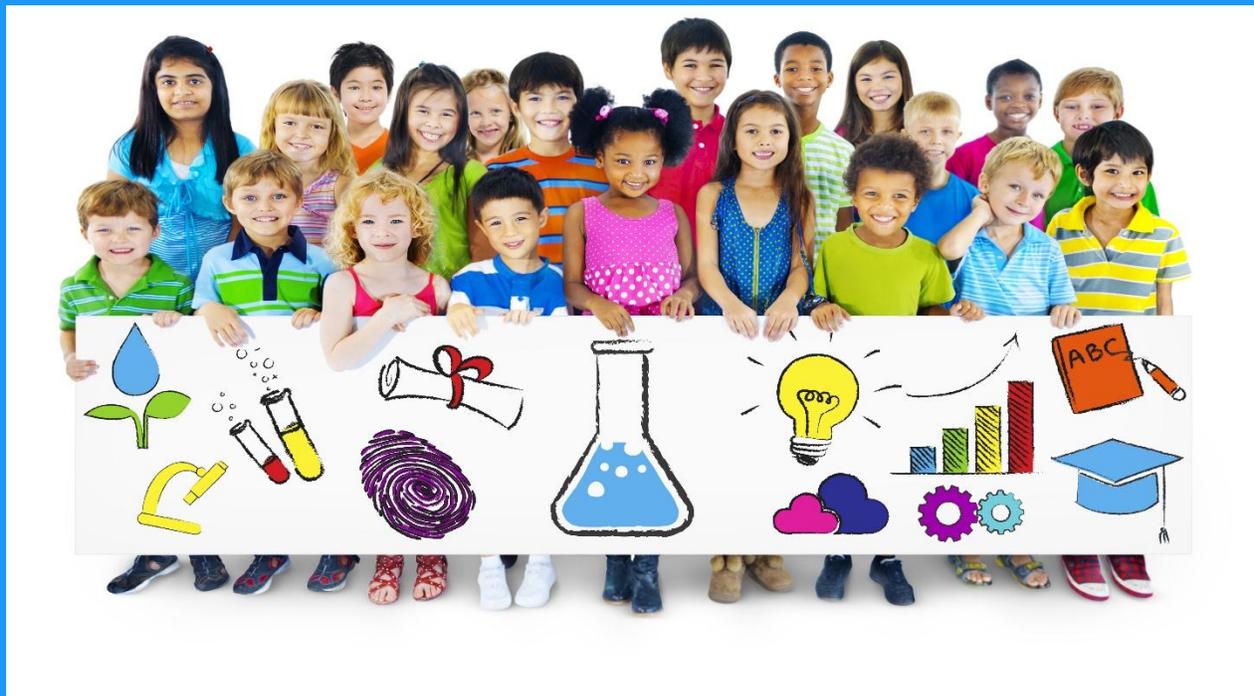


Afterschool Centers on Education

Cycle 8 Austin Independent School District

Final Report 2014–2015



Executive Summary

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). This report examines outcomes for the 2,189 program participants served by Cycle 8, Austin Independent School District (AISD), during the 2014–2015 school year from a total of 10 AISD campuses: nine elementary schools (Allison Elementary School, Blanton Elementary School, Blazier Elementary School, Govalle Elementary School, Houston Elementary School, Linder Elementary School, Ortega Elementary School, Palm Elementary School, and Perez Elementary School); and one middle school (Paredes Middle School).

FINDINGS AND RECOMMENDATIONS

Overall, results were mostly mixed on all three outcome goals for the Cycle 8 AISD campuses. None of the 10 Cycle 8 AISD campuses met all three outcome goals- increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year.

Improved mean GPA goals were met by both participants groups only at Paredes middle school. Improved course completion percentages were met by program participants at Govalle, Ortega, and Perez campuses. Program participants at Allison campus did not meet either academic outcome goals. Results were mixed for the remaining five Cycle 8 AISD campuses.

Program participants met attendance goals at Perez elementary campus. At Blazier elementary campus, only the regular participant group experienced a decline in year to year school-day absences. At Blanton, Houston, Linder, & Palm elementary schools only the non-regular participants experienced a decline in school-day absences. Program participants (regular and non-regular) experienced an increase in absences from year to year at Allison, Govalle, and Ortega elementary campuses, and Paredes middle school.

Discipline outcomes were mixed for the majority of Cycle 8 AISD campuses. Program participants (regular and non-regular) at Blanton and Palm elementary schools did not have mandatory discipline referrals in both school years. Furthermore, discretionary referrals decreased from 2013–2014 to 2014–2015 for both participation groups at these schools. At Blazier, there were no mandatory referrals and a decrease in discretionary referrals from year to year only for regular participants.

Recommendation 1. Given the mixed results for ACE Austin participants related to grade point average (GPA), it is recommended that academic-related afterschool programs implement changes to better align with program goals. In addition, identifying the specific programs and strategies used to address academic issues, specifically, at Paredes, Govalle, Ortega, & Perez where the goal was met for at least one of the academic outcomes, would be useful in understanding what may have contributed to this finding in order to influence the adoption of similar approaches at other campuses as well.

Recommendation 2. Regular program participants experienced a decrease in school-day absences from one year to the next at Perez and Blazier elementary campuses. This indicates that increased participation in the afterschool program has an effect on attendance rates. Therefore it is recommended that program staff utilize strategies to encourage increased program participation by students in order to better their attendance outcomes at other campuses. Refinements to components that are effective should be ongoing at campuses where the goal was met.

At campuses where the attendance goal was not met, Allison, Govalle, Ortega, and Paredes, it is recommended that afterschool programs identify and implement effective recruitment strategies while providing services that cater to the needs and interests of students at their campus. These strategies could encourage increased attendance in the afterschool program which in turn will hopefully encourage regular school-day attendance.

Recommendation 3. Based on this finding refinement of components that are effective should be ongoing so that they may continue to meet the needs of students at campuses where the discipline outcome goal was met. Campuses where disciplinary goals were not met could be due to the fact that students who already have a history of high disciplinary issues are specifically targeted and therefore the program would have difficulty in demonstrating a significant reduction in referrals over the course of program participation. In these cases, the specific program goals need to be examined in order to better understand the desired outcomes for these students.

Based on the evaluators' recommendations and commentary provided by the site coordinators in the Cycle 8 AISD center-level reports, the following next steps are recommended to help the Cycle 8 AISD campuses further improve the ACE program to meet the needs of students and parents.

Training: Sufficient training opportunities should be provided to afterschool program teachers throughout the course of the school year. Trainings should focus on topics such as program implementation fidelity, developing logic models, and the Youth Program Quality Model (YPQ). In addition, opportunities should be provided for school-day teachers and afterschool teachers to train together and work collaboratively in providing effective afterschool services and activities.

Identifying needs and aligning program goals to these needs: Overall program activities at each campus should be aligned with students' needs and interests. This will help achieve better program specific outcomes and help increase program attendance.

To accomplish this, site coordinators along with afterschool teachers at each campus should conduct a needs assessment at the beginning of the school year. In addition, feedback from parents and students should be solicited, and focus groups should be conducted with afterschool teachers, parents, students, site coordinators, and program directors to help determine the appropriate services for students at each campus.

Program implementation fidelity: To successfully meet the needs of students participating in the afterschool program and achieve outcome goals, it is crucial that appropriate curricula, activities and services of the program be implemented consistently and accurately. In particular issues with implementing a program for the first time, as is the case for the Cycle 8 AISD campuses, should be identified so that appropriate modifications and or additions can be made for the upcoming school year. These issues could relate to recruitment, marketing, resource allotment, staff training, and scope and appropriateness of activities being offered.

Furthermore, program implementation fidelity should be monitored and measured at regular intervals by site coordinators, program directors and the program evaluator and requisite modifications should be made if and when issues of fidelity are identified.

Availability of and access to appropriate resources: Several campuses reported challenges related to availability of classroom space. In addition, it was reported that program staff were often given short notice regarding space issues making it challenging for them to find alternatives. Effective communication between campus and program staff must be established and resource related contingencies should be in place beforehand in order to be able to provide quality and effective programming to participants.

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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 (OST) academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Building on its existing infrastructure of evidence-based OST activities and partnerships, ACE Austin collaborates with a range of partners, including Austin Independent School District (AISD), 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 the summer. All activities focus on the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and workforce readiness/awareness.

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 through support and enrichment activities

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 (LEP) 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.

21st CCLC Core Components

This report examines outcomes for the 2,189 program participants served by Cycle 8, Austin Independent School District (AISD), during the 2014–2015 school year from a total of 10 AISD campuses: nine elementary schools (Allison Elementary School, Blanton Elementary School, Blazier Elementary School, Govalle Elementary School, Houston Elementary School, Linder Elementary School, Ortega Elementary School, Palm Elementary School, and Perez Elementary School); and one middle school (Paredes Middle School).

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.

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, helped lower the cost of services; (d) accountability (producing evidence of program effects; and (e) sustainability (providing evidence or effectiveness to all stakeholders).

The ACE Austin program used TEA Security Environment (TEASE), the Texas ACE web-based tracking system, to track students' 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

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.

Discipline Removals

To examine the program's impact on discipline referrals, the percentage of students who were disciplined was calculated for both the regular and non-regular participant groups. Student discipline referrals were included for analysis when the resultant action was a suspension (i.e., in-school or out-of-school suspension) or placement in a disciplinary alternative education program (DAEP; e.g., the Alternative

Learning Center). These removals from the regular education environment were divided into two categories for the purposes of analyses: those for which a removal was mandatory and those for which a removal was discretionary. All mandatory discipline offenses resulted in a removal from campus, as required by law. Discretionary removals were those offenses that did not require a removal by law, but for which a student was removed anyway. For example, mandatory removals included drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included behaviors such as persistent misbehavior or fights.

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Support Strategy

PROGRAM DESIGN

High-quality 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 the project’s family engagement activities were based on the national parent involvement standards established by the National Parent Teacher Association, including regular, two-way, meaningful communication between home and school; promotion and support of parenting skills; active parent participation in students’ learning; parents as welcome volunteer partners in schools; parents as full partners in school decisions that affect children and families; and outreach to community resources. ACE Austin and its partners took a coordinated approach to engaging families so those most in need would have multiple points of entry into the continuum of services available through this program.

During the spring and summer of 2013, a campus needs assessment was conducted. The program leadership analyzed indicators (e.g., students’ socioeconomic status [SES], 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.

Data from TEA’s Academic Performance Report (TARP) 2012–2013 indicated that the percentage of students who were low SES (i.e., qualified to receive free or reduced price lunch) were above district and state averages for all 10 Cycle 8 AISD schools, the percentage of students who were considered at risk of dropping out of school; and classified as English language learners were above district and state averages for at nine of the 10 Cycle 8 AISD schools (Table 2).

Table 2. Description of Needs

School	Percentage low socioeconomic	Percentage at risk	Percentage limited English proficient
Allison Elementary School	96%	70%	41%
Blanton Elementary School	90%	75%	61%
Blazier Elementary School	81%	60%	35%
Govalle Elementary School	93%	69%	35%
Houston Elementary School	97%	75%	58%
Linder Elementary School	96%	72%	53%
Ortega Elementary School	94%	66%	38%
Palm Elementary School	87%	64%	40%
Paredes Middle School	73%	57%	16%
Perez Elementary School	92%	73%	51%
AISD	61%	56%	27%
State	60%	50%	18%

Source. 2013–2014 Texas Education Agency's Academic Performance Reports

Programming was developed based on the needs of Cycle 8 AISD campuses. Upon implementation, project directors met with the site coordinator 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, curriculum specialist, and quality coach visited all the sites and documented each visit. Recommendations for improvement were received by the site coordinator, 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 were specific, measurable, attainable, realistic, and timely (SMART); staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide YPQ initiative. Leadership team members and all site coordinators were trained to use the nationally validated Youth Program Quality Assessment (YPQA) tool. Each semester, the quality coach and each site coordinator 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 also are important in efforts to attract participants to the program and in 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 also can assist in marketing the program. Successful programs benefit from word-of-mouth, as well, which increases 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

Site coordinators at all 10 Cycle 8 AISD schools in conjunction with the project directors developed a logic model to guide the implementation of the ACE program at their campus. The model also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at each Cycle 8 AISD campus included six components: resources, implementation practices, outputs-activities, outputs-participation, intermediate outcomes, and impact.

Program Participation

STUDENT DEMOGRAPHICS

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

Cycle 8, AISD campuses	Regular participants		Non-regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Allison	138	26%	21	4%	363	70%	522	100%
Blanton	142	24%	18	3%	427	73%	587	100%
Blazier	140	13%	78	7%	836	79%	1054	100%
Govalle	136	23%	47	8%	412	69%	595	100%
Houston	146	18%	32	4%	650	78%	828	100%
Linder	149	33%	37	8%	271	59%	457	100%
Ortega	155	44%	36	10%	162	46%	353	100%
Palm	141	25%	42	8%	374	67%	557	100%
Paredes	148	13%	372	33%	595	53%	1115	100%
Perez	135	15%	76	9%	666	76%	877	100%
Total Cycle 8-AISD	1,430	21%	759	11%	4,756	68%	6,945	100%

Source. ACE Austin participant records for 2014-2105; AISD student records.

The majority of program participants were regular participants (i.e., attended the afterschool program for 30 or more days) at nine of the 10 Cycle 8 AISD campuses: Allison, Blanton, Blazier, Govalle, Houston, Linder, Ortega, Palm, and Perez.

Low percentages of program participants (compared to the oval school population) could be attributed to the fact that afterschool staff were learning how best to utilize the resources available to them, and identify and develop effective recruitment and retention strategies at their campuses. With the hopeful retention of current program staff and identification of successful recruitment strategies, program participation should increase in the following year.

At Paredes middle school, where a larger percentage of program participants were non-regular (i.e., attended the program for less than 30 days); instructional quality was assessed and managed by the site coordinator through regular participation and observations of classes/activities. When modifications were needed, the site coordinator discussed an action plan with the instructors (i.e., recruitment if attendance is low, curriculum adjustment if students seem to be losing interest in the course, etc.). Students were targeted in their specific school-day classes for the enrichment classes. If a class had low

numbers, the teacher and the students would discuss ideas regarding recruitment, and, if necessary, changed the direction of the class (i.e.: Dark Knights became Ping Pong). Low student

Overall, modifications to programs were made throughout the school year at all Cycle 8 AISD campuses in order to increase attendance. When a class had extremely low participation, the site coordinator worked with the teacher to make changes and bring in more students. New classes were added in the spring to prevent enrolled students from losing interest and to attract new students. New classes were selected based on programs that students requested or teachers suggested. Classes with no participants enrolled were canceled.

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

Cycle 8, AISD campuses and participation level		Gender		
		Regular participants (n = 1,430)	Non-regular participants (n = 759)	Non-participants (n = 4,756)
Allison	Female	54%	48%	47%
	Male	46%	52%	53%
Blanton	Female	50%	56%	45%
	Male	50%	44%	55%
Blazier	Female	58%	42%	49%
	Male	42%	58%	51%
Govalle	Female	60%	49%	45%
	Male	40%	51%	55%
Houston	Female	59%	31%	51%
	Male	41%	69%	49%
Linder	Female	44%	54%	46%
	Male	56%	46%	54%
Ortega	Female	45%	58%	46%
	Male	55%	42%	54%
Palm	Female	54%	60%	41%
	Male	46%	40%	59%
Paredes	Female	47%	46%	50%
	Male	53%	54%	50%
Perez	Female	54%	55%	46%
	Male	46%	45%	54%

Source. ACE Austin participant records for 2014-2105; AISD student records

Table 5. Student Ethnicity, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2013–2014

Cycle 8, AISD campuses and participation level		Ethnicity						
		American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or more races	White
Allison	Regular participants	-	-	5%	95%	-	-	-
	Non-regular participants	-	-	5%	90%	-	-	5%
	Non-participants	-	-	6%	93%	-	-	1%
Blanton	Regular participants	-	-	7%	84%	-	-	9%
	Non-regular participants	-	-	17%	61%	-	6%	17%
	Non-participants	-	1%	8%	84%	-	1%	6%
Blazier	Regular participants	-	2%	9%	71%	-	4%	14%
	Non-regular participants	1%	3%	13%	75%	-	3%	5%
	Non-participants	1%	2%	6%	80%	-	2%	9%
Govalle	Regular participants	-	-	10%	84%	1%	3%	2%
	Non-regular participants	-	1%	19%	77%	-	-	2%
	Non-participants	-	-	13%	84%	-	1%	2%
Houston	Regular participants	1%	-	3%	94%	-	1%	1%
	Non-regular participants	-	-	-	94%	3%	3%	-
	Non-participants	-	-	7%	90%	-	1%	2%
Linder	Regular participants	1%	13%	12%	69%	-	3%	2%
	Non-regular participants	-	5%	3%	92%	-	-	-
	Non-participants	-	-	4%	91%	-	1%	4%
Ortega	Regular participants	-	-	8%	88%	-	2%	2%
	Non-regular participants	-	-	11%	83%	-	3%	3%
	Non-participants	-	1%	17%	76%	-	4%	3%
Palm	Regular participants	-	-	20%	77%	-	-	4%
	Non-regular participants	-	-	12%	86%	-	-	2%
	Non-participants	-	1%	4%	90%	1%	1%	3%

Cycle 8, AISD campuses and participation level		Ethnicity						
		American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or more races	White
Paredes	Regular participants	-	2%	14%	73%	-	1%	10%
	Non-regular participants	-	2%	9%	75%	-	2%	12%
	Non-participants	-	3%	6%	80%	-	2%	10%
Perez	Regular participants	-	-	4%	93%	-	-	3%
	Non-regular participants	-	1%	4%	87%	-	1%	7%
	Non-participants	-	-	8%	87%	-	1%	4%

Source. ACE Austin participant records for 2014–2015; AISD student records

Table 6. Student Limited English Proficiency (LEP) Status, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2013–2014

Cycle 8, AISD campuses and participation level		LEP status
Allison	Regular participants	27%
	Non-regular participants	29%
	Non-participants	50%
Blanton	Regular participants	54%
	Non-regular participants	22%
	Non-participants	61%
Blazier	Regular participants	27%
	Non-regular participants	22%
	Non-participants	28%
Govalle	Regular participants	38%
	Non-regular participants	34%
	Non-participants	35%
Houston	Regular participants	50%
	Non-regular participants	50%
	Non-participants	54%
Linder	Regular participants	49%
	Non-regular participants	57%
	Non-participants	50%
Ortega	Regular participants	35%
	Non-regular participants	28%
	Non-participants	34%
Palm	Regular participants	26%
	Non-regular participants	57%
	Non-participants	46%
Paredes	Regular participants	18%
	Non-regular participants	16%
	Non-participants	18%
Perez	Regular participants	41%
	Non-regular participants	47%
	Non-participants	49%

Source. ACE Austin participant records for 2014–2015; AISD student records

Program Intermediate Outcomes

ACADEMIC ACHIEVEMENT OUTCOME

Regular and non-regular program participants at Paredes experienced an increase in mean GPA from 2013–2014 to 2014–2015 in all four core subject areas. Program participants at Govalle, Ortega, and Perez campuses had better course completion rates in 2014–2015 compared to the previous year. Program participants at Allison campus did not meet either academic outcome goals. Results were mixed for all the remaining five Cycle 8 AISD campuses.

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

Campus	Core subject GPA	Participation status					
		Regular participants			Non-regular participants		
		2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Allison	Reading	2.76	2.49	-0.27	2.70	2.0	-0.70
	Math	2.89	2.47	-0.41	2.85	2.26	-0.58
	Science	3.10	2.87	-0.22	3.10	2.58	-0.52
	Social studies	3.10	2.96	-0.14	3.10	2.74	-0.36
Blanton	Reading	2.82	2.62	-0.20	3.17	3.17	0.00
	Math	3.06	2.75	-0.30	3.47	3.12	-0.35
	Science	3.33	3.14	-0.18	3.58	3.35	-0.23
	Social studies	3.47	3.26	-0.21	3.41	3.47	0.06
Blazier	Reading	2.90	2.80	-0.10	2.50	2.47	-0.03
	Math	3.12	2.86	-0.26	2.75	2.65	-0.10
	Science	3.35	3.09	-0.26	3.09	2.99	-0.10
	Social studies	3.47	3.31	-0.16	3.34	2.97	-0.37
Govalle	Reading	2.79	2.49	-0.30	2.28	2.40	0.12
	Math	2.85	2.61	-0.24	2.53	2.47	-0.06
	Science	3.32	3.26	-0.06	3.20	3.06	-0.14
	Social studies	3.46	3.37	-0.09	3.37	3.16	-0.21
Houston	Reading	3.23	2.89	-0.34	3.16	2.75	-0.41
	Math	3.20	2.80	-0.40	3.09	2.82	-0.27
	Science	3.52	3.29	-0.23	3.29	3.00	-0.29
	Social studies	3.67	3.48	-0.19	3.54	3.25	-0.29
Linder	Reading	3.07	2.43	-0.64	2.68	2.15	-0.53
	Math	3.07	2.53	-0.53	2.51	2.09	-0.42
	Science	3.33	3.18	-0.15	3.09	2.88	-0.20

Campus	Core subject GPA	Participation status					
		Regular participants			Non-regular participants		
		2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
	Social studies	3.43	3.51	0.08	3.37	3.27	-0.10
Ortega	Reading	2.65	2.58	-0.07	2.74	2.74	0.00
	Math	2.73	2.62	-0.11	2.83	2.61	-0.22
	Science	3.06	2.93	-0.13	3.26	3.13	-0.12
	Social studies	3.27	3.12	-0.15	3.45	3.13	-0.32
Palm	Reading	2.64	2.39	-0.25	2.71	2.27	-0.44
	Math	2.90	2.49	-0.41	2.88	2.24	-0.64
	Science	2.96	2.76	-0.20	3.02	2.86	-0.16
	Social studies	3.37	3.15	-0.22	3.25	3.29	0.04
Paredes	Reading	2.38	3.35	0.97	2.67	3.24	0.57
	Math	2.56	3.05	0.49	2.73	2.88	0.15
	Science	2.59	3.07	0.48	2.79	2.94	0.15
	Social studies	2.82	3.37	0.55	3.11	3.19	0.08
Perez	Reading	3.00	2.57	-0.43	2.58	1.96	-0.62
	Math	2.98	2.76	-0.22	2.72	2.12	-0.60
	Science	3.30	3.00	-0.30	3.28	2.92	-0.36
	Social studies	3.34	3.22	-0.12	3.38	3.15	-0.23

Source. ACE Austin participant records for 2014–2015; AISD student records (TEAMS_GRDS)

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

Campus	Course pass percentage					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Course pass percentage point change	2013–2014	2014–2015	Course pass percentage point change
Allison	96.31	95.27	-1.04	97.59	90.76	-6.83
Blanton	97.11	96.18	-0.93	98.71	93.12	-5.59
Blazier	98.62	98.12	-0.50	96.82	97.41	0.59
Govalle	95.62	97.29	1.67	94.02	95.86	1.84
Houston	99.06	99.12	0.06	98.69	98.24	-0.45
Linder	97.97	96.27	-1.70	97.29	94.99	-2.30
Ortega	96.01	96.8	0.79	96.03	97.1	1.07
Palm	98.13	96.53	-1.60	96.82	94.13	-2.69
Paredes	95.98	95.91	-0.07	93.77	92.62	-1.15
Perez	96.61	97.69	1.08	97.38	97.66	0.28

Source. ACE Austin participant records for 2014–2015; AISD student records (TEAMS_GRDS)

ATTENDANCE OUTCOME

Regular and non-regular program participants experienced a decrease in school-day absences from one year to the next at Perez elementary campus. At Blazier elementary campus, only the regular participant group experienced a decline in year to year school-day absences. At Blanton, Houston, Linder, & Palm elementary schools only the non-regular participants experienced a decline in school-day absences. Program participants (regular and non-regular) experienced an increase in absences from year to year at Allison, Govalle, and Ortega elementary campuses, and Paredes middle school.

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

Mean days absent	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Allison	6.52	6.93	0.41	11.05	14.43	3.38
Blanton	5.05	5.5	0.45	6.06	4.72	-1.34
Blazier	5.84	5.33	-0.52	6.42	8.03	1.6
Govalle	6.05	6.64	0.59	6.32	6.83	0.51
Houston	4.54	5.01	0.47	5.84	5.06	-0.78
Linder	5.18	5.71	0.53	6.97	6.35	-0.62
Ortega	3.87	6.14	2.27	4.84	5.81	0.96
Palm	4.57	5.21	0.64	5.36	3.86	-1.5
Paredes	5.8	6.33	0.53	7.37	9.57	2.2
Perez	6.32	5.82	-0.5	6.49	4.63	-1.86

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

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

DISCIPLINE OUTCOME

Program participants (regular and non-regular) at Blanton and Palm elementary schools did not have mandatory discipline referrals in both school years. Furthermore, discretionary referrals decreased from 2013–2014 to 2014–2015 for both participation groups at these schools. At Blazier, there were no mandatory referrals and a decrease in discretionary referrals from year to year only for regular participants. Discipline outcomes were mixed for the remaining seven Cycle 8 AISD campuses.

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

Campus	Type of discipline removal	Regular participants			Non-regular participants		
		2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Allison	Mandatory	0.01	0.01	0.00	0.00	0.00	0.00
	Discretionary	0.09	0.17	0.08	0.10	0.29	0.19
Blanton	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.14	0.03	-0.11	0.00	0.00	0.00
Blazier	Mandatory	0.00	0.00	0.00	0.00	0.03	0.03
	Discretionary	0.14	0.11	-0.03	0.25	0.27	0.02
Govalle	Mandatory	0.00	0.02	0.02	0.00	0.00	0.00
	Discretionary	0.18	0.18	0.00	0.30	0.21	-0.09
Houston	Mandatory	0.00	0.01	0.01	0.00	0.03	0.03
	Discretionary	0.01	0.03	0.02	0.03	0.03	0.00
Linder	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.05	0.09	0.04	0.08	0.16	0.08
Ortega	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.01	0.06	0.05	0.06	0.14	0.08
Palm	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.09	0.04	-0.05	0.19	0.02	-0.17
Paredes	Mandatory	0.00	0.00	0.00	0.01	0.03	0.02
	Discretionary	0.28	0.61	0.33	0.74	1.19	0.45
Perez	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.13	0.27	0.14	0.13	0.17	0.04

Source. ACE Austin participant records for 2014–2015; 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.

Program Impacts

Overall results were mostly mixed on all three outcome goals for the Cycle 8 AISD campuses. None of the 10 Cycle 8 AISD campuses met all three outcome goals- increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year.

Program participants met at Paredes middle school experienced an increase in mean GPA from 2013–2014 to 2014–2015 in all four core subject areas. Program participants at Govalle, Ortega, and Perez campuses had better course completion rates in 2014–2015 compared to the previous year. However, none of the Cycle 8 AISD campuses met both academic achievement goals.

Regular and non-regular program participants met attendance goals at Perez elementary campus. At Blazier elementary campus, only the regular participant group experienced a decline in year to year school-day absences. At Blanton, Houston, Linder, & Palm elementary schools only the non-regular participants experienced a decline in school-day absences. Program participants (regular and non-regular) experienced an increase in absences from year to year at Allison, Govalle, and Ortega elementary campuses, and Paredes middle school.

Program participants (regular and non-regular) at Blanton and Palm elementary schools did not have mandatory discipline referrals in both school years. Furthermore, discretionary referrals decreased from 2013–2014 to 2014–2015 for both participation groups at these schools. At Blazier, there were no mandatory referrals and a decrease in discretionary referrals from year to year only for regular participants. Discipline outcomes were mixed for the remaining seven Cycle 8 AISD campuses.

At Perez elementary school, where the attendance goals were met, student participation increased due to a high need for the afterschool program. In addition, student and parent surveys helped staff identify student needs and interest. YPQ based activities were implemented that aligned to these needs and interests. Additionally, ACE program staff was trained on ways to engage students in the classroom. These strategies encouraged students to attend the afterschool program regularly which in turn reduced school-day absenteeism rates.

At Palm elementary school where the discipline goal was met, the majority of classes and activities offered were enrichment based that focuses on addressing behavioral issues.

Evaluator Commentary and Recommendations

Regular and non-regular program participants at Paredes experienced an increase in mean GPA from 2013–2014 to 2014–2015 in all four core subject areas. Program participants at Govalle, Ortega, and Perez campuses had better course completion rates in 2014–2015 compared to the previous year. Program participants at Allison campus did not meet either academic outcome goals. Results were mixed for all the remaining five Cycle 8 AISD campuses.

Given the mixed results for ACE Austin participants related to GPA, it is recommended that academic-related afterschool programs implement changes to better align with program goals. In addition, identifying the specific programs and strategies used to address academic issues, specifically, at Paredes, Govalle, Ortega, & Perez where the goal was met for at least one of the academic outcomes, would be useful in understanding what may have contributed to this finding in order to influence the adoption of similar approaches at other campuses as well.

Regular and non-regular program participants experienced a decrease in school-day absences from one year to the next at Perez elementary campus. At Blazier elementary campus, only the regular participant group experienced a decline in year to year school-day absences. At Blanton, Houston, Linder, & Palm elementary schools only the non-regular participants experienced a decline in school-day absences. Program participants (regular and non-regular) experienced an increase in absences from year to year at Allison, Govalle, and Ortega elementary campuses, and Paredes middle school.

Regular program participants experienced a decrease in school-day absences from one year to the next at Perez and Blazier elementary campuses. This indicates that increased participation in the afterschool program has an effect on attendance rates. Therefore it is recommended that program staff utilize strategies to encourage increased program participation by students in order to better their attendance outcomes at other campuses. Refinements to components that are effective should be ongoing at campuses where the goal was met.

At campuses where the attendance goal was not met, Allison, Govalle, Ortega, and Paredes, it is recommended that afterschool programs identify and implement effective recruitment strategies while providing services that cater to the needs and interests of students at their campus. These strategies could encourage increased attendance in the afterschool program which in turn will hopefully encourage regular school-day attendance.

Program participants (regular and non-regular) at Blanton and Palm elementary schools did not have mandatory discipline referrals in both school years. Furthermore, discretionary referrals decreased from 2013–2014 to 2014–2015 for both participation groups at these schools. At Blazier, there were no mandatory referrals and a decrease in discretionary referrals from year to year only for regular participants. Discipline outcomes were mixed for the remaining seven Cycle 8 AISD campuses.

Based on this finding refinement to components that are effective should be ongoing so that they may continue to meet the needs of students at campuses where the discipline outcome goal was met. Campuses where disciplinary goals were not met could be due to the fact that students who already have a history of high disciplinary issues are specifically targeted and therefore the program would have difficulty in demonstrating a significant reduction in referrals over the course of program participation. In these cases, the specific program goals need to be examined in order to better understand the desired outcomes for these students.

Next Steps

Based on the evaluators' recommendations and commentary provided by the site coordinators in the Cycle 8 AISD center-level reports, the following next steps are recommended to help the Cycle 8 AISD campuses further improve the ACE program to meet the needs of students and parents.

Training: Sufficient training opportunities should be provided to afterschool program teachers throughout the course of the school year. Trainings should focus on topics such as program implementation fidelity, developing logic models, and the YPQ model. In addition, opportunities should be provided for school-day teachers and afterschool teachers to train together and work collaboratively in providing effective afterschool services and activities.

Identifying needs and aligning program goals to these needs: Overall program activities at each campus should be aligned with students' needs and interests. This will help achieve better program specific outcomes and help increase program attendance.

To accomplish this, site coordinators along with afterschool teachers at each campus should conduct a needs assessment at the beginning of the school year. In addition, feedback from parents and students should be solicited, and focus groups should be conducted with afterschool teachers, parents, students, site coordinators, and program directors to help determine the appropriate services for students at each campus.

Program implementation fidelity: To successfully meet the needs of students participating in the afterschool program and achieve outcome goals, it is crucial that appropriate curricula, activities and services of the program are implemented consistently and accurately. In particular issues with implementing a program for the first time, as is the case for the Cycle 8 AISD campuses, should be identified so that appropriate modifications and or additions can be made for the upcoming school year. These issues could relate to recruitment, marketing, resource allotment, staff training, and scope and appropriateness of activities being offered.

Furthermore, program implementation fidelity should be monitored and measured at regular intervals by site coordinators, program directors and the program evaluator and requisite modifications should be made

if and when issues of fidelity are identified.

Availability of and access to appropriate resources: Several campuses reported challenges related to availability of classroom space. In addition, it was reported that program staff were often given short notice regarding space issues making it challenging for them to find alternatives. Effective communication between campus and program staff must be established and resource related contingencies should be in place beforehand in order to be able to provide quality and effective programming to participants.

Evaluator Information

Evaluation of the ACE Austin program at Cycle 8 schools served by AISD was conducted by a team of evaluators from DRE at AISD. The evaluators' scope of work is detailed as follows:

- Meet with the project director to review TEA's evaluation requirements and create an evaluation plan; determine what additional data, if any, are going to be collected in addition to data collected through 21st CCLC and state-level evaluation
- Meet with the project director and site coordinators to develop the center logic models; review the minimum evaluation questions outlined in the *Texas ACE Independent Evaluation Guide 2014–2015*; and add additional evaluation questions, as desired
- Meet with program staff routinely; provide support to program staff for the two required interim reports, based on the evaluation questions and other findings from ongoing internal monitoring processes
- Help project directors and site coordinators use data to plan professional development activities, hire staff with different skills and interests, and link personnel evaluation with internal monitoring results
- Conduct unstructured or structured observations of program activities to assess fidelity of program implementation and recommend modifications, when necessary
- Assist centers in administering student and parent surveys
- Conduct focus groups with afterschool program participants
- Provide data for the fall, spring, and year-end reports due to TEA
- Collect program participation information, analyze data, and write the final annual evaluation reports (grant and center level), which will answer research questions stipulated in the grant proposals and link student outcomes to program objectives

The total cost of evaluation allocated for the 20 centers served by AISD across two Cycles (i.e., 7 and 8 in 2014–2015) was \$30,000.

APPENDIX A

AISD Cycle 8 Parent Survey

A parent survey was administered to ACE program participants to obtain parents' feedback on program implementation and on the program's impact on student academic achievement and behaviors. A total of 453 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 (30%) received the most parent attendance this past year, followed by Zumba (17%) and Coffee with principal (14%) (Table 11). A total of 149 participants provided feedback about which classes the ACE program should offer in the 2015–2016 school year. The following represent the most commonly mentioned classes: Zumba (43%), Strengthening Families (27%), ESL (26%), and Nutrition or cooking classes (22%).

Table 11.

Percentage of Parents Indicating They Participated in ACE Classes or Events, by Events/Activity Type

	%
Coffee with principal	14%
English as a second language	8%
Family Nights/Performances	30%
Love & Logic	4%
Social and emotional learning	7%
Strengthening families	10%
Zumba	17%

Source. ACE Austin Parent Survey 2015

When asked about the characteristics of the ACE afterschool program they considered important, respondents checked the following areas most often: safe environment (88%), classes that encourage creativity (73%), and homework help (68%).

Table 12.

Percentage of Parents Who Reported Each Benefit of the ACE Afterschool Program Was Important

	%
My child is in a safe environment afterschool	88%
Classes that encourage creativity	73%
Participation in sports and other physical activity	62%
Opportunity to have fun	59%
Academic Enrichment	66%
It's free of charge	66%
Free summer camp	35%
Fieldtrips	35%
Homework help	68%

Source. ACE Austin Parent Survey 2015

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 Afterschool program. Parent survey respondents also reported that their children were doing better in school because of the afterschool program (95%). Almost all of them (99%) believed that their children enjoyed the time in the afterschool program.

A large percentage of parent respondents felt their children showed better school attendance (55%), behavior (53%), and grades (46%) because of their participation in the afterschool program. In addition, many respondents who participated in ACE parent classes indicated they were happy with their instructors (36%) and that they were more connected to the school community as a result of attending these classes (41%). Finally, 74% of parent respondents reported they knew whom to contact when they had questions about the ACE program.

APPENDIX B

AISD Cycle 8 Student Survey

The AISD ACE Program Student Survey was administered in Spring 2015 to gather information about students' perceptions of the afterschool programs offered at AISD campuses. The survey was administered by the site coordinators or other program staff during the afterschool program time to students in grades 4 and above. A total of 298 students from Cycle 8, AISD campuses completed the survey (response rate of 25.5%). Almost a quarter of the survey participants were 4th graders. The demographics (e.g., gender, ethnicity, and LEP status) of the survey respondents were similar to those of the population of program participants (Figure 2).

Most of the survey respondents reported that they participated in Enrichment programs (87%). More than half of the students were never home alone, but nearly one third were home alone or with friends 3 or more days a week after school without an adult present before they started coming to the afterschool program (Figure 4). Students who participated in enrichment activities attended school more than did peers in other programs (Figure 5). Participants in enrichment programs had significantly lower discretionary discipline removal rates than did their peers in other programs (Table 14). Academic program participants received significantly lower GPAs in reading and math than did their peers who did not participate in academic programs (Table 15). Student survey respondents rated items on the survey using a 4-point scale, ranging from *agree a lot* to *disagree a lot*. The majority of the student survey participants *agreed a lot* or *agreed a little* on most of the items (Table 16).

Table 13.

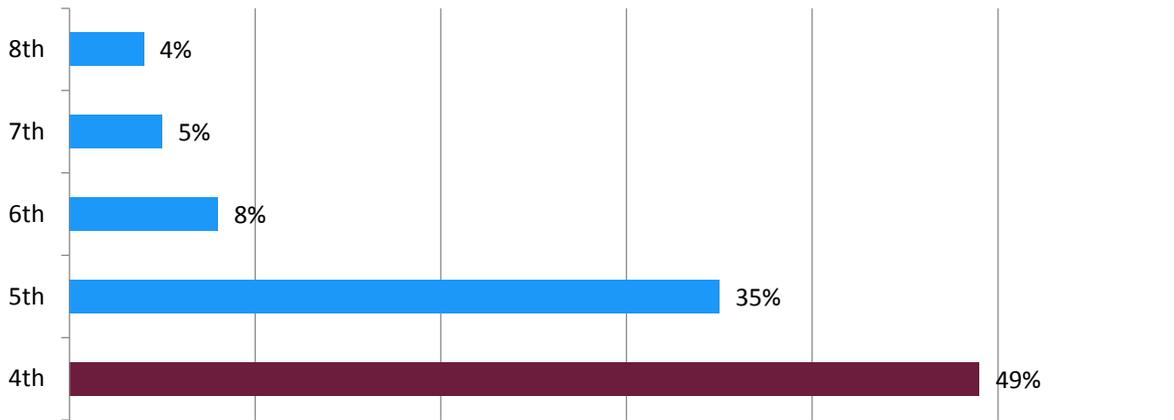
Survey response rates were low at most campuses.

Campus	# of program participants*	# of survey respondents	Response rate
Allison Elementary School	47	31	66.0%
Blanton Elementary School	45	27	60.0%
Blazier Elementary School	115	32	27.8%
Govalle Elementary School	77	29	37.7%
Houston Elementary School	85	41	48.2%
Linder Elementary School	65	23	35.4%
Ortega Elementary School	73	25	34.2%
Palm Elementary School	85	31	36.5%
Paredes Middle School	519	49	9.4%
Perez Elementary School	59	10	16.9%
Cycle Total	1,170	298	25.5%

Source. AISD Afterschool Program Student Survey, 2014–2015; ACE Austin participant record for 2014–2015

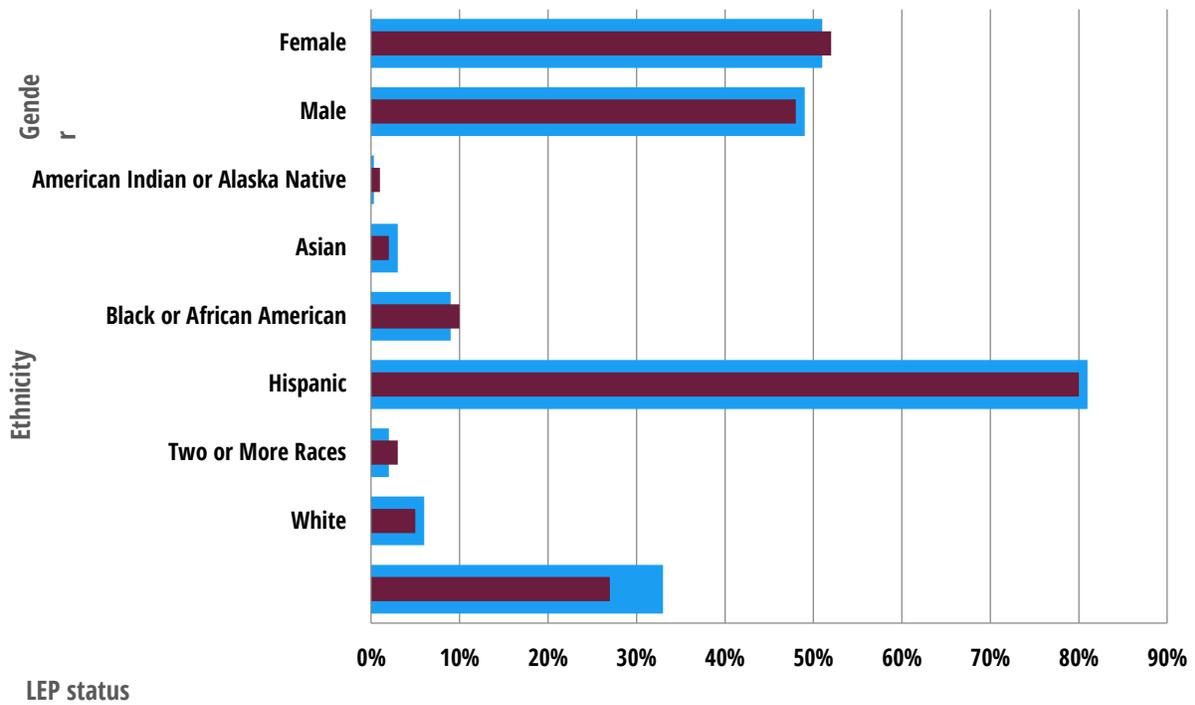
* Note. The AISD Afterschool Program Survey was sent to students at grades 4 and above. The number of program participants listed in the table is the number of students in grades 4 and above, instead of the total number of program participants this year.

Figure 1.
The Percentage of student survey participants was higher in 4th grade than any other grade.



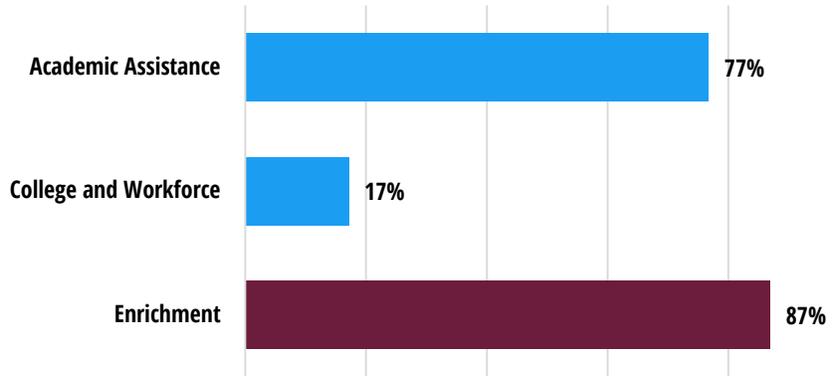
Source: AISD Afterschool Program Student Survey, 2014–2015

Figure 2.
Survey participants matched program participants in nearly all cases.



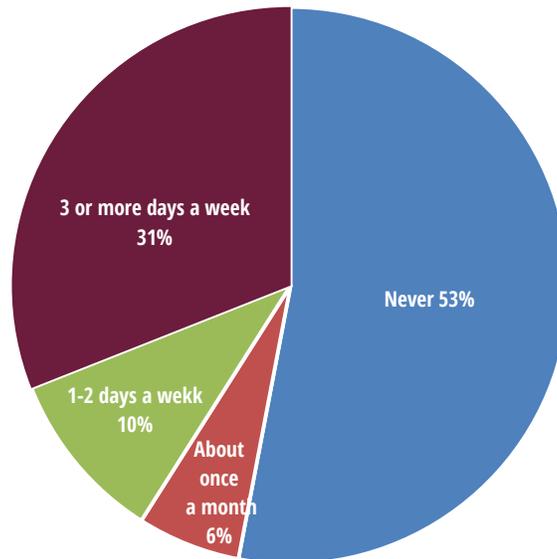
Source: ACE Austin participant record for 2014–2015; AISD Afterschool Program Student Survey

Figure 3.
More program participants enrolled in **enrichment** activities than in **other** programs.



Source. ACE Austin participant record for 2014–2015

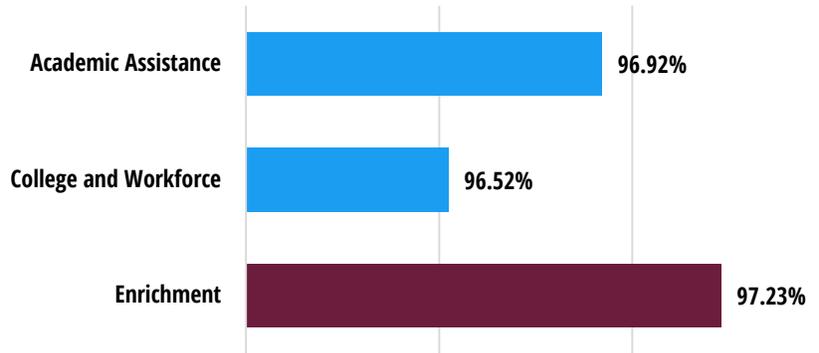
Figure 4.
About **1/3 of the students** were home alone or with friends after school without an adult present **3 or more days a week** before they started coming to the afterschool program



Source. AISD Afterschool Program Student Survey, 2014–2015

Figure 5.

Students participated in **enrichment activities** attended school more than peers in **other programs**



Source. ACE Austin participant record for 2014–2015; AISD student attendance records (TEAMS_ATTENDANCE)

Table 14.

The difference in discretionary discipline removal rates of survey respondents who participated in enrichment programs and respondents who participated in other program types were significant.

Discipline removal rates	Enrichment program survey respondents			
	Mandatory removals		Discretionary removals	
	Participants (n = 259)	Non-participants (n = 39)	Participants (n = 259)	Non-participants (n = 39)
	0.007	0.000	0.147	0.462
Significant $p \leq 0.05$		-		*

Source. ACE Austin participant record for 2014–2015; AISD student discipline records (ADIS)

Table 15.

The differences in Math and Reading GPAs of survey respondents who participated in academic programs and respondents who participated in other program types were significant.

	Academic program survey respondents			
	Reading GPA		Math GPA	
	Participants (n = 227)	Non-participants (n = 71)	Participants (n = 227)	Non-participants (n = 71)
	2.39	2.74	2.39	2.98
Significant $p \leq 0.05$		*		*

Source. ACE Austin participant record for 2014–2015; AISD student records (TEAMS_GRDS)

Table 16.

The majority of student survey respondents agreed on the survey items.

Survey Item	%	n
1. I like my afterschool classes.	94.90%	279
2. I feel safe in my afterschool program.	94.12%	272
3. The afterschool program keeps me from getting into trouble.	82.86%	203
4. I come to school more because of the afterschool program.	75.81%	188
5. I get help with my homework in the afterschool program.	88.45%	245
6. The afterschool program helps me learn skills that will help me get a job.	89.27%	233
7. The afterschool program helps me learn about how to get into college.	82.66%	205
8. The afterschool program gives me a chance to help others.	89.66%	234
9. The afterschool program helps me learn skills that will help me be a leader.	89.35%	235
10. In the afterschool program I have the opportunity to do things I like.	93.55%	261
11. My afterschool program makes learning fun.	90.07%	254
12. School is easier because I come to the afterschool program.	80.16%	202
13. My afterschool program teachers make me feel my school work is important.	90.41%	245
14. Someone in my family went to activities or events held in my afterschool program.	72.10%	168
15. The afterschool program teaches me about my health (e.g. the importance of eating healthy, exercising, etc.)	81.04%	218
16. I get to do math and science projects in my afterschool program.	80.92%	212
17. I trust the afterschool program teachers here.	94.66%	266
18. I would sign up again for the afterschool program.	95.40%	249
19. I am sure that I will finish high school.	96.76%	269
20. I am sure that I will go to college.	96.36%	265
21. My life now is the best it could possibly be.	87.07%	229
22. My life in five years will be the best it could possibly be.	93.85%	229

Source. AISD Afterschool Program Student Survey, 2014–2015

APPENDIX C

AISD Cycles 7 and 8 Student Focus Group Findings

The evaluation team at AISD conducted student focus groups with 49 ACE program participants from 3rd grade to 11th grade at six schools (three elementary schools, two middle schools, and one high school) in Spring 2015. The focus group participants were asked about their favorite activities in the ACE program, their understanding of the purpose of the afterschool program, and their educational and career aspirations.

Participation in the Program

Most of the student interviewees reported that they participated in the afterschool program 4 or 5 days per week. Most of the students started attending the afterschool program as soon as the program became available on their campuses.

Attitudes Toward the Program

Favorite activities. Because various types of activities were offered in different schools, students' favorite activities varied across campuses. However, student participants reported that the activities in the ACE program were fun and different from the regular school activities. In ACE, they had chances to do new and interesting activities (e.g., building robots, fishing, cooking, acting, and participating in sports).

Purpose of the program. When asked about the goals of the afterschool program, 31 students offered their responses. The following represent the most frequent answers:

- Students could learn new or more things at the program ($n = 7$)
- The program provided a safe and/or free place (e.g., for working parents who did not have time to look after their children) ($n = 5$)
- Students could have fun at the program ($n = 5$)
- Students would meet more people (students) in the program than if they were not in the program ($n = 3$)
- The program helped students do homework ($n = 2$)

Attitudes towards the school. The members of the focus group were asked if being part of the afterschool program changed how they felt about school. Most of the focus group participants believed that afterschool was more fun than the morning school ($n = 28$ out of 36). Some students agreed that the afterschool made them more likely to come to the morning school because they could attend fun activities in the afterschool program. One student said, "School was frustrating, now is better."

College and Career

Most of the student participants indicated that they would go to college after high school. Their career choices varied among professions (e.g., basketball player, dancer, doctor, engineer, and lawyer). Students reported that their goal for this school year was to pass the grade or do better in the State of Texas Assessments of Academic Readiness (STAAR) testing.

Most of the students ($n = 40$ out of 42) reported that the afterschool program had helped them achieve their goals by providing more learning opportunities, and by preparing them better for college and career. One student whose goal was to go to medical school stated, "Science class...made us understand more about

working in the medical field.” Another student mentioned, “I want to be a basketball player, and I can play here and have friends that give me confidence.” Only a few ($n = 3$) students believed that the afterschool did not help them achieve their goals.

Program Environment

Bully. The focus group interviews revealed that some students had bully experiences in the afterschool program. The site coordinators or teachers in the program were not able to stop the bully, according to the students.

Friendship. Students reported that they met new friends at the afterschool program. The focus group students at the high school indicated they had a bonding time regularly at the afterschool program when they got together and shared their emotions, problems, and feelings. They found this helpful in dealing with stress. One mentioned, “Because the talks we have, it affect my attitude the next day; get me in a good mood.”

Support. Student participants reported that they could go to the site coordinator of the afterschool program when they had problems. Some sought help from friends in the afterschool program. A few students indicated that they would talk to their teachers or parents.

Changes to the program. When asked about their suggestions for how to improve the program, all students suggested that the program offer more activities. The activities they suggested included computer classes, golf, dance, basketball, field trips to college, angry control classes, art, and music. A few students from one campus wanted to have a different physical education teacher in the afterschool program. At one campus, students complained about students without a smart phone being excluded from a club. They suggested that the program provide the technology so all students could have access to all activities.

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Afterschool Centers on Education

Cycle 8 AISD, Allison Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Allison Elementary School. The program received \$214,181 and served 159 students (30% of the total students enrolled in Allison Elementary School) in 2014–2015. Among them, 138 were regular participants and 21 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Allison Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	54%	48%	47%
Male	46%	52%	53%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	5%	5%	6%
Hispanic	95%	90%	93%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	-	-
White	-	5%	1%
% Limited English Proficient	27%	29%	50%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Students did not receive the appropriate enrichment that the particular class could have provided due to staff quality and lack of training. Observations of those classes demonstrated that students

were not provided with the skills needed to accomplish the goals of the class. Recruiting and retaining students for our academic class, STAARburst, was an issue that had to be addressed in the Spring. That class had to compete with school lead tutoring. To resolve this problem a different grade with high need was targeted for the program. This helped to spread the resources to more students. Another critical issue was having qualified staff who were appropriately trained to administer the classes. Trainings, observations and assistance were provided to alleviate and enhance particular classes.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants’ core grade point average (GPA) for all subjects **decreased**.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.77	2.50	-.27	2.70	2.00	-.70
Math	2.89	2.47	-.42	2.85	2.26	-.59
Science	3.10	2.87	-.23	3.10	2.58	-.52
Social studies	3.10	2.96	-.14	3.10	2.74	-.36

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

Table 3

The passing rate for both regular and non-regular participants **decreased** from 2013–2014 to 2014–2015.

Allison Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	96.31%	95.27%	-1.04%	97.59%	90.76%	-6.83%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver’s Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants **increased** from 2013–2014 to 2014–2015.

Allison Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015
Mean days absent	6.52	6.93	.41	11.05	14.43	3.38

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals did not change for regular participants or for non-regular ones, whereas discretionary removals **increased** for both regular participants and non-regular ones.

Allison Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015
Mandatory	.01	.01	.00	.00	.00	.00
Discretionary	.09	.17	.08	.10	.29	.19

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Some staff changes will be made due to a lack of staff improvement from fall to spring.

Next step:

1. Plans for the upcoming fall semester include training staff early in the semester and emphasizing detailed program expectations. Monthly training options will be given to staff based on observation

findings.

2. Monthly observations of classes will also take place throughout the year.
3. Classes will also be created to address character building.
4. More SEL will be introduced in class structure to help to address disciplinary issues with afterschool participants.

Afterschool Centers on Education

Cycle 8 AISD, Blanton Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Blanton Elementary School. The program received \$213,528 and served 160 students (27% of the total students enrolled in Blanton Elementary School) in 2014–2015. Among them, 142 were regular participants and 18 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Blanton Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	50%	56%	45%
Male	50%	44%	55%
American Indian or Alaska Native	-	-	-
Asian	-	-	1%
Black or African American	7%	17%	8%
Hispanic	84%	61%	84%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	6%	1%
White	9%	17%	6%
% Limited English Proficient	54%	22%	61%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

This year we provided in-house trainings to program teachers on school holidays. All of the staff attended at least one training in addition to the weekend training offered by the district.



Sometimes being able to just discuss and brainstorm as a team had an extremely beneficial influence to a group. The principal helped the program to solve the room issues by providing incentives to teachers who lent the rooms to the ACE program.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) **decreased** in most subjects from school year 2013–2014 to 2014–2015.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.82	2.62	-.20	3.17	3.17	.00
Math	3.06	2.75	-.31	3.47	3.12	-.35
Science	3.33	3.14	-.19	3.58	3.35	-.24
Social studies	3.47	3.26	-.21	3.41	3.47	.06

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

Table 3

The passing rate for both regular and non-regular participants **decreased** from 2013–2014 to 2014–2015.

Blanton Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	97.11%	96.18%	-.93%	98.71%	93.12%	-5.59%

Source: ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants **increased** whereas for non-regular participants it **decreased**.

Blanton Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015
Mean days absent	5.05	5.50	.45	6.06	4.72	-1.34

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals did not change for regular participants and for non-regular ones, whereas discretionary removals **decreased** for regular participants and did not change for non-regular ones.

Blanton Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.14	.03	-.11	.00	.00	.00

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Test scores remained fairly steady. However, implementation of special reading components in the second grade will hopefully improve participants' reading grades. Attendance has fluctuated in 2014-2015 and discipline issues have remained the same from the previous year.

Next steps:

1. In order to improve program attendance, implement more creative and entertaining programming that will engage and motivate students.

Afterschool Centers on Education

Cycle 8 AISD, Blazier Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Blazier Elementary School. The program received \$220,954 and served 218 students (20% of the total students enrolled in Blazier Elementary School) in 2014–2015. Among them, 140 were regular participants and 78 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Blazier Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	58%	42%	49%
Male	42%	58%	51%
American Indian or Alaska Native	-	1%	1%
Asian	2%	3%	2%
Black or African American	9%	13%	6%
Hispanic	71%	75%	80%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	4%	3%	2%
White	14%	5%	9%
% Limited English Proficient	27%	22%	38%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

We had an occasional issue with space during the school year. We had to move in and out of a couple of rooms. But we managed the issue quite easily. The staff was flexible and creative and we



found ways to use outdoor space, hallways, and portables needed. We are super excited for next year as the administration on campus has already had selected 6 classrooms to be designated for ACE. //The spring semester allowed us to expand on logistical practices implemented in the fall. This included scaling down classes that had low attendance rates, increasing communication with parents and incorporating student and family voice into program offerings. Student participation dropped off slowly in the spring which has been a trend due to multiple issues including longer semester, testing, and participation in outdoor spring activities such as soccer and sports leagues.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants’ core grade point average (GPA) for all subjects **decreased**.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.90	2.80	-.10	2.50	2.47	-.03
Math	3.12	2.86	-.26	2.75	2.65	-.10
Science	3.35	3.09	-.26	3.09	2.99	-.10
Social studies	3.47	3.31	-.16	3.34	2.97	-.37

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants **decreased** whereas for non-regular participants it **increased**.

Blazier Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	98.62%	98.12%	-.50%	96.82%	97.41%	.59%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver’s Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants **decreased** whereas for non-regular participants it **increased**.

Blazier Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015
Mean days absent	5.84	5.33	- .52	6.42	8.03	1.60

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals did not change for regular participants and **increased** for non-regular ones, whereas discretionary removals **decreased** for regular participants and **increased** for non-regular ones.

Blazier Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015
Mandatory	.00	.00	.00	.00	.03	.03
Discretionary	.14	.11	- .03	.25	.27	.02

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Anecdotal and survey data (student and parent) provide evidence of the impact of the program on students. The slightly lowered core GPA scores of regular attendees indicates the need for more homework time, more one-on-one time, and more individual support. However, it is a challenge to add more certified teachers for the academic component under the current budget.

Students who attended non-regularly had a rise in their academic GPAs which could be attributed due to the curriculum and activities that they were exposed to during those 2-3 days a week followed by 2-3 days at home with parental support. Students who attended every day until 6pm went home to dinner and bed. There was limited time to work on homework with parent supervision and often those parents believed their child completed homework in the afterschool program. However 30 minutes is not enough to help a classroom full of students who are already struggling.

There was also a noticeable rise in school day attendance with regular attending ACE students. I believe this is because the afterschool program is providing a resource for families that are in need. When a parent knows that their child is safe 7am-6pm, it reduces the stress on the family to provide child care and transportation.

Next steps:

1. Extend homework time to 45-60 minutes.
2. Work on quality programming.
3. Decrease the number of class options and provide classes and activities that specifically address students' needs and interests.

Afterschool Centers on Education

Cycle 8 AISD, Govalle Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Govalle Elementary School. The program received \$214,529 and served 183 students (31% of the total students enrolled in Govalle Elementary School) in 2014–2015. Among them, 136 were regular participants and 47 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Govalle Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	60%	49%	45%
Male	40%	51%	55%
American Indian or Alaska Native	-	-	-
Asian	-	1%	-
Black or African American	10%	19%	13%
Hispanic	84%	77%	84%
Native Hawaiian or Other Pacific Islander	1%	1%	-
Two or more races	3%	1%	1%
White	2%	2%	2%
% Limited English Proficient	38%	34%	35%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Our initial mandatory staff orientation was quite successful. All major information was given at the same time. The new program staff who started their employment in spring also received

training. Program practices followed the descriptions of the program activities which were communicated well at the beginning of the year. We witness that program would be running less smoothly when staff did not receive enough proper information. Space was an issue when there was after-school tutoring or in inclement weather days. All of these required daily management. End of the day brainstorming provided and substituted for longer monthly meetings to address issues, concerns and solutions. These practices led to a well implemented program. The same practices will be utilized for next year.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) **increased** in some subjects and **decreased** in others from school year 2013–2014 to 2014–2015.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.79	2.49	-.30	2.28	2.40	.12
Math	2.85	2.61	-.24	2.53	2.47	-.06
Science	3.32	3.26	-.06	3.20	3.06	-.14
Social studies	3.46	3.37	-.09	3.37	3.16	-.21

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

Table 3

The passing rate for both regular and non-regular participants **increased** from 2013–2014 to 2014–2015.

Govalle Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	95.62%	97.29%	1.67%	94.02%	95.86%	1.84%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants **increased** from 2013–2014 to 2014–2015.

Govalle Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015
Mean days absent	6.05	6.64	.59	6.32	6.83	.51

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals **increased** for regular participants and did not change for non-regular ones, whereas discretionary removals did not change for regular participants and **decreased** for non-regular ones.

Govalle Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015
Mandatory	.00	.02	.02	.00	.00	.00
Discretionary	.18	.18	.00	.30	.21	-.09

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Students in Shakespeare Theatre program performed at St. Edwards University, Texas State University, UT and perform in Windale, TX their work. They receive accolades of support and recognition for their work. The exposure and opportunity was tremendous. The ACE Govalle shared with parents, program components that supported literacy and other academic areas. The majority of students enrolled in the program passed STAAR. ACE students did pass this year. The site coordinator was given access to campus data systems such as E-cst

system. The homework section of the program continued to develop and was a motivational and important component of the scheduled day. Staff became more invested in homework help. Social Emotional Learning (SEL) continued to be an important element. Every Wednesday there were Award Box recognitions for those students who showed their abilities to get along with their peers. The site coordinator received additional training and shared with staff during the monthly staff meeting.

Next steps:

1. Staff training
2. Continued review with student with discipline issues and identification of the specific programs and strategies to help decrease discipline removals.

Afterschool Centers on Education

Cycle 8 AISD, Houston Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Houston Elementary School. The program received \$217863 and served 178 students (22% of the total students enrolled in Houston Elementary School) in 2014–2015. Among them, 146 were regular participants and 32 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Houston Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	59%	31%	51%
Male	41%	69%	49%
American Indian or Alaska Native	1%	-	-
Asian	-	-	-
Black or African American	3%	-	7%
Hispanic	94%	94%	90%
Native Hawaiian or Other Pacific Islander	-	3%	-
Two or more races	1%	3%	1%
White	1%	-	2%
% Limited English Proficient	50%	50%	54%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

The site at times did occasionally get moved around due to school events or tutoring, but alternate spaces were found. In Spring 2015 the school conducted tutoring for 200 students, which resulted

in a loss of student participation to the ACE program’s tutoring. Students were able to rejoin later but missed more than half of the program. Therefore, the site scaled down in classes and number of students served. After the first two weeks of tutoring, everything ran smoothly as class schedules changed to accommodate the tutoring students. It was communicated to parents that they were not allowed to pick up early since the schedule was accommodated to serve tutoring students enrichment activities. The new curriculum such as NASA Astrobiology and Design Squad worked well.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants’ core grade point average (GPA) for all subjects **decreased**.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.23	2.89	-.34	3.16	2.75	-.41
Math	3.20	2.80	-.40	3.09	2.82	-.28
Science	3.52	3.29	-.23	3.29	3.00	-.29
Social studies	3.67	3.48	-.19	3.54	3.25	-.30

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants **increased** whereas for non-regular participants it **decreased**.

Houston Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	99.06%	99.12%	.06%	98.69%	98.24%	-.45%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

Academic support: Homework Help, tutoring, Science Adventures, Kidz Math

Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club

College and Career: Youth in Government, College Ready, Tech Careers, Driver’s Ed

Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants **increased** whereas for non-regular participants it **decreased**.

Houston Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015
Mean days absent	4.54	5.01	.47	5.84	5.06	-.78

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals **increased** for both regular participants and non-regular ones, whereas discretionary removals **increased** for regular participants and did not change for non-regular ones.

Houston Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015
Mandatory	.00	.01	.01	.00	.03	.03
Discretionary	.01	.03	.02	.03	.03	.00

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

The program had a successful second year. We expect the program to continue to grow as more parents are becoming aware of the program. The percentages don't truly reflect the impact of after school program as there are several factors that we cannot control. For example, several of these students already come to the program with academic struggles and discipline problems. To address the academic issues, the campus conducts a massive tutoring session from January up until the week before the STAAR test.

Next steps:

1. Continue to offer a variety of enrichment activities. However, from Fall to Spring the program will try to cut down classes to effectively use the program budget and to counteract the loss of students to tutoring.

Afterschool Centers on Education

Cycle 8 AISD, Linder Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Linder Elementary School. The program received \$217,864 and served 186 students (41% of the total students enrolled in Linder Elementary School) in 2014–2015. Among them, 149 were regular participants and 37 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Linder Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	44%	54%	46%
Male	56%	46%	54%
American Indian or Alaska Native	1%	-	-
Asian	13%	5%	-
Black or African American	12%	3%	4%
Hispanic	69%	92%	91%
Native Hawaiian or Other Pacific Islander	-	-	1%
Two or more races	3%	-	1%
White	2%	-	4%
% Limited English Proficient	49%	57%	50%

Source. ACE Austin participant records for 2014–2015; AISD student records



Implementation Fidelity

Afterschool staff meetings were held monthly for Site Coordinators to share program updates and provide training to program staff. The meetings also allowed staff to brainstorm new ideas and to discuss how to incorporate new high quality material into the program. These meetings also allowed the staff to discuss issues that needed to be addressed.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in social studies but decreased in all other subjects from school year 2013–2014 to 2014–2015.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.07	2.43	-.64	2.68	2.15	-.53
Math	3.07	2.53	-.54	2.51	2.09	-.42
Science	3.33	3.18	-.15	3.09	2.88	-.21
Social studies	3.43	3.51	.08	3.37	3.27	-.10

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

Table 3

The passing rate for both regular and non-regular participants decreased from 2013–2014 to 2014–2015.

Linder Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	97.97%	96.27%	-1.70%	97.29%	94.99%	-2.30%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants **increased** whereas for non-regular participants it **decreased**.

Linder Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015
Mean days absent	5.18	5.71	.53	6.97	6.35	-.62

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals for both groups **increased**.

Linder Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.05	.09	.04	.08	.16	.08

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Although student GPAs decreased this year, the afterschool program has collaborated with the regular school day staff to help develop programming in the areas of need. The afterschool program has specifically targeted students and given additional hands-on activities to enhance their learning skills. Linder campus exceeded the attendance goals for the year. The program met the goal of increasing literacy (the first priority set by the campus) by recognizing the students reading efforts with student recognition awards. The program

participants increased interactions with the community by engaging in contest and winning 1st place in the Hispanic Chamber of Commerce Waste Reduction Project. The Students were recognized in the Leap of Joy Community Showcase. In addition, program participants collaborated with Media Awareness and their work will be displayed in the Thinkery throughout the summer. Parent participation has increased in parent events, fieldtrips and community recognition. We also held several hands-on training for parents such as ESL and Strengthen Families.

Afterschool Centers on Education

Cycle 8 AISD, Ortega Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Ortega Elementary School. The program received \$220,528 and served 191 students (54% of the total students enrolled in Ortega Elementary School) in 2014–2015. Among them, 155 were regular participants and 36 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Ortega Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	45%	58%	46%
Male	55%	42%	54%
American Indian or Alaska Native	-	-	-
Asian	-	-	1%
Black or African American	8%	11%	17%
Hispanic	88%	83%	76%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	3%	4%
White	2%	3%	3%
% Limited English Proficient	35%	28%	34%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Every year our program registers any student enrolled at Ortega that is interested in participating. Parents must register their child and attend a parent meeting to discuss the programs rules and

goals for the school year. Students are allowed to share their opinions and to chose which classes they take every semester. The Site Coordinator collaborates with the school leadership team to develop and implement classes based on the needs of students and parents.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants’ core grade point average (GPA) for all subjects **decreased**.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.65	2.58	-.07	2.74	2.74	.00
Math	2.73	2.62	-.11	2.83	2.61	-.22
Science	3.06	2.93	-.13	3.26	3.13	-.13
Social studies	3.27	3.12	-.15	3.45	3.13	-.32

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

Table 3

The passing rate for both regular and non-regular participants **increased** from 2013–2014 to 2014–2015.

Ortega Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	96.01%	96.80%	.79%	96.03%	97.10%	1.07%

Source: ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver’s Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants **increased** from 2013–2014 to 2014–2015.

Ortega Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015
Mean days absent	3.87	6.14	2.27	4.84	5.81	.96

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, however discretionary removals for both groups **increased**.

Ortega Elementary School	Participation status					
	Regular participants			Non-regular participants		
	Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.01	.06	.05	.06	.14	.08

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

For the coming year, the site Coordinator at Ortega will be working closely with the ACE Austin administration, the school administration, and school stakeholders to develop a cohesive program that will benefit our students and parents overall. The program will strive to offer appealing classes and programs to increase student attendance and participation, and will focus on student academics and on social, emotional and behavior success.

Afterschool Centers on Education

Cycle 8 AISD, Palm Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Palm Elementary School. The program received \$213,214 and served 184 students (33% of the total students enrolled in Palm Elementary School) in 2014–2015. Among them, 141 were regular participants and 43 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Palm Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	54%	60%	41%
Male	46%	40%	59%
American Indian or Alaska Native	-	-	-
Asian	-	-	1%
Black or African American	20%	12%	4%
Hispanic	77%	86%	90%
Native Hawaiian or Other Pacific Islander	-	-	1%
Two or more races	-	-	1%
White	4%	2%	3%
% Limited English Proficient	26%	57%	46%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

The spring semester allowed us to expand on logistical practices implemented in the fall. This included scaling down classes that had low attendance rates, increasing communication with



parents, and implementing student and family voice into program offerings. Student participation dropped off slowly in the spring. This was a trend due to multiple issues including a longer semester, testing, and participation in outside activities that were offered primarily in the spring such as soccer and sports leagues, as well as increased rates of tutoring due to upcoming standardized tests.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) **increased** in social studies but **decreased** in all other subjects from school year 2013–2014 to 2014–2015.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.64	2.39	-.25	2.71	2.27	-.44
Math	2.90	2.49	-.41	2.88	2.24	-.64
Science	2.96	2.76	-.19	3.02	2.86	-.16
Social studies	3.37	3.15	-.22	3.25	3.29	.04

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

Table 3

The passing rate for both regular and non-regular participants **decreased** from 2013–2014 to 2014–2015.

Palm Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	98.13%	96.53%	-1.60%	96.82%	94.13%	-2.69%

Source: ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants **increased** whereas for non-regular participants it **decreased**.

Palm Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	4.57	5.21	.64	5.36	3.86	-1.50

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals for both groups **decreased**.

Palm Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.09	.04	-.05	.19	.02	-.17

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Palm elementary is a Title I school in the Dove Springs area of south Austin. Like other schools in Dove Springs, Palm Elementary faces many issues and struggles, and consequently, the program is definitely needed at the school. This year, the program had a much higher attendance rate in the fall. However, despite the higher attendance rate helping the program meet attendance requirements quicker, it did not increase overall attendance numbers. As a result, in the fall, program size should be scaled down from Monday through Thursday, whereas the size and number of special weekly Friday classes should be increased to include more musical options. Palm is also experiencing an increase in academic struggles, specifically in math and writing. As a result, more classes that address these subjects should be implemented and school day certified teachers should be recruited to teach at the program and help improve student academic performance.

Afterschool Centers on Education

Cycle 8 AISD, Paredes Middle School

Final Report 2014–2015

This report presents data for the afterschool program at Paredes Middle School. The program received \$246,811 and served 520 students (46% of the total students enrolled in Paredes Middle School) in 2014–2015. Among them, 148 were regular participants and 372 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Paredes Middle School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	47%	46%	50%
Male	53%	54%	50%
American Indian or Alaska Native	-	-	-
Asian	2%	2%	3%
Black or African American	14%	9%	6%
Hispanic	73%	75%	80%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	1%	2%	2%
White	10%	12%	10%
% Limited English Proficient	18%	16%	18%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

It was difficult at the middle school level to maintain consistent attendance throughout the school year, particularly with 7th and 8th grade students. These students were eligible to participate in



athletics programs, honor societies, band and choir practices and concerts, and other activities outside of the ACE program. The program encouraged students to explore these interests, and thus many students attended ACE activities regularly for weeks at a time, and then not at all for long stretches.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants’ core grade point average (GPA) for all subjects **increased**.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.38	3.35	.97	2.67	3.24	.57
Math	2.56	3.05	.49	2.73	2.89	.15
Science	2.59	3.07	.48	2.79	2.94	.15
Social studies	2.82	3.37	.55	3.11	3.19	.08

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

Table 3

The passing rate for both regular and non-regular participants **decreased** from 2013–2014 to 2014–2015.

Paredes Middle School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	95.98%	95.91%	-.07%	93.77%	92.62%	-1.15%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver’s Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants **increased** from 2013–2014 to 2014–2015.

Paredes Middle School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.80	6.33	.53	7.37	9.57	2.20

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals did not change for regular participants but **increased** for non-regular ones, whereas discretionary removals **increased** for both groups of participants.

Paredes Middle School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.01	.03	.02
Discretionary	.28	.61	.33	.74	1.19	.45

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

The purpose of this program is to serve students with a high academic and social need. The overall GPA of all students at Paredes decreased this year, particularly in reading and math. Many of the benefits to the school from the program are in the areas of community service and social emotional learning. Students painted murals, worked in the garden, and volunteered at elementary schools. The program brought a higher level of engagement and community to the school, and over half of the school population participated in the program on some level. Although not all of these were regular attendees, they all received some benefit and became more integrated into the school community.

Afterschool Centers on Education

Cycle 8 AISD, Perez Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Perez Elementary School. The program received \$220,528 and served 211 students (24% of the total students enrolled in Perez Elementary School) in 2014–2015. Among them, 135 were regular participants and 76 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Perez Elementary School	Regular participants	Non-regular participants	Non-participants
	%	%	%
Female	54%	55%	46%
Male	46%	45%	54%
American Indian or Alaska Native	-	-	-
Asian	-	1%	-
Black or African American	4%	4%	8%
Hispanic	93%	87%	87%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	1%	1%
White	3%	7%	4%
% Limited English Proficient	41%	47%	49%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Having in- house trainings on days that the regular school was closed for a holiday was helpful to the program implementation. Staff attended a minimum of one training and at least one

conference during the year. This was beneficial because it allowed students to debrief and discuss various issues at hand.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants’ core grade point average (GPA) for all subjects **decreased**.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.00	2.57	-.43	2.58	1.96	-.62
Math	2.98	2.76	-.22	2.72	2.12	-.60
Science	3.30	3.00	-.30	3.28	2.92	-.36
Social studies	3.34	3.22	-.12	3.38	3.15	-.23

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

Table 3

The passing rate for both regular and non-regular participants **increased** from 2013–2014 to 2014–2015.

Perez Elementary School	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	96.61%	97.69%	1.08%	97.38%	97.66%	.28%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 AISD AFTERSCHOOL PROGRAM

Main Goals

Decrease school-day absences

Decrease discipline referrals

Increase academic achievement

Participation level

Regular: attended the program for 30 or more days

Non-Regular: attended between 1 and 29 days of the program

Program activity examples

Academic support: Homework Help, tutoring, Science Adventures, Kidz Math

Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club

College and Career: Youth in Government, College Ready, Tech Careers, Driver’s Ed

Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants **decreased** from 2013–2014 to 2014–2015.

Perez Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	6.32	5.82	-.50	6.49	4.63	-1.86

Source. ACE Austin participant records for 2013–2015; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals for both groups **increased**.

Perez Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.13	.27	.14	.13	.17	.04

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

The majority of students served by the program are Hispanic. A part of the program was tailored to assist students with their homework and this helped. Absent days for program students increased a little this year, most likely due to the Onion Creek storm (many families were displaced due to the storm). In addition, discipline problems increased at the school. One of the changes occurring at Perez was that 2 full time Assistant Principals were added to the staff. Hopefully, more administration on campus during the day will benefit the ACE program. Other programming including Community In School (CIS) will be available next year, which is expected to help with the ACE program. Many ACE students are also served by the CIS program.