

Respective Solutions Group (RSG) After School & Summer Programs

Grantee: Respective Solutions Group

Cohort: Cohort 11.1, Year 1, FC# 4100093318, Summer 2022 and SY 2022-2023

Independent Evaluator: Dr. Marnie Moist, Professor of
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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

Target population: low income and academically at-risk youth in rural Pennsylvania communities in the southernmost part of Clearfield County through the rural northern tier of Cambria County.

- Grades K-8
- Summer-60 students, 6-weeks/site, 4 days/week, 4 hours/day
- School Year-300 students, 36 weeks/site, 4 days/week, 3 hours/day

Enrollment/recruitment methods: RSG works with school district administration to identify students and families that fall within the targeted population indicated in the grant. These families are then provided enrollment information to participate in our programs at their school. Private schools receive the same enrollment and program opportunities as the public schools that we serve.

Community/Environmental Context (taken from C10 application abstract): “This area is home to 3 generations of disparate poverty after the closure of coal mines, the loss of industry, and a lack of opportunity in Pennsylvania’s “rust belt” along the Allegheny Plateau. The opioid crisis, which hit Cambria County in the early 2000’s, has changed the picture of caregiver participation in our afterschool programs, bringing grandparents to the scene who are raising the children of their opioid addicted children. We are communities nestled in the Pennsylvania Laurel Highlands, which are 2 hours east of Pittsburgh (our closest major city) and a 1-hour drive to either Altoona or Johnstown, our nearest urban centers. Our struggle is education in communities that cannot support our youth’s future career possibilities. Families struggle with literacy to support their children with homework and academics. When parents cannot read, it is impossible to read with a child. Many children in our area arrive to school unready to learn, due to limited to no academic preparation at home.”

Needs: increasing reading and math grades; promoting career opportunities aligned to STEAM fields and engaging in STEAM activities; increasing prevention programming to assure that youth have appropriate skills to reduce youth substance abuse and make positive decisions; health and fitness to include yoga and calming strategies that assist with body regulation, health, and behavioral support; family literacy goals to support caregiver reading and education

Explanation of how program came to be/RSG history:

RSG has been serving low income/academically at-risk youth in the Laurel Highlands and surrounding areas for the past 20 years (since cohort 4).

Schools served: Forest Hills (K-8th), Purchase Line Elementary (K-6th), Purchase Line Middle/High School (7th-8th), and All Saints Catholic School (K-8th)

Evaluation Design

Include in this section a description or outline of the evaluation plan, data collected and collection methods, the selection of the local evaluator, and other relevant information.

Data Collected	Collection Method
All Program Youth Attendance regardless of length in RSG program.	<p>Each school's tutors take daily youth attendance; RSG coordinator enters total hours attended per youth from each school.</p> <p>Was Target=300 students for SY met? Mean FA/SP hours = 77.53 SD = 80.57 Range: 3-291 total hours YES. N = 256 students participated in the RSG after school program in 2022/23; 100% were tutored in-person.</p> <ul style="list-style-type: none"> • 221 (86%) youth from public schools • 35 (14%) youth from private schools <p>Was Target=60 students Summer met? NO. N = 0 students participated in the RSG program during Summer 2022, as the program did not begin until October 2022.</p>
RSG youth demographics <ul style="list-style-type: none"> • Gender • Grade level (K-8th) • Past total years in program 	<p>School records Total Frequency Counts for 256 RSG youth in 2022/23.</p> <p>Females = 115 (45%) Males = 141 (55%)</p> <p>K-5th = 190 (74%) K = 21 (8%) 1st = 27 (11%) 2nd = 34 (13%) 3rd = 48 (19%) 4th = 26 (10%) 5th = 34 (13%) 6th-8th = 66 (26%) 6th = 25 (10%) 7th = 22 (9%) 8th = 19 (7%)</p> <p>Past total years in RSG including 2022/23</p> <p>100% of Cohort 11 is in their 1st year of RSG participation in 2022/2023.</p>

RSG parent participation	82/256 (32%) Parent/family member participation at 1 or more RSG youth activities was counted for 2022/23 SY by the RSG coordinator.
Student outcomes	Half a letter report card grade improvement for K-8 th graders (by 4% or more) Mean GPA improvement for 7 th -8 th graders Student learning from other data - see all following rows below.
PSSA Math and Reading Test Scores	School records. Reported below.
Report Card Math and Language Arts Grades from Quarter 1 and Quarter 4	Report card grade improvement for K-8 th grades (by 4% or more) reported below. *194-195 youth had fall, spring report card grades from 50-100% *49 youth had 4-pt. scale grades (4 = Exceeds expectations; 3 = Meets expectations; 2 = Progress towards expectations; 1 = Needs improvement) 9/49 had A,B,C letter grades converted into the 4-pt. scale score system *13 youth had NG, N/A, or missing data in 2022/23 7 th -8 th graders unweighted GPA scale scores also reported, per grant requirements.
Teacher reports on student behavior and performance	End of year Teacher Survey. Reported below.
School attendance	School attendance records. N = 250/256 (98%) for 2022/23 Mean = 95.81% of school days attended. SD = 4.44 Mode = 100% Range = 71-100%; 22/250 (9%) had school attendance rates < 90%.
Graduation and Promotion	Report cards. 2022/23 = 100% promoted or graduated
High School Credit/Course Recovery	N/A for Cohort 11 RSG youth
RSG Parent Participation Feedback	N/A for Cohort 11 RSG youth
Community Partner Program Observations External Evaluator: Dr. Marnie L. Moist, Professor of Psychology, Saint Francis University (SFU)	Community Engagement PSYC 201-202: Research Methods and Statistics I-II (SFU) RSG data collected and summarized from Saint Francis University students. Merging of data with Cohort 10 youth makes it impossible to include data here.

Findings

Program Design, Implementation, and Operations

In this section include information about the container within which the program was offered.

- Dates/span of operation, start and end dates:
All Saints, Forest Hills and Purchase Line Jr/Sr High from 2:30-5:30 PM
Purchase Line Elementary from **3:15-5:45 PM**; programs started 10/3/22 and ended 5/25/23.
- Hours/days of operation
Monday-Thursday, 10-12 hours/week, 36 weeks/year
- Total hours of programming offered
 $36 \text{ weeks} * 4 \text{ days/week} * 3 \text{ hours/day} = 432 \text{ hours of program}$
 $4 \text{ days/week} * 36 \text{ weeks} = 144 \text{ days}$
- Operations methods (i.e. in-person, hybrid, virtual, etc.)
In-person
- Centers operated, center locations
All Saints Catholic School
Forest Hills Jr/Sr High School
Purchase Line Jr/Sr High School
Purchase Line Elementary School
- Activities offered, content covered
Academic Enrichment
Homework support
Tutoring
Mentoring
STEM
Environmental education
Creative arts
Drug & Violence Prevention/SEL
Reading/writing/ELA
Physical health and wellness
Nutrition education
Parenting Skills
- Alignment or linkage of needs to implementation design
Identified needs: improvement in math skills, specifically in problem-solving and critical thinking; reading/writing/English Language Arts (ELA) comprehension skills; social emotional learning (SEL) skills, specifically involving student independence and self-advocacy (needs arising from the pandemic school closures/virtual learning); and parent/caregiver/family communication, support, and education.

- Staffing
see chart

Staffing					
	ASCS	FHSD	PLES	PLHS	Totals
Administrators Paid	1	1	1	1	4
Administrators Volunteer	2	2	2	2	8
College Students Paid	1	0	0	1	2
College Students Volunteer	0	0	0	0	0
Community Members Paid	0	0	2	2	4
Community Members Volunteer	0	0	0	0	0
High School Students Paid	0	0	0	2	2
High School Students Volunteer	0	0	0	0	0
Parents Paid	0	0	0	0	0
Parents Volunteer	0	0	0	0	0
School Day Teachers Paid	2	4	4	0	10
School Day Teachers Volunteer	0	0	0	0	0
Other Non-Teaching School Staff Paid	1	2	0	0	3
Other Non-Teaching School Staff Volunteer	0	0	0	0	0
Subcontracted Staff Paid	1	1	1	1	2
Subcontracted Staff Volunteer	1	1	1	1	2
Other Paid	0	0	0	0	0
Other Volunteer	0	0	0	0	0
Totals	9	11	9	8	

- Partners and collaborators
Indiana County Conservation District
Salvation Army
Saint Francis University
Penn State Cooperative Extension-Nutrition Links
University of Pittsburgh at Johnstown

- Frequency and duration
See chart

RSG C11--SY 2022-2023		
Activities		
Activity Selected	Dosage	Total Hours
Academic Enrichment	1 hour/day	144
Cultural Programs (Art)	.5 hour/day	72
Drug & Violence Prev & Couns	.25 hours/day	36
Expanded Library Service Hours	.25 hours/day	36
Healthy/Active Lifestyle	.5 hour/day	72
Literacy Education	1 hour/day	144
Parenting Skills	Varies (See Chart)	12
STEM	1 hour/day	144

- Curricula, models, and/or commercial products used
Positive Action (SEL)
Mango Math (STEM)
Project Learning Tree (Environmental Literacy & STEM)
Project WET (Environmental Literacy & STEM)
Brick Labs (STEM)
Canva (STEM & Family Communication)
Remind (Family Communication)
Zoom (Family Communication & Professional Development)
Microsoft 365 (STEM & Data Collection)
Dropbox (Data Collection)

Program Participation and Attendance

The following information should appear in this section:

- Number of students served, summer and school year
- Feeder schools/schools served
- Student demographics
- Program attendance levels (refer to 21APR attendance gradations)
- Comparison to number of students targeted to be served from application
- Counts of (adult) family members of participating students served

- Number of students served, summer and school year

Table 1-1a. Total Attending C11 RSG Students Served in Year 1.

COHORT 11 Year 1 (22/23)	ALL C11 Yr. 1 Attendees <i>M</i> = 77.53 hours in SY
TOTAL Youth across Summer and School Year (SY)	256 (76 Regular, 30%) ¹
Summer Only (SU) Youth	0
School Year (SY) Youth	221 (86%) Public 35 (14%) Private
Elementary Youth (ALL K-5 th grades)	190 (74%) (60 Regular, 32%)
Middle School Youth (ALL 6 th -8 th grades)	66 (26%) (16 Regular, 24%)

Note 1. All C11 youth are counted above. However, also included are regular attendees in (), who attended RSG 90 hours or more across the entire school year. In Year 1 the C11 RSG program started in October 2022, so no summer hours occurred.

- Feeder schools/schools served: **Forest Hills, Purchase Line, and All Saints Catholic School**

Table 1-1b. Cohort 11 Year 1 RSG Program by School District.

Year 1 ALL 2022/23
Forest Hills
124 *Most Improved Reading Yr. 1 (see Table 5b) 85 K-5 th (68%); 39 6 th -8 th (32%) 116/124 (94%) Yes Economic Disadvantage 25/124 (20%) Yes Disability
Purchase Line
97 78 K-5 th (80%); 19 6 th -8 th (20%) 97/97 (100%) Yes Economic Disadvantage 27/94 (29%) Yes Disability
All Saints Catholic
35 *Most Improved Math Yr. 1 (see Table 5a) 27 K-5 th (77%); 8 6 th -8 th (23%) 14/35 (40%) Yes Economic Disadvantage 12/35 (34%) Yes Disability
Total = 256

Note 1. 100% of Cohort 11 Year 1 students were in their 1st year attending the RSG Program in 2022/23.

- Student demographics

100% were designated as English language speakers.

Table 2a. C11 Year 1 Student Demographics of RSG Youth.

	Gender	Race/Ethnicity¹	Economically Disadvantaged²	Disability
C11 Year 1 2022/23 RSG Youth	N = 256 Female = 115 (45%) K-5 th = 81 6-8 th = 34 Male = 141 (55%) K-5 th = 109 6-8 th = 32	N = 256 African American/Black = 2 Asian/Asian American = 1 Caucasian/White = 240 (94%) Hispanic/Latino = 4 (1%) Biracial/2 or more = 9 (3%)	N = 256 Yes = 227 (89%) K-5 th = 175 6-8 th = 52 No = 29 (11%) K-5 th = 15 6-8 th = 14	N = 256 Yes = 64 (25%) K-5 th = 47 6-8 th = 17 No = 189 (75%) K-5 th = 143 6-8 th = 46

Note 1. Where the total RSG youth counts vary, N/A was entered in the demographics. Too few members of minority groups were in this sample to count Race/Ethnicity by Grade Level.

Note 2. We can be 95% confident that for C11 Year 1 RSG youth economic disadvantage relates to grade level in school, $X^2(1) = 8.65, p = .003$. The overwhelming majority of youth in C11 Year 1 were K-5th graders from families with Yes economic disadvantage (68%).

Table 2b. C11 Year 1 Gender and Race/Ethnicity differences in Disability Rates.

	YES disability	NO disability	Total
Gender			
Female	26 (23%)	89 (77%)	115 (45%)
Male	38 (28%)	100 (72%)	138 (55%)
Race/Ethnicity			
White/Caucasian	57 (24%)	181 (76%)	238 (94%)
All Minorities	7 (47%)*	8 (53%)	15 (6%)
Gender X Race/Ethnicity			
Female/White	22 (21%)	84 (79%)	106 (42%)
Female/Minority	4 (44%)	5 (56%)	9 (4%)
Male/White	35 (27%)	97 (73%)	132 (52%)
Male/Minority	3 (50%)	3 (50%)	6 (2%)
Total	64 (25%)	189 (75%)	253

Note 1. There is no statistically significant relationship between gender and disability status. *However, we can be 95% confident that disability status depends on race/ethnicity, $X^2(1) = 3.85, p = .050$. Of the smaller number of all other minorities in Cohort 11 RSG youth, a higher percentage of all other minorities combined (47%) have a disability than white people who do (24%). Further analysis verifies the same high disability incidence rate is found for minority females as for minority males.

- Program attendance levels (refer to 21APR attendance gradations)

Table 2c. Mean Total Hours of ALL C11 RSG Program Attendance by Demographics.

C11 Year 1	Gender ¹	Race/Ethnicity ²	Economic Disadvantage ¹	Disability ²
Mean Total RSG Attendance Hours 2022/23	Female	White/Caucasian	Yes	Yes**
	$M = 84.15$	$M = 74.87$	$M = 74.90$	$M = 101.78$
	$SD = 87.72$	$SD = 77.85$	$SD = 77.65$	$SD = 85.74$
	Male	All Minorities ^{TR}	No	No
	$M = 72.13$	$M = 117.40$	$M = 98.15$	$M = 70.25$
	$SD = 74.11$	$SD = 109.45$	$SD = 99.82$	$SD = 77.65$

Note 1. Even though females on average attended more C11 Year 1 RSG hours than males, there was no statistically significant difference here related to the wide range of attendance hours for both genders. Economic disadvantage also showed no statistically significant mean differences for attendance hours.

Note 2. A near-significant trend was found that all minorities combined spent higher mean C11 RSG attendance hours in Year 1 than whites did, $t(16.03) = -1.53$, $p = .073$. Also, we can be 95% confident that C11 Year 1 youth with a disability attended significantly more RSG program hours than youth without a disability, $t(251) = -2.73$, $p = .003$.

Table 2c verifies that C11 Year 1 RSG youth with a disability attended significantly more hours over 2022/23 than youth without a disability. This suggests a welcoming and effective environment was provided by RSG, which encouraged youth with a disability and their parents to seek it out even more regularly than youth without a disability. There was also a tendency for all minorities combined to spend more attendance hours at RSG in 2022/23 than whites/Caucasians. Evidence supports that RSG is effectively welcoming diverse C11 youth.

- Comparison to number of students targeted to be served from application

Table 2d. Comparison of Target vs. Actual C11 RSG Program Attendance in Year 1.

	Target ¹	Actual C11 Year 1 RSG Attendees
SU Total	60	0
FA/SP Total	300	256
Total RSG Youth	360	256

Note 1. Cohort 11 Year 1 did not include offer of the RSG program, as they worked to prepare for these new, additional school districts beyond those already coordinated.

- Counts of (adult) family members of participating students served

STATE MEASURE #6- FAMILY LITERACY AND INVOLVEMENT

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

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The [number OR percentage] of families of participating students who participate in family literacy activities.	42%	Family literacy night events (held each quarter); regular family/caregiver communication; calls home; meetings	Event sign-in sheets; family/caregiver focus groups; family/caregiver surveys
The [number OR percentage] of parents of participating students who participate in family literacy activities	54%	Family literacy night events (held each quarter); regular family/caregiver communication;	Event sign-in sheets; family/caregiver focus groups; family/caregiver surveys
The [number OR percentage] of families of participating students who participate in family engagement activities.	42%	Open house events, advisory board meetings (held each quarter); regular family/caregiver communication	Open house/advisory board sign-in sheets; family/caregiver focus groups; family/caregiver surveys
The [number OR percentage] of parents of participating students who participate in family engagement activities.	54%	Open house events, advisory board meetings (held each quarter); regular family/caregiver communication	Open house/advisory board sign-in sheets; family/caregiver focus groups; family/caregiver surveys

82/256 = 32% of C11 Year 1 parents/family from all four school districts participated in at least one RSG activity. All 32% participated in at least one parent education activity and at least one parent involvement activity (see chart below).

Table 2e. RSG Cohort 11 2022/23 Family Participation Data from Implementation Survey

Allegheny Intermediate Unit 3 475 E. Waterfront Dr. Homestead, PA www.aiu3.net

21st Century Contact and Reporting Tracking System

Cohort selected: Respective S

Home Grantee At-A-Glance Contact Information Participation Counts More... Administration Logoff Help

Please list the Open House events (required quarterly) and other parent involvement/education events your 21st CCLC program hosted this year. If centers held their events on the same date, include all centers on one line. If centers held Open House/other events on different dates, list each separately.
Please indicate the type(s) of event/activities for each event.

Date	Center(s)	Total Parents/Adult Family Members Attending	Topic(s)/Focus of Event, if any	Parent Leadership	Family Literacy	Parent Education/Workshop	Open House
10/20/2022	<input type="checkbox"/> All	82	Open House	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
01/23/2023	<input type="checkbox"/> Forest Hills	17	Open House Discussion of	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
02/15/2023	<input type="checkbox"/> Purchase Line HS	12	Open House Discussion of	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
02/16/2023	<input type="checkbox"/> Purchase Line Ele	38	Open House Discussion of	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
04/25/2023	<input type="checkbox"/> All Saints	15	Open House Discussion of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mm/dd/yyyy	<input type="checkbox"/>	0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any additional Open House events here.

Please provide additional clarification or comments on the above or describe other parent/family involvement or educational opportunities your program offered during this term. [open-ended]

Open houses were held in the fall and spring in conjunction with school events to increase participation.

How many adult family members of participating students participated in at least one activity of any type during this program year (Summer 2022/SY 2022-23)? Each individual/adult should only be counted once. [number]

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How many adult family members of participating students participated in at least one parent education/engagement activity during this program year (Summer 2022/SY 2022-23)? This includes activities such as adult ESL, parent education/workshops, computer training, parenting skills, and similar offerings. Each individual/adult should only be counted once. [number]

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How many adult family members of participating students participated in at least one parent involvement activity during this program year (Summer 2022/SY 2022-23)? This includes activities such as open house events, family nights, and similar offerings. Each individual/adult should only be counted once. [number]

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Table 2f. RSG Program Location Start vs. End Times and Dates for C11 Year 1.

C11 Centers	Times (SUM 2022 & SY 22/23)				Dates (SUM 2022 & SY 22/23)			
	Program Start	Program End	Summer Start	Summer End	Summer Start	Summer End	Program Start	Program End
All Saints Catholic School	2:30 PM	5:30 PM	N/A	N/A	N/A	N/A	10/3/22	5/25/23
Forest Hills S.D.	2:30 PM	5:30 PM	N/A	N/A	N/A	N/A	10/3/22	5/25/23
Purchase Line Elementary School	3:30 PM	5:30 PM	N/A	N/A	N/A	N/A	10/3/22	5/25/23
Purchase Line Jr/Sr High School	2:30 PM	5:30 PM	N/A	N/A	N/A	N/A	10/3/22	5/25/23

Student Outcomes

Student outcomes measures reporting would include the data source(s), number of students having data, grade levels included if not all, caveats and considerations, results by program attendance, building, center, grade level, cohort, duration in 21st CCLC and/or other relevant subgroups

State Assessment Results

GPRA MEASURE #1: ACADEMIC ACHIEVEMENT

Percentage of students in grades 4–8 participating in 21stCCLC 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 21stCCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.

How is growth determined? Growth is defined as positive movement from one performance level to the next on two consecutive years of the same state assessment (PSSA to PSSA or PASA to PASA). This means that a student is considered as IMPROVED if they:

- Move from Below Basic to Basic, Proficient, or Advanced.
- Move from Basic to Proficient or Advanced.
- Move from Proficient to Advanced.

Students who score within the Advanced level on both the prior year and the current year state assessment are considered as not needing to improve.

Students who score in the same level (Below Basic, Basic, and Proficient) in two consecutive years are considered 'no change.'

Students who show negative change, i.e. go from Proficient to Basic, from one year to the next are considered declining.

Data analysis for state assessments will only include students in Grades 4-8, as these are the grades most likely to have two consecutive years of the state assessments and state assessments are not conducted in Pennsylvania before 3rd grade or at the high school levels.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21 st CCLC participants who demonstrate growth in mathematics on state assessments (PSSA/PASA).	48.5%	2 x/week Mango Math & Mathematics Learning Module curricula; 4 x/week homework assistance/tutoring/lesson review	PSSA math scores for grades 3-5, program attendance data

The percentage of middle school 21 st CCLC participants who demonstrate growth in mathematics on state assessments (PSSA/PASA).	48.5%	2 x/week Mango Math & Mathematics Learning Module curricula; 4 x/week homework assistance/tutoring/lesson review	PSSA math scores for grades 6-8, program attendance data
The percentage of elementary 21 st CCLC participants who demonstrate growth in reading on state assessments (PSSA/PASA).	48.5%	4x/week Group/independent reading; 4 x/week homework assistance/tutoring/lesson review	PSSA reading scores for grades 3-5, program attendance data
The percentage of middle school 21 st CCLC participants who demonstrate growth in reading on state assessments (PSSA/PASA).	48.5%	4x/week Group/independent reading; 4 x/week homework assistance/tutoring/lesson review	PSSA reading scores for grades 6-8, program attendance data

Table 3a. PSSA Math Test Scores in Cohort 11 Youth Year 1.

C11 Yr. 1 PSSA Math	GPRA 1 Target = 48.5% Growth¹
4-5 th Grades (n = 47) Pass Rate = 79%	
Below Basic	10 (21%)
Basic	15 (32%)
Proficient	16 (34%)
Advanced	6 (13%)
6 th -8 th Grades (n = 52) Pass Rate = 42%	
Below Basic	30 (58%)
Basic	13 (25%)
Proficient	6 (11%)
Advanced	3 (6%)
4 th -8 th Grades Combined (n = 99) Pass Rate = 60%	
Below Basic	40 (40%)
Basic	28 (28%)
Proficient	22 (22%)
Advanced	9 (9%)

Note 1. For PSSA test score growth in Year 2 to be reported, some way of linking Year 1 to Year 2 C11 RSG individual youths will be needed.

Table 3b. PSSA Reading Test Scores in Cohort 11 Youth Year 1.

C11 Yr. 1 PSSA Reading	GPRA 1 Target = 48.5% Growth¹
4-5 th Grades (n = 47) Pass Rate = 79%	
Below Basic	10 (21%)
Basic	10 (21%)
Proficient	25 (53%)
Advanced	2 (4%)
6 th -8 th Grades (n = 52) Pass Rate = 89%	
Below Basic	6 (11%)
Basic	30 (58%)
Proficient	12 (23%)
Advanced	4 (8%)
4 th -8 th Grades Combined (n = 99) Pass Rate = 84%	
Below Basic	16 (16%)
Basic	40 (40%)
Proficient	37 (37%)
Advanced	6 (6%)

Note 1. For PSSA test score growth in Year 2 to be reported, some way of linking Year 1 to Year 2 C11 RSG individual youths will be needed.

Table 3a above verifies that 6th-8th grade Math PSSA test results for C11 Year 1 were especially low. 58% of Year 1 6th-8th graders earned *Below Basic* on the Math PSSA test. Although Reading PSSA test scores looked higher for 6th-8th graders, 58% of them scored at the *Basic* level

(i.e., the most frequent score category). This suggests 6th-8th graders in Cohort 11 may be at risk for backsliding in Reading in Year 2 without extra attention given this area.

Grade Point Average/Classroom Performance

GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)

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.

How is growth determined? Growth is defined as a positive increase in a student's grade point average from the prior year to the participating year. Grantees should examine GPA to the nearest tenth (one decimal point). Grantees/schools may round a student's GPA to the nearest tenth based on generally accepted mathematical principles where .05 and greater may be rounded up and .04 and lower are rounded down. Examples: 3.15 would be rounded to 3.2; 2.86 would be reported as 2.9; 3.44 would be rounded and reported as 3.4.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of 7-8th grade 21 st CCLC participants whose GPA improved from the end of the prior year to the end of the current year.	45%	Homework assist./tutoring/less on review; Mango Math/Mathematics Learning Mod./Project Wet/Project	Grade 7-8 student GPAs via report card data, program attendance data
The percentage of 10-12 th grade 21 st CCLC participants whose GPA improved from the end of the prior year to the current year.	N/A	N/A	N/A

Table 4a. Cohort 11 Year 1 7th-8th grade unweighted GPA < 3.0.

GPRA 2	Year 1 GPA < 3.0
7 th -8 th grade unweighted GPA < 3.0 Target Improved: 45% $M = 1.6, SD = 1.1$ Mode = .5, Range = 0-4.0	35/42 (83%) had GPA < 3.0 <i>Pending Year 2 data for improved GPA¹</i>

Note 1. Since this was the first year C11 participated in the RSG program, no improvement over time can be measured. Next year improvement will be calculated using any of the returning 35 students listed above.

The above finding that 83% of C11 Year 1 7th-8th graders had a GPA less than 3.0 corresponds with the overall lower math PSSA test scores for 6th-8th graders shown in Tables 3a-3b. There should be a large pool of returning C11 Year 2 RSG 7th-8th graders to track GPA improvement.

Table 4b. **Math** Report Card Grade Improvements by $\geq 4\%$ among C11 Year 1 RSG youth who earned percentages from 0-100%¹.

C11 Yr. 1 Youth Grade Level Math Improvement	% of C11 Youth Improving Math Grades (0-100% scale) by $\geq 4\%$
ALL K-5 th grade	36/131 (27%)
Fall As Removed/High Need ²	34/103 (33%)
ALL 6 th -8 th grade	22/62 (36%)
Fall As Removed/High Need	21/52 (40%)
ALL K-8 th grade	58/193 (30%)
Fall As Removed/High Need	55/155 (35%)

Note 1. Purchase Line school district only used 0-100% grade percentages. Forest Hills and All Saints Catholic graded older youth on this percentage scale also, while younger youth were graded on a 4-pt. scale (see Table 4d).

Note 2. Fall As removed are re-calculated report card grade improvements after removing any RSG youth who earned 92% or higher (A grades) in the fall because they did not need to improve.

Table 4c. **Reading** Report Card Grade Improvements by $\geq 4\%$ among C11 Year 1 RSG youth who earned percentages from 0-100%¹.

C11 Yr. 1 Youth Grade Level	% of C11 Youth Improving Reading Grades (0-100% scale) by $\geq 4\%$
ALL K-5 th grade	33/131 (25%)
Fall As Removed/High Need ²	38/109 (35%)
ALL 6 th -8 th grade	24/62 (39%)
Fall As Removed/High Need	24/55 (44%)
ALL K-8 th grade	57/193 (30%)
Fall As Removed/High Need	57/164 (35%)

Note 1. Purchase Line school district only used 0-100% grade percentages. Forest Hills and All Saints Catholic graded older youth on this percentage scale also, while younger youth were graded on a 4-pt. scale (see Table 4e).

Note 2. Fall As removed are re-calculated report card grade improvements after removing any RSG youth who earned 92% or higher (A grades) in the fall because they did not need to improve.

Cohort 11 consists of schools using different types of math and reading report card grades. Those schools that used a 0-100% grading scale can be seen in Tables 4a-4b, which each track the percentage of C11 Year 1 RSG youth who raised their math and reading report card grades by half a letter grade (i.e., $\geq 4\%$). Tables 4a-4b show that a higher percentage of 6th-8th graders were able to improve their math and reading grades from fall to spring of Year 1 than K-5th graders; this was true when ALL youth were compared and when only those with a high need to improve were compared (i.e., those earning less than an A grade fall semester). Overall across

K-8th grades, 30% were able to improve both their math and their reading report card grades by half a letter grade. Removal of C11 youth who had little need to improve due to earning A grades in the fall semester showed that 35% of Year 1 “High Need” K-8th graders improved their math and reading grades by half a letter grade.

Table 4d. Math Grade Improvements (4-pt. scale) among C11 Year 1 K-4th grade RSG youth¹.

C11 Yr. 1 Youth Grade Level	% of C11 Youth Improving Math Grades (Level change on 4-pt. scale)
K-4 th grade ¹ (n = 49)	Up a Level 13/49 (27%) No Change 33/49 (67%) Down a Level 3/49 (6%)

Note 1. Forest Hills (n = 30, K-1st grade) and All Saints Catholic (n = 19, K-4th grade) included several youth only graded on a 4-pt. scale. 4 = Exceeds expectations, 3 = Meets expectations, 2 = Progressing toward expectations, 1 = Needs improvement. Some youth at All Saints earned letter grades (A, B, or C), which were converted to this 4-pt. scale (A = 4, B = 3, C = 2) before being counted above. 14 C11 Year 1 youth had no grades or transferred out.

Note 2. 14% of youth (7/49) who earned 4-pt. scale math grades in Year 1 were already at “Exceeds expectations” in fall, so did not need to improve spring math grades. 35/49 (71%) were at “Meets expectations” and 7/49 (14%) were at “Progress made toward expectations”. Of the 7 “Exceeds” youth in the fall, 4/7 (57%) maintained their math performance at “Exceeds expectations” in the spring.

Table 4e. Reading Grade Improvements (4-pt. scale) among C11 Year 1 K-4th grade RSG youth¹.

C11 Yr. 1 Youth Grade Level	% of C11 Youth Improving Reading Grades (Level change on 4-pt. scale)
K-4 th grade ¹ (n = 49)	Up a Level 11/49 (22%) No Change 38/49 (78%) Down a Level 0/49 (0%)

Note 1. Forest Hills (n = 30, K-1st grade) and All Saints Catholic (n = 19, K-4th grade) included several youth only graded on a 4-pt. scale. 4 = Exceeds expectations, 3 = Meets expectations, 2 = Progressing toward expectations, 1 = Needs improvement. Some youth at All Saints earned letter grades (A, B, or C), which were converted to this 4-pt. scale (A = 4, B = 3, C = 2) before being counted above. 14 C11 Year 1 youth had no grades or transferred out.

Note 2. 8% of youth (4/49) who earned 4-pt. scale reading grades in Year 1 were already at “Exceeds expectations” in fall, so did not need to improve spring reading grades. 38/49 (78%) were at “Meets expectations” and 7/49 (14%) were at “Progress made toward expectations”. Of the 4 “Exceeds” youth in the fall, 100% of them maintained their reading performance at “Exceeds expectations” in the spring.

Tables 4d and 4e display results for the two C11 schools who used a 4-pt. grading scale for some of their elementary youth; the higher the score the better the reading and math skills.

Improvement on this scale was defined as C11 RSG youth moving up one or more levels from fall to spring. 100% of youth who improved their reading and math grades did so by moving up one level only. Most frequently C11 RSG youth graded on a 4-pt. scale showed “No Change” in grade assignment from fall to spring. However, Table 4d shows that in math 27% of C11 Year 1 youth were able to move up one skill level, and in reading 22% (see Table 4e) were able to move up one skill level.

Table 5a. Fall to Spring Math Grade Changes for C11 Year 1 RSG youth by School District.

School District	C11 Yr. 1 % Math Grade Improvement ¹
All Saints Catholic ²	13/33 (39%)
Forest Hills	31/121 (26%)
Purchase Line	27/88 (31%)
Total All Schools	71/242 (29%)

Note 1. Since 2 of 3 schools used a mixture of 0-100% and 4-pt. math grading scales, with grade levels varying for 4-pt. scale implementation, only the overall percentage of C11 Year 1 RSG youth who showed improvement is listed above. All Saints included 8/19 youth who increased their 4-pt. math grade by 1 level, so this was added to the 5/14 youth from the same school who increased their math report card grade by 4% or more. Forest Hills included 5/30 who increased their 4-pt. math grade by 1 level, so it was added to the 26/91 from the same school who increased their math report card grade by 4% or more. Purchase Line included 27/88 youth who increased their math report card grade by 4% or more.

Note 2. On average All Saints math grades increased from fall to spring on the percentage grading scale by $M_D = 3.29\%$, $SD_D = 6.64$. The other two schools' averages stayed about the same.

Table 5b. Fall to Spring Reading Grade Changes for C11 Year 1 RSG youth by School District.

School District	C11 Yr. 1 % Reading Grade Improvement ¹
All Saints Catholic	8/33 (24%)
Forest Hills ²	35/121 (29%)
Purchase Line	25/88 (28%)
Total All Schools	68/242 (28%)

Note 1. Since 2 of 3 schools used a mixture of 0-100% and 4-pt. reading grading scales, with grade levels varying for 4-pt. scale implementation, only the overall percentage of C11 Year 1 RSG youth who showed improvement is listed above. All Saints included 7/19 youth who increased their 4-pt. reading grade by 1 level, so this was added to the 1/14 youth from the same school who increased their reading report card grade by 4% or more. Forest Hills included 4/30 who increased their 4-pt. math grade by 1 level, so it was added to the 31/91 from the same school who increased their math report card grade by 4% or more. Purchase Line included 25/88 youth who increased their math report card grade by 4% or more.

Note 2. On average Forest Hills reading grades increased from fall to spring on the percentage grading scale by $M_D = 1.86\%$, $SD_D = 6.69$. The other two schools' averages stayed about the same.

Regardless of how math and reading skill improvement is defined (i.e., by half a letter grade from 0-100% or up one skill level on a 4-pt. scale), Table 5a verifies that All Saints Catholic School was able to show the highest percentage of C11 Year 1 RSG youth improving in math at 39%. At the other three sites 26-31% of youth improved in math.

Forest Hills was the site where the highest percentage of C11 Year 1 youth improved in reading, but all sites were able to show improvements ranging from 24-29% of youth (see Table 5b).

Teacher-Reported Results (Teacher Survey)

Table 6a. C11 Year 1 All K-8th Teacher Survey Improvement Ratings for All Item Response Options.

Teacher Survey Item	K-5 th grade Year 1 (2022/23)	6 th -8 th grade Year 1 (2022/23)	K-8 th grade Year 1 (2022/23)
Homework Completion N = 256	Improved 87/190 (46%) No Change 36 (19%) Decline 4 (2%) No Need 63 (33%)	Improved 36/66 (55%) No Change 12 (18%) Decline 0 (0%) No Need 18 (27%)	Improved 123 (48%) No Change 48 (19%) Decline 4 (1%) No Need 81 (32%)
Class Participation N = 256	Improved 72/190 (38%) No Change 28 (15%) Decline 2 (1%) No Need 88 (46%)	Improved 22/66 (33%) No Change 20 (30%) Decline 0 (0%) No Need 24 (36%)	Improved 94 (37%) No Change 48 (19%) Decline 2 (<1%) No Need 112 (44%)
Volunteer for Extra N = 256	Improved 26/190 (14%) No Change 92 (48%) Decline 0 (0%) No Need 72 (38%)	Improved 5/66 (8%) No Change 38 (58%) Decline 0 (0%) No Need 23 (35%)	Improved 31 (12%) No Change 130 (51%) Decline 0 (0%) No Need 95 (37%)
Attentive in Class N = 256	Improved 66/190 (35%) No Change 40 (21%) Decline 4 (2%) No Need 80 (42%)	Improved 26/66 (39%) No Change 16 (24%) Decline 0 (0%) No Need 24 (36%)	Improved 92 (36%) No Change 56 (22%) Decline 4 (1%) No Need 104 (41%)
Behavior in Class N = 256	Improved 42/190 (22%) No Change 50 (26%) Decline 5 (3%) No Need 93 (49%)	Improved 16/66 (24%) No Change 21 (32%) Decline 0 (0%) No Need 29 (44%)	Improved 58 (23%) No Change 71 (28%) Decline 5 (2%) No Need 122 (47%)
Academic Performance N = 256	Improved 103/190 (54%) No Change 43 (23%) Decline 0 (0%) No Need 44 (23%)	Improved 33/66 (50%) No Change 14 (21%) Decline 0 (0%) No Need 19 (29%)	Improved 136 (53%) No Change 57 (22%) Decline 0 (0%) No Need 63 (25%)
Motivation to Learn N = 256	Improved 52/190 (27%) No Change 66 (35%) Decline 2 (1%) No Need 70 (37%)	Improved 23/66 (35%) No Change 20 (30%) Decline 0 (0%) No Need 23 (35%)	Improved 75 (29%) No Change 86 (34%) Decline 2 (< 1%) No Need 93 (36%)
Engaged in Learning N = 256	Improved 70/190 (37%) No Change 54 (28%) Decline 2 (1%) No Need 64 (34%)	Improved 30/66 (45%) No Change 14 (21%) Decline 0 (0%) No Need 22 (33%)	Improved 100 (39%) No Change 68 (27%) Decline 2 (<1%) No Need 86 (34%)

To provide more context to understand the C11 Year 1 Teacher Survey results, I calculated RSG youth improvement in two ways. Table 6a above includes youth improvement percentages in the context of knowing what percentage were perceived by schoolteachers as not needing to improve to begin with. Behavior in class had the highest percentage of *No Need to Improve* teacher responses for C11 Year 1 RSG youth, since 49% of K-5th, 44% of 6th-8th, and 47% of K-8th

graders overall received this rating. Academic performance and homework completion, on the other hand, had the lowest teacher response percentages for *No Need to Improve* in Year 1.

Table 6b below calculates Teacher Survey improvements in the usual way, only out of those youth needing to change. Improvement calculated this way is used for all GPRA measure target percentage comparisons, as it is important to avoid underestimating C11 youth improvements.

The two most improved K-5th grade Teacher Survey areas were in class participation and academic performance (each at 71% improved). For 6th-8th graders homework completion (75% improved) and academic performance (70% improved) were the two most improved areas rated by teachers.

Volunteering for extra credit or more responsibility stood out in Table 6b across all grade levels as being the main area where teachers saw the least improvement for C11 Year 1 RSG youth.

Table 6b. C11 Yr. 1 All K-8th grade Teacher Survey Improvement Ratings for those Needing to Change¹.

Teacher Survey Item	K-5th grade Year 1 (2022/23)	6th-8th grade Year 1 (2022/23)	K-8th grade Year 1 (2022/23)
Homework Completion	Improved 87/127 (69%)	Improved 36/48 (75%)	Improved 123/175 (70%)
Class Participation	Improved 72/102 (71%)	Improved 22/42 (52%)	Improved 94/144 (65%)
Volunteer for Extra	Improved 26/118 (22%)	Improved 5/43 (12%)	Improved 31/161 (19%)
Attentive in Class	Improved 66/110 (60%)	Improved 26/42 (62%)	Improved 92/152 (61%)
Behavior in Class	Improved 42/97 (43%)	Improved 16/37 (43%)	Improved 58/134 (43%)
Academic Performance	Improved 103/146 (71%)	Improved 33/47 (70%)	Improved 136/193 (71%)
Motivation to Learn	Improved 52/120 (43%)	Improved 23/43 (53%)	Improved 75/163 (46%)
Engaged in Learning	Improved 70/126 (56%)	Improved 30/44 (68%)	Improved 100/170 (59%)

Note 1. The % of youth improved out of those needing to change rated by teachers was re-calculated after excluding all C11 RSG youth who had no need to change to avoid underestimating positive change.

School Attendance

GPRA 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.

How is growth determined? State evaluators will examine the attendance rate in consideration of the student's enrolled days for the prior year and the participating year. However, state evaluators will focus on attendance rate as the growth measure.

- Students with an attendance rate better than 90% in the prior year AND the participating year will be considered not needing to improve.
- After excluding students who did not need to improve, any student who improves to any degree from the prior year to the current year will be considered improved.
- After excluding students who did not need to improve, any student who declines to any degree from the prior year to the current year will be considered declined.
- After excluding students who did not need to improve, any student whose attendance rate is the same for both years will be considered no change.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21 st 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.	51%	Program attendance policy (must attend school to attend program), parent/caregiver communication & education, SEL activities via Positive Action curr., calls home to families, interventional meetings	School attendance data & program attendance data for students in grades K-5.

The percentage of middle and high school 21 st 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.	51%	Program attendance policy (must attend school to attend program), parent/caregiver communication & education, SEL activities via Positive Action curr., calls home to families, interventional meetings	School attendance data & program attendance data for students in grades 6-8.
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Table 7. School Attendance Rate below 90% for C11 Year 1 RSG¹.

GPRA 3 School attendance rate < 90% Target = 51% improvement	% of C11 Year 1 youth who need to improve Year 2 school attendance
1 st -5 th grade $M = 96.35$, $Mo = 100\%$	11/168 (7%)
6 th -8 th grade $M = 94.78$, $Mo = 100\%$	9/65 (14%)
1 st -8 th grade	20/233 (9%)

Note 1. Improved school attendance rate cannot be calculated until C11 Year 2 data becomes available, since C11 started in October, 2022; only RSG youth needing to improve attendance who return in Year 2 will be analyzed.

Table 8. C11 Year 1 1st-5th grade Teacher Survey Improvement Ratings for GPRA 3,4, and 5 All Item Response Options and Improvement of those Needing to Change¹.

Teacher Survey Item	1 st -5 th grade Year 1 (2022/23)	6 th -8 th grade Year 1 (2022/23)	1 st -8 th grade Year 1 (2022/23)
Attentive in Class GPRA 3	Improved 53/169 (31%) No Change 38 (22%) Decline 4 (2%) No Need 74 (44%)	Improved 26/66 (39%) No Change 16 (24%) Decline 0 (0%) No Need 24 (36%)	Improved 79/235 (34%) No Change 54 (23%) Decline 4 (2%) No Need 98 (42%)
% Improved of those Needing to Change ¹	56%	62%	58%
Behavior in Class GPRA 4	Improved 33/169 (20%) No Change 45 (27%) Decline 5 (3%) No Need 86 (51%)	Improved 16/66 (24%) No Change 21 (32%) Decline 0 (0%) No Need 29 (44%)	Improved 49/235 (21%) No Change 66 (28%) Decline 5 (2%) No Need 115 (49%)
% Improved of those Needing to Change	40%	43%	41%
Engaged Learning GPRA 5 Target 48% of 1 st -5 th graders	Improved 62/169 (37%) No Change 47 (28%) Decline 2 (1%) No Need 58 (34%)	Improved 30/66 (45%) No Change 14 (21%) Decline 0 (0%) No Need 22 (33%)	Improved 92/235 (39%) No Change 61 (26%) Decline 2 (1%) No Need 80 (34%)
% Improved of those Needing to Change	56%	68%	59%

Note 1. Thirty kindergarten youth were removed for GPRA 3, 4, and 5. The % of youth improved out of those needing to change rated by teachers was re-calculated after excluding all C11 RSG youth who had no need to change to avoid underestimating positive change.

Table 8 re-calculates Teacher Survey results by removing C11 kindergarten youth, who fall outside the GPRA grant performance indicator focus area. Three Teacher Survey item responses to C11 youth who improved out of those who needed to are included above because they are most relevant to GPRA 3 school attendance, GPRA 4 behavior, and GPRA 5 engaged learning.

Student Behavior

GPRA MEASURE #4: IN-SCHOOL SUSPENSION

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.

How is growth determined? State evaluators will examine change to in-school suspensions in terms of total volume of days of in-school suspension(s) for the prior year and participating year. For the purposes of determining growth, evaluators will focus on duration of suspensions as this equates to time out of the regular learning environment and a potential disruption in a student's education. Time out of class/the regular learning environment may be more concerning than more frequent incidents of shorter duration.

0% of Cohort 11 Year 1 RSG youth had an in-school suspension.

GPRA 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.

How is growth determined? Teachers will select one of four change categories for each student: did not need to improve, improved, no change, and declined. The teacher may choose the level of change based on their professional observation of the child's performance in their classroom.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
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.	48%	Regular communication with school-day teachers; homework assist./tutoring/less on review; Mango Math/Mathematics Learning Mod./Project WET/Project Learning Tree curr.:	21st CCLC teacher survey data, and program attendance data for grades 1-5.

See Table 8 in the School Attendance data section above, where all Teacher Survey items relevant to 1st-5th grade GPRA 3,4, and 5 are summarized.

Graduation and Promotion

100% of Cohort 11 Year 1 RSG youth either graduated or were promoted to the next grade level.

High School Credit/Course Recovery

N/A to Cohort 11 RSG Program

[Other Grantee-Defined Outcome Measures]

N/A to Cohort 11 RSG Program

Stakeholder Feedback (if applicable)

This would include any student, parent, partner, school leader surveys or interviews, if applicable

N/A to Cohort 11 RSG Program

Case Studies and Program Observations/Site Visits (if applicable)

No data can be included here as Saint Francis University students ran an educational activity with RSG youth that mixed Cohort 10 and Cohort 11 schools together in a way that cannot be now separately identified.

Grantee Results on Performance Measures

Compare actual performance/results to the grantee's performance indicators and established GPRA and state measures, as applicable

GPRA 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.

Table 9a. GPRA Measure 1 Summary: Improvement in PSSA State Assessments.

Grantee Performance Indicator *requires Year 1 to Year 2 within-person comparison	Grantee's Performance Target (# or %)	Actual Performance C11 Year 1 Data Only Now Available
4 th —5 th graders will demonstrate growth on the math PSSA test by moving up 1 score category or more.	48.5%	87% have room to grow *Of these 87%, 21% need to move up from Below Basic
6 th —8 th graders will demonstrate growth on the math PSSA test by moving up 1 score category or more.	48.5%	94% have room to grow *Of these 94%, 58% need to move up from Below Basic
4 th —5 th graders will demonstrate growth on the reading PSSA test by moving up 1 score category or more.	48.5%	96% have room to grow *Of these 96%, 21% need to move up from Below Basic
6 th —8 th graders will demonstrate growth on the reading PSSA test by moving up 1 score category or more.	48.5%	92% have room to grow *Of these 92%, 11% need to move up from Below Basic

Note 1. Anyone scoring less than Advanced has “room to grow” in Year 2, so the above Year 1 percentages reflect this. Year 1 to Year 2 growth can only be tracked if C11 RSG youth who return in Year 2 have PSSA scores from the previous year linked to Year 2.

GPRA 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.

Table 9b. GPRA Measure 2 Summary: GPA Improvement in 7th-8th Graders.

Grantee Performance Indicator *requires Year 1 to Year 2 within-person comparison	Grantee's Performance Target (# or %)	Actual Performance C11 Year 1 Data Only Now Available
% of 7 th -8 th grade improved unweighted GPA over two consecutive years among those with prior year GPA < 3.0.	45%	35/42 (83%) had GPA < 3.0 in Year 1 so returning youth will be tracked in Year 2.

GPRA 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.

Table 9c. GPRA Measure 3 Summary: School Day Attendance Improvement.

Grantee Performance Indicator *requires Year 1 to Year 2 within-person comparison	Grantee's Performance Target (# or %)	Actual Performance % of C11 Year 1 youth who need to improve in Year 2
Prior year school attendance < 90% 1 st -5 th grade improvement	51%	11/168 (7%)
Prior year school attendance < 90% 6 th -8 th grade improvement	51%	9/65 (14%)
Prior year school attendance < 90% K-8 th grade improvement	51%	20/233 (9%)

GPRA 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.

Table 9d. GPRA Measure 4 Summary: Improvement In-School Suspensions.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Grades 1-8 decrease in-school suspensions	N/A	N/A as C11 RSG youth have 0% suspensions

GPRA 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.

Table 9e. GPRA Measure 5 Summary: Student Engagement in Learning from Teacher Survey.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
% of 1 st -5 th grade students who improved engagement in learning from Teacher Survey	48%	62/111 (56%) of those needing to change were rated as <i>Improved</i> on the Teacher Survey

State Measure 6- Family Literacy and Involvement

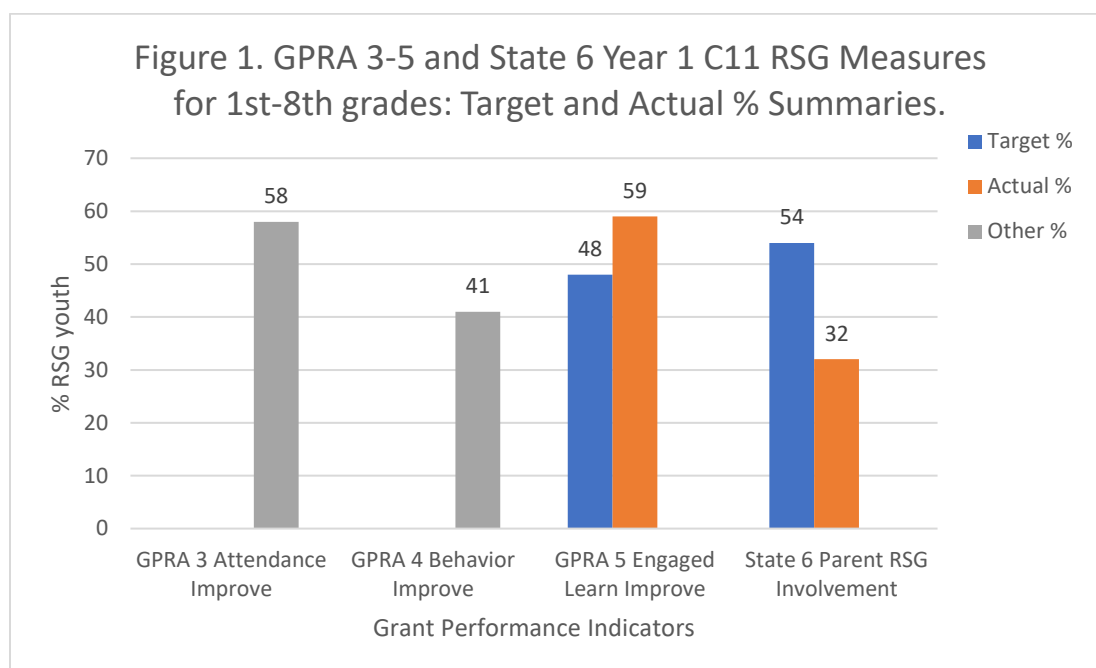
Number or percentage of families of participating students who participate in family literacy and involvement activities.

Table 9f. PA State Measure 6 Summary: Parent Participation in RSG Activities.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
% of parents who participate in at least one family literacy or one family engagement activity.	54% of parents	82/256 (32%)

Considerations and Recommendations for Improvement

- Themes observed in the findings/data



GPRA 1-3 cannot be assessed until C11 Year 2 data is provided (see Tables 3a-3b, 4a, and 7; see also Tables 9a-9c), so they are excluded from Figure 1 above. For these three grant performance indicators of growth to be accurately assessed, Cohort 11 Year 1 and Year 2 data columns should be provided next year for analysis. One data recommendation for Year 2 is for RSG to provide consecutive year math and reading PSSA test scores for GPRA 1 (see Table 9a), consecutive year unweighted 7th-8th grade GPAs for GPRA 2 (see Table 9b), and consecutive year school attendance rates for GPRA 3. School attendance rates in Year 1 needing to improve (i.e., those that fell below 90%) were at 7% for 1st-5th graders, 14% for 6th-8th graders, so 9% across all 1st-8th graders (see Table 9c).

Because GPRA 3 growth in school attendance cannot yet be measured, Figure 1 above highlights the most relevant “other” Teacher Survey result (see gray bar) from C11 Year 1st-8th graders only. 58% of 1st-8th graders (56% 1st-5th; 62% 6th-8th, see Table 8), of those needing to show change, improved their class attentiveness in C11 Year 1. Figure 1 also shows a few other GPRA-relevant Teacher Survey item results for C11 Year 1 1st-8th graders. 41% of 1st-8th graders improved their classroom behavior (40% 1st-5th; 43% 6th-8th, see Table 8), most relevant to GPRA 4 where in-school suspensions were N/A. Also, 59% of 1st-8th graders (56% 1st-8th; 68% 6th-8th, see Table 8) improved in engaged learning according to the Teacher Survey, exceeding the GPRA 5 target of 48%.

PSSA test scores (GPRA 1) will be further analyzed later in this section. For GPRA 2 there was a pretty high number of 7th-8th graders (35/42, 83%) in Cohort 11 whose GPA fell below 3.0 in Year 1. These 35 youth came from Purchase Line (14/14 7th-8th graders had GPAs between .68-2.35) and from Forest Hills (21/22 had GPAs between 0-2.15). It may be helpful to interview some of these youth themselves to determine what they perceive as the most important reasons for their lower GPAs; alternatively, a scan of their school records may help most. Table 6b suggests the two lowest Teacher Survey improvement areas for 6th-8th grade included volunteering for extra credit/other responsibility (12% improved) and student behavior (43% improved). 6th-8th grade parents could be invited to collaboratively address middle school youth needs in some type of educational parent activity aimed at improving volunteering and positive student behavior that promotes academic achievement. Figure 1 verifies that 32% of C11 Year 1 parents attended RSG activities, so this is one important way more parents could get involved. This may also be an area for future university student outreach, where students from Saint Francis University could be brought in as positive role models to motivate these youth to increase their achievement levels.

Report Card Grades

Cohort 11 includes three school districts that assign math and reading grades very differently from each other. Purchase Line school district only used 0-100% grade percentages. Forest Hills and All Saints Catholic graded older youth on this percentage scale also (see Figure 2a below; see also Tables 4b-4c earlier in the report for math and reading grade improvements), while younger youth were graded on a 4-pt. scale (see Figure 2b below; see also Tables 4d-4e earlier for math and reading improvements). Because so many youth were graded on a 4-pt. scale, improvements on both grade scales are reported here. Forest Hills (n = 30, K-1st grade) and All Saints Catholic (n = 19, K-4th grade) included several youth only graded on a 4-pt. scale.

- 4 = Exceeds expectations
- 3 = Meets expectations
- 2 = Progressing toward expectations
- 1 = Needs improvement

Some youth at All Saints earned letter grades (A, B, or C), which were converted to this 4-pt. scale (A = 4, B = 3, C = 2) before being counted above. Only 14 C11 Year 1 youth had no grades or transferred out, allowing analysis of about 95% of the C11 sample. Unlike GPRA results in Figure 1, for report card grades kindergarten youth were included in the analysis.

Figure 2a shows all C11 Year 1 math and reading grade improvements on the 0-100% grading scale. The percentage of youth improving in Figure 2a was defined as those able to increase their grades by 4% or more from fall to spring of Year 1 (i.e., half a letter grade). The “High Need” to improve youth included the subset who earned lower than 92% in the fall semester (i.e., less than an A grade to start the year with).

Figure 2a. C11 Yr. K-8th RSG Youth Math and Reading Report Card Grade Improvements by Half a Letter Grade (0-100% scale).

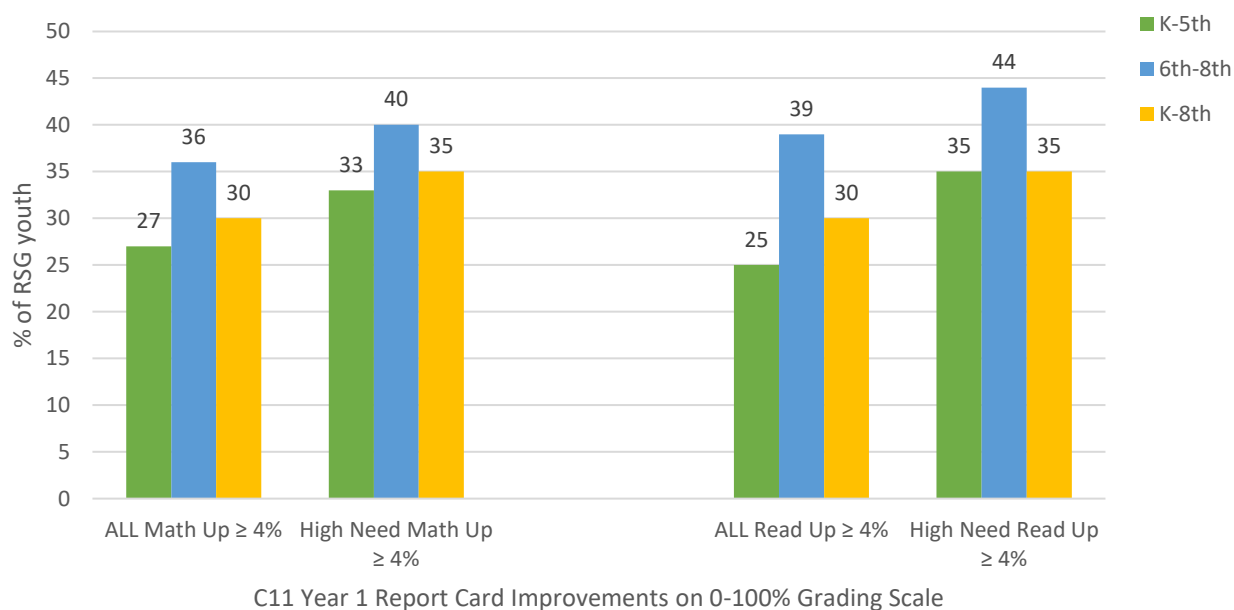


Figure 2b. C11 Year 1 Math and Reading Grade Improvements for K-4th grades on 4 pt. scale

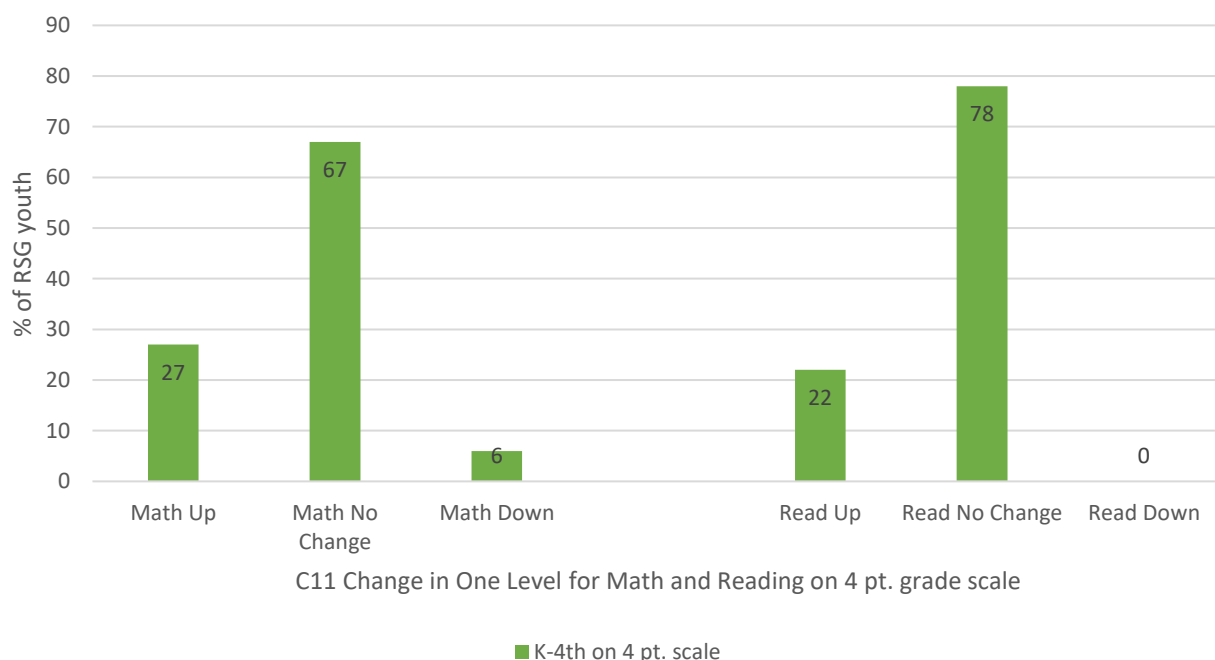


Figure 2a shows that a higher percentage of 6th-8th grade C11 RSG youth in Year 1 improved their report card grades than K-5th graders in both math and reading. This was true when all youth were compared for reading and math, and it remained true even for “High Need to Improve” youth in reading and math. 40% of “High Need” 6th-8th graders improved in math and 44% of “High Need” 6th-8th graders improved in reading. This is especially impressive given that 83% of 7th-8th graders in C11 Year 1 had GPAs less than 3.0. Clearly RSG is helping these academically at-risk youth to improve in both math and reading!

Figure 2b shows all C11 elementary youth improvements on the 4-pt. grading scale. Here improvement is defined as moving from one of the 4 levels up one more levels; only those earning a 4 in fall would not need improvement. Because a 4-pt. grading scale is less sensitive than a 0-100% grading scale, it is more difficult to show improvement from fall to spring using that scale. Most often C11 K-4th graders who earned 4-pt. scale grades, therefore, showed “No Change” from fall to spring in Year 1. Of 100% of C11 youth who moved “Up” or moved “Down”, all did so by one level only in Year 1. 27% of C11 K-4th graders moved up one level in math, and 22% did so in reading. Most impressive was that 0% of C11 youth moved down a level in reading. RSG is also clearly helping youth improve in school districts that choose to use a 4-pt. scale grade system!

Tables 5a-5b earlier in the report combine both grading scale youth improved based on the above definitions (i.e., either half a letter grade improvement or one level up) for an overall comparison of “Most Improved” C11 youth in Year 1 by school district.

PSSA Test Results

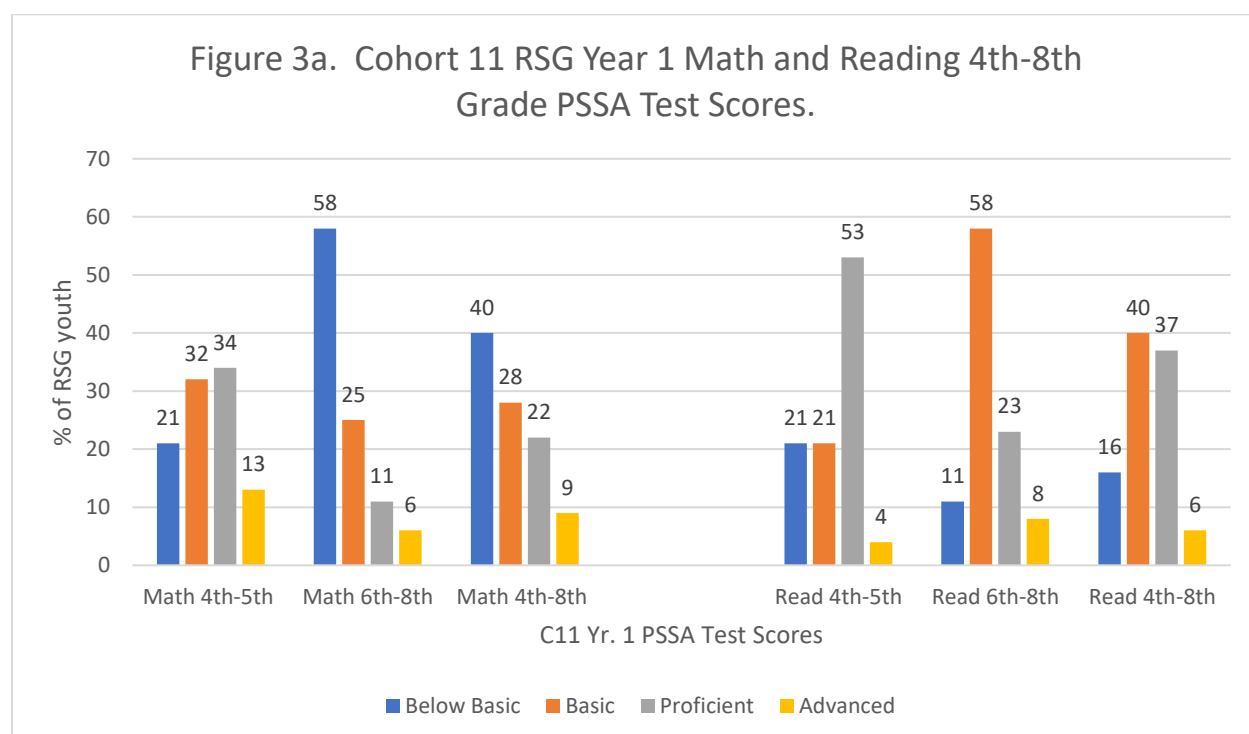
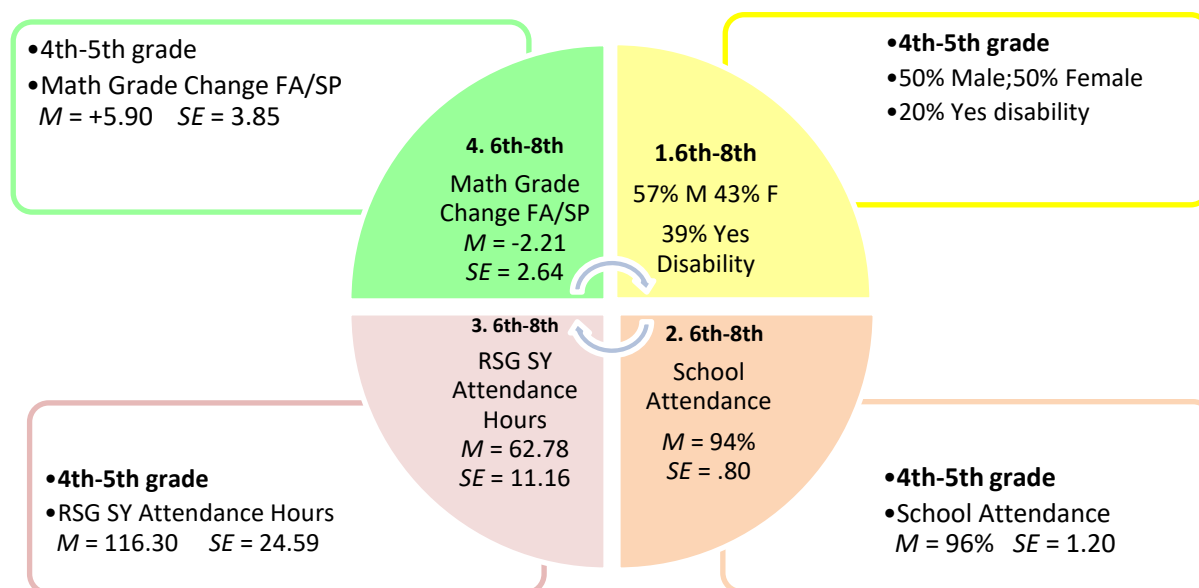
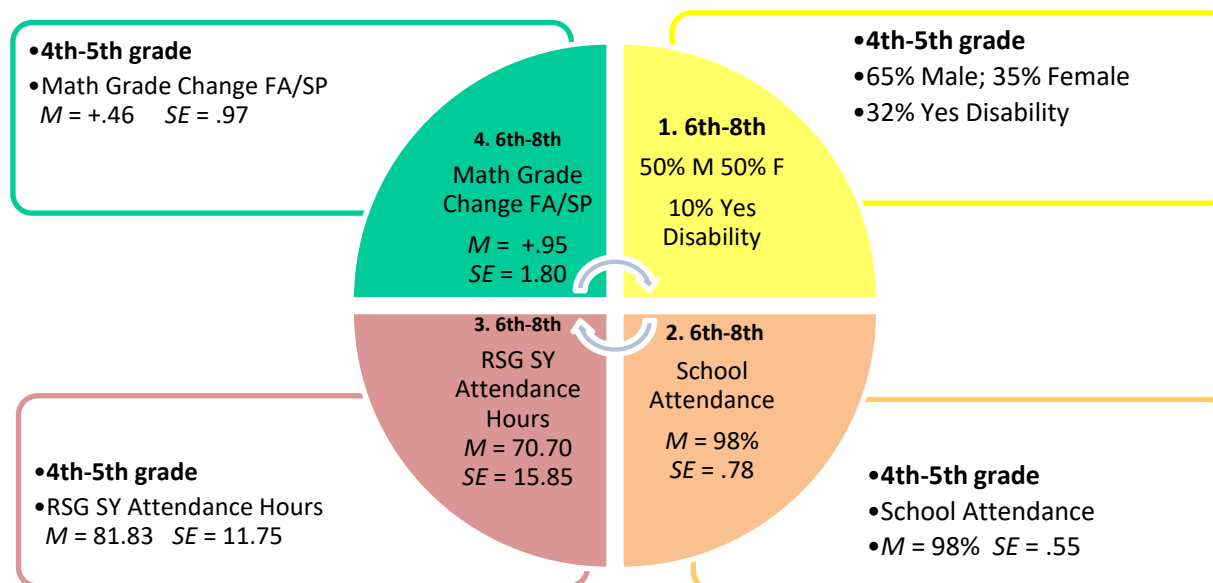


Figure 3a shows C11 Year 1 PSSA math results have the most room for future growth. The most frequent C11 Year 1 math PSSA score earned for 4th-8th graders was *Below Basic*, with 40% of all youth showing insufficient math skills for their grade level. Especially driving these *Below Basic* math test results was 6th-8th grade youth, since 58% of them (almost 2/3) were unable to demonstrate age-appropriate math skills. 21% of 4th-5th graders also earned *Below Basic* math PSSA scores, though. Reading PSSA test scores were higher for Cohort 11 (see Figure 3a). 4th-5th graders (53%) most often scored *Proficient* in reading. Most commonly 6th-8th graders (58%) scored *Basic* in reading, suggesting much room for growth is also needed in reading among middle school youth.

To better understand the differences between C11 youth who passed vs. did not pass the math PSSA test in Year 1, Figure 3b shows the profile of C11 youth who earned only *Below Basic* math grades. Figure 3b should be interpreted in a clockwise way, starting with the upper right quadrant in yellow, as characteristics true of C11 youth unfold over time from the yellow quadrant demographic characteristics to their ability to demonstrate improvement in their math grades by the green quadrant. Figure 3b should also be read from “the outside to the inside”, as 4th-5th grade over time characteristics are summarized in “outside” boxes, while 6th-8th grade characteristics are summarized in the inner circle. This data is cross-sectional, though, so caution should be noted as different youth are measured at each of the two grade levels. For comparison to Figure 3b, Figure 3c uses an analogous cycle unfolding over time but shows all the other C11 youth who were able to pass the math PSSA test by earning Basic-Advanced scores.

Starting with the yellow demographic quadrant, C11 4th-5th grade youth who passed the math PSSA test in Year 1 (see Figure 3c) were more male (65%) than female (35%), yet by 6th-8th grade more males (57%) than females (43%) have shifted to score *Below Basic* on the math PSSA (see Figure 3b). Because the elementary vs. middle school youth in Cohort 11 are independent samples of youth, this gender-based developmental shift must be interpreted with caution. However, this gender shift does highlight the importance of tracking consecutive year, within-youth growth in PSSA scores in future grant years; if the male pattern of math PSSA score back-slide in the transition from elementary to middle school continues in future years, then males being at-risk for low math achievement needs addressed. The yellow demographic quadrants of Figures 3b-3c are also interesting in revealing a reversal in the percentages of C11 youth with a disability who pass vs. don’t pass the math PSSA test. In 4th-5th grade a higher percentage of C11 youth with a disability are among those who pass the math PSSA (32%) than are among those with a disability earning a *Below Basic* score (20%); by 6th-8th grade this reverses to only 10% of youth who pass the test having a disability, compared to the 39% who score *Below Basic* and also have a disability. Extra intervention with all RSG youth who show difficulty with math in early grade levels is important, yet those youth with a disability need extra support early on.

Figure 3b. Profile of C11 RSG Youth with **BELOW BASIC** Math PSSA Test Scores.Figure 3c. Profile of C11 RSG Youth who **PASS** the Math PSSA Test (Basic-Advanced)

As we move to the orange quadrants in Figures 3b-3c, there is a slightly lower school attendance rate among C11 RSG youth who score *Below Basic* on the math PSSA test (96% school attendance in 4th-5th grade drops some to 94% in 6th-8th grade) than those who pass the test (98% school attendance for both elementary and middle school youth).

However, the pink quadrant focus on RSG total attendance hours in Figure 3b shows that among C11 youth who earn *Below Basic* on the math PSSA test, the average tutoring program attendance hours over the 2022/23 school year differs quite dramatically between 4th-5th graders ($M = 116.30$ hours) and 6th-8th graders ($M = 62.78$ hours). Those who pass the math PSSA test (see Figure 3c) at all grade levels attend more average hours of RSG tutoring for C11 in Year 1 than 6th-8th graders who earn *Below Basic* math scores. Finally, the green quadrant of Figure 3b verifies that all the extra tutoring hours to work on math skills by 4th-5th graders who earn *Below Basic* on the math PSSA test is paying off! On average these RSG youth raise their math report card grades from fall to spring semester by almost 6% (see Figure 3b “outside” green quadrant, $M_{Diff} = +5.90$). However, as the 6th-8th graders who earned *Below Basic* on the math PSSA test spend the least average RSG attendance hours of those compared, they also show an average math report card grade decline by 2% from fall to spring of C11 Year 1 (see Figure 3b “inside” green quadrant, $M_{Diff} = -2.21$). By comparison Figure 3c verifies that C11 RSG youth who earn *Basic-Advanced* math PSSA test scores remain relatively stable on average from fall to spring in their math report card grades.

The data in Figures 3b-3c suggests that while RSG youth who struggle with math are putting in the extra time to improve their math skills in 4th-5th grades, by the time youth reach middle school they are less willing to put in the same amount of after-school time. The change in their math report card grades from fall to spring in Year 1 reflect this. One recommendation for the RSG program, then, is to find ways to retain 6th-8th grade C11 youth with weaker math skills for more hours of help over the school year so that academic achievement benefits can continue.

Figures 3d-3e below further delve into the math report card grade differences shown by C11 RSG youth in Year 1 who earn *Below Basic* math PSSA scores (see Figure 3d) and who earn *Basic-Advanced* math PSSA scores (see Figure 3e). Figure 3d compared to Figure 3e verifies that C11 youth who have the most trouble with the math PSSA test are clearly earning lower math grades in the fall semester ($M = 75\%$ math grade in fall) than youth who pass the test across all grade levels ($M = 89\%$ math grade in fall). Knowing this information not only allows us to better predict RSG youth in future years who may be at risk for *Below Basic* math test scores, but it also seems to rule out grade inflation from schoolteachers as contributing to the problem. The top of Figure 3d also nicely verifies that C11 RSG 6th-8th graders have not completely given up in their efforts to improve their math skills even as they earn *Below Basic* math scores; 38% of them were able to improve their math report card grades by 4% or more (half a letter grade) in Year 1. Since 50% of 4th-5th graders earning *Below Basic* math test scores improved their math report card grades by half a letter grade, and 38% of 6th-8th graders did so, there is evidence that RSG is doing an excellent job continuing to motivate C11 youth to reach for math growth.

Figure 3d. C11 RSG Year 1 Math Report Card Grades for Youth with BELOW BASIC Math PSSA scores.

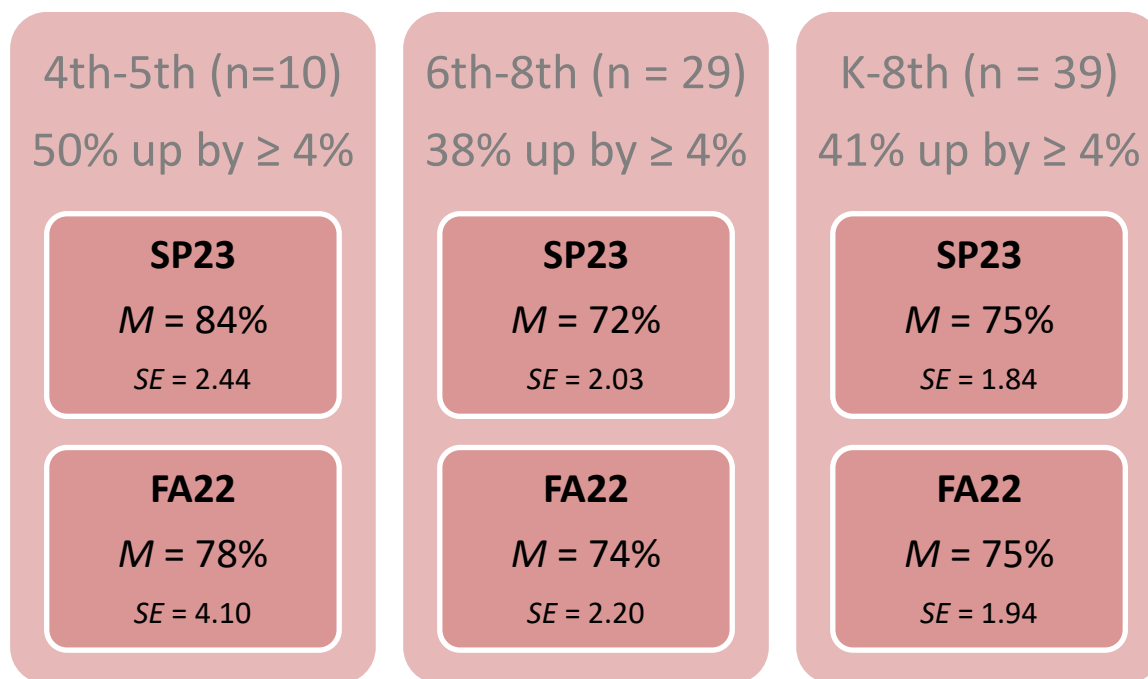
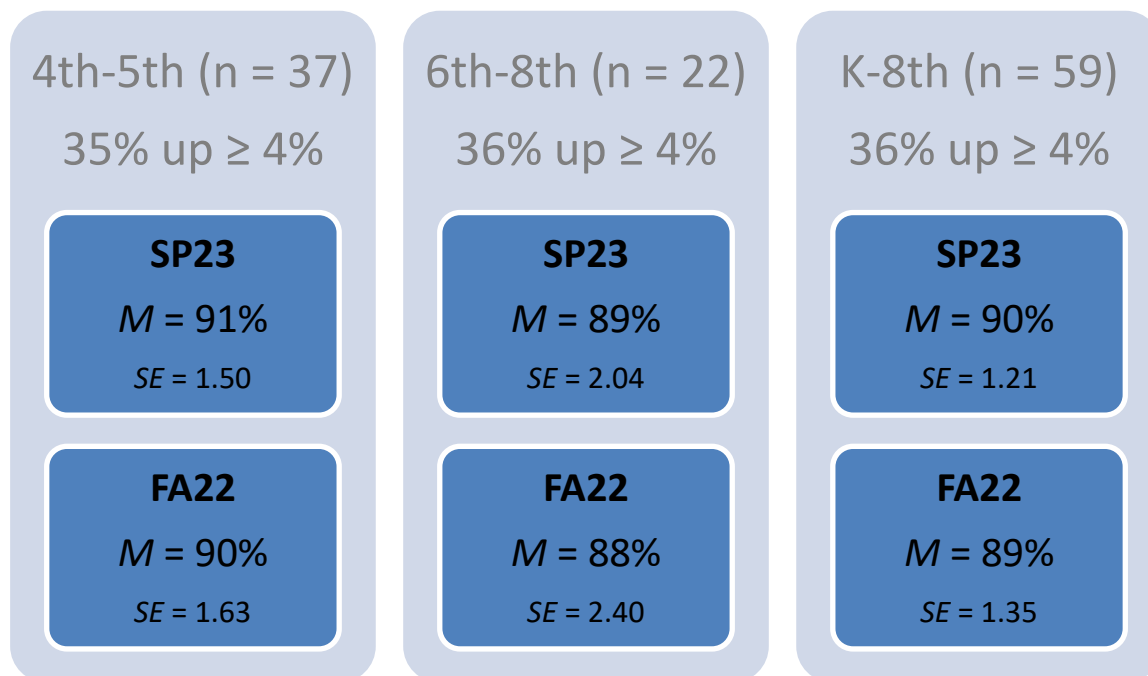


Figure 3e. C11 RSG Year 1 Math Report Card Grades for Youth who PASS the Math PSSA test.



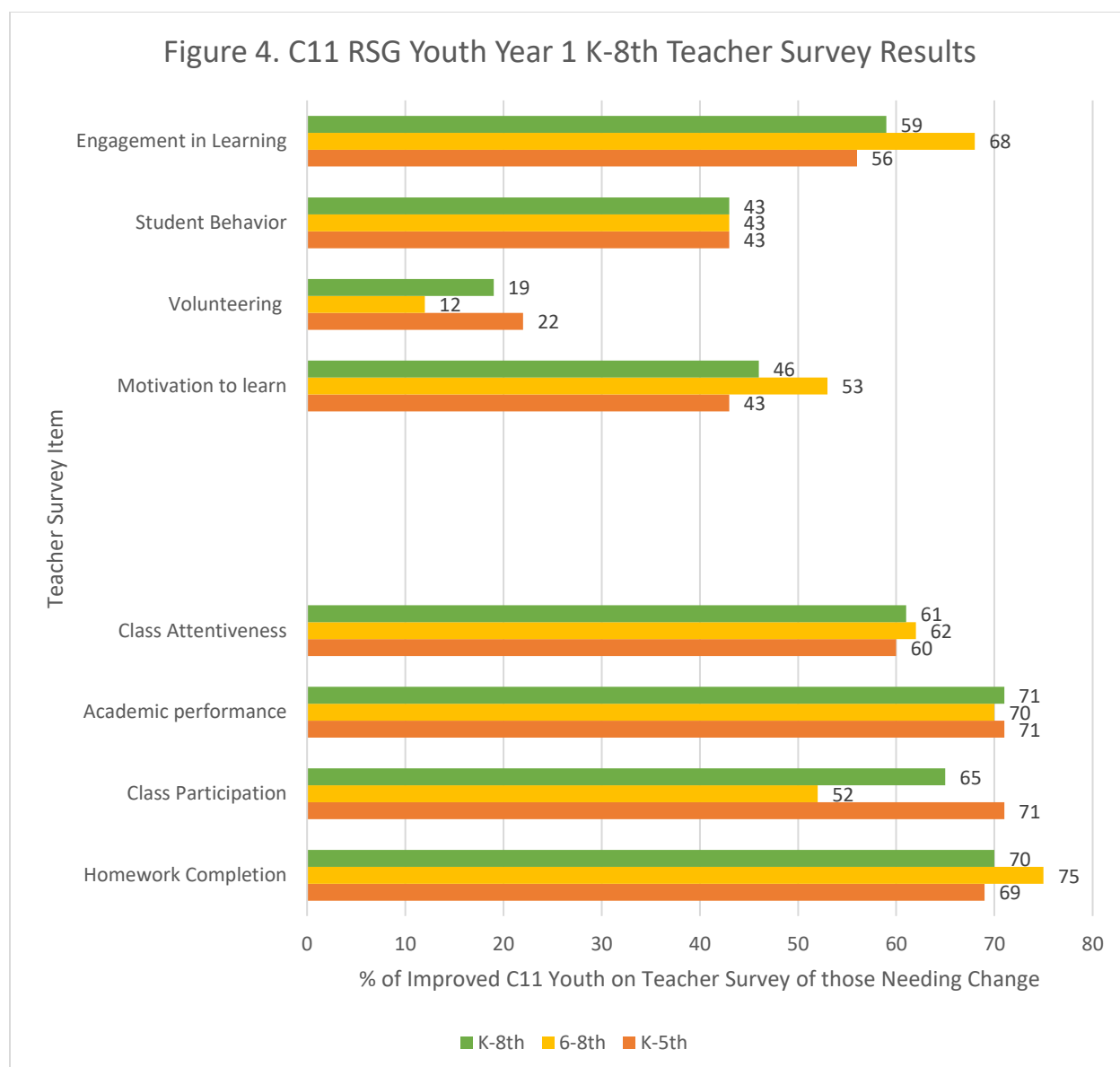


Figure 4 outlines the C11 Year 1 Teacher Survey results, showing most youth at all grade levels were perceived as improving throughout the 2022/23 school year. For more information on percentages of RSG youth with No Need to Improve across Teacher Survey items please see Table 6a earlier in the report. The percentages in Figure 4 above were taken from Table 6b, which counts “Improvement” percentages after excluding youth who had no need to improve. Academic performance improvement of C11 youth, out of those needing to show change, was consistently high for K-5th graders (71% improved; see orange bar) and 6th-8th graders (70% improved; see yellow bar). 6th-8th graders (75%) also especially stood out in Figure 4 as improving in homework completion and engagement in learning (68%). K-5th graders also showed excellent improvement in homework completion (69%), but they particularly improved in class participation (71%) relative to the 6th-8th graders (52% of whom improved).

- Evaluator reflections and recommendations for program improvement, prioritization

Recommendation 1: Tables 5a-5b verify no matter how report card grade improvement is defined (i.e., by half a letter grade on 0-100% scale or by moving up one level on a 4-pt. scale) across all Year 1 school districts and grade levels 29% of C11 RSG youth improved in math and 28% improved in reading. Consider inviting parents to celebrate this improvement in math and reading skills across all Cohort 11 school districts. If deemed appropriate, individual school districts could celebrate their “Most Improved” status without identifying comparison schools; Table 5a shows that All Saints Catholic had the highest percentage of C11 youth improved in their math grades (39%), while Forest Hills had the highest percentage improving their reading grades (29%). A celebration theme may be a great way to positively introduce the idea that middle school math skills, despite great math report card grade progress being made in Year 1 (see Figure 2a “High Need” 6th-8th grade half a letter grade math improvements), could use some extra parent-RSG staff and wider community collaboration to boost the 83% of middle school GPAs falling below 3.0 and to address the high percentage of youth scoring *Below Basic* on the Math PSSA test (see Figure 3a). Focusing on boosting C11 middle school GPAs, and math skills especially, would not only benefit local youth, but it would also help RSG better meet its target for parent participation in educational activities.

Recommendation 2: The C11 Year 1 Teacher Survey results suggest that the lowest percentages of improvement seen in RSG youth across all grade levels were in volunteering for extra credit or extra responsibility and in student behavior (see Figure 4). Possibly university partners of the RSG program, like Saint Francis University, could create some type of future positive behavior educational activity aimed at allowing university students to role model important behaviors that lead to academic success.

Recommendation 3: Table 2b earlier in the report revealed that while 24% of C11 RSG youth who were White/Caucasian were diagnosed with a disability, 47% of all minorities combined attending the RSG program were diagnosed with a disability. RSG tutors may benefit from diversity training, that raises their awareness of how societal race/ethnicity biases may contribute to overdiagnosis of disability in non-White youth and following life-long stigmas that emerge.

- Evaluator reflections and recommendations for evaluation/data improvement

Recommendation 4: The most important data recommendation for Cohort 11 Year 2 is for RSG to use anonymity-protecting student identifiers to provide consecutive year math and reading PSSA test scores for GPRA 1 (see Table 9a), consecutive year unweighted 7th-8th grade GPAs for GPRA 2 (see Table 9b), and consecutive year school attendance rates for GPRA 3. For individual youth growth over time in PSSA test scores, in particular, the same youth’s math and reading PSSA test scores from a prior year must be comparable to the following year. This will allow Figure 1 in the Considerations and Recommendations section above to fully include all grant performance indicator results.

Executive Summary

“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” (see Introduction). Respective Solutions Group (RSG) coordinates tutoring services for “low income and academically at-risk youth in rural Pennsylvania communities in the southernmost part of Clearfield County through the rural northern tier of Cambria County” (see Introduction).

- 256 Cohort 11 RSG youth were served in 2022/23 from Forest Hills, Purchase Line, and All Saints Catholic school districts (see Tables 1-1b and 2a).
 - Almost $\frac{3}{4}$ were in K-5th grades; $\frac{1}{4}$ were in 6th-8th grades.
 - 45% were female; 55% were male
 - 89% came from families with an economic disadvantage
 - 25% were diagnosed with a disability
- 83% of C11 7th-8th grade RSG youth earned an unweighted GPA < 3.0 in Year 1 (see Tables 4a and 9b).
- 58% of C11 6th-8th grade RSG youth earned *Below Basic* on the Math PSSA test in Year 1, while 21% of 4th-5th graders did so (see Table 3a earlier; see Figure 3 in the Considerations and Recommendations section). Math is clearly the skill where most C11 growth is needed for Year 2. Most commonly 6th-8th graders scored *Basic* on the Reading PSSA test, while 4th-5th graders most often scored *Proficient*.
- Despite these challenges in academic achievement, the RSG program shows clear evidence of boosting youth report card grades for both math and reading (see Tables 4b-4c, Tables 4d-4e; see Figures 2a-2b in the Considerations and Recommendation section)!
 - Across all C11 RSG youth graded on a 0-100% scale, 27-36% were able to improve their math report card grades by 4% or more depending on grade level.
 - Across all C11 RSG youth graded on a 0-100% scale, 25-39% were able to improve their reading report card grades by 4% or more depending on grade level.
 - Half a letter grade report card improvements jumped to 33-40% of C11 youth improving in math and 35-44% improving in reading when only “High Need to Improve” youth were analyzed (i.e., those earning less than an A in fall Year 1).
- Separate analysis of C11 RSG youth earning a *Below Basic* on the Math PSSA test from those earning *Basic-Advanced* on it revealed even more evidence that the RSG program is excelling at helping area youth grow in their math skills (see Figures 3b-3e).
 - 50% of 4th-5th grade and 38% of 6th-8th grade C11 RSG youth who earned a *Below Basic* math PSSA test score improved their math report card grades by half a letter grade from fall to spring in Year 1!
 - 35-36% of youth who passed the math PSSA test likewise improved their math report card grades by half a letter grade.