EVALUATION OF THE TEXAS HIGH SCHOOL COMPLETION AND SUCCESS GRANT PROGRAM: INTERIM REPORT

PROGRAM ACTIVITIES THROUGH SUMMER 2004

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Prepared by
The Evaluation Group
Department of Teaching, Learning and Culture
College of Education and Human Development
Texas A&M University
412 Harrington Tower
4232 TAMU
College Station, TX 77843-4232

Prepared for the
Texas Education Agency

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

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 2004–05 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, developed with regard to the current literature on high school completion and success and in response to a series of statewide focus groups on dropout prevention, is funded through Rider 67. An evaluation of high school completion and success initiatives is also authorized by Rider 67. The Evaluation Group (TEG) at Texas A&M University has been asked to evaluate the THSCS grant program on behalf of the Texas Education Agency (TEA). The purpose of this evaluation is to assess the impact of the activities and strategies implemented through the THSCS grant program on student achievement. The grant period for THSCS Cycle 1 projects extends from February 1, 2004 through August 31, 2005.

Evaluation Design

The evaluation of the THSCS grant program will progress in four overlapping stages, which include context, comparative, observational, and student-level data analyses. The high school campus has been identified as the primary unit of analysis; in addition, disaggregated student-level data will also be examined. Because of the timing of this interim report in relation to THSCS project implementation, the results presented in this report will focus on the first stage of the descriptive study: the context analysis. Thus, this interim report prepared by TEG describes the THSCS grant program, the research design for the entire evaluation project, the

characteristics of the campuses that received THSCS grant funds, and the activities implemented by these campuses during the first term of the grant period (i.e., Summer 2004).

In this interim report of the THSCS grant evaluation, TEG relied heavily upon two sources of information: THSCS individual campus progress reports and TEA databases, such as the Academic Excellence Indicator System (AEIS), the Public Education Information Management System (PEIMS), and Texas Assessment of Knowledge and Skills (TAKS) data. The first THSCS campus progress reports, which included data from Summer 2004, provided evidence on the progress of the initial implementation phase of the THSCS grant project. The AEIS, PEIMS, and TAKS data provided detailed information on student characteristics (including both demographics and academic performance), supplying a context for the project's implementation. Descriptive statistics were computed in order to determine the baseline characteristics of participating campuses, student achievement levels, strategies/activities implemented, and students served. These detailed statistics are described below.

Characteristics of Campuses Receiving THSCS Grant Funding

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 246 campuses, located throughout Texas. THSCS campuses are heavily concentrated within the greater metropolitan areas of Houston, Dallas, Fort Worth, and San Antonio. While the majority of THSCS campuses had an enrollment of 250 or fewer students, the average enrollment of grantee campuses was 1,144. The majority of campuses, 80%, offer instruction to students in grades 9 through 12.

Approximately 60% of students on campuses receiving THSCS grant funds are Hispanic. This percentage is significantly higher than the percentage of Hispanic students in Texas high schools statewide, which is 39%. White student enrollment at THSCS campuses is 22% which is much lower than the 44% of White students enrolled in Texas high schools statewide. Thus, Hispanic students account for a disproportionately higher percentage of students at THSCS campuses, while White students represented a disproportionately lower percentage of students at THSCS campuses. 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.

While 11% of the students at THSCS campuses were identified as Limited English Proficient (LEP), seven percent of all high school students in Texas are classified as LEP. The percentages of students in Gifted and Talented and special education programs at grantee campuses are comparable to the percentages of all high schools across the state.

Approximately five percent of the students enrolled at THSCS campuses received disciplinary placement under Chapter 37 of the Texas Education Code—an almost identical percentage as that calculated for all Texas high school students. The percentage of economically disadvantaged students at participating campuses is 60%—nearly 20 percentage points higher than the statewide proportion of economically disadvantaged students attending high school in Texas (41%).

To be eligible to receive the THSCS grant, a high school campus had to have a rating of Low-Performing in 2001–02 or an overall campus passing rate on the 10th grade 2003 TAKS test of 50% or lower. Therefore, students at campuses receiving THSCS grant funds generally had lower passing rates on the statewide assessment, the TAKS, than all students attending high school campuses across the state. Most notably, the percentages of ninth grade students at grantee campuses who met the standard on the 2004 TAKS tests were uniformly lower than the percentages who met the standard on the ninth grade tests statewide. Just over three quarters (77%) of the ninth graders at THSCS campuses met the state standard on the English Language Arts (ELA) portion of the 2004 TAKS test, compared to 84% of ninth grade students statewide. Similarly, 47% of ninth grade students attending THSCS campuses passed the mathematics portion of the TAKS test versus 59% of all ninth grade students statewide. While economically disadvantaged students at THSCS campuses and all Texas schools performed lower on ELA and math TAKS tests than students who were not classified as economically disadvantaged, the performance gap between students attending THSCS campuses and the state average was more profound for non-economically disadvantaged students.

Similar results hold for tenth grade students—ELA and math TAKS passing rates for those attending THSCS campuses were significantly lower than the passing rates for tenth graders statewide. Interestingly, the THSCS/state performance gap narrows somewhat for students in the eleventh grade. Higher proportions of both THSCS students (83%) and all Texas eleventh

graders (87%) met the state standard on the ELA portion of the 2004 TAKS test. Just under eight out of ten students (79%) at THSCS campuses passed the mathematics portion of the TAKS test compared to 85% statewide.

For all grades, the performance gap between THSCS students and the statewide passing rates widened significantly when *all tests passed* was used as the benchmark. Less than half of ninth grade students attending THSCS campuses, 45%, passed all TAKS tests in 2004, compared to 57% statewide. Tenth grade passing rates for all tests dropped even further: 36% of the tenth grade students at THSCS campuses passed all TAKS tests taken versus 49% of the tenth graders statewide. Eleventh grade students fared the best of the three grades analyzed. Just under two thirds of the eleventh graders passed all tests taken (63%), compared to 72% of all eleventh grade students statewide.

Findings from Summer 2004

At the conclusion of the 2004 Summer term, THSCS campuses were asked to submit a progress report detailing the number of students served, the activities that were implemented using grant funds, and the number of staff involved in grant activities. What follows are the findings from the Summer term progress reports submitted by 219 high school campuses, or 89% of the 246 campuses receiving grant funds.

Students Served by THSCS Grant Funds

Based on Project Progress Reports, a total of 116,889 students are projected to be served with THSCS grant funds over the grant period (February 1, 2004 to August 31, 2005). According to 2003–04 PEIMS data, total student enrollment for the 219 campuses that responded to the first progress report is 250,561. Therefore, the number of students projected to receive grant-funded services during the grant period is just under half (47%) of the student enrollment. Across grades, ninth-graders, with 39,077 students, comprised the largest group of students to be served. Fewer students were projected to be served for each successive grade level.

The THSCS grant targets students who are at risk of academic failure, which is defined in the grant as students who are deficient in credits and in danger of not graduating within 4 years after

entering 9th grade and/or students in the 11th grade who have not passed the Exit-level TAAS/TAKS; LEP students; and/or, economically disadvantaged students. Based on 2003–04 PEIMS data, 154,894 students, or 62% of the students at the campuses receiving this grant are students in at-risk situations. Many of the students targeted by the grant were identified by their campus as being at-risk of academic failure. Accordingly, campuses reported that 70% of the students projected to receive grant-funded services are considered students in at-risk situations.

A total of 12,118 students were served through THSCS grant funds during Summer 2004 which is roughly 10% of the total number of students projected to be served through the project. In addition, 71% of the 13,649 at-risk students enrolled during the summer term received grant-funded services. Of the students who received services during the 2004 Summer term, the majority (80%) were classified as being students in at-risk situations.

On average, THSCS campuses intend to serve about half the students enrolled on their campuses and are primarily targeting students in at-risk situations. During Summer 2004, a small portion of the projected number of students received services and the overwhelming majority of students served were at risk of not completing high school in four years.

Strategies and Activities Implemented During Summer 2004

To meet the goals and objectives of the grant program, THSCS campuses selected strategies and activities from a list of allowable uses of grant funds. Funds were directed towards activities and strategies that best serve the needs of students in at-risk situations allowable under the grant. These fall into seven categories based on similarity: activities related to Individual Graduation Plans (IGPs); credit accrual; instructional strategies; student achievement; expanded learning opportunities; early intervention; and community engagement.

Based on responses received from 219 campuses, strategies and activities implemented by the greatest number of campuses were direct instruction by highly qualified teachers (54%), credit recovery programs (48%), and activities that extend learning opportunities (42%). Strategies and activities implemented by the fewest number of campuses were trailer courses (10%), work study programs (10%), and mentoring programs (11%).

Respondents also indicated whether each allowable strategy and activity was new to the campus or a continuation of a previously funded program. The majority of strategies and activities implemented during Summer 2004 supplement programs which were already in place. Substantial percentages of grantees (i.e. greater that 45%) indicated that new strategies that are unique to the grant included the hiring of additional guidance counselors to assist with the development of IGPs, transportation for students receiving grant services, online diagnostic instruments for students, and highly qualified paraprofessionals or teacher assistants to assist teaching staff.

Although the majority of campuses reported implementing instruction by highly qualified teachers, more students took part in credit recovery programs or received high quality tutoring. Almost three quarters (71%) of the students in at-risk situations attending THSCS campuses utilized credit recovery programs, and 41% of the students in at-risk situations received high quality tutoring services.

These findings suggest that during Summer 2004, grantees focused on a few strategies and activities that support key components of the grant program, namely direct instruction by highly qualified teachers and the opportunity for students to accrue credits.

Implementation of Required THSCS Grant Components

The THSCS program requires grantees to implement certain programs and activities, including developing an IGP for each student on the campus, establishing programs that encourage students toward post-secondary education and training, and developing and implementing mentoring and work study programs with local businesses and community organizations. Detailed student-level information on the components described above will be addressed in reports that grantees submit following the Fall 2004 term. Results from the Fall 2004 and Spring 2004 THSCS progress reports will not be available until Summer 2005, but several items in the first progress report provide preliminary information on the number of students who participated in these services during Summer 2004.

Of the approximately 116,889 total students slated to receive services, over 45,300 students (40%) had an IGP in place by the end of Summer 2004. Of the students served during Summer 2004, a greater percentage, 59%, of at-risk students had an IGP in place than did others targeted by the grant. These findings suggest that grantees focused on developing and implementing IGPs for students in at-risk situations during Summer 2004.

In regard to activities designed to encourage students toward post-secondary education and training, grantees reported the number of students who took dual credit courses, Advanced Placement (AP)/International Baccalaureate (IB) courses, or participated in concurrent enrollment over the summer semester. Just under one third (31%) of the students served over Summer 2004 took an AP/IB course, and only three percent participated in concurrent enrollment.

Less than one percent of the students served over Summer 2004 participated in work study and mentoring programs. Of the participants in work study and mentoring activities, the majority were students in at-risk situations. By the end of the Summer term, a total of 411 mentors received training in working with students in at-risk situations.

It is strongly recommended that results related to services provided to students at THSCS campuses and strategies implemented by grantees be interpreted in terms of summer programs only and not the grant program in its entirety. The data presented in this interim report provide a descriptive account of how grant recipients are *beginning* to direct funds and serve students. Results for 2004-05 school year will reveal the full extent to which grant projects are serving students and implementing strategies and activities.

Conclusion

This first interim report shows that THSCS programs are targeting a population of students in need of intensive, accelerated academic services, as evidenced by the socio-economic/demographic status (e.g., economically disadvantaged status, at-risk status) and academic performance (e.g., 2004 TAKS results) comparisons to statewide benchmarks. Based on the comparative analysis of THSCS campuses and all high school campuses in Texas, it

appears as though the competitive grant process at TEA has effectively awarded THSCS grants to campuses in clear need of assistance.

THSCS campuses have begun to implement strategies and program activities consistent with the allowable uses of funds outlined in the Request for Applications (RFAs) issued by TEA. Some of the key services being provided by grantee campuses to students include the development of IGPs, credit accrual programs, high-quality tutoring programs, and college preparation activities, including AP/IB courses. The summer programs appeared to be weaker in the areas of work study and mentoring. Low participation rates in mentoring and work study may be a function of these programs being primarily regular school year programs. In addition, a significant number of mentors were trained during Summer 2004, which may result in increased participation of students during the 2004-05 school year.

It will be important to monitor the progress of these and other program activities as the THSCS campuses progress into the regular 2004-05 school year. In addition, it will be critical to determine what impact THSCS strategies and activities are having on key student achievement outcomes through a detailed analysis of disaggregated student-level data.

SECTION I: BACKGROUND

The Texas High School Project

The Texas High School Project (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 new TAKS assessment system, the use of the college- and work-preparatory Recommended High School Program as the default program for high school students, and the implementation of ninth grade support programs and dropout prevention programs.

Despite gains in the last five years in overall graduation rates and student achievement, certain student groups are faring better than others. The data system used by TEA and school districts, the Public Education Information Management System (PEIMS), allows the state to monitor school performance using a wide range of measures, including longitudinal graduation rates. While almost 90% of White students graduated within four years of entering ninth grade, only 81% of African-American students, 77% of Hispanic students, and 78% of economically disadvantaged students graduated on time. Hispanic students, African American students, and economically disadvantaged students also had higher longitudinal dropout rates (7.1%, 6.3%, and 6.6%, respectively) than White students (2.7%). (TEA, 2004).

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. During the 1990s, Texas experienced a steady decline in higher education participation rates, giving Texas a competitive disadvantage relative to other comparable states with higher participation rates in higher education. 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, 2004).

Recognizing the need for accelerated change to improve Texas high schools and ensure that all students are ready for college, work, and citizenship, Texas, led by the governor and other elected leaders, has invested in a public-private partnership—the Texas High School Project—aimed at boosting graduation rates and increasing the number of Texas high school students prepared for postsecondary success. The goal of this initiative is for all Texas high school students to graduate prepared for the full range of postsecondary opportunities.

The THSP is organized around four primary strategies to improve Texas high schools:

- Promoting a rigorous curriculum;
- Ensuring that every student is taught by a highly qualified, effective teacher;
- Building leadership capacity for reform; and,
- Fostering multiple pathways for learning and postsecondary success.

A key objective of the initiative is to heighten awareness of current high school reform efforts and instill a sense of urgency regarding the need to improve student performance in Texas high schools as well as the importance of the four key strategies outlined above.

The long-term THSP strategies are built upon the priorities identified during the 78th Texas Legislature in 2003. During the session, legislation was enacted and appropriations targeted for a comprehensive approach to help students in at-risk situations succeed in high school. This legislation, Senate Bill 1108, provides for individual planning and services for students in grades 6 through 12 who failed a state assessment instrument or are not expected to graduate by the end of the fifth school year after enrolling in ninth grade.

To support the Texas High School Project, the 78th Texas Legislature also appropriated $29 million in General Revenue and $1 million in Federal Funds in each fiscal year of the 2004–05 biennium to provide for the establishment and implementation of comprehensive high school completion and success initiatives. The funding authorized through Rider 67, High School Completion and Success of Article III of the General Appropriations Act, supports a number of grant programs, including the Texas High School Completion and Success Cycle 1 Grant

Program (THSCS). Rider 67 also authorized a comprehensive evaluation of programs funded through the Rider.

The Evaluation Group (TEG) at Texas A&M University is conducting the evaluation of the THSCS Cycle 1 grant program. This interim report prepared by TEG describes the THSCS grant program, provides an overview of the design of the entire evaluation project, gives information about the campuses participating in the grant program, and summarizes the types of activities grantees implemented during the first term of the grant period. The final report, which should be completed in August 2006, will detail how effectively programs were implemented throughout the grant period, how the programs implemented under the grant impacted student achievement, and which strategies/activities that were implemented were most effective in improving student performance.

THSCS Grant Program, Cycle 1

The THSCS grant program targets low-performing and underperforming high schools through student-focused competitive intervention grants that provide direct and indirect support services to students in grades 9-12. Approximately $23 million was available for Cycle 1 funding for the THSCS grants during the February 2004 to August 2005 project period. A total of 128 school districts and open enrollment charter schools, serving 249 high school campuses, were awarded THSCS grants in the Spring of 2004.

To qualify for grant funding, high school campuses had to either be identified as a Low-Performing campus under the 2001-02 Texas Accountability Rating System or have an overall campus passing rate of 50% or lower for all tests taken on the 10th grade TAKS during the Spring 2003 administration. Grant recipients are charged with targeting students on eligible campuses who are at-risk (including students who are deficient in credits and appear to be in danger of not graduating within 4 years after entering 9th grade, and/or students in the 11th grade who have not passed the Exit-level TAAS/TAKS); LEP; and/or, economically disadvantaged.

The four primary goals of the THSCS program are to:

- Increase student achievement, as demonstrated through improved TAKS scores and increased credit accrual;
- Increase the number of students who graduate in four years after entering ninth grade;
- Increase the number of students who graduate college-ready, as demonstrated through the acquisition of required credits through promotion or through enrollment in Advanced Placement (AP)/International Baccalaureate (IB) courses or rigorous courses leading to a college-preparatory curriculum; and,
- Decrease the number of criminal incidents and non-criminal incidents on the campus.

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

Current Research and the Relationship to THSCS Grant Activities

The research on dropout prevention and the literature associated with high school completion and success influenced the types of strategies and activities allowable under the THSCS grant program. A rigorous curriculum and higher standards, timely assessment of student achievement, academic support including tutorials, counseling, summer and after school programs, as well as individualized graduation plans, qualified professional staff, community and parental partnerships and high quality facilities, equipment and instructional materials, were also found to be related to student success in high school and readiness for college (SREB, 2002). Research also notes the importance of activities such as high-quality tutoring services, direct instruction by highly qualified teachers, use of counselors, early intervention programs, extended learning opportunities and innovative and/or intensive intervention strategies. The difficulty level of courses taken in high school and a school climate that encourages the pursuit of rigorous academic goals are powerful predictors of academic achievement, graduation, and enrollment in postsecondary education (Aldeman, 1999). Research evaluations show that high-quality early childhood programs, youth development programs with academic and parent involvement

components, and academically-focused after-school programs and high quality mentoring programs can be effective in improving adolescent academic achievement during secondary school (Redd, Brooks & McGarvey, 2004).

Research indicates that a student's decision to go to college and ability to secure a degree are the result of a complex process that begins at the seventh grade, if not earlier. Students are also more likely to become aware and ready for college when parents, schoolteachers, and administrators, peers and the community itself work together with the students (Caberra, Prabhu & Deil-Amen, 2003). 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 (Martinez & Kloppott, 2004).

The strategies and activities developed to meet the goals of the THSCS grant program are 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 drop out were loss of eligibility for extracurricular activities, lack of a safe school environment, poor attendance by at-risk students, the size of some very large schools, the lack of a challenging and flexible curriculum, lack of academic skills and credit hours, 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 and additional training and staff development opportunities for teachers, restructuring of schools to make them more conducive to students staying in school and graduating, providing career and technology education courses in middle schools, extended-day programs such as

after-school tutoring and other after-school programs and summer school programs, dual enrollment in high school and postsecondary education, additional counseling, mentoring programs, partnerships and collaboration between schools and community groups and organizations (TEA, 2002).

Based on current research and the recommendations of the focus groups, a series of allowable activities was developed to combat student dropout and increase high school completion rates. What follows is a detailed list of activities allowable under the THSCS grant program.

Individualized Graduation Plans (IGPs)

- Additional counselors to assist students with the development of their IGP
- 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 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
- Essential instructional strategies to meet the needs of diverse learners

Student Achievement

- An accelerated learning program
- Online high school courses essential for exit-level TAKS
- Programs to improve student academic achievement by providing 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
- Activities that extend learning opportunities to after-school, evening, and summer classes for students who are academically at-risk

Early Intervention

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

Community Engagement

- Work study programs
- Mentoring programs including training for mentors
- Dual credit courses (high school/college)
- 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 (Christianson & 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.

Following this introductory section, the report consists of four 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 differ 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/activities implemented at grantee campuses and reports the number students served with THSCS funds during Summer 2004. Conclusions drawn from this preliminary evaluation of the THSCS program and the future direction of this evaluation project are outlined in the final section.

SECTION II: EVALUATION DESIGN

The overarching purpose of the evaluation of the THSCS grant program is to assess the impact of the activities implemented through this grant program on student achievement.
TEG at Texas A&M University will conduct both formative and summative evaluations of the THSCS grant program, analyzing the extent to which strategies and activities were implemented and, more importantly, the effectiveness of these strategies and activities. Analyses will be based on campus and individual student-level data. The features of the evaluation design over the program's entirety are discussed below. Specific issues addressed within this interim report are also identified.

Research Questions

The comprehensive evaluation for the THSCS grant program addresses four broad research questions. In order to fully address these broad questions, the following more specific questions must also be considered:

1. Who is participating in the THSCS grant program?
    1.1. What are the characteristics of the project campuses?
    1.2. What are the characteristics of students served through project funds?
    1.3. How do the student characteristics for grantee campuses differ from state averages for Texas high schools?

2. How effectively was the program implemented?
    2.1. How many students were served?
    2.2. Which types of strategies/activities did grantees implement on their campuses?
    2.3. Were these strategies/activities fully implemented?
    2.4. Did implemented strategies/activities change over time?
    2.5. What are the characteristics of staff involved in the program?

3. Were project goals achieved?
    3.1. What were the program's effects on student achievement?
    3.2. What were the program's effects on students' college readiness?
    3.3. What were the program's effects on schools?

4. What are the best practices used by participating campuses?
    4.1. Which strategies/activities were most effective?
    4.2. Why were these strategies/activities most effective?
    4.3. What lessons were learned about implementing a project of this nature?
    4.4. What recommendations can be offered for future projects pertaining to the Texas High School Project?

This interim report focuses primarily on the first two research questions posed above.

Methodology

This evaluation will progress in four overlapping stages. The first stage relies upon THSCS campus responses to progress reports as well as state databases maintained by TEA. Descriptive statistics will be computed in order to determine the baseline characteristics of the participating campuses, student achievement levels, strategies/activities implemented, and students served. These analyses will be repeated after each progress report administration in order to document changes over time.

The second component of this evaluation will consist of matching each of the THSCS campuses with a comparable campus that did not receive THSCS funding. Comparison campuses will be chosen using a stratified proportional sampling plan. The first set of criteria will be those used in determining funding decisions (e.g., a 50% or lower passing rate across all tenth graders on the standardized TAKS tests). Strata will be defined by variables such as geographic location, community type, and student demographic variables. Thus, in addition to analyzing the change in student achievement (in terms of dropout rates, completion rates, and standardized test scores, etc.) from the beginning to the end of the project at THSCS campuses, achievement levels can be further compared to that of non-funded campuses.

The third stage of the evaluation involves compilation of observational data. Site visits will be conducted at approximately 35 participating campuses also selected via a stratified proportional sampling plan. Strata will again include variables such as geographic location, community type, and student demographic variables such as the percent eligible for free or reduced-price lunch and ethnic composition. The first set of site visits will occur early in the Spring 2005 term. A second set is scheduled for early in Summer 2005. These site visits will supply information—both quantitative and qualitative—that will aid in identifying best practices.

The fourth stage of this evaluation design involves collecting individual student-level data, so the academic achievement results of students attending THSCS campuses can be compared to students with similar characteristics attending non-funded campuses. A key component of each progress report is submission of the identification numbers of students served by the grant. This will allow TEG to identify the characteristics of students served and determine the grant activities in which students participated. TEG will then examine the relationship between the activities/strategies in which students participated and the individual student's academic achievement. Through this analysis, TEG hopes to determine which types of grant activities had the greatest impact on student achievement and offer information about best practices used by participating campuses. TEG will also track a sample of THSCS students over time to determine lasting program effects.

Data Sources

Three data collection approaches have been developed or adapted for this evaluation. (See Appendix A for copies of these data collection instruments.) The first is the Project Progress Report (PPR). This measure was developed by TEG after reviewing the RFA document and is designed around the strategies/activities that campuses were allowed to implement or supplement with grant funds. This self-report instrument will be administered to project directors online at the end of: Summer 2004 (PPR 1, due Oct. 15, 2004), Fall 2004 (PPR 2, due Feb. 15, 2005), Spring 2005 (PPR 3, due July 15, 2005), and Summer 2005 (PPR 4, due Oct. 15, 2005). All four PPRs are to be completed for each participating campus. As a component of each PPR, project directors are asked to submit a limited amount of student-level data to TEA, including the

identification numbers of individuals served through program funds. (See Appendix A for a copy of the form project directors are instructed to use for individual-level data submission.)

The second data collection instrument is the High School Classroom Observation Measure (HSCOM). The HSCOM was adapted for this project after reviewing the literature on school reform evaluations that have been undertaken in other states. It will be used to document data collected by researchers during the course of grantee site visits, and is comprised of two sections. The first section requires researchers to record their observations of a classroom during a five-minute interval regarding the following: 1) subject area(s) taught; 2) instructional orientation(s); 3) instructional component(s) [teacher behavior(s)]; 4) student behavior(s); 5) teaching and learning context; 6) student attention/interest/engagement; and 7) academically focused time. Site visitors will document the above for each of ten classrooms observed on the campus. The second section of the HSCOM, "Overall Observation," summarizes the site visitor's impressions within the above seven categories across the ten classrooms on a five-point scale.

A third data collection instrument, the High School Implementation Review (HSIR), will provide data resulting from self-reports by the leadership team at each campus. The HSIR includes 17 items which document the degree of implementation of specific strategies/activities allowed under grant funds on a five-point scale. It will be sent by mail to all THSCS campuses and also posted on the TEG website. The leadership teams at site visit campuses will be asked to review their responses with site visitors. The instrument will be administered twice—midway through the project and at the program's end. In addition to the ordinal, quantitative data resulting from these ratings, this instrument will yield qualitative information. Overall, this in-depth documentation of program implementation will both validate and supplement the data obtained via PPR responses.

In addition to the above three data sources, TEG will utilize databases maintained by TEA. Data from TEA's PEIMS and AEIS were utilized to establish the baseline characteristics of participating campuses. Data from the 2004 TAKS results were used to establish the baseline characteristics of THSCS campuses related to student achievement results. The student-level data

will also be used to document the characteristics of students served under grant funds and the activities in which students participated.

Interim Report

This interim report summarizes the characteristics of the project campuses and the activities undertaken by grantee campuses during Summer 2004. Results reported herein will establish baseline data. Specifically, the following research questions are addressed in this report.

1.1. What are the characteristics of the project campuses?

1.3. How do the student characteristics for grantee campuses differ from state averages for Texas high schools?

2.1. How many students were served?

2.2. Which types of strategies/activities did grantees implement on their campuses?

2.5 What are the characteristics of staff involved in the program?

Findings pertaining to questions 1.1 and 1.3 are presented in Section III of this report. The remaining three questions (i.e., 2.1, 2.2, and 2.5) are addressed in Section IV.

Final Report

The final evaluation report for the THSCS, Cycle 1, grants will be available in August 2006. The final report will describe the characteristics of THSCS schools, the students who participated in program activities, and how these characteristics compare with those of all Texas high schools. Utilizing data from the PPRs and site visits, the final report will detail the strategies/activities implemented across THSCS campuses, changes in program implementation that occurred over time, the degree to which proposed strategies/activities were fully implemented, and the total number of students served. The report will also focus on the impact of the activities implemented through this grant program on student achievement, including 2005 TAKS scores, and provide evidence on best practices for student academic achievement in Texas high schools. Finally, the report will include details on lessons learned when implementing a project of this nature and recommendations for future projects pertaining to the Texas High School Project.

SECTION III: DESCRIPTION OF PROJECT CAMPUSES

The findings of the first stage of the THSCS grant evaluation are organized around the five specific research questions outlined in Section II of this report (1.1, 1.3, 2.1, 2.2, and 2.5) that are the focus of this interim report. These results are presented in this and the following section. This section describes the characteristics of the 246 campuses awarded monies under Cycle 1 of the THSCS grant program. It also compares the characteristics of students from THSCS campuses to those of high school students throughout the state.

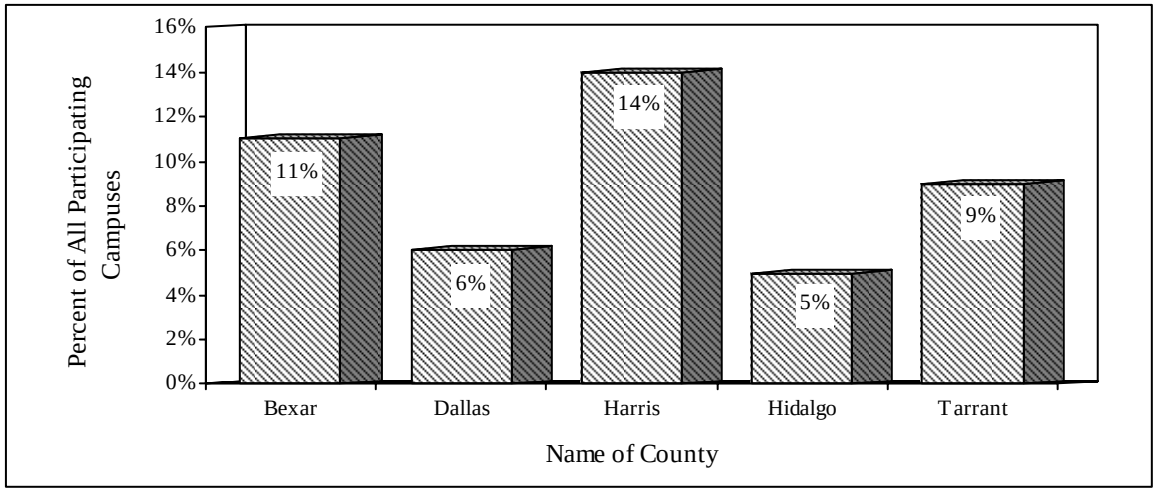
Broad campus characteristics (i.e., geographic location, the type of communities in which they are located, enrollment size, and the instructional method offered) are discussed first. The demographic characteristics of students served by grantee campuses are then presented. Third, student achievement on the 2004 TAKS test battery is documented. Finally, 2003 four-year dropout and completion rates are included in the analysis.

Broad Characteristics of Project Campuses

Geographic Location

Campuses served by the THSCS grant project are located within 128 school districts distributed across 71 of the 254 counties within the State of Texas. As seen in Figure 3.01 below, the highest percentages of THSCS campuses are located in Harris, Bexar, Tarrant, Dallas, and Hidalgo Counties. The first four of these counties encompass, respectively, the metropolitan areas of Houston, San Antonio, Fort Worth, and Dallas.

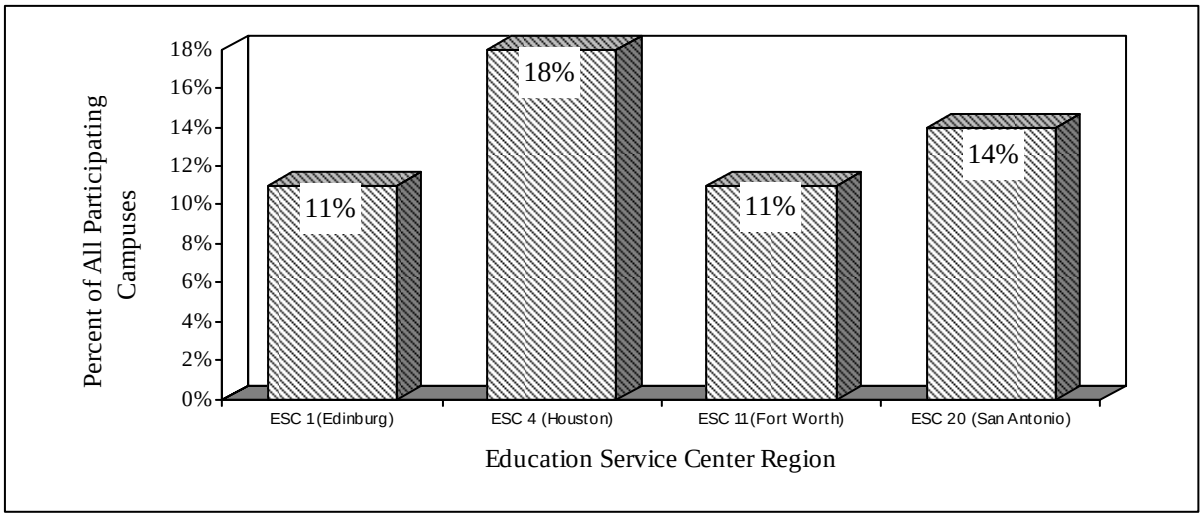
Figure 3.01. Texas High School Completion and Success: Counties with Highest Percentages of THSCS Grantees



Source: Texas Education Agency, The Texas School Directory, 2003-04

Although grantee campuses are more heavily clustered within metropolitan areas, they are distributed across the state. More specifically, at least one THSCS grantee was located within each of the state's 20 Education Service Center (ESC) regions, with the exception of Region 9 (Wichita Falls). This distribution of THSCS grantee campuses across ESC regions roughly corresponds to that of the Texas student population. As seen in Figure 3.02, over 10% of the grantee campuses 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). This reinforces the fact that grantees are most heavily concentrated in the more densely populated areas of Texas. As seen in Table 3.01, relatively few THSCS programs are being implemented in the more sparsely populated areas of the Panhandle (ESC 16), Western Texas (ESCs 18 and 19), and Central Texas (ESCs 14 and 15).

Figure 3.02. Texas High School Completion and Success: ESCs with Highest Percentages of THSCS Grantees



Source: Texas Education Agency, The Texas School Directory, 2003-04

Table 3.01. Texas High School Completion and Success: Distribution of THSCS Grantee Campuses Across ESC Regions

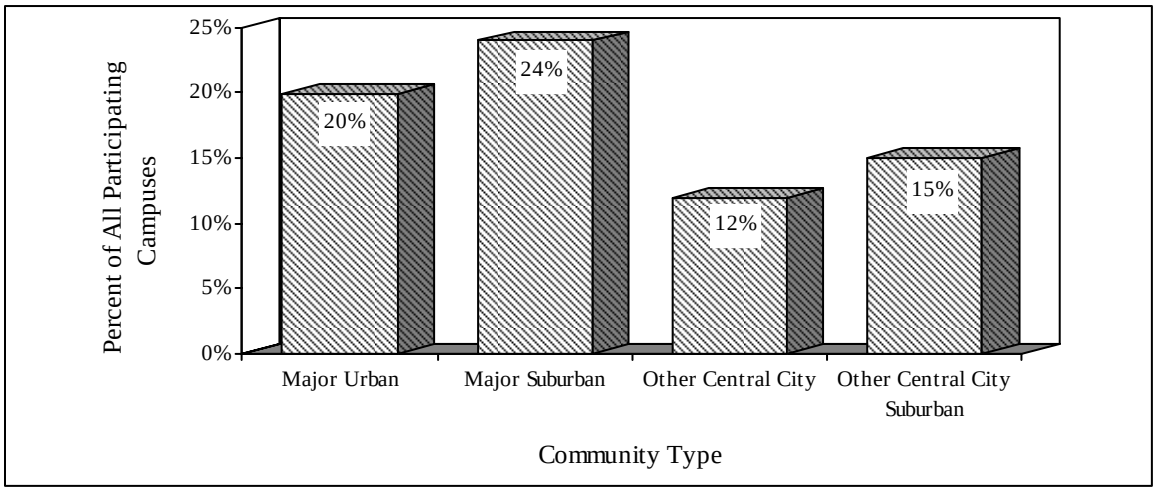
ESC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
#	28	8	4	45	5	7	9	2	0	21	26	13	17	3	2	1	10	1	9	35	246
%	11.4	3.3	1.6	18.3	2.0	2.8	3.7	0.8	0.0	8.5	10.6	5.3	6.9	1.2	.8	.4	4.1	0.4	3.7	14.2	100

Source: Texas Education Agency, The Texas School Directory, 2003-04

Community Type

TEA classifies campuses into one of nine community size 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. (See Appendix C for category definitions.) Given the above discussion of grantee geographic location, it is not surprising that over 70% of the grantees were classified as located in relatively large cities (Figure 3.03). Almost one-quarter are located in major suburban communities, followed by one-fifth in major urban cities. Only seven percent of the Cycle 1 grantee campuses (16 schools) were charter schools (Table 3.02).

Figure 3.03. Texas High School Completion and Success: Community Types with Highest Percentages of THSCS Grantees



Source: Texas Education Agency, Snapshot: School District Profiles 2001-02

Table 3.02. Texas High School Completion and Success: Distribution of THSCS Grantee Campuses by Community Type

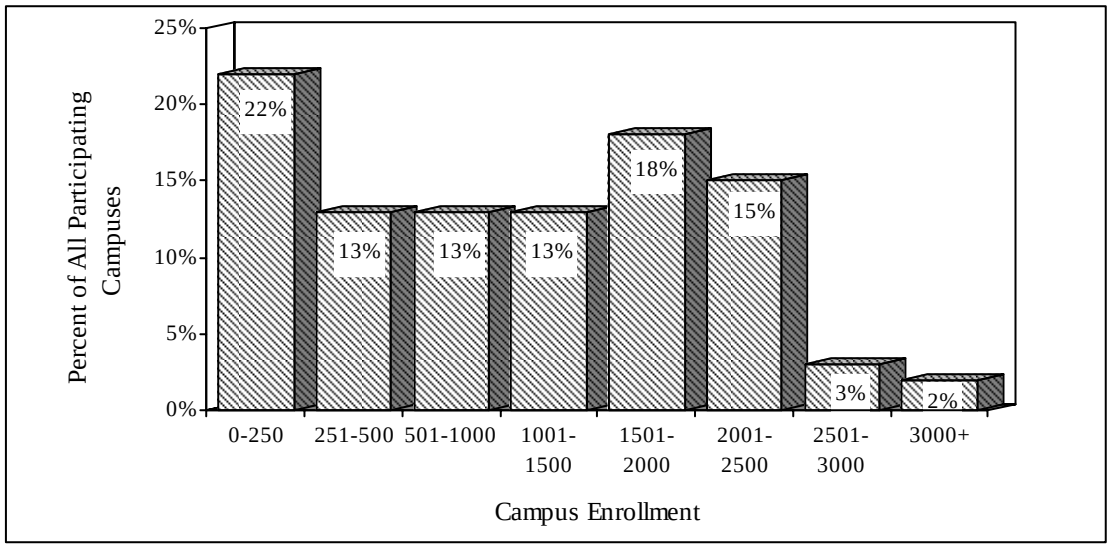
Community Type	Number of Campuses	Percent of Campuses
Major Urban	49	19.9%
Major Suburban	59	24.0%
Other Central City	30	12.2%
Other Central City Suburban	38	15.4%
Independent Town	12	4.9%
Non-Metro: Fast Growing	5	2.0%
Non-Metro: Stable	22	8.9%
Rural	15	6.1%
Charter	16	6.5%
Total	**246**	**100.0**

Source: Texas Education Agency, Snapshot 2002: School District Profiles 2001-02

Campus Enrollment

Participating campuses, while predominantly located within metropolitan areas, did not uniformly enroll a large number of students. As seen in Figure 3.04, the greatest proportion of grantees (22%) had a student enrollment size of 250 or fewer. Just over one third (35%) of the THSCS grantee campuses enrolled fewer than 500 students and 48% had student enrollment totals of fewer than 1,000 students. 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 participants at the end of the 2002–03 school year was 1,144 students.

Figure 3.04. Texas High School Completion and Success: Distribution of THSCS Grantee Campuses by Student Enrollment

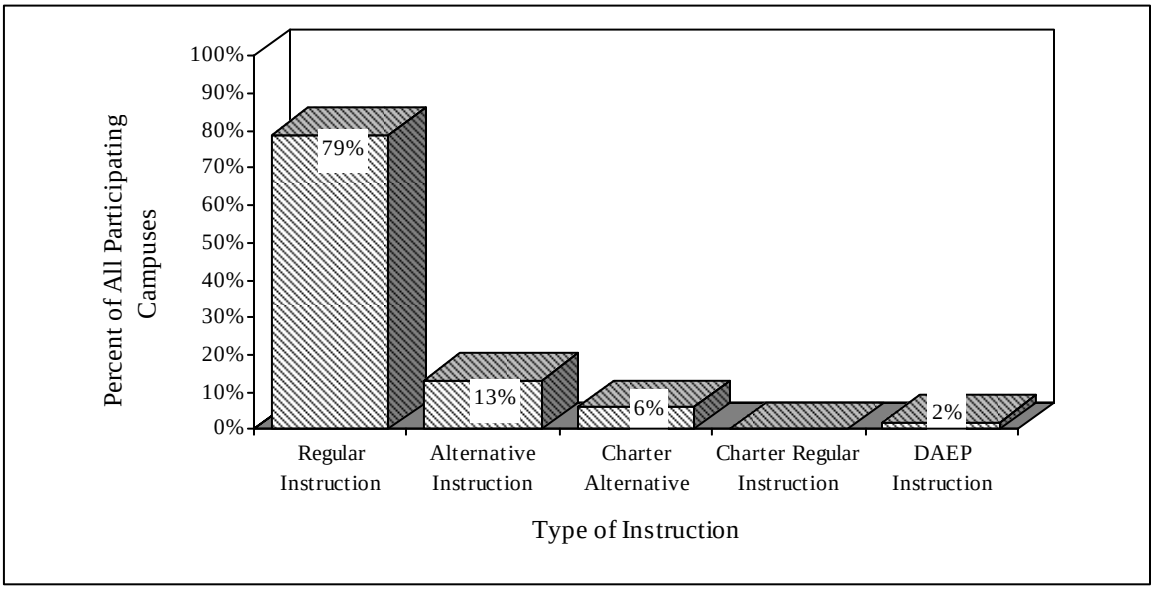


Source: Texas Education Agency, The Texas School Directory, 2003-04

Instructional Classification

Within The Texas School Directory, campuses are listed according to the instructional classification. As seen in Figure 3.05, the majority (79%) of THSCS campuses are classified as Regular Instruction schools. Thirteen percent of the grantee campuses were classified as Alternative Instruction schools, and just four campuses (2%) were Disciplinary Alternative Education Placement (DAEP) Instructional schools. Only one campus (0.4%) was a Charter Regular Instruction school. The vast majority of all grantee campuses (80%) served students in grades 9 through 12.

Figure 3.05. Texas High School Completion and Success: Distribution of THSCS Grantee Campuses by Instructional Type



Source: Texas Education Agency, The Texas School Directory, 2003-04

Student Demographic Characteristics

Student demographic data for the grantee campuses and for all high school students in Texas were extracted from the Public Education Information Management System (PEIMS) for the 2003-04 school year. These data were used to calculate the proportions of students in the various student demographic categories (e.g., ethnicity, economically disadvantaged, etc.) at grantee campuses and for the population of all high school students (grades 9-12) in Texas. This analysis allows for a meaningful comparison of the student population at campuses funded by the THSCS grant program and the overall population of Texas high school students to determine if THSCS funds were directed at campuses in need of assistance. Results are provided in Table 3.03.

Table 3.03. Texas High School Completion and Success:
Student Demographic Characteristics

Student Subgroup	THSCS GRANTEES		STATE OF TEXAS, Grades 9-12	
	Number of Students	Percent of Students	Number of Students	Percent of Students
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%
Other Characteristics				
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%
Disciplinary Placement	13,828	5.1%	57,907	4.8%
Economically Disadvantaged	163,773	60.0%	484,330	40.5%
Total Number of Students	273,056		1,195,530	

Source: Public Education Information Management System, 2003-04 School Year, Texas Education Agency, 2004.

Ethnicity

Students enrolled in participating campuses during 2003–04 were predominantly Hispanic (60%). This is more than 20% higher than Hispanic enrollment across Texas high schools at large (39%). Conversely, the percentage of White students at THSCS campuses (22%) was significantly below that of the proportion of White students in grades 9-12 across the state (44%). African American enrollment at participating campuses was comparable to that of the entire state (16% versus 14%, respectively). Overall, THSCS campuses had a disproportionately

high percentage of Hispanic students, and a low percentage of White students when compared to all high school students across the state.

Other Characteristics

Approximately one-tenth (11%) of the students enrolled across participating campuses were classified as Limited English Proficient (LEP). LEP students are identified by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. As seen in Table 3.03, the proportion of LEP students attending THSCS campuses is somewhat higher than the percentage of LEP students in grades 9-12 statewide (7%).

The percentage of students in the Gifted and Talented program (8%) and students being served by special education programs (13%) at THSCS campuses were roughly comparable to those for high school students across the state.

Approximately five percent of the students enrolled at THSCS campuses received disciplinary placement in alternative education programs under Chapter 37 of the *Texas Education Code.* This is comparable to the disciplinary placement rate for all Texas high school students. Approximately four out of every 10 (41%) of high school students (grades 9-12) throughout the state were classified as economically disadvantaged (i.e., eligible for free or reduced-price lunch or eligible for other public assistance), compared to well over half (60%) of students at THSCS grantee campuses. Overall, the students enrolled at THSCS campuses were more likely to be economically disadvantaged than were the high school students in the state at large.

Student Standardized Test Achievement

2004 TAKS Passing Rates

The Texas Assessment of Knowledge and Skills (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. The percentages of students across 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. 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 State Review 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 standard errors of measurement below the State Review Panel's recommendation. Passing rates were computed by dividing the number of students passing the TAKS by the total number of test-takers across grantee campuses.

Tables 3.04 – 3.08 depict the percent of all students and various subgroups across participating campuses that met the minimum standards on all tests, as well as those within the content areas administered to that grade. These tables also present the 2004 state passing rates for all students and major ethnic groups, as well as by economically disadvantaged, LEP, and special education student groups for comparative purposes.

2004 TAKS Passing Rates for Grade 9. Students in ninth grade were administered exams in reading and mathematics in Spring 2004. As seen in Table 3.04, the percentage of THSCS students meeting the state standard in reading were uniformly lower than state rates across all groups. Just over three quarters of ninth grade students at THSCS passed the reading portion of the TAKS test (on the first administration of the exam), compared to 84% of all ninth graders in Texas. Passing rates for all student groups for THSCS campuses trailed the statewide passing rates for Grade 9 reading. A consistently low percentage of LEP students at grantee (34%) and all campuses in Texas (38%) met the state standard on the reading portion of the TAKS exam.

Table 3.04. Texas High School Completion and Success: Grade 9, 2004 TAKS Passing Rates for Reading

SUBGROUP	THSCS GRANTEES		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%
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.
* In Spring 2004, this was defined as a score that fell no more than 1 standard error of measurement (-1 SEM) below the State Panel's recommendation.

Even more profound differences between the TAKS results of ninth grade students at THSCS campuses and all campuses in Texas are observed. Less than half of the ninth graders attending THSCS campuses passed the mathematics portion of the TAKS exam (on the first administration of the test), compared to 59% of all Texas ninth graders (Table 3.05). As was the case for reading, the percentages of students at grantee campuses who met minimum standards were again uniformly below those of the state for all of the student categories.

Table 3.05. Texas High School Completion and Success: Grade 9, 2004 TAKS Passing Rates for Mathematics

SUBGROUP	THSCS GRANTEES		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%
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.
* In Spring 2004, this was defined as a score that fell no more than 1 standard error of measurement (-1 SEM) below the State Panel's recommendation.

Table 3.06 displays the ninth grade 2004 pass rates across both reading and mathematics tests (i.e., all tests required). These results largely parallel those for mathematics. Specifically, the performance of all THSCS students was 12 percentage points below the passing rate for all Grade 9 students in Texas. Just 39% of economically disadvantaged students and 13% of LEP students passed all tests on the first administration—four percentage points below the statewide passing rates for these student subgroups. Although special education students are not one of the primary student groups targeted by the THSCS grant program, significant performance gaps are evident between THSCS special education students in Grade 9, and in Grades 10 and 11, and students statewide who are enrolled in special education in those respective grade levels.

Table 3.06. Texas High School Completion and Success: Grade 9, 2004 TAKS Passing Rates Across All Tests

SUBGROUP	THSCS GRANTEES		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	73,178	45%	330,138	57%
African American	11,570	36%	47,820	42%
Hispanic	45,439	40%	134,706	45%
White	14,602	67%	135,692	74%
Economically Disadvantaged	46,574	39%	144,318	43%
Limited English Proficient	7,679	13%	20,190	17%
Special Education	4,480	22%	20,540	31%

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

2004 TAKS Passing Rates for Grade 10. Students in tenth grade were administered exams in English/Language Arts (ELA), mathematics, social studies, and science. As seen in Table 3.07, the Grade 10 TAKS performance gap between students at THSCS campuses and students statewide narrowed somewhat for most student groups. Across all students, the most pronounced differences in student performance on the 2004 TAKS exam were in mathematics (THSCS, 53% passing rate vs. Statewide, 63% passing rate) and science (THSCS, 52% passing rate vs. Statewide, 64% passing rate). As was the case with Grade 9, a substantially lower proportion of THSCS students (36%) passed all four portions of the TAKS test, compared to almost half (49%) of the student tested statewide.

Table 3.07. Texas High School Completion and Success: Percentage of Grade 10 Students Who Met the Minimum Passing Standard, 2004 TAKS Test Results by Subject Area

	English/ Language Arts		Mathematics		Science		Social Studies		All Tests	
	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested
All Students	68% n=60,900	75%	53% n=59,899	63%	52% n=59,374	64%	82% n=59,562	87%	36% n=63,305	49%
African American	65% n=9,813	68%	41% n=9,658	45%	42% n=9,605	46%	79% n=9,591	81%	27% n=10,355	30%
Hispanic	64% n=36,390	67%	48% n=35,810	51%	45% n=35,352	49%	79% n=35,532	80%	31% n=37,958	34%
White	79% n=13,194	84%	72% n=12,901	77%	77% n=12,897	81%	93% n=12,928	94%	57% n=13,623	65%
Economically Disadvantaged	63% n=36,402	65%	46% n=35,740	49%	44% n=35,349	47%	78% n=35,506	79%	29% n=38,062	32%
Limited English Proficient	22% n=5,474	24%	23% n=5,442	27%	16% n=5,313	19%	46% n=5,371	49%	6% n=5,925	8%
Special Education	32% n=3,051	41%	21% n=2,928	29%	22% n=3,167	31%	55% n=3,213	63%	10% n=3,888	15%

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

2004 TAKS Passing Rates for Grade 11. Table 3.08 displays the eleventh grade 2004 passing rates across all four content areas. As was the case for 10th graders, students in Grade 11 were administered exams in ELA, mathematics, social studies, and science. Passing this battery of tests is a graduation requirement for students enrolled in Grade 8 or lower as of January 1, 2001, and graduating in the 2004–05 school year or later. On these tests, the passing score was set at two standard errors of measurement below the State Panel's recommendation.

Overall, eleventh grade students in Texas performed very well on the social studies portion of the TAKS test (and relatively well on the English/Language Arts portion of the exam, as did students

at THSCS campuses.) Most THSCS subgroups achieved passing rates comparable to those of the state. When considering individual subject tests, the gap in science between all THSCS students (77%) and all Grade 11 students in Texas (85%) was the largest.

As Table 3.08 illustrates, students at THSCS campuses tended to have a much 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 3.08. Texas High School Completion and Success: Percentage of Grade 11 Students Who Met the Minimum Passing Standard, 2004 TAKS Test Results by Subject Area

	English/ Language Arts		Mathematics		Science		Social Studies		All Tests	
	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested	THSCS Students Tested	All Students Tested
All Students	83% n=46,085	87%	79% n=45,730	85%	77% n=45,890	85%	96% n=45,929	97%	63% n=47,984	72%
African American	80% n=7,342	82%	71% n=7,344	73%	70% n=7,376	74%	95% n=7,363	96%	53% n=7,758	58%
Hispanic	80% n=26,284	81%	77% n=26,005	78%	73% n=26,060	75%	95% n=26,092	95%	58% n=27,239	61%
White	90% n=11,219	92%	89% n=11,124	91%	91% n=11,192	93%	99% n=11,215	99%	79% n=11,625	83%
Economically Disadvantaged	79% n=25,315	79%	76% n=25,056	76%	71% n=25,115	74%	94% n=25,158	94%	56% n=26,371	58%
Limited English Proficient	42% n=3,518	42%	57% n=3,502	59%	43% 3,504	47%	81% n=3,514	81%	23% n=3,729	24%
Special Education	47% n=2,071	56%	47% n=1,966	55%	48% n=2,097	57%	84% n=2,203	88%	26% n=2,599	35%

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

2003 Four-Year High School Outcomes

The PEIMS database includes a completion rate indicator. This indicator documents the status of students after four years of high school. The cohort consists of students who first attended ninth grade in 1999-2000. They were followed through their expected graduation as the class of 2003. The classifications that define the completion rate indicator include: 1) the percentage of students who dropped out and did not return by the fall of the 2003-04 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 2003-04 school year.

2003 Four-Year Dropout Rates

Table 3.09 displays the 2003 four-year dropout rates for the 1999-2000 student cohort group enrolled in THSCS campuses versus those in Texas high schools across the state. Overall, the dropout rate at THSCS campuses was substantially higher (6.0%) compared to the statewide dropout rate (4.5%). With the exception of Hispanic students, the dropout rate was higher for all student subgroups at THSCS campuses than for students at all high school campuses. Dropout rates were slightly higher, but also comparable to the state, for THSCS economically disadvantaged students.

Table 3.09. Texas High School Completion and Success: 2003 Four-Year Dropout Rates

SUBGROUP	THSCS GRANTEES	STATE OF TEXAS
All Students	6.0%	4.5%
African American	7.1%	6.3%
Hispanic	6.9%	7.1%
White	3.2%	2.2%
Economically Disadvantaged	6.8%	6.6%
Limited English Proficient	18.4%	18.1%
Special Education	8.6%	6.6%

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

2003 Four-Year Graduation Rates

Table 3.10 shows the 2003 four-year graduation rates for students enrolled in THSCS campuses as compared to those in Texas high schools across the state. Only modest differences were observed between THSCS campuses and statewide graduation rates. Overall, the high school graduation rate for all THSCS students was approximately three percentage points lower than the statewide graduation rate. Four-year graduation rates for African American and White students were also slightly below those of their respective state student groups. The four-year graduation rates for Hispanic and economically disadvantaged students attending THSCS campuses are slightly higher than statewide graduation rates.

Table 3.10. Texas High School Completion and Success: 2003 Four-Year Graduation Rates

SUBGROUP	THSCS GRANTEES	STATE OF TEXAS
All Students	81.3%	84.2%
African American	80.2%	81.1%
Hispanic	79.0%	77.3%
White	87.0%	89.8%
Economically Disadvantaged	79.5%	77.8%
Limited English Proficient	55.2%	54.5%
Special Education	72.1%	75.0%

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

Summary

Texas High School Completion and Success, Cycle 1 grants were awarded at the end of Spring 2004 to 128 grantees, which serve 246 high school campuses. They are most heavily concentrated within metropolitan areas (i.e., major urban or suburban) surrounding Houston, Dallas, Fort Worth, and San Antonio. While the majority of grantees' student enrollment size was 250 or less, the average enrollment across all participants was approximately 1,144. The majority of campuses (80%) offer instruction to students in grades 9 through 12.

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., English/ Language Arts, Mathematics, Science, and Social Studies). 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.

Based on this comparative analysis of THSCS campuses and all high school campuses in Texas, it appears as though the competitive grant process at TEA has effectively awarded THSCS grants to campuses in need of assistance. It will be important to monitor the implementation of the THSCS grant strategies and activities, and the impact they have on narrowing the student achievement gaps that currently exist.

SECTION IV:
FINDINGS FROM SUMMER 2004 PROJECT PROGRESS REPORT

A key element in the evaluation of the THSCS grant program is to monitor the progress of grant recipients in implementing projects on their campuses. A Project Progress Report (PPR) was designed to document basic aspects of the grant program. At the end of each semester, grantees report on the following: a) the number of students served at THSCS campuses; b) the type of strategies and activities implemented at THSCS campuses; and c) the number and type of staff providing services to students at THSCS campuses.

The Project Progress Report (PPR1) is the first of four progress reports to be administered during the grant period (February 1, 2004 to August 31, 2005). Each of the 246 campuses (from 128 districts) was required to complete PPR1 by September 30, 2004. By the end of October, 219 of 246 campuses (89%) had submitted PPR1. Results reported in this section are based on these 219 campuses that submitted the PPR1.[1]

Of the 219 campuses that submitted the summer progress report (PPR1), 120 campuses (55%) conducted summer school. However, in several instances, a single campus served others in the district, increasing the total number of students served but decreasing the number of campuses that conducted a summer program. In addition, 17 grantees reported that although a summer program was planned, the Notice of Grant Award (NOGA) did not arrive in time for them to implement the program. Results are presented below in three main sections that include: 1) Students Served; 2) Grant-Funded Strategies and Activities; and 3) Staff Involved in the Grant.

Students Served by Grant Funds During Summer 2004

A fundamental piece of information provided by the PPR1 is the number of students served by grant funds. Grant recipients were asked to report the number of students *projected* or *expected* to be served in each grade during the grant period. The *projected* number of students referred to

[1] A non-response bias analysis suggests that results from the PPR1 were not biased for or against any particular community type, instructional school type, or ESC region. (See Appendix D.)

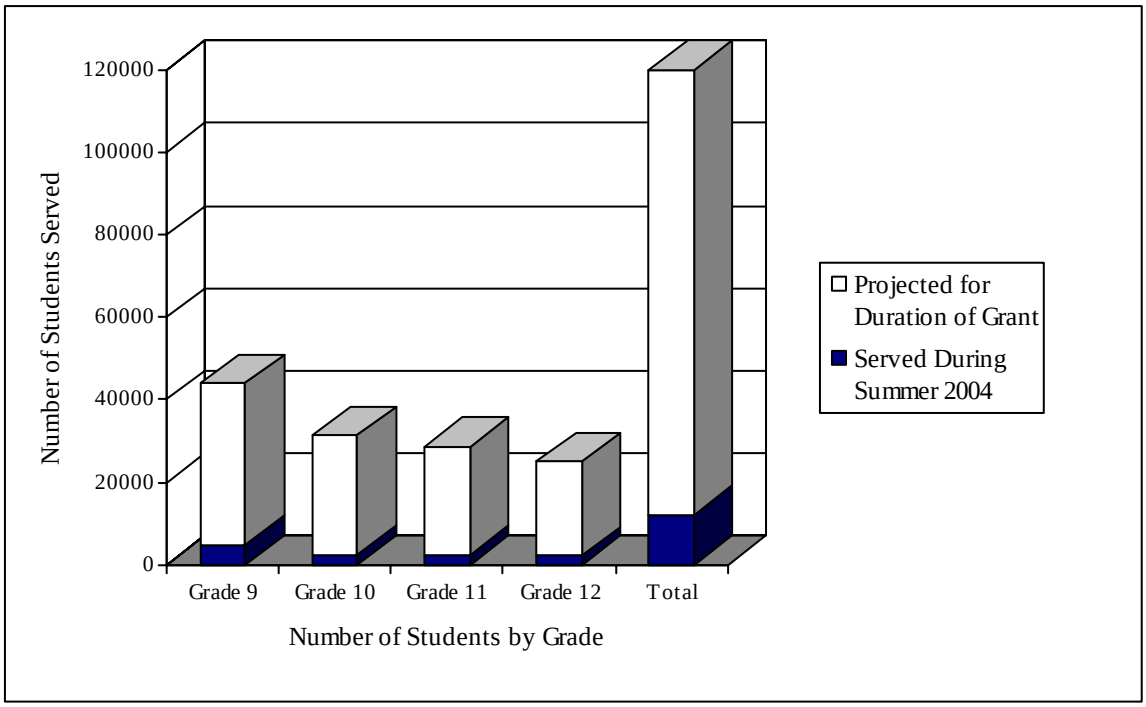
herein is an approximation of the total students campuses expect to serve during the course of the grant (February 1, 2004 to August 31, 2005).

Grantees reported that 116,889 students are projected to be served over the grant period. It is important to note that had all 246 campuses submitted a PPR1, the projected number of students would have been larger than the figure reported above. Grantees were also asked to report the number of students in each grade who were provided with services. Figure 4.1 shows that a small portion of the projected number of students received services during the Summer 2004 term.

Table 4.01 presents total student enrollment during the 2003-04 school year in relation to the projected number of students and the number served. Based on 2003-04 PEIMS data, total student enrollment for the 219 campuses that responded to the PPR1 is 250,561. Of this number, 154,894 students (62%) are classified as at-risk of not completing high school within four years after entering ninth grade. The term, at-risk, refers to students who are at-risk for not completing high school in four years after entering ninth grade as defined in the Texas Education Code, Section 29.081 (d). Accordingly, many of the students targeted by the grant were identified by their campus as being at-risk.

The total number of students projected to receive grant-funded services during the grant period is just under half the total student enrollment (47%). For at-risk students, the percentage projected to receive services is approximately 53% of the at-risk student enrollment. Campuses reported that of the 17,518 students who were enrolled in school during summer 2004, 69% were served by grant funds. Similarly, approximately 71% of the 13,649 at-risk students enrolled during the summer term received grant-funded services.

Figure 4.01. Texas High School Completion and Success: Number of Students Projected for Duration of the Grant in Relation to the Number Served During Summer 2004.



Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

Table 4.01. Texas High School Completion and Success: 2003–04 Student Enrollment, Students Projected to be Served During Grant Period and Students Served During Summer 2004

Students	2003 – 2004 Student Enrollment (PEIMS)	Students Projected to be Served During Grant period 02/31/04 – 08/30/05	Percent Projected out of 2003 – 2004 Enrollment	Summer 2004 Student Enrollment	Served Summer 2004	Percent served out of 2004 Summer Enrollment
Total	250,561	116,889	47.0%	17,518	12,118	69.0%
At-risk	154,894	82,270	53.0%	13,649	9,706	71.0%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

Table 4.02 contains detailed information by grade on the number of students served in relation to the number projected to be served for all students and students identified as at-risk. A total of 12,118 students were served—roughly 10% of the number projected for the grant period. Across grades, ninth graders comprised the largest group projected to be served (n = 39,077) with fewer projected for each successive grade level. Of the 12,118 students who received services, the majority were identified as at-risk (80%).

Table 4.02. Texas High School Completion and Success: Students Projected to be Served During Grant Period and Students Served During Summer 2004

Grade	Total Students			At-risk Students				
	Projected Number of Students to be Served for Grant Period	Served Summer 2004	Percent of Projected Students Served	Projected Number of At-Risk Students to be Served for Grant Period	At-Risk Students as a Percent of Total Projected Students	Served Summer 2004	Percent of Projected At-Risk Students Served	At-Risk Students Served During Summer 2004 as a Percent of Total Students Served
9th	39,077	4,961	12.7%	26,994	69.0%	3,671	13.6%	74.0%
10th	28,765	2,580	8.9%	21,064	73.2%	2,101	9.9%	81.4%
11th	26,286	2,353	8.9%	18,080	68.8%	2,014	11.1%	85.6%
12th	22,761	2,224	9.8%	16,132	70.8%	1,920	11.9%	86.3%
Total	116,889	12,118	10.4%	82,270	70.4%	9,706	11.8%	80.1%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

These findings suggest that on average, THSCS grantees intend on serving about half the students enrolled on their campuses and are primarily targeting students in at-risk situations. Grant-related services primarily center on students who are not likely to complete high school in four years. A small portion of the projected number of students received services during the Summer 2004 term and the overwhelming majority of students served (80%) were at-risk for not completing high school.

Strategies and Activities Implemented During Summer 2004

To meet the goals and objectives of the grant program, grant recipients designed their programs around allowable strategies and activities. Funds were directed towards activities and strategies that best serve the needs of at-risk and other targeted students on their campuses. In addition, Rider 67 has four required components for schools that receive grant funds. The following two sections describe the number of *campuses* that selected each allowable strategy/activity and the number of *students* served by each of the four required components of the grant program.

Allowable Uses of Grant Funds

Items in the PPR1 asked respondents to identify the strategies and activities that were implemented on each project campus during the summer 2004 semester. Two sets of findings are presented below:

1) the number of campuses that implemented each strategy or activity; and
2) the percentage of campuses in which the strategy or activity was new to the campus or a continuation of a previously funded program.

The strategies and activities allowable under the grant were ordered by similarity and presented in seven categories: Individualized Graduation Plan (IGP)-related Activities; Credit Accrual; Instructional Strategies; Student Achievement; Expanded Learning Opportunities; Early Intervention; and Community Engagement. The number and percentage of campuses that funded and implemented each strategy and activity by the end of the Summer 2004 term is presented in Table 4.03.

Table 4.03. Texas High School Completion and Success: Number of Campuses Implementing Strategies and Activities During Summer 2004

STRATEGY/ACTIVITY	Implemented during Summer 2004		New to Campus	Continuation of a Previous Program
	#	Percentage of Campuses	Percentage	Percentage
Activities that Support the Development of IGPs				
Additional counselors to assist students with the development of their IGP.	29	13.2%	100.0%	0%
Online diagnostic assessment for students.	49	22.3%	46.9%	53.1%
Credit Accrual				
Innovative or intensive strategies to assist students who are behind in credit accrual.	90	41.1%	36.0%	64.0%
Credit recovery programs to assist students who are behind in credit accrual.	105	48.0%	25.7%	74.3%
Supplemental activities relevant to SBOE-approved high school courses in English Language Arts, mathematics, science, and social studies.	72	32.8%	43.1%	56.9%
Instructional Strategies				
Direct instruction for students by highly qualified teachers.	118	53.8%	16.9%	83.1%
Highly qualified paraprofessionals or *teacher assistants* to assist teaching staff.	55	25.1%	54.5%	45.5%
Essential instructional strategies to meet the needs of diverse learners.	78	35.6%	32.1%	67.9%
Student Achievement				
An accelerated learning program.	78	35.6%	38.5%	61.5%
Online high school courses essential for Exit-level TAKS.	54	24.7%	25.9%	74.1%
Programs to improve student academic achievement by providing *assistance to students who have been truant, suspended, or expelled.*	66	30.1%	34.8%	65.2%
High quality tutoring services for students identified as at-risk.	73	33.3%	39.7%	60.3%
Expanded Learning Opportunities				
Flexible scheduling for students.	73	33.3%	17.8%	82.2%
Flexible entry/exit courses.	62	28.3%	14.5%	85.5%
Trailer courses.	23	11.0%	28.6%	71.4%
Activities that *extend learning opportunities* to after-school, evening and summer for students who are academically at-risk.	92	42.0%	30.4%	69.6%
Early Intervention				
Early intervention programs targeting at-risk students.	71	32.4%	32.4%	67.6%
Expansion of the *9th Grade Initiative* grant program.	63	28.7%	0%	100.0%
Community Engagement				
Work study programs.	22	10.0%	4.5%	95.5%
Mentoring programs including training for mentors.	25	11.4%	36.0%	64.0%
Dual credit courses (high school/college).	46	21.0%	10.9%	89.1%
Transportation for students receiving services through the grant.	50	22.8%	100.0%	0%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

As Table 4.03 reflects, the activities implemented by the greatest number of campuses were direct instruction by highly qualified teachers (54%), credit recovery programs (48%) and activities that extend learning opportunities (42%). Strategies and activities implemented by the fewest number of campuses were trailer courses (10%) work study programs (10%) and mentoring programs (11%). These findings suggest that during Summer 2004, grantees focused on a few strategies and activities that support key components of the grant program, namely direct instruction by highly qualified teachers and the opportunity for students to accrue credits.

In addition to identifying individual strategies and activities that comprise their project, respondents were asked to indicate whether each allowable strategy and activity was new to the campus or a continuation of a previously funded program. Table 4.03 reveals that the majority of strategies and activities supplement programs already in place. Exceptions to this trend include new strategies that are unique to the grant such as the hiring of additional counselors, transportation for students receiving grant services and highly qualified paraprofessionals or teacher assistants to assist teaching staff.

These data provide indirect information on implementation. It can be argued that funds going to support a previously funded activity supplement an established service. Conversely, funds directed towards a new strategy or activity raise the possibility that implementation is in an early stage.

Required Components of the Grant

A key element of the THSCS grant program is the Individualized Graduation Plan (IGP). In 2003, House Bill 1, Article III, Rider 67, High School Completion and Success, was passed by the 78th Texas Legislature, Regular Session, 2003 appropriating funds to support the establishment and implementation of comprehensive high school completion and success initiatives. Rider 67 requires that schools that receive grant funds must 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. An IGP may be used as the student's Personal Graduation Plan provided

that a series of requirements are met. (See Appendix E for information on the Personal Graduation Plan.)

Rider 67 also requires districts to encourage students toward post-secondary education and training. A primary goal of the grant 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 (IB) courses, and taking rigorous courses leading to a college-preparatory curriculum. In addition, grant recipients must develop and implement mentoring and work study programs with local businesses and community organizations, with mentor training a required activity of this criterion. The final requirement is that projects should be developed to increase student achievement through improved TAKS scores and increased credit accrual.

Detailed student-level information on the components described above will be collected through Fall 2004, Spring 2005, and Summer 2005 Student Information Reports (see Appendix A). Given that results derived from these student-level reports will not be available until Summer 2005, items in the PPR1 were developed to provide preliminary information on the number of students who participated in these services. The next section presents the number of students served by each of four services required by the grant: the development of an IGP for every student; college preparation courses; mentoring/work study programs; and credit accrual programs.

Individualized Graduation Plan (IGP). Several items in the PPR1 addressed the IGP and four activities that support its development. For all students and students at risk for not completing high school, grantees were asked to report the number of IGPs developed, students who took an online diagnostic assessment, students who received assistance from a counselor, and students who received instruction from a highly qualified teacher. Grantees were asked to report only the total number of students who participated in an accelerated learning program. Table 4.04 presents detailed information on the number of IGPs and the activities that support their development and implementation.

Of the 116,889 students slated to receive services through the THSCS grant program, almost 40% had an IGP in place by the end of Summer 2004. Roughly 35% of all targeted students had received assistance from a counselor and 11% had received instruction from a highly qualified teacher. In addition, approximately 5% of the students had taken an online diagnostic assessment and 4% had participated in an accelerated learning program.

Of the students that participated in activities and were served by strategies, a greater percentage (59%) of at-risk students had an IGP in place than did others targeted by the grant. Similarly, more at-risk students participated in online diagnostic assessments (81%), received assistance from a counselor with the IGP (63%), and received instruction from a highly qualified teacher (66%). These findings suggest that grantees focused on developing IGPs for at-risk students.

Table 4.04. Texas High School Completion and Success: Students Who Received IGP-related Services by the End of Summer 2004

Activity	Total Students		At-risk Students	
	Served Summer 2004	Percent of Total Students Projected to be Served during Grant Period	Served Summer 2004	Percent of Total Students Served during Summer 2004
IGPs developed	45,314	38.7%	26,632	58.7%
Online diagnostic assessment	5,776	4.9%	4,681	81.1%
Received assistance from a counselor with the IGP	41,329	35.4%	25,980	62.9%
Received instruction from highly qualified teacher	12,367	10.6%	8,173	66.1%
Accelerated learning program	4,496	3.8%		

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

College Preparation. Grantees reported the number of students who took dual credit courses (students earn both high school and college credit by taking one course), AP/IB courses (Advanced Placement/International Baccalaureate), or participated in concurrent enrollment (students enrolled in both high school and college courses) over the summer semester. The AP Program is a cooperative educational partnership between secondary schools and colleges and universities, designed to give high school students the opportunity to take college-level courses. The AP program offers 34 courses and 36 examinations. The IB program is a comprehensive

two-year curriculum for high school students 16-19 years old. High school students may take AP and IB courses and may receive advanced placement or credit upon entering college. Table 4.05 presents the number of students who participated in each activity. Of the total students served over Summer 2004, just under one-third (31%) took an AP/IB course. Approximately seven percent of the students attending school during the Summer 2004 term were enrolled in dual credit courses, and three percent participated in concurrent enrollment.

Table 4.05. Texas High School Completion and Success: Students Participating in College Preparation Activities During Summer 2004

Activity	Participating Students	Percent of Students Served during Summer 2004
Dual Credit courses	902	7.4%
AP/IB courses	3,722	30.7%
Concurrent enrollment	322	2.7%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

Work Study, Mentoring, and Mentor Training. Table 4.06 presents the number of students who participated in work study and mentoring programs during Summer 2004. Of the participants in each type of activity, the majority were students in at-risk situations. With the exception of at-risk students in mentoring programs (4%), the percentage of participants was less than one percent of students served over summer. By the end of the Summer term, a total of 411 mentors received training in working with at-risk students.

Table 4.06. Texas High School Completion and Success: Students Participation in Work Study and Mentoring Programs During Summer 2004

Activity	Total Students	At-Risk Students		Other Targeted Students	
		Served Summer 2004	Percent of at-risk students served during Summer 2004	Served Summer 2004	Percent students not at-risk served during Summer 2004
Work Study	100	89	<1.0%	11	<1.0%
Mentoring	380	373	3.8%	7	<1.0%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

Credit Accrual. Credit accrual activities implemented by THSCS grantees included credit recovery programs, trailer courses, and high quality tutoring services. Table 4.07 presents the number of students who participated in three types of credit accrual activities. Almost three quarters (71%) of the students in at-risk situations who were served through the THSCS grant program took part in a credit recovery program during the Summer of 2004. Likewise, 41% of students in at-risk situations received high quality tutoring services during the summer session.

Table 4.07. Texas High School Completion and Success: At-Risk Students Who Participated in Credit Accrual Activities Summer 2004

Activity	Participating Students	Percentage of Students Identified as At-Risk Served during Summer 2004
Credit recovery program	6,913	71.2%
Trailer courses	0	NA
Students receiving high quality tutoring	3,961	40.8%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004.
Note: Results are based on 219 of 246 campuses that submitted summer 2004 progress reports by October 30, 2004.

In general, larger numbers of students were served by credit accrual activities than mentoring and work study. With the exception of the nearly one-third (31%) of summer school students who took an AP/IB course, at-risk students comprised the majority of students who participated in activities required of the grant. The findings presented above indicate that grantees began to provide services that are required of the grant and that primarily target students in at-risk situations.

Personnel Involved in the Grant Program during Summer 2004

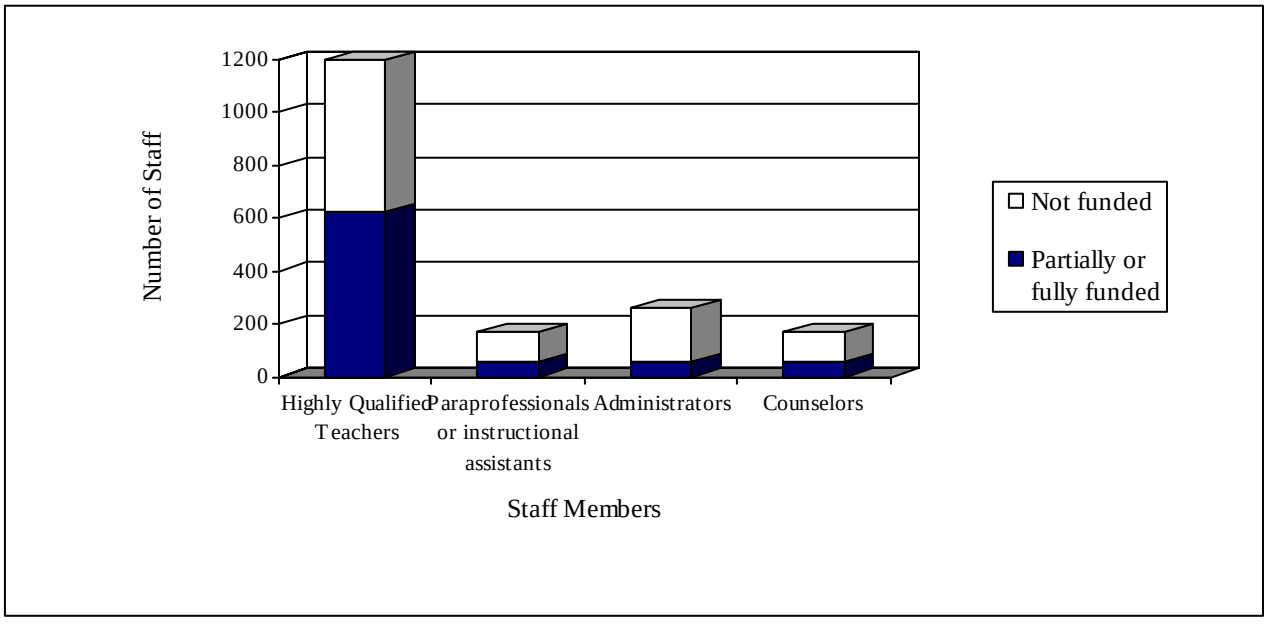
Staff

Three of the allowable uses of grant funds relate to staff members involved in providing services. Districts can choose to hire additional guidance counselors to assist students with the development of IGPs. In addition, funds can be directed towards highly qualified paraprofessionals or teacher assistants. Finally, grant funds can support direct instruction by highly qualified teachers. The final section of PPR1 focused on the groups of staff that provided direct and indirect services over the summer term. Grant recipients were asked to report on four

groups of school staff that were involved and funded by the grant during the Summer 2004 term: highly qualified teachers; paraprofessionals or instructional assistants; administrators; and, counselors. For each group, grantees also reported the total number of staff members involved in the grant-funded program and whether those positions were fully funded or partially funded with THSCS grant monies. Staff members who were either fully or partially funded were collapsed into a single group of funded staff. These results are presented in Figure 4.02 and Table 4.08.

A total of 1,595 staff members provided services to students enrolled at THSCS grantee campuses. Highly qualified teachers accounted for nearly three quarters (73%) of the THSCS staff serving students during the Summer 2004 term. As Table 4.08 indicates, over half of the highly qualified teachers (53%) and paraprofessionals and instructional assistants (51%) and 44% of the guidance counselors that provided services during the summer term were funded by the grant. However, less than one-third (30%) of administrators working the Summer 2004 term were funded by the THSCS grant.

Figure 4.02. Number of Staff Involved During Summer 2004 in the Texas High School Completion and Success Grant in Relation to the Number Funded



Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Figure is based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

As Table 4.08 shows, of the positions funded to some degree by the grant, school and project administrators and guidance counselors were much more likely to be just partially funded by THSCS monies than teachers and paraprofessionals/instructional assistants—which tended to be fully funded by THSCS grant funds.

Table 4.08. Staff Funded by the Texas High School Completion and Success Grant Program During Summer 2004

Staff	Number of Participating Staff during Summer 2004	Number of Funded Staff	Percent of Staff Funded by THSCS Grant	Number of Staff Fully Funded by THSCS Grant	Number of Staff Partially Funded by THSCS Grant
Highly Qualified Teachers	1,161	620	53.4%	507	113
Paraprofessionals or instructional assistants	113	58	51.3%	51	7
Administrators	201	60	29.9%	36	24
Counselors	120	53	44.1%	34	19
Total	1,595	791	49.6%	628	163

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

Volunteers

In addition to professional staff, other individuals participated in the grant program over the summer term. To determine the extent to which different groups provided assistance to the program, grantee campuses were asked to report the number of volunteers that assisted with the THSCS program during summer 2004. Table 4.09 reveals that a total of 733 volunteers participated in THSCS program activities at the 219 campuses reporting results—an average of 3.3 volunteers per campus. Parents comprised the majority of volunteers (84%), followed by mentors (12%) and other volunteers (4%). Additional information on volunteers will be garnered from site visits to select schools.

Table 4.09. Volunteers Involved in the Texas High School Completion and Success Grant Program During Summer 2004

Volunteer Type	Number of Participating Volunteers Summer 2004
Parents	614
Mentors	90
Other volunteers	29
Total	733

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004
Note: Results are based on 219 of 246 campuses that submitted Summer 2004 progress reports by October 30, 2004.

Summary

During the Summer 2004 term, project campuses served only a small portion of the total students they intend to serve—on average roughly 10%. Campuses that served students over the summer focused primarily on serving students in at-risk situations. This was apparent in the percentage of IGPs developed for students identified as at-risk and in the services that support their development and implementation.

The majority of grant recipients directed grant funds toward a few strategies and activities that target key components of the grant program, namely the portion of Rider 67 that requires direct instruction by highly qualified teachers and the opportunity for students to accrue credits. Of the staff that participated in the grant program, the largest group was highly qualified teachers. Roughly half the highly qualified teachers and paraprofessionals and instructional assistants that provided services were funded by the grant. However, less than half the administrators and counselors were supported by grant funds.

It is recommended that these results be interpreted in terms of summer programs only and not the grant program in its entirety. The data presented in this interim report provide a descriptive account of how grant recipients are *beginning* to direct funds and serve students. Results for 2004-05 school year will reveal the full extent to which grant projects are serving students and implementing strategies and activities.

More extensive information will be collected through the Fall 2004, Spring 2005, and Summer 2005 Project Progress Reports. In addition, detailed student-level data will be collected at the end of each semester. These data are also a vital part of the evaluation of the THSCS program as a whole. They contribute valuable information for the summative portion of the evaluation by allowing campuses to be divided into subgroups. For example, an analysis of subgroups in which an activity is new to the campus and supported solely by THSCS funds yield outcomes that more accurately depict the effect of the grant. Conversely, on-going activities and multiple funding sources obscure the unique contribution of the THSCS grant. Therefore, data collected through these progress reports will provide a more complete picture of how campuses are developing programs and serving students.

SECTION V: CONCLUSION

This interim report presents the results of the first set of analyses conducted to evaluate the THSCS grant program. It establishes baseline characteristics of participating campuses and compares these characteristics to those of the entire population of Texas high schools. A total of 12,118 students were served during the initial project implementation phase in Summer 2004. Of those students served, the majority (80%) were considered at-risk. Approximately 116,889 students are projected to be served during the life of the grant, which concludes on August 31, 2005.

Pertinent Findings

Several conclusions can be drawn from the information presented in this report on initial program implementation. It is clear that THSCS programs across the state are targeting a population of students in need of intensive, accelerated academic services. This is evidenced by the socio-economic/demographic status (e.g., economically disadvantaged status, at-risk status) and academic performance (e.g., 2004 TAKS results) comparisons to statewide benchmarks. Although gaps in TAKS passing rates for students at THSCS campuses versus the state as a whole narrowed by Grade 11, overall TAKS results across the three grade levels show that students at THSCS campuses are not achieving at the same levels as their peers statewide. Based on the comparative analysis of THSCS campuses and all Texas high schools, it appears as though the competitive grant process at TEA has effectively awarded THSCS grants to campuses in clear need of assistance.

Based on the data analysis, it appears that grantees directed funds towards activities and strategies that best serve the needs of at-risk and other targeted students on their campuses. Strategies and activities implemented by the greatest number of campuses were direct instruction by highly qualified teachers, credit recovery programs, and activities that extend learning opportunities. These strategies and activities were developed after reviewing the literature on dropout prevention.

The majority of strategies and activities implemented during summer 2004 supplement programs already in place. Exceptions to this trend include new strategies that are unique to the grant such as the hiring of additional counselors, transportation for students receiving grant services and highly qualified paraprofessionals or teacher assistants to assist teaching staff. These findings suggest that during summer 2004, grantees focused on a few strategies and activities that support key components of the grant program, namely the development of IGPs by guidance counselors, direct instruction by highly qualified teachers, and the opportunity for students to accrue credits.

Almost one-third (31%) of the students served by the THSCS program during the Summer 2004 term participated in AP/IB courses, which suggests that, in addition to addressing the needs of student in at-risk situations, the THSCS programs are working toward the goal of preparing students for post-secondary education.

Of the total number of students projected to receive services throughout the course of the THSCS program, almost 40% had an IGP, a requirement of the grant, in place by the end of Summer 2004. A greater percentage of students in at-risk situations were served by activities that support the development and implementation of IGPs. During the Summer 2004 term, the largest numbers of students took part in a credit recovery program or received high quality tutoring. More students were served by credit accrual activities than mentoring and work study. These findings indicate that grantees began to provide services during Summer 2004 that are required of the grant and that primarily target students in at-risk situations.

The vast majority of staff involved in the grant program during Summer 2004 were highly qualified teachers. Of those professionals providing services to students over the Summer 2004 period, over 50% of the highly qualified teachers and paraprofessionals/instructional assistants and 44% of the counselors were funded by the THSCS grant. However, less than one third of the school and project administrators were funded. On average, the majority of staff that provided services was funded by the THSCS grant during Summer 2004. A small number of mentors and others participated in the grant program during Summer 2004, but parents comprised the vast majority of project volunteers.

Next Steps for Project Implementation

The next phase of THSCS grant implementation will involve additional program intervention strategies and activities for an increased number of students. THSCS grantees have a universal focus for project implementation (the four key goals and objectives); however, the specific strategies and interventions implemented on each campus vary according to the needs of the students. An example of an intervention which might be instituted on one or more campuses during the next phase of implementation is a program to improve student academic achievement by providing assistance to students who have been truant, suspended, or expelled. Other strategies include hiring additional counselors to assist students in the development of their IGPs; providing transportation for students receiving services through this grant; instituting trailer courses, flexible scheduling, work/study programs, and offering early intervention programs targeting students in at-risk situations. Other strategies and interventions may be implemented in addition to the ones listed above.

As required, all grantees will ensure that every student on the campus has an IGP. Because community engagement is another required criterion, grantees will continue to implement activities that accomplish a high level of engagement from the community. Finally, all grant campuses will be implementing mentoring programs that connect students with a caring adult or peer in the school. Furthermore, some grant participants will be engaging in mentor training provided by the TEA and the Governor's Mentoring Initiative.

Final Evaluation Report

The final evaluation report for the THSCS grants will be available in August 2006. This report will detail pertinent findings on the near-term outcomes of the grant program.[2] The research and analysis will focus on school, teacher, and most importantly, student outcomes. In addition, the results of the evaluation study will detail findings from the site visits and the program progress reports. Results from the 2005 TAKS administration will be considered in the final analysis of the project's impact on student academic achievement. The final report will also provide suggested evidence on best practices for student academic achievement in Texas high schools.

[2] A longitudinal analysis of students served during Cycle 1 of the THSCS grant program is being planned by TEA, with final analysis occurring in 2008, when the 9th grade cohort of students served during the 2004-05 school year is scheduled to graduate.

Finally, the report will include details on lessons learned when implementing a project of this nature and recommendations for future projects pertaining to the Texas High School Project.

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APPENDIX A:
DATA COLLECTION INSTRUMENTS

Texas High School Completion and Success Program, CYCLE 1
Summer Semester 2004
Project Progress Report #1

Campus Information

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

Campus Name: _____

SECTION 1: Projected Student Participation (Duration of Grant)

Students Projected to be Served by THSCS Grant Funds

1.1. Enter the *total number* of students *projected or expected* to be served by THSCS grant funds during the duration of the project ***(2/1/04 – 8/31/05).***

_____	_____	_____	_____	_____
9th	10th	11th	12th	Total

1.2. Enter the number of at-risk students *projected or expected* to be served by THSCS grant funds during the *duration of the* ***project (2/1/04 – 8/31/05).***

_____	_____	_____	_____	_____
9th	10th	11th	12th	Total

SECTION 2: Summer Term 2004

Students Enrolled during Summer 2004

___ No
___ Yes

2.1. Was summer school conducted on your campus during summer 2004?

If yes:

_____ 2.2. Enter the *total number* of students enrolled during summer 2004.

_____ 2.3. Enter the number of students identified as at-risk who were enrolled during summer 2004.

SECTION 3: Fundamental Components of THSCS Grant

REMINDER: A fundamental component of the THSCS 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.

A. Individualized Graduation Plan

_____ % 3.1. Approximately what percentage of the students enrolled at your campus had a flexible individual graduation plan (IGP) in place by the end of summer 2004?

3.2. When do you expect each student to have an Individualized Graduation Plan (IGP) in place?

____ Prior to the fall 2004 semester

____ By the conclusion of the fall 2004 semester

____ By the conclusion of the spring 2005 semester

____ By the conclusion of the summer 2005 semester

INSTRUCTIONS: Enter the number of students who received the following THSCS services ***during summer 2004.***

B. Individualized Graduation Plans (Summer 2004)

_____ 3.3. *Total number* of IGPs developed for students by the end of summer 2004.

_____ 3.4. Number of IGPs developed for at-risk students by the end of summer 2004.

_____ 3.5. *Total number* of students *who* took an online diagnostic assessment.

_____ 3.6. Number of at-risk students who took an online diagnostic assessment.

_____ 3.7. *Total number* of students who received assistance from a counselor with the IGP.

_____ 3.8. Number of at-risk students who received assistance from a counselor with the IGP.

C. College Preparation (Summer 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.

____ No
____ Yes

3.9. Were measures implemented during summer 2004 that *encouraged* students to participate and be successful in upper level courses? (such as RHSP, middle college, AP/IB, dual credit, concurrent enrollment and DAP)

If yes, please briefly describe the measures _____

If yes to 3.9, enter the number of students who:

_____ 3.10. Enrolled in a dual credit course (high school/college).

_____ 3.11. Took an AP/IB course.

_____ 3.12. Participated in concurrent enrollment.

SECTION 4: Project Activities/Strategies

INSTRUCTIONS: The following activities & strategies are allowable uses of THSCS grant funds.
Indicate whether the activity/strategy is part of your project and is supported by THSCS funds (check *yes* or *no*).

If yes:

* Indicate whether THSCS funds support a strategy/activity that is new to the campus *or* provide continued support for strategies/activities already in place (check *new* or *continuation*).
* If requested, please briefly describe the activity or strategy.
* Indicate whether the activity/strategy was implemented by summer 2004 term (check *yes* or *no*).
* If yes, enter the number of students participating in activities or receiving services during summer 2004 (where applicable).

A. Individualized Graduation Plans (IGP)

____ No ____ Yes

4.1. HSCS funds to support additional counselors to assist students in the development of their individualized graduation plans.

If yes:

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

____ No ____ Yes

4.2. Online diagnostic assessment for students.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

B. Credit Accrual

____ No
____ Yes

4.3. Innovative or intensive intervention strategies to assist students who are behind in credit accrual (e.g., any atypical strategy to assist students in credit accrual.

If yes:

____ New ____ Continuation

Please briefly describe the strategy. _____

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

____ No
____ Yes

4.4. Credit recovery program to assist students who are behind in credit accrual (this includes programs that consists of SBOE-approved high school courses in English Language Arts, mathematics, science, and social studies).

If yes:

____ New ____ Continuation

Please briefly describe the program. _____

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____ Enter the number of students who participated in a credit recovery program during summer 2004.

____ No
____ Yes

4.5. Supplemental activities relevant to SBOE-approved high school courses in English Language Arts, mathematics, science, and social studies (supplemental methods available to students that enable them to accrue credits in these areas).

If yes:

____ New ____ Continuation

Please briefly describe the activities. _____

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

C. Instructional Strategies

____ No
____ Yes

4.6. Direct instruction for students by highly qualified teachers.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____ Enter the number of *total students* who received direct instruction from a highly qualified teacher during summer 2004.

_____ Enter the number of <u>at-risk</u> students who received direct instruction from a highly qualified teacher during summer 2004.

____ No
____ Yes

4.7. Funding for highly qualified paraprofessionals or teacher assistants to assist teaching staff.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

____ No
____ Yes

4.8. Essential instructional strategies to meet the needs of diverse learners (e.g., students identified as limited English proficient, students with disabilities, migrant students, etc.).

If yes:

____ New ____ Continuation

Please briefly describe the strategy. _____

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

D. Student Achievement

____ No
____ Yes

4.9. An accelerated learning program on your campus (e.g., remediation; structured academic enrichment learning programs that include additional assistance to students to improve academic achievement).

If yes:

____ New ____ Continuation

Please briefly describe the program. _____

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____ Enter the number of students participating in the program during summer 2004.

____ No
____ Yes

4.10. Online high school courses essential for Exit-level TAKS (e.g., Algebra I, Geometry, Biology, Physics, Chemistry, English III, U.S. History).

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

____ No
____ Yes

4.11. Programs to improve student academic achievement by providing assistance to students who have been truant, suspended, or expelled.

If yes:

____ New ____ Continuation

Please briefly describe the type of assistance provided to students.
_____

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____ Enter the number of students participating in the program during summer 2004.

____ No

4.12. High quality tutoring services for students identified as <u>at risk.</u>

If yes:

____ Yes

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____ Enter the number of <u>at-risk</u> students who received high quality tutoring services during summer 2004.

E. Expanded Learning Opportunities

____ No
____ Yes

4.13. Flexible scheduling for students.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

____ No
____ Yes

4.14. Flexible entry/exit courses.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

____ No
____ Yes

4.15. Trailer courses.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____Enter the number of students enrolling in trailer courses during summer 2004.

____ No
____ Yes

4.16 Activities that extend learning opportunities to after-school, evening, and summer classes for students who are academically at-risk.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

F. Early Intervention

____ No
____ Yes

4.17 Early intervention programs targeting at-risk students (e.g., programs for students who begin to show signs of not being able to complete high school in 4 years).

If yes:

____ New ____ Continuation

Please briefly describe the type of assistance provided to students.

_____

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____Enter the number of students who participated in an early intervention program during summer 2004.

____ No
____ Yes

4.18. Expansion of the Ninth Grade Initiative grant program.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

G. Community Engagement

____ No
____ Yes

4.19. Work study programs.

If yes:

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____Enter the *total number* of students who participated in a work study program during summer 2004.

_____Enter the number of <u>at-risk</u> students who participated in a work study program during summer 2004.

____ No

4.20. Mentoring programs including training for mentors.

If yes:

____ Yes

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____Enter the *total number* of students who participated in a mentoring program during summer 2004.

_____Enter the number of <u>at-risk</u> students who participated in a mentoring program during summer 2004.

____ No

4.21. Dual credit courses (high school/college).

If yes:

____ Yes

____ New ____ Continuation

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

---

____ No

4.22. Transportation for students receiving services through this grant.

If yes:

____ Yes

Implemented by the conclusion of summer 2004 term? ____ No ____ Yes

_____Enter the number of students who were provided with transportation for THSCS services during summer 2004.

4.23. Other type of activities/strategies not described above_____

H. Students Served by THSCS Grant Funds (Summer 2004)

4.24. Enter the *total number* of students who received THSCS grant services ***during summer 2004.***

_____	_____	_____	_____	_____
9th	10th	11th	12th	Total

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

_____	_____	_____	_____	_____
9th	10th	11th	12th	Total

SECTION 5: Project Staff

A. Counselors and Paraprofessionals

_____ 5.1. Enter the number of counselors working during summer session 2004.

_____ 5.2. Enter the number of paraprofessionals or instructional assistants working during summer 2004.

B. Project staff

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

_____	_____	_____	_____	_____	_____	_____
Highly qualified teachers	Paraprofessionals or instructional assistants	Administrators	Counselors	Parents	Mentors	Other volunteers

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

_____	_____	_____	_____
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 summer 2004.

_____	_____	_____	_____
Highly qualified teachers	Paraprofessionals or instructional assistants	Administrators	Counselors

5.6. Enter the number of mentors who received training for working with <u>at-risk</u> students (by end of summer 2004).

_____
Mentors

SECTION 6:

6.1. Briefly describe **the most** successful element/activity/strategy of the THSCS project on your campus.

6.2. Briefly describe **the least** successful element/activity/strategy of the THSCS project on

School Name: _____ Observer Name: _____

Observation Date: _____ Project ID #: _____ Observer Role/Affiliation: _____

High School Classroom Observation Measure (HSCOM)

Method: Record observation in 5-minute intervals (1 minute to observe & 4 minutes to record). Exit classroom and continue with remaining classes. Reflect upon the extent to which each of the following is present in individual classrooms.

Part 1: Interval Coding	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A. Subject Areas Enter time →	1	2	3	4	5	6	7	8	9	10
English/Language Arts										
Math										
Social Studies										
Science										
Foreign language										
Technical/Trade										
Computer Technology										
Learning/Credit Recovery Labs										
B. Instructional Orientations	1	2	3	4	5	6	7	8	9	10
Direct instruction (whole class lecture)										
Cooperative/collaborative (small group)										
Independent/individual work										
Co-teaching/team teaching										
Individual tutoring (teacher, peer, aide)										
Paraprofessionals/teaching assistants										

C. Instructional Components/ Teacher Behaviors *(mark all that apply)*	1	2	3	4	5	6	7	8	9	10
Aligns instruction with TEKS/TAKS										
Relates to student experience/real world										
Use of higher level questioning										
Differentiates instruction										
Models/demonstrates										
Higher level instructional feedback										
Teacher acting as a coach/facilitator										
Integration of subject areas										
Project-based learning										
Parent/community involvement										
Computers for instructional delivery										
Technology as a learning tool										
Uses alternative assessment strategies										
On-line diagnostic assessment										
Student self-assessment										
Control/discipline										
Appropriately paces instruction										
No instruction										

D. Student Behaviors *(mark all that apply)*	1	2	3	4	5	6	7	8	9	10
Independent seatwork										
Experiential/hands-on										
Working with computers/technology										
Sustained reading										
Sustained writing (creative)										
Calculating										
Interactive discussion										
Presenting/performing										
Studying										
Transitioning										
Waiting										

E. Teaching and Learning Context	1	2	3	4	5	6	7	8	9	10
Level of Instructional Taxonomy										
Low										
Moderate										
High										

	Effective classroom management										
	Low										
	Moderate										
	High										
	Resources available for instruction										
	Low										
	Moderate										
	High										
F.	**Student Attention/ Interest/Engagement**	1	2	3	4	5	6	7	8	9	10
	(How many students are on task?)										
	All										
	Mostly All										
	Half										
	Very few										
	None										
G.	**Academic Engaged Time**	1	2	3	4	5	6	7	8	9	10
	(For how much time during interval do students have opportunities to learn?)										
	All										
	Mostly all										
	Half										
	Very few										
	None										

(Date developed: 10.23.04) **PAGE 2**

	Part 2: Classroom Observation Summary Directions: Reflect upon the extent to which each of the following is present in the school	***0=Not Observed***	***1= Rarely***	***2=Occasionally***	***3=Frequently***	***4=Extensively***
	Instructional Orientation					
1	Direct Instruction (whole class lecture)					
2	Small group/cooperative/collaborative learning					
3	Independent/individual work					
4	Co-teaching/team teaching					
5	Tutoring (teacher, peer, aide)					
6	Paraprofessionals/teaching assistants					
	Instructional Components	0	1	2	3	4
7	Instruction aligned with TEKS/TAKS objectives					
8	Connections to students' background knowledge, or real world problems					
9	Higher level questioning					
10	Differentiated instruction					
11	Modeling/demonstrations					
12	Higher level instructional feedback					
13	Teachers acted as coaches/facilitators					
14	Integration of subject areas					
15	Project-based learning					
16	Parent/Community Involvement					
17	Computers for Instructional Delivery					
18	Technology as learning tool					
19	Alternative assessment strategies					
20	On-line diagnostic assessment					
21	Student self-assessment					
22	Discipline/classroom management problems					
23	Appropriate pacing of instruction					
	Student Behaviors	0	1	2	3	4
24	Experiential/hands-on					
25	Computers/technology as learning tool					
26	Sustained reading					
27	Sustained writing (creative)					
28	Calculating					
29	Interactive discussion					
30	Presenting/performing					
31	Studying/transitioning/waiting					
	Context of Teaching and Learning	0	1	2	3	4
32	Challenging activities (higher-level taxonomy)					
33	Effective classroom management					
34	Instructional resources (texts, computers, etc.)					
35	Student Engagement					
36	Academically-focused class time					

Name: _____ Title: _____ Phone: _____

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

Email: _____ Fax: _____

Campus Information

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

Campus Name:

___ (Date developed: 10.23.04)

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 Level Implementation	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

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.
_____ 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 Level	Exemplary

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 Level	Exemplary

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 Level	Exemplary

Texas High School Completion and Success Grant Program
Instructions for Completing the
Student Information Report for FALL 2004

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 Roberto Manzo at 512-936-6060. For questions about the information, please call The Evaluation Group at 979-845-8363.

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

5. All Student Information Reports for FALL, 2004 are due no later than January 30, 2005. Please mail the CD-ROM and the Coversheet to

   Roberto Manzo
   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 Fall 2004 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 Fall 2004 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 fall 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 (PPR2) to determine the number of credits that can be attributed to grant funds and the number attributed to other sources.

All information requested below is for the FALL, 2004 semester.

Column	**Student Information**
A	District Name
B	District ID number
C	Campus Name
D	County/District/Campus number
E	Last Name
F	First Name
G	Middle Name or Initial
H	Student Social Security Number or state assigned Student ID number. (Do not use the local district ID number).
I	Birth Date: (e.g., MM/DD/YYYY)
J	Current Grade: Enter current grade for student as of the end of the fall semester 2004. (e.g., 09, 10, 11,12)
K	Served by grant funds: Enter (1) if the student was served by grant funds during fall 2004. Enter (2) if the student was targeted and (at least partially) served by grant funds during fall 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 fall term. NOTE: Number (3) refers to campuses that do not meet the low-performing or under-performing criteria but augment services for students who fall into the "at-risk" category defined by the THSCS grant.
	Student Attendance
L	Enter the number of courses taken by the student during the fall term.

M	Enter the number of courses **passed** by the student during the fall term.
N	Enter the number of courses **failed** by the student during the fall term.
O	Enter the number of courses failed due to the 90% attendance rule during the fall term.

	Credit Accrual
P	Enter the total number of credits earned by the student prior to the start of the fall semester.
Q	Enter the total number of credits earned by the student at the close of the fall semester.
R	Enter (1) if the student progressed to the next grade level by the close of fall**.** Enter (0) if the student remained in the same grade or was retained.
S	Enter (1) if the student graduated by the close of fall 2004. 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 fall. 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) was developed by end of fall. Enter (0) if the student's Individualized Graduation Plan 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 and , 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 total number of credits 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 fall 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 (FALL, 2004)
AI	Enter the total number dual credit courses completed by the student during the fall term. Enter (0) if the student was **not** enrolled in any dual credit courses.
AJ	Enter the number of AP/IB courses completed by the student during the fall 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 took part 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 took part in a test preparation course e.g., preparation for taking the SAT or ACT. Enter (0) if the student did not.
	Mentoring (FALL, 2004)
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 fall term) Enter (0) if the student was not assigned a mentor (by the end of the fall term)
	l Additional Activities (FALL, 2004)
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.
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 B:
STUDENT INFORMATION REPORT

STUDENT INFORMATION REPORT
Texas High School Completion and Success

Column	***Data collected from Student Information Report on CDs***	
A	District Name	
B	District ID number	
C	Campus Name	
D	County/District/Campus number	
E	Last Name	
F	First Name	
G	Middle Name or Initial	
H	**Student Social Security Number – scrambled**	
I	Birth Date: (e.g., MM/DD/YYYY)	
J	Current Grade: (e.g., 09, 10, 11,12)	
K	Served by grant funds: (1) student was served by THSCS/TXGRAD grant funds during summer term. (0) student was **not** served by THSCS/TXGRAD grant funds during summer term.	
	PEIMS DATA (for 2003/2004 school year) needed for students identified	
L	MIGRANT INDICATOR CODE	
M	SEX CODE	
N	ETHNICITY	
O	BILINGUAL CODE	
P	ESL CODE	
Q	LEP	
R	*ECONOMIC DISADVANTAGE CODE*	
S	AT-RISK INDICATOR CODE	
T	SPECIAL ED CODE	
U	IMMIGRANT INDICATOR CODE	
V	DAYS PRESENT	
W	DAYS MEMBERSHIP	
X	TOTAL DAYS ABSENT	
Y	TAKS READING	SCORE CODE INFORMATION (251)
Z		MET STANDARD (275)
AA		COMMENDED PERFORMANCE (276)
AB		SCALE SCORE (271-274)
AC	TAKS MATH	SCORE CODE INFORMATION (252)
AD		MET STANDARD (581)
AE		COMMENDED PERFORMANCE (582)
AF		SCALE SCORE (577-580)
AG	TAKS SOCIAL SCIENCE	SCORE CODE INFORMATION (254)
AH		MET STANDARD (1089)
AI		COMMENDED PERFORMANCE (1090)
AJ		SCALE SCORE (1085-1088)
AK	TAKS SCIENCE	SCORE CODE INFORMATION (255)
AL		MET STANDARD (1337)
AM		COMMENDED PERFORMANCE (1338)
AN		SCALE SCORE (1333-1336)

APPENDIX C:
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.[3] 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.

[3] Definitions are derived from *Snapshot 2002: School District Profiles 2001-02*, 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 2001-02 school year.

APPENDIX D:
RESPONSE RATES BY COMMUNITY TYPE, INSTRUCTIONAL SCHOOL TYPE AND ESC

Table D1. Response Rate by Community Type

Community Type	Total Campuses		Respondents		
	Number	Percentage of Total Campuses	Number	Percentage of Total Campuses	Response Rate by Community Type
Major Urban	49	19.9%	43	19.6%	87.7%
Major Suburban	59	24.0%	56	25.6%	94.9%
Other Central City	30	12.2%	25	11.4%	83.3%
Other Central City Suburban	38	15.4%	34	15.5%	89.5%
Independent Town	12	4.9%	12	5.5%	100.0%
Non-Metro: Fast Growing	5	2.0%	5	2.3%	100.0%
Non-Metro: Stable	22	8.9%	18	8.2%	81.8%
Rural	15	6.1%	12	5.5%	80.0%
Charter	16	6.5%	14	6.4%	87.5%
Total	246	100%	219	100%	89.0%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004.

Table D2. Response Rate by Instructional School Type

Instructional School Type	Total Campuses		Respondents		
	Number of Campuses	Percentage of Total Campuses	Number of Campuses	Percentage of Total Campuses	Response Rate by School Type
Regular Instruction	193	78.5%	171	78.1%	88.6%
Alternative Instruction	32	13.0%	30	13.8%	93.8%
Charter Alternative Instruction	15	6.1%	13	6.0%	86.6%
Charter Regular Instruction	1	0.4%	1	0.5%	100.0%
DAEP Instruction	4	1.6%	3	1.4%	75.0%
Missing	1	0.4%	1	0.5%	100.0%
Total	246	100%	219	100.0%	89.0%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004.

Table D3. Response Rate by Education Service Center

ESC	Total Campuses		Respondents		
	Number of Campuses	Percentage of Total Campuses	Number of Campuses	Percentage of Total Campuses	Response Rate by ESC Region
1	28	11.4%	26	11.9%	92.9%
2	8	3.3%	8	3.7%	100.0%
3	4	1.6%	4	1.8%	100.0%
4	45	18.3%	37	16.9%	82.2%
5	5	2.0%	5	2.3%	100.0%
6	7	2.8%	7	3.2%	100.0%
7	9	3.7%	7	3.2%	77.7%
8	2	0.8%	2	0.9%	100.0%
9	0	0.0%	0	0.0	
10	21	8.5%	21	9.6%	100.0%
11	26	10.6%	25	11.4%	96.2%
12	13	5.3%	9	4.1%	69.2%
13	17	6.9%	16	7.3%	94.1%
14	3	1.2%	2	0.9%	66.6%
15	2	0.8%	2	0.9%	100.0%
16	1	0.4%	1	0.5%	100.0%
17	10	4.1%	9	4.1%	90.0%
18	1	0.4%	1	0.5%	100.0%
19	9	3.7%	4	1.8%	44.4%
20	35	14.2%	33	15.1%	94.3%
Total	246	100.0%	219	100.0%	89.0%

Source: Project Progress Report, The Evaluation Group at Texas A&M University, 2004.

APPENDIX E:
DESCRIPTION OF THE PERSONALIZED GRADUATION PLAN (PGP)

Personal Graduation Plan Requirements

I. Identification of Students Requiring a Personal Graduation Plan (PGP)

The principal shall designate a guidance counselor, teacher, or other appropriate staff member to develop a Personal Graduation Plan (PGP) for each student identified under TEC §28.0212. At a minimum, this list includes:

- Students whose test scores did not meet the passing standard on the Texas Assessment of Knowledge and Skills (TAKS) in the previous school year and who are now enrolled in a middle, junior or senior high school.
- Students who are not acquiring credits at a rate sufficient to graduate before September 1 of the fifth year of high school.

II. Requirements for the PGP

A personal graduation plan must:

1. identify educational goals for the student;
2. include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. include an intensive instruction program described by Section 28.0213;
4. address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability (TEC §28.0212).

III. Intensive Program of Instruction

For students identified under TEC §28.0212, who do not perform satisfactorily on an assessment instrument, the school district will design and place students in an intensive instruction program intended to (1) enable the student to the extent practicable to perform at the student's grade level at the conclusion of the next regular school term or attain a standard of annual growth specified by the district and reported by the district to the Texas Education Agency, and (2) if applicable, carry out the purposes of Section 28.0211.

IV. Ongoing Evaluation of the Academic Progress

The timeframe for monitoring and providing intervention activities and other evaluation strategies should be determined by the school principal's designee.

V. Parent/Guardian Participation

The importance of parent/guardian participation and input into the child's education is highly valued. Therefore the PGP should address participation of the student's parent or guardian including the parent's or guardian's educational expectation for the student. The signatures of all persons involved in the decision-making process participation should be documented.

NOTE: Schools that receive funds under the *High School Completion and Success Grant Program* authorized under Rider 67, General Appropriations Act, 78th Texas Legislature,

Regular Session, 2003, must ensure that all students have an individualized graduation plan. Individualized 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. The Individualized Graduation Plan may serve as an extension of the Personal Graduation Plan.

A student's individualized education program developed under Section 29.005 may be used as a student's personal graduation plan; however, the aforementioned requirements must be addressed.