

Afterschool Centers on Education

Cycle 10 Year 1

Hooks Independent School District

Final Report 2018-2019

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This report summarizes TEA's reporting requirements of the Afterschool Centers on Education (ACE), as specified in the mandated report elements provided by TEA in Appendix 31 of the PRIME Blueprint for Texas ACE.

I. Executive Summary

The executive summary succinctly highlights the most important process and outcome evaluation findings and presents key information about the grant and centers being served. The summary should also include common strengths, recommendations, and next steps across all centers serve. The summary may also include any unique center attributes deems important for understanding successes or areas for improvement. An effective summary visually displays the most relevant and action information and can stand alone.

In this document a summary of findings of a process and an outcomes evaluation of the Cycle 10, Year 1 Texas 21st Century Community Learning Centers program or “ACE program” (an acronym for “Afterschool Centers on Education,”) is presented under provisions of the Federal “No Child Left Behind Act” and its replacement, “Every Student Succeeds Act,” Hooks ISD received a funding Cycle 10 grant from the Texas Education Agency (TEA) to provide 21st Century Community Learning Centers (21st CCLC) programming at three (3) campuses or “program center sites.” This report examines data that documents findings for program operations at the three participating campuses: **Hooks High School, Hooks Junior High, and Hooks Elementary.**

To determine the overall success of the program, we now look at the level of achievement of the ACE goals – outputs and outcomes:

Strong level of Student and Adult Participation: All sites met their student and adult targets by serving or surpassing the required numbers of Regular students and parents. Total enrollment at the three campus sites ranged from 106, 131 to 170 for a total of 407 students. Regular students served ranged from 78, 87, to 101 for a total of 266. The number of adults served across all sites was 223.

Intermediate Outcomes:

- Strong dosage with 45 Day attendance; Hooks High School at 87; Hooks Junior High at 78; and Hooks Elementary at 101.
- Hooks projected that regular students would increase proficiency in English/Reading, Math, Science, and Social Studies. Hooks did maintain academic performance with fall grades at 86% compared to spring grades at 86%. This is significant especially since the ACE students started out much lower than their non ACE peers.
- Parent and Family participation was strong at all three centers: Hooks High School; required 25; year total was 50, Hooks Junior High required 40; year total was 72, and Hooks Elementary required 50; year total was 101. Total adults were at 223.

Strong leadership:

In terms of the Project Director, effective management and administration skills were noted as critical to the success of the program. Stakeholders of campuses discussed the role of the Project Director in fostering a supportive environment with open communication and closer relationships. The site coordinators were viewed as critical to building cohesion among the entire staff. Surveys also indicated high satisfaction among staff regarding leadership.

Strong relationships with their corresponding school:

All of the observed afterschool programs maintained very close ties with their day school counterparts. Several factors were especially important across all of the programs in achieving successful bridging between the two. First, day school and afterschool centers frequently shared common staff. Second, strong ties between day and afterschool programs were maintained through an internal alignment of goals and curriculum.

Strategies for parental engagement and awareness:

All of the programs provided parents with opportunities for meaningful engagement with the afterschool program. Parental participation was reportedly high at the observed campuses, all programs implemented strategies to keep parents informed of, aware of, and interacting with the ACE activities. For the most part, communication with parents occurred daily when parents arrived to pick up their children from the afterschool program. Parental communication also occurred by telephone and invitations for parents to attend special events.

A variety of academic and enrichment instructional practices:

The centers created innovative activities. Example of these included Xbox KINET, Pathfinders, Archery, Diesel Technology, Drivers Education, Welding, and Woodworking.

Among the most notable *process findings* of the external evaluation of Principal Solutions, Inc. were the following:

- The Hooks ISD's ACE (After-School) Program implemented quite effectively after-school education at its three centers and supported it well through collaboration, resources, leadership, staffing, and guidance.
- All Hooks ISD's sites met or exceeded their respective regular student and adult participation numbers required by the grant.
- The activities adopted were appropriate and implemented with fidelity to each center's as well as ACE's underlying theory of change and Logic Model.
- Federal and state requirements for "activity components" – Academic Support, Enrichment, Family Services, College and Career Readiness – were met fully or often exceeded by the ACE program at all centers.
- Student participants in the program and the parents of such participants expressed quite positive feelings about ACE site coordinators and about meeting its intended objectives.

- There was close alignment between the activities adopted at each ACE center and the curriculum of each associated day school. Particularly noteworthy in this regard was a general emphasis on enrichment at ACE centers, an emphasis which supplemented Hooks ISD's district-wide emphasis on college preparation and career readiness.
- All federal and state operations requirements (hours, times per week and the like) were met fully at all of the three sites.
- The program was perceived quite positively by student participants. An examination of surveys of 160 students conducted district-wide, revealed quite positive feelings about the program. Among the questions posed on the surveys were, "I am getting better grades," to which 95% of program participants answered "most of the time to yes" for students in grades 3-12. Additionally, in the spring 93% of ACE participants indicated that the activities have taught me new things" most of the time to yes."
- Similarly, quite positive perceptions were reported by the parents of ACE participants. During the academic year the ACE program asked parents of all students to complete a survey including their experiences with ACE. Overall, the responses of parents with children participating in ACE were overwhelmingly positive. For example, in response to the question, "ACE is a necessary service to the community parents responded at 100% "absolutely agree". Similarly, when asked, "My child is talking about going to college," 73% of parents for whom the question applied responded "always", 23% responded "sometimes", 3% responded "rarely", and 1% responded "never".

Based upon the above findings and other observations, the Principal Solutions, Inc., external evaluator adopted a set of *findings* and *recommendations*.

Hooks Elementary Findings and Recommendations

Finding #1: In the spring 2019, the Project Director, External Evaluator, and Site Coordinators analyzed the results of the Weikart Academic Skill Building observations which revealed a need for activity sessions to include more open-ended questioning.

Recommendation #1: Consider during activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what students are doing and what they are thinking about to others (e.g. each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).

Site Coordinator's Response: Hooks Elementary Site Coordinator will implement professional development trainings to ensure that teachers are more aware of how to implement open-ended questions.

Next Steps: Professional Development and Staff Training.

Finding #2: Number of days absent from school fall 2018 was 183 for Regular ACE students and 305 in spring 2019. Regular ACE participants increased the number of days absent from school comparing fall 2018 to spring 2019.

Recommendation #2: Daily school attendance continues to be an area needing improvement for students in at-risk situations. Given the increase of absences from fall 2018 to spring 2019 regarding daily school attendance, the recommendation is to continue to encourage staff to emphasize the importance of regular attendance with ACE participants and their parents in order to improve the outcome of this finding.

Site Coordinator's Response: I believe that this is due to the cold weather which causes many illnesses for children. Also, the spring results in allergy related illnesses. Students seem to be sicker in the spring semester rather than the fall semester. Research shows that spring attendance declines from fall attendance in most cases.

Next Steps: Provide family engagement opportunities that stress the importance of school attendance and how it is beneficial in students' success. Also, provide informative health information to families on how to prevent illness and how to keep their children healthy during this season.

Hooks Junior High Findings and Recommendations

Finding #1: In the spring 2019, the Project Director, External Evaluator, and Site Coordinators analyzed the results of the Weikart Academic Skill Building observations which revealed a need for activity sessions to include more open-ended questioning.

Recommendation #1: Consider during activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what students are doing and what they are thinking about to others (e.g. each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).

Site Coordinator's Response: Some activities make it easier to ask the questions within the lesson. Training will be provided for questioning for intentional reflections at the beginning, middle, and end of the lesson through different medias such as paper, exit tickets, digitally, turn and talks, and others.

Next Steps: Provide staff with training and tools to question students about the task they are working on.

Finding #2: In the category of College and Workforce Readiness within the 2018-2019 Activity Attendance Report there were (0) activities in the fall and (1) activity in the spring offered to students. No College and Workforce Readiness activities listed in TX21st for the fall semester.

Recommendation #2: Be sure that activities are entered correctly in TX21st. Career Field Explorations, You Matter Club, Meteorology, and Nutritional Values of Food could have been coded College and Workforce Readiness. This is to ensure proper tracking, but to help illustrate to stakeholders that the Center is offering activities aligned to the Logic Model.

Site Coordinator's Response: Coding is entered wrong on TX21st. Many of the offering such as STEM, Mindworks, The Arts, and Woodworking all tied into careers during their activities.

Next Steps: Correctly code all activities this fall.

Finding #3: Days absent was 135 in fall 2018 for Regular ACE students and 350 in spring 2019. Regular ACE participants increased the number of days absent from school comparing fall 2018 to spring 2019.

Recommendation #3: Daily school attendance continues to be an area needing improvement for students in at-risk situations. Given the increase of absences from fall 2018 to spring 2019 regarding daily school attendance, the recommendation is to continue to encourage staff to emphasize the importance of regular attendance with ACE participants and their parents in order to improve the outcome of this finding.

Site Coordinator's Response: As a campus, our percentage stayed at an average 98% of attendance for the spring semester. A few days with the flu hitting the area hard our numbers did dip lower, but never drastically. I did have two students that were hospitalized for sicknesses for prolonged periods.

Next Steps: Continue incentives for attendance for ACE and school day attendance. Link school day attendance to ACE activities in the spring.

Finding #4: Six Regular ACE participants in fall 2018 had Non-Criminal referrals compared to 12 in spring 2019; mandatory removals were at 1 for the fall and 2 for the spring 2018-2019 school year. Regular ACE participants increased the number referrals and removals from school comparing fall 2018 to spring 2019.

Recommendation #4: Positive student behavior and relationship building initiatives need to be strengthened and increased. Consider a closer alignment of program activities designed to address discipline issues is warranted. Identify and analyze why students are receiving referrals and provide activities that target the behavior most prevalent.

Site Coordinator's Response: Some of the behavior referrals were due to lack of self-control in certain circumstances. This was a topic during multiple activities we focused on with students. We will continue to focus on being proactive instead of reactive to situations. Students will also work on how to react to situations when they are upset and angry.

Next Steps: Continue implementing emotional growth programs that help students use positive behavior in ACE and the school day. Look for additional resources to assist with reactive behaviors.

Hooks High School Findings and Recommendations

Finding #1: In the spring 2019, the Project Director, External Evaluator, and Site Coordinators analyzed the results of the Weikart Academic Skill Building observations which revealed a need for activity sessions to include more open-ended questioning.

Recommendation #1: Consider during activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what students are doing and what they are thinking about to others (e.g. each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).

Site Coordinator's Response: Hooks High School ACE Coordinator will implement staff professional development designed to get staff members to be more cognizant of providing more open-ended questions throughout planned activities.

Next Steps: Implements staff development and professional development training.

Finding #2: Nine Regular ACE participants in fall 2018 had Non-Criminal referrals compared to 19 in spring 2019; mandatory removals were at 1 for the fall and 2 for the spring 2018-2019 school year. Regular ACE participants increased the number referrals and removals from school comparing fall 2018 to spring 2019.

Recommendation #2: Positive student behavior and relationship building initiatives need to be strengthened and increased. Consider a closer alignment of program activities designed to address discipline issues is warranted. Identify and analyze why students are receiving referrals and provide activities that target the behavior most prevalent.

Site Coordinator's Response: Students engagement and activities tend to decrease in the spring as summer approaches, and sporting activities come to an end.

Next Steps: Develop a plan to get students more involved in ACE organizations and programs to ensure students have more desire to attend school and refrain from behavioral issues or removal from school. Implement the WHY TRY programming again next school year. Which will focus on better decision making and teaching how our decisions and actions impact others?

Finding #3: Days absent was 440 in fall 2018 for Regular ACE students and 834 in spring 2019. Regular ACE participants increased the number of days absent from school comparing fall 2018 to spring 2019.

Recommendation #3: Daily school attendance continues to be an area needing improvement for students in at-risk situations. Given the increase of absences from fall 2018 to spring 2019 regarding daily school attendance, the recommendation is to continue to encourage staff to emphasize the importance of regular attendance with ACE participants and their parents in order to improve the outcome of this finding.

Site Coordinator's Response: I believe it stems from students not being engaged in school activities later in the school year.

Next Steps: Implement and use the WHY TRY program to teach the importance of school attendance. Bring in outside speakers to also teach students about the dangers of truancy, and the importance of solid education and school attendance.

Finding #4: Regular students' STAAR Reading was at 59% for 2017-2018 and Regular students' STAAR Reading was at 59% in 2018-2019. Reading grades were at 84 fall 2018 compared to spring 2019 at 81.

Recommendation #4: Continue to provide involvement by principal in the implementation of intentional planning of activities based on campus needs assessments and campus improvement plans. Principals should continue to meet weekly with site coordinator. This collaboration is critical to positive outcomes in student achievement. Principals should not only be involved in the selection of academic interventions but also be doing regular observations of afterschool activities and provide constructive feedback.

Site Coordinator's Response: We need to work harder to ensure students are giving their best effort each testing cycle.

Next Steps: Use of school day educators in the After School Programming will help students that may need additional assistance. Place an emphasis on student activities that are more focused on educational success while balancing it with fun and creative ideas.