

## Cycle 10 Executive Summary

Pasadena ISD's federally funded Afterschool Center on Education (ACE) program is administered by the Texas Education Agency (TEA) under the umbrella of 21<sup>st</sup> Century Community Learning Centers. The program serves academically, socially, and emotionally at-risk students and their families.

Texas ACE is designed to improve:

- Academic Growth
- Attendance
- Health and Wellness
- Social Emotional Learning

The mission of Pasadena ISD's ACE program is to empower students to become successful individuals while inspiring them to reach for higher levels of academic achievement. The program provides unique enrichment and academic opportunities, creating positive relationships, and cultivating safe environments that allow students to excel. ACE also serves to mold students into well-rounded individuals and help them develop academic, athletic and interpersonal skills.

The Pasadena ISD Texas ACE program provides many educational and extracurricular activities for students of all grade levels outside of the regular school day. These activities included homework assistance, project-based learning, field trips, family math and reading nights, as well as fine arts and health and wellness opportunities.

To meet the needs of the community, ACE partners with local organizations to extend the learning opportunities to Pasadena ISD families. Parents can participate in various learning opportunities that help them become more involved in their child's education.

This report evaluates the Cycle 10 grant awarded to Pasadena ISD during the 2018-2019 school year.

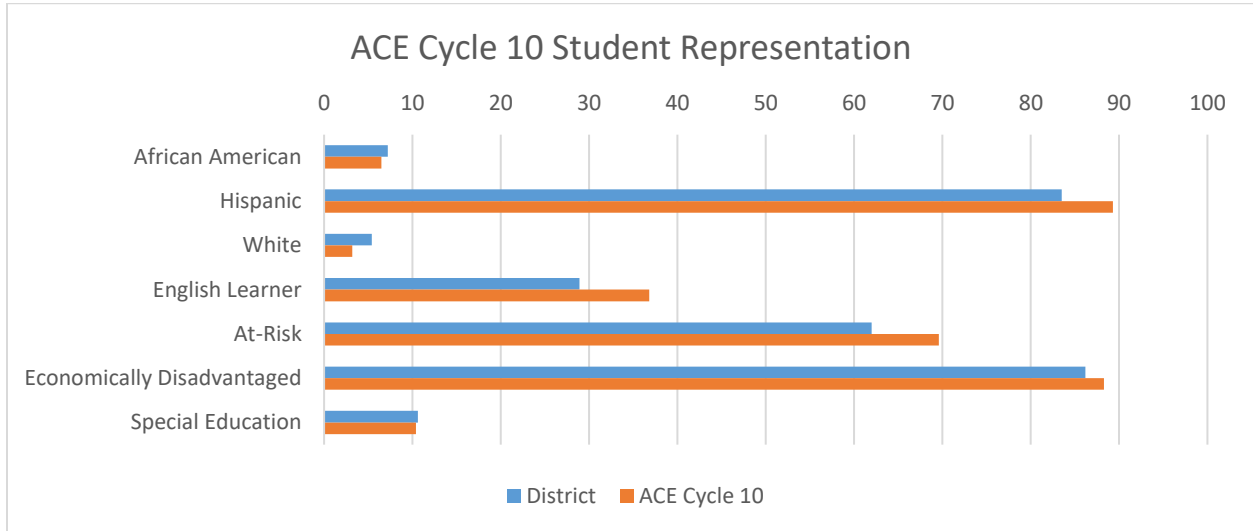
Cycle 10 is in its first year of implementation. Ten high-poverty campuses served as ACE sites including 5 elementary, 3 middle and 2 intermediate as listed below:

- Burnett Elementary (Grades 1-4)
- Kruse Elementary (Grades 1-4)
- Pomeroy Elementary (Grades 1-4)
- South Houston Elementary (Grades 1-4)
- Williams Elementary (Grades 1-4)
- De Zavala Middle School (Grades 5-6)
- Fred Roberts Middle School (Grades 5-6)
- Bobby Shaw Middle School (Grades 5-6)
- Miller Intermediate (Grades 7-8)
- Southmore Intermediate (Grades 7-8)

Student recruitment for ACE is based on math performance, reading performance, attendance, other at-risk factors, referrals and student or parent interest.

## Demographics

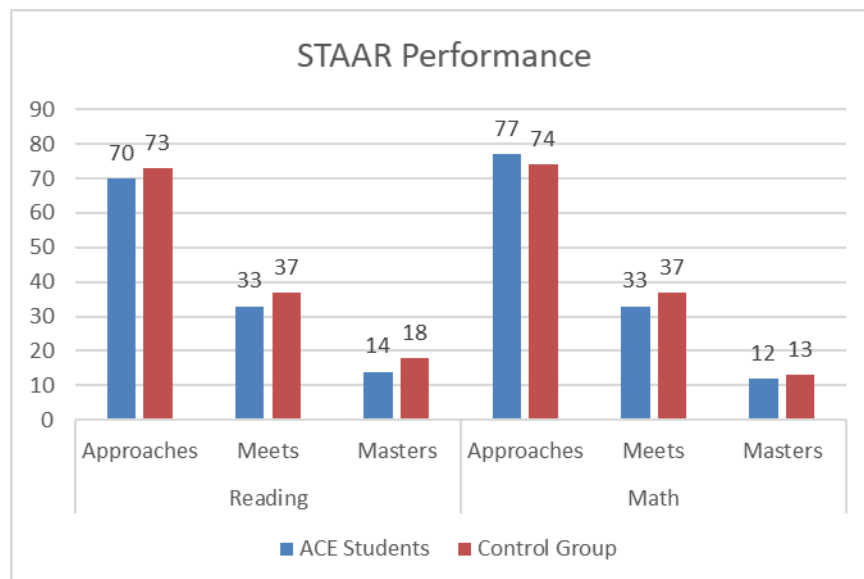
The program served 1806 students in Kindergarten through eighth grade with 1249 meeting the 45-day requirement to qualify as regular ACE participants. In addition, 1530 parents participated in parent/family engagement activities (duplicated count).



## STAAR Performance and Progress

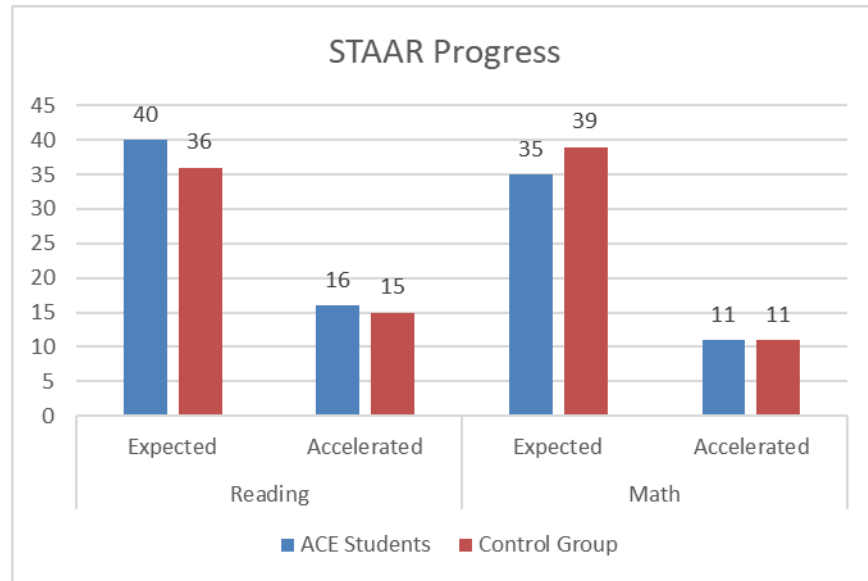
“STAAR performance standards relate levels of test performance to the expectations defined in the state-mandated curriculum standards known as the Texas Essential Knowledge and Skills (TEKS).”

When comparing ACE student performance to the control group, ACE students scored relatively the same in Reading and higher in Math at the Approaches Grade Level Performance range. Math is closely aligned at the Masters Grade Level Performance while the gap between groups is larger in other performance areas for Reading and Math.



“The STAAR progress measure provides information about the amount of improvement or growth a student has made from year to year. For STAAR, progress is measured as a student’s gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized Limited, Expected or Accelerated.”

Except for Expected Progress in Math, ACE students met or exceeded control group progress.



### Survey Data

Survey results from parents and students indicate that

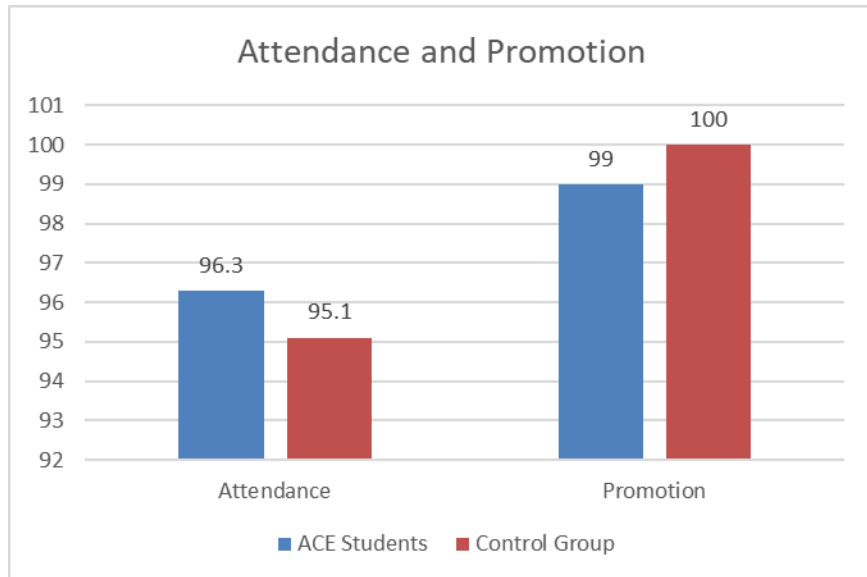
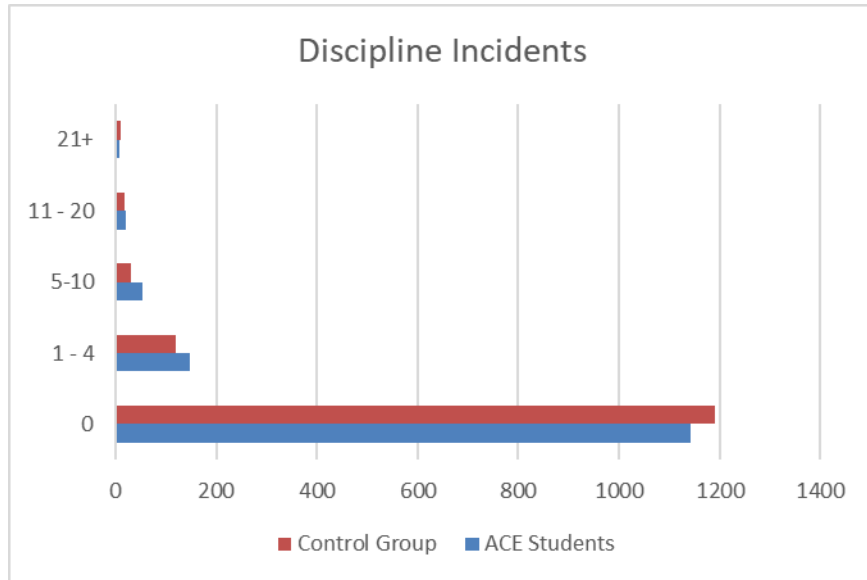
- 55% of students and 88% of parents believe that ACE student academic achievement improved.
- 64% of students and 81% of parents believe that ACE student attendance improved.
- 59% of students and 83% of parents believe that ACE student behavior improved.

In addition, 99% of parents were completely or very satisfied with the ACE afterschool program.

Site principals frequently noted that funding is an obstacle to hiring the quality and quantity of staff needed to support program objectives.

### Student School-day Engagement

For the purposes of this evaluation, school-day engagement is measured by discipline incidents, attendance and promotion. The count of discipline incidents was roughly the same for both ACE students and the control group with fewer control group students having multiple incidents. ACE students exceeded the control group rate for attendance.



#### Cycle 10 Recommendations

- Continue collaboration between campus leadership and ACE program planners.
- Continue collaboration between Cycle 9 and Cycle 10 grants. Contact district communications department to assist with promoting the ACE program as a whole.
- Begin the school year with a single staff orientation meeting for all sites. Articulate expectations for the year. Ask district specialists to provide professional development on classroom management using district specialists.
- Ask campus teacher leaders to provide content-specific professional development for staff in areas of greatest academic need for the site.