



# PROGRAM EVALUATION REPORT

Grades K-6 Programs  
Report Year 2017-2018

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Envision Children's Catch Every Child Initiative

Extended Day Program

Kindergarten Challenge

Academic Summer Enrichment Program

Pump Up the STEM

**Matthew Hughes, Executive Director**

**Jeff Jordan, Sr., Director of Operations and Education**

**Kim Lampl, Director of Tutor and Special Programs**

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## Executive Summary

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In September 2017 Envision Children (EC) and the Winton Woods City School District (WWSD) continued its partnership of helping students achieve academic excellence through the implementation of a new three-year (2018-2020) initiative called Catch Every Child (CEC).

CEC is "proof-of-concept" initiative designed to aggressively help students who have fallen behind academically (performance in the lower two quintiles). EC chose the WWSD because of the high number of students in the district which matched up with the students EC focuses its attention on--economically disadvantaged minority children. EC also recognized the nine-year relationship between the organizations working to help the students in the district would make it the perfect place to test this initiative.

In 2017 WWSD identified 762 children in grades K-4 who were non-proficient in reading and/or mathematics. Proficiency was determined by how a student scored on the Ohio Measures of Academic Progress (MAP) Test.

The two primary goals of the CEC initiative are:

- 85% of all students enrolled in the program will achieve proficiency at grade level, as measured by the Ohio MAP Test, in reading and math within three academic years.
- 85% of all students enrolled in the program will achieve all A's and B's on their report cards within three academic years.

To achieve these two goals, EC asked parents to enroll their children in two of its core programs--Extended Day Program (EDP) and the Academic Summer Enrichment Program (ASEP). Admittance into the programs is voluntary and is not mandated by WWSD.

The EDP provided small group instruction in math and reading with students who are not proficient at grade level. The sessions were offered before-school for first and second grades and after-school for third and fourth grades. Morning classes are 60 minutes. Afternoon classes are 90 minutes. The program ran October through mid-March. The EDP served 191 students in 2017-2018. Also, to "catch" students at a younger age EC created a new program as an outgrowth of the EDP called Kindergarten Challenge. 24 students attended the KC

Overall, 89 of the 191 students achieved proficiency in reading on the Spring MAP Test, and 96 of the 191 students reached proficiency in math. Also, 19 students who regularly attended the Kindergarten Challenge passed all the skills recommended by the Ohio Department of Education to move successfully onto first grade.

The ASEP was an 8-week (June and July) educational summer camp designed to help minimize summer learning loss and improve math and reading scores with students who are not proficient at grade level. Instruction was done in small groups and through private tutoring. Classes ran Monday-Friday from 9 a.m. – 3 p.m. Students also participated in STEAM activities in the afternoons. The camp took an educational field trip each week. Students in Pre-K through fourth grade were eligible to attend the camp. The ASEP served 52 students in the summer of 2018.

Envisions Children’s Mission: “To provide under-served students with supplemental educational instruction in science, technology, engineering, math, reading and critical thinking that will allow them to excel academically. “

To this end, Envision Children provides programs and services that are consistent with out-of-school industry best practices. There is also a strong commitment to evaluation for program improvement and monitoring. Program leadership and data regularly track outcomes and impact are used to make programmatic decisions.

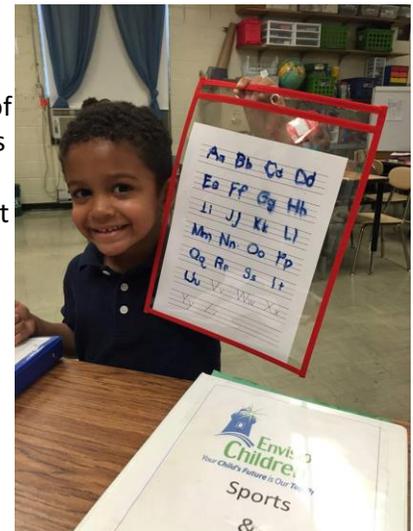
## Extended Day Program: Growing Strong

### Program Evaluation Report 1<sup>st</sup> – 4<sup>th</sup> Grade Programs

The EDP ran from the end of October through mid-March. There were a total of 59 days of instruction. For first and second grades that translated into 59 hours of instruction. For third and fourth grades it translated into 88.5 hours of instruction. As per the agreement with the WWSD, first and second grades split their time evenly between reading and math with two sessions per week on each subject. Third and Fourth grades had three sessions of reading and one session of math per week.

EC used the Fall 2017 MAP Test as a baseline to determine which students were at risk academically. If a student did not test proficient on the MAP Test in reading and/or math, they were identified as a student who needed additional academic assistance. The total number of students in need, from Kindergarten through fourth grade numbered 762. Working with the principals in Primary North, Primary South and the Elementary School, EC invited all these students to participate in out-of-school instruction via the EDP or KC.

191 students participated in the EDP with enough hours (minimum 66% attendance rate) to be included in the first-year cohort. In addition to being involved in the cohort, students had to have taken the MAP Test at both the start and end of the academic year.



Recalling the two primary goals for the CEC initiative (See Page 2), the results below are success rates by grade. Goal 1: Proficiency on the MAP Test.

First Grade		
Reading:	58% (22 of 38)	Math: 63% (24 of 38)
Second Grade		
Reading:	69% (33 of 48)	Math: 69% (33 of 48)
Third Grade		
Reading:	43% (26 of 61)	Math: 53% (32 of 61)
Fourth Grade		
Reading:	21% (8 of 38)	Math: 18% (7 of 38)
Total		
Reading:	48% (89 of 185)	Math: 52% (96 of 185)

See Appendix A for Complete Information

Goal 2: A's and B's in all subjects on the report cards are being measured in September 2018, looking back to the past academic year.

Students who have tested at proficiency and who have all A's and B's will be monitored in Year 2 to assure they maintain these levels of academic performance. If they need help, they will be able to enroll in the EDP or receive private tutoring at no cost (See Appendix B).

Students who did not test at proficiency on the MAP Test and/or who do not have A's and B's will be recommended to enroll again in the EDP. Private tutoring will be recommended for students who see a decrease in MAP Test scores from the start of the year to the MAP Test scores from the interim test in December. Private Tutoring will also be recommended for third-grade students who are struggling in reading and are in danger of not passing the minimum score needed for the Third Grade Reading Guarantee. They will receive private tutoring at no cost (See Appendix B).



In the Spring of 2018, six third-grade students were recommended for private tutoring in reading. Of those six students, four went into private tutoring, and two attended a regular session. Both students tested proficient on the Spring MAP test. Of the four who did not enroll in private tutoring or did not come regularly, one tested proficient, and the other three did not.

We will continue to follow the students in fourth grade last year, who did not test proficient in reading and/or math and offer them the ability to attend an EDP session at the Intermediate School. Same for the fourth-grade students who did not have A's and B's in all subjects. Private tutoring will be available at a reduced rate of \$25 per hour (from \$45 per hour) (See Appendix B).

In looking back at the big picture, we saw success in helping 48% of the students in reading and 52% of the students in math to test proficient. However, we also realize that only 191 of the 762 students in need participated voluntarily in the program.

In addition to working with the students from last year who are both non-proficient on the MAP Test or not achieving A's in B's in all subjects, we are working with the principals in each school to attract more students we are academically deficient into the program.

Our goal for Year 2 of CEC is to have 50% of the students in need enrolled in the EDP. We are currently working with the school district to determine the new "762 baseline" for Year 2.

Over the Summer of 2018, we met with the principals about the EDP and will be increasing the number of students in need whom we are serving by increasing the cohorts available before and after school through the EDP, and in addition, working with teachers and intervention specialists to reach additional students during the school day.

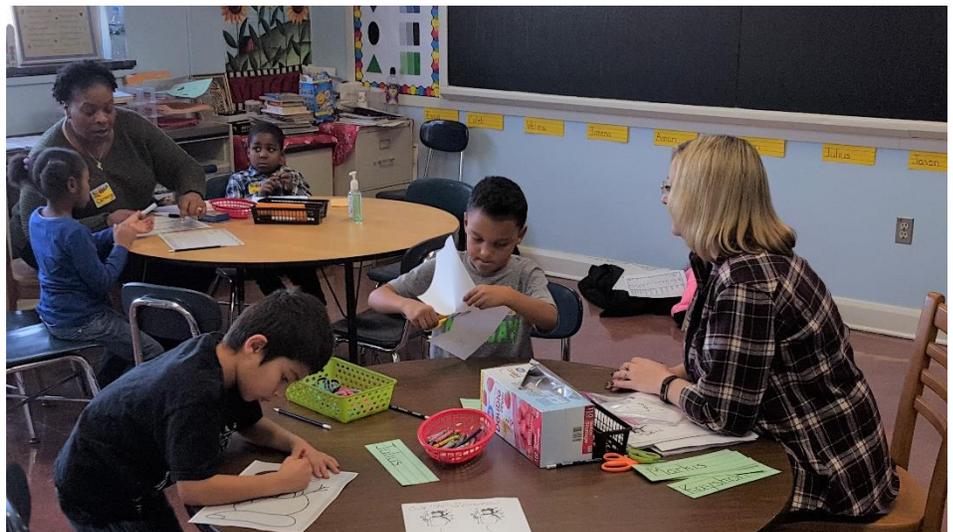
Students who enroll in the EDP for the first time in the 2018-2019 school term will form a new cohort, and we will work with them for the same three years in getting them to our two primary goals (See Appendix B).

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## Kindergarten Challenge: A New Beginning

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In January 2018, Envision Children responded to a request from the principals of the Primary North and Primary South schools to help Kindergarten Students who had fallen behind where they needed to be in December 2017 according to their teachers. The Kindergarten Challenge (KC) was started to work with these students and provide them with 16 core concepts needed to be proficient enough to move to the 1st grade as recommended by the ODE.



EC renovated a second classroom space in the Greenhills Community Building given to the organization by the WWSD to use for its programming. It is designed to be used for pre-school and kindergarten students.

The KC operated on Saturday from 10-12 and 12:15-2:15. Classes were held from January 6, through May 19, 2018 (Total of 17 session – 3 Saturdays were lost to snow days). Students were tested at the start of the KC to see their knowledge of the 16 core concepts. Students were tested the last two weeks of the KC to measure their progress. There were 24 students enrolled in the program (23 from the WWSD). Of the total 19 students attended on a regular basis and 100% of the student tested positive on all the 15 core concepts. The remaining four WWSD students tested proficient on some but not all of the core concepts.

### The Core Concepts Include:

- Understand time concepts like yesterday, today, and tomorrow
- Hold a crayon and pencil correctly
- Know the eight basic colors: red, yellow, blue, green, orange, black, white, and pink
- Recognize and write the letters of the alphabet in upper- and lowercase forms
- Know the relationship between letters and the sounds they make
- Recognize sight words such as the and read simple sentences
- Spell his/her first and last name
- Write consonant-vowel-consonant words such as bat and fan
- Retell a story that has been read aloud
- Show an opinion through drawing, writing, or speaking (e.g. “My favorite book is...”)
- Identify and be able to write numbers from 0 to 20
- Count by ones and tens to 100
- Do addition problems with sums up to 10
- Do subtraction problems with numbers 0 to 10
- Know basic shapes such as square, triangle, rectangle, and circle
- Know his/her address and phone number



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## Academic Summer Enrichment Program

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The ASEP is the other core program of the CEC initiative. The ASEP operated as an 8-week (June and July) educational summer day camp designed to help minimize summer learning loss and improve math and reading scores with students who are not proficient at grade level. Instruction was done in small groups and through private tutoring. Classes ran Monday-Friday from 9 a.m. – 3 p.m. Students also participated in STEAM activities in the afternoons. The camp took an educational field trip each week. Students in Pre-K through fourth grade were eligible to attend the camp.

The ASEP has operated in the WWSD for nine years. In 2018, 52 students attended the program. Only six of the 52, students who participated at the ASEP were also involved in the EDP during the school year.

All students are tested at the beginning of the summer using ODE approved tests to determine grade knowledge in math and reading. Students are tested at the end of the summer using the same test. While this measurement is not used to judge performance against the two core goals it allows EC to track the effectiveness of its small group tutoring in the program.

After the first test, students are segmented by test performance (Low, Medium and High Scores) and grade level so that appropriate tutoring can take place.

### Overall Pre-Test

Overall Scores for the 52 students in reading saw a range of 21-81 (mean 57) out of a possible score of 100

Overall Scores for the 52 students in math saw a range of 20-80 (mean 51) out of a possible score of 100

### Overall Post-Test

Overall Scores for the 52 students in reading saw a range of 55-98 (mean 82) out of a possible score of 100

Overall Scores for the 52 students in math saw a range of 55-95 (mean 79) out of a possible score of 100

### Pre-K and K Pre-Test

Pre-K and K Scores in reading saw a range of 44-76 (mean 60) out of a possible score of 100

Pre-K and K Scores in math saw a range of 20-70 (mean 53) out of a possible score of 100

### Pre-K and K Post-Test

Pre-K and K Scores in reading saw a range of 55-98 (mean 86) out of a possible score of 100

Pre-K and K Scores in math saw a range of 55-95 (mean 76) out of a possible score of 100

### 1<sup>st</sup> and 2<sup>nd</sup> Pre-Test

1<sup>st</sup> and 2<sup>nd</sup> Scores in reading saw a range of 12-78 (mean 52) out of a possible score of 100

1<sup>st</sup> and 2<sup>nd</sup> Scores in math saw a range of 25-80 (mean 47) out of a possible score of 100

### 1<sup>st</sup> and 2<sup>nd</sup> Post-Test

1<sup>st</sup> and 2<sup>nd</sup> Scores in reading saw a range of 66-93 (mean 78) out of a possible score of 100

1<sup>st</sup> and 2<sup>nd</sup> Scores in math saw a range of 60-96 (mean 78) out of a possible score of 100

### 3<sup>rd</sup> and 4<sup>th</sup> Pre-Test

3<sup>rd</sup> and 4<sup>th</sup> Scores in reading saw a range of 34-81 (mean 62) out of a possible score of 100

3<sup>rd</sup> and 4<sup>th</sup> Scores in math saw a range of 25-79 (mean 47) out of a possible score of 100

### 3<sup>rd</sup> and 4<sup>th</sup> Post-Test

3<sup>rd</sup> and 4<sup>th</sup> Scores in reading saw a range of 66-93 (mean 57) out of a possible score of 100

3<sup>rd</sup> and 4<sup>th</sup> Scores in math saw a range of 60-96 (mean 78) out of a possible score of 100

EC will also pull data from the Spring 2018 MAP Test for each student and comparing it against the Fall 2018 MAP Test to see if they students maintained or improved scores.

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## Pump Up the STEM: The Future is Now

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As part of the evolution of EC's core programs, and to address the desire of the WWSD administration to provide additional STEM options for middle school students, EC consolidated its existing STEM programs and put new STEM program started this year under an umbrella called Pump UP the STEM.

PUMP Up the STEM includes—After School STEM, Power Saturdays and the Summer of STEM (Summer day camps run in conjunction with the Greater Cincinnati STEM Collaborative).

The After-School STEM program was held for the first time in October. It was held over four two-hour sessions and was attended by 59 students. The topic was Game Design 101. We learned a lot from this session.

1. We need to cut down the class size to 30 students at one time. In order to serve 60 students per month, each topic will be offered twice during the same month.
2. We need to shorten the class length from two hours to 1:15. We found the attention span was about 45-60 minutes. Each class will be reduced to 45 minutes. We will have 15 minutes for discussion and 15 minutes for cleanup.
3. We need to set the dates and topics at the start of the year to be able to market the program to students. After the success of the first program, from an attendance standpoint, we saw a considerable drop off in interest. Despite good feedback on the session, it was not appropriately promoted by the Intermediate School or us. We tried to offer two more sessions, but they were canceled because of a lack of any students signing up. We finally ran the second session, and only five students attended.



We also experienced a lack of interest in our Power Saturday's program, with only three students signing up for the initial program and one showing up the day of the class. As with the After-School Program, we need to do a better job of marketing the program to students. Jeff Jordan is working closely with the principal and teachers at the Intermediate School for the upcoming year. The dates for both the After-School STEM and Power Saturdays is scheduled for the first weeks of the new year. We will be directly marketing to students in their science and math classes to boost attendance.

The third piece of Pump Up the STEM, the Summer of STEM day camp—Rockin' Robots was a huge success. 21 students attended the camp. The Greater Cincinnati STEM Initiative provided curriculum and materials. Staffing for the event came from one of our lead instructors from the EDP and volunteer engineers from P&G via their Society of African American Engineers.

Students tore apart old computers donated by a local business to salvage parts to help them build their own robot. Ordinarily at the end of the week. The robots are torn back apart and reused for the next camp. However, the students were so proud of their work, and when we told them this, they were very disappointed. A member of the Proctor & Gamble team wrote a check for ALL the robots and donated them to each of the students.

EC has already decided to repeat Rockin' Robots next summer, two times once in June and once in July. Also, we are working with the Greater Cincinnati STEM collaborative to bring another STEM Camp on a different topic to the WWSD during the month of June.

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## Partners & Program Association

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### Partner Organizations

American Camping Association  
Andrew Jergens Foundation  
Cincinnati Children's  
Cincinnati LINKS  
Greater Cincinnati Foundation  
Greater Cincinnati STEM Initiative  
Jack and Jill Foundation and Cincy Chapter  
Lighthouse Youth Services  
Northern Kentucky University

PNC Foundation  
Prime Cincinnati  
Proctor & Gamble  
Queen City Foundation

### Program Association

Academic Summer Enrichment Program  
Academic Summer Enrichment Program  
Community Relations Department  
Private Tutoring  
Academic Summer Enrichment Program  
Summer of STEM Robotics Camp  
Power Saturdays  
Private Tutoring  
Teacher Education Departments  
Institute for Talent Development and Students  
Academic Summer Enrichment Program  
Event Planning and Hosting  
Summer of STEM Robotics Camp  
Private Tutoring

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## Demographic Information

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Gender:      Male                      57%  
                  Female                     43%

Race:        African American      87%  
                  Hispanic/Latino        11%  
                  White/Other            2%

Income:      88% of the students we serve come from families with income below the Federal Poverty Rate.

Household:   87% of our students come from single-parent households (or where there is no parent present).

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## Growth

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EC served more children than at any other time in its history during the last academic year. The program shows strong preliminary evidence of creating meaningful educational impacts in students and is highly rated by participants, their parents and program staff.

The number of students served increased from 127 to 376 (a 296% increase). The number of students in the EDP increased from 39 to 191 (490% increase); Kindergarten Challenge served 24 students for the first time; Pump Up the STEM served 64 students, and the ASEP increased from 39 to 52 WWSD participants (28% increase).

Program days, where some small group instruction was provided, increased from 103 days in 2016-2017 to 147 days in 2017-2018 (43% increase). – EDP increased from 63 to 73 sessions (60 min. per day grades 1-2 and 90 min. per day grades 3-4); KC was held over 20 days; Pump Up the STEM programs were conducted over 14 days, and ASEP was 40 days for both years.



This program year marked new efforts to improve program quality. We decreased our teacher to student ration to an 8:1 across all programs. Our KC had a 5:1 ration.

EC gained Organizational leadership when we hired Mr. Jeff Jordan in October 2017 as EC's new Director of Operations and Education. Kim Lampl, who has been with EC for six years, became the new Director of Tutoring and Special Programs. At the end of the 2018 ASEP, Carmen Stone was promoted from a part-time position to become the Assistant Director of Early Childhood Education. EC is also actively engaged in a search for a full-time Director of Early Childhood Education.

The 2017-2018 school term also saw the most significant number of part-time staff members working at the EC. A total of 52 employees worked at one of our programs or private tutoring. Not only were there more numbers of workers, but they were more qualified. 84% of the part-time staff has a degree in education or at least a bachelor's degree in the subject(s) they were helping with (i.e., engineering for our STEM program). The remaining workers were honors students from WWSD or other honors programs at high schools in the Greater Cincinnati Area.

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## Conclusion

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There was an enormous amount of success in Year 1 of Catch Every Child. The caveat is that there were only 215 students helped, out of 762 students in need. In order for the CEC to continue to be successful, we must continue to improve the academic performance of students from Year 1 who are still not proficient in math and reading on the MAP Test and performing at 80% or better in the classroom.

In addition, we will need to increase the number of students we are assisting in the initiative with a goal of helping 50% of the student's in need by the end of 2019. Appendix B outlines EC's plan to accomplish both of these goals.

In order for the partnership to be successful we have identified five critical items that need to be addressed in Year 2.

1. **Timely Communication Must be Executed.** There were too many instances during Year 1 when communication was delayed for one reason or another. Delays in getting answers to questions prevents EC from moving forward on both big picture plans as well as execution of programs which results in less-than-optimal service to students.
2. **Program Schedules and Topics Need to Be Set Earlier.** EC must do a better job of setting the schedules and topics for ALL programs in the CEC. Sometimes these schedules were delayed by lack of communication between EC and the WWSD (see number 1 above). EC will be working directly with the principals to work on the implementation of programs including start and end dates as well as topics and other curriculum issues for each of their buildings.
3. **We Need to Find a Better Method of Getting Students to the ASEP.** A critical piece of the CEC is a healthy ASEP. It helps to minimize summer learning loss and provides EC staff with additional out-of-school time to work with students who need remedial help in reading and math. EC will begin planning for the summer in the fall semester. We plan to work with principals in each building to develop a method of reaching parents of students and letting them know about the opportunity provided by their child attending the ASEP. The goal will be to enroll a minimum of 120 students in the program by May 1, 2019.
4. **EC Needs to Continue to Increase the Number and Quality of Tutors Working in the CEC.** As the number of students being helped by the CEC continues to grow there will be an ongoing need to increase the number of tutors helping students in order to maintain a teacher to student ration of 5:1—8:1 depending upon the age and grade level. EC is continuing to work on building the relationship with the NKU Teacher Education Department in an effort to get more teacher candidates involved with the initiative. We are pursuing them to be able to receive class credit for working at the EDP and/or ASEP.
5. **Ongoing Access to Data.** We understand there may be a need to change the method of how EC is receiving data in regard to student MAP Scores and report cards. Because we use these two pieces of data to evaluate our progress toward the two primary goals it is critical that we develop a plan of how to continue to access this information moving forward.

Appendix A

Envision Children--Extended Day Program (Small Group Tutoring)  
 October 2017 - March 2018  
 Catch Every Child Initiative in Partnership with the Winton Woods City School District  
 Scores are Ohio MAP Test Data - Growth from September 2017-April 2018

<b>1st Grade Spring Reading - 38 Students</b>					
Students Met Average Mean RIT	22	57.89%			
Scores Increased	38	100.00%	15% Avg. Score Increase	Range 7-44 Point Chance	Mode: 23
Scores Decreased	0	0.00%	n/a	n/a	n/a
Withdrawal	3	n/a			
<b>1st Grade Spring Math - 38 students</b>					
Students Met Average Mean RIT	24	63.16%			
Scores Increased	38	100.00%	16% Avg. Score Increase	Range 12-43 Point Chance	Mode: 21
Scores Decreased	0	0.00%	n/a	n/a	n/a
Withdrawal	3				
<b>2nd Grade Spring Reading - 48 Students</b>					
Students Met Average Mean RIT	33	68.75%			
Scores Increased	47	97.92%	11% Avg. Score Increase	Range 3-36 Point Chance	Mode: 14
Scores Decreased	1	2.08%	1% Avg. Score Decrease	Range (-1) Point Chance	Mode: -1
<b>2nd Grade Spring Math - 48 Students</b>					
Students Met Average Mean RIT	33	68.75%			
Scores Increased	47	97.92%	12% Avg. Score Increase	Range 12-43 Point Chance	Mode: 21
Scores Decreased	1	2.08%	2% Avg. Score Decrease	Range (-4) Point Chance	Mode: -4
<b>3rd Grade Spring Reading - 61 Students</b>					
Students Met Average Mean RIT	26	42.62%			
Scores Increased	55	90.16%	11% Avg. Score Increase	Range 1-35 Point Chance	Mode: 15
Scores Decreased (1 score met Avg Mean RIT)	5	8.20%	4% Avg. Score Decrease	Range (-11)-(-17) Point Chance	Mode: -1
No change	1	1.64%			
Withdrawal	2				
<b>3rd Grade Spring Math - 61 Students</b>					
Students Met Average Mean RIT	32	52.46%			
Scores Increased	59	96.72%	9% Avg. Score Increase	Range 2-40 Point Chance	Mode: 11
Scores Decreased (1 score met Avg Mean RIT)	2	3.28%	2% Avg. Score Decrease	Range (-2)-(-7) Point Chance	Mode: -2
Withdrawal	2				
<b>4th Grade Spring Reading - 38 Students</b>					
Students Met Average Mean RIT	8	21.05%			
Scores Increased	30	78.95%	5% Avg. Score Increase	Range 1-30 Point Chance	Mode: 5
Scores Decreased	8	21.05%	3% Avg. Score Decrease	Range (-2)-(-12) Point Chance	Mode: -5
Withdrawal	1				
<b>4th Grade Spring Math - 38 Students</b>					
Students Met Average Mean RIT	7	18.42%			
Scores Increased	36	94.74%	6% Avg. Score Increase	Range 1-38 Point Chance	Mode: 6
Scores Decreased	2	5.26%	2% Avg. Score Decrease	Range (-2)-(-6) Point Chance	Mode: -2
Withdrawal	1				

Appendix B

Who are we trying to help in Year 2 of Catch Every Child?

	K	1	2	3	4	5
For those students who were in the EDP or KC last year and test proficient in reading and math		Monitor grades. If they are not at an A or B in all subjects offer PT.	Monitor grades. If they are not at an A or B in all subjects offer PT.	Monitor grades. If they are not at an A or B in all subjects offer PT.	Monitor grades. If they are not at an A or B in all subjects offer PT.	Monitor grades. If they are not at an A or B in all subjects offer PT.
For those students who were in the EDP or KC last year and do not test proficient in reading and math		Contact parents directly and re-enroll in EDP or get help via ICI	Contact parents directly and re-enroll in EDP or get help via ICI	Contact parents directly and re-enroll in EDP or get help via ICI	Contact parents directly and re-enroll in EDP or get help via ICI	Contact parents directly and re-enroll in EDP or get help via ICI
New Students: For those students who were NOT in the EDP or KC last year and do not test proficient in reading and math.		Work with the principals to enroll students in EDP or get help via ICI	Work with the principals to enroll students in EDP or get help via ICI	Work with the principals to enroll students in EDP or get help via ICI	Work with the principals to enroll students in EDP or get help via ICI	
New Kindergarten Students	Work directly with parents to enroll students in the KC. Have Carmen work via ICI with students teachers feel need targeted help to catch up or stay on track					