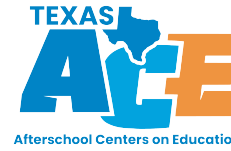


Texas ACE

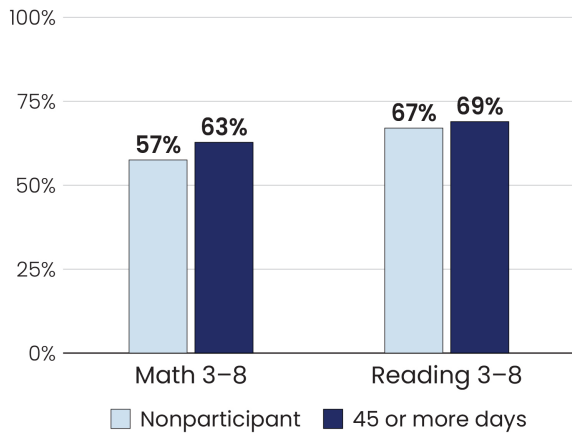
Highlights and key takeaways from the 2021–22 programming period



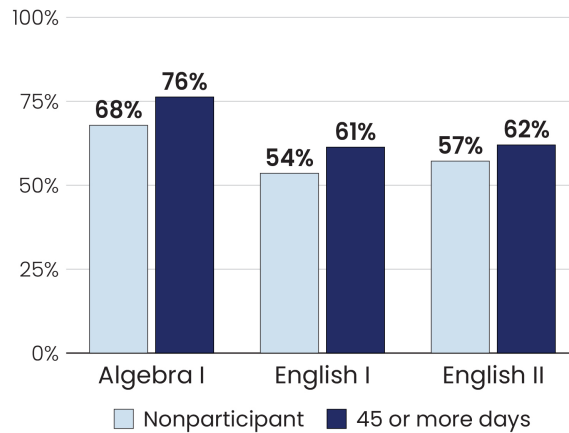
Texas ACE Student Performance on Grades 3–8 STAAR–Reading, STAAR–Mathematics, and EOC Examinations, Spring 2022

Across all STAAR subject and EOC tests, Texas ACE participants who attended 45 days or more¹ were more likely to pass² the STAAR test than students who did not participate.³

The **difference** in passing rates between Texas ACE students and students who did not participate in the program were **larger in mathematics than in reading in Grades 3–8**. These patterns were similar across elementary and middle school grade bands.



On STAAR EOC exams, the differences in passing rates between Texas ACE students and nonparticipants were **larger** than the differences on STAAR Grades 3–8 test passing rates across comparable subject area tests.

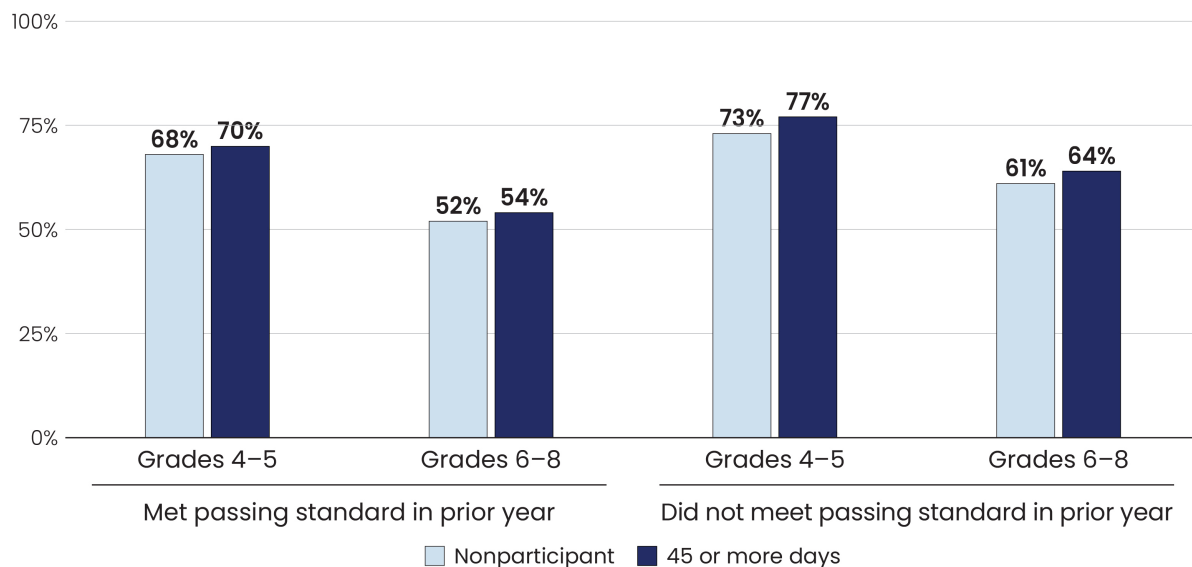


Keep in mind...

Participants in Grades 4 and 5 were **more likely** to have failed STAAR in the prior year, whereas students in Grade 9 were **less likely** to have failed STAAR in the prior year. Middle and high school students may be attending Texas ACE programs for other enrichment activities, such as special interest clubs and workforce readiness activities. These factors both contribute to differences in STAAR passing rates between nonparticipants and Texas ACE students.

Elementary and middle grade students who did not meet the STAAR passing standard in the prior year and who attended the Texas ACE program were more likely to make expected progress⁴ on STAAR–Mathematics than those who did not participate in the program. The largest differences were observed among the lowest performing students.

Percentage of students who made expected progress on STAAR–Mathematics

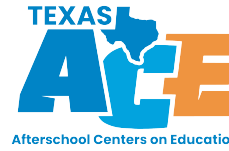


Did you know?

TEA publishes an indicator of students' year-to-year improvement on STAAR named the [STAAR Progress Measure](#). Although students may not meet the grade-level standard for a particular test, they can demonstrate improvement toward meeting the standard. The figure to the left presents the difference in the percentage of Texas ACE students and nonparticipants who achieved **Expected** progress between the 2020–21 and 2021–22 school years.

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Summer and Sustained School Year ACE Attendance and School-Related Outcomes, 2021–22

Students who met the summer⁵ and school-year Texas ACE attendance targets had lower chronic absenteeism⁶ than nonparticipating students and students who only met one of the attendance targets.

Chronic absenteeism, 2021–22 school year

		School year Texas ACE attendance	
		Nonparticipating	45 or more days
Summer Texas ACE attendance	Nonparticipating	37%	25%
	17 or more days	21%	15%



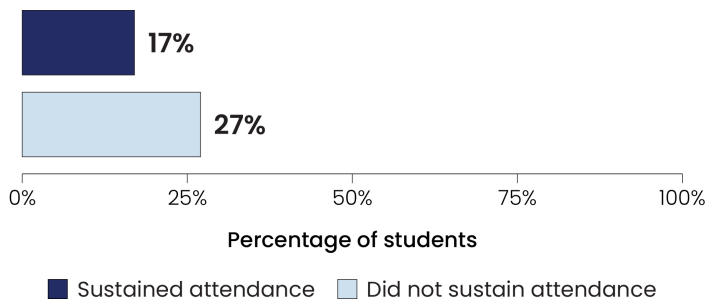
What do we know about Texas ACE summer attendance?

Among the **7%** of eligible students who attended Cycle 10 Texas ACE centers during the summer 2021 period:

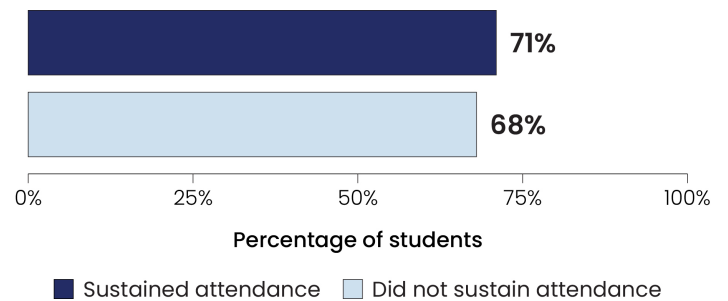
- **13** was the average number of days attended.
- **33%** attended 17 days or more.
- **21%** attended 20 days or more.

Students who met the Texas ACE attendance target of 45 days or more and “sustained”⁷ Texas ACE attendance during the school year had lower rates of chronic absenteeism and higher passing rates on STAAR–Mathematics and STAAR–Reading.

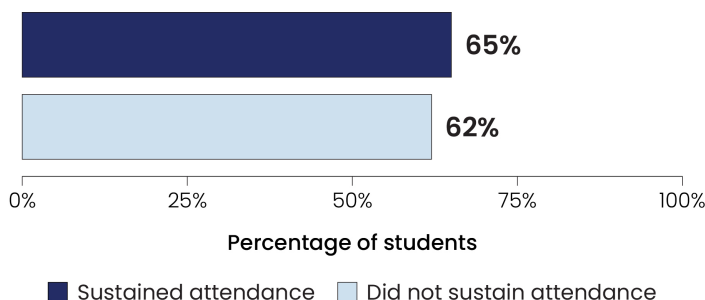
Chronic absenteeism



STAAR–Reading approaches grade level: 3–8



STAAR–Mathematics approaches grade level: 3–8

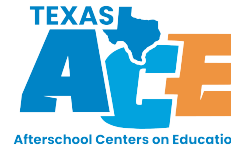


What is sustained attendance?

Sustained attendance is a measure of how consistently a Texas ACE student attended afterschool programming throughout the school year. Among students who met the 45-day attendance benchmark, students who demonstrated sustained attendance attended Texas ACE programming **at least 5 days per month** during the school year programming period.

Texas ACE

Highlights and key takeaways from the 2021–22 programming period



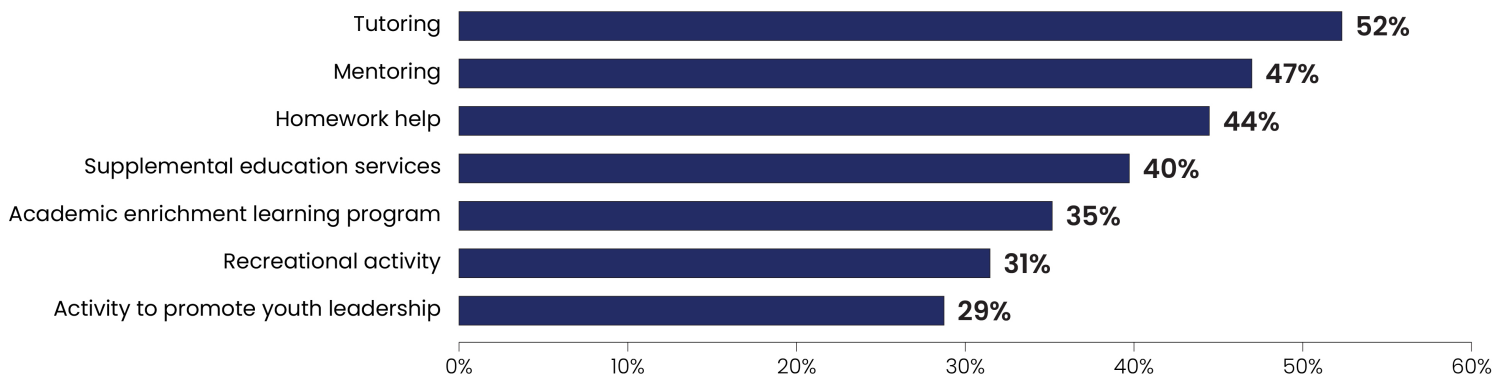
Texas ACE Center Characteristics, Activities, and Student Outcomes, 2021–22

Texas ACE centers provide a range of out-of-school programming activities designed to engage students, encourage attendance, and ultimately improve their school-related outcomes. How centers accomplish these objectives varies: Centers have different staffing models, concentrate on specific types of program activities, and serve different student populations. The figures below explore the association between some of these center-level characteristics and student participation and outcomes.

Texas ACE programming and staffing matches the needs of the students they serve. This alignment is positively associated with participants' school-related outcomes.⁹

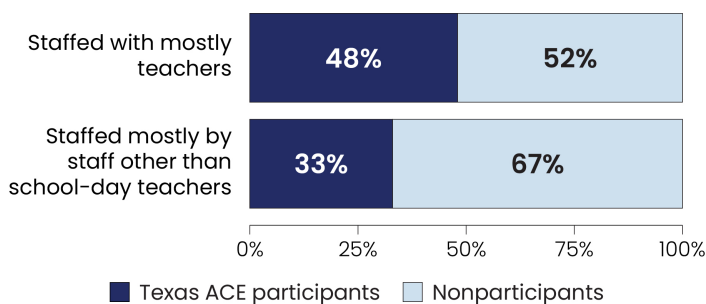
Centers in which the largest portion of center activities **focused on tutoring** served **more of the lowest performing students** from their feeder schools than centers that focused on other types of activities.

Percentage of lowest achieving students who participated in Texas ACE programming



Centers that employed mostly school-day teachers served **more of the lower-achieving students** from their feeder schools than centers that relied more heavily on staff other than school-day teachers.

Percentage of lowest performing students who participated in Texas ACE programming



At centers with **mostly school-day teachers**, 48% of the lowest performing students on STAAR-Mathematics at feeder schools participated in Texas ACE programming.

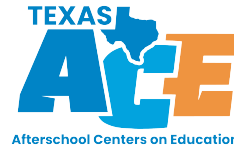
At centers with **mostly non-school-day teacher staff**, 33% of the lowest performing students on STAAR-Mathematics at feeder schools participated in Texas ACE programming.



In Texas ACE centers staffed mostly with school-day teachers, students who failed STAAR in 2020–21 were more likely to pass STAAR-Mathematics in 2021–22.⁹ Additional research is needed to better understand the reason for this association. For instance, is the additional academic support Texas ACE staff provided to students targeted to the subject area in which students have academic deficits and, consequently, experienced larger gains in achievement? Does the type of programming activities in which a student participates influence the benefits they receive from participating at these centers?

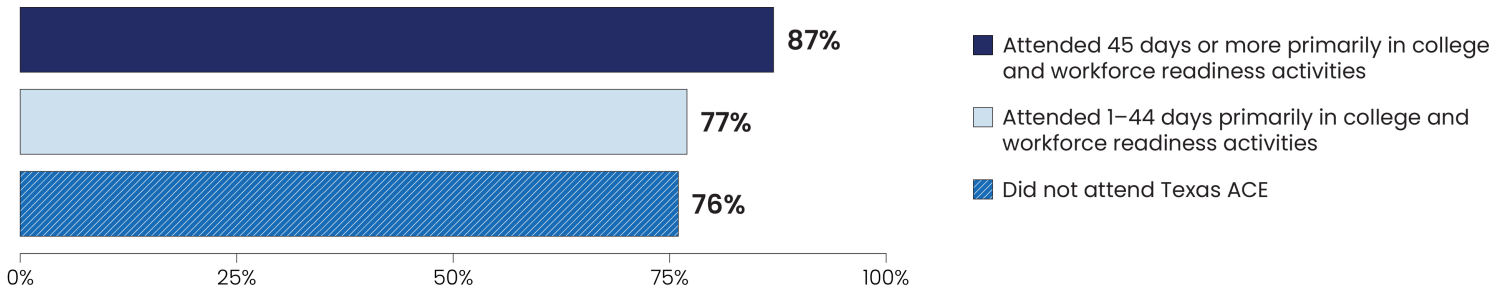
Texas ACE

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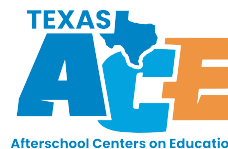
Texas ACE high school students who met the attendance target and participated in college and workforce readiness activities were more likely to pass their CTE courses than those who did not meet the attendance target and students who did not attend.¹⁰

Percentage of attempted CTE courses passed by Texas CTE students in Grades 9–12



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Sources. Tx21st Student Tracking System data from 2021–22, Public Education Information Management System (PEIMS) from the 2020–21 and 2021–22 school years, State of Texas Assessments of Academic Readiness (STAAR) testing from the 2020–21 and 2021–22 school years.

Acronyms: Texas ACE: Texas Afterschool Centers on Education. EOC: End-of-course. STAAR: State of Texas Assessments of Academic Readiness. CTE: Career and Technical Education.

Notes. Texas ACE is funded by the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) federal grant and administered by the Texas Education Agency. Some figures and tables include fewer centers or students than the main counts if they also made use of other data sources, which did not contain those students or centers. The full sample of Texas ACE centers includes data from 353 from the Cycle 10 grant competition and 351 centers from Cycle 11. Nonparticipating students include students who were enrolled in campuses that were served by Cycle 10 and 11 Texas ACE centers.

Endnotes

1. The evaluation team adopted a single threshold of 45 days or more of attendance in Texas ACE programming during the fall and spring of the 2021–22 school year to enable combining students and centers across funding cycles, and because of concerns about the reliability of time-stamp data collected by the Tx21st Student Tracking System data.
2. 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, ranging between 238,459 for STAAR–Reading Grades 3–8 to 26,792 for English I EOC.
3. Throughout this report, “nonparticipants” are students who were enrolled in schools served by Cycle 10 and Cycle 11 Texas ACE programs but who did not participate in Texas ACE activities.
4. Student growth on STAAR is derived from the STAAR Progress Measure, which summarizes changes in students’ test scores between the 2020–21 and 2021–22 school years. The number of observations ranges between 27,417 in Grades 4 and 5 and 17,137 for Grades 6–8 and limited to students in Grades 4–8 during the 2021–22 school year who had nonmissing test data in both school years.
5. Summer attendance data were available only for the 353 centers funded through the Cycle 10 grant competition. The summer programming period spanned May 2021 to July 2021. The number of observations included in the analysis of summer attendance was 206,896.
6. Chronic absenteeism is defined as having attended less than 90% of the total number of days a student was a member of a Texas public school during the respective school year.
7. Sustained Texas ACE attendance during the 2021–22 school year is defined as having attended a minimum of 5 days of programming in each month of the school year. The number of students who met the Texas ACE benchmark with nonmissing STAAR–Mathematics, STAAR–Reading, or absence data during the 2021–22 school year was 74,042.
8. Students who participated in Texas ACE programming during the 2021–22 school year were assigned to one of four groups (or quartiles) based on their 2020–21 STAAR–Mathematics test score. Their test score quartile was derived from their prior-year grade-level standardized scaled score relative to other students at the same center from the same feeder campus. The research team created this variable for students who were enrolled in Grades 4–8 during the 2021–22 school year, with a nonmissing STAAR–Mathematics test score from the prior school year. The lowest performing students are defined as students from the first (bottom) quartile. Centers’ primary activity offering was obtained by summing the total number of minutes in which a student participated, by center and primary activity category, and selecting the activity associated with the highest number of minutes. Only primary activity categories with at least 10 centers are shown for visual concision. The number of Cycle 10 and 11 centers assigned to each primary activity category ranges between 270 for academic enrichment to 11 for mentoring.
9. Centers’ primary staffing model was derived from the percentage of total staff who were school-day teachers. Centers were classified as adopting a mostly teachers staffing model if most (50% or more) of their staff were school-day teachers. The analytic sample for this finding was further limited to include centers that served 50% or more students in the bottom quartile of the STAAR–Mathematics test distribution from centers’ feeder campuses. The number of centers with sufficient baseline testing data for students to be assigned to an achievement quartile was 540. Next, the research team calculated the difference in center-level effects on STAAR–Mathematics and STAAR–Reading passing rates between centers that were staffed with mostly teachers and centers that were staffed with employees who were mostly not school-day teachers to be approximately 4 percentage points (6.6 compared to 2.7).
10. Career and technical education (CTE) course data are only available for students in Grades 9–12 during the 2021–22 school year. Passed CTE courses include courses that were completed successfully for credit. The number of students who were eligible for inclusion in CTE in the analysis was 102,363. The analysis is limited to students in Grades 9–12 who attempted at least one CTE course.