



TEXAS CITY INDEPENDENT SCHOOL DISTRICT

TEXAS ACE 21st CCLC

END OF YEAR REPORT

CYCLE 9: 2020-2021

Submitted to:

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Fostering Educational Improvement through Quality Educational
Programs Founded On Research-Based Best Practices**

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EXECUTIVE SUMMARY

The After School Centers on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Centers (CCLC) grants authorized under Title IV, Part B of the *Elementary and Secondary Education Act* (ESEA), as amended by the *No Child Left Behind Act* of 2001 (NCLB, Public Law 107-110). The purpose of the ACE program is to support the creation of community learning centers in order to provide academic enrichment opportunities, during non-school hours, for children who attend high poverty schools. The overall goal of the ACE program is to have all students graduate from high school prepared for college and the workforce. To achieve this goal, ACE's objectives are to improve academic performance, attendance, behavior, promotion rates, and graduation rates.

Texas City Independent School District (TCISD) has one Cycle 9 ACE grant. This report examines the quantitative and qualitative outcomes for this program. In total the Cycle 9 ACE program in TCISD served 687 students housed at four elementary schools: Kohfeldt, Guajardo, Roosevelt-Wilson and Heights; one intermediate school: Levi Fry; one middle school: Blocker; and one high school: Texas City.

A. Quantitative Findings:

In this section, the recommendations are typically tied specifically to the results of the quasi-experimental design study of the summative outcomes identified by TEA for this funding and by the logic model submitted by the project director. The district was unable to retrieve and provide a comparative sample of achievement, attendance, discipline, and promotion data from the respective school campuses.

There are a number of serious threats to the validity of this analysis.

1. Without QED data, the findings are based solely on the opinions and perspectives of the stakeholders. The true impact on achievement, attendance, behavior, and promotion cannot be ascertained.
2. The program was only offered online for a portion of the school year. The different campuses returned to face-to-face offerings at different points in time. One of the four elementary campuses remained solely online the majority of the year, returning to face-to-face for the summer. It is unknown how the mix of face-to-face and online activities affect the analysis.

Finding 1: The evaluation found a strengthening ACE parent program. For the first time, parent responses indicated that their needs are being met in terms of opportunities for family participation. A strong majority of parents felt that ACE helped their child with completing homework and found the facilitators do a good job of communicating. More than 90% of parents *Agreed* or *Strongly Agreed* that the online ACE program, implemented after the campus closures, helped their children learn and feel connected.

Finding 2: The Cycle 9 project director has continually worked to encourage principals to become more fully engaged with their respective programs, and there was marked improvement this year.

In prior years principal support for the program was found to be insufficient. Only three campuses responded to the principal survey. Results of those surveys showed 57% of the principals did not support the ACE program.

This year one principal from every level of the program completed the survey. This was an improvement over last year's participation. There was agreement amongst the principals about ACE's positive impact on Student Achievement, Improving Student Behavior, Improving Class Participation, Improving Homework Completion, and Improving Mental/Physical Health

No principals *Disagreed* or *Strongly Disagreed* with any of the survey statements. These results are significantly more positive than the responses to these questions for previous years.

B. Qualitative Findings:

Finding 1: The findings on instructional quality reflected a strong program. All four campuses were found to be implementing stronger classes and activities. During this fifth year, the project director continued to emphasize the development of intentional activities based on student needs. Again this year academic needs were stressed along with current research-based best instructional practices. Evidence of research-based instructional practices were noted at every campus. Practices included higher level questioning, student collaborations, project-based learning, problem solving, and critical thinking at all four campuses. In particular, higher level questioning, problem solving and critical thinking was noted frequently.

Finding 2: Observational data found students highly engaged and well behaved in their classes and activities. Some instructor re-directs were noted as they were needed, but the need was rare. Overall, the student engagement exhibited was high throughout the year despite the COVID-19 pandemic and program start with on-line instruction.

Finding 3: Findings continue to support the premise that students are offered a broad array of additional services, programs, and activities such as youth development activities, counseling programs, art, music, recreation programs, service projects; and technology education programs at all 4 campuses.

Finding 4: COVID-19 limitations inhibited partnerships in the area of College and Career Readiness; as, the TCISD program was unable to work with the local college. Additionally, popular field trips were prohibited. Despite these disadvantages, year-long College and Career opportunities were offered at all grade levels. College Readiness was addressed through preparatory classes that focused on filling out applications and strategies for choosing a college. Career Readiness was addressed through vocational offerings (aviation, jewelry making, floral)

and preparatory classes focusing on skills to consider when interviewing for a job (how to dress, how to speak and present yourself).

Finding 5: Evaluators found processes used to address the unique circumstances of the COVID-19 pandemic continued to be excellent. As districts opened their campuses in fall 2020, ACE classes were offered on-line in response to the COVID-19 pandemic. As the year progressed, the program moved from completely on-line to hybrid (both on-line and face to face). Families and students were given the option to choose between attending face-to-face versus on-line. Asynchronous offerings were also provided along with materials and supplies.