September 2020
Publication 19.34b

Afterschool Centers on Education

Cycle 9 Austin Independent School District

Final Report 2019–2020

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 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. Building on the 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. The ACE Austin Cycle 9 program exists to provide intentional afterschool program experiences that are high quality, are challenging, and inspire all program participants to improve their school outcomes. 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

Key Accomplishments

The ACE Austin Cycle 9 program is aligned with the campus needs assessments and goals identified in the campus improvement plans (CIP) of each center. Overall, program participation was significantly related to reading, math, school-day attendance, and discipline, controlling for students' demographics such as socioeconomic status (SES), gender, English language learner (ELL) status, and race for participants who were not targeted for those specific student outcomes. For participants who were targeted, program participation was significantly related to school-day attendance and discipline, but not to reading and math. The majority of parents and children, overall, reported positive experiences in the various family activities. Parents reported that the activities helped them connect with their students' schools, learn new skills, and participate in physical activities, while improving their students' behavior and social emotional skills. Despite school building closures due to COVID-19, the ACE Austin Cycle 9 program remained committed to providing quality programming that was accessible, flexible, and supportive toward the development of students' full potential. Table 1 summarizes the major key accomplishments, based on Texas 21st CCLC ACE component areas.

Table 1.

Summary of Key Accomplishments

Program measure and outcome	Result
Student population served	☺
Program quality	☺
Reading	
Targeted	😐
Not targeted	☺
Math	
Targeted	😐
Not targeted	☺
School-day attendance	
Targeted	☺
Not targeted	☺
Discipline	
Targeted	☺
Not targeted	☺
Family Engagement	
Parent/family experiences	☺
Parent/family benefits	☺

Note. Regression analyses were conducted using the number of days of program participation to predict each student outcome (i.e., reading and math grades, school-day attendance rate, and number of discipline referrals).

☺ Program participation was significantly positively related to the outcome.

😐 No relationship was found between program participation and the outcome.

☹ Program participation was significantly negatively related to the outcome.

Areas for Improvement

ACE Austin Cycle 9 program staff continue to identify opportunities to assist students in maximizing their benefits from participating in the ACE Austin. This year, we made considerable strides in tracking students, based on individual needs linked to associated student outcomes. This practice should be expanded to identify the primary need of every student who participates in the program. Site coordinators, for example, might consider consulting with students' classroom teachers, campus leaders, and parents to identify students' areas of need and place them in programming that will be most beneficial to addressing those needs. Additionally, all virtual lesson plans and online modules developed and created by the site coordinators, family engagement specialists, and project directors should be systematically cataloged, based on Texas 21st CCLC ACE component area, subject area, grade level, and electronic platform. Finally, within the current situation, due to the pandemic, the site coordinators, project director, and evaluators should continue to explore new ways to support students' learning and program improvement.

Table of Contents

List of Figures

List of Tables

Introduction and Purpose of the 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. Building on the 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. The ACE Austin Cycle 9 program exists to provide intentional afterschool program experiences that are high quality, are challenging, and inspire all program participants to improve their school outcomes. 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

The ACE program is at 32 schools across the district, with the support of the TEA. AISD was granted Cycle 9 CCLC funding to support 10 campuses. At each school, activities are offered at least 15 hours per week for 31 weeks during the academic year and 16 hours per week for 6 weeks during the summer. All activities are in one or more of the four Texas 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and career readiness (Figure 1).

Figure 1.

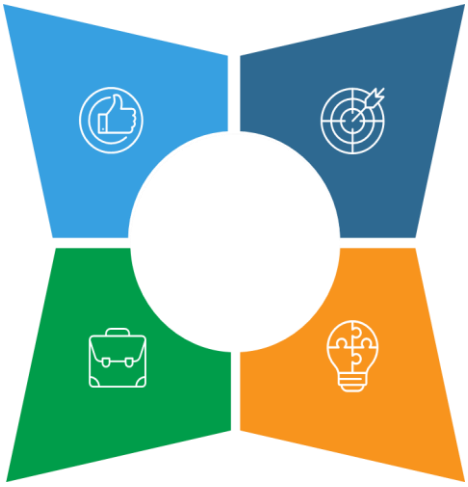
ACE Austin TX 21st CCLC Core Component Areas

Family engagement

ACE Austin staff partner with the AISD Adult Education Department and parent support specialists to provide family engagement activities that help connect families to schools and enable them to support their student's academic achievement.

College and career readiness

The ACE Austin participants are provided with activities to help them prepare for college and career. Students investigate careers, visit area colleges and universities, practice public speaking skills, and participate in service projects.



Academic assistance

ACE Austin offers activities designed to improve students' achievement by providing extra assistance and support through tutoring and homework help for students who are struggling in core subjects, including science, math, reading, and social studies.

Enrichment

ACE Austin offers 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.

Evaluation Strategy

Expectations

The Department of Research and Evaluation (DRE) staff and ACE Austin 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 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 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 the 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. Due to COVID-19, AISD closed all school buildings and facilities on March 13, 2020, and pivoted to a distance learning model. Buildings remained closed through the end of the school year. No State of Texas Assessment of Academic Readiness (STAAR) or end-of-course (EOC) exams were conducted for this school year, and the program was not able to collect student or parent surveys.

While end-of-year outcome measures for the 2019–2020 school year were limited, efforts were made to keep the measurement of program outcomes consistent. School-day attendance, grades, and discipline data were still examined but were limited to the time period for which data were available (i.e., from August 12, 2019, through March 13, 2020). Data analyses were conducted to examine the relationships between students' outcomes (i.e., academic achievement in reading and math, school-day attendance, and discipline) and program participation. Tables 2 and 3 present a summary of the methodology used in this report, based on program objectives.

Table 2.

Summary of Program Methodology Prior to Required School Building Closures Due to COVID-19 (March 13, 2020)

Program objective	Measurement and data analysis	Data collection/ source
Improve participants' academic performance in reading and math	Multiple linear regression examined relationships between program participation and academic outcomes (grades in reading and math), controlling for gender, English language learner (ELL) status, socioeconomic status (SES), and race	Program participation file; AISD student grades and demographic records
Improve participants' school-day absences	Multiple linear regression examined relationships between program participation and school-day attendance, controlling for gender, ELL status, SES, and race	Program participation file; AISD student attendance and demographic records
Improve participants' behavior	Multiple linear regression examined relationships between program participation and discipline, controlling for gender, ELL status, SES, and race	Program participation file; AISD student discipline and demographic records
Promote family engagement	Activities provided to parents and families; frequency distribution of various activities attended by parents and families	Program participation of parents and families file

Table 3.

Summary of Program Methodology After Required School Building Closures Due to COVID-19 (March 13, 2020)

Program objective	Measurement and data analysis	Data collection/ source
Create continuous learning	Number and type of learning modules, virtual lessons, or catalog developed; platform used; and services provided to support students with their learning and development	Program participation file
Provide family support and engagement	Services, training, or support given to parents to help them assist their students with "new" learning	Program participation file

Grantee and Center Overview

During the 2019–2020 school year, ACE Austin Cycle 9 provided afterschool services to 10 AISD campuses: 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. The percentage of students who were considered at risk of dropping out of school and the percentage of students who were classified as ELLs were also above district and state averages at nine of the ten Cycle 9 schools (Table 4).

Table 4.

Cycle 9 Campuses Served and Relevant Demographics

School	Percentage low SES	Percentage at risk	Percentage ELL
Langford Elementary School (*n* = 543)	94%	75%	53%
Oak Springs Elementary School (*n* = 255)	99%	48%	21%
Rodriguez Elementary School (*n* = 444)	98%	78%	61%
T. A. Brown Elementary School (*n* = 240)	97%	84%	71%
Widen Elementary School (*n* = 447)	96%	71%	48%
Wooten Elementary School (*n* = 454)	96%	86%	78%
Bedichek Middle School (*n* = 835)	84%	70%	29%
Dobie Middle School (*n* = 555)	94%	83%	60%
Martin Middle School (*n* = 511)	94%	79%	35%
Mendez Middle School (*n* = 606)	91%	88%	51%
AISD	54%	49%	27%
State	61%	50%	20%

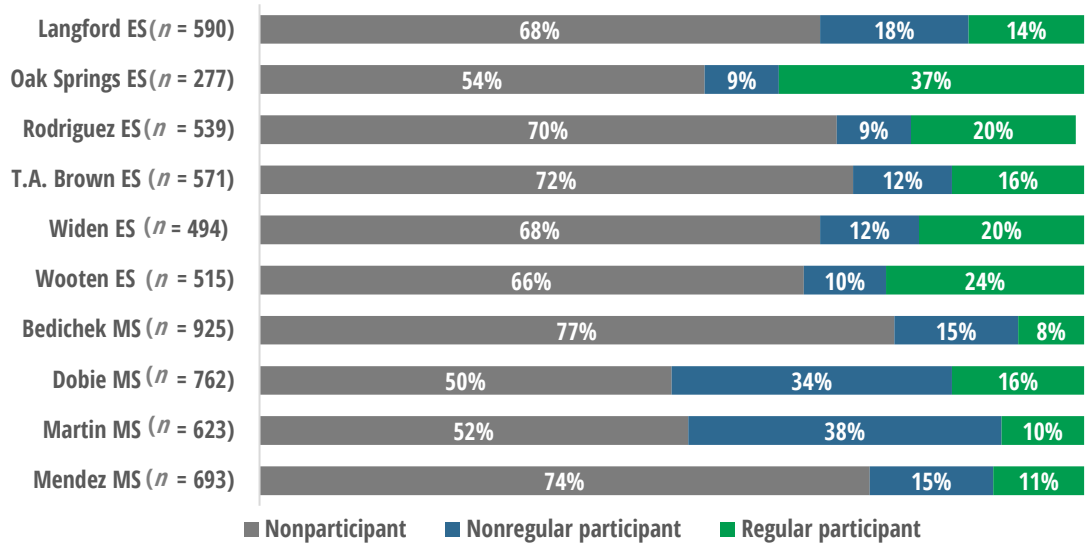
Source. 2019–2020 AISD student data; 2018–2019 TEA Academic Performance Report

Participants

The ACE Austin Cycle 9 program served 2,048 students and hosted events or activities for 577 families. Program participants represented less than half of the students enrolled at Cycle 9 campuses. Almost half (n = 941) of the ACE Austin Cycle 9 program participants were regular participants (i.e., attended the afterschool program for 45 days or more). Participation at secondary schools was less consistent, with greater percentages of nonregular participants than of regular participants (Figure 2). Campus-level demographics mirrored the cycle-level demographics, and all campuses served similar student groups (Appendix A).

Figure 2.

At the campuses served, ACE regular participants ranged from 8% to 37% of the student body.



Source. TX21st Student Tracking system 2019–2020; AISD student records

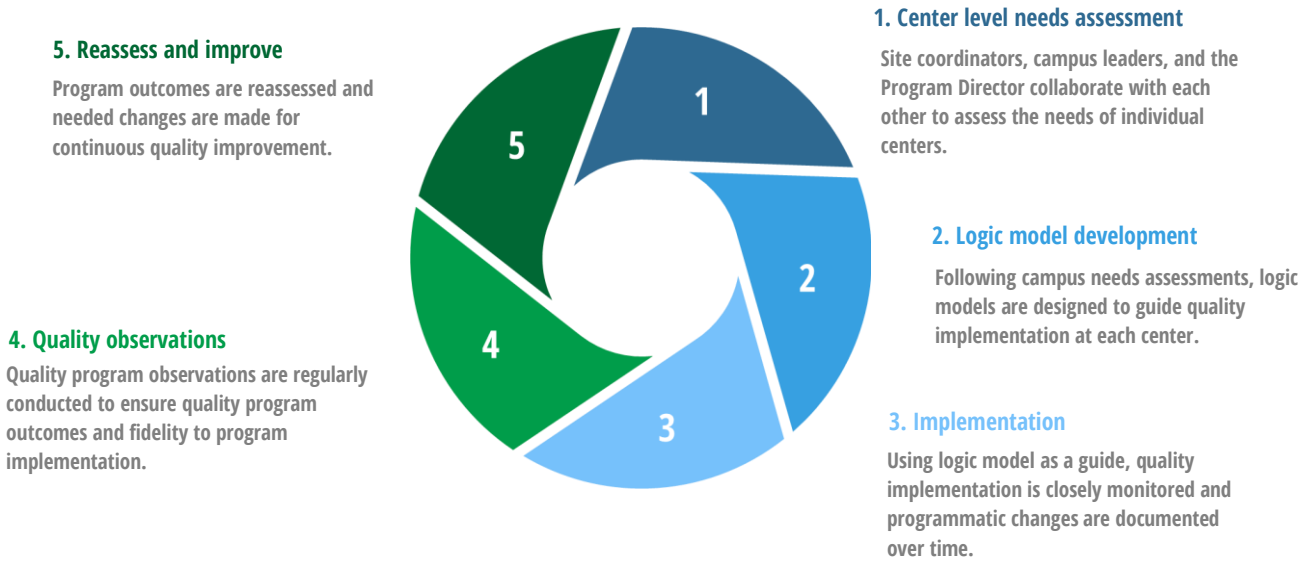
Program Quality Implementation

Guided by the ACE Austin continuous quality improvement cycle, programming was developed based on the needs of each campus (Figure 3). 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 and site coordinator used the ACE Austin Quality Observation Checklist, which was adapted from the Youth Program Quality Assessment (YPQA) 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 bound (SMART); staff-to-student ratios; and student engagement strategies.

Figure 3.

ACE Austin Continuous Quality Improvement 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.

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. Strategies for professional development activities included:

- professional development activities for all site coordinators about conducting effective needs assessments and how to design programming based on campus, district, and community data
- professional development activities for all site coordinators about identifying and tracking individual needs of students

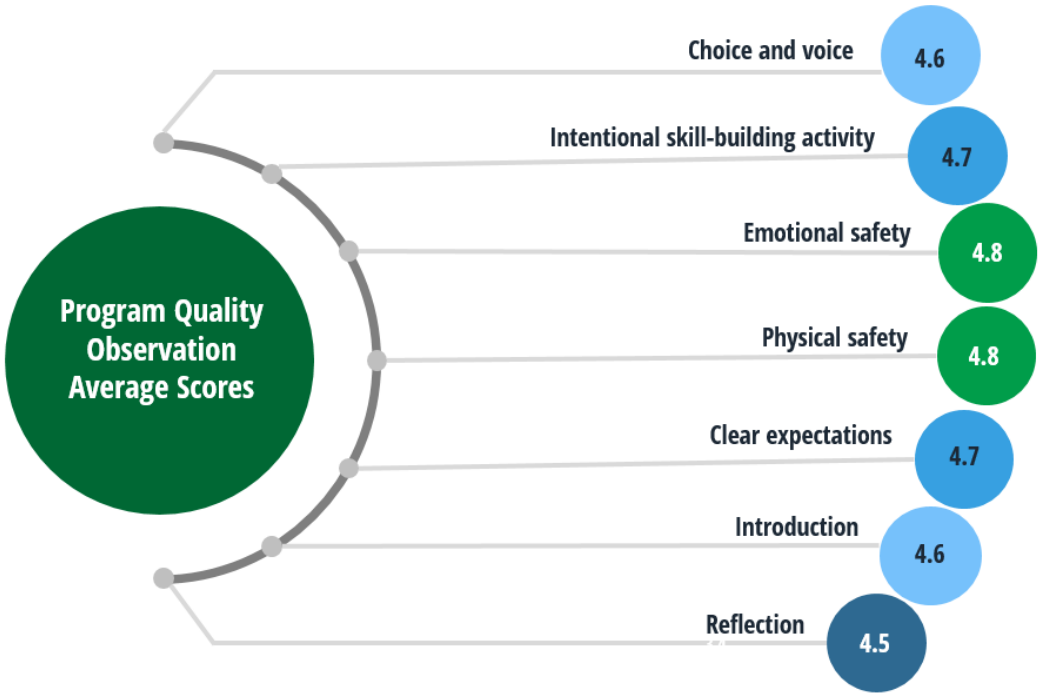
- monthly professional development activities with program evaluators to empower site coordinators to use data when making programming decisions based on program goals; hands-on activities include the effective use of numerous user-friendly and accessible data dashboards that are updated on an ongoing basis, such as:
    - activity observations
    - parent and student surveys from prior years
    - school-level data on grades, attendance, and behavior
    - student-level data on grades, attendance, and behavior
    - campus needs assessments
- professional development activities for all site coordinators and afterschool instructors about effective youth development practices and the development of high-interest, developmentally appropriate activities

Program Quality Observations

Prior to school building closures due to COVID-19, a total of 62 program observations (total minutes = 2,144) were conducted by the project director and site coordinators. The observers used an electronic rating form, based on the YPQA, that covered seven program quality areas: physical safety, emotional safety, clear expectations, introduction, intentional skill-building activity / hands-on activity, reflection, and choice and voices (Figure 4). Program quality was assessed on a Likert scale of the presence of components or skills during each lesson, where 1 indicated the component/skill was not present, 3 indicated it was sometimes present, and 5 indicated it was present. Overall, the ACE Austin program quality was rated very highly.

Figure 4.

Overall, afterschool program quality was rated very highly. Emotional safety and physical safety received the highest average scores of the seven program quality areas.



Source. 2019–2020 ACE Austin Program observation checklist
Note. The scale is 1 = no, 3 = sometimes, 5 = yes.

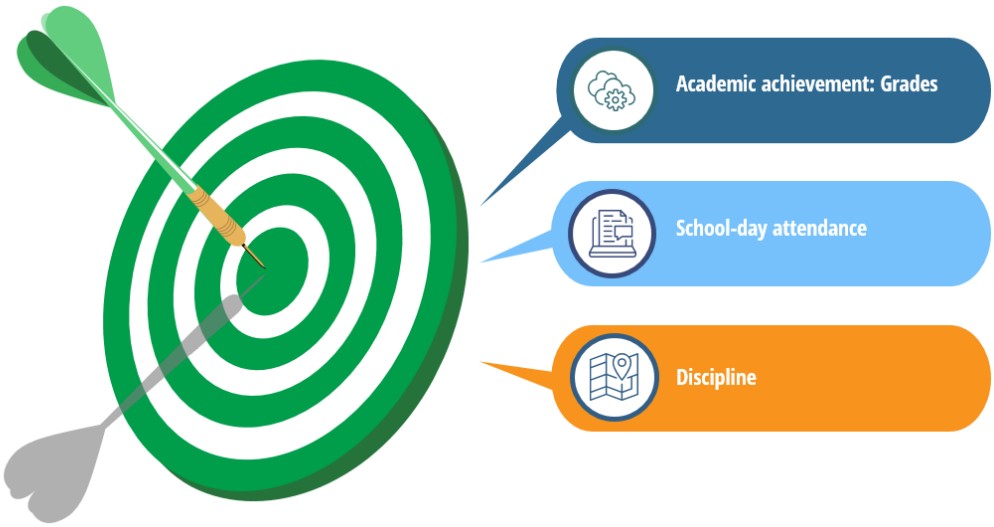
Outcomes

Because we expected the program would have a bigger impact on students who participated more than on students who participated less, we examined the relationship between the number of days of program participation and each of the expected student outcomes (i.e., academic achievement in reading and math, school-day attendance, and discipline). To see if identifying students with specific needs improved the program outcomes, we looked at targeted and nontargeted students separately. Due to school building closures because of the pandemic, some of the proposed student outcome measures (e.g., STAAR and EOC) were not available this year, and so are not included in this report.

Regression analyses were conducted to examine the relationships between program participation (i.e., total number of days in the program) and each anticipated outcome (Figure 5), controlling for SES, ELL status, gender, and race. Due to very few participants not in the free or reduced lunch category, SES was eliminated from all analyses. For each outcome, regressions were run separately for the groups of students who were targeted

in that area and those who were not. Below are the results for all students in the program; see Appendix B for campus-level results.

Figure 5.
TX 21st CCLC ACE Program Impact Areas



Academic Achievement Outcomes: Grades in Reading and Math

One of the ACE Austin program goals was to have a positive impact from program participation on reading and math achievement. We examined the relationships between students' number of days of program participation and their grades in reading and math. Because different grading systems are used at different school levels, and because we wanted to examine across grade levels, we transformed all grades into *z* scores to standardize grades within subjects.

Results revealed that program participation was significantly positively related to both reading and math grades, but only for the participants who were not targeted for improvement in the corresponding area. In other words, although many students had better grades when they participated in the afterschool program more, we did not find this trend for the students who had been specifically targeted for grades improvement in math or reading.

Nonacademic Student Outcomes: School-Day Attendance and Discipline

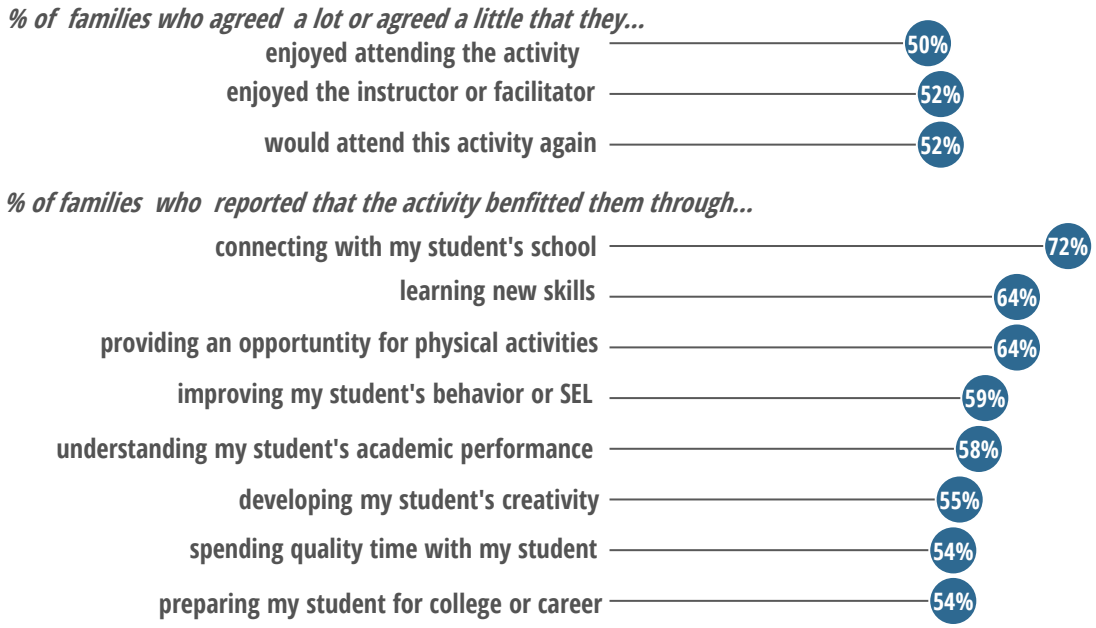
We also examined the relationships of program participation with two nonacademic student outcomes: school-day attendance rates and discipline referrals (including both discretionary and mandatory referrals). Results suggest that program participation was significantly positively related to school-day attendance for all participants, regardless of whether or not they were targeted for school-day attendance improvement. In addition, program participation was significantly negatively related to the number of discipline incidents in which a student was involved, regardless of whether or not the student was targeted for behavior improvement. In other words, whether targeted or not, students who participated more days in the afterschool program had better school day attendance and fewer discipline incidents than students who participated less.

Family Engagement

Prior to school building closures due to COVID-19, family engagement specialists collaborated with Site coordinators and the project director to provide families and children with various activities, such as adult education (i.e., class or workshops for adults only), family events (i.e., a one-time activity for adults and children), and family clubs (i.e., class or workshop series for adults and children). These activities were designed to engage families in their child's learning and development. After each activity, families and children who attended were asked to complete a brief survey to gather immediate feedback about the activities, for program improvement at all Cycle 9 campuses. A total of 116 families and children responded to the survey. Most of the adults and children reported they enjoyed attending the activities and enjoyed the instructors or facilitators. In fact, they indicated they would attend family activities again in the future. When asked how these activities benefited them, the majority of families reported the activities helped them connect with their child's schools, learn new skills, and participate in physical activities, while improving their student's behavior and social emotional skills (Figure 6).

Figure 6.

Families reported positive experiences in family activities and benefitted through connecting with their students' schools.



Source. ACE Austin Family Activity Mini Survey, 2019–2020.

After Required School Building Closures Due to COVID-19

ACE Austin worked quickly to implement high-quality virtual learning programs for students after the building closure on March 13, 2020. It was vital to ACE Austin that each campus program retained its autonomy and intentional design, in order to continue meeting the unique needs of each campus community. As such, the rollout date for spring virtual learning programs varied based on the following considerations:

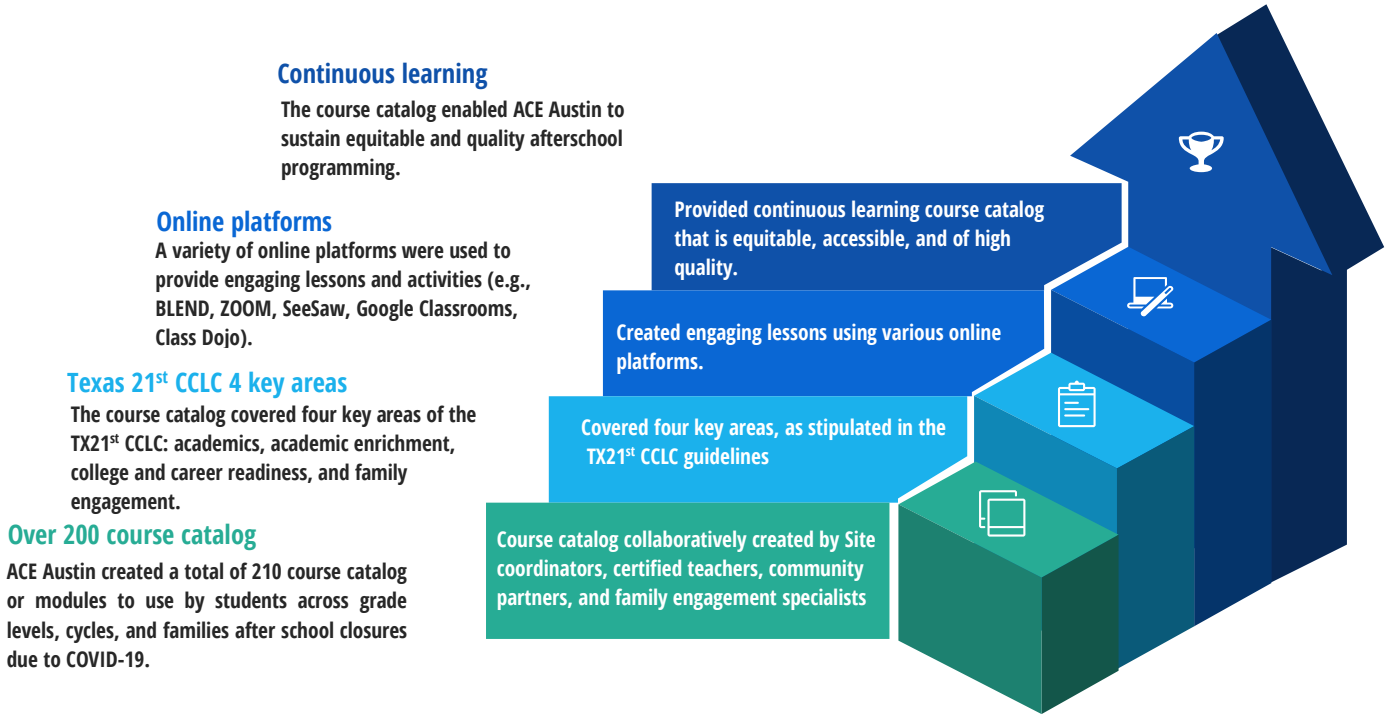
- attaining buy-in and approval from campus leadership
- providing appropriate supplements to school-day content
- training to use district- and campus-level virtual learning platforms
- balancing the sharing of resources and activities with families, without overwhelming them with content and new tools

To solve some of these challenges, ACE Austin used a district online learning platform called BLEND (Canvas) as a collaborative workspace for site coordinators to upload and share virtual learning content. Many site coordinators worked with certified teachers and/or community partners to develop clubs or courses and added the content to this

collaborative workspace. This content was available to all site coordinators to upload to various campus-level platforms. This led to the development of the ACE Austin Continuous Learning Catalog (Figure 7). In total, more than 200 virtual modules were developed and used by ACE Austin site coordinators across grade levels and campuses during the second half of the spring semester. Several virtual activities were also added in the collaborative workspaces that family engagement specialists developed to help families get engaged in the academic undertaking of their students.

Figure 7.

Development of ACE Austin Continuous Learning Course Catalog



In addition to offering programming through the end of the school year, all ACE Austin campuses offered virtual summer learning programs that fulfilled the original requirements of the 21st CCLC grant. Each campus implemented a unique program schedule that included both "live" classes on Zoom and "anytime" activities that students and families could complete at a time that worked best for them. ACE Austin provided supply kits to accompany these activities. Numerous free partnership agreements were in place to provide the highest program quality possible. These partnerships included: The City of Austin's Community Youth Development program, Austin Police Department's youth leadership program, Phoenix House's Strengthening Families program, Common Thread's nutrition program, and Stronger Austin's Family Fitness Program. ACE Austin also contracted with numerous high-quality youth

programs to provide academic and arts enrichment. Additionally, AISD teachers provided live learning sessions in an effort to mitigate summer learning loss.

Summary

Despite school building closures due to COVID-19, the ACE Austin Cycle 9 program remained committed to providing quality programming that was accessible, flexible, and supportive toward the development of students' full potential.

Key Accomplishments

The ACE Austin Cycle 9 program is aligned with the campus needs assessments and goals identified in the campus improvement plans (CIP) of each center. Overall, program participation was significantly related to all measurable Texas 21st CCL goals: reading, math, school-day attendance, and discipline. For participants who were targeted (i.e., those who identified as needing assistance in those particular areas), program participation was significantly related to school-day attendance and discipline, but not to reading and math grades. The majority of parents and children, reported positive experiences in the various family activities. Parents reported that the activities helped them connect with their students' schools, learn new skills, and participate in physical activities, while improving their students' behavior and social emotional skills. Table 5 summarizes the major key accomplishments, based on Texas 21st CCLC ACE component areas.

Areas for Improvement

ACE Austin Cycle 9 program staff continue to identify opportunities to assist students in maximizing their benefits from participating in the ACE program. This year, we made considerable strides in tracking students, based on individual needs linked to associated student outcomes. This practice should be expanded to identify the primary need of every student who participates in the program. Site coordinators, for example, might consider consulting with students' classroom teachers, campus leaders, and parents to identify students' areas of need and place them in programming that will be most beneficial to addressing those needs. Additionally, all virtual lesson plans and online modules developed and created by the site coordinators, family engagement specialists, and project director should be systematically cataloged, based on Texas 21st CCLC ACE component area, subject area, grade level, and electronic platform. Finally, within the current situation, due to the pandemic, the site coordinators, project director, and evaluators should continue to explore new ways to support students' learning and program improvement.

Table 5.

Summary of Key Accomplishments

Program measure and outcome	Result
Student population served	☺
Program quality	☺
Reading	
Targeted	😐
Not targeted	☺
Math	
Targeted	😐
Not targeted	☺
School-day attendance	
Targeted	☺
Not targeted	☺
Discipline	
Targeted	☺
Not targeted	☺
Family Engagement	
Parent/family experiences	☺
Parent/family benefits	☺

Note. Regression analyses were conducted using the number of days of program participation to predict each student outcome (i.e., reading and math grades, school-day attendance rate, and number of discipline referrals).

☺ Program participation was significantly positively related to the outcome.

😐 No relationship was found between program participation and the outcome.

☹ Program participation was significantly negatively related to the outcome.

APPENDICES

Appendix A: Campus-Level Participants

Table A.1.
ACE Austin Cycle 9 Campus-Level Participants

School	School enrollment	Number of participants	Number of regular* participants	Average number of days of participation
Langford Elementary School	590	190	82	41
Oak Springs Elementary School	277	128	102	59
Rodriguez Elementary School	539	160	109	59
T. A. Brown Elementary School	571	159	89	48
Widen Elementary School	494	159	101	59
Wooten Elementary School	515	176	123	56
Bedichek Middle School	925	214	78	39
Dobie Middle School	762	380	119	28
Martin Middle School	623	300	62	28
Mendez Middle School	693	182	76	38
ACE Austin Cycle 9	5,989	2,048	941	42

Source. 2019–2020 AISD student records; 2019–2020 ACE data file
Note. Regular participants are those who participated in the ACE Austin program at least 45 days.

Table A.2.
ACE Austin Cycle 9 Campus-Level Participants' Demographics

School	Female	Low SES	ELL	At risk
Langford Elementary School (*n* = 190)	50%	95%	63%	79%
Oak Springs Elementary School (*n* = 128)	47%	99%	13%	55%
Rodriguez Elementary School (*n* = 160)	54%	97%	56%	66%
T. A. Brown Elementary School (*n* = 159)	43%	97%	75%	81%
Widen Elementary School (*n* = 159)	46%	97%	54%	70%
Wooten Elementary School (*n* = 176)	51%	91%	75%	82%
Bedichek Middle School (*n* = 214)	46%	84%	24%	67%
Dobie Middle School (*n* = 380)	43%	97%	59%	80%
Martin Middle School (*n* = 300)	45%	94%	31%	76%
Mendez Middle School (*n* = 182)	43%	95%	42%	87%
ACE Austin Cycle 9 (*N* = 2,048)	46%	94%	49%	75%

Source. 2019–2020 AISD student records; 2019–2020 ACE data file

Table A.3.

ACE Austin Cycle 9 Campus-Level Participants' Grade Level: Elementary

School	Early education	Kindergarten	Pre-K	1	2	3	4	5
Langford Elementary School (*n* = 190)		5%		7%	30%	30%	21%	7%
Oak Springs Elementary School (*n* = 128)		15%	8%	15%	17%	17%	14%	14%
Rodriguez Elementary School (*n* = 160)		3%	7%	6%	42%	21%	14%	8%
T. A. Brown Elementary School (*n* = 159)	1%	8%	15%	10%	11%	16%	24%	16%
Widen Elementary School (*n* = 159)		6%	9%	11%	8%	26%	18%	20%
Wooten Elementary School (*n* = 176)		9%	11%	14%	13%	14%	20%	19%
ACE Austin Cycle 9 (*N* = 2,048)	< 1%	4%	4%	5%	10%	10%	9%	7%

Source. 2019–2020 AISD student records; 2019–2020 ACE data file

Table A.4.

ACE Austin Cycle 9 Campus-Level Participants' Grade Level: Secondary

School	6	7	8
Bedichek Middle School (*n* = 214)	37%	31%	32%
Dobie Middle School (*n* = 380)	21%	43%	36%
Martin Middle School (*n* = 300)	29%	34%	38%
Mendez Middle School (*n* = 182)	27%	34%	38%
ACE Austin Cycle 9 (*N* = 2,048)	14%	19%	19%

Source. 2019–2020 AISD student records; 2019–2020 ACE data file

Table A.5.

ACE Austin Cycle 9 Campus-Level Participants' Race

School	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Two or more race	White
Langford Elementary School (*n* = 190)		1%	7%	89%	2%	2%
Oak Springs Elementary School (*n* = 128)	1%	1%	27%	66%	2%	4%
Rodriguez Elementary School (*n* = 160)		1%	10%	85%	3%	1%
T. A. Brown Elementary School (*n* = 159)		4%	6%	81%	2%	7%
Widen Elementary School (*n* = 159)	1%		10%	88%	1%	1%
Wooten Elementary School (*n* = 176)	1%	1%	7%	88%	1%	3%
Bedichek Middle School (*n* = 214)		< 1%	9%	79%	5%	7%
Dobie Middle School (*n* = 380)		2%	10%	82%	< 1%	5%
Martin Middle School (*n* = 300)		1%	21%	74%	1%	4%
Mendez Middle School (*n* = 182)		1%	12%	85%	2%	
ACE Austin Cycle 9 (*N* = 2,048)	< 1%	1%	12%	82%	2%	4%

Source. 2019–2020 AISD student records; 2019–2020 ACE data file

Appendix B: Campus-Level Student Outcomes

Regression analyses were conducted for each campus to examine the relationships between each student outcome (i.e., reading, math, school-day attendance, and discipline referrals) and program participation, controlling for SES, ELL status, gender, and race. Due to nearly all students (94%) qualifying for free or reduced price lunch, SES was eliminated from the analysis. Although positive relationships between program participation and all four of the student outcomes were found at the cycle level, results were mixed across campuses. The most frequently observed significant positive relationship was between program participation and school-day attendance. A few campuses also had a significant positive relationship between program participation and reading and/or math. No positive relationships were found between program participation and discipline referrals for any campus. Most campuses had at least one student outcome that had a positive relationship with program participation (Table B.1).

Table B.1.

ACE Austin Cycle 9 Campus-Level Student Outcomes, Based on Program Participation

School	Reading	Math	School-day attendance	Discipline referrals
Langford Elementary School (*n* = 190)	😐	😐	😐	.
Oak Springs Elementary School (*n* = 128)	😐	😐	😐	😐
Rodriguez Elementary School (*n* = 160)	😐	😐	☺	😐
T. A. Brown Elementary School (*n* = 159)	😐	😐	😐	.
Widen Elementary School (*n* = 159)	☺	😐	☺	.
Wooten Elementary School (*n* = 176)	☺	😐	☺	😐
Bedichek Middle School (*n* = 214)	😐	😐	😐	😐
Dobie Middle School (*n* = 380)	☺	☺	☺	☹
Martin Middle School (*n* = 300)	☺	☺	☺	😐
Mendez Middle School (*n* = 182)	😐	😐	😐	😐

Note. ☺ Program participation was significantly positively related to the outcome.
😐 No relationship was found between program participation and the outcome.
☹ Program participation was significantly negatively related to the outcome.
. Campus had no or very few students with discipline referrals; analyses could not be conducted.

References

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

Austin Independent School District

Authors
William dela Cruz, EdD, PhD
Melissa Andrews, MA, MEd
Cinda Christian, PhD

Department of Research and Evaluation

4000 S IH 35 Frontage Road | Austin, TX 78704
512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

September 2020
Publication 19.34b