

Afterschool Centers on Education

Cycle 8 AISD

Austin Independent School District

Perez 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 Perez Elementary School in Austin Independent School District (AISD) served 209 students. This report examines program implementation and outcomes of the ACE program at Perez Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are the following:

Related to targeted students served (student demographics)

1. The majority of students who participated in the afterschool program at Perez were classified as regular participants (i.e., attended the program for 30 or more days). Majority of regular and non-regular participants were female, while the majority of non-participants were male. The majority of students in all three participation groups were Hispanic. Fewer than half the students in all three participation groups were classified as limited English proficient (LEP). No changes were made for the recruitment and retention strategies.
2. Increases occurred in the promotion rates and physical fitness. Family and student engagement increased overall.¹
3. Regular and non-regular participants experienced an increase in the average number of days absent from 2012–2013 to 2013–2014.
4. Mean grade point average (GPA) in the four core subject areas declined from 2012–2013 to 2013–2014 for regular and non-regular participants. However, both participant groups experienced an increase in course completion rates from 2012–2013 to 2013–2014.
5. A small decrease in discretionary removal rates occurred for the regular participant group and a small increase occurred for the non-regular participant group. No mandatory discipline removals occurred for the non-regular participant group in 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 Perez Elementary School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

It would be helpful if the program could offer some sort of incentive that would encourage people to stay with the program, especially after much time, effort, and money have gone into training them.

¹ Data from the student survey were not available when the center report was being 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.

Table of Contents

Executive Summary	i
Table of Contents	ii
List of Tables	iii
Introduction and Purpose of Program	1
<i>Family engagement.</i>	1
<i>Academic Assistance.</i>	1
<i>College and workforce readiness/awareness.</i>	1
<i>Enrichment.</i>	1
Evaluation Strategy	3
Expectations	3
Measurement	3
Program Design and Strategy: Logic Model	5
Program Design	5
Logic Model	7
Research Questions	9
Program Participation	11
Student Demographics	11
Program Intermediate Outcomes	13
Academic Achievement Outcome	13
Attendance Outcome	13
Discipline Outcome	14
Evaluator Commentary and Recommendations	15
Site Coordinator Commentary and Next Steps	16
References	17
Appendices	18
Appendix A. Parent Survey	18
Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring); Student Attendance Percentage	20

List of Tables

Table 1. Afterschool Program Objectives and Description of How They were Measured	4
Table 2. Campus Logic Model Excerpts.....	8
Table 3. Number of Students, by Campus and Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014	11
Table 4. Student Gender, Ethnicity, and Limited English Proficiency Status, by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014.....	11
Table 5. Frequency of Program Administration at Perez Elementary School,.....	12
by Program Type, 2013–2014	12
Table 6. Student Participation in Afterschool Programs at Perez Elementary School,	12
by Program Component, 2013–2014.....	12
Table 7. Afterschool Center on Education (ACE) Participants’ Core Grade Point Average,	13
by School Year	13
Table 8. Afterschool Center on Education (ACE) Participants’ Course Completion, by School Year	13
Table 9. Average Absent Days of Afterschool Center on Education (ACE) Participants, by School Year	14
Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year	14
Table 11. Percentage of Parents Indicating That They Participated in Afterschool Center on Education (ACE) Classes or Events, by Events/Activity Type	18
Table 12. Percentage of Parents Who Reported Each Quality of the.....	18
Afterschool Center on Education (ACE) Afterschool Program is Important	18

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

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

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

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

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

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

The primary challenge at Perez Elementary School was the fact that more than 80% of the students were designated at risk.

To address this issue, STAARBurst programs were implemented targeting students from 1st to 5th grade. In addition, the Perez ACE program recruited a diverse mix of students for the afterschool program. Students ranged from academically acceptable (i.e., who participated in enrichment activities, such as cooking, college readiness, and service learning) to students with academic deficiencies who were directed to the ACE STAARBurst program. Administration and teachers recommended students based on deficiencies in past test scores and classroom performance. Data were also the driving factor in recruitment of students for the STAARBurst program. For example, 3rd- and 4th-grade students' State of Texas Assessments of Academic Readiness (STAAR) and MOY (middle of year) scores were used to determine eligibility for the program.

The Readers Theatre and Lit Alive programs targeted 2nd-grade reading level, whereas the STAARBurst classes addressed math and reading deficiencies of 3rd- and 4th-grade students. Lastly, the Get Ready curriculum addressed college readiness for 5th-grade students.

This report examines outcomes for the ACE program at Perez Elementary School, which served 209 students during 2013–2014 school year.

Evaluation Strategy

Expectations

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

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

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

Measurement

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

*School Attendance*²

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

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, in 2013–2014, a negative correlation was found between the number of days students were enrolled and their absenteeism rate ($r = -.29$, $p < .0001$), i.e., students who were enrolled fewer days of the school year were absent for a greater proportion of those days. An absence or attendance rate that takes into account the days enrolled would be a better measure of student engagement.

Discipline Removals

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

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

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

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

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

Programming was developed based on the needs of Perez Elementary School. Upon implementation, project directors met with the site coordinator (SC) to set goals in the following

areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year, and adjustments were made. The project director (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC, who then met with the OST instructor. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including activity alignment; use of goals that are **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 Perez Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Perez 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
Human <ul style="list-style-type: none"> <u>Dena Bryant, Site Coordinator</u> <u>David Kauffman, Principal</u> <u>Katherine Kolander, School Counselor</u> <u>Ms. santamaria, Parent Support Specialist</u> Teachers: <ul style="list-style-type: none"> <u>Maia Chambers</u> <u>Nicholas Hall</u> <u>Carrie Cherek</u> Classified Staff: <ul style="list-style-type: none"> <u>Loren Franks</u> <u>Julie Humke</u> Temp Hourly Staff: <ul style="list-style-type: none"> <u>Ms. Dorothy Aguirre</u> <u>Ms. Reyna Aguirre</u> <u>Ms. Denise</u> Vendor Staff <ul style="list-style-type: none"> <u>4H</u> <u>Latinitas</u> <u>Young Rembrandts</u> <u>Leap Of Joy</u> <u>Active Life</u> <u>Creative Action</u> <u>Austin Film Society</u> <u>Roots and Rhythm</u> Parents Students SUPPORT <ul style="list-style-type: none"> <u>Melissa Jones, Project Administrator</u> <u>Guadalupe Ochoa, Grant Director</u> <u>Jeanette, FES</u> <u>Data Support, Wanda Atwood</u> <u>Accounting Support, Adrienne Bedford</u> <u>Laurie Celli, TAC</u> <u>Campus Leaders</u> 	School Program Alignment <ul style="list-style-type: none"> <u>MOU's with campus on file</u> <u>Curriculum aligned with district curriculum road map</u> <u>TEKS aligned lesson plans</u> <u>Needs Assessment</u> <u>Campus Improvement Plans</u> <u>Participation in Child Study Team</u> <u>Participation on Campus Advisory Council</u> Recruiting and Retaining (right students, right mix of students) <ul style="list-style-type: none"> <u>Students targeted for academic classes</u> <u>Consideration of student Social/Emotional Need</u> <u>Offer engaging activities</u> <u>Teacher recommendations</u> <u>Admin recommendations</u> Integrating Student and Family Voice <ul style="list-style-type: none"> <u>Parent Surveys</u> <u>Student Surveys</u> <u>Parent Advisory Council</u> <u>Met with Administration early in the year.</u> Ongoing Monitoring (data use and observation) <ul style="list-style-type: none"> <u>YPQ Assessments</u> <u>TX 21 Monthly</u> 	Academic Support	
		<u>Homework Help</u>	<u>offered 2.5 hours per week serving 135 students</u>
		<u>Staarburst</u>	<u>offered 12 hours per week serving 35 students</u>
		Enrichment	
		<u>Fine Arts Enrichment</u>	<u>offered 10.5 hours per week serving 48 students</u>
		<u>STEM Enrichment</u>	<u>offered 18 hours per week serving 72 students</u>
		<u>Literacy Enrichment</u>	<u>offered 12.0 hours per week serving 96 students</u>
		<u>Leadership/Character Education</u>	<u>offered 3 hours per week serving 15 students</u>
		<u>Physical Activity/Health and Nutrition</u>	<u>offered 12.0 hours per week serving 96 students, plus PE each day for every kid for 30 additional minutes; totally 2.0 hours for 141 students</u>
		Family Engagement	
		<u>Zumba</u>	<u>Offered 1.0 hour a week, serving 35 parents</u>
		<u>Parent Support Group –“Dealing with Trauma”</u>	<u>Offered 1.0 hour a month; serving 11 parents</u>
		College and Career	
		<u>Get Ready</u>	<u>offered 3 hours per week serving 15 students</u>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> • <u>Community Leaders</u> • <u>Social and Emotional Learning Dept.</u> • <u>RTI Department</u> • <u>Curriculum and Instruction Dept.</u> • <u>Innovation and Development Dept</u> • <u>Central Texas Afterschool Network</u> • <u>Travis County</u> • <u>City of Austin</u> • <u>KDK</u> • <u>UTeach</u> • <u>List other partners</u> <p><u>CURRICULUM</u></p> <ul style="list-style-type: none"> • <u>Research based curriculum</u> • <u>Sherelle Patisaul, Curriculum Specialist</u> • <u>Desiree Morales, Quality Coordinator</u> 	<p><u>Attendance Reviews</u></p> <ul style="list-style-type: none"> • <u>Pre/post test</u> • <u>Other</u> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • <u>YPQ</u> • <u>Lesson planning and delivery</u> • <u>SEL, PBS, ELL</u> • <u>Structured Play</u> • <u>CPR/First Aide</u> • <u>Summer Learning</u> • <u>Best Practices</u> <u>CTAN University</u> 		

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

Modifications

No changes were made in the logic model between the fall and spring terms because the site coordinator transferred to this campus late in the year.

Research Questions

Program Structure: Was the program implemented as intended?

Perez 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?

It would have been ideal if the program had been able to hire people who were working on an education degree or at least had an interest in continuing education. A large portion of the workforce available for hiring by the program was composed of people simply looking for a full-time job, regardless of the nature of the job. It would help the program's quality if we could offer an incentive that encourages good employees to stay with the program, especially after much time, effort, and money have been spent on training them.

Implementation Practices: Were program practices well implemented?

The program drew from district curriculum, Texas Essential Knowledge and Skills (TEKS)-aligned lesson plans, campus-based needs assessments, and improvement plans. Also, important for implementation were information and data provided by the Child Study Team and Campus Advisory Council.

Outputs–Activities: Were activities targeted to student needs?

Based on compiled campus needs and information acquired by the campuses, resources were included in our logic model. Fine arts, health/nutrition and literacy enrichment programming was administered. Leadership and character education programs served at-risk and academically challenged students.

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

No modifications were made to increase participation due to a decline in staff.

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

Homework help was offered for 2.5 hours per week, serving 135 students. STAARburst was offered for 12 hours per week, serving 35 students. Fine arts enrichment was offered for 10.5 hours per week, serving 48 students. Science, technology, engineering, and math (STEM) enrichment was offered for 18 hours per week, serving 72 students. Literacy enrichment was offered for 12.0 hours per week, serving 96 students. Leadership/character education was offered for 3 hours per week, serving 15 students. Physical activity/health and nutrition was offered for 12.0 hours per week, serving 96 students, and physical education was offered each day for every student for 30 additional minutes (i.e., a total of 2 hours for 141 students). For family engagement, Zumba was offered for 1.0 hour a week, serving 35 parents. Parent support groups (e.g., dealing with trauma) were offered 1.0 hour per month; serving 11 parents, and college and career Get Ready was offered 3 hours per week, serving 15 students.

Attendance was increased in the enrichment activities area. Homework help and STAARburst were required for selected students. College and career was geared toward the older students and consequently was typically offered to selected students.

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	%
Perez Elementary School	162	18%	47	5%	703	77%	912	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	Perez Elementary School	Participation status		
		Regular participants (n = 162)	Non-regular participants (n = 47)	Non-participants (n = 703)
Gender	Female	52%	67%	46%
	Male	48%	33%	54%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	1%	0%	0%
	Black or African American	4%	0%	5%
	Hispanic	89%	96%	91%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	0%	0%	0%
	White	6%	4%	3%
Limited English proficiency	% LEP	43%	49%	50%

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

The majority of students who participated in the afterschool program at Perez were classified as regular participants (i.e., attended the program for 30 or more days). Majority of regular and non-regular participants were female, while the majority of non-participants were male. The majority of students in all three participation groups were Hispanic. Fewer than half the students in all three participation groups

were classified as limited English proficient (LEP). No changes were made for the recruitment and retention strategies.

Student Attendance in ACE Activities

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

Activity category	Frequency
Academic enrichment learning program	3times a week
Activity to promote youth leadership	18 hours per week
Career/job training	18 hours per week
Community service/service learning	12 hours per week
Expanded library service hours	1 hour per week
Homework help	2.5 hours per week
Promotion of family literacy	1.0 hour a week
Promotion of parental involvement	1.0 hour a week
Tutoring	2.5 hours per week
Violence prevention	3 hours per week

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

The school had a mandatory homework program in place; consequently, very often the Home Help timeframe was allocated to students who were required to go to the school's program. This was addressed with the administration and will be corrected in the new school year. Promotion rates and physical fitness and increased. Family engagement and student engagement have overall gone up.

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	258	20%	258	20%
Enrichment	984	75%	984	75%
Family engagement	22	2%	22	2%
Career	63	5%	63	5%

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

Students participated in activities at levels appropriate to benefit from the activities. Students participating in STAARburst met the expected goals at the overall program level, relative to other students in similar schools with relatively similar backgrounds.

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.

Mean GPA in the four core subject areas declined from 2012–2013 to 2013–2014 for regular and non-regular participants. However, both participant groups experienced an increase in course completion rates from 2012–2013 to 2013–2014.

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

Perez Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.75	2.50	-0.25	2.98	2.64	-0.34
Math	2.87	2.70	-0.17	2.98	2.64	-0.34
Science	3.19	3.10	-0.09	3.23	3.02	-0.21
Social studies	3.32	3.28	-0.03	3.37	3.32	-0.05

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

Table 8. Afterschool Center on Education (ACE) Participants' Course Completion, by School Year

Perez Elementary School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	95.43%	97.65%	2.22%	96.66%	98.73%	2.07%

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

Attendance Outcome

Average absent days of ACE program participants at Perez Elementary 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.

Regular and non-regular participants experienced an increase in the average number of days absent from 2012–2013 to 2013–2014.

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

Perez Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	4.61	5.41	0.81	5.30	5.32

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.

Results indicated a small decrease in discretionary removal rates for the regular participant group and a small increase for the non-regular participant group. No mandatory discipline removals occurred for the non-regular participant group in 2013–2014.

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

Perez Elementary 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	0.02	0.02	0.00	0.00	0.00
Discretionary	0.18	0.15	-0.03	0.06	0.09	0.03

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. Results for academic achievement goals were mixed at Perez. For both participation groups, the core GPA decreased over time. However, both regular and non-regular participants experienced an increase in course completion rates from 2012–2013 to 2013–2014. 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 programs' goals. In addition, refinements to components that are effective should be ongoing so they can continue to meet the needs of students at Perez.

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

Recommendation 3. Discipline outcome goals were mixed at Perez. Results indicated a decrease in discretionary removal rates for the regular participant group only. No mandatory discipline removals occurred for the non-regular participant group in either school year. It is recommended that program staff continue to incorporate the activities that were effective in addressing disciplinary issues at their campus, while also implementing changes to better align with the program's goals so they can continue to meet the needs of all program participants at Perez.

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

1. We have many good resources for our activities; the problem does not lie in lack of resources. The ideal situation would be to hire people who are working on an education degree or at least have an interest in continuing education. We hire many people for our programs who are looking for a full-time job and who see us as just a pay check until they find that full-time position. It would help our quality to offer some sort of incentive that would encourage people to stay with our program, especially after much time, effort, and money has gone into training them.
2. During the year, the ACE program gives out student, parent, and teacher surveys to help us build our program. After the surveys are returned, we have a meeting to present the findings from the surveys. When not enough surveys have been returned, we sometimes resort to focus groups and sit with groups of students and parents to let them present their ideas and desires.
3. The site coordinator, with input from the faculty and administration, determines what activities will be offered in the beginning of each program. As the program continues, surveys from parents and students play an integral part in the decisions being made about activities offered.

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 419 parents of students who participated in ACE Austin Cycle 8 afterschool programs responded to the survey. Results of the parent survey indicated that *Family Nights/ Performances* (46%) received most parent attendance this past year, followed by *Zumba* (15%) and *Strengthening families* (14%) (Table 11). Respondents recommended the ACE program offer the following classes: *Zumba* (14%) and *Strengthening Families* (11%) 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	12%
English as a second language	6%
Family Nights/Performances	46%
Literacy	3%
Love & Logic	3%
Social & Emotional Learning	3%
Strengthening families	14%
Zumba	15%

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* (94%), *classes that encourage creativity* (75%), and *homework help* (75%).

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

	%
My child is in a safe environment afterschool	94%
Classes that encourage creativity	75%
Participation in sports and other physical activity	65%
Opportunity to have fun	68%
It's free of charge	70%
Free summer camp	40%
Fieldtrips	33%
Homework help	75%

Source. ACE Austin Parent Survey 2014

The majority (90% 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 (88%) 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 (95%). 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: Allison ES

Year: 2,014.00

C10 - Perez ES

Student Counts

Total Students:	213	
Total Regular Students:	167	78%
Total Non-Regular Students:	46	22%

Student Counts by Ethnicity

1997 Standard

Total: Regular: Non-Regular:	Hispanic				Two or More					
	194	91%			0	0%				
	149	70%			0	0%				
	45	21%			0	0%				
	American Indian/Alaskan		Asian		African American		Hawaiian/Pacific		White	
Total:	0	0%	1	0%	6	3%	0	0%	12	6%
Regular:	0	0%	1	0%	6	3%	0	0%	11	5%
Non-Regular:	0	0%	0	0%	0	0%	0	0%	1	0%

Student Counts by Gender

Regular Male:	82	38%	Regular Female:	85	40%
Non-Regular Male:	15	7%	Non-Regular Female:	31	15%

Student Counts by Category

Regular:	LEP:	79	37%	Eco. Dis.:	147	69%	Special:	7	3%	At Risk:	108	51%	ESL:	1	0%	Migrant:	0	0%
Non-Regular:	LEP:	22	10%	Eco. Dis.:	42	20%	Special:	0	0%	At Risk:	35	16%	ESL:	0	0%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	22	10%	5th:	28	13%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	4	2%	5th:	8	4%	9th:	0	0%
	K:	0	0%	2nd:	42	20%	6th:	0	0%	10th:	0	0%
	K:	2	1%	2nd:	10	5%	6th:	0	0%	10th:	0	0%
				3rd:	42	20%	7th:	0	0%	11th:	0	0%
				3rd:	13	6%	7th:	0	0%	11th:	0	0%
				4th:	33	15%	8th:	0	0%	12th:	0	0%
				4th:	9	4%	8th:	0	0%	12th:	0	0%

Activity Average Daily Attendance

Printed Date: 8/18/2014

Grantee: Austin ISD**Combined Schools: Allison ES****Center: C10 - Perez ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
ACEletes-5th	16	0	12	12	11	9	0
Active Life - 2A	18	0	24	22	15	15	0
ActiveLIFE 1st B	11	0	12	10	9	9	0
ActiveLife-1stA	11	0	12	11	9	9	0
All Star Sports - 1B	11	0	12	11	8	8	0
Austin Film Society-4th	9	0	24	22	6	6	0
Chess-1stA	11	0	12	10	9	8	0
Choir	42	0	12	14	26	21	0
Creative Action-4th	11	0	24	21	4	4	0
Creative Movement-3rdA	13	0	24	21	9	9	0
ELA - 4B	6	0	24	22	3	3	0
ELA 3d B	9	0	24	22	5	4	0
Fun and Fit Older	8	0	22	19	6	5	0
Fun and Fit Younger	10	0	22	19	7	7	0
Germ Fun-1stA	11	0	12	10	9	9	0
Get Ready: Leadership - 5th gr	16	0	12	10	10	10	0
Green Team	57	0	12	11	14	19	0
Leap of Joy 1A	11	0	12	12	9	8	0
Lights on After School	0	29	1	1	0	0	29
Multi Cultural Arts	12	0	22	19	8	8	0
Mythbusters 2nd	17	0	24	21	12	11	0
Roots and Rhythm-1stB	11	0	12	12	9	9	0
Service Learning-5th	16	0	12	11	10	9	0
STEM - 4th	8	0	24	21	4	5	0
STEM-3rd	10	0	24	21	7	7	0
Stomp the Yard-5th	15	0	12	10	10	8	0
Technology 3A	16	0	24	22	10	11	0
Totally Art-1stB	11	0	12	10	9	9	0
Web Design	5	0	11	9	4	4	0

Activity Average Daily Attendance

Printed Date: 6/12/2014

Grantee: Austin ISD

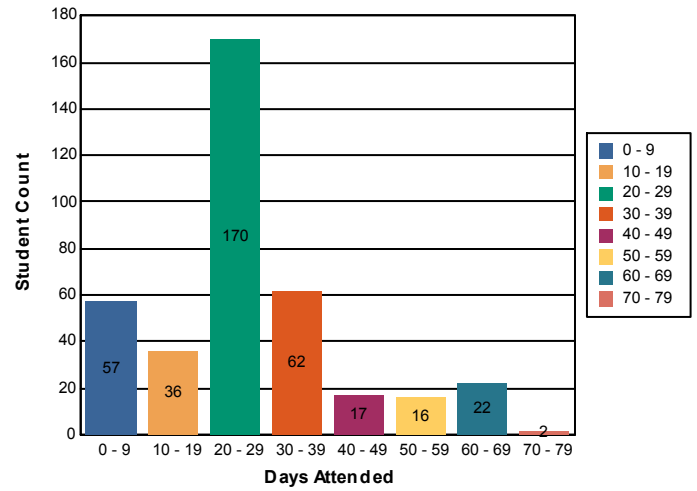
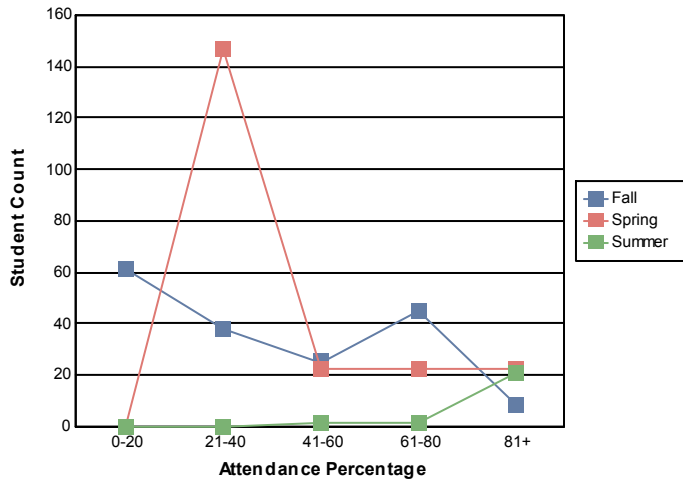
Combined Schools: Allison ES

Center: C10 - Perez ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
ACE Active Parents-Trn/Mtg/Trp	0	36	4	7	0	0	6
Achievers of Perez	213	0	23	21	164	150	0
Active Life 1st	9	0	35	33	7	7	0
Active Life 1st - HW	9	0	35	33	7	8	0
Active Life 1st - PE	9	0	35	33	7	8	0
Active Life 2nd & 3rd	23	0	36	32	9	9	0
Active Life 2nd & 3rd - HW	23	0	36	32	9	9	0
Active Life 2nd & 3rd - PE	23	0	36	32	9	9	0
Chess/ H.L. 1st	7	0	35	33	4	5	0
Chess/ H.L. 1st - HW	7	0	35	33	4	5	0
Chess/ H.L. 1st - PE	7	0	35	33	4	5	0
Creative Action 4th & 5th	17	0	35	33	3	4	0
Creative Action 4th & 5th - HW	17	0	35	33	3	4	0
Creative Action 4th & 5th - PE	17	0	35	33	3	4	0
Creative Movement 2nd & 3rd	13	0	35	33	8	9	0
Creative Movement 2nd & 3rd-HW	13	0	35	33	8	8	0
Creative Movement 2nd & 3rd-PE	13	0	35	33	8	8	0
ELA 3rd	16	0	36	32	7	8	0
ELA 3rd - HW	16	0	36	32	7	8	0
ELA 3rd - PE	16	0	36	32	7	8	0
ELA 4th	5	0	36	32	4	4	0
ELA 4th - HW	5	0	36	32	4	4	0
ELA 4th - PE	5	0	36	32	4	4	0
Extreme Science 5th	12	0	35	33	4	6	0
Extreme Science 5th - HW	12	0	35	33	4	6	0
Extreme Science 5th - PE	12	0	35	33	4	6	0
Film Club 4th & 5th	13	0	36	32	3	4	0
Film club 4th & 5th - HW	13	0	36	32	3	4	0
Film Club 4th & 5th - PE	13	0	36	32	3	4	0
Flag Football 3rd-5th	12	0	36	32	5	6	0
Flag Football 3rd-5th - HW	12	0	36	32	5	6	0
Flag Football 3rd-5th - PE	12	0	36	32	5	6	0
Fun Friday	19	0	9	6	12	12	0
Gardening Club 2nd & 3rd	16	0	35	33	8	8	0
Gardening Club 2nd & 3rd - HW	16	0	35	33	8	8	0
Gardening Club 2nd & 3rd - PE	16	0	35	33	7	8	0
Latinitas	13	0	18	16	10	10	0
Math Made Fun 1st	10	0	36	32	8	8	0
Math Made Fun 1st - HW	10	0	36	32	8	8	0
Math Made Fun 1st - PE	10	0	36	32	8	8	0
Parent's In the Know	0	1	1	1	0	0	1
Pet Pals - 2nd	16	0	36	32	6	6	0
Pet Pals 2nd - HW	16	0	36	32	6	6	0
Pet Pals 2nd - PE	16	0	36	32	6	6	0
Readers Theatre 2nd/3rd	9	0	35	39	1	2	0
Readers Theatre 2nd/3rd - HW	9	0	35	39	1	2	0
Readers Theatre 2nd/3rd - PE	9	0	35	39	1	2	0
UTEACH 3rd	11	0	35	33	7	8	0
UTEACH 3rd - HW	11	0	35	33	7	8	0
UTEACH 3rd - PE	11	0	35	33	7	8	0
Web Design	6	0	4	2	6	6	0
zLast Week of Fall Programming	177	0	5	5	165	131	0

Grantee: Austin ISD

C10 - Perez ES



Attendance %	Fall	Spring	Summer
0-20	61	0	0
21-40	38	147	0
41-60	25	22	1
61-80	45	22	1
81+	8	22	21
Total	177	213	23

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