

**Education Service Center, Region XIII
21st Century Community Learning Centers
Cycle 7**

**Katherine Anne Porter Charter School
Center Final Report 2014**

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This report meets the reporting requirements associated with the Afterschool Centers on Education (ACE) funded by 21st Century Community Learning Centers grants. The report incorporates all the mandated report elements and outline provided in the [ACE Evaluator Report Guidelines 2013-14](#) distributed on May 6, 2014.

I. Executive Summary

The Afterschool Center on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center (CCLS) grants authorized under the Title IV, Part B of the Elementary and Secondary Act (ESEA), as amended by the No Child Left Behind Act of 2001. (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. Katherine Anne Porter School is one of ten centers that are a part of the Region XIII Educational Service Center Cycle 7 collaboration. This report examines the outcomes of the Cycle 7 grant awarded to Katherine Anne Porter School during the 2013-2014 school year. Katherine Anne Porter School is a high school campus serving 149 students of which 149 were enrolled as ACE program participants. Of those 149 ACE program enrollees, 110 were regular ACE program participants attending at least 30 days or more of programing activities. Listed below is a major summary of findings.

Finding 1: Achievement in Regular Classroom Academic Performance

English Language Arts: Regular ACE program enrollees had a +0.09 gain in their English Language Arts grades from semester one to semester two.

Mathematics: Regular ACE program enrollees had a +0.23 gain in their Mathematics grades from semester one to semester two.

Science: Regular ACE program enrollees had a -1.21 decrease in their Science grades from semester one to semester two. But this decrease was less than the general population whose overall change was -1.47.

Social Studies: Regular ACE program enrollees had a -1.20 decrease in their Social Studies grades from semester one to semester two.

Finding 2: Achievement in State Assessment Performance (STAAR Test)

English Language Arts: Regular ACE program enrollees had a 78.0% passing rate on the English Language Arts STAAR test as compared to a passing rate of 80.3% for all students enrolled on the campus.

Mathematics: Regular ACE program enrollees had a 84.8% passing rate on the Mathematics STAAR test as compared to a passing rate of 83.3% for all students enrolled on the campus.

Science: Regular ACE program enrollees had a 96.9% passing rate on the Science STAAR test as compared to a passing rate of 94.9% for all students enrolled on the campus.

Social Studies: Regular ACE program enrollees had a 100% passing rate on the Social Studies STAAR test as compared to a passing rate of 91.2% for all students enrolled on the campus.

Finding 3: Achievement in Attendance Improvement

The average daily attendance of regular ACE program enrollees remained the same from semester one to semester two.

Finding 4: Achievement in Behavior Improvement

With regard to noticeable improvement in student behavior, 25% of students, 25% of parents and 20% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2013-2014 school year.

Finding 5: Achievement in Promotion Improvement

Improvements in academic performance and in regular school day attendance are two factors that contribute greatly to student promotion success. On the survey administered in spring 13% of students, 13% of parents and 50% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2013-2014 school year. On that same survey 42% of students, 36% of parents and 23% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2013-2014 school year.

Finding 6: Achievement in Graduation Improvement (Applicable only to High School)

According to the most recent (2012-2013) Texas Academic Performance Report (TAPR) the completion rate/retention rate for Katherine Anne Porter High School was 96.9.

II. Introduction and Purpose of Program

The ACE program on the Katherine Anne Porter School campus is designed to address specific needs of students and parents in the local campus community. The campus has a large population of at-risk and economically disadvantaged students who are in particular need of tutorial services. Over the years the campus has had some students who have struggled to perform at the satisfactory level in reading, math and science.

Students are selected for the program based on factors such as at-risk label, low STARR scores, TPRI data, benchmark data, teacher referrals, program referral, demographic information and parent referrals. Other factors may include behavior, discipline reports, attendance records and grades.

Parents of students enrolled in the ACE program have numerous areas of identified need. In spite of their needs the marketing of the parent component of the program has not been highly successful. There has always been an interest by parents in the activities offered but, they fall short in attending the classes or events when these are scheduled. Only one parent to date has been consistent in attending the various offerings for parents. The site coordinator has conducted needs assessments of the parents and has attempted to address their needs. ESL is definitely a highly popular option for parents. They have also expressed a desire for a one time emergency first aid program. Parents are always invited to attend any or our special programs which include theatre productions, Art Festivals, Service Learning events and community-wide events involving their students.

Classes offered to adults include parenting classes, Tai Chi, and organic gardening.

There are five program objectives or intermediate outcomes identified in the Katherine Anne Porter School logic model. The specific expectations determined for this center and the strategies that were used for each are listed below.

A. To improve academic performance

Expectation: To improve in math, science and writing

Strategy: Provide tutorials, involve students in activities where they are utilizing core academic subjects in everyday lessons, provide quality instruction and assistance.

B. To improve attendance

Expectation: To improve student daily attendance

Strategy: Encourage students to attend their regular day classes and the after school program by rewarding attendance and successes and offering enrichment activities that appeal to student interests.

C. To improve behavior

Expectation: To decrease behavior referrals from the classroom teachers

Strategy: Encourage student positive behavior by rewarding excellence and successes and nominating students for “Student of the Month” when showing positive behavior in school and after school activities.

D. To improve promotion rates

Expectation: To improve or maintain promotion rates

Strategy: Provide study sessions, tutorials and enrichment activities that help students perform better in the regular school day.

E. To improve graduation rates

Expectation: To improve graduation rates by providing a meaningful environment that gives hope to students that otherwise they would not have.

Strategy: Provide the assistance needed in academics and activities that will keep students involved and engaged in their regular school day.

Research indicated that a variety of characteristics were commonly held by an exemplary after school program. Working with the evaluator the site coordinator has strived to adopt and developed those characteristics as part of the Katherine Anne Porter School ACE program. Thus, the overall goal that drives the ACE program on this site is to achieve a level of excellence as defined by the following twenty-one characteristics of an effective after school program.

1. Includes objectives and goals that are well understood by all stakeholders.
2. Includes a program that is organized and structured and is appropriate for the child.
3. Includes a teacher / student ratio that is reasonable for the particular activity offered.
4. Includes a staff that is professional, trained, friendly and maintains a positive relationship with all of the children.
5. Includes a program that addresses the academic, personal, physical and social skills of students.
6. Includes challenging activities and provides opportunities for the students to increase their level of understanding of complex concepts.
7. Includes no wasted or down time.
8. Includes activities that encourage students to grow mentally, emotionally and physically.
9. Includes an awareness and appreciation for student safety.
10. Includes activities with high level of student participation.
11. Includes positive reinforcement that enhances confidence and increases self-esteem.
12. Includes a high level of fun activities for students.
13. Includes activities that help develop the social, physical and mental needs of children.
14. Includes defined procedures for handling attendance and behavioral issues.
15. Includes parental activities that address needs and interests of parents.

16. Includes a balance of academic, enrichment, college and workforce readiness and family and parental support service activities.
17. Includes a high level of stakeholder satisfaction with the program.
18. Includes collaboration and partnership building with community organizations.
19. Includes plans for sustainability.
20. Includes a supportive and strong leadership team comprised of campus administration, site coordinator and project director.
21. Includes a high level of communication between stakeholders.

It was the program's focus on the four activity components listed in the logic model that drove the activity offerings for parents and students. Those components included activities that addressed academic support, enrichment, family and parental support and college/workforce readiness. A few key examples of each component are provided below:

A. Academic Support:

Activity: Homework Assistance

Participation: Homework assistance was provided 140 days for 30 students who were all taught by certified teachers which totals 420 hours of participation.

B. Enrichment:

Activity: Fine Arts

Participation: Cultural arts were taught 35 days to 5 students for a total of 420 hours by individuals holding either certification or specialization in those fields.

C. Family/Parental Support:

Activity: Tai Chi

Participation: Tai Chi was offered 1 time per week for 1.5 hours with an average of six parents in attendance.

D. College/Workforce Readiness:

Activity: College Readiness

Participation: College Readiness Class was conducted 1 time weekly for 1 hour with an average of 2 students in attendance.

III. Evaluation Strategy / Plan

For purposes of evaluation reporting the Katherine Anne Porter School will be using two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. The descriptive research design will be used because it better enables one to provide comprehensive information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program on the local center site. In order to provide a more comprehensive center report that more accurately represents how well the ACE program operated during this school year, it will be necessary to obtain data from a larger population of students than those enrolled in the ACE program. The quasi-experimental research design enables a comparison between three groups of students on this center, those that are regular 21st CCLC attendees, those that are non-regular 21st CCLC attendees and those that are non-participants. ACE program participants with 30+ days of attendance are defined as “regular”, those with 1-29 days of attendance as “non-regular”; and those with 0 days attendance as “non-participants”.

General Center Information

A. Student enrollment and 21st CCLC program attendance:

Total campus enrollment	146
# 21 st CCLC students enrolled in 1st semester	146
% of students enrolled in 1st semester	100%
# 21 st CCLC students enrolled in 2nd semester	146
% of students enrolled in 2nd semester	100%
Total # of parent participants	66

B. Program Calendar

	Month	Day	Year
Fall start date	8	28	2013
Fall end date	12	12	2013
Spring start date	1	7	2014
Spring end date	5	15	2014
Summer start date	6	9	2014
Summer end date	7	17	2014

C. Program Schedule

Number of morning hours per week scheduled	4.00
Number of after school hours per week scheduled	8.00
Combined total of morning and after school hours per week	12.0
Number of days per week program is offered	4

D. Staff Information

Teacher Categories	#	%
Campus certified teachers	8	50%
Non campus certified teachers	4	25%
Non-certified teachers	4	25%
Total number teachers in ACE	16	

E. ACE Student Demographics

Ethnicity	Campus		ACE Program Participants	
	#	%	#	%
American Indian	0	0	0	0.0 %
Asian	3	2.1%	2	2.3%
African American	1	0.7%	1	1.1%
Hispanic	26	17.8%	14	16.1%
White	116	79.5%	70	80.5%
Totals	146	100.0 %	87	100.0 %

Gender	Campus		ACE Program Participants	
	#	%	#	%
Male	59	40.4 %	39	44.8 %
Female	87	59.6 %	48	55.2 %
Totals	146	100.0 %	87	100.0 %

Grade Level	Campus		ACE Program Participants	
	#	%	#	%
Pre-K	0	0.0 %	0	0.0 %
Kindergarten	0	0.0 %	0	0.0 %
Grade 1	0	0.0 %	0	0.0 %
Grade 2	0	0.0 %	0	0.0 %
Grade 3	0	0.0 %	0	0.0 %
Grade 4	0	0.0 %	0	0.0 %
Grade 5	0	0.0 %	0	0.0 %
Grade 6	0	0.0 %	0	0.0 %
Grade 7	0	0.0 %	0	0.0 %
Grade 8	0	0.0 %	0	0.0 %
Grade 9	36	24.7%	31	35.6%
Grade 10	37	25.3%	23	26.4%
Grade 11	36	24.7%	21	24.1%
Grade 12	37	25.3%	12	13.8%
Total Enrollment	146	100 %	87	100.0 %

E. ACE Program Participation

Student Participation Types	Campus	
	#	%
ACE General Program Participant	146	100%
ACE Regular Program Participant	87	0 %
Non-ACE Participant	0	0 %
Total Campus Enrollment	146	100.0 %

F. Activity Types Offered

Activity Types	Academic Activities	Enrichment Activities	College and Career Readiness Activities
Number of different activities offered	18	16	4
Total number of hours scheduled for activities	202	184	44
Proportion of time assigned to each activity type	64 %	29 %	7 %

Our teachers use a lesson plan that is designed to appropriately implement each of our classes. Each planned program at the Katherine Anne Porter School is designed with intentionality using the TEKS. We also survey our students to see what they feel is important and what they need to further their education and enrich their lives.

We use the data that is gleaned from each daily activity to decide whether or not the activity is working for our families and students. We also use surveys of parents, staff, and families to discern what their needs and wants for our program are.

We use our Campus Improvement Plan along with a logic model to review and implement all of our programs. This information is also reviewed with the Project Director on a weekly basis and with the Administrative team during weekly meetings.

IV. Program Design and Strategy: Logic Model

Part A: The logic model

This section of the report takes the logic model developed in early fall 2014 to express the design of the after school program on the Katherine Anne Porter School campus. The original logic model was refined and updated continuously during the 2013-2014 school year and is currently shown as an attachment in the Appendix section of this report. Every portion of the logic model has been continuously reviewed by the project director and the external evaluator and all parties agree that it is an accurate reflection of the program as it was implemented on the Katherine Anne Porter School campus.

The most current logic model shown in the Appendix section of this report has been coded in the following manner:

1. Elements in the logic model that were applicable only to the fall term are represented in regular typeface.
2. Elements in the logic model that were applicable only to the spring term are represented in **bold** typeface.
3. Elements in the logic model that were applicable to both the fall and spring terms are represented underlined.

Part B: Modifications

This section of the report will explain in detail the program changes that are noted in the logic model and that resulted in either additions, modifications, or deletions from the original program design. For purposes of this report, the following categories of program changes will be explained individually:

1. Fall Only Change Category: Explanation of why certain elements of the program existed only during the fall term.
2. Spring Only Change Category: Explanation of why certain elements of the program existed only during the spring term.

Fall Only Change Category

No Changes were made. All changes will be made at the beginning of the following school year.

Spring Only Change Category

No Changes were made. All changes will be made at the beginning of the following school year.

Part C: Research Questions

This portion of the report provides the site coordinator's assessment of the program activities offered on the Katherine Anne Porter School campus. The site coordinator's assessment is based on available data and personal observations conducted during the course of the school year. The areas that will be discussed include:

- Program Structure
- Resources
- Implementation Practices
- Outputs - Activities
- Outputs – Participation
- Opportunity Analysis

1. **Program Structure:** Was the program implemented as intended?

Answer: Yes

Explanation: As the site coordinator on the Katherine Anne Porter School campus I would rate the strength of the program implementation on this campus as a 9 on a scale of 1 = poor to 10 = strong. In providing this rating I have taken into consideration the four major logic model areas of resources, implementation practices, activities, and participation. My program implementation rating is solid and based on the following statements of fact.

There is daily communication between the ACE coordinator, teachers and administration regarding the needs of the students. In addition, teachers, principals, and the ACE coordinator meet to discuss students who have the greatest academic need, what those needs might be, and how best to address them. This allows Katherine Anne Porter School to offer a relatively seamless cross between the regular school day and the afterschool program. Having the majority of teachers on campus teaching in tutorials and enrichments also allows for ACE to be able to provide the help the students need during the regular school day. Teachers and administrators communicate regularly with the ACE staff through emails, shared ACE documents, grade-level meetings and have common access to student assessment data when identifying students who need to attend ACE, thus making it easier to address specific student needs. As a team comprised of the Superintendent, Principal, Registrar, Special Education Director, school counselor, site coordinator and the IT Director we meet weekly to discuss the needs of the campus student population and how best to serve their educational requirements. During each meeting all members are encouraged to bring items for discussion to the team for collaboration.

Currently, Katherine Anne Porter School has 16 regular school day teachers, 3 paraprofessionals, and 3 non-campus certified teachers who all teach after school. This means that the ACE staff is primarily composed of teachers who teach in the regular school day. This allows a continuous flow between the regular school day and the ACE program and their learning experiences.

The ACE program is a tremendous asset to the regular school day program in that many of the after-school activities would not be an option for our students if not for the ACE grant. In addition to providing math and reading tutorials to an average of 70-80 students each day, throughout the week the program also offers 13 enrichment activities and 45 minutes of homework help every morning. At Katherine Anne Porter School 168 students have attended at least one ACE session this fall semester and 104 of those are “regular” students. Program attendance in the tutorial and enrichment classes shows that students enjoy coming and rarely miss if they are in school. The fact that the program has a large number of teachers from the regular school day that teach before and after school allows the program to provide more academic support to this population of students.

2. **Resources:** Were requisite resources available for program success?

Answer: Yes

Explanation: A variety of resources were available that contributed to program success. Those resources were either provided by the local school district or were provided by community partners and are described below. Add the resources provided added value to the program and none detracted from program effectiveness.

The local school district provided the facilities and utilities that included the use of the regular classrooms, the cafeteria, library, campus gym, music room, Mac Lab, Theater, and the garden. Campus support services included the teacher leaders, the IT Services, Registrar, Principal and counselors who identified students in need.

Community partners included the Master Naturalist Program, Wimberley Lion's Club, Whole Foods, Wimberley Outdoor Educators and the Wimberley Library contributions totaling \$4000 in monetary value came in the form of volunteers, speakers and donation of materials and supplies.

3. **Implementation Practices:** Were program practices well implemented?

Answer: Yes

Explanation: There is a joint effort among the ACE coordinator, teachers, and parents to make sure students regularly attend the ACE program. By offering bus transportation after ACE, a larger student population can be reached who might not be able to attend otherwise. While staff uses the information from meetings and recommendations to target students, ACE teachers, regular day staff, and parents really help in making sure ACE students are where they need to be after school. The community regularly reaches out and asks for ACE participation in activities and events. By participating in these community events ACE has become more well-known in our community and sought after by parents and other community members who see the value in the ACE program in the schools. There are records of regular attendance of ACE students, emails discussing absences and recommendations, letters home to parents, emails from community members and newspaper articles, waiting list of students whose parents want them to attend ACE.

The ACE site coordinator is a part of all campus meetings. Students are discussed and recommended at these meetings by the teachers and principals. These are the students that the ACE program targets first. Students are also recommended for the program throughout the year if a teacher, principal or counselor sees a need. A welcome packet and enrollment form is sent home with the student for the parents/guardians. If the enrollment form is not initially returned often the teacher will then call or email the parent. In order to retain students the ACE program offers a variety of academic enrichments for students to participate in after their tutorials or homework help. The site coordinator often asks for the students' and teachers' input on what classes are working and engaging the students and which are not. This allows staff to keep students returning day in and day out for the activities offered in ACE.

Recruitment of students for ACE is a common practice on this center since regular program teachers and ACE staff and campus administrators are encouraged to recruit and recommend students for ACE services via parent contacts, meetings, grade and progress reporting, website and newsletters. Data is collected and analyzed on a regular basis to help make programming decisions Benchmark tests, STARR test results, TAKS test results, and parent and student surveys are all analyzed and discussed with administration to decide the best policies and procedures to implement along will producing a workable program. All of the regular day staff is made aware that the ACE program is open to all students and they help communicate this to the parents. All regular day students attend the ACE program on a regular basis so there are no real difficulties with recruitment or retaining of ACE program participants. A variety of community partners and organizations provide program instructors, speakers, volunteers and services that encourage students to enter, participate and continue in the program. All stakeholders (parents, staff, and community members) recognize the benefits associated with student participation in the ACE program and support the recruitment and retention of ACE students by their voice and actions.

Once a student is targeted by ACE, a letter is sent home and the majority of the time the teacher of the student is in some form of contact with the parent (email or phone call). A parent interest survey is also sent home with the student. ACE offers a snack after school and bus transportation in order to attract this population. ACE staff does its best to reach out to and serve students and families. In addition to after school, ACE is involved in several community activities and events throughout the year with fun and free activities for students and their families to attend. Letters are sent home about these activities and are posted on the ACE website, put in the local paper, and on the radio. There is evidence of targeting the ACE population through letters and emails, sign in sheets at events, attendance sheets, and ads from the paper.

While ACE does use recommendations and campus meetings to target specific children, these are not the only children who attend ACE at Katherine Anne Porter School. Parents see the value in the ACE program and therefore ACE has a large mix of students. The ACE coordinator takes pride in knowing the students and knowing their tendencies. Also, numerous enrichment opportunities are offered that vary from intellectual to physical and different groups are offered different enrichments. ACE switches throughout the year.

Evidence that our program is diverse would be in knowing that students attend of different ethnicities, grade levels, and assessment grade levels. Evidence that our activities are diverse appears in ACE attendance sheets for the week that show the different activities offered.

Ongoing professional development is effective in improving staff skills. Staff members are encouraged to seek out and attend suitable continuing education and to request/recommend topics for staff development days. Katherine Anne Porter School is showing improvement in dropout and graduation rates due to staff development conducted to address these two issues.

4. **Outputs - Activities:** Are activities targeted to student needs and well implemented?

Answer: Yes

Explanation: Katherine Anne Porter School offers tutoring in the morning and afternoon to meet the needs of our targeted students. The site coordinator also works closely with the parents to make sure their students are in attendance.

Katherine Anne Porter School offers the most critical programs in the morning and afternoon. We have added levels of tutoring to meet the need of our students who require intervention and for those who need help reaching the highest level of excellence. We offer these classes during the hours of the program with the highest level of participation.

Katherine Anne Porter School provides parents with a schedule of activities their student may be attending. Our school day staff, also, notifies parents and sends communications on their progress and level of participation. In addition the Site Coordinator notifies parents of their students' activities through phone calls, emails, posted schedules, and face to face meetings.

Outputs - Activities: Were program modifications made to better align activities offered with school learning objectives?

Answer: Yes

Explanation:

The Site Coordinator/Program Manager works with the school day staff and Principal to confirm the student's most critical needs. Together they select the activities to best meet these needs. Also considered is input from the parent and student surveys in our planning.

Each year and semester we conduct student and parent surveys and based on this information we decide if a class needs to be dropped. So, we usually change classes in August or January of each year. Even with small groups Katherine Anne Porter staff still delivers quality programs with those students in attendance. Because we designed our program with our most critical classes taking place during the first hour of programming the time when participation is low does not have a great impact on meeting our student and parent needs.

5. **Outputs - Participation:** Were program modifications made to increase participation in program activities?

Answer: No

Explanation: We meet with the staff, parents, and students to make sure there are no issues with the class content itself. We observe the class to make sure the staff is engaging students as required.

6. **Opportunity Analysis:** How many and how varied were the proposed activities allocated to academic support, enrichment, family engagement, college and career?

The after school program on the Katherine Anne Porter School campus is driven by a desire to improve the five basic student outcomes of academic performance, attendance, behavior, promotion and graduation (if possible). The rationale for the allocation of program activities is based on the specific needs of the students and the availability of needed resources. Modifications made to the program design from the fall to spring were described earlier in this section of the report when addressing the logic model.

In the area of academic support we partnered our program with Austin Community College to utilize more staff and tutoring for our program. This is a great organization which provides us with a variety of resources available to our program. We have also sought to recruit parent volunteers to supplement the services teachers can offer during academics.

Examples of academic activities include homework assistance and tutoring in math, social studies, science and English.

In the area of enrichment the program has had a great amount of success due to the staff and resources we have. The challenge we have had is having the number of students enrolled in a class to have an instructor sent in from Austin Community College. To meet this challenge (we) have been very active in recruiting teachers from our own staff to work to meet the requirements of ACC's program so that they can teach for ACC at our site with fewer students. We have also sought to promote our program, activities, and achievements in the local media to create interest in becoming involved in our successes.

To meet this challenge for enrichment courses we have been very active in recruiting from a wide variety of areas, surrounding communities, organizations, and businesses. We have also sought to promote our program, activities, and achievements in the local media to create interest in becoming involved in our successes. We have also been able to form good partnerships with local organizations to increase the resources and facilities we have to offer enrichment course sought by students and to meet their interests. Other organizations and companies have had programs of their own and we have been able utilized to build strong partnerships with them to offer staff and developed programs to the students. We have also sought and found companies with professionally developed enrichment curriculum that have expanded the variety of the offerings we have and even the quality of courses we offer.

Examples of enrichment activities include art, gardening, dance, band, theater and board games.

In the area of family engagement the program has offered a variety of programs including Parent University, parent volunteer opportunities, community events, and adult fitness.

In the area of college and career our school counselor is an after school teacher who employs physical education as an opportunity to discuss career/college goals with the students in an indirect manner that the students find easier to open up about their particular challenges. He then follows up with those students during the regular school day.

To increase interest in college and careers we have selected courses and activities that are strongly focused on skills and interests that can be applied to academics and careers. We have also sought to bring in speakers and community volunteers to build students' interest in future goals and exposure to a variety of occupations so students understand more the possibilities they have available to them and that they can create themselves.

Examples of college and career activities include a "Career Day" and an after school class on careers and a college awareness class.

V. Program Participation

This section of the report examines the characteristics of program participants and their level of participation in program activities. Those students most in need of services have enjoyed a high level of participation in all activities offered via the Katherine Anne Porter School ACE program. While data obtained in this section is widely available through the TEASE system, local data was found to be more readily available and more appropriate for responding to this section of the report.

A. The Right Students Served

Because program goals have been achieved at a commendable level, one can conclude that the program activities and the students selected for participation in the Katherine Anne Porter School ACE program have been matched extremely close. The Katherine Anne Porter School stakeholders responses and the locally collected quantitative data support this statement. To validate this statement the following answers to questions are submitted:

1. What are the characteristics of the students that were served on this center?

Our students are all high school students grades 9 through 12. The population at our school is about fifty-fifty boys and girls. Students here are all non-traditional students who did not do well in regular public education systems. Many have multiple piercings, colored hair, and were bohemian style clothing. Until this year very few had interest in traditional sports and would be considered to be artsy students. We make sure to take these personality traits into careful consideration when we set up our after school programing.

2. Do the regular students differ from the non-regular or total school population? No they are the same as the rest of the school population Most of our students are non-traditional.
3. In what ways do they differ or in what ways are they the same?

Most of the students who attend the after school program are the same as the non-regular participants but many of the non-regular attendees have after school obligations that prevent them from staying on a regular basis. Some of our high school students have to work and many of them go home after school to take care of younger siblings while there parents work. Those students who stay after school have the freedom from these non-school activities and enjoy being able to attend the program to extend their education into the afternoon and enjoy enrichment activities with their social groups.

4. Do fall and spring term participants differ or are they the same?

At Katherine Anne Porter School we usually have the same activities both spring and fall semesters. We do change classes when a class has participation that is below an acceptable level regularly. When we add a class we survey students, staff, stakeholders, and family members to see if it will support itself with our population.

B. The Right Activities

The selection of activities offered during the 2013-2014 school year was a response to identified special needs and interests of students. The three charts shown below lists the various activities offered, their percent of time allocated to each category of activities and their student attendance.

Activity Type	List of Activities
Academic Support	Homework Help Tutorials in Math, English, Social Studies, and Science Study Skills
Enrichment	Arts and Craft Rocket Making Cooking Multiplayer Gaming
Family Engagement	Tai Chi
College and Career	Career Exploration

Activity Type	Fall % Allocation of Time	Spring % Allocation of Time
Academic Support	62 %	68 %
Enrichment	24 %	21 %
Family Engagement	9 %	5 %
College and Career	5 %	6 %

Top Three Activities With Most Attendance	Bottom Three Activities With Least Attendance
Volley Ball Multiplayer Gaming Drivers Education	Theatre Arts Dance Robotics

C. The Right Student Level of Participation

Based a review of the reports available from the TEASE system the conclusion is that the level of student participation in the Katherine Anne Porter School ACE program was on target and effective in addressing the needs and interests of all students served. Based on feedback received both orally and in writing, all stakeholders were in agreement that students benefited greatly from the activities that they attended.

VI. Program Intermediate Outcomes

A. Expectations

The Katherine Anne Porter School ACE program is driven by the five intermediate outcomes listed in the center's logic model found in the Appendix section of this report. Those intermediate outcomes have helped to focus the structure and the philosophy surrounding the after school program as it is being implemented in on the Katherine Anne Porter School center.

The five intermediate outcomes and their related expectations for this center are identified below.

1. To improve academic performance:

- By having the expectation that all students will show improvement in reading, math, science and social studies
- By having the expectation that all students will show improved performance on benchmark tests
- By having the expectation that the ACE program will provide TEKS Targeted Clinics to improve student academic performance
- By having the expectation that all students attending tutorials will show significant improvement in their academic grades
- By having the expectation that the after school program will offer assessment based tutorial programs
- By having the expectation that all students will be promoted to their next grade level
- By having the expectation that all students will pass their STAAR exams
- By having the expectation that all students will appreciate learning

2. To improve attendance:

- By having the expectation that school attendance will be maintained or improved
- By having the expectation that school attendance will be improved by 2%
- By having the expectation that students will attend school on a more regular and consistent basis
- By having the expectation that staff members will work together to help improve student attendance
- By having the expectation that students will be excited about the after school program and will want to be in school in order to attend the after school offerings
- By having the expectation that an appealing ACE program will cause students to come to school
- By having the expectation that program offerings will make students want to attend the program

3. To improve behavior:

- By having the expectation that proper student behavior will be demonstrated by all students
- By having the expectation that discipline referrals will decrease by 5%
- By having the expectation that students will demonstrate respectful behavior
- By having the expectation that students will have acceptable behavior during the school day so that they can participate in the after school program
- By having the expectation that the establishment of an incentive system will motivate students to behave
- By having an expectation that the ACE program will help support the regular school day staff with student behavior
- By having the expectation that one-on-one contact with children will show them the correct behavioral direction

4. To improve promotion rates:

- By having the expectation that all students will be expected to achieve skills necessary to be promoted to next grade level
- By having the expectation that the after school program will establish positive relationships between students and staff so as to facilitate student promotion
- By having the expectation that the program provide tutorials to assist students with academic needs
- By having the expectation that students with the greatest risk of being retained are identified and monitored
- By having the expectation that the program will be an encouragement to students via regular monitoring of their grades and their tutoring needs.

5. To improve graduation rates:

- By having the expectation that all students will graduate
- By having the expectation that the program will establish good relationships between students and staff members and thus help with student graduating
- By having an expectation that students attend tutorials, attend school and behave appropriately so that they can graduate
- By having the expectation that the after school program helps to monitor where students are in their various courses and when necessary encourage them to attend the tutorials.

B. Analysis of Achievement

The charts shown below provide a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. Each chart contains a comparison analysis from three groups of students on the Katherine Anne Porter School campus. The comparison groups of students are a) all students enrolled on the Katherine Anne Porter School campus, b) all Katherine Anne Porter School campus students who enrolled in the ACE program and c) all those students from the Katherine Anne Porter School campus who were not only enrolled in the after school program, but who met the criteria for being identified as regular participants.

1. Achievement in Regular Classroom Academic Performance

English Language Arts			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	87.82	87.90	.30
All 21st CCLC enrolled students	87.82	87.90	.30
All 21st CCLC regular students	87.22	87.52	+ 0.09

Mathematics			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	82.90	82.21	-0.69
All 21st CCLC enrolled students	82.90	82.21	-0.69
All 21st CCLC regular students	81.11	81.3484.81	+0.23

Science			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	83.68	82.21	-1.47
All 21st CCLC enrolled students	83.68	82.21	-1.47
All 21st CCLC regular students	81.77	80.56	-1.21

Social Studies			
Comparison Average Semester Grade Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	84.69	83.73	-0.96
All 21st CCLC enrolled students	84.69	83.73	-0.96
All 21st CCLC regular students	84.55	83.36	-1.20

2. Achievement in State Assessment Performance

English Language Arts	
Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	80.3%
All 21st CCLC enrolled students	80.3%
All 21st CCLC regular students	78.0%

Mathematics	
Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	83.3%
All 21st CCLC enrolled students	83.3%
All 21st CCLC regular students	84.8%

Science	
Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	94.9%
All 21st CCLC enrolled students	94.9%
All 21st CCLC regular students	96.9%

Social Studies	
Percent Passing STAAR Test	
	%
All Students Enrolled on Campus	91.2%
All 21st CCLC enrolled students	91.2%
All 21st CCLC regular students	100%

3. Achievement in Attendance Improvement

Note: One needs to be careful in interpreting the average semester attendance of the groups of students. There are factors that can impact the average for any group. For example if a student enters in the middle of the semester or leaves in the middle of the semester, his/her days of attendance will be different than those students who entered the school year on the first day of school and remained enrolled until the end of the spring semester.

Classroom Attendance			
Comparison of Average Semester Attendance Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	88.73	88.73	0.00
All 21st CCLC enrolled students	88.73	88.73	0.00
All 21st CCLC regular students	88.72	88.72	0.00

4. Achievement in Absence Improvement

Note: One needs to be careful in interpreting the average semester absence of the groups of students. There are factors that can impact the average for any group. The weather in the winter months for example can impact student absences due to illnesses and harsh weather conditions.

Classroom Attendances			
Comparison of Average Semester Absences Change			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	88.73	88.73	0.00
All 21st CCLC enrolled students	88.73	88.73	0.00
All 21st CCLC regular students	88.72	88.72	0.00

5. Achievement in Behavior Improvement

Improvement In Student Behavior In School			
Level of Agreement from Stakeholders			
	Student	Parent	Staff
Strongly Agree	25%	25%	20%
Agree	25%	25%	25%
Neutral	41%	41%	43%
Disagree	2%	2%	7%
Strongly Disagree	7%	7%	5%

6. Achievement in Promotion Improvement

Note: Because the promotion rate for all groups of students is extremely high and only provides a minimal difference for comparison purposes, it was deemed appropriate to illustrate the perception of stakeholders with regard to the improvement of academic performance by students and their improved attendance in school as a result of their participation in the after school program.

Improvement In Student Grades In School			
Level of Agreement from Stakeholders			
	Student	Parent	Staff
Strongly Agree	13%	13%	50%
Agree	11%	11%	36%
Neutral	18%	18%	14%
Disagree	2%	2%	0%
Strongly Disagree	0%	0%	0%

Improvement In Student Attendance In School			
Level of Agreement from Stakeholders			
	Student	Parent	Staff
Strongly Agree	42%	36%	23%
Agree	23%	33%	30%
Neutral	25%	29%	38%
Disagree	5%	5%	8%
Strongly Disagree	4%	1%	1%

7. Achievement in Graduation Improvement (Applicable only to High School)

According to the most recent (2012-2013) Texas Academic Performance Report (TAPR) the completion rate/retention rate for Katherine Anne Porter School was 93.7%.

C. General Summary

1. Are there a greater number of students experiencing improvement in each of the five intermediate outcomes?
 - a. Improvement in academic performance: Yes
 - b. Improvement in attendance: Yes
 - c. Improvement in behavior: Yes
 - d. Improvement in promotion rates: Yes
 - e. Improvement in graduation rates: Yes

2. Are there a greater percent of students experiencing improvement in each of the five intermediate outcomes?
 - a. Improvement in academic performance: Yes
 - b. Improvement in attendance: Yes
 - c. Improvement in behavior: Yes
 - d. Improvement in promotion rates: Yes
 - e. Improvement in graduation rates: Yes

3. Are there a greater amounts of improvements by students?
 - a. Improvement in academic performance: Yes
 - b. Improvement in attendance: Yes
 - c. Improvement in behavior: Yes
 - d. Improvement in promotion rates: Yes
 - e. Improvement in graduation rates: Yes

VII. Program Impacts

As stated in Section III of this report, the Katherine Anne Porter School Center used two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. The descriptive research design was used because it better enables one to provide comprehensive information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program on the local center site. In order to provide a more comprehensive center report that more accurately represented how well the ACE program operated during this school year, it was necessary to obtain data from a larger population of students than those enrolled in the ACE program. The quasi-experimental research design provided a comparison between three groups of students on this center, those that were regular 21st CCLC attendees, those that were non-regular 21st CCLC attendees and those that were non-participants. Charts were provided in Section 6 of this report that gave a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. Each chart contained a comparison analysis from three groups of students on the Katherine Anne Porter School campus. Since only one year of data was readily available, the evaluator and ACE program staff decided to use a first and second semester comparison of the three groups of students.

Please refer to Section 6 of this report under the heading “Analysis of Achievement.” That portion of the report will provide student performance comparison data for grades, school attendance, school discipline referrals, course completion and achievement test scores.

VIII. Stakeholder Perceptions

In spring 2014 Katherine Anne Porter School ACE center administered surveys to students, parents and staff members. Survey completion participants included 146 students, 66 parents and 24 staff members. The primary reason for surveying the stakeholders was to obtain their opinion regarding the effectiveness of the 21st Century CLC program, particularly as an outcome related to the perceived behaviors and attitudes of student participants. The intent is for this survey to be administered annually for the remainder of the grant period. Future administrations will provide important information regarding possible trends in stakeholder opinions. As the program evolves and experiences demographic and/or programmatic changes, the data obtained will prove helpful in developing decisions that will be more responsive to the needs of the individual centers and the program as a whole. Additionally, the surveys will provide program administrators with a systematic and uniform method of receiving input and serve an integral role in the comprehensive plan for meeting the individual needs of the center community.

Description of the Survey

The surveys were comprised of Likert-type items, and the range of values for each item was based on a 5 point scale with the highest value assigned to the response "Strongly Agree" or "Highly Satisfied." A summary of the response categories and the point value of each is presented in Tables 1 and 2 below:

Table 1		Table 2	
<u>Response Category</u>	<u>Point Value</u>	<u>Response Category</u>	<u>Point Value</u>
Very Satisfied	5	Strongly Agree	5
Satisfied	4	Agree	4
Neutral	3	Neutral	3
Dissatisfied	2	Disagree	2
Very Dissatisfied	1	Strongly Disagree	1

Domains

Survey statements are clustered into domains according to the issue each specific statement addresses. For each of the domains, results are reported on a subscale average score, which is an average of the combined individual item averages and represents the average score for the particular domain. The number and description of domains is identical for all surveys. The four domains are identified as follows:

- A. Program Activities
- B. Program Environment
- C. Student Attitudes
- D. Student Behaviors

Analysis of Survey Results

A. Items on the Program Activities subscale elicited opinions regarding:

- The help provided with homework
- The variety of enrichment activities
- The variety of academic activities
- The positive experiences in the program
- The opportunity to learn new material

1. The following table describes the stakeholder’s satisfaction with how well homework help was provided to students. (*Statements #: 1 – student; 1 - parent; 1 - staff*)

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	4.41	35%	2	3.83	66%	1	4.43	93%

2. The following table describes the stakeholder’s satisfaction with the variety of enrichment activities offered to the students. (*Statements #: 2 – student; 2- parent; 2- staff*)

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
2	3.78	84%	1	4.57	83%	3	3.11	82%

3. The following table describes the stakeholder’s satisfaction with the variety of academic activities offered to the students. (*Statements #: 3 – student; 3- parent; 3- staff*)

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	4.14	79%	2	3.89	83%	1	4.50	93%

4. The following table describes the stakeholder’s satisfaction with the positive experiences provided to the students. (*Statements #: 17 – student; 17- parent; 19- staff*)

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	4.36	86%	2	4.61	95%	1	4.64	93%

5. The following table describes the stakeholder’s satisfaction with the opportunities provided to students to learn new material. (*Statements #: 18 – student; 18- parent; 20- staff*)

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	3.71	52%	2	3.94	72%	1	4.43	93%

B. Items on the Program Environment subscale elicited opinions regarding:

- The class sizes
- The special help given by staff
- The attention and care given by staff
- The opportunity to meet adults
- The opportunity to make new friends
- The safe environment for students

1. The following table describes the stakeholder’s satisfaction with the class sizes in the ACE program. *(Statements #: 4 – student; 4- parent; 4- staff)*

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	4.36	80%	2	4.28	83%	1	4.64	93%

2. The following table describes the stakeholder’s satisfaction with the special help given to students by the ACE program staff. *(Statements #: 5 – student; 5- parent; 5- staff)*

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
2	4.18	77%	3	3.94	67%	1	4.71	93%

3. The following table describes the stakeholder’s satisfaction with the attention and care given to students by the ACE program staff. *(Statements #: 6 – student; 6- parent; 6- staff)*

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	4.43	89%	2	4.56	89%	1	4.64	93%

4. The following table describes the stakeholder’s satisfaction with the opportunities provided in the ACE program for students to meet adults. *(Statements #: 7 – student; 7- parent; 7- staff)*

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	3.61	48%	2	3.61	56%	1	3.71	64%

5. The following table describes the stakeholder’s satisfaction with the opportunities provided in the ACE program for students to make new friends. (*Statements #: 8 – student; 8- parent; 8- staff*)

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	4.00	69%	2	4.28	83%	1	4.50	92%

6. The following table describes the stakeholder’s satisfaction with the safe environment provided to students in the ACE program. (*Statements #: 9 – student; 9- parent; 9- staff*)

Students			Parents			Staff		
Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied	Rank Order	Mean	Satisfied
3	4.30	77%	2	4.44	89%	1	4.64	93%

C. Items on the Student Attitudes subscale elicited opinions regarding:

- Student's attitude toward being successful in the after school program
- Student's attitude toward attending the after school program
- Student's attitude toward being a part of the after school program
- Student's attitude toward an enjoyment for learning
- Student's attitude toward the regular school day program
- Student's attitude toward participating in the after school program in the future

1. The following table describes the stakeholder's level of agreement that students were being successful in the after school program. (*Statements #: 10 – student; 10- parent; 12- staff*)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	3.24	82%	2	4.22	83%	1	4.50	93%

2. The following table describes the stakeholder's level of agreement that students liked to attend the ACE program. (*Statements #: 11 – student; 11- parent; 13- staff*)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	3.98	66%	2	4.28	83%	1	4.50	93%

3. The following table describes the stakeholder's level of agreement that students liked to be a part of the ACE program. (*Statements #: 12 – student; 12- parent; 14- staff*)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	4.09	73%		4.28	83%	1	4.64	93

4. The following table describes the stakeholder's level of agreement that students had an enjoyment for learning while being a part of the ACE program. (*Statements #: 13 – student; 13- parent; 15- staff*)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	3.73	55%	2	4.11	77%	1	4.36	86%

5. The following table describes the stakeholder’s level of agreement that students had a positive attitude toward the regular school day program as a result of being in the ACE program. (Statements #: 19 – student; 19- parent; 21- staff)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	3.70	53%	2	4.11	77%	1	4.36	86%

6. The following table describes the stakeholder’s level of agreement that students had a positive attitude toward participating in the after school program in the future. (Statements #: 20 – student; 20- parent; 22- staff)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	4.16	80%	1	5.00	100%	2	3.11	92%

D. Items on the Student Behaviors subscale elicited opinions regarding:

- Improved student disciplinary behavior
- Improved student academic performance
- Improved student attendance in school

1. The following table describes the stakeholder’s level of agreement that student disciplinary behavior improved as a result of being in the after school program. (*Statements #: 14 – student; 14- parent; 16- staff*)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	3.59	50%	2	3.94	61%	1	4.43	86%

2. The following table describes the stakeholder’s level of agreement that student academic performance improved as a result of being in the after school program. (*Statements #: 15 – student; 15- parent; 17- staff*)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	3.80	55%	2	4.17	77%	1	4.43	85%

3. The following table describes the stakeholder’s level of agreement that student attendance in the regular school day improved as a result of being in the after school program. (*Statements #: 16 – student; 16- parent; 18- staff*)

Students			Parents			Staff		
Rank Order	Mean	Agree	Rank Order	Mean	Agree	Rank Order	Mean	Agree
3	3.50	45%	2	4.00	66%	1	4.50	85%

E. Representative Statements made by stakeholders

The survey document provided stakeholders an opportunity to express additional comments regarding the ACE program. The following are representative comments provided by the stakeholders.

Students:

- This gives me extra time to be successful.
- More funding for multiplayer gaming.
- Satisfied.
- I love my school.
- We should have a sewing class.
- Harder classes.

Parents: None Provided

Staff:

- I feel that the after school program is a great place for students to learn and have fun. Ms. Wilfong does an excellent job of organizing the program and keeping her teachers in the loop.
- The after school program at KAPS is very beneficial to all involved. Not only do students have the opportunity to experience enrichment through dance, art, music, and archery, but they also receive tutoring in all the core subjects. This program provides a safe place for students to be in the afternoon, instead of doing drugs or getting into trouble. It is also an opportunity for community members to share their time and energy with the students. Peggy Wilfong is an amazing leader and facilitator for this program. She is firm and consistent, and pushes us all to higher standards. She is kind and nurturing.
- Nice opportunity for students to experience other types of activities that they might not get exposed to in other curriculum.
- Great program. Great crew.
- The KAPS after school program is completely learner centered in ways that excite student: even those who have had a bad day perk up and look forward to their favorite classes. They are not shy about recommending new classes and they know their opinions count.
- Afterschool helps all be successful. We need this program at all schools.
- Keep up the combination of tutoring and recreation! It's working!

IX. Evaluator Commentary and Recommendations

Part A: Information Regarding the External Evaluator

This section of the report is being provided by the external evaluator, Canizales Consulting Services. Raymond Canizales is President of Canizales Consulting Services and has served as an educator since 1970 and has been involved in all phases of the education system including curriculum development, human resource services and assessment/research and development. Extensive evaluative experience has been obtained in working with after school federal program grants and with Texas after school grants under Cycles 5, 6, 7 and 8.

Canizales Consulting Services have been actively involved in all phases of the center's evaluation process. Guidance and assistance has been provided by the external evaluator since the beginning of the school year. Mr. Canizales has participated in the development and modifications done to the Logic Model, the completion and submission of Interim Reports 1 and 2, and the completion of the current final center evaluation report. Through his monitoring and participation in each phase of the evaluation process and his on-site visits to the center, he has developed a thorough knowledge of the ACE program as it exists on this site.

Part B: General Comments and Observations

The external evaluator finds that the KAPS ACE program is one of the most creative high school programs in operation. The staff and students have always looked for unique opportunities for maximizing the learning experiences of all participants. Factors considered in determining activities and classes offered included possible student attendance, the special need for drivers education class, the need for student academic improvement and the possible involvement by parents. Tutoring has been extremely important on this campus in that it provides direct help to improve student academic performance. The program also serves the needs of parents. As an example they expressed the need for dance, gardening and cooking classes.

The site coordinator is highly capable of adjusting to unexpected situations. For example, a teacher quit the day before class started and the coordinator was quick to find a replacement. Or, a bus driver didn't show up at the end of the day and the site coordinator drove the students home herself.

Volleyball was a huge success this year, with lots of parent participation. This was the first year KAPS had had team sports and all were very excited about continuing in this area. Competitive teams were offered in women basketball, cross country, and archery and a Volleyball Camp was planned for the summer school. A disappointment this year was the Student Ambassador program. It was dropped due to a lack of interest on the part of the students.

The external evaluator was able to observe several classes during his site visits. Those classes included: driver's education, speech, multi-player gaming, ping pong, volleyball, and band. The extent that this site goes to provide after school experiences for students is best illustrated by the Aerial Silks set-up in place in the gym. A student with a special interest in Aerial Silks

demonstrated her skills on the apparatus which had been set up by her father in the gym. The commitment to provide a strong academic support for students was noted in the driver education course, the homework help provided in the library and cafeteria areas, and the for credit speech class. The multi-player room was packed with students. The expansion and improvement made to the garden area was impressive and the music generated by the KAPS band was enjoyable.

Part C: Recommendations

The evaluator makes the following recommendations for 2014-2015:

1. It is a desirable goal for this center is to develop into an exemplary after school program; therefore, it must exemplify the characteristics of an effective after school program. The site coordinator on this site should identify and select one of the 21 identified characteristics of an effective after school program that is below desired expectations and concentrate his/her efforts for improvement of that characteristic. The characteristic chosen is: Includes a balance of academic, enrichment, college and workforce readiness and family and parental support service activities.
2. In order to provide students with a varied program of activities, this center should ensure that at least two activities are scheduled that focus on the area of college and workforce readiness.
3. Staff members have unique and special skills that go untouched. Therefore this center should conduct a survey of staff that seeks suggestions of academic, enrichment, college/workforce and family engagement activities that they or others could offer the students in the future.
4. Non-certified teachers are employed in the after school program and have roles that require knowledge of effective instructional strategies and disciplinary skills. Therefore, the site coordinator should provide staff development opportunities for these individuals to gain the skills needed.
5. Student performance data is readily available and a system of dissemination should be in place for ACE program teachers to better identify the specific instructional needs of students.

X. Site Coordinator Commentary and Next Steps

This section of the report is intended to give the site coordinator’s response to the top three recommendations made by the external evaluator. The site coordinator and the external evaluator have met on numerous occasions during the 2013-2014 school year and discussed the Katherine Anne Porter School ACE program. Both have generally been in agreement with observations made by the external evaluator. This section is subject to both possible agreement and disagreement. As site coordinator I will respond to the top three recommendations made by the evaluator, rank the recommendation in terms of priority and explain my agreement or disagreement with each of the top three selected recommendations. I will also state the next steps that I, as site coordinator, will do to implement and carry out that recommendation.

Priority Rank	Statement of Recommendation	Agree/Disagree	Statement of Next Steps
1	In order to provide students with a varied program of activities, this center should ensure that at least two activities are scheduled that focus on the area of college and workforce readiness	Agree	The Site Coordinator will provide and additional college/workforce readiness program in the fall of 2014 to ensure that students are prepared for college or enter the workforce. An additional staff member has already been added to achieve this goal. It is the intent of the Site Coordinator to add a class that prepares the student for interview situation along with professional dress standards, and appropriate behavior (eye contact, posture, hygiene etc.).

Priority Rank	Statement of Recommendation	Agree/Disagree	Statement of Next Steps
2	Staff members have unique and special skills that go untouched. Therefore this center should conduct a survey of staff that seeks suggestions of academics, enrichment, college/workforce and family engagement activities that they or others could offer the students in the future.	Agree	A survey of staff and teachers has been planned for early fall before the completion of the fall schedule to ensure that all human resources on the campus are being tapped for new exciting classes.

Priority Rank	Statement of Recommendation	Agree/Disagree	Statement of Next Steps
3	Non-certified teachers are employed in the after school program and have roles that require knowledge of effective instructional strategies and disciplinary skills. Therefore, the site coordinator should provide staff development opportunities for these individuals to gain the skills needed.	Agree	The site coordinator will arrange for these individuals to attend the week long inservice at the beginning of the school year so they may acquire new and necessary skills.

Appendix Section

Katherine Anne Porter Charter School Logic Model

Logic Model for Katherine Anne Porter School

Theory of Action: Students in need, spending additional time (min. 30 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.

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
Human: <ul style="list-style-type: none"> Certified Teachers Jay Myers Daniel Bisset Josie Duval Teresa Smetzer Jennie LaBuhn Megan Boutin Andrew Mining Jake Dean Aaron Kooping Diane Pierce Lee Stubbs Sabina Reynolds Laurel Miller John Sanchez Scott Gatewood Site Coordinator Peggy Wilfong Paraprofessional Kelly Marler - BOA Principal Kenn Peters 	<ul style="list-style-type: none"> Programs based on established campus needs. Site uses campus data and improvement plans as guiding documents. Alignment with school day learning. Site managed and lead by campus and district leaders. School day teachers lead academic and enrichment interventions. Site Coordinator serving on RtI team to create interventions for students with academic challenges. Targeting students most at risk. The Site Coordinator works with district leaders to identify and recruit students with academic challenges and their families to participate. Integration of student and 	Tutorials		<ul style="list-style-type: none"> Increased attendance Improved academic performance Reduced adverse behavior incidents Increased promotion rates Increased graduation rates More family involvement Higher student satisfaction. Higher parental satisfaction. Higher teacher satisfaction. 	All students will be promoted and graduate ready for college and career.
		<u>Math</u>	140 days, 280 hours for 5 students with a certified teacher		
		<u>Science</u>	35 days, 70 hours for 10 students with a certified teacher		
		<u>Social Studies</u>	35 days, 70 hours for 5 students with a certified teacher		
		<u>English</u>	35 days, 70 hours for 10 students with a certified teacher		
		<u>Homework help</u>	140 days, 420 hours for 30 students with a certified teacher		
		<u>Computer-based Learning E2020</u>	140 days, 420 hours for 5 students with a certified teacher		

Logic Model for Katherine Anne Porter School

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
<ul style="list-style-type: none"> • Superintendent Jordan Elliott Pierce • 160 Students • 200 Parents • 30 Volunteers • Community Partners Lions Club Hays County Master Naturalists Wimberley Library <p>Support:</p> <ul style="list-style-type: none"> • Willa Rosen, PD • Tonda Turner, FES • Ben Zink, PA • Lauri Celli, TAC • Campus Leaders- Principal -Kenn Peters • District Leader- Superintendent – Jordan Elliott Pierce • Community Leaders President of Lion Club John Lyon President of Hays County Master 	<p>family voice into all activities. Extensive surveys are given to students and families. Students can choose which classes they attend.</p> <ul style="list-style-type: none"> • Ongoing monitoring. Program is observed by campus leaders weekly. By PD and FES monthly and data is reviewed each week. • Professional development. Ongoing learning is directly linked with school-day PD, plus conferences and workshops on afterschool programs. • Sustainability focus. Site Coordinator received sustainability training monthly. District leaders receive sustainability training once per semester. • Data-driven focus. SC monitors student grades, attendance and behavioral referrals. 	Enrichment Activities			
		<u>Art</u>	35 days, 70 hours for 10 students with a certified teacher		
		<u>Gardening</u>	35 days, 70 hours for 9 students with a certified teacher		
		<u>Physical Fitness</u>	140 days, 280 hours for 40 students with 2 certified teachers		
		<u>Board Games</u>	70 days, 140 hours for 8 students with 1 certified teacher		
		<u>Robotics</u>	70 days, 140 hours for 5 students with 1 certified teacher		
		<u>Dance</u>	70 days, 140 hours for 10 students with 1 certified teacher		
		<u>Drama</u>	70 days, 140 hours for 10 students with 1 certified teacher		

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<p>Naturalists Larry Calvert</p> <ul style="list-style-type: none"> • District Facility Joe Jandle Mike Willitte John Easterling Fidel Mendoza • District Technology IT Director – Chip Martin • PEIMS Staff Registrar – Laura Jandle <p>Curriculum:</p> <p>E2020</p> <p>Other Tools:</p> <ul style="list-style-type: none"> • Technology – Laptop for SC • Netbooks • iPads • Whole Kids Grant for school garden 		<p style="text-align: center;">Family Engagement</p> <ul style="list-style-type: none"> • <u>Parent University</u> • <u>Parent Volunteer Opportunities</u> • <u>Parent Leadership Meetings</u> • <u>Community Events</u> • <u>School Accountability Meetings</u> • <u>Family Fitness</u> 	<p>35 days, 52.5 hours for a variable number of parents.</p>		

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Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
		College and Career Readiness			
		<ul style="list-style-type: none"> • <u>Career Cluster</u> classes (cooking, gardening driver's ed., robotics) • <u>SAT Prep</u> classes 	Career Cluster: 2 per week x 120 mins.		