

Afterschool Centers on Education

Cycle 8 Boys & Girls Club of Austin

Austin Independent School District

Jordan 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 Jordan Elementary School in Austin Independent School District (AISD) served 152 students. This report examines program implementation and outcomes of the ACE program at Jordan Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. Fewer than one-fifth of the students at Jordan Elementary School participated in the ACE program in 2013–2014. The regular and non-regular participant groups received more female students than male students. The majority of students in all three groups were Hispanic. The regular participant group and the non-regular participant group received larger percentage of African American students than did the non-participant group. Both participant groups had smaller percentages of students who were classified as limited English proficient (LEP) than did the non-participant groups.
2. The program had great participation in each of the classes or activities offered.¹
3. Academic outcomes were mostly negative at Jordan. Neither the regular participant group nor the non-regular participant group experienced improvement in mean grade point average (GPA) in any of the four core subjects from 2012–2013 to 2013–2014. The regular participant group experienced an increase in course completion, while the non-participant group experienced a decrease in course completion over the past year.
4. Attendance outcomes were not met at Jordan. The participants’ mean absent days was greater in 2013–2014 than in 2012–2013.
5. Discipline outcomes were mostly negative at Jordan. The regular participant group experienced increases in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. The non-regular participant group experienced an increase in mandatory discipline removals, and the percentage of their discretionary removals remained the same over the past year.

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

1. The program will focus on academic success by providing homework assistance and aligning program and standards. In addition, the program staff will communicate with school-day teachers to make sure learning is continuous throughout the day.

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

2. The program staff will attend the social and emotional trainings provided by the school to be on the same page with the school. The program will incorporate Second Step strategies into lessons and continue to encourage character development in the program.
3. The program will focus on providing more parent programs by providing more English as a second language, computer classes, and family night events that align with the program standards.

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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 BGCA Cycle 8 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 Jordan Elementary School were improving academic performance, especially in special education, and improving parental involvement. The afterschool program at Jordan offered reading enrichment programs for 3rd- and 4th-grade targeted students and provided career and college readiness programs.

This report examines outcomes for ACE Afterschool program at Jordan Elementary School, which served 152 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.

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

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 Boys & Girls Club 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 Jordan Elementary School. It also serves as a tool for documenting programmatic changes over time. The logic model of the ACE program at Jordan 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
<p><u>Human:</u></p> <ul style="list-style-type: none"> • <u>1 Project Director, Kelley Carmon, BA</u> • <u>1 Site Coordinator Barry Cox, BA</u> • <u>1 Site Coordinator Krystal Cantu, BS</u> • <u>1 Program Director Javier Lozano, BA</u> • <u>6 YDP Instructors</u> • <u>4 college students who want careers in education</u> • <u>2 college students who want careers in education</u> • <u>External experts and partners</u> <ul style="list-style-type: none"> ○ <u>UTeach</u> ○ <u>AISD</u> ○ <u>CTAN</u> ○ <u>YPQA</u> • <u>125 Students</u> • <u>25 Parents</u> <p><u>Support:</u></p> <ul style="list-style-type: none"> • <u>Grant leadership/project</u> 	<p>School program alignment</p> <ul style="list-style-type: none"> • <u>with unit and lesson plans (TEKS)</u> <p>Recruiting participants</p> <ul style="list-style-type: none"> • <u>school admin referrals of 12 3rd and 12 4th graders</u> • <u>open enrollment advertised to 1st-5th graders</u> <p>Retaining participants</p> <ul style="list-style-type: none"> • <u>surveys</u> • <u>incentives</u> <p>Well structured</p> <ul style="list-style-type: none"> • <u>ongoing monitoring of data</u> • <u>site observations with feedback</u> <p>Voice/Choice</p> <ul style="list-style-type: none"> • <u>parent surveys</u> • <u>student surveys</u> <p>Qualified personnel</p> <ul style="list-style-type: none"> • <u>staff orientation done by director</u> • <u>YPQA trainings</u> • <u>Part time carousal</u> 	<p>Academic Support</p> <ul style="list-style-type: none"> • <u>Power Hour</u> • <u>UTeach</u> • <u>LeLa</u> • <u>4-H</u> • <u>KidzLit</u> • <u>Psyched on Science</u> • <u>Read & Eat It</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Psyched on Science • Read It & Eat It • KidzLit <p>Enrichment Fall 2013</p> <ul style="list-style-type: none"> • <u>Brick Lab</u> • <u>Gameroom</u> • <u>Healthy Habits</u> • <u>SMART Kids</u> • <u>I Heart Art</u> • <u>Arts and Crafts</u> • <u>Bring Your a Game</u> • <u>Project Adventure</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Brick Lab • Gameroom • Healthy Habits • SMART Moves • Be Proud • I Heart Art • Art & Me • Bring Your “A” Game • Project Adventure <p>Fall 2013</p> <p>Family and Parental Support</p> <ul style="list-style-type: none"> • <u>Family Nights</u> 	<p>Fall 2013</p> <ul style="list-style-type: none"> • <u>Target #125; 1st-5th; M-TH 2:45-4:15 (YDP instructors); 216 hrs</u> • <u>Target # 12; 3rd & 4th; T/TH 4:15-5:45 (UT students); 48 hrs</u> • <u>Target # 18; 3rd & 4th; M/W 4:15-5:45 (college students); 108 hrs</u> • <u>Target #30; 2nd; M/W 4:15-5:45 (4-H instructor); 108 hrs</u> • <u>Target #64; 1st & 2nd; T/TH 4:15-5:45 F 2:45-4:15 (YDP instructor); 72 hrs</u> • <u>Target #16; 5th; T 4:15-5:45 (YDP instructor); 24 hrs</u> • <u>Target #32; 1st; M/T 4:15-5:45 (YDP instructor); 48 hrs</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Target #24; 1st, F 2:45-4:15 & 4:15-5:45 (YDP instructor); 60 hrs • Target #48; 1st, W/Th 4:15-4:45 & 2nd, F 2:45-5:45 (YDP Instructor); 90 hrs • Target #32; 2nd, Th/F 4:15-5:45 (YDP Instructor); 60 hrs <p>Fall 2013</p> <ul style="list-style-type: none"> • <u>Target #32; 1st; M/W 4:15-5:45 (YDP instructor); 48 hrs</u> • <u>Target #80; 3rd & 4th; M/T/TH/F 4:15-5:45 F 2:45-4:15 (YDP instructor); 120 hrs</u> • <u>Target #36; 2nd; T/TH 4:15-5:45 (YDP instructor); 48 hrs</u> • <u>Target #68; 1st & 2nd; T/W/F 4:15-5:45 F 2:45-4:15 (YDP instructor); 96 hrs</u> • <u>Target #18; 5th; F 2:45-4:15 (YDP instructor); 24 hrs</u> • <u>Target #107; 1st-4th; W/TH/F 4:15-5:45 F 2:45-4:15 (YDP instructor); 96 hrs</u> • <u>Target #125; 1st-5th; M-F 4:14-5:45 (YDP instructor); 120 hrs</u> • <u>Target #32; 3rd & 5th; M/F 4:14-5:45 F 2:45-4:15 (YDP instructor); 72 hrs</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Target #7; 3rd, Th 4:15-5:45 (YDP instructor); 30 hrs

Resources	Implementation	Outputs - Activities	Outputs - Participation
<p><u>director/FES</u></p> <ul style="list-style-type: none"> • <u>CTAN</u> • <u>YPQA national quality assurance standards</u> • University of Texas UTeach program <ul style="list-style-type: none"> • <u>Financial</u> ○ <u>Budgets</u> ○ <u>Controller; Elizabeth Roden</u> • <u>Facilities</u> ○ <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>Healthy Habits; SMART Moves; UTeach; LeLa; I heart art; arts and crafts; sports; psyched on science; math wizards, brick lab)</u> 	<p><u>trainings</u></p> <ul style="list-style-type: none"> • <u>Monthly staff meetings</u> 	<p>Spring 2014</p> <ul style="list-style-type: none"> • ESL Classes <p>Fall 2013 College/Career Readiness</p> <ul style="list-style-type: none"> • Jr Staff • Club Tech <p>Spring 2014</p> <ul style="list-style-type: none"> • Jr Staff • Club Tech • Career Launch 	<ul style="list-style-type: none"> • Target #60; T/W; 3rd; 4:15-5:45; T; 5th; 4:15-5:45; Th; 2nd; 4:15-5:45; F; 1st & 2nd; 2:45-5:15; F; 1st; 4:15-5:45 (YDP Instructor); 180 hrs • Target #45; 4th; M/T; 4:15-5:45 & W/Th; 1st; 4:15-5:45(YDP Instructor); 120 hrs • Target #22; 5th; M; 4:15-5:45 & 4th; T; 4:15-5:45 (YDP Instructor); 60 hrs • Target #10;F; 2:45-4:15 (YDP Trained Instructor);30 hrs • Target #32; 4th;Th/F 4:15-5:45 & 5th; F 4:15-5:45 (YDP Instructor); 90 hrs • Target #55; 1st & 2nd; M/T 4:15-5:45 & 3rd; F 2:45-4:15 (YDP Instructor); 90 hrs • Target #78; 1st; M/T 4:15-5:45 & 2nd; T/W 4:15-5:45 & 3rd; F 4:15-5:45 & 4th; F 2:45-4:15 & 5th;Th 4:15-5:45; (YDP Instructor); 150 hrs • Target #30; 3rd; M 4:15-5:45 & 4th; W/F 4:15-5:45; (YDP Instructor); 90 hrs <p>Fall 2013</p> <ul style="list-style-type: none"> • <u>Target #25, TH, 5:00-6:00pm (Program Director); 20 hrs</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Target #15,T/Th, 12:00pm-2:00pm (AISD Teacher); 32 hrs <p>Fall 2013</p> <ul style="list-style-type: none"> • Target #5; 5th; M-F 4:15-5:45 (Site Director); 120 hrs • Target #50; 4th & 5th; W/F 4:15-5:45 F 2:45-4:15 (YDP instructor); 72 hrs <p>Spring 2014</p> <ul style="list-style-type: none"> • Target #10; 4th & 5th; M-F 4:15-5:45 (Site Director); 150 hrs • Target #10; 5th; W 4:15-5:45 (YDP Instructor); 30 hrs • Target #80; 1st-5th; F 2:45-4:15; 7.5 hrs

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

Modifications

Several changes occurred from fall to spring terms that resulted in programs either targeting different grade levels or being deleted from the schedule. UTeach was not brought back in the spring semester because it did not meet the needs and standards stated by the principal. KidzLit changed its targeted grade level from 1st and 2nd to only 2nd. Psyched on Science changed from 5th grade to 1st grade, and Read it Eat It went from 1st grade only to 1st and 2nd grade.

Research Questions

Program Structure: Was the program implemented as intended?

Jordan Elementary School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
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On a scale from 1 to 10 (10 being very strong), the program at Jordan was rated at 7. The program used most of the resources and restructured activities to better fit the needs of the school. The program was not fully implemented at the end of its first year, but made plausible improvements so it could continue to succeed in the next year.

Resources: Were requisite resources available for program success?

Requisite resources were available for program success. Successfully using the resources available was one of the program's priorities.

Implementation Practices: Were program practices well implemented?

The program needed to streamline the process of recruiting, retaining, and integrating students. The program was also understaffed, which limited its ability to observe and monitor program participation and to observe staff and identify their professional development needs. The program had to regularly train staff through the Youth Program Quality (YPQ) trainings.

Outputs–Activities: Were activities targeted to student needs?

Program modifications were made to better align activities with the school's learning objectives. The program conducted surveys of administration, teachers, and parents to better understand students' needs. The program also conducted surveys of the students before, during, and after a program.

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

We made several program modifications to increase participation in program activities by offering incentives such as BGCA Bucks and Monthly Awards. The program improved the lesson plan to involve more hands-on activities and changed staff members, as needed.

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

The proposed activities allocated to academic support, enrichment, family engagement, college and career slightly varied from the fall semester to the spring semester.

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	%
Jordan Elementary School	126	15%	26	3%	673	82%	825	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	Jordan Elementary School	Participation status		
		Regular participants (n = 126)	Non-regular participants (n = 26)	Non-participants (n = 673)
Gender	Female	52%	57%	49%
	Male	48%	43%	51%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	0%	0%
	Black or African American	37%	29%	17%
	Hispanic	61%	68%	81%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	2%	4%	1%
Limited English proficiency (LEP)	% LEP	32%	57%	60%

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

Fewer than one-fifth of the students at Jordan Elementary School participated in the ACE program in 2013–2014. The regular and non-regular participant groups received more female students than male students. The majority of students in all three groups were Hispanic. The regular participant group and the

non-regular participant group received larger percentage of African American students than did the non-participant group. Both participant groups had smaller percentages of students who were classified as limited English proficient (LEP) than did the non-participant groups.

Student Attendance in ACE Activities

Table 5. Student Participation in Afterschool Programs at Jordan Elementary School, by Activity Category, 2013–2014

Activity category	Frequency (e.g., daily, weekly, monthly, once, twice...)
Academic enrichment learning program	Daily
Activity to promote youth leadership	Daily
Career/job training	Monthly
Community service/service learning	Quarterly
Drug/substance abuse prevention	Weekly
Homework help	Daily
Promotion of family literacy	Weekly
Promotion of parental involvement	Weekly
Recreational activity	Daily
Tutoring	Daily
Violence prevention	Daily

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

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	991.5	55%	1239.5	55%
Enrichment	654	37%	817.5	37%
Family engagement	16	1%	52	3%
Career	124.5	7%	101%	5%

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

Students participated at appropriate levels to benefit from the activities and overall program level.

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.

Neither the regular participant group nor the non-regular participant group experienced improvement in mean grade point average (GPA) in any of the four core subjects from 2012–2013 to 2013–2014. The regular participant group experienced an increase in course completion, while the non-participant group experienced a decrease in course completion over the past year.

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

Jordan Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.51	2.40	-0.11	2.38	1.81	-0.57
Math	2.61	2.35	-0.26	2.29	1.73	-0.56
Science	2.81	2.68	-0.13	2.67	2.04	-0.63
Social studies	3.13	3.08	-0.05	2.88	2.69	-0.18

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

Jordan 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	93.45%	96.09%	2.64%	93.20%	93.01%	-0.19%

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 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

Jordan 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	6.33	6.39	0.06	6.00	9.04	3.04

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 increases in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. The non-regular participant group experienced an increase in mandatory discipline removals, and the percentage of their discretionary removals remained the same over the past year.

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

Jordan Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.00	0.01	0.01	0.00	0.04	0.04
Discretionary	0.02	0.13	0.11	0.08	0.08	0.00

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. Neither the regular participant group nor the non-regular participant group experienced an improvement in GPA in any of the four core subjects from 2012–2013 to 2013–2014. The regular participant group experienced an increase in course completion, while the non-participant group experienced a decrease in course completion over the past year. Given the most undesirable results for ACE Austin participants related to GPA and course completion, a closer alignment of program activities designed to address academic issues is warranted.

Recommendation 2. Both the regular participant group and the non-regular participant group experienced increases in mean absent days from 2012–2013 to 2013–2014. It is recommended that program staff at Houston Elementary School refine the program components to address attendance issues.

Recommendation 3. The regular participant group experienced increases in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. The non-regular participant group experienced an increase in mandatory discipline removals, and the percentage of their discretionary removals remained the same over the past year. Given the most undesirable results for ACE Austin participants related to discipline issues, a closer alignment of program activities designed to address discipline issues is warranted.

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

1. The program will focus on academic success by providing homework assistance and aligning program with the district standards. In addition, the program staff will communicate with school day teachers to make sure learning is continuous throughout the day.
2. The program staff will attend the social and emotional trainings provided by the school in order to be on the same page with the school. The program will incorporate Second Step strategies into lessons and continue to encourage character development in the program.
3. The program will focus on providing more parent programs by providing more ESL, computer and family night events that align with the program standards.

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 BGCA Austin 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 Austin 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) 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

C4 - Jordan ES

Student Counts		
Total Students:	150	
Total Regular Students:	125	83%
Total Non-Regular Students:	25	17%

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:	90	60%	1	1%	0	0%	0	0%	0	0%
Regular:	75	50%	0	0%	0	0%	0	0%	0	0%
Non-Regular:	15	10%	1	1%	0	0%	0	0%	0	0%
	Asian		African American		Hawaiian/Pacific					
Total:	0	0%	59	39%	0	0%				
Regular:	0	0%	50	33%	0	0%				
Non-Regular:	0	0%	9	6%	0	0%				

Student Counts by Gender

Regular Male:	62	41%	Regular Female:	63	42%
Non-Regular Male:	10	7%	Non-Regular Female:	15	10%

Student Counts by Category

		% of	% of		% of	% of		% of	% of			
		Tot	Sub		Tot	Sub		Tot	Sub			
		Pop	Pop		Pop	Pop		Pop	Pop			
Regular:	LEP:	40	27%	32%	Eco. Dis.:	113	75%	90%	Special:	6	4%	5%
Non-Regular:	LEP:	12	8%	48%	Eco. Dis.:	24	16%	96%	Special:	6	4%	24%
Regular:	At Risk:	84	56%	67%	ESL:	4	3%	3%	Migrant:	0	0%	0%
Non-Regular:	At Risk:	20	13%	80%	ESL:	1	1%	4%	Migrant:	0	0%	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	27	18%	5th:	21	14%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	2	1%	5th:	3	2%	9th:	0	0%
	K:	0	0%	2nd:	32	21%	6th:	0	0%	10th:	0	0%
	K:	0	0%	2nd:	5	3%	6th:	0	0%	10th:	0	0%
				3rd:	15	10%	7th:	0	0%	11th:	0	0%
				3rd:	5	3%	7th:	0	0%	11th:	0	0%
				4th:	30	20%	8th:	0	0%	12th:	0	0%
				4th:	10	7%	8th:	0	0%	12th:	0	0%

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C4 - Jordan ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 2A	15	0	12	11	9	9	0
4H 2B	15	0	12	11	8	8	0
Around Town	11	0	3	3	3	4	0
Art and Me 1A	10	0	14	13	7	7	0
Art and Me 1B	7	0	14	13	4	4	0
Art and Me 2A	15	0	14	13	9	8	0
Art and Me 2B	15	0	14	13	9	8	0
Art and Me 3A	6	0	14	13	4	3	0
Art and Me 3B	10	0	14	13	0	1	0
Art and Me 4A	18	0	14	13	11	9	0
Art and Me 4B	11	0	14	13	6	7	0
Bricklab 1A	10	0	13	11	9	9	0
Bricklab 1B	7	0	14	13	4	4	0
Bring Your A Game 1A	10	0	14	13	8	7	0
Bring Your A Game 1B	7	0	14	13	4	4	0
Bring Your A Game 2A	15	0	13	11	10	9	0
Bring Your A Game 2B	15	0	14	13	8	8	0
Bring Your A Game 3A	6	0	14	14	4	4	0
Bring Your A Game 3B	10	0	13	11	0	1	0
Bring Your A Game 4A	18	0	14	13	9	9	0
Bring Your A Game 4B	11	0	14	13	0	1	0
Bring Your A Game 5th	13	0	14	13	5	6	0
Club Tech 4A	18	0	14	13	9	8	0
Club Tech 4B	11	0	14	13	8	8	0
Club Tech 5th	13	0	14	13	5	7	0
Family Night	0	11	3	2	0	0	6
Gameroom 3A	6	0	14	13	4	4	0
Gameroom 3B	10	0	14	13	6	6	0
Gameroom 4A	18	0	14	14	11	9	0
Gameroom 4B	11	0	13	11	0	1	0
Gameroom 5th	13	0	14	13	5	6	0
Healthy Habits 2A	15	0	14	13	9	8	0
Healthy Habits 2B	15	0	14	14	9	8	0
I Heart Art 5th	13	0	14	13	7	7	0
Junior Staff	5	0	49	44	1	2	0
KidzLit 1A	10	0	14	13	8	8	0
KidzLit 1B	7	0	14	13	4	4	0
KidzLit 2A	15	0	14	14	8	8	0
KidzLit 2B	15	0	14	13	10	8	0
LeLa 3A	10	0	24	21	6	6	0
LeLa 4A	11	0	24	21	8	8	0
Power Hour 1A	10	0	55	51	9	9	0
Power Hour 1B	7	0	55	51	4	4	0
Power Hour 2A	15	0	55	51	9	9	0
Power Hour 2B	15	0	55	51	10	9	0
Power Hour 3A	6	0	55	51	4	4	0
Power Hour 3B	10	0	55	51	6	6	0
Power Hour 4A	18	0	55	51	11	10	0
Power Hour 4B	11	0	55	51	8	8	0
Power Hour 5th	13	0	55	51	8	7	0
Project Adventure 3A	6	0	14	13	4	4	0
Project Adventure 3B	10	0	14	13	6	5	0
Project Adventure 5th	11	0	13	11	6	6	0
Read it and Eat it 1A	10	0	14	14	8	8	0
Read it and Eat it 1B	7	0	13	11	4	4	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C4 - Jordan ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Science 5th	13	0	14	14	7	6	0
Smart Kids 1A	10	0	14	13	9	8	0
Smart Kids 1B	7	0	14	14	4	4	0
Smart Kids 2A	15	0	14	13	7	7	0
Smart Kids 2B	15	0	14	13	10	9	0
Uteach 3B	10	0	24	23	7	7	0
Uteach 4B	11	0	24	23	8	9	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C4 - Jordan ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 2A	16	0	20	19	9	10	0
4H 2B	17	0	19	17	10	10	0
Adult ESL	0	4	16	16	0	0	2
Around Town	40	0	2	8	10	10	0
Art and Me 1A	13	0	19	17	9	9	0
Art and Me 1B	14	0	20	18	6	7	0
Art and Me 2A	16	0	19	17	9	10	0
Art and Me 2B	17	0	20	18	7	7	0
Art and Me 3A	7	0	20	17	5	5	0
Art and Me 3B	10	0	20	17	4	5	0
Be Proud	20	0	14	12	12	10	0
Bricklab 3A	7	0	20	19	4	4	0
Bricklab 3B	10	0	20	19	4	5	0
Bring Your A Game 1A	13	0	20	18	8	9	0
Bring Your A Game 1B	14	0	19	17	7	7	0
Bring Your A Game 2A	16	0	20	18	9	9	0
Bring Your A Game 2B	17	0	20	19	9	10	0
Bring Your A Game 3A	7	0	20	17	5	5	0
Bring Your A Game 3B	10	0	20	17	3	4	0
Bring Your A Game 4A	16	0	20	17	11	11	0
Bring Your A Game 4B	16	0	20	17	10	10	0
Bring Your A Game 5th	20	0	20	19	9	10	0
Campfire 3B	10	0	20	18	5	6	0
Campfire 4B	16	0	20	19	9	10	0
Club Tech 5th	20	0	20	19	9	10	0
Fall 2013 Academics	99	0	8	8	90	90	0
Fall 2013 Enrichment	99	0	10	10	75	75	0
Fall 2013 Family Night	0	8	2	2	0	0	3
Family Night	0	27	20	19	0	0	4
Gameroom 1A	13	0	20	17	7	7	0
Gameroom 1B	14	0	20	17	8	8	0
Gameroom 2A	16	0	20	17	10	10	0
Gameroom 2B	17	0	20	19	8	9	0
Gameroom 3A	7	0	20	18	4	5	0
Gameroom 3B	10	0	20	19	5	5	0
Gameroom 5th	20	0	20	18	11	10	0
Healthy Habits 1A	13	0	20	19	8	8	0
Healthy Habits 1B	14	0	20	19	7	7	0
Healthy Habits 4A	16	0	20	18	9	10	0
Healthy Habits 4B	16	0	19	17	10	10	0
I Heart Art 4A	16	0	20	19	7	8	0
I Heart Art 4B	16	0	20	17	8	8	0
I Heart Art 5th	20	0	20	17	8	7	0
Junior Staff	12	0	99	90	2	2	0
KidzLit 2A	16	0	20	19	8	9	0
KidzLit 2B	17	0	20	17	7	8	0
LeLa 3A	7	0	27	25	5	5	0
LeLa 4A	16	0	27	25	10	10	0
Literacy Enrichment 3rd	6	0	11	11	4	5	0
Literacy Enrichment 4th	12	0	11	11	7	7	0
Power Hour 1A	13	0	79	73	11	11	0
Power Hour 1B	14	0	79	73	9	10	0
Power Hour 2A	16	0	79	73	11	11	0
Power Hour 2B	17	0	79	73	11	12	0
Power Hour 3A	7	0	79	73	5	5	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C4 - Jordan ES

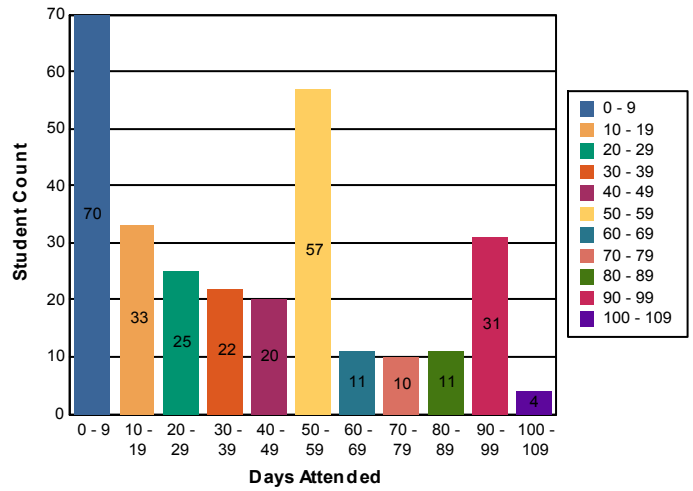
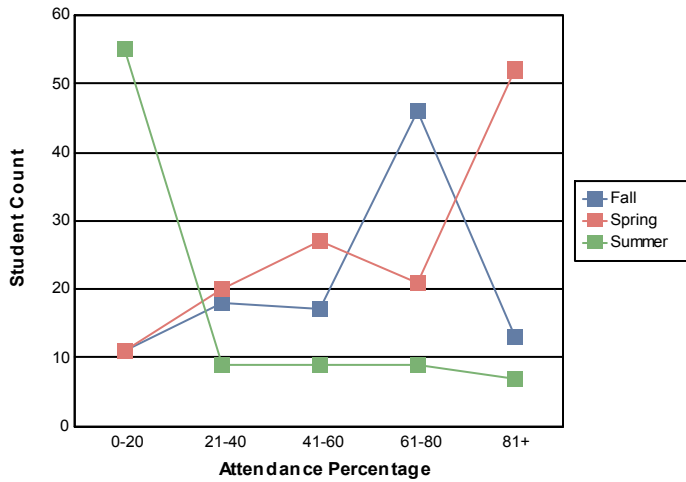
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Power Hour 3B	10	0	79	73	6	6	0
Power Hour 4A	16	0	79	73	11	12	0
Power Hour 4B	16	0	79	73	12	12	0
Power Hour 5th	20	0	79	73	13	13	0
Project Adventure 3B	10	0	19	17	5	5	0
Project Adventure 4A	16	0	20	17	9	9	0
Project Adventure 4B	16	0	20	19	10	10	0
Project Adventure 5th	20	0	6	6	6	6	0
Psyched About Science 1A	13	0	20	17	10	10	0
Psyched About Science 1B	14	0	20	17	5	6	0
Read it and Eat it 1A	13	0	20	19	9	9	0
Read it and Eat it 1B	14	0	20	19	6	7	0
Read it and Eat it 2A	16	0	20	17	8	8	0
Read it and Eat it 2B	17	0	20	17	10	10	0
Smart Kids 4B	16	0	20	18	9	10	0
Smart Kids 5th	20	0	19	17	11	11	0

Student Attendance Percentage - Grantee Level

Printed Date: 8/19/2014

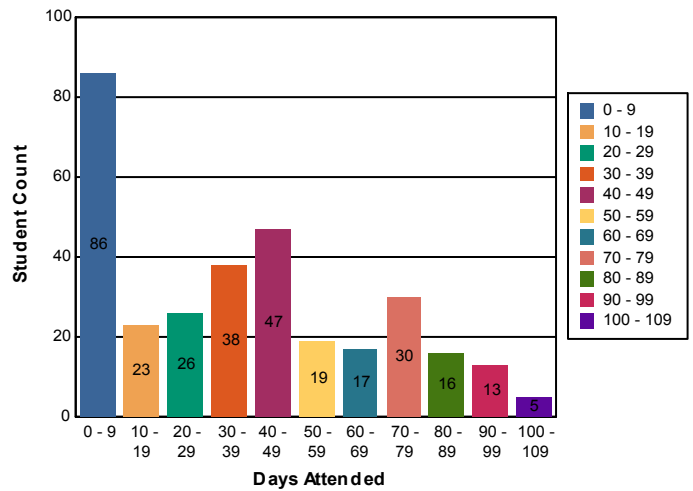
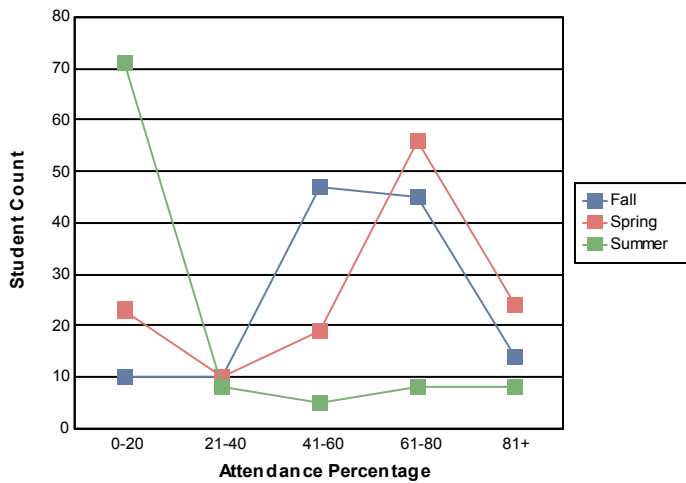
Grantee: Boys and Girls Clubs of the Austin Area

C4 - Jordan ES



Attendance %	Fall	Spring	Summer
0-20	11	11	55
21-40	18	20	9
41-60	17	27	9
61-80	46	21	9
81+	13	52	7
Total	105	131	89

C5 - Sims ES



Attendance %	Fall	Spring	Summer
0-20	10	23	71
21-40	10	10	8
41-60	47	19	5
61-80	45	56	8
81+	14	24	8
Total	126	132	100

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