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Afterschool Centers on Education

Cycle 10 Boys and Girls Clubs of the Austin Area
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 Boys and Girls Clubs of the Austin Area (BGCA) 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) BGCA Program serves 1,476 students and 286 parents and families at 9 Austin Independent School District (AISD) campuses. ACE BGCA 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 BGCA found the following:

- About 20% of enrolled at Cycle 10 ACE BGCA campuses participated in the program, and 11% attended the ACE program for 45 days or more.
- The ACE program served primarily students who were low SES (89%), at-risk (77%), and/or ELL (42%).
- Students and parents felt the ACE BGCA 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 BGCA program. In fact, the availability of the program was one reason parents kept their students enrolled in AISD campuses.

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

- The changes in grades between 2017–2018 and 2018–2019 for ACE BGCA regular participants and for other students in all core subject areas were not significantly different, except reading, where ACE BGCA regular participants showed more improvement than the comparison group.
- The percentages of ACE BGCA 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.

- The percentages of ACE BGCA regular participants and of other students who had expected or accelerated improvement between the 2017–2018 and 2018-2019 school years in math and reading were not significantly different.
- The percentages of ACE BGCA regular participants who met the state standard of "approaches grade level" or better on STAAR end-of-course (EOC) Algebra 1 were greater than the percentages of other students in the 2018–2019. The percentages of other students who met the state standard of "approaches grade level" or better on STAAR EOC English 1 were greater than the percentages of ACE regular participants. However, the percentages of ACE BGCA regular participants and of other students who met the state standard of "approaches grade level" or better on STAAR EOC English 2 were not significantly different.
- Greater percentages of ACE BGCA regular participants than those of other students at all Cycle 10 campuses, except LBJ, increased school-day attendance rates between the 2017–2018 and 2018–2019.
- Although it varied across campuses, overall, the percentage point change of ACE BGCA regular participants and of other students with discretionary discipline referrals were not significantly different. However, the percentage point change of ACE BGCA regular participants with mandatory referrals decreased while percentage change of other students increased.
- The percentages of students who met college-ready standards in reading, math, or both subjects were not significantly different for both groups in 2018–2019 school year.

Areas for Improvement

Cycle 10 ACE BGCA 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 BGCA 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 BGCA 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 BGCA 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 BGCA 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 BGCA 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 Boys and Girls Clubs of the Austin Area (BGCA) 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 1,476 Cycle 10 ACE BGCA participants at 9 AISD campuses during the 2018–2019 school year: four elementary schools (Cook, McBee, Overton, and Walnut Creek), three middle schools (Burnet, Garcia, and Webb), and two high schools (Lanier and LBJ). ACE BGCA 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 BGCA 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 BGCA 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 BGCA 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 BGCA regular participants were students who participated in the program for 45 or more days, and non-regular participants were students who

21st CCLC Core Components

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Family engagement. ACE BGCA 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 BGCA 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 BGCA 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 BGCA 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 student 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 BGCA 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 BGCA 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 BGCA 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. 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 BGCA 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 BGCA 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 BGCA 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.

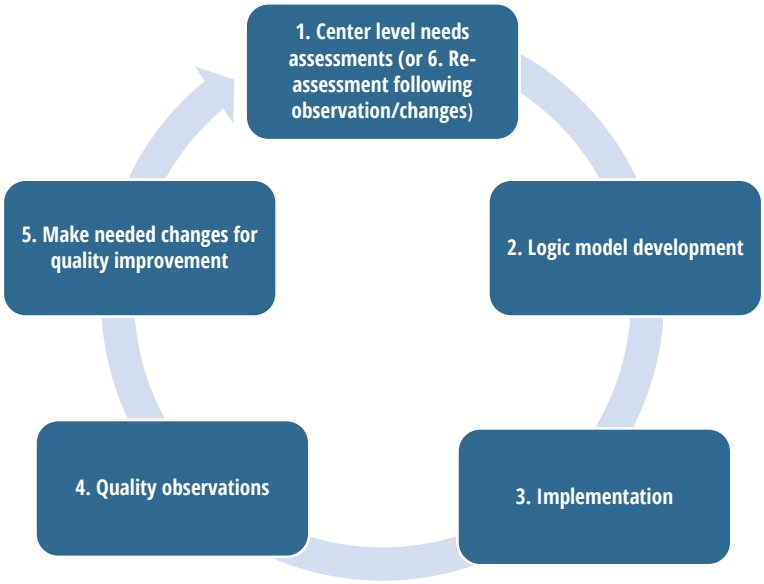
College and Career Readiness Outcome

College readiness status was analyzed to compare the ACE BGCA 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 BGCA Program Quality Implementation Cycle, programming was developed based on the needs of Cycle 10 ACE BGCA campuses (Figure 1). Campus needs assessments were conducted collaboratively by education directors and site coordinators. 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 BGCA Program Quality Implementation Cycle



The BGCA administrators reviewed each school's test results and student data to determine what types of afterschool activities to offer. The site directors created campus needs assessments with which they surveyed principals, teachers, other school administration, and parents. They also reviewed the school's campus improvement plan to further guide them to determine what activities those students needed. The project director and site director met or emailed on a monthly basis with principals to check in and see how

the program was going and ask for feedback. In addition, site directors had daily or weekly contact with school principals to inform them about what was going on in the program.

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

Grantee and Center Overview

During the 2018-2019 school year, Cycle 10 ACE BGCA provided afterschool services to 1,476 students and hosted events or activities that were by 286 parents or families at 9 AISD campuses. Cycle 10 ACE BGCA comprised four elementary schools (Cook, McBee, Overton, and Walnut Creek), three middle schools (Burnet, Garcia, and Webb), and two high schools (Lanier and LBJ).

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 considered at–risk of dropping out of school were above district and state averages. The percentage of students who were classified as English language learners was also above district and state averages at nine of the nine Cycle 10 campuses (Table 1).

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

School	Percentage low SES	Percentage at risk status	Percentage ELL status
Cook Elementary School (*n* = 586)	92%	73%	68%
McBee Elementary School (*n* = 522)	93%	77%	78%
Overton Elementary School (*n* = 611)	97%	71%	63%
Walnut Creek Elementary School (*n* = 758)	96%	75%	76%
Burnet Elementary School (*n* = 1,054)	93%	78%	61%
Garcia Middle School (*n* = 474)	94%	75%	47%
Webb Middle School (*n* = 807)	93%	77%	65%
Lanier High School (*n* = 1,787)	86%	73%	43%
LBJ High School (*n* = 955)	81%	68%	24%
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 fifth of students enrolled at Cycle 10 campuses. Most of the Cycle 10 ACE BGCA participants were regular participants at seven of the 9 campuses (i.e., who attended the afterschool program for 45 days or more) (Table 2). There were greater percentages of non-regular than regular participants at a couple of secondary schools.

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

School	Non-participants		Non-regular participants		Regular participants		Total	
	n	%	*n*	%	*n*	%	*n*	%
Cook Elementary School	476	81%	29	5%	81	14%	586	100%
McBee Elementary School	399	76%	13	2%	110	21%	522	100%
Overton Elementary School	489	80%	29	5%	93	15%	611	100%
Walnut Creek Elementary School	628	83%	29	4%	101	13%	758	100%
Burnet Middle School	864	82%	88	8%	102	10%	1,054	100%
Garcia Middle School	301	64%	102	22%	71	15%	474	100%
Webb Middle School	711	88%	29	4%	67	8%	807	100%
Lanier High School	1,582	89%	95	5%	110	6%	1,787	100%
LBJ High School	628	66%	230	24%	97	10%	955	100%
Total	6,078	80%	644	9%	832	11%	7,554	100%

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

Outcomes

Because we only expect program effects for students who regularly participate in the afterschool program, we examined student outcomes (academic achievement, school-day 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 BGCA campuses.

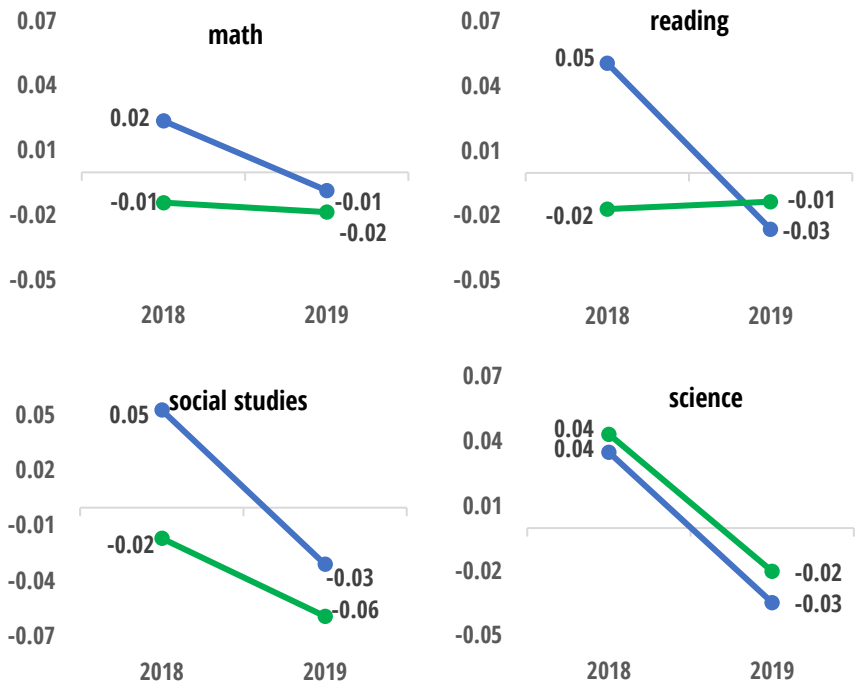
Academic Achievement Outcomes

Grades

Despite varying trends in directions, the changes in grades between 2017–2018 and 2018–2019 in math, social studies, and science were not significantly different for ACE BGCA regular participants and other students. However, ACE BGCA regular participants had more improvement in the grade change over time in reading than other students (Figure 2). Fewer ACE BGCA regular participants than other students showed change in any direction in their course completion rates. Also, a greater percentage of other students than of ACE BGCA regular participants had a decreased in their course completion rate (Figure 3).

Figure 2.

Overall, ACE BGCA regular participants and other students had no significantly difference on grades in all core subject areas except reading, where ACE BGCA regular participants showed some improvement while other students declined between the 2017–2018 and 2018–2019 school years.

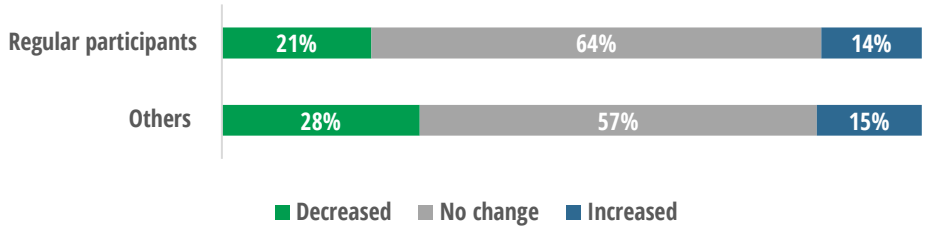


Source. TX21st Student Tracking System 2018–2019; AISD student records

Note. Numbers shown are in *z*-scores (range = -3.0 to 3.0); Math: ACE BGCA regular participants (n = 571) (M = -0.004, SD = 0.84), other students (n = 3,313) (M = -0.03 , SD = 0. 88), t (3,882) = -0.70, p > .05; reading: ACE BGCA regular participants (n = 571) (M = 0.003, SD = 0.74), other students (n = 3,313) (M = -0.08, SD = 0.89), t (3,882) = -2.04, p < .05; social studies: ACE BGCA regular participants (n = 571) (M = -0.04, SD = 1.00), other students (n = 3,313) (M = -0.08, SD = 1.00), t (3,882) = -0.91, p > .05; and science: ACE BGCA regular participants (n = 571) (M = -0.06, SD = 0.88), other students (n = 3,313) (M = -0.07, SD = 0.91), t (3,882) = -0.15, p > .05.

Figure 3.

A greater percentage of other students than ACE BGCA 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

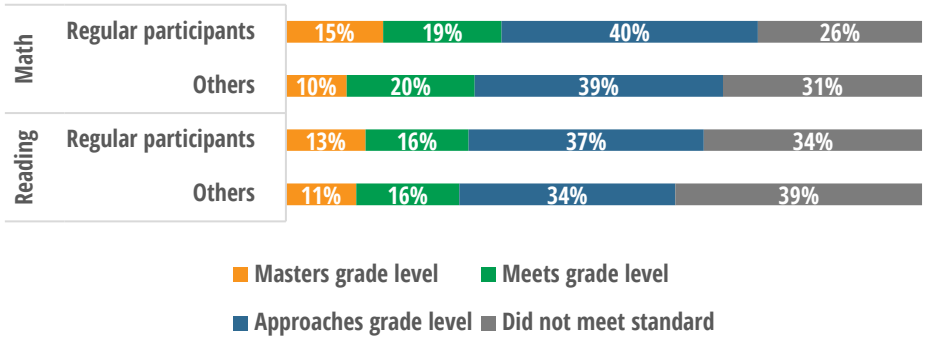
Note. ACE BGCA regular participants (n = 571) (M = -0.06, SD = 0.88), other students (n = 3,313) (M = -0.03, SD = 0.15), t (3,882) = -2.56, p < .05.

STAAR Scores, Progress Measures, and EOC Exams

A greater percentage of ACE BGCA regular participants than of other students met the state standard of "approaches grade level" or better in reading and math (Figure 4). 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 percentages of ACE BGCA regular participants and other students who had expected or accelerated improvement since the prior year in reading and math were not significantly different (Figure 5).

Figure 4.

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

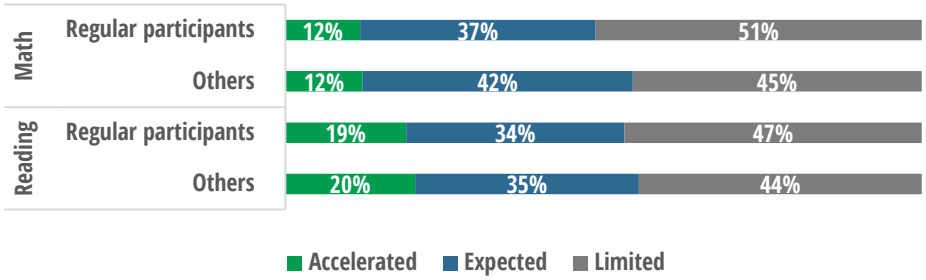


Source. TX21st Student Tracking System 2018 – 2019; AISD student STAAR EOC record

Note. Reading: ACE BGCA regular participants (n = 376); other students (n = 1,903); approaches grade level or better: χ^2 = 26.08, p < 0.05; Math: ACE BGCA regular participants (n = 376); other students (n = 1,903); approaches grade level or better: χ^2 = 33.67, p < 0.05.

Figure 5.

The percentages of ACE BGCA regular participants and other students who had expected or accelerated improvement between the 2017–2018 and 2018–2019 school years in math and reading were not significantly different.



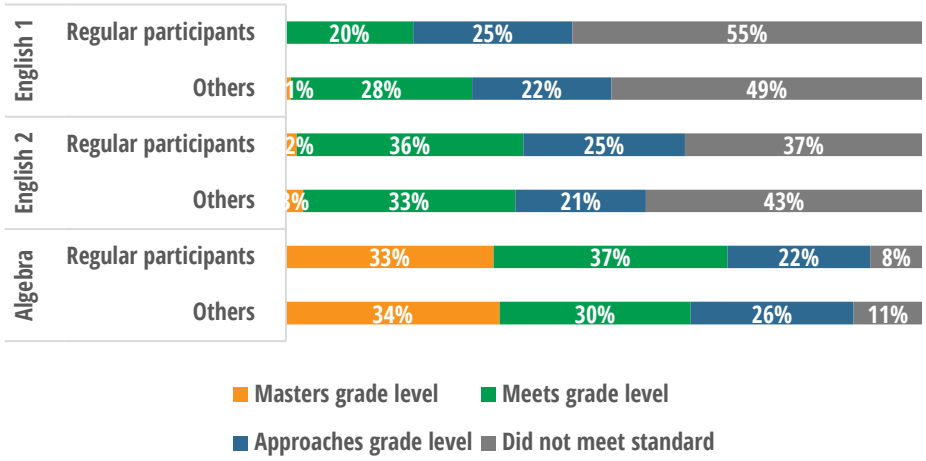
Source. TX21st Student Tracking System 2018 – 2019; AISD student STAAR EOC record

Note. Reading: ACE BGCA regular participants (n = 289); other students (n = 1,473); expected or accelerated: χ^2 = 0.55, p > 0.05; Math: ACE BGCA regular participants (n = 289), other students (n = 1,473); expected or accelerated: χ^2 = 3.48, 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 BGCA regular participants and other students in the 2018-2019 school year. The percentages of ACE BGCA regular participants who met the state standard of "approaches grade level" or better on STAAR EOC Algebra 1 were greater than those of other students. Also, the percentages of other students who met the state standard of "approaches grade level" or better on STAAR EOC English 1 were greater than those of ACE BGCA regular participants. However, the percentage of ACE BGCA regular participants and of other students who met the state standard of "approaches grade level" or better on STAAR EOC English 2 were not significantly different (Figure 6).

Figure 6.

The percentages of ACE BGCA regular participants who met the state standard of "approaches grade level" or better on STAAR EOC Algebra 1 were greater than other students in 2018–2019 school year. Also, the percentages of other students who met the state standard of "approaches grade level" or better on STAAR EOC English 1 was greater than those of ACE BGCA regular participants.



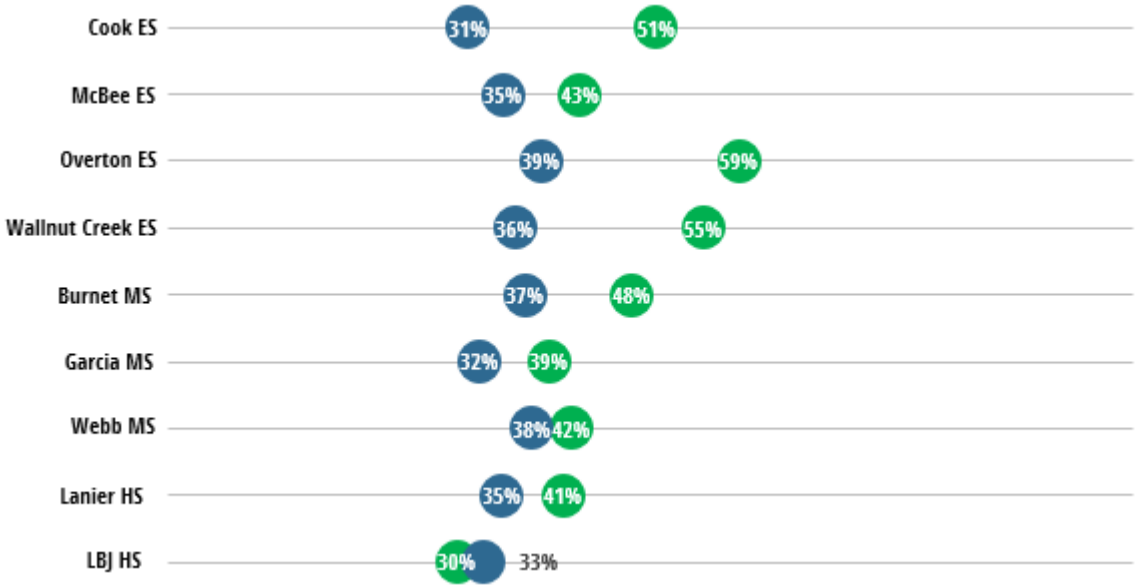
Source. TX2[1st] Student Tracking System 2018-2019; AISD STAAR EOC student records

Note. English 1: ACE BGCA regular participants (n = 40); other students (n = 516); approaches grade level or better: χ^2 = 12.95, p < 0.05; English 2: ACE BGCA regular participants (n = 59); other students (n = 516); approaches grade level or better: χ^2 = 2.14, p > 0.05; Algebra 1: ACE BGCA regular participants (n = 49); other students (n = 500); approaches grade level or better: χ^2 = 10.88, 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 BGCA regular participants and other students at the participating schools. Greater percentages of ACE BGCA regular participants than of their peers at all Cycle 10 campuses, except at LBJ, increased their school-day attendance rates between the 2017–2018 and 2018–2019 (Figure 7).

Figure 7.
Greater percentages of ACE BGCA 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.



Source. TX21st Student Tracking System 2018–2019; AISD student attendance records.
Note. ES = Elementary School; MS = Middle School; HS = High School. ACE BGCA regular participants (n = 766) (M = -0.10, SD = 5.10), other students (n = 5,453) (M = -1.45, SD = 7.91), t (6,217) = -4.61, p < .05.

Discipline Outcome

Changes from 2017–2018 to 2018–2019 in both discretionary and mandatory disciplinary referrals were examined to compare the ACE BGCA regular participants and other students. The percentage point change of ACE BGCA regular participants and other students with discretionary discipline referrals was not significantly different. However, the percentage point change of ACE BGCA regular participants with mandatory discipline referrals decreased while the percentage point change of other students increased from the 2017–2018 to the 2018–2019 school year (Table 3 and 4).

Table 3.

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

	Other students (*n* = 3,721 in 2018–2019)			Regular participants (*n* = 594 in 2018–2019)		
Campus	2017-2018	2018-2019	Percentage point change	2017-2018	2018-2019	Percentage point change
Cook ES (*n* = 585)	0.92	2.30	1.38	0	1.61	1.61
McBee ES (*n* = 522)	0	0	0	0	0	0
Overton ES (*n* = 611)	0.32	0	-0.32	1.09	0	-1.09
Walnut Creek ES (*n* = 758)	0.52	0	-0.52	0	0	0
Burnet MS (*n* = 1,054)	21.44	22.39	0.95	24.59	29.51	4.92
Garcia MS (*n* = 474)	25.35	16.9	-8.45	35.90	20.51	-15.38
Webb MS (*n* = 807)	25.88	20.59	-5.59	16.13	25.81	9.68
Lanier HS (*n* = 1,787)	8.56	4.37	-4.18	19.70	13.64	-6.06
LBJ HS (*n* = 955)	13.03	7.98	-5.04	16.22	10.81	-5.41
Overall	11.07	8.41	-2.66	10.10	8.75	-1.35

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

Note. ES = Elementary School; MS = Middle Schoo; HS = High School. Percentage changes are indicated in color (green = decrease, red = increase). ACE BGCA regular participants' campuses (*n* = 9) (*M* = -1.30, *SD* = 7.15), other students' campuses (*n* = 9) (*M* = -2.39, *SD* = 3.43), *t* (16) = -0.41, *p* > 05.

Table 4.

Although it varied across campuses, overall, the percentage point change of ACE BGCA regular participants with mandatory discipline referrals decreased while the percentage change of other students increased.

	Other students (*n* = 3,721 in 2018-2019)			Regular participants (*n* = 594 in 2018-2019)		
Campus	2017–2018	2018–2019	Percentage point change	2017-2018	2018-2019	Percentage point change
Cook ES (*n* = 585)	0	1.38	1.38	0	0	0
McBee ES (*n* = 522)	0	0	0	1.30	0	-1.30
Overton ES (*n* = 611)	0	0	0	0	0	0
Walnut Creek ES (*n* = 758)	0.26	0	-0.26	0	0	0
Burnet MS (*n* = 1,054)	3.98	4.17	0.19	3.28	1.64	-1.64
Garcia MS (*n* = 474)	1.41	5.63	4.23	2.56	0	-2.56
Webb MS (*n* = 807)	2.35	2.65	0.29	0	0	0
Lanier HS (n = 1,787)	2.76	2.66	-0.10	4.55	3.03	-1.52
LBJ HS (*n* = 955)	2.10	2.94	0.84	2.70	1.35	-1.35
Overall	1.93	2.36	0.43	1.52	0.67	-0.84

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

Note. ES = Elementary School; MS = Middle Schoo; HS = High School. Percentage changes are indicated in color (green = decrease, red = increase). ACE BGCA regular participants' campuses (*n* = 9) (*M* = -0.93, *SD* = 0.95), other students' campuses (*n* = 9) (*M* = 0.73, *SD* = 1.41), *t* (16) = 2.93, *p* < 05.

College and Career Readiness Outcome

College readiness status was analyzed to compare the ACE BGCA 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 percentages of students who met college-ready in reading, math or both subjects were not significantly different for both groups in the 2018–2019 school year (Figure 8).

Figure 8.

The percentages of students who met college-ready standards in reading, math, or both subjects were not significantly different for both groups in the 2018–2019 school year.

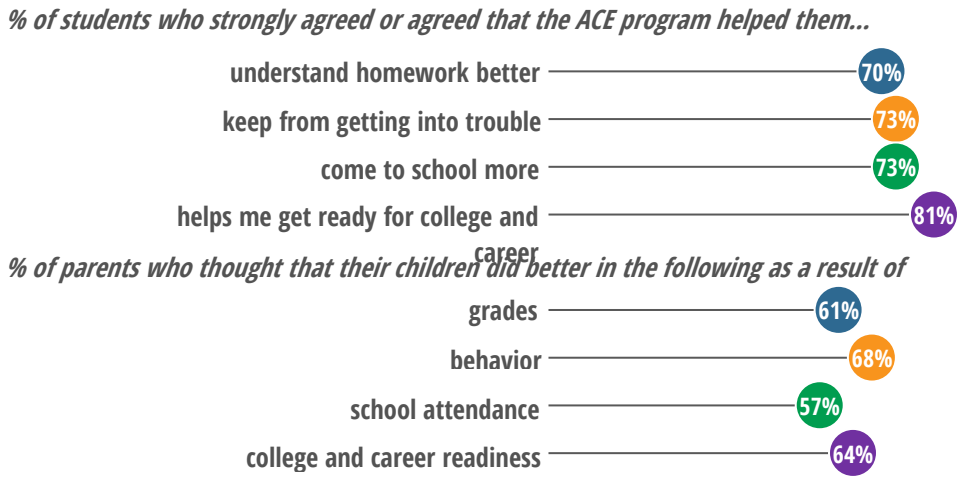
Source. TX21st Student Tracking System 2018 – 2019; AISD student records of ACT, SAT, and TSI
Note. ACE BGCA regular participants (n = 447); other students (n = 4,631); met college-ready standards in reading: χ^2 = 1.46, p > 0.05; met college-ready standards in math: χ^2 (1, n = 5,078) = 0.38, p > 0.05; met college-ready standards in both reading and math: χ^2 (1, n = 5,078) = 0.42, p > 0.05.

Overall ACE BGCA Students' and Parents' Feedback

Electronic surveys were administered to ACE BGCA students and parents in May 2019 to gather information about their experiences of the afterschool programs being offered at Cycle 10 ACE BGCA campuses. A total of 283 students (response rate = 60%) and 61 parents (response rate = 8%) 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 9). Additionally, almost all parents reported positive climate and experiences within the ACE BGCA program (Figure 10). 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 10).

Figure 9.

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

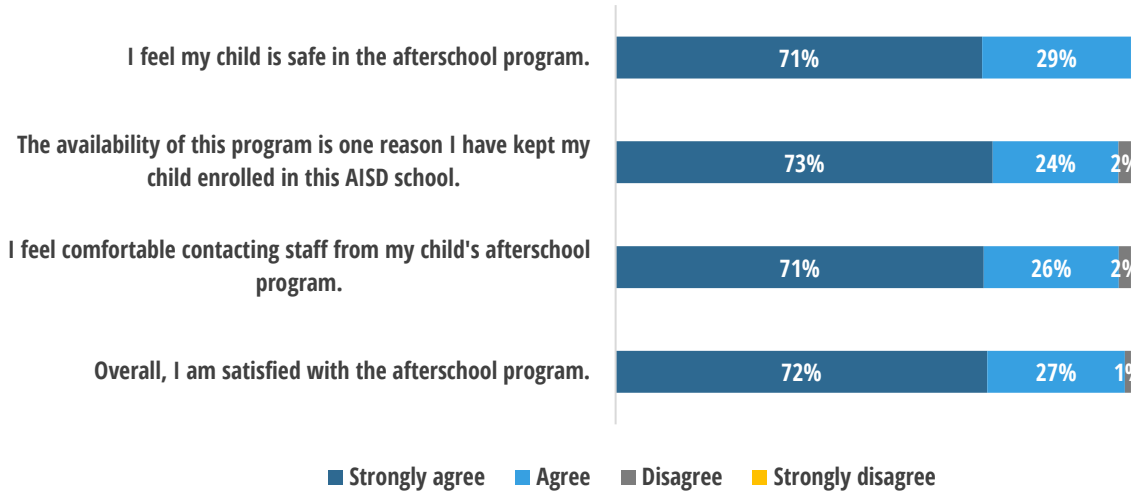


Source. ACE BGCA Student Survey, 2018-2019; 2018-2019 ACE BGCA Parent Survey

Note. ACE BGCA Student Survey: Cycle 10 population (*N* = 7,544), actual sample size (*n* = 283), 95% confidence interval (+/-6%); ACE BGCA Parent Survey Cycle 10 population (*N* =740), actual sample size (*n* = 61), 95% confidence interval (+/-12%).

Figure 10.

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



Source. 2018-2019 ACE BGCA Parent Survey

Note. ACE BGCA Parent Survey Cycle 10 population (*N* = 740), actual sample size (*n* = 61), 95% confidence interval (+/-12%).

Summary

True to the goals for which the ACE was established, the Cycle 10 ACE BGCA 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 BGCA 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 10 ACE BGCA implemented quality programming based on the needs of students at Cycle 10 ACE BGCA campuses, guided by the ACE BGCA 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 BGCA 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	☺
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 10 ACE BGCA Campuses, by Grade Level and Participation Status

Appendix A.1.
Cook Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	11%	1%	2%
02	9%	1%	2%
03	9%	1%	2%
04	9%	1%	3%
05	11%	< 1%	2%
EE	1%	.	.
KG	12%	1%	2%
PK	19%	.	.
Total	81%	5%	14%

Source. AISD student records
Note. (*n* = 585)

Appendix A.2.
McBee Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	12%	1%	3%
02	11%	< 1%	4%
03	7%	< 1%	3%
04	10%	< 1%	5%
05	9%	< 1%	3%
EE	1%	.	.
KG	11%	< 1%	3%
PK	16%	.	.
Total	76%	3%	21%

Source. AISD student records
Note. (*n* = 522)

Appendix A.3.

Overton Elementary School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
01	12%	< 1%	3%
02	10%	1%	2%
03	10%	1%	3%
04	11%	2%	3%
05	13%	1%	4%
EE	< 1%	.	.
KG	11%	< 1%	1%
PK	12%	.	.
Total	80%	5%	15%

Source. AISD student records
Note. (*n* = 646)

Appendix A.4.

Walnut Creek 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.

Burnet Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	26%	2%	3%
07	29%	2%	4%
08	26%	4%	3%
Total	82%	8%	10%

Source. AISD student records

Note. (*n* = 1,054)

Appendix A.6.

Garcia Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	20%	7%	6%
07	24%	8%	5%
08	20%	7%	5%
Total	64%	22%	15%

Source. AISD student records

Note. (*n* = 474)

Appendix A.7.

Webb Middle School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
06	30%	1%	4%
07	28%	1%	2%
08	31%	1%	2%
Total	89%	3%	8%

Source. AISD student records

Note. (*n* = 807)

Appendix A.8.

Lanier High School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
09	32%	2%	3%
10	20%	1%	1%
11	18%	1%	1%
12	18%	1%	1%
Total	89%	5%	6%

Source. AISD student records

Note. (*n* = 1,787)

Appendix A.9.

LBJ High School, by Grade Level and Participation Status

Grade level	Participation status		
	Non-participants	Non-regular participants	Regular participants
09	19%	7%	1%
10	19%	7%	3%
11	14%	6%	3%
12	13%	5%	3%
Total	66%	24%	10%

Source. AISD student record

Note. (*n* = 955)

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

Appendix B.
Cycle 10 ACE BGCA campuses, by Gender and Participation Status

Gender		Participation status		
		Non-participants	Non-regular participants	Regular participants
Cook Elementary School (*n* = 585)	Female	41%	2%	7%
	Male	40%	3%	7%
McBee Elementary School (*n* = 522)	Female	38%	1%	11%
	Male	39%	1%	10%
Overton Elementary School (*n* = 611)	Female	42%	2%	8%
	Male	38%	2%	8%
Walnut Creek Elementary School (*n* = 758)	Female	40%	2%	7%
	Male	43%	1%	7%
Burnet Middle School (*n* = 1,054)	Female	36%	1%	3%
	Male	46%	1%	3%
Garcia Middle School (*n* = 474)	Female	0%	0%	0%
	Male	64%	22%	15%
Webb Middle School (n = 807)	Female	38%	2%	7%
	Male	50%	2%	3%
Lanier High School (*n* = 1,787)	Female	43%	3%	3%
	Male	45%	2%	3%
LBJ High School (*n* = 955)	Female	29%	13%	5%
	Male	37%	11%	5%

Source. AISD student records

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

Appendix C.1.

Cook 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	7%	< 1%	1%
Hispanic	69%	4%	12%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	< 1%	.
White	3%	< 1%	< 1%
Total	81%	6%	13%

Source. AISD student records
Note. (*n* = 585)

Appendix C.2.

McBee Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	2%	.	.
Black or African American	2%	1%	2%
Hispanic	70%	2%	19%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	.
White	1%	.	1%
Total	76%	3%	22%

Source. AISD student records
Note. (*n* = 522)

Appendix C.3.

Overton 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%	< 1%
Black or African American	17%	1%	1%
Hispanic	60%	3%	14%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	< 1%
White	1%	< 1%	.
Total	80%	4%	16%

Source. AISD student record

Note. (*n* = 611)

Appendix C.4.

Walnut Creek Elementary School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	< 1%	.	.
Asian	5%	.	.
Black or African American	8%	1%	1%
Hispanic	63%	3%	10%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	< 1%
White	6%	< 1%	2%
Total	83%	4%	13%

Source. AISD student records

Note. (*n* = 758)

Appendix C.5.

Burnet Middle 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%	3%
Hispanic	73%	7%	6%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	< 1%	< 1%	< 1%
White	3%	< 1%	1%
Total	81%	9%	10%

Source. AISD student records
Note. (*n* =1,054)

Appendix C.6.

Garcia Middle 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%	9%	5%
Hispanic	49%	11%	8%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	1%	< 1%
White	1%	1%	1%
Total	63%	22%	15%

Source. AISD student records
Note. (*n* = 474)

Appendix C.7.

Webb Middle 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	7%	< 1%	1%
Hispanic	77%	3%	6%
Native Hawaiian or other Pacific Islander	< 1%	.	.
Two or more races	< 1%	.	< 1%
White	3%	< 1%	1%
Total	89%	3%	8%

Source. AISD student records

Note. (*n* = 807)

Appendix C.8.

Lanier High School, by Ethnicity and Participation Status

Ethnicity	Participation status		
	Non-participants	Non-regular participants	Regular participants
American Indian or Alaska Native	.	.	.
Asian	2%	< 1%	< 1%
Black or African American	5%	1%	3%
Hispanic	78%	3%	3%
Native Hawaiian or other Pacific Islander	< 1%	.	.
Two or more races	1%	< 1%	1%
White	3%	< 1%	< 1%
Total	89%	5%	7%

Source. AISD student record

Note. (*n* = 1,787)

Appendix C.9.

LBJ High 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%	< 1%
Black or African American	21%	2%	6%
Hispanic	51%	11%	4%
Native Hawaiian or other Pacific Islander	.	.	.
Two or more races	1%	.	< 1%
White	1%	< 1%	< 1%
Total	74%	14%	12%

Source. AISD student records

Note. (*n* = 955)

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