Early Primary School Center # 1

Executive Summary (Key Findings of the Evaluation)

Location, size of program, # of students served, staff levels: Early Primary School (EPS) in Early ISD is Center Number 1 in Early Independent School District's 21st CCLC Cycle 8 Grant. The three ACE Centers became part of the Cycle 8 grant in July 2014. Early ISD is located in Brown County and the nearest large cities are Abilene, Texas (67 miles), Ft. Worth (115 miles), or Dallas (145 miles). Early, Texas is on the edge of Brownwood, Texas located 1.9 miles away. The Early Primary School ACE Program serves grades K-2. The campus has an enrollment of approximately 283 students and the ACE Program was required to serve 115 regular students and 50 adults. The required goal for serving 115 Regular Students (students who attended the program 30 or more days) was met in Year 1 of the ACE Program. This requirement was met with the ACE Program serving 128 Regular students and 50 Non-regular students for a total of 178 students. 62.8% of the students on the EPS campus attended the ACE Program as either a regular student or non-regular student in its first year of operation. The ACE Program is intended to improve the academic performance of students in K-2nd grade student, increase the attendance rate in the regular school day, decrease behavior problems, increase promotion and graduation rates for students in Early ISD.

Staff: The Early Primary ACE Program has a staff that includes Lila Mobley, Site Coordinator; Kerri Jacobson, Family Engagement Specialist (1/2 day); Sherry Clark, Project Director. Working in the program only a weekly basis are 3 certified teachers; 7 para-professionals; and 5 contracted specialists who work in the enrichment program. An extensive partner list includes Aaron's Furniture; Brownwood Fitness; Coast to Coast Soccer; Dewy Cady; Early Blooms and Things; Early Police Department; Grace Baptist Church; Heart of Texas Martial Arts; Home Depot; Howard Payne University; Mid-Texas Federal Credit Union; Perry Sims, Attorney at Law; Prosperity Bank; Ranger College; Texas A&M AgriLife Extension Services.

Demographics of District/Community and ACE Program: 56.6% of the students at EPS have been identified as Economically Disadvantaged, 5% are African American, 30% Hispanic, and 81% White. 3% of the students are English Language Learners (ELL) and 43% of the students are at risk for not being successful in school and ultimately not graduating high school. The ACE Program enrollment is somewhat similar to the total district enrollment. However, the ACE Program has enrolled fewer students in each demographic category than in the regular school day.
<table>
<thead>
<tr>
<th>Regular Student ACE Program</th>
<th>% Econ. Disad</th>
<th>% African American</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% American Indian</th>
<th>% 2 or more Races</th>
<th>% ELL</th>
<th>% At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>56.6%</td>
<td>5%</td>
<td>30%</td>
<td>81%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>3%</td>
<td>43%</td>
</tr>
<tr>
<td>ACE Program</td>
<td>42%</td>
<td>2%</td>
<td>16%</td>
<td>48%</td>
<td>0</td>
<td>2%</td>
<td>&lt;1%</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Level of Funding:** The level of funding for the first year of the ACE Program was $857 per student.

**Level of student and adult participation:** The EPS ACE Program was required to serve 115 regular students. The required goal was met by serving 128 Regular Students (students who attended the program 30 or more days) and 50 Non-Regular Students in the ACE Program for a total of 178. 72.7% of the students at Early Primary School attended the ACE Program as either a regular student or non-regular student.

67 ACE students (38% of all ACE students) attended the ACE Program for half of the time while 111 ACE students (62%) attended the program for less than one-half of the days the program was in session. 57 students (32%) attended the ACE Program 100 or more days. The largest group of students (35) attended the program from 1-9 days.
This ACE Program was required to serve 50 adults and serving 106 adults too exceeded this. 95% of the adults that attended ACE activities attended from 1 to 9 days. 57 adults attended the program for one-time activities; however, there were adults (5) that attended from 10-29 days. The adult program was varied and addressed the needs of the community.

**Assessment of implementation fidelity:**

The purpose of Early Primary School’s 21st Century Community Learning Center (21st CCLC) Program (known as ACE) is to provide high-quality extended learning opportunities before and after school to students in need of academic assistance. The ACE program is designed based on a community, district, and campus needs assessment in conjunction with each campus’s improvement plans in a collaborative, comprehensive and coordinated approach. The ACE Program has used grant funds to build and expand a systemic infrastructure of extended learning opportunities. The approach is centered on a specific framework and foundation and included assurances for effective implementation and high quality programs for the attainment of TEA’s objectives. The strategies implemented also complement TEA’s overarching goals and critical success factors. The ACE Program is intended to improve the following outcomes for students in the following areas: 1) Academic Performance; 2) Attendance; 3) Behavior; 4) Promotion Rates; 5) Graduation Rates. Fidelity of implementation occurs when the components of the program are implemented at high levels. The ACE program made great advances during the first year and shows promise for high levels of implementation as required by the grant guidelines.

**Summary of Academic Program:**

**Description:** The JumpStart Club begins each day at 7 a.m. The majority of students in this activity are students whose parents go to work early, as well as students that need extra assistance with homework and test preparation. Afternoon Homework Help Assistance is held every day for a total of 1 hour per week for all students. Both the Breakfast Club and Homework Help are 100% aligned with the regular school day curriculum. This is evidenced by the fact that regular classroom teacher lesson plans and the ACE teacher lesson plans are coordinated at a high level. Skills that are being taught in the classroom are transferred to the ACE Program in a
diligent manner. Rosters of students, the skills they are lacking, and the skills that they have mastered are available in SC's office.

The second hour of the program is devoted to Homework and Study Skills. The instructors are a mix of certified teachers and paraprofessionals. Teacher initiate student referrals for the program. Some students volunteer because they know they need help on certain assignments. Teacher-assigned homework as well as project-work composes most of the instruction. A Learning Lab class for each grade level is available during the Enrichment hour. Small group interventions are held for students who were in need of additional and intense one-on-one instruction (identified through teacher referrals and TPRI benchmark assessments) During the fall semester students attended a total of 354 total hours of Academic Assistance (homework help and learning lab for each grade level. Academic Enrichment is 70% of the total ACE Program.

The three highest attended classes were 1) 2nd Grade Homework Help; 2) 1st Grade Homework Help; 3) Kindergarten – Cloverbuds. All ACE students in these grade levels must attend these classes. These classes are beneficial to students due to the fact that all students have the opportunity to complete their daily homework, get assistance when needed, and have more family time in the evenings without the headache of working on homework at home. Learning Lab classes (K, 1st, and 2nd) were created for students struggling in the regular classroom. Students are chosen through the collaboration between classroom teachers, RtI specialist, and Site Coordinator. These classes were designed to have low attendance due to the nature of the class, small groups focusing on skills the students are lacking.

Summary of Enrichment Activities

Description: Student Voice and Choice is an important part of the enrichment activities that are offered to students. Alignment with the regular school day is approximately 100%. The reason the alignment is so high is because every Enrichment Class that is offered is strategically tied to an academic skill that is being taught in the regular school day. The Student Voice and choice activities are mainly provided by contracted services (Soccer, Kung Fu, Kid Fit, and Art). There are various other enrichment activities that are offered by our ACE staff that the students have the opportunity to participate in as well (Theatre, Cheer/Dance, recreational activities, KinderKlub and Fitness Bowling). Data from classroom teachers, RtI specialist, and the ACE teachers are coordinated so that the skills being taught during the regular school day are transferred to the afternoon program at a high rate. Enrichment activities are offered to students once a process of gathered student and parent surveys are done, conversations with students and parents are held, and through newsletters and parent information sheets. Students sign up for an enrichment class by semester and attend that activity each week (1-2 set days per week) for the entire semester. Enrichment classes are taught by certified teachers. These teachers have special skills in the areas they teach (cooking, arts and crafts, dance, and theatre). The Enrichment Program as
held for 49 hours during the first semester and this portion of the ACE Program makes up 13% of the total program.

The highest attended activities were:

- **Kung Fu (K-2)** – has several core values within the entire program. Students learn about character development, bully prevention, and the art of Kung Fu.
- **Family Services Christmas Treats** – was an activity provided by the Brownwood Family Services Center. Students had the opportunity to decorate various items to make Christmas Treats. Students enjoyed making their own unique treats to take home and share with their parents.

These activities had benefits because they were highly engaging to students and they learned the skills being taught. Kung Fu and Christmas treat activities offered each student an opportunity to work with caring individuals in our community to make something special for their families for Christmas. The class that had low participation was cheerleading and dance and the class was cancelled. 2nd grade Theatre class had low attendance because the teacher requested smaller numbers of children so the children could receive individual assistance.

**Summary of the College and Career:**

**Description:** The ACE Program purchased the MindWorks curriculum to meet the academic and college and career readiness needs required by the grant program. Within the MindWorks curriculum each hands-on, project-based lesson is academic in nature with a career connection component. This component helps instructors guide students in drawing parallels from the lessons to various related careers. This helps students to link their career options with their unique skills, encouraging optimal success in families, careers, and communities. Reminding students what they learn now allows them to discover their individual strengths and interest, to consider and outline career goals, and to focus their thought processes to achieve desired lifestyles. Three of the highest attended classes are explained below: 1). **iExplore (K-2 science exploration using the MindWorks Curriculum)** - a science component of the MindWorks curriculum and during this class students learn about jobs of civil engineers and amazing structures built in the 20th century. Students utilized the steps of the engineering process to design airport runways, tunnels, highway systems and dams. 2) **MindWorks K-2 Around the World** explores the medical advancement of the 20th century. Students learned about the invention of penicillin, the introduction of vaccines, the development of blood banks, and the creation of the artificial heart. 3). **The Water Park Engineering Tour** was part of a unit on engineering. Students researched various water parks across Texas, designed a water park, participated in a behind-the-scenes tour, and then completed their own water park. Students were highly engaged during this tour. They were able to see how the water is filtered and chlorinated at the various times throughout the day. Ultimately, students were given an example
of a possible career choice in their future. This gave students a chance to compare their ACE Summer Camp tour and Splashville to Camp Bowie Family Aquatic Center. College and Career Readiness activities are truly embedded into the curriculum on a daily basis. It is estimated that while the College and Career Readiness component of the ACE Program makes up 13% of the ACE Program, College and Career Readiness activities make up from 30% to 40% of the MindWorks activities (lesson plans/planning guides). There is a high level of interest and student understanding of careers even at this young age. The College and Career Readiness component is aligned with regular school day very little. Within the regular school day College and Career Readiness is taught only a few isolated times a year. The ACE Program integrates skills and concepts of college and career into every enrichment activity that is developed for the students.

Summary of Family and Parent Support:
The ACE Family and Parent Support Program align with the Regular School day when the opportunity arises. It is estimated that this portion of the ACE program makes up 4%. However, 354 hours of family and parent support was provided through the ACE Program. This portion of the ACE Program is done after the academic and enrichment program is finished and outside the hours of the regular ACE Program.

<table>
<thead>
<tr>
<th>Parent Involvement Activities</th>
<th># Of Parents Attending &amp; Length of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall – Parent University – Food/Nutrition Seminar</td>
<td>5</td>
</tr>
<tr>
<td>Fall – Parent University – Zumba</td>
<td>3</td>
</tr>
<tr>
<td>Fall – Parent University – Orientation</td>
<td>37</td>
</tr>
<tr>
<td>Fall – Parent – Hidden in Plain Sight</td>
<td>14</td>
</tr>
<tr>
<td>Fall – Parenting Wisely</td>
<td>5</td>
</tr>
<tr>
<td>Spring – 1st Aid/CPR Certification Class</td>
<td>3</td>
</tr>
<tr>
<td>Spring – Dr. Seuss Literacy Night</td>
<td>54</td>
</tr>
<tr>
<td>Spring – Family Soccer World Cup</td>
<td>6</td>
</tr>
<tr>
<td>Spring – Home Depot Family Project Night</td>
<td>15</td>
</tr>
<tr>
<td>Spring – Parent U – Food/Nutrition Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Spring – Parent University – Zumba</td>
<td>2</td>
</tr>
<tr>
<td>Spring – Parent University – Zumba Too</td>
<td>1</td>
</tr>
<tr>
<td>Spring – Parenting TEENS Wisely</td>
<td>4</td>
</tr>
<tr>
<td>Spring – Parenting Wisely</td>
<td>4</td>
</tr>
<tr>
<td>Spring – Pastries for Parents</td>
<td>14</td>
</tr>
<tr>
<td>Spring – Art Association Parent Night</td>
<td>9</td>
</tr>
<tr>
<td>Spring - The NED Show</td>
<td>6</td>
</tr>
</tbody>
</table>

This ACE Program was required to serve 50 adults and this too was met with 106 adults participating in the program. 95% of the adults that attended ACE activities attended from 1 to 9 days. 57 adults attended the program for one-time activities; however, there were adults (5) that attended from 10-29 days.

To judge fidelity of a program, the important goals of the program are examined and analyzed by looking at each area and the successes of that area in this first year of operation:
Early ISD Final Year 1 Center Evaluation

### Increased Academic Performance (GPA); TPRI

**GPA:** Reading: 16 (out of 104) ACE Students increased reading grades from fall to spring which was 15.3% of the students. 65% of the students maintained or needed no change in grades from fall to spring. 20 students (19%) had grades that decreased from fall to spring. **Math:** 18 (out of 104) ACE Students increased from fall to spring (17%). 63% of the students maintained or needed no change in grades from fall to spring. However, 19% of the students had grades that decreased from fall to spring. **TPRI:** 119 ACE (66/8) students were given the TPRI to assess pre-reading and reading skills. 78% of the ACE students had skills that were “developed”. In comparison 81% of “all students” were “developed”.

### Increased Attendance

In Year 1, there was an average of 82.12 students in attendance each day of the program (Monday – Thursday) and an average of 10 students in attendance on Friday morning. The ADA for ACE students: 52% ADA in Regular School Day: 95.9%

### Decreased Behavior

Year 1 Non-Criminal Behavior Incidences: 182
Year 1 Criminal Behavior Incidences: 0.

### Increased Promotion Rates

Year 1 # of students retained all students on campus: 8 out of 283
Year 1 # of ACE students retained: 5 ACE students out of 128 (3.9%)

### Increased Family Engagement Activities

Year 1 Adult Activities: 6 in the Fall and 12 in the spring
Year 1 # of Adults attending activities: 106

### Increased graduation rates

Year 1 graduation rates for 2015 Senior Class: 100%

In summary, the Early Primary School ACE Program was implemented with high fidelity in the following areas: 1) 65% of the students maintained their GPA from fall to spring in reading and 63% of students maintained their math grades from fall to spring; 2) Graduation rates were 100% for 2015; 3) although 5 ACE students were retained in their grade level, all five of these students’ progress underwent extensive review and data was collected to make the correct determination; 4) the ADA for a first year program was high – 82 students were in attendance each day during both semesters; 5) family engagement activities served 106 parents and presented the programming that parents and adults in the community asked to be presented; 6) the MindWorks Curriculum was delivered with a high level of fidelity and has joined hands-on activities and career and college activities into a high-level learning activity for students.

**Important Intermediate Outcomes:** Each Intermediate Outcome (Logic Model) was analyzed to see if ACE students were experiencing improvement in the first year of operation.

**Improved Academic Performance:**

<table>
<thead>
<tr>
<th>Intermediate Outcome 1</th>
<th>2013-14</th>
<th>Year 1 Benchmark 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are There a Greater Number and Percentage of ACE Students Experiencing Improvement in the Following Intermediate Outcomes</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Increased Academic Performance (GPA, TPRI)

<table>
<thead>
<tr>
<th>GPA: No ACE Program</th>
<th>GPA: Reading: 16 (out of 104) ACE Students increased reading grades from fall to spring which was 15.3% of the students. 65.3% of the students maintained or needed no change in grades from fall to spring. Math: 18 (out of 104) ACE Students increased from fall to spring 17%. 63.4% of the students maintained or needed no change in grades from fall to spring. However, 19% of the students had grades that decreased from fall to spring (20 students). TPRI: 78% of the ACE students were “developed” by EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPRI: No information available</td>
<td>GPA: Reading:</td>
</tr>
</tbody>
</table>

TPRI scores – 119 ACE students were given the TPRI to assess their pre-reading and reading skills. At the EOY (end-of-year) testing, 78% of the ACE students were at the “Developed” rating.

15.3% of the students showed an increase in grades (GPA) from fall to spring in Reading and 17% of the students showed an increase in grades in Math. 19% of the ACE students had grades in reading that declined from fall to spring; in math the same percent of ACE students had grades that declined.

### Increased Attendance

<table>
<thead>
<tr>
<th>Intermediate Outcome 2</th>
<th>2013-14</th>
<th>Year 1 Benchmark 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Attendance (School Days Absent)*</td>
<td>96.1%</td>
<td>95.9%</td>
</tr>
<tr>
<td>ACE Attendance</td>
<td>No ACE Program</td>
<td>52%</td>
</tr>
</tbody>
</table>

134 students attend the ACE Program in the fall and 178 ACE students attended in the spring. Attendance was generally the highest Wednesday and Thursday in the fall and spring term with an average of 10 students attending the Breakfast Club on Fridays.

The district ADA for 2015 is 95.9% - a decrease from 2014. This was a decrease from 2014; however, an unusually cold winter and a rash of disease in the early grade levels added to the absentee issue for younger students.

The average attendance has remained at a constant daily average as represented by the TX 21st Center Attendance Count Calendar Report. Monday through Thursday the average number of ACE students attending the program is 82. The most students attend on Wednesday & Thursday. On Friday there is no afternoon program; however, Breakfast Club meets with an average attendance of 10 students. The ACE Program operated 56 days in the fall and 100 days in the spring.
Increased Graduation Rate | 97.5% | 100%

Early ISD has low dropout rates-usually 100%. However, when the occasional student(s) has not been successful, the district has identified student academic weaknesses and has provided the student(s) with the appropriate interventions. The ACE Program is identifying these students and providing them with additional time to interventions as well as enrichment programs.

<table>
<thead>
<tr>
<th><strong>Decrease in Behavior Problems</strong></th>
<th>2013-14</th>
<th>Year 1 Benchmark 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased Behavior <em>(Criminal referrals)</em></td>
<td>0 Criminal Behaviors</td>
<td>0 Criminal Behaviors</td>
</tr>
<tr>
<td>Decreased Behavior * (Non-criminal referrals)</td>
<td>185 Non-Criminal Behaviors</td>
<td>182 Non-Criminal Behaviors</td>
</tr>
</tbody>
</table>

Non-criminal behaviors for 2014 were 185. Administrators agree that there are less discipline issues and students leaving class than in previous years. The ACE Site Coordinator and teachers point to the PBIS training and implementation on the campus as one of the reasons for the decrease. Student expectations are clear to staff and students; consequences both good and bad are explained and follow the behavior. ACE students are referred to the Site Coordinator when there are unacceptable behaviors and the PBIS procedures are followed. The behavioral expectations are aligned with the school day.

<table>
<thead>
<tr>
<th><strong>Increase Promotion Rates</strong></th>
<th>2013-14</th>
<th>Year 1 Benchmark 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Promotion Rates</td>
<td>6</td>
<td>8 students were retained and 5 of the 8 were ACE students (Grade levels: 1 K; 2 first grade; 2 second grade)</td>
</tr>
</tbody>
</table>

In 2014, 6 students were retained. High promotion rates have been the history for Early ISD. When students are retained, these students are usually in Kindergarten or 1st grade and it is determined by the promotion committee, that retaining the student will provide the student with increased learning time and provide that student with the possibility of academic success. Each of the students who were retained was thoroughly assessed academically before making the decision to retain.

**Summary of any survey findings from stakeholders:**

Teachers who work in the ACE Program, Regular Classroom Teachers, and Students who participate in the ACE Program responded to the survey that was administered from October 2014 to March 2015.

**ACE Teachers Survey:**

7 ACE Teachers responded to the survey in Year 1. The following percentage of teachers rated the components of the program in the following way:

- 83% of the ACE teachers rated the quality of the curriculum and instruction and the enrichment program as “Adequate” to “Excellent”;
- 100% responded that the College and Career Readiness Component was “Adequate”
- 80% of the teachers rated the parent involvement programs as “Adequate” and 20% rated it as “Needing Improvement”
- Half of the teachers said the ACE Program is aligned with the school day and half said it was not aligned with the school day.
• 50% of the teachers said they received one day or less of training; 50% said they received no training to work in the ACE Program
• 84% of the staff rated the overall quality of the program as “Excellent” or “Adequate”. 16% rated it as “Needs Improvement”

Regular Classroom Teacher Survey:

11 Regular Classroom Teachers who did not work in the program responded to the survey and of the 11 teachers 10 said they had a roster of the ACE students.

• 4 out of the 1 teachers said they did communicate with the Site Coordinator often;
• 7 said that they do not communicate with the ACE Site Coordinator regarding students who are in the ACE Program;
• 55% of the teachers agreed that the ACE Program is a vital program on the campus;
• 45% said that the ACE Program does not play a vital role on the campus.
• 64% said that the ACE Program is aligned to the regular school day.

From one-fourth to one-half of the teachers said that ACE students they teach have made improvements in completing their homework, class participation, and improvement in class. Teachers agreed that at least half of the students have shown improvement in these areas.

### Implementation 10-Point Scale

<table>
<thead>
<tr>
<th>Logic Model Areas</th>
<th>Documentation for Implementation</th>
<th>1-10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted numbers (Operations Criteria) are met in all areas.</td>
<td>Required student numbers and adult numbers were met and exceeded. <strong>TX21st System</strong></td>
<td>10</td>
</tr>
<tr>
<td>All 4 components are incorporated in activity planning.</td>
<td>Academics and Enrichment Components were served at a high level. College and Career was served at a high level in Year 1 through the MindWorks Curriculum. Family Engagement was served at a medium to high level with 6 activities in the fall and 12 activities in the spring. Although a large percentage of the parents attended only one-time activities, 106 adults attended activities in Year 1. Logic Model; TX 21st Activity Attendance Participation</td>
<td>8</td>
</tr>
<tr>
<td>Student participants are intentionally targeted.</td>
<td>There is a system implemented for targeting students – Student Tracking Form; report card grades; 3-week reports from teachers. <strong>TX21st System</strong></td>
<td>8</td>
</tr>
<tr>
<td>Planning is intentional and specific to the needs of the student participants.</td>
<td>Student Voice/Choice Sheets, teacher input regarding activities; meetings with grade levels of teachers and the campus site based committee that planning is taken seriously. While some teachers responded that there needed to be more communication, for a first year program, the planning was intentional and specific.</td>
<td>7</td>
</tr>
</tbody>
</table>
Planning is done in collaboration with the campus leadership team. | The Site Coordinator has monthly meetings and one-on-one discussions with teachers and the principal where a plan for the next month of activities, lists of students, student attendance, and other pertinent information is shared. | 7

Activities are monitored and adjusted to ensure higher quality programming. | The Site Coordinator visits ACE classrooms on a daily/weekly basis. Modifications are made in programming as necessary; student voice and choice is apparent. Site Coordinator visits with GCS/RTI teacher daily for updates on student progress and to discuss adjustments needed in ACE. Classroom visit logs; list of activity changes | 7

Intermediate outcomes are monitored and improved/revised. | Student Voice/Choice; 3 week student reports; report card grades; Student Tracking Form; minutes of meetings with teachers & administrators | 8

Parent University is coordinated with Campus Leadership teams to ensure maximum participation | 106 parents were served in the Early Primary ACE Program at a high level. The following parent activities were offered this year:

- Parent University Orientation - 37
- Food/Nutrition Seminar – 8
- Zumba – 6
- Hidden in Plain Sight – 14
- Parenting Wisely – 9
- 1st Aid/CPR Certification Class – 3
- Dr. Seuss Literacy Night – 54
- Family Soccer World Cup – 6
- Home Depot Family Project Night – 15
- Parenting TEENS Wisely – 4
- Pastries for Parents – 14
- Art Association Parent Night – 9
- The NED Show – 6

Parent activity numbers; list of parent activities | 9

Budgets are monitored carefully to ensure expenditures are going to meet student needs and budget amounts are expended to meet those needs but not exceeded. | Site Coordinator keeps a spreadsheet with all expenses by category as well as a payroll planning sheet each semester to predict how much will spend in contract services and in payroll expenses. The Project Director gives the Site Coordinator high marks in budget monitoring. | 9

Regular communication with all participants (parent & student) is a standard practice along with outreach and community involvement. | Regular communication with all participants (parent & student) is a standard practice along with outreach and community involvement. Notes and flyers are sent home with information relevant to student and/or families, Family Engagement Event calendars are sent home, Remind 101 text messages are sent, and emails are sent also. The Site Coordinator attends Award Ceremonies where the parents are brought up to speed on the latest ACE news as well as upcoming events. Multiple on-air radio interviews and newspaper articles also related program information. The ACE team also met with potential and existing Community Partners to relate information about the program. The Team also supported the community service organizations by attending a luncheon. On Facebook, photos and videos are posted, the schedule is posted, and announcements are made. | 9

Total | 8.2

**Concluding Remarks:**
Strengths in Year 1 of the Early Primary School ACE Program:

- The ACE Program exceeded the required number of students and adults to be served.
- Overall academics improved for students on this campus. ACE students were able to maintain and increase their reading and math GPAs from fall to spring.
- An average of 82 ACE students attended the ACE Program daily on a campus that has an enrollment of 283 students.
- Although 5 ACE students (less than 3% of the ACE enrollment) were retained in their current grade level, the ACE Program has provided these students with additional interventions and more time to close the achievement gap that they began the grade level with.
- Family Engagement activities were organized and implemented at a high level for the first year of an ACE Program. 106 adults attended the program and activities were varied and followed the “Choice” of the adults who answered the questionnaires and surveys.
- There is a high student level of interest and understanding of the careers and post-secondary education as it relates to the real world. This has been accomplished for these young students through a hands-on, problem-based learning component that incorporates College and Career Readiness into each less.

The Site Coordinator recognizes that there are some changes that can be made for Year 2 of the ACE Program and the External Evaluators recommends the following:

- **Increase the number of days that ACE Students attend the ACE Program:** 128 Regular students and 50 Non-Regular students were enrolled in the ACE Program in Year 1. 24% (45 students) attended the program from 100 to 159 days. However, the majority of students attended from 1 to 79 days. Project Director and Evaluator Meeting attendees have stressed that ACE students should attend at least 60% of the time for the program to make a positive impact on student achievement. 58 students out of the 128 Regular students or the 178 total student enrollment who attended 94 or more days or 60% of the time.

  It is recommended that the Site Coordinator analyze the student grades, STAAR scores, attendance, and discipline of the 58 students who attended within that timeframe to determine these students’ the level of their improvement made in Year 1 of the ACE Program.

- **Increase the training opportunities for ACE Teachers.** 100% of the ACE Teachers said that they had received one day or less of training to work in the ACE Program. Since the MindWorks Curriculum is a major part of this program, ACE Teachers need training so that they are able to teach the program with 100% fidelity. It is recommended that the Site Coordinator work with the Project Director for ACE and the school administration to develop an ongoing training schedule.

- **Improve communication with administrators, regular day teachers, and school staff.** As is common in first year ACE Programs, communication with administrators, grade levels, and other staff members can be an overwhelming experience. Site Coordinators are so busy getting a new program implemented, that communication to school staff can be an issue. It is imperative that the Site Coordinator be available at the end of the day to attend grade level meetings and work with teachers on a continuous basis. In Year I the Site Coordinator was responsible for much facility clean up and was not able to attend the grade level meetings. She had to communicate with staff through the RtI specialist because she was not able to attend the grade level meetings. This is reflected in the staff survey where 7 out of 11 staff teachers said that they do not communicate with the ACE Site Coordinator regarding students who are in the ACE.
Program. Only 55% of the teachers thought that the ACE Program is a vital program on the campus and that the ACE Program is not aligned to the regular school day. The EPS ACE Program has too much promise for continued student success to not be understood by the staff. These are issues that can easily be solved by the Site Coordinator through routine attendance at grade-level meetings.