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

PROGRAM ACTIVITIES THROUGH SUMMER 2004

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

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

Characteristics of Campuses Receiving THSCS Grant Funding

THSCS, Cycle 1 grants were awarded at the end of Spring 2004 to 128 school districts and open enrollment charter schools, serving a total of 246 campuses, located throughout Texas. THSCS campuses are heavily concentrated within the greater metropolitan areas of Houston, Dallas, Fort Worth, and San Antonio. While the majority of THSCS campuses had an enrollment of 250 or fewer students, the average enrollment of grantee campuses was 1,144. The majority of campuses, 80%, offer instruction to students in grades 9 through 12.

Approximately 60% of students on campuses receiving THSCS grant funds are Hispanic. This percentage is significantly higher than the percentage of Hispanic students in Texas high schools statewide, which is 39%. White student enrollment at THSCS campuses is 22% which is much lower than the 44% of White students enrolled in Texas high schools statewide. Thus, Hispanic students account for a disproportionately higher percentage of students at THSCS campuses, while White students represented a disproportionately lower percentage of students at THSCS campuses. The number of African American students at grantee campuses was comparable to the percentage of African American high school students in the state, 16% versus 14%, respectively.

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

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

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

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

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

Strategies and Activities Implemented During Summer 2004

To meet the goals and objectives of the grant program, THSCS cam

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

In regard to activities designed to encourage students toward post-secondary education and training, grantees reported the number of students who took dual credit courses, Advanced Placement (AP-8.75dvanced

Link to full text: http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/thscs_final_interim_report.pdf