After School Centers on Education

Cycle 7 AISD

Austin Independent School District

Martin Middle School

Final Report 2013–2014

Austin Independent School District

Department of Program Evaluation

August 2014

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

Executive Summary

In 2013–2014, the Afterschool Center on Education (ACE) program at Martin Middle School in Austin Independent School District (AISD) served 366 students. This report examines program implementation and outcomes of the ACE program at Martin Middle School for the 2013–2014 school year. Major findings from this year's program implementation and student and parent outcomes are the following:

1. The majority of regular program participants were male, while the majority of students in the non-regular and non-participant groups were female. The majority of students in all three groups were Hispanic. A larger percentage of regular participants than of non-regular and non-participants were African American. Less than 30% of students in all three groups were classified as limited English proficient (LEP).

2. The program reached targeted students and their families. The program activities were implemented as planned.[1]

3. Both participant groups had greater mean absences in 2013–2014 than in 2012–2013. However, this effect was more pronounced for the non-regular participation group.

4. *Regular participants experienced an increase in mean grade point average (GPA) for three of the subjects (reading, math, and science), and non-regular participants experienced an increase in mean GPA for all four core subject areas. Furthermore, both participant groups experienced an increase in course completion rates from 2012–2013 to 2013–2014.*

5. Discipline removal rates (i.e., mandatory and discretionary) increased over time for both participant groups.

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

1. The program should offer activities aligned to students' needs and interests, especially in the areas of fitness enrichment, science, technology, engineering, and math (STEM) enrichment and arts enrichment.

2. The program should offer a greater percentage of activities that explicitly support leadership and character development.

3. The program should continue to offer tutoring and Homework Haven at the current dosage.

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

Additionally, the site coordinator should consult with teachers and counselors to ensure that the program continues to target students with academic deficits for inclusion in these groups.

Table of Contents

List of Tables

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.

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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 Martin Middle School were student attendance, student behavior, and academics.

To address these issues, health and fitness activities were implemented to increase attendance, STEM and fine arts activities were aimed at improving students' behavior, and tutoring and Homework Haven were offered to address academic deficits.

The health and fitness activities included team sports (e.g., basketball, lacrosse, ultimate frisbee, and soccer) and the cooking club; clubGEN and Latinitas were focused on improving students' social emotional health. These programs were designed to teach students positive self-care activities, to reduce absences due to illness and injury, and to encourage attendance by providing engaging activities aligned to students' interests. STEM activities included robotics, Minecraft Club, and computer programming, which helped students work on their college and career skills. Fine arts activities included hip hop dance, ballet folklorico, film club, and visual arts. These activities included a strong character education component designed to promote positive choices and conflict resolution, thereby improving behavioral outcomes. Finally, tutoring/Homework Haven activities were designed to provide academic support in each student's specific area of need. Students were chosen for various tutoring groups based on assessment scores and school-day performance.

This report examines outcomes for the ACE program at Martin Middle School, which served 366 students during the 2013–2014 school year.

Evaluation Strategy

Expectations

The Department of Research and Evaluation (DRE) evaluators and program staff, together, reviewed the grant requirements and developed an evaluation plan and timeline for the program, which were published online (http://www.austinisd.org/dre/about-us) as part of the DRE work plan. Throughout the duration of the grant program, evaluators worked closely with program staff to collect and submit identified data in a timely fashion and met regularly to monitor progress and make any needed adjustments.

The evaluation plan was used to ensure continuous improvement for (a) program management (monitoring program operation); (b) staying on track (ensuring that the program stayed focused on the goals, objectives, strategies, and outcomes); (c) efficiency (streamlining service delivery, which helps lower the cost of services); (d) accountability (producing evidence of program effects); and (e) sustainability (providing evidence or effectiveness to all stakeholders).

The ACE program used TEA Security Environment (TEASE), the Texas ACE web-based tracking system, to track student attendance and other program data needed for TEA reports. The DRE evaluator extracted students' records from AISD's data warehouse and assisted program staff with formatting and data entry into TEASE for accurate reporting to TEA.

Measurement

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

School Attendance[2]

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

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[2] The mean number of school days absent was reported as required by TEA in the *ACE Final Evaluator Report Guidelines*. It is noted, however, that the number of days absent does not take into account the number of days enrolled. Across AISD, 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

4

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' leaning; parents as welcome volunteer partners in schools; parents as full partners in school decisions that affect children and families; and outreach to community resources. ACE Austin and its partners 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 Martin Middle School. Upon implementation, project directors met with the site coordinator (SC) to set goals in the following areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year, and adjustments were made. The project director (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC, who then met with the OST instructor. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including activity alignment; use of goals that are **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**imely (SMART); staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide 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 Martin Middle School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Martin Middle 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 • Candice Williams, Site Coordinator • Parents • Students • Community Meredith Meisetschlaeger, Site Coordinator • Leticia Vega, Principal • Teachers • Classified Staff • Temp Hourly Staff • Vendor Staff • Parents • Students • Volunteers • Community Partners **SUPPORT** • Shirlene Justice, Project Administrator • **Melissa Jones, Project Administrator** • John Shanks, Grant Director • Elena Rodriguez and Jeanette Reyes-Fuchs, FES • Data Support, Wanda Atwood	**School Program Alignment** • MOU's with campus on file • Curriculum aligned with district curriculum road map • TEKS aligned lesson plans • Needs Assessment • Campus Improvement Plans • Participation in Child Study Team • Participation on Campus Advisory Council **Recruiting and Retaining (right students, right mix of students)** • Students targeted for academic classes • Consideration of student Social/Emotional Need • Offer engaging activities • Lunch time club recruitment with vendor support **Integrating Student and Family Voice** • Parent Surveys	**Academic Support** • Homework Help • STAARburst • English Academies • Enrichment • Fine Arts Enrichment • **STEM Enrichment** • Literacy Enrichment • Homework Haven • Tutoring **Enrichment** • Fine Arts Enrichment • STEM Enrichment • Literacy Enrichment • Leadership/Character Education • Physical Activity (Health and Nutrition) • Other **Family Engagement** • Zumba • English as a Second Language • Special Events (Back to School Night, Lights On Afterschool) • Parent Teacher Association	**Academic Support** • Homework Help 22 hours per week for 160 students- all staff • English Academies- 2.5 hours per week for 30 students. • Homework Haven- Offered 8 hours per week serving 15 students • Tutoring- Offered 8 hours per week serving 30 students per week **Enrichment** • Fine Arts – offered 16 hours per week serving 80 students • STEM Enrichment- offered 12 hours per week serving 60 students • Literacy Enrichment- offered 6 hours per week serving 25

Resources	Implementation	Outputs - Activities	Outputs - Participation
Data Support, Patrice Nelson - Accounting Support, Adrienne Bedford **Accounting Support, Treasure McCarver** - Laurie Celli, TAC - Erica Ramirez, Project Specialist (SEL) - Blanca Herrera, Family Resource Center - RTI Department - Curriculum and Instruction Dept. - Innovation and Development Dept - Central Texas Afterschool Network - Travis County - City of Austin - KDK - UTeach - Kate Wegler, CIS - Daniel Machuca, Drop Out Prevention Specialist	- Student Surveys - Student Planning and Choice integrated into activity structure **Ongoing Monitoring (data use and observation)** - YPQ Assessments - TX 21 Monthly Attendance Reviews - Pre/post test **Professional Development** - YPQ - Lesson planning and delivery - SEL, PBS, ELL - CPR/First Aid - Summer Learning - Best Practices - CTAN University	- Coffee with the Principal (Monthly Alliance Meetings) **College and Career** - Con Mi Madre - ClubGEN	students - Leadership/Character Education- Offered 14 hours per week serving 35 students - Physical Activity- offered 36 hours per week serving 110 students per week **Family Engagement** - Zumba- offered 4 hours per week serving 8 adults - ESL- offered 4 hours per week serving 8 adults - Special Events- offered 2 hours per month serving 8 adults - PTA-offered 1.5 hours per month serving 15 adults - Coffee with the Principal- offered 1.5 hours per month serving 15 adults **College and Career** - Con Mi Madre- offered 2 hours per month serving 2 students

Resources	Implementation	Outputs - Activities	Outputs - Participation
CURRICULUM • Research based curriculum • Sherelle Patisaul, Curriculum Specialist • Desiree Morales, Quality Coordinator			• clubGEN-offered 2 hours per week serving 5 students

Modifications

Piano Club and Comic Book Club were both cut from the schedule due to low participation (despite multiple attempts at improving recruitment and retention). Chess Club was reformatted and a new instructor was brought in, with minor success.

Research Questions

Program Structure: Was the program implemented as intended?

Martin Middle School Level of Implementation:

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

Modifications resulted in greater program participation; however, the program was not successful in increasing students' attendance or positive behavior.

Resources: Were requisite resources available for program success?

Adequate funding, certified teachers on staff, and collaboration with the Family Resource Center all supported a high-quality program delivery.

Implementation Practices: Were program practices well implemented?

Major challenges included recruiting and retaining students. In addition, requiring students to remain in the same activities from week to week was a barrier to regular participation in the overall program. Identifying time to train staff in quality curriculum planning and writing also was a major challenge.

Outputs–Activities: Are activities targeted to student needs?

Because work toward academic standards was determined to be already well embedded in each activity, program modifications were most often implemented with the goal of better aligning activities to students' interests, rather than to academic standards. Instructional quality was assessed by data collected during YPQ-based observations. Modifications were then implemented and assessed by the site coordinator in consultation with project directors and school-day staff.

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

To increase program participation, the curriculum was modified; instructors and vendors were changed; and based on students' feedback, some activities were cut, while others were added. In addition, program staff increased school-day promotion of afterschool activities and created a 30 Day Club to incentivize regular attendance.

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

Because enrichment activities were identified as a major area of need/interest by both students and school-day staff, a large portion of the school initiatives focused on enrichment. Academic support was the next largest area of focus and was aimed at addressing students' deficits in core subject areas.

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	%
Martin Middle School	181	28%	185	29%	282	44%	648	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	Martin Middle School	Participation status		
		Regular participants (*n* = 181)	Non-regular participants (*n* =185)	Non-participants (*n* =282)
Gender	Female	49%	53%	51%
	Male	51%	47%	49%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	1%	0%	2%
	Black or African American	17%	9%	11%
	Hispanic	80%	89%	85%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	0%	1%	0%
	White	2%	2%	3%
Limited English proficiency	% LEP	14%	31%	24%

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

The majority of regular program participants were male, while the majority of students in the non-regular and non-participant groups were female. A larger percentage of regular participants than of non-regular and non-participants were African American. Less than 30% of students in all three groups were

classified as limited English proficient (LEP).

Student recruitment and retention was aimed at the general population, although program staff worked in conjunction with school counselors and the Child Study Team to identify other groups to target. These groups included students with behavioral issues, attendance issues, and academic deficits.

Student Attendance in ACE Activities

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

Activity category	Frequency	Percent
Academic enrichment learning program	Site coordinator did not provide information for this table	

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

The highest student attendance was observed for activities such as morning sports, Bike Club, and ballet folklorico. The least attended activities were Cereal Readers, academic assistance, robotics, and Chess Club.

When attendance was below target, program staff collected anecdotal evaluations from students and examined opportunities to increase engagement through more effective planning and instructional support, and to increase promotion in order to recruit new students. Activities were dropped when attempts to reformat and promote the activity failed to significantly increase attendance.

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

Program Component	Fall		Spring	
	Hours/week	%	Hours/week	%
Academic	16	13.7%	16	18.4%
Enrichment	84	71.8%	58	66.7%
Family engagement	13	11.1%	9	10.3%
Career	4	3.7%	4	4.6%

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

Regular participants usually were involved at appropriate levels to benefit from the program; however, program staff struggled to maintain a high number of regular participants because many students did not want to attend the same activities each week. This group could have received an increased benefit in terms of attendance and behavior if they had been allowed to change their schedule more often.

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 experienced an increase in mean GPA for three of the subjects (reading, math, and science) and non-regular participants experienced an increase in mean GPA for all four core subject areas. Furthermore, both participant groups experienced an increase in course completion rates from 2012–2013 to 2013–2014..

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

Martin Middle School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.88	3.14	0.26	2.62	2.85	0.23
Math	3.04	3.21	0.17	2.88	2.95	0.07
Science	2.75	3.17	0.41	2.57	3.04	0.46
Social studies	3.03	2.93	-0.10	2.84	2.89	0.05

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

Martin Middle School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	95.68%	96.84%	1.16%	94.33%	94.66%	0.33%

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

Attendance Outcome

Average absent days of 2013–2014 ACE program participants at Martin Middle 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 included both excused and unexcused absences. Results

indicated that both participant groups had greater mean absences in 2013–2014 when compared to 2012–2013.

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

Martin Middle School	Participation status					
	Regular participants		Days absent change	Non-regular participants		Days absent change
Attendance	2012–2013	2013–2014		2012–2013	2013–2014	
Mean days absent	7.70	8.54	0.85	8.74	10.83	2.09

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. Discipline removal rates (mandatory and discretionary) increased over time for both participant groups.

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

Martin Middle School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
Type of discipline removal	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.04	0.12	0.08	0.08	0.19	0.11
Discretionary	0.95	0.97	0.02	1.54	1.60	0.06

Source. ACE Austin participant records for 2012–2014; AISD student discipline records (ADIS)
Note. Discipline removals refer to only those discipline offenses for which the resulting disciplinary action was removal from the classroom (e.g., out-of-school suspension, placement in disciplinary alternative education program [DAEP]). All mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

Evaluator Commentary and Recommendations

Recommendation 1. Academic achievement goals were met at Martin Middle School. ACE Austin regular and non-regular participants experienced GPA improvement for the four core subjects over time at Martin. In addition, both regular and non-regular participants experienced an increase in course completion rates from 2012–2013 to 2013–2014. Given the positive results for ACE Austin participants related to academic achievement, it is recommended that program staff continue to implement and refine components that are effective so they can continue to meet the needs of students at Martin.

Recommendation 2. Attendance goals were not met. The mean absent days increased from 2012–2013 to 2013–2014 for both regular participant and non-regular participants at Martin. To meet the attendance outcome goals, a closer alignment of program activities designed to address attendance issues is warranted.

Recommendation 3. Discipline goals were not met at Martin. Regular and non-regular participants experienced an increase in discipline (i.e., mandatory and discretionary) removal rates from 2012–2013 to 2013–2014. It is recommended that program staff at Martin implement changes to better align with program goals so they can address disciplinary issues and meet the needs of students.

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

1. I agree with Recommendation 2 and plan to offer activities that are aligned to student needs/interests, especially in the areas of fitness enrichment, STEM enrichment and arts enrichment.

2. I agree with Recommendation 3 and plan to offer a greater percentage of activities that explicitly support leadership/character development.

3. I agree with Recommendation 1 and will continue to offer Tutoring and Homework Haven at their current dosage. Additionally, I will consult with teachers and counselors to ensure that we continue to target students with academic deficits for these groups.

References

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Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 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/ perfor*mances* (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**

C3 - Martin MS

Student Counts

Total Students:	388	
Total Regular Students:	184	47%
Total Non-Regular Students:	204	53%

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:	**321**	**83%**		**1**	**0%**		**8**	**2%**		**1**	**0%**	
Regular:	143	37%	78%	0	0%	0%	4	1%	2%	0	0%	0%
Non-Regular:	178	46%	87%	1	0%	0%	4	1%	2%	1	0%	0%
	Asian			**African American**			**Hawaiian/Pacific**					
Total:	**1**	**0%**		**54**	**14%**		**0**	**0%**				
Regular:	1	0%	1%	34	9%	18%	0	0%	0%			
Non-Regular:	0	0%	0%	20	5%	10%	0	0%	0%			

Student Counts by Gender

Regular Male:	98	25%		Regular Female:	86	22%
Non-Regular Male:	95	24%		Non-Regular Female:	109	28%

Student Counts by Category

			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop
Regular:	LEP:	30	8%	16%	Eco. Dis.:	169	44%	92%	Special:	30	8%	16%
Non-Regular:	LEP:	47	12%	23%	Eco. Dis.:	136	35%	67%	Special:	23	6%	11%
Regular:	At Risk:	116	30%	63%	ESL:	28	7%	15%	Migrant:	0	0%	0%
Non-Regular:	At Risk:	111	29%	54%	ESL:	45	12%	22%	Migrant:	0	0%	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	0	0%	5th:	3	1%	9th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	64	16%	10th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	85	22%	10th:	0	0%
				3rd:	0	0%	7th:	62	16%	11th:	0	0%
				3rd:	0	0%	7th:	67	17%	11th:	0	0%
				4th:	0	0%	8th:	58	15%	12th:	0	0%
				4th:	0	0%	8th:	49	13%	12th:	0	0%

21st Century Community Learning Centers

Activity Average Daily Attendance

Fall 2014

Printed Date: 8/5/2014

Report Description:

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

Grantee: Austin ISD

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

Center: C1 - Eastside Memorial High School at the Johnston Campus

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Art Design	24	0	28	28	3	3	0
Austin Youth Voices	1	0	2	2	1	1	0
Baskeball Girls	14	0	29	27	10	9	0
Boys Sports	30	0	33	31	24	20	0
Computer Repair	9	0	28	29	2	2	0
Cooking	22	0	13	12	1	2	0
Drama	11	0	13	12	3	3	0
Driver's ED	28	0	17	17	14	14	0
Drum	19	0	28	27	3	3	0
Girls Sports Group	31	0	52	50	12	11	0
Girls Volley Group	17	0	41	41	14	13	0
Glamour Girls	31	0	42	41	8	8	0
Green Teens	27	0	13	14	5	5	0
Guitar Club	22	0	28	27	3	4	0
Homework Club Afternoon only	136	0	55	53	6	8	0
Latin Dance	32	0	9	9	7	7	0
Latin Dance Tuesday	27	0	11	10	1	3	0
Marathon High	29	0	24	22	8	9	0
Morning Library Club- Home Vid	41	0	69	67	6	6	0
Morning Sports	44	0	69	67	6	6	0
Music Groups	32	0	53	51	5	6	0
Nails	26	0	28	28	3	3	0
Nails Monday	5	0	3	4	0	1	0
Parent Awareness Group	0	23	13	12	0	0	2
Parent Computing	0	2	11	11	0	0	1
Peer Tutoring	56	0	12	13	0	4	0
Photography	13	0	17	17	1	2	0
Robotics	30	0	28	28	6	7	0
Rules of the Road	17	0	19	18	7	7	0
Sewing	8	0	18	18	2	2	0
Soccer	19	0	8	8	3	5	0
Video Games - PM	42	0	55	53	4	4	0
Wrestling	40	0	19	18	24	20	0
Zumba	0	5	36	34	0	0	2

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult ESL	0	27	15	13	0	0	3
Austin Film School	303	0	13	12	9	9	0
BONESHAKER	303	0	13	12	9	8	0
Cooking By Measurements	303	0	14	13	13	13	0
Dream Initiative	303	0	27	25	13	13	0
Fashion Class	303	0	14	14	11	10	0

Grantee: Austin ISD

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

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Jewelry Making	289	0	13	12	11	9	0
Latinitas	303	0	14	14	7	6	0
Launchpad Living for Success	303	0	28	28	72	67	0
LP Parent Engagement Classes	0	34	2	3	0	0	12
Marathon High	303	0	24	29	26	24	0
Media Awareness Project	303	0	13	12	6	7	0
Minecraft	303	0	14	14	30	27	0
Reading AM	189	0	42	41	6	7	0
YMCA Robotics	303	0	14	13	13	14	0
YMCA Soccer	303	0	28	27	16	19	0

Center: C3 - Martin MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult ESL	4	3	10	11	0	0	2
AFS Film Club	246	0	10	19	0	3	0
Athletics	92	0	60	60	59	46	0
Badgerdog Publishing	30	0	10	11	2	3	0
Ballet Folklorico	246	0	20	21	8	8	0
Basketball Club	246	0	29	29	7	7	0
Beatlab	246	0	10	11	0	2	0
Bike Club	246	0	19	19	8	8	0
Cereal Readers	27	0	9	8	0	1	0
Chess Club	23	0	19	17	1	2	0
ClubGen	31	0	10	11	5	6	0
Comic Book Club	33	0	10	10	5	4	0
Con Mi Madre	3	0	3	4	2	2	0
Culinary Arts	246	0	19	21	4	4	0
Culture Booster	26	0	8	8	2	2	0
Flag Football	246	0	18	20	4	5	0
Game Time	246	0	20	21	3	3	0
Green Teens	246	0	9	18	3	3	0
Hip Hop	35	0	19	21	5	7	0
Homework Haven PM	248	0	39	48	2	4	0
Latinitas	246	0	10	12	5	5	0
Minecraft/Scratch Club	246	0	39	40	2	4	0
Monthly Alliance Mtgs.	17	10	12	12	0	0	1
Morning Sports	249	0	49	62	8	11	0
Piano Club	246	0	11	16	2	3	0
Robotics	25	0	20	20	0	2	0
Soccer	246	0	20	20	2	2	0
What Do You Think About ACE	230	10	20	20	40	44	1
Zumba	216	7	20	20	0	0	1

Grantee: Austin ISD

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

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Dream Initiative - spring	306	0	35	34	9	10	0
Fashion Class	306	0	18	15	7	7	0
Jewelry Making	306	0	17	16	7	8	0
Last Week of Fall Programming	264	25	5	5	54	50	4
Latinitas	306	0	18	14	5	6	0
Launchpad Living for Success	306	0	36	34	47	51	0
LP Parent Engagement Classes	0	48	1	1	0	0	4
Marathon High	306	0	21	26	8	10	0
Media Awareness Project	306	0	18	18	6	7	0
Minecraft	264	0	21	17	28	28	0
Target Tutoring PM	25	0	36	33	5	6	0
Theatre Club 6-8	264	0	4	4	2	2	0
YMCA Robotics	306	0	18	22	9	10	0
YMCA Soccer	306	0	36	34	10	13	0

Center: C3 - Martin MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
6th grade Culinary Arts	313	0	19	18	6	6	0
6th grade mindcraft	313	0	18	18	9	9	0
7th-8th Grade Culimary Arts	315	0	18	17	5	5	0
7th/8th grade Minecraft	320	0	17	17	10	11	0
Adult ESL	0	16	35	33	0	0	3
Afternoon Crafts	320	0	8	8	0	3	0
Afternoon LaCrosse	316	0	26	23	1	3	0
Austin Film Society	316	0	18	16	9	8	0
Ballet Folklorico	316	0	32	31	8	8	0
Basketball Club	316	0	71	83	16	17	0
Bike Club - spring	320	0	35	38	9	8	0
Chess Club	316	0	35	36	2	2	0
ClubGen	316	0	18	18	5	6	0
College & Career Readiness	316	0	25	22	4	4	0
Dominos	138	0	36	34	0	1	0
Family Night - Adults	0	44	89	79	0	0	1
Family Night - Students	320	4	89	79	0	1	0
Green Teens	316	0	18	17	5	5	0
Hip Hop Dance - sping	316	0	35	34	3	4	0
Homework Haven	316	0	71	73	4	5	0
Last wekk of Fall 2013 Program	315	0	3	3	20	23	0
Monthly Alliance Mtgs.	0	31	36	34	0	0	2
Morning Crafts	320	0	20	19	0	3	0
Morning Sports	316	0	79	69	20	19	0
Piano Club	316	0	1	1	1	1	0
Robotics	316	0	18	28	4	5	0
Target Tutoring	320	0	89	81	3	8	0
Team Athletics	320	0	85	79	10	12	0
Tech Girls	320	0	18	17	0	2	0
Video Game Design	316	0	3	2	2	2	0
Visual Arts	320	0	38	39	5	5	0
Zumba	0	17	36	33	0	0	2

Grantee: Austin ISD

C2 - Dobie MS
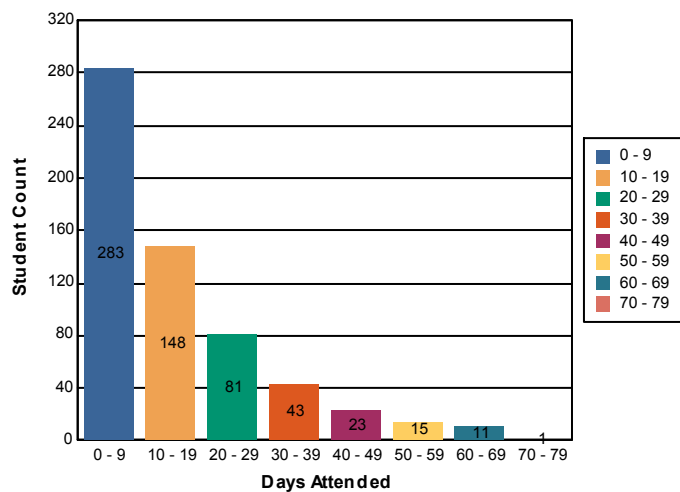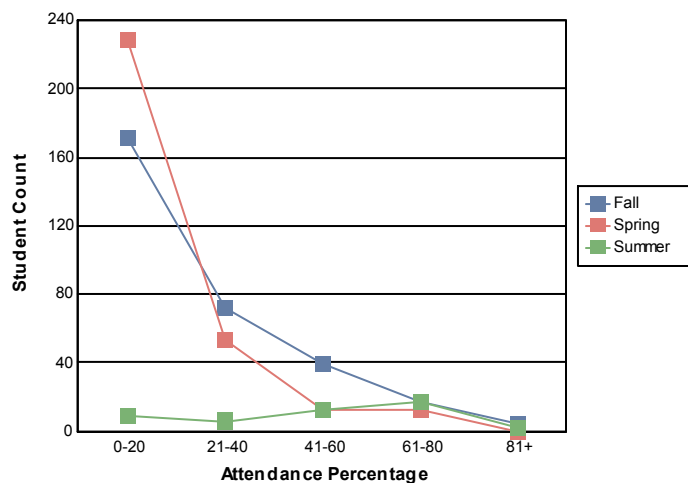
Attendance %	Fall	Spring	Summer
0-20	171	228	9
21-40	72	53	6
41-60	39	12	12
61-80	17	13	17
81+	4	0	2
Total	**303**	**306**	**46**

C3 - Martin MS
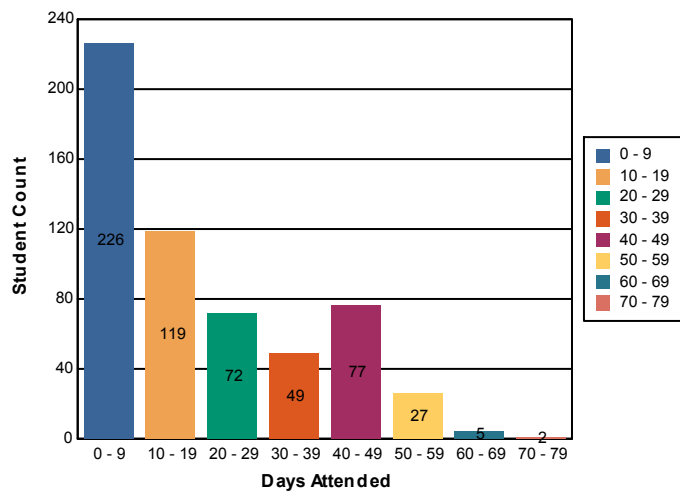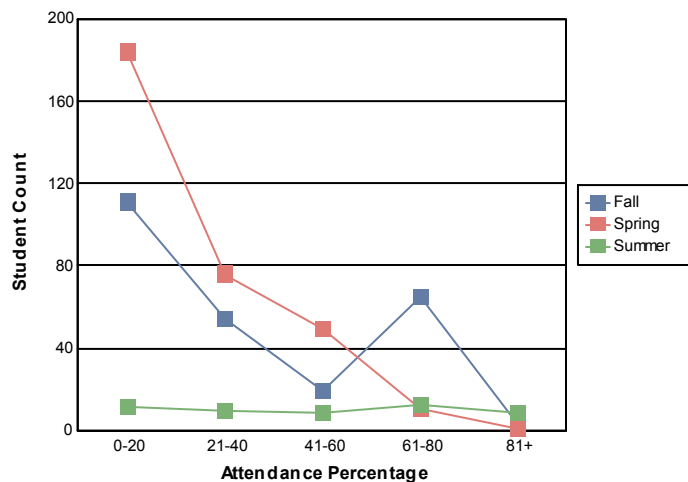
Attendance %	Fall	Spring	Summer
0-20	111	184	11
21-40	54	76	9
41-60	19	49	8
61-80	65	10	12
81+	3	1	8
Total	**252**	**320**	**48**

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