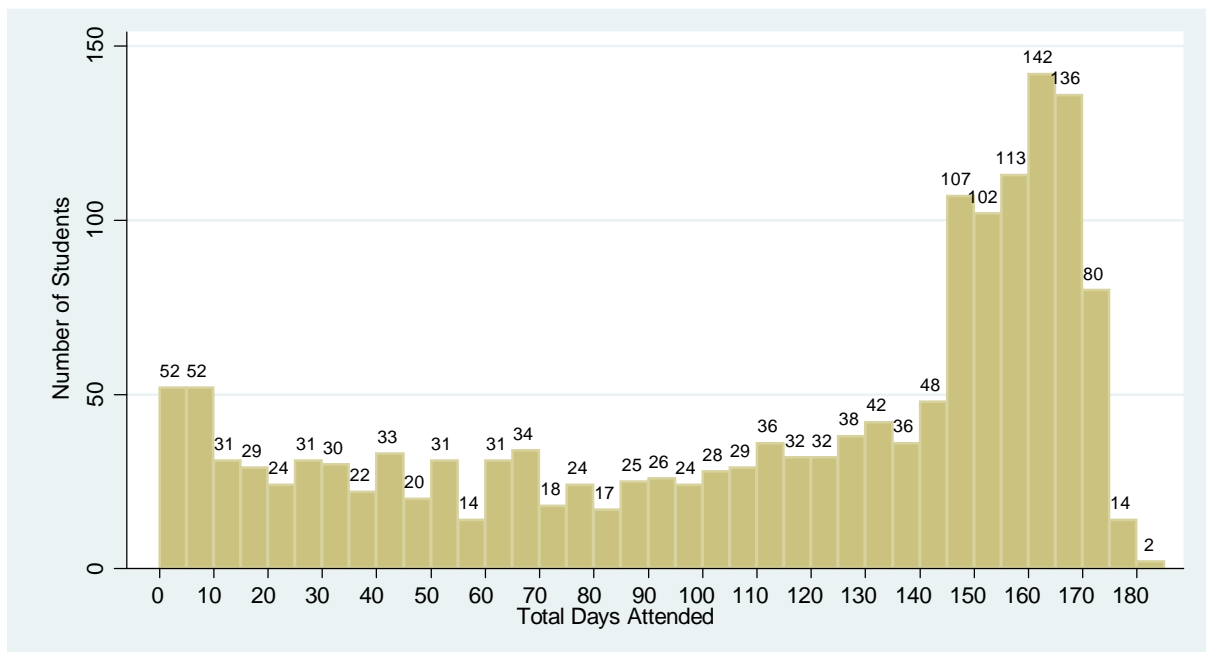


Population Analysis

The Boys & Girls Club of Lawrence served 1585 students at 12 program sites during the 2011-12 school year. This amounts to more than 13 percent of the total enrollment in the district. Student attendance in the program is nothing short of extraordinary. More than 67 percent of students enrolled attend more than 90 days over the course of the school year. More than 76 percent of students attend for at least 60 days. As illustrated below many students attend for 150 days or more.

Table 1 – Student Day Attendance



An examination of attendance by grade level shows a very normal distribution in the experience of the evaluators. As students reach the upper elementary grades they begin to have more freedom and more options for after school activities. As a result attendance in the after school program tends to decline. This become even more pronounced in middle school where the program must compete with after school athletics, music and drama and a range of interest based activities for the attention of students. The Boys & Girls Club of Lawrence has developed an innovative strategy to address this challenge, by housing their middle school program at an off-school site. The concept is to make the Boys

& Girls Club Teen Center a fun, exciting place to be. They also provide the program without charge to students from across the district.

Table 2 – Attendance by Grade Level

Grade	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
K	23	15	22	124	184
	12.5%	8.2%	12.0%	67.4%	100.0%
1	20	18	23	155	216
	9.3%	8.3%	10.6%	71.8%	100.0%
2	26	27	21	202	276
	9.4%	9.8%	7.6%	73.2%	100.0%
3	41	25	24	201	291
	14.1%	8.6%	8.2%	69.1%	100.0%
4	33	25	22	171	251
	13.1%	10.0%	8.8%	68.1%	100.0%
5	43	25	27	171	266
	16.2%	9.4%	10.2%	64.3%	100.0%
6	17	5	4	21	47
	36.2%	10.6%	8.5%	44.7%	100.0%
7	13	10	4	20	47
	27.7%	21.3%	8.5%	42.6%	100.0%
8	3	0	2	2	7
	42.9%	0.0%	28.6%	28.6%	100.0%
TOTAL	219	150	149	1,067	1,585
	13.8%	9.5%	9.4%	67.3%	100.0%

The Boys & Girls Club of Lawrence offers programs at 10 elementary schools across the city. In addition, students from four schools are transported to the East Heights site on a daily basis. It goes without saying that these program sites run the gamut with regard to the affluence of the neighborhoods they serve. The mission of the Boys & Girls Club is to “enable young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens.” This mission ties in well with the objectives of the 21st CCLC program, which is focused on providing services for students who attend “poor or low performing” schools. Within the 21st CCLC program this is evaluated by examining the number of students who receive free or reduced price lunches. The tables below shows the

percentage of students served receiving free or reduced price lunch. More than 40 percent of students attending the Boys & Girls Club of Lawrence programs receive free or reduced price lunches.

Table 3 – Participant Lunch Status

	Freq.	Percent	Cum.
Free	305	19.6%	19.6%
Reduced	330	21.2%	40.7%
Full	925	59.3%	100.0%
TOTAL	1,560	100.0%	

Table 4 – Attendance by Lunch Status

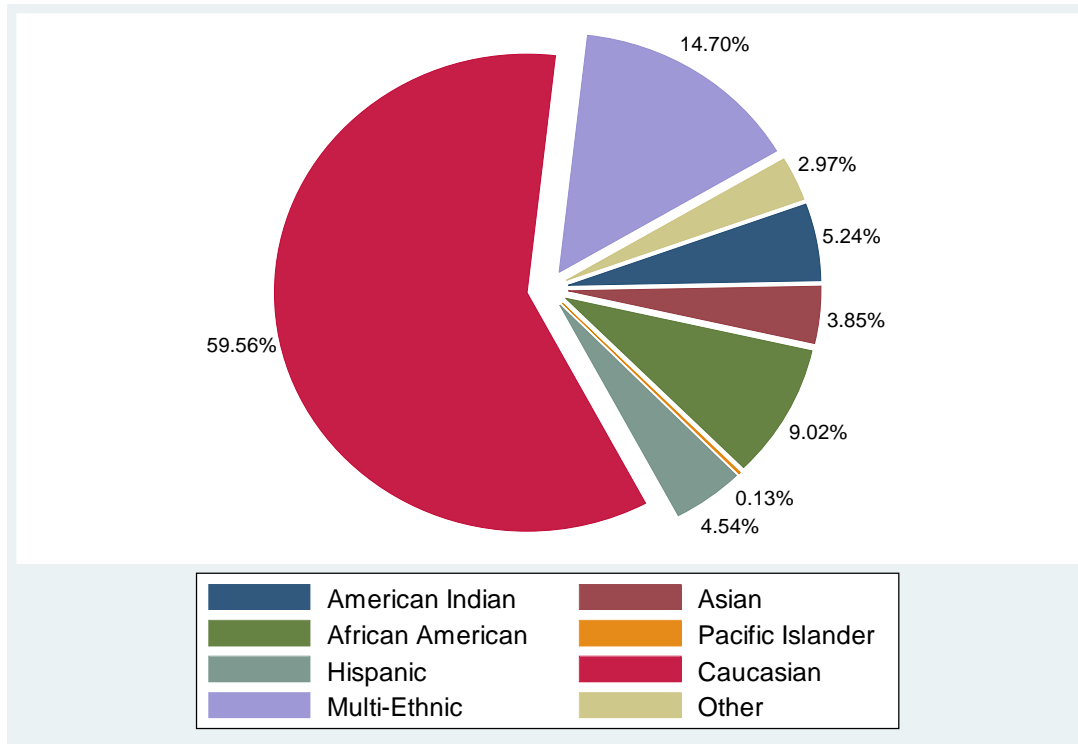
Grade	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Free	27	34	35	209	305
	8.9%	11.1%	11.5%	68.5%	100.0%
Reduced	30	21	24	255	330
	9.1%	6.4%	7.3%	77.3%	100.0%
Pay	162	95	89	579	925
	17.5%	10.3%	9.6%	62.6%	100.0%
TOTAL	219	150	148	1,043	1,560
	14.0%	9.6%	9.5%	66.9%	100.0%

The population served by the Boys & Girls Club of Lawrence approximately mirrors the ethnic distribution of the Lawrence school district as a whole. Minority students as a whole are somewhat over represented in the program, but this is widely variable by program site.

Table 5 – Comparative Ethnicity

Ethnicity	USD 497	BGC Lawrence
Caucasian	69.88%	59.56%
African American	6.69%	9.02%
Hispanic	7.49%	4.54%
American Indian	2.05%	5.24%
Asian	4.18%	3.85%
Multi Ethnic	7.86%	14.07%

Table 6 – Participant Ethnicity



Academic Achievement

On an annual basis, the Boys & Girls Club of Lawrence undertakes an evaluation of the academic achievement of students in the program. This evaluation examines classroom grades and Kansas State Assessment test results as well as scores on the Measures of Academic Progress (MAP) testing battery. MAP is a state aligned testing tool designed to be given more than once during the year. The test is individualized with questions tailored to a specific student’s performance level.

MAP tests are administered to all students in third grade and above. They report a standard score on an equal interval scale and are designed to track student progress during the year compared to a controlled norm. A student making normal progress would be expected to gain seven months in achievement during the academic year. The expectation for a normal population would be that half of the subjects would fall below that norm and half would have achievement in excess of that norm.

Table 7 – MAP Reading Scores by Attendance

	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Below Norm	58	40	31	232	361
	16.1%	11.1%	8.6%	64.3%	100.0%
	43.0%	50.0%	44.9%	42.0%	43.1%
Above Norm	77	40	38	321	476
	16.2%	8.4%	8.0%	67.4%	100.0%
	57.0%	50.0%	55.1%	58.0%	56.9%
TOTAL	135	80	69	553	837
	16.1%	9.6%	8.2%	66.1%	100.0%
	100.0%	100.0%	100.0%	100.0%	100.0%

Table 8 – MAP Math Scores by Attendance

	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Below Norm	46	29	23	188	286
	16.1%	10.1%	8.0%	65.7%	100.0%
	34.1%	36.3%	33.3%	34.0%	34.2%
Above Norm	89	51	46	365	551
	16.2%	9.3%	8.3%	66.2%	100.0%
	65.9%	63.8%	66.7%	66.0%	65.8%
TOTAL	135	80	69	553	837
	16.1%	9.6%	8.2%	66.1%	100.0%
	100.0%	100.0%	100.0%	100.0%	100.0%

The tables above report the number and percentage of students falling above and below the norm. For our purposes, we consider any student above the norm (making better than average progress) to be a success. A review of these scores gives support to the contention that program attendance is a predictor of academic success. **More than 56 percent of students of students attending the program achieved more than the expected gain in reading. More than 65 percent of students attending the program outpaced the norm in math.**

In comparing mean achievement gains, we find that students who attended the program gained 1.910 scale points in reading and 3.088 scale points in math between the fall and spring testing cycles. The evaluators used tests of statistical significance to determine if these changes represent a reach change in achievement or are simply a result of a population anomaly. At the 5 percent level the increase in both reading and math reading scores is found to be significant (p values = 0 and 0 respectively).

An analysis of teacher grades has also been performed. The grading system at the elementary level in USD 497 merits some explanation and comment. Students do not receive traditional letter grades. Instead, teachers score students on learner behaviors in broad subject areas. Each learner behavior has specific criteria attached, but these criteria being observed may change from grading period to grading period, and not all learner behaviors are evaluated during every grading period. Students are assigned an achievement level for each learner behavior: (T) Targeted for Improvement, (M) Making Progress, (S) Successful, and (E) Excels. To complete this analysis the evaluator selected a learner behavior that would roughly equate a reading or math score. The achievement levels were converted to a numeric scale to compare reading and math achievement for the first and last grading period. This data, broken down by program attendance, is presented below:

Table 9 – Reading Grade Change by Attendance

	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Increased	33 31.1%	22 32.8%	18 26.9%	206 38.6%	279 36.2%
Decreased	3 2.8%	3 4.5%	2 3.0%	28 5.3%	36 4.7%
No Change	70 66.0%	42 62.7%	44 65.7%	299 56.1%	455 59.1%
TOTAL	106 100.0%	67 100.0%	64 100.0%	533 100.0%	770 100.0%

Table 10 – Math Grade Change by Attendance

	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Increased	50	25	35	194	304
	47.2%	37.3%	54.7%	36.4%	39.5%
Decreased	10	7	5	46	68
	9.4%	10.4%	7.8%	8.6%	8.8%
No Change	60	42	30	344	476
	56.6%	62.7%	46.9%	64.5%	61.8%
TOTAL	120	74	70	584	848
	100.0%	100.0%	100.0%	100.0%	100.0%

Analysis of grades shows solid evidence achievement among students who attend the BGC of Lawrence programs. **Reading grades improved more than 36 percent of students, while less than five percent saw a grade decline. Nearly 40 percent saw their grade in math improve, while less than nine percent saw a decline.**

To determine if the grade changes represent a real change in achievement or are simply the result of population anomalies, the evaluators utilized tests of statistical significance to analyze mean grade changes. Between the fall and spring grading period, the evaluators observed a mean increase of .3328 grade points in reading, and .3063 points in math. These changes are found to be statistically significant at the 5 percent level (p-values of 0 and 0 respectively).

Table 11 – Kansas Reading Assessment Scores by Grade

Grade	Below Standard	Above Standard	Total
3	22	252	274
	8.0%	92.0%	100.0%
4	8	229	237
	3.4%	96.6%	100.0%
5	26	231	257
	10.1%	89.9%	100.0%
6	7	39	46
	15.2%	84.8%	100.0%
7	5	40	45
	11.1%	88.9%	100.0%
8	3	4	7
	42.9%	57.1%	100.0%
TOTAL	71	795	866
	8.2%	91.8%	100.0%

Table 12 – Kansas Math Assessment Scores by Grade

Grade	Below Standard	Above Standard	Total
3	13	261	274
	4.7%	95.3%	100.0%
4	7	230	237
	3.0%	97.0%	100.0%
5	16	241	257
	6.2%	93.8%	100.0%
6	15	31	46
	32.6%	67.4%	100.0%
7	17	28	45
	37.8%	62.2%	100.0%
8	2	5	7
	28.6%	71.4%	100.0%
TOTAL	70	796	866
	8.1%	91.9%	100.0%

Kansas State Assessment test results were collected for all students attending the after school program who completed the testing cycle for either math or reading. The results of these assessments are

nothing short of extraordinary. **Nearly 92 percent of students attending BGC of Lawrence programs met or exceeded state assessment standards during the 2011-12 testing cycle.**

In addition to academic outcomes, the Lawrence Public Schools grading system reports on a series of behavioral indicators as well. These “learner behaviors” include measures of cooperation, the ability to follow directions and the acceptance of responsibility by students. As with the academic indicators, teachers evaluate students based on specific criteria for each learner behaviors. They are reported out on the same scale as classroom grades, and have been converted to a numeric scale for the purposes of this evaluation.

Table 13 – Cooperates in Class by Attendance

	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Increased	28	23	15	140	206
	22.2%	29.1%	19.0%	22.4%	22.7%
Decreased	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%
No Change	98	56	64	484	702
	77.8%	70.9%	81.0%	77.6%	77.3%
TOTAL	126	79	79	624	908
	100.0%	100.0%	100.0%	100.0%	100.0%

Table 14 – Follows Directions by Attendance

	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Increased	34	19	22	164	239
	27.9%	23.8%	27.5%	27.5%	27.3%
Decreased	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%
No Change	88	61	57	432	638
	72.1%	76.3%	71.3%	72.5%	72.7%
TOTAL	122	80	79	596	877
	100.0%	100.0%	100.0%	100.0%	100.0%

Table 15 – Accepts Responsibility by Attendance

	< 30 Days	31-60 Days	61-90 Days	90 + Days	Total
Increased	22	19	11	140	192
	17.5%	23.8%	13.8%	23.2%	21.6%
Decreased	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%
No Change	104	61	67	463	695
	82.5%	76.3%	83.8%	76.8%	78.4%
TOTAL	126	80	78	603	887
	100.0%	100.0%	100.0%	100.0%	100.0%

As with academic measures, there is evidence to suggest that attendance in the BGC of Lawrence program is a predictor of success in these learner behaviors. As illustrated in the tables **above, more than 20 percent of enrolled students showed improvement in teacher assessment of these learner behaviors over the course of the year, while no students showed a decline in performance.**

Parent and Student Impression of Success

On an annual basis, students and parents are surveyed on their impression of the BGC of Lawrence program. As part of the survey, they are asked about the impact of the program on academic success. More than half of parents say their students are doing better in school since they began attending the program. More than 80 percent of students say they are doing better.

Table 16 – Student Academic Impression

Since I started coming to my Boys & Girls Club, I think I am doing better in school.






Response	Chart	Percentage	Count
Yes		83%	565
No		17%	119
Total Responses			684

Table 17 – Parent Academic Impression

Since your student has been attending the Boys & Girls Club, how has their PERFORMANCE in school changed?

Response	Chart	Percentage	Count
Significantly Improved - We're doing lots better!		17%	64
Somewhat Improved - It has helped!		35%	130
Performance About the Same		48%	177
Performance Worse		0%	1
Total Responses			372

In addition to their impressions of academic impact, parents were also asked about student behavior and attitude. Parents report that a significant percentage of students show improvement in behavior and attitude, while almost none show a decline after attending BGC of Lawrence programs.

Table 18 – Parent Attitude Impression

Since your student began attending the Boys & Girls Club, how has their ATTITUDE toward school changed?








Response	Chart	Percentage	Count
Significantly Improved - Lots happier!		21%	79
Somewhat Improved - Doing better!		29%	110
Attitude About the Same		49%	182
Attitude Worse		1%	3
Total Responses			374

Table 19 – Parent Behavior Impression

Since your student began attending the Boys & Girls Club, how has their BEHAVIOR at school and at home changed?

Response	Chart	Percentage	Count
Significantly Improved - We're doing great!		15%	57
Somewhat Improved - Getting better!		27%	102
Behavior About the Same		55%	205
Behavior Worse		3%	10
Total Responses			374

Academic Enrichment Activities

The Boys & Girls Clubs is nationally known for the wide range and high quality of enrichment activities it offers. Through the Project Learn initiative, the organization takes a holistic approach to enrichment, looking for ways to integrate reading, math and other academic activities into virtually every activity planned.

In addition, they offer a range of specific programs, including “Smart Moves,” which offers training in self-esteem, confidence, hygiene, and peer pressure resistance. The “Smart Girls” and “Passport to Manhood” programs are gender specific programs focused on healthy choices, planning for a future, and career planning. Students also receive high quality Internet safety training through the NetSmartz program.

Beyond these organization wide programs, the BGC of Lawrence offers an extraordinary range of enrichment activities for students. Program Managers and Group Leaders show remarkable creativity in designing activities that engage their students, and encourage them to attend regularly. In the past year, the activities have included:

- Cooking Club
- Chess Club
- Language Club
- Book Clubs
- CSI Club
- Arts and Crafts
- Nature Club
- Marathon Club

- Cultural Studies
- Black History Month
- Rocketry
- Science Club
- Sewing Club
- Newspaper/Journalism
- Glee Club
- Cheer Club
- Kids Lit
- Kids Can Cook
- Wacky Art Projects
- Drama Club

Staff plans regular field trips for students, taking regular advantage of the resources available on the University of Kansas campus. Students also completed a wide range of service projects, including landscaping at parks and nursing homes, reading to younger students, and various fundraising projects to benefit community groups. In one case students raised more than \$1000.00 that they decided to donate to an area resident who they learned was in financial need.



Parental Engagement

Parental engagement with the BGC of Lawrence programs is commendable. A wide variety of activities are offered for parents and families throughout the year, including watermelon feeds and ice cream socials, an annual city wide talent show, field days, math and science nights and a range of music and drama performances. The BGC of Lawrence also operates an extensive inter-site sports league, with students from each program sites competing against students from other sites in football, kickball, basketball and volleyball. Parents often attend these games.

As part of an annual survey, parents were asked if they were aware of these family activities.

Table 20 – Parent Activity Awareness

Throughout the year, the Boys & Girls Club offers a number of activities for parents and families. Were you aware of these activities?

Response	Chart	Percentage	Count
Yes		78%	289
No		22%	82
Total Responses			371

Parents and students were also asked for their overall satisfaction with the BGC of Lawrence Programs. The results are very gratifying with 97 percent of parents reporting satisfaction, and more than 90 percent of students indicating they like the Boys & Girls Club and look forward to coming each day.

Table 21 – Parent Satisfaction

Please rate your satisfaction with the Lawrence Boys & Girls Club program.

Response	Chart	Percentage	Count
Very Satisfied - We love it!		69%	260
Satisfied - It's just fine.		28%	105
Neither Satisfied or Not Satisfied - We can take it or leave it.		2%	9
Not Satisfied - We're not happy.		1%	5
Total Responses			379

Table 22 – Student Satisfaction

Tell us what it's like to be at your Boys & Girls Club.

	Very Much	Some	Not So Much	Not At All	Total Responses
I LIKE the Boys & Girls Club	455 (69%)	149 (23%)	28 (4%)	25 (4%)	657
I LOOK FORWARD to coming to the Boys & Girls Club.	416 (68%)	133 (22%)	42 (7%)	23 (4%)	614