

Afterschool Centers on Education

Cycle 8 AISD

Austin Independent School District

Blazier 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 Blazier Elementary School in Austin Independent School District (AISD) served 239 students. This report examines program implementation and outcomes of the ACE program at Blazier Elementary School for the 2013–2014 school year. Major findings from this year's program implementation and student and parent outcomes are:

1. The ACE program at Blazier served 22% of students during the 2013–2014 school year. The non-regular participant group and the non-participant group received more male students than female students. The majority of students in all three participation groups were Hispanic. Fewer regular participants than non-regular and non-participants were classified as limited English proficient (LEP).
2. The program was implemented well during the first year. Student and parent surveys were conducted to obtain information on which classes they were interested in and their feedback to the program.¹
3. Academic outcomes were mixed at Blazier. Neither the regular participant group nor the non-regular participant group experienced an improvement in grade point average (GPA) in all four subjects from 2012–2013 to 2013–2014. However, both groups experienced a greater course completion during the same period. Attendance outcomes were positive at Blazier.
4. Both the regular participant group and the non-regular participant group experienced a decrease in mean absent days from 2012–2013 to 2013–2014.
5. Discipline outcomes were mixed at Blazier. The regular participant group experienced an increase in discretionary discipline removals, while they did not experience a change in mandatory removals. The non-regular participant group experienced an increase in mandatory discipline removals and a decrease in discretionary discipline removals.

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 Blazier Elementary School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. Provide transportation to afterschool program student participants
2. Hire more certified teachers

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.

3. Assign hourly temporary positions to maximize program hours on a weekly basis

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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 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.

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 afterschool 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 ACE program at Blazier implemented the following programs to achieve these objectives:

- STAARburst focused on helping students prepare for the State of Texas Assessment of Academic Readiness (STAAR) in the areas of math and reading.
- Time was designated to provide assistance to students in their homework completion. All students attend 30 minutes of homework time. During this time, each student had time to ask questions, work with other students, and finish his or her daily homework.
- Readers Theater was a curriculum written to explore English language arts in all areas for younger students.

This report examines outcomes for ACE Afterschool program at Blazier Elementary School, which served 239 students during the 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 Attendance*²

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 the both 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 students with a mandatory or discretionary discipline removal	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 programs are an integral part of the pipeline to graduation and college success. All of the services and activities for this project were designed based on research about what works in out-of-school time (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 uses an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality and trains all afterschool staff members on best practices for activity development and implementation. In addition, all of the project’s family engagement activities are 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 student 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 take a coordinated approach to engaging families so that those most in need will 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 including TAKS scores, student socio-economic 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, there is already a strong commitment by the school leadership, neighborhood association, service providers, police, and other collaborators 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 Widen 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 **Specific, Measurable, Attainable, Realistic, and Timely (SMART)**; staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide Youth Program Quality 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 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 Youth Program Quality (YPQ) training sessions that 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 strategy for implementation. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine student progress, and assess portfolios. Strategies for professional development included:

- Professional development for all afterschool instructors about Department of Education evidence-based practices in lesson planning, instruction, tutoring, and homework assistance.
- Professional development 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 for all afterschool instructors and staff about evidence-based Positive Behavior Support strategies.

Marketing. Successful marketing and program promotion is essential both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin marketing strategies focus on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasize both the community benefits of out-of-school-time 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 with 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 and will 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 increases student participation levels.

Logic Model

A logic model was designed to guide the implementation of the ACE program at Blazier Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Widen 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 Genevieve Deas, Site Coordinator <ul style="list-style-type: none"> • <u>Leti Pena, Principal</u> • <u>Wendy Bruck, School Councilor</u> • <u>Wendy Estrada, Parent Support Specialist</u> • Teachers: <ul style="list-style-type: none"> ○ Kalisse Kelly ○ Audrey Estupinan ○ Sue Verduzco ○ Shelby Knapp ○ Amy Arredondo ○ Kristina Reiser ○ Ilza Garcia • Classified Staff: <ul style="list-style-type: none"> ○ Jessica “Nikki” White • Temp Hourly Staff: <ul style="list-style-type: none"> ○ <u>Santa Aguirre</u> ○ <u>Ashley Foster</u> ○ Victoria VanDeRyt ○ Alexander Gooden ○ <u>Scott McCray</u> ○ Ayanna Edmonson ○ Wade Tomlinson ○ Alexandra Brown ○ <u>Alexandra Rayo</u> ○ Brooke Quain ○ Raenesha Jackson ○ Ana Valdez ○ Brittany Osoria • Vendor Staff <ul style="list-style-type: none"> ○ <u>4H</u> ○ <u>Latinitas</u> ○ <u>Young Rembrandts</u> ○ Leap Of Joy ○ <u>Active Life</u> ○ <u>Creative Action</u> ○ <u>Austin Film Society</u> ○ Roots and Rhythm • Parents • Students SUPPORT <ul style="list-style-type: none"> • Shirlene Justice, Project Administrator • <u>Guadalupe Ochoa, Grant Director</u> • <u>Jeanette, FES</u> • Data Support, Wanda Atwood • Accounting Support, Adrienne Bedford 	School Program Alignment <ul style="list-style-type: none"> • <u>MOU’s with campus on file</u> • <u>Curriculum aligned with district curriculum road map</u> • <u>TEKS aligned lesson plans</u> • <u>Needs Assessment</u> • <u>Campus Improvement Plans</u> • <u>Participation in Child Study Team</u> • <u>Participation on Campus Advisory Council</u> Recruiting and Retaining (right students, right mix of students) <ul style="list-style-type: none"> • <u>Students targeted for academic classes</u> • <u>Consideration of student Social/Emotional Need</u> • <u>Offer engaging activities</u> • <u>Teacher recommendations</u> • <u>Admin recommendations</u> Integrating Student and Family Voice <ul style="list-style-type: none"> • <u>Parent Surveys</u> • <u>Student Surveys</u> • <u>Parent Advisory Council</u> • Met with Administration early in the year • Met with Administration on a monthly basis 	Academic Support <ul style="list-style-type: none"> • <u>Homework Help</u> • <u>STAARburst</u> Enrichment <ul style="list-style-type: none"> • <u>Fine Arts Enrichment</u> • <u>STEM Enrichment</u> • <u>Literacy Enrichment</u> • <u>Leadership/Character Education</u> • <u>Health and Fitness</u> Family Engagement Parent Advisory Council <ul style="list-style-type: none"> • <u>Zumba</u> • Yoga • Parent Support Group- “Dealing with Trauma” • Parent’s In the Know College and Career <u>Get Ready</u>	STEM – offered 18 hours per week serving 72 students <ul style="list-style-type: none"> • English Language Arts(ELA) – offered 12.0 hours per week serving 96 students • Health and Fitness – offered 12.0 hours per week serving 96 students, plus PE each day for every kid for 30 additional minutes; totally 2.0 hours for 141 students • Fine Arts – offered 10.5 hours per week serving 48 students • College Readiness – offered 3 hours per week serving 15 students

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> • <u>Laurie Celli, TAC</u> • <u>Campus Leaders</u> • <u>Community Leaders</u> • <u>Social and Emotional Learning Dept.</u> • <u>RTI Department</u> • <u>Curriculum and Instruction Dept.</u> • <u>Innovation and Development</u> • <u>Travis County</u> • <u>City of Austin</u> • <u>KDK</u> • <u>UTeach</u> <p>CURRICULUM</p> <ul style="list-style-type: none"> • <u>Research based curriculum</u> • <u>Sherelle Patisaul, Curriculum Specialist</u> • <u>Desiree Morales, Quality Coordinator Dept</u> • <u>Central Texas Afterschool Network</u> 	<p>Ongoing Monitoring (data use and observation)</p> <ul style="list-style-type: none"> • <u>YPQ Assessments</u> • <u>TX 21 Monthly Attendance Reviews</u> • <u>Pre/post test</u> • <u>Other</u> <p>Professional Development</p> <ul style="list-style-type: none"> • <u>YPQ</u> • <u>Lesson planning and delivery</u> • <u>SEL, PBS, ELL</u> • <u>Structured Play</u> • <u>CPR/First Aide</u> • <u>Summer Learning</u> • <u>Best Practices</u> <p><u>CTAN University</u></p>		

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

Modifications

No comment was made by the site coordinator from Blazier about modifications.

Research Questions 3

Program Structure: Was the program implemented as intended?

Blazier 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?

Austin ACE programs have many great resources within the community and the partners with whom we work. We also have seasoned site coordinators, curriculum writers, and an overall

³ Program staff (site coordinator) from Blazier ACE program answered these research questions

large community of resource.

We also struggle to keep qualified and committed staff on board. The hiring process in our district is long and complicated. We often lose staff before they can get started just because of the time it takes to get them on board. The district trains and prepares staff to work in our programs, but then loses them to full-time positions elsewhere. In the spring, the site coordinator worked with certified teachers after school and tried to use part-time staff as much as possible. This allowed them to get in more hours and meant fewer staff needed training. It did, however, require a staff member to create two unit plans per unit and two sets of lesson plans per week. However, only one staff was trained in each of the various areas (e.g., best practice, YPQ, snack or food distribution).

Any lack of resources or issues with the resources has the potential to have a negative impact on the program. Therefore, staff at Blazier worked to overcome such obstacles by creating a strong buy-in on the campus and in the community early in the year. The aim was to foster trust on the part of participants and their families so the programs would be better able to navigate small glitches along the way. In future years, it is recommended that the budget allow for more certified teachers to deliver the academic curriculum and for part-time staff to help with physical fitness, homework, snack, and enrichment.

Implementation Practices: Were program practices well implemented?

Recruiting and retaining students was often difficult with older students due to the lack of class options. Getting students to come back in the fall was difficult due to staff changes, lack of quality curriculum, and discipline issues. The spring was also difficult due to testing, out-of-school sports (and other activities), and preparing for the major transition to middle school. In addition, older youth often had the option of going home on the school bus. Another issue was not having a late bus for students. Although Blazier school is very close to several neighborhoods, it does not have sidewalks or safe paths for travel from home to school.

Our district based curriculum, Texas Essential Knowledge and Skills (TEKS)-aligned lesson plans, campus-based needs assessments, and improvement plans were successful, meaningful, and thoughtfully planned and implemented in areas where we had strong committed staff.

Outputs–Activities: Are activities targeted to student needs?

The program's activities targeted many of our students' needs. As a new program on a fairly new campus in a fairly new community, the program is still working to identify needs. Using our campus needs assessments, meeting with the campus administration, reviewing data, and participating in Campus Advisory Councils (CAC) and PTA were all productive ways to help understand needs and plan accordingly. Time and timing were issues in the early phases of the program because

we needed to hire staff, find space, and plan and prepare the curriculum, even before knowing who the participants would be. In subsequent years, we will be better able to plan and prepare for the needs of not only our community but of our students.

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

In the spring, we introduced more classes at each grade level so students had a better selection of enrichment classes. We also were able to respond to the students’ and parents’ surveys and arrange for the requested classes.

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

Although the goal was to have an almost even distribution of program content, that was not always possible. Staffing and actual student sign-up affects what classes can stay on the schedule.

Program Participation

Student Demographics

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

Campus	Regular participants		Non-regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Blazier Elementary School	141	13%	98	9%	818	77%	1057	100%

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

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

Demographics	Blazier Elementary School	Participation status		
		Regular participants (n = 141)	Non-regular participants (n = 98)	Non-participants (n = 818)
Gender	Female	58%	41%	46%
	Male	42%	59%	54%
Ethnicity	American Indian or Alaska Native	0%	1%	0%
	Asian	2%	1%	2%
	Black or African American	8%	10%	8%
	Hispanic	76%	69%	78%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	6%	1%	2%
	White	9%	18%	10%
Limited English proficiency	% LEP	29%	20%	37%

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

The non-regular participant group and the non-participant group received more male students than female students. The majority of students in all three participation groups were Hispanic. Fewer

regular participants than non-regular and non-participants were classified as limited English proficient (LEP).

Student Attendance in ACE Activities

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

Activity category	Frequency
Academic enrichment learning program	3 times a week
Activity to promote youth leadership	18 hours/week
Career/job training	18 hours/week
Community service/service learning	12 hours/week
Expanded library service hours	1 hour/week
Homework help	2.5 hours/week
Promotion of family literacy	1 hour/week
Promotion of parental involvement	1 hour/week
Tutoring	2.5 hours/week
Violence prevention	3 hours/week

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

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	258	20%	258	20%
Enrichment	984	75%	984	75%
Family engagement	22	2%	22	2%
Career	63	5%	63	5%

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

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 an improvement in grade point average (GPA) in all four subjects from 2012–2013 to 2013–2014. However, both groups experienced a greater course completion during the same period.

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

Blazier Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.84	2.54	-0.31	2.85	2.74	-0.11
Math	2.84	2.62	-0.22	3.09	2.78	-0.31
Science	3.25	3.09	-0.16	3.35	3.00	-0.35
Social studies	3.34	3.24	-0.10	3.52	3.17	-0.34

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

Blazier Elementary School	Participation status				
	Regular participants		Course pass percentage point change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Course pass percentage	95.62%	97.28%	1.66%	96.10%	98.45%

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

Attendance Outcome

Average absent days of ACE program participants at Blazier 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 included both excused and unexcused absences. Results indicated that participants' mean absent days was lower in 2013–2014 than in 2012–2013.

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

Blazier Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	6.49	6.25	-0.24	6.02	5.26

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 school years 2012–2013 and 2013–2014. The regular participant group experienced an increase in discretionary discipline removals, while they did not experience a change in mandatory removals. The non-regular participant group experienced an increase in mandatory discipline removals and a decrease in discretionary discipline removals.

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

Blazier Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Type of discipline removal						
Mandatory	0.00	0.00	0.00	0.00	0.01	0.01
Discretionary	0.08	0.19	0.11	0.22	0.12	-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 an improvement in GPA in all four subjects from 2012–2013 to 2013–2014. However, both groups experienced a greater course completion during the same period. Given the mixed results for ACE Austin participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with the program’s goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of students at Blazier Elementary School.

Recommendation 2. Both the regular participant group and the non-regular participant group experienced a decrease in mean absent days from 2012–2013 to 2013–2014. It is recommended that attendance-related program components continued to be implemented at Blazier.

Recommendation 3. Given the mixed results for ACE participants related to discipline removals, it is recommended that academic-related afterschool programs implement changes to better align with the program’s goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of students at Blazier.

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 Blazier Elementary School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Provide transportation to afterschool program student participants
2. Hire more certified teachers
3. Assign hourly temporary positions to maximize program hours on weekly basis

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 afterschool 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 on 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 ACE Afterschool 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**

Grantee: Austin ISD

Combined Schools: Allison ES

Year: 2,014.00

C3 - Blazier ES

Student Counts

Total Students:	241	
Total Regular Students:	143	59%
Total Non-Regular Students:	98	41%

Student Counts by Ethnicity

1997 Standard

	Hispanic		Two or More							
Total:	174	72%	9	4%						
Regular:	106	44%	8	3%						
Non-Regular:	68	28%	1	0%						
	American Indian/Alaskan		Asian		African American		Hawaiian/Pacific		White	
Total:	1	0%	5	2%	23	10%	0	0%	29	12%
Regular:	0	0%	3	1%	14	6%	0	0%	12	5%
Non-Regular:	1	0%	2	1%	9	4%	0	0%	17	7%

Student Counts by Gender

Regular Male:	60	25%	Regular Female:	83	34%
Non-Regular Male:	59	24%	Non-Regular Female:	39	16%

Student Counts by Category

Regular:	LEP:	41	17%	Eco. Dis.:	111	46%	Special:	7	3%	At Risk:	81	34%	ESL:	7	3%	Migrant:	0	0%
Non-Regular:	LEP:	20	8%	Eco. Dis.:	65	27%	Special:	8	3%	At Risk:	52	22%	ESL:	5	2%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	17	7%	5th:	24	10%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	16	7%	5th:	24	10%	9th:	0	0%
	K:	0	0%	2nd:	16	7%	6th:	0	0%	10th:	0	0%
	K:	3	1%	2nd:	6	2%	6th:	0	0%	10th:	0	0%
				3rd:	44	18%	7th:	0	0%	11th:	0	0%
				3rd:	23	10%	7th:	0	0%	11th:	0	0%
				4th:	42	17%	8th:	0	0%	12th:	0	0%
				4th:	26	11%	8th:	0	0%	12th:	0	0%

Activity Average Daily Attendance

Printed Date: 8/18/2014

Grantee: Austin ISD**Combined Schools: Allison ES****Center: C3 - Blazier ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Activie 1B	11	0	4	4	8	6	0
Active - 1A	10	0	4	3	6	6	0
Active - 1A HOMEWORK	10	0	4	3	5	5	0
Active - 1A PE	10	0	4	3	5	5	0
Active 1B HOMEWORK	11	0	4	4	7	6	0
Active 1B PE	11	0	4	4	8	6	0
Active 2A	14	0	8	6	12	10	0
Active 2A HOMEWORK	14	0	8	6	11	10	0
Active 2A PE	14	0	8	6	11	10	0
Active Like Me - 1A	15	0	12	11	6	5	0
Active Like Me - 1B	15	0	12	12	7	6	0
Active Like Me - 2A	16	0	12	15	4	7	0
Active Like Me -2B	4	0	12	10	0	2	0
All Star 1A	10	0	4	3	6	5	0
All Star 1A HOMEWORK	10	0	4	3	5	4	0
All Star 1A PE	10	0	4	3	6	5	0
All Star Sports - 1B	17	0	12	10	8	7	0
Ballet	27	0	24	21	27	27	0
Ballet Homework	27	0	24	21	27	27	0
Ballet PE	27	0	24	21	27	27	0
Chess 1B	11	0	4	3	5	6	0
Chess 1B HOMEWORK	11	0	4	3	5	6	0
Chess 1B PE	11	0	4	3	5	6	0
Chess Club - 1B	14	0	12	10	7	6	0
Choir	30	0	12	12	21	20	0
Creative Act 4A	14	0	8	7	2	3	0
Creative Act 4A HOMEWORK	14	0	8	7	2	3	0
Creative Act 4A PE	14	0	8	7	2	3	0
Creative Action - 4A	17	0	24	23	5	4	0
Creative Move 3A	13	0	8	7	7	6	0
Creative Move 3A HOMEWORK	13	0	8	7	7	6	0
Creative Move 3A PE	13	0	8	7	3	3	0
Creative Movement - 3A	22	0	24	23	6	6	0
EL 3B	13	0	8	7	4	4	0
EL 3B HOMEWORK	13	0	8	7	4	4	0
EL 3B PE	13	0	8	7	4	4	0
EL 4B	6	0	8	7	1	2	0
EL 4B HOMEWORK	6	0	8	7	1	2	0
EL 4B PE	6	0	8	7	1	2	0
ELA - 4B	11	0	24	22	1	2	0
ELA 3d B	16	0	24	22	0	3	0
Film 4A	14	0	8	6	7	7	0
Film 4A PE	14	0	8	6	7	7	0
Film 4A HOMEWORK	14	0	8	6	8	7	0
Get Ready	15	0	16	13	9	8	0
Get Ready HOMEWORK	15	0	16	13	9	8	0
Get Ready PE	15	0	16	13	9	8	0
Get Ready Serv. Learning & Lea	20	0	48	43	7	7	0
Latinitas	6	0	12	11	6	6	0
Latinitas Homework	6	0	12	11	6	6	0
Latinitas PE	6	0	12	11	6	6	0
Leap 1B	11	0	4	3	5	6	0
Leap 1B HOMEWORK	11	0	4	3	5	6	0
Leap 1B PE	11	0	4	3	5	6	0
Leap of Joy - 1B	15	0	12	11	7	7	0

Activity Average Daily Attendance

Printed Date: 8/18/2014

Grantee: Austin ISD**Combined Schools: Allison ES****Center: C3 - Blazier ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Make It , Take It - 1st A	20	0	12	12	8	6	0
Make It 1A	10	0	4	4	7	5	0
Make It 1A HOMEWORK	10	0	4	4	7	5	0
Make It 1A PE	10	0	4	4	7	5	0
Make It 1B	11	0	4	3	8	6	0
Make It 1B HOMEWORK	11	0	4	3	8	6	0
Make It 1B PE	11	0	4	3	8	6	0
Make It, Take It - 1B	15	0	12	10	8	6	0
Math - 4B	12	0	24	21	3	3	0
Math 3B	17	0	24	22	6	6	0
Mathematics 3B	13	0	8	6	6	5	0
Mathematics 3B HOMEWORK	13	0	8	6	6	5	0
Mathematics 3B PE	13	0	8	6	6	5	0
Mathematics 4B	6	0	8	6	3	3	0
Mathematics 4B HOMEWORK	6	0	8	6	3	3	0
Mathematics 4B PE	6	0	8	6	3	3	0
Myth 2A	14	0	8	7	12	10	0
Myth 2A HOMEWORK	14	0	8	7	12	10	0
Myth 2A PE	14	0	8	7	12	11	0
Mythbusters - 2A	16	0	24	23	6	6	0
Parent Literacy Program	0	59	1	3	0	0	23
Roots 1A	10	0	4	3	7	7	0
Roots 1A HOMEWORK	10	0	4	3	7	7	0
Roots 1A PE	10	0	4	3	7	7	0
Roots and Rythms - 1A	15	0	12	11	7	6	0
STEM - Film Club - 4A	18	0	24	22	5	5	0
Storybook Theatre - 2A	8	0	12	10	0	2	0
Storybook Theatre - 2B	4	0	12	11	0	2	0
Tech 3A	13	0	8	6	6	5	0
Tech 3A HOMEWORK	13	0	8	6	6	6	0
Tech 3A PE	13	0	8	6	7	6	0
Technology 3A	10	0	24	21	3	4	0
Zumba	0	7	5	7	0	0	2

Activity Average Daily Attendance

Printed Date: 6/12/2014

Grantee: Austin ISD**Combined Schools: Allison ES****Center: C3 - Blazier ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
3rd STAARBURST ELA	5	0	28	25	4	4	0
4th STAARBURST ELA	6	0	28	25	3	4	0
4th STAARBURST Math - 4	7	0	33	31	6	6	0
Active Life 2nd & 3rd	22	0	35	33	11	11	0
Active Life Kinder-1s	15	0	36	33	7	8	0
Animal Science 2nd grade	17	0	36	33	9	9	0
Arts and Culture	7	0	11	11	4	5	0
Ballet Folk - Cruz	9	0	18	22	9	9	0
Ballet Folk - Osaria	10	0	18	23	9	9	0
Ballet Folklorico 3rd-5th	24	0	17	18	20	20	0
Choir	55	0	17	21	46	46	0
Creative Action 4th & 5th	18	0	36	33	9	9	0
Creative Movement 2nd & 3rd	17	0	36	35	10	11	0
Culture in Action	5	0	14	10	5	5	0
Field Games	10	0	17	13	3	4	0
Flag Football - 4th & 5th	38	0	36	33	24	25	0
Get Ready	11	0	35	33	4	4	0
Homework 4th STAARBURST Math-4	7	0	33	31	6	6	0
HW 3rd STAARBURST ELA	5	0	28	25	4	4	0
HW 3rd STAARBURST MATH	12	0	33	31	6	7	0
HW 4th STAARBURST ELA	6	0	28	25	3	4	0
HW Active Life 2nd & 3rd	22	0	35	33	10	10	0
HW Active Life Kinder-1	15	0	36	33	7	8	0
HW Animal Science 2nd grade	17	0	36	33	8	8	0
HW Arts and Culture	10	0	11	11	5	6	0
HW Creative Action 4th & 5th	18	0	36	33	9	10	0
HW Creative Movement 2nd & 3rd	17	0	36	33	10	11	0
HW Get Ready	11	0	35	33	3	3	0
HW Readers Theatre	11	0	36	33	6	6	0
HW Sports and Outdoors 1st	13	0	35	33	7	8	0
HW STEM Film Club 4th & 5th	16	0	35	33	10	10	0
HW Step/Drill Team	10	0	35	33	5	5	0
Latinitas	13	0	17	14	8	8	0
Parent 411	0	32	5	5	0	0	7
PE 3rd STAARBURST ELA	5	0	28	25	4	4	0
PE 3rd STAARBURST MATH	12	0	33	31	6	7	0
PE 4th STAARBURST MATH	7	0	33	31	6	6	0
PE 4thSTAARBURST ELA 4	6	0	28	25	3	4	0
PE Active Life 2nd & 3rd	22	0	35	33	10	11	0
PE Active Life Kinder-1	15	0	36	33	7	8	0
PE Animal Science 2nd grade	17	0	36	33	8	9	0
PE Arts and Culture	7	0	11	11	4	5	0
PE Creative Action 4th & 5th	18	0	36	33	10	10	0
PE Creative Movement 2nd & 3rd	17	0	36	33	9	10	0
PE Get Ready	11	0	35	33	3	3	0
PE Readers Theatre	11	0	36	33	6	6	0
PE Sports & Outdoors 1st	13	0	35	33	8	8	0
PE STEM - Film Club 4th & 5th	16	0	35	33	10	10	0
PE Step/Drill Team 4th & 5th	10	0	35	34	5	5	0
Readers Theatre	11	0	36	33	6	7	0
Sports & Outdoors 1st	13	0	35	33	8	8	0
STAARBURST Math - 3rd	12	0	33	31	6	7	0
STEM Film Club 4th & 5th	17	0	35	34	10	10	0
Step/Drill Team 4th and 5th	10	0	35	34	5	5	0
Yoga	0	2	4	7	0	0	1

Activity Average Daily Attendance

Printed Date: 6/12/2014

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C3 - Blazier ES

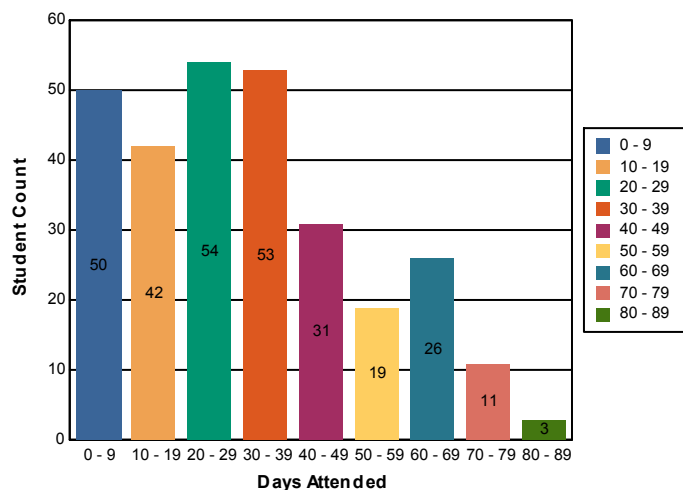
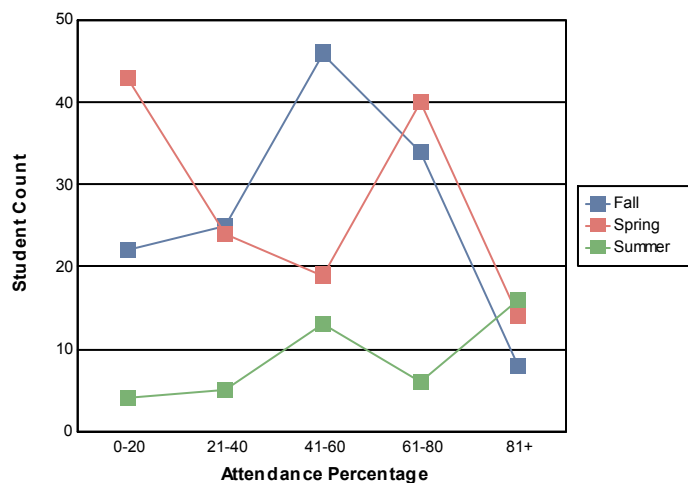
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
zLast Week of Fall Programming	118	0	5	5	41	36	0
Zumba	0	3	5	14	0	0	2

Student Attendance Percentage - Grantee Level

Printed Date: 8/15/2014

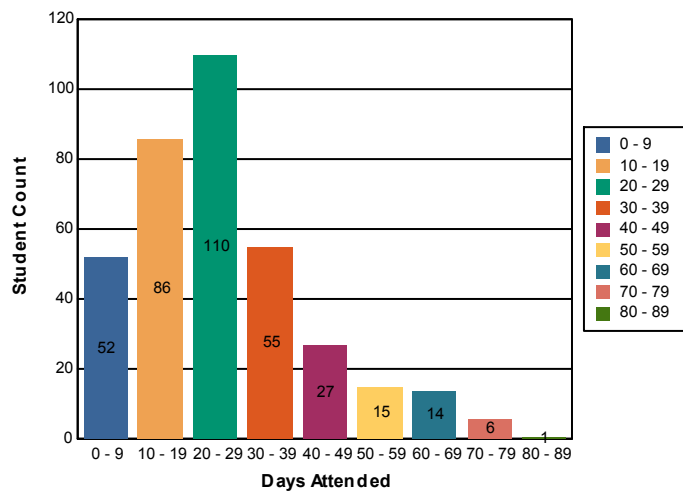
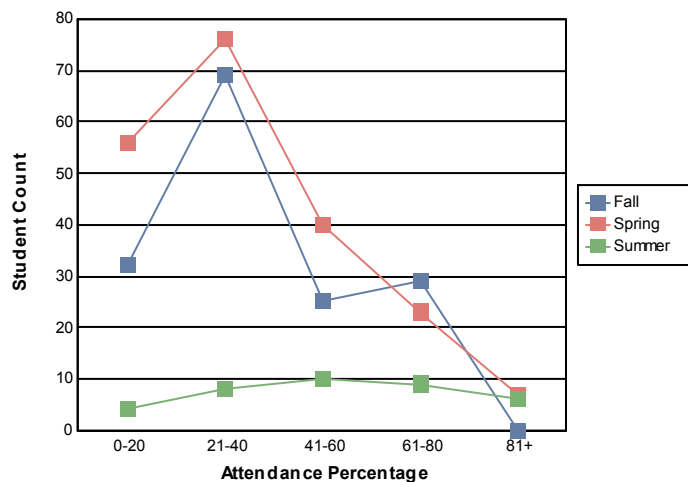
Grantee: Austin ISD

C2 - Blanton ES



Attendance %	Fall	Spring	Summer
0-20	22	43	4
21-40	25	24	5
41-60	46	19	13
61-80	34	40	6
81+	8	14	16
Total	135	140	44

C3 - Blazier ES



Attendance %	Fall	Spring	Summer
0-20	32	56	4
21-40	69	76	8
41-60	25	40	10
61-80	29	23	9
81+	0	7	6
Total	155	202	37

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