

Afterschool Centers on Education

Cycle 7 AISD

Austin Independent School District

Langford 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 Langford Elementary School in Austin Independent School District (AISD) served 208 students. This report examines program implementation and outcomes of the ACE program at Langford Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are the following:

1. More female than male students were in the regular ACE participant group. However, this trend was opposite for the non-regular non-participant groups, which received more male than female students. The majority of students in all three participation groups were Hispanic. Although more than half the students were classified as limited English proficient (LEP) in all three groups, fewer regular participants than non-regular and non-participants were classified as LEP.
2. The program reached targeted students and their families. The program activities were implemented as planned.¹
3. Regular participants experienced a decrease in absent days, while the non-regular participants experienced an increase, from 2012–2013 to 2013–2014.
4. Regular participants did not experience a grade point average (GPA) improvement in all core subjects from 2012–2013 to 2013–2014. However, non-regular participants experienced a GPA improvement in science. In addition, regular participants experienced an increase in course completion, while the course passing rates of non-regular participants remained unchanged during the same period.
5. Both regular participants and non-regular participants experienced increases in the mandatory and discretionary discipline removals between 2012–2013 and 2013–2014. The change in the mean discipline removals of non-regular participants was larger than that of regular participants.

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

1. Increase in the fidelity of the Social and Emotional Learning (SEL) curriculum and collaboration with the Student Impact Team will help decrease students’ behavior referrals.
2. Implementing a well-rounded curriculum that provides both academic and enrichment

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.

opportunities for lower grade levels (which compose the larger percentage of program participants) will help improve attendance and academic performance.

3. Providing trained staff and decreasing turnover will ensure the consistency needed to promote better student outcomes.

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Introduction and Purpose of Program

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

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

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

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

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

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

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

The primary challenges at Langford Elementary School were students struggling with reading and math comprehension, attendance, student's health and nutritional habits, student mobility, social and emotional interactions with peers, and family engagement.

As a result of these issues, STAARBurst (in collaboration with 4H Capital), ACTIVE Life, and a few academic enrichment initiatives were implemented to target students who needed additional academic assistance. These programs were intended to develop a diverse range of enrichment opportunities, to promote healthy habits, to increase family engagement, and to increase attendance. For example, STAARBurst focused on students struggling in reading and math; robotics, master gardening, and other technology-based classes promoted STEM-based initiatives; art enrichment classes (e.g., S.O.U.L sessions, BeatLab, and Creative Action) were provided to increase art awareness and promote positive social interactions; and ActiveLife provided health and nutritional classes to promote family engagement and daily health habits.

This report examines outcomes for the ACE program at Langford Elementary School, which served 208 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 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, it was found that in 2013-2014, there was a negative correlation between the number of days students were enrolled and their absenteeism rate ($r = -.29, p < .0001$), i.e., students who are enrolled fewer days of the school year are absent for a greater proportion of those days. An absence or attendance rate, which takes into account the days enrolled, would be a better measure of student engagement.

Discipline Removals

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

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

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

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

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

Programming was developed based on the needs of Langford 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 **specific, measurable, attainable, realistic, and timely (SMART)**; staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide YPQ initiative. Leadership team members and all SCs were trained to use the nationally validated Youth Program Quality Assessment (YPQA) tool. Each semester, the QC and each SC conducted a minimum of two assessments using the YPQA tool, and the results of each assessment were used to guide the Center's quality improvement and professional development activity plan for instructors and vendor staff.

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

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

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

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

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

Logic Model

A logic model was designed to guide the implementation of the ACE program at Langford Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Langford Elementary School includes 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 <ul style="list-style-type: none"> • <u>Mattie Augustine, Site Coordinator</u> • <u>Mrs. Dounna Poth, Principal</u> • <u>Ms. Graciela Esquivel, Assistant Principal</u> • <u>Ms. Belinda Aleman-Cruz, Parent Support Specialist</u> • <u>6 Teachers</u> • <u>11 Temp Hourly Staff</u> • <u>6 Vendor Staff</u> • <u>115 Students</u> • 71 Students • <u>2 (AmeriCorp) Volunteers</u> SUPPORT <ul style="list-style-type: none"> • <u>Shirlene Justice, Project Administrator</u> • <u>John Shanks, Grant Director</u> • <u>Elena or Jeanette, FES</u> • <u>Data Support, Wanda Atwood</u> • <u>Accounting Support, Treasure</u> • <u>Laurie Celli, TAC</u> • <u>Ms. Delta Diaz-Administrative Assistant,</u> • <u>Ms. Mary Jane Kistler-Cafeteria Manager</u> • <u>Community Leaders</u> • <u>Social and Emotional Learning Dept.</u> • <u>RTI Department</u> • <u>Curriculum and Instruction Dept.</u> 	School Program Alignment <ul style="list-style-type: none"> • <u>MOU's with campus on file</u> • <u>Curriculum aligned with district curriculum road map</u> • <u>TEKS aligned lesson plans</u> • <u>Needs Assessment</u> • <u>Campus Improvement Plans</u> • <u>Participation on Campus Advisory Council</u> Recruiting and Retaining (right students, right mix of students) <ul style="list-style-type: none"> • <u>Students targeted for academic classes (STAARBurst, and recommendations from school day teachers and administration)</u> • <u>Consideration of student Social/Emotional Need</u> • <u>Offer engaging activities</u> Integrating Student and Family Voice <ul style="list-style-type: none"> • <u>Parent Surveys</u> • <u>Student Surveys</u> • <u>Parent Advisory Council</u> Ongoing Monitoring (data use and observation) <ul style="list-style-type: none"> • <u>YPQ Assessments</u> • <u>TX 21 Monthly Attendance Reviews</u> • <u>Pre/post test</u> Professional Development	Academic Support <ul style="list-style-type: none"> • <u>Homework Help</u> • <u>STAARburst</u> Enrichment <ul style="list-style-type: none"> • <u>Fine Arts Enrichment</u> • <u>STEM Enrichment</u> • <u>Literacy Enrichment</u> • <u>Health and Nutrition</u> Family Engagement Parent Advisory Council <ul style="list-style-type: none"> • <u>ESL</u> • <u>Zumba (Spring Semester)</u> • <u>Family Fitness Night</u> College and Career <ul style="list-style-type: none"> • <u>Get Ready</u> 	<ul style="list-style-type: none"> • <u>Academic Support-offered 14.5 hours per week serving students</u> • <u>Fine Arts – offered 15 hours per week serving students</u> • <u>STEM-offered 9 hours per week serving students</u> • <u>Literacy-offered 9 hours per week serving students</u> • <u>Health and Nutrition-offered 18.5 hours per week serving students</u> • <u>Family Engagement-offered 4 hours per week serving adults</u> • <u>College and Career-offered 3 hours per week serving students</u>

<ul style="list-style-type: none"> • <u>Innovation and Development Dept</u> • <u>Central Texas Afterschool Network</u> • <u>Travis County</u> • <u>City of Austin</u> • <u>UTeach</u> <p>CURRICULUM</p> <ul style="list-style-type: none"> • <u>Research based curriculum</u> • <u>Sherelle Patisaul, Curriculum Specialist</u> • <u>Desiree Morales, Quality Coordinator</u> 	<ul style="list-style-type: none"> • <u>YPQ</u> • <u>Lesson planning and delivery</u> • <u>SEL, PBS, ELL</u> • <u>Structured Play</u> • <u>CPR/First Aide</u> • <u>Summer Learning</u> • <u>Best Practices</u> • <u>CTAN University</u> 		
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Modifications

English as a second language and Zumba were classes offered to meet the family engagement objectives. Computer literacy classes were not offered.

Research Questions

Program Structure: Was the program implemented as intended?

Langford 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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The rate given for program implementation based on intentions was an 8. The structure of the program went through a change that focused on academic alignment, fidelity of curriculum delivery, effective training, and increase in family engagement. All the areas mentioned required involvement and use of all resources available. Some areas proved to be effective, while other areas required reassessment and a change in approach.

Resources: Were requisite resources available for program success?

STAARBurst academic coaches received extensive training that prepared them to teach their specific areas. During the hiring process, potential employees were asked about their experience and skills, and they were hired specifically to teach STAARBurst classes. However, the turnover mid-semester affected the placement of instructors. Similarly, training was provided for enrichment and Get Ready instructors, but due to the turnover at Langford, the instructors did not receive consistent training, and this had a direct impact on the execution of the lessons and eventually left the program short staffed.

Staffing and training played a crucial role with respect to whether the program was effectively implemented. The number of staff provided did not meet the program's needs, and the full success of the program was negatively affected. Hiring staff in a timely manner and ensuring that staff are placed at sites that meet both the program's and the instructors' needs would help maximize the resources and promote the program's success.

Implementation Practices: Were program practices well implemented?

The grant coordinator, project director, curriculum specialist, and site coordinator were responsible for managing the set of activities offered for specific students. Campus needs assessments and surveys were administered to gather input from the stakeholders while the program was being designed. However, some newly implemented classes did not produce the desired results. The curriculum was revamped for the spring, and new instructors were hired in an effort to improve those classes.

Outputs–Activities: Were activities targeted to student needs?

The ACE Austin program at Langford served elementary students and was based on students' interests at this age group. The majority of activities provided fell under enrichment. The program targeted specific grade levels for academic intervention, as well as college and career. Modifications included offering the right amount of classes for each grade level. Classes that were required by the grant were heavily recruited and promptly staffed. When attendance decreased, program staff spoke with students, and parents were contacted to gather information about why students were no longer attending classes. To improve the program, staff should be consistent with respect to the program start date, so students will not be on waiting lists for extended periods of time. In addition, the program staff need to strike a balance between school, family, and students' needs when developing classes.

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

The site coordinator identified factors that contributed to participation levels. Working with school-day instructors, contacting parents, and changing the class structure helped increase participation levels and retain students who were attending the program. However, due to staffing concerns, the program was unable to enroll a large number of new students in specific grade levels. The site coordinator gathered input about classes that may not have been meeting the parent/student's needs, and that information will be used to modify and improve future classes.

STAARBurst and high dosage tutoring were the only classes in which students were specifically targeted. On average, students attended regularly, with the exception of the math 4th-grade tutoring, which was low in enrollment. To improve attendance, the purpose of specific classes should be discussed with parents, and the potential benefit from their participation should be explained. In addition, continued follow-up with parents would help maintain enrollment and produce stronger

program outcomes.

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

Tools (e.g., parent/student surveys and campus needs assessments) were used to develop the classes that were offered in the fall and spring semesters. To improve student outcome, curriculum modification and additional training was provided in the spring, based on the feedback from stakeholders.

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	%
Langford Elementary School	187	22%	21	2%	643	76%	851	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	Langford Elementary School	Participation status		
		Regular participants (n = 187)	Non-regular participants (n = 21)	Non-participants (n = 643)
Gender	Female	54%	48%	48%
	Male	46%	52%	52%
Ethnicity	American Indian or Alaska Native	1%	0%	0%
	Asian	0%	0%	0%
	Black or African American	6%	0%	4%
	Hispanic	89%	100%	91%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	1%
	White	3%	0%	4%
Limited English proficiency	% LEP	50%	52%	61%

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

More female than male students were in the regular ACE participant group. However, this trend was opposite for the non-regular non-participant groups, which received more male than female students. The majority of students in all three participation groups were Hispanic. Although more than half the

students were classified as limited English proficient (LEP) in all three groups, fewer regular participants than non-regular and non-participants were classified as LEP.

School demographics did not have a large impact on program recruitment and participation because recruitment and participation were based on the school's needs.

Student Attendance in ACE Activities

Table 5. Frequency of Program Administration at Langford Elementary School, by Program Type, 2013–2014

Activity Category	Frequency
Academic enrichment learning program	Daily
Activity to promote youth leadership	Daily
Career/job training	Twice a week
Community service/service learning	Daily
Homework help	Daily
Promotion of family literacy	Twice a week
Promotion of parental involvement	Twice a week
Recreational activity	Daily
Tutoring	Daily

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

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	249.25	17.18%	249.25	17.15%
Enrichment	1074	74%	1074	74.05%
Family engagement	64	4.4%	67	4.6%
Career	63	4.3%	63	4.3%

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

The program-wide goal was to provide academic enrichment activities that would help increase students' academic achievement. Students' attendance may have been a factor in the overall increase in course passing percentage.

Program Intermediate Outcomes

Academic Achievement Outcome

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

Regular participants did not experience a GPA improvement in all core subjects from 2012–2013 to 2013–2014. However, non-regular participants experienced a GPA improvement in science. In addition, regular participants experienced an increase in course completion, while the course passing rates of non-regular participants remained unchanged during the same period.

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

Langford Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.36	2.26	-0.09	2.44	1.94	-0.50
Math	2.49	2.42	-0.08	2.67	2.11	-0.56
Science	2.68	2.64	-0.04	2.56	2.83	0.28
Social studies	3.24	2.92	-0.32	3.11	3.11	0.00

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

Langford Elementary School	Participation status				
	Regular participants		Course pass percentage point change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Course pass percentage	93.77%	96.68%	2.91%	95.86%	95.86%

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

Attendance Outcome

Average absent days of ACE program participants at Langford Elementary School were calculated in school year 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and includes both excused and unexcused absences.

Regular participants experienced a decrease while the non-regular participants experienced an increase in absent days from 2012–2013 to 2013–2014.

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

Langford Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	6.06	5.74	-0.32	7.11	9.07
					1.96

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

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

Discipline Outcome

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

Both regular participants and non-regular participants experienced increases in the mandatory and discretionary discipline removals between 2012–2013 and 2013–2014. The change in the mean discipline removals of non-regular participants was larger than that of regular participants.

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

Langford Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Type of discipline removal						
Mandatory	0.00	0.01	0.01	0.00	0.10	0.10
Discretionary	0.04	0.05	0.01	0.24	0.38	0.14

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

Note. Discipline removals refer to only those discipline offenses for which the resulting disciplinary action was removal from the classroom (e.g., out-of-school suspension, placement in disciplinary alternative education)

program [DAEP]). All mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

Evaluator Commentary and Recommendations

Recommendation 1. Regular participants did not experience a GPA improvement in all core subjects from 2012–2013 to 2013–2014. Non-regular participants experienced a GPA improvement in science only. Regular participants experienced an increase in course completion, while the course passing rates of non-regular participants remained unchanged during the same period. Given the mixed results for ACE Austin participants related to GPA and course passing rates, it is recommended that academic-related afterschool programs implement changes to better align with the program’s goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of students at Langford Elementary School.

Recommendation 2. The regular participant group experienced an improvement in school attendance, while the non-regular participant group did not experience an opposite change in attendance rates. It is recommended that attendance-related afterschool programs implement changes to better align with program goals. It is recommended that program staff use strategies to encourage increased program participation by students to better their attendance outcomes.

Recommendation 3. Both regular participants and non-regular participants experienced increases in the mandatory and discretionary discipline removals between 2012–2013 and 2013–2014. To meet the program discipline goals, a closer alignment of program activities designed to address discipline issues is warranted at Langford Elementary School.

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

When developing the classes for the 2013–2014 school year, academic classes were mainly placed in the higher grade levels and though this is necessary and meets the needs of the parents and school, it may not take the students' interest into consideration. Enrichment classes were placed mainly at the lower grade levels, and though curriculum was aligned with TEKS, it did not have a large influence on academic performance. The majority of students enrolled came from Kindergarten through second grade. Trying to strike a balance between providing academic assistance for all grade levels and enrichment activities should be revisited and modified for next year.

1. Increase in the fidelity of the Social and Emotional Learning (SEL) curriculum and collaboration with the Student Impact Team will help decrease students' behavior referrals.
2. Provide a well-rounded curriculum that provides both academic and enrichment opportunities for lower grade levels that make the larger percentage of program participation will hopefully help in attendance and academic performance.
3. Provide trained staff and decreasing turnover will ensure the consistency needed to promote better student outcomes.

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

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

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

Source. ACE Austin Parent Survey 2014

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

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

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

Source. ACE Austin Parent Survey 2014

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

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

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

Grantee: Austin ISD

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

Year: 2014

C7 - Langford ES**Student Counts**

Total Students:	241	
Total Regular Students:	187	78%
Total Non-Regular Students:	54	22%

Student Counts by Ethnicity

1997 Standard	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop
	Hispanic		Two or More		White		American Indian/Alaskan	
Total:	219	91%	2	1%	6	2%	1	0%
Regular:	165	68%	2	1%	6	2%	1	0%
Non-Regular:	54	22%	0	0%	0	0%	0	0%
	Asian		African American		Hawaiian/Pacific			
Total:	0	0%	12	5%	1	0%		
Regular:	0	0%	12	5%	1	0%		
Non-Regular:	0	0%	0	0%	0	0%		

Student Counts by Gender

Regular Male:	87	36%	Regular Female:	100	41%
Non-Regular Male:	29	12%	Non-Regular Female:	25	10%

Student Counts by Category

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
Regular:	LEP:	95	39%	Eco. Dis.:	164	68%	Special:	16	7%
Non-Regular:	LEP:	24	10%	Eco. Dis.:	36	15%	Special:	3	1%
Regular:	At Risk:	144	60%	ESL:	9	4%	Migrant:	0	0%
Non-Regular:	At Risk:	32	13%	ESL:	3	1%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	15	6%	5th:	26	11%	9th:	0	0%
Non-Regular:	PreK:	1	0%	1st:	4	2%	5th:	1	0%	9th:	0	0%
	K:	14	6%	2nd:	27	11%	6th:	0	0%	10th:	0	0%
	K:	0	0%	2nd:	29	12%	6th:	0	0%	10th:	0	0%
				3rd:	53	22%	7th:	0	0%	11th:	0	0%
				3rd:	9	4%	7th:	0	0%	11th:	0	0%
				4th:	52	22%	8th:	0	0%	12th:	0	0%
				4th:	10	4%	8th:	0	0%	12th:	0	0%

Activity Average Daily Attendance

Printed Date: 8/5/2014

Grantee: Austin ISD**Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...****Center: C7 - Langford ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H-Robotics 4th grade	24	0	28	28	7	8	0
Active Like Me - 1A	11	0	27	24	11	10	0
Austin Film Society - 5th	8	0	12	12	6	6	0
Campfire - 1B	7	0	10	10	5	5	0
Campfire - Kinder	13	0	13	13	12	11	0
Chess - 1A	11	0	14	14	11	9	0
Chess - 1B	7	0	11	9	5	5	0
Cooking-Kinder	13	0	12	12	12	12	0
Digital Media-Cooking 3rd	25	0	24	24	7	8	0
Digital Media-Newsletters 3rd	25	0	19	16	8	8	0
ELA - 3rd	14	0	18	18	8	8	0
ELA - 4th	13	0	20	20	10	9	0
ESL	0	3	10	10	0	0	3
Get Ready-5th grade	8	0	24	21	7	7	0
High Dosage Tutoring	17	0	19	17	15	15	0
Jr. Master Gardening - 2A	16	0	27	24	12	12	0
Literacy/Newsies - 4th	25	0	27	24	11	10	0
Make IT Take It - 1A	11	0	15	15	11	10	0
Make It Take It - 1B	7	0	10	9	5	5	0
Math - 3rd	11	0	17	14	6	7	0
Math - 4th	9	0	27	24	5	4	0
Music Making - Kinder A	13	0	24	21	12	12	0
Power Hour/All Stars - 1B	7	0	11	11	5	5	0
Power Hour/All Stars - 2B	11	0	10	10	9	9	0
Reader's Theatre - 2A	16	0	28	28	12	12	0
Reader's Theatre - 2B	11	0	19	16	9	9	0
Shake It Bake It 2B	11	0	11	11	9	9	0
SOUL SESSION	8	0	13	13	6	6	0
SOUL SESSION-4th/5th	11	0	14	14	6	5	0

Activity Average Daily Attendance

Printed Date: 8/5/2014

Grantee: Austin ISD**Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...****Center: C7 - Langford ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Active Like Me - 1A	12	0	35	33	8	8	0
Active Like Me 1st A Homework	12	0	35	33	8	8	0
Active Like Me 1st A PE	12	0	35	33	8	8	0
Adult ESL	0	9	36	32	0	0	5
Austin Film Society 5h HW	12	0	18	16	6	7	0
Austin Film Society - 5th	12	0	18	16	7	7	0
Austin Film Society 5th PE	12	0	18	16	6	7	0
Campfire - 1B	6	0	18	16	5	5	0
Campfire - Kinder	10	0	18	16	8	8	0
Campfire 1B homework	6	0	18	16	5	5	0
Campfire 1B Physical Ed.	6	0	18	16	5	6	0
Campfire Kinder Homework	10	0	18	16	8	8	0
Campfire Kinder Physical Ed.	10	0	18	16	8	8	0
Chess - 1A	11	0	18	16	7	8	0
Chess - 1B	6	0	18	16	4	5	0
Chess 1A Homework	11	0	18	16	7	8	0
Chess 1A Physical Ed.	11	0	18	16	8	8	0
Chess 1B Homework	6	0	18	16	4	5	0
Chess 1B Physical Ed.	6	0	18	16	5	5	0
Chess 4th	20	0	35	33	5	6	0
Chess 4th - Homework	20	0	35	33	5	6	0
Chess 4th Physical Ed.	20	0	35	33	5	7	0
Cooking Kinder Homework	10	0	18	16	6	6	0
Cooking Kinder Physical ED	10	0	18	16	6	6	0
Cooking-Kinder	10	0	18	16	6	6	0
Drum Making Kinder	10	0	35	33	7	7	0
Drum Making Kinder Homework	10	0	35	33	7	7	0
Drum Making Kinder Physical Ed	10	0	35	33	7	7	0
ELA - 3rd	10	0	36	32	7	7	0
ELA - 4th	7	0	34	31	4	4	0
ELA 3rd Homework	10	0	36	32	7	7	0
ELA 3rd PE	10	0	36	32	7	8	0
ELA 4th HW	7	0	36	32	4	4	0
ELA 4th Outside Time	7	0	36	32	5	5	0
Family Fit Night	0	10	3	3	0	0	4
Get Ready 5th - Homework	12	0	35	33	7	7	0
Get Ready 5th PE	12	0	35	33	8	8	0
Get Ready-5th grade	12	0	35	33	7	7	0
Last Class of Fall Term	137	0	3	3	67	51	0
Lit Alive 1B Physical Ed	6	0	35	33	5	5	0
Lit Alive 1st A	11	0	18	16	6	7	0
Lit Alive 1st A Homework	11	0	18	16	6	7	0
Lit Alive 1st A PE	11	0	18	16	7	7	0
Lit Alive 1st B	6	0	35	33	5	5	0
Lit Alive 1st B Homework	6	0	35	33	5	5	0
Master Gardening 4th	21	0	36	32	7	7	0
Master Gardening 4th PE	21	0	36	32	8	8	0
Masteri Gardening 4th Homework	21	0	36	32	8	8	0
Math - 3rd	10	0	35	33	7	7	0
Math - 4th	9	0	35	33	6	5	0
Math 3rd Homework	10	0	35	33	8	7	0
Math 3rd PE	10	0	35	33	7	7	0
Math 4th Homework	9	0	35	33	6	5	0
Math 4th PE	9	0	35	33	6	6	0
Parents In the Know	0	48	5	5	0	0	10

Activity Average Daily Attendance

Printed Date: 8/5/2014

Grantee: Austin ISD**Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...****Center: C7 - Langford ES**

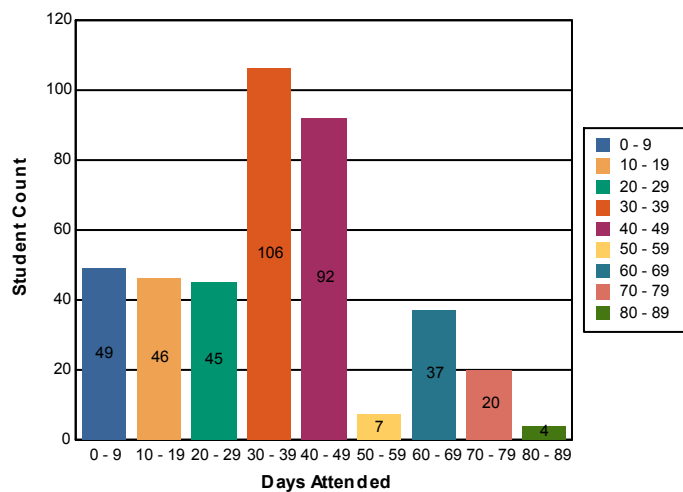
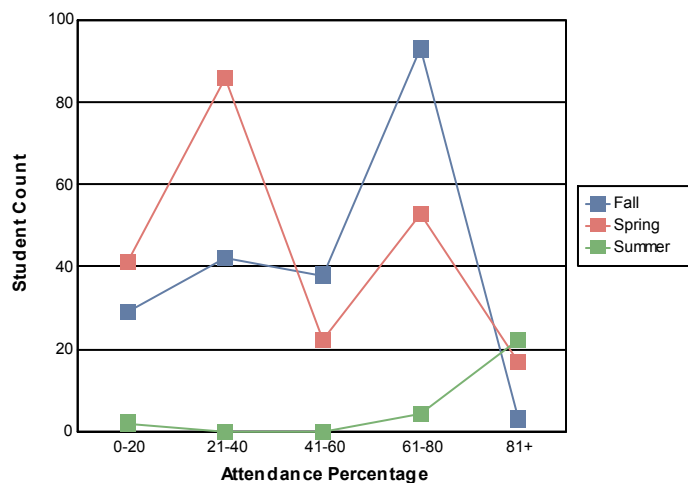
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Pet Pals 2B	11	0	36	32	7	7	0
Pet PALS 2B Homework	11	0	36	32	7	7	0
Pet PALS 2B PE	12	0	36	32	7	8	0
Pre-K Literacy	1	0	24	22	1	1	0
Reader's Theater 2A Homework	11	0	36	32	8	8	0
Reader's Theater 2A PE	11	0	36	32	8	8	0
Reader's Theater 2B Homework	11	0	35	33	7	8	0
Reader's Theatre - 2A	11	0	36	32	8	8	0
Reader's Theatre - 2B	11	0	35	33	7	7	0
Reader's Theatre 2B PE	11	0	35	33	8	8	0
Soul Session 4th-5th Combined	10	0	18	14	5	5	0
Soul Session 4th-5th Homework	10	0	18	14	5	5	0
Soul Session 5th Homework	12	0	36	30	5	4	0
Soul Session 5th PE	12	0	18	16	8	8	0
Soul Sessions 4th 5th PE	10	0	18	14	5	5	0
Soul Sessions 5th	12	0	36	30	5	4	0
Space Exploration 2A	11	0	35	33	5	6	0
Space Exploration 2A Homework	11	0	35	33	9	8	0
Space Exploration 2A PE	11	0	35	33	9	9	0
Target Tutoring	93	0	71	68	81	48	0

Student Attendance Percentage - Grantee Level

Printed Date: 8/5/2014

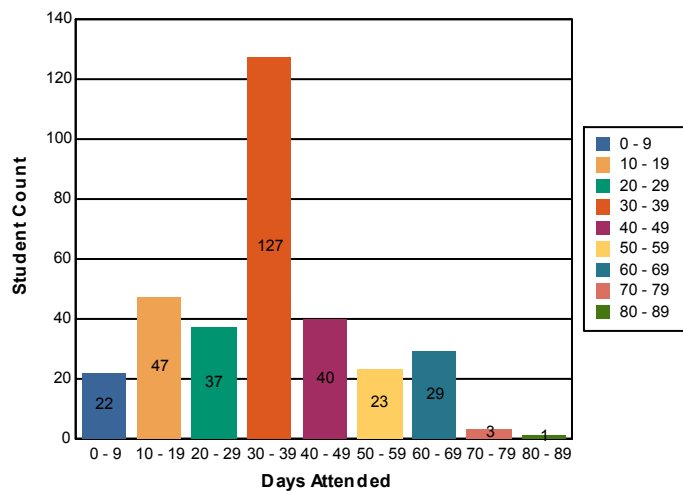
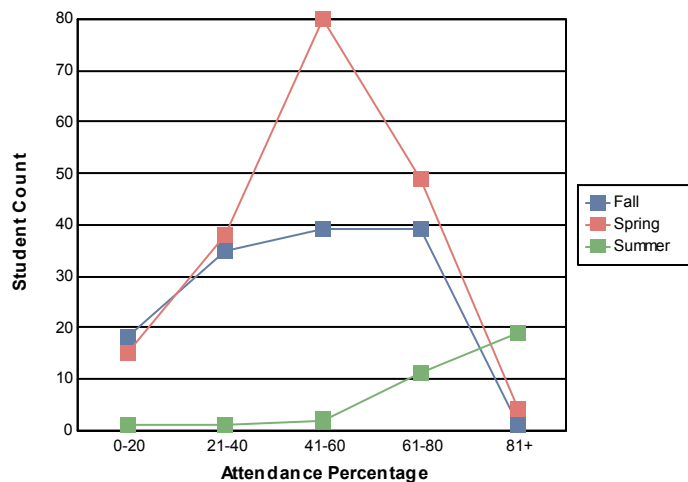
Grantee: Austin ISD

C6 - Hart ES



Attendance %	Fall	Spring	Summer
0-20	29	41	2
21-40	42	86	0
41-60	38	22	0
61-80	93	53	4
81+	3	17	22
Total	205	219	28

C7 - Langford ES



Attendance %	Fall	Spring	Summer
0-20	18	15	1
21-40	35	38	1
41-60	39	80	2
61-80	39	49	11
81+	1	4	19
Total	132	186	34

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