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Pennsylvania Nita M. Lowey
21st Century Community
Learning Centers Program

Children Analyzing, Navigating,
Observing and Experimenting
with Science (CANOES)
McKeesport Area School District

Cohort 9
21st Century Community
Learning Centers Program

2022-2023 Year 6
Evaluation Report

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Collaborative for Evaluation and Assessment
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Legislative Authority: The 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, Title IV, Part B; 20 U.S.C. 7171–7176, and administered by the Pennsylvania Department of Education.

Introduction

About Pennsylvania 21st Century Community Learning Centers

The 21st Century Community Learning Centers program provides federal funding for the establishment of community learning centers that offer academic and enrichment opportunities to children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects through a broad array of activities that can complement their regular academic programs. Literacy and other educational services to the families of participating children must also be provided.

The 21st Century Community Learning Centers (21st Century) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001.

Pennsylvania's primary goal for its 21st Century program is to assist youth to meet state standards for core academic subjects by providing them with academic and enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during non-school hours, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education. Educational services for families of participating students, such as literacy instruction, computer training, or cultural enrichment, must also be included. Federal law requires that all 21st Century program sites provide academic enrichment activities and parental involvement activities. Programs are encouraged to use innovative instructional strategies, coordinate academics with local curricula and assessments, and use assessment data to inform instruction and evaluate results. Academics are to involve more than just helping participants with homework and should not just repeat school day activities.

Pennsylvania's 21st Century program encourages active youth and family participation to ensure that both have decision-making roles in the creation, operation, and evaluation of every 21st Century program in Pennsylvania. School and community collaboration is another key in meeting the academic, social, physical, and emotional needs of children and families. Programs are to offer quarterly open house meetings and maintain an open-door policy where adult family members feel welcome and are encouraged to drop in.

All activities are to be based on rigorous scientific research and the Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. Activities must address the needs of

local schools and communities and be continuously evaluated at the local level.

Program Description and Context

The McKeesport Area School District (MASD) has established the Children Analyzing, Navigating, Observing and Experimenting with Science (CANOES) after school program at Twin Rivers Elementary School through 21st Century Community Learning Centers (21st CCLC) grant funding from the Pennsylvania Department of Education (PDE). MASD received 21st CCLC grant funding to offer a comprehensive and sustainable afterschool program for the 2022-2023 school year to help increase student performance on academic achievement measures, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and class grades. 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 3,099 students in PreK-12th 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.” Twin Rivers Elementary School serves approximately 750 students and is located near downtown McKeesport.

Funding from 21st CCLC grant has allowed MASD to provide afterschool programming to students who would otherwise be less likely to have the opportunity. The program aims to strengthen and supplement academic and social support 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 goals:

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.

Evaluation Design

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 and utilize the information for program improvement. The Collaborative for Evaluation and Assessment Capacity (CEAC) in the University of Pittsburgh School of Education works with CANOES and MASD leadership for this purpose. To this end, CEAC examined academic data, student demographics, school and program attendance data, as well as survey data from teachers. CEAC also conducted interviews with the program director and site coordinator of the afterschool program, along with focus groups with student participants.

Findings

Program Design, Implementation, and Operations

The MASD CANOES Program ran Monday – Thursday, during traditional after school hours (3:30-6:30 pm), from October through May. The program offered many of the same activities as in prior year,s including homework help, academic support, STEAM projects, virtual field trips, college and career exploration, and readers theater. All students are eligible to access CANOES 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 members utilize data from various assessments to construct individualized plans for students to maintain or improve their success in school.

Twin Rivers' students in kindergarten through third grade were given the opportunity to participate in a 2022 CANOES Summer Camp program. The camp ran Monday through Friday from 8:00 to noon with most attendees participating in another foundation sponsored camp that ran in the afternoons on the same days. Many of the same teachers also staffed the program as in previous in-person years, allowing students to maintain previously built relationships. The district and CANOES program also offered prizes and district spirit wear as incentives for student participation and as part of its schoolwide PBSIS system.

Key Findings

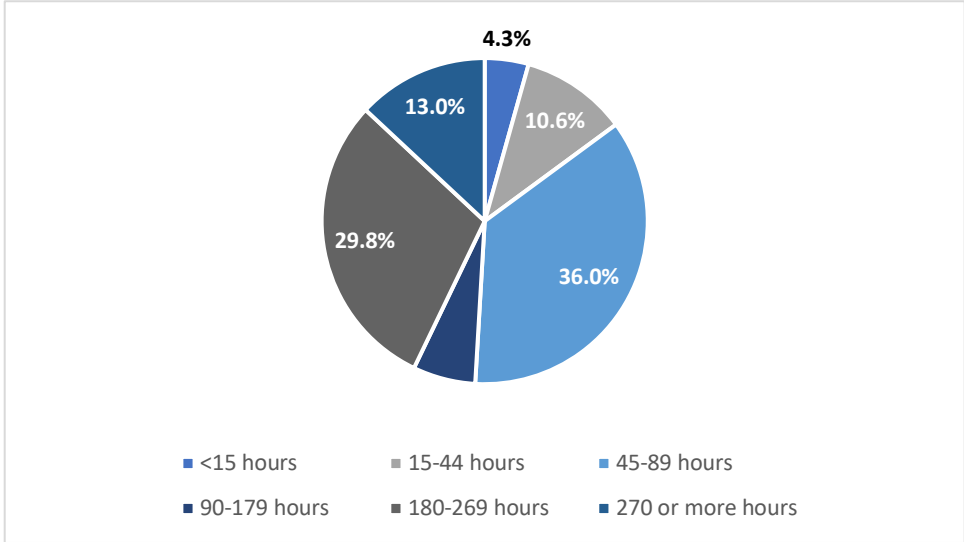
- 62.2% (n=56) of students had above a 90% school attendance rate, which was an improvement from the prior year, which had 44.9% (n=40) of attendees with school year attendance rates of above 90%
- More than 40% of attendees participated in 180 hours or more of the program, which is about half of the total program time
- About half (48.2%, n=53) of summer camp attendees participated in at least 60 hours of the program, which a little over two-thirds of the program
- The percentage of participants scoring above benchmark in DIBELS reading slightly decreased from 17.8% (n=27) at the beginning of the year to 15.2% (n=22) at the end
- As for ELA grade, 57 students (46.7%) scored 90 or higher in the fall semester and this number increased to 68 (55.7%) in the spring semester
- In terms of math grades, students with 90 or above were the largest proportion of the attendees in both the fall (41.0%, n=50) and the spring (51.6%, n=63), with the percentage increasing by ten points
- On all three academic behavior items, “homework completion,” “participation in classroom,” and “academic performance,” findings were very positive, with more than 64% of students rated by teachers as either improved or did not need to improve in these areas

Program Participation and Attendance

Regarding CANOES attendance, a total of 161 students participated in either the school year, or summer program. Participation levels varied greatly. Among those students, 65 (40.4%) students attended only in Summer 2022, 51 (31.7%) students attended only in school year 2022-2023, and 45 (28.0%) students attended during both summer and school year.

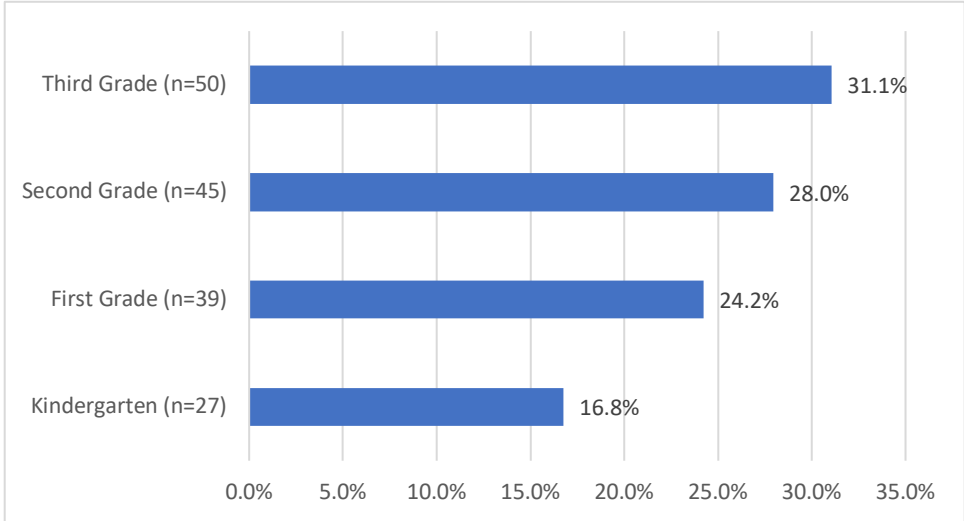
Just over 40% of attendees participated in the school year and the summer program 180 hours or more, which is about half of the total program time. More specifically, 13.0% (n=21) attended 270 hours or more, which was the highest attendance category, and 29.8% (n=48) attended 180-269 hours. Participation in the 45-89 hours range had the highest percentage of students attending (36.0%, n=58), and 6.2% (n=10) of attendees joined from 90 hours to 179 hours. Just under fifteen percent of attendees (14.9%, n=24) participated in 44 hours or less of the program (Figure 1).

Figure 1. Percentage of Hours Attended by Students (School Year + Summer) (n=161)



As for the school year and summer program, participation levels varied across grades. Third grade students had the largest number of students (31.1%, n=50) followed closely by second graders who made up the second largest group (28.0%, n=45). Kindergarten students accounted for the smallest group of attendees, making up 16.8% (n=27) of students enrolled in CANOES (Figure 2).

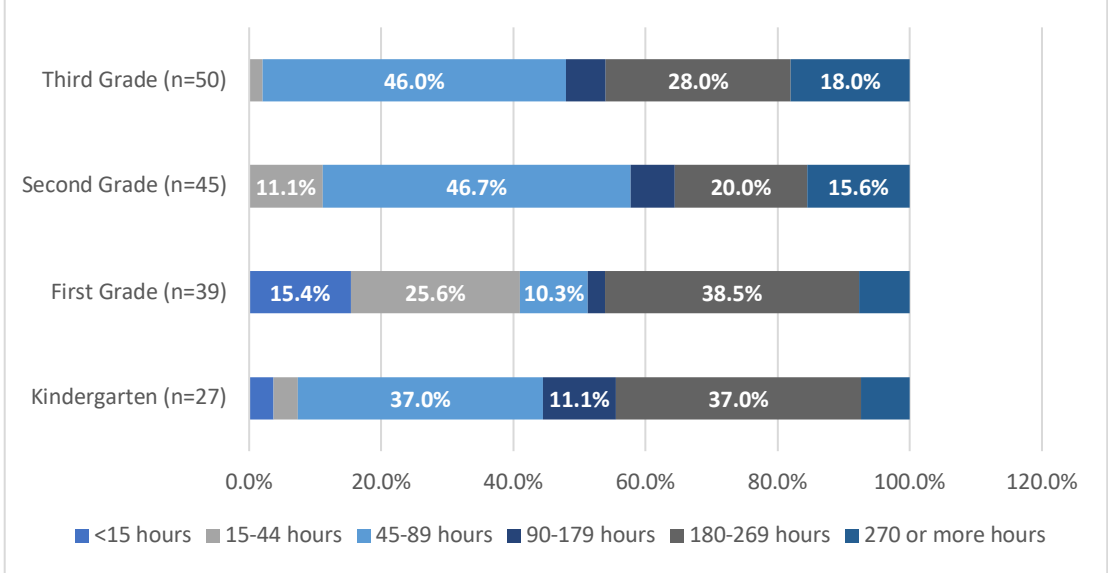
Figure 2. Percentage of School Year and Summer Attendees in Each Grade (n=161)



Among different grades, the number of hours students attended the school year and summer program varied quite a bit. The largest proportions of hours attended by for kindergarten students were 45-89 hours and 180-269 hours respectively (37%, n=10). Over 46% of first graders attended at least 180 hours, including 15 students (38.5%) attending 180-269 hours and 3 students (7.7%) 270 or more hours. The largest ratio of hours attended by for second graders

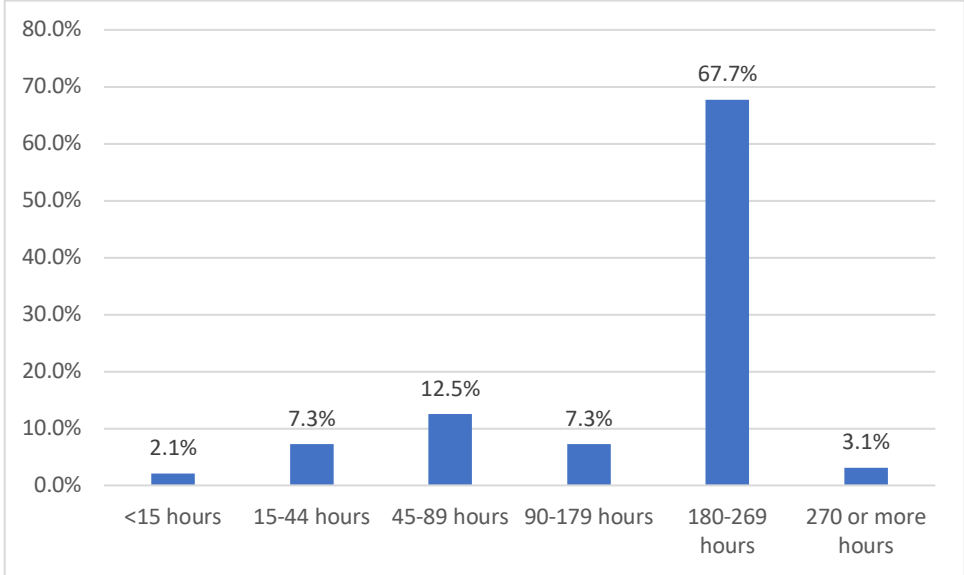
and third graders was 45-89 hours range. 18% (n=9) of third graders attended at least 270 hours, while 15.6% (n=7) of second graders attended 270 or more hours (Figure 3).

Figure 3. Percentage of Hours Attended by Students in Different Grades (School Year + Summer) (n=161)



For school year attendance, most students attended in the 180 or more hours. More specifically, 67.7% (n=65) of students attended 180-269 hours and 3.1% (n=3) attended 270 or more hours. Additionally, 12.5% (n=12) out of students attended in the 45-89 hour range, followed by 7.3% (n=7) students at the 15-44 and 90-179 hours ranges, respectively. Two students (2.1%) attended less than 15 hours during the school year (Figure 4).

Figure 4. Percentage of Hours Attended by Students (School Year) (n=96)



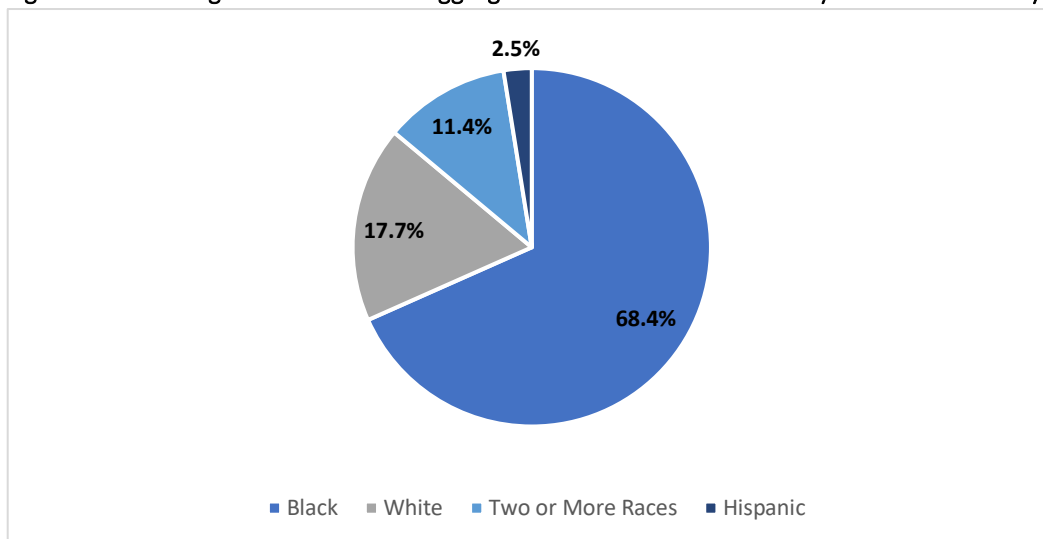
Student Demographics

In this reporting year, the number of girls (50.9%, n=82) enrolled in the CANOES program was nearly even with the number of boys (49.1%, n=79). The race/ethnicity of CANOES participants fell into four reporting categories: Black, White, Hispanic, and two or more races. Black students made up the majority of students enrolled (64.0%, n=103), followed by White students (23.0%, n=37). Students of two or more races accounted for 11.8% (n=19) of students, with the remaining student (1.2%) identified as Hispanic. Moreover, among 161 students, 71.4% (n=115) were identified as being economic disadvantaged, compared to 28.6% (n=46) not economically disadvantaged. As for students identified for special education (non-gifted) services, 23.6% (n=38) of the students who participated in this year's program were identified to receive services.

Attendance at least 90 Hours

When looking at the demographics of more regular attendees, those with at least 90 hours in the school year and the summer program (n=79), there were 47 female attendees (59.5%) and 32 male attendees (40.5%). As for students identified for special education 22.8% (n=18) students attended at least 90 hours. When looking at the race of students who attended at least 90 hours, 68.4% (n=54) of students were identified as Black, 17.7% (n=14) as White, 11.4% (n=9) as two or more races and 2.5% (n=2) were Hispanic (Figure 8).

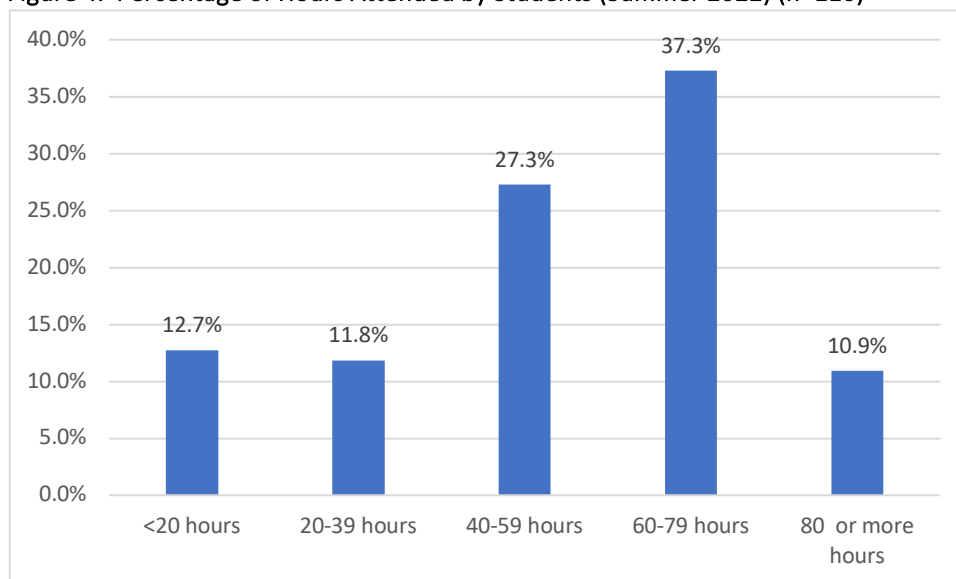
Figure 8. Percentage of Attendees Disaggregated with at least 90 hours by Race and Ethnicity (n=79)



Summer Program 2022 Attendance

CANOES summer camp had an enrollment of 110 students. For the summer program, the 60-79 hours range of participation had the highest percentage (37.3%, n=41) of students, followed by the 40-59 hours range with 27.3% (n=30) students. 12 attendees (10.9%) joined 80 or more hours. On the other hand, 13 students (11.8%) joined for 20-39 hours, and 14 students (12.7%) joined for less than 20 hours (Figure 4).

Figure 4. Percentage of Hours Attended by Students (Summer 2022) (n=110)



Data on how many years attendees have participated in after school was available for all 161 student attendees. Of these, most (49.1%, n=79) participated in 21st CCLC after school programming for one year, followed by 44.1% (n=71) having attended for two years. Eleven (6.8%) students participated in after school for three years.

Student Outcomes

The following sections will report data analysis pertaining to academic and behavioral performance of CANOES students. Standardized scores on the DIBELS assessment are reported, followed by report card grades in reading/ELA, math and science, and MASD teacher survey results related to academic performance.

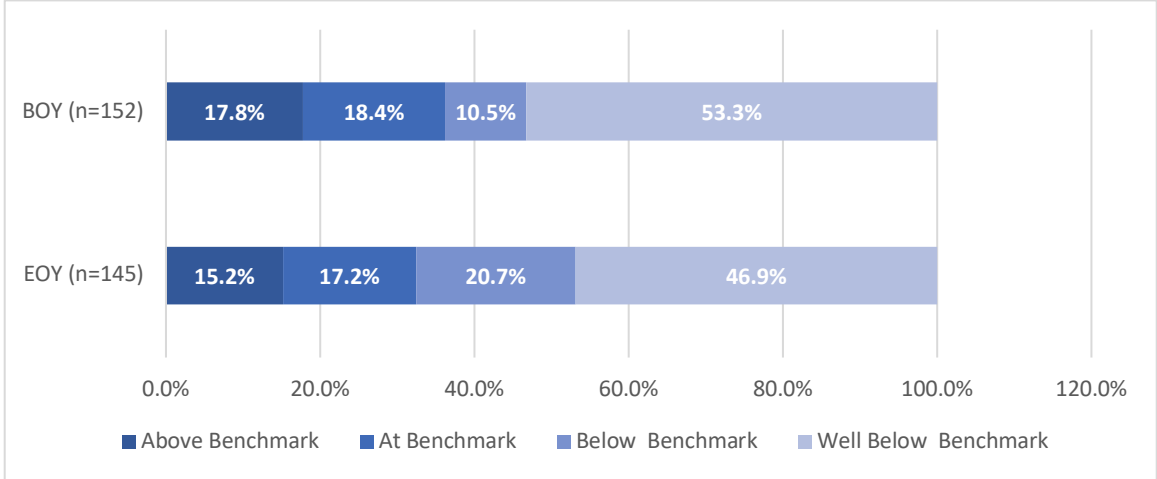
DIBELS – Local Standardized Assessment

The DIBELS assessment is administered to students in kindergarten to sixth grade and measures early literacy and numeracy skills. These tests are designed to identify students struggling with

content and skills early in school in an effort to improve future academic success. Scores of the exam are benchmarked on a four-point scale from well below benchmark to above benchmark.

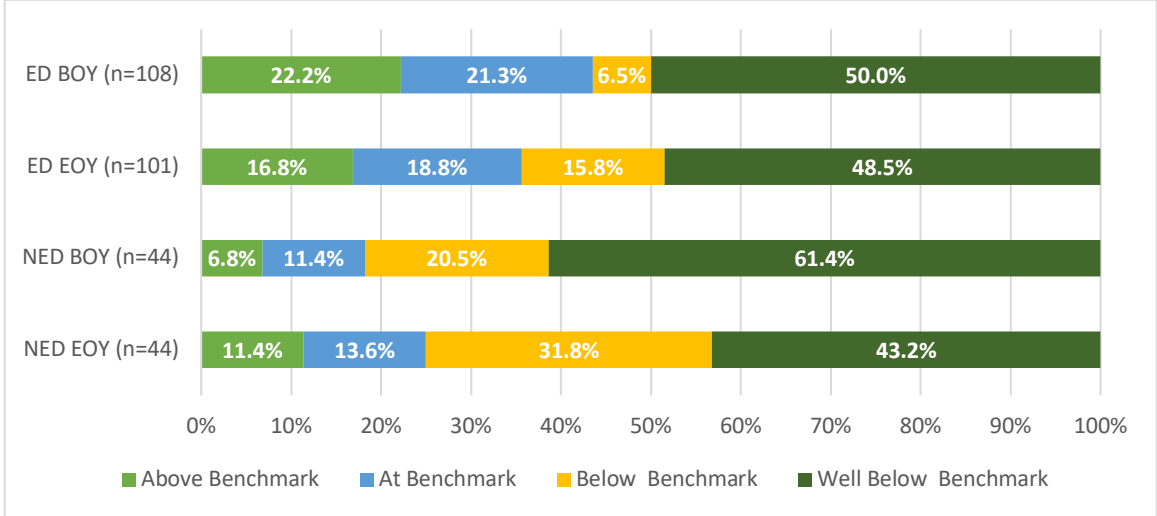
Scores were obtained for 152 students on the DIBELS reading test at the beginning of the year, and 145 students for the end of the year administration. Of 152 students at the beginning of the year, 17.8% (n=27) were above benchmark. The percentage of students above benchmark decreased slightly to 15.2% (n=22) at the end of the year. Additionally, 18.4% (n=28) of students scored at benchmark at the beginning of the year and 17.2% (n=25) did so at the end, showing a slight decrease. On the other hand, the percentage of students well below benchmark decreased from 53.3% (n=81) to 46.9% (n=68) (Figure 11).

Figure 11. DIBELS Reading Scores at Beginning of the Year (BOY) and End of the Year (EOY)



Drilling down into the data by student characteristics, 44 students identified as not-economically-disadvantaged (NED) took the reading DIBELS at the beginning and end of the year. The percentage of students scoring above benchmark increased from 6.8% (n=3) students on the pre to 11.4% (n=5) students on the post. The same tendency also applied to students scoring at benchmark and below benchmark. Furthermore, students designated as well below benchmark decreased greatly from 61.4% (n=27) students in the beginning to (43.2% (n=19) students at the end of the school year. On the other hand, for students identified as economically disadvantaged, 108 scores were available in the beginning and 101 scores at the end. 43.5% of students (n=47) scored above benchmark or at benchmark at the beginning of the year, compared to 35.6% (n=36) doing so at the end of the school year. Correspondingly, the percentage of students scoring below benchmark increased from 6.5% (n=7) at the beginning of the year to 15.8% (n=16) at the end (Figure 12).

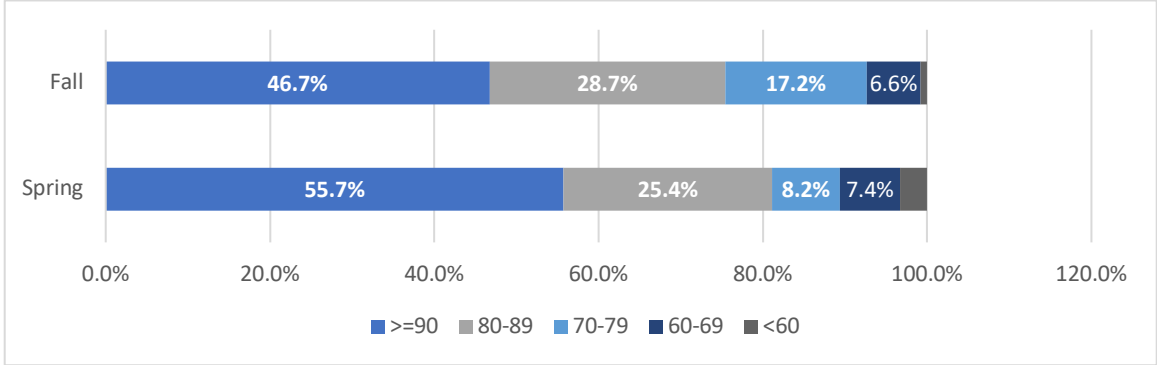
Figure 12. DIBELS Reading at the Beginning (BOY) and End of Year (MOY) Disaggregated by Economically Disadvantaged (ED) and Not Identified as Economically Disadvantaged (NED)



Grades

Regarding participating students’ grades, findings were more positive. For the ELA grade, scores were obtained for 122 students for the fall semester and the spring semester. Of the students in the fall semester, 46.7% (n=57) of students scored a grade of 90 or higher. This percentage increased to 55.7% (n=68) in the spring semester. The percentage of students performing in the 80-89 range decreased slightly from 28.7% (n=35) on the pre to 25.4% (n=31) on the post. On the other hand, the proportion of students earning grades below 80 decreased from the fall semester (24.6%, n=30) to the spring semester (18.9%, n=23) (Figure 13).

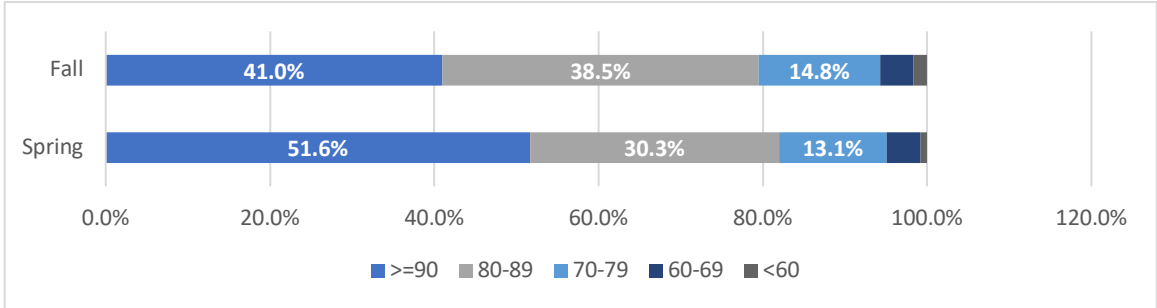
Figure 13. ELA Scores at Beginning of the Year (BOY) and end of the Year (EOY) (n=122)



In terms of math grade, 122 grades were available from the fall term of the school year and the spring term. Students with a 90 or above grade were the largest proportion of the attendees in both the fall (41.0%, n=50) and the spring (51.6%, n=63), with the percentage showing an increase of 10.6 percentage points. Correspondingly, the ratio of students in 70-79 scores range

decreased from 14.8% (n=18) to 13.1%(n=16), and the similar tendency applied to students with below 60 scores (Figure 14).

Figure 14. Math Scores at Beginning of the Year (BOY) and end of the Year (EOY) (n=122)

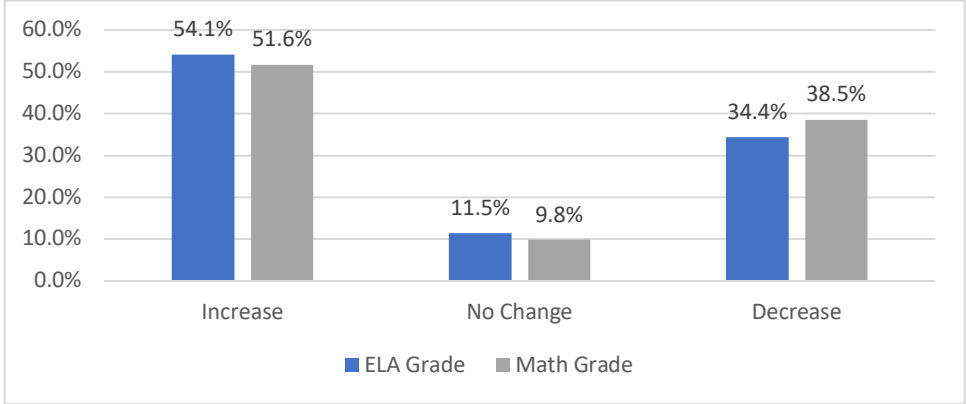


To better account for the changes in scores, a match pair analysis of 122 attendees for the ELA assessment and the math assessment from the fall semester to the spring semester was performed. Findings were mixed. Over half of participants improved (ELA: 54.1%, n=66; Math: 51.6%, n=63) from beginning to end of the school year. Among the students who improved, academic performance of 15 attendees (22.7%) increased by 10 or more points in ELA and 21 students (33.3%) improved at least 10 points in math (Figure 15).

For reading/ELA, a small proportion of attendees (11.5%, n=14) earned the same grade on both the fall and spring semester grade, while 34.4% (n=42) decreased. Among the students who decreased in reading/ELA, 26.2% (n=11) decreased by 10 or more points.

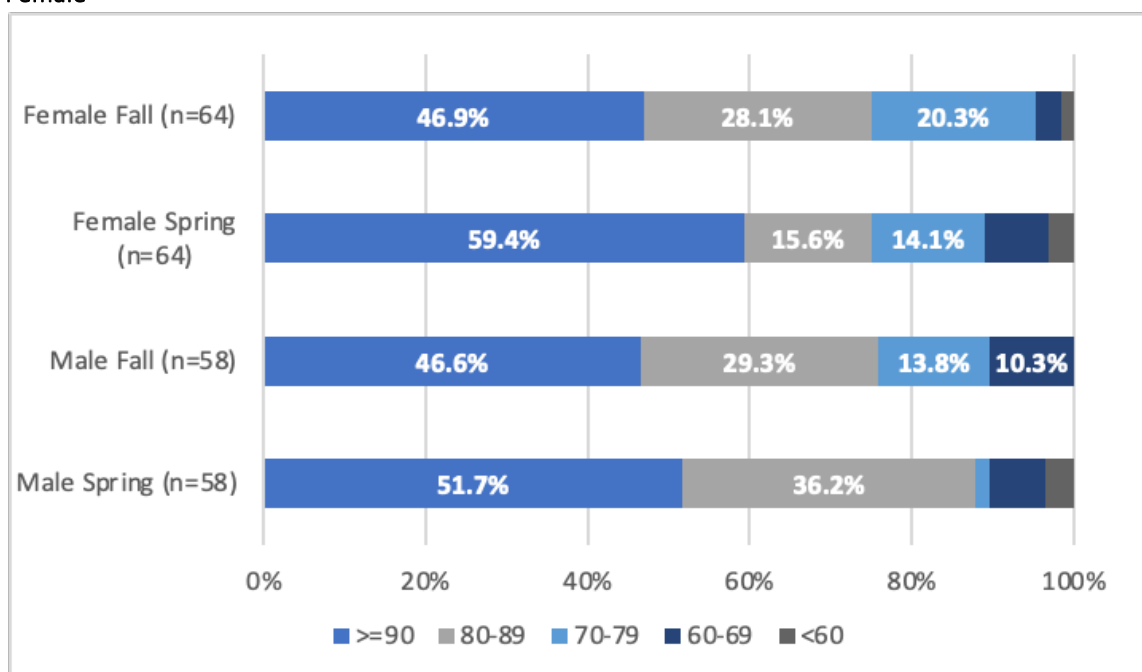
For math, 9.8% (n=12) of the students earned the same grade in both the fall and spring, while 38.5% (n=47) decreased from fall to spring. Among the students who decreased in math, 19.1% (n=9) decreased at least 10 points.

Figure 15. Match Comparison in ELA and Math Scores from the Fall Semester to the Spring Semester (n=122)



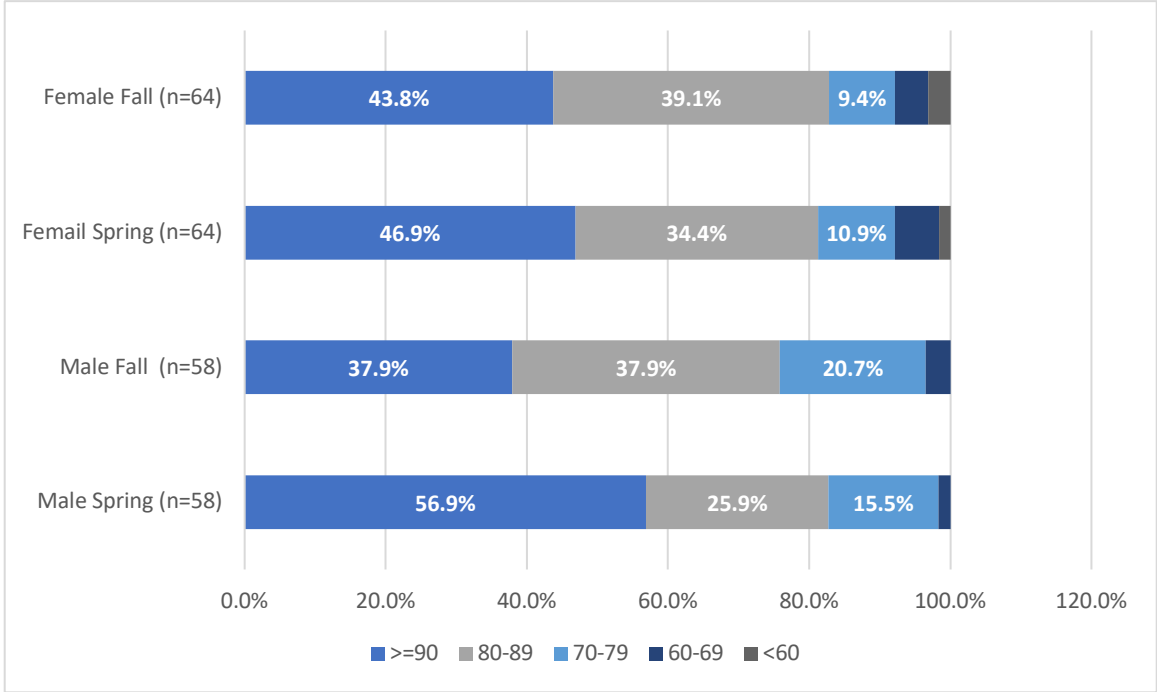
When disaggregating the ELA grade data by gender, results varied. For the 64 female attendees, 75.0% students (n=48) scored within the 80-100 range in the fall and spring semester in reading grades (Figure 15). Furthermore, the percentage of male students with scores in the 90-100 range increased from 46.6% (n=27) in the fall to 51.7% (n=30) in the spring, while female students in this grade range improved from 46.9% (n=30) to 59.4% (n=38). On the other hand, the percentage of male students' grades within 70-79 range decreased greatly from 13.8% (n=8) to 1.7% (n=1), and female students' score within this range decreased from 20.3% (n=13) to 14.1% (n=9). In addition, approximately 90% of students earned grades of at least 70 both in the fall and the spring semesters (Figure 16).

Figure 16. Change in ELA Grades from the Fall Semester to the Spring Semester Disaggregated by Male and Female



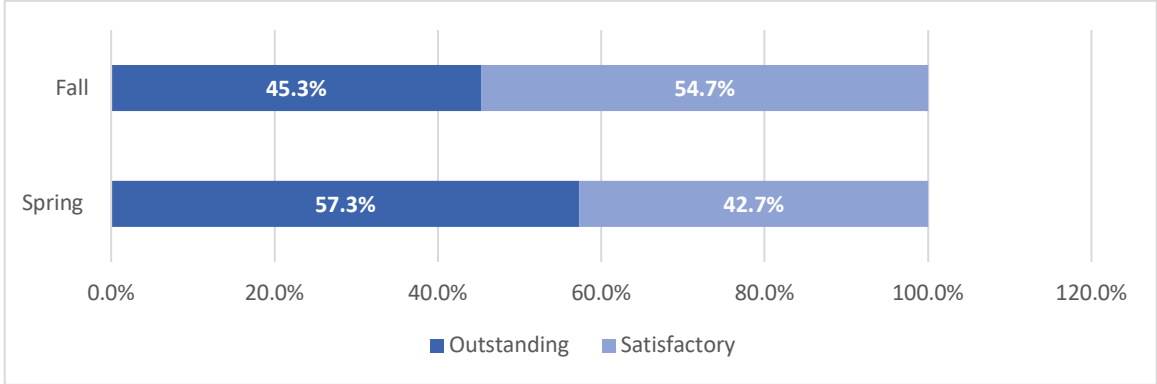
On the other hand, for math the percentage of attendees with scores in the 90-100 range increased for both male and female attendees. 37.9% (n=22) of male students earned a grade of at least 90 in the fall and 56.9% (n=33) of male students scored in this range in the spring. On the other hand, female students with scores 90 or above increased from 43.8% (n=28) in the fall to 46.9% (n=30) in the spring. More broadly, percentages of math grades of at least 70 were 92.2% or above for female and male students in the fall and spring (Figure 17).

Figure 17. Change in Math Grades from the Fall Semester to the Spring Semester of the Year Disaggregated by Male and Female



For science (sci), the grading scale used differed by grade level. Standard-based grades, including “outstanding” and “satisfactory”, were obtained for 75 first or second graders for both the fall semester and the spring semester. Of the students in the fall semester, 45.3% (n=34) students scored outstanding. This percentage improved to 57.3% (n=43) in the spring. The percentage of students earning satisfactory decreased from 54.7 (n=41) in the fall to 42.7% (n=32) in the spring (Figure 18).

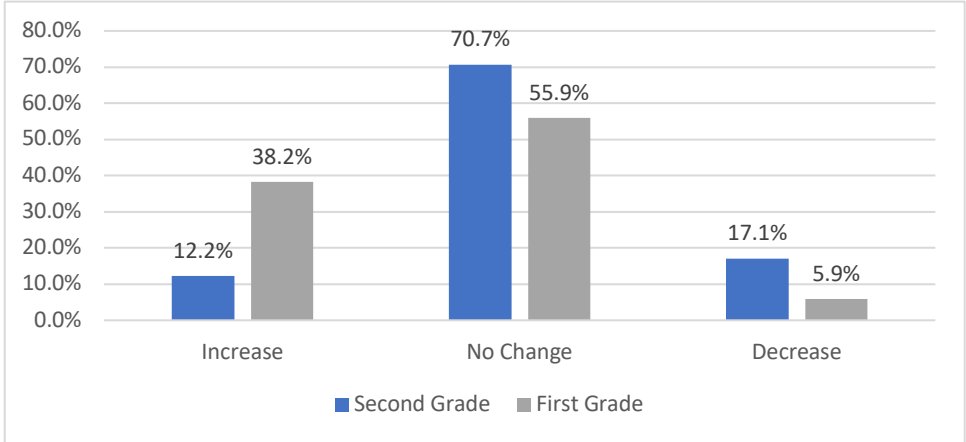
Figure 18. Sci Scores in the Fall Semester and Spring Semester for 1 and 2 graders (n=75)



For the sci grades, most of second graders’ scores remained unchanged (70.7%, n=29) and over 55% of first graders’ scores also remained consistent. Furthermore, 38.3% of first graders (n=13) improved their sci performance from being satisfactory to being outstanding. On the

other hand, 5.9% of first graders (n=2) and 17.1% of second graders (n=7) decreased their score in science from fall to spring (Figure 19).

Figure 19. Match Comparison in Sci Grades from the Fall Semester to the Spring Semester for 1st and 2nd Grade (n=75)



As for third graders’ sci grades, 45 numeric scores were collected for the fall and spring. The proportion of students with 90 or above scores increased greatly from 42.2% (n=19) in the fall to 62.2% (n=28) in the spring. Over 95% of third graders earned scores of 70 or more in both the fall semester (97.8%, n=44) and the spring semester (95.6%, n=43) (Figure 20). The ratio of students with scores in the 60-69 range increased by 4.4%, and the percentage of students with scores under 60 decreased by 2.2%. Additionally, two students had standard-based grades rather than numeric grades; both earned outstanding in the fall and spring semester. The largest proportion (66.7%, n=30) of students’ grades increased from the fall semester to the spring semester. 17.8% (n=8) of students’ scores remained unchanged from fall to spring and 15.6% (n=7) students’ grades decreased (Figure 21).

Figure 20. Sci Scores in the Fall Semester and Spring Semester for 3 graders (n=75)

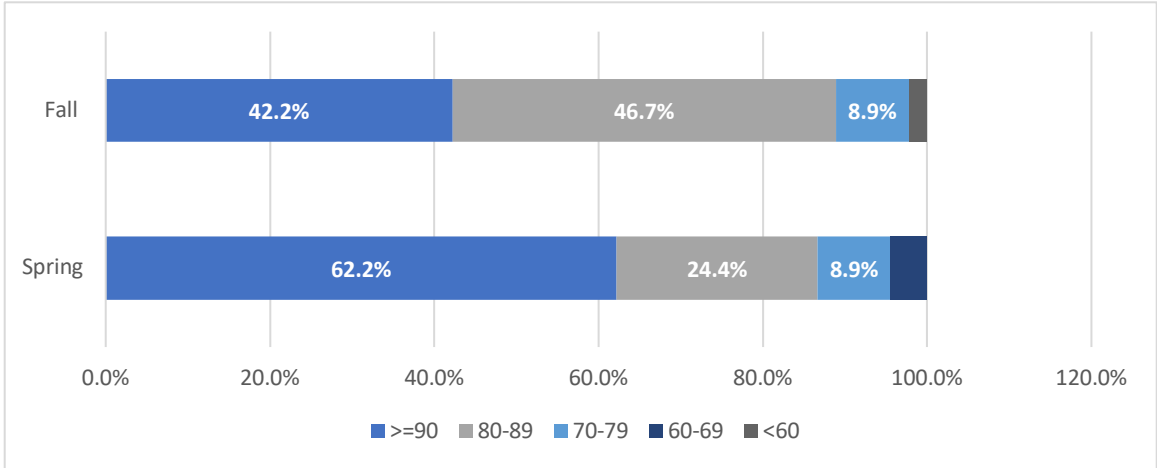
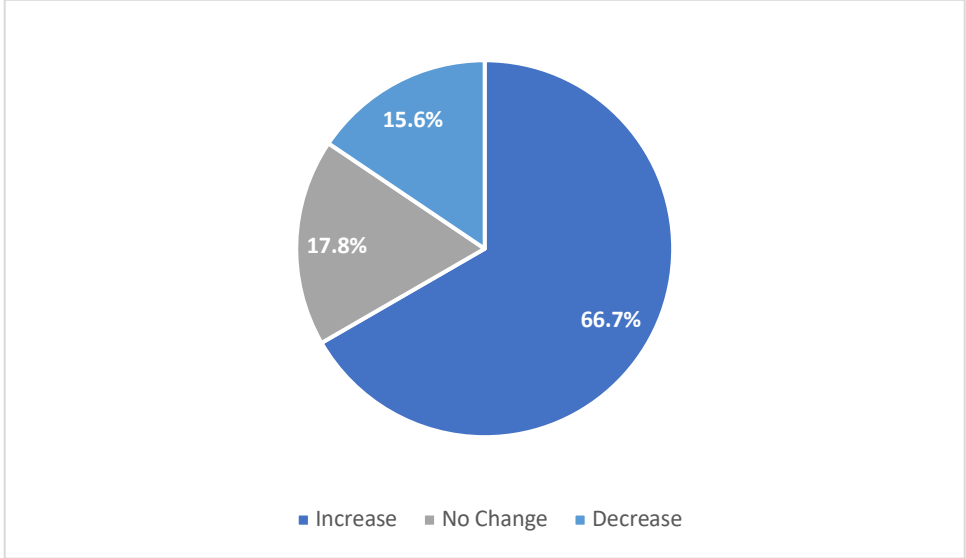


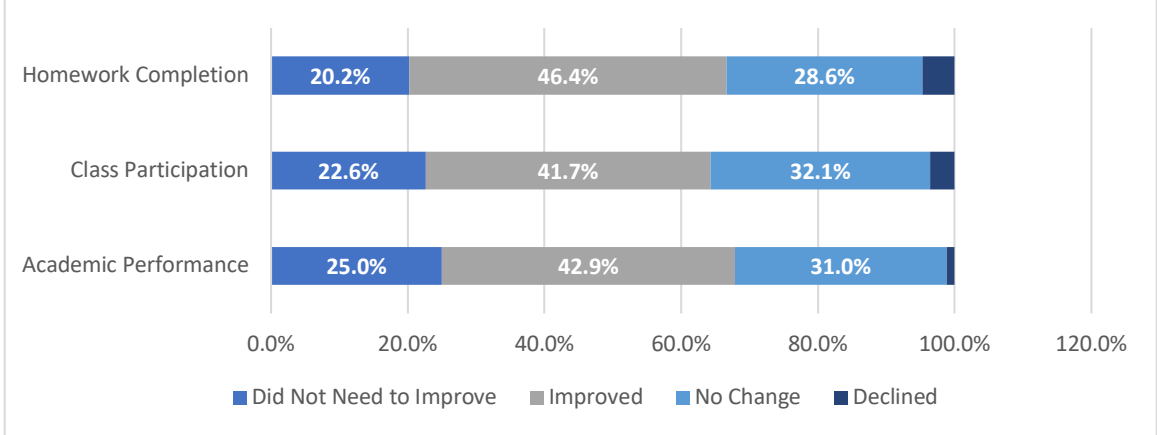
Figure 21. Match Grade Comparison in Sci Scores from the Fall Semester to the Spring Semester for 3 Grade (n=45)



Teacher-Reported Results (Teacher Survey)

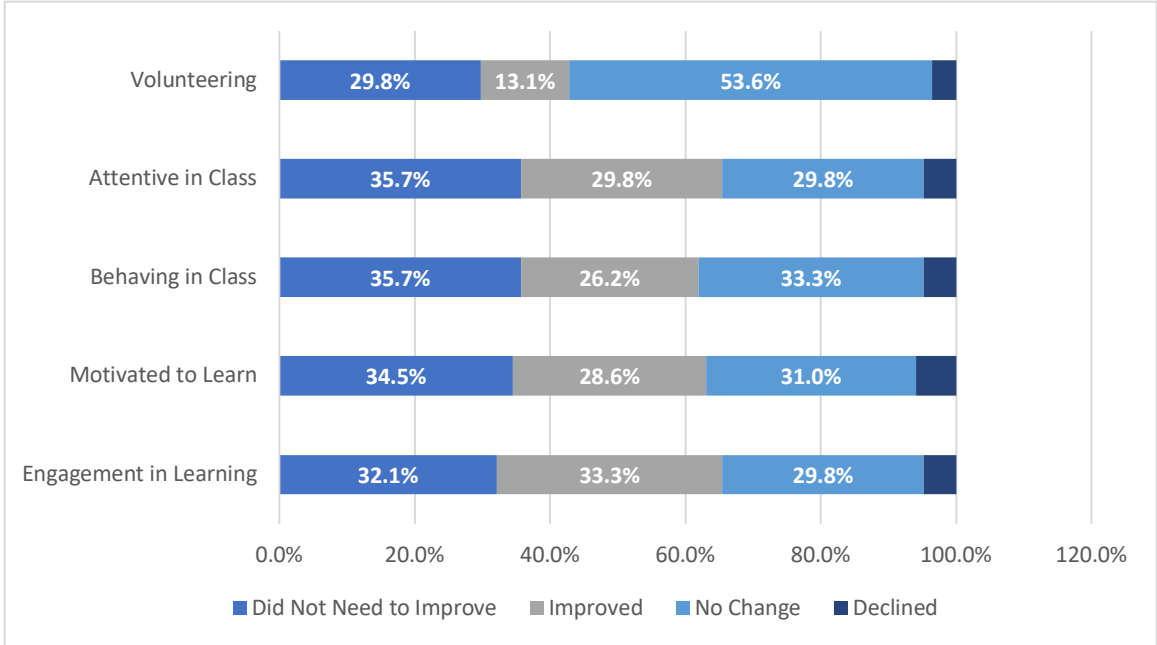
As a part of the 21st CCLC program, teachers complete an annual survey assessing a student's academic and classroom behavior. The three measures of a student's academic behavior were "homework completion to the teacher's satisfaction," "participation in classroom," and "academic performance." The rating categories were "declined," "no change," "improved," and "did not need to improve." On all three academic behavior items, findings were very positive, with more than 64% of students rated by teachers as either improved or did not need to improve in these areas (Figure 21). Only a few students were rated declined on these three measures, including 4 students (4.8%) on homework completion, 3 students (3.6%) on class participation and 1 student (1.2%) on academic performance (Figure 22).

Figure 22. Teacher Survey on Student Academic Behavior (n=84)



Regarding classroom behavior, the five measures used are “engagement in learning,” “coming to school motivated to Learn,” “behaving in class,” “being attentive in class,” and “volunteering (e.g., for extra credit or more responsibilities).” On four of five items (attentiveness, behavior, motivation, and engagement), 61.9% or more of students were rated either improved or did not need to improve. With regards to volunteering, teachers rated a lower number of students as improved or did not need to improve (42.9%). Additionally, 53.6% (n=45) of students were rated no change on the item volunteering (Figure 23).

Figure 23. Teacher Survey on Classroom Behavior (n=84)



School Attendance & Years in After School Program

For 21CCLC programs, the benchmark for school attendance is a 90% attendance rate. School attendance data for this school year (2022-2023) was available for 90 (55.9%) of the attendees and available for last school year (2021-2022) for 89 (55.3%) of the attendees. This year, 62.2% (n=56) of students had above 90% attendance. This was an improvement from the prior year (2021-2022), which had 44.9% (n=40) of attendees with school year attendance rates of above 90%.

When disaggregating the school attendance data for the current year by grade, 46.2% (n=12) of first graders had rates of above 90%, followed closely by 77.8% (n=21) of second graders, and then 55.6% (n=20) of third graders.

On an individual level, school attendance data from this year and last year were available for 89 students. 55.1% (n=49) of students improved their attendance rate from last year to this year. 42.7% (n=38) of students improved their school attendance rate from at or below 90% last year to above 90% this year. Only 25 students (28.1%) declined from an attendance rate of above 90% last year to below that benchmark this year. 37.1% (n=33) of students maintained above a 90% attendance rate both last year and this year, and 29.2% (n=26) of students did not have an attendance rate above 90% in either year, of which 16.9% (n=15) showed improvement and 9.0% (n=8) declined. Lastly, of the 33 students whose attendance rate was 90% or below in this year, 16.9% (n=15) improved in school attendance compared with last year.

Stakeholder Feedback

At the end of the year, interviews were conducted with the CANOES leadership to gain insight into successes and challenges during the program year, as well as programming and additions/improvements for next year. In general, CANOES coordinators and program director thought the year of programming went well and was largely back to pre-pandemic operations and experiences. The primary areas of success were levels of participation and building relationships with students. The primary areas of difficulty were the lack of transportation and the usual discipline concerns with children and youth of this age.

With the CANOES coordinators and program director, one specific success mentioned was the number of students that the teachers were able to help and the number of students they wanted to join and enjoy the program. In fact, the number of students was very good this year, even without bussing. The main point that coordinators made about their desire for bussing was that it would increase the number of students that they could serve, particularly those from the lowest end of the socio-economic spectrum. Unfortunately, they were not optimistic about transportation becoming a part of the program in the near future due to the current high cost of bussing.

When asked about the activities and programs that the kids enjoyed most this year, the coordinator and director highlighted two. They commented that the kids really enjoyed the painting parties. They were able to run these since there was a teacher on staff who was a very good artist. Arts and crafts were generally viewed as an area of activities that students enjoyed. Moreover, a standard part of Twin River's school day positive behavioral intervention and support program was carried over into the after-school program, which played a positive impact on the students' behavior. Teachers passed out tickets for the kids when they witnessed students behaving in positive manners. Kids put them in a bucket and then every week teachers

drew prizes. Students seemed to really enjoy this aspect and it served as an incentive for them to do good and be positive.

When discussing changes that were put into effect this year and how those went, the coordinator and director again mentioned two. One big change in the program this year was the method of dismissal to make it safer for the kids. According to the coordinator and director this change worked much better. Rather than dismissing all the students at once, walkie-talkies were used for communication to pick up kids and the dismissal was changed to going car by car. This made dismissal much more orderly, even if it was a bit slower. Students' safety was deemed more important than leaving earlier. On the other hand, the second major change was the full implementation of the Twin River United program. This is a partnership with Dick's Sporting Goods Foundation aimed at making Twin Rivers a full-service community school. However, this project did not bring about many changes in the after-school program but many changes within the school day.

When asked about areas they would like to improve next year, the coordinator and director had only one, staffing. It is favorable that more staffing could be added to the program. An increase in the number of staff was seen as helpful in two ways, to increase the number of students that could participate and to provide more support for certain students. The coordinator was hopeful for more staff next year due to a differential in the payment for the aids and the teachers. Furthermore, a few students need some extra support and attention which was regarded as the biggest factor to run the program smoother. More staffing would play an affirmative role on kids who need more attention. The coordinator would like to carry over the idea of learning support or instructional aids from the school day to after school so that student who need that level of support could still successfully participate in after school.

In general, leadership thought CANOES ran smoothly based on their comments. Again, instead of bringing in external programs, programming operations were developed and conducted by their staff. Both the coordinator and director commented that they have worked with after school for many years and would continue to do so in the future. Both acknowledge their work as worthwhile and a great way to build relationships and community for the school.

Grantee Results on Performance Measures

GPR Measure 1 – Academic Achievement, State Assessments

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
 Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
N/A	N/A	N/A

GPR Measure 2 – Grade Point Average

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
N/A	N/A	N/A

GPR Measure 3 – School Day Attendance

Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who: Had a school-day attendance rate at or below 90% in the prior school year AND Demonstrated an improved attendance rate in the current school year.

49 current year attendees had a prior year attendance rate below 90% of which 77.6% (n=38) improved their attendance rate in the current year.

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
The percentage of elementary 21st CCLC participants, as applicable to the grades the applicant intends to serve, having a prior year attendance rate below 90% whose school-day attendance rate improved from the prior year to the current year.	25%	77.6% (n=38)

GPR Measure 4 – Behavior

Percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

0 students from current year experienced a suspension during the prior program year, making a decrease in that measure not possible.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
The percentage of elementary 21st CCLC participants, as applicable to the grades the applicant intends to serve, who experienced a decrease in in-school suspensions compared to the previous school year.	30	N/A

GPR Measure 5 – Student Engagement in Learning

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

66 of 134 attendees in grades 1-3 this year received completed teacher surveys. Of those 20 were rated as improved on the engagement item, which is 30.3% of attendees with surveys and 14.9% of all attendees in grades 1-3.

82 of 211 attendees this year received completed teacher surveys. Of those 52% of attendees with surveys and 20% (n=43) of all attendees were rated as improved on the engagement item.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
The percentage of elementary 21st CCLC participants, as applicable to the grades the applicant intends to serve, who demonstrated an improvement in teacher-reported engagement in learning.		30.3% (n=20)

State Measure 6- Family Literacy and Involvement

Number or percentage of families of participating students who participate in family literacy and involvement activities.

CANOES held four family engagement events and one literacy event during the year. 22 student families attended the literacy event and 89 attended the family engagement activity.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
The [number OR percentage] of families of participating	25	22

students who participate in family literacy activities.		
The [number OR percentage] of family of participating students who participate in family engagement activities.	25	89

Considerations and Recommendations for Improvement

Overall, the CANOES program has engaged students and served a solid number of students, even without bussing. The use of the PBIS intervention of distributing tickets and drawing prizes exerted a beneficial impact on students’ behavior and served as a connection to school day expectations and processes. The success of painting parties benefited from the artist teacher on staff and a change in dismissing students improved students’ safety. On the other hand, the program could benefit from more staffing for some students need extra attention and the district’s new differential payment structure holds promise in addressing the issue.

The main challenge of the program seems to be academics, particularly as measured in DIBELS reading scores. One recommendation is to have more support with students’ schoolwork in this subjects during the afterschool program and enlist the staff expertise in the area to develop and implement new reading activities. However, the high scores in ELA, math, and science, as well as the percentage of students who improved their scores, reflected that in general students in the after-school program are finding success in academic endeavors. On the other hand, based on teachers’ survey, there is still room for students to improve on classroom behaviors, especially in the areas of “volunteering (e.g., for extra credit or more responsibilities).” Additionally, it is recommended that a concerted effort be made next year to engaged and support the seeming one-third of students who were rated as no change or declined in academic behaviors this year. More focused efforts at building relationships and offering support are in line with the general culture of MASD after school programs and have been shown to have a positive effect on student outcomes.

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