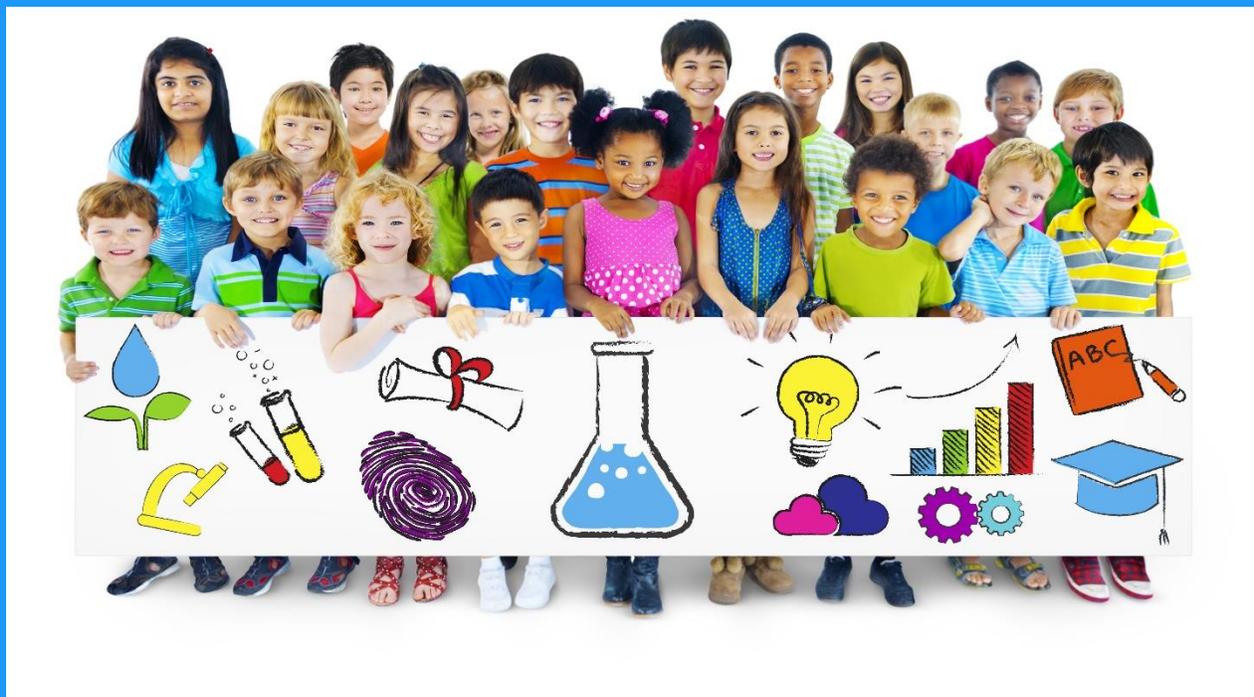


# Afterschool Centers on Education

## Cycle 9 Foundation Communities Final Report 2018–2019



## Afterschool Centers on Education Cycle 9 Foundation Communities Final Report 2018–2019

### Executive Summary

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21<sup>st</sup> Century Community Learning Center (CCLC) grants authorized under Title IV, Part B, of the 2015 Every Student Succeeds Act (Public Law 114-95). Foundation Communities is a nationally-recognized nonprofit organization, based in Austin, Texas, that seeks to empower low- and moderate-income working families by increasing literacy and financial stability through quality affordable housing and services such as afterschool programs, English language learners (ESL) classes, and financial education. In 2018–2019, the Cycle 9 Afterschool Centers on Education (ACE) Foundation Communities serves 258 students and 105 parents and families at 3 campuses at Austin Independent School District (AISD). ACE Foundation Communities exists to provide intentional afterschool program experience that is high quality, is challenging, and inspires all program participants to improve their school outcomes.

This year's evaluation report of the Cycle 9 ACE Foundation Communities found the following:

- Over a quarter of students (26%) enrolled at Cycle 9 ACE Foundation Communities campuses participated in the program, and 24% attended the ACE program for 45 days or more.
- The ACE program served primarily students who were low SES (91%), at-risk (66%), and/or ELL (48%).
- Students and parents felt the ACE Foundation Communities program helped student in academics, behavior, school-day attendance, and college and career readiness.
- Most of the parents reported an overall positive climate and positive experiences with the ACE Foundation Communities program. In fact, the availability of the program was one reason parents kept their students enrolled in AISD campuses.

In addition, when ACE Foundation Communities regular participants (i.e., who attended 45 days or more) were compared with other students (i.e., non-regular ACE Foundation Communities participants and non-program participants):

- The changes in grades between 2017–2018 and 2018–2019 for ACE Foundation Communities regular participants and for other students in all core subject areas were not significantly different.
- The average course completion rates for ACE Foundation Communities regular participants and other students were not significantly different.

- The percentages of ACE Foundation Communities regular participants and other students who met the state standard of “approaches grade level” or better on State of Texas Assessment of Academic Readiness (STAAR) exams in math and reading in the 2018-2019 school year were not significantly different.
- The percentages of ACE Foundation Communities regular participants and other students who had expected or accelerated improvement in math and reading were not significantly different.
- The percentages of students who improved school-day attendance of ACE Foundation Communities regular participants and other students between the 2017–2018 and 2018–2019 school years were not significantly different.
- The percentage point change of students with either discretionary discipline referrals and mandatory discipline referrals for ACE Foundation Communities regular participants and other students were not significantly different.

### ***Areas for Improvement***

Cycle 9 ACE Foundation Communities program staff continue to identify opportunities to assist students to maximize benefits of participating in the ACE program. One area worthy of exploring for program improvement is development of a monitoring system that will track identified student needs linked to associated outcomes. At present, students in the ACE Foundation Communities program are recruited for a variety of reasons, such as to improve school-day attendance, discipline, college and career readiness, and/or academic performance. While ACE Foundation Communities staff know where to place students in the program, there is no mechanism to record students’ needs, and then to evaluate student outcomes based on those targeted needs. Tracking the unique reasons students are enrolled in ACE Foundation Communities would make it possible to ascertain the effectiveness of the programming provided for those specific purposes.

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# 21<sup>st</sup> CCLC Core Components

**Academic assistance.** ACE Austin offers a range of activities designed to improve students' achievement by providing extra academic assistance and support in the form of tutoring and homework help for students who are struggling in the core subjects, including science, math, reading, and social studies. All extended-day learning opportunities are aligned with the Texas Essential Knowledge and Skills (TEKS) standards and with the school-day reading/writing, math, science, technology, and social studies curricula, and use hands-on, experiential, and project-based teaching strategies to reinforce learning. Academic support activities incorporate the district-wide Curriculum Roadmap and link the afterschool program with school-day instruction to ensure consistency and continuity.

**Enrichment.** ACE Austin offers a variety of skill-building enrichment activities to which some students would otherwise lack access, including fine arts, technology, games, health and fitness, outdoor and environmental education, and youth leadership and development. Enrichment activities are designed to extend, expand on, or otherwise enrich classroom learning by supporting students' physical, emotional, and social development.

(continued)

## Introduction and Purpose of Program

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B, of the 2015 Every Student Succeeds Act (Public Law 114-95). The Foundation Communities received Cycle 9 21st CCLC funding to provide a comprehensive range of out-of-school-time (OST) academic assistance, academic enrichment, college and career readiness, and family engagement activities.

This report examines outcomes for the 258 Cycle 9 ACE Foundation Communities participants at 3 AISD neighborhood elementary schools and their families during the 2018 – 2019 school year: The Trails at Vintage Creek Learning Center provides services to Andrews Elementary School students and parents, M Station Learning Center provides services to Campbell Elementary School students and parents, and Sierra Vista Ridge Learning Center provides services to St. Elmo Elementary School students and parents. ACE Foundation Communities exists to provide an intentional afterschool program experience that is high quality, challenging, and inspires all program participants to improve their school outcomes.

Building on its existing infrastructure of evidence-based OST activities and partnerships, ACE Foundation Communities collaborates with a range of partners to provide a comprehensive menu of before-school, afterschool, and summer programming. Activities are offered at least 15 hours per week for 30 weeks during the academic year and 30 hours per week

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Family engagement. ACE Austin staff partner with the AISD Adult Education Department and each school's parent support specialist to provide family engagement activities that help connect families to schools and enable them to better support their children's academic achievement. Services include English language support for limited English proficient (LEP) parents; technology classes; parent support classes that focus on college readiness, child development, positive behavior, and ways to support students' academic achievement; and family activities and events.

College and career readiness at selected campuses. ACE Austin participants are provided with various activities to help them prepare for college and career. Participating students investigate careers, visit area colleges and universities, practice public speaking skills, and participate in service projects. All ACE Austin activities and classes integrate college and workforce readiness whenever feasible, including discussions about careers and educational attainment, presentations from guest speakers, and information about the importance of high school graduation and college attendance.

for 4 weeks during the summer. Activities are in one or more of the four 21<sup>st</sup> CCLC core component areas: academic assistance, enrichment, family engagement, and college and career readiness.

The main goals of the youth and family afterschool programs offered by ACE Foundation Communities are based on narrowing the achievement gap between economically disadvantaged students and students of more affluent families. Across activities and centers, the afterschool program focuses on three primary objectives:

- Decrease school-day absences
- Decrease discipline referrals
- Increase academic achievement

### Evaluation Strategy

#### Expectations

The Department of Research and Evaluation (DRE) staff and program staff together reviewed the grant requirements and developed an evaluation plan and timeline for the program, which were published online (<http://www.austinisd.org/dre/about-us>) as part of the DRE work plan. Throughout the duration of the grant program, evaluators worked closely with program staff to collect and submit identified data in a timely fashion and met regularly to monitor progress and make any needed adjustments.

The evaluation plan was used to ensure continuous improvement for (a) program management, by monitoring program operation; (b) staying on track, by ensuring that the program stayed focused on the goals, objectives, strategies, and outcomes; (c) efficiency, by streamlining service delivery and lowering the cost of services; (d) accountability, by producing evidence of program effects; and (e) sustainability, by providing evidence of effectiveness to all stakeholders.

#### Measurement

Program participation files and AISD student records provided demographic information and results for each of the school-related outcomes. Program participants' outcomes were compared for school

years 2017–2018 and 2018–2019. Program participants were categorized based on the total number of days they participated in the afterschool program during the 2018–2019 school year: ACE Foundation Communities regular participants were students who participated in the program for 45 or more days, and non-regular participants were students who participated for fewer than 45 days. ACE non-regular participants and non-participants who did not participate in the ACE Foundation Communities program during the 2018–2019 school year were grouped together as a comparison group, or as “other students.” Analyses were conducted to compare students’ outcomes for academic achievement, school-day attendance, and discipline.

### **Academic Achievement Outcomes**

One of the ACE Foundation Communities program goals was to improve students’ academic outcomes. To assess academic outcomes, we looked at grades, course completion rates, the State of Texas Assessments of Academic Readiness (STAAR) scores, and STAAR progress measures.

We examined students’ grades in reading, math, science, and social studies as well as overall course completion rates. Data were examined across 2 years to compare progress between regular ACE participants and other students at all Cycle 9 Foundation Communities campuses. We used an independent *t* test to analyze whether there were statistically significant differences between the means of regular ACE participants and other students’ grades and course completion rates. Because different grading systems are used at different school levels, and because we wanted to compare across grade levels, we transformed all grades into *z* scores to standardize grades within subjects and grade levels. Transforming scores into *z* score is a way to standardize scores so they can be fairly compared between groups or over time. *Z* scores are used in this report to transform students’ grade point average (GPA). *Z* scores range from  $-3$  to  $+3$ , 0 indicates the mean score, negative values indicate scores below the mean, and positive values indicate scores above the mean.

STAAR (grades 3–8) exams in reading and math in the 2018–2019 school year were examined to compare ACE Foundation Communities regular participants and other students based on their performance levels: masters grade level (i.e., students are expected to succeed in the next grade level or course with little or no academic intervention), meets grade level (i.e., students have a high likelihood of success in the next grade or course but may still need some short-term targeted academic intervention), and approaches grade level (i.e., students are likely to succeed in the next grade, or course with targeted academic intervention). Also, the STAAR progress measure outcome was used to compare ACE

Foundation Communities regular participants and other students on the amount of improvement or growth they made in reading and math in 2018–2019 compared with the previous year.

### ***School-Day Attendance Outcome***

The change between 2017–2018 and 2018–2019 with respect to school-day attendance rates was calculated for both the ACE Foundation Communities regular participants and other students at the participating schools.

### ***Discipline Outcome***

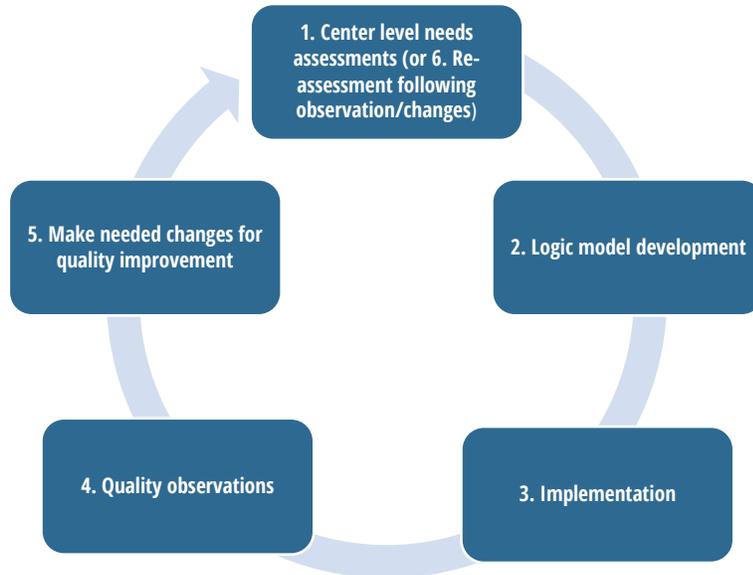
Changes from 2017–2018 to 2018–2019 in both discretionary and mandatory disciplinary referrals were examined to compare the ACE Foundation Communities regular participants and other students. Student discipline referrals were included for analysis when the resultant action was a suspension (i.e., in-school or out-of-school suspension) or placement in a disciplinary alternative education program (DAEP; e.g., the Alternative Learning Center). These removals from the regular education environment 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. 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. For example, mandatory removals included removals for drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included removals for behaviors such as persistent misbehavior or fights.

### **Program Quality Implementation**

Guided by the ACE Foundation Communities Program Quality Implementation Cycle, programming was developed based on the needs of Cycle 9 Foundation Communities campuses (Figure 1). Campus needs assessments were conducted at these schools through interviews with the principals, review of campus demographic information, surveys with parents, and (at St. Elmo only) an advisory council. The needs assessments indicated that students and their families have few options for out of school time programs that are affordable and meet the needs of working parents. To address these needs, Foundation Communities sites provided free OST programming for children, both after school and during the summer months. The centers provided students with quality academic assistance through homework help. Adult staff that are familiar with diverse student backgrounds and family structure helped to bridge the gap for English language learners. The programs provided times for practicing standardized test skills in all subject areas as well as

standards-aligned enrichment activities, allowing students to practice classroom skills which challenge and engage them. Foundation Communities afterschool programs offered students and their families additional support, providing them with stability to be successful in school and in life.

**Figure 1.**  
**ACE Foundation Communities Program Quality Implementation Cycle**



Following campus needs assessments, logic models were designed to guide quality implementation at each center. Site coordinators, in collaboration with the project director, developed the logic models, which also served as a tool for documenting programmatic changes over time. Each center logic model included six components: resources, implementation practices, outputs/activities, outputs/participation, intermediate outcomes, and impact.

### **Grantee and Center Overview**

Foundation Communities offers three on-site Community Learning Centers at each of their housing communities in Austin. These centers provide services to students attending the three AISD neighborhood elementary schools and their families. The Trails at Vintage Creek Learning Center provides services to Andrews Elementary School students and parents, M Station Learning Center provides services to Campbell Elementary School students and parents, and Sierra Vista Ridge Learning Center provides services to St. Elmo Elementary School students and parents. This 2018-2019 school year, Cycle 9 ACE

Foundation Communities provided afterschool services to 258 students and hosted events or activities to 105 parents and families at those ACE centers mentioned.

District data indicated that the percentage of students at Cycle 9 campuses who were low SES (i.e., qualified to receive free or reduced-price lunch) was above district and state averages. The percentage of students who were considered at risk of dropping out of school and the percentage of students who were classified as English language learners (ELL) were above district and state averages at two of the three Cycle 9 campuses (Table 1).

Table 1.  
Cycle 9 Campuses Served and Relevant Demographics, 2018–2019

School	Percentage low SES	Percentage at risk status	Percentage ELL status
Campbell Elementary School (M Station) ( <i>n</i> = 219 )	88%	45%	13%
St. Elmo Elementary School (Sierra Vista Ridge) ( <i>n</i> = 334)	86%	63%	56%
Andrews Elementary School (Trails Center) ( <i>n</i> = 445)	89%	71%	72%
AISD	53%	51%	28%
State	59%	51%	19%

Source. 2018–2019 AISD student data; the TEA’s 2017–2018 *Academic Performance Report*

### Program Participation

Program participants represented a quarter of the students enrolled at Cycle 9 ACE Foundation Communities campuses. Most of the Cycle 9 ACE Foundation Communities program participants were regular participants (i.e., who attended the afterschool program for 45 days or more) at three campuses (Table 2). The percentage of ACE Foundation Communities regular participants ranged from 10% to 46% across the three campuses (Figure 2).

Table 2.  
Cycle 9 Campuses and Participation Status, 2018–2019

School	Non- participants		Non- regular participants		Regular participants		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Campbell Elementary School (M Station)	169	77%	7	3%	43	20%	219	100%
St. Elmo Elementary School (Sierra Vista Ridge)	180	54%	2	1%	152	46%	334	100%
Andrews Elementary School (Trails Center)	391	88%	9	2%	45	10%	445	100%
<b>Total</b>	<b>740</b>	<b>74%</b>	<b>18</b>	<b>2%</b>	<b>240</b>	<b>24%</b>	<b>998</b>	<b>100%</b>

Source. 2018–2019 AISD student data; TX21<sup>st</sup> Student Tracking System 2018–2019

## Outcomes

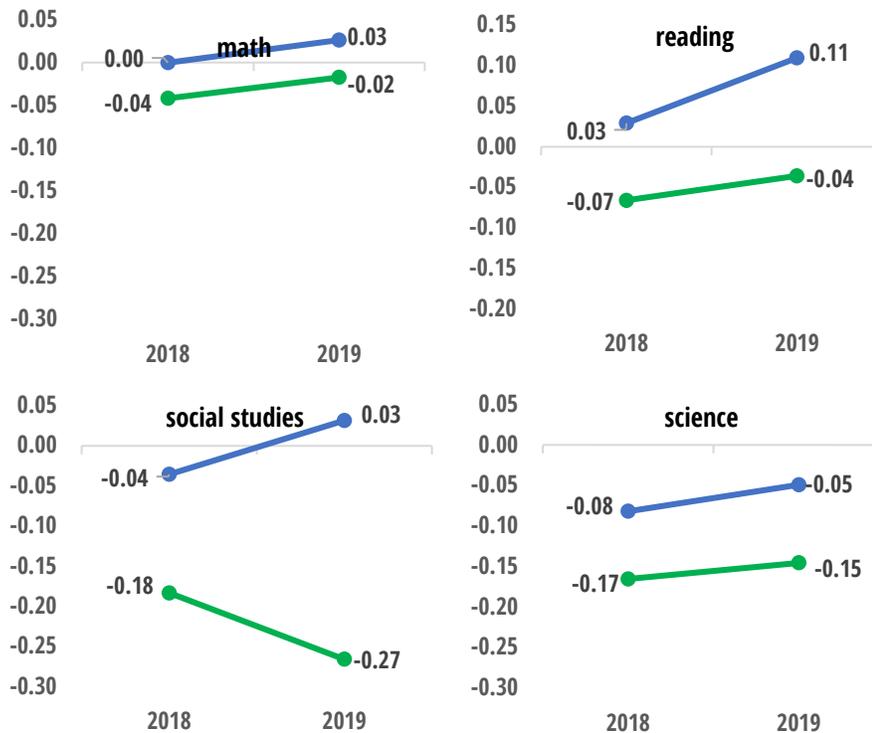
Because we only expect program effects for students who regularly participate in the afterschool program, we examined student outcomes (academic achievement, school-day attendance, and discipline) to monitor progress and compare regular ACE Foundation Communities participants (i.e., who attended 45 days or more) with other students (i.e., non-regular ACE Foundation Communities participants and non-participants) at all Cycle 9 Foundation Communities campuses.

### Academic Achievement Outcomes

#### Grades

Despite varying trends in direction, the changes in grades between 2017-2018 and 2018-2019 in all core subject areas were not significantly different for ACE Foundation Communities regular participants and other students (Figure 2). Changes in course completion rates between the 2017-2018 and 2018-2019 school years for both ACE Foundation Communities regular participants and other students were not significantly different (Figure 3).

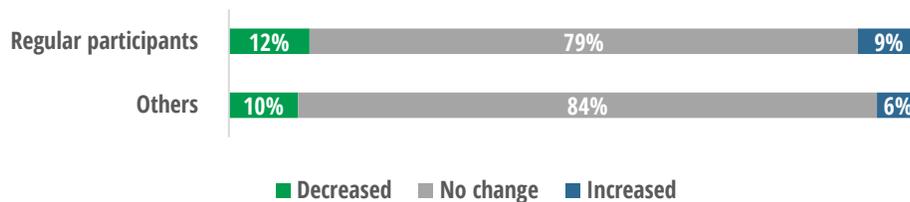
Figure 2.  
The changes in grades from 2017-2018 to 2018-2019 were not significantly different for ACE Foundation Communities regular participants and other students.



Source. TX21<sup>st</sup> Student Tracking System 2018–2019; AISD student records

Note. Numbers shown are in z-scores (range = -3.0 to 3.0); math: ACE Foundation Communities regular participants ( $n = 180$ ) ( $M = 0.02$ ,  $SD = 0.81$ ), other students ( $n = 359$ ) ( $M = 0.03$ ,  $SD = 0.78$ ),  $t(537) = 0.03$ ,  $p > .05$ ; reading: ACE Foundation Communities regular participants ( $n = 180$ ) ( $M = 0.03$ ,  $SD = 0.64$ ), other students ( $n = 359$ ) ( $M = 0.08$ ,  $SD = 0.69$ ),  $t(537) = 0.81$ ,  $p > .05$ ; social studies: ACE Foundation Communities regular participants ( $n = 180$ ) ( $M = -0.08$ ,  $SD = 0.90$ ), other students ( $n = 359$ ) ( $M = 0.07$ ,  $SD = 0.94$ ),  $t(537) = 1.78$ ,  $p > .05$ ; and science: ACE Foundation Communities regular participants ( $n = 180$ ) ( $M = 0.02$ ,  $SD = 0.86$ ), other students ( $n = 359$ ) ( $M = 0.03$ ,  $SD = 0.79$ ),  $t(537) = 0.17$ ,  $p > .05$ .

Figure 3.  
Changes in the course completion rates from 2017-2018 to 2018-2019 for ACE Foundation Communities regular participants and other students were not significantly different.



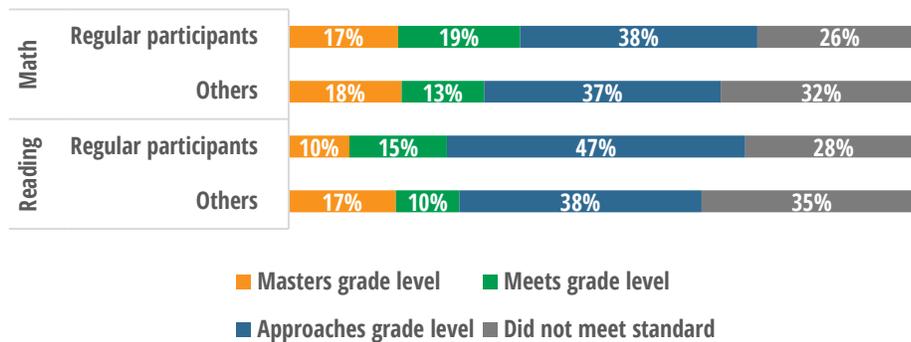
Source. TX21<sup>st</sup> Student Tracking System 2018–2019; AISD student records, 2017–2018 and 2018–2019

Note: ACE Foundation Communities regular participants ( $n = 180$ ) ( $M = 0.002$ ,  $SD = 0.06$ ), other students ( $n = 359$ ) ( $M = -0.002$ ,  $SD = 0.07$ ),  $t(537) = -0.63$ ,  $p > .05$ .

### STAAR Scores and Progress Measures

The percentages of ACE Foundation Communities regular participants and other students who met the state standard of “approaches grade level” or better in math and reading were not significantly different (Figure 4). The STAAR progress measure was also used to examine whether the students improved from the previous year to the current year. The STAAR progress measure groups improvement into 3 categories: “expected,” those who had shown expected academic improvement from the previous year to the current year; “accelerated,” those who had shown an amount of improvement from the previous year to the current year that was much larger than expected; and “limited,” those who had shown limited amount of improvement from the previous year to the current year. The percentages of ACE Foundation Communities regular participants and other students who had expected or accelerated improvement since the prior year in math and reading were not significantly different (Figure 5).

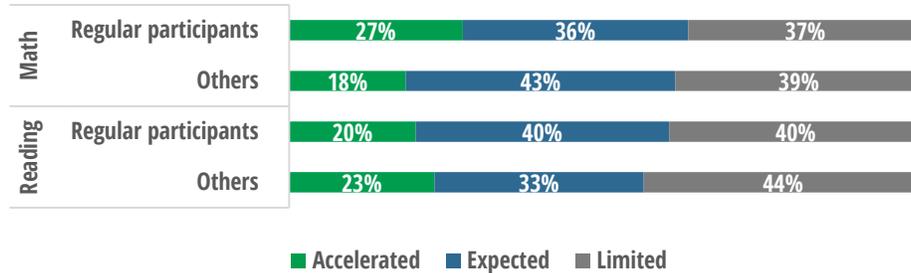
**Figure 4.**  
**The percentages of ACE Foundation Communities regular participants and other students who met the state standard of “approaches grade level” or better on STAAR exams in math and reading were not significantly different in the 2018 – 2019 school year.**



*Source.* TX21st Student Tracking System 2018 – 2019; AISD student STAAR EOC record  
*Note.* Reading: ACE Foundation Communities regular participants ( $n = 104$ ); other students ( $n = 230$ ); approaches grade level or better  $\chi^2 = 1.55$ ,  $p > 0.05$ ; Math: ACE Foundation Communities regular participants ( $n = 104$ ); other students ( $n = 230$ ); approaches grade level or better  $\chi^2 = 1.14$ ,  $p > 0.05$ .

Figure 5.

The percentages of ACE Foundation Communities regular participants and other students who had expected or accelerated improvement between the 2017–2018 and 2018–2019 school years in math were not significantly different.



Source. TX21<sup>st</sup> Student Tracking System 2018–2019; AISD student STAAR EOC record

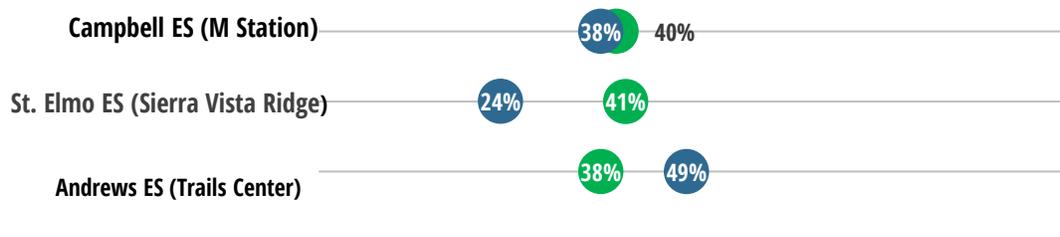
Note. Reading: ACE Foundation Communities regular participants ( $n = 70$ ); other students ( $n = 109$ ; expected or accelerated:  $\chi^2 = 0.91$ ,  $p > 0.05$ ; Math: ACE Foundation Communities regular participants ( $n = 73$ ), other students ( $n = 141$ ) expected or accelerated:  $\chi^2 = 0.30$ ,  $p > 0.05$ .

### School-Day Attendance Outcome

The change between 2017–2018 and 2018–2019 in the school-day attendance rates was calculated for both the ACE Foundation Communities regular participants and other students at the participating schools. The percentages of students who improved school-day attendance of ACE Foundation Communities regular participants and other students between the 2017-2018 and 2018-2019 school years were not significantly different (Figure 6).

Figure 6.

The percentages of students who improved school-day attendance of ACE Foundation Communities regular participants and other students between the 2017–2018 and 2018–2019 school years were not significantly different.



Source. TX21<sup>st</sup> Student Tracking System 2018–2019; AISD student attendance record

Note. ES = Elementary School. ACE Foundation Communities regular participants ( $n = 211$ ) ( $M = 0.31$ ,  $SD = 2.75$ ), other students ( $n = 522$ ) ( $M = 0.26$ ,  $SD = 4.55$ ),  $t(731) = -0.14$ ,  $p > .05$ .

## Discipline outcome

Changes from 2017–2018 to 2018–2019 in both discretionary and mandatory disciplinary referrals were examined to compare the ACE Foundation Communities regular participants and other students. The percentage point change of students with discretionary discipline referrals and mandatory referrals from 2017–2018 to 2018–2019 school year for ACE Foundation Communities regular participants and other students were not significantly different (Table 3 and 4).

Table 3.

The percentage point change of students with discretionary discipline referrals from 2017–2018 to 2018–2019 school year was not significantly different for ACE Foundation Communities regular participants and other students.

Campus	Other students ( <i>n</i> = 423 in 2018–2019)			Regular participants ( <i>n</i> = 182 in 2018–2019)		
	2017–2018	2018–2019	Percentage point change	2017–2018	2018–2019	Percentage point change
Campbell ES ( <i>n</i> = 219)	1.01	0	-1.01	3.23	0	-3.23
St. Elmo ES ( <i>n</i> = 334)	0	0	0	0	0.85	0.85
Andrews ES ( <i>n</i> = 445)	0.89	0.44	-0.44	2.94	2.94	0
<b>Overall</b>	<b>0.71</b>	<b>0.24</b>	<b>-0.47</b>	<b>1.1</b>	<b>1.1</b>	<b>0</b>

Source. TX21<sup>st</sup> Student Tracking System 2018–2019; AISD student discipline records

Note. ES = Elementary School. Percentage point changes are indicated in color (green = decrease, red = increase).

M Station provides services to Campbell ES; Sierra Vista Ridge provides services to St. Elmo ES; and Trails Center provides services to Andrews ES. ACE Foundation Communities regular participants' campuses (*n* = 3) (*M* = -0.79, *SD* = 2.15), other students' campuses (*n* = 3) (*M* = -0.48, *SD* = 0.51), *t*(4) = 0.24, *p* > 0.05.

Table 4.

The percentage point change of students with mandatory discipline referrals from 2017–2018 to 2018–2019 school year was not significantly different for ACE Foundation Communities regular participants and other students.

Campus	Other students ( <i>n</i> = 423 in 2018–2019)			Regular participants ( <i>n</i> = 182 in 2018–2019)		
	2017–2018	2018–2019	Percentage point change	2017–2018	2018–2019	Percentage point change
Campbell ES ( <i>n</i> = 219)	0	0	0	0	0	0
St. Elmo ES ( <i>n</i> = 334)	0	1.01	1.01	0	0	0
Andrews ES ( <i>n</i> = 445)	0	0	0	0	0	0
<b>Overall</b>	<b>0</b>	<b>0.24</b>	<b>0.24</b>	<b>0</b>	<b>0</b>	<b>0</b>

Source. TX21<sup>st</sup> Student Tracking System 2018–2019; AISD student discipline records

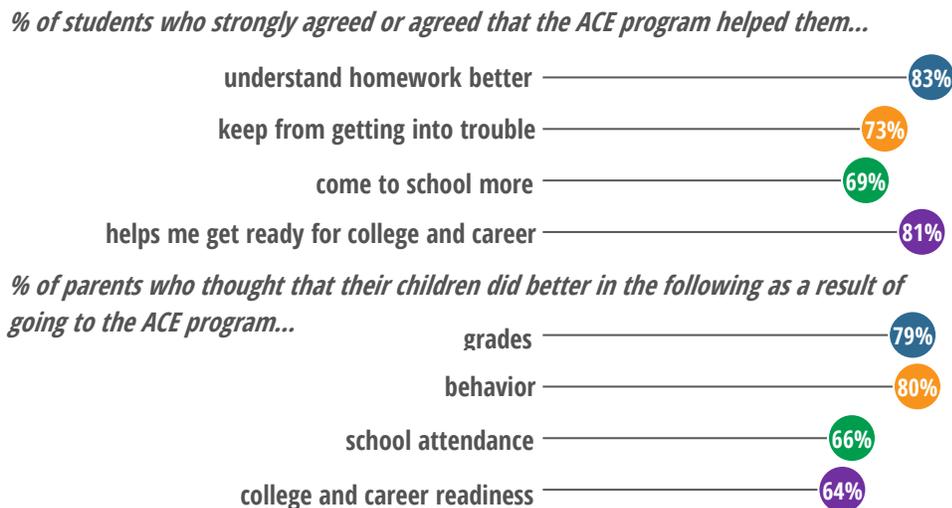
Note. ES = Elementary School. Percentage point changes are indicated in color (green = decrease, red = increase).

M Station provides services to Campbell ES; Sierra Vista Ridge provides services to St. Elmo ES; and Trails Center provides services to Andrews ES. ACE Foundation Communities regular participants' campuses (*n* = 3) (*M* = 0, *SD* = 0), other students' campuses (*n* = 3) (*M* = 0.34, *SD* = 0.58), *t*(4) = 1.00 *p* > 0.05.

## Overall ACE Foundation Communities Students' and Parents' Feedback

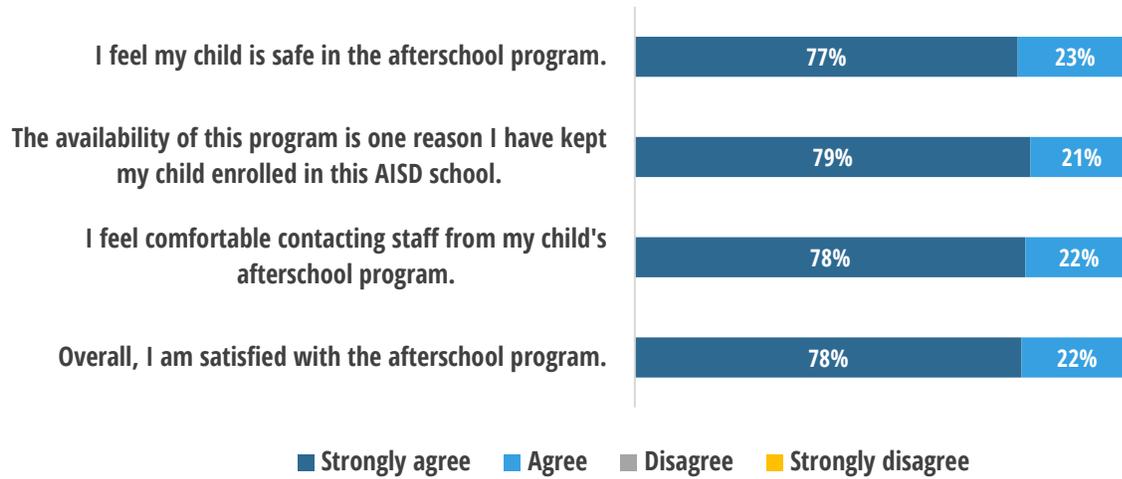
Electronic surveys were administered to Cycle 9 ACE Foundation Communities students and parents in May 2019 to gather information about their experiences of the afterschool programs offered at Cycle 9 campuses. A total of 91 students (response rate = 76%) and 83 parents (response rate = 53%) completed the surveys. Most of the student and parent respondents reported positive influences of the afterschool program in academics, behavior, school attendance, and college and career readiness (Figure 7). Additionally, almost all parents reported positive climate and experiences within the ACE Foundation Communities program (Figure 9). Specifically, most parents felt their children were safe in the afterschool program and felt comfortable communicating with the afterschool staff. In fact, most parents not only reported they were satisfied with the program but also indicated the availability of the program was one reason they kept their children enrolled in the school district (Figure 8).

**Figure 7.**  
**Students and parents felt the ACE Foundation Communities program helped student in academics, behavior, school attendance, and college and career readiness.**



*Source.* ACE Foundation Communities Student Survey, 2018-2019; 2018-2019 ACE Foundation Communities Parent Survey  
*Note.* ACE Foundation Communities Student Survey Cycle 9 population ( $N = 998$ ), actual sample size ( $n = 91$ ), 95% confidence interval (+/- 10%); ACE Foundation Communities Parent Survey Cycle 9 population ( $N = 383$ ), actual sample size ( $n = 83$ ), 95% confidence interval (+/- 10%).

**Figure 8.**  
**Almost all parents reported overall positive climate and experiences with the ACE Foundation Communities program.**



*Source.* 2018-2019 ACE Foundation Communities Parent Survey

*Note.* ACE Foundation Communities Parent Survey Cycle 9 population ( $N = 383$ ), actual sample size ( $n = 83$ ), 95% confidence interval (+/- 10%).

## Summary

Although the results of this year’s program evaluation were mixed, the Cycle 9 ACE Foundation Communities program had a positive impact in several of the targeted 21<sup>st</sup> CCLC goals: academic assistance, discipline, school-day attendance, and career and college readiness. This year, Cycle 9 ACE Foundation Communities primarily served students and their families who were low SES, at risk of dropping out of school, and/or classified as English language learners. However, the findings underscore the importance of aligning program goals to program activities based on students’ needs and interests to further improve students’ outcomes. Table 5 summarizes the key findings toward achieving the ACE objectives based on the program measures indicated in the evaluation plan.

**Table 5.**  
**The results of this year’s program evaluation for Cycle 9 ACE Foundation Communities based on program measures were mixed.**

Program measure and outcome	Result
Serving target population	😊
Academics	
Change in grades	😐
Change in course completion rates	😐
STAAR scores	😐
STAAR progress measures	😐
Students’ perceptions	😊
Parents’ perceptions	😊
School-day attendance	
Change in school day-attendance rates	😐
Students’ perceptions	😊
Parents’ perceptions	😊
Discipline	
Discretionary	😐
Mandatory	😊
Students’ perceptions	😊
Parents’ perceptions	😊
College and career readiness	
Students’ perceptions	😊
Parents’ perceptions	😊

*Note.* 😊 = a positive change for the measure; 😐 = a neutral, no change, or mixed result for the measure; 😞 = a negative change for the measure

## Appendices

### Appendix A. Cycle 9 ACE Foundation Communities Campuses, by Grade Level and Participation Status

#### Appendix A.1.

#### Campbell Elementary School (M Station), by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	13%	.	2%
02	10%	< 1%	3%
03	9%	1%	4%
04	10%	< 1%	5%
05	9%	< 1%	3%
EE	3%	.	.
KG	14%	< 1%	3%
PK	10%	< 1%	.
<b>Total</b>	<b>77%</b>	<b>3%</b>	<b>20%</b>

Source. AISD student records

Note. (n = 219)

#### Appendix A.2.

#### St. Elmo Elementary School (Sierra Vista Ridge), by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	7%	< 1%	6%
02	7%	< 1%	9%
03	5%	.	4%
04	6%	.	9%
05	5%	.	9%
EE	.	.	.
KG	9%	.	9%
PK	16%	.	.
<b>Total</b>	<b>54%</b>	<b>1%</b>	<b>46%</b>

Source. AISD student record

Note. (n = 334)

Appendix A.3.

Andrews Elementary School (Trails Center), by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	12%	1%	2%
02	13%	< 1%	3%
03	13%	< 1%	1%
04	13%	.	2%
05	9%	< 1%	1%
EE	1%	.	.
KG	13%	< 1%	1%
PK	12%	.	.
<b>Total</b>	<b>88%</b>	<b>2%</b>	<b>10%</b>

Source. AISD student records

Note. (n = 445)

## Appendix B. Cycle 9 ACE Foundation Communities Campuses, by Gender and Participation Status

Appendix B.

Cycle 9 ACE Foundation Communities Campuses, by Gender and Participation Status

Gender		Participation status		
		Non-participants	Non-regular participants	Regular participants
Campbell Elementary School (M Station) ( <i>n</i> = 219)	Female	37%	1%	11%
	Male	40%	2%	9%
St. Elmo Elementary School (Sierra Vista Ridge) ( <i>n</i> = 334)	Female	24%	< 1%	23%
	Male	30%	< 1%	22%
Andrews Elementary School (Trails Center) ( <i>n</i> = 445)	Female	45%	< 1%	5%
	Male	43%	2%	5%

Source. AISD student records.

## Appendix C. Cycle 9 ACE Foundation Communities Campuses, by Ethnicity and Participation Status

### Appendix C.1.

#### Campbell Elementary School (M Station), by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	2%	< 1%	1%
Black or African American	38%	.	11%
Hispanic	25%	2%	5%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	5%	< 1%	< 1%
White	7%	< 1%	3%
<b>Total</b>	<b>77%</b>	<b>3%</b>	<b>20%</b>

Source. AISD student record

Note. (n = 219)

### Appendix C.2.

#### St. Elmo Elementary School (Sierra Vista Ridge), by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	.	.	< 1%
Black or African American	.	.	2%
Hispanic	44%	4%	37%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	1%
White	6%	.	5%
<b>Total</b>	<b>51%</b>	<b>4%</b>	<b>45%</b>

Source. AISD student records

Note. (n = 445)

Appendix C.3.  
**Andrews Elementary School (Trails Center), by Ethnicity and Participation Status**

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	2%	.	1%
Black or African American	9%	1%	4%
Hispanic	74%	< 1%	4%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	< 1%
White	2%	1%	.
<b>Total</b>	<b>88%</b>	<b>3%</b>	<b>9%</b>

*Source.* AISD student records  
*Note.* (n = 445)

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