Afterschool Centers on Education

Cycle 7 Boys & Girls Club of Austin

Austin Independent School District

Webb Middle School

Final Report 2013–2014

Austin Independent School District

Department of Program Evaluation

August 2014

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

Executive Summary

In 2013–2014, the Afterschool Center on Education (ACE) program at Webb Middle School in Austin Independent School District (AISD) served 289 students. This report examines program implementation and outcomes of the ACE program at Webb Middle School for the 2013–2014 school year. Major findings from this year's program implementation and student and parent outcomes are the following:

1. The majority of students in all three participation groups were female. Similarly, the majority of students in all three participation groups were Hispanic. A larger percentage of regular participants than of non-regular and non-participants were African American.

2. No issues occurred in aligning programs to students' needs, but staff struggled to get students to participate in the academic programs.[1]

3. Both regular and non-regular participants experienced an increase in mean absences from 2012–2013 to 2013–2014.

4. Mean grade point average (GPA) in the core subject areas of reading, mathematics, science, and social studies increased for both participation groups from 2012–2013 to 2013–2014. In addition, both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014.

5. Regular participants experienced a decrease in mandatory discipline removals from 2012–2013 to 2013–2014, while non-regular participants experienced a decrease in discretionary removals over time.

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

1. In response to the need for programs designed to address academic issues, we plan to improve our academic tutoring sessions by obtaining textbooks from every core class. This will help tutors be better prepared to assist students with their specific coursework.

2. To combat attendance issues, we plan to stay in better communication with the attendance clerk. Students will not be allowed to attend program if they are absent during the school day.

3. We will continue to run our character and leadership development programs offered through BGCAs. We will also continue to regularly communicate with administrative staff in order to support students and their families through disciplinary matters.

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

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Introduction and Purpose of Program

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

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

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

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

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

College and workforce readiness/awareness. ACE Austin implemented the Get Ready for College program with 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 following six sites are served by the ACE BGCA grant: Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High. All these schools have high concentrations of economically disadvantaged students. These schools were chosen because of their high rates of poverty, as well as retention and disciplinary action, and low attendance and graduation rates.

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

- Decrease school day absences

- Decrease discipline referrals

- Increase academic achievement through support and enrichment activities

Functioning as an umbrella for all afterschool programs at Webb Middle School poses several challenges. For example, the increase in enrollment this past school year meant staff had to regularly adapt the program so services were not duplicated on campus.

Two main programs were implemented at Webb Middle School. First, the Be Great mentoring program paired a student with an adult to focus on the importance of schoolwork and grade promotion. This program targeted students at risk of "getting by but not learning." The second main program was the Girls Night In, which focused on empowering girls to help younger girls understand the challenges and struggles associated with entering high school and being themselves.

This report examines outcomes for the ACE program at Webb Middle School, which served 289 students during the 2013–2014 school year.

Evaluation Strategy

Expectations

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

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

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

Measurement

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

School Attendance[2]

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

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[2] The mean number of school days absent was reported as required by TEA in the *ACE Final Evaluator Report Guidelines*. It is noted, however, that the number of days absent does not take into account the number of days enrolled. Across AISD, it was found that in 2013–2014, there was a negative correlation between the number of days students were enrolled and their absenteeism rate (*r=-.29, p*<.0001), i.e., students who are enrolled fewer days of the school year are absent for a greater proportion of those days. An absence or attendance rate, which takes into account the days enrolled, would be a better measure of student engagement.

Discipline Removals

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

Academic Achievement

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

Table 1. Afterschool Program Objectives and Description of How They Are 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 Support Strategy

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

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

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

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

Logic Model

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

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
Human: **Project Director** • Rob Fowler, MA **1 Site Coordinator** • Lydia Rudy, BA Left April 2014 **1 Education Director** • Josh McCurry, BA **1 Program Specialist** • Marta McGown, BA **3 Youth Development Professionals** • Charlie Pierce, BA • William Doss, Senior at Texas State University, Recreation Administration • Drew Hudson, BSS • Campbell Rio, BA **2 Educational Tutors** • Richard Thompson, BA, Certified Teacher (Generalist 4-8, ESL, Special Education) • Petra Rodriguez, BA, Certified Teacher (Generalist 4-8) • Will Troy, BA Certified Teacher (Generalist 4-8) **3 Enrichment Tutors (coaches)** • Charlie Pierce, BA • William Doss, Senior • Marcus Lincoln • Campbell Rio, BA **External experts and partners** • AISD • CTAN • YPQA • NAA • School Age Notes • Family Resource Center • Communities In Schools • Vendors - Austin	**School program alignment** • with unit and lesson plans (TEKS) **Recruiting participants** • school admin referrals of ACM students • open enrollment advertised to 6th – 8th graders **Retaining participants** • surveys • incentives **Well structured** • ongoing monitoring of data • site observations with feedback **Voice/Choice** • parent surveys • student surveys • Needs and Interest surveys **Qualified Personnel** • staff orientation done by director • YPQA trainings • Part time carousel trainings • Monthly staff meetings • Online training • Professional Development conferences for full time staff	**Academic Support** • Power Hour M-F, 3:30-5:00 pm Richard Thompson and Petra Rodriguez • ACM program Ongoing Education Director, Josh McCurry • Targeted Tutoring M-F, 3:30-5:00 pm Richard Thompson and Petra Rodriguez Enrichment • Austin Artists M-Th, 3:30 – 5:00 pm F, 5:00 – 6:00 pm Jennifer Turner • Basketball T, 3:30 – 5:00 Drew Hudson • Brick Lab M, 3:30 – 5:00 pm Charlie Pierce • Cats Challenge T&W, 3:30 – 5:00 pm William Doss • ***Club Tech*** F, 3:30 – 6:00 Club Tech - Vendor • Fun Friday F, 5:00 – 6:00 pm All staff • Gamers M, 3:30 – 5:00 pm TTH, 5:00 – 6:00 Drew Hudson Charlie Pierce • League Sports W, 3:30 – 6:00 M-Th, 5:00 – 6:00 Charlie Pierce William Doss • Parkour M, 5:00 – 6:00 Marcus Lincoln • Wired Wildcats T&F, 3:30 – 5:00	• Target #125 30 days or more attendance • Target # 30 Academic Case Managed Students (Education Directors) • Target 25 families for ongoing family participation

Resources	Implementation	Outputs - Activities	Outputs - Participation
Skateboarding - Boy Scouts - Club Tech - SEEK - Austin Voices • Data - 125 Students - 25 Parents - 30 ACM Students Support: • Grant leadership/project director/FES • CTAN • YPQA national quality assurance standards • School Day Tutors • School Day Teacher Monthly check in reports • Financial Controller, Elizabeth Roden, MA • St. John's Community Coalition • Parent Engagement Committee Facilities: • Campus space • 21st century web based tracking system • TEA/Edvance • Membership Tracking System Curriculum • Activity planning form (TEKS aligned) • Healthy Habits; I Heart Art; Date SMART; Brick Lab; Passport to Manhood; Junior Staff; Torch Club; Club Tech curriculum • Academic Case Management		Charlie Pierce • Wildcat Leaders M, Th, Fr, 3:30 – 5:00 William Doss • Social Recreation M-F, 5:00 – 6:00 Drew Hudson William Doss • Sports Design Th, 3:30 – 5:00 pm Charlie Piece • Wildcat Divas T, 3:30 – 5:00 pm Jennifer Turner • Young Knights W, 3:30 – 5:00 CIS - Vendor • Skateboarding T, 3:30 – 6:00 Austin Skateboarding – Vendor • SEEK Th, 3:30 – 5:00 pm SEEK – Vendor **Girls Night In** **Monday-Friday** **Austin Art Class** **Tuesday and Thursday** **Floor Ball** **Once a week** **Trivia and Learning Loss Daily** **Book Club** **Thursday** **Capital Area Food Bank** **Tuesday and Thursday** **Family and Parental Support** • Family Nights	

Resources	Implementation	Outputs - Activities	Outputs - Participation
		• Family Literacy Nights • Parent Conference • ESL Classes **College/Career Readiness** • Junior Staff • Club Tech • Career Track • Guest speakers • Field Trips • Be Great Mentoring	

Modifications

As a result of the needs surveys, program staff implemented new student activities (e.g., Skating Boarder, a new and updated homework help time). The need for a money management class was also detected in the surveys, and consequently, the Lemonade Days Money Matters program was instituted. The class was taught by a community-based volunteer who works as a financial planner for Charles Schwab. Another result from the parents' survey was the implementation of a Zumba fitness class for both parents and students.

Research Questions

Program Structure: Was the program implemented as intended?

Webb Middle School Level of Implementation:

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

The site coordinator rated the program implementation as a 7. The program staff had a strong relationship with school administrators and staff, which allowed them to take advantage of resources and to meet the overall program participation goals. Program staff struggled with implementing academic and ongoing family activities. These struggles stemmed from a lack of qualified staff and participation.

Resources: Were requisite resources available for program success?

No problems occurred with the availability of resources. Program staff had a strong partnership with the campus and community, and the resources and partners called upon were able to meet the needs of the students and support the program.

Implementation Practices: Were program practices well implemented?

School program alignment: All programs followed ACE lesson plan formats and included Texas Essential Knowledge and Skills (TEKS). Program staff did not find an effective way of aligning ACE programs directly to what students were learning during the school day. However, staff did academically case manage 30 students, and the program's education director was often in contact with the school teachers. Information discussed with these teachers was used to align the program as well as possible to the school day.

Integrating student and family voice: The struggle in implementing student voice involved implementing a program in which students indicated interest but did not say they would consistently participate. Similarly, regardless of parents indicating interest in programs being offered, staff struggled to get families to participate. To address this issue, program staff partnered with the school to offer monthly family fun nights, and this partnership helped promote the events.

Outputs–Activities: Were activities targeted to student needs?

No issues occurred in aligning programs to students' needs, but staff struggled to get students to participate in the academic programs. Instructional quality was managed through class observation and coaching strategies by the site coordinator and the education director.

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

To increase attendance, the program offered incentives and tied enrichment and academic programs together. Modifications were made throughout the year. Staff tested different strategies to identify which ones would be most effective in drawing students to the academic programs (e.g., times offered, the physical space a program was offered in, and the resources provided that students could take advantage of).

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

Most programs were kept consistent from the fall to the spring semester to indicate dependability to students, families, and school staff. The program offered a large number of enrichment activities, which helped to promote students' participation in the program. The program served secondary students, and because students at that age were free to leave the program if they wished to do so, programs offered needed to be fun, engaging, and enticing. Through a large number of enrichment activities, the program staff aimed to draw students into the program, give them a safe place to be and belong, and encourage them to build relationships with the staff. These relationships then led to an increase in participation in academic and college and career programs. The longer students were in the program, the more staff were able to focus on the intermediate outcomes of increased school-day attendance, improved academic performance, improved behavior, increased

grade-level promotion, and an increased sense of belonging.

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	%
Webb Middle School	124	18%	165	24%	413	59%	702	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	Webb Middle School	Participation status		
		Regular participants (*n* = 124)	Non-regular participants (*n* =165)	Non-participants (*n* =413)
Gender	Female	54%	57%	47%
	Male	46%	43%	53%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	1%	0%
	Black or African American	18%	8%	4%
	Hispanic	78%	88%	90%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	2%	1%	2%
	White	2%	3%	3%
Limited English proficiency	% LEP	31%	35%	43%

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

The majority of students in all three participation groups were female. Similarly, the majority of students in all three participation groups were Hispanic. A larger percentage of regular participants than of non-regular and non-participants were African American.

With respect to program demographics, the site coordinator commented that the main challenge encountered was hiring program staff who reflected the population of students served by the program.

Student Attendance in ACE Activities

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

Activity category	Frequency	Percent
Academic enrichment learning program	Daily	35%
Activity to promote youth leadership	Weekly	15%
Career/job training	Weekly	5%
Community service/service learning	Monthly	2%
Homework help	Daily	35%
Promotion of family literacy	Bi-Monthly	25%
Promotion of parental involvement	Daily	20%
Recreational activity	Daily	35%
Tutoring	Daily	35%
Violence prevention	Weekly	20%

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

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	341	34%	401	30%
Enrichment	450	45%	502	38%
Family engagement	87	9%	210	16%
Career	123	12%	220	16%

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

Program Intermediate Outcomes

Academic Achievement Outcome

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

Mean GPA in the core subject areas of reading, mathematics, science, and social studies increased for both participation groups from 2012–2013 to 2013–2014. In addition, both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014.

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

Webb Middle School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.67	3.02	0.35	2.81	3.00	0.19
Math	2.84	3.34	0.50	2.91	3.29	0.39
Science	2.64	3.46	0.82	2.82	3.37	0.55
Social studies	2.88	3.24	0.36	3.15	3.19	0.04

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

Webb Middle School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	95.17%	98.49%	3.32%	94.03%	97.04%	3.01%

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

Attendance Outcome

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

Both regular and non-regular participants experienced an increase in mean absences in 2013–2014 when compared to 2012–2013.

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

Webb Middle School	Participation status					
	Regular participants		Days absent change	Non-regular participants		Days absent change
Attendance	2012–2013	2013–2014		2012–2013	2013–2014	
Mean days absent	4.81	6.53	1.73	7.17	8.93	1.76

Source. ACE Austin participant records for 2012–2014; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2012–2013 and 2013–2014 school years.

Discipline Outcome

The percentage of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014.

Regular participants experienced a decrease in mandatory discipline removals from 2012–2013 to 2013–2014, while non-regular participants experienced a decrease in discretionary removals over time.

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

Webb Middle School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
Type of discipline removal	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.06	0.05	-0.01	0.01	0.05	0.04
Discretionary	0.82	1.13	0.31	0.99	0.82	-0.17

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

Evaluator Commentary and Recommendations

Recommendation 1. Academic achievement goals were met for both participation groups at Webb. Mean GPA in the core subject areas of reading, mathematics, science, and social studies increased for both participation groups from 2012–2013 to 2013–2014. In addition, both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014. Given the positive results for ACE Austin program participants related to academic achievement outcomes, it is recommended that refinement of effective program components aimed at improving grades and course completion rates should be ongoing so they can continue to meet the needs of students at Webb.

Recommendation 2. The goal of decreased mean absences was not met at Webb because both regular and non-regular participants experienced an increase in mean absences over time. 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 the Webb campus. Regular participants experienced a decrease in mandatory discipline removals from 2012–2013 to 2013–2014, while non-regular participants experienced a decrease in discretionary removals over time. It is recommended that program staff at Webb continue to implement and refine program components that have been effective in addressing disciplinary issues, while also implementing changes to programs so discipline goals can be met across participation groups.

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

1. In response to developing programs designed to address academic issues, we plan to improve our academic tutoring sessions by obtaining textbooks from every core class. This will help tutors to be better prepared to assist students with their specific coursework.

2. In order to combat attendance issues, we plan to stay in better communication with the attendance clerk in order to not allow students to attend program if they are absent during the school day.

3. We will continue to run our character and leadership development programs offered through BGCAs. We will also continue to regularly communicate with administrative staff in order to support students and their families through disciplinary matters.

References

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Appendices

Appendix A. Parent Survey

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

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

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

Source. ACE Austin Parent Survey 2014

When asked about the qualities of the ACE program that they considered important, parent respondents checked the following areas most often: *Homework help* (78%), Safe environment (74%), and *Free of charge* (63%).

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

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

Source. ACE Austin Parent Survey 2014

Almost all (99% and 98%, respectively) of parent respondents indicated that the instructor cared about their individual progress and that they were more connected to the school community as a

result of attending these classes. All parent respondents reported that they knew who to contact when they had questions about the ACE program. All parent survey respondents also reported that their children were doing better in school because of the after-school program. All of them believed that their children enjoyed the time in the afterschool program.

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

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

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

Year: **2014**

C4 - Webb MS

Student Counts

Total Students:	314	
Total Regular Students:	142	45%
Total Non-Regular Students:	172	55%

Student Counts by Ethnicity

1997 Standard

	Tot	% of Tot	% of Sub Pop		Tot	% of Tot	% of Sub Pop		Tot	% of Tot	% of Sub Pop		Tot	% of Tot	% of Sub Pop
	Hispanic				**Two or More**				**White**				**American Indian/Alaskan**		
Total:	**257**	**82%**			**4**	**1%**			**9**	**3%**			**0**	**0%**	
Regular:	109	35%	77%		3	1%	2%		3	1%	2%		0	0%	0%
Non-Regular:	148	47%	86%		1	0%	1%		6	2%	3%		0	0%	0%
	Asian				**African American**				**Hawaiian/Pacific**						
Total:	**1**	**0%**			**43**	**14%**			**0**	**0%**					
Regular:	0	0%	0%		27	9%	19%		0	0%	0%				
Non-Regular:	1	0%	1%		16	5%	9%		0	0%	0%				

Student Counts by Gender

Regular Male:	64	20%		Regular Female:	78	25%
Non-Regular Male:	79	25%		Non-Regular Female:	93	30%

Student Counts by Category

			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop			% of Tot	% of Sub Pop
Regular:	LEP:	45	14%	32%	Eco. Dis.:	134	43%	94%	Special:	21	7%	15%
Non-Regular:	LEP:	58	18%	34%	Eco. Dis.:	139	44%	81%	Special:	16	5%	9%
Regular:	At Risk:	92	29%	65%	ESL:	45	14%	32%	Migrant:	0	0%	0%
Non-Regular:	At Risk:	97	31%	56%	ESL:	56	18%	33%	Migrant:	0	0%	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	0	0%			
Non-Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	0	0%			
	K:	0	0%	2nd:	0	0%	6th:	50	16%	10th:	0	0%			
	K:	0	0%	2nd:	0	0%	6th:	53	17%	10th:	0	0%			
				3rd:	0	0%	7th:	59	19%	11th:	0	0%			
				3rd:	0	0%	7th:	68	22%	11th:	0	0%			
				4th:	0	0%	8th:	33	11%	12th:	0	0%			
				4th:	0	0%	8th:	51	16%	12th:	0	0%			

Grantee: Boys and Girls Club of the Capital Area

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

Center: C4 - Webb MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Academic Case Management	30	0	3	3	30	30	0
Adult ESL	0	6	36	35	0	0	2
Around Town	236	0	1	8	13	16	0
Austin Artists	236	0	55	52	6	7	0
Austin Artists Friday	236	0	12	11	0	4	0
Basketball	236	0	5	6	4	6	0
Boy Scouts	236	0	14	13	4	4	0
Bricklab	236	0	13	11	9	15	0
Career Track/SEEK	236	0	4	3	7	8	0
Cats Challenge	236	0	9	10	3	9	0
Club Tech	236	0	6	5	8	5	0
Family Fun Night	0	91	3	3	0	0	28
Family Literacy Night	0	82	1	3	0	0	10
Fun Friday	236	0	14	13	18	24	0
Gamers	236	0	13	12	17	18	0
Gamers T/TH	236	0	28	30	0	8	0
Golf - CIS	208	0	3	3	0	2	0
Kids in the Kitchen	236	0	14	13	11	10	0
League Sports	236	0	55	53	12	11	0
Parents in the Know	193	83	1	1	0	0	4
Parkour	236	0	6	5	3	4	0
Power Hour	236	0	69	64	5	7	0
Skateboarding	236	0	14	15	7	7	0
Skateboarding II	236	0	14	15	5	6	0
Social Rec	236	0	69	64	12	14	0
Sports Design	236	0	14	13	13	15	0
Students in the Know	236	0	1	20	1	12	0
TAP	236	0	10	10	7	9	0
Targeted Tutoring	28	0	69	64	3	4	0
Webb Leaders (AVID)	236	0	3	3	4	3	0
Wildcat Divas	208	0	14	14	3	4	0
Wildcat Leaders/Junior Staff	236	0	27	24	0	3	0
Wildcat Leaders/Torch Club	236	0	14	13	8	8	0
Wired Wildcats	236	0	28	27	20	21	0
Young Knights	236	0	14	13	10	9	0

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

Center: C4 - Webb MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Academic Case Management	34	0	5	5	30	31	0
Adult ESL	58	21	36	42	0	0	6
Around Town	241	0	1	39	3	9	0
Austin Artists	241	0	79	74	6	8	0
Austin Artists Friday	241	0	40	34	6	8	0
Be Great	21	0	5	17	2	5	0
Bricklab	232	0	9	9	18	15	0
Career Track/SEEK	240	0	16	16	8	10	0
Center Stage Hip Hop	24	0	11	9	4	5	0
Club Tech	241	0	20	16	10	10	0
Daily Challenges	233	0	6	6	22	25	0
Design Squad	241	0	15	15	4	6	0
Fall 2013 Academics	232	0	10	10	63	53	0
Fall 2013 Enrichment	232	0	10	10	31	28	0
Fall 2013 FFN	1	50	1	1	0	0	17
Fall 2013 SITK	242	0	1	1	28	28	0
Family Fun Night	242	48	1	4	0	0	5
Family Literacy Night	1	47	1	3	0	0	8
Fun Friday	240	0	20	17	12	17	0
Gamers	240	0	39	40	15	15	0
Gamers Tue	240	0	20	19	0	8	0
Girls Night In	240	0	15	15	3	5	0
Golf - CIS	240	0	19	17	3	4	0
Kids in the Kitchen	240	0	20	19	7	7	0
League Sports/Health Habits	241	0	79	73	12	14	0
Outdoor Rec	241	0	19	49	12	14	0
Outdoor Rec Th	240	0	20	20	8	9	0
Parkour	241	0	19	20	2	5	0
Power Hour	241	0	99	90	14	15	0
Sisters of Nia	241	0	16	15	3	3	0
Skateboarding	241	0	20	22	1	3	0
Sports Design	241	0	7	7	0	9	0
Targeted Tutoring	35	0	99	89	5	9	0
Webb Leaders - AVID	9	0	3	18	4	4	0
Wildcat Divas	208	0	5	5	8	6	0
Wildcat Leaders/Junior Staff	240	0	20	19	2	3	0
Wildcat Leaders/Torch Club	240	0	19	18	5	5	0
Wired Wildcats	240	0	40	45	6	8	0
Young Knights	241	0	17	16	5	5	0

Grantee: Boys and Girls Club of the Capital Area

C4 - Webb MS
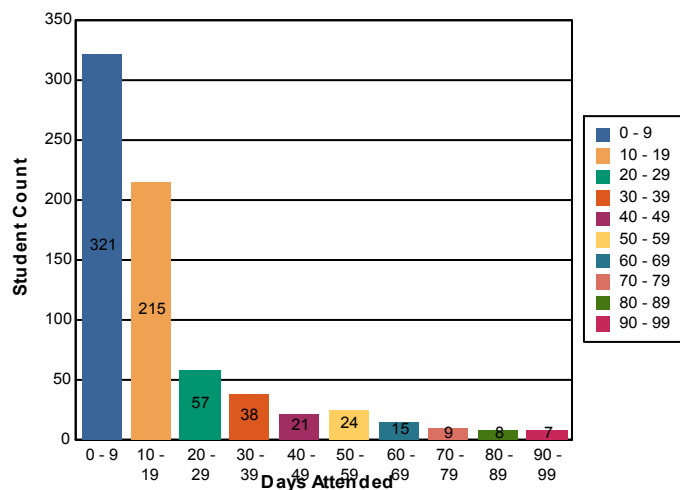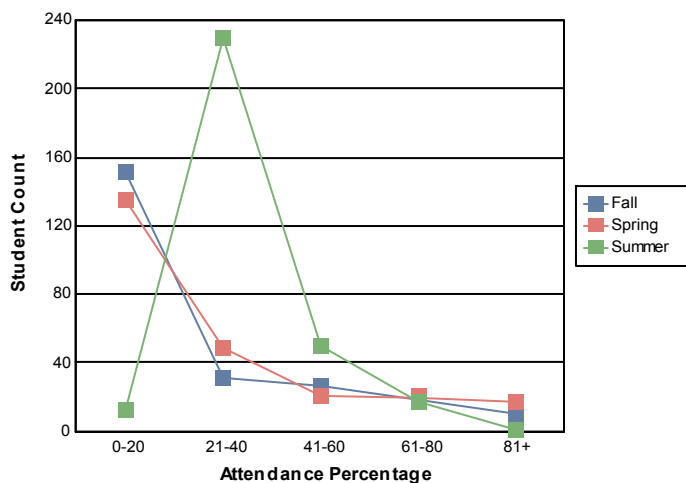
Attendance %	Fall	Spring	Summer
0-20	151	135	12
21-40	31	49	230
41-60	26	21	50
61-80	18	20	17
81+	10	17	1
Total	**236**	**242**	**310**

C5 - Cook ES
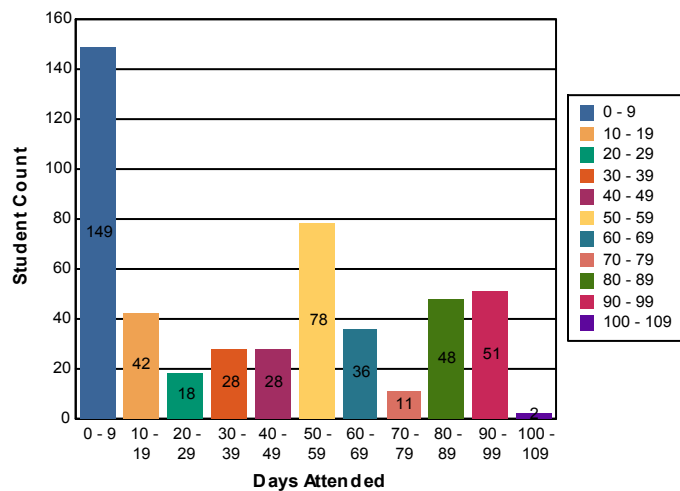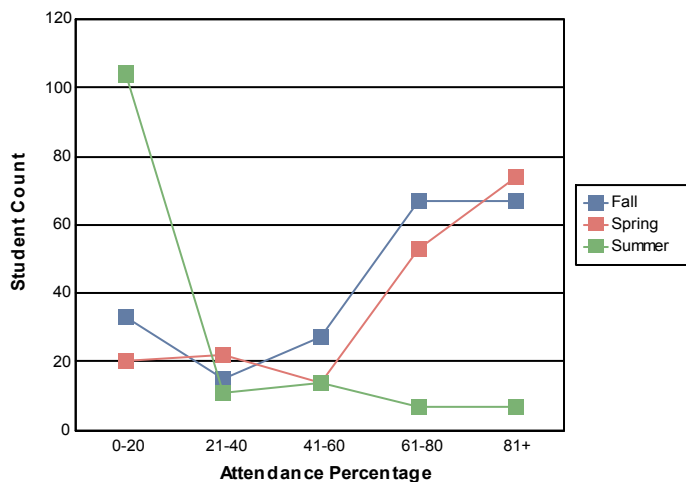
Attendance %	Fall	Spring	Summer
0-20	33	20	104
21-40	15	22	11
41-60	27	14	14
61-80	67	53	7
81+	67	74	7
Total	**209**	**183**	**143**

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