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Afterschool Centers on Education

Cycle 7 Boys and Girls Club of the Greater Austin Area

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 1,995 program participants served by Cycle 7, Boys and Girls Club of the Austin Area (BGCAA) during the 2014–2015 school year from a total of seven AISD campuses- Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High.

FINDINGS AND RECOMMENDATIONS

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

Program participants (regular and non-regular) at Burnet and Webb campuses showed mean GPA rate increases from school year 2013–2014 to 2014–2015. Furthermore, program participants at Webb experienced an increase in course completion rates from 2013–2014 to 2014-2015. However, program participants at Wooldridge and McBee campuses did not meet either academic outcome goal (improved mean GPA and course completion rates). Academic achievement results were mixed for the remaining five Cycle 7 BGCAA campuses.

At McBee Elementary School, school-day absences for regular program participants decreased from year to year. At Wooldridge Elementary School, non-regular participants' school-day absences decreased.

Discipline outcomes were mostly positive for program participants at Ann Richards. However, program participants at Burnet experienced an increase in discipline referrals (mandatory and discretionary) from 2013-2104 to 2014–2015. Results were mixed for the remaining five Cycle 7 BGCAA campuses.

Recommendation 1.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 Wooldridge and McBee elementary schools where goals were not met on either outcome. In addition, identifying the specific programs and strategies used to address academic issues, specifically, at Webb middle school, 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 and modification of program activities and components designed to address attendance issues is warranted.

Recommendation 3. Refinement of components that are effective should be ongoing so that they may continue to meet the needs of students at campuses where the discipline outcome goal was met. Campuses where disciplinary goals were not met could be due to the fact that students who already have a history of high disciplinary issues are specifically targeted and therefore the program would have difficulty in demonstrating a significant reduction in referrals over the course of program participation. In these cases, the specific program goals need to be examined in order 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 BGCA center-level reports, the following next steps are recommended to help Cycle 7 BGCA 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. 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 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.

Availability of and access to appropriate resources: Several campuses reported challenges related to availability of classroom space. In addition, it was reported that program staff were often given short notice regarding space issues making it challenging for them to find alternatives. Effective communication between campus and program staff must be established and resource related contingencies should be in place beforehand in order to be able to provide quality and effective programming to participants.

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Introduction and Purpose of Program

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 Boys & Girls Clubs of the Austin Area (BGCAA), 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 1,995 program participants served by Cycle 7 BGCAA during the 2014–2015 school year from a total of seven AISD campuses- Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High.

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 2014–2015. Program participants were categorized based on the total number of days they participated in the afterschool program: regular participants were students who participated in a program for 30 or more days, and non-regular participants were students who participated in a program between 1 and 29 days. Analyses were conducted to compare school outcomes (e.g., school attendance, discipline removals, core subject grade point average [GPA]; reading, mathematics [math], science, and social studies) and course completion percentages.

School Attendance

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

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

The family engagement specialist worked closely with site directors and school-day parent support specialists to help identify parental needs and identify steps to meet those needs. Marketing for the program was through flyers, back-to-school nights, registration nights, lunches, and meetings with school administration.

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 at six of the seven Cycle 7 BGCAA campuses, (Table 2).

Table 2. Description of Needs

School	Percentage low socioeconomic	Percentage at risk	Percentage limited English proficient
Ann Richards	59%	17%	3%
Burnet	92%	72%	43%
Cook	96%	85%	65%
Lanier	89%	82%	29%
McBee	98%	81%	68%
Webb	97%	70%	42%
Wooldridge	97%	87%	77%
AISD	61%	56%	27%
State	60%	50%	18%

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

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

Youth Program Quality trainings were offered throughout the year to help build staff skills so staff could provide effective, hands-on classes. Education directors and site directors also went through Boys & Girls Club grant requirement and reporting trainings. Site directors attended 'Welcome back to school' trainings at the beginning of the year to understand and align with expectations for the school day. The project director conducted two monthly observations (one formal, one informal) at each site to provide feedback about the program. This feedback helped the site directors decide what trainings to attend or what trainings to offer staff.

Logic Model

Site coordinators at all seven Cycle 7 BGCAA 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 BGCAA 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, BGCAA campuses	Regular participants		Non-regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Ann Richards	233	29%	368	46%	192	24%	793	100%
Burnet	142	11%	101	8%	992	80%	1235	100%
Cook	191	28%	21	3%	468	69%	680	100%
Lanier	137	8%	109	6%	1527	86%	1773	100%
McBee	164	29%	56	10%	355	62%	575	100%
Webb	128	17%	143	19%	498	65%	769	100%
Wooldridge	219	34%	45	7%	378	59%	642	100%
Total Cycle 7 - BGCAA	**1214**	**19%**	**843**	**13%**	**4410**	**68%**	**6467**	**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 five of the seven Cycle 7 BGCAA campuses: Burnet, Cook, Lanier, McBee, & Wooldridge.

At the following campuses: Burnet, Cook, Lanier, McBee, Webb and Wooldridge the overall percentage of program participants were much lower when compared to the total school population. In order to increase program participation and retention, student and parent surveys were conducted to solicit feedback about the programs. After the fall term, program staff examined the survey data and created classes that would address student's requests and would maintain, if not increase, participation and retention. The program aimed to broaden students' normal range of choices and give them access to activities out of their normal set of choices. Program staff also used data in order to keep track of the fluctuation of students between classes, if there was low participation, lesson plans were modified using feedback from the students in order to make the activity more entertaining for them.

Additionally, program staff offered incentives and tied enrichment and academic programs together to

increase participation. Modifications were made constantly throughout the year. Several strategies were tested to determine what drew students into the academic programs (i.e., times offered, space program was offered in, resources provided that students would take advantage of, etc.). The adult ESL classes were coupled with free childcare. Family nights were incentivized with prizes, gifts, and complimentary refreshments. Collaboration with the school's parent support specialist helped in reaching out to families for combined efforts.

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

Cycle 7, BGCA campuses and participation level		Gender		
		Regular participants (n = 1,214)	Non-regular participants (n = 843)	Non-participants (n = 4,410)
Ann Richards	Female	100%	100%	100%
	Male	0%	0%	0%
Burnet	Female	40%	40%	51%
	Male	60%	60%	49%
Cook	Female	48%	48%	47%
	Male	52%	52%	53%
Lanier	Female	48%	50%	47%
	Male	52%	50%	53%
McBee	Female	48%	52%	52%
	Male	52%	48%	48%
Webb	Female	38%	48%	50%
	Male	63%	52%	50%
Wooldridge	Female	46%	49%	49%
	Male	54%	51%	51%

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, BGCA campuses and participation level		Ethnicity						
		American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or more races	White
Ann Richards	Regular participants	-	4%	10%	62%	-	3%	20%
	Non-regular participants	-	3%	10%	61%	-	5%	21%
	Non-participants	-	2%	5%	74%	-	2%	17%
Burnet	Regular participants	-	1%	27%	68%	-	3%	2%
	Non-regular participants	-	5%	17%	65%	-	3%	10%
	Non-participants	-	2%	6%	86%	-	1%	5%
Cook	Regular participants	-	-	15%	82%	-	-	3%
	Non-regular participants	-	-	14%	76%	-	10%	-
	Non-participants	-	2%	8%	86%	-	1%	3%
Lanier	Regular participants	2%	2%	51%	37%	-	2%	6%
	Non-regular participants	-	-	21%	65%	-	4%	10%
	Non-participants	-	3%	5%	88%	-	1%	3%
McBee	Regular participants	-	2%	5%	89%	-	1%	3%
	Non-regular participants	-	-	9%	87%	-	4%	-
	Non-participants	-	1%	4%	91%	-	2%	2%
Webb	Regular participants	1%	-	28%	66%	-	2%	2%
	Non-regular participants	-	-	10%	87%	1%	-	2%
	Non-participants	-	1%	4%	91%	-	1%	3%
Wooldridge	Regular participants	-	1%	12%	81%	-	2%	4%
	Non-regular participants	-	4%	7%	80%	-	-	9%
	Non-participants	-	9%	2%	84%	-	-	5%

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, BGCA campuses and participation level		LEP status
Ann Richards	Regular participants	3%
	Non-regular participants	1%
	Non-participants	4%
Burnet	Regular participants	51%
	Non-regular participants	29%
	Non-participants	31%
Cook	Regular participants	69%
	Non-regular participants	43%
	Non-participants	58%
Lanier	Regular participants	34%
	Non-regular participants	15%
	Non-participants	8%
McBee	Regular participants	73%
	Non-regular participants	71%
	Non-participants	66%
Webb	Regular participants	51%
	Non-regular participants	38%
	Non-participants	27%
Wooldridge	Regular participants	83%
	Non-regular participants	71%
	Non-participants	61%

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

Program Intermediate Outcomes

Academic Achievement Outcome

Program participants (regular and non-regular) at Burnet and Webb campuses showed mean GPA rate increases from school year 2013–2014 to 2014–2015. Furthermore, program participants at Webb experienced an increase in course completion rates from 2013–2014 to 2014-2015. However, program participants at Wooldridge and McBee campuses did not meet either academic outcome goal (improved mean GPA and course completion rates). Academic achievement results were mixed for the remaining five Cycle 7 BGCAA 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
Ann Richards	Reading	3.50	3.51	0.01	3.47	3.52	0.04
	Math	3.35	3.33	-0.01	3.37	3.26	-0.11
	Science	3.43	3.47	0.03	3.39	3.36	-0.02
	Social studies	3.43	3.49	0.05	3.36	3.35	-0.01
Burnet	Reading	2.69	3.19	0.50	2.75	3.03	0.28
	Math	2.69	3.09	0.40	2.72	2.91	0.19
	Science	2.78	3.31	0.52	2.73	3.08	0.34
	Social studies	2.92	3.14	2.21	2.80	2.97	0.16
Cook	Reading	2.75	2.43	-0.32	2.17	1.64	-0.52
	Math	2.79	2.56	-0.23	2.58	1.82	-0.76
	Science	3.09	2.93	-0.15	3.05	2.47	-0.58
	Social studies	3.10	2.88	-0.22	2.58	2.47	-0.11
Lanier	Reading	3.01	3.09	0.07	3.05	2.94	-0.11
	Math	2.83	2.57	-0.25	2.79	2.48	-0.30
	Science	2.65	2.60	-0.04	2.55	2.63	0.08
	Social studies	2.79	2.74	-0.04	2.79	2.78	-0.01
McBee	Reading	2.49	2.50	0.01	3.11	2.41	-0.70
	Math	2.82	2.56	-0.26	3.11	2.39	-0.72

Campus	Core subject GPA	Participation status					
		Regular participants			Non-regular participants		
		2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Webb	Science	2.90	2.70	-0.19	3.25	3.05	-0.19
	Social studies	3.26	3.09	-0.17	3.35	3.27	-0.07
	Reading	2.41	3.13	0.72	2.64	3.12	0.48
	Math	2.58	3.20	0.62	2.93	3.19	0.26
	Science	2.66	3.25	0.58	3.03	3.31	0.28
	Social studies	2.74	3.45	0.71	3.015	3.62	0.46
Wooldridge	Reading	2.88	2.68	-0.20	2.71	2.51	-0.20
	Math	2.85	2.81	-0.04	2.78	2.55	-0.22
	Science	3.25	2.91	-0.34	3.15	2.76	-0.39
	Social studies	3.34	3.26	-0.07	3.31	3.17	-0.13

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
Ann Richards	99.46	99.24	-0.22	98.77	98.21	-0.56
Burnet	95.54	95.65	0.11	92.55	89.07	-3.48
Cook	95.53	96.29	0.76	92.45	88.87	-3.58
Lanier	86.09	86.81	0.72	94.58	87.19	2.61
McBee	95.18	93.90	-1.28	94.62	90.21	-4.41
Webb	96.01	98.08	2.07	96.56	98.39	1.83
Wooldridge	97.56	97.17	-0.39	96.50	96.16	-0.34

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

Attendance Outcome

At McBee Elementary School, school-day absences for regular program participants decreased from year to year. At Wooldridge Elementary School, non-regular participants' school-day absences decreased. At all other Cycle 7 BGCAA 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	2014–20145	Days absent change	2013–2014	2014–2015	Days absent change
Ann Richards	3.62	4.02	0.39	4.47	5.22	0.75
Burnet	6.07	7.48	1.41	9.73	11.29	1.56
Cook	6.06	6.22	0.16	10.67	12.81	2.14
Lanier	9.33	10.27	0.94	12.86	13.80	0.94
McBee	5.37	4.51	-0.85	7.20	7.68	0.48
Webb	6.70	8.71	2.01	6.50	9.80	3.30
Wooldridge	7.35	7.55	0.20	6.34	5.58	-0.77

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 2013–2014 and 2014–2015 school years.

Discipline Outcome

Discipline outcomes were mostly positive for program participants at Ann Richards. However, program participants at Burnet experienced an increase in discipline referrals (mandatory and discretionary) from 2013-2104 to 2014–2015. Results were mixed for the remaining five Cycle 7 BGCAA 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
Ann Richards	Mandatory	0.00	0.00	0.00	0.01	0.01	0.00
	Discretionary	0.01	0.01	0.00	0.03	0.07	0.04
Burnet	Mandatory	0.04	0.16	0.12	0.09	0.16	0.07
	Discretionary	1.57	2.40	0.83	2.06	3.50	1.44
Cook	Mandatory	0.01	0.04	0.03	0.09	0.18	0.09
	Discretionary	0.07	0.29	0.22	1.22	1.04	-0.18
Lanier	Mandatory	0.01	0.04	0.03	0.09	0.18	0.09
	Discretionary	1.24	1.14	-0.10	1.22	1.04	-0.18
McBee	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.05	0.15	0.10	0.05	0.32	0.27
Webb	Mandatory	0.13	0.03	-0.10	0.04	0.07	0.03
	Discretionary	1.18	1.61	0.43	0.67	1.37	0.70
Wooldridge	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.03	0.07	0.04	0.00	0.22	0.22

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 BGCAA campuses. None of the seven Cycle 7 BGCA campuses met all three outcome goals- increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year. Program participants (regular and non-regular) at Webb middle schools met both academic goals (increased GPA and course completion percentages). Only non-regular participants at McBee elementary school and non-regular participants at Wooldridge elementary school met attendance outcomes (decreased school-day absences over time). Discipline outcomes (decreased mandatory and discretionary referrals over time) were mostly positive for program participant at Ann Richards but were mixed for all other campuses.

Some of the programmatic aspects that may have contributed to better academic outcomes at Webb middle school was the addition of specialized academic classes such as robotics, and arts and provision of tutoring support for students specifically aligned with test requirements. Program modifications were made to facilitate the needs of specific students based on students' academic performance, student and family survey results, and requests for additional support from school staff.

Program staff at several campuses reported that they experienced difficulty with space sharing and classroom availability during the school year. Frequent unavailability of classroom space, and insufficient time to locate new space to conduct activities made it challenging to provide regular quality programming to participants which in turn could have impacted overall school outcomes.

Evaluator Commentary and Recommendations

Program participants (regular and non-regular) at Burnet and Webb campuses showed mean GPA rate increases from school year 2013–2014 to 2014–2015. Furthermore, program participants at Webb experienced an increase in course completion rates from 2013–2014 to 2014–2105. However, program participants at Wooldridge and McBee campuses did not meet either academic outcome goal (improved mean GPA and course completion rates). Academic achievement results were mixed for the remaining five Cycle 7 BGCAA 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 Wooldridge and McBee elementary schools where goals were not met on either outcome. In addition, identifying the specific programs and strategies used to address academic issues, specifically, at Webb middle school, 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.

Attendance outcomes were not met at most of the Cycle 7 BGCA campuses. At McBee Elementary School, school-day absences for regular program participants decreased from year to year. At Wooldridge Elementary School, non-regular participants' school-day absences decreased.

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

Discipline outcomes were mostly positive for program participants at Ann Richards. However, program participants at Burnet experienced an increase in discipline referrals (mandatory and discretionary) from 2013-2104 to 2014–2015. Results were mixed for the remaining five Cycle 7 BGCAA campuses.

Refinement to components that are effective should be ongoing so that they may continue to meet the needs of students at campuses where the discipline outcome goal was met. Campuses where disciplinary goals were not met could be due to the fact that students who already have a history of high disciplinary issues are specifically targeted and therefore the program would have difficulty in demonstrating a significant reduction in referrals over the course of program participation. In these cases, the specific program goals need to be examined in order to better understand the desired outcomes for these students.

Next Steps

Based on the evaluators' recommendations and commentary provided by the site coordinators in the Cycle 7 BGCA center-level reports, the following next steps are recommended to help the Cycle 7 BGCA 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. 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 curricula, activities and

services of the program are 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.

Availability of and access to appropriate resources: Several campuses reported challenges related to availability of classroom space. In addition, it was reported that program staff were often given short notice regarding space issues making it challenging for them to find alternatives. Effective communication between campus and program staff must be established and resource related contingencies should be in place beforehand in order to be able to provide quality and effective programming to participants.

Evaluator Information

Evaluation of the ACE Austin program for the Cycle 7 campuses served by BGCAA 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 2013–2014*; 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 13 centers served by BGCAA across two Cycles (i.e., 7 and 8 in 2014–2015) was $52,000.

Appendix A

BGCAA 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. Results of the parent survey indicated that Family Nights/ Performances (71%) received most parent attendance this past year, followed by Coffee with principal (13%), and ESL (6%) and Zumba (6%) (Table11). A total of 49 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: Zumba (27%), ESL (22%), Strengthening Families (16%), and Family nights, Computer classes, and music (10%).

Table 11.

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

	%
Coffee with principal	13%
English as a second language	6%
Family Nights/Performances	71%
Love & Logic	1%
Social and emotional learning	2%
Strengthening families	4%
Zumba	6%

Source. ACE Austin Parent Survey 2015

When asked about the qualities of the ACE afterschool program they considered important, parent respondents checked the following areas most often: Safe environment (83%) Opportunity to have fun (67%), and Homework help (63%).

Table 12.

Percentage of Parents Who Reported Each Quality of the ACE Afterschool Program Was Important

	%
My child is in a safe environment afterschool	83%
Classes that encourage creativity	57%
Participation in sports and other physical activity	58%
Opportunity to have fun	67%
Academic enrichment	48%
It's free of charge	59%
Free summer camp	33%
Fieldtrips	37%
Homework help	63%

Source. ACE Austin Parent Survey 2015

A large percentage of parent respondents felt their children showed better school attendance (59%), behavior (52%), and grades (50%) 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 (28%) and that they were more connected to the school community as a result of attending these classes (40%). Finally, 50% of parent respondents reported they knew whom to contact when they had questions about the ACE program.

Appendix B

BGCAA Cycle 7 Student Survey

The ACE Program Student Survey was administered in Spring 2015 to gather information about students' perceptions of the afterschool programs offered at AISD campuses. T 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 379 students from Cycle 7, BGCAA campuses completed the survey (response rate of 23.7%). Almost a quarter of the survey participants were 6th graders. The demographics (including 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 (80%). One quarter of the respondents 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 academic activities attended school more than did their peers in other programs (Figure 5). Participants who attended enrichment programs had lower discipline removal rates than did participants in other programs (Table 14). Academic program participants had significantly higher GPAs in 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 *agreed a lot* to d*isagreed a lot*. The majority of the student survey participants *agree a lot* or *agree a little* on most of the items (Table 16).

Table 13.

Survey response rates were low at most campuses.

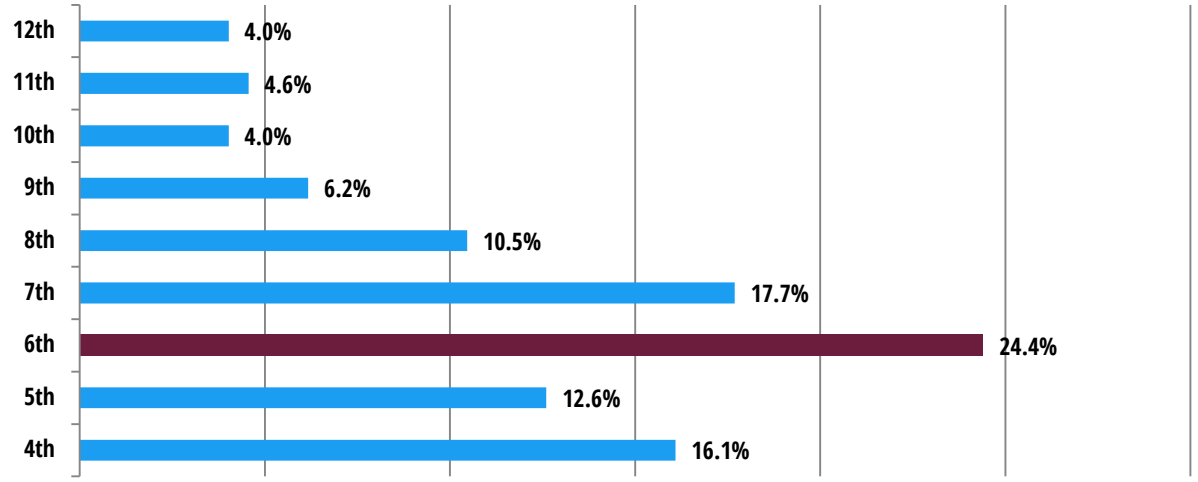
Campus Name	# of program participants*	# of survey respondents	Response rate
Ann Richards	601	75	12.5%
Burnet Middle School	242	75	31.0%
Cook Elementary School	76	40	52.6%
Lanier High School	246	56	22.8%
McBee Elementary School	67	28	41.8%
Webb Middle School	271	66	24.4%
Wooldridge Elementary School	97	39	40.2%
Cycle 7 BGCAA Total	1,600	379	23.7%

Source. AISD Afterschool Program Student Survey, 2014–2015; ACE AISD 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.

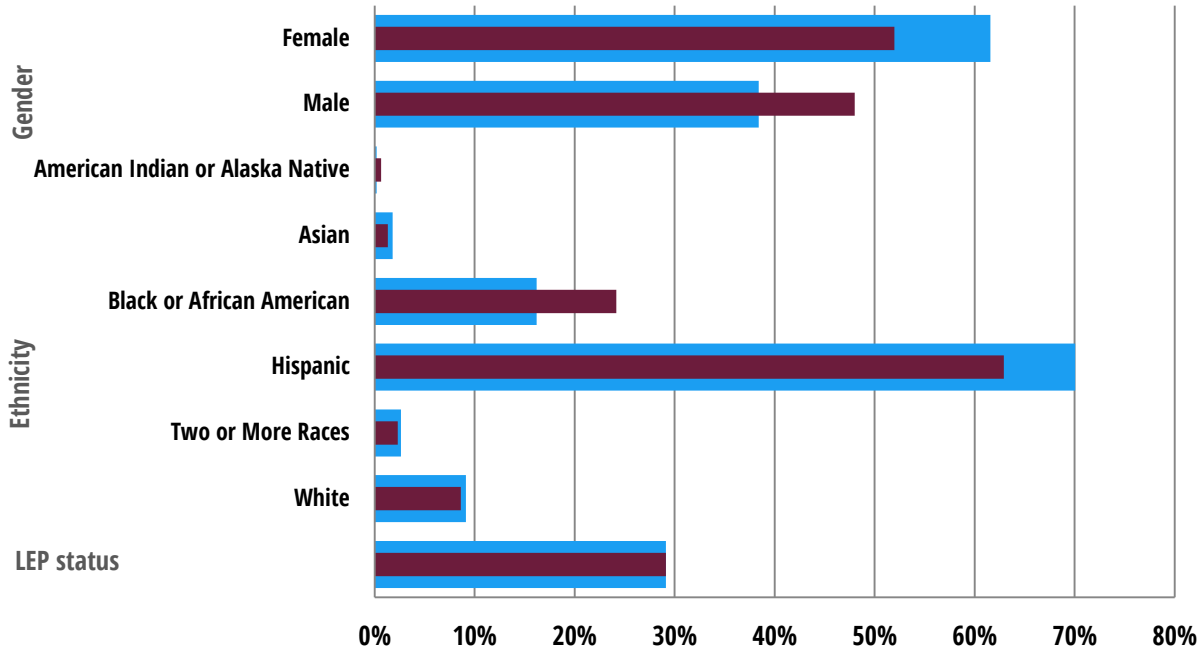
The Percentage of student survey partcipants is higher in 6th grade than any other grade.



Source. AISD Afterschool Program Student Survey, 2014–2015

Figure 2.

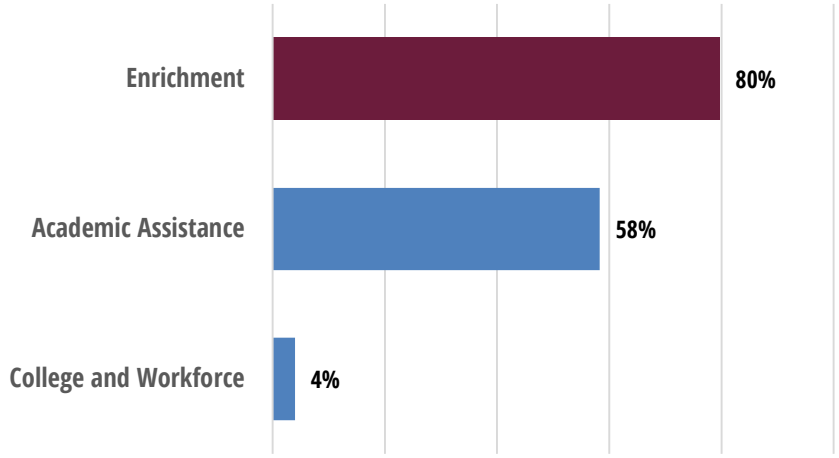
Survey participants matched program participants in most cases.



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

Figure 3

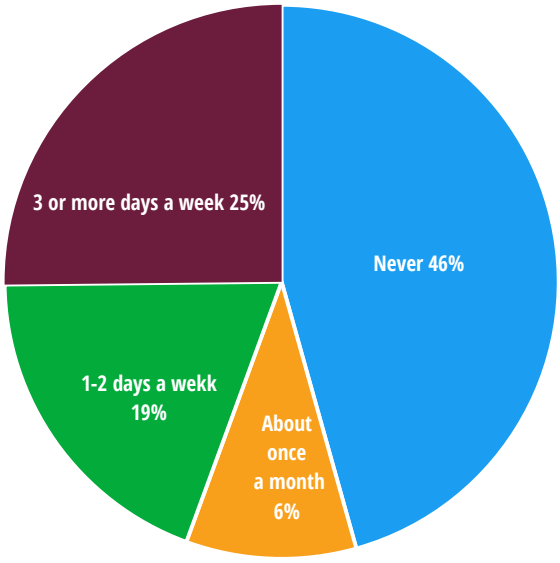
Many more program participants enrolled in enrichment activities than in other programs.



Source. ACE AISD participant record for 2014–2015

Figure 4.

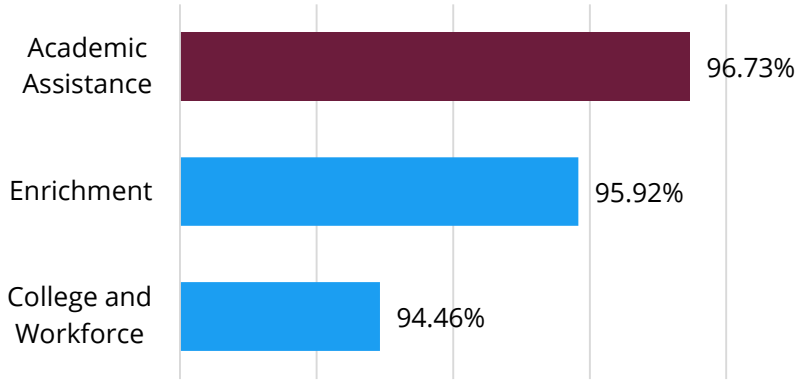
One quarter of the students were home alone or with friends after school without an adult present 3 or more days a week before they started coming to the afterschool program.



Source. AISD Afterschool Program Student Survey, 2014–2015

Figure 5.

Students participated in academic activities attended school more than peers in other programs.



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

Table 14.

The difference in discretionary discipline removal rates of survey respondents who participated in enrichment programs and respondents who participated in other program types were significant.

Discipline removal rates	Enrichment program survey respondents			
	Mandatory removals		Discretionary removals	
	Participants (*n* = 302)	Non-participants (*n* = 77)	Participants (*n* = 302)	Non-participants (*n* = 77)
	0.017	0.026	0.712	0.896
Significant $p \leq 0.05$	-		*	

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

Table 15.

Survey respondents who participated in academic programs had a higher GPA in math than respondents who participated in other program types.

	Academic program survey respondents			
	Reading GPA		Math GPA	
	Participants (*n* = 221)	Non-participants (*n* = 158)	Participants (*n* = 221)	Non-participants (*n* = 158)
	2.95	2.76	2.85	2.60
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.	96.14%	349
2. I feel safe in my afterschool program.	96.98%	353
3. The afterschool program keeps me from getting into trouble.	87.95%	292
4. I come to school more because of the afterschool program.	74.00%	259
5. I get help with my homework in the afterschool program.	85.31%	302
6. The afterschool program helps me learn skills that will help me get a job.	85.50%	289
7. The afterschool program helps me learn about how to get into college.	78.99%	267
8. The afterschool program gives me a chance to help others.	87.32%	310
9. The afterschool program helps me learn skills that will help me be a leader.	86.84%	297
10. In the afterschool program I have the opportunity to do things I like.	88.52%	324
11. My afterschool program makes learning fun.	87.47%	314
12. School is easier because I come to the afterschool program.	80.00%	276
13. My afterschool program teachers make me feel my school work is important.	87.83%	303
14. Someone in my family went to activities or events held in my afterschool program.	71.09%	209
15. The afterschool program teaches me about my health (e.g. the importance of eating healthy, exercising, etc.)	84.93%	293
16. I get to do math and science projects in my afterschool program.	75.75%	253
17. I trust the afterschool program teachers here.	95.25%	341
18. I would sign up again for the afterschool program.	93.12%	325
19. I am sure that I will finish high school.	96.14%	349
20. I am sure that I will go to college.	97.69%	339
21. My life now is the best it could possibly be.	84.35%	291
22. My life in five years will be the best it could possibly be.	91.33%	295

Source. **AISD Afterschool Program Student Survey, 2014–2015**

Appendix C

BGCAA Cycle 7 and 8 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

The majority of students participating in the focus group reported that they participated in the afterschool program four or five days per week (29 out of 36 respondents). In addition, most of the participants started attending the afterschool program as early as the program became available on their campuses.

Attitude Towards the Program

Favorite Activities

When asked what aspects of or activities in the Afterschool Program they liked most, participants' responses varied. Out of 38 responses collected, the following were the most frequent: The variety of activities available (n = 7), the freedom to choose which activities they wanted to join (n = 4), and the outdoors time (n = 6). In addition, at least one student mentioned arts, the fact that the activities were fun, the staff, the other students, access to books, and the fact that food was provided. When asked to list their favorite activities, participants' answers varied from campus, and out of 33 responses, the following were the most common answers:

Physical activities and sports (n = 5)

Technology related activities (such as robotics classes and Club Tech, n = 5)

Homework help (n = 4)

Games (including card, board, and video games, n = 8)

Arts (including visual, media, and performing, n = 6).

In addition, a few participants indicated they liked cooking activities (n = 2) and the sessions where they got to discuss issues they may have been dealing with in their lives (n = 2).

Purpose of the program

Participants were asked what they thought was the purpose of the after school program. Their responses (n = 34) indicated they felt the program had the following main objectives:

Provide a place that is fun and safe for students to be after the school hours (n = 10)

Provide activities (n = 5)

Help students get their school work done (n = 4)

Provide a space for students to meet new people or make friends (n = 4)

In addition, at least one respondent indicated that the Afterschool program had a goal of providing food, taking kids out of home, helping kids learn more and get better grades, teaching healthy habits, and helping kids feel welcomed.

Participants were also asked whether being in the after school program changed the way they felt about school. A total of 28 responses were collected, and of these, the majority (n = 16) indicated that the after school program positively impacted how they felt about school. In such cases, students related that:

The Afterschool Program helped get their school work done (n = 4)

Relieved stress (n = 2)

Increased their energy and happiness (n = 7)

Made school feel easier (n = 1)

Increased the likelihood of one coming to school in the morning (n = 1)

Gave students more time with their friends (n = 1).

However, a few of the responses to this question (n = 12) indicated that the afterschool program had no impact in how participants felt about school.

College and Career

Student participants were asked what theirs plans were for the current school year and for after finishing high school. Out of 26 responses, many indicated that students planned to advance to the next grade (n=8) and to get good grades (including straight A's, or A's and B's, n=8). In addition, 3 or fewer participants also indicated an interest in focusing on homework, trying new things, reading more, passing the STAAR assessment, getting college credit, and having perfect attendance.

When asked about their goals for after high school, the majority of responses (25 out of 43) indicated that students intended to go to college. Their career choices converged on the following professions: Arts (including performing and visual, n = 9), teaching (n = 4), software engineering (n = 4), and business (n = 4). In addition, 3 or fewer students also indicated an interest in studying to become a medicine or veterinary doctor, an architect, a lawyer, or a police officer. Lastly, at 2 respondents also indicated they were unsure of their goals for after high school.

Program Environment

When asked if they had made new friends at the Afterschool program, all 41 respondents indicated they had made new friends. Of these, 35 reported they had someone they could go to for help, and in many cases (n=12), that person was one of their teachers or the program staff.

When asked for ideas on how to improve the program, participants suggested the following changes: Add more physical activities and/or sports; more electronics, computer, or robotics classes; include a class or activity where students can discuss and deal with their issues; include field trips and college visits; more free time; add movie production and screening activities; change the food provided in the program.

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Afterschool Centers on Education

Cycle 7 BGCAA, Ann Richards

Final Report 2014–2015

This report presents data for the afterschool program at Ann Richards. The program received $201,391 and served 601 students (75% of the total students enrolled in Ann Richards) in 2014–2015. Among them, 233 were regular participants and 368 were non-regular participants.

Student Demographics

Table 1.

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

Ann Richards	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	100%	100%	100%
Male	0%	0%	0%
American Indian or Alaska Native	-	-	-
Asian	4%	3%	2%
Black or African American	10%	10%	5%
Hispanic	62%	61%	74%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	3%	5%	2%
White	20%	21%	17%
% Limited English Proficient	3%	1%	4%

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

Implementation Fidelity

The program has been successful by meeting all grant requirements, and having high participation of students and parents. The program staff would like to increase program participation. The program will continue to improve cooperation between school staff and families. The site had some difficulty with space sharing during the school year. The program was moved in and out of classrooms, which made it difficult to execute activities, especially activities that required a safe open space.

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.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.50	3.52	.02	3.48	3.52	.05
Math	3.36	3.34	- .02	3.38	3.26	- .12
Science	3.44	3.47	.04	3.40	3.37	- .03
Social studies	3.44	3.49	.06	3.36	3.35	- .01

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.

Ann Richards	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	99.46%	99.24%	- .22%	98.77%	98.21%	- .56%

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

CYCLE 7 BGCAA 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.

Ann Richards	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	3.62	4.02	.39	4.47	5.22	.75

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 non-regular ones, whereas discretionary removals did not change for regular participants and increased for non-regular ones.

Ann Richards	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	.01	.01	.00
Discretionary	.01	.01	.00	.03	.07	.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

Regular participants had a slight increase in GPA. There was an increase in the number of days absent by regular participants. Discretionary discipline removals by a regular club member increased slightly.

Next steps:

1. Program staff will work on increasing program participation by increasing regular member involvement.
2. Incentives for program attendance will be implemented more often to help decrease absences from school.

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July 2015

Afterschool Centers on Education

Cycle 7 BGCAA, Burnet Middle School

Final Report 2014–2015

This report presents data for the afterschool program at Burnet Middle School. The program received $196,715 and served 243 students (19% of the total students enrolled in Burnet Middle School) in 2014–2015. Among them, 142 were regular participants and 101 were non-regular participants.

Student Demographics

Table 1.

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

Burnet Middle School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	40%	40%	51%
Male	60%	60%	49%
American Indian or Alaska Native	-	-	-
Asian	1%	5%	2%
Black or African American	27%	17%	6%
Hispanic	68%	65%	86%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	3%	3%	1%
White	2%	10%	5%
% Limited English Proficient	31%	29%	51%

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

Implementation Fidelity

The program at Burnet Middle School was well implemented.

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.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.69	3.20	.51	2.75	3.03	.28
Math	2.69	3.10	.41	2.73	2.92	.19
Science	2.79	3.31	.52	2.74	3.08	.34
Social studies	2.92	3.14	.22	2.81	2.98	.17

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.

Burnet 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	95.54%	95.65%	.11%	92.55%	89.07%	-3.48%

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

CYCLE 7 BGCAA 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.

Burnet 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	6.07	7.48	1.41	9.73	11.29	1.56

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 increased, whereas discretionary removals for both groups also increased.

Burnet 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	.16	.12	.09	.16	.07
Discretionary	1.57	2.40	.83	2.06	3.50	1.44

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 staff at Burnet middle school are working to create an environment that both challenges and affirms students in an educational capacity.

Next step:

1. Develop more standardized processes and create a clearer and more structured program.
2. Conduct student orientation each semester which outlines the goals and objectives of the program as well as the expectations of all participants.

3. Work in conjunction wirh school staff to determine strategies for addressing unsatisfactory grades and create a plan for helping students in grade recovery. This may require that students who are failing a subject be assigned to mandatory tutoring at least two days a week and not be allowed to participate in recreational activities until after having completed their tutoring requirement.
4. Implement activiites that meet student's needs and interests. Students will be asked to commit to those activities for the entire semester so that they are able to complete more complex activities which build on each other.
5. Students who are identified as having on-going behavior issues will be required to participate in team building exercises apart from the general group until they can demonstrate that they are prepared to engage the expectations of the program. This allows facilitators who are leading more complex lessons to focus their work on students invested in the process and those students in need of more attention do not take away from the learning opportunities of others. Team building activities will take the form of ice breakers and various group challenges that do not alienate or disenfranchise youth, but help them gain skills collectively so they can work more productively.

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July 2015

Afterschool Centers on Education

Cycle 7 BGCAA, Cook Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Cook Elementary School. The program received $216,362 and served 212 students (31% of the total students enrolled in Cook Elementary School) in 2014–2015. Among them, 191 were regular participants and 21 were non-regular participants.

Student Demographics

Table 1.

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

Cook Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	48%	48%	47%
Male	52%	52%	53%
American Indian or Alaska Native	-	-	-
Asian	-	-	2%
Black or African American	15%	14%	8%
Hispanic	82%	76%	86%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	10%	1%
White	3%	-	3%
% Limited English Proficient	58%	43%	69%

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

Implementation Fidelity

Programs were very well implemented. The program had great space and had several areas to go to whenever the weather was not good. Classes ran well and staff members were always more than prepared as they were encouraged to ask questions if there were any confusion for lesson plans. Staff members had weekly meetings with education director regarding progress/direction of how to run lesson plans.

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	2.76	2.43	- .33	2.18	1.65	- .53
Math	2.80	2.56	- .23	2.59	1.82	- .76
Science	3.09	2.93	- .15	3.06	2.47	- .59
Social studies	3.11	2.88	- .22	2.59	2.47	- .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 increased whereas for non-regular participants it decreased.

Cook 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	95.53%	96.29%	.76%	92.45%	88.87%	-3.58%

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

CYCLE 7 BGCAA 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.

Cook 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	6.06	6.22	.16	10.67	12.81	2.14

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 increased for regular participants and decreased for non-regular ones.

Cook 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	.07	.29	.22	1.22	.65	- .57

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

Students who attended Boys & Girls Club showed great improvement in their school life. These students also showed greater accountability for their actions during school and after school hours at Club. Students knew that we checked in with teachers regarding their behavior and academics, which encouraged them to complete homework. Students who wanted to participate in the sport team needed to meet the standards in grades and behavior set by the program. The program coach monitored and worked with teachers. School teachers and the afterschool program staff set up the same standards for student behavior and communicated with

students. It was important for the staff members to be aware of anything that was going on at school. Most of the 4th grader participants were chosen for safety patrol. The entire student body of safety patrol was primarily Boys & Girls Club members, showing that students held themselves to a certain standard during the school day, as well as having kept their attendance high enough to be eligible to participate. Attendance at club increased from 2013-2014 to 2014-2015.

Next steps:

1. The same standards and rules will apply for next year, if not to a higher standard. Staff members will meet with teachers throughout the school year in order to build a relationship in which the staff member can pick up right where the teacher left off (in homework help and structural guidance in the afterschool environment).
2. The club director and education director will work closely with the school to guide and aid in any ways possible.
3. Services will be focused on students with poos academic outsomces and a stronger tutoring program will be implmented.
4. Continue meeting program attendance goals.

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July 2015

Afterschool Centers on Education

Cycle 7 BGCAA, Lanier High School

Final Report 2014–2015

This report presents data for the afterschool program at Lanier High School. The program received $200,480 and served 246 students (14% of the total students enrolled in Lanier High School) in 2014–2015. Among them, 137 were regular participants and 109 were non-regular participants.

Student Demographics

Table 1.

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

Lanier High School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	48%	50%	47%
Male	52%	50%	53%
American Indian or Alaska Native	2%	-	-
Asian	2%	-	3%
Black or African American	51%	21%	5%
Hispanic	37%	65%	88%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	4%	1%
White	6%	10%	3%
% Limited English Proficient	8%	15%	34%

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

Implementation Fidelity

Due to the large scale of the site, with multiple activities happening simultaneously in locations separated from one another, it was difficult at times to monitor the behavior and participation of every single class. After trained staff was properly organized to be in strategic locations at correct times, the monitoring of the site and its participants ran smoothly.

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.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.02	3.09	.07	3.06	2.94	- .11
Math	2.83	2.57	- .26	2.80	2.49	- .31
Science	2.66	2.60	- .05	2.56	2.64	.08
Social studies	2.79	2.74	- .05	2.79	2.79	.00

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.

Lanier 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	86.09%	86.81%	.72%	84.58%	87.19%	2.61%

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

CYCLE 7 BGCAA 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.

Lanier 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	9.33	10.27	.94	12.86	13.80	.94

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 participant increased, whereas discretionary removals for both groups decreased

Lanier 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	.01	.04	.03	.09	.18	.09
Discretionary	1.24	1.14	- .10	1.22	1.04	- .18

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

After reviewing the student outcomes, I am extremely pleased with the consistent increase in GPA through all core subjects. Considering that academic motivation is one of the biggest challenges at my site, these outcomes show that our day-to-day tutoring programs and consistent teacher input and monitoring of student grades helped students in their academic outcomes. On the other hand, the decrease in attendance shows that constant re-shaping of activities to meet the needs of students is an ongoing process.

Next steps:

1. A consistent implementation of our tutoring and homework help programs along with communication and input from school staff and administration is vital to the improvement in student GPAs. We will do our best to continue that communication and strengthen it wherever possible.
2. Plans for increasing participant attendance falls on recognizing the needs and interests of students and re-shaping the activity schedule to better fit an ever-changing influx of participants.
3. To improve student attendance, we will conduct a Campus Needs Assessment as well as review student needs and interests surveys in order to provide more engaging day-to-day activities that fall under the core areas of academic support, enrichment, family engagement and college and career readiness.

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July 2015

Afterschool Centers on Education

Cycle 7 BGCAA, McBee Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at McBee Elementary School. The program received $216,363 and served 220 students (39% of the total students enrolled in McBee Elementary School) in 2014–2015. Among them, 164 were regular participants and 56 were non-regular participants.

Student Demographics

Table 1.

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

McBee Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	48%	52%	52%
Male	52%	48%	48%
American Indian or Alaska Native	-	-	-
Asian	2%	-	1%
Black or African American	5%	9%	4%
Hispanic	89%	87%	91%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	1%	4%	2%
White	3%	-	2%
% Limited English Proficient	66%	71%	73%

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

Implementation Fidelity

Each group and class had a specific space to use and the staff members acquired the materials for daily programming before the program began. However, the lesson plan guidelines provided by TEA seemed too long and too complicated for our part time staff to implement.

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 reading but decreased in all other subjects from school year 2013–2014 to 2014–2015.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.49	2.50	.01	3.12	2.41	- .71
Math	2.83	2.56	- .27	3.12	2.39	- .73
Science	2.90	2.70	- .19	3.25	3.06	- .20
Social studies	3.27	3.09	- .17	3.35	3.27	- .08

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.

McBee 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	95.18%	93.90%	-1.28%	94.62%	90.21%	-4.41%

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

CYCLE 7 BGCAA 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

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

McBee 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	5.37	4.51	- .85	7.20	7.68	.48

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.

McBee 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	.05	.15	.10	.05	.32	.27

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

Considering the data, changes for all outcomes seem marginal. Therefore, the most important thing is to keep exposing the students to various activities and experiences in order for them to gain awareness of what they can achieve. In addition, more mentoring programs and opportunities for students to meet people from all aspects of life should be added to the program.

Grades seem to have dropped slightly from the previous year. Consequently, in the fall of 2015, the program will focus on more STEM programming courses in order to help improve academic scores.

Finally, participants had fewer absent days at school this year than last year.

Next steps:

1. Require program staff to attend the Youth Program Quality trainings to expand their knowledge about classroom management and how to provide a fun environment for students to learn.
2. Offering some kind of mentoring program for staff members in order for them to work more effectively with students.
3. Having an open conversation with the district, after school facilitators, and TEA would also be of great benefits to us (for example, the TEA program requirements, did not transition well into execution during after school hours).

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Afterschool Centers on Education

Cycle 7 BGCAA, Webb Middle School

Final Report 2014–2015

This report presents data for the afterschool program at Webb Middle School. The program received $202,250 and served 271 students (36% of the total students enrolled in Webb Middle School) in 2014–2015. Among them, 128 were regular participants and 143 were non-regular participants.

Student Demographics

Table 1.

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

Webb Middle School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	38%	48%	50%
Male	63%	52%	50%
American Indian or Alaska Native	1%	-	-
Asian	-	-	1%
Black or African American	28%	10%	4%
Hispanic	66%	87%	91%
Native Hawaiian or Other Pacific Islander	-	1%	-
Two or more races	2%	-	1%
White	2%	2%	3%
% Limited English Proficient	27%	38%	51%

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

Implementation Fidelity

This site had some difficulty with space sharing. The site director understood that there would be days due to testing/re-testing that certain classrooms would not be available. However, in some

cases, communication from the school to the site director on when shared spaces would be unavailable was given at the last minute. Due to the short notification time, it was hard to figure out if certain classes could be taught in a different space or if the site was going to have to come up with a generic lesson for that day. This made it hard at times to provide quality programming to members. During the spring semester, parents and students had multiple times to share their voice and opinions. The site held a community forum in which parents, teachers, students, and community partners were able to freely access the school and address their needs. The site was able to incorporate these ideas into practice such as adding more family nights and tutoring for 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

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

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.41	3.13	.72	2.65	3.13	.48
Math	2.58	3.21	.63	2.93	3.19	.26
Science	2.67	3.25	.59	3.03	3.32	.29
Social studies	2.74	3.45	.72	3.16	3.62	.46

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.

Webb 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	96.01%	98.08%	2.07%	96.56%	98.39%	1.83%

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

CYCLE 7 BGCAA 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.

Webb 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	6.70	8.71	2.01	6.50	9.80	3.30

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 and non-regular participants.

Webb 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	.13	.03	- .10	.04	.07	.03
Discretionary	1.18	1.61	.43	.67	1.37	.70

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

Regular participants experienced GPA improvement in Reading, Science and Social Studies, however, porgram members could use more practice in Math to improve grades.

Next steps: Incorporate Accelerated Reader into Power Hour to help improve student reading proficiency; Add math challenges into Power Hour daily and also incorporate math games into other classes offered.

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July 2015

Afterschool Centers on Education

Cycle 7 BGCAA, Wooldridge Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Wooldridge Elementary School. The program received $216,363 and served 264 students (41% of the total students enrolled in Wooldridge Elementary School) in 2014–2015. Among them, 219 were regular participants and 45 were non-regular participants.

Student Demographics

Table 1.

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

Wooldridge Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	46%	49%	49%
Male	54%	51%	51%
American Indian or Alaska Native	-	-	-
Asian	1%	4%	9%
Black or African American	12%	7%	2%
Hispanic	81%	80%	84%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	-	-
White	4%	9%	5%
% Limited English Proficient	61%	71%	83%

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

Implementation Fidelity

Students attended programming every day of the week. Minor changes to scheduling were made to help support the school in mandatory tutoring times and other programs being offered. Monthly

team meetings with the counselor, CIS, principal and CST helped gage what gaps we had in services. Retention was never an issue since the program provided many different choices for the 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

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	2.89	2.68	- .21	2.72	2.51	- .21
Math	2.86	2.82	- .04	2.78	2.55	- .23
Science	3.26	2.91	- .35	3.16	2.76	- .39
Social studies	3.34	3.26	- .08	3.31	3.18	- .13

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.

Wooldridge 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	97.56%	97.17%	- .39%	96.50%	96.16%	- .34%

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

CYCLE 7 BGCAA 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

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

Wooldridge 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	7.35	7.55	.20	6.34	5.58	- .77

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 both groups increased.

Wooldridge 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	.03	.07	.04	.00	.22	.22

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

Staff will continue to monitor all Club member activities and team with the school counselor, CST, parents to support academic success on campus.

Next steps:

1. Meet with Team Leads and Principal to address what is needed to better support students in reading, math and science.
2. Implement a variety of academic programming with high-yield activities to engage the club members more.
3. Conduct semi-monthly data meetings with grade level team leaders to address academic declines.
4. Continue to support school attendance with fun and engaging incentives.
5. Continue to support the school in behavior management by having fun field trips and incentives that draw our students to school more.