



**McKeesport Area School District  
21<sup>st</sup> Century Community Learning  
Centers Program  
Pursuing Academics with Success  
PAWS (C7)  
and  
TIME (C10)  
2019-2020 External Evaluation  
Report**

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December, 2020

## Executive Summary

### Background

McKeesport Area School District's (MASD) Pursuing Academics with Success (PAWS) after school program is funded through the Pennsylvania Department of Education's (PDE) 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program. PAWS operates in three MASD schools: McClure Intermediate School, Twin Rivers Intermediate School and Founders Hall Middle School. The program meets after school, Monday-Thursday, for three hours, providing academic support through homework help, web-based tutoring, extended library hours with book clubs, computer lab time, engineering and technology activities, and informal mentoring. Nutrition is provided through daily dinners and opportunities for exercise are provided through daily recreational time. Transportation is provided for students who need it and parent activities are scheduled throughout the year to facilitate parent involvement with the program. PAWS programming is led and implemented by MASD teachers and staff employed by the program.

Additionally, MASD received a 21<sup>st</sup> CCLC Cohort 10 grant, which this year funded its TIME after school programming for pre-K through third grade at McClure Elementary School. TIME programming has the same structure as PAWS, providing quality summer and after school programming for the early childhood age group.

In the years of the COVID-19 pandemic, few aspects of school and life went unchanged. Although findings from this year evaluation are fairly consistent with years past, all efforts and result should be viewed within the overall difficult context in which the educators, students, and parent/caregivers existed in 2020. Like most districts that serve a majority of families from lower levels of socio-economic status, MASD's move to remote learning was difficult and student participation levels were lower than desired. Thus, student outcomes likely were negatively affected.

### Evaluation

MASD contracted with the Collaborative for Evaluation and Assessment Capacity (CEAC) at the University of Pittsburgh to conduct the required external evaluation of its 21<sup>st</sup> CCLC programs. The evaluation was designed to gather evidence of the program's success at generating its proposed outcomes. To this end, CEAC conducted interviews with the program director of the afterschool program, and examined programming, academic, and attendance data provided by MASD.

## Key Findings

### PAWS

#### Attendance

- Across all three sites, 79.6 of students who participated in PAWS programming were regular attendees (attended 30 or more days)

- 93.2% (n=55), Twin Rivers
- 92.1% (n=58), McClure
- 66.7% (n=82), Founders Hall
- 44.1% of regular attendees were Black and 50.3% were White

#### Academics

- For every PAWS site, over two-thirds of students received an 80% or above on their Math report card at the end of the year
  - 86.6% (n=71), Founders Hall
  - 84.5% (n=49), McClure
  - 74.6% (n=41), Twin Rivers
- For every PAWS site, over three quarters of students received an 80% or above on their ELA report card at the end of the year
  - 83.6% (n=46), Twin Rivers
  - 78.1% (n=64), Founders Hall
  - 75.9% (n=44), McClure
- The percentage of regular attendees who scored above 80% in math increased from the beginning to the end of the year

#### Behavior

- According to teacher survey respondents, more than 60.0% of students either improved or did not need to improve in all seven items
  - 80.7% (n=155) of students either improved or did not need to improve with respect to completing homework
  - 76.3% (n=148) of students either improved or did not need to improve with respect to participating in class
  - 73.4% (n=143) of students either improved or did not need to improve with respect to academic performance their behavior in class
  - 71.2% (n=139) of students either improved or did not need to improve their behavior in class.
- Twin Rivers and Founders Hall received over 50% positive responses in each item from the teacher survey.

### C.O.R.E (Summer Camp 2020)

#### Attendance

- PAWS and MASD provided 24 days of online summer programming: Monday - Thursday from Jun 15 – July 23.
- 66 students were signed up for the program by parents/caregivers
- 39 students participated in at least one day of programming
- An average of 14 students participated each day

### TIME

#### Attendance

- 75 students attended at least one day of programming
- 81% (n=61) of students who participated in TIME programming were regular attendees (attended 30 or more days)
- 39% (n=22) of regular attendees were Black and 40% (n=23) were White

#### Academics

- Over three quarters of regular attendee students received an 80% or above on their Math report card at the end of the year
- Over three quarters of regular attendee students received an 80% or above on their ELA report card at the end of the year
- 58% (n=26) of students improved their math grade and 34% (n=15) of students increased their ELA grade from beginning to end of the year

#### Behavior

- According to teacher survey respondents, more than half of regular attendee students either improved or did not need to improve in all seven items; most notably:
  - 96% (n=43) of students either improved or did not need to improve with respect to academic performance their behavior in class
  - 91% (n=41) of students either improved or did not need to improve with respect to completing homework

## Introduction

Like many children in schools across the country, many McKeesport students leave school and return home to unsupervised time, until parents arrive home from work. Most often this unsupervised time is spent watching television, playing computer games, or hanging out with friends. Many of McKeesport's students come from economically distressed neighborhoods. Thus, many students from McKeesport schools leave a supervised school environment to return to homes and neighborhoods where social and emotional support, academic enrichment, and physical activity are less not ensured.

These issues became the reasons for McKeesport Area School District (MASD) to seek funding from the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant from the Pennsylvania Department of Education (PDE). 21<sup>st</sup> CCLC funding supports the creation of community learning centers, providing academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The 21<sup>st</sup> CCLC program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015. Grants are awarded for out of school activities that advance student academic achievement. These opportunities are designed to help students meet state and local standards in core academic subjects, such as reading and math. Furthermore, the program funds a wide range of enrichment activities that complement students' regular academic programs and support improved attendance and behavior. Another key element within the 21<sup>st</sup> CCLC grant framework is to not only promote family participation in the out of school programming, but to also increase overall parental engagement in their child's

learning. In addition, 21<sup>st</sup> CCLC funded sites are encouraged to develop partnerships with community organizations to help provide enrichment activities that enhance learning.

In 2019-2020, MASD's Pursuing Academics with Success (PAWS) completed the sixth and final year of its Cohort 7, 21CCLC grant funding, and TIME began its first year of Cohort 10 21CCLC funding. Both programs offer comprehensive and sustainable afterschool programming to help increase student success. MASD is an urban-suburban, public school district serving the Pittsburgh suburbs of Dravosburg, McKeesport, South Versailles Township, Versailles, and White Oak. It covers approximately 7 square miles and serves approximately 3,500 students in PreK-12<sup>th</sup> grades through four schools and one technology center. The vision of MASD is, "to create a learning environment, which provides students an opportunity to maximize their potential and achieve success."

Funding from 21st CCLC grant has allowed MASD to expand its afterschool programming, increasing capacity, and strengthening academic content. Using teachers as afterschool staff maximizes coordination with in-school instruction and focuses on academic excellence.

The project has the following primary objectives:

1. To provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics.
2. To provide students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.
3. To provide families of students served by community learning centers opportunities for educational development.

## Program Overview

The PAWS program operates in three different MASD buildings – Francis McClure and Twin Rivers Intermediate Schools and Founders' Hall Middle School – serving students in grades 4-8. The program is in operation Monday – Thursday, for three hours beginning at the end of the regular school day at 3:00pm until 6:00pm. The program ran during the summer of 2019, the 2019-2020 school year October 2019 through March 2020, when the schools shut down due to COVID-19. Each session includes a nutritious dinner served by Nutrition, Inc., the District's food service provider. Following dinner, all students receive an hour of homework help and test study time plus an additional hour of academic enrichment (minimum two hours total). Another snack is provided just before dismissal. The PAWS program also offered an online summer program in June and July 2020, C.O.R.E. Evaluation findings from C.O.R.E are also included in this report.

McKeesport's operation of the participating schools and the afterschool program helps to ensure a connection to the school day by staffing the program with MASD teachers and seamlessly aligning the afterschool curriculum with the school. Open to all students, those with PSSA scores of basic or below basic on reading and/or math, eligible for free-reduced lunch, or recommended by teachers or counselors due to poor academic performance in school are encouraged to participate in the PAWS program. Utilizing data from various assessments, an individualized plan is constructed for each student by program staff.

Enrichment activities during this reporting period included the following:

- STEM Program once a week through Blueroot Technologies
- Carnegie Science Center's STEM Stars program once a week for girls
- Girls on the Run
- Boys on Track
- Boys on the Court
- Spring Musical
- Extended library hours with book clubs and readers' theater
- Web-based tutoring, including Think Through Math or Edmentum
- Robotics kits from Birdbrain Technologies taught coding skills
- Adult and peer mentoring facilitated by students through Blueroot Technologies and Penn State of Greater Allegheny

Lastly, students participate in up to 30 minutes of supplemental activities each day. The district also offers transportation home. Regularly scheduled parent activities are held throughout the year and an advisory board meets quarterly to provide feedback to the staff on the program's design. Parent events this year included:

- Spring Musical Performances
- Girls on the Run celebration
- Holiday Craft-Making & Baking
- Family Game Night
- Cystic Fibrosis Fund Raiser Celebration
- FabSLAM Competition
- DARE Graduation

In 2019, MASD received a 21<sup>st</sup> CCLC Cohort 10 grant to fund its TIME after school programming for pre-K through third grade at McClure Elementary School. TIME programming has the same structure as PAWS, providing quality summer and after school programming for the early childhood age group. TIME will expand into grade ranges covered by PAWS in the 2020-21 school year and through the life of the cohort 10 grant.

## External Evaluation

A key element in McKeesport's 21st CCLC grant request was an annual evaluation of the program by an external evaluator to help gauge program outcomes and provide information for

program improvement. Beginning in 2015, The Collaborative for Evaluation and Assessment Capacity (CEAC) at the University of Pittsburgh has worked with MASD and PAWS as the external evaluator for the project. For the 2019-2020 program evaluation, the following data were collected by PAWS and MASD: Reading and math report card grades, PAWS program attendance, student characteristics, and the 21<sup>st</sup> CCLC Teacher Survey. Additionally, CEAC collected data from PAWS site visits, program and site coordinator interviews, and PAWS documentation.

## Results

This evaluation report presents findings for PAWS and TIME after school programs. 21<sup>st</sup> CCLC annual evaluation reports covers the school year after school programs and prior summer programs. Since this is the last year of PAWS Cohort 7 funding, evaluation findings from its 2020 online summer camp are also presented here. As TIME began its first year of operation in the school year of 2019, there was no corresponding summer 2019 programming. Results will be presented for PAWS, PAWS – MASD 2020 Online Summer Camp (C.O.R.E), and TIME.

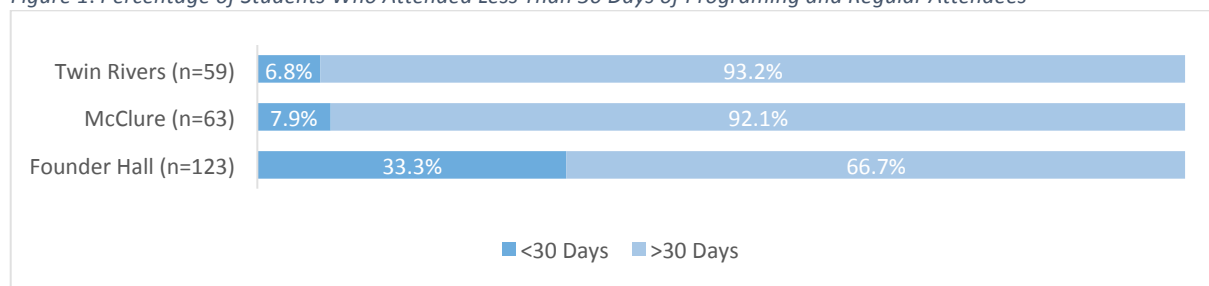
## Results: PAWS

This evaluation is largely organized by presenting findings first for all participating regular attending students, and second by the three PAWS Sites: McClure, Twin Rivers, and Founders Hall, in order to best identify site specific program successes and challenges. Due to rounding not all percentages add up to 100.

### Demographics and Attendance

In 2019-2020, PAWS had a total of 245 participants who attended at least one day of programming. Regular attendance is quantified by attending 30 or more days of programming, a standard prescribed by 21<sup>st</sup> CCLC in the U.S. Department of Education. Due to pandemic, there were 81 total days of PAWS programming during the school year. 79.6% (n=195) of attendees were regular attendees. At both McClure and Twin Rivers, over 90.0% of student participants were considered regular attendees (**Error! Reference source not found.**). Disaggregating by site, Twin Rivers had the highest percentage (93.2%, n=55) of students who were regular attendees.

Figure 1. Percentage of Students Who Attended Less Than 30 Days of Programming and Regular Attendees



In order to identify if there are any notable differences in student characteristics between all attendees (including students who attended less than 30 days) to that of regular attendees, gender, ethnicity, and grade level were disaggregated from three site attendees. A total of 245 students attended PAWS this school year from three sites, and 195 were considered as the regular attendees. In regard to gender of regular attendees there were more female students (54.6%, n=106) than male students (45.4%, n=88) (Figure 2). About half of regular attendees (50.3%, n=98) were White, followed by Black (44.1%, n=86) (Figure 2). Additionally, there were more fifth grade regular attendees (31.3%, n=61), compared with the number of regular attendees from other grade levels (Figure 4). These differences between demographics across regular attendees and all attendees were relatively small.

Figure 2. Gender of All and Regular Attendees

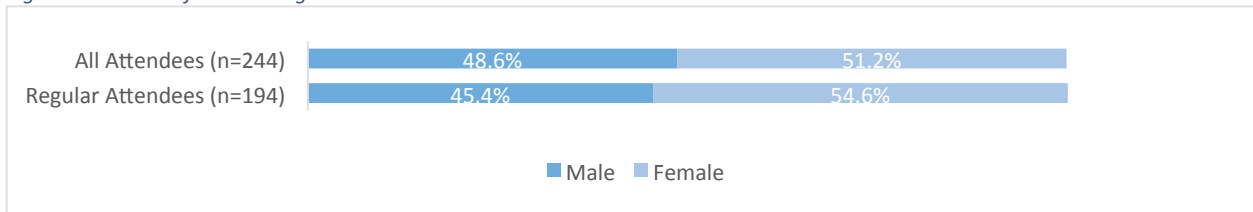


Figure 3. Ethnicity of All and Regular Attendees

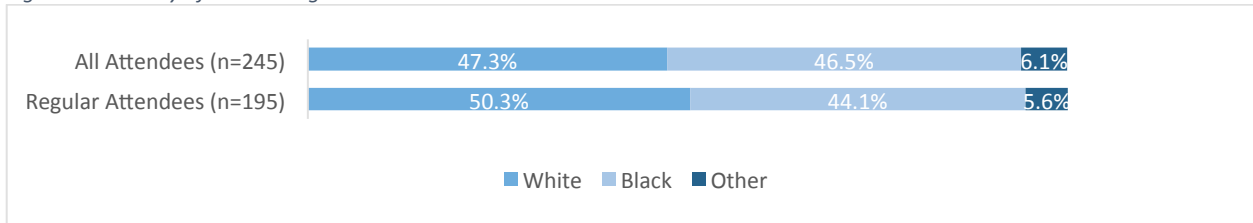
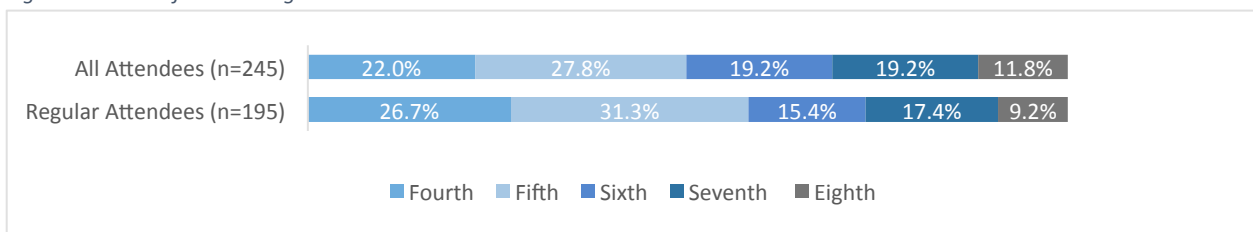


Figure 4. Grade of All and Regular Attendees



Student characters were slightly different between sites but within sites all and regular attendee characteristics were very similar. In regard to gender of McClure regular attendees there were more male students (56.1%, n=32) than female students (43.9%, n=25) (Figure 5). As for ethnicity, White students (51.7%, n=30) were more than Black students (39.7%, n=23). Additionally, when assessing grade level for regular attendees there were more fifth grade students (56.9%, n=33) than fourth grade students (43.1%, n=25) (Figure 7).



Figure 5. Gender of All and Regular Attendees of McClure

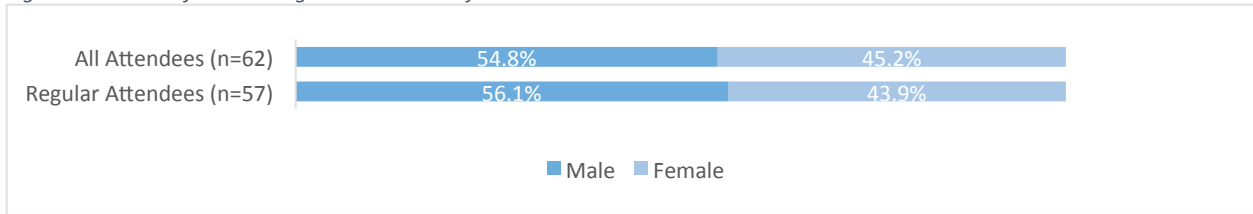


Figure 6. Ethnicity of All and Regular Attendees of McClure

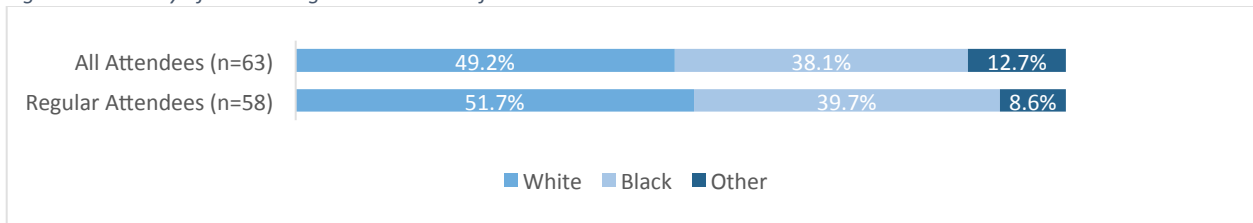
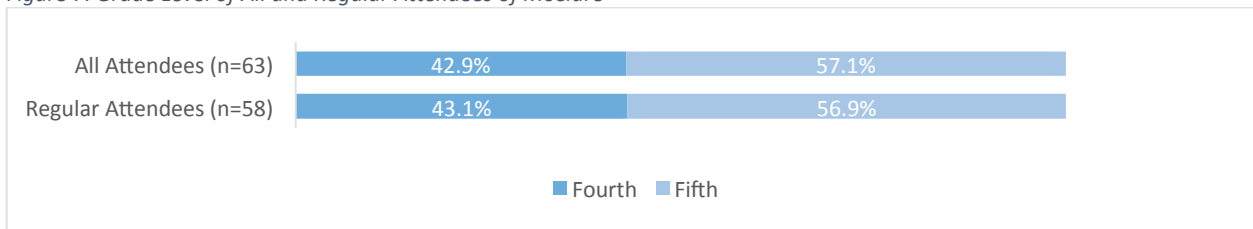


Figure 7. Grade Level of All and Regular Attendees of McClure



In regard to gender of regular attendees at Twin Rivers there were more female students (56.4%, n=31) than male students (43.6%, n=24) (Figure 8). As for ethnicity, there were equal numbers of White students and Black students for all attendees. For regular attendees, white students (47.3%, n=26) were more in number than Black students (43.6%, n=24). Additionally, when assessing grade level for regular attendees, the percentage of fifth grade students (50.9%, n=28) slightly higher than fourth grade students (49.1%, n=27) (Figure 10).

Figure 8. Gender of All and Regular Attendees of Twin Rivers

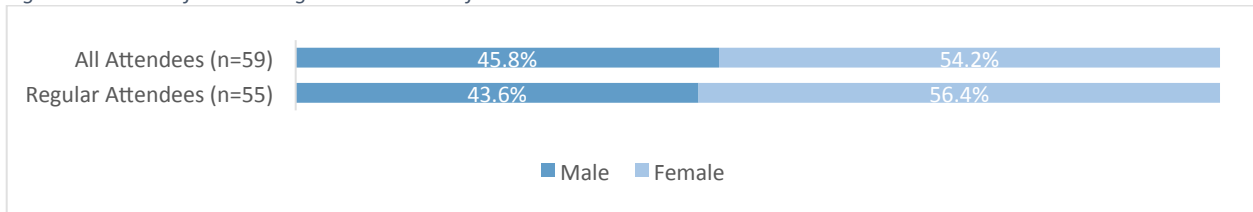


Figure 9. Ethnicity of All and Regular Attendees of Twin Rivers

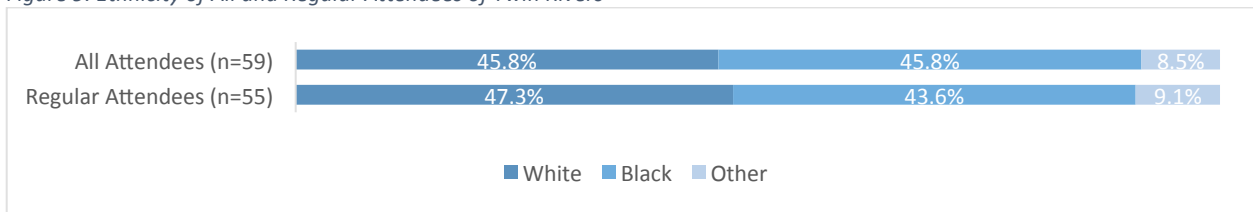
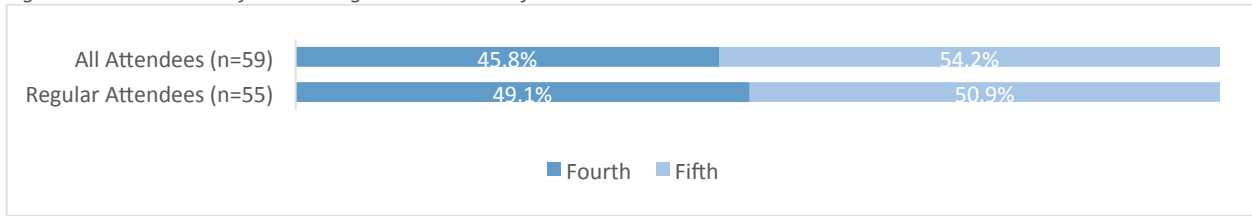


Figure 10. Grade Level of All and Regular Attendees of Twin Rivers



In regard to gender of regular attendees at Founders Hall, there were more female students (61.0% n=50) than male students (39.0%, n=32) (Figure 11). As for ethnicity for all attendees, there were more Black students (51.2%, n=63) than White students (47.2%, n=58) (Figure 12). With regard to all attendees, there were more White students (51.2%, n=42) than Black students (47.6%, n=39). Additionally, when assessing grade level for regular attendees the highest percentage of students were in sixth grade (41.5%, n=34) and the lowest percentage (22.0%, n=18) of students were in eighth grade (Figure 13).

Figure 11. Gender of All and Regular Attendees of Founders Hall

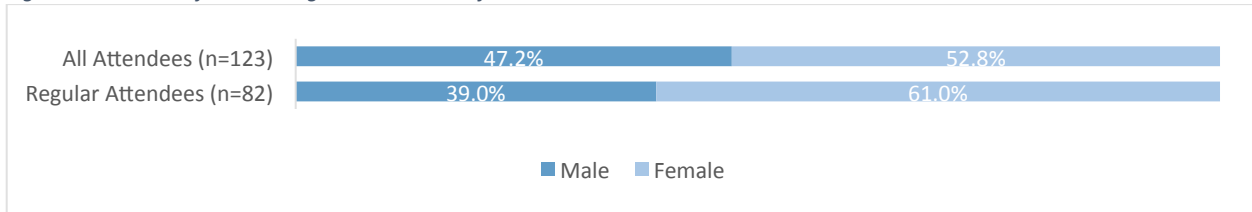


Figure 12. Ethnicity of All and Regular Attendees of Founders Hall

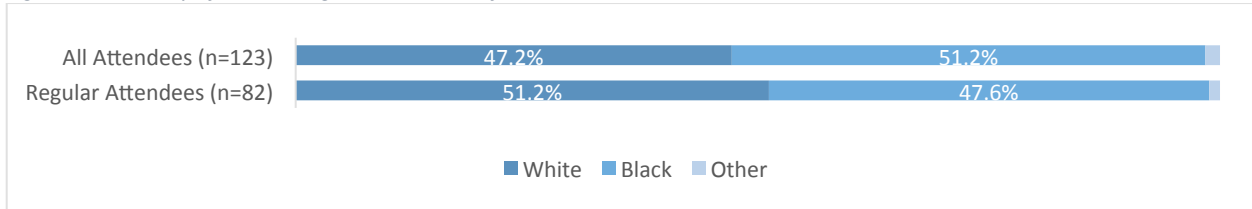
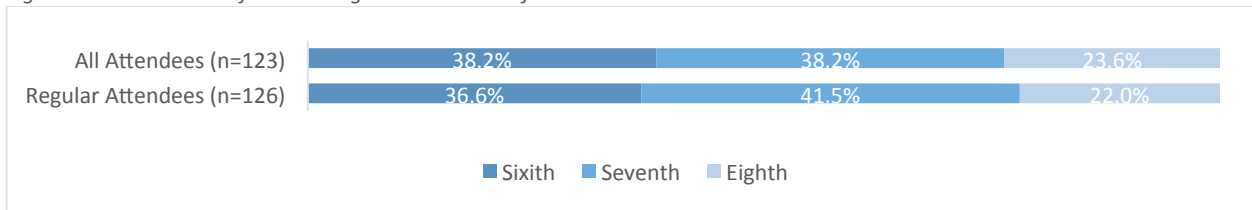


Figure 13. Grade Level of All and Regular Attendees of Founders Hall



### Summer Camp 2019

Summer camp 2019 ran Monday through Thursday, June 10<sup>th</sup> to July 18<sup>th</sup>. PAWS summer program attendance counts towards total days of PAWS annual attendance. A typical day of summer programming begins at 8:30 am and goes until 12:30 pm. Students start the day with breakfast, and then move into three hours of different activities, and finish the day with lunch.

Overall, there were 23 days of summer programming and 81 students who attended at least one day. Ten students registered for the camp but did not show up for any of the days. The camp averaged 51 students participating per day, with 34 students (42%) attending more than 75% of the days and only 6 students attending less than 25% of camp days (Figure 15).

Characteristics of participants were similar to those of the school year PAWS program. Students were nearly equally split between females (51%, n=41) and males (49%, n=40) and participation levels were higher at the lower grades, with 4<sup>th</sup> graders having the highest attendance (35%, n=29) and 7<sup>th</sup> grade the lowest (10%, n=9) (Figure 16). Comparing PAWS elementary school (McClure and Twin Rivers grades 4 and 5) to middle school (Founders Hall grades 6-8) attendance, elementary school students made up 60% (n=49) of participating students.

Figure 15. Attendance rates

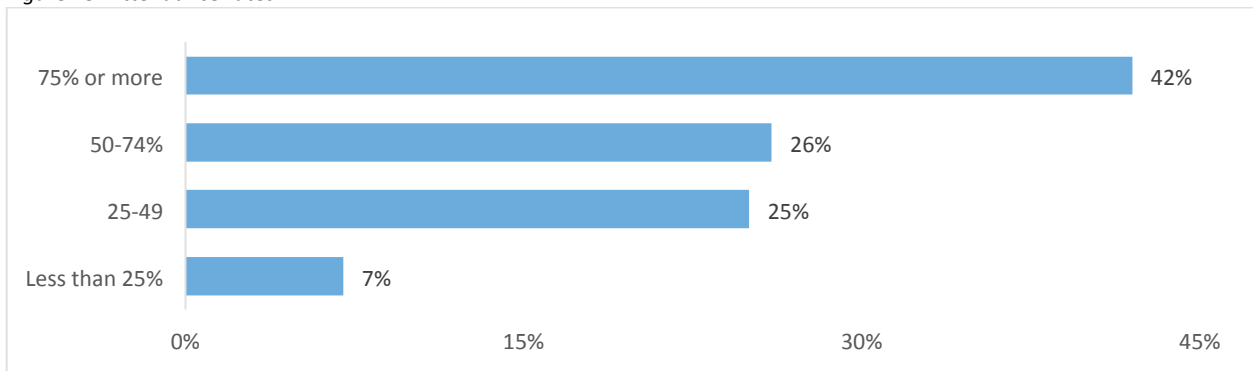


Figure 16. Percentage of Students in Each Grade Who Attended At Least One Day of Summer Programming (n=81)

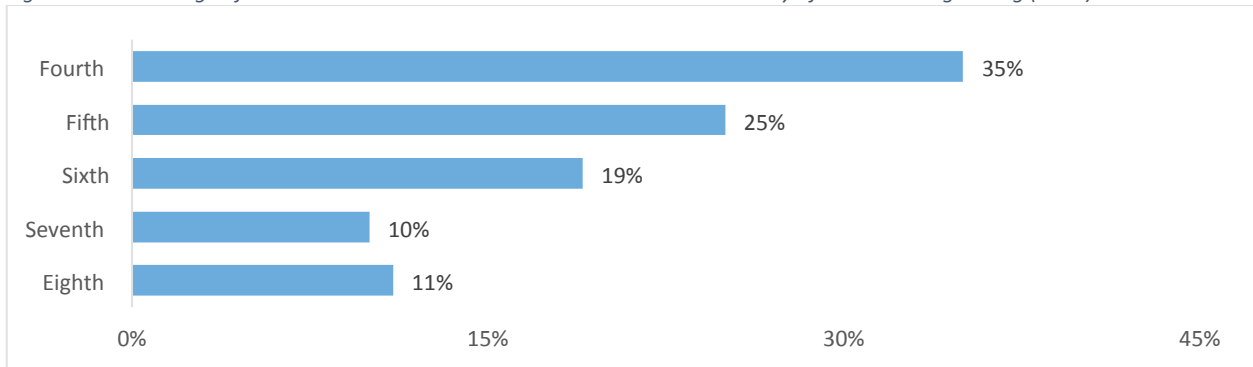


Figure 17. Percentage of Students Who Attended At least One Day of Summer Programming Disaggregated by School (n=81)



## Academics

One of the key aims of PAWS is to enhance students' academic success. There are multiple mechanisms within PAWS that aim to accomplish this, starting with the staff members of PAWS who are students' teachers or teachers within the district. This helps to create an easier transition from the school day to PAWS. Another aspect of the program is that every site has designated homework time where students work with staff members to understand and complete their work. There are additional academic enrichment opportunities that are unique to each site, for example STEM Stars and Blueroot Technologies, to complement students' science and math education. The academic section seeks to evaluate how these efforts translate to students' report card grades. What is important to remember while reading this section is that PAWS seeks out the students who need the most help, both academically and behaviorally, and serves them first so their scores are likely to be lower to begin with.

### All Regular Attendees

PAWS participants generally performed well in their math and ELA classes. The percentage of students who scored above 80% in math increased from the beginning (78.8%) to the end of the year (82.6%). All students scored above 60% both in the beginning and at the end of the year (Figure 14). The percentage of students who earned above 80% in ELA decreased slightly from 80.5% (n=157) at the beginning of the year to 78.9% (n=154) at the end the year (Figure 15). Again, no regular attendee students earned grades lower than 60% in fall or spring.

Figure 14. All Regular Attendees Math Report Card Grades in the Beginning and End of the Year

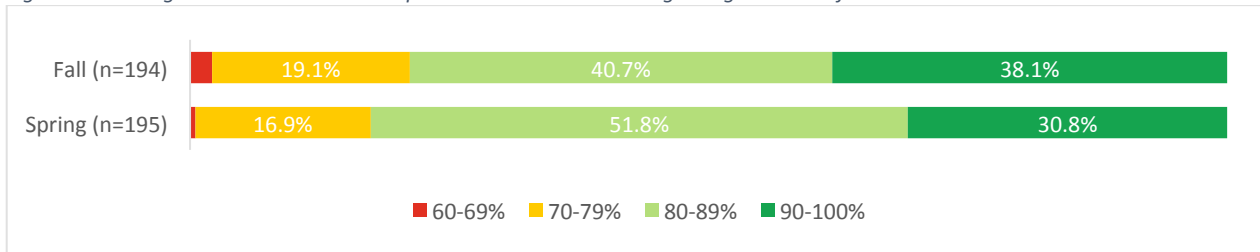
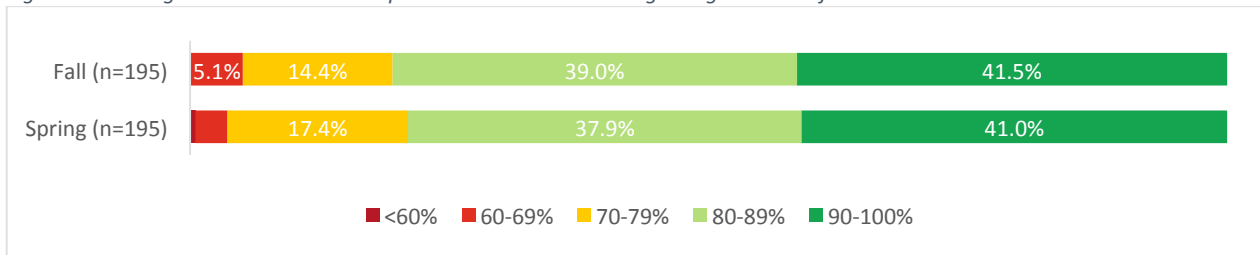


Figure 15. All Regular Attendees ELA Report Card Grades in the Beginning and End of the Year

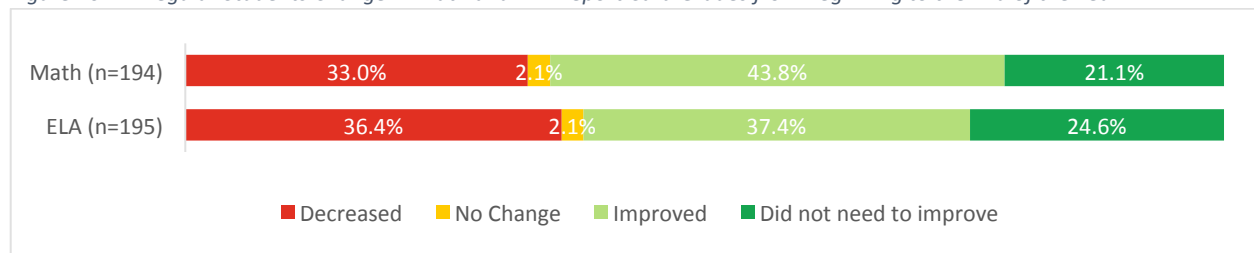


On an individual level, a majority of students in math and ELA either improved or did not need to improve their grade from fall to spring. Students who decreased within the 90-100 range were categorized as "did not need to improve." 37.4% (n=73) of students improved their ELA grade from beginning to end of the year. Of these, 18 students (9.2%) increased their ELA grade

from below 80% to above 80%. Additionally, 24.6% of students (n=48) did not need to improve. 2.1% of students (n=4) remained the same between 80% and 90%. 36.4% (n=71) of students decreased their grade from the beginning to end of the end of the year and 21 of them dropped below the 80% grade line (Figure 16).

In Math, 43.8% (n=85) of students increased their grade at the end of the year. 17 of them increased to 80% or higher at the end of the year. 21.1% of students (n=41) did not need to improve. 2.1% of students (n=4) remained the same between 80% and 90%. 33.0% (n=64) of students decreased their math grade at the end of the year, including 10 students who dropped below the 80% grade level (Figure 16).

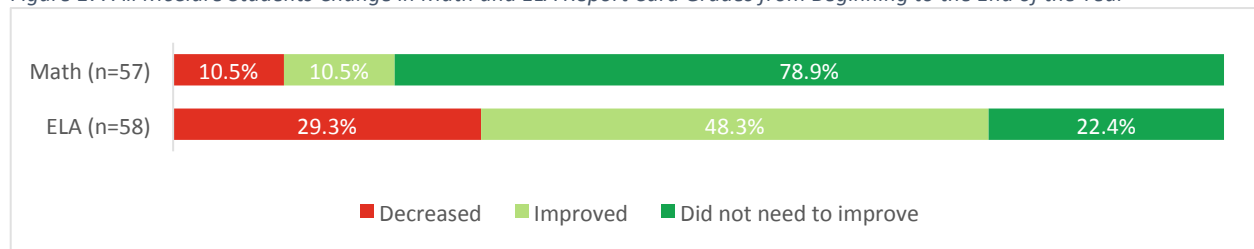
Figure 16. All Regular Students Change in Math and ELA Report Card Grades from Beginning to the End of the Year



### McClure

Generally, McClure PAWS students did very well with their math and ELA grades. On an individual level, 48.3% (n=28) of students increased their ELA grade from the beginning to the end of the school year. Five students (8.6%) improved their ELA grade from below 80% to above 80%. On the other hand, 29.3% (n=17) of students decreased their ELA grade from beginning to end of the school year. Five of these students (8.6%) dropped from above to below a score of 80%. In Math, the vast majority (78.9%, n=45) of students did not need to improve from first to last term. Another 10.5% (n=6) of students increased their grade at the end of the year. Three (5%) of these students increased to 80% or higher at the end of the year. On the other hand, 10.5% (n=6) of students decreased their math grade and four students dropped from above 80% in the fall to below the 80% grade level at the end of the year (Figure 17).

Figure 17. All McClure Students Change in Math and ELA Report Card Grades from Beginning to the End of the Year

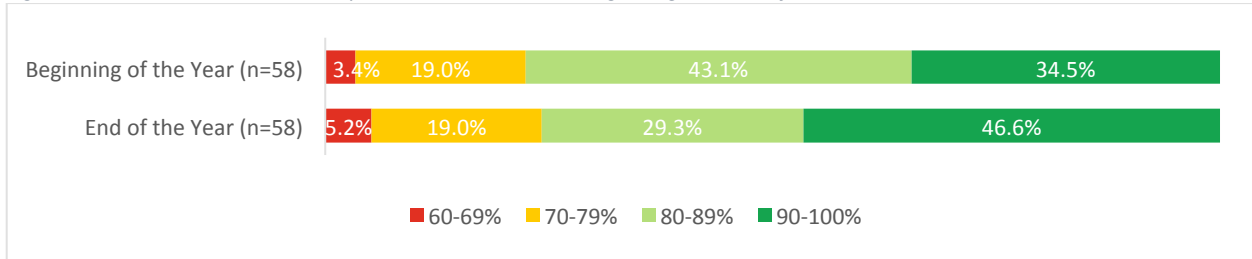


### ELA Report Card Grades

Overall, 75.9% (n=44) of students earned a grade of 80% or higher at the end the year, decreasing slightly from the beginning of the year (77.6%, n=45) (Figure 18). The average report

card grade increased from 84.7% to 85.6% at the end of the year. In the beginning of the year the highest percentage (43.1%, n=25) of students had between an 80-89% in their ELA classes. At the end of the year the highest percentage of students (46.6%, n=27) scored above 90%, increasing from 34.5% (n=20) in the beginning of the year. At the beginning and end of the year, very small percentages of students scored below 70%.

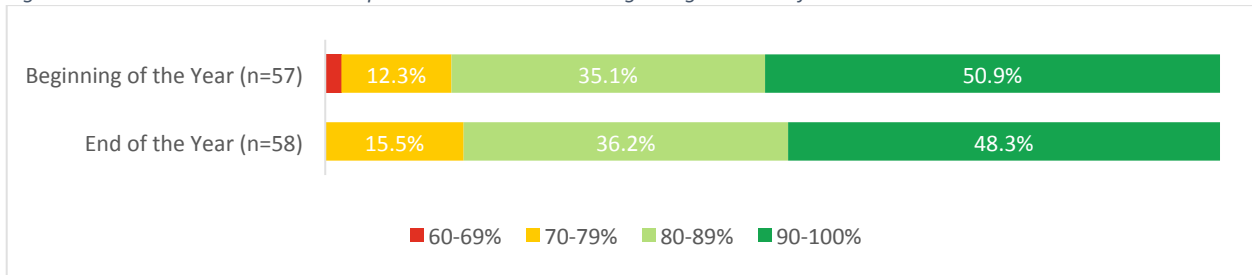
Figure 18. McClure Students ELA Report Card Grades in the Beginning and End of the Year



### Math Report Card Grades

The number of students scored above 80% remained the same both at the end the year and in the beginning of the year, with the percentage changing due to one unavailable grade. The average report card grade was nearly the same at the beginning (87.6%) and at the end of the year (87.7%) (Figure 19). In the beginning of the year the highest percentage (50.9%, n=29) of students had between a 90-100% in their mathematics class. This decreased to 48.3% (n=28) of students at the end of the year but was still the highest percentage of students.

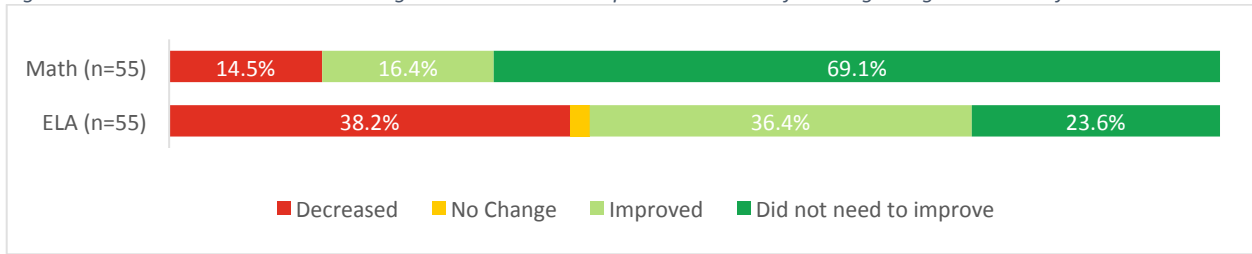
Figure 19. McClure Students Math Report Card Grades in the Beginning and End of the Year



### Twin Rivers

Twin Rivers PAWS students did well with their math and ELA grades. In both ELA and math, at the beginning and end of the year, over 75% of regular attendees earned a grade above 80%. On an individual level, 36.4% (n=20) of students increased their ELA grade from the beginning to the end of the school year. Seven students improved their ELA grade from below 80% to above 80%. On the other hand, 38.2% (n=21) of students decreased their ELA grade from beginning to end of the school year, with seven students (12.7%) dropping from above to below a score of 80% line. In Math, 16.4% (n=9) of students increased their grade at the end of the year. Three of them (5.5%) increased to 80% or higher at the end of the year. A large majority of students (69.1%, n=38) did not need to improve their grade from first to last term. On the other hand, 14.5% (n=8) of students decreased their math grade and 2 of them dropped below the 80% grade level at the end of the year (Figure 20).

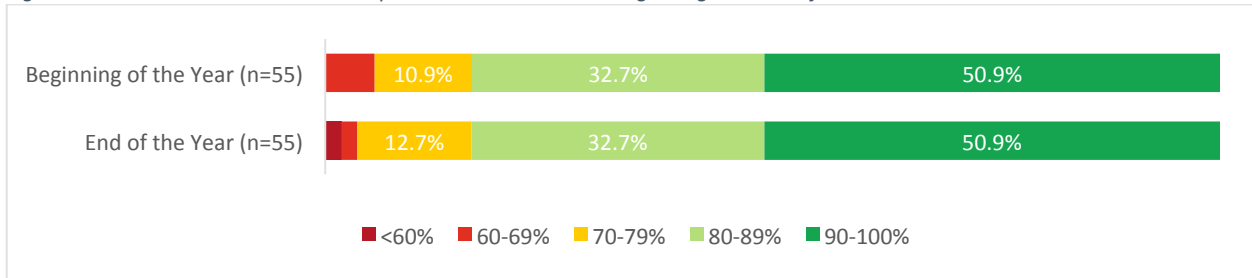
Figure 20. All Twin Rivers Students Change in Math and ELA Report Card Grades from Beginning to the End of the Year



### ELA Report Card Grades

83.6% (n=46) of students earned 80% or higher on their ELA grade both in the beginning and at the end the year (Figure 21). The average report card grade increased from 87.0% to 87.3% at the end the year. In the beginning of the year the highest percentage (50.9%, n=28) of students earned between 90-100% in their ELA class. And this remained the same at the end of the year.

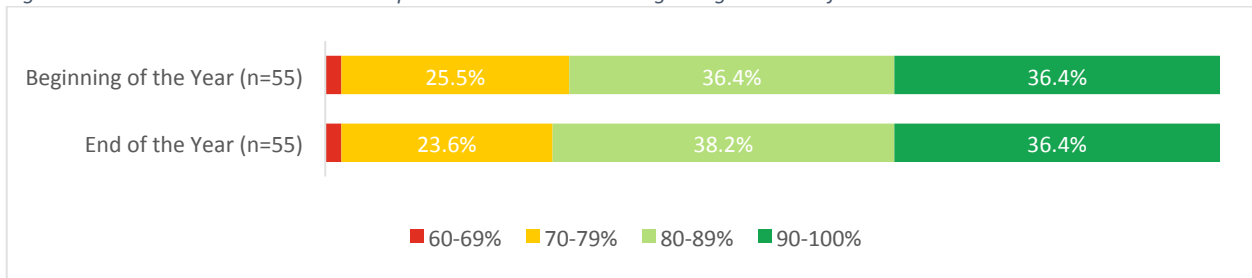
Figure 21. Twin Rivers Students ELA Report Card Grades in the Beginning and End of the Year



### Math Report Card Grades

74.6% (n=41) of students earned an 80% or higher math grade at the end the year, which was an increase from the beginning of the year (72.8%, n=40) (Figure 22). The average report card grade increased minimally from 84.5% to 85.2% at the end the year. At both the beginning and end of the year, more than three quarters of students earned a grade of 80% or higher. The percentage of students (36.4%, n=20) who scored between 90%-100% stayed the same from the beginning to the end of the year. Additionally, only 1 regular attendee student earned a grade below 70 and none earned a grade below 60 at either the beginning or end of the year.

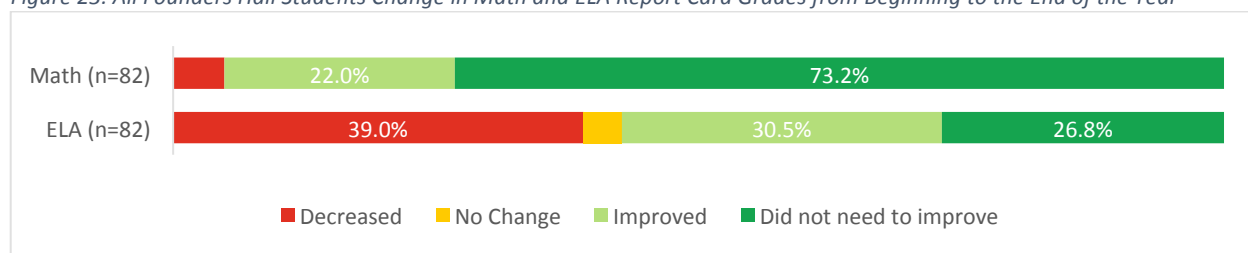
Figure 22. Twin Rivers Students Math Report Card Grades in the Beginning and End of the Year



## Founders Hall

At the beginning and end of the year, over 75% of regular attendees scored above 80% in ELA and in math. On an individual level, 30.5% (n=25) of students increased their ELA grade from the beginning to the end of the school year (Figure 23). Of these, six students (7.3%) improved their ELA grade from below 80% to above 80%. On the other hand, 39.0% (n=32) of students decreased their ELA grade from beginning to end of the school year, of which eight students (9.7%) dropped from above to below a score of 80%. In Math, 22.0% (n=18) of students increased their grade at the end of the year, of which 11 of them (13.4%) increased to 80% or higher at the end of the year. Additionally, nearly three quarters of students (73.2%, n=60) did not need to improve. Only four students (4.9%) decreased their math grade, all of which dropped to below 80% at the end of the year (Figure 23).

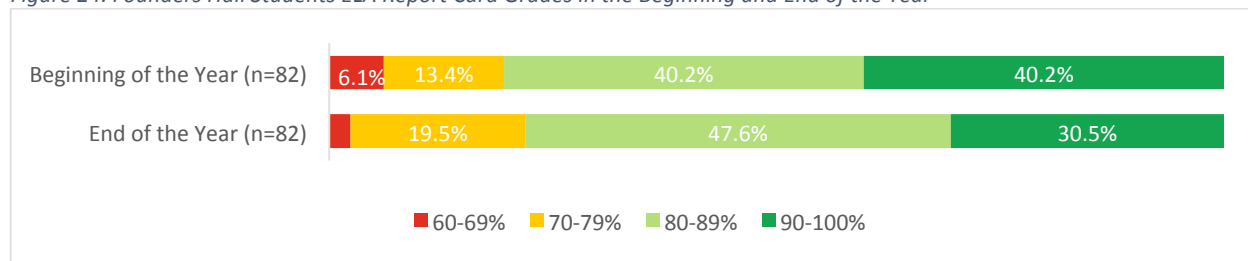
Figure 23. All Founders Hall Students Change in Math and ELA Report Card Grades from Beginning to the End of the Year



## ELA Report Card Grades

Overall, 78.1% (n=64) of students earned 80% or higher grades at the end the year, decreasing slightly from the beginning of the year (80.4%, n=66) (Figure 24). The average report card grade increased from 85.5% at the beginning of the year to 84.7% at the end of the year. In the beginning of the year the highest percentages (40.2%, n=33) of students had either an 80-89% or a 90%-100% in their ELA classes. Additionally, the percentage of students who scored between an 80-89% increased from 40.2% (n=33) at the beginning of the year to 47.6% (n=39) at the end of the year.

Figure 24. Founders Hall Students ELA Report Card Grades in the Beginning and End of the Year



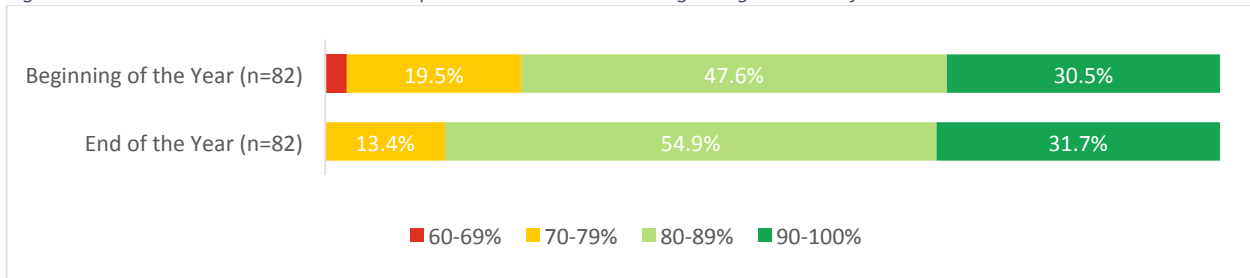
## Math Report Card Grades

The number of students who scored above 80% increased from 78.1% (n=64) at the beginning of the year to 86.6% (n=71) at the end of the year. The average report card grade increased slightly from 84.3% to 85.5% at the end of the year. In the beginning of the year the highest percentage (47.6%, n=39) of students earned grades between 80-90% in their mathematics



classes (Figure 25). This increased to 54.9% (n=45) of students at the end of the year. No students earned lower than a 60% grade at the end of the year.

Figure 25. Founders Hall Students Math Report Card Grades in the Beginning and End of the Year



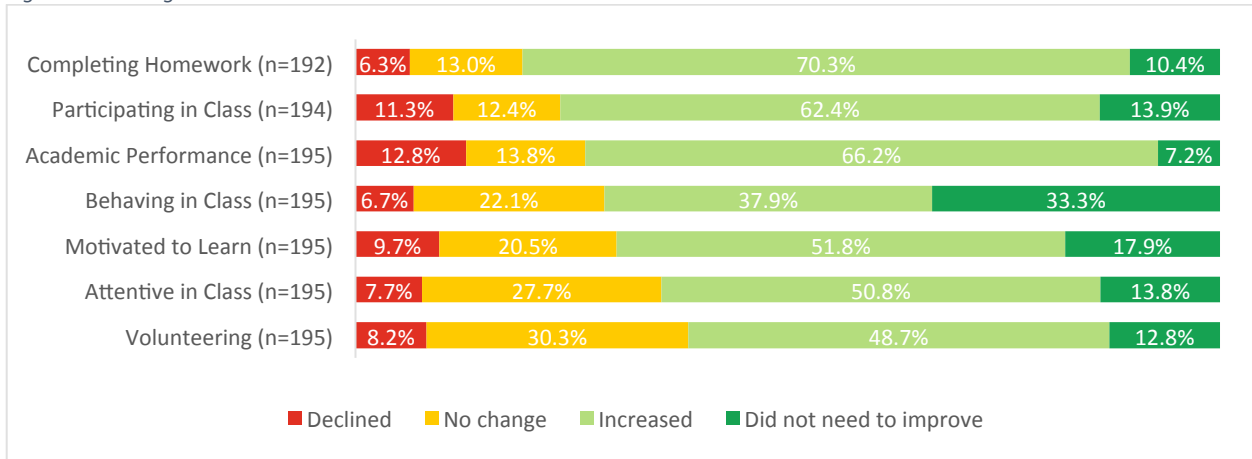
## Behavior

Another aspect of the PAWS program is to improve student behavior and emotional well-being. Data for analysis of student behavior was collected through seven questions on the 2019-2020 21<sup>st</sup> CCLC teacher survey. The teacher survey assesses how students' academics and behavior has changed over the course of the school year. The seven questions that assess behavior are: *completing homework to your satisfaction, participating in class, volunteering for extra credit or more responsibilities, being attentive in class, behaving in class, academic performance, and coming to school motivated to learn*. Teachers rate students on an eight-point scale: significantly declined, moderately declined, slightly declined, no change, slightly increased, moderately increased, significantly increased, or did not need to improve. For the analysis, the scale is collapsed to declined, no change, improved, and did not need improve.

### All Regular Attendees

Finding on behavior measures were overwhelmingly positive. On all seven questions, teachers indicated more than 60% of regular attendees increased or did not need to improve their behavior (Figure 26). A majority of students either increased or did not need to improve with respect to completing homework (80.7%, n=155), participating in class (76.3%, n=148), academic performance (73.4%, n=143), behavior in class (71.2%, n=139), coming to school motivated to learn (69.7%, n=136), attentive in class (64.6%, n=126), and volunteering in class (61.5%, n=120) (Figure 26). The highest percentages of regular attendees rated as declined in behavior were on the academic performance (12.8%, n=25) and participating in class (11.3%, n=22) items.

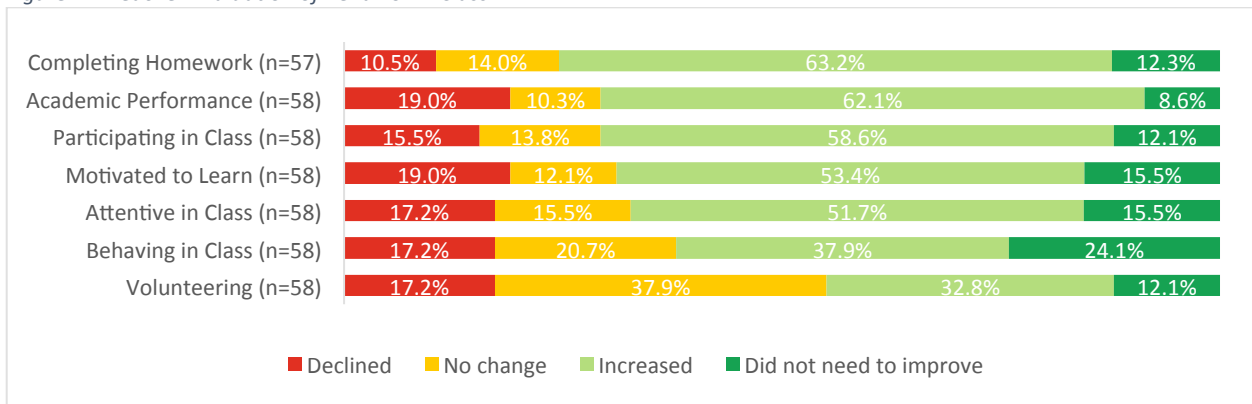
Figure 26. All Regular Attendees Behavior



### McClure

Findings from the 21<sup>st</sup> CCLC teacher survey were positive on six of seven items with more than half of the students increased or did not need to improve. The greatest improvement was found in homework completion, where a majority (63.2%, n=36) of students were rated to have increased, followed by academic performance where 62.1% (n=36) of students were rated to have increased (Figure 27). On the other hand, teachers rated students lowest for attentiveness in class with 67.3% (n=37) of students showing no change and 3.6% (n=2) declining. Generally, the number of students rated as declining was fairly low on all items, with less than 20% declining in all items.

Figure 27. Teacher Evaluation of Behavior in Class

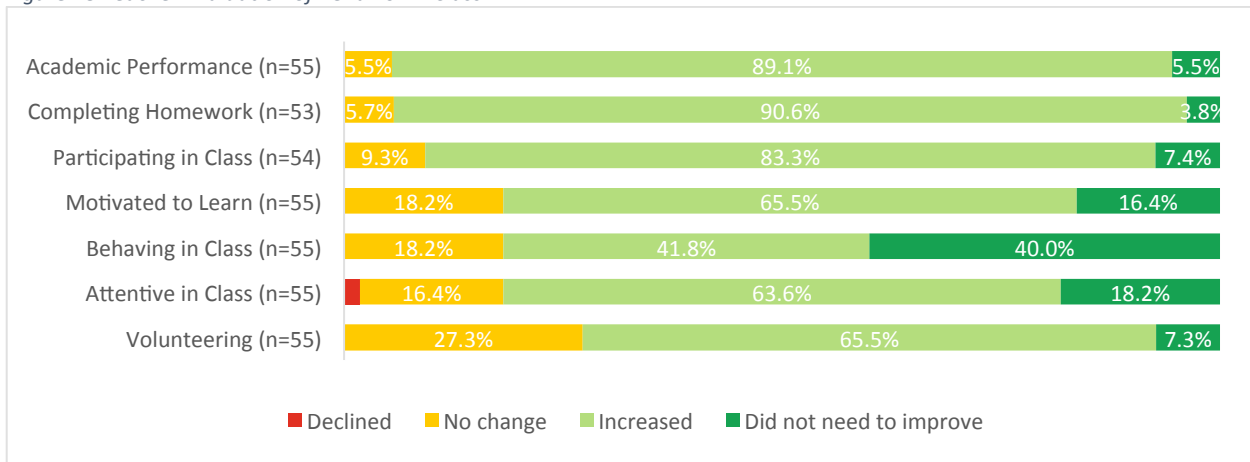


### Twin Rivers

All seven items showed positive ratings from the 21<sup>st</sup> CCLC teacher survey for Twin Rivers. The greatest improvement was found in academic performance, where a majority (94.5%, n=52) of students were rated to have increased, followed by homework completion where 94.3% (n=50) of students were rated to have increased. Class participation also have more than 90% of students (90.7%, n=49) who were rated to have increased (Figure 28). For behaving in class, more than half of students (54.4%, n=31) were rated as not needing to improve. On the other

hand, teachers rated students lowest for volunteering in class, but the percentage of students increased was still high (65.5%, n=36). No students declined except attentive in class.

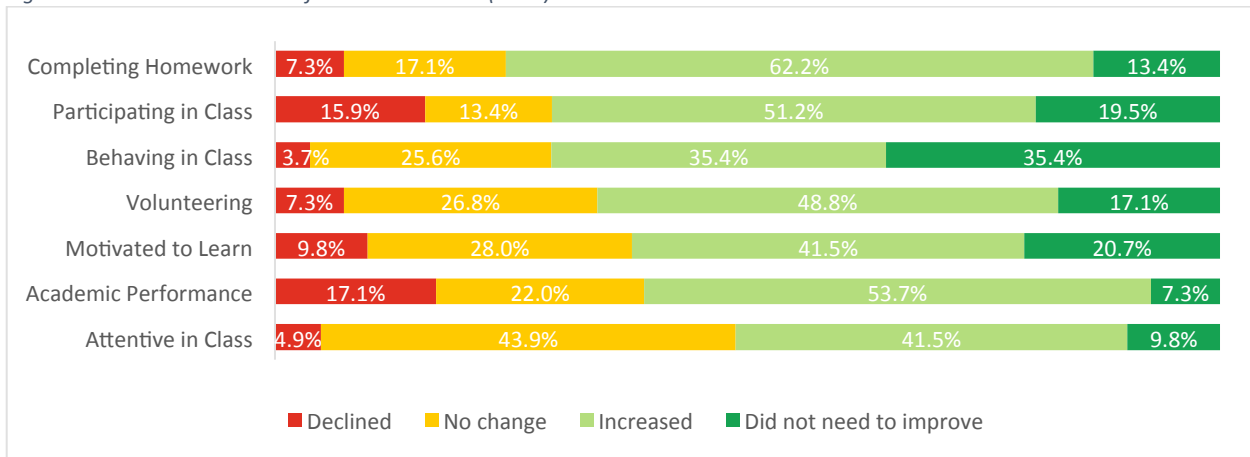
Figure 28 Teacher Evaluation of Behavior in Class



### Founders Hall

All seven items showed positive ratings from the 21<sup>st</sup> CCLC teacher survey for Founders Hall. The greatest improvement was found in completing homework, where a majority (75.6%, n=62) of students were rated to have increased, followed by participating in class where 70.7% (n=58) of students were rated to have increased (Figure 29). Most students (43.9%, n=36) did not change in their attentive in class. On the other hand, teachers rated students lowest also for attentive in class. Four items declined in rating, two items declined more than 10%: academic performance and class participation.

Figure 29 Teacher Evaluation of Behavior in Class (n=82)



## Results: C.O.R.E. (Summer Camp 2020)

C.O.R.E. summer camp 2020 was an online program run by PAWS and MASD Monday through Thursday, June 15<sup>th</sup> to July 23<sup>rd</sup>. C.O.R.E summer program attendance does not count towards total days of PAWS annual attendance for the reporting 2019-2020 report cycle. Since this is the final report for PAWS C7 grant, results from C.O.R.E. are included here.

C.O.R.E. online summer camp was designed and implemented as an online version of prior PAWS and MASDA 21CCLC summer camp programs. Each day of online programming started at 9:00 am and went until 1:00 pm. Students were grouped by grade range: pre-K through second, third through fifth, and sixth through eighth. Each day consisted of four activities led by PAWS and MASD after school staff. The program provided students with activities in academic enrichment, health and wellness, physical activity, and social-emotional learning. 66 students were registered by their parents/caregivers for the camp.

Overall, there were 24 days of online summer programming and 39 students who attended at least one day. Of these, pre-K through second grade student made up the largest group (38%, n=15), followed by third through eighth grade (36%, n=14) (Figure 30). Twenty-seven students registered for the camp but did not login during any of the online programming days. The camp averaged 14 students participating per day, with 11 students (28%) attending more than 50% of the days and 16 students (41%) attending less than 25% of the camp days.

Participation levels varied somewhat by grade level. Third through fifth grade had the highest average number of students (n=6) participating per day, followed by pre-K through second grade, with an average of five students per day. As for participation rates, third through fifth grade had the highest number of its attending students reach the 50% days of attendance mark (n=6, 43%) (Figure 31). Comparatively, 40% of participating students in both pre-K through second grade (n=6) and sixth through eighth grade (n=4) attended less than 25% of the total number of camp days.

Figure 30. Percentage of Students Who Attended At least One Day of Summer Programming by Grade Range (n=39)

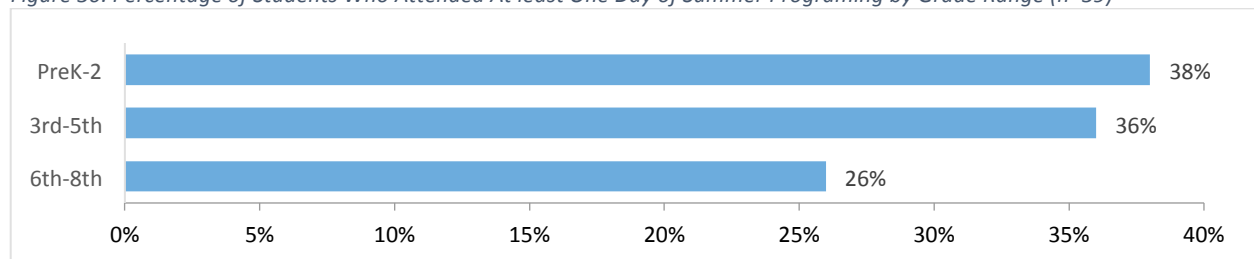
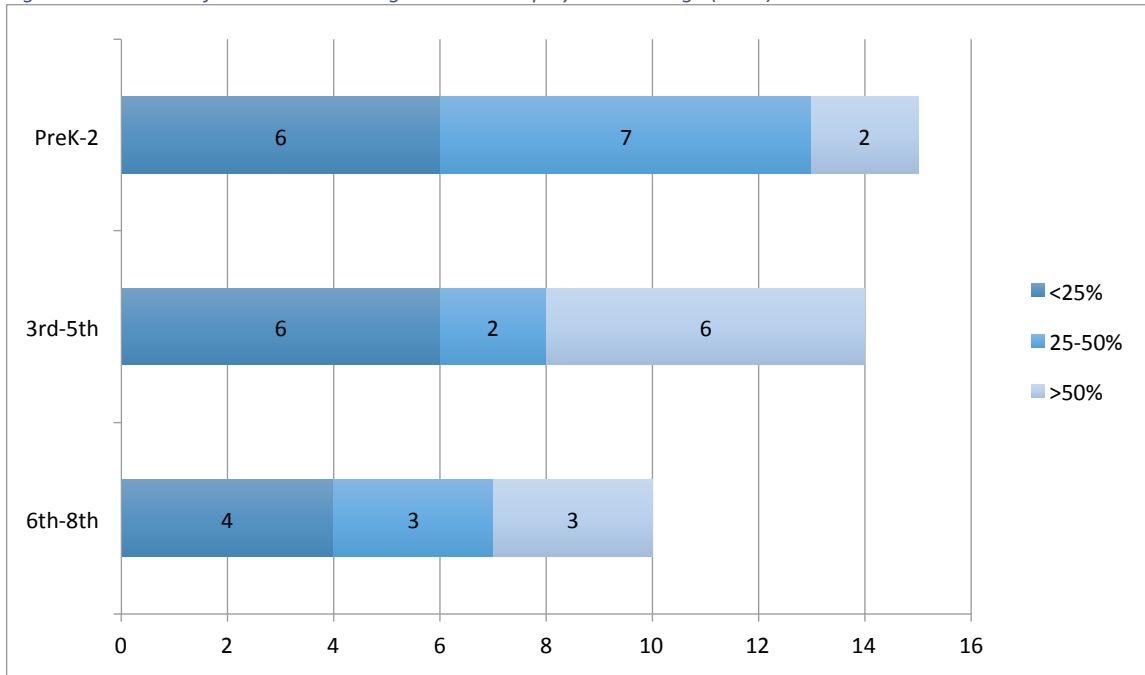


Figure 31. Number of students attending summer camp by Grade Range (n=39)



## Results: TIME

This evaluation is largely organized by presenting findings first for all participating regular attending students, and second by grade level to best identify any grade specific program successes and challenges. Due to both the amount of data collected and students entering and leaving either TIME or the school district, there might be changes in the number of students from pre to post-measures. Also, due to rounding percentages might not add up to 100.

### Demographics and Attendance

TIME programming ran for 77 total days during the COVID-19 pandemic shortened 2019-2020 school year. A total of 75 students participated in at least one day of TIME programming. Regular attendance is quantified by attending 30 or more days of programming, a standard prescribed by 21<sup>st</sup> CCLC in the U.S. Department of Education. 81% (n=61) of participating students were regular attendees. To further measure level of participation, the marker of 75% or more days of programming attended was set, with 32% (n=24) of participating students reaching that benchmark. In order to further identify students who consistently attended the program, student attendance rates were calculated separately for the fall and spring. 70 students participated in at least one day of TIME programming in fall term, with 27% (n=19) of students having an attendance rate of 75% or greater. In the spring pandemic shortened term, 65 participated, with 37% (n=24) of them reaching the 75% attendance rate.

Attendance results were fairly similar across grade level. Of the 75 participating students, first and second grade had the largest amount of students, each with 21 (28%), followed by third

grade (25%, n=19) and then kindergarten (19%, n=14). 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades had comparable percentages of regular attendees (Table 1), with Kindergarten having about half as much.

Table 1. Regular Attendees by Grade

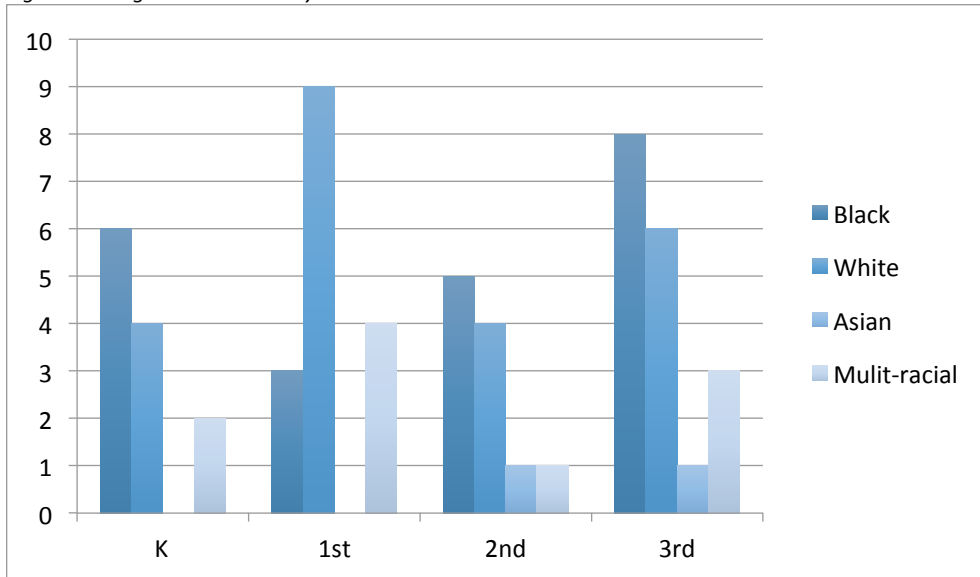
Grade	Regular Attendees	
	n	%
3 <sup>rd</sup> (n=19)	18	95%
2 <sup>nd</sup> (n=21)	16	84%
1 <sup>st</sup> (n=21)	18	95%
K (n=14)	9	47%
Total	61	100%

As for specific attendance rates by term, findings were mixed in fall term and then consistent in the shortened spring term. In the fall, 3<sup>rd</sup> grade had the highest percentage of students with a 75% or greater attendance rate (68%, n=13), with 2<sup>nd</sup> a distant second (20%, n=4) and 1<sup>st</sup> grade and kindergarten having only one student achieving that benchmark. However, in the spring kindergarten had the highest percentage of students with a 75% or greater attendance rate (71%, n=10), followed closely by the other three grade levels: 3<sup>rd</sup> (68%, n=13), 1<sup>st</sup> (67%, n=12), and 2<sup>nd</sup> (60%, n=13).

With regard to exiting the program, few TIME students left before the pandemic ushered in an end to face-to-face schooling (24%, n=18). Number of exiting students was mixed across grade level. Second grade had the most exits by far (n=10), with 1<sup>st</sup> grade a distant second (n=5) and kindergarten and 3<sup>rd</sup> grade have 2 and 1, respectively.

Attendance data were also analyzed to investigate differences in the number of regular based on the student characteristics of gender and ethnicity. Characteristic data were available for fifty-seven regular attendees. Of these regular attendees, females (58%, n=33) made up a larger percentage of regular attendees than males (42%, n=24). With regard to race, Black (39%, n=22) and White (40%, n=23) students made up nearly equal percentages of regular attendees, with Multi-racial (18%, n=10) and Asian (18%, n=10) students making up the remainder (Figure 32). The grade level breakdown by race was similar for 3<sup>rd</sup>, 2<sup>nd</sup>, and kindergarten, with Black students making up between 40-50% of regular attendees, White students making up between 30-40%, and Multi-racial students making up between 17-25%. However, first grade regular attendees had a very different racial make-up, with 56% (n=9) of students identified as White compared to 19% (n=3) identified as Black. The percentage of regular attendees identified as multi-racial (17%, n=2) in kindergarten was similar to the percentages in the other grades.

Figure 32. Regular Attendees by Grade and Race



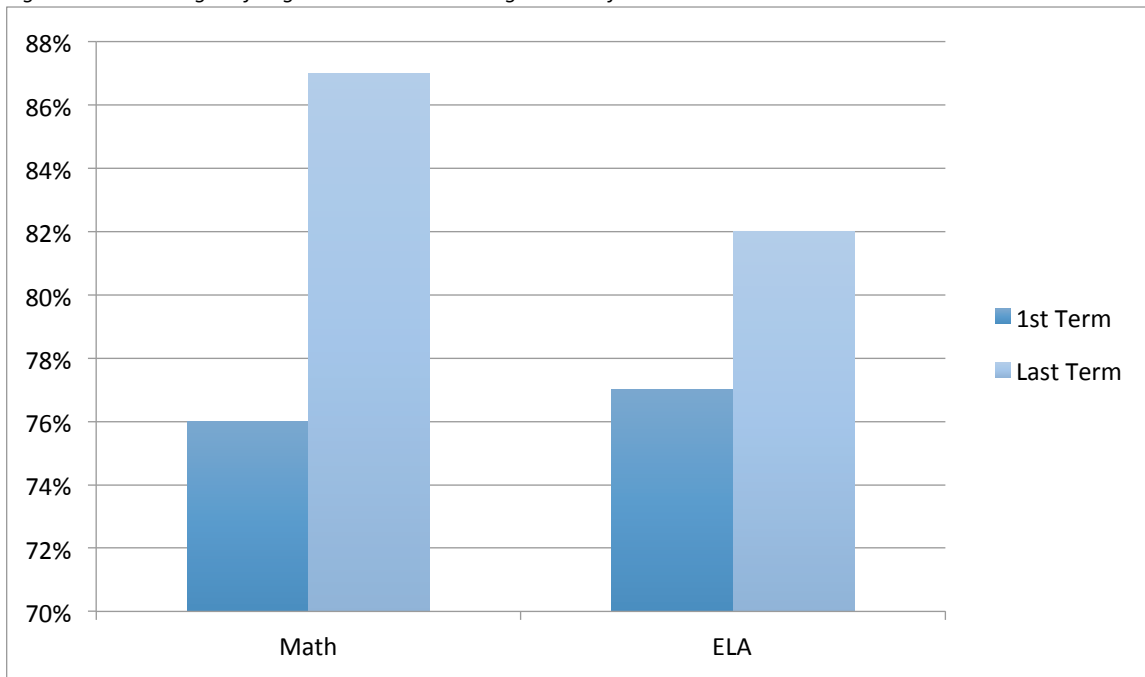
## Academics

A key aim of TIME is to enhance students' academic success. There are multiple mechanisms within the program that aim to accomplish this aim, starting with the staff members who are students' teachers or staff at McClure. This helps to create an easier transition from the school day to the afterschool program. Another aspect of the program is the academic support time and activities where students work with program staff to in the areas of math and reading. The program also offers academic enrichment opportunities provided by TIME staff or by community partners to complement students' science and math learning. This section presents findings on how these efforts translate to students' grades and classroom learning behaviors. What is important to remember when interpreting these findings is that TIME seeks out students who need the most help, both academically and behaviorally, and serves them first. Thus, their scores are likely to be generally lower than the average.

### All Regular Attendees

TIME regularly attendee participants generally performed well in their math and ELA classes. More than seventy-five percent of regular attendees earned language arts and math grades of 80% or higher at the beginning and the end of the year (Figure 33). The amount of students who scored at or above 80% in ELA increased in math and ELA from the beginning to the end of the year. The percentage of students who earned at or above 80% in math increased from 76% (n=34) at the beginning of the year to 87% (n=39) at the end the year. The percentage of students who earned at or above 80% in ELA increased from 77% (n=34) at the beginning of the year to 82% (n=36) at the end the year.

Figure 33. Percentages of Regular Attendees Earning Grades of at or Above 80



On an individual level, 58% (n=26) of students improved their math grade and 34% (n=15) of students increased their ELA grade from beginning to end of the year (Table 2). More specifically, 7 students (16%) increased their math grade and 5 (11%) increased their ELA grade from below 80% to above 80% from beginning to end of the year. On the other hand, 40% of students (n=17) decreased their grade in math and 55% of students (n=23) decreased their grade in ELA from the beginning to end of the end of the year. Only 2 students (4%) in math and 3 students (7%) in ELA dropped their grade below the 80% from beginning to end of the school year.

Table 2. Difference in Grade from First to Last Term

		Math	ELA
Increased	n	26	15
	%	58%	34%
Increased from below 80% pre to at or above 80% post	n	7	5
	%	16%	11%
Decreased	n	17	23
	%	38%	52%
Decreased from at or above 80% pre to at or below 80% post	n	2	3
	%	4%	7%

Academic results were fairly similar across grade level. Over two-thirds of regular attendees earned at or above 80% in math in the first term. The same was true for ELA. The largest improvement was shown in 3<sup>rd</sup> grade math with 67% (n=12) of regular attendees earning an 80% or above in the first term and then 94% (n=17) earning meeting that threshold at the end



of the last term. In ELA, the only class to show improvement from the first to last semester was 2<sup>nd</sup> grade, which went from 64% (n=7) to 82% (n=9). 3<sup>rd</sup> grade and 1<sup>st</sup> grade stayed the same in the number of regular attendees earning 80% or better in ELA, 72% (n=13) and 88% (n=14), respectively.

Individually, findings were more varied both within and across grades. 1<sup>st</sup> grade regular attendees showed the highest level of improvement with 69% (n=11) of students increasing their math grade pre-to-post, followed closely by 3<sup>rd</sup> grade regular attendees in math (67%, n=12). On the other hand, 2<sup>nd</sup> grade regular attendees showed the greatest decline in grades with a majority of students earning a lower grade in the final term than they did in the first term in both math (73%, n=8) and ELA (55%, n=6). In terms of students going from a grade lower than 80 in the first term to one above 80 in the final term or vice versa, numbers were generally low, with the greatest increase (28%, n=5) and decrease (11%, n=2) coming from 3<sup>rd</sup> grade (Table 3).

Table 3. Individual Differences in Grades from First to Last Term by Grade

	Grade		Math	ELA
Increase	3 <sup>rd</sup>	n	12	9
		%	67%	50%
	2 <sup>nd</sup>	n	3	4
		%	27%	36%
	1 <sup>st</sup>	n	11	2
		%	69%	13%
Increased from below 80% pre to at or above 80% post	3 <sup>rd</sup>	n	5	2
		%	28%	11%
	2 <sup>nd</sup>	n	0	2
		%	0%	18%
	1 <sup>st</sup>	n	2	1
		%	13%	6%
Decreased	3 <sup>rd</sup>	n	6	6
		%	33%	33%
	2 <sup>nd</sup>	n	8	6
		%	73%	55%
	1 <sup>st</sup>	n	3	11
		%	19%	69%
Decreased from at or above 80% pre to at or below 80% post	3 <sup>rd</sup>	n	0	2
		%	0	11%
	2 <sup>nd</sup>	n	1	0
		%	9%	0%
	1 <sup>st</sup>	n	1	1
		%	6%	6%

When disaggregated by gender findings were fairly similar. In math, majorities of both female (56%, n=15) and male (61%, n=11) regular attendees increased their math grades from first to last term (Table 4). In ELA, female and male regular attendees had the same percentage of

student increase their grade from first to last term. Comparatively, male regular attendees had a notably higher percentage (61%, n=11) decrease their grade pre-to-post in ELA than did female regular attendees (44%, n=12). Similar percentages of female (37%, n=10) and male (39%, n=7) decreased their score in math from the first to last term. In terms of students going from a grade lower than 80 in the first term to one above 80 in the final term, females showed the highest percentage with 19% (n=5) showing that level of improvement in ELA and males showed the lowest with no male students improving to that degree in ELA.

*Table 4. Individual Differences in Grades from First to Last Term by Gender*

	<b>Grade</b>		<b>Math</b>	<b>ELA</b>
Increase	Female	n	15	9
		%	56%	33%
	Male	n	11	6
		%	61%	33%
Increased from below 80% pre to at or above 80% post	Female	n	10	12
		%	37%	44%
	Male	n	7	11
		%	39%	61%
Decreased	Female	n	4	5
		%	15%	19%
	Male	n	3	0
		%	17%	0%
Decreased from at or above 80% pre to at or below 80% post	Female	n	2	1
		%	7%	4%
	Male	n	0	2
		%	0%	11%

When disaggregated by race findings varied quite a bit. Multi-racial and White regular attendees in ELA showed the highest levels of improvement where 75% (n=6) and 63% (n=12) improved their grades pre to post (Table 5). On the other hand, White regular attendees in math showed the highest percentage (68%, n=13) of students decrease their grade from pre-to-post, followed by Black students in math (50%, n=8). In terms of students going from a grade lower than 80 in the first term to one above 80 in the final term, relatively few students achieved this measure of success. Black regular attendees had the highest percentage of students in both math and ELA showing that improvement (19%, n=3) go from below 80 in the first term to 80 or above in the last term. Similarly, few students moved from earning grades of 80 or above in the first term to below 80 in the last term.

Table 5. Individual Differences in Grades from First to Last Term by Race

	Grade		Math	ELA
Increase	Black	n	7	7
		%	44%	44%
	Multi-racial	n	6	4
		%	75%	50%
	White	n	12	3
		%	63%	16%
Increased from below 80% pre to at or above 80% post	Black	n	8	7
		%	50%	44%
	Multi-racial	n	2	3
		%	25%	38%
	White	n	6	13
		%	32%	68%
Decreased	Black	n	3	3
		%	19%	19%
	Multi-racial	n	1	1
		%	13%	13%
	White	n	2	1
		%	11%	5%
Decreased from at or above 80% pre to at or below 80% post	Black	n	1	1
		%	6%	6%
	Multi-racial	n	0	0
		%	0%	0%
	White	n	1	2
		%	5%	11%

## Behavior

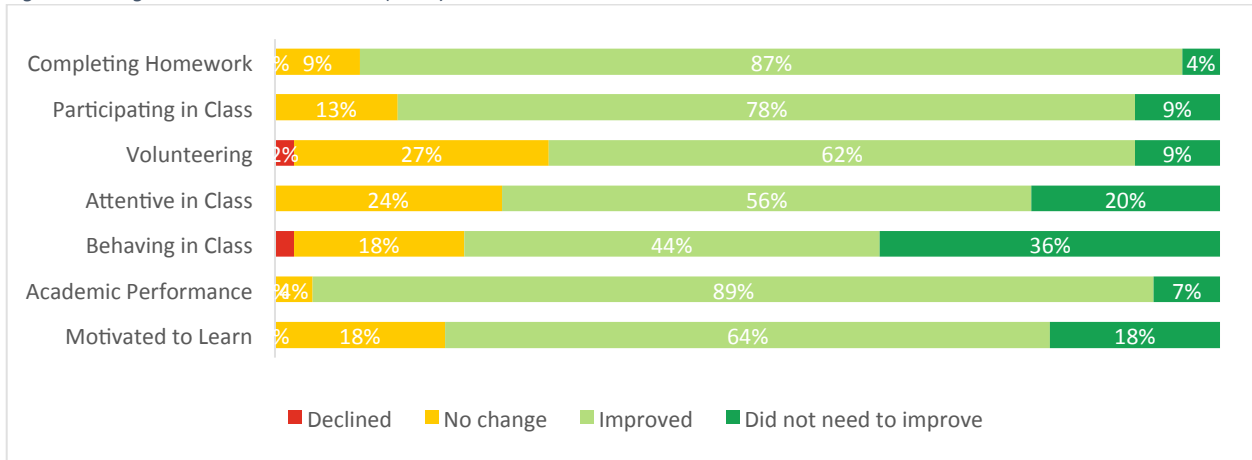
Another aspect of the TIME program is to improve student behavior and social-emotional learning. To measure this aspect, data was collected through seven questions on the 2019-2020 21<sup>st</sup> CCLC teacher survey site coordinator interviews. The teacher survey measures students' behavior regarding academics and social-emotional learning over the course of the school year. The seven questions are: *completing homework to your satisfaction, participating in class, volunteering for extra credit or more responsibilities, being attentive in class, behaving in class, academic performance, and coming to school motivated to learn*. Teachers rate students' change on an eight point scale: did not need to improve, significant improvement, moderate improvement, slight improvement, no change, slight decline, moderate decline, and significant decline. Teacher surveys were collected for 45 (79%) of the 57 regular attendees.

### All Regular Attendees

Overall, teachers indicated more than half (60%) of regular attendees improved or did not need to improve their behavior on all seven items (Figure 34). A majority of students either improved or did not need to improve on each of the seven items. More than 90% of regular attendees improved or did not need to improve on two items: academic performance (96%, n=43) and

completing homework satisfactorily (91%, n=41). The highest percentage of students receiving a teacher rating of no change was on the volunteering item (27%, n=12), followed by the being attentive in class item (24%, n=11). Additionally, only two students received a decline rating on the teacher survey.

Figure 34. Regular Attendees Behavior (n=45)

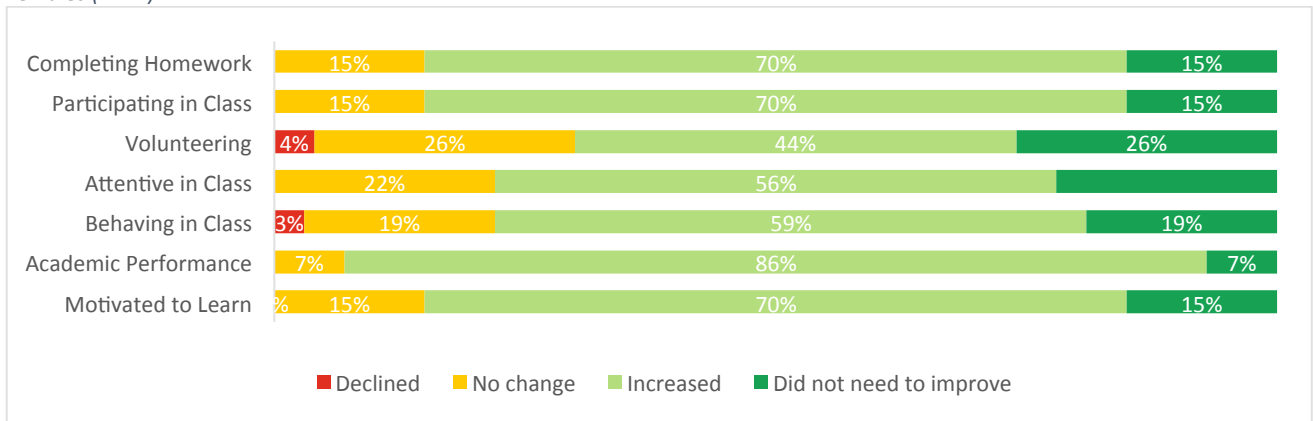


### By Gender

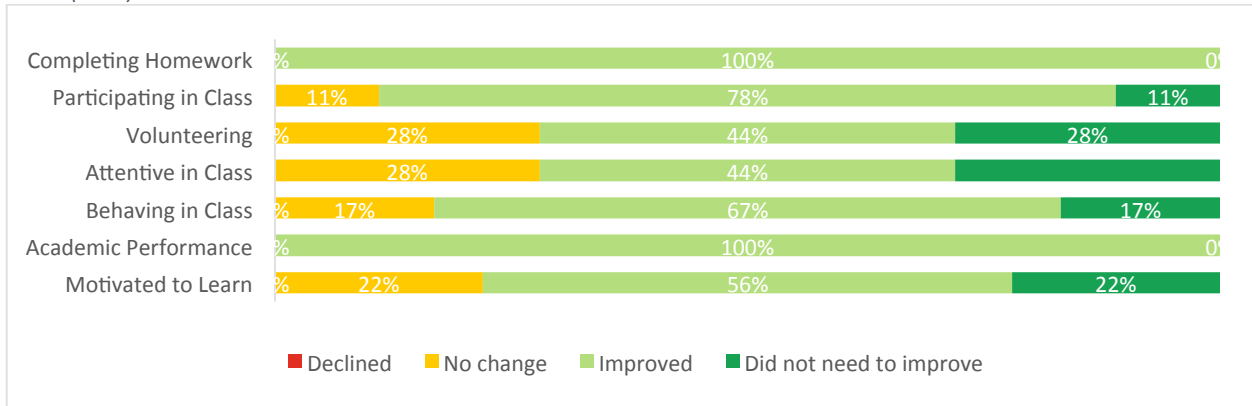
When disaggregated by gender, findings from the 21<sup>st</sup> CCLC teacher survey were consistent. On two items, completing homework and academic performance, 100% of male regular attendees were rated by teachers as improved (Figure 35). Additionally, teachers rated a majority of male regular attendees as improved on five of the seven items. Comparatively, teachers rated a majority of female regular attendees on six of seven items. Female students saw the highest percentage (100%) of students improve on the item academic performance. Both female and males students showed the lowest level of improvement on the items volunteering in class and being attentive in class.

Figure 35. Regular Attendees Behavior by Gender

#### Females (n=27)



Males (n=18)

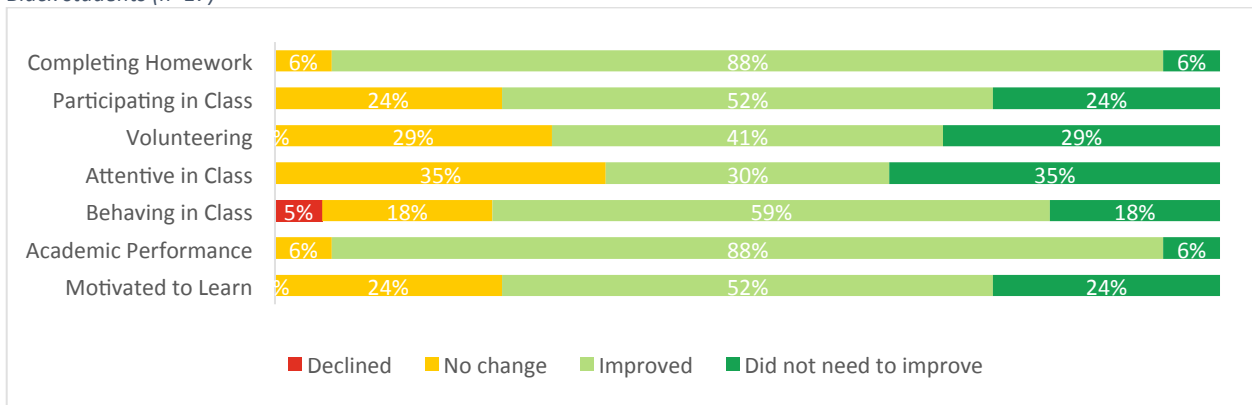


By Race

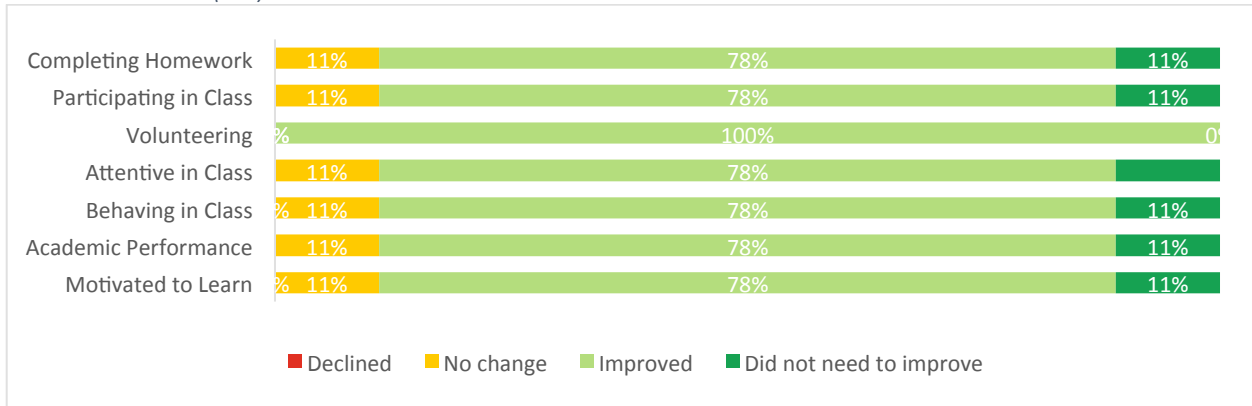
When disaggregated by race, findings from the 21<sup>st</sup> CCLC teacher survey varied somewhat. Overall, a majority of students of each race improved on every item (Figure 36). Multi-racial students showed the most consistent and highest levels of improvement, more than three-quarters of students rated as improved on each of the seven items. Comparatively, White students surpassed the 75% mark on three items and Black students reached that mark on two items. The lowest levels of improvement were again found on the items volunteering in class, where 39% of White students and 29% of Black students showed no change, and being attentive in class, where 35% of Black students and 22% of White students showed no change. Teachers rated the lone Asian student for whom survey data was collected as improved on all seven items.

Figure 36. Regular Attendees Behavior by Race

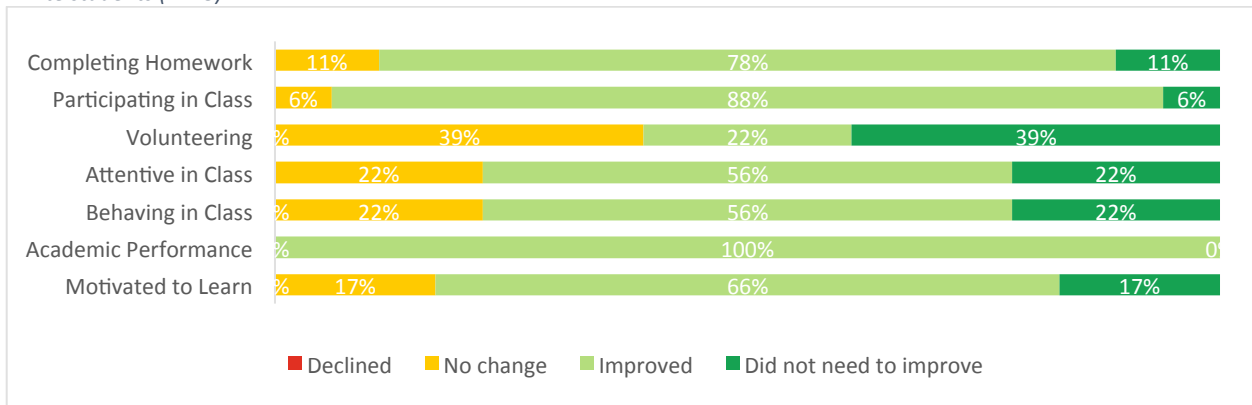
Black students (n=17)



Multi-racial students (n=9)



White students (n=18)

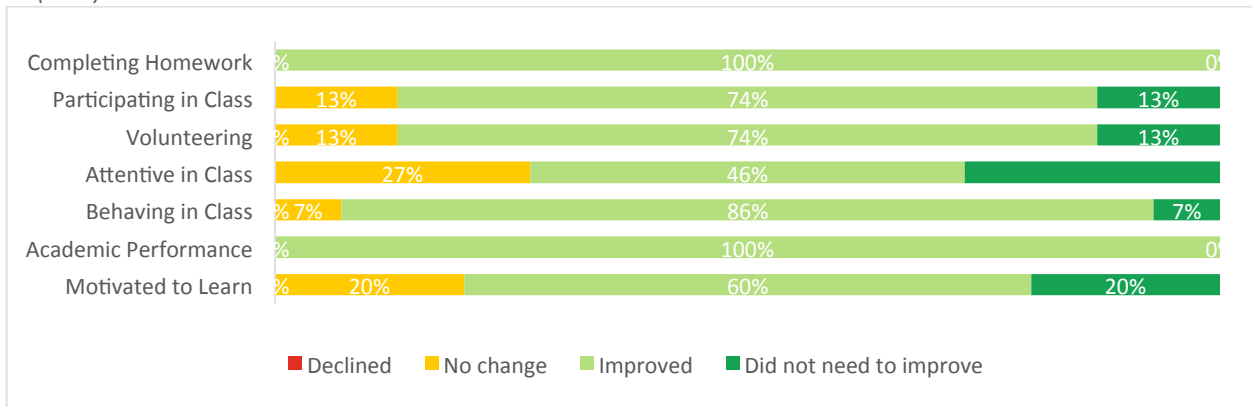


By Grade

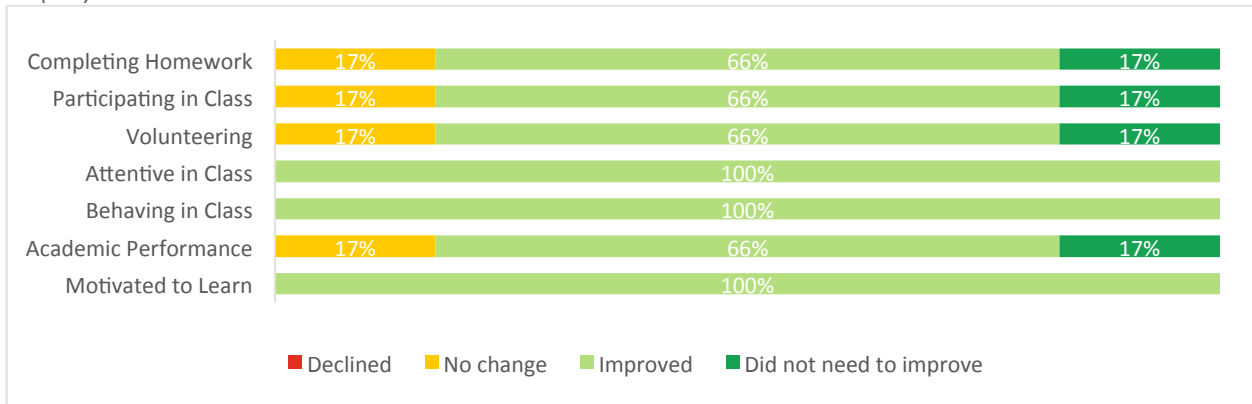
When disaggregated by grade, findings for each grade on each item showed a majority of students rated as improve or did not need to improve. Comparatively, the higher grades (2<sup>nd</sup> and 3<sup>rd</sup>) generally showed more improvement than lower grades (K and 1<sup>st</sup>) (Figure 37). 2<sup>nd</sup> grade showed the highest overall results with more than two-thirds of students rated as improved on each item, followed closely by 3<sup>rd</sup> grade earning that level of improvement on five of seven. Overwhelmingly, 1<sup>st</sup> and 2<sup>nd</sup> grade students showed the lowest levels of improvement on the item volunteering, with 42% of kindergarten regular attendees rated no change and 42% of 1<sup>st</sup> grade regular attendees rated no change or declined. Lastly, 100% of regular attendees in both 3<sup>rd</sup> grade and kindergarten were rated as improved on the academic performance item.

Figure 37. Regular Attendees Behavior by Grade

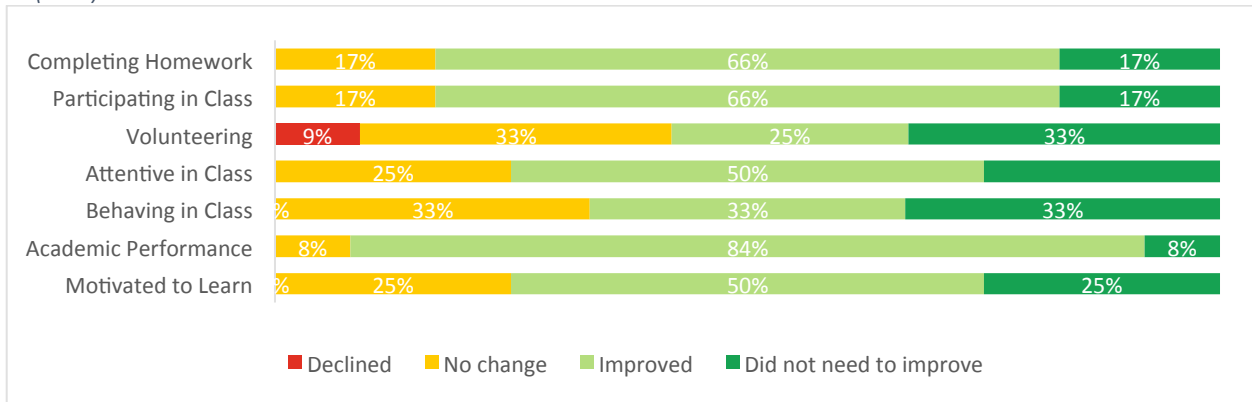
3<sup>rd</sup> (n=15)



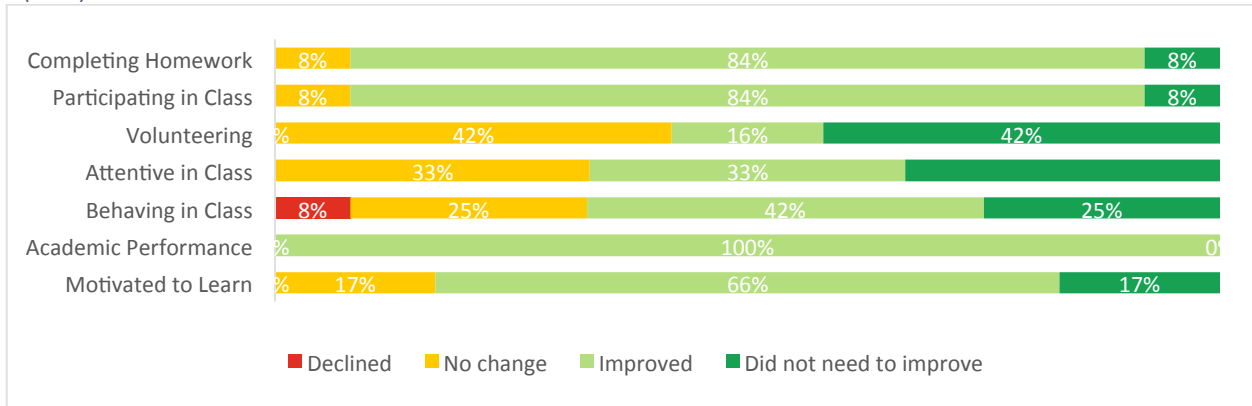
2<sup>nd</sup> (n=6)



1<sup>st</sup> (n=12)



K (n=12)



## Conclusions and Further Directions

The 2019-2020 school year was deeply affected by the COVID-19 pandemic. Like in most schools and districts, educators at Founders Hall Middle School, Twin Rivers Elementary School, McClure Elementary School, and MASD worked hard in the spring of 2020 to move to remote learning. Although PAWS and TIME were not able to offer online after school programming at the end of the 2019-2020 school year, they were able to plan and hold the 2020 summer camp to assist students in preparing for their return to school in the 2020-2021 school year. Findings from this year’s evaluation are consistent with years past. PAWS reads to have been on track to meet the quality standard of service that it has in the past and TIME reads to be continuing the model and quality program developed through PAWS. Few aspects of life went unchanged during year of COVID-19. Schools were especially hard hit. All findings should be considered under the umbrella of these difficult times.

From attendance, academic, and survey data, and site coordinator interviews both the PAWS and TIME programs seems to be engaging and helpful for students. In PAWS, students at all three sites kept high participation rates prior to the pandemic. More than half of regular attendees either improved or did not need to improve in both math and ELA grades. In TIME, students also showed high levels of participation prior to the pandemic and more than half of regular attendee students improved their grade in math and more than a third of students improved their grade in ELA from first to last term.

More broadly, when the world reaches the other side of the pandemic, CEAC recommends a few improvements to the evaluation next year. Additional data sets could enhance the understanding of CANOES with respect to attendance, academic performance, behavior, and engagement. These data could provide a more thorough context at both the local and state level. In particular, including class science grades and/or if possible standardized assessment measures would map well onto CANOES science focus.



To better assess program attendance rates, it would be informative if data were collected that could help explain reasons for reduced attendance, particularly at the middle school level at Founders Hall. For example, students could have withdrawn from the school entirely or just stopped coming to the program. Another reason a student may not be attending the program is alternate afterschool activities in which they are involved. Since such activities may occur outside of the school environment, it may be informative to include items on parent surveys that collect data on additional activities their child is involved in and if these interfere with PAWS or TIME programming.

Perhaps the most critical element of an after school program is its effect on families and caregivers. Data collection from these folks is notoriously difficult in a normal year, much less the year of a pandemic. Additional data collection methods for parent/caregiver feedback would be very useful to investigating the overall impact of 21CCLC programs. Efforts need not be obtrusive but accessible to gain information from parent/caregivers that can help to improve the experience of students and describe the impact that after school program have families.

PAWS and TIME provide an academic, emotional, and nutritional support system for historically underserved students. Having somewhere for these students to go is particularly important because most of these students live in economically distressed areas, where exposure to temptations and potential harm is higher.

## Contact Information

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