



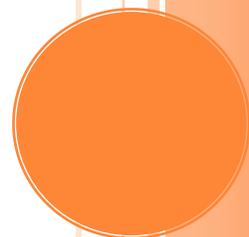
EVALUATION REPORT

A Review of Program Data from 2010-2012

The following document is intended to provide a brief overview of data collected by T.O.P.S. Advantage during 2010-2012 within their Academic Assistance Programs. Specifically, this report examines the data collected both within the Supplemental Educational Services Program and the 21st Century Community Learning Center Program “Afterschool Advantage.”

Rebecca Wade-Mdivanian, MSW, LISW-S

8/8/2012



EVALUATION REPORT

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OVERVIEW

From 2010-2012, TOPS Advantage has aimed to achieve their organizational mission:

“to provide individualized and relevant services in the form of tutoring, training, seminars and coaching to children, parents and families always keeping in mind that knowledge and information have the power to transform lives. “

To achieve this mission they have implemented a variety of academic assistance programs focused on improving the academic achievement of today’s youth. Specifically, these two programs are: Supplemental Educational Services (SES) and Afterschool Advantage, a 21st Century Community Learning Center (CCLC).

The following report is intended to highlight key evaluation findings related to TOPS Advantage’s Academic Assistance programs from 2010-2012. The report is divided into three sections. The first section overviews the results of data collected in relation to SES the second section provides results related to Afterschool Advantage and the final section provides concluding remarks related to overall report findings. Please note that all findings are based on data provided by TOPS Advantage staff members.



It is my hope that these data provide TOPS Advantage and its staff with important information regarding the outcomes related to their Academic Assistance programs. It also is my hope that these data will be incorporated into future improvement efforts and strategies.

If you have any questions or concerns regarding the data and/or this report, please feel free to contact:

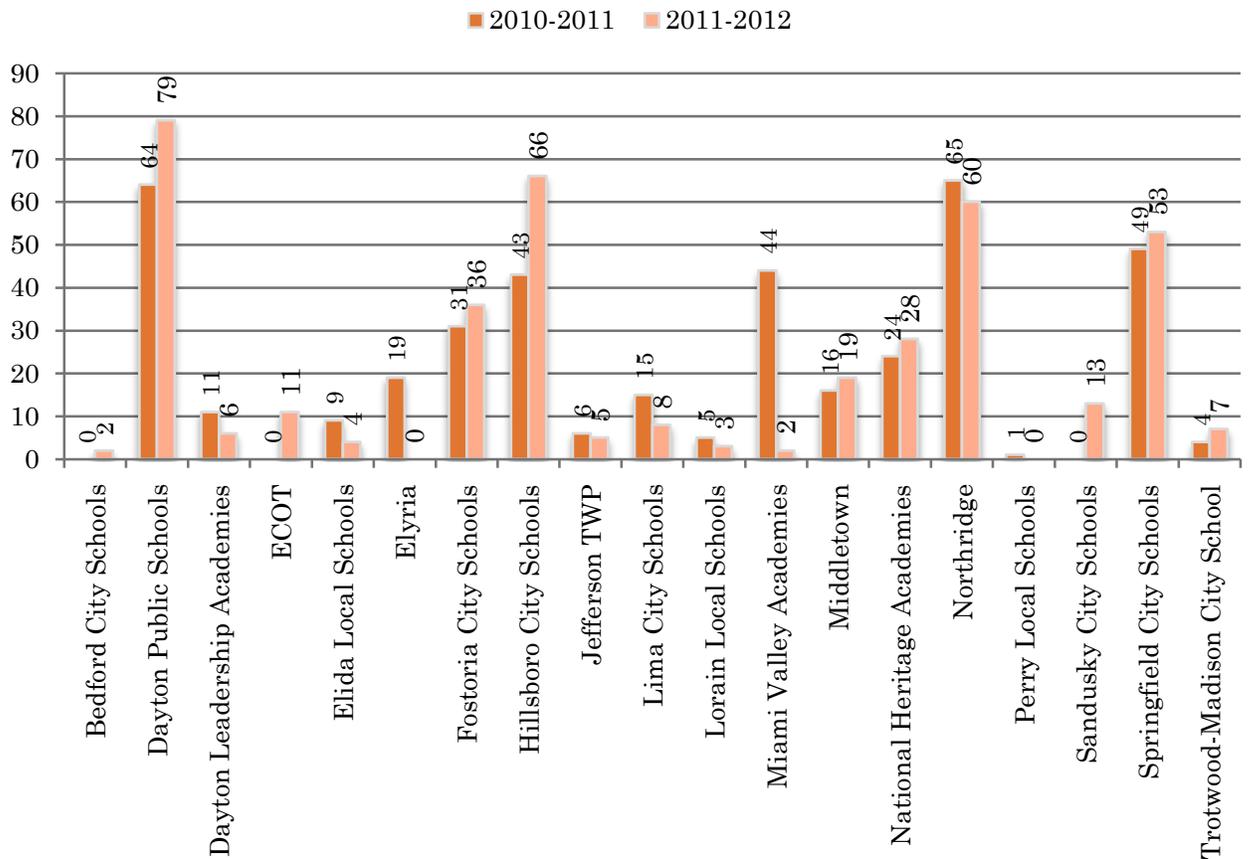
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SUPPLEMENTAL EDUCATIONAL SERVICES

Demographics

In 2010 – 2011, T.O.P.S. Advantage served 406 students through their SES program. These 406 students belonged to 16 different school districts or charter schools. In 2011-2012, T.O.P.S. achieved almost identical service numbers by serving 402 students in 17 districts or charter schools throughout the state. Figure 1 below provides additional details related to the number of students served per district or charter school.

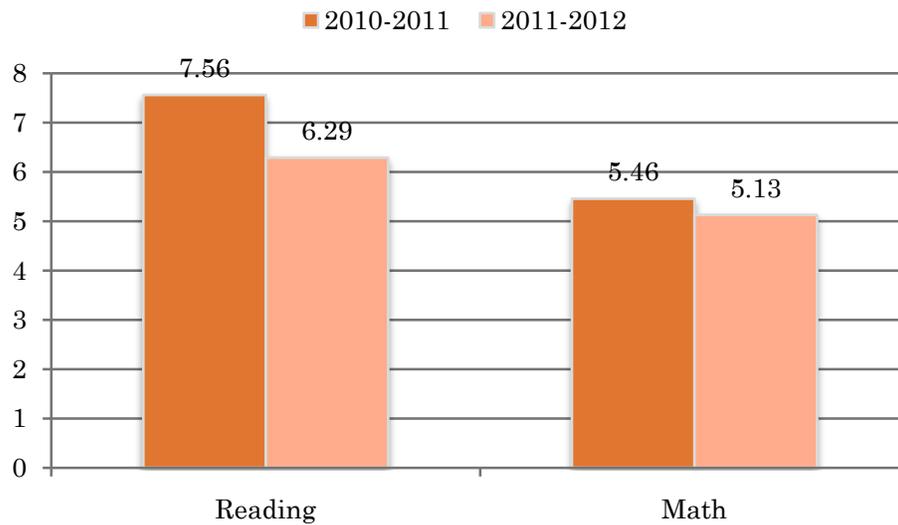
Figure 1. Students served through SES by District



Academic Outcomes

To examine academic outcomes related to TOPS Advantage SES, TOPS Advantage staff collected and analyzed Achievement Test Scores for all youth participants. Figure 2 below illustrates the mean test score increases across all participants.

Figure 2. Mean Test Score Increases Across All SES Participants



While these mean increases are representative of youth participants from all districts, some youth participants from individual districts from 2010-2012 experienced much higher gains. For instance in 2010-2011, students from Lorain Local Schools who were involved in the TOPS Advantage SES experiences an mean increases of 14 points in their reading score and 12 points in their math scores. In 2011-2012, youth from Hillsboro increased on average their reading scores by 13 points and youth from Fostoria City Schools increased their math scores on average by 14 points.

AFTERSCHOOL ADVANTAGE

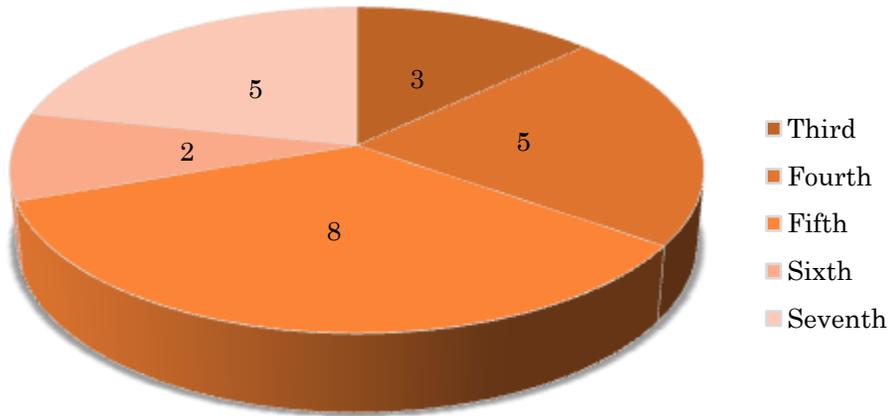
Afterschool Advantage is TOPS Advantage’s flagship afterschool program. This program is funded through a grant from Ohio Department of Education’s 21st CCLC grant program. Specifically, Afterschool Advantage is a comprehensive afterschool program that operates within two Dayton Public Schools, Longfellow Alternative (K-8) and Fairview Elementary (PreK-8). All youth enrolled in Afterschool Advantage receive tutoring/homework assistance, health and nutrition education, art activities, and other enrichment activities, including physical activity. The following text aims to provide an overview of the youth served, program quality indicators, and academic outcomes for those youth in the first three years of Afterschool Advantage.

Demographics

Between 2010-2012, Afterschool Advantage served 65 youth grades 3-7. The following data reflect 23 students from whom test scores were available. Of these 23 students, 69.6% (16) were male and 30.4% (7) were female. 95.7% were African

American and 4.3% were Latino. Figure 3 below depicts the number of youth participants by grade level in 2012.

Figure 3. Youth Participants by Grade Level



Program Quality Indicators

As a 21st CCLC funded by the Ohio Department of Education, Afterschool Advantage is required to complete a quality assessment in years 1 and 3 of the 5 year funding cycle. For Afterschool Advantage this occurred in 2010 and 2012.

The program quality assessment utilized by ODE is the Ohio-Quality Assessment Rubric. This rubric was designed specifically for 21st CCLCs and afterschool programs and assess program quality in 13 areas, including: youth development; academic learning; parent/family engagement; safety, health, & nutrition; facilities, space, and equipment; leadership; staffing; diversity; climate; connections with others; evaluation; marketing & public relations; and sustainability. O-QAR is completed by staff, community partners, teachers, parents, youth, and other stakeholders. Each scale (mentioned above) includes a number of survey items that are survey participants rate on a scale of 1-5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree.)

The following figures depict the quality of Afterschool Advantage perceived by program staff and partners, parents and youth. (Please note that each figure is specific to an individual site – Fairview Elementary or Longfellow Alternative.)

Figure 4. Fairview Elementary Program Quality Indicators – All Stakeholders (15 respondents)

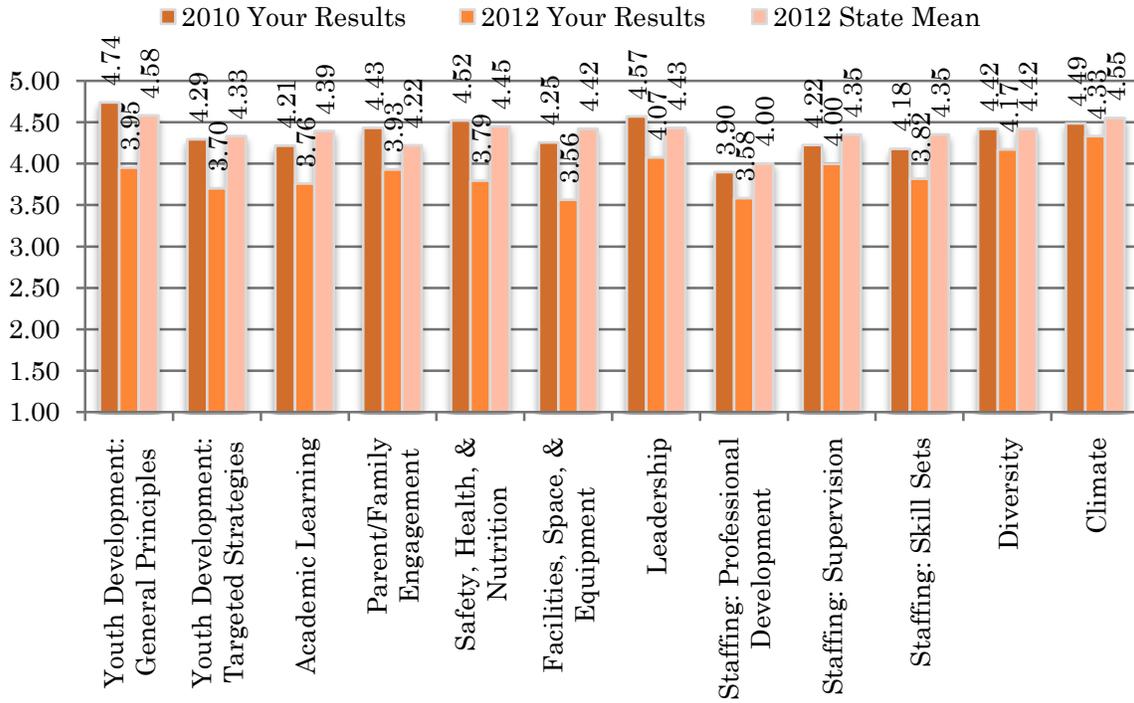


Figure 5. Fairview Elementary Program Quality Indicators – Administration Only (3 respondents)

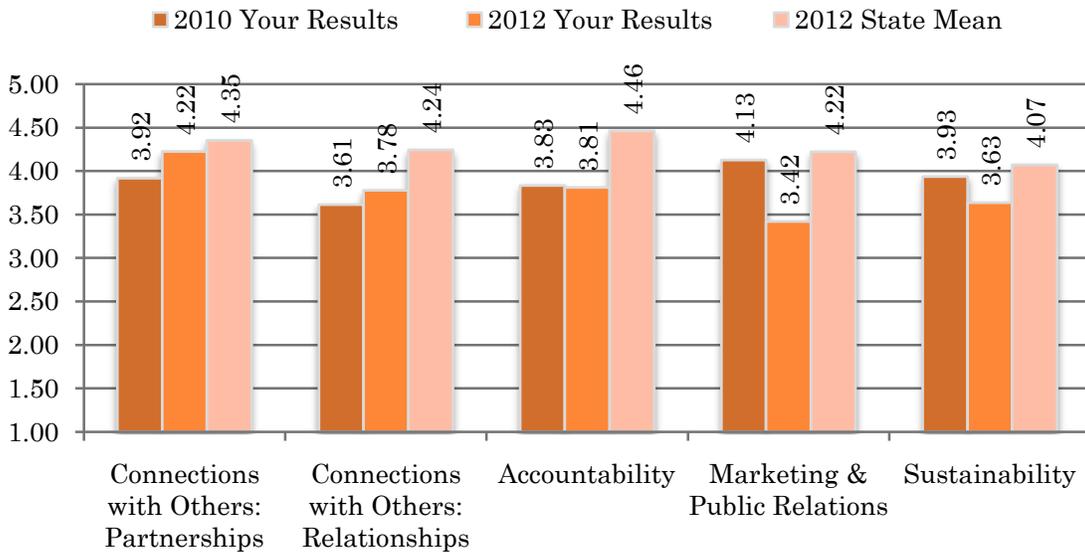


Figure 6. Fairview Elementary Program Quality Indicators – Parents Only (4 respondents)

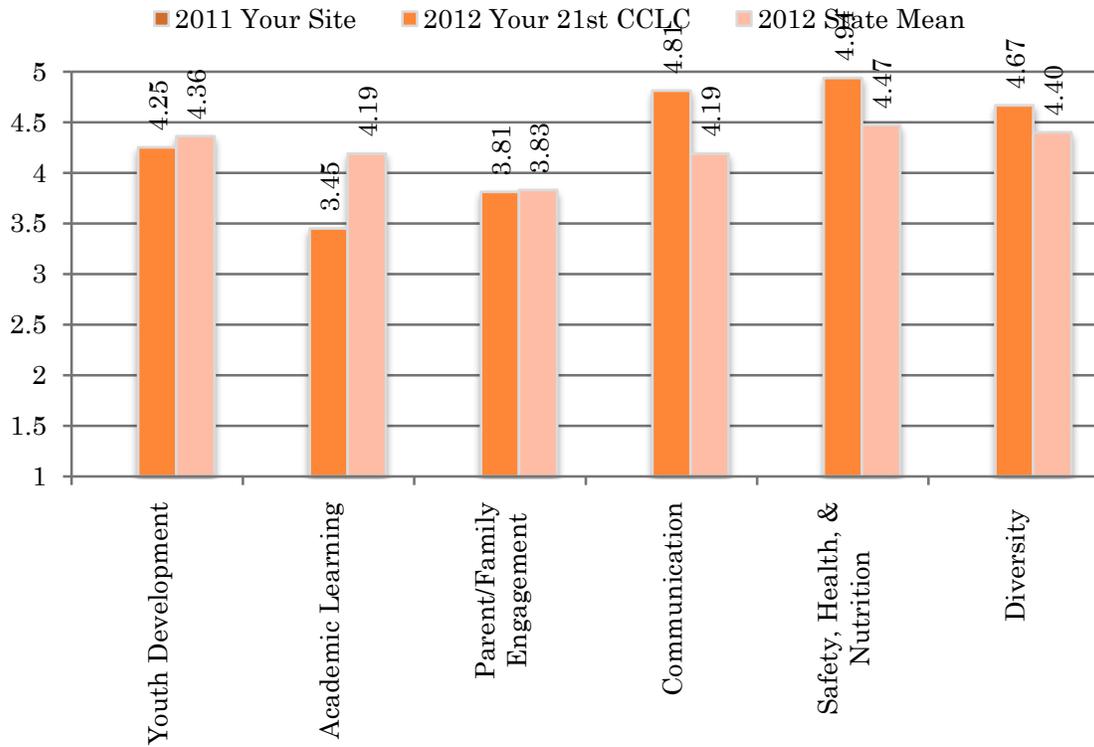


Figure 7. Fairview Elementary Program Quality Indicators – Youth Only (6 respondents)

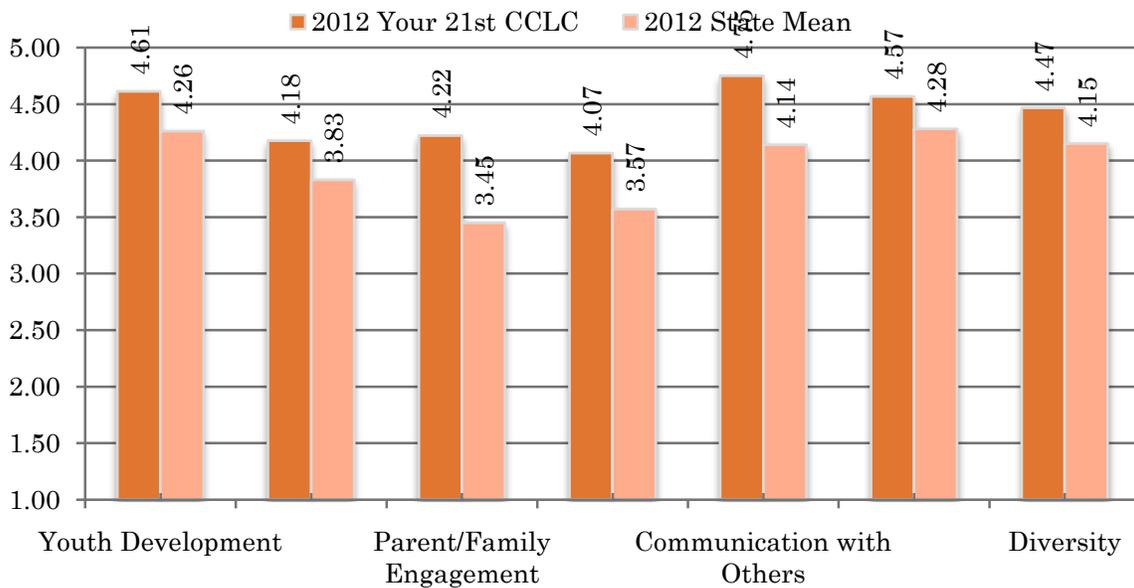


Figure 8. Longfellow Alternative Program Quality Indicators – All Stakeholders (5 respondents)

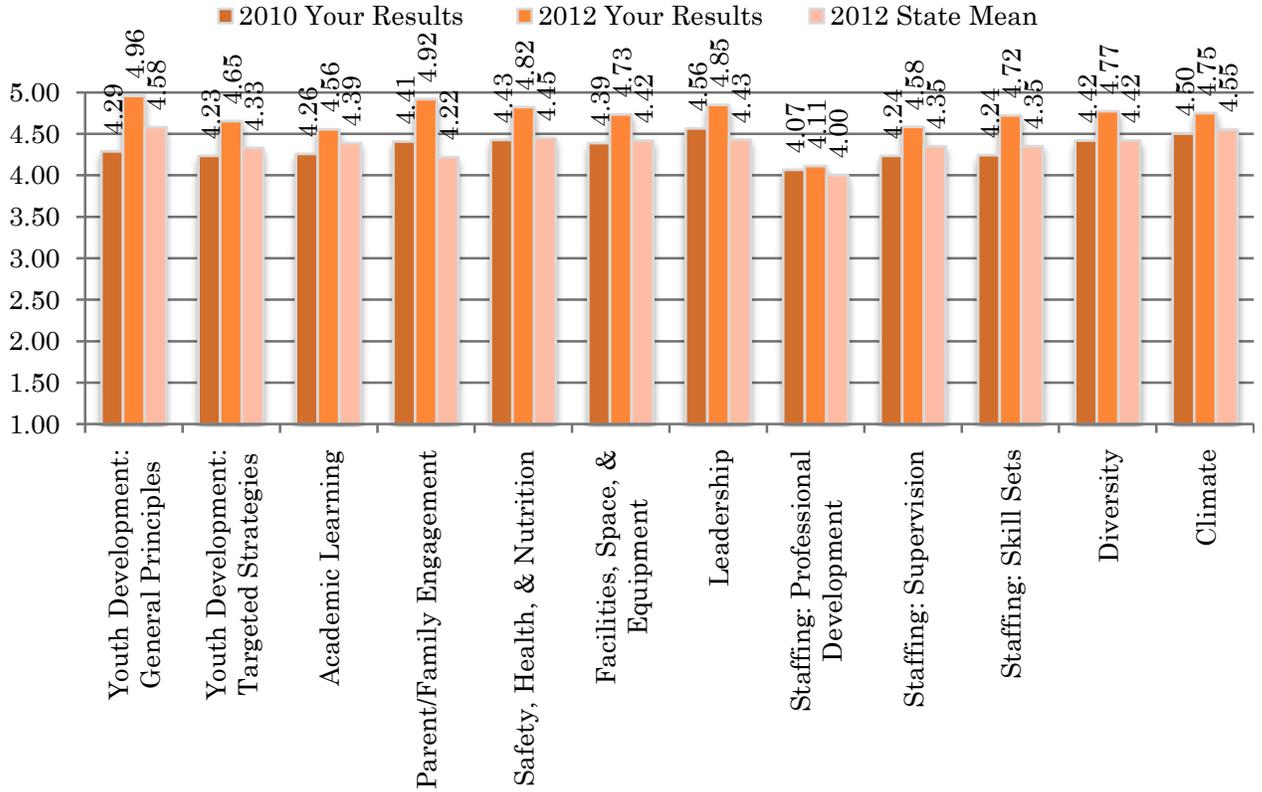


Figure 9. Longfellow Alternative Program Quality Indicators – Administration Only (2 respondents)

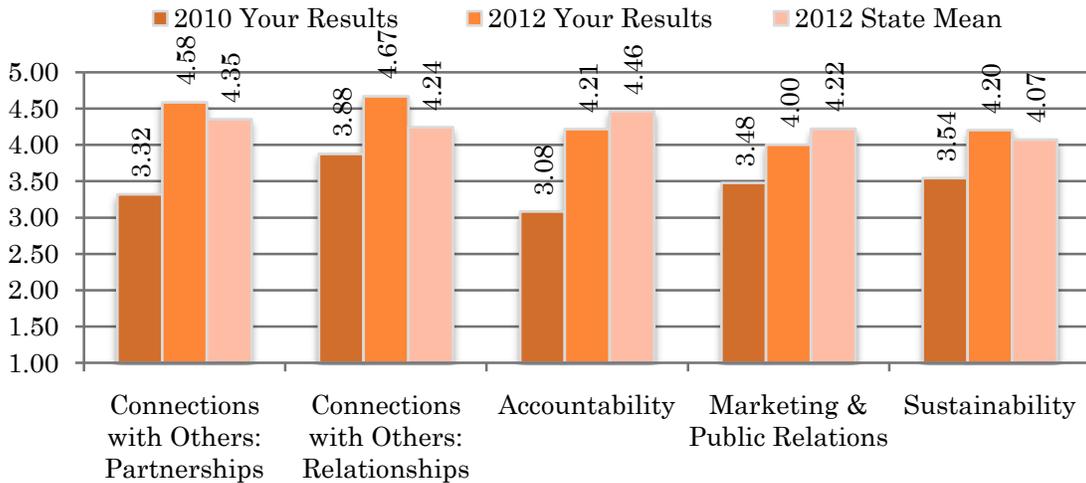


Figure 10. Longfellow Alternative Program Quality Indicators – Parent Only (4 respondents)

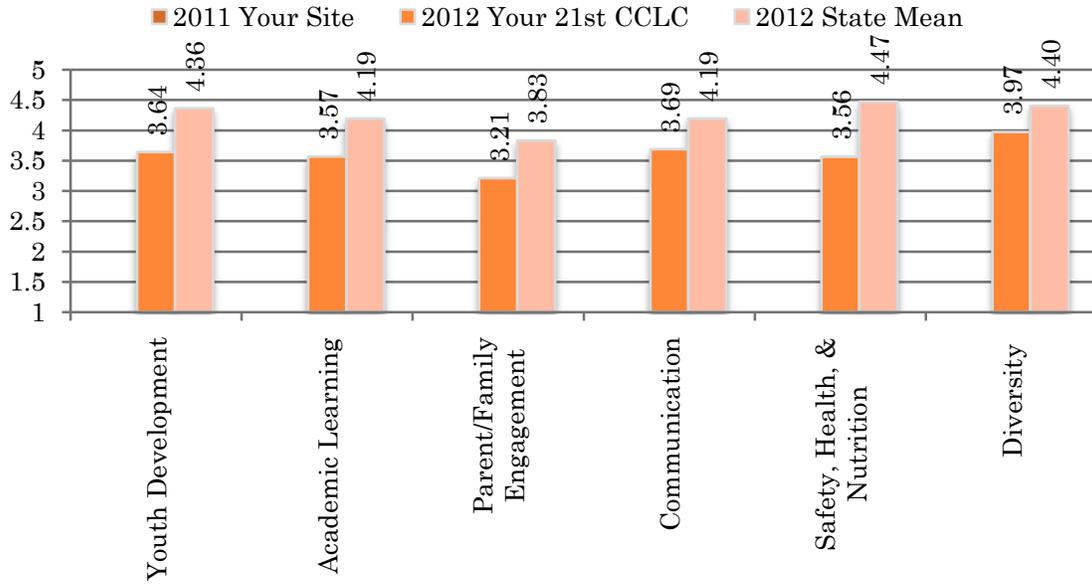
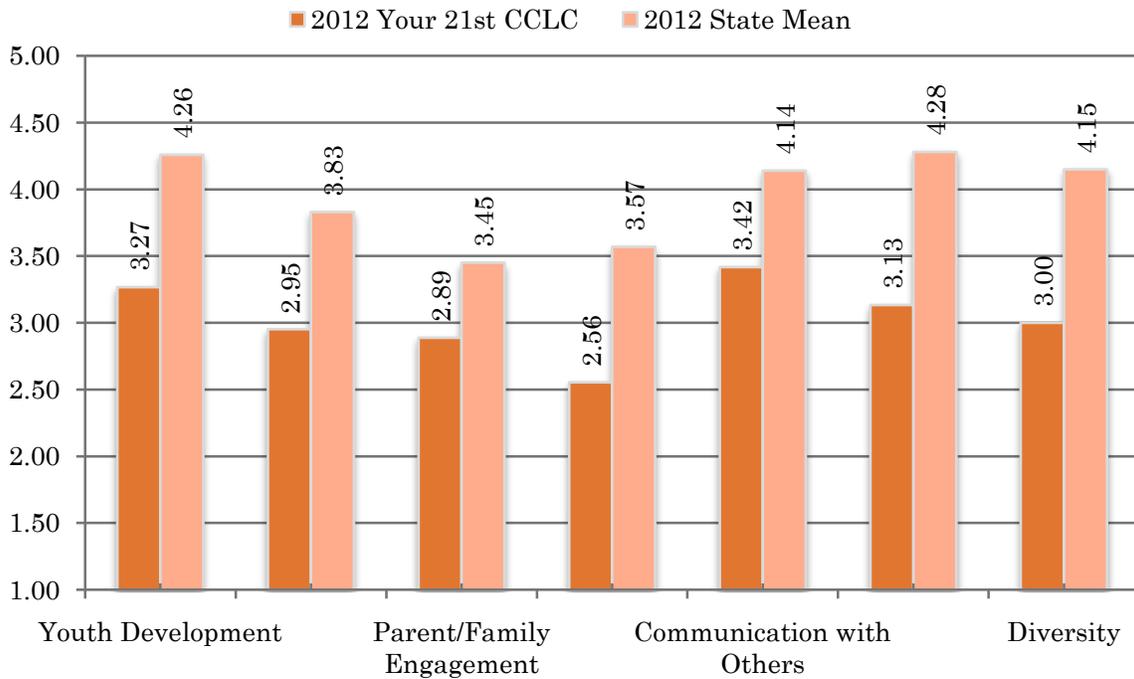


Figure 11. Longfellow Alternative Program Quality Indicators – Youth Only (3 respondents)



Academic Outcomes

To examine academic outcomes related to TOPS Advantage Afterschool Advantage, TOPS Advantage staff collected and analyzed Achievement Test Scores for all youth participants. Please note that reading and math scores were collected for 17 students during their first year in the program, 14 students during their second year in the program, and 7 for their third year in the program. Figure 12 below illustrates the mean test score increases across all participants.

Figure 12. Mean Achievement Scores by Years of Participation

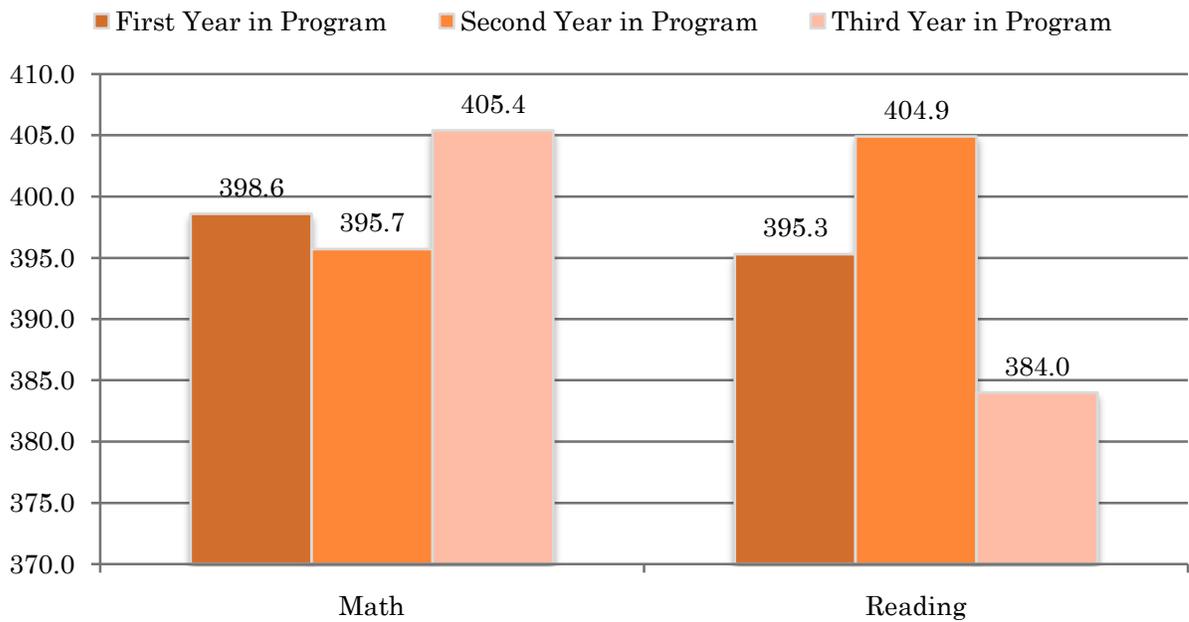


Figure 13. Level of Proficiency in Math by Years of Participation

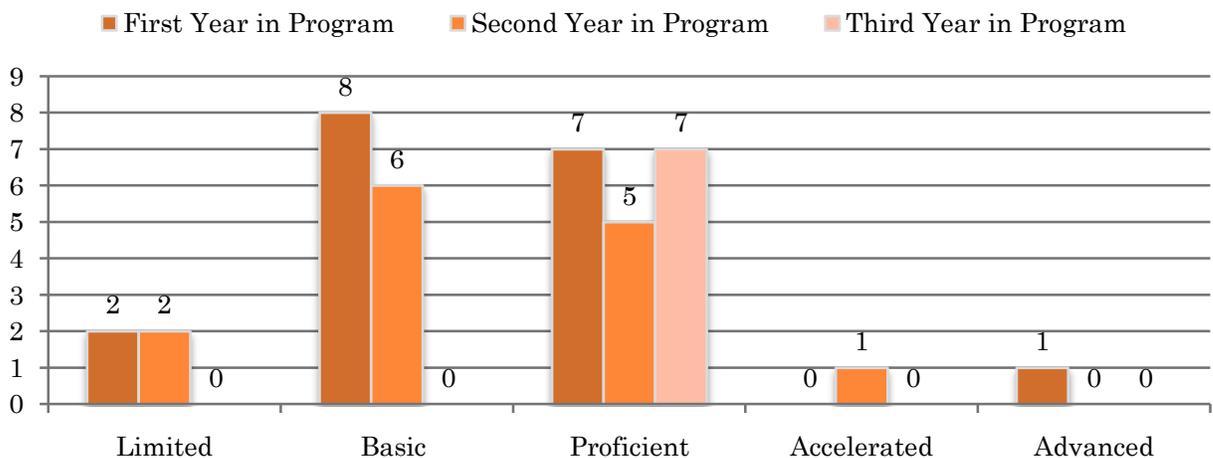
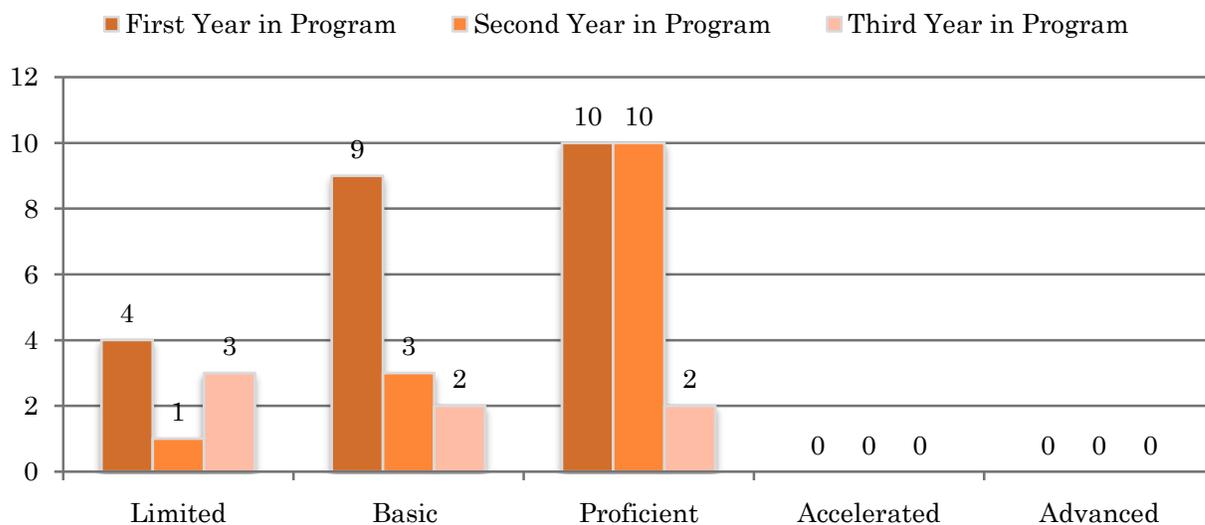
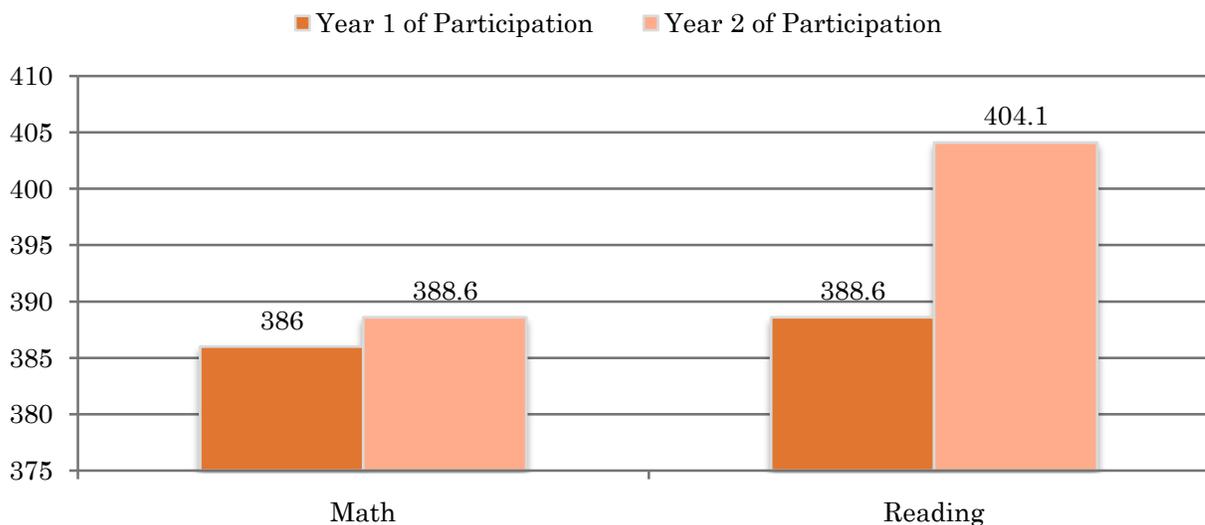


Figure 14. Level of Proficiency in Reading by Years of Participation



In addition to the above outcomes indicators, there are two additional successes that should be noted within particular subgroups of Afterschool Advantage participants. Figure 15 depicts the mean test scores for participants who participated in Afterschool Advantage for two years only. Not only have the mean test scores increased, but the mean test score for reading has moved from the basic level into the proficient level.

Figure 15. Mean Test Score for Only Participants with 2 Years of Participation



Finally, in relation to math test scores, all seven Afterschool Advantage students who have participated for three years are now proficient in math at the 7th grade level.

CONCLUDING REMARKS

Overall, TOPS Advantage's Academic Assistance programs are enhancing the academic performance as measured by test scores for youth involved in their programs. SES outcomes indicate that students are increasing both reading and math test scores. Similar outcomes were found for student involved in Afterschool Advantage. It is important to note, however, that test score gains appeared to fall once students entered the 7th grade, which may indicate the need for more targeted interventions for this age group. Finally, while this evaluation report focused on academic outcomes, TOPS Advantage Academic Assistant programs are most likely also impacting other areas of student's lives including behavior, self-esteem, and general well-being. In the future, these areas should also be evaluated to gain a broader view of the impact of these two programs.