

THE EVALUATION OF THE TEXAS HIGH SCHOOL COMPLETION AND SUCCESS GRANT INITIATIVE

CYCLE 1 SUSTAINABILITY SURVEY RESULTS

for the
Texas Education Agency

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The Evaluation Team of:

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SEDL
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EXECUTIVE SUMMARY

In March 2005, the Texas Education Agency (TEA) retained the evaluation team of Gibson Consulting Group, Inc. and Southwest Educational Development Laboratory (Gibson/SEDL) to conduct a third-party evaluation of the Texas High School Completion and Success (THSCS) grant program. A component of the evaluation was to provide TEA with information about the sustainability of the high school interventions in Texas schools that were originally implemented and supported with THSCS, Cycle 1 grants. Grants were awarded in spring 2004 to 129 school districts and open enrollment charter schools, serving a total of 244 campuses located throughout Texas. The majority of grantees were situated in relatively large cities, had an average student enrollment of approximately 1,000 students, and a consistently lower passing rate on the Texas Assessment of Knowledge and Skills (TAKS) test. The grant period for the Cycle 1 program extended from February 1, 2004 through February 28, 2006.

The following questions guided the evaluation of Cycle 1 sustainability:

- A. To what degree have the THSCS, Cycle 1 intervention activities continued after grant funds ended?
- B. What factors influenced whether the THSCS, Cycle 1 interventions continued after the grant ended?
- C. What changes have occurred as a result of the THSCS, Cycle 1 grant program?

The Gibson/SEDL team administered a survey to 238 Cycle 1 grantees in September 2006 to gather post-grant information regarding the sustainability of the Cycle 1 grant interventions seven months after grant funds discontinued. The surveys were mailed to the campus principals at the Cycle 1 schools who were asked to complete the survey themselves or to redirect it to be completed by someone familiar with the grant-supported activities on the campus. A total of 104 surveys were completed, resulting in a 45% response rate (refer to **Table 1**). A response bias check was conducted to examine whether responses from those who submitted a completed survey differed in any major way from those who did not respond to the survey. Telephone calls were made to a random sample of non-respondents (n=26) who were asked to complete the survey over the telephone. An analysis of their responses, in comparison to those who returned or completed surveys online, revealed no statistically significant differences in ratings on the survey items.

This report summarizes findings obtained from the sustainability survey. The purposes of this survey are to ensure that results of particular interventions are fully recognized and to support and inform the development and implementation of future cycles of funding or new high school initiatives.

Below are major findings from the Cycle 1 sustainability survey organized around the evaluation questions.

A. Key survey findings regarding the degree that THSCS, Cycle 1 intervention activities continued after grant funds ended.

- The majority of interventions implemented with THSCS, Cycle 1 funds were sustained seven months after funding had ceased. Only five of the survey respondents reported that they had completely discontinued Cycle 1 intervention activities at the end of the grant period.
- During the grant period, 52 percent of the Cycle 1 schools used grant funds to pay for additional staff to implement the grant activities. At the time of the survey, 34 percent of the schools reported that the staff positions supported by grant funds still existed at the campus and were being supported by a combination of local, state, federal, and external grant funds. For campuses that discontinued the grant-supported positions, 50 percent noted that intervention activities were either partially or wholly maintained through transferring role-responsibilities to the regular school staff.

B. Key survey findings on factors that influenced whether the THSCS, Cycle 1 interventions continued after the grant ended.

- School leadership, staff buy-in, and evidence of desired program outcomes were perceived as instrumental in maintaining program activities.
- Insufficient monetary resources, insufficient staff resources, and a lack of evidence of desired program effects were factors that influenced decisions not to continue Cycle 1 grant intervention activities.

C. Key survey findings on changes that have occurred as a result of the THSCS, Cycle 1 grant program.

- Overall, 75 percent of the respondents agreed that the Cycle 1 grant program had a positive effect on student achievement. Increased credit recovery and graduation rates were the most frequently cited outcomes. Small to moderate changes were reported with respect to students taking advanced level courses, being ready for college, and attending college.
- In terms of school-level outcomes, respondents perceived the largest influence of the Cycle 1 program was providing increased student support services. A small to moderate impact on instruction and curriculum was noted. Parental involvement in the schools, the schools' professional development programs, and school-wide reform generally were perceived to have been impacted the least.
- Overall, respondents perceived that the grant program worked well for their schools, that the program strategies implemented at their school will continue in future years, and that they would implement the THSCS interventions if they went to another school.
- Finally, by the end of the 2004-05 school year, the mean percent of students receiving individual graduation plans (IGPs) was 83 percent. By the end of the 2005-06 school year, schools reported, on average, a 7 percent increase in the number of graduation plans developed (statistically significant difference: $t = 4.6, p < .001$). When asked how likely IGPs would continue to be developed, 94 percent of survey respondents indicated that it

would be very likely, with the vast majority of them indicating it would be extremely likely.

Limitations of Evaluation Findings

While survey findings indicate that sustainability has occurred to a large degree, either entirely or partially, these findings are based on self-reported data. Inherent biases to survey data exist (e.g., social desirability, evasiveness) and may impact the reliability of the data. To gain a more stable estimate of program sustainability, multiple data sources should be employed allowing for a triangulation of data to support survey findings. Further, survey findings only reflect short-term sustainability as the current school year is the first since funding ended. Additional evaluation data is needed to assess the extent that sustainability of these Cycle 1 programs continues on a long-term basis

INTRODUCTION AND BACKGROUND

During the regular session in 2003, the 78th Texas Legislature, through Rider 67 of Article III of the General Appropriations Act, authorized the Texas High School Completion and Success (THSCS) grants to establish comprehensive high school completion and success initiatives. The THSCS grant program was designed to target under-performing high schools and high schools with low student completion rates through student-focused, competitive grants that provide support services to students in Grades 9 through 12.

In March 2005, the Texas Education Agency (TEA) retained the evaluation team of Gibson Consulting Group and Southwest Educational Development Laboratory (Gibson/SEDL) to conduct a third-party evaluation to examine the sustainability of the THSCS, Cycle 1 grant program. The goal of this evaluation is to ensure that results of particular interventions are fully recognized and to support and inform the development and implementation of future cycles of funding or new high school initiatives.

The following evaluation questions guided the Cycle 1 sustainability component of the evaluation:

- A. To what degree have the THSCS, Cycle 1 intervention activities continued after grant funds ended?
- B. What factors influenced whether the THSCS, Cycle 1 interventions continued after the grant ended?
- C. What changes have occurred as a result of the THSCS, Cycle 1 grant program?

The grant period for THSCS, Cycle 1 program spanned from February 1, 2004 through February 28, 2006. Approximately \$23 million in Cycle 1 THSCS grants were awarded in spring 2004 to 129 school districts and open enrollment charter schools, serving a total of 244 campuses located throughout Texas. At least one Cycle 1 grantee was located within each of the state's 20 Education Service Center (ESC) regions except in Region 9 (Wichita Falls). Over 70% of the grantees were situated in relatively large cities, 22% in non-metro or rural areas, and 16% were charter schools. The average enrollment across all grantee campuses was slightly over 1,000 students. TAKS test performance in 2004 by students at Cycle 1 campuses, in comparison with state-wide passing rates for high schools, showed a consistently lower percent of students passing the tests¹.

The effectiveness of the THSCS, Cycle 1 program was examined by The Evaluation Group at Texas A&M University. This report examines the sustainability of the grant programs as reported through a survey administered seven months after grant funds discontinued.

¹ Texas A&M University, Evaluation Group, February 2005. Evaluation of the Texas High school Completion and success Grant Program: Interim Report.

SURVEY METHOD

Cycle 1 Survey

The Gibson/SEDL team developed and administered a survey to 238 Cycle 1 grantees in September 2006 to gather post-grant information regarding the sustainability of the Cycle 1 grant interventions seven months after the grant funds had discontinued. Survey respondents were asked to report the grant-supported interventions at their school, to provide information on sustainability since grant funding ended on February 28, 2006, and to ascertain factors influencing sustainability.

Survey Development

The Cycle 1 Sustainability survey was created based on the evaluation team's understanding of the THSCS, Cycle 1 interventions and through a review of relevant research and existing surveys. The survey was designed to collect school principals' perceptions specifically regarding the following elements:

- Extent to which interventions remained in place at the schools since grant funding ended
- Perceived effectiveness of the grant interventions
- Types of positions previously supported by grant funds that were sustained after the grant funding ended
- Reasons for continuing interventions previously supported by grant funds
- Reasons for discontinuing interventions previously supported by grant funds
- Outcomes perceived to occur as a result of the THSCS grant initiative

The survey instrument underwent a series of reviews to check for item clarity, including an internal review among evaluation partners and a review by TEA staff and external content advisors. The survey (Appendix A) was submitted to TEA's Data and Information Review Committee (DIRC) and approved on September 11, 2006 for use in the study.

Survey Administration

The survey was administered by mail to the principal at each Cycle 1 campus. In a cover letter, the principals were asked to complete the survey or to redistribute it to someone on campus who worked with the grant. Survey respondents had the option of completing the enclosed paper survey and returning it in an enclosed, pre-paid return envelope or of completing an on-line version of the survey using a unique identification number (see letter in Appendix B). The identification number allowed the evaluation team to track the school response rates and identify non-respondents.

Survey Sample

The survey sample consisted of one respondent at each Cycle 1 school that received THSCS, Cycle 1 grants. A total of 238 surveys were distributed. Five surveys were returned as undeliverable, bringing the number of surveys distributed to 233. A total of 104 surveys were completed, resulting in a 45 percent response rate. **Table 1** shows the response rate for the Cycle 1 survey. A response bias check was conducted to ensure that responses from those who submitted a completed survey do not differ significantly from those who did not respond to the

survey. Telephone calls were made to a random sample of non-respondents (n=26) who were asked to complete the survey over the telephone. An analysis of their responses, in comparison to those who returned or completed surveys online, revealed no statistically significant differences in ratings on the survey items.

Table 1
Cycle 1 Survey Response Rate

Number of Surveys Initially Distributed	Number of Surveys Returned Undeliverable	Total Number of Surveys Distributed	Total Number Surveys Completed Mail	Total Number Surveys Completed Online	Total Number Surveys Completed	Survey Response Rate
238	5	233	79	25	104	45%

Source: Survey of Cycle 1 THSCS Grantees, SEDL 2006.

*Note: Distributed 238 surveys of the 244 grant recipients based on TEA contact information provided.

Survey Respondents’ Roles in Grant Program

Respondents were asked to report what their role is, or was, in the THSCS Cycle 1 grant program at their campus. Survey respondents had the option to mark one or more positions listed on the survey. As shown in **Table 2**, 35 percent indicated they were project directors or grant coordinators, 42 percent were principals, and 23 percent noted roles in the program such as campus coordinators, assistant principals, and school improvement facilitators, among others.

Table 2
Positions of Survey Respondents in THSCS Grant Funded Program

Position*	Number	Percent
Project Director/Grant Coordinator	39	35%
Campus Principal	47	42%
Other:	25	23%
<ul style="list-style-type: none"> ▪ Assistant Principal ▪ Assistant Superintendent for Curriculum & Instruction ▪ Campus Coordinator ▪ Campus/District Liaison ▪ Counselor ▪ School Improvement Facilitator ▪ Teacher 		
Total	111	100%

Source: Survey of Cycle 1 THSCS Grantees, SEDL 2006.

* Survey respondents had the option to mark more than one position.

Survey Analyses

Survey data were entered into a standard database and analyzed and summarized using SPSS software. Descriptive statistics were used to compile responses to the survey items across the entire survey sample.

SURVEY RESULTS

A. To what degree have THSCS, Cycle 1 intervention activities continued after grant funds ended?

The survey contained questions addressing the extent of sustainability of intervention activities in Cycle 1 schools. Items included identifying the degree to which interventions were still in place at the schools, whether the person who originally put the THSCS grant program in place was still involved in the intervention activities, and staff positions were continued since funding ended.

Table 3 presents the types of intervention activities that Cycle 1 grantees initiated with grant funds and those activities that are either partially or entirely still in place since funding ended. As shown in **Table 3**, most of the respondents indicated that many of the intervention activities remained in place although funding had ceased. With the exception of child care programs, the majority of interventions were sustained at the time of the survey. Only five of the survey respondents reported that they had completely discontinued Cycle 1 intervention activities at the end of the grant period. Further, half of the respondents noted that the person who originally put the THSCS grant program in place was still involved with the program on a regular basis. Thirty-six percent indicated that staff member was no longer involved and 11 percent marked “don’t know.”

Table 3
THSCS Cycle 1 Grant Program Activities

Program	Initial Grant Funded Activities	Still in Place Since Grant Funding Ended	Percent Sustained
Tutoring	89	83	93%
Programs for Academically At-Risk	71	68	96%
Accelerated Instruction	67	61	91%
Credit Accrual Activities	67	62	93%
Early Interventions (e.g., 9 th Grade Transition)	56	48	86%
Teacher Professional Development	51	47	92%
Parental Involvement	50	44	88%
Mentoring	50	46	92%
Test Preparation (e.g., PSAT, SAT, ACT)	49	42	86%
Advanced Placement	30	25	83%
Dual Credit	29	24	83%
Work Study	19	11	58%
Child Care	19	9	47%

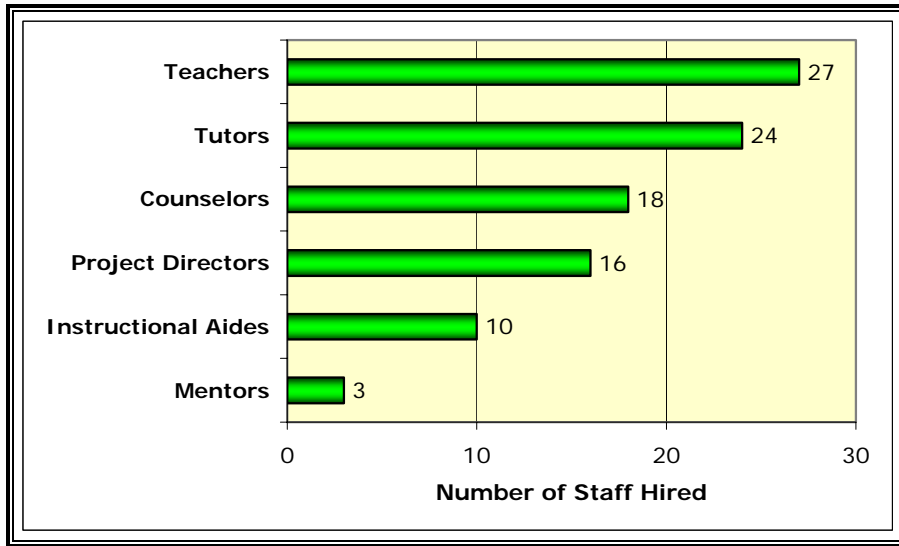
Source: Survey of Cycle 1 THSCS Grantees

Note. N=104.

During the Cycle 1 grant period, 52 percent of the survey respondents indicated that program funds were used to pay for additional staff at the school. Thirty-four percent of those reported that the staff hired with grant funds was still in that role even though funding for the grant had ended. **Figure 1** and **Figure 2** show the number of staff hired and those that were still in place.

Figure 1

Staff Hired During Cycle 1 Grant Period

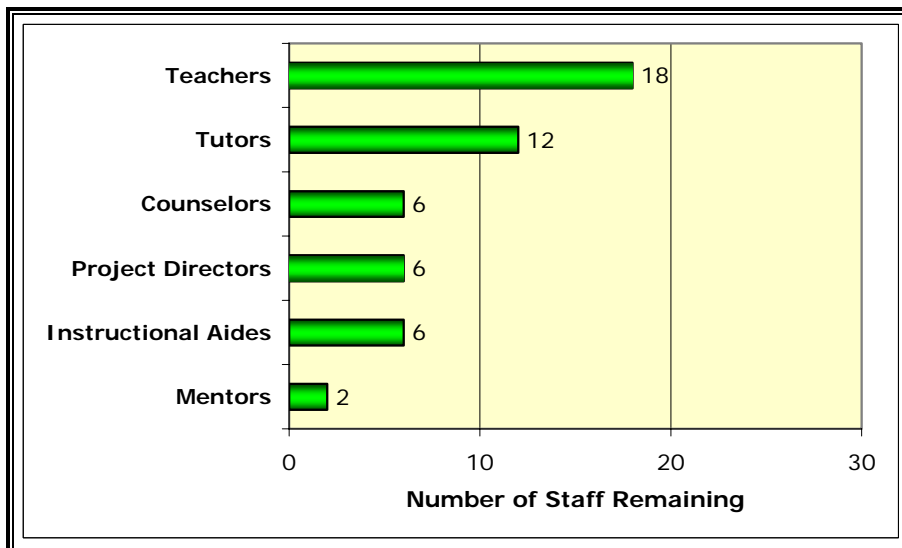


Source: Survey of Cycle 1 THSCS Grantees.

Figure 2

Staff Remaining in Role

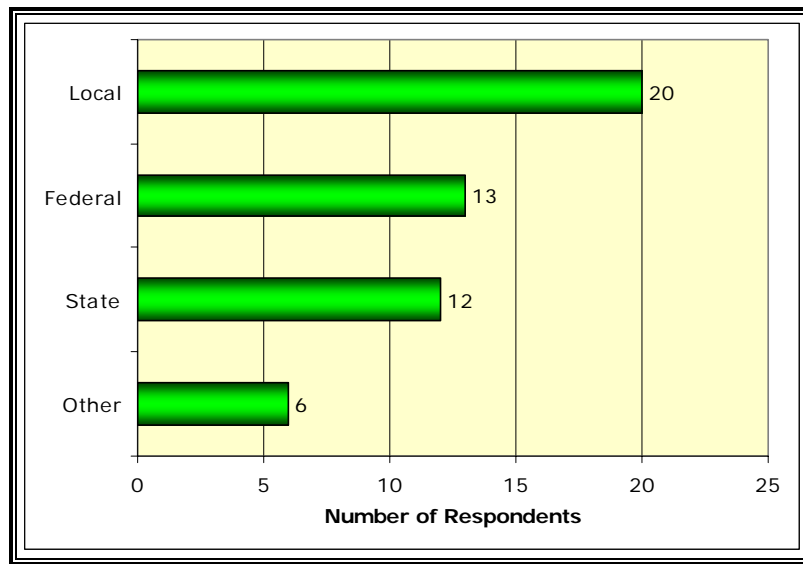
Post Cycle 1 Grant Funding



Source: Survey of Cycle 1 THSCS Grantees.

For those campuses who maintained staff in their role after Cycle 1 grant funding had ended, funding sources were reported to have been a combination of local, state, federal, and other external entities. Respondents had the option of marking more than one funding source. Of the 35 responses to this item, 20 reported using local funds, 13 federal, 12 state, and 6 used other external funding entities. Some districts reported having multiple sources of funding (See **Figure 3**). On campuses where staff roles were discontinued after funding ended, slightly over 50 percent of the survey respondents commented that the teachers had taken over tutor and mentor roles, regular school counselors absorbed the duties of the program counselors, or volunteers helped out. Sixty-five percent of respondents who reported staff roles being discontinued also stated that their program activities were now more limited in scope since funding ceased, offering fewer opportunities for students to receive services (e.g., tutoring, at-risk programs). Five respondents indicated that they had terminated the program activities altogether.

Figure 3
Funding Sources for Staff Roles
Post Cycle 1 Program Funding



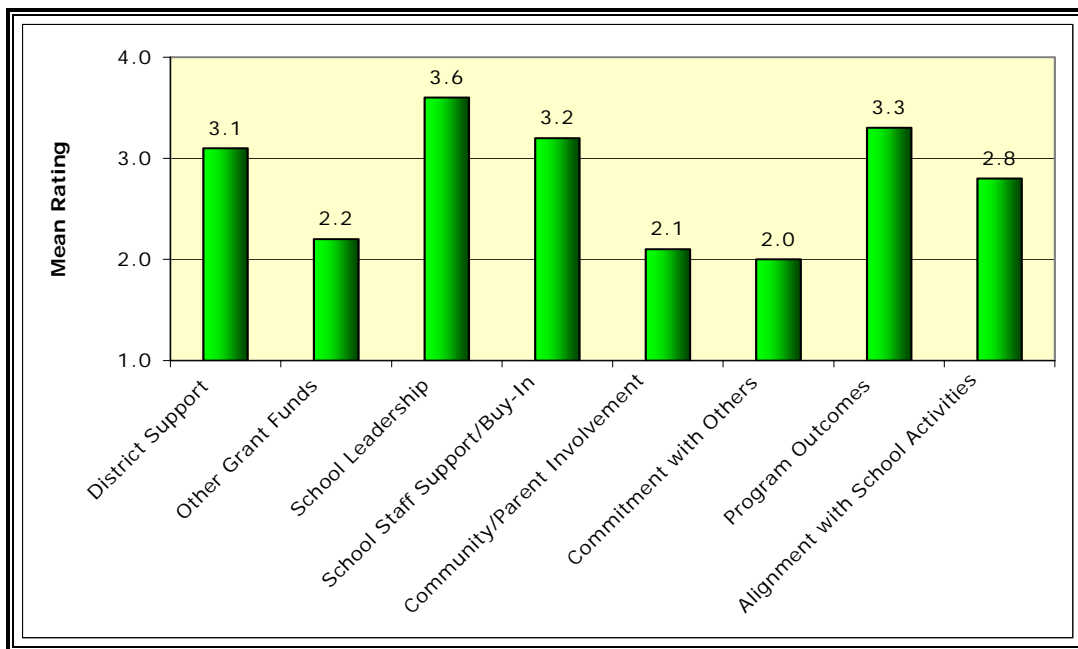
Source: Survey of Cycle 1 THSCS Grantees.

B. What factors influenced whether the THSCS, Cycle 1 interventions continued after the grant ended?

Survey respondents were asked to indicate the extent to which various factors were influential in the continuation of their Cycle 1 interventions. As illustrated in **Figure 4**, school leadership was perceived as instrumental in maintaining program activities. One principal commented, “The key to sustained change at the campus will be stable campus leadership that is committed to improving student performance for all students.”

Further, buy-in and support by school staff as well as gaining evidence of desired program outcomes were also highly rated as important factors contributing to the continuation of Cycle 1 intervention activities. Several of the survey respondents noted that the grant funds helped get the interventions started and were used to purchase initial resources such as equipment and software. After funding ended, intervention activities were partially or wholly maintained through transferring role responsibilities to the regular school staff. As one respondent indicated, “We miss the money, but have been able to keep a lot of things working.” Another, discussing the implementation of dual credit courses, stated that the “funds pointed us in the right direction to build a strong relationship with the local college to implement and maintain these courses.”

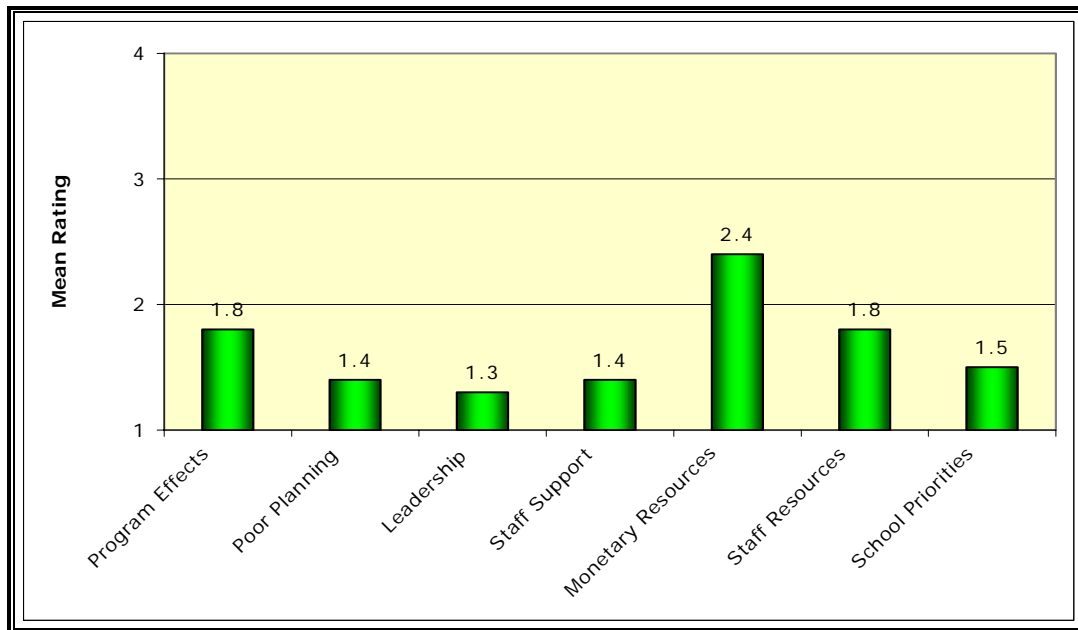
Figure 4
Mean Ratings by Survey Respondents
Factors Influencing Continuation of Cycle 1 Grant Interventions



Source: Survey of Cycle 1 THSCS Grantees.
Note. Rating Options: 1 = No Influence, 2 = A Little Influence, 3 = Somewhat Influenced, 4 = Strongly Influenced.

With respect to factors that influenced decisions not to continue Cycle 1 grant interventions, the survey respondents identified insufficient monetary resources as having the most influence. The other factors were not strongly associated with the decision to discontinue Cycle 1 interventions. **Figure 5** illustrates these findings. Comments related to discontinued activities primarily focused on needing to find further funding to support the program and on changes in leadership at the school that affected the ongoing nature of the program. As one campus principal noted, “We had 3 superintendents and 4 principals during the grant period which created a lack of administrative leadership for the program.”

Figure 5
Mean Ratings by Survey Respondents
Factors Influencing Discontinuation of Cycle 1 Grant Interventions



Source: Survey of Cycle 1 THSCS Grantees.

Note. Rating Options: 1 = No Influence, 2 = A Little Influence, 3 = Somewhat Influenced, 4 = Strongly Influenced.

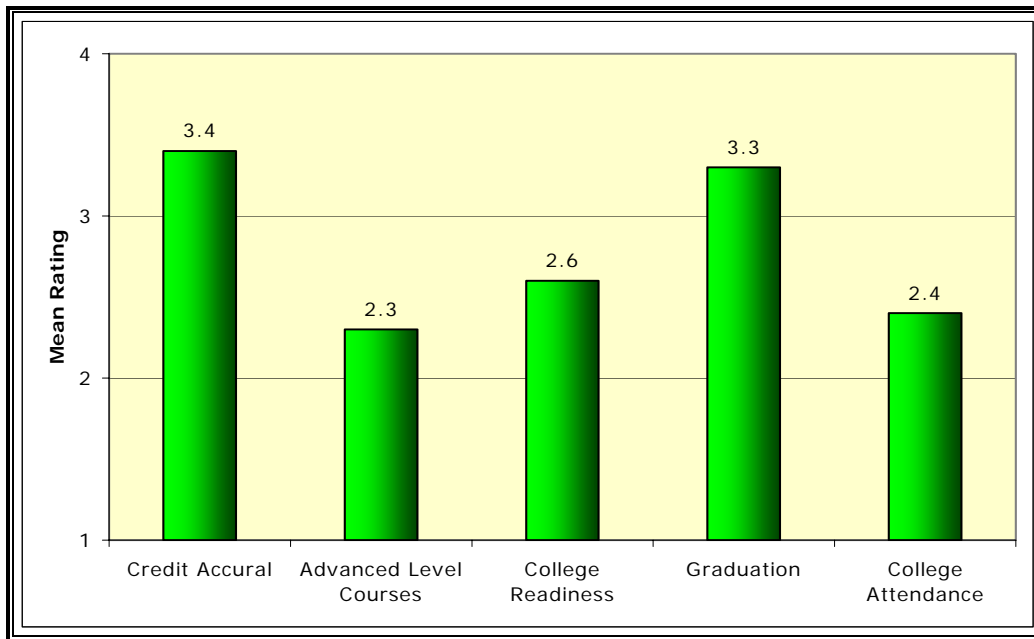
C. What changes have occurred as a result of the THSCS, Cycle 1 grant program?

The survey respondents were asked about their perception of changes that have occurred from the Cycle 1 grant program with respect to their students and the school environment. Areas focused on included support services for students, college readiness, graduation, teacher professional development, and changes in curriculum and instruction.

Changes in Students

The most positive influences of the Cycle 1 grant program on students, as perceived by survey respondents, were in credit accrual and graduation rates. As noted in **Table 3** (p. 8), the types of program activities most frequently found in the schools included tutoring, at-risk student interventions, accelerated instruction, credit accrual, and early intervention activities. This suggests that the focus on student support services is having a positive impact on students. The survey respondents reported a moderate to great extent of change in students' recovery of credits for classes they had not passed as well as in the number of students graduating. Small to moderate changes were perceived with respect to students taking advanced level courses, being ready for college, and attending college. **Figure 6** shows these results. Overall, 85 percent of the respondents agreed that the Cycle 1 grant program had a positive effect on student achievement (See **Table 4** p.15).

Figure 6
Mean Ratings of Survey Respondents
Factors Influencing Cycle 1 Grant Program on Student Outcomes



Source: Survey of Cycle 1 THSCS Grantees.

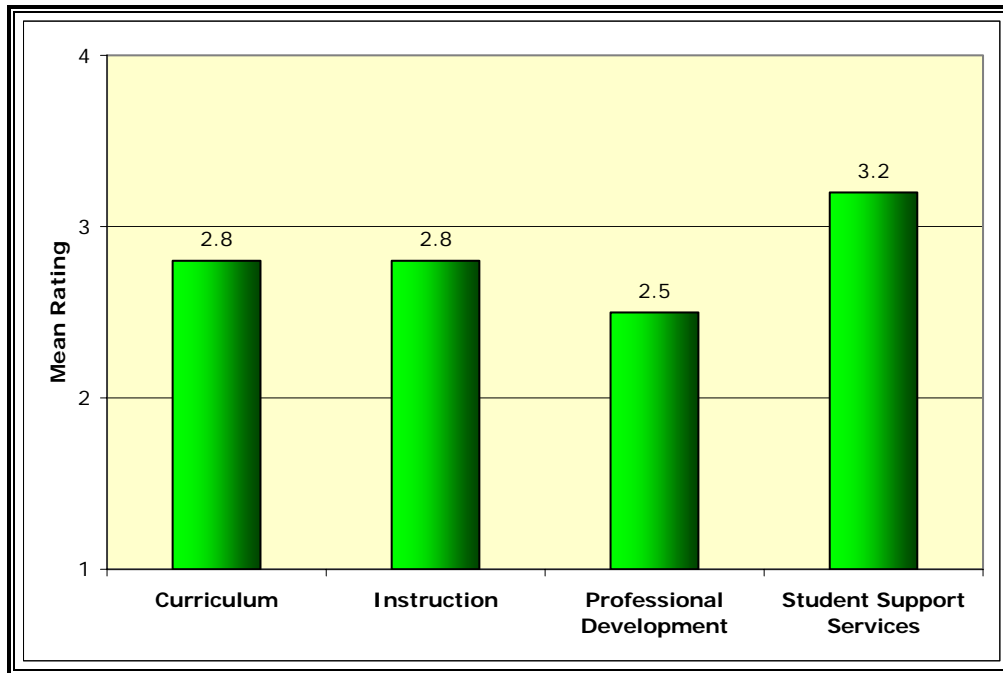
Note. Rating Options: 1 = Not at All, 2 = A Little, 3 = Moderately, 4 = To a Great Extent

Changes in Grant Funded Schools

Several survey items addressed the influence of the Cycle 1 grant program on school changes. First, survey respondents were asked for their perceptions regarding their schools' curriculum, instruction, professional development, and student support services. They were then asked to provide their level of agreement to a number of statements about the impact of particular grant interventions. Finally, survey respondents were asked about the extent that individual graduation plans have been developed for students in the past two years, and the extent that they may be continued in the future.

As shown in **Figure 7**, respondents perceived the largest influence of the Cycle 1 program on student support services (3.2), with moderate impact on instruction (2.8), curriculum (2.8), and professional development (2.5). Further, the respondents perceived that the grant program worked well for their schools and that the elements of their program should be implemented in other similar schools. They perceived less of an impact of the program on parental involvement in the schools, on the schools' professional development programs, and on school-wide reform generally (see **Table 4**, p.15).

Figure 7
Influence of Cycle 1 Grant Program on Changes in Schools



Source: Survey of Cycle 1 THSCS Grantees.

Note. Rating Options: 1 = Not at All, 2 = A Little, 3 = Moderately, 4 = To a Great Extent.

The survey respondents also rated their level of agreement with a number of statements regarding the Cycle 1 grant program. As shown in **Table 4**, approximately over 70 percent of the respondents held the opinion that their THSCS program elements should be implemented in other similar schools, that the THSCS grant program worked well for their school, that the program strategies implemented at their school will continue in future years, and that they would implement the THSCS interventions if they transferred to another school. While the survey respondents perceived some influence from the THSCS program on teacher professional development, school-wide reform, and a little on parental involvement, the majority held the opinion that the program had the largest impact on student achievement.

Table 4
Survey Respondents' Level of Agreement
Statements about THSCS, Cycle 1 Grant Program

Please rate your level of agreement with the following statements about your THSCS, Cycle 1 grant program:	Strongly Disagree					Strongly Agree					M	sd	N
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)			
a. The components of the THSCS program should be implemented in other similar schools.	3	4	18	33	45	4.1	1.02	103					
b. The THSCS interventions have spread to other schools in my district.	11	19	27	20	19	3.2	1.28	96					
c. The THSCS interventions have spread to other schools in nearby districts.	16	22	33	14	8	2.7	1.17	93					
d. I would implement the THSCS interventions if I went to another school.	3	6	21	35	38	4.0	1.04	103					
e. In retrospect, I think this THSCS grant program worked well for this school.	2	4	20	31	47	4.1	.98	104					
f. I think the THSCS program strategies implemented in my school will continue to be implemented in future years.	3	10	18	29	43	4.0	1.12	103					
g. The program spent all of the money awarded to implement the THSCS grant program at my school.	6	3	15	23	52	4.1	1.16	99					
h. I believe that having the THSCS grant funds had a positive effect on:													
▪ Student achievement	1	2	13	40	48	4.3	.83	104					
▪ Parental Involvement	13	34	25	15	11	2.8	1.20	98					
▪ Professional Development	15	21	26	18	20	3.1	1.34	100					
▪ School-Wide Reform	7	18	29	24	21	3.3	1.23	99					

Source: Survey of Cycle 1 THSCS Grantees.

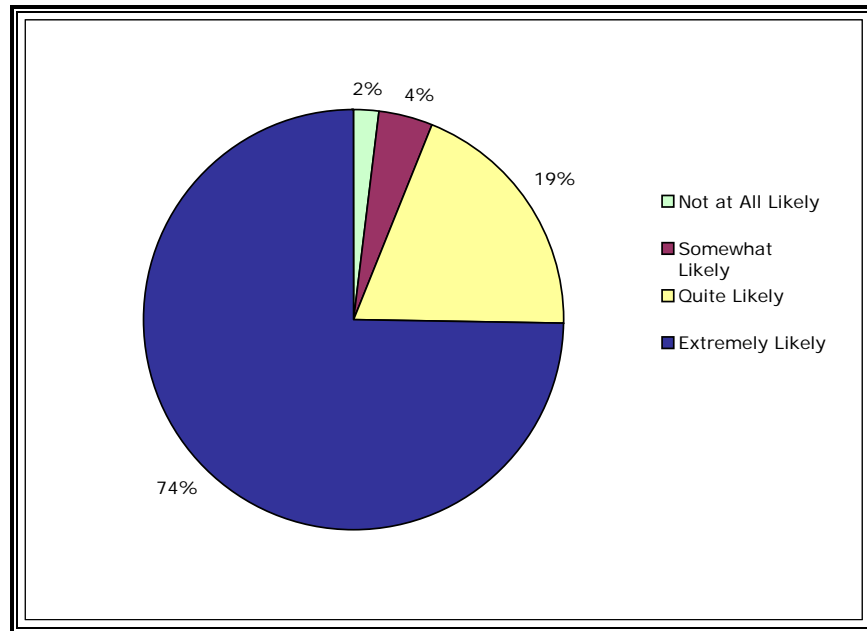
Note. M=mean; sd=standard deviation; N=number of respondents.

Finally, survey respondents were asked about the degree to which individual graduation plans had been developed for their students during the past two school years and the likelihood that they would continue to be developed in the future without having THSCS grant funds available. By the end of the 2004-05 school year, respondents reported developing individual graduation plans for between 10 and 100 percent of their students. The mean percent of students receiving individual graduation plans was 83 percent. By the end of the 2005-06 school year, respondents reported developing individual graduation plans for between 15 and 100 percent of their

students. The mean percent of students receiving individual graduation plans was 90 percent. This increase was statistically significant ($t = 4.6, p < .001$). When asked how likely it was that IGPs would continue to be developed, approximately 74 percent of survey respondents indicated that it would be extremely likely. **Figure 8** shows these results.

Figure 8

Likelihood of Developing Individual Graduation Plans in the Future



Source: Survey of Cycle 1 THSCS Grantee

CONCLUSIONS

Survey findings suggest that the majority of THSCS, Cycle 1 grant interventions were sustained, either partially or entirely, seven months after grant funding ended. Only a few respondents reported completely discontinuing intervention activities. While the lack of THSCS funding was cited as an important issue to sustaining intervention activities, approximately half of the grantees continued to support the program through local, state, federal, and/or external funding. In schools where program staff positions were discontinued, role responsibilities were frequently transferred to regular school staff.

Factors that influenced the continuation of program activities included strong school leadership, staff buy-in, and visible program effectiveness. Where programs were discontinued, insufficient monetary and staff resources, as well as little evidence of program effects were cited as contributing factors.

The findings also suggested that outcomes from Cycle 1 grant intervention activities were primarily student-oriented. Many grant interventions focused their activities more on providing increased support services that addressed the immediate needs of their students and less on school professional development, parent involvement activities, and college readiness programs.

While these findings provide a positive view of the sustainability of Cycle 1 grant interventions, it must be remembered that these findings are based on self-reported data. Their reliability, as a true measure of sustainability, is subject to a number of inherent biases such as *social desirability* – the tendency to respond in conventional rather than truthful ways; *acquiescence* – the tendency to always agree with statements; *evasiveness* – the tendency to respond to the middle alternative or the “not sure” response item.² To gain a more accurate sense of the extent that intervention activities are sustained, triangulated data sources incorporating survey, interview, and observational methods might prove more useful. In addition, while the Cycle 1 program ended in February 2006, the current school year is the first in which the Cycle 1 interventions have not been funded. Thus, long term sustainability is still in question and future evaluation in this regard is needed.

² Smith, M.L., & Glass, G.V. (1987). *Research and evaluation in education and the social sciences* (pp. 82-120). Englewood Cliffs, NJ: Prentice-Hall.

Evaluation of the Texas High School Completion and Success (THSCS), Cycle 1
Grant Initiative

APPENDIXES

- A. Cycle 1 Sustainability Survey
- B. Survey Cover Letter

Return to SEDL using the enclosed, postage-paid envelope or mail to
211 East 7th Street, Austin, TX 78701

Evaluation of the Texas High School Completion and Success (THSCS), Cycle 1
Grant Initiative

APPENDIX A

The primary purpose of this survey is to determine the extent to which high school programs that received THSCS, Cycle 1 funds during the grant period (February 1, 2004 through February 28, 2006) are still in place after grant funds ended. THSCS programs refer to any activities, interventions, or strategies implemented or put into place with funds from the THSCS, Cycle 1 grant.

1. What was/is your role in the THSCS, Cycle 1 grant funded program at your school?
(Mark all that apply)

- Project Director/Grant Coordinator
- Campus Principal
- Other_____

2. Is the person who originally put the THSCS grant program in place still involved with the program on a regular basis? (Mark one response only)

- Yes
- No
- Don't know

3. Please indicate in the table below, which of the following programs were implemented with THSCS, Cycle 1 grant funds at your school during the grant period (February 1, 2004 through February 28, 2006) and for each type of program/intervention, answer the questions to the right.

- First, mark to the left all of the THSCS programs/interventions that your school implemented using **THSCS, Cycle 1 grant funds** (Column A). *See attached list of program descriptions.*
- Next, **for each program/intervention marked in Column A**, please respond to the items on the right in Columns B and C **as to the extent to which the programs/interventions are still present at your school and have been effective.**
- **If no programs/interventions funded by the THSCS, Cycle 1 grant are still in place**, please mark “none” at the bottom of this table, and continue to question #4.

Return to SEDL using the enclosed, postage-paid envelope or mail to
211 East 7th Street, Austin, TX 78701

Evaluation of the Texas High School Completion and Success (THSCS), Cycle 1
Grant Initiative

A) Which types of THSCS, Cycle 1 Grant-Funded Programs or Interventions were implemented at your school during the grant period? ↓	B) To what extent is each of the interventions you marked to the left still in place at your school since Cycle 1 funding ended?			C) If the intervention is still in place at your school, how effective has it been since Cycle 1 funding has ended?		
	Not at all	Partially in place	Entirely in place	Not at all effective	Somewhat effective	Extremely effective
<input type="radio"/> a. Parental involvement programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> b. Teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> c. Accelerated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> d. Advanced Placement /International Baccalaureate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> e. Child care programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> f. Credit accrual activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> g. Dual credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> h. Early interventions (9th grade transition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> i. Mentoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> j. Programs for academically at-risk students (LEP, migrant)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> k. Test preparation (PSAT, SAT, ACT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> l. Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> m. Work study programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> n. Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please check here if no interventions funded by the Cycle 1 grant are still in place at your school.

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4. **During the grant contract period**, were THSCS, Cycle 1 funds used to pay for additional staff at your school? Yes No
(If “no,” skip to Question 7)

If “yes,” please mark which positions were funded and whether they were part-time or full-time positions **during the grant contract period**:

THSCS, Cycle 1 grant-supported school staff positions during contract period	Which positions were funded?	Part-time during contract period	How many ?	Full-time during contract period	How many ?
Project Director/Grant Coordinator	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Teacher	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Instructional Aide	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Tutor	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Mentor	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Counselor	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Lab technician	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Other? (Please specify)	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

5. **Now that grant funds are no longer available**, are any of the staff positions you marked above at your campus for the 2006-07 school year? Yes No

If “yes,” please mark which positions were **sustained after the grant funding ended**, are they part-time or full-time positions, and how many staff were hired for these positions **in the 2006-07 school year**:

School staff positions originally funded by the THSCS, Cycle 1 grant that are still serving the role for the 2006-07 school year.	Which positions were sustained?	Part-time 2006-07	How many ?	Full-time 2006-07	How many ?
Project Director/Grant Coordinator	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Teacher	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Instructional Aide	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Tutor	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Mentor	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

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Counselor	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Lab technician	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Other? (Please specify)	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

6. For those positions that were sustained, what funding sources pay for these positions in 2006-07?

(Check all that apply)

Local funds	State funds	Federal funds	External grants	Other?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For staff positions that have not continued since the grant ended:

(a) what effects have occurred, if any, as a result of the lost position(s)? **Please explain:**

(b) what adjustments or accommodations, if any, were made or are planned, to compensate for the lost position(s)? **Please explain:**

7. Of the THSCS, Cycle 1 grant-supported programs that have been **CONTINUED** and are in place at your school for the 2006-07 school year, **what factors influenced the decision to continue them? If no programs/interventions funded by the THSCS Cycle 1 grant are still in place, please skip to Question 8.**

Factors that influenced the decision to continue the THSCS, Cycle 1 programs at your school.	No influence	A little influence	Somewhat influenced	Strongly influenced
District support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other grant funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff support and buy-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community/parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitments with other schools, higher education, or community/parent organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence of program outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment of programs with school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Other? _____	○	○	○	○
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8. Of the THSCS, Cycle 1 grant-supported programs/activities that were **NOT CONTINUED** at your school, **what factors influenced the decision to discontinue them?**

Factors that influenced the decision to discontinue the THSCS, Cycle 1 programs	No influence	A little influence	Somewhat influenced	Strongly influenced
Lack of evidence of desired effects	○	○	○	○
Poor planning	○	○	○	○
Lack of leadership	○	○	○	○
Lack of school staff support	○	○	○	○
Insufficient monetary resources	○	○	○	○
Insufficient staff resources	○	○	○	○
Misalignment with other school priorities	○	○	○	○
Other? _____	○	○	○	○

Outcomes of THSCS, Cycle 1 Grant Programs

For the following items, **please think about the changes that have or have not occurred** as a result of receiving THSCS, Cycle 1 grant funds.

9. At this point in time, to what extent did the THSCS, Cycle 1 grant program influence change in your school related to:	Not at all	A little	Moderately	To a great extent	Not Sure
a. Curriculum	○	○	○	○	○
b. Instruction	○	○	○	○	○
c. Professional Development	○	○	○	○	○
d. Student Support Services	○	○	○	○	○

10. At this point in time, to what extent has the THSCS, Cycle 1 grant program positively influenced student outcomes related to:	Not at all	A little	Moderately	To a great extent	Not Sure
a. Credit accrual	○	○	○	○	○
b. Completing advanced level courses	○	○	○	○	○

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c. College readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. College attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. We are interested in your opinion regarding the THSCS, Cycle 1 grant program in your school. Please indicate your agreement to the following statements:	Strongly disagree 1	2	3	4	Strongly agree 5
a. The components of the THSCS program should be implemented in other similar schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The THSCS interventions have spread to other schools in my district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The THSCS interventions have spread to other schools in nearby districts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I would implement the THSCS interventions if I went to another school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. In retrospect, I think this THSCS grant program worked well for this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I think the THSCS program strategies implemented in my school will continue to be implemented in future years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The program spent all of the money awarded to implement the THSCS grant program at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I believe that having the THSCS grant funds had a positive effect on:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-Wide reform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please indicate approximately what *percentage of students* in your school have Individual Graduation Plans (IGPs) been developed for?

By the end of the 2004 –2005 school year _____% of students had IGPs developed

By the end of the 2005 –2006 school year _____% of students had IGPs developed

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12.b Now that grant funds are no longer available, how likely is it that IGPs will be developed for all students at your campus in the future?	Not at all likely	Somewhat likely	Quite likely	Extremely likely	Not Sure
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please describe the most important changes in your school that resulted from the THSCS, Cycle 1 grant program. For example, did or has the program impacted school organizational changes, reallocation of resources, staffing, scheduling, or student/teacher ratios?

13.b For the changes you described above, how confident are you that the changes will continue to be present now that grant funds have ended.?	Not at all confident	Somewhat confident	Quite confident	Extremely confident	Not Sure
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please provide comments to clarify any survey responses that you feel need explaining below.

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(Use the back of the page as needed).

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THSCS Program Names and Descriptions

Parental involvement

May include programs that provide parent or guardian volunteers and mentors and/or training for parents.

Teacher professional development

May include professional development programs from district trainers, Education Service Centers, private providers, online courses.

Accelerated instruction

Structured academic enrichment learning programs that assist students who do not pass TAKS. Programs may include remedial courses, tutoring, and out-of-school activities.

Advanced Placement/ International Baccalaureate

Programs that prepare students to successfully pass Advance Placement and/or International Baccalaureate exams.

Child care

Programs that provide on-site licensed child care facilities and/or financial support for students to have licensed professional care and supervise their children while they complete high school courses.

Credit accrual activities (credit recovery, online courses and software, flexible entry or exit courses)

Credit recovery courses in English language arts, mathematics, science, and/or social studies to assist students who are behind in credits to stay on track for graduation. These may include after school activities, summer courses, online courses and software (i.e., Plato, NovaNet, ELLIS, ASKME), programs designed to allow for flexible entry or exit from courses, and supplemental activities.

Dual credit

Programs that provide students opportunities to earn college credit while in high school through articulated agreements with post-secondary institutions.

Early interventions

Programs targeting at-risk students such as eighth grade transitional programs, summer orientations, freshmen seminars, and four-year planning.

Mentoring

Programs that provide trained mentors to at-risk students (students who have been truant, suspended, or expelled, students identified as academically at-risk, limited English proficient students, students with disabilities, and migrant students) to support them

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socially and academically to succeed in school. Programs may include mentors from business and community organizations.

Programs for academically at-risk students

Programs designed for students identified as academically at-risk such as students who have been truant, suspended, or expelled, migrant students, limited English proficient, and/or economically disadvantaged students.

Test preparation (PSAT, SAT, ACT)

Programs designed to prepare students to take college entrance exams for admission, placement, and scholarships into post-secondary education.

Tutoring

Programs that provide high quality tutoring services to students. Tutoring services may include individualized instruction of specific subjects by highly qualified teachers, peers, community volunteers, parents, etc.

Work study programs

Programs that enable students to gain work experience and earn an income while continuing their studies. May also include internships and career path courses.

Other interventions

Other THSCS grant-supported programs not listed above.

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APPENDIX B

<TEA Letterhead>

To the Campus Principal Addressed:

Thank you for your leadership and support for the Texas High School Completion and Success (THSCS), Cycle 1 grant program. Our records indicate that your school received THSCS, Cycle 1 grant funds between February 2004 and August 2005. The Texas Education Agency (TEA) has contracted with Gibson Consulting Group and Southwest Educational Development Laboratory (Gibson/SEDL) to conduct an evaluation of the THSCS grant. Part of the evaluation includes a survey of all THSCS, Cycle 1 grant recipients to determine the degree to which the THSCS grant-funded programs have been sustained now that grant funds are no longer available.

We ask for your cooperation in this effort by completing the enclosed brief survey. The entire survey should take no more than 10-15 minutes to complete. Your identity and responses to this survey are confidential and we appreciate candid responses. Please read each question carefully and answer all of the questions that apply to your campus experiences with the THSCS, Cycle 1 grant program.

If there is someone else at your campus (e.g., grant coordinator, counselor, lead teacher) that you feel would be more appropriate to fill out this survey, please distribute the survey as needed.

The deadline to return the survey is September 15, 2006. A self-addressed, pre-paid reply envelope is provided for your convenience. If you prefer, the survey may be accessed online by going to the following website: <http://www.sedl.org/es/thscscycle1>.

If you choose to complete the survey online, a code must be entered to access the website. Your campus code is: cag51m1234. The code can also be found in the lower left-hand corner of the paper survey.

Thank you in advance for your much needed cooperation. Your cooperation and input is a valuable part of the planning and decision-making process. For more information or clarification regarding this survey please contact Melissa Dodson, SEDL Evaluation Associate, mdodson@sedl.org, (800) 476-6861 and/or Jessica Sievert, TEA Project Manager, Jessica.Sievert@tea.state.tx.us, 512-463-7814.

Sincerely,



Nora Ibáñez Hancock, Ed.D.
Associate Commissioner
Office for Planning, Grants and Evaluation

Return Surveys to: SEDL Evaluation Services, 211 East 7th Street, Austin, TX 78701

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DUE: September 15, 2006

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