

Evaluation of Major State TEA Dropout Prevention Initiatives

Program and Funding	Description	Cycles Evaluated	Findings
<p>Communities in School (CIS)</p> <p>STATE FY 2012 \$10,000,000 FY 2013 \$10,000,000</p> <p>FEDERAL-TANF FY 2012 \$4,842,342 FY 2013 \$4,842,341</p> <p>NOTE: FY 2012, 2013 \$200,000 each year allocated to Best Buddies, \$100,000 each year allocated to One Community One Child</p>	<p>CIS - provides case management services, and integrated student services school-wide, aimed at improving attendance, behavior, and academic achievement of at-risk students and to keep students in school and progressing toward graduation.</p>	<p>No Cycles, CISTMS data, services provided in 04-05 (2004-2005 SY) and outcomes in 05-06 and 06-07 for the legislative studies.</p> <p>Ongoing grantee progress reports, CISTMS Data system</p>	<p>Grantee Progress Reports: In 2011, 88,646 students received case management services, 584,577 students were served through school-wide prevention activities, and 773 campuses had a CIS program in 144 school districts. (2011 SY)</p> <p>External evaluation findings: A legislative study, Best Practices in Dropout Prevention (2008), found CIS to be one of the four best dropout prevention programs in the nation.</p> <p>A legislative evaluation of CIS (2008) found: * CIS students who had a mentor reported more positive outcomes (e.g., staying in school) relative to CIS students who did not.</p> <p>* CIS supportive guidance resulted in positive benefits to CIS students, such as lower odds of dropping out and higher odds of promotion (vs. CIS students not receiving these services).</p> <p>* CIS has been successful in engaging parents.</p> <p>* CIS model is being implemented with fidelity throughout all affiliates in Texas.</p>
<p>Collaborative Dropout Reduction Pilot Program (CDR)</p> <p>STATE Cycle 1: 8/1/08 - 2/29/12 Cycle 2: 4/1/09 - 2/28/13 Cycle 3: 3/1/10 - 2/28/12</p>	<p>CDR - encourages partnerships between public schools, local businesses, local governments, law enforcement agencies, institutions of higher education, faith-based and community organizations to reduce dropouts.</p>	<p>Cycle 1 8/1/08-5/31/10 Cycle 2 4/1/09-2/28/11</p>	<p>External evaluation results through 2009-10 SY: * CDR students demonstrated strong gains in meeting or exceeding TAKS-Math, TAKS-Reading, and TAKS-Science Standards. These gains outpaced state averages, and the gains demonstrated by at-risk CDR students in TAKS-Math and TAKS-Science outpaced the gains for at-risk students in Texas .</p> <p>* Grantees served 5,432 students in the 2009 and 2010 school years. 1,436 CDR students received workforce skill development services, 330 students were placed in a job or paid internship, 208 were hired in paid jobs/internships, and 122 were placed in unpaid internships.</p> <p>* CDR provided students the opportunity to build positive relationships with adults and case studies found that those relationships with students laid a foundation for the program that fostered communication and student engagement.</p> <p>* Community partnerships enabled a variety of experiences that helped students develop critical workforce skills and understand the importance of completing their education.</p> <p>* CDR grantees were successful at fostering collaborations with local businesses, local governments, law enforcement agencies, nonprofit organizations, faith-based organizations, and institutions of higher education while serving high-risk populations in diverse areas of the state.</p>

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<p>District-wide College and Career Pathways</p> <p>STATE 5/1/10-2/28/13</p>	<p>District-wide College and Career Pathways - a pilot demonstrating how lessons learned from college-ready reform models (i.e. ECHS and T-STEM) can be scaled throughout a district to enable all students to graduate college-ready with a minimum of 12 college-level credits</p>	<p>Ongoing grantee progress reports</p>	<p>Grantee Progress Reports:</p> <p>*To date 13,224 students have been served. Of these, 828 dropout recovery participants were served, 336 dropout recovery students graduated, 157 dropout recovery students were enrolled in an IHE.</p> <p>*6,326 students participated in dual credit.</p> <p>*4,129 middle school students are on a college track.</p> <p>*9,131 students completed advanced placement courses.</p> <p>*2,545 graduates from the class of 2011 enrolled in college, and 4,638 college level courses have been completed to date. (7/31/12)</p>
<p>Dropout Recovery Pilot Program (TDRPP)</p> <p>STATE Cycle 3: 6/1/10-6/31/12 Pay for Performance: 2/1/11-2/28/12</p>	<p>TDRPP - to recruit students who have already dropped out and provide them services that enable them to earn a high school diploma or complete an alternative plan to college by demonstrating college readiness.</p>	<p>Cycle 1 8/28/08-5/31/10 Cycle 2 6/1/09-12/31/10 and ongoing progress report data collected on enrollments and completions.</p>	<p>Grantee Progress Reports:</p> <p>*From August 2008 through June 2012, TDRPP grantees enrolled a total of 9,823 participants. (Grantees over performed as the estimate to be served was 2,042).</p> <p>*2,498 participants earned a high school diploma, 447 participants demonstrated college readiness for a total of 2,945 completions to date. (6/2012)</p> <p>*Over 9000 unique benchmarks were achieved.(6/2012)</p> <p>External evaluation findings through May 2010:</p> <p>*TDRPP is a cost effective investment of public funds. Ultimately, the state of Texas is estimated to benefit significantly -- \$98 million - from the students who successfully completed their TDRPP program as of May 2010.</p>
<p>Early College High School (ECHS)/College For All</p> <p>STATE FY 2012 \$1,500,000 FY2013 \$1,500,000</p> <p>College For All: Cycle 1: 10/1/12-5/31/14 Cycle 2: 6/1/13-5/31/15</p>	<p>Innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and up to 60 credit hours</p>	<p>Cycle 1 10/15/06-5/31/09 Cycle 2 2/1/08-5/31/10</p>	<p>External evaluation results through 2008–09 SY:</p> <p>*ECHS students outperformed students at comparison schools on TAKS-Math, TAKS-Reading, TAKS-Science, and TAKS-Social Studies, and were more likely to meet or exceed standards on all four TAKS core subject tests.</p> <p>*ECHS students had better attendance and took more accelerated courses (AP/IB/dual credit) than students in comparison schools.</p> <p>*ECHS 10th grade students were more likely to pass Algebra II or Geometry than 10th grade students in comparison schools.</p>

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<p>T-STEM Academies</p> <p>STATE FY2011 \$1,500,000 FY2012 \$1,500,000</p> <p>Cycle 1: 6/1/10-5/31/12 Cycle 2: 6/1/11-5/31/13 Cycle 3: 6/1/10-5/31/12 Cycle 4: 3/1/11-2/28/13 Cycle 5: 3/1/10-5/31/14</p>	<p>T-STEM Academies - creating small secondary schools focusing on improving instruction and academic performance in science and math related subjects.</p>	<p>TSTEM (Part of THSP) 2006-07 to 2008-09 included in the evaluation</p>	<p>External evaluation results through 2008-09 SY:</p> <p>*T-STEM students outperformed students at comparison schools on TAKS-Math and TAKS-Science, and were more likely to meet or exceed standards on all four TAKS core subject tests.</p> <p>*T-STEM students had better attendance than students in comparison schools.</p>
<p>Amachi</p> <p>STATE FY 2012 \$1,250,000 FY 2013 \$1,250,000</p> <p>9/1/11-8/31/13</p>	<p>Amachi - provides one-to-one mentoring for youth ages 6-14 whose parents or family members are incarcerated</p>	<p>Ongoing grantee progress reports</p>	<p>Grantee Progress Reports:</p> <p>2,727 youth were mentored in 2011. Of these: *98% promoted to the next grade level *98.7% avoided involvement with the criminal justice system *95.6% remained in school without placement in an alternative education program</p>
<p>Academic Innovation and Mentoring (AIM)</p> <p>STATE FY 2012 \$1,500,000 FY 2013 \$1,500,000</p> <p>9/1/11 - 8/31/13</p>	<p>AIM--partnership between Texas Alliance of Boys and Girls Clubs and the Sylvan Learning Centers to improve student performance by providing after school academic support to at-risk students</p>	<p>Ongoing grantee progress reports</p>	<p>Grantee Progress Reports:</p> <p>2,166 youth were served in 2011. Of these: *78% were at risk *28% were ELL *76% were economically disadvantaged *86% of students advanced a level on math or reading assessments</p>