

**Afterschool Centers on Education**

**Cycle 8 Boys & Girls Club of Austin**

**Austin Independent School District**

**LBJ High School**

**Final Report 2013–2014**



**Austin Independent School District**

**Department of Program Evaluation**

August 2014

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

## **Executive Summary**

In 2013–2014, the Afterschool Center on Education (ACE) program at LBJ High School in Austin Independent School District (AISD) served 110 students. This report examines program implementation and outcomes of the ACE program at LBJ High School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. Twelve percent of students at LBJ High School participated in the ACE program during the 2013–2014 school year. The percentages of Hispanic students in the regular and non-regular participant groups were much smaller than the percentages in the non-participant group. The participant groups received larger percentages of African American student than did the non-participant group.
2. The afterschool program at LBJ High School has been proven effective in using its resources; meeting grant requirements; aligning itself with Texas Essential Knowledge and Skills (TEKS); working to meet the needs of the campus improvement plan (CIP); providing a diverse arrangement of activities that cover the four programming areas; and maintaining participation.<sup>1</sup>
3. Students’ academic outcomes were mostly positive at LBJ High School. The regular participant group experienced an improved grade point average (GPA) in all of the four core subjects from 2012–2013 to 2013–2014. The non-regular participant group experienced an improved GPA in reading, math, and social studies, but not in science, during the same period. Both groups experienced increases in course completion rates over the past year.
4. Attendance goals were not met at LBJ High School. Both the regular and non-regular participant groups experienced increases in mean absent days over the past year.
5. Discipline goals were met at LBJ High School. Both regular and non-regular participant groups experienced decreases in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014.

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 LBJ High School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. Priority will be given to programming that draws in students and increases attendance. Alignment with the school’s attendance policies, as well as plans to reward Club members with better attendance, will be put in place.

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<sup>1</sup> 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. Support for the academic success for students will be furthered by continued alignment with class academic needs, academic case management, and student survey-fueled programming.
3. The program will also supply more college/work readiness and leadership courses to prepare the youth for the future as responsible citizens, while also supplementing the decline in disciplinary action.

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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. 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 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 BGCA 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 LBJ High School were low attendance, a low promotion rate, and low standardized test scores. As a result, academic case management, homework help, college prep, academic enrichment, and retaining programs were implemented to target students who struggled academically and needed help with promotion/college readiness

The program strived to provide both personalized and general academic support, enrichment programming, healthy lifestyles programming, and college/career readiness courses. These courses were provided in a safe, engaging environment in which the youth were given the opportunity to become responsible and caring citizens.

This report examines outcomes for ACE Afterschool program at LBJ High School, which served 110 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***<sup>2</sup>

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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<sup>2</sup> 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 (CIP) 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 LBJ High 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>Human:</p> <ul style="list-style-type: none"> <li>• <u>1 Site Coordinator: Nolan Maloney, B.S.</u></li> <li>• <u>1 Education Director: Jarard Bruner, B.S.</u></li> <li>• <u>1 YDP Instructor: B.A.</u></li> <li>• <u>External experts and partners</u> <ul style="list-style-type: none"> <li>○ <u>AISD</u></li> <li>○ <u>CTAN</u></li> <li>○ <u>YPQA</u></li> </ul> </li> <li>• <u>90 Students</u></li> <li>• <u>15 Parents</u></li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• <u>Grant leadership/project director/FES</u></li> <li>• <u>CTAN</u></li> <li>• <u>YPQA national quality assurance standards</u></li> </ul> <p>Financial</p> <ul style="list-style-type: none"> <li>○ <u>Budgets</u></li> <li>○ <u>Controller; Elizabeth Roden</u></li> <li>• <u>Facilities</u></li> <li>○ <u>Campus space</u></li> <li>• <u>21<sup>st</sup> century web based tracking system</u></li> <li>• <u>TEA/Edvance</u></li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• <u>Activity planning form (TEKS aligned)</u></li> <li>• <u>Healthy Habits</u></li> <li>• <u>Green Teens</u></li> <li>• <u>Math Magic</u></li> <li>• <u>Where in the World</u></li> <li>• <u>Mad Science</u></li> <li>• <u>Social Network</u></li> <li>• <u>Archery</u></li> </ul>	<p><b>School program alignment</b></p> <ul style="list-style-type: none"> <li>• <u>with unit and lesson plans (TEKS)</u></li> </ul> <p><b>Recruiting participants</b></p> <ul style="list-style-type: none"> <li>• <u>school admin referrals of 18 ACM students</u></li> <li>• <u>open enrollment advertised to 9<sup>th</sup>-12<sup>th</sup> graders</u></li> </ul> <p><b>Retaining participants</b></p> <ul style="list-style-type: none"> <li>• <u>surveys</u></li> <li>• <u>incentives</u></li> </ul> <p><b>Well structured</b></p> <ul style="list-style-type: none"> <li>• <u>ongoing monitoring of data</u></li> <li>• <u>site observations with feedback</u></li> </ul> <p><b>Voice/Choice</b></p> <ul style="list-style-type: none"> <li>• <u>parent surveys</u></li> <li>• <u>student surveys</u></li> </ul> <p><b>Qualified personnel</b></p> <ul style="list-style-type: none"> <li>• <u>staff orientation done by director</u></li> <li>• <u>YPQA trainings</u></li> </ul>	<p><b>Academic Support</b></p> <ul style="list-style-type: none"> <li>• <u>Green Teens</u></li> <li>• <u>Math Magic</u></li> <li>• <u>Where in the World</u></li> <li>• <u>Mad Science</u></li> <li>• <b>Homework Help</b></li> <li>• <b>Words Words Words</b></li> <li>• <b>Money Matters</b></li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• <u>Social Network</u></li> <li>• <u>Archery</u></li> <li>• <u>Arcade</u></li> <li>• <u>Arts and Crafts</u></li> <li>• <u>Grill it Up</u></li> <li>• <u>Rec Sports</u></li> <li>• <u>Just Keep Livin</u></li> <li>• <u>Keystone</u></li> <li>• <u>Passport to Manhood</u></li> <li>• <u>Smart Girls</u></li> <li>• <u>League Sports</u></li> <li>• <b>Film Class</b></li> </ul> <p><b>Family and Parental</b></p>	<ul style="list-style-type: none"> <li>• <u>Target #10; 9<sup>th</sup>-12<sup>th</sup> Th 4:00-6:00 (Keep Austin Beautiful instructors); 72 hrs</u></li> <li>• <u>Target # 12; 9<sup>th</sup>-12<sup>th</sup> ; M 4:00-6:00 (YDP); 72 hrs</u></li> <li>• <u>Target # 12; 9<sup>th</sup>-12<sup>th</sup> ; W 4:00-6:00 (YDP); 36 hrs</u></li> <li>• <u>Target # 12; 9<sup>th</sup>-12<sup>th</sup> ; T 4:00-6:00 T 4:00-5:30 (YDP); 62 hrs</u></li> <li>• <u>Target # 5; 9<sup>th</sup>-12<sup>th</sup> ; M-Th 4:00-5:30 (YDP); 120 hrs</u></li> <li>• <u>Target # 12; 9<sup>th</sup>-12<sup>th</sup> ; Th 4:00-5:30; 30 hrs (YDP)</u></li> <li>• <u>Target # 12; 9<sup>th</sup>-12<sup>th</sup> ; M 4:00-5:30 (YDP); 30 hrs</u></li> <li>• <u>Target # 20; 9<sup>th</sup>-12<sup>th</sup> ; M-Th 5:00-7:00, F 4:00-7:00 M-F 5:30-7:00 (YDP); 306 hrs</u></li> <li>• <u>Target # 8; 9<sup>th</sup>-12<sup>th</sup> M, W 5:30-7:00 (YDP); 216 hrs</u></li> <li>• <u>Target # 10; 9<sup>th</sup>-12<sup>th</sup> F 5:30-7:00 (YDP); 54 hrs</u></li> <li>• <u>Target # 10; 9<sup>th</sup>-12<sup>th</sup> ; M, Th 4:00-5:30 M, Th 5:30-7:00 (YDP); 108 hrs</u></li> <li>• <u>Target # 10; 9<sup>th</sup>-12<sup>th</sup> ; F 5:30-7:00 (YDP); 54 hrs</u></li> <li>• <u>Target # 15; 9<sup>th</sup>-12<sup>th</sup> ; M, Th 5:30-7:00 M, W 5:30-7:00 (YDP); 108 hrs</u></li> <li>• <u>Target # 20; 9<sup>th</sup>-12<sup>th</sup> ; T-W 4:00-5:30 (JKL instructors); 108 hrs</u></li> <li>• <u>Target # 7; 9<sup>th</sup>-12<sup>th</sup> ; W 5:30-7:00 W 4:00-5:30 (Director); 54 hrs</u></li> </ul>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> <li>• <u>Arcade</u></li> <li>• <u>Arts and Crafts</u></li> <li>• <u>Grill it Up</u></li> <li>• <u>Rec Sports</u></li> <li>• <u>Just Keep Livin</u></li> <li>• <u>Keystone</u></li> <li>• <u>Passport to Manhood</u></li> <li>• <u>Smart Girls</u></li> <li>• <u>League Sports</u></li> <li>• <u>Club Tech</u></li> <li>• <u>Job Ready</u></li> <li>• <b>Words Words Words</b></li> <li>• <b>Homework Help</b></li> <li>• <b>Money Matters</b></li> <li>• <b>Film Class</b></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Part time carousal trainings</u></li> <li>• <u>Monthly staff meetings</u></li> </ul>	<b>Support</b> <ul style="list-style-type: none"> <li>• <u>Family Nights</u></li> </ul> <b>College/Career Readiness</b> <ul style="list-style-type: none"> <li>• <u>Club Tech</u></li> <li>• <u>Job Ready</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Target # 7; 9<sup>th</sup>-12<sup>th</sup>; Th 5:30-7:00</u> <b>F 4:00-5:30</b> <u>(YDP); 54 hrs</u></li> <li>• <u>Target # 7; 9<sup>th</sup>-12<sup>th</sup>; T 5:30-7:00</u> <b>F 4:00-5:30</b> <u>(YDP); 54 hrs</u></li> <li>• <u>Target # 10; 9<sup>th</sup>-12<sup>th</sup>; F 4:00-5:30 (BGC Sports); 54 hrs</u></li> <li>• <u>Target # 7; 9<sup>th</sup>-12<sup>th</sup>; T, Th 4:00-5:00</u> <b>(Film Instructors); 40 hrs</b></li> <li>• <u>Target # 20; 9<sup>th</sup>-12<sup>th</sup>; 1/Month; 27 hrs</u></li> <li>• <u>Target # 15; 9<sup>th</sup>-12<sup>th</sup>; F 4:00-6:00</u> <b>Th 5:30-7:00</b> <u>(BGC Tech); 62 hrs</u></li> <li>• <u>Target #10; 9<sup>th</sup>-12<sup>th</sup> T 5:30-7:00 (YDP); 54 hrs</u></li> </ul>

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

## Modifications

Based on the feedback from parents' phone calls, student surveys, and the CIP, Homework help was added to provide a more focused homework completion time. In addition, Money Matters was added to aid in the development of financial literacy and Words Words Words was added to meet the desired freestyle and lyric writing activity.

## Research Questions

**Program Structure: Was the program implemented as intended?**

**LBJ High School Level of Implementation:**

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
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In consideration of the four main areas covered in the logic model, the programming implemented at Lyndon B Johnson High School should be rated at a 7. The program has been proven effective in using its resources, meeting grant requirements, aligning itself with TEKS, working to meet the needs of the CIP, providing a diverse arrangement of activities that cover the four programming

areas, and maintaining participation. The program has room to grow with regard to strengthening communication between the Club and school administration, improving the quality and gains of academic programming, and providing more options to participate in college and career readiness activities.

**Resources: Were requisite resources available for program success?**

More quality staffing is needed to help the Youth Development Professional (YDP) implement programming more effectively. All students tended to want to participate in the same activity. With another YDP, some youth would have another invested, enthusiastic staff member to support more diversified participation. Evidence of the need for diversification included the fact that a small handful of classes (e.g., arts and crafts) and homework help were cancelled during the school year due to no attendance while students all participated in other activities.

**Implementation Practices: Were program practices well implemented?**

Some weak points of the program included the consistent scheduled communication between school administration and Club staff, as well as the joint school-Club recruitment of students in need of programming. Participation in the freshman orientation camps and counselor referrals were increased to remedy the disconnection in recruitment efforts. The program staff joined the Campus Advisory Council, which strengthened the relationship between the Club and the school administration. The use of the TEKS-focused unit and lesson plans helped ensure that programming was aligned with the school's goals. The academic case management of youth, based on teachers' referrals, helped to focus academic support more effectively.

**Outputs–Activities: Were activities targeted to student needs?**

Homework help was added to meet the goals of the teachers surveyed. Teachers discussed the need for more emphasis on homework completion and credit recovery, according to the CIP. Academically case-managed youth also received more attention with homework completion. Students also asked for more activities involving sports and lyric writing. League sports play and ppen gym time with instruction were increased, and the addition of Words Words Words was provided for lyric writing, free-style rapping, and creative writing instruction and participation. Instructional quality was preserved by mixing curriculum standards according to needs, as well as instructional standards according to Texas Education Agency, youth program quality, and organizational standards. Program modifications were holistically managed by assessing needs, attempting to cover all aspects of the need, and then measuring the output based on change in participation as well as posttest survey results.

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

Incentive programs were put into place to enhance participation on many levels. Enrollment in the Club was augmented by offering field trip incentives, membership parties on selected Fridays, school-day privileges, Club gear, bus passes, and meals. Participation in specific programming was

increased with other incentive-based activities. For example, students were required to attend at least one academic class per day so they could participate in enrichment classes (e.g., open gym and pool tournaments). The programming that generally received higher attendance was often married with academic programming so that attendance could be boosted for less frequented courses. These programming incentives were added within weeks of noticeable differences in attendance. Within specific classes, small incentives (e.g., nutritional Cliff Bars from vendors and other healthy snacks) were used to reward positive participation. Overall, larger field trips were heavily used as incentives, because early in each semester it was explained that participation in academic programming would reflect on eligibility for field trips. Reminding students of this throughout the semester would serve as motivation.

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

Activities were divided into the four program components to provide the youth with the opportunity for two academic classes per day (i.e., homework help and an instructional class); multiple incentivizing options for enrichment activities per day; two options for college and career readiness per week; and at least one family engagement activity per month. The differences between the fall and spring were the addition of homework help daily and the change from geography help to writing help, which was twisted in a way that the youth requested. Fall and spring programming that remained the same did so in an effort to recapture the productivity of the previous semester in those programming areas as well as to continue to meet grant requirements, but with reformatting to improve engagement and enrichment provided. The program staff believe that more programming will be effectively implemented with more focus on family engagement and career and college readiness as a result of the community and youths' continued interest in these types of programming.

## 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	%
LBJ High School	88	10%	22	2%	802	88%	912	100%

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

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

Demographics	LBJ High School	Participation status		
		Regular participants (n = 88)	Non-regular participants (n = 22)	Non-participants (n = 802)
Gender	Female	43%	28%	49%
	Male	57%	72%	51%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	0%	0%
	Black or African American	80%	67%	33%
	Hispanic	18%	33%	62%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	2%
	White	1%	0%	3%
Limited English proficiency	% LEP	4%	11%	16%

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

Twelve percent of students at LBJ High School participated in the ACE program during the 2013–2014 school year. The percentages of Hispanic students in the regular and non-regular participant groups were much smaller than the percentages in the non-participant group. The participant groups received larger percentages of African American student than did the non-participant group.

The intent of the program was to serve as an accurate representation of the school population.

### Student Attendance in ACE Activities

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

Activity category	Frequency (e.g., daily, weekly, monthly, twice per semester...)
Academic enrichment learning program	Daily
Activity to promote youth leadership	Daily
Career/job training	Weekly
Community service/service learning	Monthly
Drug/substance abuse prevention	Weekly
Expanded library service hours	Never
Homework help	Daily
Promotion of family literacy	Monthly
Promotion of parental involvement	Weekly
Recreational activity	Daily
Tutoring	Daily
Violence prevention	Daily
Other	Daily

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

College and career readiness programming needs to be supplemented to provide better skill-building. Academic programming was already offered once per day and it balanced with the enrichment programs to meet grant requirements as well as recruitment/retention goals.

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	102	16%	235	26%
Enrichment	498	77%	600	67%
Family engagement	12	1%	15	1%
Career	47	6%	58	6%

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

More college and work readiness programming are needed. The goal of the program was to have most students evenly taking advantage of at least one academic class per day.

## 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.

Students' academic outcomes were mostly positive at LBJ High School. The regular participant group experienced an improved GPA in all of the four core subjects from 2012–2013 to 2013–2014. The non-regular participant group experienced an improved GPA in reading, math, and social studies, but not in science, during the same period. Both groups experienced increases in course completion rates over the past year.

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

LBJ High School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.98	3.27	0.29	2.75	3.06	0.31
Math	2.82	2.86	0.04	2.25	2.56	0.31
Science	2.89	3.06	0.17	2.80	2.76	-0.04
Social studies	2.88	2.95	0.07	2.70	2.76	0.06

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

LBJ High School	Participation status				
	Regular participants		Course pass percentage point change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Course pass percentage	91.59%	95.11%	3.52%	90.78%	93.33%

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS\_GRDS)



## Attendance Outcome

The 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

LBJ High School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	10.75	12.00	1.25	12.38	14.36

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 regular and non-regular participant groups experienced decreases in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014.

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

LBJ High School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.12	0.03	-0.09	0.24	0.04	-0.20
Discretionary	1.66	0.98	-0.68	1.96	1.84	-0.12

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.** Given the mostly positive results related to academic achievement at LBJ High School, it is recommended that academic-related afterschool programs continue to meet the needs of students. In addition, refinements to components that are effective should be ongoing so they can continue to meet the needs of students at LBJ High School.

**Recommendation 2.** Both the regular and non-regular participant groups experienced increases in mean absent days over the past year. It is recommended that academic-related afterschool programs implement changes to better align with the program's goals.

**Recommendation 3.** Both the regular and non-regular participant groups experienced decreases in the mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. It is recommended that program staff at LBJ High School continue to implement and refine program components that have been effective in addressing discipline issues.

### **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 LBJ High School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Priority will be given to programming that draws in students and increases attendance. Alignment with the school's attendance policies, as well as plans to reward Club members with better attendance will be put in place.
2. Support for academic success for students will be furthered by continuing aligned with class academic needs, academic case management, and student survey-fueled programming.
3. The program will also supply more college/work readiness and leadership courses in order to prepare the youth for the future as responsible citizens while also supplementing the decline in disciplinary action.

## 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 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 afterschool 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**

## Year End Summary

**Grantee: Boys and Girls Clubs of the Austin Area**  
**Combined Schools: LBJ HS**  
**Year: 2014**

**Printed Date:** 8/19/2014

### Report Description:

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

### C1 - LBJ HS

#### Student Counts

<b>Total Students:</b>	105	
<b>Total Regular Students:</b>	90	86%
<b>Total Non-Regular Students:</b>	15	14%

#### Student Counts by Ethnicity

1997 Standard	% of		% of		% of		% of		% of	
	Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop
	<b>Hispanic</b>		<b>Two or More</b>		<b>White</b>		<b>American Indian/Alaskan</b>			
<b>Total:</b>	21	20%	1	1%	3	3%	0	0%		
<b>Regular:</b>	17	16%	1	1%	3	3%	0	0%	0%	0%
<b>Non-Regular:</b>	4	4%	0	0%	0	0%	0	0%	0%	0%
	<b>Asian</b>		<b>African American</b>		<b>Hawaiian/Pacific</b>					
<b>Total:</b>	0	0%	80	76%	0	0%				
<b>Regular:</b>	0	0%	69	66%	0	0%	0%	0%		
<b>Non-Regular:</b>	0	0%	11	10%	0	0%	0%	0%		

#### Student Counts by Gender

<b>Regular Male:</b>	51	49%	<b>Regular Female:</b>	39	37%
<b>Non-Regular Male:</b>	10	10%	<b>Non-Regular Female:</b>	5	5%

#### Student Counts by Category

		% of		% of		% of		% of	
		Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop
<b>Regular:</b>	<b>LEP:</b>	3	3%	<b>Eco. Dis.:</b>	69	66%	<b>Special:</b>	11	10%
<b>Non-Regular:</b>	<b>LEP:</b>	1	1%	<b>Eco. Dis.:</b>	9	9%	<b>Special:</b>	1	1%
<b>Regular:</b>	<b>At Risk:</b>	71	68%	<b>ESL:</b>	2	2%	<b>Migrant:</b>	0	0%
<b>Non-Regular:</b>	<b>At Risk:</b>	10	10%	<b>ESL:</b>	1	1%	<b>Migrant:</b>	0	0%



**Year End Summary**

Printed Date: 8/19/2014

**Grantee: Boys and Girls Clubs of the Austin Area****Combined Schools: LBJ HS****Year: 2014****Student Counts by Grade Level**

<b>Regular:</b>	<b>PreK:</b>	0	0%	<b>1st:</b>	0	0%	<b>5th:</b>	0	0%	<b>9th:</b>	20	19%
<b>Non-Regular:</b>	<b>PreK:</b>	0	0%	<b>1st:</b>	0	0%	<b>5th:</b>	0	0%	<b>9th:</b>	5	5%
	<b>K:</b>	0	0%	<b>2nd:</b>	0	0%	<b>6th:</b>	0	0%	<b>10th:</b>	24	23%
	<b>K:</b>	0	0%	<b>2nd:</b>	0	0%	<b>6th:</b>	0	0%	<b>10th:</b>	1	1%
				<b>3rd:</b>	0	0%	<b>7th:</b>	0	0%	<b>11th:</b>	28	27%
				<b>3rd:</b>	0	0%	<b>7th:</b>	0	0%	<b>11th:</b>	5	5%
				<b>4th:</b>	0	0%	<b>8th:</b>	0	0%	<b>12th:</b>	18	17%
				<b>4th:</b>	0	0%	<b>8th:</b>	0	0%	<b>12th:</b>	4	4%

## 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

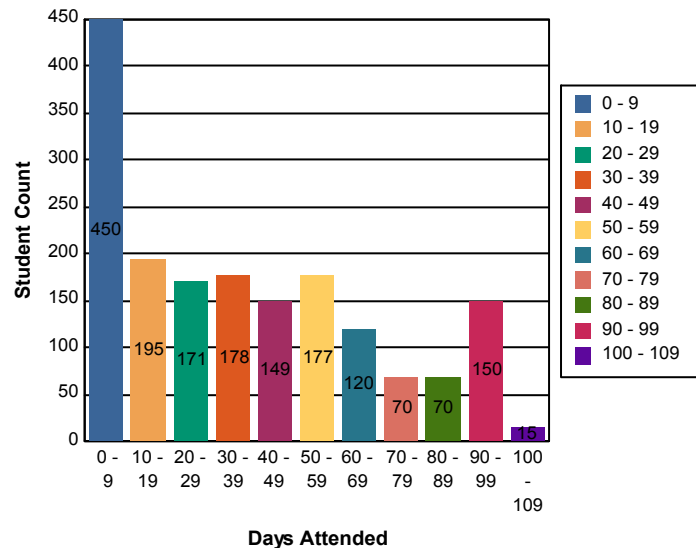
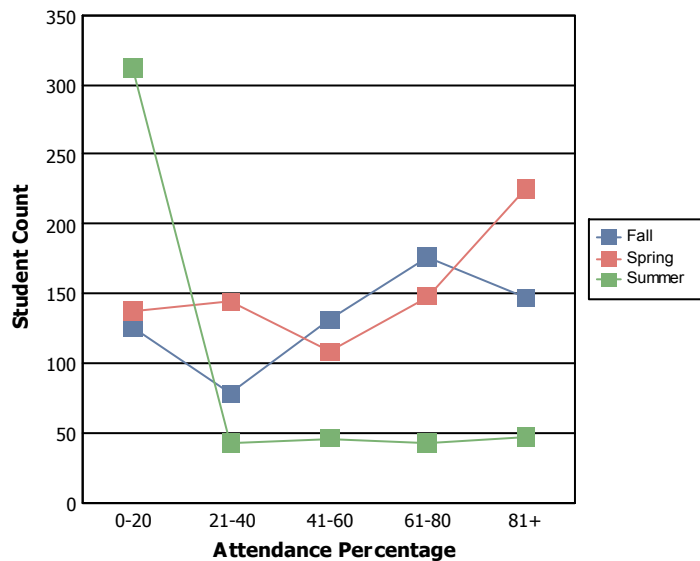
**Center: C2 - Garcia MS**

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
Gameroom	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

## Student Attendance Percentage - Grantee Level

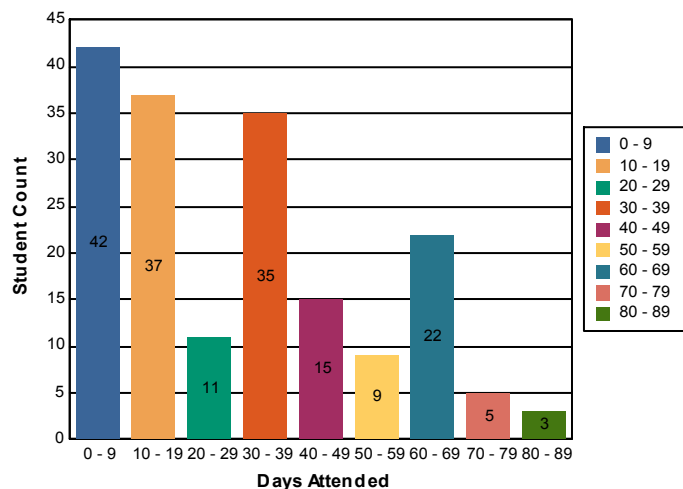
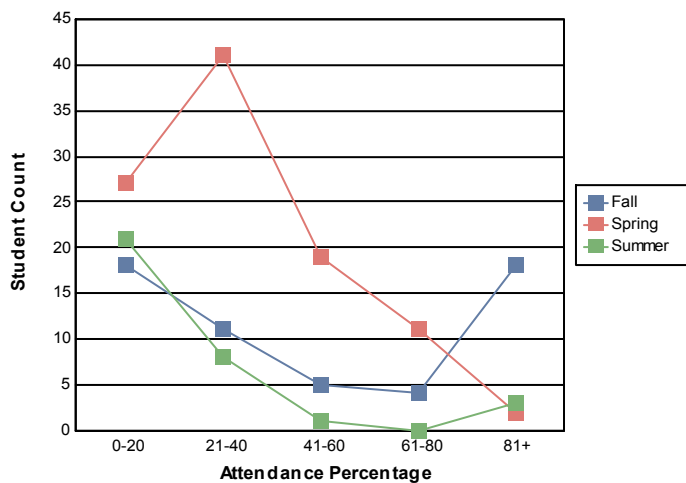
Printed Date: 8/19/2014

### Grantee: Boys and Girls Clubs of the Austin Area



Attendance %	Fall	Spring	Summer
0-20	126	137	312
21-40	78	144	43
41-60	131	108	46
61-80	176	148	43
81+	147	225	47
<b>Total</b>	<b>658</b>	<b>762</b>	<b>491</b>

### C1 - LBJ HS



Attendance %	Fall	Spring	Summer
0-20	18	27	21
21-40	11	41	8
41-60	5	19	1
61-80	4	11	0
81+	18	2	3
<b>Total</b>	<b>56</b>	<b>100</b>	<b>33</b>

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