

**Afterschool Centers on Education**

**Cycle 7 Boys & Girls Club of Austin**

**Austin Independent School District**

**Cook 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 Cook Elementary School in Austin Independent School District (AISD) served 214 students. This report examines program implementation and outcomes of the ACE program at Cook Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are the following:

1. Similar numbers of female and male students participated in the regular ACE group. The majority of students in all three participation groups were Hispanic. A larger percentage of regular participants than of non-regular and non-participation groups were African American. Although more than half the students were classified as limited English proficient (LEP) in all three groups, more non-regular participants than regular and non-participants were classified as LEP.
2. The program reached targeted students and their families. The program activities were implemented as planned.<sup>1</sup>
3. For regular and non-regular participants, mean absent days was lower in 2013–2014 than in 2012–2013.
4. Regular participants did not experience grade point average (GPA) improvement for the core subjects over time. The non-regular participants experienced GPA improvement in social studies only. However, both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014.
5. Regular participants experienced an increase in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. Non-regular participants experienced a decrease in mandatory discipline removals but an increase in discretionary discipline removals over the same period.

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

1. Align the schools goals and resources with the afterschool program’s goals to give more familiarity to the students
2. Actively engage and reach out to parents so they understand our goals and we understand the parents

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<sup>1</sup> 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. Have the parent, school, and afterschool program focus on the same goal so that goal can be enforced during the day, after school, and at home
4. Create a more structured program to keep the students engaged so the amount of disciplinary referrals can be reduced

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## Introduction and Purpose of Program

The Boys & Girls Club of Austin (BGCA) program offers a variety of activities to cover the four activity components: academic assistance, enrichment, college and career readiness, and family and parental support services. The program objectives for this grant are to improve academic performance, improve attendance rates, improve behavior, improve promotion rates, and improve graduation rates.

To improve academics, promotion rates, and graduation rates, the BGCA program implemented intensive academic intervention strategies at the elementary level, where selected students participated in interventions in math, science, and English language arts. At the high school and middle school sites, we offered academic case management to each school's most academically unsuccessful students. These students received regular check-ins and support services, given by the education director. We also offered homework assistance to help students with their homework. To help improve behavior, we offered prevention programs such as SMART Girls, SMART Kids, and Passport to Manhood, which are programs that teach resistance skills. To help improve attendance rates, we offered fun and engaging academic enrichment activities that were linked to the school day.

**Academic Assistance.** ACE Austin offers a range of activities designed to improve student 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 5<sup>th</sup> 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 following seven sites are served by the ACE BGCA grant: Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High. All these schools have high concentrations of economically disadvantaged students. These schools were chosen because of their high rates of poverty, as well as retention and disciplinary action, and low attendance and graduation rates.

The main goals of the youth and family after school 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 Cook Elementary were space availability, communication, low test scores, health and nutrition, physical education, and discipline for at-risk youth. As a result, afterschool program staff created junior staff, Cook Cooks, Be Proud, power hour, and an anti-bullying program to address discipline issues and to target all students who attend the afterschool program.

As members of junior staff, students functioned as support staff for the program youth development professionals. Students also acted as runners and messengers between the afterschool program and our host school. The Cook Cooks program addressed the lack of information about nutrition for living a healthy lifestyle. Students learned to read nutrition labels and understand how their bodies function with proper nutrients. The program went beyond the basic “meat, fruits/vegetables, dairy, bread,” and students learned how to prepare nutrition-packed snacks for themselves. Be Proud addressed the ever-changing lives of primarily 4<sup>th</sup>- and 5<sup>th</sup>-grade students. It taught them how to make safe and healthy decisions and how to handle social pressures in everyday life. Power hour involved 1 hour of homework help every day before the afterschool program to address low test grades. In the anti-bullying program, students signed a pledge while the program partnered with Cook Elementary to be a “No place for Hate.” In addition, students were asked to hold each other accountable for any bullying they witnessed.

This report examines outcomes for the ACE program at Cook Elementary School, which served 214 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*<sup>2</sup>

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.

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<sup>2</sup> 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, it was found that in 2013–2014, there was a negative correlation between the number of days students were enrolled and their absenteeism rate ( $r = -.29, p < .0001$ ), i.e., students who are enrolled fewer days of the school year are absent for a greater proportion of those days. An absence or attendance rate, which 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 both the 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 mandatory or discretionary discipline removals	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**

The BGCA administrators reviewed each school's test results and student data to determine what types of activities to offer. The site directors created Campus Needs Assessments with which they surveyed principals, teachers, other school administration, and parents. They also reviewed the school's campus improvement plan to further guide them to determine what activities those students needed. The project director and site director met or emailed on a monthly basis with principals to check in and see how the program was going and ask for feedback. In addition, site directors had daily or weekly contact with school principals to inform them about what was going on in the program.

Recruitment of the academically case-managed youth and the targeted-intervention youth, who was referred to the program by principals and teachers, was based on each youth's grades and behavior. Other students were recruited through open enrollment at back-to-school nights, lunches, and registration nights.

Youth Program Quality trainings were offered throughout the year to help build staff skills so staff could provide effective, hands-on classes. Education directors and site directors also went through BGCA trainings about grant requirements and reporting. Site directors attended the school welcome back trainings at the beginning of the year to understand and align with expectations for the school day. The project director conducted monthly site observations at each site to provide feedback about the program. This feedback helped the site directors know what trainings to attend or what trainings to offer to their staff.

Supplies for programs were ordered or purchased, as needed, throughout the year. The family engagement specialist worked closely with site directors and school-day parent support specialists to help identify parental needs and what the afterschool program could do to help meet those needs. Marketing for the program was through flyers, back-to-school nights, registration nights, lunches, and meetings with school administration.

### **Logic Model**

A logic model was designed to guide the implementation of the ACE program at Cook Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Cook 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
<p>HUMAN Human:</p> <ul style="list-style-type: none"> <li>• <u>Project Director</u> Rob Fowler, MA</li> <li>• <u>1 Site director</u> Jesus Aguilar, BA University of Illinois</li> <li>• 1 Education Director Ben Henderson, BA Concordia University</li> <li><b>1 Education Director</b> <b>Thanh Nguyen BA. UT</b></li> <li>• 1 Program Specialist Thanh Nguyen</li> <li>BA Univ. of Texas</li> <li>• 9 Youth Development Professionals</li> <li>-Caleb Navarro, HS grad</li> <li>-Rebecca Dearlove, Master student at UT</li> <li>-Adam Wigfall, Senior UT</li> <li>-Teta James, freshmen, ACC</li> <li>-Dzuara Avelar-freshmen ACC,</li> <li>-Jonathan Pormprasong, senior at Univ. of Texas</li> <li>-Courtney Towns,</li> </ul>	<p>School Program Alignment <b>School program alignment</b></p> <ul style="list-style-type: none"> <li>• with unit and lesson plans (TEKS)</li> </ul> <p><b>Recruiting participants</b></p> <ul style="list-style-type: none"> <li>• school admin referrals of ACM students</li> <li>• open enrollment advertised to 1<sup>st</sup>- 5<sup>th</sup> graders</li> </ul> <p><b>Retaining participants</b></p> <ul style="list-style-type: none"> <li>• surveys</li> <li>• incentives</li> </ul> <p><b>Well structured</b></p> <ul style="list-style-type: none"> <li>• ongoing monitoring of data</li> <li>• site observations with feedback</li> </ul> <p><b>Voice/Choice</b></p> <ul style="list-style-type: none"> <li>• parent surveys</li> <li>• student surveys</li> <li>• Needs and Interest</li> </ul> <p><b>Qualified personnel</b></p> <ul style="list-style-type: none"> <li>• staff orientation done by director</li> </ul>	<p>Academic Support</p> <ul style="list-style-type: none"> <li>• Power Hour Monday-Friday 3:00-4:00 K-Dzuara <b>K-Rebecca</b> 1st-JP <b>1<sup>st</sup>-Caleb</b> 2<sup>nd</sup>-Courtney 3<sup>rd</sup>-Cortina 4<sup>th</sup>-Patrick <b>4<sup>th</sup>-Adam</b> 5<sup>th</sup>-Thanh <b>5<sup>th</sup> Teta James</b></li> </ul> <ul style="list-style-type: none"> <li>• ACM program On going Education Director, Ben <b>Education Director, Thanh</b></li> <li>• <u>Targeted Tutoring</u> Monday-Friday 3:00-4:00 pm Tutors: Neomi h. Jennifer w. Juan o. Beverly m.</li> <li>• <u>Read it and eat it-Kinder</u></li> </ul>	<p>Academic</p> <ul style="list-style-type: none"> <li>• Target #125 30 days or more attendance</li> <li>• Target # 30 Academic Case Managed Students (Education Directors)</li> <li>• Target 25 families for ongoing family</li> </ul>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<p>sophomore at ACC</p> <p>-Cortina Clark, BA <u>Univ. Southern Mississippi</u></p> <p>-Patrick Fruge, Senior at Univ. of Texas</p> <p>-Nancy Martinez</p> <ul style="list-style-type: none"> <li>• <u>5 Educational Tutors</u> -Neomi Howard, BS Univ of Texas</li> <li>-Jennifer Wilks, BA Univ. of Texas at PA</li> <li>-Juan Oropeza, BA Univer. Of California</li> <li>-Beverly Mckenty, MA Houston Baptist University</li> <li>• 1 Enrichment Tutors (coaches) <u>Marcus Lincoln-Parkour</u></li> <li>• External experts and partners <ul style="list-style-type: none"> <li>○ AISD</li> <li>○ CTAN</li> <li>○ YPQA</li> <li>○ NAA</li> <li>○ School Age Notes</li> <li>○ Vendors</li> <li>-Creative Action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• YPQA trainings</li> <li>• Part time carousal trainings</li> <li>• Monthly staff meetings</li> <li>• One line training</li> <li>• Professional Development conferences for full time staff</li> <li>•</li> </ul>	<p><u>Monday</u> 4-15-6pm Dzuara</p> <ul style="list-style-type: none"> <li>• <u>Creative Action</u>-1<sup>st</sup> gr. Monday 4-15-6pm Shaeffer/ <b>Patsy</b></li> <li>• Project Adventure-2<sup>nd</sup> grade Monday 4-15-6pm Courtney</li> <li>• Bully dogs-3<sup>rd</sup> grade Monday 4-15-6pm Cortina</li> <li>• Club Fit-4<sup>th</sup> and 5th Monday 4-15-6pm Patrick</li> <li>• <u>Art</u>-4<sup>th</sup> and 5th Monday 4-15-6pm Thanh</li> <li>• <u>Club fit</u>-Kinder Tuesday 4-15-6pm Dzuara</li> <li>• Smart moves-1<sup>st</sup> gr. Tuesday 4-15-6pm JP</li> <li>• <u>Art</u>-2<sup>nd</sup> grade Tuesday 4-15-6pm Courtney</li> <li>• <u>Bricklab</u>-3<sup>rd</sup> grade Tuesday 4-15-6pm Cortina</li> <li>• Sparc Kinetics-4<sup>th</sup> gr Tuesday/ Thursdays 4:15-6pm Patrick</li> <li>• Brick lab-4<sup>th</sup> grade</li> </ul>	

Resources	Implementation	Outputs - Activities	Outputs - Participation
<p>-Dance</p> <p>Delley Group</p> <ul style="list-style-type: none"> <li>○ Data</li> <li>• 125 Students</li> <li>• 25 Parents</li> <li>• 30 ACM Students</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Grant leadership/project director/FES</li> <li>• CTAN</li> <li>• YPQA national quality assurance standards</li> <li>• School Day Tutors</li> <li>• School Day Teacher Monthly check in reports</li> <li>• Financial Controller, Elizabeth Roden, MA</li> </ul> <p>Facilities</p> <ul style="list-style-type: none"> <li>○ Campus space</li> <li>○ Classroom-2</li> <li>○ Gym</li> <li>○ Half of cafeteria</li> <li>○ playground</li> <li>• 21<sup>st</sup> century web based tracking system</li> <li>• TEA/Edvance</li> <li>• Membership Tracking system</li> </ul> <p>Curriculum</p>		<p>Tuesday 4:15-6pm Ben</p> <ul style="list-style-type: none"> <li>• <u>Psyched science</u>-5<sup>th</sup></li> </ul> <p>Tuesday/ Thursday 4:15-6pm Thanh</p> <ul style="list-style-type: none"> <li>• <u>When I grow up</u>-5<sup>th</sup></li> </ul> <p>Tuesday/ Fridays 4:15-6pm Jesus</p> <ul style="list-style-type: none"> <li>• Brick lab-Kinder</li> </ul> <p>Wednesday 4-15-6pm Dzuara</p> <ul style="list-style-type: none"> <li>• Art-1<sup>st</sup> gr.</li> </ul> <p>Wednesday 4-15-6pm JP</p> <ul style="list-style-type: none"> <li>• Creative Action-2<sup>nd</sup> grade</li> </ul> <p>Wednesday 4-15-6pm Shaeffer</p> <ul style="list-style-type: none"> <li>• <u>Cook cooks</u>-3<sup>rd</sup> grade</li> </ul> <p>Wednesday 4-15-6pm Cortina</p> <ul style="list-style-type: none"> <li>• Smart moves boys-4<sup>th</sup></li> </ul> <p>Wednesday 4:15-6pm Ben</p> <ul style="list-style-type: none"> <li>• Bullydogs-4<sup>th</sup> grade</li> </ul> <p>Wednesday 4:15-6pm Patrick</p> <ul style="list-style-type: none"> <li>• Torch club-5<sup>th</sup></li> </ul> <p>Wednesday 4:15-6pm Thanh</p> <ul style="list-style-type: none"> <li>• Bricklab5<sup>th</sup></li> </ul> <p>Wednesdays 4:15-6pm Courtney/</p>	

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> <li>Activity planning form (TEKS aligned)</li> <li>Healthy Habits; SMART Moves; I heart art; arts and crafts; sports; psyched on science; math wizards, brick lab</li> <li>Academic Case Management</li> </ul>		<p>Jesus</p> <ul style="list-style-type: none"> <li>Smart moves-Kinder</li> </ul> <p>Thursday 4-15-6pm Dzuara</p> <ul style="list-style-type: none"> <li>Club fit-1<sup>st</sup> gr.</li> </ul> <p>Thursday 4-15-6pm JP</p> <ul style="list-style-type: none"> <li>club fit-2<sup>nd</sup> grade</li> </ul> <p>Thursday 4-15-6pm Courtney</p> <ul style="list-style-type: none"> <li>Art-3<sup>rd</sup> grade</li> </ul> <p>Thursday 4-15-6pm Cortina</p> <ul style="list-style-type: none"> <li>Torch club-4<sup>th</sup></li> </ul> <p>Thursday 4:15-6pm Ben</p> <ul style="list-style-type: none"> <li>Cook cooks-5<sup>th</sup></li> </ul> <p>Thursday 4:15-6pm Jesus</p> <ul style="list-style-type: none"> <li>Art-Kinder</li> </ul> <p>Friday 4-15-6pm Dzuara</p> <ul style="list-style-type: none"> <li>Bricklab-1st gr.</li> </ul> <p>Friday 4-15-6pm JP</p> <ul style="list-style-type: none"> <li>Bullydogs-2<sup>nd</sup> grade</li> </ul> <p>Friday 4-15-6pm Courtney</p> <ul style="list-style-type: none"> <li>Club fit-3<sup>rd</sup> grade</li> </ul> <p>Friday 4-15-6pm Cortina</p> <ul style="list-style-type: none"> <li>Cook cooks-4<sup>th</sup></li> </ul> <p>Friday</p>	

Resources	Implementation	Outputs - Activities	Outputs - Participation
		<p>4:15-6pm Ben</p> <ul style="list-style-type: none"> <li>• Smart moves girls-4<sup>th</sup></li> </ul> <p>Friday 4:15-6pm Thanh</p> <ul style="list-style-type: none"> <li>• <u>Daily Challenges</u>-5<sup>th</sup></li> </ul> <p>Friday 4:15-6pm Patrick</p> <p><b>Social rec</b> <b>Gameroom</b> <b>Interactive gaming</b> <b>Dance dance</b> <b>Be proud</b> <b>In-league sports</b> <b>Community service</b> <b>Computer Literacy</b> <b>Zumba</b></p> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• <u>Dance</u>-2<sup>nd</sup>-5<sup>th</sup></li> </ul> <p>Monday and Thursdays 4:15-5:30 Demi/ <b>stephanie</b></p> <ul style="list-style-type: none"> <li>• <u>Parkour</u>-3<sup>rd</sup>-5<sup>th</sup> MWF</li> </ul> <p>4:15pm-6pm Marcus/<b>Caleb</b></p> <ul style="list-style-type: none"> <li>• <u>Club tech</u>-3<sup>rd</sup> grade</li> </ul> <p>Wednesdays 4:15-6pm Craig</p> <ul style="list-style-type: none"> <li>• <u>Healthy Habits</u></li> <li>• SMART Kids</li> <li>• I Heart Art</li> <li>• Arts and Crafts</li> <li>• Sports-4:15-6pm</li> <li>• Cooking</li> <li>• Project Adventure</li> </ul> <p><b>Family and Parental Support</b></p> <ul style="list-style-type: none"> <li>• Family Nights</li> </ul>	

Resources	Implementation	Outputs - Activities	Outputs - Participation
		<ul style="list-style-type: none"> <li>• Family Literacy Nights</li> <li>• ESL Classes</li> <li>• Family Computer Literacy classes</li> </ul> <b>College/Career Readiness</b> <ul style="list-style-type: none"> <li>• Jr Staff-ongoing daily</li> <li>• Club Tech- Craig Sheffield</li> <li>• Career Track</li> <li>• Guest speakers</li> <li>• Field Trips</li> <li>Be Great Mentoring</li> </ul>	

### Modifications

A fall report on attendance data indicated that many students at the elementary level were not participating in physical activities when given the option. Therefore, the program staff restructured the spring schedule to meet the need for physical exercise and engagement. This prevented students from only attending academic classes or only attending physically enriching activities. It exposed all students to physical activity for 1 hour each day before they attended their academic or enriching activities. Other changes included community service, which allowed program staff to provide a sense of community to students. Some changes were the result of a need to meet grant requirements or a need to create alternative classes in which the students could participate. Other programs, such as Be Proud, were instituted to help students make better life decisions and to learn coping mechanisms to which they would not otherwise have been exposed.

### Research Questions

#### Program Structure: Was the program implemented as intended?

#### Cook 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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#### Resources: Were requisite resources available for program success?

Resources were readily available. The program was well funded, and supplies were promptly delivered upon request. This allowed staff to run various activities. Space was still a big obstacle the program faced at Cook Elementary. Staff shared the cafeteria with another afterschool program and were granted the gym and 1 portable for space. When the weather was



bad for a day or two, it became difficult to run six different activities with such large groups in rather small spaces.

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

The afterschool program was modified to maintain a positive relationship between the school and another afterschool program hosted at Cook Elementary. The site director placed three grades in the gym, two grades in the cafeteria, and out grade out of her office to better control noise levels. By using a manual tracking system, the staff were able to check how many students were attending each day of class. When numbers dropped or varied, staff made phone calls home to retain students and also to bring in new students (when enrolled students moved or left the school). The site director interacted with the school's vice principal to discuss how to better meet the needs and expectations of students and to explain what the program staff were doing and/or what was needed from the school.

**Outputs–Activities: Were activities targeted to student needs?**

The program modifications were made to better align activities with the school's learning objectives. The site director met with the principal and discussed sharing the school program and academic resources with the afterschool program staff so the school and the program staff could be on the same page. All modifications were overseen by the site director, and instructional quality was managed and assessed by evaluators within the program.

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

After the fall term, when student surveys were had been completed, program staff examined the survey data and created classes that would address students' requests and would maintain, if not increase, participation and retention. Program staff also used data to keep track of the fluctuation of students between classes. When participation was low, lesson plans were modified using feedback from the students to make the activity more entertaining for them.

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

The program included two college and career courses geared to exposing students to various occupations (some of which required degrees and others of which did not), to colleges across the United States, and to jobs abroad. For family engagement, the program provided Zumba, computer literacy courses, family fun nights, and reading nights for parents. Because Cook Elementary had low parent participation, staff provided more classes geared toward bringing in the family. For academic support, the program included power hour, a tutoring class offered Monday through Thursday for students who felt they needed extra help (or whose parents and/or teachers wanted the student to receive additional support in academics). The rest of the classes were dedicated to students' enrichment and to exposing them to skills, experiences, and knowledge

they had not yet learned. Specific classes were offered in the fall and spring to meet grant requirements.

## 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	%
Cook Elementary School	182	18%	32	3%	798	79%	1012	100%

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

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

Demographics	Cook Elementary School	Participation status		
		Regular participants (n = 182)	Non-regular participants (n = 32)	Non-participants (n = 798)
Gender	Female	50%	48%	48%
	Male	50%	52%	52%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	1%	0%	1%
	Black or African American	18%	6%	9%
	Hispanic	79%	91%	85%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	2%
	White	1%	3%	4%
Limited English proficiency	% LEP	51%	73%	65%

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

Similar numbers of female and male students participated in the regular ACE group. The majority of students in all three participation groups were Hispanic. A larger percentage of regular participants than of non-regular and non-participation groups were African American. Although more than half the students

were classified as limited English proficient (LEP) in all three groups, more non-regular participants than regular and non-participants were classified as LEP.

Cook Elementary is a Title 1 school, and the student population in this neighborhood is predominantly Hispanic and African American. The students were accepted on a first-come, first-served basis, except when a teacher from Cook Elementary or a program staff member referred a student, in which case, the student was accepted regardless of his or her position in line.

### Student Attendance in ACE Activities

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

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

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

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	657	41%	812	43%
Enrichment	550	34%	601	32%
Family engagement	230	14%	301	16%
Career	178	11%	155	8%

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.

Regular participants did not experience grade point average (GPA) improvement for the core subjects over time. The non-regular participants experienced GPA improvement in social studies only. However, both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014.

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

Cook 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	change	2012–2013	2013–2014	change
Reading	3.36	2.87	-0.49	2.63	2.60	-0.03
Math	3.51	2.87	-0.64	2.93	2.90	-0.03
Science	3.64	3.16	-0.47	3.07	2.93	-0.13
Social studies	3.71	3.23	-0.48	2.93	3.00	0.07

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

Cook 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	change	2012–2013	2013–2014
Course pass percentage	93.73%	97.32%	3.59%	93.01%	97.28%

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS\_GRDS)

## Attendance Outcome

Average absent days of ACE program participants at Cook Elementary School were calculated in school year 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and includes 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

Cook Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	5.95	5.30	-0.65	5.33	4.97

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.

Regular participants experienced an increase in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. Non-regular participants experienced a decrease in mandatory discipline removals but an increase in discretionary discipline removals over the same period.

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

Cook 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	0.01	0.01	0.03	0.00	-0.03
Discretionary	0.07	0.19	0.12	0.00	0.13	0.13

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.** Regular participants did not experience GPA improvement for the core subjects over time. The non-regular participants experienced GPA improvement in social studies only. However, both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014. Given the mixed results for ACE Austin participants related to GPA and course passing rates, it is recommended that academic-related afterschool programs implement changes to better align with program goals. In addition, refinements to components that are effective should be ongoing, so they can continue to meet the needs of students at Cook Elementary School.

**Recommendation 2.** The mean absent days decreased from 2012–2013 to 2013–2014 for regular participants and increased for non-regular participants at Cook Elementary School. It is recommended that program staff continue to implement and refine program components that have been effective in addressing attendance issues.

**Recommendation 3.** Regular participants experienced an increase in both mandatory and discretionary discipline removals from 2012–2013 to 2013–2014. Non-regular participants experienced a decrease in mandatory discipline removals but an increase in discretionary discipline removals over the same period. 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 Cook Elementary School identify the specific programs and strategies used to decrease discretionary discipline removals.



### **Site Director Commentary and Next Steps**

The site director agreed with the DRE evaluators on the fact that the program staff needs to better align Cook Elementary School's needs with the program implementation in order to meet both the program and the school goals. The principal at cook and the program site director have discussed a better way to share school resources and materials in order for the students to have more familiarity in school and after school. Furthermore in order to decrease absences, the program staff will continue to reach out to the parents and call home when their student missed days of school and/or club. The program staff will also continue to work and improve the program's disciplinary system in order to reduce mandatory and discretionary discipline removals.

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

1. Align the school's goals and resources with the afterschool program's goals to give more familiarity to the students
2. Actively engage and reach out to parents so they can understand our goals and we can understand them
3. Have the parent, school, and afterschool program on the same goal so that goal can be enforced during the day, after school, and at home
4. Create a more structured program to keep the students engaged so the amount of disciplinary referrals is reduced

## 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 161 parents of students who participated in BGCA Austin Cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that family nights/ performances (94%) received most parent attendance this past year, followed by English as a second language (ESL) (21%) and coffee with principal (24%) (Table 11). Respondents recommended the ACE program offer the following classes: family nights/ performances (92%) and ESL (14%) 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	9%
English as a second language	21%
Family Nights/Performances	94%
Literacy	7%
Love & Logic	1%
Social & Emotional Learning	1%
Strengthening families	2%
Zumba	4%

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: *Homework help* (78%), *Safe environment* (74%), and *Free of charge* (63%).

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	74%
Classes that encourage creativity	45%
Participation in sports and other physical activity	43%
Opportunity to have fun	40%
It's free of charge	63%
Free summer camp	38%
Fieldtrips	33%
Homework help	88%

Source. ACE Austin Parent Survey 2014

Almost all (99% and 98%, 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. All parent respondents reported that they knew who to contact when they had questions about the ACE program. All parent survey respondents also reported that their children were doing better in school because of the after-school program. All of them 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: Boys and Girls Club of the Capital Area**

Combined Schools: Lanier HS, Ann Richards School for Young Women Leaders, and more...

Year: 2014

**C5 - Cook ES****Student Counts**

<b>Total Students:</b>	216	
<b>Total Regular Students:</b>	181	84%
<b>Total Non-Regular Students:</b>	35	16%

**Student Counts by Ethnicity**

1997 Standard	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop
	<b>Hispanic</b>		<b>Two or More</b>		<b>White</b>		<b>American Indian/Alaskan</b>	
<b>Total:</b>	173	80%	2	1%	4	2%	0	0%
<b>Regular:</b>	141	65%	2	1%	3	1%	0	0%
<b>Non-Regular:</b>	32	15%	0	0%	1	0%	0	0%
	<b>Asian</b>		<b>African American</b>		<b>Hawaiian/Pacific</b>			
<b>Total:</b>	2	1%	35	16%	0	0%		
<b>Regular:</b>	2	1%	33	15%	0	0%		
<b>Non-Regular:</b>	0	0%	2	1%	0	0%		

**Student Counts by Gender**

<b>Regular Male:</b>	91	42%	<b>Regular Female:</b>	90	42%
<b>Non-Regular Male:</b>	17	8%	<b>Non-Regular Female:</b>	18	8%

**Student Counts by Category**

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
<b>Regular:</b>	<b>LEP:</b>	88	41%	<b>Eco. Dis.:</b>	165	76%	<b>Special:</b>	19	9%
<b>Non-Regular:</b>	<b>LEP:</b>	23	11%	<b>Eco. Dis.:</b>	26	12%	<b>Special:</b>	0	0%
<b>Regular:</b>	<b>At Risk:</b>	130	60%	<b>ESL:</b>	7	3%	<b>Migrant:</b>	0	0%
<b>Non-Regular:</b>	<b>At Risk:</b>	28	13%	<b>ESL:</b>	1	0%	<b>Migrant:</b>	0	0%

**Student Counts by Grade Level**

<b>Regular:</b>	<b>PreK:</b>	0	0%	<b>1st:</b>	37	17%	<b>5th:</b>	25	12%	<b>9th:</b>	0	0%
<b>Non-Regular:</b>	<b>PreK:</b>	0	0%	<b>1st:</b>	5	2%	<b>5th:</b>	3	1%	<b>9th:</b>	0	0%
	<b>K:</b>	18	8%	<b>2nd:</b>	39	18%	<b>6th:</b>	0	0%	<b>10th:</b>	0	0%
	<b>K:</b>	5	2%	<b>2nd:</b>	9	4%	<b>6th:</b>	0	0%	<b>10th:</b>	0	0%
				<b>3rd:</b>	29	13%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>3rd:</b>	8	4%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>4th:</b>	33	15%	<b>8th:</b>	0	0%	<b>12th:</b>	0	0%
				<b>4th:</b>	5	2%	<b>8th:</b>	0	0%	<b>12th:</b>	0	0%

## Grantee: Boys and Girls Club of the Capital Area

Combined Schools: Lanier HS, Ann Richards School for Young Women Leaders, and more...

Center: C5 - Cook ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Academic Case Management	32	0	3	3	31	31	0
Around Town	191	0	1	8	28	81	0
Arts and Crafts 1st grade	37	0	14	13	21	21	0
Arts and Crafts 2nd grade	42	0	14	14	26	26	0
Arts and Crafts 3rd grade	32	0	14	13	16	12	0
Arts and Crafts 4th and 5th	27	0	13	11	16	16	0
Arts and Crafts Kinder	21	0	14	13	12	11	0
Brick Lab 1st grade	39	0	14	13	20	19	0
Bricklab - 3rd grade	32	0	14	14	15	13	0
Bricklab 4th	30	0	13	13	20	18	0
Bricklab 5th	11	0	14	13	6	6	0
Bricklab Kinder	19	0	14	13	11	11	0
Bullydogs 2nd	45	0	14	13	26	24	0
Bullydogs 3rd	32	0	13	11	12	13	0
Bullydogs 4th	15	0	14	13	11	11	0
Club Fit 1st grade	39	0	14	13	19	18	0
Club Fit 2nd grade	42	0	14	13	20	19	0
Club Fit 3rd grade	31	0	14	13	14	13	0
Club Fit 4th and 5th	32	0	13	11	16	17	0
Club Fit Kinder	21	0	14	14	13	13	0
Club Tech	5	0	14	13	4	4	0
Cook Cooks! 3rd grade	27	0	14	13	15	14	0
Cook Cooks! 4th grade	18	0	14	13	10	8	0
Cook Cooks! 5th grade	13	0	14	13	5	5	0
Creative Action 1st	37	0	13	11	19	20	0
Creative Action 2nd	43	0	14	13	28	24	0
Daily Challenges	14	0	14	13	6	6	0
Dance 2nd	9	0	13	11	6	7	0
Dance 3rd	6	0	13	11	4	5	0
Dance 4th	4	0	12	11	0	1	0
Dance 5th	7	0	12	11	2	2	0
Junior Staff	9	0	14	13	0	2	0
Parents in the Know	0	38	3	9	0	0	23
Parkour	5	0	36	32	3	3	0
Power Hour - 4th grade	34	0	69	64	21	20	0
Power Hour - 5th grade	28	0	69	64	16	16	0
Power Hour 1st grade	36	0	69	64	26	24	0
Power Hour 2nd grade	38	0	69	64	20	20	0
Power Hour 3rd grade	30	0	69	64	18	18	0
Power Hour Kinder	22	0	69	64	13	13	0
Project Adventure	39	0	11	11	0	9	0
Project Adventure II	33	0	8	6	20	19	0
Psyched About Science	12	0	28	27	6	6	0
Read it and Eat it (kinder)	21	0	13	11	12	12	0
Smart Moves 1st	39	0	14	14	23	21	0
Smart Moves 4th Boys	18	0	14	13	11	11	0
Smart Moves 4th Girls	15	0	14	13	10	8	0
Smart Moves Kinder	21	0	14	13	12	10	0
Sparc Kinetics	5	0	28	27	3	4	0
Targeted Tutoring	30	0	60	57	21	20	0
Torch Club 4th	30	0	14	13	14	14	0
Torch Club 5th	16	0	14	13	8	8	0
When I Grow Up	17	0	28	27	7	7	0

## Grantee: Boys and Girls Club of the Capital Area

Combined Schools: Lanier HS, Ann Richards School for Young Women Leaders, and more...

Center: C5 - Cook ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Academic Case Management	30	0	5	5	29	30	0
Adult Computer Literacy	0	5	9	8	0	0	3
Around Town	183	0	4	9	13	17	0
Arts and Crafts 5th grade	23	0	40	37	6	8	0
Arts and Crafts Kinder	17	0	39	36	12	11	0
Be Proud 4th	34	0	20	16	15	15	0
Be Proud 5th	24	0	20	16	11	12	0
Bricklab 1&2	75	0	39	36	31	34	0
Career Track	176	0	5	11	12	25	0
Cheerleading 4th	4	0	40	37	4	3	0
Cheerleading 5th	5	0	40	37	3	3	0
Club Fit 1&2	73	0	20	18	45	41	0
Club Fit Kinder	17	0	20	19	13	12	0
Club Tech 4th	32	0	20	20	8	8	0
Community Service	172	0	5	7	16	26	0
Cook Cooks 1&2	73	0	40	37	30	31	0
Creative Action 3rd	27	0	6	5	0	8	0
Creative Action 3rd II	29	0	16	15	13	14	0
Creative Action 4th	34	0	7	6	2	5	0
Creative Action 4th II	33	0	16	15	12	12	0
Daily Challenges (4th)	35	0	19	17	20	21	0
Daily Challenges - 3rd grade	29	0	20	19	13	13	0
Daily Challenges 1&2	75	0	39	33	34	35	0
Dance Dance 1&2	74	0	20	19	44	42	0
Dance Dance Kinder	17	0	19	17	12	13	0
Fall 2013 Academics	173	0	10	10	128	102	0
Fall 2013 Enrichment	173	0	10	10	130	102	0
Family Fun Night	0	56	1	12	0	0	10
Family Literacy Night	0	56	5	11	0	0	5
Gameroom (3rd)	29	0	20	16	6	9	0
Gameroom (kinder)	17	0	20	16	9	10	0
Interactive Games 1&2	74	0	20	19	37	32	0
Interactive Games Kinder	17	0	20	18	14	14	0
League Sports	24	0	79	73	11	11	0
Parkour	9	0	19	15	4	4	0
Power Hour - 4th grade	34	0	99	89	17	18	0
Power Hour - 5th grade	23	0	99	89	14	14	0
Power Hour 1st grade	37	0	99	89	24	24	0
Power Hour 2nd grade	38	0	99	89	19	20	0
Power Hour 3rd grade	30	0	99	89	16	17	0
Power Hour Kinder	17	0	99	89	14	14	0
Project Adventure 3&4	62	0	40	37	25	23	0
Pshyched About Science 3&4	62	0	40	37	17	18	0
Psyched About Science Kinder	17	0	40	37	12	11	0
Relay Races	17	0	20	19	14	14	0
Science 5th	23	0	39	36	8	9	0
Social Rec 1&2	74	0	20	16	41	37	0
Social Rec Kinder	17	0	20	16	11	11	0
Social Rec. Game Room (3rd)	28	0	20	16	6	10	0
Targeted Tutoring	30	0	99	89	25	19	0
When I Grow Up 3rd	27	0	7	6	4	6	0
When I Grow Up 3rd II	28	0	16	15	9	9	0
When I Grow Up 4th	33	0	6	5	0	6	0
When I Grow Up 4th II	33	0	16	15	12	14	0

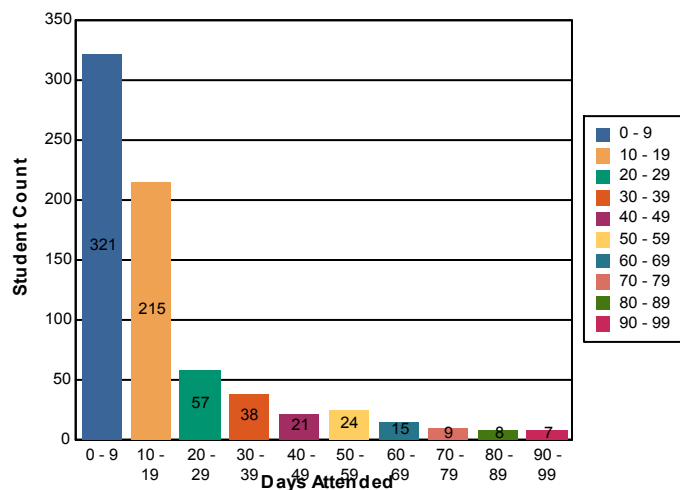
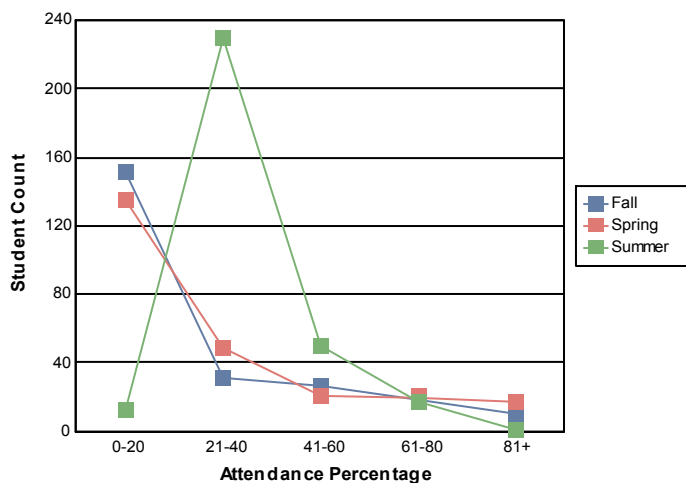


## Student Attendance Percentage - Grantee Level

Printed Date: 8/19/2014

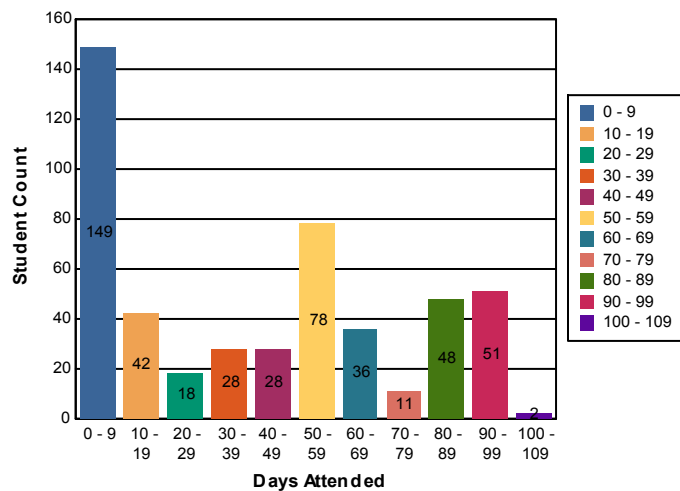
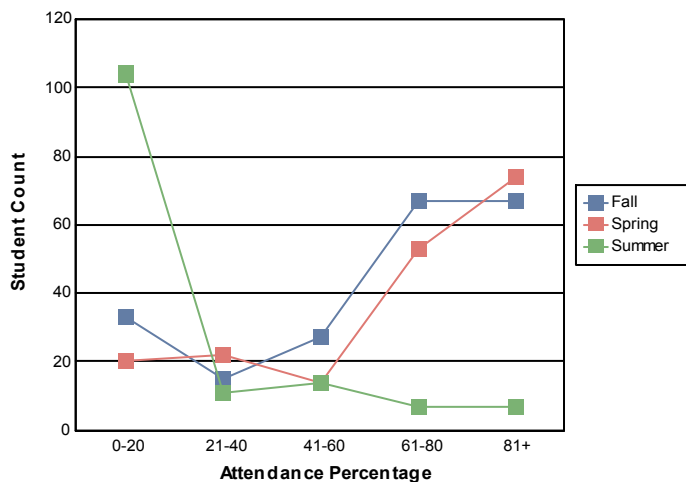
### Grantee: Boys and Girls Club of the Capital Area

#### C4 - Webb MS



Attendance %	Fall	Spring	Summer
0-20	151	135	12
21-40	31	49	230
41-60	26	21	50
61-80	18	20	17
81+	10	17	1
<b>Total</b>	<b>236</b>	<b>242</b>	<b>310</b>

#### C5 - Cook ES



Attendance %	Fall	Spring	Summer
0-20	33	20	104
21-40	15	22	11
41-60	27	14	14
61-80	67	53	7
81+	67	74	7
<b>Total</b>	<b>209</b>	<b>183</b>	<b>143</b>

# AUSTIN INDEPENDENT SCHOOL DISTRICT

## INTERIM SUPERINTENDENT OF SCHOOLS

Paul Cruz, Ph.D.

## OFFICE OF CHIEF FINANCIAL OFFICER

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