

# **Afterschool Centers on Education**

## **Cycle 7 AISD**

### **Austin Independent School District**

#### **Rodriguez 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 Rodriguez Elementary School in Austin Independent School District (AISD) served 329 students. This report examines program implementation and outcomes of the ACE program at Rodriguez Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. The majority of students in all three participation groups were Hispanic. A larger percentage of non-regular participants than of regular and non-participants were African American. More than half the students in all three groups were classified as limited English proficient (LEP).
2. Student and parent participation was high in most of the program activities. Student and parent surveys were conducted to elicit their needs and feedbacks.<sup>1</sup>
3. Results for academic achievement goals were mixed at Rodriguez. For both participation groups, core grade point average (GPA) decreased over time, except for social studies. 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 met at Rodriguez. The mean absent days decreased from 2012–2013 to 2013–2014 for regular participants, while mean absences slightly increased for non-regular participants over time at Rodriguez.
5. Discipline outcome goals were mixed at Rodriguez. Regular and non-regular participants experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014.

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

1. Create and schedule more classes in the fall in order to increase students’ participation early in the school year
2. Increase students’ participation in the STAARbust program
3. Increase male students’ participation to create a more balanced female-to-male ratio

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

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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 21<sup>st</sup> 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 21<sup>st</sup> 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 5<sup>th</sup> graders at selected campuses. Students were targeted based on teachers' recommendations. Participating students investigated careers, visited area colleges and universities, practiced public speaking skills, participated in service projects, and played lacrosse. All ACE Austin activities and classes integrate college and workforce readiness whenever feasible, including discussions about careers and educational attainment, presentations from guest speakers, and information about the importance of high school graduation and college attendance.

The 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 through support and enrichment activities

The primary challenges at Rodriguez were low test scores in math and reading, retention of students who might leave to neighboring charter/private schools, and low parent involvement. The ACE program at Rodriguez implemented STAARburst English language arts and math programs to target students with low test scores in reading or math. To increase parent involvement, ACE collaborated with the parent support specialist to create Zumba classes, as well as needlepoint classes. Zumba was offered 10 times per week. Parent involvement increased from 2012–2013 to 2013–2014.

The Staarburst programs were designed in collaboration with an AISD ACE curriculum specialist and an academic/curricula specialist from University of Texas. The lessons were innovative and engaging, and Texas Essential Knowledge and Skills (TEKS) were implemented in the overall unit. College students and trained part-time instructors worked with students at least twice a week on lessons designed to improve reading and math skills. The lessons revolved around objectives found on the State of Texas Assessment of Academic Readiness (STAAR).

Zumba class brought the community together by allowing parents from Rodriguez and from neighboring schools to come together in one space to exercise. The Zumba classes were highly desired and appreciated by the Dove Springs community.

This report examines outcomes for the ACE program at Rodriguez Elementary School, which served 329 students during the 2013–2014 school year.

## Evaluation Strategy

### Expectations

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

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

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

### Measurement

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

### *School Attendance*<sup>2</sup>

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

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

### **Discipline Removals**

To examine the program impact on discipline referrals, the percentage of students who were disciplined was calculated for 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 Rodriguez Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Rodriguez 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
<b>HUMAN</b> <ul style="list-style-type: none"> <li>• <u>Funmi Ogunro, Site Coordinator</u></li> <li>• <u>Monica Villasenor, Principal</u></li> <li>• <u>Nikki Newman- Parent Support Specialist</u></li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>○ <u>Benjamin Mosier</u></li> <li>○ <u>Carlos Gonzalez</u></li> <li>○ <u>Norma Martinez</u></li> <li>○ <u>Sonja Jimenez</u></li> <li>○ <u>Eric San Miguel</u></li> </ul> </li> <li>• <u>Classified Staff</u> <ul style="list-style-type: none"> <li>○ <u>Vicky Solis</u></li> <li>○ <u>Vivian Roland</u></li> <li>○ <u>LeeAnn Guerrero</u></li> <li>○ <u>Fatima Triana</u></li> <li>○ <u>Scott Boring</u></li> </ul> </li> <li>• <u>Temp Hourly Staff</u> <ul style="list-style-type: none"> <li>○ <u>Ashley Wheeler</u></li> <li>○ <u>Jhenelle Johnson</u></li> <li>○ <u>Dora Diaz</u></li> <li>○ <u>Brandy Harrison</u></li> <li>○ <u>Brotee Rahman</u></li> <li>○ <u>Wade Tomilson</u></li> <li>○ <u>Sarah Perez</u></li> <li>○ <u>Gloria Perez</u></li> <li>○ <u>David Fornos</u></li> <li>○ <u>Marcella Rodriguez</u></li> </ul> </li> <li>• <u>Vendor Staff</u> <ul style="list-style-type: none"> <li>○ <u>Taylor Harrison, Creative Action</u></li> <li>○ <u>Ashley, Active Life</u></li> <li>○ <u>Erica Braverman, 4H</u></li> <li>○ <u>Vicky Hutto, Camp Fire</u></li> </ul> </li> <li>• <u>Parents</u></li> <li>• <u>Students</u></li> <li>• <u>Volunteers</u></li> <li>• <u>Community Partners</u></li> <li>• <u>Communities in Schools</u></li> <li>• </li> </ul> <b>SUPPORT</b> <ul style="list-style-type: none"> <li>• <u>Shirlene Justice, Project Administrator</u></li> <li>• <u>Lupe or John, Grant</u></li> </ul>	<b>School Program Alignment</b> <ul style="list-style-type: none"> <li>• <u>MOU's with campus on file</u></li> <li>• <u>Curriculum aligned with district curriculum road map</u></li> <li>• <u>TEKS aligned lesson plans</u></li> <li>• <u>Needs Assessment</u></li> <li>• <u>Campus Improvement Plans</u></li> <li>• <u>Participation in Child Study Team</u></li> <li>• <u>Participation on Campus Advisory Council</u></li> <li>• <u>Participation on Leadership Council</u></li> <li>• <u>Participation in PTA</u></li> </ul> <b>Recruiting and Retaining (right students, right mix of students)</b> <ul style="list-style-type: none"> <li>• <u>Students targeted for academic classes</u></li> <li>• <u>Consideration of student Social/Emotional Need</u></li> <li>• <u>Offer engaging activities</u></li> <li>• <u>Referral from school staff</u></li> </ul> <b>Integrating Student and Family Voice</b> <ul style="list-style-type: none"> <li>• <u>Parent Surveys</u></li> <li>• <u>Student Surveys</u></li> <li>• <u>Parent Advisory Council</u></li> </ul> <b>Ongoing Monitoring (data use and</b>	<b>Academic Support</b> <ul style="list-style-type: none"> <li>• <u>STAARburst</u></li> <li>• <u>Tutoring- Math, Reading</u></li> </ul> <b>Enrichment</b> <ul style="list-style-type: none"> <li>• <u>Fine Arts Enrichment</u></li> <li>• <u>STEM Enrichment</u></li> <li>• <u>Literacy Enrichment</u></li> <li>• <u>Leadership/C haracter Education</u></li> </ul> <b>Physical Activity &amp; Nutrition</b> <ul style="list-style-type: none"> <li>• <u>Active Life</u></li> <li>• <u>Zumba</u></li> <li>• <u>ACE Chefs</u></li> <li>• <u>Power Hour</u></li> <li>• <u>Girls on the Run</u></li> </ul> <b>Mentoring</b> <ul style="list-style-type: none"> <li>• <u>Youth Advocacy</u></li> </ul> <b>Family Engagement</b> Parent Advisory Council <ul style="list-style-type: none"> <li>• <u>Zumba</u></li> <li>• <u>Cooking</u></li> <li>• <u>Parent Coffee</u></li> <li>• <u>Needle Point</u></li> </ul> <b>College and Career</b> <ul style="list-style-type: none"> <li>• <u>Get Ready</u></li> </ul>	<b>Enrichment</b> <ul style="list-style-type: none"> <li>• <u>Fine Arts – offered 15 hours per week.</u></li> <li>• <u>STEM – offered 10 hours per week.</u></li> <li>• <u>In the spring, 6 more hours of STEM classes were added.</u></li> <li>• <u>Literacy – offered 15 hours a week.</u></li> <li>• <u>Leadership/Character Education- offered 3 hours a week.</u></li> </ul> <b>Academic Support</b> <ul style="list-style-type: none"> <li>• <u>STAARburst – offered 12 hours per week.</u></li> <li>• <u>Tutoring- Math, Reading – offered 1.5 hours per week.</u></li> </ul> <b>Mentoring</b> <ul style="list-style-type: none"> <li>• <u>Youth Advocacy- offered 2 hours a week.</u></li> </ul> <b>Physical Activity &amp; Nutrition</b> <ul style="list-style-type: none"> <li>• <u>Active Life- offered 3 hours a week.</u></li> <li>• <u>Zumba – offered 4 hours a week serving 23 parents</u></li> <li>• <u>Zumba offered 10 hours a week serving 30 parents.</u></li> <li>• <u>ACE Chefs – offered 3 hours a</u></li> </ul>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<p><u>Director</u></p> <ul style="list-style-type: none"> <li>• <u>Elena or Jeanette, FES</u></li> <li>• <u>Data Support, Wanda Atwood</u></li> <li>• <u>Accounting Support, Adrienne or Treasure</u></li> <li>• <u>Laurie Celli, TAC</u></li> <li>• <u>Campus Leaders</u></li> <li>• <u>Community Leaders</u></li> <li>• <u>Social and Emotional Learning Dept.</u></li> <li>• <u>RTI Department</u></li> <li>• <u>Curriculum and Instruction Dept.</u></li> <li>• <u>Innovation and Development Dept</u></li> <li>• <u>Central Texas Afterschool Network</u></li> <li>• <u>Travis County</u></li> <li>• <u>City of Austin</u></li> <li>• <u>KDK</u></li> <li>• <u>UTeach</u></li> <li>• <u>Youth Advocacy</u></li> <li>• </li> </ul> <p><b><u>CURRICULUM</u></b></p> <ul style="list-style-type: none"> <li>• <u>Research based curriculum</u></li> <li>• <u>Sherelle Patisaul, Curriculum Specialist</u></li> <li>• <u>Desiree Morales, Quality Coordinator</u></li> </ul>	<p><b>observation)</b></p> <ul style="list-style-type: none"> <li>• YPQ Assessments</li> <li>• TX 21 Monthly Attendance Reviews</li> <li>• Pre/post test</li> <li>• Other</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• YPQ</li> <li>• Lesson planning and delivery</li> <li>• SEL, PBS, ELL</li> <li>• Structured Play</li> <li>• CPR/First Aide</li> <li>• Summer Learning</li> <li>• Best Practices</li> <li>• CTAN University</li> </ul>		<p><u>week.</u></p> <ul style="list-style-type: none"> <li>• <u>Power Hour – offered 3 hours a week.</u></li> <li>• Girls on the Run – offered 4 hours a week serving 27 students</li> </ul> <p>College and Career</p> <ul style="list-style-type: none"> <li>• <u>Get Ready- offered 6 hours a week.</u></li> </ul> <p>Family Engagement Parent Advisory Council</p> <ul style="list-style-type: none"> <li>• Zumba – offered 4 hours a week serving serving 23 parents</li> <li>• Cooking – offered 2 hours a week serving 10 parents</li> <li>• Needle Point class offered once a week for 4 hours.</li> </ul>

## Modifications

The spring semester included the same student and parent classes that were offered in the fall semester. Changes in the spring semester included adding 6 more hours of science, technology, engineering, and mathematics (STEM)-based classes. In addition, Zumba classes were added to 10 hours a week. A parent needlepoint class was also added in the spring semester.

## Research Questions

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

**Rodriguez Elementary School Level of Implementation:**

1 - Very weak	2	3	4	5	6	7	8	9	10 - Very strong
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implementation									implementation
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### **Resources: Were requisite resources available for program success?**

Resource availability and quality were adequate throughout the entire year. Resource availability/quality contributed to the success of our program. The ACE program had enough funding to offer a large amount of academic/enrichment classes for students and parents. Students' participation in STAARburst program was less than desired due to the large number of students enrolled in tutoring. With more backing from school administration, student enrollment for the STAARburst program will have larger student numbers.

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

Throughout the year, student retention remained relatively high, except in STAARburst classes. The program surveyed students, and many students explained that the STAARburst program was boring and they would rather be in enrichment classes. Changes will be made for next year based on students' needs. Besides the STAARburst and Get Ready program, students' rates of participation were relatively high in all enrichment classes.

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

STAARburst was modified to better align with the math and reading objectives. The site director, Cycle 7 grant director, principal, assistant principals, and counselor worked together to develop a schedule of activities offered through ACE. Based on the campus needs assessment, classes were created to align with the students' needs in math, reading, and science enrichment; soccer; and fine arts. Instructional quality was monitored by the director's observations. Parent and student surveys were distributed to inquire about what types of classes parents and students wanted.

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

To increase students' participation in the 5<sup>th</sup>-grade Get Ready Program, the instructor and director worked together to create lessons based on what the students wanted. More technology and physical games were added. To increase 3<sup>rd</sup>-grade participation, an engaging and fun science experiment class was created. Students created science experiments during each class period.

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

Parents and community members understood the importance of enrichment activities as well as academic support (e.g., the STAARburst math and reading program and tutorials). The parents would like to continue to see a variety of enrichment activities offered every year (e.g., film, robotics, reading and writing, and fine arts enrichment). Parents would also like to see more homework assistance offered in the afterschool program. ACE currently allocates 30 minutes of homework per class. Some parents would like homework time to be extended, but that would compromise the enrichment classes.

## 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	%
Rodriguez Elementary School	202	21%	127	13%	632	66%	961	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	Rodriguez Elementary School	Participation status		
		Regular participants (n = 202)	Non-regular participants (n =127)	Non-participants (n =632)
Gender	Female	58%	65%	50%
	Male	42%	35%	50%
Ethnicity	American Indian or Alaska Native	0%	1%	0%
	Asian	0%	0%	0%
	Black or African American	6%	13%	6%
	Hispanic	93%	86%	91%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	0%	0%	0%
	White	1%	0%	2%
Limited English proficiency	% Limited English Proficiency Status	56%	52%	56%

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

The majority of regular and non-regular participants were female. The majority of students in all three participation groups were Hispanic. A larger percentage of non-regular participants than of regular and non-participants were African American. More than half the students in all three groups were classified as limited English proficient (LEP). More than 85% of the student population at Rodriguez Elementary were

Hispanic and a small percentage were African American, which explains why 93% of the students in ACE were Hispanic and 13% were African American. The program staff would like to increase male participation to create a balance between female and male students.

### Student Attendance in ACE Activities

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

Activity category	Frequency
Academic enrichment learning program	4 days a week
Activity to promote youth leadership	4 days a week
Career/job training	2 days a week
Community service/service learning	2 days a week
College readiness	1 day a week
Homework help	4 days a week
Promotion of family literacy	1 day a week
Promotion of parental involvement	5 days a week
Recreational activity	4 days a week
Tutoring	5 days a week

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

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	268.5	19%	268.50	19%
Enrichment	1016.25	73%	1016.25	73%
Family engagement	50	2%	50	2%
Career	63	5%	63	5%

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

Student participation remained adequate throughout the school year. Students were participating at appropriate levels to benefit from activities. Most classes had about 12 to 15 students. Students were encouraged to attend class every day. The program at Rodriguez met its attendance goals for all categories.



## 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.

Both participation groups, core GPA decreased over time, except for social studies. Both regular and non-regular participants experienced an increase in course completion rates from 2012–2013 to 2013–2014.

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

Rodriguez Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.86	2.35	-0.52	2.24	2.11	-0.13
Math	2.98	2.52	-0.46	2.54	2.21	-0.33
Science	3.25	2.85	-0.39	2.87	2.45	-0.42
Social studies	3.40	3.42	0.03	3.12	3.26	0.14

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

Rodriguez 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	94.65%	95.45%	0.80%	93.47%	94.35%

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 XYZ Campus 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 regular program participants experienced a decrease in mean absence days from 2012–2013 to 2013–2014, while non-regular participants showed a slight increase in mean absence days.

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

Rodriguez Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Attendance	2012–2013	2013–2014	Days absent change	2012–2013	2013–2014
Mean days absent	4.99	4.90	-0.09	6.45	6.46

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 participation group in 2012–2013 or 2013–2014. Regular and non-regular participants experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014. No mandatory discipline removals for either participation groups occurred in the 2012–2013 or 2013–2014 school years.

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

Rodriguez 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	2012–2013	2013–2014	Discipline removal change	2012–2013	2013–2014	Discipline removal change
Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
Discretionary	0.07	0.11	0.04	0.18	0.76	0.58

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 Rodriguez. For both participation groups, the core GPA decreased over time, except for social studies. 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 Rodriguez.

**Recommendation 2.** Attendance outcome goals were met at Rodriguez. The mean absent days decreased from 2012–2013 to 2013–2014 for regular participants, while mean absences slightly increased for non-regular participants over time at Rodriguez. This indicates that increased participation in the afterschool program had an effect on attendance rates. Therefore, it is recommended that program staff use strategies to encourage increased program participation by students to better their attendance outcomes.

**Recommendation 3.** Discipline outcome goals were mixed at Rodriguez. Regular and non-regular participants experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014. However, no mandatory discipline removals occurred for either participation group in the 2012–2013 or 2013–2014 school year. It is recommended that program staff implement changes to better align with the program’s goals and continue to refine components that are effective so they can continue to meet the needs of all program participants at Rodriguez.

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

1. Create and schedule more classes in the fall in order to increase student participation early on in the school year.
2. Increase student participation in the STAARbust program (academic math and reading/writing classes).
3. Increase male participation in order to create a more balanced female to male ratio.

## 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

**C9 - Rodriguez ES****Student Counts**

<b>Total Students:</b>	363	
<b>Total Regular Students:</b>	203	56%
<b>Total Non-Regular Students:</b>	160	44%

**Student Counts by Ethnicity**

1997 Standard	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop
	<b>Hispanic</b>		<b>Two or More</b>		<b>White</b>		<b>American Indian/Alaskan</b>	
<b>Total:</b>	322	89%	1	0%	2	1%	1	0%
<b>Regular:</b>	186	51%	1	0%	2	1%	0	0%
<b>Non-Regular:</b>	136	37%	0	0%	0	0%	1	0%
	<b>Asian</b>		<b>African American</b>		<b>Hawaiian/Pacific</b>			
<b>Total:</b>	0	0%	37	10%	0	0%		
<b>Regular:</b>	0	0%	14	4%	0	0%		
<b>Non-Regular:</b>	0	0%	23	6%	0	0%		

**Student Counts by Gender**

<b>Regular Male:</b>	84	23%	<b>Regular Female:</b>	119	33%
<b>Non-Regular Male:</b>	70	19%	<b>Non-Regular Female:</b>	90	25%

**Student Counts by Category**

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
<b>Regular:</b>	<b>LEP:</b>	24	7%	<b>Eco. Dis.:</b>	32	9%	<b>Special:</b>	0	0%
<b>Non-Regular:</b>	<b>LEP:</b>	4	1%	<b>Eco. Dis.:</b>	12	3%	<b>Special:</b>	0	0%
<b>Regular:</b>	<b>At Risk:</b>	25	7%	<b>ESL:</b>	3	1%	<b>Migrant:</b>	0	0%
<b>Non-Regular:</b>	<b>At Risk:</b>	9	2%	<b>ESL:</b>	0	0%	<b>Migrant:</b>	0	0%

**Student Counts by Grade Level**

<b>Regular:</b>	<b>PreK:</b>	30	8%	<b>1st:</b>	19	5%	<b>5th:</b>	23	6%	<b>9th:</b>	0	0%
<b>Non-Regular:</b>	<b>PreK:</b>	12	3%	<b>1st:</b>	8	2%	<b>5th:</b>	28	8%	<b>9th:</b>	0	0%
	<b>K:</b>	19	5%	<b>2nd:</b>	18	5%	<b>6th:</b>	4	1%	<b>10th:</b>	0	0%
	<b>K:</b>	9	2%	<b>2nd:</b>	19	5%	<b>6th:</b>	1	0%	<b>10th:</b>	0	0%
				<b>3rd:</b>	52	14%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>3rd:</b>	39	11%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>4th:</b>	38	10%	<b>8th:</b>	0	0%	<b>12th:</b>	0	0%
				<b>4th:</b>	44	12%	<b>8th:</b>	0	0%	<b>12th:</b>	0	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: C9 - Rodriguez ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
1st Gr - Ms. Martinez	4	0	9	9	0	2	0
3g	31	0	3	3	26	24	0
4H - 2nd grade	22	0	28	25	13	12	0
4th Grade	21	0	19	18	0	7	0
ACE Chef Kinder	22	0	12	12	13	12	0
ACE Newzies - 4th	20	0	24	21	9	10	0
Active Life - 1st	20	0	27	24	15	15	0
Art Smart - 3rd	19	0	12	11	11	12	0
Book Work Club	5	0	11	11	5	4	0
Caldecott Club - 2nd	22	0	12	12	12	12	0
Camp Fire 5th	19	0	13	12	11	10	0
Chess	21	0	12	14	16	13	0
Creative Action - Kinder	23	0	24	21	13	12	0
Digi-Lit - 2nd grade	21	0	12	12	12	12	0
Digital Media - 3rd	20	0	26	26	14	13	0
ELA - 3rd	12	0	22	19	6	6	0
ELA - 4th grade	9	0	22	19	7	7	0
Family Events	0	26	4	5	0	0	7
Fine Arts - 1st grade	21	0	12	15	15	14	0
Get Rady - Aceletes - 5th	19	0	12	10	11	10	0
Girls on the Run	29	0	24	22	11	11	0
Girlstart	15	0	10	9	10	9	0
Media Awareness Project	18	0	12	12	13	12	0
Noise Makers 3rd	19	0	12	10	11	11	0
Power Hour - Kinder	23	0	13	13	13	10	0
Pre K - Storytime - Dolphins	18	0	48	45	12	11	0
Pre K - Storytime - Kangaroos	16	0	48	45	13	12	0
Service Learning	19	0	12	11	12	13	0
STAARBURST Math - 3rd grade	13	0	24	21	7	8	0
STAARBURST Math - 4th grade	12	0	29	25	6	5	0
STEM - 4th	21	0	24	24	14	12	0
Writing and Drawing Club	17	0	12	12	11	10	0
Zumba	0	12	43	39	0	0	2

**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: C9 - Rodriguez ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
*Homework ACE Chef Kinder	18	0	18	16	14	14	0
*Homework AFS-5th	21	0	18	16	14	13	0
*Homework Art Smart 3rd	19	0	18	17	11	11	0
*Homework Get Ready - 5th	22	0	17	16	14	15	0
*Homework STAARBURST ELA 4th	13	0	28	26	8	7	0
*Homework STAARBurst Math 4th	10	0	29	25	6	6	0
*PE Ace Chef Kinder	18	0	18	16	13	14	0
*PE Art Smart - 3rd	19	0	18	17	11	11	0
*PE Austin Film Society - 5th	21	0	18	17	14	14	0
*PE Get Ready 5th	22	0	17	16	14	15	0
*PE STAARBURST ELA 4th	13	0	27	25	7	8	0
*PE STAARBurst Math 4th	10	0	29	25	6	6	0
4H - 2nd grade	18	0	35	34	12	12	0
4H - 2nd grade Homework	18	0	35	33	11	12	0
4H 2nd grade PE	18	0	35	33	11	12	0
4th Grade Language Arts	23	0	19	17	10	10	0
4th Grade Language Arts - HW	22	0	19	17	10	10	0
4th Grade Language Arts - PE	23	0	19	17	10	10	0
ACE Chef Kinder	18	0	18	16	13	14	0
Active Life 2nd	19	0	36	32	10	10	0
Active Life 2nd Homework	19	0	36	32	10	11	0
Active Life 2nd PE	19	0	36	32	10	10	0
Art Smart - 3rd	19	0	18	18	11	11	0
Austin Film Society 5th	21	0	18	16	15	14	0
Book Club - 5th	19	0	9	14	15	14	0
Chess - 1st	17	0	18	16	13	12	0
Chess - 1st Homework	17	0	18	16	13	12	0
Chess - 4th Grade	23	0	19	17	10	10	0
Chess - 4th HW	22	0	19	17	10	10	0
Chess 1st PE	17	0	18	16	12	11	0
Computer Film/Club	27	0	5	5	22	22	0
Creative Action 4G	22	0	37	34	11	12	0
Creative Action 4G HW	22	0	37	35	11	11	0
Creative Action 4G PE	23	0	37	34	11	11	0
Creative Action Kinder	17	0	35	34	13	13	0
Creative Action Kinder HW	17	0	35	33	13	13	0
Creative Action Kinder PE	17	0	35	33	13	13	0
ELA - 3rd	6	0	28	26	4	5	0
ELA - 4th grade	13	0	28	26	8	7	0
ELA 3rd Homework	6	0	28	26	4	5	0
ELA 3rd Outside Time	6	0	28	26	4	4	0
Fine Arts - 1st grade	17	0	18	16	14	14	0
Fine Arts 1st Homework	17	0	18	16	14	15	0
Fine Arts 1st PE	17	0	18	16	14	15	0
Get Ready 5	22	0	17	16	14	15	0
Girl Start	13	0	17	16	9	7	0
GT - 3rd	3	0	8	8	1	1	0
Homework PE Power Hour Kinder	17	0	18	16	13	13	0
Homework Service Learning - 5t	22	0	18	17	14	15	0
Lit Alive 1st Homework	18	0	35	33	14	14	0
Lit Alive 1st grade	18	0	35	34	14	14	0
Lit Alive 1st grade PE	18	0	35	33	14	14	0
Needle Point	3	3	13	11	0	1	3
Noise Makers 3rd	17	0	17	16	10	11	0
Noise Makers 3rd grade HW	17	0	17	16	10	11	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: C9 - Rodriguez ES**

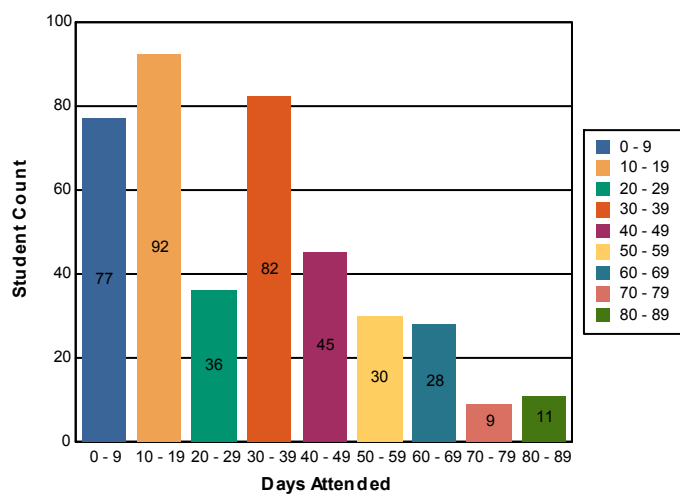
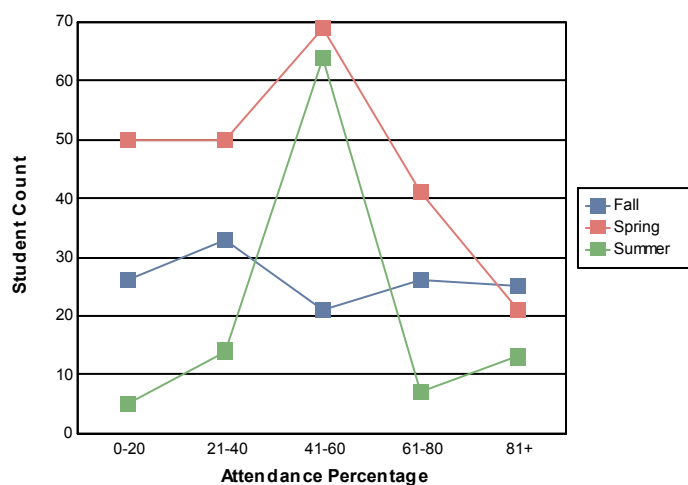
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Noise Makers 3rd grade Outside	16	0	17	16	10	10	0
Parents in the Know	0	28	5	5	0	0	7
PE Chess - 4th Grade	22	0	19	17	9	10	0
PE Power Hour Kinder	17	0	18	16	12	13	0
PE Service Learning 5h	21	0	18	17	14	15	0
Power Hour Kinder	17	0	18	16	13	13	0
Pre K Fun Time - DOLPHINS	16	0	75	68	13	13	0
Pre K Fun Time - KANGAROOS	15	0	75	68	12	12	0
Service Learning	21	0	18	18	15	16	0
STAARBURST Math - 3rd grade	5	0	29	25	4	5	0
STAARBURST Math - 4th grade	10	0	29	25	6	7	0
STAARBURST Math 3rd HW	5	0	29	25	4	5	0
STAARBURST Math 3rd Outside	5	0	29	25	4	5	0
Tasty Tech 3rd	19	0	36	32	11	11	0
Tasty Tech 3rd Homework	19	0	36	32	10	10	0
Tasty Tech 3rd PE	19	0	36	32	11	11	0
Tutoring 3g	56	0	26	29	47	48	0
Tutoring 4g	21	0	38	31	0	7	0
Wacky Science Club	15	0	8	7	12	11	0
Zumba	0	21	80	75	0	0	3

## Student Attendance Percentage - Grantee Level

Printed Date: 8/5/2014

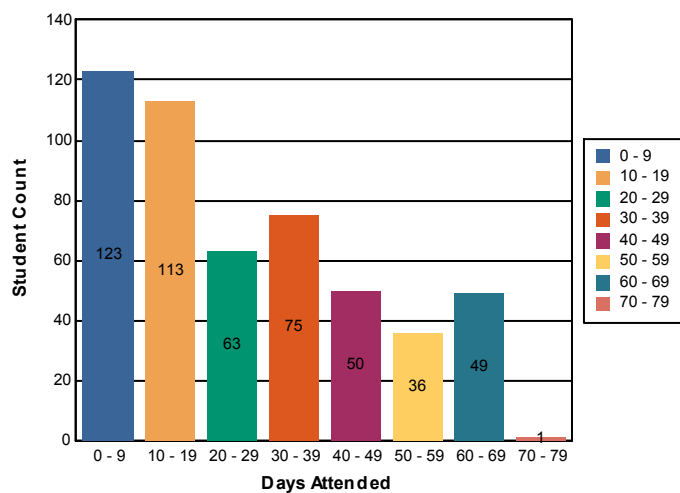
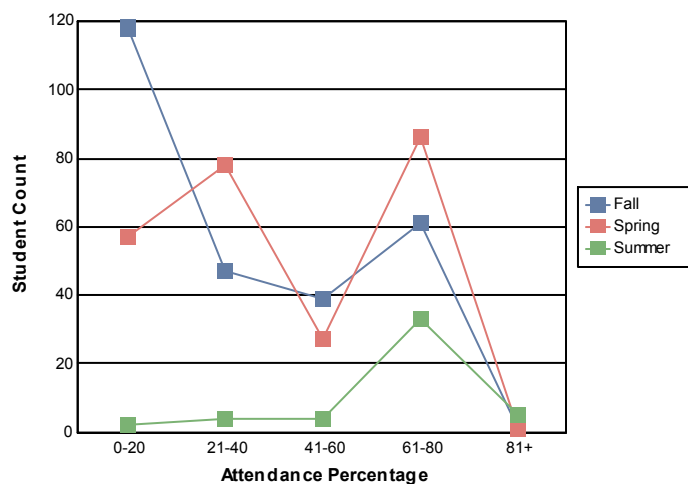
### Grantee: Austin ISD

#### 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
<b>Total</b>	<b>131</b>	<b>231</b>	<b>103</b>

#### 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
<b>Total</b>	<b>266</b>	<b>249</b>	<b>48</b>

# AUSTIN INDEPENDENT SCHOOL DISTRICT

## INTERIM SUPERINTENDENT OF SCHOOLS

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