

Afterschool Centers on Education

Cycle 7 AISD

Austin Independent School District

Dobie Middle School

Final Report 2013–2014



Austin Independent School District

Department of Program Evaluation

August 2014

This report was developed to meet TEA's reporting requirements of the Afterschool Centers on Education (ACE), as specified in the mandated report elements and outline provided by TEA in Appendix 31 of the PRIME Blueprint for Texas ACE.

Executive Summary

In 2013–2014, the Afterschool Center on Education (ACE) program at Dobie Middle School in Austin Independent School District (AISD) served 341 students. This report examines program implementation and outcomes of the ACE program at Dobie Middle School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are the following:

1. The majority of ACE regular participants and non-regular participants were male. The non-participant group had similar numbers of females and males. The majority of students in all three participation groups were Hispanic. Nearly one-third of the students were classified as limited English proficient (LEP) in all three groups; however, fewer regular and non-regular participants than non-participants were classified as LEP.
2. The program reached targeted students and their families. The program activities were implemented as planned.¹
3. Mean absent days was greater in 2013–2014 than in 2012–2013 for both regular and non-regular participant groups.
4. Both the regular participants and non-regular participants experienced a grade point average (GPA) improvement for all subjects from 2012–2013 to 2013–2014. Both groups also experienced increases in course completion during the same period.
5. Both regular and non-regular participants experienced an increase in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014.

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD Department of Research and Evaluation (DRE), ACE program staff at Dobie Middle School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

The site coordinator indicated that the program should continue its current academic strategies and should continue to improve on them.

¹ Data from the student survey were not available when the center report was drafted. The sample size of the parent survey was too small and was not suitable to be analyzed at the center level. A summary of the grantee-level findings of the parent survey is included in the appendices of the report.

Table of Contents

Executive Summary	i
Table of Contents	ii
List of Tables	iii
Introduction and Purpose of Program	1
<i>Family engagement.</i>	1
<i>Academic assistance.</i>	1
<i>College and workforce readiness/awareness.</i>	1
<i>Enrichment.</i>	1
Evaluation Strategy	3
Expectations.....	3
Measurement.....	3
Program Design and Strategy: Logic Model	5
Program Design.....	5
Logic Model.....	7
Research Questions.....	9
Program Participation	11
Student Demographics.....	11
Student Attendance in ACE Activities	12
Program Intermediate Outcomes	13
Academic Achievement Outcome.....	13
Attendance Outcome.....	13
Discipline Outcome	14
Evaluator Commentary and Recommendations	15
Site Coordinator Commentary and Next Steps.....	16
References	17
Appendices.....	18
Appendix A. Parent Survey	18
Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring); Student Attendance Percentage	20

List of Tables

Table 1. Afterschool Program Objectives and Description of How They were Measured	4
Table 2. Campus Logic Model Excerpts.....	8
Table 3. Number of Students, by Campus and Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014	11
Table 4. Student Gender, Ethnicity, and Limited English Proficiency Status, by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014.....	11
Table 5. Frequency of Program Administration at Dobie Middle School,	12
by Program Type, 2013–2014.....	12
Table 6. Student Participation in Afterschool Programs at Dobie Middle School,	12
by Program Component, 2013–2014.....	12
Table 7. Afterschool Center on Education (ACE) Participants’ Core Grade Point Average,	13
by School Year.....	13
Table 8. Afterschool Center on Education (ACE) Participants’ Course Completion, by School Year	13
Table 9. Average Absent Days of Afterschool Center on Education (ACE) Participants,	14
by School Year.....	14
Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year	14
Table 11. Percentage of Parents Indicating That They Participated in Afterschool Center on Education (ACE) Classes or Events, by Events/Activity Type	18
Table 12. Percentage of Parents Who Reported Each Quality of the Afterschool Center on Education (ACE) Program is Important.....	18

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 Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. ACE Austin provides a comprehensive range of out-of-school-time academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Building on its existing infrastructure of evidence-based out-of-school-time 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 for 30 hours per week for 4 weeks during summer. All activities focus on the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and workforce readiness/awareness.

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.

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 students; technology classes; parent support classes that focus on college readiness, child development, positive behavior, and ways to support student academic achievement; and family fitness nights, offered in partnership with ACTIVE Life Movement, a national organization dedicated to healthy lifestyles for all.

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.

College and workforce readiness/awareness. ACE Austin implemented the Get Ready for College program with 5th graders at selected campuses. Students were targeted based on teachers' recommendations. Participating students investigated careers, visited area colleges and universities, practiced public speaking skills, participated in service projects, and played lacrosse. 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.

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 through support and enrichment activities

The primary challenges at Dobie Middle School were students' difficulties with reading, math, and science, and a lack of students' respect for their teachers and peers. As a result, a series of programs was implemented to target students' reading, math, and science knowledge deficiencies, and behavioral issues. The following programs were implemented on campus: Summer Reading Club, Reading Tutoring AM, LaunchPad Reading workshops, STEM Robotics, math and science tutoring, LaunchPad Living for Success (CORE values and leadership lessons and mentorship), Cooking by Measurements, science fairs, and Dream Initiative Girls Club (self-esteem and core values class).

This report examines outcomes for the ACE program at Dobie Middle School, which served 341 students during the 2013–2014 school year.

Evaluation Strategy

Expectations

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

The ACE program used TEA Security Environment (TEASE), the Texas ACE web-based 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 TEASE for accurate reporting to 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 2012–2013 and 2013–2014. Program participants were categorized based on the total number of days they participated in the afterschool program: regular participants were students who participated in a program for 30 or more days, and non-regular participants were students who participated in a program between 1 and 29 days. Analyses were conducted to compare school outcomes (e.g., school attendance, discipline removals, core subject grade point average [GPA]; reading, mathematics [math], science, and social studies) and course completion percentages.

*School Attendance*²

The average number of school days absent was calculated for both the regular participant and non-regular participant groups. Absent days were defined as the total number of days a student did not come to school and included both excused and unexcused absences.

² The mean number of school days absent was reported as required by TEA in the *ACE Final Evaluator Report Guidelines*. It is noted, however, that the number of days absent does not take into account the number of days enrolled. Across AISD, it was found that in 2013-2014, there was a negative correlation between the number of days students were enrolled and their absenteeism rate ($r = -.29, p < .0001$), i.e., students who are enrolled fewer days of the school year are absent for a greater proportion of those days. An absence or attendance rate, which takes into account the days enrolled, would be a better measure of student engagement.

Discipline Removals

To examine the program impact on discipline referrals, the percentage of students who were disciplined was calculated for both the regular and non-regular participant groups. 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 drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included behaviors such as persistent misbehavior or fights.

Academic Achievement

Academic achievement was measured using school-year GPA in reading, math, science, and social studies and course completion percentages. The mean GPAs were calculated for coursework completed during the year, and the percentage of students who passed courses was also calculated.

Table 1. Afterschool Program Objectives and Description of How They were Measured

Program objective	Measurement	Data source
Decrease participants' school-day absences	Mean school day absence	Program participation file, AISD student attendance records
Improve behavior	Percentage of mandatory or discretionary discipline removals	Program participation file, AISD student discipline records
Improve academic performance	Core grade point average (reading, math, science, social studies)	Program participation file, AISD student grades records
	Course completion	Program participation file, AISD student grades records

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

High-quality out-of-school time (OST) programs are an integral part of the pipeline to graduation and college success. All the services and activities for this project were designed based on research about what works in OST programs—primarily research from the Department of Education’s “What Works” Clearing House publication *Structuring Out-of-School Time to Improve Academic Achievement* (Beckett et al., 2009) and research about family engagement from the Harvard Family Research Project (Westmoreland, 2009). The program used an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality (YPQ) and trained all afterschool staff members on best practices for activity development and implementation. In addition, all of the project’s family engagement activities were based on the national parent involvement standards established by the National Parent Teacher Association, including regular, two-way, meaningful communication between home and school; promotion and support of parenting skills; active parent participation in students’ learning; parents as welcome volunteer partners in schools; parents as full partners in school decisions that affect children and families; and outreach to community resources. ACE Austin and its partners took a coordinated approach to engaging families so those most in need would have multiple points of entry into the continuum of services available through this program.

During the spring and summer of 2013, a campus needs assessment was conducted. The program leadership analyzed indicators (e.g., Texas Assessment of Knowledge and Skills [TAKS] scores, students’ socioeconomic status, 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 the surrounding neighborhoods. Common themes emerged indicative of the campus needs, which included opportunities for extended learning, youth development, health and fitness, school safety, family engagement, and neighborhood safety.

The need for afterschool programming, family literacy, and youth program development far exceeds the current capacity of existing programs at these schools. Neighborhoods in flux need a point of stability, and these schools represent common ground—a place where people of all backgrounds can gather, support their children, and better themselves. In spite of the problems faced by these neighborhoods, a strong commitment by the school leadership, neighborhood association, service providers, police, and other collaborators already exists to make the community a better place for children. Together with their partners in this effort, these campuses have made connections with families that will keep children engaged in the educational process, increase academic achievement, improve life skills, build character, and help create a safer community.

Programming was developed based on the needs of Dobie Middle School. Upon implementation, project directors met with the site coordinator (SC) 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 (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC, who then met with the OST instructor. 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 are **specific, measurable, attainable, realistic, and timely** (SMART); staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide YPQ initiative. Leadership team members and all SCs were trained to use the nationally validated Youth Program Quality Assessment (YPQA) tool. Each semester, the QC and each SC conducted a minimum of two assessments using the YPQA tool, and the results of each assessment were used to guide the Center's quality improvement and professional development activity plan for instructors and vendor staff.

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 provided by Edvance. All afterschool instructors participated in YPQ training sessions, which were offered throughout the year; assessment tools and technique sessions; and instructional models sessions. To ensure that all TEA objectives were met, each objective had a professional development activity strategy for implementation. 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 Department of Education 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 targeted students in order 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

Marketing. Successful marketing and program promotion are essential, both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin marketing strategies focused on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasized both the community

benefits of OST programs, student and family benefits of participation, and the cost benefits of providing quality programs. When community members have buy-in, they become advocates for the program and assist in marketing and outreach for the program. School staff are also important in efforts to attract participants to the program and helping to connect students and families in need of appropriate services and activities. An important aspect of marketing and outreach is ensuring that programs create engaging environments where children and parents can experience success together. Satisfied participants become strong advocates who can also assist in marketing the program. Successful programs benefit from word-of-mouth, as well, creating greater demand as information about the program builds in the community.

Ongoing Monitoring. Ongoing monitoring of attendance patterns helped staff address issues that otherwise could have become barriers to regular attendance. ACE Austin staff took daily attendance and monitored absence patterns weekly. They worked with the family engagement specialist and the campus parent support specialist to notify parents of students' absences, and worked to address the causes of repeated absences. Direct parent participation in activities also increased students' participation levels.

Logic Model

A logic model was designed to guide the implementation of the ACE program at Dobie Middle School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Dobie Middle School includes six components: resources, implementation practices, outputs (activities), outputs (participation), intermediate outcomes, and impact. Table 2 lists the first four components of the logic model.

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
<p>HUMAN</p> <ul style="list-style-type: none"> Chris Lopez, Site Coordinator Leslie Dusing, Principal Diana Ruiz-Manzo, Parent Support Specialist Teachers Classified Staff Temp Hourly Staff Vendor Staff Parents Students Volunteers Community Partners <p>SUPPORT</p> <ul style="list-style-type: none"> Melissa Jones, Project Administrator John Shanks, Grant Director Jeanette, FES Data Support, Wanda Atwood Accounting Support, Adrienne or Treasure Laurie Celli, TAC Campus Leaders Community Leaders Social and Emotional Learning Dept. RTI Department Curriculum and Instruction Dept. 	<p>School Program Alignment</p> <ul style="list-style-type: none"> MOU’s with campus on file Curriculum aligned with district curriculum road map TEKS aligned lesson plans Needs Assessment Campus Improvement Plans Participation in Child Study Team Participation on Campus Advisory Council <p>Recruiting and Retaining (right students, right mix of students)</p> <ul style="list-style-type: none"> Students targeted for academic classes Consideration of student Social/Emotional Need Offer engaging activities <p>Integrating Student and Family Voice</p> <ul style="list-style-type: none"> Parent Surveys Student Surveys Parent Advisory Council <p>Ongoing Monitoring (data use and observation)</p> <ul style="list-style-type: none"> YPQ Assessments TX 21 Monthly 	<p>Academic Support</p> <ul style="list-style-type: none"> Homework Help Tutoring Reading and Math <p>Enrichment</p> <ul style="list-style-type: none"> <u>Fine Arts Enrichment</u> <u>STEM Enrichment</u> <u>Literacy Enrichment</u> <u>Leadership/Character Education</u> <u>Physical Activity/Health and Nutrition</u> <p>Family Engagement</p> <p>Parent Advisory Council</p> <ul style="list-style-type: none"> <u>Adult ESL</u> <u>LaunchPad Parent Engagement</u> <p>College and Career</p> <ul style="list-style-type: none"> <u>LaunchPad- Living For Success</u> 	<p>Academic Support</p> <ul style="list-style-type: none"> Homework Help - offered 3 hours per week serving 10 students Tutoring Reading and Math – offered 4 hours a week serving 20 students <p>Enrichment</p> <ul style="list-style-type: none"> <u>Fine Arts Enrichment offered 4 hours per week serving 30 students</u> <u>STEM Enrichment offered 8 hours per week serving 40 students</u> <u>Literacy Enrichment offered 5 hours per week serving 15 students</u> <u>Leadership/Character Education offered 8 hours per week serving 100 students</u> <u>Physical Activity/Health and Nutrition offered 8 hours per week serving 45 students</u> <p>Family Engagement</p> <p>Parent Advisory Council</p> <ul style="list-style-type: none"> <u>Adult ESL offered 4 hours per week serving 25 students</u> <u>LaunchPad Parent Engagement offered 2 hours per month serving 25 students</u> <p>College and Career</p> <p><u>LaunchPad- Living For</u></p>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> Innovation and Development Dept Central Texas Afterschool Network Travis County City of Austin KDK UTeach <p>CURRICULUM</p> <ul style="list-style-type: none"> Research based curriculum Sherelle Patisaul, Curriculum Specialist <p>Desiree Morales, Quality Coordinator</p>	<p>Attendance Reviews</p> <ul style="list-style-type: none"> Pre/post test <p>Professional Development</p> <ul style="list-style-type: none"> YPQ Lesson planning and delivery SEL, PBS, ELL Structured Play CPR/First Aide Summer Learning Best Practices <p>CTAN University</p>		<p><u>Success offered 4 hours per week serving 80 students</u></p>

Modifications

Program staff switched the Homework Help fall course to reading and math tutoring in the spring to prepare Dobie students for the State of Texas Assessment of Academic Readiness (STAAR) test.

Research Questions

Program Structure: Was the program implemented as intended?

Dobie Middle School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
------------------------------	---	---	---	---	---	---	---	---	---------------------------------

Resources: Were requisite resources available for program success?

With regard to resources, the program staff would have preferred larger amounts and a higher quality of resources. For example, it would be great to have iPads, MacBooks, new robot kits, better afternoon snacks, and other resources. The program would improve if funding were available for high-quality resources. However, considering the budget, the students serviced by the program received better grades and attended school more consistently than they would have without the program, and were engaged in their activities. This indicates the program staff made good use of the resources available.

Implementation Practices: Were program practices well implemented?

The program focused on students’ greatest needs. Staff learned from the principal,

teachers, students, and parents what they needed and wanted. After gathering that information, the program staff balanced needs and availability. The staff experienced similar challenges to those experienced by the principal and teachers; namely, when the program pushed hard for academics afterschool, the students' engagement decreased.

Outputs–Activities: Were activities targeted to student needs?

Instructional quality was managed by the site coordinator during daily room/program visits. In addition, ways to improve the program were discussed during monthly instructor meetings. The site coordinator always kept track of the programs and provided regular feedback so any necessary changes could be made.

Outputs–Participation: Were program modifications made to increase participation in program activities?

Following up with the instructors was the key to enhance participation. Instructors were asked to keep track of the level of participation in their programs. In addition, the site coordinator performed regular checkups on the programs to gauge attendance levels. When modifications were needed, the site coordinator discussed an action plan with the instructors (e.g., recruitment if attendance was low, and curriculum adjustment if students seemed to be losing interest in the course).

Opportunity Analysis: How many and how varied were the proposed activities allocated to academic support, enrichment, family engagement, college and career?

When deciding how to allocate activities to each of the four component areas, program staff chose to use the following logic:

- For academic support, learn from the principal what the academic needs are for the campus. Find and hire the best teachers on campus to tutor those specific subject needs. Offer tutoring support for 1 to 1.5 hours 4 days a week.
- Regarding enrichment, the majority of our student population need to grow socially in a fun and engaging program in which they can learn new trades and skills. To meet this need, program staff instituted several enrichment programs.
- Regarding college and career, the Launch Pad Living for Success program offered a high-quality college and career program throughout the year to all students. The program took place on Tuesdays and Thursdays, for 2 hours each day.
- In terms of family and engagement, staff made a change after the first semester to partner with the family engagement specialist and offer English as a second language (ESL) simultaneously. This boosted parents' attendance numbers by 80%. Parents were also engaged in LaunchPad parent courses. These two programs covered the family and engagement component.

Program Participation

Student Demographics

Table 3. Number of Students, by Campus and Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014

Campus	Regular participants		Non –regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Dobie Middle School	137	18%	204	27%	409	55%	750	100%

Source. ACE Austin participant records for 2013–2014; AISD student

Table 4. Student Gender, Ethnicity, and Limited English Proficiency Status, by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014

Demographics	Dobie Middle School	Participation status		
		Regular participants (n = 137)	Non-regular participants (n =204)	Non-participants (n =409)
Gender	Female	45%	40%	50%
	Male	55%	60%	50%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	2%	2%	3%
	Black or African American	10%	9%	10%
	Hispanic	82%	87%	83%
	Native Hawaiian or Other Pacific Islander	0%	1%	0%
	Two or more races	1%	0%	1%
Limited English proficiency	% LEP	32%	32%	39%

Source. ACE Austin participant records for 2013–2014; AISD student records

The majority of ACE regular participants and non-regular participants were male. There similar numbers of female and male students in the non-participant group. The majority of students in all three participation groups were Hispanic. Nearly one-third of the students were classified as limited English proficient (LEP) in all three groups; however, fewer regular and non-regular participants than non-

participants were classified as LEP. These findings reflected the Dobie Middle School student demographics.

Student Attendance in ACE Activities

Table 5. Frequency of Program Administration at Dobie Middle School, by Program Type, 2013–2014

Activity category	Frequency	Percent
Academic enrichment learning program	Site coordinator did not provide data for this table	

Source. Afterschool Center on Education Austin participant records for 2013–2014; AISD student records

Table 6. Student Participation in Afterschool Programs at Dobie Middle School, by Program Component, 2013–2014

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	67	11%		
Enrichment	493	77%		
Family engagement				
Career	76	12%		

Source. Afterschool Center on Education Austin participant records for 2013–2014

The highest attendance was observed at LaunchPad Living for Success, Marathon High, Dream Initiative, Reading AM, and YMCA Soccer. These classes had a strong curriculum, strong instructors, and a high number of volunteers. The lowest attendance was observed at the LP Parent Engagement Course (occurring three times per semester); however, because this was a monthly class, it was expected to have lower attendance.

The majority of students came to Dobie Middle School programs for the enrichment component. The program had a very high enrichment portion. The site coordinator plans to consider ways of partnering with Dobie to offer academic and career courses to boost the enrichment part of the program.

Program Intermediate Outcomes

Academic Achievement Outcome

One of the program objectives was to improve students' academic achievement. We compared the mean GPA in the core subject areas of reading, math, science, and social studies, and course completion percentages for students with regular participation and students with non-regular participation in the ACE Austin program for the 2013–2014 and 2012–2013 school years.

Both the regular participants and non-regular participants experienced a GPA improvement for all subjects from 2012–2013 to 2013–2014. Both groups also experienced increases in course completion during the same period.

Table 7. Afterschool Center on Education (ACE) Participants' Core Grade Point Average (GPA), by School Year

Dobie Middle School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.67	3.14	0.47	2.66	2.88	0.22
Math	2.56	3.13	0.57	2.59	2.88	0.29
Science	2.52	3.10	0.58	2.40	2.91	0.51
Social studies	2.87	3.58	0.71	2.86	3.41	0.54

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

Table 8. Afterschool Center on Education (ACE) Participants' Course Completion, by School Year

Dobie Middle School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
Course pass percentage	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	95.89%	97.06%	1.17%	94.53%	95.10%	0.57%

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

Attendance Outcome

Average absent days of 2013–2014 ACE program participants at Dobie Middle School were calculated in school year 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and included both excused and unexcused absences. Results

indicated that participants' mean absent days was greater in 2013–2014 than in 2012–2013 for both regular and non-regular participant groups.

Table 9. Average Absent Days of Afterschool Center on Education (ACE) Participants, by School Year

Dobie Middle School	Participation status					
	Regular participants		Days absent change	Non-regular participants		Days absent change
Attendance	2012–2013	2013–2014		2012–2013	2013–2014	
Mean days absent	5.27	6.37	1.10	7.15	10.64	3.49

Source. ACE Austin participant records for 2012–2014; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2012–2013 and 2013–2014 school years.

Discipline Outcome

The percentage of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014.

Both regular and non-regular participants experienced an increase in both mandatory and discretionary discipline removals in 2013–2014 compared to 2012–2013.

Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year

Dobie Middle School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Type of discipline removal	2012–2013	2013–2014	2012–2013	2013–2014	2012–2013	2013–2014
Mandatory	0.01	0.03	0.02	0.02	0.09	0.07
Discretionary	0.47	0.84	0.37	1.57	1.64	0.07

Source. ACE Austin participant records for 2012–2014; AISD student discipline records (ADIS)

Note. Discipline removals refer to only those discipline offenses for which the resulting disciplinary action was removal from the classroom (e.g., out-of-school suspension, placement in disciplinary alternative education program [DAEP]). All mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

Evaluator Commentary and Recommendations

Recommendation 1. Both the regular participants and non-regular participants experienced a GPA improvement for all subjects from 2012–2013 to 2013–2014. Both groups also experienced an increase in course completion during the same period.

Given the positive results for ACE Austin participants related to GPA and course passing rates, it is recommended that academic-related afterschool programs continue to serve students in need at Dobie Middle School.

Recommendation 2. The mean absent days increased for both regular and non-regular participants at Dobie Middle School from 2012–2013 to 2013–2014. To meet the program attendance goals, a closer alignment of program activities designed to address attendance issues is warranted.

Recommendation 3. Both the regular and non-regular participants experienced an increase in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. To meet the discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted. It is recommended that program staff at Dobie Middle School identify the specific programs and strategies used to decrease discretionary discipline removals.

Site Coordinator Commentary and Next Steps

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD DRE, ACE program staff at Dobie Middle School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. Seeing that our regular students are continuing to perform academically better than non-regular students, we will continue our current academic strategies and will continue to improve them.
2. Attendance data changed a lot from last year for the whole campus. Regular students still had a drastically better attendance percentage than did non-regular students. I believe a lot of the negative change was “out of our hands” because the school was in transition with principals.
3. Regular students’ discipline removal continues to be drastically lower than that of non-regular students. I believe a lot of the negative change was “out of our hands” because the school was in transition with principals.

References

- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>
- Westmoreland, H. (2009). Family involvement across learning settings. *Family Involvement Network of Educators (FINE) Newsletter*, 1(3). Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/family-involvement-across-learning-settings>

Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 229 parents of students who participated in ACE Austin Cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that family nights/ performances (48%) received most parent attendance this past year, followed by Zumba (26%) and English as a second language (ESL) (22%) (Table 11). Respondents recommended the ACE program offer the following classes: ESL (23%), family nights/ performance (21%) again next year.

Table 11. Percentage of Parents Indicating That They Participated in Afterschool Center on Education (ACE) Classes or Events, by Events/Activity Type

	%
Coffee	20%
English as a second language	22%
Family Nights/performances	48%
Literacy	6%
Love and Logic	4%
Social and Emotional Learning	0%
Strengthening families	5%
Zumba	26%

Source. ACE Austin Parent Survey 2014

When asked about the qualities of the ACE program that they considered important, parent respondents checked the following areas most often: safe environment (78%), opportunity to have fun (67%), and homework help (65%).

Table 12. Percentage of Parents Who Reported Each Quality of the Afterschool Center on Education (ACE) Program Is Important

	%
My child is in a safe environment afterschool	78%
Classes that encourage creativity	63%
Participation in sports and other physical activity	60%
Opportunity to have fun	67%
It's free of charge	63%
Free summer camp	37%
Fieldtrips	37%
Homework help	65%

Source. ACE Austin Parent Survey 2014

The majority (82% and 93%, respectively) of parent respondents indicated that the instructor

cared about their individual progress and that they were more connected to the school community as a result of attending these classes. The majority (82%) of parent respondents reported that they knew who to contact when they had questions about the ACE program. Parent survey respondents also reported that their children were doing better in school because of the after-school program (98%). Almost all of them (99%) believed that their children enjoyed the time in the afterschool program.

Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring); Student Attendance Percentage

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Year: 2014

C2 - Dobie MS

Student Counts

Total Students:	380	
Total Regular Students:	141	37%
Total Non-Regular Students:	239	63%

Student Counts by Ethnicity

1997 Standard	% of		% of		% of		% of		% of		
	Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop	Tot	Sub Pop	
Total:	Hispanic		Two or More		White		American Indian/Alaskan				
	309	81%	2	1%	19	5%	0	0%			
Regular:	111	29%	79%	2	1%	1%	9	2%	6%	0	0%
Non-Regular:	198	52%	83%	0	0%	0%	10	3%	4%	0	0%
Total:	Asian		African American		Hawaiian/Pacific						
	8	2%	41	11%	1	0%					
Regular:	3	1%	2%	16	4%	11%	0	0%	0%		
Non-Regular:	5	1%	2%	25	7%	10%	1	0%	0%		

Student Counts by Gender

Regular Male:	76	20%	Regular Female:	65	17%
Non-Regular Male:	140	37%	Non-Regular Female:	99	26%

Student Counts by Category

		% of			% of			% of				
		Tot	Sub Pop		Tot	Sub Pop		Tot	Sub Pop			
Regular:	LEP:	52	14%	37%	Eco. Dis.:	128	34%	91%	Special:	21	6%	15%
Non-Regular:	LEP:	73	19%	31%	Eco. Dis.:	185	49%	77%	Special:	36	9%	15%
Regular:	At Risk:	91	24%	65%	ESL:	49	13%	35%	Migrant:	0	0%	0%
Non-Regular:	At Risk:	133	35%	56%	ESL:	73	19%	31%	Migrant:	0	0%	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	0	0%	5th:	0	0%	9th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	84	22%	10th:	0	0%
	K:	0	0%	2nd:	0	0%	6th:	126	33%	10th:	0	0%
				3rd:	0	0%	7th:	36	9%	11th:	0	0%
				3rd:	0	0%	7th:	76	20%	11th:	0	0%
				4th:	0	0%	8th:	21	6%	12th:	0	0%
				4th:	0	0%	8th:	37	10%	12th:	0	0%

Activity Average Daily Attendance

Fall 2014

Printed Date: 8/5/2014

Report Description:

This report contains enrollment counts, number of days scheduled, days with attendance, and the average daily attendance for individual activities.

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C1 - Eastside Memorial High School at the Johnston Campus

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Art Design	24	0	28	28	3	3	0
Austin Youth Voices	1	0	2	2	1	1	0
Basketball Girls	14	0	29	27	10	9	0
Boys Sports	30	0	33	31	24	20	0
Computer Repair	9	0	28	29	2	2	0
Cooking	22	0	13	12	1	2	0
Drama	11	0	13	12	3	3	0
Driver's ED	28	0	17	17	14	14	0
Drum	19	0	28	27	3	3	0
Girls Sports Group	31	0	52	50	12	11	0
Girls Volley Group	17	0	41	41	14	13	0
Glamour Girls	31	0	42	41	8	8	0
Green Teens	27	0	13	14	5	5	0
Guitar Club	22	0	28	27	3	4	0
Homework Club Afternoon only	136	0	55	53	6	8	0
Latin Dance	32	0	9	9	7	7	0
Latin Dance Tuesday	27	0	11	10	1	3	0
Marathon High	29	0	24	22	8	9	0
Morning Library Club- Home Vid	41	0	69	67	6	6	0
Morning Sports	44	0	69	67	6	6	0
Music Groups	32	0	53	51	5	6	0
Nails	26	0	28	28	3	3	0
Nails Monday	5	0	3	4	0	1	0
Parent Awareness Group	0	23	13	12	0	0	2
Parent Computing	0	2	11	11	0	0	1
Peer Tutoring	56	0	12	13	0	4	0
Photography	13	0	17	17	1	2	0
Robotics	30	0	28	28	6	7	0
Rules of the Road	17	0	19	18	7	7	0
Sewing	8	0	18	18	2	2	0
Soccer	19	0	8	8	3	5	0
Video Games - PM	42	0	55	53	4	4	0
Wrestling	40	0	19	18	24	20	0
Zumba	0	5	36	34	0	0	2

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult ESL	0	27	15	13	0	0	3
Austin Film School	303	0	13	12	9	9	0
BONESHAKER	303	0	13	12	9	8	0
Cooking By Measurements	303	0	14	13	13	13	0
Dream Initiative	303	0	27	25	13	13	0
Fashion Class	303	0	14	14	11	10	0

Activity Average Daily Attendance

Printed Date: 8/5/2014

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Jewelry Making	289	0	13	12	11	9	0
Latinitas	303	0	14	14	7	6	0
Launchpad Living for Success	303	0	28	28	72	67	0
LP Parent Engagement Classes	0	34	2	3	0	0	12
Marathon High	303	0	24	29	26	24	0
Media Awareness Project	303	0	13	12	6	7	0
Minecraft	303	0	14	14	30	27	0
Reading AM	189	0	42	41	6	7	0
YMCA Robotics	303	0	14	13	13	14	0
YMCA Soccer	303	0	28	27	16	19	0

Center: C3 - Martin MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult ESL	4	3	10	11	0	0	2
AFS Film Club	246	0	10	19	0	3	0
Athletics	92	0	60	60	59	46	0
Badgerdog Publishing	30	0	10	11	2	3	0
Ballet Folklorico	246	0	20	21	8	8	0
Basketball Club	246	0	29	29	7	7	0
Beatlab	246	0	10	11	0	2	0
Bike Club	246	0	19	19	8	8	0
Cereal Readers	27	0	9	8	0	1	0
Chess Club	23	0	19	17	1	2	0
ClubGen	31	0	10	11	5	6	0
Comic Book Club	33	0	10	10	5	4	0
Con Mi Madre	3	0	3	4	2	2	0
Culinary Arts	246	0	19	21	4	4	0
Culture Booster	26	0	8	8	2	2	0
Flag Football	246	0	18	20	4	5	0
Game Time	246	0	20	21	3	3	0
Green Teens	246	0	9	18	3	3	0
Hip Hop	35	0	19	21	5	7	0
Homework Haven PM	248	0	39	48	2	4	0
Latinitas	246	0	10	12	5	5	0
Minecraft/Scratch Club	246	0	39	40	2	4	0
Monthly Alliance Mtgs.	17	10	12	12	0	0	1
Morning Sports	249	0	49	62	8	11	0
Piano Club	246	0	11	16	2	3	0
Robotics	25	0	20	20	0	2	0
Soccer	246	0	20	20	2	2	0
What Do You Think About ACE	230	10	20	20	40	44	1
Zumba	216	7	20	20	0	0	1

Activity Average Daily Attendance

Spring 2014

Printed Date: 8/5/2014

Report Description:

This report contains enrollment counts, number of days scheduled, days with attendance, and the average daily attendance for individual activities.

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C1 - Eastside Memorial High School at the Johnston Campus

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
SPP Social Studies: adult support	0	7	4	4	0	0	3
Art with Ryan	20	0	38	32	2	2	0
Ballet Folklorico	1	0	6	5	0	1	0
Bible Club	2	0	11	10	0	1	0
Boys Basketball	28	0	17	14	13	12	0
Boys Soccer	5	0	37	31	3	3	0
Chess Club	20	0	33	29	2	3	0
Computer Club	3	0	40	35	0	1	0
Drama	13	0	38	33	1	2	0
Driver's ED	17	0	21	19	12	12	0
SPP Social Studies: Driver's ED - Final Spring	18	0	20	19	12	10	0
SPP Social Studies: Driving Spring-Rules of the	12	0	26	22	7	6	0
Drum	20	0	38	33	4	5	0
Frisbee	9	0	10	9	0	2	0
Girl Sports	30	0	80	69	7	8	0
Girls Basketball	12	0	17	14	7	7	0
Girls Soccer	14	0	53	44	2	5	0
Girls Softball	16	0	83	71	9	8	0
Glamour Girls	29	0	60	53	6	6	0
Green Teens	10	0	19	16	5	5	0
Guitar Club	30	0	57	50	1	2	0
Hip Hop Club	9	0	20	16	0	1	0
Home/Video Mornings	26	0	99	83	4	5	0
Homework Club - Afternoons	90	0	80	69	5	5	0
Last Week of Fall Programming	190	0	5	5	94	91	0
SPP Social Studies: Latin Dance Spring	5	0	8	6	5	4	0
Marathon High - Running	18	0	25	22	4	4	0
Morning Sports	46	0	65	54	3	3	0
Movie Club	4	0	9	7	0	1	0
music groups	34	0	80	69	3	4	0
Nails	35	0	60	51	4	5	0
Robotics	14	0	40	34	4	4	0
Streight and Conditioning	53	0	75	65	6	7	0
Video Games - PM	36	0	76	66	5	5	0
Voice Lessons	13	0	20	16	2	3	0
Wrestling	36	0	17	14	11	12	0

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Adult ESL	0	48	37	35	0	0	15
Austin Film Society - spring	306	0	17	16	7	7	0
BONESHAKER	306	0	17	16	8	8	0
Cooking By Measurements	306	0	18	18	11	11	0

Activity Average Daily Attendance

Printed Date: 8/5/2014

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C2 - Dobie MS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Dream Initiative - spring	306	0	35	34	9	10	0
Fashion Class	306	0	18	15	7	7	0
Jewelry Making	306	0	17	16	7	8	0
Last Week of Fall Programming	264	25	5	5	54	50	4
Latinitas	306	0	18	14	5	6	0
Launchpad Living for Success	306	0	36	34	47	51	0
LP Parent Engagement Classes	0	48	1	1	0	0	4
Marathon High	306	0	21	26	8	10	0
Media Awareness Project	306	0	18	18	6	7	0
Minecraft	264	0	21	17	28	28	0
Target Tutoring PM	25	0	36	33	5	6	0
Theatre Club 6-8	264	0	4	4	2	2	0
YMCA Robotics	306	0	18	22	9	10	0
YMCA Soccer	306	0	36	34	10	13	0

Center: C3 - Martin MS

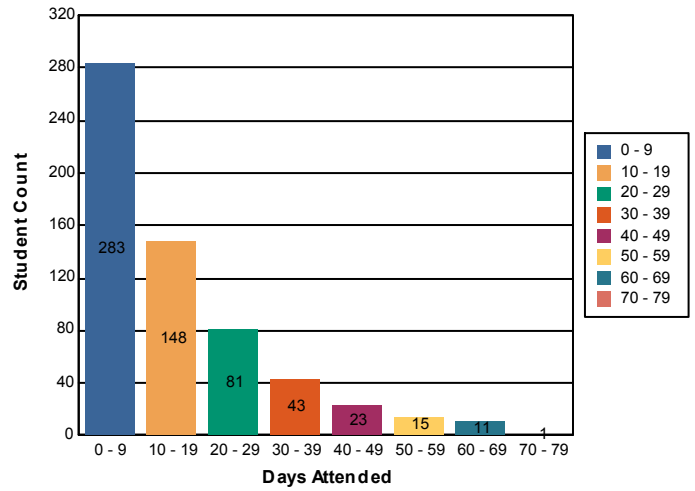
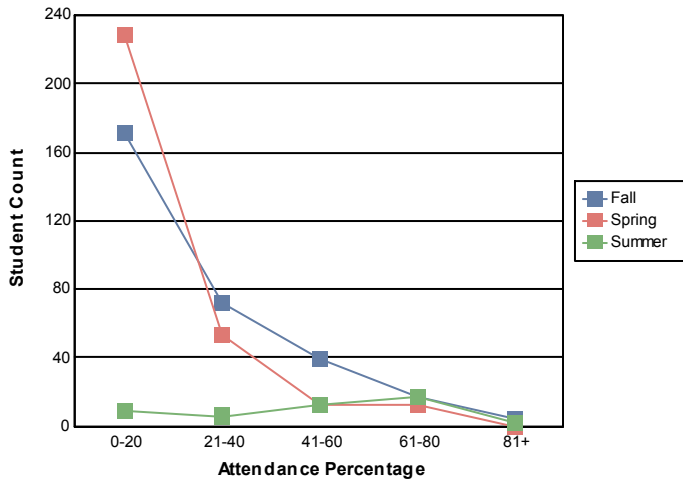
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
6th grade Culinary Arts	313	0	19	18	6	6	0
6th grade mindcraft	313	0	18	18	9	9	0
7th-8th Grade Culinary Arts	315	0	18	17	5	5	0
7th/8th grade Minecraft	320	0	17	17	10	11	0
Adult ESL	0	16	35	33	0	0	3
Afternoon Crafts	320	0	8	8	0	3	0
Afternoon LaCrosse	316	0	26	23	1	3	0
Austin Film Society	316	0	18	16	9	8	0
Ballet Folklorico	316	0	32	31	8	8	0
Basketball Club	316	0	71	83	16	17	0
Bike Club - spring	320	0	35	38	9	8	0
Chess Club	316	0	35	36	2	2	0
ClubGen	316	0	18	18	5	6	0
College & Career Readiness	316	0	25	22	4	4	0
Dominos	138	0	36	34	0	1	0
Family Night - Adults	0	44	89	79	0	0	1
Family Night - Students	320	4	89	79	0	1	0
Green Teens	316	0	18	17	5	5	0
Hip Hop Dance - spring	316	0	35	34	3	4	0
Homework Haven	316	0	71	73	4	5	0
Last week of Fall 2013 Program	315	0	3	3	20	23	0
Monthly Alliance Mtgs.	0	31	36	34	0	0	2
Morning Crafts	320	0	20	19	0	3	0
Morning Sports	316	0	79	69	20	19	0
Piano Club	316	0	1	1	1	1	0
Robotics	316	0	18	28	4	5	0
Target Tutoring	320	0	89	81	3	8	0
Team Athletics	320	0	85	79	10	12	0
Tech Girls	320	0	18	17	0	2	0
Video Game Design	316	0	3	2	2	2	0
Visual Arts	320	0	38	39	5	5	0
Zumba	0	17	36	33	0	0	2

Student Attendance Percentage - Grantee Level

Printed Date: 8/5/2014

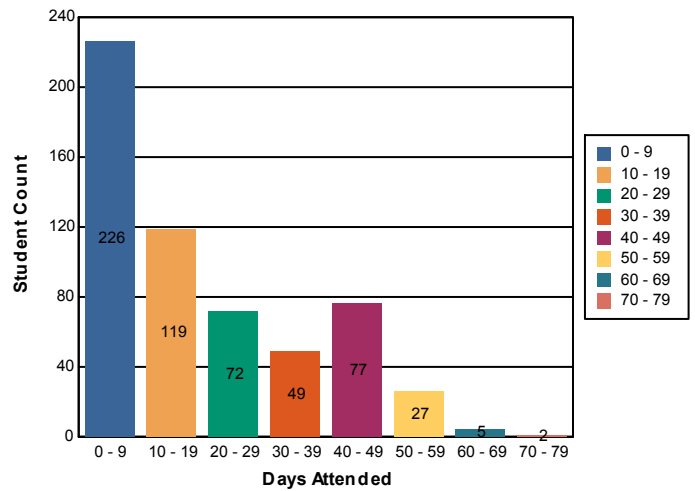
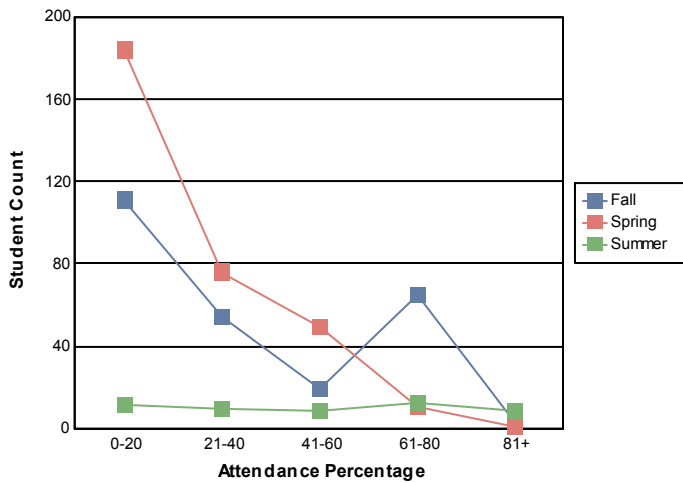
Grantee: Austin ISD

C2 - Dobie MS



Attendance %	Fall	Spring	Summer
0-20	171	228	9
21-40	72	53	6
41-60	39	12	12
61-80	17	13	17
81+	4	0	2
Total	303	306	46

C3 - Martin MS



Attendance %	Fall	Spring	Summer
0-20	111	184	11
21-40	54	76	9
41-60	19	49	8
61-80	65	10	12
81+	3	1	8
Total	252	320	48

AUSTIN INDEPENDENT SCHOOL DISTRICT

INTERIM SUPERINTENDENT OF SCHOOLS

Paul Cruz, Ph.D.

OFFICE OF CHIEF FINANCIAL OFFICER

Nicole Conley

DEPARTMENT OF RESEARCH AND EVALUATION

Holly Williams, Ph.D.

AUTHORS

Reetu Naik, M.A.

Hui Zhao, Ph.D.

Aline Orr, Ph.D.

Cinda Christian, Ph.D.



BOARD OF TRUSTEES

Vincent Torres, President

Gina Hinojosa, Vice President

Jayne Mathias, Secretary

Cheryl Bradley

Ann Teich

Amber Elenz

Lori Moya

Robert Schneider

Tamala Barksdale