

Afterschool Centers on Education

Cycle 7 AISD

Austin Independent School District

Pickle 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 Pickle Elementary School in Austin Independent School District (AISD) served 237 students. This report examines program implementation and outcomes of the ACE program at Pickle Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. Gender was evenly distributed for all three participation groups. The majority of students in all three groups were Hispanic. In addition, the majority of students in all three participation groups were classified as limited English proficient (LEP).
2. The majority of students were returning from the previous year. Staff built relationships with students and families and made them feel welcomed to the program. The program obtained information about students’ and parents’ interests from the student and parent surveys.¹
3. Results for academic achievement goals were mixed at Pickle. Regular and non-regular participants did not experience grade point average (GPA) improvement for over time for most core subjects. However, both regular and non-regular participants experienced an increase in course completion rates from 2012–2013 to 2013–2014.
4. Attendance outcome goals were not met for both participation groups at Pickle. Results indicated that participant mean absent days was greater in 2013–2014 than in 2012–2013 for both regular and non-regular students.
5. Discipline outcome goals were mostly positive at Pickle. No mandatory discipline removals occurred for regular and non-regular program participants. Furthermore, regular program participants experienced a decrease in discretionary discipline removals from 2012–2013 to 2013–2014, while program participants experienced an increase in discretionary removals over time.

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

1. Lessons will be modified to follow curriculum road map more closely to better assist students
2. Incentives for attendance and long-term projects will need to be implemented to keep the students’ interest and participation
3. Tying in the implementation of student interest will help address behavior issues

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.

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Introduction and Purpose of Program

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

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

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

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

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

The main goals of the youth and family 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 challenge at Pickle was the low academic performance of some students. As a result, STAARburst programs were implemented to target students with low academic performance who needed assistance with math and English language arts in the 3rd and 4th grades.

This report examines outcomes for the ACE program at Pickle Elementary School, which served 237 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.

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.

Discipline Removals

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

Academic Achievement

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

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

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

Source. AISD Afterschool Program records

Program Design and Strategy: Logic Model

Program Design

High-quality out-of-school time (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’ learning; parents as welcome volunteer partners in schools; parents as full partners in school decisions that affect children and families; and outreach to community resources. ACE Austin and its partners 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 *XYZ Campus*. 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 Pickle Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Pickle Elementary School included six components: resources, implementation practices, outputs (activities), outputs (participation), intermediate outcomes, and impact. Table 2 lists the first four components of the logic model.

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
HUMAN <ul style="list-style-type: none"> Elisama Aleman, Site Coordinator Joel De La Garza, Principal Claudio Cruz, Parent Support Specialist Teachers 2 Classified Staff 1 Temp Hourly Staff 11 Vendor Staff 5 Community Partners 1 SUPPORT <ul style="list-style-type: none"> Shirlene Justice, Project Administrator John Shanks, Grant Director Elena or Jeanette, FES Data Support, Wanda Atwood Accounting Support, Treasure Laurie Celli, TAC Campus Leaders Community Leaders Social and Emotional Learning Dept. RTI Department Curriculum and Instruction Dept. Innovation and Development Dept Central Texas Afterschool Network Travis County City of Austin UTeach CURRICULUM <ul style="list-style-type: none"> Research based curriculum Sherelle Patisaul, Curriculum Specialist Desiree Morales, Quality Coordinator 	School Program Alignment <ul style="list-style-type: none"> MOU's with campus Curriculum aligned with district curriculum road map TEKS aligned lesson plans Needs Assessment Campus Improvement Plans Recruiting and Retaining (right students, right mix of students) <ul style="list-style-type: none"> Consideration of student Social/Emotional Need Offer engaging activities Integrating Student and Family Voice <ul style="list-style-type: none"> Parent Surveys Student Surveys Ongoing Monitoring (data use and observation) <ul style="list-style-type: none"> YPQ Assessments TX 21 Monthly Attendance Reviews Pre/post test Professional Development <ul style="list-style-type: none"> YPQ Lesson planning and delivery SEL, PBS, ELL Structured Play CPR/First Aide Summer Learning Best Practices CTAN University	Academic Support <ul style="list-style-type: none"> <u>Homework Help</u> <u>STAARburst</u> Enrichment <ul style="list-style-type: none"> <u>Fine Arts Enrichment</u> <u>STEM Enrichment</u> <u>Literacy Enrichment</u> <u>Physical Activity/ Health and Nut.</u> Family Engagement Parent Advisory Council <ul style="list-style-type: none"> <u>Literacy</u> Family nights College and Career <ul style="list-style-type: none"> <u>Get Ready</u> 	<ul style="list-style-type: none"> <u>Homework- Offered 27 hours per week serving 81 students</u> <u>Staarburst- offered 12 hours per week serving 21 students</u> <u>Fine Arts – offered 10.5 hours per week serving 33 students</u> <u>STEM- offered 12.5 hours per week serving 27 students</u> <u>Literacy- offered 7.5 hours per week serving 34 students</u> Literacy- offered 9.5 hours per week <u>Physical Activity/ Health and Nutrition- offered 50.5 hours per week serving 81 students</u> Adult Lit, offered 2 hours / week serving 5 parents <u>Get Ready- offered 3 hours per week serving 7 students per week</u>

Modifications

More curricula were made available to students in the spring semester. Parent participation increased, and parents expressed their interests to program staff. The community is a walking campus and is not easily mobile, which makes participation more challenging in winter. During the spring, when the weather is good, parents were able to participate in adult classes.

Research Questions

Program Structure: Was the program implemented as intended?

Pickle 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?

The lack of available space needed to assist the students during homework help was a challenge. A large amount of tutoring had to share the school facility with another afterschool program. Some classes had to sit in a hallway with constant distraction. The classes that were set up efficiently were the STAARburst academic classes. They were provided with rooms with projectors and innovation stations that helped facilitate the lessons. Curriculum writers were essential to having a good amount quality lessons. This helped the instructor deliver strong lessons to students. Some unit plans were too long and the information did not flow properly for the students to remain engaged.

Implementation Practices: Were program practices well implemented?

Many students in grades pre-kindergarten through 2nd grade participated and stayed long term with the program. Recruiting students in 3rd through 5th grade was challenging because most of the students in those grade levels tended to gravitate to the other afterschool program at Pickle. We do not have the flexibility to add classes they would likely participate in at those grade levels.

The program obtained information about students' and parents' interests from the student and parent surveys. For example, the older students wanted to participate in organized sports. Meeting with members of the campus allowed the program staff to analyze the needs at the campus level. Teachers, administrators, and parents informed the program staff where to fill the gaps for students. Reading and homework were identified as most needed areas. Therefore, curriculum was written accordingly to meet these needs.

Training staff with the Youth Program Quality (YPQ) model was very helpful to them, and they were able to better serve the students. The model also helped the program staff evaluate the classes. Pre- and posttests helped to identify students' improvement.

Outputs–Activities: Were activities targeted to student needs?

Structured play was added to the spring schedule after staff were properly trained on the curriculum. More literacy classes were created to meet the needs of students, based on results from the campus needs assessments.

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

Study trips were planned for the spring semester to recruit older students into the program. Laptops were used to give the students hands-on time during journalism and literacy classes.

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

The Get Ready program was targeted to 5th-grade students even though college and career readiness was integrated in all the classes provided. Academic support was needed across all grade levels. Homework help was provided to all students, and targeted academic classes were for grades 4th and 5th to help with standardized testing. Enrichment classes made up the majority of the schedule. These classes gave students the opportunity to engage in activities that could be beyond their means. Parents were surveyed and asked what their time commitment would be and what classes they would like to participate in.

Program Participation

Academic Achievement Outcome

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	%
Pickle Elementary School	180	22%	57	7%	587	71%	824	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	Pickle Elementary School	Participation status		
		Regular participants (n = 180)	Non-regular participants (n = 57)	Non-participants (n = 587)
Gender	Female	51%	45%	49%
	Male	49%	55%	51%
Ethnicity	American Indian or Alaska Native	1%	0%	0%
	Asian	0%	0%	0%
	Black or African American	6%	7%	8%
	Hispanic	92%	91%	90%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	0%
	White	1%	2%	1%
Limited English proficiency	% Limited English Proficiency Status	77%	75%	70%

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

Gender was evenly distributed for all three participation groups. The majority of students in all three groups were Hispanic. In addition, the majority of students in all three participation groups were

classified as limited English proficient (LEP).

The ACE program at Pickle had an open enrollment period. The majority of students were returning from the previous year. Staffs built relationships with students and families and made them feel welcomed to the program. Academically targeted students were recruited by the homeroom teachers, based on their needs.

Student Attendance in ACE Activities

Table 5. Student Participation in Afterschool Programs at Pickle Elementary School, by Program Component, 2013–2014

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	511	31	657	31
Enrichment	1073	64	1379	64
Family engagement				
Career	59.25	.04	75.85	.04

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

Targeted students received high levels of assistance, based on their needs. Pretests were given to students to determine the areas they needed to work on. Instructors met every week to prepare for the following week's lessons. Feedback was given to the instructors from the certified mentor teacher about the students' progress. The mentor teacher also communicated with the day-time teachers about the students' progress. Posttests were given at the end of the semester to record students' gains. The program expected to recruit students from the Gifted and Talented program and include them in the afterschool program.

Program Intermediate Outcomes

Academic 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 and non-regular participants did not experience GPA improvement over time for most core subjects. However, both regular and non-regular participants experienced an increase in course completion rates from 2012–2013 to 2013–2014..

Table 6. Afterschool Center on Education (ACE) Participants' Core Grade Point Average (GPA), by School Year

Pickle Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.71	2.07	-0.64	2.26	2.36	0.10
Math	2.66	2.10	-0.56	2.74	2.23	-0.51
Science	3.07	2.86	-0.21	3.11	2.75	-0.35
Social studies	3.21	2.97	-0.24	3.04	3.06	0.01

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

Table 7. Afterschool Center on Education (ACE) Participants' Course Completion, by School Year

Pickle 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	91.88%	94.62%	2.74%	93.19%	94.11%

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

Attendance Outcome

Average absent days of ACE program participants at Pickle Elementary School were calculated in school years 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and includes both excused and unexcused absences. Results indicated that participant mean absent days was greater in 2013–2014 than in 2012–2013 for both regular and non-

regular students.

Table 8. Average Absent Days of Afterschool Center on Education (ACE) Participants, by School Year

Pickle Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	4.29	5.05	0.75	4.84	6.77
					1.93

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

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

Discipline Outcome

The percentage of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014. No mandatory discipline removals occurred for either regular or non-regular program participants. Furthermore, regular program participants experienced a decrease in discretionary discipline removals from 2012–2013 to 2013–2014, while non-regular participants experienced an increase in discretionary removals over time.

Table 9. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year

Pickle Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Type of discipline removal						
Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
Discretionary	0.02	0.01	-0.01	0.11	0.18	0.07

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

Recommendation 2. Attendance outcome goals were not met for both participation groups at Pickle. Results indicated that participant mean absent days was greater in 2013–2014 than in 2012–2013 for both regular and non-regular students. To meet the attendance outcome goals, a closer alignment of program activities designed to address attendance issues is warranted.

Recommendation 3. Discipline outcome goals were mostly positive at Pickle. No mandatory discipline removals occurred for regular and non-regular program participants. Furthermore, regular program participants experienced a decrease in discretionary discipline removals from 2012–2013 to 2013–2014, while program participants experienced an increase in discretionary removals over time. This finding indicates that increased participation in the afterschool program had an effect on discipline removal rates. Therefore, it is recommended that program staff use strategies to encourage increased program participation by students in order to better their discipline outcomes.

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

1. Lessons will be modified to follow curriculum road map closer to better assist students.
2. Incentives for attendance and long term projects will need to be implemented to keep the students' interest and participation.
3. Tying in the implementation of students' interest will help address behavior issues.

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>
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Appendices

Appendix A. Parent Survey

A parent survey was administered to ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 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 10). Respondents recommended the ACE program offer the following classes: *ESL* (23%), family nights/ performance (21%) again next year.

Table 10. 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 11. 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

C8 - Pickle ES**Student Counts**

Total Students:	285	
Total Regular Students:	181	64%
Total Non-Regular Students:	104	36%

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
	Hispanic		Two or More		White		American Indian/Alaskan	
Total:	264	93%	1	0%	2	1%	1	0%
Regular:	167	59%	1	0%	1	0%	1	0%
Non-Regular:	97	34%	0	0%	1	0%	0	0%
	Asian		African American		Hawaiian/Pacific			
Total:	0	0%	17	6%	0	0%		
Regular:	0	0%	11	4%	0	0%		
Non-Regular:	0	0%	6	2%	0	0%		

Student Counts by Gender

Regular Male:	88	31%	Regular Female:	93	33%
Non-Regular Male:	58	20%	Non-Regular Female:	46	16%

Student Counts by Category

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
Regular:	LEP:	132	46%	Eco. Dis.:	160	56%	Special:	20	7%
Non-Regular:	LEP:	54	19%	Eco. Dis.:	65	23%	Special:	1	0%
Regular:	At Risk:	153	54%	ESL:	9	3%	Migrant:	0	0%
Non-Regular:	At Risk:	61	21%	ESL:	0	0%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	9	3%	1st:	8	3%	5th:	24	8%	9th:	0	0%
Non-Regular:	PreK:	8	3%	1st:	3	1%	5th:	8	3%	9th:	0	0%
	K:	19	7%	2nd:	18	6%	6th:	0	0%	10th:	0	0%
	K:	6	2%	2nd:	24	8%	6th:	0	0%	10th:	0	0%
				3rd:	47	16%	7th:	0	0%	11th:	0	0%
				3rd:	26	9%	7th:	0	0%	11th:	0	0%
				4th:	56	20%	8th:	0	0%	12th:	0	0%
				4th:	29	10%	8th:	0	0%	12th:	0	0%

Grantee: Austin ISD

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

Center: C8 - Pickle ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
*ACE Chef Kinder	10	0	4	4	7	6	0
*ACE Newziew 4th	7	0	7	6	7	6	0
*Ace-letes 5th	6	0	4	4	6	4	0
*Active Life 1st A	11	0	7	6	10	8	0
*Adult Parent Literacy	0	4	6	6	0	0	2
*Art Smart - 3rd	7	0	4	3	7	6	0
*Austin Film Society - 5th	6	0	3	3	4	4	0
*Chess 1st A	11	0	4	3	10	10	0
*Creative Action Kinder	11	0	7	6	9	7	0
*Dig Lit 1st & 2nd	14	0	7	6	12	10	0
*Digi Lit 2nd A	14	0	8	8	12	9	0
*Digital Media 3rd	7	0	8	8	6	5	0
*Get Ready 5th	6	0	8	7	5	5	0
*Guitar 3rd	7	0	3	3	4	4	0
*Health &Nut 1st & 2nd	14	0	8	8	10	8	0
*Homework ACE Chef Kinder	11	0	4	3	7	7	0
*Homework ACE Newsziew 4th	7	0	7	6	7	6	0
*Homework Ace-letes - 5th	6	0	4	4	5	4	0
*Homework Active Life 1st A	11	0	7	6	8	8	0
*Homework AFS-5th	6	0	3	3	4	4	0
*Homework Art Smart 3rd	7	0	4	3	6	6	0
*Homework Chess 1st A	11	0	4	3	10	10	0
*Homework Creative Action Kin	11	0	7	6	8	7	0
*Homework Digi Lit 1st & 2nd	14	0	7	6	9	8	0
*Homework Digi Lit 2nd A	14	0	8	8	11	9	0
*Homework Digital Media 3rd	7	0	8	8	6	5	0
*Homework Get Ready	6	0	8	7	5	5	0
*Homework Guitar 3rd	7	0	3	3	4	4	0
*Homework Health&Nut 1st&2nd	14	0	8	8	8	6	0
*Homework JMG 4H 2nd	14	0	7	6	13	10	0
*Homework Make It Take It 1st	11	0	4	4	10	8	0
*Homework Power Hour Kinder	11	0	4	4	7	6	0
*Homework STAARBURST ELA 3rd	8	0	7	6	7	6	0
*Homework STAARBURST ELA 4th	6	0	7	6	4	4	0
*Homework STAARBurst Math 3rd	11	0	8	8	9	8	0
*Homework STAARBurst Math 4th	6	0	8	8	5	4	0
*Homework STEM 4th	7	0	8	8	6	5	0
*Jr. Master Gardeners 2nd A	14	0	7	6	13	11	0
*Make It Take It 1st	11	0	4	4	10	8	0
*PE Ace Chef Kinder	11	0	4	3	9	10	0
*PE Ace Newziew 4th	7	0	7	6	7	6	0
*PE Ace-letes 5th	6	0	4	3	6	4	0
*PE Active Life 1st A	10	0	7	6	7	7	0
*PE Art Smart - 3rd	7	0	4	3	7	5	0
*PE Austin Film Society - 5th	6	0	3	3	4	3	0
*PE Chess 1st A	11	0	4	3	9	9	0
*PE Creative Action Kinder	11	0	7	6	9	8	0
*PE Digi Lit 1st & 2nd	14	0	7	6	11	10	0
*PE Digi Lit 2nd A	14	0	8	8	12	10	0
*PE Digital Media 3rd	7	0	8	8	5	5	0
*PE Get Ready 5th	6	0	8	7	5	5	0
*PE Guitar 3rd	7	0	3	3	4	3	0
*PE Health&Nutrition 1st & 2nd	14	0	8	8	12	9	0
*PE Jr. Master Gardeners 2nd A	14	0	7	6	14	11	0
*PE Make It Take It 1st	11	0	4	4	11	9	0

Activity Average Daily Attendance

Printed Date: 8/5/2014

Grantee: Austin ISD**Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...****Center: C8 - Pickle ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
*PE Power Hour Kinder	11	0	4	4	8	7	0
*PE STAARBURST ELA 3rd	8	0	7	6	5	4	0
*PE STAARBURST ELA 4th	6	0	7	6	2	2	0
*PE STAARBurst Math 3rd	11	0	8	8	9	7	0
*PE STAARBurst Math 4th	6	0	8	8	2	3	0
*PE STEM 4th	7	0	8	8	7	5	0
*Power Hour Kinder	11	0	4	4	7	6	0
*Pre Kinder M & Wed	6	0	22	19	3	4	0
*Pre Kinder T & TH	5	0	22	22	4	4	0
*STAARBURST ELA 3rd	8	0	7	6	5	5	0
*STAARBURST ELA 4th	6	0	7	6	4	4	0
*STAARBurst Math 3rd	11	0	8	8	8	7	0
*STAARBurst math 4th	6	0	8	8	2	3	0
*STEM 4th	7	0	8	8	7	6	0
ACE Chef Kinder	10	0	10	11	8	8	0
ACE Newzies - 4th	7	0	16	15	7	7	0
ACE-Ietes - 5th	6	0	8	8	6	7	0
Active Life - 1st A	11	0	28	27	12	9	0
Art Smart - 3rd	6	0	8	8	6	6	0
Austin Film Society - 5th	6	0	8	7	5	6	0
Chess - 1st A	11	0	10	10	13	13	0
Creative Action - Kinder	10	0	19	18	9	9	0
Digi Lit 2nd A	14	0	10	10	13	13	0
Digi-Lit 1st & 2nd	13	0	14	13	10	11	0
Digital Media - 3rd	6	0	16	16	6	7	0
ELA - 4th	6	0	14	13	6	6	0
Friday Camp Fire - Kinder-1st	7	0	13	13	6	6	0
Friday Health & Nut 4th & 5th	9	0	12	12	8	8	0
Friday Sports 2nd & 3rd	10	0	12	12	10	9	0
Get Ready - 5th	6	0	16	16	6	7	0
Guitar - 3rd	6	0	8	7	6	7	0
Health & Nutrition 1st & 2nd	13	0	14	14	10	11	0
Homework Help - 1st	11	0	39	38	13	13	0
Homework Help - 3rd	6	0	32	31	6	6	0
Homework Help - 4th	7	0	32	31	7	7	0
Homework Help - 5th	6	0	32	31	6	6	0
Homework Help - Kinder	10	0	39	38	9	9	0
Homework Help 1st & 2nd	13	0	28	27	10	11	0
Homework Help 2	14	0	39	38	13	13	0
Jr. Master Gardners - 2nd A	14	0	19	18	13	13	0
Leadership 3-5	4	0	7	7	7	7	0
Literacy - 2nd A	13	0	10	10	13	13	0
Make It Take It 1st	11	0	10	10	13	12	0
Power Hour - Kinder	10	0	10	10	9	9	0
STAARBurst ELA - 3rd	10	0	14	13	8	9	0
STAARBurst Math - 4th	9	0	16	16	7	7	0
STAARBurst Math - 3rd	10	0	16	16	11	11	0
STEM - 4th	7	0	16	16	7	8	0
Tutoring FALL	7	0	10	9	5	5	0

Activity Average Daily Attendance

Printed Date: 8/5/2014

Grantee: Austin ISD**Combined Schools: Eastside Memorial Green Tech HS, Dobie MS, Martin MS, and more...****Center: C8 - Pickle ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
****Parent Survey 2014****	0	56	1	1	0	0	27
***FamilyFunNight- of Fall	0	40	1	1	0	0	40
**Last Week of Fall Program	114	0	4	4	118	117	0
**Spring Family Night	0	47	4	4	0	0	6
*ACE Newziew 4th	9	0	40	34	6	7	0
*Active Life 1st A	12	0	40	34	10	10	0
*Art Smart - 3rd	11	0	20	18	5	5	0
*Austin Film Society - 5th	5	0	20	16	4	4	0
*Chess 1st A	12	0	20	17	10	10	0
*Chess 4th	9	0	20	17	6	7	0
*Cooking Kinder	13	0	20	17	10	10	0
*Creative Action Kinder	13	0	40	34	10	11	0
*Friday Camp Fire Kinder-1st	8	0	20	15	7	7	0
*Friday Health and Nutrition	8	0	20	15	7	7	0
*Friday Sports 2nd-3rd	9	0	20	15	8	8	0
*Get Ready 5th	9	0	40	34	4	5	0
*Guitar 3rd	11	0	20	16	5	6	0
*Homework ACE Newsziew 4th	9	0	40	34	7	7	0
*Homework Active Life 1st A	12	0	40	34	9	9	0
*Homework AFS-5th	5	0	20	16	4	4	0
*Homework Art Smart 3rd	11	0	20	18	5	5	0
*Homework Chess 1st A	12	0	20	17	10	10	0
*Homework Chess 4th	9	0	20	17	7	6	0
*Homework Cooking Kinder	13	0	20	17	9	9	0
*Homework Creative Action Kin	13	0	40	34	9	9	0
*Homework Get Ready - 5th	9	0	40	34	5	5	0
*Homework Guitar Rocks 3rd	11	0	20	16	3	4	0
*Homework JMG 4H 2nd	12	0	40	34	10	11	0
*Homework Journalism 3rd	6	0	20	17	4	4	0
*Homework Leadership 5th	5	0	20	18	3	4	0
*Homework Lit Alive 1st	12	0	20	17	11	11	0
*Homework Lit Alive 1st & 2nd	10	0	20	17	6	7	0
*Homework Pet P.A.L.S. 2nd	12	0	40	34	11	11	0
*Homework Pet P.A.L.S.1st &2nd	10	0	40	34	8	8	0
*Homework STEM 4th	9	0	20	17	7	7	0
*Homework Tasty Tech 3rd	9	0	20	17	4	5	0
*HWSuitcase Storytelling1st&2	10	0	20	17	7	7	0
*HWSuitcaseStorytellingKinder	12	0	20	17	9	9	0
*Journalism 3rd	6	0	20	17	3	4	0
*Jr. Master Gardeners 2nd A	12	0	40	34	11	11	0
*Leadership 5th	5	0	18	16	4	4	0
*Lit Alive 1st	12	0	20	17	11	11	0
*Lit Alive 1st & 2nd	10	0	20	17	7	8	0
*PE Ace Newziew 4th	9	0	40	34	6	6	0
*PE Active Life 1st A	12	0	38	33	11	11	0
*PE Art Smart - 3rd	11	0	20	18	4	5	0
*PE Austin Film Society - 5th	5	0	20	16	4	4	0
*PE Chess 1st A	13	0	20	17	11	10	0
*PE Chess 4th	8	0	20	17	6	6	0
*PE Cooking Kinder	13	0	20	17	11	10	0
*PE Creative Action Kinder	13	0	40	34	10	10	0
*PE Get Ready 5th	9	0	40	34	4	5	0
*PE Guitar Rocks - 3rd	11	0	20	16	3	4	0
*PE Journalism 3rd	6	0	20	17	4	4	0
*PE Jr. Master Gardeners 2nd A	12	0	40	34	11	12	0

Grantee: Austin ISD

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

Center: C8 - Pickle ES

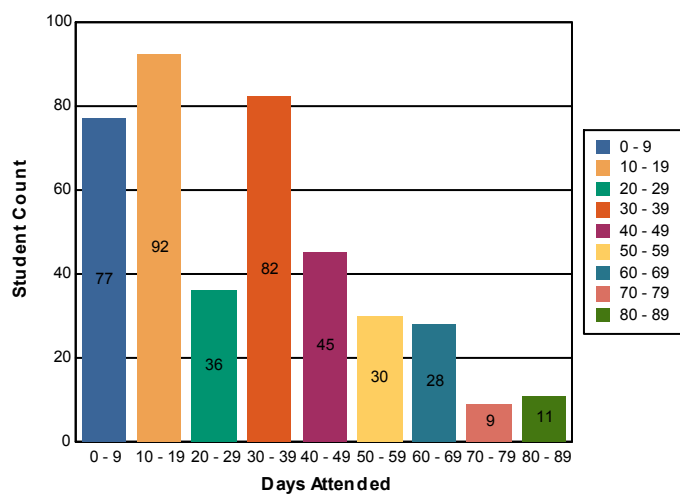
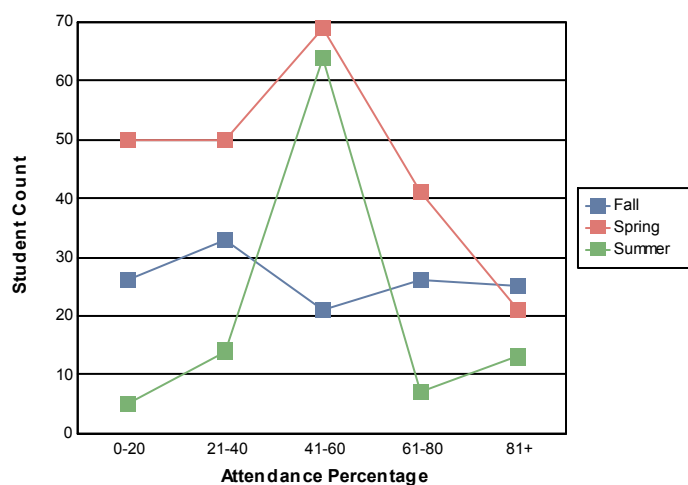
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
*PE Leadership 5th	5	0	20	18	4	4	0
*PE Lit Alive 1st	12	0	20	17	11	11	0
*PE Lit Alive 1st and 2nd	10	0	20	17	8	9	0
*PE Pet P.A.L.S. 1st & 2nd	10	0	40	34	8	9	0
*PE Pet P.A.L.S. 2nd	12	0	40	34	11	11	0
*PE STEM 4th	9	0	20	17	7	7	0
*PE SuitcaseStorytellingKinder	12	0	20	17	10	10	0
*PE Tasty Tech 3rd	9	0	20	17	4	5	0
*PESuitcaseStorytelling 1&2	10	0	19	16	8	9	0
*Pet P.A.L.S. 1st & 2nd	10	0	40	34	8	8	0
*Pet P.A.L.S. 2nd	12	0	38	32	11	11	0
*Pre Kinder M & Wed	13	0	38	33	10	10	0
*Pre Kinder T & TH	9	0	38	33	7	7	0
*STEM 4th	9	0	20	17	7	7	0
*Suitcase Storytelling 1st&2nd	10	0	20	17	8	8	0
*Suitcase Storytelling Kinder	12	0	19	16	10	10	0
*Tasty Tech 3rd	9	0	20	17	4	5	0
HW Staarburst ELA 3rd	5	0	24	22	3	4	0
HW STAARburst ELA 4th	11	0	24	22	6	6	0
HW STAARburst UTeach 3rd	7	0	24	21	6	6	0
HW STAARburst UTeach 4th	8	0	24	21	4	5	0
PE STAARburst ELA 3rd	5	0	24	22	4	4	0
PE STAARburst ELA 4th	11	0	24	22	6	6	0
PE STAARburst UTeach 3rd	7	0	24	21	5	6	0
PE STAARburst Uteach 4th	7	0	24	21	4	5	0
Rockstars	15	0	64	55	6	8	0
Rockstars Bishop/Overton	8	0	42	37	8	8	0
Rockstars Coupe	7	0	28	24	7	7	0
Rockstars Erazo	7	0	28	25	7	7	0
Rockstars Fish	7	0	42	37	6	7	0
Rockstars Froehlich	12	0	28	24	10	10	0
Rockstars Fuenzalida	5	0	42	37	5	5	0
Rockstars Henriquez	8	0	42	37	8	8	0
Rockstars Martin	6	0	42	37	6	6	0
Rockstars Pineyro	7	0	14	13	7	7	0
Rockstars Soracco	10	0	28	24	10	9	0
Rockstars Thomas	7	0	42	37	7	7	0
Rockstars Velez	8	0	42	37	9	9	0
Rockstars Vieux	5	0	28	25	5	5	0
STAARburst ELA 3rd	5	0	24	22	5	5	0
STAARburst ELA 4th	11	0	24	22	6	6	0
STAARburst UTeach 3rd	7	0	24	21	6	6	0
STAARburst UTeach 4th	7	0	24	21	4	5	0

Student Attendance Percentage - Grantee Level

Printed Date: 8/5/2014

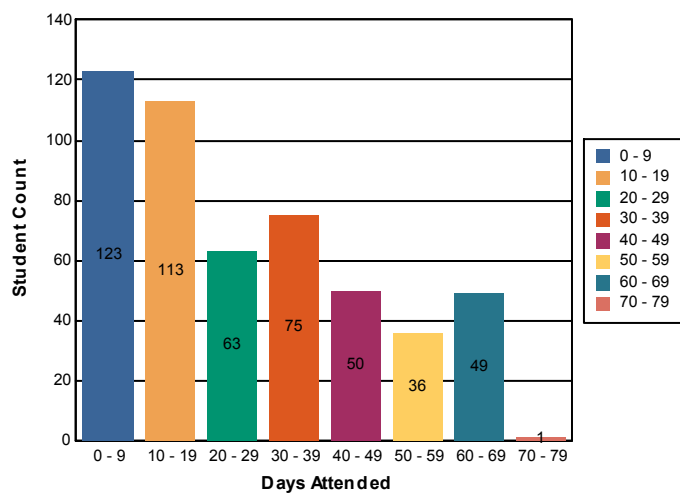
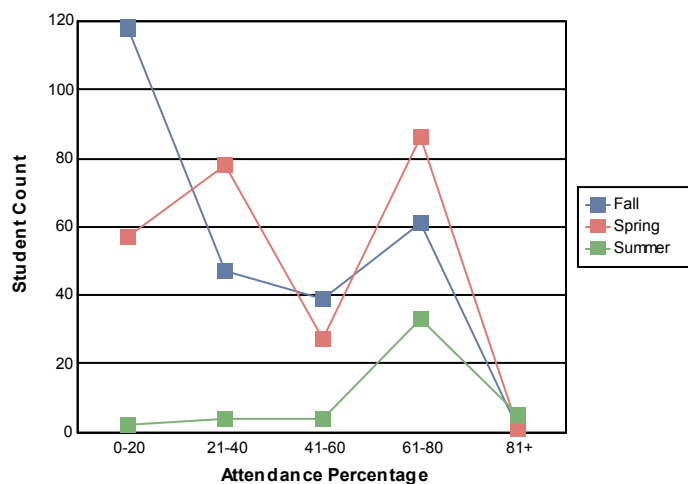
Grantee: Austin ISD

C8 - Pickle ES



Attendance %	Fall	Spring	Summer
0-20	26	50	5
21-40	33	50	14
41-60	21	69	64
61-80	26	41	7
81+	25	21	13
Total	131	231	103

C9 - Rodriguez ES



Attendance %	Fall	Spring	Summer
0-20	118	57	2
21-40	47	78	4
41-60	39	27	4
61-80	61	86	33
81+	1	1	5
Total	266	249	48

AUSTIN INDEPENDENT SCHOOL DISTRICT

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