Afterschool Centers on Education

Cycle 8 AISD

Austin Independent School District

Houston Elementary School

Final Report 2013–2014

Austin Independent School District

Department of Program Evaluation

August 2014

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

Executive Summary

In 2013–2014, the Afterschool Center on Education (ACE) program at Houston Elementary School in Austin Independent School District (AISD) served 266 students. This report examines program implementation and outcomes of the ACE program at Houston Elementary School for the 2013–2014 school year. Major findings from this year's program implementation and student and parent outcomes are:

1. Approximately one-third of the students at Houston Elementary School participated in the ACE afterschool program in 2013–2014. The majority of the students were Hispanic. The percentages of students classified as limited English proficient (LEP) were larger in regular and non-regular participant groups than in non-participant groups.

2. The Houston program was very successful for its first year, but some areas need improvement for next year. Results from student and parent surveys will provide information about what classes interest parents and students.[1]

3. The regular participant group experienced an improvement in grade point average (GPA) only in social studies. The non-regular participant group did not experience GPA improvement in any of the four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion during the same period.

4. Both the regular participant group and the non-regular participant group experienced decreases in mean absent days from 2012–2013 to 2013–2014.

5. The regular participant group experienced an increase in mandatory discipline removals, while the percentage of discretionary discipline removals remained the same from 2012–2013 to 2013–2014. The non-regular participant group experienced a decrease in discretionary discipline removals, while the percentage of mandatory discipline removals remained the same over the last year

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

1. Increase the number of literacy-based enrichment classes for students, along with more physical recreational activities

2. Offer a variety of workshops and classes for parents, by partnering more with the parent support specialist and the Parent Teachers Association.

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[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. Based on parent and student surveys, offer the majority of previously offered classes and more fine arts classes (e.g., dance and theater)

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Introduction and Purpose of Program

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. ACE Austin provides a comprehensive range of out-of-school-time academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Building on its existing infrastructure of evidence-based out-of-school-time activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive, menu of before-school, afterschool, and summer programming. Activities are offered at least 15 hours per week for 30 weeks during the academic year and for 30 hours per week for 4 weeks during summer. All activities focus on the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and workforce readiness/awareness.

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

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

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

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

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

- Decrease school day absences

- Decrease discipline referrals

- Increase academic achievement

The primary challenge at Houston Elementary was low academic performance, specifically in literacy. Homework help was implemented on a daily basis for all enrichment classes. In an effort to boost reading and math skills, STAARburst was introduced for targeted 3rd and 4th graders. Targeted students received additional support in the areas of math and reading through project-based learning. The program also started an English as a second language (ESL) class for targeted 5th graders who needed additional support in learning basic phonics. STAARburst focused on two different strands, math and English language arts (ELA). Through a partnership with UTEACH at the University of Texas, instructors focused on specific Texas Essential Knowledge and Skills (TEKS) in math. The ELA curriculum was written in various text styles. ESL was tailored to start at basic phonic skills that the students needed to build their verbal and written skills.

This report examines outcomes for ACE Afterschool program at Houston Elementary School, which served 266 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.

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

Discipline Removals

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

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

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

During the spring and summer of 2013, a campus needs assessment was conducted. The program leadership: analyzed indicators including TAKS scores, student socio-economic status, school disciplinary referrals, student and family mobility, school dropout and completion rates, and college readiness; reviewed each school's Campus Improvement Plan, and conducted in-depth interviews with school administrators, staff, teachers, community members, partners, parents, and students to identify gaps in services on each campus and the surrounding neighborhoods. Common themes emerged indicative of the campus needs which included opportunities for extended learning, youth development, health and fitness, school safety, family engagement, and neighborhood safety.

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

Programming was developed based on the needs of Widen Elementary School. Upon implementation, project directors met with the site coordinator (SC) to set goals in the following areas:

program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year and adjustments were made. The project director (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC who then met with the OST instructor. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including: activity alignment; use of goals that are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely (SMART),;staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide Youth Program Quality Initiative. Leadership team members and all SCs were trained to use the nationally-validated Youth Program Quality Assessment (YPQA) tool. Each semester, the QC and each SC conducted a minimum of two assessments using the YPQA tool, and the results of each assessment were used to guide the Center's quality improvement and professional development plan for instructors and vendor staff.

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

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

- Professional development for all afterschool instructors and staff about effective youth development practices and the development of high-interest, developmentally appropriate activities.

- Recruitment and training of adult advocates and assignment of trained advocates to targeted students in order to provide tutoring and mentoring on a consistent basis.

- Professional development for all afterschool instructors and staff about evidence-based Positive Behavior Support strategies.

Marketing. Successful marketing and program promotion is essential both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin marketing strategies focus on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasize both the community benefits of out-of-school-time programs, student and family benefits of participation, and the cost benefits of providing quality programs. When community members have buy-in, they become advocates for the program and assist in marketing and outreach for the program. School staff are also important in efforts to attract participants

to the program and helping to connect students and families in need with appropriate services and activities. An important aspect of marketing and outreach is ensuring that programs create engaging environments where children and parents can experience success together. Satisfied participants become strong advocates and will also assist in marketing the program. Successful programs benefit from word-of-mouth as well, creating greater demand as information about the program builds in the community.

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

Logic Model

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

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
HUMAN • Brenda Lopez, Site Coordinator • Elia Diaz-Camarillo, Principal • Lisa Gonzalez Parent Support Specialist • 6 Teachers • 4 Classified Staff • 4 Temp Hourly Staff • 5 Vendor Staff • 128 Parents • 266 Students Enrolled • 4 ACE Americorp Volunteers • 30 UT Real Role Models Volunteers **SUPPORT** • Shirlene Justice, Project Administrator • Lupe Ochoa, Grant Director • Jeanette Reyes-Fuchs, FES • Data Support, Wanda Atwood • Accounting Support, Adrienne Bedford • Laurie Celli, TAC • Campus Leaders • Certified Mentor Teachers • Social and Emotional Learning Dept. • RTI Department • Curriculum and Instruction Dept. • Innovation and Development Dept • Central Texas Afterschool Network • Travis County • City of Austin • UTeach	**School Program Alignment** • MOU's with campus on file • Curriculum aligned with district curriculum road map • TEKS aligned lesson plans • Needs Assessment • Campus Improvement Plans • Participation in Support Team(Principal, PSS, Counselor, Site Coordinator) • Participation in PTA, Instructional Team meetings • Individual meetings with teachers **Recruiting and Retaining (right students, right mix of students)** • Students targeted for academic classes • Consideration of student Social/Emotional Need • Offer engaging activities • Students targeted based on talent **Integrating Student and Family Voice** • **Parent Surveys** • **Student Surveys** • Conversations with principal, teachers, and PSS. • Conversations with parents and students **Ongoing Monitoring (data use and observation)** • YPQ Assessments • TX 21 Monthly Attendance Reviews	**Academic Support** • Homework Help • STAARburst • ESL for 4th and 5th Grade Students • Target Tutoring **Enrichment** • Fine Arts Enrichment • STEM Enrichment • Literacy Enrichment • Leadership/Character Education • Physical Activity • **Pet Pals** • **Suitcase Storytelling** • **Lit Alive** • **Chess** • **Tasty Tech** **Family Engagement** • STAARburst Orientations • UTEACH Field Trip • **ESL** • **Zumba** • **Parent Field Trips: Explore UT, Paramount Theater** • **Culminating Events: Roots N Rhythms Drumming, End of the**	**Academic Support** • Homework Help- offered 3 hours per week serving 266 students • STAARburst- offered 6 hours per week serving 40 students • ESL 4th and 5th- offered 6 hours per week for 20 students • Target Tutoring- offered 1.5 hours serving over 75 students **Enrichment** • Fine Arts – offered 26.75 hours per week serving 240 students • STEM- offered 4.5 hours per week serving 26 students • Literacy-offered 15 hours per week serving 20 • Leadership/Character Education- offered 1.25 hours per week serving 20 students • Physical Activity- offered 14.5 hours per week serving 260 students **Family Engagement** • Orientations, field trip, classes, school functions offered 4-5 hours per month serving 128 parents year

Resources	Implementation	Outputs - Activities	Outputs - Participation
• Half Price Books- Donate books to our campus **CURRICULUM** • Research based curriculum • Sherelle Patisaul, Curriculum Specialist • Desiree Morales, Quality Coordinator	• Pre/post test • Class Observations **Professional Development** • YPQ • Lesson planning and delivery • SEL, PBS, ELL • Structured Play • CPR/First Aide • Summer Learning • Best Practices • CTAN University	**Year Showcase** **College and Career** • UT Real Role Models Mentoring • **Explore UT Field Trip**	round

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

Modifications

In the spring, ACE Austin was required to offer certain classes (e.g., Pet Pals and chess), in addition to classes from a preliminary course catalogue. It worked out well.

Research Questions

Program Structure: Was the program implemented as intended?

Houston Elementary School Level of Implementation:

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

The Houston program was very successful for its first year, but some areas need improvement for next year.

Resources: Were requisite resources available for program success?

The ACE program at Houston had numerous resources available from ACE administration staff, school staff and administration, vendors and contractors, and PTA. These resources helped shape and mold the afterschool program, along with spring planning.

Implementation Practices: Were program practices well implemented?

When fully staffed, the program activities were well implemented, especially with a strong and engaging curriculum. Like several afterschool programs, ACE program at Houston suffered with the stigma of being considered child care. Some parents did not fully understand the importance of quality afterschool classes. Other challenges included high turnover of staff members and teachers who lacked classroom management skills.

Outputs–Activities: Were activities targeted to student needs?

Modifications were made to better meet the campus needs in literacy. The ELA curriculum was improved to better align with certain TEKS. Most of the activities had literacy or science infused.

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

Although not drastically, certain classes (e.g., Tasty Tech) were modified to what the students wanted to learn. They wanted hands-on cooking classes, not a literacy-based cooking show class.

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

Academic support activities were offered in both semesters to provide homework help and tutoring. Enrichment offered a variety of activities based on literacy, fine arts, science, and physical activity. Family engagement activities were strengthened by offering Zumba and ESL, along with more opportunities (e.g., culminating events and field trips).

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	%
Houston Elementary School	177	21%	89	11%	580	69%	846	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	Houston Elementary School	Participation status		
		Regular participants (*n* = 177)	Non-regular participants (*n* =89)	Non-participants (*n* =580)
Gender	Female	54%	55%	49%
	Male	46%	45%	51%
Ethnicity	American Indian or Alaska Native	1%	1%	0%
	Asian	0%	0%	0%
	Black or African American	6%	1%	7%
	Hispanic	89%	96%	90%
	Native Hawaiian or other Pacific Islander	1%	0%	0%
	Two or more races	2%	0%	2%
	White	2%	2%	2%
Limited English proficiency (LEP)	% LEP	57%	57%	52%

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

Approximately one-third of the students at Houston Elementary School participated in the ACE afterschool program in 2013–2014. The majority of the students were Hispanic. The percentages of students classified as limited English proficient (LEP) were larger in regular and non-regular participant groups than in non-participant groups.

Student Attendance in ACE Activities

Table 5. Frequency of Program Administration at Houston Elementary 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	monthly
Homework help	daily
Promotion of family literacy	weekly
Promotion of parental involvement	Weekly/monthly
Recreational activity	daily
Tutoring	weekly

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

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	265	31%	265	31%
Enrichment	567	65%	567	65%
Family engagement				
Career	36.75	4%	36.75	4%

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

Program Intermediate Outcomes

Academic Achievement Outcome

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

The regular participant group experienced an improvement in GPA only in social studies. The non-regular participant group did not experience improvement in GPA in any of the four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion during the same period.

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

Houston Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	3.06	2.78	-0.28	3.14	2.92	-0.23
Math	2.92	2.71	-0.21	3.16	2.94	-0.22
Science	3.27	3.17	-0.10	3.40	3.21	-0.19
Social studies	3.41	3.46	0.05	3.51	3.48	-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

Houston Elementary School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	95.90%	98.87%	2.97%	95.47%	98.58%	3.11%

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

Attendance Outcome

Average absent days of ACE program participants at Houston Elementary 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 lower in 2013–2014 than in 2012–2013.

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

Houston Elementary 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	5.06	4.72	-0.34	6.12	5.29	-0.83

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. The regular participant group experienced an increase in mandatory discipline removals, while the percentage of discretionary discipline removals remained the same from 2012–2013 to 2013–2014. The non-regular participant group experienced a decrease in discretionary discipline removals, while the percentage of mandatory discipline removals remained the same over the last year.

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

Houston Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
Type of discipline removal	**2012–2013**	**2013–2014**		**2012–2013**	**2013–2014**	
Mandatory	0.00	0.01	0.01	0.00	0.00	0.00
Discretionary	0.01	0.01	0.00	0.08	0.02	-0.06

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. The regular participant group experienced an improvement in GPA only in social studies. The non-regular participant group did not experience a GPA improvement in any of the four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion during the same period. Given the mixed results for ACE Austin participants related to GPA and course completion, it is recommended that academic-related afterschool programs implement changes to better align with program goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of students at Houston Elementary School.

Recommendation 2. Both the regular participant group and the non-regular participant group experienced decreases in mean absent days from 2012–2013 to 2013–2014. It is recommended that program staff at Houston continue to implement and refine program components that have been effective in addressing attendance issues.

Recommendation 3. The regular participant group experienced an increase in mandatory discipline removals, while the percentage of discretionary discipline removals remained the same from 2012–2013 to 2013–2014. The non-regular participant group experienced a decrease in discretionary discipline removals, while the percentage of mandatory discipline removals remained the same over the last year. Given the mixed results for ACE Austin participants related to discipline issues, it is recommended that discipline-related afterschool programs implement changes to better align with program goals at Houston.

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

1. Increase the number of literacy based enrichment classes for students, along with more physical recreational activities.

2. Offer a variety of workshops and classes for parents, by partnering more with Parent Support Specialist and PTA.

3. Based on parent and student surveys, offer the majority of previously offered classes and more fine arts classes, such as dance and theater.

References

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Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 419 parents of students who participated in ACE Austin Cycle 8 afterschool programs responded to the survey. Results of the parent survey indicated that *Family nights/ performances* (46%) received most parent attendance this past year, followed by *Zumba* (15%) and *Strengthening families* (14%) (Table11). Respondents recommended the ACE program offer the following classes: *Zumba* (14%) and *Strengthening families* (11%) again next year.

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

	%
Coffee with principal	12%
English as second language	6%
Family nights/performances	46%
Literacy	3%
Love & logic	3%
Social & emotional learning	3%
Strengthening families	14%
Zumba	15%

Source. ACE Austin Parent Survey 2014

When asked about the qualities of the ACE program that they considered important, parent respondents checked the following areas most often: *safe environment* (94%), *classes that encourage creativity* (75%), and *homework help* (75%).

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

	%
My child is in a safe environment afterschool	94%
Classes that encourage creativity	75%
Participation in sports and other physical activity	65%
Opportunity to have fun	68%
It's free of charge	70%
Free summer camp	40%
Fieldtrips	33%
Homework help	75%

Source. ACE Austin Parent Survey 2014

The majority (90% and 93%, respectively) of parent respondents indicated that the instructor cared about their individual progress and that they were more connected to the school community as a

result of attending these classes. The majority (88%) of parent respondents reported that they knew who to contact when they had questions about the ACE program. Parent survey respondents also reported that their children were doing better in school because of the after-school program (95%). Almost all of them (99%) believed that their children enjoyed the time in the afterschool program.

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

Grantee: **Austin ISD**

Combined Schools: **Allison ES**

Year: **2,014.00**

C5 - Houston ES

Student Counts

Total Students:	271	
Total Regular Students:	178	66%
Total Non-Regular Students:	93	34%

Student Counts by Ethnicity

1997 Standard

	Hispanic		Two or More	
Total:	245	90%	4	1%
Regular:	159	59%	4	1%
Non-Regular:	86	32%	0	0%

	American Indian/Alaskan		Asian		African American		Hawaiian/Pacific		White	
Total:	2	1%	0	0%	15	6%	0	0%	5	2%
Regular:	1	0%	0	0%	11	4%	0	0%	3	1%
Non-Regular:	1	0%	0	0%	4	1%	0	0%	2	1%

Student Counts by Gender

Regular Male:	82	30%	Regular Female:	96	35%
Non-Regular Male:	43	16%	Non-Regular Female:	50	18%

Student Counts by Category

	LEP		Eco. Dis.:		Special:		At Risk:		ESL:		Migrant:	
Regular:	110	41%	166	61%	6	2%	139	51%	9	3%	0	0%
Non-Regular:	55	20%	80	30%	2	1%	63	23%	2	1%	0	0%

Student Counts by Grade Level

	PreK:			1st:			5th:			9th:		
Regular:	PreK:	0	0%	1st:	25	9%	5th:	26	10%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	17	6%	5th:	14	5%	9th:	0	0%
	K:	0	0%	2nd:	25	9%	6th:	0	0%	10th:	0	0%
	K:	0	0%	2nd:	10	4%	6th:	0	0%	10th:	0	0%
				3rd:	48	18%	7th:	0	0%	11th:	0	0%
				3rd:	26	10%	7th:	0	0%	11th:	0	0%
				4th:	54	20%	8th:	0	0%	12th:	0	0%
				4th:	26	10%	8th:	0	0%	12th:	0	0%

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C5 - Houston ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
ACE Chef Cooking - 3rd	12	0	10	10	11	10	0
ACE Newziers - 4th	16	0	20	19	10	10	0
Active Like Me - 2nd	16	0	24	21	11	9	0
Active Like Me - 1st	20	0	24	23	15	12	0
Art Smart - 3rd	13	0	10	10	11	10	0
Chess 1-1st	12	0	20	19	6	6	0
Digi-Lit 1-2nd	7	0	10	8	5	4	0
Digital Media 3rd	13	0	15	13	11	10	0
English/Language Arts 3rd	10	0	20	19	8	8	0
English/Language Arts 4th	9	0	10	9	8	7	0
ESL - 5th	9	0	20	17	8	7	0
ESL- 4th	12	0	10	9	9	9	0
Excerise Time - 1st	39	0	30	29	14	14	0
Exercicse Time - 1st	32	0	15	13	15	16	0
Exercise Time - 2nd	26	0	30	29	10	8	0
Exercise Time - 2nd	25	0	15	13	13	11	0
Exercise Time - 3rd	53	0	30	29	20	17	0
Exercise Time - 4th	46	0	30	29	12	14	0
Exercise Time - 5th	21	0	30	30	0	6	0
Exercise Time 3rd	53	0	15	13	22	20	0
Exercise Time 4th	47	0	15	13	25	22	0
Exercise Time 5th	21	0	7	7	15	12	0
Fun Fridays	33	0	10	9	19	17	0
Get Ready: ACEletes - 5th grad	14	0	20	17	8	8	0
Homework Time	37	0	40	36	14	16	0
Homework Time - 2nd	26	0	40	36	11	9	0
Homework Time - 3rd	54	0	40	36	18	19	0
Homework Time - 4th	49	0	40	36	18	16	0
Homework Time - 5th	22	0	40	36	0	5	0
Houston Achievers	27	0	9	10	12	12	0
Make It , Take It - 1st A	15	0	20	17	14	13	0
Math/Science - 3rd	12	0	24	21	10	9	0
Math/Science - 4th	12	0	24	21	10	8	0
Music - 3rd	16	0	10	10	14	13	0
Music - 4th	13	0	10	9	10	10	0
Parent's In the Know	0	26	2	5	0	0	7
Readers Theater 2nd	8	0	10	9	4	4	0
Roots N Rhythms Drumming	24	0	10	9	12	12	0
Science 2nd	15	0	12	12	10	9	0
STEM - 4th	10	0	24	21	8	7	0
UT Real Role Models	27	0	10	9	18	17	0
What Do You Think About Ace!!!	189	0	10	10	41	39	0
ZUMBA	17	0	10	9	11	9	0

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C5 - Houston ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
3rd STAARBURST ELA	8	0	29	25	6	6	0
3rd STAARBURST Math	8	0	35	33	7	7	0
4H Science - 2nd	17	0	18	16	11	12	0
4H Science 3rd	15	0	18	16	12	12	0
4H Science 4th	15	0	35	33	10	11	0
4th STAARBURST ELA - 4th	8	0	36	32	6	6	0
4th STAARBURST Math - 4	7	0	31	29	7	7	0
Active Life 1st	19	0	36	32	11	12	0
Active Life 2nd	25	0	35	33	8	9	0
Art Smart - 3rd	15	0	18	16	11	11	0
Chess 1st	13	0	17	16	7	8	0
Creative Make It Take It - 1st	12	0	35	33	7	8	0
Digital Media Photography - 3	12	0	8	8	8	9	0
ESL - 5th	11	0	35	33	8	8	0
Fun Fridays	45	0	18	14	23	20	0
Get Ready AFS Film - 5th	12	0	35	33	9	9	0
Get Ready SFC	12	0	18	16	8	8	0
Homework 3rd STAARBURST ELA	8	0	29	25	6	6	0
Homework 3rd STAARBURST MATH	8	0	35	33	5	6	0
Homework 4H Science - 2nd	17	0	18	16	9	10	0
Homework 4H Science 3rd	15	0	18	16	9	10	0
Homework 4H Science 4	16	0	35	33	7	8	0
Homework 4th STAARBURST ELA- 4	8	0	36	32	5	5	0
Homework 4th STAARBURST Math-4	8	0	31	29	6	7	0
Homework Active Life 1st	20	0	35	32	11	11	0
Homework Active Life 2nd	25	0	35	33	7	8	0
Homework Art Smart 3rd	15	0	18	16	11	10	0
Homework Chess - 1st	10	0	17	16	7	7	0
Homework ESL 5th	10	0	35	33	2	3	0
Homework Lit Alive 2nd	10	0	18	16	8	8	0
Homework MAP Filmmakers 4th	12	0	36	32	6	6	0
Homework Music 3rd	12	0	18	16	8	8	0
Homework Pet P.A.L.S. - 2nd	9	0	35	33	6	6	0
Homework Readers Theater1st &2	16	0	4	2	4	4	0
Homework Tasty Tech A - 3rd	12	0	17	20	6	6	0
Homework Tasty Tech B - 3rd	13	0	18	17	6	7	0
HomeworkCreativeMakeItTake-1st	16	0	35	33	6	7	0
Houston Achievers 1-5	127	0	6	4	66	69	0
Houston Achievers 1-5 A	158	0	34	31	53	51	0
HW Digital Media Photography 3	12	0	8	8	7	7	0
HW Get Ready AFS Film - 5	12	0	35	33	5	5	0
HW Get Ready SFC	12	0	18	16	4	5	0
HW Musical Theatre 2nd & 3rd	17	0	35	33	9	10	0
HW Suitcase Storytelling 1s	10	0	18	17	7	7	0
Last Week of Fall Programming	182	0	4	5	90	86	0
Lit Alive 2nd	10	0	18	16	9	8	0
MAP Filmmakers - 4th	11	0	36	32	7	8	0
Music - 3rd	12	0	18	16	9	9	0
Musical Theatre 2nd & 3rd	17	0	35	36	12	12	0
Parent ESL	0	7	28	26	0	0	1
Parent Fitness	0	13	89	79	0	0	2
Parent's In the Know	15	109	1	6	0	3	25
PE 3rd STAARBURST ELA	8	0	29	25	6	6	0
PE 3rd STAARBURST Math	8	0	35	33	7	7	0
PE 4H Science - 2nd	17	0	18	16	12	12	0

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C5 - Houston ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
PE 4H Science - 3rd	16	0	17	16	8	9	0
PE 4H Science 4	16	0	35	33	9	10	0
PE 4th STAARBURST Math - 4	8	0	31	29	7	7	0
PE 4thSTAARBURST ELA 4	8	0	36	32	5	6	0
PE Active Life 1st	20	0	36	32	12	13	0
PE Active Life 2nd	25	0	35	33	8	9	0
PE Art Smart - 3rd	15	0	18	16	9	10	0
PE Chess 1st	11	0	17	16	7	8	0
PE Creative Make It TakeIt 1st	13	0	35	33	7	8	0
PE Digital Media Photography 3	12	0	8	8	9	9	0
PE ESL - 5th	11	0	35	33	7	5	0
PE Get Ready AFS Film - 5th	12	0	35	33	7	8	0
PE Get Ready SFC	13	0	18	16	6	6	0
PE LIt Alive 2nd	10	0	18	16	9	8	0
PE MAP Filmmkers - 4th	12	0	36	32	5	6	0
PE Music 3rd	12	0	18	17	6	6	0
PE Musical Theatre 2nd & 3rd	17	0	35	33	12	13	0
PE Pet P.A.L.S. - 2nd	10	0	35	33	7	7	0
PE Readers Theatre 1st & 2nd	16	0	4	2	5	5	0
PE Suitcase Storytelling 1st	10	0	18	17	8	8	0
PE Tasty Tech A 3rd	12	0	17	16	8	8	0
PE Tasty Tech B 3rd	13	0	18	17	7	8	0
Pet P.A.L.S 2nd	10	0	35	33	7	7	0
Readers Theatre 1st & 2nd	16	0	4	2	4	4	0
Roots N Rhythms Drumming	20	0	18	16	6	7	0
Suitcase Storytelling 1st	11	0	18	17	8	8	0
Tasty Tech A - 3rd	12	0	17	16	8	8	0
Tasty Tech B 3rd	13	0	18	17	7	8	0
UT Real Role Models	36	0	15	12	23	19	0
ZUMBA	12	0	18	14	8	8	0
Zumba Fitness	3	16	28	26	0	1	3

Grantee: Austin ISD

C4 - Govalle ES
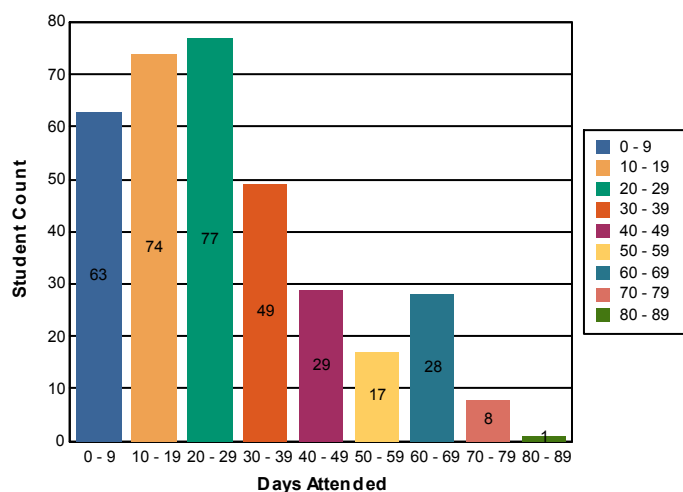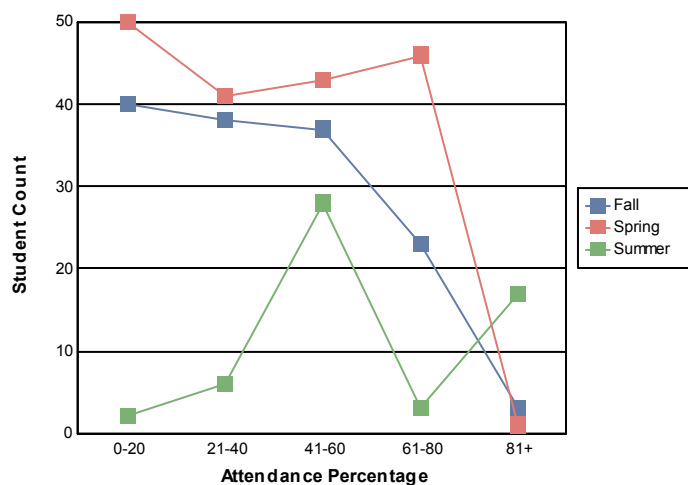
Attendance %	Fall	Spring	Summer
0-20	40	50	2
21-40	38	41	6
41-60	37	43	28
61-80	23	46	3
81+	3	1	17
Total	**141**	**181**	**56**

C5 - Houston ES
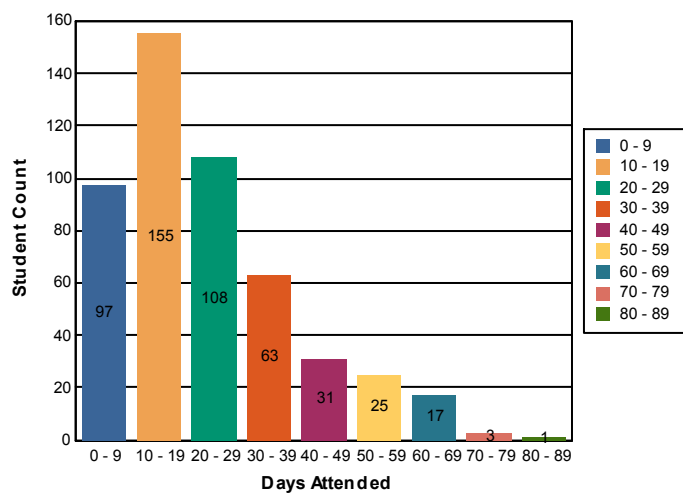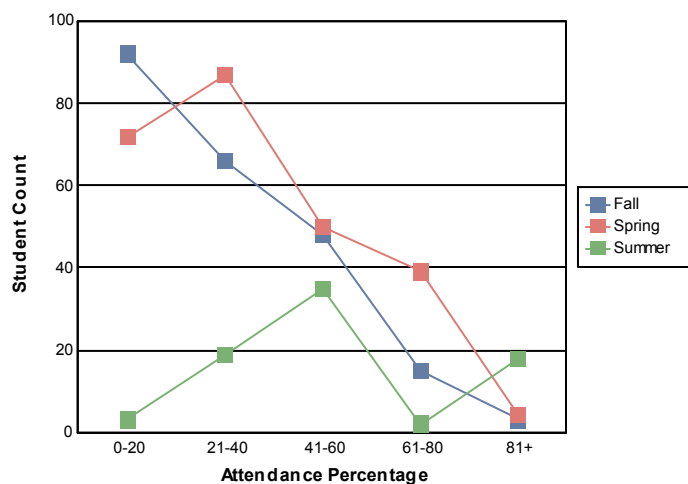
Attendance %	Fall	Spring	Summer
0-20	92	72	3
21-40	66	87	19
41-60	48	50	35
61-80	15	39	2
81+	3	4	18
Total	**224**	**252**	**77**

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