



# Program Evaluation Report 2013

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Ozanam/Josh Gibson After-School Program

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## Introduction

Ozanam Basketball Program is an after-school program that helps the boys and girls of Western Pennsylvania develop into responsible young adults through positive developmental training, including educational programming, homework help/tutoring, athletic competition, social and cultural activities and exchanges, and academic support services. Ozanam is committed to making a difference in the lives of youth by enhancing and enriching the quality of their lives.

Always striving to improve program quality, Ozanam implemented a number of strategies in 2012 to measure, record, and evaluate their work. Program participants were surveyed to capture their interests and aspirations, Ozanam tutors began keeping detailed tutor logs, and questionnaires were issued to board members to assess program values and areas for improvement. Data from these evaluation tools were analyzed and key findings were compiled in Ozanam's first program evaluation report. A copy of the 2012 report is available upon request.

Ozanam continued to build its program evaluation capacity in 2013 by keeping detailed tutor logs throughout the 2012-2013 school year. While Ozanam did not survey program participants or board members in 2013, this school year is the first year for which Ozanam has continuous tutor log data for all four quarters of the academic year. Data in the last report was limited to the third and fourth quarters due to the fact that the program evaluation strategies were implemented in January of 2012.

The following report discusses findings from 101 tutor logs and 256 tutoring sessions. When available, school district data is utilized to examine relationships between program participants' attendance at tutoring sessions and their academic performance in school. The report aims to demonstrate to stakeholders, funders and the public the impact of Ozanam's programming on the children they serve.

## Section I: Accomplishments

- Ozanam continues to demonstrate its commitment to program quality by **implementing evaluation tools for the second consecutive year.**
- Ozanam acknowledges the importance of a qualified and reliable pool of tutors to the success of the tutoring program. In 2013, **Ozanam grew its tutor base by three**, from 23 tutors in 2011 – 2012 to 26 in 2012 – 2013. This is due in part to the fact that tutoring at Ozanam is now an approved employment option under the federal work-study program at Duquesne University. In addition, Ozanam now provides free transportation for tutors between Duquesne and the tutoring program.
- Ozanam **successfully engaged more female students** in its tutoring program in 2013, increasing female enrollment by two, from seven female students to nine female students.
- Ozanam’s partnership with the Pittsburgh Public Schools is critical to demonstrating relationships between tutoring attendance and academic performance, but numerous barriers exist to securing performance data for Ozanam participants from the district. In 2013, Ozanam **increased the number of its participants for whom it had academic performance data.**
- Ozanam continues to demonstrate that its tutoring program **helps participants to become and/or remain “Promise Ready”** (i.e., earning a GPA greater than 2.5 and a school attendance rate of greater than 90%).

## Section II: Tutoring Program Evaluation Results

### Background/Methodology

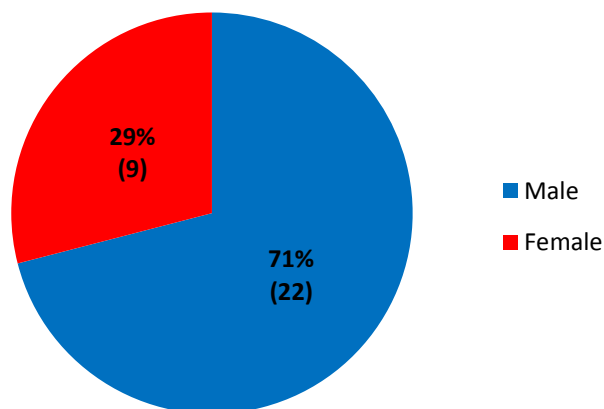
Throughout the 2012-2013 school year, Ozanam used paper tutor logs to record and monitor the tutoring services received by thirty-one program participants during all four quarters of the school year (Q1, Q2, Q3 and Q4). For a copy of the tutor log, see Appendix B. A total of twenty-six tutors (three more than in 2012) used the form to record the date, duration, and subject matter covered during each tutoring session they facilitated. In addition, tutors rated the behavior of program participants during their tutoring sessions on the tutor log.

At the end of the school year, tutor log data were compiled, coded, and analyzed. Results from these analyses were compared to students' GPA data (supplied by Pittsburgh Public Schools) to investigate whether any relationships exist between attendance at Ozanam tutoring sessions and changes in a student's academic performance in school. Particular attention was given to whether the students were meeting both the 2.5 grade point average (GPA) and 90% or higher attendance rate necessary to be deemed "Promise Ready."<sup>1</sup> While the tutor logs yielded information about thirty-one Ozanam program participants, school district data could only be retrieved for nineteen of the thirty-one participants (61.3%)<sup>2</sup>. For the first time, behavior data that is recorded for each student during his or her tutoring session was also analyzed. Discussion of the key findings from these analyses can be found below.

### Key Results of Tutoring Log and GPA Data

- **Despite a slight increase in attendance of female students this year, more males than females attend the tutoring sessions.** A total of thirty-one students received tutoring services during the 2012-2013. The number of female students increased this year by two, but the majority of students were male (see Figure A).

Figure A: Percentage of students tutored by gender (N=31)

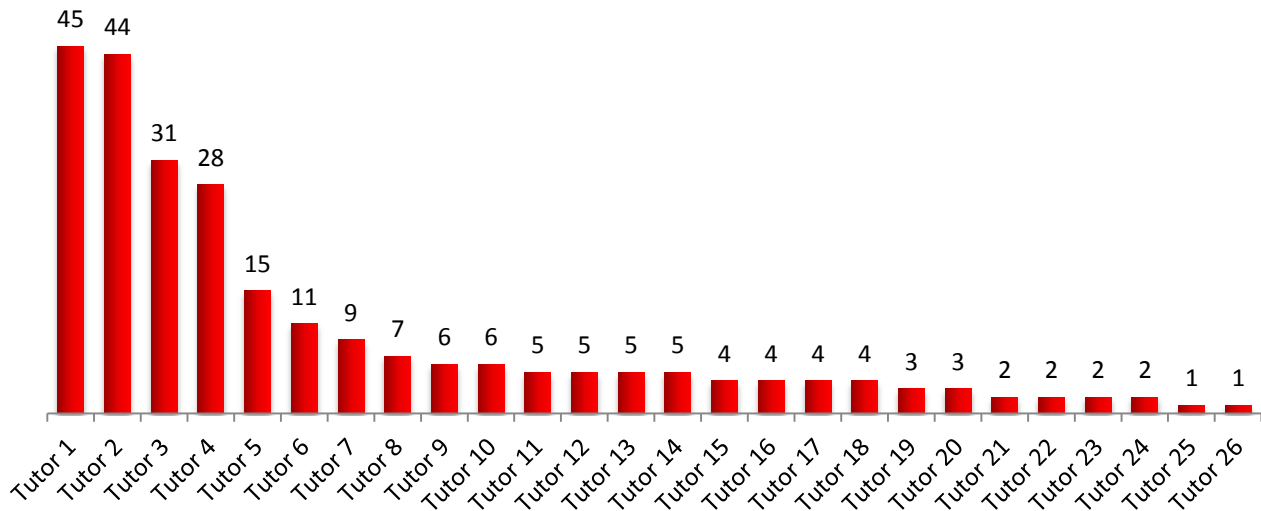


<sup>1</sup> For a complete discussion of the Pittsburgh Promise please visit: <http://pittsburghpromise.org/>

<sup>2</sup> Reasons for the limited school data include lack of signed FERPA (Family Educational Rights and Privacy Act) for the student, restriction of third-party access to GPA data by parochial schools and time constraints in tracking down school data for those students who joined Ozanam mid-school year.

- Ozanam increased its pool of tutors this year by three, and slightly more than one quarter of tutors are very dedicated to the program.** Ozanam is fortunate to have a committed group of tutors that provide after-school homework-help and tutoring for the youth. Students from Duquesne University comprise the majority of the tutors, but community members, board members, and parents also offer their time. Of the twenty-six people that offered tutoring services to Ozanam participants during the 2012 – 2013 school year, eight (25.8%) provided seven sessions or more. The most sessions provided by one tutor was forty-five, and the least was one (see Figure B).

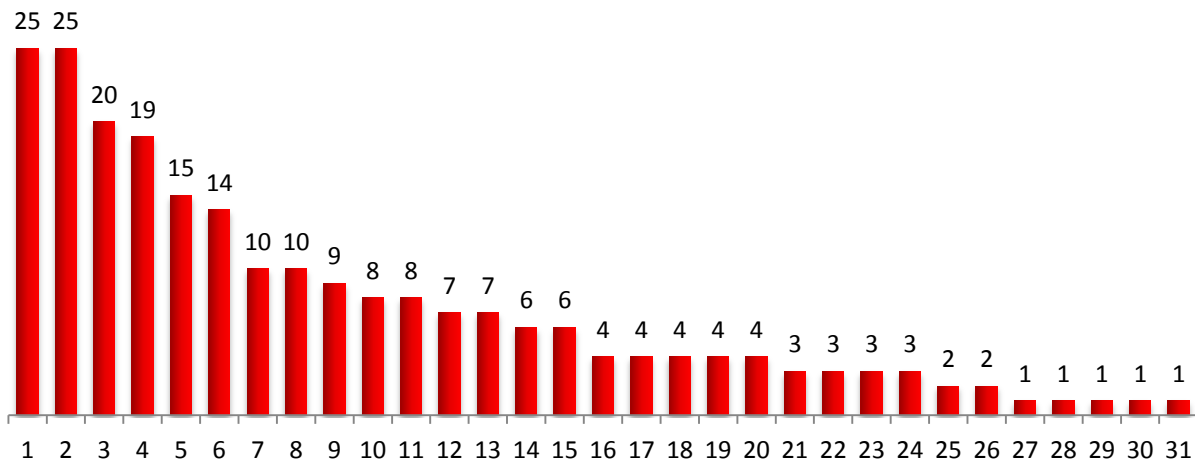
**Figure B: Number of tutoring sessions delivered by tutor, 9/2012 – 4/2013**



- There continues to be large variability in attendance of tutoring sessions among students.** Tutoring time is made available to each child at Ozanam, but there is large variation in the total number of sessions attended by each student. Of the thirty-one students who participated in the tutoring program, the highest number of sessions attended by one student was twenty-five, while the lowest number of sessions attended was one (see Figure C). Students who attended a low number of tutoring sessions either entered or exited the program between 9/2012 and 4/2013, or frequently skipped opportunities for tutoring.

**Figure C: Number of tutoring sessions attended by student\*, 9/2012 – 4/2013**

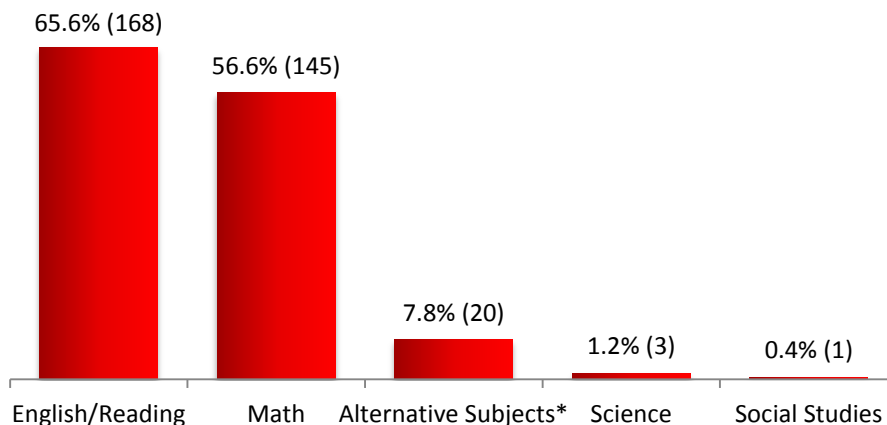
(\*Students numbered 1 through 31)



- English/Reading and Math are the main subjects covered during tutoring sessions.** Between September 2012 and April 2013, Ozanam tutors provided 256 total tutoring sessions. During these sessions, program participants received homework help and engaged in other education-related games and activities. The subjects of English/Reading and Math were most frequently offered during tutor time, both being covered in more than half of all tutoring sessions (see Figure D). In more than one-third (34.8%) of tutoring sessions, students covered more than one subject. For this reason, the sum of percentages from all bars in the chart below exceeds 100%.

**Figure D: School subjects covered during tutoring sessions (N=256)**

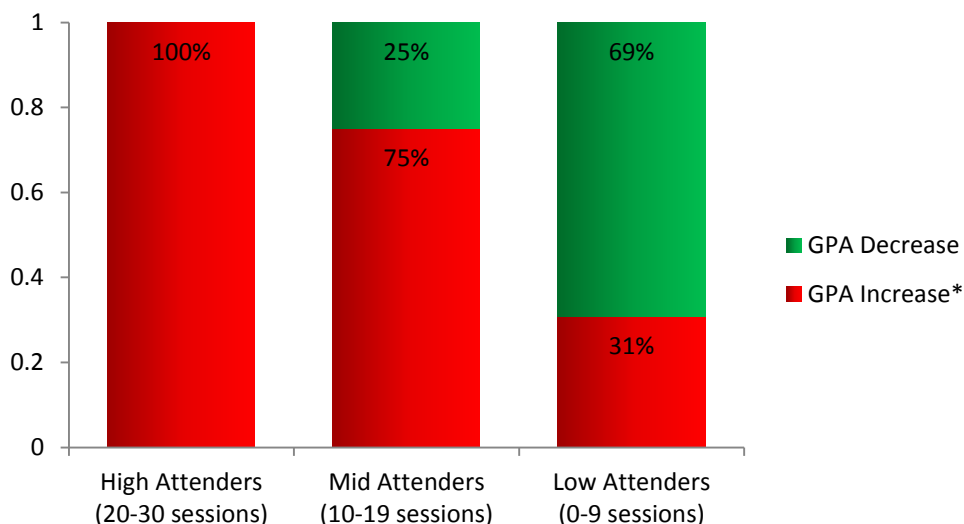
(Note: Percentages exceed 100% as more than one subject was covered during most tutoring sessions)



\* Alternative Subjects include: Grammar, Hand Writing, Spelling, Telling Time, Spanish, History, and Drawing.

- Regular attendance of tutoring sessions is related to increases in GPA.** 100% of high attending students displayed an increase in their GPA over the course of the school year, compared with 75% of mid attenders. Only 7.7% of low attenders experienced a GPA increase, while the majority of low attenders (69.2%) had a decrease in GPA (see Figure E).

**Figure E: Changes in GPA given tutoring session attendance**



\*Included in "GPA increase" are three students who maintained a 4.0 GPA across all four quarters of the school year. These students were in the low attender group.

- Regular attendance of tutoring sessions is related to being “Promise Ready.”** Every student in the high attender group was “Promise Ready.” This compares favorably to those students who were either mid or low attenders. Only a quarter of the mid attenders were “Promise Ready” while 50% of low attenders were “Promise Ready.” We can see from the data in the table below that a higher percentage of students in the mid attender group need to improve their GPA’s compared to their school attendance in order to become “Promise Ready.” This is unlike the results for the low attender group where a similar percentage of students need to improve both their GPA’s and attendance equally.

**Ozanam Tutoring Program Participants who were “Promise Ready”  
(GPA > 2.5 and Attendance Rate > 90%) in the 4<sup>th</sup> Quarter**

“Promise Ready” Criteria	Tutoring Program Participants		
	High Attenders (20-30 sessions)	Mid Attenders (10-19 sessions)	Low Attenders* (0-9 sessions)
GPA < 2.5	0% (0)	75% (3)	40% (4)
<b>GPA &gt; 2.5</b>	<b>100% (2)</b>	<b>25% (1)</b>	<b>60% (6)</b>
Attendance Rate < 90%	0% (0)	25% (1)	30% (3)
<b>Attendance Rate &gt; 90%</b>	<b>100% (2)</b>	<b>75% (3)</b>	<b>70% (7)</b>
<b>GPA &gt; 2.5 AND Attendance Rate &gt; 90%</b>	<b>100% (2)</b>	<b>25% (1)</b>	<b>50% (5)</b>

\*Three students who were low attenders maintained a 4.0 GPA across all four quarters of the school year. These three students also achieved greater than 90% attendance. Due to their high academic performance, they were excluded from the low attender data set for this part of the analysis. It is likely that they were in the low attender group because they were already performing exceptionally well in school and had less need for tutoring.

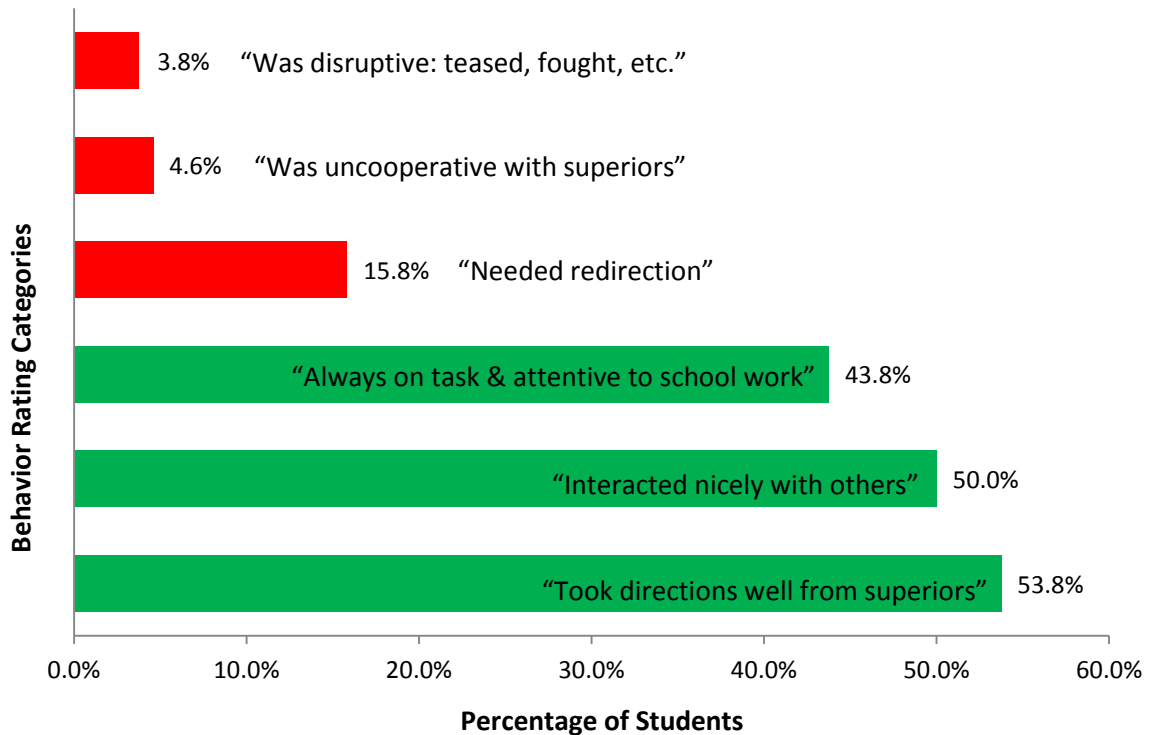
- Tutoring program participants were highly engaged in more than one-third (39.6%) of the tutoring sessions offered during the 2012 – 2013 school year.** Tutors are asked to score the behavior of every student they tutor across six categories and on a scale from -3 to +3. The sum of the ratings across all six categories is the overall behavior score. A student who is highly engaged receives only positive behavior scores with a sum of 3, and a student who is highly disengaged receives only negative behavior scores with a sum of -3. During the 2012 – 2013 school year, there were 95 sessions (39.6%) where students were highly engaged and only 5 tutoring sessions (2.1%) where students were highly disengaged. The behavior rating section of the tutor log appears below:

<b>Rate Behavior</b> Check all that apply Six point scale with score range of -3 to +3
The Child: <ul style="list-style-type: none"> <li><input type="checkbox"/> +1: Was always on task &amp; attentive to schoolwork</li> <li><input type="checkbox"/> +1: Took directions well from superiors</li> <li><input type="checkbox"/> +1: Interacted nicely with others</li> <li><input type="checkbox"/> -1: Needed redirection</li> <li><input type="checkbox"/> -1: Was uncooperative with superiors</li> <li><input type="checkbox"/> -1: Was disruptive: teased, fought, etc.</li> </ul> Score: _____



- Overall, participants in Ozanam’s tutoring program are well behaved during tutoring sessions, allowing them to engage with tutors and to increase their capacity to learn.** There were many more instances of good behavior than bad exhibited by students during the tutoring sessions they attended. For a majority of tutoring sessions, students took directions well from superiors and interacted nicely with others (53.8% and 50%, respectively). Each of the six behavior rating categories appears in Figure F below. The positive behavior rating categories are in green, and the negative behavior rating categories are in red.

**Figure F: Behavior of tutoring program participants by behavior rating category**  
**N = 240**



### Section III: Recommendations

- **Administer a survey to tutoring program participants each year** to consistently monitor their thoughts about their experience in the tutoring program and to ensure that Ozanam is preparing the students it serves in the manner(s) intended.
- **Administer a survey to board members every other year** to consistently monitor board member satisfaction with the services Ozanam provides, as well as board member insights about the strengths and weaknesses of the organization as a whole.
- To **address the ongoing gender gap in attendance**, it is recommended that Ozanam staff (these recommendations are carried over from the 2012 Program Evaluation Report):
  - Survey girls to determine why they are not attending and identify incentives that will encourage their attendance.
  - Identify one or two leaders among the girls who can “champion” Ozanam’s after-school and tutoring programs to their peers and younger students.
  - Consider creating a mentoring program between older girls and younger girls to encourage attendance and build upon the relational needs of girls.
- **Continue use of the tutor tracking sheet**, encouraging tutors to **complete all sections of the log and modify the log as needed** in order to ensure that the form meets Ozanam’s data collection and evaluation needs. More specific recommendations related to the tutor tracking sheet are:
  - Ask tutors to make a separate entry for each student they tutor, even if several students are tutored at once. This ensures that the accurate number of sessions is recorded and that the data that are recorded are specific to individual students.
  - Ask tutors to record the length of time spent with each student so that Ozanam can accurately capture the total number of tutoring hours delivered to each student and to all students over the course of the year.
  - **Make sure that tutors are completing the behavior assessment section in the tutor logs to measure level of engagement.**
    - **A student who is consistently not engaged may be an early sign that they will discontinue the program, this may alert staff to take steps to increase engagement**
    - **Analysis can be done to determine the relationship between engagement and # hours of tutoring and GPA.**
- Regular attendance of the tutoring sessions was related to increases in GPA over the school year and being “Promise Ready” by the 4<sup>th</sup> quarter grading period. **Ozanam staff need to encourage attendance by** (these recommendations are carried over from the 2012 Program Evaluation Report):
  - Regularly tracking attendance and following-up with students and their parents after just two missed tutoring sessions or missed after-school programming.

- Ozanam staff should track the effectiveness of current incentives such as tying attendance to field trip opportunities to see which of the current incentives are most successful in encouraging attendance.
- Ozanam staff need to inform students, parents, teachers, and funders about the relationship between regular attendance and increases in GPA and being “Promise Ready,” so that they can encourage regular attendance through their support either via positive peer pressure among students to attend, reminders from parents and teachers to attend and financial support of incentives from funders to increase attendance.
- Ozanam staff can tweet or send text messages to encourage interest in regular attendance such as advertising a guest speaker, a favorite snack or a randomly offered surprise (small incentive) to those attending that day.

## Appendix A

### Ozanam Board of Directors and Advisory Board Members

#### Board Members

Milona Wall

Ricco Davis

Karen Hall

Curtis Cureton

Kevin Cameron

Honorable Jeffrey

Deller

Karen Eady-Lockett

Darelle Porter

#### Title

Board Chair

Treasurer

Executive Secretary

Executive Director

#### Advisors

Patrice King-Brown

Eddie Edwards Sr.

James Orié

Ms. Sarah Kohlman

Mr. Joey Kohlman

Vern Phillips

Shannah Tharp-Taylor

Ruth Richardson

Toni Silva

Stephen MacIssac

Appendix B

**OZANAM**



<b>TIMESHEET FOR VOLUNTEER TUTORS</b>	
Name:	
School/Org Affiliation:	

**INSTRUCTIONS:** It is critical for our record keeping and evaluation efforts for all volunteers to log the time they dedicate to our program. Please use the example sheet as a reference for filling out your volunteer time sheet, or **ask if you have questions.**

**THANK YOU FOR VOLUNTEERING!**

Date	Your Time In	Your Time Out	Tutoring Hours Rounded to nearest ¼ hr Check one	Student Worked With	Subject(s) Covered Check all that apply	Rate Behavior Check all that apply Six point scale with score range of -3 to +3	Comments
			<input type="checkbox"/> 15 min. <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hr <input type="checkbox"/> Other: _____		<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Other: _____ _____	The Child: <input type="checkbox"/> +1: Was always on task & attentive to schoolwork <input type="checkbox"/> +1: Took directions well from superiors <input type="checkbox"/> +1: Interacted nicely with others <input type="checkbox"/> -1: Needed redirection <input type="checkbox"/> -1: Was uncooperative with superiors <input type="checkbox"/> -1: Was disruptive: teased, fought, etc. Score= _____	
			<input type="checkbox"/> 15 min. <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hr <input type="checkbox"/> Other: _____		<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Other: _____ _____	The Child: <input type="checkbox"/> +1: Was always on task & attentive to schoolwork <input type="checkbox"/> +1: Took directions well from superiors <input type="checkbox"/> +1: Interacted nicely with others <input type="checkbox"/> -1: Needed redirection <input type="checkbox"/> -1: Was uncooperative with superiors <input type="checkbox"/> -1: Was disruptive: teased, fought, etc. Score= _____	

