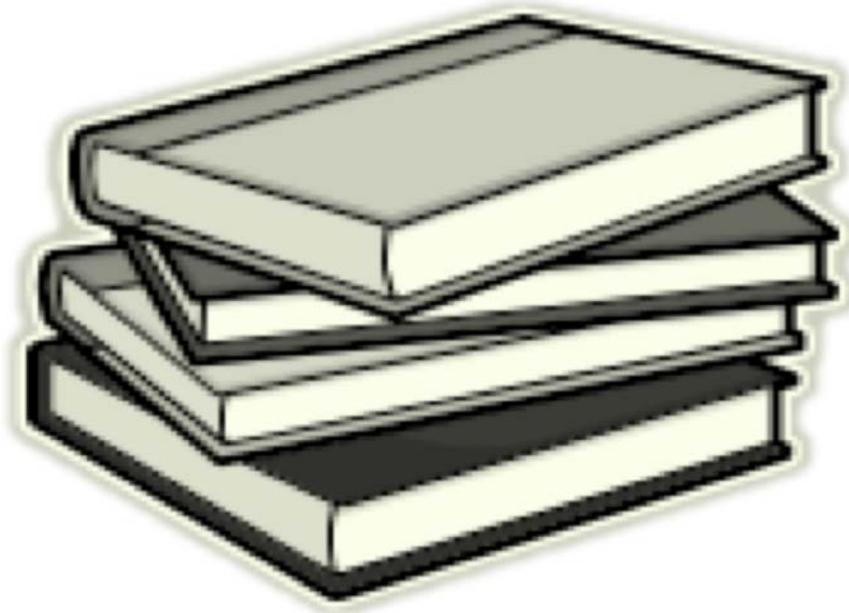


TRAVIS COUNTY COLLABORATIVE AFTERSCHOOL

PROGRAM FINAL REPORT, 2009–2010



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EXECUTIVE SUMMARY

Since August 2004, the Austin Independent School District's (AISD) Department of School, Family, and Community Education has managed and operated the Travis County Collaborative Afterschool Program (TCCAP), serving students attending either Pearce or Webb Middle Schools. In October 2007, Garcia Middle School and Ann Richards School for Young Women Leaders were added to the program. The comprehensive program provides services that are delivered through six partner agencies: AISD, Communities in Schools of Central Texas (CIS), the Council on At-Risk Youth (CARY), Boys and Girls Club of the Austin Area (BGCAA), Veteran Tutors Program (VT), and GENaustin.

With an annual budget of \$544,800, the program served 1,309 students from Fall 2009 through Spring 2010. Across activities and partners, the TCCAP program broadly focuses on the following common primary objectives through academic support, enrichment, and prevention activities: to increase student school attendance, decrease student discipline referrals, and increase student academic achievement.

The purpose of this report is to provide feedback to TCCAP partners about afterschool program participants' school attendance; discipline referrals; and academic achievement (as measured by Texas Assessment of Knowledge and Skills [TAKS] passing rates, and grade point average [GPA]). Three categories of students were defined for these analyses: core participants (students who participated in TCCAP programs for 30 or more days), participants (students who participated in TCCAP programs for less than 30 days), and same-school nonparticipants. Analyses were conducted to determine if participation status was associated with the aforementioned school outcomes. Attendance data are presented for all participants, regardless of the type of program they attended. Discipline referral data are presented only for participants who attended TCCAP prevention programs (i.e., programs aimed at preventing and reducing high-risk behaviors, such as substance and alcohol abuse, violence, and aggression). TAKS and GPA data are presented only for students who attended TCCAP academic support programs. In addition, results from a program-wide survey of student participants are presented and discussed.

FINDINGS AND RECOMMENDATIONS

Finding 1: Program participation has mixed results on attendance rates. Although mean attendance rates decreased among all student groups from 2008–2009 to 2009–2010, the decline for core participants at Garcia, Pearce, and Webb was less than the decline for participants and nonparticipants. In addition, attendance rates declined the most over time for nonparticipants at Garcia and Webb.

Recommendation 1: Given the mixed results for TCCAP core participants related to school attendance outcomes, it is recommended that program components that are already working well at campuses continue to be incorporated, and that ways to change program elements to better address goals of increased attendance at other campuses be identified.

Finding 2: Program participation had mixed results on discipline removals. Mandatory removal rates decreased over time only for core participants at Pearce. Discretionary removal rates decreased for participants and nonparticipants at Webb. Therefore, no strong evidence suggests that participation in afterschool prevention programs has an impact on discipline rates.

Recommendation 2: To meet discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted. Identifying the specific programs and strategies used to address discipline issues at the TCCAP campuses where discipline removal rates declined would be useful in understanding what may have contributed to this decrease and might lead to the adoption of similar approaches at other campuses, as well.

Finding 3: Academic achievement (TAKS passing rates) outcomes provided mixed results; participants showed gains only in some TAKS subject areas. Participants had a greater increase from 2008–2009 to 2009–2010 in TAKS reading passing rates at Webb than did core participants and nonparticipants. Participants also made the greatest gains in TAKS math passing rates at Pearce and Webb.

Finding 4: Program participation had limited effect on mean GPA scores. Mean GPA increased from 2008–2009 to 2009–2010 only for core participants at Garcia.

Recommendation 3 and 4: Again, given the mixed results for TCCAP participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with program goals, while refinements continue to be made to components that are effective.

Finding 5: Students' responses to the Afterschool Program Survey were overall positive. Although results were very positive overall, no significant association was found between survey items and associated program categories (i.e., academic, thriving, connecting, leadership, and working). In other words, participation in these program categories did not yield the expected associated outcomes (e.g., we would expect that participation in an academic program, such as tutoring, would be associated with better grades).

Recommendation 5: Program strategies and/or associated activities related to afterschool programs on academics, thriving, connecting, leadership, and working need to be either redefined or changed to better address goals of civic and community engagement, life skills, and college preparation.

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INTRODUCTION

This section provides a description of the Travis County Collaborative Afterschool Program and details the services provided by TCCAP program partners.

TRAVIS COUNTY COLLABORATIVE AFTERSCHOOL PROGRAM (TCCAP)

Since August 2004, the Austin Independent School District's (AISD) Department of School, Family, and Community Education has managed and operated the Travis County Collaborative Afterschool Program (TCCAP), serving students attending either Pearce or Webb Middle Schools. In October 2007, Garcia Middle School and Ann Richards School for Young Women Leaders were added to the program. The comprehensive program provides services that are delivered through six partner agencies: AISD, Communities in Schools of Central Texas (CIS), the Council on At-Risk Youth (CARY), Boys and Girls Club of the Austin Area (BGCAA), Veteran Tutors Program (VT), and GENaustin. As the lead partner of the collaborative, AISD is responsible for the management and coordination of the program, in addition to data collection, record keeping, fiscal management, and evaluation reporting.

With an annual budget of \$544,800, the program served 1,309 students from Fall 2009 through Spring 2010. Activities were focused on keeping students engaged in their education, increasing academic achievement, improving life skills, building character, preparing students for college and careers, and helping to create a safer community. Across activities and partners, the TCCAP program broadly focuses on the following common primary objectives through enrichment and prevention activities:

- To increase student school attendance
- To decrease student discipline referrals
- To increase student academic achievement

The purpose of this report is to provide feedback to TCCAP partners about afterschool program participants' school attendance; discipline referrals; and academic achievement (as measured by Texas Assessment of Knowledge and Skills [TAKS] passing rates, and grade point average [GPA]). Three categories of students were defined for these analyses: core participants, participants, and same-school nonparticipants. Analyses were conducted to determine if participation status was associated with the aforementioned school outcomes. Attendance data are presented for all participants, regardless of the type of program they attended. Discipline referral data are presented only for participants who attended TCCAP prevention programs and TAKS. Mean GPA data are presented only for students who attended TCCAP academic support programs. In addition, results from a program-wide survey of student participants are presented

and discussed. A brief description of each TCCAP partner agency, by the types of afterschool program activities they offer, is provided in the next section.

TCCAP Partners

TCCAP partners provide services and activities aimed at enhancing students' academic performance and/or preventing and reducing high-risk behaviors (e.g., substance and alcohol abuse, violence, and aggression). TCCAP afterschool prevention programs focus on high-risk behavior prevention through education, mentoring, counseling, and character building. TCCAP afterschool academic achievement programs provide services such as tutoring and homework help.

Austin Independent School District

Based on student, parent, and teacher interests and needs, AISD offers a broad array of activities that align with the Travis County afterschool plan. These activities include academic support (e.g., tutoring and homework help); recreation and fitness (e.g., basketball and soccer); lessons in nutrition and diet; and fine, visual, and performing arts (e.g., Latin dance and theater).

Zeroes Aren't Permitted (ZAP) is an academic program offered to students at Webb Middle School through AISD. The goal of the program is for students to complete homework assignments prior to attending enrichment activities. Each day, students who have not completed their homework are identified and provided time prior to the end of the last period to complete their homework, after which they can participate in the enrichment program.

Keeping It REAL is a middle school drug prevention program to prevent and/or reduce alcohol, marijuana, and tobacco use. This program was offered at Webb in 2009–2010.

Boys and Girls Club of the Austin Area

Boys and Girls Club of the Austin Area (BGCAA) provides programs and services to promote or enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging, and influence. During 2009–2010, BGCAA offered programs focused on prevention and education; character and leadership development; and health and life skills (e.g., Smart Moves, Date Smart, and Smart Girls). BGCAA also provides academic support activities and programs focusing on skill building for job readiness and career exploration. BGCAA offers its comprehensive youth development programs every weekday to students from Garcia and Webb Middle Schools.

Communities in Schools of Central Texas

Communities in Schools (CIS) works with students who are at risk of not completing their education or who face significant nonacademic barriers to their learning (e.g.,

homelessness, poverty, or unmet health needs). CIS provides counseling, crisis intervention, case management, parent involvement, educational enhancement, and pre-employment and enrichment services. In 2009–2010, CIS provided afterschool programs to students at Ann Richards, Garcia, Pearce, and Webb Middle Schools.

Council on At-Risk Youth

Council on At-Risk Youth (CARY) is dedicated to helping youth and to promoting safe schools and communities. At Pearce campus, CARY delivers its Positive Adolescent Choices Training (PACT) curriculum in a group counseling setting. PACT focuses on topics such as violence risks and myths, making positive choices, anger triggers and controls, dealing with criticism, and conflict resolution. Students involved in the PACT training also participate in service learning projects. CARY staff members assist students individually and provide counseling to establish behavioral goals and to help students learn from their experiences. Counseling includes role modeling, homework help, and self-management training.

GENaustin

GENaustin provides afterschool programs aimed at increasing self-esteem in girls through education, self-awareness, and skills that empower them with confidence and courage them to make wise choices. ClubGEN is an afterschool program for middle school girls offered by GENaustin at Garcia and Webb Middle Campuses in 2009–2010. The program offers curriculum designed to prevent high-risk behaviors that could lead to eating disorders, teen pregnancy, and juvenile delinquency.

Veteran Tutors

Veteran Tutors (VT) is a nonprofit corporation whose mission is to organize disabled veterans, in conjunction with families, to help disadvantaged students stay in school and graduate. VT trains and pays disabled veterans to tutor middle and high school students in the area of computer mechanics (e.g., computer maintenance and support, robotics, computer programming, multimedia design, computer-simulated flight training and design, and construction and flying of radio-controlled model aircraft). VT serves students with high rates of truancy, using a stimulating, project-based curriculum to persuade them to attend school regularly. All lessons are mapped to state curriculum standards and the national advanced placement curricula. In 2009–2010, VT served students at Webb. Table 1 provides a synopsis of TCCAP program partners and types of programs.

Table 1. Type of Program, by TCCAP Partner

Partner	Program type	
	Academic achievement	Prevention
AISD	✓	✓
Boys and Girls Club of the Austin Area	✓	✓
Communities in Schools		✓
Council on At-Risk Youth		✓
GENaustin		✓
Veteran Tutors	✓	

Source. TCCAP participants records for 2009–2010

Note. Texas Assessment of Knowledge and Skills (TAKS) passing rate and mean grade point average were examined for academic program outcomes. Discipline removals rates were examined for prevention program outcomes.

DESCRIPTION OF STUDENTS AND THEIR PARTICIPATION IN TCCAP

PARTICIPANTS

A total of 1,309 students were served by the TCCAP program across four campuses: Ann Richards, Garcia, Pearce, and Webb (Table 2). Students were grouped into three participation categories: core participants, with 30 or more days of participation; participants, with between 1 and 29 days of participation; and non-participants, the comparison group who did not attend a TCCAP program. On average, core participants attended the TCCAP program for 72 days during the year, and participants attended for 11 days.

Table 2. Students, by 2009–2010 Participation Status at TCCAP Campus

TCCAP campus	Number (percentage) of students			Total
	Core participants	Participants	Non-participants	
Ann Richards	2 (1%)	107 (24%)	335 (75%)	444
Garcia	260 (33%)	202 (25%)	332 (42%)	794
Pearce	202 (37%)	147 (27%)	198 (36%)	547
Webb	132 (20%)	257 (38%)	280 (42%)	669
Total	596 (24%)	713 (29%)	1,145 (47%)	2,454

Source. TCCAP participant records for 2009–2010; AISD student records

Note. This is an unduplicated count of student participants and non-participants. Core participants are those who participated for 30 or more days; participants are those who participated between 1 and 29 days.

PARTNERS

TCCAP participants were served by a variety of program partners. The greatest number of students participated in afterschool programs provided directly by AISD. A substantial number of participants also were served by CIS (Table 3). The majority of TCCAP participants (79%) were served by just one partner (Table 4).

Table 3. Student Participants Served by Each TCCAP Partner, by Campus, 2009–2010

TCCAP campus	Number (percentage) of students					
	AISD	BCGAA	CIS	CARY	GENaustin	Veteran Tutors
Ann Richards	-	-	114 (100%)	-	-	-
Garcia	360 (64%)	42 (7%)	125 (22%)	-	38 (7%)	-
Pearce	120 (40%)	-	101 (33%)	82 (27%)	-	-
Webb	362 (63%)	32 (6%)	102 (18%)	-	29 (5%)	45 (8%)
Total number and % served by each partner	842 (64%)	74 (6%)	442 (34%)	82 (6%)	67 (5%)	45 (3%)

Source. TCCAP participant records for 2009–2010

Note. Number and percentages in each row represent students who were served by the program partners at that school. Total percentages are based on the unique count of students who participated in TCCAP ($N = 1,309$), although many students were served by more than one partner (see Table 4).

Table 4. Students Served by Multiple TCCAP Partners, 2009–2010

Number of TCCAP partners	Number of students	Percentage of students
1 partner	1060	81%
2 partners	183	14%
3 partners	43	3%
4 partners	18	1%
5 partners	2	< 1%
6 partners	3	< 1%
Total	1,309	100%

Source. TCCAP participants records for 2009–2010

STUDENT DEMOGRAPHICS

The percentage of student participants varied across grade levels at all campuses except Garcia and Pearce, where participants were relatively evenly distributed across grade levels (Table 5). In general, student participants at Pearce and Webb were more likely to be male than were students participants at other campuses. Student enrollment at Ann Richards is limited to females (Table 6). Across all four campuses, the majority of participants were of Hispanic descent, followed by students of African American descent (Table 7). A higher percentage of

participants than of non-participants were categorized as limited English proficient (LEP) at Ann Richards and Webb campuses (Table 8).

Table 5. Student Grade Level, by Campus and TCCAP Participation Status, 2009 – 2010

Campus and participation status		Grade			
		6 th	7 th	8 th	9 th
Ann Richards (N = 444)	Core participant	50%	0%	50%	0%
	Participant	20%	43%	22%	15%
	Non-participant	36%	24%	21%	19%
Garcia (N = 794)	Core participant	32%	34%	34%	0%
	Participant	32%	37%	31%	0%
	Non-participant	30%	31%	39%	0%
Pearce (N = 547)	Core participant	32%	38%	30%	0%
	Participant	34%	33%	33%	0%
	Non-participant	27%	35%	38%	0%
Webb (N = 669)	Core participant	58%	26%	16%	0%
	Participant	26%	33%	41%	0%
	Non-participant	26%	41%	33%	0%

Source. TCCAP participant records for 2009–2010; AISD student records

Table 6. Student Gender, by Campus and TCCAP Participation Status, 2009–2010

Campus and participation status		Gender	
		Female	Male
Ann Richards (N = 444)	Core participant	100%	0%
	Participant	100%	0%
	Non-participant	100%	0%
Garcia (N = 794)	Core participant	39%	61%
	Participant	50%	50%
	Non-participant	50%	50%
Pearce (N = 547)	Core participant	46%	54%
	Participant	59%	41%
	Non-participant	44%	56%
Webb (N = 669)	Core participant	37%	63%
	Participant	44%	56%
	Non-participant	53%	47%

Source. TCCAP participant records for 2009–2010; AISD student records

Table 7. Student Ethnicity, by Campus and TCCAP Participation Status, 2009–2010

Campus and Participation status		Ethnicity				
		American Indian/Alaska Native	Asian/Pacific Islander	African American	Hispanic	White
Ann Richards (N = 444)	Core participant	-	-	-	-	100%
	Participant	-	2%	22%	63%	13%
	Non-participant	-	4%	12%	59%	25%
Garcia (N = 794)	Core participant	-	-	53%	46%	1%
	Participant	-	-	32%	67%	1%
	Non-participant	<1%	1%	32%	65%	2%
Pearce (N = 547)	Core participant	1%	-	42%	55%	2%
	Participant	-	1%	24%	72%	3%
	Non-participant	-	1%	23%	74%	2%
Webb (N = 669)	Core participant	-	1%	20%	77%	2%
	Participant	-	-	9%	88%	3%
	Non-participant	1%	-	11%	87%	1%

Source. TCCAP participant records for 2009–2010; AISD student records

Table 8. Student Limited English Proficiency (LEP) Status, by Campus and TCCAP , 2009 – 2010

Campus and participation status		LEP status
Ann Richards (N = 444)	Core participant	0%
	Participant	5%
	Non-participant	2%
Garcia (N = 794)	Core participant	17%
	Participant	24%
	Non-participant	30%
Pearce (N = 547)	Core participant	31%
	Participant	32%
	Non-participant	36%
Webb (N = 669)	Core participant	48%
	Participant	46%
	Non-participant	36%

Source. TCCAP participant records for 2009–2010; AISD student records

AFTERSCHOOL PROGRAM OUTCOMES

The following analyses examined the relationship between participation in TCCAP programs and several school outcomes (e.g., attendance rates, discipline removal rates, and TAKS performance).

Program facilitators tracked TCCAP program participation in a database, and AISD student records provided information regarding school-related outcomes (e.g., attendance rates, discipline referral rates, and TAKS scores).

ATTENDANCE

Attendance rates were calculated for all TCCAP program participants, regardless of the type of program in which they participated (i.e., both academic achievement and prevention programs).

To determine if participation in TCCAP programs was associated with school attendance, school attendance was examined by 2009–2010 participation status for the 2008–2009 and 2009–2010 school years. The goal of TCCAP programs was for core participants to have the best attendance rates of the three groups, and for the average attendance rate of core participants to increase more than the rate of those who participated for less than 30 days and more than the rate of those who did not participate. It also was expected that the difference between mean attendance rates in 2009–2010 and 2008–2009 would be a positive value, indicating that average attendance rates had improved, compared with rates for the previous year.

Although mean attendance rates decreased among all three participation groups from 2008–2009 to 2009–2010, the decline for core participants at Garcia, Pearce, and Webb was less than the decline for participants and non-participants at these campuses (Table 9). In addition, attendance rates fell the most over time for non-participants at Garcia and Webb. However, the change was in the opposite direction at Ann Richards.

Also, overall, core participants had a decrease in attendance rates that was less than the average decrease for all TCCAP campuses, and maintained an overall attendance rate that was higher than the average rate for all TCCAP campuses. Therefore, some evidence suggests that participation in afterschool prevention programs has an impact on attendance rates.

Table 9. Longitudinal Attendance Rates, by 2009–2010 TCCAP Participation Status and Campus

School and participation status		Mean attendance rate		
		2008–2009	2009–2010	Change in mean attendance rate
Ann Richards (N = 444)	Core participant	99.43	98.85	-0.57
	Participant	97.45	97.09	-0.35
	Non-participant	97.52	97.20	-0.31
Garcia (N = 795)	Core participant	95.70	94.13	-1.56
	Participant	95.12	92.25	-2.86
	Non-participant	93.62	90.04	-3.58
Pearce (N = 548)	Core participant	95.14	94.73	-0.41
	Participant	93.18	92.09	-1.08
	Non-participant	92.08	91.43	-0.63
Webb (N = 669)	Core participant	96.19	94.55	-1.64
	Participant	94.87	92.60	-2.27
	Non-participant	94.56	90.82	-3.73
All TCCAP campuses		95.10	93.17	-1.93

Source. TCCAP participant records for 2009–2010; AISD student records

Note. Attendance was calculated for all students who were enrolled at TCCAP campuses during 2009–2010.

DISCIPLINE

Discipline outcomes were analyzed only for the 642 students who participated in prevention programs at one of the four campuses (Table 10). The goal of the TCCAP prevention programs was for core participants to have the lowest number of discipline removals (mandatory and discretionary) of the three groups, and for the average number of removals for core participants to decrease more than that of those who participated for less than 30 days and more than that of those who did not participate. It also was expected that the difference between mean discipline removal rates in 2009–2010 and 2008–2009 would be a negative value, indicating that the average number of removals had declined, compared with the number for the previous year. To determine if participation in TCCAP programs was associated with discipline offenses, the discipline removal rates for these students were examined in relation to 2009–2010 participation status for the 2008–2009 and 2009–2010 school years.

Student discipline removals were included for analysis when the resultant action was a student being suspended (i.e., in-school and out-of-school suspension) or placed in a disciplinary alternative education program (DAEP; e.g., the Alternative Learning Center). These removals were divided into two categories for the purposes of analyses: those for which a removal was

mandatory and those for which a removal was discretionary. For example, mandatory removals included drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included persistent misbehavior. All mandatory discipline offenses resulted in a removal from campus, as required by law. Discretionary removals were those offenses that did not require a removal by law, but for which a student was removed anyway.

Table 10. Students Who Attended TCCAP Prevention Programs,
by Campus, 2009–2010

Prevention program	Number of students		
	Core participants	Participants	
Ann Richards	0	98	98
Garcia	42	172	214
Pearce	57	90	147
Webb	25	140	165
Total	124	500	624

Source. TCCAP participant records for 2009–2010

Mandatory removal rates decreased over time only for core participants at Pearce. Discretionary removal rates decreased for participants and non-participants at Webb. No mandatory removals occurred for core participants at Garcia (Table 11). Therefore, no strong evidence suggests that participation in afterschool prevention programs has an impact on discipline rates.

Table 11. Longitudinal Discipline Removal Rates, by 2009–2010 TCCAP Prevention Program Participation Status

Campus and prevention program participation status		Discipline removal rate					
		Mandatory removals			Discretionary removals		
		2008–2009	2009–2010	Change	2008–2009	2009–2010	Change
Ann Richards (N = 444)	Core participant	N/A	N/A	N/A	N/A	N/A	N/A
	Participant	0.00	0.02	0.02	0.00	0.05	0.05
	Non-participant	0.00	0.01	0.01	0.02	0.02	0.00
Garcia (N = 795)	Core participant	0.00	0.00	0.00	0.41	0.88	0.47
	Participant	0.01	0.03	0.02	0.43	0.63	0.20
	Non-participant	0.02	0.04	0.02	0.39	0.52	0.13
Pearce (N = 548)	Core participant	0.04	0.00	-0.04	0.55	0.81	0.26
	Participant	0.01	0.02	0.01	0.44	0.63	0.19
	Non-participant	0.04	0.04	0.00	0.51	0.56	0.05
Webb (N = 669)	Core participant	0.00	0.04	0.04	0.24	0.52	0.28
	Participant	0.02	0.05	0.03	0.46	0.45	-0.01
	Non-participant	0.02	0.06	0.04	0.50	0.46	-0.04
All TCCAP campuses		0.02	0.04	0.02	0.37	0.45	0.08

Source. TCCAP participant records for 2009–2010; AISD student records

Note. Removal rates refer to only those discipline offenses for which the resulting disciplinary action was removal from the campus (e.g., suspension or placement in a disciplinary alternative education program). All mandatory discipline offenses resulted in a removal from campus, as required by law. Discretionary removals were those offenses that did not require a removal by law, but resulted in a removal anyway. Discipline removal rates were calculated only for students who participated in TCCAP prevention programs. No students at Ann Richards attended prevention programs for 30 or more days (i.e., core participants).

ACADEMIC ACHIEVEMENT: TAKS PASSING RATES AND MEAN GPA

A total of 745 students participated in TCCAP programs for academic enrichment and support at Garcia, Pearce, and Webb campuses (Table 12). TAKS passing rates and mean GPA scores were calculated only for these students. To determine if participation in TCCAP programs was associated with academic achievement, TAKS passing rates and mean GPA were examined by 2009–2010 participation status for the 2008–2009 and 2009–2010 school years. The goal of the TCCAP program was for core participants to have the greatest percentage passing in TAKS core subjects and the highest mean GPA, compared with the percentages for those who participated less than 30 days and for those who did not participate. It also was expected that the

difference between 2009–2010 and 2008–2009 on TAKS passing rates and mean GPA would be a positive value, indicating improvement.

Longitudinal TAKS passing rates are presented for reading and math TAKS. Science and social studies TAKS are only administered to grades 5 (for science), 8, and 10. Therefore, longitudinal comparisons for student groups could not be made because a different group of students took the science and social studies TAKS in 2008–2009 and 2009–2010. Table 15 presents science and social studies TAKS passing rates for all three groups for the 2009–2010 academic year alone.

Table 12. Students Who Attended TCCAP Academic Programs, by Campus

Academic achievement program	Number of students		Total
	Core participants	Participants	
Ann Richards	0	0	0
Garcia	32	109	141
Pearce	62	214	276
Webb	19	309	328
Total	113	632	745

Source. TCCAP participant records for 2009–2010

Participants had the greatest increase from 2008–2009 to 2009–2010 in TAKS reading passing rates at Webb (Table 13). Participants made the greatest gains in TAKS math passing rates at Pearce and Webb (Table 14). The percentage of students passing science TAKS decreased for almost all participation groups across all campuses (Table 15). Mean GPA increased from 2008–2009 to 2009–2010 only for core participants at Garcia (Table 17). These findings indicate a mixed program effect on academic achievement at these specific campuses.

Table 13. Longitudinal Reading TAKS Passing Rates, by 2009–2010 TCCAP Academic Program Participation Status

Campus and Academic program participation status		TAKS reading passing rate		
		2008–2009	2009–2010	Change in TAKS passing rates
Garcia (N = 795)	Core participant	81% (n = 31)	56% (n = 32)	-25
	Participant	73% (n = 100)	72% (n = 102)	-1
	Non-participant	66% (n = 527)	73% (n = 568)	7
Pearce (N = 548)	Core participant	55% (n = 44)	54% (n = 52)	-1
	Participant	77% (n = 177)	72% (n = 197)	-5
	Non-participant	71% (n = 203)	70% (n = 203)	-1
Webb (N = 669)	Core participant	58% (n = 12)	36% (n = 14)	-22
	Participant	68% (n = 260)	69% (n = 266)	1
	Non-participant	77% (n = 248)	76% (n = 279)	-1
All TCCAP campuses		76% (n = 2,028)	77% (n = 2,149)	1

Source. TCCAP participant records for 2009–2010; AISD student records

Note. TAKS passing rates were calculated only for students who participated in TCCAP academic achievement programs.

Table 14. Longitudinal Math TAKS Passing Rates, by 2009–2010 TCCAP Academic Program Participation Status

Campus and academic program participation status		TAKS math passing rate		
		2008–2009	2009–2010	Change in TAKS passing rates
Garcia (N = 795)	Core participant	74% (n = 31)	56% (n = 32)	-18
	Participant	57% (n = 102)	61% (n = 102)	4
	Non-participant	57% (n = 528)	63% (n = 569)	6
Pearce (N = 548)	Core participant	61% (n = 44)	63% (n = 54)	2
	Participant	69% (n = 178)	74% (n = 197)	5
	Non-participant	68% (n = 203)	71% (n = 203)	3
Webb (N=669)	Core participant	75% (n = 12)	57% (n = 14)	-18
	Participant	65% (n = 262)	69% (n = 266)	4
	Non-participant	72% (n = 249)	73% (n = 278)	1
All TCCAP Campuses		71% (n = 2,035)	74% (n = 2,150)	3

Source. TCCAP participant records for 2009–2010; AISD student records

Note. TAKS passing rates were calculated only for students who participated in TCCAP academic achievement programs.

Table 15. 2009–2010 Science and Social Studies TAKS Passing Rates, by TCCAP Academic Program Participation Status

Campus and participation status		TAKS passing rate	
		2009–2010 science TAKS	2009–2010 social studies TAKS
Garcia (N = 795)	Core participant	100% (n = 1)	100% (n = 1)
	Participant	52% (n = 25)	84% (n = 25)
	Non-participant	37% (n = 220)	79% (n = 217)
Pearce (N = 548)	Core participant	23% (n = 13)	62% (n = 13)
	Participant	38% (n = 56)	76% (n = 55)
	Non-participant	59% (n = 81)	81% (n = 81)
Webb (N = 669)	Core participant	10% (n = 3)	100% (n = 3)
	Participant	55% (n = 86)	86% (n = 88)
	Non-participant	48% (n = 89)	90% (n = 87)
All TCCAP Campuses		51% (n = 666)	84% (n = 662)

Source. TCCAP participant records for 2009–2010; AISD student records

Note. Science and social studies TAKS passing rates are presented only for the 2009–2010 school year. Science and social studies TAKS are only administered in grades 5 (for science), 8, and 10. Therefore, longitudinal comparisons could not be made because a different group of students were administered the tests in 2008–2009 and 2009–2010.

Table 16. Longitudinal GPA, by 2009–2010 TCCAP Participation Status and Campus

Campus and participation status		Mean grade point average		
		2008–2009	2009–2010	Change in mean GPA
Garcia (N = 795)	Core participant	3.08	3.11	0.03
	Participant	2.87	2.82	-0.05
	Non-participant	2.90	2.89	-0.01
Pearce (N = 548)	Core participant	2.96	2.92	-0.04
	Participant	3.07	3.01	-0.06
	Non-participant	2.86	2.77	-0.09
Webb (N = 669)	Core participant	2.98	2.93	-0.05
	Participant	2.90	2.88	-0.07
	Non-participant	3.06	2.98	-0.01
All TCCAP campuses		3.08	3.01	-0.07

Source. TCCAP participant records for 2009–2010; AISD student records

AFTERSCHOOL PROGRAM SURVEY RESPONSES

During Spring 2010, a survey was conducted with students across all parts of the AISD afterschool program. Surveys were administered to program participants at 32 schools (11 elementary, 11 middle, and 10 high schools). A total of 1,084 respondents provided information about their experiences. Of this sample, 134 students attended afterschool programs at three of the four TCCAP campuses: Ann Richards, Garcia, and Webb. No survey respondents were from Pearce. The results presented here are for the TCCAP school participants.

Students rated items on the survey using a 4-point scale, ranging from *strongly agree* to *strongly disagree*. Overall, participants rated the programs positively. The majority of the students strongly agreed or agreed that they liked their programs (94%) and would sign up for them again (96%). In addition, most of the students responded that they liked their teachers (90%) (Appendix A, Table 22).

Students also reported that their afterschool program helped them feel better about themselves (82%) and strongly agreed or agreed that the activities they did in the program were important (87%). Most students indicated that the afterschool program helped keep them away from drugs and gangs (82%) and that they felt safe in their program (87%). Students who reported coming to the afterschool program most frequently (i.e., 3 or more days per week) were significantly more likely to report that they liked their afterschool program, would sign up for them again, and that the things they did in the program were important, compared with students who reported attending an afterschool program less than 3 days a week ($p < 0.05$).

Although results were very positive overall, 20% or more of the respondents gave less favorable reviews about some items, including items related to the program's objectives and goals. For example, 27% of students did not believe the afterschool program helped them attend school more, and 20% did not agree that the program helped them get better grades. Approximately 20% of students also did not agree that the afterschool program would help them graduate from high school. Survey items were categorized and examined for students who participated in the types of programs that should be associated with each outcome. For example, the survey item "The afterschool program helps me get better grades" was examined for students who participated in academic afterschool programs. Program categories included academic programs (e.g., reading classes and tutoring); thriving programs (e.g., enrichment activities, such as music and sports); connecting programs (e.g., community service programs); leadership programs (e.g., boys' and girls' groups); and working programs (e.g., job readiness and career prep). For each program category, the group of associated outcomes was examined for students who did and did not participate in them. No significant association was found between survey items and associated program categories.

SUMMARY OF SIGNIFICANT FINDINGS AND RECOMMENDATIONS

Analyses of the relationship between participation in TCCAP afterschool programs and various school outcomes revealed that overall participation in a TCCAP afterschool program was positively related to some degree to school attendance rates. However, effects of program participation on discipline removals and academic achievement were mixed.

Finding 1: Program participation has mixed results on attendance rates. Although mean attendance rates decreased among all student groups from 2008–2009 to 2009–2010, the decline for core participants at Garcia, Pearce, and Webb was less than the decline for participants and non-participants. In addition, attendance rates declined the most over time for non-participants at Garcia and Webb.

Recommendation 1: Given the mixed results for TCCAP core participants related to school attendance outcomes, it is recommended that program components that are already working well at campuses continue to be incorporated, and that ways to change program elements to better address goals of increased attendance at other campuses be identified.

Finding 2: Program participation had mixed results on discipline removals. Mandatory removal rates decreased over time only for core participants at Pearce. Discretionary removal rates decreased for participants and nonparticipants at Webb. Therefore, no strong evidence suggests that participation in afterschool prevention programs has an impact on discipline rates.

Recommendation 2: To meet discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted. Identifying the specific programs and strategies used to address discipline issues at the TCCAP campuses where discipline removal rates declined would be useful in understanding what may have contributed to this decrease and might lead to the adoption of similar approaches at other campuses as well.

Finding 3: Academic achievement (TAKS passing rates) outcomes provided mixed results; participants showed gains only in some TAKS subject areas. Participants had a greater increase from 2008–2009 to 2009–2010 in TAKS reading passing rates at Webb than did core participants and nonparticipants. Participants also made the greatest gains in TAKS math passing rates at Pearce and Webb.

Finding 4: Program participation had limited effect on mean GPA scores. Mean GPA increased from 2008–2009 to 2009–2010 only for core participants at Garcia.

Recommendation 3 and 4: Again, given the mixed results for TCCAP participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with program goals, while refinements continue to be made to components that are effective.

Finding 5: Students' responses to the Afterschool Program Survey were overall positive.

Most students who responded to the survey said that they liked their afterschool program, that the program helped them feel better about themselves, that the program helped keep them away from drugs and gangs, and that they felt safe in their program. Although results were very positive overall, 20% or more of the respondents gave less favorable reviews about some items, including items related to the program's objectives and goals. For example, 27% of students did not believe the afterschool program helped them attend school more, and 20% did not agree that the program helped them get better grades. In addition, no significant association was found between survey items and associated program categories (i.e., academic, thriving, connecting, leadership, and working). In other words, participation in these program categories did not yield the expected associated outcomes (e.g., we would expect that participation in an academic program, such as tutoring, would be associated with better grades).

Recommendation 5: Program strategies and/or associated activities related to afterschool programs on academics, thriving, connecting, leadership, and working need to be either redefined or changed to better address goals of civic and community engagement, life skills, and college preparation.

APPENDICES

APPENDIX A. TCCAP AFTERSCHOOL PROGRAM SURVEY RESULTS

Table 17. TCCAP Afterschool Program Survey Respondent Demographics, 2009–2010

Demographic description		Number of respondents	Percentage
Gender	Female	75	64%
	Male	43	36%
Ethnicity	Native American	1	1%
	Asian or Pacific Islander	2	2%
	African American	31	26%
	Hispanic	71	60%
	White	7	6%
	Other	6	5%
Grade	6 th	49	40%
	7 th	45	36%
	8 th	28	23%
	9 th	1	1%

Source. Afterschool Program Survey for 2009–2010

Table 18. TCCAP Afterschool Program Survey Respondents, by School, 2009–2010

School	Number of respondents	Percentage
Anne Richards School for Young Women Leaders	40	30%
Garcia Middle School	37	28%
Webb Middle School	57	42%

Source. Afterschool Program Survey for 2009–2010

Table 19. TCCAP Afterschool Program Survey Respondents,
by Program Attendance

Program attendance	Number of respondents	Percentage
1 day per week	15	14%
2 days per week	14	13%
3 of more days per week	79	73%
Total	108	100%

Source. Afterschool Program Survey data for 2009–2010

Note. A total of 26 survey respondents did not answer this question and were categorized as missing data.

Table 20. TCCAP Afterschool Program Survey Respondents, by Program Type

Type of afterschool program	Number of respondents	Percentage
Math classes	17	13%
Science classes	11	8%
Reading classes	6	4%
Tutoring	31	23%
Homework Haven	44	33%
Arts	14	10%
Music/dance	15	11%
Theater	7	5%
Technology	7	5%
Community service programs	6	5%
Leadership groups	16	12%
Boys groups	8	6%
Girls groups	21	16%
Sports	42	31%
Cooking	12	9%
Job readiness/career prep	3	2%
College prep	1	1%
Outdoor education (e.g., scouting, fishing, gardening)	13	10%

Source. Afterschool Program Survey data for 2009–2010

Note. Students could participate in more than one type of program; therefore, percentages

do not sum to 100.

Table 21. TCCAP Afterschool Program Survey Responses, 2009–2010

Survey item	Strongly agree	Agree	Disagree	Strongly disagree
1. I like my afterschool classes.	52%	42%	4%	2%
2. I would sign up again for the afterschool program.	53%	43%	3%	1%
3. The afterschool program helps me feel better about myself.	42%	40%	13%	5%
4. The afterschool program helps me stay away from drugs and gangs.	50%	32%	10%	8%
5. I feel safe in my afterschool program.	56%	31%	7%	6%
6. The afterschool program keeps me from getting into trouble.	46%	41%	8%	5%
7. I come to school more because of the afterschool program.	34%	39%	21%	6%
8. The afterschool program helps me get better grades.	40%	40%	14%	6%
9. The afterschool program helps me behave better at school.	38%	43%	13%	6%
10. I get help with my homework in the afterschool program.	44%	33%	16%	7%
11. I usually finish my homework at the afterschool program.	36%	37%	15%	11%
12. I like my afterschool teachers	53%	37%	7%	3%
13. Teachers in the afterschool program give me help when I ask for it.	51%	36%	11%	2%
14. The afterschool program helps me get along better with my friends.	41%	44%	9%	6%
15. The afterschool program helps me to talk to my teachers more.	35%	44%	13%	8%
16. The afterschool program helps me get along better with my family.	35%	39%	16%	10%
17. The afterschool program will help me graduate from high school.	45%	35%	13%	7%
18. The afterschool program helps me learn about jobs and careers.	43%	42%	12%	3%
19. The afterschool program gives me a chance to help others.	44%	45%	8%	3%
20. I like to help others during the afterschool program.	44%	44%	7%	5%
21. The afterschool program helps me be a better friend.	44%	40%	8%	8%
22. The things I do in the afterschool program are important.	49%	38%	6%	7%
23. The afterschool program helps me learn about leadership.	48%	36%	8%	8%
24. The afterschool program teaches me to be a good role model.	45%	42%	7%	6%
25. I get to choose the projects I work on in my afterschool program.	50%	32%	10%	7%

Source. Afterschool Program Survey data for 2009–2010

Note. Items for which 20% or more respondents disagreed or strongly disagreed are highlighted in yellow.

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