



BOYS & GIRLS CLUBS
OF BLOOMINGTON

Cohort 10
Year 3

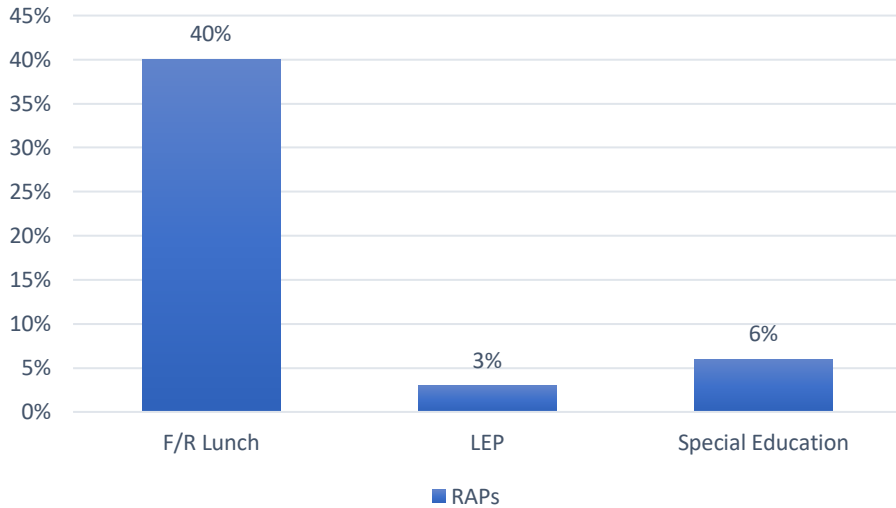
2023-2024 Annual Evaluation



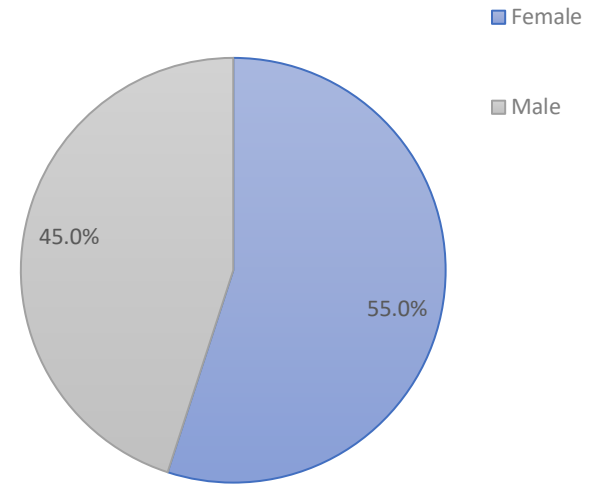
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Program Demographics & Attendance

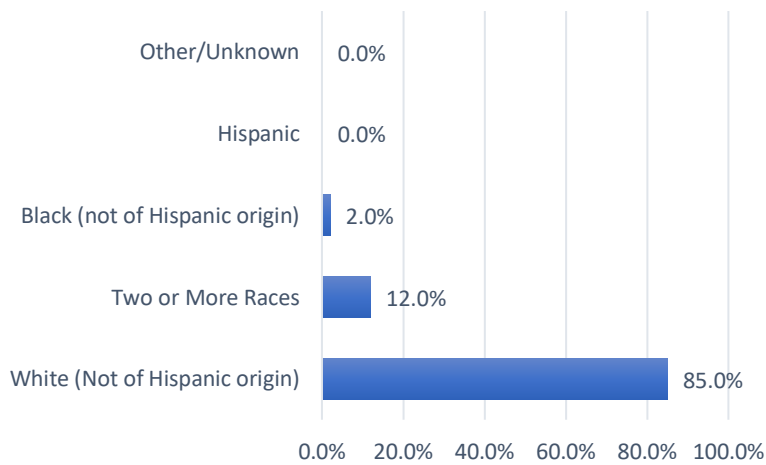
Participant Characteristics



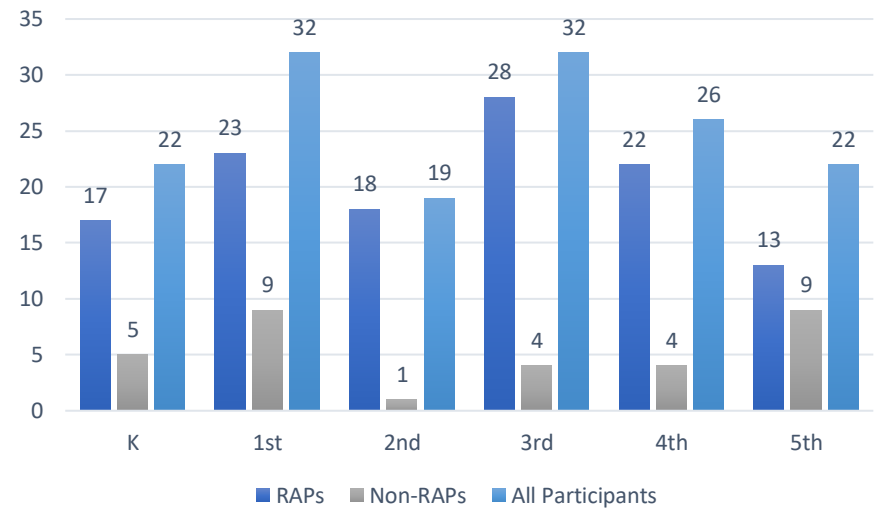
Gender



Race/Ethnicity

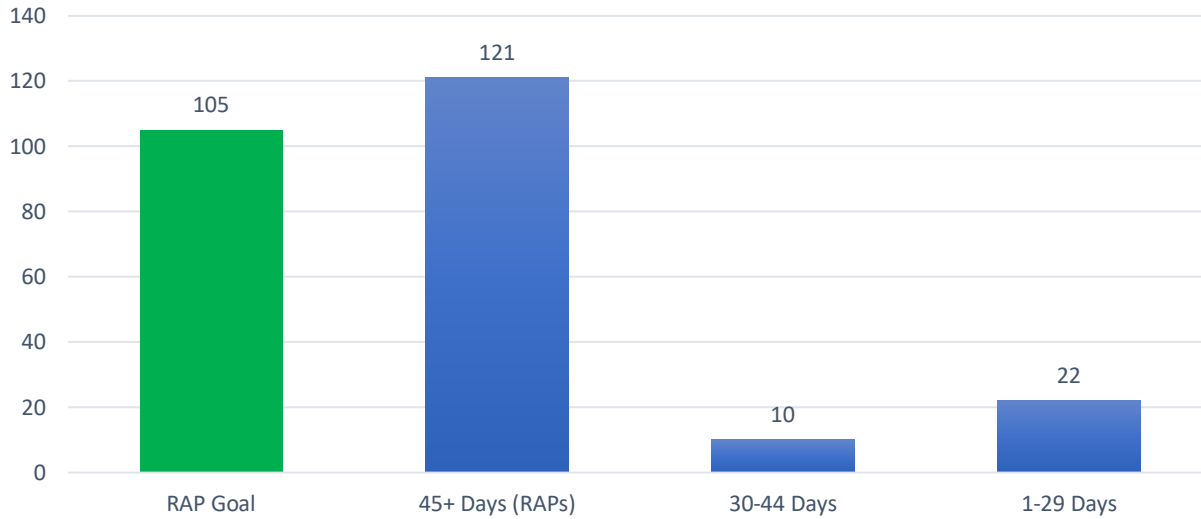


Participation by Grade Level



Program Attendance

Program Attendance 2023-2024

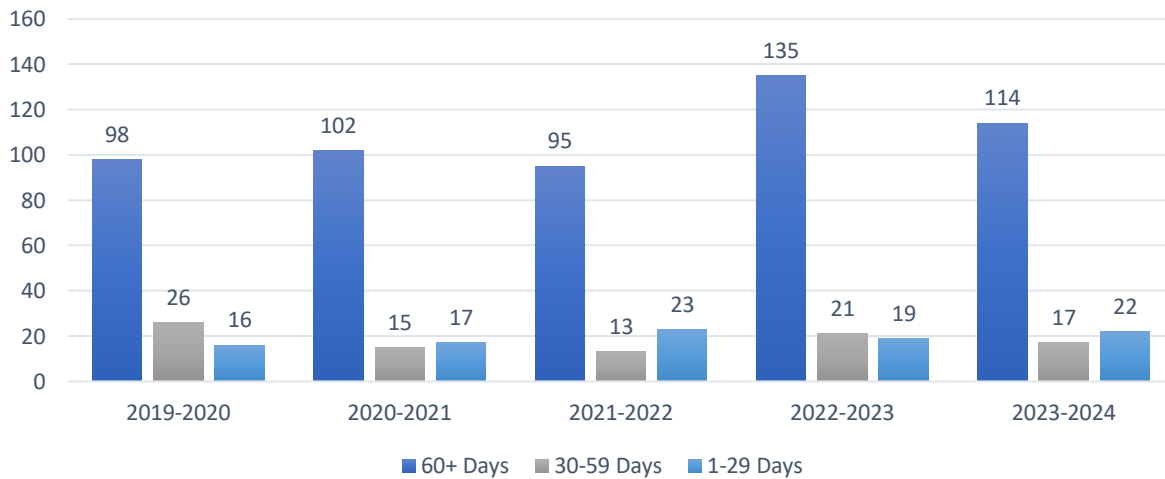


Attendance

Out of 153 participants, 121 achieved Regularly Attending Participant (RAP) status, exceeding the goal of 105.

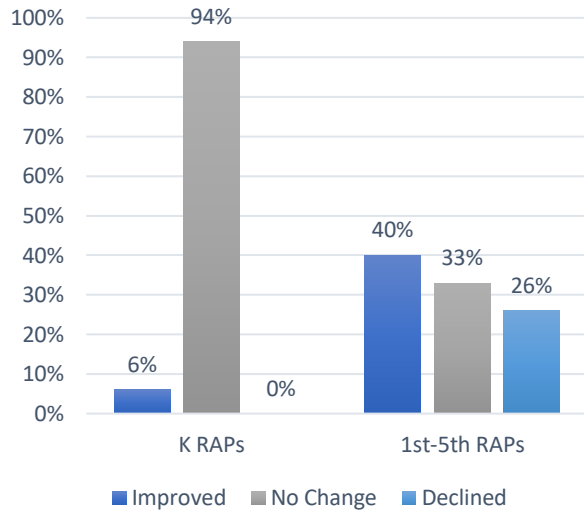
While this is less than last year’s 147 RAPs, median attendance has risen from 106 days last year, to 121 days this year, showing the success of the retention efforts at this site. Any program must balance the desire to serve as many as possible against the need to provide the dosage necessary to achieve the desired outcomes. The rise in median attendance along with the positive outcomes reported below indicate the program has achieved an effective balance.

Attendance Trend

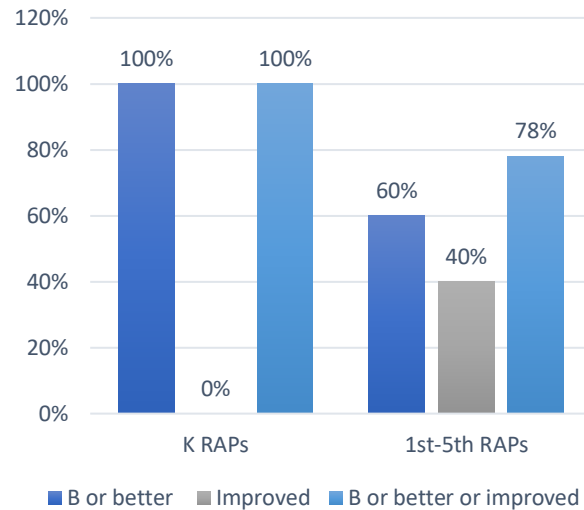


Student Academic Achievement – Grades

Change in E/LA Grades



Reading Grades



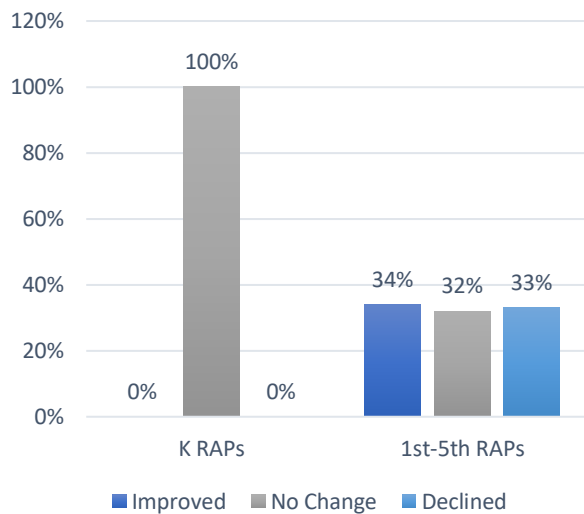
RAP Grades

The Kindergarten RAPs achieved a “pass” grade in both the fall and spring, achieving 100% of RAPs having a B or better both semesters.

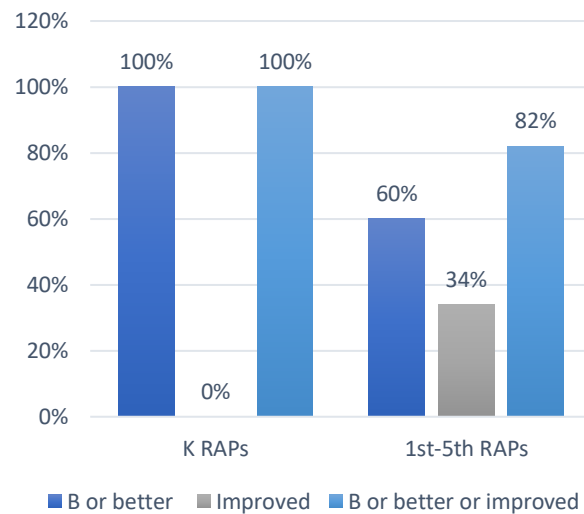
For grades 1st-5th reading and math outcomes were similar, with the goal being met in both categories.

With E/LA grades, out of 99 RAPs 40% saw improvement from fall to spring and 34% saw improvement in their math grades. This is a significant increase from last year in students who showed improvement. This indicates that the club is having a positive impact on participants’ academic outcomes.

Change in Math Grades

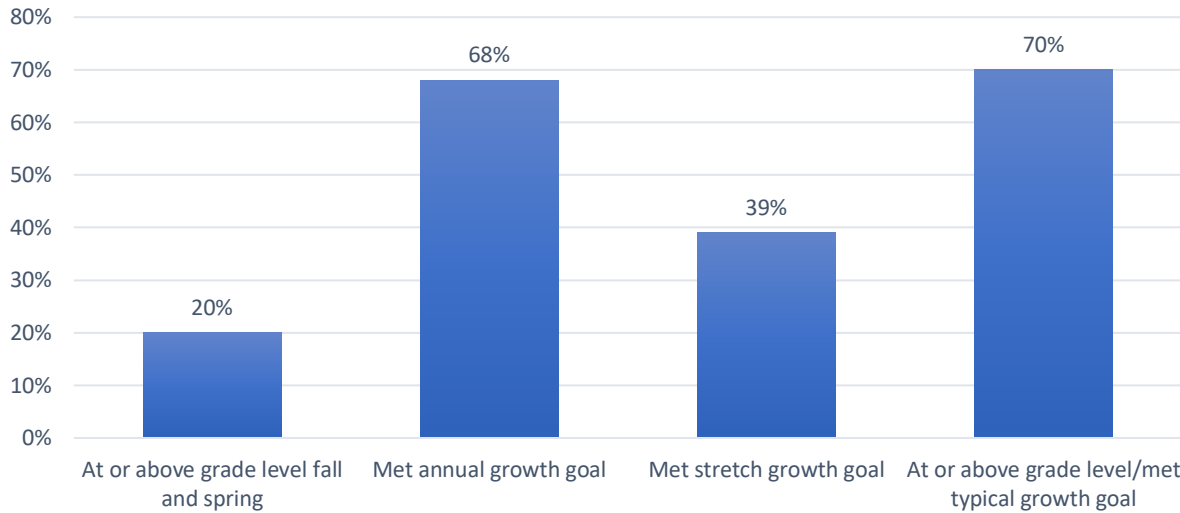


Math Grades



Student Academic Achievement – Assessments

iReady Reading K-2nd Grade RAPs



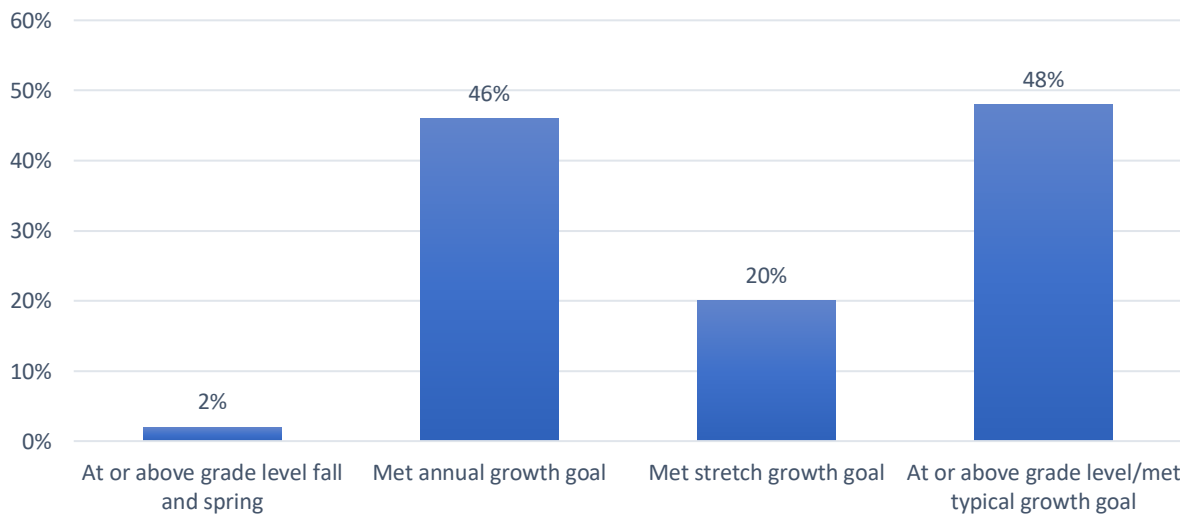
Discussion – iReady Results K-2nd

Only a small number of students began the year at or above grade level, less than last year, so the program is continuing to recruit students who are struggling academically. While the program met its performance goal for reading, the program was farther from its math goals than last year.

Reading scores saw a jump from 53% meeting annual growth goal last year, to 68% this year. This is a significant improvement and a testament to the effectiveness of the E/LA programing for younger participants.

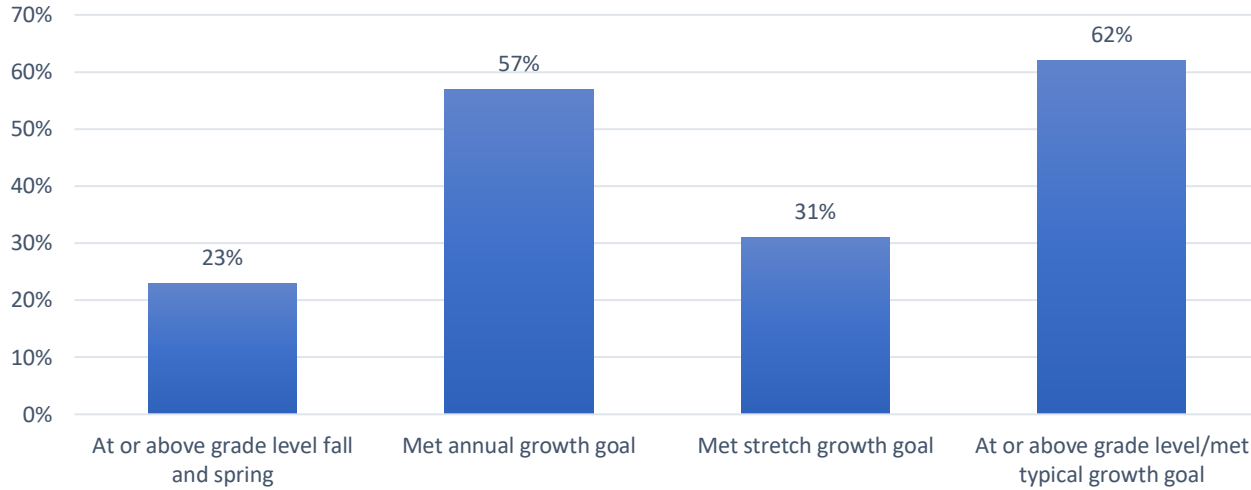
In math, out of 56 RAPs, only 1 participant was at or above grade level both fall and spring, with that one participant being the only one who met grade level in the spring. For students who are behind, meeting the stretch goal means they are catching up with their peers at a high rate, but any progress above the annual growth goal shows progress toward achieving grade-level ability. With only one participant starting at grade level, helping students meet the stretch goal is an important metric of program impact. One in five students met that goal, a noteworthy accomplishment that can serve as a foundation to build on. But overall, the median annual growth of regular participants was 0.93, meaning the median participant grew achieved less than a year’s worth of growth over the school year.

iReady Math K-2nd Grade RAPs



Student Academic Achievement – Assessments

iReady Reading 3rd-5th Grade RAPs



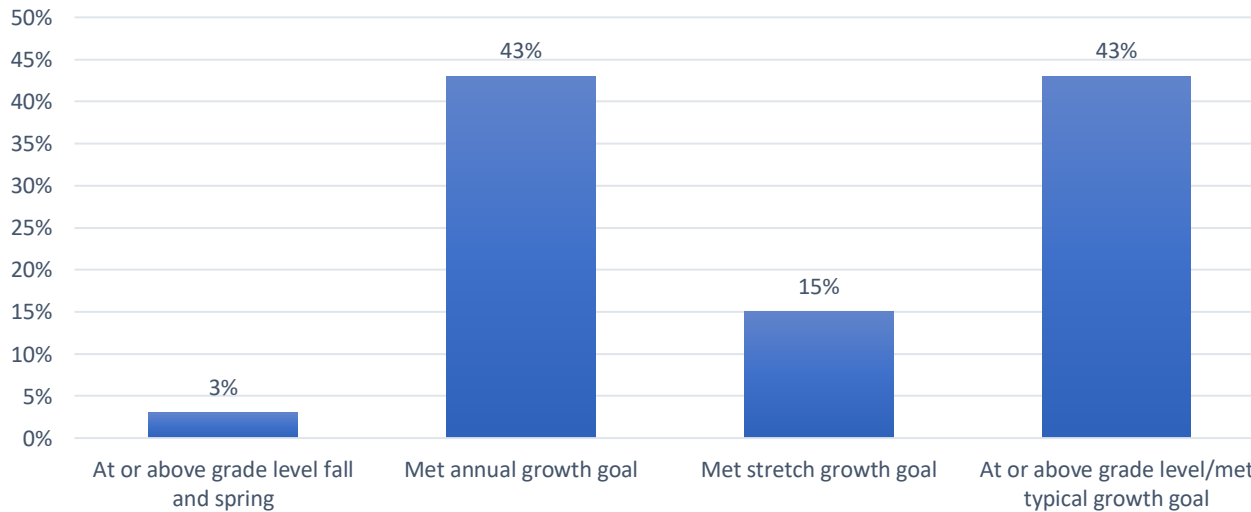
Discussion – iReady Results 3rd-5th

Students in the older grades showed a similar pattern to the younger students, but with lower average scores.

Reading scores just missed the goal, however more than half of the students met their annual growth goal and a third of students met their stretch goal.

Math was also a struggle for the older students. Out of 61 students, 2 were at or above grade level both fall and spring. With students being behind last year, the trend has continued into this year, which means the program is spending more energy on catching these students up to their grade levels.

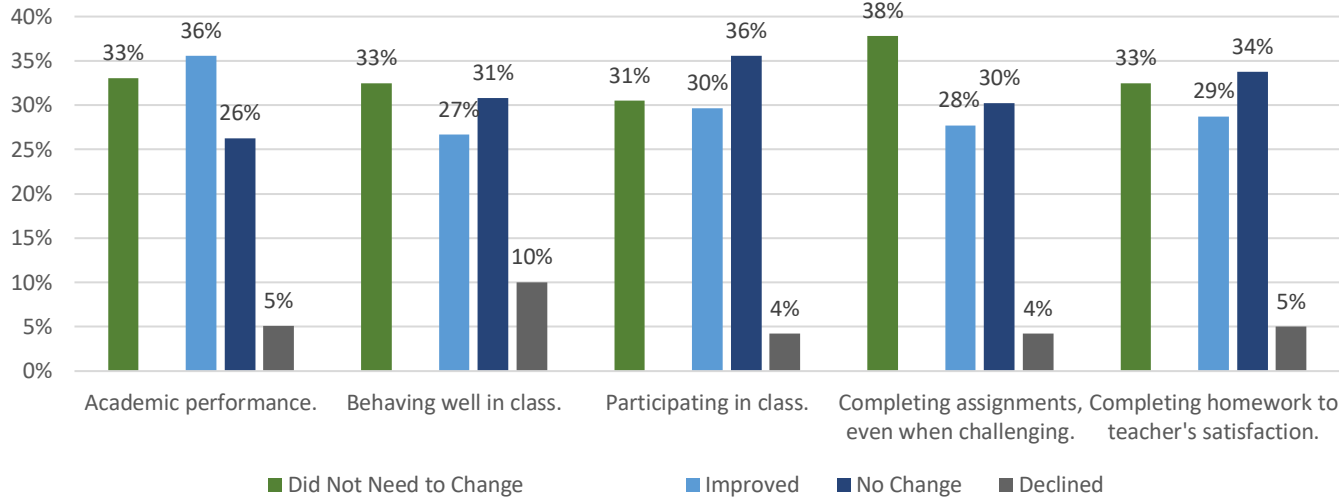
iReady Math 3rd-5th Grade RAPs



Grade and survey data show the program is helping participants with the immediate needs linked to grades, like completing homework and participating in class, but iReady data shows this is not always translating to students mastering concepts in a way that shows up on standardized tests. The median annual growth for 3rd – 5th grades was 0.88, where growth below 1 means students are making less than a year’s worth of progress throughout the school year. The program would benefit from looking into strategies for bridging this gap for students.

Social and Emotional Learning

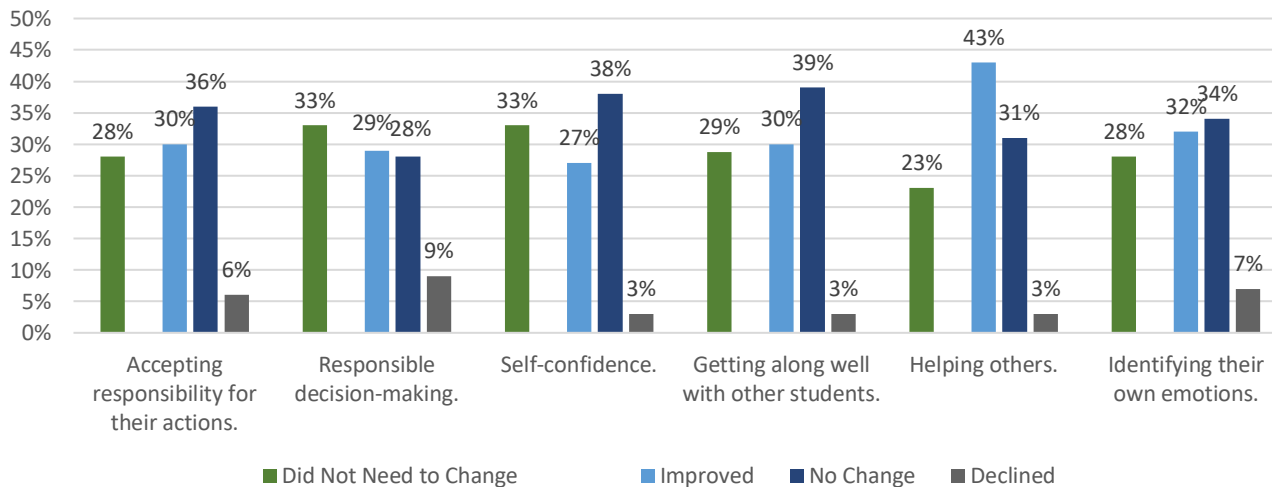
Teacher Survey Data - Academic



Discussion

Teacher survey results indicate the program is continuing to have a positive impact on academic habits and overall academic performance. Program participants made noticeable improvements in most measures. Academic performance is a standout this year, which correlates with their strong performance academically.

Teacher Survey Data - Social/Emotional



On the social/emotional scale, students showed improvement with most measures, but the largest is in helping others, a tremendously valuable trait that when nurtured elevates a whole group as they learn to support each other.

Self-confidence saw the most modest gains, which is worth exploring within programming, as it is highly correlated with sustained academic success.

Social and Emotional Learning - Continued

STEM Survey Results

The STEM survey assesses youths’ appreciation of science and related fields, and their identity as scientists. In the fall, only 19% were at or above the benchmark, which gave ample room for growth. This year, 62% of students improved pre- to post-test, showing a huge amount of growth. This ultimately led to the program exceeding the benchmark for the year by 12%.

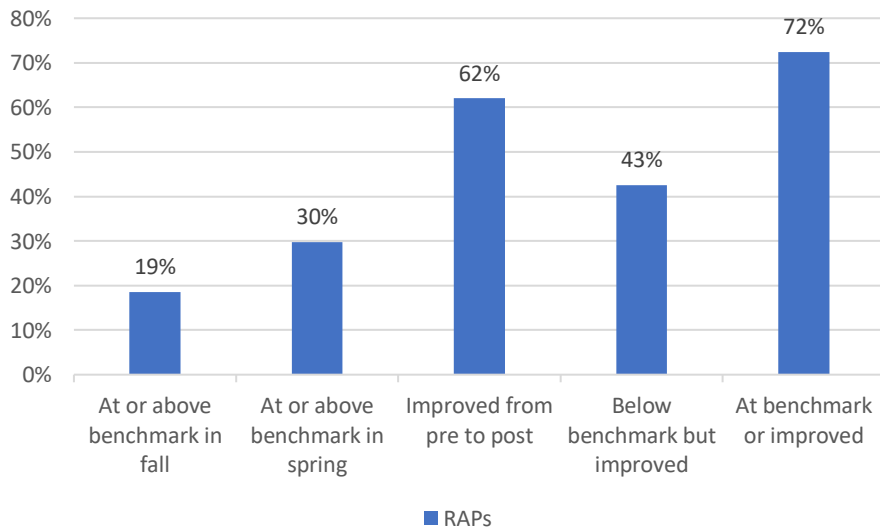
Overall, students improved from the pre- to post-test by 2.7 points, which shows that the program was able to make a meaningful impact on participants’ appreciation of science and their sense of themselves as scientists, the two best predictors of a student pursuing a STEM career.

WCSD Results

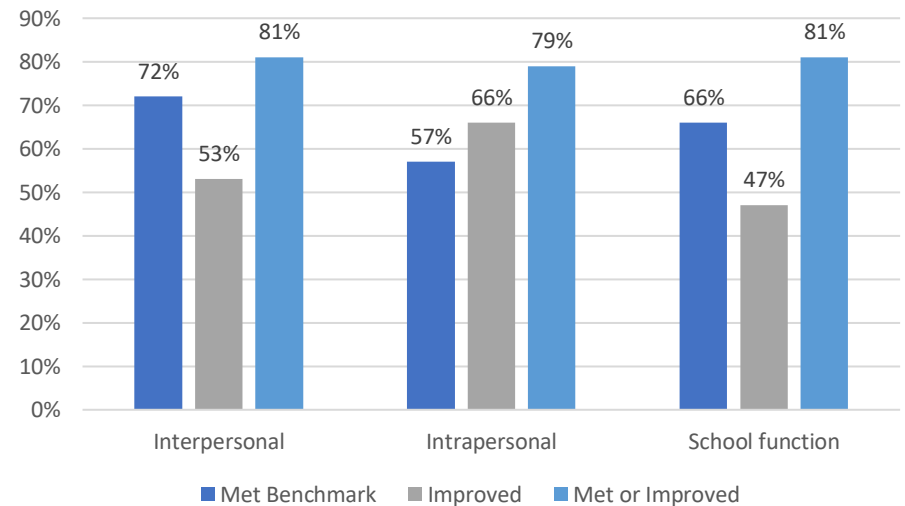
As in previous years, the program measures outcomes related to interpersonal skills, individual resilience (intrapersonal strength), and academic habits/attitudes toward learning (school function). Using this measure, the program met its goals on all three subscales.

Not only that, but the program surpassed the previous year’s numbers in almost every category. This site has shown consistent success with social and behavioral programming and outcomes.

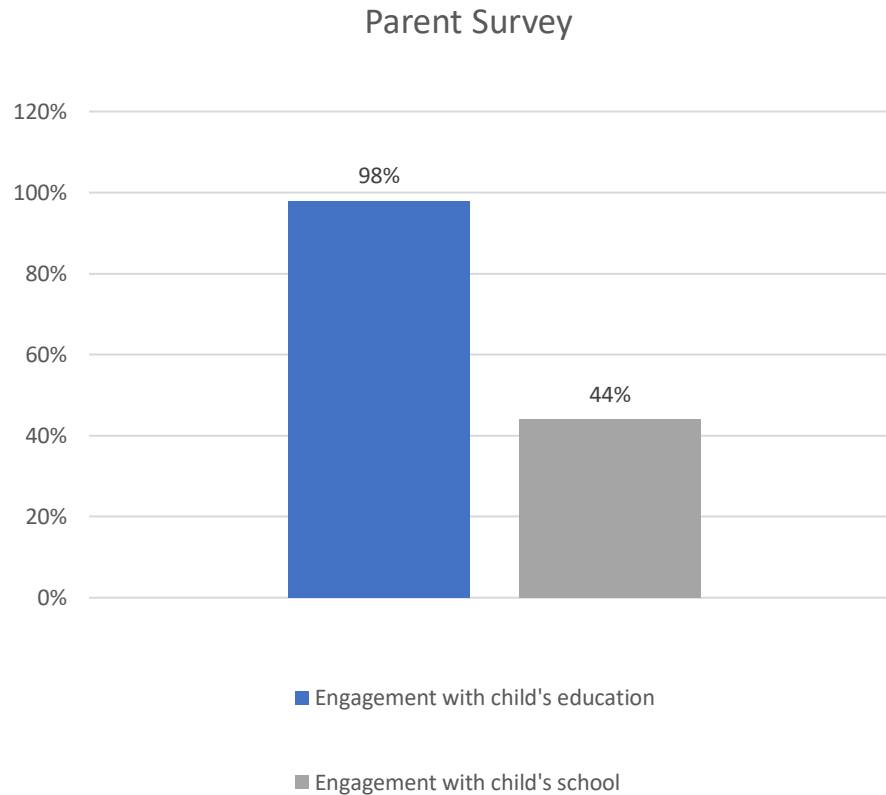
STEM Interest and Identity Survey



WCSD Assessment Data



Family Engagement

*Discussion*

The parent survey explores how much the program assists parents in engaging directly with their child's education and more broadly with their child's school. Parents are asked about the frequency of their participation in activities such as meeting with school staff, helping with homework, or discussing what their child is learning.

The chart on the left displays the percentage of parents who reported that encouragement from the program enhanced their involvement in at least two of these areas, which was nearly all participating parents.

Performance Measures

Academic Measures

Outcome	Performance measure
78%	65% of 1st-5th grade RAPs will earn a 'B or better' or increase their E/LA grade from fall to spring
82%	65% of 1st-5th grade RAPs will earn a 'B or better' or increase their math grade from fall to spring
100%	65% of kindergarten RAPs will earn a P (Pass) or increase their E/LA grade from fall to spring
100%	65% of kindergarten RAPs will earn a P (Pass) or increase their math grade from fall to spring
66%	65% of RAPs will maintain at or above grade level performance or achieve typical annual growth on i-Ready reading assessments from fall to spring
45%	65% of RAPs will maintain at or above grade level performance or achieve typical annual growth on i-Ready math assessments from fall to spring

Social/Behavioral Measures

Outcome	Performance measure
81%	60% of RAPs will score at or above 24 (of 32) on the Self Management: interpersonal strength subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
79%	60% of RAPs will score at or above 24 (of 32) on the Self Management: intrapersonal strength subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
77%	65% of RAPs will score at or above 15 (of 20) on the Self Management: School Work subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
72%	60% of RAPs will score at or above 32 (of 40) on a survey of STEM Interest and Identity in the spring or increase their score from pre to post*

Family Engagement Measures

Outcome	Performance measure
98%	65% of parents/guardians of RAPs will be involved in their child's education as evidenced by positive responses to 3 or more measures in the parent survey
44%	25% of parents/guardians of RAPs will be involved with their child's school as evidenced by positive responses to 2 or more measures in the parent survey

Conclusion

The Ellettsville site has continued to develop its programming and really hit its stride this year. During site visits, Power Hour programming was substantive, and students were engaged in the activity. Academically, students performed well in their grade-based measures, and both parents and teachers reported that the program was having a positive impact on participants. Social and Behavioral measures saw a substantial increase this year, most notably in the STEM Interest and Identity assessment. In the past, this site has struggled with staff turnover, but this year there appears to be more stability and a sustained vision for the program, which is reflected in this year's data.

Achievements

- The program met its SEL and Family Engagement goals.
- The program performed well on grade-based measures.
- Teacher and parent feedback was very positive.
- The program exceeded its attendance goal for the second year.

Recommendations/Opportunities for Growth

Academically, students are performing well in the classroom and their teachers reported a positive impact from the program on their academic habits, but this was not observed in the iReady results, specifically for math. Whether students are struggling with the format of the assessment, or the content itself, it is worth investigating further.

With a solid program design and fully staffed site, the program was able to achieve stronger results across the board. By carrying this consistency into the next year, the program will be able to focus on implementation, growth and fine-tuning, instead of putting out fires and overcoming obstacles. While recruiting and retention efforts have been especially successful the past two years, keep an eye on the decline in RAPs from this year compared to last. While it's important that a club does not exceed its capacity in both staffing levels and the site's physical space, it is equally important to not lose the momentum that has already been built up.

Overall, the program saw a lot of success this year. These positive results highlight the program's effectiveness in meeting its goals and underscore its value in supporting students' overall development.