



**BOYS & GIRLS CLUBS**  
OF BLOOMINGTON

**Cohort 10**  
**Year 4**

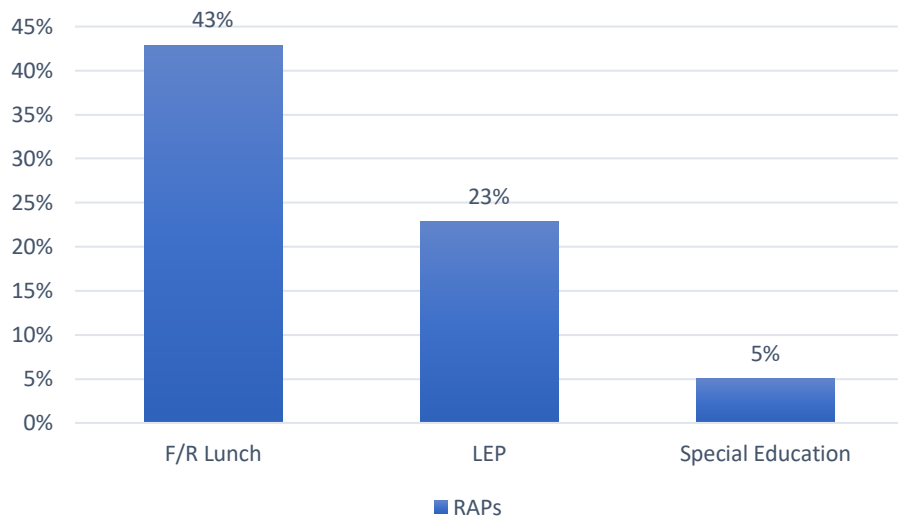
## 2024-2025 Annual Evaluation



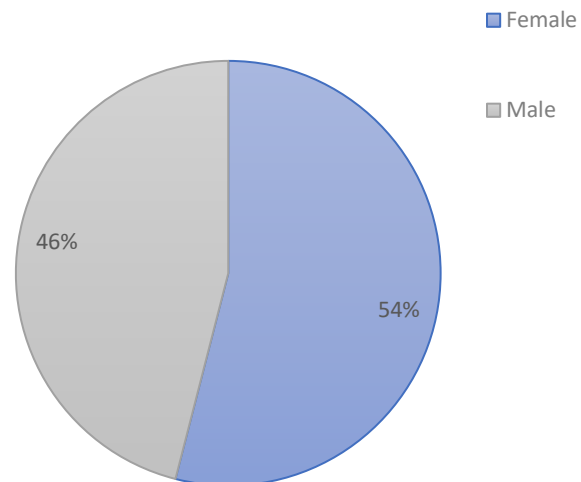
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## Program Demographics &amp; Attendance

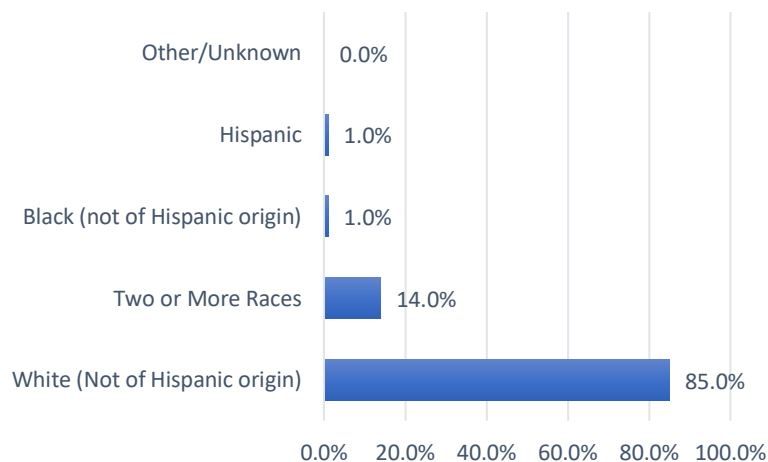
Participant Characteristics



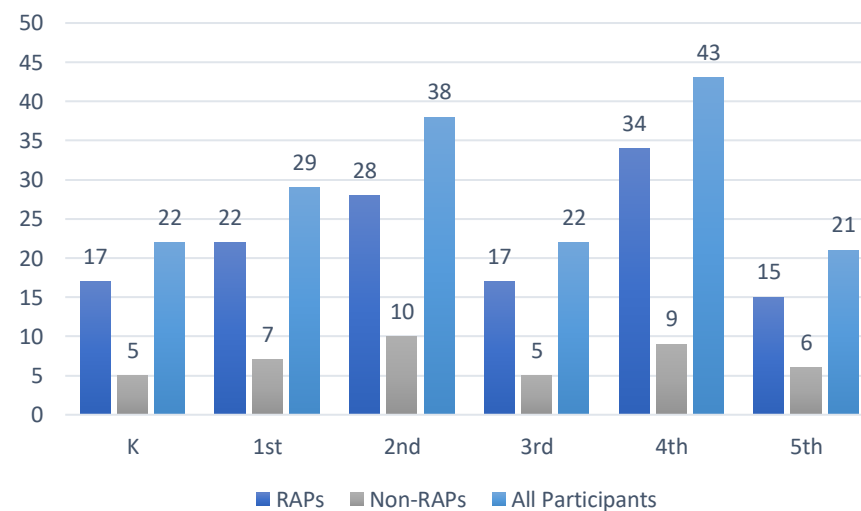
Gender



Race/Ethnicity

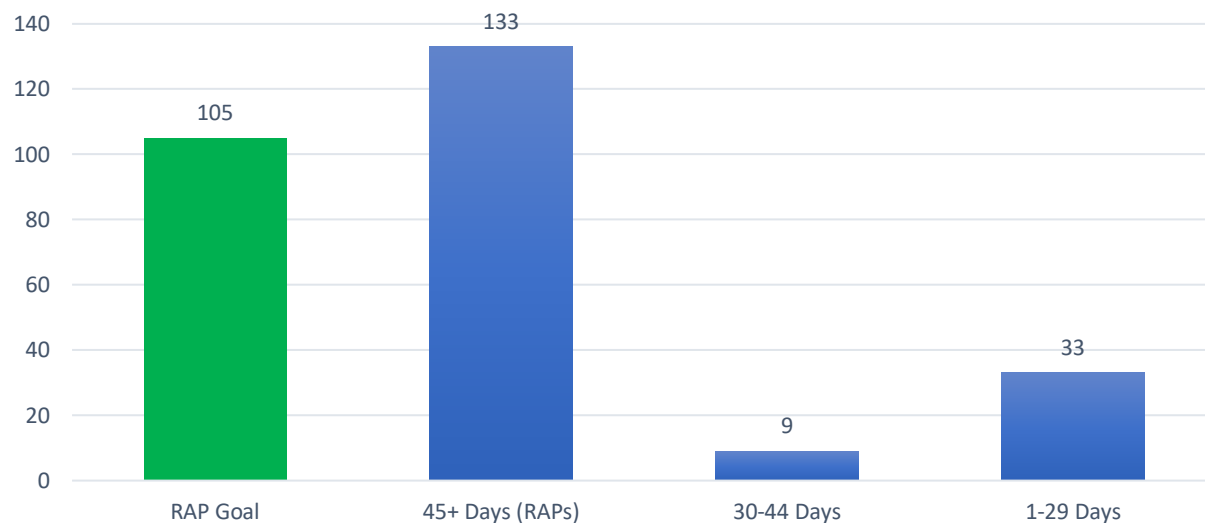


Participation by Grade Level



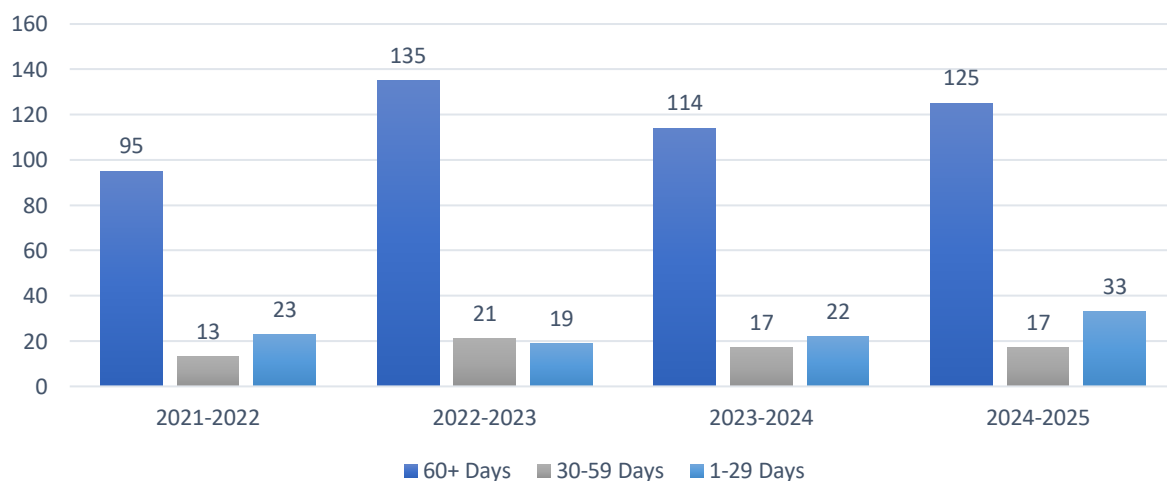
## Program Attendance

Program Attendance 2024-2025

*Attendance*

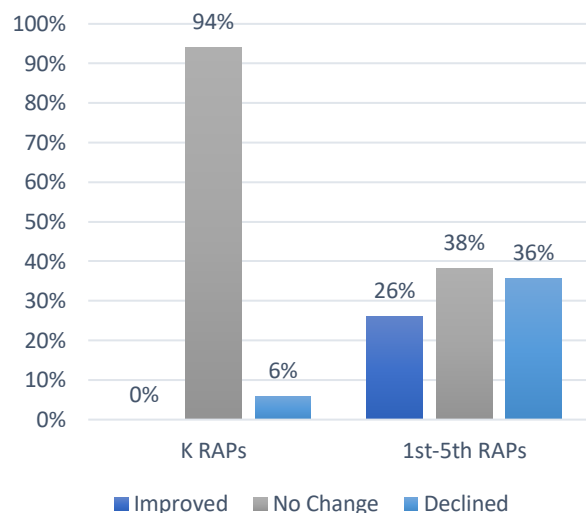
The program served 125 regularly attending participants, and 174 participants overall. Median attendance was 116, and 64% of participants attended at least half of program days. This is consistent with a three-year post-covid trend of consistent attendance by the majority of program participants.

Attendance Trend

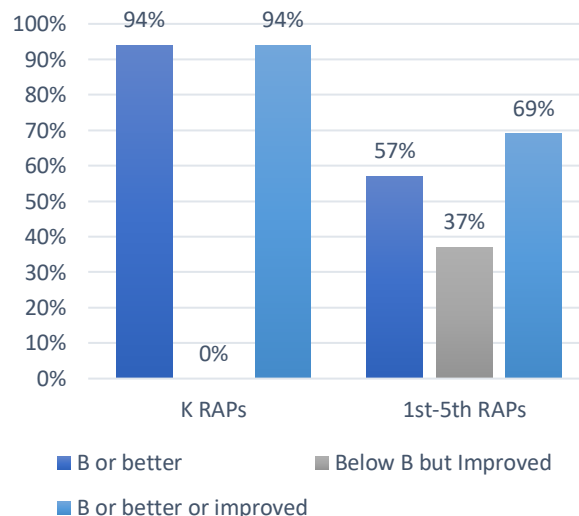


## Student Academic Achievement – Grades

## Change in E/LA Grades



## Reading Grades

***RAP Grades***

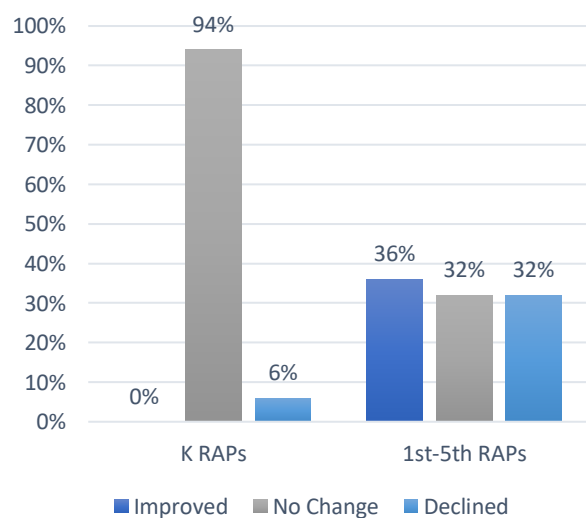
The program met all of its grade-related performance goals.

Kindergarten grades are pass/fail, and nearly all kindergarten students passed both semesters.

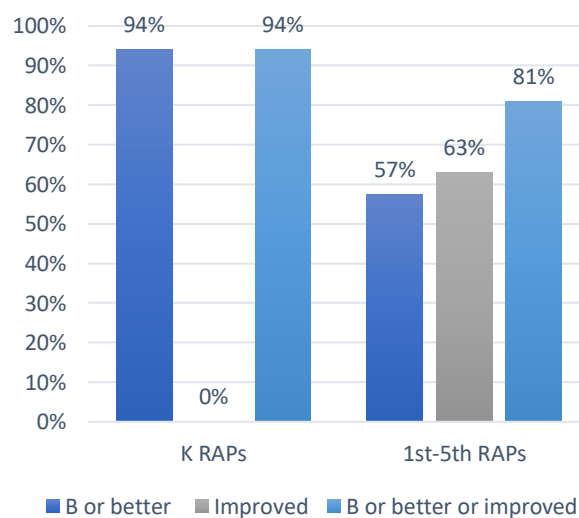
The program has implemented a robust tutoring program with individual attention and targeted skill-based intervention for students who need extra academic support. Among students who began the year with a D or F, 38% improved their E/LA grade and 78% improved their math grade.

The average increase among these students was modest for their E/LA grades, from 0.8 to 1.1 on a 12-pt scale. For math grades the increase was more robust, from 1.2 to 3.2, or from a D- to a D+.

## Change in Math Grades

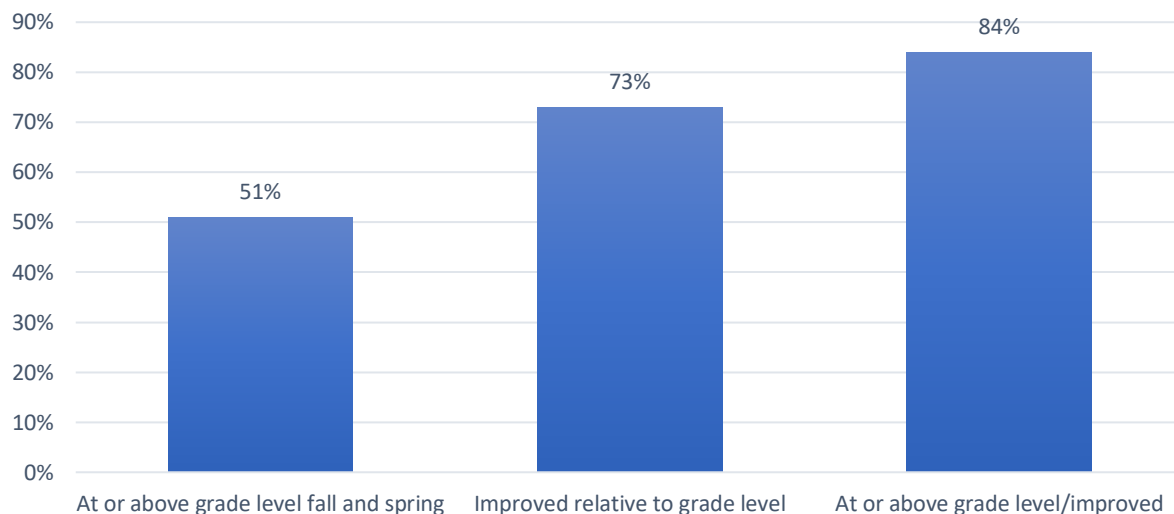


## Math Grades



## Student Academic Achievement – Assessments

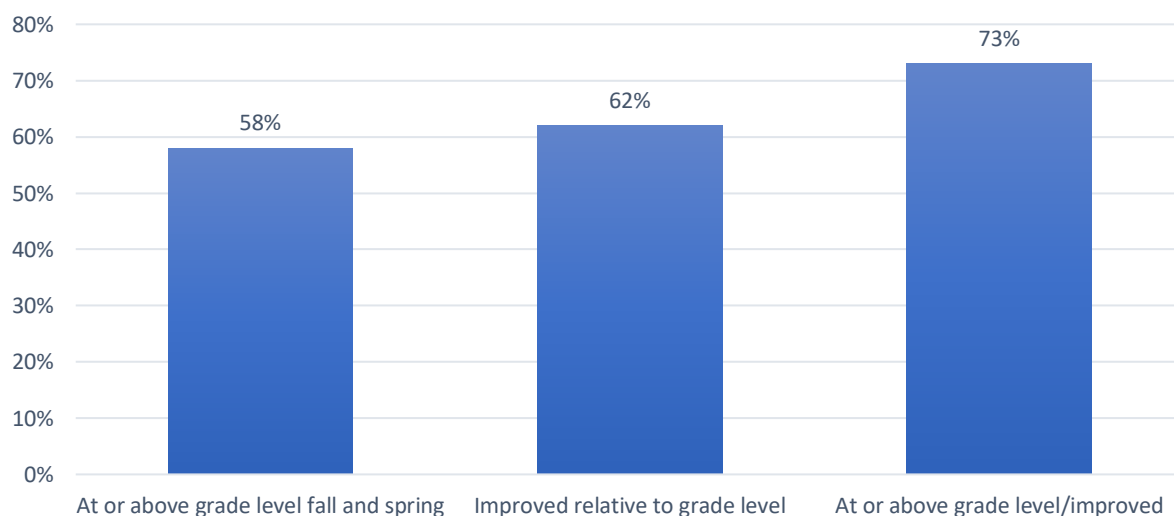
## Dibels Reading K-2nd RAPs

*Discussion – Dibels Results K-2nd*

Math data for Dibels is incomplete because the schools only administered the computation subset rather than the full exam, however the data available show 62% of participants improved relative to grade level benchmarks, indicating meaningful growth for most participants.

The full composite score was available for reading, allowing for more complete analysis. Across all regular participants, three quarters improved their reading score relative to grade-level benchmark.

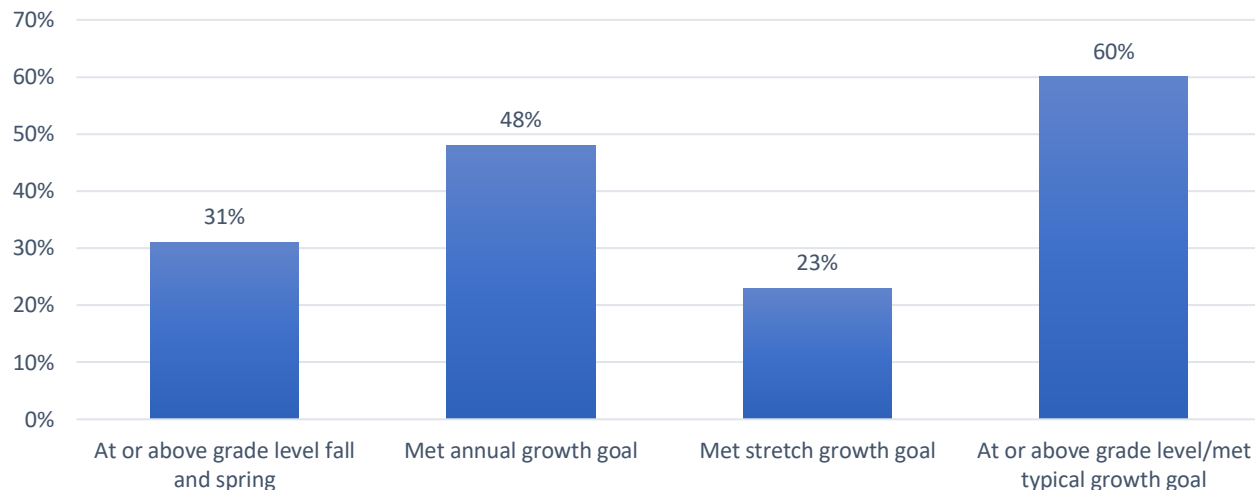
## Dibels Math K-2nd RAPs



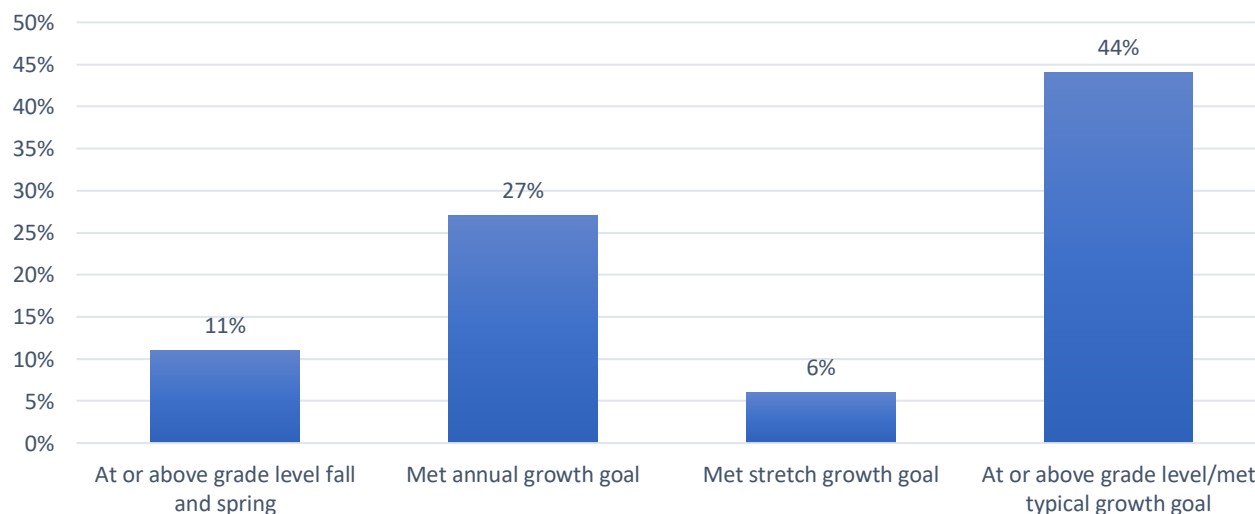
To assess the extent to which those below grade level at the beginning of the year closed the gap with their grade-level peers, we created a growth index (GI) based on deviation from grade-level norms. A GI above 1.0 means the student achieved more than a year's growth in a single academic year, thus closing that gap. For regular participants who began the year below grade level, 74% achieved a GI above 1.0, with an average GI of 1.2.

The program met both academic assessment goals for K-2<sup>nd</sup> grade participants.

## Student Academic Achievement – Assessments

**iReady Reading 3rd-5th RAPs*****Discussion – iReady Results 3rd-5th***

iReady scores are comparable to the previous school year but show a concerning trend. First, the program fell short of both academic assessment goals for 3<sup>rd</sup> – 5<sup>th</sup> grade students. Second, fewer participants met either their annual or stretch goal. One of the primary reasons we use academic assessments as a performance measure is to measure academic growth, particularly for students who begin the school year behind grade level.

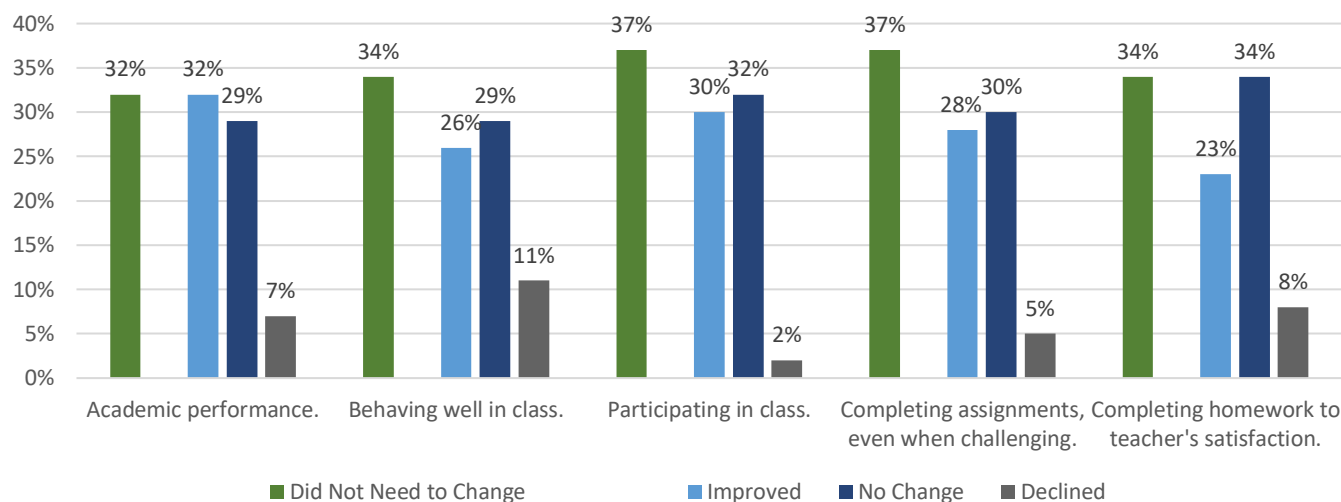
**iReady Math 3rd-5th RAPs**

As with the previous year, grade and survey data show the program is helping participants with 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 GI for 3<sup>rd</sup> – 5<sup>th</sup> grades was 0.65 for math, down from 0.88 the previous year, and 0.95 for reading, down from 1.2 the previous year.

## Social and Emotional Learning

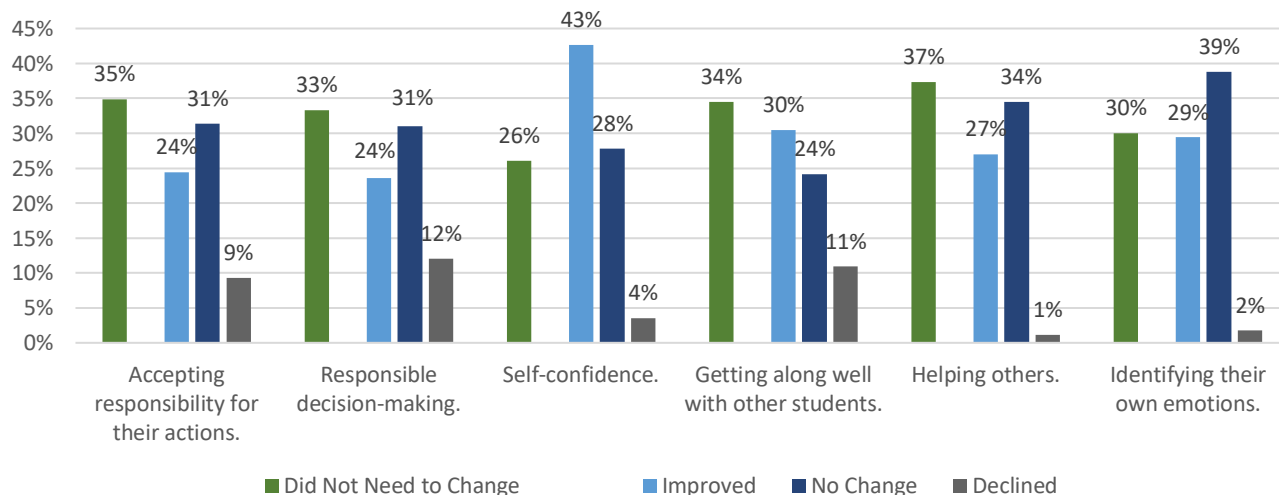
Teacher Survey Data - Academic



### Discussion

As with the previous year, teacher survey results indicate the program is continuing to have a positive impact on academic habits and overall academic performance. Program participants made consistent improvements across measures.

Teacher Survey Data - Social/Emotional



Students also made consistent improvements across social/emotional measures. The greatest improvement was in self-confidence. This was the lowest score the previous year, a noteworthy improvement given the importance of self-confidence in sustaining 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. Survey results show that half of participants either scored above the benchmark score or improved from pre to post, but this is a noticeable decline from the previous year. overall, scores declined slightly from pre (median = 28) to post (median = 27).

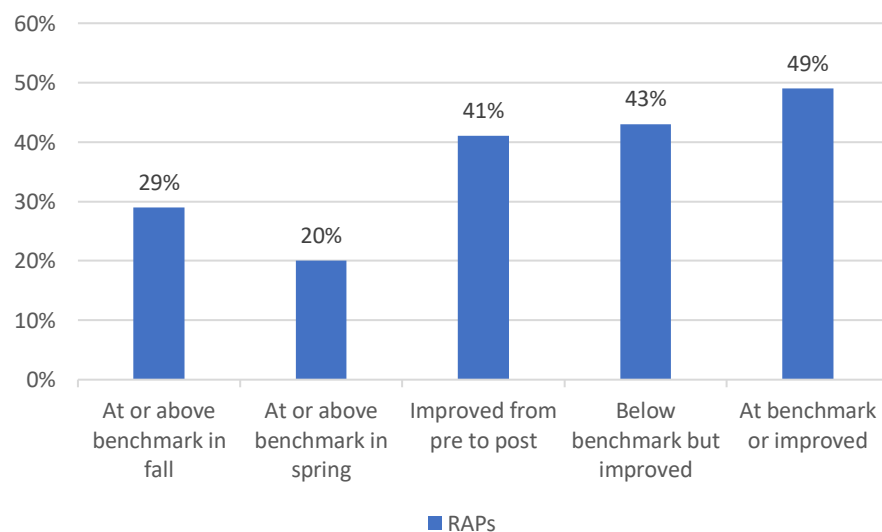
STEM programming that affects a child's identity can be a difficult undertaking, and depends largely on the skill of the facilitator, along with a persistent message regarding the value of science and reasoning from evidence. Going forward, STEM programming is an opportunity for program growth.

*WCSD Results*

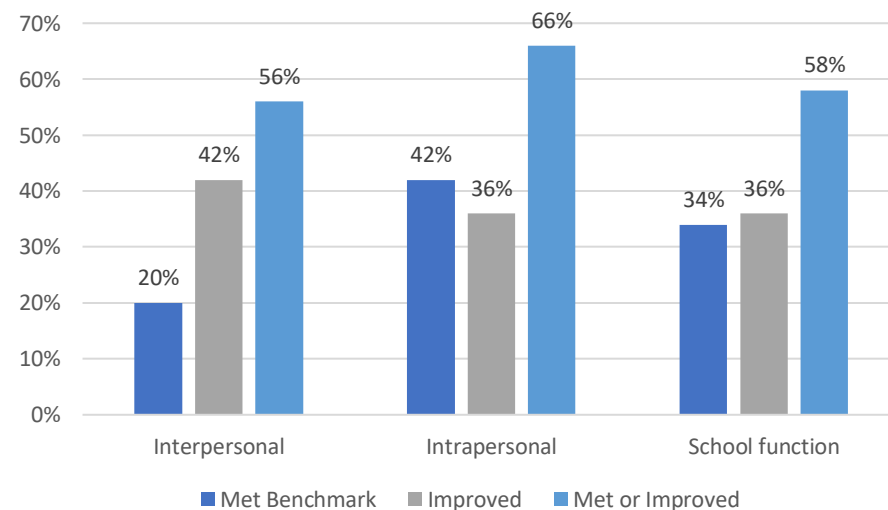
WCSD results took a step backward from the previous years' outstanding outcomes. Overall, the decline is inconsistent with onsite observations which showed a welcoming environment and persistent reinforcement of prosocial norms.

Social and emotional development is complex, subject to influences outside the program's control. Much of the decline is the result of far fewer participants scoring above benchmark at pretest, e.g., only 20% scored above benchmark on the interpersonal scale compared to 72% the previous year, but growth in all three domains also declined.

STEM Interest and Identity Survey



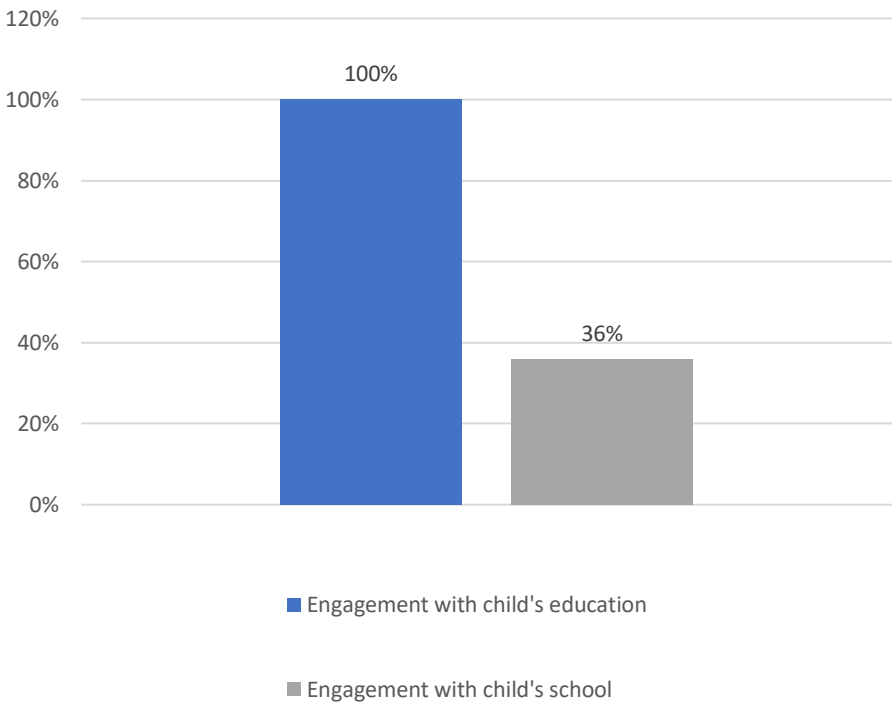
WCSD Assessment Data





Family Engagement

Parent Survey



Discussion

The parent survey explores the extent to which 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.

All parents surveyed indicated they engage in at least three of the six activities related to supporting their child academically at least “frequently”.

A third of parents surveyed indicated they engage in at least two of the five activities related to engaging with their child’s school at least “frequently”.

The program met both of its goals pertaining to family engagement.

## Performance Measures

### *Academic Measures*

Outcome	Performance measure
69%	65% of 1st-5th grade RAPs will earn a 'B or better' or increase their E/LA grade from fall to spring
81%	65% of 1st-5th grade RAPs will earn a 'B or better' or increase their math grade from fall to spring
94%	65% of kindergarten RAPs will earn a P (Pass) or increase their E/LA grade from fall to spring
94%	65% of kindergarten RAPs will earn a P (Pass) or increase their math grade from fall to spring
60%	65% of 3rd - 5th grade RAPs will maintain at or above grade level performance or achieve typical annual growth on i-Ready reading assessments from fall to spring
44%	65% of 3rd - 5th grade RAPs will maintain at or above grade level performance or achieve typical annual growth on i-Ready math assessments from fall to spring
84%	65% of K - 2nd grade RAPs will score at or above benchmark on the Dibels Reading assessment in fall and spring, or improve their composite score relative to benchmark from fall to spring
73%	65% of K - 2nd grade RAPs will score at or above benchmark on the Dibels Math (Acadience) assessment in fall and spring, or improve their composite score relative to benchmark from fall to spring

### *Social/Behavioral Measures*

Outcome	Performance measure
56%	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
66%	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
58%	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
49%	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
100%	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
36%	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

Operationally, the Ellettsville site continued to build on progress from the previous year. Onsite observations found good organization, substantive programming, regular and often clever/innovative implementation of best practices at the frontline level, and a positive culture that had a noticeable impact on youth behavior.

However, the site took a step backward as regards meeting their performance goals. To some extent, this is a function of recruiting. Many more participants were below benchmark at pretest on multiple measures compared to the previous year. While this indicates recruiting is meeting the goal of serving children in the greatest need, it did negatively affect the final results for those measures. That said, growth was also down this year on several such measures.

The view of the program is also muddled by conflicting data. For example, teacher feedback indicated that participants made meaningful improvements in academic habits, but the self-reported measure of good academic habits through the WCSD assessment found less consistent improvement. Similarly, student math grades showed noticeable improvement, but iReady math assessments showed limited growth. Taken together the data paints a picture of an effective program on a positive trajectory experiencing some growing pains but with a solid foundation for continued growth.

### *Achievements*

- The program met its grade-based outcome goals, most by wide margins.
- The program exceeded its attendance goal for the third consecutive year.
- Teacher and parent feedback remains very positive regarding the impact of the program on young people.

### *Recommendations/Opportunities for Growth*

In our previous evaluation we highlighted positive growth at the operational level, solid academic performance on grades, and noticeable growth on social and behavioral outcomes, but a small decline in attendance and lagging performance on academic assessments. The program continued to build on operational consistency and improved practice. Attendance has rebounded and is likely just normal fluctuation. Social and behavioral outcomes declined but may also be fluctuation due to serving a different group of children and changing exigent circumstances. In any evaluation it is important to remember that the metrics we are trying to affect are subject to many influences outside of program control.

As with the previous year, students continue to perform well in the classroom and their teachers continue to report a positive impact from the program on their academic habits. However, performance on academic skill assessments continue to lag, particularly for math, and may warrant a review of current practices. In addition, STEM survey results were sharply lower and warrants further investigation.