

Afterschool Centers on Education

Cycle 8 AISD

Austin Independent School District

Ortega Elementary School

Final Report 2013–2014



Austin Independent School District

Department of Program Evaluation

August 2014

This report was developed to meet TEA's reporting requirements of the Afterschool Centers on Education (ACE), as specified in the mandated report elements and outline provided by TEA in Appendix 31 of the PRIME Blueprint for Texas ACE.

Executive Summary

In 2013–2014, the Afterschool Center on Education (ACE) program at Ortega Elementary School in Austin Independent School District (AISD) served 188 students. This report examines program implementation and outcomes of the ACE program at Ortega Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. Fewer than half the students at Ortega Elementary School participated in the ACE afterschool program during the school year 2013–2014. All three groups had more male students than More than one-third the students in all three groups were classified as limited English proficient (LEP).
2. The ACE program at Ortega integrated best practices of school program alignments, recruited and retained students, integrated student and family voice, and used ongoing data monitoring to implement a successful afterschool program.¹
3. Neither the regular participants nor the non-regular participants experienced an increase in mean grade point average (GPA) in the four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion during the same period.
4. Attendance outcomes were positive at Ortega. Both the regular participant group and the non-regular participant group experienced a decrease in mean absent days from 2012–2013 to 2013–2014.
5. The regular participant group experienced a decrease in mandatory discipline removals, but group experienced no change in discretionary discipline removals from 2012–2013 to 2013–2014. The non-regular participant group experienced an increase in mean discretionary discipline removals from 2012–2013 to 2013–2014.

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD Department of Research and Evaluation (DRE), ACE program staff at Ortega Elementary School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. The Ortega ACE program will make the necessary adjustments in the academic component to better align with the program’s goals and meet the needs of students. These changes can be done with homework help classes and STAARburst classes. The program staff will meet with key resource personnel to develop a monitoring system to ensure that academic classes strive for continued student success.

¹ Data from the student survey were not available when the center report was drafted. The sample size of the parent survey was too small and was not suitable to be analyzed at the center level. A summary of the grantee-level findings of the parent survey is included in the appendices of the report.

2. Students who participated in the afterschool program had better attendance during this school year than they did during the past school year. If the program continues to offer a quality afterschool program with student voice to the school community, students' afterschool as well school-day attendance is expected to increase. The program staff will strive to increase the number of regular participants and decrease the number for non-regular participants.
3. All students who participated in the afterschool program followed the same guidelines with regard to discipline. The site coordinator worked with key school resource staff to discuss specific students' discipline issues and will continue to work with key staff to collaborate and streamline discipline issues during the school day and during the afterschool program.

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Introduction and Purpose of Program

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). The purpose of 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. ACE Austin provides a comprehensive range of out-of-school-time academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Building on its existing infrastructure of evidence-based out-of-school-time activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive, menu of before-school, afterschool, and summer programming. Activities are offered at least 15 hours per week for 30 weeks during the academic year and for 30 hours per week for 4 weeks during summer. All activities focus on the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and workforce readiness/awareness.

Academic assistance. ACE Austin offers a range of activities designed to improve students' achievement by providing extra academic assistance and support in the form of tutoring and homework help for students who are struggling in the core subjects, including science, math, reading, and social studies. All extended-day learning opportunities are aligned with the Texas Essential Knowledge and Skills (TEKS) standards and with the school-day reading/writing, math, science, technology, and social studies curricula and use hands-on, experiential, and project-based teaching strategies to reinforce learning. Academic support activities incorporate the district-wide Curriculum Roadmap and link the afterschool program with school-day instruction to ensure consistency and continuity.

Family engagement. ACE Austin staff partner with the AISD Adult Education Department and each school's parent support specialist to provide family engagement activities that help connect families to schools and enable them to better support their children's academic achievement. Services include English language support for limited English proficient students; technology classes; parent support classes that focus on college readiness, child development, positive behavior, and ways to support student academic achievement; and family fitness nights, offered in partnership with ACTIVE Life Movement, a national organization dedicated to healthy lifestyles for all.

Enrichment. ACE Austin offers a variety of skill-building enrichment activities to which some students would otherwise lack access, including fine arts, technology, games, health and fitness, outdoor and environmental education, and youth leadership and development. Enrichment activities are designed to extend, expand on, or otherwise enrich classroom learning by supporting students' physical, emotional, and social development.

College and workforce readiness/awareness. ACE Austin implemented the Get Ready for College program with 5th graders at selected campuses. Students were targeted based on teachers' recommendations. Participating students investigated careers, visited area colleges and universities, practiced public speaking skills, participated in service projects, and played lacrosse. All ACE Austin activities and classes integrate college and workforce readiness whenever feasible, including discussions about careers and educational attainment, presentations from guest speakers, and information about the importance of high school graduation and college attendance.

The main goals of the youth and family afterschool programs offered by ACE Austin are based on narrowing the achievement gap between economically disadvantaged students and students of more affluent families. Across activities and centers, the afterschool program focuses on three primary objectives:

- Decrease school day absences
- Decrease discipline referrals
- Increase academic achievement

The STAARburst program was implemented at the ACE program at Ortega Elementary School. STAARburst targeted 3rd- and 4th-grade students twice a week to increase math and English language arts skills.

This report examines outcomes for ACE program at Ortega Elementary School, which served 188 students during 2013–2014 school year.

Evaluation Strategy

Expectations

The Department of Research and Evaluation (DRE) evaluators and program staff, together, reviewed the grant requirements and developed an evaluation plan and timeline for the program, which were published online (<http://www.austinisd.org/dre/about-us>) as part of the DRE work plan. Throughout the duration of the grant program, evaluators worked closely with program staff to collect and submit identified data in a timely fashion and met regularly to monitor progress and make any needed adjustments.

The evaluation plan was used to ensure continuous improvement for (a) program management (monitoring program operation); (b) staying on track (ensuring that the program stayed focused on the goals, objectives, strategies, and outcomes); (c) efficiency (streamlining service delivery, which helps lower the cost of services); (d) accountability (producing evidence of program effects); and (e) sustainability (providing evidence or effectiveness to all stakeholders).

The ACE program used TEA Security Environment (TEASE), the Texas ACE web-based tracking system, to track student attendance and other program data needed for TEA reports. The DRE evaluator extracted students' records from AISD's data warehouse and assisted program staff with formatting and data entry into TEASE for accurate reporting to TEA.

Measurement

Program participation files and AISD student records provided demographic information and results for each of the school-related outcomes. Program participants' outcomes were compared for school years 2012–2013 and 2013–2014. Program participants were categorized based on the total number of days they participated in the afterschool program: regular participants were students who participated in a program for 30 or more days, and non-regular participants were students who participated in a program between 1 and 29 days. Analyses were conducted to compare school outcomes (e.g., school attendance, discipline removals, core subject grade point average [GPA]; reading, mathematics [math], science, and social studies) and course completion percentages.

School Attendance²

The average number of school days absent was calculated for both the regular participant and non-regular participant groups. Absent days were defined as the total number of days a student did not come to school and included both excused and unexcused absences.

² The mean number of school days absent was reported as required by TEA in the *ACE Final Evaluator Report Guidelines*. It is noted, however, that the number of days absent does not take into account the number of days enrolled. Across AISD, in 2013–2014, a negative correlation was found between the number of days students were enrolled and their absenteeism rate ($r = -.29$, $p < .0001$), i.e., students who were enrolled fewer days of the school year were absent for a greater proportion of those days. An absence or attendance rate that takes into account the days enrolled would be a better measure of student engagement.

Discipline Removals

To examine the program impact on discipline referrals, the percentage of students who were disciplined was calculated for the both regular and non-regular participant groups. Student discipline referrals were included for analysis when the resultant action was a suspension (i.e., in-school or out-of-school suspension) or placement in a disciplinary alternative education program (DAEP; e.g., the Alternative Learning Center). These removals from the regular education environment were divided into two categories for the purposes of analyses: those for which a removal was mandatory and those for which a removal was discretionary. All mandatory discipline offenses resulted in a removal from campus, as required by law. Discretionary removals were those offenses that did not require a removal by law, but for which a student was removed anyway. For example, mandatory removals included drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included behaviors such as persistent misbehavior or fights.

Academic Achievement

Academic achievement was measured using school-year GPA in reading, math, science, and social studies and course completion percentages. The mean GPAs were calculated for coursework completed during the year, and the percentage of students who passed courses was also calculated.

Table 1. Afterschool Program Objectives and Description of How They Were Measured

Program objective	Measurement	Data source
Decrease participants' school-day absences	Mean school day absence	Program participation file, AISD student attendance records
Improve behavior	Percentage of students with a mandatory or discretionary discipline removal	Program participation file, AISD student discipline records
Improve academic performance	Core grade point average (reading, math, science, social studies)	Program participation file, AISD student grades records
	Course completion	Program participation file, AISD student grades records

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

High quality out-of-school time programs are an integral part of the pipeline to graduation and college success. All of the services and activities for this project were designed based on research about what works in out-of-school time (OST) programs – primarily research from the Department of Education’s “What Works” Clearing House publication *Structuring Out-of-School Time to Improve Academic Achievement* (Beckett et al., 2009) and research about family engagement from the Harvard Family Research Project (Westmoreland, 2009). The program uses an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality and trains all afterschool staff members on best practices for activity development and implementation. In addition, all of the project’s family engagement activities are based on the national parent involvement standards established by the National Parent Teacher Association, including: regular, two-way, meaningful, communication between home and school; promotion and support of parenting skills; active parent participation in student learning; parents as welcome volunteer partners in schools; parents as full partners in school decisions that affect children and families; and outreach to community resources. ACE Austin and its partners take a coordinated approach to engaging families so that those most in need will have multiple points of entry into the continuum of services available through this program.

During the spring and summer of 2013, a campus needs assessment was conducted. The program leadership: analyzed indicators including TAKS scores, student socio-economic status, school disciplinary referrals, student and family mobility, school dropout and completion rates, and college readiness; reviewed each school’s Campus Improvement Plan, and conducted in-depth interviews with school administrators, staff, teachers, community members, partners, parents, and students to identify gaps in services on each campus and the surrounding neighborhoods. Common themes emerged indicative of the campus needs which included opportunities for extended learning, youth development, health and fitness, school safety, family engagement, and neighborhood safety.

The need for afterschool programming, family literacy, and youth program development far exceeds the current capacity of existing programs at these schools. Neighborhoods in flux need a point of stability and these schools represent common ground; a place where people of all backgrounds can gather, support their children, and better themselves. In spite of the problems faced by these neighborhoods, there is already a strong commitment by the school leadership, neighborhood association, service providers, police, and other collaborators to make the community a better place for children. Together with their partners in this effort, these campuses have made connections with families that will keep children engaged in the educational process, increase academic achievement, improve life skills, build character, and help create a safer community.

Programming was developed based on the needs of Widen Elementary School. Upon implementation, project directors met with the site coordinator (SC) to set goals in the following

areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year and adjustments were made. The project director (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC who then met with the OST instructor. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including: activity alignment; use of goals that are **Specific, Measurable, Attainable, Realistic, and Timely (SMART)**; staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide Youth Program Quality Initiative. Leadership team members and all SCs were trained to use the nationally-validated Youth Program Quality Assessment (YPQA) tool. Each semester, the QC and each SC conducted a minimum of two assessments using the YPQA tool, and the results of each assessment were used to guide the Center's quality improvement and professional development plan for instructors and vendor staff.

ACE Austin's training calendar was extensive. In addition to new employee orientations, and district and campus training sessions, staff attended webinars and regional training sessions provided by Edvance. All afterschool instructors participated in Youth Program Quality (YPQ) training sessions that were offered throughout the year, assessment tools and technique sessions, and instructional models sessions. To ensure that all TEA objectives were met, each objective had a professional development strategy for implementation. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine student progress, and assess portfolios. Strategies for professional development included:

- Professional development for all afterschool instructors about Department of Education evidence-based practices in lesson planning, instruction, tutoring, and homework assistance.
- Professional development for all afterschool instructors and staff about effective youth development practices and the development of high-interest, developmentally appropriate activities.
- Recruitment and training of adult advocates and assignment of trained advocates to targeted students in order to provide tutoring and mentoring on a consistent basis.
- Professional development for all afterschool instructors and staff about evidence based Positive Behavior Support strategies.

Marketing. Successful marketing and program promotion is essential both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin marketing strategies focus on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasize both the community benefits of out-of-school-time programs, student and family benefits of participation, and the cost benefits of providing quality programs. When community members have buy-in, they become

advocates for the program and assist in marketing and outreach for the program. School staff are also important in efforts to attract participants to the program and helping to connect students and families in need with appropriate services and activities. An important aspect of marketing and outreach is ensuring that programs create engaging environments where children and parents can experience success together. Satisfied participants become strong advocates and will also assist in marketing the program. Successful programs benefit from word-of-mouth as well, creating greater demand as information about the program builds in the community.

Ongoing Monitoring. Ongoing monitoring of attendance patterns helped staff address issues that otherwise could have become barriers to regular attendance. ACE Austin staff took daily attendance and monitored absence patterns weekly. They worked with the family engagement specialist and the campus parent support specialist to notify parents of students' absences, and worked to address the causes of repeated absences. Direct parent participation in activities also increases student participation levels.

Logic Model

A logic model was designed to guide the implementation of the ACE program at Ortega Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Widen Elementary School included six components: resources, implementation practices, outputs (activities), outputs (participation), intermediate outcomes, and impact. Table 2 lists the first four components of the logic model.

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs – Participation
HUMAN <ul style="list-style-type: none"> <u>Raquel Abrajan, Site Coordinator</u> <u>Jennifer Stephens, Principal</u> <u>Luisa Hernandez, Assistant Principal</u> <u>Janie Serna, Parent Support Specialist</u> <u>Teachers</u> <u>Classified Staff</u> <u>Temp Hourly Staff</u> <u>Vendor Staff</u> <u>Parents</u> <u>Students</u> <u>Volunteers</u> <u>Community Partners</u> SUPPORT <ul style="list-style-type: none"> <u>Shirlene Justice, Project Administrator</u> Melissa Jones, Interim Project Administrator <u>Lupe Ochoa, Grant Director</u> <u>Jeanette Reyes-Fuchs, FES</u> <u>Data Support, Wanda Atwood</u> <u>Accounting Support, Adrienne Bedford</u> Patrice Nelson, Data Support <u>Laurie Celli, TAC</u> <u>Campus Leaders</u> <u>Community Leaders</u> <u>Social and Emotional Learning Dept.</u> <u>RTI Department</u> <u>Curriculum and Instruction Dept.</u> <u>Innovation and Development Dept</u> <u>Central Texas Afterschool Network</u> <u>UTeach</u> 	School Program Alignment <ul style="list-style-type: none"> <u>MOU's with campus on file</u> <u>Curriculum aligned with district curriculum road map</u> <u>TEKS aligned lesson plans</u> <u>Needs Assessment</u> <u>Campus Improvement Plans</u> Recruiting and Retaining (right students, right mix of students) <ul style="list-style-type: none"> <u>Students targeted for academic classes</u> <u>Consideration of student Social/Emotional Need</u> <u>Offer engaging activities</u> Integrating Student and Family Voice <ul style="list-style-type: none"> Parent Surveys <u>Student Surveys</u> Ongoing Monitoring (data use and observation) <ul style="list-style-type: none"> <u>YPQ Assessments</u> <u>TX 21 Monthly Attendance Reviews</u> <u>Pre/post test</u> <u>Other</u> Professional Development <ul style="list-style-type: none"> <u>YPQ</u> <u>Lesson planning and delivery</u> 	Academic Support <ul style="list-style-type: none"> <u>Homework Help</u> <u>STAARburst</u> <u>Tutoring</u> Enrichment <ul style="list-style-type: none"> <u>Fine Arts Enrichment</u> <u>STEM Enrichment</u> <u>Literacy Enrichment</u> <u>Leadership/Character Education</u> <u>Health & Fitness</u> Family Engagement Parent Advisory Council <ul style="list-style-type: none"> <u>Wellness Superstars</u> <u>ESL</u> <u>City Tourists</u> <u>Family Fun Nights</u> College and Career <ul style="list-style-type: none"> <u>Get Ready</u> 	Academic Support <ul style="list-style-type: none"> Homework Help—offered 6 hours a week serving 95 students STAARburst—offered 12 hours a week serving 44 students Enrichment <ul style="list-style-type: none"> Fine Arts Enrichment—offered 10.5 hours a week serving 66 students STEM Enrichment—offered 10.5 hours a week serving 72 students Literacy Enrichment—offered 6 hours a week serving 44 students Leadership/Character Education—offered 1.5 hours a week serving 7 students Health & Fitness—10 hours a week serving 127 students Family Engagement Parent Advisory Council <ul style="list-style-type: none"> Wellness Superstars—offered 2.5 hours a week serving 15 adults ESL—offered 4 hours a week

Resources	Implementation	Outputs - Activities	Outputs – Participation
CURRICULUM <ul style="list-style-type: none"> Research based curriculum Sherelle Patisaul, Curriculum Specialist Desiree Morales, Quality Coordinator 	<ul style="list-style-type: none"> SEL, PBS, ELL Structured Play CPR/First Aide Summer Learning Best Practices CTAN University 		serving 4 parents <ul style="list-style-type: none"> City Tourists/Family Fun Night— offered 2 hours a month serving 50 College and Career <ul style="list-style-type: none"> Get Ready— offered 1.5 hours a week serving 13 students

Note. The logic model was developed and refined by the site coordinator and program staff.

Modifications

Any modifications made from the fall to spring semesters were due in part to campus needs and resources available to Ortega Elementary.

Research Questions

Program Structure: Was the program implemented as intended?

Ortega Elementary School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
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The ACE program at Ortega offered new classes and familiar activities that were previously only available outside the community. The program complied with the grant guidelines and at the same time offered classes that incorporated school-day core subjects in a fun and safe learning environment.

With help from the ACE curriculum specialist and family engagement specialists, the program did a tremendous job of reaching more parents and more students. The program developed curricula not only for Ortega but for the ACE programs in the whole district. Program staff had the opportunity to get the necessary training and resources to provide quality lessons to students.

The Ortega administration was always supportive of the ACE program. With continued support and buy-in from the school administration, the program made a bold statement to all stakeholders involved about how important out-of-school time programs are for this community.

All afterschool programs have areas in which growth is needed to meet the needs of our community and our grant goals. The classes we offered were attended by almost half the Ortega

student population on a daily and weekly basis. This implied that students and parents liked the afterschool program.

Looking to the future, the program staff will continue to offer what is best for the community by giving students and families a voice and choice about the program. Staff will continue to strive to increase the four major logic model areas by collaborating with more resources personnel, implementing best practices, offering activities that keep students engaged, and serving more students and families.

Resources: Were requisite resources available for program success?

All resources personnel for the Ortega ACE program were readily available. Site coordinator met continuously with key resources personnel to ensure a successful program.

Implementation Practices: Were program practices well implemented?

The ACE program at Ortega integrated the best practices of school program alignments, recruited and retained students, integrated student and family voice, and used ongoing data monitoring to implement a successful afterschool program. Surveying students and parents and implementing campus needs were vital to ensure program success with classes that fit the needs of the school community.

Outputs–Activities: Were activities targeted to student needs?

The afterschool curriculum was developed to align with the district’s curriculum road map and Texas Essential Knowledge and Skills (TEKS). Activities offered to students were based on their needs according to the campus improvement plan and needs assessment. Classes were observed formally and informally to assess for quality programming. Any modifications made to the program were done after observations were made, along with input from program resources personnel.

Outputs–Participation: Were program modifications made to increase participation in program activities?

Slight program modifications were made to increase students’ and families’ participation. These modifications were addressed with the help of student and parent surveys or input from school administration.

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

The Ortega ACE program had a variety of classes to ensure a well-rounded afterschool program. The classes offered under each component were created with the community in mind. The Ortega community has a history of offering enrichment-based classes after school. The ACE program was able to continue to offer enrichment classes this community was used to and also bring in new ideas (e.g., STAARburst and Get Ready) and more family engagement classes to this community. Slight changes were made in the spring semester classes to offer new enrichment classes that would keep

students engaged.

Program Participation

Student Demographics

Table 3. Number of Students by Campus and Afterschool Center on Education (ACE)
Austin Participation Status, 2013–2014

Campus	Regular participants		Non –regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Ortega Elementary School	139	36%	49	13%	194	51%	382	100%

Source. ACE Austin participant records for 2013–2014; AISD student records

Table 4. Student Gender, Ethnicity, and LEP Status,
by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014

Demographics	Ortega Elementary School	Participation status		
		Regular participants (n = 139)	Non-regular participants (n = 49)	Non-participants (n = 194)
Gender	Female	49%	45%	46%
	Male	51%	55%	54%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	1%	0%	1%
	Black or African American	7%	8%	12%
	Hispanic	88%	92%	85%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or More Races	1%	0%	2%
Limited English proficiency	White	3%	0%	1%
	% LEP	37%	43%	39%

Source. ACE Austin participant records for 2013–2014; AISD student records

Fewer than half of the students at Ortega Elementary School participated in the ACE afterschool program during the school year 2013–2014. All three groups had more male students than More than one-third the students in all three groups were classified as limited English proficient (LEP).

The Ortega ACE program will continue to create a program that will recruit all students and will work with key resources personnel to offer specific programs for targeted students.

Student Attendance in ACE Activities

Table 5. Frequency of Program Administration at Ortega Elementary School, by Program Type, 2013–2014

Activity category	Frequency (e.g., weekly, monthly, twice per semester...)
Academic enrichment learning program	Daily
Activity to promote youth leadership	Weekly
Career/job training	Monthly
Community service/service learning	Weekly
Homework help	Daily
Promotion of family literacy	Semester
Promotion of parental involvement	Weekly
Recreational activity	Daily
Tutoring	Weekly

Source. Afterschool Center on Education Austin participant records for 2013–2014

Table 6. Student Participation in Afterschool Programs at Ortega Elementary School , by Program Component, 2013–2014

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	335.25	29%	335.25	29%
Enrichment	748.25	47%	748.25	47%
Family engagement				
Career	57	4%	57	4%

Source. Afterschool Center on Education Austin participant records for 2013–2014

Program Intermediate Outcomes

Academic Achievement Outcome

One of the program objectives was to improve students' academic achievement. We compared the mean GPA in the core subject areas of reading, math, science, and social studies, and course completion percentages for students with regular participation and students with non-regular participation in the ACE Austin program for the 2013–2014 and 2012–2013 school years.

Neither the regular participants nor the non-regular participants experienced an increase in mean grade point average (GPA) in the four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion during the same period.

Table 7. Afterschool Center on Education (ACE) Participants Core Grade Point Average (GPA), by School Year

Ortega Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	3.18	2.02	-1.16	2.55	2.53	-0.02
Math	3.37	2.29	-1.08	2.96	2.63	-0.33
Science	3.74	2.58	-1.16	2.98	2.81	-0.17
Social studies	3.78	2.91	-0.87	3.24	3.14	-0.11

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

Table 8. Afterschool Center on Education (ACE) Participants Course Completion, by School Year

Ortega Elementary School	Participation status				
	Regular participants		Course pass percentage point change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Course pass percentage	2012–2013	2013–2014		2012–2013	2013–2014
Course pass percentage	93.35%	94.56%	1.21%	92.39%	94.96%

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

Attendance Outcome

Average absent days of ACE program participants at Blazier Elementary School were calculated for school years 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student

did not come to school and included both excused and unexcused absences. Results indicated that participants' mean absent days was lower in 2013–2014 than in 2012–2013.

Table 9. Average Absent Days of Afterschool Center on Education (ACE) Participants, by School Year

Ortega Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	4.54	4.41	-0.13	5.73	4.80

Source. ACE Austin participant records for 2012–2014; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2012–2013 and 2013–2014 school years.

Discipline Outcome

The percentage of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014. No mandatory discipline removals occurred for the non-regular participant group in either of the two years. The non-regular participant group experienced an increase in mean discretionary discipline removals from 2012–2013 to 2013–2014.

Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year

Ortega Elementary School	Regular participants		Discipline removal change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Type of discipline removal					
Mandatory	0.01	0.00	-0.01	0.00	0.00
Discretionary	0.12	0.12	0.00	0.04	0.06

Source. ACE Austin participant records for 2012–2014; AISD student discipline records (ADIS)

Note. Discipline removals refer to only those discipline offenses for which the resulting disciplinary action was removal from the classroom (e.g., out-of-school suspension, placement in disciplinary alternative education program [DAEP]). All mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

Evaluator Commentary and Recommendations

Recommendation 1. Given the mixed results for ACE Austin participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with the program's goals. In addition, refinements to components that are effective should be ongoing so they can continue to meet the needs of students at Ortega Elementary School.

Recommendation 2. Both the regular participant group and the non-regular participant group experienced a decrease in mean absent days from 2012–2013 to 2013–2014. It is recommended that attendance-related program components continued to be implemented at Ortega Elementary Schools.

Recommendation 3. Give the mix results for ACE Austin participants related to discipline issues, it is recommended that program staff at Ortega Elementary School change the program's components to better align with the program's discipline goals. In addition, refinements to components that are effective should be ongoing so they can continue to meet the needs of students at Ortega.

Site Coordinator Commentary and Next Steps

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD DRE, ACE program staff at Ortega Elementary School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1. The Ortega ACE program will make the necessary adjustments in the academic component to better align with the program's goals and meet the needs of students. These changes can be done with homework help classes and the STAARburst classes. The program staff will meet with key resource personnel to develop a monitoring system to ensure the academic classes strive for continued student success.
2. Students who participated in the afterschool program had better attendance during this school year than they did during the past school year. If the program continues to offer a quality afterschool program with student voice to the school community, students' afterschool as well school-day attendance is expected to increase. The program staff will strive to increase the number of regular participants and decrease the number for non-regular participants.
3. All students who participated in the afterschool program followed the same guidelines with regard to discipline. The site coordinator worked with key school resource staff to discuss specific students' discipline issues and will continue to work with key staff to collaborate and streamline discipline issues during the school day and during the afterschool program.

References

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Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 419 parents of students who participated in ACE Austin Cycle 8 programs responded to the survey. Results of the parent survey indicated that *Family Nights/ Performances* (46%) received most parent attendance this past year, followed by *Zumba* (15%) and *Strengthening families* (14%) (Table 11). Respondents recommended the ACE program offer the following classes: *Zumba* (14%) and *Strengthening Families* (11%) again next year.

Table 11. Percentage of Parents Indicating That They Participated in Afterschool Center on Education (ACE) Classes or Events, by Events/Activity Type

	%
Coffee with principal	12%
English as a second language	6%
Family nights/performances	46%
Literacy	3%
Love & logic	3%
Social & emotional learning	3%
Strengthening families	14%
Zumba	15%

Source. ACE Austin Parent Survey 2014

When asked about the qualities of the ACE program that they considered important, parent respondents checked the following areas most often: *safe environment* (94%), *classes that encourage creativity* (75%), and *homework help* (75%).

Table 12. Percentage of Parents Who Reported Each Quality of the ACE Afterschool Program is Important

	%
My child is in a safe environment afterschool	94%
Classes that encourage creativity	75%
Participation in sports and other physical activity	65%
Opportunity to have fun	68%
It's free of charge	70%
Free summer camp	40%
Fieldtrips	33%
Homework help	75%

Source. ACE Austin Parent Survey 2014

The majority (90% and 93%, respectively) of parent respondents indicated that the instructor cared about their individual progress and that they were more connected to the school community as a

result of attending these classes. The majority (88%) of parent respondents reported that they knew who to contact when they had questions about the ACE program. Parent survey respondents also reported that their children were doing better in school because of the after-school program (95%). Almost all of them (99%) believed that their children enjoyed the time in the afterschool program.

**Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring);
Student Attendance Percentage**

Grantee: Austin ISD

Combined Schools: Allison ES

Year: 2,014.00

C7 - Ortega ES

Student Counts

Total Students:	189	
Total Regular Students:	137	72%
Total Non-Regular Students:	52	28%

Student Counts by Ethnicity

1997 Standard

Total: Regular: Non-Regular:	Hispanic				Two or More					
	170	90%			1	1%				
	122	65%			1	1%				
	48	25%			0	0%				
	American Indian/Alaskan		Asian		African American		Hawaiian/Pacific		White	
Total:	0	0%	1	1%	14	7%	0	0%	3	2%
Regular:	0	0%	1	1%	10	5%	0	0%	3	2%
Non-Regular:	0	0%	0	0%	4	2%	0	0%	0	0%

Student Counts by Gender

Regular Male:	69	37%	Regular Female:	68	36%
Non-Regular Male:	29	15%	Non-Regular Female:	23	12%

Student Counts by Category

Regular:	LEP:	51	27%	Eco. Dis.:	125	66%	Special:	13	7%	At Risk:	92	49%	ESL:	7	4%	Migrant:	0	0%
Non-Regular:	LEP:	22	12%	Eco. Dis.:	49	26%	Special:	5	3%	At Risk:	41	22%	ESL:	1	1%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	19	10%	5th:	22	12%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	11	6%	5th:	10	5%	9th:	0	0%
	K:	0	0%	2nd:	19	10%	6th:	0	0%	10th:	0	0%
	K:	0	0%	2nd:	16	8%	6th:	0	0%	10th:	0	0%
				3rd:	41	22%	7th:	0	0%	11th:	0	0%
				3rd:	7	4%	7th:	0	0%	11th:	0	0%
				4th:	36	19%	8th:	0	0%	12th:	0	0%
				4th:	8	4%	8th:	0	0%	12th:	0	0%

Activity Average Daily Attendance

Printed Date: 8/18/2014

Grantee: Austin ISD**Combined Schools: Allison ES****Center: C7 - Ortega ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
**Super Stars--3rd grade	13	0	6	6	12	11	0
**Super Stars--4th grade	20	0	6	6	15	12	0
**Super Stars--5th grade	9	0	8	8	7	6	0
*4H Jayhawks	12	0	7	6	9	8	0
*ACE Newzies Huskies	13	0	7	6	11	9	0
*ACEletes Longhorns	12	0	3	3	5	4	0
*Active Life Wildcats	15	0	8	6	11	11	0
*Active Life Tigers	6	0	4	4	3	3	0
*AFS Longhorns	12	0	4	4	6	5	0
*Art Smart Gators	16	0	7	6	13	11	0
*Boy Scouts	7	0	11	10	6	6	0
*Chess Wildcats	15	0	4	4	11	9	0
*Choir - 2nd - 5th	30	0	23	22	16	17	0
*Creative Action Jayhawks	12	0	8	7	9	7	0
*Creative Action Tigers	6	0	7	6	3	3	0
*ELA Bulldogs	11	0	8	8	9	8	0
*ELA Rams	9	0	8	8	8	7	0
*ESL	0	2	7	6	0	0	2
*Get Ready Longhorns	10	0	8	6	5	6	0
*Homework Help-Bulldogs	11	0	15	13	6	6	0
*Homework Help-Gators	16	0	15	13	6	8	0
*Homework Help-Huskies	14	0	15	13	10	7	0
*Homework Help-Jayhawks	12	0	15	13	8	7	0
*Homework Help-Longhorns	12	0	15	13	5	4	0
*Homework Help-Rams	9	0	15	13	6	6	0
*Homework Help-Tigers	6	0	16	13	4	4	0
*Homework Help-Wildcats	15	0	16	13	10	9	0
*Journalism Club	12	0	12	11	9	8	0
*Make It, Take It Tigers	6	0	7	5	2	2	0
*Make It, Take It Wildcats	14	0	3	3	9	7	0
*Math Bulldogs	10	0	7	6	8	7	0
*Math Rams	9	0	7	6	8	7	0
*STEM Huskies	14	0	8	7	11	10	0
*Tech Connect Gators	15	0	8	7	12	11	0
*Wellness Superstars	0	17	24	26	0	0	3
*WOW-Bulldogs	11	0	16	13	6	6	0
*WOW-Gators	16	0	16	13	6	7	0
*WOW-Huskies	14	0	16	13	9	6	0
*WOW-Jayhawks	12	0	16	13	7	7	0
*WOW-Longhorns	12	0	16	13	2	3	0
*WOW-Rams	9	0	16	13	6	6	0
*WOW-Tigers	6	0	16	13	4	4	0
*WOW-Wildcats	15	0	16	13	9	9	0
*Yoga	7	0	10	9	5	5	0
4H - Jayhawks - 2nd	12	0	16	15	10	11	0
ACE Newzies - Huskies - 4th	14	0	16	15	12	13	0
ACE-Ietes-Longhorns - 5th	11	0	8	7	8	8	0
Active Life - 1st	16	0	16	16	11	11	0
AFS - Longhorns - 5th	11	0	8	8	8	9	0
Art Smart - Gators - 3rd	16	0	16	15	13	12	0
Chess - Wildcats - 1st	14	0	8	8	11	12	0
Creative Action -Jayhawks-2nd	12	0	16	16	10	10	0
CreativeAction-Tigers - Kinder	6	0	16	15	5	5	0
ELA - Bulldogs - 3rd	14	0	16	16	10	10	0
ELA - Rams - 4th	10	0	16	16	11	11	0

Activity Average Daily Attendance

Printed Date: 8/18/2014

Grantee: Austin ISD**Combined Schools: Allison ES****Center: C7 - Ortega ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Family Fun Night	0	55	3	3	0	0	22
Family Fun Night--students	133	0	3	3	20	27	0
Get Ready - 5th	13	0	16	16	7	8	0
Homework Help--Tigers	6	0	32	31	5	5	0
Make It, Take It--Tigers	6	0	8	8	5	4	0
Make It,Take It-Wildcats -1 st	14	0	8	7	10	11	0
Math - Bulldogs - 3rd	10	0	16	16	9	9	0
Math - Rams - 4th	10	0	16	16	10	11	0
Power Hour - Tigers -Kinder	6	0	8	8	5	5	0
STEM - Huskies - 4th	16	0	16	16	13	13	0
Techies - Gators - 3rd	16	0	16	16	13	12	0

Activity Average Daily Attendance

Printed Date: 6/12/2014

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C7 - Ortega ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
**City Tourists Students	20	0	3	4	4	7	0
**City Tourists Parents	0	39	3	4	0	0	10
*4H Jayhawks	15	0	17	15	9	10	0
*4H Roadrunners 1st	6	0	18	17	5	5	0
*Active Life Gators 3rd	15	0	18	17	6	8	0
*Active Life Huskies 4th	15	0	18	16	3	5	0
*AFS Longhorns	10	0	18	16	4	4	0
*AFS - Huskies - 4th	15	0	17	16	3	5	0
*Boy Scouts	6	0	18	14	6	6	0
*Chess - Huskies 4th	20	0	18	17	3	6	0
*Chess Roadrunners - 1st	6	0	18	17	4	5	0
*Choir - 2nd - 5th	26	0	36	31	18	17	0
*Creative Action Huskies 4th	15	0	18	17	3	6	0
*Creative Action Roadrunners 1	6	0	18	16	4	5	0
*Drum Circle	9	0	18	18	7	7	0
*ELA Bulldogs	9	0	35	34	8	8	0
*ELA Rams	7	0	35	33	5	5	0
*Friday Fun Club	9	0	9	8	5	4	0
*Get Ready Longhorns	14	0	18	17	7	7	0
*Homework Help Roadrunners - 1	5	0	71	66	5	5	0
*Homework Help T & TH	20	0	19	19	1	2	0
*Homework Help-Bulldogs	12	0	71	66	6	7	0
*Homework Help-Gators	15	0	71	66	11	11	0
*Homework Help-Huskies	15	0	71	66	11	10	0
*Homework Help-Jayhawks	14	0	71	66	11	11	0
*Homework Help-Longhorns	11	0	54	50	4	4	0
*Homework Help-Rams	8	0	71	66	5	5	0
*Journalism Club	11	0	18	17	7	6	0
*Math Bulldogs	11	0	36	34	10	9	0
*Math Rams	7	0	36	34	5	5	0
*Parent Wellness	0	14	29	31	0	0	3
*Pet Pals - Jayhawks 2nd	14	0	36	34	11	10	0
*Shakespeare Club - 5th	17	0	17	15	8	7	0
*Sports Club - Group A 5	19	0	17	15	8	9	0
*Sports Club Group B 5th	7	0	17	15	3	4	0
*STEAM - Gators - 3rd	12	0	18	17	8	8	0
*Suitcase Storytellers-Roadrun	6	0	17	15	5	5	0
*SuitcaseStorytellers-Jayhawks	13	0	18	16	10	10	0
*Superstars 1 Aguero	3	0	8	7	2	2	0
*Superstars 1 Bell	5	0	14	13	3	3	0
*Superstars 1 Moller	4	0	14	13	3	3	0
*Superstars 2 Acevedo	6	0	13	13	6	6	0
*Superstars 2 Alvarado	6	0	13	13	4	4	0
*Superstars 2 Constantine	8	0	22	20	6	6	0
*Superstars 3rd Carrasquillo	9	0	51	48	8	7	0
*Superstars 3rd Gage	9	0	51	48	8	6	0
*Superstars 3rd Pacheco	15	0	51	49	7	6	0
*Superstars 4 Mimms	8	0	51	46	6	5	0
*Superstars 4 Weinacat	10	0	51	46	6	5	0
*Superstars 4/5 Ahearn	14	0	51	51	8	7	0
*Superstars 5 Ahearn	7	0	51	50	5	4	0
*Superstars 5 Mireles	9	0	51	51	4	4	0
*Tasty Tech Gators - 3rd	15	0	35	32	7	7	0
*WOW - Roadrunners - 1st	5	0	71	66	5	6	0
*WOW-Bulldogs	12	0	71	66	6	7	0

Activity Average Daily Attendance

Printed Date: 6/12/2014

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C7 - Ortega ES

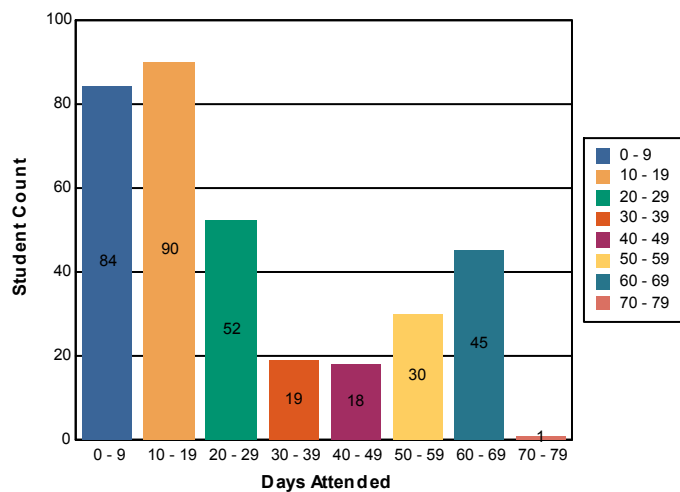
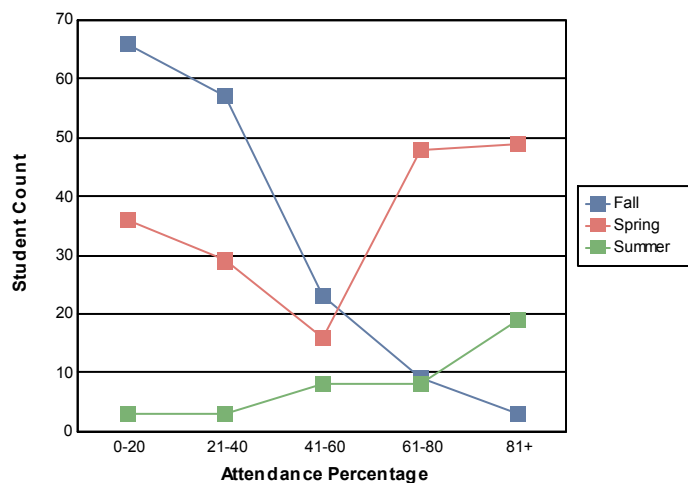
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
*WOW-Gators	15	0	71	66	11	11	0
*WOW-Huskies	15	0	71	66	11	10	0
*WOW-Jayhawks	14	0	71	66	12	11	0
*WOW-Longhorns	13	0	54	50	4	4	0
*WOW-Rams	8	0	71	66	5	5	0
*Write On	25	0	9	9	14	11	0
Last Week of Fall Programming	132	0	5	5	54	48	0

Student Attendance Percentage - Grantee Level

Printed Date: 8/15/2014

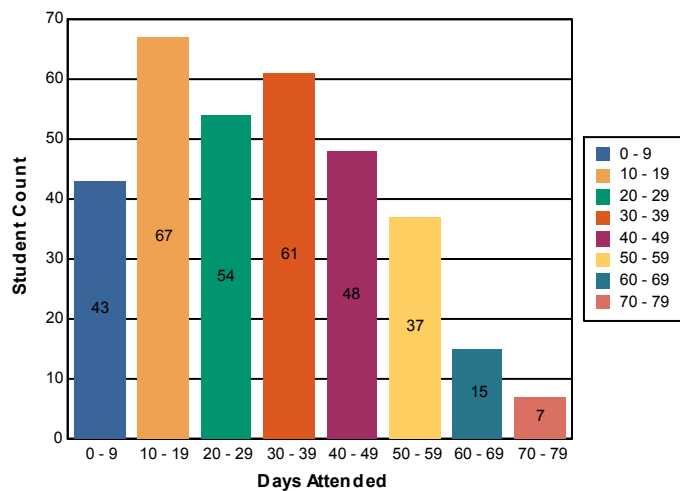
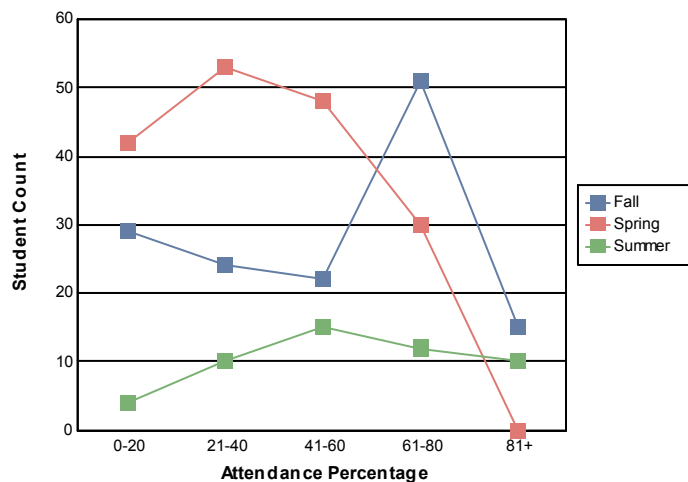
Grantee: Austin ISD

C6 - Linder ES



Attendance %	Fall	Spring	Summer
0-20	66	36	3
21-40	57	29	3
41-60	23	16	8
61-80	9	48	8
81+	3	49	19
Total	158	178	41

C7 - Ortega ES



Attendance %	Fall	Spring	Summer
0-20	29	42	4
21-40	24	53	10
41-60	22	48	15
61-80	51	30	12
81+	15	0	10
Total	141	173	51

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