

Afterschool Centers on Education

Cycle 8 AISD

Austin Independent School District

Allison Elementary School

Final Report 2013–2014



Austin Independent School District

Department of Program Evaluation

August 2014

This report was developed to meet TEA's reporting requirements of the Afterschool Centers on Education (ACE), as specified in the mandated report elements and outline provided by TEA in Appendix 31 of the PRIME Blueprint for Texas ACE.

Executive Summary

In 2013–2014, the Afterschool Center on Education (ACE) program at Allison Elementary School in Austin Independent School District (AISD) served 162 students. This report examines program implementation and outcomes of the ACE program at Allison Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are the following:

1. The regular participant group had more female students than male students, whereas the non-regular and non-participant groups had more male students than female students. Most students in all three participation groups were Hispanic. While around one-third students were classified as limited English proficient (LEP) in all three groups, fewer regular and non-regular participants than non-participants were classified as LEP.
2. No recruiting and/or retaining student issues occurred at the program. For the most part, every activity the students participated in worked well.¹
3. The regular participant group experienced a decrease in mean absent days, while the non-regular participant group experienced an increase in mean absent days from 2012–2013 to 2013–2014.
4. Neither the regular participant group nor the non-regular participant group experienced grade point average (GPA) improvement in any of the core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion rates during the same period.
5. No mandatory discipline removals occurred for either regular or non-regular participant groups in both years. Both groups experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014.

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD Department of Research and Evaluation (DRE), ACE program staff at Allison Elementary School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. Each staff member should be trained on ways to engage students in the classroom, lesson planning, and cardiopulmonary resuscitation (CPR)/first aid before the school year begins.
2. ACE should be available at a more appropriate time for those parents who work during the evening and cannot participate in family events at their student’s school.

¹ Data from the student survey were not available when the center report was drafted. The sample size of the parent survey was too small and was not suitable to be analyzed at the center level. A summary of the grantee-level findings of the parent survey is included in the appendices of the report.

Table of Contents

Executive Summary	i
Table of Contents	ii
List of Tables	iii
Introduction and Purpose of Program	1
<i>Family engagement.</i>	1
<i>Academic Assistance</i>	1
<i>College and workforce readiness/awareness.</i>	1
<i>Enrichment</i>	1
Evaluation Strategy	3
Expectations	3
Measurement	3
Program Design and Strategy: Logic Model	5
Program Design	5
Logic Model	7
Research Questions	9
Program Participation	11
Student Demographics	11
Student Attendance in ACE Activities	12
Program Intermediate Outcomes	14
Academic Achievement Outcome	14
Attendance Outcome	14
Discipline Outcome	15
Evaluator Commentary and Recommendations	16
Site Coordinator Commentary and Next Steps	17
References	18
Appendices	19
Appendix A. Parent Survey	19
Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring); Student Attendance Percentage	21

List of Tables

Table 1. Afterschool Program Objectives and Description of How They were Measured	4
Table 2. Campus Logic Model Excerpts.....	8
Table 3. Number of Students by Campus and ACE Austin Participation Status, 2013–2014	11
Table 4. Student Gender, Ethnicity, and Limited English Proficiency Status, by ACE Austin Participation Status, 2013–2014	11
Table 5. Frequency of Program Administration at Brown Elementary School,	12
by Program Type, 2013–2014	12
Table 6. Student Participation in Afterschool Programs at Perez Elementary School ,.....	12
by Program Component, 2013–2014.....	12
Table 7. Afterschool Center on Education Participants’ Core Grade Point Average,	14
by School Year	14
Table 8. Afterschool Center on Education (ACE) Participants’ Course Completion, by School Year	14
Table 9. Average Absent Days of Afterschool Center on Education Participants, by School Year	15
Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year	15
Table 11. Percentage of Parents Indicating That They Participated in ACE Classes or Events,	19
by Events/Activity Type.....	19
Table 12. Percentage of Parents Who Reported Each Quality of the.....	19
ACE Afterschool Program is Important	19

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 Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. ACE Austin provides a comprehensive range of out-of-school-time academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Building on its existing infrastructure of evidence-based out-of-school-time activities and partnerships, ACE Austin 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 for 30 hours per week for 4 weeks during summer. All activities focus on the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and workforce readiness/awareness.

Academic Assistance. ACE Austin offers a range of activities designed to improve student 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.

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 students; technology classes; parent support classes that focus on college readiness, child development, positive behavior, and ways to support student academic achievement; and family fitness nights, offered in partnership with ACTIVE Life Movement, a national organization dedicated to healthy lifestyles for all.

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.

College and workforce readiness/awareness. ACE Austin implemented the Get Ready for College program with 5th graders at selected campuses. Students were targeted based on teachers' recommendations. Participating students investigated careers, visited area colleges and universities, practiced public speaking skills, participated in service projects, and played lacrosse. 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.

The main goals of the youth and family after school programs offered by ACE Austin 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

The primary challenges at Allison Elementary were students' struggles in general areas such as math, reading, and writing. As a result, Readers Theatre and the homework help programs were implemented to target those students who were struggling in various subjects.

The program at Allison Elementary implemented various classes (e.g., STAARburst, Readers Theatre, writing) and critical thinking activities (e.g., chess) to help students improve in subjects in which they were struggling. Active Life was implemented at ACE to improve students' overall health and awareness of their body. Creative Action and Make It Take It were classes that helped improve students' art skills. ACE Newzies and Digi-Lit classes helped students improve their computer skills and their writing skills by practicing writing for a newsletter and writing in general.

This report examines outcomes for ACE program at Allison Elementary School, which served 162 students during 2013–2014 school year.

Evaluation Strategy

Expectations

The Department of Research and Evaluation (DRE) evaluators 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 (monitoring program operation); (b) staying on track (ensuring that the program stayed focused on the goals, objectives, strategies, and outcomes); (c) efficiency (streamlining service delivery, which helps lower the cost of services); (d) accountability (producing evidence of program effects); and (e) sustainability (providing evidence or effectiveness to all stakeholders).

The ACE program used TEA Security Environment (TEASE), the Texas ACE web-based tracking system, to track student attendance and other program data needed for TEA reports. The DRE evaluator extracted students' records from AISD's data warehouse and assisted program staff with formatting and data entry into TEASE for accurate reporting to TEA.

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 2012–2013 and 2013–2014. Program participants were categorized based on the total number of days they participated in the afterschool program: regular participants were students who participated in a program for 30 or more days, and non-regular participants were students who participated in a program between 1 and 29 days. Analyses were conducted to compare school outcomes (e.g., school attendance, discipline removals, core subject grade point average [GPA]; reading, mathematics [math], science, and social studies) and course completion percentages.

School Attendance²

The average number of school days absent was calculated for both the regular participant and non-regular participant groups. Absent days were defined as the total number of days a student did not come to school and included both excused and unexcused absences.

² The mean number of school days absent was reported as required by TEA in the *ACE Final Evaluator Report Guidelines*. It is noted, however, that the number of days absent does not take into account the number of days enrolled. Across AISD, in 2013–2014, a negative correlation was found between the number of days students were enrolled and their absenteeism rate ($r = -.29$, $p < .0001$), i.e., students who were enrolled fewer days of the school year were absent for a greater proportion of those days. An absence or attendance rate that takes into account the days enrolled would be a better measure of student engagement.

Discipline Removals

To examine the program impact on discipline referrals, the percentage of students who were disciplined was calculated for both the regular and non-regular participant groups. 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 drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included behaviors such as persistent misbehavior or fights.

Academic Achievement

Academic achievement was measured using school-year GPA in reading, math, science, and social studies and course completion percentages. The mean GPAs were calculated for coursework completed during the year, and the percentage of students who passed courses was also calculated.

Table 1. Afterschool Program Objectives and Description of How They were Measured

Program objective	Measurement	Data source
Decrease participants' school-day absences	Mean school day absence	Program participation file, AISD student attendance records
Improve behavior	Percentage of mandatory or discretionary discipline removals	Program participation file, AISD student discipline records
Improve academic performance	Core grade point average (reading, math, science, social studies)	Program participation file, AISD student grades records
	Course completion	Program participation file, AISD student grades records

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

High-quality out-of-school time (OST) programs are an integral part of the pipeline to graduation and college success. All the services and activities for this project were designed based on research about what works in OST programs—primarily research from the Department of Education’s “What Works” Clearing House publication *Structuring Out-of-School Time to Improve Academic Achievement* (Beckett et al., 2009) and research about family engagement from the Harvard Family Research Project (Westmoreland, 2009). The program used an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality (YPQ) and trained all afterschool staff members on best practices for activity development and implementation. In addition, all of the project’s family engagement activities were based on the national parent involvement standards established by the National Parent Teacher Association, including regular, two-way, meaningful communication between home and school; promotion and support of parenting skills; active parent participation in students’ learning; parents as welcome volunteer partners in schools; parents as full partners in school decisions that affect children and families; and outreach to community resources. ACE Austin and its partners took a coordinated approach to engaging families so those most in need would have multiple points of entry into the continuum of services available through this program.

During the spring and summer of 2013, a campus needs assessment was conducted. The program leadership analyzed indicators (e.g., Texas Assessment of Knowledge and Skills [TAKS] scores, students’ socioeconomic status, school disciplinary referrals, student and family mobility, school dropout and completion rates, and college readiness); reviewed each school’s campus improvement plan; and conducted in-depth interviews with school administrators, staff, teachers, community members, partners, parents, and students to identify gaps in services on each campus and the surrounding neighborhoods. Common themes emerged indicative of the campus needs, which included opportunities for extended learning, youth development, health and fitness, school safety, family engagement, and neighborhood safety.

The need for afterschool programming, family literacy, and youth program development far exceeds the current capacity of existing programs at these schools. Neighborhoods in flux need a point of stability, and these schools represent common ground—a place where people of all backgrounds can gather, support their children, and better themselves. In spite of the problems faced by these neighborhoods, a strong commitment by the school leadership, neighborhood association, service providers, police, and other collaborators already exists to make the community a better place for children. Together with their partners in this effort, these campuses have made connections with families that will keep children engaged in the educational process, increase academic achievement, improve life skills, build character, and help create a safer community.

Programming was developed based on the needs of Allison Elementary School. Upon implementation, project directors met with the site coordinator (SC) to set goals in the following

areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year, and adjustments were made. The project director (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC, who then met with the OST instructor. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including activity alignment; use of goals that are **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**imely (SMART); staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide YPQ initiative. Leadership team members and all SCs were trained to use the nationally validated Youth Program Quality Assessment (YPQA) tool. Each semester, the QC and each SC conducted a minimum of two assessments using the YPQA tool, and the results of each assessment were used to guide the Center's quality improvement and professional development activity plan for instructors and vendor staff.

ACE Austin's training calendar was extensive. In addition to new employee orientations, and district and campus training sessions, staff attended webinars and regional training sessions provided by Edvance. All afterschool instructors participated in YPQ training sessions, which were offered throughout the year; assessment tools and technique sessions; and instructional models sessions. To ensure that all TEA objectives were met, each objective had a professional development activity strategy for implementation. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine students' progress, and assess portfolios. Strategies for professional development activities included:

- Professional development activities for all afterschool instructors about Department of Education evidence-based practices in lesson planning, instruction, tutoring, and homework assistance
- Professional development activities for all afterschool instructors and staff about effective youth development practices and the development of high-interest, developmentally appropriate activities
- Recruitment and training of adult advocates and assignment of trained advocates to targeted students in order to provide tutoring and mentoring on a consistent basis
- Professional development activities for all afterschool instructors and staff about evidence-based Positive Behavior Support strategies

Marketing. Successful marketing and program promotion are essential, both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin marketing strategies focused on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasized both the community benefits of OST programs, student and family benefits of participation, and the cost benefits of providing quality programs. When community members have buy-in, they become advocates for the

program and assist in marketing and outreach for the program. School staff are also important in efforts to attract participants to the program and helping to connect students and families in need of appropriate services and activities. An important aspect of marketing and outreach is ensuring that programs create engaging environments where children and parents can experience success together. Satisfied participants become strong advocates who can also assist in marketing the program. Successful programs benefit from word-of-mouth, as well, creating greater demand as information about the program builds in the community.

Ongoing Monitoring. Ongoing monitoring of attendance patterns helped staff address issues that otherwise could have become barriers to regular attendance. ACE Austin staff took daily attendance and monitored absence patterns weekly. They worked with the family engagement specialist and the campus parent support specialist to notify parents of students' absences, and worked to address the causes of repeated absences. Direct parent participation in activities also increased students' participation levels.

Logic Model

A logic model was designed to guide the implementation of the ACE program at Allison Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Allison Elementary School included six components: resources, implementation practices, outputs (activities), outputs (participation), intermediate outcomes, and impact. Table 2 lists the first four components of the logic model.

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
HUMAN <ul style="list-style-type: none"> Craig Elrod, Site Coordinator Steven J. Morris, Interim Site Coordinator Lupe Velasquez, Principal Steve Morris, Parent Support Specialist Teachers Classified Staff Temp Hourly Staff Vendor Staff Parents Students Volunteers Community Partners SUPPORT <ul style="list-style-type: none"> Shirlene Justice, Project Administrator Lupe Ochoa, Grant Director Jeanette, FES Data Support, Wanda Atwood Accounting Support, Adrienne Laurie Celli, TAC Campus Leaders Community Leaders Social and Emotional Learning Dept. RTI Department Curriculum and Instruction Dept. Innovation and Development 	School Program Alignment <ul style="list-style-type: none"> MOU's with campus on file Curriculum aligned with district curriculum road map TEKS aligned lesson plans Needs Assessment Campus Improvement Plans Participation in Child Study Team Participation on Campus Advisory Council 	Academic Support	
		Homework Help	22 hours per week for 160 students
		STAARbusrt	16 hours per week serving 60 students.
		Enrichment	
		Fine Arts Enrichment	offered 10 hours per week serving 85 students
		STEM Enrichment	offered 8.5 hours per week serving 110 students
		Literacy Enrichment	offered 8.5 hours per week serving 110 students
		Leadership/Character Education	offered 7.5 hours per week serving 25 students
		Physical Activity	offered 7.5 hours per week serving 110 students
		Health and Nutrition	offered 6.5 hours per week serving 75 students
	Recruiting and Retaining (right students, right mix of students) <ul style="list-style-type: none"> Students targeted for academic classes Consideration of student Social/Emotional need Offer engaging activities and classes Integrating Student and Family Voice <ul style="list-style-type: none"> Parent Surveys Student Surveys Parent Advisory Council Campus Advisory Council Ongoing Monitoring (data use and observation) <ul style="list-style-type: none"> YPQ Assessments TX 21 Monthly Attendance Reviews Pre/post test Other 	Family Engagement	
		Adult ELS	offered 2 hours a week serving 15 parents
		Family Fun Nights	offered 2 hours a month serving 30 parents
		College and Career	
		Get Ready	12 hours per week serving 16 students.
		Geography & Culture	offered 2 hours a week serving 15 students
		Book Buddies	Ongoing, serving 50 students

Resources	Implementation	Outputs - Activities	Outputs - Participation
Dept <ul style="list-style-type: none"> Central Texas Afterschool Network Travis County City of Austin KDK UTeach CIS Americore CURRICULUM <ul style="list-style-type: none"> Research based curriculum Sherelle Patisaul, Curriculum Specialist Desiree Morales, Quality Coordinator 	Professional Development <ul style="list-style-type: none"> YPQ Lesson planning and delivery SEL, PBS, ELL Structured Play CPR/First Aide Summer Learning Best Practices CTAN University Staff meetings & memos 		

Note. The logic model was developed and refined by the site coordinator and program staff.

Modifications

The only change was that new staff were hired and new vendor staff were brought in.

Research Questions

Program Structure: Was the program implemented as intended?

Allison Elementary School Level of Implementation

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
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Resources: Were requisite resources available for program success?

Despite the fact that only a limited amount of resources was available, the program was still successful. The resources available were associated with Beehive, the afterschool program that was at Allison Elementary before ACE was brought in.

Implementation Practices: Were program practices well implemented?

No recruiting and/or retaining student issues occurred at the program. The only issues with student participation in the class occurred when classes were not entertaining, interesting

to the age group, and engaging. For the most part, every activity the students participated in worked well. Student and parent surveys helped staff include activities these groups wanted to see as part of the program. The ACE program at Allison adhered to the school's rules and expectations; therefore, every student was aware of what was expected of him or her. With respect to staff professional development opportunities, the ACE program staff were trained on ways to engage students in the classroom, lesson planning, and cardiopulmonary resuscitation (CPR)/first aid before the program began in the fall semester.

Outputs–Activities: Were activities targeted to student needs?

While the school was gearing for the State of Texas Assessment of Academic Readiness (STAAR), the STAARburst classes helped students prepare by offering mock STAAR tests. Modifications to classes were managed by observing the participation of students, their engagement, and their level of interest in the activity. Other activities (e.g., Active Life) aimed at helping students develop awareness of their health, to be more conscious of what they ate, and the amount of exercise they performed daily.

Outputs–Participation: Were program modifications made to increase participation in program activities?

Program modifications were made to increase students' participation by increasing students' interest in the activities, increasing incentives for activities, and increasing students' involvement in the activities. If less student engagement in an activity was observed, the instructor and the site director discussed different ways participation and excitement could be increased. Lack of participation in the activities was immediately communicated to the instructor and addressed.

Opportunity Analysis: How many and how varied were the proposed activities allocated to academic support, enrichment, family engagement, college and career?

The program focused on the academic areas the school was focusing on (e.g., STAAR, middle-of-year [MOY] testing, and school events). Allison Elementary had a science, technology, engineering, and math (STEM) night that involved math, science, and technology. Therefore, the ACE program focused more on those subjects around the time the school had that event. The program also focused on family engagement when family events were offered. Toward the end of the spring semester, the 5th-grade class focused more on college and career classes due to the nearness of 5th-grade graduation and moving on to middle school, to prepare students for the frame of mind of being a young adult and thinking about continuing on with their education.

Program Participation

Student Demographics

Table 3. Number of Students by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2013–2014

Campus	Regular participants		Non –regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Allison Elementary School	130	24%	32	6%	376	70%	538	100%

Source. Afterschool Center on Education Austin participant records for 2013–2014; AISD student records

Table 4. Student Gender, Ethnicity, and Limited English Proficiency Status, by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014

Demographics	Allison Elementary School	Participation status		
		Regular participants (n = 130)	Non-regular participants (n = 32)	Non-participants (n = 376)
Gender	Female	54%	32%	46%
	Male	46%	68%	54%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	0%	0%
	Black or African American	3%	0%	8%
	Hispanic	95%	100%	92%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	0%	0%	0%
	White	2%	0%	1%
Limited English proficiency (LEP)	% LEP	33%	29%	44%

Source. ACE Austin participant records for 2013–2014; AISD student records

The regular participant group received more female students than male students, whereas the non-regular and non-participant groups received more male students than female students. Most students in all three participation groups were Hispanic. While around one-third students were classified as limited

English proficient (LEP) in all three groups, fewer regular and non-regular participants than non-participants were classified as LEP.

Student Attendance in ACE Activities

Table 5. Frequency of Program Administration at Brown Elementary School, by Program Type, 2013–2014

Activity category	Frequency
Homework help	22 hours/week
STAARburst	16 hours / week
Fine arts enrichment	10 hours / week
STEM enrichment	8.5 hours / week
Literacy enrichment	8.5 hours / week
Leadership/ character education	7.5 hours / week
Physical activity	7.5 hours / week
Health and nutrition	6.5 hours / week
Adult ELS	2 hours / week
Family fun nights	2 hours / week
Get ready	12 hours / week
Geography and culture	2 hours / week
Book buddies	10 hours / week

Source. Afterschool Center on Education Austin participant records for 2013–2014; AISD student records

Some of the activities offered were family reading nights, active life, STAARburst, creative action, college and career, and homework help. If low attendance was observed, the site director spoke to the instructor to assess whether students were involved and engaged in the activity. The site director also often observed classrooms. Program staff also spoke with students and parents not attending the program to identify what could be done to increase attendance.

Table 6. Student Participation in Afterschool Programs at Perez Elementary School , by Program Component, 2013–2014

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	360	32%	360	32%
Enrichment	705	64%	705	64%
Family engagement				
Career	36	3%	36	3%

Source. Afterschool Center on Education Austin participant records for 2013–2014

The students participated and engaged in the program activities enough to benefit from the program. Participating students were engaged and entertained by all the classes in the program. The program was very effective with respect to targeted students reaching adequate participation rates. The

daily attendance was very high.

Program Intermediate Outcomes

Academic Achievement Outcome

One of the program objectives was to improve students' academic achievement. We compared the mean GPA in the core subject areas of reading, math, science, and social studies, and course completion percentages for students with regular participation and students with non-regular participation in the ACE Austin program for the 2013–2014 and 2012–2013 school years.

Neither the regular participant group nor the non-regular participant group experienced GPA improvement in any of the core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion rates during the same period.

Table 7. Afterschool Center on Education (ACE) Participants' Core Grade Point Average (GPA), by School Year

Allison Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	3.61	2.41	-1.20	2.52	1.93	-0.59
Math	3.73	2.63	-1.10	2.69	2.21	-0.48
Science	4.02	2.69	-1.34	3.17	2.46	-0.71
Social studies	4.11	2.68	-1.43	3.31	2.29	-1.02

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

Table 8. Afterschool Center on Education (ACE) Participants' Course Completion, by School Year

Allison Elementary School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	93.97%	96.63%	2.66%	94.65%	95.63%	0.98%

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

Attendance Outcome

Average absent days of ACE program participants at Allison Elementary School were calculated in school year 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and includes both excused and unexcused absences.

The regular participant group experienced a decrease in mean absent days, while the non-regular participant group experienced an increase in the mean absent days from 2012–2013 to 2013–2014.

Table 9. Average Absent Days of Afterschool Center on Education (ACE) Participants, by School Year

Allison Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	6.73	5.84	-0.89	6.60	6.78
					0.18

Source. ACE Austin participant records for 2012–2014; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2012–2013 and 2013–2014 school years.

Discipline Outcome

The percentage of students' mandatory and discretionary discipline removals were compared for the school years 2012–2013 and 2013–2014.

No mandatory discipline removals occurred for either regular or non-regular participant groups in either year. Both groups experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014.

Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year

Allison Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
Type of discipline removal	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
Discretionary	0.07	0.15	0.08	0.09	0.19	0.10

Source. ACE Austin participant records for 2012–2014; AISD student discipline records (ADIS)

Note. Discipline removals refer to only those discipline offenses for which the resulting disciplinary action was removal from the classroom (e.g., out-of-school suspension, placement in disciplinary alternative education program [DAEP]). All mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

Evaluator Commentary and Recommendations

Recommendation 1. Neither the regular participant group nor the non-regular participant group experienced GPA improvement in all four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion rates during the same period. It is recommended that academic-related afterschool programs implement changes to better align with the programs' goals. In addition, refinements to components that are effective should be ongoing so they can continue to meet the needs of students at Allison Elementary School.

Recommendation 2. The regular participant group experienced a decrease in mean absent days, while the non-regular participant group experienced an increase in mean absent days from 2012–2013 to 2013–2014. It is recommended that program staff use strategies to encourage increased program participation by students to improve their attendance outcomes.

Recommendation 3. No mandatory discipline removals occurred for either regular or non-regular participant groups in either year. Both groups experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014. To meet the discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted. It is recommended that program staff at Allison Elementary School identify the specific programs and strategies used to decrease discretionary discipline removals.

Site Coordinator Commentary and Next Steps

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD DRE, ACE program staff at Allison Elementary School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Each staff member should be trained on ways to engage students in the classroom, lesson planning, and CPR/first aide, before the school year begins.
2. Have ACE available at a more appropriate time for those parents who work during the evening and cannot participate in family events at their student's school.

References

- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>
- Westmoreland, H. (2009). Family involvement across learning settings. *Family Involvement Network of Educators (FINE) Newsletter*, 1(3). Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/family-involvement-across-learning-settings>

Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 419 parents of students who participated in ACE Austin Cycle 8 programs responded to the survey. Results of the parent survey indicated that *Family Nights/ Performances* (46%) received most parent attendance this past year, followed by *Zumba* (15%) and *Strengthening families* (14%) (Table 11). Respondents recommended the ACE program offer the following classes: *Zumba* (14%) and *Strengthening Families* (11%) again next year.

Table 11. Percentage of Parents Indicating That They Participated in Afterschool Center for Education (ACE) Classes or Events, by Events/Activity Type

	%
Coffee with principal	12%
English as a second language	6%
Family nights/performances	46%
Literacy	3%
Love & logic	3%
Social & emotional learning	3%
Strengthening families	14%
Zumba	15%

Source. ACE Austin Parent Survey 2014

When asked about the qualities of the ACE program that they considered important, parent respondents checked the following areas most often: *safe environment* (94%), *classes that encourage creativity* (75%), and *homework help* (75%).

Table 12. Percentage of Parents Who Reported Each Quality of the Afterschool Center on Education (ACE) Program is Important

	%
My child is in a safe environment afterschool	94%
Classes that encourage creativity	75%
Participation in sports and other physical activity	65%
Opportunity to have fun	68%
It's free of charge	70%
Free summer camp	40%
Fieldtrips	33%
Homework help	75%

Source. ACE Austin Parent Survey 2014

The majority (90% and 93%, respectively) of parent respondents indicated that the instructor cared about their individual progress and that they were more connected to the school community as a

result of attending these classes. The majority (88%) of parent respondents reported that they knew who to contact when they had questions about the ACE program. Parent survey respondents also reported that their children were doing better in school because of the after-school program (95%). Almost all of them (99%) believed that their children enjoyed the time in the afterschool program.

**Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring);
Student Attendance Percentage**

Year End Summary

Grantee: Austin ISD
Combined Schools: Allison ES
Year: 2014

Printed Date: 6/12/2014

Report Description:

End of Year Only: This report contains a year count of students by center. Regular students are students that attend 30 days or more across all three terms.

C1 - Allison ES

Student Counts

Total Students:	159
Total Regular Students:	126 79%
Total Non-Regular Students:	33 21%

Student Counts by Ethnicity

1997 Standard

Total: Regular: Non-Regular:	Hispanic				Two or More															
	153		96%		0		0%													
	120		75%		0		0%													
	33		21%		0		0%													
	American Indian/Alaskan				Asian		African American		Hawaiian/Pacific		White									
Total:	0		0%		0		0%		4		3%		0		0%		2		1%	
Regular:	0		0%		0		0%		4		3%		0		0%		2		1%	
Non-Regular:	0		0%		0		0%		0		0%		0		0%		0		0%	

Student Counts by Gender

Regular Male:	58	36%	Regular Female:	68	43%
Non-Regular Male:	22	14%	Non-Regular Female:	11	7%

Student Counts by Category

Regular:	LEP:	42	26%	Eco. Dis.:	119	75%	Special:	5	3%	At Risk:	83	52%	ESL:	6	4%	Migrant:	0	0%
Non-Regular:	LEP:	9	6%	Eco. Dis.:	31	19%	Special:	3	2%	At Risk:	22	14%	ESL:	1	1%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	23	14%	5th:	21	13%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	3	2%	5th:	7	4%	9th:	0	0%
	K:	0	0%	2nd:	24	15%	6th:	0	0%	10th:	0	0%
	K:	3	2%	2nd:	1	1%	6th:	0	0%	10th:	0	0%
				3rd:	30	19%	7th:	0	0%	11th:	0	0%
				3rd:	9	6%	7th:	0	0%	11th:	0	0%
				4th:	28	18%	8th:	0	0%	12th:	0	0%
				4th:	10	6%	8th:	0	0%	12th:	0	0%

Activity Average Daily Attendance

Fall 2014

Printed Date: 8/18/2014

Report Description:

This report contains enrollment counts, number of days scheduled, days with attendance, and the average daily attendance for individual activities.

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C1 - Allison ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
*Active Life Tigers	16	0	24	24	11	8	0
*Get Ready Longhorns	17	0	12	12	0	4	0
3rd Staarburst ELA	8	0	24	21	2	4	0
3rd Staarburst Math	11	0	24	23	0	5	0
4H Heather	9	0	24	23	7	7	0
4th Staarburst ELA	11	0	24	21	0	5	0
4th STAARBURST Math	21	0	24	23	0	5	0
ACE Newziers - 4th	27	0	24	24	1	4	0
Active Life - Bobcats - 3rd a	23	0	24	22	6	6	0
Active Life Bears 2nd	18	0	36	34	10	8	0
Art Smart - 3rd	23	0	8	8	0	5	0
Art Smart - 4th	27	0	8	8	0	5	0
Book Buddies 5thgrade Longhorn	17	0	12	10	2	5	0
Computer 4th grade Owls	26	0	12	10	1	5	0
Creative Action 2nd Bears	19	0	24	21	7	9	0
Creative Action 3rd Bobcats	23	0	24	23	0	5	0
Creative Action 5th Longhorn	17	0	24	23	4	5	0
Family Night	0	19	1	1	0	0	19
Fun Friday	110	0	12	13	16	24	0
Make It, Take It--Tigers	17	0	36	32	0	6	0
What Do You THink About Ace	110	0	25	27	22	26	0

Center: C2 - Blanton ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
ACE Action for Kids	115	0	3	5	0	2	0
ACE Action for Parents - ESL	0	10	19	16	0	0	3
ACE Action for Parents-Mtg/Trn	0	33	2	6	0	0	5
ACE Action for Parents-Zumba	0	5	17	14	0	0	1
ACE Newziers - 4th	18	0	24	23	6	7	0
Active Like Me - 2nd	12	0	24	21	9	9	0
Active Like Me - 1st	11	0	24	23	8	9	0
All Star Sports - 1st	11	0	12	10	8	7	0
Art Smart - 3rd	8	0	12	11	4	4	0
Chess #1 - 1st	12	0	12	12	9	8	0
Chess 2-1st	12	0	12	11	10	10	0
Digi-Lit 2-2nd	12	0	12	11	9	9	0
Digi-Lit1 - 2nd	10	0	12	11	6	7	0
Digi-Lit3 - 1st	14	0	12	10	11	9	0
Digital Media - 3rd	13	0	24	21	7	6	0
English/Language Arts - 3rd	14	0	24	23	11	10	0
English/Language Arts - 4th	16	0	24	23	11	10	0
ESL for Students	6	0	12	12	4	4	0
Exercise Time	10	0	32	31	9	9	0

Activity Average Daily Attendance

Spring 2014

Printed Date: 6/12/2014

Report Description:

This report contains enrollment counts, number of days scheduled, days with attendance, and the average daily attendance for individual activities.

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C1 - Allison ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
1st Lions Active Life	11	0	17	16	8	8	0
1st Lions Chess	11	0	18	17	8	8	0
1st Lions Creative Action	11	0	18	16	8	9	0
1st Lions Fun Friday	11	0	17	13	8	8	0
1st Lions Lit Alive	11	0	18	16	6	6	0
1st Tigers Active Life	11	0	18	17	8	8	0
1st Tigers Chess	11	0	17	16	9	9	0
1st Tigers Creative Action	11	0	18	16	8	8	0
1st Tigers Fun Friday	11	0	17	13	8	8	0
1st Tigers Make It Take It	11	0	18	16	8	8	0
2nd Bears Active Life	11	0	18	16	7	7	0
2nd Bears Creative Action	10	0	17	16	8	8	0
2nd Bears Digi-Lit	11	0	18	17	8	8	0
2nd Bears Fun Friday	11	0	17	13	7	7	0
2nd Bears Readers Theatre	11	0	18	16	8	8	0
2nd Eagles Active Life	9	0	18	16	8	7	0
2nd Eagles Creative Action	9	0	18	17	7	7	0
2nd Eagles Digi-Lit	8	0	17	16	7	7	0
2nd Eagles Fun Friday	9	0	17	13	8	8	0
2nd Eagles Readers Theatre	9	0	18	16	7	7	0
3rd Active Life	28	0	17	16	12	13	0
3rd Digi-Lit	30	0	18	17	14	16	0
3rd Fun Friday	30	0	17	13	19	19	0
3rd Make It, Take It	30	0	18	16	14	14	0
3rd Readers Theatre	28	0	18	16	4	7	0
3rd STAARBURST ELA	13	0	28	26	9	9	0
3rd STAARBURST MATH	12	0	29	25	7	7	0
4H 4th-5th	11	0	36	32	9	9	0
4th Active Life	27	0	18	18	12	11	0
4th Creative Action	27	0	18	16	10	11	0
4th Fun Friday	28	0	17	13	17	16	0
4th Newsies	27	0	17	16	11	11	0
4th Reader's Theatre	28	0	18	16	11	11	0
4th STAARBURST ELA	10	0	28	26	4	5	0
4th STAARBURST MATH	9	0	29	25	4	5	0
5th ACE Newsies	19	0	36	32	9	9	0
5th Fun Friday	19	0	17	13	12	13	0
5th Get Ready	19	0	35	33	14	14	0
HW 1st Lions Active Life	11	0	17	16	6	6	0
HW 1st Lions Chess	11	0	18	17	6	6	0
HW 1st Lions Creative Action	11	0	18	16	5	6	0
HW 1st Lions Lit Alive	11	0	18	16	5	6	0
HW 1st Tigers Active Life	11	0	18	17	6	7	0
HW 1st Tigers Chess	11	0	17	16	7	8	0

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C1 - Allison ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
HW 1st Tigers Creative Action	11	0	18	16	4	5	0
HW 1st Tigers Make It Take it	11	0	18	16	5	5	0
HW 2nd Bears Active Life	10	0	18	16	7	6	0
HW 2nd Bears Creative Action	10	0	17	16	7	7	0
HW 2nd Bears Digi-Lit	10	0	18	17	7	7	0
HW 2nd Bears Readers Theatre	10	0	18	16	7	6	0
HW 2nd Eagles Active life	9	0	18	16	6	6	0
HW 2nd Eagles Creative Action	11	0	18	17	6	6	0
HW 2nd Eagles Digi-Lit	9	0	17	16	5	6	0
HW 2nd Eagles Readers Theatre	11	0	18	16	6	6	0
HW 3rd Active Life	28	0	17	16	8	7	0
HW 3rd Digi-Lit	28	0	18	17	10	11	0
HW 3rd Make It, Take It	27	0	18	16	14	16	0
HW 3rd Readers Theater	32	0	18	16	14	14	0
HW 3rd STAARBURST ELA	13	0	28	26	8	8	0
HW 3rd STAARBURST MATH	11	0	29	25	6	6	0
Hw 4th Active life	27	0	18	17	10	10	0
HW 4th Creative Action	28	0	18	16	8	8	0
HW 4th Newsies	25	0	17	16	8	8	0
HW 4th Reader's Theatre	26	0	18	16	8	9	0
HW 4th STAARBURST ELA	10	0	28	26	5	5	0
HW 4th STAARBURST MATH	9	0	29	25	4	4	0
HW 5th ACE Newsies	21	0	36	32	6	7	0
HW 5th Get Ready	19	0	35	33	10	11	0
Last Week of Fall Programming	105	0	5	5	89	89	0
Parent's In the Know	0	42	4	5	0	0	10
PE 1st Lions Active Life	11	0	17	16	8	8	0
PE 1st Lions Chess	11	0	18	17	9	9	0
PE 1st Lions Creative Action	11	0	18	16	9	9	0
PE 1st Lions Lit Alive	11	0	18	16	8	9	0
PE 1st Tigers Active Life	11	0	18	17	8	9	0
PE 1st Tigers Chess	11	0	17	16	9	10	0
PE 1st Tigers Creative Action	11	0	18	16	8	9	0
PE 1st Tigers Make It, Take It	11	0	18	16	8	7	0
PE 2nd Bears Active Life	10	0	18	16	8	9	0
PE 2nd Bears Creative Action	10	0	17	16	8	8	0
PE 2nd Bears Digi-Lit	10	0	18	17	8	8	0
PE 2nd Bears Readers Theatre	10	0	18	16	8	7	0
PE 2nd Eagles Active Life	9	0	18	16	7	7	0
PE 2nd Eagles Digi-Lit	9	0	17	16	7	8	0
PE 2nd Eagles Make It, Take It	9	0	18	17	7	7	0
PE 2nd Eagles Readers Theatre	9	0	18	16	8	8	0
PE 3rd Active Live	27	0	17	16	6	8	0
PE 3rd Digi-Lit	29	0	18	17	14	14	0
PE 3rd Make It, Take It	28	0	18	16	14	17	0
PE 3rd Readers Theatre	28	0	18	16	15	16	0
PE 3rd STAARBURST ELA	13	0	28	26	9	9	0
PE 3rd STAARBURST MATH	10	0	29	25	6	6	0
PE 4th Active Life	27	0	18	17	12	12	0
PE 4th Creative Action	27	0	18	16	10	10	0
PE 4th Newsies	27	0	17	16	12	12	0
PE 4th Reader's Theatre	28	0	18	16	10	11	0
PE 4th STAARBURST ELA	10	0	28	26	5	5	0
PE 4th STAARBURST MATH	9	0	29	25	3	4	0
PE 5th ACE Newsies	19	0	36	32	9	10	0

Activity Average Daily Attendance

Printed Date: 6/12/2014

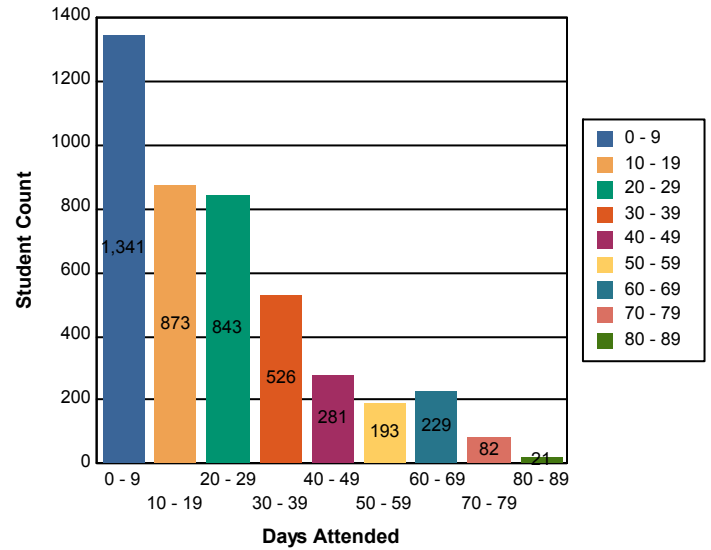
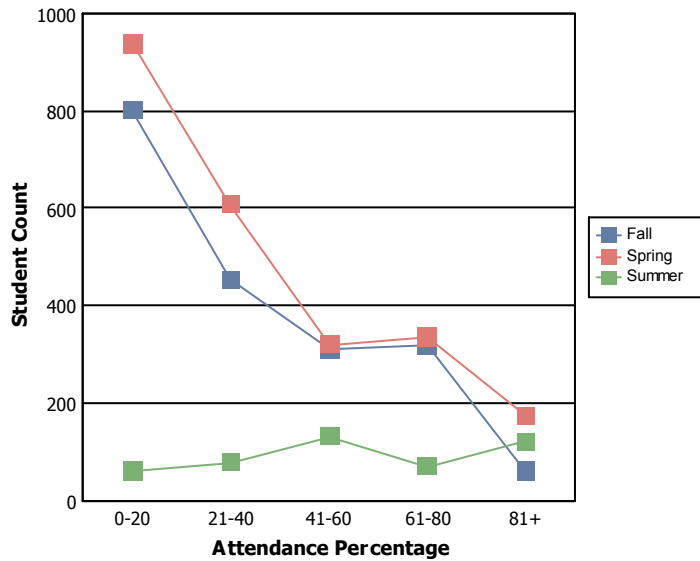
Grantee: Austin ISD**Combined Schools: Allison ES****Center: C1 - Allison ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
PE 5th Get Ready	19	0	35	33	13	12	0
Students In Service	152	0	2	15	8	8	0

Student Attendance Percentage - Grantee Level

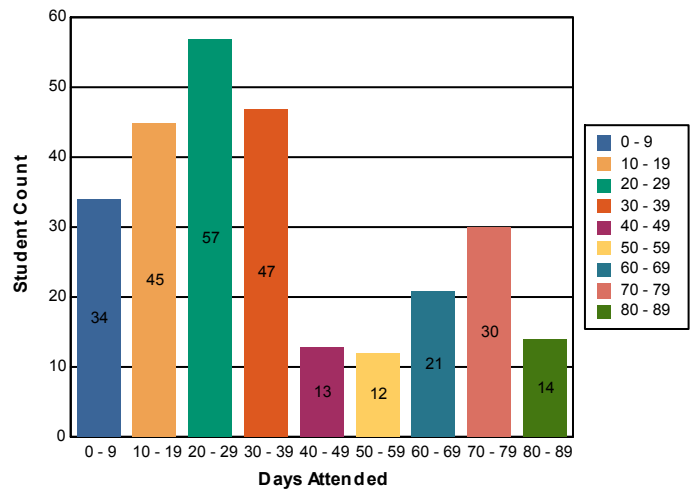
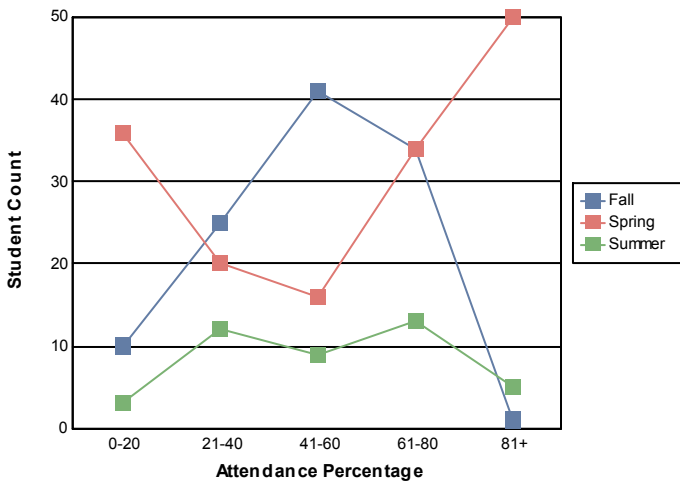
Printed Date: 8/15/2014

Grantee: Austin ISD



Attendance %	Fall	Spring	Summer
0-20	800	937	60
21-40	452	607	78
41-60	310	320	132
61-80	318	336	70
81+	61	174	120
Total	1,941	2,374	460

C1 - Allison ES



Attendance %	Fall	Spring	Summer
0-20	10	36	3
21-40	25	20	12
41-60	41	16	9
61-80	34	34	13
81+	1	50	5
Total	111	156	42

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