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

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</tr>
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<tbody>
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<td><strong>District-wide College and Career Pathways</strong>&lt;br&gt;<strong>STATE</strong>&lt;br&gt;5/1/10-2/28/13</td>
<td>District-wide College and Career Pathways - a pilot demonstrating how lessons learned from college-ready reform models (i.e. ECHS and T-STEM) can be scaled throughout a district to enable all students to graduate college-ready with a minimum of 12 college-level credits</td>
<td>Ongoing grantee progress reports</td>
<td>Grantee Progress Reports:&lt;br&gt;*To date 13,224 students have been served. Of these, 828 dropout recovery participants were served, 336 dropout recovery students graduated, 157 dropout recovery students were enrolled in an IHE. *6,326 students participated in dual credit. *4,139 middle school students are on a college track. *8,131 students completed advanced placement courses. *2,545 graduates from the class of 2011 enrolled in college, and 4,638 college level courses have been completed to date. (7/31/12)</td>
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<td><strong>Dropout Recovery Pilot Program (TDRPP)</strong>&lt;br&gt;<strong>STATE</strong>&lt;br&gt;Cycle 3: 6/1/10-6/31/12&lt;br&gt;Pay for Performance: 2/1/11-2/28/12</td>
<td>TDRPP - to recruit students who have already dropped out and provide them services that enable them to earn a high school diploma or complete an alternative plan to college by demonstrating college readiness.</td>
<td>Cycle 1&lt;br&gt;8/28/08-5/31/10&lt;br&gt;Cycle 2&lt;br&gt;6/1/09-12/31/10 and ongoing progress report data collected on enrollments and completions.</td>
<td>Grantee Progress Reports:&lt;br&gt;*From August 2008 through June 2012, TDRPP grantees enrolled a total of 9,823 participants. (Grantees over performed as the estimate to be served was 2,042). *2,498 participants earned a high school diploma, 447 participants demonstrated college readiness for a total of 2,945 completions to date. (6/2012) *Over 9000 unique benchmarks were achieved (6/2012) <strong>External evaluation findings through May 2010:</strong> <strong>TDRPP is a cost effective investment of public funds. Ultimately, the state of Texas is estimated to benefit significantly - $98 million from the students who successfully completed their TDRPP program as of May 2010.</strong></td>
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<td><strong>Early College High School (ECHS)/College For All</strong>&lt;br&gt;<strong>STATE</strong>&lt;br&gt;FY 2012 $1,500,000&lt;br&gt;FY 2013 $1,500,000&lt;br&gt;College For All:&lt;br&gt;Cycle 1: 10/1/12-5/31/14&lt;br&gt;Cycle 2: 6/1/13-5/31/15</td>
<td>Innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and up to 60 credit hours</td>
<td>Cycle 1&lt;br&gt;10/15/06-5/31/09&lt;br&gt;Cycle 2&lt;br&gt;2/1/08-5/31/10</td>
<td>External evaluation results through 2008-09 SY:&lt;br&gt;*ECHS students outperformed students at comparison schools on TAKS-Math, TAKS-Reading, TAKS-Science, and TAKS-Social Studies, and were more likely to meet or exceed standards on all four TAKS core subject tests. *ECHS students had better attendance and took more accelerated courses (AP/IB/dual credit) than students in comparison schools. *ECHS 10th grade students were more likely to pass Algebra II or Geometry than 10th grade students in comparison schools.</td>
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| **T-STEM Academies**        | T-STEM Academies - creating small secondary schools focusing on improving instruction and academic performance in science and math related subjects. | Cycle 1: 6/1/10-5/31/12  
Cycle 2: 6/1/11-5/31/13  
Cycle 3: 6/1/10-5/31/12  
Cycle 4: 3/1/11-2/28/13  
Cycle 5: 3/1/10-5/31/14 | External evaluation results through 2008–09 SY:  
*T-STEM students outperformed students at comparison schools on TAKS Math and TAKS Science, and were more likely to meet or exceed standards on all four TAKS core subject tests.  
*T-STEM students had better attendance than students in comparison schools. |
| **Amachi**                  | Amachi - provides one-to-one mentoring for youth ages 6-14 whose parents or family members are incarcerated | Ongoing grantee progress reports                                             | Grantee Progress Reports:  
2,727 youth were mentored in 2011. Of these:  
*98% promoted to the next grade level  
*98.7% avoided involvement with the criminal justice system  
*95.6% remained in school without placement in an alternative education program |
| **Academic Innovation and Mentoring (AIM)** | AIM - partnership between Texas Alliance of Boys and Girls Clubs and the Sylvan Learning Centers to improve student performance by providing after school academic support to at-risk students | Ongoing grantee progress reports                                             | Grantee Progress Reports:  
2,166 youth were served in 2011. Of these:  
*78% were at risk  
*28% were ELL  
*76% were economically disadvantaged  
*86% of students advanced a level on math or reading assessments |