

Afterschool Centers on Education

Cycle 8 Boys & Girls Club of Austin

Austin Independent School District

Garcia Middle 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 Garcia Middle School in Austin Independent School District (AISD) served 179 students. This report examines program implementation and outcomes of the ACE program at Garcia Middle School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. About one-third of students at Garcia Middle School participated in the ACE program. The majority of students in the participant group and non-participant group were Hispanic. Both groups received about one-third African American students. The percentage of students who were classified as limited English proficient (LEP) was lower in participant group than in the non-participant group.
2. The ACE program at Garcia Middle School has been successful by meeting all grant requirements, using all resources available, and having high participation by students and parents.¹
3. Both the regular and non-regular participant groups experienced an improvement in grade point average (GPA) in reading, math, and science, but not in social studies, from 2012–2013 to 2013–2014. The regular participant group experienced an increase and non-regular participant experienced a decrease in course completion during the same period.
4. Expected attendance outcomes were not met in Garcia Middle School. Participants mean absent days was greater in 2013–2014 than in 2012–2013.
5. Both the regular and non-regular participant groups experienced increases in both mandatory and 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 Garcia Middle School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. Garcia Middle School proposes to bring more college readiness programs to promote the benefits of higher education to students. These programs, including Torch Club, will help students develop leadership skills and decrease the discretionary removals from campus.
2. In becoming an all-male school, Garcia Middle School will provide more programs that attract male students.
3. The staff at this site will continue to work with the new Garcia Middle School faculty to better

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.

align the academic programs with their campus programs. The Power Hour program will further emphasize teacher-assigned work to help students focus on what they are learning in the classroom.

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Introduction and Purpose of Program

The Boys & Girls Club of Austin (BGCA) program offers a variety of activities to cover the four activity components: academic assistance, enrichment, college and career readiness, and family and parental support services. The program objectives for this grant are to improve academic performance, improve attendance rates, improve behavior, improve promotion rates, and improve graduation rates.

To improve academics, promotion rates, and graduation rates, the BGCA program implemented intensive academic intervention strategies at the elementary level, where selected students participated in interventions in math, science, and English language arts (ELA). At the high school and middle school sites, we offered academic case management to each school's most academically unsuccessful students. These students received regular check-ins and support services, given by the education director. We also offered homework assistance to help students with their homework. To help improve behavior, we offered prevention programs such as SMART Girls, SMART Kids, and Passport to Manhood, which are programs that teach resistance skills. To help improve attendance rates, we offered fun and engaging academic enrichment activities that were linked to the school day.

The following six sites are served by the ACE Boys & Girls Club grant: LBJ High School, Garcia Middle School, Overton Elementary, Sims Elementary, Jordan Elementary, and Walnut Creek Elementary. All these schools have high concentrations of economically disadvantaged students. These schools were chosen because of their high rates of poverty, as well as retention and disciplinary action, and low attendance and graduation rates.

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 Garcia Middle School related to students' behavior issues and low academic performance. The afterschool program at this site employed an education director to academically case manage 30 students. These students were referred by the school staff and BGC staff. In addition, the Power Hour program was implemented to help students develop good study and homework habits. Students were rewarded for successful work through prizes and opportunities. To address the discipline issues, the program staff worked with the principal and assistant principals and other school staff to form a unified discipline policy and expectations. Programs (e.g., filmmaking, computer games, and athletics leagues) were implemented to increase students' involvement.

This report examines outcomes for ACE program at Garcia Middle School, which served 179 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 Afterschool program used TEA Security Environment (TEASE), the Texas ACE web-based tracking system, to track student attendance and other program data needed for TEA reports. The DRE evaluator extracted students' records from AISD's data warehouse and assisted program staff with formatting and data entry into TEASE for accurate reporting to TEA.

Measurement

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

School Attendance²

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

Discipline Removals

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

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

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

The BGCA administrators reviewed each school’s test results and student data to determine what types of activities to offer. The site directors created Campus Needs Assessments with which they surveyed principals, teachers, other school administration, and parents. They also reviewed the school’s campus improvement plan to further guide them to determine what activities those students needed. The project director and site director met or emailed on a monthly basis with principals to check in and see how the program was going and ask for feedback. In addition, site directors had daily or weekly contact with school principals to inform them about what was going on in the program.

Recruitment of the academically cased-managed youth and the targeted-intervention youth, who were referred to the program by principals and teachers, was based on each youth’s grades and behavior. Other students were recruited through open enrollment at back-to-school nights, lunches, and registration nights.

Youth Program Quality trainings were offered throughout the year to help build staff skills so staff could provide effective, hands-on classes. Education directors and site directors also went through BGCA trainings about grant requirements and reporting. Site directors attended the school welcome back trainings at the beginning of the year to understand and align with expectations for the school day. The project director conducted monthly site observations at each site to provide feedback about the program. This feedback helped the site directors know what trainings to attend or what trainings to offer to their staff.

Supplies for programs were ordered or purchased, as needed, throughout the year. The family engagement specialist worked closely with site directors and school-day parent support specialists to help identify parental needs and what the afterschool program could do to help meet those needs. Marketing for the program was through flyers, back-to-school nights, registration nights, lunches, and meetings with school administration.

Logic Model

A logic model was designed to guide the implementation of the ACE program at Garcia Middle School. It also serves as a tool for documenting programmatic changes over time. The logic model of the ACE program at Garcia Middle 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
<p><u>Human:</u></p> <ul style="list-style-type: none"> • SC: Cyndi Hernandez: <u>BS Education</u> <u>BA Applied Sc</u> • ED: Jason Matthews: <u>BA Social Science</u> • 3 YDP Instructors: <u>All UT students</u> • <u>External experts and partners</u> <ul style="list-style-type: none"> ○ <u>AISD</u> ○ <u>CTAN</u> ○ <u>YPQA</u> • <u>110 Students</u> • <u>20 Parents</u> <p><u>Support:</u></p> <ul style="list-style-type: none"> • <u>Grant leadership/project director/FES</u> • <u>CTAN</u> • <u>YPQA national quality assurance standards</u> • <u>Financial</u> <ul style="list-style-type: none"> ○ <u>Budgets</u> ○ <u>Controller; Elizabeth Roden</u> • <u>Facilities</u> <ul style="list-style-type: none"> ○ <u>Campus space</u> • <u>21st century web based tracking system</u> • <u>TEA/Edvance</u> <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • <u>Activity planning form (TEKS aligned)</u> • <u>ZAP</u> • <u>Healthy Habits</u> • <u>Cal Ripkin Foundation</u> • <u>I Heart Art</u> • <u>Arts & Crafts</u> • <u>Robotics</u> • <u>TECH Girls</u> • <u>Camp Fire</u> 	<p><u>School program alignment</u></p> <ul style="list-style-type: none"> • <u>with unit and lesson plans (TEKS)</u> <p><u>Recruiting participants</u></p> <ul style="list-style-type: none"> • <u>school admin referrals of 30 ACM students</u> • <u>open enrollment advertised to 6th-8th graders</u> <p><u>Retaining participants</u></p> <ul style="list-style-type: none"> • <u>surveys</u> • <u>incentives</u> <p><u>Well structured</u></p> <ul style="list-style-type: none"> • <u>ongoing monitoring of data</u> • <u>site observations with feedback</u> <p><u>Voice/Choice</u></p> <ul style="list-style-type: none"> • <u>parent surveys</u> • <u>student surveys</u> <p><u>Qualified personnel</u></p> <ul style="list-style-type: none"> • <u>staff orientation done by director</u> • <u>YPQA trainings</u> • <u>Part time carousal trainings</u> • <u>Monthly staff meetings</u> 	<p><u>Academic Support</u></p> <ul style="list-style-type: none"> • <u>Power Hour/ZAP</u> • <u>TECH Girls</u> • <u>Robotics</u> • <u>Campfire</u> <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • <u>Game Room</u> • <u>Healthy Habits</u> • <u>I Heart Art</u> • <u>Arts and Crafts</u> • <u>Dragon Sports</u> • <u>BGC Sports</u> • <u>Torch Club</u> • <u>Minecraft</u> <p><u>Family and Parental Support</u></p> <ul style="list-style-type: none"> • <u>Back to School Nite-</u> • <u>Lights on Afterschool;</u> • <u>Coffee with Principal</u> <p><u>College /Career Readiness</u></p> <ul style="list-style-type: none"> • <u>SEEK- CIS</u> • <u>Creative Action</u> 	<ul style="list-style-type: none"> • <u>Target #110; 6th M-F 3:30- 4:15; 135 hours</u> • <u>Target #20; 6th T 4:15- 5:15; 36 hours</u> • <u>Target #20; 6th TH 4:15-5:15; 36 hours</u> • <u>Target #15; 6th M 4:15-5:15; 36 hours</u> • <u>Target #25, 6th W & F 4:15-5:15; 72 hours</u> • <u>Target #15; 6th T & Th 4:15-5:15; 72 hours</u> • <u>Target 15; 6th W & F 4:15-5:15; 72 hours</u> • <u>Target #15; 6th M 4:15-5:15; 36 hours</u> • <u>Target #30; 6th-8th; M-F 4:15-5:15; 180 hours</u> • <u>Target #30; 6th-8th; M-Th 4:15-5:15; 144 hours</u> • <u>Target #10; 6th Th 4:15-5:15; 36 hours</u> • <u>Target # 12; Sept 10th; 6:00-7:00; 1 hour</u> • <u>Target # 29; Oct 17th; 5:30-6:30pm; 1 hour</u> • <u>Target # 10; Oct 18th; 9:00-10:00; 1 hour</u> • <u>Target #15; 6th W 4:00-5:00; 36 hours</u> • <u>Target #15; 6th T &Th 4:15-5:15; 72 hours</u>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> • Creative Action • Club Room • Torch Club • Dragon Club • SEEK (CIS) • BGC Sports • Minecraft 			

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

Modifications

The modification from fall to spring was easy to adjust. The site added more communication with parents by using email and paper fliers, student and parent surveys, a campus improvement plan (CIP), and other effective ways to obtain feedback to make the program successful.

Research Questions

Program Structure: Was the program implemented as intended?

Garcia Middle School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
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The program at Gus Garcia Middle School covered all four program components and should be rated at 8.5. The program has been successful by meeting all grant requirements, using all resources available, using the CIP, and having high participation by students and parents. The program staff believes that the program has room for more improvements. The program will strengthen the communication between the campus administration and the BGC, and will provide more college and career opportunities in the next year.

Resources: Were requisite resources available for program success?

Each site has Youth Development Professionals (YDP) who need to be trained in many areas. However, the training sessions were scheduled at the same time with their other commitments, which made it hard to have quality staff at each site.

Implementation Practices: Were program practices well implemented?

The site had some difficulty with space sharing during the school year. The program was moved in and out of classrooms and affected the continuity of the class. After it was settled, the class ran smoothly.

Outputs–Activities: Were activities targeted to student needs?

The activities were aligned with the standards of Youth Program Quality (YPQ), TEA, and the BGC curriculum. The program used a variety of instructional techniques to help students' success. Program modifications were made to facilitate the needs of specific students. The program followed academically case managed students through tracking grades, classroom behavior, and teacher input. The program also used a vast variety of surveys throughout the school year.

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

The best practices for increasing club participation were word of mouth, incentives, great activities, field trips, club gear, and expert guest speakers. Many incentives were used to increase students' attendance. For example, ZAP was a punch card that students who got 20 punches received as an immediate incentive, and the card was entered into a weekly drawing for a much larger incentive.

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

Every program set up by the site (e.g., family nights, guest speakers, field trips, vendor activities, ZAP, and athletic events) was provided to promote wellness and the academic success of the BGC participants. The site used college readiness and career conversations in all classes to promote the students' future to become productive, responsible, and caring citizens.

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	%
Garcia Middle School	116	20%	63	11%	392	69%	571	100%

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

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

Demographics	Garcia Middle School	Participation status		
		Regular participants (n = 116)	Non-regular participants (n = 63)	Non-participants (n = 392)
Gender	Female	47%	60%	41%
	Male	53%	40%	59%
Ethnicity	American Indian or Alaska Native	0%	2%	1%
	Asian	0%	0%	0%
	Black or African American	38%	40%	32%
	Hispanic	60%	58%	64%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	2%
Limited English proficiency	% LEP	21%	25%	31%

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

About one-third of students at Garcia Middle School participated in the ACE program. The majority of students in the participant group and non-participant group were Hispanic. Both groups received about one-third African American students. The percentage of students who were classified as

limited English proficient (LEP) was lower in participant group than in the non-participant group.

The goal for this year was to have about one-third of the students at Garcia Middle School, which was accomplished. The ratio of Hispanic to African-American participation was close to what was anticipated.

Student Attendance in ACE Activities

Table 5. Frequency of Program Administration at Garcia Middle School, by Program Type, 2013–2014

Activity category	Frequency
Academic enrichment learning program	Daily
Activity to promote youth leadership	Weekly
Career/job training	Weekly
Community service/service learning	Weekly
Drug/substance abuse prevention	Monthly
Expanded library service hours	Never
Homework help	Daily
Promotion of family literacy	Weekly
Promotion of parental involvement	Monthly
Recreational activity	Daily
Tutoring	Weekly
Violence prevention	1x per Semester
Other	Daily

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

At Garcia Middle School the best-attended activities were sports activities and healthy habits activities. The robotics, TECH Girls, and Minecraft enrichment activities were also highly attended. The activities with the worst attendance were some of the academic ones, including Campfire. The program's response was to pair these programs with ones the students found more attractive. Incentives were also offered to the students who attended academic activities.

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	104	22%	130	18%
Enrichment	323.75	64%	404.75	57%
Family engagement	3	1%	96	13%
Career	66.5	13%	83	12%

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

Students participated at appropriate levels to benefit from the activities. At the overall program level, academic participation should be increased. The program was effective in reaching targeted students. Participation was driven primarily by enrichment activities students could not find anywhere else in the community.

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.

Both the regular and non-regular participant groups experienced an improvement in GPA in reading, math, and science, but not in social studies, from 2012–2013 to 2013–2014. The regular participant group experienced an increase and non-regular participant experienced a decrease in course completion during the same period.

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

Garcia Middle School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.37	2.99	0.62	2.22	2.83	0.62
Math	2.52	3.10	0.57	2.00	2.85	0.85
Science	2.50	3.14	0.65	2.35	2.78	0.44
Social studies	3.04	2.96	-0.08	2.71	2.69	-0.02

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

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

Garcia Middle School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
Course pass percentage	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	96.41%	96.60%	0.19%	93.18%	90.59%	-2.59%

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

Attendance Outcome

Average absent days of ACE program participants at Garcia Middle School were calculated in school years 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student

did not come to school and included both excused and unexcused absences. Results indicated that participant 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

Garcia Middle School	Participation status					
	Regular participants		Days absent change	Non-regular participants		Days absent change
Attendance	2012–2013	2013–2014		2012–2013	2013–2014	
Mean days absent	5.03	7.41	2.39	7.64	13.03	5.39

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 percentages of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014. Both the regular and non-regular participant groups experienced increases in mandatory and discretionary discipline removals.

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

Garcia Middle School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.00	0.03	0.03	0.01	0.04	0.03
Discretionary	0.32	1.89	1.57	1.04	3.07	2.03

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. Both the regular and non-regular participant groups experienced an improvement in GPA in reading, math, and science, but not in social studies, from 2012–2013 to 2013–2014. The regular participant group experienced an increase, and the non-regular participant group experienced a decrease in course completion during the same period. It is recommended that academic-related afterschool programs implement changes to better align with the program’s goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of students at Garcia Middle School. Because the regular participants showed generally better academic achievement than did the non-regular participants, it is recommended that program staff use strategies to encourage increased program participation by students to better their academic outcomes.

Recommendation 2. Both the regular participant group and the non-regular participant group experienced an increase in mean absent days from 2012–2013 to 2013–2014. To meet the program’s attendance goals, a closer alignment of program activities designed to address attendance issues is warranted. It is recommended that program staff at Garcia Middle School identify the specific programs and strategies used to increase attendance.

Recommendation 3. Both the regular and non-regular participant groups experienced increases in mandatory and discretionary discipline removals. To meet the discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted. It is recommended that program staff at Garcia Middle School identify the specific programs and strategies to decrease discipline removals.

Site Coordinator Commentary and Next Steps

The recommendations of the evaluators are very similar to the observations made by the site staff at Garcia Middle School. The school went through a transition period that resulted in an increase in discretionary discipline removals. These transitions also lead to a lack of continuity in the academics of students. It is the hope that a firm foundation in the school will help with all three recommendations that have been brought up. ACE program staff at Garcia Middle School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Garcia Middle School proposes to bring more college readiness programs to promote the benefits of higher education to students. These programs including Torch Club, will help students develop leadership skills and decrease the discretionary removals from campus.
2. In becoming an all-male school, Garcia Middle School will provide more programs that attract male students.
3. The staff at this site will continue to work with the new Garcia Middle School faculty to better align the academic programs with their campus programs. The Power Hour program will further emphasize teacher assigned work to help students focus on what they are learning in the classroom.

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Appendices

Appendix A. Parent Survey

A parent survey was administered to BGCA program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 147 parents of students who participated in BGCA cycle 8 afterschool programs responded to the survey. Results of the parent survey indicated that *Family nights/ performances* (67%) received most parent attendance this past year, followed by *Zumba* (11%) and *coffee with principal* (10%) (Table 11). Respondents recommended the afterschool program offer the following classes: *Zumba* (28%) and *ESL* (22%) again next year.

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

	%
Coffee with principal	10%
English as second language	8%
Family nights/performances	67%
Literacy	5%
Love & logic	6%
Social & emotional learning	2%
Strengthening families	3%
Zumba	11%

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 (89%), *Homework help* (88%), and *Free of charge* (70%).

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

	%
My child is in a safe environment afterschool	89%
Classes that encourage creativity	64%
Participation in sports and other physical activity	69%
Opportunity to have fun	65%
It's free of charge	70%
Free summer camp	48%
Fieldtrips	54%
Homework help	88%

Source. ACE Austin Parent Survey 2014

The majority (81% and 82%, 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 (89%) of the parent respondents reported that they knew who to contact when they had questions about the BGCA afterschool program. Almost all (98%) parent survey respondents also reported that their children were doing better in school because of the afterschool program. All of them believed that their children enjoyed the time in the afterschool program.

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

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Year: 2014

C2 - Garcia MS

Student Counts		
Total Students:	172	
Total Regular Students:	115	67%
Total Non-Regular Students:	57	33%

Student Counts by Ethnicity

1997 Standard	% of		% of		% of		% of		% of	
	of	Sub	of	Sub	of	Sub	of	Sub	of	Sub
	Tot	Pop	Tot	Pop	Tot	Pop	Tot	Pop	Tot	Pop
	Hispanic		Two or More		White		American Indian/Alaskan			
Total:	103	60%	1	1%	1	1%	1	1%	1	1%
Regular:	68	40%	1	1%	1	1%	0	0%	0	0%
Non-Regular:	35	20%	0	0%	0	0%	1	1%	1	2%
	Asian		African American		Hawaiian/Pacific					
Total:	0	0%	66	38%	0	0%				
Regular:	0	0%	45	26%	0	0%				
Non-Regular:	0	0%	21	12%	0	0%				

Student Counts by Gender

Regular Male:	61	35%	Regular Female:	54	31%
Non-Regular Male:	23	13%	Non-Regular Female:	34	20%

Student Counts by Category

		% of	% of		% of	% of		% of	% of			
		Tot	Sub		Tot	Sub		Tot	Sub			
		Pop	Pop		Pop	Pop		Pop	Pop			
Regular:	LEP:	26	15%	23%	Eco. Dis.:	108	63%	94%	Special:	18	10%	16%
Non-Regular:	LEP:	8	5%	14%	Eco. Dis.:	45	26%	79%	Special:	9	5%	16%
Regular:	At Risk:	75	44%	65%	ESL:	26	15%	23%	Migrant:	0	0%	0%
Non-Regular:	At Risk:	32	19%	56%	ESL:	7	4%	12%	Migrant:	0	0%	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	72	42%	10th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	30	17%	10th:	0	0%
				3rd:	0	0%	7th:	19	11%	11th:	0	0%
				3rd:	0	0%	7th:	13	8%	11th:	0	0%
				4th:	0	0%	8th:	24	14%	12th:	0	0%
				4th:	0	0%	8th:	14	8%	12th:	0	0%

Activity Average Daily Attendance

Fall 2014

Printed Date: 8/19/2014

Report Description:

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

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C1 - LBJ HS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Arcade	47	0	14	13	5	6	0
Archery	47	0	27	24	4	5	0
Around Town	56	0	1	4	5	10	0
Arts and Crafts	47	0	27	24	3	4	0
Club Tech	47	0	14	13	0	2	0
Family Night	49	12	3	3	0	0	7
Green Teens	47	0	14	13	12	11	0
Grill it Up	47	0	14	13	4	4	0
Hey - You Need a Job!	47	0	14	14	4	4	0
JK Living	47	0	28	27	12	12	0
Keystone	47	0	14	13	5	5	0
League Sports	47	0	14	39	0	1	0
Mad Science	47	0	14	14	4	7	0
Math Magic	47	0	13	11	11	10	0
Passport to Manhood	44	0	14	13	5	5	0
Recreational Sports	47	0	27	24	3	4	0
Smart Girls	46	0	14	14	3	3	0
The Social Network	47	0	69	64	9	9	0
Where in the World	47	0	14	13	5	6	0

Center: C2 - Garcia MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Around Town	44	0	1	4	21	20	0
Arts and Crafts	33	0	13	11	8	9	0
BGC Sports	60	0	55	51	15	15	0
Campfire USA	32	0	13	11	9	9	0
Creative Action (Film Club)	30	0	28	27	6	6	0
Dragon Sports	37	0	47	43	8	8	0
Gameroom	38	0	11	11	0	7	0
Gameroom II	46	0	10	9	19	20	0
Healthy Habits	14	0	4	8	4	4	0
Healthy Habits II	40	0	20	19	7	7	0
I Heart Art	53	0	28	26	6	7	0
Parents in the Know	0	27	1	3	0	0	11
Power Hour	130	0	69	64	36	37	0
Robotics	14	0	11	10	5	5	0
SEEK	28	0	12	11	9	10	0
TECH Girls	15	0	11	11	7	6	0
Torch Club	10	0	8	7	3	4	0

Center: C3 - Overton ES

Activity Average Daily Attendance

Spring 2014

Printed Date: 8/19/2014

Report Description:

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

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C1 - LBJ HS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Arcade	100	0	20	14	3	3	0
Archery	100	0	39	35	3	3	0
Around Town	100	0	3	12	6	6	0
Arts and Crafts	100	0	39	35	2	3	0
Club Tech	100	0	20	18	3	4	0
Fall 2013 Academics	100	0	8	8	12	14	0
Fall 2013 Enrichment	100	0	10	10	21	23	0
Family Night	19	11	5	4	0	0	6
Film Club	100	0	35	31	4	4	0
Green Teens	100	0	20	18	4	5	0
Grill it Up	100	0	20	14	3	3	0
Homework Help	100	0	79	71	2	3	0
In House Sports	100	0	40	36	4	5	0
JK Living	100	0	40	36	12	14	0
Job Ready	100	0	20	18	3	3	0
Keystone	100	0	20	18	3	4	0
League Sports	100	0	20	15	3	4	0
Mad Science	100	0	20	18	3	5	0
Math Magic	100	0	19	17	4	4	0
Money Matters	100	0	19	17	6	6	0
Passport to Manhood	67	0	20	14	5	7	0
Smart Girls	52	0	20	14	5	7	0
The Social Network	100	0	99	85	24	26	0
Words, Words, Words	100	0	20	18	4	5	0

Center: C2 - Garcia MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult Computer Literacy	0	5	26	26	0	0	2
Adult ESL	0	3	28	28	0	0	2
Around Town	35	0	1	7	8	10	0
Arts and Crafts	27	0	39	35	5	5	0
BGC Sports	69	0	59	54	18	19	0
Campfire USA	28	0	20	19	4	4	0
Creative Action (Film Club)	41	0	40	37	7	7	0
Dragon Sports	38	0	79	73	8	10	0
Fall 2013 Academics	100	0	8	8	44	45	0
Fall 2013 Enrichment	100	0	10	10	42	41	0
Gamerroom	78	0	20	18	10	13	0
Girl Scouts	9	0	20	19	4	4	0
Healthy Habits	62	0	20	19	14	12	0
I Heart Art	35	0	20	19	6	8	0
Junior Staff	11	0	99	91	2	3	0
Minecraft	43	0	39	35	11	11	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C2 - Garcia MS

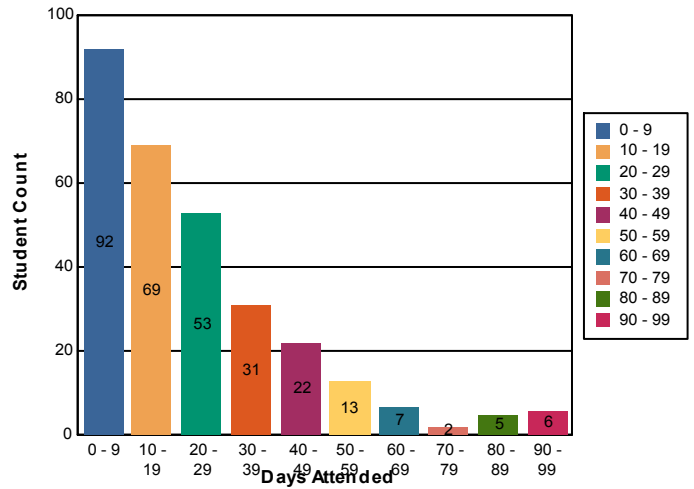
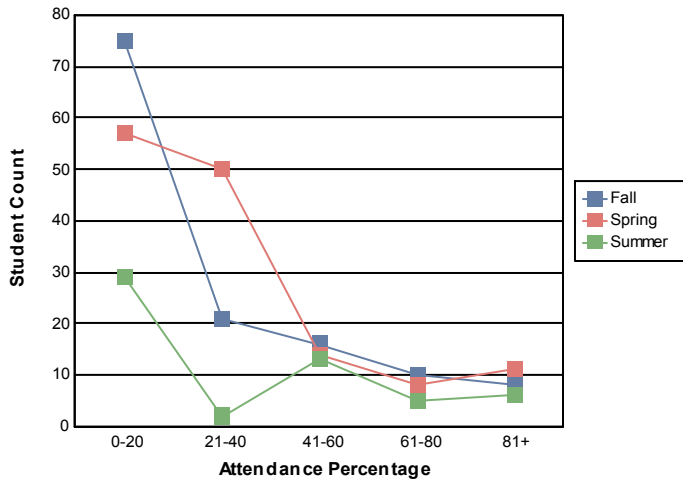
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Parents in the Know	0	6	1	1	0	0	6
Power Hour	136	0	99	91	47	46	0
Robotics	36	0	20	19	7	7	0
SEEK	24	0	20	19	9	7	0
TECH Girls	16	0	20	18	5	6	0
Tennis Club	13	0	19	17	0	2	0
Torch Club	3	0	11	10	0	1	0
Torch Club II	10	0	9	8	5	5	0

Student Attendance Percentage - Grantee Level

Printed Date: 8/19/2014

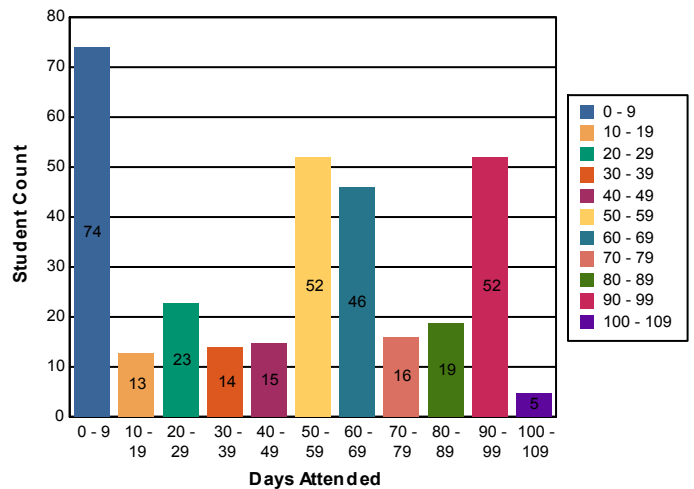
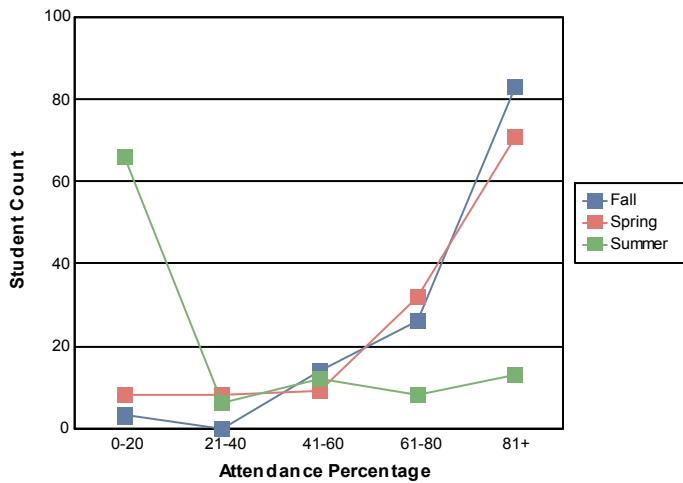
Grantee: Boys and Girls Clubs of the Austin Area

C2 - Garcia MS



Attendance %	Fall	Spring	Summer
0-20	75	57	29
21-40	21	50	2
41-60	16	14	13
61-80	10	8	5
81+	8	11	6
Total	130	140	55

C3 - Overton ES



Attendance %	Fall	Spring	Summer
0-20	3	8	66
21-40	0	8	6
41-60	14	9	12
61-80	26	32	8
81+	83	71	13
Total	126	128	105

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