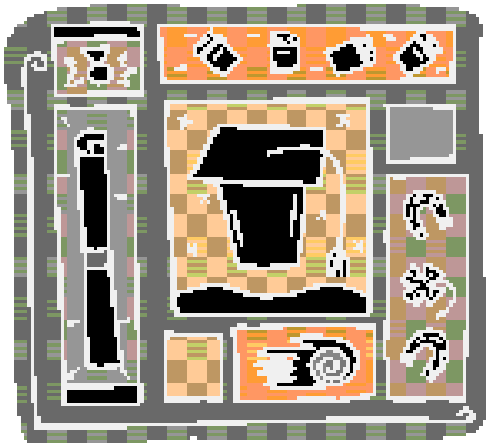
Evaluation of the Texas High School Completion and Success (THSCS) Grant Program: Final Report



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EXECUTIVE SUMMARY

Background

Over the past decade, Texas has instituted a number of programs and initiatives aimed at improving the quality of high school programs and increasing the graduation rate and success of high school students. Despite overall gains in graduation rates and student achievement resulting from these programs, certain student groups in Texas high schools continue to fare better than others. As a result, the 78th Texas Legislature, through Rider 67 of Article III of the General Appropriations Act, authorized and appropriated $29 million in General Revenue and $1 million in federal funds for each fiscal year of the 2004-2005 biennium to support the establishment and implementation of comprehensive high school completion and success initiatives.

The Texas High School Completion and Success (THSCS) Cycle 1 Grant Program was funded through Rider 67. The grant period for THSCS Cycle 1 projects originally extended from February 1, 2004 through August 31, 2005; however, the grant was extended to serve students through February, 2006. An evaluation of high school completion and success initiatives was also authorized by Rider 67, and was conducted by The Evaluation Group (TEG) at Texas A&M University on behalf of the Texas Education Agency (TEA). The purpose of this evaluation was two-fold: 1) To document the strategies/activities that were implemented at participating campuses; and 2) To identify whether the program had beneficial impacts on student outcomes.

Methodology

The evaluation of the THSCS grant program was guided by the following research questions:

1. Who participated in the THSCS grant program?
2. How was the program implemented?
3. What impact did the THSCS program have on student outcomes?

The evaluation of the THSCS grant program proceeded in five stages. After establishing the baseline characteristics of THSCS campuses and the students they intended to serve, campus-level data regarding implemented activities were collected at the end of each term of the grant period (Summer and Fall 2004; Spring and Summer 2005). Site visits were conducted at 29

participating campuses between March and May, 2005. Individual student-level data were collected for students who had received THSCS services during Summer 2004, Fall 2004, and Spring 2005. The fifth component of this evaluation consisted of matching THSCS campuses with comparable campuses that had not received THSCS funding, and further matching individual students across the two groups.

The evaluation relied upon five data sources: 1) The Public Education Information Management System (PEIMS), one of TEA's statewide databases; 2) student performance data on the Texas Assessment of Knowledge and Skills (TAKS), also maintained by TEA; 3) Project Progress Reports developed by TEG to obtain campus-level data from grantees; 4) Student Information Reports developed by TEG to obtain student-level data; and 3) the High School Implementation Review, developed to obtain data from leadership teams during site visits.

THSCS Campus Characteristics

THSCS, Cycle 1 grants were awarded at the end of Spring 2004 to 128 school districts and open enrollment charter schools, serving a total of 244 campuses located throughout Texas. THSCS campuses were heavily concentrated within the greater metropolitan areas of Houston, Dallas, Fort Worth, and San Antonio. Over 40% of campuses were located in major urban and suburban districts. The majority of campuses served 1,000 or more students, although 22% had enrollments of 250 or less.

The percentage of economically disadvantaged students at participating campuses was nearly 20 percentage points higher than the statewide proportion of economically disadvantaged students attending high school in Texas (60% versus 41%, respectively). Limited English Proficient (LEP) students accounted for a higher proportion of THSCS students (11% versus 7% statewide). Hispanic students also accounted for a disproportionately higher percentage of students at THSCS campuses (60% versus 39% statewide), while white students represented a disproportionately lower percentage of students at THSCS campuses (22% versus 44% statewide). The number of African American students at grantee campuses was comparable to the percentage of African American high school students in the state, 16% versus 14%, respectively, as were the percentages of students in Special Education programs (13% and 12%, respectively).

The THSCS grant targeted students who were at risk of academic failure. This was defined within the THSCS grant guidelines as students who were deficient in credits and in danger of not graduating within four years after entering Grade 9 or students in Grade 11 who had not passed the exit-level TAKS; LEP students; and economically disadvantaged students. Based on 2003-2004 PEIMS data, 154,894 students, or 62% of the students at the campuses that received the grant, were in at-risk situations.

To be eligible to receive a THSCS grant, a high school campus must have received a rating of "Low-Performing" in 2001-2002 or an overall campus passing rate on the Grade 10 2003 TAKS test of 50% or lower. Therefore, students at campuses receiving THSCS grant funds generally had lower passing rates on the statewide assessment battery than all students attending high school campuses across the state. In all subjects (English language arts, mathematics, science, and social studies), passing rates for THSCS students were lower than statewide passing rates. Differences ranged from 1 percentage point (in Grade 11 social studies) to 12 percentage points (in Grade 9 mathematics and Grade 10 science). THSCS campuses similarly had somewhat higher dropout rates and lower graduation rates than campuses throughout the state. The 2004 four-year dropout rate for THSCS campuses was 6% versus 4% statewide. The 2004 four-year graduation rate for THSCS campuses was 81% versus 85% statewide.

THSCS Activities

Project campuses implemented THSCS activities during the summer terms of 2004 and 2005, and during the 2004-2005 academic year. Enrollments in each term were predominantly at-risk students, although the percentages of at-risk students enrolled in summer terms were somewhat higher than during the regular school year. Specifically, the program served 13,312 students in Summer 2004; 69,804 in Fall 2004; 67,122 in Spring 2005; and 15,521 in Summer 2005. Within each term, the percentages of students classified as at-risk were: 81%; 69%; 75%; and 87%, respectively.

To address the needs of their students, grant recipients designed programs around a series of allowable strategies and activities. These fell into seven broad categories: 1) Individualized Graduation Plan (IGP)-related activities; 2) credit accrual; 3) instructional strategies; 4) student

achievement improvement; 5) expanded learning opportunities; 6) early intervention; and 7) community engagement. Grant recipients directed funds towards activities and strategies that best served the needs of at-risk and other targeted students on their campuses.

Rider 67 required schools that receive grant funds to ensure that all students have an IGP. These graduation plans must ensure that students at risk of not graduating from high school are afforded instruction from highly qualified teachers, have access to online diagnostic and assessment instruments, and are provided accelerated instruction in areas of academic weakness.

Grantee schools were successful in developing IGPs for almost all students on their campuses. The total number of IGPs developed across the four semesters of the project year was 260,080 with 156,737 developed for at-risk students. These two numbers reflect 94% and 92% of enrollment for total and at-risk students. Campuses focused on developing IGPs for students early in the grant period, particularly for at-risk students. Similarly, more students took part in online diagnostic assessment and received assistance from counselors early in the project. This finding held for both the total number of students and at-risk students.

Credit recovery programs, expanded learning opportunities and direct instruction by highly qualified teachers were the activities most frequently implemented in three out of the four semesters. Project directors also specified TAKS preparation activities and computer software programs that supported credit recovery programs as effective means of increasing the number of students who graduate from high school. The purchase of software was named by 10% of campuses as being an effective means of increasing student achievement.

Student Outcomes

Analyses of TAKS performance showed that THSCS campuses slightly outperformed campuses with similar student demographics and academic status in English Language Arts (ELA). Though comparable at baseline (in spring 2004) on TAKS ELA assessments, THSCS campuses outperformed comparison campuses on both the 2005 (70% pass rates at THSCS campuses compared to 67% at non-funded campuses) and 2006 (83% pass rates at THSCS campuses compared to 82% pass rates at non-funded campuses) assessments. While the differences in overall pass rates were small, statistical analyses adjusting for important student characteristics

demonstrated this impact of program participation to be significant. Thus, the THSCS program had a positive impact on students' literacy and language arts skills. These results were not observed for TAKS mathematics performance. On that assessment, there were no differences between THSCS and comparison campuses. Positive findings also were not observed for attendance and grade retention outcomes.

Conclusions

The THSCS program met many of its goals of providing at-risk students with services and activities to help them improve their academic performance and complete high school. The impact of the program on improving student achievement occurred in TAKS ELA assessments. Impacts on longer-term outcomes, including attendance and grade promotion, may be more discernible in later years. All program effects may be stronger with adjustments to the THSCS program, including greater specification of allowable and required activities to emphasize effective strategies and activities, more focus on services for at-risk students to provide greater coherence to program activities, and provision of resources to campuses for implementation of activities with which they may have little experience. Additionally, as with most school reform programs, positive changes in practice and improvements in outcomes may take more time. Thus, programs such as THSCS may need to be extended for at least five years in order to have substantial and lasting impacts on the campuses and students they serve.

SECTION I: INTRODUCTION

The Texas High School Completion and Success (THSCS) grant program targets low-performing and under-performing high schools through student-focused competitive intervention grants to implement completion and success intervention strategies. Approximately $23 million was available for Cycle 1 funding for THSCS grants during the February 2004 to February 2006 project period. A total of 128 school districts and open enrollment charter schools, serving 244 high school campuses, were awarded THSCS grants in the Spring of 2004.

The four primary goals of the THSCS program are to:

- Increase student achievement, as demonstrated through improved Texas Assessment of Knowledge and Skills (TAKS) scores and increased credit accrual;
- Increase the number of students who graduate in four years after entering Grade 9;
- Increase the number of students who graduate college-ready, as demonstrated through enrollment in rigorous coursework in a college-preparatory curriculum including Advanced Placement (AP), International Baccalaureate (IB) courses, and dual-credit courses;
- Increase the number of students who take college entrance exams; and
- Increase the number of students who graduate college-ready, as indicated by the percentage of students who pass the exit-level TAKS test, the percentage of students who meet the "Texas Ready Standard" for exit-level TAKS scores, and the percentage of students who score at or above the criterion on the ACT or SAT college entrance tests.

Required program components for grant recipients include establishing Individualized Graduation Plans (IGPs) for all students on the campus, creating programs that encourage community engagement, and instituting student mentor training. Allowable activities under the grant include those activities related to IGPs, credit accrual, instructional strategies, student achievement, expanded learning opportunities, early intervention, and community engagement.

To qualify for Cycle 1 grant funding, high school campuses had to either be identified as Academically Unacceptable under the 2001-2002 Texas Accountability Rating System or have an overall campus passing rate of 50% or lower for all tests taken on the exit-level TAKS during the Spring 2003 administration. Grant recipients were charged with targeting students on eligible campuses who were at risk of dropping out (including students who were deficient in credits and appeared to be in danger of not graduating within four years after entering Grade 9 or students in Grade 11 who had not passed the exit-level TAKS); who were Limited English Proficient (LEP); or who were economically disadvantaged.

The Texas High School Project

The THSCS initiative was created through Rider 67, High School Completion and Success, passed in 2003 during the 78th Legislative Session. This rider allocated $29 million in General Revenue and $1 million in federal funds annually to support the establishment and implementation of programs designed to encourage students to complete high school prepared for college and the work force. These efforts were continued with Rider 59, Texas High School Initiative, passed in 2005 during by the 79th Legislature.

Funds from Rider 67 and Rider 59, including THSCS funds, were used to support programs that serve the goals of the Texas High School Project (THSP), a public-private partnership designed to create systematic and sustainable change that supports high school improvement. The Texas Education Agency (TEA), the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, Communities Foundation of Texas, elected leaders, and others are collaborating to achieve the project's mission of ensuring that all Texas students graduate high school ready for college and career success and prepared to be contributing members of their communities.

The THSP builds upon a series of programs and initiatives aimed at improving the quality of high school programs and increasing the graduation rate and success of high school students. These initiatives, instituted over the past decade, include the expansion of high school testing under the TAKS system, the use of the college- and work-preparatory Recommended High

School Program (RHSP) as the default program for high school students, and the implementation of Grade 9 support programs and dropout prevention programs. Expanding on these strategies, the THSP emphasizes four key approaches: the Texas Science, Technology, Engineering, and Math (T-STEM) initiative, accelerated learning programs (including THSCS), new high school models, and education leadership.

Current Research and the Relationship to THSCS Grant Activities

In addition to increasing the percentage of students who graduate from high school, increasing the percentage of students academically prepared for success in postsecondary education is also a high priority for Texas. During the 1990s, the state experienced a steady decline in higher education participation rates, giving Texas a competitive disadvantage relative to other comparable states in this area. Although increasing higher education enrollments have been reported since Fall 2000, large gaps continue to exist in higher education participation and success by race/ethnicity, income, and region. Together, African Americans and Hispanics represent about 51% of the state's 15 to 34 year-old population, but only about 36% of the students in Texas public higher education (Texas Higher Education Coordinating Board, 2006).

Similar disparities have been found in overall graduation rates and student achievement as well. Although 84% of white students in Texas who entered Grade 9 in 2001-2002 graduated from high school in four years, only 77% of Hispanic students and 82% of African American students did so (TEA, 2006). Although 93% of white students passed the English language arts portion of the exit-level TAKS in Grade 11, only 82% of Hispanic students and 84% of African American students passed. In mathematics, the gap between these groups was even greater. While 90% of white students met the passing standard in math, only 72% of Hispanic and 67% of African American students did so. Similar trends were seen for economically disadvantaged students: 81% met standards for English language arts while 70% met standards for mathematics (TEA, 2006).

The THSCS initiative was developed to address these research findings on dropout prevention and postsecondary success. A student's decision to go to college and ability to secure a degree are the result of a complex process that begins as early as Grade 7. Students are more likely to become aware and ready for college when parents, schoolteachers, administrators, peers, and the community itself work together with the students (Cabrera, Prabhu & Deli-Amen, 2003; Wells, 1998). Multiple research studies have demonstrated the following as the strongest predictors of college attendance and completion, particularly for minority and low-income students: academic preparation, social support, access to information, parental knowledge and involvement about college, and financial aid (Eccles, Vida, & Barber, 2004; Martinez & Kloppott, 2004).

Research has also pointed to a number of specific types of interventions that are effective in improving high school completion rates and postsecondary attendance/success. A rigorous high school curriculum and a school climate that encourages the pursuit of rigorous academic goals have been found to be powerful predictors of academic achievement, graduation, and enrollment in postsecondary education (Adelman, 1999; Southern Regional Education Board (SREB), 2002). Similarly, instruction by highly qualified and professional teachers and school staff have also been found to be influential in high school success (Stipek, de la Sota, & Weishaupt, 1999; Sylva, & Evans, 1999; SREB, 2002). Academic supports, including academically-focused tutoring, counseling, mentoring, after-school programs, and individual graduation plans can also be effective in improving academic achievement during high school (Ehly, et al., 1987; Shanahan, 1998; SREB, 2002; Oliva & Nora, 2004;). Research evaluations also show that high-quality early childhood programs, youth development programs and other types of early interventions are related to student success (Reynolds & Temple, 1998; Temple, Reynolds, & Miedel, 1998; Reynolds, Temple, & Ou, 2003; Redd, Brooks & McGarvey, 2004). Timely assessments of student learning, community and parental partnerships, and high-quality facilities, equipment and instructional materials are also all related to student success in high school and readiness for college (SREB, 2002).

The strategies and activities developed to meet the goals of the THSCS grant program were also supported by the findings of a series of school dropout prevention focus group meetings conducted in Fall 2002 by TEA. Focus group participants identified numerous causes and possible solutions to the dropout problem. Among the factors identified as causes of student dropout were loss of eligibility for extracurricular activities, lack of a safe school environment, poor attendance by at-risk students, large school size, lack of a challenging and flexible curriculum, poor student academic skills, insufficient credit accrual, lack of a system to support students who are at risk of dropping out of school, lack of motivation on the part of some students in at-risk situations, teenage pregnancy and parenting, peer pressure, a climate of intolerance of diversity in some schools, students being overage for their grade level, and family environment (TEA, 2002).

In addition to identifying reasons for students dropping out of school, focus group participants recommended strategies and programs to address the problem. Among the recommendations were individualized instruction for all students, establishment of high student expectations by teachers, additional training and staff development opportunities for teachers, restructuring of schools to make them more conducive to students staying in school and graduating, provision of career and technology education courses in middle schools, extended-day programs such as after-school tutoring and other after-school and summer school programs, dual enrollment in high school and postsecondary education, additional counseling, student mentoring programs, and partnerships and collaboration between schools, community groups, and organizations (TEA, 2002).

Based on current research and the recommendations of the focus groups, a set of allowable activities for THSCS grantees was developed to combat student dropout and increase high school completion rates. The following is a detailed list of activities allowable under the THSCS grant program. Definitions of these activities can be found in Appendix A.

Individualized Graduation Plans (IGPs)

- Additional counselors to assist students with the development of their IGPs
- Online diagnostic assessment for students

Credit Accrual

- Innovative or intensive strategies to assist students who are behind in credit accrual
- Credit recovery programs to assist students who are behind in credit accrual
- Supplemental activities relevant to State Board of Education (SBOE)-approved high school courses in English language arts, mathematics, science, and social studies

Instructional Strategies

- Direct instruction for students by highly qualified teachers
- Highly qualified paraprofessionals or teacher assistants to assist teaching staff
- Instructional strategies designed to meet the needs of diverse learners

Student Achievement

- An accelerated learning program
- Online high school courses essential for exit-level TAKS
- Programs to provide assistance to students who have been truant, suspended, or expelled
- High-quality tutoring services for students identified as at-risk
- Technology integration as appropriate to the content

Expanded Learning Opportunities

- Flexible scheduling for students
- Flexible entry/exit courses
- Trailer courses[1]
- Activities that extend learning opportunities to after-school, evening, and summer classes for students who are academically at-risk
- Dual credit courses (high school/college)

[1] A "trailer course" is a course that is taken in the semester immediately following the semester in which the student failed the course instead of the following year.

Early Intervention

- Early intervention programs targeting at-risk students
- Expansion of the Ninth Grade Success Initiative (NGSI) grant program

Community Engagement

- Work-study programs
- Mentoring programs, including training for mentors
- Transportation for students receiving services through this grant

Rationale for the Evaluation of the THSCS Grant Program

Current dropout prevention and intervention programs target students who have been identified as at risk for dropping out of high school (Fashola, & Slavin, 1998; Scharge & Smink, 2001). However, few comprehensive studies have focused on evaluating the effectiveness of dropout prevention and school completion programs (Christenson & Thurlow, 2004). According to Lehr et al. (2003), in a review of dropout intervention studies, the majority of research has been descriptive in nature and few controlled studies have been conducted.

The limitations associated with much of the current research on student grade retention and high school completion point to the need for a rigorous and comprehensive evaluation of programs designed to increase the number of students attaining a diploma. Moreover, state-level initiatives require educational programs to be based on reliable research and evaluated according to empirical evidence. Each component of the THSCS grant program is rooted in current research but the effectiveness in achieving goals and serving students most in need has not yet been examined.

The Evaluation Group (TEG) at Texas A&M University conducted the present evaluation of the THSCS Cycle 1 grant program. This report, prepared by TEG, describes the THSCS grant program, provides an overview of the design of the evaluation project, describes the campuses and students participating in the grant program, and summarizes the types of activities grantees

implemented during the grant period. Most importantly, this report analyzes the overall effects of the THSCS program on student outcome measures and addresses the specific strategies that were most effective.

Organization of the Report

Following this introductory section, the report consists of five additional sections. Section II details the purpose of the program evaluation, as well as the evaluation design. Section III provides a profile of THSCS campuses and compares those characteristics to statewide averages to determine if the grantee campus groups differed from other high schools in the state in meaningful ways (e.g., student demographic and socioeconomic characteristics, academic achievement results on TAKS, etc.). Section IV describes strategies and activities implemented at grantee campuses and reports the number of students served with THSCS funds during the two summer sessions (2004 and 2005), and during the Fall 2004 and Spring 2005 semesters. Section V presents the results of analyses on the effect of program participation on student outcome measures. Conclusions drawn from this evaluation of the THSCS program are outlined in Section VII, as are recommendations for future projects pertaining to dropout prevention and high school success.

SECTION II: EVALUATION METHODOLOGY

The purposes of this evaluation were to describe the students involved in this program, to document the strategies/activities that were implemented at participating campuses, and to identify whether the program had an impact on student outcomes. This section details the methodology used to address these objectives.

Research Questions

The evaluation of the THSCS grant program was guided by the following research questions:

1) Who participated in the THSCS grant program?
    - What were the characteristics of the project campuses?
    - What were the characteristics of students served through project funds?
    - Did grant funds reach the students targeted by program goals?

2) How was the program implemented?
    - How many students were served?
    - Which types of strategies/activities did grantees implement on their campuses?
    - What were the characteristics of staff involved in the program?
    - What strategies were perceived to be the most and least effective?

3) What impact did the THSCS program have on student outcomes?
    - What was the program's effect on students' TAKS scores?
    - What was the program's effect on campus attendance rates?
    - What was the program's effect on grade retention?

To answer these questions, the evaluation team utilized existing TEA data, and also collected new data from districts regarding program implementation. The evaluation approach is detailed below.

Evaluation Approach

This evaluation consisted of five overlapping stages. As will be seen below, data were collected at both campus and individual student levels. Comparable campuses that had not received THSCS grants were identified in order to implement a quasi-experimental non-equivalent comparison group design.

Stage One

The first stage utilized state databases maintained by TEA to establish the baseline characteristics of THSCS campuses before grant implementation began. Campus variables were county, the Educational Service Center (ESC) region in which the campus was located, community type, student enrollment size, and type of school (charter or regular). Descriptive statistics were computed based upon individual student identification information supplied by participating campuses in Summer 2004 regarding students served in that time period or targeted for THSCS activities in the upcoming school year. The students' demographic characteristics and standardized test passing rates were compared to state averages.

Stage Two

Stage two consisted of collecting campus-level data at the end of each semester during the grant period. Variables included the number of students served, funding sources, and most importantly, THSCS activities implemented at each campus. This allowed documentation of changes in strategies and activities over time.

Stage Three

Site visits were conducted at 29 participating campuses between March and May 2005. These schools were selected via a multi-stage proportional sampling plan. Strata included variables such as geographic location, community type, and school size (see Appendix B for a more detailed discussion of the sampling plan). The site visits provided information that was useful in

identifying "best practices." To ensure consistency of reporting, schools completed the *High School Implementation Review* (see below) prior to the arrival of the site visitor.

Stage Four

In the fourth stage, individual student-level data were collected for students who had received THSCS services during Summer 2004, Fall 2004, and Spring 2005. This allowed TEG to identify the characteristics of students served. Importantly, this data enabled the construction of a comparison group of similar students at non-grantee campuses.

Stage Five

The fifth component of this evaluation consisted of matching THSCS campuses with comparable campuses that had not received THSCS funding. The first criterion was similar to that used in determining eligibility for funding (i.e., a 50% or lower passing rate across all Grade 9 students on the standardized TAKS tests). Within the campuses that met this criterion, those most comparable to THSCS schools were chosen using a stratified proportional sampling plan. Strata were first defined by campus-level variables such as geographic location and community type, and then student demographic variables (percentage of at-risk students, percentage of students who were classified as economically disadvantaged, and the percent of Hispanic students enrolled). The characteristics of these campuses and their students will be subsequently presented. Overall, this procedure allowed for analyses of change in outcome measures from the beginning of the project to the end for THSCS campuses and a comparison of achievement levels between THSCS campuses and non-funded campuses.

Data Sources

This evaluation relied upon five primary data sources. Three data collection instruments were developed for this project. The other two data sources were large and comprehensive databases maintained by TEA.

Project Progress Report (PPR)

The *PPR*, developed by TEG (see Appendix C) was designed around the strategies/activities that campuses were allowed to implement or supplement with grant funds to determine which strategies campuses were using, how they were funded, and how many students received each strategy during each semester. This web-based self-report instrument was designed and maintained by TEG and made available to project directors at the end of Summer 2004 (PPR-1), Fall 2004 (PPR-2), Spring 2005 (PPR-3), and Summer 2005 (PPR-4). Each PPR was to be completed for each participating campus. The response rate for each progress report was: PPR-1 (Summer 2004), 99%; PPR-2 (Fall 2004), 88%; PPR-3 (Spring 2005), 89%; and PPR-4 (Summer 2005), 89%. The results are discussed in Section IV, which addresses how the program was implemented.

Student Information Report (SIR)

The *SIR* closely paralleled the PPRs, but requested identifying information, program participation, attendance, credit accrual, college preparation, mentoring, and additional academic standing information about each student served at each campus (see Appendix E). After TEG developed the SIR, the instrument was posted on the TEA website as an Excel© file. School project directors downloaded the document, completed it, and saved the data on CDs that were sent to TEA for processing. TEA then verified the data for accuracy of recording. Data from all participating schools were merged into a single file for analysis. Student names were not included in the files; social security and student identification numbers were scrambled to ensure participants' anonymity. Project directors completed the SIR at the end of the Summer 2004, Fall 2004, and Spring 2005 semesters.

High School Implementation Review (HSIR)

The *HSIR* was developed to provide self-report data from the leadership team at each campus that received a site visit. The *HSIR* included 17 broad categories, within which specific activities were listed (see Appendix F). Open-ended answers were also solicited for each of the categories to document strengths, concerns, and recommendations pertaining to that category of activities.

This instrument was piloted with randomly selected school districts in September and October 2004. The document, with few changes other than being revised to include language more familiar to school district personnel, was distributed to the targeted campuses for discussion during the site visit and was used to guide the school interview process.

The *HSIR* form, accompanied by an introductory letter, was sent to each selected school one month before the site visit took place. Each individual campus identified key project staff to participate in the interview process. Each member of the school team to be interviewed was asked to complete the *HSIR* form individually and then meet with their school team to compile one *HSIR* form that was representative of their school. Overall, this in-depth documentation of program implementation supplemented and clarified the data obtained via PPR responses.

Public Education Information Management System (PEIMS)

The PEIMS database encompasses all data requested and received by TEA about public education. From this database, TEG received student-level demographic data for 2004, 2005 and 2006 on THSCS participants and students at the comparison campuses. Attendance data were obtained for both groups of students for 2004 and 2005 as were grade-level data for 2004, 2005, and 2006.

Texas Assessment of Knowledge and Skills (TAKS)

The TAKS is a comprehensive testing program for public school students directly linked to the state-mandated Texas Essential Knowledge and Skills (TEKS) curriculum. These tests replaced the Texas Assessment of Academic Skills (TAAS) program and were administered for the first time in Spring 2003 to students in Grades 3–11. TAKS scores were obtained for grantee and comparison group students in Grades 9 through 12 from the 2003-2004, 2004-2005, and 2005-2006 academic years.

SECTION III: THSCS PARTICIPATING CAMPUSES

This section describes the characteristics of the 244 campuses awarded monies under Cycle 1 of the THSCS grant program. The characteristics of students from THSCS campuses are also compared to those of high school students throughout the state. Broad campus characteristics (i.e., geographic location, the type of communities in which they are located, enrollment size, and the instructional method offered) are discussed first. The demographic characteristics of students served by grantee campuses are then presented. Third, baseline student performance data are reviewed for 2004 TAKS scores, as well as longitudinal completion and dropout rates to investigate pre-existing differences before grant implementation began.

Broad Characteristics of Project Campuses

Geographic Location

Campuses served by the THSCS grant project were located in 128 school districts within 71 of the 254 counties in the State of Texas. A large percentage of grantee campuses (40%) existed within four counties containing the metropolitan areas of Houston, San Antonio, Fort Worth and Dallas. Although there was a large cluster of grantee campuses within these metropolitan areas, at least one THSCS grantee was located within each of the states' 20 ESC regions, with the exception of Region 9 (Wichita Falls). Table 1 presents the distribution of grantee campuses across the state.

Table 1: Distribution of THSCS Grantee Campuses Across ESC Regions

Regional ESC Number	Location	Number of THSCS Campuses	Percent of THSCS Campuses
1	Edinburg	28	11.5
2	Corpus Christi	8	3.3
3	Victoria	4	1.6
4	Houston	43	17.6
5	Beaumont	5	2.0
6	Huntsville	7	2.9
7	Kilgore	9	3.7
8	Mt. Pleasant	2	0.8
9	Wichita Falls	0	0.0
10	Richardson	21	8.6
11	Fort Worth	26	10.7
12	Waco	13	5.3
13	Austin	17	7.0
14	Abilene	3	1.2
15	San Angelo	2	0.8
16	Amarillo	1	0.4
17	Lubbock	10	4.1
18	Midland	1	0.4
19	El Paso	9	3.7
20	San Antonio	35	14.3
Total		244	99.9

Source: Texas Education Agency, The Texas School Directory, 2003-2004.

Community Type

TEA classifies campuses as one of eight community size categories based upon factors such as school size, growth rate, student economic status, and proximity to urban areas (see Appendix G for category definitions). Given the previous discussion of grantee geographic location, it is not surprising that over 40% of the grantees were classified as an urban or suburban community type. Almost one-quarter were located in major suburban communities, followed by one-fifth in major urban cities. Approximately 7% of the Cycle 1 grantee campuses (16 schools) were charter schools (see Table 2).[2]

[2] All charter schools were grouped together as one community type, regardless of other characteristics.

Table 2: Distribution of THSCS Grantee Campuses by Community Type

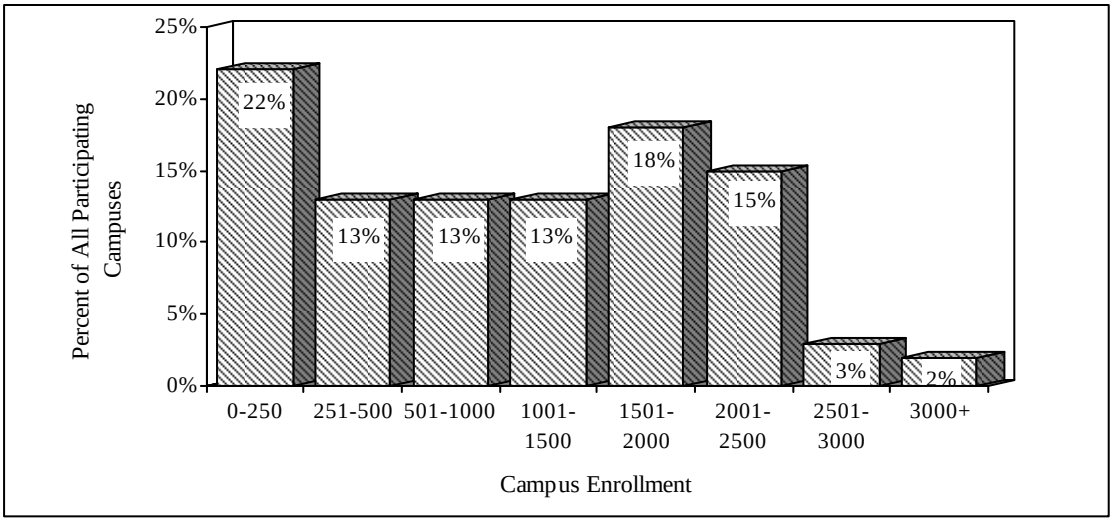
Community Type	Number of Campuses	Percent of Campuses
Major Urban	50	20.5%
Major Suburban	56	23.0%
Other Central City	30	12.3%
Other Central City Suburban	38	15.6%
Independent Town	12	04.9%
Non-Metro	25	10.2%
Rural	17	07.0%
Charter	16	6.6%
Total	244	100.0%

Source: Texas Education Agency, Snapshot 2002: School District Profiles 2003-2004.

Campus Enrollment

Participating campuses varied widely in the number of students enrolled. As shown in Figure 1, 48% of grantee campuses had total enrollments of 1000 students or fewer, with 22% enrolling 250 or fewer students. On the other side of the spectrum, 31% of grantee campuses enrolled between 1000 and 2000 students, with 20% of grantees exhibiting enrollments of greater than 2000 students. This shows that the grantees largely consisted of smaller high schools, serving less than 1500 students.

Figure 1: Distribution of THSCS Grantee Campuses by Student Enrollment

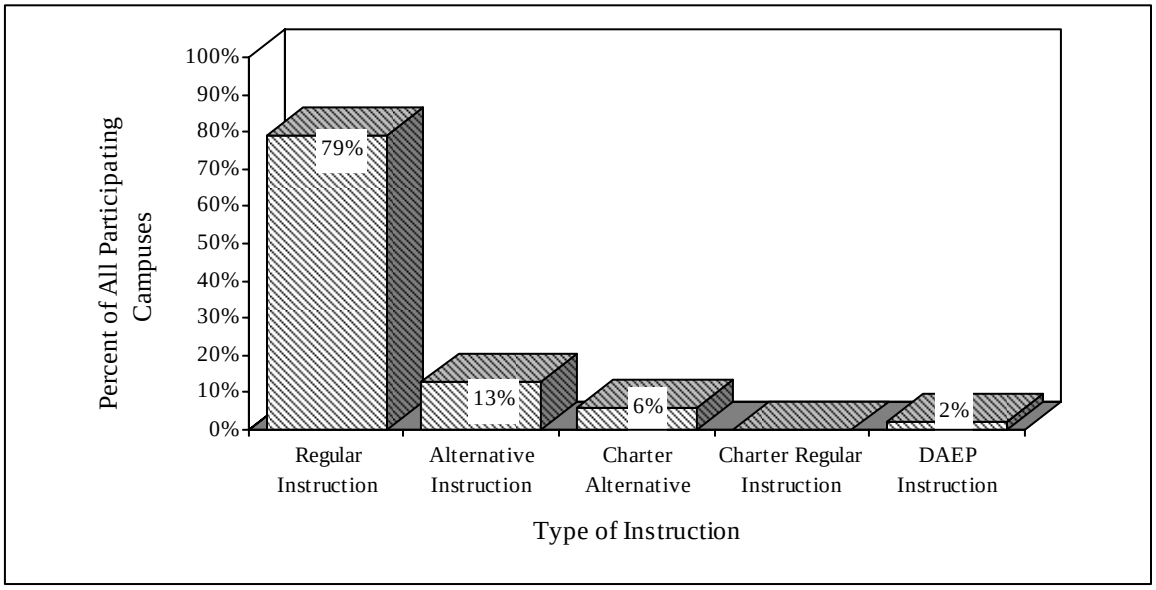


Source: Texas Education Agency, The Texas School Directory, 2003-2004.

Instructional Classification

According to *The Texas School Directory*, campuses are identified using an instructional classification schema. As seen in Figure 2, 192 (79%) of THSCS campuses were classified as Regular Instruction schools. Thirty-two (13%) of the grantee campuses were classified as Alternative Instruction schools, and four campuses (2%) were Disciplinary Alternative Education Placement (DAEP) Instructional schools. Only one campus (0.4%) was a Charter Regular Instruction school. The majority of grantee campuses (80%) served students in Grades 9 through 12.

Figure 2: Distribution of THSCS Grantee Campuses by Instructional Type



Source: Texas Education Agency, The Texas School Directory, 2003-2004.

Student Demographic Characteristics

One way of investigating whether grant funds reached the campuses most in need (e.g., schools with high proportions of economically disadvantaged students) is to compare grantee campus student demographics to state averages. Table 3 displays descriptive information for all students at THSCS grantee campuses and averages for the state of Texas using 2003-2004 data.

Table 3: THSCS Student Demographic Characteristics

Student Subgroup	THSCS CAMPUSES		STATE OF TEXAS, Grades 9-12	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Characteristic				
Limited English Proficient (LEP)	30,477	10.6%	81,221	6.8%
Gifted/Talented	22,670	8.3%	114,307	9.6%
Special Education	36,085	13.2%	148,604	12.4%
Economically Disadvantaged	163,773	60.0%	484,330	40.5%
Ethnicity				
African American	44,704	16.2%	171,527	14.3%
Hispanic	163,034	59.7%	464,080	38.8%
White	59,574	21.8%	519,508	43.5%
Asian/Pacific Islander	5,176	1.9%	36,837	3.1%
Native American	568	0.2%	3,578	0.3%
Total Number of Students	273,056		1,195,530	

Source: Public Education Information Management System, 2003-2004 School Year, Texas Education Agency, 2004.

As intended, grant funds reached campuses in greater need of supplemental services, as evidenced by the disproportionately higher numbers of LEP, special education, and economically disadvantaged students, compared to state averages. Additionally, THSCS campuses consisted of smaller proportions of students classified as gifted/talented than those represented statewide. Most notable among these differences is the large percentage of economically disadvantaged students served by THSCS schools (60%) compared to the average number of economically disadvantaged students in the state (40.5%). Thus, grant funds were indeed appropriately allocated to needier campuses.

Additionally, the demographic makeup of the THSCS campuses demonstrates that grantee students were predominately Hispanic (59.7%), while across the state of Texas only 38.8% of the student population was Hispanic. Likewise, only 21.8% of students on THSCS campuses were white, though 43.5% of the state's population of students was white. THSCS campuses also served a larger proportion of African American students (16.2%) than was representative of the state (14.3%), though this difference was smaller.

Baseline Performance Data

2004 TAKS Passing Rates

The TAKS is a comprehensive testing program for public school students directly linked to the state-mandated TEKS standards. This testing program replaced the TAAS program and was administered the first time in Spring 2003 to students in Grades 3–11. As the new exams were implemented, passing standards became more rigorous over time. Thus, for Grades 9 and 10, the minimum passing standard for each test was defined in Spring 2004 as a score that fell no more than one standard error of measurement (SEM) below the TAKS Panel's recommendation. For Grade 11, the minimum passing standard for each test was defined in Spring 2004 as a score that fell no more than two SEMs below the TAKS Panel's recommendation. The percentage of students at grantee campuses in Grades 9, 10, and 11 who were administered the English version of the test battery in March 2004 and met minimum passing standards are presented below in Tables 4 to 8. These tables also present the 2004 state passing rates for all students and major ethnic groups, as well as passing rates for economically disadvantaged, LEP, and special education student groups. Each grade level's scores will be discussed in the following subsections.

2004 TAKS Passing Rates for Grade 9. Students in Grade 9 completed the TAKS exams in English language arts (ELA) and mathematics in Spring 2004. As seen in Table 4, just over three-quarters of Grade 9 students (77%) at THSCS campuses passed the ELA portion of the TAKS test on the first administration of the exam, compared to 84% of all Grade 9 students in Texas. Across subgroups of student populations, the percentage of THSCS Grade 9 students meeting the state standard in ELA were consistently lower than the state passing rates. The difference in passing rates for Special Education students was even greater, with 50% of THSCS Special Education students passing, while the pass rate for the state was 61% among this student group.

Table 4: THSCS Grade 9, 2004 TAKS Passing Rates for English Language Arts

	THSCS CAMPUSES		STATE OF TEXAS	
	Number of Students Tested	Percent of Students Who Met Minimum Standards	Number of Students Tested	Percent of Students Who Met Minimum Standards
All Students	68,992	77%	313,367	84%
Subgroups				
African American	10,806	74%	44,991	77%
Hispanic	42,884	74%	127,062	77%
White	13,935	90%	130,457	93%
Economically Disadvantaged	43,906	73%	135,718	76%
Limited English Proficient	7,006	34%	18,303	38%
Special Education	3,581	50%	17,020	61%

Source: TAKS Results (March 2004 Administration), Texas Education Agency, 2004.

Note: In Spring 2004, the passing score was defined as a score that fell no more than one standard error of measurement (-1 SEM) below the TAKS Panel's recommendation.

Differences in mathematics TAKS passing rates were even greater between groups than were the ELA passing rates. Fewer than half (47%) of Grade 9 students attending THSCS campuses passed the mathematics portion of the TAKS exam on the first administration of the test compared to 59% of all Texas Grade 9 students (see Table 5). As was the case for ELA, the percentages of Grade 9 students at grantee campuses who met minimum standards were uniformly below those of the state for all of the student categories.

Table 5: THSCS Grade 9, 2004 TAKS Passing Rates for Mathematics

	THSCS CAMPUSES		STATE OF TEXAS	
	Number of Students Tested	Percent of Students Who Met Minimum Standards	Number of Students Tested	Percent of Students Who Met Minimum Standards
All Students	68,034	47%	309,943	59%
Subgroups				
African American	10,685	37%	44,187	43%
Hispanic	42,080	42%	125,055	46%
White	13,845	68%	129,414	75%
Economically Disadvantaged	43,085	40%	133,378	44%
Limited English Proficient	6,879	17%	18,221	21%
Special Education	3,491	20%	15,900	28%

Source: TAKS Results (March 2004 Administration), Texas Education Agency, 2004.

Note: In Spring 2004, the passing score was defined as a score that fell no more than one standard error of measurement (-1 SEM) below the TAKS Panel's recommendation.

2004 TAKS Passing Rates for Grade 10. Students in Grade 10 completed the TAKS exams in ELA, mathematics, social studies, and science; the passing rates are shown in Table 6. Across all students, the most pronounced differences in student performance on the 2004 TAKS exams were in mathematics (THSCS, 53% passing rate vs. 63% statewide) and science (THSCS, 52% passing rate vs. 64% statewide). THSCS students, particularly Special Education students, also had lower passing rates in ELA and social studies, although these differences were not as great. Minority and economically disadvantaged subgroups passed at a lower rate than did white students.

Table 6: THSCS Grade 10 2004 TAKS Passing Rates by Subject Area

	English/ Language Arts		Mathematics		Science		Social Studies		All Tests	
	THSCS Campuses	State	THSCS Campuses	State	THSCS Campuses	State	THSCS Campuses	State	THSCS Campuses	State
All Students	68%	75%	53%	63%	52%	64%	82%	87%	36%	49%
Subgroups										
African American	65%	68%	41%	45%	42%	46%	79%	81%	27%	30%
Hispanic	64%	67%	48%	51%	45%	49%	79%	80%	31%	34%
White	79%	84%	72%	77%	77%	81%	93%	94%	57%	65%
Economically Disadvantaged	63%	65%	46%	49%	44%	47%	78%	79%	29%	32%
Limited English Proficient	22%	24%	23%	27%	16%	19%	46%	49%	6%	8%
Special Education	32%	41%	21%	29%	22%	31%	55%	63%	10%	15%

Source: TAKS Results (March 2004 Administration), Texas Education Agency, 2004.
Note: In Spring 2004, the passing score was defined as a score that fell no more than one standard error of measurement (-1 SEM) below the TAKS Panel's recommendation.

2004 TAKS Passing Rates for Grade 11. Table 7 displays the Grade 11 2004 passing rates across all four content areas. As was the case for Grade 10 students, those in Grade 11 completed exams in ELA, mathematics, social studies, and science. For these students, passing the Grade 11 TAKS in all subjects is a requirement to be eligible for graduation. This new policy was instituted for this cohort of students in 2001 (when they were in Grade 8), and remains a graduation requirement for all students graduating in the 2004-2005 school year and later. On these tests, the passing score for the 2004 administration was set at two standard errors

of measurement below the TAKS Panel's recommendation (in 2005, the passing score was set to one standard error of measurement below the TAKS Panel's recommendation, and in 2006, the passing score was set to the TAKS Panel's recommendation).[3]

Overall, Grade 11 students in Texas performed highest on the social studies and ELA portions of the TAKS test, as did students at THSCS campuses. In addition, THSCS subgroups achieved passing rates comparable to those statewide, except for Special Education students. For all Grade 11 THSCS students (77%) and Grade 11 students statewide (85%), the gap in science was the largest of all subject areas. As Table 7 illustrates, students at THSCS campuses tended to have a more difficult time passing all four sections of the TAKS exam. Just under two-thirds (63%) of the students at THSCS campuses passed all of the required tests compared to 72% of the Grade 11 students across the state.

Table 7: THSCS Grade 11 2004 TAKS Passing Rates by Subject Area

	English/ Language Arts		Mathematics		Science		Social Studies		All Tests	
	THSCS Campuses	State	THSCS Campuses	State	THSCS Campuses	State	THSCS Campuses	State	THSCS Campuses	State
All Students	83%	87%	79%	85%	77%	85%	96%	97%	63%	72%
Subgroups										
African American	80%	82%	71%	73%	70%	74%	95%	96%	53%	58%
Hispanic	80%	81%	77%	78%	73%	75%	95%	95%	58%	61%
White	90%	92%	89%	91%	91%	93%	99%	99%	79%	83%
Economically Disadvantaged	79%	79%	76%	76%	71%	74%	94%	94%	56%	58%
Limited English Proficient	42%	42%	57%	59%	43%	47%	81%	81%	23%	24%
Special Education	47%	56%	47%	55%	48%	57%	84%	88%	26%	35%

Source: TAKS Results (March 2004 Administration), Texas Education Agency, 2004.
Note: In Spring 2004, the passing score was defined as a score that fell no more than two standard errors of measurement (-2 SEM) below the TAKS Panel's recommendation.

[3] The exit-level standard in place for each class when they began Grade 10 was the standard that was maintained throughout those students' high school careers. For example, Grade 12 students in 2005 were allowed to graduate under the TAKS passing standard that was in place at the time they started Grade 10 in 2003.

2003 Four-Year High School Outcomes

Graduation data can be illustrated in different ways. One way is to look at the percentage of students graduating in a given year. However, this cross-sectional picture only describes the proportion of students in a given academic year who graduated, without providing context as to the number of years it took to reach graduation, or how many students had dropped out of high school prior to that year's student count. Thus, a more in-depth completion rate can be calculated by following a cohort of students to determine how many Grade 9 students graduated in four years. This completion rate documents the percentage of students who graduated, taking into account those who were retained, those who moved to another district, those who dropped out, as well as other variables. This provides a much more complete picture of student achievement at high school campuses.

The cohort of students in this study consisted of students who first attended Grade 9 in 1999-2000. They were followed through their expected graduation as the class of 2003. The classifications that defined the completion rate included: 1) the percentage of students who dropped out and did not return by the fall of the 2003-2004 school year; 2) the percentage of students who graduated from high school within four years; 3) the percentage of students who received a General Educational Development certificate before March 1, 2003; and 4) the percentage still enrolled in the Fall 2003-2004 school year. Tables 8 and 9 show the dropout and 4-year graduation rates for students at the THSCS campuses and across the state.

Table 8: THSCS Campus 2004 Four-Year Dropout Rates

	THSCS CAMPUSES	STATE OF TEXAS
All Students	5.6%	3.9%
Subgroup		
African American	5.9%	4.9%
Hispanic	6.8%	6.3%
White	2.7%	1.9%
Economically Disadvantaged	6.4%	6.3%
Limited English Proficient	17.5%	16.3%
Special Education	8.7%	6.3%

Source: Academic Excellence Indicator System (AEIS), Texas Education Agency, 2005.

Table 9: THSCS Campus 2004 Four-Year Graduation Rates

	THSCS CAMPUSES	STATE OF TEXAS
All Students	80.9%	84.6%
Subgroup		
African American	81.4%	82.8%
Hispanic	78.6%	78.4%
White	85.8%	89.4%
Economically Disadvantaged	79.3%	78.6%
Limited English Proficient	58.1%	58.1%
Special Education	71.6%	75.4%

Source: Academic Excellence Indicator System (AEIS), Texas Education Agency, 2005.

Across subgroups, dropout rates were higher for THSCS students (5.6%) than for students at large (3.9%). In both groups the dropout rate was highest for LEP students (17.3% and 16.3%, respectively). Graduation rates for THSCS students and students statewide were highly comparable, with Hispanic and economically disadvantaged students at THSCS campuses slightly higher than all Texas students.

SECTION IV: THSCS IMPLEMENTATION

The information contained in the discussion below is based on the results of an online reporting instrument, the Project Progress Report (PPR), administered at the end of each of four semesters of the grant period. The total number of campuses involved in the grant was 244. The PPR was designed to collect information on specific activities required or allowable under the grant program.

The results of the PPR are presented in two subsections. The first subsection addresses summer school activities (Summer 2004 and Summer 2005), and the second subsection reports on activities conducted during the regular semesters of the school year (Fall 2004 and Spring 2005). A PPR was administered each semester and is referred to in chronological order (e.g., PPR-1 refers to Summer 2004; PPR-2 refers to Fall 2004; etc.). The specific research questions addressed in both sections are:

- How many students were served?
- Which types of strategies/activities did grantees implement on their campuses?
- What are the characteristics of staff involved in the program?
- What were perceived to be the most and least effective strategies?

The rationale for this separation rests on the differing nature of the services provided to students and the nature of the population served. Summer school enrollment was voluntary and therefore the population may not be representative of the regular year school population. Additionally, the activities that occur at schools during summer school terms are typically much more limited than during the regular school year (e.g., lack of organized sports, fewer social events). Optimally, this translates into a greater focus on completion of course work and less on other activities associated with schools.

Another difference between summer school offerings and the regular academic year was the location of the summer school programs. Of the campuses that submitted the summer progress report (99% of THSCS campuses), 135 (56%) campuses conducted summer school. However, in several instances, a single campus served students from other campuses in the district, increasing the total number of students served but decreasing the number of campuses that conducted a summer program.

Required program components for grant recipients included establishing IGPs for all students on the campus, creating programs that encourage community engagement, and instituting mentor training. In addition, grantees elected to support other research-based strategies and activities that were allowable under the grant. These included the support and development of credit accrual programs and the application of activities that promoted student achievement. Expanded learning opportunities, early intervention programs, and the support of certain instructional strategies were also allowable. The results of the PPRs are presented in the following categories for both summer sessions and then the 2004-2005 academic school year semesters: 1) Students Served; 2) Grant-Funded Strategies and Activities; 3) Personnel Involved in the Grant; 4) Most and Least Effective Activities as Reported by Campuses.

Summer School Programs

Students Served

Summer school was offered in 2004 at 135 schools, with attendance ranging from 4 students at several charter and alternative schools, to 1,182 students at the largest school. In 2005, 149 campuses offered summer school with attendance ranging from 6 to 910 students. Table 10 shows the total number of students enrolled in each summer and the percent of those students who were classified as at-risk. As might be expected, at-risk students were represented in higher proportions during the two summer sessions.

Table 10: Total Students and At-risk Students Served during Each Summer of the Grant Period

Students	Student Enrollment For 2003-2004 School Year	Students Served Summer 2004	Students Served Summer 2005
Enrolled	275,945	13,212	15,521
At-risk	170,382 (62%)	10,749 (81%)	13,246 (87%)

Source: Project Progress Reports for Summer 2004 (PPR-1), Fall 2004 (PPR-2), Spring 2005 (PPR-3) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Data for the 2003-2004 enrollment period derived from PEIMS. Data included to show the population and number of at-risk students enrolled in the 244 campuses in the year prior to this project's beginning.

Grant-Funded Strategies and Activities

To address the needs of students on their respective campuses, grant recipients designed programs around a series of allowable strategies and activities. These strategies and activities fell into seven broad categories: IGP-related activities; credit accrual; instructional strategies; student achievement improvement; expanded learning opportunities; early intervention; and community engagement. Grant recipients directed funds towards activities and strategies that best served the needs of at-risk and other targeted students on their campuses. Below is a description of the strategies and activities that fell into each of the seven categories, followed by the number of campuses that supported these strategies during the Summer 2004 and Summer 2005 semesters (see Appendix A for definitions of strategies and activities that were supported under the THSCS program).

Individualized Graduation Plan

Students participating in THSCS, as well as all students under Rider 67 initiatives, were required to have an IGP on file in the counselor's office. These graduation plans were designed to ensure that students at risk of not graduating from high school are afforded instruction from highly qualified teachers, have access to online diagnostic and assessment instruments, and are provided accelerated instruction in areas of academic weakness. Over the two-year period of the grant, 260,080 students had IGPs developed, of whom 60.3% were students classified as at-risk. Table 11 shows the number of students who had IGPs developed each summer of the grant period along with the two key activities that were targeted at the development and implementation of the IGPs. In each summer, at-risk students benefited from the use of online diagnostic assessment programs and from counselors increasingly involved in the IGP development process. It is likely that the smaller number of students developing IGPs in the Summer 2005

semester reflects plans that were in place from the previous year for the majority of program students.

Table 11: Students at THSCS Campuses Receiving IGP-Related Services, Summer 2004-2005

	Summer 2004			Summer 2005		
	Students receiving service	At-risk Students receiving service	Proportion of served students who were at-risk	Students receiving service	At-risk Students receiving service	Proportion of served students who were at-risk
IGPs developed during each term	55,390	32,641	59%	8,781	7,171	82%
Online diagnostic assessment	6,253	4,951	80%	4,976	4,473	90%
Received assistance from counselor with IGP	50,959	31,369	62%	12,486	9,380	75%

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Numbers are not cumulative but represent students receiving benefits for the first time in each reporting period.

Two additional activities supported the development of the IGP. For the first, an online diagnostic assessment enabled students to use a computer program to identify specific areas of academic weakness. They were provided with immediate feedback on their academic standing, which helped teachers and counselors select services and activities to address the particular need of the student. Second, campuses could choose to fund additional counselors to assist students with the development of the IGP.

Table 12 shows the number of campuses that funded additional counselors. Many more campuses supported online diagnostic assessment during the second summer term than the first and over half of the grantee campuses (57%, representing 124 campuses) supported integration of technology during the 2005 summer term.

Table 12: Individualized Graduation Plan Strategies and Activities, Summer 2004-2005

	Summer 2004 242 Campuses (99%) Responding		Summer 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Additional counselors to assist students with IGP development	35 (14%) [a]	35 (14%) [a]	56 (26%) [a]	34 (16%) [a]
Online diagnostic assessment	56 (23%)	28 (12%)	74 (34%)	62 (29%)
Integration of Technology [a]	[b]	[b]	139 (64%)	124 (57%)

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Notes: [a] Percent calculated using number of responding campuses. [b] This item was inadvertently omitted from the Summer 2004 report (PPR-1), so data are not available for this term.

Credit Recovery

Three activities allowable under the THSCS grant program were tied to helping students acquire needed credits. Credit recovery programs allowed students to make up credits they were missing due to failure to pass a course. Most of these programs utilize online instruction and often take place in labs during alternative times, such as after school or on weekends. Trailer courses are another way for students to make up missing credits. Offered in the term immediately following the semester of the failed course, students are able to maintain the required number of credits because progression to the next course is not delayed until the failed course is completed. These courses are not self-paced and do not offer the intensive instruction common to other credit accrual programs. Finally, online courses essential for exit-level TAKS allow students to earn credits in ELA, mathematics, science and social studies. Students who pass the TAKS objectives for each online course accrue missing credits. Students may opt to complete courses more quickly in each core area by taking these courses online.

The three credit recovery activities were offered by more campuses during the second summer term than the first (see Table 13). Even though fewer campuses supported these activities during Summer 2004, these programs were cited by a number of administrators on the PPR-1 as being one of the more successful activities.

Table 13: Credit Recovery Strategies and Activities, Summer 2004-2005

	Summer 2004 242 Campuses (99%) Responding		Summer 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Online credit recovery programs	122 (50%)	31 (13%)	141 (65%)	121 (56%)
Online exit-level TAKS courses	62 (26%)	18 (7%)	63 (29%)	52 (24%)
Trailer courses	29 (12%)	7 (3%)	63 (29%)	48 (22%)

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Percent calculated using total number of campuses responding to each PPR, not the number that conducted summer school.

Instructional Strategies

Three activities fell under the broad category of instructional strategies. Campuses that supported essential instructional strategies to meet the needs of diverse learners used grant funds to develop instructional strategies that were suited to the needs of these learners.[4] Examples include teacher training and the development of courses and professional development materials. Campuses could also choose to support paraprofessionals and/or teacher assistants, who work under the supervision of a certified teacher and have a specified number of professional development credit hours and/or course work. Finally, campuses could use THSCS funds to support direct instruction for students by highly qualified teachers.[5]

Table 14 shows that during the second summer of the program, more teachers were hired with THSCS funds to teach summer school. The percentage of programs using THSCS funds to respond to the need for quality instructional strategies for at-risk students showed the greatest increase between 2004 and 2005 in the area of direct instruction and the use of essential instructional strategies for diverse learners.

[4] Diverse learners include, but are not limited to, students identified as limited proficiency in English, students with disabilities, and migrant students.

[5] "Highly qualified" teachers are those who meet the criteria outlined in the No Child Left Behind Act.

Table 14: Instructional Strategies and Activities, Summer 2004-2005

	Summer 2004 242 Campuses (99%) Responding		Summer 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Direct instruction for students by highly qualified teachers	135 (56%)	21 (9%)	145 (67%)	130 (60%)
Highly qualified paraprofessionals and teacher assistants to assist teaching staff	65 (27%)	32 (13%)	78 (36%)	60 (28%)
Essential instructional strategies to meet the needs of diverse learners	88 (36%)	28 (12%)	135 (62%)	122 (56%)

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Percent calculated using total number of campuses responding to each PPR, not the number that conducted summer school.

Improving Student Achievement

The most extensive category of strategies and activities available to campuses was tied to improving student achievement. Campuses could choose from a variety of activities that directly address areas of academic weakness. First, two types of intervention strategies were used by school personnel to strengthen student learning. An *innovative* intervention strategy is a special strategy, activity, or instructional tool designed by school personnel to be used alone or as a part of a course to address students' special learning needs. An example of an innovative strategy would be a hands-on, structured activity for students who require more than direct instruction. In contrast, an *intensive* intervention strategy generally refers to the creation of a highly structured learning environment for students. Examples include hiring an additional school resource officer to check on truant students or constructive group counseling for at-risk students.

Another activity available to grantee campuses to aid student achievement was accelerated instruction. These programs are designed to help students in a particular subject or content area that they have failed. Students are offered intensive instruction that allows them to catch up quickly in the skills needed to complete a failed course. Computer software is often utilized to aid in accelerated instruction. Tutoring is another means by which students can improve their

skills in a particular area. Teachers certified in a particular field or content area work closely with students who need instruction beyond that provided by daily classes.

Improving student achievement could also be accomplished with supplemental activities relevant to the SBOE-approved high school courses in ELA, mathematics, science, and social studies. These courses primarily include independent study work that is completed by students so that they can become more proficient in a given content area. Students can be assigned these activities either to address areas of weakness or to help them gain mastery in a content area.

Finally, campuses could improve student achievement by specifically targeting students who had been truant, suspended or expelled. These programs were specifically designed for students who were continually engaged in these behaviors. Targeted students were placed into a variety of programs that focused on improving academic achievement.

Campuses supported a range of strategies and activities to improve student achievement during summer school terms (see Table 15). Clearly, a greater number of campuses supported these activities during the Summer 2005 term than during the previous summer. Where 37 (15%) campuses supported innovative or intensive strategies with THSCS funds during the first summer term, this number climbed to 110 (51%) campuses during the following summer. With the exception of supplemental activities, for which the number of campuses increased from 32 to 50, the increase from Summer 2004 to Summer 2005 was far more pronounced for all other activities in the student achievement category. Schools may have needed more time to get these types of grant activities off the ground once program funding began, resulting in a greater number of programs during the second summer of implementation.

Table 15: Improving Student Achievement Strategies and Activities, Summer 2004-2005

Strategies	Summer 2004 242 Campuses Responding		Summer 2005 217 Campuses Responding	
	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Accelerated learning program.	91 (38%)	31 (13%)	89 (41%)	83 (38%)
Programs to improve student academic achievement by assisting students who have been truant, suspended, or expelled	77 (32%)	24 (10%)	76 (35%)	56 (26%)
High quality tutoring services for at-risk students	83 (34%)	30 (12%)	102 (47%)	90 (41%)
Innovative or intensive strategies to assist students behind in credit accrual	104 (43%)	37 (15%)	128 (59%)	110 (51%)
Supplemental activities relevant to SBOE-approved high school courses in ELA, math, science, and social studies	81 (33%)	32 (13%)	59 (27%)	50 (23%)

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Percent calculated using total number of campuses responding to each PPR, not the number that conducted summer school.

Expanded Learning Opportunities

For many students, life demands outside of the regular school day do not allow enough time to make up missing or failed credits. Expanded learning opportunities extend or augment the regular school day to include after-school, evenings, weekends and summer schedules. Campuses often opt for an extended schedule to accommodate students who need to acquire credits. These students can accrue credits without disruption to the regular schedule for graduation in four years.

Flexible entry/exit courses are another means of expanding the time available to make up credits. These courses often take place in a credit recovery lab where a student is enrolled in one course and makes up missing credits in another at the same time. Students may also be scheduled into an elective to make up missing credits. Flexible scheduling is similar to flexible entry/exit courses. For example, while enrolled in one class, a student makes up missing credits in another.

Finally, dual credit courses allow students to earn both high school and college credit by taking a single course. Campuses that offer dual credit courses typically have an articulation agreement with the local community college to provide courses that can be taught at either the high school or the college. Career and technology courses are common examples.

Students who are participating in activities at another campus or that occur outside of the regular time frame may not have the ability or resources to reach the location. Therefore, campuses had the opportunity to direct funds towards transportation services that provided students with a means to attend prescribed activities.

As seen in Table 16, there was a marked decrease in the number of campuses offering dual credit courses (53 in 2004 versus 22 in 2005), but the number using THSCS funds more than doubled. A similar pattern was found for flexible scheduling and flexible entry/exit courses. The number of campuses implementing these strategies decreased, but the number using THSCS funds increased dramatically.

Table 16: Expanded Learning Opportunities Strategies and Activities, Summer 2004-2005

	Summer 2004 242 Campuses (99%) Responding		Summer 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Flexible scheduling	84 (35%)	16 (7%)	78 (36%)	74 (34%)
Flexible entry/exit courses	73 (30%)	10 (4%)	78 (36%)	74 (34%)
Dual credit courses (high school/college)	53 (22%)	6 (2%)	22 (10%)	15 (7%)
Transportation for students receiving grant-related services	55 (23%)	55 (23%)	80 (37%)	57 (26%)

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Percent calculated using total number of campuses responding to each PPR, not the number that conducted summer school.

Early Intervention

This type of program ensures that students who are at-risk of not completing high school in four years receive support services that address their specific needs as soon as it becomes evident.

Students are provided with one or more forms of academic assistance such as after-school tutoring or additional assessment and remediation.

Campuses also used local funds or additional grants to continue the activities, courses, labs, or curriculum initially developed through the Ninth Grade Success Initiative (NGSI). This initiative focused on Grade 9 students who exhibited signs of not completing high school. The goal of this activity was to increase academic achievement, offer credit recovery and provide support services to Grade 9 students in at-risk situations.

As shown in Table 17, there was a dramatic difference between the summer of 2004 and the summer of 2005 in the number of programs using THSCS funds to support early intervention programs (27 campuses versus 71). The number of campuses using THSCS funds to provide these programs increased in Summer 2005; no more than 40% of all campuses and only about a third of the campuses offering NGSI supported early intervention programs. In 1999, NGSI was established to increase graduation rates in Texas public schools by reducing the number of students who either dropped out or were retained in Grade 9. Grantees emphasized basic skills in core curricular areas and provided students with opportunities to build credits toward graduation. Funding for NGSI ended in the 2003-2004 school year, just as THSCS began. The similarity of these two programs likely explains the difference in how much funding of THSCS went to specific activities since NGSI funding was appropriated through Summer 2004.

Table 17: Early Intervention Strategies and Activities, Summer 2004-2005

	Summer 2004 242 Campuses (99%) Responding		Summer 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Early intervention programs	83 (34%)	27 (11%)	87 (40%)	71 (33%)
Expansion of Ninth Grade Success Initiative	72 (30%)	0 (0%)	74 (34%)	63 (29%)

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Percent calculated using total number of campuses responding to each PPR, not the number that conducted summer school.

Personnel Involved in the Grant

Staff. Under the THSCS program, grant recipients could use funds to hire additional guidance counselors to assist students with the development of IGPs, hire highly qualified paraprofessionals or teacher assistants, or to support direct instruction by hiring highly qualified teachers. Campuses reported on four groups of school staff that provided direct and indirect services during the project year: highly qualified teachers; paraprofessionals or instructional assistants; administrators; and counselors.

Table 18 presents the groups that participated in and were funded by the THSCS grant program during the two summers. The total number of highly qualified teachers and paraprofessionals/ instructional assistants funded by the grant increased over 50% in the second summer (increasing from 746 teachers and paraprofessionals to 1143), indicating that the presence of funds in the second summer was instrumental in increasing the number of staff to provide services to the students. While the actual number of counselors offering services in the summer increased numerically by 30%, the increase in funded positions was 47% (84 as compared to 57). Thus, it appears that grant monies were useful in increasing both the number and percentage of staff that provided summer assistance to students.

Table 18: Staff Participating In and Funded by THSCS, Summer 2004-2005

	Summer 2004		Summer 2005	
	Staff on Campus	Staff Funded by THSCS Grant	Staff on Campus	Staff Funded by THSCS Grant
Highly Qualified Teachers	1,222	678 (55%)	1,409	955 (68%)
Paraprofessionals or instructional assistants	124	68 (55%)	276	188 (68%)
Administrators	214	61 (29%)	209	63 (30%)
Counselors	136	57 (42%)	178	84 (47%)
Total	1,696	864 (51%)	2,072	1,290 (62%)

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Volunteers. In addition to the school staff that delivered services to students targeted by the grant, three groups of volunteers participated in the program. Table 19 presents the number of parents, mentors and others who volunteered during each summer of the grant period. This table shows an increase in summertime community involvement in the education of students in these

schools. Overall, the numbers increased over 100% between 2004 and 2005 with the greatest increase, 235%, in the number of mentors involved. This indicates that one of the grant goals, increasing community involvement, was met as measured by the increase in volunteer involvement from the Summer 2004 to the Summer 2005 session.

Table 19: Volunteers Involved in the THSCS Program, Summer 2004-2005

Volunteer Type	Summer 2004		Summer 2005	
	Number	Percent of Volunteers	Number	Percent of Volunteers
Parents	749	85%	1,410	78%
Mentors	97	11%	325	18%
Other Volunteers	39	4%	69	4%
Total	885	100%	1,804	100%

Source: Project Progress Reports for Summer 2004 (PPR-1) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Summary of Summer School Programs

Summer 2004 was a period of beginnings as campuses strove to find programs that would be beneficial to students. The second session, Summer 2005, was more successful and offered a more complete range of programs. A likely explanation for this is the carry-over effect from the 2004-2005 academic year in which students were more likely to be familiar with the activities offered and wished to continue them from the spring semester.

The two strategies most widely used during the summer programs were credit accrual and instructional programs. Only in these two areas did more than 50% of the campuses participate, compared to around one-third of campus participation for most of the other strategies and activities.

The 2004-2005 Academic School Year

Results from PPR-2 (Fall 2004) and PPR-3 (Spring 2005), comprising the 2004-2005 academic school year, are presented in the same format as in the previous section: 1) Students Served; 2) Grant-Funded Strategies and Activities; 3) Personnel Involved in the Grant; and, 4) Most and

Least Effective Activities as Reported by Campuses. All information is based on the 218 campuses that completed the PPR-2 (Fall 2004) report and 217 campuses that completed the PPR-3 (Spring 2005) report.

Students Served

As can be seen in Table 20, the number of students served during the academic year was quite large (69,804 in the fall and 67,122 in the spring), and was comprised of students predominantly classified as at-risk (69% and 75%, respectively). As calculated from the numbers reported in PPR-2 and PPR-3, campuses provided services to approximately 25% of the previous year's total student population and 30% of the previous year's at-risk population during the regular academic year.

Table 20: Total Students and At-risk Students Served, 2004-2005 School Year

Students	2003-2004 Student Enrollment	Students Served Fall 2004	Students Served Spring 2005
Enrolled	275,945	69,804	67,122
At-risk	170,382 (62%)	48,339 (69%)	50,145 (75%)

Source: Project Progress Reports for Summer 2004 (PPR-1), Fall 2004 (PPR-2), Spring 2005 (PPR-3) and Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Note: Data for the 2003-2004 enrollment period derived from PEIMS. Data included show the population and number of at-risk students enrolled in the 244 campuses in the year prior to this project's beginning.

Most campuses focused on ensuring that all students had an IGP in place. Table 21 shows the large number of students who had IGPs developed each semester. The number of students developing an IGP decreased from fall to spring as more and more students worked with counselors, leaving fewer who still needed IGP-related services. In addition, the number of IGPs developed and the use of online diagnostic assessment also decreased between the fall and spring semesters. However, the number of students who received IGP assistance from counselors exceeded the number developed. This is an encouraging development in that students were receiving ongoing rather than one-time assistance from counselors. However, it could also reflect a number of incomplete IGPs.

Table 21: Students and At-Risk Students Receiving IGP-Related Services, 2004-2005 School Year

	Fall 2004			Spring 2005		
	All students receiving the service	At-risk students receiving the service	Proportion of at-risk students served	All students receiving the service	At-risk students receiving the service	Proportion of at-risk students served
IGPs developed during each term	110,181 [a]	64,973	59% [b]	85,728	51,952	61%
Online diagnostic assessment	43,777	30,659	70%	35,536	24,563	69%
Received IGP assistance from counselor	125,849	76,282	61%	117,970	74,523	63%

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.

Notes: [a] Numbers are not cumulative but represent students receiving benefits for the first time in each reporting period.

[b] Percentage is number of at-risk students receiving services divided by all students on campus.

Grant-Funded Strategies and Activities

During the academic year, grantee campuses continued to implement the strategies and activities they had begun in the summer. The number of campuses and the percentage of all campuses using THSCS funds to implement each strategy/activity during Fall 2004 and Spring 2005 are presented in Tables 22 through 27. The tables show that grantee campuses employed a wide variety of strategies and activities to support student learning and encourage the completion of high school. The number of reporting and participating campuses is much larger than during the summer because not all campuses held summer school.

Credit Recovery

Table 22 shows that approximately three-quarters of campuses (76% in 2004 and 77% in 2005) directed funds toward credit recovery programs during the regular school year. By contrast, online high school courses were supported by slightly more than one-third of campuses during each semester. Approximately 25% of grantee campuses opted to support trailer courses. This type of credit recovery has become somewhat outdated as self-paced credit recovery labs have become more prevalent. Here, students can work at their own pace and can accrue credits more quickly.

Table 22: Credit Accrual Strategies and Activities, 2004-2005 School Year

	Fall 2004 218 Campuses (88%) Responding		Spring 2005 217 Campuses 89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Credit recovery programs to assist students behind in credit accrual	191 (88%)	165 (76%)	195 (90%)	167 (77%)
Online high school courses essential for exit-level TAKS	103 (50%)	84 (39%)	106 (49%)	80 (37%)
Trailer courses	73 (33%)	55 (25%)	89 (41%)	57 (26%)

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.

Note: Percent calculated using number of responding campuses.

Instructional Strategies

Grantee campuses continued to support instructional strategies into the regular school year. Table 23 shows that direct instruction by highly qualified teachers and essential instructional strategies for diverse learners were supported by the majority of campuses across both semesters (80% and 78% in Fall 2004, and 70% and 69% in Spring 2005). Only about half of the campuses chose to use THSCS funds for paraprofessionals or teacher assistants each term.

Table 22: Instructional Strategies and Activities, 2004-2005 School Year

	Fall 2004 218 Campuses (88%) Responding		Spring 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Direct instruction for students by highly qualified teachers	213 (98%)	175 (80%)	202 (93%)	152 (70%)
Highly qualified paraprofessionals/ teacher assistants	174 (80%)	110 (50%)	165 (76%)	102 (47%)
Essential instructional strategies to meet needs of diverse learners	209 (96%)	170 (78%)	202 (93%)	149 (69%)

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.

Improving Student Achievement

Campuses continued to support activities and strategies aimed at improving student achievement throughout the school year. Table 24 shows that at least half of all campuses supported all

THSCS student achievement activities. High quality tutoring and innovative and/or intensive strategies were supported by THSCS funds for at least three-quarters of all campuses during each semester. Approximately one-half of grantee campuses used THSCS funds to support programs that targeted truant, expelled, or suspended students; accelerated learning programs; and supplemental programs.

Table 24: Improving Student Achievement Strategies and Activities, 2004-2005 School Year

	Fall 2004 218 Campuses (88%) Responding		Spring 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Accelerated learning	151 (69%)	130 (60%)	141 (65%)	113 (52%)
Programs to improve student academic achievement for students who have been truant, suspended, or expelled	172 (79%)	116 (53%)	163 (75%)	113 (52%)
High quality tutoring services for at-risk students	202 (93%)	174 (80%)	189 (87%)	167 (77%)
Innovative or intensive strategies	196 (90%)	175 (80%)	189 (87%)	162 (75%)
Supplemental activities relevant to SBOE-approved high school courses in ELA, math, science, and social studies	129 (59%)	110 (51%)	130 (60%)	108 (50%)

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.

Expanded Learning Opportunities

Table 25 shows that at least 80% of campuses extended the school day to allow students extra time to learn. An after-school schedule was the most common, with evenings and weekends less frequently supported by campuses. Flexible scheduling and flexible entry/exit courses were supported in at least half of the grantee campuses. About 40% of THSCS campuses offered dual credit courses.

Table 25: Expanded Learning Opportunity Strategies and Activities, 2004-2005 School Year

	Fall 2004 218 Campuses (88%) Responding		Spring 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Flexible scheduling	155 (71%)	134 (61%)	158 (73%)	132 (61%)
Flexible entry/exit courses	140 (64%)	121 (56%)	141 (65%)	117 (54%)
Dual credit courses (high school/college)	146 (67%)	94 (43%)	139 (64%)	85 (39%)

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.
Note: Percent calculated using number of responding campuses.

Early Intervention

Just over half of grantee campuses supported early intervention programs and about one-third supported an expansion of the NGSI. Support remained consistent across the school year (see Table 26).

Table 26: Early Intervention Strategies and Activities, 2004-2005 School Year

	Fall 2004 218 Campuses (88%) Responding		Spring 2005 217 Campuses (89%) Responding	
Strategies	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds	Campuses Supporting Activity	Campuses Supporting Activity - THSCS Funds
Early intervention programs targeting at-risk students.	146 (67%)	117 (54%)	148 (68%)	115 (53%)
Expansion of the NGSI grant program.	101 (46%)	79 (36%)	102 (47%)	77 (35%)

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.
Note: Percent calculated using number of responding campuses.

Personnel Involved in the Grant

Staff. Four groups of school staff provided direct and indirect services during the regular school year: highly qualified teachers, paraprofessionals/instructional assistants, administrators, and counselors. Table 27 shows that highly qualified teachers were by far the largest group of personnel to deliver grant-related services.

Table 27: Staff Participating In and Funded by THSCS, 2004-2005 School Year

	Fall 2004		Spring 2005	
	Staff on Campus	Staff Funded by THSCS Grant	Staff on Campus	Staff Funded by THSCS Grant
Highly Qualified Teachers	4,328	810 (19%)	4,997	961 (19%)
Paraprofessionals or instructional assistants	499	153 (31%)	624	203 (33%)
Administrators	489	84 (17%)	482	67 (14%)
Counselors	467	105 (22%)	507	127 (25%)
Total	5,783	1,152 (20%)	6,610	1,358 (21%)

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.

The number of staff supported by THSCS funds, while larger than the number of those helping students in the summer, represented a substantially smaller percentage because the total number of staff was larger. The number of staff on campus increased between the fall and spring semesters. Almost a third of the paraprofessionals were supported by THSCS funds.

Volunteers. Campuses were particularly successful in increasing the number of volunteers working with students. The number of parent volunteers increased by more than two and a half times between the fall and spring semesters. As Table 28 shows, 72 campuses reported that they had parent volunteers, 86 reported on the activities of mentors, and 45 reported that other volunteers had assisted students. The largest number of volunteers participated during the Spring 2005 semester, more than twice the number who participated during the Fall 2004 term. Parents were the largest group of volunteers across all four semesters.

Table 28: Volunteers Involved in the THSCS Program, 2004-2005 School Year

Volunteer Type	Fall 2004		Spring 2005	
	Number	Percent	Number	Percent
Parents	2,710	58%	7,327	72%
Mentors	1,627	35%	2,415	24%
Other Volunteers	353	7%	448	4%

Source: Project Progress Reports for Fall 2004 (PPR-2) and Spring 2005 (PPR-3); The Evaluation Group at Texas A&M University, 2006.
Note: Total exceeds 100% due to rounding.

The campuses reported not just numbers but also descriptions of activities organized by the various groups. Parents were seen as providers of services (e.g., tutoring, assisting teachers, assisting in campus social and ceremonial activities) and recipients of services (attending parent

teacher meetings, workshops on career goals, PTA meetings, etc.). Following are representative narrative examples of the assistance provided by parents that were included in statements taken from PPR-2 and PPR-3:

> *Parent assisted with the awards ceremony (to recognize academic achievement) and with the purchasing and organizing of the incentives for graduating seniors and the honor roll students. The parents and parent facilitator assisted with the planning and organizing of incentives bags that were purchased for the college bound seniors.*
>
> *All parents were notified about their students' progress, their graduation plan, their TAKS scores and SDAA scores, the opportunities of tutoring to help those who were at risk of failing. Communication was on-going. Parents attended a parent night to receive individualized tutorial programs for their students per low skill objectives. They assisted in assuring their students attended the scheduled tutorials.*

Teachers and/or staff members, students (e.g., older students mentoring younger students), college students, businesses leaders, community groups and parents served as the mentors on 86 campuses, implementing 128 activities to support students. Representative examples of the mentoring activities, taken from PPR-2 and PPR-3, include:

> *Teachers were trained in September 2004 on mentor program objectives and procedures. At- risk students were assigned to a mentor-teacher who monitored their progress throughout the school year. Students met with mentors weekly to discuss classroom progress.*
>
> *College students, with special content aptitudes, are recruited from [nearby colleges and universities] and linked with students delinquent in those areas on a weekly basis. Various business professionals from the community worked weekly on campus with individual students. Mentors met with various students on days they arrived to mentor and met with each student for approximately three hours during the semester.*
>
> *Community mentors were recruited to partner with students sharing common career interests. Mentors were trained on the dynamics of the program including purpose, expectations and rules. Students and mentors met monthly to discuss career goals.*

Finally, 45 campuses reported a number of other volunteers who assisted on campus. Many of the activities reported by other volunteers were very similar to those performed by parents and mentors:

> *Walked the hallways and monitored students for a short period of time.*
>
> *Volunteers from business partners were brought in to work with identified students during special classes during the school day. They made presentations and served as role models for students.*
>
> *College students provided after-school assistance with college search, college admissions and financial aid. College volunteers also provided students with homework assistance and tutoring. Volunteers came and assisted with the science tutorials on Saturdays for TAKS.*

These volunteers engaged in tasks that teachers were often asked to do between class periods or after class meeting hours, thus allowing teachers to spend more time with students rather than serving in a monitorial role.

Most and Least Effective Strategies as Reported by Campuses

The final PPR asked campuses to review the goals of the THSCS program and identify what they perceived to be the most and least effective activities/strategies used during the project year to accomplish those goals. Table 29 displays the most effective strategies and activities as reported by 217 responding project campuses. Not surprisingly, the majority of campuses named credit recovery labs and programs (20%), followed by TAKS preparation activities (11%), as the most effective means of increasing the number of students who graduate from high school. The purchase of software such as Plato was named by 10% of campuses as being an effective means of increasing student achievement. Although these were the most popular three, the responses show high variance in perception of effectiveness.

Table 29: Strategies and Activities Identified by THSCS Campuses as Most Effective

Strategy or Activity	Responses	
	Number of Responses	Percentage of Total
Credit recovery mechanism (lab, program, classes)	72	20%
TAKS prep (TAKS tutoring and tutorials, TAKS remediation, Saturday TAKS prep)	40	11%
Software (Plato, A+, NovaNet) and/or computers	35	10%
Extended hours (before or after school, Saturday instruction)	31	9%
Summer school with focus on credit recovery	22	6%
Hiring counselors	20	6%
Other	20	6%
Tutoring and/or additional instruction	18	5%
Summer school	9	3%
Monitoring of student progress (IGP) & online diagnostic assessment	10	3%
Mentor program	9	3%
Early intervention	9	3%
Tutorials	9	3%
Dual credit classes	9	3%
Tutoring during extended hours (before or after school, Saturday school)	6	2%
Development of curriculum & lessons	8	2%
Accelerated learning	7	1%
Flexible scheduling	6	1%
Hiring of additional staff/teachers	5	1%
AP/IB classes, materials, preparation	6	1%
SAT, PSAT prep including study guides	3	1%
Total Number of Activities & Strategies Identified	355	100%

Source: Project Progress Report for Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Displayed in Table 30 are the strategies and activities project campuses perceived to be least effective in achieving the goals of the THSCS grant program. It is important to note that in many instances perceptions of ineffectiveness arise when campuses encounter problems with implementing activities and strategies. For example, mentoring was listed by 16% of campuses as least effective, and an additional 6% of campuses mentioned that they experienced difficulty implementing a mentoring program. Following mentoring programs, campuses identified online credit recovery and tutorials as the least effective (11%) strategy. However, 3% identified mentoring activities and 20% mentioned online credit recovery as most effective. Campuses also reported that poor student participation and attendance in an extended schedule (8%) and in other types of activities (6%) hindered the ability to reach program goals. These findings point to difficulty in implementing certain strategies and activities, or their relevance to students' needs, interests, and accessibility, and to the importance of student participation.

Table 30: Strategies and Activities Identified by THSCS Campuses as Least Effective

Strategy or Activity	Number of Responses	Percentage of Total
Mentoring	31	16%
Online credit-recovery and/or tutorials	22	11%
Poor student participation/attendance in extended schedule (before, after school, weekends)	16	8%
Other activities	15	8%
Transportation issues for students	14	7%
Problems with developing or implementing a mentoring program	12	6%
Poor student participation/attendance in activities	12	6%
Difficulty/ problems with implementing or scheduling a program component	11	5%
Too much time spent on IGP/PGPs	10	5%
Lack of parental involvement	10	5%
Management of program hindered its effectiveness (untimely and/or poor decisions)	8	4%
Software purchased with grant funds was not effective	8	4%
College Prep activities	7	4%
Difficulty with integration of technology	6	3%
Tutoring program	6	3%
Summer program -short time frame	5	3%
Online diagnostic tests	4	2%
Summer program	3	1%
Total Number	200	100%

Source: Project Progress Report for Summer 2005 (PPR-4); The Evaluation Group at Texas A&M University, 2006.

Summary of 2004-2005 Academic School Year

During the Fall 2004 and Spring 2005 semesters of the grant period, project campuses served approximately one-quarter of the total students enrolled, 69% (for Fall 2004) and 75% (for Spring 2005) of whom were classified as at-risk.

Grantees were successful in meeting the program goal of developing an IGP for each student. Campuses focused on developing IGPs for students early in the grant period, particularly for at-risk students. This is apparent as IGP-related services decreased over the course of the grant period, indicating that fewer students were in need of these services.

The total number of IGPs developed across the four semesters of the project year was 260,080, with 156,737 developed for at-risk students. These two numbers reflect 94% and 92% of enrollment for total and at-risk students. These data suggest that grantee campuses were

successful in developing IGPs for almost all students on their campuses, the majority of which were developed early in the grant period during Summer and Fall 2004.

Campuses directed grant funds to support four groups of staff across the project year. Highly qualified teachers were by far the largest group of personnel to deliver grant-related services. Although more staff members provided services during the fall and spring terms, higher percentages were funded during the summer. THSCS grant funds supported the majority of teachers involved in summer programs and about a third of the paraprofessionals and instructional assistants throughout the year.

In addition to staff, grantee campuses reported that parents, mentors, and other volunteers provided services, and campus reports revealed that the numbers of these volunteers increased greatly over the course of the grant period. Volunteers from the community, along with parents, provided students with some tutoring and homework help, but for the most part their assistance was limited to non-academic assistance at school functions. Mentors assigned to students provided tutoring and monitored their academic progress.

In general, campuses appear to have addressed the primary goal of the THSCS program by directing funds toward a few key activities that help students acquire missing credits and prepare for TAKS tests. Based on the activities and strategies supported across the project year, campuses favored a direct approach to achievement in place of activities that might have more long-term impacts on achievement (e.g., work study and mentoring).

The majority of campuses reported that credit recovery programs and TAKS preparation activities, along with the supporting computer software, were the most effective means of increasing the number of students who graduate from high school. Mentoring programs and the problems associated with implementing this type of program was named as the least effective strategy. Online credit recovery and tutorials were also identified as being not very effective in reaching program goals. Campuses noted that they experienced difficulties implementing certain

strategies and activities. Of the campuses that used THSCS grant funds to support mentoring programs, only about one-third had previously implemented mentoring on their campus. This suggests that assistance should perhaps be provided to campuses opting to implement a mentoring program on their campus for the first time.

SECTION VI: IMPACT OF THSCS ON STUDENT OUTCOMES

This section examines the overall effect of the THSCS grant program on three sets of student outcome measures: 1) Performance on the TAKS test battery; 2) Attendance; and, 3) Grade Retention. Program strategies and activities implemented on project campuses were designed to increase student achievement and increase the number of students who complete high school. Grant recipients, therefore, funded individual strategies and activities as part of an overall project aimed at addressing the specific academic needs of students on their campuses. The rationale behind the THSCS grant program was that students who participated should exhibit improved TAKS scores and attendance behavior and reduced grade retention. This section addresses whether project goals were achieved in terms of the following research questions:

- What was the program's impact on students' TAKS scores?
- What was the program's impact on attendance?
- What was the program's impact on grade retention?

Data Sources

Analyses of differences between THSCS and comparison campuses were based on three sources of data. The *Student Information Report* (SIR) was developed to collect program participation data for each student served on THSCS project campuses. Identifying information on each program participant was submitted at the end of the Summer 2004, Fall 2004 and Spring 2005 semesters by Project Directors on THSCS campuses. Although program participation data were not used to answer research questions in this section, identification information of students who participated was used to collect additional data necessary for the evaluation of all THSCS program effects. (See Appendix E for a copy of the SIR.)

The second source of data originated from the PEIMS database. Using student identification numbers supplied in each of the three SIRs, student demographic and campus attendance information was extracted for 2003-2004 and 2004-2005. Grade-level information was extracted

for 2003-2004, 2004-2005 and 2005-2006. These data were also extracted for all students enrolled at the comparison campuses.

The third data source was TAKS scores in ELA and mathematics. For each TAKS administration conducted during the 2003-2004, 2004-2005 and 2005-2006 school years, TAKS scores in each of the two content areas were retrieved for each student. Although TAKS was administered more than one time in some grades, only TAKS scores from the first administration for each grade were included in the present analysis. To exclude the TAKS scores from the second administration, retained students were also excluded from the analysis relating to the TAKS performance. The grade level was restricted to Grades 9 and 10 in the 2003-2004 school year because Grade 11 students in 2003-2004 did not have a TAKS score for the 2004-2005 school year.

Comparison Campuses

Comparison campuses were selected from a list of all Texas high schools. Only campuses that met the criteria of having a 50% or lower passing rate across all Grade 9 students on the standardized TAKS tests were considered. Campuses were selected that mirrored THSCS campuses in terms of geographic location, community type, and student demographic variables, including the number of at-risk, economically disadvantaged, and Hispanic students. This process yielded a group of 284 campuses that were similar on the dimensions named above and from which student-level data could be obtained. A more detailed description of the procedure used to select comparison campuses is contained in Appendix H.

Comparison Student Selection

To analyze the effect of the THSCS program on grade retention and attendance, THSCS program students in the final dataset were matched to students from comparison campuses. Drawing from the 284 campuses that were similar in school size and school type, students were matched by using Propensity Score Matching (PSM). This method enables selection of a comparison group of students as similar as possible to program students. PSM matched THSCS program students

to the comparison group students on ten variables that described students' demographic profile and academic status in 2004. These variables included ethnicity, gender, LEP status, economic status, at-risk status, 2004 TAKS ELA and mathematics scores, grade level retention status in 2003-2004, and attendance rate in 2003-2004. In this matching process, students who had missing data on any of the variables listed above were excluded.

The total number of students enrolled in THSCS campus was substantially different in 2004-2005 than it was in 2005-2006 due to attrition. In addition, only the cohort of Grade 9 students in 2003-2004 had exit-level TAKS scores available from the first administration in 2005-2006. To address these issues, PSM was applied separately to generate three different datasets: one for analyses on 2005 TAKS (21,717 program students plus 21,717 comparison students), one for analyses on 2006 TAKS (8,290 program students plus 8,290 comparison students), and one for analyses on retention rate (9,877 program students plus 9,877 comparison students). The summary statistics for each dataset are presented in each analysis section.

After comparison group students were selected by PSM, the comparability of the two groups was compared. Although compatibilities between two groups appeared satisfactory in general, some significant differences were noted even after the matching process. To reduce bias, these differences were adjusted for in the statistical model. See Appendix H for results of the comparability analysis. Final results from all models presented below can be found in Appendix I.

Impact of the THSCS Program on Student TAKS Scores

Assessing the program impact on TAKS passing rates may shed light on the effectiveness of the THSCS program for students who are at-risk of failing to learn at a satisfactory level. The relationship between THSCS program participation and performance on TAKS ELA and mathematics tests was examined with logistic regression. The outcome of interest was whether the student's score met the SBOE-defined standard on the exam in 2005 and 2006.

2004-2005 TAKS ELA Analysis

Performance on the 2005 TAKS ELA test was compared between THSCS campuses and comparison campuses. Table 31 shows the number of students who met the state defined passing standard in 2004 and 2005.

Table 31: Number of Students Passing TAKS English Language Arts, 2004-2005

Year	THSCS Campus n (%)	Comparison Campus n (%)
2003-2004	13,572 (62.5%)	13,546 (62.4%)
2004-2005	15,177 (69.9%)	14,591 (67.2%)

Source: Academic Excellence Indicator System, Texas Education Agency, 2006.

Note: Passing TAKS ELA is defined as obtaining the scale score of 2,100 or above. The criteria may be different from the published passing standard in given year. N = 21,727 for each group.

As can be seen, the percentage of students passing the test in 2004, an academic achievement indicator prior to program implementation, was comparable between the two groups. However, in 2005, THSCS campuses outperformed the comparison group, in that a statistically significantly larger percentage of students met the passing standard in TAKS ELA than at comparison campuses ($p<.01$)[6]. This difference was evident after adjusting for demographic variations and pre-existing performance differences using logistic regression. Since these tests were administered only one year apart, this result is promising and indicates that participation in the THSCS program may be associated with improved TAKS literacy scores.

2004-2005 TAKS Mathematics Analysis

Table 32 shows summary statistics for performance on the 2005 TAKS mathematics test. As observed in the ELA results presented above, the two groups had quite similar passing rates in 2004.

[6] This statistic indicates that there is less than a one-percent chance that this difference in TAKS pass rates between THSCS campuses and comparison campuses is due to chance. A p-value of less than .05 is widely accepted as an appropriate potential error rate, and is the standard used in research as the level of statistical significance.

Table 32: Number of Students Passing TAKS Mathematics, 2004-2005

Year	THSCS Campus n (%)	Comparison Campus n (%)
2003-2004	6,761 (31.1%)	6,730 (31.0%)
2004-2005	9,650 (44.4%)	9,778 (45.0%)

Source: Academic Excellence Indicator System, Texas Education Agency, 2006.
Note: Passing TAKS mathematics is defined as obtaining the scale score of 2,100 or above. The criteria may be different from the published passing standard in given year. N = 21,727 for each group.

Unlike results for ELA, there was no discernible difference between THSCS campuses and comparison campuses in 2005 on the TAKS mathematics test. Thus, while program participation may be positively related with ELA results, there may not be as much of an impact on mathematics results.

2005-2006 TAKS ELA Analysis

The impact of THSCS program on 2006 TAKS ELA was also assessed. The method of analysis was equivalent to that applied for 2005 TAKS analyses. It should be noted, however, that sample size and characteristics were not equivalent to those in the previous analyses. As explained previously, the sample size was reduced to 16,580 in this analysis, representing approximately 40% of the sample size used in the previous analyses. Though partially due to attrition (it is not possible to track academic status when students relocate to other districts or drop out of school), this reduction in sample size is mostly due to the fact that only those who were in Grade 9 in the 2004-2005 school year were included in this analysis. Due to these important differences, it is not appropriate to compare results of 2006 TAKS analyses with those of 2005 TAKS analyses.

Table 33: Number of Students Passing TAKS English Language Arts, 2004-2006

Year	THSCS Campus n (%)	Comparison Campus n (%)
2003-2004	5,791 (69.9%)	5,757 (69.4%)
2005-2006	6,895 (83.2%)	6,792 (81.9%)

Source: Academic Excellence Indicator System, Texas Education Agency, 2006.
Note: Passing TAKS ELA is defined as obtaining the scale score of 2,100 or above. The criteria may be different from the published passing standard in given year. N = 8,290 for each group.

Logistic regression detected a statistically significant difference between the THSCS group and the comparison group on TAKS ELA results in 2006 ($p<.01$). The THSCS group outperformed the comparison group after adjusting for demographics and pre-existing academic status differences. Students who were in Grade 9 at the beginning of the THSCS program (Fall 2004) showed superior performance to the comparison group in the TAKS ELA test administered in Spring 2006. The result may indicate some long-term beneficial impact of participation in the THSCS program, even after grant funding had ended.

2005-2006 TAKS Mathematics Analysis

The relationship between THSCS program participation and performance on the 2006 TAKS mathematics test was explored. The sample analyzed in this section is the same as the one for the previous analysis. Table 34 displays the summary statistics for this sample.

Table 34: Number of Students Passing TAKS Mathematics, 2004-2006

Year	THSCS Campus n (%)	Comparison Campus n (%)
2003-2004	2,809 (33.9%)	2,770 (33.4%)
2005-2006	5,212 (62.9%)	5,203 (62.8%)

Source: Academic Excellence Indicator System, Texas Education Agency, 2006.
Note: Passing TAKS mathematics is defined as obtaining the scale score of 2,100 or above. The criteria may be different from the published passing standard in given year. N = 8,290 for each group.

The results did not indicate any statistical difference between the two groups. This analysis did not present any evidence of association between THSCS program participation and TAKS mathematics passing rates in 2006.

Effect of the THSCS Program on Attendance

One potential beneficial impact of program participation is increased attendance at school. Therefore, the relationship between THSCS program participation and the number of days absent during the 2004-2005 school year was investigated. Table 35 shows that the average number of school days absent did not differ between program campuses and comparison campuses in 2004. It should be noted that a limited number of students had substantially large number of days absent, resulting in a heavily skewed distribution.

Table 35: Descriptive Statistics for the Number of Days Absent, 2004-2005

Year	THSCS Campus Mean (Standard Deviation)	Comparison Campus Mean (Standard Deviation)
2003-2004	6.9 (6.9)	6.9 (7.1)
2004-2005	9.2 (9.9)	8.8 (9.4)

Source: Academic Excellence Indicator System, Texas Education Agency, 2006.
Note: N = 21,711 for THSCS campus and N=21,704 for the comparison group.

A negative binomial model was used for this analysis, the appropriate inferential statistic when the outcome of interest is a frequency, as is the case with number of days absent. During the first full year of program implementation (2004-2005), the THSCS campuses had a higher average number of days absent than comparison group campuses ($p<.01$). This difference was statistically significant even after controlling for demographic variables. This result suggests that the THSCS program did not promote students' attendance during the first year of implementation.

Effect of the THSCS Program on Grade Retention

An important indicator of successful program impact is a decrease in the number of students retained in grade. Only Grade 10 student data from 2004-2005 were examined because grade retention data for the 2005-2006 school year was not available at the time of this analysis (February, 2007). In addition, those who were retained in the prior year were excluded from the analysis because of the unlikelihood that students would be retained two years in a row. In addition to demographics, academic status prior to program implementation was statistically

adjusted for in the analysis because lower achievement would be expected to be associated with a higher chance of retention.

Table 36: Retention Rate in 2004-2005 School Year

THSCS Campus n (%)	Comparison Campus n (%)
846 (8.5%)	722 (7.3%)

Source: Academic Excellence Indicator System, Texas Education Agency, 2006.
Note: N=9,877 for each group.

Logistic regression was conducted to determine if program participation impacted the likelihood of being retained in grade. After one full year of program implementation, the retention rate at THSCS campuses was statistically significantly higher ($p<.01$) than comparison campuses, even after adjusting for pre-existing differences. This was a preliminary finding, as retention data was not yet available for the 2005-2006 school year as of this writing. Further research should look into the long-term impacts of program participation on retention rates after students have participated for multiple years.

Summary of THSCS Program Impact

These analyses suggest that effectiveness of the THSCS program might differ substantially by program goals. The impact of program participation was quite different depending on the outcomes considered important for student learning. For TAKS ELA, there was a significantly positive impact of program participation, as the THSCS group outperformed the comparison group in both 2005 and 2006. These results suggest that the THSCS program may have positive impacts on literacy and language arts skills both during and after the program implementation period. However, the analysis failed to confirm any positive program effects on students in TAKS mathematics performance. Since students in the 2006 TAKS analyses were in Grade 11, this result may not be generalizable to program effects on students in other grades. Further investigation is warranted to evaluate the long-term effects of the THSCS program on other grades.

The relationship between participation in the THSCS program and student attendance was not as promising. The analysis did not show any significantly beneficial impacts of program participation on improving students' attendance behaviors or on the campus' retention rate during the program implementation period. In this evaluation, data for attendance behaviors and retention information in 2006 were not available. Therefore, it was not possible to evaluate the long-term program effects on these behaviors under the scope and time frame of this project. It is reasonable to conclude that the program needs more than one year to manifest a visible program effect on attendance rate and retention.

SECTION VII: CONCLUSIONS AND RECOMMENDATIONS

The comparative analysis of THSCS campuses and all high school campuses in Texas demonstrated that the competitive grant process at TEA appropriately awarded THSCS grants to campuses in need of assistance. High school campuses served by the THSCS grant had student populations with disproportionately high concentrations of economically disadvantaged and Hispanic students compared to the statewide population of high school students. Further, standardized test scores on the 2004 TAKS test across all students at grantee campuses lagged behind the statewide passing rates for all high school students. These TAKS findings held for all subject areas (e.g., ELA, Mathematics). Overall, four-year drop-out rates tended to be slightly higher than state averages for most groups of THSCS students, and four-year graduation rates tended to be somewhat lower than statewide rates.

Campuses provided THSCS activities to those students in greatest need. The program served 13,312 students in Summer 2004; 69,804 in Fall 2004; 67,122 in Spring 2005; and 15,521 in Summer 2005. Within each term, the percentages of students classified as at-risk were: 81%; 69%; 75%; and 87%, respectively.

The high proportions of at-risk students on THSCS campuses appear to have driven campuses' choices of activities to implement. Since THSCS campuses were low-performing or underperforming, their greatest need was in improving the academic achievement and completion rates of these students. Campuses tended to emphasize activities such as credit recovery, direct instruction, and tutoring over activities geared more toward the grant's college readiness goals (such as dual credit programs and advanced courses).

With respect to required activities, participating campuses were successful in developing graduation plans for almost all students. By the program's end, such plans had been developed for 94% of all students and 92% of those classified as at-risk. Campuses focused on developing graduation plans early in the grant period, particularly for at-risk students.

Campuses also prominently implemented other allowable activities, particularly within the regular school year. The vast majority of schools provided tutoring services to their at-risk students. This activity was the most prevalent form of assistance provided to the students at the schools that received site visits. Common responses during the site visits were "we must individualize our instruction to each single student" and "we must target remediation to every student if we are to be successful."

Integration of technology was also highly utilized by campuses for both diagnostic assessment and online credit recovery. They also offered expanded learning opportunities, instruction by highly qualified teachers, and early intervention programs. Approximately two-thirds of campuses offered dual credit courses during the school year.

In terms of outcomes, the main finding is that the overall impact of the THSCS program on student achievement may differ by academic subject. There was no discernible difference between the performance of THSCS and comparison group students in mathematics achievement, but program students performed better in language arts. It is unclear whether campuses may have emphasized this area in tutoring and other instructional services to students, or that improvement in mathematics is more difficult to realize than in language arts. Indeed, passing rates in mathematics for both program and comparison campuses were considerably lower than those found for language arts. Although further investigation into the long-term impact of the program on student performance is warranted, these findings indicate that program activities had positive effect on at least one key area of student learning.

Finally, other indicators of student performance showed little impact from program participation. Given that attendance is a possible indication of a student's engagement with school, it is important to carefully consider the effect of the program on student absenteeism. THSCS campuses had higher rates of absenteeism than comparison campuses. Program campuses also had greater proportions of students retained in grade than comparison campuses. While these

findings are not promising, it is important to note that these analyses were based on a limited timeframe (one to two years of data). Analyses covering multiple years would likely be more revealing regarding the true long term impact of the program.

The THSCS program met many of its goals of providing at-risk students with services and activities to help them improve their academic performance and complete high school. The impact of the program on longer-term outcomes, including student achievement, attendance, and grade promotion may be more discernible in later years. In addition, these effects may be stronger with adjustments to the THSCS program, including greater specification of allowable and required activities to emphasize effective strategies and activities, focus on services for at-risk students to provide more coherence to program activities, and provision of resources to campuses for implementation of activities with which they may have little experience. Lastly, as with most school reform programs, positive changes in practice and improvements in outcomes may take five or more years (Fullan, 2001). Thus, programs such as THSCS may need to be extended for at least five years in order to have substantial and lasting impacts on the campuses and students they serve.

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APPENDIX A: DEFINITIONS OF STRATEGIES AND ACTIVITIES

Accelerated Instruction: Programs designed to help students intensively study a particular subject or content area they have failed. Intended to remediate effects of retention.
Learning is focused and intensified in order to help a student get caught up in the skills necessary to complete their course. It can be used to reach students who have been incorrectly labeled with learning disabilities but still keep them in a mainstreamed environment (Swanson & Finnan, 2003). Software can be utilized to aid in this instruction. Examples include: Plato, Nova-net, and School-Net. Programs, such as the American Preparatory Institute (API), are a TEKS-based type of accelerated instruction that is not computer-based.

Accelerated instruction was also endorsed by the Texas Legislature in 2003 under Rider 67 which created the comprehensive high school completion and success initiatives of the THSCS program. As a result, students in schools receiving grant funds "are provided accelerated instruction in areas of academic weakness" (The Evaluation Group, 2005, p. 45).

Paraprofessionals/ Teacher Assistants: Trained individuals who may teach or provide assistance in a variety of ways under the supervision of a certified teacher.
Paraprofessionals and teacher assistants are best-suited to give aid to teachers in the regular and special education classrooms. These individuals should have a specified number of professional development credit hours and/or course work. They may teach in small group settings and can provide assistance in a variety of ways that include, but are not limited to organizing a credit-recovery lab, bookkeeping, keeping records of student participation, attendance, and participation.

Concurrent Enrollment: Enrollment in two courses simultaneously; usually one course is a prerequisite for the second course. Intensive mentoring and assistance is provided to help student with prerequisite knowledge.
Students may use concurrent enrollment when it is necessary that they take one courses in order to be enrolled in another. For example it may be necessary for a student to be enrolled in Algebra II while they are also enrolled in Chemistry. One class my help them be successful in the other. Concurrent Enrollment may also mean that a student is taking courses at two separate institutions.

Credit Recovery Program: A program in which students make up credits that they are missing due to failure to pass a course or semester.
Credit recovery programs aim to boost attendance and achievement rates and have been successful in Texas in working with potential school dropouts (Trautman & Lawrence, 2004). Their methodology is to teach courses in a condensed fashion so that students can gain the credit for them in a shorter period. Another model to achieve credit uses "credit by exam", and usually does not involve intensive instruction on the given topic. Credit recovery programs can take place in alternative settings such as labs or alternative times such as after school or on weekends, and often use either online assessment or even online instruction. TEA-approved curriculum for credit recovery programs comes from the American Preparatory Institute (API), whose website is http://api.ctcd.org/.

Dual Credit Course: A course in which students simultaneously earn high school and college credit for a course taken at the high school level.
Courses are usually taught by teachers with masters degrees and are offered in conjunction with a local higher education institution.

Early Intervention Program: Programs that identify, track, and provide academic assistance to students at risk of not completing their education in the normal four-year period.
Students are first identified and then given one or more of a number of forms of assistance. These may include, but not be limited to early morning or after-school tutorial sessions, study hall assistance, and additional assessment and remediation. These modifications are given to ensure that students who are at-risk of dropout receive support services that address their specific needs.

Essential Instruction Strategies: Strategies used to meet the needs of diverse learners, e.g., students identified as Limited English Proficient (LEP), students with disabilities and migrant students.
Teaching diverse learners, who are typically behind their school-age peers in academic performance and content coverage, requires guidelines to help align curricular and instructional priorities with practices that are culturally sensitive. Specific areas of teaching that can be addressed include sheltered content instruction for English language learners (Eschevarria & Graves, 1998) and providing additional scaffolding and integration of concepts for minority and low performing students (Kameenui & Carnine, 1998).

Ninth Grade Success Initiative (NGSI): Program that uses special funds to enhance the educational experience of Grade 9 students who have been identified as those who may not make it to graduation.
The goals of this program are to increase academic achievement, offer credit recovery and provide support services to ninth graders in at-risk situations. For those who received NGSI funds, an expansion would entail using local funds or additional grants to continue the activities, courses, labs, or curriculum initially developed with these funds. A continuation of the initiative focuses on Grade 9 students who exhibit signs of not completing high school, but was reported as being critically important in dropout prevention by grantee campuses.

Flexible Entry/Exit Courses: Course offered on a sequence other than the traditional semester. Program allows a student to make up missing credits in one class while being enrolled in another.
These courses are likely to take place in a credit recovery lab where a student is making up missing credits for courses they initially did not pass. The keys to the success of these programs are that they accommodate to the students learning needs with regard to pacing, timing, location, content, and learning style, and can lead students towards higher education (Ling, Arger, Smallwood, & Toomey, 2001). Online assessment is also frequently the means of evaluation in flexible entry and exit courses.

Flexible Scheduling: Provides variations on the traditional 8:00 to 3:00 class day. Students use alternative schedule to complete additional courses or work outside of school.
Similar to flexible entry/exit courses, these allow students more freedom in arranging their schedule according to their needs outside of school. Schools in Texas that use flexible scheduling have found lower dropout rates as students have more opportunities to complete their coursework (Ewing, 2004). The benefits can be for both students and teachers as they can more easily meet together during off periods in the day.

High Quality Tutoring: A certified professional in a particular subject works with a student to improve his/her skills in that area.
Tutoring is provided to students by teachers who are certified in a particular field or content area. Thus, teachers who are certified in English yet who provide tutoring in math would not be considered high-quality tutors. These tutors use individual-level data to plan individual lessons for the students who seek their assistance.

Innovative and/or Intensive Intervention Strategies: Two types of strategies that are used by school personnel to strengthen a students learning.
An *innovative* strategy is a special strategy, activity, or instructional tool designed by school personnel to be used alone or as a part of a course to address student's special learning needs. An example of an *innovative* strategy would be a hands-on, structured activity for students who require more than direct instruction. These must be approved by TEA and have a PEIMS number.

On the other hand, an *intensive* strategy generally refers to the creation of a highly structured learning environment for students. An example of an *intensive* strategy would include hiring an additional school resource officer to check on truant students or to offer constructive group counseling for these and other at-risk students.

Mentoring: Role models work with students for the purpose of improving their academic decision making and problem solving skills.
Mentoring is provided to students as a specific means of placing role models in the lives of students. The main criterion of a mentor is to take a specific interest in the academic success of students. The purpose of having mentors is to assist students in improving their academic decision making and problem solving skills. Mentoring can be provided by teachers, paraprofessionals (including teaching assistants), or other school staff.

Online Courses Essential for exit-level TAKS (English language arts, mathematics, science, and social studies): Course taken online by students to earn credits and increase their knowledge in certain areas that pertain to TAKS.
These types of courses are offered through either a school-wide intranet or via the internet and address the four specific content areas that are tested by the TAKS (English language arts, mathematics, science, and social studies). Through these courses, students can earn high school credit in each content area with a specific focus placed on identifying and addressing areas where remediation is needed. Students may work at their own pace and can even progress more quickly than standard instruction if they are academically able to do so.

Online Diagnostic Assessment: an online assessment used to diagnose specific areas where a student has academic weaknesses.
This type of assessment identifies the specific areas that have been passed and failed by the student. Software programs commonly used in online diagnostic assessment include but, are not limited to, Plato, Nova-net, and School-Net. Students use these computer programs to receive immediate feedback and even remediation on their academic status.

Programs to improve student academic achievement by providing assistance to student who have been truant, suspended, or expelled.
These programs are specifically designed for students who are continually truant or been suspended. As a result of the academic backgrounds of these students, intensive remediation is often required in these programs to make up for the time that students have spent outside the classroom. In addition, students may be placed in alternative classroom setting during these programs so that they can get caught up.

Supplemental Activities: Activities that are relevant to the State Board of Education approved high school courses in English Language Arts, mathematics, science, and social studies.
These activities mainly include independent study work that is completed by students so that they can improve their proficiency in a given content area. Students can be assigned these activities either to address areas of weakness or to help them gain master in a content area.

Test Preparation Course: A course students take in order to understand and become better prepared to take exams, e.g., college preparatory exams such as the ACT or SAT.
These courses typically provide students with an introduction to the content of the college preparatory examinations such as the SAT and the ACT. They can include practice exam sessions using sample test items as well as a discussion of relevant test-taking strategies. Depending upon student needs, these courses may be of short or long duration and are generally held on weekends or after school.

Trailer Courses: A course that is taken in the semester immediately following the semester in which the student failed the course instead of the following year.
These are courses offered in the term immediately following the semester in which the identified course was failed. For example, a student fails Algebra I in the fall semester. In the spring semester the student retakes the fall term of Algebra I in an out-of-school time frame and continues with the spring term of Algebra II. The student has an opportunity to remain on track with course credit by successfully completing both sections in the spring term.

Work Study: Programs that allow students to earn income while still enrolled in high school.
These programs encourage students to stay in school even when financial needs would suggest that they work full-time. Program coordinates academic and work schedule between the school and work place. Work study programs make use of flexible scheduling programs to accommodate hours that a student works at a jobsite. Students can also earn credits by participating in cooperative education, which involves a partnership between the school and the jobsite. An example of a work study program offered in Texas are the advanced Career and

Technology Education Students (CATE) courses, which often give academic credit for the students' vocational experiences.

APPENDIX B: SITE VISIT SAMPLING PLAN

SITE VISIT SAMPLING PLAN

Introduction

A multi-stage sampling plan was developed to select the Texas High School Completion and Success (THSCS) and Texas Grants to Reduce Academic Dropout, referred to herein as the Texas dropout prevention grant (TXDPG) campuses that would receive site visits. Actions were undertaken to select samples of campuses with characteristics that reflected those of the THSCS and TXDPG grantee populations. However, practical considerations, such as proximity to site visitors' home base locations, proximity of campuses to one another, and a campus leadership team's willingness to participate also influenced the selection of campuses. Presented below is a description of the sampling procedure, followed by a discussion of the representativeness of the chosen campuses to the respective populations. Finally the list of campuses that received site visits is given.

Description of Sampling Procedure

The sampling procedure consisted of three stages involving five variables. As will be seen below, completely crossing all conditions of these variables would have yielded a sampling design consisting of 2 x 20 x 9 x 5 x 8 = 14,400 possible strata into which a campus could be classified. As would be expected, the majority of the cells within this grid were empty. Thus, it was not feasible to implement a fully stratified sampling plan. Instead, the numbers of each type of grantee campuses were chosen to be approximately proportional to the population distributions across Educational Service Center (ESC) regions. The remaining characteristics used for sample selection purposes (community type, instructional method, and campus enrollment size) were examined simultaneously. Efforts were made to yield final samples with characteristics that, overall, reflected those of the grantee populations, but the conditions of these latter three variables were not completely crossed.

Stage 1: Determining the Number of Visits

Due to time and expense factors, the total number of site visits that could be thoroughly conducted was predetermined to be approximately 30. The first variable considered was the type of grant received by the campus. Given that the two grant programs are designed to meet overlapping, but not identical, objectives, THSCS and TXDPG recipients were considered as two

separate groups. Of the total of 286 campuses that had been awarded grants in this first cycle of implementation, 225 received THSCS funds only, 42 were recipients of only a TXDPG, and 19 had been awarded both types of grants. It was decided that approximately ten percent of the total 244 THSCS grant recipients and ten percent of the 61 TXDPG campuses would be visited. Therefore, 25 of the former and 6 of the latter were selected. Because two of these campuses had received funding under both grant programs, a total of 29 schools were visited yielding 31 reports.

Stage 2: Geographical Location

The second stratifying variable was geographic location within the state, as defined by the ESC regions across Texas. (See http://www.tea.state.tx.us/ESC/ for the region distributions.) As seen in Table B1, grantee campuses are most heavily concentrated in the more densely populated, metropolitan areas of Texas. Over 10% of the THSCS participants were located within each of the following regions of the state: ESC 4 (Houston), ESC 20 (San Antonio), ESC 1 (Edinburg), and ESC 11 (Fort Worth). Over 10% of the TXDPG recipients were also located within ESC 1 and ESC 11, as well as ESC 10 (Richardson) and ESC 13 (Austin). As mentioned, the numbers of each type of grantee campus were chosen to be approximately proportional to the population distributions across the state.

Stage 3: Other Campus Characteristics

Within ESC for each grant type, three additional variables were simultaneously examined. One was community type. TEA classifies campuses into one of nine community type categories based upon factors such as school size, growth rate, student economic status, and proximity to urban areas. All charter schools are grouped together as one community type. (Category definitions can be found at http://www.tea.state.tx.us/perfreport/snapshot/2002.commtype.html.) Given the above discussion of grantee geographic location, it is not surprising that over 70% of the THSCS grantees and more than 90% of TXDPG campuses were classified as located in relatively large cities (Table B2). Less than 7% of both types of grantee campuses were charter schools.

A second variable examined within this stage was instructional classification. Within The Texas School Directory, campuses are listed according to the type of instruction offered at that school.

As seen in Table B3, a maximum of five instructional methods were represented within the participating campuses, with approximately 80% of both types of grantee campuses providing Regular Instruction to their students. Few were Alternative Instruction schools (13% THSCS; 8% TXDPG). Even fewer provided Charter Alternative or DAEP Instruction.

The final variable considered when selecting site visit campuses was school size. Participating campuses, while predominantly located within metropolitan areas, did not uniformly enroll a large number of students. As illustrated in Table B4, the greatest proportion of THSCS grantees (22%) had a student enrollment size of 250 or fewer. However, over one-half of the participating campuses offered instruction to more than 1,000 students, with approximately five percent serving more than 2,500 students. Overall, the average enrollment across all THSCS participants at the end of the 2002-2003 school year was approximately 1,144. Approximately 25% of the TXDPG campuses enrolled 500 or fewer students. Again, however, the majority of campuses were relatively large, enrolling between 1501 – 2000 students. Overall, the average enrollment across TXDPG participants at the end of the 2002-2003 school year was approximately 1,328.

Within each grant type and ESC region, reports were generated that listed campus names and the respective values of each on the above three variables. Campuses were then chosen randomly in an effort to replicate the population proportions of each of the variable values examined in this stage. The representativeness of these samples to the grantee populations is discussed below.

Representativeness of Selected Site Visit Campuses

Tables B1 through B4 present the population distributions for both grant programs across the variables used in developing the site visit sampling plan. The number of sites "needed" in each sample was computed by multiplying the proportion of each variable characteristic by the total number of campuses that were to be selected. Although these proportions were not matched exactly within the final samples, the characteristics of the site visit campuses closely mirrored the primary features of the respective populations.

As illustrated in Table B1, the selected schools are most heavily concentrated within metropolitan areas such as Houston (ESC 4), Dallas (ESC10), Fort Worth (ESC 11), Austin

(ESC 13), and San Antonio (ESC 20). Consequently, most are located in relatively large (i.e., urban or suburban) communities (Table B2). The vast majority of site visit schools offer Regular Instruction (Table B3). While some campuses are relatively small in terms of student enrollment, larger schools were also included (Table B4).

Table B1
Texas High School Completion and Success:
Distribution of Grantee Campuses Across Educational Service Center Regions

ESC	Type of Grant									
	THSCS					TXDPG				
	Total Sample		Site Visits			Total Sample		Site Visits		
	n	%	Number Needed	Number Selected	% Selected	n	%	Number Needed	Number Selected	% Selected
1	28	11.5	2.9	3	12.0	7	11.5	0.7	1	16.7
2	8	3.3	0.8	1	4.0	5	8.2	0.5		
3	4	1.6	0.4							
4	43	17.6	4.4	5	20.0					
5	5	2.0	0.5			1	1.6	0.1		
6	7	2.9	0.7	1	4.0					
7	9	3.7	0.9	1	4.0	3	4.9	0.3		
8	2	.8	0.2							
9										
10	21	8.6	2.2	3	12.0	15	24.6	1.5	2	33.3
11	26	10.7	2.7	3	12.0	15	24.6	1.5	1	16.7
12	13	5.3	1.3	1	4.0					
13	17	7.0	1.8	2	8.0	10	16.4	1.0	1	16.7
14	3	1.2	0.3							
15	2	.8	0.2							
16	1	.4	0.1							
17	10	4.1	1.0	1	4.0					
18	1	.4	0.1							
19	9	3.7	0.9							
20	35	14.3	3.6	4	16.0	5	8.2	0.5	1	16.7
TOTAL	244	100.0	25.0	25	100.0	61	100.0	6.1	6	100.1

Source: The Texas School Directory, 2003-2004; Texas Education Agency.

Table B2
Texas High School Completion and Success:
Distribution of Grantee Campuses Across Community Type

COMMUNITY TYPE	Type of Grant									
	THSCS					TXDPG				
	Total Sample		Site Visits			Total Sample		Site Visits		
	N	%	Number Needed	Number Selected	% Selected	n	%	Number Needed	Number Selected	% Selected
Major Urban	49	20.1	5.0	6	24.0	33	54.1	3.2	4	66.7
Major Suburban	57	23.4	5.9	6	24.0	8	13.1	0.8	1	16.7
Other Central City	30	12.3	3.1	4	16.0	14	23.0	1.4	1	16.7
Other Central City Suburban	38	15.6	3.9	2	8.0	2	3.3	0.2		
Independent Town	12	4.9	1.2	1	4.0					
Non-Metro: Fast Growing	5	2.0	0.5	1	4.0					
Non-Metro: Stable	22	9.0	2.3	2	8.0					
Rural	15	6.1	1.5	1	4.0					
Charter	16	6.6	1.7	2	8.0	4	6.6	0.4		
TOTAL	244	100.0	25.1	25	100.0	61	100.1	6.0	6	100.1

Source: Snapshot—School District Profiles, 2001-2002; Texas Education Agency.

Table B3
Texas High School Completion and Success:
Distribution of Grantee Campuses Across Instructional Classification

TYPE OF INSTRUCTION	Type of Grant									
	THSCS					TXDPG				
	Total Sample		Site Visits			Total Sample		Site Visits		
	N	%	Number Needed	Number Selected	% Selected	n	%	Number Needed	Number Selected	% Selected
Regular Instruction	193	79.1	19.8	21	84.0	50	82.0	4.9	5	83.3
Alternative Instruction	31	12.7	3.2	2	8.0	5	8.2	0.5	1	16.7
Charter Alternative Instruction	15	6.1	1.5	2	8.0	4	6.6	0.4		
Charter Regular Instruction	1	.4	0.1							
DAEP Instruction	3	1.2	0.3			2	3.3	0.2		
TOTAL	243[1]	99.6	24.9	25	100.0	61	100.1	6.0	6	100.1

Source: The Texas School Directory, 2003-2004; The Texas Education Agency.

[1] Value missing for one campus.

Table B4
Texas High School Completion and Success:
Distribution of Grantee Campuses Across Student Enrollment Size

NUMBER OF STUDENTS ENROLLED (YEAR)	Type of Grant									
	THSCS					TXDPG				
	Total Sample		Site Visits			Total Sample		Site Visits		
	N	%	Number Needed	Number Selected	% Selected	n	%	Number Needed	Number Selected	% Selected
0 - 250	53	21.7	5.4	5	20.0	7	11.5	0.7	1	16.7
251 - 500	33	13.5	3.4	3	12.0	8	13.1	0.8	1	16.7
501 - 1000	31	12.7	3.2	3	12.0	10	16.4	1.0		
1001 - 1500	33	13.5	3.4	4	16.0	8	13.1	0.8	1	16.7
1501 - 2000	45	18.4	4.6	5	20.0	15	24.6	1.5	2	33.3
2001 - 2500	36	14.8	3.7	4	16.0	10	16.4	1.0	1	16.7
2501 - 3000	7	2.9	0.7			3	4.9	0.3		
3000+	5	2.0	0.5	1	4.0					
TOTAL	243[1]	99.6	24.9	25	100.0	61	100.0	6.1	6	100.1

Source: The Texas School Directory, 2003-2004; The Texas Education Agency.
[1] Value missing for one campus.

LIST OF SITE VISIT CAMPUSES

ESC	County	ISD	Campus	ID	Grant[1]	Comm. Type (Instruc. Type)	Size
1	Cameron	Brownsville	Porter HS	31901002	B	Other CC (RI)	1501-2000
	Hidalgo	Edcouch-Elsa	Edcouch-Elsa HS	108903001	C	Other CC Sub (RI)	1001-1500
	Hidalgo	Weslaco	Weslaco HS	108913001	C	Other CC Sub (RI)	2001-2500
2	Nueces	Corpus Christi	Moody HS	178904004	C	Other CC (RI)	1501-2000
4	Galveston	Hitchcock	Hitchcock HS	84908001	C	NM: Stable (RI)	251-500
	Harris	Houston	Wheatley HS	101912018	C	Major Urban (RI)	501-1000
	Harris	Channelview	Channelview HS	101905001	C	Major Sub (RI)	1501-2000
	Harris	Aldine	Aldine HS	101902001	C	Major Sub (RI)	2001-2500
	Harris		Comquest Academy	101842001	C	Charter (CAI)	0-250
6	Brazos	Bryan	Bryan HS	2190201	C	Other CC (RI)	3000+
7	Harrison	Marshall	Marshall Achievement Ctr	102902002	C	Indep Town (AI)	0-250
10	Dallas	Dallas	South Oak Cliff	57905016	B	Major Urban (RI)	1001-1500
	Dallas	Dallas	Justin F Kimball HS	57905008	D	Major Urban (RI)	1501-2000
	Dallas	Garland	Sachse HS[2]	57909010	C	Major Sub (RI)	501-1000
	Dallas	Garland	Garland HS	57909002	C	Major Sub (RI)	2001-2500
11	Parker	Peaster	Peaster HS	184908001	C	NM: Fast Grow (RI)	251-500
	Tarrant	Birdville	Birdville HS	220902010	C	Major Sub (RI)	1501-2000
	Tarrant		Fort W CAN Academy RO	220804002	C	Charter (CAI)	0-250
	Tarrant	Fort Worth	Accelerated HS	220905230	D	Major Urban (AI)	0-250
12	McLennan	Waco	University HS	161914003	C	Other CC (RI)	1001-1500
13	Travis	Austin	Lanier HS	227901004	C	Major Urban (RI)	1501-2000
	Travis	Austin	Akins HS	227901017	C	Major Urban (RI)	2001-2500
	Travis	Pflugerville	Pflugerville HS	227904001	D	Major Sub (RI)	2001-2500
17	Gaines	Seagraves	Seagraves HS	83901001	C	Rural (RI)	0-250
20	Atascosa	Jourdanton	Jourdanton HS	7902001	C	NM: Stable (RI)	251-500
	Bexar	San Antonio	Burbank HS	15907002	C	Major Urban (RI)	1001-1500
	Bexar	San Antonio	Alamo Center	15907011	C	Major Urban (AI)	0-250
	Bexar	S San Antonio	South San Antonio HS W	15908002	C	Major Sub (RI)	501-1000
	Bexar	San Antonio	Henry Carroll El[3]	15907109	D	Major Urban (RI)	251-500

[1] Type of Grant: C = Awarded Texas High School Completion and Success (THSCS); D = Awarded Texas Grants to Reduce Academic Dropout (TXDPG); B = Awarded Both THSCS and TXDPG funds

[2] Replaced with GISD Evening School (57909006) at district's request.

[3] Replaced with MLK Middle School (15907056) at district's request.

APPENDIX C: PROJECT PROGRESS REPORT

Activity/Strategy		COLUMN 1		COLUMN 1A IF YES TO COLUMN 1		COLUMN 1B IF YES TO COLUMN 1		COLUMN 1C IF YES TO COLUMN 1	COLUMN 2 IF NO TO COLUMN 1	
		Check: Yes = activity/strategy is supported by THSCS funds during fall 2004 No = activity/strategy is not supported by THSCS funds during fall 2004		Is activity/strategy funded solely by THSCS grant funds?		Was the activity/strategy implemented and in place during the fall 2004 semester?		How many students were served by the activity/strategy during the fall 2004 semester?	Check yes to activities/strategies that are NOT supported by THSCS funds but take place on your campus under another funding source.	
		1= yes	0 = no	1= yes	0 = no	1= yes	0 = no	#	1= yes	0 = no
Individualized Graduation Plans										
4.1	Additional counselors to assist students with the development of their IGP.	CNSL_41		FUND_41		IMPF_41			OTHR_41	
4.2	Online diagnostic assessment for students.	OND_42		FUND_42		IMPF_42			OTHR_42	
4.2a	Integration of technology as an instructional tool to meet individual student needs.	TECH_42A		FUND_42A		IMP_42A			OTHR_42A	
Credit Accrual										
4.3	Innovative or intensive strategies to assist students who are behind in credit accrual.	INNOV_43		FUND_43		IMPF_43			OTHR_43	
4.4	Credit recovery programs to assist students who are behind in credit accrual.	CRED_44		FUND_44		IMPF_44		STUDF_44	OTHR_44	
4.5	Supplemental activities relevant to SBOE-approved high school courses in English Language Arts, mathematics, science, and social studies.	SUPP_45		FUND_45		IMPF_45			OTHR_45	
Instructional Strategies										
4.6	Direct instruction for students by highly qualified teachers.	QUAL_46		FUND_46		IMPF_46		See note 1 ALLSTUD46 ARSTUD46	OTHR_46	

Activity/Strategy		COLUMN 1		COLUMN 1A IF YES TO COLUMN 1		COLUMN 1B IF YES TO COLUMN 1		COLUMN 1C IF YES TO COLUMN 1	COLUMN 2 IF NO TO COLUMN 1	
		Check: Yes = activity/strategy is supported by THSCS funds during fall 2004 No = activity/strategy is not supported by THSCS funds during fall 2004		Is activity/strategy funded solely by THSCS grant funds?		Was the activity/strategy implemented and in place during the fall 2004 semester?		How many students were served by the activity/strategy during the fall 2004 semester?	Check yes to activities/strategies that are NOT supported by THSCS funds but take place on your campus under another funding source.	
		1= yes	0 = no	1= yes	0 = no	1= yes	0 = no	#	1= yes	0 = no
4.7	Highly qualified paraprofessionals or teacher assistants to assist teaching staff.	PARA_47		FUND_47		IMPF_47			OTHR_47	
4.8	Essential instructional strategies to meet the needs of diverse learners.	INSTR_48		FUND_48		IMPF_48			OTHR_48	
Student Achievement										
4.9	An accelerated learning program.	ACLR_49		FUND_49		IMPF_49			OTHR_49	
4.10	Online high school courses essential for exit-level TAKS.	ONCL_410		FUND_410		IMPF_410			OTHR_410	
4.11	Programs to improve student academic achievement by providing assistance to students who have been truant, suspended, or expelled.	TRNT_411		FUND_411		IMPF_411		STUDF_411	OTHR_411	
4.12	High quality tutoring services for students identified as at-risk.	TUTR_412		FUND_412		IMPF_412			OTHR_412	
Expanded Learning Opportunities										
4.13	Flexible scheduling for students.	FLXS_413		FUND_413		IMPF_413			OTHR_413	
4.14	Flexible entry/exit courses.	FLXE_414		FUND_414		IMPF_414			OTHR_414	

Activity/Strategy		COLUMN 1		COLUMN 1A IF YES TO COLUMN 1		COLUMN 1B IF YES TO COLUMN 1		COLUMN 1C IF YES TO COLUMN 1	COLUMN 2 IF NO TO COLUMN 1	
		Check: Yes = activity/strategy is supported by THSCS funds during fall 2004 No = activity/strategy is not supported by THSCS funds during fall 2004		Is activity/strategy funded solely by THSCS grant funds?		Was the activity/strategy implemented and in place during the fall 2004 semester?		How many students were served by the activity/strategy during the fall 2004 semester?	Check yes to activities/strategies that are NOT supported by THSCS funds but take place on your campus under another funding source.	
		1= yes	0 = no	1= yes	0 = no	1= yes	0 = no	#	1= yes	0 = no
4.15	Trailer courses.	TRL_415		FUND_415		IMPF_415			OTHR_415	
4.16	Activities that extend learning opportunities to after-school, evening, and summer classes for students who are academically at-risk. If yes to column 1, which of the following extended learning opportunities are supported by THSCS grant funds? a) weekend courses b) after-school courses c) evening courses d) summer school (see note 2)	EXTD_416 EXTD416A EXTD416B EXTD416C EXTD416D		FUND_416 FUND416A FUND416B FUND416C FUND416D		IMPF_416 IMP_416A IMP_416B IMP_416C NA			OTHR_416 OTHR416A OTHR416B OTHR416C OTHR416D	
Early Intervention										
4.17	Early intervention programs targeting at-risk students.	INTR_417		FUND_417		IMPF_417		STUDF_417	OTHR_417	
4.18	Expansion of the 9th Grade Initiative grant program.	EXPN_418		FUND_418		IMPF_418			OTHR_418	
Community Engagement										
4.19	Work study programs.	WRKS_419		FUND_419		IMPF_419		See note 3 TOTS_419 ARS_419	OTHR_419	
4.20	Mentoring programs including training for mentors.	MENT_420		FUND_420		IMPF_420		See note 4 TOTS_420 ARS_420	OTHR_420	

Activity/Strategy		COLUMN 1		COLUMN 1A IF YES TO COLUMN 1		COLUMN 1B IF YES TO COLUMN 1		COLUMN 1C IF YES TO COLUMN 1	COLUMN 2 IF NO TO COLUMN 1	
		Check: Yes = activity/strategy is supported by THSCS funds during fall 2004 No = activity/strategy is not supported by THSCS funds during fall 2004		Is activity/strategy funded solely by THSCS grant funds?		Was the activity/strategy implemented and in place during the fall 2004 semester?		How many students were served by the activity/strategy during the fall 2004 semester?	Check yes to activities/strategies that are NOT supported by THSCS funds but take place on your campus under another funding source.	
		1= yes	0 = no	1= yes	0 = no	1= yes	0 = no	#	1= yes	0 = no
4.21	Dual credit courses (high school/college).	DUAL_421		FUND_421		IMPF_421		STUDF_421	OTHR_421	
4.22	Transportation for students receiving services through this grant.	TRAN_422		FUND_422		IMPF_422		STUDF_422	OTHR_422	

Column 1Activities/strategies are identified by “yes” (funded by THSCS grant) and “no” (not funded by the grant).

NOTE 1:
ALLSTUD46 - Enter the total number of students who received direct instruction from a highly qualified teacher during fall 2004.
ARSTUD46 - Enter the number of at-risk students who received direct instruction from a highly qualified teacher during fall 2004.

NOTE 2:
item 4.16 is expanded in PPR-2 to include additional options (A-D)

NOTE 3:
TOTS_419 – Enter the total number of students who participated in a work study program during fall 2004.
ARS_419 - Enter the number of at-risk students who participated in a work study program during fall 2004.

NOTE 4:
Enter the total number of students who participated in a mentoring program during fall 2004.
Enter the number of at-risk students who participated in a mentoring program during fall 2004.

Column 1A, 1B & 1C: If activity is supported by *Texas High School Completion and Success* funds (“yes” to Column 1), response is required.

Column 2: If activity is not supported by *Texas High School Completion and Success* funds, (“no” to Column 1), response is required.

(Project Managers are presented with the following district-level item prior to seeing the remaining campus-level items).

Enter the total amount of the *Texas High School Completion and Success* grant awarded to your district.
For districts with more than one grant site:
How were these funds allocated across grant sites? (enter approximate dollar amount)

(Option: The two financial items might be separate from the remainder of the survey and could be submitted independently.
Automatically calculate total based on amounts distributed across campuses.)

TOTAL	**$**
CAMPUS A	**$**
CAMPUS B	**$**
CAMPUS C	**$**
CAMPUS D	**$**
CAMPUS E	**$**

Texas High School Completion and Success, CYCLE 1
Project Progress Report 2
Fall 2004

Click here for definition of a***t-risk students*** (last page)

SECTION 1
Enrollment (Fall 2004)

1.1. Enter the *total number* of students enrolled at your campus during fall 2004.

ENRL_T9	ENRL_T10	ENRL_T11	ENRL_T12	ENRL_TTL
9th	10th	11th	12th	Total

1.2. Enter the number of students identified as at-risk who were enrolled at your campus during fall 2004.

ENRL_R9	ENRL_R10	ENRL_R11	ENRL_R12	ENRL_RTL
9th	10th	11th	12th	Total

1.3. Were *Texas High School Completion and Success* grant funds used during the fall 2004 semester? USED_F04
___ **Yes** ___ **No**

SECTION 2
Individualized Graduation Plans (Fall 2004)

REMINDER: A fundamental component of the *Texas High School Success and Completion* grant program is that an Individualized Graduation Plan (IGP) be developed for **every student,** apart from whether the student has been identified as "at-risk." Each IGP should address students' academic strengths and weaknesses including TAKS coursework and credit accrual.

2.1. Approximately what percentage of the students enrolled at your campus had a flexible individual graduation plan (IGP) in place by the end of fall 2004? IGP_PER
2.2. *Total number* of IGPs developed for students by the end of fall 2004. TOT_IGP
2.3. Number of IGPs developed for at-risk students by the end of fall 2004.AR_IGP
2.4. *Total number* of students *who* took an online diagnostic assessment during fall 2004.TOT_ODA
2.5. Number of at-risk students who took an online diagnostic assessment during fall 2004. AR_ODA
2.6. *Total number* of students who received assistance from a counselor with the IGP during fall 2004.TOT_AST
2.7. Number of at-risk students who received assistance from a counselor with the IGP during fall 2004. AR_AST

SECTION 3
College Readiness (Fall 2004)

REMINDER: A second fundamental component of the THSCS program is to increase the number of students who graduate college-ready, as demonstrated through acquiring required credits for promotion, taking Advanced Placement (AP)/International Baccalaureate (I/B) courses and taking rigorous courses leading to a college-preparatory curriculum.

3. Enter the number of students who during fall 2004:
   a. Enrolled in a dual credit course (high school/college). REDDY_3A
   b. Took at least one AP/IB course. REDDY_3B
   c. Participated in concurrent enrollment. REDDY_3C
   d. Participated in the Recommended High School Plan (RHSP) REDDY_3D
   e. Participated in the Distinguished Achievement Plan (DAP) REDDY_3E

SECTION 4
Project Activities and Strategies
The following activities & strategies are allowable uses of THSCS grant funds.

Insert Items 4.1 – 4.22 here

Students Served by Texas High School Completion and Success Grant Funds (Fall 2004)

4.23. Enter the *total number* of students who received THSCS grant services ***during fall 2004.***

GRN_TL9	GRN_TL10	GRN_TL11	GRN_TL12	GRN_TTL
9th	10th	11th	12th	Total

4.24. Enter the number of at-risk students who received THSCS grant services ***during fall 2004.***

GRN_AR9	GRN_AR10	GRN_AR11	GRN_AR12	GRN_ARTL
9th	10th	11th	12th	Total

SECTION 5
Project Staff (Fall 2004)

Counselors and Paraprofessionals

CNSL_51 5.1 Enter the number of counselors working during fall session 2004

PARA_52 5.2 Enter the number of paraprofessionals or instructional assistants working during fall 2004

Project Staff Supported by Texas High School Completion and Success Grant funds

5.3. Enter the number of staff *involved* in THSCS program during Fall 2004.

STAFF53A Highly qualified teachers	STAFF53B Paraprofessionals or instructional assistants	STAFF53C Administrators	STAFF53D Counselors	STAFF53E Parents	STAFF53F Mentors	STAFF53G Other volunteers

5.4. Enter the number of staff funded 100% by THSCS during Fall 2004.

STAFF54A	STAFF54B	STAFF54C	STAFF54D
Highly qualified teachers	Paraprofessionals or instructional assistants	Administrators	Counselors

5.5. Enter the number of staff who were partially funded (less than 100%) by THSCS during Fall 2004.

STAFF55A	STAFF55B	STAFF55C	STAFF55D
Highly qualified teachers	Paraprofessionals or instructional assistants	Administrators	Counselors

5.6. Enter the number of mentors who received training for working with at-risk students (during Fall 2004).

STAFF56

Mentors

SECTION 6
6.1 Use the space below to elaborate on your responses or to provide comments. TEXT_61

Items to be Added:
Survey submitted by:
Name (first last)
Phone
Email

APPENDIX D: DEFINITION OF STUDENTS AT-RISK

Texas Education Code, Chapter 29.081(d)
Definition of "Student of At-Risk of Dropping Out"

(d) For purposes of this section, "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

(1) was not advanced from one grade level to the next for one or more school years;

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

APPENDIX E: STUDENT INFORMATION REPORT

Texas High School Completion and Success Grant Program
Instructions for Completing the
Student Information Report for SPRING 2005

1. Please complete a Student Information Form for each campus represented in the application.

2. The student information can only be sent to TEA on CD-ROM. Please use a PC to enter information. The format or order of column arrangement must not be changed because it impacts the analysis of the data.

3. Please enter student names and information for all columns of the Student Information Form. For assistance with the spreadsheet, please call Melissa Gonzales at 512-936-6060. For questions about the information required in the Student Information Report, please call The Evaluation Group at 979-845-8363.

4. Please complete one Student Information Form Coversheet for each CD-ROM.

   NOTE: If the data requested in the Student Information Form are available only at the end of the school year (Spring '05), please mark the box in bold on the Coversheet and send to the address listed below. By checking this box, you are indicating that the information requested for Fall 04 and Spring '05 will be sent at the end of the Spring '05 semester.

5. All Student Information Reports for SPRING 2005 are due no later than JUNE 30, 2005. Please mail the CD-ROM and the Coversheet to

   Melissa Gonzales
   Office of Education Initiatives
   Texas Education Agency
   1701 North Congress Avenue
   Austin, TX 78701

6. To download and individualize the header on each page of the Student Information Form, follow steps 1 through 8:

Steps	General Instructions for downloading the spreadsheet.
1	Access the THSCS Student Information Form for Spring 2005 from the TEA Web site: http://www.tea.state.tx.us/opge/grantdev/reports.html.
2	Before entering any information, do a " Save As," and save the form to your hard drive using your district name in the file title.
3	To individualize the header, go to the File Menu.
4	Click on Page Setup.
5	Click on the Header-Footer tab.
6	Click on Custom Header. Enter the Project Number: (15 digit number that appears on the Notice of Grant Award (NOGA)).
7	In the Header center column, enter the district name, campus name, and county district number (i.e. Wood ISD; Green HS 298-901-001) Enter each school in a separate workbook. Multiple workbooks may be copied to a single CD-Rom to be sent to TEA, if appropriate to the size of the submission.
8	After completing the entry, be sure to click "OK"; otherwise the entry will be lost.

7. Instructions on entering data into the EXCEL Spreadsheet:
For each student that received *Texas High School Completion and Success* services during the Spring 2005 semester, please provide information on whether the student participated in the activities listed below. Please complete the

information for each student that received services even if *Texas High School Completion and Success* funds did not support the activity.

> For example, if a student targeted by the grant accrued credits during the Spring semester through a trailer course, this information would be entered even if *Texas High School Completion and Success* funds did not support the activity on your campus.

Later, these data will be merged with the Project Progress Report (PPR-2) to determine the number of credits that can be attributed to grant funds and the number attributed to other sources.

8. Sample student information entry for a district/campus:

A	B	C	D	E	F	G	H	I	J
District Name	Campus Name	9 Digit County/ Dist/ Campus Number	Student Last Name	Student First Name	Middle Name or Initial	Generation (e.g., Jr., Sr., III)	Student Social Security Number or State Assigned Student ID Number	Birth Date (e.g., mm/dd/yyyy)	Current Grade (by end of Spring 2005)
Hometown ISD	Sample High School	123456789	Doe	John	C.	III	987654321	01/18/05	10

All information requested below is for the SPRING, 2005 semester.

Please enter all information in the format provided in the sample entry in number 8 above.

Column	*Student Information*
A	District Name (e.g., Hometown ISD) (Do not abbreviate the name of the district).
B	Campus Name (e.g., Sample High School) (Do not abbreviate the name of the campus).
C	County/District/Campus number (e.g., 123456789) (Do not use hyphens, slashes, or spaces).
D	Last Name (e.g., Doe)
E	First Name (e.g., John)
F	Middle Name or Initial (e.g., C.)
G	Generation (e.g., Jr., Sr., III)
H	Student Social Security Number or State Assigned Student ID number. **Do not use the local district ID number.** (e.g., 987654321) (Do not use hyphens, slashes, or spaces).
I	Birth Date: (e.g., MM/DD/YYYY) (Do not use hyphens or spaces).
J	Current Grade: Enter current grade for student as of the end of the Spring semester 2004. (e.g., 09, 10, 11,12)

K	Served by grant funds: Enter (1) if the student was served by grant funds during Spring 2005. Enter (2) if the student was targeted and (at least partially) served by grant funds during Spring but did **not** complete the semester or is no longer in enrolled. Enter (3) if the student was served by THSCS grant funds on a non-eligible campus during the Spring term. NOTE: Number (3) refers to campuses that do not meet the low-performing or under-performing criteria but augment services for students who Spring into the "at-risk" category defined by the THSCS grant.
	Student Attendance
L	Enter the number of courses taken by the student during the Spring term.
M	Enter the number of courses **passed** by the student during the Spring term.
N	Enter the total number of courses **failed** by the student during the Spring term.
O	Of the total number of courses failed, enter the number failed due to the 90% attendance rule.

	Credit Accrual
P	Enter the total number of credits earned by the student prior to the start of the Spring semester.
Q	***Enter the total number of credits earned by the student at the close of the Spring semester.***
R	***Enter (1) if the student progressed to the next grade level by the close of the spring term***. Enter (0) if the student remained in the same grade or was retained.
S	***Enter (1) if the student graduated by the close of Spring 2005.*** Enter (0) if the student did **not** graduate (or was not in 12th grade).

T	Enter (1) if an on-line diagnostic or assessment instrument was used by the student during the Spring semester. Enter (0) if an on-line diagnostic or assessment instrument was **not** used by the student.
U	Enter (1) if the student's Individualized Graduation Plan (IGP) or Personal Graduation Plan (PGP) was developed by the end of the Spring semester. Enter (0) if the student's IGP/PGP has **not** been developed.
V	Enter the number of classes in which the student received instruction from a highly qualified teacher. Enter (0) if the student did **not** receive instruction from a highly qualified teacher.
W	Augmented school schedule: after-school or evening classes Enter (1) if student participated in extended hours such as after-school or evening classes Enter (0) if the student did **not** participate.
X	Augmented school schedule: weekend courses Enter (1) if the student participated in weekend courses such as Saturday school. Enter (0) if the student did **not** participate.
Y	Enter the number of credits earned by the student through either type of augmented school schedule. If (0) to column W and X, enter (0).
Z	Enter (1) if the student received accelerated instruction in at least one area of academic weakness. Enter (0) if the student did **not** receive accelerated instruction.
AA	If yes to column Z, enter the number of hours in accelerated instruction received by the student.

	If no to column Z, enter 0.
	Columns AB – AE refer to programs that consist of SBOE-approved high school courses in English Language Arts, mathematics, science, and social studies.
AB	Enter (1) if the student participated in a credit recovery program in ***English Language Arts***. Enter (0) if the student did **not** participate.
AC	Enter (1) if the student participated in a credit recovery program in ***mathematics***. Enter (0) if the student did **not** participate.
AD	Enter (1) if the student participated in a credit recovery program in ***science***. Enter (0) if the student did **not** participate.
AE	Enter (1) if the student participated in a credit recovery program in ***social studies***. Enter (0) if the student did **not** participate.
AF	Enter the <u>total number of credits</u> earned by the student through participation in a credit recovery program.
AG	Enter the number of on-line courses (essential for exit-level TAKS) completed by the student during the Spring term. Enter (0) if the student did **not** complete an on-line course.
AH	Enter the total number of credits earned by the student through online courses. Enter (0) if the student did **not** complete an on-line course.
	College Preparation (SPRING, 2005)
AI	Enter the total number dual credit courses the student enrolled in during the Spring term. Enter (0) if the student was **not** enrolled in any dual credit courses.
AJ	Enter the number of AP/IB courses the student enrolled in during the Spring term. Enter (0) if the student did **not** enroll in an AP/IB course**.**
AK	Enter (1) if the student participates in the Minimum High School Plan (MHSP). Enter (2) if the student participates in the Recommended High School Plan (RHSP). Enter (3) if the student participates in the Distinguished Achievement Plan (DAP).
AL	Enter (1) if the student enrolled in a work study program. Enter (0) if the student did **not** take part in a work study program.
AM	Enter (1) if the student enrolled in a test preparation course (e.g., preparation for taking the SAT or ACT). Enter (0) if the student did **not**.
	Mentoring (SPRING, 2005)
AN	Enter (1) if the student participated in a program that utilizes mentors from a local business or community organization. Enter (0) if the student did **not** participate in a mentor program.
AO	Enter (1) if the student was assigned a mentor (by the end of the Spring term) Enter (0) if the student was not assigned a mentor (by the end of the Spring term)
	Additional Activities (SPRING, 2005)
AP	Enter (1) if the student participated in an early intervention program (programs for students who begin to show signs of not being able to complete high school in 4 years) Enter (0) if the student did **not** participate.
	Columns AQ – AT refer to supplemental/alternative methods available to students that enable them to accrue credits in each area
AQ	Enter (1) if the student took part in a supplemental activity relevant to the State Board of Education in ***English Language Arts***. Enter (0) if the student did **not** participate.
AR	Enter (1) if the student took part in a supplemental activity relevant to the State Board of Education in ***mathematics***. Enter (0) if the student did **not** participate.
AS	Enter (1) if the student took part in a supplemental activity relevant to the State Board of Education in ***science***. Enter (0) if the student did **not** participate.

AT	Enter (1) if the student took part in a supplemental activity relevant to the State Board of Education in ***social studies***. Enter (0) if the student did **not** participate.
AU	Enter the <u>total number of credits</u> earned through participation in supplemental activities (columns AQ, AR, AS or AT).
AV	Enter (1) if the student received high quality tutoring services in ***English Language Arts***. Enter (0) if the student did **not**.
AW	Enter (1) if the student received high quality tutoring services in ***mathematics***. Enter (0) if the student did **not**.
AX	Enter (1) if the student received high quality tutoring services in ***science***. Enter (0) if the student did **not**.
AY	Enter (1) if the student received high quality tutoring services in ***social studies***. Enter (0) if the student did not.
AZ	Enter the approximate number of hours the student received tutoring (in all subjects) during the term.
BA	Enter the number of trailer courses completed by the student. Enter (0) if the student did not enroll in a trailer course.
	If at least one trailer course was completed, enter the <u>subject area</u> of the trailer course(s) in columns BB, BC, & BD. ***Enter (0) in each column if no trailer courses were taken.***
BB	
BC	
BD	
BE	Enter (1) if the student received transportation services for THSCS activities. Enter (0) if the student did **not** receive transportation services.

APPENDIX F: HIGH SCHOOL IMPLEMENTATION REVIEW

High School Implementation Review (HSIR)

Contact Information

Name: _____ Title: _____ Phone: _____

Mailing Address: _____ City: _____, TX Zip: _____

Email: _____ Fax: _____

Campus Information

County/District Number (9 digit #): ___ ___ ___ ___ ___ ___ ___ ___ ___

Campus Name:

_____

Completion Activities

1. High Quality Tutoring Services
(Check items that are appropriate)

_____ Instruction aligned with TEKS/TAKS Objectives
_____ Instruction aligned with student IGP's
_____ Adequate resources available for instruction
_____ Systematically planned and scheduled
_____ Certified teachers/tutors deliver instruction
_____ Frequent feedback provided to students
_____ Learning activities are motivating for students
_____ Students generally fully participate
_____ Students regularly attend
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

2. Programs to improve student academic achievement by providing assistance to students who have been truant, suspended, or expelled.
(Check items that are appropriate)

_____ API (American Preparatory Institute) self-paced modules
_____ University of Texas Independent learning - Correspondence courses
_____ Texas Tech Independent learning - Correspondence courses
_____ American School Independent Study Courses
_____ Nova Net Credit Recovery program
_____ Plato Credit Recovery program
_____ On-line program
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

3. Credit recovery programs consisting of SBOE-approved high school courses in English Language Arts, mathematics, science, and social studies, to assist students who are behind in credit accrual.
(Check items that are appropriate)

_____ Nova Net Credit Recovery Program

_____ API Credit Recovery Program
_____ Plato Credit Recovery Program
_____ Staffed Learning Lab
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

4. Direct instruction by highly qualified teachers.
(Check items that are appropriate)

_____ All teachers are certified in teaching area
_____ Students are getting on-line interactive instruction
_____ Evening classes with highly qualified teachers
_____ Saturday classes with highly qualified teachers
_____ Zero hour classes
_____ Articulated and/or Dual Credit Courses at the Jr. College level
_____ Properly staffed Learning Lab
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

5. Acceleration with structured academic enrichment learning programs, including additional assistance to student to improve academic achievement.
(Check items that are appropriate)

_____ Active participation/work study programs
_____ Integrated course completion
_____ Nova Net with enhanced activities
_____ development or experimental courses
_____ API curriculum with additional hands on projects
_____ Monitored Learning Lab
_____ Dual Credit Courses
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

6. Additional counselors to assist students in the development or their individualized graduation plans.
(Check items that are appropriate)

_____ Instructional Focus Team support
_____ Teacher mentors assigned
_____ Peer mentors assigned
_____ Trained volunteer community mentors
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

7. Transportation for students receiving services through this grant.
(Check items that are appropriate)

_____ Late free bus
_____ Early free bus
_____ Organized car pooling
_____ Local community center/apt. housing tutoring
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

8. Assistance from highly qualified paraprofessionals or teacher assistants.
(Check items that are appropriate)

_____ Required, ongoing paraprofessional staff development
_____ Plan in place for hiring, training and maintaining paraprofessionals
_____ System in place for monitoring, supervising and evaluating paraprofessionals
_____ Pull out program
_____ Individualized in class assistance
_____ Co-teaching (in core classes)
_____ Before school assistance
_____ After-school assistance
_____ Neighborhood center tutorials
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

9. Innovative and/or intensive intervention strategies
(Check items that are appropriate)

_____ Algebra Camp (summer or break program)
_____ Learning Lab
_____ Blocking with intense hands on applications
_____ School with-in a school for each core area
_____ Re-test policy modification
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:	1	2	3	4	5
	No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

10. Participation in conference on innovative campus redesign grants.
(Check items that are appropriate)

_____ TEA sponsored
_____ Region Service Center Sponsored
_____ Professional Organization sponsored (English teachers, Social Studies teachers, Principals Association, etc.)
_____ Local School district sponsored
_____ Nationally Sponsored
_____ Vendor Sponsored
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

11. Trailer Courses
(Check items that are appropriate)

_____ Fall Semester
_____ Spring Semester
_____ Summer Semester
_____ In conjunction with current semester (evening/morning)
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

12. Expansion of the Ninth Grade Success Initiative grant programs.
(Check items that are appropriate)

_____ Activities of grant picked up with local funding
_____ Activities ceased to exist
_____ Additional funding procured (where/what _____)
_____ Activities now embedded in regular funding
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

13. Flexible scheduling and work/study programs.
(Check items that are appropriate)

_____ CATE funded Co-operative programs
_____ Innovative Cooperative internships programs
_____ Community funded internships
_____ IEP developed work/study programs
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

14. Activities that extend learning opportunities to after-school, evening, and summer classes for students who are academically at risk.
(Check items that are appropriate)

_____ Self-paced summer school (Using API, Nova Net, Plato or other curriculum)
_____ Self-paced night school (Using API, Nova Net, Plato or other curriculum)
_____ Self-paced early morning classes
_____ Other (not listed) _____

Strengths: _____

Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

15. Early intervention programs targeting at-risk students.
(Check items that are appropriate)

_____ Summer programs for incoming students in all core areas. (Bring in all students who failed TAKS – 3 weeks before school starts and provide fun interactive learning and team building activities.)
_____ Jump start summer programs for incoming students in English
_____ Jump start summer programs for incoming students in Social Studies
_____ Jump start summer programs for incoming students in Science
_____ Academic team building programs offered in the local neighborhood community in the evening during the summer
_____ Work with local community churches to offer academic enrichment and team building in the summer at the churches
_____ Extend school year for incoming freshman
_____ Intervention programs are all staffed with highly qualified teacher
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

16. Online diagnostic assessment.
(Check items that are appropriate)

_____ Using _____
_____ Early immersion into high school program
_____ Team building/leadership programs
_____ Locally-developed
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

17. Online high school courses essential for exit-level TAKS, limited to: Algebra I, Geometry, Biology, Integrated Physics & Chemistry.

_____ Yes (what subjects?: Algebra I, Geometry, Biology, Integrated Physics & Chemistry)
_____ No
_____ Other (not listed) _____

Strengths: _____
Concerns: _____
Wish List: _____

Rating:

1	2	3	4	5
No evidence of development or implementation	Low level development or implementation	Limited development/partial implementation	Fully functioning at operational level	Exemplary implementation

APPENDIX G: DEFINITIONS OF COMMUNITY TYPES

DEFINITIONS OF COMMUNITY TYPES

Districts are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, student economic status, and proximity to urban areas are used to determine the appropriate group.[7] All the charters are grouped together as one community type. The community types are:

Major Urban

The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. Major urban districts are the districts with the greatest membership in counties with populations of 650,000 or more, and more than 35 percent of the students are identified as economically disadvantaged. In some cases, other size threshold criteria may apply.

Major Suburban

Other school districts in and around the major urban areas. Generally speaking, major suburban districts are contiguous to major urban districts. If the suburban district is not contiguous, it must have a student population that is at least 15 percent of the size of the district designated as major urban. In some cases, other size threshold criteria may apply.

Other Central City

The major school districts in other large, but not major, Texas cities. Other central city districts are the largest districts in counties with populations between 100,000 and 650,000 and are not contiguous to any major urban districts. In some cases, other size threshold criteria may apply.

Other Central City Suburban

Other school districts in and around the other large, but not major, Texas cities. Generally speaking, other central city suburban districts are contiguous to other central city districts. If the suburban district is not contiguous, it must have a student population that is at least 15 percent of the size of the district designated as central city. In some cases, other size threshold criteria may apply.

Independent Town

The largest school districts in counties with populations of 25,000 to 100,000. In some cases, other size threshold criteria may apply.

Non-Metro: Fast Growing

School districts that are not in any of the above categories and that exhibit a five-year growth rate of at least 20 percent. These districts must have at least 300 students in membership.

[7] Definitions are derived from *Snapshot 2002: School District Profiles 2001-2002*, Texas Education Agency.

Non-Metro: Stable

School districts that are not in any of the above categories, yet have a number of students in membership that exceeds the state median.

Rural

School districts that do not meet the criteria for placement into any of the above categories. These districts either have a growth rate less than 20 percent and the number of students in membership is between 300 and the state median, or the number of students in membership is less than 300.

Charter Schools

The 180 open-enrollment schools granted a charter by the State Board of Education and in operation by the fall of the 2001-2002 school year.

APPENDIX H: COMPARISON GROUP SELECTION

To evaluate the impact of THSCS program on student's academic performance, it is crucial to have a reference group similar to the THSCS program participants. Because THSCS participants were selected with specific criteria and they do not represent the population of Texas high school students, the random sampling from the population might not result in comparable reference group selection. To select an appropriate comparison group, the sample matching method was used.

The first stage of the comparison group selection consists of matching each of the THSCS campuses with a comparable campus that did not receive THSCS funding. To mirror the composition of THSCS campuses, only non-THSCS campuses with a Grade 9 TAKS passing rate of 50% or less were considered. Next, campuses were selected in order to approximate the number of THSCS campuses that fell into each school size and school type category. Among the group of comparison campuses that fell within each category, a sufficient number were selected to approximate the number of at-risk, economically disadvantaged and Hispanic students on THSCS campuses.

Table H1. shows that although more comparison campuses were selected, the rank order of percentages within school size and school type categories are similar to THSCS campuses. An attempt was made to match comparison campuses within same region but this was possible in only some cases. This process yielded a group of 284 campuses that were similar on the dimensions described above and from which student-level data would be garnered.

Table H1.
School Size and School Type

		THSCS Campuses		Comparison Campuses	
	Category	Number	Percentage	Number	Percentage
School Size	0 – 250	55	22.5%	103	36.3%
	251- 500	33	13.5%	48	16.9%
	501- 100	30	12.3%	33	11.6%
	1001 – 2500	115	47.1%	86	30.3%
	More than 250	11	4.5%	14	4.9%
	School Size Total	244	100.0%	284	100.0%
School Type	CHARTER/ALTERNATIVE	15	6.1%	27	9.5%
	CHARTER/DEAP	3	1.2%	6	2.1%
	CHARTER/REGULAR	1	<1.0%	0	0.0%
	REGULAR/ALTERNATIVE	31	12.7%	57	20.1%
	REGULAR/REGULAR	192	78.7%	194	68.3%
	Missing	2	<1.0%	0	0.0%
	School Type Total	244	100.0%	284	100.0%

The comparison group students were selected from the 284 comparison group campuses. Each student in the THSCS program was matched to a comparable student in the comparison campus by using Propensity Score Matching (PSM). PSM selects comparable cases by calculating a propensity score, a composite score of multiple conditioning variables for the matching. PSM is particularly useful when many conditioning variables are included in the matching process and stratified random sampling is not a viable option. In the present study, the conditioning variables include ethnicity, gender, limited English proficiency status, family economic status, grade level, and prior academic achievement status.

The propensity score matching selected the comparable students for 2005 outcome analyses, 2006 outcome analyses, and retention rate analysis separately. PSM was applied to each outcome year separately because data for some of the THSCS program students were not available for 2005-2006 academic year for various reasons, such as grade promotion, dropout, and relocation. Therefore, both sample size and characteristics of the sample are substantially

different between 2005 outcome sample and 2006 outcome sample. The results from these different sample sets should not be compared.

Table H2. Number of Students in Matched Variables: 2005 Matched Data

Variable	THSCS Group n (%)	Comparison Group n (%)
2004 TAKS Math Met Standard	13,572 (62.4%)	13,546 (62.3%)
2004 TAKS Reading Met Standard	6,761 (31.1%)	6,730 (30.9%)
10th Grade in 2004	10,571 (48.6%)	10,190 (46.9%)
11th Grade in 2005	10,907 (50.2%)	10,598 (48.8%)
Students in At-Risk Status	12,868 (59.2%)	12,769 (58.8%)
Economically Disadvantaged Students	13,798 (63.5%)	13,956 (64.2%)
LEP Students	1,984 (9.1%)	2,064 (9.5%)
Male Students	10,366 (47.7%)	9,538 (43.9%)
African American Students	4,429 (20.3%)	4,706 (21.6%)
Hispanic Students	13,184 (60.7%)	12,883 (59.3%)
White Students	3,799 (17.4%)	3,806 (17.5%)

McNemar's Test Results
2005 Matched Data

Variable	Number of Matched Pairs n (%)	df	Chi Value	p
2004 TAKS Math Met Standard	18,777 (86.4%)	1	0.23	0.63
2004 TAKS Reading Met Standard	19,440 (89.5%)	1	0.42	0.52
Grade Level in 2004	18,032 (83.0%)	1	39.39	<.01
Grade Level in 2005	17,584 (80.9%)	1	23.1	<.01
At Risk Status	19,218 (88.4%)	1	3.92	0.05
Economic Status	18,411 (84.7%)	1	7.55	0.01
LEP Status	20,097 (92.5%)	1	3.95	0.05
Gender	15,965 (73.5%)	1	119.19	<.01
African American Students	18,584 (85.5%)	1	24.49	<.01
Hispanic Students	18,552 (85.4%)	1	28.63	<.01
White Students	19,520 (89.8%)	1	0.02	0.88

Number of Students in Matched Variables
2006 Matched Data

Variable	THSCS Group n (%)	Comparison Group n (%)
2004 TAKS Math Met Standard	5,791 (69.8%)	5,757 (69.4%)
2004 TAKS Reading Met Standard	2,809 (33.8%)	2,770 (33.4%)
Students in At-Risk Status	4,356 (52.5%)	4,335 (52.2%)
Economically Disadvantaged Students	5,371 (64.7%)	5,260 (63.4%)
LEP Students	701 (8.4%)	724 (8.7%)
Male Students	3,928 (47.3%)	3,895 (46.9%)
African American Students	1,677 (20.2%)	1,671 (20.1%)
Hispanic Students	5,081 (61.2%)	5,055 (60.9%)
White Students	1,425 (17.1%)	1,463 (17.6%)

McNemar's Test Results
2006 Matched Data

Variable	Number of Matched Pairs n (%)	df	Chi Value	p
2004 TAKS Math Met Standard	6,904 (83.2%)	1	0.83	0.36
2004 TAKS Reading Met Standard	7,629 (92.0%)	1	2.3	0.13
At Risk Status	7,457 (89.9%)	1	0.53	0.47
Economic Status	6,897 (83.2%)	1	8.84	<.01
LEP Status	7,691 (92.7%)	1	0.88	0.35
Gender	6,503 (78.4%)	1	0.61	0.44
African American Students	7,190 (86.7%)	1	0.03	0.86
Hispanic Students	6,974 (84.1%)	1	0.51	0.47
White Students	7,328 (88.4%)	1	1.5	0.22

Number of Students in Matched Variables
Retention Rate Analysis Matched Data

Variable	THSCS Group n (%)	Comparison Group n (%)
2004 TAKS Math Met Standard	6,605 (66.8%)	6,622 (67.0%)
2004 TAKS Reading Met Standard	3,071 (31.0%)	3,049 (30.8%)
Students in At-Risk Status	5,587 (56.5%)	5,586 (56.5%)
Economically Disadvantaged Students	6,481 (65.6%)	6,454 (65.3%)
LEP Students	927 (9.3%)	970 (9.8%)
Male Students	4,755 (48.1%)	4,699 (47.5%)
African American Students	1,986 (20.1%)	2,072 (20.9%)
Hispanic Students	6,101 (61.7%)	6,119 (61.9%)
White Students	1,674 (16.9%)	1,574 (15.9%)

McNemar's Test Results
Retention Analysis Matched Data

Variable	Number of Matched Pairs n (%)	df	Chi Value	p
2004 TAKS Math Met Standard	8,488 (85.9%)	1	0.21	0.65
2004 TAKS Reading Met Standard	9,201 (93.1%)	1	0.72	0.40
At Risk Status	8,906 (90.1%)	1	<.01	0.97
Economic Status	8,340 (84.4%)	1	0.47	0.49
LEP Status	9,124 (92.3%)	1	2.46	0.12
Gender	8,137 (82.3%)	1	1.8	0.18
African American Students	8,589 (86.9%)	1	5.74	0.02
Hispanic Students	7,971 (80.7%)	1	0.17	0.68
White Students	8,687 (87.9%)	1	8.4	<.01

APPENDIX I: RESULTS FROM COMPARISON GROUP ANALYSES

Results of Logistic Regression predicting 2005 TAKS English/Language Arts Results

Variable	Beta	Standard Error	Z Value	p
Intercept	-16.45	0.33	-49.50	<.01
THSCS Program	0.17	0.02	7.15	<.01
2004 TAKS Reading	0.01	0	53.24	<.01
Economic Status	-0.06	0.03	-2.02	0.04
Gender	-0.49	0.02	-19.89	<.01
At Risk Status	-0.48	0.03	-17.31	<.01
Grade Level	1.43	0.02	57.76	<.01
LEP Status	-0.93	0.04	-21.39	<.01
Ethnicity	0	0.04	0.10	0.92

Results of Logistic Regression predicting 2005 TAKS Mathematics Results

Variable	Beta	Standard Error	Z Value	p
Intercept	-2.92	0.03	-91.78	<.01
THSCS Program	0	0	-1.00	0.32
2004 TAKS Math	0	0	114.15	<.01
Economic Status	0.01	0	1.21	0.23
Gender	0.05	0	14.41	<.01
At Risk Status	-0.16	0	-34.02	<.01
Grade Level	0.14	0	38.16	<.01
LEP Status	0	0.01	-0.14	0.89
Ethnicity	-0.04	0.01	-6.76	<.01

Results of Logistic Regression predicting 2006 TAKS English/Language Arts Results

Variable	Beta	Standard Error	Z Value	p
Intercept	-14.76	0.54	-27.27	<.01
THSCS Program	0.14	0.05	3.09	<.01
2004 TAKS Reading	0.01	0	32.78	<.01
Economic Status	-0.27	0.05	-4.98	<.01
Gender	-0.48	0.05	-10.33	<.01
At Risk Status	-0.66	0.06	-11.42	<.01
LEP Status	-0.85	0.07	-13.06	<.01
Ethnicity	-0.03	0.08	-0.46	0.65

Results of Logistic Regression predicting 2006 TAKS Mathematics Results

Variable	Beta	Standard Error	Z Value	p
Intercept	-19.32	0.42	-45.53	<.01
THSCS Program	0.01	0.04	0.33	0.74
2004 TAKS Math	0.01	0	48.88	<.01
Economic Status	-0.02	0.04	-0.52	0.61
Gender	0.29	0.04	7.43	<.01
At Risk Status	-0.7	0.04	-16.01	<.01
LEP Status	0.1	0.07	1.54	0.12
Ethnicity	-0.24	0.06	-4.11	<.01

Negative Binomial Model predicting 2005 Days Absent

Variable	Beta	Standard Error	Z Value	p
Intercept	14.79	0.11	136.82	<.01
THSCS Program	0.04	0.01	5.10	<.01
Total Days of Enroll	0	0	6.16	<.01
2004 Attendance Rate	-0.14	0	-140.81	<.01
Economic Status	0.08	0.01	8.35	<.01
Gender	-0.04	0.01	-4.67	<.01
At Risk Status	0.15	0.01	16.48	<.01
Grade Level	0.01	0.01	1.50	0.13
LEP Status	-0.03	0.02	-2.09	0.04
Ethnicity	-0.01	0.01	-1.02	0.31

Logistic Regression predicting 2005 Retention Rate

Variable	Beta	Standard Error	Z Value	p
Intercept	5.91	0.63	9.35	<.01
THSCS Program	0.17	0.05	3.21	<.01
2004 TAKS Reading	0	0	-5.89	<.01
2004 TAKS Math	0	0	-11.83	<.01
Economic Status	0.19	0.07	2.92	<.01
Gender	0.58	0.06	10.22	<.01
At Risk Status	0.75	0.08	9.70	<.01
LEP Status	-0.21	0.08	-2.54	0.01
Ethnicity	0.5	0.11	4.79	<.01