Texas ACE
Highlights and Key Takeaways from the 2023–24 Programming Period

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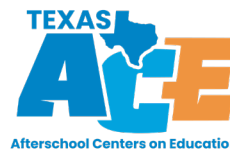
Texas ACE Program Attendance, 2023–24

This report examines the relationship between participation in the Texas ACE program and various school-related outcomes. This first page describes the two methods that were used to define program participation. The subsequent sections explore how each definition of participation correlates with key outcomes.

Texas ACE Participation

This report defines participation in Texas ACE programming using two different approaches: one that serves as a measure of whether students met the attendance standard (using the Cycle 12 standard) and one that identifies students with relatively high levels of attendance (defined as students in the top two quintiles of days attended). These two approaches are described in detail below.

Definition 1: Cycle 12 Standard

The Cycle 12 standard stipulates that students qualify as regular attendees if they attend **60 days over fall, spring, and summer or 15 days in the summer.** A day of attendance only counts, however, if specific minute requirements are met. For fall and spring, a qualifying day of attendance is 120 minutes for Grades K–5 and 90 minutes for Grades 6–12. For the summer, a qualifying day of attendance is 240 minutes for all grades.

Note that this Cycle 12 attendance standard is applied as Definition 1 for all students participating in Texas ACE during 2023–24, including both Cycle 11 and Cycle 12 participants.

All bar charts with blue shading used **Definition 1**.
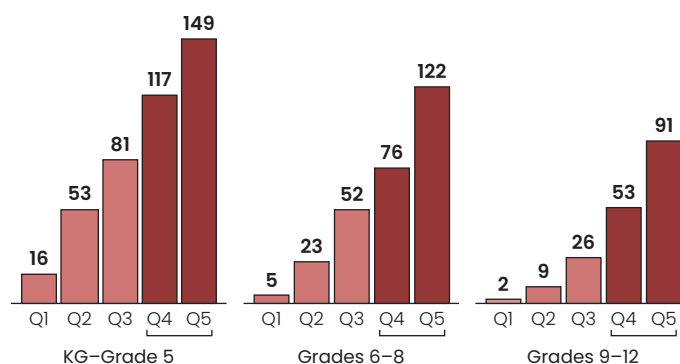All bar charts with red shading used **Definition 2**.

Note that the samples of both participating and nonparticipating students used in the analyses reported below differ depending on which of these two definitions of Texas ACE participation is used. Analyses that utilize Definition 1 include students for whom outcome data were available in the 2023–24 school year. Analyses that utilize Definition 2 were limited to students for whom outcome data were available across two years (2022–23 and 2023–24).

Definition 2: Top 40% of Attendees for One or Two Years

As shown in the chart below, attendance rates vary markedly across grade bands. Middle and high school students attend less often than younger students. This report therefore also considers high attendance in terms of the top two quintiles of days attended (top 40% of attenders), calculated separately for each grade band.

- Being in the **top 40% of attendees** (top two quintiles, Q4 and Q5) in 2022–23 or 2023–24 qualifies as high attendance.
- Being in the **top 40% of attendees** in both 2022–23 *and* 2023–24 qualifies as high attendance sustained over time.

Average Days Attending ACE, by Quintile

KG–Grade 5: Q1 16, Q2 53, Q3 81, Q4 117, Q5 149
Grades 6–8: Q1 5, Q2 23, Q3 52, Q4 76, Q5 122
Grades 9–12: Q1 2, Q2 9, Q3 26, Q4 53, Q5 91

Are the results statistically significant?

Statistical significance indicates whether the observed difference is unlikely to have occurred by chance alone, assuming there is no true difference. In this report, an asterisk is used to indicate that the probability of observing a difference as large as or larger than the one observed when there is no true difference is 5% or less. Statistical significance does not mean, however, that the Texas ACE program necessarily *caused* the outcome. The results in this study cannot establish whether the program caused the reported difference.

Texas ACE Student Performance on Grades 3–8 STAAR RLA and Mathematics, Spring 2024

💡 Key Takeaway

Texas ACE participants who met the Cycle 12 attendance standard[1] were more likely to pass[2] STAAR tests than nonparticipants and Texas ACE participants who did not meet the Cycle 12 attendance standard. The differences[3] were larger for STAAR Mathematics than for STAAR RLA.
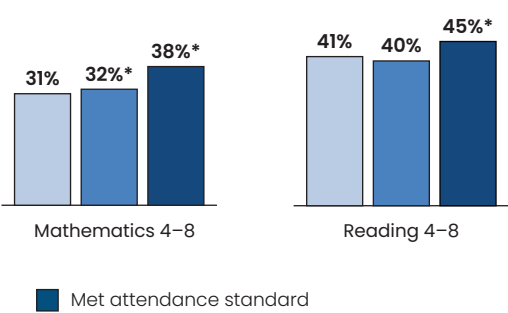
Texas ACE participants who met attendance standards in Grades 3–8 had **statistically significantly higher STAAR passing rates** than nonparticipants. These differences were **larger in STAAR Mathematics than in RLA in Grades 3–8.**
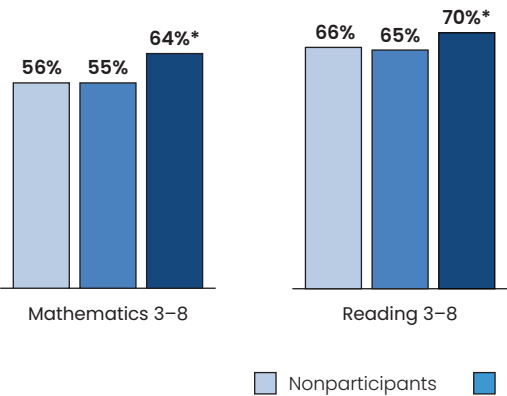
Among students in Grades 4-8 who **failed STAAR RLA or Mathematics the prior year**, Texas ACE participants who met the attendance standards were **more likely to pass STAAR RLA** than nonparticipants, and Texas ACE participants who did and did not meet attendance standards were **more likely to pass STAAR Mathematics** than nonparticipants. The differences were **statistically significant.**

Percentage of Students Passing STAAR

	Nonparticipants	Did not meet attendance standard	Met attendance standard
Mathematics 3–8	56%	55%	64%*
Reading 3–8	66%	65%	70%*

Percentage of Students Passing STAAR

|	Nonparticipants	Did not meet attendance standard	Met attendance standard
Mathematics 4–8	31%	32%*	38%*
Reading 4–8	41%	40%	45%*

💡 Key Takeaway

Texas ACE students in the top two attendance quintiles (top 40% in terms of overall attendance level[4]) were more likely to pass STAAR Mathematics and RLA tests than nonparticipants. The effects tended to be larger for STAAR Mathematics than for STAAR RLA and more consistent for those Texas ACE participants who were in the top 40% across two years (2022–23 and 2023–24) compared with only one year (2023–24).
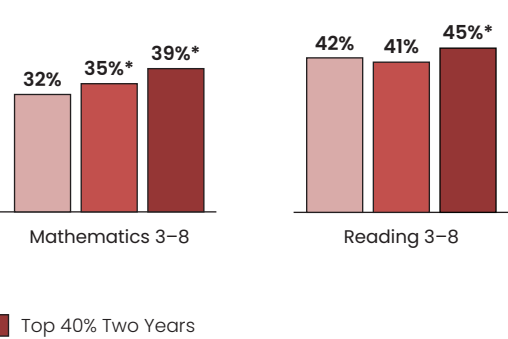
Top 40% attendance in Texas ACE across one year or across two years is associated with **higher STAAR passing rates.** The differences were **statistically significant.**
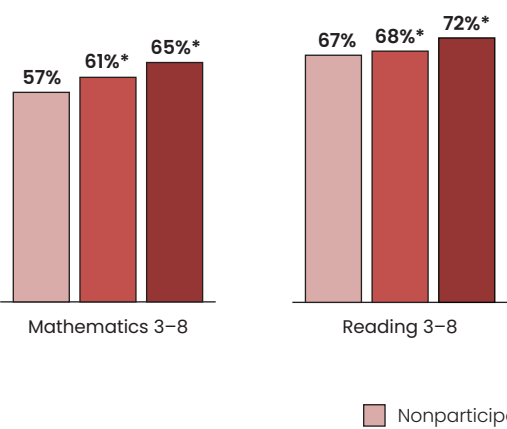
Top 40% attendance in Texas ACE across one year or across two years is associated with **higher STAAR Mathematics passing rates** for students who previously failed. Top 40% attendance in Texas ACE across two years is associated **with higher STAAR Reading passing rates** for students who previously failed. The differences were **statistically significant.**

Percentage of Students Passing STAAR

	Nonparticipants	Top 40% One Year	Top 40% Two Years
Mathematics 3–8	57%	61%*	65%*
Reading 3–8	67%	68%*	72%*

Percentage of Students Passing STAAR

	Nonparticipants	Top 40% One Year	Top 40% Two Years
Mathematics 3–8	32%	35%*	39%*
Reading 3–8	42%	41%	45%*

Texas ACE Student Performance on High School Outcomes, Spring 2024

💡 **Key Takeaway**

Texas ACE participants who met the Cycle 12 attendance standard consistently passed STAAR EOC examinations and completed CTE courses at higher rates than nonparticipants or Texas ACE participants who did not meet the standard.
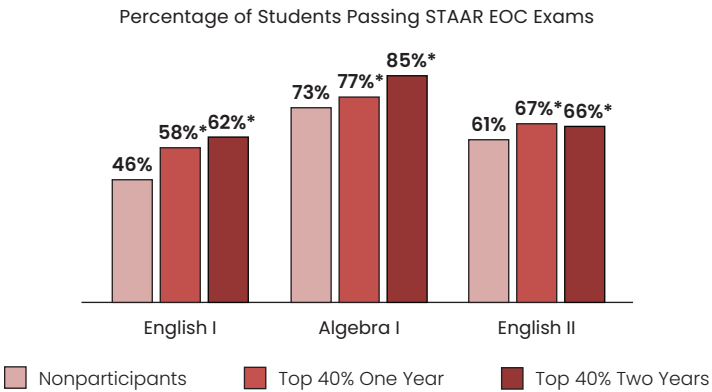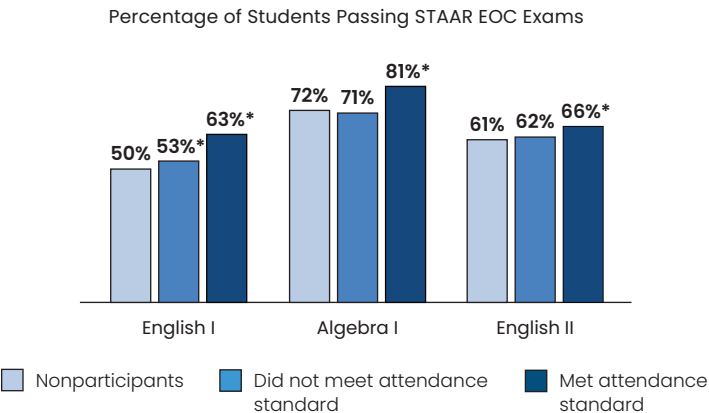
💡 **Key Takeaway**

Texas ACE participants who were in the top 40% of attendees in one year or two years consistently passed STAAR EOC examinations and completed CTE courses at higher rates than nonparticipants.

Percentage Passing STAAR EOC Exams for All Students

Texas ACE participants who met the attendance standard had **higher EOC test passing rates** than nonparticipants. Participants who did not meet attendance standards had higher passing rates for English I than nonparticipants. These differences were **statistically significant.**
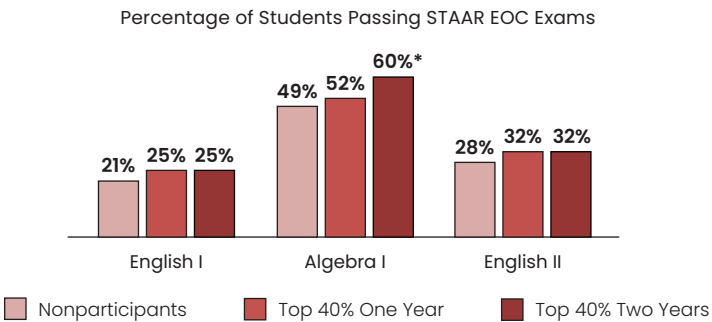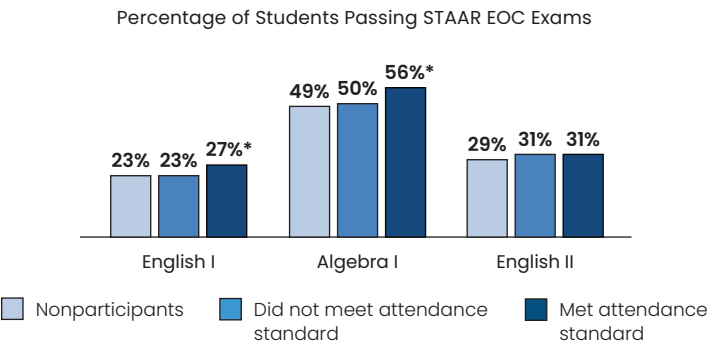
Texas ACE participants with top 40% participation for one or two years had **higher EOC test passing rates** than nonparticipants. These differences were **statistically significant.**

Percentage of Students Passing STAAR EOC Exams

	English I	Algebra I	English II
Nonparticipants	50%	72%	61%
Did not meet attendance standard	53%*	71%	62%
Met attendance standard	63%*	81%*	66%*

Percentage of Students Passing STAAR EOC Exams

	English I	Algebra I	English II
Nonparticipants	46%	73%	61%
Top 40% One Year	58%*	77%*	67%*
Top 40% Two Years	62%*	85%*	66%*

Percentage Passing STAAR EOC Exams for Students Who Did Not Meet Grade Level in STAAR EOC in the Prior Year (2022–23)[5]

Texas ACE participants who met the attendance standard had **higher EOC test passing rates** than nonparticipants for English I and Algebra I. These differences were **statistically significant.**
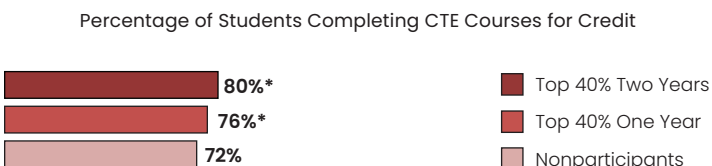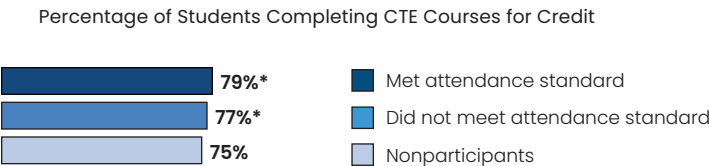
Texas ACE participants with top 40% participation for two years had **statistically significantly higher EOC passing rates** than nonparticipants in Algebra I. Results for English I and English II EOC exams were similar across groups.

Percentage of Students Passing STAAR EOC Exams

	English I	Algebra I	English II
Nonparticipants	23%	49%	29%
Did not meet attendance standard	23%	50%	31%
Met attendance standard	27%*	56%*	31%

Percentage of Students Passing STAAR EOC Exams

	English I	Algebra I	English II
Nonparticipants	21%	49%	28%
Top 40% One Year	25%	52%	32%
Top 40% Two Years	25%	60%*	32%

Percentage of Students Completing CTE Courses for Credit in 2023–24

Texas ACE participants who did and did not meet the attendance standard **completed CTE courses for credit at higher rates** than nonparticipants. These differences were **statistically significant.**

Texas ACE participants with top 40% participation for one or two years **completed CTE courses for credit at higher rates** than nonparticipants. These differences were **statistically significant.**
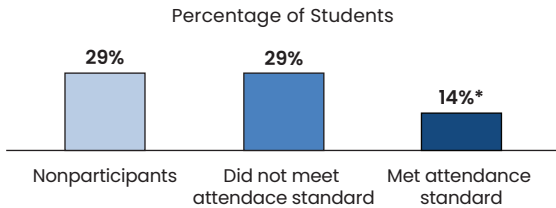
Percentage of Students Completing CTE Courses for Credit

Met attendance standard	79%*
Did not meet attendance standard	77%*
Nonparticipants	75%

Percentage of Students Completing CTE Courses for Credit

Top 40% Two Years	80%*
Top 40% One Year	76%*
Nonparticipants	72%

Texas ACE Student Participation and Student School-Day Attendance, Chronic Absenteeism (2023-24)

💡 Key Takeaway

Texas ACE participants who met the Cycle 12 attendance standard had lower chronic absenteeism rates (and higher school-day attendance rates) than nonparticipants.

💡 Key Takeaway

Texas ACE participants who were in the top 40% of attendees in one year or two years had lower chronic absenteeism rates (and higher school-day attendance rates) than nonparticipants.

Texas ACE participants who met the attendance standard had a **lower rate of chronic absenteeism** than nonparticipants. This difference was **statistically significant.**

Texas ACE participants with top 40% participation for one or two years had **lower rates of chronic absenteeism** than nonparticipants. These differences were **statistically significant.**

Percentage of Students

- Nonparticipants: 29%
- Did not meet attendace standard: 29%
- Met attendance standard: 14%*

Percentage of Students

- Nonparticipants: 27%
- Top 40% One Year: 19%*
- Top 40% Two Years: 11%*

Texas ACE Participation and School-Day Attendance Rates (Percentage of School Days Attended)

Students meeting the Cycle 12 standard and those in the top 40% of attendees for one or two years had higher school-day attendance rates than nonparticipants.

Cycle 12 Standard

Met attendance standard, 94%*

Did not meet attendance standard, 91%
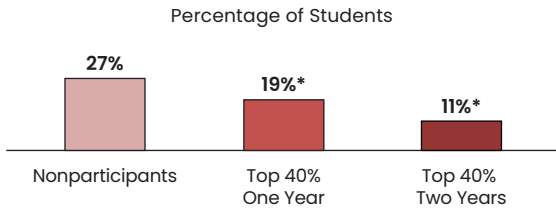
Nonparticipants, 91%

Top 40% of Attendees

Two years, 95%*

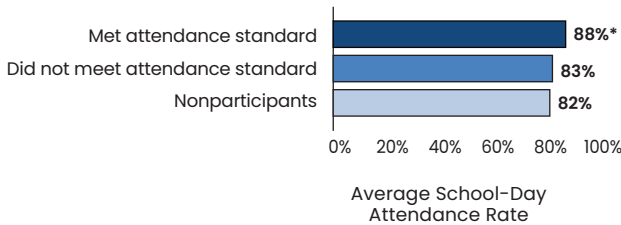One year, 93%*

Nonparticipants, 91%
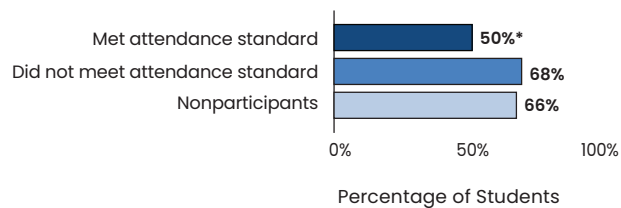
What is chronic absenteeism?

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.[6] 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.

Of students who were chronically absent in the prior year (2022–23) . . .

. . . Texas ACE participants who met the attendance standard had **higher rates of school-day attendance** in 2023–24 than nonparticipants. This difference was **statistically significant.**

- Met attendance standard: 88%*
- Did not meet attendance standard: 83%
- Nonparticipants: 82%

Average School-Day Attendance Rate

. . . Texas ACE participants who met the attendance standard **attended school for more days** in 2023–24 than those who did not meet the standard and nonparticipants. This difference was observed within each grade band.

Number of Additional School Days Attended Compared to Prior Year

- Grades 1–5: Met attendance standard 10, Did not meet attendance standard 7, Nonparticipants 5
- Grades 6–8: Met attendance standard 6, Did not meet attendance standard 2, Nonparticipants -2
- Grades 9–12: Met attendance standard -2, Did not meet attendance standard -7, Nonparticipants -14

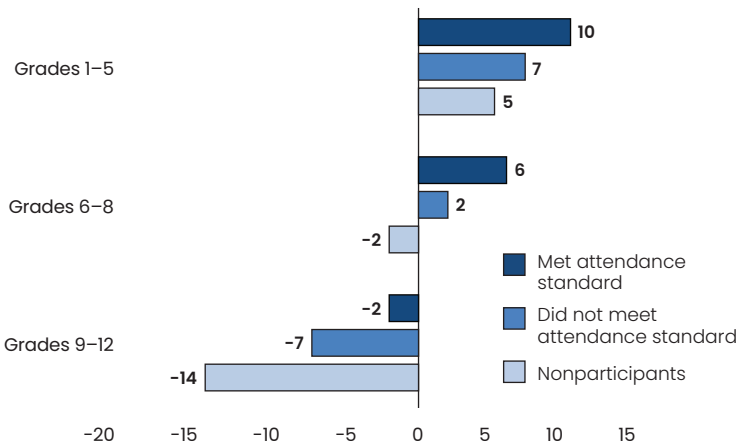Legend: Met attendance standard, Did not meet attendance standard, Nonparticipants

. . . Texas ACE Participants who met the attendance standard had a **lower rate of chronic absenteeism** in 2023–24 than nonparticipants. This difference was **statistically significant.**

- Met attendance standard: 50%*
- Did not meet attendance standard: 68%
- Nonparticipants: 66%

Percentage of Students

Texas ACE Student Participation and Discipline, Grade Promotion (2023–24)

💡 **Key Takeaway**

Texas ACE participants who met the Cycle 12 attendance standard had lower disciplinary event rates than nonparticipants and were more likely to be promoted to the next grade. However, Texas ACE participants who did not meet the Cycle 12 standard were more likely to have a disciplinary event.
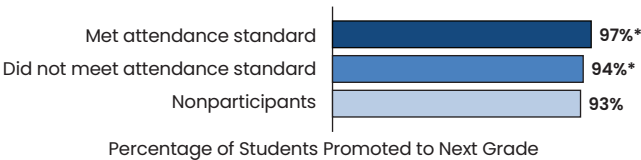
💡 **Key Takeaway**

Texas ACE participants who were in the top 40% of attendees across two years were less likely to have a disciplinary event and were more likely to be promoted to the next grade than were nonparticipants.

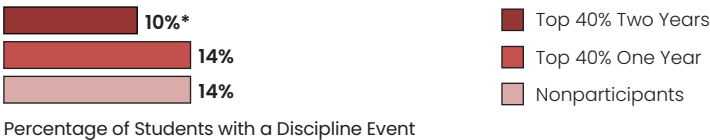## Discipline Events and Grade Promotion

Texas ACE participants who met the attendance standard were **less likely to have a discipline event**[7] than nonparticipants, and those who did not meet the attendance standard were **more likely to have a discipline event** than nonparticipants. These differences were **statistically significant.**
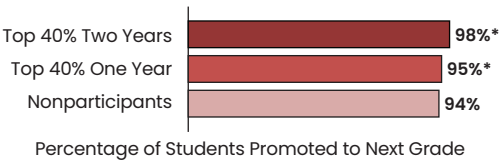
Texas ACE participants with top 40% participation for two years were **less likely to have a discipline event** than nonparticipants. These differences were **statistically significant.**

9%*	■ Met attendance standard
17%*	■ Did not meet attendance standard
12%	■ Nonparticipants

Percentage of Students with a Discipline Event

10%*	■ Top 40% Two Years
14%	■ Top 40% One Year
14%	■ Nonparticipants

Percentage of Students with a Discipline Event

Texas ACE participants who did and did not meet the attendance standard had **higher grade-level promotion rates**[8] than nonparticipants. These differences were **statistically significant.**
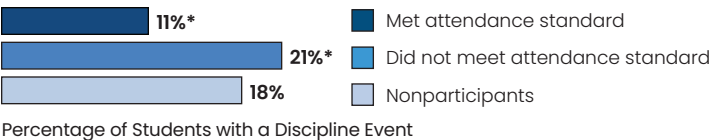
Texas ACE participants with top 40% participation for one or two years had **higher grade-level promotion rates** than nonparticipants. These differences were **statistically significant.**

Met attendance standard	97%*
Did not meet attendance standard	94%*
Nonparticipants	93%

Percentage of Students Promoted to Next Grade

Top 40% Two Years	98%*
Top 40% One Year	95%*
Nonparticipants	94%

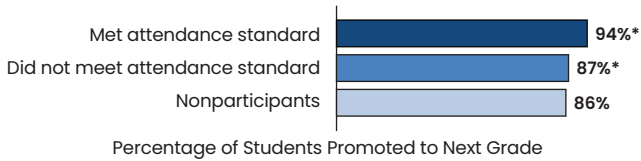Percentage of Students Promoted to Next Grade

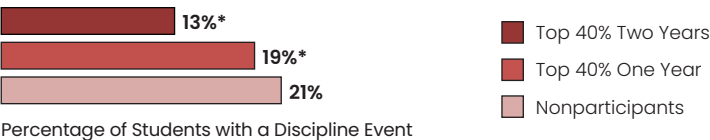## Of students who were chronically absent in the prior year (2022–23) . . .

. . . Texas ACE participants who met the attendance standard were **less likely to have a discipline event** than nonparticipants, and those who did not meet the attendance standard were **more likely to have a discipline event** than nonparticipants. These differences were **statistically significant.**
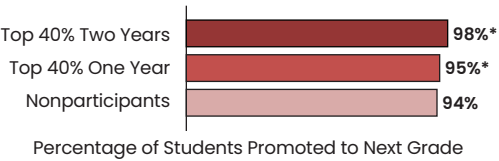
. . . Texas ACE participants with top 40% participation for one or two years were **less likely to have a discipline event** than nonparticipants. These differences were **statistically significant**.

11%*	■ Met attendance standard
21%*	■ Did not meet attendance standard
18%	■ Nonparticipants

Percentage of Students with a Discipline Event

13%*	■ Top 40% Two Years
19%*	■ Top 40% One Year
21%	■ Nonparticipants

Percentage of Students with a Discipline Event

Texas ACE participants who did and did not meet the attendance standard had **higher grade-level promotion rates** than nonparticipants. These differences were **statistically significant.**

Texas ACE participants with top 40% participation for one or two years had **higher grade-level promotion rates** than nonparticipants. These differences were **statistically significant.**

Met attendance standard	94%*
Did not meet attendance standard	87%*
Nonparticipants	86%

Percentage of Students Promoted to Next Grade

Top 40% Two Years	98%*
Top 40% One Year	95%*
Nonparticipants	94%

Percentage of Students Promoted to Next Grade

Endnotes

1. Students who met the Cycle 12 attendance standard for this report are those who attended at least 60 days over fall, spring, and summer or 15 days in the summer, as described on the attendance page. These students are compared to students who attended programming for fewer days and to students who did not participate in the program at all. These standards are applied to all single-year attendance figures.

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, student group, 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 that are restricted to students who did not meet the passing standard in the 2022–23 school year include students enrolled in Grades 4–8 during the 2023–24 school year.

3. Asterisks denote differences that were statistically significant at the $p < .05$ level. All statistical comparisons compare nonparticipating students to each Texas ACE participation level presented for each visualization. Differences in student outcomes between students who participated in Texas ACE and those who did not are solely descriptive and should be interpreted with caution. No statistical adjustments were applied to account for academic and nonacademic factors that influence Texas ACE participation (or participation intensity) and students' academic performance. Any differences between participants and nonparticipants may be attributable to these confounding factors.

4. High participation is defined as having a program attendance level in the top 40th percentile relative to peers in the same grade span for each year. We looked at top 40% participation among 2023–24 Texas ACE students who had top 40% participation in one year (2022–23 or 2023–24) or two years (2022–23 and 2023–24) and compared them to students that did not participate. This criterion was applied to all figures comparing multiple years of program participation.

5. Students who failed STAAR include students who failed a grade-level STAAR Mathematics or Reading, or EOC Algebra I, English I, or English II test during the prior (2022–23) school year.

6. Texas Education Code § 48.009 (2025) defines chronically absent as "a student who is absent from school for more than 10 percent of the school's required operation and instructional time within (A) a school year; or (B) an enrollment period that exceeds 30 instructional days."

7. Disciplinary removals include in-school and out-of-school removals as well as expulsions. The denominator for these calculations includes all students who were enrolled in a school that was served by a Cycle 11 or 12 Texas ACE grantee. Students who were 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.

8. The research team operationalized grade promotion as having a fall 2024 grade level greater than their fall 2023 enrollment grade. The sampling frame is limited to students who were enrolled in a compulsory grade (K–12) during the 2023–24 school year. Grade 12 students were included in the analysis sample and were coded as having been promoted successfully if they graduated in the spring, summer, or fall of 2024.

Sample characteristics and inclusion rules

1. **Datasheet 1:** The number of observations included in the analysis used to produce each exhibit varies depending on the test subject and student groups. For the single-year comparisons, the numbers of students in Grades 3–8 with valid test scores in spring 2024 were 210,611 (STAAR RLA) and 202,624 (STAAR Mathematics). The multiple-year comparisons exclude students who participated below the top 40% level in either year and is based on 96,539 students with a valid test score in RLA and 92,044 students with a valid test score in STAAR Mathematics. Among spring 2024 test-takers who were enrolled in Grades 4–8 and who failed STAAR during the 2022–23 school year, the number of students included in the analyses ranged between 76,658 (single year) and 36,739 (multiple year) in STAAR RLA and 75,039 (single year) and 35,952 (multiple year) in STAAR Mathematics.

2. **Datasheet 2:** The number of students included in the EOC analyses varied by testing subject and ranged between 25,358 (single year) and 11,754 (multiple year) in Algebra I, 23,165 (single year) and 9,724 (multiple year) in English I, and 21,606 (single year) and 11,572 (multiple year) in English II. Among those who did not meet grade level in the prior year, the number of students ranged between 10,595 (single year) and 4,998 (multiple year) in Algebra I, 11,299 (single year) and 5,361 (multiple year) in English I, and 9,606 (single year) and 5,219 (multiple year) in English II. CTE course data were available only for students in Grades 9–12 during the 2023–24 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 ranged between 58,632 (single year) and 23,872 (multiple year). The analysis is limited to students in Grades 9–12 who attempted at least one CTE course.

3. **Datasheet 3:** The number of observations included in the analysis ranged between 439,988 (single year) and 169,997 (multiple year) for attendance rate and chronic absenteeism. The number of students included in the analysis pertaining to chronic absenteeism during the 2022–23 school year ranged between 104,373 (single year) and 42,193 (multiple year). A total of 91,144 students were included in the figure showing the number of additional days of attendance.

4. **Datasheet 4:** The number of observations included in the analysis of grade promotion ranged between 379,516 (single year) and 166,861 (multiple year). The number of observations included in the analysis of discipline events ranged between 440,373 (single year) and 170,014 (multiple year). The number of students included in the analysis pertaining to chronic absenteeism during the 2022–23 school year ranged between 91,184 (single year) and 40,107 (multiple year) for grade promotion and 104,529 (single year) and 42,204 (multiple year) for discipline.