

# **Afterschool Centers on Education**

## **Cycle 7 AISD**

### **Austin Independent School District**

#### **Widen 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 Widen Elementary School in Austin Independent School District (AISD) served 252 students. This report examines program implementation and outcomes of the ACE program at Widen 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 regular program participants and non-participants were male, while the majority of non-regular program participants were female. The majority of students in all three groups were Hispanic. Approximately half the regular program participants and non-participants were classified as limited English proficient (LEP).
2. The program reached targeted students and their families. The program activities were implemented as planned.<sup>1</sup>
3. Academic outcomes were mixed at Widen. Regular program participants did not experience a grade point average (GPA) increase for the core subjects from 2012–2013 to 2013–2014. Non-regular participants experienced an increase in GPA in math only. Both regular and non-regular participants experienced an increase in course completion during the same period.
4. Attendance outcomes were mixed at Widen. Regular participants had greater mean absences in 2013–2014 than in 2012–2013, while the mean absences was lower for non-regular participants during the same period.
5. Discipline outcomes were also mixed at Widen. Discretionary removal rates increased for regular participants over time, while non-regular participants experienced a decrease in discretionary removal rates.

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

1. The site coordinator agreed with the evaluator’s recommendations. The site coordinator indicated that the program should continue to follow up with the school’s and administration’s recommendations based on the needs of the campus. The program will recruit students based on academic need and align closely with the core subject areas.
2. The program will provide more activities that will generate a more positive attendance rate and incorporate the use of incentives to help increase attendance.
3. The program will continue to provide ongoing training for staff to improve behavior issues.

---

<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.

## Table of Contents

Executive Summary .....	i
Table of Contents .....	ii
List of Tables .....	iii
Introduction and Purpose of Program .....	1
<i>Family engagement.</i> .....	1
<i>Academic assistance.</i> .....	1
<i>College and workforce readiness/awareness.</i> .....	1
<i>Enrichment.</i> .....	1
Evaluation Strategy .....	3
Expectations.....	3
Measurement.....	3
Program Design and Strategy: Logic Model .....	5
Program Design.....	5
Logic Model.....	7
Research Questions.....	9
Program Participation .....	11
Student Demographics.....	11
Student Attendance in ACE Activities .....	12
Program Intermediate Outcomes .....	13
Academic Achievement Outcome.....	13
Attendance Outcome.....	13
Discipline Outcome .....	14
Evaluator Commentary and Recommendations .....	16
Site Coordinator Commentary and Next Steps.....	17
References .....	18
Appendix A. Parent Survey .....	19
Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring); Student Attendance Percentage .....	21

## List of Tables

Table 1. Afterschool Program Objectives and Description of How They Were Measured.....	4
Table 2. Campus Logic Model Excerpts.....	8
Table 3. Number of Students, by Campus and Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014 .....	11
Table 4. Student Gender, Ethnicity, and Limited English Proficiency Status, by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014.....	11
Table 5. Frequency of Program Administration at Widen Elementary School, .....	12
by Program Type, 2013–2014 .....	12
Table 6. Student Participation in Afterschool Programs at Widen Elementary School, .....	12
by Program Component, 2013–2014.....	12
Table 7. Afterschool Center on Education (ACE) Participants’ Core Grade Point Average, .....	13
by School Year .....	13
Table 8. Afterschool Center on Education (ACE) Participants’ Course Completion, by School Year .....	13
Table 9. Average Absent Days of Afterschool Center on Education (ACE) Participants, .....	14
by School Year .....	14
Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year .....	14
Table 11. Percentage of Parents Indicating That They Participated in Afterschool Center on Education (ACE) Classes or Events, by Events/Activity Type .....	19
Table 12. Percentage of Parents Who Reported Each Quality of the Afterschool Center on Education (ACE) Program is Important.....	19

## 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 challenge at Widen Elementary was the handling of behavior issues without proper training. As a result the Youth Program Quality (YPQ), modules were implemented to target students with behavior issues. The program sent staff to specific training modules to equip them with strategies for handling these issues.

This report examines outcomes for the ACE program at Widen Elementary School, which served 252 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.

---

<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 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 out-of-school time (OST) programs—primarily research from the Department of Education’s “What Works” Clearing House publication *Structuring Out-of-School Time to Improve Academic Achievement* (Beckett et al., 2009) and research about family engagement from the Harvard Family Research Project (Westmoreland, 2009). The program uses an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality and trains all afterschool staff members on best practices for activity development and implementation. In addition, all the project’s family engagement activities are based on the national parent involvement standards established by the National Parent Teacher Association, including: regular, two-way, meaningful, communication between home and school; promotion and support of parenting skills; active parent participation in student 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 take a coordinated approach to engaging families so that those most in need will have multiple points of entry into the continuum of services available through this program.

During the spring and summer of 2013, a campus needs assessment was conducted. The program leadership analyzed indicators, including Texas Assessment of Knowledge and Skills (TAKS) scores; student socioeconomic status; school disciplinary referrals; student and family mobility; school dropout and completion rates; and college readiness. They also 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 already exists on the part of the school leadership, neighborhood association, service providers, police, and other collaborators to make the community a better place for children. Together with their partners in this effort, these campuses have made connections with families that will keep children engaged in the educational process, increase academic achievement, improve life skills, build character, and help create a safer community.

Programming was developed based on the needs of Widen Elementary School. Upon implementation, project directors met with the site coordinator (SC) to set goals in the following areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals were reviewed mid-year and adjustments were made. The project director (PD), curriculum specialist (CS), and quality coach (QC) visited all the sites and documented each visit. Recommendations for improvement were received by the SC who then met with the OST instructor. Observers looked for compliance in operational functions, program quality, and procedures. In addition, observers checked for fidelity to the project plan, including: activity alignment; use of goals that are **Specific, Measurable, Attainable, Realistic, and Timely (SMART)**; staff-to-student ratios; and student engagement strategies. ACE Austin participated in the community-wide Youth Program Quality Initiative. Leadership team members and all SCs were trained to use the nationally-validated Youth Program Quality Assessment (YPQA) tool. Each semester, the QC and each SC conducted a minimum of two assessments using the YPQA tool, and the results of each assessment were used to guide the Center's quality improvement and professional development plan for instructors and vendor staff.

ACE Austin's training calendar was extensive. In addition to new employee orientations, and district and campus training sessions, staff attended webinars and regional training sessions provided by Edvance. All afterschool instructors participated in Youth Program Quality (YPQ) training sessions that were offered throughout the year, assessment tools and technique sessions, and instructional models sessions. To ensure that all TEA objectives were met, each objective had a professional development strategy for implementation. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine student progress, and assess portfolios. Strategies for professional development included:

- Professional development 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 is essential both to attracting participants and to securing community buy-in for and ownership of the program. ACE Austin

marketing strategies focus on both marketing to attract participants and outreach to build and maintain community interest and support. Marketing materials emphasize both the community benefits of out-of-school-time programs, student and family benefits of participation, and the cost benefits of providing quality programs. When community members have buy-in, they become advocates for the program and assist in marketing and outreach for the program. School staff are also important in efforts to attract participants to the program and helping to connect students and families in need with appropriate services and activities. An important aspect of marketing and outreach is ensuring that programs create engaging environments where children and parents can experience success together. Satisfied participants become strong advocates and will also assist in marketing the program. Successful programs benefit from word-of-mouth as well, creating greater demand as information about the program builds in the community.

**Ongoing Monitoring.** Ongoing monitoring of attendance patterns helped staff address issues that otherwise could have become barriers to regular attendance. ACE Austin staff took daily attendance and monitored absence patterns weekly. They worked with the family engagement specialist and the campus parent support specialist to notify parents of students' absences, and worked to address the causes of repeated absences. Direct parent participation in activities also increases student participation levels.

### **Logic Model**

A logic model was designed to guide the implementation of the ACE program at Widen Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Widen Elementary School included six components: resources, implementation practices, outputs (activities), outputs (participation), intermediate outcomes, and impact. Table 2 lists the first four components of the logic model.

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
<b>HUMAN</b> <ul style="list-style-type: none"> <li><u>Juan Diaz, Site Coordinator</u></li> <li><u>Kim Royal, Principal</u></li> <li><u>Idalia Salinas Family, Parent Support Specialist</u></li> <li><u>Teachers: 4</u></li> <li><u>Classified Staff: 2</u></li> <li><u>Temp Hourly Staff: 7</u></li> <li><u>Vendor Staff: 10</u></li> <li><u>Parents: 34</u></li> <li><u>Students: 190</u></li> <li><u>Volunteers : 3</u></li> <li><u>Community Partners: 3</u></li> <li><u>Other</u></li> </ul> <b>SUPPORT</b> <ul style="list-style-type: none"> <li><u>Shirlene Justice, Project Administrator</u></li> <li><u>John Shanks, Grant Director</u></li> <li><u>Elena Rodriguez, FES</u></li> <li><u>Data Support, Wanda Atwood</u></li> <li><u>Accounting Support, Adrienne Bedford</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> </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>Student Support Team</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>Other</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> <li><u>Other</u></li> </ul> <b>Ongoing Monitoring (data use and observation)</b> <ul style="list-style-type: none"> <li><u>YPQ Assessments</u></li> <li><u>TX 21 Monthly Attendance Reviews</u></li> </ul>	<b>Academic Support</b> <ul style="list-style-type: none"> <li><u>Homework Help</u></li> <li><u>STAARburst</u></li> <li><u>Math Pentathlon</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/Character Education</u></li> <li><u>Health &amp; Nutrition</u></li> </ul> <b>Family Engagement</b> Parent Advisory Council List your classes here <ul style="list-style-type: none"> <li><u>Adult ESL Classes</u></li> </ul> <b>College and Career</b> <ul style="list-style-type: none"> <li><u>Get Ready</u></li> <li><u>Other</u></li> </ul>	<b>Academic Support</b> <ul style="list-style-type: none"> <li><u>Homework Help: 2 hrs serving 108 students</u></li> <li><u>STAARburst: 6 hrs serving 21 students</u></li> <li><u>Math Pentathlon : 1 ½ hrs Serving 38 students</u></li> </ul> <b>Enrichment</b> <ul style="list-style-type: none"> <li><u>Fine Arts Enrichment: 19 ½ hrs serving 67 students</u></li> <li><u>STEM Enrichment: 12 hrs serving 45 students</u></li> <li><u>Literacy Enrichment: 6 hrs serving 35 students</u></li> <li><u>Leadership/Character Education: 6 hrs serving 33 students</u></li> <li><u>Health &amp; Nutrition: 8 hrs serving 32 students</u></li> </ul> <b>Family Engagement</b> <ul style="list-style-type: none"> <li><u>Adult ESL : 4 hrs serving 5 parents</u></li> </ul> <b>College and Career</b> <ul style="list-style-type: none"> <li><u>Get Ready: 6 hrs serving 16 students</u></li> </ul>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> <li>• <u>City of Austin</u></li> <li>• <u>KDK</u></li> <li>• <u>UTeach</u></li> <li>• <u>Communities in Schools, Kelly Smith</u></li> </ul> <p><b>CURRICULUM</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>OTHER</b></p>	<ul style="list-style-type: none"> <li>• <u>Pre/post test</u></li> <li>• <u>CMT Class</u></li> <li>• <u>Observations</u></li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• <u>YPQ</u></li> <li>• <u>Lesson planning and delivery</u></li> <li>• <u>SEL, PBS, ELL</u></li> <li>• <u>Structured Play</u></li> <li>• <b>CPR/First Aide</b></li> <li>• <u>Summer Learning</u></li> <li>• <u>Best Practices</u></li> <li>• <u>CTAN University</u></li> <li>• <u>Monthly Staff Meetings</u></li> </ul>		

### Modifications

There were not many modifications between the fall and spring.

### Research Questions

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

#### Widen Elementary School Level of Implementation:

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

The program staff chose a rating of 8 based on the results that the program had high student participation, followed through with the best practices, used the resources provided, and moved forward with the program as a whole.

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

The program hired high-quality staff to help implement programs (e.g., STAARburst) and enrichment activities.

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

The implementation of the Certified Mentor Teacher (CMT) in the STAARburst program helped to integrate and align the STAARburst to school practices and Texas Essential Knowledge and Skills (TEKS). This concept proved to work and provided positive outcomes in terms of

increased academic scores on state standardized tests.

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

Students were specifically targeted based on academic performance, behavior, and attendance. Using these measures, the program was able to align activities with most of those needs. Based on the availability of curriculum and specific vendors, however, the program had to limit how far it could reach out to serve all the students' needs.

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

By providing a variety of activities, the program was able to reach more students. No modifications were made.

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

Based on the campus needs assessment, the campus improvement plan, and student and parent surveys, the program staff were able to allocate appropriate activities, which encompassed academic support, enrichment, family engagement, and college and career. The same activities were provided for both the fall and the spring, and thus provided some integrity for the program itself. Widen provided at least three activities to support academic support, at least 10 activities for enrichment, at least one ongoing and various family events to support family engagement, and at least four activities to support college and career awareness/readiness.

## 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	%
Widen Elementary School	180	25%	72	10%	477	65%	729	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	Widen Elementary School	Participation status		
		Regular participants (n = 180)	Non-regular participants (n = 72)	Non-participants (n = 477)
Gender	Female	43%	54%	49%
	Male	57%	46%	51%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	0%	0%	0%
	Black or African American	4%	8%	7%
	Hispanic	93%	89%	90%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	0%	2%	1%
	White	2%	2%	2%
Limited English proficiency	% LEP	53%	43%	51%

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

The majority of regular program participants and non-participants were male, while the majority of non-regular program participants were female. The majority of students in all three groups were

Hispanic. Approximately half the regular program participants and non-participants were classified as limited English proficient (LEP).

### Student Attendance in ACE Activities

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

Activity category	Frequency
Academic enrichment learning program	daily
Activity to promote youth leadership	daily
Career/job training	daily
Community service/service learning	daily
Homework help	daily
Promotion of family literacy	Twice a week
Promotion of parental involvement	Once a month
Recreational activity	Twice a semester
Tutoring	Three times a week

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

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

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	305.5	35%	432	45%
Enrichment	500.5	58%	396	41%
Family engagement	56.0	3%	72	7%
Career	58.5	4%	54	5%

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



## Program Intermediate Outcomes

### Academic Achievement Outcome

One of the program objectives was to improve students' academic achievement. We compared the mean GPA in the core subject areas of reading, math, science, and social studies, and course completion percentages for students with regular participation and students with non-regular participation in the ACE Austin program for the 2013–2014 and 2012–2013 school years.

Regular program participants did not experience an increase in GPA for the core subjects from 2012–2013 to 2013–2014. Non-regular participants experienced an increase in GPA in math only. Both regular and non-regular participants experienced an increase in course completion from 2012–2013 to 2013–2014.

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

Widen 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	2.36	-0.35	2.55	2.35	-0.20
Math	2.73	2.56	-0.17	2.33	2.55	0.21
Science	3.22	2.72	-0.51	3.15	2.64	-0.51
Social studies	3.29	3.05	-0.24	3.12	3.08	-0.04

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

Widen 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	93.65%	94.53%	0.88%	92.77%	95.63%

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

### Attendance Outcome

Average absent days of ACE program participants at Widen Elementary School were calculated in school year 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student

did not come to school and includes both excused and unexcused absences. Results indicated that regular participants had greater mean absences in 2013–2014 than in 2012–2013 whereas mean absences were lower for non-regular participants during the same period.

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

Widen Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	6.11	5.20	-0.91	6.06	7.06

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 the 2012–2013 and 2013–2014 school years. Discretionary removal rates increased for regular participants over time, while non-regular participants experienced a decrease in discretionary removal rates.

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

Widen Elementary School	Regular participants		Discipline removal change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Type of discipline removal					
Mandatory	0.00	0.00	0.00	0.00	0.00
Discretionary	0.11	0.31	0.20	0.99	0.89

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

Note. Discipline removals refer to only those discipline offenses for which the resulting disciplinary action was removal from the classroom (e.g., out-of-school suspension, placement in disciplinary alternative education)

program [DAEP]). All mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

## **Evaluator Commentary and Recommendations**

**Recommendation 1.** Regular program participants did not experience an increase in GPA for the core subjects from 2012–2013 to 2013–2014. Non-regular participants experienced an increase in GPA in math only. Both regular and non-regular participants experienced an increase in course completion during the same period. Given the mixed results for ACE Austin participants related to academic achievement at Widen, 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 that they can continue to meet the needs of students at Widen.

**Recommendation 2.** Although the attendance goal was met for the non-regular participation group, the regular participant group experienced an increase in mean absences over time. It seems that program participation did not have an effect on attendance outcomes at Widen. To meet the attendance outcome goals, a closer alignment of program activities designed to address attendance issues is warranted.

**Recommendation 3.** Discipline goals were mostly met at Widen. However, discretionary removal rates increased for regular participants over time. No mandatory discipline removals occurred for either participation group in both the 2012–2013 and 2013–2014 school years. 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 that they can continue to meet the needs of all program participants at Widen.

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

1. We agree with this recommendation, and steps will be taken into consideration when planning for the next semester. We will continue to follow up with the school's and administration's recommendations based on the needs of the campus. We will recruit students based on academic need and improvement, and align closely with the core subject areas.
2. We will look at providing more activities that will generate a more positive attendance rate and incorporate the use of incentives to help increase attendance as a whole.
3. We will continue to provide ongoing training for staff to better work and improve 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>
- 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

**C10 - Widen ES****Student Counts**

<b>Total Students:</b>	297	
<b>Total Regular Students:</b>	187	63%
<b>Total Non-Regular Students:</b>	110	37%

**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>	272	92%	1	0%	6	2%	0	0%
<b>Regular:</b>	175	59%	0	0%	4	1%	0	0%
<b>Non-Regular:</b>	97	33%	1	0%	2	1%	0	0%
	<b>Asian</b>		<b>African American</b>		<b>Hawaiian/Pacific</b>			
<b>Total:</b>	0	0%	18	6%	0	0%		
<b>Regular:</b>	0	0%	8	3%	0	0%		
<b>Non-Regular:</b>	0	0%	10	3%	0	0%		

**Student Counts by Gender**

<b>Regular Male:</b>	106	36%	<b>Regular Female:</b>	81	27%
<b>Non-Regular Male:</b>	54	18%	<b>Non-Regular Female:</b>	56	19%

**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>	96	32%	<b>Eco. Dis.:</b>	172	58%	<b>Special:</b>	10	3%
<b>Non-Regular:</b>	<b>LEP:</b>	32	11%	<b>Eco. Dis.:</b>	58	20%	<b>Special:</b>	6	2%
<b>Regular:</b>	<b>At Risk:</b>	136	46%	<b>ESL:</b>	17	6%	<b>Migrant:</b>	0	0%
<b>Non-Regular:</b>	<b>At Risk:</b>	49	16%	<b>ESL:</b>	6	2%	<b>Migrant:</b>	0	0%

**Student Counts by Grade Level**

<b>Regular:</b>	<b>PreK:</b>	18	6%	<b>1st:</b>	19	6%	<b>5th:</b>	28	9%	<b>9th:</b>	0	0%
<b>Non-Regular:</b>	<b>PreK:</b>	1	0%	<b>1st:</b>	14	5%	<b>5th:</b>	21	7%	<b>9th:</b>	0	0%
	<b>K:</b>	15	5%	<b>2nd:</b>	36	12%	<b>6th:</b>	0	0%	<b>10th:</b>	0	0%
	<b>K:</b>	9	3%	<b>2nd:</b>	23	8%	<b>6th:</b>	0	0%	<b>10th:</b>	0	0%
				<b>3rd:</b>	43	14%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>3rd:</b>	20	7%	<b>7th:</b>	0	0%	<b>11th:</b>	0	0%
				<b>4th:</b>	28	9%	<b>8th:</b>	0	0%	<b>12th:</b>	0	0%
				<b>4th:</b>	22	7%	<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: C10 - Widen ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
ACE Chef Kinder	14	0	13	10	14	14	0
Ace Chef Kinder Homework	14	0	4	3	14	14	0
Ace Chef Outside Time Kinder	14	0	4	3	13	14	0
ACE Newzies - 4th	9	0	25	23	9	9	0
ACE Newzies 4th Homework	9	0	18	14	2	4	0
ACE Newzies 4th Outside Time	9	0	18	14	0	3	0
ACE-letes - 5th	14	0	14	13	14	12	0
ACEletes 5th Homework	14	0	16	12	0	4	0
ACEletes 5th Outside Time	14	0	16	12	0	1	0
Adult ESL	0	5	21	19	0	0	2
Art Smart 3rd Homework	15	0	12	9	0	5	0
Art Smart - 3rd	15	0	15	14	14	12	0
Art Smart 3rd Outside Time	15	0	16	12	0	2	0
Caldecott Club - 2nd	15	0	14	11	14	14	0
Caldecott Club2nd Homework	14	0	14	11	0	4	0
Caldecott Club2nd Outside Time	15	0	5	6	0	1	0
Chess Club - 1st	5	0	14	11	5	4	0
Digi Llt 2nd Homework	15	0	11	8	0	6	0
Digi-Lit - 2nd	15	0	14	13	14	15	0
DigiLit 2nd Outside Time	15	0	17	13	0	5	0
Digital Media - 3rd	15	0	28	24	14	13	0
Digital Media 3rd Homework	15	0	17	13	0	7	0
Digital Media 3rd Outside Time	15	0	15	11	0	7	0
ELA - 3rd	12	0	23	21	11	12	0
ELA - 4th	9	0	23	21	9	10	0
ELA 3rd Homework	12	0	18	14	3	6	0
ELA 3rd Outside Time	12	0	18	14	0	4	0
ELA 4th Homework	9	0	18	14	4	5	0
ELA 4th Outside Time	9	0	18	14	0	3	0
Film - 5th grade	14	0	14	13	13	11	0
Film 5th Homework	14	0	15	11	0	3	0
Film 5th Outside Time	14	0	15	11	0	2	0
Fine Arrts Kinder Outside Time	14	0	9	7	13	10	0
Fine Arts - 1st grade	18	0	28	24	16	16	0
Fine Arts - Kinder	14	0	29	27	13	14	0
Fine Arts 1st Homework	18	0	17	13	0	8	0
Fine Arts 1st Outside Time	18	0	17	13	0	8	0
Fine Arts Kinder Homework	14	0	9	7	13	13	0
GenAustin Girls Club	14	0	10	9	12	12	0
Guitar Club	9	0	10	9	9	9	0
Homework Help - 3rd,4th, & 5th	59	0	57	51	53	34	0
HomeworkHelp -Kinder,1st & 2nd	47	0	57	51	44	34	0
Math - 3rd grade	12	0	25	21	11	12	0
Math - 4th grade	9	0	25	21	9	9	0
Math 3rd Homework	12	0	17	13	0	6	0
Math 3rd Outside Time	12	0	15	11	0	2	0
Math 4th Homework	9	0	17	13	0	4	0
Math 4th Outside Time	9	0	17	13	0	4	0
Math Pentathlon Club 1st - 5th	39	0	7	6	30	29	0
Noise Makers 3rd	15	0	15	14	14	12	0
Noisemakers 3rd Homework	15	0	18	14	0	4	0
Noisemakers 3rd Outside Time	15	0	18	14	0	4	0
Outdoor Gardening - 2nd	15	0	29	27	14	14	0
Outdoor Gardening 2nd Homework	15	0	18	14	2	7	0
Outdoor Gardening 2nd Outside	15	0	18	14	0	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: C10 - Widen ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Outdoor Serv. Learning 5th Out	14	0	18	14	0	3	0
Outdoor Serv. Learning 5th HW	14	0	18	14	0	3	0
Outdoor Serv. Learning - 5th	14	0	14	11	13	12	0
Parents' In the Know	18	51	2	5	0	4	13
Personal Development - Pre K	16	0	54	49	15	15	0
Physical & Health Acts 1st - HW	18	0	18	14	2	9	0
Physical & Healthy Act. 1st PE	18	0	18	14	0	6	0
Physical Activities & Healthy	18	0	30	28	18	17	0
Power Hour - kinder	14	0	14	14	14	14	0
Power Hour Kinder Homework	13	0	15	11	0	4	0
Power Hour Kinder Outside	14	0	15	11	0	4	0
STEM - 4th	9	0	28	24	9	9	0
STEM 4th Homework	9	0	17	13	0	4	0
STEM 4th Outside	9	0	17	13	0	2	0
Student Leaders - 5th grade	14	0	15	15	12	11	0
Student Leaders 5th Homework	14	0	18	14	0	4	0
Student Leaders 5th Outside	14	0	18	14	0	4	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: C10 - Widen ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
After School Tutoring	20	0	50	45	42	35	0
Art Smart 3rd grade	14	0	18	17	13	13	0
Art Smart 3rd grade Outside	14	0	18	17	13	12	0
Art Smart 3rd HW	14	0	18	17	13	13	0
Campfire 5th grade Outsidie	13	0	17	16	12	12	0
Character Development Pre K	15	0	71	66	14	15	0
Chess 4th grade	9	0	36	33	8	9	0
Chess 4th grade HW	9	0	36	33	8	8	0
Chess 4th grade Outside	9	0	36	33	8	8	0
Chess Club 1st grade	5	0	17	16	4	4	0
Film 5th	13	0	18	17	12	13	0
Film 5th HW	13	0	18	17	12	12	0
Film 5th Outside	13	0	18	17	11	11	0
Fine Arts `1st grade HW	15	0	35	33	14	15	0
Fine Arts 1st grade	15	0	35	33	14	14	0
Fine Arts 1st grade Outside	15	0	35	33	14	14	0
Fun Health & Fitness 1st gr.HW	15	0	36	33	15	15	0
Fun Health & fitness 1st PE	15	0	36	33	14	13	0
Fun Health and Fitness 1st gr	15	0	36	33	15	15	0
Gen Austin Gilrs club 4th & 5t	14	0	18	14	6	6	0
Get Ready for College 5th	14	0	36	33	13	13	0
GRFC 5th grade HW	13	0	36	33	12	12	0
GRFC 5th Outside	13	0	36	33	12	12	0
Guitar Club 4th & 5th	7	0	18	14	7	7	0
Kinder Cooking HW	15	0	17	16	14	15	0
Kinder Cooking	15	0	17	16	14	14	0
Kinder Cooking Outside	15	0	17	16	14	14	0
Kinder Fine Arts	15	0	36	33	14	14	0
Kinder Fine Arts - HW	15	0	36	33	14	14	0
Last Week of Fall Programming	147	0	3	3	91	83	0
Math Pentathlon K-5th	39	0	18	14	30	24	0
Newzes 3rd grade HW	14	0	17	16	12	13	0
Newzies 3rd grade	14	0	17	16	13	13	0
Newzies 3rd grade Outside	14	0	17	16	13	13	0
Noise Makers 3rd grade	14	0	18	16	14	14	0
Noise Makers 3rd grade HW	14	0	18	16	13	14	0
Noise Makers 3rd grade Outside	14	0	18	16	13	14	0
OSL 5th grade Homework	13	0	17	16	13	13	0
Outdoor 5th grade Serv. Learn	13	0	17	16	13	13	0
Outdoor Gadening 2nd grade PE	14	0	36	33	11	11	0
Outdoor Gardening 2nd grade	14	0	36	33	13	13	0
Outdoor Gardening 2nd grade HW	14	0	36	33	13	13	0
Parents in the know	219	44	4	4	3	5	14
Pet Pals 2nd grade HW	14	0	35	33	13	13	0
Pet Pals 2nd grade	14	0	35	33	13	13	0
Pet Pals 2nd grade Outside	14	0	35	33	13	13	0
S.T.E.M. 4th grade	10	0	35	33	9	9	0
S.T.E.M. 4th grade HW	10	0	35	33	9	9	0
S.T.E.M. 4th grade Outside	10	0	35	33	9	9	0
STAAR ELA 3rd	10	0	36	33	10	11	0
STAAR ELA 3rd HW	10	0	36	33	10	11	0
STAAR ELA 3rd Outside	10	0	36	33	10	10	0
STAAR ELA 4th	6	0	36	33	6	7	0
STAAR ELA 4th HW	6	0	36	33	6	6	0
STAAR ELA 4th Outside	6	0	36	32	6	6	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: C10 - Widen ES**

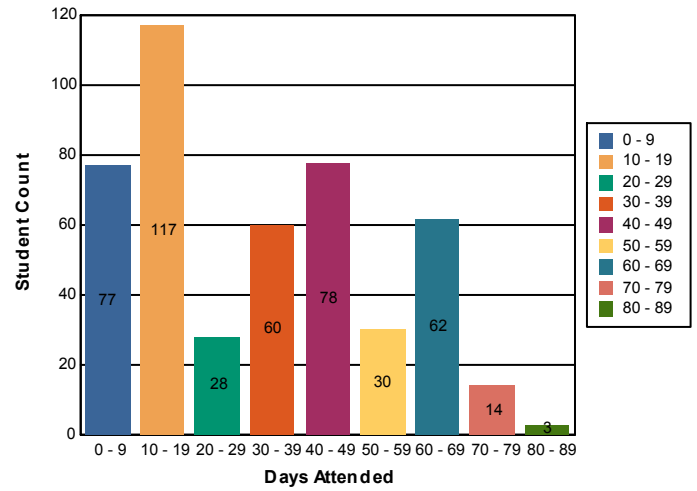
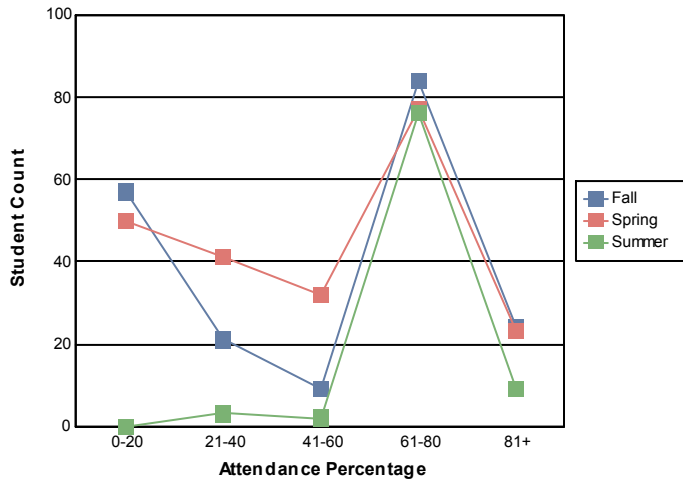
ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
STAAR Math 4th	5	0	35	34	5	5	0
STAAR Math 4th HW	5	0	35	33	5	5	0
STAAR Math 4th Outside	5	0	35	33	4	5	0
STAARBURST Math 3rd	10	0	35	34	10	10	0
STAARBURST Math 3rd HW	10	0	35	33	10	10	0
STAARBURST Math 3rd Outside	10	0	35	33	10	10	0
Suitcase Storytelling - Kinder	15	0	18	17	13	14	0
SuitcaseStorytelling Kinder HW	15	0	18	17	15	15	0
SuitcaseStorytelling Kinder PE	15	0	18	17	13	14	0
Tasty Tech 3rd - Outside Time	14	0	18	17	14	15	0
Tasty Tech 3rd grade	14	0	18	17	14	15	0
Tasty Tech 3rd grade HW	14	0	18	17	14	15	0
Wildcat Thesbian Club 3-5	8	0	18	14	6	5	0

## Student Attendance Percentage - Grantee Level

Printed Date: 8/5/2014

**Grantee: Austin ISD**

### C10 - Widen ES



Attendance %	Fall	Spring	Summer
0-20	57	50	0
21-40	21	41	3
41-60	9	32	2
61-80	84	77	76
81+	24	23	9
<b>Total</b>	<b>195</b>	<b>223</b>	<b>90</b>

# AUSTIN INDEPENDENT SCHOOL DISTRICT

## INTERIM SUPERINTENDENT OF SCHOOLS

Paul Cruz, Ph.D.

## OFFICE OF CHIEF FINANCIAL OFFICER

Nicole Conley

## DEPARTMENT OF RESEARCH AND EVALUATION

Holly Williams, Ph.D.

## AUTHORS

Reetu Naik, M.A.

Hui Zhao, Ph.D.

Aline Orr, Ph.D.

Cinda Christian, Ph.D.



## BOARD OF TRUSTEES

Vincent Torres, President

Gina Hinojosa, Vice President

Jayne Mathias, Secretary

Cheryl Bradley

Ann Teich

Amber Elenz

Lori Moya

Robert Schneider

Tamala Barksdale