

Afterschool Centers on Education

Cycle 8 Boys & Girls Club of Austin

Austin Independent School District

Sims 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 Sims Elementary School in Austin Independent School District (AISD) served 141 students. This report examines program implementation and outcomes of the ACE program at Sims Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. The majority of students who participated in the afterschool program at Sims were classified as regular participants (i.e., student who attended the program for 30 or more days). The majority of regular participants were female, while the majority of non-regular participants and non-participants were male. The majority of students were Hispanic. All three participation groups had a high percentage of African American students. Fewer than 40% of students were classified as limited English proficient (LEP).
2. The program at Sims was well implemented in spite of some challenges, such as space availability, staffing issues, and scheduling issues. Students’ participation was at a proper level, and parents were engaged in family nights.¹
3. Results for academic achievement goals were mixed at Sims. For both participation groups, the core grade point average (GPA) decreased over time. However, both regular and non-regular participants experienced an increase in course completion rates from 2012–2013 to 2013–2014.
4. Attendance outcome goals were met at Sims. The mean absent days decreased from 2012–2013 to 2013–2014 for regular participants and non-regular participants. Based on this finding, it is recommended that program staff at Sims continue to implement and refine the program components and activities that successfully addressed attendance issues at their campus.
5. Discipline outcome goals were mostly positive at Sims. The non-regular participant group successfully met the discipline goal of fewer discipline removals (i.e., mandatory and discretionary). Regular participants experienced a decrease in mandatory discipline removals only from 2012–2013 to 2013–2014..

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

1. Implement more academic related programs that focus on reading, writing, science, and social studies

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.

2. Implement more academic and enrichment programs that engage and attract the interest of students
3. Offer lessons that align with the school's objectives and focus on social and emotional learning to teach students how to resolve issues presented and how to control their reactions when faced with an issue

Table of Contents

Executive Summary	i
Table of Contents	iii
List of Tables and Figures	iv
Introduction and Purpose of Program	1
Evaluation Strategy	2
Expectations	2
Measurement	2
Program Design and Strategy: Logic Model	4
Program Design	4
Logic Model	4
Research Questions	7
Program Participation	10
Student Demographics	10
Student Attendance in ACE Activities	11
Program Intermediate Outcomes	12
Academic Achievement Outcome	12
Attendance Outcome	12
Discipline Outcome	13
Evaluator Commentary and Recommendations	14
Site Coordinator Commentary and Next Steps	15
References	16
Appendices	17
Appendix A. Parent Survey	17
Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring); Student Attendance Percentage	19

List of Tables and Figures

Table 1. Afterschool Program Objectives and Description of How They Were Measured.....	3
Table 2. Campus Logic Model Excerpts.....	5
Table 3. Number of Students by Campus and ACE Austin Participation Status, 2013–2014	10
Table 4. Student Gender, Ethnicity, and LEP Status,	10
by ACE Austin Participation Status, 2013–2014	10
Table 5. Student Participation in Afterschool Programs at Sims Elementary School,	11
by Activity Category, 2013–2014	11
Table 6. Student Participation in Afterschool Programs at Sims Elementary School ,	11
by Program Component, 2013–2014.....	11
Table 7. ACE Participants Core GPA, by School Year	12
Table 8. ACE Participants Course Completion, by School Year.....	12
Table 9. Average Absent Days of ACE Participants, by School Year	13
Table 10. Mandatory and Discretionary Discipline Removals of ACE Austin Participants,.....	13
by School Year.....	13
Table 11. Percentage of Parents Indicating That They Participated in ACE Classes or Events,	17
Table 12. Percentage of Parents Who Reported Each Quality of the.....	17
ACE Afterschool Program is Important.....	17

Introduction and Purpose of Program

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

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

The following six sites are served by the ACE BGCA grant: LBJ High School, Garcia Middle School, Overton Elementary, Sims Elementary, Jordan Elementary, and Walnut Creek Elementary. All these schools have high concentrations of economically disadvantaged students. These schools were chosen because of their high rates of poverty, as well as retention and disciplinary action, and low attendance and graduation rates.

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

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

The primary challenges at Sims Elementary were low reading and writing levels. As a result, the Lela program was implemented to target 3rd- and 4th-grade students. The Lela program provided lessons to include reading and writing that correlated with the school's curriculum and State of Texas Assessment of Academic Readiness (STAAR). The afterschool program also incorporated lessons (e.g., Kidzlit, Read it, and Eat it) to assist in these areas. Kidzlit and Read it and Eat it allowed students to read a specific book and break it down by identifying the characters, plot, main idea, and other concepts.

This report examines outcomes for the ACE program at Sims Elementary School, which served 141 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 Attendance²

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

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

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

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

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

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

Logic Model

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

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs – Activities	Outputs - Participation
<p>Human:</p> <ul style="list-style-type: none"> • <u>1 Project Director, Kelley Carmon, BA</u> • <u>1 Site Coordinator, Patricia Drake, MS</u> • <u>1 Program Director, Samantha Boyer, BS</u> • <u>1 Program Director, William Platt, BS</u> • <u>6 YDP Instructors</u> • <u>1 college students who want careers in education</u> • <u>External experts and partners</u> <ul style="list-style-type: none"> ○ <u>UTeach</u> ○ <u>AISD</u> ○ <u>CTAN</u> ○ <u>YPQA</u> • <u>125 Students</u> • <u>25 Parents</u> <p>Support:</p> <ul style="list-style-type: none"> • <u>Grant leadership/project director/FES</u> • <u>CTAN</u> • <u>YPQA national quality assurance standards</u> • <u>University of Texas UTeach program</u> • <u>Financial</u> <ul style="list-style-type: none"> ○ <u>Budgets</u> ○ <u>Controller; Elizabeth Roden</u> • <u>Facilities</u> 	<p>School program alignment</p> <ul style="list-style-type: none"> • <u>with unit and lesson plans (TEKS)</u> <p>Recruiting participants</p> <ul style="list-style-type: none"> • <u>school admin referrals of 12 3rd and 12 4th graders</u> • <u>open enrollment advertised to 1st-5th graders</u> <p>Retaining participants</p> <ul style="list-style-type: none"> • <u>surveys</u> • <u>incentives</u> <p>Well structured</p> <ul style="list-style-type: none"> • <u>ongoing monitoring of data</u> • <u>site observations with feedback</u> <p>Voice/Choice</p> <ul style="list-style-type: none"> • <u>parent surveys</u> • <u>student surveys</u> <p>Qualified personnel</p> <ul style="list-style-type: none"> • <u>staff orientation done by director</u> • <u>YPQA trainings</u> 	<p>Academic Support</p> <ul style="list-style-type: none"> • <u>Power Hour</u> • <u>UTeach</u> • <u>LeLa</u> • <u>4H</u> • <u>Kidzlit</u> • <u>Psyched on Science</u> • <u>Read it & Eat it</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Kidzlit • Psyched on Science <p>Enrichment</p> <ul style="list-style-type: none"> • <u>Brick Lab</u> • <u>Gameroom</u> • <u>Healthy Habits</u> • <u>SMART Kids</u> • <u>I Heart Art</u> • <u>Arts and Crafts</u> • <u>Bring Your a Game</u> • <u>Project Adventure</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Healthy Habits • SMART Kids • Art Attacks <p>Family and Parental Support</p> <ul style="list-style-type: none"> • <u>Family Nights</u> <p>College/Career Readiness</p> <ul style="list-style-type: none"> • <u>Jr Staff</u> • <u>Club Tech</u> 	<ul style="list-style-type: none"> • <u>Target #125; 216 hours; 1st-5th; M-Th 2:45-4:15 (YDP instructors)</u> • <u>Target # 12; 48 hours; 3rd & 4th; T/TH 4:15-5:45 (UT students)</u> • <u>Target # 12; 108 hours; 3rd & 4th; M/W 4:15-5:45 (college students)</u> • <u>Target # 20; 108 hours; 2nd; T/TH 4:15-5:45 (4H instructor)</u> • <u>Target #29; 48 hours; 1st; M/T 4:15-5:45pm (YDP Instructor)</u> • <u>Target #15; 24 hours; 1st-4th; F 4:15-5:45pm (YDP Instructor)</u> • <u>Target #29; 108 hours; 1st; M/T 4:15-5:45pm (YDP Instructor)</u> <p>Spring 2014</p> <ul style="list-style-type: none"> • Target #29; 60 hours; 1st; M/T 4:15-5:45pm (YDP Instructor) • Target #15; 60 hours; 1st-4th; F 4:15-5:45pm (YDP Instructor) <ul style="list-style-type: none"> • <u>Target #15; 54 hours; 1st-4th; F 4:15-5:45pm (YDP instructor)</u> • <u>Target #100; 170 hours; 2nd, 4th, 5th; M-F 4:15-5:45pm (YDP Instructor)</u> • <u>Target #20; 48 hours; 2nd; M/T 4:15-5:45pm (YDP Instructor)</u> • <u>Target #25; 16 hours; 5th; M 4:15-5:45pm (YDP Instructor)</u> • <u>Target #25; 16 hours; 5th;</u>

Resources	Implementation	Outputs – Activities	Outputs - Participation
<ul style="list-style-type: none"> ○ <u>Campus space</u> • <u>21st century web based tracking system</u> • <u>TEA/Edvance</u> <p>Curriculum</p> <ul style="list-style-type: none"> • <u>Activity planning form (TEKS aligned)</u> <p><u>Healthy Habits; SMART Moves; UTeach; LeLa; I heart art; arts and crafts; sports; psyched on science; brick lab, art attacks)</u></p>	<ul style="list-style-type: none"> • <u>Part time carousal trainings</u> <p><u>Monthly staff meetings</u></p>		<p>F 4:15-5:45pm (YDP Instructor)</p> <ul style="list-style-type: none"> • <u>Target #90; 180 hours; 1st-4th; 4:15-5:45pm (YDP Instructor)</u> • <u>Target #125; 270 hours; 4:15-5:45pm (YDP Instructor)</u> • <u>Target #25; 54 hours; 5th; Th 4:15-5:45pm (YDP Instructor)</u> <ul style="list-style-type: none"> • <u>Target #20; 60 hours; 3rd; M/Th 4:15-5:45pm (YDP Instructor)</u> • <u>Target #25; 30 hours; 4th; W 4:15-5:45pm (YDP Instructor)</u> • <u>Target #25; 30 hours; 5th; T 4:15-5:45pm (YDP Instructor)</u> <ul style="list-style-type: none"> • <u>Target #25; 16 hours; Th 5:00-6:00pm</u> • <u>Target #1; 120 hours; 4th M 4:15-5:45pm (YDP Instructor)</u> • <u>Target #25; 24 hours; 5th; W 4:15-5:45pm (YDP Instructor)</u>

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

Modifications

The program changed the grade level of focus for several of the classes, including Healthy Habits, SMART Kids, Psyched About Science, and Club Tech. The primary reason for changing the grade level of focus for these groups was to focus on providing a wide range of programming for all students, given new tools to use, and expanding their knowledge in different areas. Changing the grade level helped keep the scholars interested and engaged in the program.

Research Questions

Program Structure: Was the program implemented as intended?

Sims Elementary School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
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The programming implementation was rated as an 8. Overall, the classes were structured and successful. Areas for improvement included increasing documentation and tracking of college and career readiness activities and working with the principal to obtain more classroom space for the afterschool lessons.

Resources: Were requisite resources available for program success?

The budget was well aligned to programming needs, which made the necessary items available for the club. These included enrichment tools for homework hour, books for Kidzlit, and bilingual books for Family Literacy Nights. The biggest issue with regard to resource availability was the lack of space for the program. The program sometimes had to use outside space, which was difficult when the weather was not at a comfortable temperature.

Implementation Practices: Were program practices well implemented?

One of the biggest challenges with regard to school program alignment was that the students selected by the principal to participate in reading or math interventions with the Boys and Girls Club were also selected for afterschool tutoring. Students were burnt out and unmotivated by the time they reached the afterschool tutoring groups because they had participated in afterschool tutoring until 4 pm and then were expected to come to another intervention. This also left them no time within the program to complete homework (a priority component of Boys and Girls Club for parents and teachers). Participation in the Lela and Uteach programs was mandatory, which lead to high attendance and retention, but decreased the overall appeal of the program for students. To compensate for this, it was important to incorporate the youth voice. In the spring semester, we provided two new enrichment classes (chosen using responses on needs and interests surveys) to help balance the heavy academic component with activities of interest.

The modifications included more communication with the teachers. The program tracked and assisted students who were in tutoring and provided a better plan to assist with homework completion on tutoring days. The UTeach program was assessed and discontinued for the spring semester. This allowed the program staff to focus on offering a variety of classes that appealed to students in terms of academics, healthy lifestyles, and enrichment.

Outputs–Activities: Are activities targeted to student needs?

The program modified the unit and lesson plans to make them align with the school's learning objectives. Communication with teachers and staff, as well as the campus needs assessment results, were used to meet the needs of the school. The program received a lot of input from the teachers and principal to help make any modifications. The Campus Needs Assessment completed for this year will be used for the next school year. Examples of the changes made included the grade-level change for Healthy Habits (i.e., offering it to 3rd graders), and offering Smart Kids to 1st and 2nd graders. The goal for these changes was to start at an early age with both subjects.

The club director completed one-on-one training and on-the-job training as staff were hired. Unannounced observations were completed on a weekly basis and shared with staff to improve in areas needed. Program staff attended monthly Youth Program Quality Assessment (YPQA) trainings. The program director completed monthly site evaluations and shared the results with the club director, who then used the feedback to further improve programming.

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

One of the primary strategies used to increase program participation was providing enrichment classes that were based on students' interests. Understanding that this was the first year of implementation at Sims, it was imperative to understand what students needed and were interested in. The surveys and input from the teachers helped drastically when creating lessons. The acceptance and understanding of the mission of the Boys and Girls Club allowed the Youth Development Professional staff to embrace the concept and create an atmosphere that was fun and a great learning environment, regardless of any obstacles that were faced. In enrichment classes, the staff were trained on new ways to present lessons, new ice breakers, new games, and new strategies to engage elementary students. The program staff monitored the progress through conversations and surveys with students and parents.

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

The allocation of academic support, enrichment, family engagement, and college and career readiness classes was based on the needs of students.

- College and career readiness were targeted at 4th and 5th graders because they were able to identify and understand concepts and were interested in this area. The program had professionals from the community come in once a week to speak to students about their professions and the colleges they attended. Junior staff was offered daily, and Club Tech was offered once a week. Family engagement was difficult in the beginning but increased steadily.

- Family Nights offered literacy nights, game nights, and fitness nights. Parent surveys showed that parents really looked forward to more family sports opportunities.

- Enrichment activities were offered daily at Boys and Girls Club and were balanced by

grade level, with each grade receiving two to three classes of academic enrichment and two to three classes of enrichment.

- Academic enrichment activities were offered for each grade level daily through homework help and several times a week for core subjects.

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	%
Sims Elementary School	130	47%	11	4%	136	49%	277	100%

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

Table 4. Student Gender, Ethnicity, and LEP Status, by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014

Demographics	Sims Elementary School	Participation status		
		Regular participants (n = 130)	Non-regular participants (n = 11)	Non-participants (n = 136)
Gender	Female	52%	27%	47%
	Male	48%	73%	53%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	0%	0%
	Black or African American	36%	27%	48%
	Hispanic	60%	64%	49%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	2%	0%	1%
Limited English proficiency	% LEP	38%	36%	23%

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

The majority of students who participated in the afterschool program at Sims were classified as regular participants (i.e., student who attended the program for 30 or more days). The majority of regular participants were female, while the majority of non-regular participants and non-participants were male. The majority of students were Hispanic. The majority of students were Hispanic. All three participation

groups had a high percentage of African American students. Fewer than 40% of students were classified as limited English proficient (LEP).

Student Attendance in ACE Activities

Table 5. Student Participation in Afterschool Programs at Sims Elementary School, by Activity Category, 2013–2014

Activity Category	Frequency
Academic enrichment learning program	Daily
Activity to promote youth leadership	Daily
Career/job training	Daily
Drug/substance abuse prevention	Monthly
Homework help	Daily
Promotion of family literacy	Monthly
Promotion of parental involvement	weekly
Recreational activity	Daily
Violence prevention	Daily

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

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	875.5	64%	1094.4	64%
Enrichment	445.5	32%	556	32%
Family engagement	16	1%	20	1%
Career	39	3%	48.75	3%

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

College and career readiness was at low levels. The afterschool program at Sims will track and monitor college and career readiness better for the following year. The program will continue to maintain the Junior Staff program and Club Tech program, and track monthly professional guest speakers and college field trips.

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.

The 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

Sims Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.73	2.48	-0.25	2.75	1.89	-0.86
Math	2.98	2.57	-0.40	3.00	2.33	-0.67
Science	3.27	3.07	-0.20	3.25	2.56	-0.69
Social studies	3.47	3.44	-0.03	3.25	3.00	-0.25

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

Sims 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	94.85%	97.05%	2.20%	92.23%	94.47%	2.24%

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

Attendance Outcome

Average absent days of ACE program participants at Garcia 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 included both excused and unexcused absences. Regular and non-regular

participants experienced a decrease in mean absences from 2012–2013 to 2013–2014.

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

Sims Elementary 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	6.61	4.37	-2.24	9.64	6.18	-3.45

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 percentages of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014. Non-regular participants did not have any mandatory discipline removals for either 2013–2014 or 2012–2013. In addition, non-regular participants experienced a decline in discretionary discipline removals over time. Regular program participants had fewer mandatory discipline removals in 2013–2014 than in 2012–2013. However, this participant group had slightly more discretionary removals over time.

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

Sims Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.02	0.00	-0.02	0.00	0.00	0.00
Discretionary	0.03	0.05	0.02	1.17	0.50	-0.67

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 Sims. For both participation groups, 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 program’s goals. In addition, refinements to components that are effective should be ongoing so they can continue to meeting the needs of students at Sims.

Recommendation 2. Attendance outcome goals were met at Sims. The mean absent days decreased from 2012–2013 to 2013–2014 for regular participants and non-regular participants. Based on this finding, it is recommended that program staff at Sims continue to implement and refine the program components and activities that successfully addressed attendance issues at their campus.

Recommendation 3. Discipline outcome goals were mostly positive at Sims. The non-regular participant group successfully met the discipline goal of fewer discipline removals (i.e., mandatory and discretionary). Regular participants experienced a decrease in mandatory discipline removals only from 2012–2013 to 2013–2014. It is recommended that program staff continue to incorporate the activities that were effective in addressing the disciplinary issues at their campus, while also implementing changes to better align with program goals so they can continue to meet the needs of all program participants at Sims.

Site Coordinator Commentary and Next Steps

Considering the decrease in the core GPA, the afterschool program at Sims will implement more academic-related afterschool programs to better align with the program’s goals. This will include academic programs that focus on the targeted areas for each grade (e.g., reading, writing, science, and social studies). To maintain and increase the attendance goals, the program will continue to implement academic and enrichment programs that engage and attract the interest of our scholars. The program will also continue to create a welcoming, safe, and friendly environment so the students will continue to want to attend. Sims regular participants experienced a decrease in mandatory discipline removals only from 2012–2013 to 2013–2014. This shows that the program is headed in the right direction. The program will continue to offer lessons that align with the school’s objectives and focus on the social and emotional learning to teach students how to resolve issues presented and how to control their reactions when faced with an issue.

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD DRE, ACE program staff at Sims Elementary School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Implement more academic related programs that focus on reading, writing, science, and social studies
2. Implement more academic and enrichment programs that engage and attract the interest of the students
3. Offer lessons that align with the schools objectives and focus on the social and emotional learning to teach students how to resolve issues presented and how to control their reactions when faced with an issue

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 BGCA program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 147 parents of students who participated in BGCA cycle 8 afterschool programs responded to the survey. Results of the parent survey indicated that *Family Nights/ Performances* (67%) received most parent attendance this past year, followed by *Zumba* (11%) and *Coffee with Principal* (10%) (Table 11). Respondents recommended the afterschool program offer the following classes: *Zumba* (28%) and *English as a second language* (22%) 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	10%
English as a second language	8%
Family nights/performances	67%
Literacy	5%
Love & logic	6%
Social & emotional learning	2%
Strengthening families	3%
Zumba	11%

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 (89%), *Homework help* (88%), and *Free of charge* (70%).

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	89%
Classes that encourage creativity	64%
Participation in sports and other physical activity	69%
Opportunity to have fun	65%
It's free of charge	70%
Free summer camp	48%
Fieldtrips	54%
Homework help	88%

Source. ACE Austin Parent Survey 2014

The majority (81% and 82%, 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 (89%) of the parent respondents reported that they knew who to contact when they had questions about the BGCA afterschool program. Almost all (98%) parent survey respondents also reported that their children were doing better in school because of the afterschool program. All of them believed that their children enjoyed the time in the afterschool program.

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

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Year: 2014

C5 - Sims ES

Student Counts			
Total Students:	142		
Total Regular Students:	133	94%	
Total Non-Regular Students:	9	6%	

Student Counts by Ethnicity

1997 Standard	% of		% of		% of		% of		% of	
	of	Sub	of	Sub	of	Sub	of	Sub	of	Sub
	Tot	Pop	Tot	Pop	Tot	Pop	Tot	Pop	Tot	Pop
	Hispanic		Two or More		White		American Indian/Alaskan			
Total:	86	61%	4	3%	3	2%	0	0%	0	0%
Regular:	80	56%	4	3%	2	1%	0	0%	0	0%
Non-Regular:	6	4%	0	0%	1	1%	0	0%	0	0%
	Asian		African American		Hawaiian/Pacific					
Total:	0	0%	49	35%	0	0%				
Regular:	0	0%	47	33%	0	0%				
Non-Regular:	0	0%	2	1%	0	0%				

Student Counts by Gender

Regular Male:	64	45%	Regular Female:	69	49%
Non-Regular Male:	4	3%	Non-Regular Female:	5	4%

Student Counts by Category

		% of	% of		% of	% of		% of	% of
		Tot	Sub		Tot	Sub		Tot	Sub
		Pop	Pop		Pop	Pop		Pop	Pop
Regular:	LEP:	47	33%	Eco. Dis.:	119	84%	Special:	8	6%
Non-Regular:	LEP:	3	2%	Eco. Dis.:	6	4%	Special:	0	0%
Regular:	At Risk:	74	52%	ESL:	2	1%	Migrant:	0	0%
Non-Regular:	At Risk:	5	4%	ESL:	0	0%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	28	20%	5th:	24	17%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	5	4%	5th:	1	1%	9th:	0	0%
	K:	0	0%	2nd:	28	20%	6th:	0	0%	10th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	0	0%	10th:	0	0%
				3rd:	29	20%	7th:	0	0%	11th:	0	0%
				3rd:	3	2%	7th:	0	0%	11th:	0	0%
				4th:	24	17%	8th:	0	0%	12th:	0	0%
				4th:	0	0%	8th:	0	0%	12th:	0	0%

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C5 - Sims ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 2A	11	0	12	12	8	8	0
4H 2B	11	0	12	12	7	7	0
Around Town	123	0	1	4	7	14	0
Art and Me 1A	15	0	12	11	8	7	0
Art and Me 1B	15	0	12	12	8	8	0
Art and Me 2A	11	0	12	11	6	6	0
Art and Me 2B	11	0	13	11	6	7	0
Art and Me 3A	18	0	12	12	11	11	0
Art and Me 3B	12	0	12	10	8	8	0
Art and Me 4A	9	0	12	11	6	6	0
Art and Me 4B	12	0	12	11	10	10	0
Bricklab 1&2	18	0	9	8	11	9	0
Bricklab 2nd	22	0	4	4	11	10	0
Bricklab 3&4	13	0	9	8	8	7	0
Bring Your A Game 1A	15	0	12	10	8	8	0
Bring Your A Game 1B	15	0	12	11	8	9	0
Bring Your A Game 2nd	22	0	4	4	11	10	0
Bring Your A Game 3A	18	0	12	11	9	9	0
Bring Your A Game 3B	12	0	12	11	7	9	0
Bring Your A Game 4th	20	0	3	3	15	15	0
Bring Your A Game 5th	24	0	14	14	17	17	0
Club Tech 3rd	30	0	3	3	20	19	0
Club Tech 4th	20	0	3	3	15	15	0
Club Tech 5th	24	0	14	13	16	17	0
Family Night	0	29	8	7	0	0	2
Gameroom 2A	11	0	12	11	7	7	0
Gameroom 2B	11	0	13	12	6	7	0
Gameroom 3rd	30	0	3	3	1	1	0
Gameroom 4A	9	0	12	12	7	6	0
Gameroom 4B	11	0	12	10	9	9	0
Gameroom 5th	24	0	14	13	16	17	0
Healthy Habits 2A	11	0	12	10	7	8	0
Healthy Habits 2B	11	0	13	13	7	7	0
I Heart Art 5th	24	0	14	13	11	12	0
Junior Staff	3	0	9	7	1	1	0
KidzLit 1A	15	0	12	11	7	7	0
KidzLit 1B	15	0	12	11	8	8	0
LeLa 3A	16	0	22	19	10	10	0
LeLa 4A	9	0	22	19	7	7	0
Parents in the Know	0	23	1	1	0	0	23
Power Hour 1A	15	0	48	44	10	10	0
Power Hour 1B	15	0	48	44	10	10	0
Power Hour 2A	11	0	48	51	9	8	0
Power Hour 2B	11	0	52	48	9	9	0
Power Hour 3A	18	0	48	44	13	12	0
Power Hour 3B	12	0	48	44	9	9	0
Power Hour 4A	9	0	48	44	7	7	0
Power Hour 4B	11	0	48	44	10	10	0
Power Hour 5th	24	0	55	51	19	19	0
Project Adventure	23	0	14	13	14	14	0
Psyched About Science 1&2	16	0	9	8	8	8	0
Psyched About Science 1st	29	0	3	3	21	17	0
Psyched About Science 3&4	14	0	9	8	6	7	0
Read it and Eat it 1A	15	0	12	12	9	9	0
Read it and Eat it 1B	15	0	12	10	9	9	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C5 - Sims ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Smart Kids 1st	29	0	3	3	20	17	0
Smart Kids 5th	24	0	13	11	15	14	0
Uteach 3B	12	0	22	21	9	9	0
Uteach 4B	11	0	22	21	8	9	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C5 - Sims ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 2A	12	0	20	19	8	8	0
4H 2B	12	0	20	19	5	5	0
Around Town	38	0	6	7	7	8	0
Art and Me 1A	12	0	19	17	7	7	0
Art and Me 1B	11	0	20	19	7	7	0
Art and Me 2A	12	0	19	17	9	9	0
Art and Me 2B	12	0	20	19	6	5	0
Art Attacks 3B	8	0	20	19	6	8	0
Art Attacks 5th	14	0	20	19	7	7	0
Bricklab 1&2	11	0	20	18	7	7	0
Bricklab 3&4	11	0	20	18	7	7	0
Bring Your A Game 1A	12	0	20	19	7	7	0
Bring Your A Game 1B	11	0	19	17	6	7	0
Bring Your A Game 2A	12	0	20	19	8	8	0
Bring Your A Game 2B	12	0	19	17	5	5	0
Bring Your A Game 3A	10	0	20	19	5	5	0
Bring Your A Game 3B	13	0	20	19	7	8	0
Bring Your A Game 4A	9	0	20	19	6	6	0
Bring Your A Game 4B	11	0	20	19	7	7	0
Bring Your A Game 5th	16	0	20	18	7	7	0
Campfire 3B	8	0	20	19	6	7	0
Campfire 4B	8	0	20	19	5	6	0
Cheerleadiing	15	0	20	20	14	14	0
Club Tech 5th	16	0	20	19	9	9	0
Fall 2013 Academics	113	0	8	8	106	104	0
Fall 2013 Enrichment	113	0	10	10	73	68	0
Fall 2013 Family Night	0	2	2	2	0	0	1
Family Night	0	15	20	19	0	0	2
Gamerroom 4A	9	0	20	19	7	8	0
Gamerroom 4B	8	0	20	19	5	6	0
Gamerroom 5th	17	0	20	18	13	11	0
Healthy Habits 3A	10	0	20	19	5	5	0
Healthy Habits 3B	13	0	19	17	9	10	0
Junior Staff	12	0	99	92	1	2	0
KidzLit 1B	11	0	20	19	7	8	0
KidzLit 2A	12	0	20	19	8	9	0
LeLa 3A	10	0	27	25	6	6	0
LeLa 4A	12	0	27	25	7	8	0
Literacy Enrichment 3rd	13	0	11	11	7	7	0
Literacy Enrichment 4th	11	0	11	11	7	7	0
Pen Pals 5th	16	0	19	17	9	9	0
Power Hour 1A	12	0	79	74	10	10	0
Power Hour 1B	11	0	79	74	9	9	0
Power Hour 2A	12	0	79	74	11	11	0
Power Hour 2B	12	0	79	74	9	9	0
Power Hour 3A	12	0	79	74	9	10	0
Power Hour 3B	13	0	79	74	12	13	0
Power Hour 4A	12	0	79	74	10	10	0
Power Hour 4B	11	0	79	74	8	9	0
Power Hour 5th	17	0	79	74	15	15	0
Project Adventure	14	0	20	19	7	8	0
Psyched About Science 1&2	11	0	20	19	5	5	0
Psyched About Science 3&4	11	0	20	18	8	8	0
Read it and Eat it 1A	12	0	20	19	7	7	0
Read it and Eat it 1B	11	0	20	19	7	8	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C5 - Sims ES

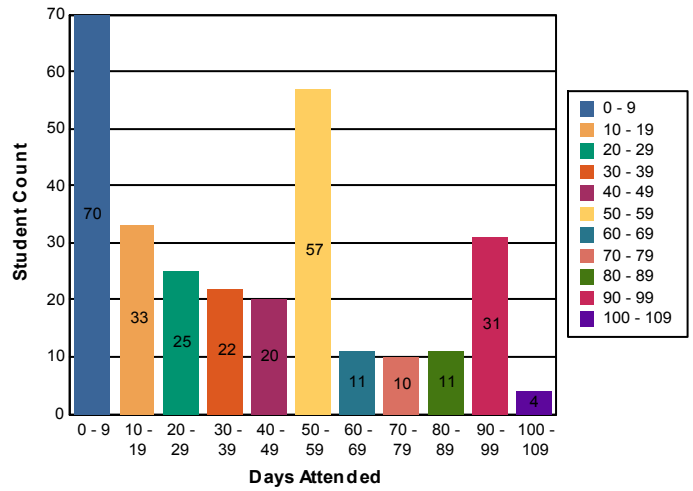
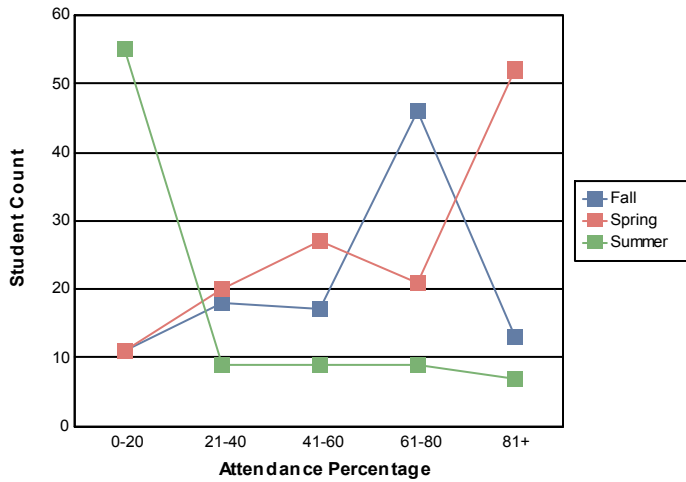
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Smart Kids 1A	11	0	20	19	7	8	0
Smart Kids 2B	10	0	20	19	5	5	0
Smart Kids 4B	11	0	19	17	7	7	0

Student Attendance Percentage - Grantee Level

Printed Date: 8/19/2014

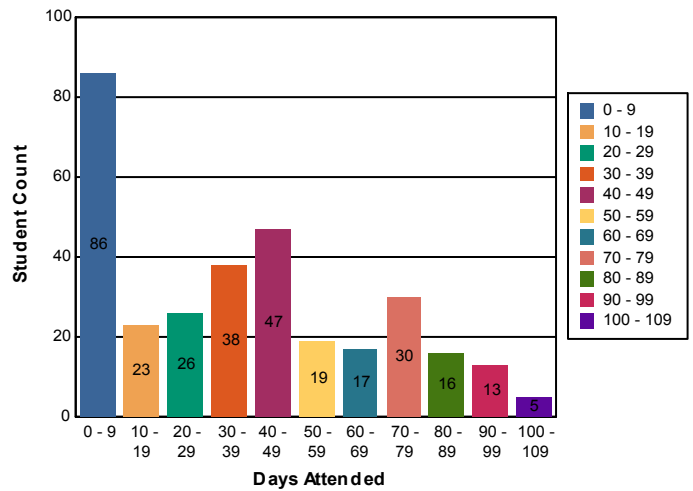
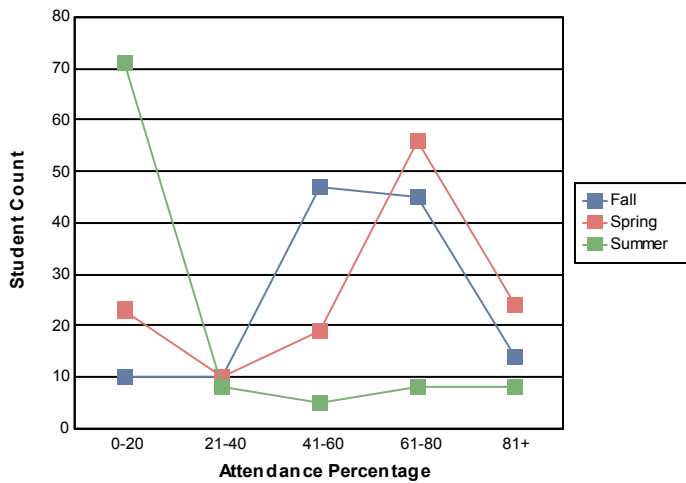
Grantee: Boys and Girls Clubs of the Austin Area

C4 - Jordan ES



Attendance %	Fall	Spring	Summer
0-20	11	11	55
21-40	18	20	9
41-60	17	27	9
61-80	46	21	9
81+	13	52	7
Total	105	131	89

C5 - Sims ES



Attendance %	Fall	Spring	Summer
0-20	10	23	71
21-40	10	10	8
41-60	47	19	5
61-80	45	56	8
81+	14	24	8
Total	126	132	100

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