Afterschool Centers on Education

Cycle 7 AISD

Austin Independent School District

Brown 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 Brown Elementary School in Austin Independent School District (AISD) served 223 students. This report examines program implementation and outcomes of the ACE program at Brown 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. Half the regular participant and non-participant groups were females, but for the non-regular group, the majority of participants were male. The majority of students in all three groups were Hispanic. A large proportion of regular and non-participants, and nearly half of non-regular participants, were classified as limited English proficient (LEP).
2. The program reached targeted students and their families, and program activities were implemented as planned.[1]
3. The parent survey results indicated that family nights/performances received the most parent attendance (48%), followed by Zumba (26%) and English as a second language (22%).
4. Attendance outcomes were mixed at Brown. From year 2012–2013 to 2013–2014, regular participants experienced a decrease in absent days, while the non-regular participants experienced an increase in absent days.
5. Academic outcomes were mixed at Brown. Regular participants received a lower mean grade point average (GPA) in all subjects, except math, in 2013–2014 than in 2012–2013. The mean GPA of non-regular participants decreased in all subjects during the last school year. However, the course passing rates of regular participants and non-regular participants increased during the same period.
6. Mandatory removals for both regular and non-regular participants remained the same between 2012–2013 and 2013–2014. However, the percentage of regular and non-regular participants with discretionary removals increased in the past year.

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

1. Offer more opportunities for school-day staff and afterschool staff to collaborate and train together

[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.

2. Make scheduled appointments for afterschool staff to be trained in all Youth Program Quality (YPQ) modules
3. Regularly receive input from students and parents about the classes being offered

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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

Brown Elementary School at AISD faced challenges such as a high rate of non-English speaking students, offering prekindergarten (pre-K) classes, homework, few opportunities for school-day staff to collaborate with afterschool staff, and students' deficiencies with literacy and reading.

The school did not offer a class that teaches English, but Brown students were challenged to work on their English language proficiency in all afterschool classes.

Regarding students' homework difficulties, staff offered 30-minute homework sessions on 5 days per week. Staff held workshops to discuss possible solutions to the issue with parents, who were asked to help the site coordinator and the principal brainstorm ways to effectively assist students during the 30-minute homework sessions.

To address students' literacy and reading deficiencies, staff offered English language arts classes to students in 3rd and 4th grade and encouraged the creation of journals by students in 5th grade during the Get Ready classes. This program encouraged 5th graders to attend college and become more responsible. Students were given opportunities once a week to work as teacher assistants for the afterschool instructors and were asked to use their journal writing to reflect on their experiences.

In addition, Brown implemented STAARburst, a preparatory class for State of Texas Assessment of Academic Readiness (STAAR) math and English language arts. A certified mentor teacher (CMT, a school day teacher) was hired to support the afterschool STAARburst instructors and to debrief with them about their students' progress.

Finally, Brown staff offered storytelling to students in kindergarten and in 1st grade, and offered 2x2 book classes and Pet PALS computer literacy classes to students in 2nd grade. Storytelling classes focused on reading and encouraged students to become immersed in their books and reflect on their reading with hands-on activities. The 2x2 program consisted of a list of books the campus librarian shared with staff. Second graders read every book on the list and finished a hands-on project for each book. Pet PALS classes were computer literacy classes that allowed 2nd graders to write to imaginary animal pen pals. Staff created responses from the animal pen pals and allowed the students to read and continue the chain of letters.

This report examines outcomes for the ACE program at Brown Elementary School, which served 223 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, it was found that in 2013-2014, there was a negative correlation between the number of days students were enrolled and their absenteeism rate (r = -.29, p < .0001), i.e., students who are enrolled fewer days of the school year are absent for a greater proportion of those days. An absence or attendance rate, which 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 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' leaning; 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 Brown 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 Brown Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Brown 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 Veronica Granados, Site Coordinator • Veronica Sharp, Principal • Linda Tristan-Perez, Parent Support Specialist • Teachers- (18 that allow us to use their classroom space) • Classified Staff- (3) • Certified Staff- (1) • Temp Hourly Staff- (12) • Vendor Staff- (7) • Parents - (50+) • Students - (210) • Volunteers- (5) • Community Partners- (1) **SUPPORT** • Shirlene Justice, Project Administrator • Lupe or John, Grant Director • Elena or Jeanette, FES • Data Support, Wanda Atwood • Accounting Support, Adrienne or Treasure • Laurie Celli, TAC	**School Program Alignment** • MOU's with campus on file • Curriculum aligned with district curriculum road map • TEKS aligned lesson plans • Needs Assessment • Campus Improvement Plans • Member of Brown PTA • Participation on Campus Advisory Council **Recruiting and Retaining (right students, right mix of students)** • Students targeted for academic classes • Consideration of student Social/Emotional Need • Offer engaging activities **Integrating Student and Family Voice** • Parent Surveys • Student Surveys • Parent Advisory Council **Ongoing Monitoring (data use and observation)** • YPQ Assessments • TX 21 Monthly	**Academic Support** • Homework Help • STAARburst **Enrichment** • Fine Arts Enrichment • STEM Enrichment • Literacy Enrichment • Leadership/Character Education • Health and Nutrition • Physical Activity • PRE-K Program **Family Engagement** Parent Advisory Council List your classes here • Basic Computer Class • Zumba • Parent Soccer Booster Club **College and Career** • Get Ready **Snack Program** • Side by Side Kids	**Students:** • **Homework Help- offered 20 hours a week serving 114 students** • **STAARburst- offered 12 hours a week serving 26 students** • **Fine Arts- offered 13.5 hours per week serving 54 students** • **STEM- offered 12.5 hours per week serving 66 students** • **Literacy- offered 12 hours per week serving 43** • **Leadership/Character Education- offered 4.5 hours a week serving 32 students** • **Health and Nutrition- offered 10 hours a week serving 55 students** • **Physical Activity- offered 40 hours a week serving 114 students** • **PRE-K Program- offered 5 hours a week serving 33 students** • **Get Ready for College- offered 1.5 hours a week serving 13 students** • **Snack Program- offered 20 hours a week serving 73 students** **Parents:** • **Basic Computer Class- offered 2 hours a week serving 5 parents** • **Zumba- (will begin on Nov. 13; will be offered 1 hour a week; anticipate 15 parents)**

• Campus Leaders • Community Leaders • Social and Emotional Learning Dept. • RTI Department • Curriculum and Instruction Dept. • Innovation and Development Dept • Central Texas Afterschool Network • Travis County • City of Austin • KDK • UTeach • Side By Side Kids at Brown **CURRICULUM** • Research based curriculum • Sherelle Patisaul, Curriculum Specialist • Desiree Morales, Quality Coordinator Staff with experience	Attendance Reviews • Pre/post test • Staff meetings and feedback **Professional Development** • YPQ • Lesson planning and delivery • SEL, PBS, ELL • Structured Play • CPR/First Aide • Summer Learning • Best Practices • Monthly staff meetings • CTAN University Staff trainings		**Parent Soccer Booster Club: offered 1 hour a month serving (8 parents as of Nov. 11)**

Modifications

Parent classes (e.g., Zumba and homework workshops) were offered; computer classes and soccer booster club were not offered in the spring semester. The program staff also took part in Lights off After School the first semester but not the second.

Research Questions

Program Structure: Was the program implemented as intended?

Brown Elementary School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation

The site director rated the Brown afterschool program as a 7. We have met all requirements, serve our families with their betterment in mind, and are passionate about not only offering enrichment to our students but also possibilities to improve academically.

Resources: Were requisite resources available for program success?

Brown staff had a very involved principal; this encouraged school-day teachers and the parent support specialist to be involved with the afterschool program, as well. Every year offers an opportunity to do better than the year before; therefore there is room for improvement. For example, one staff member stated, "I am a trainer for our YPQ modules. Unfortunately, I did not take advantage of that when training the afterschool staff. I have spoken to the principal and have decided all afterschool instructors will be trained by me within the 2014 Fall semester and the 2015 Spring semesters."

Overall, based on the number of resources available, the program contributed a great quality of support, and classes were effective in both the social learning and STAAR practice of Brown students.

Implementation Practices: Were program practices well implemented?

With regard to homework, in the past, school-day teachers were asked to provide their homework calendars in order to better supervise and assist with homework after school. Because this was not a very successful tactic, all afterschool staff were trained on the YPQ Homework Help module, school-day staff were debriefed on the module. This tied teachers and administration together and allowed staff to provide better assistance with homework (this was discussed with parents in parent workshops).

With regard to communication with school-day staff, the program manager and Brown's principal discussed opportunities to bring school-day staff and afterschool staff together during professional development activities. This was expected to foster familiarity and an increase in collaboration, thus unifying program staff and teachers for the betterment of the students.

With regard to collaboration with parents, in the past, it has been difficult to bring parents together to brainstorm unless they were offered student entertainment (e.g., a showcase).

Outputs–Activities: Were activities targeted to student needs?

SCs were asked to use the YPQ models when observing afterschool classes. After every observation the SC debriefed and brainstormed modifications with the afterschool instructor being observed. After debriefing, a follow-up observation and a discussion were planned, and the SC and instructor worked together to improve the class.

Another method of modifying classes or the program was through discussions with the school principal. Staff had follow-up meetings to discuss the afterschool program. In those meetings, they discussed what was working and what needed to be modified.

Lastly, the site director attended school CAC meetings; these allowed the site director to stay abreast of school activities and to prepare any changes in advance in order to coordinate with the school-day activities.

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

The strategies used at Brown for lack of student participation were:

1. Call parents
2. Speak to school day teacher
3. Get help from principal
4. Allow an incentive (Bobcat Bucks) for attendance

The only time staff had to modify an actual class was in the STAARburst classes in the spring. School-day teachers were tutoring the same students who had enrolled in these classes during afterschool hours. Staff spoke to the school-day teachers and principal and were able to adjust the schedule so STAARburst classes began after tutoring was over, and school-day teachers allowed classroom space to be used after their tutoring was over.

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

When planning afterschool classes and creating the afterschool schedule for the fall semesters the following occurred:

1. The site director spoke to the principal to discuss academic needs for each grade level. Based on that discussion, afterschool instructors were hired (preferably with/working toward a degree in that subject) and academic classes were created.
2. The site director followed up on what was popular in the program in the past, considered vendor and teacher accountability, and spoke to the principal to decide which enrichment classes to offer. After these components took place, staff and vendors were hired to cover the classes.
3. Parents were asked to give input about what classes they would like offered. A discussion about parent classes took place in CAC meetings, and based on feedback from parents and CAC members, the site director planned the family and parent classes.
4. Get Ready classes were a requirement; therefore these classes for college encouragement and preparation were offered to all 5th graders in the afterschool program.

When planning afterschool classes and creating the afterschool schedule for the spring semesters, the site director tried to retain afterschool instructors, attempted to offer students a class they had not had, and looked at the prior fall semester offerings to determine which classes to offer. Because more than 80% of the fall students carried over to the spring semester, looking back at the fall semester allowed the site director

to consider what students enjoyed most so those classes could be offered in the spring. After this was done, the same steps used in the fall semester were followed.

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	%
Brown Elementary School	197	40%	26	5%	267	54%	490	100%

Source. ACE 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	Brown Elementary School	Participation status		
		Regular participants (*n* = 197)	Non-regular participants (*n* =26)	Non-participants (*n* =267)
Gender	Female	50%	40%	50%
	Male	50%	60%	50%
Ethnicity	American Indian or Alaska Native	1%	0%	0%
	Asian	0%	0%	1%
	Black or African American	5%	8%	5%
	Hispanic	93%	76%	88%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	3%
	White	1%	16%	3%
Limited English proficiency	% LEP	70%	52%	64%

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

Similar numbers of female and male students were included in the regular ACE participant group and non-participant group. The non-regular participant group received more male students than female students. The majority of students in all three participation groups were Hispanic. A larger percentage of

African American students were non-regular participants than were regular or non-participant. Although more than half the students were classified as limited English proficient (LEP) in all three groups, fewer non-regular participants than regular and non-participants were classified as LEP.

Brown is composed predominantly of students of Hispanic origin. All students at Brown were encouraged to attend the afterschool program. Specific recruitment only took place when it was conducted by a school-day staff member or the principal, or when it occurred in a specific class (e.g., Goats or STAARburst). Program staff attempted to retain all students by simply carrying them over into the spring semester. A waiting list was made so that if a student dropped out of the program for any reason, staff were able to fill that student's place immediately.

Student Attendance in ACE Activities

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

Activity category	Frequency	Percent
Academic enrichment learning program	daily	
Career/job training	2 days a week	
Homework help	weekly	
Promotion of parental involvement	weekly	
Recreational activity	daily	
Other	weekly	

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

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	550	34%	550	34%
Enrichment	981.5	61%	981.5	61%
Family engagement	20	1%	20	1%
Career	69	4%	69	4%

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.

ACE Austin regular participants in Brown Elementary School received a lower mean GPA in all subjects, except math, in 2013–2014 than in 2012–2013. The mean GPA of non-regular participants decreased in all subjects during the last school year. However, the course passing rates of regular participants and non-regular participants increased during the same period.

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

Brown Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.97	2.95	-0.01	3.21	2.68	-0.53
Math	2.97	2.99	0.03	3.00	2.77	-0.23
Science	3.15	3.13	-0.02	3.21	3.00	-0.21
Social studies	3.24	3.12	-0.12	3.42	3.05	-0.38

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

Brown 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	95.17%	97.25%	2.08%	96.06%	96.13%	0.07%

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

Attendance Outcome

Average absent days of ACE program participants at Brown 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 regular

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

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

Brown Elementary School	Participation status					
	Regular participants		Days absent change	Non-regular participants		Days absent change
Attendance	2012–2013	2012–2013		2012–2013	2012–2013	
Mean days absent	4.13	3.90	-0.24	4.13	5.15	1.03

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 percentage of regular participants and non-regular participants with mandatory removals in Brown Elementary School were unchanged from 2012–2013 to 2013–2014. However, the percentage of regular participants and non-regular participants with discretionary removals increased last year.

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

Brown 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	0.06	0.16	0.10	0.00	0.08	0.08

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. ACE Austin regular participants in Brown Elementary School received a lower mean GPA in 2013–2014 than in 2012–2013 in all subjects except math. The mean GPA of non-regular participants decreased in all subject during the last school year. However, the course passing rates of regular participants and non-regular participants increased during the same period.

Given the mixed results for ACE Austin participants related to GPA and course passing rates, it is recommended that academic-related afterschool programs implement changes to better align with program's goals. In addition, refinements to components that are effective should be ongoing, so they can continue to meet the needs of students at Brown. Because the regular participants showed generally better academic achievement than did non-regular participants, it is recommended that program staff use strategies to encourage increased program participation by students to better their academic outcomes.

Recommendation 2. The mean absent days decreased from 2012–2013 to 2013–2014 for regular participant and increased for non-regular participants at Brown Elementary School. It is recommended that program staff use strategies to encourage increased program participation by students to improve attendance outcomes.

Recommendation 3. The percentage of regular participants and non-regular participants with mandatory removals in Brown Elementary School was unchanged from 2012–2013 to 2013–2014. However, the percentage of regular participants and non-regular participants with discretionary removals increased last year. 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 Brown 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 Brown Elementary School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Offer more opportunities for school-day staff and afterschool staff to collaborate and train together
2. Make scheduled appointments for afterschool staff to be trained in all YPQ modules
3. Regularly receive input from students and parents about the classes being offered

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 229 parents of students who participated in ACE Austin Cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that family nights/ performances (48%) received most parent attendance this past year, followed by Zumba (26%) and English as a second language (ESL) (22%) (Table 11). Respondents recommended the ACE program offer the following classes: ESL (23%), family nights/ performance (21%) 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	20%
English as a second language	22%
Family Nights/Performances	48%
Literacy	6%
Love & Logic	4%
Social & Emotional Learning	0%
Strengthening families	5%
Zumba	26%

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 (78%), opportunity to have fun (67%), and homework help (65%).

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	78%
Classes that encourage creativity	63%
Participation in sports and other physical activity	60%
Opportunity to have fun	67%
It's free of charge	63%
Free summer camp	37%
Fieldtrips	37%
Homework help	65%

Source. ACE Austin Parent Survey 2014

The majority (82% 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 (82%) 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 afterschool program (98%). 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

Printed Date: 8/5/2014

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Year: 2014

C5 - T.A. Brown ES

Student Counts

Total Students:	223	
Total Regular Students:	197	88%
Total Non-Regular Students:	26	12%

Student Counts by Ethnicity

1997 Standard

	Hispanic	% of Tot	% of Sub Pop	Two or More	% of Tot	% of Sub Pop	White	% of Tot	% of Sub Pop	American Indian/Alaskan	% of Tot	% of Sub Pop
Total:	**203**	**91%**		**2**	**1%**		**6**	**3%**		**1**	**0%**	
Regular:	182	82%	92%	2	1%	1%	3	1%	2%	1	0%	1%
Non-Regular:	21	9%	81%	0	0%	0%	3	1%	12%	0	0%	0%

	Asian	% of Tot	% of Sub Pop	African American	% of Tot	% of Sub Pop	Hawaiian/Pacific	% of Tot	% of Sub Pop
Total:	**0**	**0%**		**11**	**5%**		**0**	**0%**	
Regular:	0	0%	0%	9	4%	5%	0	0%	0%
Non-Regular:	0	0%	0%	2	1%	8%	0	0%	0%

Student Counts by Gender

Regular Male:	97	43%	**Regular Female:** 100 45%
Non-Regular Male:	17	8%	**Non-Regular Female:** 9 4%

Student Counts by Category

			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop
Regular:	**LEP:**	136	61%	69%	**Eco. Dis.:**	185	83%	94%	**Special:**	13	6%	7%
Non-Regular:	**LEP:**	10	4%	38%	**Eco. Dis.:**	19	9%	73%	**Special:**	0	0%	0%
Regular:	**At Risk:**	164	74%	83%	**ESL:**	3	1%	2%	**Migrant:**	0	0%	0%
Non-Regular:	**At Risk:**	17	8%	65%	**ESL:**	0	0%	0%	**Migrant:**	0	0%	0%

Student Counts by Grade Level

Regular:	**PreK:**	35	16%	**1st:**	27	12%	**5th:**	21	9%	**9th:**	0	0%
Non-Regular:	**PreK:**	1	0%	**1st:**	2	1%	**5th:**	3	1%	**9th:**	0	0%
	K:	28	13%	**2nd:**	29	13%	**6th:**	0	0%	**10th:**	0	0%
	K:	5	2%	**2nd:**	6	3%	**6th:**	0	0%	**10th:**	0	0%
				3rd:	27	12%	**7th:**	0	0%	**11th:**	0	0%
				3rd:	5	2%	**7th:**	0	0%	**11th:**	0	0%
				4th:	30	13%	**8th:**	0	0%	**12th:**	0	0%
				4th:	4	2%	**8th:**	0	0%	**12th:**	0	0%

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C5 - T.A. Brown ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
0A. Pink Cooking/Health K	11	0	24	24	9	9	0
0A. Pink Creative Action K	11	0	24	21	9	9	0
0B. Red Cooking/Health K	11	0	24	21	9	9	0
0B. Red Literacy K	11	0	24	24	9	9	0
1A: Blue ACTIVE Life	10	0	23	20	7	7	0
1A: Blue Make and Take Chess	10	0	24	24	7	7	0
1B: Purple ACTIVE Life	9	0	24	24	8	8	0
1B: Purple Make and Take Chess	9	0	24	21	7	7	0
2A. Yellow Literacy	9	0	24	24	8	8	0
2A. Yellow Science	9	0	24	21	8	8	0
2B. Orange Health/Fine Arts	9	0	24	24	7	7	0
2B. Orange Literacy	9	0	24	21	7	7	0
3A. Gold STAARburst ELA 3rd	12	0	24	24	10	10	0
3A: GOLD STAARburst Math 3rd	12	0	24	21	10	10	0
3rd/4th gr A.Newzies Book Club	13	0	24	21	11	11	0
3rd/4th gr B.Newzies Book Club	7	0	24	24	6	6	0
3rd/4th/5th C. White GOATS	7	0	24	25	6	6	0
4A. Silver STAARburst ELA 4th	12	0	24	24	10	9	0
4A. Silver STAARburst Math 4th	12	0	24	21	10	10	0
5A. Green Get Ready 5th	13	0	24	23	10	10	0
5A. Green Rhythm 5th Mon	12	0	12	10	9	8	0
5A. Green SOUL Sessions	10	0	12	12	8	8	0
5A. Green Youth in Motion 5th	12	0	12	10	11	10	0
A.SideXSide Kids Snack Program	71	0	54	51	60	58	0
B. PreK Program	32	0	69	66	27	24	0
Family Zumba	0	12	4	3	0	0	8
Fun Friday Programming	30	0	11	11	22	19	0
Parent Computer Literacy	0	6	10	10	0	0	3
Z. CATS Club first 2 wks	38	0	7	7	31	30	0

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C5 - T.A. Brown ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
0AA Kinder Pink PE	7	0	76	69	7	7	0
0AB Kinder Pink Cooking	10	0	19	17	8	7	0
0AB Kinder Pink Creation	10	0	19	18	7	6	0
0AB Kinder Pink Fitness	10	0	19	17	6	6	0
0AB Kinder Pink Literacy	10	0	19	17	6	6	0
0AC Kinder Pink Homework	7	0	76	69	7	7	0
0BA Kinder Red PE	7	0	76	69	7	7	0
0BB Kinder Red Cooking	9	0	19	18	6	6	0
0BB Kinder Red Creation	9	0	19	17	6	6	0
0BB Kinder Red Fitness	10	0	19	17	7	6	0
0BB Kinder Red Literacy	9	0	19	17	7	6	0
0BC Kinder Red Homework	9	0	76	69	7	7	0
0CA- Kinder Merge	14	0	8	8	12	13	0
1A 1st Orange PhysicalActivity	9	0	76	69	8	8	0
1B 1st Orange 4H	11	0	38	34	5	5	0
1B 1st Orange Campfire	11	0	19	18	7	7	0
1B 1st Orange Chess	4	0	19	17	4	4	0
1B 1st Orange Literacy	11	0	19	17	8	7	0
1B 1st Orange LoJ	7	0	19	17	5	4	0
1C 1st Orange Homework	9	0	76	69	9	9	0
1DA-1st/2nd Merge	15	0	8	8	11	12	0
1DB-1st/2nd Leap of Joy Merge	10	0	2	2	9	9	0
2A 2nd Yellow PE	10	0	76	69	8	8	0
2B 2nd Yellow Fine Arts	11	0	19	17	9	8	0
2B 2nd Yellow literacy	11	0	38	35	8	7	0
2B 2nd Yellow Music	11	0	19	17	8	7	0
2C 2nd Yellow Homework	10	0	76	69	8	8	0
3A 3rd Blue Physical Activity	11	0	76	69	7	7	0
3B 3rd Blue Arts	14	0	18	17	4	5	0
3B 3rd Blue Fitness	13	0	19	17	5	6	0
3B Blue Tasty Tech	14	0	38	35	8	7	0
3C 3rd Blue Homework	14	0	76	69	7	7	0
3DA 3rd STAARBURST PE	15	0	48	44	6	6	0
3DB STAARBURST Math Gold	8	0	25	23	7	7	0
3DC STAARBURST ELA Gold	8	0	26	22	6	6	0
3DD 3rd STAARBURST HW	15	0	48	43	6	6	0
3EA-3rd/4th Merge	13	0	8	8	12	12	0
4A 4th Purple PhysicalActivity	9	0	76	69	6	6	0
4B 4th Purple Fitness	11	0	38	35	6	5	0
4B 4th Purple Newzies	11	0	38	34	6	6	0
4C 4th Purple Homework	9	0	76	69	6	7	0
4DA 4th STAARBURST PE	9	0	48	43	6	6	0
4DB STAARBURST Math Silver	6	0	25	23	6	6	0
4DC STAAARBURST ELA Silver	6	0	26	22	6	6	0
4DD 4th STAARBURST HW	9	0	48	43	5	6	0
4EA- 4th/5th Merge	13	0	8	8	12	12	0
5A 5th Green Physical Activity	7	0	76	69	6	6	0
5B 5th Green Arts	10	0	19	18	7	6	0
5B 5th Green Garden	10	0	19	17	7	6	0
5B 5th Green Get Ready	10	0	38	34	7	6	0
5C 5th Green Homework	7	0	76	69	7	6	0
6H Fun Friday	37	0	19	15	25	25	0
Last Week of Fall Programming	89	0	4	4	83	83	0
Last weeks of Fall Program PK	30	0	10	10	24	23	0
Parent Zumba	0	33	18	24	0	0	7

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

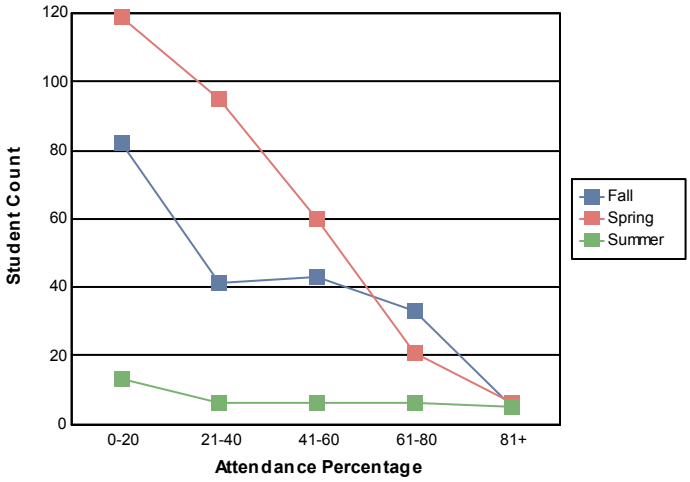
Center: C5 - T.A. Brown ES

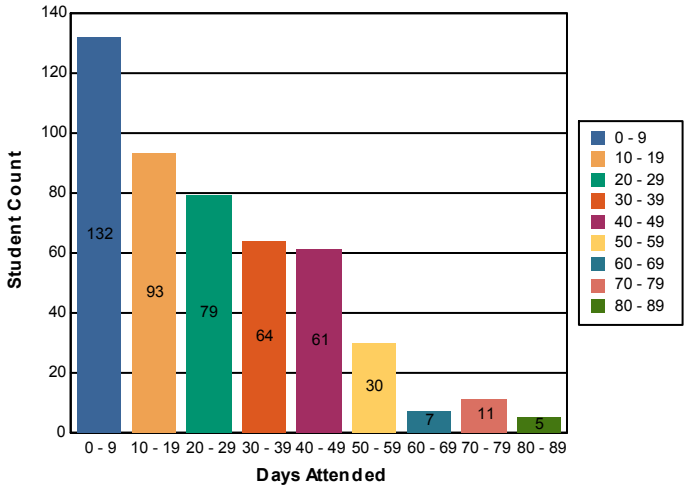
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Parents in the Know	0	31	6	8	0	0	5
PreK Spring 2014	31	0	106	95	26	26	0

Printed Date: 8/5/2014

Grantee: Austin ISD

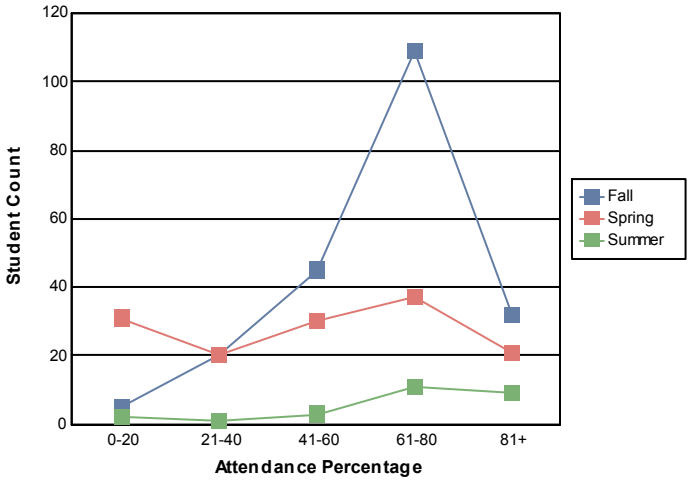
C4 - Mendez MS

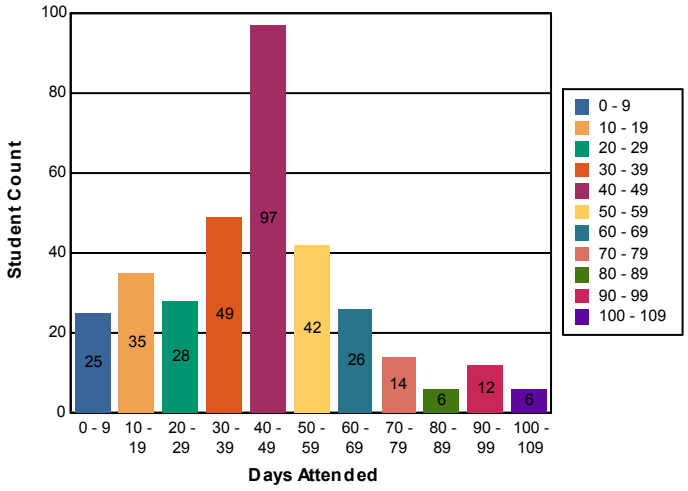




Attendance %	Fall	Spring	Summer
0-20	82	119	13
21-40	41	95	6
41-60	43	60	6
61-80	33	21	6
81+	5	6	5
Total	**204**	**301**	**36**

C5 - T.A. Brown ES





Attendance %	Fall	Spring	Summer
0-20	5	31	2
21-40	20	20	1
41-60	45	30	3
61-80	109	37	11
81+	32	21	9
Total	**211**	**139**	**26**

AUSTIN INDEPENDENT SCHOOL DISTRICT

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