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Afterschool Centers on Education

Cycle 9 Austin Independent School District
Final Report 2018–2019

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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 2015 Every Student Succeeds Act (Public Law 114-95). The Austin Independent School District (AISD) received Cycle 9 21st CCLC funding to provide a comprehensive range of out-of-school-time (OST) academic assistance, academic enrichment, college and career readiness, and family engagement activities. In 2018–2019, the Cycle 9 Afterschool Centers on Education (ACE) Austin Program served 2,443 students and 616 parents and families at 10 AISD campuses. ACE Austin exists to provide an intentional afterschool program experience that is high quality, is challenging, and inspires all program participants to improve their school outcomes.

This year's evaluation report of the Cycle 9 ACE Austin found the following:

- There was high participation (44% of students) in the ACE Austin program at Cycle 9 ACE campuses, and 22% attended the ACE program for 45 days or more.
- The ACE Austin program served primarily students who were low SES (93%), at-risk (77%), and/or ELL 48%).
- Program quality was rated highly by trained observers.
- Students and parents felt the ACE Austin program helped student in academics, behavior, school-day attendance, and college and career readiness.
- Most of the parents reported an overall positive climate and positive experiences with the ACE Austin program. In fact, the availability of the program was one reason parents kept their students enrolled in AISD campuses.

In addition, when ACE Austin regular participants (i.e., who attended 45 days or more) were compared with other students (i.e., non-regular ACE Austin participants and non-program participants):

- The changes in course completion rates and in grades between 2017–2018 and 2018–2019 for ACE Austin regular participants and for other students were not significantly different.
- A greater percentage of ACE Austin regular participants than of other students met the state standard of "approaches grade level" or better on State of Texas Assessments of Academic Readiness (STAAR) exams in math. Also, the percentage of ACE Austin regular participants who had expected or accelerated improvement since the prior year in math was greater than that of other students.

- More ACE Austin regular participants than other students at all Cycle 9 campuses increased their school-day attendance rates.
- Although it varied across campuses, the overall percentage point change of students with either discretionary or mandatory discipline referrals was not significantly different for ACE regular participants and other students.

Areas for Improvement

Cycle 9 ACE Austin program staff continue to identify opportunities to assist students and to maximize the benefits of participating in the ACE program. One area worthy of exploring for program improvement is development of a monitoring system that will track the needs identified for individual students and link to the associated outcomes. At present, students in the ACE Austin program are recruited for a variety of reasons, such as to improve school-day attendance, discipline, college and career readiness, and/or academic performance. While ACE Austin staff know where to place students in the program, there is no mechanism to record students' needs, and then to monitor individual student outcomes based on those targeted needs. Tracking the unique reasons students are enrolled in ACE Austin would make it possible to ascertain the effectiveness of the programming provided for those specific purposes at the student level.

Table of Contents

List of Figures and Tables

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.

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.

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Introduction and Purpose of Program

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B, of the 2015 Every Student Succeeds Act (Public Law 114-95). The Austin Independent School District (AISD) received Cycle 9 21st CCLC funding to provide a comprehensive range of out-of-school-time (OST) academic assistance, academic enrichment, college and career readiness, and family engagement activities.

This report examines outcomes for the 2,443 Cycle 9 ACE Austin participants at 10 AISD campuses during the 2018–2019 school year: six elementary schools (Langford, Oak Springs, Rodriguez, T.A. Brown, Widen, and Wooten) and four middle schools (Bedichek, Dobie, Martin, and Mendez). ACE Austin exists to provide an intentional afterschool program experience that is high quality, is challenging, and inspires all program participants to improve their school outcomes.

Building on its existing infrastructure of evidence-based OST activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive menu of before-school, afterschool, and summer programming. Activities are offered at least 15 hours per week for 30 weeks during the academic year and 30 hours per week for 4 weeks during the summer. Activities are in one or more of the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and career readiness.

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

Evaluation Strategy

Expectations

The Department of Research and Evaluation (DRE) staff 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, by monitoring program operation; (b) staying on track, by ensuring that the program stayed focused on the goals, objectives, strategies, and outcomes; (c) efficiency, by streamlining service delivery and lowering the cost of services; (d) accountability, by producing evidence of program effects; and (e) sustainability, by providing evidence of effectiveness to all stakeholders.

The ACE Austin program staff used the TX21st Student Tracking system to track student attendance and other program data needed for TEA reports. The DRE evaluator extracted students' records from AISD's data warehouse and assisted program staff with formatting and data entry into TX21st Student Tracking System to ensure accurate reporting to the 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 2017–2018 and 2018–2019. Program participants were categorized based on the total number of days they participated in the afterschool program during the 2018–2019 school year: ACE Austin regular participants were students who participated in the program for 45 or more days, and non-regular participants were students who participated for fewer than 45 days. ACE non-regular participants and non-participants who did not participate in the ACE program during the

21st CCLC Core Components

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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) parents; technology classes; parent support classes that focus on college readiness, child development, positive behavior, and ways to support students' academic achievement; and family activities and events.

College and career readiness at selected campuses. ACE Austin participants are provided with various activities to help them prepare for college and career. Participating students investigate careers, visit area colleges and universities, practice public speaking skills, and participate in service projects. 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.

2018–2019 school year were grouped together as a comparison group, or as "other students." Analyses were conducted to compare students' outcomes for academic achievement, school-day attendance, and discipline.

Academic Achievement Outcomes

One of the ACE Austin program goals was to improve students' academic outcomes. To assess academic outcomes, we looked at grades, course completion rates, the State of Texas Assessments of Academic Readiness (STAAR) scores, and STAAR progress measures.

We examined students' grades in reading, math, science, and social studies as well as overall course completion rates. Data were examined across 2 years to compare progress between regular ACE participants and other students at all Cycle 9 ACE Austin campuses. We used an independent *t* test to analyze whether there were statistically significant differences between the means of regular ACE participants and other students' grades and course completion rates. Because different grading systems are used at different school levels, and because we wanted to compare across grade levels, we transformed all grades into *z* scores to standardize grades within subjects and grade levels. Transforming scores into *z* score is a way to standardize scores so they can be fairly compared between groups or over time. *Z* scores are used in this report to transform students' grade point average (GPA). *Z* scores range from −3 to +3, 0 indicates the mean score, negative values indicate scores below the mean, and positive values indicate scores above the mean.

STAAR (grades 3–8) exams in reading and math in the 2018–2019 school year were examined to compare ACE Austin regular participants and other students based on their performance levels: masters grade level (i.e., students are expected to succeed in the next grade level or course, with little or no academic intervention), meets grade level (i.e., students have a high likelihood of success in the next grade or course but may still need some short-term targeted academic intervention), and approaches grade level (i.e., students are likely to succeed in the next grade or course, with targeted academic intervention). Also, the STAAR progress measure outcome was used to compare ACE Austin regular participants and other students on the amount of improvement or growth they made in reading and math in 2018–2019, compared with the previous year.

School-Day Attendance Outcome

The change between 2017–2018 and 2018–2019 with respect to school-day attendance rates was calculated for both the ACE Austin regular participants and other students at the participating schools.

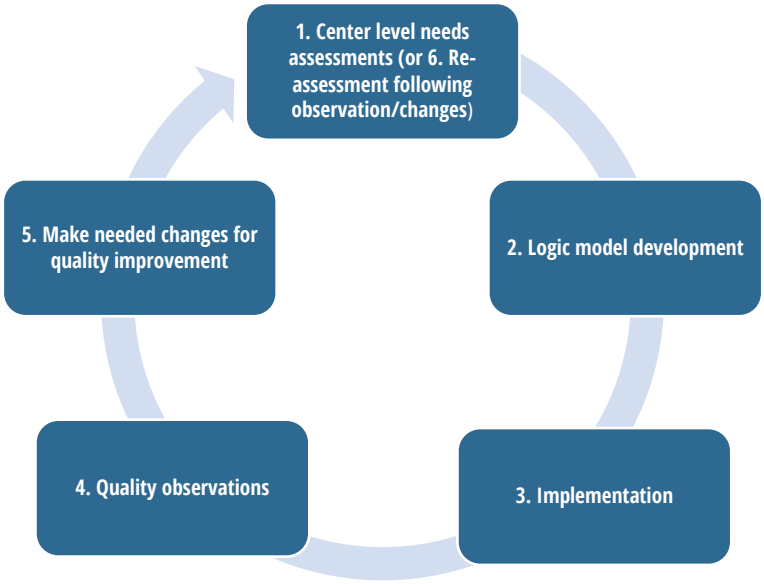
Discipline Outcome

Changes from 2017–2018 to 2018–2019 in both discretionary and mandatory disciplinary referrals were examined to compare the ACE Austin regular participants and other students. 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 removals for drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included removals for behaviors such as persistent misbehavior or fights.

Program Quality Implementation

Guided by the ACE Austin Program Quality Implementation Cycle, programming was developed based on the needs of Cycle 9 ACE Austin campuses (Figure 1). Campus needs assessments were conducted collaboratively by site coordinators, evaluators, and the project director. The program leadership analyzed indicators (e.g., students' academic performance, students' socioeconomic status [SES], school disciplinary referrals, student and family mobility, school dropout and completion rates, and college readiness); reviewed each school's campus improvement plan; and conducted in-depth interviews with school administrators, staff, teachers, community members, partners, parents, and students to identify gaps in services on each campus and in the surrounding neighborhoods. Common themes emerged indicative of the campus's needs, which included opportunities for extended learning, youth development, health and fitness, school safety, family engagement, and neighborhood safety.

Figure 1.
ACE Austin Program Quality Implementation Cycle



Following campus needs assessments, logic models were designed to guide quality implementation at each center. Site coordinators, in collaboration with the project director, developed the logic models, which also served as a tool for documenting programmatic changes over time. Each center logic model included six components: resources,

implementation practices, outputs/activities, outputs/participation, intermediate outcomes, and impact.

Programming was developed based on the needs of each campus. Before implementation, the project director met with each site coordinator to set goals in the following areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year, and adjustments were made. The project director, curriculum specialist, and site coordinators used the ACE Quality Observation Checklist, which was adapted from the Youth Program Quality Assessment tool (Smith et al., 2016) to document program-quality observations. Recommendations for improvement were received by the site coordinator, who then met with the OST instructors. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including activity alignment; use of goals that were specific, measurable, attainable, relevant, and time based (SMART); staff-to-student ratios; and student engagement strategies.

ACE Austin's training calendar was extensive. In addition to new employee orientations and district and campus training sessions, staff attended webinars and regional training sessions. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine students' progress, and assess portfolios. Strategies for professional development activities included:

- Professional development activities for all afterschool instructors about evidence-based practices in lesson planning, instruction, tutoring, and homework assistance
- Professional development activities for all afterschool instructors and staff about effective youth development practices and the development of high-interest, developmentally appropriate activities
- Recruitment and training of adult advocates and assignment of trained advocates to selected students to provide tutoring and mentoring on a consistent basis
- Professional development activities for all afterschool instructors and staff about evidence-based Positive Behavior Support strategies

Grantee and Center Overview

During the 2018–2019 school year, Cycle 9 ACE Austin provided afterschool services to 2,433 students and hosted events or activities that were attended by 616 parents or family members at 10 AISD campuses. Cycle 9 ACE Austin comprised six elementary schools (Langford, Oak Springs, Rodriguez, T.A. Brown, Widen, and Wooten) and four middle schools (Bedichek, Dobie, Martin, and Mendez).

District data indicated that the percentage of students at Cycle 9 campuses who were low SES (i.e., qualified to receive free or reduced-price lunch) was above district and state averages (Table 1). The percentage of students who were considered at risk of dropping out of school and the percentage of students who were classified as English language learners were also above district and state averages at nine of the ten Cycle 9 schools (Table 1).

Table 1.
Cycle 9 Campuses Served and Relevant Demographics, 2018–2019

School	Percentage low SES	Percentage at risk status	Percentage ELL status
Langford Elementary School (*n* = 609)	93%	68%	54%
Oak Springs Elementary School (*n* = 292)	99%	45%	19%
Rodriguez Elementary School (*n* = 518)	98%	72%	59%
T. A. Brown Elementary School (*n* = 302)	91%	71%	69%
Widen Elementary School (*n* = 523)	95%	64%	47%
Wooten Elementary School (*n* = 505)	94%	80%	74%
Bedichek Middle School (*n* = 914)	84%	66%	29%
Dobie Middle School (*n* = 678)	94%	75%	60%
Martin Middle School (*n* = 626)	94%	72%	34%
Mendez Middle School (*n* = 706)	89%	82%	49%
AISD	53%	51%	28%
State	59%	51%	19%

Source. 2018–2019 AISD student data; the TEA's 2017–2018 Academic Performance Report

Program Participation

Program participants represented less than half of the students enrolled at Cycle 9 ACE Austin campuses. Most of the Cycle 9 ACE Austin program participants were regular participants (i.e., who attended the afterschool program for 45 days or more) at six of the 10 campuses (Table 2). Participation at the middle schools (and Wooten Elementary) was less consistent, with greater percentages of non-regular participants (Table 2).

Table 2.
Cycle 9 Campuses and Participation Status, 2018–2019

School	Non-participants		Non-regular participants		Regular participants		Total	
	n	%	*n*	%	*n*	%	*n*	%
Langford Elementary School	364	60%	117	19%	128	21%	609	100%
Oak Springs Elementary School	163	56%	8	3%	121	41%	292	100%
Rodriguez Elementary School	312	60%	62	12%	144	28%	518	100%
T. A. Brown Elementary School	164	54%	31	10%	107	35%	302	100%
Widen Elementary School	377	72%	18	3%	128	24%	523	100%
Wooten Elementary School	271	54%	113	22%	121	24%	505	100%
Bedichek Middle School	514	56%	277	30%	123	13%	914	100%
Dobie Middle School	300	44%	252	37%	126	19%	678	100%
Martin Middle School	306	49%	211	34%	109	17%	626	100%
Mendez Middle School	459	65%	131	19%	116	16%	706	100%
Total	3230	66%	1220	22%	1223	22%	5673	100%

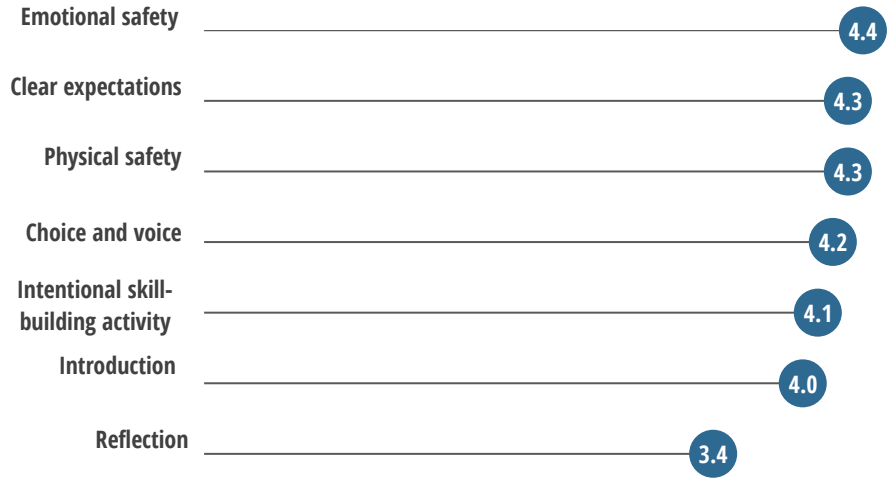
Source. 2018–2019 AISD student data; TX21st Student Tracking System 2018–2019

Program Quality Observations

A total of 202 program observations (total minutes = 6,610) were conducted by the project director, site coordinators, and academic liaison this school year. The observers used a checklist that covered the seven program quality areas: physical safety, emotional safety, clear expectations, introduction, intentional skill-building activity/ hands-on activity, reflection, and choice and voices. Program quality was rated on a rating scale with 1 = no, 3 = sometimes, and 5 = yes. Overall, the ACE Austin afterschool program quality was

rated very highly (Figure 2). There was evidence that more consistent of implementation of reflection is an opportunity for improvement.

Figure 2.
Overall, afterschool program quality was rated very highly. Emotional safety received the highest average score of the seven program quality areas.



Source. 2018–2019 ACE Quality Observation Checklist
Note. 1 = No, 3 = Sometimes, 5 = Yes

Outcomes

Because we only expect program effects for students who regularly participate in the afterschool program, we examined student outcomes (academic achievement, school attendance, and discipline) to monitor progress and compare regular ACE Austin participants (i.e., who attended 45 days or more) with other students (i.e., non-regular ACE Austin participants and non-participants) at all Cycle 9 ACE Austin campuses.

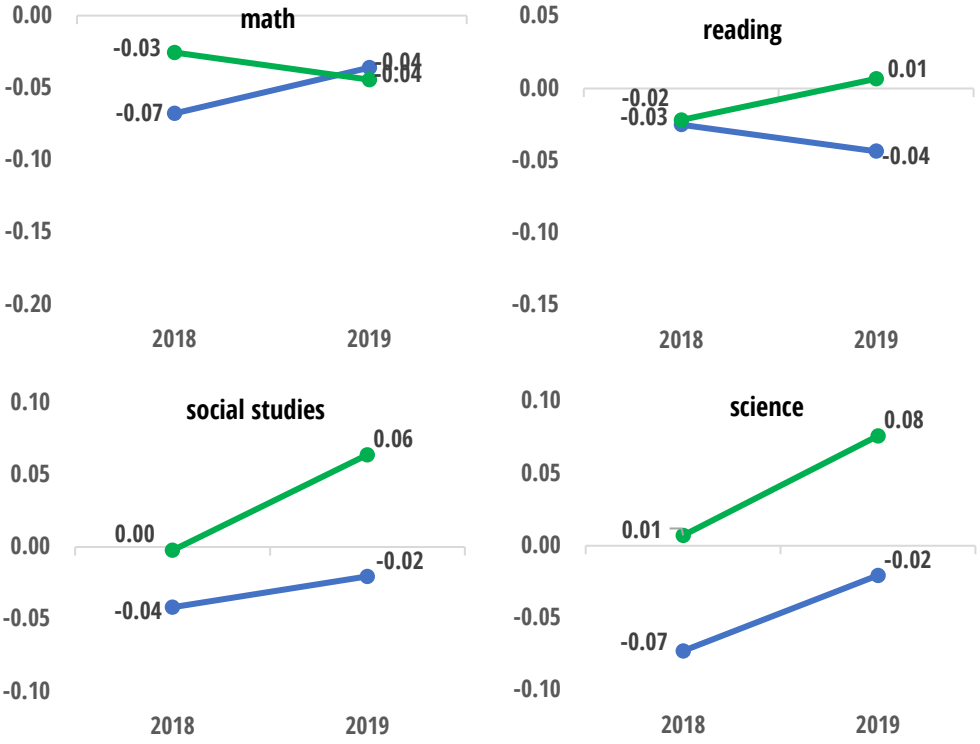
Academic Achievement Outcomes

Grades

Despite trending in opposite directions, the changes in grades between 2017–2018 and 2018–2019 in math and reading were not significantly different for ACE Austin regular participants and other students. Also, there were no significant differences in the changes in grades over time in social studies or science between the two groups (Figure 3). Changes in course completion rates between the 2017–2018 and 2018–2019 school years for both ACE Austin regular participants and other students were not significantly different (Figure 4).

Figure 3.

Overall, the changes in grades from 2017-2018 to 2018-2019 school year were not significantly different for ACE Austin regular participants and other students.

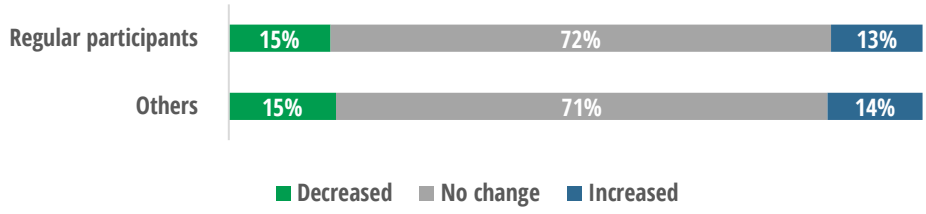


Source. TX21st Student Tracking System 2018–2019; AISD student records

Note. Numbers shown are in *z* scores (range = -3.0 to 3.0); math: ACE Austin regular participants (n = 894) (M = -0.02, SD = 0.87), other students (n = 2,421) (M = 0.03, SD = 0. 91), t (3,313) = 1.43, p > .05; reading: ACE Austin regular participants (n = 894) (M = 0.03, SD = 0.79), other students (n = 2,421) (M = -0.02, SD = 0.86), t (3,313) = -1.42, p > .05; social studies: ACE Austin regular participants (n = 894) (M = 0.07, SD = 0.90), other students (n = 2,421) (M = 0.02, SD = 0.98), t (3,313) = -1.20, p > .05; and science: ACE Austin regular participants (n = 894) (M = 0.07, SD = 0.83), other students (n = 2,421) (M = 0.05, SD = 0.89), t (3,313) = -0.49, p > .05.

Figure 4.

The course completion rate changes between 2017–2018 and 2018–2019 for ACE Austin regular participants and other students were not significantly different.



Source. TX21st Student Tracking System 2018–2019; AISD student records, 2017–2018 and 2018–2019

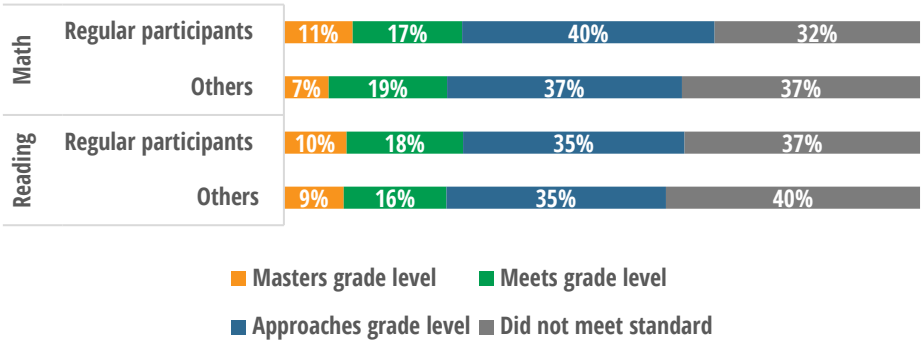
Note. ACE Austin regular participants (n = 894) (M = -0.002, SD = 0.07), other students (n = 2,421) (M = -0.008, SD = 0.10), t (3,313) = -1.90, p > .05.

STAAR Scores and Progress Measures

A greater percentage of ACE Austin regular participants than of other students met the state standard of "approaches grade level" or better in math. However, the percentages of ACE Austin regular participants and other students who met the state standard of "approaches grade" or better in reading were not significantly different (Figure 5). The STAAR progress measure was also used to examine whether the students improved from the previous year to the current year. The STAAR progress measure groups improvement into 3 categories: "expected," those who had shown expected academic improvement from the previous year to the current year; "accelerated," those who had shown an amount of improvement from the previous year to the current year that was much larger than expected; and "limited," those who had shown limited amount of improvement from the previous year to the current year. The percentage of ACE Austin regular participants who had expected or accelerated improvement since the prior year in math was greater than that of other students. However, the percentages of ACE Austin regular participants and other students who had expected or accelerated improvement since the prior year in reading were not significantly different (Figure 6).

Figure 5.

The percentages of ACE Austin regular participants who met the state standard of "approaches grade level" or better on STAAR exams in math were greater than the percentages of other students in the 2018–2019 school year.

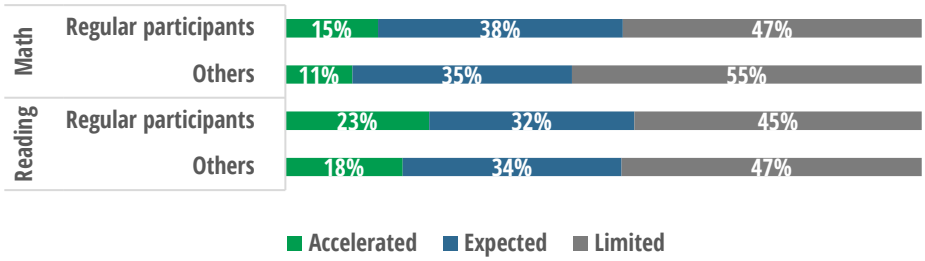


Source. TX21st Student Tracking System 2018–2019; AISD student STAAR EOC record

Note. Reading: ACE Austin regular participants (n = 742); other students (n = 2,371), approaches grade level or better: $\chi^2 = 2.80$, $p > 0.05$; Math: ACE Austin regular participants (n = 703); other students (n = 2,213), approaches grade level or better: $\chi^2 = 9.20$, $p < 0.05$.

Figure 6.

The percentage of ACE Austin regular participants who had expected or accelerated improvement between the 2017–2018 and 2018–2019 school years in math was greater than the percentage of other students.



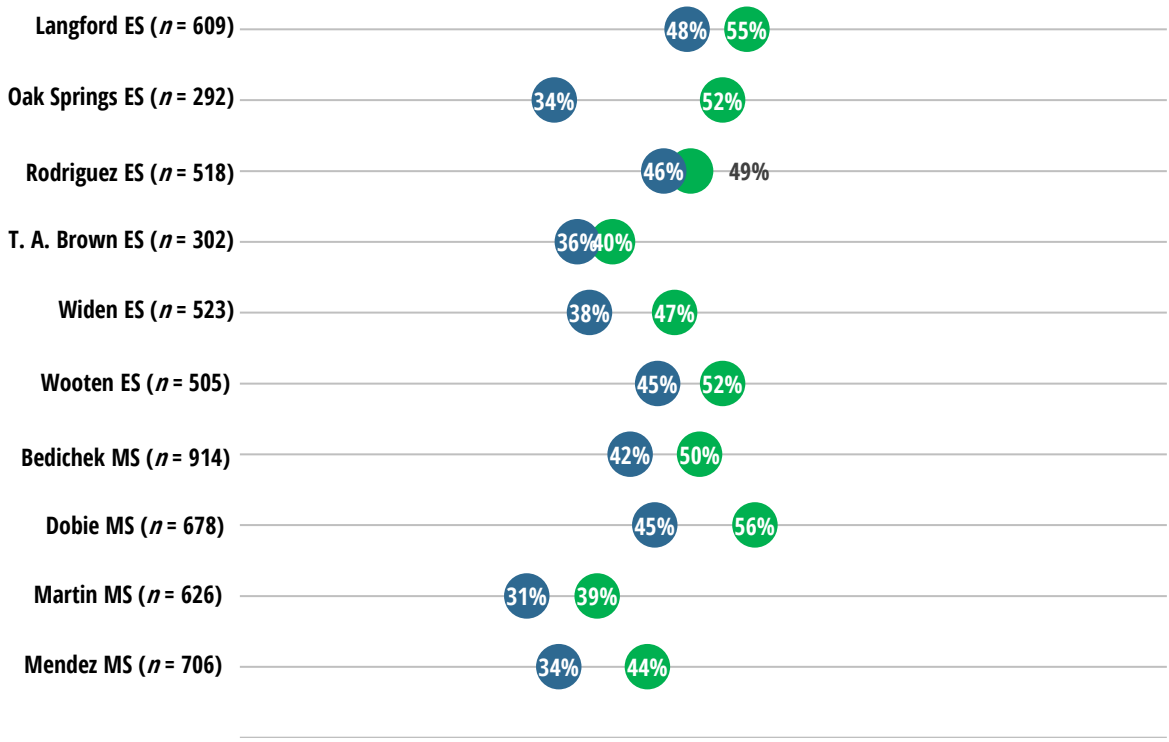
Source. TX21st Student Tracking System 2018–2019; AISD student STAAR EOC record

Note. ACE Austin regular participants (n = 580); other students (n = 1,994); STAAR progress measure in reading: χ^2 (2, n = 2,574) = 5.07, $p > 0.05$; ACE Austin regular participants (n = 564), other students (n = 1,883) STAAR progress measure in math: χ^2 (2, n = 2,447) = 13.26, $p < 0.05$.

School-Day Attendance Outcome

The change between 2017–2018 and 2018–2019 school-day attendance rates was calculated for both the ACE Austin regular participants and other students at the participating schools. Greater percentages of ACE Austin regular participants than of their peers at all Cycle 9 campuses increased their school-day attendance rates (Figure 7).

Figure 7.
A greater percentage of ACE Austin regular participants than of other students at all Cycle 9 campuses increased their school-day attendance rates between the 2017–2018 and 2018–2019 school years.



Source. TX21st Student Tracking System 2018–2019; AISD student attendance records
Note. ES = Elementary School; MS = Middle School. ACE Austin regular participants (n = 1,085) (M = 0.59, SD = 4.06), other students (n = 3,525) (M = -0.34, SD = 6.36), t (4,608) = -4.53, p < .05.

Discipline Outcome

Changes from 2017–2018 to 2018–2019 in both discretionary and mandatory disciplinary referrals were examined to compare the ACE Austin regular participants and other students. Overall, this analysis revealed that the percentage point change of students with discretionary and mandatory discipline referrals were not significantly different for ACE Austin regular participants and other students (Table 3 and 4).

Table 3.

Although it varied across campuses, the overall percentage point change of students with a discretionary discipline referral for ACE Austin regular participants and other students was not significantly different.

	Other students (*n* = 2,452 in 2018–2019)			Regular participants (*n* = 893 in 2018–2019)		
Campus	2017–2018	2018–2019	Percentage point change	2017–2018	2018–2019	Percentage point change
Langford ES (*n* = 609)	0	0	0	0	0	0
Oak Springs ES (*n* = 292)	0	0	0	0	0	0
Rodriguez ES (*n* = 518)	3.06	4.37	1.31	1.64	0.82	-0.82
T. A. Brown ES (*n* = 302)	0	0	0	0	0	0
Widen ES (*n* = 523)	0.44	0	-0.44	0	0	0
Wooten ES (*n* = 505)	0	1.10	1.10	0	0	0
Bedichek MS (*n* = 914)	7.64	6.48	-1.16	4.23	5.63	1.41
Dobie MS (*n* = 678)	37.21	27.13	-10.08	32.35	16.18	-16.18
Martin MS (*n* = 626)	20.68	23.63	2.95	29.31	22.41	-6.90
Mendez MS (*n* = 706)	27.76	30.10	2.34	31.51	38.36	6.85
Overall	10.97	10.48	-0.49	7.50	6.38	-1.12

Source. TX21st Student Tracking System 2018–2019; AISD student discipline records

Note. ES = Elementary School; MS = Middle School. Percentage point changes are indicated in color (green = decrease, red = increase). ACE Austin regular participants' campuses (*n* = 10) (*M* = -1.56, *SD* = 6.10), other students' campuses (*n* = 10) (*M* = -0.40, *SD* = 3.63), *t* (18) = 0.52, *p* > 05.

Table 4.

Although it varied across campuses, the overall percentage point change of students with a mandatory discipline referral for ACE Austin regular participants and other students was not significantly different.

	Other students (*n* = 2,452 in 2018–2019)			Regular participants (*n* = 893 in 2018–2019)		
Campus	2017–2018	2018–2019	Percentage point change	2017–2018	2018–2019	Percentage point change
Langford ES (*n* = 609)	0	0	0	0	0	0
Oak Springs ES (*n* = 292)	0	0	0	0	0	0
Rodriguez ES (*n* = 518)	0	0	0	0	0	0
T. A. Brown ES (*n* = 302)	0	0	0	0	0	0
Widen ES (*n* = 523)	0	0	0	0	0	0
Wooten ES (*n* = 505)	0	0	0	0	0	0
Bedichek MS (*n* = 914)	1.85	3.47	1.62	0	2.82	2.82
Dobie MS (*n* = 678)	9.30	5.81	-3.49	0	1.47	1.47
Martin MS (*n* = 626)	5.49	7.17	1.69	1.72	6.90	5.17
Mendez MS (*n* = 706)	4.68	6.35	1.67	0	4.11	4.11
Overall	2.41	2.69	0.29	0.11	1.12	1.01

Source. TX21st Student Tracking System 2018–2019; AISD student discipline records

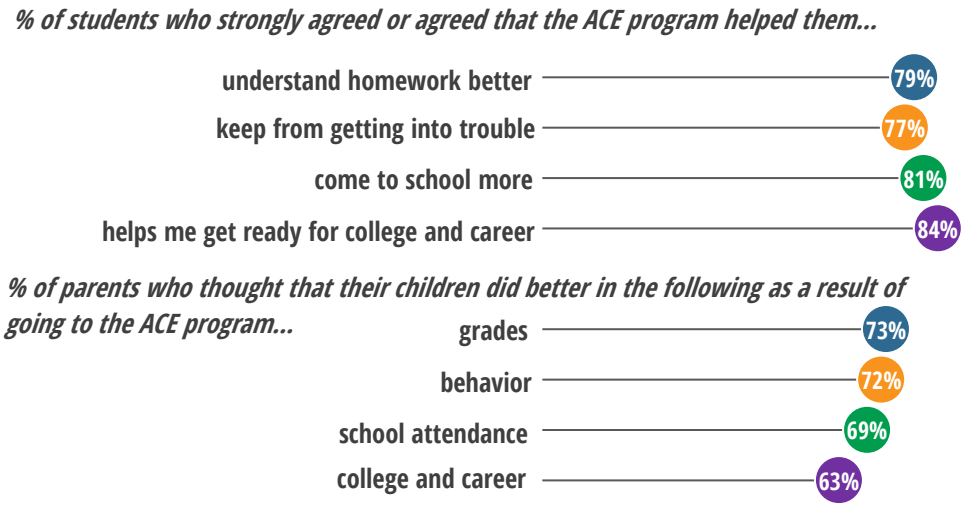
Note. ES = Elementary School; MS = Middle School. Percentage point changes are indicated in color (green = decrease, red = increase). ACE Austin regular participants' campuses (*n* = 10) (*M* = 1.36, *SD* = 1.98), other students' campuses (*n* = 10) (*M* = 0.15, *SD* = 1.50), $t(18) = -1.54$, $p > .05$.

Overall ACE Austin Students' and Parents' Feedback

Electronic surveys were administered to ACE Austin students and parents in May 2019 to gather information about their experiences of the afterschool programs offered at Cycle 9 campuses. A total of 537 students (response rate = 41%) and 266 parents (response rate = 17%) completed the surveys. Most of the student and parent respondents reported positive influences of the afterschool program in academics, behavior, school attendance, and college and career readiness (Figure 8). Additionally, almost all parents reported positive climate and experiences within the ACE Austin program (Figure 9). Specifically, most parents felt their children were safe in the afterschool program and felt comfortable communicating with the afterschool staff. In fact, most parents not only reported they were satisfied with the program but also indicated the availability of the program was one reason they kept their children enrolled in the school district (Figure 9).

Figure 8.

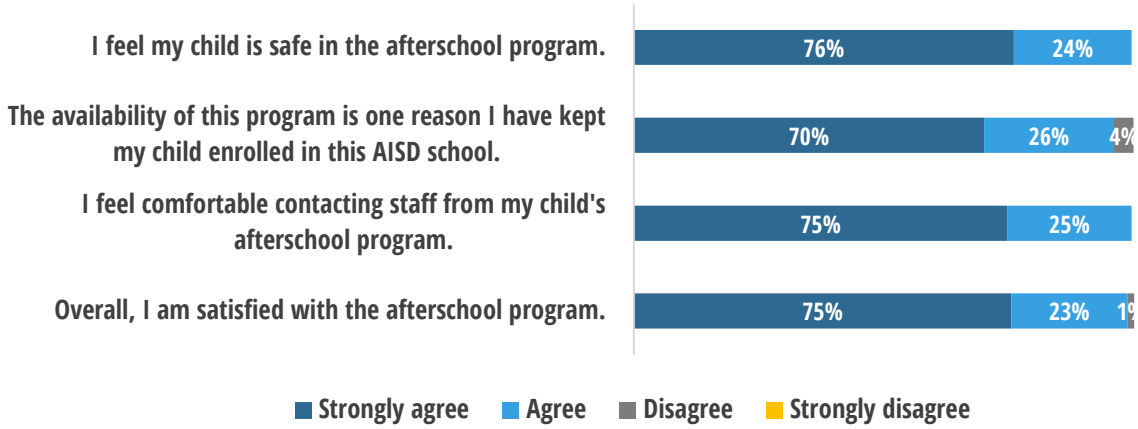
Students and parents felt the ACE Austin program helped student in academics, behavior, school attendance, and college and career readiness.



Source. ACE Austin Student Survey, 2018–2019; 2018–2019 ACE Austin Parent Survey
Note. ACE Austin Student Survey: Cycle 9 population (*N* = 5,673), actual sample size (*n* = 537), 95% confidence interval (+/- 4%); ACE Austin Parent Survey Cycle 9 population (*N* = 1,330), actual sample size (*n* = 266), 95% confidence interval (+/- 5%).

Figure 9.

Almost all parents reported overall positive climate and experiences with the ACE Austin program.



Source. 2018–2019 ACE Austin Parent Survey

Note. ACE Austin Parent Survey Cycle 9 population (*N* = 1,330), actual sample size (*n* = 266), 95% confidence interval (+/- 5%).

Summary

True to the goals for which the ACE program was established, the Cycle 9 ACE Austin program demonstrated a positive impact on almost all targeted 21st CCLC goals: academic achievement, school-day attendance, and discipline referrals. This year, Cycle 9 ACE Austin primarily served students and their families who were low SES, at risk of dropping out of school, and/or classified as English language learners. Cycle 9 ACE Austin implemented quality programming based on the needs of students at Cycle 9 ACE Austin campuses, guided by the ACE Austin Program Quality Implementation Cycle, to improve student outcomes. Table 5 summarizes the key findings toward achieving the ACE objectives, based on the program measures indicated in the evaluation plan.

Table 5.
Overall, the Cycle 9 ACE Austin program had a positive impact on students' academics, school-day attendance, discipline, and college and career readiness.

Program measure and outcome	Result
Serving target population	☺
Program quality	☺
Academics	
Change in grades	😐
Change in course completion rates	😐
STAAR scores	😐
STAAR progress measures	😐
Students' perceptions	☺
Parents' perceptions	☺
School-day attendance	
Change in school-day attendance rates	☺
Students' perceptions	☺
Parents' perceptions	☺
Discipline	
Discretionary	😐
Mandatory	😐
Students' perceptions	☺
Parents' perceptions	☺
College and career readiness	
Students' perceptions	☺
Parents' perceptions	☺

Note. ☺ = a positive change for the measure; 😐 = a neutral, no change, or mixed result for the measure; ☹ = a negative change for the measure

Appendices

Appendix A. Cycle 9 ACE Austin Campuses, by Grade Level and Participation Status

Appendix A.1.

Langford Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	14%	1%	2%
02	4%	5%	6%
03	4%	5%	4%
04	4%	4%	5%
05	7%	5%	4%
EE	3%	.	.
KG	10%	1%	1%
PK	14%	.	
Total	60%	19%	21%

Source. AISD student records

Note. (n = 609)

Appendix A.2.

Oak Springs Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	7%	.	5%
02	5%	1%	7%
03	5%	1%	6%
04	4%	< 1%	9%
05	5%	1%	5%
EE	1%	.	.
KG	9%	< 1%	5%
PK	21%	.	3%
Total	56%	4%	41%

Source. AISD student records

Note. (n = 292)

Appendix A.3.

Rodriguez Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	11%	< 1%	2%
02	3%	1%	12%
03	6%	5%	6%
04	9%	3%	3%
05	12%	1%	3%
EE	.	.	.
KG	11%	1%	1%
PK	8%	1%	1%
Total	60%	12%	28%

Source. AISD student records

Note. (*n* = 518)

Appendix A.4.

T. A. Brown Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	9%	2%	4%
02	7%	2%	7%
03	5%	2%	6%
04	8%	2%	5%
05	4%	1%	5%
EE	4%	.	.
KG	14%	1%	3%
PK	4%	1%	6%
Total	54%	10%	35%

Source. AISD student records

Note. (*n* = 302)

Appendix A.5.

Widen Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	9%	< 1%	3%
02	11%	.	4%
03	8%	1%	5%
04	7%	1%	5%
05	7%	1%	4%
EE	3%	.	.
KG	11%	< 1%	2%
PK	17%	< 1%	2%
Total	72%	4%	24%

Source. AISD student records

Note. (*n* = 523)

Appendix A.6.

Wooten Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	11%	2%	3%
02	8%	4%	3%
03	3%	4%	4%
04	7%	6%	5%
05	4%	6%	4%
EE	1%	.	< 1%
KG	9%	1%	2%
PK	10%	.	3%
Total	54%	22%	24%

Source. AISD student records

Note. (*n* = 505)

Appendix A.7.

Bedichek Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	19%	10%	5%
07	15%	11%	5%
08	22%	10%	4%
Total	56%	31%	14%

Source. AISD student records

Note. (*n* = 914)

Appendix A.8.

Dobie Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	15%	12%	8%
07	15%	13%	7%
08	14%	12%	4%
Total	44%	37%	19%

Source. AISD student records

Note. (*n* = 678)

Appendix A.9.

Martin Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	17%	9%	7%
07	15%	13%	5%
08	16%	12%	5%
Total	49%	34%	17%

Source. AISD student records

Note. (*n* = 626)

Appendix A.10.

Mendez Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	22%	7%	5%
07	23%	6%	5%
08	20%	6%	6%
Total	65%	19%	16%

Source. AISD student records. *Note.* (*n* = 706)

Appendix B. Cycle 9 ACE Austin Campuses, by Gender and Participation Status

Appendix B.
Cycle 9 ACE Austin Campuses, by Gender and Participation Status

Gender		Participation status		
		Non-participants	Non-regular participants	Regular participants
Langford Elementary School (*n* = 609)	Female	26%	10%	11%
	Male	34%	9%	11%
Oak Springs Elementary School (*n* = 292)	Female	26%	1%	24%
	Male	29%	2%	18%
Rodriguez Elementary School (*n* = 518)	Female	27%	6%	16%
	Male	33%	6%	12%
T. A. Brown Elementary School (*n* = 302)	Female	24%	6%	19%
	Male	30%	4%	19%
Widen Elementary School (*n* = 523)	Female	35%	2%	12%
	Male	37%	1%	12%
Wooten Elementary School (*n* = 505)	Female	22%	12%	14%
	Male	31%	11%	10%
Bedichek Middle School (*n* = 914)	Female	27%	13%	6%
	Male	29%	17%	8%
Dobie Middle School (*n* = 678)	Female	20%	20%	7%
	Male	24%	17%	11%
Martin Middle School (n = 626)	Female	24%	16%	8%
	Male	25%	18%	10%
Mendez Middle School (*n* = 706)	Female	33%	9%	7%
	Male	32%	9%	10%

Source. AISD student records

Appendix C. Cycle 9 ACE Austin Campuses, by Ethnicity and Participation Status

Appendix C.1.
Langford Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	< 1%	.	.
Asian	< 1%	< 1%	.
Black or African American	4%	1%	2%
Hispanic	52%	17%	18%
Native Hawaiian or other Pacific Islander	< 1%	.	.
Two or more races	1%	.	< 1%
White	2%	1%	1%
Total	59%	19%	21%

Source. AISD student records
Note. (*n* = 609)

Appendix C.2.
Oak Springs Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	< 1%	.	.
Asian	.	.	< 1%
Black or African American	15%	1%	11%
Hispanic	39%	1%	26%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	< 1%	1%	2%
White	1%	.	2%
Total	55%	3%	42%

Source. AISD student records
Note. (*n* = 292)

Appendix C.3.

Rodriguez Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	.	.	< 1%
Black or African American	4%	1%	3%
Hispanic	54%	11%	24%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	.
White	1%	.	< 1%
Total	60%	12%	28%

Source. AISD student records

Note. (*n* = 518)

Appendix C.4.

T. A. Brown Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	2%	.	1%
Black or African American	7%	1%	1%
Hispanic	41%	7%	31%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	.
White	4%	2%	2%
Total	55%	10%	35%

Source. AISD student records

Note. (*n* = 302)

Appendix C.5.

Widen Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	1%	.	.
Asian	< 1%	.	.
Black or African American	7%	< 1%	1%
Hispanic	61%	3%	23%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	< 1%	.
White	2%	< 1%	.
Total	72%	4%	24%

Source. AISD student records

Note. (*n* = 523)

Appendix C.6.

Wooten Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	< 1%	< 1%	.
Asian	< 1%	< 1%	.
Black or African American	3%	1%	3%
Hispanic	46%	21%	20%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	< 1%	.	< 1%
White	3%	1%	1%
Total	53%	23%	24%

Source. AISD student records

Note. (*n* = 505)

Appendix C.7.

Bedichek Middle School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	< 1%	< 1%	.
Black or African American	3%	2%	1%
Hispanic	50%	25%	11%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	< 1%	1%	< 1%
White	3%	3%	1%
Total	56%	31%	13%

Source. AISD student records

Note. (*n* = 914)

Appendix C.8.

Dobie Middle School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	1%	1%	1%
Black or African American	5%	4%	3%
Hispanic	37%	31%	14%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	.	.	.
White	2%	1%	1%
Total	45%	37%	19%

Source. AISD student records

Note. (*n* = 678)

Appendix C.9.

Martin Middle School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	< 1%	< 1%	< 1%
Black or African American	6%	5%	4%
Hispanic	41%	27%	11%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	< 1%	1%	< 1%
White	1%	1%	1%
Total	49%	34%	17%

Source. AISD student records

Note. (*n* = 626)

Appendix C.10.

Mendez Middle School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	.	.	.
Black or African American	4%	1%	4%
Hispanic	60%	18%	12%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	< 1%	< 1%	< 1%
White	< 1%	< 1%	< 1%
Total	64%	20%	16%

Source. AISD student records

Note. (*n* = 706)

Reference

Smith, C., Akiva T., Jones, M., Sutter, A., Hillaker, B., Wallace, L., & McGovern, G. (2016). *Program quality assessment handbook: Youth version* (Rev. ed.). Ypsilanti, MI: Weikart Center for Youth Program Quality.

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