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

LOCAL EVALUATION FACT SHEET FOR
GREENVILLE ISD ACE Program, Greenville, Texas
Responses to Local, State and Federal Needs

Response to locally developed needs assessment:

“85 percent of all juveniles who interface with the juvenile court system are functionally illiterate” (UNICEF). In Greenville ISD last year, 50% of 3rd grade students were not on grade level. To answer this challenge, a reading program was implemented during the ACE (Afterschool Center for Education) program. This resulted in an average increase of 1.5 years in reading fluency over a five month period. Fifty-six percent of students met reading fluency level, and 93% finished the program only ½ or less below grade level in fluency. In addition, more students were given chances to work with corporations as a part of Career and College initiatives including KIND nutrition bars, Fluor, NASA and Facebook. Students in high school visited Facebook headquarters in California to learn directly from engineers. To increase job opportunities for parents in the region, two ESL classes and one open language lab were created in the district resulting in 50% of participating parents reaching the intermediate level in English. In addition, ACE program collaborated with law enforcement on a week long Kid’s Camp that educates students on civics, and opens dialogue between police and low income families.

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<tr>
<th>Local Need</th>
<th>Strategy</th>
<th>Outcome</th>
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<tr>
<td>Increase 3rd grade reading levels as measured by district reading assessment (DRA)</td>
<td>There were 103, 3rd grade students in ACE for the 2018-2019 academic school year. Seventy-three percent of these students are on grade level, and 82% are within 1/2 year of being on grade level or higher as measured by DRA (an assessment of comprehension).</td>
<td>73% on GLR (Grade Level Reading)</td>
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<td>Increase tutoring by certified teachers</td>
<td>There was a 67% increase in tutoring for 2018-2019 as compared to last year with 5,732 certified teaching hours given to students as compared to 3,881 for the 2017-2018 year.</td>
<td>67% Increase</td>
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| Align professional development to more closely meet school district needs | Training on the Weikart Scale, which aligns with T-TESS (the state assessment for certified teachers), was utilized with ACE staff to improve teacher effectiveness. Training on Grade Level Reading was a focus in afterschool to help boost and support efforts for reading during the instructional day. Math and STEM training was held throughout the year, resulting in state and national awards. | Improved trainings as measured via surveys
Improved GLR scores as measured by DRA and program scale
Two awards from Fluor and Facebook for elementary and secondary competitions |

Response to State Foci

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<th>State Foci</th>
<th>Campus Outcome</th>
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<tr>
<td>Increase attendance</td>
<td>100% of ACE students had 95% school attendance</td>
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<td>Increase positive behavior</td>
<td>Of 1111 students in the afterschool program, 1% needed an alternative placement due to behavior.</td>
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<tr>
<td>Increase academic achievement</td>
<td>95% of all ACE elementary students passed Math, Reading, Language Arts and Science.</td>
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<tr>
<td>Increase Promotion and Graduation Rates (HS)</td>
<td>All students attending ACE were promoted to the next grade level.</td>
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Response to Federal Initiatives

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<th>Federal Initiative</th>
<th>Response</th>
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<tr>
<td>Improve Math and Science scores</td>
<td>100% of 6th grade Saturday School students passed state tests on Round 1</td>
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<tr>
<td>Improve Reading</td>
<td>50% of 3rd grade students were not on GLR in GISD. End of year data for the ACE program shows 82% now on GLR, an increase of 32% after using several research based approaches.</td>
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In this document a summary of findings of a process and an outcomes evaluation of the Cycle 9, Year 3 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,” Greenville ISD received a funding Cycle 9 grant from the Texas Education Agency (TEA) to provide 21st Century Community Learning Centers (21st CCLC) programming at seven (7) campuses or “program center sites.” This report examines data that documents findings for program operations at the seven participating campuses: Bowie Elementary, Crockett Elementary, Lamar Elementary, Travis/Sixth Grade Center, Greenville Middle School, Greenville High School, and Katherine G. Johnson STEM Academy.

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

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 service targets by serving or surpassing the required numbers of students and parents. Enrollment at the seven campus sites ranged from 101 to 193 for a total of 1,110 students. Regular students served ranged from 80 to 182 for a total of 828. The number of adults served across all sites was 815.

**Intermediate Outcomes:**

- The Greenville’s ACE (After-School) Program implemented quite effectively after-school education at its seven centers and supported it well through resources, leadership, staffing, and guidance.
- All Greenville’s sites met or exceeded their respective regular student and adult participation numbers required by the grant.
- Program activities for participants were found to be based closely on a needs assessment conducted at the start of the academic year as well as on student-parent “voice and choice.”
- Activities adopted at each of the seven (7) program centers were appropriate and implemented with fidelity to each center’s as well as the Grantee’s theory of change and logic models.
- Federal and state requirements for “activity components” – Academic Support, Enrichment, Family Services, College and Career Readiness – were fully met by the Greenville ACE Program.
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 Greenville’s district-wide emphasis on college preparation and career readiness and STEM.

All federal and state operations requirements (hours, times per week and the like) were met fully at all of the seven sites.

ACE program participants with 100+ Days attendance was 152 at Bowie, 59 at Crockett, 111 at Lamar, 77 at Travis/Sixth, 28 at Greenville Middle School, 36 at Greenville High, and 54 at Katherine G. Johnson STEM Academy for a total of 100+Day students at 517.

The Project Director collected grades on 60-100+ day students attending Afterschool Programming and the report revealed that in 3rd-12th grades 87% of students passed Math, 88% of students passed Reading, 87% of students passed Language Arts, and 92% passed in Science.

As part of our District Strategic Plan, ACE implemented a Grade Level Reading Fluency Program for grade three. Forty-one students were enrolled. The average improvement for six months on the reading fluency program was 1.5 years.

ACE Regular participants increased Mandatory removals at (Greenville Middle School) from 4 in 2017-2018 to 14 removals in 2018-2019. Discretionary referrals were 0 in 2017-2018 and 3 in 2018-2019.

The program was perceived quite positively by student participants. An examination of surveys of over 222 total students conducted district-wide, revealed quite positive feelings about the program. Among the questions posed on the surveys was, “How much do you look forward to coming to the afterschool program,” to which 92% of program participants answered sort of to really look forward for students in grades 3rd-12th. Additionally, 91% of ACE participants indicated that they would be good at learning something new related to Computer/Technology activities, from never, some, mostly, to true students in grades 3rd-12th.

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 about their experiences with ACE. Overall, the responses of parents with children participating in ACE were overwhelmingly positive. For example, in response to the question, “I am satisfied with the quality of this ACE program.” Parents responded at 100% from always, almost always, to sometimes.
GISD ACE has now finished its third program year of Cycle 9 and served **1110 students**. The program clearly plays a significant role in meeting the needs of ACE students for a safe place to be during the after school hours, opportunities to undertake activities to enhance academic performance, and opportunities to improve social and physical skills. A close examination of where successes occurred will be conducted and an analysis of what those Centers were doing to lead to the success will be undertaken. Results of the evaluation will be reviewed and shared with all Centers, particularly those Centers that did not achieve the same level of success. **Below are insights from Greenville Site Coordinators articulating their responses for the recommendations of each Center:**

**Bowie Findings and Recommendations**

**Finding #1:** Increase collaborative time with stakeholders.

**Recommendation #1:** Continue to communicate regularly with school day staff and administration, making sure all is well informed about ACE. Encourage stakeholders to visit the program regularly.

**Next Steps:** I will continue to work with core day teachers, campus administrators and parents to promote the ACE program and seek input regarding the continual development of the Bowie ACE program.

**Finding #2:** Target one to three district departments or community organizations to work with for the 2019-2020 school year.

**Recommendation #2:** Provide more opportunities for networking among district departments and community organizations to encourage the sharing of best practices. Improve both the frequency and quality of communication with departments and community organizations. Doing so will improve the understanding of student needs.

**Next Steps:** As site coordinator, I will continue to work with various departments within Greenville ISD to better align our program with the district. Continual collaboration with other departments will also result in a higher level of service for ACE students. I will reach out to the special education department, bilingual program and the elementary robotics program to seek ideas and collaborative opportunities.

**Finding #3:** Site Coordinator plans to have more horizontal alignment with peer campuses.

**Recommendation #3:** Provide more opportunities for networking among program staff to encourage the sharing of best practices. Improve both the frequency and quality of communication with program staff and school day staff.

**Next Steps:** I will continue to work with my fellow elementary site coordinators to show horizontal alignment with my peer campuses. Horizontal alignment will help GISD develop best practices. It is my
goal to bring successful courses held at the other elementary campuses such as Ninja Bot Warrior to Bowie.

**Finding #4:** Based on the Greenville ISD Strategic Plan there is a lack of targeted approaches to reading interventions based on student data.

**Recommendation #4:** Identify students that are below grade level in reading in grades second through fourth. Add second grade, continue with new third grade students and support fourth grade students that were in the program in the 2018-2019 school year.

**Next Steps:** *Read Naturally* curriculum will be utilized for second, third and fourth grades to promote reading fluency during the 2019-20 school year. Spring Forward guided reading will be used to supplement this goal and align with the district focus on reading.

### Crockett Findings and Recommendations

**Finding #1:** Site Coordinator desires to add one to three new campus activities or processes.

**Recommendation #1:** Consider embedding college/career into existing enrichment. This can be done by bringing in topic experts and building in opportunities for students to learn about career paths opportunities available within the fields the students are exploring.

**Next Steps:** This year we took strides to incorporate more college and career activities but it is something we will continue to work on. Next year Crockett would like to have 2 classes per term that deal with college and career readiness.

**Finding #2:** Based on the Greenville ISD Strategic Plan there is a lack of targeted approaches to reading interventions based on student data.

**Recommendation #2:** Identify students that are below grade level in reading in grades second through fourth. Add second grade, continue with new third grade students and support fourth grade students that were in the program in the 2018-2019 school year.

**Next Steps:** Using Read Naturally we identified 3rd grade students that were more than a year behind their reading level.

**Finding #3:** Site Coordinator plans to implement a “gallery walk” with STEM equipment, and then give students a survey for data gathering.

**Recommendation #3:** The Site Coordinator should work with the STEM Specialist on implementation of the “gallery walk” with STEM equipment and determine success via data analysis of student survey.

**Next Steps:** We started the year with the STEM specialist coming to Crockett to show students some of the offerings in the STEM survey. We took the results of that survey and started the Ninja Bot Warrior activity.
Lamar Findings and Recommendations

Finding #1: Share new learning with staff and tracking learning via action plan.

Recommendation #1: While the program is set up for success, minor adjustments such as sharing new learning with Front Line Staff to meet very specific learning objectives will help students achieve even higher success on academic measures, is desired by the Site Coordinator. Carefully monitor the sharing and implementation of new learning and document progress toward your goals on the Action Plan.

Next Steps: The next step will be to increase staff attendance for scheduled weekly meetings, as well as increasing staff attendance for monthly All Hand Trainings.

Finding #2: Research and implement processes that will support efficiency of the ACE program.

Recommendation #2: Continue to use data to guide and prioritize efficiency of the ACE program. Gather feedback from Project Director and Principal that support implementation of new processes.

Next Steps: Collect and review data from DRA, Read Naturally, Attendance and Tutoring.

Finding #3: Site Coordinator plans to continue to communicate regularly regarding new programming to stakeholders.

Recommendation #3: Continue to provide involvement by the Principal and Assistant Principal in the implementation of intentional planning activities. This collaboration is critical to positive outcomes in teacher’s involvement and student achievement.

Next Steps: Align program with core day teachers and administrators. Use data to show the benefits of teacher involvement in student achievement.

Finding #4: Based on the Greenville ISD Strategic Plan there is a lack of targeted approaches to reading interventions based on student data.

Recommendation #4: Identify students that are below grade level in reading in grades second through fourth. Add second grade, continue with new third grade students and support fourth grade students that were in the program in the 2018-2019 school year.

Next Steps: The Lamar ACE program plans to implement Read Naturally with incoming second graders, continue with third grade, and support fourth grade students that were in the program in the 2018-2019 school year.
Travis/Sixth Grade Findings and Recommendations

Finding #1: Increase Science and utilize a web based “Science Show”.

Recommendation #1: Consider an emphasis to increase Science such as increasing STEM activities embedded into College and Workforce readiness.

Next Steps: T6 will increase the Science component of STEM and pilot the “Ace Science Show” during the 2019-2020 school year.

Finding #2: Recruit and hire staff prior to beginning of fall program.

Recommendation #2: Planned recruitment strategies that use data to at least prioritize; target the population of need; and include roles for school day staff, administration, and community support groups in recruitment efforts.

Next Steps: Site coordinators will begin recruiting at Paris Junior college during the summer of 2019 to prepare for fall interviews beginning August 6, 2019.

Finding #3: Based on the Greenville ISD Strategic Plan there is a lack of targeted approaches to reading interventions based on student data.

Recommendation #3: Identify students that are below grade level in reading in grades second through fourth. Add second grade, continue with new third grade students and support fourth grade students that were in the program in the 2018-2019 school year.

Next Steps: Site coordinator will meet with second, third, and fourth grade teachers along with T6 Principal, who is part of the Greenville ISD Strategic Plan committee, to help identify target students at the start of the 2019-2020 school year.
Katherine G. Johnson STEM Academy Findings and Recommendations

Finding #1: Enroll more students in ACE.

Recommendation #1: Continue to use data to guide and prioritize recruitment and retention practices. Gather feedback from teachers, principals, and counselors that support enrolling more students into the program.

Next Steps: Utilize the feedback to best suit the program in recruiting more students to enroll in ACE. Continue to retain the students enrolled in the ACE program.

Finding #2: Offer more STEM on campus and work closely with Stem Specialists and Project Director.

Recommendation #2: The recommendation is to incorporate more STEM into the ACE program with the support of the STEM Specialist to improve the frequency and quality of the activities. Align with community professionals to create trades, career and college readiness interests, promote graduation rates, and widen career paths.

Next Steps: Communicate regularly with the STEM Specialist to actively plan and incorporate career and college readiness activities and STEM activities.

Finding #3: Recruit and hire staff prior to beginning of fall program.

Recommendation #3: Planned recruitment strategies that use data to at least prioritize; target the population of need; and include roles for school day staff, administration, and community support groups in recruitment efforts.

Next Steps: Start recruiting staff that can easily fill the roles that the ACE program is searching for that also aligns with the school day staff, administration, and community.

Finding #4: Based on the Greenville ISD Strategic Plan there is a lack of targeted approaches to reading interventions based on student data.

Recommendation #4: Identify students that are below grade level in reading in grades second through fourth. Add second grade, continue with new third grade students and support fourth grade students that were in the program in the 2018-2019 school year.

Next Steps: Incorporate the Read Naturally program starting with second grade students that are below grade level in reading. Continue that strategy for the third grade students that are also below grade level in reading, as we continue to support the fourth grade students who started Read Naturally during the 2018-2019 school year.
Greenville Middle School Findings and Recommendations

**Finding #1:** Develop more innovative STEM and Career and College programs.

**Recommendation #1:** Align with community professionals to create trades, career and college readiness interests, promote graduation rates, and widen career paths.

**Next Steps:** Working with groups, such as the Wood Turners organization, on demonstrations and hands-on work. Other local organizations have been contacted and we are trying to find times and dates for them to come and present to the students. Already in place are research projects for finding colleges, career education facilities, using them for geography, history, and financial information.

**Finding #2:** Based on the Greenville ISD Strategic Plan there is a lack of targeted approaches to reading interventions based on student data.

**Recommendation #2:** Identify students that are below grade level in reading in grades second through fourth. Add second grade, continue with new third grade students and support fourth grade students that were in the program in the 2018-2019 school year.

**Next Steps:** Middle School is putting in place at the beginning of the 2019/2020 school year the read naturally program, 2 teachers are already interested in the program. It should be started within the first 2 weeks of the school year.

**Finding #3:** Develop a more efficient program in the enrichment offerings.

**Recommendation #3:** Consider utilizing Project Based Learning and Community Service Projects. Link their activities to an event of cause that has meaning for the students and give them voice and choice regarding the types of projects in the activity. Front line staff might benefit from retention resources, including the Harvard family Research Project’s “Engaging Older Youth”, with a chapter dedicated to “Keeping Youth Engaged Over Time” at [www.hfrp.org](http://www.hfrp.org). Staff is also encouraged to review the *Journal of Park and Recreation Administration* article “Recruitment and Retention in Youth programs’ by Ann Gillard and Perter Witt to gain insight into recruitment.

**Next Steps:** Middle school ACE aides have been given the information above to research over the summer. We are also extracting ideas from the high school that were done during our summer camps to implement during the regular school year, where a larger group of students will have the ability to learn and understand these enrichment programs.

**Finding #4:** Based on Mandatory referrals for the 2018-2019 school year a total of fifty-eight students were sent to an offsite Mandatory Educational Center (GAP) because of discipline issues.

**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 serious discipline issues is warranted. Identify and analyze why students are receiving removals and provide activities that target the behavior most prevalent.
**Next Steps:** Based on 2018/2019 referrals, the ACE site coordinator is working closely with the administration at GMS to help prevent many of the situations that occurred during the past school year. Students will have many more sessions of “Let’s Talk About It” aka “Tribes”, and we will be working closely with a local program “Men and Ladies of Honor”, which will meet 1 time a week. Also, GMS ACE will recruit more students for the JNROTC program, especially students that are having a difficult time adjusting to the middle school.

**Greenville High School Findings and Recommendations**

**Finding #1:** Based on Site Coordinator feedback an improvement in planning and implementing of program activities is needed.

**Recommendation #1:** The program has multiple strengths that were identified through program review, data sources, and conversations with staff. One of the strengths is that the grant is led by Ms. Johanna Friedel, who has many years of experience in providing Site Coordinators and Front Line staff activities to support improvement goals. Involving leaders in the process gives a common language as a leader in the youth development profession.

**Next Steps:** SC will continue to work to retain staff, build relationships with GHS administration and core day teachers to provide activities in line with GHS needs assessment. Survey students and work with GISD career and college advisor to offer events to increase students interest in career and college readiness.

**Finding #2:** Research and develop one to three new to the campus activities or processes.

**Recommendation #2:** Consider embedding college/career into existing enrichment. This can be done by bringing in topic experts and building in opportunities for students to learn about career paths opportunities available within the fields the students are exploring.

**Next Steps:** Collaborate with the GHS Career and College staff to increase students’ exposure to career and college opportunities. Along with pooling resources with GISD career and college advisor to bring in speakers and presenters to increase student’s knowledge concerning funding, programs, and the various avenues to attend college or began a career.

ACE has now finished its third program year of Cycle 9. During that period, there have been refinements in programming, program management, and supervision. The program clearly plays a significant role in meeting the needs of ACE students for a safe place to be during the after school hours, opportunities to undertake activities to enhance academic performance, and opportunities to improve social and physical skills.