

The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 9 – Year Two



Region XIII, Education Service Center

EDUSERV, INC. AND CANIZALEZ CONSULTING SERVICES | JULY 2018

The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers

Cycle 9 – Year Two

Grantee Final Report 2018

Prepared by



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Canizales Consulting Services

This report meets the reporting requirements associated with the Afterschool Centers on Education (ACE) funded by 21st Century Community Learning Centers grants. The report incorporates all the mandated report elements and outline provided in the ACE Evaluator Report Guidelines 2016-17

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21st CCLC Cycle 9, Year Two – 2018 Grantee Final Evaluation Report
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I. Executive Summary

The Afterschool Center on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center (CCLS) grants authorized under the Title IV, Part B of the Elementary and Secondary 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.

The Central Texas ACE Collaboration (CTAC) Program is comprised of ten (10) centers serving four school districts, three charter schools and one private school. This report examines the outcomes of the Cycle 9 grant awarded to the (CTAC) Program during its 2017-2018 school year.

During its second year of operation, the (CTAC) grant program served 3,268 students of which 2,080 were enrolled as ACE program participants. Of those 2,080 ACE program enrollees, 1275 were regular ACE program participants attending at least 30 days or more of programming activities. Over seven hundred parents participated in adult and family education programs. The individual centers identified in the (CTAC) program are as follows:

- Center 1: Bartlett Schools
- Center 2: Rockdale Elementary
- Center 3: San Juan Diego Catholic High School
- Center 4: Katherine Anne Porter Charter School
- Center 5: Rockdale Intermediate School
- Center 6: Rockdale Junior High School
- Center 7: Texas Empowerment Academy Elementary School
- Center 8: Texas Empowerment Academy Middle School
- Center 9: Rockdale High School
- Center 10: Smithville Elementary School

Listed below is a major summary of findings for the “**combined**” ten centers.

Finding: There was a 0.35 decrease in English Language Arts from semester 1 to semester 2

Finding: There was a 0.50 decrease in Mathematics from semester 1 to semester 2

Finding: There was a 0.95 decrease in Science from Semester 1 to Semester 2

Finding: There was a 0.21 decrease in Social Studies from Semester one to Semester 2

Finding: The CTAC combined average daily attendance of regular ACE program enrollees increased by 9.55 days from semester one to semester two.

Finding: Survey results indicated that 63% of students, 61% of parents and 60% of staff either agreed or strongly agreed that program students had improved in their behavior during the 2017-18 school year.

Finding: Survey results showed 65% of students, 71% of parents and 72% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2017-2018 school year.

Finding: Survey results showed 62% of students, 58% of parents and 64% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2017-2018 school year.

Finding: According to the most recent (2016-2017) Texas Academic Performance Report (TAPR) the 4-Year Graduation Rate without Exclusions (GR 9-12) rate for Rockdale High School was 94.4%, for Katherine Anne Porter Charter School was 90.0% and data San Juan Diego Catholic High School was not available at the time of reporting.

II. Introduction and Purpose of Program

a. Theory of Action

Research indicated that a variety of characteristics were commonly held by an exemplary after-school program. External evaluators, project director and site coordinators agreed to adopt and excel in each of the twenty-one characteristics of an effective after-school program. Thus, the overall goal that drives the CTAC program is to achieve a level of excellence as defined by the following twenty-one characteristics of an effective after-school program.

1. Includes objectives and goals that are well understood by all stakeholders.
2. Includes a program that is organized and structured and is appropriate for the child.
3. Includes a teacher / student ratio that is reasonable for the particular activity offered.
4. Includes a staff that is professional, trained, and friendly and maintains a positive relationship with all of the children.
5. Includes a program that addresses the academic, personal, physical and social skills of students.
6. Includes challenging activities and provides opportunities for the students to increase their level of understanding of complex concepts.
7. Includes no wasted or down time.
8. Includes activities that encourage students to grow mentally, emotionally and physically.
9. Includes an awareness and appreciation for student safety.
10. Includes activities with high level of student participation.
11. Includes positive reinforcement that enhances confidence and increases self-esteem.
12. Includes a high level of fun activities for students.
13. Includes activities that help develop the social, physical and mental needs of children.
14. Includes defined procedures for handling attendance and behavioral issues.
15. Includes parental activities that address needs and interests of parents.
16. Includes a balance of academic, enrichment, college and workforce readiness and family and parental support service activities.
17. Includes a high level of stakeholder satisfaction with the program.
18. Includes collaboration and partnership building with community organizations.
19. Includes plans for sustainability.
20. Includes a supportive and strong leadership team comprised of campus administration, site coordinator and project director.
21. Includes a high level of communication between stakeholders.

It was the program's focus on the four activity components listed in the logic model that drove the activity offerings for parents and students. Those components included activities that addressed academic support, enrichment, family and parental support and college/workforce readiness.

http://www.cse.ucla.edu/products/policy/huang_mapb_v5.pdf

<https://www.naesp.org/resources/2/Principal/2006/M-Jp34.pdf>

<http://www.afterschoolalliance.org/myCommunityLook.cfm>

b. Description of Centers

The Central Texas ACE Collaboration (CTAC) is a partnership made up of small schools in the Central Texas area, managed jointly through a partnership of Education Service Center, Region 13 (ESC 13) and the Austin Community College (ACC). This collaboration consists of three independent school districts, three private schools and one charter school, serving students in grades from Pre-Kindergarten to grade 12. This collaboration allows a direct pathway to higher education and career training. All of the 10 schools in CTAC formerly collaborated in the Cycle 7 21st CCLC Texas ACE Project led by Region XIII Education Service Center. The experiences learned from the Cycle 7 Project have enabled the current collaboration of schools to share lessons learned and create mentor schools. This partnership has built a strong, effective and sustainable out-of-school time (OST) program. Members of this collaboration have shared successful strategies for engaging high-risk youth at state and national 21st CCLC conferences. The addition of ACC brings expertise on parent engagement, adult basic education, character development and a better linkage with higher education and post-secondary career training. Region XIII is a recognized leader in providing training and technical assistance to campuses in Central Texas on improving academic competencies, strategic tutoring, and positive behavior intervention and college and career readiness. This partnership has expanded the community partnerships, family engagement and adult education outreach programs available to the ten participating centers.

The campuses partnering in CTAC are all smaller schools that have limited resources and infrastructure to oversee and manage the various components of 21st CCLC Texas ACE operations and accountability. All ten centers have great needs, in terms of at-risk students, academic achievement gaps and scarcity of community resources for students and their family members. Sharing strengths and experiences with proven, evidence-based strategies using the PRIME Blueprint planning process and associated tools have provided the necessary tools to boost student achievement, increase attendance, improve behavior, and keep students on track for timely promotion and graduation.

Key components of the CTAC program include integrated OST time academic tutoring, academic enrichment, technology training, and extracurricular learning for enrolled students and their family members. CTAC offers high quality learning opportunities to students who have been identified by their campus administration, teachers or parents as in need of additional assistance, either academic, behavioral, or both. Each school provides before school learning time, where students can receive tutoring, complete homework assignments and use the school's computer and library resources. Students in the after-school program are provided a range of learning opportunities, including homework assistance, tutoring in core academic areas, technology, fine arts, health/wellness, college and career exploration opportunities, and physical fitness. Each day, students participate in a minimum of one academic learning activity and one enrichment activity. These programs are offered 4-5 days per week during the school year and four 6 hours per day for four weeks in the summer. There are also occasional special weekend and evening activities available to students and their parents.

Each CTAC campus offers targeted parent and family learning opportunities, including parenting classes, strategies to support student learning, English as a Second Language classes, technology training, and Adult Basic Education and college/career preparation activities. ACC has taken the lead in providing training, technical assistance and expertise in serving the adult and family members. Finally, many diverse community partners continue to participate in these programs. They provide volunteer assistance, college and career readiness opportunities, high engagement classes and resources to support the program at each center. It is the general belief of the administrative and support team that building parent and community support is necessary to create an effective and sustainable program.

c. Overall Goals

There are five program objectives or intermediate outcomes identified for each. Samples of specific expectations and the intended strategies to use are listed below.

1. To improve academic performance

Expectation: To see underperforming students improve in all areas.

Strategy: Provide assessment-based academic assistance and academic enrichment for under-performing students

Expectation: For all students to master their current grade level work, move on to their next grade and pass their STAAR exams.

Strategy: Subject matter teachers provide homework help to students. Our clubs (enrichment classes) are an enhancement to the day-to-day lesson plans.

Expectation: To improve in math, science and writing.

Strategy: Provide tutorials, involve students in activities where they are utilizing core academic subjects in everyday lessons, provide quality instruction and assistance.

Strategy: Provide tutorials, involve students in activities where they are utilizing core academic subjects in everyday lessons, provide quality instruction and assistance. Students will also work on homework and/or receive support with classroom work.

Expectation: Students will show improvement in reading and math.

Strategy: There are opportunities for students to receive morning homework help. Most enrichment classes have a connection to the content areas of math and reading. Tutorials are offered in math and reading and tie into instruction during the school day.

Strategy: The program offers a strong tutorial program for those students who are in need of specific help to address needs in skills and concepts. The enrichment activities also contain a strong academic component.

Expectation: Students will improve in Math, ELA, Science, and Social Studies subject areas.

Strategy: The offering of a variety of tutorial classes as well as enrichment classes, program offerings such as science and writing, and the project-based learning activities.

Expectation: To improve in math, science and writing.

Strategy: To Improve Academic Performance, subject specific tutorials, homework help, and benchmark testing are provided.

2. To improve attendance

Expectation: To improve student daily attendance.

Strategy: Encourage students to attend their regular day classes and the after-school program by rewarding attendance and successes and offering enrichment activities that appeal to student interests. Also, improving mastery of content, building stronger relationships, and making school fun through tutorials and enrichment activities.

Strategy: Encourage students to attend their regular day classes and the after-school program by rewarding attendance and successes and offering enrichment activities that appeal to student interests.

Strategy: San Juan Diego has a very strict attendance policy. The office administrators stay on top of class attendance. The Vice-Principle takes care of addressing absences with each student.

Strategy: Offer unique and engaging after-school opportunities that corroborate regular school day experiences

Expectation: School attendance will be improved or maintained.

Strategy: Students enjoy the different activities offered in the after-school program and in order to participate in the program the students must be in attendance during the school day. Also, the help given means that students are not intimidated by school.

Strategy: Because after-school participation is based on students being present during the regular school day, students who enjoy the afterschool program will show up on a regular basis to their school day classes.

Expectation: Students will attend school regularly and seek to increase attendance rates.

Strategy: Encouraging the students daily and providing a good learning environment for the students.

Expectation: That all school day students attend the program and stay until the program ends at 6:00 pm.

Strategy: By offering clubs (enrichment classes) that the students are interested in then that increases their excitement and they want to participate.

3. To improve behavior

Expectation: To decrease behavior referrals from the classroom teachers.

Strategy: By improving mastery of content, building stronger relationships, and making school fun through tutorials and enrichment activities we will decrease behavior referrals and increase positive behavior.

Strategy: Encourage student positive behavior by rewarding excellence and successes and nominating students for "Student of the Month" when showing positive behavior in school and after-school activities.

Expectation: Students will demonstrate good behavior.

Strategy: We are working on a reward system for good behavior. I personally also ask different students each day about what "color" they are on and make it a point to make a big deal about good colors. I want the students to know that people care about how they act and that it is important to behave in school. On the flip side, there are also steps taken if a student misbehaves and the student can be removed from the program.

Strategy: Encourage student positive behavior by rewarding excellence and successes through awarding Right Choice coupons – also a regular school day program.

Strategy: A positive environment for the students and a variety of enrichment activities that are attractive and enjoyable for the students. The school also teaches all students Steven Covey's *The Leader in Me* leadership skills.

Expectation: To decrease behavior referrals from teachers, faculty, and staff.

Strategy: This being a Catholic School Student behavior that is deemed inappropriate is handled immediately by Faculty, Staff, who then takes the matter to the Dean of Discipline.

Expectation: To reduce number of student ISS referrals and increase the number of “good news reports” presented on the campuses.

Strategy: To offer constructive beyond-school hour activities that provide students occasions for social/emotional development.

Expectation: That the program helps support the regular school day staff with improving student behavior.

Strategy: Children cannot participate in the after-school program if their regular school day classroom behavior is unacceptable. Students are taught to show respect for each other.

Expectation: Continually reinforce the student behavior expectations from the day time and address disciplinary matters accordingly.

Strategy: If any disciplinary problems persist from a student then they are addressed according to each student. This is to not allow disruption to their other students.

4. To improve promotion rates

Expectation: To improve or maintain promotion rates

Strategy: Provide study sessions, tutorials and enrichment activities that help students perform better in the regular school day. By improving mastery of content, building stronger relationships, and making school fun through enrichment activities. Students are also receiving more personalized instruction through an on-line curriculum.

Strategy: Provide study sessions, tutorials and enrichment activities that help students perform better in the regular school day.

Strategy: All students and parents are aware of the academic expectations for each student. Parents and students are involved in setting goals for each child. We provide homework help and tutorials to support students.

Strategy: Offer homework assistance and tutoring that helps students fill gaps in understanding of school and testing material so that they are promoted.

Expectation: All students will be promoted

Strategy: By targeting students who need the most help and encouraging them to come after-school and before school, these students will receive extra help in the areas they need it in. This means that students are more likely to be promoted.

Expectation: Students are expected to achieve skills to promote to next grade level.

Strategy: The targeting of students that are at-risk and that are headed toward failure if there is no intervention. The tutorials will focus on students’ academic needs. Students are identified at regularly scheduled Educational Concerns Committee (ECC) meetings.

Expectation: All students advance to the next grade level

Strategy: Provide homework help, tutorials and enrichment activities that help students perform better in the regular school day. If students are acting right and their academic performance is good, it will follow that they will be successful in school and will likely be promoted to the next grade level.

Strategy: Students who complete their work, attend school and maintain. Improve their behavior are having success. Which means they will be promoted to their next grade level.

5. To improve graduation rates

Expectation: To improve graduation rates.

Strategy: Provide the assistance needed in academics and activities that will keep students involved and engaged in their regular school day. By improving mastery of content, building stronger relationships, and making school fun through enrichment activities. Students are also receiving more personalized instruction through an on-line curriculum.

Strategy: Target the 2% of students who are at risk of not graduating and identifying their academic needs to keep them motivated. Communicating with parents on a regular basis about the status of their students' academic needs.

Expectation: To improve graduation rates by providing a meaningful environment that gives hope to students that otherwise they would not have.

Strategy: Provide the assistance needed in academics and activities that will keep students involved and engaged in their regular school day.

III. Evaluation Strategy Plan

For purposes of evaluation reporting the CTAC Program used two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. The descriptive research design was used because it provided external evaluators and the program administrators with a comprehensive set of information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program at each center. In order to obtain a more detailed set of data that accurately represented how well the ACE program operated during the 2017-2018 school year, it was necessary to obtain data from a larger population of students than those enrolled in the ACE program. The quasi-experimental research design enabled the external evaluators to make comparisons between three groups of students, those that were regular 21st CCLC attendees, those that were non-regular 21st CCLC attendees and those that were non-participants. ACE program participants with 30+ days of attendance were defined as “regular”, those with 1-29 days of attendance as “non-regular”; and those with 0 days attendance as “non-participants”.

Summary of Combined Centers

A. Student enrollment and 21st CCLC program attendance:

Total combined campus enrollment	3268
# 21 st CCLC students enrolled	2080
% of students enrolled	64%
Total # of parent participants	700 +

B. Program Calendar (Dates on individual center may vary)

	Month	Day	Year
Fall start date	9	5	2017
Fall end date	12	08	2017
Spring start date	1	15	2018
Spring end date	5	18	2018
Summer start date	6	11	2018
Summer end date	7	20	2018

C. Program Schedule

Number of morning hours per week scheduled	46.5
Number of after-school hours per week scheduled	107.5
Combined total of morning and after-school hours per week	154
Number of days per week program is offered	4

D. Staff Information

Teacher Categories	#	%
Campus certified teachers	118	64%
Non campus certified teachers	5	3%
Non-certified teachers	60	33%
Total number teachers in ACE	183	

E. ACE Student Demographics

Ethnicity Information

Ethnicity	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
American Ind.	29	0.9%	26	1.3%	7	0.5%
Asian	22	0.7%	10	0.5%	4	0.3%
African Amer.	575	17.6%	480	23.1%	390	30.6%
Hispanic	1117	34.2%	649	31.2%	419	32.9%
White	1488	45.5%	878	42.2%	418	32.8%
Mixed	37	1.1%	37	1.8%	37	2.9%
Totals	3268	100.0%	2080	100.0%	1275	100.0%

Gender Information

Gender	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
Males	1670	51.1%	1057	50.8%	649	50.9%
Females	1598	48.9%	1023	49.2%	626	49.1%
Totals	3268	100.0%	2080	100.0%	1275	100.0%

Grade Level of Students

Grade	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
PreK	24	0.7%	17	0.8%	13	1.0%
K	290	8.9%	94	4.5%	74	5.8%
1	293	9.0%	130	6.3%	113	8.9%
2	274	8.4%	133	6.4%	112	8.8%
3	300	9.2%	168	8.1%	119	9.3%
4	329	10.1%	169	8.1%	115	9.0%
5	317	9.7%	182	8.8%	123	9.6%
6	299	9.1%	165	7.9%	106	8.3%
7	188	5.8%	179	8.6%	88	6.9%
8	149	4.6%	136	6.5%	61	4.8%
9	230	7.0%	218	10.5%	121	9.5%
10	216	6.6%	189	9.1%	100	7.8%
11	203	6.2%	175	8.4%	89	7.0%
12	156	4.8%	125	6.0%	41	3.2%
Totals	3268	100.0%	2080	100.0%	1275	100.0%

F. ACE Program Participation

Student Participation Types	Combined Campuses	
	#	%
ACE General Program Participant	2080	63.6%
ACE Regular Program Participant	1275	39.0%
Non-ACE Participant	1188	36.4%
Total Combined Campus Enrollment	3268	

G. Activity Types Offered

Activity Types	Academic Activities	Enrichment Activities	Family Engagement	College Readiness
Number of different activities offered	59	72	22	23
Proportion of time assigned to each activity type	34 %	41 %	12 %	13 %

IV. Program Support Strategy

General Grantee Information

This section describes the approach taken and data used to prioritize services by each of the ten centers. Where possible explanations will be provided on activity development, training, professional development, campus support, supplies and equipment, observational protocols, marketing and recruitment.

Center 1: Bartlett Schools

Bartlett ISD invites all student enrollees to participate in the ACE program. As a Title I district, participants in the ACE program come from a low socio economic family background and are representative of the student population. Approximately 60-70% of the students are Hispanic. These children are in need of individualized assistance in the academic areas, especially in math and English language arts.

The ACE program extends learning after the regular school day with fun hands-on activities during both the tutorial and enrichment sections. It provides linkage with classroom academics with technology integrated into the program. The program provides Reading and Math academic intervention and enrichment to students in grades PreK through Grade 12. The intent of the program is that all students will experience success in the regular classroom. In addition, Parents are invited to participate in multiple, periodic evening family events designed to promote shared information, partnerships and community building.

The local school district provides the facilities and utilities that included the use of the regular classrooms, the cafeteria, library and a gym. The district information services department provides access to the student system and its varied report capabilities including reports that help identify specific needs of students. The majority of ACE Program staff members are regular certified school day teachers. This ensures that collaboration is happening and that learning in ACE connects with the classroom learning experience. The majority of ACE students have their regular classroom teacher as their after-school teacher.

Center 2. Rockdale Elementary School

At Rockdale Elementary (RES) there is daily communication between the ACE coordinator, teachers and administration regarding the needs of the students. In addition, teachers, principals, and the ACE coordinator meet in RTI and ECC meetings to discuss students who have the greatest academic need, what those student needs might be, and how best to address them. This allows RES to offer a relatively seamless cross between the regular school day and the afterschool program. Having the majority of teachers on campus teaching in tutorials and enrichments also allows for ACE to be able to provide the help the students need during the regular school day. Teachers and administrators communicate regularly with the ACE staff through emails, shared ACE documents, grade-level RTI/ECC meetings and have common access to student assessment data when identifying students who need to attend ACE, thus

making it easier to address specific student needs.

The RES ACE staff is primarily comprised of teachers who teach in the regular school day. This allows a continuous flow between the regular school day and the ACE program and their learning experiences.

The ACE program is a tremendous asset to the regular school day program in that many of the current after-school activities would not be an option for our students if not for the ACE grant. In addition to providing math and reading tutorials to students each day, throughout the week the program also offers a variety of enrichment activities and homework help every morning. Program attendance in the tutorial and enrichment classes shows that students enjoy coming and rarely miss if they are in school. The fact that the program has many teachers from the regular school day that teach before and after-school allows the program to provide more academic support to this population of students.

The local school district provided the facilities and utilities that included the use of the regular classrooms, the cafeteria, library, gym, computer lab, and outside playground areas. Campus staff support includes teachers, administrators, counselors, office staff, and school nurse. Information about students is received from the office staff and the PEIMS coordinator. Other grants that benefit the program include the Free and Reduced program which provides the students snacks in the afternoon and a “grab and go” breakfast in the morning.

Some of the community partners include KRXT (local radio station), Rockdale Reporter (local newspaper), Milam County Master Naturalist, Hughes Insurance Agency, Austin Community College, Rockdale Police Department, GFL Americas, Mr. Gattis, Lee's Landing, Hillcrest Kid Safe Program, KRXT, Rockdale Reporter, Pizza Hut and Little River Healthcare.

Center 3: San Juan Diego Catholic High School

San Juan Diego Catholic High School offers a relatively seamless transition between the regular school day and the afterschool program. Having the majority of teachers on campus teaching in tutorials and enrichments also allows for ACE to be able to provide the help the students need during the regular school day. Teachers and administrators communicate regularly with the ACE staff through emails, shared ACE documents, grade-level meetings and have common access to student assessment data when identifying students who need to attend ACE, thus making it easier to address specific student needs.

The ACE staff is primarily comprised of teachers who teach in the regular school day. This allows a continuous flow between the regular school day and the ACE program and their learning experiences. Tutors who are not part of the regular school day require regular school day teachers to observe their afterschool tutoring session and provide verbal feedback. By communicating with each other face to face, they are in a constant state of learning from each other and their experiences.

In addition to providing math and reading tutorials to students throughout the week the program also offers enrichment activities and homework help every day. Program attendance in the tutorial and enrichment classes shows that students enjoy coming and rarely miss if they are in school. The fact that the program has a large number of teachers from the regular school day that teach after-school allows the program to provide more academic support to this population of students.

The local Catholic Church provides the facilities twice a week for cheer practice. Campus support services included the teachers, the campus administration, and counselors who identified students in need.

Community partners include Dell Computers, Boys and Girls Club, Grounded in Music, San Jose Church, ABC Driving, Charles Schwab, Austin Learning Center, and St. Ignatius Catholic School.

Center4: Katherine Anne Porter Charter School (KAP)

Having the majority of teachers on campus teaching in tutorials and enrichments allows for KAPS ACE to be able to provide the help the students need during the regular school day. Teachers and administrators communicate regularly with the ACE staff through emails, shared ACE documents, grade-level meetings and have common access to student assessment data when identifying students who need to attend ACE, thus making it easier to address specific student needs. A team comprised of the Superintendent, Principal, Registrar, Special Education Director, school counselor, site coordinator and the IT Director meet weekly to discuss the needs of the campus student population and how best to serve their educational requirements. During each meeting all members are encouraged to bring items for discussion to the team for collaboration.

The ACE staff is primarily comprised of teachers who teach in the regular school day. This allows a seamless connection between the regular school day and the ACE program and their learning experiences.

The ACE program is a tremendous asset to the regular school day program in that many of the after-school activities would not be an option for our students if not for the ACE grant. Program attendance in the tutorial and enrichment classes shows that students enjoy coming and rarely miss if they are in school.

The local charter school provided the facilities and utilities that included the use of the regular classrooms, the cafeteria, library, campus gym, music room, Mac Lab, Theater, and the garden. Campus support services included the teacher leaders, the IT Services, Registrar, Principal and counselors who identified students in need.

Community partners include the Hays County Master Naturalists, NASA, Wimberley Lion's Club, Wimberley Outdoor Educators and the Wimberley Village Library, Jacob's Well.

Center 5. Rockdale Intermediate School

Teachers providing tutorial assistance in the Rockdale Intermediate School (RIS) ACE program are the regular school day classroom teachers, therefore, student needs are very well understood. The ACE coordinator, teachers, principal, and counselor determine needs of students during each grading period in ECC/RTI meetings. Shared access of data during the ECC/RTI meetings provides assurance that student needs are being met. CBA, STAAR, and previous STAAR data is available to all staff members having a shared interest in student needs.

The ACE staff is comprised of teachers who teach in the regular school day. This allows a continuous flow between the regular school day and the ACE program and their learning experiences.

Students participating in ACE have opportunities not only to strengthen their academics through subject-specific tutorials, but also to participate in extra-curricular activities they might not otherwise be exposed to. Tutorials are strongly encouraged throughout the RIS campus and supported by all staff. The

enrichment activities afford students opportunities to develop life-long interests in areas such as cooking, gardening, technical and arts and crafts. Many of these activities are community-based service projects, allowing students to see their efforts making a difference in their community.

The ACE program at RIS is highly recognized by staff, students and parents as a strong program, providing for the whole development of the child through tutorials and enrichment activities that allow the students to be actively involved in community service projects. Parent requests are often for their child to be involved in service project activities.

A variety of resources are available that contribute to the program's success. Those resources were either provided by the local school district or were provided by community partners. The local school district provided the facilities and utilities that included the use of the regular classrooms, the cafeteria, library and the two campus gyms. Campus support services included the teacher leaders, the campus administration, counselors who identified students in need, and the school resource officer who assisted with security. The district information services department provided access to the student system and its varied report capabilities including reports that would single out ACE students.

Community partners included the local media in way of radio station KRXT and Rockdale Reporter, as well as support of local chamber of commerce in promoting the program.

Center 6: Rockdale Junior High School

The shared understanding and direction of identified students at Rockdale Junior High (RJH) is relatively seamless between regular day and the after-school program. RJH grade-level teachers and the principal meet during each grading period in ECC meetings to identify students with academic needs. The ACE coordinator is also in attendance at each of the grade-level meetings. Student academic needs for both regular day and ACE are also identified by classroom teachers based on prior STAAR data and current CBA data. Teachers and administrators communicate regularly with the ACE staff through emails, shared ACE attendance rosters, the grade-level Educational Concerns Committees (ECC) and have shared access to student assessment data when identifying students who need to attend ACE.

The ACE program is a tremendous asset to the regular school day program in that many of the after-school activities would not be an option for our students if not for the ACE grant. In addition to providing tutorial sessions, the program also offers academic enrichment activities and sessions of open access to the Library. Also offered are enrichment activities and focused homework help sessions. Within each week, students have different sessions available before and after-school to support their academic development and personal growth.

The local school district provided the facilities and utilities that included the use of the regular classrooms, the cafeteria, library, computer labs, cafeteria, school tennis courts, and the campus gym. Snacks are provided via the free and reduced lunch program. Campus support services include Science & Math campus coordinator, the campus administrators, office secretaries, and Food Services campus manager. The district information services department provided access to the student system and its varied report capabilities and PIEMS clerk assistance when generating reports.

Community partners included the local Lion's Club officer co-leading our Leo Club, the local newspaper (The Rockdale Reporter) and the local radio station (KRXT) providing media coverage, and the local Chamber of Commerce.

Center 7. Texas Empowerment Academy Elementary

The Texas Empowerment Academy Elementary was able to implement the ACE program as intended because ACE Program personnel attend the regular school day training and attend Texas ACE workshops offered. The site coordinator also provides annual training for the ACE Program personnel and regular school day personnel focused on knowledge gained from ACE Workshops. There is also daily communication between the ACE coordinator, teachers and administration regarding the needs of the students. In addition, teachers, principals, and the ACE coordinator meet to discuss students who have the greatest academic need, what those needs might be, and how best to address them. This allows Texas Empowerment Academy Elementary to offer a relatively seamless cross between the regular school day and the afterschool program. Having the majority of teachers on campus teaching in tutorials and enrichments also allows for ACE to be able to provide the help the students need during the regular school day. Teachers and administrators communicate regularly with the ACE staff through emails, shared ACE documents, grade-level meetings and have common access to student assessment data when identifying students who need to attend ACE, thus making it easier to address specific student needs.

The ACE Math and Reading enrichment classes support the regular school day program by implementing what the students are learning in our enrichment activities, thus increasing academic support. The Martial Arts program also gives students opportunities that their parents would not have been able to afford. In addition to providing math and reading enrichment, tutorials are also provided to students each day and 45 minutes of homework help every morning. Program attendance in the tutorial and enrichment classes shows that students enjoy coming and rarely miss if they are in school. The fact that the program has many teachers from the regular school day that teach before and after-school allows the program to provide more academic support to this population of students.

The local school provides the facilities and utilities that include the use of regular classrooms, the cafeteria, playground and gym. The office manager helps with the completion and submission of time cards, HR, parent emails, and requisitions. Campus support services include the campus administration and school security.

Community partners include the local HEB grocery store, Knights of Peter Claver, Hope Lutheran Church, Austin Community College, Austin Karate Club, and Maintwins (Music Lessons).

Center 8. Texas Empowerment Academy Middle School

In order to best meet the needs of students, the Texas Empowerment Academy Middle School ACE tutorial offerings in math, science and reading are based on the student's academic performance grades and needs identified for students based on the STAAR test results. The Texas Empowerment Academy MS improvement plan specifies that the ACE program goal is to tailor its offerings in these areas to ensure continued student improvement on the academics and successful passing of the STAAR exam.

With the ACE program staff being the same as the regular school day staff, there is an awareness of what is important and what is needed to meet the students' needs. At the same time building relationships with parents and students that make program efforts in ACE more meaningful and more productive are evidenced in improvement of their grades and test scores.

When developing lesson plans for the after-school program, every effort is made to continue the reinforcement of the regular school day.

The school provides the facilities and utilities used in the program and included the use of classrooms, the cafeteria, dance studio, as well as the agricultural area. Campus support services include the district budget manager who assisted with time card and requisition processing.

A variety of community partners provided invaluable resources to the program. They included the local Gulf Club, Professional Dancers and Professional Musicians.

Center 9: Rockdale High School

The ACE Coordinator and the regular day staff talk on a regular basis about the needs of the students. The ACE Coordinator is included in the RTI meetings and has input into what is set up for after-school extended learning. The ACE Coordinator compiled a list of students who needed extra reading, extra math and science help. Because of shared access to data involving the students, it was easier to address specific student needs.

The ACE staff is primarily composed of teachers who teach in the regular school day. This allows a continuous flow between the regular school day and the ACE program and their learning experiences.

The ACE program provides a wealth of encouragement and opportunities for our students that would otherwise not be available. It is a huge asset to the regular school day program in that many of the after-school activities would not be an option for our students if not for the ACE grant. In addition to providing math and reading tutorials to students each day, the program also offered enrichment activities and homework help every morning. Program attendance in the tutorial and enrichment classes shows that students enjoy coming and rarely miss if they are in school. Having a large number of regular school day teachers working in the afterschool program allows the program to provide the education support that the students need.

The local school district is very supportive of the afterschool program and makes all facilities available, which includes regular classrooms, cafeteria, gyms, library, auditorium, and weight room. Campus support services included the teachers, the campus administration, counselors who identified students in need, custodians, cafeteria staff, and the transportation system. The PEIMS coordinator provided all necessary information required for reporting.

Community partners included the Rockdale Reporter, City of Rockdale, Chamber of Commerce, Walmart and the Rotary Club.

Center 10: Smithville Elementary School

There is ongoing communication between the ACE coordinator, teachers and administration regarding the needs of the students. In addition, teachers, parents, and the ACE coordinator meet to discuss how to serve students having the greatest need. Consequently, ACE academic programs stay closely aligned to the regular school day activities. Having teachers from every grade or subject on campus teaching in tutorials and enrichments also allows for ACE to be able to provide the help the students need during the regular school day.

The Smithville ISD (SISD) ACE staff is primarily comprised of teachers who teach in the regular school day. Thus, students are exposed to a variety of teaching styles and perspectives that all align with district standards and improvement goals.

The SISD ACE program offers a number of programs that are not available as part of the regular school day curriculum. ACE is there to support students before and after school. Nearly a quarter of all students across the elementary and middle school campuses are regular attendees at ACE. Students are motivated to come for some of the unique offerings made possible at their request.

The local school district has made available resources spanning two campuses. Two main campuses, two gymnasiums, cafeteria facilities and personnel are just a few basics available for housing students. Deliberate inclusion of the ACE Site Coordinator on several committees, academic teams, and easy access to academic records have been available since the start and continue to be available for daily use.

A variety of community partners have provided resources greatly appreciated by the ACE program: Smithville PD, Students Standing Strong, Smithville Library and Sylvan Learning Centers. These groups have made monetary or in-kind donations in the forms of educational instructors, or supplies.

V. Program Participation

A. The Right Students Served

The characteristics of program participants and their level of participation in program activities is shown in the various charts provided in this report. Data from those centers shows that the students at each center that were in most need of services have enjoyed a high level of participation in all activities offered. Site coordinators utilized not only the data available in the TEASE system, but also the student demographic and performance data that was more readily available locally.

The evaluators recognize that significant progress has been made toward addressing and achieving the stated program goals. An examination of the pairing of activities to students indicates that every effort has been made to provide the most appropriate services to the targeted population of students. Even the stakeholders acknowledged this observation with their responses on the spring 2018 stakeholder survey.

B. The Right Activities

The selection of activities offered during the 2017-18 school year was a response to identified special needs and interests of students. The following nine categories detail a sampling of major activities offered during the fall and spring semesters of 2017-18.

1. Academic Support Activities Included:

- Tutorials in Math, English, Science and Social Studies
- STAAR Tutoring in ELA and Math
- Tutorials in Spanish
- Homework Help
- Reading Support
- Small Group Study Time
- Project Based Learning

2. Enrichment Activities with Academic Focus Included:

- Building Literacy
- Secondary Science Nights
- Shakespeare Club
- 3 D Printing
- Technology Classes
- Ed2Go
- Edgenuity
- Driver's Education
- Legos/Magnets and Construction
- Theatre
- Service Project
- World Travel
- Book Club
- Creative Writing Club
- SAT Prep

3. Enrichment Activities with Cultural Arts Focus Included:

- Art
- Music Enrichment
- Creative Writing
- Spanish Club
- Choir Club
- Music Club
- Dance
- Cooking
- Photography
- Garden Club
- Theatre
- Arts and Crafts
- STEP Team

4. Enrichment Activities with Health/Wellness Focus Included:

- First Aid
- Decision Making
- Earth Club
- Fit for Life

5. Enrichment Activities with Technology Focus Included:

- Computer Coding
- Study Island
- Video/Editing Classes
- 3D Printing

6. Enrichment Activities with Recreation Focus Included:

- Zumba
- Sports Classes

7. Enrichment Activities with Character/Social Skills Focus Included:

- Band
- Theatre
- Dance

8. Family, Parent and Student and Parent Support Activities Included:

- Monthly Town Meetings
- Parent University

9. College and Workforce Readiness Activities Included:

- Floral Design
- Computer Applications
- Culinary Arts
- Food and Nutrition

VI. Program Intermediate Outcomes

A. Expectations

The Region XIII Education Service Center ACE Program is driven by the five intermediate outcomes listed in each center's logic model found at the end of each centers report. Those intermediate outcomes have helped to focus the structure and the philosophy surrounding the after-school program as it is being implemented in each of the centers.

The five intermediate outcomes and their related expectations for individual centers are identified below.

1. To improve academic performance:

- By having the expectation that all students will show improvement in reading, math, science and social studies
- By having the expectation that all students will show improved performance on benchmark tests
- By having the expectation that the ACE program will provide TEKS Targeted Clinics to improve student academic performance
- By having the expectation that the ACE program will provide a program that includes TEKS expectations to improve student academic performance
- By having the expectation that all students attending tutorials will show significant improvement in their academic grades
- By having the expectation that the after-school program will offer assessment-based tutorial programs
- By having the expectation that all students will be promoted to their next grade level
- By having the expectation that all students will pass their STAAR exams
- By having the expectation that all students will appreciate learning

2. To improve attendance:

- By having the expectation that school attendance will be maintained or improved
- By having the expectation that students will attend school on a more regular and consistent basis
- By having the expectation that staff members will work together to help improve student attendance
- By having the expectation that an appealing ACE program will cause students to come to school
- By having the expectation that students in the after-school program will stay until the end at 5:30 pm or 6:00 pm
- By having the expectation that program offerings will make students want to attend the program
- By having the expectation that students will be excited about the after-school program and will want to be in school in order to attend the after-school offerings
- By having the expectation that school attendance will improve by 2%

3. To improve behavior:

- By having the expectation that proper student behavior will be demonstrated by all students

- By having the expectation that students will demonstrate respectful behavior
- By having the expectation that the ACE program will utilize the parents to help improve student behavior
- By having an expectation that the ACE program will help support the regular school day staff with student behavior
- By having the expectation that one-on-one contact with children will show them the correct behavioral direction
- By having the expectation that students will have acceptable behavior during the school day so that they can participate in the after-school program
- By having the expectation that discipline referrals will decrease by 5%
- By having the expectation that the establishment of an incentive system will motivate students to behave
- By having the expectation that the Human Development Day program will improve student behavior

4. To improve promotion rates:

- By having the expectation that all students will be expected to achieve skills necessary to be promoted to next grade level
- By having the expectation that the after-school program will establish positive relationships between students and staff so as to facilitate student promotion
- By having the expectation that the program provides tutorials to assist students with academic needs
- By having the expectation that students with the greatest risk of being retained are identified and monitored
- By having the expectation that the program will be an encouragement to students via regular monitoring of their grades and their tutoring needs
- By having the expectation that ACE and parent/teacher conferences will help with student promotion
- By having the expectation that 4H and parent/teacher conferences will help with student promotion

5. To improve graduation rates:

- By having the expectation that all students will graduate
- By having the expectation that the program will establish good relationships between students and staff members and thus help with student graduating
- By having an expectation that students attend tutorials, attend school and behave appropriately so that they can graduate
- By having the expectation that the after-school program helps to monitor where students are in their various courses and when necessary encourage them to attend the tutorials
- By having the expectation that the after-school program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability during their regular school day and encourages students to continue their education.

B. Analysis of Achievement

The charts shown below provide a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. Each chart contains a comparison analysis from three groups of students from the combined ten centers. The comparison groups of students are a) all students enrolled on the CTAC center campuses, b) all students on CTAC center campuses who enrolled in the ACE program and c) all those students from the CTAC center campuses who were not only enrolled in the after-school program, but who met the criteria for being identified as regular participants.

General Summary

1. Are there a greater number of students experiencing improvement in each of the five intermediate outcomes?
 - a. Improvement in academic performance: Yes
 - b. Improvement in attendance: Yes
 - c. Improvement in behavior: Yes
 - d. Improvement in promotion rates: Yes
 - e. Improvement in graduation rates: Yes

2. Are there a greater percent of students experiencing improvement in each of the five intermediate outcomes?
 - a. Improvement in academic performance: Yes
 - b. Improvement in attendance: Yes
 - c. Improvement in behavior: Yes
 - d. Improvement in promotion rates: Yes
 - e. Improvement in graduation rates: Yes

3. Are there greater amounts of improvements by students?
 - a. Improvement in academic performance: Yes
 - b. Improvement in attendance: Yes
 - c. Improvement in behavior: Yes
 - d. Improvement in promotion rates: Yes
 - e. Improvement in graduation rates: Yes

i. Achievement in Regular Classroom Academic Performance

English Language Arts: Grade change by regular ACE program students from semester 1 to semester 2:

Center Number	Change	Increase or Decrease
1	1.03	Increase
2	-7.95	Decrease
3	-0.68	Decrease
4	1.10	Increase
5	-0.43	Decrease
6	2.56	Increase
7	-1.20	Decrease
8	0.59	Increase
9	-2.06	Decrease
10	-1.28	Decrease
All Centers	-0.61	Decrease

Mathematics: Grade change by regular ACE program students from semester 1 to semester 2:

Center Number	Change	Increase or Decrease
1	1.30	Increase
2	-5.07	Decrease
3	1.28	Increase
4	1.32	Increase
5	-0.39	Decrease
6	1.87	Increase
7	-3.07	Decrease
8	2.86	Increase
9	0.35	Increase
10	-0.73	Decrease
All Centers	-0.03	Decrease

Science: Grade change by regular ACE program students from semester 1 to semester 2:

Center Number	Change	Increase or Decrease
1	0.19	Increase
2	-6.85	Decrease
3	0.71	Increase
4	0.18	Increase
5	-0.25	Decrease
6	-0.98	Decrease
7	-4.45	Decrease
8	0.53	Increase
9	-0.84	Decrease
10	-0.91	Decrease
All Centers	-1.19	Decrease

Social Studies: Grade change by regular ACE program students from semester 1 to semester 2:

Center Number	Change	Increase or Decrease
1	0.22	Increase
2	-6.00	Decrease
3	0.79	Increase
4	-0.32	Decrease
5	-0.67	Decrease
6	1.41	Increase
7	-4.68	Decrease
8	0.25	Increase
9	0.17	Increase
10	0.01	Increase
All Centers	-0.75	Decrease

ii. Achievement in State Assessment Performance (STAAR Test*)

English Language Arts: Passing rate of all center students versus regular ACE program attendees:

Center Number	All Students	Regular 21 st CCLC Attendees
1	66.0 %	65.3 %
2	N/A	N/A
3	N/A	N/A
4	83.0 %	84.7 %
5	76.8 %	59.6 %
6	74.4 %	61.4 %
7	N/A	N/A
8	36.3 %	37.2 %
9	67.6 %	59.7 %
10	84.9 %	76.5 %
All Centers	72.7 %	59.8 %

Mathematics: Passing rate of all center students versus regular ACE program attendees:

Center Number	All Students	Regular 21 st CCLC Attendees
1	69.6 %	68.1 %
2	N/A	N/A
3	N/A	N/A
4	82.8 %	84.6 %
5	80.7 %	67.9 %
6	79.3 %	72.8 %
7	N/A	N/A
8	28.8 %	28.9 %
9	80.0 %	82.2 %
10	88.4 %	81.2 %
All Centers	77.3 %	64.9 %

Science: Passing rate of all center students versus regular ACE program attendees:

Center Number	All Students	Regular 21 st CCLC Attendees
1	69.4 %	46.7 %
2	N/A	N/A
3	N/A	N/A
4	95.2 %	96.4 %
5	74.4 %	50.0 %
6	68.0 %	61.3 %
7	N/A	N/A
8	54.4 %	55.6 %
9	79.9 %	72.6 %
10	85.9 %	78.6 %
All Centers	77.3 %	70.3 %

Social Studies: Passing rate of all center students versus regular ACE program attendees:

Center Number	All Students	Regular 21 st CCLC Attendees
1	61.5 %	14.3 %
2	N/A	N/A
3	N/A	N/A
4	93.2 %	92.3 %
5	N/A	N/A
6	51.5 %	48.4 %
7	N/A	N/A
8	28.6 %	28.6 %
9	90.6 %	73.7 %
10	N/A	N/A
All Centers	69.4 %	59.7 %

iii. Achievement in Attendance Improvement

The CTAC combined average daily attendance of regular ACE program enrollees increased by 9.31 days from semester one to semester two.

iv. Achievement in Behavior Improvement

The combined results of all (CTAC) centers indicates that stakeholders perceived an improvement in student behavior. Survey results indicated that 63% of students, 61% of parents and 60% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2017-2018 school year.

v. Achievement in Promotion Improvement

Improvement in academic performance and in regular school day attendance are two factors that contribute greatly to student promotion success. Using the combined center results from the survey administered in spring 65% of students, 71% of parents and 72% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2017-2018 school year. On that same survey 62% of students, 58% of parents and 64% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2017-2018 school year.

vi. Achievement in Graduation Improvement (Applicable only to High School)

According to the most recent (2016-2017) Texas Academic Performance Report (TAPR) the 4- Year Graduation Rate without Exclusions (GR 9-12) rate for Rockdale High School was 94.4%, for Katherine Anne Porter Charter School was 90.0% and data San Juan Diego Catholic High School was not available at the time of reporting.

3. Achievement in Regular Classroom Academic Performance

English Language Arts			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	85.01	84.66	-0.35
All 21st CCLC enrolled students	83.94	83.53	-0.41
All 21st CCLC regular students	83.79	83.18	-0.61

Mathematics			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	84.39	83.88	-0.50
All 21st CCLC enrolled students	83.11	83.19	0.08
All 21st CCLC regular students	82.62	82.58	-0.03

Science			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	86.26	85.31	-0.95
All 21st CCLC enrolled students	85.38	84.32	-1.06
All 21st CCLC regular students	85.32	84.13	-1.19

Social Studies			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	80.18	79.97	-0.21
All 21st CCLC enrolled students	83.62	83.25	-0.37
All 21st CCLC regular students	81.88	81.13	-0.75

4. Achievement in State Assessment Performance

English Language Arts Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	72.7%
All 21st CCLC enrolled students	66.7%
All 21st CCLC regular students	59.8%

Mathematics Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	77.3%
All 21st CCLC enrolled students	71.2%
All 21st CCLC regular students	64.9%

Science Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	77.3%
All 21st CCLC enrolled students	73.9%
All 21st CCLC regular students	70.3%

Social Studies Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	69.4%
All 21st CCLC enrolled students	66.8%
All 21st CCLC regular students	59.7%

5. Achievement in Attendance Improvement

Note: Caution is advised in interpreting the average semester attendance of the groups of students. There are factors that can impact the average for any group. For example, if a student enters in the middle of the semester or leaves in the middle of the semester, his/her days of attendance will be different than those students who entered the school year on the first day of school and remained enrolled until the end of the spring semester.

Classroom Attendance			
Comparison of Average Semester Attendance Change			
Avg. Calendar Days: 1st Semester = 80 days 2nd Semester = 92 days			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	75.31	84.87	9.55
All 21st CCLC enrolled students	76.30	85.72	9.41
All 21st CCLC regular students	77.47	86.78	9.31

6. Achievement in Absence Improvement

Classroom Absences			
Comparison of Average Semester Absences Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	3.51	5.54	2.03
All 21st CCLC enrolled students	3.35	5.18	1.84
All 21st CCLC regular students	2.79	4.45	1.66

7. Achievement in Behavior Improvement

Improvement in Student Behavior in School			
Level of Agreement from Stakeholders			
	Student (Q3:14)	Parent (Q3:14)	Staff (Q3:17)
Strongly Agree	38%	31%	24%
Agree	25%	30%	36%
Neutral	18%	34%	31%
Disagree	7%	3%	7%
Strongly Disagree	12%	2%	2%

Student Discipline			
Comparison of Average Disciplinary Incidents			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	0.39	0.61	0.22
All 21st CCLC enrolled students	0.51	0.80	0.29
All 21st CCLC regular students	0.31	0.49	0.18

VII. Program Impact

The external evaluators and the ACE program director agreed that it was important to use two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. That decision necessitated the requirement for access to on-line student data that was housed in the various Information Services Departments serving the individual centers. Their assistance in obtaining the correct and timely information was greatly appreciated.

The descriptive research design was used because it better enables one to provide comprehensive information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program on the local center site. In order to provide a more comprehensive center report that more accurately represented how well the ACE program operated during this school year, it was necessary to obtain data from a larger population of students than those enrolled in the ACE program.

The quasi-experimental research design provided a comparison between three groups of students on this center, those that were regular 21st CCLC attendees, those that were non-regular 21st CCLC attendees and those that were non-participants. Charts were provided in Section 6 of this report that gave a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. Each chart contained a comparison analysis from three groups of students on the CTAC combined campuses. Since only one year of data was readily available, the evaluator and ACE program staff decided to use a first and second semester comparison of the three groups of students.

Please refer to Section 6 of this report under the heading "Analysis of Achievement." That portion of the report will provide student performance comparison data for grades, school attendance, school discipline referrals, course completion and achievement test scores.

VIII. Stakeholder Perception Surveys

In spring 2018 ESC 13 ACE centers administered online surveys to students, parents and staff members. Survey completion participants included 754 students, 211 parents and 210 staff members. The primary reason for surveying the stakeholders was to obtain their opinion regarding the effectiveness of the Texas ACE program, particularly as an outcome related to the perceived behaviors and attitudes of student participants. The intent is for this survey to be administered annually for the remainder of the grant period. Future administrations will provide important information regarding possible trends in stakeholder opinions. As the program evolves and experiences demographic and/or programmatic changes, the data obtained will prove helpful in developing decisions that will be more responsive to the needs of the individual centers and the program as a whole. Additionally, the surveys will provide program administrators with a systematic and uniform method of receiving input and serve an integral role in the comprehensive plan for meeting the individual needs of the center community.

Description of the Survey

The surveys were comprised of Likert-type items, and the range of values for each item was based on a 5-point scale with the highest value assigned to the response "Strongly Agree" or "Highly Satisfied." A summary of the response categories and the point value of each is presented in Tables 1 and 2 below:

Table 1

<u>Response Category</u>	<u>Point Value</u>
Very Satisfied	5
Satisfied	4
Neutral	3
Dissatisfied	2
Very Dissatisfied	1

Table 2

<u>Response Category</u>	<u>Point Value</u>
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Domains

Survey statements are clustered into domains according to the issue each specific statement addresses. For each of the domains, results are reported on a subscale average score, which is an average of the combined individual item averages and represents the average score for the particular domain. The number and description of domains is identical for all surveys. The four domains are identified as follows:

- A. Program Activities
- B. Program Environment
- C. Student Attitudes
- D. Student Behaviors

Analysis of Survey Results

A. Items on the Program Activities subscale elicited opinions regarding:

- The help provided with homework
- The variety of enrichment activities
- The variety of academic activities
- The positive experiences in the program
- The opportunity to learn new material

B. Items on the Program Environment subscale elicited opinions regarding:

- The class sizes
- The special help given by staff
- The attention and care given by staff
- The opportunity to meet adults
- The opportunity to make new friends
- The safe environment for students

C. Items on the Student Attitudes subscale elicited opinions regarding:

- Student's attitude toward being successful in the after-school program
- Student's attitude toward attending the after-school program
- Student's attitude toward being a part of the after-school program
- Student's attitude toward an enjoyment for learning
- Student's attitude toward the regular school day program
- Student's attitude toward participating in the after-school program in the future

D. Items on the Student Behaviors subscale elicited opinions regarding:

- Improved student disciplinary behavior
- Improved student academic performance
- Improved student attendance in school

The combined responses of all stakeholders from all ten centers is shown below and in the Appendices. It provides an accurate depiction of how each stakeholder in general perceived the effectiveness of the CTAC ACE program as it related to each of the domains listed above. An analysis of the data presented in the following tables indicates that stakeholders hold the CTAC ACE program in high regard and feel that it is meeting its intended purposes.

I. Achievement in Promotion Improvement

Note: Because the promotion rate for all groups of students is extremely high and only provides a minimal difference for comparison purposes, it was deemed appropriate to illustrate the perception of stakeholders with regard to the improvement of academic performance by students and their improved attendance in school as a result of their participation in the after-school program.

Improvement in Student Grades in School			
Level of Agreement from Stakeholders			
	Student (Q3:15)	Parent (Q3:15)	Staff (Q3:18)
Strongly Agree	40%	33%	31%
Agree	25%	38%	41%
Neutral	19%	22%	26%
Disagree	6%	5%	2%
Strongly Disagree	10%	2%	0%

Improvement in Student Attendance in School			
Level of Agreement from Stakeholders			
	Student (Q3:16)	Parent (Q3:16)	Staff (Q3:19)
Strongly Agree	39%	27%	23%
Agree	23%	31%	41%
Neutral	20%	37%	32%
Disagree	6%	4%	4%
Strongly Disagree	12%	1%	0%

J. Achievement in Graduation Improvement (Applicable only to High School)

According to the most recent (2016-2017) Texas Academic Performance Report (TAPR) the 4- Year Graduation Rate without Exclusions (GR 9-12) rate for Rockdale High School was 94.4%, for Katherine Anne Porter Charter School was 90.0% and data San Juan Diego Catholic High School was not available at the time of reporting.

IX. Assessment of Evaluators Recommendations and Site Coordinator Commentary

Part A: Programmatic Themes and Issues across centers

While each center has its own unique set of issues and resources, there are some common issues that all centers experience in delivering their services to the population most in need. Those common issues have been identified as the following:

1. A need to clearly identify and serve the population that is most in need of services from an after-school program.
2. A need for better utilization of the resources available for use in an after-school program.
3. A need for better communication and coordination of services between the after-school staff and the regular school day staff.
4. A need for solicitation of community resources to better serve the student and parent community population in need of services.
5. A need for incorporation of technology into all aspects of an after-school program including administration and instruction.
6. A need for an after-school program to strive for excellence in its organization and delivery of services.
7. A need to address the issue of sustainability on an annual basis, and the early establishment of a plan for continuation of services beyond the grant period.

Part B: Recommendations and Next Steps

This section of the report outlines commendations by the external evaluators to be considered for adoption throughout the course of the grant period until incorporated completely.

Evaluator's General Recommendations
For many students the only access that they will have to computers is at school. Therefore, the site coordinator should ensure that high levels of technology use is incorporated into all activities scheduled.
All students need to be academically challenged to perform at the highest level possible. Therefore, the site coordinator should ensure that activities offered will have some minimal exposure to students performing at the synthesis and evaluation level.
Activities offered in the after-school program should be attractive to students and every activity offered in the program should have a plan for its implementation. The site coordinator should encourage and ensure that staff members develop their lesson plans with creativity and focus on student response.
Enrichment activities can provide experiences for students that are not normally available during the regular school day program. Therefore, this center should ensure that an appropriate number of challenging, yet fun and exciting enrichment activities are offered to students.
Staff members have unique and special skills that go untouched. Therefore, this center should conduct a survey of staff that seeks suggestions of academic, enrichment, college/workforce and family engagement activities that they or others could offer the students in the future.
Non-certified teachers are employed in the after-school program and have roles that require knowledge of effective instructional strategies and disciplinary skills. Therefore, the site coordinator should provide staff development opportunities for these individuals to gain the skills needed.
In order to maintain a high student interest level in the ACE program, the site coordinator should conduct a survey of students that seeks their suggestions for activities to be offered in the future.
Includes a high level of fun activities for students.
Includes a balance of academic, enrichment, college and workforce readiness and family and parental support service activities.
Includes activities that help develop the social, physical and mental needs of children.
It is important that communication between the ACE program staff and the regular school day staff exists. In order to be an effective partner with the regular school day staff, the site coordinator should ensure that communication flows freely between the two and that alignment exists between the after-school program and the regular school day.
In order to provide students with a varied program of activities, this center should ensure that at least two activities are scheduled that focus on the area of college and workforce readiness.
After a day in the classroom by students, students desire to be physically active after school. The site coordinator needs to ensure that physical activity opportunities are provided for students and even fitness classes for both students and parents can be offered.
The support of the campus administration is critical for the success of the ACE program. Therefore, the site coordinator should strive to maintain and foster a strong communication system and professional relationship with the campus administration.
The fine arts have been ignored in many after-school programs and they do not receive the same level of support as the core content areas in many elementary schools. Therefore, the site coordinator should strive to ensure that fine arts enrichment activities are scheduled in the ACE program for students.

XI. Evaluators Information

Part A: Qualifications of Independent Evaluators

Company Bio:

Started in 1994 and incorporated in 2004 as S Corporation, EduServ, Inc. has a state-wide cadre of expert consultants providing high quality consulting services (grant development and program evaluation) to public schools, universities and non-profit organizations across the state.

EduServ has over 25 year track record of providing high quality evaluation services. In coordination with Canizales Consulting Services, we have provided 21st CCLC services to eight school districts state-wide.

Our clients include:

- Marble Falls ISD, Technical Assistance and Program Evaluation Service
- Lewisville ISD- Technology Program Evaluation
- Mason ISD, Technical Assistance on Grant Development
- Leander ISD – Safe Schools/Healthy Students
- Texas A&M University Kingsville- ESL and Adult Education Instructional Strategies Modules
- Round Rock ISD -21st Century Program Evaluation
- Round Rock ISD – Smaller Learning Communities Program Evaluation
- Round Rock ISD – Comprehensive School Reform Program Evaluation
- Temple ISD -21st Century Program Evaluation
- City of Cleburne -Community Center Grant Development
- Steck-Vaugh Publishing Company _ Correlating ACES assessment battery to appropriate textbooks
- McGraw Hill Publishing Company _ Grant Development
- Plato Learning Systems _ Grant Development and Training
- Manor ISD- 21st Community Learning Center grants
- Lubbock-Cooper ISD-21st Community Learning Center grants
- Lubbock Cooper ISD – Comprehensive School Reform Program Evaluation
- Pflugerville ISD-Smaller Learning Communities Grant
- Region 13 ESC- 21st CCLC Community Learning Centers Grant
- Rockdale ISD- Grant Development Technical Assistance

Dr. David Gerabagi s has over 28 years of experience in educational administration, program development and program evaluation. He has extensive experience on grant writing, developing educational materials and conducting training to promote literacy, student achievement and the integration of instructional technology in schools. Dr. Gerabagi has served on numerous educational advisory committees and has made numerous presentations to teachers and administrators on educational topics at the state and national levels. He is a graduate of the University of Texas at Austin and holds a master's and doctorate degrees in education with specialization in English as a Second Language (ESL) and Instructional Technology. Dr. David Gerabagi's experience includes program management, proposal writing, conducting preliminary research, training, and evaluation activities. He has managed grants offices in educational and non-profit settings and serves as a consultant to the nonprofit community. He has conducted numerous training workshops on a variety of educational topics as well as grantsmanship and proposal writing and presented at local, state, and federal level professional conferences.

- Expertise in government, foundation and corporate funding and grant management
- Sponsor identification, liaison and proposal development.
- Managerial skills include budgeting, planning, project and proposal design and writing.

- Experienced with computer information applications including spreadsheets, word processing, presentation and data base applications

Mr. Ray Canizales earned his undergraduate degree from Loyola University and his Master's degree from the Southwest Texas State University. He is a retired school administrator having served as Director of Secondary Education, Executive Director of Human Services and Director of Assessment and Research at Round Rock Independent School District. Ray is proficient in statistics, research design, and evaluation methodology. He has excellent analytical skills, possesses excellent written and verbal communication skills, and is knowledgeable in "Best Practices" in instruction and curriculum design with proficiency in use of technology. He is experienced in school budgeting procedures, salary and compensation design, personnel/human resources operations, interpersonal skills.

Part B: Scope of Work and Compensation

EduServ, Inc. have been actively involved in all phases of the center's evaluation process. Guidance and assistance has been provided by the external evaluator since the beginning of the school year. Dr. Gerabagi has participated in the development and modifications done to the Logic Model, site visit, online survey design and preparation, and the completion of the current final center evaluation report. Through his monitoring and participation in each phase of the evaluation process and his on-site visits to the center, he has developed a thorough knowledge of the ACE program as it exists on this site.


EduServ, Inc. was contracted in October 2016 in coordination Canizales Consulting Service to oversee the evaluation of the ESC Cycle 9 grant. The scope of work involved a variety of activities including:

1. the development of an evaluation management plan;
2. the development, administration, and collection of stakeholder surveys of teachers, students, and parents;
3. the conducting of on-site campus visits for purpose of observing program activities and reporting findings to administrative program personnel;
4. the providing of data analysis and reports from stakeholder surveys collected;
5. the providing of data analysis of student demographic, performance and achievement data;
6. the assistance provided in designing the template for completion of each center's final evaluation report and,
7. the writing of the grantee final evaluation report.

EduServ was compensated \$3,000 per center.

Appendices:
Program Surveys

Contact Information

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Grantee Information

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