Afterschool Centers on Education

Cycle 7 AISD

Austin Independent School District

Hart 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 Hart Elementary School in Austin Independent School District (AISD) served 258 students. This report examines program implementation and outcomes of the ACE program at Hart 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. The regular and non-participation groups were composed of more male than female students. However, the non-regular participation group had similar numbers of male and female students. The majority of students in all three participation groups were Hispanic. All three groups had a large percentage of African American students, but the percentage of African American students in the non-regular participant group was lower than the percentages in the regular and non-participation groups. More than two-thirds of the students were classified as limited English proficient (LEP) in all three groups, but fewer regular and non-regular participants than non-participants were classified as LEP.

2. The program reached targeted students and their families. The program activities were implemented as planned.[1]

3. The mean absent days of regular participants was greater in 2013–2014 than in 2012–2013, whereas the non-regular participants experienced a decrease in mean absent days.

4. Regular participants did not experience a grade point average (GPA) improvement in all core subjects, except in math, from 2012–2013 to 2013–2014. Non-regular participants did not experience a GPA improvement in all core subjects over the last year. However, both regular and non-regular participants experienced increased course passing rates from 2012–2013 to 2013–2014.

5. No change occurred in mandatory discipline removals for both regular and non-regular participants from 2012–2013 to 2013–2014. Both regular and non-regular participants experienced a decrease in discretionary discipline removals.

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

1. Continue successful academic and enrichment programs in afterschool programming

---

[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.

for all grade levels

2. Continue academic strengthening in classes for younger and lower-grade-level students who do not qualify for tutorials

3. Possibly add lower-grade-level participation in STAARburst programming

4. Continue communication with District Refugee Program personnel to strengthen attendance and success of migrant/refugee students

Table of Contents

List of Tables

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

A primary challenge at Hart Elementary School is student attendance. Another issue is the low availability of campus personnel for tutoring and homework help. Finally, communication with the refugee population being served by the school is complicated by the limited number of interpreters available to the district.

To address these issues, the following programs were implemented: weekly parent roundup classes to boost communication with students' families, refugee coordinator communication, homework help, and tutorial assistance.

When parents signed their agreements with the afterschool program, information was provided regarding attendance rules, and absence warnings were provided to parents throughout the duration of the program. With regard to the language barrier, the program employed a native Spanish speaker who could communicate with parents. In addition, the program staff formed a strong partnership with the district refugee coordinator, who could intercede in communications with parents.

This report examines outcomes for the ACE program at Hart Elementary School, which served 258 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

---

[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, 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.

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

High-quality out-of-school time (OST) programs are an integral part of the pipeline to graduation and college success. All the services and activities for this project were designed based on research about what works in 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 used an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality (YPQ) and trained all afterschool staff members on best practices for activity development and implementation. In addition, all of the project's family engagement activities were 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 students' 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 took a coordinated approach to engaging families so those most in need would 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 (e.g., Texas Assessment of Knowledge and Skills [TAKS] scores, students' socioeconomic 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, a strong commitment by the school leadership, neighborhood association, service providers, police, and other collaborators already exists 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 Hart 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 YPQ 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 activity 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 YPQ training sessions, which 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 activity strategy for implementation. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine students' progress, and assess portfolios. Strategies for professional development activities included:

- Professional development activities for all afterschool instructors about Department of Education evidence-based practices in lesson planning, instruction, tutoring, and homework assistance

- Professional development activities 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 activities for all afterschool instructors and staff about evidence-based Positive Behavior Support strategies

Marketing. Successful marketing and program promotion are essential, both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin marketing strategies focused on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasized both the community benefits of OST 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 of 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 who can 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 increased students' participation levels.

Logic Model

A logic model was designed to guide the implementation of the ACE program at Hart Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Hart Elementary School includes 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 • Joel Delatorre, Site Coordinator • David Dean, Principal • Veronica Salazar. Parent Support Specialist • Teachers (4) • Classified Staff (3) • Temp Hourly Staff (13) • Vendor Staff (11) • Parents • Students • Volunteers • Community Partners (Walmart) • Other (HFD Intern) **SUPPORT** • Shirlene Justice, Project Administrator • **Melissa Jones, Interim Admin** • John Shanks, Grant Director • Elena Rodriguez, FES • Data Support, Wanda Atwood • Accounting Support, Treasure McCarver • Laurie Celli, TAC • David Dean, Principal; Sonia Tosh, Assistant Principal; Gloria Valentin, Counselor; Clelia Parlange, Certified Mentor	**School Program Alignment** • MOUs with campus on file • Curriculum aligned with district curriculum road map • TEKS aligned lesson plans • Needs Assessment from previous year at Hart Elementary • Campus Improvement Plans as discussed with CAC • Participation in Child Study Team (eCST) • Participation on Campus Advisory Council **Recruiting and Retaining (right students, right mix of students)** • Students targeted for academic classes - STAARburst • Consideration of student Social/Emotional Need • Offer engaging activities- Leap of Joy Dance & Musical Theater, 4H Capital Goats, and Soccer draw maximum numbers for both boys and girls **Integrating Student and Family Voice** • Parent Surveys • Student Surveys	**Academic Support** • Homework Help • STAARburst • Tutoring • Teacher conferencing **Enrichment** • Fine Arts Enrichment • STEM Enrichment • Literacy Enrichment • Leadership/Character Education • Physical Activity/Health, Nutrition and Cooking Activities **Family Engagement** • Zumba for Parents • Parent Advisory Council • CATCH Night • Lights On Afterschool • **ESL for Parents (Jan.)** **College and Career** • Get Ready	• Homework Help- offered 12 hours per week serving 230 students • STAARburst- offered 12 hours per week serving 40 students • Tutoring- offered 12 hours per week serving approx. 50 students Enrichment • Fine Arts – offered 12 hours per week serving 150 students • STEM Enrichment- offered 12 hours per week serving 60 students • Literacy Enrichment- offered 12 hours per week serving 200+ students • Leadership/Character Education- offered 6 hours per week serving 30 students • Physical Activity/Health, Nutrition and Cooking- offered 15 hours per week serving 200+ students **Family Engagement** • Zumba- offered 1 hour per week serving 50 adults • Parent Adv. Council- offered 1 hour per week with 2 parent members, serving school community • CATCH Night- offered twice a year for all school community • Lights On Afterschool- offered

Resources	Implementation	Outputs - Activities	Outputs - Participation
Teacher,Campus Leaders • PTA, CAC, Community Leaders • Veronica Salazar, PSS; Celisse Morgan-Valdovinos, Social and Emotional Learning Dept., **Jaclyn Yarbrough, CIS** • Maria Mayorga; Bettina Ornelas RTI Department • Sherelle Patisaul, Curriculum and Instruction Dept. • Sherelle Patisaul, Elena Rodriguez, Desiree Morales, Innovation and Development Dept • Central Texas Afterschool Network • Travis County • Austin Film Society • UTeach • Clelia Parlange, CMT **CURRICULUM** • Research based curriculum • Sherelle Patisaul, Curriculum Specialist • Desiree Morales, Quality Coordinator	• Parent Advisory Council • Informal Parent, Teacher, and Administration discussions • Project Administrator Recommendations **Ongoing Monitoring (data use and observation)** • YPQ Assessments • TX 21 Monthly Attendance Reviews • Pre/post tests **Professional Development** • YPQ • Lesson planning and delivery • SEL, PBS, ELL • Structured Play • CPR/First Aid • Summer Learning • Best Practices • CTAN University		once a year for all school community • **ESL for Parents- offered 2 hours 3 days a week for 20 parents** **College and Career** • Get Ready- offered 12 hours per week serving 30+ students

Modifications

For some grade levels, enough students were enrolled in the fall to fill two classes of 15 students. However, after student attendance decreased, the two classes were combined into one

group. Staffing was modified and reduced, and parent classes were changed, added, or removed due to completion or institution of new classes.

Research Questions

Program Structure: Was the program implemented as intended?

The program was successfully implemented as intended. It reached intended attendance levels and sustained students' attendance throughout the year. The addition of tutorial classes in the spring relocated some of the student population; however, all the students who were initially registered, and a few who joined later, were served. One difficulty encountered was the imbalance of class size due to the presence of tutorial classes and grade-level classes (provided on a regular basis without tutoring). In such cases, attempts were made to shift instructor participation to keep the class size manageable.

Hart Elementary School Level of Implementation:

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

Resources: Were requisite resources available for program success?

Requisite resources were available for successful programming, particularly in the fall. As the year progressed, adjustments were made so the resources would cover all areas of the program; however, students' needs were met and resources were identified to address all areas of service. The availability and quality of resources were not an issue for the duration of the program. Sufficient resources were provided and located, either by the grant director, principal, or other school personnel, during the year. Challenges were only encountered when resources were not requested with enough time to make purchases or arrangements for providing needed supplies.

Implementation Practices: Were program practices well implemented?

Program practices were well implemented, for the most part. Constant monitoring of classes was necessary for maintaining the high-quality administration of instruction because multiple components had to be implemented (e.g., homework help, actual lessons, and structured play with guided plans). Students were engaged and active during the lessons, and if/when disciplinary issues occurred, the site coordinator was alerted after the instructor followed a three-strike rule.

Outputs–Activities: Were activities targeted to student needs?

Following the needs assessment administered by the site coordinator in the previous year, classes were set according to specific requests by school staff, administration, and parents. Students' requests were taken into consideration, and classes were aligned to academic requirements, test results, and interest levels.

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

A monitoring system was in place during the year through the TEASE attendance entries and through personnel visits to the various classes. A drop in attendance in any of the classes was addressed by recruiting new students, using the assistance of the campus staff and teachers. In the spring, classes were either dropped or merged, depending on attendance levels in upper grades, due to the onset of tutorial classes.

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

In the fall, students were given two options per day, according to the needs assessment results from the previous spring. After looking at students' academic assessment in the prior year, each student was placed in the class that best addressed his or her needs. Not only were students provided with academically supportive classes each week (occurring on alternate days), but they were also given enrichment choices for rounding the individual program. Family engagement and college/career activities were offered on an ongoing basis, and participants were given ample opportunity to attend regularly.

The difference in the program between fall and spring was based on students' attendance, the availability of vendor classes, the addition of tutorials for upper grade levels, and the number of parent classes offered.

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	%
Hart Elementary School	218	28%	40	5%	529	67%	787	100%

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

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

Demographics	Hart Elementary School	Participation status		
		Regular participants (*n* = 218)	Non-regular participants (*n* =40)	Non-participants (*n* =529)
Gender	Female	49%	50%	44%
	Male	51%	50%	56%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	5%	8%	2%
	Black or African American	10%	16%	8%
	Hispanic	82%	74%	85%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	1%
	White	2%	3%	4%
Limited English proficiency	% LEP	67%	71%	76%

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

The regular ACE participant group and non-participant groups both had slightly more males than females. However, the non-regular participant group received the same number of male and female students. The majority of students in all three participation groups were Hispanic. All three groups had a large percentage of African American students, but the percentage of African American students in the

non-regular participant group was lower than the percentages in the regular and non-participation groups. More than two-thirds of the students were classified as LEP in all three groups, but fewer regular and non-regular participants than non-participants were classified as LEP.

Students in the "Black or African American" category reflected the refugee population at Hart Elementary School. Most of these students did not speak English and had parents who also did not speak English. Consequently, without interpreters, it was difficult to communicate with the parents of these students. Several students may have missed days (and were counted as absent) because parents did not understand the notes about which days the school was open or closed.

Student Attendance in ACE Activities

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

Activity Category	Frequency
Academic enrichment learning program	12 hrs. per wk
Activity to promote youth leadership	6 hrs. per wk
Community service/service learning	3 hrs. per wk
Expanded library service hours	1 hr. per wk
Homework help	2.5 hrs. per wk
Promotion of family literacy	4 hrs. per sem
Promotion of parental involvement	4 hrs. per sem
Recreational activity	12 hrs. per wk
Tutoring	6 hrs. per wk

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

The classes with highest attendance yielded significant benefits for the students enrolled and attending the afterschool program. Technology classes focused on a variety of topics, ranging from keyboarding to PowerPoint presentations and web searches/research. With these areas of instruction, students gained experiences not available in the other regularly scheduled lab classes. Dance and Musical Theatre combined the enrichment of dance, counting time, rhythmic movement, and memorization of movement, with the learning of lines, when to present those lines, and how to speak while projecting one's voice to an audience. The Leadership and Service classes presented the students with opportunities to practice and become leaders within their small groups; gave them confidence to try out their skills in larger groups; and helped encourage them to seek service-oriented activities (i.e., which had the potential to reward them with feelings of accomplishment and empathy). Finally, the Sports/Soccer class provided students with a sense of pride when competing against others in school-related events, both in and out of school games. Students loved soccer and gained much insight from their coaches, who could direct them from personal experience in the competitive arena.

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	92	21%	108	20%
Enrichment	307	70%	355	65%
Family engagement	17	4%	62	11%
Career	20	5%	23.25	4%

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

Students participated at the appropriate level to benefit from activities, with the possible exception of the STAARburst program, which was negatively affected by the tutorial requirements of the school administration. Students who benefitted from attending the STAARburst program were those not in need of additional tutoring, and were already average or above average in their test performance.

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 a GPA improvement in all core subjects, except math, from 2012–2013 to 2013–2014. Non-regular participants did not experience a GPA improvement in all core subjects over the last year. However, both regular and non-regular participants experienced increased course passing rates from 2012–2013 to 2013–2014.

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

Hart Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.27	2.09	-0.18	2.63	1.79	-0.83
Math	2.37	2.41	0.04	2.66	2.00	-0.66
Science	2.51	2.48	-0.03	2.78	2.47	-0.31
Social studies	3.05	2.85	-0.20	3.19	2.82	-0.36

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

Hart 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	90.32%	93.49%	3.17%	91.97%	94.65%	2.68%

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

Attendance Outcome

Average absent days of 2013–2014 ACE program participants at Hart 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 included both excused and unexcused absences. Results

indicated that mean absent days of regular participants was greater in 2013–2014 than in 2012–2013 while the non-regular participants experienced a decrease in mean absent days.

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

Hart 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	5.10	5.63	0.53	5.89	4.58	-1.32

Source. ACE Austin participant records for 2012–2014; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2012–2013 and 2013–2014 school years.

Discipline Outcome

The percentage of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014.

No change occurred in mandatory discipline removals for both regular and non-regular participants from 2012–2013 to 2013–2014. Both regular and non-regular participants experienced a decrease in discretionary discipline removals.

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

Hart 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	0.07	0.06	-0.01	0.13	0.10	-0.03

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 a GPA improvement in all core subjects, except math, from 2012–2013 to 2013–2014. Non-regular participants did not experience a GPA improvement in all core subjects over the last year. However, both regular and non-regular participants experienced increased course passing rates 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 were effective should be ongoing so they can continue to meet the needs of students at Hart Elementary School.

Recommendation 2. The mean absent days of regular participants was greater in 2013–2014 than in 2012–2013, while the non-regular participants experienced a decrease in mean absent days. To meet the program attendance goals, a closer alignment of program activities designed to address attendance issues is warranted at Hart Elementary School.

Recommendation 3. Given the positive results in discipline removals, it is recommended that discipline-related afterschool programs continue to be implemented at Hart Elementary School.

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

1. Continue successful academic and enrichment programs in afterschool programming for all grade levels

2. Continue academic strengthening in classes for younger or lower-grade-level students who do not qualify for tutorials

3. Possibly add lower-grade-level participation in STAARburst programming

4. Continue communication with District Refugee Program Personnel to strengthen attendance and the success of migrant/refugee students

References

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides

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 229 parents of students who participated in ACE Austin Cycle 7 afterschool programs responded to the survey. Results of the parent survey indicated that family nights/ performances (48%) received most parent attendance this past year, followed by Zumba (26%) and English as a second language (ESL) (22%) (Table 11). Respondents recommended the ACE program offer the following classes: ESL (23%), family nights/ performance (21%) 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	20%
English as a second language	22%
Family Nights/Performances	48%
Literacy	6%
Love & Logic	4%
Social & Emotional Learning	0%
Strengthening families	5%
Zumba	26%

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 (78%), opportunity to have fun (67%), and homework help (65%).

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	78%
Classes that encourage creativity	63%
Participation in sports and other physical activity	60%
Opportunity to have fun	67%
It's free of charge	63%
Free summer camp	37%
Fieldtrips	37%
Homework help	65%

Source. ACE Austin Parent Survey 2014

The majority (82% 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 (82%) 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 (98%). 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: **Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...**

Year: **2014**

C6 - Hart ES

Student Counts

Total Students:	277	
Total Regular Students:	230	83%
Total Non-Regular Students:	47	17%

Student Counts by Ethnicity

1997 Standard

	Tot	% of Tot	% of Sub Pop		Tot	% of Tot	% of Sub Pop		Tot	% of Tot	% of Sub Pop		Tot	% of Tot	% of Sub Pop
	Hispanic				**Two or More**				**White**				**American Indian/Alaskan**		
Total:	**222**	**80%**		**2**	**1%**			**5**	**2%**			**0**	**0%**		
Regular:	186	67%	81%	2	1%	1%		5	2%	2%		0	0%	0%	
Non-Regular:	36	13%	77%	0	0%	0%		0	0%	0%		0	0%	0%	
	Asian				**African American**				**Hawaiian/Pacific**						
Total:	**14**	**5%**		**32**	**12%**			**1**	**0%**						
Regular:	11	4%	5%	26	9%	11%		0	0%	0%					
Non-Regular:	3	1%	6%	6	2%	13%		1	0%	2%					

Student Counts by Gender

Regular Male:	115	42%		**Regular Female:**	115	42%
Non-Regular Male:	25	9%		**Non-Regular Female:**	22	8%

Student Counts by Category

			% of Tot	% of Sub Pop				% of Tot	% of Sub Pop				% of Tot	% of Sub Pop
Regular:	LEP:	150	54%	65%		Eco. Dis.:	208	75%	90%		Special:	6	2%	3%
Non-Regular:	LEP:	26	9%	55%		Eco. Dis.:	33	12%	70%		Special:	3	1%	6%
Regular:	At Risk:	179	65%	78%		ESL:	41	15%	18%		Migrant:	0	0%	0%
Non-Regular:	At Risk:	31	11%	66%		ESL:	5	2%	11%		Migrant:	0	0%	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%		1st:	27	10%		5th:	60	22%		9th:	0	0%
Non-Regular:	PreK:	0	0%		1st:	4	1%		5th:	11	4%		9th:	0	0%
	K:	33	12%		2nd:	31	11%		6th:	0	0%		10th:	0	0%
	K:	2	1%		2nd:	5	2%		6th:	0	0%		10th:	0	0%
					3rd:	48	17%		7th:	0	0%		11th:	0	0%
					3rd:	17	6%		7th:	0	0%		11th:	0	0%
					4th:	31	11%		8th:	0	0%		12th:	0	0%
					4th:	8	3%		8th:	0	0%		12th:	0	0%

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C6 - Hart ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Animal Science 4B	18	0	19	18	17	16	0
Dance & Musical Theatre 3B	53	0	20	20	30	30	0
ELA - 3rd	23	0	18	18	17	16	0
ELA - 4th	10	0	19	18	9	9	0
Film & Photography 5th	15	0	10	10	0	3	0
Fine Arts - 1A	18	0	9	8	11	12	0
Fine Arts - 1B	16	0	10	10	14	14	0
Fine Arts-Chess 1A	18	0	10	10	11	13	0
Fine Arts-Chess 1B	16	0	10	10	14	13	0
Health, Nutrition, Cooking K-A	11	0	19	18	8	9	0
Health, Nutrition, Cooking K-B	12	0	20	20	11	10	0
Hip Hop Dance 3rd-5th	6	0	10	10	6	5	0
II Animal Science 4B	15	0	7	6	15	13	0
II Animal Science 4B Homework	15	0	7	6	15	13	0
II Animal Science 4b PE	15	0	7	6	15	13	0
II Dance/Musical Theatre 3B	31	0	8	8	22	18	0
II Dance/Musical Theatre 3B HW	32	0	8	8	23	19	0
II Dance/Musical Theatre 3B-PE	31	0	8	8	23	20	0
II ELA - 3rd HW	15	0	8	8	11	9	0
II ELA - 3rd PE	15	0	8	8	11	9	0
II ELA - 4th	9	0	7	6	7	7	0
II ELA 3rd	15	0	8	8	11	9	0
II ELA 4th Homework	9	0	7	6	8	7	0
II ELA 4th PE	9	0	7	6	2	4	0
II Film & Photography 5th	25	0	4	3	18	14	0
II Film & Photography 5th=PE	24	0	4	3	7	11	0
II Film/Photography 5th Hmwk	22	0	4	3	7	10	0
II Fine Arts - 1A	15	0	3	3	0	5	0
II Fine Arts - 1A - Homework	15	0	3	3	0	5	0
II Fine Arts 1A PE	15	0	3	3	0	5	0
II Fine Arts 1B	12	0	5	5	0	5	0
II Fine Arts 1B Homework	12	0	4	4	4	6	0
II Fine Arts 1B PE	12	0	4	4	4	6	0
II Fine Arts Chess 1A	13	0	4	3	12	9	0
II Fine Arts Chess 1A Homework	13	0	4	3	0	5	0
II Fine Arts Chess 1A PE	13	0	4	3	12	9	0
II Fine Arts Chess 1B	11	0	5	5	0	4	0
II Fine Arts Chess 1B Homework	12	0	4	4	2	5	0
II Fine Arts Chess 1B PE	12	0	5	5	0	4	0
II Health Nutrition,Ckg KA HW	10	0	7	6	2	4	0
II Health&NutritionCkg KA PE	8	0	3	3	7	7	0
II Health, Nutrition, Ckg KA	10	0	3	3	8	8	0
II Health,Nutriiton,Ckg KB PE	10	0	4	4	10	10	0
II Health,Nutrition, Ckg KB	9	0	4	4	9	9	0
II Health,Nutrition,Ckg KB HW	9	0	4	4	8	8	0
II Jr. Master Gardeners 2A HW	12	0	4	4	12	12	0
II Jr. Master Gardeners 2A PE	14	0	4	4	14	14	0
II Jr. Master Garderners - 2A	15	0	4	4	15	15	0
II Leadership Service 5A PE	20	0	3	3	18	19	0
II Leadership/Service 5A	18	0	3	3	18	18	0
II Leadership/Sevice 5A HW	17	0	3	3	17	17	0
II Literacy 2A	13	0	3	3	13	13	0
II Literacy 2A HW	15	0	3	3	15	15	0
II Literacy 2A PE	14	0	3	3	13	13	0
II Literacy Journalism 4B	6	0	4	4	0	2	0

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C6 - Hart ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
II Literacy Journalism 4B HW	6	0	4	4	0	2	0
II Literacy Journalism 4B PE	6	0	4	4	0	2	0
II Literacy KA	13	0	4	4	12	12	0
II Literacy KA Homework	10	0	4	4	9	9	0
II Literacy KA PE	9	0	4	4	9	9	0
II PhysEd & Nutrion 1A HW	13	0	4	4	13	13	0
II PhysEd & Nutrition 1A	14	0	4	4	14	14	0
II PhysEd & Nutrition 1A PE	15	0	4	4	14	14	0
II PhysEd & Nutrition 1B	10	0	3	3	7	8	0
II PhysEd & Nutrition 1B HW	6	0	3	3	4	4	0
II PhysEd & Nutrition 1B PE	10	0	3	3	7	8	0
II Sports/Soccer 3rd - 5th HW	28	0	4	4	11	13	0
II Sports/Soccer 3rd-5th	25	0	8	8	14	12	0
II Sports/Soccer 3rd-5th PE	26	0	8	8	2	5	0
II Sprouting Healthy Kids 2B	17	0	4	4	6	9	0
II Sprouting Healthy Kids2B HW	17	0	4	4	0	5	0
II Sprouting Healthy Kids2B PE	17	0	4	4	0	5	0
II STEM 3A	12	0	7	6	2	4	0
II STEM 3A HW	6	0	3	3	6	6	0
II STEM 3A PE	9	0	3	3	9	9	0
II STEM 4th	12	0	4	4	5	7	0
II STEM 4th HW	11	0	4	4	6	7	0
II STEM 4th PE	12	0	4	4	5	7	0
II Storybook Theatre KB HW	10	0	3	3	9	9	0
II Storybook Theatre KB PE	10	0	3	3	10	10	0
II Storybook Theatre KinderB	10	0	3	3	10	10	0
II Technology 3B	29	0	3	3	19	22	0
II Technology 3B HW	30	0	3	3	17	21	0
II Technology 3B PE	23	0	3	3	18	18	0
II Wise Kids 2B	17	0	2	2	16	16	0
II Wise Kids 2B HW	17	0	2	2	17	17	0
II Wise Kids 2B PE	17	0	4	3	17	12	0
Jr. Master Garderners - 2nd A	21	0	20	20	14	14	0
Leadership/Service - 5A	45	0	19	18	16	17	0
Literacy - KA	11	0	20	20	11	10	0
Literacy- Journalism 4B	6	0	20	20	0	3	0
Literacy-2A	16	0	19	18	12	13	0
Literacy/Comp - Grade 2B	16	0	20	20	14	13	0
Parent Roundup	0	52	87	84	0	0	14
PhysEd & Nutrition 1A	16	0	20	20	11	11	0
PhysEd & Nutrition 1B	16	0	19	18	13	12	0
Sports/Soccer 3rd-5th	18	0	1	1	18	18	0
Sprouting Healthy Kids 2B	16	0	9	8	14	14	0
STEM - 3A	20	0	19	18	10	10	0
STEM - 4th	9	0	20	20	8	8	0
Storybook Theatre KinderB	12	0	19	18	8	8	0
Technology 3B	49	0	19	18	38	30	0
Wise Kids 2B	16	0	10	10	15	15	0

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C6 - Hart ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
1 - Fine Arts Chess - HMWK	19	0	17	16	15	16	0
1 - Fine Arts Chess - PE	18	0	17	16	15	16	0
1 - Fine Arts Chess Activity	18	0	17	16	14	15	0
1 - Health, Nutr & Ckg - HMWK	19	0	36	32	15	16	0
1 - Health, Nutr & Ckg - PE	19	0	36	32	15	15	0
1 - Health, Nutr &Ckg Activity	19	0	36	32	15	16	0
1 - LitAlive Activity	18	0	19	18	15	15	0
1 - LitAlive HMWK	19	0	18	17	2	8	0
1 - LitAlive PE	19	0	18	17	15	16	0
2 - Lit Pet Pals/RdrsThtr Act	24	0	36	32	17	17	0
2 - Lit Pet Pals/RdrsThtr HMWK	24	0	36	32	17	17	0
2 - Lit Pet Pals/RdrThtr PE	23	0	36	32	16	16	0
2 CampFire Activity	19	0	18	17	13	13	0
2 CampFire HMWK	23	0	18	17	15	16	0
2 CampFire PE	24	0	18	17	16	17	0
2014 Costume/Set Design	10	0	18	15	8	8	0
2nd Health & Nutrition LoJ	23	0	18	16	16	16	0
2nd Health & Nutrition LoJ	23	0	18	16	1	7	0
2nd Health & Nutrition LoJ	23	0	18	16	16	16	0
3 STAARBURST STEM PE	12	0	30	28	8	7	0
3 STAARBURST ELA Activity	11	0	31	27	7	7	0
3 STAARBURST ELA PE	11	0	31	27	7	7	0
3 STAARBURST STEM Activity	12	0	30	28	8	7	0
3 STAARBURST STEM Hmwk	12	0	30	28	8	8	0
3 STARBURST ELA HMWK	10	0	31	27	7	7	0
3 Technology Activity	21	0	35	33	7	8	0
3 Technology HMWK	21	0	35	33	6	8	0
3 Technology PE	19	0	35	33	6	8	0
3,4,5 Soccer Activity	27	0	36	30	13	12	0
3,4,5 Soccer HMWK	30	0	36	30	14	13	0
3,4,5 Soccer PE	26	0	36	30	11	11	0
3-5 LoJ Muscial Thtr Activity	26	0	53	48	9	8	0
3-5 LoJ Musical Thtr HMWK	27	0	53	48	7	7	0
3-5 LoJ Musical Thtr PE	29	0	53	48	8	8	0
4 STAARBURST ELA - PE	12	0	30	28	5	6	0
4 STAARBURST ELA Activity	12	0	30	28	4	5	0
4 STAARBURST ELA HMWK	12	0	30	28	5	6	0
4 STAARBURST STEM Activity	5	0	31	27	1	2	0
4 STAARBURST STEM Hmwk	5	0	31	27	1	2	0
4 STAARBURST STEM PE	5	0	31	27	1	2	0
4-5 4H Activity	21	0	36	32	7	7	0
4-5 4H HMWK	21	0	36	32	7	9	0
4-5 4H PE	21	0	36	32	6	8	0
4/5 AFS Activity	21	0	18	17	9	10	0
4/5 AFS Hmwk	23	0	18	17	9	10	0
4/5 AFS PE	21	0	18	17	8	10	0
4/5 Fine Arts Activity	22	0	17	16	9	10	0
4/5 Fine Arts HMWK	20	0	17	16	9	9	0
4/5 Fine Arts PE	22	0	17	16	9	10	0
4/5 Literacy Activity	22	0	36	32	7	8	0
4/5 Literacy HW	22	0	36	32	7	9	0
4/5 Literacy PE	21	0	36	32	7	8	0
5 GRFC Activities	24	0	35	34	10	11	0
5 GRFC HMWK	25	0	35	33	10	10	0
5 GRFC PE	25	0	35	33	11	11	0

Grantee: Austin ISD

Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...

Center: C6 - Hart ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
After School Homework	77	0	50	46	72	48	0
AISD AFTERSCHOOL Showcase	19	0	1	1	19	19	0
K - Creative Action - HMWK	16	0	35	33	11	11	0
K - Creative Action - PE	16	0	35	33	11	12	0
K - Creative Action Activity	16	0	35	33	11	12	0
K - Health, Nutr & Ckg HMWK	16	0	36	32	11	11	0
K - Health, Nutr & Ckg PE	16	0	36	32	11	12	0
K - Health, Nutr &Ckg Activity	16	0	36	32	11	12	0
Last Week of Fall Programming	141	0	5	5	124	107	0
Parent ESL Classes	0	3	28	26	0	0	3
Parent Roundup Spring	0	36	38	35	0	0	13

Grantee: Austin ISD

C6 - Hart ES
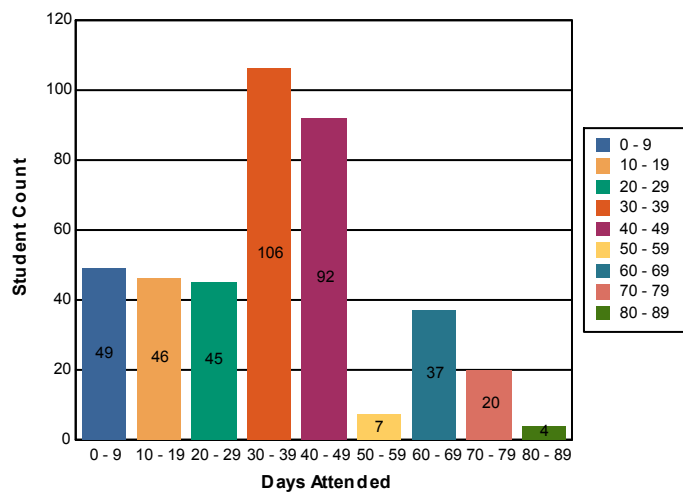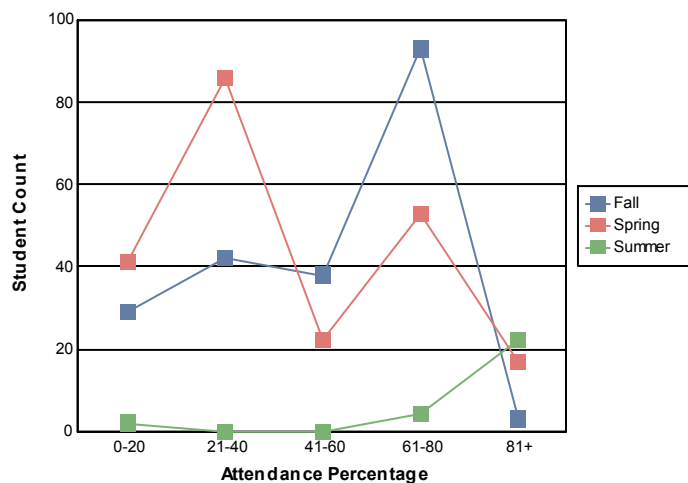
Attendance %	Fall	Spring	Summer
0-20	29	41	2
21-40	42	86	0
41-60	38	22	0
61-80	93	53	4
81+	3	17	22
Total	**205**	**219**	**28**

C7 - Langford ES
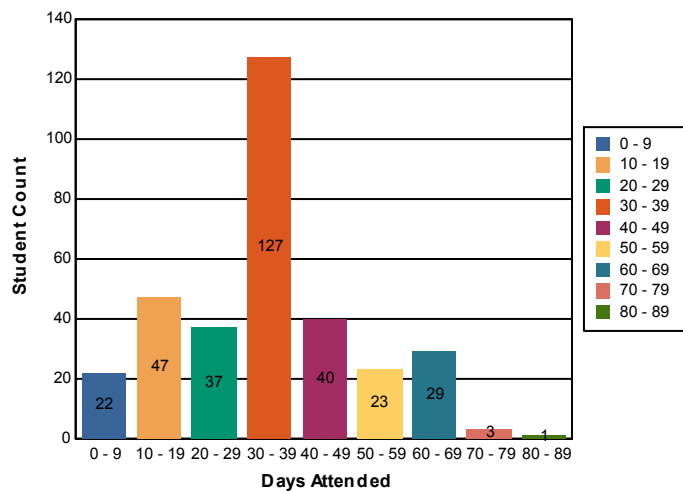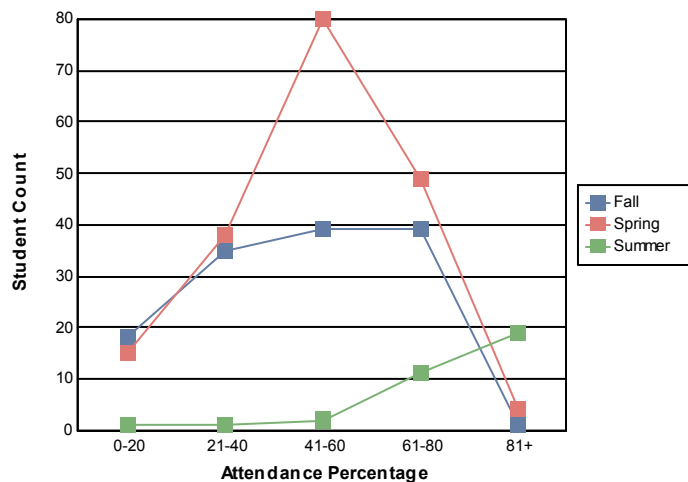
Attendance %	Fall	Spring	Summer
0-20	18	15	1
21-40	35	38	1
41-60	39	80	2
61-80	39	49	11
81+	1	4	19
Total	**132**	**186**	**34**

AUSTIN INDEPENDENT SCHOOL DISTRICT

INTERIM SUPERINTENDENT OF SCHOOLS
Paul Cruz, Ph.D.

OFFICE OF CHIEF FINANCIAL OFFICER
Nicole Conley

DEPARTMENT OF RESEARCH AND EVALUATION
Holly Williams, Ph.D.

AUTHORS
Reetu Naik, M.A.
Hui Zhao, Ph.D.
Aline Orr, Ph.D.
Cinda Christian, Ph.D.