

Afterschool Centers on Education

Cycle 10 Austin Independent School District

Final Report 2019–2020



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. Building on the existing infrastructure of evidence-based OST activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive menu of before-school, afterschool, and summer programming. The ACE Austin Cycle 10 program exists to provide intentional afterschool program experiences that are high quality, are challenging, and inspire all program participants to improve their school outcomes. The main goals of the youth and family afterschool programs offered by ACE Austin are based on narrowing the achievement gap between economically disadvantaged students and students of more affluent families. Across activities and centers, the afterschool program focuses on three primary objectives:

- decrease school-day absences
- decrease discipline referrals
- increase academic achievement

Key Accomplishments

The ACE Austin Cycle 10 program is aligned with the campus needs assessments and goals identified in the campus improvement plans (CIP) of each center. Overall, program participation was significantly related to math and school-day attendance for participants who were targeted (i.e., those who identified as needing assistance in those particular areas), controlling for students' demographics, such as socioeconomic status (SES), gender, English language learner (ELL) status, and race. In addition, program participation was significantly related to math, school-day attendance, and discipline for participants who were not targeted (i.e., those who were not identified as needing assistance in those particular areas). The majority of parents and children reported positive experiences in the various family activities. Parents reported that the activities helped them connect with their students' schools and spend quality time with their students, while improving their students' behavior and social emotional skills. Despite school building closures due to COVID-19, the ACE Austin Cycle 10 program remained committed to providing quality programming that was accessible, flexible, and

supportive of the development of students’ full potential. Table 1 summarizes the major key accomplishments, based on Texas 21st CCLC ACE component areas.

Table 1.

Summary of Key Accomplishments

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

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

- 😊 Program participation was significantly positively related to the outcome.
- 😐 No relationship was found between program participation and the outcome.
- 😞 Program participation was significantly negatively related to the outcome.

Areas for Improvement

ACE Austin Cycle 10 program staff continue to identify opportunities to assist students in maximizing the benefits of program participation. This year, we made considerable strides in tracking students, based on individual needs linked to associated student outcomes. This practice should be expanded to identify the primary need of every student who participates in the program. Site coordinators, for example, might consult with students’ teachers, campus leaders, and parents to identify students’ areas of need and place them in programming that will be most beneficial to addressing those needs. Additionally, all virtual lesson plans and online modules developed and created by the site coordinators, family engagement specialists, and project directors should be systematically cataloged, based on Texas 21st CCLC ACE component area, subject area,

grade level, and electronic platform. Finally, within the current situation, due to the pandemic, the site coordinators, project directors, and evaluators should continue to explore new ways to support students' learning and program improvement.

TABLE OF CONTENTS

Executive Summary	i
Key Accomplishments.....	i
Areas for Improvement	ii
List of Figures.....	v
List of Tables	v
Introduction and Purpose of the Program	1
Evaluation Strategy	2
Expectations	2
Measurement	3
Grantee and Center Overview.....	4
Participants	5
Program Quality Implementation.....	5
Program Quality Observations	7
Outcomes	8
Academic Achievement Outcomes: Grades in Reading and Math.....	9
Nonacademic Student Outcomes: School-Day Attendance and Discipline.....	9
College and Career Readiness	10
Family Engagement.....	10
After Required School Building Closures Due to COVID-19.....	11
Summary	13
Key Accomplishments.....	13
Areas for Improvement	13
Appendices.....	15
Appendix A: Campus-level Participants.....	15
Appendix B: Campus-level Student Outcomes.....	18
References.....	189

LIST OF FIGURES

Figure 1. ACE Austin TX 21 st CCLC Core Component Areas	2
Figure 2. At the campuses served, ACE regular participants ranged from 4% to 26% of the student body.....	5
Figure 3. ACE Austin Continuous Quality Improvement Cycle	116
Figure 4. Overall, afterschool program quality was rated very highly. Intentional skill-building activity and physical safety received the highest average scores of the seven program quality areas	118
Figure 5. TX 21 st CCLC ACE Program Impact Areas	119
Figure 6. Families reported positive experiences in family activities and benefitted through connecting with their students' schools.	1111
Figure 7. Development of ACE Austin Continuous Learning Course Catalog.....	12

LIST OF TABLES

Table 1. Summary of Key Accomplishments	ii
Table 2. Summary of Program Methodology Prior to Required School Building Closures Due to COVID-19 (March 13, 2020)	3
Table 3. Summary of Program Methodology After Required School Building Closures Due to COVID-19 (March 13, 2020)	4
Table 4. Cycle 10 Campuses Served and Relevant Demographics.....	4
Table 5. Summary of Key Accomplishments	14
Table A.1. ACE Austin Cycle 10 Campus-Level Participants' Demographics.....	15
Table A.2 ACE Austin Cycle 10 Campus-Level Participants' Demographics.....	16
Table A.3. ACE Austin Cycle 10 Campus-Level Participants' Grade Level: Elementary.....	16
Table A.4. ACE Austin Cycle 10 Campus-Level Participants' Grade Level: Secondary	17
Table A.5. ACE Austin Cycle 10 Campus-level Participants' Ethnicity.....	17
Table B.1. ACE Austin Cycle 10 Campus-Level Student Outcomes, Based on Program Participation.....	18

INTRODUCTION AND PURPOSE OF THE PROGRAM

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B, of the 2015 Every Student Succeeds Act (Public Law 114-95). The Austin Independent School District (AISD) received Cycle 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. Building on the existing infrastructure of evidence-based OST activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive menu of before-school, afterschool, and summer programming. The ACE Austin Cycle 10 program exists to provide intentional afterschool program experiences that are high quality, are challenging, and inspire all program participants to improve their school outcomes. The main goals of the youth and family afterschool programs offered by ACE Austin are based on narrowing the achievement gap between economically disadvantaged students and students of more affluent families. Across activities and centers, the afterschool program focuses on three primary objectives:

- decrease school-day absences
- decrease discipline referrals
- increase academic achievement

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

Figure 1.

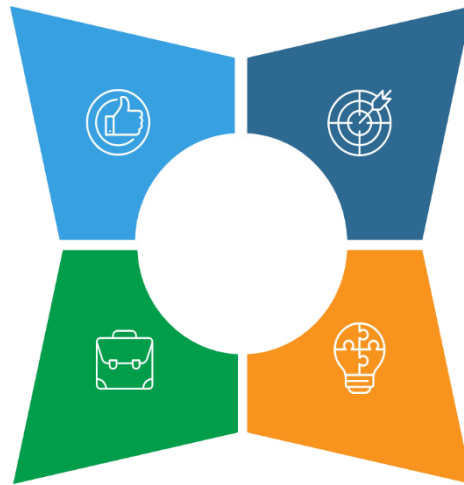
ACE Austin TX 21st CCLC Core Component Areas

Family engagement

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

College and career readiness

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



Academic assistance

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

Enrichment

ACE Austin offers skill-building enrichment activities to which some students would otherwise lack access, including fine arts, technology, games, health and fitness, outdoor and environmental education, and youth leadership and development.

EVALUATION STRATEGY

Expectations

The Department of Research and Evaluation (DRE) staff and ACE Austin program staff together reviewed the grant requirements and developed an evaluation plan and timeline for the program, which were published online (<http://www.austinisd.org/dre/about-us>), as part of the DRE work plan. Throughout the duration of the grant program, evaluators worked closely with program staff to collect and submit identified data in a timely fashion and met regularly to monitor progress and make any needed adjustments.

The evaluation plan was used to ensure continuous improvement for (a) program management, by monitoring program operation; (b) staying on track, by ensuring the program stayed focused on the goals, objectives, strategies, and outcomes; (c) efficiency, by streamlining service delivery and lowering the cost of services; (d) accountability, by producing evidence of program effects; and (e) sustainability, by providing evidence of effectiveness to all stakeholders.

The ACE Austin program staff used the TX21st Student Tracking system to track students' attendance and other program data needed for TEA reports. The DRE evaluator extracted students' records from AISD's data warehouse and assisted program staff with formatting and data entry into the TX21st Student Tracking system to ensure accurate reporting to the TEA.

Measurement

Program participation files and AISD student records provided demographic information and results for each of the school-related outcomes. Due to COVID-19, AISD closed all school buildings and facilities on March 13, 2020, and pivoted to a distance learning model. Buildings remained closed through the end of the school year. No State of Texas Assessment of Academic Readiness (STAAR) or end-of-course (EOC) exams were conducted for this school year, and the program was not able to collect student or parent surveys.

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

Table 2.

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

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

Table 3.

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

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

GRANTEE AND CENTER OVERVIEW

During the 2019–2020 school year, ACE Austin Cycle 10 provided afterschool services to 10 AISD campuses: seven elementary schools (Allison, Govalle, Houston, Linder, Ortega, Palm, and Perez), one middle school (Paredes), and two high schools (Eastside Memorial and Northeast Early College). 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 ELLs 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 all ACE Austin Cycle 10 schools (Table 4).

Table 4.

Cycle 10 Campuses Served and Relevant Demographics

School	Percentage low SES	Percentage ELL	Percentage at risk
Allison Elementary School (<i>n</i> = 512)	91%	51%	72%
Govalle Elementary School (<i>n</i> = 369)	91%	36%	68%
Houston Elementary School (<i>n</i> = 581)	93%	57%	78%
Linder Elementary School (<i>n</i> = 283)	85%	61%	80%
Ortega Elementary School (<i>n</i> = 238)	91%	37%	58%
Palm Elementary School (<i>n</i> = 445)	90%	44%	60%
Perez Elementary School (<i>n</i> = 601)	89%	54%	70%
Paredes Middle School (<i>n</i> = 873)	79%	28%	66%
Eastside Memorial High School (<i>n</i> = 383)	91%	36%	78%
Northeast Early College High School (<i>n</i> = 1,120)	89%	35%	74%
AISD	54%	27%	49%
State	61%	20%	50%

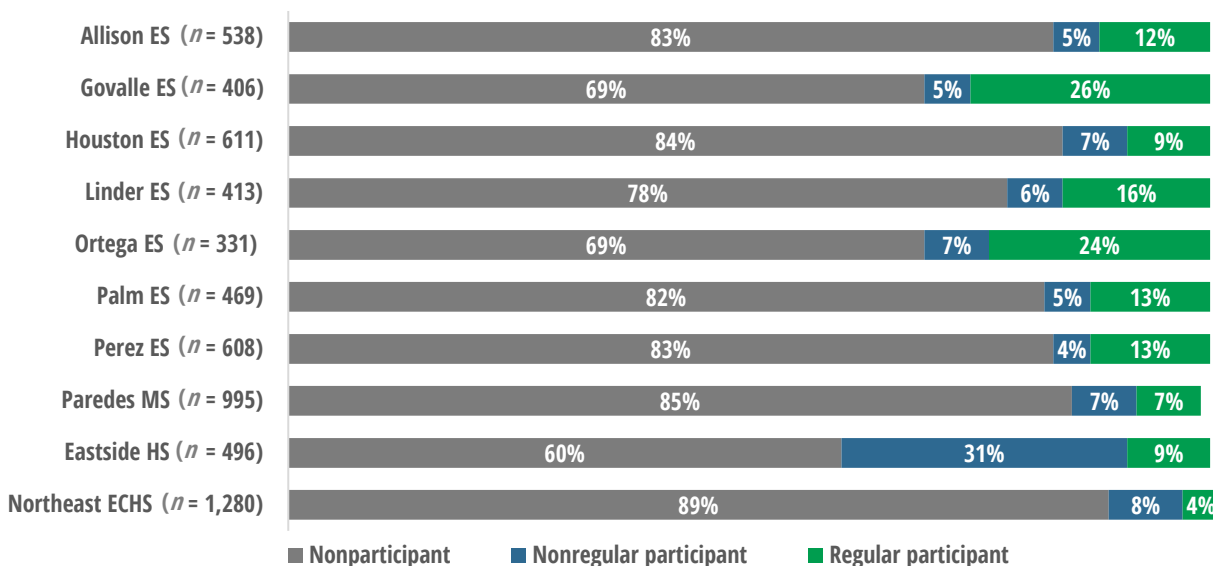
Source. 2019–2020 AISD student data; 2018–2019 TEA Academic Performance Report

Participants

The ACE Austin Cycle 10 program served 1,188 students and hosted events or activities for 511 families. Program participants represented less than a quarter of the students enrolled at Cycle 10 campuses. Most ($n = 683$) of the ACE Austin Cycle 10 program participants were regular participants (i.e., attended the afterschool program for 45 days or more). Participation at secondary schools was less consistent, with greater percentages of nonregular participants than of regular participants (Figure 2). Campus-level demographics mirrored the cycle-level demographics, and all campuses served similar student groups (Appendix A).

Figure 2.

At the campuses served, ACE regular participants ranged from 4% to 26% of the student body.



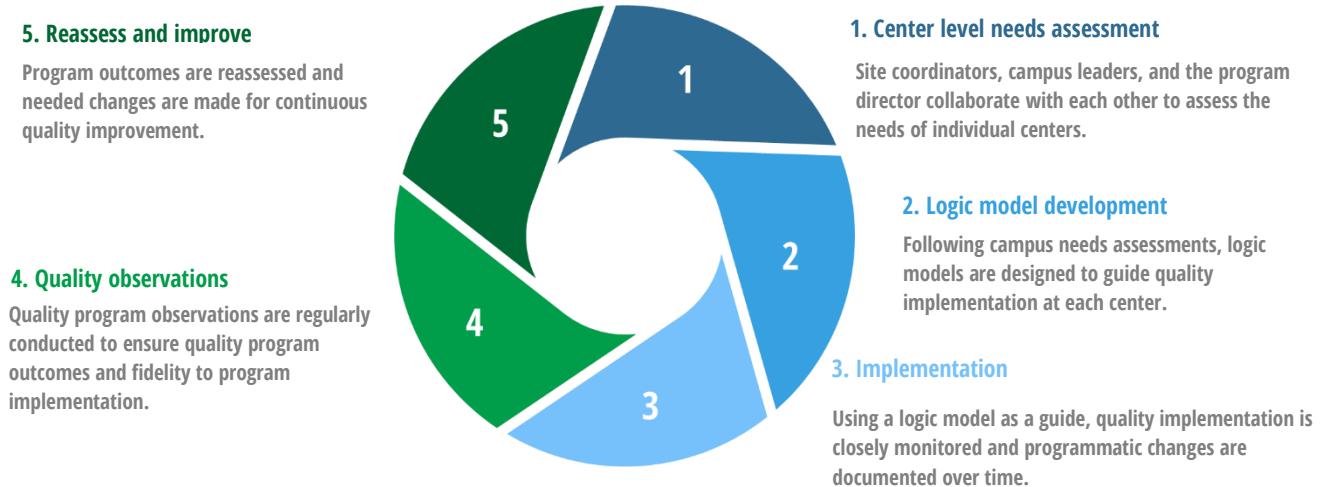
Source. TX21st Student Tracking system 2019–2020; AISD student records

PROGRAM QUALITY IMPLEMENTATION

Guided by the ACE Austin continuous quality improvement cycle, programming was developed based on the needs of each campus (Figure 3). Before implementation, the project directors 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 directors and site coordinator used the ACE Austin Quality Observation Checklist, which was adapted from the Youth Program Quality Assessment (YPQA) tool (Smith et al., 2016) to document program-quality observations. Recommendations for improvement were received by the site coordinator, who then met with the OST instructors. Observers looked for compliance in operational functions,

program quality, and procedures. In addition, observers checked for fidelity to the project plan, including activity alignment; use of goals that were specific, measurable, attainable, relevant, and time bound (SMART); staff-to-student ratios; and student engagement strategies.

Figure 3.
ACE Austin Continuous Quality Improvement Cycle



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

ACE Austin’s training calendar was extensive. In addition to new employee orientations and district and campus training sessions, staff attended webinars and regional training sessions. Strategies for professional development activities included:

- professional development activities for all site coordinators about conducting effective needs assessments and how to design programming based on campus, district, and community data
- professional development activities for all site coordinators about identifying and tracking individual needs of students
- monthly professional development activities with program evaluators to empower site coordinators to use data when making programming decisions based on program goals; hands-on activities include the effective use of

numerous user-friendly and accessible data dashboards that are updated on an ongoing basis, such as:

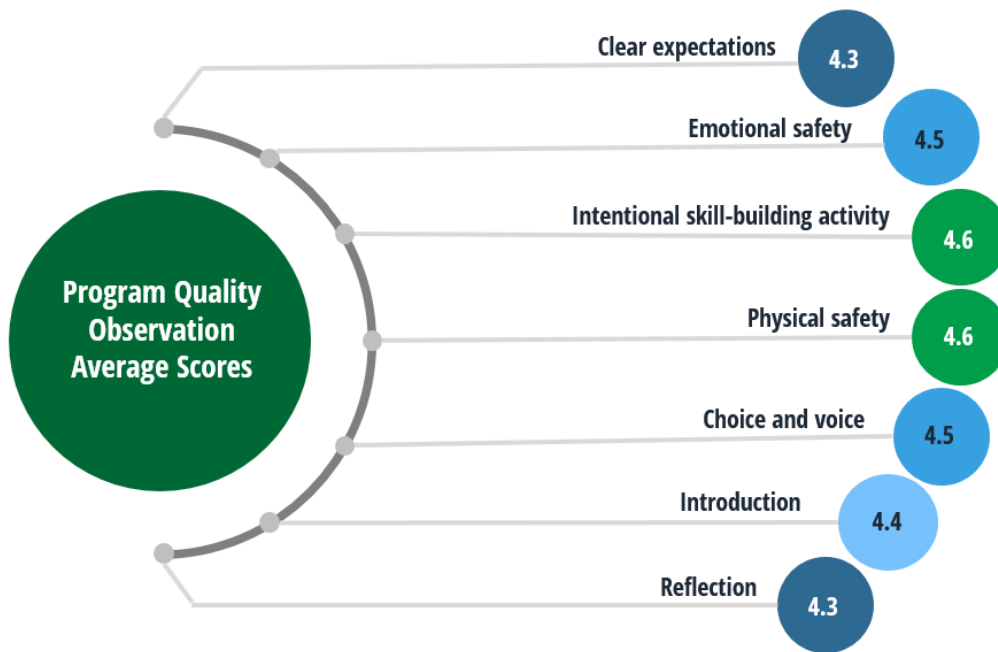
- activity observations
- parent and student surveys from prior years
- school-level data on grades, attendance, and behavior
- student-level data on grades, attendance, and behavior
- campus needs assessment
- professional development activities for all site coordinators and afterschool instructors about effective youth development practices and the development of high-interest, developmentally appropriate activities

Program Quality Observations

Prior to school building closures due to COVID-19, a total of 125 program observations (total minutes = 2,811) were conducted by the project directors and site coordinators. The observers used an electronic rating form, based on the YPQA, that covered seven program quality areas: physical safety, emotional safety, clear expectations, introduction, intentional skill-building activity / hands-on activity, reflection, and choice and voices (Figure 4). Program quality was assessed on a Likert scale of the presence of components or skills during each lesson, where 1 indicated the component/skill was not present, 3 indicated it was sometimes present, and 5 indicated it was present. Overall, the ACE Austin program quality was rated very highly.

Figure 4.

Overall, afterschool program quality was rated very high. Intentional skill-building activity and physical safety received the highest average scores of the seven program quality areas.



Source. 2019–2020 ACE Austin Program observation checklist

Note. The scale is 1 = no, 3 = sometimes, 5 = yes.

OUTCOMES

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

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

Figure 5.

Texas 21st CCLC ACE Program Impact Areas



Academic Achievement Outcomes: Grades in Reading and Math

One of the ACE Austin program goals was to have a positive impact from program participation on reading and math achievement. We examined the relationships between students' number of days of program participation and their grades in reading and math. Because different grading systems are used at different school levels, and because we wanted to examine across grade levels, we transformed all grades into z scores to standardize grades within subjects. Results revealed that program participation was significantly positively related to math grades, whether or not participants were targeted for math improvement. In other words, students had better math grades when they participated in the afterschool program more. However, we did not find a significant relationship between program participation and reading grades for either participants who were targeted for reading improvement or those who were not.

Nonacademic Student Outcomes: School-Day Attendance and Discipline

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

were not targeted for behavior improvement. However, no relationship was found between program attendance and discipline for those who were targeted for behavior improvement. In other words, more program attendance was associated with *fewer* discipline incidents, but only for students who were not specifically targeted for behavior improvement.

College and Career Readiness

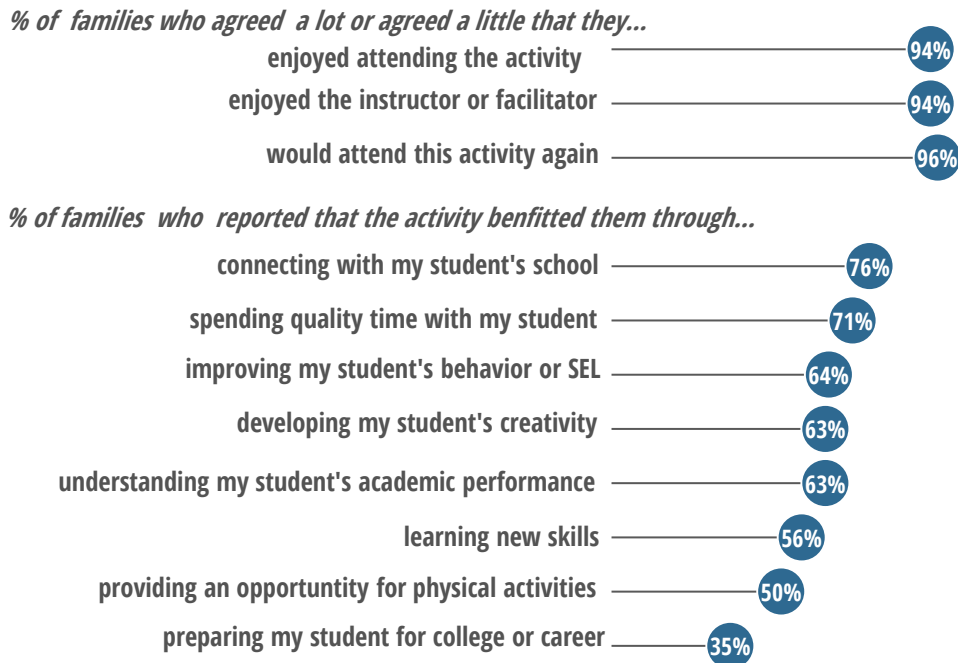
Because state-standardized testing was cancelled due to the pandemic, no data were available to examine the relationship between program participation and college and career readiness.

FAMILY ENGAGEMENT

Prior to school building closures due to COVID-19, family engagement specialists collaborated with site coordinators and the project directors to provide families and children with various activities, such as adult education (i.e., class or workshops for adults only), family events (i.e., a one-time activity for adults and children), and family clubs (i.e., class or workshop series for adults and children). These activities were designed to engage families in their child's learning and development. After each activity, families and children who attended were asked to complete a brief survey to gather immediate feedback about the activities, for program improvement at all Cycle 10 campuses. A total of 130 families and children responded to the survey. Most of the adults and children reported they enjoyed attending the activities and enjoyed the instructors or facilitators. In fact, they indicated they would attend family activities again in the future. When asked how these activities benefited them, the majority of families reported the activities helped them connect with their child's schools and spend quality time with their child, while improving their student's behavior or social emotional skills and developing their child's creativity (Figure 6).

Figure 6.

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



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

AFTER REQUIRED SCHOOL BUILDING CLOSURES DUE TO COVID-19

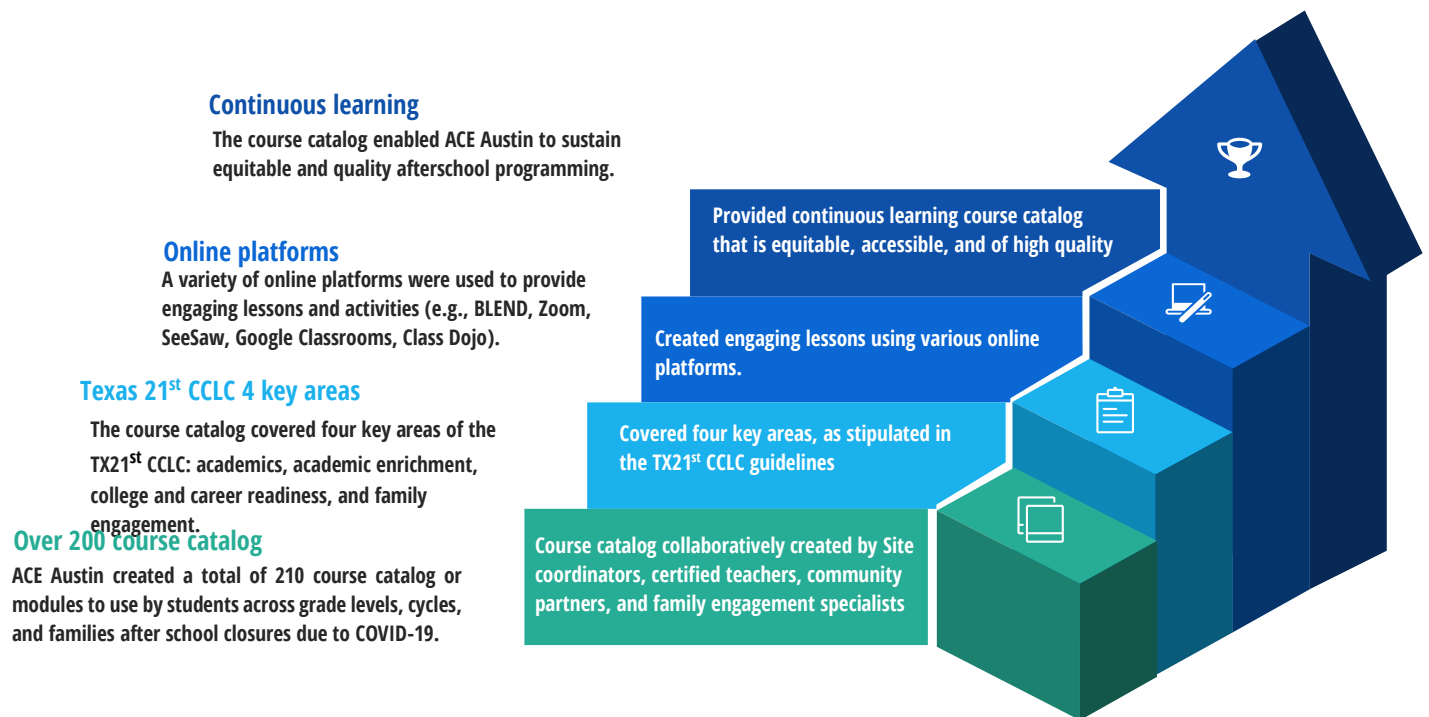
ACE Austin worked quickly to implement high-quality virtual learning programs for students after the building closure on March 13, 2020. It was vital to ACE Austin that each campus program retained its autonomy and intentional design, in order to continue meeting the unique needs of each campus community.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

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

To solve some of these challenges, ACE Austin used a district online learning platform called BLEND (Canvas) as a collaborative workspace for site coordinators to upload and share virtual learning content. Many Site coordinators worked with certified teachers

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

Figure 7.
Development of ACE Austin Continuous Learning Course Catalog



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

Fitness Program. ACE Austin also contracted with numerous high-quality youth programs to provide academic and arts enrichment. Additionally, AISD teachers provided live learning sessions in an effort to mitigate summer learning loss.

SUMMARY

Despite school building closures due to COVID-19, the ACE Austin Cycle 10 program remained committed to providing quality programming that was accessible, flexible, and supportive toward the development of students' full potential.

Key Accomplishments

The ACE Austin Cycle 10 program is aligned with the campus needs assessments and goals identified in the campus improvement plans (CIP) of each center. Overall, program participation was significantly related to math and school-day attendance for participants who were targeted (i.e., those who identified as needing assistance in those particular areas), controlling for students' demographics, such as SES, gender, ELL status, and race. In addition, program participation was significantly related to math, school-day attendance, and discipline for participants who were not targeted (i.e., those not identified as needing assistance in those particular areas). The majority of parents and children, overall, reported positive experiences in the various family activities. Parents reported that the activities helped them connect with their students' schools and spend quality time with their students, while improving their students' behavior and social emotional skills. Table 5 summarizes the major key accomplishments, based on Texas 21st CCLC ACE component areas.

Areas for Improvement

ACE Austin Cycle 10 program staff continue to identify opportunities to assist students in maximizing their benefits from participating in the ACE program. This year, we made considerable strides in tracking students, based on individual needs linked to associated student outcomes. This practice should be expanded to identify the primary need of every student who participates in the program. Site coordinators, for example, might consider consulting with students' teachers, campus leaders, and parents to identify students' areas of need and place them in programming that will be most beneficial to addressing those needs. Additionally, all virtual lesson plans and online modules developed and created by the site coordinators, family engagement specialists, and project directors should be systematically cataloged, based on Texas 21st CCLC ACE component area, subject area, grade level, and electronic platform. Finally, within the current situation, due to the pandemic, the site coordinators, project directors, and

evaluators should continue to explore new ways to support students’ learning and program improvement.

Table 5.

Summary of Key Accomplishments

Program measure and outcome	Result
Student population served	😊
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Targeted	😊
Not targeted	😊
School-day attendance	
Targeted	😊
Not targeted	😊
Discipline	
Targeted	😐
Not targeted	😊
Family engagement	
Parent/ family experiences	😊
Parent/ family benefits	😊

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

- 😊 Program participation was significantly positively related to the outcome.
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- 😞 Program participation was significantly negatively related to the outcome.

APPENDICES

Appendix A: Campus-Level Participants

Table A.1.

ACE Austin Cycle 10 Campus-Level Participants

School	School enrollment	Number of participants	Number of regular* participants	Average number of days of participation
Allison Elementary School	538	91	66	61
Govalle Elementary School	406	125	106	81
Houston Elementary School	611	95	55	55
Linder Elementary School	413	90	66	65
Ortega Elementary School	331	104	81	62
Palm Elementary School	469	84	60	70
Perez Elementary School	608	106	81	76
Paredes Middle School	995	148	74	42
Eastside Memorial High School	496	200	47	27
Northeast Early College High School	1,280	145	48	42
ACE Austin Cycle 10	6,147	1,188	683	42

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

Note. Regular participants are those who participated in the ACE Austin program at least 45 days.

Table A.2.

ACE Austin Cycle 10 Campus-Level Participants' Demographics

School	Female	Low SES	ELL	At risk
Allison Elementary School (<i>n</i> = 91)	56%	87%	62%	81%
Govalle Elementary School (<i>n</i> = 125)	62%	92%	26%	59%
Houston Elementary School (<i>n</i> = 95)	60%	93%	49%	74%
Linder Elementary School (<i>n</i> = 90)	49%	93%	53%	80%
Ortega Elementary School (<i>n</i> = 104)	48%	92%	31%	50%
Palm Elementary School (<i>n</i> = 84)	49%	87%	43%	68%
Perez Elementary School (<i>n</i> = 106)	60%	85%	45%	66%
Paredes Middle School (<i>n</i> = 148)	60%	71%	20%	57%
Eastside Memorial High School (<i>n</i> = 200)	55%	92%	31%	68%
Northeast Early College High School (<i>n</i> = 145)	43%	90%	42%	70%
ACE Austin Cycle 10 (<i>N</i> = 1,188)	54%	88%	38%	67%

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

Table A.3.

ACE Austin Cycle 10 Campus-Level Participants' Grade Level: Elementary

School	Early education	Kindergarten	Pre-K	1	2	3	4	5
Allison Elementary School (<i>n</i> = 91)		3%		18%	13%	18%	29%	20%
Govalle Elementary School (<i>n</i> = 125)	1%	8%	10%	15%	12%	16%	19%	19%
Houston Elementary School (<i>n</i> = 95)				14%	17%	22%	29%	18%
Linder Elementary School (<i>n</i> = 90)		4%		16%	26%	10%	13%	30%
Ortega Elementary School (<i>n</i> = 104)		8%	13%	7%	14%	17%	21%	19%
Palm Elementary School (<i>n</i> = 84)		2%		14%	11%	20%	25%	27%
Perez Elementary School (<i>n</i> = 106)		8%		9%	20%	18%	23%	23%
ACE Austin Cycle 10 (<i>N</i> = 1,188)	< 1%	3%	2%	8%	9%	10%	13%	13%

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

Table A.4.

ACE Austin Cycle 10 Campus-Level Participants' Grade Level: Secondary

School	6	7	8	9	10	11	12
Paredes Middle School (<i>n</i> = 148)	44%	37%	19%				
Eastside Memorial High School (<i>n</i> = 200)				23%	30%	26%	22%
Northeast Early College High School (<i>n</i> = 145)				21%	27%	27%	25%
ACE Austin Cycle 10 (<i>N</i> = 1,190)	5%	5%	2%	6%	8%	8%	7%

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

Table A.5.

ACE Austin Cycle 10 Campus-Level Participants' Race

School	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Two or more races	White
Allison Elementary School (<i>n</i> = 91)		3%	5%	86%		5%
Govalle Elementary School (<i>n</i> = 125)	1%		13%	84%	2%	1%
Houston Elementary School (<i>n</i> = 95)			14%	84%		2%
Linder Elementary School (<i>n</i> = 90)		19%	10%	68%		3%
Ortega Elementary School (<i>n</i> = 104)		1%	9%	81%	2%	8%
Palm Elementary School (<i>n</i> = 84)			7%	89%		4%
Perez Elementary School (<i>n</i> = 106)			10%	84%	2%	4%
Paredes Middle School (<i>n</i> = 148)		2%	10%	73%	3%	12%
Eastside Memorial High School (<i>n</i> = 200)		1%	18%	75%	1%	6%
Northeast Early College High School (<i>n</i> = 145)	1%	4%	21%	72%	1%	1%
ACE Austin Cycle 10 (<i>N</i> = 1,188)	< 1%	3%	13%	79%	1%	5%

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

Appendix B: Campus-Level Student Outcomes

Regression analyses were conducted for each campus to examine the relationships between each student outcome (i.e., reading, math, school-day attendance, and discipline referrals) and program participation, controlling for SES, ELL status, gender, and race. Due to the high percentage (88%) of students qualifying for free or reduced price lunch, SES was eliminated from the analysis. Although positive relationships between program participation and all student outcomes (except reading) were found at the cycle level, results were mixed across campuses. The most frequently observed significant positive relationship with program participation was school-day attendance. Program participation was only significantly related to reading or math grades at Eastside Memorial High School, and no relationships were found between program participation and discipline referrals at any campus (Table B.1.).

Table B.1.

ACE Austin Cycle 10 Campus-Level Student Outcomes, Based on Program Participation

School	Reading	Math	School-day attendance	Discipline referrals
Allison Elementary School (<i>n</i> = 538)	☹️	☹️	😊	.
Govalle Elementary School (<i>n</i> = 406)	☹️	☹️	☹️	.
Houston Elementary School (<i>n</i> = 611)	☹️	☹️	☹️	.
Linder Elementary School (<i>n</i> = 413)	☹️	☹️	😊	.
Ortega Elementary School (<i>n</i> = 331)	☹️	☹️	😊	.
Palm Elementary School (<i>n</i> = 469)	☹️	☹️	☹️	.
Perez Elementary School (<i>n</i> = 608)	☹️	☹️	😊	☹️
Paredes Middle School (<i>n</i> = 995)	☹️	☹️	☹️	☹️
Eastside Memorial High School (<i>n</i> = 496)	😊	😊	😊	☹️
Northeast Early College High School (<i>n</i> = 1,280)	☹️	☹️	☹️	☹️

Note. 😊 Program participation was significantly positively related to the outcome

☹️ No relationship was found between program participation and the outcome

☹️ Program participation was significantly negatively related to the outcome

. Campus had no or very few students with discipline referrals; analyses could not be conducted.

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