



Afterschool Centers on Education™



**Communities
In Schools**

The South Plains

Center Evaluation Report

Levelland Middle School

David Adkins, Site Coordinator

Texas ACE 21st CCLC

Communities In Schools of the South Plains

Grantee: Levelland ISD Cycle 10, Year 3

NOGA: #196950267110029

Melyna Campos, Program Director

Evaluation Prepared By:

Robert Keener, Independent Evaluator

I. Executive Summary – Center Level

The purpose of the ACE program at Levelland Middle School is to provide academic support, enrichment, and social interventions to any student in 6th – 8th grades. The community afterschool learning center provides learning opportunities for students outside of school hours or when school is not in session. “Activities include (1) academic assistance services to promote student learning, (2) enrichment experiences that expand children’s understanding of life and community, (3) family and parent support activities that seek to increase parent knowledge and involvement in the child’s educational experience, and (4) college and workforce readiness activities designed to increase college awareness and prepare for the future.”

The program objectives have been established by the Texas Education Agency for after school programs. These objectives include improve academic performance, improve attendance, improve behavior, improve promotion rate, and improve graduation rate. Students showing deficiencies in these areas are targeted by parents and/or educators to be enrolled in the program.

The Theory of Action states that “students in need, by spending additional time (a minimum of 45 days) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the 4 activity components will yield improvement in the academic performance, attendance, behavior, promotion, and college and career readiness of students.”

The ACE staff consists of the Site Coordinator: responsible for overall direction of a CIS_SP 21st CCLC campus program; 9 Academic Enrichment Specialists I: campus teachers who provide academic enrichment services and instruction to 21st CCLS student’s; 6 Academic Enrichment Specialists II: Paraprofessionals; 2 Youth Development workers, other non-school staff w/ college degree or higher; and 1 campus nurse who, together, provide the majority of the academic enrichment services and instruction to 21st Century Community Learning Center Students.

Program support staff includes the Project Director, responsible for the overall direction of the 6 ACE programs at schools in Levelland ISD, and the Family Engagement Specialist, responsible for the overall coordination of family engagement strategies for all centers by conducting needs assessments and surveys to determine activities. Additional program support is provided by the Chief Federal Program Officer and Chief Executive Officer.

The Levelland Middle School ACE program is in the Levelland Independent School District. The center served 454 students during the fall and spring terms of this grant year with 146 participating for 45 or more days. Students received services a minimum of five days per week when the campus was in session.

The campus has about 635 students enrolled in sixth through eighth grades. 69.3% of the students are classified as economically disadvantaged. About 5.5% of the students are English Language Learners (ELL) and 60.9% are classified as At-Risk. The students targeted for the ACE program mirror the campus on these and other indicators. All targeted students have documented factors that make them at-risk of dropping out of school. Specifically, targeted students include, but are not limited to, those economically disadvantaged, truant, exhibiting emotional, social, academic, behavior, family needs, non-English language dominance, and refugee status and/or history.

Implementation - Core subject lesson plans, materials, and activities were observed throughout both semesters by the site coordinator and project director. The program used MicroSoft® Teams as a platform to store and share lesson plans among the key central personnel, center staff and evaluator. Lesson plans were thoroughly written and effectively delivered. Each of the four components was documented using an implementation rubric. Homework assistance, Learning Alive®, Science Spectrum™, math and reading tutorials, Hands-On-Equations®, exploring Texas colleges and universities, photojournalism, fitness, and computers were among the activities provided for students.

II. Summary of Strengths and Recommendations

The Levelland ISD, Cycle 10 ACE program was met with challenges in nearly all aspects of operation during this year. In response, collaboration, communication, and mutual support between the school district and ACE personnel were elevated throughout the program. The overall strengths certainly include the CISSP staffs, staffs of the key organizations, the community partners, volunteers, and other shareholders. Acknowledgement must be made of the students and families for their participation and support.

In addition to the standard fall-to-spring and fall-to-fall, this 2020-2021 Evaluation Report compares some current spring data with results from 2018-2019. The 2019-2020 pandemic modifications and shutdown make those spring comparisons less reliable and valid. The report uses the last full, “normal,” year as a means for more direct, one-to-one, comparisons.

Process (Implementation)

Process Strengths

- Commendation: The ACE enrolled population was compared with the latest TAPR profile. The results reveal appropriate representation of the campus demographic proportions in the program. Levels were aligned with small variations. Grade levels were skewed to the 9th grade, which is not atypical for high school centers.
- Commendation: Core subject lesson plans, materials, and activities were observed throughout both semesters by the site coordinator and project director. The program used Microsoft® Teams as a platform to store and share lesson plans among the key central personnel, center staff and evaluator. Lesson plans were thoroughly written and effectively delivered. Each of the four components was documented using an implementation rubric. Homework assistance, Learning Alive®, Science Spectrum™, math and reading tutorials, Hands-On-Equations®, exploring Texas colleges and universities, photojournalism, fitness, and computers were among the activities provided for students.
- Commendation: The center’s exceeded its local target for regular student participation at 120.9% by the end of the 2021 spring term, an increase of 1.8 points over the 2018-19 comparison year.
- Commendation: The center’s exceeded its local target for parent participation at 131.1% by the end of the 2021 spring term, a decrease of -1.2 points from the 2018-19 comparison year.
- Commendation: The program director and CIS executive staff reviewed program staffing levels by activity to assess alignment with staff qualifications. Recruitment and hiring procedures assured a qualified site coordinator was hired. 15 campus staff members, the campus nurse, and 2 youth development workers were employed as ACE staff, which helped with communication.
- Commendation: The center met its target for parent participation by the end of the fall term, 100.0% of the goal and 168.2% by the shutdown. The center improved over the prior fall term by 36-points.

Process Recommendations

- Recommendation: The numbers for regular students in special programs were zero on the TX21st report. There were small counts for non-regular students. The special populations data present implementation and procedural questions that should be investigated. The wide discrepancies between the schools’ percentages and those of the program for economically disadvantaged, ELL, Special Education, and at-risk warrant study implication for recruitment and data integrity.
- Recommendation: The campus staff assignment of grades of A and B to the ACE program was 70.83%, which is below the typical level of approval. See the next recommendation.

- Recommendation: Item 10 of the campus staff survey measured opinions of the ACE program’s impact on ten statements. The campus staff’s responses were presented as percentages of agreement. The average rate of agreement was 45.4%, much below the norm. The center should work with the campus leadership and ACE support personnel to use the survey results to assess the implication of the results and plan intervention strategies as needed.
- Recommendation: The spring parent survey had seven participants. There was one in the fall. The center should work with the FES, other ACE support personnel, and the campus family involvement personnel to design and implement strategies to increase participation in satisfaction assessments.
- Recommendation: The student survey had 67 participants, all of whom were 7th grade students. The fall survey had 278 responders with 3 from 7th grade. One objective of conducting a fall and spring administration of the survey is to assess changes in opinions. Another is to include new members. The center should administer both fall and spring surveys to all in the targeted populations. It should also modify its survey instruction to include the reason for two administrations.

Outcomes

Outcome Strengths

- Commendation: The A through C passing rates for regular students for the two terms are presented to the right. Math improved by 2.4-point but reading declined by 2.8-points. The spring A-C percentage passed ranged from 88.4% to 96.0%.
- Commendation: The passing rates calculated for As and Bs show improvement for each core subject except social studies, which declined by 5.5-points. The improvement at the higher standard is commendable.
- Commendation: 2020-21 comparisons of classes passed versus taken are presented in the table to the right. There were improvements for both terms from the 2018-19 comparison year.
- Commendation: The center is commended for the low rate and improvement of non-criminal referrals rates in the current year.

Outcome Recommendations

- Recommendation: The distribution of attendance across ranges was not a desirable pattern for either term this year. The rates of students attending at or greater than 61% of the time were 66.6%% during the fall term and 24.2% in spring. The goal is to have the greatest rate of attendance in the upper ranges. The distribution of attendance in percent of days attended should be closely monitored throughout the year and corrective action should be taken on an individual student basis to increase the percent of days attended by the students. Both fall and spring patterns were flat, and the spring 0-20% range increased from 15.6% to 51.2%, which indicates a large enrollment in early spring.
- Recommendation: The increased rate of criminal referrals in the current year warrants a coordinated study by the ACE program, its support staff, and the campus leadership. A collaborative action plan is recommended. It is atypical for criminal referrals to consistently exceed non-criminal referral rates.

IV. Program Overview

Theory of Change: Students in need, spending additional time (a minimum of 45 days) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the 4 activity components will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

The center’s logic model is in Appendix A.

V. Process (Implementation) Evaluation Plan and Results

Process Question	Process Measure	Data Collection Method & Timeline	Responsible Party
(1) <u>Adherence</u> : <i>Is the program being implemented as designed?</i>	<p>1a. Core subject activities are delivered as proposed within the grant application required deliverables.</p> <p>1b. Academic support and college and workforce awareness and readiness activities are delivered as proposed within the grant application required deliverables.</p> <p>1c. Academic enrichment activities are delivered to reinforce and extend knowledge and skills.</p>	<p>1a. Core subject lesson plans, materials, and activities will be observed throughout both semesters and the summer.</p> <p>1b. Lesson plans, materials, and activities will be observed throughout both semesters and the summer.</p> <p>1c. Lesson plans, materials, and activities will be observed throughout both semesters and the summer.</p>	<p>1a. Site coordinator, program director and independent evaluator.</p> <p>1b. Site coordinator, program director and independent evaluator.</p> <p>1c. Site coordinator, program director and independent evaluator.</p>
(2) <u>Exposure</u> : <i>To what extent are participants receiving the recommended amount of exposure to the program?</i>	<p>2a. Reach 100% of student target of attending 45 or more days in programming during fall, spring, and summer.</p>	<p>2a. Daily attendance records: Each month the percent of students attending programming will be reviewed.</p>	<p>2a. Program director, site coordinator and independent evaluator.</p>
(3) <u>Quality</u> : <i>Is the program being delivered in a high- quality manner?</i>	<p>3a. Review staffing levels and qualifications</p> <p>3b. ACE and campus staffs effectively train, communicate and collaborate to advance the program goals.</p>	<p>3a. Review staffing levels by program activity to assess alignment with staff qualifications</p> <p>3b. Working relationships and activities are monitored and assessed throughout the year.</p>	<p>3a. Program director and site coordinator</p> <p>3b. Program director, site coordinator and independent evaluator</p>

(4) <u>Engagement</u> : How are participants responding to the program?	4a. 95% of students and parents reporting satisfaction with center activities during the fall and spring of each year.	4a. Stakeholder Survey administered during the fall and spring of each year to students and families.	4a. Center staff, site coordinator, and independent evaluator
	4b. 95% of campus staff reporting satisfaction with center activities during the fall and spring of each year	4b. Stakeholder Survey administered during the fall and spring of each year to students and families.	4b. Center staff, site coordinator, and independent evaluator

(1) Adherence: Is the program being implemented as designed?

Commendation: The ACE enrolled population was compared with the latest TAPR profile. The results reveal appropriate representation of the campus demographic proportions in the program. Levels were aligned with small variations. Grade levels were skewed to the 9th grade, which is not atypical for high school centers.

TABLE 1: Demographic Comparison of 2021 ACE Regular Students and 2020 TAPR

Levelland MS	Total	Regular	Non-Reg.	Afri Amer	Hisp-Latino	White	Nat Amer	Asian	Haw/PI	Multiple
ACE 2021	454	146	308	10	87	47	2	0	0	0
		32.2%	67.8%	6.8%	59.6%	32.2%	1.4%	0.0%	0.0%	0.0%
TAPR 2020	635			30	460	134	2	2	0	7
				4.7%	72.4%	21.1%	0.3%	0.3%	0.0%	1.1%
ACE% vs AEIS%				2.1%	-12.9%	11.1%	1.1%	-0.3%	0.0%	-1.1%
	Econ	ELL	Sped Educ	At-Risk	6 th	7 th	8 th			
ACE 2021	109	14	28	81	74	36	36			
	74.7%	9.6%	19.2%	55.5%	50.7%	24.7%	24.7%			
TAPR 2020	440	35	112	387	236	216	183			
	69.3%	5.5%	17.6%	60.9%	37.2%	34.0%	28.8%			
ACE% vs AEIS%	5.4%	4.1%	1.5%	-5.5%	13.5%	-9.4%	-4.2%			

Sources: TX21st 2021 Year End Demographic Summary Report & 2020 TAPR

1a. Core subject activities are delivered as proposed within the grant application required deliverables.

1c. *Academic enrichment activities are delivered to reinforce and extend knowledge and skills.*

(2) Exposure: *To what extent are participants receiving the recommended amount of exposure to the program?*

Commendation: The center’s exceeded its local target for regular student participation at 120.9% by the end of the 2021 spring term, an increase of 1.8 points over the 2018-19 comparison year.

Commendation: The center’s exceeded its local target for parent participation at 131.1% by the end of the 2021 spring term, a decrease of -1.2 points from the 2018-19 comparison year.

2a. *Achieve a Middle level of students attending for 45 or more days.*

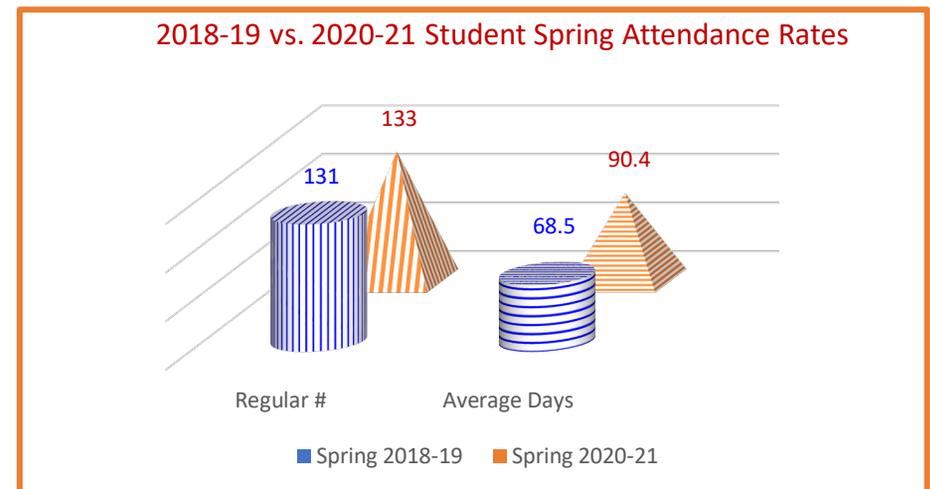
The totals of the number of regular students and their average days of attendance are presented in the graphic to the right. Both total counts and average days of attendance increased in the current year over the 2018-19 spring term.

Core subject lesson plans, materials, and activities were observed throughout both semesters by the site coordinator and project director. The program used MicroSoft® Teams as a platform to store and share lesson plans among the key central personnel, center staff and evaluator. Lesson plans were thoroughly written and effectively delivered. Each of the four components was documented using an implementation rubric. Homework assistance, Learning Alive®, Science Spectrum™, math and reading tutorials, Hands-On-Equations®, exploring Texas colleges and universities, photojournalism, fitness, and computers were among the activities provided for students.



Regular Students		% of Target
Spring 20-21		120.9%
Spring 18-19		119.1%
Change		1.8 Pts.
Parents		% of Target
Spring 20-21		131.1%
Spring 18-19		133.3%
Change		-1.2 Pts.

Source: TX21st: Student Report



(3) Quality: *Is the program being delivered in a Middle- quality manner?*

3a. Commendation: The program director and CIS executive staff reviewed program staffing levels by activity to assess alignment with staff qualifications. Recruitment and hiring procedures assured a qualified site coordinator was hired. 15 campus staff members, the campus nurse, and 2 youth development workers were employed as ACE staff, which helped with communication.

(4) Engagement: *How are participants responding to the program?*

The working relationships and interactions between the ACE and campus staffs and leaderships were monitored and assessed throughout the year. The survey results from the campus staff attest to concerns in this area. See the recommendations for clarification.

Selected survey results are in Appendix B.

Program Staff:

Certified campus teachers	Campus Teacher Assistants	Other
9	6	1 nurse, 2 Youth Dev.

Q4. At this point in the year, I would give the ACE program a grade of:

Spring 2021	Percent	Count
A	25.00%	6
B	45.83%	11
C	33.33%	8
D	0.00%	0
F	0.00%	0
As and Bs	70.83%	17 / 24

VI. Outcome Evaluation Plan and Results

The center’s Logic Model is used as the Outcome Evaluation Plan for this year. The data sources included were SMART goals, performance measures, and participants information. The program director, key grantee supervisory staff, and the independent evaluator monitored, analyzed and reported regarding data throughout the year. The program also employed a Data Field Specialist to facilitate these processes.

Outcome	Performance Measure	Participants	Data Sources	Procedures	Data Analysis & Reporting
1. 75% of students identified as “in need” who participate in ACE programming at least 45 days will improve their performance on required state assessments by the end of the school year.	Percentage of performance level for appropriate grade level students attending ACE programming 45 days or more during the school year who took one or more state assessments during the fall and/or spring terms	All students attending the ACE program who attend 45 or more days during the school year	State assessment results provided by the campus and/or district	Results will be compiled on the ACE students by the campus and/or district and provided to the ACE staff and independent evaluator	State assessment results for students attending 45 or more days in the program will be tallied. Percentages for each performance level will be reported.
2. 75% of students identified as “in need” who participate in ACE programming at least 45 days will improve their core course grades by the end of the school year.	Percentage of students attending ACE programming 45 days or more during the school year who had improved grades in core subjects from fall to spring term	All students attending the ACE program who attend 45 or more days during the school year	Core grade records entered into Texas ACE 21 st Student Tracking System	PEIMS records uploaded into Texas ACE 21 st Student Tracking System	Results will be tallied by the independent evaluator. A percent will be reported.
3. 75% of students identified as “in need” who participate in ACE programming at least 45 days will advance on-time to the next grade level.	Percentage of students attending ACE programming 45 days or more during the school year who were promoted or advanced to the next grade level	All students attending the ACE program who attend 45 or more days during the school year	Promotion records entered into Texas ACE 21 st Student Tracking System	PEIMS records uploaded into Texas ACE 21 st Student Tracking System	Results will be tallied by the independent evaluator. A percent will be reported.

4.	75% of students identified as “in need” who participate in ACE programming at least 45 days will improve school day attendance by the end of the school year.	Percentage of students attending ACE programming 45 days or more during the school year who were <u>absent</u> for 10% or less of school days enrolled	All students attending the ACE program who attend 45 or more days during the school year	School day attendance records entered into Texas ACE 21 st Student Tracking System	Daily, Site Coordinators record Texas ACE attendance information at the beginning of the program, school staff record school day attendance	Program and school day attendance will be merged. Students attending 45 or more days in the program and absent 10% or less based on school days enrolled will be tallied. A percent will be reported.
5.	35% of students who participate will be exposed to the need of college workforce readiness by various career options through activities, building and creating with other students.	Fall and spring survey results	Percentage of parents and students responding to their respective surveys	Survey Monkey® and paper options with technical and language support available	Fall and spring surveys targeting parents and students respectively during designated windows of times	Results will be tallied by the independent evaluator. A percent will be reported.
6.	10% of parents who participate, and attend will be better at assisting their child’s academic and social needs.	Fall and spring survey results	Percentage of parents responding to the surveys	Survey Monkey® and paper options with technical and language support available	Fall and spring surveys targeting parents during designated windows of time	Results will be tallied by the independent evaluator. A percent will be reported.
7.	25% of students will show marked improvement in behavior.	Percentage of students attending ACE programming 45 days or more during the school year who decrease their number of referrals.	All students attending the ACE program who attend 45 or more days during the school year	School day discipline records entered into Texas ACE 21 st Student Tracking System	Daily, Site Coordinators record Texas ACE behavior information at the beginning of the program; school staffs record the school day attendance	Program and school day behavior will be merged. Students attending 45 or more days in the program who decrease their number of referrals will be tallied. A percent will be reported.

1. 75% of students identified as “in need” who participate in ACE programming at least 45 days will **improve their performance on required state assessments** by the end of the school year.



State assessments were not available for evaluation at the time of report submission.

2. 75% of students identified as “in need” who participate in ACE programming at least 45 days will **improve their core course grades** by the end of the school year.

Comparison of 2020-2021 fall to spring grades shows an improvement in the Grade Point Average calculated on a 4.0 scale for math and science. All changes from the fall term were small. The spring GPAs ranged from 2.70 to 3.11.

Commendation: The A through C passing rates for regular students for the two terms are presented to the right. Math improved by 2.4-point but reading declined by 2.8-points. The spring A-C percentage passed ranged from 88.4% to 96.0%.

Commendation: The passing rates calculated for As and Bs show improvement for each core subject except social studies, which declined by 5.5-points. The improvement at the higher standard is commendable.

3. Commendation: 2020-21 comparisons of classes passed versus taken are presented in the table to the right. There were improvements for both terms from the 2018-19 comparison year.

Comparison of 2020-2021 Regular Student Grades

GPA's:	GPA	Reading	Math	Science	Soc. St.
Fall 20-21	2.77	3.02	2.62	2.96	2.97
Spring 20-21	2.85	3.00	2.70	3.11	2.93
Change	0.08	(0.02)	0.08	0.15	(0.04)

Passing A-C

	GPA	Reading	Math	Science	Soc. St.
Fall 20-21	94.1%	99.2%	86.0%	95.2%	96.0%
Spring 20-21	93.7%	96.0%	88.4%	95.2%	95.2%
Change	(0.4)	(2.8)	2.4	0.0	(0.8)

Passing A-B

	GPA	Reading	Math	Science	Soc. St.
Fall 20-21	62.4%	76.2%	59.5%	70.4%	72.8%
Spring 20-21	69.6%	77.6%	65.3%	76.8%	67.3%
Change	7.2	1.4	5.8	6.4	(5.5)

Source: District TX21st Upload Data

Rate of 2018-19 vs. 2020-21 Rate of Classes Taken and Passed

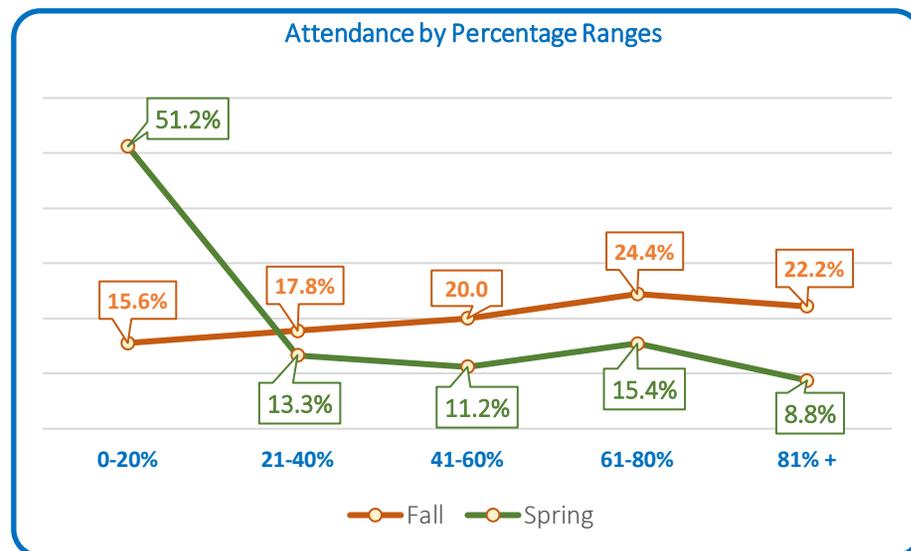
Fall			Spring		
2020-21	2018-19	Change	2020-21	2018-19	Change
96.8%	95.0%	1.8	95.5%	94.5%	1.0

Source: TX21st: Student Reports

4. The distribution of attendance across percentage ranges will show middle levels at the upper ranges.

Recommendation: The distribution of attendance across ranges was not a desirable pattern for either term this year. The rates of students attending at or greater than 61% of the time were 66.6% during the fall term and 24.2% in spring. The goal is to have the greatest rate of attendance in the upper ranges.

The distribution of attendance in percent of days attended should be closely monitored throughout the year and corrective action should be taken on an individual student basis to increase the percent of days attended by the students. Both fall and spring patterns were flat, and the spring 0-20% range increased from 15.6% to 51.2%, which indicates a large enrollment in early spring.



7. Regular students' behavior will be monitored and supported by ACE. Both non-criminal and criminal referrals will be minimized.

The table to the right presents 2020-21 comparison of discipline referrals. It presents non-criminal, office, and criminal, DAEP, disciplinary referrals for the fall and spring terms. It presents the number of students with referrals and the total referrals generated by those students. Finally, it presents the change, differences from the fall to the spring term.

Commendation: The center is commended for the low rate and improvement of non-criminal referrals rates in the current year.

Recommendation: The increased rate of criminal referrals in the current year warrants a coordinated study by the ACE program, its support staff, and the campus leadership. A collaborative action plan is recommended. It is atypical for criminal referrals to consistently exceed non-criminal referral rates.

Comparison of 2021 and 2019 Discipline Referrals

Non-Criminal Referrals			Criminal Referrals		
Spring 2020-21			Spring 2020-21		
Students	Referrals		Students	Referrals	
1	1		20	43	
Spring 2018-19			Spring 2018-19		
0	0		17	27	
Change	Change		Change	Change	
1	1		3	16	
Office Referrals			DAEP & Legal		

Source: TX21st: Student Report

Appendix A: Center's Logic Model

Logic Model for Communities In Schools of the South Plains, Cycle 10-Lev Levelland Middle School, Center 2, Fall 2020-2021

Needs	Center Goals	Inputs	Programs	Outputs	Outcomes
(Academic): 6th-8th grade students do not read at their current grade level.	Students will improve at reading, and SRC test, which will increase academics, promotion, and graduation rates.	ACE Support Staff - Mrs. Johnson Reading Curriculum - Library Books	"Book vs. Film" Activity	30% of students who attend Book vs. Film regularly will read at grade level by the end of the semester.	Improve campus ELAR All Students Met Standard scores by 5%
(Enrichment): Middle School students lack mentors and opportunities to help develop social-emotional skills.	Student behavior and attendance will improve through mentorship and extracurricular involvement.	ACE Support Staff, Contracted Services, Kendall Durrett - Coach Branett Curriculum - Gym space and equipment.	"Fitness Fun" Activity	35% of students who attend Fitness Fun regularly will decrease behavioral referrals and/or increase school attendance by the end of the semester.	Close gaps that exist between special population groups.
(CCR/CWR): Students are not being informed about college information and the process of getting into college. There's not enough time to focus on careers after graduation.	Student attendance and grades will improve after exposure to college planning information.	ACE Support Staff - Mr. Torrez Curriculum College Websites - Projector, Slideshows	"Career Creators" Activity	20% of students who attend Career Creators regularly will increase school attendance and will improve test scores.	Improve student attendance as evident by campus statistics.

<p><i>(Parental Inv.):</i> Parental participation in students' education is low.</p>	<p>Students' rates will increase in academics, attendance, behavior, promotion, and graduation.</p>	<p>FES Staff, ACE Support Staff, Contracted Services, Site Coordinator supplies according to event</p>	<p>Monthly Family Activity</p>	<p>An adult family member of 10% of regular ACE students will attend at least one Family event by the end of the semester</p>	<p>An adult family member of 30% of regular ACE students will attend at least one Family event by the end of the semester.</p>
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Appendix B:

2020-2021 Spring Center's Survey Results

PARENT Survey Center Results

Q1. My student(s) is:

PK	0.00%	0
K	0.00%	0
1st	0.00%	0
2nd	0.00%	0
3rd	0.00%	0
4th	0.00%	0
5th	0.00%	0
6th	42.9%	3
7th	57.1%	4
8th	0.00%	0
9 th	0.00%	0
Answered:		7
Skipped:		0

Q6. My student is safe in the ACE program.

Strongly agree	28.6%	2
Agree	42.9%	3
Neutral	28.6%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Answered:		7
Skipped:		0

STUDENT Survey Center Results

Q1. What is your grade level?

PK	0.00%	0
KG	0.00%	0
1st	0.00%	0
2nd	0.00%	0
3rd	0.00%	0
4th	0.00%	0
5th	15.00%	3
6th	0.00%	0
7th	100%	67
8th	0.00%	0
9th	0.00%	0
Answered:		67
Skipped:		0

Q5. I feel safe in the ACE program.

YES	77.61%	52
NOT SURE	17.91%	12
NO	4.48%	3
Answered:		67
Skipped:		0

Q7. My student attends ACE because: (check all that apply.)

They like the program.	100.0%	7
They feel motivated to do well in school.	28.6%	2
They stay away from trouble after school.	42.9%	3
They finish their homework.	42.9%	3
Answered:		7

Q10. The ACE program communicates clearly with me.

Strongly agree	42.9%	3
Agree	28.6%	2
Neutral	28.6%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
N/A (I have not visited this year.)	0.00%	0
Answered:		7

Q15. Please give this year's ACE program at this campus a grade.

A	57.1%	4
B	42.9%	3
C	0.00%	0
D	0.00%	0
F	0.00%	0
Answered:		7

Q15. Why are you in ACE? Choose the best answer.

There are interesting things to do in the program.	32.31%	21
There is no one at home to take care of me after school.	1.54%	1
My friends are in the program.	24.62%	16
My parent(s) thought it would be good for me.	10.77%	7
My teacher or another school person said I should be in the program.	3.08%	2
To get my homework done.	27.69%	18
Answered		65
Skipped		2

Q14. The ACE program teachers help me feel better about myself

YES	71.64%	48
NOT SURE	25.37%	17
NO	2.99%	2
Answered:		67
Skipped:		0

CAMPUS STAFF Survey Center Results

Q3. Please, indicate the level impact to the program of each statement.

This program has helped students complete their homework this school year.	66.7%
This program has a positive impact on grades.	58.3%
This program has effectively reinforced and supported instruction.	50.0%
There is effective collaboration between the program and the campus staffs.	50.0%
There is effective communication between the program and the campus staffs.	45.8%
This program has a positive impact on attendance.	41.7%
This program has a positive impact on behavior.	41.7%
This program has a positive impact on family involvement in their children's education.	37.5%
This program has improved students' social-emotional skills.	33.3%
This program has improved students' knowledge of college options.	29.2%

Answered: 24
Skipped: 0

Q1. What is your position?

Principal / A. P.	1
Counselor	0
Classroom Teacher	20
Other	3
Paraprofessional	3

Q4. At this point in the year, I would give the ACE program a grade of:

Spring 2021	Percent	Count
A	25.00%	6
B	45.83%	11
C	33.33%	8
D	0.00%	0
F	0.00%	0
As and Bs	70.83%	17 / 24