

The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 10 – Year Two Executive Summary



Region XIII, Education Service Center

EDUSERV, INC. | JULY 2020

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 2019-2020 school year.

During its second year of operation, the CTAC Cycle 10 grant program served 6,631 students of which 2,202 were enrolled as ACE program participants. Of those 2,202 ACE program enrollees, 771 were regular ACE program participants attending at least 45 days or more of programming activities. Over four hundred twenty eight (428) 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 Elementary School / Primary School / East Avenue Elementary School
- Center 4: Gonzales Junior High School / North Avenue Intermediate School
- Center 5: Gonzales High School
- Center 6: Bluebonnet Elementary School / Clear Fork Elementary School
- Center 7: Navarro Elementary School / Plum Creek Elementary School
- Center 8: Alma Brewer Strawn Elementary School
- Center 9: Shanklin Elementary School / Luling Primary 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. 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 6 out of the 10 centers had an average increase of +3.73 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 5 of the 10 centers had higher point increases in their second semester ELA grades as compared to all students enrolled in those 5 centers.
 - 3) In summary, combined regular program students had a +1.86 average point increase in their second semester ELA grades as compared to all enrolled students who had a +0.83 average point increase 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 8 out of the 10 centers had an average increase of +4.99 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 6 of the 10 centers had higher point increases in their second semester mathematics grades as compared to all students enrolled in those 6 centers.
 - 3) In summary, combined regular program students had a +4.21 average point increase in their second semester mathematics grades as compared to all enrolled students who had a +2.42 average point increase 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 an average increase of +2.79 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 5 of the 10 centers had higher point increases in their second semester science grades as compared to all students enrolled in those three centers.
 - 3) In summary, combined regular program students had a +0.80 average point increase in their second semester science grades as compared to all enrolled students who had a +0.67 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 7 out of the 10 centers had an average increase of +2.14 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 7 of the 10 centers had higher point increases in their second semester social studies grades as compared to all students enrolled in those 7 centers.
 - 3) In summary, combined regular program students had a +0.56 average point increase in their second semester social studies grades as compared to all enrolled students who had a +0.43 average point increase in their social studies grades.

- e) Student performance on the STAAR tests was not available due to the fact that on March 16, 2019 Governor Greg Abbot waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year.

- f) Survey results indicated that 59% of students, 73% of parents and 73% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2019-2020 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 students enrolled in those 7 centers.
- b) Regular program students had a 97.36% average attendance in the second semester versus a 96.48% average attendance for all enrolled students at the combined ten centers.
- c) In each semester, the combined regular program students from the ten centers had a lower average daily absence (2.53) than the average daily absence of all students combined (3.33).
- d) Survey results indicated that 57% of students, 60% of parents and 64% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2019-2020 school year.

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

- a) Regular program students had a higher average disciplinary incidence rate change from first semester to second semester of -0.19 as compared to the average disciplinary rate change for all students combined which was -0.08.
- b) Survey results indicated that 55% of students, 64% of parents and 59% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2019-2020 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 59% of students, 73% of parents and 73% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2019-2020 school year.
- b) Survey results indicated that 57% of students, 60% of parents and 64% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2019-2020 school year.
- c) Survey results indicated that 77% of students, 89% of parents and 90% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Survey results indicated that 75% of students, 90% of parents and 91% 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 (2018-2019) Texas Academic Performance Report (TAPR) the 4-Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 92.9% and for Gonzales High School was 91.8%.