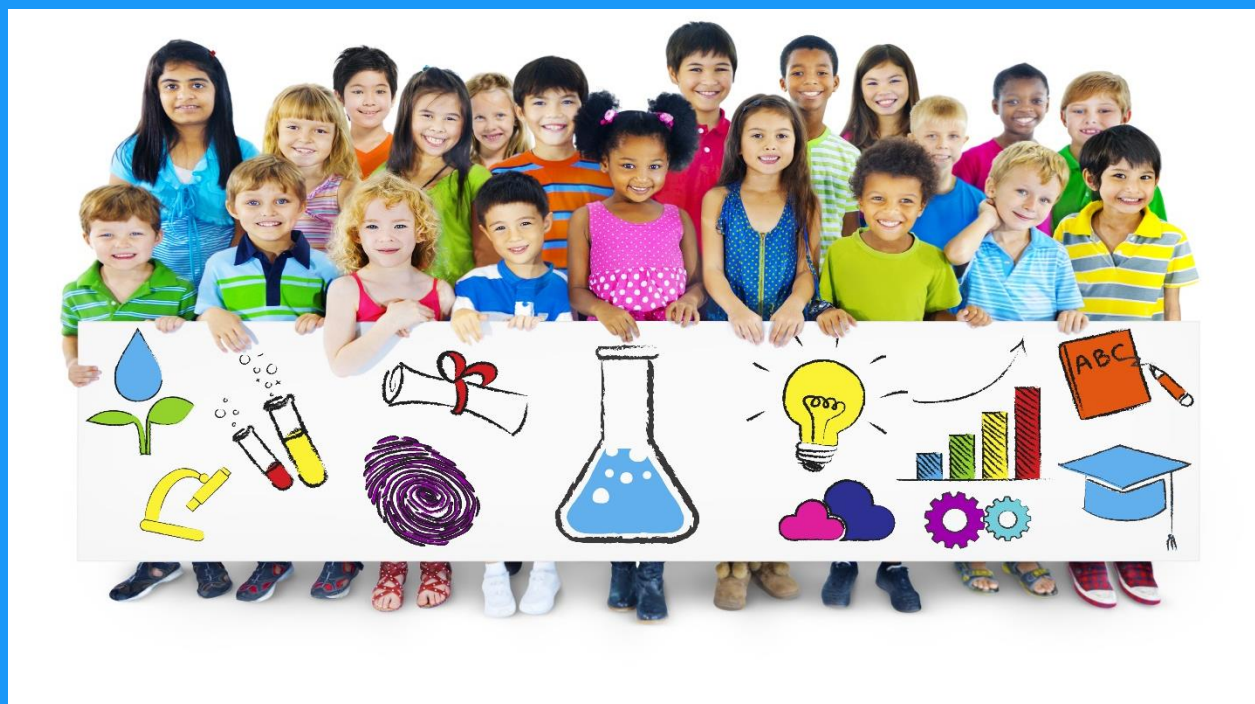


Afterschool Centers on Education

Cycle 10 Austin Independent School District Final Report 2018–2019



Afterschool Centers on Education Cycle 10 Austin Independent School District Final Report 2018–2019

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 10 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 10 Afterschool Centers on Education (ACE) Austin Program serves 1,518 students and 562 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 10 ACE Austin found the following:

- A quarter of students enrolled at Cycle 10 ACE Austin campuses participated in the ACE Austin program, and 13% attended the ACE program for 45 days or more.
- The ACE Austin program served primarily students who were low SES (88%), at-risk (68%), and/or ELL 35%).
- 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 grades between 2017–2018 and 2018–2019 for ACE Austin regular participants and for other students in all core subject areas were not significantly different.
- The percentages of ACE Austin regular participants who met the state standard of “approaches grade level” or better on State of Texas Assessments of Academic Readiness (STAAR) exams in math and reading were greater than the percentages of other students in the 2018–2019 school year. However, the percentage of ACE Austin regular participants and other students who had

expected or accelerated improvement between the 2017–2018 and 2018–2019 school years in reading was not significantly different.

- The percentages of ACE Austin regular participants who met the state standard of “approaches grade level” or better on STAAR end-of-course (EOC) English 1, English 2, and Algebra 1 were greater than the percentages of other students in the 2018–2019 school year.
- More ACE Austin regular participants increased their school-day attendance rates between the 2017–2018 and 2018–2019 school year than did other students at all campuses except Paredes Middle School.
- Although it varied across campuses, the overall percentage point change of students with discretionary and mandatory discipline referrals was not significantly different for ACE regular participants and other students.
- The percentage of ACE Austin regular participants who met college-ready standards in reading, math, or both exceeded that of other students in the 2018–2019 school year.

Areas for Improvement

Cycle 10 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.

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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.

(continued)

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 10 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 1,518 Cycle 10 ACE Austin participants at 10 AISD campuses during the 2018–2019 school year: seven elementary schools (Allison, Govalle, Houston, Linder, Ortega, Palm, and Perez), one middle school (Paredes), and two high schools (Eastside Memorial and Reagan). 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. All 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, 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

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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.

participated for fewer than 45 days. ACE non-regular participants and non-participants who did not participate in the ACE program during the 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, STAAR progress measures, and end-of-course (EOC) exams.

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 10 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 during 2018–2019 from the previous year. Finally, the STAAR EOC exam scores in English 1, English 2, and Algebra 1 taken by high school students were examined to compare outcomes for ACE Austin regular participants and other students in the 2018–2019 school year.

School-Day Attendance Outcome

The change between 2017–2018 and 2018–2019 with respect to the 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.

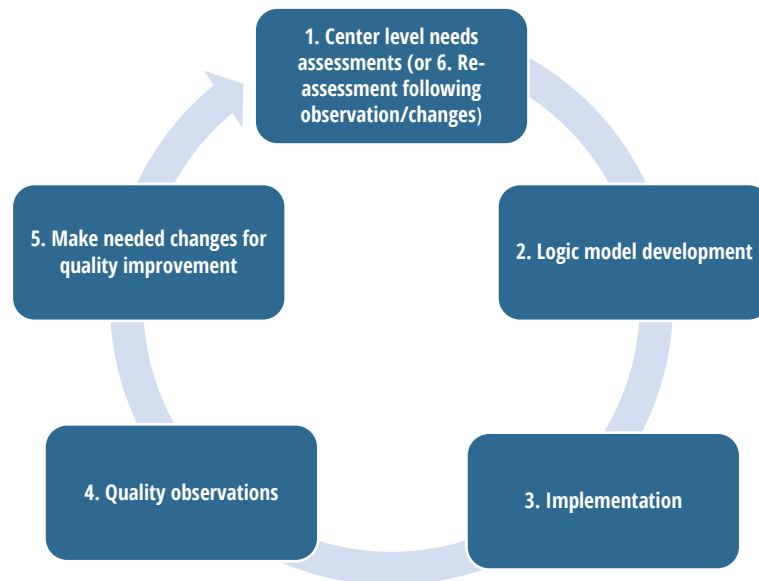
College and Career Readiness Outcome

College readiness status was analyzed to compare the ACE Austin regular participants and other students who took the ACT, SAT, or TSI college readiness exams in the 2018–2019 school year in reading, math, or both. Students who took and met the college readiness standard in at least one college readiness exam were considered “college ready” for the corresponding subject area. A chi-square of test of independence was conducted to examine the relation between program participation and college readiness in reading, math, or both.

Program Quality Implementation

Guided by the ACE Austin Program Quality Implementation Cycle, programming was developed based on the needs of Cycle 10 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 10 ACE Austin provided afterschool services to 1,518 students and hosted events or activities that were attended by 562 parents or family members at 10 AISD campuses. Cycle 10 ACE Austin comprised seven elementary schools (Allison, Govalle, Houston, Linder, Ortega, Palm, and Perez), one middle school (Paredes), and two high schools (Eastside Memorial and Reagan).

District data indicated that the percentage of students at Cycle 10 campuses who were low SES (i.e., qualified to receive free or reduced-price lunch) and the percentage of students who were classified as English language learners were above district and state averages. Also, the percentage of students who were considered at risk of dropping out of school was above district and state averages at nine of the ten ACE Austin Cycle 10 schools (Table 1).

Table 1.
Cycle 10 Campuses Served and Relevant Demographics, 2018–2019

School	Percentage low SES	Percentage at-risk status	Percentage ELL status
Allison Elementary School (<i>n</i> = 586)	91%	67%	51%
Govalle Elementary School (<i>n</i> = 437)	91%	59%	34%
Houston Elementary School (<i>n</i> = 646)	93%	73%	54%
Linder Elementary School (<i>n</i> = 375)	85%	66%	59%
Ortega Elementary School (<i>n</i> = 303)	91%	50%	40%
Palm Elementary School (<i>n</i> = 484)	90%	54%	42%
Perez Elementary School (<i>n</i> = 676)	89%	64%	51%
Paredes Middle School (<i>n</i> = 958)	79%	63%	29%
Eastside Memorial High School (<i>n</i> = 467)	91%	72%	34%
Reagan High School (<i>n</i> = 1,301)	89%	69%	34%
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 a quarter of the students enrolled at Cycle 10 ACE Austin campuses. Most of the Cycle 10 ACE Austin program participants were regular participants (i.e., attended the afterschool program for 45 days or more) at seven of the 10 campuses (Table 2). Participation at the secondary schools was less consistent, with greater percentages of non-regular participants.

Table 2.
Cycle 10 Campuses and Participation Status, 2018–2019

School	Non-participants		Non-regular participants		Regular participants		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Allison Elementary School	494	84%	22	4%	70	12%	586	100%
Govalle Elementary School	329	75%	20	5%	88	20%	437	100%
Houston Elementary School	547	85%	21	3%	78	12%	646	100%
Linder Elementary School	240	64%	21	6%	114	30%	375	100%
Ortega Elementary School	163	54%	54	18%	86	28%	303	100%
Palm Elementary School	382	79%	24	5%	78	16%	484	100%
Perez Elementary School	566	84%	32	5%	78	12%	676	100%
Paredes Middle School	711	74%	171	18%	76	8%	958	100%
Eastside Memorial High School	274	59%	132	28%	61	13%	467	100%
Reagan High School	1009	78%	236	18%	56	4%	1301	100%
Total	4715	76%	733	12%	785	13%	6233	100%

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

Program Quality Observations

A total of 278 program observations (total minutes = 6,914) were conducted by the project director, site coordinators, and academic liaison this school year. The observers used a checklist that covered 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 Cycle 10 ACE Austin afterschool program quality was rated very highly (Figure 2).

Figure 2.

Overall, afterschool program quality was rated very highly. Intentional skill-building activity, physical safety, and 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 participants (i.e., who attended 45 days or more) with other students (i.e., non-regular ACE participants and non-participants) at all Cycle 10 ACE Austin campuses.

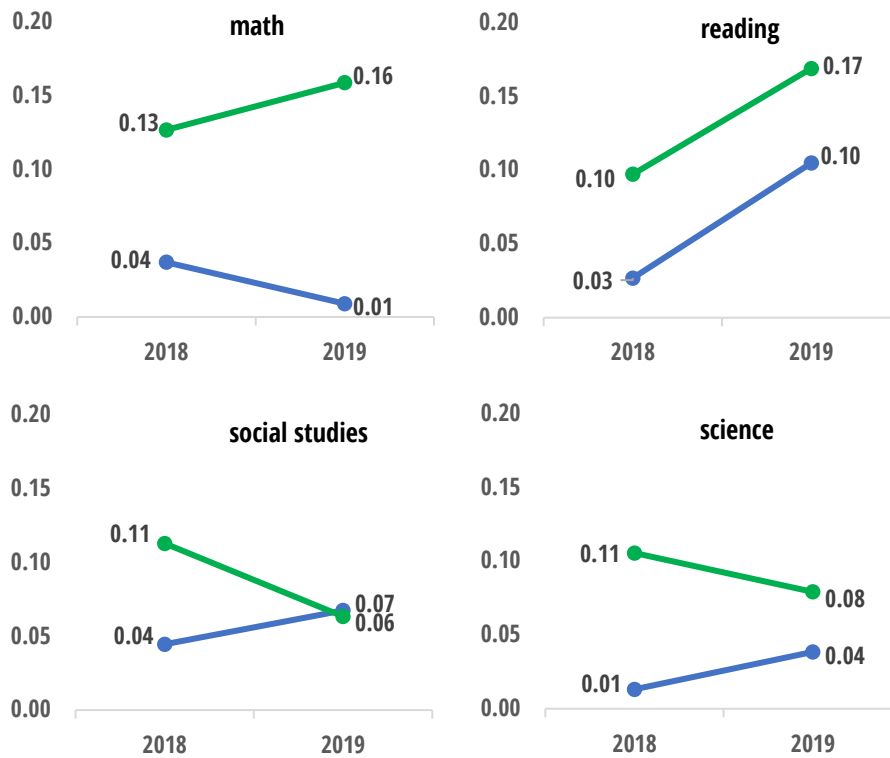
Academic Achievement Outcomes

Grades

Despite trending in opposite directions, the changes in grades between 2017–2018 and 2018–2019 in math, social studies, and science were not significantly different for ACE Austin regular participants and other students. Also, there was no significant difference in the grade change over time in reading between the two groups (Figure 3). Fewer ACE Austin regular participants than other students showed change in any direction in their average course completion rates. Finally, a greater percentage of other students than of ACE Austin regular participants had a decrease in their average course completion rate (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.

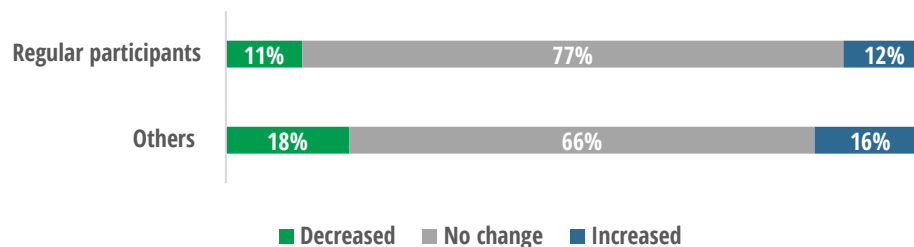


Source. TX21st Student Tracking System 2018–2019; AISD student records

Note. Numbers shown are in z scores (range = -3.0 to 3.0); math: ACE Austin regular participants ($n = 595$) ($M = 0.03$, $SD = 0.75$), other students ($n = 2,889$) ($M = -0.03$, $SD = 0.78$), $t(3,482) = -1.71$, $p > .05$; reading: ACE Austin regular participants ($n = 595$) ($M = 0.07$, $SD = 0.70$), other students ($n = 2,889$) ($M = 0.08$, $SD = 0.79$), $t(3,482) = 0.18$, $p > .05$; social studies: ACE Austin regular participants ($n = 595$) ($M = -0.05$, $SD = 0.89$), other students ($n = 2,889$) ($M = 0.02$, $SD = 0.86$), $t(3,482) = 1.86$, $p > .05$; and science: ACE Austin regular participants ($n = 595$) ($M = -0.03$, $SD = 0.90$), other students ($n = 2,889$) ($M = 0.03$, $SD = 0.88$), $t(3,482) = 1.30$, $p > .05$.

Figure 4.

A greater percentage of other students than ACE Austin regular participants had a decreased average course completion rate between the 2017-2018 and 2018-2019 school years.



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

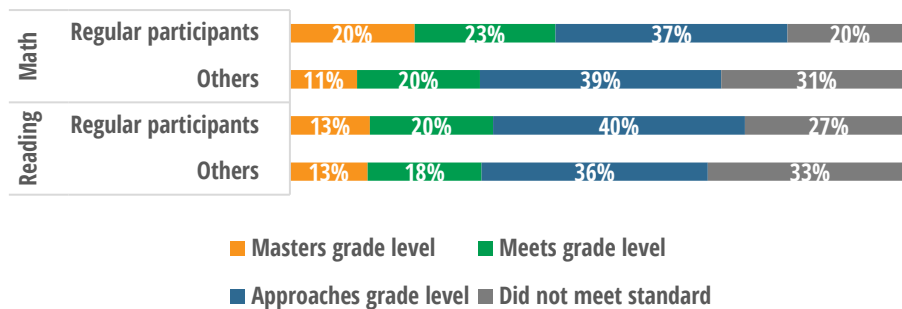
Note. ACE Austin regular participants ($n = 595$) ($M = 0.01$, $SD = 0.08$), other students ($n = 2,889$) ($M = -0.01$, $SD = 0.11$), $t(3,482) = -2.78$, $p < .05$.

STAAR Scores, Progress Measures, and EOC Exams

A greater percentage of ACE Austin regular participants than of other students met the state standard of “approaches grade level” or better in math and reading (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 percentage of ACE regular students and other students who had expected or accelerated improvement since the prior year in reading was not significantly different (Figure 6).

Figure 5.

The percentage of ACE Austin regular participants who met the state standard of “approaches grade level” or better on STAAR exams in math and reading was greater than those of other students in the 2018–2019 school year.

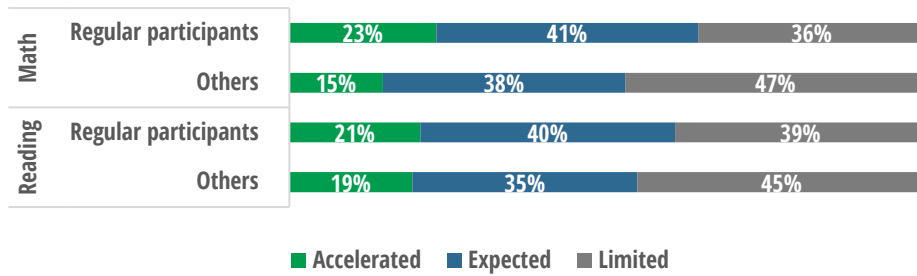


Source. TX21st Student Tracking System 2018–2019; AISD student STAAR EOC record

Note. Reading: ACE Austin regular participants ($n = 435$); other students ($n = 1,720$); approaches grade level or better: $\chi^2 = 35.42.80$, $p < 0.05$; Math: ACE Austin regular participants ($n = 424$); other students ($n = 1,651$); approaches grade level or better: $\chi^2 = 62.71$, $p < 0.05$.

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.



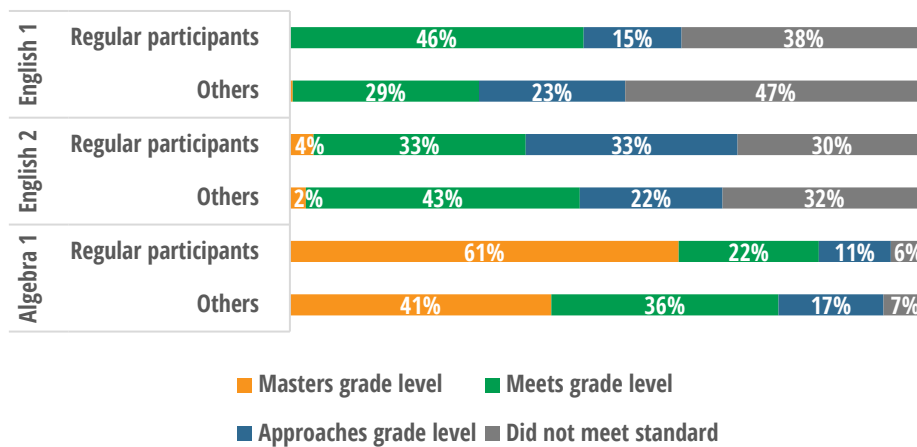
Source. TX21st Student Tracking System 2018–2019; AISD student STAAR EOC record

Note. Reading: ACE Austin regular participants ($n = 292$); other students ($n = 1,267$); expected or accelerated: $\chi^2 = 3.47$, $p > 0.05$; Math: ACE Austin regular participants ($n = 299$), other students ($n = 1,294$); expected or accelerated: $\chi^2 = 18.15$, $p < 0.05$.

The STAAR EOC exam scores in English 1, English 2, and Algebra 1 taken by high school students were examined to compare outcomes for ACE Austin regular participants and other students in the 2018–2019 school year. The percentages of ACE Austin regular participants who met the state standard of “approaches grade level” or better on STAAR EOC exams in English 1, English 2, and Algebra 1 were greater than the percentages of other students (Figure 7).

Figure 7.

The percentages of ACE Austin regular participants who met the state standard of “approaches grade level” or better on STAAR EOC English 1, English 2, and Algebra 1 were greater than the percentages of other students in the 2018–2019 school year.



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

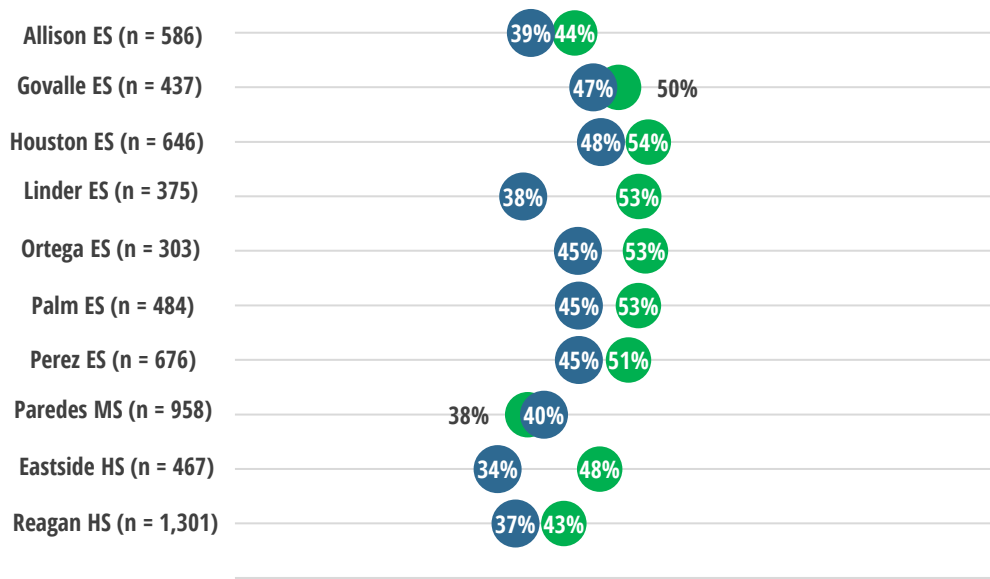
Note. English 1: ACE Austin regular participants ($n = 13$); other students ($n = 222$); approaches grade level or better: $\chi^2 = 12.95$, $p < 0.05$; English 2: ACE Austin regular participants ($n = 27$), other students ($n = 281$); approaches grade level or better: $\chi^2 = 11.55$, $p < 0.05$; Algebra 1 ACE Austin regular participants ($n = 18$), other students ($n = 224$); approaches grade level or better $\chi^2 = 17.35$, $p < 0.05$.

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 10 campuses, except at Paredes, increased their school-day attendance rates between 2017–2018 and 2018–2019 (Figure 8).

Figure 8.

Greater percentages of **ACE Austin regular participants** than of **other students** at all but one of the Cycle 10 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; HS = High School. ACE Austin regular participants ($n = 720$) ($M = 0.53$, $SD = 3.48$), other students ($n = 4,347$) ($M = -0.47$, $SD = 6.36$), $t(5,065) = -3.38$, $p < .05$.

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 ACE Austin regular participants and other students with discretionary and mandatory discipline referrals were not significantly different from the 2017–2018 to the 2018–2019 school year (Table 3 and 4).

Table 3.

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

Campus	Other students (<i>n</i> = 3,254 in 2018–2019)			Regular participants (<i>n</i> = 638 in 2018–2019)		
	2017–	2018–	Percentage	2017–	2018–	Percentage
	2018	2019	point change	2018	2019	point change
Allison ES (<i>n</i> = 586)	0.35	0	-0.35	0	0	0
Govalle ES (<i>n</i> = 437)	0.91	0.46	-0.46	0	0	0
Houston ES (<i>n</i> = 646)	0	0.26	0.26	0	0	0
Linder ES (<i>n</i> = 375)	0	1.63	1.63	0	0	0
Ortega ES (<i>n</i> = 303)	0.84	0	-0.84	0	1.39	1.39
Palm ES (<i>n</i> = 484)	0.73	0.37	-0.37	0	0	0
Perez ES (<i>n</i> = 676)	0.26	2.10	1.84	0	0	0
Paredes MS (<i>n</i> = 958)	29.08	31.17	2.09	32.08	24.53	-7.55
Eastside HS (<i>n</i> = 467)	31.51	15.07	-16.44	25.53	23.40	-2.13
Reagan HS (<i>n</i> = 1,301)	8.12	5.67	-2.45	10.26	0	-10.26
Overall	8.54	7.34	-1.20	5.17	3.92	-1.25

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

Note. ES = Elementary School; MS = Middle School; HS = High School. Percentage changes are indicated in color (green = decrease, red = increase). ACE Austin regular participants' campuses (*n* = 10) (*M* = -1.86, *SD* = 3.86), other students' campuses (*n* = 10) (*M* = -1.52, *SD* = 5.43), *t*(18) = 0.16, *p* > .05.

Table 4.

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

Campus	Other students (<i>n</i> = 3,254 in 2018–2019)			Regular participants (<i>n</i> = 638 in 2018–2019)		
	2017–	2018–	Percentage	2017–	2018–	Percentage
	2018	2019	point change	2018	2019	point change
Allison ES (<i>n</i> = 586)	0	0	0	0	0	0
Govalle ES (<i>n</i> = 437)	0	0	0	0	0	0
Houston ES (<i>n</i> = 646)	0	0	0	0	0	0
Linder ES (<i>n</i> = 375)	0	0	0	0	0	0
Ortega ES (<i>n</i> = 303)	0	0	0	0	0	0
Palm ES (<i>n</i> = 484)	0	0	0	0	0	0
Perez ES (<i>n</i> = 676)	1.05	0	-1.05	0	0	0
Paredes MS (<i>n</i> = 958)	1.05	1.67	0.63	0	5.66	5.66
Eastside HS (<i>n</i> = 467)	3.20	1.37	-1.83	0	0	0
Reagan HS (<i>n</i> = 1,301)	2.58	3.99	1.42	0	5.13	5.13
Overall	1.11	1.29	0.18	0	0.78	0.78

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

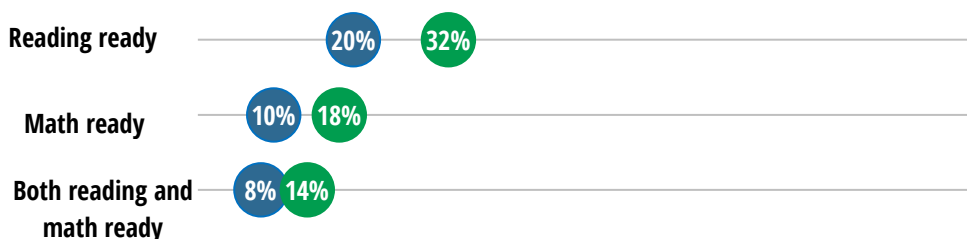
Note. ES = Elementary School; MS = Middle School; HS = High School. Percentage changes are indicated in color (green = decrease, red = increase). ACE Austin regular participants' campuses (*n* = 10) (*M* = 1.08, *SD* = 2.28), other students' campuses (*n* = 10) (*M* = -0.08, *SD* = 0.87), *t*(18) = -1.51, *p* > .05.

College and Career Readiness Outcome

College readiness status was analyzed to compare the ACE Austin regular participants and other students who took the ACT, SAT, or TSI college readiness exams in reading, math, or both. Students who took and met the college readiness standard on at least one college readiness exam were considered “college ready” for the corresponding subject area. The percentage of ACE Austin regular participants who met college-ready standards in reading, math, or both exceeded the percentage of other students in the 2018–2019 school year (Figure 9).

Figure 9.

The percentage of ACE Austin regular participants who met college-ready standards in reading, math, or both was greater than the percentage of other students in the 2018–2019 school year.



Source. TX21st Student Tracking System 2018–2019; AISD student records of ACT, SAT, and TSI

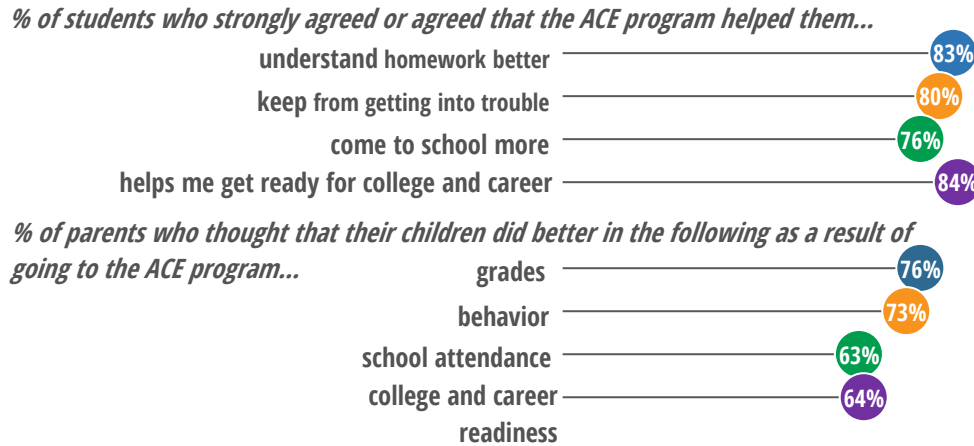
Note. ACE Austin regular participants ($n = 193$); other students ($n = 2,530$); met college-ready standards in reading: $\chi^2 = 16.47$, $p < 0.01$; met college-ready standards in math: $\chi^2 = 13.71$, $p < 0.01$; met college-ready standards in both reading and math: $\chi^2 = 8.11$, $p < 0.01$.

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 being offered at ACE Austin Cycle 10 campuses. A total of 579 students (response rate = 68%) and 253 parents (response rate = 28%) 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 10). Additionally, almost all parents reported positive climate and experiences within the ACE Austin program (Figure 11). 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 11).

Figure 10.

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

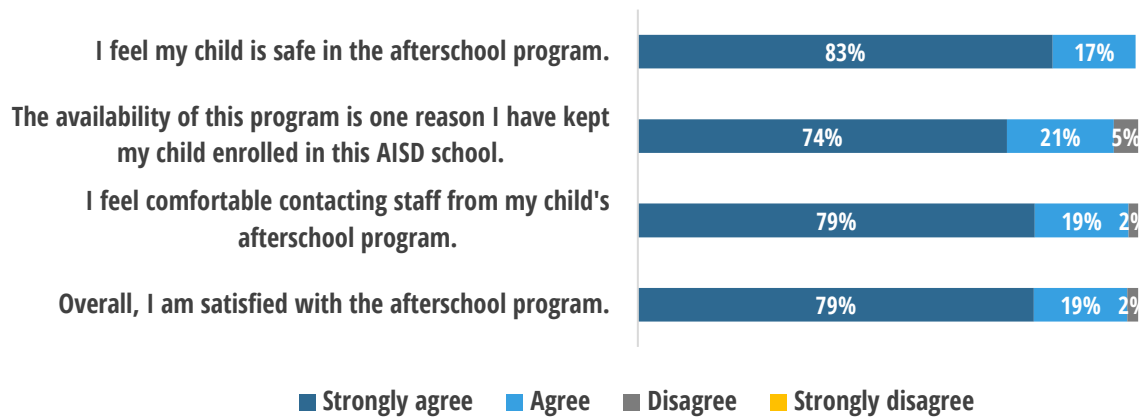


Source. ACE Austin Student Survey, 2018–2019; 2018–2019 ACE Austin Parent Survey

Note. ACE Austin Student Survey: Cycle 10 population ($N = 6,233$), actual sample size ($n = 579$), 95% confidence interval (+/-4%); ACE Austin Parent Survey Cycle 10 population ($N = 909$), actual sample size ($n = 252$), 95% confidence interval (+/-5%).

Figure 11.

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 10 population ($N = 909$), actual sample size ($n = 252$), 95% confidence interval (+/-5%).

Summary

True to the goals for which the ACE program was established, the Cycle 10 ACE Austin program demonstrated a positive impact on almost all targeted 21st CCLC goals: academic assistance, enrichment, family engagement, and career and college readiness. This year, Cycle 10 ACE Austin primarily served thousands of students and their families who were low SES, at risk of dropping out of school, and/ or classified as English language learners. Cycle 10 ACE Austin implemented quality programming based on the needs of students at Cycle 10 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 10 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	😐
EOC scores	😊
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	
Reading, Math, or both Reading and Math Ready	😊
Student perceptions	😊
Parent 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 10 ACE Austin Campuses, by Grade Level and Participation Status

Appendix A.1.

Allison Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	10%	1%	2%
02	12%	1%	2%
03	10%	< 1%	3%
04	10%	1%	2%
05	9%	1%	2%
EE	2%	.	.
KG	12%	< 1%	1%
PK	20%	.	.
Total	84%	4%	12%

Source. AISD student records

Note. (n = 586)

Appendix A.2.

Govalle Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	12%	< 1%	4%
02	11%	1%	4%
03	11%	< 1%	2%
04	11%	< 1%	4%
05	8%	< 1%	3%
EE	2%	.	.
KG	11%	2%	3%
PK	9%	.	.
Total	75%	5%	20%

Source. AISD student records

Note. (n = 437)

Appendix A.3.

Houston Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	12%	1%	1%
02	13%	< 1%	2%
03	9%	1%	3%
04	12%	1%	3%
05	12%	< 1%	4%
EE	1%	.	.
KG	11%	.	.
PK	15%	.	.
Total	85%	3%	12%

Source. AISD student records

Note. (n = 646)

Appendix A.4.

Linder Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	16%	1%	5%
02	11%	2%	4%
03	13%	< 1%	6%
04	16%	1%	5%
05	9%	2%	10%
Total	64%	6%	30%

Source. AISD student records

Note. (n = 375)

Appendix A.5.

Ortega Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	8%	1%	3%
02	9%	1%	2%
03	6%	6%	5%
04	3%	5%	5%
05	5%	4%	8%
EE	1%	.	.
KG	12%	.	1%
PK	10%	.	3%
Total	54%	17%	28%

Source. AISD student records

Note. (n = 303)

Appendix A.6.

Palm Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	7%	2%	1%
02	11%	1%	2%
03	10%	1%	4%
04	10%	< 1%	4%
05	9%	1%	5%
EE	1%	.	.
KG	11%	.	.
PK	21%	.	.
Total	79%	5%	16%

Source. AISD student records

Note. (n = 484)

Appendix A.7.

Perez Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	10%	< 1%	1%
02	10%	1%	2%
03	8%	1%	3%
04	10%	1%	3%
05	12%	2%	3%
EE	2%	.	.
KG	14%	.	.
PK	16%	.	.
Total	84%	5%	12%

Source. AISD student records

Note. (n = 676)

Appendix A.8.

Paredes Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	20%	11%	2%
07	28%	3%	2%
08	25%	4%	3%
Total	74%	18%	7%

Source. AISD student records

Note. (n = 958)

Appendix A.9.

Eastside Memorial High School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
09	22%	7%	3%
10	10%	6%	2%
11	13%	7%	4%
12	12%	8%	4%
Total	59%	28%	13%

Source. AISD student records

Note. (n = 467)

Appendix A.10.

Reagan High School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
09	27%	4%	1%
10	20%	5%	1%
11	18%	3%	1%
12	13%	6%	1%
Total	78%	18%	4%

Source. AISD student records

Note. (n = 1,301)

Appendix B. Cycle 10 ACE Austin Campuses, by Gender and Participation Status

Appendix B.1.

Cycle 10 ACE Austin Campuses, by Gender and Participation Status

	Gender	Participation status		
		Non-participants	Non-regular participants	Regular participants
Allison Elementary School (<i>n</i> = 586)	Female	40%	2%	8%
	Male	44%	2%	4%
Govalle Elementary School (<i>n</i> = 437)	Female	34%	3%	13%
	Male	41%	2%	7%
Houston Elementary School (<i>n</i> = 646)	Female	40%	2%	6%
	Male	44%	1%	7%
Linder Elementary School (<i>n</i> = 375)	Female	30%	3%	14%
	Male	34%	2%	17%
Ortega Elementary School (<i>n</i> = 303)	Female	28%	9%	14%
	Male	26%	9%	15%
Palm Elementary School (<i>n</i> = 484)	Female	37%	2%	9%
	Male	42%	2%	9%
Perez Elementary School (<i>n</i> = 676)	Female	37%	3%	8%
	Male	47%	2%	3%
Paredes Middle School (<i>n</i> = 958)	Female	32%	10%	5%
	Male	42%	8%	3%
Eastside Memorial High School (<i>n</i> = 467)	Female	25%	16%	7%
	Male	34%	13%	6%
Reagan High School (<i>n</i> = 1,301)	Female	38%	8%	1%
	Male	40%	10%	3%

Source. AISD student records

Appendix C. Cycle 10 ACE Austin Campuses, by Ethnicity and Participation Status

Appendix C.1.

Allison 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%
Hispanic	78%	1%	11%
Native Hawaiian or other Pacific Islander	.	3%	.
Two or more races	.	.	.
White	2%	.	1%
Total	85%	4%	12%

Source. AISD student records

Note. (n = 586)

Appendix C.2.

Govalle 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	10%	2%	3%
Hispanic	63%	3%	18%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	.
White	1%	.	.
Total	75%	5%	42%

Source. AISD student records

Note. (n = 437)

Appendix C.3.

Houston 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	6%	< 1%	1%
Hispanic	77%	3%	11%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	.
White	1%	.	< 1%
Total	85%	3%	12%

Source. AISD student records

Note. (n = 646)

Appendix C.4.

Linder Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	3%	.	2%
Black or African American	7%	< 1%	2%
Hispanic	51%	5%	25%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	.
White	2%	< 1%	2%
Total	64%	5%	31%

Source. AISD student records

Note. (n = 375)

Appendix C.5.

Ortega Elementary 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%	2%	2%
Hispanic	43%	14%	23%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	2%
White	3%	1%	1%
Total	54%	18%	28%

Source. AISD student records

Note. (n=303)

Appendix C.6.

Palm 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	4%	< 1%	1%
Hispanic	68%	5%	14%
Native Hawaiian or other Pacific Islander	1%	.	.
Two or more races	2%	.	< 1%
White	2%	.	1%
Total	78%	5%	16%

Source. AISD student records

Note. (n = 586)

Appendix C.7.

Perez 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%	< 1%
Black or African American	6%	1%	1%
Hispanic	58%	14%	6%
Native Hawaiian or other Pacific Islander	< 1%	.	.
Two or more races	2%	< 1%	< 1%
White	6%	2%	1%
Total	73%	18%	9%

Source. AISD student records

Note. (n = 676)

Appendix C.8.

Paredes Middle 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%	< 1%
Black or African American	6%	1%	1%
Hispanic	58%	14%	6%
Native Hawaiian or other Pacific Islander	< 1%	.	.
Two or more races	2%	< 1%	< 1%
White	6%	2%	1%
Total	73%	18%	9%

Source. AISD student records

Note. (n = 958)

Appendix C.9.

Eastside Memorial High 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	7%	4%	2%
Hispanic	48%	23%	10%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	.	.	< 1%
White	3%	< 1%	< 1%
Total	59%	28%	13%

Source. AISD student records

Note. (n = 467)

Appendix C.10.

Reagan High School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	< 1%
Asian	2%	< 1%	.
Black or African American	11%	4%	1%
Hispanic	63%	13%	2%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	< 1%	.	< 1%
White	2%	1%	< 1%
Total	78%	18%	4%

Source. AISD student records

Note. (n = 1,301)

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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