

# The Central Texas ACE Collaboration (CTAC)

## 21st Century Community Learning Centers Cycle 9 – Year Five – Executive Summary



Region XIII, Education Service Center

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## 21st Century Community Learning Centers

### Cycle 9 – Year Five

### Executive Summary

Prepared by



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## 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 9 Program is comprised of ten (10) centers serving three school districts, two charter schools and one private school. This report examines the outcomes of the Cycle 9 grant awarded to the (CTAC) Program during its 2020-2021 school year.

During its fifth year of operation, the (CTAC) grant program served 1,457 students. Of those 1,457 ACE program enrollees, 708 were regular ACE program participants attending at least 45 days or more of programming activities. Over 619 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: Rockdale Elementary
- Center 3: San Juan Diego Catholic High 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: Rockdale 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. With regard to the goal of improving academic performance:

#### a) In the regular classroom instructional area of English Language Arts (ELA):

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 5 out of the 10 centers had average increases of +2.71, +0.04, +0.21, +2.25 and +1.04 points in their average second semester ELA grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 4 of the 10 centers had higher point increases in their second semester ELA grades as compared to all 21<sup>st</sup> CCLC students enrolled in those 4 centers.
- 3) In summary, combined regular program students had a -0.18 average point decrease in their second semester ELA grades as compared to all enrolled 21<sup>st</sup> CCLC students who had a -0.36 average point decrease in their ELA grades.

## b) In the regular classroom instructional area of Mathematics:

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 4 out of the 10 centers had average increases of +0.79, +2.26, +1.78 and +2.37 points in their average second semester mathematics grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 2 of the 10 centers had higher point increases in their second semester mathematics grades as compared to all 21<sup>st</sup> CCLC students enrolled in those 2 centers.
- 3) In summary, combined regular program students had a -0.24 average point decrease in their second semester mathematics grades as compared to all enrolled 21<sup>st</sup> CCLC students who had a -0.43 average decrease in their mathematics grades.

## c) In the regular classroom instructional area of science:

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 6 out of the 10 centers had average increases of +0.41, +0.22, +1.81, +2.66, +4.55 and +0.87 points in their average second semester science grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 6 of the 10 centers had higher point increases in their second semester science grades as compared to all 21<sup>st</sup> CCLC students enrolled in those 6 centers.
- 3) In summary, combined regular program students had a +0.78 average point increase in their second semester science grades as compared to all enrolled 21<sup>st</sup> CCLC students who had a +0.28 average point increase in their science grades.

## d) In the regular classroom instructional area of Social Studies:

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 5 out of the 10 centers had average increases of +1.35, +1.28, +0.12, +7.80 and +1.61 points in their average second semester social studies grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 4 of the 10 centers had higher point increases in their second semester social studies grades as compared to all 21<sup>st</sup> CCLC students enrolled in those 4 centers.
- 3) In summary, combined regular program students had a -0.02 average point decrease in their second semester social studies grades as compared to all enrolled 21<sup>st</sup> CCLC students who had a -0.26 average point decrease in their social studies grades.

- e) The results from the 2021 STAAR state assessments indicates shows that:
- 1) Fifty-six percent (56%) of regular program students passed the English Language Arts STAAR tests.
  - 2) Regular program students at 3 centers had a higher percentage passing the English Language Arts STAAR tests than all 21<sup>st</sup> CCLC students on those same 3 centers.
  - 3) Forty-nine percent (49.3%) of regular program students passed the Mathematics STAAR tests.
  - 4) Regular program students at 2 centers had a higher percentage passing the Mathematics STAAR tests than all 21<sup>st</sup> CCLC students on those same 2 centers.
  - 5) Forty-nine percent (49.5%) of regular program students passed the Science STAAR tests.
  - 6) Regular program students in 3 of 7 centers where the Science STAAR test was administered had a higher percentage passing the Science STAAR tests than all 21<sup>st</sup> CCLC students on those same 3 centers.
  - 7) Fifty-four percent (54.8%) of regular program students passed the Social Studies STAAR tests.
  - 8) Regular program students in 3 of 4 centers where the Social Studies STAAR test was administered had a higher percentage passing the Social Studies STAAR tests than all 21<sup>st</sup> CCLC students on those same 3 centers.
- f) Survey results indicated that 63% of students, 66% of parents and 80% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year.

2. With regard to the goal of improving student attendance in school:

- a) When comparing the average student attendance during the second semester, in 7 of the 10 centers, regular program students had a larger average daily attendance than did all 21<sup>st</sup> CCLC students enrolled in those 7 centers.
- b) Regular program students had a 95.20% average attendance in the second semester versus a 93.73% average attendance for all enrolled 21<sup>st</sup> CCLC students at the combined 10 centers.
- c) In both semesters, the combined regular program students from the 10 centers had a lower average daily absence than the average daily absence of all students combined.
- d) Survey results indicated that 58% of students, 59% of parents and 70% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

3. With regard to the goal of improving student behavior:

- a) Regular program students had a lower average disciplinary incidence rate change from first semester to second semester of +0.13 as compared to the average disciplinary rate change for all 21<sup>st</sup> CCLC students combined which was +0.17.
- b) Survey results indicated that 65% of students, 60% of parents and 67% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2020-2021 school year.

4. With regard to 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) Survey results indicated that 63% of students, 66% of parents and 80% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2020-2021 school year.
- b) Survey results indicated that 58% of students, 59% of parents and 70% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2020-2021 school year.
- c) Survey results indicated that 63% of students, 86% of parents and 92% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Survey results indicated that 81% of students, 89% of parents and 93% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

5. With regard to the goal of improving graduation rates:

According to the most recent (2019-2020) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Rockdale High School was 87.3%, for Katherine Anne Porter Charter School was 73.8% and data for San Juan Diego Catholic High School was not available at the time of reporting.