YES Prep Public Schools

Cycle 8, Year 1

Final Grantee Report

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I. Executive Summary

In this report, findings and insights are presented concerning the 21st Century Community Learning Centers program of the YES Prep Public Schools, Cycle 8, Year 1.

The YES Prep Program operated on eight (8) campuses, or "program center sites." These campuses or sites included six (6) that offer classes to students enrolled in grades six (6) to twelve (12): East End, Gulfton, North Central, North Forest Southeast, North Forest, and Southwest. The sites also included two (2) that offer classes to students enrolled in grades six (6) through (9): Fifth Ward and Northside. All of the sites are located in the Houston area's most disadvantaged communities.

Each campus site offered activities appropriate to five areas of focus: Academic Support; Enrichment; Behavior; Family Engagement; and College and Career Readiness. The type of Academic Support provided to program participants was based on a needs assessment. Students received homework assistance or tutorials based on this assessment. Participants were given opportunities to select activities from the other component groups.

All YES Prep program sites were found to be completely faithful to the theory of action specified in the Interim Report Guidelines of the Texas Education Agency.

The grantee was found to have supported the program and its theory of action at each site through resources, leadership, staffing, and guidance—among other ways.

The YES Prep Public Schools, Cycle 8, Year 1, program enrolled a total of 2,355 students, 718 of whom were regular program participants and 1,637 of whom were nonregular participants. The overall student retention rate for this grantee was 30.4%.

The considerable inadequacy of the data made available to evaluators by means of the Texas 21st Century data system made it difficult to draw appropriate inferences about the program and its outcomes. *Accordingly, a key recommendation of this report is that the Texas 21st Century data system be improved considerably.*

We found variation in days of participation over the YES Prep Public Schools, Cycle 8, Year 1, grantee program. Most noteworthy is that the bulk of students participated in 40 or fewer program days both in the spring and fall terms. However, also noteworthy is that participation increased from fall to spring during the year, especially in the participation categories of zero (0) to 40 days.

Strong issue is taken in this report with the "Grantee Guideline" that the programmatic aspects of centers should be discussed for their impact on intermediate outcomes. There are only nine (9) separate ACE centers under this grant, yet there are considerably more variables—programmatic and otherwise—that distinguish these centers and that could influence outcomes. Expressed differently, this guideline poses a well-known analytical mistake: There are too few cases or "subjects" (i.e., centers) relative to the number of variables involved in the problem.

The interim guidance as well as the Guidelines for Centers and Grantees call for grades as the first principal "metric" for intermediate outcomes. We believe strongly that this is a mistake and that test scores, especially scores on standardized tests, constitute a far better measure than grades of academic improvement.

Considerable evidence of a "reinforcing" or "maintaining" program effect with regard to participants' grades was found in addition to a converting (i.e., grade improvement) one.

It proved extremely difficult to compare grade changes or grade reinforcement at YES Prep with those from other Texas statewide 21st Century Programs, especially across the four subject areas of reading, math, science, and social studies. Some YES Prep centers exceeded the statewide Texas 21st grade increases in certain subject areas, while others did the opposite. The same was found to be true of grade decreases. However, *one conclusion is particularly clear*: With the exception of one subject (science) at a single site (North Forest), the "reinforcement" or "maintenance" effect of grades at YES Prep exceeded that of all other Texas statewide 21st Century programs.

YES Prep Public School officials were not informed sufficiently at the time of grantee orientation of the need to gather and report teacher surveys, one form of stakeholder perceptions. As a consequence of this insufficient information, surveys of teachers were not completed. Accordingly, *we recommend strongly that improvements be made in the grantee orientation materials to avoid such problems in the future.*

Finally, two "next steps" recommendations are offered in this report:

1. There is need to increase the number of program attendance days among out-of-school-time participants. Accordingly, we recommend identifying the reason(s) for low program attendance and making modifications to the activities and program in light of what is found. Surveys of participants and of their parents can be of considerable assistance in this regard. The Waits Consulting Group will, of course, be pleased to work with you in designing surveys, in suggesting means of survey administration, and in analyzing the data. In addition to surveys, focus groups of participants and parents are also advisable and represent a low-cost alternative to further supplementing survey findings.

2. There is need to create a means for distinguishing and documenting absences attributable to illnesses from those that are "unexcused." At base, this amounts to developing a data system. Further, in our experience, such a data system needs to be designed so as to aid in identifying the characteristics of chronically absent program participants, in designing interventions that target patterns of absenteeism, in implementing and tracking interventions over a school year, and in assessing the effectiveness of those interventions. Again, the Waits Consulting Group is prepared to offer its guidance in this regard.

II. Introduction and Purpose of Program

In this report section we describe briefly the ACE program for the YES Prep Public Schools, Cycle 8, Year 1, along with the program's theory of action, the overall school context, and the students being targeted.

A. Program Description and School Context

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming at eight (8) campuses or "program center sites." These campuses or sites included six (6) that offer classes to students enrolled in grades six (6) to twelve (12): East End, Gulfton, North Central, North Forest,

Southeast, and Southwest. The sites also included two (2) that offer classes to students enrolled in grades six (6) through (9): Fifth Ward and Northside. All of the sites are located in the Houston area's most disadvantaged communities.

Each campus site offered activities appropriate to five areas of focus: Academic Support; Enrichment; Behavior; Family Engagement; and College and Career Readiness. The type of Academic Support provided to program participants was based on a needs assessment. Students received homework assistance or tutorials based on this assessment. Participants were given opportunities to select activities from the other component groups.

A complete, detailed breakdown of the program's activities, including enrollments, days scheduled, and average daily attendance for students and parents *by out-of-school-time center* is attached as an appendix to this report.

B. Program Theory of Action

All YES Prep Public Schools program sites were found to be completely faithful to the following 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.

Specific details concern the full logic model (program theory) for each of the out-of-school-time centers or campuses will be found in reports submitted for each individual center. To avoid needless repetition, these center-specific, detailed logic models are not included here.

Further, conclusive evidence was found that the grantee supported the above theory of action at each site through resources, leadership, staffing, and guidance—among other ways.

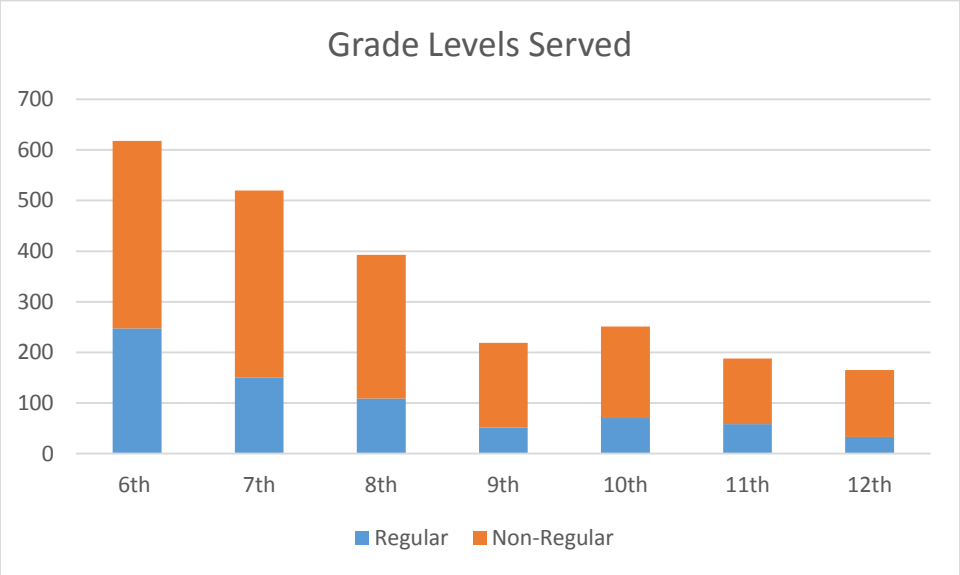
C. Students Served by the Program

The YES Prep Public Schools, Cycle 8, Year 1, program enrolled a total of 2,355 students, 718 of whom were regular program participants and 1,637 of whom were nonregular participants. The overall student retention rate for this grantee was 30.4%.

In the table below, the ethnicity, gender, economic, and language characteristics of YES Prep Public Schools, Cycle 8, Year 1, students targeted and served by the program are shown. As will be seen, both the student numbers and percentages by category are displayed.

YES Prep Cycle 8, Year 1 Program Characteristics		
	Number	Percent
Student Counts by Ethnicity		
African American	348	14.8%
Hispanic	1,962	83.3%
Other ethnicities	45	1.9%
Students Counts by Gender		
Males	1,083	46.0%
Females	1,272	54.0%
Students Counts by Category		
Economically Disadvantaged	1,465	82.3%
At-Risk	749	31.8%
English Language Learners	255	10.8%

In the chart below, the grade levels, the number of students by grade level, and the participation status (regular and nonregular) of students enrolled in the YES Prep program are shown. As is evident from the table, and as expected from the grade levels served at the various YES Prep sites, the bulk of participants were in grades 6 followed by grades 7 and 8.



III. Evaluation Strategy Plan

According to the Grantee Final Report Guidelines, this report section is to address the following:

This section should discuss how we know if as a fiscal agent you were successful? What are the indicators, what is the evidence? Since effective monitoring is highly dependent upon accurate and timely Tx21st system data entry form each program, what information is used to determine differential center support?

The evaluation plan utilized in assessing the success of this grantee program was identical across all of the eight centers, as were the evaluation design, the measures utilized, the analytical procedures utilized, and the statistical models employed. Moreover all of these evaluation elements (plan, designs, measures, analytical procedures, and statistical models), along with evaluator ethical precepts, were based fully and completely on "standards and values for evaluators" adopted by the American Evaluation Association, the professional association for evaluators, whose mission is "to improve evaluation practices and methods, increase evaluation use, promote evaluation as a profession, and support the contribution of evaluation to the generation of theory and knowledge about effective human action." (Citation: http://www.eval.org/p/cm/ld/fid=13.)

The evidence of program success is discussed for each of the eight campus sites included in the YES Prep, Cycle 8, Year 1, grant in the respective individual site reports. Once again, to avoid needless—and considerable—repetition, the reader interested in a detailed consideration of the evidence is referred to those site reports.

As the reader of those individual site reports will note, the grantee provided and entered the data requested for inclusion in the Texas 21st Century data system in a timely manner. *This exception leads us to recommend that improvements be made in the grantee orientation materials to avoid such problems in the future.*

That said, we would be remiss in not pointing out the considerable inadequacy of the data made available to evaluators by means of the Texas 21st Century data system. In brief, we worked tirelessly to ensure that the best available evidence concerning the program's success was provided to the grantee, but we were severely restricted in doing so by the numerous data limitations and shortcomings of the Texas 21st Century system.

As we took pains to point out in our reports on the eight individual centers or campuses, program success or shortcomings may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results. Indeed, evaluation and educational research have well documented the importance of these other variables in determining out-of-school-time program outcomes (see, for example, *"A Snapshot of OST Programs in Philadelphia: An Evaluation of Eleven 21st Century Community Learning Center Grantees" April 2014; and Deschense, S.N. and others (2010). "Engaging Older Youth: Program and City Level Strategies to Support Sustained Participation in Out-of School Time. Harvard Family Research Project.)* Data on none of these or other important variables are provide in the Texas 21st Century system.

We conclude this section, therefore, with the strong recommendation that the Texas 21st Century data system be improved considerably.

IV. Program Support

In this section, we describe the approach taken and the process used to prioritize activities in support of ACE centers funded by Cycle 8, Year 1, dollars provided to the YES Prep Public Schools

In general, Cycle 8, Year 1, funding decisions were made by the YES Prep project director in collaboration with the eight program site coordinators. Site or campus allocations were made based upon expected student enrollments, student needs as targeted by the program, the specific professional contractors, and the services such contractors provided, and by the previous record of YES Prep in meeting student needs and achieving outcomes.

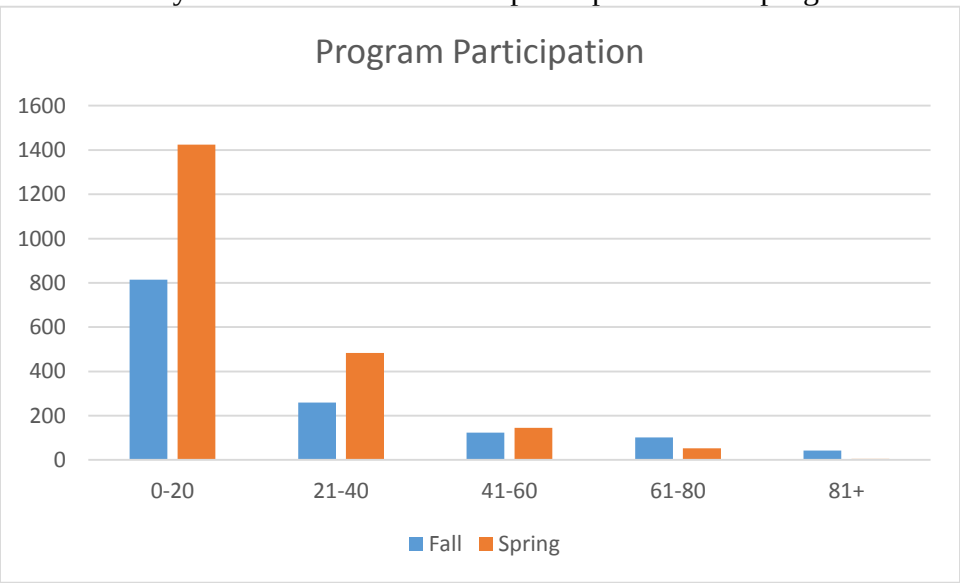
There was variation in funding across the eight sites with the amounts ranging from a low of $160,175 at YES Prep Southwest and at East End, to a high of $241,250 at YES Prep North Forest. However, in all cases, the budgetary category receiving the greatest allocation at each of the eight sites was that of "other operating costs."

Financial resources aside, the grantee project director further supported the program at each site through leadership, staffing assistance, and guidance—among other ways.

V. Program Participation

Participation in the various centers is already described at length in individual site-specific reports. To avoid needless repetition, we refer the reader to those reports. Instead, in this document, we discuss variations in program participation at the level of the grantee.

As can be observed in the table immediately below, we found variation in days of participation over the YES Prep Public Schools, Cycle 8, Year 1, grantee program. Most noteworthy in the table is that the bulk of students participated in 40 or fewer program days both in the spring and the fall terms. However, also noteworthy is that participation increased from fall to spring during the year, especially in the participation categories of zero (0) to 40 days. Despite this increase, there is clearly need to increase student participation in the program.



Since they vary by site and the specific characteristics of each site (student mix, academic needs, and the like), strategies employed to support and encourage participation at individual campuses are discussed in reports for each center. To avoid needless and lengthy repetition, these strategies are not duplicated here. Finally, concerning low levels of participation, we address this problem further in recommendations found in the "Next Steps" section of this report.

VI. Program Intermediate Outcomes

In this report section, we discuss achievement of the grantee-level program's intermediate objectives. In the tables below, we report the grade changes by individual ACE center for all of the eight campuses included in the YES Prep Public Schools, Cycle 8, Year 1, program. As will be seen, we discuss them by individual subject area: reading, math, science, and social studies. Before proceeding to discuss these tables, we believe strongly that several troubling caveats are in order. First, in conducting our work, we found the "Center Guidelines" to be strongly directed in favor of documenting students' "experiencing improvements" in grades. Note, especially, the following research questions from these guidelines:

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

While improvement in grades we certainly acknowledge to be important, in our judgment, the students showing "no change" and "no change necessary" over the life of this funding cycle and grantee program are also important. Indeed, as we have discussed in nearly all of our reports on individual ACE centers, no grade change and no needed grade change among participants are suggestive, if not indicative, of a "reinforcing" or "maintaining" program effect, rather than converting one. Such reinforcing effects we believe to be important if only for the reason that a number of ACE participants experienced grade decreases. Thus, reinforcing or maintaining grade effects should not be overlooked in evaluating this program and its outcomes.

A second caveat concerns the limitations of the Texas 21st Century data system that we earlier discussed in this report (see Section III above). We found these data limitations to be so severe that we believe strongly that it is not possible either to document or to eliminate influences other than programmatic ones that might have had a more important effect (than programmatic ones) on intermediate outcomes. In short, many supposed programmatic outcomes could be spurious and entirely attributable to factors, especially antecedent ones, outside of the program.

A third caveat concerns the "Grantee Guideline" that this report section should discuss programmatic aspects of centers that have positive intermediate outcomes. *We strongly take issue with this guideline*. There are only eight (8) separate ACE centers under this grant, yet there are considerably more variables—programmatic and otherwise—that differ among these centers and that could influence outcomes. Expressed differently, this is completely a case of more possible variables than there are numbers of centers to evaluate. Such a situation does not permit tying specific programmatic aspects to intermediate outcomes. Further, the data and designs available for this evaluation, especially given the guidelines for centers and grantees, were

seemingly never intended to and are incapable of linking specific programmatic aspects to particular outcomes.

A fourth and final caveat concerns the measurement of "Intermediate Outcomes." The interim guidance, as well as the Guidelines for Centers and Grantees, call for grades as the first principal "metric" for such outcomes. We believe strongly that this is a mistake and that test scores, especially scores on standardized tests, constitute a far better measure than grades of academic improvement. Grades tend to be highly variable across teachers and classes. Moreover, in comparison to standardized tests, there is no "norm," no test of reliability and no validation of grades as measures of academic performance. Further, grades frequently involve systematic bias on the part of those awarding grades. Additionally, we note that evaluations of other out-of-school-time programs we have examined, including the highly successful "Houston's Kids Program" as well as 21st Century Programs in Alaska and Rhode Island among others, utilize test scores, not grades. Accordingly, we recommend that test scores be substituted for grades as intermediate outcome metrics.

Our caveats aside, we invite the reader's attention to the findings in the tables below. The modal observation for each category is highlighted in the tables below.

While varying by site and subject area, we found grade improvements for each center in each of the four subject areas: reading, math, science, and social science. Additionally, in light of one of our caveats above, if one combines the column percentages for "grade increase" with the "reinforcing" or "maintaining" columns of "no change" and "no change needed," it is clear that the data strongly suggest (within the limits of our other caveats) that students showing any decrease in grades were a minority in percentage terms. Moreover, as we reported in individual center reports the major program impact at YES Prep across the centers was that of "maintaining" or "reinforcing grades," an impact most evident in comparing the modal category in each table to the column labeled "decrease."

Reading

Center	Increase	No Change	Decrease	No Change Necessary
Southeast	16.4%	46.3%	25.4%	11.9%
North Central	1.8%	71.6%	18.3%	8.3%
Southwest	17.2%	64.1%	18.8%	0.0%
East End	24.4%	51.1%	22.2%	2.2%
Gulfton	11.7%	63.3%	15.0%	10.0%
North Forest	7.1%	62.5%	25.0%	5.4%
Northside	8.2%	69.4%	20.4%	2.0%
Fifth Ward	22.7%	55.5%	17.6%	4.2%
State of Texas Cycle 8	19.4%	45.0%	20.7%	14.9%

Math

Center	Increase	No Change	Decrease	No Change Necessary
Southeast	13.4%	52.2%	23.9%	10.4%
North Central	8.3%	44.4%	35.2%	12.0%
Southwest	11.1%	54.0%	27.0%	7.9%
East End	20.5%	52.3%	15.9%	11.4%
Gulfton	13.3%	65.0%	11.7%	10.0%
North Forest	20.0%	65.5%	12.7%	1.8%
Northside	28.6%	63.3%	6.1%	4.1%
Fifth Ward	29.4%	50.4%	6.7%	13.4%
State of Texas Cycle 8	21.3%	44.1%	20.0%	14.6%

Science

Center	Increase	No Change	Decrease	No Change Necessary
Southeast	10.4%	46.3%	26.9%	16.4%
North Central	11.0%	61.5%	12.8%	14.7%
Southwest	9.8%	68.9%	16.4%	4.9%
East End	11.1%	68.9%	15.6%	4.4%
Gulfton	18.3%	48.3%	23.3%	10.0%
North Forest	52.7%	27.3%	16.4%	3.6%
Northside	12.2%	65.3%	18.4%	4.1%
Fifth Ward	31.1%	46.2%	12.6%	10.1%
State of Texas Cycle 8	19.4%	39.7%	19.6%	21.3%

Social Studies

Center	Increase	No Change	Decrease	No Change Necessary
Southeast	7.5%	50.7%	29.9%	11.9%
North Central	9.1%	48.2%	21.8%	20.9%
Southwest	11.5%	42.6%	36.1%	9.8%
East End	35.6%	44.4%	17.8%	2.2%
Gulfton	11.7%	50.0%	11.7%	26.7%
North Forest	19.2%	59.6%	13.5%	7.7%
Northside	34.7%	44.9%	14.3%	6.1%
Fifth Ward	16.0%	58.8%	15.1%	10.1%
State of Texas Cycle 8	18.3%	36.8%	20.1%	24.7%

There is one final observation to be made concern the tables above, an observation that concerns the percentages of students in the *Texas statewide 21st Century program* showing an increase in grades, no change, a decrease, and "no change necessary," percentages also displayed in the table. We have chosen to defer our discussion of these findings for the next section of this report.

VII. Program Impacts

In this section, we discuss the impact of the YES Prep, Cycle 8, Year 1, program. In discussing this impact, we remind the reader of our previously discussed caveat (in section VI above in this report) that the data and designs available for this evaluation, especially given the guidelines for centers and grantees, were never intended to and are incapable of linking specific programmatic aspects to particular outcomes.

We should also point out that the phrase "statistically significant intermediate outcomes" is used inadvisably in the Grant Guidelines for this section. "Statistical significance" appropriately refers to data drawn from samples and not to populations of data. Yet, we have consistently employed only populations of data in our work deriving observations for our evaluation from the Texas 21st Century data system, a system which seems to us to contain no sample data.

What we discuss here are the comparisons we have drawn between YES Prep centers with other ACE programs. As an examination of the tables in the preceding section (Section VI) reveals, it is extremely difficult to compare grade changes or grade reinforcement at YES Prep with those from other Texas statewide 21st Century Programs, especially across the four subject areas of reading, math, science, and social studies. Some YES Prep centers exceeded the statewide Texas 21st grade increases in certain subject areas, while others did the opposite. The same was found to be true of grade decreases. However, one conclusion is particularly clear: With the exception of one subject (science) at a single site (North Forest), the "reinforcement" or "maintenance" effect of grades at YES Prep exceeded that of all other Texas statewide 21st Century programs.

VIII. Stakeholder Perceptions

As we have noted in Section III above, YES Prep Public School officials were not informed sufficiently at the time of grantee orientation of the need to gather and report teacher surveys, one form of stakeholder perceptions. As a consequence of this insufficient information, surveys of teachers were not completed. To repeat a point also made earlier, this led us to recommend that improvements be made in the grantee orientation materials to avoid such problems in the future.

We contemplated gathering data on the perceptions of other program stakeholders. However, provisions of 45 CFR (Code of Federal Regulations) Section 46 would have required us to submit instruments and evaluation designs for measuring perceptions to an Institutional Review Board (IRB) with Federal-Wide Assurance. This requirement holds for all evaluations and investigations funded directly or indirectly by an agency of the federal government. We had no access to such an IRB and were aware that IRB review can be a costly, time-consuming, and

lengthy process. Accordingly, we made the decision not to collect additional data on the perceptions of other stakeholders.

Absent data on the perceptions of stakeholders other than teachers, we had no ability to analyze factors that contributed to strong and weak stakeholder support as called for in the Grantee Guidelines. Further, teacher surveys called for under federal funding provided no evidence regarding such factors. Rather, the surveys we found for other sites in the Texas 21st data system only provided evidence about teachers' perceptions regarding changes in student behavior.

IX. Assessment of Evaluator Recommendations and Site Coordinator Commentary

This assessment will be sent as an addendum to our report, since the project director for this grant will be unavailable until after the deadline for report submission.

X. Next Steps

To support the centers in the future, we offer the following "next steps":

1. There is need to increase the number of program attendance days among out-of-school-time participants. Accordingly, we recommend identifying the reason(s) for low program attendance and making modifications to the activities and program in light of what is found. Surveys of participants and of their parents can be of considerable assistance in this regard. The Waits Consulting Group will, of course, be pleased to work with you in designing surveys, in suggesting means of survey administration, and in analyzing the data. In addition to surveys, focus groups of participants and parents are also advisable and represent a low-cost alternative to further supplementing survey findings.

2. There is need to create a means for distinguishing and documenting absences attributable to illnesses from those that are "unexcused." At base, this amounts to developing a data system. Further, in our experience such a data system needs to be designed so as to aid in identifying the characteristics of chronically absent program participants, in designing interventions that target patterns of absenteeism, in implementing and tracking interventions over a school year, and in assessing the effectiveness of those interventions. Again, the Waits Consulting Group is prepared to offer its guidance in this regard.

XI. Evaluator Information

The Waits Consulting Group is an independent, interdisciplinary team of comprised of former and current public school administrators, higher education administrators, business professionals, and professional evaluators with over 100 years combined experience in the public and private sector.

Members of the team have advanced degrees including the Ph.D., Ed.D., M.B.A., and M.Ed. In the pursuit of these degrees, various members have completed coursework in program

evaluation, statistics, statistical sampling, qualitative research methods, and other program assessment techniques.

Further, the Waits Consulting Group has had considerable prior experience in evaluating Afterschool Centers on Education (ACE) administered by the Texas Education Agency for the federally-funded 21st Century Community Learning Center (CCLC) grants program. In particular, the Group has completed successfully evaluations of the following after-school centers during the noted funding cycles and program years:

HISD Cycle 5, Year 3

HISD Cycle 5, Year 4

HISD Cycle 5, Year 5

HISD Cycle 6, Year 2

HISD Cycle 6, Year 3

HISD Cycle 6, Year 4

HISD Cycle 6, Year 5

HISD Cycle 7, Year 1

HISD Cycle 7, Year 2

HISD Cycle 7, Year 3

HISD Cycle 8, Year 1

Be A Champion, Inc. Cycle 6, Year 2

Be A Champion, Inc. Cycle 6 Year 3

Be A Champion, Inc. Cycle 6, Year 4

Be A Champion, Inc. Cycle 6, Year 5

Texas Serenity Academy Cycle 7, Year 2

Texas Serenity Academy Cycle 7, Year 3

YES Prep Public Schools, Cycle 8, Year 1

Scope of Work

The Afterschool Centers on Education (ACE) is the program administered by the Texas Education Agency for the federally-funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), hereafter referred to as the "Act," as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). Under Section 4205, paragraph b (2), of ESEA as amended, a periodic evaluation of ACE is required. The purpose of such an evaluation is to refine, improve, and strengthen the program and to refine performance measures.

Cost of Evaluation

The cost of the evaluation was $2,500 per site.

XII. Appendices

YES Prep East End High School, YES Prep Public Schools
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Center Report

Waits Consulting Group

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I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep East End. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep East End, an evaluation that is the subject of this report.

The evaluation was designed around research questions developed by Edvance Research, Inc., hereafter referred to as Edvance. Based on our overall assessment of outcomes related to these research questions, the YES Prep East End ACE program overall was successfully implemented as intended by the project director and site coordinators.

The YES Prep East End ACE program overall was implemented as intended.

There were a large number of students that were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

Recommendation

There was a 28% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep East End is located in a large suburban area of far south East End Houston. It serves a student enrollment of approximately 749 students from grades 6 through 12. According to data

reported by the YES Prep Charter School System to the United States government, the demographic make of the school is 99% minority. It serves a student population of 74% Hispanic, 23% African-American, and 1% each, of Asian, American Indian, and White. The gender demographics are 49% male and 51% female. According the 2014 U.S. News Education high rankings, YES Prep East End ranked number 15 in the State of Texas, 106 in the nation, and 26 among charter schools. This school, with a student teacher ratio of 15:1, is above the national average in the area of college readiness and reading. It also has an exemplary rating.

The school's operating budget per the Texas21st Center Profile Summary is $160,175.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System

- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R., *Visual and Statistical Thinking: Displays of Evidence for Making Decisions*. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for

differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
HUMAN - Yes Prep Teachers: Jonathan Tomick, Margaret Gunn, D'Arby Kondratowicz, Erika Allen **SUPPORT** -After School to Achieve - BlazinBrook Management - Volunteers (offer additional support in clubs and activities) - ALAR Institute - Community Organization(s) - Money Management International **CURRICULUM** - College Preparatory curriculum - Academic support through tutorials and homework assistance **OTHER** - Behavior standards (Anchor, Wall Street, Detention, Parent meetings)	Student Recruitment Plan: - Open up to all students utilizing a kickoff parent and student information meeting - Assess the number students interested a initial kickoff meeti - Utilize student target list for students currently on Tier 2 or Tier 3 of the intervention list - With the assistance of Grade Level Chairs, students with the highest need (determined by teachers and GLCs) will be recruited one-on-one Retaining students: - Attendance will be monitored on a weekly basis through activity attendance sheets and data entry on TX21st - Students who only attend one day a week will receive a one-on-one meeting to encourage more	**Academic Support** - Academic Enrichment (MS) focuses on engaging students in mathematics, science, writing and Spanish using games and trivia - Algebra Lab uses online programs to provide additional support in Algebra - Homework Club (MS and HS) provides homework support for students with instructors available to answer questions and offer assistance	**Academic Enrichment: 16 Students, 4 Days, 4 Hours** **Algebra Lab: 20 Students, 25 Days, 37.5 Hours** Homework Club: 50 Students, 100 Days, 100 Hours Morning Homework Club 15 Students, 30 Days, 30 Hours **HS Homework Club: 50 Students, 75 Days, 75 Hours** **MS Homework Club: 88 Students, 75 Days, 75 Hours** **Morning Homework Club:**	- Middle schools will have fewer daily and overall marks on their Anchor - The number of times a regular middle school ACE participant (at least three days per week) is assigned to Wall Street will decline over the course of the semester - High schools students who attend regularly (at least two days a week) will have a decreased number of negative marks on their Anchor and fewer after school detentions - Students who attend regularly will have improved promotion and graduation rates	- All students graduate ready for college and career

	frequent attendance - Students who stop attending will also receive a one-on-one meeting to discuss a return to the program - When vacancies occur, additional students will be sought to ensure the program reaches as many students as possible - Grade Level Chairs will assist with meetings and encourage student attendance Student Voice/Choice: - Student Interest Surveys distributed to all math classes to determine level of student interest in activities - Offer survey to students at the conclusion of each semester to assess what activities students did and did not like Qualified personnel: - Yes Prep teachers undergo a rigorous interview process prior to employment - Teachers who offer a club are well-versed in their area of interest - Vendors have their own process through which	- Latin Club (MS) focuses on social studies and history using Italy as a primary focus - ZAP (special projects club) offers support and assistance for students working on class projects and in need of additional support outside of the classroom **Enrichment** - Art Club teaches students about classic artists, painting, drawing and free expression through art - Arts & Crafts teaches students about various craft techniques and students build their own unique crafts -Art & Culture:	**37 Students,** **25 Days,** **25 Hours** **W-HS-Homework Club:** **24 Students,** **25 Days,** **25 Hours** **W-MS-Homework Club:** **59 Students,** **25 Days,** **25 Hours** Latin Club: 20 Students, 15 Days, 15 Hours **MS Latin Club:** **1 Student,** **1 Day,** **1 Hour** **ZAP:** **126 Students,** **25 Days,** **75 Hours** Art Club: 20 Students, 26 Days, 26 Hours **Art Club:** **2 Students,** **2 Days,** **3 Hours** **Arts & Crafts:** **7 Students,** **2 Days,** **2 Hours**	- Students will have an increased sense of engagement through participation in ACE - Students will have an increased level of participation in after school activities beyond ACE such as grade level parties, festivals and school events - Increased level of family engagement - Parents will be more likely to reach out to school teachers and staff due to increased engagement through ACE	

	future employees are screened and evaluated - Instructors provided by vendors must meet pre-determined expectations to remain an ACE instructor	Students will learn a new technique each class, and also learn about different cultures from around the world. - Cooking provides students lessons in health, nutrition and cooking techniques- -Chess Club teaches students the basic concepts of chess, strategies and lessons in playing opponents Choir: Students will take part in learning skills to be part of a choir. Dance Fitness: Students will do a variety of dance fitness workouts. Drivers Ed. Student: This meeting will provide detailed information about the	**Art & Culture:** **23 Students,** **20 Days,** **30 Hours** Cooking Club: 30 students, 50 days, 50 hours **HS Cooking Club:** **15 Students,** **17 Days,** **17 Hours** **MS Cooking Club:** **41 Students,** **25 Days,** **25 Hours** **W-MS-Cooking Club:** **38 Students,** **20 Days,** **20 Hours** Chess Club: 20 Students, 30 Days, 30 Hours **Chess Club:** **24 Students,** **25 Days,** **50 Hours** **Choir:** **16 Students,** **18 Days,** **22.5 Hours** **Dance fitness:** **6 Students,** **16 Days,** **32 Hours** **Drivers Ed. Student:** **27 Students,** **1 Day,**		

		driver's education program. Driver's Education: Students will complete a 32-hour online driver's education course. Girls Club: This club will cover a variety of topics, which will be led by the student choice. Hip Hop Dance: students learn hip hop dances, history of hip hop HS Survivor Club: Students will learn survivor skills in different environment. Improv: Students will learn improvisation acting techniques and skills. Latin Dance: students learn Latin dance moves and whole dances Media Club: Students will learn about different forms of media.	**1 Hour** **Driver's Education: 31 Students, 16 Days, 48 Hours** **Girls Club: 13 Students, 13 Days, 13 Hours** **Hip Hop Club: 48 Students, 25 Days, 25 Hours** **Hip Hop Summit: 1 Student, 1 Day, 5 Hours** **HS Survivor Club: 4 Students, 2 Days, 2 Hours** **MS Survivor Club: 11 Students, 2 Days, 2 Hours** **Improv: 26 Students, 18 Days, 18 Hours** **Latin Dance Club: 64 Students, 25 Days, 25 Hours** **Media Club: 52 Students, 10 Days, 10 Hours** **Movie Club:**		

		Movie Club: Students will watch movies and documentaries. Robotics provides students with basic lessons in physics and mechanics Student information Session: Students will learn about the ACE program. Study Jam: Students will be provided an opportunity to study for a common assessments Theater: Students will learn lessons and tips related to acting. Video Game Creation: Students will be introduced to how video games are created. **Behavior** Sports: Students participate in flag football, volleyball and basketball	**66 Students,** **20 Days,** **40 Hours** Robotics: 20 Students, 26 Days, 26 Hours **MS Robotics:** **49 Students,** **25 Days,** **25 Hours** **Student Information Session:** **6 Students,** **1 Day,** **1 Hour** **Study Jam:** **49 Students,** **2 Days,** **6 Hours** **Theater:** **8 Students,** **17 Days,** **21.25 Hours** **Video Game Creation:** **12 Students,** **14 Days,** **14 Hours** Sports: 30 Students, 26 Days, 20 Hours **Sports Club:** **134 Students,** **50 Days,** **50 Hours** **Boys Volleyball:** **11 Students,** **39 Days,** **78 Hours**		

			Girls Volleyball: 19 Students, 37 Days, 74 Hours **Flag Football: 20 Students, 1 Day, 1.5 Hours**		
		Soccer: Students learn about soccer techniques and scrimmage	Soccer: 20 Students, 26 Days, 20 Hours **Soccer: 72 Students, 25 Days, 25 Hours**		
		Fun Fitness: Students learn and participate in Zumba, yoga and meditation	Fun Fitness: 15 Students, 26 Days, 26 Hours **Fun Fitness: 5 Students, 1 Day, 1 Hour**		
		Fun Science: Students learn about science through hands-on experiments	Fun Science: 20 Students, 26 Days, 26 Hours **Fun Science: 39 Students, 25 Days, 25 Hours**		
		Circus Club provides lessons in juggling, dance and movement	Circus Club: 20 Students, 26 Days, 52 Hours **Circus Club: 17 Students, 25 Days, 50 Hours**		
		Students Valentine's Day Event:	**Students Valentine's Day Event:**		

		Students can watch movies, and make valentine's day cards for a nonprofit. Ultimate Frisbee: Students will learn rules, game play and skill associated with ultimate Frisbee. **Family Engagement:** - ACE Kickoff Events - E.S.L. - Family fitness classes - Financial Literacy seminars Drivers ED Parent Meeting: This meeting will provide detailed information about the driver's education program. East End Carnival: Families will have the opportunity to attend the east end family carnival. Family Carnival: Students will assist with the setup, cleanup and running the carnival. Family Valentine's Event: Families will have the opportunity to watch movies, make valentine's day cards for nonprofit org. Parent Bing Night: Parents are invited to attend bingo night. Parent Information Session:	**13 Students,** **1 Day,** **4 Hours** **Ultimate Frisbee:** **17 Students,** **16 Days,** **32 Hours** **ESL:** **2 Students,** **5 Adults,** **37 Days,** **74 Hours** **Drivers ED Parent Meeting:** **27 Adults,** **1 Day,** **1 Hour** **East End Carnival:** **34 Adults,** **1 Day,** **4 Hours** **Family Carnival:** **104 Students,** **1 Day,** **5 Hours** **Family Valentine's Event:** **13 Students,** **1 Adult,** **1 Day,** **4 Hours** **Parent Bingo Night:** **21 Students,** **10 Adults,** **1 Day,** **1.25 Hours** **Parent Information Session:**		

		Parent will receive information regarding the ACE program.	**7 Adults, 1 Day, 1 Hour**		

Notes: Elements that are underlined were implemented in the fall and spring, elements in regular typeface were implemented in the fall, and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 8.5 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. Are activities targeted to student needs and well implemented?

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. Were program modifications made to better align activities offered with school learning objectives?

The program was well planned in advance, and no modifications were necessary.

6. Were program modifications made to increase participation in program activities?

Any program modifications were based primarily from student surveys.

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

Figure IV.a. below shows how varied the YES Prep East End activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam.

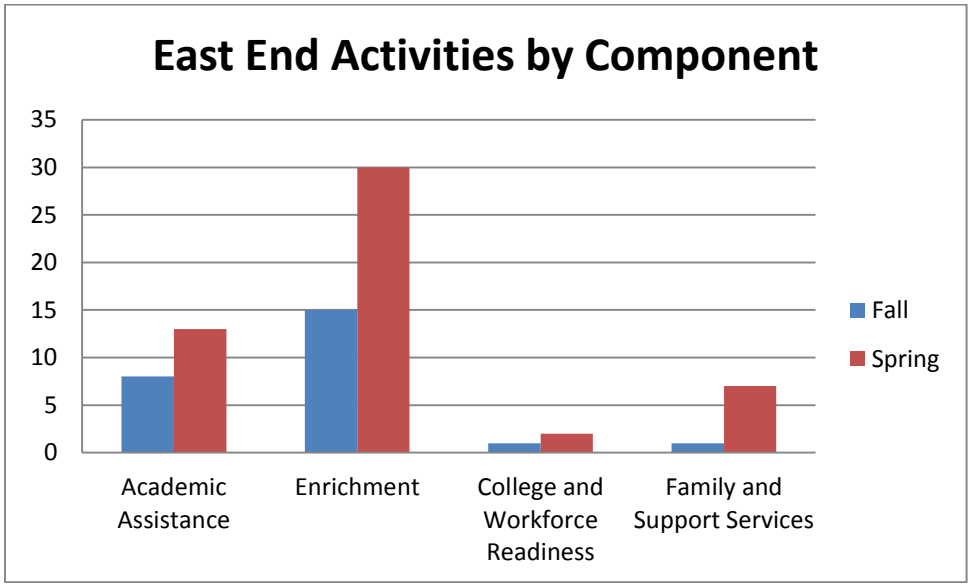

Figure IV.a. YES Prep East End Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep East End ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep East End ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	19.4%	21.2%	25.8%	21.4%
Hispanic	78.3%	77.9%	73.3%	77.6%
Other	2.3%	0.9%	0.9%	1.0%
Economically Disadvantaged	85.1%	79.0%	Not Available*	Not Available
At-Risk	31.8%	25.1%	Not Available	Not Available
English Language Learners	10.3%	10.3%	Not Available	Not Available

Source: Texas Academic Performance Report
Texas21st Year End Summary

*This information is not kept on a semester basis.

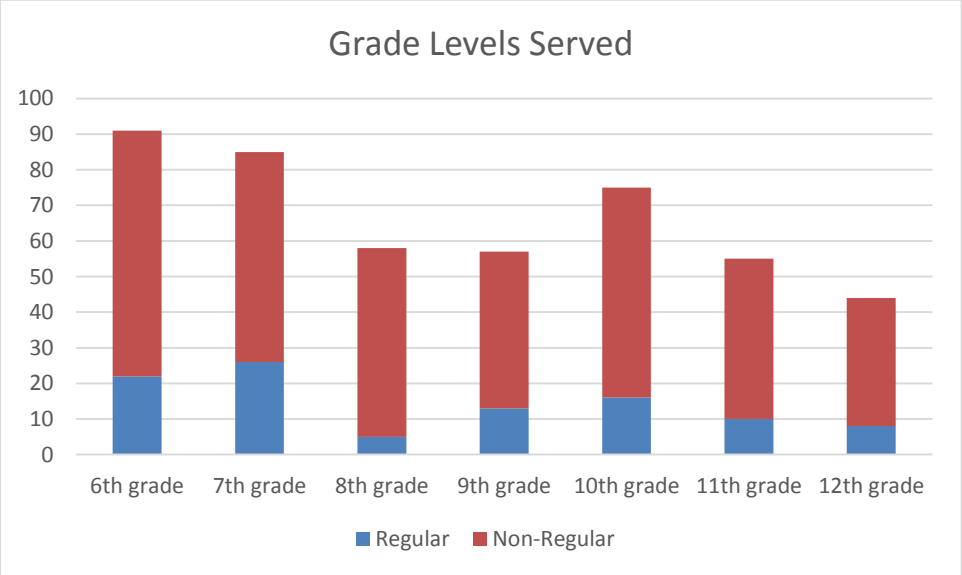

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The figure above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 6th and 7th grades, with the 8th grade having the fewest number of students. The figure shows that the recruiting efforts are successful based on

the number of students enrolled in the program. However, there are more nonparticipants than participants, which indicates that a large number of students do not attend the program for 30 days.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about "Right Activities":

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs' objectives?
- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep East End ACE.

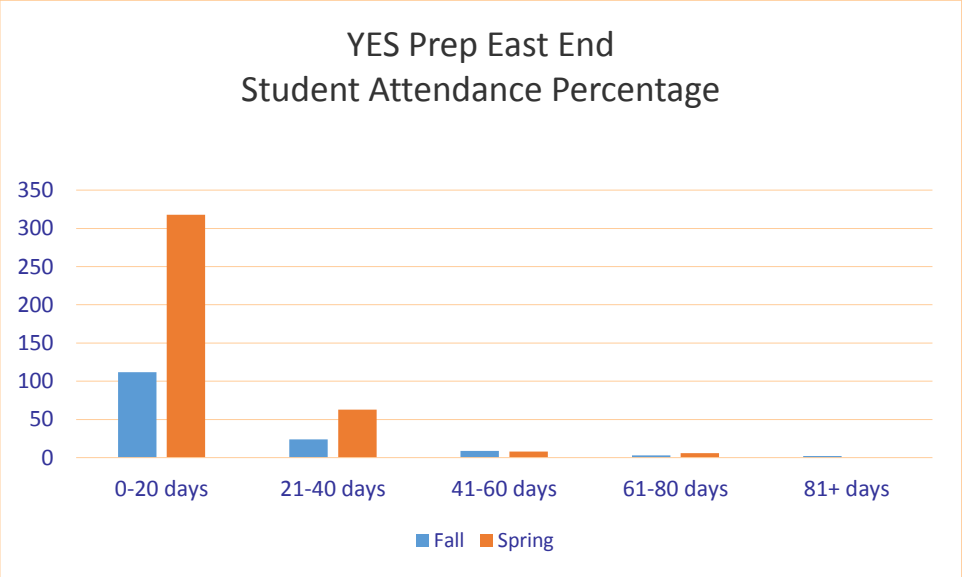

Figure V.b. Attendance Percentages for YES Prep East End ACE Students, Fall and Spring, 2014

As one can see from the figure above, most of the YES Prep East End students attended the program in the 0–20 days range in the fall and the 21–40 days range in the spring. The program is showing increases in the number of participants and program attendance in the spring.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the YES Prep East End ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

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

Table VI.a. shows, the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages declined less than 1% in math and science from fall to spring and increased in reading and social studies by, 3.83% and 4.82%, respectively. Absences increased from 46 days to 59 days, or 28.26%. *The Texas21st database does not distinguish between absences due to illness or truancy. As a result, we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.*

There were no criminal or noncriminal discipline referrals during the evaluation period. The course page completion had a negligible decrease.

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep East End ACE Students, Fall 2013 vs. Spring 2014

	Fall 2013	Spring 2014	Inc. (+)/Dec. (–)
Core GPA Change			
Reading	2.61	2.71	3.83%
Math	2.27	2.26	–0.44%
Science	2.57	2.55	–0.78%
Social Studies	2.49	2.61	4.82%
Number of School Days Absent	46	59	28.26%
Number of Criminal Referrals	0	0	0
Number of Noncriminal Referrals	0	0	0.00%
Course Pass Percentage	90.7%	89.7%	–1.1%

n = 193

*Course completion data not entered in Texas21st.

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 51)

Reading Grades	
Number Improving	14
Number with No Change	26
Number Decreasing	11
Percent Increasing	27.45%
Math Grades	
Number Improving	9
Number with No Change	32
Number Decreasing	9
Percent Increasing	18.00%
Science Grades	
Number Improving	6
Number with No Change	38
Number Decreasing	7
Percent Increasing	11.76%
Social Studies Grades	
Number Improving	17
Number with No Change	24
Number Decreasing	10
Percent Increasing	8.33%

Source: Texas21st

YES Prep East End students had improvements in reading, math, science, and social studies. The number of students with no change was the modal observation in all subject areas. The program appears to have an overall grade maintenance effect rather than improvement.

Table VI.c. Cycle 8 Year End Grades: State Level, 2014

Subject	Percent Increase
Reading	19.36
Math	21.30
Science	19.35
Social Studies	18.33

Source: Texas21st

VII. Evaluator Commentary and Recommendations

The YES Prep East End ACE program overall was implemented as intended.

There were a large number of students that were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

Recommendation

There was a 28% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such “other considerations” are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

For the 2014-2015 school year, ACE will conduct multiple surveys over the course of the year. These surveys will focus on the quality and type of programming being offered. By surveying students on a regular basis, programming can be altered to fully engage students and to increase overall participation.

In regard to absences, school attendance reports will be reviewed multiple times throughout the year. By doing so, the number of excused and unexcused absences will be easier to identify. This also presents the opportunity to follow up with students who have an increase in unexcused absences.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep East End
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Academic Enrichment	34	153.00	17	9	5	3
Algebra Lab	17	52.50	0	4	8	5
Art Club	6	14.00	3	2	0	1
Arts & Crafts	19	43.00	16	3	0	0
Chess Club	25	80.00	16	4	3	2
Circus Club	21	94.00	9	2	6	4
Fun Fitness	5	15.00	1	1	0	3
Fun Science Club	21	45.00	11	4	4	2
High School Homework Club	24	183.00	16	6	1	1
High School Journalism Club	4	6.00	0	3	0	1
High School Survivor Club	3	9.00	1	0	0	2
Hip Hop Club	15	23.00	12	1	1	1
Latin Dance Club	11	34.00	2	5	1	3
Middle School Cooking Club	38	127.00	23	11	4	0

YES Prep East End
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile			
			0–25%	25–50%	50–75%	75–100%
Middle School Homework Club	52	410.75	31	17	3	1
Middle School Journalism Club	4	6.00	0	2	0	2
Middle School Latin Club	13	19.00	0	7	4	2
Middle School Robotics Club	25	70.00	7	9	5	4
Middle School Survivor Club	17	54.00	5	4	3	5
Morning Homework Club	14	29.00	11	2	1	0
Parent ACE Information Session	46	46.00	0	0	0	46
Soccer	23	63.00	6	11	2	4
Sports Club	28	75.00	15	13	0	0
Student Information Session	38	38.00	0	0	0	38
ZAP!	9	27.00	0	0	0	9

YES Prep East End
Activity Attendance Percentage – Spring

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Academic Enrichment	16	32.00	7	5	1	3
Adult E.S.L.	6	106.00	3	0	1	2
Algebra Lab	20	109.50	14	2	3	1
Art & Culture	23	63.00	20	1	1	1
Art Club	2	4.00	0	0	0	2
Arts & Crafts	7	12.00	2	5	0	0
Boys Volleyball	20	336.00	14	1	3	2
Chess Club	24	173.00	17	7	0	0
Choir	16	53.50	8	7	1	0
Circus Club	17	292.00	7	3	4	3
Dance Fitness	6	18.00	2	2	1	1
Driver's Ed. Parent Meeting	27	27.00	0	0	0	27
Driver's Ed. Student Meeting	26	26.00	0	0	0	26
Driver's Education	30	970.00	14	8	8	0
East End Family Carnival	31	124.00	0	0	0	31

YES Prep East End
Activity Attendance Percentage – Spring

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	0–25%	Quartile 25–50%	50–75%	75–100%
Family Carnival	104	624.00	0	0	0	104
Family Valentine's Event	1	4.00	0	0	0	1
Flag Football	20	278.50	7	5	3	5
Fun Fitness	5	5.00	0	0	0	5
Fun Science Club	40	98.00	34	4	2	0
Girls Club	13	27.00	8	5	0	0
Girls Volleyball	19	224.00	12	6	1	0
High School Homework Club	52	284.50	46	5	1	0
High School Survivor Club	4	5.00	0	3	0	1
Hip Hop Club	50	120.00	40	10	0	0
Hip Hop Summit	1	5.00	0	0	0	1
HS Cooking Club	15	46.00	9	4	0	2
Improv	26	82.00	13	8	5	0
Latin Dance Club	64	170.00	52	11	1	0
Media Club	51	106.50	44	7	0	0

YES Prep East End
Activity Attendance Percentage – Spring

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Middle School Cooking Club	41	108.00	25	14	2	0
Middle School Homework Club	88	848.00	65	19	4	0
Middle School Latin Club	1	1.00	0	0	0	1
Middle School Robotics Club	47	183.00	33	9	4	1
Middle School Survivor Club	11	17.00	0	5	0	6
Morning Homework Club	35	120.00	25	9	0	1
Movie Club	67	461.25	48	7	9	3
Parent Bingo Night	30	37.50	0	0	0	30
Parent Information Session	7	7.00	0	0	0	7
Soccer	69	310.00	47	19	3	0
Sports Club	153	1,085.75	139	14	0	0
Student Information Session	6	6.00	0	0	0	6
Student Valentine's Event	13	52.00	0	0	0	13
Study Jam	52	256.00	22	16	8	6

YES Prep East End
Activity Attendance Percentage – Spring

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Summer Program Parent Meeting	6	4.50	0	0	0	6
Theater	8	81.75	2	0	3	3
Ultimate Frisbee	16	23.00	14	1	1	0
Video Game Creation	14	43.00	9	2	2	1
W- High School Homework Club	25	71.00	19	4	2	0
W- Middle School Cooking Club	39	81.00	33	5	1	0
W-Middle School Homework Club	60	275.00	32	22	5	1
ZAP!	128	669.00	124	4	0	0

YES Prep Fifth Ward High School, YES Prep Public Schools
Cycle 8, Year 1 Texas ACE Program
Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep Fifth Ward. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep Fifth Ward, an evaluation that is the subject of this report.

The evaluation was designed around research questions developed by Edvance Research, Inc., hereafter referred to as Edvance. Based on our overall assessment of outcomes related to these research questions, the YES Prep Fifth Ward ACE program overall was successfully implemented as intended by the project director and site coordinators.

The number of students participating in the spring was significantly larger than that of the fall, and had increases in participation in the 0–20, 21–40 and 41–60 day categories. This is an indication that the recruiting strategies are working, since more students are being enrolled and retained in the program.

We noted areas where program implementation can be improved, and they are discussed below:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring, but also showed significant increases in the 21–40 and 41–60 day categories.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was an 88% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep Fifth Ward, located in one of Houston's oldest and most historical and political areas, is situated northeast of downtown Houston, Texas. The school, consisting of grades 6 to 8, has a student population of approximately 416 students. The demographics of the school's population are 88% Hispanic, 11% African-American, and 1% other races.

The school's ACE program operating budget is $215,680.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System

- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R., *Visual and Statistical Thinking: Displays of Evidence for Making Decisions*. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for

differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Human -14 YES Prep teachers, certified *Wambui Kamuiru *Alex Perry *Melissa Lopez *Grace Francis *Courtney Washington *Cassandra Malork *Matthew Mariani *Caroline Wilson *Maria Nunez *Shayla Matthews *Mark Fritzenschaft *Ngozkika Mgduga *Greg Little *Stacy Thompson -1 YES Prep para professional office staff, not certified *Angela Gurrero -1 instructional teacher *Janis Thomas -2 reputable vendors providing services:8 representatives *Northside Karate *Afterschool to Achieve 14 teachers all have their teaching certification, paraprofessional has worked at YES Prep for 4	**School program alignment** -ACE program aligns with the school day by: *Using 15 YES Prep staff to run programs: -Wambui Kamuiru -Alex Perry -Melissa Lopez -Grace Francis -Courtney Washington -Cassandra Malork -Matthew Mariani -Caroline Wilson -Maria Nunez -Shayla Matthews -Mark Fritzenschaft -Ngozkika Mgduga -Greg Little -Stacy Thompson -Angela Gurrero *Using the same discipline system as the school day *Using the same underlying philosophies (such as the core values: tenacity, integrity, trust, action, and nexus) *Providing homework assistance to expound on the school day curriculum	**<u>Academic Support</u>** **Homework Lounge** Alignment: Students work on the homework assigned to them during the normal course of school. Engagement: teacher actively surveys the room and make sure students and left with no questions **Mailloux STAAR:** Students will get necessary help with 8th grade social studies.	**<u>Academic Support</u>** Homework Lounge: 100 Students, 145 Days, 145 Hours -Wambui Kamuiru (Certified Teacher) Targeted number of students: 22 Days offered: 5 days a week, 4:30–5:30, 5 hours **(R) HW Help:** **30 Students,** **20 Days,** **45 Hours** **(W)HW Help:** **19 Students,** **1 Day,** **1 Hour** **HW Lounge:** **50 Students,** **5 Days,** **5 Hours** **(R) Mailloux STAAR:** **8 Students,** **18 Days,** **40.5 Hours** **(R) Marinai STAAR:** **26 Students,** **18 Days,**	Improved Attendance -Reduce the number of students absent from the school day Academic Performance -Reduce the number of students given wallstreet Behavior -Reduce the number of incident reports filed -Reduce classroom misconduct and marks earned -Reduce number of students on RISE -Reduce number of students given reflection Promotion -Increase the retention rate of middle school males Gradation	All students graduate ready for college and career

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
years as front office worker and registrar, instructional teacher has been to college, attended 1 year of law school, and is currently getting a masters in divinity. **Support** Titan Family Association – group of parents interested in the workings of ACE along with the normal ins and outs of the school day Advisory Council still being formed that will consist of parents, staff, and community members Project Director for YES Prep Campuses: Laura Hiatt Community Partnership with Legacy Health **Curriculum** Must provide lesson plans for each day the activity meets and an overarching unit plan per activity. In afterschool activities, there is a focus on active engagement and a hands on approach to learning.	*Making ACE a presence on campus at all times; all teachers and staff are aware of the program and constantly thinking of ways to target students who need it most; ensuring all staff are knowledgeable to answer parents and student question and concerns **Recruiting participants** -Informational flyer sent home to all students in both English and Spanish -Bulletin board in the cafeteria with information regarding the different activities behind offered -Making announcements during lunch, grade level meetings, etc -Making sure that all teachers were informed about the program to answer questions for students during the school day by doing a presentation during professional development -targeted "at-risk" students by receiving recommendations from grade level	**Creative Writing:** Alignment: taught by a YES Prep faculty member, expounds and expands and what is taught during school hours, helps enhance writing skills that are low at our center Engagement: taught in a seminar like-style **Engineering with Legos:** Alignment: Expands and expounds on traditional math and science classes Engagement: provides hands on activity and a chance for students to visually see math and science **Science Club:** Alignment: expands and expounds on what science classes are learning during their classes Engagement: provides hands on activities for students to visually see and	**40.5 Hours** Creative Writing: 20 Students, 30 Days, 60 Hours Alex Perry (Certified teacher) Targeted number of students: 5 Days offered: 1 day, 4:30–6:30, 2 hours **Creative Writing:** **7 Students,** **25 Days,** **56.25 Hours** Engineering with Legos: 25 Students, 28 Days, 28 Hours -After School to Achieve Targeted number of students: 20 Days offered: 1 day, 5:30–6:30, 1 hour **Engineering with Legos:** **9 Students,** **1 Day,** **1 Hour** Science Club: 25 Students, 28 Days, 28 Hours -After School to Achieve Targeted number of students: 20	Increased family engagement -Increase the number of services provided to families -Increase the number of families who live healthy lifestyles -Increase the number of families who view the school as a safe place to turn for help and encouragement Students' increased sense of engagement We have an emphasis on improved attendance and academic performance. We have less of an emphasis on increased sense of engagement.	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Students learn by doing, be it science experiments or learning a dance routine. There is a focus on our Titanic core values: tenacity, integrity, trust, action, and nexus.	chairs and student support counselor. Talked to these students specifically and had student support counselor make calls home to parents -Target number of students: 150 *Includes both at-risk students and other students. **Retaining Students** -Hold focus groups of students in ACE about programs and activities they like and don't like -Using Texas21st data, see what activities have consistent attendance and monitor those more closely that do not -Using Texas21st data, see what participants are coming regularly and talk to those who are not -Talk to students who have stopped coming to ACE to understand why **Well-structured** -On-going, daily monitoring and assessment of programs and activities being offered. Site coordinator observes activities and takes notes, giving instructors "grows" and	explore different sciences **Study Hall**: Students will complete their homework with instructors around to help. **Math Projects & Games:** Alignment: Taught by YES Prep faculty member, provides additional practice and support for students in a fun and imaginative way Engagement: provides hands on activity for students. Very project based and driven by teamwork Thompson STAAR: Serves 7th graders who need assistance with the 7th grade writing. Washington STAAR: Serves 6th graders who need assistance with reading. **<u>Enrichment</u>** **Arts & Crafts:** Alignment: Only 8th graders are given an art class. This	Days offered: 1 day, 4:30–5:30, 1 hour **Science Club:** **10 students,** **1 day,** **1 hour** **(W) Study Hall:** **224 Students,** **20 Days,** **20 Hours** Math Projects & Games: 40 Students, 60 Days, 60 Hours -Grace Anne Francis (Certified Teacher) Targeted number of students: 15 Days offered: 2, 4:30–5:30, 2 hours **Math Projects & Games:** **15 Students,** **2 Days,** **2 Hours** **(T)Thompson STAAR:** **27 Students,** **17 Days,** **38.25 Hours** **(T)Washington STAAR:** **12 Students,** **17 Days,** **38.5 Hours** **<u>Enrichment</u>** Arts & Crafts: 40 Students, 60 Days,		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	"glows" for improvement and recognition. If something doesn't seem right or needs improvement, she contacts the person responsible to evaluate options for change -Check-in with club sponsors **Voice/Choice** -Conducted ACE inventory survey to understand student want and needs -Conducted focus groups with students to discuss wants and needs --Semester wrap-up questionnaire to send home to parents about programming and student behavior/grades **Professional Development** -Met and interviewed each vendor on campus to ensure quality before hiring -Must be organized, hardworking, with a dedication to students and afterschool care. -Site Coordinators meet monthly with Project director for collaboration time -Site Coordinators and Project Director to attend	provides an opportunity for other grade levels to experience their artistic side Engagement: Students will be working on projects to take home with them **Recycled Arts & Crafts:** Alignment: Provides students another outlet to arts and crafts not present during the school day. Many of our students come from economically disadvantaged backgrounds and this will provide them with knowledge they can use to create inexpensive crafts and home. Engagement: Students will be working on projects	60 hHurs -After School to Achieve Targeted number of students: 20 Days offered: 2, 1:30–2:30 & 4:30–5:30, 2 hours **(F)Art:** **41 Students,** **20 Days,** **45 Hours** **(M) Arts & Crafts:** **53 Students,** **18 Days,** **40.5 Hours** **(W)Art:** **252 Students,** **19 Days,** **19 Hours** **Arts & Crafts:** **35 Students,** **3 Days,** **3 Hours** Recycled Arts & Crafts: 25 Students, 28 Days, 28 Hours -After School to Achieve Targeted number of students: 20 Days offered: 1 day, 5:30–6:30, 1 hour **Recycled Arts & Crafts:** **8 Students,** **1 Day,** **1 Hour**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	afterschool programming conference -"Glows" and "Grows" for instructors -Staff check-ins -Weekly check ins with Site Coordinator manager to ensure quality work and programming	to take home with them. **Basketball**: First hour homework, then learn the fundamentals of basketball. **Audio Production:** Alignment: provides a technological aspect to learning that is missing from the traditional school day Engagement: gives students an opportunity to create music technologically **Breakdancing:** Alignment: Obesity and health problems are plaguing the community; this gives students a chance to get healthy in a fun way Engagement: students learn routines to be able to showcase their talents	**(T)Basketball:** **42 Students,** **20 Days,** **45 Hours** Audio Production: 30 Students, 60 Days, 60 Hours -After school to Achieve Targeted number of students: 20 Days offered: 2, 5:30–6:30, 2 hours **Audio Production:** **18 Students,** **2 Days,** **2 Hours** Breakdancing: 40 Students, 60 Days, 60 Hours -After School to Achieve Targeted number of students: 20 Days offered: 2, 5:30–6:30, 2 hours **(M) Breakdancing:** **15 Students,** **2 Days,** **2 Hours** **(W) Breakdancing:** **15 Students,** **1 Day,** **1 Hour**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Cheer/Dance: Alignment: Students will get the opportunity to work on their reading and writing skills as they make their own cheers while staying healthy Engagement: students will have the opportunity to perform at athletic events **Cooking:** Alignment: Taught by a YES Prep Faculty member; incorporates science and math into measurements and cooking techniques Engagement: students will craft exciting and healthy dishes	Cheer/Dance: 50 Students, 60 Days, 60 Hours -Cassandra Malork & Courtney Washington (Certified teachers) Targeted Number of students: 25 Days offered: 2, 5:30–6:30, 2 hours **(M) Titan Cheerleading:** **27 Students,** **20 Days,** **45 Hours** **Titan Spirit Club:** **9 Students,** **1 Day,** **2 Hours** **Cheer/Dance:** **11 Students,** **2 Days,** **2 Hours** Cooking: 25 Students, 30 Days, 60 Hours Stacy Thompson (Certified Teacher, Grade Level Chair) Targeted number of students: 20 Days offered: 1 day, 4:30–6:30, 2 hours		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Drumline/Music: Alignment: taught by YES Prep faculty members; there are currently no music classes offered at YES Prep Fifth Ward. This gives students the opportunity to learn beats and read music Engagement: students will have the opportunity to perform **Fashion Design:** Alignment: students will learn about different ways to make fashion pieces and will learn about something entirely new. They will work on reading skills by looking through magazines and determining what is best Engagement: provides hands on activities for students to make their own pieces	**Cooking:** **32 Students,** **20 Days,** **45 Hours** Drumline/ Music: 20 Students, 60 Days, 60 Hours Shayla Matthews & Mark Frtizenschaft (Certified Teachers) Targeted number of students: 15 Days offered: 2 days, 5:30–6:30, 2 hours **(T)Music:** **22 Students,** **20 Days,** **45 Hours** **Drumline/ Music:** **3 Students,** **2 Days,** **2 Hours** Fashion Design: 25 Students, 28 Days, 28 Hours -After School to Achieve -Targeted number of students: 20 Days offered: 1 day, 2:30–3:30, 1 hour **(W)Fashion Design:** **17 Students,** **1 Day,** **1 Hour**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Flag Football: Alignment: Focuses on healthy activity and the importance of physical exercise, especially important with such high obesity and diabetes rates in the community Engagement: provides a fun way for students to get active **Fun Fitness:** Alignment: Focuses on healthy activity and the importance of physical exercise, especially important with such high obesity and diabetes rates in the community Engagement: provides a fun way for students to get active **Gymnastics**: Students will learn the fundamentals of tumbling and gymnastics.	Flag Football: 25 Students, 28 Days, 28 Hours -After School to Achieve Targeted number of students: 20 Days offered: 1 day, 4:30–5:30, 1 hour **Flag Football: 15 Students, 2 Days, 2 Hours** Fun Fitness: 25 Students, 28 Days, 28 Hours -After School to Achieve Targeted number of students: 20 Days offered: 1 day, 4:30–5:30, 1 hour **(W)Fun Fitness: 252 Students, 20 Days, 20 Hours** **Fun Fitness: 15 Students, 1 Day, 1 Hour** **Gymnastics: 25 Students, 20 Days, 45 Hours** **Sports Intramurals: 18 Students, 1 Day,**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Sports Intramurals- Students will focus on different sports. **Soccer:** Alignment: During focus groups, students said they wanted to play soccer countless times. Focuses on healthy activity and the importance of physical exercise, especially important with such high obesity and diabetes rates in the community Engagement: provides a fun way for students to get active **Pinterest Club:** First hour homework, then learn about social media specifically Pinterest. **Environmental Awareness**: First hour homework, then students will further science and social. **Gardening:** -Alignment: In focus groups, students asked for a gardening club; finds ways to	**2 Hours** Soccer: 25 Students, 28 Days, 56 Hours -Northside Karate Targeted number of students: 20 Days offered: 1 day, 1:30–3:30, 2 hours **(F)Soccer:** **49 Students,** **20 Days,** **45 Hours** **Soccer Study Hall:** **31 Students,** **1 Day,** **2.25 Hours** **Spring Break Soccer Clinic:** **32 Students,** **5 Days,** **25 Hours** **Pinterest Club:** **19 Students,** **20 Days,** **45 Hours** **(T) Environmental Awareness:** **20 Students,** **19 Days,** **42.75 Hours** Gardening: 25 Students, 28 Days, 28 Hours -After School to Achieve		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		beautify the campus. Also focuses on local farming and how to care for plants. Engagement: students will be partaking in two campus beautification projects: a flower garden and a vegetable garden **Holiday Movie**: Students will watch movies, eat popcorn and organize their ACE schedules. **Leadership & Team Building:** Students will learn to work together in a group and form transformative relationships. **Newspaper:** Alignment: Taught by YES Prep teachers and focuses on the daily happenings of YES Prep Fifth Ward. Will work to produce a weekly newspaper	Targeted number of students: 20 Days offered: 1 day, 5:30–6:30, 1 hour **(T)Gardening: 23 Students, 20 Days, 45 Hours** **Gardening: 3 students, 1 day, 1 hour** **(T)Holiday Movie: 63 Students, 1 Day, 2.25 Hours** **(R)Holiday Movie Night: 20 students, 1 day, 2.25 hours** **(W)Holiday Movie Night: 19 Students, 1 Day, 2.25 Hours** **(W)Leadership & Team Building: 233 Students, 20 Days, 20 Hours** Newspaper: 40 Students, 58 Days, 58 Hours -Matthew Mariani & Caroline Wilson (Certified Teachers)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Engagement: students can see the fruits of the labor with the weekly newspaper **Pretty Girl Rock:** Alignment: Gives a place for girls to relate to one another and talk about things relevant to issues affecting them at YES Prep Fifth Ward Engagement: provides students with a safe place to voice their concerns **Recycled Music:** Alignment: As no music classes exist at YES Prep Fifth Ward during the school day, this gives students the chance to delve into their musical skills with a focus on crafts and environment mentality Engagement: students can play the instruments they make	Targeted number of students: 15 Days offered: 2, 5:30–6:30, 2 hours **Newspaper:** **10 Students,** **2 Days,** **2 Hours** Pretty Girl Rock: 25 Students, 28 Days, 28 Hours -After School to Achieve Targeted number of students: 15 Days offered: 1, 3:30–4:30, 1 hour **Pretty Girl Rock:** **12 Students,** **1 Day,** **1 Hour** Recycled Music: 30 Students, 56 Days, 56 Hours -After School to Achieve Targeted number of students: 20 Days offered: 2 days, 5:30–6:30, 2 hours **(R)Recycled Music:** **13 Students,** **1 Day,** **1 Hour**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
			(T)Recycled Music: **10 students,** **1 day,** **1 hour**		
		Titan Family Festival: This event is a celebration of all of our families at YES Prep.	**Titan Family Festival:** **140 Students,** **1 Day,** **4 Hours**		
		Titan Homecoming Game: Students will make signs and practice chants for the homecoming game.	**Titan Homecoming Game:** **79 Students,** **1 Day,** **5.25 Hours**		
		Truth For Youth: Field trip to a hip hop summit.	**Truth for Youth:** **6 students,** **1 day,** **5 hours**		
		Sign Language: Alignment: In focus groups, students said they were interested in learning sign languages. The activity provides students with another way of seeing culture and language Engagement: students will have the opportunity to learn a new language and communicate with one another	Sign Language: 25 students, 28 days, 28 hours -After School to Achieve Targeted number of students: 15 Days offered: 1 day, 3:30–4:30, 1 hour **Sign Language:** **7 Students,** **1 Day,** **1 Hour**		
		Spoken Word: Alignment: reading scores are low at this center and clubs that focus on different ways of seeing, reading, and writing	Spoken Word: 15 Students, 58 Days, 58 Hours -Janis Thomas (Bachelor's degree,		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		could greatly benefit students Engagement: provides a college-seminar style environment to poetry and rap **Step:** Alignment: In focus groups, students said they wanted a Step group. It also provides a safe and fun way for students to stay healthy and active Engagement: students will learn routines **Survivor** Alignment: Students keep a journal about different survival techniques, forcing them to focus on reading and writing techniques. They also learn about different cultures and environments they may be learning in different social studies classes Engagement: While it is lecture based, students create mini projects and journals to keep their attention **Theater** Alignment: Students voiced their want for	Master's degree candidate) Targeted number of students: 10 Days offered: 2 days, 2 hours Step: 15 Students, 29 Days, 58 Hours -Janis Thomas (Bachelor's degree, Master's degree candidate) Targeted number of students: 15 Days offered: 1 day, 3:30–5:30, 2 hours **Step:** **6 Students,** **1 Day,** **2 Hours** Survivor: 25 Students, 29 Days, 29 Hours -After School to Achieve Targeted number of students: 20 Days offered: 1 day, 4:30–5:30, 1 hour **Survivor:** **9 Students,** **1 Day,** **1 Hour** Theater: 30 Students, 56 Days, 56 Hours		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		a theater/drama group in focus groups. Students will work on leadership, presentation, and public speaking to help both in and outside of the scholastic sphere. They will also be reading and learning play that will enhance reading and writing skills Engagement: provides hands on activities for students and a chance to ultimately participate in a production **Video Game Design:** Alignment: Gives students the chance to interact with technology that is absent for most of the students during the school day. Engagement: Students will get to produce their own video games for themselves and for others to play **Watercolors:** Alignment: 6th and 7th graders needed more artistic outlets as they currently have no other options. 8th graders, while they do have an art class, will get to focus on their skills afterschool	-After School to Achieve Targeted number of students: 20 Days offered: 2 days, 2 hours **(M) Theater:** **23 Students,** **2 Days,** **2 Hours** **(R)Theater:** **12 Students,** **1 Day,** **1 Hour** Video Game Design: 30 Students, 58 Days, 58 Hours -After School to Achieve Targeted number of students: 20 Days offered: 2 days, 2 hours/week **Video Game Design:** **28 Students,** **2 Days,** **1 Hour** Watercolors: 25 Students, 28 Days, 28 Hours -After School to Achieve Targeted number of students: 20 Days offered: 1 day, 4:30–5:30, 1 hour		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Engagement: Students will create their own watercolor works of arts to bring home to their families or display in a classroom **Yearbook:** Alignment: Taught by a YES Prep teacher. Documents the ins and outs of YES Prep Fifth Ward Engagement: students will produce their very own yearbook! **Zumba:** Alignment: Provides a fun and safe way for students to get active, lowering chances of obesity and diabetes. Engagement: students will learn Zumba routines from a dance instructor **Minecraft** Alignment: taught by a YES Prep faculty member, formed from a group of interested students.	**Watercolors:** **18 Students,** **1 Day,** **1 Hour** Yearbook: 20 Students, 29 days, 58 Hours -Ngozika Mgduba (Certified Teacher) Targeted number of students: 15 Days offered: 1, 4:30–6:30, 2 hours **Yearbook:** **25 Students,** **25 Days,** **56.25 Hours** Zumba: 25 Students, 29 Days, 29 Hours -After School to Achieve Targeted number of students: 15 Days offered: 1, 3:30–4:30, 1 hour **Zumba:** **5 Students,** **1Day,** **1 Hour** Minecraft: 20 Students, 14 Days, 14 Hours -Dana Caldera (Certified Teacher)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Uses the game of minecraft in educational ways to explore art, architecture, and team building. Engagement: students will produce their own virtual cities and communities **College/Workforce Readiness** **Robotics:** Alignment: taught by a YES Prep faculty member. Focuses on technology, math, and science as a way to interest students in future fields of engineering and computing. Engagement: students will have hands on opportunities to build machines **College Prep:** Alignment: YES Prep has a commitment to all students that they will attend college. This class provides students with more of the informational that they will need to apply for entrance and scholarships. Engagement: this class also provides insight on student life in college and will culminate in a field trip to a university	Targeted number of students: 15 Days offered: once every other week, 1 hour **College/Work force Readiness** Robotics: 20 Students, 29 Days, 58 Hours -Melissa Lopez (Certified teacher) Targeted number of students: 20 Days offered: 1 day, 4:30–6:30, 2 hours **Robotics: 23 students, 25 days, 56.25 hours** College Prep: 20 Students, 29 Days, 29 Hours -After School to Achieve Targeted number of students: 15 Days offered: 1 day, 3:30–4:30, 1 hour **College Prep: 6 Students, 1 Day, 1 Hour** BCM Partnership:		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		BCM Partnership: Alignment: many of our students have voiced an interest in going to medical school. This partnership will open their eyes to the fields of medicine while explaining the process of admission into medical school **<u>Behavioral Intervention</u>** **Athenas:** Alignment: taught by a YES Prep faculty member and focuses on what girls can do as leaders in the school. This focuses on girls in athletic organizations Engagement: students take a role in mentorship through a jewelry making class **Good Girls Gone Great:** Alignment: another club for the females of YES Prep Fifth Ward that focuses on empowerment and their role in the school, home, and community. This also touches on the core values of tenacity, integrity, trust, actions, and nexus	30 Students 14 Days, 14 Hours -Baylor College of Medicine MD Candidates Days offered: 1 day, 1 hour **<u>Behavioral Intervention</u>** Athenas: 25 Students, 28 Days, 56 Hours -Angela Guerrero (Para-professional at YES Prep, Campus registrar) Targeted number of students: 15 Days offered: 1, 3:30–5:30, 2 hours **(T) Athenas:** **20 Students,** **20 Days,** **45 Hours** Good Girls Gone Great: 25 students, 29 days, 29 hours -Janis Thomas (Bachelor's degree, Master's degree candidate) Targeted number of students: 15 Days offered: 1, 5:30–6:30, 1 hour		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Engagement: Students learn how they can think of themselves and others through lecture and hands on activities **Men of Steel:** Alignment: taught by a YES Prep teacher. A group dedicated to the males of the school and focuses on empowerment and how to be a leader in the school Engagement: after a lesson about leadership, the boys have the opportunity to demonstrate their teamwork through activities and sports **Karate:** Alignment: many students at YES Prep are experiencing respect and behavioral problems. Karate addresses these concerns while also providing a fun and empowering exercise Engagement: students learn combinations of kicks and punches to ultimately compete against one another.	Men of Steel: 25 Students, 29 Days, 29 Hours -Gregory Little (Certified Teacher, Grade Level Chair) Targeted number of students: 20 Days offered: 1 day, 5:30–6:30, 1 hour **Men of Steel:** **16 Students,** **19 Days,** **42.75 Hours** Karate: 30 Students, 58 Days, 58 Hours -Northside Karate Targeted number of students: 20 Days offered: 2 days, 2 hours **(M) Karate:** **18 Students,** **21 Days,** **47.25 Hours** **(M)Karate:** **16 Students,** **2 Days,** **2 Hours** **(W) Karate:** **8 Students,** **1 Day,** **1 Hour**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		S.A.S.S: This group is for those who struggle academically and behavioral at school. **<u>Family/Parental Support</u>** **Legacy Health Series:** Alignment: many health problems are effecting the families of YES Prep Fifth Ward. Legacy Health Series addresses these problems ranging from high blood pressure to diabetes to health eating. Engagement: Provides families with information and resources about how to address different health concerns **ESL Classes:** Alignment: Taught by a YES Prep teacher. 94% of our campus is of Hispanic origin and many of our parents do not adequately speak English Engagement: provides English lessons to parents **Titan Family Festival:** This event is a celebration of all of our families at YES Prep.	**(M)S.A.S.S:** **13 Students,** **13 Days,** **29.25 Hours** **<u>Family/Parental Support</u>** Legacy Health Series: 20 Families, 3 Days, 3 Hours Legacy Community Services Targeted number of partisans: 10 Days offered: once per month ESL Classes: 10 Families, 25 Days, 25 Hours -Maria Nunez (Certified Teacher, TFA) Targeted number of participants: 10 Days offered: 1 day, 5:30–6:30, 1 hour **Titan Family Festival:** **38 Adults,** **1 Day,** **4 Hours** Zumba Classes: 10 Families,		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Zumba Classes: Alignment: as previously stated, obesity is a large problem for our families. Zumba provides a fun, free exercise so parents can get active. Engagement: parents will learn and participate in Zumba classes	58 Days, 58 Hours -Elizabeth Moreno (Certified Zumba Instructor) Targeted number of participants: 10 Days offered: 1 day, 5:30–6:30, 1 hour		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 9.0 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. Are activities targeted to student needs and well implemented?

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. Were program modifications made to better align activities offered with school learning objectives?

The program was well planned in advance, and no modifications were necessary.

6. Were program modifications made to increase participation in program activities?

Any program modifications were based primarily from student surveys.

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

Figure IV.a. below shows how varied the YES Prep Fifth Ward activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam.

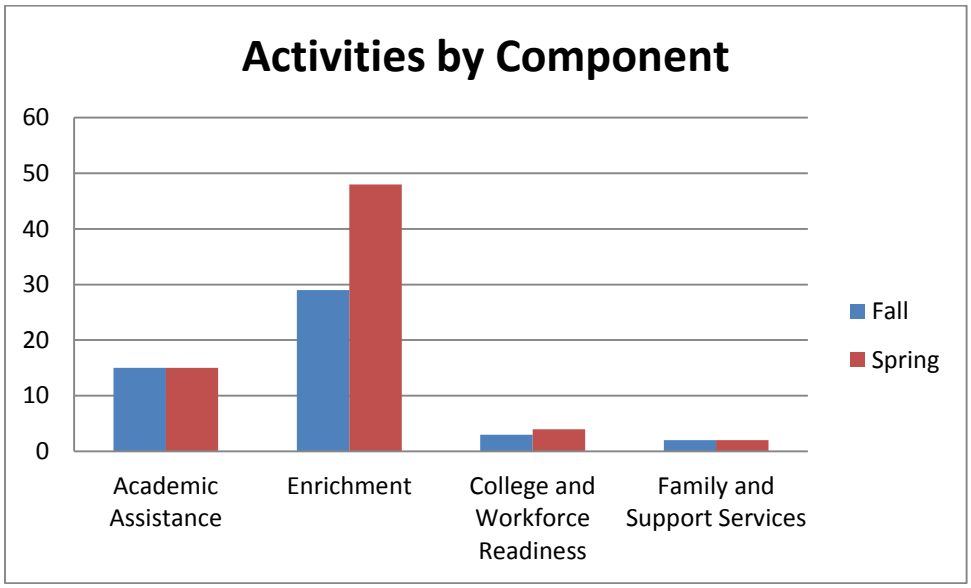

Figure IV.a. YES Prep Fifth Ward Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep Fifth Ward ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep Fifth Ward ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	10.40%	10.4%	10.4%	11.4%
Hispanic	87.8%	89.3%	89.1%	88.6%
Other	1.8%	0.0%	5.0%	0.0%
Economically Disadvantaged	90.7%	73.0%	Not Available*	Not Available
At-Risk	19.7%	27.0%	Not Available	Not Available
English Language Learners	7.9%	0.0%	Not Available	Not Available

Source: Texas Academic Performance Report
Texas21st Year End Summary

*This information is not kept on a semester basis.

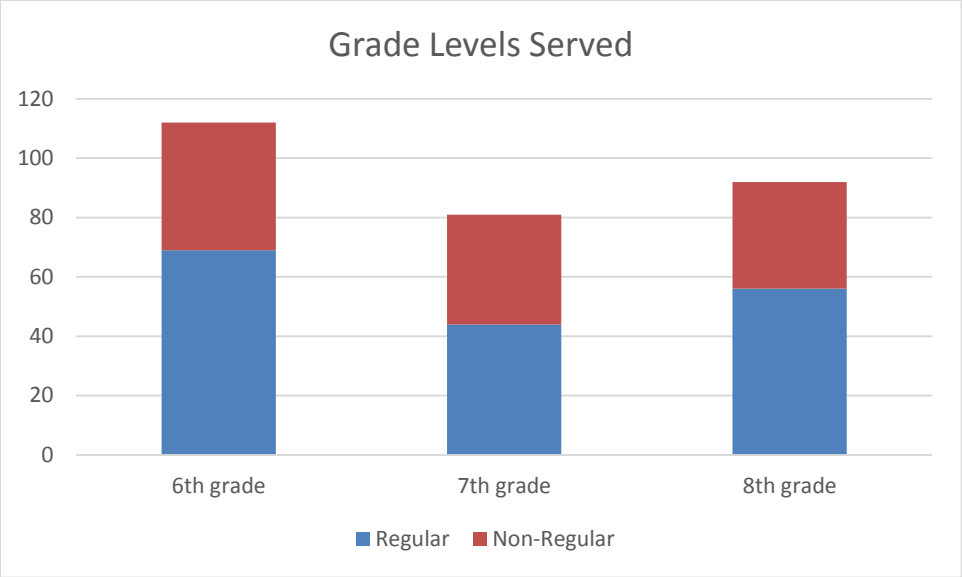

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The figure above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 6th, 7th, and 8th grades. The figure shows that the recruiting efforts are successful based on the number of students enrolled in the program. Additionally, there are more participants than nonparticipants for each grade level, meaning larger numbers of students are in the program for 30 days or more than those who do not attend 30 days or more. The majority of students attending YES Prep Fifth Ward are in grades 6 through 8.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about "Right Activities":

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs' objectives?
- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep Fifth Ward ACE.

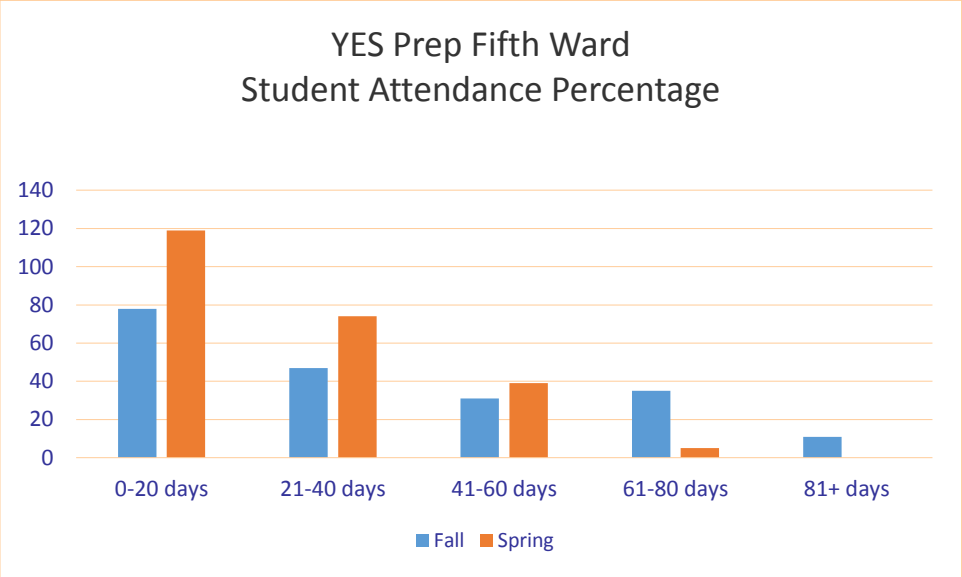

Figure V.b. Attendance Percentages for YES Prep Fifth Ward ACE Students, Fall and Spring, 2014

As one can see from the tables above, most of the YES Prep Fifth Ward students attended the program in the 0 to 20 days range in the fall and spring. However, there were notable increases in the number of participants in the 21–40 and 41–60 categories in the spring. There was a significant decrease in students attending the program in the 61–80 and the 81+ categories in the spring. The program is showing increases in the number of participants and program attendance in the spring. We believe that both enrollment and retention will increase as the program matures.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the Prep Fifth Ward ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

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

Table VI.a. shows the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages increased in all subjects from fall to spring. Absences increased from 97 days to 183, or 88.66%. *The Texas21st database does not distinguish between absences due to illness or truancy. As a result, we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.*

There were no criminal or noncriminal discipline referrals during the evaluation period. The course pass percentage improved by 8.2% over the period.

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep Fifth Ward ACE Students, Fall 2013 vs. Spring 2014

	Fall 2013	**Spring 2014**	**Inc. (+)/Dec. (–)**
Core GPA Change			
Reading	2.23	2.26	1.35%
Math	2.51	2.76	9.96%
Science	2.34	2.49	6.41%
Social Studies	2.34	2.36	0.85%
Number of School Days Absent	97	183	88.66%
Number of Criminal Referrals	0	0	0.00%
Number of Noncriminal Referrals	0	0	0.00%
Course Pass Percentage	81.5%	88.2%	8.2%

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 136)

Reading Grades	
Number Improving	26
Number with No Change	88
Number Decreasing	22
Percent Increasing	19.11%
Math Grades	
Number Improving	40
Number with No Change	87
Number Decreasing	9
Percent Increasing	29.41%
Science Grades	
Number Improving	40
Number with No Change	77
Number Decreasing	19
Percent Increasing	29.41%
Social Studies Grades	
Number Improving	24
Number with No Change	90
Number Decreasing	22
Percent Increasing	17.65%

Source: Texas2st

In all subjects, the most observed performance was that of "no change." However, the number of students improving outnumbered the ones decreasing in every subject. The program appears to have an overall grade maintenance effect, rather than improvement.

An important caveat: The data shown in the above tables may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

VII. Evaluator Commentary and Recommendations

The YES Prep Fifth Ward ACE program overall was implemented as intended.

The number of students participating in the spring was significantly larger than that of the fall, and had increases in participation in the 0–20, 21–40, and 41–60 day categories. This is an indication that the recruiting strategies are working, since more students are being enrolled and retained in the program.

We noted areas where program implementation can be improved, and they are discussed below:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring, but also showed significant increases in the 21–40 and 41–60 day categories.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was an 88% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such “other considerations” are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

The site coordinator commentaries for Prep Fifth Ward will be sent as an addendum to the center report.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES PREP Fifth Ward
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
ACE Scheduling Assistance (R)	78	156.00	0	0	0	78
ACE Scheduling Assistance (T)	13	13.00	0	0	0	13
ACE Scheduling Assistance (W)	27	54.00	0	0	0	27
Adult ESL	4	24.00	0	0	0	4
Adult Zumba	5	15.00	0	2	2	1
Arts and Crafts	66	227.00	38	19	5	4
Audio Production	64	182.00	46	10	7	1
Breakdancing (M)	39	73.00	20	15	4	0
Breakdancing (W)	44	93.00	23	13	6	2
CA Study Block (M)	31	62.00	0	0	0	31
CA Study Block (T)	23	46.00	0	0	0	23
CA Study Block (W)	26	78.00	0	0	0	26
Cheer/Dance	43	237.00	15	10	12	6
College Prep	14	45.00	2	3	2	7
Cooking	40	158.00	13	6	10	11

YES PREP Fifth Ward
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Creative Writing	12	56.00	8	0	2	2
Drumline/Music	23	142.00	2	14	3	4
Engineering with Legos	27	63.00	10	12	3	2
Fashion Design (W)	43	116.00	10	21	7	5
Flag Football	34	79.00	16	9	5	4
Fun Fitness	44	105.00	16	18	6	4
Gardening	23	69.00	6	8	3	6
Good Girls Gone Great	36	86.00	18	9	6	3
Homework Help (W)	32	83.00	10	10	9	3
Homework Lounge	106	479.00	82	21	1	2
Karate (M)	23	48.00	7	9	5	2
Karate (W)	27	99.00	6	4	5	12
Math Projects & Games	48	172.00	32	4	7	5
Men of Steel	31	125.00	15	7	4	5
Newspaper	43	203.00	19	11	10	3
Pretty Girl Rock	27	81.00	6	10	6	5

YES PREP Fifth Ward
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Recycled Arts & Crafts	30	80.00	10	11	4	5
Recycled Music (R)	28	87.00	6	9	7	6
Recycled Music (T)	32	71.00	12	14	3	3
Robotics	25	194.00	1	8	9	7
Science Club	44	106.00	21	10	5	8
Sign Language	35	59.00	24	7	2	2
Solider Appreciation	16	32.00	0	0	0	16
Spoken Word	44	116.00	31	7	6	0
Sports Intramurals	42	194.00	14	19	5	4
Step	23	106.00	10	7	5	1
Survivor	45	102.00	22	12	8	3
Theater (M)	42	91.00	23	11	2	6
Theater (R)	27	85.00	5	12	5	5
TITAN Spirit Club	27	100.00	0	12	7	8
Video Game Design	60	221.00	36	17	6	1
Watercolors	38	99.00	14	14	4	6
Yearbook	19	124.00	3	7	5	4

YES PREP Fifth Ward
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Zumba	39	87.00	20	12	4	3

YES PREP Fifth Ward
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
(F) Art	41	549.00	8	20	11	2
(F) Soccer	48	702.75	22	14	6	6
(M) Arts & Crafts	49	445.50	27	14	7	1
(M) Karate	18	323.50	9	1	2	6
(M) S.A.S.S.	13	182.25	1	5	5	2
(M) TITAN Cheerleading	27	441.00	6	7	10	4
(R) Gymnastics	25	315.00	10	9	3	3
(R) Homework Help & Minecraft	30	479.25	8	13	6	3
(R) Mailloux STAAR	8	92.25	1	3	2	2
(R) Mariani STAAR	24	166.50	16	8	0	0
(R) Pinterest Club	19	355.50	6	4	4	5

YES PREP Fifth Ward
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
(T) Athenas	20	290.25	3	7	7	3
(T) Basketball	42	409.50	22	11	9	0
(T) Environmental Awareness	20	148.50	14	4	2	0
(T) Gardening	28	216.00	20	4	2	2
(T) Holiday Movie Night	63	141.75	0	0	0	63
(T) Music	22	326.25	9	3	3	7
(T) Thompson STAAR	27	290.25	11	9	7	0
(T) Washington STAAR	12	171.00	2	2	4	4
(W) Art	141	657.00	67	33	25	16
(W) Fun Fitness	145	708.00	69	30	22	24
(W) Leadership & Team Building	154	774.00	72	39	24	19
(W) Study Hall	158	761.00	67	62	16	13
02.03 Soccer Study Hall	31	635.50	1	0	3	27
12.18 Titan Spirit Club	9	18.00	0	0	0	9
Arts and Crafts	34	53.00	0	19	11	4
Audio Production	18	20.00	0	16	0	2
Breakdancing (M)	15	18.00	0	12	0	3

YES PREP Fifth Ward
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Breakdancing (W)	12	12.00	0	0	0	12
Cheer/Dance	11	11.00	0	0	0	11
College Prep	6	6.00	0	0	0	6
Cooking	32	490.50	8	11	5	8
Creative Writing	7	148.50	2	2	1	2
Drumline/Music	3	3.00	0	0	0	3
Engineering with Legos	9	9.00	0	0	0	9
Fashion Design (W)	17	17.00	0	0	0	17
Flag Football	14	22.00	0	6	0	8
Fun Fitness	15	15.00	0	0	0	15
Gardening	3	3.00	0	0	0	3
Homework Help (W)	18	18.00	0	0	0	18
Homework Lounge	49	84.00	29	11	4	5
Karate (M)	16	23.00	0	9	0	7
Karate (W)	7	7.00	0	0	0	7
Math Projects & Games	10	18.00	0	2	0	8
Men of Steel	16	211.50	2	6	5	3

YES PREP Fifth Ward
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Newspaper	10	13.00	0	7	0	3
Parent Financial Literacy	15	124.50	2	5	2	6
Pretty Girl Rock	12	12.00	0	0	0	12
R: Holiday Move Night	20	45.00	0	0	0	20
Recycled Arts & Crafts	8	8.00	0	0	0	8
Recycled Music (R)	13	13.00	0	0	0	13
Recycled Music (T)	9	9.00	0	0	0	9
Robotics	24	450.00	6	5	7	6
Sign Language	7	7.00	0	0	0	7
Sports Intramurals	18	36.00	0	0	0	18
Spring Break Soccer Clinic	32	800.00	0	0	0	32
Step	6	12.00	0	0	0	6
Survivor	8	8.00	0	0	0	8
Theater (M)	22	32.00	0	12	0	10
Theater (R)	11	22.00	0	0	0	11
Titan Family Festival	140	560.00	0	0	0	140

YES PREP Fifth Ward
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Titan Family Festival (Adult)	38	152.00	0	0	0	38
Titan Homecoming Game	79	414.75	0	0	0	79
Truth for the Youth	6	30.00	0	0	0	6
Video Game Design	27	31.00	0	23	0	4
W: Holiday Movie Night	19	42.75	0	0	0	19
Watercolors	18	18.00	0	0	0	18
Yearbook	24	344.25	8	5	9	2
Zumba	5	5.00	0	0	0	5

YES Prep Gulfton High School, YES Prep Public Schools
Cycle 8, Year 1

Texas ACE Program Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep Gulfton. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep Gulfton, an evaluation that is the subject of this report.

The evaluation was designed around research questions developed by Edvance Research, Inc., hereafter referred to as Edvance. Based on our overall assessment of outcomes related to these research questions, the YES Prep Gulfton ACE program overall was successfully implemented as intended by the project director and site coordinators.

The increases in grades from fall to spring in reading, math, science, and social studies were higher than the average of all Cycle 8 ACE program centers in the state. The YES Prep Gulfton program staff should be commended for their efforts.

We noted several areas where we believe program implementation can be enhanced and are discussed below:

The YES Prep Gulfton ACE program overall was implemented as intended.

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 97% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep Gulfton is located in the heart of the diverse neighborhood of Gulfton, which is located in southwest Houston, a short distance southwest from downtown Houston. It serves a student enrollment of approximately 900 students. The demographic makeup of the school is 87% Hispanic, 8% African-American, and 3% Asian. In 2007, the Texas Education Agency rated the school as exemplary. The school's operating budget per the Texas21st Center Profile Summary is $210,617.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System
- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others.

Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R., *Visual and Statistical Thinking: Displays of Evidence for Making Decisions*. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed

by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

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 four activity components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Human Resources: • 6 Texas certified teachers (Kevin Hritz, Lara Heiberg, Robyn Cole, Danielle Aguirre, Lillibeth Marroquin, Sandra Connatser) • After School to Achieve- Vendors (Hanah St. Rose, Robert Garza, Manny Ortega, Evelyn Cardenas. Patrick Lane) • Girls on Track (1 volunteer/ 1 certified teacher) Cara Rosenthal • Women's (1 volunteer) • Fund—"What about me?" program (1 volunteer) • Alley Theatre (1 Instructor) Joe Palmore • Beat Production: Joe Belmarez, B.E.A.T.S	Alignment • Gulfton certified teachers used for four activities. • Mission for academic success obtained through homework and tutoring programs. • Time of programming aligned with school dismissal time, extended school day. • Behavioral expectations and commitment letters signed by parents and students. Consequences for behavioral violations follow school day expectations. Recruiting • High needs/intervention from principal and dean. • Parent brochures and pamphlets. Retaining • Student evaluation of programming through surveys.	**Academic Support** Homework Support: (Robert Garza, Hanah St.Rose, Evelyn Garza, Manny Ortega) Allow students to work with teachers to complete homework assignments. Book Club: (Danielle Aguirre) Develop reading and literacy skills through diving into different classic novels. Culture Club: (Robyn Cole) Students enhance their literacy and public speaking skills by analyzing issues of race relations on campus and promoting tolerance. Slam Poetry: (Joe Palmore) Students will compose and	**Academic Support** Homework Support: 3 Staff, 185 Students, 1 Hour/Day, 30 Hours **Homework Support:** **184 Students,** **10 Days,** **10 Hours** Book Club: 1 Staff, 10 Students, 1 Hour/Day, 7 Hours (Certified Teacher) **Book Club:** **184 Students,** **2 Days,** **2 Hours** Culture club: 1 Staff, 10 Students, 1 Hour/Day, 8 Hours (Certified Teacher) **Culture Club:** **184 Students,** **2 Day,** **2 Hours** Slam Poetry: 1 Staff, 10 Students, 1 Hour/Day,	• Improved Attendance and persistence • Increase the number of students that re-enroll • Academic Performance- high priority • Behavior- both and outside of class. • Decrease the number of academic suspensions and behavioral consequences • Promotion to next grade level. • Graduation and acceptance into a college or university. • Increased Family Engagement- high priority • Student's increased sense of engagement in class- high priority	Short-Term • Increased academic performance and homework completion. • Decrease the amount of homework detentions and required OHI. • Increased physical activity and physical health. • Increased self-awareness and confidence. Long-Term • All students graduate ready for college and career.

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
• Target student count: 130 regular attending • Target parent count: 40 regular attending <u>Support</u> • Baker Ripley Center- potential immigration workshop (volunteer) <u>Curriculum</u> • Daily objective-based lesson Plans • Activity plans • Tutorials and Homework support provide aligned academic assistance to a college prep curriculum. <u>Other</u> • Field Trips- Robotics Eco-bot competition	• Parent interest surveys regarding student activities/program operations efficacy. <u>Well-Structured</u> • Attendance taken as part of the school day, student's parents notified when not attending. • Students follow a strict sign in and out procedure. • Waits Consulting to provide on-going monitoring and evaluation. • Monthly budget reports. <u>Voice Choice</u> • Student/Parent interest survey • Student election of program day and classes. • Student focus-group for program evaluation during lunch time. <u>Qualified Personnel</u> • All staff is fingerprinted and receives professional development on lesson planning regularly.	perform original poetry pieces. **<u>Enrichment</u>:** <u>Zumba:</u> <u>(Evelyn Cardenas)</u> Students learn the different combinations of Latin dancing and enhance physical wellness. Yoga: Involves teaching students self-confidence while working on their personal fitness goals <u>Emceeing:</u> <u>(Kevin Hritz)</u> Students will learn how to identify and compose poetry through the use of hip hop. <u>Beat Production:</u> <u>(Joe Belmarez)</u> Students will explore the different sounds and rhythms as well as create sounds through the use of technological methods. <u>Videogame Production:</u> <u>(Patrick Lane)</u> Learn the basics of	8 hours (Professional Actor) **<u>Enrichment</u>:** <u>Zumba</u>: 1 Staff, 15 Students, 1 Hour/Day, 10 Hours **Zumba:** **184 Students,** **2 Days,** **2 Hours** **Yoga:** **184 Students,** **2 Days,** **2 Hours** <u>Emceeing</u>: 1 Staff, 15 Students, 2 Hours/Day, 16 Hours (Certified Teacher) **<u>Hip Hop Emceeing:</u>** **184 Students,** **2 Days,** **4 Hours** <u>Beat Production</u>: 1 Staff, 15 Students, 2 Hours/Day, 18 Hours (Vendor) <u>Videogame Production</u>: 1 staff, 22 students, 1 hour/day,		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	Professional Development • Monthly check-ins and meetings with program director. • Instructor training and expectations (teacher and vendor) • Daily power-up meetings before activities begin to update staff on trends, both positive and negative. • Observation forms that focus on student engagement and instructor effectiveness.	brainstorming and creating games. Arts and Crafts: (Hanah St. Rose) Create various craft projects and learn the importance of creation. Fashion Design: (Hanah St. Rose) Learn how different geometric shapes, measurements and colors combine to make stylish looks. Dance: (Hanah St. Rose) Engage in fitness activities to learn the importance of movement and health. Cooking: (Evelyn Cardenas) Learn the basics of a healthy diet and nutrition, while	10 hours (Vendor) **Videogame Production: 37 students, 25 days, 50 hours** Arts and Crafts: 1 Staff, 22 Students, 1 Hour/Day, 10 Hours (Vendor) **Arts and Crafts: 27 Students, 25 Days, 25 Hours** Fashion Design: 1 Staff, 22 Students, 1 Hour/Day, 10 Hours (Vendor) **Fashion Design: 184 Students, 2 Days, 2 Hours** Dance: 1 Staff, 22 Students, 1 Hour/Day, 16 Hours (Vendor) **Dance: 184 Students, 4 Days, 4 Hours** Cooking: 1 Staff, 22 Students, 1 Hour/Day, 10 Hours (Vendor)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		engaging in safe kitchen. Theatre: (Hanah St. Rose) Learn the history and components of theatre and get the opportunity to learn both verbal and nonverbal communication skills. Step Team: (Robert Garza) Learn about rhythm and working together to create one sound. Street Drums: (Evelyn Cardenas) Develop hand coordination skills through learning percussion fundamental.	**Cooking:** **40 Students,** **50 Days,** **50 Hours** **Drawing:** **184 Students,** **2 Days,** **2 Hours** Theatre: 1 Staff, 22 Students, 1 Hour/Day, 17 Hours (Vendor) **Theater:** **184 Students,** **4 Days,** **4 Hours** Step Team: 1 Staff, 22 Students, 1 Hour/Day, 16 Hours (Vendor) **Step Team:** **183 Students,** **4 Days,** **4 Hours** **Street Drums:** **184 Students,** **2 Days,** **2 Hours** Sign Language: 1 Staff, 15 Students, 2 Days, 26 Hours (Vendor) **Sign Language,** **184 Students,** **4 Days,** **8 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Martial Arts: (Manny Ortega) Learn disciples and how these principles can be applied in everyday situations. Empire Arts: (Lara Heiberg) Learn the history of certain art forms and engage in the creation of art pieces. Football: (Robert Garza) Learn the rules of football and what it means to work as a team and have sportsmanship behavior. Dodge ball: Students will learn the rules of dodge ball and what it means to work as a team. Soccer: Students will learn the rules of soccer and what it means to work as a team. SP Computer Skillz:	Marital Arts 1 Staff, 22 Students, 1 Hour, 17 Hours (Vendor) **Martial Arts,** **184 Students,** **4 Days,** **4 Hours** Empire Art: 1 Staff, 15 Students, 1 Hour/Day, 8 Hours (Certified Teacher) **Empire Art:** **186 Students,** **25 Days,** **50 Hours** Football: 1 Staff, 22 Students, 1 Hour/Day, 17 Hours (Vendor) **Football:** **184 Students,** **4 Days,** **4 Hours** **Dodge ball:** **184 Students,** **2 Days,** **2 Hours** **Soccer,** **187 Students,** **4 Days,** **4 Hours** **SP Computer Skillz:** **26 Students,**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Students learn how to use Microsoft office. SP Dance: Students focus on rhythm and cadence. SP Drivers Education: Students work through driving modules to earn their drivers permit. SP Fashion: Student will learn sewing and crocheting techniques. SP Force Steppers: Students will learn how to create and perform step dance routines. SP Frisbee: Students will engage in physical fitness activities and learn how to play ultimate Frisbee. SP Girls Running: Girls will focus on positive self-esteem and fitness through running. SP Hip Hop: Students will learn poetic fundamentals to create rap songs. SP Leadership: Students will focus on leadership skills and community service. SP Open Gym:	**20 Days,** **20 Hours** **Sp Dance:** **6 Students,** **20 Days,** **20 Hours** **SP Driver's Education:** **26 Students,** **28 Days,** **28 Hours** **SP Fashion:** **23 Students,** **40 Days,** **40 Hours** **SP Force Steppers:** **19 Students,** **40 Days,** **40 Hours** **SP Frisbee:** **24 Students,** **40 Days,** **40 Hours** **SP Girls Running:** **10 Students,** **40 Days,** **40 Hours** **SP Hip Hop:** **15 Students,** **20 Days,** **20 Hours** **SP Leadership:** **11 Students,** **17 Days,** **17 Hours** **SP Open Gym:** **231 Students,** **2 Adults,**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Students will perform basic basketball drills and engage in a competition. SP Reading Support: Students will work on literacy strategies to increase their reading levels. SP Robotics: Learn how to build, program, and problem solve Lego robotics. SP Soccer: Students will compete in soccer games as well as learn the importance of discipline. SP Study Hall: Students will receive assistance on homework assignments. SP Tae Kwon Do: Students will learn the basics of Tae Kwon Do. SP Theater: Students will focus on literacy skills to create and perform plays. SP Tournament Sports: Students learn different fitness activities and compete against one another. SP Video Production:	**1 Day,** **1 Hour** **SP Reading Support:** **35 Students,** **20 Days,** **20 Hours** **SP Robotics:** **24 Students,** **20 Days,** **80 Hours** **SP Soccer:** **30 Students,** **40 Days,** **40 Hours** **SP Study Hall:** **66 Students,** **80 Days,** **80 Hours** **SP Tae Kwon Do:** **35 Students,** **40 Days,** **40 Hours** **SP Theater:** **21 Students,** **20 Days,** **20 Hours** **SP Tournament:** **37 Students,** **20 Days,** **20 Hours** **SP Video Production:** **18 Students,** **20 Days,**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Using technology students learn how to create and edit videos. SP Volley Ball: Students will learn the basics of volleyball. SP Zumba: Students will learn Zumba dance routines. SP Parent Attendance Meeting: Parents come to learn how to motivate their students to attend the program. SP Students Showcase: Parents attend a showcase to see what their students have been working on for the past semester. **College and Career Readiness** Math Tutorials: (Danielle Aguirre, Lillibeth Marroquin) Students will work with teachers of core content to work towards objective mastery. **Family Engagement** Immigration Workshops: Teach immigrant parents their legal rights at work and	**40 Hours** **SP Volley Ball:** **50 Students,** **12 Days,** **12 Hours** **SP Zumba:** **15 Students,** **20 Days,** **20 Hours** **SP Parent Attendance Meeting:** **5 adults,** **1 day,** **1 hour** **SP Student Showcase:** **10 Students,** **1 Day,** **1 Hour** **College and Career Readiness** Math Tutorials: 2 Staff, 20 Students, 1 Hour/Day, 8 ours (Certified Teachers) **Family Engagement** Immigration Workshop: 1 Staff, 30 Parents, 1 Hour/Week, (Baker Ripley		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		with child's education. (Baker Ripley Center Volunteer) Driver's Education Info Night: Parents and students learn the requirements for the driver's education class. <u>Family Financial:</u> receive training on how to manage their budget as well as tips for saving for the future. **<u>Behavior</u>** <u>Girls on Track:</u> Middle school girls engage in running and fitness activities that empower and encourage self-esteem and body image. <u>What about me?</u> Middle school girls will engage in activities to learn pertinent topics about their bodies, relationships, and goals.	Center Volunteer) **<u>Driver's Education Info:</u>** **42 Students,** **83 Adults,** **1 Day,** **1 Hour** **<u>Family Showcase:</u>** **55 Students,** **51 Adults,** **1 Day,** **2 Hours** **<u>Behavior</u>** <u>Girls on Track:</u> 1 Staff, 15 Students, 2 Hours, 1 Hour, 17 Hours (Volunteer) Each student will attend two hours of programming after school (1 hr. of academic support and 1 hr. of enrichment) Each activity will maintain at least 15 students in attendance. The program will run a total of 12 hours per week, Monday through Friday. Extended times on Wednesdays from 1:30-5:30. Saturday programming when necessary to fulfill 12-		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
			hour requirement. Academic and enrichment teacher to student ratio will be 1:22. Parent attendance at least 25 per workshop.		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall and elements in bold typeface were implemented in the spring

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 8.5 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. Are activities targeted to student needs and well implemented?

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus

indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. **Were program modifications made to better align activities offered with school learning objectives?**

   The program was well planned in advance, and no modifications were necessary.

6. **Were program modifications made to increase participation in program activities?**

Any program modifications were based primarily from student surveys.

7. **How many and how varied were the proposed activities allocated to academic support, enrichment, family engagement, college, and career?**

Figure IV.a. below shows how varied the YES Prep Gulfton activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam.

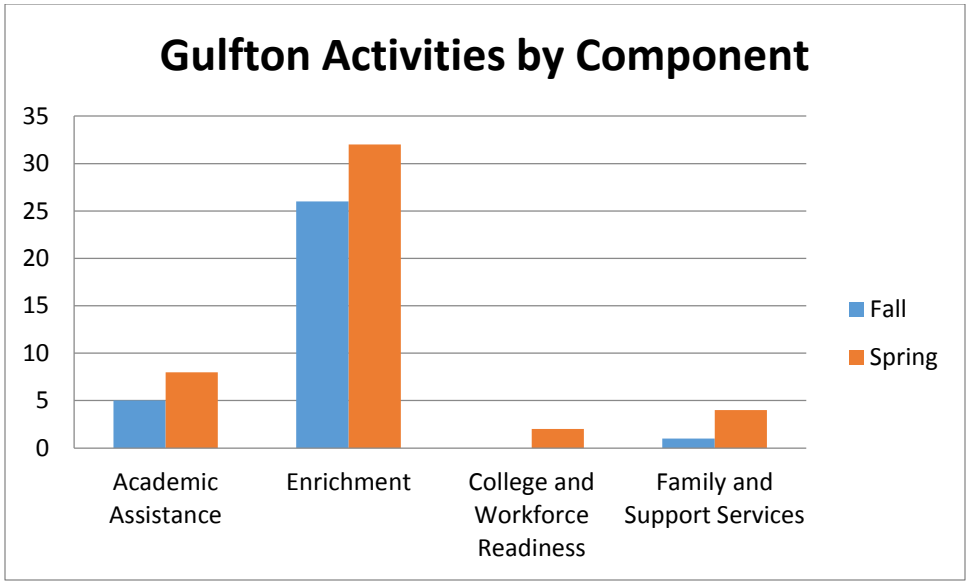

Figure IV.a. YES Prep Gulfton Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?

- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep Gulfton ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep Gulfton ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	6.80%	8.0%	12.0%	9.6%
Hispanic	88.7%	85.5%	84.2%	87.1%
Other	4.5%	6.5%	3.8%	3.3%
Economically Disadvantaged	96.9%	55.3%	Not Available	Not Available
At-Risk	45.9%	27.5%	Not Available	Not Available
English Language Learners	25.3%	15.4%	Not Available	Not Available

Source: Texas Academic Performance Report
Texas21st Year End Summary

*This information is not kept on a semester basis.

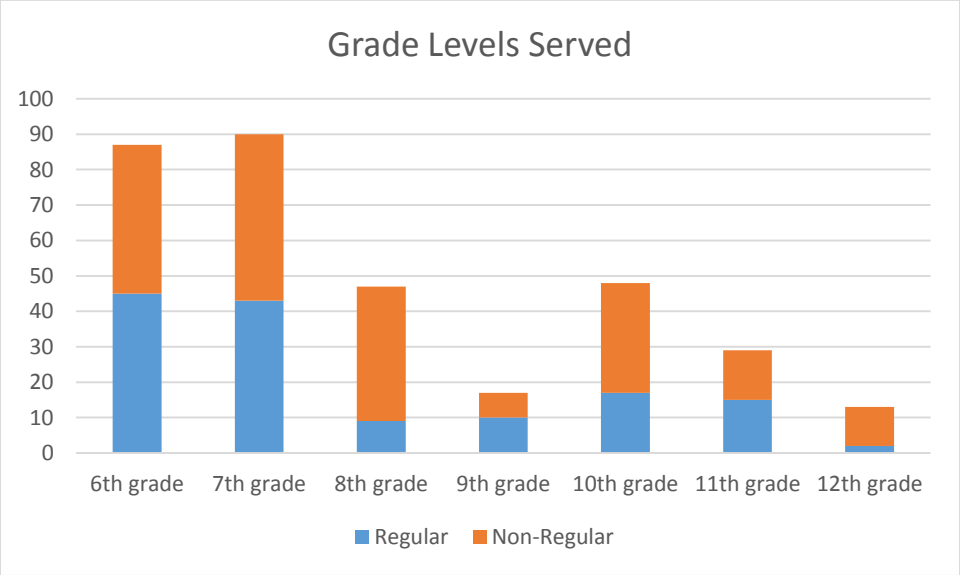

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The figure above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 6th and 7th grades, with the 12th grade having the fewest number of students. The figure shows that the recruiting efforts are successful based on the number of students enrolled in the program. However, there are more nonparticipants than participants, which indicates that a large number of students do not attend the program for 30 days.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about "Right Activities":

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs' objectives?
- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep Gulfton ACE.

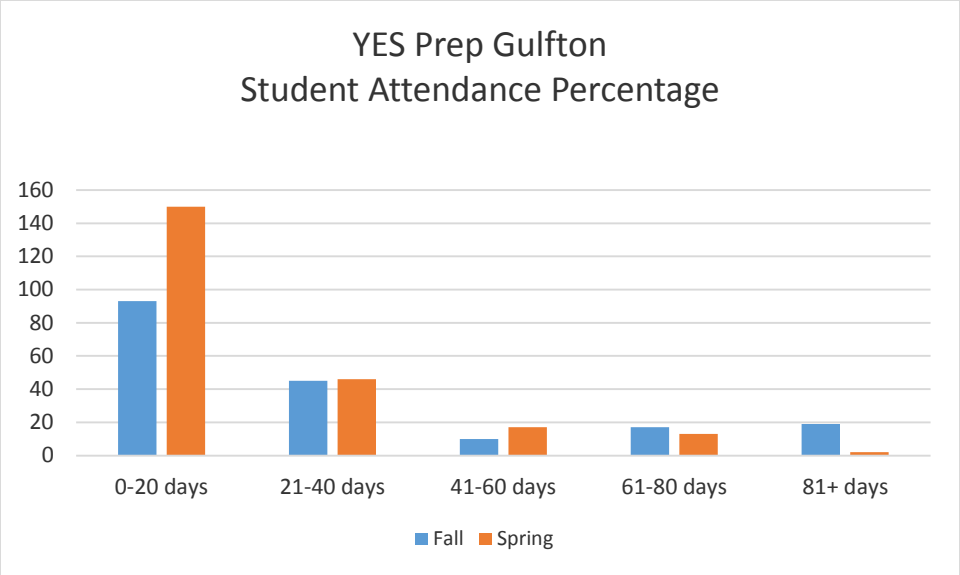

Figure V.b. Attendance Percentages for YES Prep Gulfton ACE Students, Fall and Spring, 2014

As one can see from the figures above, most of the YES Prep Gulfton students attended the program in the 0–20 days range in the fall and the spring. The program is showing increases in of participants and program attendance in the spring.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the Prep Gulfton ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

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

Table VI.a. shows the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages had minimal declines in math and science, no change in reading, and a slight increase in social studies. Absences increased from 77 days to 152 days, or 97.4%. *The Texas21st database does not distinguish between absences due to illness or truancy. As a result,*

we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.

There were no criminal or noncriminal discipline referrals during the evaluation period. The course page completion had a negligible decrease.

The appropriate data was not entered into Texas2st, so we could not determine the courses passed percentage for the spring.

Table VI.a. Gulfton Metrics Table

	Fall 2013	Spring 2014	Inc. (+)/Dec. (–)
Core GPA Change			
Reading	2.57	2.57	0.00%
Math	2.57	2.55	–0.78%
Science	2.76	2.69	–2.54%
Social Studies	2.97	2.99	0.67%
Number of School Days Absent	77.00	152.00	97.40%
Number of Criminal Referrals	0.00	0.00	0.00%
Number of Noncriminal Referrals	0.00	0.00	0.00%
Course Pass Percentage	93.90	*	N/A

Source: Texas21st

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 74)

Reading Grades	
Number Improving	16
Number with No Change	41
Number Decreasing	17
Percent Increasing	21.62%
Math Grades	
Number Improving	16
Number with No Change	42
Number Decreasing	16
Percent Increasing	21.62%
Science Grades	
Number Improving	15
Number with No Change	39
Number Decreasing	20
Percent Increasing	20.27%
Social Studies Grades	
Number Improving	17
Number with No Change	41
Number Decreasing	16
Percent Increasing	26.56%

Source: Texas2st

Yes Prep Gulfton students had improvements in reading, math, science, and social studies. The number of students with no change was the modal observation in all subject areas. The program appears to have an overall grade maintenance effect, rather than improvement.

Table VI.c. below shows the statewide percentage increase for all centers in Cycle 8 statewide. The YES Prep Gulfton ACE program participants showed increases greater than those of the state in all subjects.

Table VI.c. Cycle 8 Year End Grades: State Level, 2014

Subject	Percent Increase
Reading	19.36
Math	21.30
Science	19.35
Social Studies	18.33

Source: Texas21st

An important caveat: The data shown in the above tables may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

VII. Evaluator Commentary and Recommendations

The YES Prep Gulfton ACE program overall was implemented as intended.

There were a large number of students that were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 97% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

The site coordinator commentaries for Prep Gulfton will be sent as an addendum to the center report.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep Gulfton
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Arts & Crafts	58	166.00	29	18	6	5
Book Club	8	18.00	4	1	1	2
Cheer	27	58.00	0	10	3	14
Chess	24	48.00	0	5	14	5
Choir	33	80.00	0	4	11	18
Cooking	58	204.00	21	22	6	9
Cultural Club	14	41.00	5	3	4	2
Dance	47	165.00	30	11	4	2
Dodge ball	47	184.00	5	18	12	12
Drawing	49	145.00	20	24	3	2
Empire Art	17	68.00	3	7	2	5
Fashion Design	48	155.00	17	13	7	11
Football	65	283.00	33	22	6	4
Girls on Track	16	170.00	0	1	4	11

YES Prep Gulfton
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Hip Hop Beat Production	19	92.00	7	4	2	6
Hip Hop Emceeing	17	90.00	5	7	2	3
Homework Support	105	741.25	65	30	9	1
Immigration Workshop Info	9	9.00	0	0	0	9
Martial Arts	53	181.00	33	17	2	1
Math Tutorials	26	56.00	11	7	3	5
Mind Games	17	38.00	6	9	1	1
Recycled Art	24	54.00	0	6	6	12
Sign Language	24	109.00	15	6	3	0
Slam Poetry	10	45.00	1	4	3	2
Soccer	56	239.00	30	17	7	2
Step Team	43	118.00	30	11	1	1
Street Drums	52	167.00	21	26	3	2
Theatre	57	209.00	35	16	4	2
Videogame Production	29	218.00	10	11	2	6
What About Me?	7	10.00	0	4	0	3

YES Prep Gulfton
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Yoga	39	92.00	13	21	3	2
Zumba	38	92.00	22	14	1	1

YES Prep Gulfton
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Arts & Crafts	26	139.00	16	2	3	5
Book Club	8	11.00	0	5	0	3
Cooking	49	467.00	29	6	3	11
Cultural Club	6	6.00	0	0	0	6
Dance	17	36.00	6	6	3	2
Dodge ball	28	40.00	0	16	0	12
Drawing	11	11.00	0	0	0	11
Driver's Education Info Night	75	75.00	0	0	0	75
Empire Art	29	330.00	12	4	9	4
Fall: Family Showcase Night	96	192.00	0	0	0	96
Fashion Design	12	20.00	0	4	0	8
Football	25	43.00	0	14	4	7
Hip Hop Emceeing	8	24.00	0	4	0	4
Homework Support	61	186.00	32	13	9	7
Martial Arts	15	22.00	9	5	1	0
Sign Language	7	32.00	1	4	1	1

YES Prep Gulfton
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Soccer	21	46.00	9	4	3	5
Sp Computer Skillz	24	110.00	10	6	5	3
Sp Dance	6	36.00	2	0	2	2
Sp Drivers Education	26	962.00	4	0	2	20
Sp Fashion	22	391.00	7	2	4	9
Sp Force Steppers	16	169.00	5	3	7	1
Sp Frisbee	22	332.00	7	4	5	6
Sp Girl's Running	10	100.00	6	0	2	2
Sp Hip Hop	15	98.00	6	2	2	5
Sp Leadership	11	32.00	4	2	4	1
Sp Open Gym	63	206.00	27	32	3	1
Sp Reading Support	35	232.00	9	6	8	12
Sp Robotics	25	992.00	2	6	5	12
Sp Soccer	29	224.00	16	7	5	1
Sp Study Hall	65	1,112.00	36	17	12	0
Sp Tae Kwon Do	34	256.00	23	4	5	2
Sp Theatre	19	125.00	10	2	3	4

YES Prep Gulfton
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Sp Tournament Sports	35	197.00	21	5	4	5
Sp Video Production	14	199.00	7	1	4	2
Sp Volley Ball	48	418.00	4	4	16	24
Sp Zumba	14	80.00	4	0	8	2
Sp: Parent Attendance Meeting	5	5.00	0	0	0	5
Sp: Student Showcase	10	10.00	0	0	0	10
Step Team	9	21.75	2	1	5	1
Street Drums	10	10.00	0	0	0	10
Summer School Information	86	87.00	0	85	0	1
Theatre	34	75.00	25	4	5	0
Videogame Production	39	418.00	23	7	3	6
Yoga	5	5.00	0	0	0	5
Zumba	6	6.00	0	0	0	6

YES Prep North Central High School, YES Prep Public Schools
Cycle 8, Year 1

Texas ACE Program
Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep North Central. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep North Central, an evaluation that is the subject of this report.

The increases in grades from fall to spring in reading, math, science, and social studies were higher than the average of all Cycle 8 ACE program centers in the state, and program staff should be commended for their efforts.

There were two areas where we believe the program can be enhanced, and they are discussed in the paragraphs below along with our recommendations:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. However, the majority of program participants attended the program in the 0–20 day range in the fall and in the 21–40 category in the spring. This could be attributed to the fact that the program started in October 2013 and was not in operation for an entire semester. The increased retention rates are an indication that strategies related to increasing such are being implemented.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 72% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep North Central is located in Aldine, Texas, an unincorporated area in central Harris County, contiguous to Houston, Texas. It serves a student enrollment of approximately 854 students from grades 6 through 12. According to data reported by the YES Prep Charter School System to the United States government, the demographic make of the school is 100% minority. It serves a student population of 97% Hispanic and 2% African-American. The gender

demographics are 48% male and 52% female. According the 2014 U.S. News Education high rankings, YES Prep North Central ranked number 4 in the State of Texas, 28 in the nation, and 7 among charter schools. This school, with a student teacher ration of 15:1, is above the national average in the area of college readiness and reading. It also has an exemplary school rating by the Texas Education Agency for 2003. The school's operating budget is $168,862.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System
- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from

the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R.,

Visual and Statistical Thinking: Displays of Evidence for Making Decisions. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity

components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
1. HUMANS * 15 teachers-12 certifed, 3 not certified: * 3 office staff: not teacher certified * 4 vendors: 10 reprensentatives * proposed students to serve: 100 * currently serving 150 students 2. SUPPORT: * Vendors: Afterschool to Achieve, Alley Theater, BlazinBrook Management, Northside Karate * ACE Advisory Council * Possible Community Partnership: Houston Food Bank; Houston Community College 3. CURRICULUM:	1. SCHOOL PROGRAM ALIGNMENT: * using the same teachers * program starts as soon as the school day ends * aligns with mission statement of YES Prep 2. RECRUITING PARTICIPANTS: * initial survey of student body * recruited during lunchtime * flyers to parents afterschool * targeted at-risk youth * received teacher recommendations * Parent Info Night * target number: 100 3. RETAINING STUDENTS: * focus groups * counseling from school counselors *survey of parents in Spring 4. WELL-STRUCTURED: * certain timeline of program * align with school day * regular meetings with school staff 5. VOICE/CHOICE:	1. ACADEMIC SUPPORT: *Homework Help: Designed for students needing extra time to complete their homework; environment to study and strengthen what they learned in the classroom that day *Lab Time: Provides students who arrive to school early another opportunity to complete homework and use school computers to work on resumes and reports *Storytelling: Provides a creative writing class for students; purpose is to raise the literacy rate amongst students who need either remediation or have advance reading levels *Robotics: Students will learn the design, construction, operation and application of	Tuesday, Thursday, Friday: (4:30–5:30 pm) 10-15 Students 1 Hour Teacher: C. West (certified) **HW Help: 555 Students, 24 Days, 24 Hours** Tuesday, Wednesday, Thursday: (7–8 am) 10 Students 1 Hour Teacher: M.Robinson (not certified) **Lab Time: 935 Students, 24 Days, 24 Hours** Monday (5:30–6:30 pm) 22 Students 1 Hour Teacher: J. Smith **Storytelling: 183 Students, 24 Days, 24 Hours** Monday (4:30–6:30 pm) 22 Students 2 Hours Outside Vendor (Y. Wesby)	1. IMPROVED ATTENDANCE *increased school day attendance from previous year to current year with added afterschool program 2. ACADEMIC PERFORMANCE *grade reviews each 6 weeks; increase from beginning of program to the end 3. BEHAVIOR *less marks *less WallStreet/ Detention *fewer referrals *less suspensions 4. PROMOTION *less retainees 5. GRADUATION *less retainees *on-time graduation 6. INCREASED FAMILY ENGAGEMENT *create and facilitate Advisory Council; more participation on campus; increased attendance and volunteer support	*ALL students graduate ready for college and career

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
* Literature: Beyond the Bake Sale * Lesson Plans for each club, each week	* initial survey of students * students were able to choose/sign up for clubs during lunch and at Parent Info Night 6. QUALIFIED PERSONNEL: * interest meeting with teachers to hear what skills they could bring to the program * interviewed several vendors about services offered * testimonies from vendor service recipients 7. ONGOING MONITORING: * daily data entry * run routine TEA 21st data reports * daily sign-in attendance sheets * check-ins with club sponsors 8. PROFESSIONAL DEVELOPMENT: * weekly check-ins with onsite supervisor twice a week * monthly check-ins with ACE Project Director and other Site Coordinators * TEA 21st CCL Workshops * conferences * YES Prep evaluations (mid-year and end of the year)	robots, as well as computer systems for their control, sensory feedback and information processing *Web Design: Opportunity for students to learn the many different skills and disciplines in the production and maintenance of websites *Fun Science: Students will experience fun, fascinating hands on experiments that are a great way to enjoy the world of science; learn interesting science and technology facts by experimenting with different materials 2. ENRICHMENT: *Cooking Club: Gain practical culinary skills; students will learn a variety of cooking techniques and recipes, while exploring foods from around the world *Fashion/Style/ DIY Club: Students will have the opportunity to express their creative ideas	**Robotics: 187 Students, 24 Days, 24 Hours** Tuesday (5:30–6:30 pm) 22 Students 1 Hour Office Staff/ Librarian (A. Huyhn) **Web Design: 187 Students, 24 Days, 24 Hours** Friday (4:30–5:30 pm, 5:30–6:30 pm) 15–20 Students each 1 Hour each; total 2 Hours Outside Vendor (A. Estrada) **Fun Science: 372 Students, 24 Days, 24 Hours** Monday (4:30–5:30 pm) 22 Students 1 Hour Teacher: L. Pears (not certified) **Cooking Club: 183 Students, 24 Days, 24 Hours** Monday (4:30–5:30 pm) 26 Students 1 Hour Teachers: E. Barnes and E.	7. STUDENTS' INCREASED SENSE OF ENGAGEMENT *pre and post test (survey for Fall and Spring semesters) 8. STRONGER RELATIONSHIP BETWEEN TEACHERS AND STUDENTS *more positive teacher/student interaction by the end of the school year *more positive phone calls to parents	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	* school staff has Professional Development every Wednesday after school	through various forms of fashion and do it yourself projects; will student the newest trends	Rahimian (both certified) **Fashion/DIY: 184 Students, 24 Days, 24 Hours**		
		* Yoga Club: Involves teaching students self-confidence while working on their personal fitness goals	Monday (5:30–6:30 pm) 1 hour 22 students Teacher: S. Cash (certified) **Yoga: 184 Students, 16 Days, 16 Hours**		
		*Art Club: Students will learn the fundamentals of various art forms and create art from various mediums	Tuesday (4:30–5:30 pm) 22 Students 1 Hour Teacher: A. McDonald **Art club: 189 Students, 24 Days, 24 Hours**		
		Audio Engineering: Students will learn the art of dj mixing through technology.	**Audio Engineering: 187 Students, 20 Days, 40 Hours**		
		*Gardening Club: Students will gain basic horticulture knowledge and learn the importance/benefits of community gardening	Tuesday (4:30–5:30 pm) 26 Students 1 Hour Teachers: A. Kabli and P. Iverson (both certified) **Gardening Club 185 Students, 24 Days, 24 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		*Music Theory Club: Students will learn the fundamentals of music and will develop skills in music composition	Tuesday (4:30–5:30 pm) 22 Students 1 Hour Teacher: A. Lane **Music Theory: 183 Students, 24 Days, 24 Hours**		
		*Chess Club: Students will learn the basic principles of chess, strategies and improve their time; they will also learn about healthy competition	Tuesday (5:30–6:30 pm) 22 Students 1 Hour Teacher: A. Kaddu (certified) **Chess Club: 187 Students, 24 Days, 24 Hours**		
		*Fitness/Outdoor Sports Club: Students will participate in healthy and active activities and learn basic fitness routines; students will participate in a variety of outdoor sports	Tuesday, Wednesday, Thursday (5:30–6:30 pm, 2:45–3:45 pm, 5:30–6:30 pm) 15–20 Students 1 Hour Outside Vendor: J. Johnson **Fitness/ Outdoor: 557 Students, 24 Days, 24 Hours**		
		*Theater Arts Club: Students will engage in a variety of dramatic expressions and will prepare/ perform for various showcases throughout the year	Wednesday (1:45–3:45 pm 22 Students 2 Hours Outside Vendor (M. Edwards and A. Hager) **Theater Arts Club:**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
			183 Students, 24 Days, 48 Hours		
		*Board Games Club: Students will engage in fun, mind challenging games while building positive interactions and focusing on teamwork	Wednesday, Thursday (1:45–2:45 pm and 2:45–3:45 pm, 5:30–6:30 pm) 22 Students 1 Hour Office Staff: M. Cardenas and S. Valdez (not certified); Teacher: S. Kaplun (certified)		
			Board Games: 556 Students, 24 Days, 24 hours		
		*Video Production Club: Students will learn basic production skills while learning to collaborate with a team in order to create their own video	Wednesday (1:45–3:45 pm) 22 Students 2 Hours Outside Vendor: J. Olavarrieta)		
			Video Production: 183 Students, 2 Days, 4 Hours		
		*Video Game Production: Students will study the art of producing video games; they will explore all of the facets of producing a video game and will create their own video game by the end of the year	Thursday (4:30–6:30 pm) 22 Students 2 Hours Outside Vendor: A. Estrada		
			Video Game Production: 187 Students, 24 Days, 48 Hours		
		*Photography Club:			

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Students will learn the art of photography; they will explore various types of photography, editing, lighting, and developing photos Glee Club: Students will prepare and perform as a singing group; they will learn vocal techniques and harmonization and ensemble skills Dance Club: Students will learn choreographed routines, rhythm techniques and various dance genres *DJ Mixing Club: Students will explore the art of deejaying, while mixing beats and creating their own music *Fun Fitness Club: Students will engage in fun exercises;	Thursday (4:30–5:30 pm) 20 Students 1 Hour Teacher: E. Ries (certified) **Photography: 187 Students, 24 Days, 24 Hours** Thursday (4:30–5:30 pm) 20 Students 1 Hour Teacher: E. Skiba (certified) **Glee Club: 187 Students, 24 Days, 24 Hours** Friday (5:30–6:30 pm) 22 Students 1 Hour Outside Vendor: K. Jones **Dance Club: 189 Students, 24 Days, 24 Hours** Friday (4:30–5:30 pm, 5:30–6:30 pm) 15–20 Students 1 Hour each, total 2 Hours Outside Vendor: Z. Piper **DJ Mixing: 183 Students, 2 Days, 2 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		they will learn basic fitness routines and the importance of using fitness in their everyday life	Monday (4:30–5:30 pm, 5:30-6:30 pm) 15–20 Students 1 Hour each, total 2 Hours Outside Vendor: A. Estrada		
		2. COLLEGE AND CAREER READINESS: *CPR Certification: Provide students a necessary tool for babysitting and other employment opportunities	**Fun Fitness: 372 Students, 24 Days, 24 Hours** Monday (4:30-5:30 p.m., 5:30-6:30 p.m.)		
		*Career Fair (Shark Week)-networking opportunities for students and young professionals in Houston; students will be given the opportunity to meet professionals in their interested field	Monday–Friday 50 Students 2 Hours Volunteers		
		3. FAMILY ENGAGEMENT: *All Things ACE Parent Info Night:engage and educate parents about the ACE Afterschool Program; provide ways that they can be involved in the program as well	Tuesday, Sept. 24 (6:30–8 pm) 100 Students 1.5 Hours ACE Site Coordinator, Parent and Community Outreach Coordinator, translator		
		*Sabor Latino: Celebrate and bring cultural awareness to students, families and staff; participants will enjoy cuisines from the Hispanic culture	Wednesday, October 16 (5:30–7 pm) 50 Students 1.5 Hours		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		*ESCAPE: Sessions providing child abuse prevention programs, by offering court ordered and CPS approved parenting classes, parenting tips and tools that anyone can use to develop positive parenting and appropriate discipline skills *Zumba: Provides a fun and healthy service to parents and families of ACE students; building and achieving healthy and positive relationships; opportunity to strengthen the family as a whole through nutrition and fitness 4. BEHAVIORAL INTERVENTION: *Karate-students will learn the basic martial arts and self-defense skills; they will learn the importance of conflict management and positive interactions/ relationship with peers	ACE Site Coordinator, Parent and Community Outreach Coordinator, School counselors Tuesday (6:30–8 pm) 30 Parents 1.5 Hours ACE Site Coordinator, Parent and Community Outreach Coordinator, School Counselors **Escape:** **78 Adults,** **1 Day,** **2 Hours** Thursday (6:30–7:30 pm), 30 Parents once a month 1 hour Volunteer Wednesday, Friday (1:45-2:45pm, 5:30-6:30pm) 1 hour 22 students Outside Vendor (C. Droddy, R. Williams)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Soccer: Students will learn the basic skills of soccer.	**Karate-366 students, 24 days, 24 hours.** **Soccer: 376 Students, 24 Days, 24 hours**		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall, and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 8.5 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. Are activities targeted to student needs and well implemented?

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. Were program modifications made to better align activities offered with school learning objectives?

The program was well planned in advance, and no modifications were necessary.

6. Were program modifications made to increase participation in program activities?

Any program modifications were based primarily from student surveys.

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

Figure IV.a. below shows how varied the YES Prep North Central activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam. Certain activities can be classified into more than one category based upon the site coordinator's judgment. College and workforce readiness activities were offered both fall and spring even though it is not apparent from the figure.

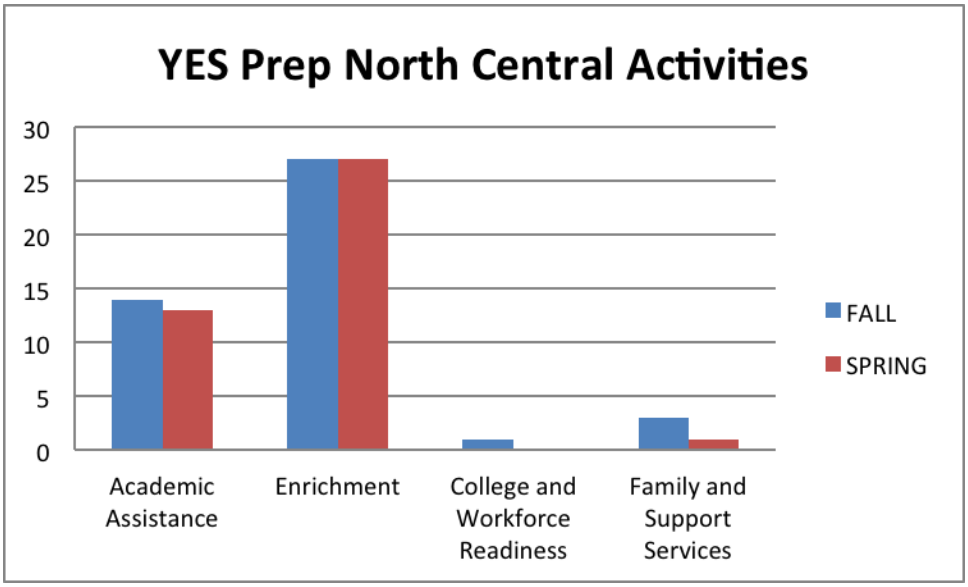

Figure IV.a. YES Prep North Central Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?

- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and the figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep North Central ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep North Central ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	3.0%	3.0%	2.7%	3.5%
Hispanic	95.9%	95.0%	94.0%	93.0%
Other	1.1%	2.0%	3.3%	3.5%
Economically Disadvantaged	83.2%	54.0%	Not Available*	Not Available
At-Risk	6.0%	27.0%	Not Available	Not Available
English Language Learners	27.9%	27.0%	Not Available	Not Available

Source: Texas Academic Performance Report

Texas21st Year End Summary

*This information is not kept on a semester basis.

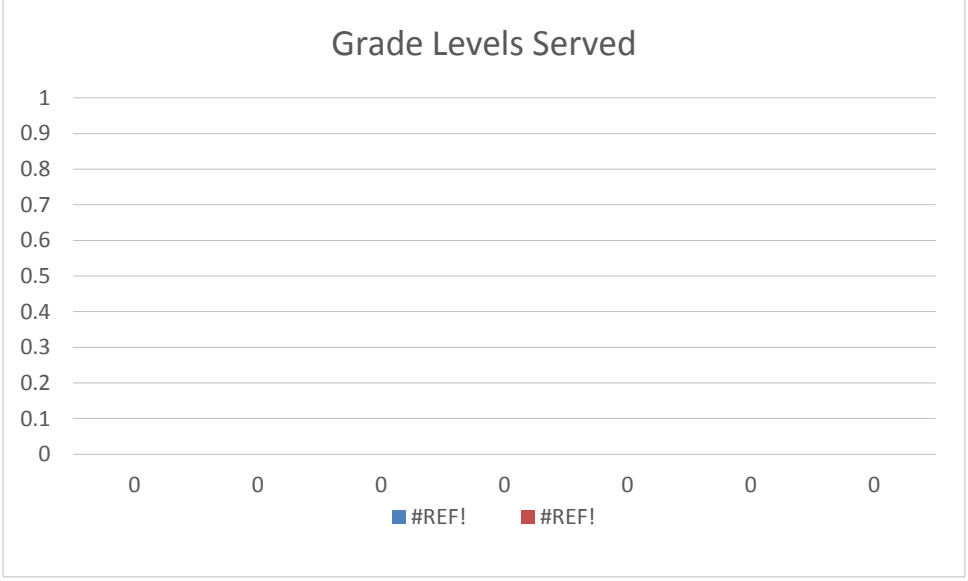

Figure V.a. Comparison of Regular and Nonregular Participants

by Grade Level

The figure above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 6th grade, and the fewest are in grades 10 through 12. The figure shows a largely inverse relationship between program participants and nonparticipants as the grade levels increase. There appear to be opportunities to increase participation primarily from grades 7 through 12.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about "Right Activities":

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs' objectives?
- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep North Central ACE.

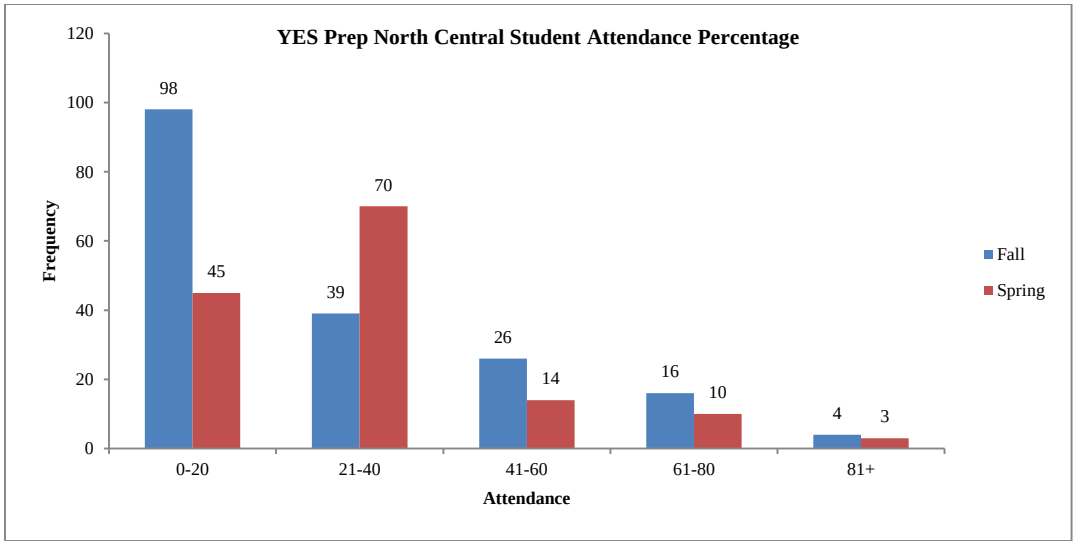

Figure V.b. Attendance Percentages for YES Prep North Central ACE Students, Fall and Spring, 2014

As one can see from the figures above, most of the YES Prep North Central students attended the program in the 0–20 days range in the fall and the 21–40 days range in the spring. The program is showing increases in retention in the spring.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the YES Prep North Central ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

4. Is there a greater number of students experiencing improvement?
5. Is there a greater percentage of students experiencing improvement?
6. Are there greater amounts of improvements by students?

Table VI.a. shows the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages declined from the fall to spring and absences increased, as well as the percentage rate for passing courses. There were discipline referrals of a criminal or noncriminal nature. *The Texas21st database does not distinguish between absences due to illness or truancy. As a result, we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.*

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep North Central ACE Students, Fall 2013 vs. Spring 2014

	Fall 2013	Spring 2014	Inc. (+)/Dec. (–)
Core GPA Change			
Reading	2.63	2.45	–6.84%
Math	2.91	2.64	–9.28%
Science	2.87	2.84	–1.05%
Social Studies	2.99	2.89	–3.34%
Number of School Days Absent	94.00	162.00	72.34%
Number of Criminal Referrals	0.00	0.00	0.00%

Number of Noncriminal Referrals	0.00	0.00	0.00%
Course Pass Percentage	90.90	85.20	4.73%

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 108)

Reading Grades	
Number Improving	37
Number with No Change	49
Number Decreasing	22
Percent Increasing	34.26%
Math Grades	
Number Improving	23
Number with No Change	42
Number Decreasing	43
Percent Increasing	21.29%
Science Grades	
Number Improving	32
Number with No Change	44
Number Decreasing	32
Percent Increasing	29.63%
Social Studies Grades	
Number Improving	25
Number with No Change	53
Number Decreasing	32
Percent Increasing	22.73%

n = 108; *n = 110

YES Prep North Central students had improvements in reading, math, science, and social studies. The percentage increases are above the state level increases for all centers in Cycle 8. The number of students with no change was the modal observation in all subject areas except math, where the modal category was "number decreasing."

An important caveat: The data shown in the above table may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

Table VI.c. Cycle 8 Year End Grades: State Level, 2014

Subject	Percent Increase
Reading	19.36
Math	21.30
Science	19.35
Social Studies	18.33

Source: Texas21st

VII. Evaluator Commentary and Recommendations

The YES Prep North Central ACE program overall was implemented as intended. The increases in grades from fall to spring in reading, math, science, and social studies were higher than the average of all Cycle 8 ACE program centers in the state.

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. However, the majority of program participants attended the program in the 0–20 day range in the fall and in the 21–40 category in the spring. This could be attributed to the fact that the program started in October 2013 and was not in operation for an entire semester. The increased retention rates are an indication that strategies related to increasing such are being implemented.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 72% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like.

Data on such “other considerations” are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

Site coordinator will have the program start four weeks earlier than last year, adding a month to the fall programming schedule. Site coordinator will create an Excel document to decipher between absences and truancies. This spreadsheet will be monitored and changes made to programming accordingly.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep North Central
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Art Club	23	103.00	3	6	4	10
Board Games	18	72.00	2	5	5	6
Board Games 2	19	90.00	3	2	6	8
Board Games 3	18	78.00	3	4	5	6
Chess Club	20	99.00	2	5	1	12
College Application Night	34	85.00	0	0	0	34
Cooking Club	24	108.00	2	5	2	15
Dance Club	18	74.00	3	3	1	11
DJ Mixing	20	86.00	1	4	11	4
DJ Mixing 2	15	54.00	3	4	6	2
ESCAPE	11	110.00	0	0	0	11
Fashion/Style/DIY	20	85.00	3	3	3	11
Fitness/Outdoor Sports	20	89.00	0	6	9	5
Fitness/Outdoor Sports 2	20	84.00	2	5	6	7

YES Prep North Central
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Fitness/Outdoor Sports 3	19	89.00	1	4	6	8
Fun Fitness	13	54.00	2	3	1	7
Fun Fitness 2	22	102.00	1	4	2	15
Fun Science	15	59.00	1	3	11	0
Fun Science 2	12	53.00	0	2	8	2
Gardening Club	21	98.00	1	3	11	6
Glee Club	15	75.00	1	2	4	8
Homework Help	15	69.00	2	2	6	5
Homework Help 2	7	24.00	1	3	2	1
Homework Help 3	17	58.00	4	4	7	2
Karate	23	103.00	5	4	2	12
Karate 2	20	84.00	2	6	6	6
Lab Time	30	62.00	12	15	1	2
Lab Time 2	14	32.00	5	4	2	3
Lab Time 3	40	85.00	30	5	2	3
Music Theory	19	101.00	0	3	6	10
Photography	19	96.00	1	4	3	11

YES Prep North Central
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Robotics	21	146.00	2	4	3	12
Sabor Latino	19	38.00	0	0	0	19
Soccer	16	76.00	2	2	4	8
Soccer 2	15	45.00	4	5	2	4
Special Lab Time Friday	20	28.00	0	15	2	3
Special Lab Time Monday	3	3.00	0	0	0	3
Storytelling	20	79.00	3	5	3	9
Study Jam 1	32	256.00	0	0	0	32
Theater Arts Club	19	122.00	5	6	3	5
Video Game Production	26	284.00	2	1	8	15
Video Production	23	258.00	1	1	7	14
Web Design	23	98.00	3	7	5	8
Yoga	14	54.00	2	4	1	7

YES Prep North Central
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Art Club	34	183.00	21	4	5	4
Audio Engineering	42	350.00	26	2	9	5
Board Games	37	111.00	25	9	2	1
Board Games 2	38	121.00	26	7	5	0
Board Games 3	52	198.00	39	5	7	1
Chess Club	44	171.00	34	1	6	3
Cooking Club	39	243.00	22	6	4	7
Dance Club	29	96.00	16	8	1	4
DJ Mixing	11	18.00	0	4	0	7
ESCAPE	12	24.00	0	0	0	12
Fashion/Style/DIY	28	142.00	18	5	1	4
Fitness/Outdoor Sports	32	138.00	23	2	2	5
Fitness/Outdoor Sports 2	29	110.00	16	5	7	1
Fitness/Outdoor Sports 3	41	132.00	34	4	0	3
Fun Fitness	24	75.00	18	4	1	1
Fun Fitness 2	31	171.00	17	7	4	3

YES Prep North Central
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Fun Science	36	131.00	24	6	2	4
Fun Science 2	36	121.00	21	13	1	1
Gardening Club	29	190.00	12	9	2	6
Glee Club	20	138.00	11	1	4	4
Homework Help	18	69.00	11	6	0	1
Homework Help 2	25	82.00	18	7	0	0
Homework Help 3	22	122.00	8	5	6	3
Karate	20	158.00	9	1	3	7
Karate 2	14	114.00	4	0	2	8
Lab Time	66	246.00	48	13	3	2
Lab Time 2	53	206.00	41	6	3	3
Lab Time 3	52	234.00	38	8	3	3
Music Theory	18	124.00	10	1	3	4
Photography	28	189.00	14	6	3	5
Robotics	18	162.00	5	3	2	8
Soccer	23	61.00	20	2	0	1
Soccer 2	26	63.00	21	2	3	0

YES Prep North Central
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Special Lab Time Friday	65	188.00	51	10	3	1
Special Lab Time Monday	63	250.00	41	16	5	1
Storytelling	31	108.00	24	3	2	2
Theater Arts Club	14	224.00	4	1	5	4
Video Game Production	19	336.00	8	1	2	8
Video Production	18	56.00	0	8	0	10
Web Design	20	161.00	3	7	7	3
Yoga	11	43.00	6	1	2	2

YES Prep North Central High School, YES Prep Public Schools
Cycle 8, Year 1

Texas ACE Program
Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep North Central. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep North Central, an evaluation that is the subject of this report.

The increases in grades from fall to spring in reading, math, science, and social studies were higher than the average of all Cycle 8 ACE program centers in the state, and program staff should be commended for their efforts.

There were two areas where we believe the program can be enhanced, and they are discussed in the paragraphs below along with our recommendations:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. However, the majority of program participants attended the program in the 0–20 day range in the fall and in the 21–40 category in the spring. This could be attributed to the fact that the program started in October 2013 and was not in operation for an entire semester. The increased retention rates are an indication that strategies related to increasing such are being implemented.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 72% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep North Central is located in Aldine, Texas, an unincorporated area in central Harris County, contiguous to Houston, Texas. It serves a student enrollment of approximately 854 students from grades 6 through 12. According to data reported by the YES Prep Charter School System to the United States government, the demographic make of the school is 100% minority. It serves a student population of 97% Hispanic and 2% African-American. The gender

demographics are 48% male and 52% female. According the 2014 U.S. News Education high rankings, YES Prep North Central ranked number 4 in the State of Texas, 28 in the nation, and 7 among charter schools. This school, with a student teacher ration of 15:1, is above the national average in the area of college readiness and reading. It also has an exemplary school rating by the Texas Education Agency for 2003. The school's operating budget is $168,862.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System
- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from

the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R.,

Visual and Statistical Thinking: Displays of Evidence for Making Decisions. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity

components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
HUMANS *15 teachers- 12 certifed, 3 not certified: *3 office staff: not teacher certified *4 vendors: 10 reprensentatives *proposed students to serve: 100 *currently serving 150 students SUPPORT: *Vendors: Afterschool to Achieve, Alley Theater, BlazinBrook Management, Northside Karate *ACE Advisory Council *Possible Community Partnership: Houston Food Bank; Houston Community College CURRICULUM: *Literature: Beyond the Bake Sale *Lesson Plans for each club, each week	SCHOOL PROGRAM ALIGNMENT: *using the same teachers *program starts as soon as the school day ends *aligns with mission statement of YES Prep RECRUITING PARTICIPANTS: *initial survey of student body *recruited during lunchtime *flyers to parents afterschool *targeted at-risk youth *received teacher recommendations *Parent Info Night *target number: 100 RETAINING STUDENTS: *focus groups * counseling from school counselors *survey of parents in Spring WELL-STRUCTURED: *certain timeline of program *align with school day *regular meetings with school staff VOICE/CHOICE:	ACADEMIC SUPPORT: *Homework Help: Designed for students needing extra time to complete their homework; environment to study and strengthen what they learned in the classroom that day *Lab Time: Provides students who arrive to school early another opportunity to complete homework and use school computers to work on resumes and reports *Storytelling: Provides a creative writing class for students; purpose is to raise the literacy rate amongst students who need either remediation or have advance reading levels *Robotics: Students will learn the design, construction, operation and application of	Tuesday, Thursday, Friday: (4:30–5:30 pm) 10-15 Students 1 Hour Teacher: C. West (certified) **HW Help: 555 Students, 24 Days, 24 Hours** Tuesday, Wednesday, Thursday: (7–8 am) 10 Students 1 Hour Teacher: M.Robinson (not certified) **Lab Time: 935 Students, 24 Days, 24 Hours** Monday (5:30–6:30 pm) 22 Students 1 Hour Teacher: J. Smith **Storytelling: 183 Students, 24 Days, 24 Hours** Monday (4:30–6:30 pm) 22 Students 2 Hours Outside Vendor (Y. Wesby)	IMPROVED ATTENDANCE *increased school day attendance from previous year to current year with added afterschool program ACADEMIC PERFORMANCE *grade reviews each 6 weeks; increase from beginning of program to the end BEHAVIOR *less marks *less WallStreet/ Detention *fewer referrals *less suspensions PROMOTION *less retainees GRADUATION *less retainees *on-time graduation INCREASED FAMILY ENGAGEMENT *create and facilitate Advisory Council; more participation on campus; increased attendance and volunteer support	*ALL students graduate ready for college and career

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	*initial survey of students *students were able to choose/sign up for clubs during lunch and at Parent Info Night QUALIFIED PERSONNEL: *interest meeting with teachers to hear what skills they could bring to the program * interviewed several vendors about services offered * testimonies from vendor service recipients ONGOING MONITORING: *daily data entry *run routine TEA 21st data reports *daily sign-in attendance sheets *check-ins with club sponsors PROFESSIONAL DEVELOPMENT: *weekly check-ins with onsite supervisor twice a week *monthly check-ins with ACE Project Director and other Site Coordinators *TEA 21st CCL Workshops * conferences *YES Prep evaluations (mid-year and end of the year)	robots, as well as computer systems for their control, sensory feedback and information processing *Web Design: Opportunity for students to learn the many different skills and disciplines in the production and maintenance of websites *Fun Science: Students will experience fun, fascinating hands on experiments that are a great way to enjoy the world of science; learn interesting science and technology facts by experimenting with different materials 2. ENRICHMENT: *Cooking Club: Gain practical culinary skills; students will learn a variety of cooking techniques and recipes, while exploring foods from around the world *Fashion/Style/ DIY Club: Students will have the opportunity to express their creative ideas	**Robotics: 187 Students, 24 Days, 24 Hours** Tuesday (5:30–6:30 pm) 22 Students 1 Hour Office Staff/ Librarian (A. Huyhn) **Web Design: 187 Students, 24 Days, 24 Hours** Friday (4:30–5:30 pm, 5:30–6:30 pm) 15–20 Students each 1 Hour each; total 2 Hours Outside Vendor (A. Estrada) **Fun Science: 372 Students, 24 Days, 24 Hours** Monday (4:30–5:30 pm) 22 Students 1 Hour Teacher: L. Pears (not certified) **Cooking Club: 183 Students, 24 Days, 24 Hours** Monday (4:30–5:30 pm) 26 Students 1 Hour Teachers: E. Barnes and E.	STUDENTS' INCREASED SENSE OF ENGAGEMENT *pre and post test (survey for Fall and Spring semesters) STRONGER RELATIONSHIP BETWEEN TEACHERS AND STUDENTS *more positive teacher/student interaction by the end of the school year *more positive phone calls to parents	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	*school staff has Professional Development every Wednesday after school	through various forms of fashion and do it yourself projects; will student the newest trends	Rahimian (both certified) **Fashion/DIY: 184 Students, 24 Days, 24 Hours**		
		* Yoga Club: Involves teaching students self-confidence while working on their personal fitness goals	Monday (5:30–6:30 pm) 1 hour 22 students Teacher: S. Cash (certified) **Yoga: 184 Students, 16 Days, 16 Hours**		
		*Art Club: Students will learn the fundamentals of various art forms and create art from various mediums	Tuesday (4:30–5:30 pm) 22 Students 1 Hour Teacher: A. McDonald **Art club: 189 Students, 24 Days, 24 Hours**		
		Audio Engineering: Students will learn the art of dj mixing through technology.	**Audio Engineering: 187 Students, 20 Days, 40 Hours**		
		*Gardening Club: Students will gain basic horticulture knowledge and learn the importance/benefits of community gardening	Tuesday (4:30–5:30 pm) 26 Students 1 Hour Teachers: A. Kabli and P. Iverson (both certified) **Gardening Club 185 Students, 24 Days, 24 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		*Music Theory Club: Students will learn the fundamentals of music and will develop skills in music composition	Tuesday (4:30–5:30 pm) 22 Students 1 Hour Teacher: A. Lane **Music Theory: 183 Students, 24 Days, 24 Hours**		
		*Chess Club: Students will learn the basic principles of chess, strategies and improve their time; they will also learn about healthy competition	Tuesday (5:30–6:30 pm) 22 Students 1 Hour Teacher: A. Kaddu (certified) **Chess Club: 187 Students, 24 Days, 24 Hours**		
		*Fitness/Outdoor Sports Club: Students will participate in healthy and active activities and learn basic fitness routines; students will participate in a variety of outdoor sports	Tuesday, Wednesday, Thursday (5:30–6:30 pm, 2:45–3:45 pm, 5:30–6:30 pm) 15–20 Students 1 Hour Outside Vendor: J. Johnson **Fitness/ Outdoor: 557 Students, 24 Days, 24 Hours**		
		*Theater Arts Club: Students will engage in a variety of dramatic expressions and will prepare/ perform for various showcases throughout the year	Wednesday (1:45–3:45 pm 22 Students 2 Hours Outside Vendor (M. Edwards and A. Hager) **Theater Arts Club:**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
			183 Students, 24 Days, 48 Hours Wednesday, Thursday (1:45–2:45 pm and 2:45–3:45 pm, 5:30–6:30 pm) 22 Students 1 Hour Office Staff: M. Cardenas and S. Valdez (not certified); Teacher: S. Kaplun (certified)		
		*Board Games Club: Students will engage in fun, mind challenging games while building positive interactions and focusing on teamwork	**Board Games: 556 Students, 24 Days, 24 hours** Wednesday (1:45–3:45 pm) 22 Students 2 Hours Outside Vendor: J. Olavarrieta)		
		*Video Production Club: Students will learn basic production skills while learning to collaborate with a team in order to create their own video	**Video Production: 183 Students, 2 Days, 4 Hours** Thursday (4:30–6:30 pm) 22 Students 2 Hours Outside Vendor: A. Estrada		
		*Video Game Production: Students will study the art of producing video games; they will explore all of the facets of producing a video	**Video Game Production: 187 Students, 24 Days, 48 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		game and will create their own video game by the end of the year *Photography Club: Students will learn the art of photography; they will explore various types of photography, editing, lighting, and developing photos Glee Club: Students will prepare and perform as a singing group; they will learn vocal techniques and harmonization and ensemble skills Dance Club: Students will learn choreographed routines, rhythm techniques and various dance genres *DJ Mixing Club: Students will explore the art of deejaying, while mixing beats and creating their own music	Thursday (4:30–5:30 pm) 20 Students 1 Hour Teacher: E. Ries (certified) **Photography: 187 Students, 24 Days, 24 Hours** Thursday (4:30–5:30 pm) 20 Students 1 Hour Teacher: E. Skiba (certified) **Glee Club: 187 Students, 24 Days, 24 Hours** Friday (5:30–6:30 pm) 22 Students 1 Hour Outside Vendor: K. Jones **Dance Club: 189 Students, 24 Days, 24 Hours** Friday (4:30–5:30 pm, 5:30–6:30 pm) 15–20 Students 1 Hour each, total 2 Hours Outside Vendor: Z. Piper **DJ Mixing: 183 Students, 2 Days, 2 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		*Fun Fitness Club: Students will engage in fun exercises; they will learn basic fitness routines and the importance of using fitness in their everyday life COLLEGE AND CAREER READINESS: *CPR Certification: Provide students a necessary tool for babysitting and other employment opportunities *Career Fair (Shark Week)-networking opportunities for students and young professionals in Houston; students will be given the opportunity to meet professionals in their interested field FAMILY ENGAGEMENT: *All Things ACE Parent Info Night:engage and educate parents about the ACE Afterschool Program; provide ways that they can be involved in the program as well *Sabor Latino: Celebrate and bring cultural awareness	Monday (4:30–5:30 pm, 5:30-6:30 pm) 15–20 Students 1 Hour each, total 2 Hours Outside Vendor: A. Estrada **Fun Fitness: 372 Students, 24 Days, 24 Hours** Monday (4:30-5:30 p.m., 5:30-6:30 p.m.) Monday–Friday 50 Students 2 Hours Volunteers Tuesday, Sept. 24 (6:30–8 pm) 100 Students 1.5 Hours ACE Site Coordinator, Parent and Community Outreach Coordinator, translator Wednesday, October 16 (5:30–7 pm) 50 Students 1.5 Hours ACE Site Coordinator, Parent and Community Outreach Coordinator,		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		to students, families and staff; participants will enjoy cuisines from the Hispanic culture *ESCAPE: Sessions providing child abuse prevention programs, by offering court ordered and CPS approved parenting classes, parenting tips and tools that anyone can use to develop positive parenting and appropriate discipline skills *Zumba: Provides a fun and healthy service to parents and families of ACE students; building and achieving healthy and positive relationships; opportunity to strengthen the family as a whole through nutrition and fitness BEHAVIORAL INTERVENTION: *Karate-students will learn the basic martial arts and self-defense skills; they will learn the importance of conflict	School counselors Tuesday (6:30–8 pm) 30 Parents 1.5 Hours ACE Site Coordinator, Parent and Community Outreach Coordinator, School Counselors **Escape: 78 Adults, 1 Day, 2 Hours** Thursday (6:30–7:30 pm), 30 Parents once a month 1 hour Volunteer Wednesday, Friday (1:45-2:45pm, 5:30-6:30pm) 1 hour 22 students Outside Vendor (C. Droddy, R. Williams) **Karate-366 students, 24 days, 24 hours.**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		management and positive interactions/ relationship with peers Soccer: Students will learn the basic skills of soccer.	**Soccer:** **376 Students,** **24 Days,** **24 hours**		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall, and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 8.5 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. Are activities targeted to student needs and well implemented?

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus

indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. Were program modifications made to better align activities offered with school learning objectives?

The program was well planned in advance, and no modifications were necessary.

6. Were program modifications made to increase participation in program activities?

Any program modifications were based primarily from student surveys.

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

Figure IV.a. below shows how varied the YES Prep North Central activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam. Certain activities can be classified into more than one category based upon the site coordinator's judgment. College and workforce readiness activities were offered both fall and spring even though it is not apparent from the figure.

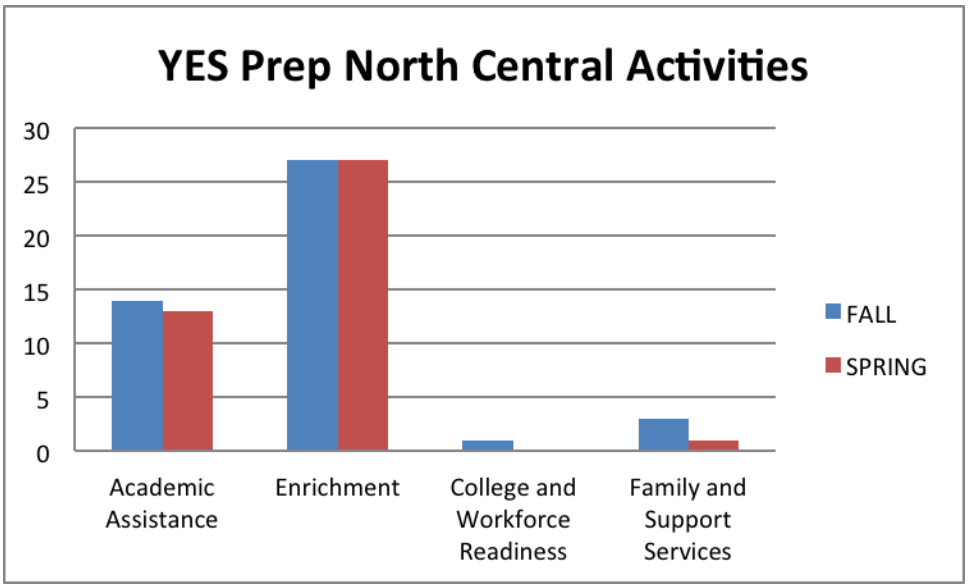

Figure IV.a. YES Prep North Central Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and the figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep North Central ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep North Central ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	3.0%	3.0%	2.7%	3.5%
Hispanic	95.9%	95.0%	94.0%	93.0%
Other	1.1%	2.0%	3.3%	3.5%
Economically Disadvantaged	83.2%	54.0%	Not Available*	Not Available
At-Risk	6.0%	27.0%	Not Available	Not Available
English Language Learners	27.9%	27.0%	Not Available	Not Available

Source: Texas Academic Performance Report

Texas21st Year End Summary

*This information is not kept on a semester basis.

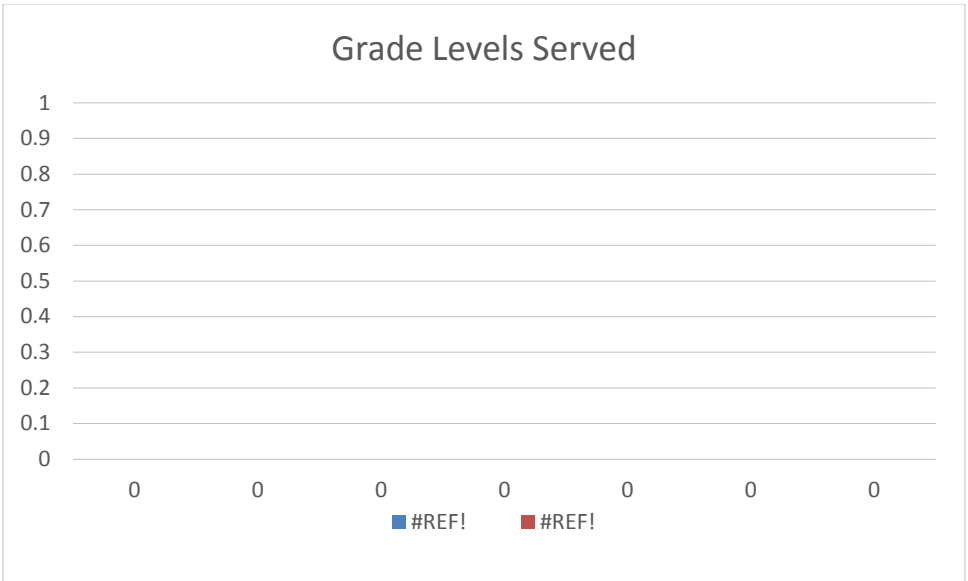

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The figure above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 6th grade, and the fewest are in grades 10 through 12. The figure shows a largely inverse relationship between program participants and nonparticipants as the grade levels increase. There appear to be opportunities to increase participation primarily from grades 7 through 12.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about "Right Activities":

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs' objectives?
- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep North Central ACE.

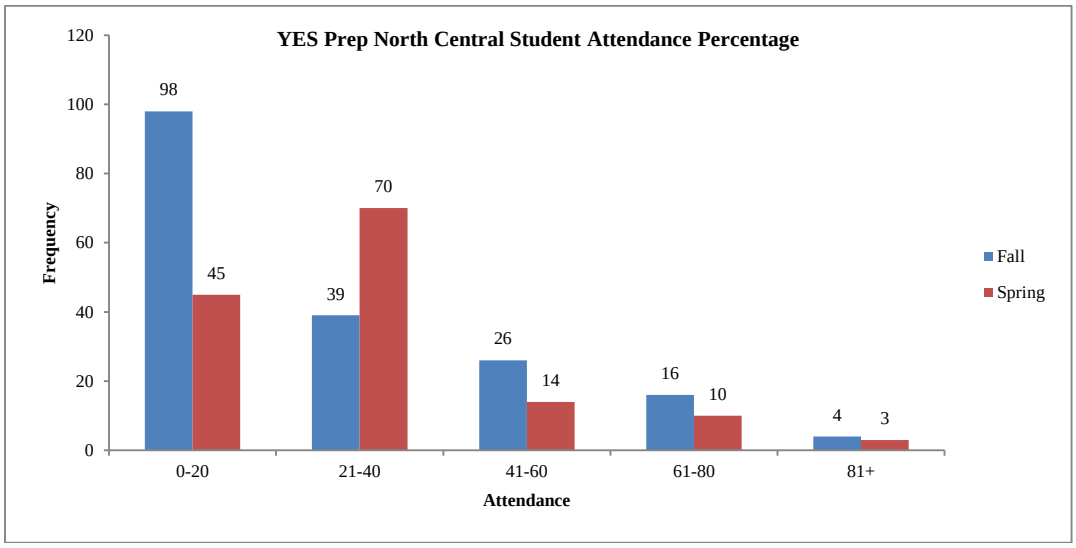

Figure V.b. Attendance Percentages for YES Prep North Central ACE Students, Fall and Spring, 2014

As one can see from the figures above, most of the YES Prep North Central students attended the program in the 0–20 days range in the fall and the 21–40 days range in the spring. The program is showing increases in retention in the spring.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the YES Prep North Central ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

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

Table VI.a. shows the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages declined from the fall to spring and absences increased, as well as the percentage rate for passing courses. There were discipline referrals of a criminal or noncriminal nature. *The Texas21st database does not distinguish between absences due to illness or truancy.*

As a result, we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep North Central ACE Students, Fall 2013 vs. Spring 2014

	Fall 2013	Spring 2014	Inc. (+)/Dec. (–)
Core GPA Change			
Reading	2.63	2.45	–6.84%
Math	2.91	2.64	–9.28%
Science	2.87	2.84	–1.05%
Social Studies	2.99	2.89	–3.34%
Number of School Days Absent	94.00	162.00	72.34%
Number of Criminal Referrals	0.00	0.00	0.00%
Number of Noncriminal Referrals	0.00	0.00	0.00%
Course Pass Percentage	90.90	85.20	4.73%

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 108)

Reading Grades	
Number Improving	37
Number with No Change	49
Number Decreasing	22
Percent Increasing	34.26%
Math Grades	
Number Improving	23
Number with No Change	42
Number Decreasing	43
Percent Increasing	21.29%
Science Grades	
Number Improving	32
Number with No Change	44
Number Decreasing	32
Percent Increasing	29.63%
Social Studies Grades	
Number Improving	25
Number with No Change	53

Number Decreasing	32
Percent Increasing	22.73%

n = 108; *n = 110

YES Prep North Central students had improvements in reading, math, science, and social studies. The percentage increases are above the state level increases for all centers in Cycle 8. The number of students with no change was the modal observation in all subject areas except math, where the modal category was "number decreasing."

An important caveat: The data shown in the above table may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

Table VI.c. Cycle 8 Year End Grades: State Level, 2014

Subject	Percent Increase
Reading	19.36
Math	21.30
Science	19.35
Social Studies	18.33

Source: Texas21st

VII. Evaluator Commentary and Recommendations

The YES Prep North Central ACE program overall was implemented as intended. The increases in grades from fall to spring in reading, math, science, and social studies were higher than the average of all Cycle 8 ACE program centers in the state.

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. However, the majority of program participants attended the program in the 0–20 day range in the fall and in the 21–40 category in the spring. This could be attributed to the fact that the program started in October 2013 and was not in operation for an entire semester. The increased retention rates are an indication that strategies related to increasing such are being implemented.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 72% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such “other considerations” are generally not available from TX21st Century or from

Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

Site coordinator will have the program start four weeks earlier than last year, adding a month to the fall programming schedule. Site coordinator will create an Excel document to decipher between absences and truancies. This spreadsheet will be monitored and changes made to programming accordingly.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep North Central
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Art Club	23	103.00	3	6	4	10
Board Games	18	72.00	2	5	5	6
Board Games 2	19	90.00	3	2	6	8
Board Games 3	18	78.00	3	4	5	6
Chess Club	20	99.00	2	5	1	12
College Application Night	34	85.00	0	0	0	34
Cooking Club	24	108.00	2	5	2	15
Dance Club	18	74.00	3	3	1	11
DJ Mixing	20	86.00	1	4	11	4
DJ Mixing 2	15	54.00	3	4	6	2
ESCAPE	11	110.00	0	0	0	11
Fashion/Style/DIY	20	85.00	3	3	3	11
Fitness/Outdoor Sports	20	89.00	0	6	9	5
Fitness/Outdoor Sports 2	20	84.00	2	5	6	7

YES Prep North Central
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Fitness/Outdoor Sports 3	19	89.00	1	4	6	8
Fun Fitness	13	54.00	2	3	1	7
Fun Fitness 2	22	102.00	1	4	2	15
Fun Science	15	59.00	1	3	11	0
Fun Science 2	12	53.00	0	2	8	2
Gardening Club	21	98.00	1	3	11	6
Glee Club	15	75.00	1	2	4	8
Homework Help	15	69.00	2	2	6	5
Homework Help 2	7	24.00	1	3	2	1
Homework Help 3	17	58.00	4	4	7	2
Karate	23	103.00	5	4	2	12
Karate 2	20	84.00	2	6	6	6
Lab Time	30	62.00	12	15	1	2
Lab Time 2	14	32.00	5	4	2	3
Lab Time 3	40	85.00	30	5	2	3
Music Theory	19	101.00	0	3	6	10
Photography	19	96.00	1	4	3	11

YES Prep North Central
Activity Attendance Percentage – Fall

This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Robotics	21	146.00	2	4	3	12
Sabor Latino	19	38.00	0	0	0	19
Soccer	16	76.00	2	2	4	8
Soccer 2	15	45.00	4	5	2	4
Special Lab Time Friday	20	28.00	0	15	2	3
Special Lab Time Monday	3	3.00	0	0	0	3
Storytelling	20	79.00	3	5	3	9
Study Jam 1	32	256.00	0	0	0	32
Theater Arts Club	19	122.00	5	6	3	5
Video Game Production	26	284.00	2	1	8	15
Video Production	23	258.00	1	1	7	14
Web Design	23	98.00	3	7	5	8
Yoga	14	54.00	2	4	1	7

YES Prep North Central
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Art Club	34	183.00	21	4	5	4
Audio Engineering	42	350.00	26	2	9	5
Board Games	37	111.00	25	9	2	1
Board Games 2	38	121.00	26	7	5	0
Board Games 3	52	198.00	39	5	7	1
Chess Club	44	171.00	34	1	6	3
Cooking Club	39	243.00	22	6	4	7
Dance Club	29	96.00	16	8	1	4
DJ Mixing	11	18.00	0	4	0	7
ESCAPE	12	24.00	0	0	0	12
Fashion/Style/DIY	28	142.00	18	5	1	4
Fitness/Outdoor Sports	32	138.00	23	2	2	5
Fitness/Outdoor Sports 2	29	110.00	16	5	7	1
Fitness/Outdoor Sports 3	41	132.00	34	4	0	3
Fun Fitness	24	75.00	18	4	1	1
Fun Fitness 2	31	171.00	17	7	4	3

YES Prep North Central
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Fun Science	36	131.00	24	6	2	4
Fun Science 2	36	121.00	21	13	1	1
Gardening Club	29	190.00	12	9	2	6
Glee Club	20	138.00	11	1	4	4
Homework Help	18	69.00	11	6	0	1
Homework Help 2	25	82.00	18	7	0	0
Homework Help 3	22	122.00	8	5	6	3
Karate	20	158.00	9	1	3	7
Karate 2	14	114.00	4	0	2	8
Lab Time	66	246.00	48	13	3	2
Lab Time 2	53	206.00	41	6	3	3
Lab Time 3	52	234.00	38	8	3	3
Music Theory	18	124.00	10	1	3	4
Photography	28	189.00	14	6	3	5
Robotics	18	162.00	5	3	2	8
Soccer	23	61.00	20	2	0	1
Soccer 2	26	63.00	21	2	3	0

YES Prep North Central
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
Special Lab Time Friday	65	188.00	51	10	3	1
Special Lab Time Monday	63	250.00	41	16	5	1
Storytelling	31	108.00	24	3	2	2
Theater Arts Club	14	224.00	4	1	5	4
Video Game Production	19	336.00	8	1	2	8
Video Production	18	56.00	0	8	0	10
Web Design	20	161.00	3	7	7	3
Yoga	11	43.00	6	1	2	2

YES Prep North Forest High School, YES Prep Public Schools
Cycle 8, Year 1 Texas ACE Program
Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep North Forest. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep North Forest, an evaluation that is the subject of this report.

The evaluation was designed around research questions developed by Edvance Research, Inc., hereafter referred to as Edvance. Based on our overall assessment of outcomes related to these research questions, the YES Prep North Forest ACE program overall was successfully implemented as intended by the project director and site coordinators.

There were two areas where we believe the program can be enhanced, and they are discussed in the paragraphs below along with our recommendations:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 252% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep North Forest is located in northeast Houston, Texas. It is the former North Forest Independent School District, and only residents of the former North Forest School District residents are allowed to apply. This school serves a student enrollment of approximately 690 students from grades 6 through 12. According to data reported by the YES Prep Charter School System to the United States government, the demographic make of the school is 100% minority. It serves a student population of 56% Hispanic and 43% African-American. The school's operating budget is $241,250.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System

- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R., *Visual and Statistical Thinking: Displays of Evidence for Making Decisions*. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for

differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Human: • Certified teachers -Trent Smith, Whitney Holt, Shailee Thakker, Jeffrey Oribabhor, & Amy Hohulin • Support staff team members -Eldridge Gilbert (School Director), Celeste Myres, Laura Hiatt (Project Director), Juan Sazo, & Abigail Roque • Vendors/ independent contractors & their representatives -After School to Achieve, Boy Scouts of America, and Blazin' Brooks Support: • Possible partnerships - Houston Homeless	School Program Alignment: • Utilize and recruit additional teachers/staff that students interact with throughout their regular day to assist with ACE Activities -Current certified teachers Trent Smith, Whitney Holt, Shailee Thakker, Jeffrey Oribabhor & Amy Hohulin -Current staff (non-certified) Abigail Roque (In School Suspension (ISS) Staff Member) • ACE program runs immediately following regularly scheduled school day • ACE information is distributed via announcements, ACE Bulletin Board, and calls to parents • Students receive an after school schedule with location, days and times of their planned activities • Transportation is available for participants	Academic Support: Academic Assistance-The ACE Academic Assistance Team assist students in enhancing their learning potential as well as developing proficiency in their academic endeavor. Book/Fitness Club: The Book Clubs purpose is to expand member's literary experiences, to provide an open forum for exchange of ideas and opinions, and to strengthen the mind and body and inspire the YES Prep North Forest Community. The Homework Help Team: This team (The Homework Heroes) serves as a support to the core content areas. Students are able to receive assistance with class/homework	**Academic Assistance:** **279 Students,** **17 Days,** **34 Hours** Book/Fitness Club: Mondays and Thursdays, 4:30–6:30 p.m., weekly, 25 students, Ms. Whitney Holt (certified teacher) and Mr. Trent Smith (Certified Teacher) The Homework Help Team: Mondays, Tuesdays, and Thursdays, 4:30–6:30, and Wednesdays 1:30–3:30, weekly, 50 students, After School to	• Improved attendance -There should be an improvement in attendance in 2014 due to students eagerness to participate in after school activities • Academic performance -An increase in participant grades should be evident from beginning of program to the end • Improved Behavior -There should be a decrease of ACE participants assigned to Wallstreet, detention, ISS, and OSS. • Promotion -Less retainess amongst particiapnts • Graduation -Less retainees and more on-time	• ACE participants graduate ready for college and their career • ACE participants are promoted

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Shelters, Houston Community College, and/or Houston Salsa Dancers, Inc. Curriculum: • All teachers and vendors are required to complete lesson plans for their activities daily. Though some activities are hosted for student enjoyment, activities should be fundamentally fun. • Collect study guides from teachers before exams so vendors are aware of student's needs.	within the ACE bus route • Discipline and/behavioral issues are documented and handled the same as a regular class day • Healthy dinner/snacks are provided for participants since their days are extended beyond traditional campus hours Recruiting Participants: Who: • Staff Referrals of students and parents that can benefit from the program • 6th grade students who can't participant in particular activities provided by the school • Students with behavioral, learning, and social resistance • Students that are available after school but do not normally participate in activities • Targeted number: 175 How: • Attending students' Homeroom to announce upcoming activities and activities with	assignments from subject generalist in Math, Science, Social Studies, Reading, & Spanish. **Enrichment:** ACE Student Orientation:Welcomes and introduces participants to the program. Anime Club: Purpose is to enrich the academic environment by stimulating the growth and appreciation of Anime. Art Club: The purpose of the Art Club is to encourage fine art awareness, to enhance, enrich and foster art	Achieve (Vendor) **HW Heroes: 53 Students, 6 Days, 12 Hours** **HW Help/Study: 400 Students, 59 Days, 59 Hours** **HW Help/Study: 624 Students, 20 Days, 40 Hours** **HW Help Assessment: 5 Student, 1 Day, 2 Hours** **ACE Student Orientation: 37 Students, 1 Day, 2 Hours** **Anime Club: 33 Students, 25 Days, 50 Hours** Art Club: Mondays and Thursdays, 4:30–6:30, weekly, 20 students, Ms. Shailee Thakker (Certified Teacher) **Art Club: 15 Students,**	graduation rates • Increased family engagement -Family participation and interest should increase. Parents will possibly form an ACE Advisory Council, which could later lead to parents being consistently involved and forming the campuses PTO. • Students' increased sense of engagement -End of the year ACE social/focus group with parents and students will be held to discuss various pits and peaks of the program.	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	spots still available. • Participating and attending campus events and activities to distribute and announce ACE information and updates. • Talking to students after school who are still waiting on their parents to pick them up at 5p. • The "Ask ACE" table is available during lunches for students to pick up registration forms and ask any questions or concerns they may have. • Tell-a-Friend Bring-a-Friend campaign is currently underway. The student with the most consistent referrals at the end of the year wins an awesome prize. Retaining Students: • Consistently monitoring attendance and those students enrolled who has low attendance send A "We haven't seen you in a while" invitation • Monitor attendance and	member's exposure to art. Beyond The Curtains: Purpose is to showcase what students have learned in drama club. Chess: Provides an atmosphere where club member can increase their problem solving skills. Choir: Purpose is to encourage and inspire students through music. Drama club**:** This club enables students to gain appreciation for the arts and to increase their self-confidence, and self-esteem. Members will develop people skills and learn about leadership that will stay with them throughout their life. Dance**:** To provide a positive outlet for students through movement. Students will be able to express their creativity and love of performing. This club will promote unity and build	**4 Days, 8 Hours** **Beyond the Curtains: 7 Students, 1 Day, 2 Hours** **Chess: 40 Students, 20 Days, 40 Hours** **Choir: 7 Students, 7 Days, 14 Hours** Drama Club: Tuesdays and Thursdays, 4:30–6:30, weekly, 20 students, Ms. Amy Hohulin (Certified Teacher) **Drama Club: 54 Students, 24 Days, 48 Hours** Dance: Wednesdays, 3:30–5:30 and Fridays 4:30–6:30, weekly, 20 students, Young Audiences of Houston (Vendor)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	those students with low attendance, conduct a call campaign • Talk to students to make sure they are enjoying and retaining information from the programs Well-structured: • Utilize teachers/staff that students interact with throughout the regular school day • Program runs immediately following regularly scheduled school day • Students receive an after school schedule with location, days and times of their planned activities Voice/choice: • An ACE survey with various activity categories was given to students to gage their interest • The "Ask ACE" table is available during lunches for students to pick up registration forms and ask or voice any questions or concerns they may have. • Hosted parent meetings and	strong friendships. Members will also learn the importance of teamwork and leadership. Driver's Ed: Students will learn state rules and laws by following the state handbook. Fencing Club**:** This club will develop members both mentally and physically. Students will learn the benefits of hard work, self-motivation, perseverance and the value of sportsmanship through fencing. Hip Hop: Students will learn the history of Hip Hop Dane. Karate: Purpose is for students to learn self control, respect, and get in shape. Music: Purpose of the various music activities is to increase the student's aesthetic sensitivity and response.	**Driver's Ed:** **21 Students,** **20 Days,** **40 Hours** **Driver's Ed Parent Mtg:** **20 Students,** **34 Adults,** **1 Day,** **1.5 Hours**. Fencing Club: Wednesdays, 3:30–5:30, weekly, 20 students, (vendor) **Hip Hop:** **20 Students,** **20 Days,** **40 Hours** **Karate:** **43 Students,** **20 Days,** **20 Hours** **Music (guitar):** **21 Students,** **20 Days,** **40 Hours** **Music (piano):** **33 Students,** **40 Days,** **80 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	informational nights Qualified personnel: • Certified teachers are being utilized and recruited to grasp what hobbies and skills they would be able to teach participants • Vendors that were recommended by YES Prep were contacted and interviewed • Independent contractors pitched proposals and were interviewed Project Monitoring: • Contracts and Insurance (if applicable) are being collected and filed • Monthly Review of budget and expenses are being audited • Daily attendance sign-in sheets collected • Staff/Vendors are updated weekly or as needed • Daily visits to activities to review student content • Daily data entry • Run routine TEA data reports Personal Professional Development:	Next Level Fitness: Organized to empower students in building healthy lifestyles. Purple Pride: Students promote school spirit, enhance the game day atmosphere. Sew What: Purpose is to help students prepare for home and family living. **Slam Poetry**: Designed to encourage creative writing in students. Somebody to love: Students volunteer during the musical. Step Club: Purpose is to provide leadership, character building, discipline, and increase self esteem. Southern Belles Girls Club: Provides assistance with female students that require some	**Musical Theater: 12 Students, 5 Days, 10 Hours** **Next Level Fitness: 16 Students, 4 Days, 16 Hours** **Purple Pride: 205 Students, 13 Days, 26 Hours** **Sew What: 49 Students, 20 Days, 40 Hours** **Slam Poetry: 13 Students, 8 Days, 16 Hours** **Somebody to love: 7 Students, 1 Day, 2 Hours** **Step Club: 6 Students, 2 Days, 4 Hours** **Southern Belles Girls Club: 13 Students, 4 Days, 8 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	• Weekly check-ins with on-site supervisor • Monthly one-on-one check-ins with ACE Project Director • Monthly meeting with other ACE Site Coordinators • TEA 21st CCL Workshops • Opportunities to attend conferences Staff Professional Development: • School Staff has Professional Development every Wednesday afterschool. This includes those teachers that are affiliated with ACE. • Site Coordinator provides feedback to instructors following observations • Project Director conducts formal and informal visits with feedback • Weekly Check-ins between Site Coordinator and campus-based supervisor • Site Coordinator participates in monthly development meetings with other Site Coordinators and Project Director	behavioral intervention. Yearbook/ Photography: In this program, students work together to take pictures, write captions and learn the many processes that are required to produce a yearbook. It is a unique opportunity for students to practice teamwork and acquire the skills necessary to successfully produce a comprehensive publication College and Career Readiness Business and Barbering 101: Students will be taught various techniques and skills in barbering and business. Cosmetology: Students will be taught various techniques and skills in cosmetology. Future Engineers Club**:** This club is dedicated to foster the advancement of education, engineering, and science and to promote the professional development of	Yearbook/ Photography: Wednesdays, 1:30–5:30, weekly, 20 students, Ms. Abigail Roque (Support Staff) **Business and Barbering 101: 7 Students, 7 Days, 14 Hours** **Cosmetology: 17 Students, 20 Days, 40 Hours** Future Engineers Club: Wednesdays, 3:30–5:30, weekly, 20 students, listed vendor **Future Engineers Club: 16 Students, 2 Days,**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	• Attends TEA and in-house workshops at Home Office as offered	our Future Engineers. Family Engagement ACE Parent Meeting: This is an introduction and reintroduction of the program to students and parents. Fit Family: The purpose of this program is to focus on the health of our students and their parents. This is a program that will allow students and their parents to come together in a safe environment and motivate and encourage each other through fitness. ESCAPE The goal of this program is to educate families on managing stress appropriately, understanding children's need at different stages, improving family communication, solving problems without fighting, and treating one another with respect. Behavioral Male Mentor Program (Boys II Men) This program will provide initiatives	**4 Hours** **ACE Parent Meeting:** **8 Students,** **7 Adults,** **1 Day,** **1.5 Hours** Fit Family: As scheduled (less than once a month), 50 parents, Vendors, Partners, & Support Staff ESCAPE As scheduled (less than once a month), 50 parents, Vendors, Partners, & Support Staff Male Mentor Program (Boyz II Men) Tuesdays and Thursdays, 4:30–6:30, weekly,		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		and assistance with male students that require some behavioral intervention. This program will enable male students to grow and mature into productive members of the classroom and their community while learning lessons to assist them throughout their life. <u>Female Mentor Program (The Southern Belle's)</u> This program will provide initiatives and assistance with female students that require some behavioral intervention. This program will enable female students to grow and mature into productive members of the classroom and their community while learning lessons to assist them throughout their life. <u>Boy Scouts of America</u>**:** "This program provides a program for young people that builds character, trains them in responsibilities of participating citizenship and	20 students, Mr. Jeffrey Oribabhor (certified teacher) <u>Female Mentor Program (Southern Belles)</u> Tuesdays and Thursdays, 4:30–6:30, weekly, 22 students, Ms. Abigail Roque (support staff) <u>Boy Scouts of America:</u> Fridays, 4:30–6:30, weekly, 20 students, Boy Scouts of America Representative, Samuel Armenta		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		develops personal fitness. This program also helps to build future leaders of this country by combining educational activities and lifelong values with fun." http://www.scouting.org/About.aspx	**<u>Boys Scouts</u>: 19 Students, 25 Days, 50 Hours.** **<u>ACE End of Year</u>: 7 Students, 1 Day, 4 Hours**		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 8.0 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. **Are activities targeted to student needs and well implemented?**

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. **Were program modifications made to better align activities offered with school learning objectives?**

   The program was well planned in advance, and no modifications were necessary.

6. **Were program modifications made to increase participation in program activities?**

Any program modifications were based primarily from student surveys.

7. **How many and how varied were the proposed activities allocated to academic support, enrichment, family engagement, college, and career?**

Chart IV.a. below shows how varied the YES Prep North Forest activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam.

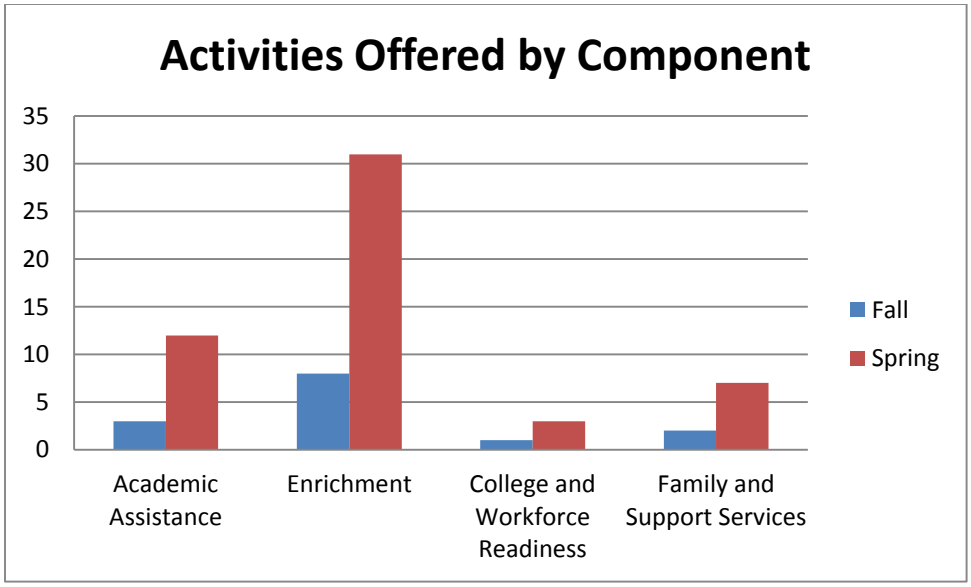

Figure IV.a. YES Prep North Forest Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep Southwest ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep North Forest ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	39.7%	43.7%	52.9%	44.6%
Hispanic	59.5%	54.9%	46.4%	53.8%
Other	0.8%	1.4%	0.7%	1.6%
Economically Disadvantaged	100.0%	81.6%	Not Available*	Not Available
At-Risk	39.0%	44.4%	Not Available	Not Available
English Language Learners	11.0%	12.9%	Not Available	Not Available

Source: Texas Academic Performance Report

Texas21st Year End Summary

*This information is not kept on a semester basis.

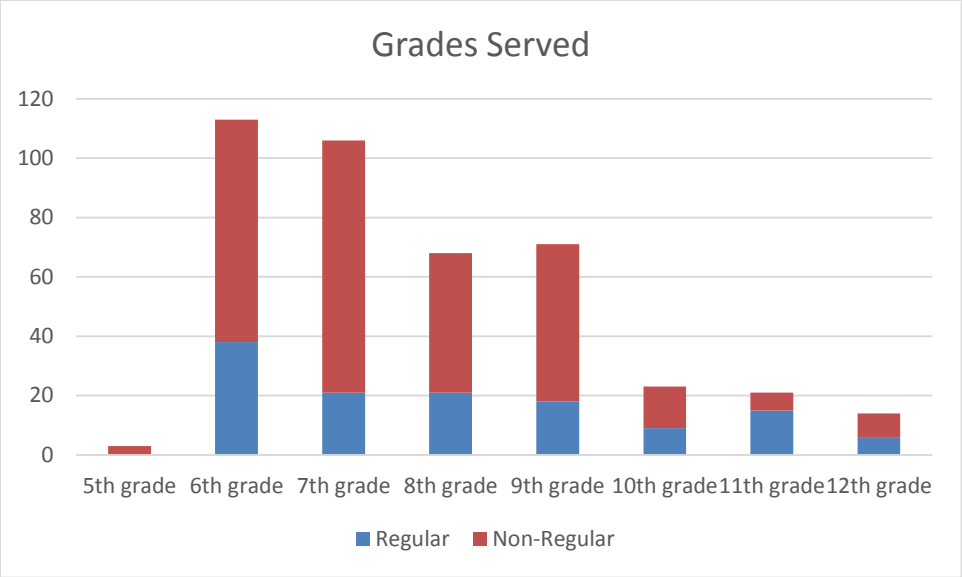

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The chart above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 6th, 7th, and 8th grades. The chart shows that the recruiting efforts are successful based on the number of students enrolled in the program. However, there are more nonparticipants than participants, which indicates that a large number of students do not attend the program for 30 days. The majority of students attending YES Prep North Forest are in grades 6 through 8. As a result, there is currently not a lot of room for growth at the high school level. However, those numbers should increase as the students in these grades advance to the high school levels.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about “Right Activities”:

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs’ objectives?

- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep North Forest ACE.

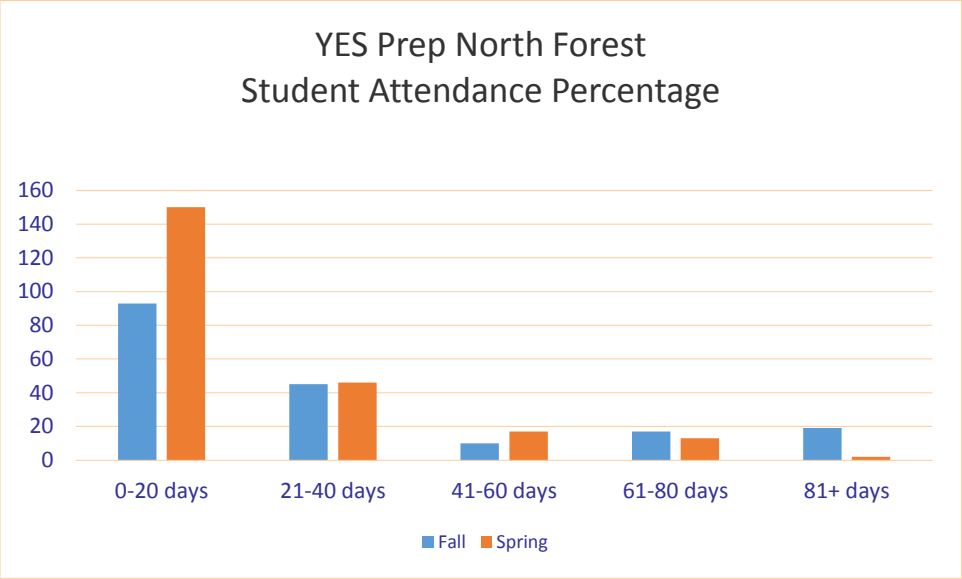

Figure V.b. Attendance Percentages for YES Prep North Forest ACE Students, Fall and Spring, 2014

As one can see from the figures above, most of the YES Prep North Forest students attended the program in the 0–20 days range in the fall and the spring. The program is showing increases in the number of participants and program attendance in the spring.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the Prep North Forest ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

7. Is there a greater number of students experiencing improvement?
8. Is there a greater percentage of students experiencing improvement?
9. Are there greater amounts of improvements by students?

Table VI a. shows the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages declined in reading and social studies, but increased in math and science. Absences increased from 97 days to 342 days, or 252.58%. *The Texas21st database does not distinguish between absences due to illness or truancy. As a result, we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.*

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep North Forest ACE Students, Fall 2013 vs. Spring 2014

	Fall 2013	**Spring 2014**	**Inc. (+)/Dec. (–)**
Core GPA Change			
Reading	2.06	1.56	–24.27%
Math	1.74	1.91	9.77%
Science	1.75	2.11	20.57%
Social Studies	2.15	2.13	–0.93%
Number of School Days Absent	97.00	342.00	252.58%
Number of Criminal Referrals	0.00	0.00	0.00%
Number of Noncriminal Referrals	0.00	0.00	0.00%
Course Pass Percentage	65.50	92.30	40.92%

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 61)

Reading Grades	
Number Improving	7
Number with No Change	44
Number Decreasing	14
Percent Increasing	10.77%
Math Grades	
Number Improving	14
Number with No Change	43
Number Decreasing	7
Percent Increasing	21.86%
Science Grades	
Number Improving	30
Number with No Change	24
Number Decreasing	1
Percent Increasing	54.54%
Social Studies Grades	
Number Improving	14
Number with No Change	36
Number Decreasing	11
Percent Increasing	22.95%

Source: Texas2st

Yes Prep Southwest students had improvements in reading, math, science, and social studies. The number of students with no change was the modal observation in all subject areas.

Table VI.c. Cycle 8 Year End Grades: State Level, 2014

Subject	Percent Increase
Reading	19.36
Math	21.30
Science	19.35
Social Studies	18.33

Source: Texas21st

An important caveat: The data shown in the above tables may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality

of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

VII. Evaluator Commentary and Recommendations

The YES Prep North Forest ACE program overall was implemented as intended. The number of students participating in the spring was significantly larger than that of the fall. This is an indication that the recruiting strategies are working, since more students are being enrolled in the program.

We noted areas where program implementation can be improved, and they are discussed below:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was a 252% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such “other considerations” are generally not available from TX21st Century or from

Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

Outside of the survey that is administered to students, the staff will host focus groups with parents and students who were participants last year to discuss the Glows and Grows of the program. The focus group will consist of parents and students who exceeded, met, and did not meet the minimum days and the reason(s) why or why not. Also, by increasing family engagement and providing re-occurring activities for parents, the buy-in for students will increase.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep North Forest
Activity Attendance Percentage – Fall
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50-–75%	75–100%
ACE Advisory Council	7	7.00	0	0	0	7
Art Club	29	198.00	17	10	1	1
Book and Fitness Club	29	124.00	20	8	1	0
Boy Scouts of America	22	184.00	6	6	5	5
Boy Scouts Parent Troop	9	26.00	0	5	0	4
Boys 2 Men-Boys Club	25	104.00	18	6	0	1
Campus Clean-Up	14	42.00	0	0	0	14
Drama Club	23	186.00	6	13	4	0
Future Engineers Club	40	218.00	17	10	8	5
Homework Heroes (M, T, & TR)	70	411.00	61	5	4	0
Homework Heroes (Wed)	43	240.00	26	7	6	4
Step Club	8	16.00	0	0	0	8
The Southern Belles-Girls Club	33	431.00	17	6	6	4
Yearbook/Photography	11	68.00	0	6	4	1

YES Prep North Forest
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
"Check Please" Drama Club	9	22.00	0	7	0	2
Academic Assistance-Monday	84	572.00	52	20	10	2
Academic Assistance-Thursday	96	444.00	78	16	2	0
Academic Assistance-Tuesday	129	702.00	94	28	7	0
ACE End of the Year	6	24.00	0	0	0	6
ACE Parent Meeting	15	22.50	0	0	0	15
ACE Student Orientation	37	74.00	0	0	0	37
Anime Club	35	603.50	15	7	9	4
Art Club	15	48.00	9	4	1	1
Beyond the Curtains (Drama)	16	32.00	0	0	0	16
Beyond the Curtains (Parents)	15	15.00	0	0	0	15
Boy Scouts of America	21	382.00	7	4	6	4
Business and Barbering 101	6	38.00	1	3	1	1
Chess Club (Mon)	20	216.00	12	0	7	1
Chess Club (Wed)	19	232.00	10	5	2	2
Choir	6	48.00	0	3	1	2

YES Prep North Forest
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Cosmetology 101	18	262.00	8	4	4	2
Drama Club	20	151.00	2	8	9	1
Drama Club #2	37	438.00	25	1	3	8
Drivers-Ed (Online Course)	20	356.00	3	5	8	4
Drivers-Ed (Parents Mtg)	30	45.00	0	0	0	30
Future Engineers Club	14	40.00	0	8	0	6
GO Dance Production	8	28.00	0	0	0	8
Hip Hop	19	306.00	8	5	4	2
Hip Hop Summit	8	48.00	0	0	0	8
Homework Heroes (M, T, & TR)	28	134.00	14	6	4	4
Homework Heroes (Wed)	16	40.00	0	12	0	4
HW Help/Study Hall-M,T,TR #1	95	909.50	72	19	3	1
HW Help/Study Hall-M,T,TR #2	87	643.50	72	14	0	1
HW Help/Study Hall-Wed. #1	63	324.00	53	10	0	0
HW Help/Study Hall-Wed. #2	40	322.00	28	8	4	0

YES Prep North Forest
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
HW Help/Study Hall-Wed. #3	52	232.00	44	6	2	0
HWHelp Common Assessment Add.	3	6.00	0	0	0	3
Improv	11	30.00	0	8	2	1
Karate Rank Test	3	3.00	0	0	0	3
Karate-TR	19	147.00	7	2	7	3
Karate-Wed.	20	155.00	7	5	4	4
Music (Guitar)	23	182.00	15	6	2	0
Music (Piano)	37	436.00	27	7	3	0
Musical Theatre	11	201.50	1	0	4	6
Next Level Fitness	25	816.00	6	10	8	1
Open Gym (Monday)	36	148.00	14	9	10	3
Open Gym (Wednesday)	45	196.00	24	13	6	2
Photography	11	64.00	6	2	2	1
Purple Pride	19	114.00	15	0	2	2
Sew-What (Monday)	26	250.00	16	6	1	3
Sew-What (Wednesday)	21	217.00	12	6	2	1
Slam Poetry	12	52.00	8	1	2	1

YES Prep North Forest
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Somebody to Love Production	7	14.00	0	0	0	7
Step Club	6	14.00	0	5	0	1
Stress Mgmt. Workshop-Parents	14	28.00	0	0	0	14
Summer Camp Parent Night	121	246.00	0	119	0	2
The Southern Belles-Girls Club	13	48.00	6	3	4	0

YES Prep Northside High School, YES Prep Public Schools
Cycle 8, Year 1

Texas ACE Program Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep Northside. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep Northside, an evaluation that is the subject of this report.

The evaluation was designed around research questions developed by Edvance Research, Inc., hereafter referred to as Edvance. Based on our overall assessment of outcomes related to these research questions, the YES Prep Northside ACE program overall was successfully implemented as intended by the project director and site coordinators.

The number of students participating in the spring was significantly larger than that of the fall, and had increases in participation in the 0–20, 21–40, and 41–60 day categories. This is an indication that the recruiting strategies are working, since more students are being enrolled in the program.

Additionally, the percentage increase in grades from fall to spring exceeded statewide levels for all subjects.

We noted several areas where we believe program implementation can be enhanced and are discussed below:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was an 85% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep Northside is located in the Greater Management District, a 24-square mile area north of downtown Houston. The school, consisting of grades 6 to 8, serves approximately 415 students. The demographics of the YES Prep Northside are 90% Hispanic, 9% African-American, and 1% other races. The school exceeded the state's minimum requirements of its accountability ratings in all three areas: student achievements, student progress, and closing performance gaps. The school's ACE program operating budget is $170,582.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance

- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System
- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the

ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R., *Visual and Statistical Thinking: Displays of Evidence for Making Decisions*. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control

for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Human: • YES Prep ○ 4 certified teachers ○ 1 certified teacher and certified yoga instructor • After School to Achieve ○ 5 Staff- None certified • Collaborative for Children: Providing Parenting classes to ACE parents. • Targeting 100 Northside students and 40 Parents. • Our target students are at-risk with non-at-risk students participating as a secondary tier. Support: • Program Director: Laura Hiatt	School Program Alignment: • Utilizing YES Prep teachers allows us to ensure that the students are held to the same academic and behavioral standards that they are during the regular school day. • The ACE program is able to supplement a lot of extracurricular activities not yet provided by the school due to its relatively small size. For instance, Northside does not employ an art teacher, therefore the students only exposure to art is through the ACE	Academic Support: • Study Lounge: students spend the hour completing their homework assignments with the help of their peers and activity leaders. • Homework Help: students will have access to their certified YES Prep teachers to provide subject based help on all assignments. • Computer Time: students have access to the school's computer lab in order to work on any assignments requiring the computer and/or internet.	**Study Lounge:** **189 Students,** **99 Days,** **99 Hours** **Study Lounge Wed:** **189 Students,** **25 Days,** **25 Hours** Monday, Tuesday, Thursday & Friday (430–5:30) Wednesday (1:30–3:30) 100 Students 48 Days, 48 Hours ASTA Staff Members (none certified): Marisa Ivory, Paul Orts, Elio Gonzalez, Joe Bayonne & Joseph Mitchell	Improved Attendance • Decrease the number of unexcused absences for regular attending students. Academic Performance- • Homework Help, Study Lounge & Computer time will result in better grades for regularly attending students. • It will also result in decrease in Wallstreet attendance (consequence for incomplete homework), for regularly	All students graduate ready to be successful throughout college and for any future careers.

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
• ACE Advisory Council- currently bring established and nominations are being chosen for parents, staff, and community partners. • PRIDE Parent Association is providing support by advertising for all ACE events. • Community Partnership is TBD, but Northside is looking to partner with service related businesses in order to help revitalize Northside's community. Curriculum: • Lesson & Activity Planning - All lesson plans are reviewed by the site coordinator to ensure quality and feasibility. • We try and utilize as many of YES Prep Northside's norms as possible during our afterschool activities. ○ Passion ○ Resiliency ○ Integrity ○ Discipline	program's art class. Recruiting Participants: • The student body received flyers containing general information for the program which was followed up with an information session for both parents and students. At-risk students are the priority cohort but to date ACE can accommodate all students who are interested. Retaining Students: • Northside will provide the programs and activities that students are most interested in, in order to ensure participant attendance Ongoing Monitoring: • Student surveys and focus groups are used on a regular basis to gauge the success of the program according to students attending, and	Enrichment: • Be. You. Tiful conference: First annual girls conference is to consist of a presentation on body image, breakout sessions on netiquette, etc. • Cooking Club- Opportunity to learn how to make healthier foods. • Improv: Students will learn the basics skills of improvisation. • Hip Hop Dance: Students are taught choreography to	**Computer Time:** **49 Students,** **25 Days,** **25 Hours** Fridays, 7–8AM 20 Students, 10 Days, 10 Hours YES Prep: Certified Teacher- JaNiqua Kendrix **Be. You. Tiful:** **46 Students,** **1 Day,** **7 Hours** Monday & Friday (5:30–6:30) Wednesday (2:30–4:30) 40 Students 24 Days, 32 Hours ASTA-Joseph Mitchell **Cooking:** **68 Students,** **40 Days,** **40 Hours** **Cooking Wed;** **76 Students,** **20 Days,** **20 Hours** **Improv:** **42 Students,** **38 Days,** **38 Hours** 40 Students 24 Days, 32 Hours ASTA-Marisa Ivory **Dance:**	attending students. Behavior- • Reduce the number of demerits that regularly attending students receive during the school day. Promotion • Increase the number of regularly attending students being promoted to the next grade level. Graduation • Increase the graduation rate for regularly attending participants . • Increased family engagement • Provide a space for students and parents to come together to discuss issues or do things together Students' increased sense of engagement • Increase the amount of	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
○ Empathy	to gain insight as to why some choose not to. • Parent meetings are regularly scheduled, to relay as much information as possible to parents, as well as to continue recruitment and retention. Well-Structured: • There is a recruitment plan in place to target at-risk students, as well as a set schedule of activities in order to provide as much structure as possible to the students. • Align all activities and leadership as close to the school's as feasible, which includes feedback from Northside's leadership team • Monthly Site Coordinator meetings led by the Project Director. • Additional collaborative time between Site Coordinators • Additional workshops organized by Project	contemporary music. • Knitters: Students will be introduced to the art of crocheting, knitting, and felting. • Mind Games: This after school class offers a great way to expand the mind of students. • PAWS: Student athletes have an opportunity to work alongside	**44 Students,** **8 Days,** **8 Hours** **Pride Line;** **10 Students,** **20 Days,** **20 Hours** Wednesdays (3:30-–4:30) 40 Students 8 Days, 8 Hours ASTA-Joe Bayonne **Knitters:** **31 Students,** **19 Days,** **19 Hours** Wednesdays (2:30–3:30) Wednesday 40 Students 8 Days, 8 Hours ASTA-Joe Bayonne **Mind Games:** **53 Students,** **20 Days,** **20 Hours** Tuesday & Thursday (5:30–6:30) 40 Students 20 Days, 20 Hours ASTA-Elio Gonzalez **PAWS:** **24 Students,** **20 Days,** **20 Hours**	participation in all school and service related project.	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	Director on specific topics like data entry, logic models, etc. Voice/Choice: • Parent and student surveys are utilized to provide feedback on all current and future activities offered, they are done every six weeks. • Focus groups are also done in order to get a more specific view of any problems or praise, these occur on a monthly basis. Qualified Personnel: • YES Prep staff members are some of the most qualified teachers available. When not using YES Prep staff, vendors are chosen based on a stringent screening process. • Site Coordinators participate in monthly meetings to discuss areas of success and growth for each campus.	our athletic director to train. • Parkour: It's an art, discipline and healthy lifestyle movement. • Street Beats: Students are learning techniques utilized by drumlins, such as beat and song making. • Flag Football: Students are learning the rules and regulations of football utilizing flags instead of contact. • SOS: It's a chance for our male students to engage in productive, monitored, safe conversations about growing into young men. • Sports Club:	Every other Tuesday (5:30–6:30) 10–15 Students 5 Days, 5 Hours YES Prep Certified Teacher Rebecca Thomas-literacy specialist **Parkour:** **14 Students,** **2 Days,** **2 Hours** **Street Beats:** **56 Students,** **4 Days,** **4 Hours** **Flag Football:** **23 Students,** **2 Days,** **2 Hours** Tuesday & Thursday (5:30–6:30) 50 Students 20 Days, 20 Hours ASTA-Paul Orts **SOS;** **14 Students,** **20 Days,** **20 Hours** 2 hours on selected Saturday Mornings		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	Each campus is required to submit a monthly report to assess progress. • Site Coordinators have also done various webinars on facilitating after school programs, and will also attend a conference in the spring to further professional development. Ongoing Monitoring • Monthly Site Coordinator meetings led by the Project Director. • Additional collaborative time between Site Coordinators • Additional workshops organized by Project Director on specific topics like data entry, logic models, etc. • Site Coordinator will utilize PEIMS clerk to obtain campus data, and will meet with leadership team members to discuss campus needs	Students will have the ability to learn the basic rules and regulations of various sports • Survivor Club: students are taught about different remote parts of the world and how they would survive if deserted there. • Robotics & Legos: Students are given various models of robots to build under the guide of instructors. • Book Club: Students will be reading 15 different books in order to compete in a national book reading contest. • Art: Students are taught how to use various mediums and techniques to create their own works of art.	20–30 Parents Collaborative for Children Seminar leaders **Sport's Club:** **63 Students,** **40 Days,** **40 Hours** **Sports Club Wed:** **70 Students,** **20 Days,** **20 Hours** **Lego's & Robots:** **18 Students,** **19 Days,** **19 Hours** **Robotics & Lego's:** **33 Students,** **4 Days,** **4 Hours** **Book Club:** **9 Students,** **10 Days,** **10 Hours** **Art:** **74 Students,** **50 Days,** **50 Hours** **Volleyball:** **32 Students,** **19 Days,**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
	• Site Coordinator will meet with teachers to ensure students' grades improve based upon ACE supports	• Volleyball: Students will be able to learn the rules and regulations of team volley ball. College & Career: • Learning Excellence: Exposes students to different career possibilities. Family Engagement: • Parent University: Parenting classes on issues varying from motivating their students, to establishing parent authority. • Cinco de Mayo: Parents-Chance for students to showcase the work they had been doing during their ACE Clubs. • Spring Parent University: Opportunity for parents to attend parenting classes on various topics. Behavioral Intervention: • Boys & Girls Conferences: focusing on respect and fostering relationships • PRIDE Camp: teaching students how to utilize Northside Pride	**19 Hours** **Cinco De Mayo:** **29 Adults,** **1 Day,** **1.5 Hours** **Spring Parent University:** **21 Students,** **1 Day,** **2 Hours** **G.I.R.L.S-:** **25 Students,** **20 Days,** **20 Hours** Boys & Girls Conferences: TBD- Spring 2014 PRIDE Camp: TBD-Summer 2014 Tuesday & Thursday (5:30–6:30)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		norms in all facets of school. • Yoga: Students are taught breathing, stretching and relaxation techniques.	40 Students 20 Days, 20 Hours YES Prep Certified Teacher Davina Davidson-Certified Yoga Instructor by Yoga One & Yoga Alliance		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 9.0 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. Are activities targeted to student needs and well implemented?

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. Were program modifications made to better align activities offered with school learning objectives?

The program was well planned in advance, and no modifications were necessary.

6. Were program modifications made to increase participation in program activities?

Any program modifications were based primarily from student surveys.

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

Figure IV.a. below shows how varied the YES Prep Northside activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam.

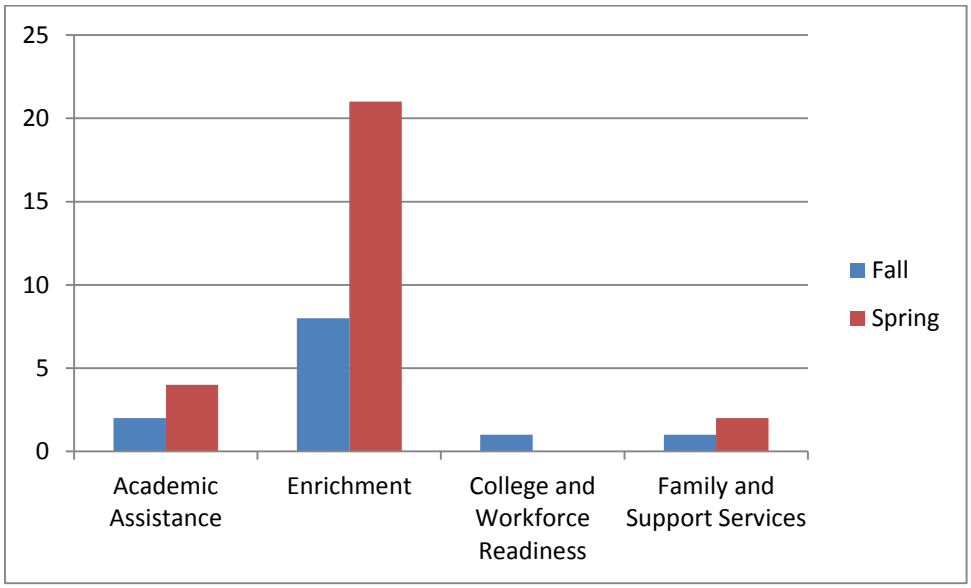

Figure IV.a. YES Prep Northside Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep Northside ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep Northside ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	8.60%	9.4%	10.0%	10.3%
Hispanic	90.2%	90.6%	90.0%	89.7%
Other	1.2%	0.0%	0.0%	0.0%
Economically Disadvantaged	92.2%	87.7%	Not Available*	Not Available
At-Risk	21.1%	35.8%	Not Available	Not Available
English Language Learners	8.2%	0.1%	Not Available	Not Available

Source: Texas Academic Performance Report

Texas21st Year End Summary

*This information is not kept on a semester basis.

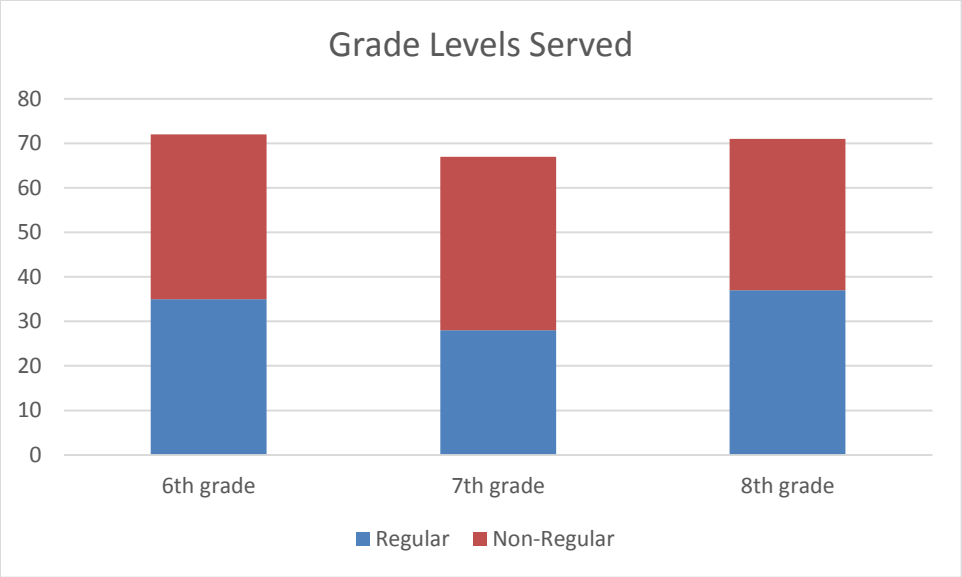

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The figure above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 6th, 7th, and 8th grades. The figure shows that the recruiting efforts are successful based on the number of students enrolled in the program. However, there are more nonparticipants than participants, which indicates that a large number of students do not attend the program for 30 days. The majority of students attending YES Prep Northside are in grades 6 through 8. As a result, there is currently not a lot of room for growth at the high school level. However, those numbers should increase as the students in these grades advance to the high school levels.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about “Right Activities”:

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs’ objectives?
- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep Northside ACE.

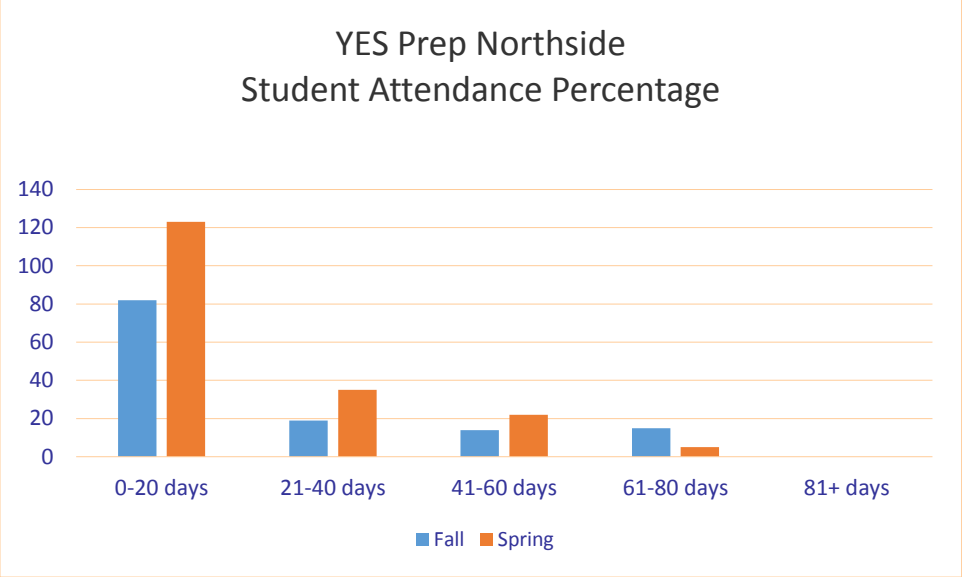

Figure V.b. Attendance Percentages for YES Prep Northside ACE Students, Fall and Spring, 2014

As one can see from the tables above, most of the YES Prep Northside students attended the program in the 0 to 20 days range in the fall and spring. The program is showing increases in the number of participants and program attendance in the spring.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the Prep Northside ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

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

Table VI.a. below shows the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages increased in math, science, and social studies but declined slightly in math. Absences increased from 54 days to 100, or 85.19%. *The Texas21st database does not distinguish between absences due to illness or truancy. As a result, we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.*

There were no criminal or noncriminal discipline referrals during the evaluation period. The course pass percentage improved by 2.9% over the period.

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep Northside ACE Students, Fall 2013 vs. Spring 2014

	Fall 2013	**Spring 2014**	**Inc. (+)/Dec. (–)**
Core GPA Change			
Reading	2.47	2.43	-1.62%
Math	2.16	2.47	14.35%
Science	2.53	2.59	2.37%
Social Studies	2.51	2.84	13.15%
Number of School Days Absent	54	100	85.19%
Number of Criminal Referrals	0	0	0.00%
Number of Noncriminal Referrals	0	0	0.00%
Course Pass Percentage	88.5%	91.1%	2.9%

*Course completion data not entered in Texas21st.

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 74)

Reading Grades	
Number Improving	19
Number with No Change	28
Number Decreasing	27
Percent Increasing	25.68%
Math Grades	
Number Improving	28
Number with No Change	30
Number Decreasing	16
Percent Increasing	37.84%
Science Grades	
Number Improving	20
Number with No Change	34
Number Decreasing	20
Percent Increasing	27.03%
Social Studies Grades	
Number Improving	30
Number with No Change	27
Number Decreasing	17
Percent Increasing	40.54%

Source: Texas2st

In reading, math, and science, the most observed performance was that of "no change." However, in social studies, the number improving was the modal observation. The program appears to have an overall grade maintenance effect, rather than improvement.

Table VI.c. below shows the statewide percentage increase for all centers in Cycle 8 statewide. The YES Prep Northside ACE program participants showed increases greater than those of the state in all subjects.

Table VI.c. Cycle 8 Year End Grades: State Level, 2014

Subject	Percent Increase
Reading	19.36
Math	21.30
Science	19.35
Social Studies	18.33

Source: Texas21st

An important caveat: The data shown in the above tables may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

VII. Evaluator Commentary and Recommendations

The YES Prep Northside ACE program overall was implemented as intended.

The number of students participating in the spring was significantly larger than that of the fall, and had increases in participation in the 0–20, 21–40, and 41–60 day categories. This is an indication that the recruiting strategies are working, since more students are being enrolled in the program.

Additionally, the percentage increase in grades from fall to spring exceeded statewide levels for all subjects.

We noted areas where program implementation can be improved and they are discussed below:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. The fact that the program has more participants in the spring may be attributed to the fact that the program started in October 2013 and had fewer days available in the fall semester to recruit students.

The majority of program participants attended the program in the 0–20 day range in both the fall and spring.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

There was an 85% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program, and therefore, we made no inferences regarding the increase in absences.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

Northside intends to continue implementing recruitment strategies that were successful last year. However, this year, they will increase the frequency with which they survey to try and focus more on retaining their students throughout the progression of the year. This will allow them to modify programming as needed.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep Northside
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	Quartile 25–50%	Quartile 50–75%	Quartile 75–100%
College Corner	23	23.00	0	0	0	23
Computer Time	16	44.00	11	3	2	0
Fall Parent University	4	8.00	0	0	0	4
Flag Football	26	57.00	10	6	5	5
Hip Hop Dance	59	268.00	36	16	6	1
Open Gym	4	8.00	0	0	0	4
Robotics & Legos	44	88.00	35	6	3	0
Street Beats	60	251.00	41	18	1	0
Study Lounge	125	1,039.00	84	18	22	1
Survivor	26	57.00	10	6	5	5
Yoga	55	123.00	42	10	2	1

YES Prep Northside
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
8th Grade PROMotion	48	336.00	0	0	0	48
Art	78	250.00	68	6	4	0
Be.You.tiful Conference	46	322.00	0	0	0	46
Book Club	9	34.00	4	1	3	1
Cinco de Mayo- Parents	10	15.00	0	0	0	10
Computer Time	49	161.00	40	7	2	0
Cooking	69	325.00	58	7	3	1
Cooking- Wednesday	82	389.00	61	19	1	1
Dance	44	145.00	40	4	0	0
Flag Football	23	41.00	0	22	1	0
G.I.R.L.S. Wednesday	21	62.00	10	7	4	0
Improv	42	100.00	35	3	4	0
Knitters	32	119.00	19	9	3	1
Legos and Robots	18	50.00	13	3	0	2
Mind Games	53	92.00	27	23	3	0
P.A.W.S.	24	88.00	15	5	4	0
Parkour	14	25.00	0	3	0	11

YES Prep Northside
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Pride Line	10	18.00	3	6	1	0
Robotics & Legos	33	56.00	18	9	4	2
S.O.S.	14	57.00	7	2	1	4
Sports Club	94	539.00	78	12	4	0
Sports Club- Wednesday	68	360.00	47	14	7	0
Spring Parent University	20	33.00	0	20	0	0
Street Beats- Spring	56	109.00	34	13	7	2
Study Lounge	152	2,050.00	108	36	8	0
Study Lounge-Wednesdays	118	638.00	77	31	9	1
Volleyball	32	111.00	18	11	0	3

YES Prep Southwest High School, YES Prep Public Schools
Cycle 8, Year 1

Texas ACE Program Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep Southeast. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep Southeast, an evaluation that is the subject of this report.

The YES Prep ACE program appears to be implemented as planned. The increase in students from the fall to the spring supports our position that the recruiting strategies were well implemented. The program has ongoing monitoring and professional development to ensure the program is one of high quality. Our findings are in agreement with those of the Edvance Technical Assistance Consultant that gave YES Prep a low need grantee rating, which is the highest rating available, based on their review of the program implementation at YES Prep.

The activities offered are appropriate for the population served and activities were offered in the four component categories of academic assistance, enrichment, college and workforce readiness, and family and support services.

We recommend that YES Prep Southeast continue their current implementation strategies and processes and make program modifications as the need arises

II. Introduction and Purpose of Program

YES Prep Southeast is located in the far southeast area of Houston, Texas. It serves a student enrollment of approximately 953 students (according to the present website) from grades 6 through 12. According to data reported by the YES Prep Public Schools to the United States government, the demographic makeup of the school is 98% minority. It serves a student population of 95% Hispanic and 3% African-American. The gender demographics are 45% male and 55% female. According to the 2014 U.S. News Education high rankings YES Prep Southeast ranked number 13 in the State of Texas and ranked 95 in the nation. This school, with a student teacher ratio of 17:1, is above the national average in the area of college readiness and reading. It also has an exemplary school rating by the Texas Education Agency. The school's operating budget is $178,300.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served

- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System
- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st

Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R., *Visual and Statistical Thinking: Displays of Evidence for Making Decisions*. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with

their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
Human: • YES Prep ○ 10 SE teachers ○ Carolyn Patterson (B.A, Certified, SE Literacy Specialist, TFA) ○ Christian Randolph (B.A, Teaching Excellence, Non-certified) ○ Aaron Randolph (B.A, Teaching Excellence, non-certified) ○ Brian Lawton (Certified, Content Leader, 2013 Kinder Award Recipient, TFA) ○ Jeremiah Stones (MA, non-certified) ○ William Pitman (B.A Teaching Excellence) ○ Serena Cheng (B.A, Teaching Excellence, non-certified)	School Program Alignment: • Requiring lesson plans for activities, ensures that our YES Prep standards are being upheld. • SE staff will lead activities using the same caliber of expertise and instructional focus. • Academic Activities such as homework center, reading lounge, NHS Champions, and Journalism will supplement the regular school day program. Students will receive academic support to complete assignments. • Haong Dao- SE teacher leading Journalism. • Carolyn Patterson- SE teacher leading Reading Lounge • Jennifer Crancer and Brad Gillespie- Leading- NHS Champions (student mentoring/tutoring) • Students will enhance their critical thinking, communication,	Academic Support: Homework Centers- Academic support for students with daily homework assignments. Homework Heroes: 2 hr weekly opportunity for students to catch up on late assignments, or that need specific content support. MS Wizards: Students will receive the units covered in their core classes. Reading Lounge: Students will read the latest E-books that are being discussed in their ELA classes, using technology kindles to increase literacy. NHS Champions: NHS members will tutor and mentor underclassmen.	Mon, Tues, Thu. HW Center 4:30-5:30 Rm 138 (Splash Tutors) 1hr 3x a week for 29 wks (22-40 students) **HW Centers** **143 Students,** **6 Days,** **6 Hours** Wednesday 2 hrs HW Heroes (22–30 students) 1:30-3:30 **HW Heroes:** **141 students,** **2 days,** **4 Hours** **MS Wizards:** **36 Students,** **42 Days,** **42 Hours** Tues: Reading Lounge (12–22 students) 4:30-5:30 Rm 121 (C. Patterson) (Certified SE teacher) 1-hr, one time a week for 29 wks **Reading lounge:** **140 Students,** **2 Days,** **2 Hours** NHS Champions Fridays (biweekly) (15–22 students) 4:45-5:30 Rm 210	Improved Attendance • Decrease the number of unexcused absences for students. Academic Performance- • Homework Centers and supplemental academic services will strengthen student academic success. • Decrease the number of students in Wallstreet (A YES Prep consequence for not completing homework). Behavior: • Decrease the number of demerits and marks that students receive during the school day. Promotion • Increase promotion rates in both MS and HS.	***All Students graduate ready for college and career.** • All students graduate with an enhanced preparatory school experience. • Students graduate from high school with an increased awareness and appreciation for the extracurricular exposure. • Students are College and career ready. • Students thrive in college, careers and future endeavors.

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
○ Jennifer Crancer (B.A, Grade level Chair, Certified) ○ Brad Gillespie (Certified, M.A, TFA) ○ Hoang-Ahn Dao (M.A, certified) **Support (Vendors & Staff)** • After School to Achieve ○ 4 staff ○ Pricila Gonzalez ○ Victor Moreno ○ Orlando Santamaria ○ Christina Perez • Splash Kids ○ 5 staff ○ Stephanie Haden ○ Carrie Rushing ○ Adrian Covarrubias ○ Rachelle Sadler ○ Nicole Abner • Abrakadoodle ○ 1 staff ○ Diana Heath • NSK ○ 3 staff ○ George Drody (Certified	literacy, and creative writing skills. Recruiting Participants: • School Wide distribution of flyers and enrolment forms. • 2 Parent Info sessions were held • ACE activity and vendor showcased at campus open house. • Parent Newsletter Plug • Primarily we targeted our students most in need. Compiled a list of "at-risk students" and their families, and recruited from that list first. (School wide distribution followed) • 120 "at risk" students were targeted. • 30 "non at risk" were targeted. Retaining Students: • In order to ensure program success and increase participant buy-in; we are offering activities that participants have expressed	Science Lab: Students will conduct fun science experiments, and also take ownership of campus garden. Science Club: Through fun experiments & scientific discoveries students will be able to enhance their critical analysis. Journalism/Yearbook Students will collectively create a school yearbook. Students will have an opportunity to participate in photography and creative writing activities. Around the World: Activity that teaches students the importance of diversity in cultures. Study Hall: Students will report to this activity during common assessments week. **Enrichment:** Computer Club: Students will work on HW assignments and be allowed to use campus computers.	(5) 1-hr sessions on selected dates Fri Science Lab (15–22 students) Rm 128 (4:45–5:30 ASTA) Victor Moreno 1-hr, once a week for 29 weeks **Science Club: 140 students, 1 day, 1 Hour** Thu. (biweekly) Yearbook/ Journalism (15–22 students) 4:30-6:30 Rm 211 Ms. Dao (M.A, certified) (5 selected dates throughout the semester) **14 Students, 2 Days, 4 Hours** Wednesday Around the World (15–22 students) 2:30–3:30 (ASTA) Rm 134 Prisila Gonzales 1hr, one time per week for 29 wks **Study Hall: 583 Students, 1 Day, 5.5 Hours** **Computer Club: 52 Students, 19 Days, 38 Hours**	• Increase self-advocacy for students that were retained in the past. Graduation • Increase the graduation rate at our campus. • Ensure college readiness and skill in our students as they graduate YES Prep. Increased family engagement • Promote positive parent interaction, by providing ESL and computer classes throughout the year. • As well as other events like Boys conference and girls conference for parents and students.	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
Karate Instructor) ○ Alex Garfield • ALAR ○ 1 Staff ○ Elsa Hammerle • Independent Contractors ○ 4 staff ○ Andrea Torres (B.A, bilingual IT professional) ○ Nick Yonko (Baylor grad student) ○ Joseph Potucek (Baylor Grad student) ○ Brian Stevens (Baylor Grad student) Support: • ACE Advisory Council which is currently being formed as a district-wide initiative • Parent Wizard Association • Student Support Counselors • YES Prep College	strong interest in. • Conduct Student Interest Questionnaires. • Conduct focus groups. (1 per semester) • Coordinator will follow up/meet with students/ parents who are not attending regularly, or students that are thinking of leaving the program. • Coordinator will attend monthly parent association meetings to increase buy-in from the parent component. • Coordinator will use this meeting to receive feedback from parents about the parent activities. Also, brainstorm ideas for future activities, and encourage parents to lead an activity of high interest. • Committing parents to lead an activity will increase parent ownership. Well-Structured: • Logistics presentation with Leadership team • Routine feedback from	Hip Hop -The study of hip-hop dance choreography, hi-hop origin and pioneers. Street Drums: Students will learn rhythm and counts by utilizing buckets and drum sticks. Flag Football: Students will learn the basic concepts of flag football. Students will train and play scrimmage games from time to time. Arts & Crafts: Students will create practical art trinkets.	**Computer Lab:** **140 Students,** **1 Day,** **1 Hour** Fri "Hip-Hop 101" (15–22 students) 4.:45–5:30 (NSK) Alex Garfield Rm 121 1-hr, one time a week for 29 weeks. **Hip Hop:** **140 Students,** **1 Day,** **1 Hour** Tues. Street Drums (15–22 students) 4:30–5:30 126 (ASTA) Orlando Santamaria 1-hr one time a week, for 29 wks. Flag Football (15–25 students) 4:30–5:30, Field Nick Yonko, Joseph Potucek, Brian Stevens (Independent Contractors will **Flag Football:** **140 Students,** **2 Days,** **2 Hours** **Flag Football League:** **24 Students,** **9 Days,** **18 Hours** Arts & Crafts: (15–22 students) 4:30–5:30, Rm 121		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
Initiatives Team • Capital One (Capital One selected ACE at SE for their annual service week project. On Oct. 25th 2013, Capital One funded and provided volunteers to construct our ACE student garden. Curriculum: • A lesson plan will be submitted for each activity. To ensure our students receive services that align with our in-school curriculum; lesson plans will incorporate TEKS. • No proper name for curriculum • No identified curriculum with particular proponent. • Supportive Research: N/a	Leadership-team • Weekly check-ins w/ campus level supervisor to ensure an effective streamline of communication between the regular school day program, and ACE. • Creation of ACE student/ parent agreement. • Creation of campus "cheat sheet" to familiarize external parties with YES Prep norms. • Monthly coordinator meetings with our project director. • Time and Effort logs • Coordinator Monthly reports • Formal Contracts will be formed. Contract will be signed by School Director and vendor. • All contracts are reviewed and approved by Home Office legal team. Voice/Choice: • Parent and student surveys • Student Inventory questionnaire	Lego League-Student will learn how to use legos to construct robotic figures. Beat Lab: Students will learn the latest digital software to create and master beats and sounds. Theater: Students will learn theater concepts and participate in interactive, fun activities. Group Sports: Each week activity will feature a sport. Students will learn the background of the sports, discuss relative topics, and	(ASTA) Christina Perez 1-hr, one time a week for 29 weeks 1-hr, one time a week for 29 weeks Lego League (15-22 students) 4:30-5:30 1hr, one time a week for 29 wks Tues **140 Students,** **2 Days,** **2 Hours** Beat Lab (15–22 students) 5:30–6:30 (Pitman B.A/ Stones M.A (SE teachers) Rm 227 1hr one time a week, for 29 week **Beat Lab:** **160 Students,** **2 days,** **2 hours** Thur. Theater (15–22 students) 5:30–6:30 Rm 128 (SPLASH Kids) Carrie Rushing 1-hr, one time a week for 29 weeks **Theater:** **140 Students,** **2 Days,** **2 Hours** 1-hr Mon, Thur, Fri. Group Sports (15-22 students) Field 5:30-6:30		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
• Parent and Student ACE agreement- Student and adult participants will follow and uphold SE culture and behavior systems-- ○ Wallstreet (consequence for incomplete homework) ○ RICE (Disciplinary action given after students accumulate their 5th mark/demerit in one week, within the regular school day. Students in RICE have earn a certain number of positive points to exit RICE. Students in RICE have limited interaction with the rest of the student body until they exit RICE. Students in RICE are able to come to ACE.	• ACE Q & A sessions at our Wizard Family Association monthly meetings. Qualified Personnel: • External parties completed the same background and fingerprinting process that internal staff underwent at their hiring. Ongoing Monitoring • To ensure quality of service for our students, we have committed to monitor and measure the effectiveness and professionalism of all outside staff, and provide necessary feedback. • Informal Activity Observations will occur regularly. • There will be 2 formal evaluations per semester per staff. Coordinator will review notes from observation with staff, and discuss areas of	participate in relative activity. HW Art & Paint: The first hour HW, then transition into Art & Paint. HW Beat Lab: The first hour HW, then transition into Beat lab. HW Computer Time & Video: First 2 hours HW, then transition into their activity. HW Cultural Fine Art: First hour HW, then transition into their activity. HW Flag Football: First hour HW, then transition into their activity. HW Group Sports: First hour HW, then transition into their activity. HW Karate: First two hours HW, then transition into their activity. HW Lego Robotics: First hour HW then transition into their activity.	(ASTA) Christina Perez, Victor Moreno 1hr 3x a week for 29 wks **Group Sports: 140 Students, 5 Days, 5 Hours** **HW Art & Paint: 33 Students, 40 Days, 80 Hours** **HW Beat Lab: 50 Students, 20 Days, 80 Hours** **HW Computer Time & Video: 60 Students, 20 Days, 180 Hours** **HW Cultural Fine Art: 49 Students, 20 Days, 40 Hours** **HW Flag Football: 56 Students, 20 Days, 100 Hours** **HW Group Sports: 71 Students, 39 Days, 78 Hours** **HW Karate: 23 Students, 20 Days, 3 Hours** **HW Lego Robotics: 14 Students,**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
○ Trackers- Student Trackers are used to track the behavior progress of our students. This is the where marks and demerits and merits are recorded and categorized. Students are subject to receive marks. Merits or demerits while in ACE. ○ Detention ○ Transportation norms ○ The Wizard Way- The Wizard Way is a set of non-negotiables for the 2013-14 school year. All SE stakeholders (staff, teacher, parents and vendors) are expected to uphold these 3 non-negotiables. ○ Being On Time- Arriving on time to	growth and areas of focus. • Activities will be conducted in the following manner: 1. Staff will arrive 30 minute before their activity specified time. 2. Staff will check in with coordinator, sign-in, collect roster, and materials. 3. Staff will make their way to the assigned location and wait for students to arrive. 4. Staff will take attendance from roster, and ensure all students sign-in and out in the activity sign-up sheet. 5. Staff will wrap up activity, ensure that the room is left tidy and clean, Staff will then dismiss students to their next activity. 6. Staff will turn in their attendance rosters, sign in sheets, and materials to coordinators office. 7. Staff will sign out in the staff sign out sheet. Professional Development	HW Soccer: First hour HW, then transition into their activity. HW Starlites Teen club: First hour HW, then transition into activity. HW Zumba: First hour HW, then transition into their activity. HW Pastry & Decorating-First hour HW, then transition into their activity. Fun Fit: Students will participate in a variety of team building and physical activities to get their energy going. Each week, students will discuss relevant health trends and/or medical topics in a group setting. Break dancing - Students will learn break dancing history, choreography as well as other genres of dancing. Choir: Students will learn new music, and learn basic musical concepts, like how to sing on pitch, sing in	**20 Days,** **40 Hours** **HW Soccer:** **86 Students,** **40 Days,** **80 Hours** **HW Starlites Teen Club:** **156 Students,** **5 Days,** **10 Hours** **HW Zumba:** **124 Students,** **6 Days,** **12 Hours** **HW Pastry & Decorating:** **87 Students,** **40 Days,** **80 Hours** Wed. Fun Fitness (15–22 students) 4:30–5:30 (ASTA) Field Pricila Gonzales 1-hr one time a week, for 29 wks **Fun Fit:** **140 Students,** **2 Days,** **2 Hours** Wed. Dance/Break dancing (15–22 students) 3:30–4:30 Rm 121 (ASTA) Pricila Gonzales 1-hr one time a week, for 29 wks. Mon Choir (15–22 students) 5:30–6:30 (Stones) Rm 128		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
school or other obligations. Discovering the benefits that stem from being punctual and prepared. ○ Being in Uniform- The logic of being in correct, neat uniform at all times. Taking pride in what the YES Prep uniform represents. ○ Meeting Deadlines- Prioritizing task, assignments, and objectives to meet the require deadline. • Activities will compliment and align with our core campus values-- ○ Kindness- Yes Prep instills the gratifying importance of being kind, compassionate, and accepting	• Monthly coordinator meetings with Project Director and other Site Coordinators • Weekly check-in with campus supervisor • Monthly vendor/staff check in. • Lesson observation and feedback. • Formal Staff training is tentative • Weekly check-ins with ACE staff will be established.	unison, and performance pieces. Cooking Class: Students will learn and prepare a healthy snack or alternate meals. Driver's Ed: High school students will work one hour on HW assignments and one hour on drivers –ed modules. Global Art Club: Students will learn different artistic styles and techniques. HS Service Club: Students will work towards service opportunities. Holiday Activity: Students will craft an ACE inspired holiday ornament. Kickboxing: Students will learn kickboxing styles and other self defense mechanisms. They will also learn appropriate times of when to use it. Video Game Design- Students will design video games and participate in other production activities.	1hr, one time a week for 29 wks Thur. Cooking Club (15-22 students) 4:30-5:30 Rm 121 (ASTA) Christina Perez 1-hr **Cooking Class:** **141 Students,** **2 Days,** **2 Hours** **Drivers Ed:** **120 students,** **28 days,** **56 hours** **Global Art Club:** **140 Students,** **2 Days,** **2 Hours** **HS Service Club:** **54 Students,** **18 Days,** **36 Hours** **Holiday Activity:** **140 Students,** **1 Day,** **2 Hours** Wednesdays Kickboxing: (10–15 students) 1:30–2:30 (NSK) Rm 121 Sensei Drody (certified karate instructor) 1-hr, 1-hr Tuesday 5:30–6:30 Video Game Design (15–22 students)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
of one another. ○ Integrity- Yes Prep instills the honorable concept of living life with integrity. ○ Zest- Yes Prep instills the importance and effect that yields from tackling life with enthusiasm, passion, and optimism. ○ Leadership- Yes Prep instills the value of leadership and service in our students. Students are encouraged to serve not only the community, but to "DO SOMETHING" about things they are passionate about. In that spirit, SE supports student led events, ideas, and projects. ○ Grit- Yes Prep instills the value of applying		Painting: Students will express themselves, creatively on canvas. Fine Art: Students will learn 2D art concepts. Students will create individual master pieces. Sculptures: Students will learn how to construct, form, and manipulate clay and clay-like substances, into a desired look or figure. Table Games: Students will have an opportunity to interact and communicate with other YES Prep student. Students will be introduced to classic table games like scrabble.	Orlando Santamaria (ASTA) 1hr Painting 3:30–4:30 Rm 138 (SPLASH Kids) Stephanie Haden 1-hr **Painting:** **140 Students,** **2 Days,** **2 Hours** Tuesday & Thur. Fine Arts (15–22 students) 5:30–6:30 (SPLASH Kids) Rm 126 Stephanie Haden (B.A) **Fine Art:** **140 Students,** **2 Days,** **2 Hours** Fri. Ceramic/ Sculptures (15–22 students) 5:30–6:30 Rm 138 (SPLASH Kids) Stephanie Haden (B.A) 1-hr **Ceramics/ Sculptures:** **140 Students,** **1 Day,** **1 Hour** Mon, Tues, Thu. Table Games (15 –22 students) 5:30–6:30 (Splash) Adrian Covarrubias (B.A) Rm 138 or Pavilion		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
grit, rigor and resiliency in our students. Students are motivated to interact with a tenacious spirit when tackling their individual goals.		Culture Club: Each week, activity will feature a different culture and an artist from that country. Students will discuss the work and then create their own interpretation of it. Football Fridays: Students will learn the technicalities and concept of such sport. Lessons will incorporate mathematical and relative physics. Family Engagement: Adult Computer Classes: Computer and professional classes for parents. Participants will learn computer norms, email, Microsoft capabilities, receive assistance creating professional resume and the creation of a home budget spreadsheet. Adult ESL classes: Participants will be evaluated based on	1-hr. **Table Games:** **140 Students,** **4 Days,** **4 Hours** Wed. "Culture Club" (15–22 students) (Abrakadoodle) 4:30–5:30 Rm 134 Diana Heath (B.A) Fri Football Fridays (20–30 students) 4:30–6:30 Field (C. Randolphs (B.A) & A. Randolph (B.A), SE teachers, Teaching Excellence) 2hr, once a week for 29 weeks **Football Fridays:** **189 Students,** **20 Days,** **40 Hours** Saturdays Adult Computer Classes (12–15 participants) (tbd) Andrea Torres (B.A) 2hr Mon		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
		their English proficiency and will increase their knowledge of the English language. Behavioral Intervention: Boys & Girls Conferences: Conference that focuses on internal and external growth factors. Themes covered: Respect, Communication, acceptance, bullying, integrity, tenacity, etc. Karate: Additional positive outlet for students needing physical outlets to center themselves and control their behavior. Martial Arts: An extension of karate. A more in-depth study and practice of various martial art styles and concepts. Family Holiday Activity: This will give parents the opportunity to create fun holiday crafts with their students.	Esl classes (12–15 participants) 4:30–6:30 Rm 123 Elsa Hammerle esl certified teacher (ALAR) 2-hrs, **ESL: 7 Adults, 47 Days, 94 Hours** **Boys Conference: 22 Students, 1 Day, 2 Hours** Karate: 2:30–3:30 Rm 121 (NSK) Sensei Drody 1-hr, one time a week for 29 wks **140 Students, 2 Days, 4 Hours** Fridays Martial Arts (15–22 students) 5:30–6:30 1hr Alex Garfield (NSK) **Family Holiday Activity: 21 Adults, 1 Day, 2 Hours**		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

The ACE program was implemented as intended in spite of starting the program in October 2013. Most programs start no later than the first week of September.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The Edvance Prime Assessment rated YES Prep as low need based on the evidence YES Prep provided to the Edvance Technical Assistance Consulting conducting the assessments. We concur with Edvance's assessment that program practices were well implemented.

4. Are activities targeted to student needs and well implemented?

All activities were targeted to student needs and well implemented. Activities were also provided based on student desires, which were determined from student surveys.

5. Were program modifications made to better align activities offered with school learning objectives?

There wasn't a need to modify the program since the initial Project Plan, which was completed before the start of the program, aligned activities with school learning objectives before the ACE program started in October.

6. Were program modifications made to increase participation in program activities?

Based on the noted increase in enrollment from the fall to the spring, the recruitment strategies used by YES Prep were successfully implemented. Additionally, based on our review of activities in the Activity Attendance Percentage report, we noted instances

where there were shifts from the 0–25% quartile to the 25–50% quartile from the fall to the spring. For example, in the fall, the homework centers had 62 students in the 0–25% quartile and 13 in the 25–50% quartile. However, in the spring, the number of students in the 0–25% quartile decreased to 32, while there was a significant increase in the 25–50% quartile from 13 students to 33 students.

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

See the logic model above, which lists all activities, and the Activity Attendance Percentage report in the appendix of this report.

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and the figure shown immediately below provide the most direct and complete answers to these questions.

Table V.a.: Comparison of YES Prep Southwest ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	2.6%	5.5%	5.1%	6.4%
Hispanic	94.4%	90.3%	90.0%	89.6%
Other	3.0%	4.2%	4.9%	4.0%
Economically Disadvantaged	58.1%	70.6%	Not Available*	Not Available
At-Risk	22.9%	14.6%	Not Available	Not Available
English Language Learners	3.9%	13.6%	Not Available	Not Available

Source: Texas Academic Performance Report

Texas21st Year End Summary

*This information is not kept on a semester basis.

Student Characteristics

A total of 309 students participated in the YES Prep Southeast ACE program. ACE program students did not differ significantly from the fall to spring. The program characteristics show that the ACE program nearly mirrors the campus profile.

Figure V.a. below shows the grade levels served by the ACE program. The majority of students served by the program are in the 6th and 10th grades. Most ACE programs experience decreases in participant enrollment as students advance to the upper grades. Based on the number of total students (participants and nonparticipants), the recruitment strategies were implemented effectively. However, the retention rate was on 38 percent.

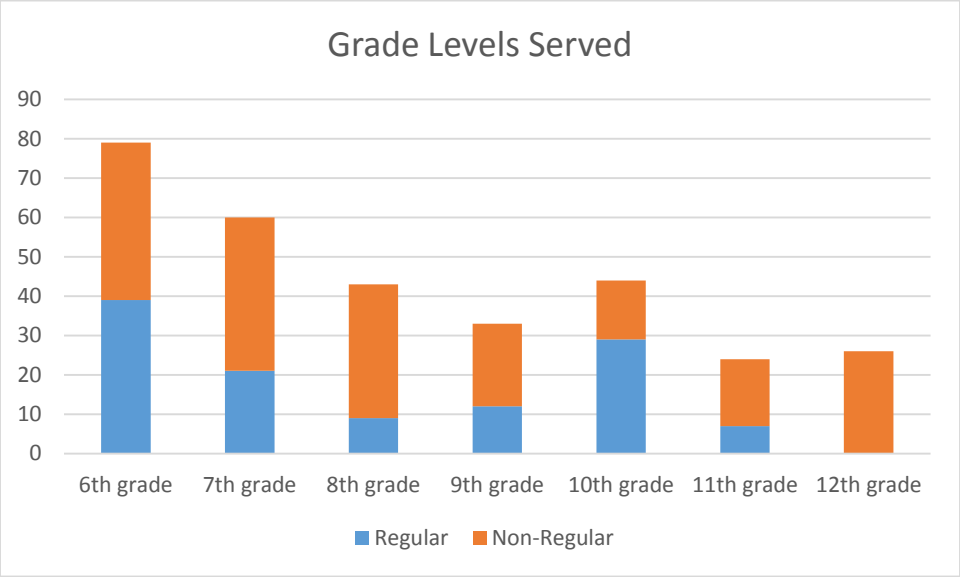

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The following are a set second of evaluation questions addressed in this report section:

Set of questions about “Right Activities”:

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

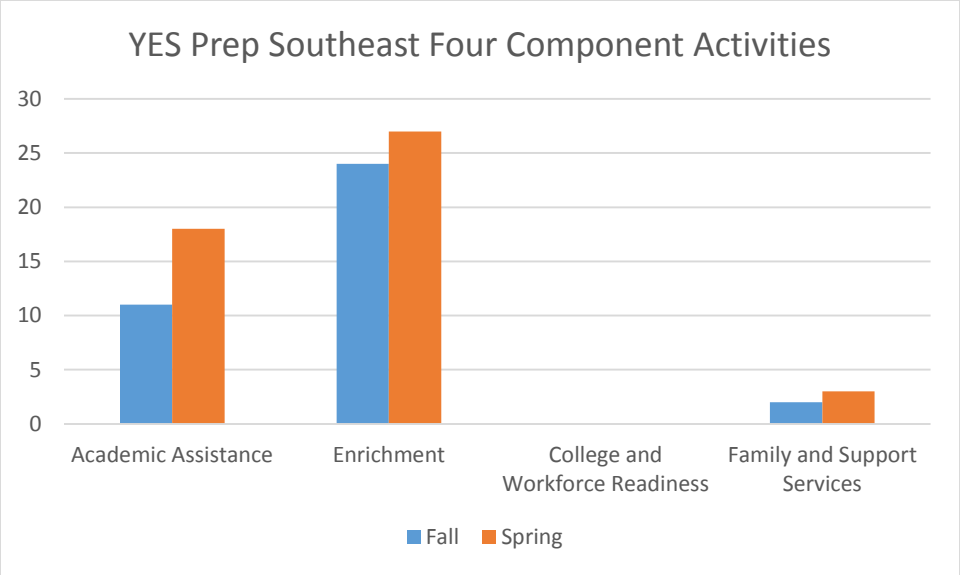

Figure V.b. YES Prep Southeast Four Component Activities

Refer to the logic model for offered activities. The majority of program time was devoted to enrichment activities. Due to the very high success rate YES Prep had on the STARR exam, we believe that program model is sufficient to ensure program success. Some activities can actually be classified in several different categories. *The fact that some activities were not identified as College and Workforce Readiness does not mean that courses in that category were not offere*d.

Attendance Percentages

Figure V.c. Shows the number of students who fell into attendance ranges for fall and spring at YES Prep Southeast ACE. A higher number of students attended the program between 0–20 days in fall (71) and in spring (139) of the 2013–2014 academic year than in other percentile ranges. At the same time, the lowest number of students attended 80+ days.

However it is important to note that the combined number of participants in the 0–20 and 21–40 day categories more than doubled in the spring, which is an indication that the recruitment strategies were implemented effectively.

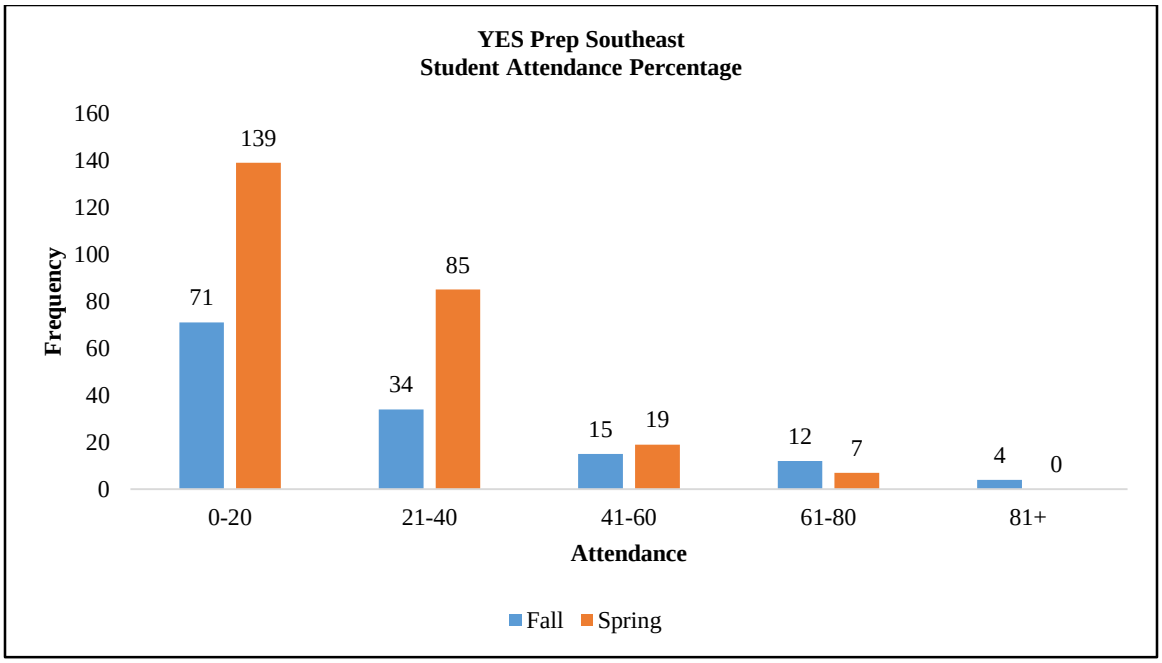

Figure V.c. Attendance Percentages for YES Prep Southeast ACE Students, Fall and Spring, 2014

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs' objectives?
- How are adequate participation rates achieved for program participants?

The Activity Attendance Percentage reports for the fall and spring, attached to the appendix of this report, show the participation rates for students in the program. Students learn at different rates so there is no set amount of time that will ensure the appropriate level of participation.

VI. Program Intermediate Outcomes

In this report section, the performance of ACE program students is discussed with regard to five intermediate program objectives: core grade changes, school days absent, criminal referrals, noncriminal referrals, and course completion (passing courses).

The following are the principal evaluation research questions addressed in this section:

1. What was the change among program participants for each of the intermediate objectives over the period from the fall of 2013 to the spring of 2014?
2. What number and proportion of program participants showed improvement over the period?

Answers to both of these questions will be found in the two tables following. As will be observed, a total of 69 students participated in the ACE program over the one-year period discussed in this section. The two tables show results for these 69 students.

Table VI.a. below provides a comparison of 2013 and 2014 immediate outcome data for YES Prep Southeast ACE students. Students' reading, math, science, and social studies core grade point averages decreased from the fall of 2013 to spring of 2014. The highest decrease was in social studies by 9.29%, whereas the lowest decrease was 1.10% in reading.

The number of absences increased from 85 days in the fall to 162 days in the spring, a 90.59% increase. A further discussion concerning absences will be addressed later in this section.

The course pass percentage showed a slight decline of 3.5%, and there no disciplinary referrals reported by YES Prep Southeast ACE program students.

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep Southwest ACE Students, Spring 2013 vs. 2014

	2013	2014	
Subject	**Core GPA Change**		**Inc. (+)/Dec. (–)**
Reading	2.62	2.59	–1.10%
Math	2.55	2.43	–4.55%
Science	2.84	2.67	–6.12%
Social Studies	2.65	2.41	–9.29%
Number of School Days Absent	85	162	90.59%
Number of Criminal Referrals	0.00	0.00	0.00%
Number of Noncriminal Referrals	0.00	0.00	0.00%
Course Pass Percentage	0.93	0.90	–3.50%

Source: Texas21st Student Export

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 69)

Reading Grades	
Number Improving	12
Number with No Change	38
Number Decreasing	19
Percent Increasing	17.39%
Math Grades	
Number Improving	9
Number with No Change	44
Number Decreasing	16
Percent Increasing	13.04%
Science Grades	
Number Improving	7
Number with No Change	43
Number Decreasing	19
Percent Increasing	10.14%
Social Studies Grades	
Number Improving	6
Number with No Change	40
Number Decreasing	23
Percent Increasing	8.69%

Source: Texas2st

An important caveat: The data shown in the above table may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

Table VI.b. above provides a comparison of fall 2013 and spring 2014 immediate outcome data for YES Prep Southeast ACE students. While there were increases in the core gpa, there were more decreases for each subject. The modal observation was that of no change, which suggests that the program had more of a grade maintenance effect.

The number of days absent increased from 85 in the fall to 162 in the spring. These figures represent a 90.59% increase over the time period. Table VI.c. reveals that 47 students had an increase in the number of days absent; whereas 9 students had a decrease in the number of days absent. Thirteen students had no change in the number of days absent. **An important note**

regarding school day absences: The Texas21st student database does not distinguish between absences due to illness or those due to truancy. Without being able to account for other causes of absences, we cannot measure the program impact on school day absences.

Table VI.c. School Days Absent Summary

School Days Absent Summary	Number	Average Days
Decrease in Absences	9	–2.33
No Change	13	0
Increase in Absences	47	2.08

Source: Texas21st Student Export
n = 69

VII. Evaluator Commentary and Recommendations

The YES Prep ACE program appears to be implemented as planned. The increase in students from the fall to the spring supports our position that the recruiting strategies were well implemented. The program has ongoing monitoring and professional development to ensure the program is one of high quality. Our findings are in agreement with those of the Edvance Technical Assistance Consultant that gave YES Prep a low need grantee rating, which is the highest rating available, based on their review of the program implementation at YES Prep.

The activities offered are appropriate for the population served. Activities were offered in the four component categories of academic assistance, enrichment, college and workforce readiness, and family and support services.

We recommend that YES Prep Southeast continue their current implementation strategies and processes and make modifications as the need arises.

VIII. Site Coordinator Commentary and Next Steps

The site coordinator commentaries for Prep Southeast will be sent as an addendum to the center report.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep Southeast
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Around the World	12	43.00	2	1	1	8
Arts and Crafts	17	33.00	10	3	1	3
BeatLAB	25	57.00	17	6	2	0
Break Dancing	33	78.00	23	4	5	1
Ceramics and Sculpture	18	56.00	4	7	6	1
Choir	13	22.00	8	1	4	0
Computer Lab	26	35.00	0	17	9	0
Cooking Class	32	65.00	10	21	0	1
Enroll America	5	7.50	0	0	0	5
Fine Art	16	34.00	5	10	1	0
Flag Football (FLOW)	27	70.00	11	9	4	3
Football Fridays	21	146.00	4	8	4	5
FunFit	38	107.00	22	8	6	2
Global Art Club	26	74.00	17	4	2	3
Group Sports	57	241.00	43	7	6	1

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Hip-Hop Appreciation	18	29.00	13	4	1	0
Holiday Activity	16	16.00	0	0	0	16
HW Centers	85	444.00	62	13	10	0
HW Heros	38	146.00	30	7	1	0
Karate	27	102.00	14	9	2	2
Kickboxing/ Self Defense	16	37.00	5	3	7	1
Lego Engineering League	22	31.00	20	1	1	0
Martial Arts	7	11.00	4	2	1	0
Morning Lab	2	2.00	0	0	0	2
Morning Studyhall	12	12.00	0	0	0	12
NHS Champioins	15	18.00	12	3	0	0
Painting	22	46.00	17	3	2	0
Parent Focus Group & Assesment	2	3.00	0	0	0	2
Reading Lounge	16	36.00	9	6	0	1
Science Club	18	40.00	11	7	0	0
Street Drums	11	14.00	9	2	0	0
Student Focus Group	15	15.00	0	0	0	15
Table Games	59	197.00	46	5	8	0

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Theater	18	31.00	9	8	1	0
Video Game Design/ Production	13	25.00	5	8	0	0
Wizard Way Council	9	13.00	0	5	0	4
Yearbook/ Journalism	12	38.00	7	3	2	0

YES Prep Southeast
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
BeatLAB	26	33	0	21	3	2
Boys Conference	16	32.00	0	0	0	16
Ceramics/Sculptures	7	7.00	0	0	0	7
Computer Club	50	284.00	40	5	4	1
Computer Lab	15	15.00	0	0	0	15
Cooking Class	29	30.00	0	28	0	1
Drivers Ed Cycle 1	59	1,284.00	17	4	15	23
Drivers-Ed (Wed)	57	812.00	15	4	19	19
ESL Parent Class	7	206.00	0	4	1	2
Family Holiday Activity	21	42.00	0	0	0	21
Fine Art	19	21.00	0	17	0	2
Flag Football (FLOW)	18	27.00	0	9	0	9
Flag Football League	23	198.00	8	9	5	1
Football Fridays	12	24.00	0	0	0	12
Football Fridays	43	346.00	20	16	4	3
FunFit	30	38.00	0	22	0	8
Global Art Club	19	22.00	0	16	0	3

YES Prep Southeast
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Group Sports	36	65.00	14	17	3	2
H.S Service Club	53	790.00	9	33	9	2
Hip-Hop Appreciation	7	7.00	0	0	0	7
Holiday Activity	59	118.00	0	0	0	59
HW Centers	72	142.00	32	33	4	3
HW Heros	36	92.00	0	26	0	10
HW/ Art & Painting	34	446.00	26	3	4	1
HW/ Beatlab	50	272.00	43	3	4	0
HW/ Computer Time & Video	67	861.00	42	22	3	0
HW/ Cultural Fine Art	46	250.00	39	7	0	0
HW/ Flagfootball	46	1,015.00	28	11	6	1
HW/ Group Sports	81	820.00	66	14	1	0
HW/ Karate	23	294.00	11	12	0	0
HW/ Lego Robotics	14	124.00	11	0	1	2
HW/ Soccer	89	1,282.00	61	17	9	2
HW/ StarLites Teen Club	16	40.00	12	4	0	0
HW/ Zumba & Dance	19	44.00	0	16	3	0

YES Prep Southeast
Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
HW/Pastry Decorating &Culinary	83	856.00	70	10	3	0
Karate	11	36.00	0	4	0	7
Lego Engineering League	11	11.00	0	11	0	0
M.S WiZARDS	32	129.00	26	6	0	0
Painting	15	17.00	0	13	0	2
Parent Phase 2- Drivers Ed	38	76.00	0	0	0	38
Reading Lounge	6	8.00	0	4	0	2
Science Club	5	5.00	0	0	0	5
Study Hall (Thursday)	4	22.00	0	0	0	4
Studyhall (Monday)	21	42.00	0	0	0	21
StudyHall (Tuesday & Wed)	17	78.75	0	13	0	4
Table Games	27	29.00	25	2	0	0
Theater	5	8.00	0	2	0	3
Yearbook/ Journalism	6	12.00	0	0	0	6

YES Prep Southwest High School, YES Prep Public Schools
Cycle 8, Year 1

Texas ACE Program Center Report

Waits Consulting Group

Table of Contents

I. Executive Summary

YES Prep Public Schools received a grant as part of Cycle 8, Year 1, funding to provide 21st Century Community Learning Centers (21stCCLC) programming on 8 campuses. One of those campuses was that of YES Prep Southwest. The Waits Consulting Group completed a multi-faceted evaluation of the 21st CCLC program (also referred to hereafter as the ACE program) at YES Prep Southwest, an evaluation that is the subject of this report.

The evaluation was designed around research questions developed by Edvance Research, Inc., hereafter referred to as Edvance. Based on our overall assessment of outcomes related to these research questions, the YES Prep Southwest ACE program overall was successfully implemented as intended by the project director and site coordinators.

We noted several areas where we believe program implementation can be enhanced and are discussed below:

There were a large number of students who were enrolled in the program, which is an indication that the recruiting strategies are effective. However, the majority of program participants attended the program in the 0–20 day range in the fall and in the 21–40 category in the spring. This could be attributed to the fact that the program started in October 2013 and was not in operation for an entire semester. The increased retention rates are an indication that strategies related to increasing such are being implemented.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

The number of absences increased from 320 in the fall to 459 in the spring, a 43% increase. One of the numerous inadequacies of the Texas21st database is that it does not distinguish between absences due to illness or truancy. If the increased absences primarily resulted from illnesses, that is a variable that is beyond the control of the program.

Recommendation

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

II. Introduction and Purpose of Program

YES Prep Southwest is located in a large suburban area of far south–southwest Houston. It serves a student enrollment of approximately 749 students from grades 6 through 12. According to data reported by the YES Prep Charter School System to the United States government, the

demographic make of the school is 99% minority. It serves a student population of 74% Hispanic, 23% African-American, and 1% each, of Asian, American Indian, and White. The gender demographics are 49% male and 51% female. According the 2014 U.S. News Education high rankings, YES Prep Southwest ranked number 15 in the State of Texas, 106 in the nation, and 26 among charter schools. This school, with a student teacher ratio of 15:1, is above the national average in the area of college readiness and reading. It also has an exemplary rating.

As defined by Title IV, Part B, 21st Century Community Learning Centers, a community learning center is an entity that

- Assists students in meeting state and local achievement standards in core academic subjects, such as reading and mathematics
- Provides students with opportunities for academic enrichment and other activities during non-school hours or periods when school is not in session
- Reinforces and complements the regular academic programs of the schools attended by the students served
- Offers families of students served by the entity, opportunities for literacy and related educational development

III. Evaluation Strategy/Plan

A. Types of Evaluation Designs

In evaluating this program a combination of "descriptive," or what we prefer to term "pre-experimental designs," as well as quasi-experimental designs was utilized. The primary design utilized was descriptive or pre-experimental both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

Much of the evaluation evidence employed in this assessment was from the *TX21st* data reports and from data listed below:

- Year End Summary
- Modification of Activity Average Daily Attendance
- Student Attendance Percentage
- Participant Attendance
- Participant Activity Attendance Detail
- Attendance Data on Increases or Decreases on Multi-Year Participants
- Texas Performance Accountability System
- Site Level Report Data from 2012–2013

The data listed above, of course, are largely pre-experimental. However, some of them (e.g., attendance data on increases or decreases on multiyear participants, and site level data from the previous academic year) were definitely derived from quasi-experimental evaluation designs.

In drawing inferences and conclusions from evaluation data, some comparisons were made with statewide observations. The use of such comparative observations renders our designs quasi-experimental in nature—at least in part.

B. Limitations of Evaluation Designs and Our Approach

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such "other considerations" are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school-time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems, save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change from TAKS to STAAR testing in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed on those antecedent conditions that could otherwise result in spurious findings. Unfortunately, information about antecedent conditions is not generally available in *TX21st* databases.

Our solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation, we present a variety of comparisons, including those between the behavior of ACE participants and their nonparticipating same-school counterparts; between a program and statewide observations; and between first and second year participants—among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. But this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons: Considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas, as well as in the greater Houston area.

(References in this report section: Campbell, D. T. and Stanley, J. C., *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963. Tufte, E. R., *Visual and Statistical Thinking: Displays of Evidence for Making Decisions*. Cheshire, CT: Graphics Press, 1997.)

C. Data Analysis

Two important considerations guided our selection of the statistical models we have employed in this evaluation: the level of measurement and the number of variables in the problem under consideration.

By level of measurement, we refer to whether program observations were measured on a nominal, ordinal, interval, or ratio scale of measurement.

By the number of variables in the problem, the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized, since gender is generally considered a nominal level variable (males, females, or transgender), and there is only one variable—gender—of interest. On the other hand, in establishing a program's impact on STAAR test results in relation to frequency of program hours devoted to tutoring while controlling for the antecedent condition of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures, since there are three variables in problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader, either from the tabular entries shown below in this report or from notes to the tables.

Similarly, data transformations (such as log-linear ones), where utilized, will be identified in certain specific tables below.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straightforward. The three most common methods generally employed by evaluators are to randomize control subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of nonparticipating subjects in a site and used that as a 100% sample of nonparticipants. We then utilized good-of-fit tests (like the Chi-square statistic) to test for differences in relevant characteristics (e.g., ethnic mix of program participants versus nonparticipants in a school).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and the control groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion—if the data were available. But, second, the TX21st Century data sets do not provide sufficient evidence about variables we suspect as especially important: motivation to be in school, for example, or parental engagement with their afterschool or nonparticipating students. Further, the data in the TX21st Century database often tends to be aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or nonparticipating controls invites the familiar "ecological fallacy." Finally, our discussion of the *ceteris paribus* assumption above is relevant here, and we invite the reader to consider it further. What other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and nonparticipating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify sources of spurious findings. In the evaluation findings below, specific statistical controls that were introduced are either made clear in the tables or in the tabular footnotes.

(Section specific references: Holmes, W. M., *Using Propensity Scores in Quasi-Experimental Designs.* Thousand Oaks, CA: Sage, 2014.)

IV. Program Design and Strategy: Logic Model

Shown below in this report section is the final, detailed logic model for the ACE program.

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 four activity

components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

A. Fall-Spring Logic Model Data Elements

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Humans -19 Teachers -All ACE teachers carry a Teacher's Certification -1 teacher (Licensed Social Worker) Lucia Laughlin Sonal Pandya Sonal Pandya Rachel Rucker Jill Cordero-LSW Baily Drenner Lucia Laughlin Shawn-tae Greene Alisa Yu Rachel Rucker Jill Cordero Brian Chavez Ferny Reyes Justin Sanchez Christopher Sanger Victor Osorio Kason Twitchell Rachel Duke Neeraj Salhotra Anders -Projected # (100) -Currently Servicing (209) 3 Vendors	School program alignment -the same school day teachers are utilized, to lead ACE related activities after school. Recruiting participants -the 1st target population are academically low performing students. -the 2nd target population are average students who need social enrichment. -the 3rd target population are the excelling students who need intense college readiness activities. -Parent Information Meeting -Grade Level/ Dean recommendations -Target # (100) Retaining Students -Surveys -Parent Meetings -Recruitment Events Qualified Personnel	**Academic Support** Homework Posse: This program will allow students extended time to complete homework in a controlled environment to produce legible, completed work, character development on self-expectation and standards. Study Coaching 1:1: This program will allow students to seek additional guidance outside instruction time with the teacher to gain a better understanding on the subject matter. Life Science Club: This program will allow students to engage in lab experiments, research, and increase self-confidence with literacy in science, also explore career opportunities. Book Club: This program will allow students to discuss books that	Homework Posse: (Mon/Tues/Thur 1hr/weekly) 10–15 Students Kason Twitchell-Texas Certified **Homework Posse:** **47 Students,** **72 Days,** **72 Hours** Study Coaching 1:1: (Mon/Tues/Thur 1hr/weekly) 20–30 Students All ACE teachers- Texas Certified **Study Coaching:** **8 Students,** **30 Days,** **30 Hours** Life Science Club: (Tuesday-2hrs/biweekly) 10–15 Students Rachel Ruckers-Texas Certified **Life Science Club:** **22 Students,** **1 Day,** **2 Hours** Book Club: (Mondays-1hr/weekly) 5–10 Students	Improved Attendance a) Students will attend school on a more regular bases including after school activities. Academic Performance a) Increased in English speaking parents. Behavior a) Reduce the number of times students will receive Wall Street (consequence for incomplete homework) Promotion a) Increase in students being promoted to the next grade level. Graduation a) Increase students to graduate with all the requirements mastered. Increased family engagement a) Increase family involvement by providing family enrichment classes to help	All student will graduate ready to attend college or move forward with a trade and/or career

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
-Northside Karate -Soaring With Eagles Afterschool Program -Private Chess Contractor Community Support -Advisory Council (still being formed) -PTO (Maverick Parent) will assist in helping the parents engage in ACE related activities planned for the students and parents. Curriculum -Lesson Plans -Accelerated academic program (the curriculum on campus helps prepare the students to be college ready when they graduate) -Maverick Character (seven different traits in which students should excel in order to be successful in life; which are non-cognitive	-all teachers have a teachers certification -interviewed vendors -all vendors have passed a background check/finger printing -testimonies from previous service recipients Well-Structured -Site coordinator observe activities for feed back -Daily schedule for operations and procedures -Staff meeting set aside to review any material or for clarification on any ACE related questions Voice/Choice -Verbal survey of students/parents -Students were able to choose/sign up for clubs during lunch -Parent Info Night -Initial club demos performed for students Ongoing Monitoring -Weekly check-ins with Ops Manager -Monthly meetings with Director and team -Daily data entry	they have read, generate topics to compare and contrast different perspectives, develop a love of reading and important language literacy skills. Maverick Brainiacs: This program will allow students to develop their thinking skills by engaging in brain buster activities, puzzles, riddles, and team challenges. Computer Lab: This program will allow students to become more accurate and proficient with their typing skills. **Enrichment** Culture Club: Month & Asian Pacific American Heritage and Older Americans Month in order to expose the school to other cultures, and to provide a platform for students to obtain volunteer hours through international charity projects and local international and culture-related projects and festivals.	Rachel Duke-Texas Certified **Book Club:** **15 Students,** **24 Days,** **48 Hours** Maverick Brainiacs: (Tues-biweekly) 15–25 Students Brian Chavez-Texas Certified **Maverick Brainiacs:** **20 Students,** **1 Day,** **1 Hour** Computer Lab: (Tues/Thurs-1hr/weekly) 5–8 Students Jill Cordero-Texas Certified Culture Club: (Tues/Thurs-1hr/weekly) 5–8 Students Victor Ortizo-TX SpEd Certified This program will allow students to learn about new cultures and languages, to support school cultural projects such as Hispanic Heritage Month, Black History **Culture Club:** **11 Students,**	family co-exist together in a positive environment. Student's increase in social skills Student's increase in College Readiness Student increase in Vocational skills	

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
skills that we are trying to instill into the students)	-Run routine TEA 21st data reports -Daily sign-in attendance sheets Professional Development -TEA 21st CCL Workshops conferences -YES Prep evaluations (mid-year and end of the year) -School staff has Professional Development every Wednesday after school -Yes Prep has content days monthly -Site Coordinator provides feedback to outside vendors -Project Director will do formal and informal observations and recommend areas of improvement	ACE Art Exhibit: Students will display artwork for parents to see. ACE Educational Field Trip: Students went to the Natural Science Museum. Art Appreciation: This program will allow enrichment for the school-day art class, providing opportunities for students to practice different art styles as well as learn about the history of art. Chess Club: This program is designed to help students with their social and critical thinking skills outside of the classroom, in a fun relaxed environment. Construction Club: The purpose of this program is to enhance the educational experience of students who have an interest in studying civil engineering.	**50 Days, 100 Hours** **ACE Art Exhibit: 15 Students, 1 Day, 2 Hours** **ACE Educational Field Trip: 22 Students, 1 Day, 3 Hours** Art Appreciation: (Tuesday-1hr/biweekly) 5–10 Students Lucia Laughlin-Texas Certified **Art Appreciation: 10 Students, 1 Day, 2 Hours** Chess Club: (Thursday-2hrs/weekly) 5–10 Students Rory Chambers-vendor **Chess Club: 13 Students, 24 Days, 48 Hours** **Construction Club: 10 Students, 24 Days, 48 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		Cooking Class: This club will introduce kitchen safety and healthy choices, meanwhile challenges math skills by measurement, reading and understanding directions. DoSomething Club- This program will allow students to be young leaders that connect the school to community through peer support, leadership development and training, while building character, service, and real life readiness. National Art Society: This program will create accelerated art work, developing a creative, abstract thinker; bring art education to the attention of the school and community. French Club: Allows students to spend time with other students who have an interest in the French culture and language. Game Stop: This program will allow students to play with assorted playing and trading cards games, collect	**Cooking Class: 25 Students, 24 Days, 48 Hours** <u>DoSomething:</u> (Monday- 1hr/weekly) 15–20 Students Jill Cordeo- Licensed Social Worker **Do Something Club: 31 Students, 25 Days, 50 Hours** <u>National Art Society:</u> (Thursday- 1hr/biweekly) 5–8 Students Lucia Laughlin- Texas Certified **National Art Society: 12 Students, 1 Day, 2 Hours** **French Club: 13 Students, 19 Days, 19 Hours** <u>Game Stop:</u> (Mon/Tues/Thur- 1hr/weekly) 10–15 Students Kason Twitchell- Texas Certified		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		and trade cards, a socialize. Friendly match play and fundamental game time, by learning how to take challenges and strategize. Garden Club: Allows students to create a school garden that will serve as a learning sanctuary. Photography: This program will focus on documenting school year events using technology. SAS: Serious About Science: This club offers students the chance to do science related activities. **<u>Behavior</u>** Karate: This program will teach students the hand techniques that involved hand eye coordination, punching, the throws, falls, locks and grappling methods like Jiu-jitsu, body conditioning, discipline and teach students the mental skills to succeed. The Mentoring Project: This program will enrich the YES culture by providing low-performing and at-risk	**Game Stop:** **48 Students,** **72 Days,** **72 Hours** **Garden Club:** **16 Students,** **24 Days,** **48 Hours** **Photography:** **19 Students,** **24 Days,** **48 Hours** **SAS:** **29 Students,** **31 Days,** **62 Hours** <u>Karate:</u> (Wednesday-2hrs/weekly) 10–15 Students Northside Karate-vendor **Karate:** **9 Students,** **24 Days,** **48 Hours** <u>The Mentoring Project:</u> (Tues/Thurs-1hr/weekly) 20–25 Students Rachel Ruckers-Texas Certified		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		underclassmen with student mentors/peers. It will also provide those students in PALS with an opportunity to step up as leaders and role models within the school.	**The Mentoring Project:** **36 Students,** **48 Days,** **96 Hours**		
		Ultimate Frisbee: This activity will develop competitiveness among the students that compete.	**Ultimate Frisbee:** **25 Students,** **24 Days,** **48 Hours**		
		College and Career Readiness EMPOWER: This organization was created to support high achieving students reach their collegiate and post collegiate goals.	**EMPOWER** **14 Students,** **15 Days,** **30 Hours**		
		Financial Planning: This program will allow students to engage in sessions about different aspects of personal and corporate financial literacy.	Financial Planning: (Tuesday-1hr/weekly) 5–8 Students Christopher Sanger- Texas Certified		
		STEM: This program will give students college readiness and prep for students with a passion for science, technology, engineering, and math.	STEM College Prep: (Friday-2hrs/weekly) 8–10 Students Andy Anders-Texas Certified **STEM:** **21 Students,** **24 Days,** **48 Hours**		
		Mathletes: This program will allow students to	Mathletes: (Saturday-2hrs/weekly)		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		think strategically when solving problems while learning how to handle the challenge of critical thinking. Maverick Event Planners: This program will give students a platform to make decisions about high school social and academic events as well as give ownership of their school to upper classmen. Maverick Scholars: This program will allow students to develop college readiness skills by providing them with an opportunity to interact with other high-achieving students on campus, mentoring children, providing community recycling. Maverick Scholars Talent Rehearsal: Time set aside so that the participants in the talent show are given time to perfect their talent. Maverick Scholars Talent Show: ACE after school club hosts an event where students and staff display their talents.	5–8 Students Neeraj- Texas Certified **Mathletes: 24 Students, 23 Days, 46 Hours** <u>Maverick Event Planning</u>: (Mondays-1hr/biweekly) 15–20 Students Brian Chavez-Texas Certified **Maverick Event Planning: 29 Students, 1 Day, 2 Hours** <u>Maverick Scholars</u>: (Monday-1hr) (biweekly) 15–20 Students Shawn-tae Greene- Texas Certified **Maverick Scholars: 24 Students, 1 Day, 2 Hours** **Maverick Scholars Talent Rehearsal: 13 Students, 7 Days, 14 Hours** **Maverick Scholars Talent Show: 34 Students, 1 Day, 2 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		SAT Prep Class: Test prep for students who want help or review. Softball: This activity will teach knowledge of the sport, leadership, loyalty, sportsmanship and team play. **Family Engagement** ACE Parent Meeting: Parent meeting about ACE spring semester activities. Adult ESL: This program will allow staff uses a variety of materials, activities, and techniques to engage the interest of the learners and improve their English language skills. Art Expo Parents: Students displayed art work from the art club for parents and staff to observe. Escape: Provides parents with education and skills including family safety planning. Karate Meeting/Rank Test: This event was a meeting to inform parents on the	**SAT Prep:** **68 Students,** **36 Days,** **72 Hours** **Softball:** **30 Students,** **29 Days,** **58 Hours** **ACE Parent Meeting:** **9 Adults,** **1 Day,** **1 Hour** Adult ESL Class: (Mon,Tues,Thurs -2hrs/weekly) 10–15 Students p Charron Smith-Houston Community College **Adult ESL:** **7 adults,** **47 days,** **94 hours** **Art Expo Parents:** **15 Adults,** **1 Day,** **2 Hours** **Escape:** **5 Adults,** **1 Day,** **2 Hours** **Karate Meeting:** **5 Adults,** **1 Day,** **2 Hours**		

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
		progress of their student in Karate. Parental Financial Workshop: Workshop put on by financial advisors to help teach families how to be able to send their student to college. Softball Game: ACE Parent engagement event for parents to see students display their skills acquired. Yoga: This program will allow students and parents to interact to Latin and international music getting in shape to build a healthier lifestyle, which includes culture and fitness while also building lasting relationships.	**Parental Financial Workshop: 11 Adults, 1 Day, 2 Hours** S**oftball Game: 7 Adults, 1 Day, 2 Hours** <u>Yoga:</u> (Saturday-1hr) 10–20 Parents In-Power-vendor		

Notes: Logic model elements that are underlined were implemented in the fall and spring; elements in regular typeface were implemented in the fall and elements in bold typeface were implemented in the spring.

B. Modifications

Due to effective initial program planning, there were no modifications between the fall and spring terms.

C. Research Questions

The following research questions based upon the above logic model are addressed in this report section:

1. Was the program implemented as intended?

We believe the program was implemented as intended in terms of school program alignment, recruiting, student and parent voice and choice, and ongoing monitoring. Retention is an area where we believe improvements can be made.

Our overall rating for implementation would be an 8.5 based on our comments in the forgoing paragraph.

2. Were requisite resources available for program success?

There were requisite resources available for program success.

3. Were program practices well implemented?

The program practices appeared to be well implemented based on site visits conducted by the independent evaluator.

4. Are activities targeted to student needs and well implemented?

Activities were targeted to meet student needs, which were primarily enrichment activities. The overall performance on the STAAR exam for all grades at the campus indicated that academic assistance was not as great a need as enrichment. So the activities were target where the need was greatest.

5. Were program modifications made to better align activities offered with school learning objectives?

The program was well planned in advance, and no modifications were necessary.

6. Were program modifications made to increase participation in program activities?

Any program modifications were based primarily from student surveys.

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

Figure IV.a. below shows how varied the YES Prep Southwest activities are. The focus is primarily on enrichment activities due to the high performance by their students on the STAAR exam. Certain activities can be classified into more than one category based upon the site coordinator's judgment. College and workforce readiness activities were offered both fall and spring even though it is not apparent from the figure.

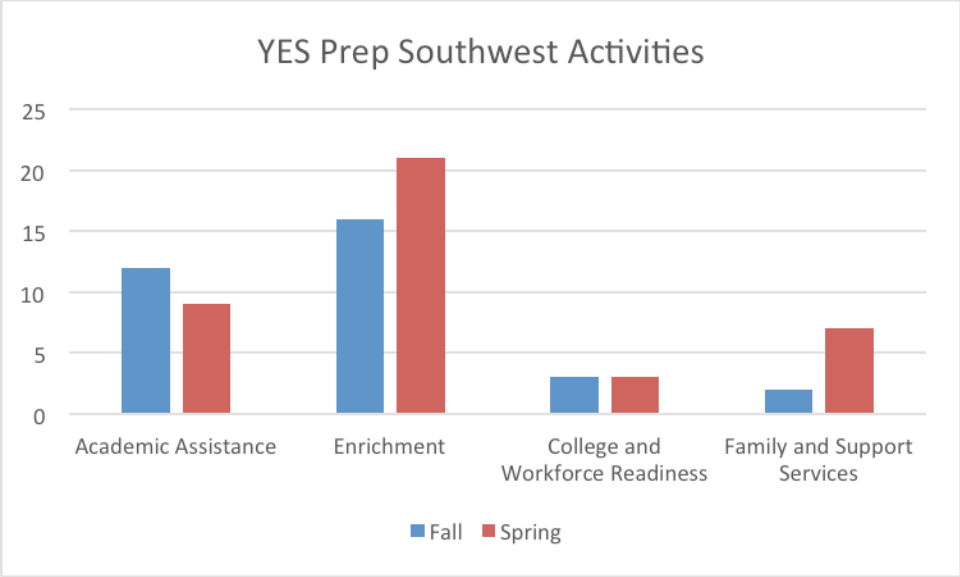

Figure IV.a. YES Prep Southwest Activities by Component

V. Program Participation

In this report section, student participation in the ACE program is described.

The first evaluation questions addressed in this report section are the following:

- What are the characteristics of the students being served in the program?
- Do regular ACE program participants differ from the nonregular ones and from the total student population and, if so, how do they differ?
- Do ACE program participants in the fall differ from those in the spring and, if so, how?
- What are the implications of the findings in light of recruitment and retention strategies?

The table and figure shown immediately below provide the most direct and complete answers to these questions.

In Table V.a., the characteristics of ACE program participants are compared to those of the total campus population. A principal conclusion to be drawn from Table V.a. is that the ACE program generally reflected well the demography of the total campus population. A second principal conclusion to be drawn from the table is that the YES Prep Southwest ACE program enrolled a considerable proportion of students in need: the economically disadvantaged, and at-risk students.

Table V.a.: Comparison of YES Prep Southwest ACE Students by Program Year, 2013 and 2014

Ethnicity/Category	2012–2013 Campus Profile	2013–2014 ACE Program Profile	Fall 2013 ACE Program Profile	Spring 2014 ACE Program Profile
African-American	19.4%	21.2%	25.8%	21.4%
Hispanic	78.3%	77.9%	73.3%	77.6%
Other	2.3%	0.9%	0.9%	1.0%
Economically Disadvantaged	85.1%	79.0%	Not Available*	Not Available
At-Risk	31.8%	25.1%	Not Available	Not Available
English Language Learners	10.3%	10.3%	Not Available	Not Available

Source: Texas Academic Performance Report
Texas21st Year End Summary

*This information is not kept on a semester basis.

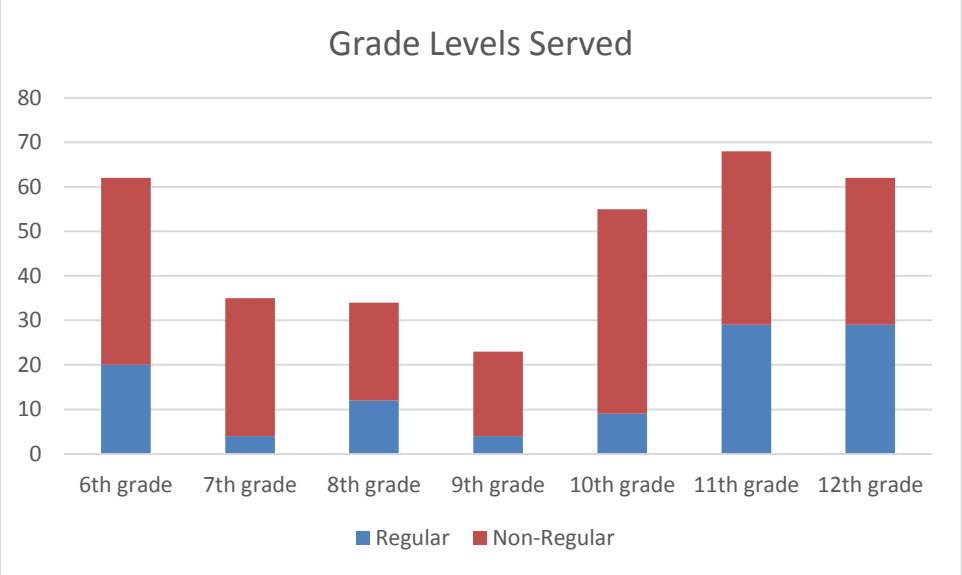

Figure V.a. Comparison of Regular and Nonregular Participants by Grade Level

The figure above shows the grade levels served and the regular and nonregular participants. The majority of program participants are in the 11th and 12th grades, and the fewest are in grades 6 through 9. The figure shows that the recruiting efforts are successful based on the number of students enrolled in the program. However, there are more nonparticipants than participants, which indicates that a large number of students do not attend the program for 30 days.

The following are a set second of evaluation questions addressed in this report section:

Set of questions about “Right Activities”:

- What are the offered activities?
- What activities had the best and worst attendance?
- How did the program respond to low attendance?
- What percent of time was devoted to each type of activity?

Please refer to the logic model in section IV above to see the offered activities and the Activity Attendance Percentage reports for the fall and spring in the appendix of this report.

The third set of evaluation questions addressed in this report center on whether the student participation levels are appropriate to the program and its intended outcomes. Specifically, the following questions are addressed:

- Are program students participating in activities at levels appropriate to the programs' objectives?
- How are adequate participation rates achieved for program participants?

Figure V.b. below shows the number of students who fell into activity percentile ranges for fall and spring at YES Prep Southwest ACE.

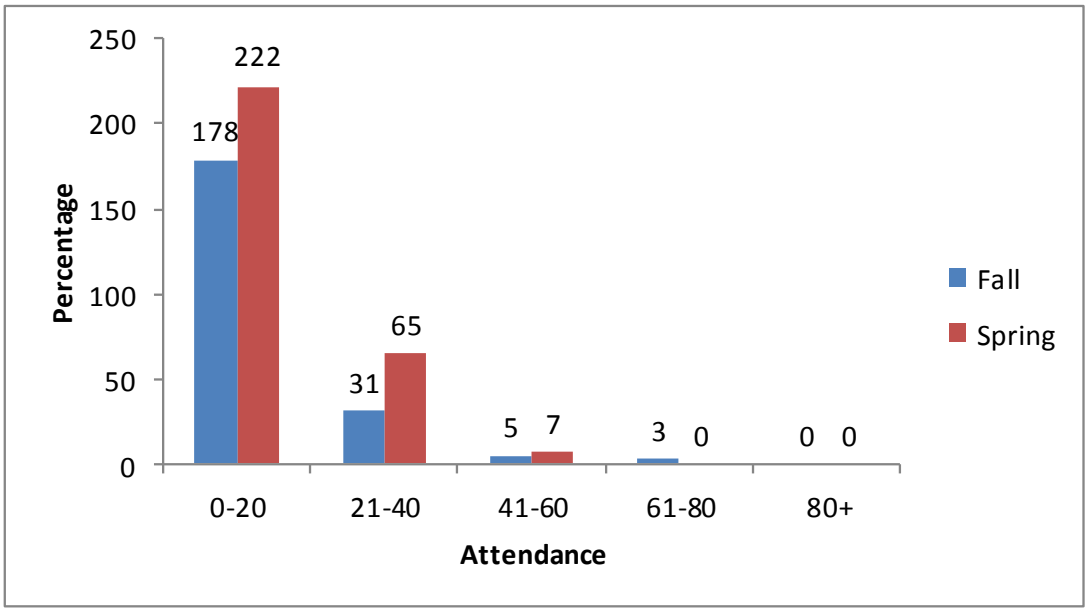

Figure V.b. Attendance Percentages for YES Prep Southwest ACE Students, Fall and Spring, 2014

As one can see from the figures above, most of the YES Prep Southwest students attended the program in the 0–20 days range in the fall and the 21–40 days range in the spring. The program is showing increases in retention in the spring.

We believe that student outcomes are the basis for determining if participation levels are appropriate. See section VI of this report for our analysis of student outcomes.

VI. Program Intermediate Outcomes

In order to determine how the Prep Southwest ACE students performed on immediate outcomes, (1) grade averages in reading, math, science, and social studies; (2) school attendance; (3) school discipline referrals (number and percentages of students with criminal and noncriminal activity); and (4) course completion (course passing percentages) were assessed. Data used in the analysis were gathered from the Texas ACE website in order to address the following research questions:

Research Questions

10. Is there a greater number of students experiencing improvement?
11. Is there a greater percentage of students experiencing improvement?
12. Are there greater amounts of improvements by students?

Table VI.a. shows the changes in selected metrics from the fall of 2013 to the spring of 2014. Grade point averages declined from the fall to spring and absences increased, as well as the percentage rate for passing courses. There were discipline referrals of a criminal or noncriminal nature. *The Texas21st database does not distinguish between absences due to illness or truancy. As a result, we cannot make any inferences regarding the reason for the increase in absences, because if they are related to illnesses, that is a variable beyond the control of program personnel.*

Table VI.a. Changes in Core GPA, Days Absent, Criminal Activity, and Pass Percentages for YES Prep Southwest ACE Students, Fall 2013 vs. Spring 2014

	Fall 2013	Spring 2014	Inc. (+)/Dec. (–)
Core GPA Change			
Reading	2.48	2.41	–2.82%
Math	2.47	2.41	–2.43%
Science	2.53	2.45	–3.16%
Social Studies	2.79	2.55	–8.60%
Number of School Days Absent	320.00	459.00	43.44%
Number of Criminal Referrals	0.00	7.00	Increase
Number of Noncriminal Referrals	0.00	0.00	0.00%
Course Pass Percentage	92.90	*	

n = 193

*Course completion data not entered in Texas21st.

In Table VI.a. above, the changes from the fall of 2013 to the spring of 2014 are shown for each of the intermediate outcomes. As well we noted, the average grades for ACE participants declined for all subjects (reading, math, science, and social studies).

An important caveat: The data shown in the above table may or may not be attributable to the ACE program. After all, a host of other variables, among them teaching experience, the quality of vendors, regular day classroom instruction, student mix, and parental involvement, may help to explain these results.

Table VI.b. Grade Changes: Numbers and Percentages of Students Showing Improvement (n = 108)

Reading Grades	
Number Improving	22
Number with No Change	137
Number Decreasing	34
Percent Increasing	11.40%
Math Grades	
Number Improving	29
Number with No Change	119
Number Decreasing	42
Percent Increasing	15.26%
Science Grades	
Number Improving	25
Number with No Change	121
Number Decreasing	35
Percent Increasing	13.81%
Social Studies Grades	
Number Improving	15
Number with No Change	114
Number Decreasing	51
Percent Increasing	8.33%

Source: Texas2st

Yes Prep Southwest students had improvements in reading, math, science, and social studies. The number of students with no change was the modal observation in all subject areas.

Table VI.c. Cycle 8 Year End Grades: State Level, 2014

Subject	Percent Increase
Reading	19.36
Math	21.30
Science	19.35
Social Studies	18.33

Source: Texas21st

VII. Evaluator Commentary and Recommendations

The YES Prep Southwest ACE program overall was implemented as intended.

There were a large number of students that were enrolled in the program, which is an indication that the recruiting strategies are effective. However, the majority of program participants attended the program in the 0–20 day range in the fall and in the 21–40 category in the spring. This could be attributed to the fact that the program started in October 2013 and was not in operation for an entire semester. The increased retention rates are an indication that strategies related to increasing such are being implemented.

Recommendation

The site coordinator should identify the causes of the low retention rates and make program modifications to improve retention.

Recommendation

There was a 43% increase in student absences from fall to spring. The Texas21st database does not distinguish between absences due to illness or truancy. If the increase primarily resulted from illnesses, that is a variable that is beyond the control of the program.

The site coordinator should create a system to identify whether student absences were due to illness or truancy. In those cases where there are significant absences due to truancy, consideration should be given to offering program activities that are directly related to addressing absenteeism.

All research questions have been addressed in the appropriate areas of this report.

Descriptive or pre-experimental designs typically only describe program processes and outcomes, but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the out-of-school-time ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression, and the like. Data on such “other considerations” are generally not available from TX21st Century or from Texas Performance Accountability System Site Level Reports. Accordingly, there can be no inference of an ACE program effect from such evidence.

VIII. Site Coordinator Commentary and Next Steps

The site coordinator for YES Prep Southwest plans to conduct the following:

1. Increase the number of days of attendance.
   It goes without saying that poor school attendance can lead to academic failure. Data has shown that good afterschool programs can not only improve academic performance but also influence school-day attendance, even when most do not appear to make it an intentional goal. I plan to get this accomplished by providing more clubs for students to be apart of, re-establishing the link between effort and result with all after-school clubs; engaging students in challenging activities that help them develop persistence, a trait critical to later success in school and life; providing consistent contact with students and parents; and most of all, increasing the sense of belonging to the Southwest ACE program.
2 Create a system to identify absences due to illness vs. truancy.
   Develop a spreadsheet to monitor unexcused absences.

IX. Appendix

Activity Attendance Percentages: Fall and Spring

YES Prep Southwest
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
ACE French Movie Event	27	54.00	0	0	0	27
Adult ESL	6	150.00	0	1	2	3
Art Appreciation	15	22.00	0	8	0	7
Book Club	5	22.00	0	1	3	1
Chess Club	10	50.00	2	2	5	1
Computer Lab	4	21.00	0	1	3	0
Construction Club	10	20.00	0	0	0	10
Culture Club	10	46.00	5	2	2	1
DoSomething Club	20	116.50	5	8	4	3
ESCAPE Parenting Seminar	7	60.00	1	0	0	6
Financial Planning	11	15.00	8	2	1	0
French Club	11	50.00	0	3	1	7
Game Stop	34	289.00	10	14	7	3
Garden Club	16	47.00	3	8	1	4

YES Prep Southwest
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Homework Posse	34	263.00	14	12	4	4
Karate	24	168.00	12	3	5	4
Life Scince Club	17	111.50	1	3	1	12
Mathletes	6	40.00	1	3	1	1
Maverick Event Planners	22	250.00	0	0	1	21
Maverick Scholars	24	89.00	3	4	8	9
National Art Society	10	28.00	0	3	2	5
Photography	17	50.00	2	10	3	2
STEM College Prep	22	104.00	10	4	1	7
Study Coach 1:1-Osorio	10	43.00	6	1	2	1
Study Coaching 1:1-Coredo	20	70.00	3	9	4	4
Study Coaching 1:1-Laughlin	14	21.00	0	7	0	7
Study Coaching 1:1-LaughlinTR	7	13.00	0	1	0	6
Study Coaching 1:1-Sanger	12	17.00	9	2	0	1
Study Coaching 1:1-Sonal	16	47.00	3	8	1	4
Study Coaching 1:1-Duke	5	21.00	0	1	3	1

YES Prep Southwest
Activity Attendance Percentage - Fall
This report contains the core quartile dosage percentage of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Study Coaching 1:1-Sanchez	17	49.00	3	9	3	2
The Mentoring Project	28	266.00	10	6	7	5
Ultimate Frisbee	14	56.00	0	0	0	14

YES Prep Southwest

Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
ACE Art Exhibit	15	30.00	0	0	0	15
ACE Educational Field Trip	22	66.00	0	0	0	22
ACE Parent Meeting	9	9.00	0	0	0	9
ACE Rewards Fieldtrip	15	48.75	0	0	0	15
Adult ESL	6	492.00	0	0	0	6
Art Appreciation	10	101.50	2	3	2	3
Art Expo: Parents	15	30.00	0	0	0	15
Book Club	15	80.00	11	3	1	0
Chess Club	13	210.00	6	1	3	3
Construction Club	10	82.00	3	3	3	1
Cooking Class	25	482.00	10	5	5	5
Culture Club	10	162.00	6	1	2	1
DoSomething Club	29	348.75	11	6	6	6
Dream Walk	29	116.00	0	0	0	29
EMPOWER	13	130.00	2	4	5	2
ESCAPE Parenting Seminar	5	10.00	0	0	0	5

YES Prep Southwest

Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
French Club	13	218.00	0	0	2	11
Game Stop	47	631.00	28	11	8	0
Garden Club	15	212.00	2	4	5	4
Homework Posse	45	662.00	25	10	10	0
Karate	9	244.00	2	0	0	7
Karate Meeting/Rank Test	5	10.00	0	0	0	5
Life Scince Club	18	119.00	1	7	5	5
Mathletes	24	130.00	17	6	1	0
Mav Scholars Talent Rehearsal	13	148.00	0	2	3	8
Maverick Brainics	21	133.00	0	1	4	16
Maverick Event Planners	29	604.75	0	3	9	17
Maverick Scholars	24	613.50	0	4	15	5
Maverick Scholars Talent Show	33	66.00	0	0	0	33
National Art Society	12	233.50	1	5	6	0
Parent Financial Workshop	11	22.00	0	0	0	11

YES Prep Southwest

Activity Attendance Percentage - Spring
This report contains the core quartile dosage percentage
of student attendance at all center activities for a given term.

Activity	Total Participants	Total Hours Attended	Quartile 0–25%	25–50%	50–75%	75–100%
Photography	17	346.00	5	4	6	2
SAS: Serious about Science	29	506.00	10	8	6	5
SAT Prep Class	68	897.75	53	11	4	0
Softball	31	403.00	15	9	6	1
Softball Game	7	14.00	0	0	0	7
STEM College Prep	20	192.00	7	6	1	6
Study Coaching 1:1	8	135.00	0	0	2	6
The Mentoring Project	37	636.00	21	11	5	0
Ultimate Frisbee	26	64.00	9	8	7	2