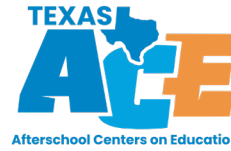


Texas ACE

Highlights and Key Takeaways from the 2022–23 Programming Period



Texas ACE Program Attendance, 2022–23

Texas ACE attendance varies by grade level. For this report, to explore the impact of program attendance on students' school-related outcomes, students were divided into different groups based on Texas ACE attendance levels relative to their peers in similar grade spans.

Texas ACE Participation Targets by Cycle

Programs set targeted attendance goals based on participation targets that vary by the grant cycle. Students who meet these targets are regular attendees.

- **Cycle 10:** The goal was 45 days in the fall, spring, and summer.
- **Cycle 11:** The goal was 45 days of at least 120 minutes in the fall and spring or 12 days of 240 minutes in the summer for Grades K–8 and 45 days of at least 90 minutes for Grades 9–12 in the fall, spring, and summer.

For this report, Cycle 11's daily minute targets are used for both Cycle 10 and Cycle 11 to keep the standards the same.

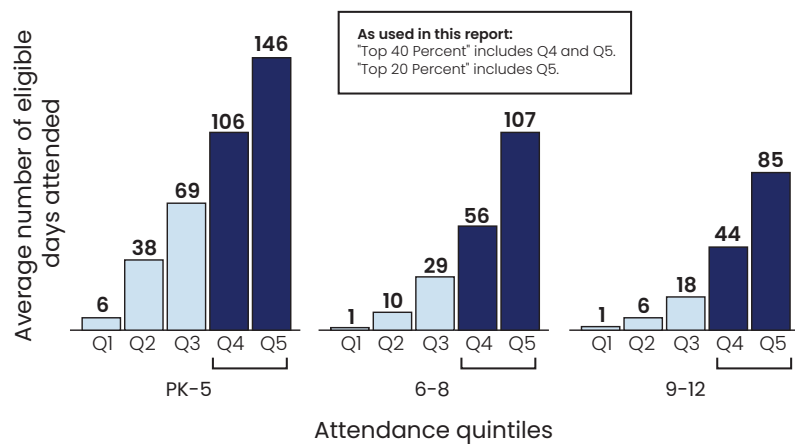
Dividing Students into Groups Based on Attendance

A quintile divides data into five equal parts. The first quintile is the lowest 20%, and the fifth quintile is the highest 20%. Students are grouped into quintiles based on their attendance for three grade spans: PK–5, 6–8, and 9–12.

Why Use This Method?

In the graph to the right, attendance rates vary markedly across grade bands. Middle and high school students attend less often than younger students. For example, elementary students in the top quintile attended an average of 145 days, whereas high school students attended 85 days. This method helps identify attendance levels that most affect student outcomes, which is useful for setting future attendance goals.

Texas ACE Program Attendance



Exploring the Impact of Attendance on Student Outcomes

The goal is at least 45 days, but actual attendance varies by grade, dropping in middle school and stabilizing in high school. To understand the relationship between program attendance and outcomes, the analysis uses actual attendance data.

The report looks at the following:

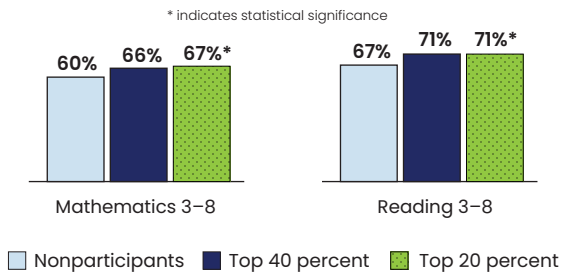
- Whether being among the **top 20 percent (Q5)** or **top 40 percent (Q4 and Q5)** of attendees is associated with better outcomes compared with students who did not attend.
- Whether being among the **top 40 percent (Q4 and Q5) for one year** or maintaining this level **for two years** (2021–22 and 2022–23) is associated with better outcomes compared with students who did not attend.

Texas ACE Student Performance on Grades 3–8 STAAR Reading and Mathematics, Spring 2023

Texas ACE participants with attendance in the top 20 percent were **more likely to pass**¹ the STAAR test than nonparticipants and Texas ACE participants with top 40 percent attendance.² The effects were **larger for STAAR Mathematics** than for STAAR Reading.³

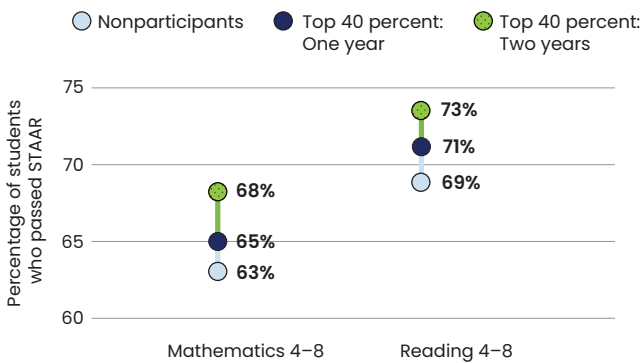
Texas ACE students in Grades 3–8 with top 20 percent attendance rates had **statistically significantly**⁴ higher STAAR passing rates than nonparticipants. These differences were **larger in mathematics than in reading** in Grades 3–8. These patterns were similar across the elementary and middle school grade bands.

STAAR Passing Rates by Subject and Texas ACE Attendance Category



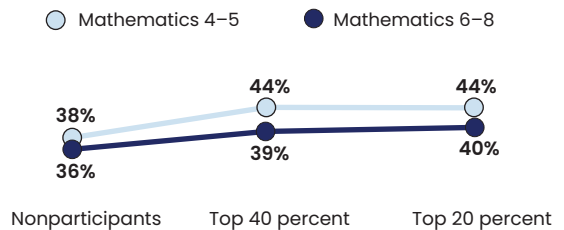
Attendance in the top 40 percent across two school years in Texas ACE is associated with **higher STAAR passing rates**, particularly in mathematics. The differences were **statistically significant**.

STAAR Passing Rates by Subject and Attendance Status



Among students in Grades 4–8 who **failed STAAR Reading or Mathematics the prior year**, Texas ACE students in the top 20 percent of program attendance were more likely to pass STAAR than nonparticipants and students with the top 40 percent attendance rates. Differences between nonparticipants and students with top 20 percent attendance were **larger** for students in **Grades 4–5** compared with **Grades 6–8** and were **statistically significant**.

STAAR Mathematics Passing Rates by Grade and Texas ACE Attendance Level Among Students Who Failed STAAR Reading or Mathematics in the Prior Year



Keep in mind

Texas ACE students in Grades 4–5 were more likely than students in Grades 6–8 to have failed STAAR in the prior year. Elementary students also spend a higher proportion of program time in academic assistance activities (65%) than do middle school students (57%). Together, these factors may have contributed to the differences in STAAR passing rates between high-attending students across these grade-level bands.

Did you know?

Students in the elementary grades attend Texas ACE programs more often—and more consistently—than do students in the middle and high school grades. In 2022–23, the average program attendance rate for students in Grade 3 was **75 days** versus **45 days** for students in Grade 6. The grade-adjusted attendance measure accounts for these different attendance patterns by comparing students' attendance to their peers in the same grade span.

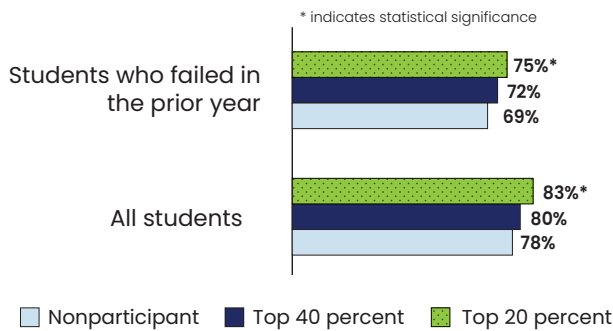
Texas ACE Student Performance on High School Outcomes, Spring 2023

Texas ACE high school students who met the program attendance targets at any of the attendance levels analyzed were **more likely to pass their CTE courses and pass STAAR EOC examinations** than nonparticipants. Similar patterns were observed for students who failed STAAR⁵ in the prior year.⁶

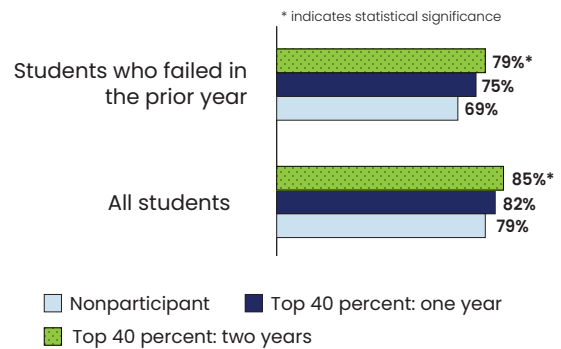
Texas ACE students had **higher rates** of CTE course passing and credit attainment rates than did nonparticipants. Percentages were **similar** for students in the top 40 percent of attendance, students in the top 20 percent of attendance, and students who failed a STAAR test in the prior year. The differences were **statistically significant**.

Students with Texas ACE attendance in the top 40 percent across two school years **attained CTE credits at higher rates** than did nonparticipants and students who were in the top 40 percent for only one year. The effects were **larger** for students who **failed STAAR the prior year**. The differences were **statistically significant**.

Percentage of Students Passing All Attempted CTE Courses



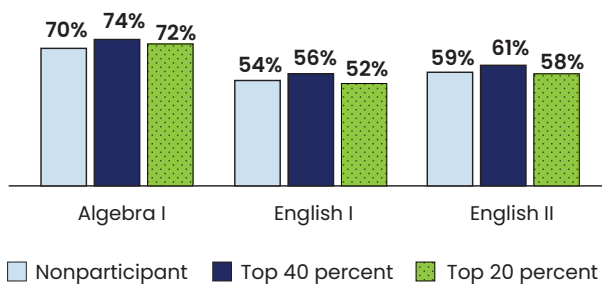
Percentage of Students Earning CTE Credits by Texas ACE Two-Year Attendance Status



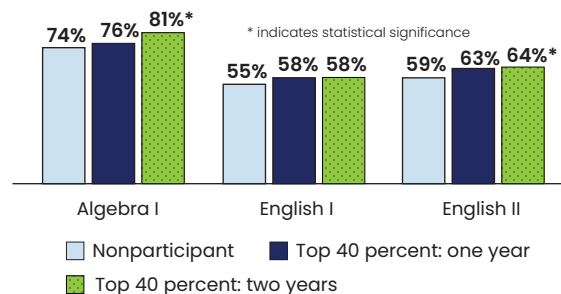
The association between Texas ACE attendance and STAAR EOC passing rates was **mixed across participation levels**. In **Algebra I** and **English II**, students in the top 40 percent of Texas ACE attendance had **higher passing rates than did nonparticipants**, compared with English I, in which passing rates were lower. The differences were **not statistically significant**.

However, attending Texas ACE programming in the top 40 percent across two school years was associated with **higher STAAR EOC passing rates**. The benefits were larger for Algebra I and English II compared with English I; the effects were **statistically significant** for these grade levels.

Percentage of Students Passing STAAR EOC Examinations



Percentage of Students Passing STAAR EOC Examinations by Texas ACE Two-Year Attendance Status



Did you know?

Students in the high school grades attend Texas ACE programming less frequently than do students in the elementary and middle school grades, and the type of programming they experience differs as well. High school students are **more likely** to spend most of their time in **enrichment activities** compared with elementary and middle school students. Nearly one in 10 high school students spent most of their time on **college readiness activities**.

Keep in mind

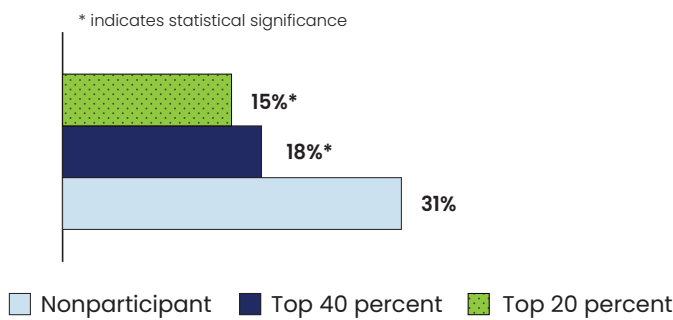
The **differences** in STAAR EOC passing rates between Texas ACE students with high attendance and nonparticipants **are smaller and more inconsistent** than on STAAR 3–8. The reasons for this are unclear but may relate to differences in how students engage with Texas ACE (e.g., students in high school grades spend more time on **college readiness** activities versus direct academic support related to state testing).

Participation and Student School-Day Attendance, Grade Promotion, and Discipline, 2022–23

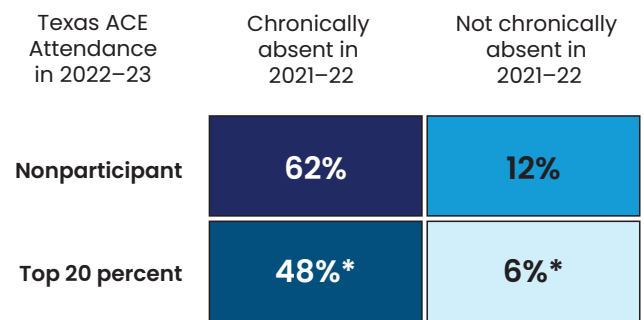
Texas ACE participants with top 20 percent and top 40 percent attendance rates were less likely to be chronically absent during the school day and more likely to be promoted to the next grade compared with nonparticipants. Most of these differences were **statistically significant**.⁷

Attendance in Texas ACE programming for students in the **top 20** and **top 40 percent** was associated with **lower levels of chronic absenteeism** (left graph). The association between program attendance and chronic absenteeism was **stronger** for students who were chronically absent during the prior school year than those who were not chronically absent during the prior school year (right graph). These differences were **statistically significant**.

Percentage of Students Who Were Chronically Absent



Percentage of Students Chronically Absent in 2022–23



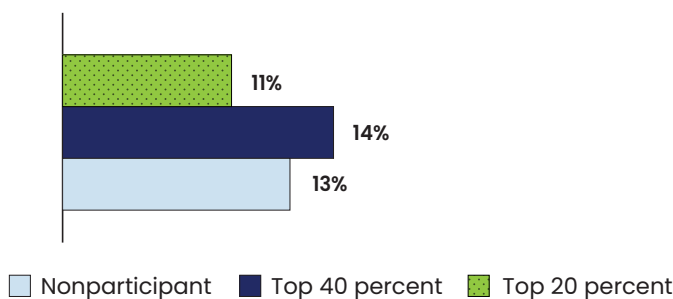
What is chronic absenteeism?

Chronic absenteeism is a measure of how frequently Texas public school students miss regular school days. Students who **miss 10% or more of regular school days** are considered chronically absent. Nationally, chronic absenteeism rates have surged since the 2020–21 school year. Research suggests that students who are chronically absent have poorer school-related academic, mental well-being, and social-emotional outcomes compared with their peers.



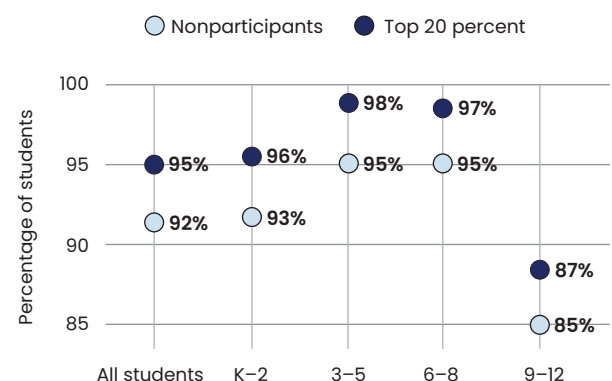
Texas ACE students in the **top 20 percent** of Texas ACE attendance in 2022–23 **were less likely to have a disciplinary removal**⁸ during the school day than students in the top 40 percent and nonparticipants, although the differences were small and **not statistically significant**.

Percentage of Students with a Disciplinary Removal



Texas ACE students in the **top 20 percent** of program attendance in 2022–23 **were more likely than nonparticipants to be promoted**⁹ to the next grade in school, although the differences were small, ranging from 2 percentage points in Grades 9–12 to 3 percentage points in Grades K–5. These differences were **statistically significant**.

Percentage of Students Promoted to the Next Grade



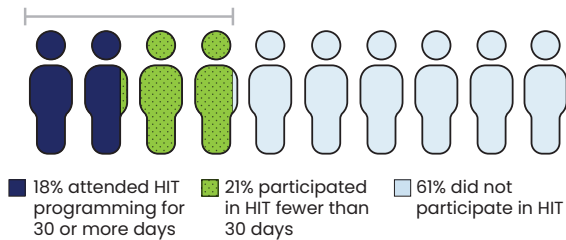
Tutoring Opportunities and Outcomes among Texas ACE Students, 2022–23

Although HIT was not a requirement for Cycle 10 and 11 grantees, nearly one third of Texas ACE centers offered intensive academic support to their students. Attendance in HIT was **higher** among students in Grades 3–5 compared with peers in other grade bands. Beginning in Cycle 12, all grantees must provide access to HIT. In the following graphs, we provide some preliminary findings on how prevalent HIT is among Cycle 10 and 11 grantees and its association with the school-related outcomes of students.^{10,11}

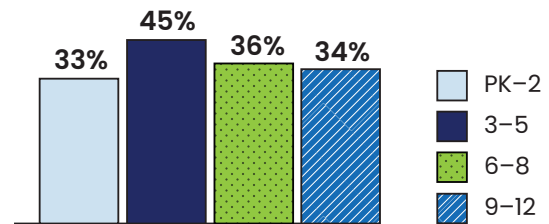
In 2022–23, 35% of Texas ACE centers offered HIT.¹² Thus, **39%** of Texas ACE students potentially had access to HIT. Among these students, **18%** attended HIT programming for **30 or more days**. Another **21%** participated in HIT **fewer than 30 days**, and the remaining **61%** did not participate in HIT.

Of the Texas ACE students who had access to HIT, elementary students in **Grades 3–5 were more likely** than middle school and high school students to have participated in HIT programming.

39% of Texas ACE students potentially had access to HIT



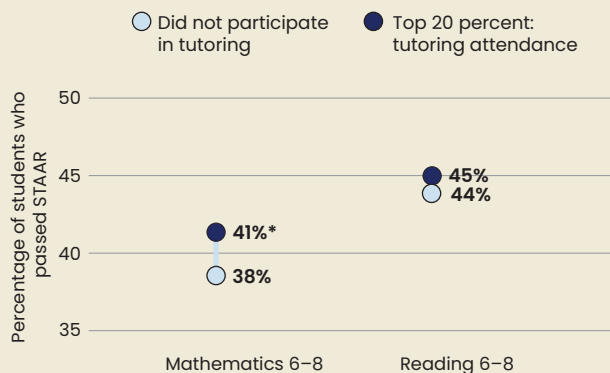
Percentage of Students Who Participated in HIT



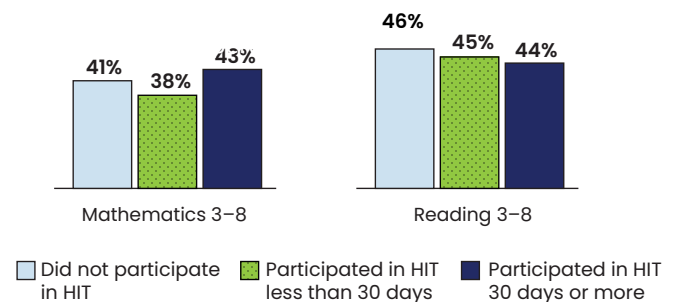
Among students who failed STAAR in the prior year, students in Grades 6–8 who were in the top 20 percent in terms of tutoring session attendance were more likely to **pass STAAR mathematics** than students who did not attend any tutoring sessions. This effect was **statistically significant**.

Among Texas ACE students who failed STAAR in the prior year, those who **met the 30 or more days** of HIT dosage target in 2022–23 were **more likely to pass** STAAR Mathematics than students who did not receive HIT tutoring or Texas ACE students who participated for fewer than 30 days. The differences were **not statistically significant**.

Percentage of Students Who Passed STAAR, by Texas ACE Tutoring Participation among Students Who Failed STAAR in the Prior Year



Percentage of Students Who Passed STAAR



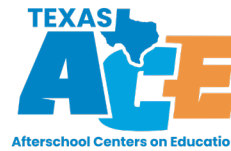
Did you know?

Texas ACE also provides intensive academic support to students through needs-based tutoring. **Academic tutoring** is a key component of the Texas ACE model and provides direct assistance to students who are academically at risk. Students who failed STAAR Reading or Mathematics in the prior year in the elementary grades, on average, receive **six** more days of tutoring than students who did not fail.



Texas ACE

Highlights and Key Takeaways from the 2022–23 Programming Period



Source. Tx21st Student Tracking System data from 2021–22 and 2022–23 federal programming years, Public Education Information Management System from the 2021–22 and 2022–23 school years, STAAR data from the 2021–22 and 2022–23 school years.

Acronyms. Texas ACE: Texas Afterschool Centers on Education. STAAR: State of Texas Assessments of Academic Readiness. EOC: end of course. CTE: career and technical education. HIT: high-impact tutoring. PK: prekindergarten. 21st CCLC: 21st Century Community Learning Center.

Notes. Texas ACE is funded by the Nita M. Lowey 21st CCLC federal grant and administered by the Texas Education Agency. Some graphs include fewer centers or students than the main counts if they were combined with other data sources, which did not contain those students or centers. The full sample of Texas ACE centers includes data from 353 centers from the Cycle 10 grant competition and 359 centers from the Cycle 11 grant. Nonparticipating students include students who were enrolled in campuses that were served by Cycle 10 and 11 Texas ACE centers.

Endnotes

1. The passing standard is operationalized as attaining a score at the *Approaches Grade Level* or higher performance level. The number of observations included in the analysis differs by testing outcome measure, student subgroup, and measure of Texas ACE attendance dosage. Findings related to students' performance on STAAR are limited to test takers enrolled in a tested grade (3–8). Analyses restricted to students who did not meet the passing standard in the 2021–22 school year included students enrolled in Grades 4–8 during the 2022–23 school year.
2. Throughout this report, “nonparticipants” are students enrolled in schools served by Cycle 10 and Cycle 11 Texas ACE programs but who did not participate in Texas ACE activities during the summer or school year 2022–23 programming period.
3. The number of observations included in the analysis used to produce each graph varies depending on the test subject and subgroups. Among all test takers in spring 2023, the number of students in Grades 3–8 was 226,300 students with a valid test score in STAAR Reading and 216,565 students in STAAR Mathematics. Among spring 2023 test takers who failed STAAR during the 2021–22 school year who were enrolled in Grades 4–8, the number of observations ranged between 86,166 in STAAR Mathematics and 88,037 in STAAR Reading.
4. Asterisks denote differences that were statistically significant at the $p < .05$ level or below. Differences in student outcomes between students who participated in Texas ACE and those who did not during the 2022–23 school year are solely descriptive and should be interpreted with caution. No statistical adjustments—aside from subsetting the analytic sample to students who did not meet the STAAR passing standard in the prior year—were applied to account for academic and nonacademic factors that influence Texas ACE participation (and participation intensity) and students' academic performance. Any differences between participants and nonparticipants may be attributable to these confounding factors.
5. Students who failed STAAR include students who failed a grade-level STAAR Mathematics or Reading, EOC Algebra I, English I, or English II assessment during the prior (2021–22) school year.
6. CTE course data are available only for students in Grades 9–12 during the 2022–23 school year. Passed CTE courses included courses that were completed successfully for credit. The number of students who were eligible for inclusion in CTE in the analysis was 74,960. The analysis is limited to students in Grades 9–12 who attempted at least one CTE course. The number of students included in the EOC analyses varied by testing subject and ranged between 34,103 in Algebra I to 30,514 in English II.
7. The number of observations included in the analysis ranged from 358,482 nonparticipant students and 24,755 students with high levels of attendance in Texas ACE programming. The number of students included in the analysis pertaining to chronic absenteeism during the 2021–22 school year was 112,769, which includes nonparticipating and Texas ACE students who attended at a high level during the 2022–23 school year.
8. Disciplinary removals include in-school and out-of-school removals, as well as expulsions. The denominator for these calculations includes all students enrolled in a school served by a Cycle 10 or 11 Texas ACE grantee. Students not matched to the disciplinary files were coded as having not received any disciplinary removals; thus, all students in the analytic file had a nonmissing value for this outcome measure.
9. The research team operationalized grade promotion as having a fall 2023 grade level greater than their fall 2022 enrollment grade. The sampling frame is limited to students enrolled in a compulsory grade (K–12) during the 2022–23 school year. Grade 12 students were included in the analysis sample and were coded as being promoted successfully if they graduated in spring, summer, or fall 2023.
10. The count and percentage of students who participated in Texas ACE programming at a center that offered HIT is based on an unduplicated count of participating students ($N = 55,479$). Because some students attended multiple Texas ACE centers during the programming period, the research team favored the enrollment record associated with the center that offered HIT over centers that did not to accurately describe the complete number of students who had an opportunity to receive HIT programming. For other analyses presented throughout this report, the evaluation team unduplicated students by assigning them to the center at which they attended a plurality of their programming days.
11. Centers were identified as offering HIT programming if at least one student attended an activity identified as including HIT during the 2022–23 programming period. Similarly, a student was classified as participating in HIT programming if they attended at least one session that delivered tutoring identified as HIT in the Tx21st Student Tracking System.
12. HIT was not a program requirement for either Cycle 10 or 11. Beginning with Cycle 12, grantees offering HIT can apply for additional funding, and those receiving funding must meet the requirement of 30 or more days of HIT programming, with sessions lasting 30 minutes or more, three days per week according to the [Program Guidelines: 2023–24 Nita M. Lowey 21st CCLC Cycle 12, Year 1](#).