

The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 11 – Year Two – Executive Summary



Region XIII, Education Service Center

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 11 Program is comprised of ten (10) centers serving five school districts and three charter schools. This report examines the outcomes of the Cycle 11 grant awarded to the (CTAC) Program during its 2022-2023 school year.

During its second year of operation, the (CTAC) grant program served 1110 students. Of those 1110 ACE program enrollees, 586 were regular ACE program participants attending at least 45 days or more of programming activities. Six Hundred Fifty (650) parents participated in adult and family education programs. The individual centers identified in the (CTAC) program are as follows:

- Center 1: Bartlett Schools
- Center 2: Pasemann Elementary
- Center 3: Taylor Middle School
- Center 4: Katherine Anne Porter School
- Center 5: Rockdale Intermediate School
- Center 6: Rockdale Junior High School
- Center 7: Texas Empowerment Academy Primary Campus
- Center 8: Texas Empowerment Academy Secondary Campus
- Center 9: Lockhart Junior High School
- Center 10: Smithville Elementary School

Listed below is a summary of the major 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 4 centers, regular program students had higher final ELA grades (82.66, 82.97, 83.00, and 84.24) in the current year as compared to their final ELA grades in the previous year.
- 2) In 6 centers, 21st CCLC participants had higher final ELA grades (85.23, 82.19, 85.53, 83.15, 80.67 and 83.65) in the current year as compared to their final ELA grades in the previous year.
- 3) Regular program students in 4 centers had positive increases (+0.19, +0.40, +1.69 and +2.24) in their ELA grades in 2023 versus their final ELA grades in 2022.
- 4) 21st CCLC participants in 6 centers had positive increases (+1.23, +1.07, +7.84, +1.11, +1.28 and +1.65) 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 ELA final grades versus 21st CCLC students who had a +1.11 average point increase 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 (85.85, 80.25, 90.88 and 82.05) in the current year as compared to their final mathematics grades in the previous year.
 - 2) In 4 centers, 21st CCLC participants had higher final mathematics grades (84.86, 84.45, 78.49 and 90.74) 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 (+3.02, +0.49, +3.58 and +0.15) in their mathematics grades in 2023 versus their final mathematics grades in 2022.
 - 4) 21st CCLC participants in 4 centers had positive increases (+0.77, +4.63, +2.68 and +3.58) in their mathematics grades in 2023 versus their final mathematics grades in 2022.
 - 5) In summary, combined regular program students had a -0.27 average point decrease from 2022 to 2023 in their mathematics final grades versus 21st CCLC students who had a +1.57 average point increase from 2022 to 2023.
- c) In the regular classroom instructional area of science:
- 1) In 3 centers, regular program students had higher final science grades (87.89, 83.42 and 90.87) in the current year as compared to their final science grades in the previous year.
 - 2) In 2 centers, 21st CCLC participants had higher final science grades (88.69 and 89.32) in the current year as compared to their final science grades in the previous year.
 - 3) Regular program students in 3 centers had positive increases (+0.20, +0.18 and +2.45) in their science grades in 2023 versus their final science grades in 2022.
 - 4) 21st CCLC participants in 2 centers had positive increases (+2.17 and +3.45) in their science grades in 2023 versus their final science grades in 2022.
 - 5) In summary, combined regular program students had a -0.04 average point decrease from 2022 to 2023 in their science final grades versus 21st CCLC students who had a +0.73 average point increase from 2022 to 2023.
- d) In the regular classroom instructional area of Social Studies:
- 1) In 1 of the 10 centers, regular program students had a higher final social studies grade (90.0) in the current year as compared to their final social studies grade in the previous year.
 - 2) In 1 of the 10 centers, 21st CCLC participants had higher final social studies grade (90.00) in the current year as compared to their final social studies grade in the previous year.

- 3) Regular program students in of the 10 centers had a positive increase (+5.69) in their social studies grade in 2023 versus their final social studies grade in 2022.
 - 4) 21st CCLC participants in 1 of the 10 centers had a positive increase (+5.85) in their social studies grade in 2023 versus their final social studies grade in 2022.
 - 5) In summary, combined regular program students had a -2.35 average point decrease from 2022 to 2023 in their social studies final grade versus 21st CCLC students who had a -1.43 average point decrease from 2022 to 2023.
- e) The results from the 2022 STAAR state assessments indicates shows that:

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 2023 for High School end of course exams.

- 1) Of the students taking the EOC exams, one hundred percent (100%) of regular program students passed the English Language Arts STAAR tests in 2023.
- 2) Of the students taking the EOC exams, ninety percent (90.9%) of 21st CCLC students passed the English Language Arts STAAR tests in 2023.
- 3) Of the students taking the EOC exams, regular program students at 2 centers had a higher percentage passing the English Language Arts STAAR tests in 2023 than all 21st CCLC students on those same 2 centers.
- 4) Of the students taking the EOC exams, regular program students had a 35.1% increase in the percentage of students passing the ELA STAAR test in 2023.
- 5) Of the students taking the EOC exams, 21st CCLC participants had a 24.7% increase in the percentage of students passing the ELA STAAR test in 2023.
- 6) Of the students taking the EOC exams, seventy-nine percent (79.2%) of regular program students passed the Mathematics STAAR tests in 2023.
- 7) Of the students taking the EOC exams, eighty percent (80.4%) of 21st CCLC students passed the Mathematics STAAR tests in 2023.
- 8) Of the students taking the EOC exams, regular program students at 2 centers had a higher percentage passing the Mathematics STAAR tests in 2023 than all 21st CCLC students on those same 2 centers.
- 9) Of the students taking the EOC exams, regular program students had a 20.8% increase in the percentage of students passing the Mathematics STAAR test in 2023.
- 10) Of the students taking the EOC exams, 21st CCLC participants had a 20.9% increase in the percentage of students passing the Mathematics STAAR test in 2023.

- 11) Of the students taking the EOC exams, Seventy percent (70.1%) of regular program students passed the Science STAAR tests in 2022.
 - 12) No data for 2023 was available for analyzing student performance on the EOC exams in science.
 - 13) Of the students taking the EOC exams, one hundred percent (100.0%) of regular program students passed the Social Studies STAAR tests in 2023.
 - 14) Of the students taking the EOC exams, ninety-one percent (91.7%) of 21st CCLC students passed the Social Studies STAAR tests in 2023.
 - 15) Of the students taking the EOC exams, regular program students at 1 center had an equal or a higher percentage passing the Social Studies STAAR tests in 2023 than all 21st CCLC students at that same center.
 - 16) Of the students taking the EOC exams, 21st CCLC participants had a -8.3% decrease in the percentage of students passing the Social Studies STAAR test in 2023. No data was available for comparing regular student participants performance.
- f) Spring 2023 survey results indicated that 58% of students, 70% of parents and 74% 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 85.74 and for 2023 it was 84.94.
 - 2) The combined GPA for 21st CCLS participating students in 2022 was 83.45 and for 2023 it was 83.92.
 - 3) The combined GPA for boys in the regular program in 2022 was 85.41 and for 2023 it was 84.20.
 - 4) The combined GPA for girls in the regular program in 2022 was 86.12 and for 2023 it was 85.69.
 - 5) The combined GPA for African American students in the regular program in 2022 was 84.60 and for 2023 it was 83.88.
 - 6) The combined GPA for Hispanic students in the regular program in 2022 was 86.45 and for 2023 it was 85.39.
 - 7) The combined GPA for White students in the regular program in 2022 was 86.27 and for 2023 it was 85.79.

h) Student Engagement

Six (6) of the 10 centers had students in elementary grades and staff members noted that 94.1% of regular students and 91.6% of 21st 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 2023 school year and the 2022 school year, regular program students in 5 of the 10 centers had a higher average attendance (97.66%, 96.15%, 94.19%, 92.44% and 93.87%) in 2023 than they had in 2022.
- b) When comparing the average annual student attendance during the 2023 school year and the 2022 school year, 21st CCLC participants in 6 of the 10 centers had a higher average attendance (96.12%, 96.99%, 94.99%, 94.66%, 92.42% and 94.12%) in 2023 than they had in 2022.
- c) Regular program students had a 94.12% average attendance in the 2023 school year versus a 94.17% average attendance for all enrolled 21st CCLC students at the combined 10 centers.
- d) When comparing the difference in annual average daily attendance between 2022 and 2023, regular program students had a -0.19% drop in the average attendance and 21st CCLC students had a +0.45% increase in their average attendance.
- e) Spring 2022 survey results indicated that 57% of students, 66% of parents and 69% 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 higher average disciplinary incidence rate of 0.97 than did 21st CCLC students who had an average disciplinary incidence rate of 0.90.
- b) In the 2021-22 school year regular program students had a lower average disciplinary incidence rate of 0.50 than did 21st CCLC students who had an average disciplinary incidence rate of 0.55.
- c) Regular students in the combined 10 centers had a 0.47 increase in their average disciplinary incidence rate from 2022 to 2023 while 21st CCLC participating students had a 0.35 increase in their average disciplinary incidence rate from 2022 to 2023.
- d) Spring 2023 survey results indicated that 58% of students, 67% of parents and 63% 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 58% of students, 70% of parents and 74% 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 57% of students, 66% of parents and 69% 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 60% of students, 81% of parents and 82% 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 75% of students, 89% of parents and 87% 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 (class of 2021) without Exclusions (GR 9-12) for Katherine Anne Porter Charter School was 66.7%, for Bartlett High School was 100.0% and for Texas Empowerment Academy Secondary percent was masked and unavailable.