Respective Solutions Group (RSG) After School & Summer Programs

Grantee: Respective Solutions Group

Cohort: Cohort 11.2, Year 2, FC# 4100093318, Summer 2023 and SY 2023-2024

Independent Evaluator: Dr. Marnie Moist, Professor of
Psychology Department, Saint Francis University

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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. **N = 288 total students in C11 Yr. 2** • 259 (90%) youth from public schools • 29 (10%) youth from private schools **Mean FA/SP hours = 315.36; SD = 101.91** **Range: 30-429 hours** 100% tutored in person	Each school's tutors take daily youth attendance; RSG coordinator enters total hours attended per youth from each school. **Was Target=300 students for SY met?** **NO. N = 265** students participated in the RSG program in the 2023/24 school year. Mean Hours = 302.19; SD = 62.58 Range: 30-390 total hours **Was Target=60 students Summer met?** **YES. N = 125 students** participated in the RSG program during Summer 2023. Mean Hours = 85.95; SD = 6.54 Range: 64-96 total hours
RSG youth demographics • 100% English language speakers • Past total years in RSG program • Total RSG program hours attended • Gender • Grade level (K-8th) • Race/ethnicity • Yes/No Economic Disadvantage • Yes/No Disability	School records Total Frequency Counts for 288 RSG youth in 2023/24. Females = 143 (50%) Males = 145 (50%) **K-5th = 204 (71%)** K = 12 (4%) 1st = 31 (11%) 2nd = 39 (14%) 3rd = 35 (12%) 4th = 39 (14%) 5th = 48 (17%) **6th-8th = 84 (29%)** 6th = 35 (12%) 7th = 28 (10%) 8th = 21 (7%) Past total years in RSG including 2024/23 1st year = 105 (36%) 2 years = 183 (64%)
RSG parent participation	93/288 (32%) Parent/family member participation at 1 or more RSG youth activities was counted for 2023/24 SY by the RSG coordinator.

Student outcomes	Half a letter report card grade improvement for K-8th graders (by 4% or more) Mean GPA improvement for 7th-8th graders Student learning from other data - see all following rows below.
PSSA Math and Reading Test Scores	School records. 123/259 public (47%) in data.
Report Card Math and Language Arts Grades from Quarter 1 and Quarter 4	Report card grade improvement for K-8th grades (by 4% or more) reported below. *225-229 youth had fall, spring report card grades from 48-105% *50 youth had 4-pt. scale grades (4 = Exceeds expectations; 3 = Meets expectations; 2 = Progress towards expectations; 1 = Needs improvement) 16/50 (32%) had A,B,C letter grades converted to the 4-pt. scale score system *9 (3%) youth had NG, N/A, or missing data in 2023/24 30-44 7th-8th graders unweighted GPA scale scores also reported 2022/23 – 2023/24.
Teacher reports on student behavior and performance	End of year Teacher Survey. N = 189-192 (94%) K-5th grades only. No 6th-8th data.
School attendance	School attendance records. N = 182/288 (63%) returning RSG youth from 2022/23 Mean = 97% of school days attended. SD = .04 Mode = 100% Range = 76-100% 11/182(13%) had school attendance rates < 90% in 2022/23. N = 288/288 (100%) for 2023/24 Mean = 97% of school days attended. SD = .05 Mode = 100% Range = 73-100% 25/288 (9%) had school attendance rates < 90% in 2023/24.
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	Parent Survey Results reported below.
Community Partner Program Observations External Evaluator: Dr. Marnie L. Moist, Professor of Psychology, Saint Francis University (SFU)	Community Engagement PSYC 311-312: Research Methods and Statistics I-II (SFU RSG data for C11 Yr. 2 was collected and summarized from Saint Francis University students below).

Findings

Program Design, Implementation, and Operations

- **Dates/span of operation, start and end dates (see Table 2f also)**
  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.
  SY programs started 9/11/23 and ended 5/23/24.
  SUM programs started 6/12/2023 and ended 8/10/23 (6 weeks at each site, staggered)
- **Hours/days of operation**
  SY: Monday-Thursday, 10-12 hours/week, 36 weeks/year
  SUM: Monday-Thursday, 16 hours/week, 6 weeks/year
- **Total hours of programming offered**
  SY: 36 weeks * 4 days/week *3 hours/day = 432 hours of program
  4 days/week x 36 weeks = 144 days
  SUM: 6 weeks * 4 days/week * 4 hours/day = 96 hours of program
  Full year hours = 528 hours of program
- **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 charts

SY Staffing					
	ASCS	FHSD	PLES	PLHS	Totals
Administrators Paid	1	1	1	1	4
Administrators Volunteer	2	2	2	2	8
College Students Paid		2	1		3
College Students Volunteer		0	0		0
Community Members Paid			2	1	3
Community Members Volunteer			0	0	0
High School Students Paid			2		2
High School Students Volunteer			0		0
Parents Paid					0
Parents Volunteer					0
School Day Teachers Paid	3	6	4		13
School Day Teachers Volunteer	0	0	0		0
Other Non-Teaching School Staff Paid	1				1
Other Non-Teaching School Staff Volunteer	0				0
Subcontracted Staff Paid	1	1	1	0	3
Subcontracted Staff Volunteer	1	1	1	0	3
Other Paid					0
Other Volunteer					0
Totals	9	13	14	4	

SUM Staffing					
	ASCS	FHSD	PLES	PLHS	Totals
Administrators Paid		1	1	1	3
Administrators Volunteer		2	2	2	6
College Students Paid		2	2	0	4
College Students Volunteer		0	0	0	0
Community Members Paid		0	1	1	2
Community Members Volunteer		0	0	0	0
High School Students Paid		3	2	0	5
High School Students Volunteer		0	0	0	0
Parents Paid		0	0	0	0
Parents Volunteer		0	0	0	0
School Day Teachers Paid		6	1	1	8
School Day Teachers Volunteer		0	0	0	0
Other Non-Teaching School Staff Paid		3	0	0	3
Other Non-Teaching School Staff Volunteer		0	0	0	0
Subcontracted Staff Paid		3	2	2	7
Subcontracted Staff Volunteer		0	1	1	2
Other Paid		0	0	0	0
Other Volunteer		0	0	0	0
Totals	0	20	12	8	

- **Partners and collaborators**
  Indiana County Conservation District
  Salvation Army
  Saint Francis University
  Penn State Cooperative Extension-Nutrition Links
  University of Pittsburgh at Johnstown
  Carnegie Museum of Natural History
  Let's Dance Ebensburg
  Adagio Health

- **Frequency and duration**
  See charts

RSG C11--SUM 2023		
Activities		
Activity Selected	**Dosage**	**Total Hours**
Academic Enrichment	1 hour/day	24
Cultural Programs (Art)	.5 hour/day	12
Healthy/Active Lifestyle	.5 hour/day	12
Literacy Education	1 hour/day	24
Parenting Skills	3 hours/term	3
STEM	1 hour/day	24

RSG C11--SY 2023-2024		
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)

- **Family engagement activities**
  see chart

See Table 2e later in this report for chart and discussion.

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 Years 1-2.

ALL C11 Yr. 5 Attendees (26/27) *M* = SY hours	**ALL C11 Yr. 4 Attendees (25/26)** *M* = SY hours	**ALL C11 Yr. 3 Attendees (24/25)** *M* = SY hours	**ALL C11 Yr. 2 Attendees (23/24)** *M* = SY hours	**ALL C11 Yr. 1 Attendees (22/23)** *M* = 77.53 SY hours
			Total Youth Summer + School Year **288** (267 Regular, 93%)[1] Summer only[1] 125/288 (43%) School Year 259(90%) Public 29(10%) Private All K-5th 204(71%) (191 Regular, 94%) All 6th-8th 84(29%) (76 Regular, 90%)	Total Youth Summer + School Year **256** (76 Regular, 30%)[1] Summer only[1] 0 School Year 221(86%) Public 35(14%) Private All K-5th 190 (74%) (60 Regular, 32%) All 6th-8th 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.

C11 Year 2 (N = 288) showed 32 more RSG youth participating than in Year 1 (N = 256), see Table 1-1a. Most impressively, 93% of C11 Year 2 youth were regular RSG program attendees (i.e., ≥ 90 hours) compared to only 30% who regularly attended in Year 1.

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

Table 1-1b. Cohort 11 Years 1-2 RSG Program by School District.

Year 5 ALL 2026/27	**Year 4 ALL** 2025/26	**Year 3 ALL** 2024/25	**Year 2 ALL** 2023/24	**Year 1 ALL** 2022/23
Forest Hills				
			166 107 K-5th (64%) 59 6th-8th (36%) 166/166 (100%) Yes Econ. Disadv. 28/166 (17%) Yes Disability *Most Improved Reading	124 85 K-5th (68%) 39 6th-8th (32%) 116/124 (94%) Yes Econ. Disadv. 25/124 (20%) Yes Disability *Most Improved Reading
Purchase Line				
			93 78 K-5th (84%) 15 6th-8th (16%) 93/93 (100%) Yes Econ. Disadv. 26/93 (28%) Yes Disability *Most Improved Math	97 78 K-5th (80%) 19 6th-8th (20%) 97/97 (100%) Yes Econ. Disadv. 27/94 (29%) Yes Disability
All Saints Catholic				
			29 19 K-5th (66%) 10 6th-8th (34%) 18/29 (62%) Yes Econ. Disadv. 2/29 (7%) Yes Disability	35 27 K-5th (77%) 8 6th-8th (23%) 14/35 (40%) Yes Econ. Disadv. 12/35 (34%) Yes Disability *Most Improved Math
			Total = 288	Total = 256

Note 1. Econ. Disadv. stands for RSG youth who were identified as Yes Economically Disadvantaged. See Tables 5a-5b later in this report for percentages of RSG youth who improved report card grades across all grading scales.

Table 1-1b shows that Forest Hills had the greatest increase in C11 Year 2 RSG youth attending compared to Year 1, since 42 more youth attended RSG in Year 2. The other two school districts maintained very similar RSG attendance counts compared to Year 1, each decreasing by only a small handful of youth. All Saints Catholic School showed a noticeable decrease in the percentage of C11 Year 2 youth who Yes had a disability (7%) compared to Year 1 (34%). RSG youth with Yes Economic Disadvantage increased or stayed the same at all C11 Year 2 school districts, most noticeably increasing from 40% in Year 1 to 62% in Year 2 at All Saints Catholic (see Table 1-1b). 100% of RSG youth attending Forest Hills and Purchase Line had Yes Economic Disadvantage in C11 Year 2.

- Student demographics

100% were designated as English language speakers in C11 Year 2 as in Year 1.

Table 2a. C11 Years 1-2 Student Demographics of RSG Youth.

	Gender[1]	**Race/Ethnicity**[2]	**Economically Disadvantaged**[3]	**Disability**[4]
C11 Year 2 2023/24 RSG Youth	N = 288 Female = 143 (50%) K-5th = 91 6-8th = 52 Male = 145 (50%) K-5th = 113 6-8th = 32	N = 288 African American/Black = 5 (2%) Asian/Asian American = 2 Caucasian/White = 264 (92%) Hispanic/Latino = 5 (2%) Biracial/2 or more = 12 (4%)	N = 288 Yes = 277 (96%) K-5th = 197 6-8th = 80 No = 11 (4%) K-5th = 7 6-8th = 4	N = 288 Yes = 56 (19%) K-5th = 42 6-8th = 14 No = 232 (81%) K-5th = 162 6-8th = 70
C11 Year 1 2022/23 RSG Youth	N = 256 Female = 115 (45%) K-5th = 81 6-8th = 34 Male = 141 (55%) K-5th = 109 6-8th = 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-5th = 175 6-8th = 52 No = 29 (11%) K-5th = 15 6-8th = 14	N = 256 Yes = 64 (25%) K-5th = 47 6-8th = 17 No = 189 (75%) K-5th = 143 6-8th = 46

Note 1. We can be 95% confident that for C11 Year 2 RSG youth gender relates to grade level, X^2 (1) = 7.12, p = .008. More C11 Yr. 2 males (55%) than females (45%) were in K-5th grades, but more females (62%) than males (38%) were in 6th-8th grades. No C11 Year 1 relationship was significant.

Note 2. Too few members of minority groups were in this sample to count Race/Ethnicity by Grade Level.

Note 3. There was no significant relationship between C11 Year 2 Economic Disadvantage status and grade level, most likely because overall 96% of Year 2 youth reported Yes Economic Disadvantage. We can be 95% confident

that for C11 Year 1 RSG youth economic disadvantage relates to grade level, 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%).

Note 4. No significant relationship between disability status and grade level in school occurred during either C11 Years 1 or 2. The majority of youth both years had No disability.

Table 2b overall shows fewer RSG youth in Year 2 (19%) had Yes disability than in Year 1 (25%), but this was mainly driven by a decreased percentage of females with Yes disability in Year 2. It is unclear whether fewer females in Year 2 had actual disabilities or fewer females were accurately diagnosed as having them than males.

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

	YES disability	**NO disability**	**Total**
Gender			
Year 2			
Female	19 (13%)	124 (87%)	143 (50%)
Male	37 (25%)**	108 (75%)	145 (50%)
Year 1			
Female	26 (23%)	89 (77%)	115 (45%)
Male	38 (28%)	100 (72%)	138 (55%)
Race/Ethnicity			
Year 2			
White/Caucasian	51 (19%)	213 (81%)	264 (92%)
All Minorities	5 (21%)	19 (79%)	24 (8%)
Year 1			
White/Caucasian	57 (24%)	181 (76%)	238 (94%)
All Minorities	7 (47%)*	8 (53%)	15 (6%)
Gender X Race/Ethnicity			
Year 2			
Female/White	17 (13%)	113 (87%)	130 (45%)
Female/Minority	2 (15%)	11 (85%)	13 (4%)
Male/White	34 (25%)	100 (75%)	134 (47%)
Male/Minority	3 (27%)	8 (73%)	11 (4%)
Year 1			
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			
Year 2	56 (19%)	232 (81%)	288
Year 1	64 (25%)	189 (75%)	253

Note 1. In C11 Year 2 we can be 95% confident that disability status depends on gender, X^2 (1) = 6.88, p = .009. Of RSG youth with No Disability in Year 2, a higher percentage are females (53%) than males (47%); among Year 2 youth with Yes Disability a higher percentage are males (66%) than females (34%). For C11 Year 1, there was no statistically significant relationship between gender and disability status.

Note 2. In C11 Year 2 there is no significant relationship between disability status and race/ethnicity. For C11 Year 1, we could 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.

Time	**Gender[1]**	**Race/Ethnicity[2]**	**Economic Disadvantage[3]**	**Disability[4]**
C11 Year 2 Mean Total RSG Attendance Hours 2023/24	Female *M* = 314.09 *SD* = 101.45 Male *M* = 316.61 *SD* = 102.69	White/Caucasian *M* = 315.89 *SD* = 102.34 All Minorities *M* = 309.58 *SD* = 99.02	Yes [TR] *M* = 317.04 *SD* = 102.36 No *M* = 273.00 *SD* = 82.72	Yes *M* = 315.18 *SD* = 115.19 No *M* = 315.41 *SD* = 98.71
C11 Year 1 Mean Total RSG Attendance Hours 2022/23	Female *M* = 84.15 *SD* = 87.72 Male *M* = 72.13 *SD* = 74.11	White/Caucasian *M* = 74.87 *SD* = 77.85 All Minorities [TR] *M* = 117.40 *SD* = 109.45	Yes *M* = 74.90 *SD* = 77.65 No *M* = 98.15 *SD* = 99.82	Yes** *M* = 101.78 *SD* = 85.74 No *M* = 70.25 *SD* = 77.65

Note 1. No significant mean difference in total RSG attendance hours was found between females and males in C11 Year 2. In C11 Year 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.

Note 2. No significant mean difference in total RSG attendance hours was found between white people and all other minorities combined in C11 Year 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.

Note 3. There was a near-significant trend in C11 Year 2 that RSG youth with Yes Economic Disadvantage spent more mean attendance hours than those with No Economic Disadvantage, t (286) = -1.41, p = .080. In C11 Year 1 Yes vs. No Economic disadvantage showed no statistically significant mean differences for attendance hours.

Note 4. In C11 Year 2 there was no significant mean difference in total attendance hours between RSG youth who Yes vs. No had a disability. We could 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 in C11 Year 2 total mean attendance hours were greater mainly for RSG youth with Yes rather than No Economic Disadvantage. In Year 1, however, Yes Disability had more total RSG attendance hours than No Disability. Both years RSG is clearly serving C11 youth in need of extra tutoring attendance hours.

Comparison to number of students targeted to be served from application

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

	Target	Actual C11 Year 2 RSG Attendees[1]	Actual C11 Year 1 RSG Attendees[1]
SU Total	60	125	0
FA/SP Total	300	265	256
Total RSG Youth	360	288	256

Note 1. Cohort 11 Year 2 included 102 youth who only attended either Summer 2023 or only School Year 2023/2024. This means 186 RSG youth (65%) in C11 Year 2 attended both summer and the school year, which explains why the sum of both seasons appears to not add up above. C11 Year 1 did not include offer of the summer RSG program, as they worked to prepare for these new, additional school districts beyond those already coordinated.

Table 2d verifies that Cohort 11 in Year 2 a little over double the target attendees (N = 125) for the summer session participated in after school tutoring! The C11 Year 2 total attendees across all seasons, then also increased by 32 more youth than in Year 1. Almost 2/3 of RSG youth in Year 2 attended both summer and school year sessions.

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

Identical parent/family RSG participation rates of 32% occurred in Cohort 11 Years 1-2, approaching, but not yet meeting, State Measure 6 family/parent literacy and family/parent involvement targets of 42-54%.

93/288 = 32% of C11 Year 2 parents/family participated in at least one RSG activity of any type in 2023/24. All 32% of parents participated in at least one parent education/engagement activity and at least one parent involvement activity.

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).

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	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

Table 2e. RSG C11 Year 2 2023/24 Family Participation Data from Implementation Survey

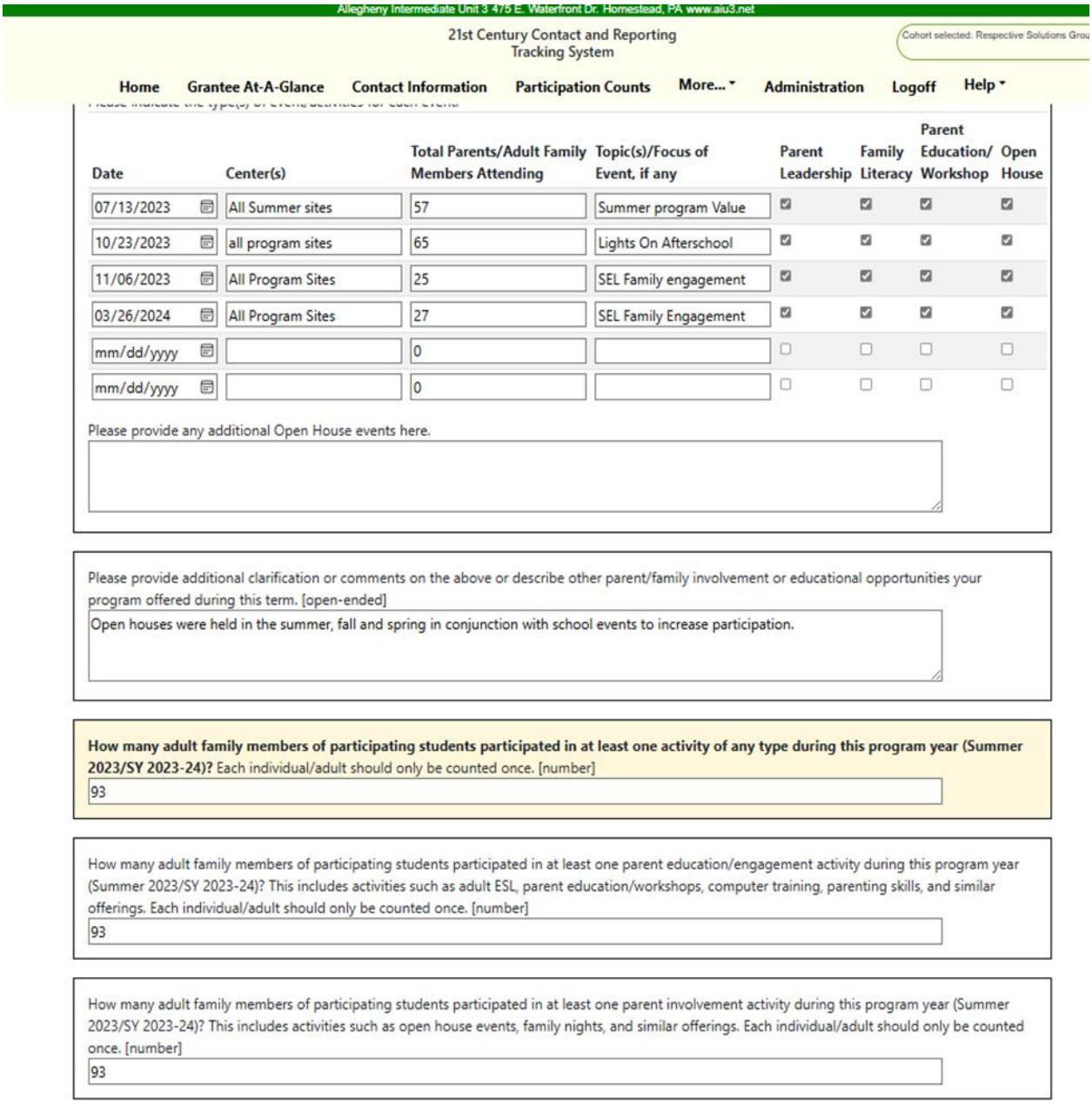


Table 2f. RSG Program Location Start vs. End Times and Dates for C11 Year 2.

C11 Centers	Times (SUM 2023 & SY 23/24)				Dates (SUM 2023 & SY 23/24)			
	Program Start[1]	Program End	Summer Start[1]	Summer End	Summer Start[2]	Summer End	Program Start	Program End
All Saints Catholic School	2:30 PM	5:30 PM	4 hours per day 16 hours per week Total: 6 weeks per site.		6/12/23	8/10/23	9/11/23	5/23/24
Forest Hills S.D.	2:30 PM	5:30 PM			6/12/23	8/10/23	9/11/23	5/23/24
Purchase Line Elementary School	3:15 PM	5:45 PM			6/12/23	8/10/23	9/11/23	5/23/24
Purchase Line Jr/Sr High School	2:30 PM	5:30 PM			6/12/23	8/10/23	9/11/23	5/23/24

Note 1. School year 2023/24: RSG operated Monday-Thursday, 10-12 hours per week at each site, for 36 weeks of the year. Summer 2023: RSG operated Monday-Thursday, 16 hours per week at each site, for 6 weeks of the summer.
Note 2. Summer sessions were 6 weeks long at each site, with staggered start/end dates.

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 21st 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 21st 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 21st 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 21st 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 Years 1-2.

GPRA 1 Target = 48.5% Growth[1]	Below Basic Math	Basic Math	Proficient Math	Advanced Math
C11 Year 2	4th-5th Pass = 64%	6th-8th Pass = 67%	**All Yr. 2 Grades Pass = 65%**	
4th-5th Grades (n = 61)	22 (36%)	24 (39%)	12 (20%)	3 (5%)
6th-8th Grades (n = 39)	13 (33%)	13 (33%)	9 (23%)	4 (10%)
4th-8th Combined (n = 100)	35 (35%)	37 (37%)	21 (21%)	7 (7%)
C11 Year 1	4th-5th Pass = 79%	6th-8th Pass = 42%	**All Yr. 1 Grades Pass = 60%**	
4th-5th Grades (n = 47)	10 (21%)	15 (32%)	16 (34%)	6 (13%)
6th-8th Grades (n = 52)	30 (58%)	13 (25%)	6 (11%)	3 (6%)
4th-8th Combined (n = 99)	40 (40%)	28 (28%)	22 (22%)	9 (9%)

Note 1. Because there was no way to link C11 Years 1 and 2 PSSA scores by youth identity, PSSA Test Growth is instead redefined here as the change in PSSA test pass rates over time. Pass rates include Basic, Proficient, and Advanced scores added together; rounding was adjusted slightly where possible so sums consistently added as close to 100% as possible. 3rd grade PSSA test scores were also provided by RSG but were excluded to match grant goals.

Table 3a shows the majority of Cohort 11 Year 2 RSG youth passed the math PSSA test at all grade levels, since 64% of elementary (down 15% from Year 1), 67% of middle school (up, 25% from Year 1) and 65% of all 4th-8th graders (up 5% overall from Year 1) passed the math PSSA test. Overall, Table 3a shows impressive growth in math PSSA test pass rates for middle school youth, but elementary youth in Year 2 showed declining math PSSA test pass rates instead.

Further analysis of the *Below Basic* scores of C11 Year 2 youth (i.e., based on all available scores, including 3rd graders) revealed a few demographic areas that future RSG tutoring may wish to design or aim extra help at unique youth needs. For example, for the math PSSA test 7/10 (70%) of all minorities combined scored *Below Basic* with 0% scoring *Advanced*. Although the sample size of all minorities combined was too small to report the statistical test results, it is noteworthy that only 27% of all white RSG youth scored *Below Basic* on the math PSSA test. Also, 14/28 (50%) of all Year 2 RSG youth with Yes Disability scored *Below Basic* on the math PSSA test, while only 24% of those with No Disability scored *Below Basic*. We can be 95% confident that C11 Year 2 RSG youth *Below Basic* math PSSA test scores depend on disability status, $\chi^2(3) = 8.38$, $p = .039$. Especially minority youth who struggle with Yes Disability should be given extra attention to help them catch up and succeed at standardized math testing.

Table 3b shows that 4th-5th grade youth in Year 2 showed a 77% pass rate (down 2% from Year 1). 6th-8th graders in Year 2 showed a 97-98% pass rate (up 8-9% from Year 1, depending on rounding), which is especially impressive! Not only was middle school youth reading pass rates

very high, but there was an obvious shift upwards from the percentage of 6th-8th graders in Year 2 who scored *Proficient* or *Advanced* instead of *Basic*. Overall, most C11 Year 2 youth across all grade levels once again passed the reading PSSA test at 85%, similar to Year 1.

Table 3b. PSSA Reading Test Scores in Cohort 11 Youth Years 1-2.

GPRA 1 Target = 48.5% Growth[1]	**Below Basic Reading**	**Basic Reading**	**Proficient Reading**	**Advanced Reading**
C11 Year 2	4th-5th Pass = 77%	6th-8th Pass = 97%	**All Yr. 2 Grades Pass = 85%**	
4th-5th Grades (n = 61)	14 (23%)	33 (54%)	11 (18%)	3 (5%)
6th-8th Grades (n = 39)	1 (3%)	17 (44%)	14 (36%)	7 (18%)
4th-8th Combined (n = 100)	15 (15%)	50 (50%)	25 (25%)	10 (10%)
C11 Year 1	4th-5th Pass = 79%	6th-8th Pass = 89%	**All Yr. 1 Grades Pass = 84%**	
4th-5th Grades (n = 47)	10 (21%)	10 (21%)	25 (53%)	2 (4%)
6th-8th Grades (n = 52)	6 (11%)	30 (58%)	12 (23%)	4 (8%)
4th-8th Combined (n = 99)	16 (16%)	40 (40%)	37 (37%)	6 (6%)

Note 1. See identical Note 1 below Table 3a.

An analysis of demographics related to reading PSSA test scores (including all available tests, even 3rd graders) confirmed that 8/27 (30%) of all Year 2 RSG youth with Yes Disability scored *Below Basic* on the reading PSSA test, while only 9% of those with No Disability scored *Below Basic*. We can be 95% confident that C11 Year 2 RSG youth *Below Basic* reading PSSA test scores depend on disability status, $\chi^2(3) = 14.94$, $p = .002$. For the reading PSSA race/ethnicity was not related to scoring at the *Below Basic* level, but very nice evidence of progress by youth grade level was, $\chi^2(3) = 12.42$, $p = .006$. Specifically, of all 3rd-5th graders 19% scored *Below Basic* and 4% scored *Advanced* on the reading PSSA test; by 6th-8th grade only 3% of middle schoolers scored *Below Basic*, while 18% scored *Advanced*. Overall, stronger evidence of Year 2 RSG youth growth is shown in the reading than the math PSSA test scores (see Tables 3a-3b).

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 21st CCLC participants whose GPA improved from the end of the prior year to the end of the current year.	45%	Homework assist./tutoring/lesson review; Mango Math/Mathematics Learning Mod./Project Wet/Project	Grade 7-8 student GPAs via report card data, program attendance data
The percentage of 10-12th grade 21st 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	**GPA < 3.0**
7th-8th grade unweighted GPA < 3.0 Target Improved: 45% *M* = 2.24, *SD* = 1.02 Mode = 1.1, Range = .4-4.0	Year 2 Returning C11 Youth 21 returning youth earned GPA < 3.0 in Year 1, then returned in Year 2 for GPA tracking. **12/21 (57%)[1]** were able to improve their GPA in Year 2.
7th-8th grade unweighted GPA < 3.0 Target Improved: 45% *M* = 1.6, *SD* = 1.1 Mode = .5, Range = 0-4.0	Year 1 C11 Youth 35/42 (83%) had GPA < 3.0 *Pending Year 2 data for improved GPA*[2]

Note 1. Of the 12 in C11 Year 2 who were able to improve their unweighted GPA from the previous year, their GPAs increased by anywhere from .1-1.5. Two youth by Year 2 showed no change in GPA. One youth whose GPA was < 3.0 in Year 1 was able to earn a GPA > 3.0 in Year 2.

Note 2. Since this was the first year C11 participated in the RSG program, no improvement over time could be measured. Year 2 improvement was measured using the 21/35 students listed above who returned to RSG and provided both unweighted GPAs.

Table 4a above verifies that the target of 45% RSG youth, who needed to improve their C11 Year 1 GPA (i.e., as it < 3.0) by Year 2 was met. 57% of C11 Year 2 youth needing to do so did improve their unweighted GPAs.

Table 4b. **Math** Report Card Grade Improvements by ≥ 4% among C11 Years 1-2 RSG youth who earned percentages from 0-100%[1].

Year 2 C11 Youth Grade Level Math Improvement	**% of Year 2 C11 Youth Improving Math Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	46/147 (31%)
Fall As Removed/High Need[2]	38/71 (54%)
ALL 6th-8th grade	18/77 (23%)
Fall As Removed/High Need	16/50 (32%)
ALL K-8th grade	64/224 (29%)
Fall As Removed/High Need (n = 103)	54/121 (45%)
Year 1 C11 Youth Grade Level Math Improvement	**% of Year 1 C11 Youth Improving Math Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	36/131 (27%)
Fall As Removed/High Need[2]	32/68 (47%)
ALL 6th-8th grade	22/62 (36%)
Fall As Removed/High Need	21/47 (45%)
ALL K-8th grade	58/193 (30%)
Fall As Removed/High Need	53/115 (46%)

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. Corrected Year 1 data was inserted above which differs slightly from the C11 Year 1 report data as a more effective way to ensure accurate data sorting related to high vs. low need to improve was implemented in Year 2.

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., ≥ 4%). The C11 Year 2 K-8th grade math grade improvement results were similar to Year 1, regardless of focus on all RSG youth or only those with a high need to improve their math grades. In Year 2 29% of all K-8th graders were able to improve their math grades by 4% or more, and 45% of all "High Need" youth were able to do so. Year 2, however, verifies that for math grade improvements K-5th graders did better than 6th-8th grades; this reverses the pattern found in Year 1 (see Table 4b).

Table 4c verifies that for reading grading improvements, Year 2 percentages were slightly lower than Year 1; this was mainly driven by the 6th-8th graders who in Year 2 showed 27-41% improving by half letter grade unlike the 39-50% improving by that much in Year 1. However, it is still very impressive that in Year 2 25% of all K-8th graders were able to raise their reading grades by 4% or more, and 40% of all "High Need" K-8th graders were also able to do this (see Table 4c). RSG tutoring is clearly making a positive difference in Cohort 11 youth academic performance since in both Years 1-2 almost half of all youth who started in the fall with less than an A grade were able to improve by 4% or more!

Table 4c. **Reading** Report Card Grade Improvements by ≥ 4% among C11 Years 1-2 RSG youth who earned percentages from 0-100%[1].

Year 2 C11 Youth Grade Level	**% of Year 2 C11 Youth Improving Reading Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	36/147 (24%)
Fall As Removed/High Need[2]	34/87 (39%)
ALL 6th-8th grade	21/77 (27%)
Fall As Removed/High Need	20/49 (41%)
ALL K-8th grade	57/224 (25%)
Fall As Removed/High Need	54/136 (40%)
Year 1 C11 Youth Grade Level	**% of Year 1 C11 Youth Improving Reading Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	33/131 (25%)
Fall As Removed/High Need[2]	30/74 (41%)
ALL 6th-8th grade	24/62 (39%)
Fall As Removed/High Need	24/48 (50%)
ALL K-8th grade	57/193 (30%)
Fall As Removed/High Need	54/122 (44%)

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. Corrected Year 1 data was inserted above which differs slightly from the C11 Year 1 report data as a more effective way to ensure accurate data sorting related to high vs. low need to improve was implemented in Year 2.

Table 4d. Math Grade Improvements (4-pt. scale) for C11 Years 1-2 K-4th grade RSG youth[1].

Year 2 Youth Grade Level	**% of Year 2 Youth Improving Math Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 50)	Up a Level 0/50 (0%) No Change 48/50 (96%) Down a Level 2/50 (4%)
Year 1 Youth Grade Level	**% of Year 1 Youth Improving Math Grades (Level change on 4-pt. scale)**
K-4th 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 = 33, K-1st grade) and All Saints Catholic (n = 17, 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.

Note 2. 28% of youth (14/50) who earned 4-pt. scale math grades in Year 2 were already at "Exceeds Expectations" in fall, so did not need to improve spring math grades. Of the 14 "Exceeds" youth in the fall, 14/14 (100%) maintained their math performance at "Exceeds Expectations" in the spring. Of the 33/50 "Meets Expectations" youth in the fall, 31/33 (94%) remained at "Meets Expectations" in the spring; 1 youth improved to "Exceeds Expectations" and 1 youth declined to "Progressing towards Expectations". The remaining 3 youth remained at "Progressing towards Expectations" in the fall and spring semesters.

Table 4e. Reading Grade Improvements (4-pt. scale) for C11 Years 1-2 K-4th grade RSG youth[1].

Year 2 Youth Grade Level	**% of Year 2 Youth Improving Reading Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 50)	Up a Level 3/50 (6%) No Change 43/50 (86%) Down a Level 4/50 (8%)
Year 1 Youth Grade Level	**% of Year 1 Youth Improving Reading Grades (Level change on 4-pt. scale)**
K-4th 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 = 33, K-1st grade) and All Saints Catholic (n = 17, 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.

Note 2. 18% of youth (9/50) who earned 4-pt. scale reading grades in Year 2 were already at "Exceeds Expectations" in fall, so did not need to improve spring reading grades. Of these, 8/9 (89%) maintained their reading performance in the spring at "Exceeds Expectations", while one youth dropped to "Meets Expectations" by

spring. 39/50 youth (78%) were already at "Meets Expectations" in the fall; of these 34/39 (87%) remained at the same reading performance level, while 2/39 (5%) improved to "Exceeds" and 3/39 (8%) declined to Progressing towards Expectations. The two remaining youth started at "Progressing towards Expectations" in the fall; one remained there and one improved to "Meets Expectations" by the spring.

Tables 4d-4e display all math and reading "alternative" report card grade changes from fall to spring (see Notes 1-2 of Tables 4d-4e for details). "Alternative" report card grades fall along a 4-point scale rather than using the typical 0-100% grading scale; the higher the score the better the RSG youth performance. Table 4d most strikingly reveals that 0% of Year 2 elementary youth graded on this 4-pt. scale showed an increase in math grades from fall to spring; 96% of these youth showed no change in grade category over time in Year 2. Table 4e shows 6% of Year 2 elementary youth graded on this 4-pt. scale showed an increase in reading grades from fall to spring; 86% of these youth showed no change in Year 2. For both math and reading grades then, in youth evaluated using the 4-pt. scale, a much higher percentage of them in Year 2 showed no change in graded performance than in Year 1 (see Tables 4d-4e). These results may suggest that use of this less sensitive measure of academic performance may not challenge or motivate C11 RSG youth as much as grading them with a more sensitive 0-100% scale. If 31% of all Year 2 C11 RSG K-5th graders improved their math grades (see Table 4b) and 24% of all Year 2 C11 RSG K-5th graders improved their reading grades (see Table 4c) by 4% or more when a more sensitive measure of academic performance was used (i.e., the 0-100% grade scale), it is difficult to interpret by comparing Tables 4b-4c vs. Tables 4d-4e whether the 4-pt. scale youth were actually less challenged/motivated OR if their improvement could not be as sensitively captured by the small number of evaluation categories (i.e., Exceeds Expectations through Needs Improvement; A-F grades).

Tables 5a-5b display overall improvement results in math and reading grades, respectively, for the two C11 schools who used a 4-pt. grading scale for some of their elementary youth by first transforming all grade changes from fall to spring into a universal format where 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 on the 4-pt. scale (e.g., from a 2 to 3 or from a B to A) or as a gain by +4% or more from fall to spring on the 0-100% percentage scale. This standardization process allowed all improving grade youth from each site to be added together, regardless of original report card format as being 0-4, A-F, or 0-100%.

By creating a more universal scale to compare the three Cohort 11 schools separately, it is possible to examine fall to spring report card grade changes from Year 1 to Year 2. Purchase Line is the only school district where all youth (but one) were graded using a 0-100% percentage scale. All Saints Catholic (K-4thgrade) and Forest Hills (K-1st grade) each used a mixture of 4-pt. scale grading systems for grant data reporting for their youngest youth, switching to 0-100% grading for their older youth. Tables 5a-5b show that only Purchase Line math grades improve in Year 2 compared to Year 1; reading grades decrease at all sites in Year 2 but most notably for All Saints Catholic School. RSG program leaders may wish to coordinate a meeting with school

administrators from the Cohort 11 sites to discuss grade report data format further, as differences in school teacher quality, RSG tutor quality, aside from youth skills and/or motivation to improve, at these three schools may also play a role here. Regardless of root cause, RSG youth may demonstrate more academic growth by seeing more concrete, tangible evidence of change.

Table 5a. Fall to Spring Math Grade Changes for C11 Years 1-2 RSG youth by School District.

School District	Year 2 C11 % with Math Grade Improvement[1]	Year 1 C11 % with Math Grade Improvement[1]
All Saints Catholic[2]	0/28 (0%)	13/33 (39%)
Forest Hills	30/159 (19%)	31/121 (26%)
Purchase Line	34/87 (39%)	27/88 (31%)
Total All Schools	64/274 (23%)	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 2 RSG youth who showed improvement is listed above. All Saints included 0/16 youth who increased their 4-pt. math grade by 1 level, so this was added to the 0/12 youth from the same school who increased their math report card grade by 4% or more. Forest Hills included 0/33 who increased their 4-pt. math grade by 1 level, so it was added to the 30/126 from the same school who increased their math report card grade by ≥4%. Purchase Line included 34/86 youth who increased their math report card grade by ≥4%; only one youth from Purchase Line was graded on a 4-pt. scale, with no change.

Note 2. In Year 2 on average All Saints math grades declined from fall to spring on the 0-100% grading scale by M_D = -1.25%, SD_D = 3.91, Forest Hills math grades declined by M_D = -1.12%, SD_D = 8.33, and Purchase Line math grades improved M_D = 3.23%, SD_D = 9.20. In Year 1 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 similar.

Table 5b. Fall to Spring Reading Grade Changes for C11 Years 1-2 RSG youth by School District.

School District	Year 2 C11 % with Reading Grade Improvement[1]	Year 1 C11 % with Reading Grade Improvement[1]
All Saints Catholic	2/28 (7%)	8/33 (24%)
Forest Hills[2]	38/160 (24%)	35/121 (29%)
Purchase Line	20/86 (23%)	25/88 (28%)
Total All Schools	60/274 (22%)	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 2 RSG youth who showed improvement is listed above. All Saints included 2/16 youth who increased their 4-pt. reading grade by 1 level, so this was added to the 0/12 youth from the same school who increased their reading report card grade by 4% or more. Forest Hills included 1/33 who increased their 4-pt. reading grade by 1 level, so it was added to the 37/127 from the same school who increased their reading report card grade by ≥4%. Purchase Line included 20/85 youth who increased their reading report card grade by ≥4%. Only one Purchase Line youth was graded on a 4-pt. scale with no change.

Note 2. In Year 2 on average All Saints reading grades declined from fall to spring on the 0-100% grading scale by M_D = -1.42%, SD_D = 3.55, Forest Hills reading grades improved by M_D = .37%, SD_D = 8.02, and Purchase Line reading grades declined M_D = -.32%, SD_D = 6.85. In Year 1 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 similar.

Teacher-Reported Results (Teacher Survey)

Table 6a. C11 Year 2 All K-8th Teacher Survey Improvement Ratings for All Item Response Options.

Teacher Survey Item	K-5th grade Year 2 (2023/24)	6th-8th grade[1] Year 2 (2023/24)	K-8th grade[1] Year 2 (2023/24)
Homework Completion N = 189	Improved 87 (46%) No Change 25 (13%) Decline 5 (3%) No Need 72 (38%)	N/A Year 2 all items	N/A Year 2; see K-5th.
Class Participation N = 192	Improved 77 (40%) No Change 34 (18%) Decline 3 (2%) No Need 78(41%)		
Volunteer for Extra N = 192	Improved 53 (28%) No Change 48 (25%) Decline 3 (2%) No Need 88 (46%)		
Attentive in Class N = 192	Improved 84 (44%) No Change 33 (17%) Decline 11 (6%) No Need 64 (33%)		
Behavior in Class N = 192	Improved 47 (25%) No Change 30 (16%) Decline 7 (4%) No Need 108 (56%)		
Academic Performance N = 192	Improved 76 (40%) No Change 64 (33%) Decline 6 (3%) No Need 46 (24%)		
Motivation to Learn N = 192	Improved 66 (34%) No Change 53 (28%) Decline 4 (2%) No Need 69 (36%)		
Engaged in Learning N = 189	Improved 85 (45%) No Change 48 (25%) Decline 4 (2%) No Need 52(28%)		

Note 1. In Year 2 N = 189-192 depending on item because no 6th-8th grade Teacher Survey data was collected about the 84 youth in middle school; Year 2 counts are only included for K-5th grades above as a result. In Year 1 N = 256 as youth from all K-8th grades were rated using Teacher Surveys.

To provide more context to understand the Cohort 11 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 2 RSG youth, like Year 1, since 56% of K-5th graders overall received this rating. Academic performance, on the other hand, had the lowest teacher response percentages for *No Need to Improve* in Year 2, like Year 1, with only 24% of C11 youth there.

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 Year 2 K-5th grade Teacher Survey areas (see Table 6b) were in homework completion (74%) and class participation (68%). In Year 1 the two *most improved* K-5th grade Teacher Survey areas were in class participation and academic performance (each at 71% improved). By Year 2 academic performance improvement observed by C11 Teachers was *2nd lowest* at only 52%; this was similar to the 51% in Year 2 noted as improving at volunteering for extra credit or more responsibility (i.e., volunteering was also the lowest Teacher item in Year 1). This pattern suggests that the improved homework completion RSG youth are showing in Year 2 is not translating as well into improved academic performance observed in school.

Table 6b. Years 1-2 C11 K-8th grade Teacher Survey Improvements for those Needing to Change[1].

Teacher Survey Item	**K-5th grade**	**6th-8th grade**	**K-8th grade**
Homework Completion	Improved Yr 2: 87/117 (74%) Yr. 1: 87/127 (69%)	Improved Yr. 2: N/A Yr. 1: 36/48 (75%)	Improved Yr. 2: N/A Yr. 1: 123/175 (70%)
Class Participation	Improved Yr. 2: 77/114 (68%) Yr. 1: 72/102 (71%)	Improved Yr. 2: N/A Yr. 1: 22/42 (52%)	Improved Yr. 2: N/A Yr. 1: 94/144 (65%)
Volunteer for Extra	Improved Yr. 2: 53/104 (51%) Yr. 1: 26/118 (22%)	Improved Yr. 2: N/A Yr. 1: 5/43 (12%)	Improved Yr. 2: N/A Yr. 1: 31/161 (19%)
Attentive in Class	Improved Yr. 2: 84/128 (66%) Yr. 1: 66/110 (60%)	Improved Yr. 2: N/A Yr. 1: 26/42 (62%)	Improved Yr. 2: N/A Yr. 1: 92/152 (61%)
Behavior in Class	Improved Yr. 2: 47/84 (56%) Yr. 1: 42/97 (43%)	Improved Yr. 2: N/A Yr. 1: 16/37 (43%)	Improved Yr. 2: N/A Yr. 1: 58/134 (43%)
Academic Performance	Improved Yr. 2: 76/146 (52%) Yr. 1: 103/146 (71%)	Improved Yr. 2: N/A Yr. 1: 33/47 (70%)	Improved Yr. 2: N/A Yr. 1: 136/193 (71%)
Motivation to Learn	Improved Yr. 2: 66/123 (54%) Yr. 1: 52/120 (43%)	Improved Yr. 2: N/A Yr. 1: 23/43 (53%)	Improved Yr. 2: N/A Yr. 1: 75/163 (46%)
Engaged in Learning	Improved Yr. 2: 85/137 (62%) Yr. 1: 70/126 (56%)	Improved Yr. 2: N/A Yr. 1: 30/44 (68%)	Improved Yr. 2: N/A Yr. 1: 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. No 6th-8th grade Teacher Survey data was collected for C11 Year 2, so N/A is entered into the table above for relevant columns.

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:

a. Had a school-day attendance rate at or below 90% in the prior school year; and
b. 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 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.	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 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.	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.

Table 7a. School Attendance Rate ≤ 90% for C11 Years 1-2 RSG.

GPRA 3 **School attendance rate < 90%** Target = 51% improvement	**% of C11 Year 2 youth who improved from Year 1 (≤ 90%).**	**% of C11 Year 1 youth with ≤ 90% school attendance[1].**
1st-5th grade Year 2: M = 95.82, Mo = 100% Year 1: *M* = 96.62, *Mo* = 100%	7/10 (70%)	15/168 (9%)
6th-8th grade Year 2: M =98.42, Mo = 100% Year 1: *M* = 97.13, *Mo* = 100%	5/5 (100%)	14/65 (22%)
1st-8th grade Yr. 2: M = 96.58; Yr. 1: 96.79	12/15 (80%)	29/233 (12%)

Note 1. More precise Yr. 2 reading of the GPRA 3 goal made me realize I should have included those scoring exactly 90% also (not just those < 90%) in Year 1. Therefore, I recalculated C11 Year 1 data before correctly measuring Year 2 data. The Year 1 means/modes were also re-estimated so the same youth in Years 1-2 used.

Table 7a shows that 10/15 1st-5th graders whose Year 1 school attendance rates fell ≤ 90% returned for attendance tracking in Year 2. Of these, 70% (7/10) were able to increase their school attendance rates by anywhere from 2-11%. Of the 5/14 returning 6th-8th graders in Year 2 whose Year 1 school attendance rates needed improving, 100% (5/5) were able to increase their school attendance rates by anywhere from 5-24%. Since the target for both elementary and middle school RSG youth school attendance rate improvement was set at 51%, both grade levels clearly surpassed this target (see Table 7a)!

Table 7b. C11 Years 1-2 1st-5th grade Teacher Survey Improvement Ratings for GPRA 3,4, and 5 All Item Response Options and Improvement of those Needing to Change[1].

Teacher Survey Item	1st-5th grade Year 1 (2022/23)	6th-8th grade Year 1 (2022/23)	1st-8th grade Year 1 (2022/23)
Attentive in Class **GPRA 3**	Yr. 2: Improved = 68% Yr. 1: Improved = 56%	Yr. 2: N/A Yr. 1 Improved = 62%	Yr. 2: N/A Yr. 1: Improved = 58%
Behavior in Class **GPRA 4**	Yr. 2: Improved = 56% Yr. 1: Improved = 40%	Yr. 2: N/A Yr. 1: Improved = 43%	Yr. 2: N/A Yr. 1: Improved = 41%
Engaged Learning **GPRA 5** Target 48% of 1st-5th graders	Yr. 2: Improved = 62% Yr. 1: Improved = 56%	Yr. 2: N/A Yr. 1: Improved = 68%	Yr. 2: N/A Yr. 1: Improved = 59%

Note 1. Year 2 Teacher Survey results were only collected from K-5th graders; no 6th-8th grade data was collected. All 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 7b 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. Year 2 1st-5th graders showed higher improvement percentages than Year 1 relevant to all three GPRA measures 3-5 (see Table 7b).

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.

No data was collected on in-school suspensions for Cohort 11 Years 1-2.

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/lesson 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 7b 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

Teacher Surveys are shown in Tables 6a-6b and 7b earlier in the report.

Parent Surveys were collected for Cohort 11 Year 2, as outlined on the next page.

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

Saint Francis University students collected C11 Year 2 data from two schools, as outlined after the Parent Survey section

Stakeholder Feedback (if applicable)

PARENT SURVEY RSG Youth C11 Year 2

Table 8a. Parent Responses for Cohort 11, Year 2.

RSG School Site	Total Parent Responses (Response rate)[1]
Summer (August) 2023 Parents	
Forest Hills School District	N = 10
Purchase Line School District	N = 7
Spring (May) 2024 Parents	
All Saints Catholic School District	N = 5
Forest Hills School District	N = 6
Purchase Line School District	N = 5
Total	33/288 (12% of RSG Youth Parents)

Note 1. Response rate was calculated by taking total parent responses divided by total youth tutored as part of Cohort 11. For Year 2 33/288 (12%) responded to the RSG Parent Survey. From Forest Hills 14 parents were from Elementary grade youth, and 2 parents were from Middle School grade youth.

Table 8a verifies that 33 RSG youth parents (12% response rate from all 3 school districts) provided answers to the C11 Year 2 parent survey. About half of parents responded after the summer RSG session, while the other half responded at the end of the spring session.

Table 8b. C11 Year 2 RSG Parent Overall Responses to Questions 1-3.

	Please indicate your level of agreement with the following statements by checking one box for each row.	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The program addressed my child's specific needs.	19/33 (58%)	12/33 (36%)	2/33 (6%)	0/33 (0%)
2	I had opportunities to visit the program.	9/33 (27%)	9/33 (27%)	10 (30%)	5/33 (15%)
3	The program offered my child a variety of academic and enrichment activities.	20/33 (60%)	12/33(36%)	1 (3%)	0/33 (0%)

The overwhelming majority of parents spoke very positively about the RSG program. Table 8b shows that 94% of parents strongly agreed/agreed that RSG met their child's specific needs, and 96% strongly agreed/agreed that RSG offered a variety of academic and enrichment activities. 55% of parents strongly agreed/agreed they had opportunities to visit the program, however 45% either disagreed/strongly disagreed they had visiting opportunities; this suggests one area for RSG improvement in the future.

Table 8c. Parent C11 Year 2 Responses [1] to Questions 4-9.

Based on your observation of your child, please select the answer that best describes how s/he has changed this year related to each of the following academic items.

	Content Area	Did not need to Improve	Improved	No Change	Declined
4	Reading	1/33 (3%)	21/33 (64%)	11/33 (33%)	0 (0%)
5	Math	2/33 (6%)	19/33 (58%)	10/33 (30%)	2/33 (6%)
6	Science	3/33 (9%)	23/33 (70%)	6/33 (18%)	1/33 (3%)
7	Social studies	1/33 (3%)	22/33 (67%)	10/33 (30%)	0 (0%)
8	Use of technology	5/33 (15%)	16/33 (49%)	12/33 (36%)	0 (0%)
9	Homework completion	2/33 (6%)	20/33 (61%)	11/33 (33%)	0 (0%)

Note 1. Two percentages are provided for Items 4-9 in the *Improved* category. The first percentage in Table 8c above takes parent responses of *Improved* out of all 4 response categories. The second percentages for *Improved* parent responses, included here in Note 1 only, ignore those parents who said their child *Did not need to improve.* The first percentage includes parents who may not help their children learn at home or who may feel confident in their child's current skills, hence see no need to improve. The second percentage more accurately estimates parent satisfaction with RSG effectiveness, as it reflects only parents who believed their child had room for change. For the second type of percentages: Reading 66% of parents seeing room for change reported improvement. For Math 61%, Science 77%, Social Studies 69%, for Use of technology 57%, and for homework completion 65% of parents seeing room for change in their child reported improvement in their child's skills.

Table 8c shows that parents most frequently perceived their children as improving in their science skills (70%), followed by social studies (67%) and reading (64%).

Excluding the small sample size school district (n = 2, Forest Hills Middle School), all minimum to maximum site percentages for each C11 school in Year 2 were reported by including *No Need to Change* responses. In Year 2 the following parent survey results were obtained:

- 57% (Forest Hills Elem) -100% (All Saints) of all school districts reported *Improvement* in Reading skills.
- 43% (Forest Hills Elem) - 100% (All Saints) of all school districts reported *Improvement* in Math skills.
- 43% (Forest Hills Elem) - 100% (All Saints) of all school districts reported *Improvement* in Science skills.
- 43% (Forest Hills Elem) - 100% (All Saints) of all school districts reported *Improvement* in Social Studies skills.
- 21% (Forest Hills Elem) - 80% (All Saints) of all school districts reported *Improvement* in Technology use.
- 50% (Purchase Line Elem) - 100% (All Saints) of all school districts in Year 5 reported *Improvement* in Homework completion.

Table 8d. C11 Year 2 RSG Parent Responses to Questions 10-13.

Based on your observation of your child, please select the answer that best describes how s/he has changed this year related to each of the following behavior items.

	Behavior Element	Did not need to Improve	Improved	No Change	Declined
10	Self confidence	1/33 (3%)	22/33 (67%)	10/33 (30%)	0 (0%)
11	Attitude toward school/learning	5/33 (15%)	18/33 (55%)	9/33 (27%)	1 (3%)
12	Attendance at school	8/33(24%)	13/33 (39%)	12/33 (36%)	0 (0%)
13	Behavior at school	8/33 (24%)	13/33 (39%)	12/33 (36%)	0 (0%)

In Year 2 Table 8d shows that Cohort 11 most clearly improved in their self confidence according to their parents, since 2/3 of RSG youth did so. Also, of the 76% of RSG youth who needed to change their school attendance and school behavior, according to C11 parents, these youth were evenly divided between improving (n = 13) and showing no change (n = 12) for both item areas.

Table 8e shows that 88% of C11 Year 2 parents were very satisfied with the overall RSG program, with the remaining 12% of parents somewhat satisfied. Also 100% of parents were very/somewhat satisfied with the academics addressed by RSG. A few parents (3/4 from Forest Hills Elementary, see open-ended comments to Question 19) were unsatisfied with communication of tutors to them, so tutors may want to invite parent questions or more explicitly point out any homework that still needs completed or behavioral issues as youth head home. Alternatively, some youth may need extra help developing their verbal communication skills so they can more effectively tell parents what the did at the program.

Table 8e. C11 Year 2 RSG Parent Response to Questions 14-17.

Please rate your satisfaction with each of these program areas by checking one box for each row.

	Program Area	Very Satisfied	Somewhat Satisfied	Unsatisfied
14	Overall Program	29/33 (88%)	4 (12%)	0 (0%)
15	Communication	25/33 (76%)	6 (18%)	2 (6%)
16	Academics	24/33 (73%)	9 (27%)	0 (0%)
17	Recreation	26/33 (79%)	6 (18%)	1 (3%)

All open-ended question responses are summarized in the next section below, followed by all individual responses provided by parents. The overwhelming majority of individual parents comments were very positive!

Summary of Parent Item 18-20 Responses Across All Schools

Q18: "In your opinion, what has been the most positive result of your child's participation in the 21st Century program this year?
Note: Some parents commented on more than one idea so were counted more than once. Similar content ideas were merged together for Q18-Q19 rather than verbatim comments given.

Being able to make friends/strengthen relationships with peers while learning. N = 10

Homework is completed/very helpful with homework and bonus completion N = 5

He absolutely loved the summer program/enjoyed learning in summer even only 1 week. N = 3

Grade upkeep/my 3 girls have made academic honor roll every grading period. N = 2

Strengthening relationships with staff/getting involved with new people. N = 2

Developed self-confidence/talking to and having good time with staff – her favorite part. N = 2

Loves to read now/Increased reading. N = 2

Attitude towards school and homework. N = 1

Home time is relaxed. N = 1

Since math taught differently now, I struggle helping my child. N = 1

Love it all. N = 1

Gave my daughter the skills she needed to stay on track and organized. N = 1

Being able to participate in all areas of academics. N = 1

The way the program introduced different cultures to the children. N = 1

I'm not sure because it is not clearly communicated what they do there. N = 1

Q19: "In what ways, if any, do you think the program could improve?"

I am happy with the way it is now so have no suggestions/None/ N/A/Staff was so nice and professional/It's a fun program my daughter loved attending. N = 12

Share more details with parents/parents knowing what is going on/actually reaching out to the parents to communicate about what academic skills need work/more ways to communicate if you need to pick up your child early. N = 4
Note: 3 of 4 were from Forest Hills Elementary; last comment was from Purchase Line Elem.

More creative, fun ways to learn like greater variety of sports in summer/More STEAM. N = 2
More days where the painting lady comes in as the kids really enjoy that. N = 1

It's good they always do something different, they enjoy it. N = 1

Tutoring N = 1

Summer tutoring should be all day rather than half day to help working parents. N = 1

According to my grandson more quiet time to complete homework. N = 1

I would like to see more opportunities for parent involvement. N = 1

Q20: "Feel free to share any additional comments"

Note: Direct quotes pasted below.

I appreciate this program!

I really love this program. It takes a lot of pressure off of parents who work and helps my daughter tremendously with her social skills and academics.

My students loved the program!

None

My kids enjoyed everything but they did not enjoy the dancing

Thank you for offering this. Mia had so much fun. :)

A lot of the questions above do not apply to the summer program. I know someone whose children go to a school and they have you for the after school program. During a summer outing I brought your summer program up and she said how hapoy she was with the after school program and how helpful for her kids. *Note: This parent was from Forest Hills Elementary School.*

I think this program greatly influenced my daughter to succeed.

Thank you so much for providing, my child loved it!

My grandson has participated since this program has been offered through the school year and summer, he enjoys it and it keeps the learning going!

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

April 29, 2024

Dear Ms. Sue Sheehan,

We performed an experiment with 4th and 5th graders who were a part of the RSG program at the following schools: Purchase Line Elementary and All Saints Catholic Elementary. We read the attached script to the students (see Appendix 1). The procedure included a pre-test with 30 multiplication questions, in which the students had 5 minutes to complete. The students were then given a 10-minute brain break, which consisted of either physical activity or non-physical activity. However, the students were asked "get to know you" questions, in order to keep their mental capacity relatively similar. The Cohort 11 school that participated in physical activity included All Saints Catholic Elementary. The physical activity group alternated between running in place and jumping jacks, in between they answered the questions. The Cohort 11 school that participated in non-physical activity was Purchase Line Elementary. Those who experienced a non-physical activity just answered the same "get to know you" questions while remaining in their seats. Both students then completed a similar post-test that included 30 multiplication questions with 5 minutes to complete it. The students who did not want to participate were offered a coloring sheet. We hypothesized that the physically active group would have a greater increase in math scores over time when compared to the non-physically active group.

Saint Francis University Table 1 summarizes the Cohort 11 results we found after data collection was complete. Unfortunately, the mean differences in multiplication test scores somewhat declined over time, when comparing pretest vs. posttest scores from the physical vs. non-physical activity groups. Both physically and non-physically active C11 groups about equally declined over time in math, regardless of type of break they experienced. Because there were too few students who participated, we were unable to run statistical analyses separately for Cohort 11, however. This may support that asking youth to work on too much math after regular school hours can somewhat cause gradually declining performance.

The good news in the data shown in Table 1, though, was that at pretest all C11 4th-5th graders who participated in this study scored on average from 27.33/30 = 91% A- to 28.12/30 94% A when completing multiplication problems.

Thank you so much for allowing us to visit your after-school tutoring programs! If you have any further questions on this data please ask Dr. Marnie Moist, our supervisor at mmoist@francis.edu

Sincerely,

Olivia Metz, Natalie Rodgers, Katlyn McDonald, and Dr. Marnie L. Moist

Saint Francis University Table 1.

Mean percent change in math scores between pre and posttest as a function of amount of physical activity during 15-minute break.

% Correct on Math Test	Pretest	Posttest	Change over Time
Cohort 11 Schools			
Physically Active (n = 3 RSG youth)			
M	27.33	25.00	M_D -2.33
SD	2.31	4.36	SD_D 4.04
Non-Physically Active (n = 24 RSG youth)			
M	28.12	25.75	M_D -2.38
SD	2.53	6.46	SD_D 5.77

Note 1. One school participated in a physically active break and one other school participated in a non-physically active break between multiplication tests. * $p \leq .05$ ** $p \leq .01$ *** $p \leq .001$

Appendix 1

Physical Activity and Nonphysical Activity:

Hi everyone! Our names are Katlyn, Livvy, and Natalie. We are students at Saint Francis University, and we are super excited to spend some time with you today! If you are in fourth grade, please raise your hand. If you are in fifth grade, please raise your hand. If you are in a different grade, please raise your hand. If you are not in fourth or fifth grade, we will have you participate in a different activity.

Just Physical Activity:

Part of our time together will include physical activity. Is anyone excused from gym classes today? Does anyone feel uncomfortable doing light physical activity? We will specifically be doing jumping jacks and will be running in place as part of our exercise, while we get to know each other with fun questions. If at any point you feel uncomfortable or want to stop exercising you may do so at any time without us being upset. We have an alternative coloring page that you may complete if you do not want to participate or cannot participate. Even if you don't want to exercise, you will get a small prize at the end! If you get hurt because sometimes accidents do happen, please see your tutor who can help you.

Physical Activity and Nonphysical Activity:

We will be doing an experiment to measure your multiplication test scores by asking you to do some multiplication problems for a short amount of time. It does not matter if you like math or hate it, we hope you will try to do your best on our problems. To make it more fun we will time you to see how many you get correct in only 5 minutes! We want to see how much you know about multiplication as fourth and fifth graders. Before we start, if anyone needs to take a bathroom break you may go ahead now. We are so glad you all decided to participate with us! We will have lots of fun and cannot wait to see all you know about multiplication! When you take the pre-test and post-test, we ask that you remain in the same seats so that you complete the same test. When we pass out the quizzes faced down, you will be instructed to flip it over once everyone has received one. You will have five minutes to complete this quiz and we encourage you to try your best to formulate an answer for each question. However, it is completely okay to be unsure and if this does happen you can just leave the question blank! Please make sure you keep your papers on your desk and do not look at other people's papers. At the end of the five minutes, we will say "stop". At this point, we will ask you to put your pencil down and end the quiz. Once you are done with the quiz, please flip it over so we know you are done. You may sit and relax until further instructions are given. {One group member will pass out the quizzes faced down. Another group member will instruct the students to flip over the paper and begin the quiz. Group members will stand in various places throughout the classroom to stray from bias that would occur if all group members stood at the front.} Great job on the quiz! We are so proud of how hard you worked, so now we will participate in our brain break! {Depending on what school we are at, the whole class will either participate in the first activity or the second activity. The first activity is the physical activity brain break and the second activity is the brain break with no physical activity. Both groups of students will be engaging in social activity with their peers throughout the activity}

Just Nonphysical Activity:

Since you worked so hard, we are going to take a brain break! We are going to remain in the classroom and ask one another questions to get to know our peers! If you need to, you are allowed to get up and stretch your legs at times but please stay seated in your assigned chair most of the time during our break. We will read questions aloud and you may raise your hand in order to answer. We will select a few of you to answer each question.

Just Physical Activity:

Since you worked so hard, we are going to take a brain break! We are going to remain in the classroom and participate in physical activity with get to know you questions inserted between the exercises. First, we will run in place for one minute. We as researchers will then ask you a get to know you questions. If you have an answer you'd like to share with the group please raise your hand. We will select a few of you to share each answer. After, we will do jumping jacks for one minute. After the jumping jacks, we will once again ask another question. We will repeat the cycle of running in place for a minute, a question, jumping jacks for a minute, and a question.

{Both groups of students will be engaging in social activity with their peers throughout the activity. The researcher will ask a question such as "What is your favorite color?" and the students will share with a partner. This will continue until the break concludes. This ensures the mental state of each student is held constant.}

Both Physical and Nonphysical Active:

Welcome back! We are now going to retake a similar test to the one you just completed. The same instructions will be used for this quiz as well. You will have five minutes to complete this quiz and we encourage you to try your best to formulate an answer for each question. However, it is completely okay to be unsure and if this does happen you can just leave the question blank! Please make sure you keep your papers on your desk and do not look at other people's papers. At the end of the five minutes, we will say "stop". At this point, we will ask you to put your pencil down and end the quiz. Once you are done with the quiz, please flip it over so we know you are done. You may sit and relax until further instructions are given. The posttest is attached to the pretest you completed just with different questions. You may begin the test now. {After the test, we will thank the students for their participation in the study. We will also give the research group and alternative assignment groups a prize for their participation. Once the students complete both the pretest and posttest we will label their papers as physical activity or nonphysical activity dependent on the school.}

Appendix I

Set One:

You will have five minutes to complete as many multiplication problems as possible.

1.	9 x 5 =	16.	0 x 8 =
2.	6 x 8 =	17.	9 x4 =
3.	8 x 6 =	18.	8 x 2 =
4.	7 x 7 =	19.	8 x 5 =
5.	7 x 8 =	20.	10 x 4 =
6.	9 x 1 =	21.	2 x 7 =
7.	3 x 7 =	22.	2 x 2 =
8.	2 x 6 =	23.	9 x 2 =
9.	9 x 7 =	24.	9 x 8 =
10.	6 x 1 =	25.	10 x 8 =
11.	1 x 1 =	26.	1 x 3 =
12.	5 x 9 =	27.	6 x 5 =
13.	6 x 3 =	28.	8 x 8 =
14.	3 x 3 =	29.	8 x 7 =
15.	0 x 1 =	30.	10 x 7 =

Appendix II

Set Two:

You will have five minutes to complete as many multiplication problems as possible.

1. 1 x 4 =	16.9 x 9 =
2. 1 x 2 =	17.5 x 5 =
3. 6 x 7 =	18.4 x 6 =
4. 7 x 4 =	19.3 x 2 =
5. 5 x 2 =	20.7 x 3 =
6. 5 x 7 =	21.8 x 3 =
7. 5 x 6 =	22.4 x 2 =
8. 4 x 4=	23.7 x 6 =
9. 2 x5 =	24.6 x 2 =
10.6 x 9 =	25.9 x 6 =
11.4 x 8 =	26.6 x 4 =
12.5 x 3 =	27.8 x 4 =
13.1 x 6 =	28.4 x 3 =
14.2 x 4 =	29.2 x 9 =
15.3 x 1=	30.0 x 3 =

Questions for the students to ask one another during the break to hold mental states constant:

1. What is your favorite color?
2. Do you have any fun plans for the weekend?
3. What is the best thing that happened to you this past week and why?
4. What did you eat for lunch?
5. What was your favorite part about your day today and why?
6. What clubs/activities/sports do you participate in?
7. What is your favorite animal? Why

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: Cohort 11 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**
4th—5th graders will demonstrate growth on the math PSSA test by moving up 1 score category or more.	48.5%	Yr. 2: 95% = room to grow *Of these 95%, 38% need to move up from Below Basic. Yr. 1: 87% = room to grow *Of these 87%, 21% need to move up from Below Basic.
6th—8th graders will demonstrate growth on the math PSSA test by moving up 1 score category or more.	48.5%	Yr. 2: 90% = room to grow *Of these 90%, 37% need to move from Below Basic. Yr. 1: 94% = room to grow *Of these 94%, 58% need to move up from Below Basic.
4th—5th graders will demonstrate growth on the reading PSSA test by moving up 1 score category or more.	48.5%	Yr. 2: 95% = room to grow *Of these 95%, 24% need to move up from Below Basic. Yr. 1: 96% = room to grow *Of these 96%, 21% need to move up from Below Basic.
6th—8th graders will demonstrate growth on the reading PSSA test by moving up 1 score category or more.	48.5%	Yr. 2: 82% = room to grow *Of these 82%, 3% need to move up from Below Basic. Yr. 1: 92% = 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, while also identifying the percentage falling at Below Basic (i.e., most at risk youth) after excluding those Advanced youth who did not need to grow. Only indirect assessment of PSSA growth from Year 1 to Year 2 is possible since available data is unable to link youth IDs on PSSA tests over two consecutive years.

For GPRA Measure 1 on PSSA Test Scores Table 9a above shows some 6th-8th grade improvement in math and reading test scores (see green font Year 2 percentages compared to Year 1). Table 9a also shows 4th-5th grade declines in PSSA math and reading test scores (see red font Year 2 percentages compared to Year 1). The target of 48.5% PSSA test score improvement by one category or more has proven difficult to meet, although it is important to emphasize that the process of protecting youth anonymity only allows indirect assessment of this target (see Note 1, Table 9a). Exact percentages of PSSA math and reading test score categories over time are shown in Tables 3a-3b earlier in the report; further discussion of demographic differences is also included there (see also Figure 1a summary section). Teacher Survey results in Tables 6a-6b support that school teachers perceived Year 2 RSG youth as weaker in academic performance growth over the year than in Year 1, despite showing growth in various other positive indicators of Year 2 youth effort.

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: Cohort 11 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 7th-8th grade improved unweighted GPA over two consecutive years among those with prior year GPA < 3.0.	45%	21 returning youth earned GPA < 3.0 in Year 1, then returned in Year. **12/21 (57%)[1]** were able to improve their GPA in Year 2.
% of 7th-8th grade improved unweighted GPA over two consecutive years among those with prior year GPA < 3.0.	Insufficient data for 2-year comparison in Year 1, so returning youth were tracked in Year 2.	35/42 (83%) had GPA < 3.0 in Year 1

Note 1. Of the 12 youth who improved their unweighted GPA in Year 2 by any amount, since it fell below 3.0 in Year 1, GPA growth ranged from .1-1.5 unweighted points higher compared to Year 1.

Table 9b verifies that, of those Cohort 11 Year 2 RSG youth who needed to improve their school GPA from Year 1, the target of 45% being able to do so was surpassed at 57%. More details are provided in Table 4a earlier in the report. Also, Tables 4b-4c summarize the percentage of youth who were able to improve their math and reading report card grades by ≥ 4% from fall to spring in Years 1-2. Because two of three C11 schools use alternative grading methods (i.e., on a 4-pt. scale) for some elementary youth, Tables 4d-4e also report the percentage of these youth who were able to improve by one category level from fall to spring in Years 1-2. Tables 5a-5b make use of a standardized method to combine and report the percentage of all Cohort 11 RSG youth who improved their math and reading report card grades from fall to spring in Years 1-2, regardless of specific grade format reported by schools.

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: Cohort 11 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% 1st-5th grade improvement	51%	Yr. 2: 7/10 (70%) Yr. 1: 15/168
Prior year school attendance ≤ 90% 6th-8th grade improvement	51%	5/5 (100%) Yr. 1: 14/65
Prior year school attendance ≤ 90% K-8th grade improvement	51%	12/15 (80%) Yr. 1: 29/233

Note 1. In Year 2 10/15 1st-5th graders, 5/14 6th-8th graders, and 15/29 across 1st-8th grade overall returned to RSG out of those needing to improve their ≤ 90% school attendance rate from Year 1.

Table 9c confirms that Cohort 11 Year 2 youth surpassed the 51% target for school attendance improvement at all grade levels. 70% of Year 2 1st-5th graders showed improved school attendance, 100% of Year 2 6th-8th graders improved their school attendance, resulting in overall 80% across all grades improving their school attendance out of those who needed to improve from Year 1. Table 7a earlier in the report includes more information on this data.

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

Although RSG does not collect in-school suspension data, the Teacher Survey data (see Table 7b) summarizes Year 2 1st-5th grade improvements in youth school behavior as observed by their teachers. 56% of C11 Year 2 1st-5th graders improved their school behavior from fall to spring according to their teachers, which is up by 16% from the 40% of C11 Year 1 1st-5th graders. This indirectly provides evidence supporting GPRA Measure 4.

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 1st-5th grade students who improved engagement in learning from Teacher Survey	48%	Yr. 2: 62% Yr. 1: 56% of those needing to change were rated as *Improved* on the Teacher Survey

Note 1. These percentages were obtained from Table 7b and only included 1st-5th graders, unlike other Teacher Survey tables where Kindergarten youth were included as were available (see Tables 6a-6b). So few Kindergarten youth participated in RSG that the percentages remain very similar either way.

Table 9e above (see also Table 7b earlier) verifies that Cohort 11 RSG youth in both Years 1 and 2 were able to surpass the target of 48% of teachers verifying 1st-5th graders showed improvement in learning engagement from fall to spring. Year 2 (62%) improvement in learning engagement was even higher than Year 1 (56%).

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.

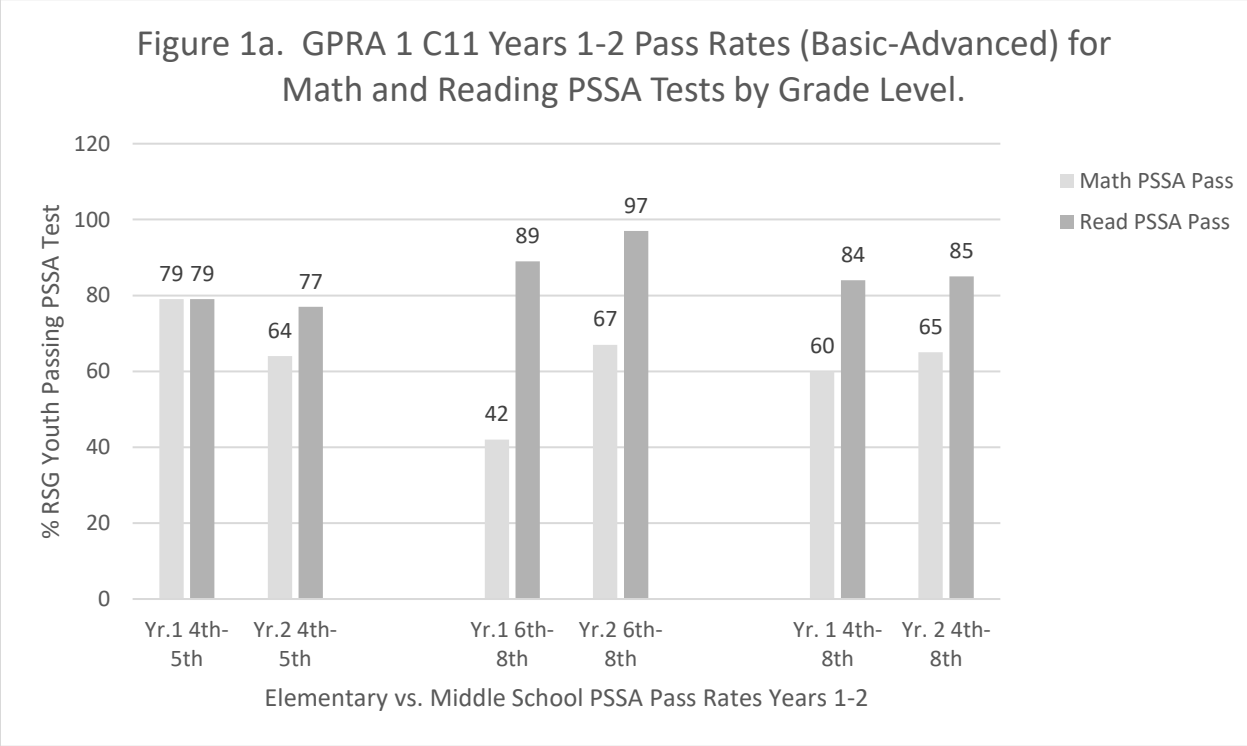
Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
% of parents who participate in at least one family literacy or one family engagement activity.	54% of parents	Yr. 2: 93/288 (32%) Yr. 1: 82/256 (32%)

Table 9f (see also Table 2e) verifies that Cohort 11 Year 2 (32%) parent involvement remained consistent to that shown in Year 1 (32%). New inclusion of a C11 parent survey in Year 2 (see Tables 8a-8e) helps us identify that 94% of parents strongly agreed/agreed that RSG met their children's specific needs. Only 4 parents (n = 33 parents) included open-ended comments that they would appreciate improved communication between the RSG program and themselves. Three of these 4 parents desiring better communication came from Forest Hills school district, mainly wishing to know more details about what their child is doing during the tutoring program. Some youth really struggle to effectively verbally communicate with others, and these parents may be frustrated with the difficulty they are having getting their children to talk about tutoring activities. One new way to encourage greater parent activity involvement would be to create and implement some type of "show-and-tell" activity for RSG youth.

Considerations and Recommendations for Improvement

- Themes observed in the findings/data

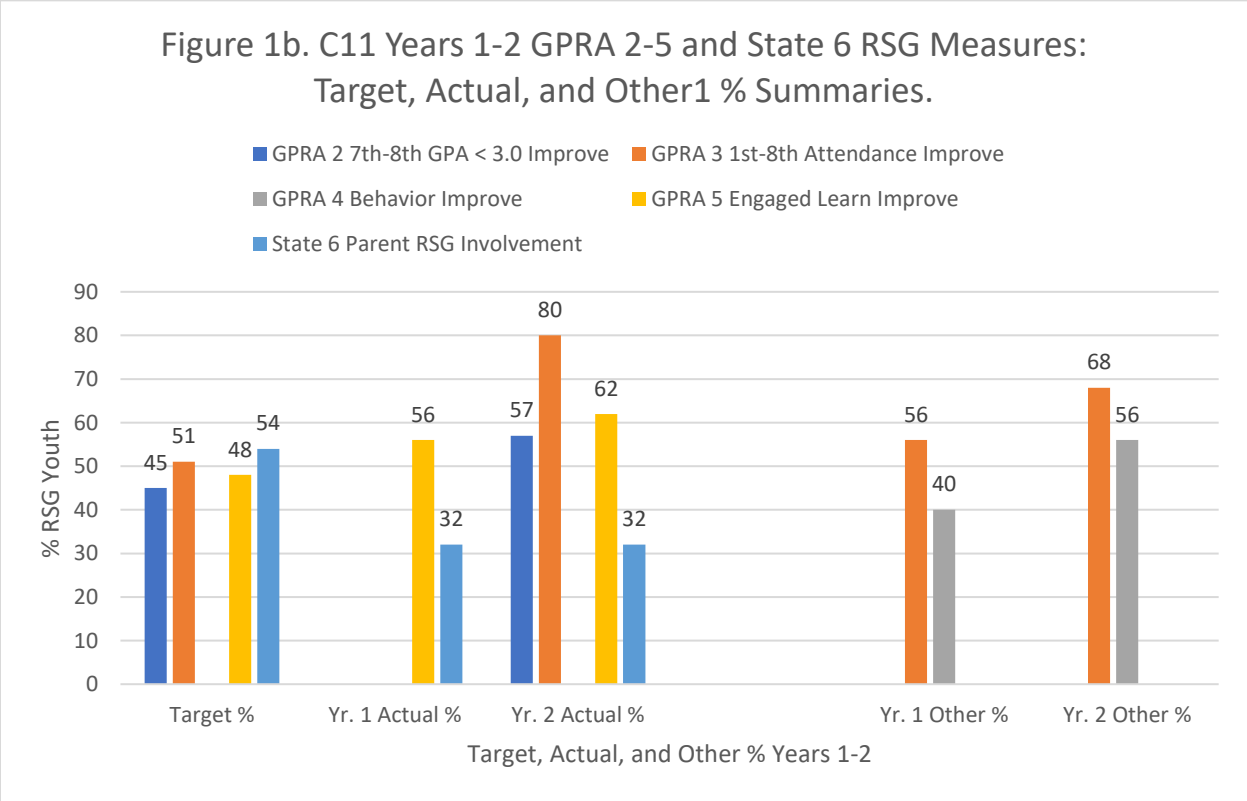
Figure 1a shows the Years 1-2 Math and Reading PSSA Test pass rates overall by merging RSG youth who scored from *Basic* to *Advanced* as passing scores. This provides an overall indirect indicator of PSSA test growth in Cohort 11 RSG youth only. While GPRA 1 asks for evidence of improvement on the PSSA test for comparison to a 48.5% growth target, there is no direct way to measure it because RSG youth consecutive year identifiers are unavailable to compare each youth with him/herself. Therefore, it is unclear to what degree any measure of PSSA test growth reflects year-to-year changes in youth-specific academic skill variations vs. RSG program influence. Gray scale was used for Figure 1a to remind the reader to interpret this data with caution. For a more refined analysis of PSSA test scores over time, see Tables 3a-3b and Table 9a earlier in the report (see Note 1 of Figure 1a for details). Figures 3a-3c and Figures 4a-4c later in this summary also provide a more detailed analysis of PSSA test scores in relation to report card grade improvements and demographics.



Note 1. Tables 3a-3b earlier in the report provide a more refined breakdown of the percentage of RSG youth who scored in all 4 PSSA categories for math and reading in Years 1-2. Table 9a shows an alternative, yet *indirect* measure of PSSA math and reading test score improvement over time; it identifies percentage of RSG youth with room to grow (i.e., scoring Proficient or lower) and then identifies the percentage of those who scored Below Basic. Due to inability to connect Year 1 and Year 2 individual youth scores in the data file, it is unclear to what degree any measure of PSSA test growth reflects youth-specific differences in academic skill level or RSG program influence. Therefore, gray scale was used for Figure 1a to remind the reader to interpret this data with caution.

Figure 1a provides the most effective way to show that 6th-8th graders in Year 2 provided the best evidence of both Math (up 25% from Year 1) and Reading PSSA (up 8% from Year 1) test pass rate growth! On the other hand, 4th-5th graders in Year 2 showed the opposite pattern. C11 Year 2 4th-5th graders declined in the Math PSSA test (down 15% from Year 1) and declined in the Reading PSSA test (down 2% from Year 1). Combining all PSSA Test grades 4th-8th showed the most overall growth from Year 1 (60% passed) to Year 2 (65%) was in math; this finding was mainly carried by the 6th-8th graders. The target of 48.5% PSSA test growth appears very challenging to reach at all grade levels.

Discussion earlier in the report near Tables 3a-3b identify that C11 RSG youth with Yes Disability are the ones who need the most increased attention with tutoring help that will improve their PSSA Math and Reading test scores. For all disability comparisons, 3rd-8th graders were all used since their data was available. 50% of all Year 2 RSG youth with Yes Disability scored *Below Basic* on the Math PSSA test, while only 24% of those with No Disability scored *Below Basic*. Also, 30% of all Year 2 RSG youth with Yes Disability scored *Below Basic* on the Reading PSSA test, while only 9% of those with No Disability scored *Below Basic*. Finally, minorities combined are especially in need of increased help with PSSA Math test scores, since 70% of them scored *Below Basic* at Math compared to the 27% of white youth who did; too few minorities attend RSG, though, for statistical analysis of significant differences based on race/ethnicity.



Note 1. GPRA 2 7th-8th Grade GPA Improvement and GPRA 3 1st-8th grade School Attendance rate growth for RSG youth needing to improve first became available to measure in Year 2 (relative to Year 1), so no dark blue and orange bars, respectively, are possible above for Year 1 alone. No actual percentages are available for GPRA 4 In-school suspensions for Years 1-2 (i.e., no gray bars) as RSG does not gather that information. For Other percentages above in Years 1-2 (i.e., supplemental measures relevant GPRA 3-5), only 1st-5th grade Teacher Survey results are compared as only elementary youth teachers were surveyed in Year 2. For teacher opinions on improved school attendance, see orange bars; for improved student behavior, see gray bars; for GPRA 5 improved student engagement in learning, see yellow bars. Light blue bars reflect Years 1-2 actual percentages of parent involvement in the RSG program for State Measure 6.

Figure 1b summarizes the remaining results for C11 GPRA measures 2-5 and State Measure 6 by comparing Year 1 to Year 2 results where possible. **Figure 1b highlights that most Target percentages were surpassed by RSG for Cohort 11 in Year 2!**

- **GPRA 2:** 57% of 7th-8th graders whose unweighted GPA was < 3.0 in Year 1 improved their GPA by Year 2. This exceeds the 45% target (see dark blue bars in Figure 1b; see also Tables 4a and 9b.
- **GPRA 3:** 80% of 1st-8th graders, who needed to improve their school attendance rate falling ≤ 90% in Year 1, were able to improve their school attendance rates in Year 2. This exceeds the 51% target (see orange bars in Figure 1b; see also Tables 7a and 9c. More specifically, 70% of 1st-5th graders and 100% of 6th-8th graders needing to were able to increase their school attendance rates by anywhere from 2-24%.
- **GPRA 5:** 62% of Year 2 1st-8th graders improved in student engagement in learning based on Teacher Survey observations, up from the 56% in Year 2 improving in this area. Both Years 1-2 surpassed the 48% target (see yellow bars in Figure 1b; see also Tables 7b and 9e).
- **Other Supplemental Measures of GPRA 3-4:** Teacher Survey results for Cohort 11 also support that RSG youth school attendance (up from 56% to 68% from Years 1-2, far right orange bars Figure 1b) and student behavior (up from 40% to 56% from Years 1-2, far right gray bars Figure 1b) improved from Years 1-2. See also Table 7b. No target percentages are relevant here, but growth over time in both areas is encouraging.

The only target in Figure 1b that consistently proves difficult to reach is the RSG program parent involvement target of 54%.

- State Measure 6: 32% of RSG parents were involved in any type of family literacy or family engagement activities consistently in both Years 1-2 (see light blue bars, Figure 1b). This goal is especially challenging because most parents work and have many responsibilities, making it difficult for them to physically attend late afternoon tutoring times, falling within the normal work-day hours.

Creative ways to increase parent involvement, that work best for parents' busy schedules, may be helpful here. C11 Year 2 parent survey results were overwhelmingly positive about RSG (see Tables 8a-8e), since 94% of Year 2 parents (n = 33 parents responded overall) strongly

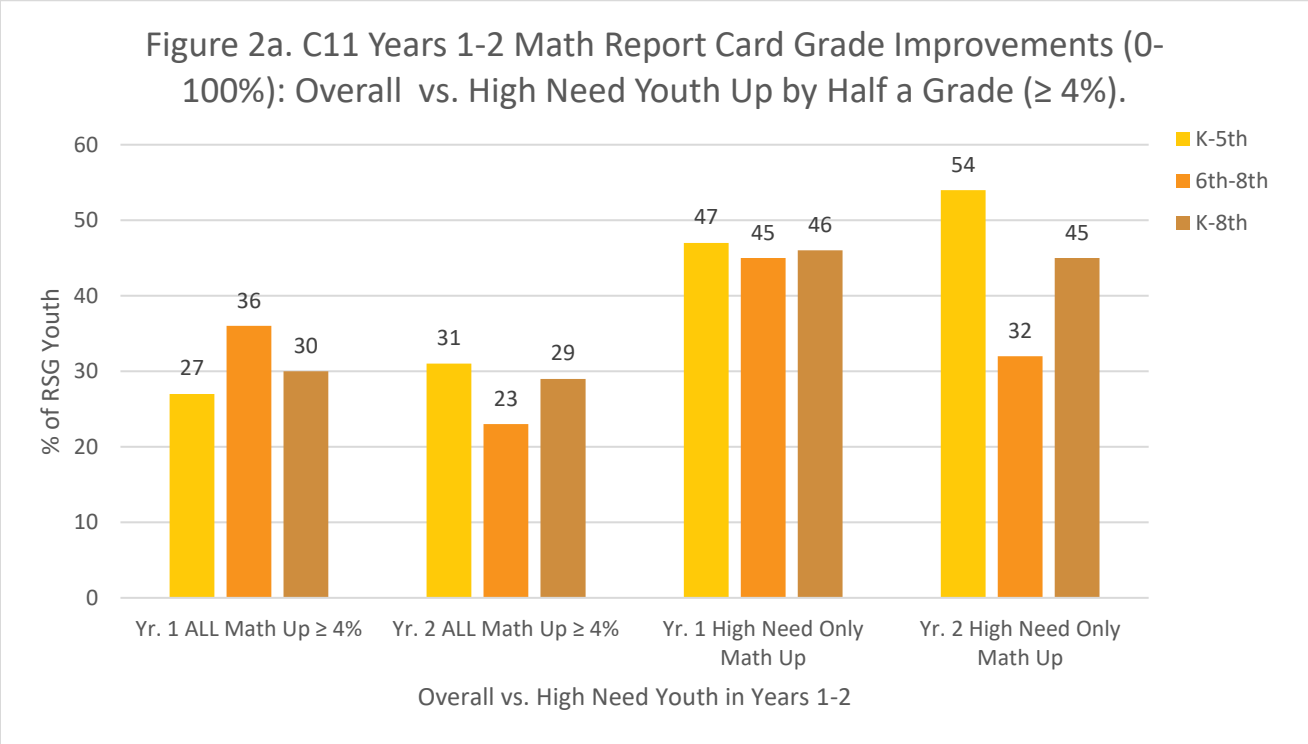
agreed/agreed that RSG met their child's specific needs. Table 8c shows that across all specific academic skill areas, Year 2 youth were rated as improving from fall to spring anywhere from 49% (use of technology) - 70% (science). Open-ended parent comments, combined with these improvement results, suggest a useful RSG program recommendation idea. Because parents (n = 10) most commonly mentioned that RSG helped their child make friends/strengthen relationships with peers while learning, while four parents expressed a desire for more communication about what their child is doing at the RSG program, future parent involvement percentages may increase if RSG allows some time for tutors to encourage youth to use technology to complete some type of show-and-tell for their busy parents about both their academic and social activities.

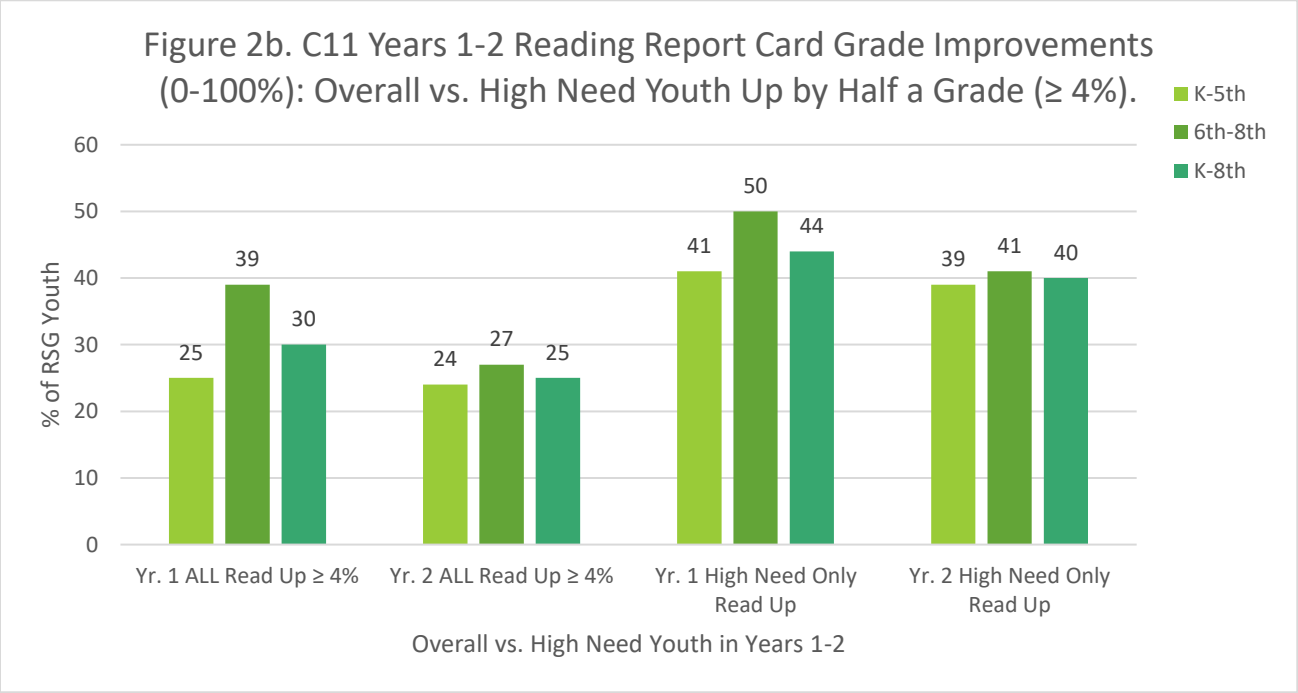
Report Card Grades

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 (excluding one youth). Forest Hills and All Saints Catholic graded older youth on this percentage scale also. Figures 2a and 2b show all C11 Year 1 math and reading grade improvements on the 0-100% grading scale, respectively; see also Tables 4b-4c earlier in the report for more discussion. The percentage of overall youth improving in Figures 2a-2b (see left bars each graph) 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), regardless of where they started in the fall. The "High Need" to improve youth (see further right of Figures 2a-2b) included the subset who earned lower than 92% in the fall semester (i.e., less than an A grade to start the year with); this subset had the greatest need and room to improve their report card grades.

Figure 2a shows an interesting pattern of report card grade improvements for C11 RSG youth who were evaluated on 0-100% scale. While K-5th graders showed an increase in overall and "High Need" elementary youth (up 4-7% over Year 1) who were able to increase their math report grades from fall to spring, 6th-8th graders showed a decline in overall and "High Need" middle school youth (down 13% defined both ways over Year 1) who were able to increase their math report card grades over the school year. The interesting thing about this pattern of math report card grade results is that it does not match the Figure 1a Math PSSA test results discussed earlier in this summary section. For the Math PSSA results, the middle schoolers improved while the elementary youth declined in terms of their Year 2 PSSA pass rates compared to Year 1. This seems to suggest that skill progress as measured by math report card grades diverges somewhat from progress as measured by PSSA math test scores. Various reasons for this divergence can be proposed, but the most likely reason may relate to the high percentage of C11 youth with Yes Disability who earn *Below Basic* test scores as discussed near Figure 1a; of the 19% of C11 Year 2 youth with a disability, 75% of these were in the elementary grades. It makes sense that elementary youth with a disability would be especially disadvantaged during standardized testing because they are used to receiving various test accommodations in the classroom that may not match the kind available during the PSSA test. Nevertheless, these same elementary youth with disabilities may still be the most motivated, helped along by RSG tutors

and schoolteachers, to show the greatest report card improvements! A second explanation may be that youth who focus their attention most on improving math skills as needed to see report card grade improvements (i.e., extrinsic motivation to please tutors, teachers, and parents) may inherently differ from other youth who try to improve their math skills simply for the sake of skill growth (i.e., intrinsic motivation; possibly more visible on the PSSA math test).





A third possibility is that Cohort 11 schoolteachers may struggle to some degree to align PSSA grade level math standards with the reality of the C11 youths' incoming fall math skill levels. Evidence supporting this latter interpretation, for 6th-8th graders, comes from comparing Year 2 C11 youth who attended RSG during Summer 2023 (either alone or along with the school year) to those who only attended RSG during the 2023/24 school year. Further analysis verified that summer RSG program attendance is especially helpful for 6th-8th graders (35% of these improved their math grades by ≥ 4%) compared to middle school youth who do not attend in summer (only 18% improved by ≥ 4%). Summer RSG attendance for K-5th graders less obviously provides a math report card grade advantage, most likely because a much larger number of more diverse skill-level younger youth attend during both summer and the school year.

Figure 2b allows us to compare reading report card grade changes between elementary and middle school youth instead. K-5th grade reading grades overall and "High Need" remained consistent in Year 2 compared to Year 1 (declining by 1-2%). 6th-8th grade reading grades overall and "High Need" declined in Year 2 compared to Year 1 (declining by 9-12%). The Figure 2b greater similarity in reading report card grades over time is consistent with the greater Reading PSSA test score similarity over time shown in Figure 1a. One final reason report card grade declines are greater for 6th-8th graders, despite their more obvious PSSA test score improvements, is that middle school youth who attend tutoring may find themselves ever further behind their peers as they get older; this may become evident in their report card grades. Their PSSA test scores, however, may better reveal the progress in skill level that is attributable to RSG program participation.

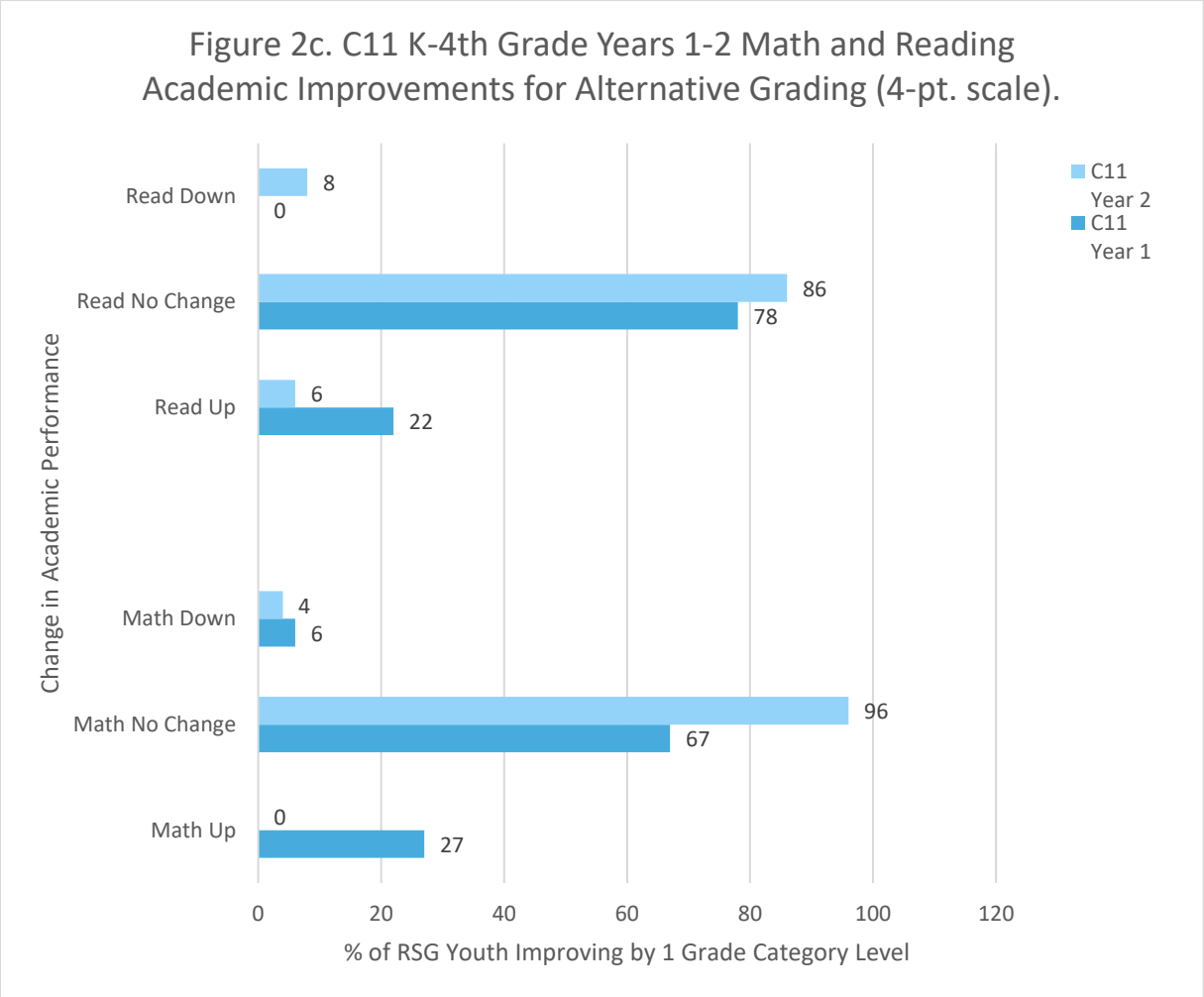
Two of three C11 schools use alternative report card grading systems for some elementary youth who were graded on a 4-pt. scale (see Figure 2c, where math and reading improvements on this 4-pt. scale were combined in the same figure due to showing similar patterns). Tables 4d-4e earlier in the report provide more detailed information about the relevant grade levels and total youth counts for each of these two schools.

- 4 = Exceeds expectations (or A grade overall)
- 3 = Meets expectations (or B grade overall)
- 2 = Progressing toward expectations (or C grade overall)
- 1 = Needs improvement (or D-F grade overall)

Figure 2c 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 both Years 1-2. Year 2 results in Figure 2c show even higher percentages of RSG youth showing "No Change" in 4-pt. scale grade category from fall to spring than in Year 1 (see Figure 2c). 96% of Year 2 C11 RSG youth showed "No Change" in math

report card grade category level from fall to spring (up by 29% from Year 1), and 86% showed "No Change' in reading grades (up 8% from Year 1). It is difficult to interpret to what degree most K-4th graders evaluated on a 4-pt scale from fall to spring are truly not changing their academic math and reading skills because this evaluation scale shows poor measurement sensitivity to change. The main problem with 0% of alternatively graded elementary youth showing math improvement and 6% showing reading improvement is that the majority of both RSG youth themselves and their parents are unable to recognize their actual learning progress over the school year. RSG may want to have future discussions with C11 school administrators to identify if more refined measures of youth progress can be developed somehow to either supplement alternative elementary report card grades or possibly even replace them, so that youth and their parents are able to remain hopeful and motivated to continue their learning.

Tables 5a-5b earlier in the report combine both grading scale youth improvement counts based on a standardized combination of both above definitions (i.e., either half a letter grade percentage scale improvement or one 4-pt. category level up) for an overall comparison of "Most Improved" C11 youth in Year 2 by school district.



PSSA Test Results Related to Demographics and School Report Card Grades

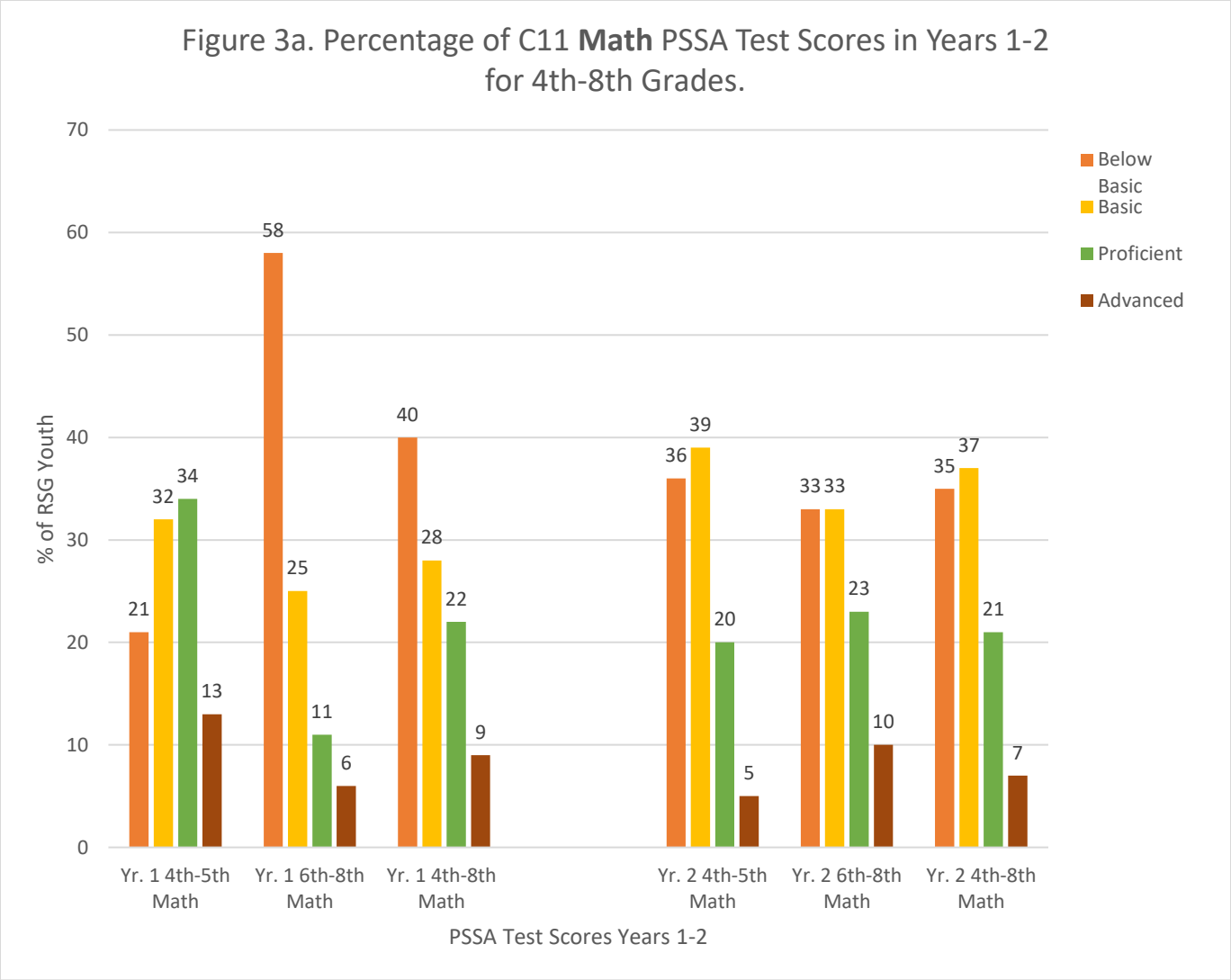


Figure 3a zooms in on the PSSA Math test scores shown in Figure 1a earlier by reporting all four test score category results for Cohort 11 Years 1-2 (see also Table 3a). In Year 1 4th-5th graders' most common Math PSSA score was Proficient (34%), but by Year 2 their most common score was Basic (39%). Furthermore, 15% more RSG 4th-5th graders in Year 2 scored *Below Basic* at math than in Year 1. 6th-8th graders in Year 2, though, showed that 22% fewer scored *Below Basic* at math than in year 1! These improved middle school youth were spread out over all other score categories, since in Year 2 8% more *Basic* scores, 12% more *Proficient* scores, and 4% more *Advanced* scores occurred on the Math PSSA test compared to Year 1. So again, while elementary youth declined at the Math PSSA test in Year 2, middle school youth improved quite a bit at the Math PSSA test in Year 2.

To better understand the differences between C11 youth who passed vs. did not pass the math PSSA test in Year 2, Figure 3b shows the profile of C11 Year 2 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 clockwise cycle unfolding over time, but it instead shows all the other C11 Year 2 youth who were able to pass the math PSSA test by earning *Basic-Advanced* scores.

Figure 3b provides more light on the demographic changes that occur in RSG youth who score *Below Basic* on the Math PSSA test in Year 2. Overall Figure 3b shows the following:

- Yellow quadrant. The majority of youth who score *Below Basic* in 4th-5th grade are male (64%), but by 6th-8th grade shift to being mainly female (69%). Also, more youth with Yes Disability score *Below Basic* in 4th-5th grades (46%) than in 6th-8th grades (23%).
- Orange quadrant. Average school attendance rates of 4th-5th graders who score *Below Basic* on the Math PSSA test is *M* = 94% of school days, while for 6th-8th graders it is even higher at *M* = 99% of school days attended. All grades overall show quite high school attendance rates.
- Pink quadrant. Average RSG program school year attendance for 4th-5th graders who score *Below Basic* on the Math PSSA test was *M* = 290.32 hours, while for 6th-8th graders it drops somewhat to *M* = 221.08 hours. All grades overall showed quite high total school year hours attending the RSG tutoring program.
- Green quadrant. Despite not passing the Math PSSA test in Year 2, 4th-5th graders on average are improving their math report card grades by *M* = 6.67% on a 0-100% grading scale; 6th-8th graders on average are slightly declining their math report card grades by *M* = -1.67%.

Figure 3c, which focuses instead on demographic characteristics of C11 RSG youth who pass the Math PSSA test, most notably differs from Figure 3b by verifying that those who pass the test are attending more RSG program hours than those who do not pass it. Nevertheless, the C11 4th-5th grade youth who score *Below Basic* on the Math PSSA test are much better able to improve their math report card grades (up by 6.67% on average) than any other comparison group in Figures 3b-3c. Additional data also mirrors this finding, since over half of 4th-5th graders (52%) scoring *Below Basic* on the Math PSSA test in C11 Year 2 were able to improve their math report card grades by ≥ 4%. Of those 4th-5th graders who passed the Math PSSA test, only 21% improved their math grades by ≥ 4%. 42% of 6th-8th graders who scored *Below Basic* on the Math PSSA test were able to improve their math grades by ≥ 4%, and 19% of 6th-8th graders who passed the Math PSSA test were also able to do so. The RSG program is clearly doing an

excellent job helping the most at-risk youth (i.e, those who do not pass the PSSA test) improve their math report card grades, whether one focuses on the elementary or middle school grades!

Figure 3b. Profile of Year 2 C11 RSG Youth with **BELOW BASIC** Math PSSA Test Scores.

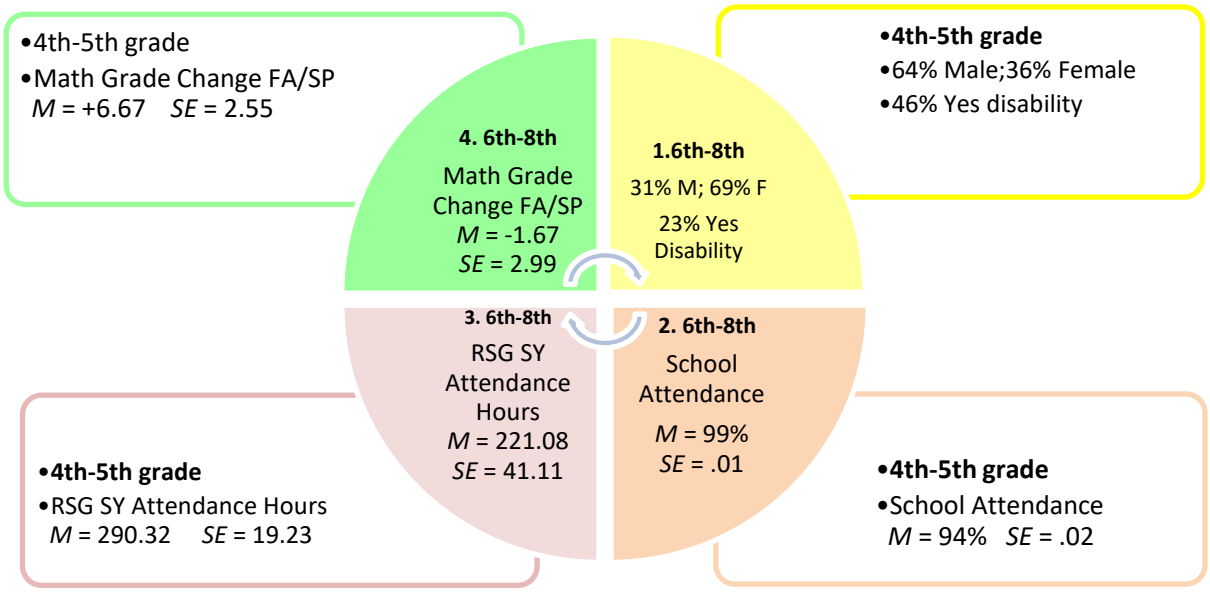
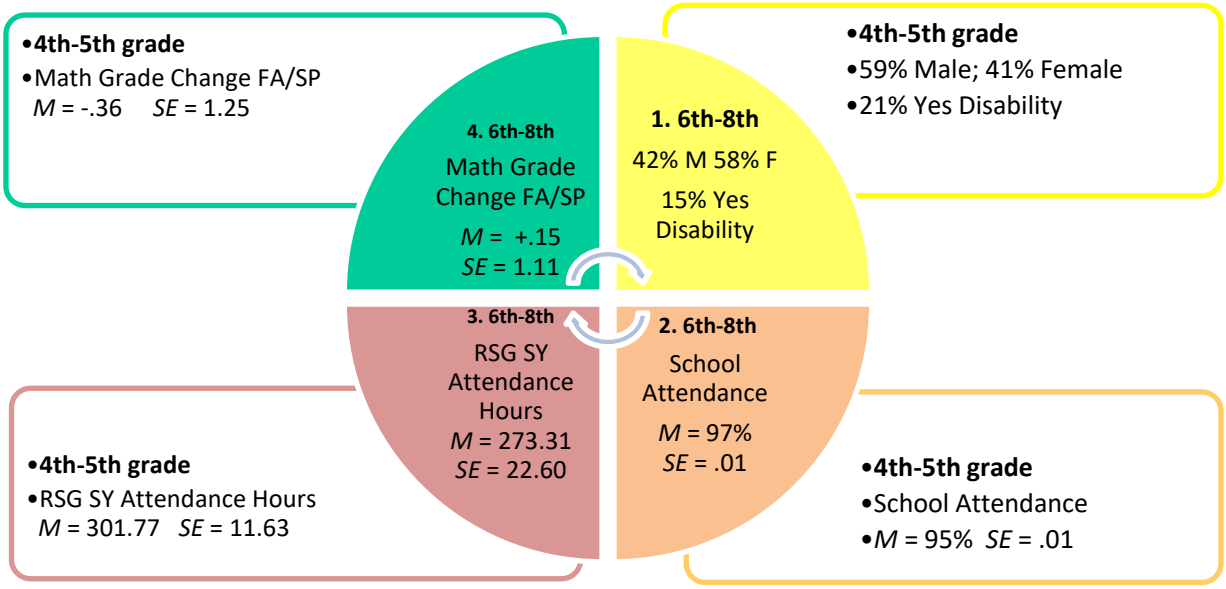


Figure 3c. Profile of Year 2 C11 RSG Youth who **PASS** the Math PSSA Test (Basic-Advanced)



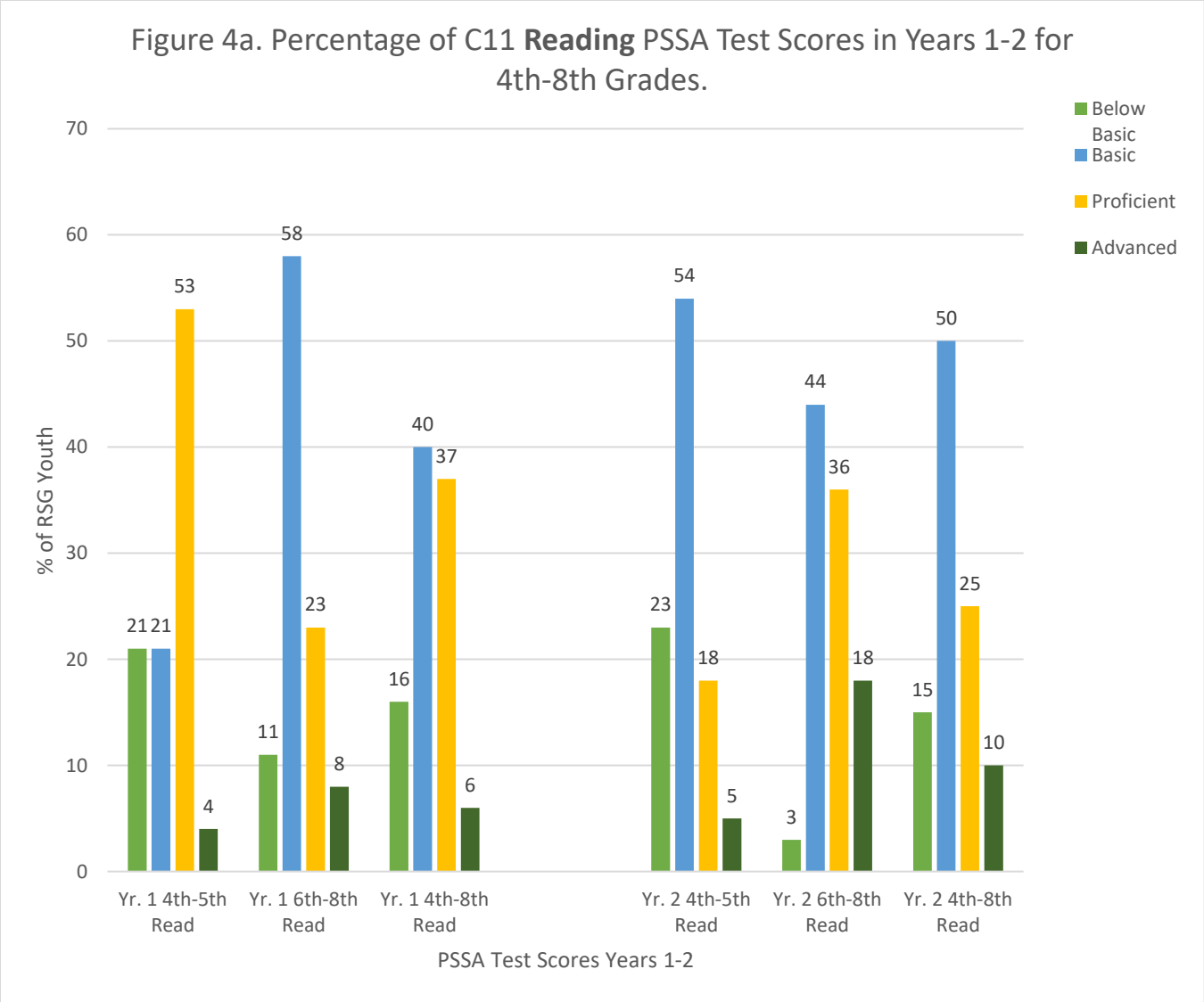


Figure 4a zooms in on PSSA Reading test grades shown in Figure 1a earlier by reporting all four test category responses for Years 1-2 (see also Table 3b). For 4th-5th graders in Year 1 the most common PSSA Reading score was *Proficient* (53%), but for Year 2 the same age group most often scored *Basic* (54%). This pattern mirrored the Math PSSA test results for 4th-5th graders, suggesting that Year 2 youth overall as a group had lower academic skills generally than the Year 1 youth. 6th-8th graders fared better on the Reading PSSA test scores; the 58% who most often scored *Basic* in Year 1 dropped to 44% at the *Basic* level in Year 2, an improvement of 14%. Improvements by 6th-8th graders in Year 2 Reading test scores occurred in all categories, as 8% fewer scored *Below Basic*, while 13% more scored *Proficient*, and 10% more scored *Advanced*!

Figures 4b-4c display the same clockwise moving cycle to relate demographics and reading report card grade improvements to C11 Year 2 youth who either scored *Below Basic* or who passed the Reading PSSA test, respectively.

Figure 4b. Profile of Year 2 C11 RSG Youth with **BELOW BASIC** Reading PSSA Test Scores.

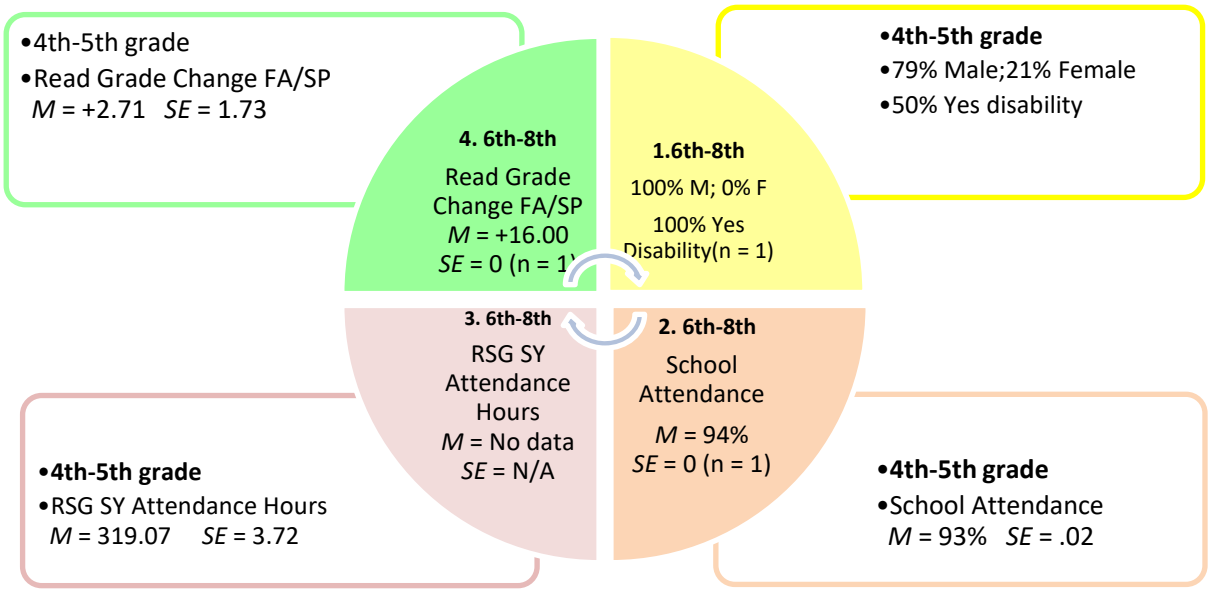


Figure 4c. Profile of Year 2 C11 RSG Youth who **PASS** the Reading PSSA Test (Basic-Advanced)

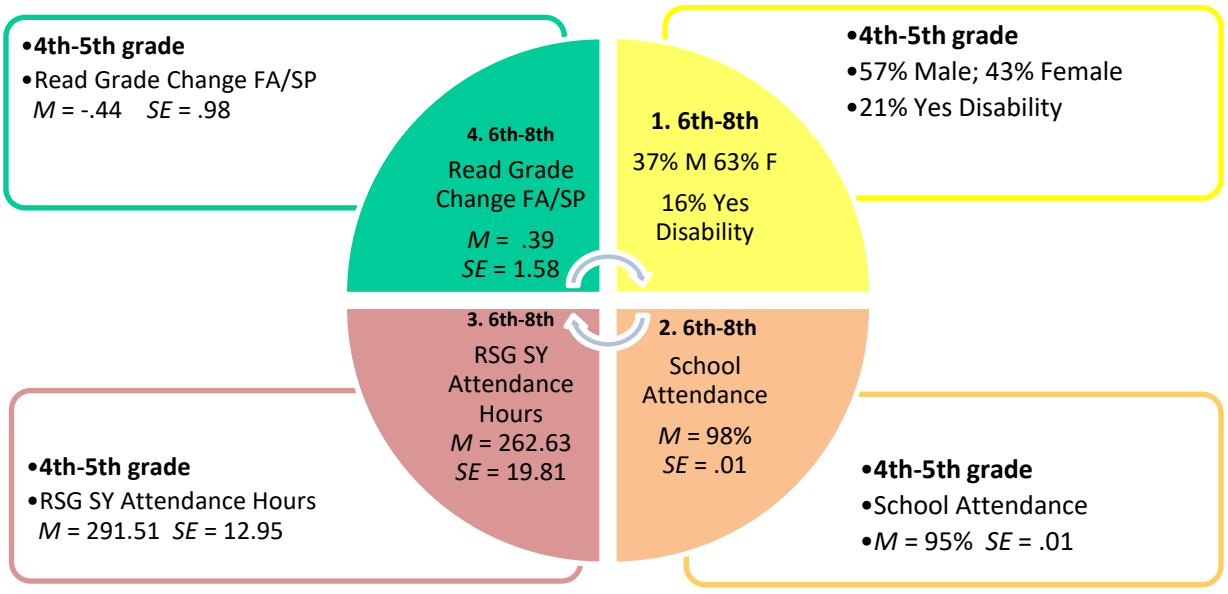


Figure 4b provides more light on the demographic changes that occur in RSG youth who score *Below Basic* on the Reading PSSA test in Year 2. Overall Figure 4b shows the following:

- Yellow quadrant. Most youth who score reading *Below Basic* in 4th-5th grade (79%) and in 6th-8th grade (100%) are male. Fewer youth with Yes Disability score *Below Basic* in 4th-5th grades (50%) than in 6th-8th grades (100%); only one middle school youth was counted as having scored *Below Basic* on the Reading PSSA test however, so caution is needed when interpreting this data.
- Orange quadrant. Average school attendance rates were quite high for Reading PSSA test *Below Basic* youth across all grade levels.
- Pink quadrant. Average RSG program school year attendance for 4th-5th graders who score *Below Basic* on the Reading PSSA test is $M = 319.07$ hours, while for the one 6th-8th grader no data was available. This is notably more RSG program attendance hours than those who passed the Reading PSSA test in Year 2.
- Green quadrant. Despite not passing the Reading PSSA test in Year 2, 4th-5th graders on average are improving their reading report card grades by $M = 2.71\%$ on a 0-100% grading scale; the one 6th-8th grade youth who scored Below Basic on the Reading PSSA test, though, was able to increase his reading report card grade by 16%! Once again, more obvious report card grade improvement occurred in reading for those who scored *Below Basic* on the Reading PSSA test (see Figure 4b) than for those who passed the test (see Figure 4c).

Additional data also supports that at-risk RSG youth are best able to improve their reading report card grades. Half of 4th-5th graders (50%) scoring *Below Basic* on the Reading PSSA test in C11 Year 2 were able to improve their reading report card grades by ≥ 4%. Of those 4th-5th graders who passed the Reading PSSA test, only 26% improved their reading grades by ≥ 4%. 100% of 6th-8th graders (n=1 youth) who scored *Below Basic* on the Reading PSSA test was able to improve his reading grades by ≥ 4%, and 29% of 6th-8th graders who passed the Reading PSSA test were also able to do so. The RSG program is clearly doing an excellent job helping the most at-risk youth (i.e, those who do not pass the PSSA test) improve their reading report card grades, whether one focuses on the elementary or middle school at-risk youth!

Figure 5 below focuses on relating various demographic characteristics to only those "High Need" C11 youth needing to improve their report card grades. Any youth who earned less than A grade in the fall of each school year (i.e., scored < 92%) was designated as "High Need" to improve. This group was then tracked to see what percentage of only them DID IMROVE their math and reading grades by half a letter grade or more (i.e., ≥ 4%) by the spring.

Figure 5 verifies that the 45% of total C11 Yr. 2 "High Need" youth, who improved their math grades by half a letter grade out of those needing to based on fall grades, were MOST OFTEN as follows:

- 54% were K-5th grade (32% 6th-8th)
- 51% were female (37% male)
- 47% were white (18% all minorities combined)

- 45% were Yes Economic Disadvantage (too few No disadvantage youth to compare)
- 42% were No Disability (13% Yes Disability)

Figure 5. Comparison of C11 Years 1-2 RSG Youth with a High Need to Improve Math and Reading Report Card Grades who ACTUALLY DID Improve by ≥ 4%.

	% of High Need Math Improve (<92% A Fall)	**% of these High Need Math Improved by ≥ 4% Spring**	**% of High Need Read Improve (<92% A Fall)**	**% of these High Need Read Improved by ≥ 4% Spring**
TOTAL	**Yr. 2 = 54%** Yr. 1 = 60%	**Yr. 2 = 45%** Yr. 1 = 46%	**Yr. 2 = 61%** Yr. 1 = 63%	**Yr. 2 = 40%** Yr. 1 = 44%
Female	Yr. 2 = 55% Yr. 1 = 54%	Yr. 2 = 51% Yr. 1 = 55%	Yr. 2 = 49% Yr. 1 = 46%	Yr. 2 = 40% Yr. 1 = 50%
Male	Yr. 2 = 45% Yr. 1 = 46%	Yr. 2 = 37% Yr. 1 = 36%	Yr. 2 = 51% Yr. 1 = 63%	Yr. 2 = 39% Yr. 1 = 40%
K-5th	Yr. 2 = 59% Yr. 1 = 59%	Yr. 2 = 54% Yr. 1 = 47%	Yr. 2 = 64% Yr. 1 = 61%	Yr. 2 = 39% Yr. 1 = 41%
6th-8th	Yr. 2 = 41% Yr. 1 = 41%	Yr. 2 = 32% Yr. 1 = 45%	Yr. 2 = 36% Yr. 1 = 39%	Yr. 2 = 41% Yr. 1 = 50%
All Minorities Combined	Yr. 2 = 9% Yr. 1 = 7%	Yr. 2 = 18% Yr. 1 = 63%	Yr. 2 = 11% Yr. 1 = 7%	Yr. 2 = 47% Yr. 1 = 44%
White/ Caucasian	Yr. 2 = 91% Yr. 1 = 93%	Yr. 2 = 47% Yr. 1 = 45%	Yr. 2 = 89% Yr. 1 = 93%	Yr. 2 = 39% Yr. 1 = 44%
YES Econ. Disadvantage	Yr. 2 = 98% Yr. 1 = 92%	Yr. 2 = 45% Yr. 1 = 45%	Yr. 2 = 98% Yr. 1 = 93%	Yr. 2 = 41% Yr. 1 = 45%
NO Econ. Disadvantage	Yr. 2 = 2% Yr. 1 = 8%	Yr. 2^2 = 0% Yr. 1 = 56%	Yr. 2 = 2% Yr. 1 = 7%	Yr. 2^2 = 0 Yr. 1 = 38%
YES Disability	Yr. 2 = 26% Yr. 1 = 32%	Yr. 2 = 13% Yr. 1 = 42%	Yr. 2 = 27% Yr. 1 = 34%	Yr. 2 = 30% Yr. 1 = 41%
NO Disability	Yr. 2 = 74% Yr. 1 = 68%	Yr. 2 = 42% Yr. 1 = 47%	Yr. 2 = 73% Yr. 1 = 66%	Yr. 2 = 43% Yr. 1 = 45%

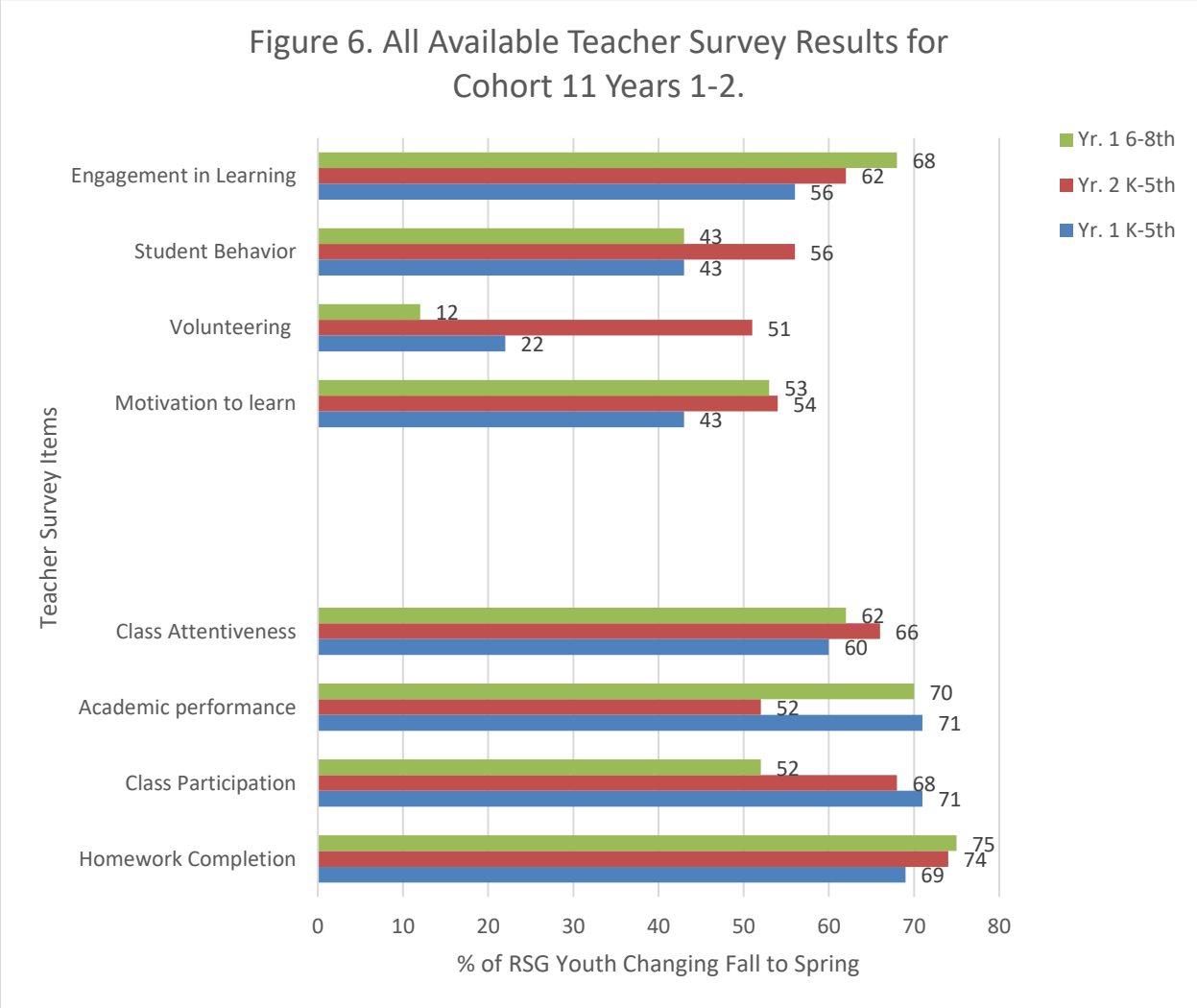
Note 1. In Year 2 the total row percentages were calculated by the following: 121/224 of all C11 Year 2 RSG youth were "High Need" to improve at math because their fall report card grades fell < 92% A (see Column 1). Of these, 54/121 "High Need" Yr. 2 youth were able to improve their math report card grade by 4% or more by spring (see Column 2). 136/224 of all C11 Year 2 RSG youth were "High Need" to improve at reading because their fall report card grades fell < 92% A (see Column 3). Of these, 54/136 "High Need" Yr. 2 youth were able to improve their reading report card grades by 4% or more by spring (see Column 4). Then the file was split by each demographic variable and counted the same way. Figure 5 only includes C11 youth who were graded on a 0-100% grading scale. The percentages above do not add up to 100% for each pair of demographic groups (e.g., females vs. males) because a different number of "High Need" youth in each category occurred for each group per pair to start with.

Note 2. In Year 2 there were only 2 of 121 "High Need" C11 RSG youth who had NO Economic Disadvantage for math grades, so 0% only reflects results for two youth. Also, there were only 3 of 136 "High Need" youth who had NO Economic Disadvantage for reading grades, so 0% only reflects results for these three youth. With so few youth these zeros should not be interpreted as this category needing to improve more.

Figure 5 also verifies that the 40% of total C11 Yr. 2 "High Need" youth, who improved their reading grades by half a letter grade out of those needing to based on fall grades, were MOST OFTEN as follows:

- 47% all minorities combined (39% white)
- 43% No Disability (30% Yes disability)
- 41% Yes Economic Disadvantage (too few No disadvantage to compare)
- 41% 6th-8th grade (39% K-5th)
- 40% female (39% male)

Overall, an impressive percentage of C11 Year 2 youth who most need to improve based on their fall report card grades showed ≥ 4% math and reading report card grades. The RSG youth with No Disability advantage here occurred across all score categories of PSSA testing and all K-8th grades, unlike Figures 3b-3c and 4b-4c results focusing on 4th-5th vs. 6th-8th *Below Basic* scores.



Note 1. In Year 2 no 6th-8th grade Teacher Survey data was available.

Figure 6 outlines the C11 Years 1-2 Teacher Survey results, showing most youth were perceived by their teachers as improving from fall to spring during both years. 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 6 above were taken from Table 6b, which counts "Improvement" percentages after excluding youth who had no need to improve. One data improvement needed for C11 Year 3 would be to ensure that Teacher Survey data from 6th-8th grade RSG youth can be obtained, similar to how it was in Year 1.

The largest improvement teachers reported seeing in RSG youth was that 51% of Year 2 K-5th grade RSG youth improved at volunteering for extra responsibilities or extra credit; this was much higher than the 22% who improved at volunteering in Year 1. Another interesting results visible in Figure 6 was that 71% of K-5th graders improved their academic performance in school based on the Teacher Survey in Year 1, but this dropped quite a bit to only 52% of K-5th graders improving academic performance from fall to spring in Year 2. This Year 2 K-5th grade teacher data supports that one of the reasons for the decline in the Year 2 PSSA test results for elementary youth generally was possibly caused by lower effort than in Year 1; no ability to distinguish between lower effort over the school year vs. lower incoming academic skill level is possible though.

Evaluator reflections and recommendations for program improvement, prioritization

C11 Year 1 Recommendations with Progress Shown

- Last year it was recommended that the lowest percentage of Teacher Survey improvement noted in Volunteering for extra responsibility or extra credit be addressed. Clear progress on this has been made (see Figure 6 above) since 29% more C11 youth were rated by teachers as improving at Volunteering in Year 2 compared to Year 1.
- Last year it was also recommended that increased sensitivity training related to race/ethnicity be provided to RSG tutors. Evidence that cultural sensitivity was paid greater attention to in Year 2 came from one parent, who spontaneously commented on the Parent Survey that they appreciated the RSG program's introduction of different cultures to the RSG youth.
- Many of the Year 2 data improvements requested were in fact provided by the RSG program for completion of this report. Two consecutive years of Cohort 11 data was provided in the data, allowing data analysis to compare individual youth returning in Year 2 from Year 1 on both their 7th-8th grade GPA improvement and on 1st-8th grade school attendance rate improvements for those needing to improve.
- The RSG program continues to welcome Saint Francis University students to design fun learning research activities in Year 2. This mutually beneficial community partnership allows C11 RSG youth to engage with college-level students, who learn more about youth learning processes when combined with game activities.

C11 Year 2 Recommendations

RSG Program Recommendation 1: 4th-5th grade PSSA test scores need to improve (see Figures 1a, 3a, and 4a), despite this same age group most clearly improving from fall to spring in their math and reading report card grades even when scoring *Below Basic* on the PSSA tests (see Figures 3b and 4b). Especially youth with Yes disabilities need extra strategies for succeeding at standardized tests. Minority youth also need extra help with math. Teacher Survey results support that higher levels of academic performance improvement in elementary youth could be encouraged by not only tutors but teachers and parents also, since Year 2 youth improvement levels were lower than in Year 1.

RSG Program Recommendation 2: A clear majority of C11 Year 2 grant target percentages were surpassed (see Figure 1b). RSG parent involvement rates could improve, as they have consistently been at 32% over the past two years for Cohort 11 (see Figure 1b). Maybe RSG youth next year could use technology to communicate with their busy parents using some type of fun, age-appropriate show-and-tell activity to practice writing about their own academic and social activities during tutoring. Occasional replies from parents to these online activities could then be counted towards parental involvement in family literacy and family involvement. This would not only make it easier for busy parents to learn more about RSG activities, but it would also address the parent result that improvements seen in using technology were lower than in other academic skill areas (see Table 8c).

RSG Program Recommendation 3: Figure 2c highlights that when elementary youth are evaluated on a 4-pt. grading scale rather than a 0-100% scale, it becomes very difficult for the youth themselves or their parents to see measurable progress in math and reading. 0% of alternatively graded elementary youth showed math improvement and 6% showed reading improvement, which may lead to loss of hope or decreased motivation over time to put one's best effort into learning. RSG may want to have future discussions with C11 school administrators to identify if more refined measures of youth progress can be developed somehow to either supplement alternative elementary report card grades or possibly even replace them, so that youth and their parents are able to better track their own learning progress. One possible option is to use the new technology activity in Recommendation 2 (i.e., the one that allows youth to better communicate with their parents) to also more sensitively track their learning progress.

- Evaluator reflections and recommendations for evaluation/data improvement

Data Recommendation 3: Although Year 2 Parent Survey data was newly provided, no Year 2 Teacher Survey results were provided for 6th-8th grade RSG youth. Identification of middle school teacher reasons for lack of Teacher Survey data provided should be explored, to eliminate this lack of data next year.

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).

- 288 Cohort 11 RSG youth were served in 2023/24 from Forest Hills, Purchase Line, and All Saints Catholic school districts (see Tables 1-1b, 2a); this was 32 more than Year 1.
    - 93% were regular RSG attendees (≥ 90 days; up from 30% in Year 1)
    - 71% were in K-5th grades; 29% were in 6th-8th grades.
    - 50% were female; 50% were male
    - 96% came from families with an economic disadvantage (up 7% from Year 1)
    - 19% were diagnosed with a disability (down 6% from Year 1)
- GPRA 2-5 target percentages set were surpassed for Cohort 11 in Year 2 (see Figure 1b).
- State 6 parent involvement was consistent with Year 1 at 32% (see Figure 1b, Table 2e).
- Progress depending on grade level occurred for GPRA 1 PSSA test scores (see Figures 1a, 3a-3c, 4a-4c). Figure 1a shows that 6th-8th graders in Year 2 provided the best evidence of both Math (up 25% from Year 1) and Reading PSSA (up 8% from Year 1) test pass rate growth when *Basic-Advanced* scores were combined! On the other hand, 4th-5th graders in Year 2 showed the opposite pattern. C11 Year 2 4th-5th graders declined in the Math PSSA test (down 15% from Year 1) and declined in the Reading PSSA test (down 2% from Year 1).
    - Of the 19% of RSG youth in Year 2 with Yes Disability, 75% of them were in K-5th grades; other analyses including all available 3rd-5th grade PSSA test scores verified that the only demographic variable upon which *Below Basic* math and reading test scores depended was youth with Yes Disability.
- Despite these challenges in academic achievement, the RSG program shows clear evidence of boosting youth report card grades for both math and reading! This was especially true for "High Need" RSG youth in Year 2 (i.e., those with < 92% in the fall).
    - Across "High Need" C11 RSG youth graded on a 0-100% scale, 32-54% improved their math report card grades and 39-41% improved reading grades by ≥ 4%, depending on grade level (see Tables 4b-4c).
    - *Below Basic* PSSA youth in 4th-5th grade were the MOST likely to raise their math and reading report card grades by ≥ 4% among only PSSA test takers (see Figures 3b-3c, 4b-4c). However, Figure 5 shows "High Need" youth with No Disabilities generally find it easier than youth with Yes Disabilities to improve their math and reading report card grades across all K-8th grades and across all PSSA test score categories.