



BOYS & GIRLS CLUBS
OF BLOOMINGTON

Cohort 12
Year 1

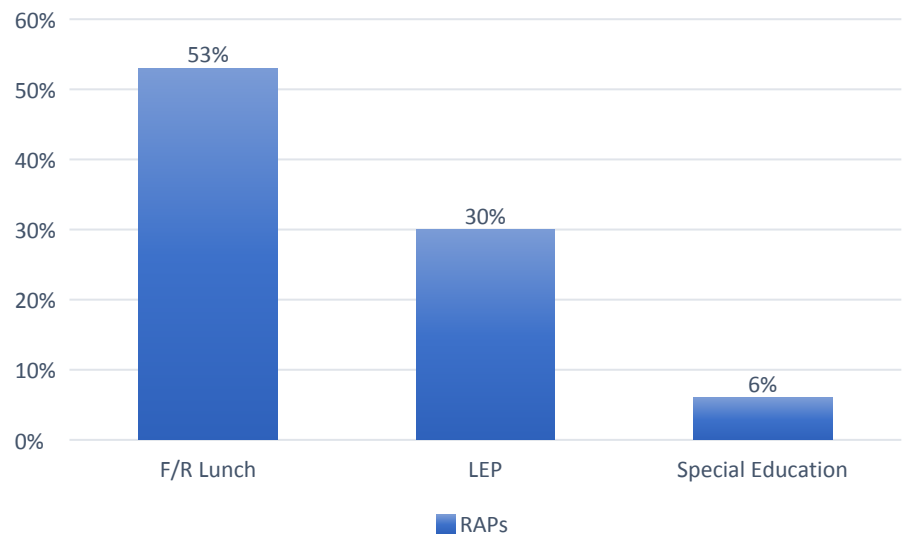
2025-2026 Annual Evaluation



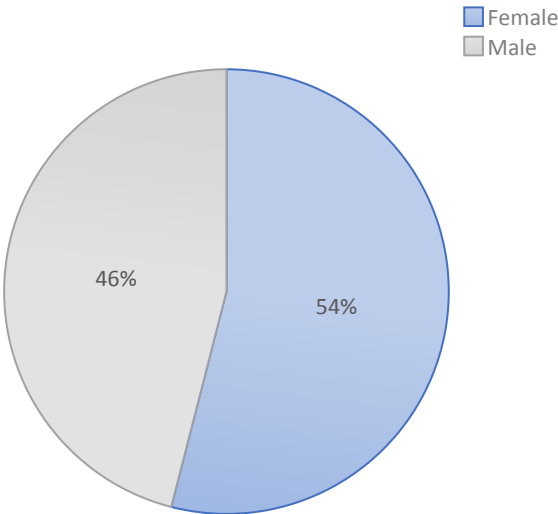
Prepared by:
Praxis Strategies & Solutions
Brad McLeish
President & CEO
bmcleish@praxisin.com

Program Demographics & Attendance

Participant Characteristics



Gender



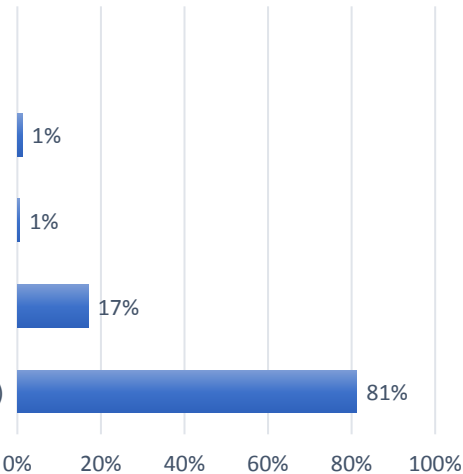
Other/Unknown

Hispanic

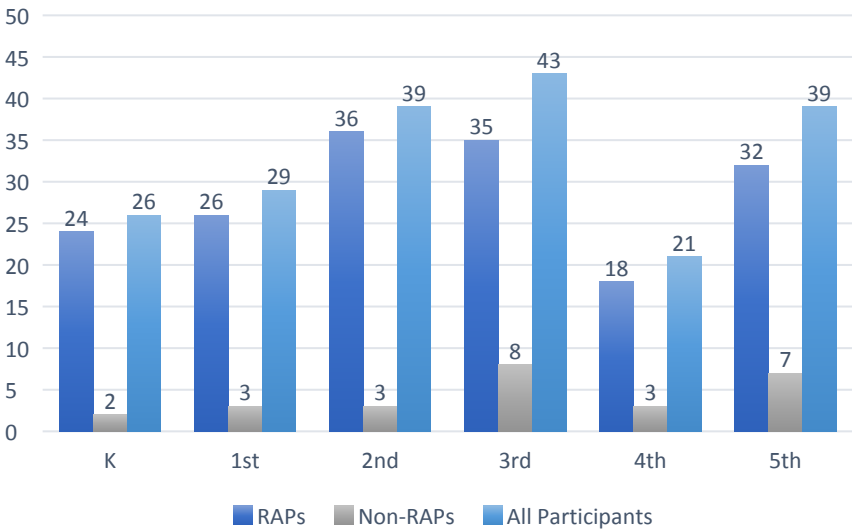
Black (not of Hispanic origin)

Two or More Races

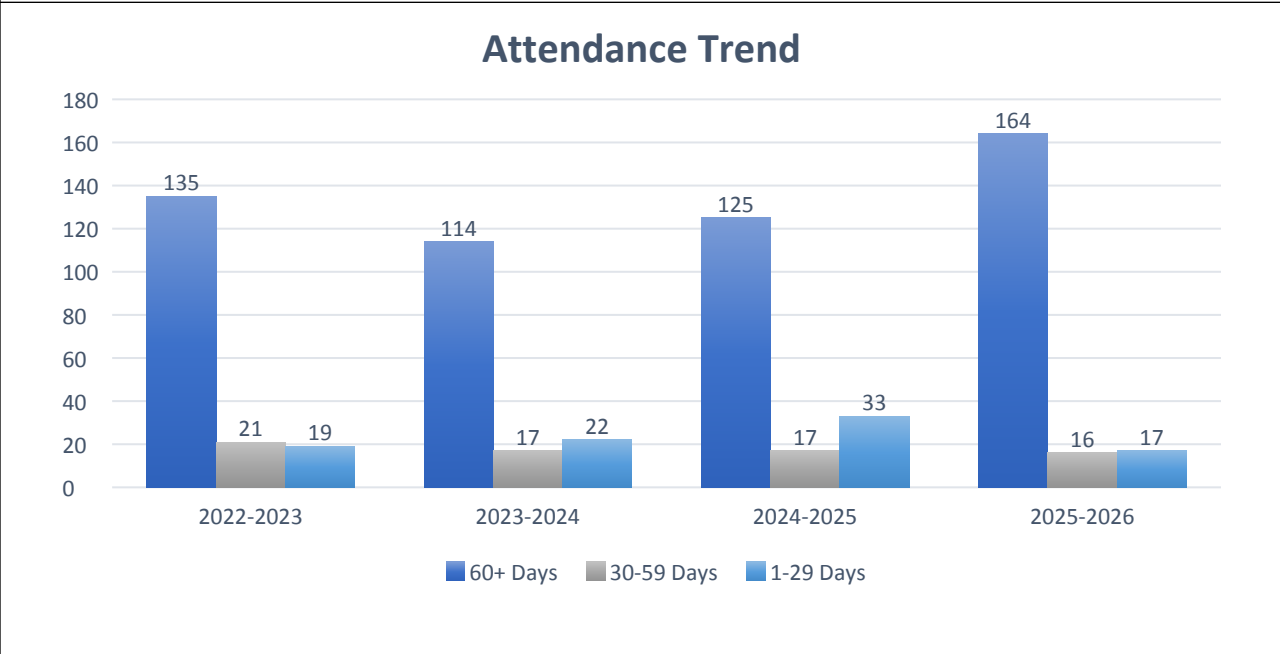
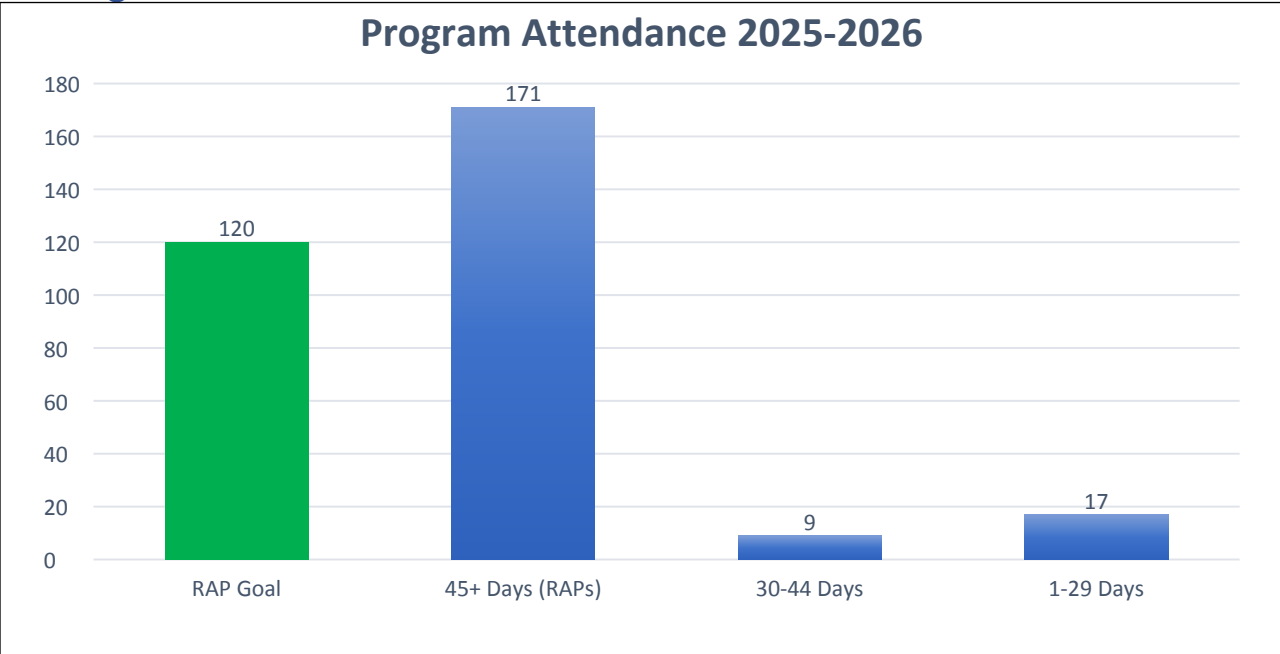
White (Not of Hispanic origin)



Participation by Grade Level



Program Attendance



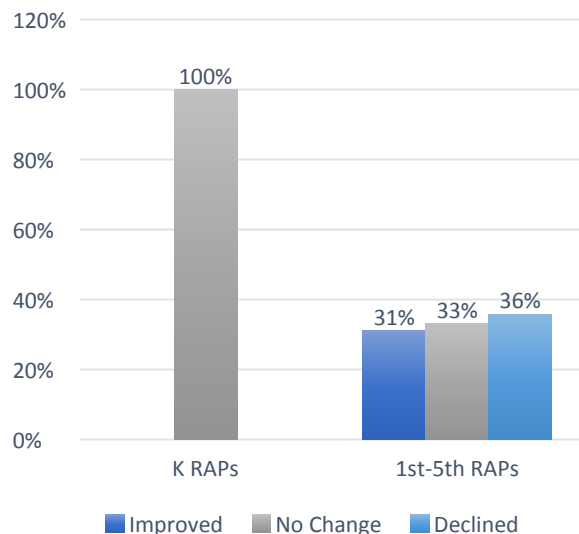
Attendance

For the new cohort 12 grant cycle, the program increased its attendance goal from 105 regularly attending participants to 120. Efforts to meet this new goal were quite successful. Attendance increased quite noticeably from the previous year in every category we measure.

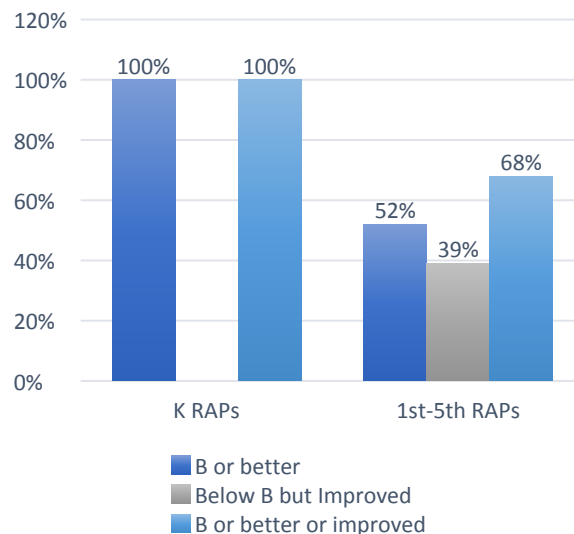
The program served 171 regularly attending participants, and 197 participants overall. Median attendance was 128, and 75% of participants attended at least half of program days. Based on discussions with program leadership and our own onsite observation, program participation has reached the physical limits of the facility.

Student Academic Achievement – Grades

Change in E/LA Grades



Reading Grades

***RAP Grades***

The site's academic programming provides homework help and academic reinforcement for all participants and focused tutoring for students with the greatest need.

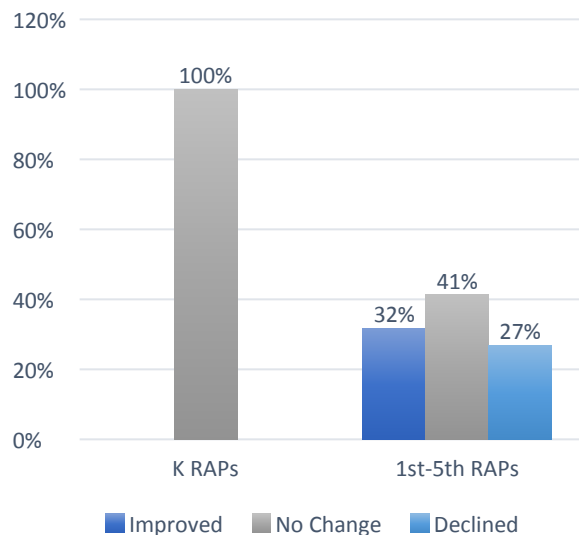
For all students, the site performed well on all grade-based academic measures and met all of its grade-related performance goals.

Among students who began the year with a D or F, 47% improved their E/LA grade and 50% improved their math grade.

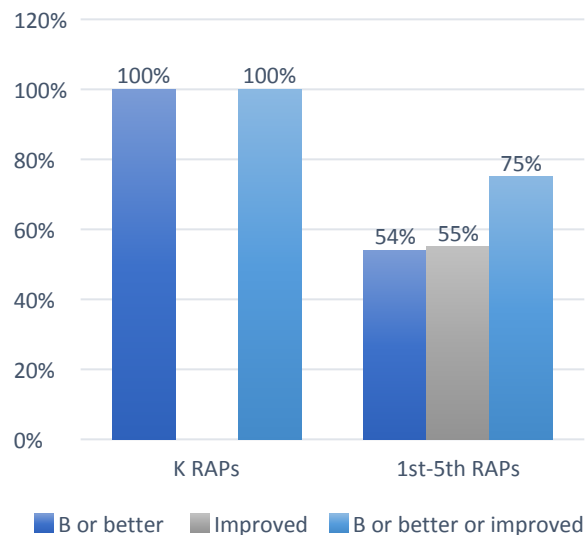
The average increase among these students was 1.0 for their E/LA grades and 1.3 for math, on a 12-pt scale.

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

Change in Math Grades

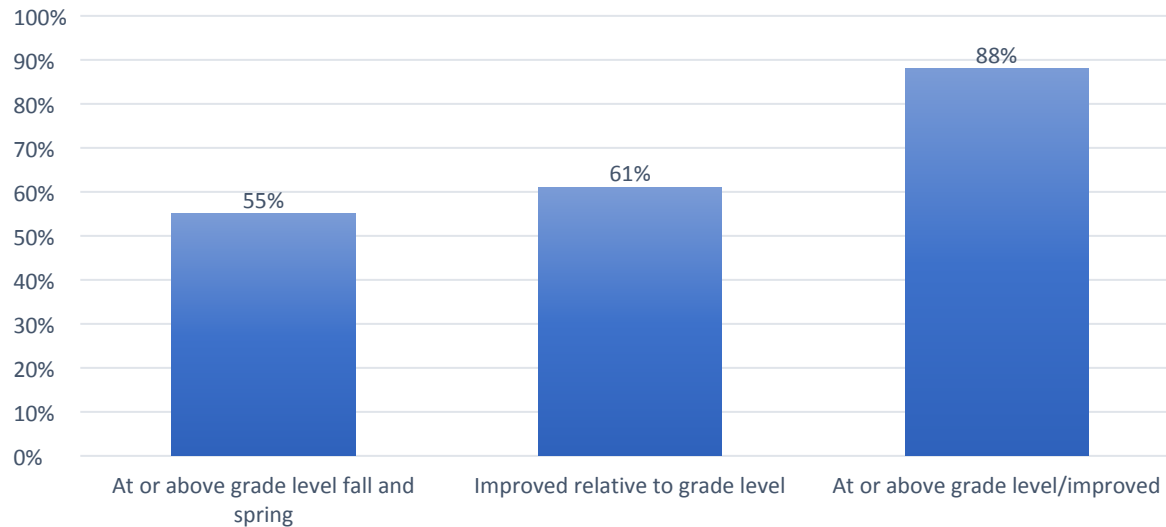


Math Grades

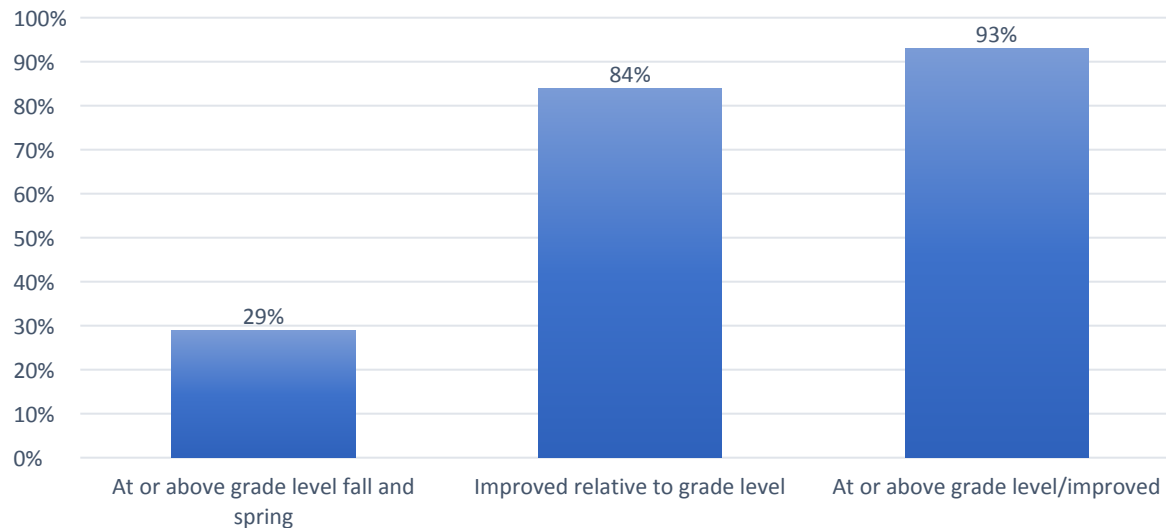


Student Academic Achievement – Assessments

Dibels Reading K-2nd RAPs



Dibels Math K-2nd RAPs

***Discussion – Dibels Results K-2nd***

The program's K-2nd graders performed very well academically. Solid pluralities of regular participants improved their score relative to grade-level benchmarks, and the program met both academic assessment goals for K-2nd grade participants by wide margins.

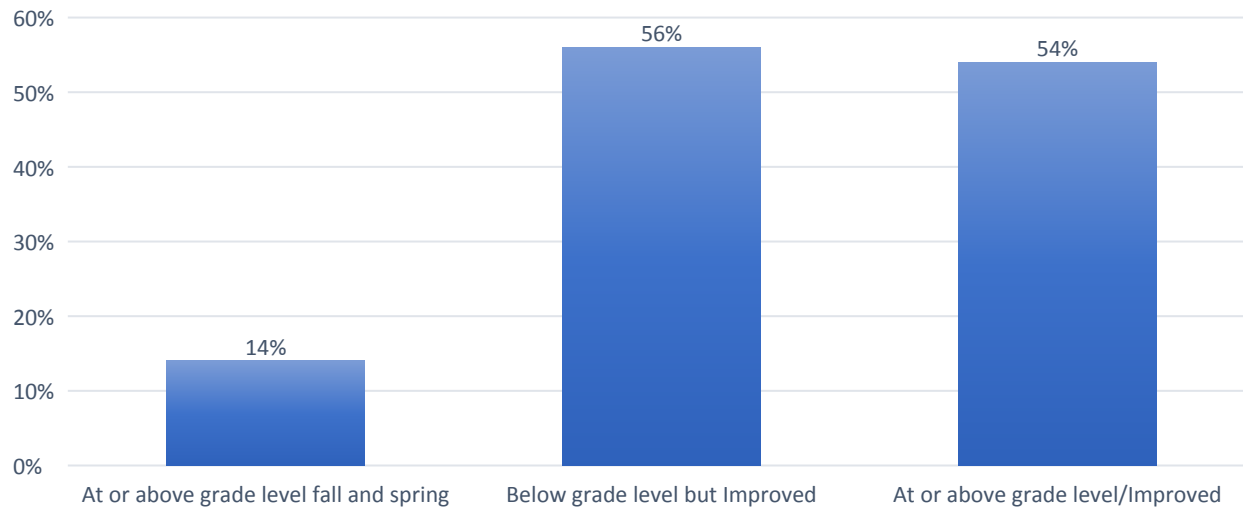
To assess the extent to which those below grade level at the beginning of the year closed the gap with their grade-level peers, we created a growth index (GI) based on deviation from grade-level norms. A GI above 1.0 means the student achieved more than a year's growth in a single academic year, thus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

For regular participants who began the year below grade level in reading, 75% achieved a GI above 1.0, with an average GI of 1.2, nearly identical to the previous year.

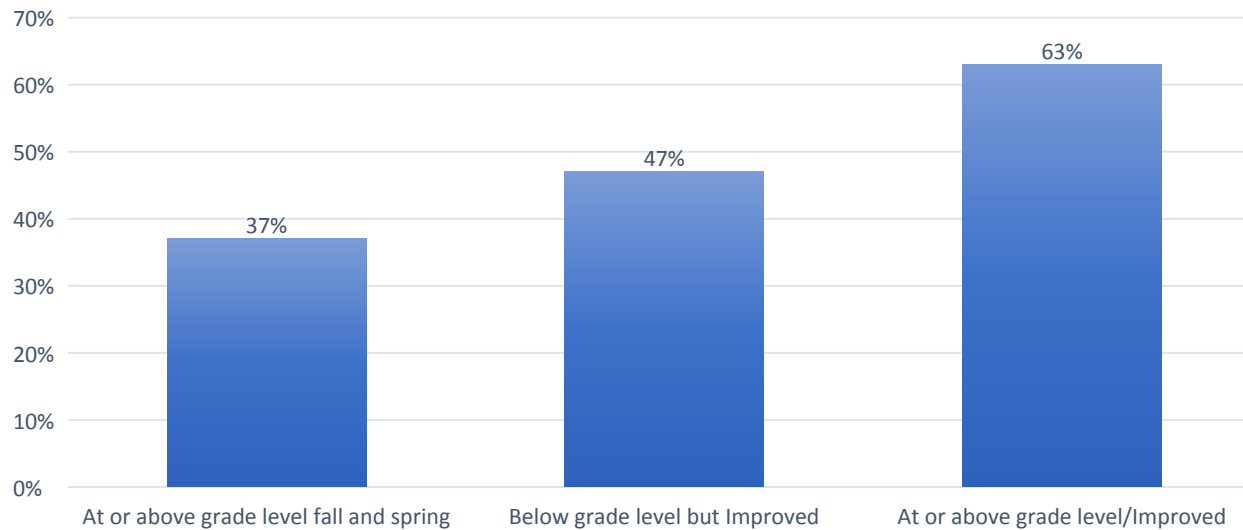
For regular participants who began the year below grade level in math, 90% achieved a GI above 1.0, with an average GI of 2.5, more than doubling the progress a typical student would make in a school year.

Student Academic Achievement – Assessments

ILEARN Reading 3rd-5th RAPs



ILEARN Math 3rd-5th RAPs

***Discussion – ILEARN Results 3rd-5th***

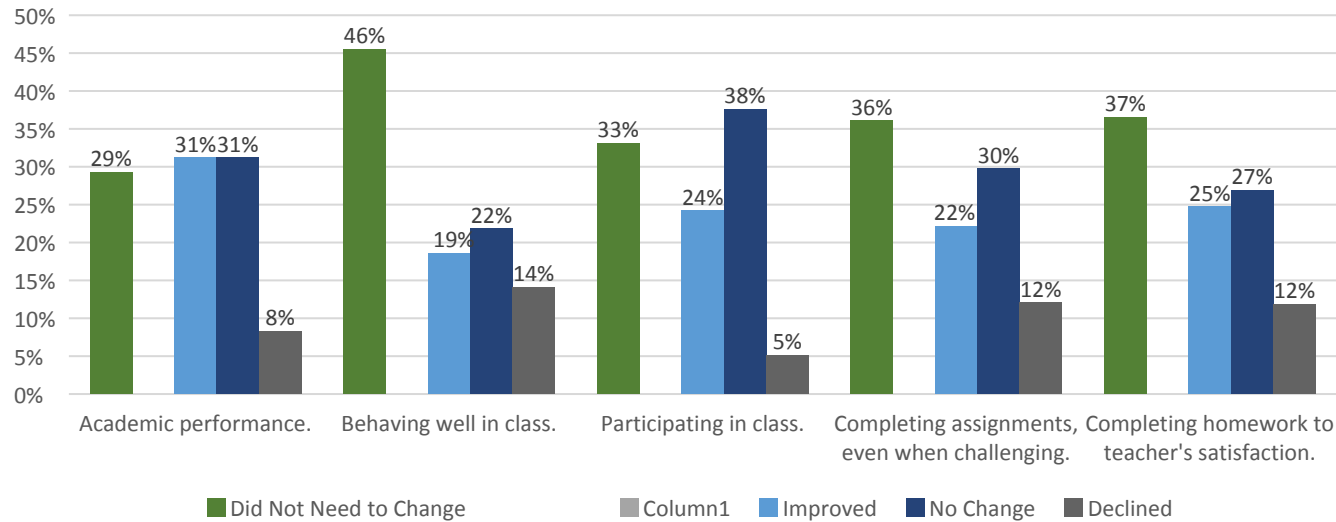
The program's 3rd – 5th graders also performed well academically. To assess academic proficiency with this group, we used the grade level proficiency from the Checkpoint 1 assessment as a baseline, and grade level proficiency from the summative ILEARN assessment as an end of year follow-up. The scores between these two assessments are not directly comparable, so we used performance relative to statewide norms to assess growth.

The “below grade level but improved” category is thus the percentage of students who not only improved their performance from fall to spring, but did so by a sufficient margin to close the gap with their grade-level peers.

The program had low percentages of participants score above grade level at pretest, but still met both academic assessment goals for 3rd – 5th grade participants.

Social and Emotional Learning

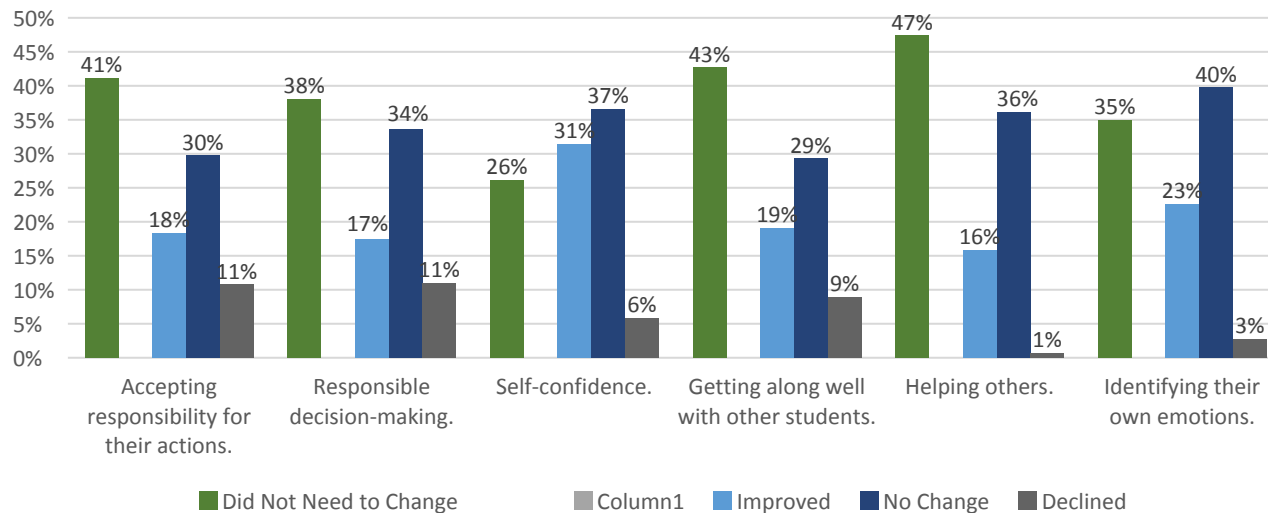
Teacher Survey Data - Academic



Discussion

Teacher survey results indicate the program is continuing to have a positive impact on regular participants. Students made consistent improvements across academic habits and overall academic performance, as well as social/emotional measures. Program participants made consistent improvements across measures. While the percentage of students who improved declined in nearly all measures, this was almost entirely a consequence of higher percentages of students being rated as not needing improvement.

Teacher Survey Data - Social/Emotional



Not included in the charts:

Overall, do you think this student has benefited from participating in the afterschool program this school year?

Yes – 58% a notable increase over the previous year.

No – 4%

Not Sure – 37%

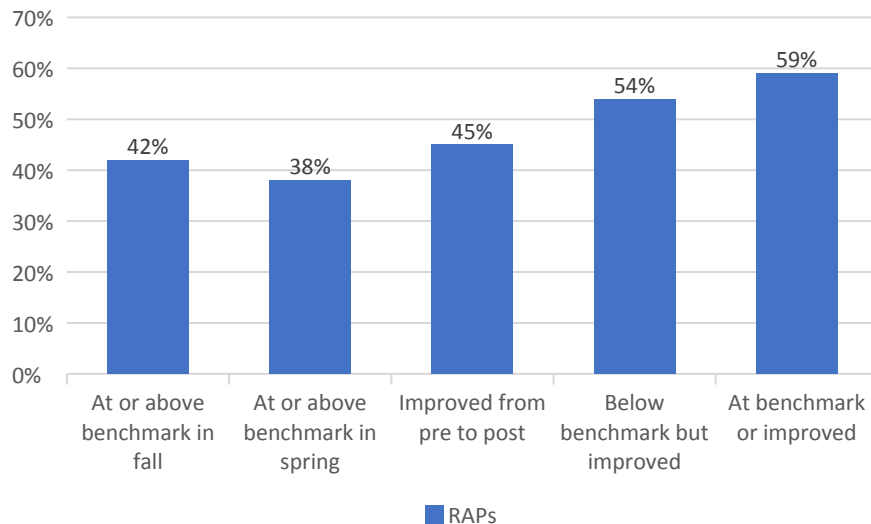
Social and Emotional Learning - Continued

Reading Motivation Questionnaire Results

As the name implies, the Reading Motivation Questionnaire (RMQ) assesses a students' motivation to read independently outside of classroom assignments. High reading motivation (a score at or above 22 of a possible 32) indicates the student is more likely to develop reading skills naturally through self-motivated practice outside of direct instruction.

Among program participants, the median score at both pre- and posttest was 19, just below the threshold that indicates self-motivated reading. While this may seem like no change, the RMQ is highly subjective, and thus affected by “school fatigue” as the school year progresses, creating a natural downward trend from pretest to post. Despite this, more than half of participants increased their score from fall to spring, and the program met its goal in this area.

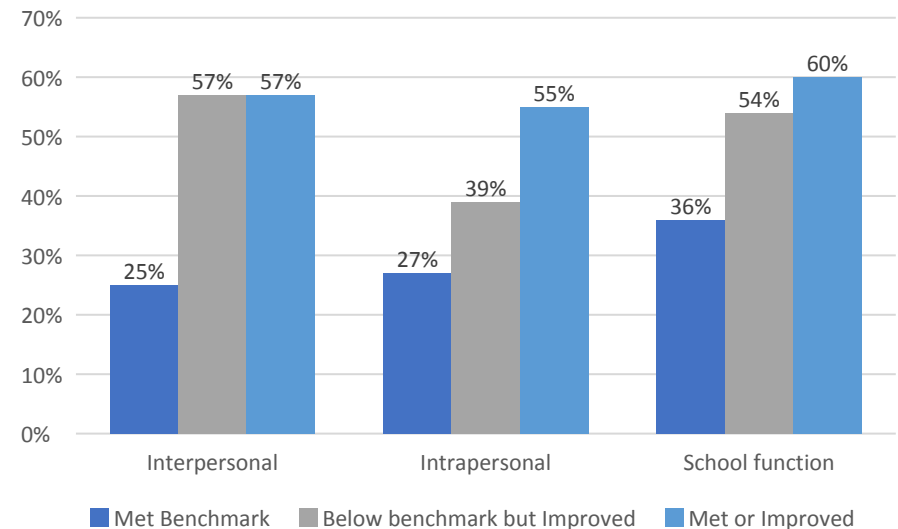
RMQ Results



WCSD Results

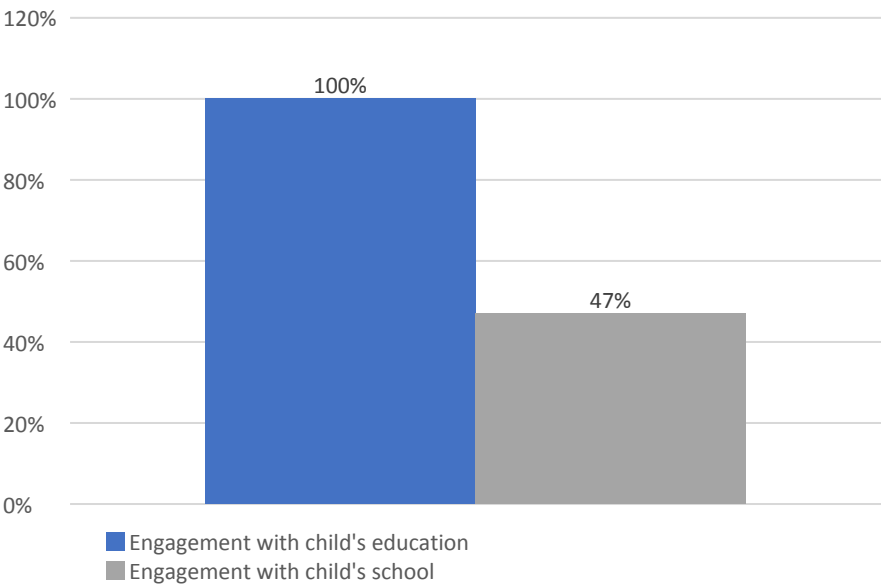
WCSD results show increased growth across all three domains compared to the previous year. Once again, the site had very low percentages of students score above benchmark at baseline, so despite noteworthy improvement in scores from pre to post assessment, the site fell just short of their performance goals in all three domains.

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.

Participation in their child’s education

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

Engagement with their child’s school

For the new grant cycle, the program increased their goal from 25% to 50% on this measure. In terms of program performance, parental engagement with the school increased noticeably, up from 36% the previous year, but fell just short of the new, more ambitious goal.

Performance Measures

Academic Measures

Outcome	Performance measure
68%	65% of 1st-5th grade RAPs will earn a 'B or better' or increase their E/LA grade from fall to spring
75%	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
54%	55% of 3rd-5th grade RAPs will score At Proficiency or above on the English/Language Arts component of the Summative ILEARN assessment, or improve their state percentile ranking from the Checkpoint 1 assessment to the Summative ILEARN assessment
63%	50% of 3rd-5th grade RAPs will score At Proficiency or above on the Math component of the Summative ILEARN assessment, or improve their state percentile ranking from the Checkpoint 1 assessment to the Summative ILEARN assessment
88%	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
93%	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
57%	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
55%	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
60%	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
59%	50% of RAPs will score at or above 22 (of 32) on the Reading Motivation Questionnaire 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
47%	50% 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

In our previous evaluation we noted that the Ellettsville program performed well operationally, with good organization, substantive programming, regular and often clever/innovative implementation of best practices at the frontline level, and a positive culture, but fell short on a number of performance goals. For this first year of a new grant cycle, the program increased attendance, maintained that positive operational performance, continued to recruit large percentages of students in need of academic and behavioral support, and still met most of their performance goals.

Achievements

The program increased attendance by nearly forty regular participants, as well as increased dosage for each participant. Median attendance increased from 116 days to 128 days, well above the 90-day threshold at which positive youth outcomes begin to accumulate in earnest. The club met all of its academic performance goals in both reading and math for all grade levels, including student grades, performance on standardized academic assessments, and motivation to read.

Recommendations/Opportunities for Growth

The program fell a few percentage points short of all three social/behavioral measures. Like all youth outcomes, these are affected by things outside a program's control, and affecting these measures requires consistency and time. While we cannot draw direct cause and effect from the data, our only concern is service dilution. Onsite observations found programming remained substantive, but staff had their hands full managing the number of kids in the building. Staff were able to handle the numbers while still maintaining order and the club's positive culture, but the sheer number of bodies and the demands of maintaining smooth operation can limit the personal attention and substantive activities that move the needle on the program's youth development goals.