

**Afterschool Centers on Education**

**Cycle 7 Boys & Girls Club of Austin**

**Austin Independent School District**

**McBee 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 McBee Elementary School in Austin Independent School District (AISD) served 191 students. This report examines program implementation and outcomes of the ACE program at McBee Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. The majority of regular participants were female, while the majority of non-participants were male. Gender was split evenly for the non-regular participant group. The majority of students in all three participation groups were Hispanic. A larger percentage of regular participants than of non-regular and non-participants were African American. Lastly, the majority of students in all three groups were classified as limited English proficient (LEP).
2. Student participation remained high and steady throughout the school year, but family participation required intervention.<sup>1</sup>
3. Results indicated that regular program participants had more absent days on average in 2013–2014 than in 2012–2013, while non-regular participants had fewer absent days on average than in the previous school year.
4. Regular participants experienced a decrease in grade point average (GPA) for all four core subject areas from 2012–2013 to 2013–2014. Non-regular participants experienced an increase in GPA for social studies only from 2012–2013 to 2013–2014. However, both regular and non-regular participants had an increase in course completion rates over time.
5. No mandatory discipline removals occurred for either participant group in either 2013–2014 or 2012–2013. In addition, non-regular participants did not have any discretionary discipline removals in either school year. However, regular participants experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014.

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

1. Increase youth development professionals’ involvement in the homework hour by having students produce their homework folders for inspection. We will increase the education director’s involvement by corresponding with teachers to assess individual students’

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

academic needs to focus on in the afterschool program.

2. We will review parent and student interest surveys to offer more desirable courses to boost participants' attendance. We will communicate with the school and parents when club members have multiple absences.
3. We will continue to implement a reliable disciplinary plan to meet staff, parent, school, and student expectations for members' behavior issues. We will increase positive behavior reinforcements, using incentives of recognition and prizes.

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## Introduction and Purpose of Program

The Boys & Girls Club of Austin (BGCA) program offers a variety of activities to cover the four activity components: academic assistance, enrichment, college and career readiness, and family and parental support services. The program objectives for this grant are to improve academic performance, improve attendance rates, improve behavior, improve promotion rates, and improve graduation rates.

To improve academics, promotion rates, and graduation rates, the BGCA program implemented intensive academic intervention strategies at the elementary level, where selected students participated in interventions in math, science, and English language arts. At the high school and middle school sites, we offered academic case management to each school's most academically unsuccessful students. These students received regular check-ins and support services, given by the education director. We also offered homework assistance to help students with their homework. To help improve behavior, we offered prevention programs such as SMART Girls, SMART Kids, and Passport to Manhood, which are programs that teach resistance skills. To help improve attendance rates, we offered fun and engaging academic enrichment activities that were linked to the school day.

**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 5<sup>th</sup> 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 following seven sites are served by the ACE BGCA grant: Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High. All these schools have high concentrations of economically disadvantaged students. These schools were chosen because of their high rates of poverty, as well as retention and disciplinary action, and low attendance and graduation rates.

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

- Decrease school day absences
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities

The primary challenges at McBee Elementary School were students' participation and motivation to complete their school-day work during the homework hour, keeping students on task and reducing behavior issues, parent involvement, and securing adequate space for an average daily attendance of approximately 150 students from the school.

As a result, case management and tutoring; educational games during homework hour; behavior incentives; and classes to improve behavior (e.g., anti-bullying, SMART Kids, and Youth for Unity) were instituted as part of the afterschool program. Case management and tutoring targeted 30 students who showed signs of being at risk to not complete high school. One hour of tutoring was provided each day by certified teachers, and a full-time dedicated education director collaborated with teachers to ensure academic improvement by those students. Educational games during homework hour gave students a chance to interact and unwind from the dedicated homework time. Incentives were offered for good behavior, and a policy for undesired behavior was implemented so students would know what to expect. Anti-bullying included group and individual work to identify the kinds of bullying and how to react in those situations.

This report examines outcomes for the ACE program at McBee Elementary School, which served 191 students during the 2013–2014 school year.

## Evaluation Strategy

### Expectations

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

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

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

### Measurement

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

### ***School Attendance<sup>2</sup>***

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

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

The BGCA administrators reviewed each school's test results and student data to determine what types of activities to offer. The site directors created Campus Needs Assessments with which they surveyed principals, teachers, other school administration, and parents. They also reviewed the school's campus improvement plan to further guide them to determine what activities those students needed. The project director and site director met or emailed on a monthly basis with principals to check in and see how the program was going and ask for feedback. In addition, site directors had daily or weekly contact with school principals to inform them about what was going on in the program.

Recruitment of the academically case-managed youth and the targeted-intervention youth, who was referred to the program by principals and teachers, was based on each youth's grades and behavior. Other students were recruited through open enrollment at back-to-school nights, lunches, and registration nights.

Youth Program Quality trainings were offered throughout the year to help build staff skills so staff could provide effective, hands-on classes. Education directors and site directors also went through BGCA trainings about grant requirements and reporting. Site directors attended the school welcome back trainings at the beginning of the year to understand and align with expectations for the school day. The project director conducted monthly site observations at each site to provide feedback about the program. This feedback helped the site directors know what trainings to attend or what trainings to offer to their staff.

Supplies for programs were ordered or purchased, as needed, throughout the year. The family engagement specialist worked closely with site directors and school-day parent support specialists to help identify parental needs and what the afterschool program could do to help meet those needs. Marketing for the program was through flyers, back-to-school nights, registration nights, lunches, and meetings with school administration.

### **Logic Model**

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

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs – Activities	Outputs - Participation
<p>Human:</p> <ul style="list-style-type: none"> <li>Project Director Rob Fowler, MA</li> <li>1 Site Coordinator Julia Lopez, BFA Certified TX Teacher</li> <li>1 Education Director Eric Barajas, BA</li> <li>1 Program Specialist, Priscilla Polanco, BS Biology Student</li> <li>7 Youth Development Professionals Alan De Anada, BA City Planning in Progress, Liz Herrera, Luis Fernandez, Sofia Arvizu, Caleb Smith, BA, Scout, BA in progress, Roxy Rodriguez, <b>Ulises Farelles, Tania Castelan, Aysha Barakat</b></li> <li>3 Educational Tutors, Ms. Zaner, BFA Teacher Tutor- Certified Teacher, Ms.</li> </ul>	<p><b>School program alignment</b></p> <ul style="list-style-type: none"> <li>with unit and lesson plans (TEKS)</li> </ul> <p><b>Recruiting participants</b></p> <ul style="list-style-type: none"> <li>school admin referrals of ACM students</li> <li>open enrollment advertised to 1<sup>st</sup>-5<sup>th</sup> graders</li> </ul> <p><b>Retaining participants</b></p> <ul style="list-style-type: none"> <li>surveys</li> <li>incentives</li> </ul> <p><b>Well structured</b></p> <ul style="list-style-type: none"> <li>ongoing monitoring of data</li> <li>site observations with feedback</li> </ul> <p><b>Voice/Choice</b></p> <ul style="list-style-type: none"> <li>parent surveys</li> <li>student surveys</li> <li>Needs and Interest</li> </ul> <p><b>Qualified personnel</b></p> <ul style="list-style-type: none"> <li>staff orientation</li> </ul>	<p><b>Academic Support</b></p> <ul style="list-style-type: none"> <li><u>Power Hour Monday-Friday</u> <u>3:00-4:00</u> <u>k-Liz, Roxy, Aysha</u> <u>first grade- Alan, Sofia</u> <u>second grade- Caleb</u> <b>Ulises</b> <u>third grade- Scout, Tania</u> <u>fourth grade- Luis fifth grade- Priscilla</u></li> <li><u>ACM program On going</u> <u>Education Director, Eric</u></li> <li><u>Targeted Tutoring Monday-Friday</u> <u>3:00-4:00 pm</u> <u>Ms. Zaner, Ms. Casas, Mr. Martinez</u></li> </ul>	<ul style="list-style-type: none"> <li>Target #125 30 days or more attendance</li> <li>Target # 30 Academic Case Managed Students (Education Directors)</li> <li>Target 25 families for ongoing family</li> <li></li> </ul>

Resources	Implementation	Outputs – Activities	Outputs - Participation
<p>Casas, BA Teacher Tutor- Certified Teacher, Mr. Martinez, BA Teacher Tutor- Certified Teacher</p> <ul style="list-style-type: none"> <li>1 Enrichment Tutors (coaches) Scout, Student</li> <li>External experts and partners <ul style="list-style-type: none"> <li>AISD</li> <li>YPQA</li> <li>NAA</li> <li>School Age Notes</li> <li>Vendors</li> <li>Data</li> </ul> </li> <li>125 Students</li> <li>25 Parents</li> <li>30 ACM Students</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>Grant leadership/project director/FES</li> <li>CTAN</li> <li>YPQA national quality assurance standards</li> <li>School Day Tutors</li> <li>School Day Teacher Monthly check in reports</li> <li>Financial Controller, Elizabeth Roden, MA</li> </ul>	<p>done by director</p> <ul style="list-style-type: none"> <li>YPQA trainings</li> <li>Part time carousal trainings</li> <li>Monthly staff meetings</li> <li>One line training</li> <li>Professional Development conferences for full time staff</li> </ul>	<ul style="list-style-type: none"> <li><u>Brick Lab Tuesday 4:15-5:15 Alan</u></li> <li><u>Mathletes Friday 4:15-5:15 Alan</u></li> <li><u>Psyched on Science Monday, Tuesday, Thursday, &amp; Friday 4:15-5:15 Priscilla</u></li> <li><u>Robotics Monday-Thursday 4:15-5:15 Caleb</u></li> </ul> <p><b><u>Enrichment</u></b></p> <ul style="list-style-type: none"> <li><u>Dance &amp; Cheer Monday and Wednesday 4:00-6:00 Demi</u></li> <li><u>Gameroom Monday-Friday 4:15-5:15 All YDPs</u></li> <li><u>Healthy Habits Wednesday &amp; Friday 4:15-5:15 Scout</u></li> <li><u>SMART Kids Wednesday 4:15-5:15 Roxy</u></li> <li><u>I Heart Art Monday – Friday 4:15-</u></li> </ul>	

Resources	Implementation	Outputs – Activities	Outputs - Participation
<ul style="list-style-type: none"> <li>Facilities <ul style="list-style-type: none"> <li>Campus space</li> </ul> </li> <li>21<sup>st</sup> century web based tracking system</li> <li>TEA/Edvance</li> <li>Membership Tracking system</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>Activity planning form (TEKS aligned)</li> <li>Healthy Habits; SMART Moves; I heart art; arts and crafts; sports; psyched on science; mathletes; brick lab; daily challenges; Youth for Unity; game room; dance &amp; cheer; Robotics; Story telling; animal tales.</li> <li>Academic Case Management</li> </ul>		<p>5:15 Liz</p> <ul style="list-style-type: none"> <li><u>Sports</u> <u>Monday – Friday 4:15-5:15 Luis</u></li> <li><u>Cooking</u> <u>Wednesday &amp; Friday 4:15-5:15</u> <u>Scout</u></li> <li><u>Daily Challenges</u> <u>Monday – Friday 4:15-5:15 Luis</u></li> <li><u>Youth for Unity</u> <u>Tuesday, Thursday, &amp; Friday 4:15-5:15 Sofia</u></li> <li><u>Story Telling</u> <u>Tuesday &amp; Thursday 4:00-5:30</u> <u>James</u></li> <li><u>Animal Tales</u> <u>Thursday 4:15-5:15</u> <u>Roxy</u></li> <li><b>Gardening</b> <b>Monday-Thursday 4:00-4:45pm</b> <b>Scout</b></li> <li><b>Social Recreation</b> <b>Fridays 4:00-4:45pm</b> <b>All YDP's</b></li> </ul> <p><b>Family and Parental Support</b></p> <ul style="list-style-type: none"> <li>Family Nights</li> <li>Family Literacy Nights</li> </ul>	

Resources	Implementation	Outputs – Activities	Outputs - Participation
		<ul style="list-style-type: none"> <li>• ESL Classes</li> <li>• Family Computer Literacy classes</li> </ul> <b>College/Career Readiness</b> <ul style="list-style-type: none"> <li>• Jr Staff</li> <li>• Club Tech</li> <li>• Career Track</li> <li>• Guest speakers</li> <li>• Field Trips</li> </ul>	

**Modifications****Research Questions****Program Structure: Was the program implemented as intended?****McBee 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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**Resources: Were requisite resources available for program success?**

Supervisory support and curriculum options were excellent. Difficulties with resources included adequate and practical space, staff retention, and impactful Youth Development Program (YDP) staff training. For space, the program had a classroom, the school gym, and the cafeteria. At certain points, teachers allowed program staff to use their classrooms for enrichment and academic classes, but teachers were not required to give access to their classrooms, which caused uncertainty about whether that space would be available.

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

The transition from school day to the afterschool program occurred smoothly. Most teachers were supportive and informative with regard to student needs. Participation in each class remained steady and high. Space became an issue, and some class sizes had to be reduced by moving students to a second-option class for an hour. It would have been helpful to offer more frequent and mandatory formalized staff trainings for YDPs. It was difficult at times to increase and to maintain family involvement, and program staff needed to offer incentives (e.g., complimentary food).

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

To ensure activities were relevant to students' needs, every activity offered during the program was accompanied by a Texas Essential Knowledge and Skills (TEKS) aligned lesson and unit plan. To maximize the effectiveness of the program, parent and student interest surveys and teacher surveys were administered, and school administration staff were interviewed.

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

Student participation remained high and steady throughout the school year, but family participation required intervention. The adult English as a second language (ESL) classes were coupled with free childcare. Family nights were incentivized with prizes, gifts, and complimentary refreshments. Collaboration with the school's parent support specialist helped in reaching out to families for combined efforts.

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

McBee Elementary School had a high need for academic support, leading to the dedicated homework hour and case management and tutoring programs, which occurred every day for one hour directly after school. Enrichment classes occurred every day during the second block of 2 hours and were designed to improve attendance and behavior, as well as to assist with academic improvement in core areas. Family engagement activities took place at least 10 times per month in the form of family enrichment nights, family literacy nights, and adult ESL classes. Family literacy nights were designed to help parents become proficient in computer use and able to track their students' progress through the district websites. Adult ESL was offered for those parents with a desire to strengthen their English-speaking skills. College and career classes occurred at least once per month, with a minimum of 25 members participating. This included visits from a high school club, group discussion on life and school goals, and club visits by contributing external members.

## 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	%
McBee Elementary School	188	30%	3	0%	437	70%	628	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	McBee Elementary School	Participation status		
		Regular participants (n = 188)	Non-regular participants (n = 3)	Non-participants (n = 437)
Gender	Female	54%	50%	45%
	Male	46%	50%	55%
Ethnicity	American Indian or Alaska Native	1%	0%	0%
	Asian	2%	0%	0%
	Black or African American	14%	0%	7%
	Hispanic	82%	100%	88%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	2%
	White	1%	0%	3%
Limited English proficiency	% LEP	60%	75%	68%

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

The majority of regular participants were female while the majority of non-participants were male. Gender was split evenly for the non-regular participant group. The majority of students in all three



participation groups were Hispanic. There were a larger percentage of regular participants who were African American compared to the non-regular and non-participation groups. Lastly, the majority of students in all three groups were classified as LEP.

These findings are accurate in regards to the student population demographics. Each ethnicity and gender were fairly represented in overall club members and in attendance. The program was open to any students at McBee Elementary.

### Student Attendance in ACE Activities

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

Activity category	Frequency	Percent
Academic enrichment learning program	Daily	20%
Activity to promote youth leadership	Weekly	5%
Career/job training	Monthly	5%
Community service/service learning	Monthly	3%
Homework help	Daily	20%
Promotion of family literacy	Weekly	10%
Promotion of parental involvement	Daily	15%
Recreational activity	Daily	20%
Tutoring	Daily	20%
Violence prevention	Weekly	10%

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

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	657	41%	812	44%
Enrichment	550	34%	601	32%
Family engagement	230	14%	301	16%
Career	178	11%	155	8%

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

## Program Intermediate Outcomes

### Academic Achievement Outcome

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

Regular participants experienced a decrease in GPA for all four core subject areas from 2012–2013 to 2013–2014. Non-regular participants experienced an increase in GPA for social studies only from 2012–2013 to 2013–2014. However, both regular and non-regular participants had an increase in course completion rates over time.

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

McBee Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA	2012–2013	2013–2014	change	2012–2013	2013–2014	change
Reading	2.65	2.37	-0.29	2.67	1.67	-1.00
Math	2.84	2.65	-0.19	2.33	2.00	-0.33
Science	3.14	2.76	-0.38	3.00	2.33	-0.67
Social studies	3.20	3.11	-0.10	3.00	3.33	0.33

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

McBee 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	2012–2013	2013–2014	change	2012–2013	2013–2014
Course pass percentage	91.89%	95.59%	3.70%	84.87%	90.32%

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

### Attendance Outcome

Average absent days of ACE program participants at McBee 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.

Results indicated that regular program participants had more absent days on average in 2013–2014 than in 2012–2013, while non-regular participants had fewer absent days on average than in the previous school year.

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

McBee Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	4.04	5.03	0.99	3.33	3.00
					-0.33

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 between school year 2012–2013 and 2013–2014.

No mandatory discipline removals occurred for either participant group in either 2013–2014 or 2012–2013. In addition, non-regular participants did not have any discretionary discipline removals in either school year. However, regular participants experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014.

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

McBee 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	0.00	0.00	0.00	0.00	0.00
Discretionary	0.02	0.09	0.07	0.00	0.00	0.00

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

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

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

## **Evaluator Commentary and Recommendations**

**Recommendation 1.** Academic achievement outcomes were mixed for McBee. Regular participants experienced a decrease in GPA for all four core subject from 2012–2013 to 2013–2014. Non-regular participants experienced an increase in GPA for social studies only from 2012–2013 to 2013–2014. However, both regular and non-regular participants had an increase in course completion rates over time. Given the mixed results for ACE Austin participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with the program’s goals. In addition, refinements to components that are effective should be ongoing so they can continue to meet the needs of students at McBee.

**Recommendation 2.** Attendance outcomes were mixed for McBee. Regular program participants had more absent days on average in 2013–2014 than in 2012–2013, while non-regular participants had fewer absent days on average than in the previous school year. These results indicate that program participation did not have an effect on attendance outcomes at McBee. It is recommended that program staff at McBee identify the specific programs and strategies used to address attendance issues that contributed to reduced mean absences among the non-regular participant group and rigorously implement them so they meet the needs of all participating students.

**Recommendation 3.** Discipline outcomes were mostly positive at McBee campus. No mandatory discipline removals occurred for either participation group in either 2012–2013 or 2013–2014, and non-regular participants did not have any discretionary discipline removals for either year, as well. However, the regular participant group experienced an increase in discretionary discipline offenses from 2012–2013 to 2013–2014. It is recommended that program staff at McBee continue to implement and refine program components that have been effective in addressing disciplinary issues so they can continue to meet the needs of all participating students.

### **Site Coordinator Commentary and Next Steps**

The comparison of regular versus non-regular participants performed to assess academic success may not have been adequate, because there were only three non-regular participants versus 188 regular participants. While there was a decrease in regular participant GPA from 2012–2013 to 2013–2014, the decrease was smaller than what was observed for non-participants (and this was true for reading, science and math).

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

1. Increase youth development professional involvement in homework hour by having students present their homework folders for inspection. We will increase the Education Director Involvement by corresponding with teachers to assess individual student academic needs to focus on in the after school program.
2. We will review parent and student interest surveys to offer more desirable courses to boost participant attendance. We will communicate with the school and parents when there are multiple absences from club members.
3. We will continue to implement a reliable disciplinary plan to meet staff, parent, school and student expectations for member behavior issues. We will increase positive behavior reinforcements with incentives of recognition and prizes.

## References

- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>
- Westmoreland, H. (2009). Family involvement across learning settings. *Family Involvement Network of Educators (FINE) Newsletter*, 1(3). Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/family-involvement-across-learning-settings>

## Appendices

### Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 161 parents of students who participated in BGCA Austin cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that family nights/ performances (94%) received most parent attendance this past year, followed by English as a Second Language (ESL) (21%) and coffee with principal (24%) (Table 11). Respondents recommended the ACE program offer the following classes: family nights/ performances (92%) and *ESL* (14%) again next year.

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

	%
Coffee with principal	9%
English as a second language	21%
Family Nights/Performances	94%
Literacy	7%
Love & Logic	1%
Social & Emotional Learning	1%
Strengthening families	2%
Zumba	4%

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: *Homework help* (78%), *Safe environment* (74%), and *Free of charge* (63%).

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	74%
Classes that encourage creativity	45%
Participation in sports and other physical activity	43%
Opportunity to have fun	40%
It's free of charge	63%
Free summer camp	38%
Fieldtrips	33%
Homework help	88%

Source. ACE Austin Parent Survey 2014

Almost all (99% and 98%, 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. All parent respondents reported that they knew who to contact when they had questions about the ACE program. All parent survey respondents also reported that their children were doing better in school because of the after-school program. All of them believed that their children enjoyed the time in the afterschool program.

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

**Grantee: Boys and Girls Club of the Capital Area**

Combined Schools: Lanier HS, Ann Richards School for Young Women Leaders, and more...

Year: 2014

**C6 - McBee ES****Student Counts**

<b>Total Students:</b>	191	
<b>Total Regular Students:</b>	189	99%
<b>Total Non-Regular Students:</b>	2	1%

**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
	<b>Hispanic</b>		<b>Two or More</b>		<b>White</b>		<b>American Indian/Alaskan</b>	
<b>Total:</b>	158	83%	2	1%	1	1%	1	1%
<b>Regular:</b>	156	82%	2	1%	1	1%	1	1%
<b>Non-Regular:</b>	2	1%	0	0%	0	0%	0	0%
	<b>Asian</b>		<b>African American</b>		<b>Hawaiian/Pacific</b>			
<b>Total:</b>	3	2%	26	14%	0	0%		
<b>Regular:</b>	3	2%	26	14%	0	0%		
<b>Non-Regular:</b>	0	0%	0	0%	0	0%		

**Student Counts by Gender**

<b>Regular Male:</b>	88	46%	<b>Regular Female:</b>	101	53%
<b>Non-Regular Male:</b>	1	1%	<b>Non-Regular Female:</b>	1	1%

**Student Counts by Category**

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
<b>Regular:</b>	<b>LEP:</b>	112	59%	<b>Eco. Dis.:</b>	184	96%	<b>Special:</b>	21	11%
<b>Non-Regular:</b>	<b>LEP:</b>	1	1%	<b>Eco. Dis.:</b>	1	1%	<b>Special:</b>	1	1%
<b>Regular:</b>	<b>At Risk:</b>	145	76%	<b>ESL:</b>	13	7%	<b>Migrant:</b>	0	0%
<b>Non-Regular:</b>	<b>At Risk:</b>	1	1%	<b>ESL:</b>	0	0%	<b>Migrant:</b>	0	0%

**Student Counts by Grade Level**

<b>Regular:</b>	<b>PreK:</b>	0	0%	<b>1st:</b>	29	15%	<b>5th:</b>	28	15%	<b>9th:</b>	0	0%
<b>Non-Regular:</b>	<b>PreK:</b>	0	0%	<b>1st:</b>	0	0%	<b>5th:</b>	1	1%	<b>9th:</b>	0	0%
	<b>K:</b>	26	14%	<b>2nd:</b>	36	19%	<b>6th:</b>	0	0%	<b>10th:</b>	0	0%
	<b>K:</b>	0	0%	<b>2nd:</b>	0	0%	<b>6th:</b>	0	0%	<b>10th:</b>	0	0%
				<b>3rd:</b>	37	19%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>3rd:</b>	1	1%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>4th:</b>	33	17%	<b>8th:</b>	0	0%	<b>12th:</b>	0	0%
				<b>4th:</b>	0	0%	<b>8th:</b>	0	0%	<b>12th:</b>	0	0%

**Grantee: Boys and Girls Club of the Capital Area****Combined Schools: Lanier HS, Ann Richards School for Young Women Leaders, and more...****Center: C6 - McBee ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Academic Case Management	32	0	3	4	32	32	0
Animal Tales Kinder	25	0	14	13	18	16	0
Around Town	174	0	1	6	12	33	0
Arts and Crafts 1st grade	27	0	14	14	21	21	0
Arts and Crafts 2nd grade	35	0	14	13	11	15	0
Arts and Crafts 3rd grade	39	0	14	14	14	20	0
Arts and Crafts 4th grade	30	0	13	11	11	16	0
Arts and Crafts 5th grade	27	0	14	13	13	18	0
Arts and Crafts Kinder	25	0	13	11	17	18	0
Bricklab - 3rd grade	39	0	14	14	17	12	0
Career Track	178	0	3	2	141	141	0
Club Tech	178	0	14	13	0	3	0
Daily Challenges - 1st grade	27	0	14	13	20	19	0
Daily Challenges - 3rd grade	39	0	14	13	29	30	0
Daily Challenges - Kinder	25	0	14	14	19	20	0
Daily Challenges 2nd grade	35	0	13	11	30	29	0
Dance & Cheer 4th	15	0	25	22	9	9	0
Dance & Cheer 5th	19	0	25	22	11	11	0
Family Literacy Night	0	45	3	5	0	0	36
Gameroom (1st)	27	0	14	13	5	7	0
Gameroom (5th)	27	0	14	13	14	15	0
Gameroom (kinder)	25	0	14	13	12	12	0
Gameroom - 2nd grade	35	0	14	13	11	12	0
Gameroom - 4th grade	30	0	14	14	11	12	0
Healthy Habits (4th)	30	0	14	13	22	19	0
Healthy Habits - 3rd grade	40	0	14	13	26	22	0
Parents in the Know	0	45	7	7	0	0	21
Power Hour	178	0	69	64	166	161	0
Science 1st	27	0	13	11	22	22	0
Science 2nd	35	0	14	13	8	8	0
Science 4th	30	0	14	14	13	13	0
Science 5th	27	0	14	13	21	20	0
Smart Kids	34	0	14	13	18	19	0
Social Rec	178	0	14	13	90	83	0
Sports 1st	27	0	14	13	18	19	0
Sports 2nd	36	0	14	14	15	18	0
Sports 3rd	40	0	13	11	21	22	0
Sports 4th	31	0	14	13	14	15	0
sports 5th	27	0	13	11	11	14	0
Sports Kinder	25	0	14	13	14	14	0
Students in the Know	164	0	1	7	9	9	0
TAP (1stA)	26	0	28	27	2	3	0
TAP 2B	33	0	28	27	7	8	0
Targeted Tutoring	29	0	69	64	0	4	0
Youth 4 Unity 4th	31	0	14	13	22	22	0
Youth 4 Unity 5th	27	0	14	14	22	22	0
Youth for Unity 3rd Grade	36	0	12	12	0	1	0

**Grantee: Boys and Girls Club of the Capital Area**

Combined Schools: Lanier HS, Ann Richards School for Young Women Leaders, and more...

**Center: C6 - McBee ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Academic Case Management	27	0	5	5	27	27	0
Adult ESL	0	4	26	24	0	0	1
Animal Tales 1st	55	0	40	37	7	10	0
Animal Tales Kinder	24	0	40	37	0	3	0
Around Town	183	0	5	8	1	8	0
Around Town 1	14	0	2	2	3	3	0
Around Town 2	184	0	2	2	18	18	0
Arts and Crafts 1st Grade	29	0	40	37	10	11	0
Arts and Crafts 2nd grade	33	0	20	19	4	7	0
Arts and Crafts 3rd grade	36	0	20	19	6	9	0
Arts and Crafts 4th grade	31	0	20	19	8	9	0
Arts and Crafts 5th grade	28	0	20	19	5	7	0
Arts and Crafts Kinder	26	0	40	37	7	8	0
Bricklab (1st)	29	0	39	36	9	10	0
Bricklab Kinder	26	0	39	36	5	8	0
Chess 2nd	33	0	40	37	4	6	0
Chess 3rd	36	0	40	37	5	6	0
Chess 4th	31	0	39	36	4	5	0
Chess 5th	28	0	39	36	4	5	0
Club Tech	69	0	20	16	4	5	0
Daily Challenges (4th)	31	0	19	17	15	16	0
Daily Challenges (5th)	28	0	19	17	14	15	0
Daily Challenges - 1st grade	29	0	39	36	17	17	0
Daily Challenges - 3rd grade	36	0	40	37	18	18	0
Daily Challenges - Kinder	26	0	39	36	13	13	0
Daily Challenges 2nd grade	33	0	40	37	14	15	0
Dance and Cheer 4th	17	0	39	36	1	2	0
Dance and Cheer 5th	13	0	39	36	1	2	0
Fall 2013 Academics	170	0	10	11	143	113	0
Fall 2013 Enrichment	170	0	10	10	118	105	0
Family Fun Nights	0	27	1	4	0	0	10
Gardening 2nd	33	0	39	36	4	5	0
Gardening 3rd	36	0	39	36	4	4	0
Gardening 4th	31	0	40	37	3	4	0
Gardening 5th	28	0	40	37	2	3	0
Healthy Habits (4th)	31	0	20	19	13	14	0
Healthy Habits (5th)	28	0	20	19	14	15	0
Power Hour 1st	29	0	99	89	21	21	0
Power Hour 2nd	33	0	99	89	19	19	0
Power Hour 3rd	36	0	99	89	21	20	0
Power Hour 4th	31	0	99	89	13	14	0
Power Hour 5th	28	0	99	89	18	18	0
Power Hour Kinder	26	0	99	89	17	17	0
Robotics 2nd	33	0	39	36	4	7	0
Robotics 3rd	36	0	39	36	2	3	0
Robotics 4th	31	0	40	37	3	3	0
Robotics 5th	28	0	40	37	2	3	0
Science 2nd	33	0	20	19	6	6	0
Science 3rd	36	0	20	19	4	6	0
Science 4th	31	0	20	19	4	5	0
Science 5th	28	0	20	19	5	6	0
Smart Kids 2nd	33	0	19	17	5	7	0
Smart Kids 3rd	36	0	19	17	8	9	0
Smart Kids 4th	31	0	20	18	7	7	0
Smart Kids 5th	28	0	20	18	6	7	0

**Activity Average Daily Attendance**

Printed Date: 8/19/2014

**Grantee: Boys and Girls Club of the Capital Area**

Combined Schools: Lanier HS, Ann Richards School for Young Women Leaders, and more...

**Center: C6 - McBee ES**

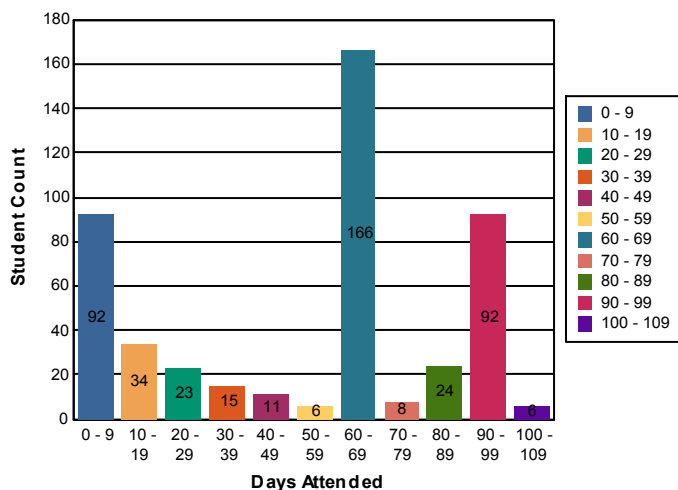
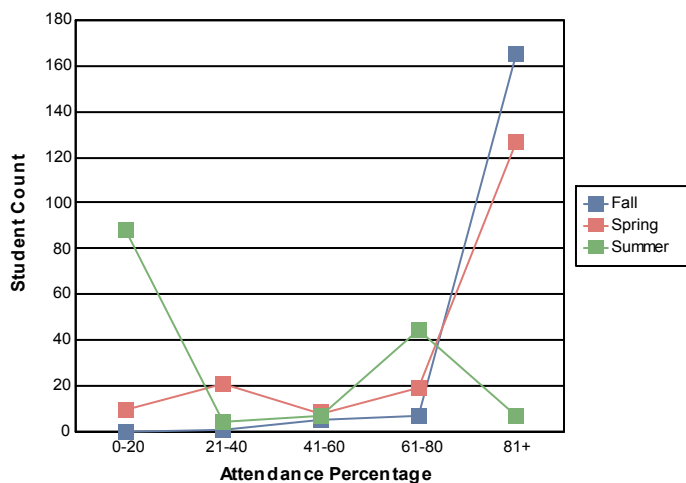
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Social Rec	182	0	20	16	94	98	0
Sports 1st	29	0	40	37	14	11	0
Sports 2nd	33	0	39	36	10	12	0
Sports 3rd	36	0	39	36	13	14	0
Sports 4th	31	0	40	37	9	12	0
sports 5th	28	0	40	37	10	12	0
Sports Kinder	26	0	40	37	9	9	0
Targeted Tutoring	27	0	99	89	27	24	0
Youth for Unity (2nd)	33	0	20	18	7	9	0
Youth for Unity (3rd)	36	0	20	18	6	8	0

## Student Attendance Percentage - Grantee Level

Printed Date: 8/19/2014

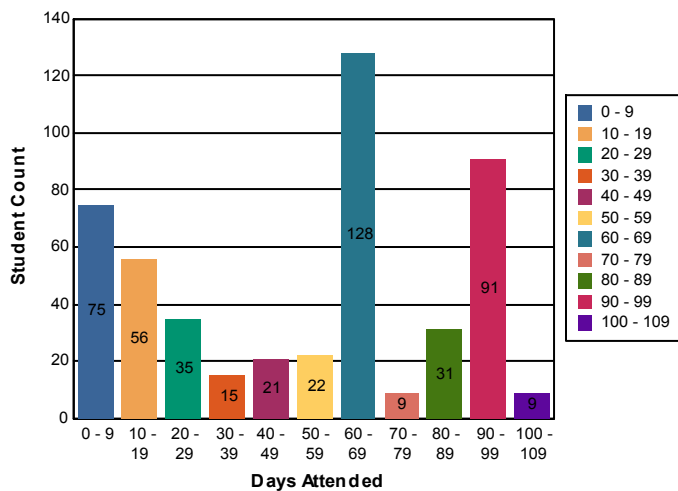
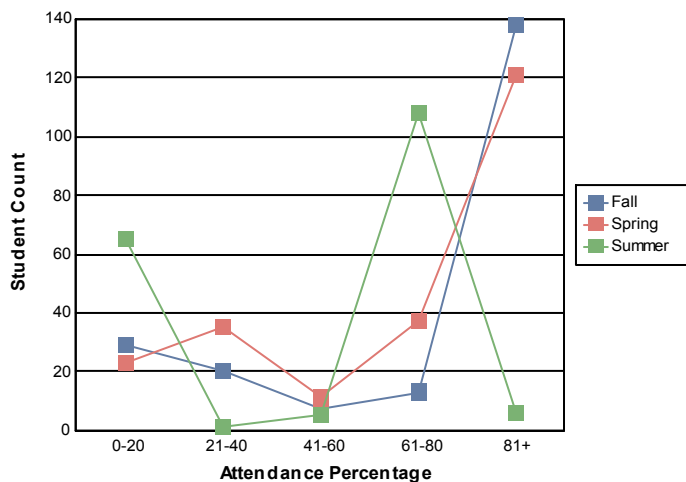
### Grantee: Boys and Girls Club of the Capital Area

#### C6 - McBee ES



Attendance %	Fall	Spring	Summer
0-20	0	9	88
21-40	1	21	4
41-60	5	8	7
61-80	7	19	44
81+	165	127	7
<b>Total</b>	<b>178</b>	<b>184</b>	<b>150</b>

#### C7 - Wooldridge ES



Attendance %	Fall	Spring	Summer
0-20	29	23	65
21-40	20	35	1
41-60	7	11	5
61-80	13	37	108
81+	138	121	6
<b>Total</b>	<b>207</b>	<b>227</b>	<b>185</b>

# AUSTIN INDEPENDENT SCHOOL DISTRICT

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