer Learning Toolkit. You can also access the tool in the [Planning and Management](#) section of the Toolkit.

### What is the *BOSTON SUMMER PROGRAM DATA DASHBOARD* sample and how can you use it?

Developed by Boston After School and Beyond, the Program Report for Improvement and System Management (PRISM) is used to share and compare measures of program quality at each of the sites in the 5th Quarter of Summer Learning (formerly the Boston Summer Learning Project). The PRISM integrates several measurement tools to provide a snapshot of program quality, enabling program providers to identify strengths and weaknesses and pursue continuous improvement in a standard process. Site leaders use dashboard data to identify and expand promising practices, and central program leaders can respond by designing trainings for sites to support program improvements in targeted areas.

### Why is reporting program quality data important?

[RAND](#) recommends that summer programs engage in a continuous improvement process that includes evaluation of a wide range of program components, including:

- site culture and climate
- use of time
- academic quality
- enrichment quality
- site logistics and leadership
- student participation
- no-show rates and attendance

Collecting this type of program quality data enables summer program leaders and staff to interpret their program's outcomes and continuously improve their practices in alignment with research. In a multi-site summer initiative, if some sites are meeting their goals and others are not, program quality data can help leaders explore differences across sites that might contribute to the variation in outcomes. The approach used by Boston After School and Beyond provides expertise and capacity for continuous improvement that many individual sites might not otherwise have on their own. A centralized approach of this kind creates a common vocabulary for quality and common ground for planning professional development and staff training.

#### **Who can benefit from this resource?**

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- District central office managers
- School-based program leaders
- Nonprofit program leaders
- Teachers
- Enrichment staff

#### **Tips for effectively reporting program quality data**

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A culture of continuous quality improvement within a district, nonprofit, or initiative is essential to the successful use of program quality data. To see real improvement from the findings, site-level staff and instructional staff must be bought into and engaged in the process from the beginning. Additional tips include:

- Ensure that key stakeholders are prepped prior to implementation of any assessments or observations and aware of how results will be shared and used.



- After data have been collected and compiled, consider convening providers for a summer debrief meeting. At this event, ideally held in the fall, leaders can present overall findings and results from the summer; share reports with individual sites; and provide a forum for sites to discuss results in small or large groups and share ideas for improvement.

