

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 more the STAAR test than students who did not participate.

¹ were more likely to pass ²

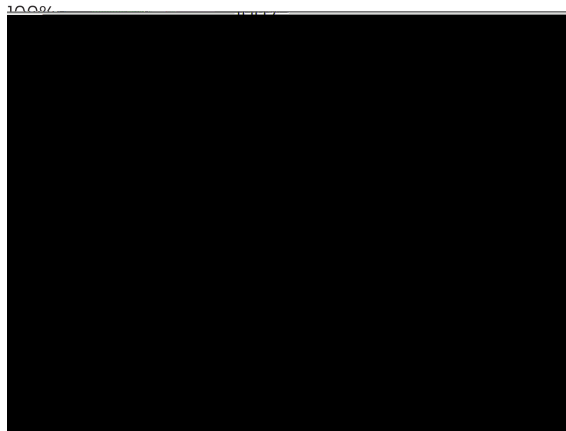
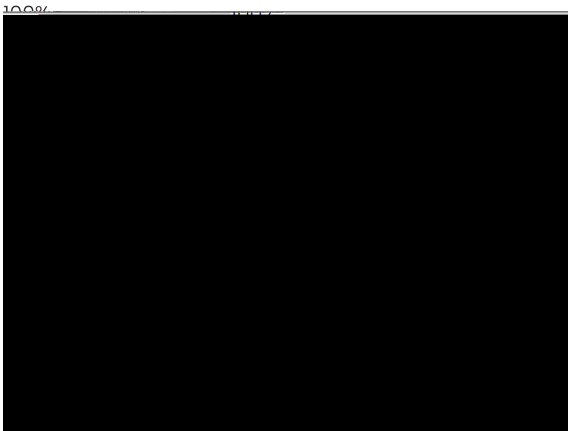
³

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.

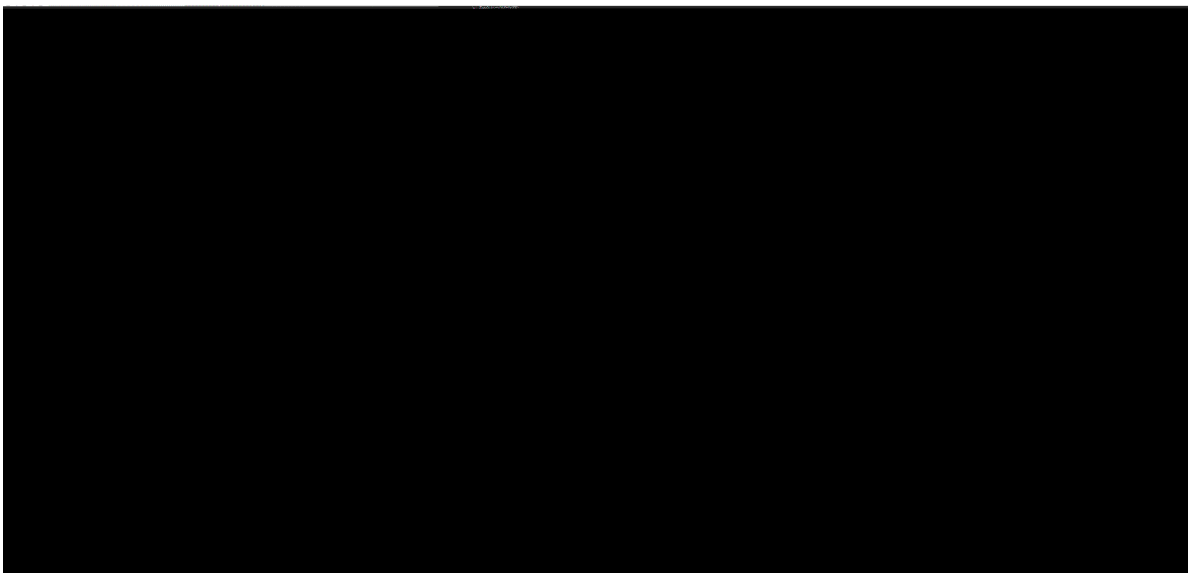
Keep in mind...

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



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 progress ⁴ 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 school years.

Texas ACE

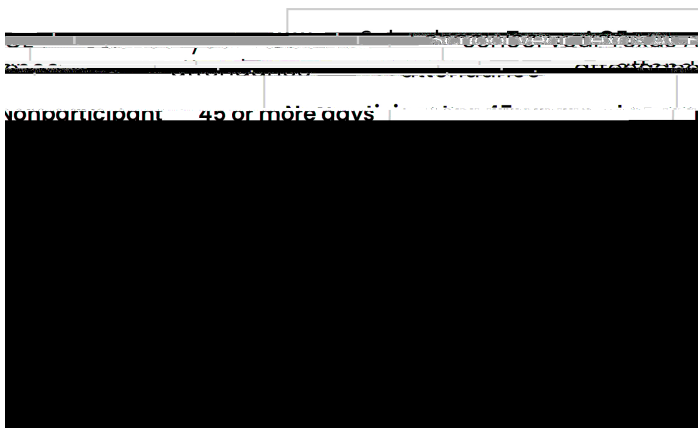
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Summer and Sustained School Year ACE Attendance and School-Related Outcomes, 2021–22

Students who met the summer ⁵ and school-year Texas ACE attendance targets had lower chronic absenteeism ⁶ than nonparticipating students and students who only met one of the attendance targets.

Chronic absenteeism, 2021–22 school year



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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.

In Texas ACE centers staffed mostly with school-day teachers, students who failed STAAR in 2020–21 were more likely to pass STAAR-Mathematics

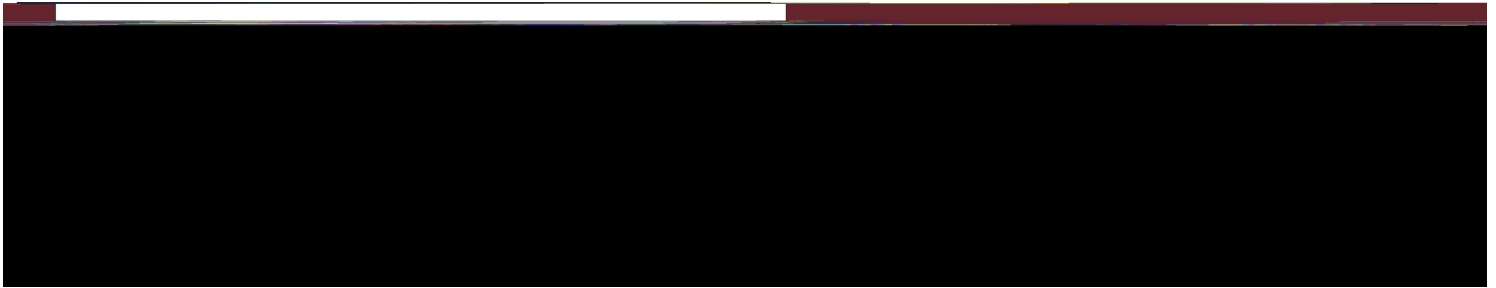
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Texas ACE high school students who met the attendance target and participated in college and workforce readiness activities were more likely to pass their CTE courses than those who did not meet the attendance target and students who did not attend.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

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



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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.