

Texas ACE Grantee Boles ISD Independent Evaluation Report Year 4

Boles Independent School District (BISD) in partnership with Commerce Independent School District (CISD) implemented an afterschool program to support students and families. The federally funded Afterschool Centers on Education (ACE) program is administered by the Texas Education Agency through 21st Century Community Learning Centers (21st CCLC) program. This independent evaluation is designed to support the ACE program and individual campuses in monitoring the attainment of the program's goals and objectives. As with schools across Texas and our nation, both BISD and CISD students, and staff, continue to be adversely impacted by the COVID-19 pandemic. An overall summary of Year 4 progress, along with a breakdown by campus is provided.

Program Goals

ACE program goals include: (1) 20% increase in student's overall academic performance, (2) increase 10% in attendance and 15% on-time advancement, (3) 20% increase in parental involvement, (4) 15% increase in graduation rates and career competencies, and (5) 25% decrease in discipline referrals. To achieve the aforementioned goals, BISD and CISD implemented several identified evidence-based practices (EBPs). To increase academic performance (Target 1) the following EBPs were identified: (1) small group and one-on-one tutoring and support, (2) STEAM programs, (3) homework assistance, (4) online videos and tutorials to support learning, (5) caregiver and family engagement activities, and (6) collaboration with educators serving students during the school day. Positive Behavior Intervention and Supports (PBIS) and mentoring programs were identified to increase attendance (Target 2) and decrease disciplinary referrals (Target 5). A parent involvement facilitator is in place to support increases in family engagement (Target 4). To increase graduation rates and career competencies (Target 4), college and career plans were completed.

To monitor progress and program effectiveness, the following objective measures were identified by the grantee: (1) school day attendance, (2) student's academic performance, (3) disciplinary referrals, (4) on-time advancement to the next grade level, (5) high school graduation rates, and (6) high school career competencies. The grantee also identified focus groups, questionnaires, and observations as instruments that would be helpful to glean feedback on the effectiveness of program activities offered to participants.

Evaluation Methods

Program data was obtained through the Texas 21st Century Learning platform, TEALS, which included student attendance records, disciplinary referrals, and grades. Surveys and focus groups were completed to glean insight into student, caregiver, and school perceptions. Observations, consultations, and trainings (both group and individual) were completed in person and by Zoom. Group trainings and site coordinator consults were provided to assist with data collection and data-informed decision making. Findings and recommendations were presented at advisory board meetings. A summary of results is provided by program target and then disaggregated by

ACE campus. Recommendations and resources for supporting continued program growth are identified in the last section of the report.

Target 1: Increase Students' Overall Academic Performance

Findings from the independent evaluation indicate that ACE continues to progress towards achievement of Program Target 1: Increase students' overall academic progress by 20%. Fall 2021 overall student grade ratings and grades by subject area including Reading, Mathematics, Science, and Social Studies were reviewed. Descriptive analyses were completed to summarize student grade ratings and provide a comparison across the program to support progress monitoring and program development.

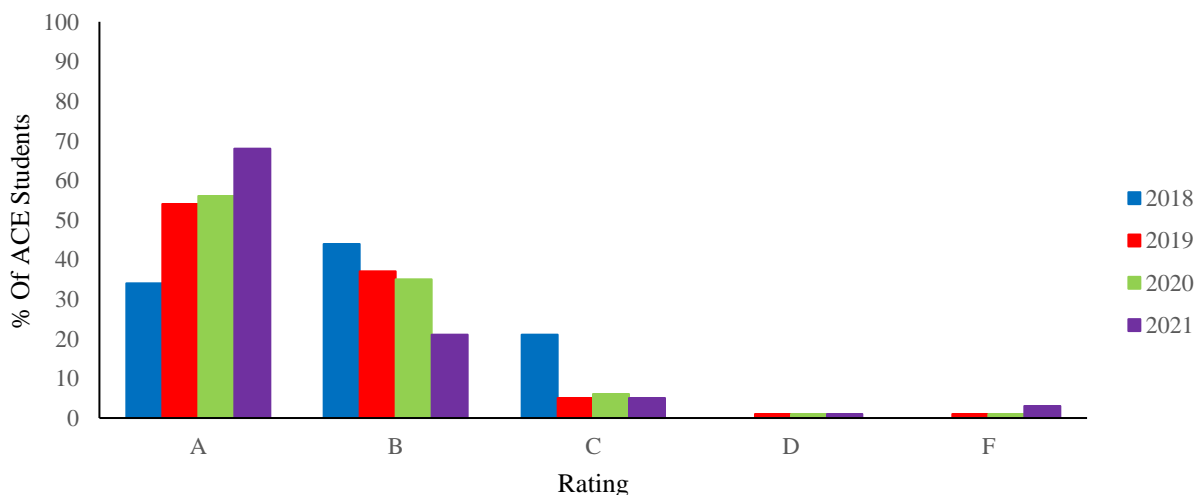
Boles Elementary School

Fall 2021 data was provided for 86 of the 88 attendees. Grade ratings ranged from "A" to "Mostly Ds and Fs". Approximately 49% ($n = 42$) of Boles Elementary students earned "A's" or "Mostly A's and B's" (35%, $n = 30$) ratings. About 3% ($n = 3$) of students earned a "B" rating and about 6% ($n = 6$) of students earned mostly "B's and C's". One student earned a "C" rating, two students earned "Mostly C's and D's" rating, and one student earned a "Mostly D's and F's" rating. Boles Elementary remains on track to meet Program Target Goal 1; however, student attendance declined from 2020 to 2021.

Reading

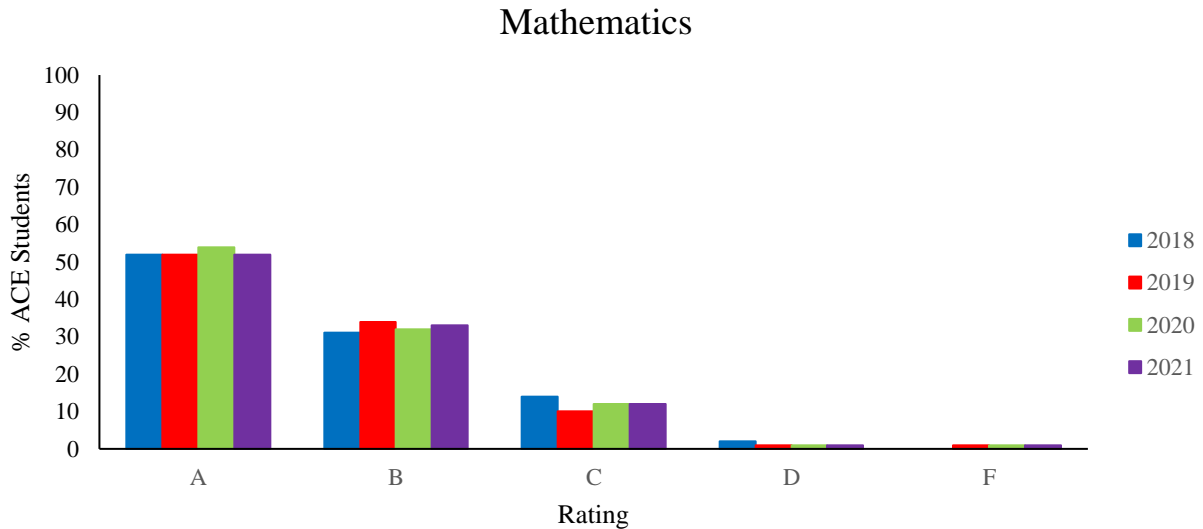
Reading grades were reported for 86 of the 88 ACE students. The percentage of students earning A ratings increased from 2018 to 2021. Most of the students earned an "A" (68%, $n = 58$) or "B" (21%, $n = 18$) rating in reading. Less than 6% ($n = 5$) of students earned a "C" rating. One student earned a "D" rating and three students earned an "F" rating.

Reading Ratings



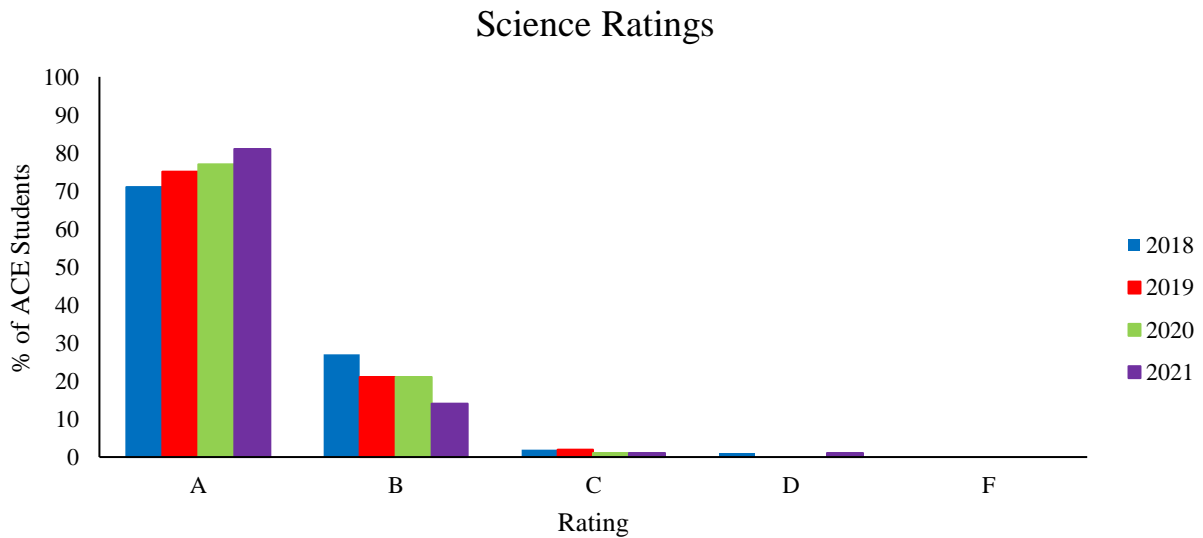
Mathematics

In the area of mathematics, the majority of students at Boles Elementary ($n = 45$, 52%) earned an “A” rating. About 33% ($n = 28$) of students earned “B” ratings and 12% ($n = 10$) earned “C” ratings. One student earned a “D” rating and one student an “F” rating. Mathematics ratings followed a similar pattern from previous years.



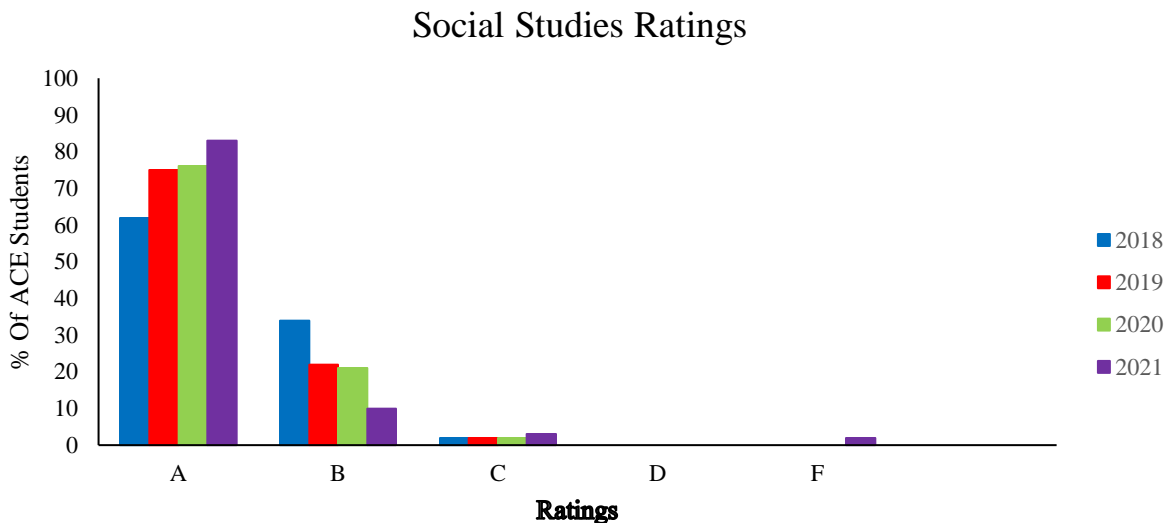
Science

Boles Elementary also increased science ratings. Around 81% ($n = 70$) of students earned an “A” rating, about 14% ($n = 12$) earned a “B” rating, and 1% ($n = 2$) earned a “C” rating. One student earned a “D” rating.



Social Studies

Social studies ratings also increased. Nearly 83% ($n = 71$) of students earned an “A” rating, about 10% ($n = 9$) earned a “B” rating, and about 3% ($n = 3$) earned a “C” rating. Two students earned “F” ratings.



Coordinator Interview and Virtual Observation Summaries

Interviews with ACE Director, site coordinators, and walk-through observations were completed. Several EBPs continue to be in place to support students’ academic progress. These include one-on-one tutoring, homework assistance, mentorship programs (i.e., school principal and counselors interacting with students needing support), small group tutoring, computer-assisted instruction, direct instruction, video modeling, differentiated instruction, and structured academic activities. Additionally, students continue to be engaged with robotics projects.

Student Survey Results

Boles Elementary School students completed surveys in 2018 and 2020 to assess perceptions of the ACE program. Students in grades K through 2 completed a survey including five statements that asked them to rate their satisfaction with the ACE program by marking a sad face, neutral face, or happy face (e.g., ☹, 😐, 😊). Two statements related to academic support: (1) Going to ACE helps me with school, and (2) My ACE teachers are helpful. Student responses were then converted to a Likert scale ranging from 1 to 3, with a sad face equating to a 1, neutral face to a 2, and happy face to a 3. Thirty-nine students completed surveys in 2018 and 28 in 2020. Surveys will be completed in Fall 2022.

Boles Elementary School Grades K-2 Academic Support Ratings

Statement	<i>M</i>	
	2018	2020
ACE helps me with school.	2.72	2.89
ACE teachers are helpful.	2.79	2.92

Students in grades 3 through 5 completed a survey including ten statements related to ACE program effectiveness. Five of the ten statements related to academics. Students rated their perceptions of each statement using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Twenty-Four upper elementary students completed the survey in 2018 and 18 students completed the survey in 2020. Surveys will be completed in Fall 2022.

Boles Elementary School Grades 3 -5 Academic Support Ratings

Statement	<i>M</i>	
	2018	2020
Going to ACE is improving my reading performance.	3.29	3.44
Going to ACE is improving my writing performance.	3.29	3.27
Going to ACE is improving my mathematics performance.	3.75	4.68
My ACE teachers help me.	3.75	3.88
I get help with my homework at ACE.	3.79	3.88

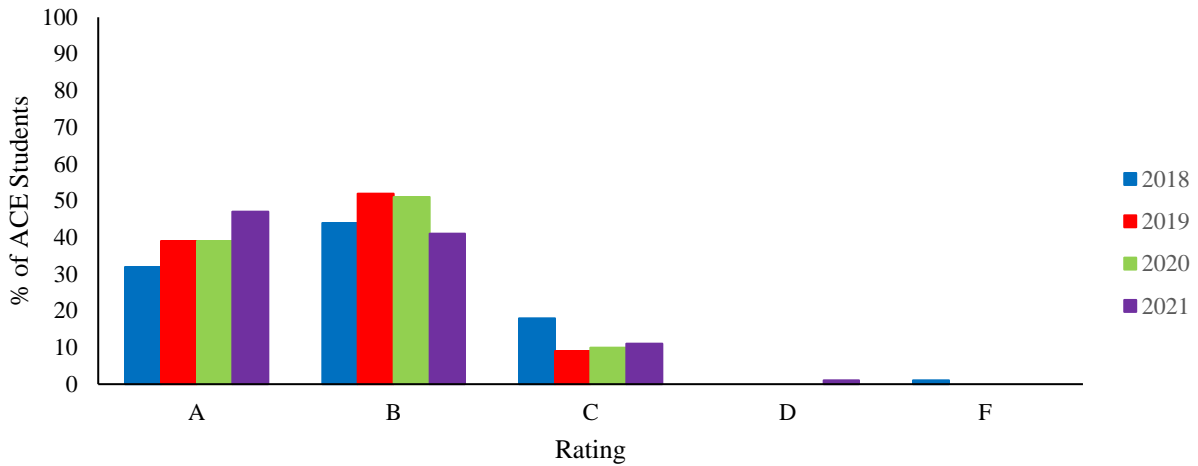
Boles Middle School

Fall 2021 data was provided for 83 out of 87 Boles Middle School attendees. Approximately 29% ($n = 24$) of Boles Middle School students earned “A’s” ratings. The remaining students earned “Mostly A’s and B’s” ($n = 22$, 27%), “B’s” ($n = 22$, 27%), “Mostly B’s and C’s” ($n = 10$, 12%), and “C’s” ($n = 5$, 6%) ratings.

Reading

Reading ratings were reported for 83 students. The majority of Boles Middle School students earned a rating of “A” or “B” rating in reading. Approximately 47% ($n = 39$) of students earned an “A” rating, 41% ($n = 34$) a “B” rating, and 11% ($n = 9$) a “C” rating. Two students earned a “D” rating.

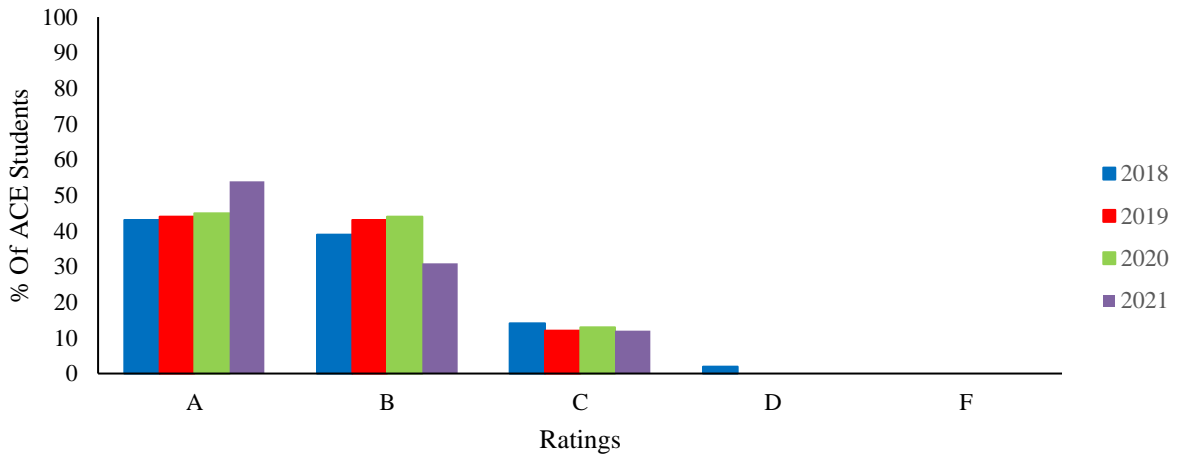
Reading Ratings



Mathematics

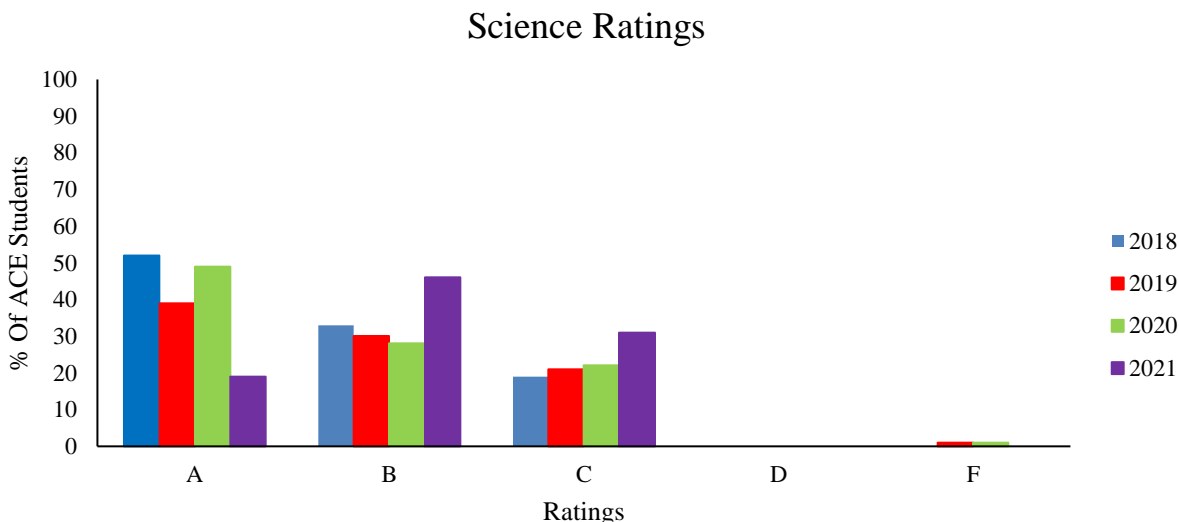
Mathematics ratings were reported for 83 students. Mathematics ratings continue to be an area of relative strength 54% ($n = 45$) of students earned an “A” rating. Remaining students earned “B” ($n = 26$, 31%) or “C” ($n = 10$, 12%) ratings.

Mathematics Ratings



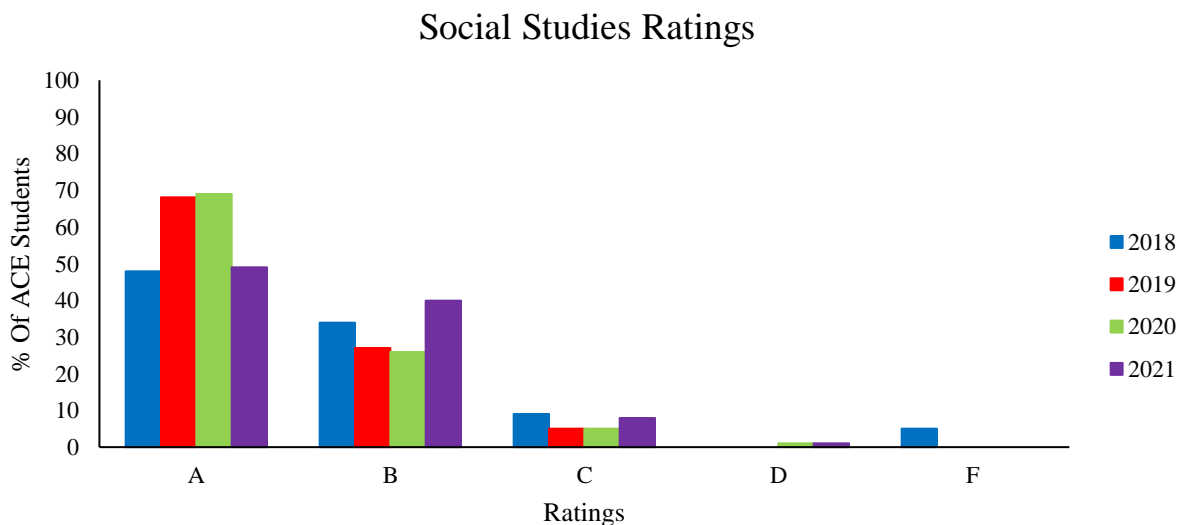
Science

Science ratings were reported for 83 students. Most students earned an “A” ($n = 16$, 19%) or “B” ($n = 38$, 46%) rating. Approximately 31% ($n = 26$) of students earned a “C” rating.



Social Studies

Social Studies ratings were reported for 83 students. Most students earned an “A” ($n = 41$, 49%) or “B” ($n = 39$, 40%) rating. Approximately 8% ($n = 7$) of students earned a “C” rating. One student earned a “D” rating.



Coordinator Interviews and Lesson Plan Reviews

Several EBPs continue to be in place to support students’ academic progress including a variety of STEAM activities, one-on-one homework assistance, tutoring, reading activities. Tutoring support to assist with homework and remediation due to missed instructional time as a result of the pandemic continues to be in place. Staff reported a variety of EBPs including literacy

discussions based on readings, computer-assisted instruction, and self-management support (e.g., self-monitoring, goal setting). Lesson plans addressed both academics and social emotional learning objectives.

Student Survey Results

Students completed a survey including 12 statements related to ACE program effectiveness. Six of the 12 statements related to academics. Students rated their perceptions of each statement using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Ten students completed the survey in 2018 and 14 students completed the survey in 2020. The mean academic score is 3.54 ($SD = .31$). The table provides a summary of student survey results in 2018 and 2020. A follow up survey will be completed during the Fall 2022 semester.

Boles Middle School Academic Support Ratings

Statement	<i>M</i> 2018	<i>M</i> 2020
Attending the ACE program is improving my reading performance.	3.40	3.38
Attending the ACE program is improving my writing performance.	2.90	3.26
Attending the ACE program is improving my math performance.	2.50	3.39
Attending the ACE program is improving my organization skills.	3.30	3.65
ACE teachers are helpful.	3.40	3.88
I receive help with my homework when needed.	3.30	3.65

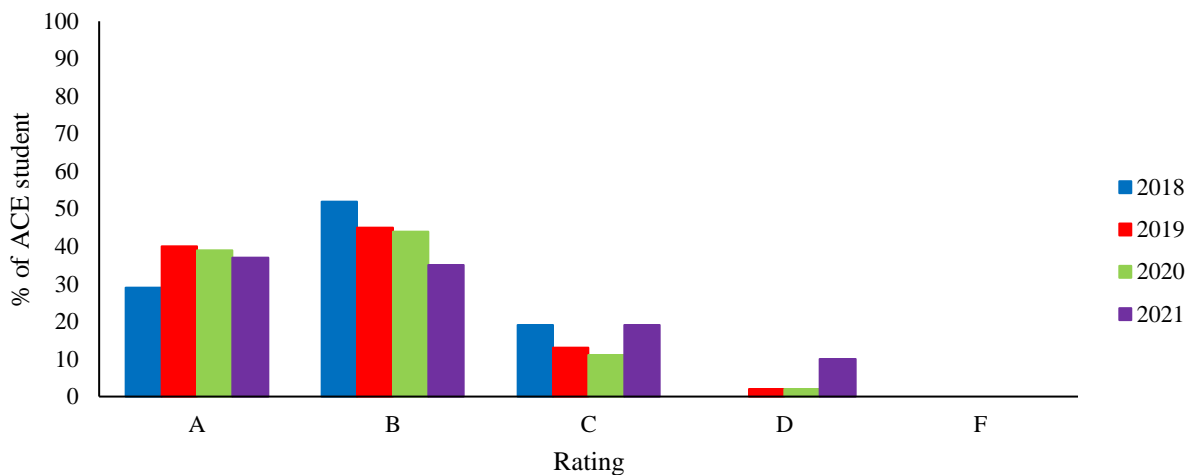
Boles High School

Fall 2021 data was provided for 54 Boles High School attendees. Overall grade ratings were reported for 52 attendees. Grade ratings ranged from “A” to “Mostly B’s and C’s” ratings. Approximately 27% ($n = 14$) of students earned an overall “A” rating. Almost 37% ($n = 19$) earned a “Mostly A’s and B’s” rating and 13% ($n = 7$) of students earned a “B” rating. About 15% ($n = 8$) of students earned “Mostly B’s and C’s” rating.

Reading

Reading ratings were provided for 52 students. The majority of students earned “A” or “B” ratings in reading. Approximately 37% ($n = 19$) of students earned “A” ratings and about 35% ($n = 18$) “B” ratings. About 19% ($n = 10$) earned “C” ratings. Five students earned “D” ratings.

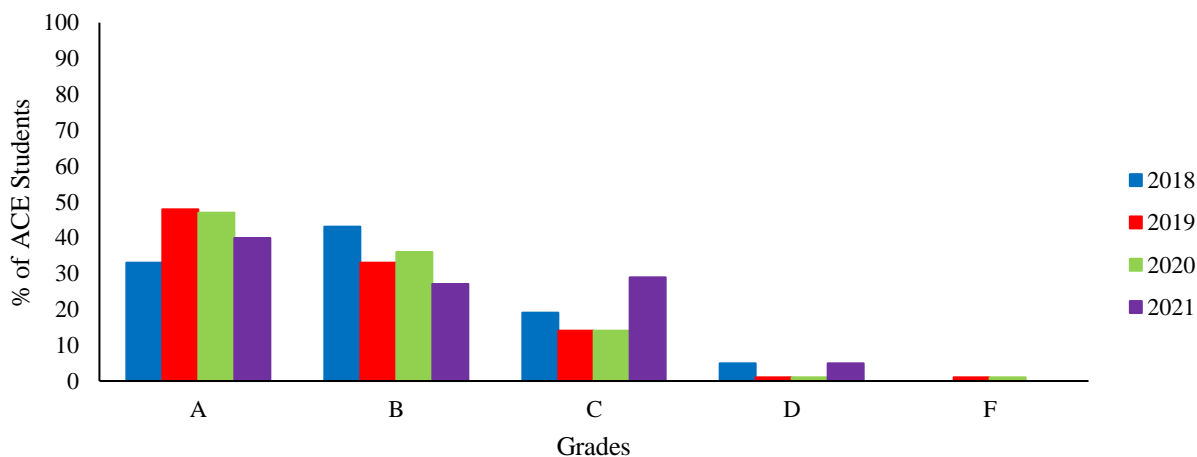
Reading Ratings



Mathematics

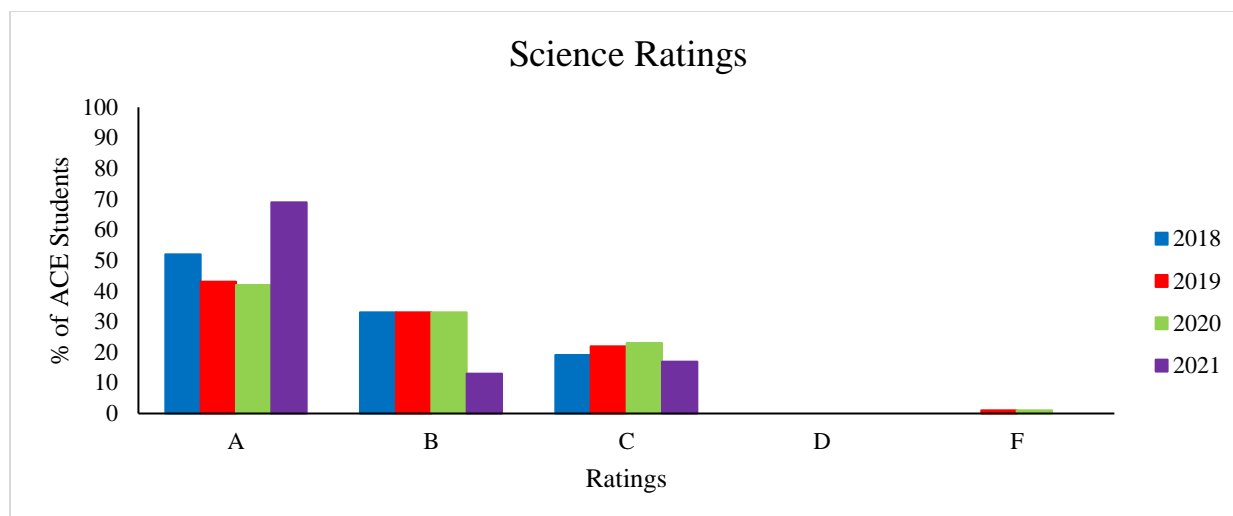
Mathematics ratings were reported for 52 students. Mathematics ratings were an area of relative strength, with 40% of students earning “A” ($n = 21$) ratings, 27% “B” ratings ($n = 14$), and 29% ($n = 15$) earning “C” ratings. Three students earned a “D” rating.

Mathematics Ratings



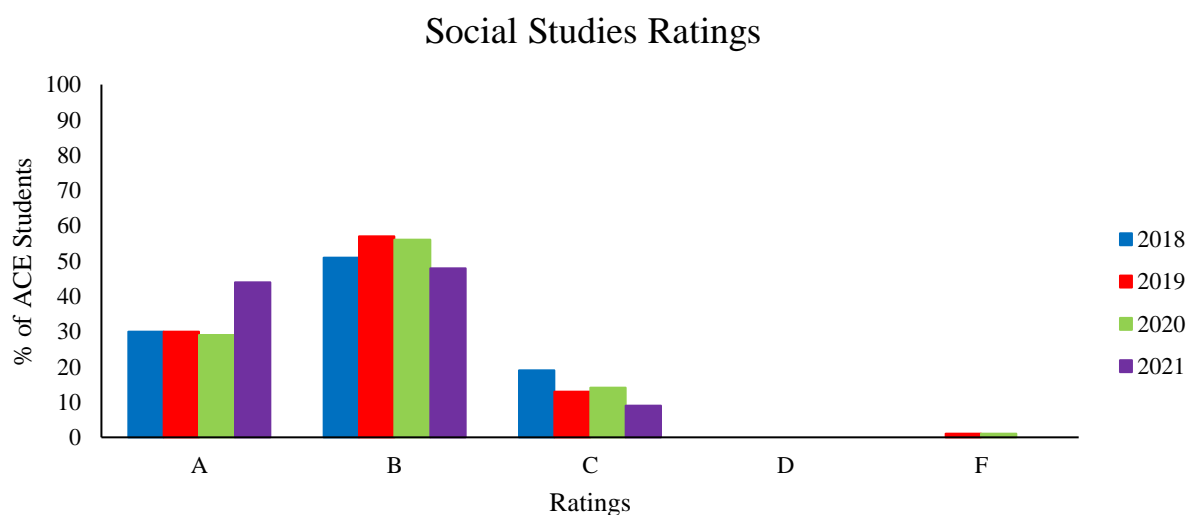
Science

Science ratings were reported for 52 students. More than half of students ($n = 36$, 69%) earned an “A” rating, about 13% ($n = 7$) a “B” rating, and approximately 17% ($n = 9$) a “C” rating.



Social Studies

Social studies ratings were reported for 52 students. Approximately 44% of students ($n = 23$) earned an “A” rating, about 48% ($n = 25$) a “B” rating, and 9% ($n = 5$) a “C” rating.



Interviews and Lesson Plan Reviews

Lesson plan and observations indicate that EBPs continue to be in place to support students’ academic progress. The site coordinator shared that homework assistance and tutoring continue to be available. Lesson plans were available for review and a random sample ($n = 12$) aligned with Texas Essential Knowledge and Skills (TEKS) and supported objectives covered during the school day.

Student Survey Results

Students completed a survey including 12 statements related to ACE program effectiveness. Six of the 12 statements related to academics. Students rated their perceptions of each statement using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Eight students

completed the survey. The mean academic score in 2018 was 3.13 and increased to 3.65 in 2020. Student surveys will be completed during the Fall 2022 semester.

Boles High School Academic Support Ratings

Statement	<i>M</i> 2018	<i>M</i> 2020
Attending the ACE program is improving my reading performance.	3.85	3.90
Attending the ACE program is improving my writing performance.	3.31	3.50
Attending the ACE program is improving my math performance.	3.31	3.33
Attending the ACE program is improving my organization skills.	3.70	3.65
ACE teachers are helpful.	3.62	3.68
I receive help with my homework when needed.	3.77	3.82

Commerce Elementary School

Data were provided for Commerce Elementary School attendees. Data was available for 58 students enrolled in grades kindergarten to second grade. Ratings ranged from “unsatisfactory” to “excellent” for kindergarten students and ranged from “A” to “F” for students enrolled in grades 1 and 2.

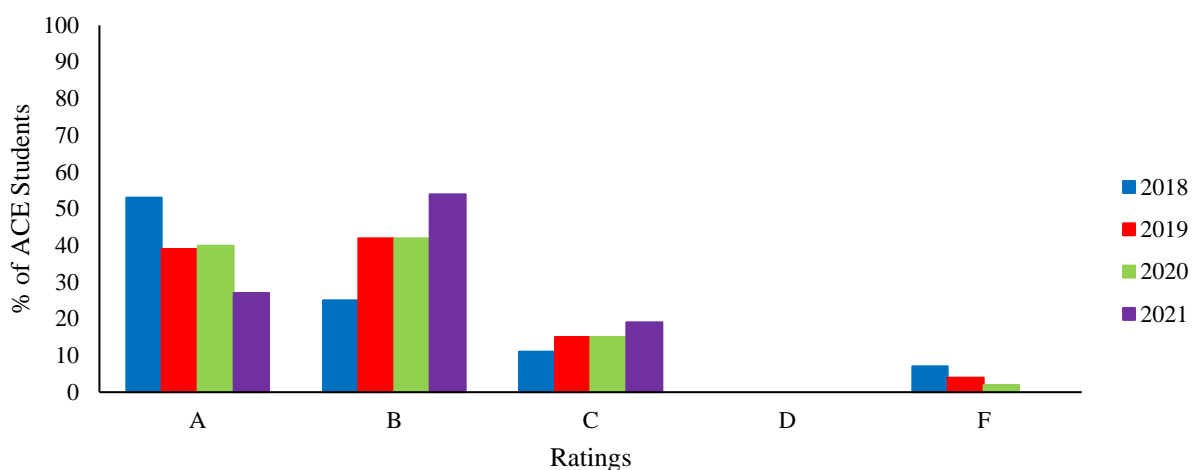
Kindergarten

Data were provided for 14 students enrolled in Kindergarten. The rating scale for content areas includes ratings of “unsatisfactory”, “needs improvement”, “satisfactory”, and “excellent”. The majority of Kindergarten students earned “excellent” ($n = 7$, 50%) or “satisfactory” ($n = 5$, 36%) ratings in Reading. Two students earned “needs improvement” ratings in Reading. Mathematics, Science, and Social Studies were similar to Reading content area ratings. Note: 10 student comments noted “Students’ grade level not updated prior to 2020-2021 semester.” An additional 4 students did not note a comment and reported letter ratings for academic content. These students were not included in Kindergarten ratings.

Grades 1 and 2 – Reading

Data were available for 26 of the 29 students enrolled in grades 1 and 2. The majority of students enrolled in first and second grades earned “A” or “B” reading ratings. About 27% ($n = 7$) of students earned an “A” rating, 54% ($n = 14$) a “B” rating, and 19% ($n = 5$) a “C” rating in reading. Four students earned an “F” rating.

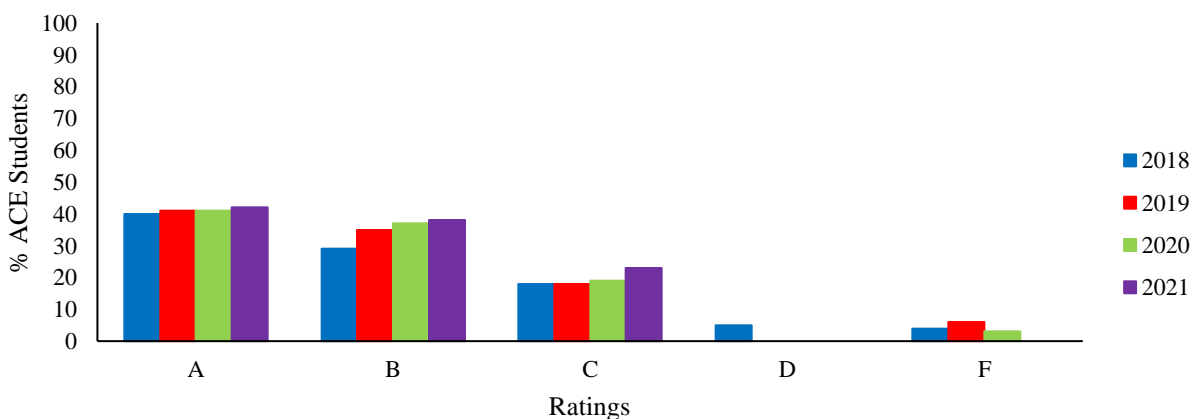
Reading Ratings



Mathematics

Mathematics ratings were reported for 26 students. As in 2018 and 2019, the majority of students earned “A” or “B” ratings with fewer students earning “C” or “D” ratings. About 42% ($n = 11$) of students earned an “A” rating, 38% ($n = 10$) a “B” rating, and 23% ($n = 6$) a “C” rating in reading.

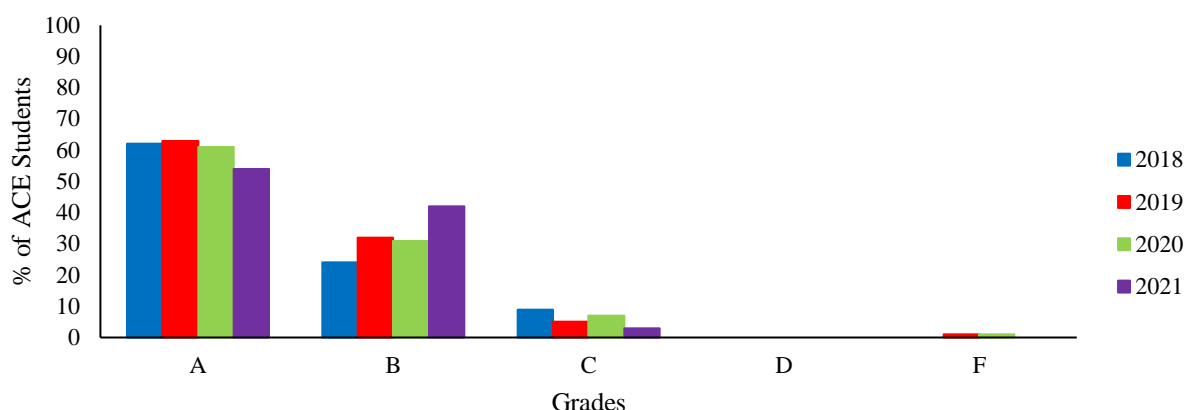
Mathematics Ratings



Science

Science ratings were available for 26 students. The majority of students enrolled in first and second grades earned “A” or “B” reading ratings. About 54% ($n = 14$) of students earned an “A” rating, 42% ($n = 11$) a “B” rating, and 3% ($n = 1$) a “C” rating in Science.

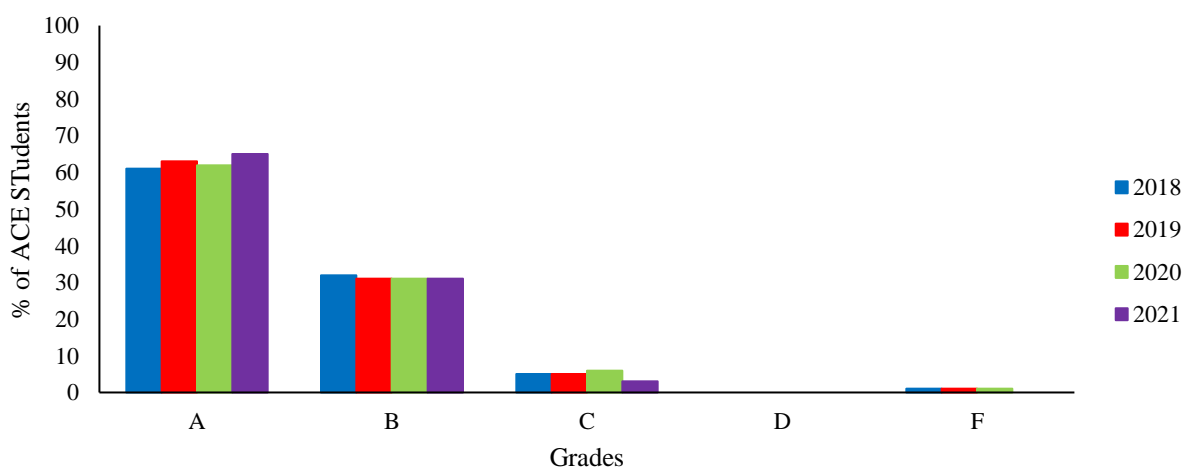
Science Ratings



Social Studies

Social Studies ratings were available for 26 students. Approximately 65% of students ($n = 17$) earned an “A” rating, about 31% ($n = 8$) a “B” rating, and 3% ($n = 1$) a “C” rating.

Social Studies Ratings



Student Surveys

Students in grades K through 2 completed a survey including five statements that asked them to rate their satisfaction with the ACE program by marking a sad face, neutral face, or happy face (i.e., ☹, 😐, 😊). Two statements related to academic support: (1) Going to ACE helps me with school and (2) My ACE teachers are helpful. Student responses were then converted to a Likert scale ranging from 1 to 3, with a sad face equating to a 1, neutral face to a 2, and happy face to a 3. Thirty-four students completed surveys. The overall mean rating for academic support questions was 2.96. A student survey will be completed in Fall 2022.

Commerce Elementary School Grades K-2 Academic Support Ratings

Statement	<i>M</i> 2019	<i>M</i> 2020
ACE helps me with school.	2.85	2.95
ACE teachers are helpful.	2.97	2.96

Coordinator Interviews and Lesson Plan Reviews

Lesson plan reviews and coordinator interviews in the fall and spring indicate that numerous EBPs continue to be in place to support students' academic progress. These practices included computer-assisted reading activities, small groups or one-on-one academic support. Lesson plans reviewed ($n = 11$) aligned with learning objectives covered during the school day and the Texas Essential Knowledge and Skills.

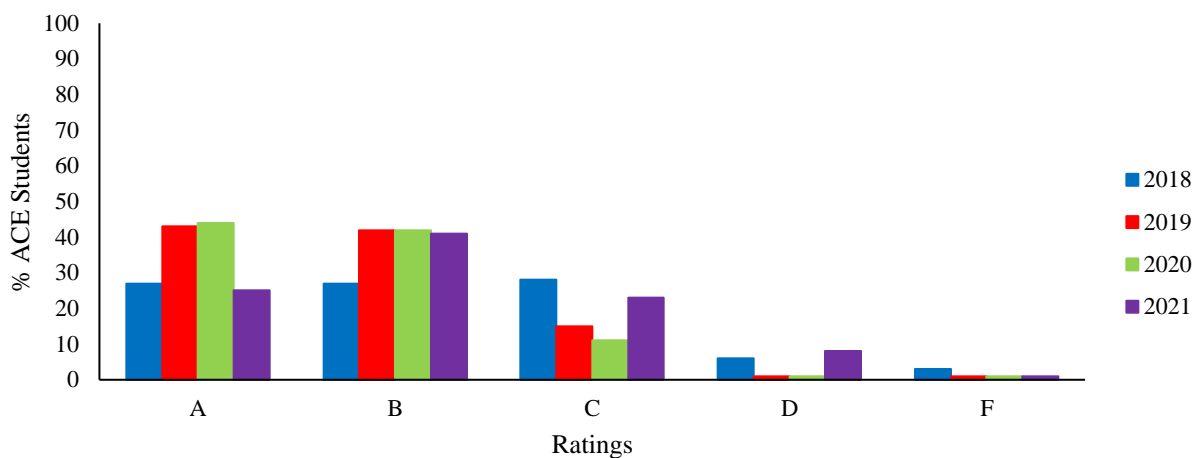
Albert C. Williams Elementary School

Fall 2021 data were provided for 69 students. Grade ratings were reported for 68 students and ranged from A's to Mostly D's and F's. Approximately 15% ($n = 10$) of students earned an overall "A" rating. Almost 32% ($n = 22$) earned a "Mostly A's and B's" rating and 18% ($n = 12$) a "B" rating. About 16% ($n = 11$) of students earned a "Mostly B's and C's" rating and 13% ($n = 9$) a "C" rating. One student earned a "Mostly C's and D's" rating, two students earned a "D's" rating, and 1 student earned a "Mostly D's and F's" rating.

Reading

Data was reported for 68 students in reading. The majority of Albert Williams Elementary students earned a rating of "A", "B", or "C" in reading. AC Williams Elementary increased "A" and "B" reading ratings and decreased "C", "D", and "F" ratings between Fall 2018 and Fall 2020. The number of students earning an "A" rating in reading decreased and the number of "C" ratings increased in 2021. The majority of students attending the Albert Williams Elementary ACE program earned a rating of "A" (25%, $n = 17$) or "B" (41%, $n = 28$) rating in reading. Approximately 24% ($n = 16$) of students earned a "C" rating. Six students earned a "D" rating and one student earned an "F" rating.

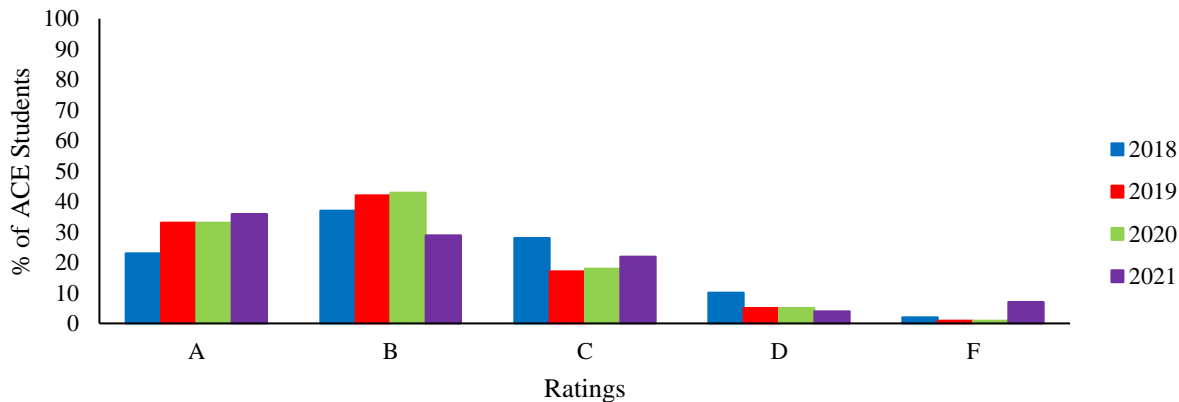
Reading Ratings



Mathematics

Mathematics ratings were reported for 68 students. Results were similar to percentage of students earning “A” or “B” ratings than in previous years. About 37% ($n = 25$) of students earned an “A” rating. Approximately 29% of students earned “B” ($n = 20$) rating and 22% a “C” ($n = 15$) rating. About 4% of students ($n = 3$) earned a “D” rating and about 7% ($n = 5$) had an “F” rating.

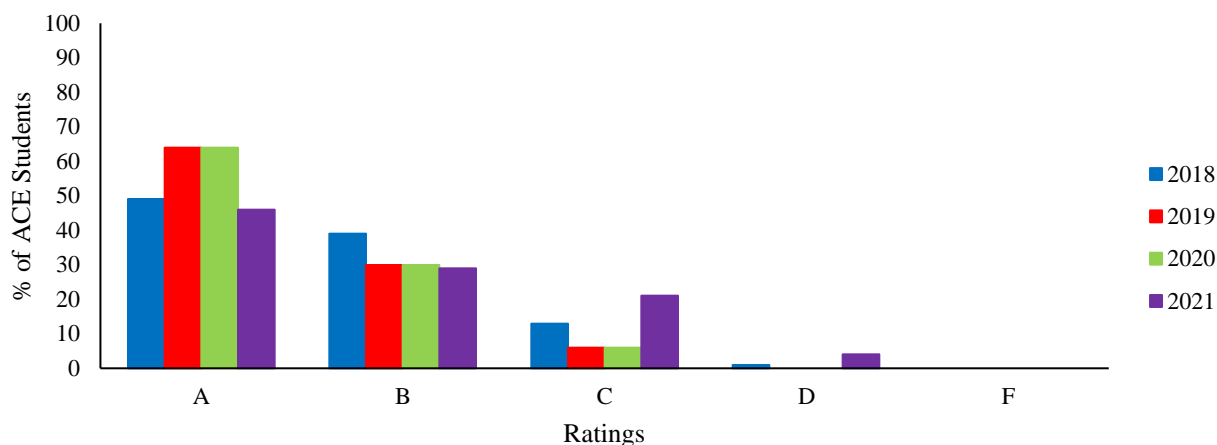
Mathematics Ratings



Science

Science ratings improved from 2018 to 2020. A decrease in “A” and “B” ratings occurred in 2021. Science ratings were reported for 68 students. The majority of students earned an “A” rating ($n = 31$, 46%) followed by a “B” rating ($n = 20$, 29%). Approximately 21% ($n = 14$) of students earned a “C” rating. Three students (4%) earned a “D” rating.

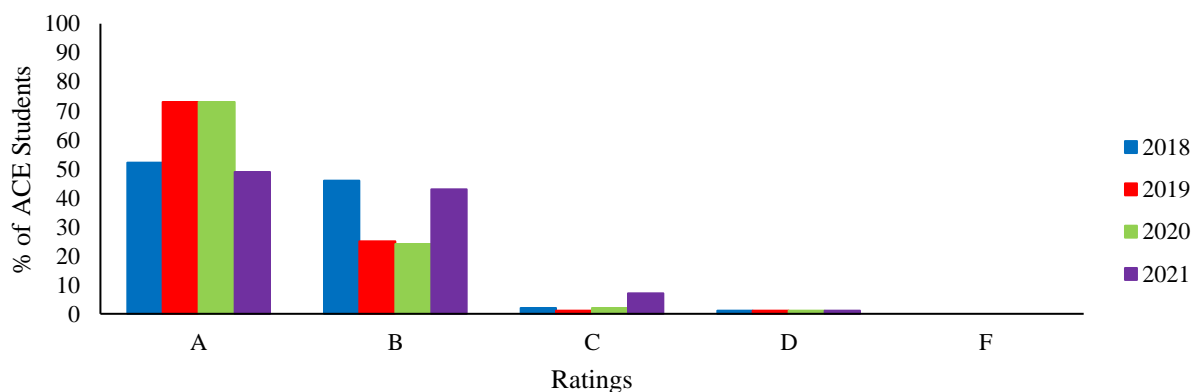
Science Ratings



Social Studies

Social studies ratings were available for 68 students. Slightly less than half of students ($n = 33$, 49%) earned an “A” rating, about 43% ($n = 29$) a “B” rating, and 7% ($n = 5$) a “C” rating. One student earned an “D” rating.

Social Studies Ratings



Educator Perceptions.

School administrators, teachers, and related services (counselor, librarian) were interviewed in February 2022. At that time, teachers reported recent changes in the ACE site coordinator and staffing adjustments have been positive and “students appear to be responding well.” Prior to staff changes, there were reported difficulties with students failing to remain in their assigned area, completing assignments, and being actively engaged in activities during ACE time (see March 2022 site visit summary).

Commerce Middle School

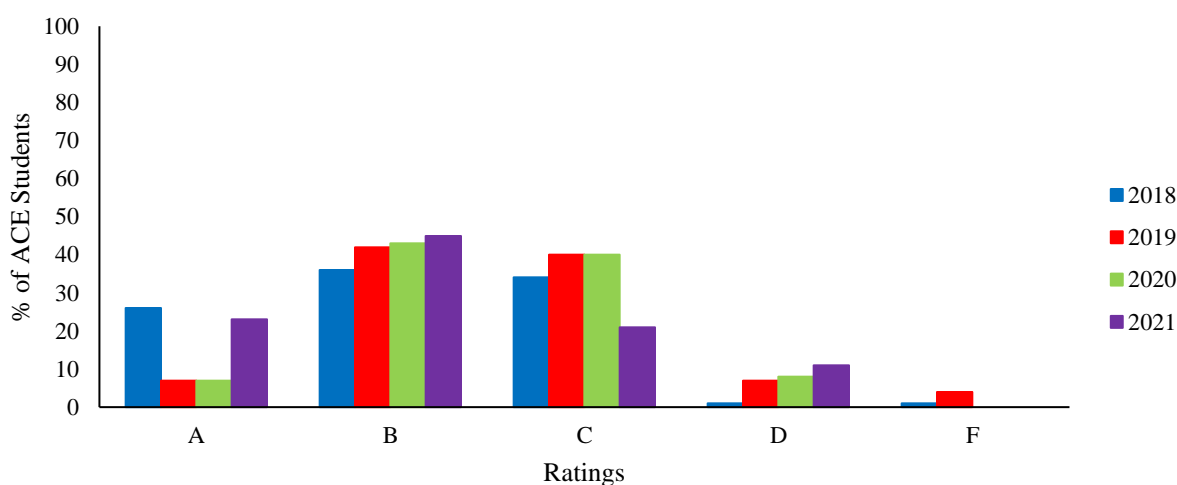
Fall 2020 data were provided for 56 Commerce Middle School ACE attendees. Of those 56 students, overall grade ratings were provided for 53 students. Grade ratings ranged from “A’s” to “Mostly C’s and D’s”. Approximately 13% ($n = 7$) of students earned an overall “A” rating.

About 17% ($n = 9$) earned a “Mostly A’s and B’s” rating and about 23% ($n = 12$) earned a “B’s” rating. Less than a quarter of students enrolled ($n = 10$, 19%) earned a “Mostly B’s and C’s” rating. About 26% ($n = 14$) of students earned a “C” rating and 4% ($n = 2$) of students earned a “Mostly C’s and D’s” rating.

Reading

Data were reported for 53 out of 56 ACE participants. The majority of Commerce Middle School students earned a rating of “A”, “B”, or “C” in reading. Almost 70% of students earned an “A” or “B” rating (A = 23%; $n = 12$; B = 45%, $n = 24$). Approximately 21% ($n = 11$) of students earned a “C” rating and 11% ($n = 6$) earned a “D” rating.

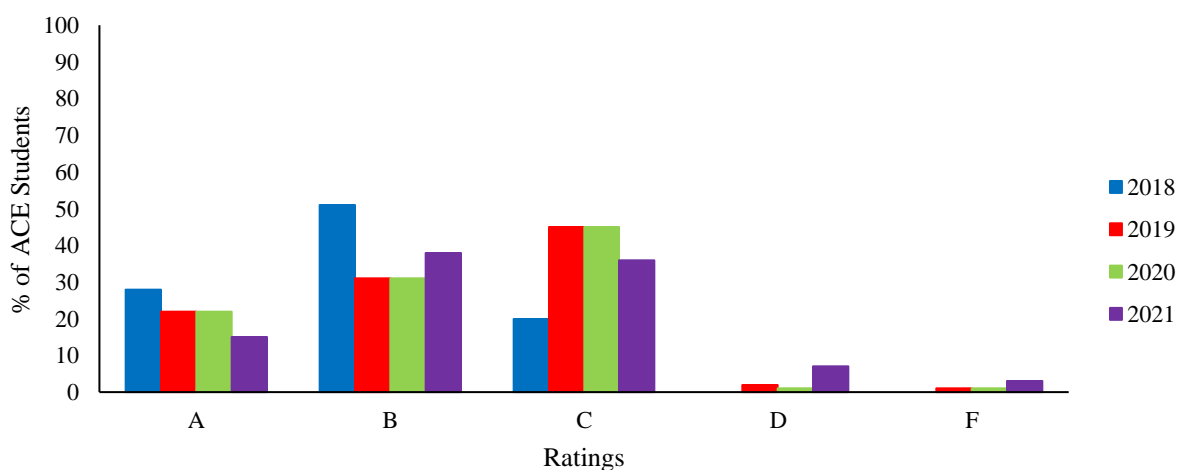
Reading Ratings



Mathematics

Mathematics ratings were available for 53 students. Mathematics ratings are an area of relative strength with 15% ($n = 8$) of students earned an “A” rating. Remaining students earned “B” ($n = 20$, 38%) or “C” ($n = 19$, 36%) ratings. Four students earned a “D” rating and two students earned an “F” rating.

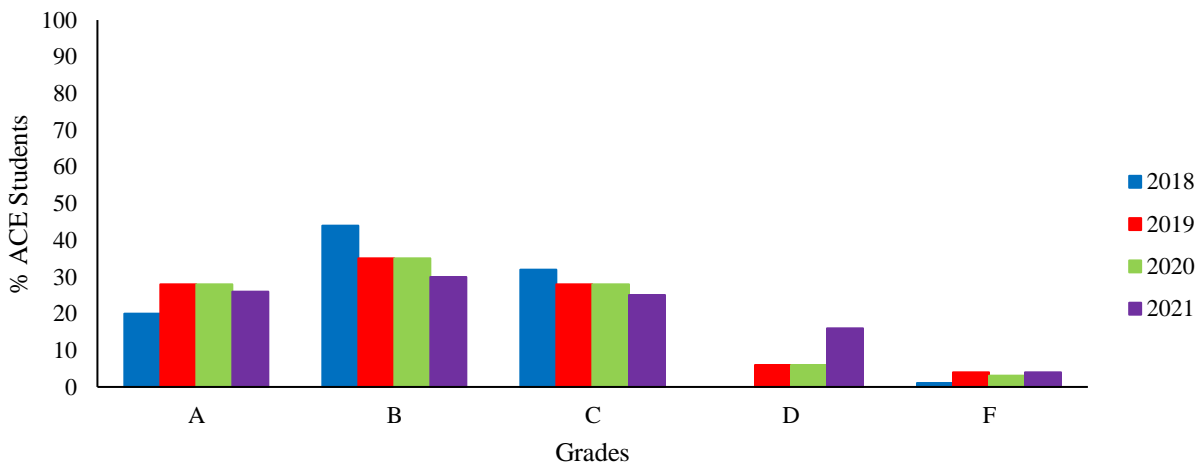
Mathematics Ratings



Science

Science data were reported for 53 students. Most students earned an “A” ($n = 14, 26\%$), “B” ($n = 16, 30\%$), or “C” rating ($n = 13, 25\%$). Ten students earned a “D” or “F” rating. Data were unavailable for 12 students.

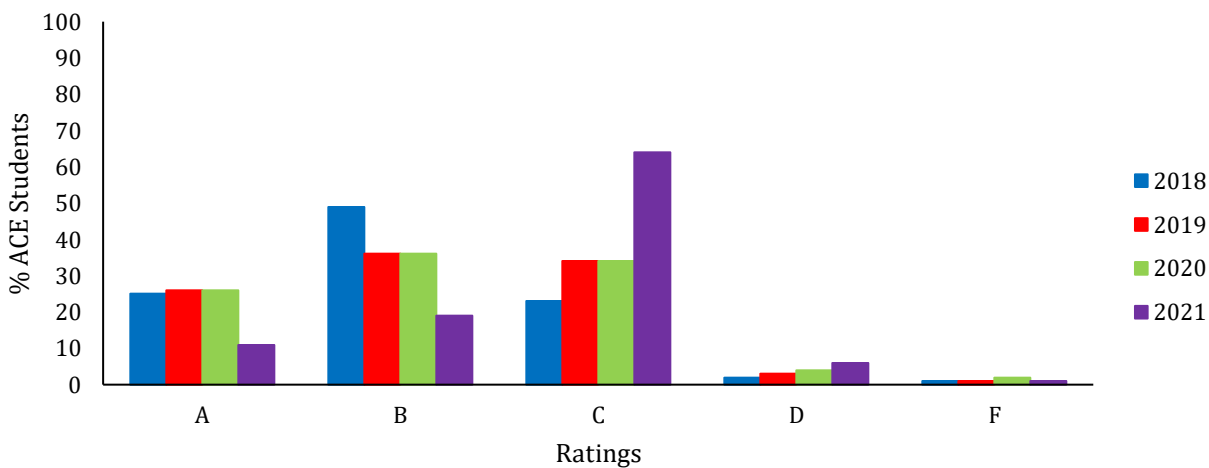
Science Ratings



Social Studies

Social Studies ratings were available for 53 students. About 30% of students earned an “A” ($n = 6, 11\%$) or “B” ($n = 10, 19\%$) rating. About 64% ($n = 34$) earned a “C” rating. Two students earned a “D” rating and one student earned an “F” rating.

Social Studies Ratings



Student Surveys

Students completed a survey including 12 statements related to ACE program effectiveness. Six of the 12 statements related to academics. Students rated their perceptions of each statement using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Sixty-seven students completed the 2020 survey. Student surveys will be completed during the Fall 2022 semester.

Commerce Middle School Academic Support Ratings

Statement	<i>M</i> 2018	<i>M</i> 2020
Attending the ACE program is improving my reading performance.	2.43	2.59
Attending the ACE program is improving my writing performance.	2.60	3.30
Attending the ACE program is improving my math performance.	2.73	3.79
Attending the ACE program is improving my organization skills.	3.20	3.66
ACE teachers are helpful.	3.17	3.79
I receive help with my homework when needed.	2.90	3.24

Coordinator Interviews

The coordinator shared that she was comfortable with the Quality Indicator reports and was doing well. She declined an interview or training to support data collection and progress monitoring. Lesson plans reviewed aligned ($n = 3$) with the Texas Essential Knowledge and Skills as well as the district curriculum.

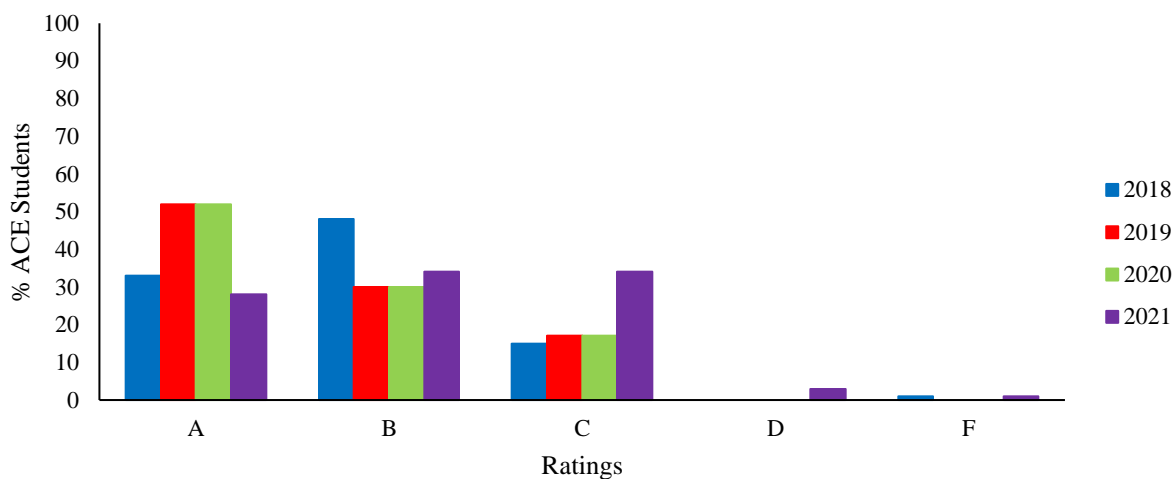
Commerce High School

Fall 2021 data was provided for 82 of the 89 Commerce High School ACE attendees. Overall grade ratings were available for 82 students and ranged from “A’s” to “Mostly C’s and D’s”. Approximately 27% ($n = 22$) of Commerce High School students earned “A” ratings and about 7% ($n = 6$) “Mostly A’s and B’s” ratings. About 15% ($n = 12$) earned a “B” rating and 29% ($n = 25$) a “Mostly B’s and C’s” rating. About 17% ($n = 14$) earned a “C” rating and three students earned a “Mostly C’s and D’s” rating.

Reading

Grade ratings were available for 82 students. The majority of the students earned a rating of “A” or “B” rating in Reading. Over 60% of students earned an “A” or “B” rating (A = 28%, $n = 23$; B = 34%, $n = 28$). Approximately 34% ($n = 28$) of students earned a “C” rating. Three students earned a “D” rating.

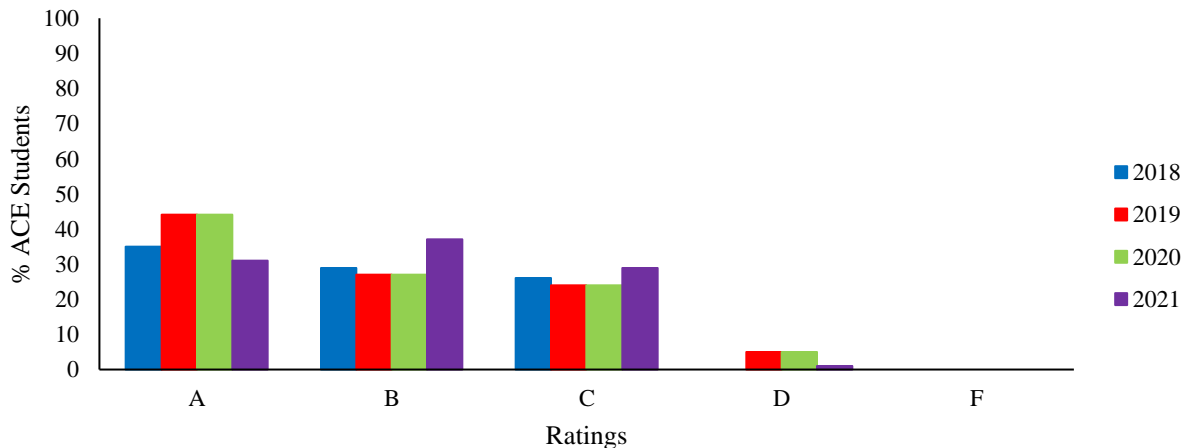
Reading Ratings



Mathematics

Mathematics ratings were available for 82 students. About 31% ($n = 26$) of students earned an “A” rating. Remaining students earned “B” ($n = 30$, 37%), “C” ($n = 24$, 29%), or “D” ($n = 1$, 1%) ratings.

Mathematics Ratings

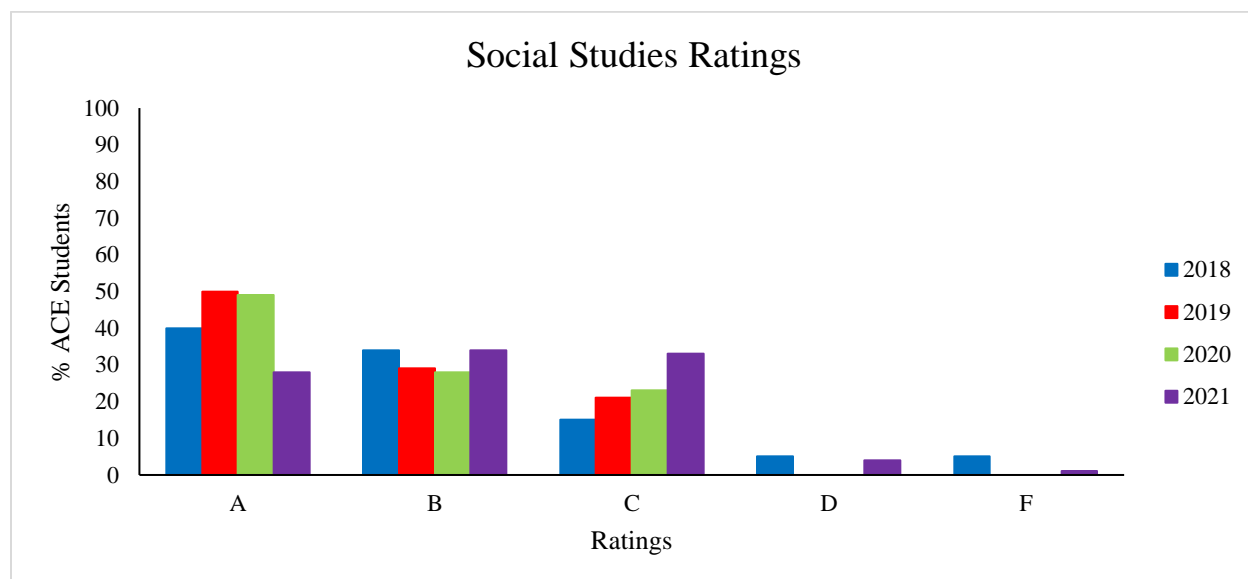


Science

Science ratings were available for 82 students and is an area of relative strength with 29% ($n = 24$) of students earned an “A” rating. Remaining students earned “B” ($n = 23$, 28%), “C” ($n = 28$, 34%), or “D” ($n = 6$, 7%) ratings.

Social Studies

Social Studies ratings were reported for 82 students. The majority of students earning an “A” ($n = 23$, 28%) or “B” ($n = 28$, 34%) rating. About 33% ($n = 27$) earned a “C” rating. Three students earned a “D” rating and one student earned an “F” rating.



Student Survey Ratings

Students completed a survey including 12 statements related to ACE program effectiveness. Six of the 12 statements related to academics. Students rated their perceptions of each statement using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Eighty-four students completed the 2020 survey. Students will complete a survey in the Fall of 2022.

Commerce High School Academic Support Ratings

Statement	<i>M</i>	
	2018	2020
Attending the ACE program is improving my reading performance.	3.21	3.64
Attending the ACE program is improving my writing performance.	3.00	3.56
Attending the ACE program is improving my math performance.	2.95	3.64
Attending the ACE program is improving my organization skills.	3.50	3.66
ACE teachers are helpful.	3.37	3.24
I receive help with my homework when needed.	3.21	3.33

Coordinator Interview

An interview with the site coordinator occurred during the Fall 2021 semester. Several EBPs were reported to support students' academic progress. These practices included differentiated instruction, Universal Design for Learning, PBIS, and computer-assisted instruction were noted. Lesson plan reviews (n = 12) confirmed strategies and interventions were in place to address areas of student need.

Target 2: Increase Attendance and On-time Advancement

Fall 2021 student attendance data including days present and days absent were reviewed. Percentages of students who earned perfect attendance, were absent five or less days, and were absent six or more days were used to summarize student attendance by site and provide a comparison between Year 1, Year 2, Year 3, and Year 4. Students missing 5 or more days are considered to be at-risk. However, it is important to note that Year 2, 3, 4 attendance was impacted by the ongoing COVID pandemic. Some virtual instruction/attendance options were provided in Year 2 and Year 3. Students continue to be impacted by the pandemic and have missed school time due to associated illness. Mentoring, tutoring, and parent support were provided as evidenced by training logs and tutoring plans developed in collaboration with school staff.

Percentage of Students with Absences

<i>School</i>	<i>% Perfect Attendance</i>				<i>% < 5 days Absent</i>				<i>% > 6 days Absent</i>			
	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>
Boles Elementary School	16%	17%	19%	34%	78%	73%	74%	75%	22%	27%	27%	25%
Boles Middle School	30%	25%	20%	25%	89%	79%	86%	90%	9%	19%	14%	13%
Boles High School	19%	36%	36%	20%	81%	88%	92%	87%	19%	12%	8%	15%
Commerce Elementary	26%	31%	31%	8%	82%	80%	84%	41%	17%	20%	16%	58%
AC Williams Elementary	34%	32%	32%	16%	84%	90%	90%	62%	15%	10%	10%	38%
Commerce Middle School	2%	17%	18%	39%	47%	69%	68%	84%	47%	31%	32%	16%
Commerce High School	4%	4%	5%	11%	49%	56%	56%	51%	47%	44%	44%	49%

Target 3: Increase Parental Involvement

Trainings and events were conducted between September 2021 and June 2022. Opening sessions were attended by all Boles families and the majority of Commerce families. An advisory board is in place and meetings were held to elicit parent and community input as evidenced by meeting agendas and minutes. Site Coordinators worked collaboratively to support family involvement and host activities with school districts and across sites. A table summarizing 2021-2022 family involvement events is provided below.

<i>School</i>	<i>Events</i>
Boles Elementary School	Painting with a Twist Reading Warriors Chinese New Year Open House Family BBQ Dallas Zoo
Boles Middle School	Open House Culinary Night
Boles High School	Esports Night Parent Club Meetings
Commerce Elementary School	Esports Night Literacy Night ACE Showcase Movie Night
AC Williams Elementary School	Watch Dog Night ACE Showcase

Commerce Middle School	Movie Night Tiger Night Game Night
Commerce High School	Tiger Night Esports Open House

Parent focus groups were completed during the Fall 2021. Overall themes from the focus groups were positive with recommendations for increasing access and supports for students from diverse backgrounds. One parent shared, “the ACE program was helpful during my son’s middle school years as well as his freshman year. The program allowed me to work and ensure homework was completed.” Another parent shared that ACE activities helped her son to “complete a job application and interview for a job as a cook.” A third parent shared that her daughter “got assistance with completing college applications” and that she would not have been able to help her at the “same level” as ACE staff.

Surveys were completed in 2019 and 2021. The survey included Likert type statements and three open ended questions related to academics, attendance, parent involvement, graduation and career readiness, and positive behavioral interventions and supports. Both Spanish and English survey options were available to families. Parents rated their agreement with each statement on a scale of one to four with one being a strongly disagree and four being strongly agree. Seven of the questions related to ACE parent involvement and participation. Overall, parents indicate that they *Agree* or *Strongly Agree* with statements related to parent involvement.

Parent Involvement Survey Results

Statement	<i>M</i> 2019	<i>M</i> 2021
I feel that I have a clear understanding of ACE’s goals and objectives.	3.61	3.89
The hours of ACE meet my needs.	3.78	2.74
ACE staff maintains open communication with me. They provide me with adequate information about my child and program activities.	3.70	3.89
ACE staff has provided helpful information about, and referrals to, health-related services when my family has needed them.	2.93	3.66
I feel welcome to visit ACE.	3.41	3.45
I would recommend ACE to other parents for their children.	3.68	3.89
The site coordinator recognizes me when I visit ACE and at activities or events.	3.71	3.89
I often help out or volunteer.	3.46	3.22

Target 4: Increase Graduation Rates and Career Competencies

Boles High School and Commerce High School ACE participants completed career readiness evaluations and had the opportunity to participate in a variety of career and technical education assessments. In addition to graduation rates, student focus groups, observations, and site coordinator interviews suggest that the ACE program is making sufficient progress towards Target 4: Increase graduation rates and career competencies.

The 2018-2019, 2019-2020, 2020-2021, and 2021-2022 on-time graduation rates were 100% for both Boles High School and Commerce High School.

Boles High School – Site Coordinator Interview and Observation

The site coordinator shared that all attendees have completed career assessments and have discussed results with staff and that ACE staff are working in collaboration with career and technical education teachers at the high school to provide wraparound services and access to the necessary training to pursue post-secondary education and training opportunities. Students have continued to work on objectives that do not require face-to-face instruction including safety and certification test preparation during remote instruction.

Commerce High School – Site Coordinator Interview and Observation

Students continue to be engaged in a variety of career and technical education options. Interviews and observations indicate welding instruction by a career and technical education teacher, completing career assessments, studying for the SAT exam, and working on academic assignments in small groups. The site coordinator shared student and staff data collection procedures and plans for increasing career and technical education opportunities that align with student interests. Students have continued to work on objectives that do not require face-to-face instruction including safety and certification test preparation during remote instruction.

Target 5: Decrease Discipline Referrals

Fall 2021 office referral data including criminal and non-criminal referrals is summarized below. Descriptive statistics were used to summarize disciplinary referrals by site and provide a baseline for progress monitoring and future program evaluations. This year, no criminal offences were reported. All referrals were for non-criminal offences.

Disciplinary Referrals by Site

<i>School</i>	<i>Total Non-Criminal Referrals</i>				<i>% Students with One or More Referrals</i>				<i>Referral Range Per Student</i>			
	18	19	20	21	18	19	20	21	18	19	20	21
Boles Elementary	7	8	9	0	7%	7%	7%	1%	0-1	0-2	0-2	0-1
Boles Middle	30	3	3	0	18%	2%	1%	0%	0-5	0-1	0-3	0
Boles High	4	23	23	17	14%	16%	16%	31%	0-2	0-3	0-3	0-8
Commerce Elementary	54	6	9	1	15%	6%	4%	2%	0-15	0-3	0-3	0-8
AC Williams Elementary	170	106	106	24	28%	22%	22%	21%	0-18	0-13	0-13	0-4
Commerce Middle	220	74	74	19	59%	28%	26%	18%	0-16	0-8	0-8	0-5
Commerce High	29	2	6	6	22%	2%	2%	4%	0-3	0-3	0-3	0-2

Recommendations

1. ACE attendance decreased during the 2021-2022 school year. This may be due to the face-to-face attendance rather than virtual options. Increasing family involvement activities and communication as well as collaboration with teachers and school administrators has the potential to increase enrollment. The National Center for Family, School, and Community Engagement has resources that may be beneficial. See <https://nafsce.org/>
2. Commerce Elementary School data notes indicated that student grade levels were not adjusted for the Fall 2021 semester and several students enrolled Grade 1 had grade ratings rather than letter grades. Checking data accuracy and resolving grade level reporting issues would support tracking student progress.
3. Staff turnover has occurred. It may be helpful to provide additional trainings to support new site coordinators and also have veteran coordinators continue to mentor and support new coordinators.
4. Results of the evaluation suggest that ACE attendees continue to make academic progress. Below are no cost resources that can assist with maintaining, and increasing, academic progress.

Resource	Link	Description
Reading Rockets	http://www.readingrockets.org/	Reading Rockets is a national public media literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help.
University of Florida Literacy Center	https://education.ufl.edu/ufl/about/	Provides resources and lessons to support after school reading tutoring.
IRIS Center Trainings	https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/	Interactive online trainings related to literacy, reading, and writing.
Florida Center for Reading Research	https://www.fcrr.org/resources/	FCRR explores all aspects of reading instruction- basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.
National Council for Teachers of Mathematics	https://www.nctm.org/	NCTM provides services concerning mathematics education in the United States and Canada.

National Library of Virtual Manipulatives	http://nlvm.usu.edu/en/nav/vlibrary.html	The NLVM is an National Science Foundation (NSF) supported project that began in 1999 to develop a library of uniquely interactive, web-based virtual manipulatives or concept tutorials for mathematics instruction (K-12 emphasis).
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5. Continued training to increase student attendance; social, emotional, and behavioral progress; and implementation of Positive Behavioral Interventions and Supports (PBIS) is warranted. Individual staff coaching may also be beneficial. Below the table are specialists who may be able to assist with training. Below are resources and specialists who may be able to assist with training.

Resources to Assist with Positive Behavioral Supports

Resource	Citation	Summary
Book: Managing Problem Behaviors	Kauffman, J. M., & Brigham, F. J. (2009). <i>Working with troubled children</i> . Verona, WI: Attainment.	User friendly resource for parents, support personnel, and teachers that shares empirically validated strategies for students with complex behavioral challenges
Technical Assistance Document: VDOE Guidelines for Handling Behaviors During Emergencies	http://www.doe.virginia.gov/support/student_conduct/guidelines_managing_behaviors_emergency.pdf	Provides strategies for challenging behaviors during emergency situations; addresses use of physical restraint and seclusion
Technical Assistance: Behavior Intervention Planning Tool	http://www.interventioncentral.org/tools/behavior-intervention-planner	Provides a step-by-step guide to drafting a BIP; links to other research based cites that provide additional resources and information
Book: Tools to Develop BIPs	Lane, K. L., & Beebe-Frankenberger, M. (2004). <i>School-based interventions: The tools you need to succeed</i> . Boston, MA: Allyn & Bacon.	Shares forms that can be used to develop goals and collect data; emphasizes instruction and treatment fidelity
Online Training: IRIS Center	http://iris.peabody.vanderbilt.edu/module/bi2/	Training modules that provide step by step instruction and resources to develop comprehensive BIPs
Book: Behavior Intervention Strategies	Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2011). <i>Managing challenging behaviors in schools: Research-based strategies that work</i> . New York, NY: Guilford Press.	Shares practical strategies and numerous consumables to assist with behavior management at the classroom and individual levels

6. An advisory board is in place. Their input and feedback will be important in continuing to make program improvements and monitor overall program effectiveness. The evaluator is available to share findings from this evaluation should it be helpful.
7. Consider trainings to support data collection, progress monitoring, and making programmatic decisions. The program evaluator is available to provide both face-to-face and virtual trainings by site, district, or program.

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September 2, 2022
Date