After School Centers on Education

Cycle 7 AISD

Austin Independent School District

Mendez 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 Mendez Middle School in Austin Independent School District (AISD) served 340 students. This report examines program implementation and outcomes of the ACE program at Mendez Middle 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 program participants were female. Gender was evenly distributed for the non-regular and non-participants student groups. The majority of the students in all three participation groups were Hispanic.

2. Adequate funding, certified teachers, and collaboration with day-time staff and the Family Resource Center contributed to high-quality programming at Mendez.[1]

3. Academic achievement goals were met at Mendez. ACE Austin regular and non-regular participants experienced grade point average (GPA) improvement for the core subjects over time at Mendez. In addition, both regular and non-regular participants experienced an increase in course completion rates from 2012–2013 to 2013–2014.

4. Attendance goals were not met at Mendez. The mean absent days increased from 2012–2013 to 2013–2014 for both regular participant and non-regular participants at Mendez.

5. Discipline goals were mixed at Mendez campus. While discipline removal rates (i.e., mandatory and discretionary) increased for regular program participants over time and mandatory discipline removal rates increased over time for non-regular participants, discretionary removal rates decreased from 2012–2013 to 2013–2014 for the non-regular participant group.

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

1. Program staff will identify the specific programs and strategies used to address discipline issues to reduce discretionary discipline removals among the non-regular participant group and rigorously implement them to meet the needs of all participants. The program staff will work with day-time staff to identify at-risk students and place the students in specific clubs.

2. Program staff will work to align programs to improve attendance. The program will offer clubs that are based on students' interests. The students will be more inclined to attend

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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.

day-time school if they know they can attend these clubs after school. The program staff will work with day-time staff, students, and community partners to offer classes that will help improve day-time attendance.

3. Program staff will continue to implement high-quality programming that will continue to support students' academics at Mendez. ACE will continue to employ day-time teachers who are highly qualified for their specific club. The program will also continue to offer training and resources, as needed.

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Introduction and Purpose of Program

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

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

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

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

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

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

- Decrease school day absences

- Decrease discipline referrals

- Increase academic achievement

To meet the needs of students at Mendez with respect to improving academic performances, reducing behavior problems, and increasing attendance, the following ACE programs were implemented during the 2013–2014 school year.

- Tutoring programs were implemented to target students who needed extra help with their homework.

- Fun field trips and soccer games attracted students to come to school and have positive behavior during the school day and after school.

- Enrichment classes included hip hop, photography, archery, entrepreneurship, Pintrest Club, Film Club, Morning Club, and United Way Leadership Club.

- Science, technology, engineering, and math (STEM) classes included Minecraft and robotics.

This report examines outcomes for the ACE program at Mendez Middle School, which served 340 students during the 2013–2014 school year.

Evaluation Strategy

Expectations

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

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

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

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
HUMAN • **Felicia Curran, Site Coordinator** • **Ron Gonzales, Principal** • **Jessica Sosa, Parent Support Specialist** • **Teachers** • **Classified Staff** • **Temp Hourly Staff** • **Vendor Staff** • **Parents** • **Students** • **Volunteers** • **Community Partners** • **Other** **SUPPORT** • Shirlene Justice, Project Administrator • **John Shanks, Grant Director** • **Elena Rodriguez, FES** • **Data Support, Wanda Atwood** • Adrienne Bedford, Accounting Support • **Melissa Jones, Interim Project Supervisor** • **Treasure McCarver, Accounting Support** • **Patrice Nelson, Data Support** • **Laurie Celli, TAC** • **Campus Leaders** • **Community Leaders** • **Social and Emotional Learning Dept.** • **RTI Department** • **Curriculum and Instruction Dept.** • **Innovation and Development Dept** • **Central Texas Afterschool Network** • **Travis County** • **City of Austin** • **KDK** • **UTeach** • **Family Resource Center** • **Boys and Girls Club**	**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** • **Other** **Recruiting and Retaining (right students, right mix of students)** • **Students targeted for academic classes** • **Consideration of student Social/Emotional Need** • **Offer engaging activities** • **Offer engaging field trips and sporting games** • Other **Integrating Student and Family Voice** • **Parent Surveys** • **Student Surveys** • **Parent Advisory Council** • **Other** **Ongoing Monitoring (data use and observation)** • **YPQ Assessments** • **TX 21 Monthly Attendance Reviews** • **Pre/post test** • **Other** **Professional Development**	**Academic Support** • **Homework Help** • **Tutoring** • **Other** **Enrichment** • **Fine Arts Enrichment** • **STEM Enrichment** • **Literacy Enrichment** • **Leadership/Character Education** • **Physical Activity/ Health and Nutrition** • **Other** **Family Engagement** Parent Advisory Council • **ESL** • **Zumba** • **PTA** **College and Career** • **AVID**	• **Fine Arts- offered 28 hours per week targeted 151 students** • **STEM Enrichment- offered 8 hours per week targeted 55 students** • • **Literacy Enrichment- offered 12 hours per week 60 students** • **Leadership Enrichment- offered 12 hours per week targeted 20 students** • **Physical Activity- offered 34 hours per week targeted 109 students**

Resources	Implementation	Outputs - Activities	Outputs - Participation
CURRICULUM • **Research based curriculum** • **Sherelle Patisaul, Curriculum Specialist** • **Desiree Morales, Quality Coordinator** **OTHER**	• YPQ • **Lesson planning and delivery** • **SEL, PBS, ELL** • **Structured Play** • **CPR/First Aid** • **Summer Learning** • **Best Practices** • CTAN University		

Modifications

Beat Lab was not offered in the spring because the vendor was no longer serving schools. Many clubs with low attendance in the fall were reformatted by either changing instructor or making a change in recruitment. Most of the modifications helped improve attendance for the low-attended clubs. Clubs in which attendance did not improve were cut before the end of the semester.

Research Questions

Program Structure: Was the program implemented as intended?

Mendez Middle School Level of Implementation:

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

Although the program experienced an increase in attendance during the fall, the program staff indicated that the program still had areas needing improvement (e.g., making resources available to ensure higher quality programming, retaining parents for events, and continuing to target specific students for clubs).

Resources: Were requisite resources available for program success?

Adequate funding, certified teachers, and collaboration with day-time staff and the Family Resource Center contributed to high-quality programming at Mendez. Some struggles that the program faced included finding reliable vendors. Having a review system for vendors would be helpful in the future when looking to contract new vendors.

Implementation Practices: Were program practices well implemented?

The program struggled to recruit and retain parents for parent classes. The program used a parent survey find out the needs of parents and to modify the programming accordingly.

Outputs–Activities: Were activities targeted to student needs?

The program staff worked with the day-time staff to find where students were not meeting academic standards and to modify clubs to support their school-day success. Clubs time was modified to work around the tutoring schedule and to allow students to join clubs after tutoring. More homework help was offered to the students. The program staff worked with day-time staff to make sure afterschool activities were offered as a positive incentive for students who were succeeding in school and having positive behavior.

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

After the first semester, program staff looked at students' interests and modified the clubs to meet their interests. The program staff also worked to strategically offer classes that would not compete with enrollment numbers on the same day. The program staff also worked to recruit day-time teachers who were able to improve the quality of programming and help recruit their own students. The ACE program at Mendez also offered some programs to students in the morning (e.g., Morning Gym) so students who were unable to attend after school could still participate in the ACE program.

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

We offered more enrichment classes to support day-time learning. Students received extra support and were able to see their school-day lessons in a different light. This helped them comprehend and be more excited to learn during the school day. The program added more health and fitness for the spring. Studies have shown that physical exercise helps students perform better during the school day.

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	%
Mendez Middle School	175	18%	165	17%	639	65%	979	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	Mendez Middle School	Participation status		
		Regular participants (*n* = 175)	Non-regular participants (*n* =165)	Non-participants (*n* =639)
Gender	Female	44%	51%	49%
	Male	56%	49%	51%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	0%	0%
	Black or African American	8%	7%	5%
	Hispanic	89%	90%	91%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	1%	1%
	White	2%	2%	2%
Limited English proficiency	% LEP	31%	36%	28%

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

The majority of regular program participants were female. Gender was evenly distributed for the non-regular and non-participants student groups. The majority of the students in all three participation groups were Hispanic.

The program staff worked with counselors and day-time staff to target specific students for clubs that would benefit their day-time learning. The program staff also was on the Campus Advisory Councils

team and worked to provide programming to targeted students who were at risk and would benefit from the afterschool program.

Student Attendance in ACE Activities

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

Activity category	Frequency
Academic enrichment learning program	Daily
Activity to promote youth leadership	Daily
Career/job training	Once Per semester
Community service/service learning	Weekly
Drug/substance abuse prevention	Twice a semester
Expanded library service hours	Daily
Homework help	Daily
Promotion of family literacy	Weekly
Promotion of parental involvement	Weekly
Recreational activity	Daily
Tutoring	Weekly
Violence prevention	Once per semester

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

The activities with the best attendance were the Morning Club, boxing, Minecraft, and Outdoor Adventure. The clubs with the lowest attendance were ultimate frisbee, Beat Lab, and Biz of Cooking. Clubs with the lowest attendance were restructured. Biz of Cooking was expanded to general entrepreneurship and had a new teacher. Student surveys were conducted to see if any changes would increase student participation. If the modifications did not help improve attendance by mid semester in the spring, the club was cut.

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	8.5	10.3%	8.5	10.3%
Enrichment	64	77.5%	64	77.5%
Family engagement				
Career	10	12.1%	10	12.1%

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

Students participated at an appropriate level to benefit from the activities. A majority of regular students attended the Morning Club before school. However, the program staff struggled to maintain the

same students in each club every week. Many students wanted to try different clubs, which caused some students to not benefit from specific curriculum. However, they benefitted from trying various clubs during the afterschool program.

Program Intermediate Outcomes

Academic Achievement Outcome

One of the program objectives was to improve students' academic achievement. We compared 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 and non-regular program participants experienced an increase in GPA for all four core subject areas from 2012–2013 to 2013–2014. In addition, both program participant groups experienced increased course passing rates over time.

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

Mendez Middle School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.64	3.02	0.38	2.72	3.05	0.33
Math	2.97	3.37	0.40	2.86	3.22	0.36
Science	2.68	3.39	0.71	2.77	3.32	0.55
Social studies	3.07	3.31	0.24	3.03	3.31	0.28

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

Mendez 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	96.09%	97.85%	1.76%	95.63%	98.46%	2.83%

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

Attendance Outcome

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

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participant mean absent days was greater in 2013–2014 than in 2012–2013 for both program participant groups.

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

Mendez 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	5.66	7.09	1.43	6.94	10.32	3.38

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 with a mandatory and/or discretionary discipline removals were compared for school years 2012–2013 and 2013–2014.

Discipline removal rates (i.e., mandatory and discretionary) increased for regular program participants over time. While mandatory discipline removal rates increased over time for non-regular participants, their discretionary removal rates decreased from 2012–2013 to 2013–2014.

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

Mendez 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	0.00	0.05	0.05	0.01	0.07	0.06
Discretionary	0.56	0.72	0.16	1.37	0.74	-0.63

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 Mendez. ACE Austin regular and non-regular participants experienced GPA improvement for the core subjects over time at Mendez. 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 Mendez.

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

Recommendation 3. Discipline goals were mixed at Mendez campus. While discipline removal rates (i.e., mandatory and discretionary) increased for regular program participants over time and mandatory discipline removal rates increased over time for non-regular participants, discretionary removal rates decreased from 2012–2013 to 2013–2014 for the non-regular participant group. It is recommended that program staff at Mendez identify the specific programs and strategies used to address the discipline issues that contributed to reduced discretionary discipline removals among the non-regular participant group and rigorously implement them so they can meet the needs of all participating 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 Mendez Middle School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Program staff will identify the specific programs and strategies utilized to address discipline issues to reduce discretionary discipline removals amongst the non-regular participant group and rigorously implement them in order to meet the needs of all participants. The program staff will work with day time staff to identify at risk students and place the students in specific clubs.

2. Program staff will work to align programs to improve attendance. The program will offer clubs that are based on student interest. The students will be more inclined to attend day time school if they know they can attend these clubs after school. The program staff will work with day times staff, students and community partners to offer classes that will help improve day time attendance.

3. Program staff will continue to implement high quality programming that will continue to support the student academics at Mendez. ACE will continue to employ day time teachers who are highly qualified for their specific club. The program will also continue to offer training and resources as needed.

References

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides

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Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 229 parents of students who participated in ACE Austin Cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that *Family* nights/ 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

C4 - Mendez MS

Student Counts

Total Students:	358	
Total Regular Students:	174	49%
Total Non-Regular Students:	184	51%

Student Counts by Ethnicity

1997 Standard

	Hispanic	% of Tot	% of Sub Pop	Two or More	% of Tot	% of Sub Pop	White	% of Tot	% of Sub Pop	American Indian/Alaskan	% of Tot	% of Sub Pop
Total:	323	90%		3	1%		8	2%		0	0%	
Regular:	155	43%	89%	1	0%	1%	5	1%	3%	0	0%	0%
Non-Regular:	168	47%	91%	2	1%	1%	3	1%	2%	0	0%	0%
	Asian			**African American**			**Hawaiian/Pacific**					
Total:	0	0%		24	7%		0	0%				
Regular:	0	0%	0%	13	4%	7%	0	0%	0%			
Non-Regular:	0	0%	0%	11	3%	6%	0	0%	0%			

Student Counts by Gender

Regular Male:	99	28%		**Regular Female:**	75	21%
Non-Regular Male:	99	28%		**Non-Regular Female:**	85	24%

Student Counts by Category

			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop
Regular:	LEP:	54	15%	31%	Eco. Dis.:	141	39%	81%	Special:	13	4%	7%
Non-Regular:	LEP:	51	14%	28%	Eco. Dis.:	124	35%	67%	Special:	13	4%	7%
Regular:	At Risk:	102	28%	59%	ESL:	53	15%	30%	Migrant:	0	0%	0%
Non-Regular:	At Risk:	101	28%	55%	ESL:	47	13%	26%	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:	0	0%	9th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	94	26%	10th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	78	22%	10th:	0	0%
				3rd:	0	0%	7th:	60	17%	11th:	0	0%
				3rd:	0	0%	7th:	62	17%	11th:	0	0%
				4th:	0	0%	8th:	20	6%	12th:	0	0%
				4th:	0	0%	8th:	44	12%	12th:	0	0%

Grantee: Austin ISD

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

Center: C4 - Mendez MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Boxing Club	40	0	48	53	6	7	0
Community Art	14	0	24	23	2	3	0
Digital Art Technology (DAT)	13	0	14	14	4	4	0
Drama Club	16	0	26	27	3	4	0
Film Making	34	0	12	13	4	5	0
Gameroom	75	0	60	64	11	10	0
Gardening	13	0	12	11	2	3	0
Jewelry Making	21	0	12	11	6	6	0
Light, Camera, Film	14	0	12	12	1	2	0
Make Your Own Beats - PM	8	0	12	11	0	1	0
Martial Arts Club	13	0	13	16	2	3	0
Minecraft	42	0	24	25	11	10	0
Morning Club	171	0	42	44	53	50	0
Orchestra	33	0	55	58	3	4	0
Outdoor Adventure	20	0	12	11	6	7	0
Revolving Activities	86	0	14	14	84	55	0
Robotics	17	0	13	15	3	4	0
Skateboard	18	0	12	12	5	5	0
Soccer	27	0	36	48	4	4	0
Sports and Fitness	35	0	24	35	0	2	0
The Biz of Cooking	9	0	36	34	2	2	0
Ultimate Frisbee	6	0	45	42	0	1	0
Young Dove Springs	8	0	10	11	0	2	0
Zumba	0	2	27	25	0	0	1

Grantee: Austin ISD

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

Center: C4 - Mendez MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
411 Students In The Know	301	0	1	13	18	25	0
Boneshaker Bike Club	14	0	32	29	2	2	0
Community Art	8	0	34	31	3	3	0
Culture Club	11	0	17	16	4	4	0
Entrepreneurship	5	0	17	15	1	2	0
Gameroom	84	0	85	76	14	14	0
Gardening	20	0	17	18	2	3	0
Hip Hop Dance	8	0	26	23	2	2	0
Jewelry Making	17	0	17	16	4	5	0
Last week of Fall Programming	282	0	3	5	17	31	0
Lights Action Film	4	0	17	16	1	2	0
Martial Arts Club	5	0	17	16	1	2	0
Minecraft	28	0	34	31	8	8	0
Morning Club	258	0	76	80	76	63	0
orchestra and Guitar Club	32	0	85	76	4	7	0
Outdoor Adventure	20	0	17	16	5	6	0
Parents' In the Know	0	52	18	21	0	0	3
Pintrest Club	10	0	17	15	1	2	0
Revolving Activities	254	0	8	8	58	53	0
Robotics	5	0	17	15	1	1	0
Skateboard	14	0	17	16	5	5	0
Soccer	50	0	34	31	18	17	0
Sports and Fitness	45	0	85	76	6	7	0
The Biz of Cooking	3	0	19	16	1	1	0
Ultimate Frisbee	4	0	15	12	0	1	0
United Way Leadershp Project	16	0	17	15	5	5	0
Video Game & Film Class	9	0	17	15	3	3	0
Volleyball	16	0	24	22	4	4	0
Zumba	0	53	34	31	0	0	3

Grantee: Austin ISD

C4 - Mendez MS
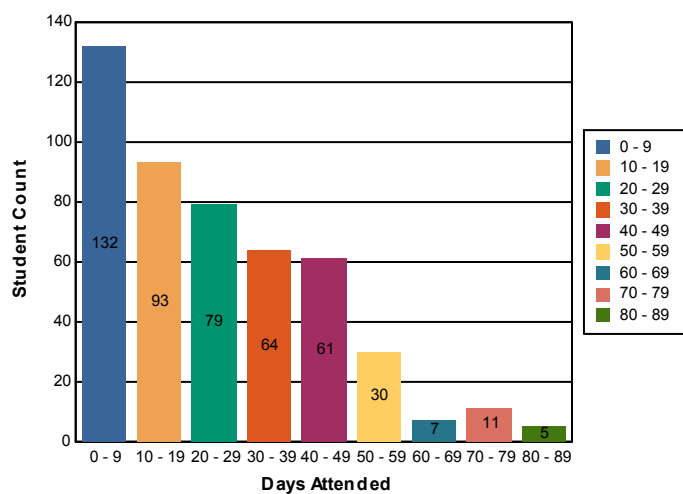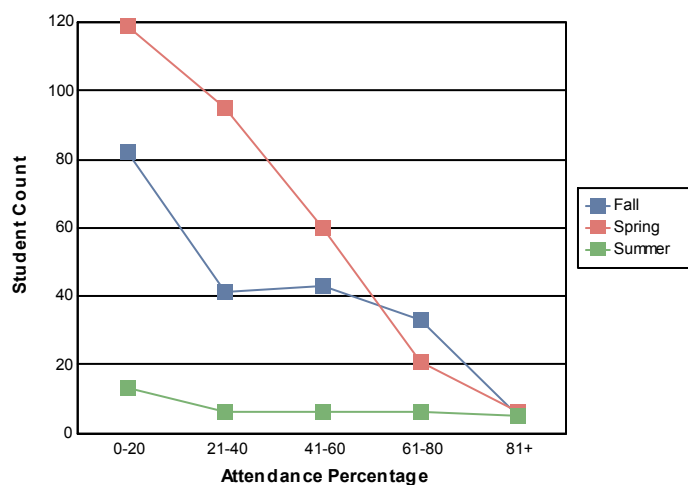
Attendance %	Fall	Spring	Summer
0-20	82	119	13
21-40	41	95	6
41-60	43	60	6
61-80	33	21	6
81+	5	6	5
Total	**204**	**301**	**36**

C5 - T.A. Brown ES
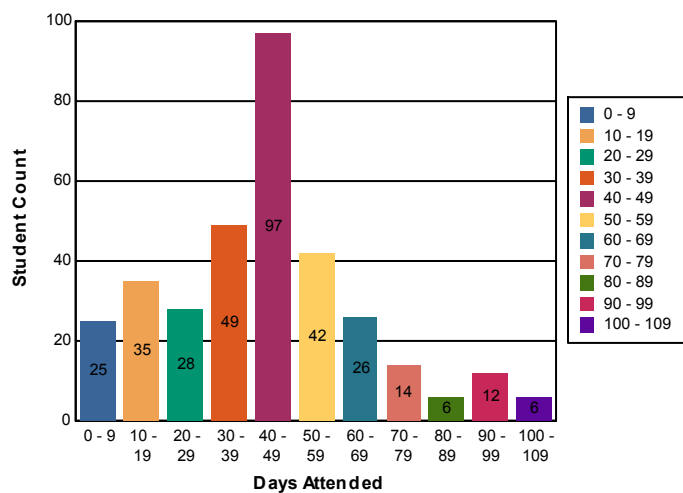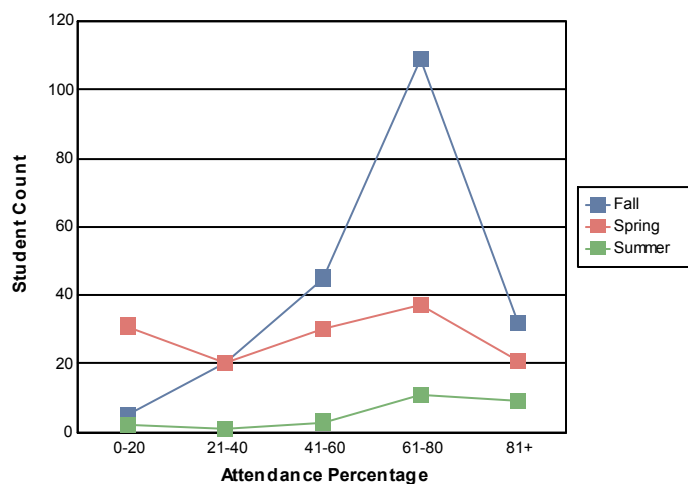
Attendance %	Fall	Spring	Summer
0-20	5	31	2
21-40	20	20	1
41-60	45	30	3
61-80	109	37	11
81+	32	21	9
Total	**211**	**139**	**26**

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