

# The Central Texas ACE Collaboration (CTAC)

## 21st Century Community Learning Centers Cycle 10 – Year Five

### Executive Summary



Region XIII, Education Service Center

*EDUSERV, INC./CANIZALES CONSULTING SERVICES | JUNE 2023*

## I. Executive Summary

The Afterschool Center on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center (CCLS) grants authorized under the Title IV, Part B of the Elementary and Secondary 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.

The Central Texas ACE Collaboration (CTAC) Cycle 10 Program is comprised of ten (10) centers serving four school districts. This report examines the outcomes of the Cycle 10 grant awarded to the CTAC Cycle 10 Program during its 2022-2023 school year.

During its fifth year of operation, the CTAC Cycle 10 grant program served 1,616 students. Of those 1,616 ACE program enrollees, 708 were regular ACE program participants attending at least 45 days or more of programming activities. Six Hundred Eight-eight (688) parents participated in adult and family education programs. The individual centers identified in the (CTAC) program are as follows:

- Center 1: Florence Elementary School
- Center 2: Florence High School and Florence Junior High School
- Center 3: Gonzales North Avenue
- Center 4: Gonzales Junior High School
- Center 5: Gonzales High School
- Center 6: Bluebonnet Elementary School / Plum Creek Elementary School
- Center 7: Navarro Elementary School / Clear Fork Elementary School
- Center 8: Alma Brewer Strawn Elementary School
- Center 9: Shanklin Elementary School
- Center 10: Gerdez Junior High School

Listed below is a major summary of findings obtained from student performance data received and stakeholder survey results.

### 1. Regarding the goal of improving classroom academic performance:

- a) In the regular classroom instructional area of English Language Arts (ELA):
  - 1) In 2 centers, regular program students had higher final ELA grades (89.96 and 82.89) in the current year as compared to their final ELA grades in the previous year.
  - 2) In 3 centers, 21<sup>st</sup> CCLC participants had higher final ELA grades (82.70, 82.79 and 78.06) in the current year as compared to their final ELA grades in the previous year.
  - 3) Regular program students in 3 centers had positive increases (+1.64, +3.06, and +0.23) in their ELA grades in 2023 versus their final ELA grades in 2022.

- 4) 21<sup>st</sup> CCLC participants in 3 centers had positive increases (+1.05, +1.01, and +0.01) in their ELA grades in 2023 versus their final ELA grades in 2022.
  - 5) In summary, combined regular program students had a -0.37 average point decrease from 2022 to 2023 in their current ELA final grades versus 21<sup>st</sup> CCLC students who had a -0.72 average point decrease from 2022 to 2023.
- b) In the regular classroom instructional area of Mathematics:
- 1) In 4 centers, regular program students had higher final mathematics grades (85.76, 84.51, 85.16, and 83.30) in the current year as compared to their final mathematics grades in the previous year.
  - 2) In 5 centers, 21<sup>st</sup> CCLC participants had higher final mathematics grades (86.08, 84.69, 84.40, 82.84 and 84.19) in the current year as compared to their final mathematics grades in the previous year.
  - 3) Regular program students in 4 centers had positive increases (+0.63, +4.73, +2.26, and +1.08) in their mathematics grades in 2023 versus their final mathematics grades in 2022.
  - 4) 21<sup>st</sup> CCLC participants in 5 centers had positive increases (+1.26, +4.01, +2.43, +0.81 and +0.55) in their mathematics grades in 2023 versus their final mathematics grades in 2022.
  - 5) In summary, combined regular program students had a +0.32 average point increase from 2022 to 2023 in their current mathematics final grades versus 21<sup>st</sup> CCLC students who had a +0.19 average point increase from 2022 to 2023.
- c) In the regular classroom instructional area of science:
- 1) In 5 centers, regular program students had higher final science grades (85.74, 85.33, 82.33, 85.63 and 78.59) in the current year as compared to their final science grades in the previous year.
  - 2) In 4 centers, 21<sup>st</sup> CCLC participants had higher final science grades (85.15, 84.20, 82.06 and 85.93) in the current year as compared to their final science grades in the previous year.
  - 3) Regular program students in 5 centers had positive increases (+0.96, +3.18, +0.56, +1.70 and +0.85) in their science grades in 2023 versus their final science grades in 2022.
  - 4) 21<sup>st</sup> CCLC participants in 4 centers had positive increases (+0.21, +3.55, +0.57 and +1.95) in their science grades in 2023 versus their final science grades in 2022.
  - 5) In summary, combined regular program students had a +0.34 average point increase from 2022 to 2023 in their current science final grades versus 21<sup>st</sup> CCLC students who had a +0.14 average point increase from 2022 to 2023.

- d) In the regular classroom instructional area of Social Studies:
- 1) In 4 centers, regular program students had higher final social studies grades (87.36, 85.82, 79.89 and 84.79) in the current year as compared to their final social studies grades in the previous year.
  - 2) In 2 centers, 21<sup>st</sup> CCLC participants had higher final social studies grades (79.71 and 84.30) in the current year as compared to their final social studies grades in the previous year.
  - 3) Regular program students in 4 centers had positive increases (+0.12, +1.12, +0.17 and +0.50) in their social studies grades in 2023 versus their final social studies grades in 2022.
  - 4) 21<sup>st</sup> CCLC participants in 2 centers had positive increases (+0.12 and +0.83) in their social studies grades in 2023 versus their final social studies grades in 2022.
  - 5) In summary, combined regular program students had a -0.98 average point decrease from 2022 to 2023 in their current social studies final grades versus 21<sup>st</sup> CCLC students who had a -1.86 average point decrease from 2022 to 2023.
- e) Note: The Texas Education Agency did not provide final student test results for STAAR exams in grades 3 through 8 as they normally do in June. The Texas Education Agency is expected to provide final student test results in mid-August 2023. However, test results were provided in June for High School end of course exams.

The results from the 2023 STAAR state assessments indicates shows that:

- 1) At one high school in Cycle 10 seventy-four percent (74%) of regular program students passed the English Language Arts STAAR tests in 2023.
- 2) At one high school in Cycle 10 sixty-nine percent (69%) of 21<sup>st</sup> CCLC students passed the English Language Arts STAAR tests in 2023.
- 3) At one high school in Cycle 10 regular program students had a 9.2% increase in the percentage of students passing the ELA STAAR test in 2023.
- 4) At one high school in Cycle 10 21<sup>st</sup> CCLC participants had a 3.5% increase in the percentage of students passing the ELA STAAR test in 2023.
- 5) At one high school in Cycle 10 eighty-seven and a half percent (87.5%) of regular program students passed the Mathematics STAAR tests in 2023.
- 6) At one high school in Cycle 10 eighty percent (80%) of 21<sup>st</sup> CCLC students passed the Mathematics STAAR tests in 2023.
- 7) At one high school in Cycle 10 regular program students had a 23.2% increase in the percentage of students passing the Mathematics STAAR test in 2023.

- 8) At one high school in Cycle 10 21<sup>st</sup> CCLC participants had a 21.4% increase in the percentage of students passing the Mathematics STAAR test in 2023.
  - 9) At one high school in Cycle 10 eighty-seven and half percent (87.5%) of regular program students passed the Science STAAR tests in 2023.
  - 10) At one high school in Cycle 10 eighty percent (80%) of 21<sup>st</sup> CCLC students passed the Science STAAR tests in 2023.
  - 11) At one high school in Cycle 10 regular program students had a +23.2% increase in the percentage of students passing the Science STAAR test in 2023.
  - 12) At one high school in Cycle 10 21<sup>st</sup> CCLC participants had a +16.1% increase in the percentage of students passing the Science STAAR test in 2023.
  - 13) At one high school in Cycle 10 ninety-three percent (93%) of both 21<sup>st</sup> CCLC students and of regular program students passed the Social Studies STAAR tests in 2023.
  - 14) At one high school in Cycle 10 regular program students had a +29.2% increase in the percentage of students passing the Social Studies STAAR test in 2023.
  - 15) At one high school in Cycle 10 21<sup>st</sup> CCLC participants had a +24.9% increase in the percentage of students passing the Social Studies STAAR test in 2023.
- f) Spring 2023 survey results indicated that 66% of students, 76% of parents and 64% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2022-2023 school year.
- g) Grade Point Average Comparisons (GPA)
- 1) The combined GPA for regular students in 2022 was 83.67 and for 2023 it was 83.49.
  - 2) The combined GPA for 21<sup>st</sup> CCLS participating students in 2022 was 84.10 and for 2023 it was 83.54.
  - 3) The combined GPA for boys in the regular program in 2022 was 83.34 and for 2023 it was 82.09.
  - 4) The combined GPA for girls in the regular program in 2022 was 84.09 and for 2023 it was 84.13.
  - 5) The combined GPA for African American students in the regular program in 2022 was 81.19 and for 2023 it was 82.17.
  - 6) The combined GPA for Hispanic students in the regular program in 2022 was 83.10 and for 2023 it was 82.76.

7) The combined GPA for White students in the regular program in 2022 was 85.74 and for 2023 it was 85.59.

h) Student Engagement

Six of the 10 centers had students in elementary grades and staff members noted that 94% of both regular students and 21<sup>st</sup> CCLC participants had experienced improved student engagement in learning.

2. Regarding the goal of improving student attendance in school:

- a) When comparing the average annual student attendance during the 2022-23 school year and the 2021-22 school year, regular program students in 8 of the 10 centers had a higher average attendance (94.09%, 92.15%, 94.15%, 92.36%, 95.05%, 95.96%, 94.13% and 94.99%) in 2023 than they had in 2022.
- b) When comparing the average annual student attendance during the 2022-23 school year and the 2021-22 school year, 21<sup>st</sup> CCLC participants in 6 of the 10 centers had a higher average attendance (93.76%, 92.43%, 92.53%, 94.73%, 95.51% and 93.98%) in 2023 than they had in 2022.
- c) Regular program students had a 93.77% average attendance in the 2022-23 school year versus a 92.25% average attendance for all enrolled 21<sup>st</sup> CCLC students at the combined 10 centers.
- d) When comparing the difference in annual average daily attendance between 2021-22 and 2022-23, regular program students had a +1.18% increase in their average attendance while 21<sup>st</sup> CCLC students had a +0.83% increase in their average attendance.
- e) Spring 2023 survey results indicated that 69% of students, 74% of parents and 64% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2022-2023 school year.

3. Regarding the goal of improving student behavior:

- a) In the 2022-23 school year regular program students had a lower average disciplinary incidence rate of 0.53 than did 21<sup>st</sup> CCLC students who had an average disciplinary incidence of 0.54.
- b) In the 2021-22 school year regular program students had a lower average disciplinary incidence rate of 0.50 than did 21<sup>st</sup> CCLC students who had an average disciplinary incidence of 0.75.
- c) Regular students in the combined 10 centers had a +0.03 increase in their average disciplinary incidence rate from 2021-22 to 2022-23 while 21<sup>st</sup> CCLC participating students had a -0.21 decrease in their average disciplinary incidence rate from 2021-22 to 2022-23.
- d) Spring 2023 survey results indicated that 66% of students, 74% of parents and 58% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2022-2023 school year.

4. Regarding the goal of improving promotion rates:

Several factors can contribute greatly to student promotion success. Those factors include academic performance, attendance, the help students receive in completing homework assignments and the attention and care given to students by their teachers.

- a) Spring 2023 survey results indicated that 66% of students, 76% of parents and 64% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2022-2023 school year.
- b) Spring 2023 survey results indicated that 69% of students, 74% of parents and 64% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2022-2023 school year.
- c) Spring 2023 survey results indicated that 69% of students, 90% of parents and 74% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Spring 2023 survey results indicated that 77% of students, 92% of parents and 81% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

5. Regarding the goal of improving graduation rates:

According to the most recent (2021-2022) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 96.6% and for Gonzales High School was 91.2%.