A young woman with dark hair and glasses is shown in profile, looking down and writing in a notebook with a blue pen. She is wearing a white t-shirt with a logo. The background is a blurred pink and white striped pattern.

**Evaluation of the
Texas School
Dropout Prevention
and Reentry
Program Grants**

.....
FINAL REPORT
.....

AUGUST 2009

SUBMITTED TO:
Texas Education Agency

SUBMITTED BY:

WestEd 

4665 Lampson Ave. • Los Alamitos, CA • 90720

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CREDITS

WestEd

WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

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Decision Information Resources, Inc. (DIR)

The DIR mission is to provide the research, evaluation, technical assistance, and training that will help their clients make action-oriented decisions that result in improved performance and efficiency of programs, processes, and procedures. DIR researchers conducted the on-site data collection for this evaluation.

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EXECUTIVE OVERVIEW

This Final Report presents the details of the evaluation of the Texas School Dropout Prevention and Reentry Program (TSDPRP) Grants. TSDPRP is a comprehensive effort to reduce the dropout rate in Texas and improve student outcomes. Three tasks comprise TSDPRP: 1) Task A–Impact of the Expansion of the Communities In Schools (CIS) Case Management Model; 2) Task B–Assessment of the *Dropout Recovery Resource Guide*; and 3) Task C–Impact of the statewide training of education professionals. The Executive Overview provides a summary of the evaluation, including the project background, evaluation plan, methods for addressing the evaluation objectives, and findings, as they relate to each TSDPRP task.¹

Project Background

To be considered for employment in today’s competitive job market, certain levels of academic credentials and technological skills are needed. As dropouts look for employment, their options are restricted by their limited knowledge and ability, as demonstrated by their lack of a high school diploma. In addition to not being considered for many jobs, those without high school diplomas are at risk of experiencing other severe disadvantages, as dropouts are more likely than high school or college graduates to experience poverty, health problems, and incarceration (Lehr, Clapper, & Thurlow, 2005).

The number of young people facing this harsh future remains high. In Texas during the 2006-07 school year, the statewide annual high school dropout rate was almost 4%, which means that over 52,000 students in the state dropped out of high school that academic year alone² (Texas Education Agency, 2008).

To improve the educational system and address the dropout problem, the federal government enacted the No Child Left Behind Act (NCLB) to improve educational outcomes by ensuring all students achieve academic proficiency, acquire the educational

¹ All work associated with Task C was conducted in the first year of the evaluation. A summary of the evaluation findings of this TSDPRP objective can be found in the section titled *Summary of Findings from the Interim Report*. See the Interim Report located at http://ritter.tea.state.tx.us/opge/progeval/DropoutPrevention/TSDPRP_Interim_0709.pdf for further details.

² Under the National Center for Education Statistics (NCES) definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die. The annual dropout rate is calculated by dividing the number of dropouts in grades 9 through 12 by the number of grade 9-12 students who were in attendance at any time during the school year.

skills necessary to succeed in life, and graduate within four years of beginning high school. In working toward these objectives, NCLB made schools accountable for student progress using indicators of adequate yearly progress (AYP), including measures of academic performance and rates of school completion set by individual states (U.S. Department of Education, 2002).

In an effort to help states with the dropout problem, in the fall of 2005, the U.S. Department of Education awarded TEA a \$2.5 million School Dropout Prevention Program grant. With this funding, TEA developed TSDPRP to create an effective and sustainable system of providing services to students at risk of dropping out and those who had already dropped out and were reentering the school system.

State agencies that received federal School Dropout Prevention Program funding were guided by two priorities. The first priority involved state education agencies (SEAs) partnering with other agencies to identify at-risk students early in high school and providing a comprehensive, tailored set of services. The second priority involved working with local education agencies (LEAs) to use eighth-grade assessment and other data to identify students who could benefit from dropout prevention services (U.S. Department of Education, 2005).

To address the first priority, TSDPRP extended the existing state CIS program to other schools and students in Texas by establishing CIS campus programs at 10 high schools with a high percentage of students at risk of dropping out. For the second priority (i.e., SEAs working with LEAs to use eighth-grade assessment data to identify students who could benefit from dropout prevention services), TSDPRP planned for the increased application of personal graduation plans (PGPs) that were already currently required for at-risk, incoming ninth graders by including the use of eighth-grade assessment data in the development of PGPs. TSDPRP focused on the following four primary objectives in order to address the stated priorities:

- 1) Expand personal graduation plans (PGPs) currently in use for at-risk, incoming ninth graders by utilizing eighth-grade assessment data and including both academic interventions and social supports.
- 2) Increase partnerships among high schools and government agencies, community-based organizations, and private entities to leverage resources for dropout prevention and reentering students.
- 3) Develop statewide capacity for implementing specific intervention strategies that address the needs of students most at risk of dropping out of high school and students who are reentering high school.

- 4) Evaluate the effectiveness of TSDPRP and continually improve its services and activities.

With TSDPRP funds, TEA contracted with local CIS programs to work with 10 high schools, with some of the highest annual dropout rates in the state, to develop and establish CIS campus programs. As CIS is the nation's largest dropout prevention organization, TEA worked with select CIS local programs to identify schools that were not currently receiving CIS services and could fulfill the requirements of the federal grant (i.e., making a commitment to secure additional funding to sustain the program after grant funding ceased). In addition, school selection was also dependent on the campus being willing to partner with local CIS programs. Based on these criteria, local CIS programs worked with local school districts and narrowed the list to 10 specific campuses to be the new CIS sites. TSDPRP funding was used to establish these 10 CIS campus programs, beginning in September 2006 and ending in August 2008.

The newly established CIS campus programs used their allocated funds to support the delivery of CIS case management services to students. As part of TSDPRP, the focus of these 10 CIS campus programs was on the assessment of needs and the subsequent delivery of services to at-risk, incoming ninth-grade students, including expanding the development of comprehensive, personalized service plans and PGPs using eighth-grade assessment data—the first TSDPRP objective.

Expanding the CIS program to the 10 new campuses also addressed the second TSDPRP objective of increasing partnerships among high schools and outside organizations, as establishing community partnerships is a distinctive feature of the CIS model. In addition, TEA drew on TSDPRP funds to contract with Big Brothers Big Sisters of North Texas (BBBSNT) to provide mentoring services at six of the participating high schools in the North Dallas region. BBBSNT worked with the CIS campus programs to identify at-risk, ninth-grade students enrolled in CIS services at the participating high schools and match these students with mentors.

To address the third objective, TSDPRP directed grant funds toward the development of statewide capacity to address the needs of students most at risk of dropping out of high school and to help recover students who already dropped out. TEA developed statewide capacity by providing training on dropout prevention strategies to education professionals across the state and developing a comprehensive guide to assist schools and districts in the implementation of dropout recovery strategies.

Evaluation Plan

To address the fourth TSDPRP objective, the assessment of program effectiveness to continually improve its services, TEA contracted with an external evaluator on a two-year evaluation contract, ending August 31, 2009. As specified by TEA, three separate components of the TSDPRP effort were addressed in the evaluation:

- A) Analysis of the impact of the CIS case management model on student outcomes at the 10 campuses receiving CIS services;
- B) Expert assessment/content review of the *Dropout Recovery Resource Guide* developed with grant funds; and
- C) Examination of the impact of statewide training on education professionals' perceptions of and attitudes toward the establishment of partnerships with community-based organizations.

With the use of mixed methods and data sources, the external evaluator collected data to inform the evaluation. The following evaluation questions (Table 1) were developed to address the three components of TSDPRP:

Table 1
Study Tasks and Corresponding Evaluation Questions

<i>Study Tasks</i>	<i>Evaluation Question</i>
A) Analysis of the impact of the CIS model	1. How does the expansion of the CIS case management model affect student outcomes?
B) Assessment/content review of the <i>Dropout Recovery Resource Guide</i>	2. Does the <i>Dropout Recovery Resource Guide</i> include research-based practices and a comprehensive range of services?
	3. How are leaders from diverse campuses using the <i>Dropout Recovery Resource Guide</i> to improve student outcomes?
C) Examination of the impact of the statewide training	4. How is the statewide training changing education professionals' understanding of the value and process of community-based partnerships?
	5. How are education professionals cultivating existing and new partnerships?

The first year of the evaluation, as presented in the Interim Report, addressed Tasks A, B, and C. Progress on the evaluation tasks during the first year varied, as work for Task C was completed, while the evaluative work for Task B did not begin until the second year of the evaluation (when the *Dropout Recovery Resource Guide* became available). Therefore, the Interim Report presented findings for Tasks A and C, and data collection plans for Task B.

With the Task C work complete, this Final Report presents the complete methodology and results for Tasks A and B, and a brief overview of Task C. Details regarding methodology, data collection, data analysis, and findings are in each sub-section of this report – *Task A–Impact of the Expansion of the CIS Case Management Model* and *Task B–Assessment of the Dropout Recovery Resource Guide*. The brief overview of *Task C–Impact of the Statewide Training* is presented in the section titled *Summary of Findings from the Interim Report*.

For Task A, data were collected on the development and implementation of the CIS program at the 10 campuses involved in this grant. Researchers also analyzed student-level secondary data to assess the impact of TSDPRP on student outcomes. For Task B, a content review and interviews with campus leaders were conducted to assess the comprehensiveness and potential impact of the *Dropout Recovery Resource Guide*. For Task C, a survey was administered to education professionals (i.e., education service center [ESC] staff) who participated in the August 2007 statewide training to assess the impact of the training on participants’ thoughts regarding establishing partnerships with community organizations.

Task A: Impact of the Expansion of the Communities In Schools (CIS) Case Management Model

In the following section, the evaluation objective and research questions related to Task A are outlined. This is followed by a description of the methodology, the data analysis plan, and subsequent findings as related to each evaluation question.

Evaluation Plan

The impact of the expansion of the CIS case management model was assessed with the use of data from site visits to the 10 campuses and secondary student- and school-level data. To address Task A–Impact of the Expansion of the CIS Case Management Model, the following central evaluation question and sub-questions were developed:

1. How does the expansion of the CIS case management model affect student outcomes?
 - 1.1 What aspects of the CIS model are the schools implementing? How?
 - 1.2 How are campuses using the 8th grade assessment data in PGPs?

- 1.3 What students are participating in the CIS program?
- 1.4 How does the level of implementation of the expansion affect student outcomes?

Data Collection Methods

TEA and CIS supplied the student-level secondary data for this evaluation. Specific variables from the Communities In Schools Tracking Management System (CISTMS), the CIS data collection and management system, and the Public Education Information Management System (PEIMS) datasets were selected to provide information to answer the outlined research questions.

School-level secondary data were retrieved from the TEA Academic Excellence Indicator System (AEIS)³. School-level data were obtained for CIS campuses and non-CIS campuses to compare trajectories for selected student outcomes. The outcomes included the school dropout rate, the school completion rate, and the percent of students who met the standard on the Texas Assessment of Knowledge and Skills (TAKS). Data were obtained for these variables for the 2003-04 through the 2006-07 school years. Data for the percent of students who met the standard on the TAKS was also available for the 2007-08 school year and were included in those analyses.

TEA supplied *CIS Campus Service Delivery Plans*⁴ (Campus Plans) for the 10 CIS campuses for the 2006-07, 2007-08 and 2008-09 school years. Researchers reviewed these Campus Plans to gain a better understanding of the context surrounding these 10 CIS campuses. As detailed further in the main report, two of the sections from two separate years were reviewed more in-depth to extract information used for other evaluation activities. First, the service plans for each of the six CIS components were reviewed to determine the number of CIS activities planned at each campus in the 2007-08 school year⁵. This number served as a factor in the calculation of the level of campus implementation for the student-level analyses. Second, the areas identified as high priorities in the needs assessment from the 2008-09 school year were used to tailor the interviews with CIS staff conducted during the site visits.

³ The AEIS presents information on the performance of students in each school and district in Texas every year. The information is put into the annual AEIS reports, available each year in the fall.

⁴ A copy of the CIS Campus Service Delivery Plan can be found in *Appendix A – CIS Campus Service Delivery Plan*.

⁵ Data from the 2007-08 school year were used as opposed to the 2006-07 school year, as some schools had not begun implementing the CIS program until the 2007-08 school year. Therefore, the 2007-08 data best captures the newness of some campus programs (i.e., that began in the 2007-08 school year) and the experience of the other sites (i.e., that began in the 2006-07 school year).

Researchers visited each of the 10 CIS campuses twice during the evaluation, once in January and February of 2008 and again in January and February of 2009. The first round of site visits included in-depth interviews and focus groups with CIS staff; school staff, such as teachers, counselors, and administrators; community partners; and students. During the second round of site visits, researchers interviewed a campus CIS staff member and the personal graduation plan (PGP) manager (i.e., the person on each campus who had the most involvement in the development of PGPs). Interviews were conducted to assess further development and changes in implementation since the first round of site visits.

Data Analysis

Quantitative analytic methods were utilized to analyze the student-level secondary data. Descriptive analyses were conducted to describe the students who participated in the program, how they were referred to the program, and the services they received. Inferential analyses were conducted to determine what impact, if any, participation in the CIS program had on student outcomes.

Several comparisons were made of CIS students to other students to assess impact. First, CIS students were compared to other CIS students who have been in the program for a different length of time (i.e., a dosage approach). Next, students in the CIS program were compared to matched students who were not in the program (i.e., through the use of propensity score matching⁶). Finally, CIS students were compared to CIS students at the other campuses involved in this grant based on level of campus implementation (i.e., number of CIS activities on campus, number of students on caseload⁷, and number of months implementing the program).

School-level data were analyzed for the CIS campuses and 25 campuses that did not have a CIS program, using data for the school years of 2003-04 through 2006-07. Time series graphs were then created to compare CIS and non-CIS campuses on the following student outcomes: school-level dropout, completion, and TAKS percent proficient rates.

Information from the CIS staff and PGP personnel interviews were analyzed using the constant comparative method (CCM) of qualitative analysis. The basic CCM process involves breaking the narrative data into units of information that become the basis for

⁶ Propensity score matching is a statistical technique used to locate a one-to-one match for each CIS student from the pool of non-CIS students based on demographic and baseline outcome similarities.

⁷ Number of students enrolled in CIS.

defining categories, and then bringing units back together that relate to the same content (Glaser & Strauss, 1967, as cited in Tashakkori & Teddlie, 1998).

Background Information on the CIS Schools

As discussed, TEA worked with local CIS programs to identify 10 eligible high schools to partner with in the development of campus-based CIS programs. Of the 10 schools selected, the majority of the schools ($n = 6$) are located in Dallas. The remaining schools are located in Houston, Texas City, San Antonio, and Corpus Christi. According to AEIS data, the number of students the schools enrolled during the first year of the intervention (i.e., 2006-07) ranged from 536 to 2,228 students, with an average of 1,624 students. Among the 10 schools, the percentage of students at risk of dropping out ranged from approximately 60% to 87%. The annual dropout rate reported for these schools ranged from 1.7% to 12.2%. All 10 schools were predominantly Hispanic or Hispanic and African American. Finally, at the start of the intervention, 4 of the 10 schools were considered academically unacceptable based on the TEA AEIS rating scale.⁸

Key Findings

1. How does the expansion of the CIS case management model affect student outcomes?
 - **Impact of time in the program.** Results of the analyses based on CIS program dosage (i.e., time in the program) revealed significant differences between students based on years of participation in the CIS program with students in the program for *less* time improving on more outcomes (i.e., attendance and disciplinary occurrences). One possible explanation is that students who continued in the program may be inherently different than those who left the program after one year in areas that cannot be assessed with the data available (i.e., unmeasured contextual variables not available in the TEA datasets). In addition, using dosage as a variable limits the results due to the fact that implementation changed from year to year and varied by campus. The evolving nature of the CIS campus programs over these crucial, start-up years makes any analyses based on dosage difficult to interpret with confidence.

⁸ For definitions of *at-risk*, *dropout*, and *academically unacceptable*, see footnotes 36-38 that correspond to this section in the main body of the report.

- **Impact on an anecdotal basis.** During both rounds of site visits, CIS staff at all schools reported improvement in student outcomes as a result of CIS participation. CIS staff were confident that the program has been meeting its goals and impacting the targeted student outcomes in terms of academics, attendance, and behavior. In addition, school administrators and teachers from all 10 CIS campus programs generally believed that program effectiveness was strong.

1.1 What aspects of the CIS model are the schools implementing? How?

- **Caseload.** At the time of the second round of site visits (January-February 2009), 8 of the 10 CIS campus programs were at least halfway to their enrollment goals for the 2008-09 academic year. Ultimately, all CIS campus programs met or exceeded their targeted recruitment numbers—required by the grant.
- **Recruitment.** CIS campus staff utilized school administrators, counselors, teachers, service providers, and students already in the program to increase enrollment and raise awareness of CIS on the campuses.
- **CIS programs and services.** The CIS activities implemented on each campus varied by the needs of the students on caseload. All programs targeted issues related to academics, attendance, and behavior; however, providing mental health services was a higher priority on some campuses than others.
- **Fidelity of implementation.** The development of CIS Campus Service Delivery Plans (which included the needs assessment and interviews with relevant personnel) seemed to effectively guide the implementation of needed services. Across all 10 sites, CIS campus programs implemented their CIS Campus Service Delivery Plans, providing service provision with an emphasis on their identified high-priority areas.
- **Attendance.** In addition to monitoring students' attendance by working with the teachers, registrars, counselors, and truancy clerks, CIS staff also reported calling students' homes if they had missed too many days of school and monitoring campus hallways to encourage students to go to their classes.
- **Mentoring.** Through the BBBS initiative, a challenge was identified early on in establishing effective lines of communication

among different service providers on campuses (i.e., CIS and BBBS). Recognizing this significant challenge, TEA ended the contract with BBBS for this grant and instead had the local CIS programs establish mentoring programs on these campuses. Success with mentoring varied by campus. Some campuses were successful with their mentorship programs (e.g., partnering with local businesses to find mentors), while others experienced difficulties finding mentors willing to commit, which resulted in some programs dissolving their mentorship programs altogether.

- **Partnerships.** Several schools noted the increased use of partnerships with external service providers and community organizations over the course of the grant. This increase was in direct relation to CIS staff becoming more familiar with the community and available resources.
- **Follow-up with external providers.** Consistent with data collected during the first round of site visits, CIS staff across the sites agreed that while they all followed-up with students who received services from external providers, no standard procedure existed for following up, and that it was more on a case-by-case basis. Some CIS staff said that when they attempted to follow up with the service provider directly, confidentiality concerns usually prohibited CIS staff from obtaining information on student progress.
- **Other campus responsibilities for CIS staff.** In addition to the services that CIS typically provided to students, CIS campus staff at five of the six CIS programs in Dallas also reported that they were responsible for various campus-wide tasks or initiatives, including scheduling parent-teacher conferences for teachers and developing a curriculum for the school mentoring program. None of the CIS staff at the other four campuses reported being assigned to perform any campus-wide activities that extended beyond the scope of CIS' services. This finding was similar to the first round of site visits; at that time, several CIS campus staff noted the campus staff's general lack of understanding of CIS's role on campus and the request from campus administration to take on more tasks.
- **School resources and support.** Most CIS staff reported improvements in the resources provided to CIS since the first round of site visits (e.g., office space, access to data). Often, resources provided to CIS were a reflection of school administrators' support (or lack of support) for the CIS program.

CIS schools that enjoyed administrative support had more access to students, student data, and other resources, thus allowing them to provide services more effectively to more students than those schools without this support.

- **Field trips.** During both years, field trips served as an incentive for students enrolled in CIS to attend and remain engaged in school; however, only two schools reported offering field trips on a fairly regular basis in the 2008-09 school year. In addition, for some campuses, district requirements for field trips made it difficult to conduct this CIS activity.
- **Referrals.** During the 2007-08 school year, the majority of CIS students were referred to the program by parents and CIS staff. Although many CIS students were referred to the program by their parents both years, more referrals were made by administration (i.e., assistant principal, principal) during the 2006-07 school year than by CIS staff. During both years (in smaller numbers), teachers also referred students, and the students referred themselves to the program.
- **CIS eligibility.** Free and reduced lunch status and academic deficiencies (i.e., not meeting assessment standards, course failure in two classes, retention) were the reasons most students were considered eligible to participate in the program for both the 2006-07 and 2007-08 school years.
- **Student issues.** Most student issues were classified as academic (e.g., need for more academic support, homework completion, college readiness) and behavioral (e.g., absences, classroom participation, tardiness) concerns for both years of the program.
- **Services targeted by CIS.** The services targeted by CIS staff varied by the type of issue presented. CIS staff exclusively provided services for over 90% of all reported behavioral issues. In 2007-08, CIS staff directly targeted fewer social service and mental health issues than in the 2006-07 school year. This reduction most likely reflects the increased utilization of community partnerships during the second year of implementation. The trend to outsource was also seen in the data regarding academic issues, as academic service provision was targeted by external providers (e.g., tutors) for a large percentage of students during both years.

- **Student progress reported by CIS staff.** CIS staff made note of student progress. In 2007-08, students made the most progress for behavioral (65%) and academic issues (64%). In addition, a greater proportion of students showed improvement in social services and mental health issues in 2007-08 compared to 2006-07. In regard to progress with behavior, huge improvements were seen in terms of delinquent conduct, classroom conduct, and social skills from one year to the next.

1.2 How are campuses using the 8th grade assessment data in PGPs?

- **Collaboration between CIS campus staff and school staff.** Collaboration between CIS staff and school personnel has improved somewhat during the course of this evaluation. Although only 2 of the 10 campuses were collaborating in the development of PGPs, the processes they employed in this collaboration strengthened over the past year and became more of a standardized procedure on these campuses.
- **Use of eighth-grade data.** The two CIS campus programs that were collaborating with school staff in developing PGPs for incoming ninth-grade students were both utilizing eighth-grade achievement and attendance data. The data were used for two purposes – to develop instructional plans to address academic concerns and to monitor student progress with attendance.
- **PGP follow-up.** As a result of the findings from the first year of this evaluation, TEA staff provided further information to all TSDPRP CIS programs that included guidance in developing and using PGPs.

1.3 What students are participating in the CIS program⁹?

- **Number and gender.** There were 1,300 students (57% female, 43% male) who participated in the CIS program in 2007-08, increasing more than threefold from the year prior (N=400). Of the students who began the CIS program in the 2006-07 school year, 42% continued in the program during 2007-08. Across both years, there were 1,603 students who participated in the program at the 10 CIS campuses.

⁹ CIS student characteristics in 2007-08. Data Source: 2006-07 and 2007-08 CISTMS

- **Ethnicity.** For both years of the program, the majority of students participating in CIS were Hispanic (61% for both years) and African American (31% in 2006-07 and 32% in 2007-08).
- **Living situation.** For the 2006-07 and 2007-08 school years, the vast majority of CIS students lived at home with members of their immediate family (92% in 2006-07 and 94% in 2007-08). For most of these students, the immediate family member they lived with was either their single parent mother (45% in 2006-07 and 36% in 2007-08) or both biological or adoptive parents (32% in 2006-07 and 37% in 2007-08).
- **Language.** For both years of the program, CIS students primarily spoke English (80% in 2006-07 and 63% in 2007-08) or Spanish (19% in 2006-07 and 37% in 2007-08) in the home.
- **Public assistance.** Fifty percent of CIS students received two forms of public assistance in the 2007-08 school year, which included reduced-price or free lunch (76%) and TANF (56%). This differed from the 2006-07 data, in which the majority of students were only receiving one form of (38%) or no public assistance (25%).
- **Plans after high school.** Forty-three percent of students were planning to acquire additional education post-high school in the 2007-08 school year (i.e., 4-year college, 2-year college, trade/technical school). This differed greatly from the 2006-07 data, in which only 9% of students were planning to obtain additional education after high school. This large difference was most likely due to the lack of data for students in the CISTMS database in the 2006-07 school year for this outcome.

1.4 How does the level of implementation of the expansion affect student outcomes?

- **Impact of level of campus implementation on student outcomes.** Campus level of implementation was calculated using three, equally-weighted indicators of implementation. These indicators included the number of months implementing the CIS program, number of students enrolled in CIS, and number of CIS activities planned on campus. Campuses were then designated as high, medium, or low implementation campuses and student data were compared across campuses based on implementation level. Results showed significant differences, with students at the high and medium implementation campuses generally faring better than

those students attending the low implementation campuses. These findings suggest that level of implementation of the CIS program can have a notable impact on attendance, TAKS scores, course completion, and disciplinary issues.

Task A Synthesis

In this section, findings are presented as a synthesis of data from different sources (i.e., student-level secondary data, site visit interview data) used to evaluate Task A. These findings are used to inform both program implementation and impact.

Challenging role of CIS staff on campuses. Helping students graduate and preparing them to achieve their educational and career goals after high school is the responsibility of both CIS and the school. With this shared goal, the expectation would be that the CIS program would be welcomed by school staff. However, this is not always the case, as CIS is often seen as an external provider and not part of the campus itself. This is evident from the school-based challenges many CIS case managers reported, including need for space and facilities, lack of administrative support, and teacher reluctance to refer at-risk students to the CIS program. CIS staff at some campuses were able to address these challenges by collaborating with school administration to secure additional resources. In other cases, CIS staff continued to experience challenges. While school staff may show some reluctance toward any new campus-based provider, especially one that they may not have experience with, the discrepancy between the responsibility of CIS campus program staff to achieve their stated goals (i.e., keeping students in school and helping them improve academically) and their lack of authority on campus may limit the potential success of the CIS program.

The importance of support from and collaboration with school personnel. CIS staff noted the lack of school support as a challenge in delivering services. This lack of support was seen in different ways, including denying permission to offer group services, not allowing CIS staff to pull students from elective classes, and preventing field trips by pulling transportation funding. As the resources provided to CIS are often a reflection of school administrators' support or lack of support for the CIS program¹⁰, support and collaboration with school administration and teachers becomes critical to program success. In some cases, CIS staff were able to obtain support from school staff and administration by collaborating with them in the development of PGPs and providing services to students. It appears that CIS programs with support from the school were able

¹⁰ Resources provided could also be the result of district funding patterns, and may not have to do with support or lack of support for the CIS program specifically.

to provide services more effectively and efficiently to more students than those without this support.

The importance of consistent staffing. Interviews with CIS staff suggested that while serving as students' advocates and liaisons, they sincerely care about the students and their futures. CIS staff reported that establishing strong and caring relationships with their students and holding them accountable were essential to achieving student success. However, at several of the sites, there was high turnover among the CIS staff, as many (7 of the 10) CIS campus programs had new staff this year (2008-09). Although all personnel were experienced CIS staff members, they were new to the campus and the students. Having new staff seemed to impact student recruitment efforts, as during the second round of site visits (in early 2009), almost all of the schools that reported fewer students on caseload as compared to the previous year had hired new CIS campus staff this academic year. Staff turnover also seemed to impact general organization of student files, as one school with all new CIS staff had no previous record of the students on caseload. The need for consistent guidance from one source (i.e., one case manager) coupled with the impact of staff turnover on recruitment and general organization suggests the need to keep the same CIS staff on the same campus.

CIS presence on campus. At campuses where CIS staff reported higher levels of school support, the CIS campus programs seemed to progress in the development of comprehensive service provision for at-risk students. Progress was seen by the increased caseload, strengthened collaboration with school staff in the development of PGPs (at the campuses that implemented this component), and increased use of partnerships with external service providers (e.g., social service agencies) over the course of the grant. To some extent, this progress was a product of more time on the campus to recruit students and establish program activities. The analyses of student-level data demonstrated that campus programs that enrolled more students, planned more CIS activities, and implemented the program for a longer time showed significantly more positive student outcomes. These findings support the fact that it takes time to develop a CIS presence on campus by recruiting students and implementing CIS activities, and the development of this presence may lead to the desired student results.

Too early to assess impact. The defining features of a program need to be considered when deciding if a program is ready for impact assessment. These features include its capacity for data collection and how long it's been in operation (Hauser-Cram, Warfield, Upshur, & Weisner, 2000). Conducting performance assessments too early in a program's growth can produce inaccurate results (Chen, 2005). As noted, it took time to implement the CIS program and obtain support from school staff in order to implement a

high level of CIS programming on some of the campuses. The implementation data presented in this report, as well as CIS and school staffs' anecdotal perceptions of impact, point to the potential of the program to improve the targeted student outcomes. And while some CIS campus programs may be ready for an assessment of program participation on student outcomes, others need more time before a valid assessment can be made.

Task B: Assessment of the Dropout Recovery Resource Guide

To achieve the TSDPRP objective of building statewide capacity for implementing dropout reentry interventions, TEA contracted with an outside vendor to develop the *Dropout Recovery Resource Guide* (Guide)¹¹. The Guide was developed to provide information to school and district personnel regarding the implementation of best practices in dropout recovery, with materials, references, and resources to assist in the implementation of dropout recovery strategies.

Evaluation Plan

The evaluation of the Task B component of TSDPRP involves a thorough assessment of the Guide. This evaluation includes investigating the extent to which the Guide is comprehensive, is based on best practices and current empirical research, is transferable to multiple campuses, and may lead to improved student outcomes. Evaluation questions 2 and 3 address the assessment/content review of the Guide:

2. Does the *Dropout Recovery Resource Guide* include research-based practices and a comprehensive range of services?
3. How are leaders from diverse campuses using the *Dropout Recovery Resource Guide* to improve student outcomes?

Data Collection Methods

The data collection methods for the assessment of the Guide included a review of the Guide with the use of an inventory of promising practices and interviews with Guide users. During the first year of the evaluation, researchers developed an inventory of promising practices (based on current dropout recovery literature) as a tool to review the

¹¹ See the *Dropout Recovery Resource Guide* online at http://ritter.tea.state.tx.us/ed_init/PDF/dropout_recovery_resource_guide.pdf for additional details.

Guide. After the Guide was available for review (January 2009), researchers used the inventory to assess the comprehensiveness of the Guide and the extent to which the Guide included practices considered effective in the dropout recovery literature. In addition, in March and April 2009, interviews were conducted with 12 campus leaders to gauge their use of the Guide and any subsequent changes in policy and practice.

Data Analysis

As previously mentioned, the Guide was reviewed with the use of the inventory of promising practices. For each item on the inventory, researchers marked whether or not the Guide included that piece of information about dropout recovery (*Yes* or *No*). For each *Yes* response, researchers provided a page reference in the Guide. Percent agreement between the three researchers was calculated. The *Yes/No* results were then analyzed to determine what important components the Guide included and where any deficiencies existed.

Data from the interviews were analyzed using the constant comparative method (as referenced in the *Data Analysis* section of *Task A–Impact of the Expansion of the CIS Case Management Model*). Participant responses were reviewed and coded and all significant trends were identified, providing a description of the Guide’s strengths and suggestions for improvement.

Key Findings

2. Does the *Dropout Recovery Resource Guide* include research-based practices and a comprehensive range of services?
 - **Research-based practices.** The Guide includes a broad range of strategies identified in the dropout recovery literature as promising practices.
 - **Users of the Guide.** According to interview data with Guide users, the Guide provides a useful presentation of dropout recovery in a step-by-step format for those new to dropout recovery, as well as for those more experienced in the field looking to validate the interventions already in place.
 - **Further area to be covered.** There was one area that was not sufficiently addressed in the Guide - information about specific

special populations (i.e., Special Education students and English language learners).

3. How are leaders from diverse campuses using the *Dropout Recovery Resource Guide* to improve student outcomes?
 - **Use of the Guide.** Leaders from diverse campuses are using (or planning to use) the Guide to improve student outcomes. The research outlined in the Guide will be used to inform workshops, presentations, task forces, and education councils across the state.
 - **Impact of the Guide on student outcomes.** Campus leaders are confident the Guide will impact student outcomes, specifically noting mentoring, recovering credits, and tracking students as important additions that will improve dropout recovery and increase student success.
 - **Impact of the Guide on policy and procedure.** The majority of participants envisioned the Guide having an impact on campus and district policies and procedures. Several leaders have already made changes to campus and district improvement plans to include strategies outlined in the Guide, such as a mentoring program and adding the title of Dropout Recovery Administrator to an administrative position.

Task C: Impact of the Statewide Training

To fulfill the TSDPRP objective of developing statewide capacity, grant funding supported a statewide training for education professionals. In August 2007, ESC staff participated in the statewide training which included information on the CIS model, how to access and coordinate relevant community resources, and how to develop and maintain sustainable partnerships with community organizations.

Evaluation Plan

The evaluation objective for Task C was to examine the impact of the August 2007 statewide training on education professionals' perceptions of and attitudes toward the establishment of partnerships with community-based organizations¹². Evaluation questions 4 and 5 addressed this objective:

¹² All work associated with Task C was conducted in the first year of the evaluation. A summary of the evaluation findings of this TSDPRP objective is provided here. See the Interim Report for further detail.

4. How is the statewide training changing education professionals' understanding of the value and process of community-based partnerships?
5. How are education professionals cultivating existing and new partnerships?

Data Collection Methods

A survey of education professionals (i.e., ESC staff) who participated in the August 2007 statewide training provided the information to address the evaluation questions. In writing the original evaluation questions, establishing partnerships was emphasized to address the stated needs of TEA. However, the agenda and materials for the training from TEA made clear that the topic of establishing partnerships was only a portion of the training content. Therefore, the survey questionnaire was modified to align with the topics relative to the entire content of the training.

Key Findings

4. How is the statewide training changing education professionals' understanding of the value and process of community-based partnerships?
 - **Increased awareness.** The training seemed to increase participant awareness of the importance of establishing partnerships with external organizations and how such partnerships could be a key element in a dropout prevention program. All respondents noted that they would recommend to district and campus leaders the establishment of school and community partnerships as a dropout prevention strategy.
 - **More training needed.** Although the August 2007 training seemed to increase participant awareness of establishing partnerships, participants were not adequately prepared to connect with partners and utilize resources available in their communities and schools or to teach others in their school system to work with partners.
5. How are education professionals cultivating existing and new partnerships?
 - **More time needed.** At the time the survey was developed and administered, not enough time had elapsed since the training for participants to establish new partnerships. However, these data

may be collected in the future to find interesting local project activities and examples of promising practices in developing partnerships.

INTRODUCTION

This Final Report presents to the Texas Education Agency (TEA) a description of the activities and results of the evaluation of the Texas School Dropout Prevention and Reentry Program (TSDPRP) grants. TSDPRP is a comprehensive effort to reduce the dropout rate in Texas and improve student outcomes. Three tasks comprise the TSDPRP evaluation: 1) Task A–Impact of the Expansion of the Communities In Schools (CIS) Case Management Model; 2) Task B–Assessment of the *Dropout Recovery Resource Guide*; and 3) Task C–Impact of the statewide training of education professionals.

This introduction to the report provides background information on the dropout problem, TSDPRP, the evaluation plan, and a summary of findings from the first year of the evaluation. Following this is a presentation of program objectives, evaluation objectives, data collection methods, data analyses, and findings as they relate to each TSDPRP task¹³. To conclude, the report presents key findings and recommendations, organized by evaluation question.

The Dropout Problem

Today's job market requires a certain level of academic credentials and technological ability. The world in which dropouts seek entrance will not welcome their limited knowledge and skills, as demonstrated by their lack of a high school diploma. Those without a high school diploma are missing out on further academic and employment opportunities that will help them become contributing members of society. Starting adult life with this severe disadvantage, dropouts are more likely than high school or college graduates to experience unemployment, underemployment, poverty, health problems, and incarceration (Lehr et al., 2005).

The number of dropouts who enter adult life facing this bleak reality remains high. In Texas, the statewide annual high school dropout rate was almost 4% for the 2006-07 school year, meaning that over 52,000 students in the state dropped out of high school that academic year alone¹⁴ (Texas Education Agency, 2008).

¹³ All work associated with Task C was conducted in the first year of the evaluation. A summary of the evaluation findings of this TSDPRP objective can be found in the section titled *Summary of Findings from the Interim Report*. See the Interim Report located at http://ritter.tea.state.tx.us/opge/progeval/DropoutPrevention/TSDPRP_Interim_0709.pdf for further details.

¹⁴ Under the National Center for Education Statistics (NCES) definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die. The annual dropout rate is calculated by dividing the number of dropouts in grades 9 through 12 by the number of grade 9-12 students who were in attendance at any time during the school year.

The fiscal impacts of dropouts are enormous. With many dropouts unable to find employment, economic impact comes in the form of lost tax revenues. Instead of contributing to tax funds, dropouts may rely on government-assistance for basic needs, such as food and health care. In addition, as stated, dropouts are more likely than high school graduates to commit a crime and, thus, are causing further tax funds to be spent on expenses related to law enforcement and being imprisoned (Lehr et al., 2005). Research suggests that staying in high school reduces the likelihood of incarceration, with the greatest impact related to the completion of high school (Lochner & Moretti, 2004). Therefore, working to improve graduation rates offers numerous benefits to students, their families, and taxpayers.

At the federal level, the No Child Left Behind Act (NCLB) was enacted to improve educational outcomes by ensuring that all students achieve academic proficiency, acquire the educational skills necessary to succeed in life, and graduate within four years of beginning high school. To achieve these objectives, NCLB made schools accountable for student progress using indicators of adequate yearly progress (AYP), including measures of academic performance and rates of school completion set by individual states (U.S. Department of Education, 2002). While NCLB provides standard measures of accountability across the country, most dropout prevention and recovery programs are implemented at the local level, as private foundations, universities, and state agencies have historically established and funded such programs (Timar, Biag, & Lawson, 2007).

Dropout prevention programs generally provide services to students to address individual risk factors. The risk factors associated with dropping out of school are numerous, including, but not limited to, high rates of absenteeism, low frequency of courses completed, being retained in a grade level, and a history of discipline problems (i.e., suspension, expulsion, probation) (Christie, 2007; Jimerson et al., 2006; Lehr et al., 2005; Suh & Suh, 2007). The cumulative effect of these factors is powerful, as more risk factors increases risk of dropping out and experiencing other negative outcomes (Lehr et al., 2005; Sameroff & Fiese, 2000; Suh & Suh, 2007; Wolery, 2000). While some risk factors presented by students are relatively static (e.g., low socioeconomic status), other risk factors are amenable to change with the addition of protective factors (e.g., mentoring, academic intervention) (Lehr et al., 2005). Through TSDPRP's use of the CIS program, Texas is working to address the dropout problem and improve academic and behavioral outcomes for all students.

The Texas School Dropout Prevention and Reentry Program

In the fall of 2005, the U.S. Department of Education awarded TEA a \$2.5 million School Dropout Prevention Program grant to assist the state in addressing its dropout problem. With the funding, TEA developed TSDPRP to create an effective and sustainable system of providing services to students at risk of dropping out and those who had already dropped out and were reentering the school system.

State agencies that received federal School Dropout Prevention Program funding were guided by two priorities. The first priority involved state education agencies (SEAs) partnering with other agencies to identify at-risk students early in their high school careers, and implementing a customized set of services and interventions. The second priority involved working with local education agencies (LEAs) to use eighth-grade assessment and other data to identify students who could benefit from dropout prevention services (U.S. Department of Education, 2005).

To address the first priority, TSDPRP extended the existing state CIS program to other schools and students in Texas by establishing CIS campus programs on 10 high schools with a high percentage of students at risk of dropping out. For the second priority (i.e., SEAs working with LEAs to use eighth-grade assessment data to identify students who could benefit from dropout prevention services), TSDPRP planned for the increased application of personal graduation plans (PGPs) that were already currently required for at-risk, incoming ninth graders by including the use of eighth-grade assessment data in the development of PGPs. TSDPRP focused on the following four primary objectives in order to address the stated priorities:

- 1) Expand personal graduation plans (PGPs) currently in use for at-risk, incoming ninth graders by utilizing eighth-grade assessment data and including both academic interventions and social supports.
- 2) Increase partnerships among high schools and government agencies, community-based organizations, and private entities to leverage resources for dropout prevention and reentering students.
- 3) Develop statewide capacity for implementing specific intervention strategies that address the needs of students most at risk of dropping out of high school and students who are reentering high school.
- 4) Evaluate the effectiveness of TSDPRP and continually improve its services and activities.

Two address the first and second objectives, TSDPRP expanded the existing state CIS program to selected high school campuses. CIS is a stay-in-school program administered by TEA that utilizes a case management, multidisciplinary approach to help students continue their education and improve academically. The CIS mission is to help young people stay in school, successfully learn, and prepare for life.

Through the TSDPRP initiative, TEA provided funding to local CIS programs to replicate the CIS case management model on 10 campuses. TEA identified eligible high schools (i.e., 40 regular instruction Texas high schools identified by TEA with some of the highest annual dropout rates) and contracted with local CIS programs to identify those schools that were both not currently receiving CIS services and could fulfill the requirements of the federal grant (e.g., making a commitment to secure additional funding to sustain the program after grant funding ceased). In addition to schools needing to meet the specified criteria, school selection was also dependent on the campus being willing to collaborate with local CIS programs, as bringing a CIS program on campus required the school to make certain commitments (e.g., providing space for CIS staff, working with CIS campus staff). Based on eligibility and willingness to participate, local CIS programs narrowed the list to 10 campuses to receive the funding, which spanned from September 2006 through August 2008.

The newly established CIS campus programs used their allocated funds to support the delivery of CIS case management services to students. As part of TSDPRP, the focus of these 10 CIS campus programs was on the assessment of needs and the subsequent delivery of services to at-risk, incoming ninth-grade students, including expanding the development of comprehensive, personalized service plans and PGPs using eighth-grade assessment data—the first TSDPRP objective.

Expanding the CIS program to the 10 new campuses also addressed the second TSDPRP objective of increasing partnerships among high schools and outside organizations, as establishing community partnerships is a distinctive feature of the CIS model. In addition, TEA drew on TSDPRP funds to contract with Big Brothers Big Sisters of North Texas (BBBSNT) to provide mentoring services at six of the participating high schools in the North Dallas region. BBBSNT worked with the CIS campus programs to identify at-risk, ninth-grade students enrolled in CIS services at the participating high schools and match these students with mentors.

To address the third objective, TSDPRP focused grant funds on developing statewide capacity to address the needs of students most at risk of dropping out of high school and helping recover students who already dropped out. Statewide capacity was developed by: 1) providing training on dropout prevention strategies to education

professionals across the state; and 2) developing a comprehensive, user-friendly guide to assist schools and districts in the implementation of dropout recovery strategies.

Evaluation Plan

To address the fourth TSDPRP objective, the assessment of program effectiveness to continually improve its services, TEA contracted with an external evaluator on a two-year evaluation contract, ending August 31, 2009. As specified by TEA, three separate components of the TSDPRP effort were addressed in the evaluation:

- A) Analysis of the impact of the CIS case management model on student outcomes at the 10 campuses receiving CIS services through TSDPRP;
- B) Expert assessment/content review of the *Dropout Recovery Resource Guide* developed with grant funds; and
- C) Examination of the impact of statewide training on education professionals’ perceptions of and attitudes toward the establishment of partnerships with community-based organizations.

With the use of mixed methods and data sources, the external evaluator collected data to inform the evaluation. The following evaluation questions (Table 2) were developed to address the three components of TSDPRP:

Table 2
Study Tasks and Corresponding Evaluation Questions

<i>Study Tasks</i>	<i>Evaluation Question</i>
A) Analysis of the impact of the CIS model	1. How does the expansion of the CIS case management model affect student outcomes?
B) Assessment/content review of the <i>Dropout Recovery Resource Guide</i>	2. Does the Dropout Recovery Resource Guide include research-based practices and a comprehensive range of services?
	3. How are leaders from diverse campuses using the Dropout Recovery Resource Guide to improve student outcomes?
C) Examination of the impact of the statewide training	4. How is the statewide training changing education professionals’ understanding of the value and process of community-based partnerships?
	5. How are education professionals cultivating existing and new partnerships?

This Final Report presents the complete methodology and results for Tasks A and B, and a brief overview of Task C. Details regarding methodology, data collection, data analysis, and findings are in each sub-section of this report – *Task A–Impact of the*

Expansion of the CIS Case Management Model and Task B–Assessment of the Dropout Recovery Resource Guide. The brief overview of *Task C–Impact of the Statewide Training* is presented in the following section titled *Summary of Findings from the Interim Report*.

For Task A, formative data were collected on the development and implementation of the CIS program at the 10 campuses involved in this grant. In addition, researchers analyzed student-level secondary data to assess the impact of TSDPRP on student outcomes. For Task B, a content review and interviews with campus leaders were conducted to assess the comprehensiveness and potential impact of the *Dropout Recovery Resource Guide*. For Task C, a survey was administered to education professionals (i.e., ESC staff) who participated in the August 2007 statewide training to assess the impact of the training on participants' thoughts regarding establishing partnerships with community organizations.

Summary of Findings from the Interim Report

The first year of the evaluation, as presented in the Interim Report, addressed Tasks A, B, and C. Progress on the evaluation tasks during the first year varied, as work for Task C was completed, while the work for the Task B evaluation did not begin until the second year (when the *Dropout Recovery Resource Guide* became available). Therefore, the Interim Report presented findings for Tasks A and C, and data collection plans for Task B.

In this section, a summary of the activities from the first year of the evaluation are presented for all three tasks. For *Task A–Impact of the Expansion of the CIS Case Management Model*, the first round of data collection focused on gaining insight into program development and implementation on the 10 CIS campuses. For *Task B–Assessment of the Dropout Recovery Resource Guide*, the first year of the evaluation focused on developing the data collection tools to be used when the Guide became available. For *Task C–Impact of the Statewide Training*, a survey was administered and analyzed to understand to what extent the training informed education professionals on dropout prevention strategies and how they will use the information provided.

Task A: Impact of the Expansion of the CIS Case Management Model

TSDPRP designed the expansion of the CIS case management model to leverage existing resources, partnerships, and networks to form an even more comprehensive

approach to dropout prevention and reentry assistance. Starting in 2006, TEA expanded the CIS program to 10 high schools with some of the highest annual dropout rates in the state.

The impact during the grant period of the expansion of the CIS case management model was assessed with the use of site visit data and secondary student-level data. The methodology utilized for Task A during the first year of the evaluation (2007-08) included descriptive analyses of student-level data and site visits to the 10 CIS high school campuses.

Student-level data was analyzed descriptively to understand the demographic make-up of the students who participated in CIS. In addition, these data provided understanding as to the types of issues students presented to CIS and how those issues were targeted by CIS activities. Delays in establishing the CIS program on three campuses resulted in delays in data entry; therefore, during the first year of the evaluation, CISTMS data were available for only seven of the 10 CIS campuses included in this evaluation. Consequently, any analyses conducted in the first year on CIS student-level data included only the seven campuses for which data were available.

The site visits included in-depth interviews and focus groups with CIS staff; school staff, such as teachers, counselors, and administrators; community partners; and students. The site visits also included a review of personal graduation plans (PGPs).¹⁵

Findings

During the 2006-07 school year, there were 400 students (62% female, 38% male) participating in the CIS program across the seven campuses for which data were available. The majority of the CIS participants were either Hispanic (61%) or African American (31%) students in the ninth-grade (87%). Most CIS students lived at home with members of their immediate family (92%), who were generally their single parent mother (45%) or both biological or adoptive parents (32%). For the majority of CIS students, the language spoken in the home was English (80%), with many speaking Spanish as well (19%). Of the CIS students, 38% received at least one public assistance service, which, for the majority, was free or reduced-price lunch.

For these students, getting started in the CIS program involved meeting with CIS campus program staff and identifying the barriers to the student's success (i.e., lack of college readiness, need for academic support, delinquent conduct, low self-esteem, need

¹⁵ The protocols used for the first year site visits can be found in the Interim Report Appendix.

for employment, and lack of basic needs). These barriers fell into four main categories of concern: (a) academic, (b) behavioral, (c) mental health, and (d) social service. Barriers that were categorized into behavioral concerns (e.g., social skills, absences) represented the most frequently identified area of concern, with academic (e.g., grades, tests scores) and mental health (e.g., self-esteem, family conflict) concerns also being identified at high frequencies. A smaller number of issues were classified as social service concerns (e.g., need for employment, health needs).

To provide the necessary services for the students, the CIS staff at all 10 campus programs implemented the six CIS components: (1) supportive guidance and counseling, (2) educational enhancement, (3) health and human services, (4) parental and family involvement, (5) career awareness and employment, and (6) enrichment. For supportive guidance and counseling, the CIS campus programs implemented support groups, individual assistance, student monitoring, mentoring, student referrals, and childcare support. For educational enhancement, campus programs offered academic support, academic monitoring, college preparation, and advocacy. For health and human services, campuses implemented activities that addressed physical health, mental health, basic needs, prenatal/parenting, substance abuse treatment, nutrition, and social interaction. For parental and family involvement, the CIS campus programs provided direct communication, mailings, events, parent-initiated communication, and parent services. For career awareness and employment, campus programs provided assistance with employment readiness, finding employment, and internships/externships. Finally, CIS campus programs utilized field trips, social activities, summer programming, community services, student support, and mentoring to fulfill enrichment needs.

CIS campus programs established partnerships with outside organizations in order to provide services to students. Of the 10 CIS campus programs, 28 different types of services (e.g., food, clothing, shelter; mentors; employment/job readiness assistance) were reported being provided by 97 different partner organizations. These partner organizations included non-profit organizations, government agencies or programs, medical and mental health clinics, colleges and universities, social service agencies, and local businesses/corporations.

Key findings involving the implementation of the six CIS components emerged from the site visit data. First, the difference in start date had a major impact on implementation. The more established CIS campus programs (i.e., those schools that started in the 2006-07 academic year) showed advantages as compared with those campus programs with less implementation time (i.e., that began during the 2007-08 academic year). These advantages included more experienced CIS personnel, greater

familiarity with the campus staff and students, more partnerships established with external service providers, and more CIS activities initiated.

Another major finding of the site visits was the inconsistency between the responsibility of CIS campus program staff to achieve their stated goals of keeping students in school and helping them improve academically, and their lack of authority on the campuses. CIS campus program staff reported several school-based barriers to accomplishing their CIS goals they, themselves, were unable to influence or change. These barriers included the lack of appropriate space and facilities to meet with students privately to address the assessed issues, difficulty accessing student data, and teacher reluctance to refer at-risk students to the CIS program. These school-based barriers directly interfered with CIS campus program staff's work in achieving the expectations of the CIS program. CIS staff noted the relationship between the level of support from administration for CIS and the level of school-based resources provided to CIS campus staff.

Data from the first round of site visits raised questions for further inquiry during the second round of site visits. Specific questions included how CIS campus programs prioritized their service provision (i.e., how student issues were prioritized and addressed), how CIS campus staff followed-up with students who received services from external providers, and how field trips were utilized as a CIS activity. The second visits to the schools (the findings of which are presented in this Final Report) were used to inquire into these questions and the further establishment of CIS programs on the 10 campuses, including any changes in implementation since the first year.

Task B: Assessment of Dropout Recovery Resource Guide

An important objective of the TSDPRP was the development of statewide capacity for implementing specific intervention strategies that addressed the needs of students reentering high school. In order to achieve this program objective, TEA worked with an outside vendor to develop a resource guide to help educators interested in implementing dropout reentry strategies.

The evaluation plan for Task B included an assessment/content review of the Guide, including the extent to which the Guide is comprehensive, is based on best practices and current empirical research, and is transferable to other campuses. During the first year of the evaluation, the *Dropout Recovery Resource Guide* (Guide) was being researched and developed by an outside vendor. Therefore, all evaluation activities in the

first year focused on developing the data collection instruments to be used when the Guide became available for review.

The first instrument was the inventory of promising practices developed as a tool to review the Guide. The inventory was developed by researching best practices identified in current dropout recovery literature. In this way, the inventory could assess whether the Guide includes relevant best practices that are in line with the current research. In addition, an interview protocol was developed to be used with campus leaders to gauge their use of the Guide and any changes in policy and practice afterwards.

The evaluation of the Guide, relying on the approved inventory of promising practices and interviews with Guide users, occurred after the Guide was finalized and posted on TEA's website (January 2009). This Final Report presents the findings from the evaluation of the Guide.

Task C: Impact of the Statewide Training

To fulfill the TSDPRP objective of developing statewide capacity, grant funding supported a statewide training for education professionals. In August 2007, education service center (ESC) staff participated in the statewide training, which included information on the CIS model, how to access and coordinate relevant community resources, and how to develop and maintain sustainable partnerships with community organizations.

The establishment of community partnerships with outside organizations (e.g., private businesses, state and local government agencies) is an important aspect of the CIS model and an objective of TSDPRP. The community-based approach is utilized to help schools and districts provide comprehensive services for students at risk of dropping out that may not be available on campus (e.g., tutoring programs, drug prevention activities, teen parent services, gang and youth violence prevention activities).

To evaluate the impact of the training, education professionals (i.e., ESC staff) who participated in the August 2007 statewide training completed a survey. Establishing partnerships was initially emphasized in the original training description, however, the agenda and materials for the training showed that the topic of establishing partnerships was only a portion of the training content. Therefore, the survey was aligned with the topics relative to the entire content of the training.

Findings

In general, participants gave the August 2007 training good to excellent ratings for the quality (Mean=4.39 on a 5-point scale), comprehensiveness (M=4.37), and usefulness (M=4.13) of the dropout prevention information presented. Overwhelmingly, participants noted that the most essential information from the training were the statistics regarding the significance of the dropout problem and impact on society. All survey respondents indicated that they would recommend conducting a needs assessment for campus dropout prevention services and developing a campus service delivery plan to meet the identified needs of students at risk of dropping out to district and campus leaders, which are both key strategies in the CIS model.

As previously noted, the topic of establishing partnerships was only a portion of the August 2007 training content. Regardless, the training seemed to increase participant awareness of the importance of establishing partnerships with external organizations and how such partnerships could be a key element in a dropout prevention program. Participants noted that the most important element in the training concerning establishing partnerships was the knowledge that support from the community is a valuable resource for schools. All respondents noted that they would recommend to district and campus leaders that they establish school and community partnerships as a dropout prevention strategy. However, more training was needed in the area of establishing partnerships, as participants were not adequately prepared to connect with partners and utilize resources available in their communities and schools or to teach others in their school system to work with partners.

TASK A: IMPACT OF THE EXPANSION OF THE CIS CASE MANAGEMENT MODEL

Program Objective

Starting in 2006, TEA contracted with five local CIS programs to serve 10 high schools with some of the highest annual dropout rates in the state. While there is no “silver bullet” dropout prevention program to meet the needs of all students, through TSDPRP and expanding the CIS program to these 10 campuses, TEA hoped to best address the specific needs of the individual students most at risk of dropping out. TEA expected to achieve this goal with the implementation of comprehensive service provision offered by CIS and the expanded use of PGPs.

In the following section, background information is provided on the CIS program. This is followed by the evaluation plan, including the evaluation questions related to Task A, a description of the methodology, the data analysis plan, and subsequent findings as related to each evaluation question.

Communities In Schools¹⁶

"There is no greater priority than ensuring all children have access to a quality education, and the community resources they need to build their futures. We all have a stake in this."

- Bill Milliken, founder and vice chairman, CIS¹⁷

As the nation’s largest dropout prevention organization, the CIS mission is to help students continue their education and improve academically. The CIS program utilizes a case management, multidisciplinary approach to service delivery that includes the coordination of community resources in schools. As part of a national CIS network that operates in more than 30 states, CIS of Texas is administered by TEA. Through 27 local CIS programs serving 28 areas, students in Texas receive a variety of services on more than 600 elementary, middle, and high school campuses.

As mentioned, state agencies that received School Dropout Prevention Program funding were guided by two priorities, partnering with other agencies to identify at-risk students early in high school and providing a comprehensive, tailored set of services

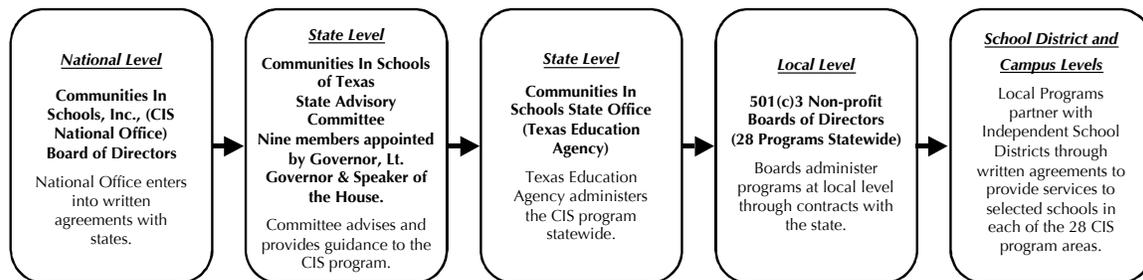
¹⁶ Background information about CIS was gathered from TEA documents distributed to WestEd by TEA.

¹⁷ PRNewswire-USNewswire (May 2009)

(U.S. Department of Education, 2005). In addressing this priority, TSDPRP extended the existing state CIS program to other schools and students in Texas by establishing CIS campus programs on 10 high schools with a high percentage of students at risk of dropping out. TEA worked with local CIS programs to identify the schools that were both not currently receiving CIS services and could fulfill the requirements of the federal grant (i.e., making a commitment to secure additional funding to sustain the program after grant funding ceased).

The establishment of CIS campus programs is a collaborative and comprehensive effort on the part of CIS at the local and state levels. The CIS State Office provides many layers of support to local CIS programs, which then partner with independent school districts to establish on-campus CIS programs. Support from the State Office includes providing technical assistance to develop a work plan, monitoring progress, and conducting annual reviews of the local CIS programs to determine to what extent their work plan goals were met (Figure 1).

Figure 1
CIS Organizational Chart



Data Source: Communities In Schools, 2008b

Each CIS campus program hosts a case manager, a full-time dropout prevention professional and employee of the local CIS programs. The case manager delivers services to students and coordinates school and community resources to ensure the program successfully helps at-risk students improve in academics, attendance, and/or behavior. CIS case managers are based on the school campus, allowing them to establish relationships with the students in need and address their individual concerns (Communities In Schools, 2005).

CIS case managers acquire students for their caseload based on a referral system – the student can be referred to the program by school staff, teachers, parents, other students, or self referral for academic, behavior, attendance, or social service issues. CIS case managers then meet with each student to assess his or her needs and goals, identify

all of the issues that affect the student's success, and develop a comprehensive service delivery plan for each student to address the identified issues. The service plan considers the student's academic profile, attendance patterns, behavioral issues, social service issues, higher education and career goals, and available family resources and support.

In order to provide the services students need to address their identified issues, the CIS case managers offer a variety of campus-based programs that fall under the six CIS components – (1) supportive guidance and counseling, (2) educational enhancement, (3) health and human services, (4) parental and family involvement, (5) career awareness and employment, and (6) enrichment. When students present issues that CIS campus staff members are not able to sufficiently address, CIS refers the students to external partner organizations to meet the students' needs.

Although the CIS campus programs involved in this grant implemented the CIS model, implementation at these 10 campuses differed from other CIS campuses throughout Texas. These 10 campuses were expected to emphasize service provision to ninth graders and attempt to work with school personnel to develop PGPs. As previously noted, these additional areas of emphasis were requirements of the TSDPRP grant. Thus, student-level CISTMS data and corresponding findings reported here relate solely to the CIS programs on the 10 identified campuses.

Evaluation Objective

The impact of the expansion of the CIS case management model was assessed with the use of data from site visits to the 10 campuses and secondary student- and school-level data. To address Task A–Impact of the Expansion of the CIS Case Management Model, the following central evaluation question and sub-questions were developed:

1. How does the expansion of the CIS case management model affect student outcomes?
 - 1.1 What aspects of the CIS model are the schools implementing? How?
 - 1.2 How are campuses using the 8th grade assessment data in PGPs?
 - 1.3 What students are participating in the CIS program?
 - 1.4 How does the level of implementation of the expansion affect student outcomes?

Data Collection Methods

This section on data collection methods first presents the activities involved with gathering the student- and school-level secondary data. Following this is a description of the document review conducted on the *CIS Campus Service Delivery Plans* and the interviews conducted during the site visits.

Student-Level Secondary Data

TEA supplied the student-level secondary data for this evaluation. Specific variables from the Communities In Schools Tracking Management System (CISTMS), the CIS data collection and management system, and the Public Education Information Management System (PEIMS) datasets were chosen that would provide information to answer the outlined research questions.

School-Level Secondary Data

School-level secondary data were retrieved from the TEA Academic Excellence Indicator System (AEIS)¹⁸. School-level data were obtained for the CIS campuses¹⁹ and 25 non-CIS campuses to compare trajectories for selected student outcomes. The outcomes included the school dropout rate, the school completion rate, and the percent of students who met the standard on the Texas Assessment of Knowledge and Skills (TAKS). Data were obtained for these variables for the 2003-04 through the 2006-07 school years. Data for the percent of students who met the standard on the TAKS was also available for the 2007-08 school year and were included in those analyses.

Campus Service Delivery Plan Document Review

CIS requires all local programs to complete a *Campus Service Delivery Plan* (Campus Plan) for each campus served²⁰. The Campus Plan presents a blueprint of strategies for campus CIS programs. This blueprint includes student demographics for the

¹⁸ The AEIS presents information on the performance of students in each school and district in Texas every year. The information is put into the annual AEIS reports, available each year in the fall.

¹⁹ Data were included for the seven CIS campuses that began implementation during the 2006-07 academic year.

²⁰ A copy of the CIS Campus Service Delivery Plan can be found in *Appendix A – CIS Campus Service Delivery Plan*.

campus, a list of key campus personnel, a list of outside providers, a campus needs assessment, an activity planner, and service plans for each of the six CIS components (e.g., enrichment, educational enhancement). CIS staff update the Campus Plans yearly.

TEA supplied Campus Plans for the 10 CIS campuses involved in this grant for the 2006-07, 2007-08 and 2008-09 school years. Researchers reviewed these Campus Plans to gain a better understanding of the context surrounding these 10 CIS campuses. As detailed further below, two of the sections from two separate years were examined more in-depth to obtain information used for other evaluation activities. First, the service plans for each of the six CIS components were reviewed to determine the number of CIS activities planned at each campus in the 2007-08 school year²¹. This number served as a factor used to calculate the level of campus implementation for the student-level analyses (further detail on the methodology used to calculate the level of campus implementation can be found in the *Task A-Data Analysis* section titled *Impact of Level of Implementation on Student Outcomes*). Second, the areas identified as high priorities in the needs assessment from the 2008-09 school year were used to tailor the interviews with CIS staff conducted during the site visits.

CIS Component Plans

From the 2007-08 Campus Plans, researchers counted the number of CIS activities planned for each of the six CIS components. The number of CIS activities planned at each campus became one of three factors used to calculate the level of campus CIS implementation. (The other factors included caseload²² in the 2007-08 school year and number of months implementing CIS at the campus; see the following section titled *Data Analysis – Impact of Level of Implementation on Student Outcomes* for more detail.) From the three factors, a campus implementation score was computed and used to designate each campus as a high, medium, or low implementation campus. Student-level analyses were conducted based on these designations to determine if level of campus implementation had an impact on student outcomes.

²¹ Data from the 2007-08 school year were used as opposed to the 2006-07 school year, as some schools had not begun implementing the CIS program until the 2007-08 school year. Therefore, the 2007-08 data best captures the newness of some campus programs (i.e., that began in the 2007-08 school year) and the experience of the other sites (i.e., that began in the 2006-07 school year).

²² Number of students enrolled in CIS.

Campus Needs Assessment

As noted, Campus Plans included a campus needs assessment, in which CIS staff identified the high priority areas for the campus (e.g., anger management, child care). The needs assessments from the 2008-09 Campus Plans were reviewed for the 10 campuses. Researchers identified the high priorities for each campus from the needs assessment and added these high priority areas to the CIS staff interview protocol to be used during the site visit interviews. In the CIS staff interview protocol, respondents were asked why those areas were considered high priorities and how they were being addressed. (Campus Plans were reviewed according to a document review protocol, which can be found in *Appendix A – Site Visit Protocols*.)

Site Visit Interviews

During the first year of the evaluation (2007-08), researchers conducted the first round of site visits to the 10 CIS campuses. The site visits included in-depth interviews and focus groups with CIS staff; school staff, such as teachers, counselors, and administrators; community partners; and students. During the second year of the evaluation (2008-09), follow-up interviews were conducted at the 10 CIS campuses.²³ During the site visits, researchers interviewed a campus CIS staff member and the PGP manager (i.e., the person on each campus who had the most involvement in the development of PGPs). These two personnel were interviewed at each campus using interview protocols (*Appendix A – Site Visit Protocols*).

The CIS staff interview protocol asked for background information on the CIS staff member (i.e., how long they have been working for CIS, their specific role on campus), the number of students served by CIS on the campus, and the campus priority areas (as identified in the campus needs assessment in the Campus Plans). Several items on the CIS staff interview protocol served as a follow-up to the first round of site visits (conducted during the first year of the evaluation). These items asked about changes in school resources since the prior academic year (2007-08), how case managers follow-up with students who were referred to other providers for services, information about field trips, accessing student data and the development of PGPs, and perceived impact of the CIS program on student outcomes.

Interviewers asked PGP managers about their background (i.e., how long they have been working on that campus, how long they have been working with PGPs).

²³ For two of the campuses, researchers conducted the interviews via telephone.

Respondents were also asked to describe the process of developing PGPs, any collaboration with CIS staff, and the use of eighth-grade assessment data in the development of PGPs.

Data Analysis

In this section, methods of analysis are presented for the student- and school-level data and the qualitative analysis of the site visit interviews. These analyses provide formative results regarding implementation and summative results regarding the impact of the CIS program on student outcomes.

Student-Level Secondary Data

Quantitative analytic methods were utilized to analyze the student-level secondary data. Descriptive analyses were conducted to describe the students who participated in the program, how they were referred to the program, and the services they received. Inferential analyses were conducted to determine what impact, if any, participation in the CIS program had on student outcomes.

As detailed further in this section, several comparisons were made of CIS students to other students to assess impact. First, CIS students were compared to other CIS students across all participating campuses that have been in the program for a different length of time (i.e., analysis of dosage impact). Next, students in the CIS program were compared to matched students not in the program (i.e., identified through propensity score matching). Finally, CIS students were compared to CIS students at the other campuses involved in this grant based on level of campus implementation (i.e., number of CIS activities on campus, number of students on caseload, and number of months implementing the program).

Descriptive Analyses

To provide information to answer sub-question *1.1 What aspects of the CIS model are the schools implementing?*, descriptive analyses were conducted. Data for these analyses included the reasons why students were enrolled in CIS, who initially referred students to CIS, the types of issues that were targeted by CIS, and the types of services students received.

To provide information on the demographic composition of the students participating in CIS to inform sub-question *1.3 What students are participating in the CIS*

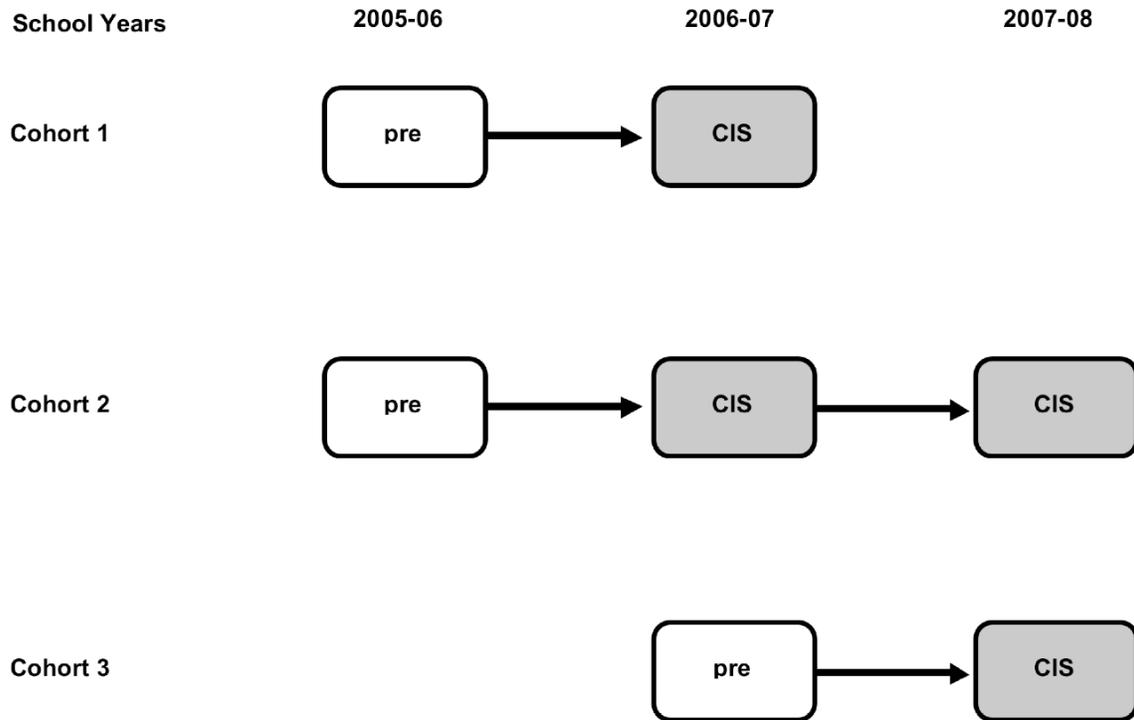
program?, descriptive analyses were conducted. The demographic and other descriptive variables included gender, ethnicity, home language, grade level, housing, living situation, public assistance received, and plans after high school.

Impact of Dosage on Student Outcomes

To answer evaluation question *1. How does the expansion of the CIS case management model affect student outcomes?*, analyses of service dosage were conducted to compare students in the CIS program based on years of CIS participation. In order to assess whether years of participation in the program impacted student outcomes, data were compared across cohorts of students.

As presented in Figure 2, there were three cohorts of CIS students who participated in the program during the grant period: Cohort 1, Cohort 2, and Cohort 3. Cohort 1 consisted of those students who only participated in the 2006-07 school year (and did not continue in the program). Cohort 2 included students who began the program in 2006-07 and continued in the program in the 2007-08 school year. Cohort 3 included students who began the program in the 2007-08 school year. For the dosage analyses, the outcomes of students in Cohort 1 (those in the program for 1 year) were compared to students in Cohort 2 (those in the program for 2 years).

Figure 2
CIS Cohorts during the Grant Period



PEIMS data on improvement in attendance, course completion, suspensions, and disciplinary occurrences were analyzed using chi-squares²⁴ to assess the impact of CIS program dosage (i.e., years participating in the program) on these variables of interest. For attendance, researchers analyzed the proportion of days a student attended school by comparing the total number of days attended to the number of days a student was enrolled. For course completion, the proportion of courses students passed was calculated by comparing the number of courses a student attempted to the number of courses the student passed.

The disciplinary data were analyzed by creating categories for the different types of disciplinary occurrences. Disciplinary incidents were coded as one of the following: 1) criminal incidents (i.e., those that involved law enforcement), 2) local code of conduct violations, 3) substance abuse violations (included tobacco), 4) truancy issues, or 5) harmful disciplinary occurrences (i.e., harmed or intended to harm others). In addition, researchers analyzed the number of suspensions.

²⁴ Chi-square is a statistic used to investigate whether distributions of categorical variables differ from one another.

The difference in the proportion of days attended, proportion of courses completed, number of disciplinary occurrences²⁵, and number of suspensions between the year before students participated in CIS (i.e., 2005-06) and the 2007-08 school year were calculated for each student to obtain gain scores. Gain scores were then categorized as improved, did not improve, or no change. Chi-square analyses were conducted on the improvements in the various outcomes.

Impact of CIS Participation on Student Outcomes

To provide further information to answer evaluation question 1. *How does the expansion of the CIS case management model affect student outcomes?*, researchers compared students in the CIS program with matched students at the same schools who were not enrolled in CIS to assess the effects of the program expansion on student outcomes. For these analyses, researchers applied propensity score matching²⁶ to reduce the potential for biased findings about the relationship between CIS program participation and student outcomes.

Propensity score matching was used to locate a one-to-one match for each CIS student from the pool of non-CIS students based on demographic and baseline outcome similarities. For the analyses, a logistic regression²⁷ was conducted that included all CIS and non-CIS students attending the 10 high schools. Comparison students were then selected from the same high school and grade level as the CIS students. Students were matched by whether they were at risk of dropping out, socioeconomic status, gender, ethnicity, if the student received special education instruction, the proportion of days attended to days enrolled, the proportion of courses passed to the courses attempted, and the total number of disciplinary issues.

All cohorts (i.e., Cohorts 1, 2, and 3) were matched to non-CIS students based on data from the year prior to their participation in the CIS program. That is, Cohorts 1 and 2

²⁵ In the analyses involving disciplinary issues, researchers only included students who had a disciplinary problem in the disciplinary problem category. For example, if a student did not have any disciplinary problems with substance abuse, improvement in this category for this student was not considered in the analyses.

²⁶ Propensity score matching (PSM) is a statistical technique designed to reduce biases that result from demographic differences, selection or program placement biases, and other observed and unobserved differences between groups. A balanced distribution of all observed variables between different groups of interest (CIS and non-CIS students) results from proper use of propensity scores. Thus, the propensity score technique helps to reduce bias in determining the treatment effects in non-experimental studies (Rosenbaum & Rubin, 1984).

²⁷ Logistic regression is a statistical technique used for predicting of the probability of some occurrence by fitting several predictor variables to a logistic curve.

were matched using data from the 2005-06 school year and Cohort 3 was matched using data from the 2006-07 school year. For all cohorts, no significant differences existed between the CIS students and the matched non-CIS students on any of the demographics and baseline variables on which they were matched.²⁸

After matching CIS students to their appropriate non-CIS counterpart, PEIMS data on improvement in attendance, course completion, suspensions, and disciplinary occurrences were analyzed using chi-squares to assess the impact of participation in the CIS program. Similar to the analyses of impact of dosage, chi-square analyses were conducted on the improvement in the outcome variables with the categories of improved or not improved.

Impact of Level of Implementation on Student Outcomes

To answer evaluation sub-question *1.4 How does the level of implementation of the expansion affect student outcomes?*, analyses were conducted to compare students within the CIS program based on level of campus implementation. Implementation level was calculated for each campus using three, equally-weighted indicators of implementation. These indicators were: 1) number of months implementing the CIS program (from the start date until the end date of August 2008); 2) number of students on the CIS caseload in the 2007-08 school year; and 3) number of CIS activities planned on campus during the 2007-08 school year.

Three different sources were used to obtain data on these factors. The number of months implementing the CIS program came from the site visits (conducted during the first year of the evaluation). The number of students on CIS caseload in the 2007-08 school year was derived from the CISTMS dataset. Finally, the number of CIS activities planned on campus during the 2007-08 school year was taken from the Campus Service Delivery Plans (See *Data Collection Methods-Campus Service Delivery Plan Document Review*). Together, these three factors represented a triangulation of these sources into one implementation score for each campus.²⁹

Campus implementation scores were used to categorize schools into high, medium, or low implementation campuses. Analyses were then conducted on the student outcome data based on implementation level. For the implementation analyses, only scores at the

²⁸ Demographic and baseline data for the CIS and comparison students can be found in *Appendix A - Demographics of CIS Students vs. Comparison Students by Cohort*.

²⁹ Raw scores and standardized scores for each factor by campus can be found in *Appendix A-Level of Campus Implementation Calculation*.

post-time point were analyzed, as the sample size would have been severely reduced if pre-post data were used. In the first year of implementation, only 400 students participated in the program at seven of the 10 CIS campuses. In the second year, over 1,300 students participated in the program across all 10 campuses. If the analyses focused on change from pre to post, over 900 students would have been excluded from the results, as they were not enrolled in the program in 2006-07. Therefore, all analyses based on level of campus implementation focused on student data assessed at the post time point only.

Student outcomes included attendance, TAKS results, course completion, and disciplinary occurrences, including the number of suspensions for the 2007-08 school year. ANOVAs³⁰ were conducted for the numerical outcomes - proportion of courses completed to courses attempted, number of disciplinary occurrences, and number of suspensions. Chi-square analyses were conducted for the categorical outcomes - attendance and TAKS scores.

For attendance, the Ninety Percent Rule of the Texas Education Code³¹ was used to define the standard for attendance. This provision of law sets a condition of minimum attendance for class credit, whereby students received credit for a class when they attended at least 90% of the days a class is offered. In order for a student to have met the standard for attendance, they must have met the 90% mark at the post time point. Chi-squares were conducted, as this was a categorical outcome (met 90% rule or did not meet the 90% rule).

For TAKS scores, results at the time of closeout³² were utilized as the post time point result³³. When completing their closeout form, CIS staff categorized the students' TAKS results for each of the subjects as: 1) passed, 2) failed, 3) exempt (when the student is excused from taking the test for reasons such as ESL or Special Education), 4) not taken (when a student was absent for the test or a portion of the test), 5) unknown (when the scores are not available at the time of assessment), or 6) N/A (when a test is

³⁰ Analysis of variance (ANOVA) is a statistical test used to determine whether the means of several groups are equal.

³¹ Texas Education Code §25.092 and 11.158 (Ninety Percent Rule; Fees)

³² Closeout is the process of recording all final student outcomes, including TAKS results and student status (e.g., promoted to the next grade, retained). Closeout is conducted at the end of the school year for all active students on caseload.

³³ If a student did not take the TAKS at the post time point, their data were not included in the analyses.

not applicable for the grade level³⁴). For these analyses, comparisons were made for the number of students who passed and failed TAKS in each subject area at the post intervention time point across high, medium, and low implementation campuses. Students who were categorized as exempt, not taken, unknown, and N/A for the various subtests were not included in the analyses³⁵.

School-Level Secondary Data

To provide further data to answer evaluation question 1. *How does the expansion of the CIS case management model affect student outcomes?*, school-level data were analyzed for the CIS campuses and campuses that did not have a CIS program. Time series graphs were then created to compare CIS and non-CIS campuses on the following student outcomes: school-level dropout, completion, and TAKS percent proficient rates. Data were included for the school years 2003-04 through 2006-07 for dropout rates and completion rates. Data for the percent of students who met the standard on the TAKS was also available for the 2007-08 school year and were included in those analyses.

To identify the non-CIS campuses to be used in these analyses, a list was first generated of all the high schools within the same districts as the CIS campuses in the grant. Searches were then conducted of the TEA and CIS Web sites to determine which of these high schools had a CIS program on the campus. If the campus had a CIS program, it was removed from the non-CIS list and not included in the analyses. After removing the campuses that had a CIS program in place, the list included 25 non-CIS campuses to contrast with the seven CIS campuses (as only seven of the 10 CIS campus programs began implementation in the 2006-07 school year). It is important to note that although the non-CIS campuses are in the same districts as the CIS campuses, they should not be considered “comparison” campuses, as they were not matched with CIS campuses on important baseline indicators (e.g., dropout rate prior to the intervention year), but were chosen using the criteria previously noted.

Using AEIS data, mean values were calculated for the student outcomes for the CIS and non-CIS campuses. These mean values were then presented in time-series graphs to show the trajectory of the student outcomes across school years and determine how having the CIS program on campus might impact results at the school level.

³⁴ TAKS reading assessments are administered in grades 7–9. Writing is assessed in grade 7. At grade 10 and exit level, reading and writing are integrated in an English language arts test. Mathematics is assessed in grades 7–10 and exit level. Science is tested in grades 8, 10, and exit level. Social studies tests are administered in grades 8, 10, and exit level.

³⁵ Sample sizes for each subtest can be found in Table 10.

Site Visit Interviews

The CIS staff and PGP personnel interviews were analyzed using the constant comparative method (CCM) of qualitative analysis. The CCM identifies emerging themes from a collection of narrative data. The basic process involves breaking the narrative data into units of information that become the basis for defining categories, and then bringing units back together that relate to the same content (Glaser & Strauss, 1967, as cited in Tashakkori & Teddlie, 1998).

The CCM was employed to inform sub-questions *1.1 What aspects of the CIS model are the schools implementing? How?*, and *1.2 How are campuses using the 8th grade assessment data in PGPs?* To accomplish these analyses, site visit interview data were reviewed to gain an understanding of the activities of each campus. All significant trends were coded and presented in this report to inform the outlined research questions.

Background Information on the Campuses with CIS Programs

In developing the CIS program on 10 campuses for this grant, TEA contracted with local CIS programs to identify eligible high school campuses that had some of the highest annual dropout rates in the state. Eligible high schools were required to meet two main criteria: 1) the high schools could not be currently receiving CIS services, and 2) the high schools had to fulfill the requirements of the federal grant (i.e., making a commitment to secure additional funding to sustain the program after grant funding ceased). In addition, school selection was also dependent on the campus being willing to partner with local CIS programs. Based on eligibility and willingness to participate, local CIS programs narrowed the list to 10 specific campuses to be the new CIS sites and receive the funding, which began in September 2006 and extended through August 2008.

This section presents background information on the 10 CIS high schools selected as part of this grant. This background information provides context for the evaluation findings. Table 3 displays characteristics of each campus during the first year of the intervention (i.e., 2006-07). The characteristics include location, number of students, percentage of the students considered at risk of dropping out, the annual dropout rate, student ethnic background, and school performance (based on the AEIS rating scale).

Table 3**Characteristics of Each of the 10 CIS High Schools in 2006-07**

<i>School</i>	<i>Location</i>	<i># of Students</i>	<i>% At Risk</i>	<i>Drop Out Rate</i>	<i>Student Ethnic Background</i>		<i>School Performance</i>
1	San Antonio	1,732	74.7%	6.2%	1.8% 0.2% 94.9% 0.2% 2.8%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
2	Houston	1,679	78.6%	8.3%	33.8% 5.1% 57.5% 0.1% 3.6 %	African American Asian/Pacific Islander Hispanic Native American White	Academically Unacceptable
3	Corpus Christi	536	63.4%	1.7%	0.0% 0.2% 96.3% 0.0% 3.5%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
4	Texas City	1,704	59.9%	5.7%	20.8% 0.6% 31.5% 0.2% 46.8%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
5	Dallas	1,534	86.8%	12.2%	37.7% 0.1% 59.6% 0.0% 2.6%	African American Asian/Pacific Islander Hispanic Native American White	Academically Unacceptable
6	Dallas	1,421	83.5%	10.7%	4.4% 0.2% 94.4% 0.0% 0.9%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
7	Dallas	2,228	76.4%	9.0%	2.5% 0.1% 95.1% 0.7% 1.7%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable
8	Dallas	2,104	78.4%	7.8%	31.1% 2.2% 55.0% 0.6% 11.1%	African American Asian/Pacific Islander Hispanic Native American White	Academically Acceptable

<i>School</i>	<i>Location</i>	<i># of Students</i>	<i>% At Risk</i>	<i>Drop Out Rate</i>	<i>Student Ethnic Background</i>	<i>School Performance</i>
9	Dallas	1,905	87.2%	10.8%	40.4% African American 0.3% Asian/Pacific Islander 56.7% Hispanic 0.2% Native American 2.3% White	Academically Unacceptable
10	Dallas	1,398	70.5%	5.9%	12.1% African American 1.3% Asian/Pacific Islander 67.5% Hispanic 0.9% Native American 18.2% White	Academically Unacceptable

Data Source: TEA 2007 AEIS Reports

The majority of the schools ($n = 6$) are located in Dallas. The remaining schools are located in Houston, Texas City, San Antonio, and Corpus Christi. According to the AEIS data, the number of students the schools enrolled ranged from 536 to 2,228 students, with an average of 1,624 students. Among the 10 schools, the percentage of students at risk of

dropping out ranged from approximately 60% to 87%³⁶. The annual dropout rate reported for these schools ranged from 1.7% to 12.2%³⁷. All 10 schools were predominantly Hispanic or African American. Finally, at the start of the intervention, 4 of the 10 schools were considered academically unacceptable based on the TEA AEIS rating scale³⁸.

³⁶ A student is identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student’s disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student’s individualized education program (IEP) and other appropriate information to make the determination. A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

³⁷ The annual dropout rate is calculated by dividing the number of dropouts in grades 9 through 12 by the number of grade 9-12 students who were in attendance at any time during the school year.

³⁸ Based on the school’s performance on the Texas Assessment of Knowledge and Skills (TAKS), the State-Developed Alternative Assessment II (SDAA II), the completion rate, and the annual dropout rate, the schools were identified as *academically unacceptable*, and required a plan for corrective action.

Findings

Evaluation Question #1: How does the expansion of the CIS case management model affect student outcomes?

Impact of Dosage on Student Outcomes

Results of the analyses based on CIS program dosage reveal significant differences between students based on years of participation in the CIS program with students in the program for *less* time improving on more outcomes. While Cohort 2 students (those in the program for 2 years, n=161) significantly improved more than Cohort 1 students (those in the program for 1 year, n=158) for one outcome (i.e., number of criminal incidents), Cohort 1 students significantly improved more than Cohort 2 students for four other outcomes. These outcomes included proportion of days attended, total number of disciplinary occurrences, number of violated local code of conduct disciplinary occurrences, and number of suspensions (Table 4).

Table 4
Cohort 1 vs. Cohort 2: Percent improving by outcome

Outcome	Cohort 1 (1 year)	Cohort 2 (2 years)	Statistical Significance
Improvement in proportion of days attended	42.4%* (N = 158)	29.2% (N = 161)	Sig.
Improvement in proportion of courses completed ³⁹	50.0% (N = 34)	57.9% (N = 19)	NS
Improvement in total number of disciplinary occurrences	57.5%* (N = 106)	33.9% (N = 109)	Sig.
Improvement in number of criminal disciplinary occurrences	48.3% (N = 19)	82.6%* (N = 23)	Sig.
Improvement in number of violated local code of conduct disciplinary occurrences	60.8%* (N = 97)	35.9% (N = 103)	Sig.
Improvement in number of harmful disciplinary occurrences	22.2% (N = 54)	19.2% (N = 52)	NS
Improvement in number of drug disciplinary occurrences	26.7% (N = 15)	33.3% (N = 6)	NS
Improvement in number of truancy disciplinary occurrences	29.2% (N = 24)	33.3% (N = 18)	NS

³⁹ TEA only collected course completion data for students in grades 9 through 12. Therefore, students could only be assessed on course completion data if they were in high school the year prior to the intervention (e.g., those students in ninth-grade in 2005-06 and tenth-grade in 2006-07, or students who were retained in ninth-grade).

Improvement in number of suspensions	57.4%* (N = 101)	36.1% (N = 108)	Sig.
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Data Source: 2005-06 and 2007-08 PEIMS

*Indicates a statistically significant difference, whereby the marked group performed better on that outcome than the non-marked group, $p < .05$.

Limitations in the research design and other contextual factors may serve as possible explanations for the results. First, the students in Cohort 1 were not matched to students in Cohort 2 to ensure comparable students. In order to see how the students in Cohorts 1 and 2 differed, analyses were conducted on the issues identified in student service plans to see if significant differences existed between the groups. The only identified difference between the groups was that students in Cohort 2 (in the program for 2 years) presented many more issues with self-esteem to CIS staff (16% more students presented this issue than students in Cohort 1). While issues with self-esteem have been identified in the dropout literature to have a significant impact on success in school for a student at risk of dropping out (Jimerson et al., 2006; Lehr et al., 2005), reduced confidence alone could not account for these differences.

This leads to another possible explanation, that is, that the students who continued in the program may be inherently different than those who left the program after one year in areas that cannot be assessed with the data available (i.e., unmeasured contextual variables not available in the PEIMS or CISTMS datasets). For example, the students who participated in the program for two years may have had significantly more serious problems than those who only participated for one year. This reasoning could offer some explanation as to why those students who left the program after one year improved significantly more than those who stayed in the program for another year on many outcomes.

Finally, using dosage as a variable limits the results due to the fact that implementation changed from year to year and varied by campus. The evolving nature of the CIS campus programs over these crucial, start-up years makes any analyses based on dosage difficult to interpret with confidence.

Impact of CIS Participation on Student Outcomes

In this section, results of the analyses comparing CIS students to the matched non-CIS students are presented. Results are presented by cohort (Cohorts 1, 2, and 3).

For Cohort 1 (i.e., students who participated in the program in the 2006-07 school year only, N=158)⁴⁰, although the differences were not statistically significant (i.e., could have occurred by chance), a larger proportion of CIS students improved than comparison students for the majority of outcomes. These outcomes included proportion of days attended, proportion of courses completed, total number of disciplinary occurrences, number of violated local code of conduct disciplinary incidents, number of harmful disciplinary occurrences (i.e., harmed or intended to harm others), number of drug disciplinary occurrences, and number of suspensions (Table 5).

Table 5
Cohort 1 vs. Comparison: Percent of students improving by outcome

Outcome	Comparison	Cohort 1	Statistical Significance
Improvement in proportion of days attended	31.6% (N = 158)	42.4% (N = 158)	NS
Improvement in proportion of courses completed	41.9% (N = 43)	50.0% (N = 34)	NS
Improvement in total number of disciplinary occurrences	49.5% (N = 101)	57.5% (N = 106)	NS
Improvement in number of criminal disciplinary occurrences	80.0% (N = 15)	48.6% (N = 29)	NS
Improvement in number of violated local code of conduct disciplinary occurrences	53.7% (N = 95)	60.8% (N = 97)	NS
Improvement in number of harmful disciplinary occurrences	15.0% (N = 40)	22.2% (N = 54)	NS
Improvement in number of drug disciplinary occurrences	25.0% (N = 4)	26.7% (N = 15)	NS
Improvement in number of truancy disciplinary occurrences	37.5% (N = 24)	29.2% (N = 24)	NS
Improvement in number of suspensions	50.5% (N = 97)	57.4% (N = 101)	NS

Data Source: 2005-06 and 2007-08 PEIMS

For Cohort 2, students who began the program in 2006-07 and continued in 2007-08 (N=161)⁴¹, the non-CIS students significantly improved more than the CIS students in total number of disciplinary occurrences, number of violated local code of conduct disciplinary occurrences, and number of suspensions. Although these improvements were not statistically significant, the CIS students improved more than comparison students in

⁴⁰ There were 211 Cohort 1 students in 9th- or 10th-grade in 2006-07. Of those, 158 had data and were matched (i.e., 53 were missing data).

⁴¹ There were 169 Cohort 2 students in 9th- or 10th-grade in 2006-07. Of those, 158 had data and were matched (i.e., 8 were missing data).

proportion of courses completed, number of criminal disciplinary occurrences, and number of drug disciplinary occurrences (Table 6).

Table 6
Cohort 2 vs. Comparison: Percent of students improving by outcome

Outcome	Comparison	Cohort 2	Statistical Significance
Improvement in proportion of days attended	39.1% (N = 161)	29.2% (N = 161)	NS
Improvement in proportion of courses completed	42.9% (N = 21)	57.9% (N = 19)	NS
Improvement in total number of disciplinary occurrences	52.0%* (N = 98)	33.9% (N = 109)	Sig.
Improvement in number of criminal disciplinary occurrences	70.0% (N = 7)	82.6% (N = 23)	NS
Improvement in number of violated local code of conduct disciplinary occurrences	52.6%* (N = 95)	35.9% (N = 103)	Sig.
Improvement in number of harmful disciplinary occurrences	22.5% (N = 40)	19.2% (N = 52)	NS
Improvement in number of drug disciplinary occurrences	16.7% (N = 6)	33.3% (N = 6)	NS
Improvement in number of truancy disciplinary occurrences	40.0% (N = 15)	33.3% (N = 18)	NS
Improvement in number of suspensions	52.1%* (N = 94)	36.1% (N = 108)	Sig.

Data Source: 2005-06 and 2007-08 PEIMS

*Indicates a statistically significant difference, whereby the marked group performed better on that outcome than the non-marked group, $p < .05$.

For Cohort 3, students who began the program in the 2007-08 school year (N=779)⁴², the CIS students significantly improved more than comparison students in number of violated local code of conduct disciplinary occurrences and number of harmful disciplinary occurrences. Although not statistically significant, CIS students also improved more than comparison students in total number of disciplinary occurrences, number of criminal disciplinary occurrences, number of drug disciplinary occurrences, and number of suspensions (Table 7).

Table 7
Cohort 3 vs. Comparison: Percent of students improving by outcome

Outcome Comparison	Comparison	Cohort 3	Statistical Significance
Improvement in proportion of days attended	40.1% (N = 779)	34.8% (N = 779)	NS

⁴² There were 912 Cohort 3 students in 9th- or 10th-grade in 2006-07. Of those, 779 had data and were matched (i.e., 133 were missing data).

Improvement in proportion of courses completed	44.0% (N = 325)	38.4% (N = 320)	NS
Improvement in total number of disciplinary occurrences	18.3% (N = 398)	21.0% (N = 476)	NS
Improvement in number of criminal disciplinary occurrences	15.4% (N = 26)	23.7% (N = 38)	NS
Improvement in number of violated local code of conduct disciplinary occurrences	17.2% (N = 331)	22.2%* (N = 365)	Sig.
Improvement in number of harmful disciplinary occurrences	15.4% (N = 78)	27.3%* (N = 132)	Sig.
Improvement in number of drug disciplinary occurrences	20.0% (N = 25)	32.3% (N = 31)	NS
Improvement in number of truancy disciplinary occurrences	20.1% (N = 134)	13.0% (N = 226)	NS
Improvement in number of suspensions	17.9% (N = 346)	23.5% (N = 393)	NS

Data Source: 2006-07 and 2007-08 PEIMS

*Indicates a statistically significant difference, whereby the marked group performed better on that outcome than the non-marked group, $p < .05$.

In summary, no discernible pattern of differences was found when comparing students in the CIS program to matched students not participating in the program. While this result was unexpected, limitations in the data available and the use of propensity score matching provide some explanation of these results.

First, as outlined in the data analysis section, students were matched by whether they are at risk of dropping out, socioeconomic status, gender, ethnicity, if the student is receiving special education instruction, the proportion of days attended to days a member, the number of disciplinary issues, and the proportion of courses passed to the courses attempted. However, TEA only collected course completion data for students in grades 9 through 12. Therefore, students could only be matched on course completion data if they were in high school the year prior to the intervention (e.g., those students in ninth-grade in 2005-06 and tenth-grade in 2006-07, or students who were retained in ninth-grade). If a student was in eighth-grade the year prior to the intervention, their course completion data were not available and they were not matched on proportion of courses passed to the courses attempted.⁴³ Since the majority of students were in eighth-grade prior to the intervention year, improvement was not assessed for many students for this outcome (see Tables 5 and 6 above for n values).

Second, the limitations of using PSM should be considered. One limitation of PSM is that students cannot be matched on unmeasured contextual variables (Shadish, Cook, & Campbell, 2002). Although the matching procedure ensures the groups are similar on the

⁴³ Of the 158 Cohort 1 students matched, 42 (26.5%) were matched on course completion data. Of the 161 Cohort 2 students matched, 22 (13.6%) were matched on course completion data. Of the 779 Cohort 3 students matched, 332 (42.6%) were matched on course completion data.

demographic and outcome variables listed above, it does not take into account any inherent (unmeasured) differences between CIS students and those who are not in the program. Unmeasured, inherent differences between students may specifically explain the results for those in Cohort 2. As previously noted under the dosage results, the students in Cohort 2 may be innately different than other students in areas that cannot be assessed with the data available (i.e., contextual variables not available in the PEIMS or CISTMS datasets). The analyses comparing the Cohort 2 students to matched non-CIS students, coupled with the results of the dosage analyses, provides further evidence that suggests the students in Cohort 2 had considerably more serious problems than those they were compared to in areas that data were not available for. This offers some explanation for the Cohort 2 results and provides a warning that comparisons need to be interpreted with caution.

Third, although the comparison students were not on CIS caseload, they were chosen from the same campuses as the CIS students. Therefore, it is possible that the comparison students were exposed to some aspects of the CIS program by simply attending the same high school.

Finally, for some students (Cohorts 2 and 3), data were only available up to the intervention year(s) but not after that point, providing no solid post-intervention time points. It is possible that not enough time has passed to accurately show the effect of CIS on these various student outcomes.

School-Level Impact

Time-series graphs were constructed to present student outcomes for CIS and non-CIS campuses to present any possible impact of the CIS program on school-level outcomes (figures can be found in *Appendix A - School Level Trajectories*). Outcomes included dropout rate, completion rate, and TAKS percent proficient. These descriptive analyses were conducted on data for two years prior to the intervention year (i.e., 2003-04 and 2004-05) and the intervention year (i.e., 2006-07). Data past the intervention year were unavailable at the time of this report, with the exception of TAKS percent proficient rates, which were also available for the 2007-08 school year.

As anticipated, there were no discernible differences between the CIS and non-CIS campuses for the outlined variables. These results were expected for a couple of reasons. First, as presented in the Interim Report, some campuses did not begin CIS implementation until the middle of the 2006-07 year or during the 2007-08 school year. Therefore, the 2006-07 data does not present a valid post-intervention time point, but

rather, an implementation data point that can be compared to future data points as more time has elapsed.

Second, these campuses were chosen to participate in the grant because of their high dropout rate, so it should be no surprise that those campuses continue to have a higher dropout rate than the non-CIS campuses as only two years have passed since the program started (and in many cases, less time than that). Essentially, not enough time has elapsed to accurately show the effect of CIS on the campuses on these various outcomes.

***Sub-question #1.1. What aspects of the CIS model are the schools implementing?
How?***

The section presents information on how the CIS model is being implemented across the CIS campuses. While the Interim Report provides an in-depth look at implementation at the 10 high school campuses (these results are highlighted in the previous section titled *Summary of Findings from the Interim Report*), this report provides a summary of services provided and follow-up information on changes since the first year of the evaluation.

Following this is a presentation of the descriptive student-level data from the CISTMS database. This presentation provides information on how students were referred to the CIS program, their CIS eligibility, what issues were presented to CIS staff, how the issues were targeted in student service plans, and student progress.

Site Visit Interviews

During the first year of the evaluation (2007-08), researchers conducted the first round of site visits to the 10 CIS campuses. The site visits included in-depth interviews and focus groups with CIS staff; school staff, such as teachers, counselors, and administrators; community partners; and students. During the second year of the evaluation (2008-09), follow-up interviews were conducted with CIS staff and PGP managers (i.e., the person on each campus who had the most involvement in the development of PGPs) to assess changes in implementation since the first round of site visits.

This section presents a cross-site analysis, with common themes and trends identified during the second round of data collection. This section discusses CIS staff experience and their role in implementing CIS on campus, CIS staff training, caseload and recruitment strategies, programs and services provided, and program partners and

follow-up procedures. This section also presents information on changes in school resources since the first round of site visits and the use of field trips as a student incentive. Finally, this section discusses CIS staff perceptions of impact of the CIS program on student outcomes.

CIS Staff Roles and Experience

The CIS staff, who participated in the interviews and contributed to the delivery of services on the 10 campuses, held the titles of project managers, campus managers, and case managers. Despite the different titles, all CIS campus staff served similar roles in the implementation of CIS services at the 10 high schools. These roles included recruiting students into CIS, determining student eligibility to participate in CIS, identifying the types of programs and services that CIS will provide at their respective schools, and implementing the appropriate programs and services. CIS staff also served as liaisons and advocates for the students with the teachers and school administrators.

The length of time the interviewed CIS personnel worked with CIS ranged from 2 to 14 years. The longest tenured CIS staff member was a campus manager who had been with CIS since 1995; however, he joined his current CIS campus program in August 2008, during the second year of implementation at the campus. He was the only CIS staff member interviewed who also oversees CIS staff at additional campuses. The project manager at another campus had been with CIS since 2001 and started the CIS program at her current school with the start of this grant (at the beginning of the 2006-07 school year). The remaining campus and case managers joined CIS within the past two or three years.

During the second round of site visits, researchers found that during the 2008-09 school year, 7 of the 10 CIS campus programs had new staff, including 4 of the 6 schools in Dallas. Despite this being their first year at their current CIS campus programs, several of these staff held positions within CIS before becoming CIS case managers in their current schools.

CIS Staff Training

Training opportunities for CIS staff varied by region. For the six schools in Dallas, CIS Dallas Region (CISDR) provided CIS staff with a one-week training session before the beginning of the school year. Other opportunities for training and professional development were offered to these staff throughout the year.

The other four CIS programs offered training and professional development throughout the year. Typically, the amount of training opportunities the CIS staff participated in depended on the staff members' experience, with those newer to CIS participating in more professional development. For example, one case manager new to CIS attended a 3-day Project Operations training, in which she learned the operational aspects of CIS, such as how to enroll students and how to provide case management services. She also shadowed case managers at three different CIS programs in her area for one week to be better prepared to assume her responsibilities. Another case manager, who was new to her school but not new to CIS, worked with the outgoing case manager for a month before taking over as the school's primary CIS case manager. Other project staff and case managers, who had all been with CIS and their schools for several years, participated in ongoing CIS training, such as monthly trainings and cluster meetings with other CIS staff in their regions. At these gatherings, CIS staff provided training, support, and feedback to each other regarding issues such as local operating procedures, data-entry procedures, and case management issues.

Caseload and Recruitment Strategies

The CIS enrollment goals and caseloads of the 10 campus programs also varied by region. The six Dallas schools reported being expected to enroll 120 students per CIS campus staff (campus manager or case manager) by the end of the school year. Since most schools in the Dallas region had two case managers, CISDR expected these schools to enroll between 200 and 240 students by the end of the 2008-09 school year. The other four CIS campus programs had enrollment goals of 100-120 students total by April 2009.

As of January/February 2009, eight of the 10 CIS campus programs were at least halfway to their enrollment goals for the 2008-09 academic year⁴⁴. At that time, 5 of the 10 CIS campus programs had fewer students enrolled than at the same time last year (i.e., January/February 2008), 3 programs had more students enrolled this year than last year, 1 program had approximately the same number of students on caseload, and 1 program had no record of students on caseload last year. At the time of the second round of site visits, the campus program with no previous record of the students on caseload had all new CIS campus staff that were unable to confirm whether or not the students in their files were

⁴⁴ For the purposes of this grant, all 10 CIS campus programs met or exceeded their ultimate recruitment goals.

active the year before. In addition, almost all of the programs that reported fewer students on caseload compared to last year had hired new CIS campus staff this academic year.

These findings present two important points. First, having new CIS staff on campus seemed to have some impact on level of recruitment. Second, although there are resources available to assist them, CIS staff at one campus were unaware that they could retrieve prior information for students from the CISTMS database.

Many of the CIS staff reported enrolling students regardless of their grade level and at-risk status. Initially, the TSDPRP grant required CIS staff to only enroll ninth-grade students who met the at-risk criteria set forth by the TSDPRP grant and Texas legislation; however, the grade level enrollment requirements were lifted at some schools during the grant period in order to increase enrollment. In addition, not wanting to turn away a student in need, if a student not on caseload approached CIS personnel, services were still provided as needed. Therefore, most of the programs also reported providing services, such as crisis management, to students not on CIS caseload.

During the first round of site visits, campus CIS staff said that obtaining signed parental consent forms from students was a barrier to getting students enrolled in CIS. During the second round of site visits, however, CIS staff noted that getting signed parental consent forms was no longer a major issue. They attributed this change to the fact that more parents and students were aware of CIS and wanted to be involved in the program. At one school, CIS staff utilized the face-to-face time with parents during the teacher-parent conferences to obtain parental consent.

Although some of the programs were below their annual enrollment goals, CIS staff seemed optimistic about meeting their goals by the end of the 2008-09 school year. Some of the CIS campus programs had formal programs to recruit new CIS participants. One example was an initiative called "Race for Recruitment," in which CIS students were asked to recruit other students to the program and the top three recruiters were awarded gift cards. Other campus programs utilized CIS student ambassadors and student committees to raise awareness of CIS on the campuses. CIS campus staff at some of the schools were also working with school administrators, counselors, teachers, and service providers to increase enrollment. One CIS program was working with the art teacher to sponsor a CIS door poster contest to increase awareness about CIS. Another CIS program was working to bring a teenage parenting program to the school, which they expected would increase their enrollment. Finally, CIS staff continued to rely on word-of-mouth recruitment among students as a means of enrolling additional students into CIS.

CIS Services Provided

At the beginning of each school year, CIS campus staff conducted a needs assessment to determine which programs and services CIS should provide at their respective campuses. As part of the needs assessment, members of the CIS campus staff interviewed members of school staff, such as administrators, counselors, teachers, campus police, and students, to assess what they perceived the most pressing student issues were and what issues they wanted CIS to address. CIS campus staff also used a formal checklist to assess which services were available on campus and which services were needed.

The needs assessment is a part of the *Campus Service Delivery Plan* (Campus Plan). CIS staff used the Campus Plans to categorize the planned programs and services into high-, medium-, or low-priority services for their campus. After CIS staff determined the high-priority areas (and received approval of the plan from regional CIS personnel and the school principal), they implemented CIS programs and services that addressed those areas. They collaborated with school staff and service providers, primarily on-campus service providers (e.g., tutors), to serve the students. If students needed services that were not available on campus, CIS staff would refer the students to an appropriate service provider in the area. In this way, CIS staff was able to provide services that matched the needs of the school and students.

The 10 CIS campus programs provided intensive case management services to students focused on academics, attendance, and behavior through support groups, individual counseling, and home visits. The academic assistance that CIS staff provided included encouraging students to attend tutoring, observing the students in their classes, and helping students enroll in credit recovery programs. CIS staff monitored students' attendance by working with the teachers, registrars, counselors, and truancy clerks to ensure the students were attending class. Some CIS staff called students' homes if they had missed too many days of school. Most CIS staff reported monitoring the halls and encouraging students to go to their classes.

Many of the CIS programs provided college awareness and preparation services, and partnered with on-campus service providers, when available, to help students with the college application process. CIS staff assisted those students interested in attending college with identifying and applying to appropriate postsecondary programs, completing financial aid forms, and preparing for and taking the required standardized admission exams. Several of the programs took students on field trips to local colleges and

universities. Some of the CIS programs invited college representatives to campus as guest speakers to participate in college preparation activities or as part of a college fair.

While CIS staff at the 10 campuses concentrated their efforts on academic and attendance support, some CIS programs had to focus on meeting students' basic needs and crisis intervention. These more immediate needs included substance abuse prevention, suicide prevention, anger management, conflict resolution, and teen parenting. Examples from the sites provide understanding of the circumstances at the schools. For example, one campus reported 64 pregnant students at the beginning of the 2008-09 school year. At another school, CIS staff reported the existence of a significant gang and drug problem, with a student dying from a drug overdose the week before the site visit. At a third campus, CIS staff learned from three students that another student was suicidal. In all cases, CIS staff reported acting quickly to address the significant issues at hand. CIS campus staff partnered with the school administration, parents, and local social service agencies (e.g., Safe and Drug Free Schools) to provide the necessary medical and mental health services. Additionally, Mobile Services Teams (teams of two or more bilingual CIS staff members) were utilized by CIS campus programs to provide support services, such as anger management, conflict-resolution groups, and translation assistance for CIS students.

CIS staff also provided advocacy services for their students. They served as liaisons between the students and their teachers and the school administrators. They coordinated meetings between students and their teachers to help students identify methods, such as completing missing assignments, to improve their grades. At schools where students were able to recover credit hours, CIS staff worked with the students, teachers, and the registrar to help the students accrue credits.

In addition to the services that CIS typically provided to students (e.g., supportive guidance and counseling, educational enrichment), five of the six CIS programs in Dallas were also responsible for campus-wide tasks or initiatives. These responsibilities included scheduling parent-teacher conferences for teachers, developing a mentoring curriculum for the school mentoring program, administering surveys in the school's "tardy tank" to determine why students were arriving late, and serving as a member of the school's Student Support Services team. None of the CIS staff at the other four campuses reported being assigned to perform any campus-wide activities that extended beyond the scope of CIS' services.

Mentoring

In order to increase the use of partnerships between the CIS campus programs and external organizations and to provide mentoring services to students, TEA used a portion of TSDPRP funds to contract with BBBSNT to provide mentoring services at six of the participating high schools in the North Dallas region. During the first year of the grant, a total of 35 CIS students participated, at various stages, in mentoring activities among the six Dallas-based CIS campus programs.

According to TEA, the focus of the BBBSNT mentoring program was to be on ninth graders, with the idea of having sufficient time during the life of the contract for student-mentor matches to occur and for the mentorship period to be sustained throughout the student's high school career. However, the data from the first year of the grant showed that approximately half of the students ready to be matched were not ninth graders (47.8%). Among the students who had been matched with a mentor, nearly half were tenth or eleventh graders (41.7%). The data also revealed that only 4 of the 6 CIS campus programs participating in the BBBSNT mentoring program had referred students to BBBSNT for matching. In addition, of the total number of students participating in BBBSNT ($N = 35$), there were almost twice as many students waiting to be matched ($n = 23$), as there were students who had already been matched ($n = 12$)⁴⁵.

Through the BBBS initiative, a challenge was identified early on in establishing effective lines of communication among different service providers on campuses (i.e., CIS and BBBS). While BBBS was responsible for the low rate of matching the students, CIS was responsible for the low numbers of referrals to BBBS. CIS staff noted the time it took for a student to be matched, which could have been a reason they were not referring many students to BBBS, becoming a circular line of reasoning. It is important to note that data were not collected from BBBS staff to understand their perception on why CIS was not making the referrals and why the students were not being matched to mentors.

Recognizing this important challenge, TEA decided to end the contract with BBBSNT and instead had the local Dallas CIS programs provide mentoring services. One campus program found success with their mentorship program by partnering with a major corporation in their city. The program was so successful that during the 2008-09 academic year, CIS staff hired two college interns to work with the corporation to take on the task of administering the mentorship program at the campus. Of their students on caseload, 17 had mentors at the time of the site visits. These students met with their

⁴⁵ Data Source: 2008 Big Brothers Big Sisters of North Texas Data provided by TEA

mentors monthly and emailed each other between meetings. Some mentors came to the high school campus to have lunch with their mentees on a weekly basis.

While some CIS campus programs experienced success with their mentoring programs, others were having difficulty finding mentors willing to commit to the program. The programs that experienced challenges had to discontinue their mentorship program or find alternative mentors. For example, CIS staff at one school encouraged students to ask their favorite teacher to be their mentor because the program had been unsuccessful in recruiting mentors from the community.

CIS Program Partners and Follow-up Procedures

As mentioned previously, if the services students needed were not available on campus, CIS staff referred students to external service providers, a defining feature of the CIS program (i.e., utilization of community resources, as needed, to meet student needs). Several schools noted the increased use of partnerships over the course of the grant, as CIS staff became more familiar with the community and available resources. These outside partners included mental health agencies and local organizations to implement mentorship programs.

After the first round of site visits, the question was raised as to how CIS staff follow-up with outside service providers to assess referred students' progress with the targeted issues. CIS staff across the sites agreed that no standard procedure exists for following up with students after they were referred to external service providers. Generally, CIS staff followed-up with students at school, by telephone, or through home visits to see whether they received the services for which they were referred. Some CIS staff said that when they attempted to follow up with the service provider directly, confidentiality concerns of service providers usually prohibited CIS staff from obtaining information on student progress.

CIS staff at several schools noted that follow-up was on a case-by-case basis and that they needed to employ other strategies for following-up on outside services, i.e., other than directly contacting the provider. For example, when students showed up with glasses, one CIS campus manager knew they followed through with her referral to the Vision Services program. This CIS campus manager also mentioned that she "loses track of students" sent to the alternative education program, because if the students do not come back to school to see her, she had no way of knowing if they had been going to the alternative school.

Changes in School Resources

During the first round of site visits, it was discovered that in many cases, CIS campus staff did not have access to certain school-based resources necessary to achieve their objective of providing services to students. These school-based resources included space and facilities, access to student data, access to computers and email addresses, and financial support. During the second round of site visits, CIS staff were asked about any changes in these resources from one year to the next.

Various improvements in school resources were reported during the interviews. Four of the 10 CIS campus programs reported improvements in office space since the 2007-08 school year. Some programs also reported increased access to student data, while data accessibility remained a challenge at other schools. One CIS program reported that its school now funds a larger portion of its budget. Another program reported that it had requested and received a more centrally located office inside the school building. One campus program reported a loss of a school-based resource, as the school no longer funded transportation for CIS field trips. Three CIS campus programs reported no change in school-provided resources.

As expected, CIS staff reported a correlation between the level of school resources provided and the level of support from school administrators. CIS staff noted that administrative willingness to provide school resources often reflected the administration's attitude toward CIS, and thus contributed to the level of success of a CIS program.

Field Trips

During the first round of site visits, it was discovered that the use of field trips by CIS staff served to motivate students to participate in CIS and to fulfill the academic requirements needed to be eligible to participate in field trip activities. During the second round of site visits, the interviewers focused on collecting more information on implementation of field trips, a recognized student incentive. CIS staff members were asked about the types of field trips arranged for students, factors that determined their ability (or inability) to conduct field trips, and the eligibility requirements for students to attend CIS field trips.

The types of field trips conducted by CIS staff included those focused on providing college and career awareness, as well as opportunities to socialize. First, CIS staff planned and conducted field trips that helped students imagine possibilities for their future. These included trips to local college and university campuses and local

businesses. Second, CIS staff offered field trips that allowed students to socialize with each other and get to know the community, including trips to the movies, zoos, and parks.

CIS campus staff noted varied success at conducting field trips that generally depended on level of administrative support and district policies. One CIS campus program conducted monthly field trips to local colleges and universities. The CIS case manager at that school coordinated with the principal to ensure the trips did not interfere with academic instruction. At a different campus, the school principal provided funding to CIS for transportation for field trips.

Staff at the other CIS campuses reported frustration about the difficulties associated with planning and conducting field trips. Although CIS staff at all 10 campuses acknowledged the importance of field trips, they were limited in their ability to conduct them by several factors. The main factor was district requirements regarding conducting field trips. According to respondents at some campuses, district requirements specified needing 30 to 60 days for approval of a field trip, a “battery” of forms, the provision of transportation, and documentation on how the field trips served an educational purpose. As an example, one CIS staff member planned a field trip to a local community college last spring, but the district imposed so many obstacles that the field trip to the college did not actually occur until the day after the school year ended. Another campus manager reported planning a field trip to a local university, thinking she had met all the district requirements. However, the day before the field trip, it was learned that a district official was required to accompany the students and staff on the field trip. Since this could not be arranged on such short notice, the CIS staff member was forced to cancel the trip.

Other obstacles to conducting field trips included the lack of financial resources for transportation and the reluctance on the part of schools to pull students from instruction, especially before TAKS test administration in April. Despite these challenges, several of the CIS campus programs still planned to make college field trips during the spring (2009) and one school had arranged for students to attend a professional basketball game (outside of school hours).

The criteria for students to participate in field trips generally included the students having to maintain passing grades and TAKS scores (or both), as well as acceptable attendance and behavior. Teachers signed verification forms to indicate that the student was passing, or the case managers would look at students’ progress reports and report cards to monitor their academic performance. Students also needed to obtain parent permission to go on field trips. In some cases, students had to also participate in the mentoring program in order to go on field trips. In other cases, field trips were offered to students on a first come, first served basis.

Perceptions of Impact of the CIS program

CIS staff were asked how they thought the CIS program and their work with the students had impacted student outcomes. In general, CIS staff were confident that the program has been meeting its goals and impacting the targeted student outcomes in terms of academics, attendance, and behavior. CIS staff reported having “seen kids change dramatically” in their grades, attendance, and motivation. Respondents noted that they had seen students coming to school and becoming contributing members in the classroom. Respondents also noted that students’ “desire to do well” had increased.

Academically, CIS staff helped students appeal for and retrieve lost credit and worked with teachers and counselors to monitor students’ grades. CIS staff reported that teachers and deans have commented that students involved in CIS have improved their grades, attendance, and classroom behavior. One teacher apparently told the CIS staff member that CIS played a major role in “keeping kids in the classroom” and helping them become more engaged. Another CIS case manager added that teachers often tell her that their students became more involved in class after enrolling in the CIS program.

In terms of attendance, case managers utilized different strategies to improve this outcome. One CIS staff member said that she often spoke to the students about the legal ramifications of being truant. She reminded them that by law, they would have to pay \$500 if they were found truant. This CIS case manager worked closely with the truancy officer to get truant students back into school and to monitor the students’ attendance. A CIS staff member at another campus worked with students to get notes from doctors, when applicable, so their absence(s) would be excused.

CIS staff reported that building strong relationships with the students on caseload was key to achieving student success. Several case managers noted that CIS has become a support system for the students when the students have nowhere else to go. CIS staff believed that they have become an integral part of their students’ overall success. Case managers encouraged the students to continue to come to school and not to give up when they felt discouraged. One CIS staff member said that he frequently came into contact with students who have already planned to drop out, but he “just keeps talking to them” to keep them in school. CIS staff members at several campuses noted that continuously encouraging students to be more accountable was important, as students appreciated the accountability CIS provided. For example, students knew that CIS staff expected them to be in class on time and perform well academically.

Descriptive Student-Level Data

While students participate in the CIS program, several forms are completed to document the contextual factors regarding their involvement from intake to closeout. These forms include the Student Recommendation form, Parent Consent form, CIS Eligibility Criteria Checklist, Participant Information form, Assessment/Reassessment forms, Progress Reports, and Closeout Report.⁴⁶ These forms record information regarding how and why students are referred to the program, what makes them eligible to participate in the program, what issues they present, and what their progress is while in the program. The information collected with the use of these forms is then entered into the CISTMS database by CIS campus staff.

In the following section, data from the listed forms (pulled from the CISTMS database) are presented in chronological order – from the initial referral to CIS to the last progress report. The selected variables present information on how students become involved in CIS, what their involvement looks like, and what their progress is in the program. Data are presented for the 2006-07 and 2007-08 academic years.⁴⁷

Student Referrals

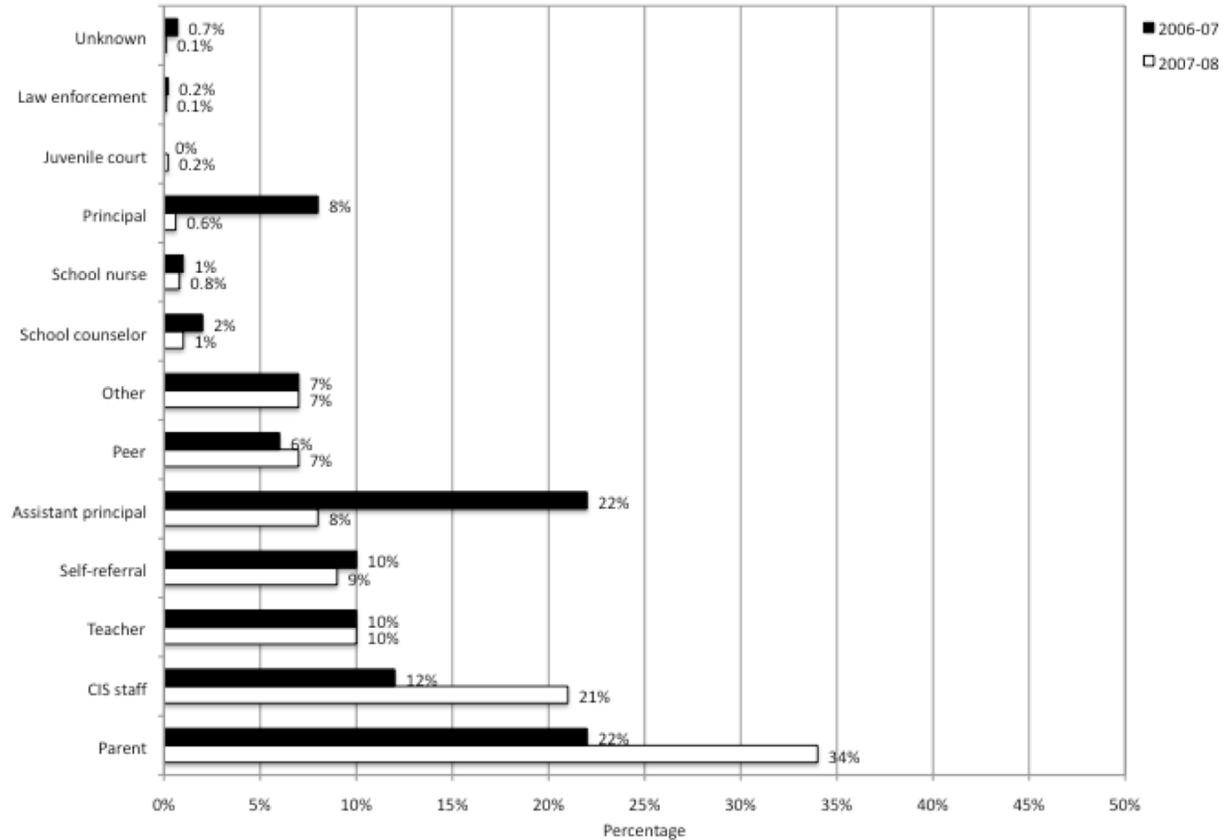
Those who referred the majority of students to the CIS program in the 2007-08 school year were parents and CIS staff (both of these types of referrals greatly increased from 2006-07 to 2007-08). Students were also referred to the program by teachers, principals and assistant principals, peers, and the students themselves. In much smaller numbers, students were referred by school nurses, school counselors, juvenile court, and law enforcement (Figure 3).

⁴⁶ Forms can be found in the Communities In Schools Campus Implementation Requirements (CIR) Guide, 2007.

⁴⁷ All n values for these analyses are presented in *Appendix A-Descriptive Student-Level CISTMS data*.

Figure 3

Person who referred student to CIS.



Data Source: 2006-07 and 2007-08 CISTMS

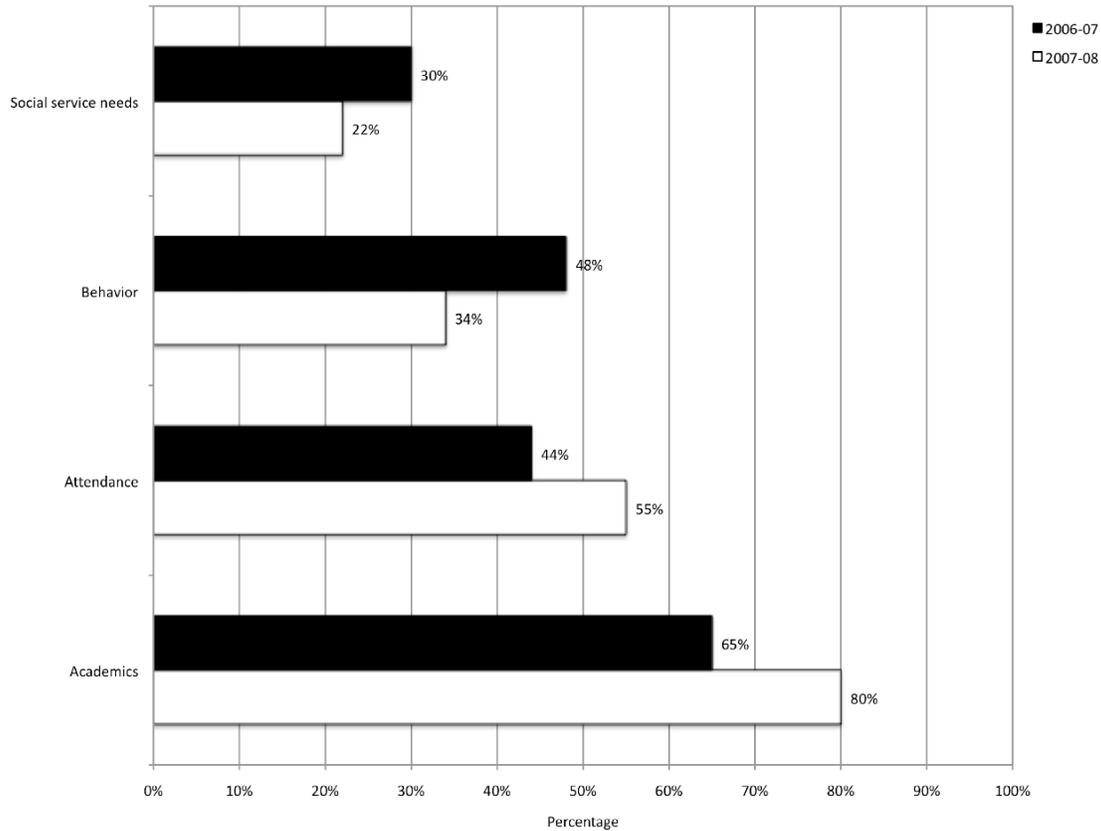
On the Student Recommendation form, the reason(s) why the student is being recommended to the program is (are) entered. The possible reasons for participation include social service needs, behavior, attendance, academics, and mentoring program (although the data indicate that no referrals were made for mentoring). The instructions on the form note to check all the areas of concern for the student.⁴⁸

For both 2006-07 and 2007-08, most students were recommended to the program for academic reasons. Attendance, behavior, and social service needs were identified concerns for many students as well. While referrals made for attendance increased from the 2006-07 to 2007-08 school years, referrals made for behavior and social service concerns decreased from one year to the next (Figure 4).

⁴⁸ In some situations, the Recommendation Reason(s) may not be the same as Assessed Reasons identified on the Assessment/Reassessment form.

Figure 4

Reason students were referred to CIS.



Data Source: 2006-07 and 2007-08 CISTMS

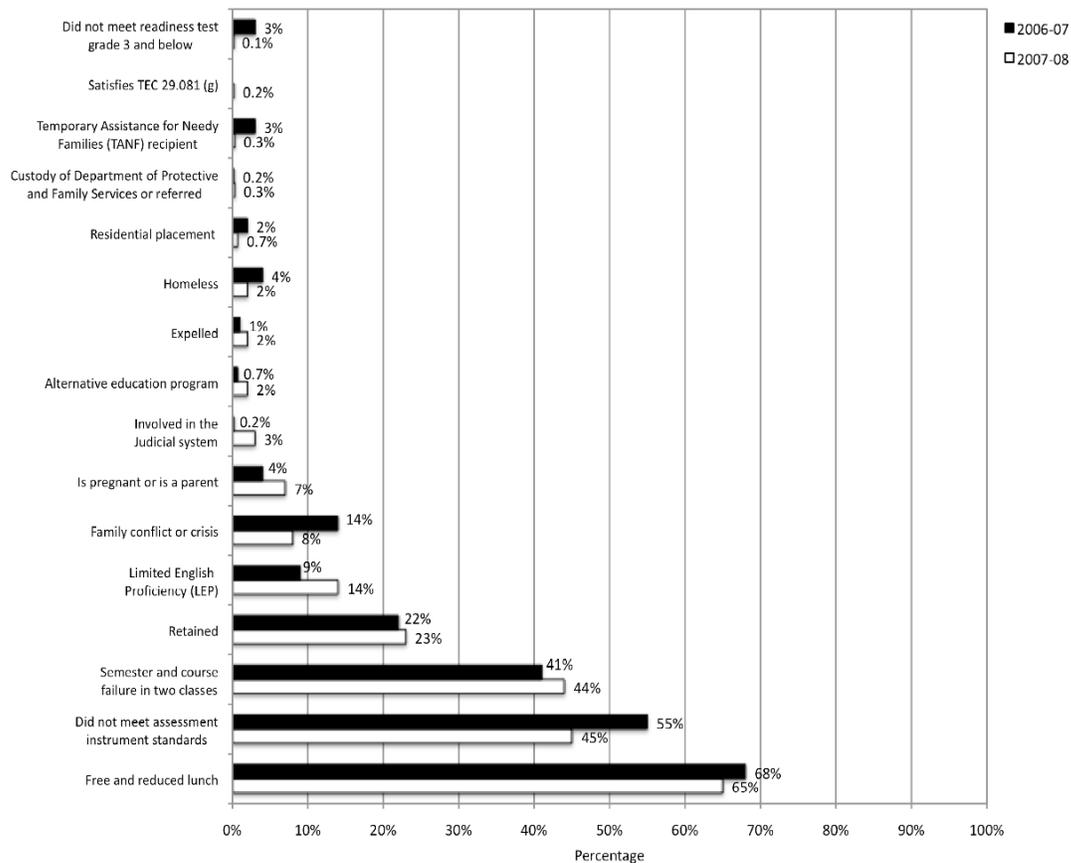
Student CIS Eligibility

In order to participate in a CIS program on a state funded campus, students must first be considered at risk of dropping out according to Texas Education Code 29.081 (see footnote 36 for the definition) or must meet local eligibility criteria for CIS⁴⁹. According to the CIS Campus Implementation Requirements (CIR) Guide (2007, p. 43), “students to be served by CIS should be those most in need of services to stay in school and improve in attendance, academics and/or behavior; and/or graduate, if eligible to graduate, or promote to the next grade.” For the requirements of this grant, CIS staff needed to target ninth graders who met these criteria. When students begin the CIS program, the CIS Eligibility Criteria Checklist is completed to ensure students are the most in need of services. In most cases, students meet more than one of the eligibility criteria.

⁴⁹ As adopted by the local independent school district board of trustees.

As presented in Figure 5, being eligible for free and reduced lunch was one criterion that most students met that allowed them to participate in CIS for both years of the grant (68% in 2006-07, 65% in 2007-08). The next most frequently met criteria were all academic reasons. For both 2006-07 and 2007-08, these criteria included the students not meeting the assessment standards (55% in 2006-07, 45% in 2007-08), course failure in two classes (41% in 2006-07, 44% in 2007-08), and retention (22% in 2006-07, 23% in 2007-08). Although still a concern in 2007-08 for a large percentage of students, the percent of students being eligible for CIS due to not meeting assessment instrument standards decreased from one year to the next.

Figure 5
Students' eligibility to participate in CIS.



Data Source: 2006-07 and 2007-08 CISTMS

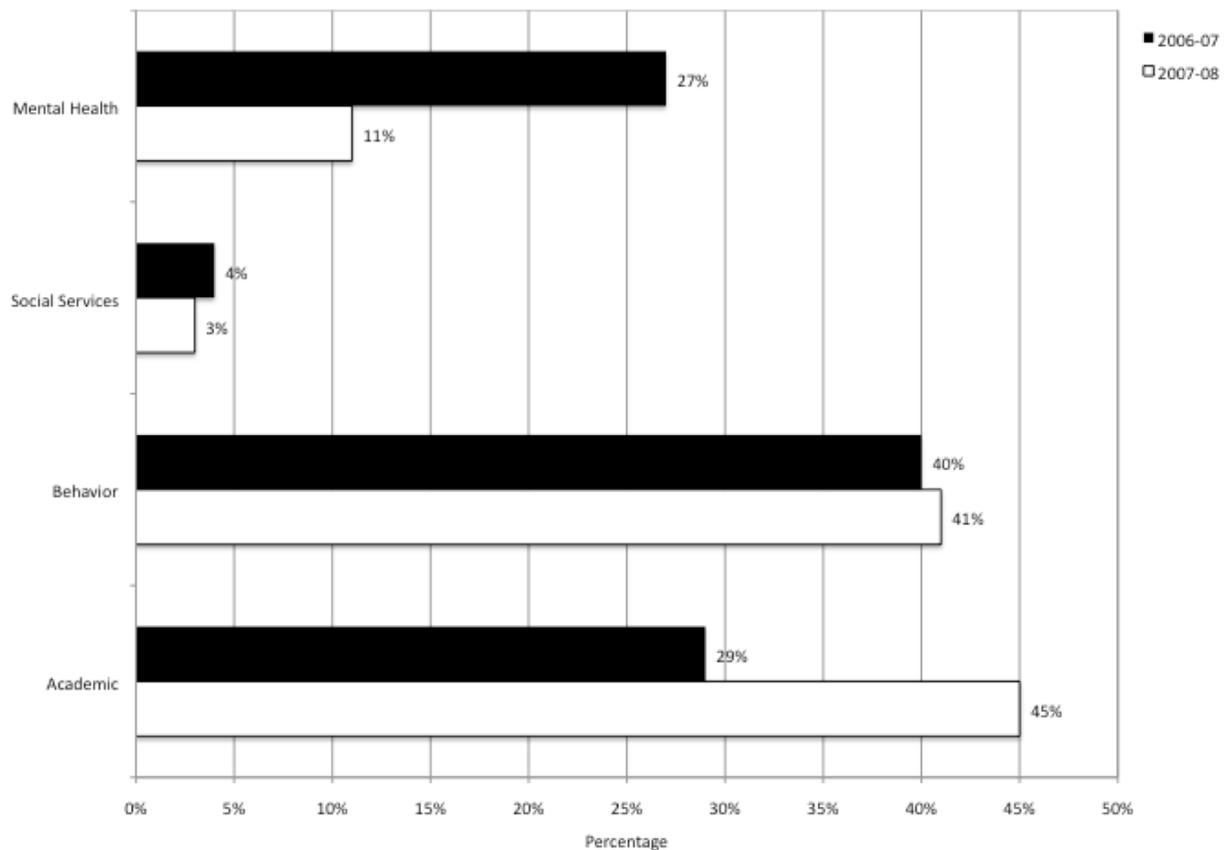
Student Issues

During the initial meeting with the student, CIS staff identified barriers to student success (e.g., lack of college readiness, need for academic support, delinquent conduct,

low self esteem, need for employment, lack of basic needs) and noted these barriers on the Assessment/Reassessment form. (It should be noted that for some students, the identified barriers to their success differed from the reason the student was initially referred to the CIS program.) Researchers then categorized these barriers into four main areas of concern: 1) academic; 2) behavioral; 3) mental health; and 4) social service.

As displayed in Figure 6, most of the issues in 2006-07 and 2007-08 were classified as academic (29% in 2006-07, 45% in 2007-08) and behavioral concerns (40% in 2006-07, 41% in 2007-08). More academic concerns were presented to CIS staff in 2007-08 than in 2006-07. Mental health concerns made up significant proportions as well, although the numbers decreased from one year to the next (27% in 2006-07, 11% in 2007-08). A small percentage of the issues were classified as social service concerns (3% in 2006-07, 4% in 2007-08).⁵⁰

Figure 6
Distribution of issues identified by CIS staff, by four areas of concern.

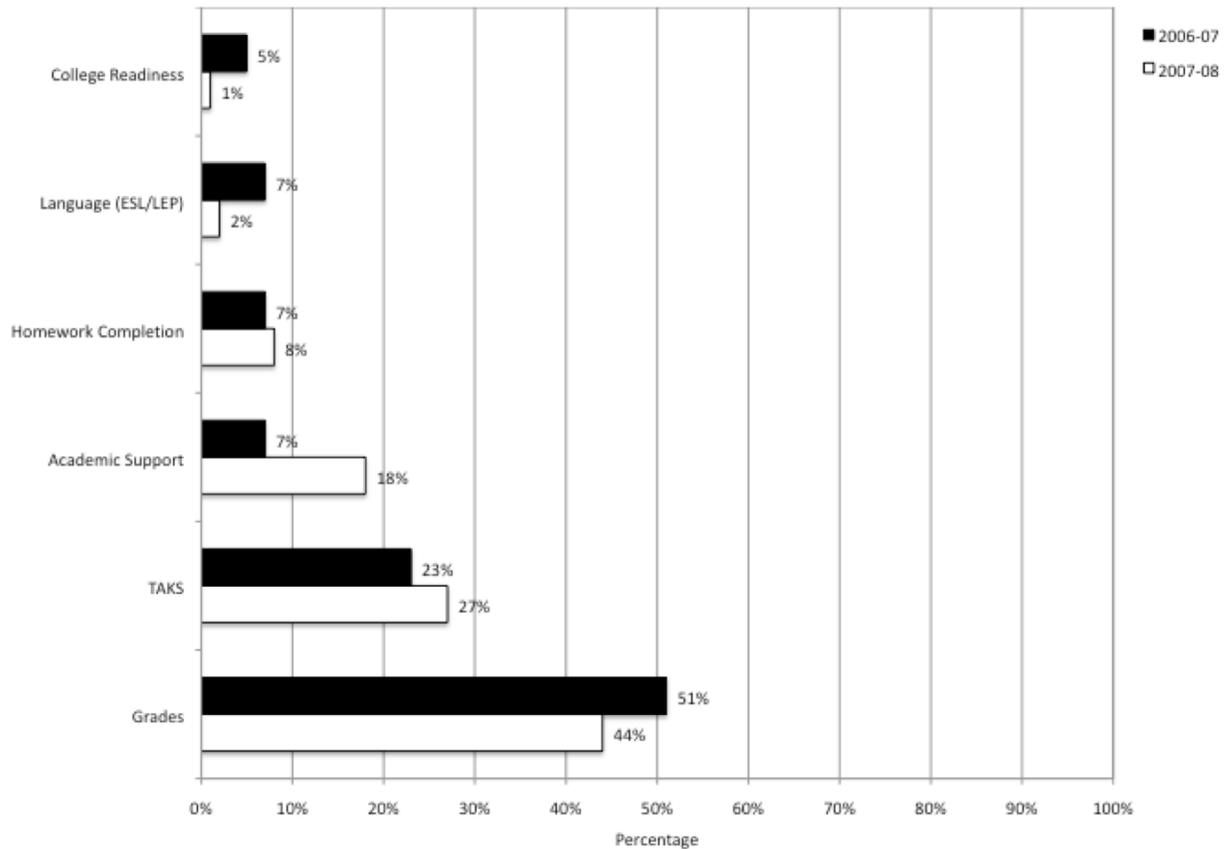


Data Source: 2006-07 and 2007-08 CISTMS

⁵⁰ The figure presents information on the total number of student issues identified by CIS staff, with most students presenting issues from more than one category.

As shown in Figure 7, the majority of the academic issues pertained to student grades and scores on the TAKS across both years. Other academic concerns were the need for more academic support, homework completion, college readiness, and language.

Figure 7
Distribution of academic issues identified by CIS staff.

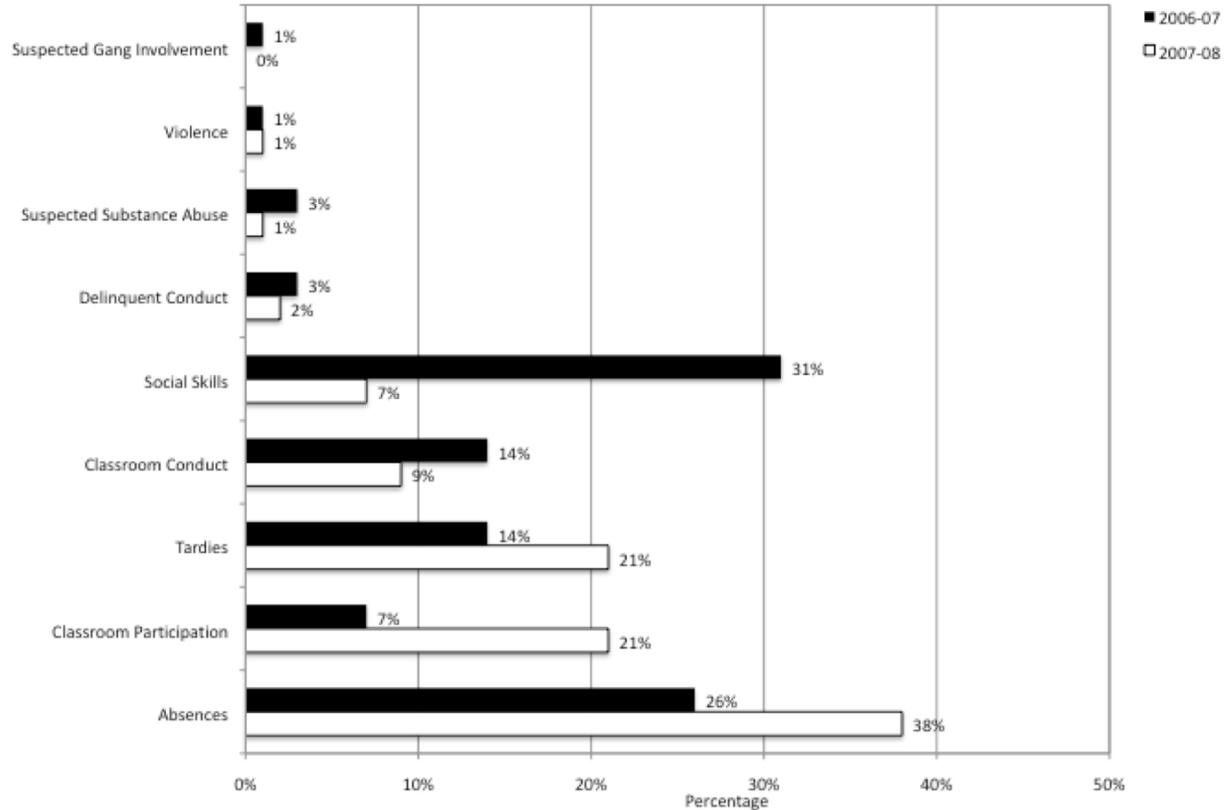


Data Source: 2006-07 and 2007-08 CISTMS

Of the behavioral issues identified in 2007-08, concerns about absences (38%), classroom participation (21%), and tardiness (21%) were the most frequently reported (Figure 8). Interestingly, in the 2006-07 school year, the majority of the behavioral concerns consisted of issues pertaining to social skills (31%), but in the 2007-08 school year, issues regarding social skills only impacted 7% of students. Classroom conduct was another reported concern that decreased from 2006-07 to 2007-08 (from 14% to 9%).

Figure 8

Distribution of behavioral issues identified by CIS staff.

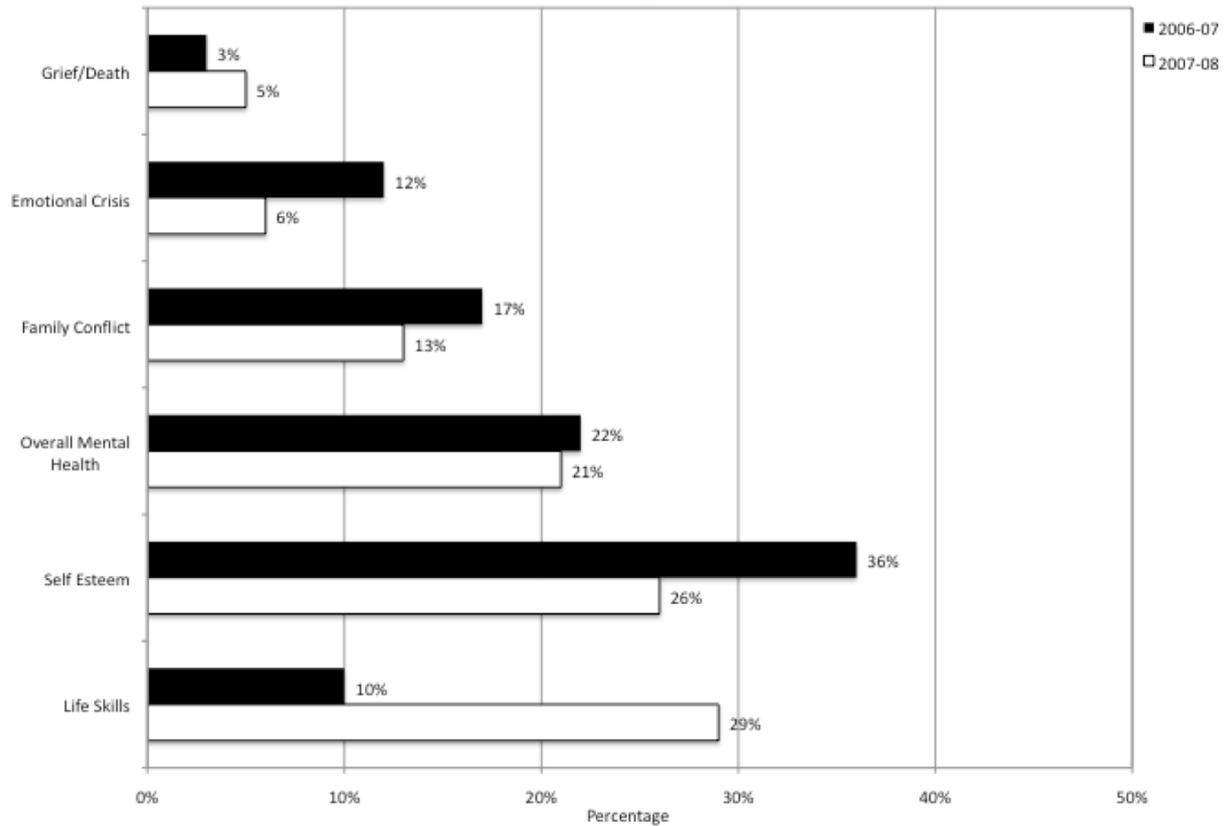


Data Source: 2006-07 and 2007-08 CISTMS

In the 2006-07 school year, concerns about self-esteem (36%) and students' overall mental health (22%) were the most commonly reported mental health issues (Figure 9). Self-esteem (26%) and overall mental health (21%) were also reported concerns in the 2007-08 school year. However, concerns about students needing life skills (i.e., positive behaviors that allow students to deal with the demands and challenges of everyday life) became the most commonly reported concern in 2007-08 (29%). Another observation was the decrease in the percentage of students who presented an emotional crisis and family conflict from one year to the next.

Figure 9

Distribution of mental health issues identified by CIS staff.



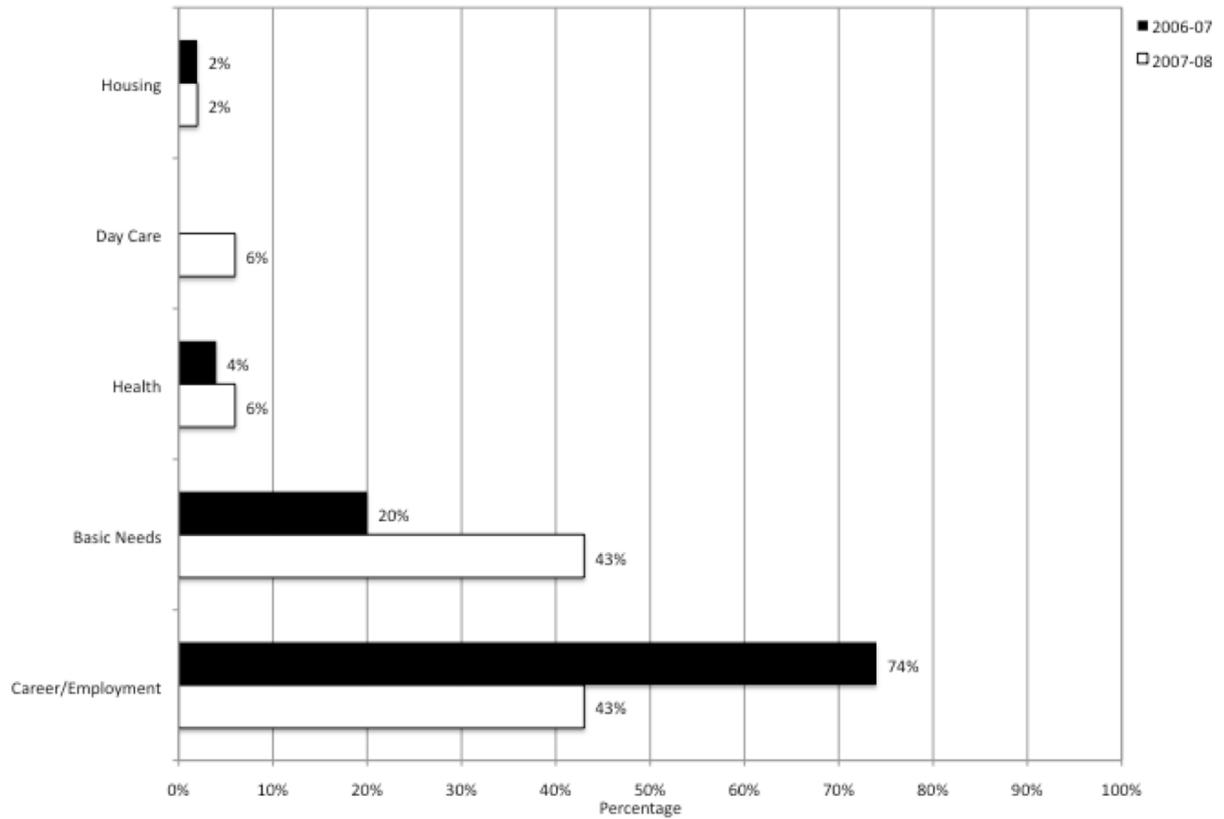
Data Source: 2006-07 and 2007-08 CISTMS

In the 2006-07 school year, overwhelmingly, the most commonly reported social service issue concerned students' need for employment and career planning (74%). In the 2007-08 school year, the percentage of students who presented this issue dropped considerably, although still a significant concern (43%). The concern for students' lack of basic needs increased from 20% in 2006-07 to 43% in 2007-08, equaling the need for employment and career planning. Other concerns included health, day care, and housing (Figure 10).⁵¹

⁵¹ Data for students needing day care were not available in the 2006-07 CISTMS dataset.

Figure 10

Distribution of social service issues identified by CIS staff.

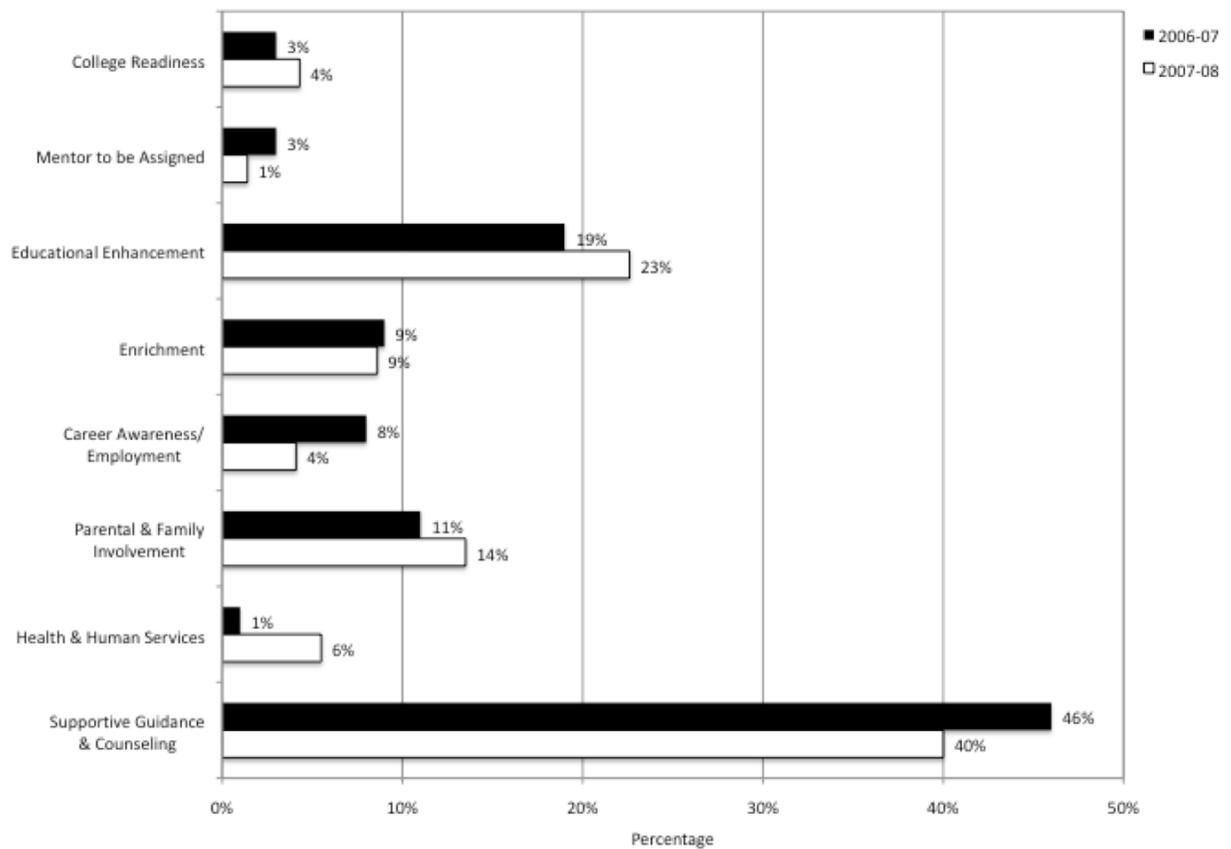


Data Source: 2006-07 and 2007-08 CISTMS

Service Plan Development

In addition to noting the student issues on the Assessment/Reassessment forms, CIS staff also used these forms to develop service plans for the students. CIS staff members met with each student to prioritize his or her needs and determine a plan to address the identified issue(s). CIS staff selected the services students were to receive according to their assessed needs. For both years of the intervention, most student issues were categorized as behavioral or academic concerns. Therefore, the majority of service plans for both years indicated that supportive guidance and counseling and/or educational enhancement were provided (Figure 11). In most cases, students received services in multiple categories.

Figure 11
Distribution of CIS services.



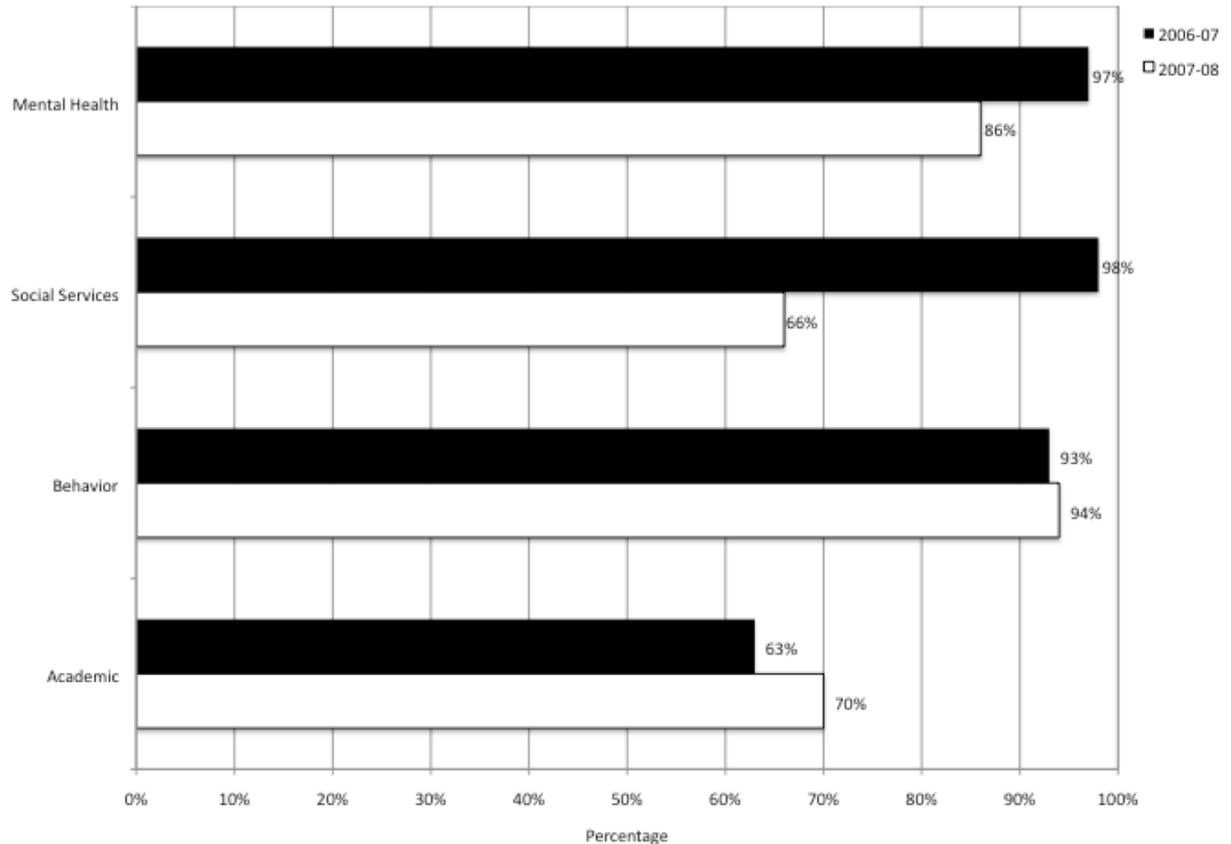
Data Source: 2006-07 and 2007-08 CISTMS

The service plans also noted what student issues would be targeted by what organization, that is, if the issues would be addressed by CIS program staff, another service provider separate from CIS, or CIS in conjunction with another service provider. As presented in Figure 12, CIS staff exclusively provided services for over 90% of the behavioral issues during both years. In 2007-08, CIS staff directly targeted fewer social service and mental health issues than in the 2006-07 school year. This reduction most likely reflects the increased utilization of community partnerships, as was noted in the site visit interviews. The trend to outsource was already seen in the data regarding academic issues, as academic service provision was targeted by others for a substantial percentage of students during both years (i.e., CIS staff referred these students to tutors or other educational providers).

CIS staff were able to see that the majority of student issues were addressed in some capacity by either CIS staff themselves or through an external service partner (i.e., separate from CIS). For example, among the student behavioral issues presented in 2006-

07, 93% were addressed by CIS alone and 6% through an external provider. The data do reveal that in some instances, barriers were not addressed by CIS or another service provider, although those percentages were very small (e.g., 1% of behavioral issues in 2006-07 were not addressed).

Figure 12
Percentage of student issues targeted by CIS by category.



Data Source: 2006-07 and 2007-08 CISTMS

Student Progress

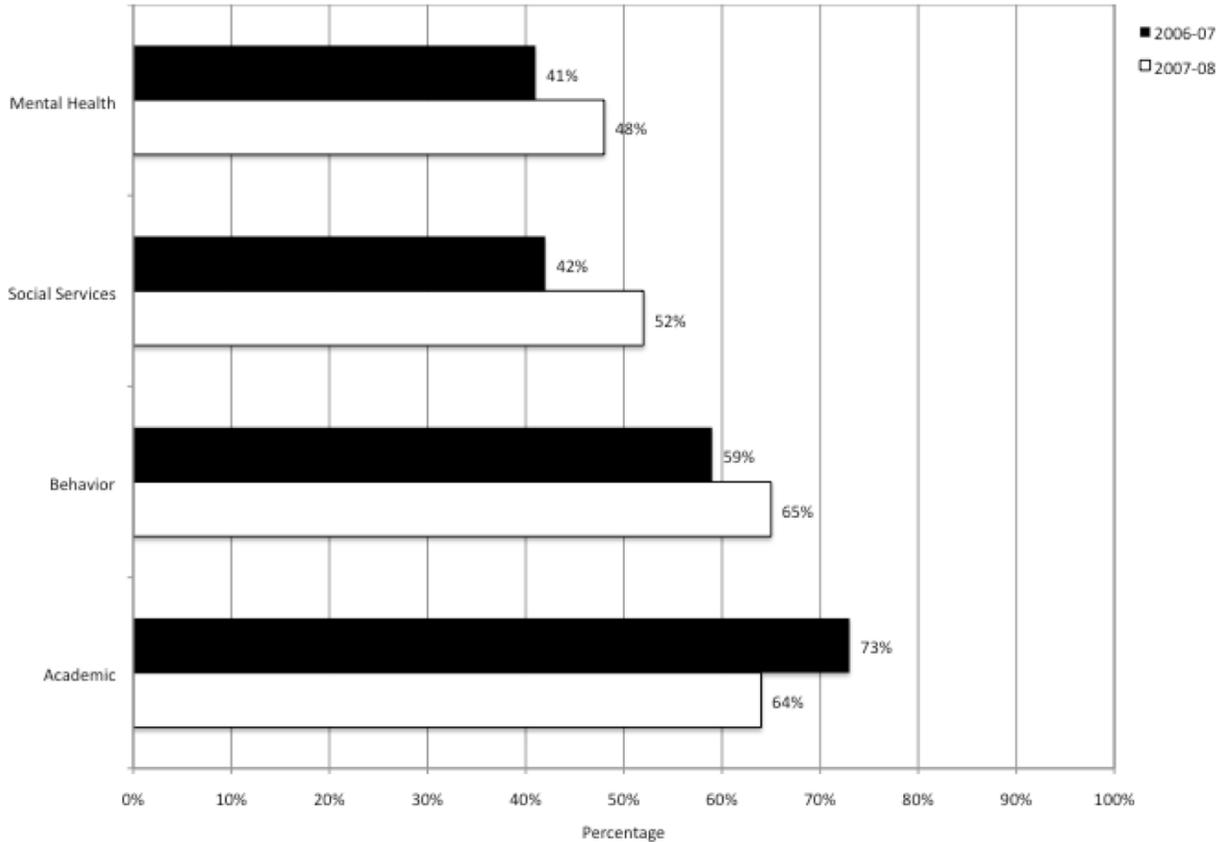
Regarding Progress Reports, CIS campus staff monitored student performance for all issues directly targeted by CIS staff. Each targeted issue was assessed to determine the level of improvement made during the reporting period⁵². Case managers measured student progress by assigning one of the following improvement ratings to each issue: 1)

⁵² The reporting period is based on the district report card reporting schedule, which is every six weeks for some districts and every nine weeks for others.

significantly worse; 2) somewhat worse; 3) no change; 4) somewhat better; and 5) significantly better.

Progress data from the last assessment conducted on each student were analyzed by calculating the percentage of students whose progress level was somewhat better or significantly better on the identified outcomes. In 2006-07, student progress was most notable for academic issues (73%). In 2007-08, students made the most progress for behavioral (65%) and, again, academic issues (64%). In addition, a greater proportion of students showed improvement in social services and mental health issues in 2007-08 compared to 2006-07.

Figure 13
Proportion of students improving by type of issues.

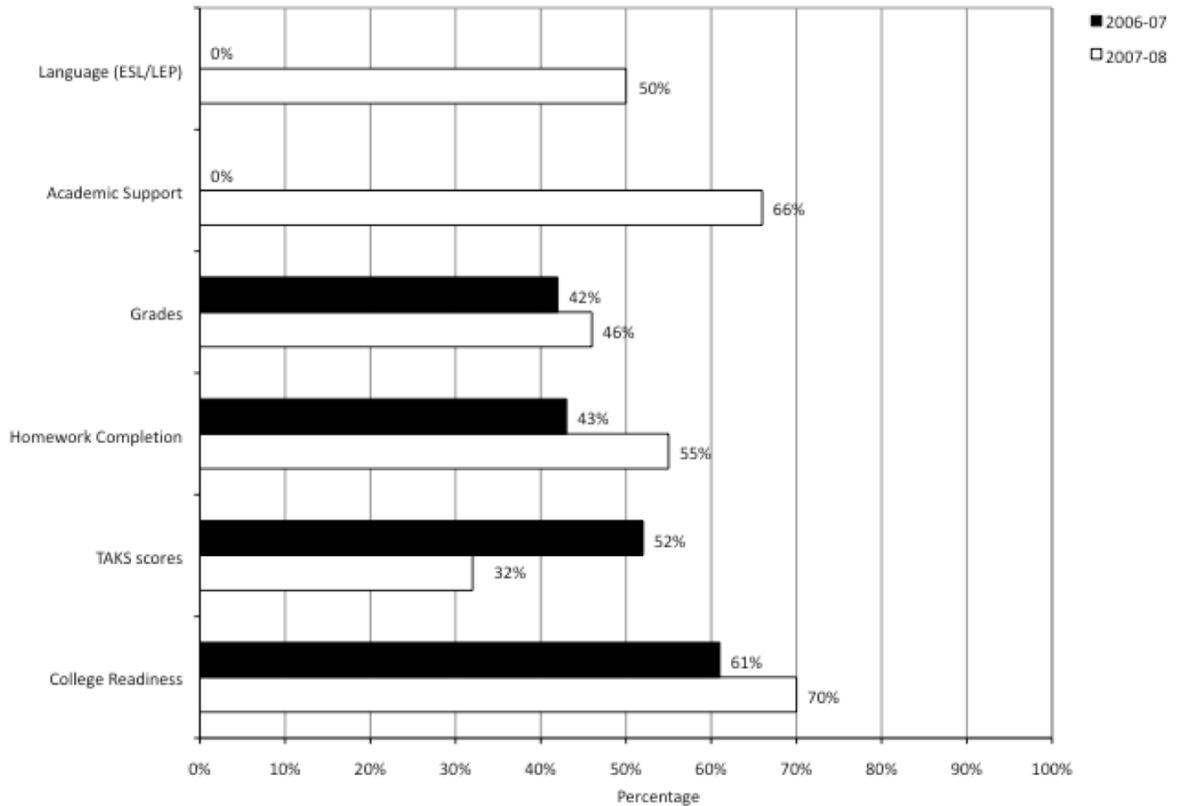


Data Source: 2006-2007 and 2007-08 CISTMS

Among the academic issues, CIS staff identified progress in college readiness, academic support (e.g., attending tutoring sessions), English language proficiency, and homework completion. There was a decline in progress from 2006-07 to 2007-08 for TAKS scores (Figure 14).

Figure 14

Proportion of students improving in academic issues.⁵³



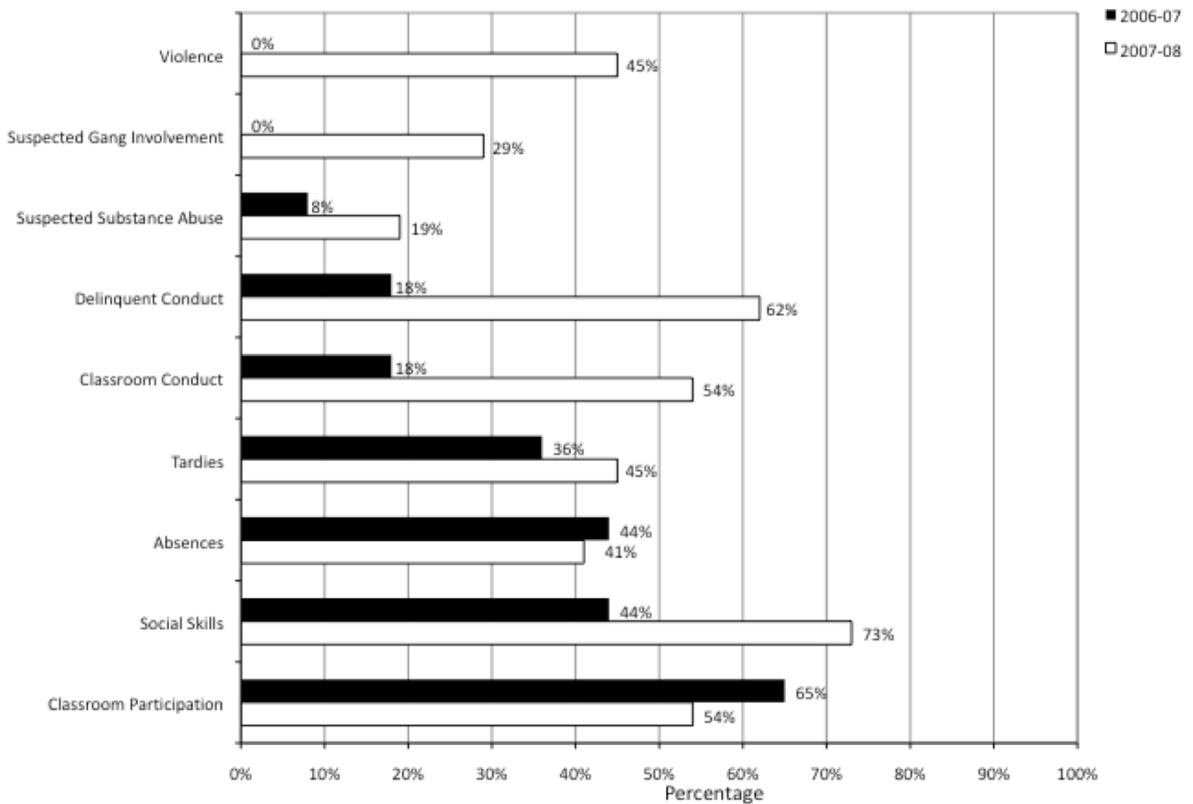
Data Source: 2006-2007 and 2007-08 CISTMS

Progress data indicate that during the 2007-08 school year, students improved most in terms of social skills (73%), delinquent conduct (62%), classroom conduct (54%), and classroom participation (54%). Students also showed improvements in terms of tardiness (45%) and violence (45%) in 2007-08. Looking across academic years, huge improvements were seen in terms of delinquent conduct, classroom conduct, and social skills (Figure 15).

⁵³ Progress data for academic support and language were available for the 2006-07 school year. However, only a small number of students received support in these areas and of those few students, none improved in these areas in 2006-07.

Figure 15

Proportion of students improving in behavior issues.⁵⁴



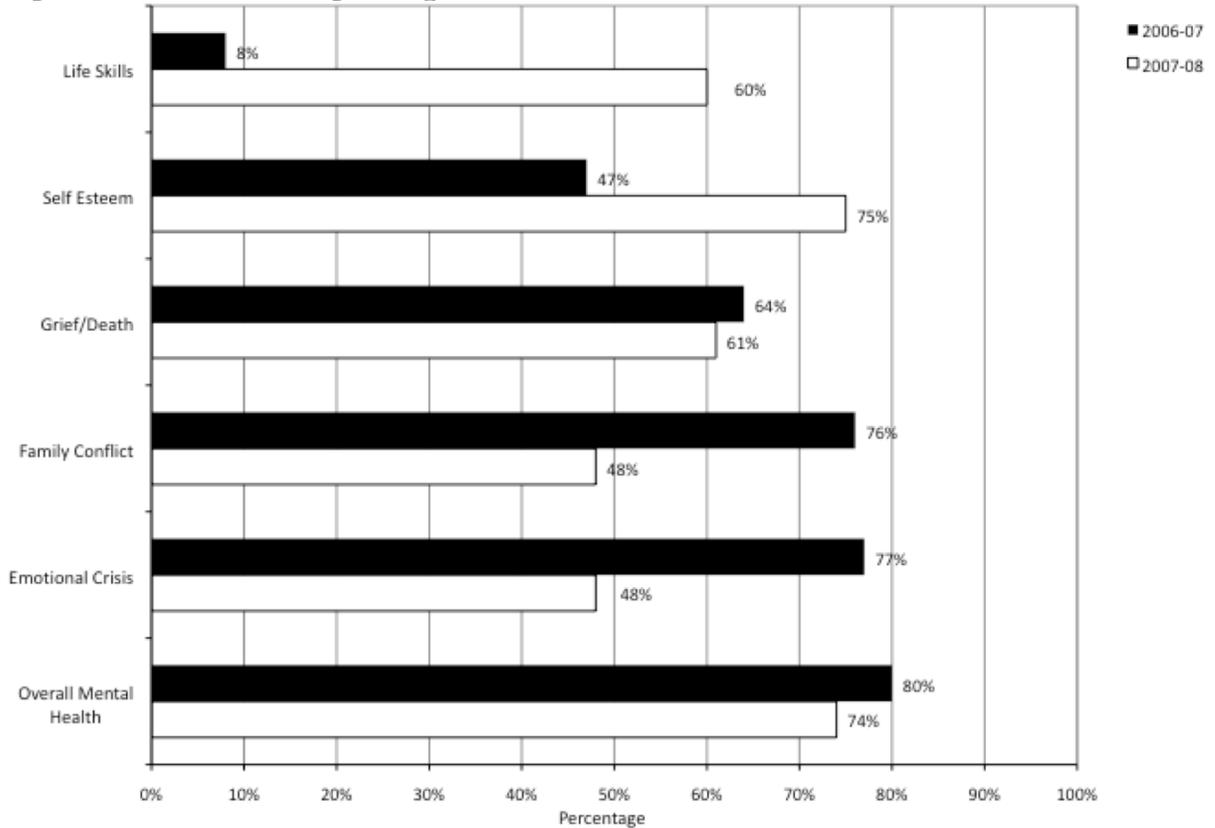
Data Source: 2006-07 and 2007-08 CIS

Of the students who improved in mental health in 2007-08, the majority showed improvement in self-esteem (75%), overall mental health (74%), and life skills (60%). Progress in the area of life skills and self-esteem increased dramatically from 2006-07 to 2007-08. There was a decline in progress for family conflict and emotional crisis from 2006-07 to 2007-08 (Figure 16).

⁵⁴ Progress data for violence and suspected gang involvement were available for the 2006-07 school year. However, only a small number of students received support in these areas and of those few students, none improved in these areas in 2006-07.

Figure 16

Proportion of students improving in mental health issues.



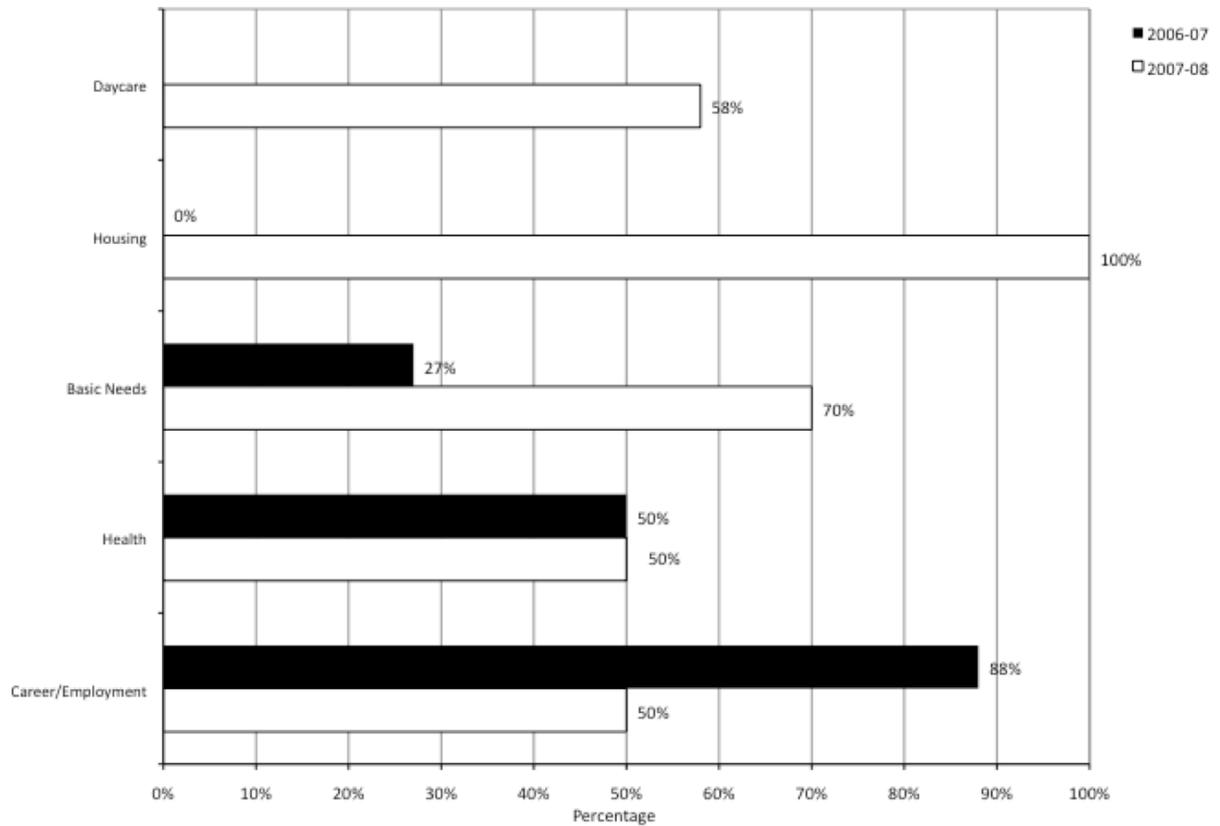
Data Source: 2006-07 and 2007-08 CIS

Among social service issues, there was a 100% improvement in housing issues in 2007-08. During that school year, four students presented issues related to housing and all were addressed during the course of the year. From the CISTMS dataset, it was unclear how the specific housing issues of these four students were addressed; however, according to the CIS Campus Implementation Requirements Guide (2007, p. 64), challenges such as housing need to be addressed before addressing other critical factors such as academics and behavior. One possible route could have been CIS staff referring these students to the appropriate social service agency.

As presented in Figure 17, there was notable progress across years in terms of receiving basic needs (from 27% in 2006-07 to 70% in 2007-08). There were also improvements seen in day care (58%) and health (50%). Students improved in terms of career/employment (50%); however, the percentage of students improving in this area decreased from one year to the next (from 88% to 50%).

Figure 17

Proportion of students improving in social service issues.⁵⁵



Data Source: 2006-07 and 2007-08 CIS

Summary

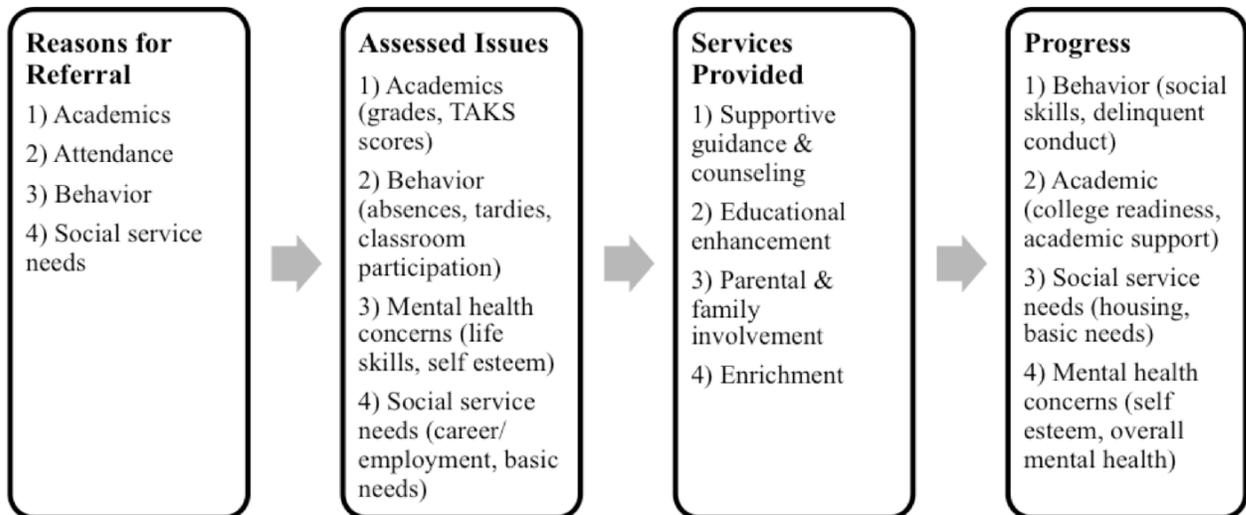
In review, students were primarily referred to the CIS program for academic and behavioral concerns. Once in the program, CIS staff assessed the students and identified, again, academic and behavioral concerns as the most prevalent issues hindering student success. Based on the assessed issues, CIS staff developed service plans for the students that generally provided supportive guidance and counseling and educational enhancement. Consequently, students progressed most in regard to behavioral and academic issues (Figure 18).⁵⁶

⁵⁵ Progress data for housing were available for the 2006-07 school year. However, only a small number of students received support in this area and of those few students, none improved in 2006-07. Data regarding day care were not available in the 2006-07 dataset.

⁵⁶ These are general statements regarding the CIS data for the students in the program at the 10 CIS campuses in the 2007-08 school year. Please refer to Figures 3-17 for more detailed information.

Figure 18

Summary of 2007-08 data (referral reasons, assessed issues, services provided, and progress), ordered by prevalence.



Data Source: 2006-07 and 2007-08 CIS

Sub-question #1.2. How are campuses using the 8th grade assessment data in PGPs?

During the first round of site visits, it was discovered that minimal collaboration existed between school personnel and CIS staff in the development of PGPs. Although PGPs are not the responsibility of CIS campus staff, one of the objectives of the TSDPRP was to increase collaboration between CIS and the school in creating PGPs and utilizing eighth-grade assessment data in planning academic and social support services. This topic was again explored during the second round of site visits to see if there had been any progress in PGP development, as CIS programs became more established on their respective campuses.

In this section, information is presented on PGP requirements and policies, collaboration between school personnel and CIS campus staff, and the use of the eighth-grade assessment data in the development of PGPs. The discussion on the development of PGPs is based on the responses of CIS staff and PGP managers during the site visits.

At the time of the second round of site visits (January/February 2009), PGPs were being utilized at five of the 10 CIS campuses, and therefore, the PGP manager interview was conducted with personnel at only these five schools. The person called the “PGP manager” was the staff on each campus with the most involvement with the development of PGPs and could speak to the process. This person was usually the school counselor,

with the exception of one campus where PGPs were developed by the assistant principal. Interviewees' experience completing PGPs ranged from two to five years.

Background on PGP Development

The development of PGPs was originally mandated by the Texas Legislature in 2003 and was guided by a five-step development and implementation model (Texas Education Agency, 2003). This model included: 1) identifying those students who required a PGP; 2) outlining the educational goals for students to improve academically; 3) providing intensive instruction; 4) continuously assessing academic progress; and 5) including parents/guardians in the process.

The students who require PGPs include those whose test scores do not meet TAKS passing standards or those who are not acquiring academic credits at a rate that will lead to graduation before September of their fifth year in high school. Those students who have PGPs are placed in an intensive instruction program to help them perform at grade level by the end of the next academic term or attain a standard of annual growth specified by the district. The school staff member with the responsibility of developing PGPs also creates a timeframe for monitoring and evaluation for each student to continuously assess progress. Finally, the PGP includes parent/guardian participation, including the parent/guardian's educational expectations for the student. To ensure overall understanding by all stakeholders, each person involved signs the PGP.

Collaboration in PGP Development

As previously noted, PGPs are not the responsibility of CIS campus staff. However, one of the objectives of TSDPRP was to have CIS collaborate with school staff in developing PGPs and utilize eighth-grade assessment data in creating academic and social service plans. Based on the results from the first round of site visits, TEA provided further guidance in developing and using PGPs to all TSDPRP CIS programs (August 2008).

Of the 10 CIS campus programs, CIS staff from two schools worked with school counselors to develop PGPs for students on their caseload. CIS staff at one of these two schools worked closely with a school counselor, CIS students, and their parents to develop in-depth PGPs. CIS staff at the other school had just begun developing PGPs at the end of the 2007-08 school year, as a result of the further guidance mentioned previously. The counselors at this school had been developing PGPs prior to CIS

developing them, but CIS staff began working with the counselors to develop PGPs for students on their caseload as well.

Three additional schools in the study were completing PGPs for their students but not in conjunction with CIS staff. In the remaining five schools, school counselors or other administrators seemed to have some knowledge of PGPs, but did not have PGPs for any of their students. The CIS case managers at these five campuses reported using grades and attendance reports to monitor academic progress and student attendance, but again, students at these campuses did not have PGPs.

These findings suggest that collaboration between CIS staff and school personnel in the development of PGPs has improved somewhat during the course of this evaluation. Although only 2 of the 10 campuses were collaborating in the development of PGPs, the processes they employed in this collaboration have strengthened over the past year and have become more of a standard procedure on these campuses. In addition, staff at the six Dallas campuses have since reportedly been trained on the development of PGPs and are officially scheduled to include PGPs in their service provision during the next school year (2009-10).

Use of Student Assessment Data

As previously mentioned, five of the 10 campuses completed PGPs for students at risk of academic failure. Two of these five schools collaborated with CIS staff in developing the PGPs. The other three schools completed PGPs but not in collaboration with CIS campus staff.

Of the two collaborating campuses, both used eighth-grade assessments in the development of PGPs. The data were used for two purposes – to develop instructional plans to address academic concerns and to monitor student progress with attendance.

At one of these campuses, the counselor said that eighth-grade assessments were part of each student's cumulative academic folder and were used when developing PGPs for ninth-grade students. They primarily used the eighth-grade assessment data to verify students' TAKS scores and confirm that the students passed the math portion of the TAKS. If students did not pass the math portion of the TAKS, they could not begin ninth-grade without having an administrator from their middle school sign a waiver indicating they were eligible to be in high school.

At the other campus, the high school counselors worked with middle school counselors to get an aggregate printout of their students' academic records. This counselor also said they primarily needed to verify that the students had passed their exit-

level TAKS tests and to see which classes the students had already taken that could count toward high school credit (e.g., foreign language, algebra, health).

At both campuses, school staff noted the use of data from the students' eighth-grade year to monitor attendance. It was explained that if attendance was an issue for a student, the counselor contacted the student's middle school to obtain detailed academic records in order to monitor the student's attendance more closely.

Two of the three campuses not collaborating with CIS staff in the development of PGPs used eighth-grade assessments in developing PGPs for ninth-grade students. To accomplish this, school staff utilized the PEIMS data system to obtain eighth-grade assessment data. School staff then considered these data (e.g., TAKS scores) to refer students to tutoring or other services.

Sub-question #1.3. What students are participating in the CIS program?

In this section, the demographic composition of the students who participated in the CIS program during the 2006-07 school year is presented alongside the make-up of the students who participated in the 2007-08 school year. Some students (those in Cohort 2) are included in both demographic presentations.

There were 400 students (62% female, 38% male) who participated in the CIS program in 2006-07 and over 1,300 (57% female, 43% male) who participated in 2007-08. Of the 400 students in 2006-07, 42% continued in the program in 2007-08. Across both years, there were 1,603 students who participated in the program at the 10 CIS campuses.

As presented in Table 8⁵⁷, the three campuses (High Schools 8, 9, and 10) with no students in the first year did not begin CIS implementation until 2007-08. Those three campuses make up just under half of the increase in students in the 2007-08 academic year. The other seven campuses all increased their caseload from one year to the next, providing an example of how implementation of the program expanded in the second year. Some of these early implementation schools served many more students the second year (High Schools 6 and 7).

⁵⁷ These totals represent the number of students who had data in the CISTMS dataset.

Table 8**Number of CIS students at each campus in 2006-07 and 2007-08**

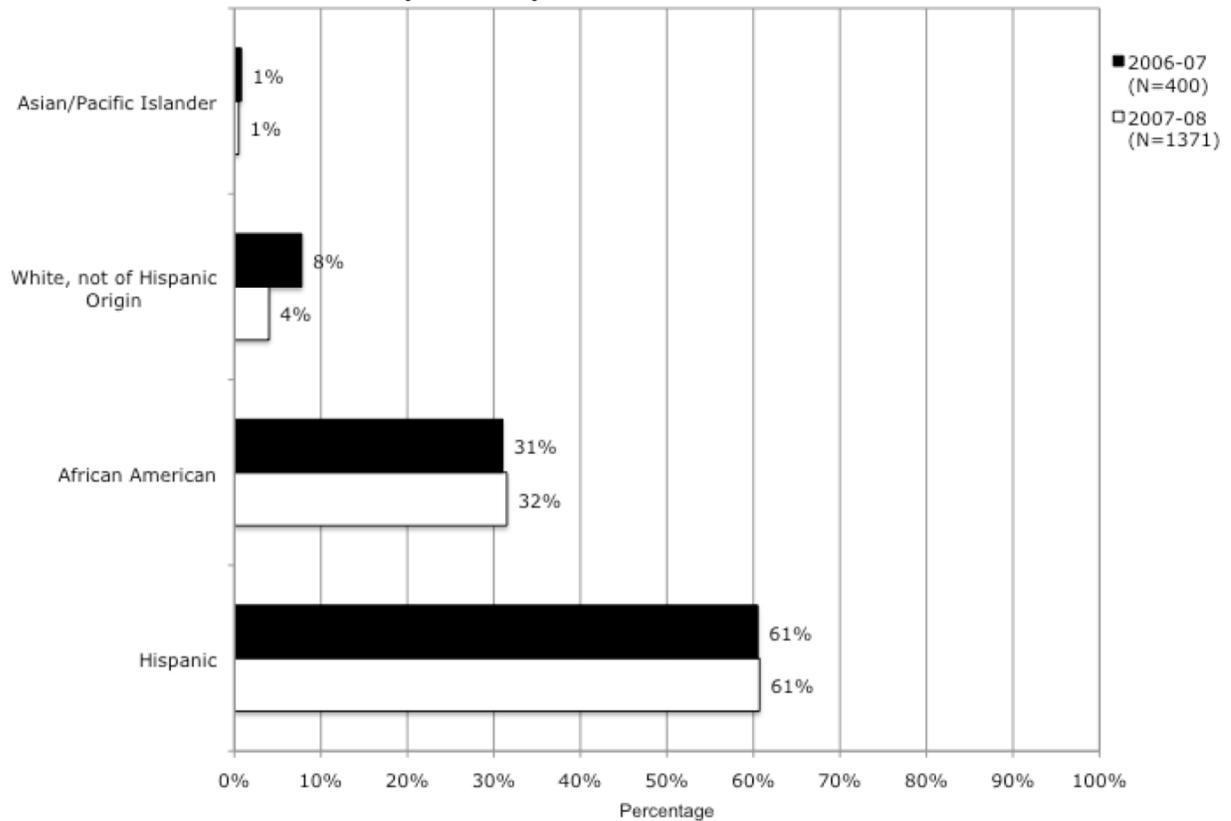
<i>School</i>	<i>2006-07</i>	<i>2007-08</i>
High School 1	99	101
High School 2	82	101
High School 3	64	85
High School 4	59	110
High School 5	57	144
High School 6	33	216
High School 7	6	203
High School 8	0	165
High School 9	0	152
High School 10	0	94
Total	400	1371

Data Source: 2006-07 and 2007-08 CISTMS

Figures 19-26 display information for all students who participated in the CIS program for ethnicity, grade level, housing, living situation, language spoken in the home, public assistance received, and plans after high school. These data are presented for the group of students who participated in the CIS program during the 2006-07 school year (N=400) and the group who participated in the 2007-08 school year (N=1,371). For both years, the majority of students who participated in the CIS program were Hispanic (61%) and African American (31-32%). A smaller percentage of students were White, not of Hispanic origin and a very small percentage were Asian/Pacific Islander (Figure 19).

Figure 19

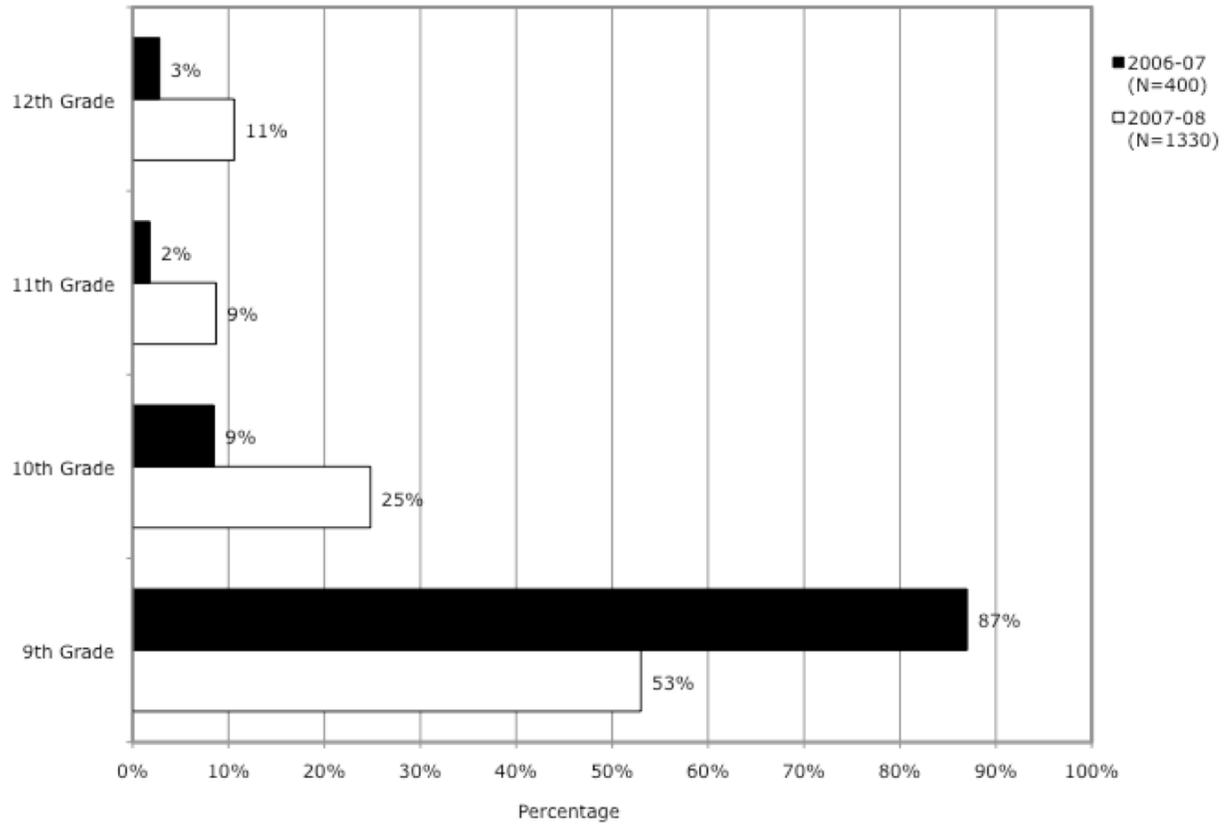
Distribution of CIS students by ethnicity.



Data Source: 2006-07 and 2007-08 CISTMS

As presented in Figure 20, the majority of the CIS student population was ninth graders for both years. This result was expected since one recommendation that resulted from the research literature used to develop TSDPRP was that the program primarily target freshmen students. In addition, a focus of the CIS program under TSDPRP was on ninth-grade students, which was a requirement of the original federal School Dropout Prevention Program grant. The figure also reflects the movement of the ninth-grade students in 2006-07 into tenth grade in 2007-08, while other ninth-grade students began the program in 2007-08.

Figure 20
Distribution of CIS students by grade level.

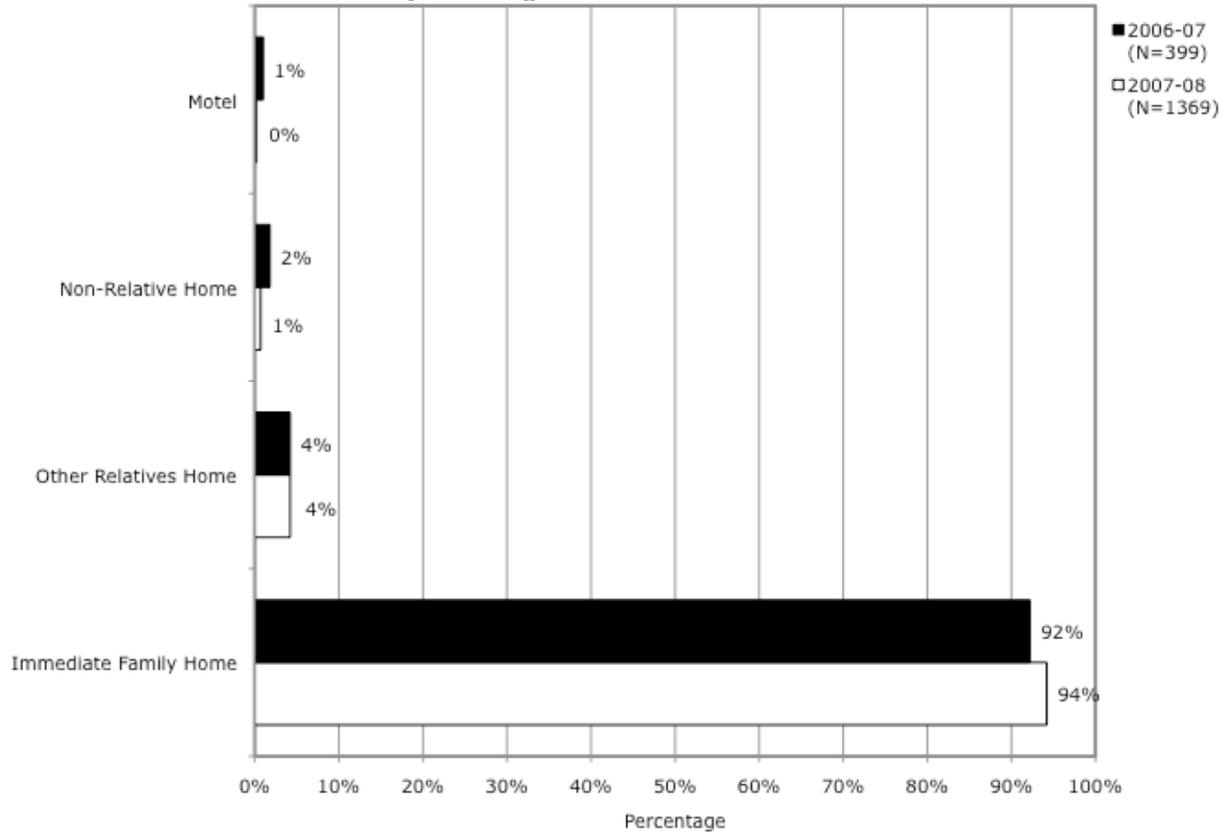


Data Source: 2006-07 and 2007-08 CISTMS

The vast majority of CIS students lived at home with members of their immediate family during both years of the grant (92% in 2006-07, 94% in 2007-08). In much smaller proportions, CIS students lived in the homes of other relatives and non-relatives (Figure 21).

Figure 21

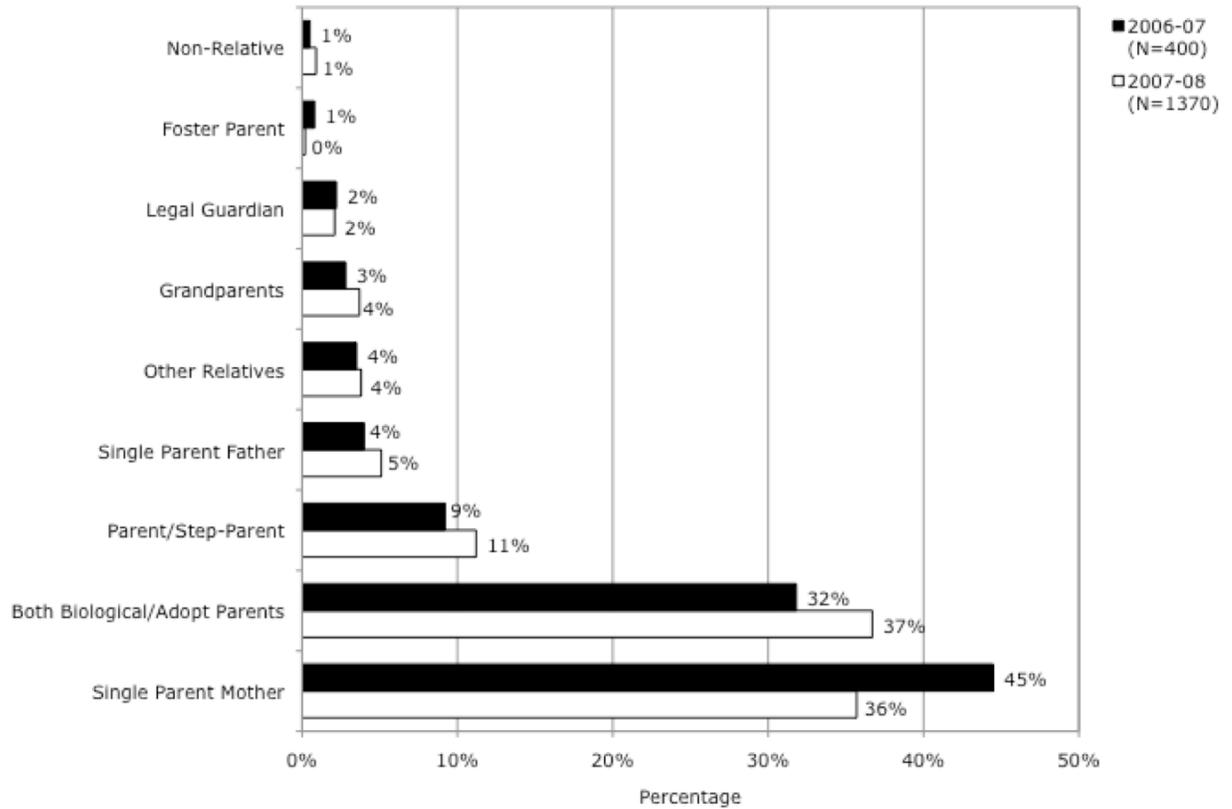
Distribution of CIS students by housing situation.



Data Source: 2006-07 and 2007-08 CISTMS

As noted previously, most CIS students lived at home with members of their immediate family. For most of these students, the immediate family member they lived with was either their single parent mother (45% in 2006-07, 36% in 2007-08) or both biological or adoptive parents (32% in 2006-07, 37% in 2007-08). In smaller numbers, CIS students lived with a parent and step-parent (9% in 2006-07, 11% in 2007-08), a single parent father (4% in 2006-07, 5% in 2007-08), other relatives (4% both years), grandparents (3% in 2006-07, 4% in 2007-08), or a legal guardian (2% both years) (Figure 22).

Figure 22
Distribution of CIS students by living situation.

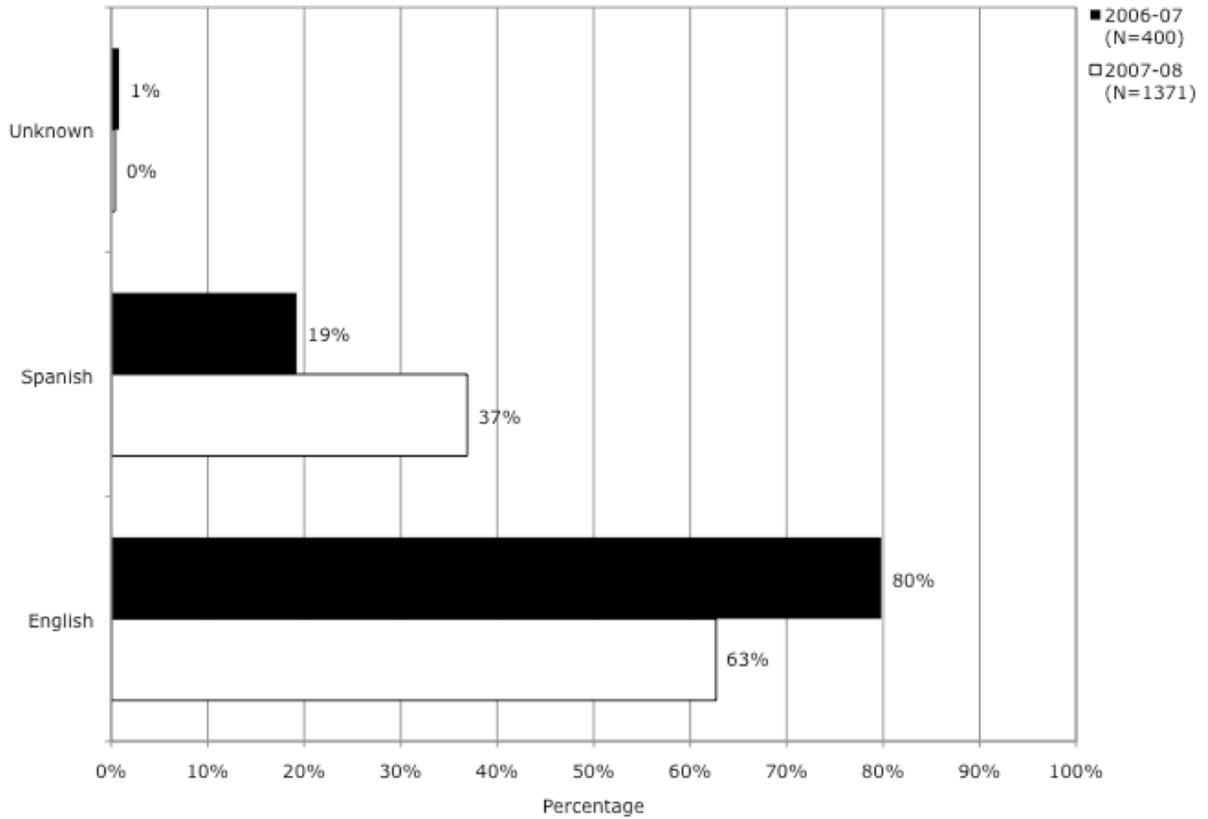


Data Source: 2006-07 and 2007-08 CISTMS

For both years of the program, CIS students primarily spoke English or Spanish in the home. Comparing across years, many more students spoke Spanish in the home during the second year (37%) of the program in comparison to the first year (19%) (Figure 23).

Figure 23

Distribution of CIS students by primary language spoken in the home.

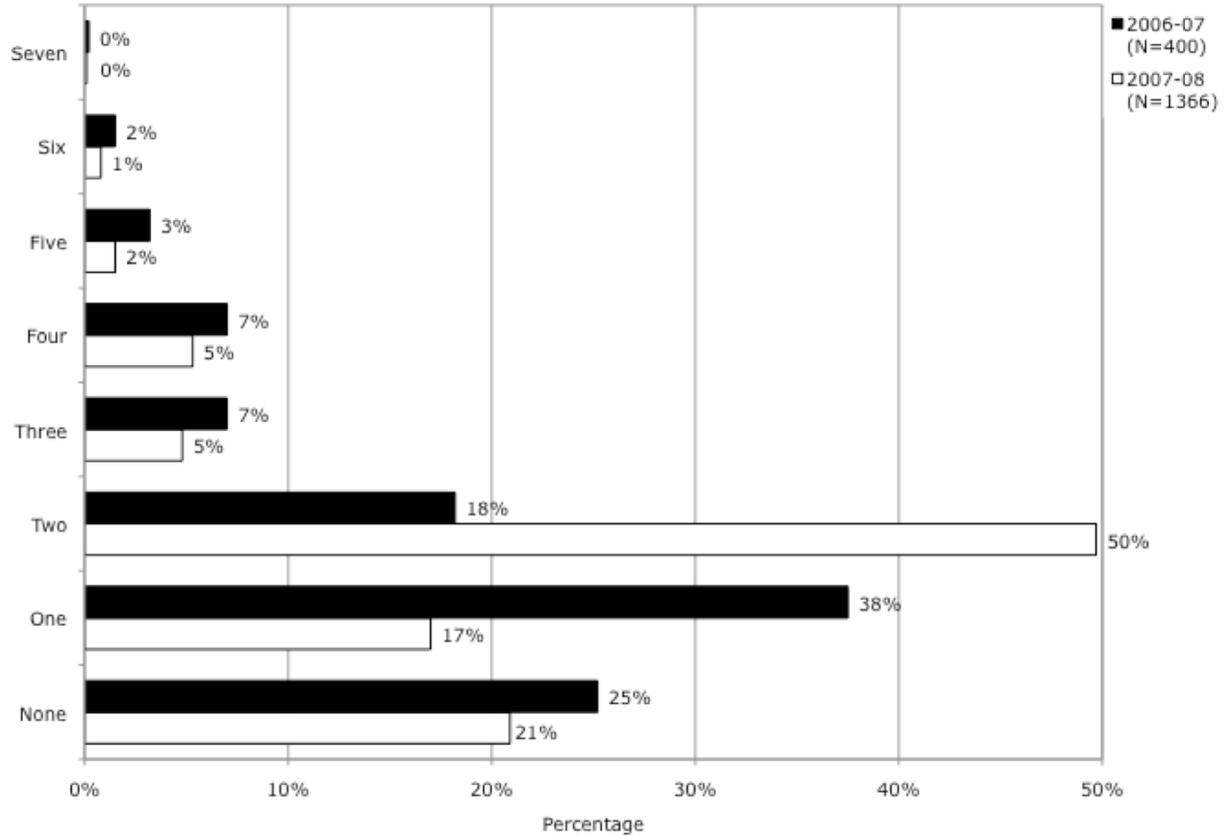


Data Source: 2006-07 and 2007-08 CISTMS

As presented in Figure 24, half the CIS students received two forms of public assistance service while participating in the CIS program in the 2007-08 school year. This differed from the 2006-07 data, in which the majority of students were only receiving one form or no public assistance. Across years there was a decrease in the percentage of students receiving one form of public assistance, from 38% in 2006-07 to 17% in 2007-08.

Figure 24

Distribution of CIS students by number of public assistance services received.

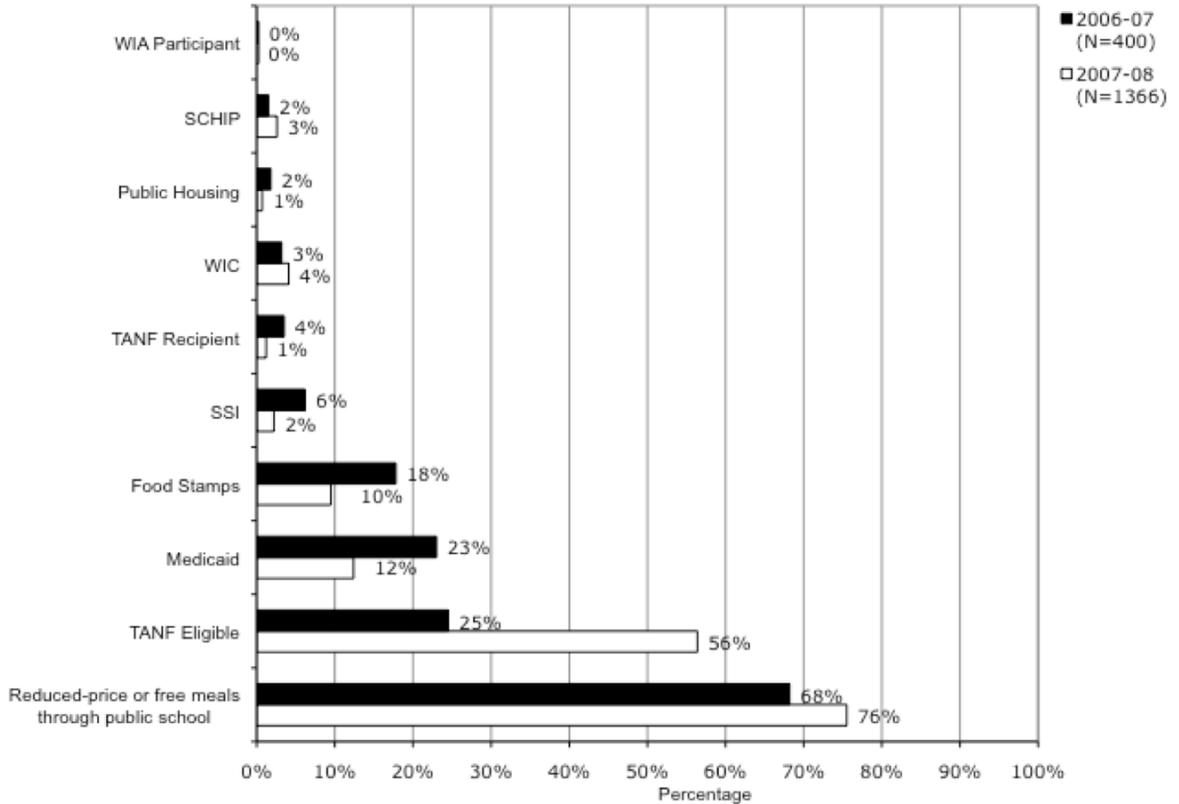


Data Source: 2006-07 and 2007-08 CISTMS

The public assistance services students received most included reduced-price or free lunch (68% in 2006-07, 76% in 2007-08) and Temporary Assistance for Needy Families (TANF) (25% in 2006-07, 56% in 2007-08). Slightly over twice as many students received services from the TANF program in 2007-08 than in 2006-07 (Figure 25).

Figure 25

Distribution of CIS students by types of public assistance services received.



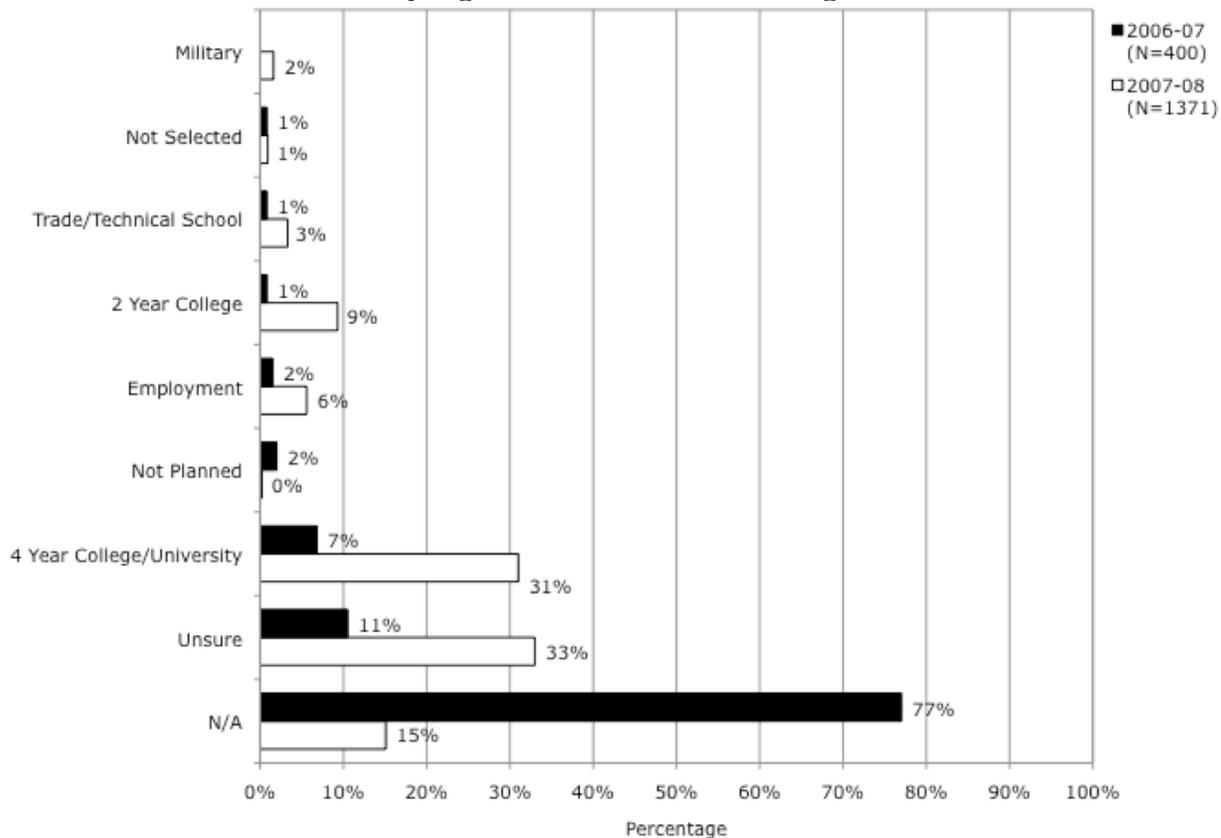
Data Source: 2006-07 and 2007-08 CISTMS

In the 2006-07 school year, the CISTMS database did not contain information about plans after high school for most CIS students (i.e., 77% of students had “N/A” listed for this variable). This finding suggested that this information was either not assessed by CIS staff, was not disclosed by the CIS students, or was not appropriately entered into the CISTMS database. Therefore, the recommendation was made in the Interim Report that information regarding career awareness and educational goals be collected and documented in the CISTMS database for all students, as these become vital in creating comprehensive service plans (Kemp, 2006). The results for 2007-08 show a vast improvement in this area, as only 15% of the students did not have this outcome documented in the 2007-08 CISTMS database.

As shown in Figure 26, a greater percentage of students indicated plans to attend a 2-year college in 2007-08 (9%) as opposed to 2006-07 (1%). In addition, the percentage of students planning to attend a 4-year college or university after graduating from high school increased substantially in 2007-08 (31%) versus 2006-07 (7%). When collapsing

categories, 43% of students in 2007-08 were planning to acquire additional education post-high school (i.e., 4-year college, 2-year college, trade/technical school) in comparison to only 9% of students in 2006-07. As noted earlier, these changes across years could most likely be attributed to the lack of data for the majority of students for the 2006-07 school year.

Figure 26
Distribution of CIS students by higher education and career goals.



Data Source: 2006-07 and 2007-08 CISTMS

Sub-question #1.4. How does the level of implementation of the expansion affect student outcomes?

In this section, results of the analyses comparing CIS students based on level of campus implementation are presented. Results are presented for the student outcomes of attendance, TAKS scores, course completion, and disciplinary issues.

As a reminder of the methodology used, campus implementation level was calculated for each campus using three, equally-weighted factors of implementation.

These factors were: 1) number of months implementing the CIS program (from the start date until the end date of August 2008); 2) number of students on the CIS caseload in the 2007-08 school year; and 3) number of CIS activities planned on campus during the 2007-08 school year. The 10 campuses were then designated as high (N=4), medium (N=3), or low (N=3) implementation campuses.

For attendance, the Ninety Percent Rule of the Texas Education Code was used to define the standard for attendance, whereby students were only considered at standard on this outcome when they attended at least 90% of the days a class was offered. The results indicated that significantly more students at the high implementation campuses attended 90% or more days of instruction than students at the medium and low implementation campuses (Table 9).

Table 9
Attendance by campus implementation level

	<i>Low</i>	<i>Medium</i>	<i>High</i>	<i>Total</i>
Attended 90% or more	58.8% (n = 147)	57.6% (n = 170)	68.9%*	63.1% (n = 640)
Total	250	295	469	1014

Data Source: 2007-08 PEIMS

*Indicates a statistically significant difference, whereby the marked group performed better on attendance than the non-marked groups, $p < .05$.

As presented in Table 10, TAKS results for all subtests showed that a significantly higher proportion of students at the high and medium implementation campuses passed the subtests at the post time point than students at the low implementation campuses⁵⁸. Although more students at the high and medium implementation campuses passed the math and science subtests than students at the low implementation campuses, the proportion of students who passed these subtests was quite low across all campuses.

⁵⁸ The one exception was the science subtest, in which a significantly higher proportion of students at the high implementation campuses, but not medium, passed this subtest than students at the low implementation campuses.

Table 10
TAKS status by campus implementation level

		<i>Low</i>	<i>Medium</i>	<i>High</i>	<i>Total</i>
Reading	Passed	57.3% (n = 82)	70.7%* (n = 133)	70.6%* (n = 190)	67.5% (n = 405)
	Total	143	188	269	600
English Language Arts	Passed	50.0% (n = 50)	70.6%* (n = 24)	70.1%* (n = 171)	64.8% (n = 245)
	Total	100	34	244	378
Math	Passed	17.0% (n = 27)	29.1%* (n = 62)	33.9%* (n = 108)	28.5% (n = 197)
	Total	159	213	319	691
Writing	Passed	39.0% (n = 16)	83.3%* (n = 5)	66.7%* (n = 40)	57.0% (n = 61)
	Total	41	6	60	107
Social Studies	Passed	51.6% (n = 16)	72.7%* (n = 48)	80.9%* (n = 89)	73.9% (n = 153)
	Total	31	66	110	207
Science	Passed	16.7% (n = 5)	35.9% (n = 23)	41.7%* (n = 45)	36.1% (n = 73)
	Total	30	64	108	202

Data Source: 2007-08 CISTMS

*Indicates a statistically significant difference, whereby the marked group(s) performed better on that outcome than the non-marked group(s), $p < .05$.

In regard to courses completed, students at the high and medium implementation campuses completed roughly the same proportion of courses they attempted. This proportion was significantly higher than the students at the low implementation campuses (Table 11).

Table 11
Course completion by campus implementation level⁵⁹

<i>Outcome</i>	<i>Mean</i>		
	<i>Low</i>	<i>Medium</i>	<i>High</i>
Proportion of courses attempted and completed	61.0 (N = 240)	73.8* (N = 291)	72.9* (N = 461)

Data Source: 2007-08 PEIMS

*Indicates a statistically significant difference, whereby the marked groups performed better on course completion than the non-marked group, $p < .05$.

⁵⁹ ANOVA comparing students across the high, medium, and low implementation campuses was conducted for the outcome of course completion.

Students at the high and medium implementation campuses had significantly fewer disciplinary occurrences related to truancy than students at the low implementation campuses. In addition, students at the high implementation campuses had significantly fewer total disciplinary occurrences and violations of the local code of conduct than students at both the medium and low implementation campuses. Students at the high implementation campuses also had significantly fewer criminal disciplinary occurrences than students at the medium implementation campuses (Table 12).

Table 12
Disciplinary outcomes by campus implementation level⁶⁰

<i>Outcome</i>	<u>Mean</u>		
	<i>Low</i> (N = 250)	<i>Medium</i> (N = 295)	<i>High</i> (N = 469)
Total number of disciplinary occurrences	4.1	3.7	1.1*
Number of criminal disciplinary occurrences	0.1 0.02		0.1*
Number of violated local code of conduct disciplinary occurrences	3.4	3.5	0.7*
Number of drugs disciplinary occurrences	0.04 0.02		0.1
Number of truancy disciplinary occurrences	0.5	0.1*	0.2*
Number of harmful disciplinary occurrences	0.3 0.3		0.4
Number of suspensions	3.5 3.5		0.8*

Data Source: 2007-08 PEIMS

*Indicates a statistically significant difference, whereby the marked group(s) performed better on that outcome than the non-marked group(s), $p < .05$.

Overall, these findings show significant differences on outcomes for students at the 10 CIS campuses based on level of campus implementation, with those at the high and medium implementation campuses generally faring better than those students attending the low implementation campuses. These findings suggest that level of implementation of the CIS program can have a notable impact on attendance, TAKS scores, course completion, and disciplinary issues.

As a note about these results, the three indicators used to create the implementation score defined the *level* of implementation of each campus (i.e., number of CIS students served, the number of CIS activities implemented, and the number of months implementing the program). However, these indicators did not capture the *quality* of the

⁶⁰ ANOVAs comparing students across the high, medium, and low implementation campuses were conducted for the outcomes of disciplinary occurrences (all types) and suspensions.

implementation at these campuses (i.e., the quality of the CIS activities conducted on each campus). Although the analyses still indicated differences between CIS students based on level of implementation alone, it should be noted that quality of the program implementation was not captured in the score.

In addition, as the implementation calculation was based on campus-level (and not student-level) factors, sample sizes were not equal. There were 469 CIS students attending the four high implementation campuses, 291 CIS students attending the three medium implementation campuses medium, and 250 CIS students attending the three low implementation campuses.

TASK B: ASSESSMENT OF THE DROPOUT RECOVERY RESOURCE GUIDE

Program Objective

To achieve the TSDPRP objective of building statewide capacity for implementing dropout reentry interventions, TEA contracted with an outside vendor to develop the *Dropout Recovery Resource Guide* (Guide)⁶¹. The Guide was developed to provide information to school and district personnel regarding the implementation of best practices in dropout recovery, with materials, references, and resources to assist in the implementation of dropout recovery strategies.

This section begins with a description of the methodology used by the outside vendor to develop the Guide. This description is followed by information on the evaluation plan, the research questions, and data collection methods. Next, the data analysis plan and findings are presented.

Guide Development

The development of the Guide was based on information from several data points. These sources included a literature review, a statewide survey of education professionals, site visits and interviews with districts and charter schools in Texas with promising practices in place, and reviews of drafts of the Guide by experts in the field, including two forums with education professionals with experience in dropout recovery.⁶²

The literature review included a comprehensive examination of reports and research studies that addressed the dropout problem, recovery strategies, and specific recovery programs that resulted in positive outcomes for recovered students. The literature review was used to inform the presentation of promising practices in the Guide. The literature review also informed the development of a statewide survey.

Based on information collected from the literature review, the vendor developed and administered an online statewide survey to districts and charter schools. The survey collected information on dropout recovery strategies that had been implemented in Texas, how these strategies aligned with recommendations in the literature, and the effects these strategies had on school completion and dropout rates. The survey results were then used

⁶¹ The *Dropout Recovery Resource Guide* can be accessed online at http://ritter.tea.state.tx.us/ed_init/PDF/dropout_recovery_resource_guide.pdf for further details.

⁶² For a full description of the methodology used by the outside vendor, see the *Dropout Recovery Resource Guide*.

to identify districts and charter schools with promising practices in place for further inquiry.

From the statewide survey, districts and charter schools identified as having promising dropout recovery practices in place were grouped into three tiers. The tiers were used to classify the campuses based on progress with their dropout rates. Tier 1 included districts and charter schools that showed a decrease in dropout rates between the 2004-05 and 2006-07 school years. Tier 2 included districts and charter schools with a zero dropout rate in the 2004-05, 2005-06, and 2006-07 school years. Finally, Tier 3 was reserved for districts and charter schools with a longitudinal dropout rate⁶³ below the state average in the 2006-07 school year. Site visits and in-depth interviews were then conducted with representatives from the districts and charter schools in the three tiers to gain more information on their dropout recovery strategies.

Interviews were also conducted with representatives from districts, charter schools, and colleges with “potentially promising” recovery practices in place. These sites were identified as the “potentially promising practices” campuses because they did not meet the criteria related to progress with their dropout rate in order to be considered a promising practice site, but were implementing strategies consistent with the literature on dropout recovery.

The information from the literature review, surveys, and in-depth interviews was compiled and used to create a draft Guide. This draft was then reviewed by education professionals with experience in dropout recovery. The Guide was reviewed by a group of 22 administrators and dropout prevention and recovery specialists selected by TEA. The draft Guide was also reviewed by 249 participants at the two Dropout Recovery Promising Practices and Resources Forums, conducted in November 2008 at Education Service Centers (ESCs) in Fort Worth and Houston. Forum participants included personnel from schools, districts, and ESCs throughout Texas who have worked in dropout prevention and recovery. From the feedback given by these professionals, revisions were made and the final version of the Guide was made available to the public via the TEA Web site in January 2009.

Each chapter of the Guide is organized in a standardized format: 1) Objective – a description of the dropout recovery component (e.g., Tailoring Program Options to Student Needs); 2) State of Practice - a presentation of current practices in Texas for the component (based on the results of the statewide survey); 3) Promising National or Other

⁶³ The longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education.

State Practices - a summary of promising practices for the component (from the literature review); 4) Who Is Involved – a description of the personnel who may be involved with the component; 5) Process – a recommended process for developing and implementing the component; 6) Promising Strategies – a brief list of promising strategies that are linked to specific examples; and 7) Supporting Examples – a presentation of examples of promising strategies from districts and charter schools within Texas and other states. Each example is identified by district or charter school name, tier, and size in relation to number of students (small districts = 10,000 students or less, medium districts = 10,001 to 30,000 students, and large districts = more than 30,000 students).

Evaluation Objective

The evaluation of the Task B component of TSDPRP involves a thorough assessment of the Guide. This evaluation includes investigating the extent to which the Guide is comprehensive, is based on best practices and current empirical research, is transferable to multiple campuses, and may lead to improved student outcomes.

Evaluation questions 2 and 3 address the assessment/content review of the Guide:

2. Does the *Dropout Recovery Resource Guide* include research-based practices and a comprehensive range of services?
3. How are leaders from diverse campuses using the *Dropout Recovery Resource Guide* to improve student outcomes?

Data Collection Methods

The data collection methods for the assessment of the Guide included a review of the Guide with the use of an inventory of promising practices and interviews with Guide users. During the first year of the evaluation, researchers developed an inventory of promising practices as a tool to review the Guide. After the Guide was available for review (January 2009), researchers used the inventory to assess the comprehensiveness of the Guide and the extent to which the Guide included practices considered effective in the dropout recovery literature. In addition, in March and April 2009, interviews were conducted with 10 campus leaders to gauge their use of the Guide and any subsequent changes in policy and practice.

Inventory of Promising Practices

In order to answer the evaluation question, *Does the Dropout Recovery Resource Guide include research-based practices and a comprehensive range of services?*, an inventory of promising practices was created to direct the review of the Guide⁶⁴. Researchers first conducted a literature review to inform the development of the inventory and provide a thorough bank of information on dropout reentry strategies.

The literature review began with “Graduation for All: A Practical Guide to Decreasing School Dropout” (Lehr et al., 2005), a comprehensive review of dropout prevention and recovery strategies, and also included all relevant literature since that publication. Several databases were accessed to search for recent empirical studies, including Education Resources Information Center (ERIC), Academic Search Premier (EBSCO Host), and ProQuest Education Journals databases. The searches were limited to articles since 2005 and to peer-reviewed journals. The search results yielded 72 articles, of which 13 were applicable to dropout causes, prevention, and reentry⁶⁵.

The inventory, which can be found in Appendix B, includes the following subsections that target the intervention components identified by the professional literature as seeming to be associated with positive program outcomes: 1) *Collecting Information/Assessment*; 2) *Recovery Strategies*; 3) *Choosing an Intervention Program*; 4) *Implementation*; and 5) *Evaluating Effectiveness*. *Collecting Information/Assessment* includes definitions of a dropout (i.e., which students are typically classified as dropouts), how to calculate the dropout rate (e.g., cohort rate, event rate, status rate), and the various reasons students drop out (e.g., push/pull effects, alterable/status variables, other risk factors). *Recovery Strategies* includes effective school practices (e.g., leadership, instruction, assessment), types of interventions (e.g., personal affective, academic, family outreach), and a specific subsection that addresses students with disabilities. *Choosing an Intervention Program* includes the factors an institution should consider when choosing an intervention and if the Guide provides information on how to consider these factors. *Implementation* refers to what the Guide suggests should be included in an implementation plan and whether fidelity of implementation is mentioned. Finally, *Evaluating Effectiveness* assesses whether evaluation is mentioned in the Guide and if

⁶⁴ Researchers developed a draft of the inventory that was circulated, reviewed, and edited internally before sending a second draft to TEA for review. TEA provided feedback and subsequently approved the inventory.

⁶⁵ A complete list of references and searches can be found in Appendix B under *Literature Search*.

general evaluation terminology is introduced and defined to direct the user in assessing their chosen program.

Guide Review

The Guide was made available to the public in January 2009. At that time, researchers employed the inventory to review the Guide for the inclusion or exclusion of relevant promising practices (as identified in the dropout recovery literature review).

Interviews with Campus Leaders

In November 2008, TEA conducted the Dropout Recovery Promising Practices and Resources Forums with education professionals from campuses and ESCs throughout the state. As previously noted, the forums were part of the Guide development process in that attendees were presented with sections of the Guide and asked to provide feedback. Interviewees were chosen from the list of forum participants. Their responses provided information to answer the evaluation question, *How are leaders from diverse campuses using the Dropout Recovery Resource Guide to improve student outcomes?*

In March 2009, 10 participants from the list of forum participants were randomly sampled and contacted (via email) to participate in the interviews. Feedback resulting from that initial sampling revealed that most of those contacted had not had sufficient time to thoroughly review the Guide, and thus could not provide feedback. After this discovery, researchers emailed more forum participants to find those who had completely reviewed the Guide and could participate in the interview⁶⁶. This strategy proved effective as interviews were scheduled with 10 other forum participants. Although interviews were only scheduled with 10 forum participants, two interviewees had colleagues (who also reviewed the Guide) sit in on the interview to provide feedback as well, for a total of 12 participants. All interviews were conducted by telephone in March and April 2009.

To gain context for each participant, interviewees were asked how long they had worked in dropout prevention and recovery, including in what capacity and for what organizations, and how many times they accessed the Guide since it was made available

⁶⁶ It could be argued that those individuals who prioritized reviewing the Guide may also prioritize implementing its contents, and therefore, may present skewed opinions of the Guide. However, after conducting the interviews, it became clear that with their background knowledge and experience working in the field, respondents were able to critically assess the Guide and provide solid recommendations for improvement.

in January 2009. To gauge their use of and satisfaction with the Guide, participants were asked how they used or planned to use the information in the Guide and if they referred others to the Guide. As an assessment of impact, participants were asked if they think using the Guide will lead to improved student outcomes and whether they anticipated any changes in policy or procedure as a result of using the Guide. Finally, participants were asked if they thought the Guide could be improved and suggestions for improvement.

Data Analysis

This section presents the methods of analyses conducted on the data collected for Task B. This includes a presentation of the quantitative analyses of the Guide reviews and the qualitative analysis of the campus leaders' interview data.

Guide Review

As previously mentioned, the Guide was reviewed using the inventory of promising practices. For each item on the inventory, researchers marked whether or not the Guide included that piece of information about dropout recovery (*Yes* or *No*). For each *Yes* response, researchers provided a page reference in the Guide. Percent agreement between the three researchers was calculated. The *Yes/No* results were then analyzed to determine what important components the Guide included and where any deficiencies existed.

Interviews with Campus Leaders

Data from the interviews was analyzed using the constant comparative method (as referenced in the *Data Analysis* section of *Task A–Impact of the Expansion of the CIS Case Management Model*). Participant responses were reviewed and coded and all significant trends were identified, providing a description of the Guide's strengths and suggestions for improvement.

Findings

This section presents the findings of the evaluation of the Guide. This presentation includes the results of the Guide review and the interviews with campus leaders.

Guide Review

To answer the evaluation question, *Does the online resource manual include research-based practices and a comprehensive range of services?*, first the results of the Guide review with the use of the prepared inventory of promising practices are presented. The findings begin with overall results of the review. The remaining findings are organized by the subsections of the inventory: 1) *Collecting Information/Assessment*; 2) *Recovery Strategies*; 3) *Choosing an Intervention Program*; 4) *Implementation*; and 5) *Evaluating Effectiveness*.

Three researchers reviewed the Guide⁶⁷. Of the 142 *Yes* or *No* decisions to make on the inventory, researchers were in agreement for 115 of the decisions (81% agreement). For the 27 items that the researchers were not in agreement on, the supplemental notes with page numbers were compared to come to a final decision about whether the topic was covered in the Guide.

In terms of *Collecting Information/Assessment*, the Guide includes definitions of a dropout (i.e., which students are typically classified as dropouts), and how to identify and track dropouts. The Guide does not include information on how to calculate the dropout rate (e.g., cohort rate, event rate, status rate), although that information may be more appropriately included in a dropout prevention guide, rather than one on dropout recovery. The Guide mentions the reasons why students dropout, including push and pull effects and alterable and status variables, although these terms are not defined in the Guide. This may be attributed to the fact that the Guide is customized for people in the field of dropout recovery who are already familiar with this terminology.

Aside from push/pull effects and alterable/status variables, the Guide mentions other risk factors associated with dropouts that should be addressed in recovery programs. These include the student having low expectations to stay in school, absenteeism, being retained, showing poor performance on achievement tests, being overage for the grade level, feeling disconnected from school, having limited English proficiency, coming from a low socioeconomic status, feeling at risk of harm from the school environment, being pregnant, or being employed in order to meet economic needs. In addition, the Guide mentions that students with multiple risk factors require multi-faceted recovery efforts. However, the literature identifies other risk factors that should be targeted that are not included in the Guide. These risk factors include having a lack of effort or interest in academic work, having a lower reading ability, showing signs of

⁶⁷ One researcher was from WestEd and two were from the subcontractor, Decision Information Resources, Inc.

physical or emotional abuse, living without at least one parent, having a history of behavioral problems, and experiencing difficulty transitioning from eighth- to ninth-grade or from ninth- to tenth-grade (Christie, 2007; Daniel et al., 2006; Jimerson et al., 2006; Suh & Suh, 2007). Again, this list of risk factors may be more appropriately presented in a guide focused on preventing dropouts.

The *Recovery Strategies* presented in the Guide are comprehensive, covering many different types of interventions. The Guide discusses the use of selected interventions (i.e., targeted at a select group of students) and indicated interventions (i.e., targeted at individual students). The Guide suggests many of the intervention strategies highlighted in the literature, including career planning and training, counseling, extracurricular activities, alternative schools, community involvement, mentoring, small learning groups, and rapid credit accrual.

The Guide discusses the importance of having effective school practices in place in order for an intervention to be successful. These effective school practices include leadership and planning, management and organization, instructional improvement (i.e., professional development), positive interactions with students (i.e., recognition, incentives), equity (i.e., practices that address different students' learning styles and abilities), special programs (e.g., tobacco and alcohol prevention programs), assessment (i.e., monitoring student progress), and parent and community involvement. In addition, the Guide presents information on special populations of students (e.g., migrant youth, homeless youth), but includes only limited information on students with disabilities.

In terms of *Choosing an Intervention Program*, the Guide covers all areas deemed important according to dropout recovery literature. These topics include what should be taken into consideration when choosing an intervention (e.g., needs of the students in the district, cost of implementing an intervention, cultural considerations) and research-based information to direct the development of an intervention.

In regard to *Implementation*, the Guide suggests what should be included in an implementation plan. These components include identifying planned activities and the resources used to support the activities, identifying a person responsible, creating a timeline, identifying contextual factors (i.e., factors that may limit the success of an intervention), and developing a communication plan. The Guide does not mention that fidelity of implementation is a critical component of an intervention, as discussed in the literature (Lehr et al., 2005).

Finally, in terms of *Evaluating Effectiveness*, the Guide includes a chapter focused on program evaluation. In this chapter, there is a clear description of quantitative and

qualitative data sources. There is also mention of formative and summative evaluation, although these terms are not clearly defined.

Interviews with Campus Leaders

In order to answer the evaluation question, *How are leaders from diverse campuses using the Dropout Recovery Resource Guide to improve student outcomes?*, results of the interviews with campus leaders are presented to gauge their use of the Guide and any changes in policy and practice after its use. Before answering the evaluation question, however, background information on the interviewees is presented to provide context for their responses. The rest of this section is organized into the following subsections: Use of the Guide, Anticipated Impact of the Guide, Satisfaction with the Guide, and Suggestions for Improvement.

Background Information

Among the 12 interviewees, 10 held administrative positions (i.e., Superintendents, Assistant Principals, Director of Student Services, Dean of Students). The two not in administrative positions were an Attendance Specialist and a Dropout Consultant.

There existed a wide range of experience working in dropout prevention and recovery among the respondents. For half of the interviewees, this was their first year working in this area, although they all had previous experience in the public school system in some capacity. Their prior experiences included working as teachers and specialists in other areas (e.g., curriculum, assessment, special education). Three participants worked in dropout recovery for 3 to 8 years and the remaining three participants worked in this area for 16 years or more.

Use of the Guide

All participants accessed the Guide numerous times since the link was sent to them in January 2009. Some participants looked at the Guide as often as once or twice per week. Others reviewed the Guide a total of 4 or 5 times since January 2009. Interviewees printed out the entire Guide, and many stored it in a binder to aid in transport and reference, as the Guide was taken to many meetings. One participant noted, “I downloaded the document and keep it in my Dropout Recovery Folder that I carry around with me to meetings.”

The overwhelming majority of respondents said they used the Guide to validate and reinforce what they already put in place in their district. One participant said, “I use the Guide as a resource manual to see if I’m doing the right thing. I use it as often as my Leaver Notebook and Attendance and Accountability Manual. By seeing what others are doing, the Guide provides assurance that I’m on the right track.” Another respondent noted using the examples in the Guide, “I’m always looking for strategies that districts have used that have given more bang for the buck, those that really get the kids back – that’s what I’m looking for.” One interviewee noted that it was helpful that the Guide provided the actual names of districts and schools that were used as examples. Another respondent said, “I loved to see real-world examples. They make it [the Guide] a great resource.”

Several participants noted the value of the research findings presented in the Guide to inform workshops and presentations intended for other district staff. These data were used (or were planned to be used) by respondents to inform staff in various meetings (e.g., with task forces and education councils). One interviewee said her district would be conducting a workshop in the fall aimed at administrators, teachers, and instructional leadership who work in dropout prevention and recovery. She noted that the Guide will be one of three foundational pieces used to develop the workshop (the other pieces included dropout prevention manuals). Another interviewee said having the Guide saved him time by providing him with all the background research, “The Guide helped me plan for the executive council meeting. Everything presented to the council has to be based on research so this will help me prepare for that presentation.” He also noted how the Guide will prepare him to talk with those he referred to as “nay-sayers,” those who think it is a waste of time to recover students. He said, “There are many people in the district who are wondering why we’re wasting our time. Now I have data that can support the fact that getting these students back in school is worthwhile.” Another respondent restated these beliefs, “Even if people in administration don’t agree with me, I have something that shows they are also disagreeing with research.”

One respondent noted the use of the Guide by the district task force currently preparing a grant application. The respondent attributed the Guide with the inclusion of certain components to the district’s proposed dropout recovery program. Included among the added components were social support and case management, such as the development of partnerships with community-based agencies, identifying and tracking of students who dropped, and night support systems (i.e., childcare, transportation).

Satisfaction with the Guide

The majority of respondents held positive opinions about the Guide. Respondents were impressed with the comprehensiveness of the Guide and the thought that went into developing it. Interviewees noted the ease of using the Guide – it was easy to read and well organized. One respondent said, “Thank you to TEA for this guide. I just wish I had it earlier – we’ve had all these other guides but nothing with dropout recovery. I loved being part of the forums. I feel like they really listened to our advice.” Another respondent noted, “I’m so very glad that TEA embarked on this, because I know that everyone is accountable for their dropouts. I just wish it had been there earlier – it’s very beneficial.” Another campus leader noted, “I think it was very much needed because all of us take our responsibility for the students and we’re all struggling with dropout recovery, but why do we have to be isolated? If something is working for someone else, maybe it will work here. We can come together and work together rather than in a bubble. This Guide is a very timely resource, especially in these trying economic times. Funding has always been an issue, so being able to share gives us ideas about how to get more bang for our buck and build cost-effective programs.”

Campus leaders already referred (or planned to refer) others interested in dropout recovery to the Guide. Participants shared the Guide (or planned to share the Guide) with principals, teachers, task forces, planning committees, and campus case managers. One respondent detailed, “I referred the whole planning committee, which included personnel from student and family services, our homeless liaison, the special education director, the ELL director, the federal programs coordinator, the high school principal, the mentor coordinator, alternative education counselors, and the alternative education teacher. So the people who work most with these kids got the Guide.” The respondents who worked at an ESC said they planned to refer the Guide to all the administration and teachers they work with, especially those at the school improvement campuses.

The process of how these referrals to the Guide were made (or planned to be made) varied somewhat across interviewees. Some respondents simply forwarded the link to others via email, while others printed out hard copies of the Guide to be distributed to principals at planning meetings. Still other campus leaders planned to take a more deliberate approach to presenting the Guide. For example, one respondent noted, “I don’t like it when people just send me stuff, I would rather present it to them. So at this point, I haven’t yet shared it with all the principals because I really want it to be presented in a thoughtful manner. It will go out during a principal meeting, in a formal presentation.” Another interviewee said she plans to postpone referring the Guide to others until dropout

recovery becomes a district priority. A third campus leader noted her plans to present the Guide during a week-long workshop for teachers during the first week of school in the next academic year.

One of the campus leaders (who had been working in dropout recovery for over 20 years) voiced a concern about the development of the Guide. Interestingly, the participant with these concerns was from the only represented district among interviewees with a dropout rate greater than 6% (the dropout rate for this participant's district is currently 11% but can get as high as 16%, with 100% of the students considered at risk for dropping out). Her main concern was that the Guide was developed on a faulty premise, that is, it was developed using information from districts and schools that do not have a significant dropout problem. She felt like the Guide should be based on information from schools and districts with very high dropout rates and a student majority at-risk of dropping out that have made progress. However, she felt like the information may help those new to the field, as she believed the information presented in the Guide was basic information for a school or district just getting started.

The thought that the Guide holds value for those new to the field was shared by those respondents who recently started working in dropout prevention and recovery, as they overwhelmingly appreciated the Guide. One respondent (who had only been in her current position since the beginning of the 2008-09 school year) noted, "This manual is great, especially for people who are just starting in this area. There's information online but not what really works. This manual tells you what the issues are and what strategies are best to implement. When people get this position (as a Dropout Prevention and Recovery Coordinator), they should be given this Guide to say this is your job and this is how you do it."

Anticipated Impact of the Guide

The majority of respondents believed that use of the Guide would definitely improve student outcomes. One respondent noted, "We want to implement strategies that will help get us back our students and the strategies in the Guide are ones that work, with evidence to show they work." Another respondent noted her use of the Needs Assessment included in the Guide, "I'm using it to create this checklist of things the district needs in place. This will help administration. It will make things easier because they want to see solutions to problems and here they are."

In regards to particular interventions identified in the Guide that will impact student outcomes, participants specifically noted mentoring, credit recovery programs, and

tracking students. In terms of establishing a mentoring program, one campus leader noted, “A lot of our kids don’t have the support at home...the mentor program will give them the essential adult guide that research says is so important - someone to talk to them and help them with their problems.”

Several interviewees mentioned the importance of a credit accrual program. One campus leader noted, “Credit recovery will give these kids hope to finish, giving them the chance to finish in an alternative program and will show them that there is an end in sight.” Another interviewee reiterated these thoughts, “The Guide made me aware of the things that we’re lacking, like an after school program for credit recovery. Seeing that we don’t have this in place, and then implementing this component will impact student outcomes, which can lead to academic success and graduation for our students.”

Finally, the value of tracking students was noted by respondents. One campus leader said, “By tracking students, we’re showing students how important they are to us. And this is huge – it will impact all outcomes.”

In addition to these specific interventions, participants noted that just having strategies in the Guide that are designed to get the students physically back into the school will lead to improved outcomes. For example, several interviewees work in small towns, where students who dropped out of school can still be seen around. These respondents noted that the Guide helped prepare them for when they run into these students. One campus leader described what she could say to leaver students if she runs into them - “Now I know what to say when I see them. I can tell them about a real program we have in place to get them to come back after hours or during school hours to prepare for TAKS tests and to return to campus to actually take the tests.” Reiterating these thoughts, another interviewee noted, “The Guide has many examples of ways to get the leavers back into school – that will improve outcomes right there, just getting the kids back in the school.”

Several respondents commented that their favorite chapter in the Guide covered ineffective strategies. One interviewee noted that her district seems to continue to implement programs and processes that are not working, which is why she found the list of Ineffective Strategies (Chapter XVII) the best place to start. “Let’s start with what hasn’t worked and go from there - to weed out the bad. I don’t know why people want to keep doing the same bad thing.”

In addition to the Guide having an impact on student outcomes, the majority of participants also envisioned the Guide having an impact on campus and district policies and procedures. On a fundamental level, several respondents noted that the Guide would help them bring the issue of dropout recovery to the forefront and demand the attention

from the necessary administrative parties. One interviewee noted, “My presentation to the executive council will keep adding emphasis to the issue to keep it on the top of the list of priorities.” Presenting this information to the relevant stakeholders was noted to be the first step in getting any real changes implemented.

Several participants also commented on changes to campus and district improvement plans. One campus leader noted the addition of a mentoring program to the campus improvement plan. Another respondent noted that his title as the district’s Dropout Recovery Administrator was added to his position, which was included in the district improvement plan for this academic year. He noted, “We have already made an impact. By adding the title of Dropout Recovery Administrator to my job and including it in district improvement plan this year, we are providing that administrative support that is so crucial to those working in the field.”

Other respondents noted that although no changes have occurred yet, they did anticipate changes to campus and district policy and procedures. One respondent noted that she would be using the Guide to establish a county-wide recovery program. Another interviewee mentioned the creation of a database to track at-risk students while they are still in school to identify problems right from the start so preventative action can be taken immediately. Finally, one campus leader noted plans to start a tutoring program in the community.

Suggestions for Improvement

Although mainly positive toward the Guide, all the respondents had suggestions for improvement. One suggestion for improvement was to include more examples to provide a wider array of cases for districts to pull information from. As one interviewee noted, “Some of the districts are nothing like us and some are. I want to look for the examples from districts that have similar size and demographics as mine.” In looking through the Guide, the majority of examples were drawn from small (10,000 or fewer students) Tier 1 districts (those whose dropout rate decreased between the 2004-05 and 2006-07 school years). Participants wanted to see more examples for medium (10,001 to 30,000 students) and large districts (more than 30,000 students). One respondent felt like the “urban flavor” was missing from the examples, and wanted to see more examples from districts located in metropolitan, rather than rural areas.

Several respondents had specific content they would like to see added to the Guide. Respondents asked for more specificity in two areas: 1) more information about specific special populations, and 2) more information on specific procedures. First, campus

leaders wanted to see more information on Special Education students and English language learners. Although special populations were mentioned in the Guide, there was not much information for Special Education students and English language learners. Second, respondents wanted more specific procedural information and tools to help recruit dropouts. Interviewees wanted more samples of correspondence that they could send to authorities in the area to report truancy and dropouts, more “canned activities” for leaver students, and example letters to parents and students. Respondents felt these additions would increase use of the Guide.

Several campus leaders asked for improved access to the Guide online. These campus leaders felt like the information, however useful, cannot help them in their work if they have difficulty finding it. One respondent wanted to see the Guide put in an accessible format online, so users could click on a topic area and be taken to that chapter in the Guide. The Guide does include this feature already; however, the instructions on how to use the Guide do not emphasize this important element. Two respondents asked that the TEA Web site create a separate section for guides as some of the difficulty comes from navigating the TEA Web site. One respondent noted, “TEA has published several guides that are online, but it would help if all the guides were in one spot on the Web site, and organized by date order.”

Half of the interviewees voluntarily discussed participating in some sort of follow-up to the Guide. These participants wanted TEA to bring them back to meet with the other Guide users to discuss what they have done with the Guide and present real best practices that campus leaders could say worked for them. One respondent noted, “Let’s talk about implementation of the Guide, not just the Guide itself. We could talk about the issues we’ve come across as we implemented the Guide and how can those be remedied.” Another campus leader felt the collaboration with other campus leaders during the forums held tremendous significance, “The collaboration that went into the Guide development is invaluable. Please get us back together to keep it alive and updated, and continue the collaboration.”

One respondent suggested a yearly survey of the original forum participants to collect information on what practices have worked and any impact the Guide is having. She explained, “The survey could ask ‘What’s working for you?’, ‘What aspects have really positively impacted your school/districts?’, and ‘What have you learned that’s not reflected in Guide that would be pertinent for others?’. These results could be summarized and added to our binders to make the Guide a living workable document.” This idea was reiterated by another participant who wanted to see continuous updates to the Guide so it could become a culmination of best practices in dropout recovery.

KEY FINDINGS AND RECOMMENDATIONS

In this section, key findings and recommendations are presented for Task A—Impact of the Expansion of the CIS Case Management Model and Task B—Assessment of the *Dropout Recovery Resource Guide*. For each section, key findings are organized by the research questions. For Task A, the bulleted findings are followed by a presentation of an overall synthesis across data sources that reflect the implementation and outcomes of the CIS expansion. For both tasks, key findings are followed by a presentation of recommendations to improve TSDPRP.

Task A: Impact of the Expansion of the CIS Case Management Model

Key Findings

1. How does the expansion of the CIS case management model affect student outcomes?
 - **Impact of time in the program.** Results of the analyses based on CIS program dosage (i.e., time in the program) revealed significant differences between students based on years of participation in the CIS program with students in the program for *less* time improving on more outcomes (i.e., attendance and disciplinary occurrences). One possible explanation is that students who continued in the program may be inherently different than those who left the program after one year in areas that cannot be assessed with the data available (i.e., unmeasured contextual variables not available in the TEA datasets). In addition, using dosage as a variable limits the results due to the fact that implementation changed from year to year and varied by campus. The evolving nature of the CIS campus programs over these crucial, start-up years makes any analyses based on dosage difficult to interpret with confidence.
 - **Impact on an anecdotal basis.** During both rounds of site visits, CIS staff at all schools reported improvement in student outcomes as a result of CIS participation. CIS staff were confident that the program has been meeting its goals and impacting the targeted student outcomes in terms of academics, attendance, and behavior. In addition, school administrators and teachers from the CIS campuses generally believed that program effectiveness was strong.

1.1 What aspects of the CIS model are the schools implementing? How?

- **Caseload.** At the time of the second round of site visits (January-February 2009), eight of the 10 CIS campus programs were at least halfway to their enrollment goals for the 2008-09 academic year. Ultimately, all CIS campus programs met or exceeded their targeted recruitment numbers required by the grant.
- **Recruitment.** CIS campus staff utilized school administrators, counselors, teachers, service providers, and students already in the program to increase enrollment and raise awareness of CIS on the campuses.
- **CIS programs and services.** The CIS activities implemented on each campus varied by the needs of the students on caseload. All programs targeted issues related to academics, attendance, and behavior; however, providing mental health services was a higher priority on some campuses than others.
- **Fidelity of implementation.** The development of CIS Campus Service Delivery Plans (which included the needs assessment and interviews with relevant personnel) seemed to effectively guide the implementation of needed services. Across all 10 sites, CIS campus programs implemented their CIS Campus Service Delivery Plans, providing service provision with an emphasis on their identified high-priority areas.
- **Attendance.** In addition to monitoring students' attendance by working with the teachers, registrars, counselors, and truancy clerks, CIS staff also reported calling students' homes if they had missed too many days of school and monitoring campus hallways to encourage students to go to their classes.
- **Mentoring.** Through the BBBS initiative, a challenge was identified early on in establishing effective lines of communication among different service providers on campuses (i.e., CIS and BBBS). Recognizing this significant challenge, TEA ended the contract with BBBS for this grant and instead had the local CIS programs establish mentoring programs. Success with mentoring varied by campus. Some campuses were successful with their mentorship programs (e.g., partnering with local businesses to find mentors), while others experienced difficulties finding mentors

willing to commit, which resulted in some programs dissolving their mentorship programs altogether.

- **Partnerships.** Several schools noted the increased use of partnerships with external service providers and community organizations over the course of the grant. This increase was in direct relation to CIS staff becoming more familiar with the community and available resources.
- **Follow-up with external providers.** Consistent with data collected during the first round of site visits, CIS staff across the sites agreed that while they all followed-up with students who received services from external providers, no standard procedure existed for following up, and that it was more on a case-by-case basis. Some CIS staff said that when they attempted to follow up with the service provider directly, confidentiality concerns usually prohibited CIS staff from obtaining information on student progress.
- **Other campus responsibilities for CIS staff.** In addition to the services that CIS typically provided to students, five of the six CIS programs in Dallas were also responsible for campus-wide tasks or initiatives, including scheduling parent-teacher conferences for teachers and developing a curriculum for the school mentoring program. None of the CIS staff at the other four campuses reported being assigned to perform any campus-wide activities that extended beyond the scope of CIS' services. This finding was similar with the first round of site visits, as several CIS campus staff noted the lack of understanding of CIS's role on campus and the request from administration to take on more tasks.
- **School resources and support.** Most CIS staff reported improvements in the resources provided to CIS since the first round of site visits (e.g., office space, access to data). Often, resources provided to CIS were a reflection of school administrators' support (or lack of support) for the CIS program. CIS schools that enjoyed administrative support had more access to students, student data, and other resources, thus allowing them to provide services more effectively to more students than those schools without this support.
- **Field trips.** During both years, field trips served as an incentive for students enrolled in CIS to attend and remain engaged in school; however, only two schools reported offering field trips on a fairly regular basis in the 2008-09 school year. In addition, for some

campuses, district requirements for field trips made it difficult to conduct this CIS activity.

- **Referrals.** For the 2007-08 school year, the majority of CIS students were referred to the program by parents and CIS staff. Although many CIS students were referred to the program by their parents both years, more referrals were made by administration (i.e., assistant principal, principal) during the 2006-07 school year than by CIS staff. During both years (in smaller numbers), teachers also referred students, and the students referred themselves to the program.
- **CIS eligibility.** Free and reduced lunch and academic deficiencies (i.e., not meeting assessment standards, course failure in two classes, retention) were the reasons most students were considered eligible to participate in the program for both the 2006-07 and 2007-08 school years.
- **Student issues.** Most student issues were classified as academic (e.g., need for more academic support, homework completion, college readiness) and behavioral (e.g., absences, classroom participation, tardiness) concerns for both years of the program.
- **Services targeted by CIS.** The services targeted by CIS staff varied by the type of issue presented. CIS staff exclusively provided services for over 90% of all reported behavioral issues. In 2007-08, CIS staff directly targeted fewer social service and mental health issues than in the 2006-07 school year. This reduction most likely reflects the increased utilization of community partnerships during the second year of implementation. The trend to outsource was also seen in the data regarding academic issues, as academic service provision was targeted by external providers (e.g., tutors) for a large percentage of students during both years.
- **Student progress reported by CIS staff.** CIS staff made note of student progress. In 2007-08, students made the most progress for behavioral (65%) and academic issues (64%). In addition, a greater proportion of students showed improvement in social services and mental health issues in 2007-08 compared to 2006-07. In regard to progress with behavior, huge improvements were seen in terms of delinquent conduct, classroom conduct, and social skills from one year to the next.

1.2 How are campuses using the 8th grade assessment data in PGPs?

- **Collaboration between CIS campus staff and school staff.** Collaboration between CIS staff and school personnel has improved somewhat during the course of this evaluation. Although only 2 of the 10 campuses were collaborating in the development of PGPs, the processes they employed in this collaboration strengthened over the past year and became more standard procedure on these campuses.
- **Use of eighth-grade data.** The two CIS campus programs that were collaborating with school staff in developing PGPs for incoming ninth-grade students were both utilizing eighth-grade achievement and attendance data. The data were used for two purposes – to develop instructional plans to address academic concerns and to monitor student progress with attendance.
- **PGP follow-up.** As a result of the findings from the first year of this evaluation, TEA staff provided further information to all TSDPRP CIS programs that included guidance in developing and using PGPs.

1.3 What students are participating in the CIS program⁶⁸?

- **Number and gender.** There were 1,300 students (57% female, 43% male) who participated in the CIS program in 2007-08, increasing more than threefold from the year prior (N=400). Of the students who began the CIS program in the 2006-07 school year, 42% continued in the program during 2007-08. Across both years, there were 1,603 students who participated in the program at the 10 CIS campuses.
- **Ethnicity.** For both years of the program, the majority of students participating in CIS were Hispanic (61% for both years) and African American (31% in 2006-07 and 32% in 2007-08).
- **Living situation.** For the 2006-07 and 2007-08 school years, the vast majority of CIS students lived at home with members of their immediate family (92% in 2006-07 and 94% in 2007-08). For most of these students, the immediate family member they lived with was either their single parent mother (45% in 2006-07 and 36% in

⁶⁸ CIS student characteristics in 2007-08. Data Source: 2006-07 and 2007-08 CISTMS

2007-08) or both biological or adoptive parents (32% in 2006-07 and 37% in 2007-08).

- **Language.** For both years of the program, CIS students primarily spoke English (80% in 2006-07 and 63% in 2007-08) or Spanish (19% in 2006-07 and 37% in 2007-08) in the home.
- **Public assistance.** Fifty percent of CIS students received two forms of public assistance in the 2007-08 school year, which included reduced-price or free lunch (76%) and TANF (56%). This differed from the 2006-07 data, in which the majority of students were only receiving one form of (38%) or no public assistance (25%).
- **Plans after high school.** Forty-three percent of students were planning to acquire additional education post-high school in the 2007-08 school year (i.e., 4-year college, 2-year college, trade/technical school). This differed greatly from the 2006-07 data, in which only 9% of students were planning to obtain additional education after high school. This large difference was most likely due to the lack of data for students in the CISTMS database in the 2006-07 school year for this outcome.

1.4 How does the level of implementation of the expansion affect student outcomes?

- **Impact of level of campus implementation on student outcomes.** Campus level of implementation was calculated using three, equally-weighted indicators of implementation. These indicators included the number of months implementing the CIS program, number of students enrolled in CIS, and number of CIS activities planned on campus. Campuses were then designated as high, medium, or low implementation campuses and student data were compared across campuses based on implementation level. Results showed significant differences, with students at the high and medium implementation campuses generally faring better than those students attending the low implementation campuses. These findings suggest that level of implementation of the CIS program can have a notable impact on attendance, TAKS scores, course completion, and disciplinary issues.

Task A Synthesis

In this section, conclusive findings are presented as a synthesis of data sources (i.e., student-level secondary data, site visit interview data) used to evaluate Task A. These findings inform both program implementation and impact assessment.

Challenging role of CIS staff on campuses.

After beginning a campus program, CIS staff are expected to identify the issues to target on campus, recruit students, provide case management services, and follow up with students. They are also charged with providing awareness of life after high school and motivating students to continue to be successful after graduation. Helping students achieve their educational goals after high school, however, is a responsibility of both CIS and the school.

With the shared goal of preparing students for a successful future, the expectation would be that the CIS program would be welcomed by school staff. However, this is not always the case, as CIS is often seen as an outside provider and not part of the campus itself. This is evident from the school-based challenges many CIS case managers reported, including need for space and facilities, difficulty accessing student data to use in PGPs, lack of administrative support, and teacher reluctance to refer at-risk students to the CIS program. In some cases, CIS staff were able to address these challenges through the course of the grant by working with school administration to secure additional resources (e.g., office space) and working with teachers to explain the purpose of the CIS program and how it could help their students. While school staff may show some reluctance toward any new campus-based provider, especially one that they may not have experience with, the discrepancy between the responsibility of CIS campus program staff to achieve their stated goals (i.e., keeping students in school and helping them improve academically) and their lack of authority or control on campus may undermine the potential success of the CIS program.

The importance of support from and collaboration with school personnel.

Several of the CIS staff interviewed discussed the lack of school support as a challenge in their ability to deliver services. This lack of support manifested itself in different ways, including the denying permission to offer group services, not allowing CIS staff to pull students from elective classes, and preventing field trips by pulling transportation funding or instituting unrealistic requirements. According to one CIS case

manager, CIS “could do a lot to avert or prevent problems if they (the school) would allow kids to go to CIS as an elective.” Many of this case manager’s students displayed poor decision-making and conflict-avoidance skills, but she said, “We don’t get them until after the crisis”—for example, a fight. It would be helpful if the “principal would be more cooperative and responsive.”

As the resources provided to CIS are often a reflection of school administrators’ support or lack of support for the CIS program⁶⁹, support and collaboration with school administration and teachers becomes critical to program success. The *Best Practices in Dropout Prevention* report notes this important element, “The implementation of any reform requires that all participants believe change is possible; administrators, teachers, and counselors must be willing to work together to implement the reform and hold high expectations that students can improve their achievement” (ICF International & National Dropout Prevention Center/Network, 2008, p. 67, see the complete report at <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=4702> for additional details).

According to CIS staff, the hard part is getting teachers and administrators to see the benefits of referring students to the program and collaborating with CIS staff to inform the development of student service plans and/or provide services to students. However, “Once teachers are on board, they are really on board.” In some cases, CIS staff were able to obtain more support from school staff and administration by collaborating with them in the development of PGPs and providing services to students. It appears that CIS programs with support from the school had more access to students, student data, and other resources, enabling them to provide services more effectively and efficiently to more students than those without this support.

The importance of consistent staffing.

The literature on developmental intervention emphasizes the importance of that one person in a child’s life who really cares for the child and provides stability (Werner, 2000). Such an individual acts as a buffer that can help increase the child’s resilience by providing a source of support in a student’s life and enabling the student to make smart choices and succeed. It seems that for CIS students, the CIS case manager is becoming that one person who holds the students accountable and keeps them on the right track to succeed.

⁶⁹ Resources provided could also be the result of district funding patterns, and may not have to do with support or lack of support for the CIS program specifically.

Interviews with CIS staff suggested that they sincerely care about the students and their futures. For example, the case manager at one particularly difficult campus (i.e., a campus with a low level of support for CIS from school staff) reported that she had the opportunity to leave that school and go to a school that was more supportive of CIS being on campus, but she chose to stay at her original school because she believed the students really needed her. CIS staff reported that establishing these strong, trusting, and caring relationships with the students on their caseload was key to achieving student success. Several case managers noted that they have become a source of support for the students when they have no one else. CIS staff served as advocates and liaisons for their students by coordinating meetings between students and their teachers to help students identify methods to improve their grades and recover credit hours.

For intervention programs to be effective, consistent guidance and care should be provided so the child trusts the availability of the program and providers (Werner, 2000). However, at several of the sites, there was high turnover among the CIS staff, as many (7 of the 10) CIS campus programs had new staff this year (2008-09). Although all personnel were experienced CIS staff members, they were new to the campus and the students. Having new staff seemed to impact recruitment efforts, as almost all of the schools that reported fewer students on caseload as compared to the previous year had hired new CIS campus staff this academic year. Staff turnover also seemed to impact general organization of student files, as one school with all new CIS staff had no previous record of the students on caseload. The need for consistent guidance from one source (i.e., one case manager) coupled with the impact of staff turnover on recruitment and general organization, suggests the need to keep the same CIS staff on the same campus.

CIS presence on campus.

At campuses where CIS staff reported higher levels of school support, the CIS campus programs seemed to progress in the development of comprehensive service provision for at-risk students. This progress was seen by the increased caseload, strengthened collaboration with school staff in the development of PGPs (at the campuses that implemented this component), and increased use of partnerships with external service providers (e.g., social service agencies) over the course of the grant. CIS seemed to be becoming more of a standard part of campus functioning.

To some extent, this progress was a product of more time on the campus to recruit students and establish program activities. The analyses of student-level data demonstrated that campus programs that enrolled more students, planned more CIS activities, and

implemented the program for a longer time showed significantly more positive student outcomes. The high and medium implementation campuses had a greater presence, as reflected in the number of students enrolled, the number of planned activities, and time on their campuses, than the low implementation campuses. These results may explain why, over time, there were significant improvements for students at these schools on several outcomes, including attendance, disciplinary occurrences, course completion, and TAKS scores.

These findings support the fact that it takes time to establish the CIS program, recruit students, and implement CIS activities in order to produce the desired outcomes. These results are consistent with research on developmental programs, which stresses the importance of the level of program implementation, that is, more concentrated interventions are likely to result in more favorable outcomes than less concentrated interventions (Wolery, 2000). In the case of the CIS program, establishing a high level of program implementation means taking time to develop strong CIS programs on campuses to effectively target student issues and produce improved student outcomes.

Too early to assess impact.

Research suggests that full implementation of a program does not occur quickly (Chen, 2005; Hauser-Cram, Warfield, Upshur, & Weisner, 2000). As noted, it took time and school support in order to establish the high level of CIS programming on some of the campuses. The national CIS office allows local CIS programs three to four years to meet their organizational standards. In addition, CIS does not consider permanent institutional change to have been achieved until CIS is no longer considered to be an “extra” or special program within a school, but rather a seamless component of the campus (Communities In Schools, 2008b).

In determining whether a program is ready for impact assessment, the distinctive features of the program need to be considered, such as how long it has been in operation and its capacity for data collection (Hauser-Cram et al., 2000). Chen (2005) warns that conducting performance assessments too early in a program’s growth can produce inaccurate results. The implementation data presented in this report, as well as CIS and school staffs’ anecdotal perceptions of impact, point to the potential of the program to improve the targeted student outcomes. And while some CIS campus programs may be ready for an assessment of program participation on student outcomes, others may need more time before a valid assessment can be made.

Recommendations

- Work to attain buy-in from administration and work to collaborate in providing services. As school support is key to program success, support from and collaboration with administration and school staff should become a priority for CIS programs, particularly new CIS programs.
- Utilize CIS campus staff that collaborated with school staff in the development of PGPs to help with the development of training for other campus programs, both the schools involved in this grant and other CIS campuses. CIS staff with experience partnering with school staff on PGPs will understand the potential challenges that come from making this a collaborative effort and can present effective strategies they used to overcome any challenges.⁷⁰
- Minimize staff turnover. To the extent possible, local CIS programs should help keep case managers at the same campus so they get to know the students and are able to provide a consistent source of support throughout their high school careers. CIS can help minimize staff moves to other campuses by working to strengthen the relationship with the school staff, as CIS staff noted school support as a significant barrier to their work and may consider leaving a campus based on how supportive the school is of CIS.
- Verify that CIS campus staff understand all school and district policies and procedures. This understanding is crucial to becoming a contributing part of the campus while providing CIS services. Policies regarding field trips should be understood by all staff to avoid cancellations, as were noted this year.
- At the same time, school staff need to understand the role of CIS. During the first round of site visits it was found that in some cases, teachers and administration did not understand the role of CIS in a school and imposed more responsibilities on the CIS staff. As presented in this report (from the second round of site visits), CIS staff at some campuses were responsible for other campus initiatives, beyond the scope of CIS. If not already in place, CIS might want to consider conducting brief informational presentations during faculty meetings to make teachers and

⁷⁰ This recommendation is dependent on the school implementing PGPs, as some campuses are not currently implementing the state PGP requirements.

administration aware of the program. This seems to be especially important during the first year of implementation, as this will help inform all parties of the role and potential benefit of CIS, which could in turn, help with attaining buy-in from school staff and recruiting students to the program.

- Develop consistent procedures to follow up on referrals to outside providers. Consistent procedures for follow-up could include an agreement as part of the original MOU outlining what is required of the providers. In addition, CIS could provide progress forms to external providers to mail to campus staff following service provision. Of course, confidentiality issues will have to be discussed to ensure the external partners are not expected to violate their own policies.
- Conduct an assessment of impact of CIS participation on student outcomes after more implementation time as elapsed. With the understanding that full implementation of a program does not occur quickly, TEA might want to consider an impact assessment after more time has elapsed to accurately explore possible attributable student outcomes.

Task B: Assessment of the Dropout Recovery Resource Guide

Based on the findings of the Guide review with the inventory of promising practices and the interviews with campus leaders, the following key findings, by evaluation question, are provided. Following, recommendations are outlined to improve the Guide and its use in the field.

Key Findings

2. Does the *Dropout Recovery Resource Guide* include research-based practices and a comprehensive range of services?
 - **Research-based practices.** The Guide includes a broad range of strategies identified in the dropout recovery literature as promising practices.
 - **Users of the Guide.** According to interview data with Guide users, the Guide provides a useful presentation of dropout recovery in a step-by-step format for those new to dropout recovery, as well as for those more experienced in the field looking to validate the interventions already in place.

- **Further area to be covered.** There was one area that was not sufficiently addressed in the Guide - information about specific special populations (i.e., Special Education students and English language learners).
3. How are leaders from diverse campuses using the *Dropout Recovery Resource Guide* to improve student outcomes?
- **Use of the Guide.** Leaders from diverse campuses are using (or planning to use) the Guide to improve student outcomes. The research outlined in the Guide will be used to inform workshops, presentations, task forces, and education councils across the state.
 - **Impact of the Guide on student outcomes.** Campus leaders are confident the Guide will impact student outcomes, specifically noting mentoring, credit recovery programs, and tracking students as important additions that will improve dropout recovery and increase student success.
 - **Impact of the Guide on policy and procedure.** The majority of participants envisioned the Guide having an impact on campus and district policies and procedures. Several leaders have already made changes to campus and district improvement plans to include strategies outlined in the Guide, such as a mentoring program and adding the title of Dropout Recovery Administrator to an administrative position.

Recommendations

- Update the Guide on a continuous basis. Through the use of additional forums, supplemental training, and/or additions to the Guide based on yearly feedback surveys of users, continuously add to the Guide to keep it updated with the most relevant and applicable dropout recovery practices.
- Include more examples in the Guide that represent medium and large, and urban districts to provide further demonstrations of promising practices. More examples may be appended as the Guide is updated (as based on the previous recommendation).
- Improve access to the Guide online by allocating a section on the TEA Web site for guides.

- Improve use of the Guide by adding instructions regarding the important feature available to users in the Table of Contents, whereby they can click on a topic area and be taken to that chapter in the Guide.
- Provide information on special populations, particularly Special Education students and English language learners.

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APPENDIX A

1. Student-Level Secondary Data Tables
 - a. Results for Cohort 1 CIS Students v. Cohort 2 CIS Students
 - b. Demographics of CIS Students v. Comparison Students by Cohort
 - c. Results of CIS Students v. Comparison Students by Cohort
 - d. Descriptive Student-Level CISTMS Data
2. Level of Campus Implementation Calculation
3. School-Level Trajectories
4. Site Visit Protocols
 - a. Campus Service Delivery Plan Document Review Protocol
 - b. CIS Staff Interview Protocol
 - c. Personal Graduation Plan (PGP) Manager Interview Protocol
5. CIS Campus Service Delivery Plan

Results for Cohort 1 CIS Students v. Cohort 2 CIS Students

Table A-1

Improvement in proportion of days attended

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	56.3% (n = 89)	42.4% (n = 67)	1.3% (n = 2)
Cohort 2 CIS students	68.9% (n = 111)	29.2% (n = 47)	1.9% (n = 3)
Total	62.7% (n = 200)	35.7% (n = 114)	1.6% (n = 5)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-2

Improvement in proportion of courses completed

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	32.4% (n = 11)	50.0% (n = 17)	17.6% (n = 6)
Cohort 2 CIS students	36.8% (n = 7)	57.9% (n = 11)	5.3% (n = 1)
Total	34.0% (n = 18)	52.8% (n = 28)	13.2% (n = 7)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-3

Improvement in total number of disciplinary occurrences

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	38.7% (n = 41)	57.5% (n = 61)	3.8% (n = 4)
Cohort 2 CIS students	55.0% (n = 60)	33.9% (n = 37)	11.0% (n = 12)
Total	47.0% (n = 101)	45.6% (n = 98)	7.4% (n = 16)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-4

Improvement in number of criminal disciplinary occurrences

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	44.8% (n = 13)	48.3% (n = 14)	6.9% (n = 2)
Cohort 2 CIS students	17.4% (n = 4)	82.6% (n = 19)	0.0% (n = 0)
Total	32.7% (n = 17)	63.5% (n = 33)	3.8% (n = 2)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-5**Improvement in number of violated local code of conduct disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	33.0% (n = 32)	60.8% (n = 59)	6.2% (n = 6)
Cohort 2 CIS students	55.3% (n = 57)	35.9% (n = 37)	8.7% (n = 9)
Total	44.5% (n = 89)	48.0% (n = 96)	7.5% (n = 15)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-6**Improvement in number of harmful disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	75.9% (n = 41)	22.2% (n = 12)	1.9% (n = 1)
Cohort 2 CIS students	75.0% (n = 39)	19.2% (n = 10)	5.8% (n = 3)
Total	75.5% (n = 80)	20.8% (n = 22)	3.8% (n = 4)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-7**Improvement in number of drug disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	73.3% (n = 11)	26.7% (n = 4)	0.0% (n = 0)
Cohort 2 CIS students	66.7% (n = 4)	33.3% (n = 2)	0.0% (n = 0)
Total	71.4% (n = 15)	28.6% (n = 6)	0.0% (n = 0)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-8**Improvement in number of truancy disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	62.5% (n = 15)	29.2% (n = 7)	8.3% (n = 2)
Cohort 2 CIS students	61.1% (n = 11)	33.3% (n = 6)	5.6% (n = 1)
Total	61.9% (n = 26)	31.0% (n = 13)	7.1% (n = 3)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-9**Improvement in number of suspensions**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Cohort 1 CIS students	35.6% (n = 36)	57.4% (n = 58)	6.9% (n = 7)
Cohort 2 CIS students	52.8% (n = 57)	36.1% (n = 39)	11.1% (n =)12
Total	44.5% (n = 93)	46.4% (n = 97)	9.1% (n = 19)

Data Source: 2005-06 and 2007-08 PEIMS

Demographics of CIS Students v. Comparison Students by Cohort

Cohort 1

Table A-10

Gender of CIS cohort 1 and comparison students

	<i>Cohort 1</i>	<i>Cohort 1 Comparison</i>
Male	41.8% (n = 66)	46.8% (n = 74)
Female	58.2% (n = 92)	53.2% (n = 84)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-11

Ethnicity of CIS cohort 1 and comparison students

	<i>Cohort 1</i>	<i>Cohort 1 Comparison</i>
African American	31.0% (n = 49)	30.4% (n = 48)
Hispanic	62.0% (n = 98)	60.1% (n = 95)
White, not of Hispanic origin	7.0% (n = 11)	8.9% (n = 14)
Asian/Pacific Islander	0% (n = 0)	0.6% (n = 1)
Native American	0% (n = 0)	0% (n = 0)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-12

At-risk status of CIS cohort 1 and comparison students

	<i>Cohort 1</i>	<i>Cohort 1 Comparison</i>
At Risk of dropping out	77.8% (n = 123)	76.6% (n = 121)
Not at risk of dropping out	22.2% (n = 35)	23.4% (n = 37)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-13**Special Education status of CIS cohort 1 and comparison students**

	<i>Cohort 1</i>	<i>Cohort 1 Comparison</i>
Special Education Student	20.9% (n = 33)	17.7% (n = 28)
Not a Special Education Student	79.1% (n = 125)	82.3% (n = 130)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-14**Social economic status of CIS cohort 1 and comparison students**

	<i>Cohort 1</i>	<i>Cohort 1 Comparison</i>
Economic disadvantage	87.3% (n = 138)	91.1% (n = 144)
Not economic disadvantage	12.7% (n = 20)	8.9% (n = 14)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-15**Attendance status of CIS cohort 1 and comparison students**

	<i>Cohort 1</i>	<i>Cohort 1 Comparison</i>
Attended less than 90%	28.5% (n = 45)	24.1% (n = 38)
Attended 90% or more	71.5% (n = 113)	75.9% (n = 120)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-16**Proportion of courses passed and number of disciplinary occurrences of cohort 1 and comparison students**

	<i>Cohort 1</i>	<i>Cohort 1 Comparison</i>
2006 mean proportion of courses passed	M = 52.9 (N = 42)	M = 56.1 (N = 52)
2006 mean total number of disciplinary occurrences	M = 2.96 (N = 158)	M = 3.19 (N = 158)

Data Source: 2006-07 and 2007-08 PEIMS

Cohort 2

Table A-17

Gender of CIS cohort 2 and comparison students

	<i>Cohort 2</i>	<i>Cohort 2 Comparison</i>
Male	32.9% (n = 53)	36.6% (n = 59)
Female	67.1% (n = 108)	63.4% (n = 102)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-18

Ethnicity of CIS cohort 2 and comparison students

	<i>Cohort 2</i>	<i>Cohort 2 Comparison</i>
African American	26.1% (n = 42)	24.2% (n = 39)
Hispanic	62.7% (n = 101)	64.6% (n = 104)
White, not of Hispanic origin	8.7% (n = 14)	9.3% (n = 15)
Asian/Pacific Islander	1.9% (n = 3)	1.2% (n = 2)
Native American	0.6% (n = 1)	0.6% (n = 1)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-19

At-risk status of CIS cohort 2 and comparison students

	<i>Cohort 2</i>	<i>Cohort 2 Comparison</i>
At Risk of dropping out	83.9% (n = 135)	82.0% (n = 132)
Not at risk of dropping out	16.1% (n = 26)	18.0% (n = 29)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-20

Special Education status of CIS cohort 2 and comparison students

	<i>Cohort 2</i>	<i>Cohort 2 Comparison</i>
Special Education Student	11.8% (n = 19)	15.5% (n = 25)
Not a Special Education Student	88.2% (n = 142)	84.5% (n = 136)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-21**Social economic status of CIS cohort 2 and comparison students**

	<i>Cohort 2</i>	<i>Cohort 2 Comparison</i>
Economic disadvantage	90.7% (n = 146)	91.9% (n = 148)
Not economic disadvantage	9.3% (n = 15)	8.1% (n = 13)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-22**Attendance status of CIS cohort 2 and comparison students**

	<i>Cohort 2</i>	<i>Cohort 2 Comparison</i>
Attended less than 90%	25.5% (n = 41)	27.3% (n = 44)
Attended 90% or more	74.5% (n = 120)	72.7% (n = 117)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-23**Proportion of courses passed and number of disciplinary occurrences of cohort 2 and comparison students**

	<i>Cohort 2</i>	<i>Cohort 2 Comparison</i>
2006 proportion of courses passed	M = 49.4 (N = 22)	M = 62.1 (N = 25)
2006 total number of disciplinary reasons	M = 1.92 (N = 161)	M = 2.27 (N = 161)

Data Source: 2006-07 and 2007-08 PEIMS

Cohort 3**Table A-24****Gender of CIS cohort 3 and comparison students**

	<i>Cohort 3</i>	<i>Cohort 3 Comparison</i>
Male	46.2% (n = 360)	47.0% (n = 366)
Female	53.8% (n = 419)	53.0% (n = 413)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-25**Ethnicity of CIS cohort 3 and comparison students**

	<i>Cohort 3</i>	<i>Cohort 3 Comparison</i>
African American	28.2% (n = 220)	25.4% (n = 198)
Hispanic	66.9% (n = 521)	70.9% (n = 552)
White, not of Hispanic origin	4.4% (n = 34)	3.0% (n = 23)
Asian/Pacific Islander	0.1% (n = 1)	0.3% (n = 2)
Native American	0.3% (n = 3)	0.5% (n = 4)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-26**At-risk status of CIS cohort 3 and comparison students**

	<i>Cohort 3</i>	<i>Cohort 3 Comparison</i>
At Risk of dropping out	85.2% (n = 664)	86.5% (n = 674)
Not at risk of dropping out	14.8% (n = 115)	13.5% (n = 105)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-27**Special Education status of CIS cohort 3 and comparison students**

	<i>Cohort 3</i>	<i>Cohort 3 Comparison</i>
Special Education Student	14.6% (n = 114)	17.5% (n = 136)
Not a Special Education Student	85.4% (n = 665)	82.5% (n = 643)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-28**Social economic status of CIS cohort 3 and comparison students**

	<i>Cohort 3</i>	<i>Cohort 3 Comparison</i>
Economic disadvantage	80.9% (n = 630)	80.9% (n = 630)
Not economic disadvantage	19.1% (n = 149)	19.1% (n = 149)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-29**Attendance status of CIS cohort 3 and comparison students**

	<i>Cohort 3</i>	<i>Cohort 3 Comparison</i>
Attended less than 90%	26.8% (n = 209)	25.8% (n = 201)
Attended 90% or more	73.2% (n = 570)	74.2% (n = 578)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-30**Proportion of courses passed and number of disciplinary occurrences of cohort 3 and comparison students**

	<i>Cohort 3</i>	<i>Cohort 3 Comparison</i>
2006 proportion of courses passed	M = 61.6 (N = 332)	M = 65.5 (N = 348)
2006 total number of disciplinary reasons	M = 2.7 (N = 779)	M = 2.4 (N = 779)

Data Source: 2006-07 and 2007-08 PEIMS

Results for CIS Students v. Comparison Students by Cohort

Cohort 1

Table A-31

Improvement in proportion of days attended

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	67.7% (n = 107)	31.6% (n = 50)	0.6% (n = 1)
Cohort 1 CIS students	56.3% (n = 89)	42.4% (n = 67)	1.3% (n = 2)
Total	62.0% (n = 196)	37.0% (n = 117)	0.9% (n = 3)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-32

Improvement in proportion of courses completed

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	46.5% (n = 20)	41.9% (n = 18)	11.6% (n = 5)
Cohort 1 CIS students	32.4% (n = 11)	50.0% (n = 17)	17.6% (n = 6)
Total	40.3% (n = 31)	45.5% (n = 35)	14.3% (n = 1)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-33

Improvement in total number of disciplinary occurrences

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	44.6% (n = 45)	49.5% (n = 50)	5.9% (n = 6)
Cohort 1 CIS students	38.7% (n = 41)	57.5% (n = 61)	3.8% (n = 4)
Total	41.5% (n = 86)	53.6% (n = 111)	4.8% (n = 10)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-34

Improvement in number of criminal disciplinary occurrences

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	20.0% (n = 3)	80.0% (n = 12)	0.0% (n = 0)
Cohort 1 CIS students	44.8% (n = 13)	48.3% (n = 14)	6.9% (n = 2)
Total	36.4% (n = 16)	59.1% (n = 26)	4.5% (n = 2)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-35**Improvement in number of violated local code of conduct disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	43.2% (n = 41)	53.7% (n = 51)	3.2% (n = 3)
Cohort 1 CIS students	33.0% (n = 32)	60.8% (n = 59)	6.2% (n = 6)
Total	38.0% (n = 73)	57.3% (n = 110)	4.7% (n = 9)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-36**Improvement in number of harmful disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	77.5% (n = 31)	15.0% (n = 6)	7.5% (n = 3)
Cohort 1 CIS students	75.9% (n = 41)	22.2% (n = 12)	1.9% (n = 1)
Total	76.6% (n = 72)	19.1% (n = 18)	4.3% (n = 4)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-37**Improvement in number of drug disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	75.0% (n = 3)	25.0% (n = 1)	0.0% (n = 0)
Cohort 1 CIS students	73.3% (n = 11)	26.7% (n = 4)	0.0% (n = 0)
Total	73.7% (n = 14)	26.3% (n = 5)	0.0% (n = 0)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-38**Improvement in number of truancy disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	58.3% (n = 14)	37.5% (n = 9)	4.2% (n = 1)
Cohort 1 CIS students	62.5% (n = 15)	29.2% (n = 7)	8.3% (n = 2)
Total	60.4% (n = 29)	33.3% (n = 16)	6.3% (n = 3)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-39**Improvement in number of suspensions**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	41.2% (n = 40)	50.5% (n = 49)	8.2% (n = 8)
Cohort 1 CIS students	35.6% (n = 36)	57.4% (n = 58)	6.9% (n = 7)
Total	38.4% (n = 76)	54.0% (n = 107)	7.6% (n = 15)

Data Source: 2005-06 and 2007-08 PEIMS

Cohort 2**Table A-40****Improvement in proportion of days attended**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	59.0% (n = 95)	39.1% (n = 63)	1.9% (n = 3)
Cohort 2 CIS students	68.9% (n = 111)	29.2% (n = 47)	1.9% (n = 3)
Total	64.0% (n = 206)	34.2% (n = 110)	1.9% (n = 6)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-41**Improvement in proportion of courses completed**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	33.3% (n = 7)	42.9% (n = 9)	23.8% (n = 5)
Cohort 2 CIS students	36.8% (n = 7)	57.9% (n = 11)	5.3% (n = 1)
Total	35.0% (n = 14)	50.0% (n = 20)	15.0% (n = 6)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-42**Improvement in total number of disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	36.7% (n = 36)	52.0% (n = 51)	11.2% (n = 11)
Cohort 2 CIS students	55.0% (n = 60)	33.9% (n = 37)	11.0% (n = 12)
Total	46.4% (n = 96)	42.5% (n = 88)	11.1% (n = 23)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-43**Improvement in number of criminal disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	30.0% (n = 6)	70.0% (n = 14)	0.0% (n = 0)
Cohort 2 CIS students	17.4% (n = 4)	82.6% (n = 19)	0.0% (n = 0)
Total	23.3% (n = 10)	76.7% (n = 33)	0.0% (n = 0)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-44**Improvement in number of violated local code of conduct disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	36.8% (n = 35)	52.6% (n = 50)	10.5% (n = 10)
Cohort 2 CIS students	55.3% (n = 57)	35.9% (n = 37)	8.7% (n = 9)
Total	46.5% (n = 92)	43.9% (n = 87)	9.6% (n = 19)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-45**Improvement in number of harmful disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	67.5% (n = 27)	22.5% (n = 9)	10.0% (n = 4)
Cohort 2 CIS students	75.0% (n = 39)	19.2% (n = 10)	5.8% (n = 3)
Total	71.7% (n = 66)	20.7% (n = 19)	7.6% (n = 7)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-46**Improvement in number of drug disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	83.3% (n = 5)	16.7% (n = 1)	0.0% (n = 0)
Cohort 2 CIS students	66.7% (n = 4)	33.3% (n = 2)	0.0% (n = 0)
Total	75.0% (n = 9)	25.0% (n = 3)	0.0% (n = 0)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-47**Improvement in number of truancy disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	53.3% (n = 8)	40.0% (n = 6)	6.7% (n = 1)
Cohort 2 CIS students	61.1% (n = 11)	33.3% (n = 6)	5.6% (n = 1)
Total	57.6% (n = 19)	36.4% (n = 12)	6.1% (n = 2)

Data Source: 2005-06 and 2007-08 PEIMS

Table A-48**Improvement in number of suspensions**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	33.0% (n = 31)	52.1% (n = 49)	14.9% (n = 14)
Cohort 2 CIS students	52.8% (n = 57)	36.1% (n = 39)	11.1% (n = 12)
Total	43.6% (n = 88)	43.6% (n = 88)	12.9% (n = 26)

Data Source: 2005-06 and 2007-08 PEIMS

Cohort 3**Table A-49****Improvement in proportion of days attended**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	58.1% (n = 469)	40.1% (n = 296)	1.9% (n = 14)
Cohort 3 CIS students	64.6% (n = 503)	34.8% (n = 271)	0.6% (n = 5)
Total	61.4% (n = 972)	37.4% (n = 567)	1.3% (n = 19)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-50**Improvement in proportion of courses completed**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	36.6% (n = 119)	44.0% (n = 143)	19.4% (n = 63)
Cohort 3 CIS students	41.9% (n = 134)	38.4% (n = 123)	19.7% (n = 63)
Total	39.2% (n = 253)	41.2% (n = 266)	19.5% (n = 126)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-51**Improvement in total number of disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	14.1% (n = 56)	18.3% (n = 73)	67.6% (n = 269)
Cohort 3 CIS students	18.9% (n = 90)	21.0% (n = 100)	60.1% (n = 286)
Total	16.7% (n = 146)	19.8% (n = 173)	63.5% (n = 555)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-52**Improvement in number of criminal disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	15.4% (n = 4)	15.4% (n = 4)	69.2% (n = 18)
Cohort 3 CIS students	21.1% (n = 8)	23.7% (n = 9)	55.3% (n = 21)
Total	18.8% (n = 12)	20.3% (n = 13)	60.9% (n = 39)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-53**Improvement in number of violated local code of conduct disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	13.3% (n = 44)	17.2% (n = 57)	69.5% (n = 230)
Cohort 3 CIS students	17.3% (n = 63)	22.2% (n = 81)	60.5% (n = 221)
Total	15.4% (n = 107)	19.8% (n = 138)	64.8% (n = 451)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-54**Improvement in number of harmful disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	41.0% (n = 32)	15.4% (n = 12)	43.6% (n = 34)
Cohort 3 CIS students	44.7% (n = 59)	27.3% (n = 36)	28.0% (n = 37)
Total	43.3% (n = 91)	22.9% (n = 48)	33.8% (n = 71)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-55**Improvement in number of drug disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	16.0% (n = 4)	20.0% (n = 5)	64.0% (n = 16)
Cohort 3 CIS students	16.1% (n = 5)	32.3% (n = 10)	51.6% (n = 16)
Total	16.1% (n = 9)	26.8% (n = 15)	57.1% (n = 32)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-56**Improvement in number of truancy disciplinary occurrences**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	17.9% (n = 24)	20.1% (n = 27)	61.9% (n = 83)
Cohort 3 CIS students	24.1% (n = 52)	13.0% (n = 28)	63.0% (n = 136)
Total	21.7% (n = 76)	15.7% (n = 55)	62.6% (n = 219)

Data Source: 2006-07 and 2007-08 PEIMS

Table A-57**Improvement in number of suspensions**

	<i>Did Not Improve</i>	<i>Improved</i>	<i>No Change</i>
Comparison students	13.3% (n = 46)	17.9% (n = 62)	68.8% (n = 238)
Cohort 3 CIS students	16.1% (n = 63)	23.5% (n = 92)	60.5% (n = 237)
Total	14.8% (n = 109)	20.9% (n = 154)	64.4% (n = 475)

Data Source: 2006-07 and 2007-08 PEIMS

Descriptive Student-Level CISTMS Data

Table A-58

Person who referred students to CIS

<i>Person</i>	<i>Percent 2006-2007 (N = 408)</i>	<i>Percent 2007-2008 (N = 1371)</i>
Parent	22% (n = 90)	34% (n = 469)
CIS staff	12% (n = 48)	21% (n = 293)
Teacher	10% (n = 39)	10% (n = 136)
Self-referral	10% (n = 42)	9% (n = 126)
Assistant principal	22% (n = 89)	8% (n = 105)
Peer	6% (n = 24)	7% (n = 98)
Other	7% (n = 29)	7% (n = 101)
School counselor	2% (n = 7)	1% (n = 17)
School nurse	1% (n = 4)	.8% (n = 11)
Principal	8% (n = 32)	.6% (n = 8)
Juvenile court	0% (n = 0)	.2% (n = 3)
Law enforcement	.2% (n = 1)	.1% (n = 2)
Unknown	.7% (n = 3)	.1% (n = 2)

Data Source: 2006-07 and 2007-08 CISTMS

Table A-59

Reason students were referred to CIS

<i>Reason</i>	<i>Percent 2006-2007 (N = 405)</i>	<i>Percent 2007-2008 (N = 1369)</i>
Academics	65% (n = 265)	80% (n = 1092)
Attendance	44% (n = 176)	55% (n = 747)
Behavior	48% (n = 196)	34% (n = 459)
Social service needs	30% (n = 120)	22% (n = 300)

Data Source: 2006-07 and 2007-08 CISTMS

Table A-60**CIS student's eligibility to participate in CIS**

<i>Student Eligibility</i>	<i>Percent 2006-2007 (N = 408)</i>	<i>Percent 2007-2008 (N = 1371)</i>
Free and reduced lunch	68% (n = 278)	65% (n = 896)
Did not meet assessment instrument standards	55% (n = 226)	45% (n = 623)
Semester and course failure in two classes	41% (n = 166)	44% (n = 601)
Retained	22% (n = 88)	23% (n = 312)
Limited English Proficiency (LEP)	9% (n = 38)	14% (n = 188)
Family conflict or crisis	14% (n = 55)	8% (n = 108)
Is pregnant or is a parent	4% (n = 16)	7% (n = 102)
Involved in the Judicial system	.2% (n = 1)	3% (n = 34)
Alternative education program	.7% (n = 3)	2% (n = 25)
Expelled	1% (n = 5)	2% (n = 25)
Homeless	4% (n = 16)	2% (n = 28)
Residential placement	2% (n = 10)	.7% (n = 9)
Custody of Department of Protective and Family Services or referred	.2% (n = 1)	.3% (n = 4)
Temporary Assistance for Needy Families (TANF) recipient	3% (n = 11)	.3% (n = 4)
Satisfies TEC 29.081 (g)	-	.2% (n = 3)
Did not meet readiness test grade 3 and below	3% (n = 12)	.1% (n = 1)

Data Source: 2006-07 and 2007-08 CISTMS

Table A-61**Issues identified by CIS staff by Year**

<i>Issue category</i>	<i>Issue</i>	<i>Number 2006-2007</i>	<i>Percent 2006-2007</i>	<i>Number 2007-2008</i>	<i>Percent 2007-2008</i>
Academic	Grades	207	14.8%	963	20.1%
Academic	TAKS	96	6.9%	585	12.2%
Academic	Academic Support	29	2.1%	393	8.2%
Academic	Homework completion	29	2.1%	171	3.6%
Academic	College Readiness	29	2.1%	25	0.5%
Academic	Language (ESL/LEP)	20	1.4%	35	0.7%
Behavior	Social Skills	170	12.2%	134	2.8%
Behavior	Absences	145	10.4%	731	15.3%
Behavior	Classroom Conduct	78	5.6%	167	3.5%
Behavior	Tardies	76	5.4%	404	8.5%
Behavior	Delinquent Conduct	19	1.4%	48	1.0%
Behavior	Suspected Gang Involvement	7	0.5%	7	0.1%
Behavior	Violence	4	0.3%	16	0.3%
Behavior	Classroom participation	38	2.7%	411	8.6%
Behavior	Suspected Substance Abuse	19	1.4%	16	0.3%
Mental health	Self Esteem	135	9.6%	131	2.7%
Mental health	Mental Health	84	6.0%	106	2.2%
Mental health	Family Conflict	63	4.5%	66	1.4%
Mental health	Emotional Crisis	45	3.2%	31	0.6%
Mental health	Grief/Death	11	0.8%	25	0.5%
Mental health	Career/Employment	42	3.0%	71	1.5%
Mental health	Life Skills	39	2.8%	150	3.1%
Social service	Basic Needs	11	0.8%	71	1.5%
Social service	Health	2	0.1%	10	0.2%
Social service	Daycare	-	-	10	0.2%
Social service	Housing	1	0.1%	4	0.1%
	Total	1399	100%	4781	100%

Data Source: 2006-07 and 2007-08 CISTMS

Table A-62**2007-2008 Issues Identified by CIS and who Targeted Those Issues for Services**

Academic	Grades	1	893	7	62	963
Academic	TAKS	1	60	401	123	585
Academic	College Readiness	1	23	0	1	25
Academic	Homework completion	0	158	0	13	171
Academic	Academic Support	0	369	3	21	393
Academic	Language (ESL/LEP)	0	26	7	2	35
Behavior	Social Skills	0	116	1	17	134
Behavior	Absences	2	697	2	30	731
Behavior	Classroom Conduct	3	151	3	10	167
Behavior	Tardies	3	388	0	13	404
Behavior	Classroom participation	0	389	4	18	411
Behavior	Suspected Substance Abuse	0	16	0	0	16
Behavior	Delinquent Conduct	0	43	1	4	48
Behavior	Suspected Gang Involvement	0	5	0	2	7
Behavior	Violence	0	16	0	0	16
Social service	Basic Needs	0	50	6	15	71
Social service	Health	0	8	0	2	10
Social service	Housing	0	3	0	1	4
Social service	Day Care	0	3	6	1	10
Social service	Career/Employment	0	46	1	24	71
Mental health	Self Esteem	0	98	0	33	131
Mental health	Mental Health	0	104	0	2	106
Mental health	Family Conflict	2	58	0	6	66
Mental health	Emotional Crisis	0	27	1	3	31
Mental health	Life Skills	0	128	0	22	150
Mental health	Grief/Death	1	23	0	1	25
	Total	14	3898	443	426	4781

Data Source: 2007-08 CISTMS

Table A-63**2006-2007 Issues Identified by CIS and who Targeted Those Issues for Services**

<i>Issue Category</i>	<i>Issue</i>	<i>Not targeted</i>	<i>Targeted by CIS</i>	<i>Targeted by Others</i>	<i>Targeted by CIS and Others</i>	<i>Total</i>
Academic	Grades	6	163	23	15	207
Academic	TAKS	0	17	43	36	96
Academic	College Readiness	0	28	1	0	29
Academic	Homework completion	1	28	0	0	29
Academic	Academic Support	1	20	8	0	29
Academic	Language (ESL/LEP)	1	2	17	0	20
Behavior	Social Skills	0	169	0	1	170
Behavior	Absences	1	128	16	0	145
Behavior	Classroom Conduct	4	71	3	0	78
Behavior	Tardies	0	75	1	0	76
Behavior	Classroom participation	0	38	0	0	38
Behavior	Suspected Substance Abuse	0	9	7	3	19
Behavior	Delinquent Conduct	0	17	1	1	19
Behavior	Suspected Gang Involvement	0	5	1	1	7
Behavior	Violence	0	3	0	1	4
Social service	Career/Employment	1	41	0	0	42
Social service	Basic Needs	0	11	0	0	11
Social service	Health	0	2	0	0	2
Social service	Housing	0	1	0	0	1
Mental health	Self Esteem	0	134	0	1	135
Mental health	Mental Health	0	83	0	1	84
Mental health	Family Conflict	0	58	4	1	63
Mental health	Emotional Crisis	0	42	1	2	45
Mental health	Grief/Death	0	11	0	0	11
	Life Skills	0	39	0	0	39
	Total	15	1195	126	63	1399

Data Source: 2006-07 CISTMS

Table A-64
CIS service plan

<i>Component</i>	<i>2006-2007</i>	<i>2007-2008</i>
Supportive Guidance and Counseling	46% (n = 406)	40% (n = 1269)
Educational Enhancement	19% (n = 171)	23% (n = 718)
Parental and Family Involvement	11% (n = 99)	14% (n = 427)
Enrichment	9% (n = 78)	9% (n = 274)
Career Awareness/Employment	8% (n = 75)	4% (n = 131)
Mentor to be Assigned	3% (n = 29)	1% (n = 44)
College Readiness	3% (n = 26)	4% (n = 136)
Health & Human Services	1% (n = 13)	6% (n = 174)
Total	901	3173

Data Source: 2006-2007 and 2007-08 CISTMS

Table A-65**Student progress in academic issues 2006-2007**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Academic Support	20	0% (n = 0)	0% (n = 0)	100% (n = 20)	0% (n = 0)	0% (n = 0)
Grades	177	0.6% (n = 1)	3% (n = 11)	52% (n = 91)	34% (n = 60)	8% (n = 14)
Homework completion	28	0% (n = 0)	0% (n = 0)	57% (n = 16)	39% (n = 11)	4% (n = 1)
Language (ESL/LEP)	2	0% (n = 0)	0% (n = 0)	100% (n = 2)	0% (n = 0)	0% (n = 0)
TAKS	54	0% (n = 0)	0% (n = 0)	50% (n = 27)	37% (n = 20)	13% (n = 7)
College Readiness	28	0% (n = 0)	0% (n = 0)	3% (n = 11)	54% (n = 15)	7% (n = 2)

Data Source: 2006-07 CISTMS

Table A-66**Student progress in behavior issues 2006-2007**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Absences	127	0.8% (n = 1)	13% (n = 16)	43% (n = 54)	23% (n = 29)	21% (n = 27)
Tardies	74	0% (n = 0)	8% (n = 6)	55% (n = 41)	26% (n = 19)	11% (n = 8)
Classroom participation	37	0% (n = 0)	0% (n = 0)	35% (n = 13)	57% (n = 21)	8% (n = 3)
Classroom Conduct	70	0% (n = 0)	0% (n = 0)	60% (n = 42)	33% (n = 23)	7% (n = 5)
Delinquent Conduct	17	0% (n = 0)	0% (n = 0)	82% (n = 14)	12% (n = 2)	6% (n = 1)
Self Esteem	135	0% (n = 0)	0% (n = 0)	53% (n = 72)	30% (n = 41)	16% (n = 22)
Suspected Gang Involvement	6	0% (n = 0)	0% (n = 0)	100% (n = 6)	0% (n = 0)	0% (n = 0)
Suspected Substance Abuse	12	0% (n = 0)	8% (n = 1)	83% (n = 10)	8% (n = 1)	0% (n = 0)
Violence	4	0% (n = 0)	0% (n = 0)	100% (n = 4)	0% (n = 0)	0% (n = 0)

Data Source: 2006-07 CISTMS

Table A-67**Student progress in mental health issues 2006-2007**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Emotional Crisis	44	0% (n = 0)	2% (n = 1)	21% (n = 9)	77% (n = 34)	0% (n = 0)
Family Conflict	58	0% (n = 0)	0% (n = 0)	24% (n = 14)	72% (n = 42)	3% (n = 2)
Mental Health	84	0% (n = 0)	3% (n = 3)	17% (n = 14)	80% (n = 67)	0% (n = 0)
Social Skills	169	0% (n = 0)	2% (n = 3)	54% (n = 92)	34% (n = 58)	10% (n = 16)
Life Skills	39	0% (n = 0)	0% (n = 0)	92% (n = 36)	8% (n = 3)	0% (n = 0)

Data Source: 2006-07 CISTMS

Table A-68**Student progress in social service issues 2006-2007**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Basic Needs	11	0% (n = 0)	0% (n = 0)	73% (n = 8)	27% (n = 3)	0% (n = 0)
Career/Employment	42	0% (n = 0)	0% (n = 0)	12% (n = 5)	62% (n = 26)	26% (n = 11)
Health	2	0% (n = 0)	0% (n = 0)	50% (n = 1)	50% (n = 1)	0% (n = 0)
Housing	1	0% (n = 0)	0% (n = 0)	100% (n = 1)	0% (n = 0)	0% (n = 0)
Grief/Death	11	0% (n = 0)	0% (n = 0)	36% (n = 4)	55% (n = 6)	9% (n = 1)

Data Source: 2006-07 CISTMS

Table A-69**Student progress in academic issues 2007-2008**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Academic Support	382	0% (n = 0)	1% (n = 4)	33% (n = 127)	49% (n = 187)	17% (n = 64)
Grades	941	1% (n = 5)	6% (n = 60)	47% (n = 443)	38% (n = 359)	8% (n = 74)
Homework completion	165	0% (n = 0)	1% (n = 2)	44% (n = 72)	49% (n = 81)	6% (n = 10)
Language (ESL/LEP)	28	0% (n = 0)	0% (n = 0)	50% (n = 14)	46% (n = 13)	4% (n = 1)
TAKS	179	1% (n = 1)	0% (n = 0)	68% (n = 121)	24% (n = 42)	8% (n = 15)
College Readiness	147	0% (n = 0)	0% (n = 0)	30% (n = 44)	47% (n = 69)	23% (n = 34)

Data Source: 2007-08 CISTMS

Table A-70**Student progress in behavior issues 2007-2008**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Absences	715	2% (n = 12)	9% (n = 66)	48% (n = 341)	28% (n = 203)	13% (n = 93)
Tardies	394	1% (n = 2)	5% (n = 18)	50% (n = 198)	26% (n = 103)	73% (n = 19)
Classroom participation	395	0% (n = 0)	4% (n = 14)	43% (n = 169)	48% (n = 189)	6% (n = 23)
Classroom Conduct	158	1% (n = 1)	2% (n = 3)	43% (n = 68)	45% (n = 71)	10% (n = 15)
Delinquent Conduct	47	0% (n = 0)	2% (n = 1)	36% (n = 17)	43% (n = 20)	19% (n = 9)
Suspected Gang Involvement	7	0% (n = 0)	0% (n = 0)	71% (n = 5)	29% (n = 2)	0% (n = 0)
Suspected Substance Abuse	16	0% (n = 0)	6% (n = 1)	75% (n = 12)	19% (n = 3)	0% (n = 0)
Violence	11	0% (n = 0)	9% (n = 1)	46% (n = 5)	27% (n = 3)	18% (n = 2)

Data Source: 2007-08 CISTMS

Table A-71**Student progress in mental health issues 2007-2008**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Self Esteem	130	0% (n = 0)	0.8% (n = 1)	24% (n = 31)	60% (n = 78)	15% (n = 20)
Emotional Crisis	29	0% (n = 0)	0% (n = 0)	52% (n = 15)	24% (n = 7)	24% (n = 7)
Family Conflict	64	0% (n = 0)	0% (n = 0)	52% (n = 33)	25% (n = 16)	23% (n = 15)
Mental Health	106	2% (n = 2)	0% (n = 0)	25% (n = 26)	3% (n = 3)	71% (n = 75)
Social Skills	131	0% (n = 0)	0.8% (n = 1)	26% (n = 34)	46% (n = 60)	28% (n = 36)
Life Skills	149	0% (n = 0)	0% (n = 0)	40% (n = 59)	45% (n = 67)	15% (n = 23)

Data Source: 2007-08 CISTMS

Table A-72**Student progress in social service issues 2007-2008**

<i>Issue</i>	<i>Number</i>	<i>Significantly Worse</i>	<i>Somewhat Worse</i>	<i>No Change</i>	<i>Somewhat Better</i>	<i>Significantly Better</i>
Basic Needs	63	0% (n = 0)	0% (n = 0)	30% (n = 19)	56% (n = 35)	14% (n = 9)
Daycare	67	0% (n = 0)	0% (n = 0)	42% (n = 28)	46% (n = 31)	12% (n = 8)
Career/Employment	4	0% (n = 0)	0% (n = 0)	50% (n = 2)	25% (n = 1)	25% (n = 1)
Health	10	0% (n = 0)	0% (n = 0)	50% (n = 5)	20% (n = 2)	30% (n = 3)
Housing	4	0% (n = 0)	0% (n = 0)	0% (n = 0)	100% (n = 4)	0% (n = 0)
Grief/Death	23	0% (n = 0)	0% (n = 0)	39% (n = 9)	22% (n = 5)	39% (n = 9)

Data Source: 2007-08 CISTMS

Level of Campus Implementation Calculation

Level of campus CIS implementation was calculated by standardizing and aggregating the following three equally-weighted variables of implementation: 1) number of months implementing the CIS program (from the start date until the end date of August 2008); 2) number of students on caseload in the 2007-08 school year; and 3) number of activities planned on campus in 2007-08. Standardized scores for each variable were calculated by taking the raw score for each campus and dividing it by the highest campus score for that variable. For example, Campus 6 had the highest score for caseload (n=216). Where Campus 1 had 101 students on caseload, the students on caseload standardized score equals .468 ($101/216 = .468$). The mean standardized score was then calculated by adding the three standardized scores for each campus and dividing by three. This resulted in a mean standardized score that allows comparisons to be made across the 10 CIS campuses. Finally, based on their mean standardized score, campuses were designated as high, medium, or low implementation campuses (Table A-73).

Table A-73
Campus implementation scores

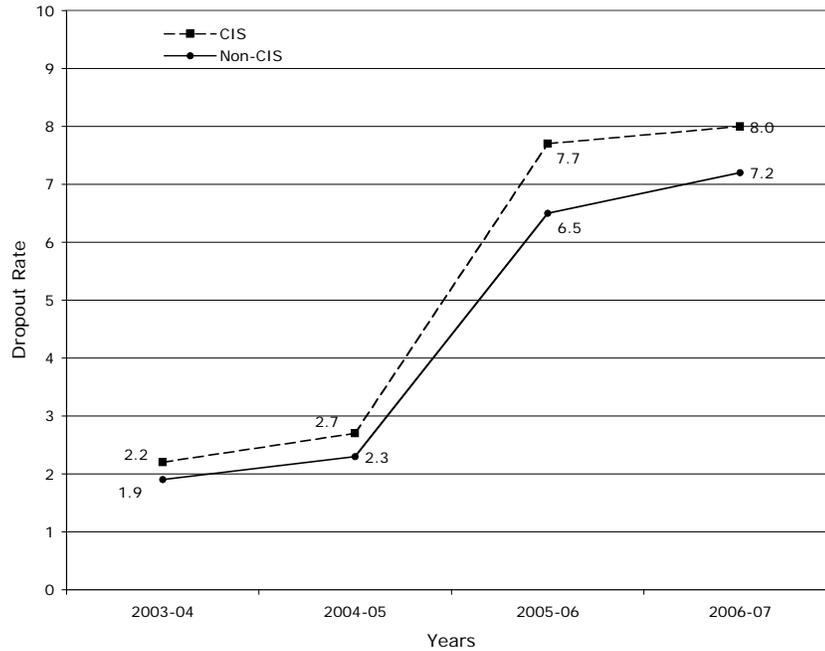
Campus	*Number of months Implementing		**Student Caseload in 2007-2008		***Number of activities planned for 2007-2008		Mean Standardized Score	Implementation Level
	Raw Score	Standardized Score	Raw Score	Standardized Score	Raw Score	Standardized Score		
1	23	1.0	101	0.468	74	1.0	0.82	High
7	19	0.826	203	0.939	25	0.338	0.70	High
6	20	0.869	216	1.0	18	0.243	0.70	High
4	20	0.869	110	0.509	44	0.595	0.66	High
2	23	1.0	101	0.468	24	0.324	0.60	Medium
8	12	0.522	165	0.764	26	0.351	0.55	Medium
3	13	0.565	85	0.394	31	0.419	0.46	Medium
9	7	0.3043	152	0.704	18	0.243	0.42	Low
10	12	0.522	94	0.435	18	0.243	0.40	Low
5	5	0.2174	144	0.667	17	0.230	0.37	Low

Data Sources: *CIS Site Visit Reports based on interviews conducted between 01/08-02/08, **2007-08 CIS, ***2007-08 Campus Service Delivery Plans

School Level Trajectories⁷¹

Figure A-1

Mean Dropout Rates for CIS and non-CIS Campuses Across Academic Years

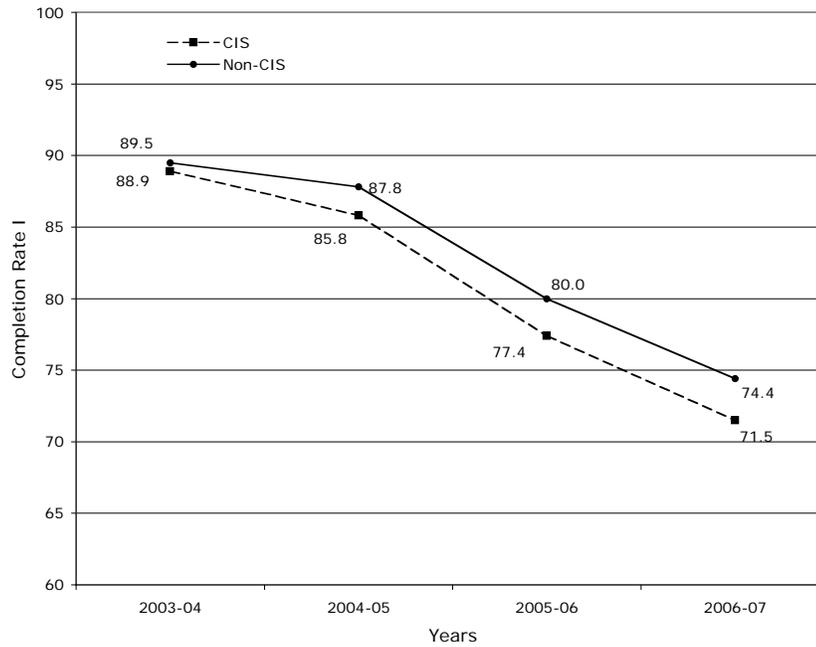


Data Source: TEA AEIS Reports for 2004 through 2007

⁷¹ Data presented for CIS campuses are only for the seven campuses that began implementing the CIS program during the 2006-07 academic year.

Figure A-2

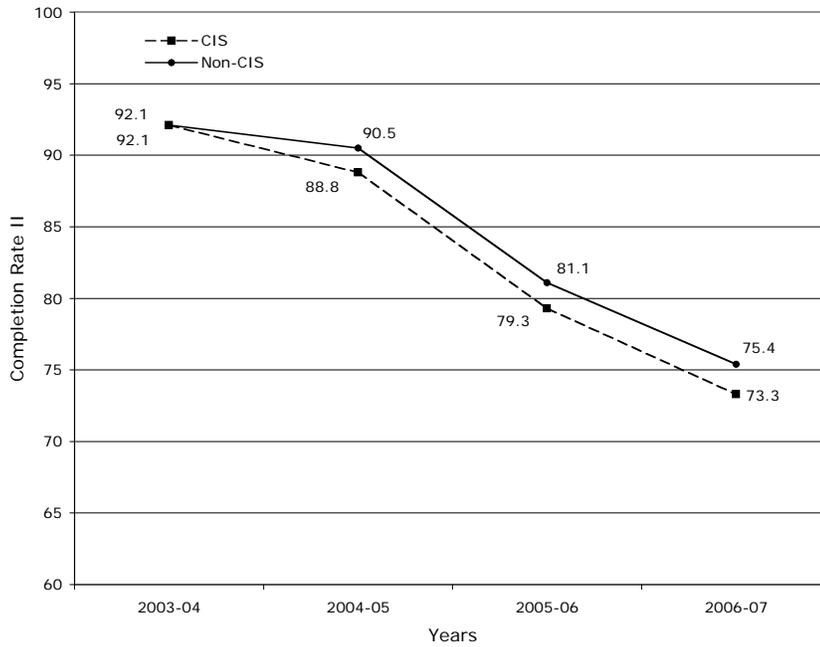
Mean Completion Rates I⁷² for CIS and non-CIS Campuses Across Academic Years



Data Source: TEA AEIS Reports for 2004 through 2007

⁷² Completion Rate I (w/o GED) is the percent of students who received their HS diplomas and those who were still enrolled as HS students by the end of the school year (so it does not include those who earned a GED). This rate is used for determining the standard accountability ratings.

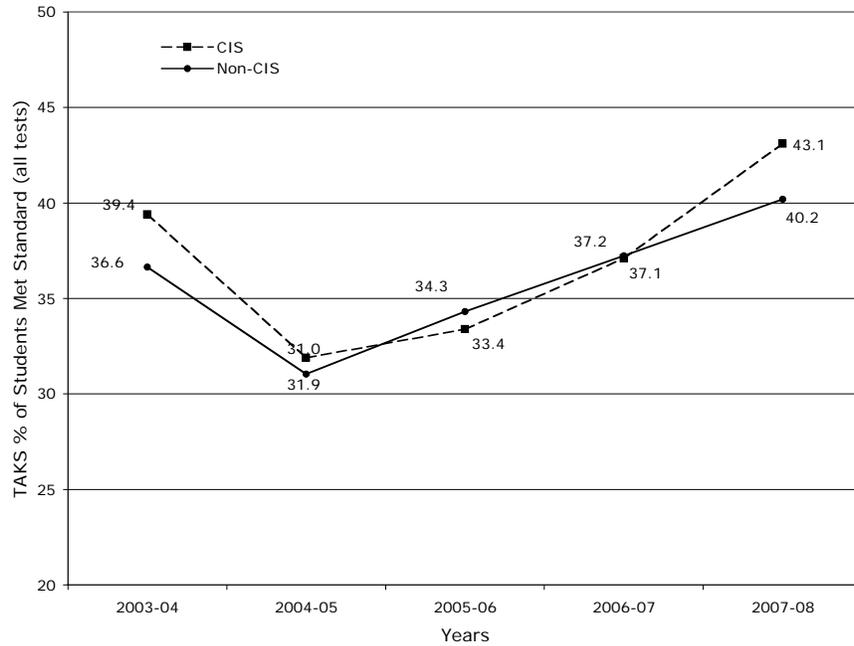
Figure A-3
Mean Completion Rates II⁷³ for CIS and non-CIS Campuses Across Academic Years



Data Source: TEA AEIS Reports for 2004 through 2007

⁷³ Completion Rate II (w/GED) is the percent of students who received their HS diplomas, received GEDs, and those who were still enrolled as HS students by the end of the school year. This rate is used for determining the alternative education accountability ratings.

Figure A-4
Mean TAKS (% Met standard-all tests)⁷⁴ for CIS and non-CIS Campuses Across Academic Years



Data Source: TEA AEIS Reports for 2004 through 2008

⁷⁴ The TAKS % that Met Standard for all tests taken includes all 9th graders who completed and met standard requirements for all tests.

School:

Reviewer:

Date:

Campus Service Delivery Plan - Document Review Protocol

To be used with Communities In Schools (CIS) Campus Service Delivery Plans for the 2008-09 school year.

1. **From the Needs Assessment, list the needs/issues given a high priority level. If none are marked, list N/A.**

-
2. **From the Needs Assessment and the Needs Assessment Summary, prepare a bulleted list of how the priorities above will be addressed. If no explanation is provided, put N/A.**

-
3. **If there are areas of concern listed in the Needs Assessment Summary that were not given a high priority level, list them here with how the concern will be addressed.**

-
4. **Additional Notes**
-

School code:

Interviewer:

Date:

CIS Staff Interview Protocol

Read to participants: Hi, my name is _____ and I will be asking you some questions about your involvement with the Communities In Schools program at _____ High School. I am an independent evaluator assessing the program—all of your answers are confidential. I would like to audio-record our conversation, but I want to make sure that is all right with you. I only use the recording to supplement my notes. Is it all right? O.K. let's get started.

1. **How long have you been working at _____ High School? How long have you been working with CIS?**

[Probes: In what capacity? What training did you receive?]

2. **What is your role on the campus and in the implementation of CIS services?**

[Probes: Whom do you work with on the campus? Do you work with any other campuses? What services do you provide?]

3. **How many students are currently on your caseload (the caseload for your office)? Do you have plans to recruit more students this year?**

[Probes: How does your caseload compare to last year?]

4. **According to your CIS Campus Service Delivery Plan, _____ High School noted x, y, and z (to be tailored for each campus based on Campus Plan) as the high priority areas. Why are those given the high priority rating? How are you addressing those areas of concern?**

[Probe: Why did you partner with the specified service providers to address the concerns?]

5. **On a scale of 1 to 3, where 1 = did not meet expectations, 2 = met expectations, and 3 = exceeded expectations, how well do you think your campus CIS program is meeting the expectations set forth in the Service Delivery Plan for your campus? Please provide a rationale for your rating. (Indicator variable for level of campus implementation)**
-

6. **Since last school year, what changes (if any) have been made in school resources that your office receives (i.e., office space, access to student data)?**

[Probe for specific examples of increases or decreases in resources.]

7. **How do CIS case managers follow-up with students who are referred to other providers for services?**

[Probe: Is there a standard procedure for following-up or is it on a case-by-case basis? Is there follow-up with the other providers?]

8. **What types of CIS field trips are arranged for students? What factors determine your school's ability (or inability) to conduct field trips? What are the eligibility requirements for students to attend CIS field trips?**
-

9. **During the grant years (2006-07 and 2007-08), how did you work with campus staff to access student data (PGPs, 8th grade assessment data)? How did you use the data?**

[Probes: Explain what a PGP is and what 8th grade assessment data are (e.g., TAKS scores, other standardized test scores, grades, etc.). Explain the process of working with campus staff to obtain data. What were the barriers to accessing and using the student data? How has the process changed in the past year? What were the reasons for any changes that occurred?]

10. **As you may know, one of the objectives of the Texas School Dropout Prevention and Reentry Program was for CIS campus program staff to work with the local campus staff to expand the use of PGPs for at-risk incoming 9th-grade students by using 8th-grade assessment data and including academic interventions and social supports.**

On a scale of 1 to 3, where 1 = did not meet expectations, 2 = met expectations, and 3 = exceeded expectations, how would you rate your campus CIS program's collaboration with school staff in the development of PGPs? Please provide a rationale for your rating. (*Indicator variable for level of campus implementation*)

11. **How do you think the CIS program overall is affecting student outcomes (i.e., engagement, achievement) at _____ High School? How are the dropout prevention activities specifically affecting student engagement or achievement?**

[Probe for specific outcomes (e.g., attendance, homework completion, grades). Are there any unintended outcomes of the program?]

12. **Is there anything else we should know about the CIS program at your school?**
-

School code:

Interviewer:

Date:

Personal Graduation Plan (PGP) Manager Interview Protocol

Read to participants: Hi, my name is _____ and I will be asking you some questions about your involvement with the development of personal graduation plans (PGPs) and any collaboration with the Communities In Schools program at _____ High School. I am an independent evaluator assessing the program—all of your answers are confidential. I would like to audio-record our conversation, but I want to make sure that is all right with you. I only use the recording to supplement my notes. Is it all right? O.K. let's get started.

1. **How long have you been working at _____ High School? How long have you been working with personal graduation plans (PGPs)?**

[Probes: In what capacity? What training did you receive?]

2. **Explain the process by which a personal graduation plan (PGP) is created for a student.**

[Probes: Whom do you work with on the campus to complete the PGP? What involvement does the student have in completing the PGP? What involvement do parents have in completing the PGP?]

3. **How are student's 8th grade assessment data used in the development of PGPs?**

[Probes: Explain the process of working with campus/district staff to obtain data. Has your use of 8th grade assessment data expanded since last school year?]

4. **Tell us your process for working with CIS campus staff to develop PGPs.**

[Probes: Explain the process of working with CIS campus staff to create a PGP. How has the process changed in the past year? What were the reasons for any changes that occurred?]

5. **Is there anything else we should know about the development of PGPs at your school?**
-

6. **Is there anything else we should know about the CIS program at your school?**
-

Communities In Schools CAMPUS PLAN

FY 2008-2009

Site:

Semester:

Turned In

- **Campus Plan Approval**
- **Campus Agreement**
- **Campus Profile Sheet**
- **Meeting Planner**
- **Needs Assessment / Campus Env. Needs Assessment**
- **Resource Coordination List**
- **Building Relationships Plan**
- **Needs Assessment Summary**
- **Six Components Service Plan**
- **Service Plan At-A-Glance (Optional)**
- **Budget (Optional)**
- **Calendars (Optional)**

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Campus Plan Approval

Program: _____

School: _____

Staff Name(s) (Print): _____

Staff Signature(s): _____

School Administrator Comments & Approval

I have read the CIS Campus Plan for my campus and agree that the planned services meet the needs that exist for the students at this school. I further agree with how the CIS Campus Plan will be conducted on my campus during this school year.

School Administrator Signature

Date

Comments regarding CIS Program or Campus Plan: _____

May we use your comments to promote CIS programs? Yes No

Local Program Review

Date Received: _____

Date Reviewed: _____

Comments: _____

CIS Program Coordinator Signature

Campus Profile Sheet

Campus/School: CIS	Referenced in Handbook:
County/District Number (9 digits):	Campus Type:
Grade Levels Served From:	School Begin Date:
Grade Levels Served To:	School End Date:
Number of Reporting Periods:	Grading System:
Number of Years Served by CIS:	TEA Contracted Campus:
School Board Adopted Eligibility Criteria:	Number of CIS Staff:

1. Total school enrollment	
2. Number of students classified as at-risk (number school reports to TEA)	
3. Percentage of students classified as at-risk :	<u> </u> %
4. Ethnic distribution of student enrollment:	
Total number of African American students:	
Total number of Hispanic students:	
Total number of White students:	
Total number of Other students:	
5. Total number of case managed students to be served by CIS	
6. Number of students receiving free/reduced lunch :	
7. Percent of economically disadvantaged :	<u> </u> %
8. Percent of Bilingual /ESL Education :	<u> </u> %
9. Percent of students passing TAKS tests (all grades):	
Reading:	<u> </u> %
Math:	<u> </u> %
Writing:	<u> </u> %
Science:	<u> </u> %
Social Studies:	<u> </u> %
10. Percent of Special Education :	<u> </u> %
11. Percent of students retained :	<u> </u> %

If this campus is a specially designated school, please indicate by checking the appropriate box below.	
<input type="checkbox"/> Juvenile Justice Alternative Edu. Program (JJAEP)	<input type="checkbox"/> Private School Accredited
<input type="checkbox"/> Magnet School	<input type="checkbox"/> Private School Non Accredited
<input type="checkbox"/> Charter School	<input type="checkbox"/> Trade School
<input type="checkbox"/> Partnership School	<input type="checkbox"/> Title I School
<input type="checkbox"/> Lighted School	<input type="checkbox"/> High School Redesign
<input type="checkbox"/> Academy	<input type="checkbox"/> Texas High School Project
<input type="checkbox"/> Alternative School Disciplinary	<input type="checkbox"/> Traditional School
<input type="checkbox"/> Alternative School Accelerated	<input type="checkbox"/> Other: (Specify)
<input type="checkbox"/> Alternative School GED	
From last school year:	
Attendance Rate:	<u> </u> %
Annual Dropout Rate:	<u> </u> %
Accountability Rating:	

Meeting Planner

Conduct meetings with key staff to obtain information for the needs assessment, introduce CIS, and build relationships. List the name of staff for each position and document the meet date and location.

Staff Title	Name of Staff	Meeting Date and Location
Principal		
Vice Principal		
Counselor(s)		
Social Worker		
Nurse		
Department Heads		
Teacher		
Teacher		
Teacher		
Cafeteria Manager		
Head Custodian		
Secretaries		
Librarian		
Volunteer Coordinator		
PTA/PTO President		
Parent Coordinator		
Attendance Clerk		
At-Risk Coordinator		
Registrar		
Truancy Officer		
College & Career		
Others:		

Needs Assessment

The purpose of the Needs Assessment is to identify needs that are already met by the school as well as which needs CIS will address. *CIS is not able to meet every need listed on this assessment, but will try to provide or broker services for needs that are a priority for the school.*

Needs/Issues	Does this need exist?	Describe the need/issue. If none, put N/A.	Priority level	List the programs or services that the SCHOOL provides to address this issue. If none, put N/A.	Does CIS need to address this issue?	List the programs or services that CIS would like to provide to address this issue. If none, put N/A.
8 th -9 th grade transition program	Y N		H M L		Y N	
Advanced placement courses	Y N		H M L		Y N	
After/Before school activities	Y N		H M L		Y N	
After/Before school transportation	Y N		H M L		Y N	
Anger management	Y N		H M L		Y N	
Bilingual support	Y N		H M L		Y N	
Career counseling	Y N		H M L		Y N	
Career fairs	Y N		H M L		Y N	
Child care	Y N		H M L		Y N	
Clothing	Y N		H M L		Y N	
College prep/readiness activities	Y N		H M L		Y N	
Community service projects	Y N		H M L		Y N	
Conflict resolution	Y N		H M L		Y N	
Counseling services (offsite)	Y N		H M L		Y N	
Crisis intervention links	Y N		H M L		Y N	
Dental/Vision screenings	Y N		H M L		Y N	
Diagnostic testing	Y N		H M L		Y N	
Dual enrollment	Y N		H M L		Y N	
Field trips	Y N		H M L		Y N	
Food	Y N		H M L		Y N	
Gang intervention services	Y N		H M L		Y N	
Go Center	Y N		H M L		Y N	

Health services	Y N		H M L		Y N	
Higher education awareness	Y N		H M L		Y N	
Homework assistance	Y N		H M L		Y N	
Housing	Y N		H M L		Y N	
Hygiene	Y N		H M L		Y N	
International Baccalaureate Program	Y N		H M L		Y N	
Job shadowing	Y N		H M L		Y N	
Life skills training	Y N		H M L		Y N	
Mentors	Y N		H M L		Y N	
Migrant services	Y N		H M L		Y N	
PALs (Peer Assistance Leadership)	Y N		H M L		Y N	
Parent center	Y N		H M L		Y N	
Parent coordinator	Y N		H M L		Y N	
Parent education	Y N		H M L		Y N	
Parent involvement activities	Y N		H M L		Y N	
Personal graduation plans	Y N		H M L		Y N	
Self esteem/Social skills activities	Y N		H M L		Y N	
Service learning opportunities	Y N		H M L		Y N	
Student success celebrations	Y N		H M L		Y N	
Substance abuse prevention/services	Y N		H M L		Y N	
TAKS	Y N		H M L		Y N	
Teen parent services	Y N		H M L		Y N	
Transportation	Y N		H M L		Y N	
Tutoring	Y N		H M L		Y N	
Utility assistance	Y <input type="checkbox"/> N <input type="checkbox"/>		H M L		Y N	
Total H: Total M: Total L:						

Campus Environment Needs Assessment

Policies / Procedures	Does this policy / procedure exist?	If so, describe how the SCHOOL addresses this policy/procedure. If not, put N/A.	Does CIS need to address this policy / procedure?	If so, describe how the CIS would like to address this policy/procedure. If not, put N/A.
Anti-bullying programs	Y N		Y N	
At-risk student services	Y N		Y N	
Credit recovery	Y N		Y N	
Discipline management plan	Y N		Y N	
Diversity training	Y N		Y N	
Learning Communities	Y N		Y N	
Process for providing information to community	Y N		Y N	
School safety	Y N		Y N	
Site-based decision making	Y N		Y N	
Staff development	Y N		Y N	
Student harassment policies	Y N		Y N	
Teacher support services	Y N		Y N	
Violence prevention	Y N		Y N	
Volunteers	Y N		Y N	
Other:	Y N		Y N	

Building Relationships Plan

Develop a plan of what you will do to build stronger relationships on campus with your school principal, counselors, faculty, and staff. List each activity in the space provided as well as a target date for the activity.

Activity/Plan	Target Date	Date Completed
Fall Faculty Orientation		

Needs Assessment Summary

Using the information gathered from the Needs Assessment, summarize campus needs. Incorporate information from the Needs Assessment in formulating the Six Component Service Plan.

Supportive Guidance and Counseling Plan

SW/ O	CM	Grp	Activity	Date & Times	Provider and Location	Resources	Date Completed
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:

Health and Human Services Plan

SW/ O	CM	Grp	Activity	Date & Times	Provider and Location	Resources	Date Completed
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:

Parental and Family Involvement Plan

SW/ O	CM	Grp	Activity	Date & Times	Provider and Location	Resources	Date Completed
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:

Career Awareness and Employment Plan

SW/ O	CM	Grp	Activity	Date & Times	Provider and Location	Resources	Date Completed
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:

Enrichment Plan

SW/O	CM	Grp	Activity	Date & Times	Provider and Location	Resources	Date Completed
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:

Educational Enhancement Plan

SW/ O	CM	Grp	Activity	Date & Times	Provider and Location	Resources	Date Completed
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:
			Activity: Target # and Population: Description:	Date: Time:	Provider: Location:		Date: # Participants:

Calendar

Month:						

Activity Planning Worksheet

Activity Name:
Target # and Population:
Description of Activity:
Goals:
Provider/Partnering Agency:
Agency Contact Information:
Curriculum Used:
Agenda:
Resources Needed:

Implementation Steps:

APPENDIX B

1. Literature Search
2. Literature Review Findings
3. Dropout Recovery Resource Guide Inventory
4. Dropout Recovery Resource Guide User Interview Protocol

Dropout Recovery Resource Guide Inventory - Literature Search

1. Graduation for All (2005)
2. Articles search
 - a. Search 1 - ERIC database
 - i. Searched “dropout” and “prevention”
 - ii. Limited to:
 1. Articles 2005 or more recent
 2. Peer-reviewed journals only
 - iii. Results
 1. Found 19 articles
 2. 8 were applicable to dropout causes and prevention and available online
 - b. Search 2 - Academic Search Premier (EBSCO Host)
 - i. Searched “dropout” and “prevention”
 - ii. Limited to:
 1. Articles 2005 or more recent
 2. Peer-reviewed journals only
 - iii. Results
 1. Found 47 articles
 2. 5 were applicable to dropout causes and prevention and available online
 3. Of the 5 results, 2 were repeats from Search 1
 - c. Search 3 - ProQuest Education Journals
 - i. Searched “dropout” and “prevention”
 - ii. Limited only to 2005 or later
 - iii. Results
 1. Found 6 articles
 2. 5 were applicable to dropout causes and prevention and available online
 3. Of the 5 results, 3 were repeats from previous searches

Articles from Search 1:

Suh, S., & Suh, J. (2007). Risk factors and levels of risk for high school dropouts. *Professional School Counseling, 10*, 297-306.

Bost, L. W., & Riccomini, P. J. (2006). Effective instruction: An inconspicuous strategy for dropout prevention. *Remedial and Special Education, 27*, 301-311.

Cobb, B., Sample, P. L., Alwell, M., Johns, N. R. (2006). Cognitive-behavioral interventions, dropout, and youth with disabilities: A systematic review. *Remedial and Special Education, 27*, 259-275.

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence*, 41, 235-250.

Hoyle, J. R., & Collier, V. (2006). Urban CEO superintendents' alternative strategies in reducing school dropouts. *Education and Urban Society*, 39, 69-90.

Mueller, D., & Stoddard, C. (2006). Dealing with chronic absenteeism and its related consequences: The process and short-term effects of a diversionary juvenile court intervention. *Journal of Education for Students Placed at Risk*, 11, 199-219.

Zvoch, K. (2006). Freshman year dropouts: Interactions between student and school characteristics and student dropout status. *Journal of Education for Students Placed at Risk*, 11, 97-117.

Entwisle, D., Alexander, K., & Olson, L. (2005). Urban teenagers work and dropout. *Youth and Society*, 37, 3-32.

New Articles from Search 2:

Daniel, S. S., Walsh, A. K., Goldston, D. B., Arnold, E. M., Reboussin, B. A., & Wood, F. B. (2006). Suicidality, school dropout, and reading problems among adolescents. *Journal of Learning Disabilities*, 39, 507-514.

Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. *Children & Schools*, 29, 133-144.

Jimerson, S. R., Pletcher, S. M. W., Graydon, K., Schnurr, B. L., Nickerson, A. B., & Kundert, D. K. (2006). Beyond grade retention and social promotion: Promoting the social and academic competence of students. *Psychology in the Schools*, 43, 85-97.

Repeats from Search 1:

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence*, 41, 235-250.

Suh, S., & Suh, J. (2007). Risk factors and levels of risk for high school dropouts. *Professional School Counseling*, 10, 297-306.

New Articles from Search 3:

Christie, K. (2007). Minding our measures. *Phi Delta Kappan*, 89.

Lewis, A. C. (2006). Addressing the dropout rate. *Tech Directions*, 66.

Repeats from Search 1:

Bost, L. W., & Riccomini, P. J. (2006). Effective instruction: An inconspicuous strategy for dropout prevention. *Remedial and Special Education*, 27, 301-311.

Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. *Children & Schools*, 29, 133-144.

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence*, 41, 235-250.

Dropout Recovery Resource Guide Inventory - Literature Review Findings

Inventory Dimensions/Components:

Best practices
Empirical research
Transferable to diverse campuses
Comprehensive

Lehr, C. A., Clapper, A. T., & Thurlow, M. L. (2005). *Graduation for all: A practical guide to decreasing school dropout*. Corwin Press: Thousand Oaks, CA.

- Define “dropout” and importance of knowing your numbers (who classify as dropout)
- Early intervention is key – elementary and middle school strategies
- Need effective school practices in place (as identified by NWREL)
 - Leadership, planning, and learning goals
 - Management and organization
 - Instruction and instructional improvement
 - Interactions
 - Equity
 - Special programs
 - Assessment
 - Parent/community involvement
- Types of interventions
 - Personal affective
 - Academic
 - Family outreach
 - School structure
 - Work related
- Link identified needs with intervention
 - Why are students dropping out?
 - Push vs. pull effects (p. 60)
 - Alterable (changeable) and status (fixed) variables (p. 85)
 - What factors are placing students at risk?
 - But whys (p. 62)
 - Why do students stay in school? (p. 64)
- Intervention levels
 - Universal
 - Selected
 - Indicated
- Multiple strategies/comprehensive approach
- Action tools (7.3 p. 147)
- Organizing your data to understand why students are dropping out or at risk
- Identify and prioritize needs – ex. #1 reason why students are dropping out

- Look at importance, feasibility of addressing, and cost of addressing that reason
 - Communication plan (within district to parents, students, and community)
 - Progress reports
 - Decide if you will use new program or existing program
 - Pros and cons of each (ex. more tailored but not research-based, or vice versa)
 - If existing program: steps to evaluate effectiveness
 - Research design, effect size, durability of effects, use of external evaluation, multiple sites or studies
 - If new program: questions to consider (p. 155)
 - Ensuring implementation fidelity
 - Dropout formulas (p. 43-44 Table 3.3)
 - Event rate: rate at which students who enter a program drop out within a single year or term
 - Cohort rate: rate at which students in a group drop out over a certain period of time - *gives best picture, most conservative and most accurate rate
 - Status rate: rate at which students have certain characteristics at a certain point in time (pregnant students not returning to school)
 - Can be used to identify at-risk groups
-

Suh, S., & Suh, J. (2007). Risk factors and levels of risk for high school dropouts. *Professional School Counseling, 10*, 297-306.

Findings:

- Intervention programs should differ depending on student risk factors – multiple intervention methods may be needed
- Early prevention and intervention efforts are critical
- As students accumulate risk factors, they become more likely to drop out and intervention efforts become more limited
- Counselors need to actively involve teachers and parents to identify students with risk factors
- Three main risk factors:
 - Academic Risk
 - Expectations to stay in school***
 - Absenteeism
 - Percentage of peers going to college
 - Age of first sexual experience
 - Low SES
 - Expectations to stay in school
 - Age of first sexual experience
 - Limited educational enrichment activities and resources
 - Risk of harm from students' physical environment
 - Household size

- Behavioral Problems
 - Expectations to stay in school
 - Absenteeism
 - Percentage of peers going to college
 - Limited educational enrichment activities and resources
 - Risk of harm from students' physical environment
 - Possible impact of living with nonbiological parent
 - Effects of living in metropolitan area
 - Participation in fights at school
 - Whether student has been threatened with harm at school
-

Bost, L. W., & Riccomini, P. J. (2006). Effective instruction: An inconspicuous strategy for dropout prevention. *Remedial and Special Education, 27*, 301-311.

Findings:

Effective instructional design and delivery should be a focus for retaining students with disabilities

Cobb, B., Sample, P. L., Alwell, M., Johns, N. R. (2006). Cognitive-behavioral interventions, dropout, and youth with disabilities: A systematic review. *Remedial and Special Education, 27*, 259-275.

Findings:

Cognitive-behavioral interventions work well to reduce dropout in youth with disabilities (how to recognize and change behavior in situations that produces anxiety, stress, or violent responses)

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence, 41*, 235-250.

Findings:

Cohort rate is best way to calculate dropout number

Reasons for dropping out fall in 2 categories:

Academic failure

Disengagement from educational environment

Methods for calculating dropout rates

Most used – event rate – tends to underestimate dropout rate, placing schools in more favorable light

Prevention strategies

Involvement in: Career awareness, Counseling, Vocational education/technical training, Extracurricular activities

Entwisle, D., Alexander, K., & Olson, L. (2005). Urban teenagers work and dropout. *Youth and Society*, 37, 3-32.

Findings:

Article explores how teen employment affects dropping out – those with teen-type jobs were less likely to drop out than those with adult-type jobs, until age 16 when it switched
Retention is a powerful predictor of drop out

Hoyle, J. R., & Collier, V. (2006). Urban CEO superintendents' alternative strategies in reducing school dropouts. *Education and Urban Society*, 39, 69-90.

Findings:

Study interviewed school personnel to determine the most frequently used strategies to reduce drop out rates, 6 categories were identified:

- Punishments and incentives
 - Personnel (e.g., attendance monitoring, counseling)
 - Targeted programs (e.g., after school programs)
 - Alternative schools
 - Community involvement
 - Instructional initiatives (e.g., mentoring)
-

Mueller, D., & Stoddard, C. (2006). Dealing with chronic absenteeism and its related consequences: The process and short-term effects of a diversionary juvenile court intervention. *Journal of Education for Students Placed at Risk*, 11, 199-219.

Findings:

Case study look at program to reduce chronic absenteeism – Attendance Court, effective in the short-term, but unknown long-term effects

Zvoch, K. (2006). Freshman year dropouts: Interactions between student and school characteristics and student dropout status. *Journal of Education for Students Placed at Risk*, 11, 97-117.

Findings:

Achievement test performance, poverty, and overage for grade level were strong predictors for drop out
Resources should be allocated toward assisting disadvantaged students in disadvantaged school contexts – where high percentages of the student body face economic challenges
Individual student characteristics need to be considered – students in special populations may need special attention
Districts need to design strategies that recognize and support students who face combined risk of individual and community challenge

Small learning communities approach may have a positive effect on student dropout rates

Lewis, A. C. (2006). Addressing the dropout rate. *Tech Directions*, 66.

Findings:

Value of career education and career-related programs on dropout prevention so students see connection between their school coursework and careers after graduation.

Christie, K. (2007). Minding our measures. *Phi Delta Kappan*, 89.

Findings:

At-risk Student Implementation Guide developed by committee in South Carolina identifies behaviors and characteristics of a dropout:

- 1) being overage for the grade level because of retention
 - 2) lack of effort or interest in academic work
 - 3) working an excessive number of hours per day or week
 - 4) a history of discipline problems leading to suspension, expulsion, or probation
 - 5) expressing feelings of being disconnected from the school environment
 - 6) evidence of physical or emotional abuse
 - 7) low SES
 - 8) living without at least one parent
 - 9) limited English proficiency
-

Daniel, S. S., Walsh, A. K., Goldston, D. B., Arnold, E. M., Reboussin, B. A., & Wood, F. B. (2006). Suicidality, school dropout, and reading problems among adolescents. *Journal of Learning Disabilities*, 39, 507-514.

Findings:

Youth with poor reading ability were more likely to drop out of school (in addition to having more suicidal ideation and attempts) as opposed to youth with typical reading ability.

Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. *Children & Schools*, 29, 133-144.

Findings:

Solution-focused alternative school (SFAS) showed positive effects on credit accrual and post-secondary education in relation to comparison group. SFAS includes 1) faculty emphasis on building student strengths, 2) attention given to individual relationships and student progress, 3) emphasis on student choices and personal responsibility, 4) overall commitment to achievement and hard work, 5) trust in student evaluations, 6) focus on

students' future success instead of past difficulties, 7) celebration of small steps toward success, and 8) reliance on goal-setting activities.

Jimerson, S. R., Pletcher, S. M. W., Graydon, K., Schnurr, B. L., Nickerson, A. B., & Kundert, D. K. (2006). Beyond grade retention and social promotion: Promoting the social and academic competence of students. *Psychology in the Schools, 43*, 85-97.

Findings:

Characteristics of a retained student - Assortment of challenges:

- 1) Lower achievement particularly in reading and language arts
- 2) Lower parental involvement
- 3) Poor parental attitudes toward education
- 4) Behavior and socio-emotional problems – more negative classroom behaviors, less confident, and less socially competent
- 5) Minorities and boys more likely to be retained

Results from meta-analysis do not support the use of grade retention as an early intervention

Retention can have harmful effects on socio-emotional development and academic adjustment

Retained students are more likely to drop out than matched comparison groups of equally low achieving, but socially promoted, peers

Emphasis should be on early interventions designed to promote the social and academic competence of students

No “silver-bullet” intervention to meet the needs of all students – it’s vital to consider the context and specific needs of the individual children receiving the prevention or intervention services.

Intervention categories:

- 1) school-wide interventions – administratively commissioned programs pervasive throughout the school
- 2) instructional strategies – direct, teacher-led interventions implemented within existing classroom structure

Interventions:

- 1) Preschool programs
- 2) Comprehensive school-wide programs
- 3) Summer and after-school programs
- 4) Looping and multi-age classrooms
- 5) School-based mental health programs
- 6) Parent involvement
- 7) Early reading programs
- 8) Effective instructional strategies and assessment
- 9) Behavior/cognitive behavior modifications

Dropout Recovery Resource Guide Inventory

A. Glossary

Term Definition _____

Intervention -	Targeted plan to address a specific problem
Prevention -	Programs to keep at-risk students from dropping out
Recovery/Reentry -	Getting students who already dropped out back in school

B. Collecting Information/Assessment

Dropout Definition

1. Does the manual contain a definition for “dropout” (which students classify as a dropout)? __ Yes __ No

2. Does the manual contain different definitions for dropout? __ Yes __ No

Dropout Formulas

3. Does the manual mention that knowing the number of dropouts in the district/school is a critical component of dropout prevention/recovery? __ Yes __ No
4. Does the manual mention that organizing dropout data (to understand why students are dropping out or at risk) is a critical component of dropout prevention/recovery? __ Yes __ No
5. Does the manual contain information on dropout formulas? __ Yes __ No
6. Does the manual mention the cohort rate dropout formula? __ Yes __ No
7. Does the manual define the cohort rate dropout formula? __ Yes __ No
8. If yes, does the definition align with the following? __ Yes __ No
The cohort rate is the rate at which students in a group drop out over a certain period of time (e.g., four years).
9. Is the cohort rate reported as the most accurate dropout formula? __ Yes __ No
10. Does the manual mention the event rate dropout formula (aka. annual rate or incidence rate)? __ Yes __ No
11. Does the manual define the event rate dropout formula? __ Yes __ No
12. If yes, does the definition align with the following? __ Yes __ No
The event rate is the rate at which students who enter a program drop out within a single year or term.

13. Does the manual mention the status rate dropout formula? Yes No
14. Does the manual define the status rate dropout formula? Yes No
15. If yes, does the definition align with the following? Yes No
 The status rate is the rate at which students who exhibit certain characteristics related to dropping out are counted at a certain point in time (e.g., pregnant students).
16. Does the manual mention that the status rate can be used to identify at-risk groups? Yes No

Reasons for Dropout

17. Are the following terms mentioned and defined?
 Note - These terms may be defined but not mentioned or may be mentioned under a different name
- | | Mentioned? | | Defined? | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|
| | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Push effects – school-related factors that tend to push students out of school (e.g., not liking school, not keeping up with school work, not getting along with teachers, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pull effects – outside factors that compete with regular school attendance and completion (e.g., have to get a job, have to care for a family member, pregnancy, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alterable variables – Risk factors more open to change (e.g., failing grades, few educational resources, unsafe environment, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Status variables – Risk factors that are more difficult to change (e.g., urban settings, low income family, low cognitive ability, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
18. Does the manual mention that as students accumulate risk factors, their intervention options become more limited? Yes No
19. Does the manual mention that students with multiple risk factors require multi-faceted prevention efforts? Yes No
20. Does the manual identify research-based factors that put students at risk of dropping out? Yes No
21. Are the following risk factors mentioned: Mentioned?
- | | | |
|------------------------------------------|------------------------------|-----------------------------|
| Low expectations to stay in school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| High rates of absenteeism | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Low percentage of peers going to college | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Retention | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Poor achievement test performance	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Overage for grade level	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Lack of effort or interest in academic work	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Lower reading ability	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Expressing feelings of being disconnected from the school environment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Limited English proficiency	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Low SES (low levels of parental education, family assets, and educational resources at home)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Living in poverty (living in a family with income below the federally defined poverty line)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Early age of first sexual experience	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Risk of harm from students' home environment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Risk of harm from students' school environment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evidence of physical abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Evidence of emotional abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Large household size	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Living without at least one parent	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Working an excessive number of hours	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Negative effects of living in metropolitan area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Behavioral problems (e.g., fights at school)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
History of discipline problems leading to suspension, expulsion, or probation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tough transition from 8 th to 9 th grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tough transition from 9 th to 10 th grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No

C. Prevention/Recovery Strategies

1. Are the following intervention levels mentioned and defined?

Note - These terms may be defined but not mentioned or may be mentioned under a different name	Mentioned?		Defined?	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Universal interventions (targeting <i>all</i> students)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Selected interventions (targeting a <i>select group of students</i>)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Indicated interventions (targeting <i>individual students</i>)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<u>Universal Interventions</u>				

2. Does the manual suggest implementing early intervention strategies (e.g., preschool programs, early reading programs)? Yes No

Effective School Practices

3. Does the manual suggest having effective school practices (see below) in place? Yes No

4. Are the following effective school practices mentioned and defined?

	Mentioned?		Defined?	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Leadership, planning, and learning goals - practices that address lifelong learning (e.g., preplanned curriculum, educational technology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management and organization (e.g., classroom routines, discipline)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction and instructional improvement – quality instruction (e.g., feedback to students, professional development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactions with students (e.g., incentives, recognition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity – practices that address different student learning styles and abilities (e.g., multicultural education, additional learning time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special programs – providing further activities for at-risk students (e.g., tobacco and alcohol prevention programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment – monitoring student progress (e.g., multiple methods of assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Types of Interventions

5. Does the manual differentiate between interventions geared toward prevention and those geared toward recovery? Yes No

6. Are the following types of interventions mentioned and defined?

Note - These terms may be defined but not mentioned or may be mentioned under a different name

	Mentioned?		Defined?	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Personal affective – Focus on conveying importance of staying in school and helping students with challenging personal issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic – Focus on improving students' academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family outreach – Focus on increasing parent involvement and communication between home and school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|------------------------------|-----------------------------|
| School structure – Focus on changing school environment to build more caring and personalized relationships. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Work related – Focus on vocational training, volunteer opportunities, and service learning. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Does the manual suggest a comprehensive approach to dropout prevention/recovery? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |
| 8. Are the following aspects of interventions mentioned? If yes, are they mentioned in terms of a prevention program and/or a recovery program? | | | | |
| Career awareness | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Counseling | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Vocational education/technical training | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Extracurricular activities | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Punishments and incentives | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Behavior/cognitive behavior modifications | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Multi-age classrooms | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Personnel (e.g., attendance monitoring) | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Targeted programs (e.g., after school programs) | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Alternative schools | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Community involvement | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Instructional initiatives (e.g., mentoring) | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Small learning communities | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |
| Rapid credit accrual | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | Prevention | Recovery | | |

Selected Interventions

9. Does the manual mention strategies geared toward the following stages/students? If yes, are they mentioned in terms of a prevention program and/or a recovery program?
- | | | | |
|-----------|------------------------------|------------------------------|-----------------------------|
| Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | Prevention | Recovery | |

Elementary	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Prevention	Recovery	
Middle School	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Prevention	Recovery	
Transition from 8 th to 9 th grade	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Prevention	Recovery	
High School	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Prevention	Recovery	
Specific Populations (e.g., pregnant students, students not performing at grade level, English language learners)	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Prevention	Recovery	
If yes, which specific populations are addressed?	<hr/>		

Students with Disabilities

10. Are prevention/recovery efforts mentioned for students with disabilities? Yes No
11. Is effective instructional design mentioned as a key part of programs for students with disabilities? Yes No
12. Are cognitive-behavioral interventions mentioned to work well to prevent youth with disabilities from dropping out? Yes No

D. Choosing an Intervention Program

1. Does the manual suggest consideration of the following when choosing an intervention? Does the manual provide guidance for how to consider these factors?
- | | | | |
|--------------------------------------------------------------------------|------------------------------|------------------------------|-----------------------------|
| Needs of the students in the district/school | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | Suggests | Provides | Guidance |
| Feasibility of implementing the program | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | Suggests | Provides | Guidance |
| Cost of implementing the program | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | Suggests | Provides | Guidance |
| Implementing multiple programs to meet the various needs of the students | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | Suggests | Provides | Guidance |
| Cultural considerations | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | Suggests | Provides | Guidance |
2. Does the manual provide a distinction between new Yes No

(customized) and existing (already established) dropout interventions?

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| 3. Does the manual give the pros (and cons) of developing a new (customized) program? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Does the manual provide research-based information to guide the development of new (customized) programs? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Does the manual provide resources for the development of new (customized) programs (e.g., links to websites, reference lists)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Does the manual provide research-based information to guide the evaluation of effectiveness of a new (customized) program? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Does the manual give the pros (and cons) of using an existing (already established) program? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Does the manual provide research-based information to guide the evaluation of effectiveness of an existing (already established) program? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Does the manual provide resources for choosing an existing (already established) program (e.g., links to websites, reference lists)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

E. Implementation

- | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------|-----------------------------|
| 1. Does the manual provide information about the implementation of an intervention? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| If yes, does the manual suggest the following elements to be included in an implementation plan? Does the manual provide guidance for how to consider these factors? | | | |
| Need – The identified issues the intervention aims to address. | <input type="checkbox"/> Yes
Suggests | <input type="checkbox"/> Yes
Provides
Guidance | <input type="checkbox"/> No |
| Activities – The activities that will be carried out to address the needs. | <input type="checkbox"/> Yes
Suggests | <input type="checkbox"/> Yes
Provides
Guidance | <input type="checkbox"/> No |
| Resources – The resources that will be used to support the activities. | <input type="checkbox"/> Yes
Suggests | <input type="checkbox"/> Yes
Provides
Guidance | <input type="checkbox"/> No |
| Person Responsible – Assigning responsibility for each task. | <input type="checkbox"/> Yes
Suggests | <input type="checkbox"/> Yes
Provides
Guidance | <input type="checkbox"/> No |
| Timeline – Creating a timeline for each activity with start and end dates. | <input type="checkbox"/> Yes
Suggests | <input type="checkbox"/> Yes
Provides
Guidance | <input type="checkbox"/> No |
| Contextual Factors – Identifying factors that may limit the success of the intervention. | <input type="checkbox"/> Yes
Suggests | <input type="checkbox"/> Yes
Provides
Guidance | <input type="checkbox"/> No |
| Communication Plan – The plan to communicate within the district, to parents, students, and | <input type="checkbox"/> Yes
Suggests | <input type="checkbox"/> Yes
Provides | <input type="checkbox"/> No |

community.

Guidance

2. Does the manual mention that fidelity of implementation is a critical component of an intervention? Yes No
3. Does the manual suggest professional development be a part of the implementation plan? Yes No

F. Evaluating Effectiveness

1. Does the manual suggest evaluation as a component of an intervention? Yes No
2. Does the manual mention and define the following evaluation terms?

	Mentioned?		Defined?	
Formative evaluation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Summative evaluation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Qualitative data	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Quantitative data	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reliability	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Validity	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

G. Notes

Participant Name:

Affiliation:

Position/Title:

Interviewer:

Date:

Dropout Recovery Resource Guide User Interview Protocol

Read to participants: Hi, my name is _____ and I will be asking you some questions to gain your feedback on the Online Dropout Recovery Resource Guide (Guide). I am an independent evaluator with WestEd contracted by TEA to assess the Guide. All of your answers are confidential. I would like to audio-record our conversation, but I want to make sure that is all right with you. I only use the recording to supplement my notes. Is it all right? O.K. let's get started.

1. How long have you been working in dropout prevention?

[Probes: In what capacity? For what agencies or organizations?]

2. Did you access the Online Resource Guide during the forums? How many times did you access the Online Resource Guide during the forums? Have you accessed the Online Resource Guide since the forums? How many times have you accessed the Online Resource Guide since the forums?

3. Have you used (or do you plan to use) information from the Guide? How so?

[Probes: What information was used (will be used) (e.g., recruitment materials, samples of budgets)? How was the information used (will the information be used) (e.g., to create service plans for reentering students, to identify a funding source?)]

4. Do you think your use of the Guide will improve student outcomes? How so?

[Probe: Please provide specific examples of how the Guide, or information accessed from the Guide, may improve student outcomes.]

5. Do you anticipate any changes in policy or procedure as a result of your use of the Guide?

[Probe: Please provide specific examples of potential changes in policy or procedure.]

6. Have you already referred (or do you plan to refer) others interested in dropout prevention to the Guide? Why or why not?

[Probes: How many people have you referred? What agencies or organizations are they with?]

7. **Do you think the Guide can be improved? How so?**

[Probe: Is there other information that would be helpful if included in the Guide? Probe for specific examples.]

8. **Are there any additional comments you would like to make about the Guide?**

Thank you for your time and valuable feedback!