

After School Centers on Education

Cycle 7 AISD

Austin Independent School District

Eastside Memorial High School

Final Report 2013–2014



Austin Independent School District

Department of Program Evaluation

August 2014

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

Executive Summary

In 2013–2014, the Afterschool Center on Education (ACE) program at Eastside Memorial High School in Austin Independent School District (AISD) served 361 students. This report examines program implementation and outcomes of the ACE program at Eastside Memorial High School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are the following:

1. Both the regular and non-regular participant groups were composed of more females than males; however, this trend was opposite for the non-participant group, in which the majority of students were male. For all participation groups, the majority of students were Hispanic. All three groups had a large percentage of African American students; however, the percentage of African American students in the regular participant group was higher than the percentages in the non-regular and non-participation groups. The percentages of students who were classified as limited English proficient (LEP) were much lower in the regular and non-regular participant groups than in the non-participant group.
2. The program reached targeted students and their families. The program activities were implemented as planned.¹
3. For both the regular and non-regular participant groups, the mean absent days was greater in 2013–2014 than in 2012–2013.
4. Regular participants experienced a greater grade point average (GPA) improvement in all subjects, except social studies, from 2012–2013 to 2013–2014. Non-regular participants experienced a greater GPA in all core subjects. Both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014.
5. Regular participants experienced an increase and non-regular participants experienced a decrease in discretionary discipline removals.

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

Despite the fact that attendance goals at Eastside were exceeded, the program staff will work on recruiting and retaining more students in future years, using the following steps:

1. Conduct focus groups to identify students’ interests
2. Request that program teachers and school teachers personally recruit students

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

3. Debrief with the school about missing students and contact regular 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 academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Building on its existing infrastructure of evidence-based out-of-school-time activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive, menu of before-school, afterschool, and summer programming. Activities are offered at least 15 hours per week for 30 weeks during the academic year and for 30 hours per week for 4 weeks during summer. All activities focus on the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and workforce readiness/awareness.

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

Family engagement. ACE Austin staff partner with the AISD Adult Education Department and each school's parent support specialist to provide family engagement activities that help connect families to schools and enable them to better support their children's academic achievement. Services include English language support for limited English proficient students; technology classes; parent support classes that focus on college readiness, child development, positive behavior, and ways to support student academic achievement; and family fitness nights, offered in partnership with ACTIVE Life Movement, a national organization dedicated to healthy lifestyles for all.

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

College and workforce readiness/awareness. ACE Austin implemented the Get Ready for College program with 5th graders at selected campuses. Students were targeted based on teachers' recommendations. Participating students investigated careers, visited area colleges and universities, practiced public speaking skills, participated in service projects, and played lacrosse. All ACE Austin activities and classes integrate college and workforce readiness whenever feasible, including discussions about careers and educational attainment, presentations from guest speakers, and information about the importance of high school graduation and college attendance.

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

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

The primary challenges at Eastside Memorial High School are the low level of parental support, the reality that students hold several responsibilities outside the school and therefore have a very busy schedule, and the fact that a portion of Eastside Memorial High students do not see a future in higher education.

As a result of such issues, various programs were implemented to target these students. The programs included events targeting adults, Zumba, yoga, and computer classes (to teach parents how to find their children's grades and how to stay in touch with administrators). In addition, the Homework Morning Club, Robotics, and the College and Career Club were introduced in the mornings and aimed at providing time and opportunities for students. The Homework Morning Club gives students who have to work or babysit siblings after school an extra hour to work in the mornings. Robotics is a program that introduces students to college-level math and engineering. Students work with several high tech companies and learn valuable skills that they can take to a college program. The College and Career Club allows students to research and apply for colleges and jobs.

This report examines outcomes for the ACE program at Eastside Memorial High School, which served 361 students during the 2013 –2014 school year.

Evaluation Strategy

Expectations

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

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

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

Measurement

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

*School Attendance*²

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

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

Discipline Removals

To examine the program impact on discipline referrals, the percentage of students who were disciplined was calculated for both the regular and non-regular participant groups. Student discipline referrals were included for analysis when the resultant action was a suspension (i.e., in-school or out-of-school suspension) or placement in a disciplinary alternative education program (DAEP; e.g., the Alternative Learning Center). These removals from the regular education environment were divided into two categories for the purposes of analyses: those for which a removal was mandatory and those for which a removal was discretionary. All mandatory discipline offenses resulted in a removal from campus, as required by law. Discretionary removals were those offenses that did not require a removal by law, but for which a student was removed anyway. For example, mandatory removals included drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included behaviors such as persistent misbehavior or fights.

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

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

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

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

Programming was developed based on the needs of Eastside Memorial High School. Upon implementation, project directors met with the site coordinator (SC) to set goals in the following areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year, and adjustments were made. The project director (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC, who then met with the OST instructor. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including activity alignment; use of goals that are **specific, measurable, attainable, realistic, and timely** (SMART); staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide YPQ initiative. Leadership team members and all SCs were trained to use the nationally validated Youth Program Quality Assessment (YPQA) tool. Each semester, the QC and each SC conducted a minimum of two assessments using the YPQA tool, and the results of each assessment were used to guide the Center's quality improvement and professional development activity plan for instructors and vendor staff.

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

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

Marketing. Successful marketing and program promotion are essential, both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin marketing strategies focused on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasized both the community

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

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

Logic Model

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

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
<u>HUMAN</u> <ul style="list-style-type: none"> • <u>Lori Williams, Site Coordinator</u> • <u>Bryan Miller, Principal</u> • <u>Josie Villareal Family, Parent Support Specialist</u> • <u>Teachers</u> • <u>Classified Staff</u> • <u>Temp Hourly Staff</u> • <u>Vendor Staff</u> • <u>Parents</u> • <u>Students</u> • <u>Volunteers</u> • <u>Community Partners</u> <u>SUPPORT</u> <ul style="list-style-type: none"> • <u>Shirlene Justice, Project Administrator</u> • <u>Lupe or John, Grant Director</u> • <u>Elena or Jeanette, FES</u> • <u>Data Support, Wanda Atwood</u> • <u>Accounting Support, Adrienne or Treasure</u> • <u>Laurie Celli, TAC</u> • <u>Campus Leaders</u> • <u>Community Leaders</u> • <u>Social and Emotional Learning Dept.</u> • <u>RTI Department</u> 	<u>School Program Alignment</u> <ul style="list-style-type: none"> • <u>Signed MOU by the Principal</u> • <u>Hired school day school teachers who align classroom lessons with after school</u> • <u>TEKS aligned lesson plans</u> • <u>Needs Assessment on file</u> • <u>Campus Improvement Plans</u> • <u>Participation in campus meetings and events</u> <u>Recruiting and Retaining (right students, right mix of students)</u> <ul style="list-style-type: none"> • <u>Week long recruitment of the general student populous</u> • <u>Recruitment via departments</u> • <u>Advisory recruitment</u> • <u>Recruitment of students with low attendance and low test scores</u> • <u>Consideration of student Social/Emotional Need</u> • <u>Offer engaging activities</u> <u>Integrating Student and Family Voice</u>	<u>Academic Support</u> <ul style="list-style-type: none"> • <u>Homework Help</u> • <u>Tutoring</u> <u>Enrichment</u> <ul style="list-style-type: none"> • <u>Fine Arts Enrichment</u> • <u>STEM Enrichment</u> • <u>Literacy Enrichment</u> • <u>Leadership/Character Education</u> • <u>Games</u> <u>Family Engagement</u> <ul style="list-style-type: none"> • <u>Health and Fitness</u> • <u>Literacy</u> <u>College and Career</u> <ul style="list-style-type: none"> • <u>Tech Careers</u> • <u>Driver's Ed</u> • <u>Green Careers and internships</u> • <u>College and Career Club</u> <u>Health and Fitness</u> <ul style="list-style-type: none"> • <u>Physical training</u> • <u>Nutrition</u> • <u>Competitions</u> 	<u>Academic Support</u> <u>Homework help and tutoring</u> <u>offered 12 hours per week, serves 110 students total</u> <ul style="list-style-type: none"> • <u>STEM – offered 9 hours per week, serves 22 students</u> <u>Enrichment</u> <ul style="list-style-type: none"> • <u>Fine Arts – offered 5 hours per week, serves 50 students</u> • <u>Leadership/Character Education – offered 8 hours a week, serves 10 students</u> • <u>Games – offered 8 hours a week, serves 12 students</u> <ul style="list-style-type: none"> • <u>Family Engagement– offered 4 hours per week, serves 10 adults</u> • <u>College and Careers – offered 8 hours per week, serves 40 students</u> • <u>Health and Fitness- offered 15 hours a week, serves 80 students</u>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> • <u>Curriculum and Instruction Dept.</u> • <u>Innovation and Development Dept</u> • <u>Central Texas Afterschool Network</u> • <u>Travis County</u> • <u>City of Austin</u> • <u>KDK</u> • <u>UTeach</u> • <u>List other partners</u> <p>CURRICULUM</p> <ul style="list-style-type: none"> • <u>Research based curriculum</u> • <u>Sherelle Patisaul, Curriculum Specialist</u> • <u>Desiree Morales, Quality Coordinator</u> <p>OTHER</p>	<ul style="list-style-type: none"> • <u>Parent Surveys</u> • <u>Student Surveys</u> • <u>Conversations with students about future after school clubs</u> <p>Ongoing Monitoring (data use and observation)</p> <ul style="list-style-type: none"> • <u>YPQ Assessments</u> • <u>Regular Classroom visits</u> • <u>TX 21 Monthly Attendance Reviews</u> • <u>Pre/post test</u> • <u>Teacher meetings</u> <p>Professional Development</p> <ul style="list-style-type: none"> • <u>YPQ</u> • <u>Lesson planning and delivery</u> • <u>SEL, PBS, ELL</u> • <u>Structured Play</u> • <u>CPR/First Aide</u> • <u>Summer Learning</u> • <u>Best Practices</u> • <u>CTAN University</u> 		

Modifications

The program staff added the Yoga Class for adults, Hip Hop Class for students, Bible Lit Class for students, and Frisbee.

Research Questions

Program Structure: Was the program implemented as intended?

Eastside Memorial High School Level of Implementation:

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

The program at Eastside Memorial was taught by vendors and teachers. Vendors provided all resources needed to teach the programs, and the program provided the teachers.

Implementation Practices: Were program practices well implemented?

The program was well implemented. Surveys and focus groups were conducted to get feedback before the program started. This pre-program phase helped organize the program and led us to exceed our goals last year. No problems were related to students' participation or retention. The students who joined the program were consistent in their attendance and actually brought younger siblings with them. The school was supportive and recommended the program to students who were looking for something to occupy their afternoons.

Outputs–Activities: Were activities targeted to student needs?

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. The program quality was assessed by the site coordination through participation data and observations.

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

Modifications were made throughout the school year. When a class had extremely low participation, the site coordinator worked with the teacher to make changes and bring in more students. Classes with no participants enrolled were canceled.

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

Because Eastside Memorial students have a large range of interests, the program offered many enrichment activities. By contrast, the academic classes were designed to help students who were low performing or wanted to do better on a test. Few additional academic-related activities and classes were offered because the school already was successful in achieving its goal of keeping the students on task academically. College and career programs were specifically designed for students who wanted to have a career when they got out of school or who wanted to attend institutions of higher education. This portion of the program was open to all students, but generally comprised students who understood they must be prepared for the future. Lastly, the adult programs were meant to bring parents and community into the school and to provide more support for the students. The allocation was essentially the same in the fall and spring.

Program Participation

Student Demographics

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

Campus	Regular participants		Non –regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Eastside Memorial High School	161	29%	200	36%	187	34%	548	100%

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

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

Demographics	Eastside Memorial High School	Participation status		
		Regular participants (n = 161)	Non-regular participants (n =200)	Non-participants (n =187)
Gender	Female	53%	53%	40%
	Male	47%	47%	60%
Ethnicity	American Indian or Alaska Native	1%	1%	1%
	Asian	1%	1%	2%
	Black or African American	27%	13%	11%
	Hispanic	66%	82%	84%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	1%	0%
	White	3%	3%	2%
Limited English proficiency	% LEP	5%	19%	29%

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

Both regular and non-regular participant groups were composed of more females than males; however, this trend was opposite for the non-participant group, in which the majority of students were male. For all participation groups, the majority of students were Hispanic. All three groups had a large percentage of African American students; however, the percentage of African American students in the

regular participant group was higher than the percentages in the non-regular and non-participation groups. The percentages of students who were classified as limited English proficient (LEP) were much lower in the regular and non-regular participant groups than in the non-participant group.

The site coordinator provided the following explanation about the program’s demographics: “Eastside is a school that is heavy on sports, and the boys at my school prefer sports, so my sports classes bring more boys into the program. My campus is about 87% Hispanic, so most of the students participating are Hispanic. We also have a high about of African Americans students that participate in my sports and dance programs. Since most of my students speak English we have only a small amount of LEP students that attend the program.”

Student Attendance in ACE Activities

Table 5. Frequency of Program Administration at Eastside Memorial High School, by Program Type, 2013–2014

Activity Category	Frequency	Percent
Academic enrichment learning program	Daily	
Activity to promote youth leadership	Weekly	
Career/job training	Weekly	
Community service/service learning	weekly	
Homework help	Weekly	
Promotion of parental involvement	Weekly	
Recreational activity	Daily	
Tutoring	Daily	

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

The most popular activities were boys’ basketball, drivers’ education, and girls’ softball. The least popular activities were Ballet Folklorico, the Bible Club, and the Computer Club. Classes and activities were evaluated on a case-by-case basis. If the class had low but consistent attendance, it was allowed to progress because the teacher was reaching the students who attended. In such cases, the site coordinator tried to recruit more students to the class. If a class had fewer than two students and recruiting methods were not helping it, it was assumed that students were not interested and the class was cancelled.

Table 6. Student Participation in Afterschool Programs at Eastside Memorial High School, by Program Component, 2013–2014

Program Component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	208	12%	208	12%
Enrichment	1408	78%	1408	78%
Family engagement	32	2%	32	2%
Career	160	9%	160	9%

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

Students attended enough hours to benefit from academics, enrichment, family engagement, and career opportunities. The program reached the students it aimed to reach for the school term.

Program Intermediate Outcomes

Academic Achievement Outcome

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

Regular participants experienced a greater GPA improvement in all subjects, except social studies, from 2012–2013 to 2013–2014. Non-regular participants experienced a greater GPA in all core subjects. Both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014.

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

Eastside Memorial High School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	3.01	3.12	0.10	2.65	2.95	0.30
Math	2.91	3.10	0.19	2.42	2.76	0.33
Science	2.95	3.11	0.17	2.52	2.95	0.43
Social studies	2.93	2.86	-0.07	2.42	2.58	0.15

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

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

Eastside Memorial High School	Participation status				
	Regular participants		Course pass percentage point change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Course pass percentage	90.00%	92.56%	2.56%	80.15%	88.70%

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

Attendance Outcome

Average absent days of ACE program participants at Eastside Memorial High School were calculated in school year 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and includes both excused and unexcused absences. Results indicated that participants' mean absent days was greater in 2013–2014 than in 2012–2013.

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

Eastside Memorial High School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2012–2013		2012–2013	2012–2013
Mean days absent	8.88	9.83	0.96	12.25	14.01

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

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

Discipline Outcome

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

The percentage of mandatory discipline removals for both regular participants and non-participants groups was unchanged from 2012–2013 to 2013–2014. Regular participants experienced an increase and non-regular participants experienced a decrease in discretionary discipline removals.

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

Eastside Memorial High School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2012–2013		2012–2013	2012–2013	
Type of discipline removal						
Mandatory	0.05	0.05	0.00	0.09	0.09	0.00
Discretionary	1.05	1.46	0.41	2.34	1.71	-0.63

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

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

Evaluator Commentary and Recommendations

Recommendation 1. Regular participants experienced a greater GPA improvement in all subjects, except social studies, from 2012–2013 to 2013–2014. Non-regular participants experienced a greater GPA in all core subjects. Both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014. Given the mostly positive results for ACE Austin participants related to GPA and course passing rates, it is recommended that academic-related afterschool programs continue to serve students in need at East Memorial High School.

Recommendation 2. The mean absent days increased from 2012–2013 to 2013–2014 for both regular participants and non-regular participants at Eastside Memorial High School. To meet the program’s attendance goals, a closer alignment of program activities designed to address attendance issues is warranted.

Recommendation 3. The percentage of mandatory discipline removals for both regular participants and non-regular participants groups remained unchanged from 2012–2013 to 2013–2014. Regular participants experienced an increase and non-regular participants experienced a decrease in discretionary discipline removals. It is recommended that program staff at Eastside Memorial High School identify the specific programs and strategies used to decrease discretionary discipline removals.

Site Coordinator Commentary and Next Steps

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

Despite the fact that attendance goals at Eastside were exceeded, the program staff will work on recruiting and retaining more students in future years with following steps:

1. Conduct focus groups to identify students' interests
2. Request that program teachers and school teachers personally recruit students
3. Debrief with the school about missing students and contact regular participants

References

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

Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 229 parents of students who participated in ACE Austin Cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that family nights/ performances (48%) received most parent attendance this past year, followed by Zumba (26%) and English as a second language (ESL) (22%) (Table 11). Respondents recommended the ACE program offer the following classes: ESL (23%), family nights/ performance (21%) again next year.

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

	%
Coffee	20%
English as a second language	22%
Family Nights/Performances	48%
Literacy	6%
Love & Logic	4%
Social & Emotional Learning	0%
Strengthening families	5%
Zumba	26%

Source. ACE Austin Parent Survey 2014

When asked about the qualities of the ACE program that they considered important, parent respondents checked the following areas most often: safe environment (78%), opportunity to have fun (67%), and homework help (65%).

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

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

Source. ACE Austin Parent Survey 2014

The majority (82% and 93%, respectively) of parent respondents indicated that the instructor cared about their individual progress and that they were more connected to the school community as a

result of attending these classes. The majority (82%) of parent respondents reported that they knew who to contact when they had questions about the ACE program. Parent survey respondents also reported that their children were doing better in school because of the after-school program (98%). Almost all of them (99%) believed that their children enjoyed the time in the afterschool program.

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

Year End Summary

Grantee: Austin ISD

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

Year: 2014

Printed Date: 8/5/2014

Report Description:

End of Year Only: This report contains a year count of students by center. Regular students are students that attend 30 days or more across all three terms. Columns of percentages include a side by side comparison of the percentage of the total student population (% of Tot) and the percentage of the sub total student regular and/or non-regular populations (% of Sub Pop).

C1 - Eastside Memorial High School at the Johnston Campus

Student Counts

Total Students:	373	
Total Regular Students:	164	44%
Total Non-Regular Students:	209	56%

Student Counts by Ethnicity

1997 Standard	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop
	Hispanic		Two or More		White		American Indian/Alaskan	
Total:	274	73%	4	1%	11	3%	2	1%
Regular:	103	28%	2	1%	6	2%	1	0%
Non-Regular:	171	46%	2	1%	5	1%	1	0%
	Asian		African American		Hawaiian/Pacific			
Total:	7	2%	75	20%	0	0%		
Regular:	3	1%	49	13%	0	0%		
Non-Regular:	4	1%	26	7%	0	0%		

Student Counts by Gender

Regular Male:	79	21%	Regular Female:	85	23%
Non-Regular Male:	99	27%	Non-Regular Female:	110	29%

Student Counts by Category

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
Regular:	LEP:	10	3%	Eco. Dis.:	114	31%	Special:	18	5%
Non-Regular:	LEP:	45	12%	Eco. Dis.:	140	38%	Special:	22	6%
Regular:	At Risk:	113	30%	ESL:	10	3%	Migrant:	0	0%
Non-Regular:	At Risk:	141	38%	ESL:	44	12%	Migrant:	0	0%

Activity Average Daily Attendance

Fall 2014

Printed Date: 8/5/2014

Report Description:

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

Grantee: Austin ISD

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

Center: C1 - Eastside Memorial High School at the Johnston Campus

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Art Design	24	0	28	28	3	3	0
Austin Youth Voices	1	0	2	2	1	1	0
Basketball Girls	14	0	29	27	10	9	0
Boys Sports	30	0	33	31	24	20	0
Computer Repair	9	0	28	29	2	2	0
Cooking	22	0	13	12	1	2	0
Drama	11	0	13	12	3	3	0
Driver's ED	28	0	17	17	14	14	0
Drum	19	0	28	27	3	3	0
Girls Sports Group	31	0	52	50	12	11	0
Girls Volley Group	17	0	41	41	14	13	0
Glamour Girls	31	0	42	41	8	8	0
Green Teens	27	0	13	14	5	5	0
Guitar Club	22	0	28	27	3	4	0
Homework Club Afternoon only	136	0	55	53	6	8	0
Latin Dance	32	0	9	9	7	7	0
Latin Dance Tuesday	27	0	11	10	1	3	0
Marathon High	29	0	24	22	8	9	0
Morning Library Club- Home Vid	41	0	69	67	6	6	0
Morning Sports	44	0	69	67	6	6	0
Music Groups	32	0	53	51	5	6	0
Nails	26	0	28	28	3	3	0
Nails Monday	5	0	3	4	0	1	0
Parent Awareness Group	0	23	13	12	0	0	2
Parent Computing	0	2	11	11	0	0	1
Peer Tutoring	56	0	12	13	0	4	0
Photography	13	0	17	17	1	2	0
Robotics	30	0	28	28	6	7	0
Rules of the Road	17	0	19	18	7	7	0
Sewing	8	0	18	18	2	2	0
Soccer	19	0	8	8	3	5	0
Video Games - PM	42	0	55	53	4	4	0
Wrestling	40	0	19	18	24	20	0
Zumba	0	5	36	34	0	0	2

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult ESL	0	27	15	13	0	0	3
Austin Film School	303	0	13	12	9	9	0
BONESHAKER	303	0	13	12	9	8	0
Cooking By Measurements	303	0	14	13	13	13	0
Dream Initiative	303	0	27	25	13	13	0
Fashion Class	303	0	14	14	11	10	0

Year End Summary

Printed Date: 8/5/2014

Grantee: Austin ISD

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

Year: 2014

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	94	25%
Non-Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	111	30%
	K:	0	0%	2nd:	0	0%	6th:	0	0%	10th:	52	14%
	K:	0	0%	2nd:	0	0%	6th:	0	0%	10th:	64	17%
				3rd:	0	0%	7th:	0	0%	11th:	12	3%
				3rd:	0	0%	7th:	0	0%	11th:	24	6%
				4th:	0	0%	8th:	0	0%	12th:	6	2%
				4th:	0	0%	8th:	0	0%	12th:	10	3%

Activity Average Daily Attendance

Spring 2014

Printed Date: 8/5/2014

Report Description:

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

Grantee: Austin ISD

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

Center: C1 - Eastside Memorial High School at the Johnston Campus

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
SPP Social Studies: adult support	0	7	4	4	0	0	3
Art with Ryan	20	0	38	32	2	2	0
Ballet Folklorico	1	0	6	5	0	1	0
Bible Club	2	0	11	10	0	1	0
Boys Basketball	28	0	17	14	13	12	0
Boys Soccer	5	0	37	31	3	3	0
Chess Club	20	0	33	29	2	3	0
Computer Club	3	0	40	35	0	1	0
Drama	13	0	38	33	1	2	0
Driver's ED	17	0	21	19	12	12	0
SPP Social Studies: Driver's ED - Final Spring	18	0	20	19	12	10	0
SPP Social Studies: Driving Spring-Rules of the	12	0	26	22	7	6	0
Drum	20	0	38	33	4	5	0
Frisbee	9	0	10	9	0	2	0
Girl Sports	30	0	80	69	7	8	0
Girls Basketball	12	0	17	14	7	7	0
Girls Soccer	14	0	53	44	2	5	0
Girls Softball	16	0	83	71	9	8	0
Glamour Girls	29	0	60	53	6	6	0
Green Teens	10	0	19	16	5	5	0
Guitar Club	30	0	57	50	1	2	0
Hip Hop Club	9	0	20	16	0	1	0
Home/Video Mornings	26	0	99	83	4	5	0
Homework Club - Afternoons	90	0	80	69	5	5	0
Last Week of Fall Programming	190	0	5	5	94	91	0
SPP Social Studies: Latin Dance Spring	5	0	8	6	5	4	0
Marathon High - Running	18	0	25	22	4	4	0
Morning Sports	46	0	65	54	3	3	0
Movie Club	4	0	9	7	0	1	0
music groups	34	0	80	69	3	4	0
Nails	35	0	60	51	4	5	0
Robotics	14	0	40	34	4	4	0
Strenght and Conditioning	53	0	75	65	6	7	0
Video Games - PM	36	0	76	66	5	5	0
Voice Lessons	13	0	20	16	2	3	0
Wrestling	36	0	17	14	11	12	0

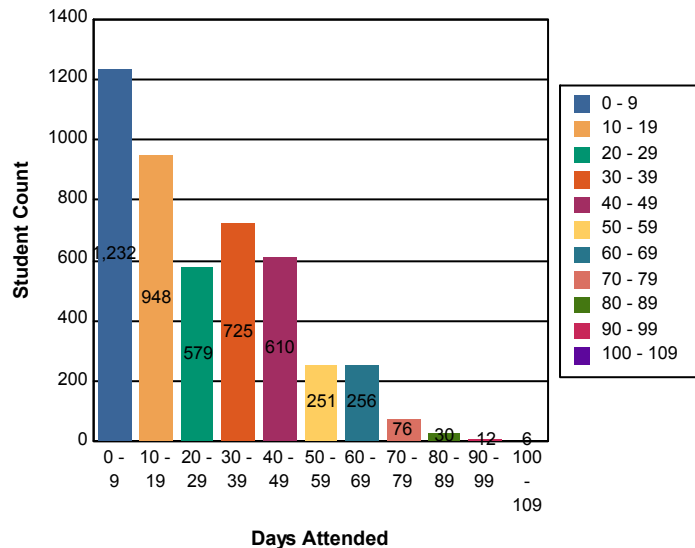
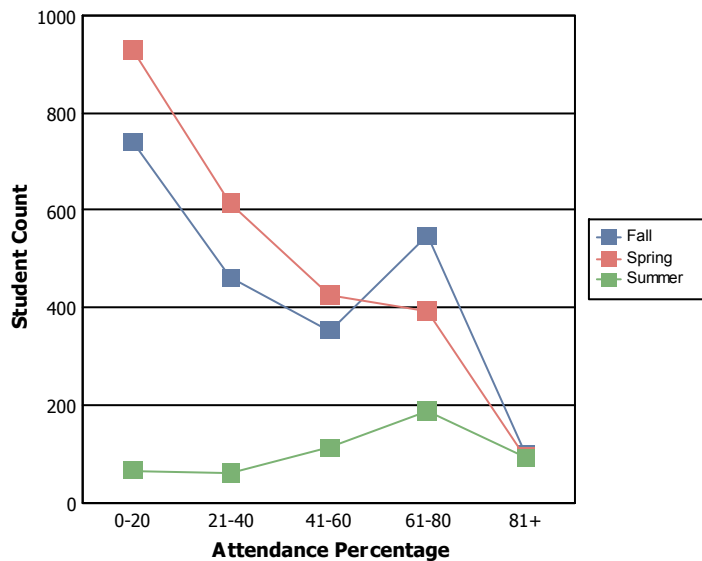
Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult ESL	0	48	37	35	0	0	15
Austin Film Society - spring	306	0	17	16	7	7	0
BONESHAKER	306	0	17	16	8	8	0
Cooking By Measurements	306	0	18	18	11	11	0

Student Attendance Percentage - Grantee Level

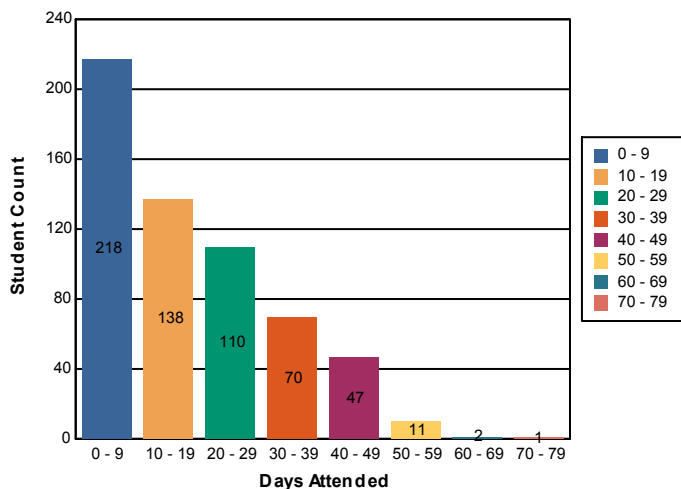
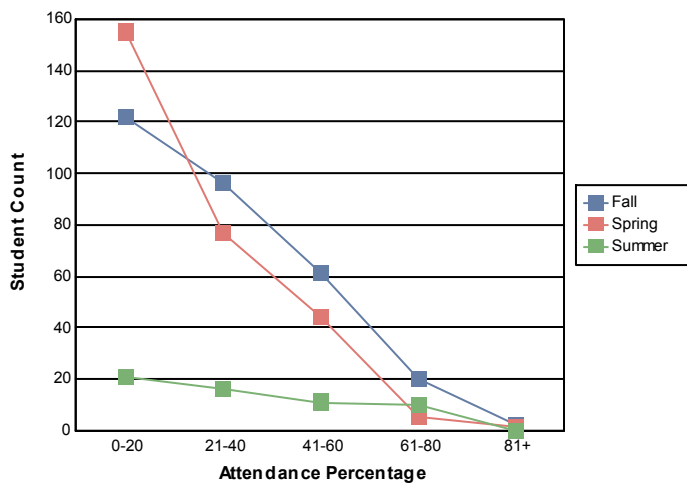
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Grantee: Austin ISD



Attendance %	Fall	Spring	Summer
0-20	739	930	66
21-40	461	614	60
41-60	353	425	112
61-80	547	392	187
81+	100	95	92
Total	2,200	2,456	517

C1 - Eastside Memorial High School at the Johnston Campus



Attendance %	Fall	Spring	Summer
0-20	122	155	21
21-40	96	77	16
41-60	61	44	11
61-80	20	5	10
81+	2	1	0
Total	301	282	58

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