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Collaborative for Evaluation  
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**CEAC**



McKeesport Area School District 21st  
Century Community Learning Centers  
Program

TIME (C10) Year 2 Evaluation Report  
(2020-2021)

Shali Liu, Evaluator

Dr. Keith Trahan, Interim Director

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## Executive Summary

### Background

McKeesport Area School District's (MASD) Trying Innovative Motivational Endeavors (TIME) 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. TIME operates in three MASD schools: McClure Intermediate School, Twin Rivers Intermediate School and Founders Hall Middle School. 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 No Child Left Behind Act of 2001 and reauthorized by the Every Student Succeeds Act (ESSA) of 2015. Grants are awarded for out of school activities that focus on improving student academic achievement. These opportunities are designed to help students meet state and local standards in core academic subjects, such as reading and math.

MASD received 21<sup>st</sup> CCLC grant funding to offer a comprehensive and sustainable afterschool program for the 2020-2021 school year to help increase student success and development. The McKeesport Area School District is a 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 3,400 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."

Like most schools across the country in the 2020-2021, MASD had to make substantial changes to its schools' structure to address the COVID-19 pandemic and keep teachers, students, and the community as safe as possible. In McKeesport, that meant providing school in both in-person and online formats throughout the school year. This meant that in-person students attended school in the morning, so that teachers could work with on-line students in the afternoon. Thus, traditional onsite afterschool was not possible.

In response to the structural adaptations and the continued need for academic and social supports for students, McKeesport and TIME leadership developed an online after school program. The MASD Virtual After School Program ran Monday – Thursday, during traditional after school hours (3:30-6:30 pm), from October through May. The virtual program offered many of the same activities as in prior year, including homework help, tutoring, STEAM projects, virtual field trips, college and career exploration, and book clubs. The same teachers also staffed the program as the previous year, allowing students to maintain previously built relationships. Activities were provided synchronous activities via Zoom and asynchronous resources and activities via the district's Google Classroom system. The district and TIME program also offered prizes and district spirit wear as incentives for student participation.

## Program Overview

Funding from 21st CCLC grant has allowed MASD to provide TIME afterschool programming to students who would otherwise be less likely to have the opportunity. The program aims to strengthen and supplement academic and social supports provided to students. Using school and district teachers as afterschool staff maximizes coordination with in-school learning, allows for a deeper focus on academics, and provides opportunities for staff and students to build supportive relationships.

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.

The 2020-2021 TIME program provided the virtual after school program to serve McClure, Twin Rivers, and Founders Hall students. The program was provided Monday through Thursday, for three hours beginning at 3:30pm and going until 6:30pm, from October to May. The TIME program also provided the virtual SUMMER C.O.R.E. (Children – Online – Receiving – Education) program in the summer 2020 prior to the 2020-2021 school year. C.O.R.E. ran Monday through Thursday for six weeks, from June 15<sup>th</sup> to July 23<sup>rd</sup>.

All students are eligible to access TIME programming, but students who are below benchmark on state or local standardized assessment, eligible for free-reduced lunch, or recommended by teachers or counselors due to poor academic performance are encouraged to participate in the program. Additionally, program staff utilizes data from various assessments to construct individualized plans for student to maintain or improve their success in school.

## Evaluation

A key element in McKeesport's 21st CCLC grant request is a yearly evaluation of the program by an external evaluator to help gauge program outcomes. The Collaborative for Evaluation and Assessment Capacity (CEAC) in the University of Pittsburgh School of Education works with TIME and MASD for this purpose. To this end, CEAC conducted interviews with the program director of the afterschool program, and examined programming, academic, and attendance data provided by MASD.

## Data Sets and Methods

Data sets from the academic year 2020-2021 include report card grades in math, reading/English language arts, TIME attendance, and teacher surveys. Report card grades in math, reading/English language arts were collected for regular attendee students. The reading and math scores were reported numerically. A matched pairs analysis was performed on 48 student's report card grades in math and 49 in reading/English language arts.

Surveys were administered to TIME student participants' teachers near the end of the school year. These surveys collected perception data on questions related to homework completion, participation in classroom, volunteering, attentive in class, behavior in class, academic performance, motivated to learn and engagement in learning. A parent survey was administered but did not receive any responses most likely due to the pandemic. Program documentation was also collected.

## Key Findings

### TIME

#### Attendance

- 49 students who participated in TIME programing were regular attendees (attended 30 or more days).
- 31 middle school students (6th – 8th grade) and 18 elementary students (1st – 5th grade) were regular attendees.
- 55.6% of regular attendees from elementary school attended at least 50 days (n=10). The overwhelming majority of regular attendees from middle school (96.8%, n=30) attended between 30 and 39 days.

#### Academics

- More than 60% of regular attendees earned math and reading/ELA grades of 80 or higher at the beginning and the end of the year.
- 39.6% (n=19) of students improved their math grade and 40.8% (n=20) of students improved their reading/ELA grade from beginning to end of the year.

#### Behavior

- According to teacher survey respondents, more than half of regular attendees improved or did not need to improve their behavior; most notably:
  - More than 70% of regular attendees improved or did not need to improve on two items: completing homework (77.6%, n=38) and behaving in class (73.5%, n=36).

- More than 55% of middle school students rated either improved or did not need to improve on all measures.
- At least half of elementary students rated as improved or did not need to improve on seven of eight measures.

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

### Attendance

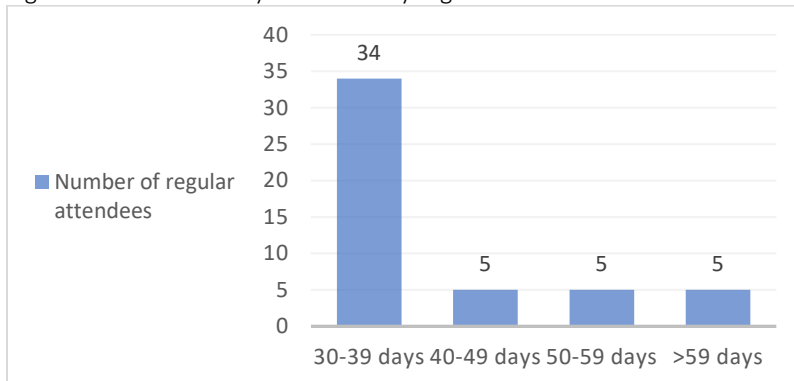
- PAWS and MASD provided 24 days of online summer programming: Monday - Thursday from Jun 15 – July 23.
- 66 students were signed up for the program by parents/caregivers
- 39 students participated in at least one day of programming
- An average of 14 students participated each day

## Results

### Demographics and Attendance

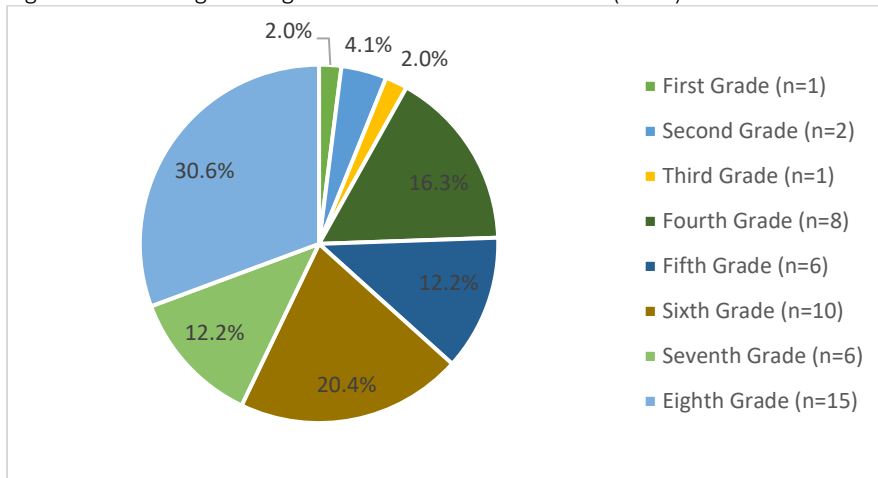
Regarding TIME attendance, 49 student qualified as regular attendees. Regular attendance is quantified by attending 30 or more days of programing, a standard prescribed by 21<sup>st</sup> CCLC in the U.S. Department of Education. Among these regular attendees, 34 students attended 30-39 days, 5 students 40-49 days, 5 students 50-59 days, and 5 students attended 60 or more days.

Figure 1. Number of days attended by regular attendees



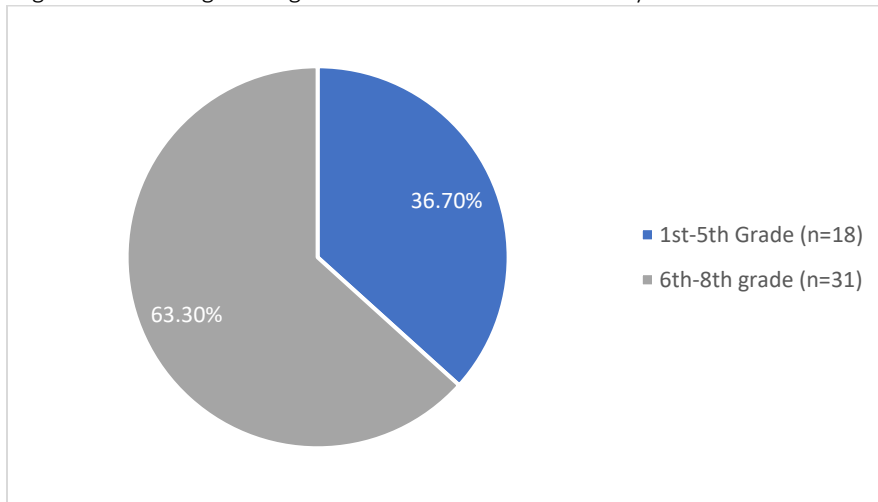
Participation levels varied across grades. Of the 49 regular attendees, eighth grade (30.6%, n=15) had the largest number of students, sixth graders made up the second largest group (20.4%, n=10), followed by fourth grade (16.3%, n=8). Fifth and seventh grade each had six students (12.2%). First, second, and third grade had the smallest levels of participation, each with just one or two regular attendees.

Figure 2 Percentage of Regular Attendees in Each Grade (n=49)



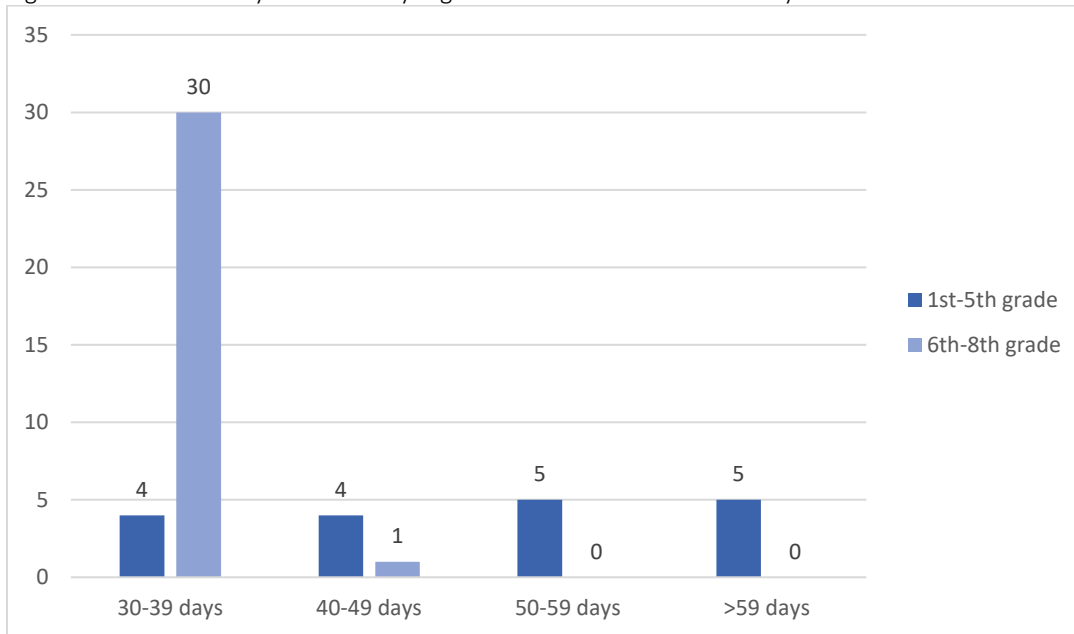
Among all the regular attendees, there were 18 elementary students (1<sup>st</sup> – 5<sup>th</sup> grade) and 31 middle school students (6<sup>th</sup> – 8<sup>th</sup> grade) for whom data were available. In order to compare students’ data, elementary school students (1<sup>st</sup> – 5<sup>th</sup> grade) are regarded as one group and middle school students (6<sup>th</sup> – 8<sup>th</sup>) as another group in this report.

Figure 3 Percentage of Regular Attendees from elementary school and middle school (n=49)



Participation levels varied across grade levels among regular attendees. Findings from elementary students were very consistent. 55.6% of elementary students attended at least 50 days (n=10), with five students (27.8%) attending more than 59 days and between 50 and 59 days, respectively. 4 students (22.2%) attended 30-39 days and 40-49 days, respectively. Comparatively, the overwhelming majority of middle school students (96.8%, n=30) attended between 30 and 39 days and 16.7% (n=4), followed by one middle school student (3.2%) who attended between 40 and 49 days (Figure 4).

Figure 4. Number of days attended by regular attendees from elementary school and middle school



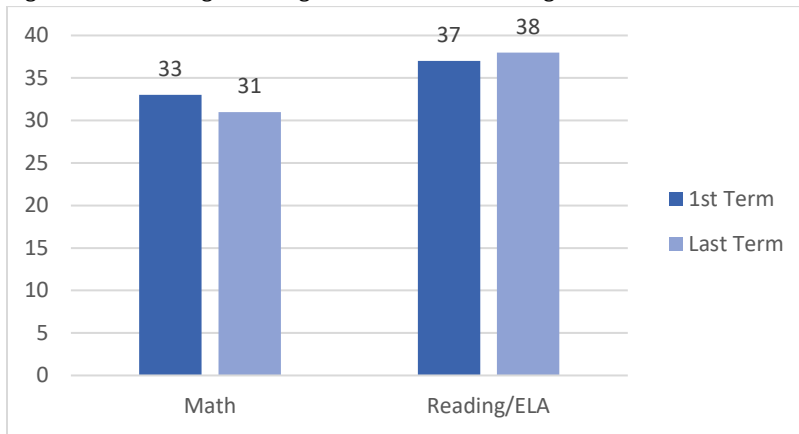
## Academics

The following section will report data analysis pertaining to academic performance of TIME students. Report card grades in reading and math are reported, followed by MASD teacher survey results related to academic performance. It is important to remember that as in most states due to the COVID-19 pandemic, the PA state standardized assessment (PSSA) was canceled for the 2020-2021 school year and results for the 2020-21 administration were delayed for this reporting year. Administration of state standardized tests and resulting analysis should resume in the next school year given continued improvement of the direction of the pandemic.

### All Regular Attendees

TIME regular attendees generally performed well in their math and reading/ English language arts (ELA) classes. More than sixty percent of regular attendees earned math and reading/ELA grades of 80 or higher at the beginning and the end of the year (Figure 5). The number of students who scored at or above 80 points in math slightly decreased slightly from 33 (68.8%) in the beginning to 31 (63.3%) at the end of the year. On the other hand, the percentage of students who earned at or above 80 points in reading/ELA increased from 75.5% (n=37) at the beginning of the year to 77.6% (n=38) at the end the year.

Figure 5. Percentages of Regular Attendees Earning Grades of at or Above 80



On an individual level, scores were obtained for 48 students on math test at the beginning of the year, and 49 students for the end of the year administration, with 48 matched pairs of beginning (pre) and end of the year (post) assessments in terms of math. There were 49 matched pairs of pre and post assessments in terms of reading/ELA. 39.6% (n=19) of students improved their math grade and 40.8% (n=20) of students improved their reading/ELA grade from beginning to end of the year. More specifically, 4 students (8.3%) increased their math grade, and 5 students (10.2%) increased their reading/ELA grade from below 80% to above 80% from beginning to end of the year. On the other hand, 50% of students (n=24) decreased their grade in math and 49% of students (n=24) decreased their grade in reading/ELA from the beginning to end of the end of the year. 14 students (29.2%) in math and 2 students (4.1%) in reading/ELA dropped their grade to below 80% from the beginning to the end of the school year.

Table 1. Difference in Grade from First to Last Term

		<b>Math</b>	<b>Reading/ELA</b>
Increased	n	19	20
	%	38.6%	40.8%
Increased from below 80% pre to at or above 80% post	n	4	5
	%	8.3%	10.2%
Decreased	n	24	24
	%	50%	49%
Decreased from at or above 80% pre to at or below 80% post	n	14	2
	%	29.2%	4.1%

Academic results were similar across grade levels. The largest improvement was shown in middle school (6-8) math with 41.9% (n=13) of regular attendees increasing their grade from pre to post, 4 (12.9%) of whom increased from grades below 80 in the first term to at or above 80 in the last. Comparatively, 6 elementary students (33.3%) increased their math grade from



first to last term. In reading/ELA, the biggest improvement was shown by elementary students, with 8 students (44.4%) improving their grade, and two students' (11.1%) climbing from below 80 in the first term to at or above 80 in the last. Comparatively, 12 middle school students (38.7%) showed improvement from in their grade from first to last term, three of whom increased from below 80% to at or above 80%.

Findings related to decreases in math and ELA grades were similar across grade levels. In terms of math, regular attendees from elementary school showed the highest percentage of students declining (61.1%, n=11), with one attendee (5.6%) going from at or above 80 in the first term to below 80 in the last. Comparatively, 13 middle school students (41.9%) showed a decrease in their math grade. In reading/ELA, 16 middle school students (51.6%) earned a lower grade in the final term than they did in the first term and three students' grades declined from at or above 80% pre to below 80% post. Moreover, 8 elementary students (44.4%) earned a lower grade in the final term than they did in the first term.

Table 2. Individual Differences in Grades from First to Last Term by Grade

	Grade		Math	Reading/ELA
Increase	ES	n	6	8
		%	33.3%	44.4%
	MS	n	13	12
		%	41.9%	38.7%
Increased from below 80% pre to at or above 80% post	ES	n	0	2
		%	0%	11.1%
	MS	n	4	3
		%	12.9%	9.7%
Decreased	ES	n	11	8
		%	61.1%	44.4%
	MS	n	13	16
		%	41.9%	51.6%
Decreased from at or above 80% pre to below 80% post	ES	n	1	1
		%	5.6%	5.6%
	MS	n	4	3
		%	12.9%	9.7%

## Behavior

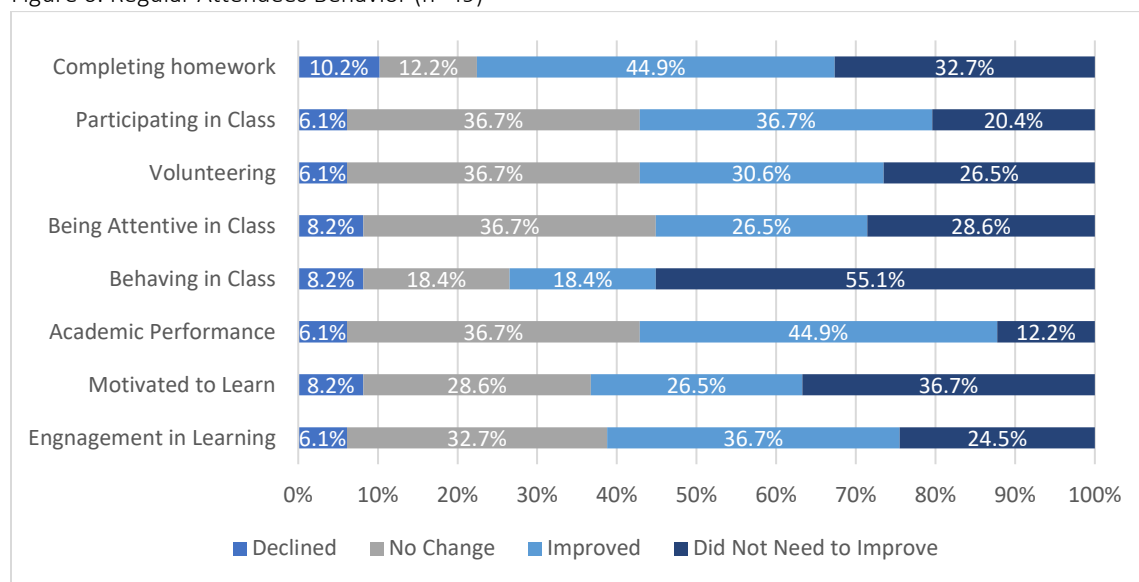
Another aspect of the TIME program is to improve student behavior and social-emotional learning. To measure this aspect, data was collected through seven questions on the 2019-2020 21<sup>st</sup> CCLC teacher survey. The teacher survey measures students' behavior regarding academics and social-emotional learning over the course of the school year. The eight questions are: completing homework to your satisfaction, participating in class, volunteering (e.g., for extra credit or more responsibilities), being attentive in class, behaving in class, academic performance, coming to school motivated to learn and engagement in learning. Teachers rate

students' change on a four-point scale: declined, no change, improved, and did not need to improve. Teacher surveys were collected for 49 regular attendees.

### All Regular Attendees

On the behavioral measures, findings were positive. Teachers indicated more than half of regular attendees improved or did not need to improve their behavior on all eight items (Figure 6). More than 70% of regular attendees improved or did not need to improve on two items: completing homework (77.6%, n=38) and behaving in class (73.5%, n=36). Additionally, on seven of eight items, less than 10% of students were rated declined, except on completing homework (10.2%, n=5). The highest percentage of students (36.7%, n=18) receiving a teacher rating of no change was on the items of participating in class, volunteering, being attentive in class, and academic performance, respectively.

Figure 6. Regular Attendees Behavior (n=49)



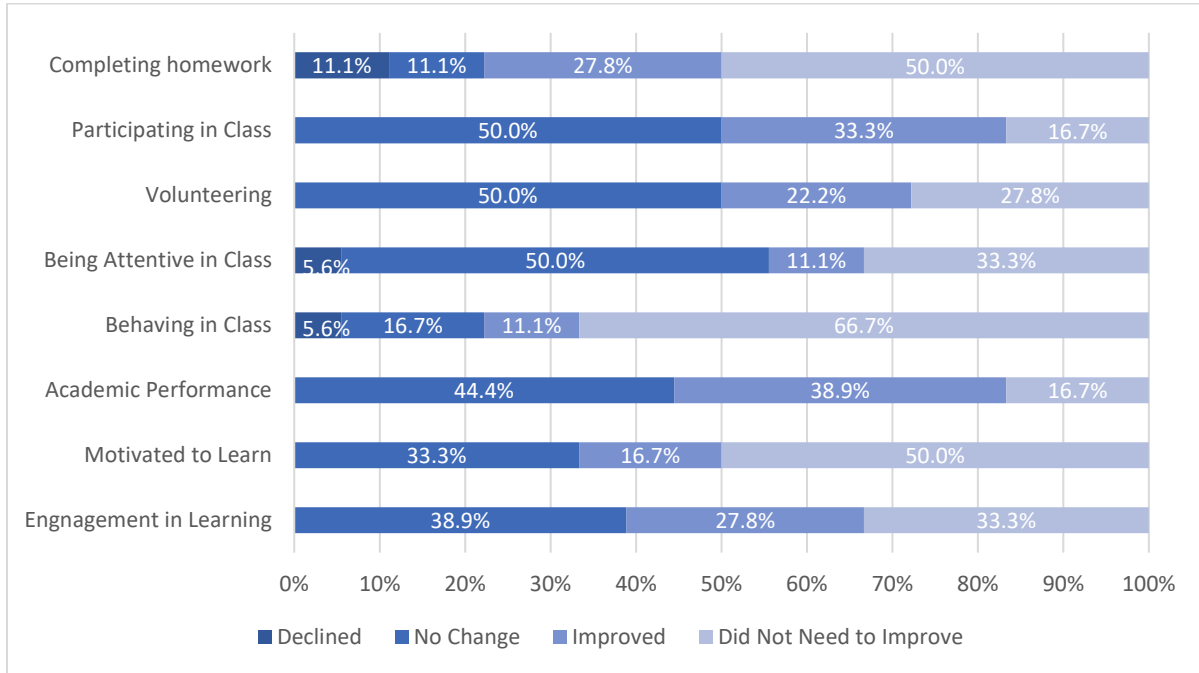
### By Grade

When disaggregated by grade, findings on seven of eight items showed at least half of elementary students rated as improved or did not need to improve. The highest overall results were shown by elementary students with 77.8% (14) of regular attendees being rated as improved or did not need to improve with regards to the items of completing homework, and behaving in class, respectively. In terms of being attentive in class, teachers rated a slightly lower number of elementary students as improved or did not need improve (44.4%, n=8). Moreover, on three items (participating in class, volunteering and being attentive in class), elementary students showed the highest percentage of no change (50%, n=9), respectively.

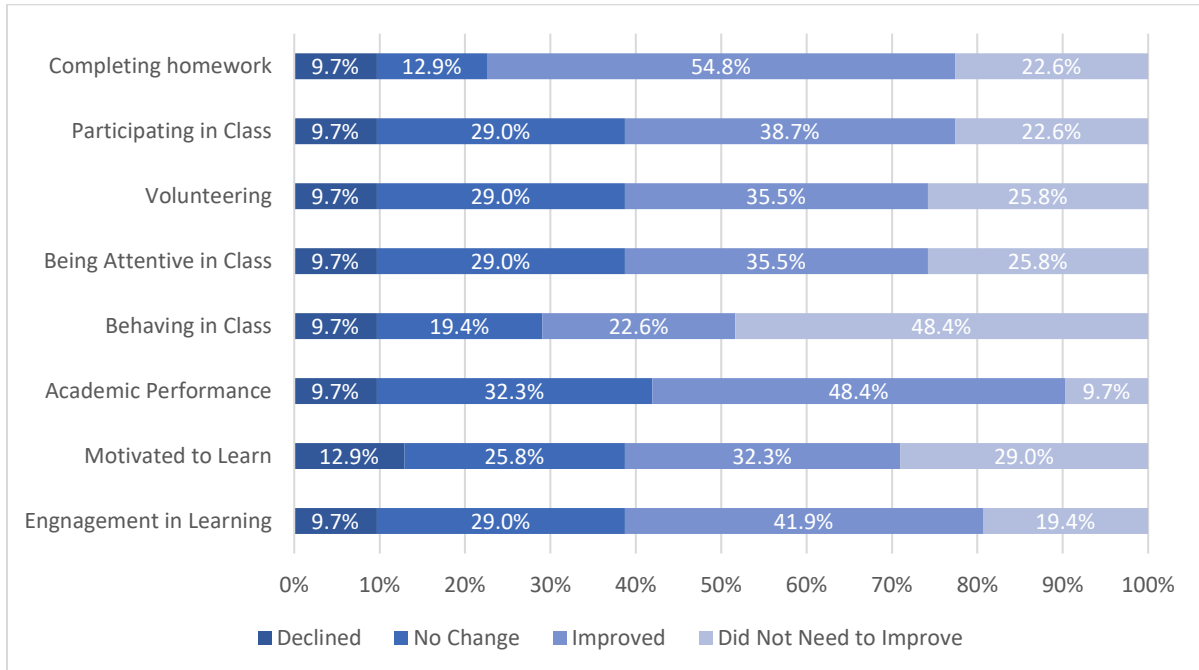
Comparatively, regular attendees from middle school generally showed more positive results than elementary students in this program, on the basis of students who rated improved or did not need to improve (Figure 7). On all eight behavior items, findings were very positive, with

more than 55% of middle school students rated either improved or did not need to improve in these areas. Furthermore, on seven of eight items, less than 30% of middle school students rated no change, except on the item academic performance (32.3%, n=10).

Figure 7. Regular Attendees Behavior by Grade:  
Elementary School (1<sup>st</sup>-5<sup>th</sup>) (n=18)



Middle School (6<sup>th</sup>-8<sup>th</sup>) (n=31)



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

C.O.R.E. summer camp 2020 was an online program run by MASD and TIME program leaders. The camp ran Monday through Thursday, June 15<sup>th</sup> to July 23<sup>rd</sup>, 2020. C.O.R.E. online summer camp was designed and implemented as an online version of prior MASD 21CCLC summer camp programs. Overall, there were 24 days of online summer programming. 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 TIME and MASD after school staff. The program provided students with activities in academic enrichment, health and wellness, physical activity, and social-emotional learning.

Overall, 66 students were registered by their parents/caregivers for the camp and 39 students attended at least one day. 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. Pre-K through second grade students made up the largest group (38%, n=15) of attendees, followed by third through eighth grade (36%, n=14) (Figure 8).

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

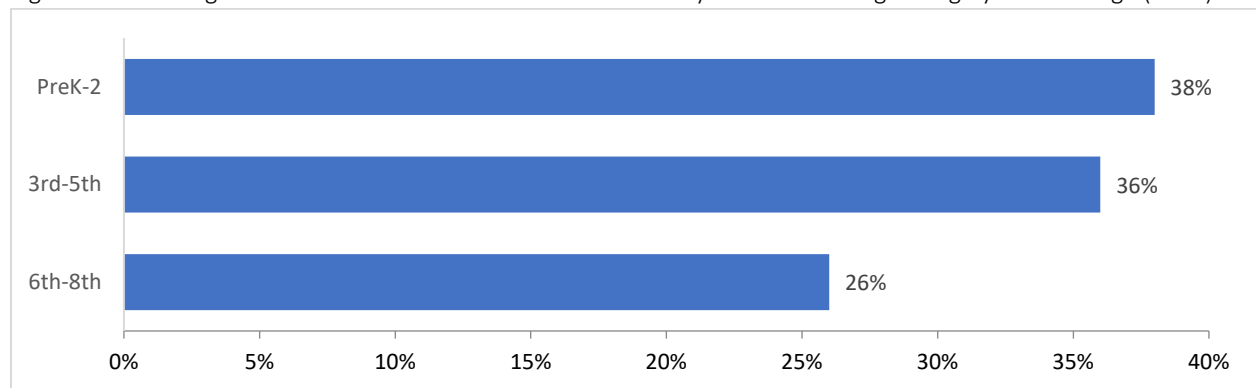
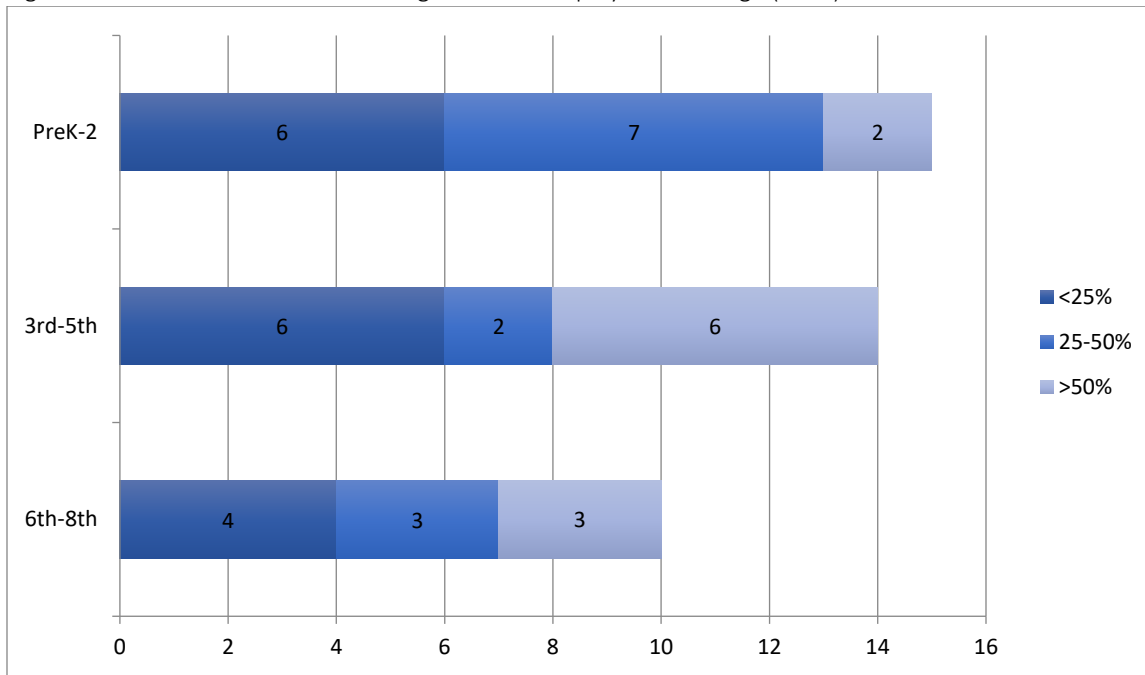


Figure 9. Number of students attending summer camp by Grade Range (n=39)



## Conclusions and Further Directions

The 2020-2021 school year was deeply affected by the COVID-19 pandemic. Students' attendance in the online after school program was much less than the in-person programs from prior to the pandemic. Generally, grades were not as good as the 2019-2020 year. Like most districts and schools, Founder Hall, McClure, Twin Rivers and MASD worked hard to provide remote learning opportunities. Findings from the teacher survey were very positive and consistent with years past. Few aspects of life went unchanged during year of COVID-19 and schools were especially hard hit. All findings should be considered under the umbrella of these difficult times.

More broadly, as the world and McKeesport community get to a better place with the pandemic, CEAC recommends gathering more information from parents and students next year. Additional information could enhance the understanding of TIME with respect to student participation, engagement, academic performance, and behavior. This information could provide a more thorough context within which the TIME program is operating.

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 during a pandemic. Additional data collection methods for parent/caregiver and student 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 and students that can help to improve the experience of students and describe the impact that after school program have on families.

Overall, TIME provided an opportunity for MASD students to receive supplemental academic and social supports. Teachers reported that more than half of regular attendees improved or did not need to improve their performance and in a pandemic year this was no small task. As the pandemic moves into a third year, continuing to provide these opportunities and improving participation is a key to mitigating the impact that the pandemic has on children and families.

## Contact Information

**For questions regarding the PAWS Program, contact:**

Christopher Kastronis  
Integrated Science Teacher  
Program Director: PAWS Academy and TIME Academy  
Founders' Hall, MASD  
3600 O'Neil Blvd  
McKeesport, PA 15132  
412-664-3690 X 2114

Dr. Jane L. Coughenour  
Director of State & Federal Programs  
McKeesport Area School District  
3590 O'Neil Boulevard  
McKeesport, PA 15132  
Phone Number: 412-664-3627  
JCoughenour@mckasd.net

**For questions regarding the evaluation or report, contact:**

Keith Trahan, PhD  
Interim Director, Collaborative for Evaluation and Assessment Capacity  
Faculty, Department of Educational Foundations, Organizations, and Policy  
School of Education, University of Pittsburgh  
4321 Wesley W. Posvar Hall  
230 South Bouquet Street  
Pittsburgh, PA 15260  
(412) 624-7240  
keithtrahan@pitt.edu