Afterschool Centers on Education

Cycle 8 AISD

Austin Independent School District

Blanton 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 Blanton Elementary School in Austin Independent School District (AISD) served 154 students. This report examines program implementation and outcomes of the ACE program at Blanton Elementary School for the 2013–2014 school year. Major findings of this year's program implementation and student and parent outcomes are:

1. The majority of students in the ACE program were Hispanic. The percentage of African American students in non-regular participant group was much higher than that in the regular and non-participation groups. Although approximately half the students were classified as limited English proficient (LEP) in all three groups, fewer non-regular participants than regular and non-participants were classified as LEP.

2. The program was implemented well for the first year. Enough students were recruited into the program, and parent engagement increased during the school year.[1]

3. *The regular participant group did not experience an improvement in grade point average (GPA) in all four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion rates during the same period.*

4. Attendance outcomes were positive at Blanton. 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. No mandatory discipline removals occurred for either the regular or non-regular participant group in either year. Both groups experienced an increase in 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 Blanton Elementary School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. This was the first year of implementation, and the administration, staff, and ACE program were all learning how best to use the different facets of the program. The program staff will continue to pursue increasing academic knowledge by implementation of unique and academic challenging classes.

2. The program will continue to increase attendance by providing stimulating, challenging, and "fun" programming that will draw students to the program as well as to school on a regular basis.

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[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.

3. The students at Blanton did not have disciplinary problems. However, the program will continue to maintain high expectations for behavior and keep programming very active to promote good behavior and a desire to be in the 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 primary challenges at Blanton Elementary were constantly changing demographics and low test scores. To meet these challenges, enrichment programming and academic programs were implemented in the ACE program. The enrichment programming offered opportunities to students that their parents normally did not provide. The structured homework help was successful.

This report examines outcomes for ACE program at Blanton Elementary School, which served 154 students during the 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 Attendance[2]

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.

Discipline Removals

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[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.

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

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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 leaning; 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 **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely (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 Blanton 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 • Karon Smutzer, Site Coordinator • John Baker, Principal • Benita Rodriguez, Parent Support Specialist**, No parent support in session 2** • Teachers-2**, 3** • Classified Staff-2**, 2** • Temp Hourly Staff-10**, 6** • Vendor Staff-6**, 5** • Parents-2**, 0** • Students • Volunteers-4**, 0** • Community Partners-2**, 2** **SUPPORT** • Shirlene Justice, Project Administrator**, change in administration to interim adm.** • Guadalupe Ochoa, Grant Director • Jeanette Reyes-Fuchs, FES • Data Support, Wanda Atwood**, change in data support personnel** • Accounting Support, Adrienne Bedford • Laurie Celli, TAC • Campus Leaders-4**, 4 counselor, principal, asst. principal, librarian** • Community Leaders • Social and Emotional Learning Dept. • RTI Department • Curriculum and Instruction Dept. • Innovation and	**School Program Alignment** • MOU's with campus on file • Curriculum aligned with district curriculum road map • TEKS aligned lesson plans • Needs Assessment • Campus Improvement Plans • Participation in Child Study Team**, limited because of time frame of meetings** • Participation on Campus Advisory Council**, limited because of time frame of meetings** **Recruiting and Retaining (right students, right mix of students)** • Students targeted for academic classes**, change in target students from low to middle because of curriculum content** • Consideration of student Social/Emotional Need • Offer engaging activities**, finding need for additional spontaneous activities** **Integrating Student and Family Voice** • Parent Surveys**, 65+ parents**	**Academic Support** • <u>Homework Help,</u> **changed homework period to include everyone in one room monitored by staff, improved actual amount of homework being accomplished** • <u>STAARburst</u>**, change to advertise an accelerated program rather than remedial due to difficult level of curriculum, made a huge difference in interest and behavior** • <u>Math Pentathlon</u> • <u>ESL</u> **Enrichment** • <u>Fine Arts Enrichment,</u> **changed from vendor implementation to temp hourly staff working with students** • <u>STEM Enrichment</u> • <u>Literacy Enrichment,</u> **increased the amount of computer reading to parallel school in reading component** • <u>Leadership/Character Education,</u> **added component of financial**	**Academic Support** • <u>Homework Help--offered 20 hours per week serving 130 students</u> • **Homework Help—offered 20 hours per week serving 80 students for session 2** • <u>STAARburst--offered 12 hours</u> per week serving 36 students • **STAARburst—offered 12 hours per week serving 20 students for session 2** • Math Pentathlon--offered 1 hour per week serving 15 students • ESL--offered 2 hours per week serving 8 students **Enrichment** • Fine Arts—offered 10.5 hours per week serving 70 students • **Fine Arts—offered 10.5 hours per week serving 50 students for session 2** • STEM—offered 3 hours per week serving 12 students • **STEM—offered 3 hours per week serving 10 students for session 2** • Literacy—offered 13.5 hours per week serving 90 students • **Literacy—offered 13.5 hours per week serving 70 students for session 2** • Leadership/Character Ed—offered 12 hours per week serving 12 students • **Leadership/Character**

Resources	Implementation	Outputs - Activities	Outputs - Participation
Development Dept. • Central Texas Afterschool Network • Travis County • City of Austin • KDK • UTeach • Boy Scouts of America, **Girl Scouts** **CURRICULUM** • Research based curriculum • Sherelle Patisaul, Curriculum Specialist, **additional curriculum writers** • Desiree Morales, Quality Coordinator	**participated in surveys** • Student Surveys • Parent Advisory Council • CAC meetings **Ongoing Monitoring (data use and observation)** • YPQ Assessments, **observations completed on each staff member and vendor** • TX 21 Monthly Attendance Reviews • Pre/posttest, **testing for Uteach and ELA classes, sometimes difficult to complete** **Professional Development** • YPQ, **encouraged staff to attend any possible trainings offered by United Way** • Lesson planning and delivery, **daily monitoring and coaching on campus level** • SEL, PBS, ELL • Structured Play • CPR/First Aide • Summer Learning • Best Practices • CTAN University	literacy and one of service • Physical Activities **Family Engagement** • ESL, **class continued to grow during session 2 and parents come for socialization as well as learning** • Zumba, **it was necessary to cancel the class due to lack of attendance, parents and teachers seemed to enjoy but few could find the time** • Computer, **this class was requested by parents but had to be canceled due to lack of attendance, parents did not find the time to attend.** **College and Career** • Get Ready, **curriculum for this group is not working…added a component of financial literacy that was accepted well.**	**Ed—offered 12 hours per week serving 7 students for session 2** • Physical Activities—offered 15 hours per week serving 100 students • **Physical Activities—offered 15 hours per week serving 80 students for session 2** **Family Engagement** • ESL—offered 2.5 hours per week serving 10 parents • **ESL—offered 2.5 hours per week serving 14 parents** • Zumba—offered 2 hours per week serving 12 parents • **Zumba—canceled due to lack of attendance** • Computer—offered 2 hours per week serving 2 parents • **Computer—canceled due to lack of attendance** **College and Career** • Get Ready—offered 12 hours per week serving 12 students • **Get Ready—offered 12 hours per week serving 7 students for session 2**

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

Modifications

Changes were minor and have been discussed in full in other questions on this form. Academic changes involved the selection of students appropriate for participation in each class, which produced acceptable results. Changes for parents included canceling unattended classes as a means to generate greater interest for upcoming years.

Research Questions 3

Program Structure: Was the program implemented as intended?
Blanton Elementary School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation

For the most part, the program was implemented as intended. The program staff believed the ACE program at Blanton could rate a strong 7. The program recruited according to need and administrative suggestion, followed school-day suggestions, and maintained a consistent enrollment. Information given to us on a district level helped the program identify students in greatest need of tutorial assistance. The parent involvement was good.

Resources: Were requisite resources available for program success?

As in all programs, resources were very necessary. Whether the resources were in teachers, supplies, areas to have programming, or the school staff, they had to work as a cohesive unit. Given that the staff were newly hired and working in a new school with a new type of program, the program adapted well. The interaction with the existing school-day staff was a little challenging at first, but improved as the year progressed. Having the areas necessary to hold our classes was a little difficult, but also improved as the year progressed. All in all, the resources were adequate for the first year of programming.

Implementation Practices: Were program practices well implemented?

The program was well implemented for the first year, and results are expected to improve even more due to the familiarity gained during the first year. The school and staff worked well, targeting students and needs and trying to align the program with the school-day program. The program staff could have benefited from having more time to attend professional development classes. Because it was the first year of program implementation, they were trying to learn about the students, staff, and their assignments. With the hopeful retention of current staff, the program will improve in following years

Outputs–Activities: Were activities targeted to student needs?

During session 1, our academic activities were set up to serve the low-performing students and did not work well. We found it caused discipline problems and poor attendance because the curriculum was above the learning level of the targeted audience. Plans were modified during session 2. Teachers and administration saw the need to offer the program to students with higher academic standing, who had a chance of becoming commended in their testing scores, with the additional help and encouragement.

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

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[3] Program staff (site coordinator) from Blanton ACE program answered these research questions

The reason for poor attendance in session 1 was that students did not enjoy the class due to lack of understanding. After changing academic assistance to those who understood the curriculum, the attendance was much better. Students enjoyed the class and enjoyed coming to the class.

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

Each class had an element of academic support through the offering of homework time during the end of the day. We also had four totally academic classes in math, science, and language arts. All enrichment classes had an element of college and career awareness. An intentional push was made for college and career awareness to the exclusion of enrichment for the 5th-grade class, and the other classes just got a taste of the element, if any mention at all. It is important that in going forward we spread the element of college and career awareness throughout all enrichment classes for all grades and that the 5th grade be allowed the same consideration. Family engagement is difficult in most schools. We had extensive family involvement in different classes and programs. English as a second language (ESL) was extremely successful, although it involved community members more than the parents of students in the program. Our classes remained much the same from session 1 through session 2. Next year, we plan to implement a parent volunteer program to bring parents into the daily afterschool program on a regular basis.

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	%
Blanton Elementary School	137	23%	17	3%	453	75%	607	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	Blanton Elementary School	Participation status		
		Regular participants (n = 137)	Non-regular participants (n =17)	Non-participants (n =453)
Gender	Female	52%	44%	50%
	Male	48%	56%	50%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	0%	0%
	Black or African American	6%	25%	8%
	Hispanic	88%	69%	84%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	1%	6%	1%
	White	5%	0%	6%
Limited English proficiency	% LEP	55%	44%	56%

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

The regular participant group had more female students than male students, while the non-regular participant group had more male students. The non-participant group had the same number of female and male students. The majority of students in the ACE program were Hispanic. The

percentage of African American students in non-regular participant group was much higher than that in the regular and non-participation groups. Although approximately half the students were classified as limited English proficient (LEP) in all three groups, fewer non-regular participants than regular and non-participants were classified as LEP.

Student Attendance in ACE Activities

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

Activity category	Frequency
Academic enrichment learning program	Daily
Activity to promote youth leadership	Twice weekly
Career/job training	Twice weekly
Community service/service learning	Weekly
Drug/substance abuse prevention	Weekly
Expanded library service hours	Weekly
Homework help	Daily
Promotion of family literacy	Monthly
Promotion of parental involvement	Monthly
Recreational activity	Daily
Tutoring	Twice weekly
Violence prevention	Weekly

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

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	264	29%	264	29%
Enrichment	573	63%	573	63%
Family engagement				
Career	66	8%	66	8%

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

The school is changing demographically and is in greater need of activities in the enrichment area for after school. The college and career program was focused strongly on the 5th grade. The program struggled with 5th-grade recruitment due to other afterschool sports being offered in the neighborhood. The Excel spreadsheet from which the percentages were derived did not indicate how the college and career components were integrated into regular classes. All classes had a learning component and college and career readiness was part of all classes.

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.

The regular participant group did not experience an improvement in mean GPA for any subjects, except social studies, from 2012–2013 to 2013–2014. The course completion rates were higher for both groups in 2013–2014 than in 2012-2014.

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

Blanton Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.84	2.29	-0.55	2.23	2.57	0.34
Math	2.87	2.42	-0.45	2.85	2.93	0.08
Science	3.20	2.85	-0.35	2.77	2.79	0.02
Social studies	3.27	3.27	0.00	2.69	3.21	0.52

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

Blanton Elementary School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	94.13%	95.75%	1.62%	94.85%	97.64%	2.79%

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

Attendance Outcome

Average absent days of ACE program participants at Blanton Elementary School were calculated in 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

Blanton Elementary School	Participation status					
	Regular participants		Days absent change	Non-regular participants		Days absent change
Attendance	2012–2013	2013–2014		2012–2013	2013–2014	
Mean days absent	5.56	4.97	-0.59	6.43	5.65	-0.78

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. There were no mandatory discipline removals for either regular or non-regular participant groups in either years. Both groups experienced an increase in 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

Blanton Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
Type of discipline removal	2012–2013	2013–2014		2012–2013	2013–2014	
Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
Discretionary	0.09	0.20	0.11	0.28	0.44	0.16

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. The regular participant group did not experience an improvement in GPA in all four core subjects from 2012–2013 to 2013–2014. However, both groups experienced increases in course completion rates during the same period. It is recommended that academic-related afterschool programs implement changes to better align with the program's goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of students at Blanton 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 continue to be implemented at Blanton.

Recommendation 3. No mandatory discipline removals occurred for either the regular or non-regular participant groups in either year. Both groups experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014. To meet the discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted. It is recommended that program staff at Blanton identify the specific programs and strategies used to decrease discretionary discipline removals.

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 Blanton Elementary School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

1.   This is first year of implementation and the administration, staff and ACE program are all learning how best to utilize the different facets of the program. The program staff will continue to pursue increasing academic knowledge by implementation of unique and academic challenging classes.

2.   The program will continue to increase attendance by providing a stimulating, challenging and "fun" programming that will draw students to the program as well as to school on a regular basis.

3.   The students at Blanton this year were not really having disciplinary problems. However, the program will continue to maintain high expectations for behavior and keep programming very active to promote good behavior and a desire to be in the program.

References

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Westmoreland, H. (2009). Family involvement across learning settings*. Family Involvement Network of Educators (FINE) Newsletter, 1*(3). Retrieved from http://www.hfrp.org/family-involvement/publications-resources/family-involvement-across-learning-settings

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 afterschool 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%) (Table11). 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 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 Afterschool Center on Education (ACE) 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**

C2 - Blanton ES

Student Counts

Total Students:	153	
Total Regular Students:	137	90%
Total Non-Regular Students:	16	10%

Student Counts by Ethnicity

1997 Standard

	Hispanic		Two or More	
Total:	132	86%	3	2%
Regular:	120	78%	2	1%
Non-Regular:	12	8%	1	1%

	American Indian/Alaskan		Asian		African American		Hawaiian/Pacific		White	
Total:	0	0%	0	0%	11	7%	0	0%	7	5%
Regular:	0	0%	0	0%	8	5%	0	0%	7	5%
Non-Regular:	0	0%	0	0%	3	2%	0	0%	0	0%

Student Counts by Gender

Regular Male:	67	44%	Regular Female:	70	46%
Non-Regular Male:	8	5%	Non-Regular Female:	8	5%

Student Counts by Category

		LEP		Eco. Dis.:		Special:		At Risk:		ESL:		Migrant:	
Regular:	LEP:	80	52%	Eco. Dis.:	119	78%	Special:	8	5%	At Risk: 102	67%	ESL: 2	1%	Migrant: 0	0%
Non-Regular:	LEP:	8	5%	Eco. Dis.:	11	7%	Special:	4	3%	At Risk: 10	7%	ESL: 0	0%	Migrant: 0	0%

Student Counts by Grade Level

	PreK		1st		5th		9th	
Regular: PreK:	0	0%	1st: 36	24%	5th: 14	9%	9th: 0	0%
Non-Regular: PreK:	0	0%	1st: 2	1%	5th: 4	3%	9th: 0	0%
K:	0	0%	2nd: 22	14%	6th: 0	0%	10th: 0	0%
K:	2	1%	2nd: 3	2%	6th: 0	0%	10th: 0	0%
			3rd: 33	22%	7th: 0	0%	11th: 0	0%
			3rd: 0	0%	7th: 0	0%	11th: 0	0%
			4th: 32	21%	8th: 0	0%	12th: 0	0%
			4th: 5	3%	8th: 0	0%	12th: 0	0%

Activity Average Daily Attendance

Fall 2014

Printed Date: 8/18/2014

Report Description:

This report contains enrollment counts, number of days scheduled, days with attendance, and the average daily attendance for individual activities.

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C1 - Allison ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
*Active Life Tigers	16	0	24	24	11	8	0
*Get Ready Longhorns	17	0	12	12	0	4	0
3rd Staarburst ELA	8	0	24	21	2	4	0
3rd Staarburst Math	11	0	24	23	0	5	0
4H Heather	9	0	24	23	7	7	0
4th Staarburst ELA	11	0	24	21	0	5	0
4th STAARBURST Math	21	0	24	23	0	5	0
ACE Newziers - 4th	27	0	24	24	1	4	0
Active Life - Bobcats - 3rd a	23	0	24	22	6	6	0
Active Life Bears 2nd	18	0	36	34	10	8	0
Art Smart - 3rd	23	0	8	8	0	5	0
Art Smart - 4th	27	0	8	8	0	5	0
Book Buddies 5thgrade Longhorn	17	0	12	10	2	5	0
Computer 4th grade Owls	26	0	12	10	1	5	0
Creative Action 2nd Bears	19	0	24	21	7	9	0
Creative Action 3rd Bobcats	23	0	24	23	0	5	0
Creative Action 5th Longhorn	17	0	24	23	4	5	0
Family Night	0	19	1	1	0	0	19
Fun Friday	110	0	12	13	16	24	0
Make It, Take It--Tigers	17	0	36	32	0	6	0
What Do You THink About Ace	110	0	25	27	22	26	0

Center: C2 - Blanton ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
ACE Action for Kids	115	0	3	5	0	2	0
ACE Action for Parents - ESL	0	10	19	16	0	0	3
ACE Action for Parents-Mtg/Trn	0	33	2	6	0	0	5
ACE Action for Parents-Zumba	0	5	17	14	0	0	1
ACE Newziers - 4th	18	0	24	23	6	7	0
Active Like Me - 2nd	12	0	24	21	9	9	0
Active Like Me - 1st	11	0	24	23	8	9	0
All Star Sports - 1st	11	0	12	10	8	7	0
Art Smart - 3rd	8	0	12	11	4	4	0
Chess #1 - 1st	12	0	12	12	9	8	0
Chess 2-1st	12	0	12	11	10	10	0
Digi-Lit 2-2nd	12	0	12	11	9	9	0
Digi-Lit1 - 2nd	10	0	12	11	6	7	0
Digi-Lit3 - 1st	14	0	12	10	11	9	0
Digital Media - 3rd	13	0	24	21	7	6	0
English/Language Arts - 3rd	14	0	24	23	11	10	0
English/Language Arts - 4th	16	0	24	23	11	10	0
ESL for Students	6	0	12	12	4	4	0
Exercise Time	10	0	32	31	9	9	0

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C2 - Blanton ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Fine Arts - First	14	0	12	12	10	9	0
Gardening Club --2nd	11	0	24	23	5	6	0
Get Ready: ACEletes - 5th grad	17	0	12	12	10	9	0
GetReady Kutting Edge Kids#1-5	17	0	24	21	7	8	0
Golfmania--1st	13	0	12	11	8	9	0
GR/Ldrrship/College/Career/Ser	17	0	12	11	9	9	0
Homework Time	12	0	32	31	10	10	0
Make It , Take It - 1st A	11	0	12	10	9	9	0
Make It, Take It #2-1	11	0	12	11	9	9	0
Math Pentathlon	22	0	12	11	10	9	0
Math/Science - 3rd	14	0	24	21	9	8	0
Math/Science - 4th	16	0	24	21	11	10	0
Music - Dance	9	0	12	12	4	4	0
Music - Percussion	7	0	11	9	5	4	0
Power Hour #1 - Kinder	12	0	12	11	8	8	0
Readers Theatre #1 - 2nd	10	0	12	10	7	7	0
Readers Theatre #2- 2nd	12	0	12	12	8	7	0
Shake It, Bake It - 1st	14	0	12	11	10	10	0
STEM -Animal Science 4th	13	0	24	21	7	7	0
wExercise-ACE Newsies	15	0	8	7	8	8	0
wExercise-Active-1st	12	0	8	7	10	9	0
wExercise-Active-2nd	10	0	7	6	10	9	0
wExercise-All Star Sports	11	0	3	3	5	4	0
wExercise-Art Smart	9	0	4	3	6	6	0
wExercise-Chess #1	11	0	4	4	7	5	0
wExercise-Chess #2	12	0	4	3	11	12	0
wExercise-DigiLit 1-2	10	0	4	3	7	7	0
wExercise-DigiLit 2-2	10	0	4	3	9	9	0
wExercise-DigiLit 3-1	12	0	3	3	7	6	0
wExercise-Digital Media	9	0	7	6	6	5	0
wExercise-ELA/SB 3rd	14	0	8	7	11	10	0
wExercise-ELA/SB 4th	13	0	8	7	8	8	0
wExercise-Fine Arts/1st	12	0	4	4	8	7	0
wExercise-Gardening	10	0	8	7	6	5	0
wExercise-Golfmania	11	0	4	3	8	8	0
wExercise-GR/ACEletes	15	0	4	4	8	7	0
wExercise-GR/KEK	15	0	7	6	8	8	0
wExercise-GR/LCCS	15	0	4	3	4	6	0
wExercise-Make It, Take It #1	12	0	3	3	8	7	0
wExercise-Make It, Take It #2	11	0	4	3	7	8	0
wExercise-Math/Sci/SB 3rd	13	0	7	6	7	7	0
wExercise-Math/Sci/SB 4th	14	0	7	6	10	8	0
wExercise-Music/Dance	9	0	4	4	4	4	0
wExercise-Power Hour	12	0	4	3	9	9	0
wExercise-Readers Theatre #1	10	0	3	3	6	5	0
wExercise-Readers Theatre #2	10	0	4	4	7	6	0
wExercise-Shake It, Bake It	12	0	4	3	10	10	0
wExercise-STEM	11	0	7	6	9	8	0
zHomework-ACE Newsies	15	0	8	7	3	4	0
zHomework-Active-1st	12	0	8	7	7	6	0
zHomework-Active-2nd	10	0	7	6	7	6	0
zHomework-All Star Sports	11	0	3	3	2	2	0
zHomework-Art Smart	9	0	4	3	4	4	0
zHomework-Chess #1	11	0	4	4	2	2	0
zHomework-Chess #2	12	0	4	3	3	3	0

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C2 - Blanton ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
zHomework-DigiLit 1-2	10	0	4	3	6	6	0
zHomework-DigiLit 2-2	10	0	4	3	3	4	0
zHomework-DigiLit 3-1	12	0	3	3	5	5	0
zHomework-Digital Media	9	0	7	6	6	5	0
zHomework-ELA/SB 3rd	14	0	8	7	2	4	0
zHomework-ELA/SB 4th	13	0	8	7	9	7	0
zHomework-Fine Arts/1st	12	0	4	4	7	6	0
zHomework-Gardening	10	0	8	7	5	5	0
zHomework-Golfmania	11	0	4	3	6	6	0
zHomework-GR/ACEletes	15	0	4	4	4	4	0
zHomework-GR/KEK	15	0	7	6	3	4	0
zHomework-GR/LCCS	15	0	4	3	3	3	0
zHomework-Make It, Take It #1	12	0	3	3	6	5	0
zHomework-Make It, Take It #2	11	0	4	3	3	4	0
zHomework-Math/Sci/SB 3rd	13	0	7	6	5	5	0
zHomework-Math/Sci/SB 4th	13	0	7	6	8	6	0
zHomework-Music/Dance	9	0	4	4	4	3	0
zHomework-Power Hour	12	0	4	3	7	7	0
zHomework-Readers Theatre #1	10	0	3	3	2	3	0
zHomework-Readers Theatre #2	10	0	4	4	3	3	0
zHomework-Shake It, Bake It	12	0	4	3	6	7	0
zHomework-STEM	11	0	7	6	8	7	0

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C2 - Blanton ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
ACE Action for Parents: ESL	0	11	35	30	0	0	2
ACE Action for Parents: Mtg/Tr	0	46	4	9	0	0	7
ACE Action for Students:FldTrp	122	0	4	6	4	10	0
ACE Newziers - 4th	21	0	18	16	7	9	0
Ace Newzies 4 - Exercise	21	0	18	16	8	10	0
Ace Newzies 4 - Homework	26	0	18	16	6	7	0
Ace Newzies 5	12	0	18	17	5	6	0
Ace Newzies 5 - Exercise	12	0	18	17	4	6	0
Ace Newzies 5 - Homework	13	0	18	17	4	4	0
Aceletes - 5	12	0	18	16	5	5	0
Aceletes - 5 - Exercise	12	0	18	16	5	6	0
Aceletes - 5 - Homework	13	0	18	16	4	4	0
Active Like Me - 1B	15	0	18	17	7	8	0
Active Like Me 1 - Exercise	15	0	18	17	10	11	0
Active Like Me 1 - Homework	17	0	18	17	6	6	0
Active Like Me 2	10	0	17	16	5	6	0
Active Like Me 2 - Exercise	10	0	17	16	5	6	0
Active Like Me 2 - Homework	12	0	17	16	4	5	0
Active Like Me 4	21	0	18	17	7	7	0
Active Like Me 4 - Exercise	21	0	18	17	11	12	0
Active Like Me 4 - Homework	26	0	18	17	5	6	0
Art Smart 3	13	0	18	17	5	7	0
Art Smart 3 - Exercise	13	0	18	17	5	7	0
Art Smart 3 - Homework	16	0	18	17	5	5	0
Art-O-Rama 2	9	0	18	16	5	6	0
Art-O-Rama 2 - Exercise	9	0	18	16	6	6	0
Art-O-Rama 2 - Homework	11	0	18	16	4	5	0
Boy Scouts	6	0	17	16	5	4	0
Chess #1 - 1st	10	0	11	10	7	7	0
Digi-Lit-1	16	0	17	16	8	8	0
Digi-Lit-1- Exercise	16	0	17	16	11	11	0
Digi-Lit-1- Homework	18	0	17	16	7	7	0
Digi-Lit-2	9	0	18	17	6	7	0
Digi-Lit-2 Exercise	9	0	18	17	6	6	0
Digi-Lit-2 Homework	11	0	18	17	6	6	0
Digital Media - 3	13	0	17	16	5	6	0
Digital Media 3 - Exercise	13	0	17	16	6	7	0
Digital Media 3 - Homework	16	0	17	16	5	5	0
ELA-3	9	0	36	33	8	8	0
ELA-3 - Exercise	9	0	36	33	8	8	0
ELA-3 - Homework	9	0	36	33	8	8	0
ELA-4	6	0	36	33	3	4	0
ELA-4 - Exercise	6	0	36	33	4	4	0
ELA-4 - Homework	6	0	36	33	3	4	0
ELL - 1-2	10	0	17	16	5	5	0
Gardening-2	10	0	18	17	5	6	0
Gardening-2-Exercise	10	0	18	17	6	7	0
Gardening-2-Homework	10	0	18	17	4	4	0
Gardening-3	13	0	18	16	6	7	0
Gardening-3-Exercise	13	0	18	16	6	7	0
Gardening-3-Homework	17	0	18	16	7	7	0
Get Ready - 5th	12	0	18	17	5	6	0
Get Ready - 5th - Exercise	12	0	18	17	5	6	0
Get Ready - 5th Homework	13	0	18	17	3	4	0
Girl Scouts -	3	0	18	17	3	3	0

Grantee: Austin ISD

Combined Schools: Allison ES

Center: C2 - Blanton ES

| ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Golfmania-1	15	0	18	16	10	10	0
Golfmania-1-Exercise	15	0	18	16	11	11	0
Golfmania-1-Homework	17	0	18	16	8	8	0
Last Week of Fall Classes	122	0	5	5	90	77	0
Make It , Take It - 1st A	16	0	18	17	12	12	0
Make It Take It-1st A-Exercise	16	0	18	17	12	13	0
Make It Take It-1st A-Homework	17	0	18	17	11	10	0
Make It, Take It-1st B	15	0	17	16	7	7	0
Make It,Take It-1st B-Exercise	15	0	17	16	9	10	0
Make It,Take It-1st B-Homework	15	0	17	16	6	6	0
Math Pentalion K/5	27	0	17	14	12	15	0
Math/Science - 3rd	10	0	27	25	8	8	0
Math/Science - 3rd- Exercise	10	0	27	25	8	8	0
Math/Science - 3rd- Homework	10	0	27	25	6	6	0
Math/Science - 4th	8	0	27	25	6	5	0
Math/Science - 4th- Exercise	8	0	27	25	3	4	0
Math/Science - 4th- Homework	8	0	27	25	3	3	0
Music - Percussion	9	0	17	16	5	5	0
Music/Dance 3	13	0	18	17	4	6	0
Music/Dance 3 - Exercise	13	0	18	17	5	7	0
Musid/Dance - 3 - Homework	14	0	18	17	3	4	0
Pet Pals-2	9	0	18	17	5	6	0
Pet Pals-2 Exercise	9	0	18	17	6	7	0
Pet Pals-2 Homework	9	0	18	17	4	5	0
Power Hour - 1	16	0	18	17	10	11	0
Power Hour - 1- Exercise	16	0	18	17	11	12	0
Power Hour - 1- Homework	16	0	18	17	9	9	0
Power Hour - 2	10	0	18	17	5	6	0
Power Hour - 2-Exercise	10	0	18	17	6	7	0
Power Hour - 2-Homework	10	0	18	17	4	5	0
Reader's Theatre -1	16	0	18	16	10	11	0
Reader's Theatre -1-Exercise	16	0	18	16	12	12	0
Reader's Theatre -1-Homework	16	0	18	16	8	8	0
Reader's Theatre -2A	9	0	17	16	6	6	0
Reader's Theatre -2A-Exercise	9	0	17	16	5	6	0
Reader's Theatre -2A-Homework	9	0	17	16	5	5	0
Reader's Theatre -2B	10	0	18	16	4	4	0
Reader's Theatre -2B-Exercise	10	0	18	16	4	5	0
Reader's Theatre -2B-Homework	10	0	18	16	3	3	0
Reader's Theatre -5	12	0	17	16	5	5	0
Reader's Theatre -5-Exercise	12	0	17	16	5	7	0
Reader's Theatre -5-Homework	12	0	17	16	4	4	0
Shake It, Bake It - 1st	15	0	18	17	10	10	0
Shake It, Bake It 1st-Exercise	15	0	18	17	11	11	0
Shake It, Bake It 1st-Homework	15	0	18	17	6	7	0
Stem - Animal Science - 4-5	17	0	35	33	7	8	0
Stem-Animal Science-4-5-EX	17	0	35	33	8	9	0
Stem-Animal Science-4-5-HW	20	0	35	33	5	6	0

Grantee: Austin ISD

C2 - Blanton ES
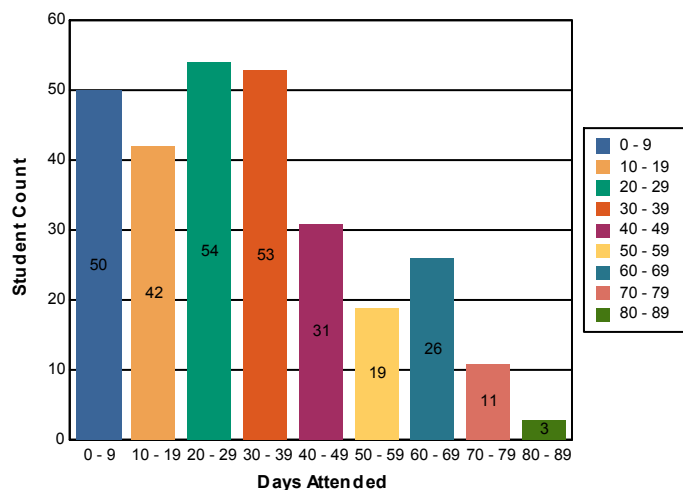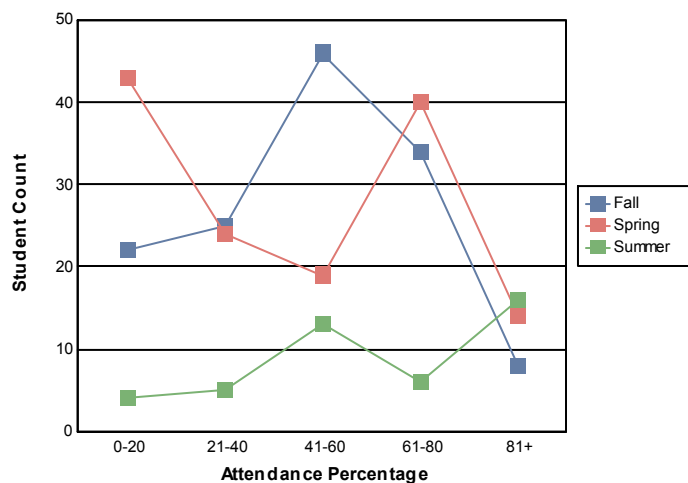
Attendance %	Fall	Spring	Summer
0-20	22	43	4
21-40	25	24	5
41-60	46	19	13
61-80	34	40	6
81+	8	14	16
Total	**135**	**140**	**44**

C3 - Blazier ES
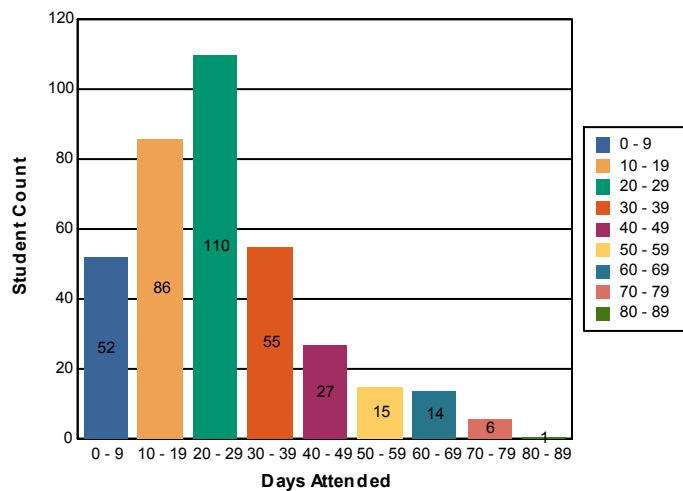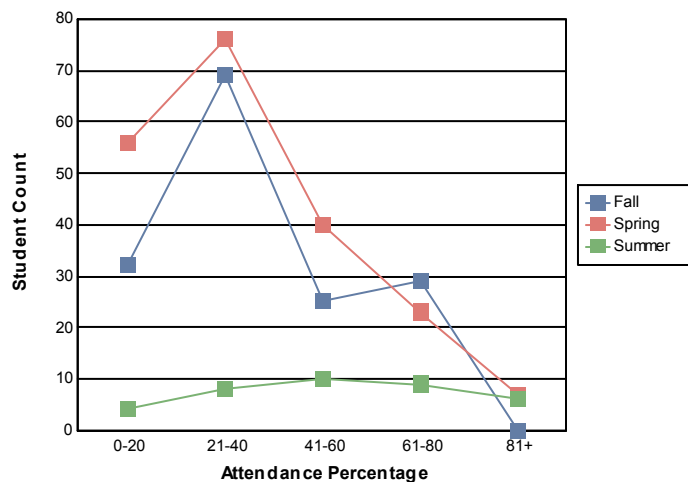
Attendance %	Fall	Spring	Summer
0-20	32	56	4
21-40	69	76	8
41-60	25	40	10
61-80	29	23	9
81+	0	7	6
Total	**155**	**202**	**37**

AUSTIN INDEPENDENT SCHOOL DISTRICT

INTERIM SUPERINTENDENT OF SCHOOLS
Paul Cruz, Ph.D.

OFFICE OF CHIEF FINANCIAL OFFICER
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