

ALIEF ISD

Alief ISD Grantee Report

Prepared for: Alief ISD

Prepared by: Felix Simieou

Ujima Consulting Group LLC

2020



I. EXECUTIVE SUMMARY

Important Note (Covid-19)

Data included in the 2020 final report reflect fall results and spring implementation of methods used after the Covid-19 pandemic. Alief ISD responded to remote delivery models and still provided support to the best of their ability to continue to support students and their families. The report will reflect feedback from teachers, students, program staff, and administrators from the fall and early spring. Spring data will include qualitative information from site coordinators and program documentation.

Key Findings

Implementation Fidelity: Assessments of overall program structures for the list of sites were 7.2, based on qualitative data associated with successful implementation of after school programs that results in positive outcomes for youth. The average overall score for the grant is 7.2, which reflects “moderate implementation/frequently high quality demonstrated. This is the second year of the grant and all of the sites were on target by the end of the fall semester to surpass the first year before the pandemic started.

Level of Student Participation: Total student enrollment at the campuses that participated in the program ranged from 145 to 350 for a total of 1890 students. The number of regular students served (45 days or more) ranged from 95 to 182 for a total of 878 students.

Total hours in activities per students across components ranged from 502 to 1373. The two schools with the highest percentage in academic acceleration were Olle (22.7) and Holub (22.5). The two sites with the highest percentage in College and Career Readiness were Chambers (17.9) and Olle (17.6). The two sites with the highest in Fine Arts were Holub (18.9) and Chancellor (16.7). The two sites with the highest in Health and Wellness were Chambers (24.3) and Klentzman (18.3). The two sites with the highest in Homework Assistance were Olle (27) and Holub (24.1). Lastly, the two sites with the highest in STEM were Chambers (17.7) and Owens (15.6). It is important to note; the programming is based on individual campus needs in alignment with grant expectations.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholder Results

Students:

Students complete surveys on their satisfaction with the program in the fall term during program hours on computers utilizing the online program Qualtrics. A total of 244 student surveys were collected in grades 4-8.

Overall, 41.4% of students reported learning about jobs/careers in the program. In college/universities, 84.7% of students reported learning about them in their program.

Parents:

Parents completed surveys about their satisfaction with the program in the fall term. Site coordinators distributed survey links for parents desiring to complete the survey online. English and Spanish versions of the surveys were utilized to give parents of diverse backgrounds an opportunity to respond. A total of 60 parents completed the surveys during the open periods of the fall semester. Klentzman had the highest number of completed surveys with 17 total. Unfortunately, the schools were unable to redistribute the surveys in the spring semester because of Covid-19. Parents reported attending at least 2 parent events at their child's school during the school year and enjoyed the activities provided by the schools.

School Day Teachers:

Regular classroom teachers were asked about their perceptions of their students' academic effort and social behavior. A total of 70 teachers provided their opinion about the components. Teachers with students in the afterschool program revealed that greater than 57% of their students' *academic effort* improved academically. Additionally, teachers indicated that 43% of their students' *social behavior* improved as a result of the program.

Texas CCLC/ACE CIA Program Teachers: Program classroom teachers were asked about their perceptions of their students' academic effort and social behavior. A total of 50 teachers provided their opinion about the components. Variety of enrichment activities and program alignment with the school day received the most positive feedback.

II. OVERALL STRENGTHS AND NEXT STEPS

Year two of the program brought growth from year one but major challenges because of the Covid-19 pandemic that grappled the nation. The site coordinators operated more naturally with the campuses

and were involved more with school leadership to strengthen their programs. Parent involvement continues to be a highlight and strength of their engagement as evidenced by the participation in events and leadership.

Even with Covid-19, the site coordinators, schools and district still provided support and resources for students and parents to engage. Weekly communication, sharing resources, volunteering for food deliveries were just a few of the supports offered by the district to the families. The Alief program followed through with their families in their time of most need.

Lastly, the schools have learned lessons on how to engage in students even if not face to face at the campus sites. The site coordinators shared that the resources discovered will continue to be utilized as they move forward with their programming.

III. GRANTEE AND CENTER OVERVIEW

Alief ISD was founded in 1917 and is located in southwest Houston, an urban community with thriving businesses, active churches, and a variety of recreational facilities. The district encompasses 36.6 square miles. The district offers a wide range of educational opportunities in academics, the arts, and career and technology education¹.

The 2019-2020 year was the second year of the Texas CCLC/ACE CIA program in Alief ISD. The afterschool program provides extended learning opportunities for children and their families and offers innovative, hands-on activities that reinforce and complement students' regular academic programs. Students enjoy a safe, fun environment while receiving homework support and participating in hands-on academic activities that reinforce regular day math and language arts learning, as well as a variety of enrichment activities that include arts, science, fitness, technology, sports, cooking, and more! The After-School Program (ASP) is staffed by certified instructors and other trained staff².

Alief ISD afterschool program continues to put into action programs that meet the needs of students, families and communities and offer programs focused on four core components:

¹ http://www.aliefisd.net/site_res_view_template.aspx?id=a9589cd6-6f34-46a9-a7aa-018b79580a98

² http://www.aliefisd.net/group_profile_view.aspx?id=99640b12-bb86-476a-a9c6-edaf97c87275

-
1. Academic Assistance
 2. Enrichment
 3. College and Career Readiness
 4. Family and Parental Support

In 2019-2020, the sites implemented the four-component (Academic Support, Enrichment, Family and Parental Support, College/Workforce Readiness) program according to the following theory of action:

Theory of Action: Students in need, spending additional time (min. 30 days) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the 4 activity components will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

These centers implemented programs based on their campus needs assessment and the Campus Improvement Plan, in accordance with all guidelines and requirements of TEA, and local districts. Intermediate Outcomes were established by the grant's guidelines, with other selected elements added by the grantee. The 2019-2020 intermediate outcomes for Cycle 10 campus programs were:

1. Improve Student Academic Performance
2. Improve Student School-Day Attendance
3. Improve Student Behavior
4. Improve Student Promotion/Improve Graduation Rates
5. Enhance Student Preparedness for College and Careers

Alief ISD is located in southwest Houston and seven campuses were served by the grantee situated throughout the district. The grant served three elementary schools, two intermediate schools, and two middle schools. See table 1 for campus characteristics.

Table 1. Campus Characteristics

Campus	Economically Disadvantaged	English Language Learners (ELL)	Mobility	STAAR Percentage at Meets Grade Level or Above (All Grades, All Subjects 2018)	STAAR Percentage at Meets Grade Level or Above (All Grades, All Subjects 2019)
Horn EL	94.3%	79%	24.4%	27%	32%
Chambers EL	93%	71.4%	20.1%	33%	37%
Chancellor EL	88.1%	64.7%	14.1%	42%	54%
Klentzman IS	91.8%	58.3%	20.8%	25%	28%
Owens IS	91.1%	63.7%	19.5%	28%	31%
Holub MS	85.6%	28%	17%	39%	42%
Olle MS	90.7%	46.1%	21.8%	32%	37%

Source: 2018-2019 Texas Academic Performance, Report <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/srch.html?srch=C>

Each site has access to technical assistance from their Project Director. The seven after school centers have access to a variety of after-school professionals trained in best practices and after-school program implementation including: site visits with structured feedback, consultations, invitations to collective meetings to review grant guidelines and discuss marketing, sustainability and funding opportunities. The site coordinators also attend professional development opportunities by expert trainers to build the capacity of their staff. The curriculum is designed to meet TEKS and after school objectives including college/career awareness. Lastly, data is utilized drive improvement and practices in the after-school program.

IV. EVALUATION STRATEGY/PLAN

The evaluation strategy utilized was a Basic Descriptive Evaluation as described in the 2019-2020 Texas Ace Independent Evaluation Guide. The evaluation does not implement a quasi-experimental design. Multiple means of data collection, including surveys were conducted with each stakeholder: students, parents, teachers, site coordinators and school principals. District and school data were also collected to analyze descriptive information of program participants. The full scope of the evaluation is summarized in the Evaluation Plan below. Three research questions will be addressed for each of the intermediate outcomes of this project:

1. Are there a greater number of students experiencing improvement?
2. Is there a greater % of student experiencing improvement?
3. Are there greater amounts of improvements by students?

For the 2019-20 school year, each intermediate outcome is analyzed by the required metrics, with the analysis focusing on the 2019-2020 fall data because of Covid -19. Since the analysis is descriptive, results are presented as counts/frequencies, means, and percentages. Change over time is analyzed with percent change. Content analysis are conducted with qualitative data and included in areas of the report that describe the results appropriately.

Stakeholder Representation

For the evaluation, a participatory utilization-focused approach was the philosophy. Qualitative and descriptive data was shared with stakeholders for them to apply continuous changes as needed through formal measures. Feedback was received through interviews, observations, surveys and interim reports. Sampling plans were as follows:

- Students and parents were purposive convenience sampling to allow for the most input. Surveys were distributed to parents to complete during a three-week period. Surveys for students were available paper copies and via Qualtrics for students to complete during programming.
- Teachers of all regular students were invited to participate in paper copies and an online survey via Qualtrics after being emailed a direct link.

-
- CIA Teachers were invited to participate in paper copies and an online survey via Qualtrics after being emailed a direct link.
 - Principals were invited to participate in an online survey via Qualtrics after being emailed a direct link.

Data Management

All Texas CIA centers have entered student and program data directly into TX21st as required by TEA. All student outcome data (grades, STAAR) is collected by the Independent evaluator from the district research and accountability offices through secure, electronic data transfer. Data on school-day attendance, behavioral referrals, and promotion is collected at the campus level since the data is not consistently available for sharing through district-level information systems.

Ujima Consulting Group (UCG) conducted all surveys using Qualtrics through an account independently owned by UCG and imported into SPSS for analysis. Although results were shared with the project director and site coordinators, raw data were never shared so anonymity could be preserved. Observations were conducted at least two times by Dr. Simieou to each of the participant campuses to assess program engagement, effectiveness and alignment with grant objectives.

Site Visits

UCG conducted announced and unannounced site visits throughout the school year to monitor the program and provide feedback to site coordinators. During the 2019-2020 school year, the Independent Evaluator conducted two site visits to each participating campus. After the Covid-19 pandemic, Dr. Simieou conducted two qualitative interviews with each of the campus site coordinators. Since 2011, Ujima Consulting Group has utilized the Out of School Time (OST) Observation Instrument developed by Policy Studies Associates, Inc. during the visits³. The OST Observation instrument is a practical data-collection tool that can be used in varied OST contexts. With this instrument, study teams can unobtrusively observe youth and staff in OST programs, concentrating on the strategies that staff employ and the instructional and interpersonal interactions that occur among youth participants and between participants and staff. The instrument captures data on three major structural components of after-school programs: (1) the types of activities that engage

³ <http://www.policystudies.com>

youth; (2) the structures that facilitate activities (e.g., spaces used, staffing, number of participants and their grade levels, adequacy of adult supervision, and materials); and (3) the quality of interactions among participating youth and the adults who work with them.

In 2019-2020 the following constructs were selected to rate the grant year:

- Overall Program Activity Content and Structure- “program is well organized, challenges students intellectually, creatively, developmentally and/or physically”
- Staff Instructional Strategies to Stimulate Thinking- “Employs varied teaching strategies, challenge youth beyond current level of competency, and communicates goals, purposes and objectives”
- Youth Participation- “youth are on task, listen attentively to peers and staff, and have opportunities to make meaningful choices”
- Youth Relationship Building- “youth are friendly to one another, respect one another and are collaborative”
- Staff Relationship Building- “use positive behavior techniques and positive affect towards youth”

Each visit lasted about 60 minutes per activity at each campus, and at least three activities were observed at each visit. Each activity is rated utilizing the OST instrument and with feedback from the teachers or site coordinators. The instrument provides feedback on the frequency of research based high quality practices to strengthen all facets of the program.

Observers rate each indicator on a scale from 1 to 7, in which 1 means that the indicator was not evident during the observation period and 7 means that the indicator was highly evident and consistent. A score of 5 means either that the exemplar was evident or implicit, indicating that the desired behavior was somewhat present but not actively initiated or emphasized. Site coordinators are presented with the tool and data received is reviewed immediately upon visits.

Confidentiality

Data were kept in password--protected computers owned by UCG. As with survey data no raw data were provided to any member of Alief ISD in order to maintain confidentiality. Site coordinators and AISD data and technology officers collected attendance, referral, achievement and other quantitative data associated with the performance measures set forth by the grant.

Table 2. Evaluation Plan

Goals	Measurement(s)	Data Source	Collection Time Frame	Analysis Strategy
Improve Student Academic Performance	Grades	District Research Office	Once per term	Frequencies and percents
	STAAR/EOC/TAKS results	District Research Office	Once per year	Frequencies and percents
	21st Teacher Survey	Teacher Survey	April-May administration	Frequencies and percents
	Parents	Parent Survey	April-May administration	Frequencies and percents
Improve Student School-Day Attendance	Campus attendance records	Site Coordinator/PEIMS clerk	Once per term	Frequencies and percents
Improve Student Behavior	Campus disciplinary records	Site Coordinator/PEIMS clerk	Once per term	Frequencies and percents
	21st Teacher Survey	Teacher Survey	April-May administration	Frequencies and percents
Improve Student Promotion/Graduation Rates	Promotion/Graduation status	Site Coordinator/PEIMS clerk	Once per term	Frequencies and percents
Enhance Student Preparedness for College and Career	Tasks related to Career development and vocational maturity	Student Surveys	April-May administration	Frequencies and percents

V. IMPLEMENTATION

Implementation Research Questions

A rubric was utilized to assess the overall implementations of programs. It is important to note the implementations of programs was noted from feedback with the previous year, fall semester and the beginning of the spring semester before Covid-19. The rubric was based on guidance for the final report and TEA’s Prime assessment. Evidence was provided from campus plans, interim reports, site visits with the OST instrument, logic models and stakeholder surveys and interviews. Score ranged from 1 to 10 and are grouped accordingly:

1-3 (poor implementation/rarely high quality demonstrated)

4-5 (low implementation/occasionally high quality demonstrated)

6-7 (moderate implementation/frequently high quality demonstrated)

8-10 (strong implementation/consistent high quality)

The following table summarizes the success of program implementation for each campus served by Cycle 10 Texas CCLC/ACE CIA grant. Overall program assessments ranged from 7 – 8 based on qualitative data. The average overall score for the grant is 7.2, which reflects “moderate implementation/frequently high quality demonstrated”. The schools were performing at high levels during the fall semester and were continuing improvement before the pandemic.

Table 3. Program Implementation

Implementation	Overall Program Structure	Resources	Implementation Practices	Outputs-Activities	Outputs Participation	Opportunity Analysis
Horn	7.2	8	7	7	7	7
Chambers	7.2	8	7	7	7	7
Chancellor	7.2	8	7	7	7	7
Klentzman	7.2	8	7	7	7	7
Owens	7.2	8	7	7	7	7

Implementation	Overall Program Structure	Resources	Implementation Practices	Outputs-Activities	Outputs Participation	Opportunity Analysis
Holub	7.2	8	7	7	7	7
Olle	7.2	8	7	7	7	7
Grant Averages	7.2	8	7	7	7	7

The elements Edvance and TEA have proposed for each logic model component of a successful program are included in the tables that follow. Their use by each campus is noted for each component. For the following tables, the checkmarks indicate the element was described in some way in the report.

All sites had qualified teachers and certified teachers that ranged from 7 – 15. All sites partnered with vendors.

Table 4. Campus Resources

Resources	#Teaching staff (per logic model)	Qualified (certified) staff	Vendor activities
Horn	7	✓	✓
Chambers	14	✓	✓
Chancellor	13	✓	✓
Klantzman	15	✓	✓
Owens	14	✓	✓
Holub	14	✓	✓
Olle	13	✓	✓

All of the sites displayed alignment activities and shared descriptions in their reports and feedback. Many schools reported on frequent communication to ensure alignment of activities and ongoing communication about individual students.

Table 5. Implementation Practices. School Program alignments

Campus	Ace leadership and School day staff have a shared understanding of student needs	ACE activity lesson plans are aligned with TEKS	ACE program team communicates (i.e. email, meetings, one on one) regularly with school staff	Site Coordinator meets with Program Director
Horn	✓	✓	✓	✓
Chambers	✓	✓	✓	✓
Chancellor	✓	✓	✓	✓
Klentzman	✓	✓	✓	✓
Owens	✓	✓	✓	✓
Holub	✓	✓	✓	✓
Olle	✓	✓	✓	✓

Table 6. Implementation Practices. Recruitment and Retention

Campus	Uses data to guide recruitment practices	Uses data to guide retention practices	Uses planned recruitment strategies	Target population of high need students and families served*
Horn	✓	✓	✓	✓
Chambers	✓	✓	✓	✓
Chancellor	✓	✓	✓	✓
Klentzman	✓	✓	✓	✓
Owens	✓	✓	✓	✓
Holub	✓	✓	✓	✓
Olle	✓	✓	✓	✓

All seven sites met the criteria for student and family voice in their implementation practices. Staff promoting youth engagement and stimulate thinking ranged from 90.7% - 97% which means High Quality practices are Frequently Demonstrated.” This was one of the strongest components of the program this year. Schools consistently held monthly meetings that were well attended by parents throughout the fall semester and the beginning of the Spring 2020 semester.

Table 7. Implementation Practices. Student and Family Voice

Campus	Intentionally creates opportunities for students and families to give input	Uses needs assessment, surveys, meetings, etc. to collect input	Integrates student and family voice and choice into the program	Staff promote youth engagement and stimulate thinking
Horn	✓	✓	✓	97%
Chambers	✓	✓	✓	96.2%
Chancellor	✓	✓	✓	90.7%
Klantzman	✓	✓	✓	94.6%
Owens	✓	✓	✓	96%
Holub	✓	✓	✓	82.8%
Olle	✓	✓	✓	91.3%

All seven campuses reported all elements for monitoring and feedback. This construct was evident in site coordinators activity choices to continuously drive student academic improvement and feedback received from monthly parent meetings.

Table 8. Implementation Practices. Monitoring and Feedback

Campus	Uses standardized practices (observation protocols or checklists) for monitoring program participation	Uses standardized practices for monitoring for grant compliance	Monitoring practices oriented to continuous improvement with feedback	Support ways to link positive outcomes with effective implementation	Communication of results to families, school day staff, community stakeholders
Horn	✓	✓	✓	✓	✓
Chambers	✓	✓	✓	✓	✓
Chancellor	✓	✓	✓	✓	✓
Klentzman	✓	✓	✓	✓	✓
Owens	✓	✓	✓	✓	✓
Holub	✓	✓	✓	✓	✓
Olle	✓	✓	✓	✓	✓

All seven campuses met criteria for the elements of professional development for their individual sites.

Table 9. Implementation Practices. Professional Development

Campus	Data used to prioritize and design staff skill development	Process in place respond to skill development needs of staff
Horn	✓	✓
Chambers	✓	✓
Chancellor	✓	✓
Klentzman	✓	✓
Owens	✓	✓

Campus	Data used to prioritize and design staff skill development	Process in place respond to skill development needs of staff
Holub	✓	✓
Olle	✓	✓

All seven campuses met the criteria for output-activities. Scores for the activity categories as measured by the OST measured at 7 at the time of analysis.

Table 10. Outputs-Activities

Campus	Activities targeted to student needs (age appropriate, engaging, hands-on)	Data is used to guide decision making about program and activity development	Youth Relationship Building*	Youth Participation Indicators*	Staff Relationship Building*	Staff Instructional Strategies*
Horn	✓	✓	7	7	7	7
Chambers	✓	✓	7	7	7	7
Chancellor	✓	✓	7	7	7	7
Klantzman	✓	✓	7	7	7	7
Owens	✓	✓	7	7	7	7
Holub	✓	✓	7	7	7	7
Olle	✓	✓	7	7	7	7

*As measured by Out of School Time Instrument

Seven campuses met the criteria for outputs-participation. Youth participation in Activity time ranged from 81.2% - 93.1% which means practices are “High quality practices are Frequently to Consistently Demonstrated.”

Table 11. Outputs-Participation

Campus	Strategies used to enhance participation	Regular documentation of attendance	Youth Participation in Activity Time*
Horn	✓	✓	92.3%
Chambers	✓	✓	93.1%
Chancellor	✓	✓	89.8%
Klentszman	✓	✓	88.7%
Owens	✓	✓	90.1%
Holub	✓	✓	81.2%
Olle	✓	✓	87.2%

*As measured by Out of School Time Instrument

Table 12. Implementation Evaluation Scoring Rubric

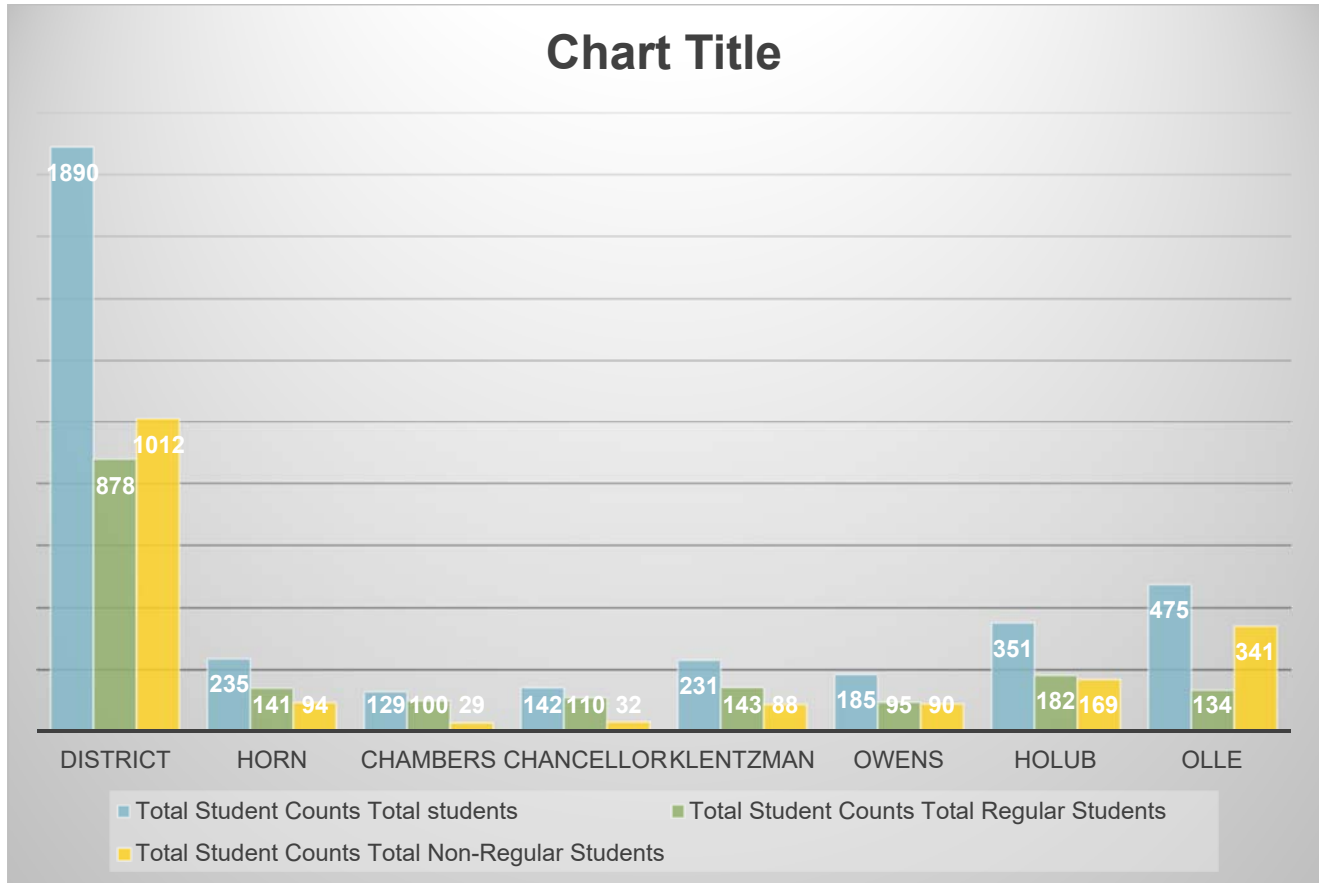
Logic Model Areas	Description	Possible Score	Campus Score	Evidence/Source
Resources	Resources are adequate for program quality <ul style="list-style-type: none"> • Staff skill • Provision of enrichment activities • Provision of college and career activities 	10	8	<ul style="list-style-type: none"> • Campus Project and Improvement Plans • Out of School Time Observation Tool ratings • Site Coordinator Interviews • Logic Model
Implementation Practices	<ul style="list-style-type: none"> • School program alignment, • Recruiting and retention, • Student and family voice, • Monitoring program participation and using report data (i.e. feedback loop), • Staff professional development 	10	7	<ul style="list-style-type: none"> • Campus Project and Improvement Plans • Communication Plan • Interim Report 1 & 2 • Out of School Time Observation Tool ratings • Principal Walkthroughs • Site Coordinator Interviews

Logic Model Areas	Description	Possible Score	Campus Score	Evidence/Source
Outputs-Activities	<ul style="list-style-type: none"> • Activities targeted to student needs (Activities are age appropriate, engaging, hands-on) • Well implemented (Scheduled for 45 minutes regularly) • Program modifications aligned to learning objectives • Activities are supervised by qualified individuals (Is staff evaluated/observed?) • Assessment of instructional quality 	10	7	<ul style="list-style-type: none"> • Campus Project and Improvement Plans • Interim Report 1 & 2 • Out of School Time Observation Tool ratings • Principal Walkthroughs • Site Coordinator Interviews • Logic Model
Outputs-Participation	<ul style="list-style-type: none"> • Strategies used to enhance participation • Regular documentation of attendance 	10	7	<ul style="list-style-type: none"> • Campus Project and Implementation Plans • Interim Report 1 & 2 • Out of School Time Observation Tool ratings • Principal Walkthroughs • Site Coordinator Interviews • Logic Model
Opportunity Analysis	<p>Quantity and Variation of activities proposed for academic support, enrichment, family engagement, college and career</p> <ul style="list-style-type: none"> • Are a variety of activities offered for each area • What were the number of hours/% for each area • What strategies were implemented to improve quantity or variety of activities 	10	7	<ul style="list-style-type: none"> • Campus Project and Improvement Plans • Interim Report 1 & 2 • Out of School Time Observation Tool ratings • Principal Walkthroughs • Site Coordinator interviews • Logic Model
Average Score			7.2	
Ratings Description	1-3 Poor Implementation/Rarely high quality demonstrated, 4-5 Low Implementation/Occasionally high quality, 6-7 Moderate Implementation/Frequently high quality, 8-10 Strong Implementation/Consistently high quality			

VI. Program Participation

Total student enrollment at the campuses that participated in the program ranged from 145 to 350 for a total of 1890 students. The number of regular students served (45 days or more) ranged from 95 to 182 for a total of 878 students. See chart 1 below for total student counts.

Chart 1. Total Student Counts 2019-2020



Source: 2019-2020 TEASE Data

The Project Director and Family Engagement Specialist monitor student/family participation in program. The Project Director works with site coordinators to identify barriers and provide strategies to promote participation and engagement.

Total hours in activities per students across components ranged from 502 to 1373. The two schools with the highest percentage in academic acceleration were Olle (22.7) and Holub (22.5). The two sites with the highest percentage in College and Career Readiness were Chambers (17.9) and Olle (17.6). The two sites with the highest in Fine Arts were Holub (18.9) and Chancellor (16.7). The two sites

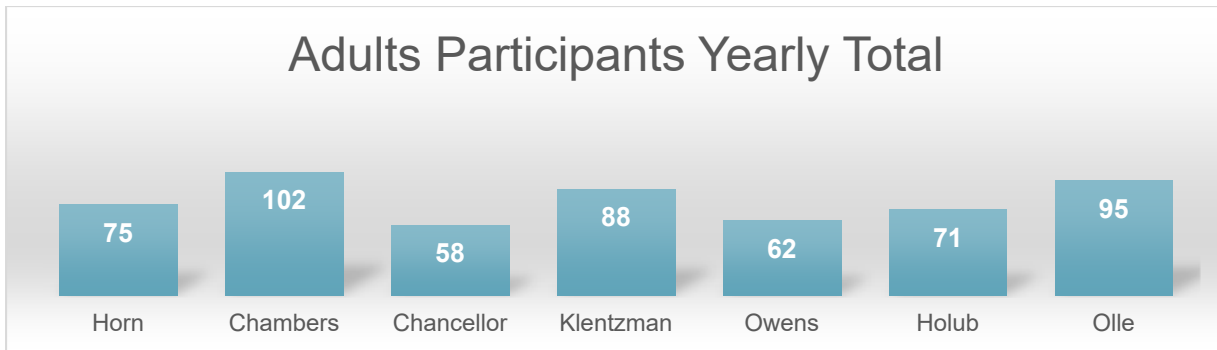
with the highest in Health and Wellness were Chambers (24.3) and Klentzman (18.3). The two sites with the highest in Homework Assistance were Olle (27) and Holub (24.1). Lastly, the two sites with the highest in STEM were Chambers (17.7) and Owens (15.6). It is important to note; the programming is based on individual campus needs in alignment with grant expectations.

Table 13. Summary of Activity Hours per Student, by Component

Campus	Academic Acceleration		College and Career Readiness		Fine Arts		Health and Wellness		Homework Assistance		Stem	
	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%
Horn	144	19.1	112	14.8	129	17.1	136	18	142	18.8	89	11.8
Chambers	90	17.9	90	17.9	21	4.1	122	24.3	90	17.9	89	17.7
Chancellor	124	16.8	124	16.8	123	16.7	123	16.7	124	16.8	118	16
Klentzman	222	19.4	156	13.6	147	12.9	209	18.3	222	19.4	183	16
Owens	138	18.4	119	15.9	114	15.2	124	16.6	134	17.9	117	15.6
Holub	263	22.5	77	6.6	221	18.9	203	17.4	282	24.1	120	10.2
Olle	313	22.7	243	17.6	108	7.8	242	17.6	372	27	95	6.9

As previously noted, parent participation was a key component of the grant this cycle for the district. All campus met their minimum requirements required for the grant and exceeded expectations as noted in the chart below.

Chart 2. Adult Participation



VII. Program Intermediate Outcomes

The data for students attending the program in 2019-2020 are examined for achievements and differences in five outcome areas during the second year of the grant. Regular students in 2019-2020 are used in the analyses, however spring data was not available for student because of the Covid-19 pandemic limiting school days.

Improve Student Academic Performance

The primary goal of the Texas CCLC/ACE CIA funding is student improvement in academic proficiency. Academic proficiency is measured through: 1) Grade change, 2) Course completion, and 3) Achievement test scores for math and reading.

Grade Analysis

Grade analysis Could not be completed this year using Fall and Spring data to show a difference between semesters. Components examined included, grade increase, no change, decrease and no change necessary. The analysis missing for this component include math, reading, science and social studies included in the charts below.

Chart 3. Year End Grades Reading 2019-2020

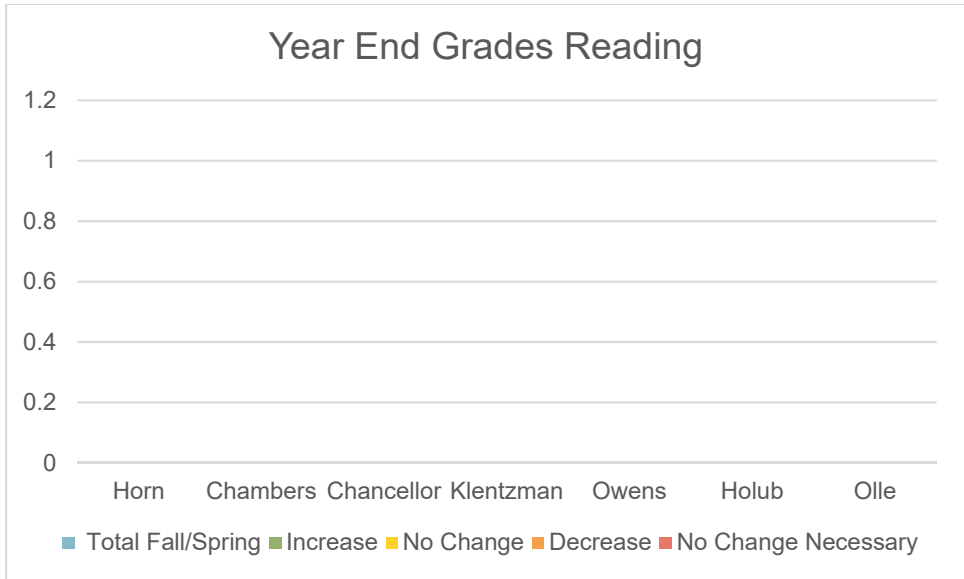


Chart 4. Year End Grades Math 2019-2020

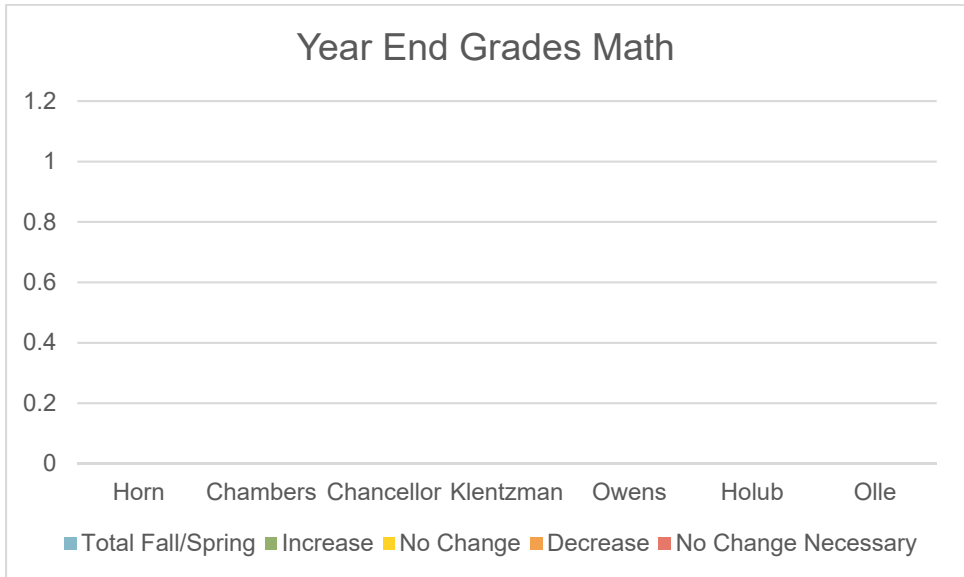


Chart 5. Year End Grades Science 2019-2020

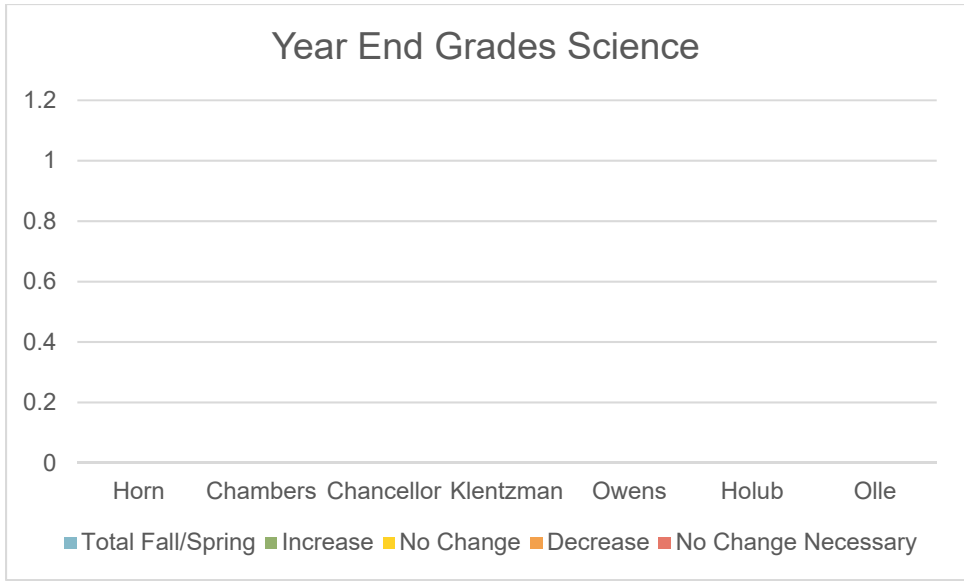
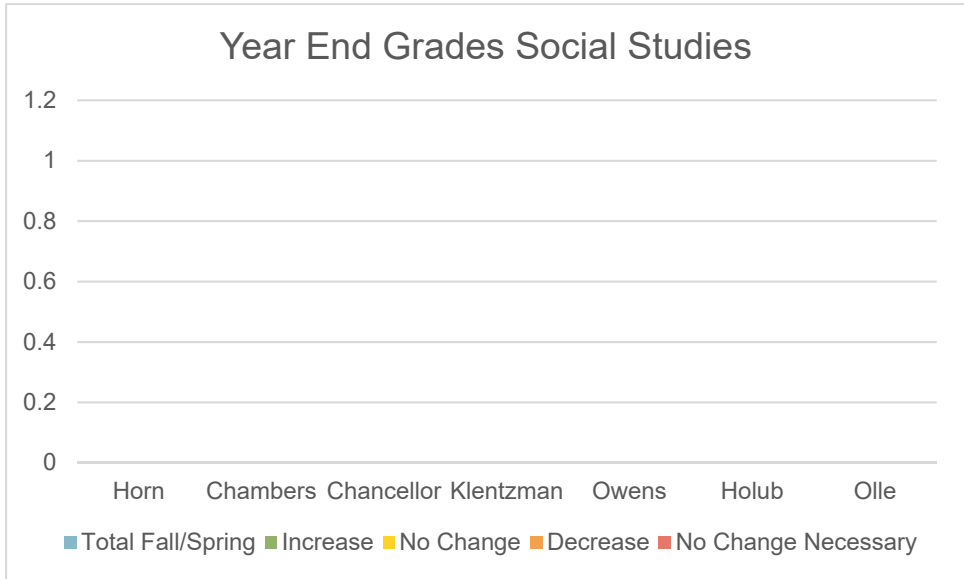


Chart 6. Year End Grades Social Studies 2019-2020



Students completed the school year, remotely from home with limited instruction in the spring semester. Without actual grade information to analyze, this section could not be completed to show any growth for the entire school year.

Course Completion Analysis

Rates were calculated by the dividing the number of classes passed by the number of classes taken for the fall semester only because Covid-19. Difference data could not be calculated for the school year.

Table 14. Course completion analysis 2019-2020

Campus	N	Fall %	N	Spring %	Difference
Horn	5	24.8%	N/A Covid-19	N/A Covid-19	N/A Covid-19
Chambers	11	85.7%			
Chancellor	11	88.1%			
Klantzman	11	94.2%			
Owens	7	N/A			
Holub	7	N/A%			
Olle	7	96%			

Overall, five of the seven campuses had data available for course completion in the fall semester.

Data presented showed above 85% with the exception of Horn which can be attributed to incomplete data available to the evaluator. No data is available for the spring courses.

Achievement Test Scores (STAAR, EOC exams)

The April administrations of the Reading and Math assessments were not completed state wide because of Covid-19.

Table 15. STAAR analysis 2019-2020

Campus	Reading STAAR			Math STAAR		
	N	% Satisfactory	% Advanced	N	% Satisfactory	% Advanced
Horn	N/A Covid-19					
Chambers						
Chancellor						
Klantzman						
Owens						
Holub						
Olle						

STAAR scores were unavailable because no testing was conducted for the 2019-2020 school year, however, in examining TAPR data all schools showed improvement than in the previous year before starting the program.

Improve School-Day Attendance

Another goal for the grant is students improving school day attendance. Per the required metric, the number of absences per year was used for analysis but only fall data is included for the report because of Covid-19.

Table 16. School attendance analysis- school days absent 2019-2020

Campus	Fall		Spring		Improved Fall to Spring
	Total Fall	Average Absences	Total Fall	Average Absences	
Horn	60	1.2%	N/A Covid-19		
Chambers	60	1.5%			
Chancellor	60	0.5%			
Klantzman	60	1.7%			
Owens	60	3.1%			
Holub	60	0%			
Olle	60	2.4%			

Overall, five of the seven campuses experienced an average of less than 1.7 absences for students during the fall semester.

School discipline referrals (criminal and non-criminal)

Table 17. School discipline criminal analysis- 2019-2020

Campus	Fall		Spring		Differences
	Fall Total	Average of Criminal Referrals Fall	Spring Total	Average of Criminal Referrals Spring	
Horn	0	0	N/A Covid-19		
Chambers	0	0			
Chancellor	1	0.003			
Klentsman	0	0			
Owens	4	0.05			
Holub	0	0			
Olle	3	0.01			

Criminal referrals were reported at three campus with the most in the fall semester. The schools included Chancellor, Owens and Holub.

School Discipline Non-Criminal Analysis

The non-criminal referrals were below 1.3 for all participating school for the fall semester with Chambers reporting none.

Table 18. School discipline non-criminal analysis- 2019-2020

Campus	Fall		Spring		Differences
	Fall Total	Average of Non-Criminal Referrals Fall	Spring Total	Average of Non-Criminal Referrals Spring	
Horn	122	0.36	N/A Covid-19		
Chambers	0	0.0			
Chancellor	12	0.04			
Klantzman	69	0.6			
Owens	12	0.16			
Holub	99	0.6			
Olle	266	1.3			

Improve Student Promotion Rates

Each center was not able to complete promotion rates at the end of the 2019-2020 school term.

Table 19. School promotion rates- 2019-2020

Campus	Spring Promotion Rates		
	N	n	%
Horn	N/A Covid-19		
Chambers			
Chancellor			

	Spring Promotion Rates		
Klantzman			
Owens			
Holub			
Olle			
Overall			

Improve Student Graduation Rates

The elementary and middle school campuses do not produce a graduation rate.

VIII. Program Impacts

A quasi-experimental design was not proposed for the 2019-2020 school year and was not implemented.

IX. Stakeholder Perceptions

Stakeholders surveys were distributed to students, parents, school day teachers, and program teachers. The surveys were distributed in a purposive convenience sample to garner the perception of the stakeholders intimately involved with the program or those impacted by program students during a three-week period.

Students and Parents

Students complete surveys on their satisfaction with the program in the fall term during program hours on computers utilizing the online program Qualtrics. A total of 244 student surveys were collected in grades 4-8. Results are summarized below.

Enhance Student Preparedness for College and Careers

College and Career readiness is another task Texas CCLC/ACE CIA grantees are expected to incorporate with meaningful activities. Each center was distributed student surveys to grasp their perception of learning in this component. Students in 3-8 were asked if they learned about colleges and careers in their program. Results are summarized below.

Table 20. College and Career 2019-2020

Campus	Learned about jobs/careers		Learned about Colleges/Universities	
	N	%	N	%
Horn	40	65%	40	62.5%
Chambers	29	93.1%	29	48.2%
Chancellor	47	85.1%	47	34%
Klantzman	62	66.1%	62	40.3
Owens	92	59.7%	92	39.1%
Holub	90	63.3	90	64.4%
Olle	123	71.5%	123	66.6%

Overall, 41.4% of students reported learning about jobs/careers in the program. In college/universities, 84.7% of students reported learning about them in their program.

Parents

Parents completed surveys about their satisfaction with the program in the fall term. Site coordinators distributed survey links for parents desiring to complete the survey online. English and Spanish versions of the surveys were utilized to give parents of diverse backgrounds an opportunity to respond. A total of 60 parents completed the surveys during the open periods of the fall semester. Klantzman had the highest number of completed surveys with 17 total. Unfortunately, the schools were unable to redistribute the surveys in the spring semester because of Covid-19. Parents reported attending at least 2 parent events at their child's school during the school year and enjoyed the activities provided by the schools.

Parent engagement was a huge component of the district’s success and each school offered multiple activities and parent nights monthly for the students and their families.

The parent’s consistency in their attendance throughout the school year demonstrated their desire and commitment to be involved in the after-school program. This was one of the strongest aspects of many of the school to demonstrate their commitment to the larger community.

School Day Teachers

Regular classroom teachers were asked about their perceptions of their students’ academic effort and social behavior. A total of 70 teachers provided their opinion about the components.

Table 21. Teacher Reported Improvements in Academic Effort and Social Behavior

Campus	Academic Effort		Social Behavior	
	N	% Improved	N	% Improved
Horn	2	50%	2	50%
Chambers	14	57.1%	14	42.8%
Chancellor	8	62.5%	8	37.5%
Klantzman	24	54.1%	24	37.5%
Owens	22	68.1%	22	18.8%
Holub	0	%	0	%
Olle	0	%	0	%

Program Teachers

Program classroom teachers were asked about their perceptions of their students' academic effort and social behavior. A total of 50 teachers provided their opinion about the components. Alignment of the program with the school day provide the most mixed feedback.

Table 22. Program Teachers Satisfaction

	Strongly Agree	Somewhat Agree	Neither Agree of Disagree	Somewhat disagree	Strongly Disagree
Program Alignment with School Day	75.1	18.37	4.08	2.04	0
Variety of Enrichment Activities	83.6	12.2	0	4.0	0
Interaction with School Day Staff	86	12	2	0	0
Resources to Teach Program	66	24	4	6	0

IX. Appendices: Center Level Fact Sheets

Horn

Center Overview: Horn Elementary serves a diverse population of students at their campus. Their demographics are 94.3% economically disadvantaged, and 79% English language learners. For the 2019-2020 school year, they served 141 total regular students (45 days or more), 94 non-regular students for a total of 235.

Implementation Fidelity: For the second year of the grant, Horn was rated at a 7.2 from the Out of Time school instrument in the implementation of their program. This rating reflects a level of moderate implementation/frequently highly demonstrated during campus visits and evaluation of program data results. The program was balanced and addressed all grant components with academic components taking a bulk of total programming.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholders: Parent engagement was a crucial component of the grant for the first year and continued for the current year. The total number of Horn parents reported for the year were 75 total adults for the year in activities. This was on pass to surpass last year's total of 84 and demonstrates their commitment to parent engagement. The monthly activities observed by the evaluator were deemed beneficial and demonstrated a reciprocal relationship between the school and home. Teachers reported benefits from the program in academic and social behavior from survey data.

Covid-19: The site responded to the pandemic by still providing resources to families. In coordination with the district, the site offered lesson, resources via the internet, nutrition during food drives/give aways and serving as a mediator of communication for families by checking in weekly with students and families.

Recommendations: The following are to be considered for program improvement next year:

- Build from lessons learned through Covid-19 to address some of the following:
 - Gathering reliable parent contact information
 - Utilizing web resources to communicate with families
 - Continuing use of internet resources for students and families to work at home

-
- Developing contingency plans for the students and families if face to face programming is not possible.

Chambers

Center Overview: Chambers Elementary serves a diverse population of students at their campus. Their demographics are 93% economically disadvantaged, and 71.4% English language learners. For the 2019-2020 school year, they served 100 total regular students (45 days or more), 29 non-regular students for a total of 129.

Implementation Fidelity: For the first year of the grant, the school was rated at a 7.2 from the Out of Time school instrument in the implementation of their program and were continuing their progress from the first year of the grant. This rating reflects a level of moderate implementation/frequently highly demonstrated during campus visits and evaluation of program data results. The program was balanced and addressed all grant components with academic components taking a bulk of total programming.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholders: Parent engagement was a crucial component of the grant this year for the centers and Chambers parents reported for the first year were 71 total adults and it rose to 102 total adults by the end of the fall semester demonstrating an increase in engagement. The monthly activities observed by the evaluator were deemed beneficial and demonstrated a reciprocal relationship between the school and home. Teachers reported benefits from the program in academic and social behavior from survey data.

Covid-19: The site responded to the pandemic by still providing resources to families. In coordination with the district, the site offered lesson, resources via the internet, nutrition during food drives/give aways and serving as a mediator of communication for families by checking in weekly with students and families.

Recommendations: The following are to be considered for program improvement next year:

- Build from lessons learned through Covid-19 to address some of the following:
 - Gathering reliable parent contact information
 - Utilizing web resources to communicate with families

-
- Continuing use of internet resources for students and families to work at home
 - Developing contingency plans for the students and families if face to face programming is not possible.

Chancellor

Center Overview: Chancellor Elementary serves a diverse population of students at their campus. Their demographics are 88.1% economically disadvantaged, and 64.7% English language learners. For the 2019-2020 school year, they served 110 total regular students (45 days or more), 32 non-regular students for a total of 142.

Implementation Fidelity: For the first year of the grant, the school was rated at a 7.2 from the Out of Time school instrument in the implementation of their program and was on track for the current year to perform at a high level. This rating reflects a level of moderate implementation/frequently highly demonstrated during campus visits and evaluation of program data results. The program was balanced and addressed all grant components with academic components taking a bulk of total programming.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholders: Parent engagement was a crucial component of the grant this year for the centers and Chancellor parents reported for the year were at 58 total adults during the fall semester compared to 89 total adults for the first-year activities. The monthly activities observed by the evaluator were deemed beneficial and demonstrated a reciprocal relationship between the school and home. Teachers reported benefits from the program in academic and social behavior from survey data.

Recommendations: The following are to be considered for program improvement next year:

- Build from lessons learned through Covid-19 to address some of the following:
 - Gathering reliable parent contact information
 - Utilizing web resources to communicate with families
 - Continuing use of internet resources for students and families to work at home
 - Developing contingency plans for the students and families if face to face programming is not possible.

Klantzman

Center Overview: Klantzman serves a diverse population of students at their campus. Their demographics are 91% economically disadvantaged, and 58.3% English language learners. For the 2019-2020 school year, they served 143 total regular students (45 days or more), 88 non-regular students for a total of 231.

Implementation Fidelity: For the first year of the grant, the school was rated at a 7.2 from the Out of Time school instrument in the implementation of their program and was on track for the current year to perform at a high level. This rating reflects a level of moderate implementation/frequently highly demonstrated during campus visits and evaluation of program data results. The program was balanced and addressed all grant components with academic components taking a bulk of total programming.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholders: Parent engagement was a crucial component of the grant this year for the centers and Klantzman parents reported for the year were 88 total adults for the year in activities by the end of the fall semester. The monthly activities observed by the evaluator were deemed beneficial and demonstrated a reciprocal relationship between the school and home. Teachers reported benefits from the program in academic and social behavior from survey data.

Recommendations: The following are to be considered for program improvement next year:

- Build from lessons learned through Covid-19 to address some of the following:
 - Gathering reliable parent contact information
 - Utilizing web resources to communicate with families
 - Continuing use of internet resources for students and families to work at home
 - Developing contingency plans for the students and families if face to face programming is not possible.

Owens

Center Overview: Owens Intermediate serves a diverse population of students at their campus. Their demographics are 91.1% economically disadvantaged, and 63.7% English language learners. For the 2019-2020 school year, they served 95 total regular students (45 days or more), 90 non-regular students for a total of 185.

Implementation Fidelity: For the first year of the grant, the school was rated at a 7.2 from the Out of Time school instrument in the implementation of their program and was on track for the current year to perform at a high level. This rating reflects a level of moderate implementation/frequently highly demonstrated during campus visits and evaluation of program data results. The program was balanced and addressed all grant components with academic components taking a bulk of total programming.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholders: Parent engagement was a crucial component of the grant this year for the centers and Owens parents reported for the year were 62 total adults for the year in activities by the end of the fall semester. The monthly activities observed by the evaluator were deemed beneficial and demonstrated a reciprocal relationship between the school and home. Teachers reported benefits from the program in academic and social behavior from survey data.

Recommendations: The following are to be considered for program improvement next year:

- Build from lessons learned through Covid-19 to address some of the following:
 - Gathering reliable parent contact information
 - Utilizing web resources to communicate with families
 - Continuing use of internet resources for students and families to work at home
 - Developing contingency plans for the students and families if face to face programming is not possible.

Holub

Center Overview: Holub Middle School serves a diverse population of students at their campus. Their demographics are 85.6% economically disadvantaged, and 28% English language learners. For the 2019-2020 school year, they served 182 total regular students (45 days or more), 169 non-regular students for a total of 351.

Implementation Fidelity: For the first year of the grant, the school was rated at a 5.2 from the Out of Time school instrument in the implementation of their program. For the second year of the grant, the school was rated at a 7.2 for the fall semester from the Out of Time school instrument in the implementation of their program. This rating reflects a level of moderate implementation/frequently highly demonstrated during campus visits and evaluation of program data results. The program was balanced and addressed all grant components with academic components taking a bulk of total programming. This rating marked a needed improvement from the previous year and can be attributed to new leadership at the site coordinator level.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholders: Parent engagement was a crucial component of the grant this year for the centers and Chambers parents reported for the year were 71 total adults for the year in activities by the fall semester and greatly surpassed the first-year total of 27. The monthly activities observed by the evaluator were well attended. Teachers reported benefits from the program in academic and social behavior from survey data.

Recommendations: The following are to be considered for program improvement next year:

- Build from lessons learned through Covid-19 to address some of the following:
 - Gathering reliable parent contact information
 - Utilizing web resources to communicate with families
 - Continuing use of internet resources for students and families to work at home
 - Developing contingency plans for the students and families if face to face programming is not possible.

Olle

Center Overview: Olle Middle School serves a diverse population of students at their campus. Their demographics are 90.7% economically disadvantaged, and 46.1% English language learners. For the 2019-2020 school year, they served 134 total regular students (45 days or more), 341 non-regular students for a total of 475.

Implementation Fidelity: For the first year of the grant, the school was rated at a 7.2 from the Out of Time school instrument in the implementation of their program. This rating reflects a level of moderate implementation/frequently highly demonstrated during campus visits and evaluation of program data results. The program was balanced and addressed all grant components with academic components taking a bulk of total programming.

Intermediate Outcomes: Unfortunately, student outcomes could not be analyzed because of the lack of data from the spring semester for comparison because of the Covid-19 pandemic. Fall data was captured in the district report.

Stakeholders: Parent engagement was a crucial component of the grant this year for the centers and Olle parents reported for the year were 95 total adults for the year in activities by the end of the fall semester. The monthly activities observed by the evaluator were deemed beneficial and demonstrated a reciprocal relationship between the school and home. Teachers reported benefits from the program in academic and social behavior from survey data.

Recommendations: The following are to be considered for program improvement next year:

- Build from lessons learned through Covid-19 to address some of the following:
 - Gathering reliable parent contact information
 - Utilizing web resources to communicate with families
 - Continuing use of internet resources for students and families to work at home
 - Developing contingency plans for the students and families if face to face programming is not possible.