Afterschool Centers on Education

Cycle 7 Austin Independent School District

Final Report 2014–2015

**Department of
Research and Evaluation**

AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

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). This report examines outcomes for the 2,924 program participants served by Cycle 7, Austin Independent School District (AISD) during the 2014–2015 school year from a total of 10 AISD campuses: six elementary schools (Brown Elementary School, Hart Elementary School, Langford Elementary School, Pickle Elementary School, Rodriguez Elementary School, and Widen Elementary School); three middle schools (Dobie Middle School, Martin Middle School, and Mendez Middle School); and one high school (Eastside Memorial High School and its feeder school, International High School).

FINDINGS AND RECOMMENDATIONS

Overall, results were mostly mixed on all three outcome goals for the Cycle 7 AISD campuses. None of the 10 Cycle 7 AISD campuses met all three outcome goals: increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year.

Regular and non-regular program participants at Mendez Middle School met academic achievement goals (i.e., improved year-to-year GPA and course completion rates). Academic outcomes were mixed for the remaining Cycle 7 AISD elementary campuses.

Only regular program participants at Hart Elementary School and non-regular program participants at Langford Elementary School met the attendance goal of decreased school-day absences from 2013–2014 to 2014–2015. Program participants at all other campuses experienced an increase in school-day absences.

Program participants at Langford met discipline goals of decreased referrals. Furthermore, discipline outcomes were mostly positive for Hart, Pickle, and Widen campuses. However, program participants at Martin Middle School experienced an increase in mandatory and discretionary offenses from 2013–2014 to 2014–2015. Discipline outcomes were mixed for the remaining five Cycle 7 AISD campuses.

Recommendation 1. Given the mixed results for ACE Austin participants related to grade point average (GPA) and course completion rates, it is recommended that academic-related afterschool programs implement changes to better align with program goals, particularly at elementary campuses where goals were not entirely met. In addition, identifying the specific programs and strategies used to address academic issues (i.e., specifically at Mendez, where the goal was met for both academic outcomes) would be useful in understanding what may have contributed to this finding in order to influence the adoption of similar approaches at other campuses, as well.

Recommendation 2. To meet attendance outcome goals at these campuses, a closer examination of and modification of program activities and components designed to address attendance issues is warranted.

Recommendation 3. Based on this finding, refinement of components that are effective should be ongoing so they can continue to meet the needs of students at campuses where the discipline outcome goal was met. Disciplinary goals may not have been met at other campuses because students who already had a history of high disciplinary issues were specifically targeted, and therefore the program had difficulty demonstrating a significant reduction in referrals over the course of program participation. In these cases, the specific program goals need to be examined to better understand the desired outcomes for these students.

Based on the evaluators' recommendations and commentary provided by the site coordinators in the Cycle 7 AISD center-level reports, the following next steps are recommended to help the Cycle 7 AISD campuses further improve the ACE program to meet the needs of students and parents.

Training: Sufficient training opportunities should be provided to afterschool program teachers throughout the course of the school year. In addition, opportunities should be provided for school-day teachers and afterschool teachers to train together and work collaboratively in providing effective afterschool services and activities.

Identifying needs and aligning program goals to these needs: Overall program activities at each campus should be aligned with students' needs and interests. To accomplish this, site coordinators along with afterschool teachers at each campus should conduct a needs assessment at the beginning of the school year. In addition, focus groups should be conducted with afterschool teachers, parents, students, site coordinators, and program directors to help determine the appropriate services for students at each campus.

Program implementation fidelity: To successfully meet the needs of students participating in the afterschool program and achieve outcome goals, it is crucial that appropriate curricula, activities, and services of the program be implemented consistently and accurately. Furthermore, program implementation fidelity should be monitored and measured at regular intervals by site coordinators, program directors, and the program evaluators, and requisite modifications should be made if and when issues of fidelity are identified.

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INTRODUCTION AND PURPOSE OF PROGRAM

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

The main goals of the youth and family afterschool 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

21st CCLC Core Components

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 (LEP) 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.

This report examines outcomes for the 2,924 program participants served by Cycle 7 AISD during the 2014–2015 school year from a total of 10 AISD campuses: six elementary schools (Brown Elementary School, Hart Elementary School, Langford Elementary School, Pickle Elementary School, Rodriguez Elementary School, and Widen Elementary School); three middle schools (Dobie Middle School, Martin Middle School, and Mendez Middle School); and one high school (Eastside Memorial High School and its feeder school, International High School).

21st CCLC Core Components

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.

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 operations); (b) staying on track (ensuring that the program stayed focused on the goals, objectives, strategies, and outcomes); (c) efficiency (streamlining service delivery, which helped lower the cost of services); (d) accountability (producing evidence of program effects); and (e) sustainability (providing evidence or effectiveness to all stakeholders).

The ACE Austin program used TEA Security Environment (TEASE), the Texas ACE web-based tracking system, to track students' 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 2013–2014 and 2014–2015Program 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

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.

Discipline Removals

To examine the program's 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 Support Strategy

PROGRAM DESIGN

High-quality 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 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 2014, a campus needs assessment was conducted. The program leadership analyzed indicators (e.g., students' socioeconomic status [SES], 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.

Data from TEA's Academic Performance Report (TARP) 2013–2014 indicated that the percentage of students who were low SES (i.e., qualified to receive free or reduced price lunch); considered at risk of dropping out of school; and classified as English language learners were above district and state averages for all 10 Cycle 7 AISD schools (Table 2).

Table 2. Description of Needs

School	Percentage low socioeconomic	Percentage at risk	Percentage limited English proficient
Brown Elementary School	95%	82%	66%
Dobie Middle School	93%	69%	38%
Eastside Memorial High School	90%	89%	19%
Hart Elementary School	96%	88%	75%
Langford Elementary School	95%	77%	62%
Martin Middle School	96%	77%	26%
Mendez Middle School	96%	77%	36%
Pickle Elementary School	97%	89%	76%
Rodriguez Elementary School	97%	74%	57%
Widen Elementary School	94%	73%	51%
AISD	61%	56%	27%
State	60%	50%	18%

Source. 2013–2014 Texas Education Agency's Academic Performance Reports.

Programming was developed based on the needs of Cycle 7 AISD campuses. Upon implementation, project directors met with the site coordinator 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, curriculum specialist, and quality coach visited all the sites and documented each visit. Recommendations for improvement were received by the site coordinator, 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 were specific, measurable, attainable, realistic, and timely (SMART); staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide YPQ initiative. Leadership team members and all site coordinators were trained to use the nationally validated Youth Program Quality Assessment (YPQA) tool. Each semester, the quality coach and each site coordinator 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 also are important in efforts to attract participants to the program and in 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 also can assist in marketing the program. Successful programs benefit from word of mouth, as well, which increases 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

Site coordinators at all 10 Cycle 7 AISD schools, in conjunction with the project directors, developed a logic model to guide the implementation of the ACE program at their campus. The model also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at each Cycle 7 AISD campus

included six components: resources, implementation practices, outputs-activities, outputs-participation, intermediate outcomes, and impact.

PROGRAM PARTICIPATION

STUDENT DEMOGRAPHICS

Table 3. Number of Students, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 7, AISD campuses	Regular participants		Non-regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Brown	180	41%	28	6%	227	52%	435	100%
Dobie	136	17%	218	26%	470	57%	824	100%
Eastside	185	25%	230	31%	328	44%	743	100%
Hart	202	25%	6	1%	597	74%	805	100%
Langford	185	24%	26	3%	574	73%	785	100%
Martin	160	26%	233	38%	215	35%	608	100%
Mendez	210	23%	204	22%	514	55%	928	100%
Pickle	186	23%	39	5%	589	72%	814	100%
Rodriguez	207	24%	50	6%	592	70%	849	100%
Widen	164	24%	75	11%	434	64%	673	100%
Total Cycle 7 - AISD	**1,815**	**24%**	**1,109**	**15%**	**4,540**	**61%**	**7,464**	**100%**

Source. ACE Austin participant records for 2014–2015; AISD student records.

The majority of program participants were regular participants (i.e., attended the afterschool program for 30 or more days) at six of the 10 Cycle 7 AISD campuses: Brown, Hart, Langford, Pickle, Rodriguez, and Widen. Approximately the same percentage of regular and non-regular participants was served at Martin and Mendez campuses. At Dobie and Martin Middle Schools and Eastside Memorial High School, where a larger percentage of program participants were non-regular (i.e., attended the program for less than 30 days), instructional quality was assessed and managed by the site coordinator through regular participation and observations of classes/activities. Afterschool program instructors were asked to keep track of the level of participation in their programs. When modifications were needed, the site coordinator discussed an action plan with the instructors (e.g., recruitment if attendance was low, curriculum adjustment if students seemed to be losing interest in the course).

Modifications were made throughout the school year. When a class had extremely low participation, the site coordinator worked with the teacher to make changes and bring in more students. New classes were added in the spring to prevent enrolled students from losing interest and to attract new students. New classes were selected based on programs that students requested or teachers suggested. Classes with no participants enrolled were canceled.

Table 4. Student Gender, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 7, AISD campuses and participation level		Gender		
		Regular participants (*n* = 1,818)	Non-regular participants (*n* = 1,097)	Non-participants (*n* = 4,652)
Brown	Female	51%	43%	50%
	Male	49%	57%	50%
Dobie	Female	38%	44%	48%
	Male	62%	56%	52%
Eastside	Female	56%	45%	48%
	Male	44%	55%	52%
Hart	Female	48%	67%	47%
	Male	52%	33%	53%
Langford	Female	46%	73%	48%
	Male	54%	27%	52%
Martin	Female	34%	50%	50%
	Male	66%	50%	50%
Mendez	Female	39%	45%	51%
	Male	61%	55%	49%
Pickle	Female	51%	56%	51%
	Male	49%	44%	49%
Rodriguez	Female	51%	48%	52%
	Male	49%	52%	48%
Widen	Female	50%	53%	48%
	Male	50%	47%	52%

Source. ACE Austin participant records for 2014–2015; AISD student records.

Table 5. Student Ethnicity, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 7, AISD campuses and participation level		American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or more races	White
					Ethnicity			
Brown	Regular participants	-	-	7%	89%	-	2%	2%
	Non-regular participants	-	-	11%	89%	-	-	-
	Non-participants	2%	-	3%	90%	-	1%	4%
Dobie	Regular participants	-	4%	10%	84%	-	1%	1%
	Non-regular participants	-	2%	6%	88%	-	1%	3%
	Non-participants	-	2%	16%	78%	-	1%	3%
Eastside	Regular participants	-	2%	22%	71%	-	1%	3%
	Non-regular participants	1%	3%	17%	77%	-	-	1%
	Non-participants	-	2%	13%	82%	-	-	4%
Hart	Regular participants	-	-	7%	89%	-	2%	2%
	Non-regular participants	-	-	17%	83%	-	-	-
	Non-participants	-	4%	9%	82%	-	-	5%
Langford	Regular participants	-	-	6%	92%	-	-	2%
	Non-regular participants	-	-	4%	96%	-	-	-
	Non-participants	-	-	4%	92%	-	1%	2%
Martin	Regular participants	-	-	23%	76%	-	-	1%
	Non-regular participants	-	1%	11%	85%	-	-	3%
	Non-participants	-	-	10%	85%	-	-	4%

Cycle 7, AISD campuses and participation level		American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or more races	White
					Ethnicity			
Mendez	Regular participants	-	-	7%	89%	-	2%	2%
	Non-regular participants	-	-	9%	89%	-	1%	1%
	Non-participants	-	-	6%	92%	-	-	2%
Pickle	Regular participants	-	-	9%	88%	-	-	3%
	Non-regular participants	3%	-	15%	82%	-	-	-
	Non-participants	-	-	6%	91%	-	-	2%
Rodriguez	Regular participants	-	-	16%	84%	-	-	-
	Non-regular participants	-	-	14%	84%	-	-	2%
	Non-participants	-	-	4%	94%	-	1%	1%
Widen	Regular participants	-	-	9%	91%	-	-	-
	Non-regular participants	-	-	4%	92%	-	1%	3%
	Non-participants	-	-	7%	91%	-	1%	1%

Source. ACE Austin participant records for 2014–2015; AISD student records.

Table 6. Student Limited English Proficiency (LEP) Status, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 7, AISD campuses and participation level		LEP status
Brown	Regular participants	66%
	Non-regular participants	75%
	Non-participants	68%
Dobie	Regular participants	34%
	Non-regular participants	35%
	Non-participants	37%
Eastside	Regular participants	16%
	Non-regular participants	46%
	Non-participants	29%
Hart	Regular participants	75%
	Non-regular participants	83%
	Non-participants	77%
Langford	Regular participants	60%
	Non-regular participants	69%
	Non-participants	64%
Martin	Regular participants	16%
	Non-regular participants	29%
	Non-participants	30%
Mendez	Regular participants	41%
	Non-regular participants	37%
	Non-participants	36%
Pickle	Regular participants	75%
	Non-regular participants	67%
	Non-participants	76%
Rodriguez	Regular participants	52%
	Non-regular participants	58%
	Non-participants	58%
Widen	Regular participants	40%
	Non-regular participants	57%
	Non-participants	51%

Source. ACE Austin participant records for 2014–2015; AISD student records.

Program Intermediate Outcomes

Program participants at Martin and Mendez campuses showed mean GPA rate increases from school year 2013–2014 to 2014–2015. Furthermore, program participants at Mendez experienced an increase in course completion rates from 2013–2014 to 2014–2105. Academic outcomes (improved mean GPA and course completion rates) were mixed for the remaining eight Cycle 7 AISD campuses.

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

Campus	Core subject GPA	Participation status					
		Regular participants			Non-regular participants		
		2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Brown	Reading	3.05	3.05	0.00	3.26	2.24	-1.02
	Math	3.15	2.92	-0.23	3.21	2.28	-0.93
	Science	3.32	3.16	-0.16	3.36	2.88	-0.48
	Social Studies	3.25	3.36	0.11	3.42	3.16	-0.26
Dobie	Reading	2.59	3.24	0.65	2.77	2.98	0.21
	Math	2.90	2.93	0.03	2.84	2.80	-0.04
	Science	2.82	3.34	0.52	2.83	3.27	0.44
	Social Studies	3.03	3.32	0.29	3.24	3.19	-0.05
Eastside	Reading	3.16	3.02	-0.14	3.16	2.92	-0.24
	Math	3.17	3.13	-0.04	2.85	2.85	0.00
	Science	3.14	3.20	0.06	2.88	2.88	0.00
	Social Studies	2.83	2.74	-0.09	2.59	2.89	0.30
Hart	Reading	2.47	2.28	-0.19	1.25	2.50	1.25
	Math	2.70	2.37	-0.33	1.25	2.33	1.08
	Science	2.82	2.71	-0.11	2.00	2.67	0.67
	Social Studies	3.25	2.85	-0.40	2.25	2.33	0.08
Langford	Reading	2.63	2.03	-0.60	2.95	3.13	0.17
	Math	2.76	2.07	-0.69	3.00	3.09	0.09
	Science	2.89	2.36	-0.53	3.00	3.22	0.22
	Social Studies	3.23	2.66	-0.57	3.27	3.52	0.25
Martin	Reading	2.70	3.15	0.45	2.71	3.14	0.43

Campus	Core subject GPA	Regular participants			Non-regular participants		
		2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
	Math	2.70	2.94	0.23	2.69	2.82	0.12
	Science	2.68	3.11	0.43	2.72	2.94	0.22
	Social Studies	2.93	3.30	0.37	2.86	3.08	0.22
Mendez	Reading	2.53	3.23	0.70	2.73	3.13	0.40
	Math	2.84	3.21	0.37	2.94	3.12	0.17
	Science	2.78	3.31	0.53	2.88	3.22	0.34
	Social Studies	2.96	3.26	0.29	3.12	3.22	0.09
Pickle	Reading	2.53	2.08	-0.45	2.66	2.03	-0.63
	Math	2.52	2.08	-0.44	2.45	2.22	-0.23
	Science	3.08	2.64	-0.44	3.27	2.84	-0.43
	Social Studies	3.16	2.85	-0.30	3.45	3.26	-0.19
Rodriguez	Reading	2.85	2.51	-0.34	2.28	2.22	-0.06
	Math	2.99	2.63	-0.34	2.48	2.38	-0.09
	Science	3.20	3.06	-0.14	2.57	2.64	0.07
	Social Studies	3.48	3.34	-0.13	3.14	3.02	-0.12
Widen	Reading	2.71	2.48	-0.23	2.31	2.02	-0.28
	Math	2.82	2.48	-0.34	2.59	2.04	-0.55
	Science	3.05	2.58	-0.47	2.86	1.82	-1.03
	Social Studies	3.24	3.14	-0.10	2.94	3.04	0.10

Source. ACE Austin participant records for 2014-2015; AISD student records (TEAMS_GRDS).

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

Campus	Course pass percentage					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Course pass percentage point change	2013–2014	2014–2015	Course pass percentage point change
Brown	97.55	95.36	-2.19	99.05	93	-6.05
Dobie	96.26	97.38	1.12	96.84	95.71	-1.13
Eastside	92.65	92.57	-0.08	87.52	89.65	2.13
Hart	94.74	94.33	-0.41	84	90.48	6.48
Langford	96.36	93.44	-2.92	98.05	96.87	-1.18
Martin	96.37	97.9	1.53	95.61	94.82	-0.79
Mendez	97.76	99.22	1.46	97.73	98.53	0.80
Pickle	95.02	94.27	-0.75	95.93	95.37	-0.56
Rodriguez	97.36	95.85	-1.51	90.73	93.92	3.19
Widen	95.21	93.91	-1.30	94.09	94.34	0.25

Source. ACE Austin participant records for 2014–2015; AISD student records (TEAMS_GRDS).

ATTENDANCE OUTCOME

At Brown Elementary School, school-day absences for regular program participants decreased from year to year. At Hart Elementary School, non-regular participants' school-day absences decreased. At all other Cycle 7 AISD campuses, program participants (regular and non-regular) experienced an increase in absences from 2013–2014 to 2014–2015.

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

| Mean days absent | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Brown	3.89	4.98	1.09	6.05	8.39	2.34
Dobie	5.00	8.21	3.21	7.99	10.37	2.38
Eastside	8.4	9.19	0.79	10.58	14.24	3.66
Hart	5.65	5.36	-0.29	7.75	10	2.25
Langford	5.51	5.52	0.01	7.14	7.08	-0.06
Martin	6.22	8.56	2.34	9.15	11.43	2.29
Mendez	5.15	6.88	1.73	7.99	10.1	2.11
Pickle	4.37	4.9	0.53	5.36	6.28	0.92
Rodriguez	5.85	6.25	0.4	6.75	6.94	0.19
Widen	6.97	7.16	0.19	5.53	7.59	2.06

Source. ACE Austin participant records for 2014–2015; AISD student attendance records.
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

DISCIPLINE OUTCOME

Program participants at Langford Elementary School did not have mandatory discipline offenses in both school years and experienced a decrease in discretionary offenses from year to year. Discipline outcomes were mostly positive for Hart, Pickle, and Widen campuses. However, program participants at Martin Middle School experienced an increase in mandatory and discretionary offenses from 2013–2014 to 2014–2015. Discipline outcomes were mixed for the remaining five Cycle 7 AISD campuses.

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

Campus	Type of discipline removal	Participation status					
		Regular participants			Non-regular participants		
		2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Brown	Mandatory	0.00	0.01	0.01	0.00	0.00	0.00
	Discretionary	0.16	0.10	-0.06	0.04	0.07	0.03
Dobie	Mandatory	0.04	0.01	-0.03	0.03	0.04	0.01
	Discretionary	0.30	0.83	0.53	0.75	1.26	0.51
Eastside	Mandatory	0.03	0.02	-0.01	0.06	0.10	0.04
	Discretionary	0.99	1.06	0.07	1.71	1.64	-0.07
Hart	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.04	0.04	0.00	0.00	0.17	0.17
Langford	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.04	0.02	-0.02	0.04	0.00	-0.04
Martin	Mandatory	0.01	0.04	0.03	0.03	0.09	0.06
	Discretionary	0.61	1.09	0.48	1.41	2.08	0.67
Mendez	Mandatory	0.01	0.01	0.00	0.02	0.07	0.05
	Discretionary	0.29	0.75	0.46	0.56	0.86	0.30
Pickle	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.04	0.05	0.01	0.05	0.05	0.00
Rodriguez	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.07	0.20	0.13	0.22	1.65	1.43
Widen	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.23	0.36	0.13	0.48	0.43	-0.05

Source. ACE Austin participant records for 2014–2015; 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.

Program Impacts

Overall results were mostly mixed on all three outcome goals for the Cycle 7 AISD campuses. None of the 10 Cycle 7 AISD campuses met all three outcome goals: increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year.

Regular and non-regular program participants at Mendez Middle School met academic achievement goals (i.e., improved year-to-year GPA and course completion rates). Academic outcomes were mixed for the remaining Cycle 7 AISD elementary campuses.

Only regular program participants at Hart Elementary School and non-regular program participants at Langford Elementary School met the attendance goal of decreased school-day absences from 2013–2014 to 2014–2015. Program participants at all other campuses all experienced an increase in school-day absences.

Program participants at Langford met discipline goals of decreased referrals. Furthermore, discipline outcomes were mostly positive for Hart, Pickle, and Widen campuses. However, program participants at Martin Middle School experienced an increase in mandatory and discretionary offenses from 2013–2014 to 2014–2015. Discipline outcomes were mixed for the remaining five Cycle 7 AISD campuses.

Evaluator Commentary and Recommendations

Program participants at Martin and Mendez campuses showed mean GPA rate increases from school year 2013–2014 to 2014–2015. Furthermore, program participants at Mendez experienced an increase in course completion rates from 2013–2014 to 2014–2105. Academic outcomes (improved mean GPA and course completion rates) were mixed for the remaining eight Cycle 7 AISD campuses.

Given the mixed results for ACE Austin participants related to GPA and course completion rates, it is recommended that academic-related afterschool programs implement changes to better align with program goals, particularly at elementary campuses where goals were not entirely met. In addition, identifying the specific programs and strategies used to address academic issues (i.e., specifically at Mendez where the goal was met for both academic outcomes) would be useful in understanding what may have contributed to this finding in order to influence the adoption of similar approaches at other campuses, as well.

At Brown Elementary School, school-day absences for regular program participants decreased from year to year. At Hart Elementary School, non-regular participants' school-day absences decreased. At all other Cycle 7 AISD campuses, program participants (regular and non-regular) experienced an increase in absences from 2013–2014 to 2014–2105.

Program participants at Langford Elementary School did not have mandatory discipline offenses in both school years and experienced a decrease in discretionary offenses from year to year. Discipline outcomes were mostly positive for Hart, Pickle, and Widen campuses. However, program participants at Martin Middle School experienced an increase in mandatory and discretionary offenses from 2013-2014 to 2014-2015. Discipline outcomes were mixed for the remaining five Cycle 7 AISD campuses.

Based on this finding, refinement to components that are effective should be ongoing so they can continue to meet the needs of students at campuses where the discipline outcome goal was met. Disciplinary goals may not have been met at other campuses because students who already had a history of high disciplinary issues were specifically targeted, and therefore the program had difficulty demonstrating a significant reduction in referrals over the course of program participation. In these cases, the specific program goals need to be examined to better understand the desired outcomes for students.

Next Steps

Based on the evaluators' recommendations and commentary provided by the site coordinators in the Cycle 7 AISD center level reports, the following next steps are recommended to help support the Cycle 7 AISD campuses further improve the ACE program to meet the needs of students and parents.

Training: Sufficient training opportunities should be provided to afterschool program teachers throughout the course of the school year. Trainings should focus on topics such as program implementation fidelity,

developing logic models, and the YPQ model. In addition, opportunities should be provided for school-day teachers and afterschool teachers to train together and work collaboratively in providing effective afterschool services and activities.

Identifying needs and aligning program goals to these needs: Overall program activities at each campus should be aligned to students' needs and interests. For example, applying socio-emotional learning (SEL) curriculum to programs aimed at addressing discipline issues. This will help achieve better program-specific outcomes and help increase program attendance.

To accomplish this, site coordinators along with afterschool teachers at each campus should conduct a needs assessment at the beginning of the school year. In addition, feedback from parents and students should be solicited, and focus groups should be conducted with afterschool teachers, parents, students, site coordinators, and program directors to help determine the appropriate services for students at each campus.

Program implementation fidelity: To successfully meet the needs of students participating in the afterschool program and achieve outcome goals, it is crucial that appropriate curriculum, activities, and services for the program are implemented consistently and accurately, as they are supposed to be. Furthermore, program implementation fidelity should be monitored and measured at regular intervals by site coordinators, program directors, and the program evaluator, and requisite modifications should be made if and when issues with fidelity are identified.

EVALUATOR INFORMATION

Evaluation of the ACE Austin program at Cycle 7 schools served by AISD was conducted by a team of evaluators from DRE at AISD. The evaluators' scope of work is detailed as follows:

- Meet with the project director to review TEA's evaluation requirements and create an evaluation plan; determine what additional data, if any, are going to be collected in addition to data collected through 21st CCLC and state-level evaluation
- Meet with the project director and site coordinators to develop the center logic models; review the minimum evaluation questions outlined in the *Texas ACE Independent Evaluation Guide 2014–2015*; and add additional evaluation questions, as desired
- Meet with program staff routinely; provide support to program staff for the two required interim reports, based on the evaluation questions and other findings from ongoing internal monitoring processes
- Help project directors and site coordinators use data to plan professional development activities, hire staff with different skills and interests, and link personnel evaluation with internal monitoring results
- Conduct unstructured or structured observations of program activities to assess fidelity of program implementation and recommend modifications, when necessary
- Assist centers in administering student and parent surveys
- Conduct focus groups with afterschool program participants
- Provide data for the fall, spring, and year-end reports due to TEA
- Collect program participation information, analyze data, and write the final annual evaluation reports (grant and center level), which will answer research questions stipulated in the grant proposals and link student outcomes to program objectives

The total cost of evaluation allocated for the 20 centers served by AISD across two Cycles (i.e., 7 and 8 in 2014–2015) was $30,000.

APPENDIX A

AISD Cycle 7 Parent Survey

A parent survey was administered to ACE program participants to obtain parents' feedback on program implementation and on the program's impact on student academic achievement and behaviors. A total of 213 parents of students who participated in ACE Austin Cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that Family Nights/ Performances (30%) received the most parent attendance this past year, followed by English as a second language (ESL) (18%), Coffee with principal (17%), and Zumba (15%) (Table 11). A total of 96 participants provided feedback about which classes the ACE program should offer in the 2015—2016 school year. The following represent the most commonly mentioned classes: ESL (40%), Zumba (39%), Nutrition or cooking classes (15%), and Family Nights (14%).

Table 11.
Percentage of Parents Indicating They Participated in ACE Classes or Events, by Events/Activity Type

	%
Coffee with principal	17%
English as a second language	18%
Family Nights/Performances	30%
Love & Logic	4%
Social and emotional learning	5%
Strengthening families	6%
Zumba	15%

Source. ACE Austin Parent Survey 2015

When asked about the characteristics of the ACE afterschool program they considered important, respondents indicated the following areas most often: safe environment (72%), homework help (60%), and classes that encourage creativity (56%).

Table 12.
Percentage of Parents Who Reported Each Benefit of the ACE Afterschool Program Was Important

	%
My child is in a safe environment afterschool	72%
Classes that encourage creativity	56%
Participation in sports and other physical activity	53%
Opportunity to have fun	54%
Academic enrichment	48%
It's free of charge	54%
Free summer camp	30%
Fieldtrips	31%
Homework help	60%

Source. ACE Austin Parent Survey 2015

A large percentage of parent respondents felt their children showed better school attendance (59%),

behavior (54%), and grades (39%) because of their participation in the afterschool program. In addition, many respondents who participated in ACE parent classes indicated they were happy with their instructors (46%) and that they were more connected to the school community as a result of attending these classes (53%). Finally, 50% of parent respondents reported they knew whom to contact when they had questions about the ACE program.

APPENDIX B

AISD Cycle 7 Student Survey

The AISD ACE Program Student Survey was administered in Spring 2015 to gather information about students' perceptions of the afterschool programs offered at AISD campuses. The survey was administered by the site coordinators or other program staff during the afterschool program time to students in grades 4 and above. A total of 375 students from Cycle 7 AISD campuses completed the survey (response rate of 18.5%). Almost a quarter of the survey participants were 6th graders. The demographics (e.g., gender, ethnicity, and LEP status) of the survey respondents were similar to those of the population of program participants (Figure 2).

Most of the survey respondents reported that they participated in enrichment programs (87%). Nearly half of the students were never home alone, and about one quarter were home alone or with friends after school without an adult present 3 or more days a week before they started coming to the afterschool program (Figure 4). Students who participated in college and workforce activities attended school more than did peers in other programs (Figure 5). Participation in enrichment programs did not have an effect on students' discipline removal rates (Table 14). Academic program participants received significantly lower GPAs in reading and math than did their peers who did not participate in academic programs (Table 15). Student survey respondents rated items on the survey using a 4-point scale, ranging from *agree a lot* to d*isagree a lot*. The majority of the student survey participants *agreed a lot* or *agreed a little* on most of the items (Table 16).

Table 13.
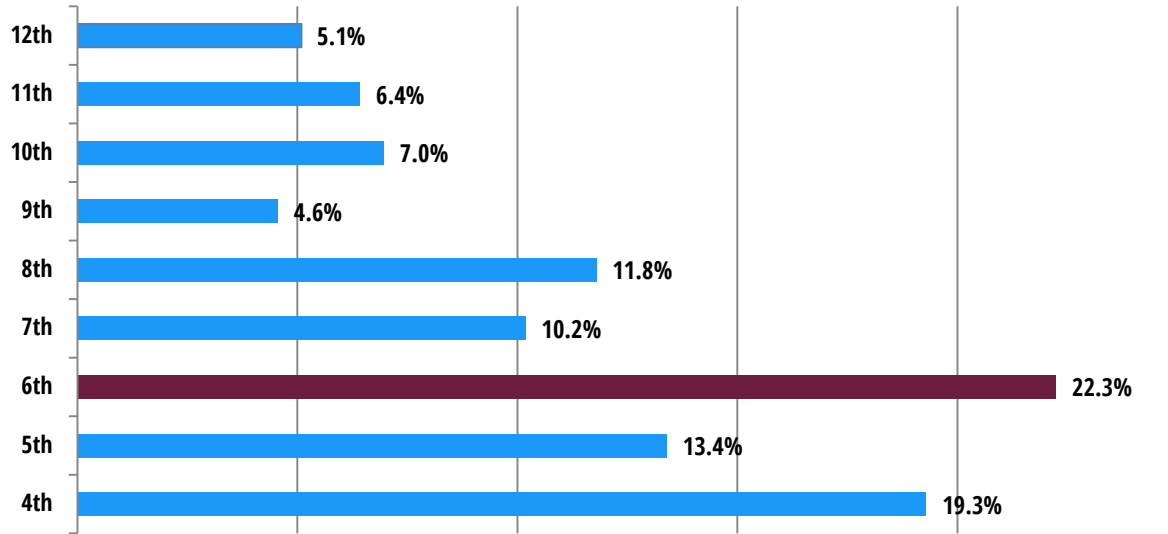**Survey response rates were low at most campuses**

Campus Name	# of program participants*	# of survey respondents	Response rate
Brown Elementary School	48	14	29.2%
Dobie Middle School	353	62	17.6%
Eastside Memorial High School	415	88	21.2%
Hart Elementary School	88	16	18.2%
Langford Elementary School	62	11	17.7%
Martin Middle School	393	49	12.5%
Mendez Middle School	414	55	13.3%
Pickle Elementary School	104	26	25.0%
Rodriguez Elementary School	67	26	38.8%
Widen Elementary School	88	28	31.8%
Cycle Total	2,032	375	18.5%

Source. AISD Afterschool Program Student Survey, 2014–2015; ACE Austin participant record for 2014–2015
 *Note. The AISD Afterschool Program Survey was sent to students at grades 4 and above. The number of program participants listed in the table is the number of students in grades 4 and above, instead of the total number of program participants this year.
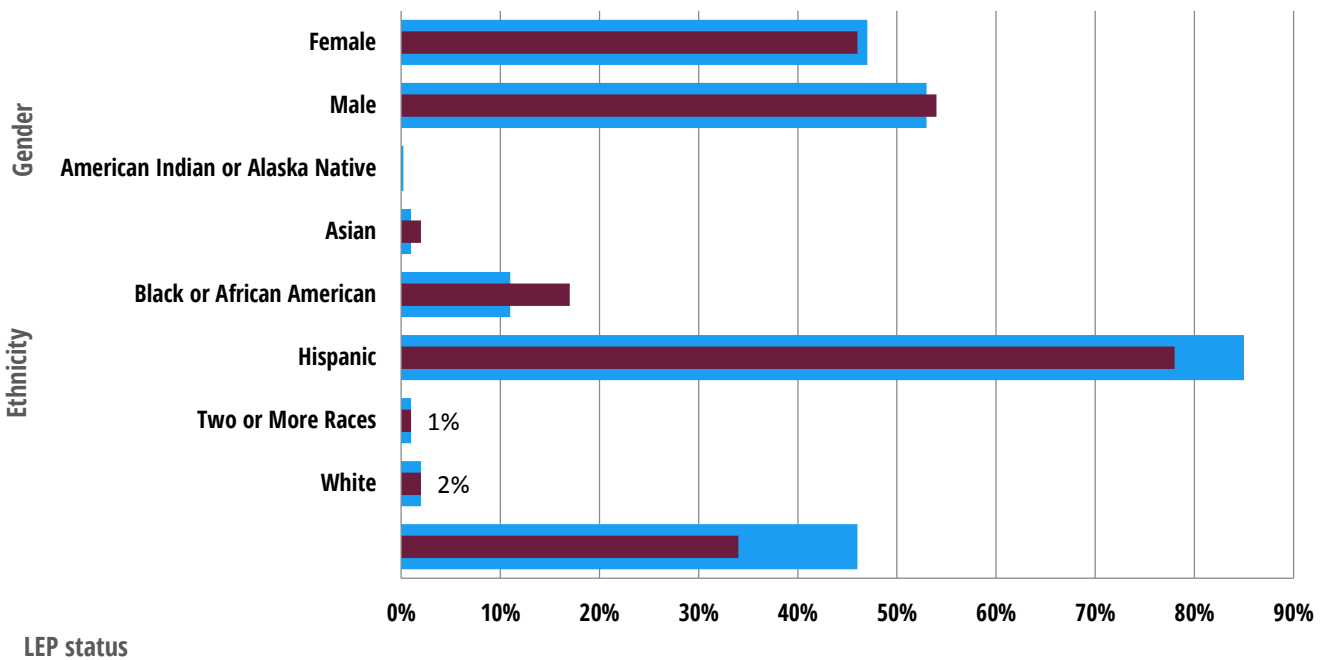
Figure 1.

The Percentage of student survey partcipants was higher in 6th grade than any other grade.

Grade	Percentage
12th	5.1%
11th	6.4%
10th	7.0%
9th	4.6%
8th	11.8%
7th	10.2%
6th	22.3%
5th	13.4%
4th	19.3%

Source. AISD Afterschool Program Student Survey, 2014–2015

Figure 2.

Survey participants matched program participants in nearly all cases.

Gender: Female, Male

Ethnicity: American Indian or Alaska Native, Asian, Black or African American, Hispanic, Two or More Races (1%), White (2%)

LEP status

Source. ACE Austin participant record for 2014–2015; AISD Afterschool Program Student Survey, 2014–2015

Figure 3.

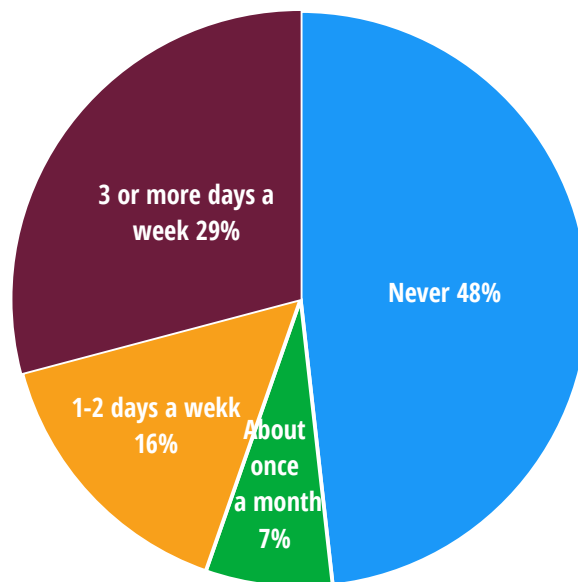**Many more program participants enrolled in enrichment activities than in other programs.**
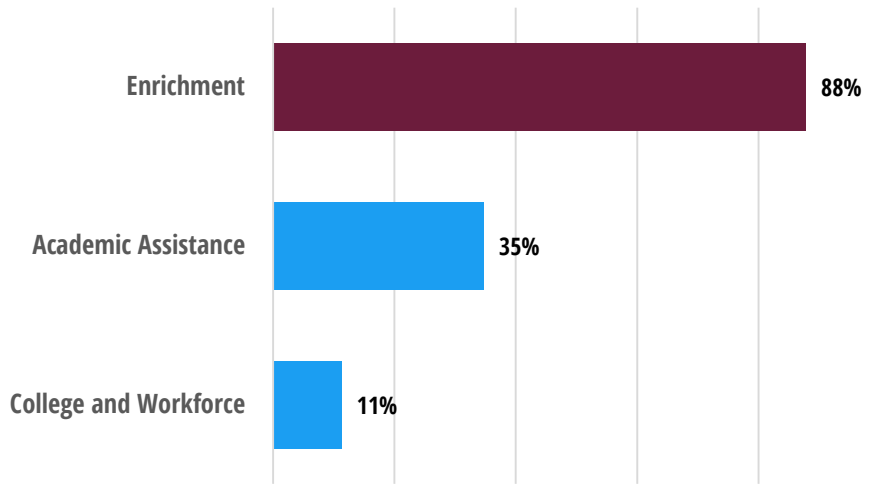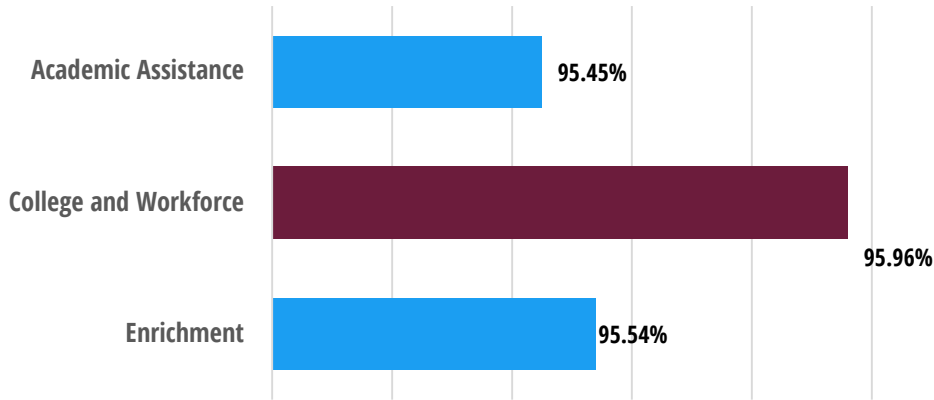
Figure 4.

More than 1/4 of the students were home alone or with friends after school without an adult present 3 or more days a week before they started coming to the afterschool program

Figure 5.

Students who participated in College and Workforce activities attended school more than did peers in other programs.

Source. ACE Austin participant record for 2014–2015; AISD student attendance records (TEAMS_ATTENDANCE)

Table 14.

The differences in discipline removal rates of survey respondents who participated in enrichment programs and respondents who participated in other program types were not significant.

Discipline removal rates	Enrichment program survey respondents			
	Mandatory removals		**Discretionary removals**	
	Participants (n = 329)	Non-participants (n = 46)	Participants (n = 329)	Non-participants (n = 46)
	0.006	0.000	0.489	0.674
Significant $p \leq 0.05$	-		-	

Source. ACE AISD participant record for 2014–2015; AISD student discipline records (ADIS)

Table 15.

The differences in math and reading GPAs of survey respondents who participated in academic programs and respondents who participated in other program types were significant.

	Academic program survey respondents			
	Reading GPA		**Math GPA**	
	Participants (n = 130)	Non-participants (n = 245)	Participants (n = 130)	Non-participants (n = 245)
	2.59	3.05	2.40	2.97
Significant $p \leq 0.05$	*		*	

Source. ACE Austin participant record for 2014–2015; AISD student records (TEAMS_GRDS)

Table 16.

The majority of student survey respondents agreed on the survey items

Survey item	%	n
1. I like my afterschool classes.	96.97%	352
2. I feel safe in my afterschool program.	96.41%	349
3. The afterschool program keeps me from getting into trouble.	89.26%	291
4. I come to school more because of the afterschool program.	78.01%	266
5. I get help with my homework in the afterschool program.	80.70%	255
6. The afterschool program helps me learn skills that will help me get a job.	87.95%	292
7. The afterschool program helps me learn about how to get into college.	83.54%	274
8. The afterschool program gives me a chance to help others.	88.25%	293
9. The afterschool program helps me learn skills that will help me be a leader.	89.76%	298
10. In the afterschool program I have the opportunity to do things I like.	91.57%	326
11. My afterschool program makes learning fun.	90.88%	319
12. School is easier because I come to the afterschool program.	84.57%	274
13. My afterschool program teachers make me feel my school work is important.	89.74%	306
14. Someone in my family went to activities or events held in my afterschool program.	75.25%	228
15. The afterschool program teaches me about my health (e.g. the importance of eating healthy, exercising, etc.)	82.87%	266
16. I get to do math and science projects in my afterschool program.	65.23%	212
17. I trust the afterschool program teachers here.	93.71%	328
18. I would sign up again for the afterschool program.	91.74%	311
19. I am sure that I will finish high school.	95.35%	328
20. I am sure that I will go to college.	94.21%	309
21. My life now is the best it could possibly be.	88.13%	297
22. My life in five years will be the best it could possibly be.	93.75%	300

Source. AISD Afterschool Program Student Survey, 2014–2015

APPENDIX C

AISD Cycles 7 and 8 Student Focus Group Findings

The evaluation team at AISD conducted student focus groups with 49 ACE program participants from 3rd grade to 11th grade at six schools (three elementary schools, two middle schools, and one high school) in Spring 2015. The focus group participants were asked about their favorite activities in the ACE program, their understanding of the purpose of the afterschool program, and their educational and career aspirations.

Participation in the Program

Most of the student interviewees reported that they participated in the afterschool program 4 or 5 days per week. Most of the students started attending the afterschool program as soon as the program became available on their campuses.

Attitudes Toward the Program

Favorite activities. Because various types of activities were offered in different schools, students' favorite activities varied across campuses. However, student participants reported that the activities in the ACE program were fun and different from the regular school activities. In ACE, they had chances to do new and interesting activities (e.g., building robots, fishing, cooking, acting, and participating in sports).

Purpose of the program. When asked about the goals of the afterschool program, 31 students offered their responses. The following represent the most frequent answers:

- Students could learn new or more things at the program ($n = 7$)
- The program provided a safe and/or free place (e.g., for working parents who did not have time to look after their children) ($n = 5$)
- Students could have fun at the program ($n = 5$)
- Students would meet more people (students) in the program than if they were not in the program ($n = 3$)
- The program helped students do homework ($n = 2$)

Attitudes towards the school. T The members of the focus group were asked if being part of the afterschool program changed how they felt about school. Most of the focus group participants believed that afterschool was more fun than the morning school ($n = 28$ out of 36). Some students agreed that the afterschool made them more likely to come to the morning school because they could attend fun activities in the afterschool program. One student said, "School was frustrating, now is better."

College and Career

Most of the student participants indicated that they would go to college after high school. Their career choices varied among professions (e.g., basketball player, dancer, doctor, engineer, and lawyer). Students reported that their goal for this school year was to pass the grade or do better in the State of Texas Assessments of Academic Readiness (STAAR) testing.

Most of the students ($n = 40$ out of 42) reported that the afterschool program had helped them achieve their goals by providing more learning opportunities, and by preparing them better for college and career. One student whose goal was to go to medical school stated, "Science class...made us understand more about

working in the medical field." Another student mentioned, "I want to be a basketball player, and I can play here and have friends that give me confidence." Only a few (*n* = 3) students believed that the afterschool did not help them achieve their goals.

Program Environment

Bully. The focus group interviews revealed that some students had bully experiences in the afterschool program. The site coordinators or teachers in the program were not able to stop the bully, according to the students.

Friendship. Students reported that they met new friends at the afterschool program. The focus group students at the high school indicated they had a bonding time regularly at the afterschool program when they got together and shared their emotions, problems, and feelings. They found this helpful in dealing with stress. One mentioned, "Because the talks we have, it affect my attitude the next day; get me in a good mood."

Support. Student participants reported that they could go to the site coordinator of the afterschool program when they had problems. Some sought help from friends in the afterschool program. A few students indicated that they would talk to their teachers or parents.

Changes to the program. When asked about their suggestions for how to improve the program, all students suggested that the program offer more activities. The activities they suggested included computer classes, golf, dance, basketball, field trips to college, angry control classes, art, and music. A few students from one campus wanted to have a different physical education teacher in the afterschool program. At one campus, students complained about students without a smart phone being excluded from a club. They suggested that the program provide the technology so all students could have access to all activities.

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Afterschool Centers on Education

Cycle 7 AISD, Brown Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Brown Elementary School. The program received $207,576 and served 208 students (47% of the total students enrolled in Brown Elementary School) in 2014–2015. Among them, 180 were regular participants and 28 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Brown Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	51%	43%	50%
Male	49%	57%	50%
American Indian or Alaska Native	-	-	1%
Asian	-	-	2%
Black or African American		11%	3%
Hispanic	89%	89%	90%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	-	1%
White	2%	-	4%
% Limited English Proficient	66%	75%	68%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Recruitment of students for the afterschool program was based on discussion with the principal before every semester started. Recruitment was also based on family need. For example, the

2014–2015 ACE Austin Center Report

afterschool program recruited the siblings of the students in tutoring to help families arrange transportation. The afterschool program aligned with the school practices in other areas, such as academic and socio-emotional learning (SEL). The program staff reviewed the school's campus improvement plan. The site coordinator attended the school's Campus Advisory Council (CAC) meetings and completed a Campus Needs Assessment with the school principal. During the semester, the site coordinator and afterschool instructors discussed with regular teachers if students were turning in homework, completing their school work, and behaving as expected

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants' core grade point average (GPA) for most subjects decreased.

| | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.05	3.05	.00	3.26	2.24	-1.02
Math	3.15	2.92	- .23	3.21	2.28	- .93
Science	3.32	3.16	- .16	3.36	2.88	- .48
Social studies	3.25	3.36	.11	3.42	3.16	- .26

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

Table 3

The passing rate for both regular and non-regular participants decreased from 2013–2014 to 2014–2015.

| Brown Elementary School | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	97.55%	95.36%	-2.19%	99.05%	93.00%	-6.05%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

2

CYCLE 7 AISD AFTERSCHOOL PROGRAM

Main Goals

Decrease school-day absences

Decrease discipline referrals

Increase academic achievement

Participation level

Regular: attended the program for 30 or more days

Non-Regular: attended between 1 and 29 days of the program

Program activity examples

Academic support: Homework Help, tutoring, Science Adventures, Kidz Math

Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club

College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed

Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Brown Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	3.89	4.98	**1.09**	6.05	8.39	**2.34**

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals increased for regular participants and did not change for non-regular ones, whereas discretionary removals decreased for regular participants and increased for non-regular ones.

Brown Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.01	**.01**	.00	.00	.00
Discretionary	.16	.10	**- .06**	.04	.07	**.03**

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Non-regular participants had better academic outcomes in 2014-2015 compared to 2013-2014. The number of disciplinary referrals decreased as well. However, participants had more absent days this school year than they did last year. These results do not reflect the fact that the afterschool program is in contact with school-day teachers in case any students attending the program are not turning in homework or finishing school work. These numbers also do not show that sometimes a student is absent from school because of a doctor visit or other appointment, and that student's parents still sent him or her to the afterschool program because the

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child does not want to miss the afterschool class.

To obtain a more positive outcome, the next steps are:

1. Meet with CAC and teachers to devise a plan to better assist with homework and academic work
2. Start an incentive program for student attendance
3. Host monthly ceremonies to recognize student attendance and positive behaviors.

Afterschool Centers on Education

Cycle 7 AISD, Dobie Middle School

Final Report 2014–2015

This report presents data for the afterschool program at Dobie Middle School. The program received $189,087 and served 354 students (43% of the total students enrolled in Dobie Middle School) in 2014–2015. Among them, 136 were regular participants and 218 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Dobie Middle School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	38%	44%	48%
Male	62%	56%	52%
American Indian or Alaska Native	-	-	-
Asian	4%	2%	2%
Black or African American	10%	6%	16%
Hispanic	84%	88%	78%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	1%	1%	1%
White	1%	3%	3%
% Limited English Proficient	34%	35%	37%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Since it was the first time for me (site coordinator) to run the program, my major responsibility was keeping the program running, building and getting to know AISD faculty and staff, and getting to know the students who attend the program. I did not spend as much time as I would have liked with integration and collaboration with other on-campus services. However, toward the end of the year, I successful recruiting and retaining students.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in some subjects and decreased in others from school year 2013–2014 to 2014–2015.

| Subject | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.59	3.24	.65	2.77	2.98	.21
Math	2.90	2.93	.03	2.84	2.80	- .04
Science	2.82	3.34	.52	2.83	3.27	.44
Social studies	3.03	3.32	.29	3.24	3.19	- .05

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants increased whereas for non-regular participants it decreased.

| Dobie Middle School | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	96.26%	97.38%	1.12%	96.84%	95.71%	-1.13%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

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Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Dobie Middle School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.00	8.21	3.21	7.99	10.37	2.38

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals decreased for regular participants and increased for non-regular ones, whereas discretionary removals increased for both regular participants and non-regular ones.

Dobie Middle School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.04	.01	- .03	.03	.04	.01
Discretionary	.30	.83	.53	.75	1.26	.51

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

It was disheartening to see that program participants did not meet the goald of increased GPAs. Although there was an increase in school-day absences from 2013-2014 to 2014-201, the program appeared to have helped students stay a little more consistent in attendance.

Next steps:

1. Regarding students' GPA, a greater effort must be taken to collaborate with AISD instructors for tutoring and homework help for our students. In addition, provide incentives to students with A's and B's and who improve on report cards.
2. Regarding student attendance, consider a reward system for those students who attend our program that meet a determined percentage of attendance for the semester and the year.

Afterschool Centers on Education

Cycle 7 AISD, Eastside Memorial High School

Final Report 2014–2015

This report presents data for the afterschool program at Eastside Memorial High School. The program received $163,769 and served 415 students (56% of the total students enrolled in Eastside Memorial High School) in 2014–2015. Among them, 185 were regular participants and 230 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Eastside Memorial High School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	56%	45%	48%
Male	44%	55%	52%
American Indian or Alaska Native	-	1%	-
Asian	2%	3%	2%
Black or African American	22%	17%	13%
Hispanic	71%	77%	82%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	1%	-	-
White	3%	1%	4%
% Limited English Proficient	16%	46%	29%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Yes, I believe the program was well implemented. The Principal expressed her expectations that the program should be more visible and more integrated into the campus. I've always hired day

school teachers, but this year I hired lots more to teach academic and enrichment classes. I also lent as much support as I could to various programs and classes. I worked with the Music department, Athletic Department, Dropout Prevention Team, and community members. On Saturdays I attended school functions designed to promote and showcase the school. By doing this I made certain that the program was a noticeable and a positive influence on campus. As a result our numbers increased and we were able to exceed our grant goals.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in some subjects and decreased in others from school year 2013–2014 to 2014–2015.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.16	3.02	- .14	3.16	2.92	- .24
Math	3.17	3.13	- .04	2.85	2.85	.00
Science	3.14	3.20	.06	2.88	2.88	.00
Social studies	2.83	2.74	- .09	2.59	2.89	.30

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants decreased whereas for non-regular participants it increased.

Eastside Memorial High School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	92.65%	92.57%	- .08%	87.52%	89.65%	2.13%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Eastside Memorial High School	Participation status					
	Regular participants			Non-regular participants		
Attendance	**2013–2014**	**2014–2015**	**Days absent change**	**2013–2014**	**2014–2015**	**Days absent change**
Mean days absent	8.40	9.19	.79	10.58	14.24	3.66

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals decreased for regular participants and increased for non-regular ones, whereas discretionary removals increased for regular participants and decreased for non-regular ones.

Eastside Memorial High School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	**2013–2014**	**2014–2015**	**Discipline removal change**	**2013–2014**	**2014–2015**	**Discipline removal change**
Mandatory	.03	.02	- .01	.06	.10	.04
Discretionary	.99	1.06	.07	1.71	1.64	- .07

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Next steps:

1. Work more with the school administration and teachers to make sure that students get academic help they need after school.
2. Provide more and varied enrichment programs.
3. Work with school day teachers and administrators when the next school year starts to make certain that we provide the students with excellent day and after school experiences.

Afterschool Centers on Education

Cycle 7 AISD, Hart Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Hart Elementary School. The program received $219,795 and served 208 students (26% of the total students enrolled in Hart Elementary School) in 2014–2015. Among them, 202 were regular participants and 6 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Hart Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	48%	67%	47%
Male	52%	33%	53%
American Indian or Alaska Native	-	-	-
Asian	-	-	4%
Black or African American	7%	17%	9%
Hispanic	89%	83%	82%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	-	-
White	2%	-	5%
% Limited English Proficient	75%	83%	77%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Our program is aligned with the school curriculum and based on the Needs Assessment completed by the principal and school staff. Students were successfully recruited and retained for the most

part, with a continuous waiting list in grades K-2. The 4th grade classes were the most challenging to maintain due to student disinterest in some of the subject or staff. If students are not happy with an instructor, they will be less motivated to attend. If the subject matter is too intense or too much like "more school", students may not wish to attend. When tutoring was offered, there was naturally a large drop in after school class attendance. Social Emotional Learning components, Campus Advisory Council, and Campus Improvement Plan suggestions or requirements were shared with the Site Coordinator and included in daily activities of the after school program.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From 2013–2014 to 2014–2015, core grade point average (GPA) increased for non-regular participants and decreased for regular participants.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.47	2.28	- .19	1.25	2.50	1.25
Math	2.70	2.37	- .33	1.25	2.33	1.08
Science	2.82	2.71	- .11	2.00	2.67	.67
Social studies	3.25	2.85	- .40	2.25	2.33	.08

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants decreased whereas for non-regular participants it increased.

Hart Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	94.74%	94.33%	- .41%	84.00%	90.48%	6.48%

Source. **ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)**

2

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants decreased whereas for non-regular participants it increased.

Hart Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.65	5.36	- .29	7.75	10.00	2.25

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals did not change for regular participants and increased for non-regular ones.

Hart Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.04	.04	.00	.00	.17	.17

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Program participants experienced an increade in GPA. However, it would be preferable to have fewer absences and fewer disciplinary referrals. The goal for next year would be for participants to have higher attendance rate and lower disciplinary referrals.

Next steps:

1. Provide interim reports to parents, increased interaction with parents, and more severe consequences for students absent from programming.
2. Implement a reward system for students who attend regualrly throughout the year.

Afterschool Centers on Education

Cycle 7 AISD, Langford Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Langford Elementary School. The program received $207,576 and served 211 students (27% of the total students enrolled in Langford Elementary School) in 2014–2015. Among them, 185 were regular participants and 26 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Langford Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	46%	73%	48%
Male	54%	27%	52%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	6%	4%	4%
Hispanic	92%	96%	92%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	-	1%
White	2%	-	2%
% Limited English Proficient	60%	69%	64%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

All curriculum delivered to student participants must be aligned with district curriculum road map. The curriculum specialist worked with UTEACH, site coordinators, and contracted vendors to help ensure grant expectations were met. Instructors have access to the ACE Austin Course Catalogue with lesson plans that have been approved and TEKS aligned. The site coordinator had access to the CIP and it was used when developing classes. Enrollment in these classes were based on teacher recommendations, school principal input, and number of students who registered at the beginning of the fall semester for 2nd, 3rd, and 4th grade. Not all instructors were trained in SEL; therefore SEL was not implemented program-wide. The program continued to have open-enrollment policies in the case student numbers drop off in specific grade levels. 3rd and 5th grade students' enrollment was consistent in the fall semester and began to decrease in the spring. Some factors that related to decrease in numbers were tutoring and 5th grade classes starting a few weeks late in the spring because of staffing concerns. YPQ trainings were very limited or non-existent in the spring semester. Much of what the instructors learned about YPQ occurred in house and during staff meetings.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, core grade point average (GPA) decreased for regular participants and increased for non-regular participants.

Subject	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.63	2.03	- .60	2.95	3.13	.17
Math	2.76	2.07	- .69	3.00	3.09	.09
Science	2.89	2.36	- .53	3.00	3.22	.22
Social studies	3.23	2.66	- .57	3.27	3.52	.25

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

2

Table 3

The passing rate for both regular and non-regular participants decreased from 2013–2014 to 2014–2015.

Langford Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	96.36%	93.44%	-2.92%	98.05%	96.87%	-1.18%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants increased whereas for non-regular participants it decreased.

Langford Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.51	5.52	.01	7.14	7.08	- .06

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals for both groups decreased.

Langford Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.04	.02	- .02	.04	.00	- .04

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

There was an increase in the core GPA in reading but was a decrease in Math, Science, and Social Studies. Based on school needs, ACE Austin Afterschool program has focused mainly on literacy due to students struggling in the area. Many of the classes had some form of a literacy component but Math, Science, and Social Studies were not the focused subject areas this school year. The only grade level that received academic assistance in Math was the STAARBurst 4th grade who also took a coding class. It would be interesting to see if this particular grade level showed an increase in their Math GPA. There was a decrease in absence from the previous year for regular program participants. There was an increase in discretionary discipline removal from last year to this year.

Next steps:

1. Continue to diversify lesson plans and not focusing on one specific subject area could help make sure students are receiving well rounded curriculum. All grade levels receive homework help but not all grade levels receive additional academic assistance.
2. Try to balance academic assistance with enrichment activities for all grade levels will probably help create a more balanced program.
3. Increase SEL training and implementation will help students with discipline concerns. In efforts to increase student enrollment, all grade levels will start programming at the same time rather than staggered. The staggered method could have affected families' schedules and negatively impacted enrollment.
4. Seek alternative ways to hire staff and troubleshooting early on will help alleviate or decrease staffing concerns for next year.

Afterschool Centers on Education

Cycle 7 AISD, Martin Middle School

Final Report 2014–2015

This report presents data for the afterschool program at Martin Middle School. The program received $198,490 and served 393 students (64% of the total students enrolled in Martin Middle School) in 2014–2015. Among them, 160 were regular participants and 233 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Martin Middle School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	34%	50%	50%
Male	66%	50%	50%
American Indian or Alaska Native	-	-	-
Asian	-	1%	-
Black or African American	23%	11%	10%
Hispanic	76%	85%	85%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	-	-
White	1%	3%	4%
% Limited English Proficient	21%	34%	33%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

The program met all grant requirements: aligned offerings to student and family needs; worked closely with the school day staff and community to provide services aligned to campus needs;

maximized available resources; and served a high percentage of the school's population. Identified areas for improvement included coordinating with administration to schedule afterschool obligations for shared instructors and continuing to increase the diversity of activities offered.

The Martin campus and its faculty were very supportive in terms of sharing space, recruiting students, disclosing appropriate and helpful data, and following afterschool protocol. Administrators were particularly vigilant in ensuring that the school day staff complied with ACE policies in order to implement a successful program.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants' core grade point average (GPA) for all subjects increased.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.70	3.15	.45	2.71	3.14	.43
Math	2.70	2.94	.24	2.69	2.82	.13
Science	2.68	3.11	.43	2.72	2.94	.22
Social studies	2.93	3.30	.37	2.86	3.08	.22

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants increased whereas for non-regular participants it decreased.

Martin Middle School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	96.37%	97.90%	1.53%	95.61%	94.82%	- .79%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

2

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Martin Middle School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	6.22	8.56	2.34	9.15	11.43	2.29

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals and discretionary removals for both regular and non-regular program participants increased.

Martin Middle School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.01	.04	.03	.03	.09	.06
Discretionary	.61	1.09	.48	1.41	2.08	.67

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

The average core GPA of ACE students decreased from last year to this year. In addition, disciplinary referrals for regular participants decreased, but absent days increased.

Next steps:

- Based on the changes in core GPAs, ACE will offer more academic support activities including

targeted tutoring in partnership with school day staff. The campus is entering Reconstitution in this coming school year and increasing core GPA will be a focus for the entire campus.

- The program will solicit feedback from regular students and parents to determine strategies to incentivize both regular school and ACE program attendance.
- To continue lowering the rate of disciplinary referrals for ACE students, the program will continue to provide social emotional learning, character development, and leadership enrichment opportunities (woven into the regular programming).

Afterschool Centers on Education

Cycle 7 AISD, Mendez Middle School

Final Report 2014–2015

This report presents data for the afterschool program at Mendez Middle School. The program received $169,087 and served 414 students (45% of the total students enrolled in Mendez Middle School) in 2014–2015. Among them, 210 were regular participants and 204 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Mendez Middle School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	39%	45%	51%
Male	61%	55%	49%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	7%	9%	6%
Hispanic	89%	89%	92%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	1%	-
White	2%	1%	2%
% Limited English Proficient	43%	39%	38%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Many of the enrichment instructors were also daytime teachers, therefore they were aware of students' emotional and academic needs and were able to align their programs to the participants'

needs. The after school program set up tutoring three days each week. However, attendance for afterschool tutoring was low due to the lack of communication with parents on the needs for parents to stay after school. However, once tutoring instructors started calling parents to inform them about tutoring and encourage them to have their student attended after school tutoring, attendance increased. In the meantime, Mendez implemented their own tutoring program so we moved our students to the school led tutoring program, but continued to offer homework help in the morning.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants' core grade point average (GPA) for all subjects increased.

| Subject | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.53	3.23	.70	2.73	3.13	.40
Math	2.84	3.21	.37	2.94	3.12	.18
Science	2.78	3.31	.53	2.88	3.22	.34
Social studies	2.96	3.26	.30	3.12	3.22	.10

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

Table 3

The passing rate for both regular and non-regular participants increased from 2013–2014 to 2014–2015.

| Mendez Middle School | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	97.76%	99.22%	1.46%	97.73%	98.53%	.80%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

2

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Mendez Middle School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.15	6.88	**1.73**	7.99	10.10	**2.11**

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals did not change for regular participants and increased for non-regular one, whereas discretionary removals increased for both regular and non-regular participants.

Mendez Middle School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.01	.01	.00	.02	.07	**.05**
Discretionary	.29	.75	**.46**	.56	.86	**.30**

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Next year program staff will implement more academic based programs to boost the students' grades. Staff will also implement more programs to incentivize students to attend school and to reduce behavior referrals during school.

Afterschool Centers on Education

Cycle 7 AISD, Pickle Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Pickle Elementary School. The program received $207,576 and served 225 students (28% of the total students enrolled in Pickle Elementary School) in 2014–2015. Among them, 186 were regular participants and 39 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Pickle Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	51%	56%	50%
Male	49%	44%	50%
American Indian or Alaska Native	-	3%	-
Asian	-	-	-
Black or African American	9%	15%	6%
Hispanic	88%	82%	91%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	-	-
White	3%	-	2%
% Limited English Proficient	75%	67%	76%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

To better serve our students and families, we communicated frequently with all new administrators and staff. Lesson plans were written by a curriculum specialist to meet the needs of

students, follow curriculum road maps and align with the TEKS. Student progress was monitored by reviewing pre- and post- tests as well as attendance. Get Ready class, which composed of was 5th grade students, received more participation this spring semester. This class focused on helping students understand the importance of education and career readiness options.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants' core grade point average (GPA) for all subjects decreased.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.53	2.08	- .45	2.66	2.03	- .63
Math	2.52	2.08	- .44	2.45	2.22	- .23
Science	3.08	2.64	- .44	3.27	2.84	- .43
Social studies	3.16	2.85	- .31	3.45	3.26	- .19

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

Table 3

The passing rate for both regular and non-regular participants decreased from 2013–2014 to 2014–2015.

Pickle Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	95.02%	94.27%	- .75%	95.93%	95.37%	- .56%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Pickle Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	4.37	4.90	.53	5.36	6.28	.92

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, however, discretionary removals for regular participants showed a small increase.

Pickle Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.04	.05	.01	.05	.05	.00

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Overall, student GPA decreased by a small percent. This may be partially due to an unstable administration staff, which left the campus and the teachers without direction. Many changes have happened at Pickle that directly and indirectly impacted the students during school and after school hours. Program participants attendance rate increased this year and there were no changes in mandatory removals for either regular or non-regular students.

Next steps: Lessons will be modified to engage the students in classes; Incentives for attendance and long term projects will continue to be implemented to keep the students' interest and participation; the program will maintain a positive behavior system.

Afterschool Centers on Education

Cycle 7 AISD, Rodriguez Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Rodriguez Elementary School. The program received $212,098 and served 257 students (30% of the total students enrolled in Rodriguez Elementary School) in 2014–2015. Among them, 207 were regular participants and 50 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Rodriguez Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	51%	48%	52%
Male	49%	52%	48%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	16%	14%	4%
Hispanic	84%	84%	94%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	-	1%
White	-	2%	1%
% Limited English Proficient	52%	58%	60%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Drops in program attendance were sometimes observed in 3rd, 4th, and 5th grades. This may have stemmed from lack of student interest and tutoring. The program placed students in classes

instead of allowing students to choose their classes. Therefore, If students did not like the activity, they may have stopped attending the program. For instance, the number of students in drum class dropped soon after the class started due to lack of student interest.

For next year, it is important to allow students to choose some classes. This is also true for the fifth grade program, although in 5th grade, most students attended on a daily basis. Student attendance was monitored daily and attendance records were kept.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in science but decreased in all other subjects from school year 2013–2014 to 2014–2015.

| Subject | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.85	2.51	- .34	2.28	2.22	- .06
Math	2.99	2.63	- .36	2.48	2.38	- .10
Science	3.20	3.06	- .14	2.57	2.64	.07
Social studies	3.48	3.34	- .14	3.14	3.02	- .12

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants decreased whereas for non-regular participants it increased.

| Rodriguez Elementary School | Participation status | | | | | |
| | Regular participants | | | Non-regular participants | | |
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	97.36%	95.85%	-1.51%	90.73%	93.92%	3.19%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Rodriguez Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.85	6.25	.40	6.75	6.94	.19

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals for both groups increased.

Rodriguez Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.07	.20	.13	.22	1.65	1.43

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

The GPA in reading, math and science increased overall for students within the ACE program as well as non-participants.

Next steps: For the next semester, the program will provide classes aligned with the social studies TEKS. Meeting with the principal, coaches, and team will ensure we are implementing lessons aligned with the school curriculum.

Afterschool Centers on Education

Cycle 7 AISD, Widen Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Widen Elementary School. The program received $207,576 and served 239 students (35% of the total students enrolled in Widen Elementary School) in 2014–2015. Among them, 164 were regular participants and 75 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Widen Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	50%	53%	48%
Male	50%	47%	52%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	9%	4%	7%
Hispanic	91%	92%	91%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	1%	1%
White	-	3%	1%
% Limited English Proficient	40%	57%	51%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

The program has successfully met all of the grant requirements, using all of the resources available, the CIP, and Campus Needs Assessment. The program received high participation from

both students and parents. There wasn't much disruption of classroom space as the campus was and has always been able to provide space that is adequate and conducive to learning.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in Social Studies but decreased in all other subjects from school year 2013–2014 to 2014–2015.

Subject	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.71	2.48	- .23	2.31	2.03	- .29
Math	2.82	2.48	- .35	2.59	2.04	- .55
Science	3.05	2.58	- .47	2.86	1.82	-1.04
Social studies	3.24	3.14	- .10	2.94	3.04	.10

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

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants decreased whereas for non-regular participants it increased.

Widen Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	95.21%	93.91%	-1.30%	94.09%	94.34%	.25%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

2

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Widen Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	6.97	7.16	.19	5.53	7.59	2.06

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory and discretionary discipline removals increased for regular participants and decreased for non-regular ones.

Widen Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.01	.01	.01	.00	- .01
Discretionary	.23	.36	.13	.48	.43	- .05

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

There were some gains in GPA and school attendance, but there was also a concern with disciplinary referrals. Consequently, the program focus will be on disciplinary issues for the following academic school year.

Next steps:

1. The program will follow the SEL Model, and staff will be trained to address student behavior issues using the SEL Model.

2. The program will continue to create a learning environment conducive to promoting SEL best practices, hands-on engagement, and following the 4C' s as indicated in the grant.
3. Parents will have the opportunity to participate in child behavior management classes in order to support their children in this area.