## Afterschool Centers on Education

Cycle 7 AISD

Austin Independent School District

Hart Elementary School

Final Report 2013 2014



Austin Independent School District

Department of Program Evaluation

August 2014

This report was develop

(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 Hart Bementary School in Austin Independent School District (AISD) served 258 students. This report examines program implementation and outcomes of the ACE program at Hart Bementary School for the 2013 2014 school

for all grade levels

- 2. Continue academic strengthening in classes for younger and lower-grade-level students who do not qualify for tutorials
- 3. Possibly add lower-grade-level participation in STAARburst programming
- 4. Continue communication g Tm[Cc< D(n)3i(m)-stric(o)- Re(u)3furaens87u15 144.02e 1F8 19p.0om 0.0

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# **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 (<a href="http://www.austinisd.org/dre/about-us">http://www.austinisd.org/dre/about-us</a>) 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 coET9School

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 re1-

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

Gearing 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

to the program and helping to connect students and families in need of appropriate services and activities.

### Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation

#### **HUMAN**

Joel Delatorre,

**Ste Coordinator** 

David Dean,

Principal

Veronica Salazar.

Parent Support

<u>Specialist</u>

Teachers (4)

Classified Staff

(3)

Temp Hourly

Staff (13)

Vendor Staff (11)

<u>Parents</u>

Students

Volunteers

Community

<u>Partners</u>

(Walmart)

Other (HFD

Intern)

#### **SUPPORT**

Shirlene Justice,

Project

Administrator

Melissa Jones,

Interim Admin

John Shanks,

**Grant Director** 

Bena Rodriguez,

<u>FES</u>

Data Support,

Wanda Atwood

<u>Accounting</u>

Support,

<u>Treasure</u>

**McCarver** 

Laurie Celli, TAC

David Dean,

Principal; Sonia

Tosh, Assistant

group. Staffing was modified and reduced, and parent classes were changed, added, or removed due to

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

A monitoring system was in place during the year through the TEASE attendance entries and through personnel visits to the various classes. A drop in attendance in any of the classes was addressed by recruiting new students, using the assistance of the campus staff and teachers. In the spring, classes were either dropped or merged, depending on attendance levels in upper grades, due to the onset of tutorial classes.

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

In the fall, students were given two options per day, according to the needs assessment results from the previous spring.

ach student was placed in the class that best addressed his or her needs. Not only were students provided with academically supportive classes each week (occurring on alternate days), but they were also given enrichment choices for rounding the individual program. Family engagement and college/career activities were offered on an ongoing basis, and participants were given ample opportunity to attend regularly.

The difference in the program between fall and spring was based on student attendance, the availability of vendor classes, the addition of tutorials for upper grade levels, and the number of parent classes offered.

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# Program Intermediate Outcomes

Academic Achievement Outcome

## **Evaluator Commentary and Recommendations**

Recommendation 1. Regular participants did not experience a GPA improvement in all core subjects, except math, from 2012 2013 to 2013 2014. Non-regular participants did not experience a GPA improvement in all core subjects over the last year. However, both regular and non-regular participants experienced increased course passing rates from 2012 2013 to 2013 2014

Given the mixed results for ACE Austin participants related to GPA and course passing rates, it is recommended that academic-related afterschool programs implement changes to better align with program goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of students at Hart Bementary School.

Recommendation 2. The mean absent days of regular participants was greater in 2013 2014 than in 2012 2013, while the non-regular participants experienced a decrease in mean absent

# 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

## 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

Education (Field Glasses Cr. Events, by Eve	ind hours typo
	%
Coffee	20%
English as a second language	22%
Family Nights/Performances	48%
Literacy	6%
Love & Logic	4%

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.

2013 2014 ACE Center Final Report

Printed Date: 8/5/2014

Grantee: Austin ISD

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

more... Year: 2014

C6 - Hart ES

### **Student Counts**

Total Students: 277

Total Regular Students: 230 83%
Total Non-Regular Students: 47 17%

1007.0			% of			% of			% of			% of
1997 Standard		% of	Sub		% of	Sub		% of	Sub		% of	Sub
		Tot	Pop		Tot	Pop		Tot	Pop		Tot	Pop
				Two	or More							
	222	80%		2	1%		5	2%		0	0%	
	186	67%	81%	2	1%	1%	5	2%	2%	0	0%	0%
150	36	13%	77%	208 0	0%	0%	0	0%	6 0%	0	0%	0%
26				343 rican	America	n			3			
Total:	14	5%		32	12%		1	0%				
Regular:	11	4%	5%	26	9%	11%	0	0%	0%			
Non-Regular:	3	1%	6%	6	2%	13%	1	0%	2%			

			% of	% of			% of	% of			% of	% of
			Tot	Sub			Tot	Sub			Tot	Sub
				Pop				Pop				Pop
Regular:	LEP:		54%	65%	Eco. Dis.:		75%	90%	Special:		2%	3%
Non-Regular:	LEP:		9%	55%	Eco. Dis.:		12%	70%	Special:		1%	6%
Regular:	At Risk:	179	65%	78%	ESL:	41	15%	18%	Migrant:	0	0%	0%
Non-Regular:	At Risk:	31	11%	66%	ESL:	5	2%	11%	Migrant:	0	0%	0%

Regular:	PreK:	0	0%	1st:	27	10%	5th:	60	22%	9th:	0	0%
on-Regular:	PreK:	0	0%	1st:	4	1%	5th:	11	4%	9th:	0	0%
	K:	33	12%	2nd:	31	11%	6th:	0	0%	10th:	0	0%
	K:	2	1%	2nd:	5	2%	6th:	0	0%	10th:	0	0%
				3rd:	48	17%	7th:	0	0%	11th:	0	0%
				3rd:	17	6%	7th:	0	0%	11th:	0	0%
				4th:	31	11%	8th:	0	0%	12th:	0	0%
				4th:	8	3%	8th:	0	0%	12th:	0	0%

Printed Date: 8/5/2014

Grantee: Austin ISD

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

## Center: C6 - Hart ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Animal Science 4B	18	0	19	18	17	16	0
Dance & Musical Theatre 3B	53	0	20	20	30	30	0
ELA - 3rd	23	0	18	18	17	16	0
ELA - 4th	10	0	19	18	9	9	0
Film & Photography 5th	15	0	10	10	0	3	0
Fine Arts - 1A	18	0	9	8	11	12	0
Fine Arts - 1B	16	0	10	10	14	14	0
Fine Arts-Chess 1A	18	0	10	10	11	13	0
Fine Arts-Chess 1B	16	0	10	10	14	13	0
Health, Nutrition, Cooking K-A	11	0	19	18	8	9	0
Health, Nutrition, Cooking K-B	12	0	20	20	11	10	0
Hip Hop Dance 3rd-5th	6	0	10	10	6	5	0
II Animal Science 4B	15	0	7	6	15	13	0
II Animal Science 4B Homework	15	0	7	6	15	13	0
II Animal Science 4b PE	15	0	7	6	15	13	0
II Dance/Musical Theatre 3B	31	0	8	8	22	18	0
II Dance/Musical Theatre 3B HW	32	0	8	8	23	19	0
II Dance/Musical Theatre 3B-PE	31	0	8	8	23	20	0
II ELA - 3rd HW	15	0	8	8	11	9	0
II ELA - 3rd PE	15	0	8	8	11	9	0
II ELA - 4th	9	0	7	6	7	7	0
II ELA 3rd	15	0	8	8	11	9	0
II ELA 4th Homework	9	0	7	6	8	7	0
II ELA 4th PE	9	0	7	6	2	4	0
II Film & Photography 5th	25	0	4	3	18	14	0
II Film & Photography 5th=PE	24	0	4	3	7	11	0
II Film/Photography 5th Hmwk	22	0	4	3	7	10	0
II Fine Arts - 1A	15	0	3	3	0	5	0
II Fine Arts - 1A - Homework	15	0	3	3	0	5	0
II Fine Arts 1A PE	15	0	3	3	0	5	0
II Fine Arts 1B	12	0	5	5	0	5	0
II Fine Arts 1B Homework	12	0	4	4	4	6	0
II Fine Arts 1B PE	12	0	4	4	4	6	0
II Fine Arts Chess 1A	13	0	4	3	12	9	0
II Fine Arts Chess 1A Homework	13	0	4	3	0	5	0
I Fine Arts Chess 1A PE	13	0	4	3	12	9	0
II Fine Arts Chess 1B	11	0	5	5	0	4	0
II Fine Arts Chess 1B Homework	12	0	4	4	2	5	0
II Fine Arts Chess 1B PE	12	0	5	5	0	4	0
II Health Nutrition,Ckg KA HW						4	0
II Health&NutritionCkg KA PE	8	0	3	3	7	7	0
II Health, Nutrition, Ckg KA	10	0	3	3	8	8	0

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### Activity Average Daily Attendance

Printed Date: 8/5/2014

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

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	Students	Adults	Days	Days	Student	Student	Adult
ACTIVITY	Enrolled	Enrolled	Schedule	Attended	Median	ADA	ADA

659 0.906 sc ET 250.75 -124.9 4dtin MS, and more...

Grantee: Austin ISD

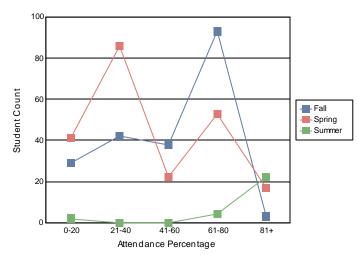
Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

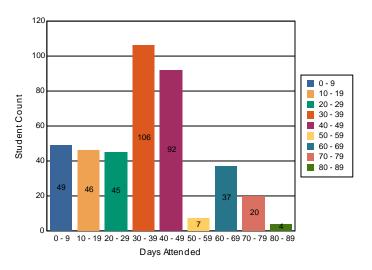
Center: C6 - Hart ES							
	Students	Adults	Days	Days	Student	Student	Adult
ACTIVITY	Enrolled	Enrolled	Schedule	Attended	Median	ADA	ADA
After School Homework	77	0	50	46	72	48	0
AISD AFTERSCHOOL Showcase	19	0	1	1	19	19	0
K - Creative Action - HMWK	16	0	35	33	11	11	0
K - Creative Action - PE	16	0	35	33	11	12	0
K - Creative Action Activity	16	0	35	33	11	12	0
K - Health, Nutr & Ckg HMWK	16	0	36	32	11	11	0
K - Health, Nutr & Ckg PE	16	0	36	32	11	12	0
K - Health, Nutr &Ckg Activity	16	0	36	32	11	12	0
Last Week of Fall Programming	141	0	5	5	124	107	0
Parent ESL Classes	0	3	28	26	0	0	3
Parent Roundup Spring	0	36	38	35	0	0	13

Printed Date: 8/5/2014

## Grantee: Austin ISD

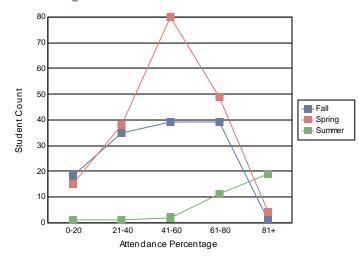
### C6 - Hart ES

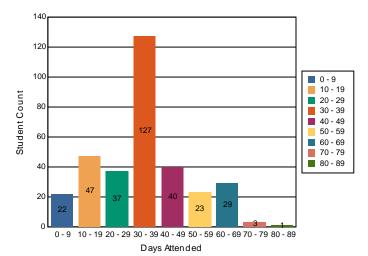




Attendance %	Fall	Spring	Summer
0-20	29	41	2
21-40	42	86	0
41-60	38	22	0
61-80	93	53	4
81+	3	17	22
Total	205	219	28

## C7 - Langford ES





Attendance %	Fall	Spring	Summer
0-20	18	15	1
21-40	35	38	1
41-60	39	80	2
61-80	39	49	11
81+	1	4	19
Total	132	186	34

# AUSTIN INDEPENDENT SCHOOL DISTRICT

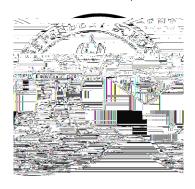
INTERIM SUPERINTENDENT OF SCHOOLS Paul Oruz, Ph.D.

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. Onda Christian, Ph.D.



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Publication Number 13.60a RB iv August 2014